



higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

# Annual Career Development Services Stakeholder Conference Report

*April 2016*

## Theme

*'Sustainable Career Development Services for  
Economic Development in South Africa'*

## TABLE OF CONTENTS

LIST OF ANNEXURES .....	i
1. BACKGROUND .....	1
2. INTRODUCTION .....	2
3. CONFERENCE PURPOSE .....	2
4. CONFERENCE ATTENDANCE.....	2
5. CONFERENCE PROGRAMME .....	3
a) Career development service and the economy .....	3
b) Career development services international trends and standards .....	4
c) Draft National Policy of Career Development Services .....	5
d) Commission one and two .....	5
e) Panel discussion.....	6
f) Commission three and four.....	9
g) National Consultative Forum (NCF).....	9
6. SUMMARY OF CONFERENCE RECOMMEDATIONS .....	10
7. CONCLUSION.....	12

## **LIST OF ANNEXURES**

Annexure A: Attendance List

Annexure B: Conference Programme

Annexure C: Speech by the Minister of Higher Education and Training

Annexure D: International trends and standards on career development services

Annexure E: Draft National Career Development Services Policy

Annexure F: Commission 1 report

Annexure G: Commission 2 report

Annexure H: Commission 3 report

Annexure I: Commission 4 report

Annexure J: Commission 1 presentations

Annexure K: Commission 2 presentations

Annexure L: Commission 3 presentations

Annexure M: Commission 4 presentations

**NOTE: All annexures can be downloaded from**

<http://cdsconference.my-free.website/program>

## 1. BACKGROUND

At the Cabinet Lekgotla of the South African government held from 20 to 22 January 2010, government agreed on 12 outcomes that inter alia refer to issues of education, skills, health, safety and security, human settlements, and the environment. Each of the 12 outcomes has delivery agreements, which in many cases involve all spheres of government and partners outside of government. Outcome 5 refers directly to skills for the country and requires the development of “A skilled and capable workforce to support an inclusive growth path”. The responsibility for Outcome 5 was given to the Minister of Higher Education and Training and one of the outputs for this outcome is the development and implementation of a standardised framework for cooperation on the provision of career guidance and information services in the country.

The Minister established a task team to develop a framework for coordinating CDS in the country. In 2012, The ‘Framework for Cooperation in the provision of Career Development (Information, Advice and Guidance) Services in South Africa’ (the framework) was published. While the framework is of interest to a wide range of stakeholders, it is primarily aimed at government organisations, institutions and departments that are responsible for the planning, management and delivery of national career advice and development services.

The following organisations and government departments were key partners in developing the framework:

- Department of Basic Education (DBE) and all Provincial Education Departments;
- Department of Labour (DoL);
- Department of Public Service and Administration (DPSA);
- Department of Correctional Services (DCS);
- Department of Planning, Monitoring and Evaluation (in the Presidency) (DPME);
- National Youth Development Agency (NYDA);
- South African Education and Training Authorities (SETAs);
- National Artisan Moderation Body (NAMB);
- Universities South Africa (USA), the then Higher Education South Africa (HESA);
- South African College Principals’ Organisation (SACPO);
- South African Career Development Association (SACDA); and
- South African Graduate Development Association (SAGDA).

The framework identified specific roles for the different key stakeholders. It further recommended that the DHET establishes a National Career Development Forum (NCDF) to ensure sustainability and continuation of career development services coordination in the country.

The DHET has developed a draft national policy on career development services as part of national coordination to enable national coordination. The draft policy endorses the recommended NCDF as a structure for national coordination of career development services. The NCDF has two sub-structures: Career Development Government Forum (CDGF) and the National Consultative Forum (NCF). The interim CDGF was constituted on 1 July 2014. Once the policy is approved the NCDF and its sub-structures will be official.

## **2. INTRODUCTION**

The Annual Career Development Services Stakeholder Conference (the conference) is an initiative of the interim NCDF. The conference took place on 7 to 8 April 2016 at the Lakes Hotel and Conference Centre in Benoni, Gauteng. The theme of the conference was: “Sustainable Career Development Services for economic development in South Africa”.

## **3. CONFERENCE PURPOSE**

The purpose of the conference was twofold:

- To bring stakeholders together to discuss the future of career development services in the country; and
- To constitute the NCF.

## **4. CONFERENCE ATTENDANCE**

The conference was attended by 352 people over a period of two days (**Annexure A**). Stakeholders represented were government departments, government agencies, parastatals, Non-Governmental Organisations (NGOs), Sector Education and Training Authorities (SETAs), private companies, universities, Technical and Vocational Education and Training Colleges (TVET) and career development services experts. Trade Union Federations and trade unions within the teaching profession were invited but could not attend.

## **5. CONFERENCE PROGRAMME**

The conference took place over two days (**Annexure B**).

### **Day One: 7 April 2016**

#### **a) Career development service and the economy**

The Minister of Higher Education and Training committed himself to the opening of the conference however this could not happen due to unforeseen circumstances. Mr Firoz Patel, the Acting Deputy Director-General: Planning, Policy and Strategy presented the speech on behalf of the Minister.

The Minister's speech focused on the link between career development and the economy. The speech:

- provided a perspective on the current state of the South African economy that is striving under unfavourable conditions;
- highlighted the importance of the National Skills Development Strategy (NSDS) in linking skills development, career paths, career development and sustainable livelihood opportunities;
- emphasised the value of well-planned and structured career development services as a critical block of the realities of the South Africa's economy;
- identified broader economic benefits for career development services as:
  - ✓ reduction of unemployment;
  - ✓ higher labour force participation; and
  - ✓ informed career choices lead to career fulfilment and productivity in the world of work; and
- concluded by emphasising the need for all stakeholders to cooperate towards building coordinated career development services in the country.

## **b) Career development services international trends and standards**

Mr Mark Keese of the Organisation for Economic Development and Cooperation (OECD) presented on 'career development services international trends and standards' (**Annexure D**). In his presentation, Mr Keese addressed:

- the status of unemployment and shortage of skills in a global context with South Africa and Greece seating at the highest rate above 25%;
- mega-trends contributing towards skills demand which include digital revolution, globalisation and environmental challenges;
- the importance of career guidance for the economy and its role in promoting social inclusion;
- a need for a paradigm shift in relation to the need to provide relevant information but allow people to make their own decisions;
- a need for a paradigm shift from seeing career guidance as a service for young people to seeing career guidance as a lifelong learning process;
- good practice on effective career guidance which include developing clear roles, responsibilities and collaboration between stakeholders;
- importance of producing and disseminating quality, accurate and up-to-date information;
- a need to develop work integrated learning programmes;
- shared information on Korea Job World, Ontario Individual Pathways Plan (Canada) and Benin Career Saturday as examples of good practice;
- importance of introducing career guidance as early as possible to learners;
- shared challenges for providing effective career guidance in South Africa; and
- encouraged South Africa to put efforts in ensuring that there is a standardised approach in providing career guidance.

Mr Keese acknowledged the amount of work done by South Africa in addressing some of these challenges. This includes publishing of the '*Framework for Cooperation in the provision of Career Development (Information, Advice and Guidance) Services in South Africa*', partnerships, draft policy, '*Competence framework for Career Development Practitioners in South Africa*' and the establishment of a multi-channelled platform for provision of career information.

### c) Draft National Policy of Career Development Services

The Acting Director-General, Mr FY Patel of the DHET presented the draft National Policy on Career Development Services. The policy seeks to provide an organising framework for career development services in the country and it spans over the three spheres of government. It has been approved by Cabinet for public comments. The draft policy was consulted through the CDGF, SETAs CDS Forum and the SETA Chief Executive Officers (CEOs) Forum.

Stakeholders were encouraged to provide input once the document is gazetted for public comments (**Annexure E**).

### d) Commissions 1 and 2

The conference had 4 commissions, 2 in each day. In planning the commissions, the DHET ensured participation of stakeholders. Commissions that took place on the first day were:

<b>Commission 1: Professionalisation of Career Development - the role of Career Development Practitioners (Annexure F)</b>	
<b>Convenor</b>	Dr Maximus Sefotho from The University of Pretoria (UP)
<b>Chairpersons</b>	Dr Maximus Sefotho and Professor Kobus Maree from UP
<b>Reporter</b>	Ms Carmen Hoffman-Adams from Sci-Bono
<b>Presenters</b>	Professor Kobus Maree from UP Mr Avron Heir from PACE Career Centre Mr Neil Makhaga from DHET Mr Sifiso Mkhonza from the Quality Council for Trades and Occupations (QCTO)



**Commission 2: Career Development Information - The importance of consistent, up-to-date and reliable information (Annexure G)**

<b>Convenor</b>	Ms Elize van Zyl from Research Focus
<b>Chairperson</b>	Ms Kedibone Moroane from Chemical Industries Education and Training Authority (CHIETA)
<b>Reporter</b>	Ms Renette du Toit from Research Focus
<b>Presenters</b>	Mr March Turnbull from the University of the Western Cape (UWC) Institute for Post-School Studies (IPSS)  Ms Carina Oelofsen from the South African Qualifications Authority (SAQA)  Mr Sagren Govender from the DoL  Ms Nonyameko Xotyeni from the DHET

The commissions highlighted the importance of Life Orientation (LO) teachers, need for cooperation, integration of systems and adequate communication with stakeholders was highlighted.

**Day Two: 8 April 2016**

**e) Panel discussion**

Mr Mduduzi Manana, MP, the Deputy Minister of Higher Education and Training officiated the second day. The day started with a panel discussion between Mr Manana, Mrs Samuels of the Department of Basic Education (DBE), Mr Keese of OECD and Dr Thabo Mabogwane of the Department of Planning Monitoring and Evaluation (DPME). The focus of the panel discussion was on career development services in the post-school sector, schools and youth not in employment, education and training (NEET). Mr Keese's contribution cut across the sectors with emphasis on the youth unemployment challenge facing South Africa.

High unemployment amongst the youth, poorly trained LO teachers and poor supply of graduates on occupations in demand were amongst key areas of discussion across the 3 sectors. The main emphasis was that career development services should focus on dissemination of relevant and adequate information to learners, unemployment and all citizens in need of career guidance, however the choice on

whether to go for careers that are of interest to individuals or occupations in demand should be left for an individual to make. This became the underlying message for career development services practice.

*i) Career development services for the youth sector*

Dr Mabogwane made reference to the National Development Plan (NDP) and the National Youth Policy. He shared that 30% of young people in the country are either in the post-school system or employed. Youth unemployment is a serious challenge facing South Africa. During road shows when developing the national youth policy, young people raised the need for quality and access to career guidance in the country. Their wish is to have career development services available in all the community centres and in rural areas.

Young people also believe that degrees offered at Higher Education Institutions (HEI) should be able to empower students not only academically but also to provide them with skills that will help them secure jobs and entrepreneurship opportunities.

Dr Mabogwane drew some correlation between youth workers and Career Development Practitioners (CDPs). He mentioned that youth workers should be equipped to provide quality career guidance.

In his concluding remarks, Dr Mabogwane indicated that policies should encourage young people to go to school and get training on their chosen careers. Furthermore, he highlighted the need to see young people as contributors to finding solutions in the challenges they face, therefore, youth participation is key for sustainable programmes that address needs of the youth.

*ii) Career development services in the post-school sector*

The Deputy Minister of Higher Education and Training, Mr Mduduzi Manana, MP pointed that the country should strive to provide worthwhile information for the youth to make informed career decisions. The challenge is young people who are not able to locate themselves in the career opportunities available.

He then raised the need for cooperation and coherence between DBE and DHET. He emphasised that before DHET addresses collaboration with other stakeholders, DHET and DBE should form a strong collaboration unit. DHET is taking a lead on

coordination so that the country can have access to quality, accurate and relevant information and technology platforms or systems, but DBE is an equal partner with other departments such as the Departments of Social Development and Labour.

Mr Manana pointed that there is still stigma attached to the Technical Vocational Education and Technology (TVET) colleges. Parents still believe that better education is only available at universities. The country needs artisans and TVET colleges are the institutions to train artisans. TVET colleges were developed to address the skills shortage on vocational occupations.

In his observation with regard to career development services in schools there is a need to focus on teachers, particularly the LO teachers. Teachers do not have knowledge of where to find information to be given to learners and how to give that information. He emphasised that teachers must be empowered on how to provide career development services.

Learners should be encouraged to make their own choices. This requires coordination and collaboration and therefore, the country should break territorial boundaries and silo cultures in order to improve service delivery and make sure that young people receive up-to-date and accurate information.

### *iii) Career development services in schools*

Ms. Samuels explained that the Department of Basic Education (DBE) has established schools and Early Childhood Development Centres managed at local, provincially and national level. DBE renders career development services through curriculum development and improvement of learning outcomes. The way in which the curriculum has been developed seeks to introduce the learners to careers as early as the foundation phase. In the foundation phase, learners are introduced to information related to home chores and later introduced to career related information. On the senior phase, learners are introduced to subject choice and this forms part of their career aspirations. Therefore career development is an important component of the school curriculum.

## f) Commissions 3 and 4

Two commissions took place on the second day:

<b>Commission 3: Career development services practice in all spheres of government (Annexure H)</b>	
<b>Convenor</b>	Mr Letshego Mokeki from DHET
<b>Chairperson</b>	Mr Gerrard Francis from the Education, Training and Development Practices SETA (ETDP-SETA)
<b>Reporter</b>	Mr Letshego Mokeki from DHET
<b>Presenters</b>	Ms Carmen Hoffman-Adams, Sci-Bono Mr Letshego Mokeki from DHET Mr Rufus Mmutlwane from Gauteng City Region Academy
<b>Commission 4: Career development services in schools (Annexure I)</b>	
<b>Convenor</b>	Mrs Marie-Louise Samuels from DBE
<b>Chairperson</b>	Mrs Marie-Louise Samuels
<b>Reporter</b>	Dr Tumi Diale from the University of Johannesburg (UJ)
<b>Presenters</b>	Dr Roy Ventsekemy from DBE Dr Krishni Perumal from DBE Mr Reitumesti Johnson from DBE

Amongst issues discussed in these commissions was the need to develop strategies to ensure that rural communities have access to quality career development services. A need to communicate services provided by various stakeholders and capacity building of LO teachers were also discussed. Evaluation of current services provided in schools became prominent.

## g) National Consultative Forum (NCF)

At the end of day 2, the terms of reference of the NCDF (**Annexure J**) were shared and the interim NCF was constituted.

Stakeholder welcomed and supported the annual conference as the gathering of the NCDF and the rest of the initiatives in place towards national coordination of career development services. The conference will take place every year and the DHET will keep stakeholders abreast on career development services' national coordination.

## **6. SUMMARY OF CONFERENCE RECOMMEDATIONS**

Below is a summary of the conference recommendations, detailed recommendations are entailed in reports for commissions (**Annexure F, G, H and I**).

- A paradigm shift is required to understand career development services as a lifelong learning process and therefore should be accessible to citizens of all ages;
- Occupations in demand must be adequately communicated to people but the individual has a right to make an informed career choices based on personal interest and occupations in demand;
- Articulation between Basic Education and Technical Vocational and Education and Training (TVET) colleges is to be strengthened;
- Innovative methods when presenting career information (for example round table discussions and inviting industries to demonstrate what occupations entail) should be considered;
- International countries with good practice for consideration include Canada, Korea and Benin;
- LO teachers are critical stakeholders in the national coordination of career development services. DHET and DBE must make efforts to engage them;
- LO teachers have a knowledge gap on career information, capacity development is critical;
- Value of LO as a subject must be addressed at policy level;
- Use of non-standardised questionnaire is taking place already however South Africa must find a manner to recognise and formalise the practice;
- There is urgency to establish a professional body for career development services. DHET should consider seed funding for the establishment of a professional body;
- The existing Career Information Qualification is not known and there is no visible progress since it was registered. DHET, QCTO and ETDP-SETA should meet

and discuss progress status and come with means of ensuring that training is available;

- Research to be conducted could include:
  - ✓ studying the one stop career model implemented in Kenya and Rwanda;
  - ✓ mapping of career development qualifications existing in the country and classifying those according the competency framework;
  - ✓ study on parents perception of TVET colleges; and
  - ✓ strengthen the monitoring of LO provision in school and conduct an impact study on career development services in schools;
- Cooperation between stakeholders is critical:
  - ✓ the partnership between DHET and DBE must be visible to stakeholders;
  - ✓ DBE and the South Africa Broadcasting Commission should review their agreement to strengthen outreach in rural areas; and
  - ✓ DBE and the South African National Defence Force (SANDF) should discuss cooperation on direct recruitment of Grade 12 learners for the Military Academy;
- Systems such as the National Learner Records Database, National Career Advice Portal (NCAP) Employment Services South Africa (ESSA) and the geospatial map of higher education institutions should be integrated;
- There is a need to expand information on NCAP; and
- DHET has to communicate the notice of public comments on the draft policy with stakeholders once gazetted.

## **7. CONCLUSION**

The DHET appreciates cooperation and support from stakeholders that participated in the conference. Through this initiative, the DHET will be able to engage stakeholders in critical aspects related to national coordination of career development services in the country. Significant progress has already been made in creating an enabling environment for coordinating career development services. Approval of the policy will be a major milestone. All stakeholders are urged to provide input once the document is gazetted for public comments. The DHET is open to engagement with stakeholders as individuals where possible areas of collaboration can be forged. This will go a long way in addressing gaps and duplications. It is anticipated that the next conference will be held in September 2017.