

Barriers Facing Disables in Getting Jobs in Ghana

Quality of life situation

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Abstract

Discrimination against persons with disabilities the world over in the realm of employment has been a real problem especially in developing countries such as Ghana, where there are not enough government incentives to help cushion the bad effects of unemployment and redundancy on the disabled. Negative perceptions suggesting that disability means incapability are rife and thus prevents the disabled from getting a job or rendering those who have jobs and became disabled through no faults of theirs' redundant. The disabled in Ghana, thus, can only make ends meet by resorting to begging on the streets, or engaging in some vocations. The few of them who are in employment face problems such as infrastructural deficiencies like the absence of adaptive aides to help them move around easily, for instance, the absence of elevators in storey buildings. Those in some vocations on their own suffer financial problems and hence cannot expand their ventures to the levels that can help them cater for their needs. Most of them are very poor and dependent on family and friends for survival. Laws made to safeguard their rights are not enforced. Ghana is not only a party to the ratification of the UN Declaration on the Rights of the Disabled, they have a Persons with Disability Act (Act 715 of 2006), but the situation is no better. This research aimed at exploring the difficulties faced by the disabled people in Ghana in terms of getting a job. Interview was set and qualitative method of study is applied to elicit authentic information from the informants who are graduates, vocational trained and illiterates, but are jobless. The study took place in Accra the capital of Ghana. Among other questions, the research found out how the disabled feels without a job and whether or not they would like to be employed. Twelve disabled (9 males and 3 females) were interviewed for this study. Informants chosen were the blind and physically challenged. All informants, but one wanted to work but they revealed "barriers" that prevents them from achieving that aim. Among some of the barriers were non-enforcement of existing laws that safeguard rights of the disabled; stereotyping and discrimination against persons with disabilities; and lack of capital to start businesses. Stemming the tides, it is expected of the government and various stakeholders to sensitize the population on the rights and capabilities of the disabled so as to reduce or eliminate the discrimination against them, as well as provide financial support and credit to those who wanted to start their own businesses.

The findings confirm the Brown (1997) theory of well-beings and quality of life. The informants think or feel that lack of awareness and understanding of the appropriate laws,

incentives and cultural rigidity are major sources of problem. If such barriers are removed they are going to enjoy a better life.

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CHAPTER 1. INTRODUCTION

1.1 Statement of the problem

"The UN standard Rule states that employment states should recognize the principle that persons with disabilities must be empowered to exercise their human rights, particularly in the field of employment" (UN 1993).

Disabled people have reduced capability of activity due to many difficulties they encounter in life, studies and activity. In every society of the world, persons with disabilities continue to face obstacles in both social and economic development. They are prevented from exercising their rights and freedom and these make it difficult for them to participate fully in society. High unemployment among disabled people is so alarming that the international communities such as United Nation, Non Governmental organization (NGO), WHO do accept and recognize that it is time to come out with a solution. Effort has been made to remedy this situation but there are still a lot of disabled people especially in the third world countries in general without job. Ghana been a third world country is no exception. Despite the various objectives and policies made to protect the rights of the disables, disabled people in Ghana still face discrimination and other forms of dislike in the society. According to the UN (1993), the percentage of the people with disabilities in the developing countries is very high and problems of these disabilities in these countries are poverty.

People with disabilities are often excluded in work, because of ignorance and prejudice of the society. The most explanation given is their inability to compete on the basis of relevant skills or qualification. To be employed, and have a job is a symbol that you are independent. One is respected, have confident and responsible. These also apply to disabled people in the society. Having a job means they are respected, seen, heard and recognized in the society. Giving them the chance to work, increases their self -esteem. As full citizens people with disabilities have equal right and are entitled to dignity, equal treatment, independent living and full participation in the society.

Unemployment rate among disabled people in Ghana is higher than the non-disabled people in Ghana. According to statistics, persons with disabilities in Ghana are estimated to be 10% of the total population. Most of them are without job roaming on the streets begging to make ends meets. Even though begging is illegal and a shameful thing to do, a good number of them engage in it. The government of Ghana and Non Governmental organization (NGO)

have made effort to raid or eliminate begging but the attempt was in vain or unsuccessful (Ghana federation of the disabled). The aim of this research was to investigate and find out why these people are without job and some roaming on the street begging to survive. This area of investigation is very broad. One can investigate barriers facing people with cognitive disabilities in addition to the other disabilities and even interview employers and a lay man on the street to know their views about how they perceive persons with disabilities in Ghana. To limit this research the main focus was only to interview persons with physically challenged and the blind.

1.2 Significance of the study

Unemployment is a major problem that the world over, have been unable to address. There are a lot of unemployed disabled people in Ghana. From my experience and a research done a lot of them are on the street begging and others who have completed university are at home and still depending on their families. As stated above people with disabilities also have the right to work and live an independent life just as the able-bodied. The significant of this research was to find out and understand why a large number of disables in Ghana are without job despite all the policies and laws protecting them.

As stated in the National disability policy document in Ghana (2002), people with disabilities as full citizen have equal right and are entitled to dignity, equal treatment, independent living and full participation in the society and a quality of life as well. By so doing they can also contribute to the national development if only they are given the opportunity.

1.3 Research Questions

According to Maxwell (2005), research questions are what the researcher want to understand in his or her study. It is a component which links to other components of the design. It also influences every other part of the study. It frames the phenomena in which the researcher is going to study, guides decisions about methods, and influences the conceptual frame work, preliminary result and potential validity. The following questions were formulated in order to accomplish the goals of this research:

Main Question:

How do disables in Ghana without job feel about their life situation?

sub-Question

1. Why do disables in Ghana want to work?

2. How do friends , relatives and families see a disabled person with-out a job?
3. How do disabled people themselves feel without a job?

CHAPTER 2. POLITICAL DOCUMENTS

This is where one shows how the research fits into what is already known (its relationship to existing theory and research) and how it makes a contribution to our understanding of the topic or goals. This is where prior theories are discussed. As mentioned earlier on, the main research question is about how do disabled people in Ghana without job feel about their life situation.

To begin with, It is important to know the international legislation policies and laws governing disabled people in the world in general and in Ghana as a nation. The Laws and legislation shape societal attitudes towards disability. We cannot talk about this issue without the laws. Theories essential to this research will be discussed.

2.1 World programme of action concerning disabled persons (United Nations decade of disabled person, 1983-1992).

The UN stresses that disabled people have the same rights as all other human beings and equal opportunities. Disabled people's lives are handicapped as a result of physical and social barriers in the society which prevent their full participation (UN, 1983)

According to the UN (1983) one has to draft the situation of disabled persons within the context of different levels of economic and social development and different cultures. It is the government responsibility to deal with situations that lead to impairment and disability. Governments should awaken the consciousness of populations regarding the gains to be obtained by individuals and society in general from inclusion of disabled

people in every area of the social, economic and political life. It is also the responsibility of the government to ensure that people who are made dependent by severe disability have an opportunity to achieve a standard of living equal to that of their fellow citizens. In addition the Non-Governmental organizations can be of help to the government by formulating needs, suggesting suitable solutions and providing services that are different but together form a useful skills and qualities provided by the governments.

2.2 Equalization of opportunities

For the government to achieve the goals of full participation and equality measures taken concerning rehabilitation of disabled person are not enough. Experiences shows that it is the environment which determines the effect of an impairment or disability on a person's daily life. A person is handicapped when he or she is denied the opportunities generally available in the community that are necessary for the basic elements of living, including family life, education, employment, housing, financial and personal security, participation in social and

political groups, sexual relationships, access to public facilities, freedom of movement and the general style of daily living (UN, The World programme of action 1983).

2.3 Employment

Persons with disabilities are usually the first to be out of work in terms of unemployment. The unemployment rate among disabled job-seekers is double that of able-bodied applicants for jobs especially when a country experience economic crises. A lot of programmes have been developed to create jobs for persons with disabilities in many countries. Examples are sheltered and production workshops, sheltered enclave (that is areas where people have a different religion, culture from those who live in the country or city that surrounds it), designated positions, quota schemes, subsidies for employers who train and engage disabled workers, co-operatives of and for the disabled. The number of disabled workers working at both normal and special establishment is far below the number of employable disabled workers. Ergonomic principles adopted at the work place, tools, machinery and equipment helps widen employment opportunities for the disabled (UN, 1993).

The rise of industrial capitalism had also a dramatic impact on the marginalization of people with disability as economically unproductive. According to Barnes, Mercer and Shakespeare (1999), It was only during the war when shortages of labour demanded significant changes were disabled workers were welcomed into the workplace on a large scale. Barnes, Mercer and Shakespeare (1999) explained further that in 1939 -1945 conflict, 430,00 disabled people entered mainstream employment. In addition, immediately following these periods of national crisis, policies were introduced to promote the continuation participation of disabled people in the labour market. Yet the results have been very disappointing, and government responses have demonstrated little conviction (p.110).

According to the UN (1983), especially in the developing countries disabled people live in rural areas. And as such the economy of the family is based on agriculture. When the family expands the disabled person is given some tasks to do. As more families move from rural areas to urban centers, and as agriculture becomes more mechanized and commercialized, money transfer replace barter system the vocational plight of disabled person becomes more severe. For those living in urban slums, competition for employment is heavy and other economically productive activity is scarce. Many disabled people become inactive and become dependent and others engage in begging.

2.4 United nations standard rule on the equalization of opportunities for persons with disabilities (UN, 1993)

Much attention has been paid on the right of people with disabilities by the United Nation and other international organization. According to Michailakis (1997), the General Assembly of the United Nation in 1975 adopted the Declaration on the Right of persons with disabilities. The Standard Rules on the Equalization of Opportunities for persons with disabilities were almost in twenty years adopted by the General Assembly at its 48th session on December 1993. Before the standard Rules, the disability problems were taken up by the UN first in December 1971 which adopted the Declaration the Right of Mentally Retarded Persons. Four years later the Declaration on the Rights of disability was followed. This Declaration provides a basis for the full integration of disabled people into community. In order to achieve the goal and also show concern, the General Assembly proclaimed the year 1981 as the International Year of the Disabled Persons.

Full participation and equality was the theme of the year. The aim was to promote the participation of persons with disabilities in social development and allow them to enjoy a standard of living equal to that of their non-disabled peers. All member states were invited by the General Assembly to establish measures and programmes to implement these objective. The Standard Rules are described as a result of many events, ideas, movement and interacting forces (Michailakis 1997).

The UN in 1982 proclaimed 1983- 1992 as the UN Decade of Disabled Persons. In the World Programme of Action, concrete objectives was set out concerning persons with Disabilities. This was adopted by the General Assembly in December 1982 to mark the beginning of the decade. The objectives were to promote effective measures for prevention of disabilities, as well as for rehabilitation and realization of the goal of full participation and equalization of opportunities. According to Michailakis (1997) the Decade of disabled Persons resulted in the Standard Rules. The Standard Rule become the first international instrument which specifically refer to disabled persons and contain a statement of the right of disabled persons to equal opportunities for participation.

Employment is one of the areas for Equal Participation. The following rules are among the target areas concerning persons with disabilities. The UN stated that:

1. Persons with disabilities have equal rights to work and gain a living. Countries should not allow discrimination in job-related matters, promote self-employment and

starting one's own business, employ disabilities in both public and private sector. Persons with disability must be empowered to exercise their right, particularly in the field of employment in both rural and urban areas and must have equal opportunities for productive and gainful employment in the labour market (UN 1993).

2. Countries should support the integration of persons with disabilities into employment. This support could occur through different measures, for example through vocational training, incentive-oriented quota schemes, loans or grants for small business, tax concessions, contract compliance or other technical or financial assistance to enterprises employing workers with disabilities. They should also encourage employers to make reasonable adjustments to accommodate persons with disabilities (UN 1993).

States should take measures to design and adapt workplaces and work premises in such a way that they become accessible to persons with different disabilities. The state action programmes should include support for the use of new technologies and the development and production of assistive devices, tools and equipment and measures to facilitate access to such devices and equipment for persons with disabilities to enable them to gain and maintain employment. There should be appropriate training and placement and support such as personal assistance and interpreter services.

1.State should initiate and support public awareness- raising campaigns designed to overcome negative attitudes and prejudices concerning workers with disabilities. State should create favorable conditions for the employment of disables in the public sector.

2.The objective should be always be for persons with disabilities to obtain employment in the open labour market. For disable person whose needs cannot be met in open employment, small units of sheltered or supported employment may be an alternative. Measure should be taken to include persons with disabilities in training and employment programmes in the private and informal sectors.

3.State workers organizations and employers should cooperate with organizations of persons with disabilities concerning all measures to create training and employment

opportunities, including flexible hours, part-time, self employment and attendant care for persons with disabilities.

2.5 UN convention on the rights of persons with disabilities (2006)

According to the UN convention (2006) "persons with disabilities have equal rights to work and gain a living. Countries are to prohibit discrimination in job matters, promote self employment, entrepreneurship and starting one's own business, employment, people with disabilities should be employed in both the private and public sector and ensure that they are provided with reasonable accommodation at work" (Article27)

States parties should recognize the right of persons with disabilities to work on equal bases with others. This includes the right to the opportunity to gain a living by work freely chosen and accepted in the labour market and work environment that is open, inclusive and accessible to persons with disabilities. State parties shall safeguard and promote the realization of the right to work, including for those who acquire a disability during the course of employment, by taking appropriate steps, through legislation.

States parties shall ensure that persons with disabilities are not held in slavery or in servitude, and are protected, on an equal basis with others, from forced or compulsory labour.

2.6 Millennium development goals (mdgs)

The Millennium Development Goals was launched by the united Nation in 2000 and according to the World Health Organization (WHO), the United Nations Millennium Development Goals are eight goals that all 191 UN member states have agreed to try to achieve by the year 2015. The United Nations Millennium Declaration, signed in September 2000 commits world leaders to combat poverty, hunger, disease, illiteracy, environmental degradation, and discrimination against women.

People with disabilities are highly over- represented among the poor. According to UN, about 82 percent of them live below the poverty line. Poverty is considered both a cause and a consequence of disability. Poverty is a cause of disability since the poor often lack resources to prevent some disabilities. Poverty is a consequence of disability since people with disabilities often lack access to education, health services and income-generating activities, they are often denied their human right, social and economic rights. These factors contribute to high levels of vulnerability and exclusion.

2.7 Comprehensive and international convention on the protection and promotion of the right and dignity of persons with disabilities (2006)

An assembly established a committee in 2001 to consider proposals for a comprehensive and integral international convention to promote and protect the right and dignity of persons with disabilities. They finalized the negotiations on the comprehensive and integral international convention on the protection and promotion of the rights and dignity of persons with disabilities in 2006. It is stated in article 22 of this convention that people with disabilities have the right to earn a living by working. It also emphasizes the importance of economic empowerment based on the principles of equal opportunity and equal treatment. This article reinforces the International Labour Organization (ILO) convention of 156 and Rule 7 of the United Nations standard Rules On the Equalization of Opportunities for persons with disabilities.

2.8 The international labour organization(ILO) convention 159

The ILO is the tripartite UN agency that brings together government, employers and workers of its member states in common action to promote decent work throughout the world. The ILO was founded in 1919, it became the first specialized agency of the UN in 1946.

It is devoted to helping women and men to obtain decent and productive work in condition of freedom, equality security and human dignity. Its main aims are to promote right and work, encourage decent employment opportunities, enhance social protection and strengthen dialogue in handling work related issues. Decent work is the ILO's primary goal for everyone, including persons with disabilities. It has worked for over 50 years to promote skills development and employment opportunities for people with disabilities based on the principles of equal opportunity, equal treatment, mainstreaming into vocational rehabilitation and employment services programmes and community involvement (ILO).

The principle of non-discrimination is increasingly emphasized as disability issues have come to be seen as human rights issues. The ILO works to achieve this goal through promoting labour standards, advocacy, knowledge building on the training and employment of people with disabilities and externally. A strategy of involving persons with disabilities in the training and employment promotion policies programmes of the ILO is currently being developed (ILO).

The International Labour Organization estimated that almost 386 million people of working age in the world are disabled. About 80 percent in some countries, remain unemployed due to attitudes of employers, lack of education and training, absence of proper support, and barriers in the workplace (Priestley, 2003). In many developing countries the economic resources for unemployed disabled is often limited and this threatens the survival of individuals and their families. Having employment is often seen as the only available mechanism for breaking the link between disability and poverty.

2.9 ILO code of practice

The ILO CODE of Practice on Managing Disability in the workplace (ILO2002) was drawn up to provide guidance to employers on practical means of implementing the types of measures contained in international instruments such as those mentioned earlier. The code was developed and unanimously agreed at a tripartite meeting of experts (representing governments and employers' and workers' organizations), convened in October 2001 at the decision of the ILO Governing Body, taken at its 277th session in March 2000. While addressed mainly to employers. It is based on the principles underpinning international instruments and initiative(Ras 2008)

2.10 Vienna declaration / programme of action (1993)

According to the ILO, the world conference on human rights meeting in Vienna in 1993, made direct references to persons with disabilities. Emphasis was made in the Vienna Declaration and programme of Action that “every person is born equal and has the same rights to life and welfare, education and work, living independently and active participation in all aspects of the society. Any direct discrimination or other negative discriminatory treatment of a disabled person is therefore a violation of his or her right”. The World Conference stresses the need of the governments to adopt or adjust legislation to assure access to these and other rights for the disables (ILO).

2.11 National disability policy document in Ghana concerning employment of the disables

"The purpose of the world programme of action concerning Disabled persons is to promote effective measures for prevention of disability, rehabilitation and the realization of the goals of full participation of disabled persons in social life and development, and of equality. This means opportunities equal to those of the whole population and an equal share in the improvement in living conditions resulting from social and economic development. These

concepts should apply with the same scope and with the same urgency to all countries, regardless of their level of development" (United Nations Decade of disabled persons, 1983-1992).

As explained above there have been numerous international conventions and declarations promoting and protecting the rights of the disabled. Example is the United Nations. The international laws realize that it is the responsibility of the state to take appropriate actions to remove obstacle to the full participation of person with disabilities. In Ghana this rights are enshrined in the national Constitution and other Laws of the land to promote and protect the right of all citizen.

According to the National Disability policy (2000), the Ghana Constitution form part of the main elements of the United Nations Standard Rule on Equalization of opportunities for persons with disabilities. The Rule provides an important framework for the Ghanaian Policy to achieve equalization of opportunities for persons with disabilities. Measures taken require expression thoughts and feelings through programmes interventions. This policy identifies and explains key areas for policy intervention in Ghana for persons with disabilities. During the 1960's, awareness grew among persons with disabilities. Their needs and desires were not sufficiently part of the programmes and policies. The policy further introduced adaptations and changes in the legislation in favour of persons with disabilities in the environment, structures and activities in the society in general. Despite the training and services provided for persons with disabilities in Ghana, they still meet many obstacles preventing them from participating in everyday life activities (National Disability policy Document 2000).

According to the Ministry of Employment and Social Welfare (2002), the main aim and strategies were clearly mentioned in this document through discussions and debates with a wide spectrum of institutions, individuals and people with disabilities themselves. The Minister again stated that, stakeholders should ensure that the objectives of the policy are achieved to their benefit and to the benefit of society at large. One of the goals concerning the policy that shall be adopted is to facilitate the employment of persons with disabilities in all sectors of the economy (National Disability policy Document).

Article 29 of the 1992 Constitution of Ghana guarantees the rights of the disabled and explicitly authorizes parliament to enact legislations to protect these rights. The first protects persons with disabilities against regulations and the treatment of a discriminatory or abusive

nature. Another provision made was that special incentives be given to disabled persons engaged in business and also to business organizations that employ disabled person in significant numbers. Ocran and Halm (1999) stated in a report which look at the fulfillment of the commitment in relation to people with disabilities that the provisions of the right of persons with disabilities in Ghana are not sufficiently proactive and forward-looking. Example is the employment opportunities for disabled people which are dealt with essentially by providing incentives to businesses that employ people with disabilities, rather than through proactive and direct public investment in developing the creative potentials of people with disabilities. According to Ocran and Halm (1999) these incentives have not been identified or clarified.

This article also states that:

"Parliament shall enact laws necessary to ensure the enforcement of the provisions of this article. In addition, the constitution charges the Executive under the Directive principles of the state policy in article 37 (2) to enact appropriate laws to assure the protection and promotion of all other basic human rights and freedoms, including the rights of the disabled".

Yet, after 12 years when the constitution was announced, little was done until 2005 when NPP government (the government in power at that time took the responsibility to lay the bill on disability before parliament. The law (also known as PERSONS WITH DISABILITYACT, 2006 ACT 715) was eventually passed on June 23, 2006.

2.12 Persons with disability act; 2006 (act 715)

Disability Act, 2006(Act, 715) and the national disability policy, emphasize the need of disable people having access to the physical, social, economic and cultural environment, to health education, employment, transportation, and to information and communication for persons with disabilities. In other for persons with disability to enjoy this right the government emphasizes the need to promote the objective of the above constitution, laws and policy.

CHAPER 3. DISABILITY AND CULTURAL-HISTORICAL DISCOURSE

Throughout human history, there have been many definition and perception concerning disables. Societies have treated persons with disabilities as evil, as subhuman, as having special gifts, as beggars etc. Even in Ghana, there are people still having that views about disables. Covey (1998) explains in his book the social perceptions of people with disabilities in history about how people perceived disables throughout human history. These perceptions will be discussed in line with some of the beliefs people had about disables in Ghana

3.1 People with disabilities seen as subhuman

Describing persons with disabilities as subhuman could mean many things. For example, the people had the belief that persons with disabilities were seen as wild animals or savages. During the olden days in Ghana, a child born with deformity was also regarded as animal and were taken to the river side for rituals and were killed.

People in the Western countries had similar beliefs and perception. This perception has been illustrated in the biblical tale of king Nebuchadnezzar who according to legend became like a wild animal with claws, hair and animal behavior. He was a typical example of an animal like nature of people who were mentally ill. This perception continued throughout the nineteenth and the twentieth century's (covey, 1998). He added that, people had the view that because animals lack speech, deaf people were also described as less human and animal in nature. Persons with physical disabilities or deformities were described as monsters. This word was also used in medical practice for people with medical abnormalities.

3.2 Disabled person as having special gifts or compensation

Here disabled people are classified as having special gifts or compensation. They are compensated by nature, supernatural forces, biology or God with special abilities. These ideas were used to reduce the effect of disabilities. They were thought to have sensory powers such as a sixth sense, spiritual awareness, musical talent, prophetic gifts, more sensitive in hearing, improved memory and great judgment. Example is the blind who have been viewed as having extra powerful senses (Covey 1998). Many recent studies show that highly creative people often have more disorders.

3.3 Disabled people as evil

People who are seen as evil are viewed as been dangerous. They are described as murderer and violent. Covey (1998) gave an example of the linkage between disabilities and evil is Shakespeare's portrayal Of Richard III. Shakespeare described Richard III as having a

deformed body and evil personality. Richard did not have any disability. Shakespeare simply created Richard's disability as literary tool because this association was already familiar in Western societies. This was a way to show to the public that people with disabilities were evil. Ghanaians had the same believe as described by Covey(1998) above. According to Avoke (2001) these ideals and believes were preached through religion and superstition. This resulted in isolating disabled people from the society. In Ghana, in the past disability was also connected to religious or magical models. It was believed that it is the gods who places evil on the individual. This beliefs is related to what Covey (1998) described above as disabled people been seen as sub human in the western society.

3.4 Disabled people as being pitied for and depending on charity

The perception concerning physical disabilities was that they should be pitied and given charity. Covey (1998) says that this view can be treated out of the Christians tradition which stresses that people who are disabled must be given charity. People have pity on people with developmental disabilities because they believe that they feel unhappy, suffering, unable to live normal lives and meaningful lives. The common social attitude toward people who were blind were pity and sympathy. Many people view pity as a barrier to integration and social acceptance as full participating members of society. The perception of feeling of pity can interfere with communications, isolation and sometimes be oppressed. In Ghana for example, there are still a lot of disabled people depending on charity and begging as compared to other developed countries who were in the same situation long time ago. This is because disabled people in Ghana have not been given much attention.

3.5 Disabled people as scapegoats

People with disabilities have been turn to scapegoats by the society. They are blamed causing droughts, crop failures, wars, diseases and economic downturns. According to Covey (1998), western civilization contains many examples of people with disabilities serving as scapegoats. Covey (1998) Stated how Fraze in 1935 describes how Greeks during the sixth century BC treated them as scapegoats:

"When a city suffered from plague famine or other public calamity, an ugly or deformed person was chosen to take upon himself all the evils which afflicted the community. He was brought to a suitable place where dried figs, a barley loaf, and cheese were put into his hand. These he ate. Then he was beaten seven times upon his genital organs with gills and branches of the wild fig and other wild trees, while the flutes played particular turn. Afterwards he was

burned on pyre of wood of forest trees and his ashes were cast into the sea" (Covey 1998 p.12-13).

3.6 Disabled people as beggars

People assume that disabled people are poor due to their prolonged illness. According to Covey (1998) sick and poor is almost similar to the Middle Age where hospitals were built at bridges or mountains which wanderers had to go. Communities often drove disabled people out of town during this period and the churches took responsibility for some of them. Others had to rely on begging and travel to survive. Society accepted begging if one was poor and disabled. Blind people were viewed as frequent beggars than any other disabled people. In the Middle Age communities tolerated begging as a means for people to survive and make a living. Begging became less socially accepted with increased civilization and urbanization. Begging was no more accepted as work in the society. Societies regard people with disabilities as being liabilities or burden to the society. Example are blind people who have been viewed as being useless and helpless. But evidence does not support this perception and people with disabilities have been economic contributors to their respective societies. But in Ghana, some people with disabilities still have the belief that they cannot do anything because of their disability and still depend on begging as a source of income.

From the researcher experience, in Ghana people still believe that those who are rich are as a result of exchanging the child's abnormality with money by going to a spiritualist. The funny aspect is that there are parents with a disabled child who are poor. The question is why are they not rich? These ideals prevent the society in finding appropriate solutions in helping the disabled. These beliefs are said to gain root in the society due to lack of education and understanding of the nature of disability. Due to increase in urbanization and western influence in Christianity these views are being outdated.

3.7 Contemporary definitions about disabilities

The above discussions help us to understand how the societies shaped the nature of disabilities. It serves as a background information on disabled people in the early centuries. Covey (1998) argues that such information helps us to fuel further inquiries on disability topics. After the middle Ages and during the renaissance, the society's understanding towards people with disabilities changed. Here, issues concerning disabilities in the nineteenth century will be discussed since this period represents a great importance to the people of disabilities. It was the period that led to many reforms in the care and treatment of people with disabilities.

According to Covey, it was a period that some of the stereotypes about disabled people developed and this has also been challenged in contemporary society. This will be discussed in details

3.7.1 Definition about Disability

In the modern society, the concept disability has been seen as two contrasting models that are the medical or the individual model of disability and the social model of disability. There is a need to come out with the various definitions. Defining a subject is the most common approach in academic tradition. It helps in understanding a particular concept. Disability has been divided into models. A model is a framework for understanding information. A model is what the social scientists call a heuristic device or an aid to understanding. A good model can enable us to see something which we do not understand because in the model it can be seen from a different viewpoint. It is this multi-dimensional replicate of reality that can trigger insights that we might not otherwise develop (Barton 2006 p.352). Therefore, models of disability provide a framework for understanding the way in which people with impairments experience disability. They also provide a reference for society as laws, regulations and structures that impact on the lives of disabled people. In the modern society, the concept disability has been seen as two contrasting models that are the medical or the individual model of disability and the social model of disability.

3.8 The Individual/ Medical Model Of Disability

According to Oliver (1990) issues and experience concerning disabled people have been given little attention in the academic field. It is only in the disciplines of medicine and psychology that issues of disabilities are given a place. This has resulted in the issue of disability being seen primarily as a medical one and experienced disabilities as a psychological adjustment. There are a lot of debates that have gone on in recent years over how disability should be defined.

The individual model or the personal tragedy theory of disability as Oliver (1990) calls it is a disability which the problem is located within the individual and secondly sees the causes of this problem as a result of functional limitations or psychological loss. According to Oliver (1990), these two descriptions form the basis of what we call the personal tragedy theory of disability which suggests that disability is some terrible thing which occurs to an individual who is unfortunate. The question is, why then is the "medicalisation" of disability not appropriate? The answer to this question is that disability is a social state and not a medical

condition. Medical intervention control over disability is not appropriate. The duties of doctors are to diagnose, treat and cure illnesses, but not to reduce social condition or barriers (Oliver 1990). He thinks that illness and disability are not the same. The duty of the doctor is to treat illness of all kind but not disability. Disability is a long-term social state and cannot be treated. Hence many disabled people experience much medical intervention as inappropriate and oppressive. Oliver as a disabled person states that:

“the problem is that doctors are socialized by their own training into believing that they are experts and accorded that role by the society. When confronted with the social problems of disability as experts, they cannot admit that they don’t know what to do. Consequently they feel threatened and fall back on their medical skills and training, inappropriate as they are, and impose them on disabled people. They then appear bewildered when disabled people criticize or reject this imposed treatment” (Oliver,1990, P.3).

It is not the decisions that doctors make about disabled people that are questionable, but also about what they do to them. The medical and rehabilitation ideology is focus on normality. The purpose is to restore the disabled person to normality through surgical intervention and physical rehabilitation. Individually and collectively reject idea of normality (Oliver 1990).

"Instead, we are increasingly demanding acceptance from society as we are, not as society thinks we should be. It is society that has to change not individuals and this change will come about as part of a process of political empowerment of disabled people as a group and not through social policies and programmes delivered by establishment politicians and policy makers nor through individualized treatment and interventions provided by the medical and para-medical professions" (Oliver,1990, p.4).

Brown (1997) also explained the term disability in his book. He differentiates between disability and handicap. He said the terms disability and handicap are often used interchangeably although a distinction can be made. Brown (1997) pointed out that, Harris, Cox & Smith in 1971 defined disability as the loss or reduction of functional ability while handicap is the disadvantage or restriction of activity caused by disability. A disabled person stated this clearly, “my body makes me disabled, but the environment makes me handicapped” (Brown, 1997: p.252).

Another definition of disability by WHO(World Health Organization) is the International Classification of Impairment, Disability and Handicap (ICIDH) which according to

Turmusani (2003) was developed by the WHO sees the problem of disability with the individual. The WHO sees impairment as abnormality in function and defines it in the context of health experience as: *any loss or abnormality of psychological or anatomical structure or function*.

Disability in the context of health experience means: *“not being able to perform an activity considered normal for human beings: any restriction or lack (resulting from impairment) of ability to perform an activity in the manner or with the range considered normal for a human being”*.

Handicap is defined as the inability to perform a normal social role and is define as: "a disadvantage for a given individual resulting from an impairment or disability that limits or prevents fulfillment of a role that is normal and this depends on age, sex, social or cultural factors" (Turmusani, 2003, p.11) Oliver(1996) stated that the above statement has not been accepted by disabled people and these has led to disagreement among social scientists. How people define and explain disability will have something to say about how policies and provision will be made for disabled people. The question now is whether medicine has a *role* to play in dealing with disability? This will be discussed later in this chapter.

3.9 The social model of disability

The disabled activists and other organization in Europe and North America during the 1970s and 1980s, debated strongly against the individual, medicalised model of disability and it psychological ideas (Barnes & Mercer 2010). The critique of this model of disability was later transformed into the social model of disability within the disability movement in UK. The social model was an alternative to the individual or the medical model of disability. Disabled activists argued that disabled people were disadvantage not because of their impairments, but barriers and limitations imposed on them by social, culture, economic, and environment. From this explanation, disability is not about health or pathology but about discrimination and social exclusion. The social model of disability is a socio- political issue and focus should be on the removal of disabling barriers and strong focus on human and civil rights issues.

In the western world, the understanding of disability was normality. According Gustavsson and Manterys (1997) this can be illustrated by the psychometric definition of learning disability as an I.Q. below 70, where the point 70 is fixed. That is there are two standard deviations from the mean value of I.Q.100 on statistical grounds. This way of understanding disability as socially constructed phenomenon has led to the view that disability is lack of

limited competence. In Sweden for example the negative views about disability has had effect on policies and services. Special legislation and special services for disabled people has been based on labeling theory. This has resulted in negative labeling of people as special or deviant (Gustavsson and Manterys, 1997). According to them, this can be understood as a result of the establishment of the international system of classification by WHO in 1980. It was the classifications, between impairment, disability and handicap described above which influence the understanding of social and cultural factors in disability.

The most influential organization in the history of social model thinking is the Union of the Physically Impaired Against Segregation (UPIAS). Disabled activists and their organizations in Europe and North America became very active and spoke against the individual, medicalized model of disability and its psychological and social welfare. Disabled people's experience of discrimination made them focus their attention on the organization of the society rather than individual differences or limitation (Colin & Mercer, 2010). According to Colin and Mercer (2010), Oliver & Zola 1983 argue that the modern society failed to recognize and accept the human diversity related to impairment. The UPIAS was established in 1974 and the views expressed in UPIAS documents resulted in the UPIAS policy statement and constitution first adopted in 1974 and later amended in 1976. The document contains a socio-political re-interpretation of disability that distinguishes between the medical model and the social model (Colin & Mercer, 2010). UPIAS accept the medical definition of impairment as an individual attribute, but reinterpret the meaning of disability as:

“Impairment is the lacking part or all of a limb, or having a defective limb, organ or mechanism of the body. Disability is the disadvantage or restriction of activity caused by a contemporary social organization which takes no or little account of people who have physical impairments and thus excludes them from participation in the mainstream of social activities” (Colin & Mercer, 2010, p.30)

From this point of view the restriction to physical impairments was dropped to include all impairment. In the actual sense, the social model of disability is about nothing more than a focus on the economic, environmental and cultural barriers encountered by people who are seen by others as having some form of impairment example being it physical, mental or intellectual. This social model approach breaks the traditional causal link between impairment and disability. Impairment as reality is not rejected, but not enough condition to describe disability. But rather understanding how far, and in what ways, the society restricts

opportunities in the economic and social activities and give disabled people more or less dependent (Colin & Mercer, 2010). Social model perspective does not deny the importance of the individual based interventions in the lives of the disabled people, whether they are medical, rehabilitation, educational or employment, but draws attention to their limitations in terms of furthering their empowerment and inclusion in a society constructed by the society.

3.10 International Classification of Functioning, Disability and Health (ICF)

The International Classification of Functioning, Disability and health is well known as the ICF is part of the Standard Rule on Equalization of Opportunities for persons with Disabilities. It became known and was endorsed by WHO member states in 2001. It provides a standard language and framework which gives a description of health and health-related issues. According to WHO (2002) the term functioning in the ICF refers to all body functions, activities and participation, while disability is similarly term for impairments, activity limitations and participation restrictions. Disability and functioning are seen as outcomes of interactions between health conditions (diseases, disorders and injuries) and contextual factors. Contextual factors are external environmental factors which includes social attitudes, architectural characteristics, legal and social structures, as well as climate and so forth. It also includes internal personal factors, as gender, age coping styles, social background, education, profession, part and current experience, overall behavior pattern, character and other factor that influence how disability is experienced by the individual (WHO 2002). It helps one to describe changes in body function and structure what a person with a health condition can do in a standard environment (their level of capacity), and what they can actually do in the actual environment (their level of performance). It stresses on health and functioning, rather than on disability. The ICF does not focus only on diagnoses but also levels of functioning and disability.

ICF is important for planning and policy making and act as a tool for decision making. It is use as data to inform policy development. ICF allow us to record and classify areas of life as well as the environmental factors that improve performance. It is also use in economic analyses, research, intervention studies such as eliminating environmental barriers or creating environmental facilities expanding performance of actions and tasks in daily living. It is used for environmental factors that make it possible for the identification of environmental barriers and facilitators for both capacity and performance of actions and tasks in daily living (WHO). From the explanation given above we can conclude that the ICF is based on both the medical

and the social models. It synthesizes what is true in both the medical and the social models. This means that it depends on both the medical and the social aspect of disability for intervention. This form of model is described by WHO as the *biopsychosocial* model, which is the integration of both the social and medical models.

There have been other researchers having similar views. According to Shakespeare (2006) Simon Williams in 1999 and Danermark and Gellerstedt in 2004 have a realist view of approach. They avoid arguments over medical and social model perspective but rather ask for an approach that explains different causal levels in disability experience. According to Shakespeare (2006) Williams suggested that: "Disability is an emergent property, located, temporally speaking, in terms of the interplay between the biological reality of physiological impairment, structural conditioning (i.e. enablement/constraints) and socio-cultural interaction/elaboration" (Shakespeare 2006: 55)

Another suggestion made by Danermark and Gellerstedt in 2004 is as follows:

"This implies that injustices to disabled people can be understood neither as generated by solely cultural mechanisms (cultural reductionism) nor by socio-economic mechanisms (economic reductionism) nor by biological mechanisms (biological reductionism). In sum, only by taking different levels, mechanisms and contexts into account, can disability as a phenomenon be analytically approached" (Shakespeare2006:55)

Shakespeare (2006) urges that to him disability is always interaction between individual and structural factors. Rather than defining disability either as a deficit or a structural disadvantage, a holistic understanding is required. Shakespeare went further to argue that a disabled person experience is as a result of the relationship between factors intrinsic to the individual, and extrinsic factors from the context in which he/she finds him or herself. Among the intrinsic factors are issues such as the nature and severity of one's impairment, attitude to it, personal qualities and abilities, and her personality. Examples of contextual factors are: the attitudes and reactions of others, the extent to which the environment is enabling or disabling and the cultural, social and economic issues important to disability in that society (Shakespeare, 2006). Shakespeare differentiates between his interactional approach and the social model approach. He argues that he acknowledge the importance of environments and contexts, including discrimination and prejudice. He do not define disability as the external disabling barriers or oppression. He avoids what Mårtensoder calls contextual essentialism. He stated further that; the problem associated with disability cannot be entirely eliminated by

any imaginable form of social arrangements. The priority for a progressive disability politics is to engage with impairment, not to ignore it (Shakespeare 2006, p.56).

Shakespeare again differentiate between his interaction approach and the medical model. He argues that he does not explain disability in terms of impairment because he accept that limitations are always experienced as an interplay of impairment with particular contexts and environments. To sum it up he concluded that believers in the social model assume that people are disabled by their bodies where as they say instead that people are disabled by society, not by their bodies. To Shakespeare: "people are disabled by the society and by their bodies" (Shakespeare 2006, p.56). We can see that, there is no difference between Shakespeare's interaction model and the International Classification of Functioning, disability and Health (ICF).

CHAPER 4. QUALITY OF LIFE FOR DISABLED PEOPLE

The main research question again is to know how disabled people in Ghana feel about their life situation without job. One may ask, is quality of life relevant in this research? Answer to this question may be yes because Brown (1997) explains that quality of life is a holistic phenomenon and interacting forces which go to make up any individual's quality of life. It acts as a model that represents the linkage of many concepts and changing environment. This interaction leads in turn to personal changes in perception and can also be taken into consideration when promoting people especially the disabled people's well-being.

4.1 What is quality of life?

Quality of life is way to promote a person's general feelings or perception of well-being, opportunities to fulfill potentials and feelings or positive social involvement. It may be a guide, or principle in making decision, services or supports for persons in need of special supports. Brown (1997) emphasizes that, such a policy would direct itself at minimizing the discrepancies or the difference between individuals perceived and desired conditions of life. Assessment or research of quality of life under such policy , would be aimed at Understanding the individual's perspective about their life and gain knowledge that would minimize these perceived differences /discrepancies.

Brown (1997) mention that Hulsman in 1985 divides quality of life into three aspects, they are perceived freedom, intrinsic motivation and the degree of positive attribution together with life experiences. According to Brown (1997) quality of life is best explained using a combined model of objective and subjective measures. Subjective measures include unmet goals and unmet goals are the separation between a person's achieved and unmet needs and desires. The second subjective measures are the extent to which an individual controls aspects of their life. Control is identified as the amount of personal power over one's life as perceived by the higher quality of life. The primary objective measures are indicators of a discrepancy between one's personal attainment of income, housing, health, mastery and the norms for one's culture (Brown 1997). Whiles the objective measures may be assessed by others, it is essential to consult the individual regarding the subjective measures. Quality of life is an interaction between the individual and the environment. It can be described in terms of personal control that can be a power used by the individual over the environment. This form of orientation recognizes the importance of person's environment interactions within a

cultural and ecological perspective and supports the contribution of personally relevant activities to quality of life.

As argued by Brown (1997), quality of life is a unifying concept which may be defined to express the most important part developmental change in the individual and in their identity, the nature of their circumstances, experience and life- style and their perception about themselves and their circumstances. The term quality of life is concerned with intimate relationships, family life, standard of living, work, neighbourhood, city or town of residence, the state of the nation, housing, education, health and self. Brown (1997), discusses five domains important to quality of life. They are;

1. Physical well-being; this has something to do with health. It includes fitness, mobility and personal safety. Mobility and fitness are related to physical ability and may be defined as functional capacities related to specific activities.

2. Material well – being; it an issue which concern the general population and is reflected mostly by income. The quality of the living environment- housing quality, the level of furnishings, equipment and possessions and the behavior of the neighbourhood are all are associated with material well- being. Having access to transport is also a material well- being associated with the opportunities a person has to maintain or extend social, work, educational, civic and leisure pursuits and may influence other aspects of well-being.

3. Social well- being; According to Brown (1997) social well being is divided into two dimensions: the interpersonal relationships and community involvement. The person's interpersonal relationships include not only things found at home, close family, but also extended family, friends and acquaintances. The quality of the relationship is important in relation to support, reciprocity and equality. Acceptance or support provided by the community to individual is also important.

4. Productive well-being; It is where one uses his time constructively according to their own principles or beliefs. To have competence or skills and experience is linked to self-determination, independence and the ability to exercise control over yourself and others. All can be shown through varieties of activities in different areas such as work, home, leisure and education (Brown 1997).

5. Emotional well-being; self-esteem, fulfillment stress respect and status are part of a person's emotional well-being

Brown (1997) stated that, Mckenna in 1993 suggested that quality of life can be expressed both through universal themes and as an idiosyncratic or an unusual interpretation using separate activities. Mckenna in 1993 explanation of quality of life is as follows;

"I feel that quality of life has some commonalities and can be generalized, but only to a certain extent. Having autonomy and freedom; enjoying self-integrity and self- esteem; being free of illness, pain or physical restriction are features which would undoubtedly be prized by most people and would almost universally be identified as components of life's goodness. However, aside from these common denominations there are those features which are valued to a special degree by individual alone. To play golf, to travel, to hold a grandchild, to feel a oneness with the environment are very personal experiences identified by some participants in my research as being the key to their happiness and quality of life" (In Brown, 1997: p.14).

According to Brown(1997), Fidler in 1996 stated that quality of life is the most important theme in human life. The statement she gave was;

"Wellness and a sense of well-being can be understood as a way of life that is more satisfying than not to self and to those significant others with whom one shares living. Wellness and well-being are a result of participation in personally and socially relevant activities that focus on and maximize individual strengths and capacities. The desire to engage in those activities is intrinsically motivated and participation is sustained because there is congruence between the characteristics of an activity and the biopsychosocial characteristics of the person" (Brown, 1997: p.15).

4.2 Quality of Life and Environmental Design

Environment should not just reflect principles of construction and beauty and art, but should be designed to meet the behavioral and psychological needs of the inhabitants of the buildings. The awareness of the relationship between design and behavior has resulted in more careful attention given to behavioral criteria in the planning of environments where people spend large amount of time. Examples are homes, the work place, residential centers, schools and programme settings are primary environments for people with disabilities where the relationship between design and behavior is of primary important. As the models of care

shift over time, environments must be designed differently to support and reflect these changes (Brown 1997).

If environmental psychology is understood from a quality of life point of view, then the issues of well being as described above become importance. Environmental design encourage greater involvement of persons with disabilities as active participant in the society. Designing environments that integrate people with disabilities into regular communities so they continue to become more visible element in everyday life is necessary this will change public attitudes towards person with disabilities in a significant way. The environment needs to be modified in relation to all aspects of life example in employment, home living, community contact or leisure based. Brown (1997) argued that the quality of life model maintains these aspects of life are interaction and therefore it is the total environment rather than a selected aspect of it.

Brown (1997) pointed out that disability can be seen as an assault on a person's self- concept and that successful adjustment means not only learning how to best manage one's physical environment, but also developing a new self-concept, that is valued regarding what it means to be worthwhile. Managing the physical environment effectively is central to positive self concept. One can therefore conclude that environmental factors are important in determining psychological reactions to disabilities as are the internal states of persons who have the disabilities. Self- concept is defined by Brown (1997) as a person's perception of self which is formed through experiences or interpretations of one's environment and is influenced by others. A restricted physical environment negatively influences the development and maintenance of a good self-concept in a person with a disability by limiting the type and number of experiences. Adaptive behavior means that individual can function more independently within the community. It is defined as the "ability to cope with the physical and social demands of the environment and this in turn contributes to the development of positive self-concept in persons with disabilities" (Brown 1997, p.256). Increase access to the community will mean greater visibility which will create more familiarity with people with disabilities on the part of the general public and result in more realistic and positive attitudes towards disability.

4.3 Unemployment and it psychological effect

The work we perform plays an important role in our social and material well-being, in terms of income, class, status, influence, social relationships and personal identity. yet so many disabled people are marginalized and powerless concerning job opportunities.

Unemployment can affect a person's self-esteem. This is a natural phenomenon . The self esteem is challenged by the negative remarks from friends and other relatives. the pity and sympathy received from people sometimes create sense of mental pain. The pity from people lowers a person's self -esteem. As explained above by Brown (1997), self- esteem is part of quality of life for a disable person. Discussion about how an unemployed individual sees himself, and his friends, relatives and the society in general see an unemployed person is discussed below.

4.3.1 The Self Concept And Unemployment

The most serious psychological effects of unemployment are when the unemployed individual comes to see himself. Seeing himself is a product of how his family, friends and society thinks of unemployment and the unemployed. According to Kelvin and Jarrett (1985), unemployment lowers self-esteem, gradually destroys self confidence, undermines self-reliance and induce self-disgust. The most psychological effect of unemployment is that it influences self- consciousness which some- times becomes disabling.

An individual is seen as dependent the moment he is unemployed. Unemployment may be seen as condition and a process which undermine the autonomy of one's previously taken-for granted self- concept. The unemployed individual becomes once again exceptionally dependent on how he is seen, and perceives himself to be seen, by others. Psychologically as well as economically, unemployment is a condition of forced dependence which makes the individual vulnerable to other. It is a condition which, if not forced on the individual, will normally be seen as regression (Kelvin & Jarrett, 1985).

Unemployment is felt as a humiliation. The feeling of humiliation is a sense of being so very dependent on others, psychologically as well as materially. It is something that undermines the self-concept and reduces an individual social life . Kelvin & Jarrett (1985), Explains that the unemployed individual is a problem to himself as well as to others. How do friends, relatives and the society see the unemployed person? This will be discussed below.

4.3.2 How The Unemployed Person Is Seen By Others

The unemployed individual, especially the man's authority rest on his role as a provider, that authority, or respect, is often reduced. he is often seen to have lost self-confidence. His family sees him as having a problem and to that extent he is a problem to them(Kelvin & Jarrett, 1985: p.79). Unemployment reduces encounter with friends. It is often said that friends some-

times withdraw from unemployed individual. According to Kelvin & Jarrett (1985) the unemployed individual also often withdraw from social life and this is because they cannot afford it. This can be explain as both ecological and economic factors. Another psychological phenomena of unemployment is the view of society or the public opinion towards the unemployed.

CHAPTER 5. METHODOLOGY

Corbin and Strauss (2008) explain that “methodology is a way of thinking about and the studying of social phenomena. It rests on the nature of knowledge and of knowing” (p.1) Therefore the purpose of this research is to investigate, find out and know why some disables in Ghana are without job and how they feel about their situation. What motivated the researcher as a special educationalist to focus on this area was that from experience the researcher has been seeing a lot of them on the street begging. As the law says these people have the right to work just as others do but why. With this question in mind, the case study as one of the qualitative research approach is used as a strategy to answer the above question to understand the disables issues or problems that they face in Ghana on unemployment issues. It is a way to understand a real life phenomenon in depth. Creswell (2007) views case study as a methodology or a qualitative research design. It is where the investigator explores a case or a multiple cases over time through detailed, in-depth data collection through observations, interviews, audiovisual material, and documents.

The researcher describes her case as a multiple case design because six unemployed disable persons with graduate background is one case study and other group with vocational background another case study and finally another group with no formal education.

Yin (2009) defines a case study as an “empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context” (p. 18). According to Yin (2009) every empirical study has a research design. So the question is, how does one design a case study that can be used to investigate, understand and gain knowledge about an individual or a phenomenon? This will be discussed bellow.

5.1 Research Designs

A design is what happens before the data collection. So after choosing a case study as a method in the research project, the next step was to think how this method will be designed. Maxwell (2005) stated that all research has an implicit or explicit a design (p.81). “A research design is a logical plan for getting from here to there, where here may be defined as the initial set of question to be answered, and there is some set of conclusion (answers) about these question and also a plan that guides the investigator in the process of collecting, analyzing, and interpreting data” (Yin 2009, P.26).

Yin (2009) explains that a research design deals with at least four problems, what questions to study, what data are relevant, what data to collect and finally how to analyze the results. Yin again pointed out that in case studies, there are five components of a research design and these are; “a study questions, it propositions, it unit of analysis, the logic linking the data to the proposition, the criteria for interpreting the finding”(Yin 2009, p.27)

Based on this definition, the main research question in this research is: How do disables in Ghana without job feel about their life situation? This question leads the researcher to choose a case study method. Based on the study proposition, one may think that disabled people in Ghana are jobless because they lack education others have the view that they are discriminated. Or the disabled people themselves feel they cannot work because of their disability or they lack self- esteem. With these ideas one is able to look for relevant information or evidence.

With the unit of analysis the research is suppose to define what the case is. In this research, unemployed disable persons is the unit of analysis (the blind and the physically challenged), Information about the individual would be collected. In this research there are two or more individuals to be studied and this is described as a multiple study. According to Yin (2009) the study question and the study proposition is still needed to collect information about the individuals. Without the question and the propositions, one will be tempted to cover everything on the individual which may be impossible to do. Yin (2009) stated that “the more a case study contains specific question and proposition, the more it will stay with feasible limits” (p.29).

Linking data to proposition and how to interpret the findings is a sign of data analysis steps in case studies research. Finally the researcher in the interpreting stage has to anticipate and enumerate the important rivals. In this case this has to be part of my data collection.

In addition to the above design in mind the relevant literature review related to this study was considered. According to Yin (2009) this helps the researcher to overcome barriers to theory development.

5.2 Research Method

The research methods are the means to answer the research question. Selection of the research method does not only depend on the research question but also depends on the research situation and what will be effective in collecting the information that the researcher needs.

According to Corbin and Strauss (2008) method is “techniques and procedures for gathering data and analyzing data” (P.1). Maxwell (2005) sees qualitative methods as having four components that can be used in qualitative study. Since this research is based on a case study, and a case study is described as one of the qualitative research approach the method used in this research will be based on these four components and the ethical issues will follow.

5.2.1 Gaining access to the field

To gain information that will enable the researcher answer the research questions in a successful manner it is important to negotiate with people who interfere or facilitate with the study. The relationships that the researcher creates with participants in the study and others (gatekeepers) who assist or interfere with the study are very important part of the method. And how the researcher negotiates these relationships is also important (Maxwell, 2005). Having access to participant was not all that easy. Those participating in the Interview were both disables with higher education, those with vocational training and those having no education. Before having access to those who were educated and at home the researcher had to contact The Ghana federation of the disabled personally. They had the list of unemployed disables that were graduates and were looking for jobs and telephone numbers. The list was given to the researcher but for security reasons the researcher had to prove that she did not mean any harm by giving them the research proposal to read and a letter from the university. As a researcher it is very important to get access to the graduates who were unemployed because their information will give more explanation to the research questions.

5.2.2 Site and sampling

This is where the researcher decides where to conduct the research and the participants involved in the research. This is very important in the research methods. According to Maxwell (2005) the term sampling represents the population sampled. In qualitative research the normal way of selecting setting and individuals is neither probability sampling nor convenience sampling as compared to quantitative research but rather a purposeful selection or purposeful sampling. It is a strategy used to select settings and persons as planned in order to provide rich information to answer the research question. Maxwell again argues that many qualitative interview studies do not use sampling but rather “panels” which means informants who are able to give unique information because they are expert or witnesses of the information needed to answer the research question (p.88).

With the above argument and based on the research phenomenon as a case study a multiple-case design was selected. In a multiple- case study research there are two or more individuals or two or more instances of a phenomenon that are similar to each other or different from each other (Gall, Gall and Borg, 2007). With theoretical knowledge of the phenomenon and based on criteria sampling the individuals selected for the study were unemployed disables- university graduates, those with vocational training and illiterates. In all there were 12 informants who participated in the research. The researcher calls this a multiple-case because it covers several individual cases. There were different settings. The graduates and those with vocational background were at home. Six with vocational background and two illiterates were found on the streets begging and the interview took place at the respective places.

5. 2. 3 Data collection

To gather information to answer the research question the researcher needs to know the appropriate method to use. As mentioned earlier, from experience and observation, disabled people in Ghana have been seen on the street begging and some disabled graduates students are still at home with-out job. During the field work the same situation was observed. To find out what is in the mind of these people an interview was conducted since one cannot observe feelings, thoughts, intentions and how people organize the world and the meanings they attach to their situation they are in. According to Patton (1990) the purpose of interviewing is to allow the researcher to enter into the other person's perspective (p.278).

Gall, Gall, and Borg (2007) explained that an interview is a way of collecting data about phenomena that are not directly observable. Examples are people's inner experience, opinions, values, interests, etc. It is a way of obtaining information that the individual had never revealed by any data- collection methods. Interview is one of the sources of information used in case study to collect information. Interviews are oral question asked by the interviewer and oral responses by the research participants. This can involve one respondent at a time or a group interviews. Participants speak in their own words and their responses are recorded by the interviewer. And agreeable time and place is scheduled.

There was one interview guide design for both disabled graduates, disabled people with vocational background and illiterates. "An interview guide is a list of questions or issues that are to be explored in the course of an interview. It is prepared to make sure that basically the same information is obtained from a number of people by covering the same material" (Patton 1990, p.283). The questions in the interview guide for the disables were both structured and

semi- structured. Examples of the structured questions are; age, educational background and marital status. This information will be relevant when analyzing the data and presenting the results. In the semi structured interview the researcher want more specific information. the interviewer introduces the topic, and later guides the discussion by asking specific question. This is what Rubin and Rubin(1995) call focused. This form of interview helped the researcher to find out how informants feel, think and know about their situation they are in. Example of the semi- structured question used during the interview is; tell me how you feel or your family or friends feel about your situation with and without a job? Each interview lasted for almost an hour. Yin (2009) also calls this type of interview a "focus interview" because the time spent is short (p.107).

This form of qualitative interviewing is both academic and practical tool which makes it possible for a researcher to share the world of others to find out what is going on, why people do what they do and how they understand their worlds. Having this knowledge helps solve a lot of problems.

5.2.4 Data analysis

Some writers see analysis as a separate form of design. They are those who see design as what happened before data collection. Maxwell (2009) stated that he treat analysis both as part of a design and at the same time as something that must itself be designed (p.95). The data analysis begins immediately after finishing the first interview . The first steps in qualitative analysis is by reading the interview transcripts, observational and document notes. The researcher is suppose to write notes on what he or she have on his or her data and develop ideas about categories and relationship (Maxwell, 2009). Analysis of transcribed interviews was done and coded during data collection.

5.2.5 Ethical issues

The faculty of Education in the university of Oslo requires that the researcher demonstrates that he/she will not harm their subjects or informants. Before one is permitted to begin their research work, a notification form was filled by the researcher to be given to the Norwegian social Data Services in Bergen. This is to protect the privacy of the informants and the information gathered will not be misused or given to a third party

In addition to the above, a signed informed consent statements form was prepared to be given to informants. This informed consent statement describes the purpose of the study, background of the researcher and the benefits involved. In the form it was indicated that

information given will be confidential and participation is voluntary. During the study, informants were allowed to sign the forms to show that they understand the information written on the forms and agreed to participate in the study. Informants had the option to refuse to participate.

Care was taken to respect their cultural values. With the knowledge of the Ghanaian society and their culture, care was taken to avoid questions that may let them feel uncomfortable and humiliated. This form of ethics is called ecological ethics where the researcher considers informants as a member of a large culture and social system. The researcher judges the morality of his or her decisions and actions in terms of the informants' culture and the large social system which informants are part of (Gall, Gall, and Borg, 2007). In Ghana, people look down on beggars and to ask a question like how do you feel when roaming on the street begging could be viewed as embarrassing and an insult to informants who were on the street begging. Therefore, such a question was avoided though it could have been an important piece of information for the study.

To be honest with informants, there was no promise given to them. There was no assurance of securing them a job. A word like please was used to show respect and politeness. This is what Gall, Gall, and Borg (2007) call deontological ethics.

5.2.5 Validity and Reliability

Validity and reliability are two important indicators for the quality of a research. Gall, Gall, and Borg (2007), explained that Yin in 2003 judges the quality of a case study design by three types of validity criteria and one reliability criterion:

1. construct validity, 2. Internal validity 3. External validity and 4. reliability (Gall, Gall, and Borg p.477).

Construct validity is the extent to which a measure used in a case study correctly operationalizes the concepts being studied. This form of measure is very challenging in the case study research.

This research is a case study and more descriptive and according to Gall, Gall, and Borg (2007) the criterion of internal validity is not applicable to descriptive case study research.

External validity is where the case study can be generalized to other cases that are similar. Since this research study is qualitative and not quantitative where one uses statistical generalization to infer to the general population, in this research study an analytic

generalization is used to make generalization. "Analytic generalization is where a previously developed theory is used as a template with which to compare the empirical result of a case study if two or more cases are shown to support the same theory, replication may be claimed" (Yin, 2009 p.38).

CHAPTER 6. PRESENTATION OF THE RESULTS AND DISCUSSION

After displaying , summarizing and providing a detailed information about the cases the next step is the analysis section. By the use of analytic induction and hermeneutics study the following themes were inferred from the data. According to Gall, Gall and Borg (2007) , Hermeneutic study is the process where one or an individual arrive at the meaning of any text. The text in this research is the information gathered from the interview. Though the themes and concepts derived from the data was more interpretive and interpretive research is at the heart of hermeneutics which claims that there is no objective reality, in this analysis section the researcher will be more objective since the method used will be analytic reporting. this is where the voice of the researcher is silent. This form of reporting is what Flick (2002) described as realist tales where reports are documented by using quotations from statements or interviews from informants and secondly interpretations are not formulated as subjective.

Secondly, it is important to look through the information given by informants and report only those cases that are relevant to the research question or topic. According to Gall, Gall and Borg (2007), Wolcott in 1990 stated that:

"The critical task in qualitative research is not to accumulate all the data you can, but to get rid of most of the data you accumulate. That requires constant winnowing, including decision about data not worth entering in the first place, regardless of how easy that might be to do. the trick is to discover essence and then to reveal those essences with sufficient context, yet not become mired trying to include everything that might possibly be described" (p. 478).

6.1 Presentation of the results

The main aspects from the data that has bearing on the research questions that will be presented in the report and discussion are divided into the following themes or dimension. They are centered on the socio-demography, the disability and the social environmental characteristic of the informants.

The informants will be represented by figures, for example 1 (one) means informant 1 and 2 (two) represent informant 2 etc.

6.1.1 General information about the informants

Informant	Sex	Age	Illiterate	vocational	graduate	Disability	marital status
1	M	30			X	Blind	single
2	M	34			X	physically challenge	single
3	M	40			X	physically challenge	married
4	M	35			X	partially. blind	married
5	M	56		X		physically challenge	widowed
6	M	38		X		physically challenge	single
7	F	49		X		Blind	widowed
8	M	40		X		Blind	married
9	M	27		X		physically challenge	single
10	F	27		X		physically challenge	married
11	F	do not know	x			physically challenge	single
12	M		x				married

Table 1. Sex, age, disability, education and marital status

The informants interviewed in this study were twelve disabled. Four were university graduates and males. Six had a vocational background, four male and two females. The last two were illiterates, one female and a male. Those with university background were between 30 to 40 years. Those with vocational background were between 27 to 56 years. Among the 4 graduates, 2 were blind and 2 were physically challenged. There were 3 physically challenged people and 3 blind among those with vocational background (Table 1). As clearly represented in table 1 appendix 1, 4 out of the 12 informants were single, 5 were married, 1 of them was divorced whilst 2 were widowed. There were two physically challenged disabled who were illiterate. One of the illiterates was asked why she didn't attend school. She answered: *"I did not attend school because my mother felt it was not necessary. She knows that it will be difficult for me since I couldn't walk. She thought I am a disabled and therefore there is nothing I can do"*.

6.1.2 The informants working experiences

All the (4) graduates who took part in the interview had working experience (3, 2, 17, 5 years respectively) both as national service (national service is one year compulsory for all graduates in Ghana to work for the nation as personnel and as extra. They do not receive salaries but allowances for their up-keep. The national service helps them to gain working experience.

There were 6 with vocational school background, and 2 out of the 6 have no working experience. The remaining 4 had some years of working experience (3, 2, 17, 5 respectively). Among the illiterates informant 1 had no working experience and informant 2 had a working experience as a driver.

6.1.3 Why disabled want to work

With exception of one of the illiterates all the groups answered yes to this question, and on why they want work they cited financial independency, to be respected in the society, able to take care of the family as the main reasons. One of the illiterates stated that she has no qualification, and physically not strong enough too. Unfortunately this person begs for alms on the street. Lack of motivation to work can be a hindrance to work. There are some people who are unemployed because they are not motivated. The following are the answers from the informants:

1: *To be independent To contribute to the nation and the society. To be respected and accepted in the society. Marry and give birth and be responsible. In my culture you need to have enough money to enable you pay the dowry.*

2: *To further my education, accommodate, marry and take good care of my future children*

3: *Take care of my family, myself, to be independent, to have a peace of mind, to be respected in the society.*

4: *To take care of myself, family, to achieve my financial goals, and to get better accommodation*

5: *To take care of my children, have a good accommodation*

6: *To stop begging since it is difficult to stand on the road side begging for alms. 2. I want to be financially independent.*

7: *To be able to feed myself.*

8: *To be financially independent*

9: *To get money to feed myself. I do not Know if l will get a job*

10: *To be financially independent*

11: *To get money to feed myself. I do not Know if l will get a job*

12: *No, because of my illness and more over l don't have any qualification*

One of the illiterates stated that she has no qualification, and physically not strong enough.

Unfortunately this person begs for arms on the street. Lack of motivation to work can be a hindrance to work. There are some people who are unemployed because they are not motivated.

6.1.4 Causes and some issues of unemployment among the informant

All the 4 graduates stated (directly or indirectly) that it is difficult to find a job. 2 of them stated direct that it is difficult to find a job and the other 2 indirectly. One of the 4 graduates stated further that due to misconception, ignorance about disables it is difficult for them to get a job. Causes of unemployment can also be due to lack of job opportunities, training and adaption aids for disables especially the visually impaired persons. This person is visually impaired. Another meant after his national service the employer refused to sign a new contract. Below are the answers from the informats:

1: *1. Lack of job opportunities, training, and adaptation aids for visual impaired. 2.*

Misconception, 3. Ignorance

2 and3: *Difficult to find*

4: *Employer unwilling to sign a working contract.*

5: *Lack of working capital due family illness.*

6: *Lack of working capital due to crediting customer who did not pay back*

7: *Unable to raise the initial working capital to establish on my own*

8: *Difficult in finding job as a craft teacher. 2. lack of working capital*

9: *Lack of capital to establish my own workshop for electronics*

10: *Lack of capital to establish my own restaurant. 2. Absent from work due to physical problem of standing at one place for long time.*

- 11: *I am unemployed because I feel it will be difficult for me to work as a disabled person.*
12: *Became unemployed after being disabled because of car accident*

6.1.5 Issues preventing disabled from getting (finding) a job

All the informants in the vocational group stated that their disability is preventing them from getting jobs with the exception of one who puts the blame on the society refusal to adjust the environment. Three of the graduates also blame the society. Answers from the informants are as below:

- 1: *No appropriate laws. lack of enforcement of laws. Families are not helped by giving capital to work. lack of support from the government. Employers Attitudes and the society. Employers refuse to employ disabled people like me.*
2: *Employers are not willing to employ disabled person and the job depends on whom you know.*
3: *There is no adjustment in the culture, stereotype -people with disability cannot do anything*
4: *Because I am partially blind*
5: *No access to capital to start a workshop*
6: *No one to help to get a job (whom you know)*
8: *No money to start my business*
9: *Architectural structure (example the step case) 2) Stereotype that disability is inability*
5, 7, 10, 11, 12: *Because of my disability*

6.1.6 Independence in moving around

The following information were given when asked how the informants are able to move around.

- 1: *I move around with the help of my white Stick. And at times with the help of my brother and friends*
2: *I do not find it difficult to move around.*
3: *At times I find it difficult to move around because there are no pavement and you can be easily be knock down by a car.*
4: *Since I am not totally blind I move without help or a guide.*
5: *It is my son who takes me around with the help of a wheel chair.*
6: *I move easily with the help of a wheel chair*
7: *I move easily with the help of a wheel chair*
8: *It is my son who helps me around*
9: *I have no problem going around*
10: *It is easy for me to move around, but at times I have pain in my legs*
11: *I depend on people for help.*
12: *Move with the help of a wheel chair and with the help of my daughter*

6.1.7 How friends, relatives and society see an unemployed disabled

Another question was, how do friends relatives and the society think about you without a job? 9 (4 graduates and 5 vocational trained) of the informants felt friends, relatives and the society

will be happy if they should get a job, whilst 3 (1 vocational trained and the 2 from the illiterates group) said they do not care. Those who stated that friends and relatives will be happy think also that their friends and relatives are disturbed of their continuous unemployment. Below are the answers from the informants

- 1: *They will be happy because they know I will also help them whenever they need help or money*
- 2: *1. Actually friends and relatives wonder how after seven years after completing school without getting a job. 2. they don't have any solution to it.*
- 3: *they will be happy if I get a job. 2. it look as if I am a burden on them*
- 4: *1. They will be happy if I get a job 2. They are disturbed because I don't have a job especially my wife and children since they depend on me for their daily bread and school fees*
- 5: *my families are worried for me for not having a job. I know with a job they will be happy*
- 6: *they wish I had a job so that they will be a bit free and be independent*
- 7 and 11: *they do not care*
- 8: *Families and friend are worried that I do not have a job. They will be happy if I am working.*
- 9: *They are disturbed that I do not have a job. they are willing to help but it is not easy for them. I know they will be happy if I get a job.*
- 10: *They will be happy if I am work. they are worried that I do not have a job*
- 11: *They do not care because they know I am a disabled person and cannot do anything. they do not care.*
- 12: *they feel I am a disable person and cannot do anything*

6.1.8 The feeling of satisfaction of one's life

Among the 4 graduates only one said yes he is satisfied with his life and another saying partially. Out of the 6 with vocational background 2 also said yes they are satisfied with their life. Finally those with illiteracy said no. Those not satisfied with their life gave reasons such as lack of job or been jobless is a source of worry for them. Also because they've wasted their time in education without a job. Not been satisfied with their jobless state will encourage them to struggle to get something to do. Below are the answers from the informants

- 1: *I. partially. 2. I feel said about my situation especially when I think of wasting my whole life in education without a job*
- 2: *1. No, Because after seven year of completing education without job.*
- 3: *Yes, because I believe God is going to provide me with a job.*
- 4, 5, 8 and 12: *No, because I am jobless*
- 6: *yes, despite that I am a disable I feel life should go on*
- 7: *No, I always feel pity for myself whenever I see myself as a disable and without job.*
- 8: *No, because I am jobless and I think because of my disability that hinders me from getting job*
- 9: *NO, I wish I had a job so I can cater for myself and get my own house and marry.*
- 10: *Yes, despite my disability I am able to do things on my own*
- 11: *No, because I am not working. I depend solely on begging so if I do not get money any time I am here it means I have to sleep without food*

6.1.9 The important of having a job

To them the importance of having a job is to fulfill the quality of life and their well-being.

The job and income earning will free them from financial dependency, be able to plan for the future, build self-esteem and a provider in the family. The following are the answers from the informants:

- 1: *Having a job will empower me Economically. I will be self reliant and independent*
- 2: *it is important to have a job so I can plan my future. it will also allow me to decide on my own and what to posses*
- 3: *To build self- esteem*
- 4: *not to depend on any body*
- 5: *With a job I can get money to take care of my children and accommodate myself.*
- 6: *With a job I can get money and marry.*
- 7: *it is important to have a job on my own to cater for my children buy food and stop begging*
- 8: *with a job I will be able to take care of myself and be independent*
- 9: *To me it is important to have to work so I will be able to take care of myself and my children*
- 10 and 11: *It is important to have job so I can earn an income*
- 12: *to be able to take care of myself and my family*

6.1.10 The feeling of not having a job

All of the respondents feel sad, uncomfortable, unwanted in the society, useless or feel they are not respected in the society. A follow up question on whether or not the respondents wished they had jobs produced a unanimous answer. All of them responded in the affirmative, and the following are the answers from the informants:

- 1: *Yes, I feel Not wanting in the society without job. cannot achieve my aim without a job*
- 2: *Absolutely yes. Sometime I ask myself does it mean that the time I have spent in education will be in vain*
- 3: *Yes. I feel sad when in think of waiting my time in education without a job.*
- 4: *Yes . I feel I have no respect for not having a job friends are not ready to accept me in their house because they know I am coming to them for money*
- 5: *Yes, I feel sad and uncomfortable without having a job.*
- 6: *I wish I had a job but now I cannot work because of my situation. I don't feel happy without a job*
- 7: *Yes. I do not feel happy without a job*
- 8: *Yes. I feel I am not part of the society*
- 9: *Yes, I will feel proud and happy if I get a job. I feel I am not respected without a job and this makes me sad.*
- 10: *Yes, I feel useless and worried without a job. Not having a job makes me think more about my disability*
- 11: *yes, I feel sad without a job*
- 12: *Yes, I don't feel happy*

6.2 The discussion of the result

It is an undisputable fact that the socio-demographic characteristics of a person such as his/her age, sex, level of education, occupation, religious background etc. will influence his/her actions and reactions to a particular situation. Education and the age of the informants will be discussed in addition to the themes derived from the data.

6.2.1 Education And Employment

Education is an important concept that needs to be considered in relation to employment. In Ghana, attitudes and misconception and beliefs about disables prevent them from having educational opportunities. People have the belief that disability is a curse from the gods and that persons with disabilities cannot do anything. From my experience due to this beliefs and poverty disable people are left on their own without any supervision. People with mentally retardation as it was called in the past are regarded as fools who are not educable and these ideas still dominate in Ghana.

Obeng (2007) explains that according to Marfo in 1986, before the introduction of Western education in Ghana disable people were totally excluded from educational programs. Until 1947 that Presbyterian church opened a school at Akropong in the eastern region in Ghana for the blind. Another school for the blind was opened at Christiansburg in Accra the capital of Ghana in 1965. A school for the physically challenged formally known as the school for the cripple was also opened in 1958. The Government later took the responsibility of the education of children with special needs in 1959. A bill was passed to make the education of physically or mentally challenged free. The bill passed by parliament were agreed among teachers, parents the ministry of Education, and the department of health in the education of the disabled. Though education for the disables where free same parents refused to take their children to school, kept them indoors because they had the believe that being disable is inability to perform and it is a shame to have a disable child.

With the introduction of inclusive education and the society awareness about what disable people can do, the situation has changed but there are still children with disabilities at home since it is difficult for them to travel from their homes to the schools. In Ghana it is easy to integrate children with physically challenged in the normal school than the blind people since the school cannot afford to provide the necessary support needed by the blind (National Disability document 2000), There is also lack of financial support and insufficient number of

special trained teachers and special educational teachers, and inadequate educational infrastructure, equipment and special educational aids for children with disabilities in Ghana.

Based on this research, and from observation informants with graduate background were people whose parents or relatives supported and encouraged them in their education and still depend on them for support. Those found on the street begging had low educational background with no family support.

Lack of skills and formal education can be a big hindrance to employment. One of the informant (Informant 12) who had a job as a driver couldn't go back to work or find another job due to a lorry accident which has affected his health. It could have been easier for him to get a job if he had skills or formal education. According to Lee and Park (2003), Smith and Crissler 1985 reported that people who got injured at work and who lacked formal education were not likely to return to work or change occupations.

6.2.2 Age And Employment

Age also plays an important role in employment. Some employers refuse to employ people who are above 50 years with the fear that they are not active and soon go on pension. From the data, the maximum age of the informant with university background is 40 and those with vocational background is 56.

Much research has not been done concerning the age and employment about disables in Ghana but in a research done by Lee and Park (2008) about employment status among people with visual impairments in South Korea, the result shows that the lower the age of persons with visual impairment the higher the probability of employment.

Another general findings concerning employment and age, older people are slow in handling of information and this results in poor performance on any task that requires rapid cognitive processing. Secondly in some jobs age impairment is expected where job content is changing rapidly, so that the previous knowledge and skills become out dated. Peter Warr (1995) gave an example that, Dalton and Thompson in 1971 reported a cross-sectional decline in the performance of professional engineers after the age of about 40, as their technical knowledge became increasingly out-of-date (p.241-242).

In America, the Discrimination in employment Act of 1967 (ADEA) protects people who are 40 years of age or older from employment discrimination. According to the ADEA it is

unlawful to discriminate against a person because of his/her age with respect to any condition. Ghana has also ratified ILO international core labour conventions with the aim of eliminating discrimination in respect of employment and occupation. The fact that the constitution bans any kind of discrimination in relation race, sex, societal status, age disability or language, disabled people in Ghana continue to face discrimination in access to employment due to poor enforcement of the law by the authorities (Ghana federation of disable).

6.2.3 The importance of having a job and the effect on the individual

With the exception of just one of them who believes is not in a good condition health wise and thus cannot work. All respondents also seemed to have common reasons why they wanted to work. First, they want to work so that they could be independent. Then, they want to have some source of income so that they can take care of their families in terms of providing basic needs such as accommodation and education of their children. Informants said having a job will build their self-esteem, have respect, be empowered and become independent. All these concepts interacts with each other. Having respect, been empowered and independent builds a positive self esteem. Therefore these four concept will be discussed together. According to Sasja Ras(2006), the idea that disable people are unwilling to work is not true. they want to work in order to earn a liven, enjoy social contact and gain self- esteem.

6.2.4 Self -Esteem, Respect, Independent and Empowerment

Meggert (2004) defines self-esteem as a subjective evaluations of worth. These value judgments develop through personal success or failure experiences, interactions with others, maturation, heredity and social learning and are formulated from an individual's perspective. Another definition of the self esteem is the process of increasing feelings of self- respect, approval, worth and esteem. when the balance is on the negative side, a person is said to feel self-rejection and self-hate (Meggert 2004, p.139). From this definition a disabled person who tries to find job without success may develop a negative self evaluation of him/ herself and this will lead to self rejection and hatred and even thinks he has no respect in the society because he is not given the chance to exercise his right and ability. When disabled person is engaged in employment it shows that they can also contribute and this built their self confident and positive attitudes and this empowers them as well. One is able to establish an identity and a sense of belongingness. Sasja Ras (2008) emphasized that persons with disabilities who are without work lack pride and confidence in their own ability.

6.2.5 Issues Preventing Disables in getting job.

Based on educational level of informants, the Graduates and the post-graduates, most of them believe there is lack of job opportunities. Secondly, there is this stereotype that suggests that what the disabled people can do is to beg for alms and nothing else, which really affects their chances of getting hired by any employer. Ghana as a developing country which faces the problem of unemployment, and there is a higher unemployment among Ghanaian graduates (able ones too). The rate of unemployment among disabled Ghanaian graduates is higher than the able graduates. According to Slikker (2009) it is stated in the national Policy Document that the employment rate of disabled people is estimated to be 69% compared to a rate of 80.2% of the general population. Secondly, the unemployment rate of persons with disability is much higher than the general population which is 14%.

Misconception and ignorance about the ability of the disabled is another factor. Lagadien (1996) argues that in her opinion the major reason that prevent disables from participation in the society especially in the work place is that disables live in a society full of barriers. That is a barrier-infested society. She said, it is the accepted belief that as disable people we cannot engage in any gainful or meaningful employment as they believe we are sick. Sick people belong in the hospital. For this reason, disabled people are placed in sheltered employment to keep them busy.

Concerning what persons with disability can do, in Ghana the placement officer plays an important factor in the successful employment of persons with disability. Persons with disability who are qualified in employment need to be given training in other to perform effectively (National Disability policy,2000 p.16). Persons with disabilities in Ghana are often perceived as someone else's responsibility, they must be constantly supervised and incompetent. When such an ideas dominate in the society, it will be difficult for an employer to employ persons with disabilities. With the tacit recognition that the employment of persons with disability often entails some problems, the 1992 constitution mandates special incentives for business organizations that employ persons with disabilities. Yet, the nature and modalities of such incentives have not been identified or clarified (National Disability policy, 2000).

Another cause suggested is that, there are no adaptation aids for the disabled, especially the visually impaired. For the blind in a working environment adding voice synthesizer to the computer, keyboard interface and a Braille printer will be preferable. A normal sized screen

computer with enlarged text and high colors is preferable for a partially sighted person. Ramps and lift are needed for a wheelchair user to make movement very easy. In addition, having access to toilet space with grips rails are needed. This is part of the regulation required in the building regulation of 1986. Lagadien (1996) Mention that a quadriplegic (loss of movement by technological interfaces such as a head point mouse, voice synthesizer or software that allows for short cuts when more than one key has to be held down simultaneously). The country needs to redesign its infrastructure to suit this group of people.

Again Ghana as a developing country has its own economic problems, and may find it difficult to provide the kind of adoptive aids which these groups may need to function properly in the society and the working place.

For those who have some secondary/technical or vocational education, the major factor for them is the lack of access to capital to start a business of their own. According to the National Disability policy(2000) , the employment opportunities for persons with disability in the employment market is a global problem and this is more acute in Ghana. Due to this problems most of the disabled people are neglected. Most of them are engaged in vocational training to be self- employed, but unfortunately the program has not been completely successful. In Ghana in the early 1960s, disabled People who completed training from the rehabilitation centers were given some tools, materials and some money to start their own work. According to the National Disability policy(2000) this form of assistance is no more due to lack of funds. In this research for example almost all the informants with vocational background mention lack of capital as the main cause of not working.

Since almost all of the informants were willing to work, the current research sought to investigate if there were certain issues that prevent them and other disables in the community from getting jobs. Among the issued raised are the following:

- Reinforcement of laws and
- Architectural/ Structural Barriers

6.2.6 Reinforcement of Laws

"First, the lack of appropriate laws that protects the rights of the disabled in the society to grant them equal chances of getting jobs. Certain existing constitutional provisions that seek to prevent such cases are not strictly enforced. Ghana as a signatory to the Universal

Declaration of human Right has to fulfill her international obligations. Such a policy seeks to integrate disables into the economy. They should be assisted to be independent and to improve their social well- being rather than having them dependent and perhaps condemned as social parasites (National Disability policy 2000)". This right positions disability as an important dimension of human culture, and it states that all human beings irrespective of their disabilities have certain right which cannot be taken from them.

6.2.7 Architectural/ Structural Barriers

Secondary, there are also architectural/structural deficiencies, such as elevators in story buildings that provide some difficulties for disables that cannot use the steps to access the facility. This can be described as the social model of disability. As described earlier in the previous chapter, some social activist assume that it is the society that impose barriers to disable people and this prevent them from functioning well in the society. Turmusani (2003) pointed out that the social model sees disability as a form of oppression impose on people who have certain forms of impairments. This means that society plays a major role in creating disability. Disability is seen as an artificial construction and the environment is presented as being the site of the problem including physical, built architecture, attitude, organizational dimensions and work practice (p.7). In Ghana most of the environments limit the employment opportunities for persons with disabilities. Despite the 1992 constitution which provides the mandates that every place to which the public has access shall have appropriate facilities for disabled persons.

According to the National Disability policy(2000) many qualified and skilled disabled person cannot be employed in the ministries in Accra the capital of Ghana due to architectural and design factors. As technology improves, so does the movement of the disabled outside the home. Buildings are constructed to be accessible with a design to eliminate architectural barriers.

Shakespeare (2006) pointed out that Finkelstein in 1980 said:

"Once social barriers to the reintegration of people with physical impairment are removed, the disability itself is eliminated. the requirements are for changes to society, material changes to the environment, changes in environmental control systems, changes in attitudes by people in the community as will" (Shakespeare, 2006, p.43).

Shakespeare (2006) explained further that Finkelstein in 1981 created and described a hypothetical village in which all those in the village were wheelchair users. Everything is adapted to the villagers' needs, this gives them advantage to move freely. This illustrates the changes of emphasis in the barrier philosophy. In other words, they are people with impairments, but not disabled people. When able-people visit the village, it is they who face problems adapting to the environment. They feel excluded, and they experience physical and psychological difficulties. This is a summary of the change which UPIAS demanded, and this later changed to what is known as the social model of disability.

Another factor given by one informant is the fact that, the physical disability suffered has rendered her incapable to do the same work she used to do. She explained that her unemployed/redundant state was due to her physical disability which makes it very difficult for her to cope with all the challenges for instance, standing or sitting for long periods. Secondly, she and others also mentioned that lack of capital is another barrier preventing them from engaging in a meaningful job. This issue is discussed both under the:

- functional/Medical approach and
- ICF approach.

6.2.8 Functional and Medical Approach

In the functional/Medical approach to disability the difficulties experienced by a person are seen as a mismatch between the individual's biological condition and functional capacities on the one hand and environmental and situational factors on the other. The functional model tries to treat the individual through services and supports, which are aimed at making the individual as functional as possible. This involves compensation rather than cure in order to live a normal life as possible. This has led to the establishing of rehabilitation services for persons with disabilities. Services such as physiotherapy and occupational therapy including training in daily living skills, pre-vocational skills, functional assessments, counseling and job training are examples of rehabilitation programmes. As discussed earlier, in Ghana in the early 1960s, disabled people were trained in the rehabilitation centers and in restrictive vocational learning environment (trades, catering, shoemaking, and crafts). DeJong (1984) explains this form of rehabilitation programmes as similar to the functional/medical approach where the problem is the individual and in this case it is the individual who needs to be changed. The individual is inadequate to perform in the Activities of the Daily Living (ADL)

or in terms of inadequate preparation for a gainful employment. Another Concept known as the Independent Living (IL) paradigm says that the problem resides seldom in the individual, but often in the solution offered by the rehabilitation process, the physical environment, and the social control mechanisms of society-at large. Advocacy, peer counseling, self-help, consumer control, and barrier removal are the trademarks of the IL (DeJong,1984: p.22).This form of approach is also similar to the social model of disability which blames the society for creating barriers for disables in participating fully in the society.

Informants who were engaged in the vocational rehabilitation programmes were not successful due to lack of capital. According to sources trading and craft as a way of preparing disables to employment are no more lucrative in Ghana. Therefore lack of capital is a barrier to employment as well as the vocational rehabilitation approach (that is the training given to informants to prepare them for employment). Secondly, the right of person with disabilities in Ghana are undermined by some limitations. One of the limitation is that they do not address the rights of persons with disabilities as people whose skills and capacities can be developed with the requisite societal support. For example, in educational matters the constitution explicitly or implicitly assign disabled persons to vocational training in trades and crafts which limits and restricts ones opportunities for employment.

As explained earlier UN (1983) Stresses that for government to achieve the goals of full participation and equality, measures taken concerning rehabilitation of disabled person is not enough. Another approach known as the ICF (The International Classification Of Functioning, Disability and Health) from the World Health Organization (WHO) which is based on the biopsychosocial model which combined both the medical and the social models provides a different perspectives of disability.

6.2.9 THE ICF (International Classification of Functioning)

ICF (International Classification of Functioning), is a classification of health and health related domains that help us to describe changes in the body function and structure, what a person with health condition can do in a standard environment (their level of capacity), as well as what they actually do in their usual environment (their level of performance). These domains are classified from body, individual and societal perspective. ICF also lists environmental factors that interact with all these components (World Health Organization, 2000, p:2). Looking at the problem of the informant who had problem of standing for a long

period from this perspective, the working environment would be adopted to her with the help of a wheel chair or a special chair. In the social level, question like these can be asked:

What are the needs of persons with various levels of disability- impairment, activity limitations and participation restrictions? and how can we built the environment to be more accessible for all people, those with and those without disabilities? (WHO, 2000). In the ICF, the term functioning refers to all body functions, activities and participation, while disability is similarly an umbrella term for impairments, activity limitations and participation restrictions. In ICF disability and functioning are viewed as outcomes of interactions between health conditions (diseases, disorders and injuries) and contextual factors. Among the contextual factors are external environmental factors (for example, social attitudes, architectural characteristics, legal and social structures, as well as climate) and internal personal factors, which include gender, age, coping styles, social background, education, profession, part and current experience, overall behavior pattern, character and other factors that influence how disability is experienced by the individual.

6.2.10 Independent in moving around and Activity daily Living

When asked how easily informants move about, Some of them said it is easy to move around with no aids or no help. While others will always need assistance to do so. Three physically challenged where assisted by the help of people or their children. Activity daily living is a form of education to help disables to be independent in their daily activities. For people unable to manually propel themselves in a wheel chair there are powered wheelchairs, which gives the user an independence. A mobility scooter also provides a way of navigating outdoors in public. As technology improves so does ability to control our surroundings. The choice of assistive devices used in public depends upon a person's condition and strength. Ghana as a developing country may find it difficult to provide such devices.

Two of the informant who were blind mentioned that they also move with the help of others. Education is important for those who are also blind and have difficulties with performing their ADL's. ADLs forms part of `quality of life' assessment. Having special skills allow them to adopt and adjust to vision loss. It enable them to be independent as possible not only at home but also outside their homes and at work as well. Self reliant increases self confidence. Lack of ADL can be a very big hindrance to employment.

One of the challenges faced by informant was the lack of pavement for pedestrians and the fear of being knocked down by a car. From my experience drivers in Ghana drive carelessly that they do not pay attention to people. Due to this problem it is always difficult for the blind to walk on the street alone. "According to Wyden, Dr. Jacobus who founded National Federation of the Blind Stated that blindness is not a lack of eyesight. The real problem is the misunderstanding and lack of information that exist. If a blind person has proper training and opportunity, blindness is only a physical nuisance".

6.2.11 How friends, relatives and society see an unemployed disable

Some informants mentioned that friends and families are worried and do not understand their unemployment situation. Kelvin and Jarrett (1985) explains that an Unemployed individual assume that others simply don't understand why one is unemployed and that an unemployed person does not want to be unemployed and they wish they had a job. To say they do not understand is to say they do not see an unemployed individual as he/she really is, which in fact reduces to how an unemployed person see himself. Even people see unemployed person as hanger-on, as poor relations, and dependant. This description also applies to a disabled unemployed person.

One of the informants mention that it looks as if he is not respected and has lost status in the society. Kelvin and Jarrett (1985) further explained that there is evidence that an unemployed individual especially the father feels that they have lost status especially with their wives and children. Another argument made by Kelvin and Jarrett (1985) is that evidence shows that unemployed husbands sometimes feel threatened if their wives have jobs when they have not.

Another informant said his friends and relatives do not care about his unemployment situation because they assume that he cannot do anything. This can be attributed to the way people with disabilities in Ghana are perceived. It is assumed that if one had the chance of going to school one would have had the chance of getting a job. Many disabled persons in Ghana are isolated and this has resulted in the absence of education and skills. Disables in Ghana are seen as incompetent and incapable. Jim Hasse in a Sight Careers Network give various examples of what persons with disabilities can do. Ivan a counselor said:

"I used to think that being a severely disabled is a limitation. However, my perception has changed. it is not a limitation. I have a new-found ability to see through the eyes of consumers. It has made me a better person and a better counselor". Another blind person said, "after obtaining my 60-credit master's degree in counseling and passing the national counselor

exam, I had one year and several months of rejections in my hunt for a job. These were precisely because the emphasis was on what I could not do. Now that I have finally gotten a job, I am in a state of shock. The director in charge of the company is in a state of shock because of my performance. she said it is important for the society especially employers to have an accepting and open minded attitude towards persons with disabilities" (eSight Careers Network).

CHAPTER 7. CONCLUSIONS

As Stated above, "The UN Standard Rule states that employment states should recognize the principle that persons with disabilities must be empowered to exercise their human rights, particularly in the field of employment" (UN 1993), but unfortunately some disables especially in Ghana are without jobs and some roaming on the street begging. The aim of this research was to find out why these people are without jobs since they have the right to work and about how they feel about their situation. Informants in this research were the blind and physically challenged people. In summary the following research questions and responses were derived from the research study

7.1 Why do disables in Ghana want to work?

They want to work because they want to be Independent and take care of themselves rather done depending on people for support. They also want to work to support their family that is children and wife. They want to work to be respected. They feel they are not respected because of the situation they are in. As a matter of fact in Ghana and in the whole world in general people who are jobless can be looked down upon. So been a disabled person as well as having no job worsens their situation. They want to work to build self- confident and positive self esteem.

7.2 How do friends , relatives and families see a disable with-out a job?

Friends and families are worried about their situation. They feel they have no respect for them and this reduces their status. They are seen as "parasites" and this results in poor relationship. The men are sometimes threatened by their wives. One informant said; "some friends and relatives do not care because they think as a disabled person I cannot do anything".

7.3 How do they feel without a job

They feel they are not respected and sad without a job, uncomfortable, unwanted in the society and a burden on dependants. They feel that without job it is humiliation and have no authority in the environment they are living because they are not independent and a provider. These make them think more about their disability. As discussed earlier, work is an element of quality of life and been unemployed cause great distress for those without a job. Employment plays a very important role in the identity formation and personal well-being of all human-beings. Not only does it shape one's financial status, daily activities, and social interaction, but it also leads to greater self-esteem.

7.4 How do persons with disabilities in Ghana feel about their life situation?

They feel it is the society that has imposed barriers to their chance of getting a job. Some of the issues raised were lack of education, lack of capital to establish a business on their own. They feel that their quality of life is lower as compare to the society as whole. The laws which are to protect them are not being enforced. They are outsiders in the society or marginalized, difficult to fulfill their perception of well-being, opportunities to fulfill their potentials and feelings of positive social involvement. The society has a different perception about them and rigid to change. There is a constant threat to their mobility and personal safety, constructions and public infrastructures are designed without any consideration to them. Their interpersonal relationship and community involvement are very low. The disables have emotional problems such low self-esteem, have no self-determination, not independent, and do not have the ability to exercise control over themselves and the environment they live in. They feel powerless, yet some of them have hopes for the future.

Employment is fundamental for a healthy way of life, not only for the able people but for people with disabilities as well. while employment is a source of income, it can also provide information and create the frame work of social contacts and basis of social status.

Unemployed persons can suffer a great deal financial, social and psychological difficulties (Goode, 1994). Again Priestley(2003) emphasized that employment is often seen as mechanism for breaking the link between disability and poverty. In short employment is one of the main determinants of quality of life.

Disabled persons are valued members of the society. They are viewed as a unique individuals who have the right to the same opportunities in housing, education, employment,

transport and facilities as anyone else. It means that being impaired does not make one less human as many had that belief in the past.

As special educationalist our aim is to help disabled persons to be educated and have some skills and be independent as well. If we struggle hard to train disabled people in an inclusive settings and they still end up on the street we've not accomplished our aim.

In most of the developed countries like Norway they are trying or able to fulfill the United Nation Declarations and Conventions. Ghana as a developing country has their own problems and finds it difficult to fulfill their part. From the research done disabled people in Ghana feel they are also members of the society but the society has made them outsiders by not recognizing their needs such as employment. Through employment they will be finically independent, buy food, accommodate themselves, be responsible and be respected. This will increase their self- esteem and self -actualization. Maslow (1770) explained that, in self actualization a person comes to find a meaning to life that is important to them.

According to Maslow (1770) human-beings needs are presented in a hierarchy in a pyramid form which can be divided into basic needs (example physiological, safely, love, and esteem) growth needs (cognitive, aesthetics and self-actualization).The basic needs are food, water, sleep, living in a safe area, job security, financial reserves, needs for friends, need to give and receive love, self-respect, achievement, recognition, reputation etc. According to Maslow (1770) one must satisfy the lower level that is the basic needs before progressing on to meet higher level growth needs once these needs have been reasonably satisfied, one may be able to reach the highest level called the self- actualization. Unfortunately from the research done some disabled people in Ghana are not able to satisfy the basic needs due to barriers preventing them from obtaining a meaningful job. Loss of job may cause an individual or a person with disability to fluctuate between levels of the hierarchy.

7.5 RECOMMENDATION

With my experience in Ghana, there are appropriate laws and some incentives design to protect and help people with disabilities but the awareness is very little. The disables do not trust those who should enforce the laws and the incentives. There seems to be a problem of overproduction of vocational- rehabilitation trainees and lack of capital to help them to establish on their own. As already stated above the UN (1993) suggest that measures taken in the rehabilitation programmes concerning persons with disabilities is not enough.

7.5.1 Suggestion:

There should be a national register of all kinds of vocational trainings and number of people that have come out.

Course/Vocational advisers should update themselves with the current trend to reduce overproduction of a particular vocation/trade.

Stakeholders should collaborate with the government to establish micro-finance/credit to help the vocational trainees to raise the initial capital needed to establish their own workshop/business.

Course/Vocational advisers should desist from the old ideas of sending the disables to vocational training but should also encourage them through confidence building, and boosting their self-esteem to go to normal school and to the highest level if they can.

There should be a follow up of government incentives to encourage employers to employ people with disabilities.

The government and stakeholders should sensitize the entire population about the plight (difficult and sad situation) of people with disabilities. Parents of disabled children in Ghana should be encourage to send their children to school. They should be aware that disability is not the inability to perform. There should be collaborations between the parents and the stakeholders.

Designers of public infrastructures should have the people with disabilities in mind.

Quota system could be introduce but according to Slikker (2009) this system was introduced but it was poorly managed.

Register

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