

GUIDE TO

— LEAVING SCHOOL —



NATIONAL ASSOCIATION FOR PERSONS WITH
CEREBRAL PALSY SOUTH AFRICA

ANOTHER
ROLLING
INSPIRATION
INITIATIVE



INTRODUCTION

Maybe you can't wait to leave school and move on to the next best thing - university, college or maybe a new and exciting job. Maybe you are finding it stressful, knowing you will say goodbye to friends and move away from home. Have you started thinking about what you will do when your time at school comes to an end?

Wherever you're at with your decisions, don't forget there are parents, teachers, friends and organisations that offer advice.

"Education is a crucial key concept to anyone's foundation, be it young or old, and education should be never-ending. The reality facing our country is that

more than half of Grade 12 learners who leave school every year are unable to further their studies or find a job as they are not skilled enough. It is clear that skills development along with training and education are vital elements for the people of our country."

Dr Blade Nzimande, former Minister of Higher Education and Training

The new world of work has been created by increased competition and globalisation. Preparing for a career involves more than just taking an aptitude test and being told what you can "become". The Guide to Leaving School is your ultimate helping hand as you kickstart your career. Good luck!

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MINISTER OF FINANCE TITO MBOWENI PRIORITISES EDUCATION

"Learning and culture receives the largest share of spending as Government continues to provide access to quality basic and higher education, develop skills, provide training and contribute to social cohesion.

"Over R30 billion is allocated to build new schools and maintain schooling infrastructure. An additional R2.8bn is added to the School Infrastructure Backlogs grant to replace pit latrines at over 2 400 schools. But to make certain these schools are effective centres of learning will also require parents to be a visible and constructive part in the governance of schools.

"Fully subsidised education and training for the poor is government's flagship higher education intervention. Over the medium term, government will spend R111.2bn to ensure that 2.8m deserving students from poor and working-class families obtain their qualifications at universities and technical and vocational education and training (TVET) colleges."

Extract from 2019 Budget Speech



WHAT ARE YOUR OPTIONS:

This list is not exhaustive, and there are many ways to combine work and study.

FINISH WITH NO MATRIC

- Redo your matric at your original school
- Redo your matric via another school
- Redo your matric via a Further Education & Training Institute
- Redo your matric via distant education
 - Look for a job/learnership/start your own business

FINISH WITH MATRIC

- Apply at a Further Education & Training Institute
- Look for a job/learnership/start your own business

FINISH WITH MATRIC EXEMPTION

- Apply at a University or a Further Education & Training Institute
- Look for a job/learnership/start your own business



WHAT TYPES OF QUALIFICATIONS ARE AVAILABLE?

CERTIFICATES | DIPLOMAS
NATIONAL DIPLOMAS | DEGREES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

SAQA's primary objective is the promotion of a high-quality education and training system in South Africa that embraces the concept of lifelong learning for all.

It oversees the development and the implementation of the NQF (National Qualifications Framework).

SAQA offers a comprehensive national career advice service, the NQF and Career Advice Helpline, to equip all citizens with information to navigate study and work paths, to enable them to increase their employability and to manage their own career development.

SAQA acknowledges that many countries are looking for better ways of educating their people and organising their education and training systems so that they might gain the edge in an increasingly competitive economic global environment.

The world is an ever-changing place, politically geographically and technologically. Success, or even survival, in such a world demands that South Africa has a national education and training system that provides quality learning, and is responsive to the ever-changing

influences of the external environment of a nation that is committed to lifelong learning.

When learners know that there are clear learning pathways that provide access to, and mobility and progression within, education, training and career paths, they are more inclined to improve their skills and knowledge, as such improvements increase their employment opportunities.

SAQA aims to increase the number of "flexible generalists". These are people equipped with the necessary knowledge, skills and values to adjust readily to multiple career changes and make, through their own personal development, a significant contribution to the life of this country and the world.

The shift in thinking is from education for employment (developing the ability to do a specific job) to education for employability (developing the ability to adapt acquired skills to new working environments). The new education and training system must be able to support the notion of an adaptable workforce.

For any enquiries email saqainfo@saqa.org.za
The NQF and Career Advice Helpline can be reached by:
Phone: 086 999 0123
SMS: 072 204 5056
Email: help@careerhelp.org.za
www.careerhelp.org



THE NATIONAL QUALIFICATIONS FRAMEWORK (NQF)

The NQF has been built on the principles of relevant and appropriate standards, quality and excellence. By selecting an NQF-accredited qualification you are assured of choosing a quality and genuine qualification that is nationally benchmarked and internationally comparable.

The NQF aims to:

- Create a single integrated national framework for learning achievements.
- Facilitate access to, and mobility and progression within, education, training and career paths.
- Enhance the quality of education and training.
- Accelerate the redress of past unfair discrimination in education, training and employment opportunities.

THE NQF AND YOU

The NQF recognises three bands of education and training, namely General Education and Training (GET), Further Education and Training (FET), and Higher Education and Training (HET). The differences are explained below:

General Education and Training refers to education and training provided at

primary and secondary school level, from Grade R to 9. It also includes Adult Basic Education and Training. The registration of private or independent institutions offering general education and training falls under the provincial education departments. The registration of these institutions is in terms of the South African Schools Act 1996 (Act 84 of 1996).

Further Education and Training refers to education and training provided from Grades 10 to 12, including career-oriented education and training offered in technical colleges, community colleges and private colleges. Private institutions offering further education and training programmes must register with the Department of Education in accordance with the Further Education and Training Colleges Act, 2006 (Act 16 of 2006).

Higher Education and Training is also referred to as tertiary education. The higher education band provides the highest level of education. Entry is through a Grade 12 pass or Grade 12 pass with exemption. Private institutions offering higher education must register with the Department of Higher Education and Training in accordance with the Higher Education Act, 1997 (Act 101 of 1997).



UNIVERSITIES

Higher learning takes place in South Africa at universities, comprehensive universities, or universities of technology. Studies can last anything from six months to six years, or even longer, with students having the opportunity to accumulate a number of qualifications along the way. The learning is academic, with either a theoretical or career-oriented angle.

Undergraduate studies can lead to a degree, diploma or higher certificate. Students who want to specialise further can study for postgraduate diplomas, or Honours, Masters and Doctoral degrees.

Universities equip graduates for careers ranging from science, engineering and medicine to law, business and teaching.

These are "traditional" academic universities that offer mainly degrees, have higher numbers of postgraduate students and conduct a great deal of research. They tend to attract young people who are intensely curious, enjoy learning for its own sake or are keen to enter a profession such as medicine that

requires them to attend a traditional university.

COMPREHENSIVE UNIVERSITIES:

These are new institutions that, in most cases, combine a traditional university and a university of technology. They are for students who may want to combine academic and career-oriented studies. They offer both diplomas and degrees and, in most cases, a very wide range of courses.

UNIVERSITIES OF TECHNOLOGY:

These were formerly known as "Technikons". They offer certificates, diplomas or degrees in technology; there is some research involved; and they lead students more directly into a career. They are aimed at students with a good idea of the job they want to do and who are smart and practically minded, or specifically those who are keen on career fields such as textile technology, which is only offered by universities of technology.



CONTACT DETAILS FOR THE DISABILITY UNITS OF THE VARIOUS UNIVERSITIES WITHIN SOUTH AFRICA:

EDUCATIONAL INSTITUTIONS

University of the Witwatersrand, Johannesburg

Dr Anlia Pretorius
011 717 9151/2
Anlia.pretorius@wits.ac.za

University of Cape Town

Edwina Ghall
021 650 2427
edwina.ghall@uct.ac.za

University of Pretoria

Disability Unit
012 420 2064

Cape Peninsula University of Technology

Lilian Fortuin
021 953 8438

University of Stellenbosch

Ms Marcia Lyner-Cleophas
021 808 4707
cleophas@sun.ac.za

University of KwaZulu-Natal

Disability Co-ordinator
031 260 7706
033 260 5065/5129

University of Limpopo

Justice Phukubje
015 268 2495
justice.phukubje@ul.ac.za

Nelson Mandela Metropolitan University

Manager: Nosiphiwo Delubom
041 504 2510
nosiphiwo.delubom@mandela.ac.za
Disability Co-ordinator:
Siwe Nare
041 504 4756
siwe.nare@mandela.ac.za

University of the Free State

Head of the Unit:
Martie Miranda
051 401 3713
mirandamh@ufs.ac.za

FURTHER EDUCATION AND TRAINING (FET) COLLEGES

WHAT ARE FET COLLEGES?

FET colleges are private and public learning institutions that are accredited by sector-specific education and training authorities that monitor the quality of the education provided by each college.

FET colleges provide ongoing education up to NQF Level 4, which is the same level of education as Grade 12.

These colleges focus on vocational training and accept students who are in possession of an NQF 1 certificate or an Adult Basic Education and Training (ABET) qualification Level 4. This is equivalent to a Grade 9 General Education and Training National Certificate.

Education provided at FET colleges is seen as vocational training. This means that students are allowed to focus and specialise in one of 11 fields for which the National Certificate (Vocational) makes provision.

Learners focus on one field of specialisation, obtaining NQF levels 2 - 4 in three years. This provides learners who do not intend to go to a university or university of technology with an opportunity to obtain a specialised qualification and have excellent employment prospects.





FURTHER EDUCATION AND TRAINING CERTIFICATE

WHAT IS ACCREDITATION?

Accreditation is vitally important for any FET college, as it ensures that the qualifications offered by these institutes of learning comply with national guidelines, making sure that they are useful in the workplace.

Umalusi accredits only private FET colleges, and its Evaluation and Accreditation Unit is responsible for the accreditation of private FET colleges. It also oversees the accreditation of examination bodies that examine qualifications offered by FET colleges, both public and private.

Public providers such as public schools, public adult learning centres and public FET colleges do not need to apply for accreditation. However, it is important to note that all private FET colleges must be registered with the Department of Higher Education and Training.

ARE ALL FET COLLEGES ACCREDITED?

No. If you attend a public FET college, your qualification will be accredited. If you attend a private FET college, it is important to ensure that your qualification is indeed accredited.

HOW DO YOU CHECK IF THE FET COLLEGE IS ACCREDITED?

Request written proof from the college that the qualification is registered on the NQF.

The NQF ID number should be in evidence. Or you can check whether it is registered by going to the website for the South African Qualifications Authority. The site is www.saqqa.org.za

Ask for evidence (this should be a certificate) that the provider is registered with the Department of Basic Education or the Department of Higher Education and Training to offer specific national qualifications.

Request evidence that the college is registered with the Department of Higher Education and Training. The college should provide you with a registration number.

Request proof from the college that it has approval or accreditation from the relevant SETA (Sector Education and Training Authority), Umalusi or the Council for Higher Education to offer the qualification.

For a comprehensive table and the Excel version of the colleges' registration dates and the procedures to follow in order to apply, visit www.careerhelp.org.za

To get a list of FET colleges, visit www.colleges.co.za
The site also lists the application and registration dates of FETs.



WHAT IS A LEARNERSHIP?

A learnership is a structural learning process for gaining theoretical knowledge and practical skills in the workplace, leading to a qualification registered on the NQF. Learners participating in a learnership have to attend classes at a college or training centre to complete classroom-based learning, and they also have to complete on-the-job training in a workplace. The workplace experience must be relevant to the qualification.

Learnerships are a key driver of skills development in South Africa.

"Learnerships are unbeaten when it comes to meaningful skills development interventions in South Africa," says John Botha of Production Management Institute (PMI), an accredited education and training provider that focuses on workplace training for companies in key economic sectors.

A learnership is a contract between a learner, an employer and an accredited training provider. It combines practical training in the workplace with appropriate theoretical learning and results in a formal qualification or credits towards a qualification.

A learner who has completed a learnership holds a recognised qualification, pegged on the NQF. The learner gains hands-on practical work experience accompanied by a strong, relevant theoretical base.

Learnerships are often the first formal learning many youngsters experience after matric and they provide a solid foundation for learners to pursue further education and work opportunities.

Employment after a learnership is not guaranteed, but the learners are primed for integration into permanent employment.

School leavers wanting to pursue a learnership opportunity with an employer must be sure to do plenty of research well before they leave school. Like all post-school options, there are always more young people who want to participate in a learnership than there are learnerships available.

Youngsters who leave school before Grade 12 can still enter a learnership programme, but they will simply start at a lower level on the NQF, depending on whether they have a Grade 10 or Grade 11.

School leavers should pursue learnership opportunities in sectors where economic growth is clearly taking place. Currently, these would include the Health and Welfare, Food and Beverage, Chemical Industries, Manufacturing, Engineering and Related Services, Transport and Wholesale and Retail SETAs (Sector Education and Training Authority).

Each SETA is responsible for learnerships in their specific industry sector. SETAs work with employers and education and training providers to promote learnerships, expand learnership opportunities and manage funding of learnerships. Private and public companies offer learnerships and government encourages them to do so. However, places are usually limited, and entry requirements differ from company to company, depending on the human resource needs of the organisation. School leavers must make a determined effort well before they finish school to contact employment agencies, SETA offices, private companies, public companies, career guidance centres and labour centres, and should keep a look-out for information in newspapers and on the

internet. A learnership usually comprises 120+ credits or 1200+ 'national' hours of learning, which is equivalent to a one-year full-time college or university course.

WHO CAN PARTICIPATE?

New entrants (unemployed people) as well as employed staff members of an employer can participate.

HOW LONG DOES IT TAKE TO COMPLETE A LEARNERSHIP?

It takes 12 months to complete the learnership and there is a further process at the SETA to certificate the learners. Recognition of prior learning could be completed before 12 months.

WHAT ARE THE BENEFITS OF A LEARNERSHIP?

- You will receive a nationally recognised qualification upon successful completion of the learnership programme.
- You will gain work experience that will improve your chances of getting work.
- The work experience gained during the learnership can assist you to set up your own small business.
- You gain links with the employment network, increasing your chances to find work.
- You can earn a promotion or be redeployed into a more satisfying job.
- You can progress to a higher-level learnership for personal growth and development.

WHAT ARE THE ENTRY REQUIREMENTS?

Some learnership programmes do not require any entry requirements, while others require a Grade 12 certificate.

WHAT WILL THE TRAINING COST?

You do not have to pay anything to do a learnership. For unemployed people, HWSETA (Health and Welfare Sector Education and Training Authority) will subsidise the stipends and training provision. For employed candidates, HWSETA will subsidise the training provision.

HOW MUCH WILL A LEARNER EARN?

Unemployed learners must be paid a learner allowance, which is subsidised by the HWSETA. An employer cannot deduct money from the learner allowance unless agreed upon in writing with the learner.

WHAT IS REQUIRED FROM LEARNERS IN A LEARNERSHIP?

You need to sign both a learnership agreement and an employment contract – in other words, there are two legal documents. The learnership agreement is



signed by you the learner, the employer, the training provider and the HWSETA. The employment contract is signed between yourself and the employer and is only valid during the time of the learnership.

Responsibility of learners:

To work for the employer in order to gain workplace experience, but the work must be relevant to the qualification.

Be available for and participate in all learning and work experience required by the learnership.

Comply with workplace policies and procedures.

Complete any timesheets or any written assessment tools supplied by the employer to record relevant workplace experience.

Attend all study periods and theoretical learning sessions with the training provider and undertake all learning conscientiously.

Rights of learners

- To be educated and trained.
- To receive training in a suitable and accessible environment.
- Not to be discriminated against.
- To be treated in a dignified manner.
- To have access to the required resources.
- To receive training in terms of the learnership.
- To have his/her performance in training assessed and have access to the assessment results.
- To receive a certificate upon completion of the learnership.

- To raise grievances in writing with the SETA concerning any shortcomings in the training.
- To receive the full stipend without any deductions made by the lead/host employer.
- To be represented if subjected to a disciplinary action.

WHAT LEARNERSHIPS ARE AVAILABLE?

A list of available learnerships is available on the HWSETA website at www.hwseta.org.za or you can contact the HWSETA regional offices.

HOW CAN YOU APPLY?

Interested candidates who want to participate in HWSETA registered learnerships can forward their CVs to HWSETA, which will forward the information to prospective employers to select, interview and recruit learners.

For a list of Learnership, Internship and Graduate opportunities visit:
www.careerhelp.org.za
www.puffandpass.co.za
www.salearnerships.com
www.careersportal.co.za
www.hwseta.org.za





MONEY WORRIES



South Africa is home to many world-class universities and colleges. However, studying is an expensive undertaking, so be sure to consider your options before deciding how to pay for your studies. Fortunately, there are several organisations that provide bursaries and funding for prospective students with disabilities.

UNIVERSITY FINANCIAL AID

If you have already enrolled at a university, or are considering doing so, its financial aid office should be your first stop.

Most universities offer bursaries or

grants to students who have excelled in their previous studies or on the sports field.

Check with your university's financial aid office whether you are eligible for any of these bursaries or awards, and make sure that you apply before the closing date, which is usually in October of the year preceding the start of your studies. Some can be early as March, so it's worth checking the date as soon as possible.

The National Student Financial Aid Scheme (NSFAS) website carries a comprehensive list of the contact details of South African educational institutions. Visit www.nsfas.org.za

NATIONAL FINANCIAL AID

If you are a South African citizen, you may be eligible for a loan for study at one of the country's public higher education institutions. The National Student Financial Aid Scheme of South Africa (NSFAS), a statutory body funded by the Department of Higher Education and Training, provides study loans to academically able but financially needy students.

In 2008, the Department of Education introduced a bursary scheme for students with disabilities studying at one of the 23 public higher education institutions. This bursary programme was created to complement the existing funding provided by the Department of Labour under the National Skills Fund, for new and continuing students who would no longer be supported by the decreasing funding from the Department of Labour.

This bursary programme is aimed at providing financial support for students with disabilities who need financial aid and are academically able. It is intended to create opportunities in higher and further education and training, and to provide the necessary additional teaching and learning (curriculum) support for students to overcome any barriers to learning that have resulted from their disability.

The role of the Disability Support Unit cannot be underestimated, not only in the identification of students with disabilities and their referral to the Financial Aid Office, but also in building links with relationships with service providers and suppliers of assistive devices, and with owners/managers of private accommodation sites for students with disabilities. The Academic Development

Unit or Student Support Services is important to students with disabilities who require additional learning support, tutoring or mentoring.

EXTERNAL BURSARIES

Many South African companies as well as provincial government departments offer bursaries to promising students.

The terms of these bursaries vary widely. Contract bursaries require you to "pay back" the bursary by working at the company once you've completed your degree - giving you a job and work experience immediately after your graduation. Many mining and engineering companies, in particular, provide contract bursaries.

The Bursary Register is published every year and includes a full list of bursaries available in your particular field. While copies are available at most high schools and at your University's financial aid office, you can also order a copy from:

The Bursary Register

Tel: +27 (0)11 363 6007

Email: bursaryregister@mweb.co.za

For more information about
bursaries and financing
your studies, see:
www.tbisa.org.za
www.youthvillage.co.za
www.matric411.co.za
www.sastudy.co.za
www.careerhelp.org.za



WHAT SHOULD YOU STUDY?

SO, YOU HAVE DECIDED THAT YOU WOULD LIKE TO STUDY FURTHER AND HAVE SORTED OUT A ROUTE TO PAY FOR YOUR STUDIES. NOW IT IS TIME TO THINK SERIOUSLY ABOUT YOUR CAREER PLANS AND YOUR SKILLS.

It is imperative that you make the right choices so that you enjoy your job, and that what you do lines up with who you are.

Guidance counsellors, career counsellors and University or FET career service centres use aptitude and psychometric testing. A psychometric test is a standard and scientific method used to

measure individuals' mental capabilities and behavioural style. Psychometric tests are designed by clinical psychologists, who understand how the brain works, and the tests are used by Human Resource Managers or Learning and Development departments to assess if someone is able to do a certain job. Aptitude tests assess an individual's actual ability.

CONTACT DETAILS OF PLACEMENT OFFICERS – ASSOCIATION FOR PEOPLE WITH DISABILITIES

PROVINCE

Mpumalanga (Nelspruit)
Eastern Cape (Nelson Mandela Bay)
Free State (Bloemfontein)
Limpopo (Polokwane)
Gauteng (JHB)
National Office (JHB)

NAME

Themba Madiba
(post not filled)
Nthabiseng Molongana
Lehloho Rakolo
Lesleigh Kardolous
Daphney Twala

There are no wrong or right answers in these tests. They are indicators of your strengths and abilities, and you cannot study for them.

WHY DO ORGANISATIONS USE PSYCHOMETRIC ASSESSMENTS?

It is important for organisations to have fair selection processes to ensure that all applicants have an equal chance to be considered for a position. There are different selection methods e.g. competency-based interviews, education, experience, work sampling, reference checks and psychometric testing. Other than competency-based interviews and work sampling, psychometric tests are the most objective method of selection, because they have been designed against strict scientific standards and specifications. Furthermore, in a South African context tests like these must also conform to standards of cultural fairness, irrespective of race or gender.

For a simpler assessment of your personality, websites such as www.careertest.co.za have various online tests

to help you consider career options that are well suited to your personality. These tests basically help you work out what your strengths and weaknesses are and suggest suitable career paths.

Over and above your matric results and your aptitude, there is your attitude, and nothing can be more important to studying further than this! Karen Smit, Disability Employment Specialist, says "a positive attitude and setting goals for yourself will help ensure your success". Smit also states that self-motivation, good interpersonal skills and efficient time management will go a long way in helping you complete your studies.

If you think you know what career you would like to pursue, do your research. Contact someone who already does that job and go with them to work (if possible) to experience an average day in the working life of that career. Find out what qualifications are needed.

Remember:

'GOALS ARE DREAMS WITH DEADLINES'.

PLACEMENT OFFICERS ASSOCIATION FOR PEOPLE WITH DISABILITIES

OFFICE	E-MAIL	TELEPHONE
APD Mpumalanga	thembamadiba@apdmpumalanga.org	013 741 3699
APD Eastern Cape	brian.bezuidenhout@apdnmb.org.za	041 484 5426*
APD Free State	pr@apdfs.co.za	083 445 1855
APD Limpopo	placement@apdlimpopo.co.za	015 291 1787
APD Gauteng	lesleigh.gpabd@gmail.com	011 838 3012/6
NCPDPSA	daphney@ncpd.orz.za	011 452 2774

* Brian Bezuidenhout is the stand-in officer until someone is appointed in the position full time.

INTERVIEWING FOR A JOB

Your interview is your first step towards possibly securing the job you have applied for. Here are some tips to make sure you stay on track:

RESEARCH THE COMPANY

Research the company and be prepared. It is constructive for you to learn more about your potential future employer and it will help you gather your thoughts for interview questions such as:

"What do you know about our company?"

"Why do you want to work here?"

HOW DO I ANSWER BEHAVIOURAL QUESTIONS?

Behavioural questions are highly likely in your interview. Prepare answers to give good examples of your previous behaviours in various circumstances.

For example:

"Tell me about a time when you showed your organisational skills..."

"Can you give me an example of when you overcame a weakness in achieving a goal?"

The trick to answering these questions is to illustrate or tell a story that demonstrates the abilities the interviewer is looking for, and your effectiveness in applying those skills (i.e. the result). Ideally you want to show what you did, how you did it and what you achieved.

HOW SHOULD I DRESS FOR THE INTERVIEW?

You should aim to "look the part" by dressing suitably for the position you're interviewing for. Research the dress code of the company that's interviewing you to guide your dress code. You do not want to be too casual or too formal. Chatting to current employees or visiting the organisation will help you with your choice.

WHAT DO I BRING TO THE INTERVIEW?

- A copy of your CV in a neat and presentable folder.
- Your portfolio of work samples (depending on the job type).
- A notepad for taking notes during the interview.



- If you bring a cellphone, make sure it is off or set to silent mode.

General guidelines to keep in mind:

- Arrive early. Make sure you know ahead of time how to get there and have arranged appropriate transportation.
- Maintain eye contact. Avoid looking at the floor - this could be interpreted as a sign of being submissive or dishonest.
- Project positive body language. You want to show them that you're paying attention and are interested in the employer.
- Relax! The company's already shown that they are interested in you by inviting you in for an interview. You should be thoroughly prepared, so just relax and be yourself, which is what they're really looking for anyway.

People with disabilities should:

- Know what reasonable accommodation would be required to participate effectively and equitably during the recruitment process.
- Ask for a description of the inherent requirements and/or essential functions of the job if it was not clear in the advert.
- Know that it is your choice whether to disclose your disability in the application process.
- If disclosed, inform the employer

of the type of accommodation they may require in the interview, without disclosing detailed information regarding the nature, degree or severity of the disability.

- Know that the employer may, however, ask questions to determine how the inherent requirements or essential functions of the job will be performed. e.g.: "As a Buyer you would have to do a lot of travelling both locally and internationally - how do you intend to fulfil this requirement?"

SHOULD I DISCLOSE MY DISABILITY?

Disclosure of your disability is completely voluntary, and it is up to you to show prospective employers that, despite your disability, you are suitably qualified for the job.

However you decide to handle the issue, it will help you to have a plan in advance and be prepared. Generally, employers want workers who they can rely on and who have the skills, background and abilities to get the job done.

When and if you disclose your disability to a potential employer, you will want to emphasise your abilities and describe how you'll get the job done, especially if you will use methods and tools unfamiliar to the employer.





WHAT ABOUT ASSISTIVE DEVICES?

The World Health Organization (WHO) defines assistive devices as: "any piece of equipment or product that is used to increase, maintain or improve the functional capabilities". These include mobility devices that are designed to assist or improve a user's personal mobility - to change and maintain body position and walk or move from one place to another.

According to the website of the Department of Health (www.doh.gov.za), the most common assistive devices are wheelchairs, walking aids and hearing aids.

Examples of assistive devices:

HOME/WORKPLACE MODIFICATIONS

Structural adaptations that remove or reduce physical barriers: ramps, lifts, bathroom modifications, automatic door openers, expanded doorways.

AIDS FOR DAILY LIVING

Devices that assist in daily living and independence. Examples include modified eating utensils, adapted books, pencil holders, page turners, dressing aids and adapted personal hygiene aids.

AUGMENTATIVE COMMUNICATION

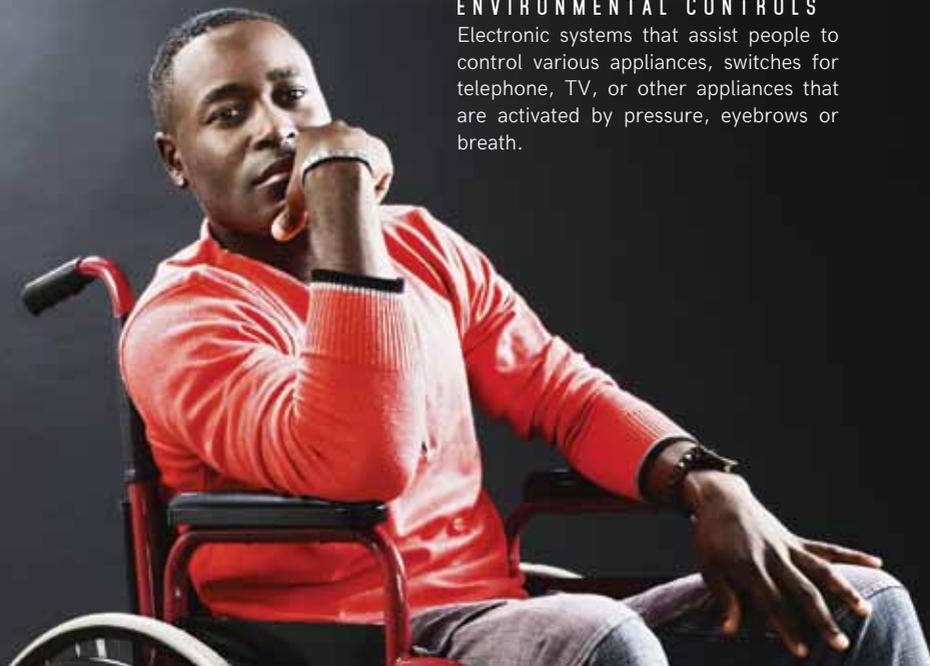
Devices that assist people with speech and/or hearing disabilities to communicate: communication boards, speech synthesisers, and modified typewriters, head pointers and text-to-voice software.

COMPUTER ACCESS AIDS

Headsticks, light pointers, modified or alternate keyboards, switches activated by pressure, sound or voice, touch screens, special software, and voice-to-text software.

ENVIRONMENTAL CONTROLS

Electronic systems that assist people to control various appliances, switches for telephone, TV, or other appliances that are activated by pressure, eyebrows or breath.



PROSTHETICS OR ORTHOTICS

Replacement or augmentation of body parts with artificial limbs or other orthotic aids such as splints or braces.

MOBILITY AIDS

Devices that assist people to move within their environments: electric or manual wheelchairs, modifications of vehicles for travel, scooters, crutches, canes and walkers.

RECREATION

Devices to enable participation in sports, social and cultural events. Examples include audio description for movies, adaptive controls for video games, adaptive fishing rods, cuffs for grasping paddles or rackets, seating systems for boats.

SEATING AND POSITIONING

Adapted seating, cushions, standing tables, positioning belts, braces, cushions and wedges that provide body support to assist people to perform a range of tasks.

SENSORY AIDS FOR VISION/ HEARING IMPAIRED

Aids such as magnifiers, Braille and speech output devices, large print screens, hearing aids, visual alerting systems, telecommunication devices.

Employers should be aware that assistive devices are a necessity, not a luxury for people with a disability.

It is essential to select a device based on an in-depth understanding of the individual's needs, the work environment and the tasks that need to be performed. More advice is available from the South African Disability Development Trust.

While the history of the Trust goes back to 1986, its transformation over the past decade as the Thabo Mbeki Development Trust for Disabled People means that it is today much more than just a grant-maker, having become a fully fledged development agency. Now, under a new identity as the South African Disability Development Trust (SADDT), the Trust has positioned itself as a mature and truly independent public entity.

PROGRAMMES

The SADDT implements three major programmes for the economic empowerment of persons with disabilities:

- Skills development and employment by means of learnerships negotiated with the SETAs;
- Provision of assistive devices for the workplace; and
- Poverty alleviation via community-based income-generating schemes.

Support is intended to benefit persons with disabilities, rather than organisations, campaigns or events.



WHAT IS REASONABLE ACCOMMODATION?

It is a modification or alteration to the way a job is normally performed to make it possible for a suitably qualified person with a disability to perform the required functions. The type of reasonable accommodation required would depend on the job and its essential function, the work environment and the person's specific impairment. This could entail job-specific changes, e.g. using software for someone who is visually impaired, or environmental changes e.g. ramps to get into the building where you work.

According to the Department of Labour (Technical Assistance Guidelines on the Employment of People with Disabilities), examples of reasonable accommodation include:

- Assistance in making the workplace accessible, e.g. removal of physical barriers and access to information and technology (equipment and software).
- Workstation modifications.
- Adjustment to work schedules.
- Adjustment to the nature and duration of the duties of the employee at work, either on a temporary or permanent basis.
- The reallocation of non-essential tasks

and any other modifications to the way the work is usually done or has been done previously.

The criteria for reasonable accommodation include three interrelated factors:

Firstly, the candidate is required to disclose his/her disability so that the employer can understand what potential accommodation/adjustment is needed. The employer must take steps whenever reasonably practicable to mitigate the effect on an individual's disability to enable him or her to play a full part in the workplace in order to achieve his or her full potential.

Secondly, it must allow the person with a disability to enjoy equal access to the benefits and opportunities of employment. All staff must have equal rights to promotion. The employer must take all reasonable steps to ensure that the working environment does not prevent people with disabilities from accessing or retaining positions for which they are suitably qualified.

Thirdly, employers can adopt the most cost-effective means consistent with the above two criteria.



HEALTH AND WELTHFARE SECTOR EDUCATION AND TRAINING AUTHORITY (HWSETA)

The Health and Welfare Sector Education and Training Authority (HWSETA) is responsible for paying out the training levies which are paid by all employers. These levies are collected by the South African Revenue Service (SARS) via the Department of Higher Education and Training (DHET) and are paid out through a management system motivated by skills-requirement assessment and monitoring.

The HWSETA ensures that the skill requirements of the services sector are identified, and that adequate and appropriate skills are readily available (they aim to balance supply and demand). The HWSETA ensures that education and training:

- Is provided subject to validation and quality assurance;
- Meets agreed standards within a national framework;
- Ensures that new entrants to the labour market are adequately trained;
- Acknowledges and enhances the skills of the current work force.

The HWSETA is striving to build a system

where skills production and development respond to the socio-economic needs of our country and its labour market. Such high-quality skills will in turn improve investment and service delivery.

The HWSETA aims to ensure: Accountability, mobility and practitioners in the sector are established and maintained through professional bodies and quality partners;

Skills are globally benchmarked and evaluated against service excellence standards;

A skills policy in support of inclusive growth and development is adopted to address the three key challenges of poverty, unemployment and inequity;

Skills development, addressing both national and sectoral priorities while supporting employers and learners from both the first and the second economy.

Learners can apply for Learnerships, Internships and Vocational Education and Training through the HWSETA.

For more information see:
www.hwseta.org.za
or contact 011 607 6900.



YOUR CURRICULUM VITAE (CV)

As a school leaver, it's important to realise that the recruiters aren't expecting you to have a lot of work experience and an excess of skills. They will be impressed if your CV is well presented and shows off your personal qualities and achievements.

The secret of a good CV is making it specific for every job application.

STRUCTURING YOUR CV

- Use headings in bold to highlight sections.
- Use bullet points to keep it simple.
- Your CV should not be longer than two pages.
- Include a personal profile – a short paragraph that outlines your career aims.
- List your education qualifications in reverse chronological order (most recent qualifications first).
- Next, list (in reverse chronological order) any work experience you've completed (e.g. weekend work or volunteering work).
- Include anything that you can use to demonstrate qualities such as leadership, teamwork skills or organisational skills.
- Include the dates you worked there/held a position of responsibility, where it was, and what your role was. Give details about what your duties were and what skills you developed in the job/role.
- Include your achievements, such as any scholarships or awards that you have won.
- List your extramural activities, hobbies

and interests.

- **Skills:** depending on what you are applying for, you will probably want to mention any relevant computing and language skills.
- List your references – usually two or three people who have known you in a professional capacity, such as a teacher or employer. Ask them first if they are willing to provide a reference, so that they are not caught off guard when contacted by the prospective employer/organisation.
- Proofread your school-leaving CV. Ask someone else to check it – fresh eyes spot mistakes more easily.

COVERING LETTERS

You need to take the time to tailor your covering letter to the company and the position you are applying for.

The person receiving the covering letter and CV will be looking for answers to the following questions:

- Who are you and why are you writing to me?
- Why are you interested in my company and this particular job opportunity?
- Why should you be interviewed for the job? What skills do you have that will make you an asset to the company and the vacant position?

Recruiters and employers read lots of covering letters and they read a lot of clichés. Try think of different ways to formulate your sentences to get their attention.

SPORT AND RECREATION

The mission of the South African Sports Association for the Physically Disabled (SASAPD) is to give people with disabilities a chance to have a dignified life as an athlete. Whether or not the athlete ends up actually competing is not the primary objective of the organisation.

The sports that the SASAPD focuses on are the following:

- | | |
|-----------------|-------------------|
| Athletics | Football |
| Archery | Goalball |
| Adaptive Rowing | Judo |
| Boccia | Power Lifting |
| Bowling | Table Tennis |
| Cycling | Wheelchair Tennis |
| Dance | Wheelchair Rugby |
| Equestrian | |

Sport was chosen as a pivotal part of the 2003-2013 plan to help eliminate social disparities in South African society. In line with the United Nations Action Plans South Africa's Constitution Act 108 of 1996 makes it the responsibility of the leaders of South Africa to restore dignity to, and protect the rights of, all South Africans. People with disabilities therefore have the right to access sport facilities and amenities as well as to be given an equal opportunity to excel in sports.

The following actions have been implemented by the government:

- Sports in schools are mandatory.
- People with disabilities should be allowed to participate in competitive and recreational sports events. It could be a special event or mainstream sports event.
- Trainers and coaches must be familiar with the needs of people with disabilities.
- Facilities must be accessible, and any community sports centres have to be constructed in consultation with organisations catering to the needs of people with disabilities.
- A public awareness programme must be launched to inform people of the rights of persons with disabilities.

For athletes with disabilities there are two sports umbrella bodies to approach for their needs and concerns: The National Paralympic Committee of South Africa (NAPCOSA), and the Special Olympics South Africa. See www.sascoc.co.za

Your chosen tertiary institution disability units will also have information about organised sports and recreation clubs.



STARTING YOUR OWN BUSINESS

According to the UN World Action Programme for Youth, nearly 80% of young adults with disabilities live in developing countries, and form a significant proportion of the youth population in every society. Despite being the world's largest minority, appropriate employment and educational programmes for persons with disabilities of any age are largely ignored. People with disabilities are among the most marginalised and poorest of the world's adults. Adult education related to starting a business or improving chances for meaningful employment is even more critical to help realise the full potential of adults with disabilities than it is for their peers.

Being your own boss and growing a worthwhile business requires determination and dedication. You will need:

- Funding - to start the business.
- A vision (what is it you are really trying to accomplish).
- An understanding of who is your target market (customers).
- A business plan.

There are valuable resources to assist entrepreneurs. Most of all, you need





passion and energy for your business idea to become a reality.

ARE THERE COMMON CHARACTERISTICS FOR ENTREPRENEURS WITH DISABILITY?

- Empowerment: A “can do” attitude.
- Creativity and innovation: because we’re good at problem solving.
- Respect for shared experiences: ability to overcome barriers or discrimination.
- Involvement and participation: growing networks and connections.
- Self-determination.
- An ability to learn.
- Business development and growth: Identifying opportunities and initiating collaborations.

Source: Simon Cox, Owner of Diverse Matters in North Yorkshire, UK.

IS ENTREPRENEURSHIP A GOOD CHOICE FOR A BUSINESS PERSON WITH A DISABILITY?

Assuming the person with a disability is competent and provides good products or services, their business should be as successful as that of any other entrepreneurs.

An entrepreneur with a disability has invaluable flexibility: they can provide their own accommodation and assistive devices, they can structure their work hours to attend to their special needs, like physician’s appointments, and can decide how to balance family life and business. The internet provides plenty of opportunity to share and access resources. Transformation and Employment Equity give entrepreneurs with disabilities an opportunity to engage with government and corporations.

The Disability Chamber of Commerce and Industry (DCCI) is committed to building business networks to which existing business owners with disabilities, whether they be experienced entrepreneurs or people with potential, can turn at any stage of their business journey. Tel: 011 494 2992

AN ADULT YOU

Outside the school grounds the world can be a dangerous place. Sex, drugs and alcohol are a real threat to your health and safety.

- Don't drink and drive or get in the car with a drunk driver.
- Drink spiking happens. Always buy your own drink and keep it with you.
- Drugs are illegal and dangerous. They may affect your health and safety, career and travel plans.
- Know your limits. Limit your drinks; know your strength; have water between drinks; eat something; and remember that only time will make you sober.
- Think before you drink. Underage drinking or possession of liquor in a public place can land you with an on-the-spot fine or in court.
- No means NO. Unwanted or forced sexual behaviour is a crime.
- Avoid violence. You have a choice! Avoid fights.

There is evidence to support that there is a direct link between the use of alcohol or drugs and risky sexual behaviour. When you are under the influence of alcohol and/or drugs your inhibitions are lowered and you may do things you wouldn't usually do. This might mean you could end up regretting or not remembering your sexual activity. Apart from feeling bad about yourself afterwards you are also at risk of contracting a sexually transmitted infection (STI) or an unplanned pregnancy.

Being an adult means you are regarded as independent, self-sufficient and responsible. The choices you make can either enhance your future or be detrimental to it.

POST-MATRIC DEPRESSION

A sound mind and body are crucial to a successful life. If you are feeling overwhelmed, depressed or anxious about your future, get help sooner rather than later. There are organisations offering Post-matric counselling for learners suffering from these stressors.

Two of these organisations are:

- The South African Depression and Anxiety Group (SADAG)
- Evasolutions – Career guidance and counselling

Schools, FET Colleges and Universities have Learner Counselling departments on campus. Please make use of these excellent resources to allow yourself to live well, maximising your opportunities.







TRANSPORT

Unfortunately, public transport in South Africa is not always reliable or accessible for people with disabilities, who can become soft targets for thugs. However, the arrival of the Gautrain has made things easier and the University of Johannesburg, for example, is situated very close to a Gautrain station. All Universities also offer a range of accommodation options. However, if transport is a challenge, consider enrolling in a distance learning institute.

MEDICAL ASSISTANCE

Most campuses offer extensive medical assistance programmes.

Some of them also offer crisis hotlines that are available 24 hours a day and some run mobile clinics for the use of students.

CONTACT DETAILS OF DISABILITY ORGANISATIONS

CHESHIRE HOMES

Tel: 011 792 3510

Email: manager@cheshirehomes.org.za
www.cheshirehomes.org.za/contact-us

DEAFBLIND SOUTH AFRICA

Tel: 082 688 5344

Email: n.d.a.@deafblindsa.co.za
www.deafblindsa.co.za

DEAF FEDERATION OF SA [DEAFSA]

Tel: 011 482 1610

Fax: 011 726 5873

Email: BrunoDruchen@deafsa.co.za
www.deafsa.co.za

DISABLED PEOPLE SA (DPSA)

Tel: 021 422 0357/0389

Email: gillian@dpsa.org.za
www.dpsa.org.za

EPILEPSY SA

Tel: 021 556 3753/021 903 1479

Email: info@epilepsy.org.za
www.epilepsy.org.za

MUSCULAR DYSTROPHY FOUNDATION OF SOUTH AFRICA (MDSA)

Tel: 011 472 9703

Email: gmnational@mdsa.org.za
www.mdsa.org.za

NATIONAL ASSOCIATION FOR PERSONS WITH CEREBRAL PALSY (NAPCP)

Tel: 082 349 9630

Email: elizma.woods@napcp.org.za
www.napcp.org.za

THE NATIONAL COUNCIL FOR PERSONS WITH DISABILITIES IN SOUTH AFRICA (NCPD)

Tel: 011 452 2774

Email: thereina.wentzel@ncpd.org.za
www.ncpd.org.za

THE QUADPARA ASSOCIATION OF SOUTH AFRICA (QASA)

Tel: 031 767 0352

Email: info@qasa.co.za
www.qasa.co.za

SA FEDERATION FOR MENTAL HEALTH (SAFMH)

Tel: 011 781 1852

Email: bharti@safmh.org
www.safmh.org.za

SOUTH AFRICAN NATIONAL COUNCIL FOR THE BLIND [SANCb]

Tel: 012 452 3811

Email: ned@sancb.org.za
www.sancb.org.za

SOUTH AFRICAN NATIONAL DEAF ASSOCIATION (SANDA)

Tel: 012 343 0661

Email: mosala@sanda.org.za
www.sanda.org.za

GAUTENG CEREBRAL PALSY ASSOCIATION

P O Box 807, SPRINGS. 1560

Tel: 011 812 6910/12

Email: immelman@eject.co.za

WESTERN CAPE CEREBRAL PALSY ASSOCIATION

P O Box 13037, Mowbray.7705

Tel: 021 685 4150

Email: ceo@wccpa.org.za

KZN CEREBRAL PALSY ASSOCIATION

P O Box 10213, ASHWOOD. 3605

Tel: 031 700 3956

Email: kzncpa@iafrica.com

CEREBRAL PALSY ASSOCIATION (EASTERN CAPE)

P O Box 12127, CENTRAHIL.

PORT ELIZABETH. 6006

Tel: 041 583 2130

Email: info@cpaec.org.za



COMMISSIONED BY NATIONAL ASSOCIATION FOR PERSONS WITH CEREBRAL PALSY SOUTH AFRICA
P O Box 4105, Germiston South, 1411 | Tel: +27 82 349 9630 | Fax: +27 86 609 0040 | Email: elizma.woods@napcp.org.za | www.napcp.org.za
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