

# National Youth Development Strategy **on Youth with Disabilities**



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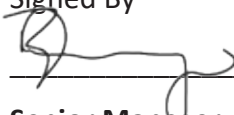
 National Youth Development Agency  National Youth Development Agency

**THE**   
**LIMITLESS**  
youth



## NATIONAL YOUTH DEVELOPMENT STRATEGY ON YOUTH WITH DISABILITIES

Signed By




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## Foreword

Persons with disabilities constitute the world's largest minority which continues to experience barriers to participation in all aspects of life including the economy. These barriers take a variety of forms, including those relating to the physical environment or to information and communications technology (ICT), or those resulting from legislation or policy, or from societal attitudes and discrimination.

The result is that persons with disabilities do not have equal access to socio-economic rights and services, including education, employment, health care, transportation, political and economic participation, or justice. The UN Convention on Rights of Persons with Disabilities use an encompassing definition of persons with disabilities, who are defined in Article 1 as including " those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others." This UN definition is applicable in this strategic approach.

Youth with disabilities are an integral part of the South African society. Therefore, youth programmes must speak to their needs to correctly fulfil the principle of economic justice when dealing with opportunities that are intended to benefit young people across South Africa. It is critically that NYDA create an environment that will pursue reasonable accommodation for the youth with disabilities in all sectors within the society. The 2016 Community Survey data also show that the disability prevalence in South Africa has increased slightly from 7,5% to 7,7% from 2011 to 2016.

NYDA must initiate catalytic programmes designed to benefit youth from disadvantaged backgrounds (primarily youth from rural areas, youth with disabilities, and young women) co-ordinate youth focused programmes across all sectors of government and industries to align resource allocation.

The strategy, while emphasising the development of all youth, acknowledges the reality of limitation of resources and as a result prioritises those efforts and interventions should give second chance to the most marginalised and excluded youth groups. Of the stated categories, this strategy argues that immediate attention should be given to the youth with disabilities and NYDA is committed in making sure that this specific cohort find expression in the strategic planning.



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## 1. Glossary of Terms

	Terms	Definition
I.	<b>PoA</b>	Programme of Action
II.	<b>NYDA</b>	National Youth Development Agency
III.	<b>IYDS</b>	Integrated Youth Development Strategy
IV.	<b>PDDD</b>	Programme Design, Development & Delivery
V.	<b>NYS</b>	National Youth Service
VI.	<b>M&amp;E</b>	Monitoring & Evaluations
VII.	<b>CEO</b>	Chief Executive Officer
VIII.	<b>ASAP</b>	As Soon As Possible
IX.	<b>KM</b>	Knowledge Management
X.	<b>MoU</b>	Memorandum of Understanding
XI.	<b>SAHRC</b>	South African Human Rights Commission
XII.	<b>CRPD</b>	Convention on the Rights of Persons with Disabilities
<b>Appropriate terms use for disability and its definitions</b>		
XIII.	<b>Attention deficit disorder with/without hyperactivity (ADHD/ADD)</b>	ADHD refers to a chronic disorder that initially manifests in childhood and is characterised by hyperactivity, impulsivity and/or inattention. Not all of those affected by ADHD manifest all three behavioural categories. Can lead to difficulty in academic, emotional, and social functioning. May be associated with other neurological, significant behavioural, and /or developmental/learning disabilities. ADD is however a neurological dysfunction. The severity of each learner's symptoms might differ. ADD and ADHD are genetic conditions.
XIV.	<b>Autistic spectrum disorder</b>	Autistic spectrum disorders impact the normal development of the brain in the areas of social interaction and communication skills. Children typically have difficulties in verbal and non-verbal communication, social interactions, and leisure or play activities, find it hard to communicate with others and relate to the outside world. – A medical practitioner, preferable a specialist (Paediatrician or psychiatrist) must diagnose learners.
XV.	<b>Behavioural/conduct disorder (including Severe behavioural problems)</b>	Learners with behaviour/ conduct disorder usually have little concern for others and repeatedly violate the basic rights of others and the rules of society. Children and adolescents act out their feelings or impulses in destructive ways. Offences often grow more serious over time. Such offences may include lying, theft, aggression, truancy, the setting of fires, and vandalism.
XVI.	<b>Blindness</b>	Loss of useful sight. Blindness can be temporary or permanent. Damage to any portion of the eye, the optic nerve, or the area of the brain responsible for vision can lead to blindness. < 3/60 in the better eye, after maximum correction.

XVII.	<b>Cerebral palsy</b>	Cerebral palsy describes a group of chronic conditions affecting body movements and muscle coordination. Caused by damage to one or more specific areas of the brain, traumatic, infectious, or developmental. Major types include spastic, dystonic. Athetoid and ataxic and they can be quadriplegic, diplegic or hemiplegic. A medical practitioner must make the diagnosis.
XVIII.	<b>Deafness</b>	Learners who experience a severe hearing impairment and who depend on specialized educational support. Hearing must be assessed through an auditory test and the hearing loss should be more than 61 dB at 0,5; 1; 2 and 4KHz in the better ear.
XIX.	<b>Deaf blindness</b>	Deaf blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs different from children with deafness or children with blindness.
XX.	<b>Epilepsy</b>	Disorder caused by the sudden over activity of brain cells and characterized by repetitive attacks of a diverse nature. Seizures (or convulsions) occur when there is abnormal electrical discharge in the brain. This may be triggered by chemical imbalance or a structural abnormality. Seizures differ in cause, nature, severity, management, and long-term effect.
XXI.	<b>Hard of hearing</b>	Learners who experience a moderate hearing impairment and who need additional specialized support. Hearing must be assessed through an auditory test and the decibel loss must be more than 31dB for persons under the age of 15 and more than 41dB for persons 15 years and older.
XXII.	<b>Mild to moderate intellectual disability</b>	Learners with an intellectual disability have significantly lower than average intellectual ability and adaptive functioning, that is, limitations in such areas as communication, social, daily living, or movement skills. with mild to moderate intellectual disability are academically functioning on level below 75% of that of their peers. (See moderate to severe intellectual disability below) IQ tests are no longer consider appropriate.
XXIII.	<b>Moderate to severe/ profound intellectual disability</b>	Learners with moderate to severe/profound intellectual disability are academically functioning on a level below 50% of that of their peers. Some identifiable causes include hereditary factors; chromosome abnormalities, such as in Down Syndrome; brain damage before or at birth due to illness or accident; malnutrition or other deprivation in early childhood.
XXIV.	<b>Multiple disability</b>	Learners who experience more than one of the disabilities.
XXV.	<b>Partial sightedness/low vision</b>	Low vision is impairment of visual functioning even after treatment, for example an operation and/or standard refractive correction (has been given glasses or lenses) and has a visual acuity of less than 6/18 to light perception, or a visual field of less than 10° from the point of

		fixation (i.e., 20° across) but who uses, or is potentially able to use, vision for the planning and/or execution of a task.
XXVI.	<b>Physical disability</b>	Learners with a significant physical disability that substantially limits one or more basic physical activities, such as walking, climbing stairs, reaching, lifting, or carrying.
XXVII.	<b>Severely intellectual disability</b>	Learners who experience severe intellectual disability and are more than two years behind their peers.
XXVIII.	<b>Specific learning disability</b>	A specific learning disability is a disorder in one or more of the central nervous system processes involved in perceiving, understanding and/or using concepts through verbal (spoken or written) language or nonverbal means. This disorder manifests itself with a deficit in one or more of the following areas: attention, reasoning, processing, memory, reading, communication, writing, spelling, calculation, coordination, social competence, and emotional maturity.
XXIX.	<b>Psychiatric disorder</b>	These disorders must be diagnosed by a psychiatrist or psychologist and could include Personality disorders: Mental illnesses that share several unique qualities. While many disorders vacillate in terms of symptom presence and intensity, personality disorders typically remain relatively constant. Adjustment disorders: Disorders in this category relate to a significantly more difficult adjustment to a life situation than would normally be expected considering the circumstances. Mood disorders: these include those disorders where the primary symptom is a disturbance in mood. In other words, inappropriate, exaggerated, or limited range of feelings, e.g., bipolar disorder, major depression disorder, etc. Anxiety disorders: The primary feature is abnormal or inappropriate anxiety such as Acute Stress Disorder, Obsessive- Compulsive disorder, Phobias, Posttraumatic Stress Disorder, etc. Psychotic disorders: The major symptom of these disorders is psychosis, or delusions and hallucinations. Delusions are false beliefs that significantly hinder a person's ability to function, e.g., schizophrenia.
XXX.	<b>Aphasia</b>	Aphasia is an impairment of language, affecting the production or comprehension of speech and the ability to read or write. Aphasia is always due to injury to the brain-most commonly from a stroke, particularly in older individuals, but brain injuries resulting in aphasia may also arise from head trauma, from brain tumours, or from infections. Aphasia can be so severe as to make communication with the patient almost impossible, or it can be very mild. It may affect mainly a single aspect of language use, such as the ability to retrieve the names of objects, or the ability to put words together into sentences, or the ability to read. More commonly, however multiple aspects of communication are impaired, while some channels remain accessible for a limited exchange of information. It is the job of the professionals to determine the amount of function available in each of the channels for the possibility that treatment might enhance the use of the channels that are available.

Legislative Framework and Policies	
XXXI.	Constitution of the Republic of South Africa, Act 108 of 1996
XXXII.	Employment Equity Act 55 of 1998
XXIII.	NYDA Human Resources approved policies
XXIV.	White Paper on Integrated National Disability Strategy
XXV.	United Nations Convention on the Rights of Persons with Disabilities (CRPD), of 2006

## 2. Executive summary

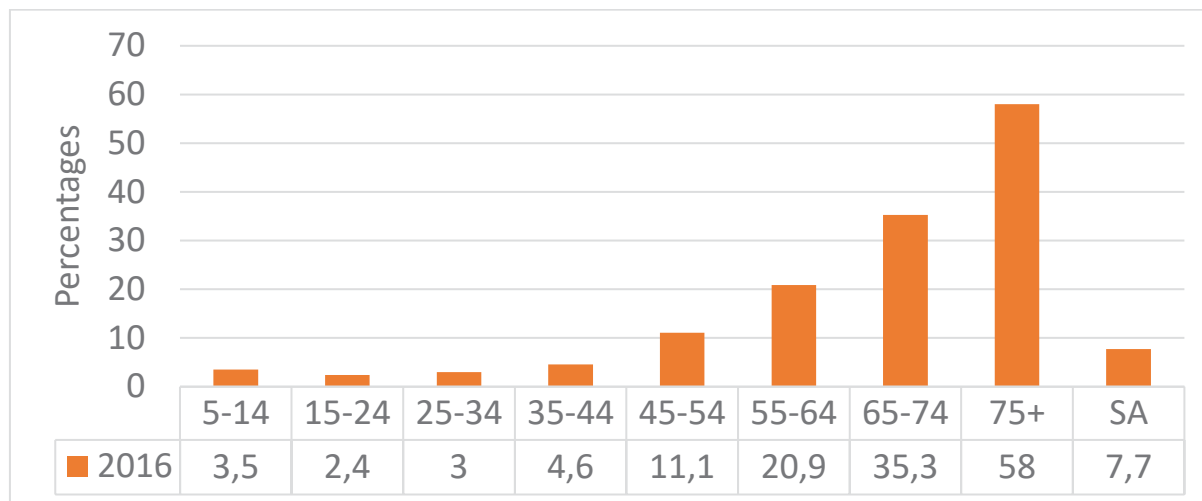
The issues pertained to disabilities are complex and sensitive to address. It is probably for the latter reason that several organisations such as Public and Private tend to side-line the disability issue to the periphery of their Programmes of Actions (PoAs). Chapter 2 of the constitution of the Republic of South Africa (RSA) is in fact drawn from the United Nation Convention on the Rights of Person with Disabilities. Thus, NYDA, as the youth representative agency should not be found faltering this line of much. It dares not fail in these inalienable rights for persons with disabilities. The purpose of this strategy is therefore to address this gap and encourage the National Youth Development Agency to streamline its youth development programmes to encompasses youth with disabilities as dictated by laws of the country.

Therefore, the National Youth Development Agency (NYDA) could therefore not find itself acting outside of this government mandate. In other words, disability matters should also constitute the vision and mission of the NYDA. This calls for all NYDA divisions to ascertain that youth with disabilities find expressions in the divisional roles and responsibilities.

Young people with disabilities are struggling to access economic opportunities because of lack of support from the relevant stakeholders. It is important that youth with disabilities are prioritised in tender opportunities through set-asides for young people. Although legislation makes provision for business opportunities for people with disabilities, there are no tangible outcomes from government business opportunities set aside for persons with disabilities. In most institutions there are no business opportunities set aside for persons with disabilities.

**Figure 1** below shows the percentage distribution of people with disabilities by age categories – showing that 7,7% of the South African population is composed of persons with disabilities. Out of this total, 2,4% are youth aged 15-24 years and 3% of those aged between 25 and 34 years.





**Figure 1: Distribution of people with disabilities by age groups, 2016**

Source: StatsSA (2016) Community Survey


People living with disabilities are more vulnerable to poverty as they are often denied economic opportunities because of stigmatization and general discrimination. Despite South Africa ratifying the United Nations Convention on the Rights of People with Disabilities (UN CRPD) in 2007, a lot still need to be done to entrench the rights of people with disabilities.

Youth with disabilities face unequal access to the labour market compared with youth without disabilities who are more likely to be employed. At a micro-level, socio-economic circumstances could also limit the ability of some young people to look for employment.

The improvement in the implementation of legislation could ensure accommodation of youth with disabilities. It would ensure that there are programmes wherein both the private and public sector set aside business opportunities for youth with disabilities. Effective monitoring mechanism should be put in place to ensure that programmes supporting youth with disabilities are realised.

### 3. Background

In June 2019, the Department of Women was renamed the Department of Women, Youth and Persons living with Disabilities (DWYPD). In line with the National Development Plan, the White Paper on the Rights of Persons with Disabilities (WPRPD) reiterates that the primary responsibility for disability equity lies with national, provincial, local government and other sectors of society but also allocates responsibilities to persons living with disabilities and their families. The vision of the WPRPD is "the creation of free and just society inclusive of all persons living with disabilities as equal citizens." Moreover, the NYDA strategy on youth with disability must be guided by the fundamental principles enunciated by United Nations Convention on the Rights of Persons with Disabilities (CRPD) of 2006. It is therefore imperative that the youth with disability strategy must find expressions in CRPD. It should not contradict such noble ethos on myriad of youth with disabilities.



People with disabilities aged 20 years and above are over three times as likely to have no education (24,6%) compared to the general population. Among persons who achieved Grade 12, the proportion of persons with no disability was almost three times that of persons with disabilities (11,7% compared to 30%). Table 11 also shows that only 5,1% of persons with disabilities aged 20 years and above had a higher education, compared to 12,1% for persons with no disability, according to StatsSA

In the context of the National Youth Policy's references to disability, the agency aims to promote the interest of the youth, particularly young people with disabilities. With the NYDA being a reporting entity of the DWYPD also strives to further create an environment that is inclusive of persons living with disabilities. It is therefore against this background as a Public Entity that the NYDA has compiled a project risk register.

Young people with disabilities are not homogenous as there are different disabilities that require different interventions. The sector representing youth with disabilities proposes the establishment of a disability unit at the NYDA to undertake to facilitate of all programmes aimed at transforming the lives of youth with disabilities.

#### **Key strategic points for consideration**

- Discrimination and stigmatisation of people with disabilities.
- Limited economic opportunities for people with disability.
- Access to is education limited and where there is access, it is inadequate.
- There is also a tendency to lump people with disabilities together despite their different needs.

#### **4. NYDA strategy on youth with disability**

The NYDA strategy is guided by the following prescriptive documents: -

##### ***4.1 United Nations Conventions on the Rights of Persons with Disabilities (CRPD)***

The United Nations Convention on the Rights of Persons with Disabilities on its preamble clearly articulate and exact pressure on member states to ensure that the rights for persons with disabilities are fully realised and mainstreamed across the board. Overall, the Bill of Rights in the Constitution of the Republic of South Africa (RSA) encompasses all the nuances of human rights, and the disability rights are at the apex of legislative Acts of the RSA.



#### **4.2 Bill of Rights Chapter 2 in the Constitution of the Republic of South Africa (RSA)**

Chapter 2 of the Bill Rights in the Constitution (1996) of the RSA expressed itself convincingly about the dignity and the acknowledgements of the rights of persons with disabilities. In the Bill of Rights section 9 of the Constitution, it unequivocally states that ... 'the state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth' (Constitution 1996:7). This is also in line with what is covered by the CRPD in its preamble on various discriminative tendencies found in the disabled community. It is upon such nexus that any government entity and or private sector industries must ensure that rights of persons with disabilities are fully realised.

#### **4.3 Employment Equity Act 55 of 1998**

Employment Equity Act 55 of 1998, unambiguously prohibits the discrimination of employees based on disability, gender, or race. It is therefore for this reasons that section 6 (1) of the Employment Equity Act 55 of 1998 vigorously states that ... 'no person may unfairly discriminate, directly or indirectly against an employee, in any employment policy or practice, on one or more grounds, including race, gender, sex, pregnancy, marital status, family responsibility, ethnic or social origin, colour, sexual orientation, age, **disability**, religion, HIV status, conscience, belief, political opinion, culture, language and birth'. Otherwise, this section of the employment equity Act reflects what is covered in the Bill of Rights, hence it has been stated or advised that all government agencies including the private sector industries must formulate policies that resonate with the Bill of Rights. By so doing they will not contradict with employment equity Act.

#### **4.4 White Paper on Integrated National Disability Strategy**

In the foreword expressed by then Minister of Social Development, it argues that the White Paper on the Rights of Persons with Disabilities (WPRPD) was intended to accelerate transformation and redress regarding full inclusion, integration, and equality for person with disabilities. It further believed that the WPRPD and its implementation matrix would offer both the public, private and civil society sectors a tangible platform to do things differently to speed up the improvement of the quality of life for persons with disabilities and their families. It would be of a better idea for NYDA to also tap into WPRPD for the realisation of its disability youth strategy.

#### **4.5 NYDA, Act 54 of 2008**

The principal act of NYDA, Act No. 54 of 2008, section 3 [i] under the object of the Agency, it purposefully entrusts the NYDA... “to endeavour to promote the interest generally of the youth, particularly young people with disabilities”. It therefore mandatory for NYDA to channel its programmes even to the youth with disabilities as the Act dictates. The call for youth living with disabilities for NYDA to also attend to their needs is not contradictory with the law. This is within the ambits of the law as dictated by the NYDA Act, and the South African Employment Equity Act No. 55 of 1998.

#### **4.6 National Youth Policy (NYP) (2020 – 2030)**


One amongst the principles of National Youth Policy (2020-2030) is the non-discriminatory principle, which hereunder dictates that... ‘Youth development initiatives should not discriminate against young people based on age, gender, race, sexual orientation, disability or any other form of discrimination as enshrined in the Constitution’ (NYP 2020:14)’. In one way or the other, the youth policy realises that there is no law in South Africa which is singly codified for persons/youth with disabilities. It is therefore imperative for any organisation within the South African territory to codifies and enforce the rights of the persons/youth with disabilities enshrined in the Bill of Rights in the constitution of RSA.

#### **4.7 NYDA, Integrated Youth Development Strategy (IYDS)**

The Integrated Youth Development Strategy (IYDS) (2021:43) expounds that youth with disabilities are an integral part of the South African society and amongst other things, youth programmes must speak to their needs to correctly fulfil the principle of economic justice when dealing with opportunities that are intended to benefit young people across South Africa.

It is critically that NYDA must create an environment that will pursue reasonable accommodation for the youth with disabilities in all sectors within the society. Accordingly, as extracted from IYDS (2021) the following strategic objectives must be encapsulated in the NYDA youth disability strategy: -

- 4.7.1 To create an enabling environment that would promote the full participation of youth with disabilities in the youth development programmes generally and the NYDA programmes.
- 4.7.2 To develop proper mechanisms and capacities that would facilitate the integration of youth with disabilities in the programmes of the society.
- 4.7.3 To identify and eliminate barriers to participation in economic opportunities.
- 4.7.4 To optimize the use of special ICT to enhance active participation of youth with disabilities in the academic programmes.

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- 4.7.5 To establish and maintain partnerships with relevant internal and external stakeholders that are capable and qualified to advance the development of youth with disabilities in the society.

#### **4.7.6 NYDA Human Resources approved policies**

The NYDA strategy on youth with disabilities will never succeed if it does not encapsulate with NYDA human resource management policies in their totality. The NYDA Employee Safety and Wellness Policy (2018:6) enforces the employer to conduct annual assessment for organisation to comply with all legislation in relation to disability. Similarly, the Recruitment and Selection Policy (2010) expresses itself on persons/youth with disabilities.

The following proposed strategic objectives should be taken into consideration with respect to NYDA youth with disability strategy: -

- ✓ create an enabling environment that would promote the participation of youth with disabilities in the NYDA programmes.
- ✓ develop proper mechanisms and capacities that would facilitate the integration of youth with disabilities in the programmes of the society.
- ✓ identify and eliminate barriers to participation and development in economic opportunities.
- ✓ establish and maintain partnerships with relevant internal and external stakeholders that are capable and qualified of advancing the development of youth with disabilities in the society.

### **5. Management process**

Accordingly, once strategy has been clearly outlined amongst all the internal stakeholders, the approach on its implementation shall be considered. It will be the responsibilities of the management to identify key strategy internal factors to be attended as a means to avoid the impediments in relation to the realisation of the strategy. Amidst the identification of the internal factors, the jurisdiction is within the management to evaluate the potential strengths and weakness in case the strategy reaches the implementation stage.

Theoretically, the organisation's strategy must also analyse the external environment so that the organisation must have a background understanding about who it is dealing with externally. In other words, the NYDA should consider establishing a well thought strategic partnerships with disability youth organisations. The following disability youth organisations may be considered, namely: -

- Disabled Youth South Africa (DYSA)
- Deaf Youth South Africa
- Epilepsy SA Youth Ambassadors

- South African Deaf Youth development Project (SADYDP)
- South African Blind Youth Organisation (SABYO)

The National Council of & for Persons with Disabilities (NCPD) is the umbrella body for organisations working with persons with disabilities. It is anticipated that the NCPD will be a key strategic government structure to advise the NYDA management in relation to the establishment of external stakeholders’ partnerships. Once the strategy is concluded and consulted with the interest parties, it will be advisable that before the fully implementation of it is realised, it must first be piloted or tested in the community of youth with disabilities. The failures are not really anticipated because NYDA will not be implementing this strategy alone. To this extent, it is essential to partner with youth with disabilities organisations so that implementation process of the strategy avoid unnecessary bottlenecks.

The table below illustrates the internal stakeholders’ roles and responsibilities: -

***Internal Stakeholders and their Roles:***

Stakeholder	Roles and Responsibility
Integrated Youth Development Unit (IYDU), formerly known as Research & Policy Unit	<ul style="list-style-type: none"> <li>• Craft the NYDA youth with disability strategy.</li> <li>• Present the strategy document to the internal stakeholders.</li> </ul>
Office of the CEO	<ul style="list-style-type: none"> <li>• To establish Memorandum of Incorporations (MOI). The purpose of Memorandum of Incorporations (MOIs) should be to coordinate and monitor the implementation of programmes earmarked for youth with disabilities. The Division together with external stakeholder should ensure that such agreed MOIs are implemented and monitored amicably. The overall objective/or purpose to sign these MOIs is to ensure that programmes and services earmarked for youth with disabilities are implemented and hold those responsible for such programmes accountable.</li> </ul>
Financial Services	<ul style="list-style-type: none"> <li>• Upscaling of the budget</li> <li>• Facilities support for youth living with disabilities.</li> </ul>

Stakeholder	Roles and Responsibility
	<ul style="list-style-type: none"> <li>Ensure that the Supply Chain Management Policies are streamlined with youth living with disabilities, viz, some of the jobs and services must be ringfenced for youth living with disabilities.</li> </ul>
IT & Communications	<ul style="list-style-type: none"> <li>Make the online services accessible to youth with disabilities, such as beneficiaries from PDDD/NYS, promote and profiling of youth with disabilities, and coverage all events that are about youth with disabilities.</li> </ul>
Human Resource and Legal Services	<ul style="list-style-type: none"> <li>Incorporate the strategic objectives in its Recruitment and Selection Policy. The policy should aim to reach 7% rate of employment by 2030, as envisage by government plan, such as National Development Plan (NDP).</li> </ul>
Programme Design, Development & Delivery and NYS (PDDD & NYS)	<ul style="list-style-type: none"> <li>Devise mechanisms to increase the participation rates of youth with disabilities in programmes. In this case, it is thought that Human Resource Management (HRM), viz NYDA HR &amp; Legal Division is the strategic key Division for realisation of the NYDA youth with disability strategy.</li> <li>Strategy, Monitoring and Evaluation Unit will help by facilitating the alignment and streamlining of policies in this regard.</li> </ul>

## 6. Implementation plan

The table below illustrates the actions to be taken, due dates and responsibilities:

Phase	Activity	Timeframe	Responsibility
Pre-planning	<ul style="list-style-type: none"> <li>Understanding and analysis of the disability and appropriate organisational, programmatic interventions etc. interventions that must be put in place.</li> </ul>	September – October 2021	Corporate Strategy

Phase	Activity	Timeframe	Responsibility
	<ul style="list-style-type: none"> <li>Crafting strategy on Youth with disabilities.</li> </ul>		
Pre-planning	<ul style="list-style-type: none"> <li>Meeting the internal stakeholders</li> </ul>	September – October 2021	Engagements in enabling the Integrated Youth Development team to realise the strategic objectives for youth with disabilities.
Implementation	<ul style="list-style-type: none"> <li>Divide the Divisions into two</li> </ul>	<ul style="list-style-type: none"> <li>September- October 2021</li> </ul>	Work on policies. Policies must guide the implementation of programmes earmarked for youth with disabilities. In this regard, 2% of budget must be set aside for programmes earmarked for youth with disabilities.

## 7. Communication plan

To support the streamlining and the alignment of the NYDA strategy on youth with disabilities, the following must be taken into consideration. Through the assistance by the IT & Communications Division, this strategy must be cascaded down to NYDA branches, and in NYDA districts across all 9 provinces. Such will be streamlined live on: -



- NYDA website, i.e., [www.nyda.gov.za](http://www.nyda.gov.za)
- NYDA social media, such as Facebook, Instagram, and Tweeter.
- Through the word of mouths, especially staff responsible for outreach work.

## 8. Monitoring and Evaluation

Phase	Activity	Outcome	Responsibility
Pre-planning	<ul style="list-style-type: none"> <li>• Piloting NYDA programmes that would be supposedly beneficial to youth with disabilities.</li> <li>• Introduce youth with disabilities aspects within the business process of the NYDA</li> </ul>		PDDD & NYS  All divisions to review their business processes.
Implementation	<ul style="list-style-type: none"> <li>• Implement programmes that have been successfully piloted.</li> </ul>		All the divisions

## 9. Risk management

The NYDA disability strategy should measure itself against the standards and practices of South Africa's realisation of the 7% employment equity and work opportunities for persons with disabilities by 2030 (South African Human Rights Commission, 2013:15). It is however clear that the 7% target is unlikely to be achieved by 2030 knowing that to-date 3,5% of 7% has not yet even been achieved. The following table contains the risk matrix of this strategy.

### Risk Matrix

RISK ASSESSMENT				
Risk Description	Probability Rating	Impact Assessment	Risk Owner	Mitigating Plan
	<ul style="list-style-type: none"> <li>- High</li> <li>- Medium</li> <li>- Low</li> </ul>	High Medium Low		
Complaints about appealing to the entire community	High	Medium	NYDA	Liaise with the Dept. of Social Development, Health Dept. and

of youth with disabilities.				Department of Women, Youth and Person with Disabilities
Monitor performance against criteria	Low	High	NYDA	Align NYDA M&E Framework to the Strategic objectives
Expectations from broader community of youth with disabilities for support	High	High	NYDA & Stakeholders' partners.	Communications on the aim of the Strategy.

## 10. Challenges

The issues that revolve around the question of disabilities are complicated. It is anticipated that some of the issues will be surmountable to address. Therefore, the main challenge will be unable to reach or to cover all the youth with disabilities. It is however beliefs that working together with external stakeholders will assist the organisation to ameliorate some of the challenges.

## 11. Conclusion

The executive summary and the background have provided synopsis about the necessity to develop a strategy on youth with disabilities. This is either way not the final document. There shall be more consultative fora to ascertain the views of other internal and external stakeholders so that everybody owns the existing document.



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# National Youth Development Strategy on Youth with Disabilities



NATIONAL YOUTH DEVELOPMENT AGENCY  
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