

CHAIRPERSON: One of my favourite international African scholars, Prof Petrus Lemumba, once said, the rise of a younger generation of African leaders should be marked as one that holds the dreams and hopes of the future, while honouring those who, in the past, shared the vision. And from his talk when he was addressing the Diro Ngomopotse memorial at the University of Limpopo, he said, I quote: *"It is time, every time when we have dinner, around the dinner table there are three participants. We have the food that we eat, we have the diner and we've got the server and for a long time Africa has been the server in the diner's table and it is time that Africa becomes the diner for their own meal."* So we need to move into Africa being the diner for their own meal. We are into the era of the fourth industrial revolution. We can no longer afford to understand fourth industrial revolution from across the seas. Unless we create it again for ourselves, what we understand by that, we are unfortunately still going to continue to be servers or even to be the meal, eaten in the diner's table. So let us decide as Africa, are we going to be diners in our own table?

I plead with you that we should be active participants in the agenda of determining our future world of work. In saying that, we can never determine our future world of work, if we don't understand the curriculum. So the question we are posing into this panel here, is if you think of careers in the curriculum, what is it that we need to do? What is the role of careers in the curriculum. And when I talk about the curriculum, I'm not only basing it on the school curriculum, I'm not only basing it on the higher education institutes' curriculum, but curriculum education is not only in the classroom. Education is in the communities. Education is in those salient places that we don't reach. How do you curriculumise careers across the board in the country?

Allow me to introduce to you our panel members. Our panel members today, we have, Dr McMahon, who will be representing or giving us the international voice. Let us welcome her.

We have Dennis Stead. Dennis comes from PACE and he will giving us the voice of service providers or training from a private sector perspective. Welcome Dennis.

We have Ms Cheryl Weston, who comes from the Department of Basic Education and who will be giving us the voice of the careers in the curriculum, from the DBE, or the basic education perspective.

We have Dr Fumane Khanare who comes from the University of Free State and will be representing Higher Education, but more specifically, Fumane is one of the academics in the faculty of education and we need to know what kind of teachers are you taking out to ensure that curriculum looks at career development? So we want to know, are you producing teachers that will be able to stand out there and make sure that careers is active in the curriculum. Okay hence guys, okay thank you.

And then we have Mr Thebogo Serelli. Thebogo is a 4th-year B Ed education student who will be going into the field next year and they are asking us, as higher education, have you prepared us well to go out there and ensure that the curriculum actually takes care of career development.

And we have one of, Leo, who was our speaker earlier on, Leo Blumenthal. Leo is a student, a Master's student in educational psychology and as a future educational psychologist, she will be also answering issues around, what is the bigger role in terms of educational psychology and the bigger field in terms of career development?

Just before we pose the question, I've got an important guest here that I forgot to talk about initially. In our midst we've been joined by Ms Nombulelo Nxsimncesi who is the CEO for ETDP SETA and one of our partners. *Ous* Nombulelo can you just... Thank you. In your busy schedule, you've made sure that you do come and we appreciate it a lot. Thanks *ous* Nombulelo.

Now, we are ready. Curriculum, careers in the curriculum, quickly in 2 minutes, if you have a 2-minute centre stage to tell us in your words, what is careers in the curriculum, or how should careers in the curriculum look like from an international perspective? Mary, let me start with you.

DR MCMAHON: I guess the first thing that I would say, careers in the curriculum from an international perspective, is that I get the opportunity, I'm very privileged to have the opportunity to meet people from lots of different countries and I'm not aware of any country in the world that has careers in the curriculum absolutely working perfectly. What I am aware of throughout the different countries that I know of, in Europe, in Asia, where I most work and also in Canada and the US, our people are trying things all the time and I think that's what's happening here in South Africa as I've listened to the various speakers today. People are trying things, but I think what we need, is to find out what's working at all different levels and so that means not only do we need a number of people involved, like teachers and school personnel and policy makers, we also need researchers involved, because researchers can provide the evidence to show what works and what doesn't. And I think we need to work out a way of integrating that.

And the other thing that we haven't mentioned or the other people that we haven't really mentioned today I think, that are an important part of assisting in career development are parents and a number of countries in the world are looking at programs to actually support parents to have career conversations with their children. And I think that that's an aspect that we haven't really looked at.

And then I think, beyond school and beyond technical and further education and beyond universities, we need to work out ways of providing career development, accessible career development, career development that's not going to cost a lot to the population at large and I think that that's a really big challenge. It needs to be provided in organisations, but it also needs to be provided freely, because in some countries and my country is an example, we see the growth of a lot of providers and of course their being entrepreneurial and their having to make an income. But in doing that, many people can't afford those services. So we still need public services that are available for people. Thank you.

CHAIRPERSON: Thank you Mary. We need career development that's accessible in the public sector. Cheryl, this speaks to you. Tell us about curriculum and career development that's accessible and free in the public sector.

MS WESTON: Thank you very much. I think as basic education, this particular area is very important for us and that is why it's part of our curriculum. If one considers that careers in education or CDS development as part of the dedicated curriculum, especially of life orientation and life skills, it's quite a big step. However, it does have its own internal challenges. You can have the best curriculum, the best intentions with what you want to deliver, but if your teachers are not adequately trained to be able to deliver that, you're hampered if society doesn't come on board to assist education. By and large and even in terms of careers, is a societal issue, it's a societal priority. We cannot deliver quality CDS by ourselves.

So we also need to challenge I think the house, to say we have approximately, in fact we have 25 154 public schools. In those public schools, we can safely assume that there's at least two life orientation or life skills teachers in those schools. That equates to about 100 000 teachers who at various sites in various areas, trying to deliver CDS to the communities or to the students in schools.

So there's a need for us to, I mean we've seen this morning and we've heard, this is a specialised field, highly specialised. So our teachers need to be equipped in order for them to be able to deliver quality CDS. As much as we identify the gaps in the curriculum that we need to address, it will be of no use, unless we focus on a number of key areas simultaneously.

CHAIRPERSON: Thank you Cheryl. Fumani, are we really training those teachers who can deliver quality career services, career development services to our society?

DR KHANARE: Thank you Madam Chair. It's very simple. I love teaching, that's why I train teachers and I come from a province which still produces the best results and I think our only competitor is Gauteng so far. So that tells you that we are producing teachers who can deliver quality work in terms of content, in terms of practice, in terms of methodology. So in other words, when you talk about curriculum that includes a teacher trainer or teacher

training, we are talking about a curriculum that allows teachers to reflect. So a reflective curriculum is one of the key areas, because we want our teachers to learn from their successes, but also from their shortcomings and they cannot do it alone.

So they demonstrate that reflective exercise through their classroom practices, by allowing learners to reflect. So as a logical process, it's one of the key elements and I believe teachers are still doing good, but they need an enabling learning environment. So spaces should be created for teachers to interact with the Department of Education, with the community, with the learners, not only to be told what to do, how to do and when to do it.

CHAIRPERSON: Thank you Fumane. Thebogo you are going into the third next year. Have we created, as higher education, those enabling environments that will ensure that career development is alive within the curriculum?

MR SERELLI: Good afternoon everyone. I think in as far as we are now, we haven't gotten proper teachers. We haven't been skilled in that sense. I think the only way we've been skilled, is through life orientation. The only teachers that speak about careers, is life orientation, which is very problematic because you find that there's a maths teacher or a science teacher and they focus only on what has to do with maths and science in terms of the learners going outside and becoming whatever they want to be right?

In this instance I want to make reference to how education is being looked at amongst ourselves as teachers, as young teachers. In fact, this stems from the culture that is instilled within the education field. You find that you have careers, you have subjects that are made to look as if they are superior and someone who spoke before said that we mustn't speak about superior careers and superior subjects. There is no such thing. That's why you have a problem when kids, when they have to choose what subjects they want to do and they get to grade 10, they want to follow friends and so on and so forth, because teachers are not equipped that much to actually guide them to say, you are good in this and this is what you should be doing.

CHAIRPERSON: Subjects that are superior than others and we as teachers, we feel we have not been trained well enough to can do careers outside life orientation. As a maths teacher,

how do I do careers in mathematics? Thebogo is saying that we are not trained enough. Leo, as a student educational psychologist, where do you see your role in linking the dots?

MS BLUMENTHAL: When it comes to careers, it's a very confusing sect, because there are so many options or too few options and it can get very, very confusing. So as an educational psychologist, I think one of our roles is to narrow down the options for students or people who are picking career paths. But educational psychologists cannot function alone. They need help from the curriculum, the different subjects offered within the curriculum and the teachers themselves. So although the students are presented with all their options and they have so many and then as an educational psychologist, we have to help them narrow down the options and see what's really for them.

CHAIRPERSON: Thank you. I almost held my heart there, what she's going to say about me as her lecturer in career development. So Dennis, we seem to be separating public from private and yet, the country is in dire need of a services. From a private sector, how do we infuse careers in the curriculum in a more responsible way, that makes sure that even a child that cannot afford private fees, can be able to access decent career development or career education?

MR STEAD: So I followed opportunities to train teachers throughout the country over the last 17. I've involved in this field for 22 odd years and when I started, there really wasn't a space to operate. There wasn't a curriculum. There wasn't a competency framework. There wasn't a sector. It was a very loose and informal kind of setup in terms of career guidance. The structure was psychologists and nothing.

But what I came to see when we started running training programs, in fact in Jozini and KwaZulu-Natal, I came across a lady down there who was the district head of careers, if you can call it that, Ms Judy Khumalo and she was passionate. And what I've come to realise is that within this field of guidance, there's no shortage of people to offer a service. The curriculums opened up, we have space in the Department of Labour as we've seen. I think the curriculum is good for career guidance as far as a theoretical sort of base in terms of how it's structured, it's there. There's nothing missing from the foundation, intermediate, senior phase, the awareness is there. The need is there and career guidance is a vocation; it's like a

calling. You know that you're a career guidance practitioner. You don't need someone to confer that on you and say, you're a career guidance practitioner. You know that. If you sit here and you don't know that, then you shouldn't be here. This is a field that's a vocation. It's a... And I find that throughout the country, you find people that are out there, with a tremendous passion.

What I would say, is that we've had this formalisation of career guidance and structures put in place, but what we haven't had, is stability. So, for example and just one example and it's not a criticism, it's just something that I'm stating, is that our teacher for career guidance, need to remain teachers, not for one year, for two years, or when the principal decides to move them, they need to be career guidance teachers and have that respect and identity that they've got within themselves to build themselves formalised. So we need stability. That's what I would say.

CHAIRPERSON: Thank you. We are going to come back to you Cheryl to answer the question. Career guidance teachers should be career guidance teachers and we don't have that and we need to look at what do we do as the DBE to ensure that? But I want to go to the floor for questions. There's a saying that says, when the music changes, so must the dance. So probably our music in South Africa is changing from a tango. You know a tango has steps and has processes. If you miss one step, the instructor will tell you that you are wrong. Maybe we need to change from a tango to a kwaito. A kwaito you get into the ring and you do whatever you do and get recognised. It's your dance, nobody else's dance. So we are changing as South Africans, from a tango to a kwaito, even more maybe to a free style that every child has the potential to have a career. It is the lens that we are wearing from the other side that disadvantages each child. So what lens are we wearing, me and you to look at the children that we are working with?

We have questions. I'm going to take three questions from the floor, quick one, who you are, from where do you come from and the question and you can say who you're posing the question to.

MR VAN NIEUWENHUIZEN: I am Peter van Nieuwenhuizen, the Growth Institute in Johannesburg. Question to the entire room and to the panel. I've been in school when

dinosaurs were babies and there was, in the 1954 curriculum for teachers, career guidance as a subject. The experience that we had of career guidance in school, was that it is a rest period, you walk into the school and you simply talk to this teacher about a contentious issue and the whole thing falls apart.

Now today we are speaking to 20 000 students and about 400 teachers every single year on the roadshows and the schools and these three colleagues here can attest to the same fact. We still see that same attitude when it comes to career guidance, that it is a holiday and not a vocation. We need to address that soon.

CHAIRPERSON: Thank you. The second one?

MS KHUMALO: Good afternoon colleagues. My name is Noctula Khumalo. I work for the Office of the Premier in the Northwest Province. My question is on the issue around the pass rates, the high pass rate of the Free State. I just want to understand, does the pass rate translate to the careers that are responsive to the economy, or is it just... Because my understanding is, we need to try and create the careers which are responsive to the economy. The pass rate can be high, but if they are not producing the skills that qualify the economy, then you're not doing something right. So we can we actually in time discuss it and see how best we can change the situation? Thank you.

CHAIRPERSON: Thank you, the third one?

MS MAKWANTI: Good afternoon colleagues. My name is Toza Makwanti from the Free State. I am the founder of the Winmore Institute. We are doing career guidance, starting from grade 9 to matric and I had concerns for the Department of Education. I don't know if I'm allowed to raise my concerns and I'm glad that Thebogo who is on the panel, he raised one of my concerns which is, when you go to school, like I visit schools a lot. When you go to schools, you find that the subject which was like a *gogga* when you were growing up the maths. Now, when teachers are encouraging students to take the maths, they make the other students who are not doing maths, to feel like they are not doing a better subject. So that is one concern that I have identified. But I'm glad that the department has plans in place.

CHAIRPERSON: Okay let me take the fourth one and just to, you (inaudible) and go directly to your question, but who was your first person Chair? Okay. Just go directly to the question.

MS MASINA: Thank you Doctor. Mine is not necessarily a question. My name is Numbubelo Masina, part of the revenue collection in the HR space in part line development. What I'd like to echo perhaps Prof Maree, to say, are there ways of strengthening the means of action research. Because I'm looking at elements of trying to make sure that we inculcate indigenous means into our solutions and if you're going to be dancing to kwaito, we need to know what kwaito is. And at the moment a lot of the diagnosis that I see here, is very high level and on the practical element, I'm not sure how to get my data to you so that it informs everything that we do as a collective. Thank you.

CHAIRPERSON: Okay thank you. I will answer a question later. Let us just answer this. Let me remind members in the room that our questions today our focus, we know that there are many other things we would want to cover, but our focus is on careers in the curriculum. We know there are other things. We wish we had more time to address others, but can we address issues on curriculum basically, not curriculum in general, but careers in the curriculum. Cheryl it seems like the questions that were asked are on you. Do you have them? Did you catch them?

There was the issue of guidance or life orientation as it is currently being made a free period in schools, how do we address that? The second was, we have high pass rates, how do we make them relevant to the economy in terms of career development? They pass good, but are they relevant into the career development?

MS WESTON: Thank you very much for the questions. I will address them not necessarily one by one, but almost as a whole. In terms of teacher attitudes towards life orientation as a subject, which is what I suppose the first speaker is referring to in particular, I think there's been, not I think, there has been a concerted effort to try and address it. Unfortunately it's almost endemic and few of the colleagues have referred to the fact that life orientation for many, many, in fact for a long time, has been seen as not important as a subject and purely because it's not examinable and that's where it stems from, the fact that at the end of the

year... Because the general consensus is, what you value, you assess and what you don't assess, you don't value.

And that is contributed to... It was never intended to be an examinable subject because it's important skills that we want to confer to students as part of the whole life orientation curriculum. However, we have realised and I think there has been, as the DBE, conversations and stuff, how do we start changing perceptions of teachers around life orientation? Even at schools where the subject is for example, or given to teachers who are not adequately trained, who are not life orientation specialists or trained in terms of life orientation.

That would probably also link up with the question around the pass rate of the Free State in particular and its relation to the economy. If one takes a blanket or makes a blanket statement like that, one can obviously say that well, looking at the Free State, one would have to go and look at the unemployment rates to be able to see, do those pass rates actually contribute to the employment or unemployment in the country?

But as a whole I think it's generic to all. Our curriculum currently and you must understand our pass rate is not based on anything but a figure. There's no other skills that have been taken into account and it brings us down to the issue that even as the department, we have started looking into, is our curriculum addressing the necessary skills that is required by the economy? Is our curriculum or the skills that we transfer to learners, sufficient in order to address the requirements of the economy?

A recent study by the Brookings Institute, actually the 27th study, actually confirms that our curriculum contains the necessary skills, but our challenge lies in once again, are the skills being sufficiently developed in schools and are the skills sufficiently being assessed? And that's where our challenge is and that is the areas that we are now addressing. You would have heard earlier through the discussion what ... the presentation that was made by Charity, is that one of the areas that we are looking into, or that we have started to bring on board is for example, the 3-stream model which would address for example, this issue of some subjects being more important than others.

As you know, in South Africa we had a largely academic curriculum which didn't cater for other abilities and interests. So even as a department, we started last year, we brought in the technical vocational stream which was fully assessed at the end of grade 12. We had our first grade 12's last year and in fact this year, the pilot has started for the occupational stream, which we will also bring on board. This will of course open up the field of possible choices and expose learners at an earlier stage to different career paths and possible articulation between them.

In terms of well, whether the question regarding discrimination of subjects, as I said, in terms of broadening our offering as the Department of Basic Education in terms of subjects, we are hoping to address that and I think with the ... when we brought on line the technical vocational stream, one can clearly begin to see how the numbers in that stream is beginning to pick up. Ultimately, we hope to have a 60/40 split where 60% of our learners would either be in technical vocational and only 40% actually take the traditional academic road that were... And that is as a country, where we want to move towards. Obviously all this will take some years to come on board, but that is the broader plans in a nutshell.

CHAIRPERSON: So if I hear you well Charity, you are alleviating our fears that we've been hearing through the pipelines, that life orientation is going out and history is coming in as compa... I don't want to go to that debate, that's why my friend on the other side is laughing, but part of what you are saying is, careers is here to stay. Okay let us take our second round. We've got the first person, a question, the first person who wants to ask? Anybody? The second... I just want to identify the three people. We've got the second person on that table and the third person on this table. Okay, yes sir.

MR MAJUTA: Good afternoon ladies and gentlemen. I am Aaron Majuta from the University of Botswana. My question is directed to Fumane. You mentioned something about teachers being competent and having those skills imparted in the curriculum, but I was curious to know about your input regarding teachers' attitudes towards the involvement in career development and career guidance. Because I'm thinking that in my experience in Botswana, teachers are so demoralised, they only want to teach their subjects and that's it. They don't want to be involved in other extra-curricular activities. And I'm just wondering whether that

is the case in South Africa also and specifically where you come from. I'm thinking of it in terms of the teachers getting involved in needs assessments of the students in terms of career guidance, needs assessment, planning, implementation of the career guidance program, monitoring and also evaluating the career guidance program. So I would like to hear your input in that in terms of implementing the curriculum of career guidance and counselling in South Africa. Thank you.

CHAIRPERSON: Thank you, that was the question for Fumane. There's a second question there?

UNKNOWN MALE: Ja thank you. It's been about a year since we lost a great mind in this field. I'm referring to Dr Norris Dalton, who used to be the CEO of the South African Institute of Management and he used to talk about four things and those four things were literacy, numeracy, workeracy and computeracy. And I've heard a couple of statements today that worries me. The one is that we assess what we value. I think that only happens because it's the teachers that's really being assessed when results are released and if your results are low, then you are a bad teacher and therefore the teacher has become servants of the curriculum. We under-teach and we over-assess and I'm worried when I hear that career counselling will be added to CAPS, when I think CAPS is a big part of the problem, once again because of the progression statements, not so much because of the curriculum statements that it has.

And I still think that Dr Norris was correct. What we need is to provide people that are numerate, literate, workerate and computerate and Prof Pillay earlier said in the day, that 16-year olds are not able to make this decision. Now we want to force them to make the decisions even earlier. Maybe we need a complete rethink.

CHAIRPERSON: Okay I guess it's more of a comment than a question. Thank you.

MS GAZI: Good afternoon ladies and gentlemen. I'm Xobo Gazi from the Department of Defence. I've been a teacher in a way. My question is, are there any trained career guidance teachers within the departments? If there are, are they being monitored, so as to track about whatever they give students as a career guidance from early child development as in basic education sector, so that they can be able to monitor that as early as possible?

CHAIRPERSON: So the question is, are there?

MS GAZI: Are there any trained career guidance teachers within the departments...

CHAIRPERSON: Oh if any trained career guidance teachers? Is that what you're asking?

MS GAZI: Yes.

CHAIRPERSON: Are there any trained career guidance teachers?

MS GAZI: Yes, yes.

CHAIRPERSON: Okay we would come to that. I think your question is... Dennis would be the better person to answer that question. Can we start? There was a question for Fumane?

MS KHANARE: Thank you very much my brother. Let me make it very clear because I don't want to generalise, because this is a discussion and no study has been made to prove some of the discussion.

I want to go back to the issue that teachers are receiving appropriate training, the best we could and now teachers are resilient. In terms of implementing, every university, again going to a competency framework for career development in South Africa, draft 2015, every institution has got its own career development services. For example, in the university we have what we call student support or counselling service. So it is my responsibility as a teacher, to make my student aware of the support mechanism within the university that prepares them to go and face outside there, the world.

So when the student goes to the school and for example, I think my colleagues Semekanja said, we have foundation phase teachers and excuse me, I'll talk from the teaching fraternity, because that's where I actually come from. When a foundation phase teacher has graduated and you place that teacher at ECD, then there is a disjuncture between what we do and the service that need to be provided. So as long as we don't look at career development as an integrated approach, then we still have a problem.

So in other words, coming to your question, the implementation of career development cuts across every teacher, but the school, the department, the parents, they

all play a role and that teacher needs money. Sometimes they are (inaudible) because it is your choice to say I'm not trained to do this. But that teacher might be a breadwinner at home and they need that job. So they are misplaced. So the question is, in the school context, how do we allow the misplacement to be an opportunity for teachers to transfer to a different career.

CHAIRPERSON: Thank you Fumane.

MR STEAD: Okay just the question on, to answer the question on are there teachers trained in schools? Okay so we train teachers in schools. So we've trained for example in KwaZulu-Natal the last three years, every year 100 teachers, train them on a 3-day program and provide them with resources so that they can go back into the school and deliver career guidance as part of life orientation.

As I mentioned although there might be a teacher that's trained, that teacher might also be a geography teacher, a history teacher, a maths teacher and a life orientation teacher at the same time. So the accountability is not there for that teacher to say, this is what I've been given and now I'm going to deliver. So what I said earlier, is that we moved from... Where we've got a space in career guidance to offer the subject, there's a space there. The systems are in place, but there's no stability. So you come back next year, there's a new teacher. There's another life orientation teacher and you're training that person, but where's the other teacher and where were the resources you gave that previous teacher? So the accountability is not there.

So we need a teacher who is dedicated, in every school, who is a career guidance teacher and he is trained and he is accountable for career guidance in the school and for delivery. If it's within the life orientation curriculum, or whether the curriculum changes to one where you've got a career teacher, or one, as Jan Alice mentioned, in the UK you've got career leader and a career teacher, but that's the outcome. There needs to be stability, we need the principals on board, because if the principals are not on board, they will put the person who is not doing enough in another subject, into life orientation, not the person that should be in life orientation.

There should be a self-selection. Career guidance is not... You don't have to be a genius to be a career guidance teacher, you need to have a compassion, the interest and want to see young people grow and develop. So I think there's a mismatch there and that's where we need to bridge the gap quite clearly.

CHAIRPERSON: Okay. We can hear that even though there are teachers, from what you are telling us in terms of the stats, if there's 100 teachers in KZN trained in 2018, a 100 teachers in KZN probably, it's less than 10% of the teacher population in KZN alone. So we still need a lot of work and this calls for collaboration amongst different stakeholders.

But also what you are brining Dennis, it comes back to Cheryl to say, we've sent these teachers for professional teacher development for in-service training. Are you sending the right people, or are people volunteering just to be away from the classroom and nothing happens when they come back from training. So we need to relook at our model of in-service training as the Basic Department of Education if we are to see career development in the curriculum being effective and in that last question, in the question in terms of research, action research, we definitely need action research in the field and as institutions of higher education. We are going to look at that.

Currently I know, as people who are in SACDA, the University of Johannesburg, Unisa, the University of Pretoria and other institutions, we are prepared to go into action research within our communities in terms of career development.

I'm going to take the last two questions. After that... Oh there's a hand there, the last two questions this side and one, the third one. After that round, I will allow each member of the panel in one minute to give an advice to SACDA. Okay. Once the questions are done and were answered, each member of the panel, if you were to give us as SACDA one advice, what would you say to us? Okay the first question, Helen?

MS DUNBAR-KRIGE: Ja thank you very much. I'm Helen Dunbar-Krige, University of Johannesburg, current President of SAISA. Thank you for this opportunity. I want to ask about special needs and career development, because more and more in our research we're seeing that these group of young people are not getting the career development that is needed and I was wondering, what is going to take place in the curriculum to help them?

It's already a problem, career guidance as such, but career guidance for special needs, I think is a huge problem in our country.

CHAIRPERSON: The second question?

MASEBE: Good afternoon everyone. I'm Rufus Masebe, the founder of MrMac Application Centre, I'm based in Limpopo. My question is, what is it that can be done in schools in terms of subject grouping? Because you might find that there are certain students who are doing certain subjects which will lead to a certain career path, but when they go to tertiary institutions, you'll find that the very same subjects are not required for the specific courses that they want to study. Hence, there are certain... In the Bachelor of Arts, you'll find that a student wants to study BA in arts and then they are doing physical science and mathematics and they are struggling in those two subjects. So when they get to grade 12, they end up failing matric, because of maths and science, whereas the requirements at tertiary institutions or at university, they don't need maths and science to study BA Art. So what can be done in terms of subject grouping at basic education to ensure that the student with passion for certain careers, they can actually be able to pursue their careers without being disturbed by the subject that they cannot pass.

CHAIRPERSON: Thank you. The last question at the back?

TRISH: Hi, I just want to support Cheryl, because I'm also from the Department of Basic Education and just to say to you, that I think, listening to many of the questions or the issues you've posed, we seem to be looking at binaries. So if we're looking at the subject life orientation, we either see it as good or bad. But I just want to start by saying, it was implemented from 2008 and now we're in 2019 and definitely, there's been great strides and progress.

However, after saying that, I want to tell the house that many of the challenges that you presented are true and they are on the ground, but with those challenges, I think DBE and I'm speaking on behalf of Cheryl now, that we have been able to make some strides. And if I were to just give you a few examples, we have Gauteng, we have Northern Cape and parts of KZN that have dedicated life orientation teachers at the school. We have sent

circulars from the provincial department to appoint them. So I think in that regard, yes there's been baby steps. That's with regards to the high turnover of teachers.

I had the privilege of visiting a few provinces, especially in the deep rural areas in KZN, Eastern Cape, Limpopo and want to assure all of you that the workshops were conducted with life orientation teachers, as well as the visits to life orientation classrooms and in about 80 to 90% of the cases, life orientation teachers are passionate. And if they were to sit in this room and listen to the kinds of things that are being said, we are just going to further demoralise them, because it's not all and so we need to be a little cautious on how we present issues. Thank you.

CHAIRPERSON: Thank you Trish. It's not all doom and gloom. There's good work happening here, but there was only one question that was asked, in terms of the question that was asked by Helen, Leo, it's how do we cater for learners with special educational needs in terms of curriculum, a career development. That was your question and because you gave your story, you know from your experience, how can we cater for learners with learning challenges or with barriers to learning in terms of career development and the curriculum?

MS BLUMENTHAL: I think there's probably many answers to that, but one of the main issues with dealing with people who have learning barriers, whatever it may be, a learning disability, a physical disability, or whatever it is, is, as I said before, is not a lot of things are known about these disabilities or these barriers. So when trying to cater for students in the curriculum with regards to career, research or gaining knowledge needs to be done in order to funnel and to make it more specific for these students because it's no point in teaching them about careers that will cause them to, they'll come to a T-junction. So definitely the first step, is researching.

CHAIRPERSON: Okay we need to research Helen so that we know how we cater for them. We cannot thumb-suck how we're going to cater for them, which talks to action research, because you cannot research without them. They are part of what we need to do.

Now Chris is looking at me, that there's only 3 seconds, 3 minutes left, 30 seconds' advice to the career SACDA, to the South African Career Development Association. In 30 seconds, what advice would you give as a panel to us?

MS BLUMENTHAL: My advice would be opening your minds to everything because careers, even though it may be one subject, is so many things linking into it. So constantly educating ourselves, constantly opening our minds to different things and not isolating careers to just one subject.

CHAIRPERSON: Thank you Leo. Thebogo?

MR SERELLI: Okay. So I think the importance of working with the Department of Education in trying to make the curriculum a bit liberatory, guys must be deliberate in your approach in a way that is going to be inclusive. Because today when we talked about inclusive, we talked about only those with different abilities, but we never mentioned, there was nowhere in the curriculum where the LGBT community was even mentioned there right? So even we must look at the social issues that affect kids into taking choices that are different to what they want to do in their careers.

CHAIRPERSON: Diversity. Okay thank you Thebogo. Fumane?

DR KHANARE: Thank you very much Chair. Two things. I think we should take research a step further than action research, to SEPA. We need critical participatory action research that involves teachers and learners as lifelong learners. And we have to use innovative methodologies that can talk to the other, or the learners, or teachers with different abilities. So not get stuck with only the interview, your focus group, while they can also use pictures and drawings and the way they represent themselves.

And lastly, I want to say, teachers, differentiated curriculum, it's available as teachers. Documents such as SIAS, it gives platform to address the needs and aspirations of all learners and all students. And I think the challenge is still with, do we have differentiated assessment and are we ready for these learners as a world of work? Thank you.

CHAIRPERSON: You know you give an academic 30 seconds, they'll take 30 minutes. Jan?

MS ALICE: Thank you very much. I think as the Department of Basic Education, our message to SACDA is first of all to thank you for the partnership that we have begun to form in order to improve the quality of CDS in our schools and while not going into details with our current project that we are taking off the ground, I think it's just important for you to

continue to hold us accountable as the Department of Basic Education for the role that we have to play. Although we are not the only role player, but keep us accountable for the role that we have to play in providing career education to our learners. Thank you.

CHAIRPERSON: Thanks. Dennis?

MR STEAD: Ja just, we all support a common vision, so I just think keep that long-term vision in mind and stay neutral, don't get caught up in politics and support your Department of Education, Higher, Basic, SAQA, Department of Labour, all of the role players. The structures are in place, but we yearn for stability in our schools and in our centres. We want that stability.

CHAIRPERSON: Thank you Dennis. Mary?

MS BECKMAN: Yes the thoughts that I have without doubt, to remember that you're just one player in a very complex system and I would urge you to be very clear about who you are and what your role is in that system and as Dennis said, to have a vision. But also to be very proud of what you've achieved in a very short time. I think it's really admirable and just to remember that you're not alone as a peak body in a country. The Career Industry Council of Australia, the Career Development Institute from England, are all striving for the same goals and hopefully we can all talk together, share together and learn from each other, because it's a big journey we're on. Thank you.

CHAIRPERSON: On that note, I wouldn't say, was this our perfect wedding, but on that note, it takes a village to raise a child. It takes this village of career development practitioners in this room to raise the South African child. From the Chairperson's desk, thank you very much. I'm going to give you now over to my CEO to do our last three parts. Just one announcement, at the end of the conference, can I please request all speakers for the day who were here, not to leave the room, but to stay behind with us? Thank you. Can we give our panel...

MR BEUKES: Hullo. Thanks everyone for making the time today to be here and this is just the start of a long journey and I think we are all here today because we all agree, that the potential of career development has, the potential that it's got for our country and the role

that it can play and I think that everyone agrees that what we're talking about and agrees with where we want to go. And we can't do it by asking and blaming one particular party, we need to look at how we're going to do it together.

So just on two last things, the one is, you'll know that the issue of psychometric assessment is a psychological issue and is managed and governed and regulated by the Health Professions Council of South Africa. There's also a new issue which is called the non-psychological self-assessment and that's a grey area in large ways and a lot of times it puts a practitioner in an ethical position, not to know if they should be using a test or an assessment or not. So we are in the process of putting together quality guidelines of non-psychological assessments.

So you'll hear more about that in the coming weeks and months, but the idea is that at entry level, when it comes to facilitation of information, that even they should have tools and know which tools they can use and tools that will assist the conversation and guide the process. So even at entry level there are tools that are required and we need to have quality guidelines not to put anyone in an ethical dilemma and also not to have adverse effects.

The last one is got to do with the career development practitioner awards. We're going to take Jan's advice and we're going to look at career development practitioner award. I won't say too much now, because negotiations are just beginning, but essentially we may, for the winner, do an exchange program with the career development practitioner in another country for a week or two. So that may be one of the things that take place for the next year, for registered career development practitioners. Thanks everyone.

CHAIRPERSON: Ladies and gentlemen we want to thank you very much for this day. I hope it's not going to end here. This was just the wedding day and can we plead with you, I'm like now that husband who has just got now into this new marriage and I'm pleading with you as my brides, let us journey together into this marriage to make a better place for a South African child. Please travel safely back home and thank you, thank you, once more.

Can you please, for each table, just put together all the questionnaires at the centre of the table and leave them there? We will come and collect them from there. If each table

can just leave your questionnaires at the centre and we will collect them there. *[Ethnic language]*. Safe travels. God bless you all. Thank you.