

*Every child is a National Asset*

# **ANNUAL CAREER DEVELOPMENT PRACTITIONER CONGRESS**

**CAREER DEVELOPMENT IN BASIC  
SCHOOLING**

**Emperors Palace**

**24 June 2019**



**basic education**  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

**Read to Lead**  
A Reading Nation is a Learning Nation

# Outline of the presentation

- Purpose
- National Development Plan
- Role of the DBE
- CDS in phases of the schooling trajectory
- CDS in other subjects
- Delivery of Career Education in DBE
- Challenges
- Situational Analysis and Way forward
- Conclusion
- Closure

# Purpose

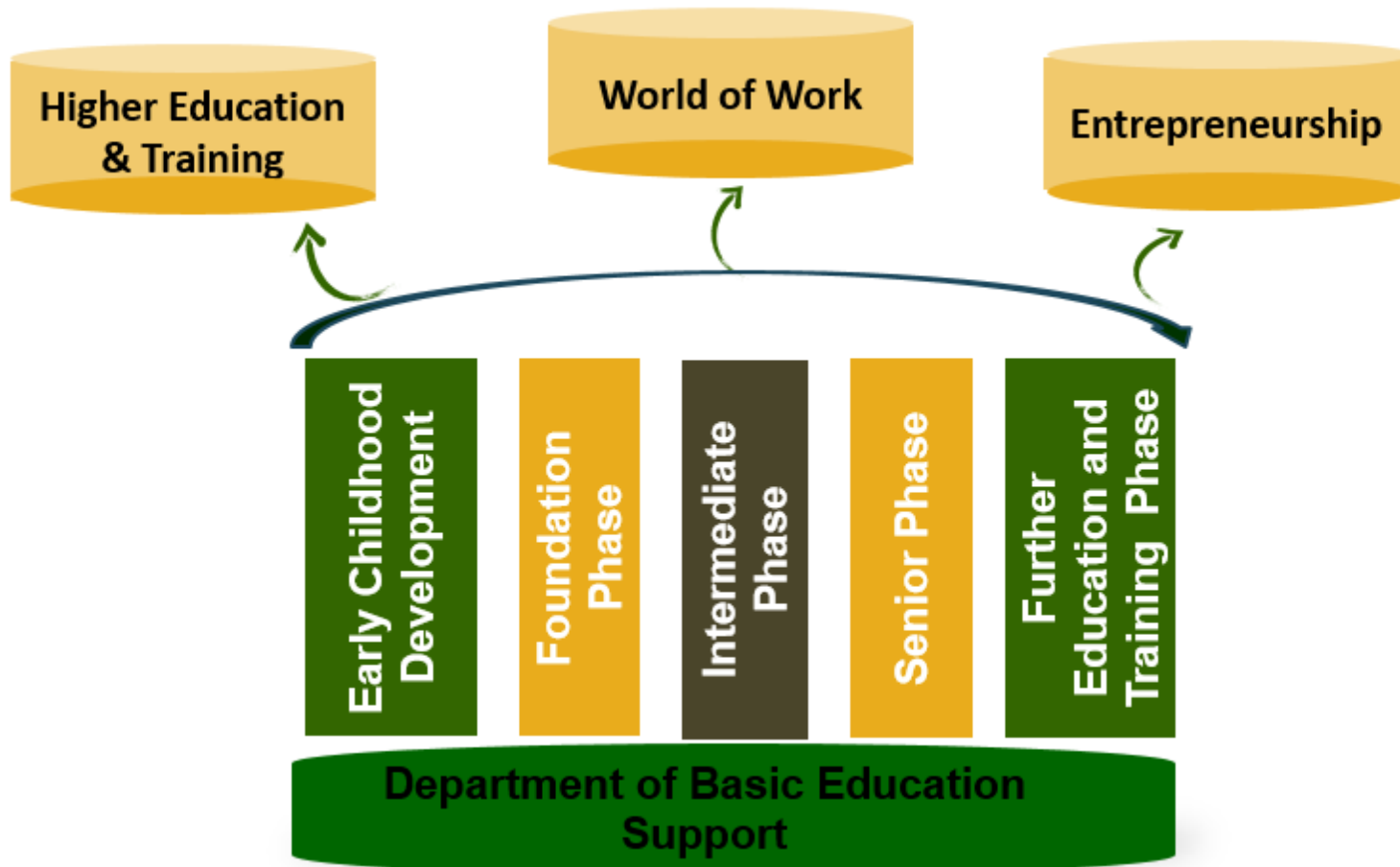
- To provide an **overview of CDS** through the Curriculum in DBE
- To forge a clear, systemic **link** between basic education, post-school education and training; entrepreneurship and the world of work

# The National Development Plan (NDP)

## The National Development Plan (NDP)

- States that Career guidance should be an **integral part** of the **school curriculum** to help reduce the high number of learners who drop out
- Pronounces the introduction of career guidance at the **senior phase of primary** school to ensure that learners are aware of further educational opportunities and can make informed career choices.
- Articulates that programmes to expose learners at the **earliest stages** of primary school to different careers also should be supported

# DBE Core Responsibility



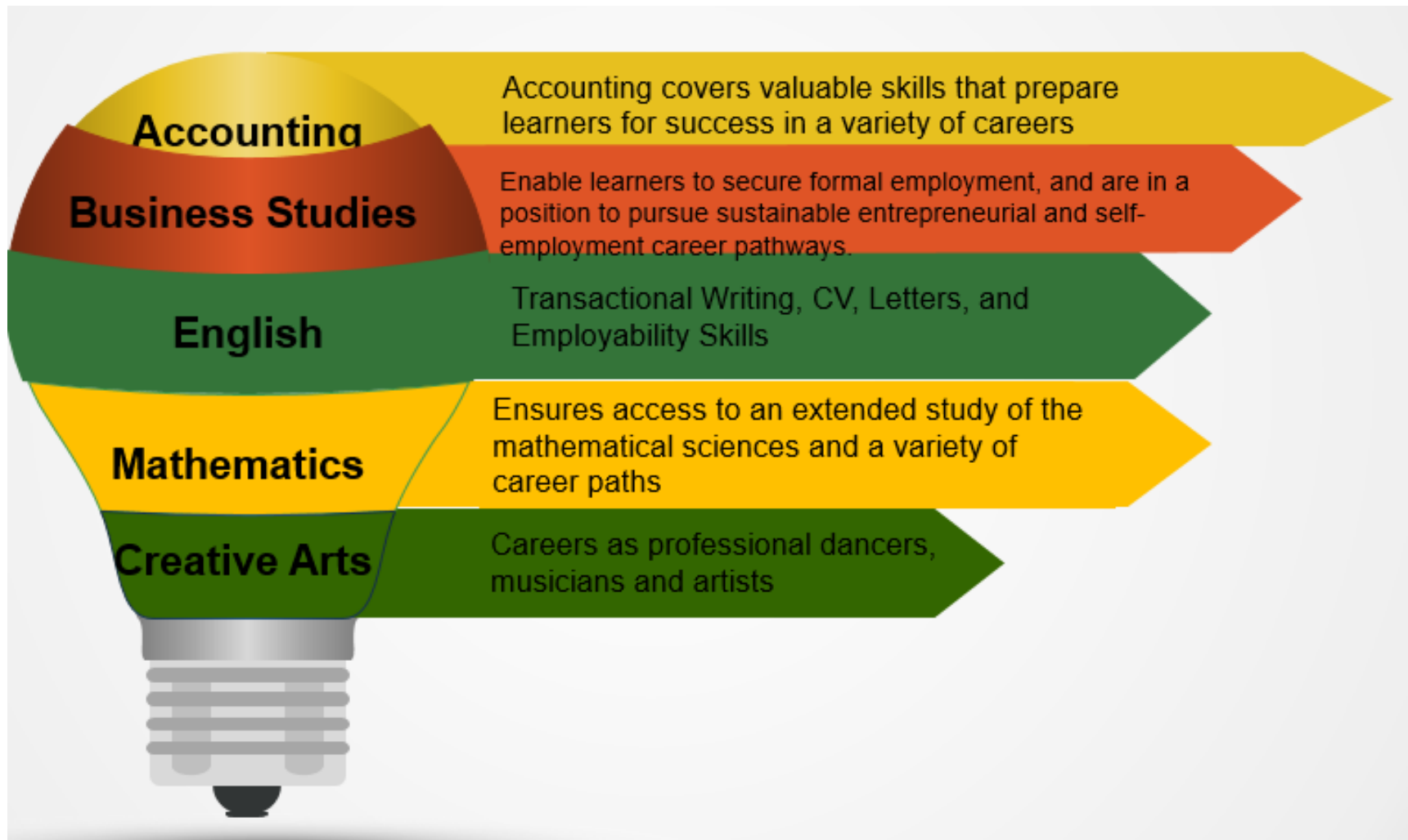
# CDS in phases of the schooling trajectory

- In the Schooling Sector, CDS are **embedded in the Life Skills** (Grade 4-6) and **Life Orientation** (Grade 7-12) subjects
- CDS are also **incorporated within other** subjects across the curriculum albeit to a much smaller extent

# CDS in phases of the schooling trajectory (cont.)

PHASES	TOPICS	FOCUS AREAS
ECD • (0-4 years)	Fantasy corners with different themes	<ul style="list-style-type: none"> <li>• Work</li> </ul>
Foundation phase • (Grade R-3)	Beginning Knowledge: Personal and Social Well-being	<ul style="list-style-type: none"> <li>• Make learners aware of occupations</li> <li>• Instil the aspiration to pursue a career</li> </ul>
Intermediate phase • (Grade 4-6)	Development of Self	<ul style="list-style-type: none"> <li>• Make learners aware of occupations</li> <li>• Instil aspirations to pursue a career</li> </ul>
Senior phase • (Grade 7-9)	World of Work	<ul style="list-style-type: none"> <li>• Facilitate informed learning pathways and subject choices</li> </ul>
Further Education and Training (FET) • (Grade 10-12)	Careers and Career Choices	<ul style="list-style-type: none"> <li>• Facilitate sound career planning and decisions based on informed choices on Post School Education and Training (PSET) opportunities</li> <li>• Facilitate timely application for admission to relevant courses/ institutions</li> </ul>

# Example: CDS in other subject





# Delivery of Career Education in Schools

- **Life Skills and Life Orientation:** facilitated through a range of activities and assessed
- **Other subjects** to provide career education and subject learning e.g. financial planning in Maths and Business Economics
- **Co-curricular activities** e.g. career exhibitions, job shadowing, Grade 7 Career Dress-up programmes, 'Take a Girl Child' to work initiative etc.

# Challenges

Currently **largely embedded** in Life Skills and Life Orientation

Lack of **trained personnel** capable of delivering careers in the curriculum

**Inadequate** instructional time allocation

Integration and linkages to careers not explicit

Content in other subjects not clearly defined and organised

Gaps and fragmentation across subjects and phases

Lack of progression pathways and smooth transition across phases



# Situational Analysis and Way forward

Strategic Activities	Current Situation	Short-term intervention	Medium-term intervention	Long-term intervention
Environmental scan to assess CDS content average in CAPS	Find out 'what works' and what needs improvement (research studies and reviews)	Establish CDAP to strengthen and improve CDS IN Curriculum	Develop a Sector Plan for CDS in DBE	Implementation of the Sector Plan
Integral part of the curriculum	In LS and LO, allocated time	Strengthen in the 2 subjects	Introduce across the curriculum, well designed curriculum	
3-Stream model	Academic and Technical, pilot Occupational	Introduce and expand on Occupational		
Improve access to CDS Khetha centres	Currently only 1 at National offices	At least 9: 1 in each province	Gradual increase	147 teacher centres
Early start and improve progression	Not clearly stipulated in ECD and FP	Strengthen and support through LTSM	To be clearly stipulated across all phases	
Entrepreneurship in schools	Pilot project of E3 Entrepreneurs days	Stimulates learners to be job creators and not job seekers		

# Conclusion

“ Choose a job you love and you will never work a day in your life.”  
*Confucius*

*Every child is a National Asset*

*Thank you!*

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