

PROGRAM DIRECTOR: He was one of my managers until two years ago. He is the Director of Career Development Services at the Department of Higher Education and Training. He says I must be as short as I am, so I'm going to leave it at that. Please welcome Mr Moketsi.

MR MOKETSI: I was glad when they called for lunch, like I felt like I was saved by the bell there, speaking after Prof Watson. And some of the issues that he raised are quite pertinent to career development, to education in the country. So thank you so much Prof.

I'm going to talk to you about career development within the PSET system. The PSET system includes your TVET, your CET, your skills, your universities. I see a lot of colleagues from SETAs, I saw the CEO of the ETDP SETA. I acknowledge you Ma'am. I saw a number of colleagues from SETAs universities, TVET colleges and this is an important work that is taking place. And so as Department of Higher Education and Training, we would like to really acknowledge SACDA, the Chair of SACDA, Dr Diale, with the rest of the board and the CEO for the sterling work that has been done with the launch that we are having today. This is a great development, I think, for South Africa going forward.

I have been asked to reduce my talk, in the interest of time. A number of issues have been raised around inclusion and the South African constitution begins to talk to some of these important things for us, that begins to give us a thrust of what our approach should be implementing career development services for South Africa. The constitution talks about freeing the potential of each person. Then national development plan talks about fulfilling the potential of each person and there is another thing that the national development plan, which, if you're not South African, is sort of our vision 2030. It talks about equity in life chances and so part of the role of career development services is to begin to assist in this particular direction.

I think some of you, many of you, would know the history of career development services in South Africa and I won't go into that detail, given time, but our mandate is to co-ordinate and lead the establishment of an all-age national integrated and a differentiated career development service for South Africa. And given some of the discussions we had this morning, I think it's also important to highlight the word 'inclusive' in a differentiated approach there. That's what we're also trying to get at.

So it's important to then understand colleagues, that our mandate is twofold if you like. One is to help bring together partners that are involved in career development services and to help co-ordinate that work, so that we might have greater impact and greater success right? And so that's part of the work and the second part of the work is to also ensure that South Africa moves towards a coherent integrated career development service and will be implementing some things related to that.

In 2017 we released a policy called the integrated career development, or the national policy on integrated career development system for South Africa and it charges us to do a number of things, but two that I picked up, is to build an integrated career development system right? So it recognises that there are many role players, yourselves, ourselves included, but that if we are to be effective in ensuring that all South Africans have access to quality career services, we need to co-ordinate our efforts better than we have been doing up to that point.

It also charges us to, among others, assist in enhancing the capabilities of citizens for broader development agenda alright? So that's important, that we would enhance capabilities. So at least contribute to the enhancing of these capabilities and the issue of access to opportunities for training, access to opportunities for employment. This becomes critical in that context, but it also says we need to build broader foundational career management skills and so this is an important trajectory if you like, for us.

Our key focus areas include policy and co-ordination, which is led by colleague Nozuko and in the policy and co-ordination directorate, if you like, we create an enabling environment that supports the maturation of a career development service. The work

around the policy, the competency framework that was mentioned earlier, is work that is being done from this unit.

We've been looking at, together with SACDA, the issue around professionalization of the career development practice and so the competency framework was in fact the beginnings of this particular discussion; how do we professionalise this sector?

Working with the ETDP SETA, the quality council for training and occupations, we in fact developed a qualification at NQF level 5, a career development information officer qualification and some of you would be interested in learning more about this. It's SAQA ID is 96372 and so the career development information officer qualification is one of those that we believe are going to contribute immensely towards professionalization of career service in South Africa.

And then obviously we've also set up co-ordination structures that we don't have time to talk to at the moment. And then we have programs and chat services. This is where we provide career information advice and counselling services, establishment in management of walk-in centres, regional centres. So there are plans to ensure that these things become available. But we're not going to be establishing new things, we're going to be working with TVET colleges, with teacher centres, DBE teacher centres; we're going to be working with NYDA, Department of Labour, to ensure that the length and breadth of South Africa, is covered by someone who provides quality career services.

And then we obviously do a number of other things that I'll introduce briefly. We run a national helpline where people can call in to receive career information advice and counselling over the telephone. You can reach us via SMS, you can send a 'please call', you can e-mail, you can social media Facebook, Twitter, all of those. We are online, we have a detailed platform that can guide you through career decision making, including subject chooser. All of those things are there and we invite you colleagues to check them out, because I think they're quite important for our country.

We participate in capacity building of teachers. We've developed material for teachers that we're going to be piloting, together with our colleagues from basic education later on this year and this material is based on the CAPS curriculum on life orientation for

grade 9 to grade 12. And so there is a number of other things that we could talk about that we don't really have the time to talk about.

But I also want to interest you to visiting our website for another reason. We've developed what we call an information hub. The information hub is a portal dedicated specifically for practitioners. And so how it's designed is, if you are having to advise grade 9 learner about subject choice, about this or the other, these other things that she should do. So we've tried to collect a number of resources that we've placed there and then we also have recently launched a practitioner forum where practitioners can engage amongst each other, the idea being to increase and develop this community of practice notion.

I don't have much time to go into the gist of the presentation, but the Department of Higher Education and Training has oversight responsibility for the PSET and this includes systems planning, so planning for skills needs, enrolments and so on and then steering the system also in the direction of some of the transformational agenda issue that we've talking about, inclusion, differentiated services and then the regulation of the system and then the monitoring and evaluation of it.

The white paper, you would be familiar with it, on post-school education and training, says career counselling should be an integral component of the post-school education and training system.

Some of the challenges that have been mentioned that we are facing in the system, relates to high dropout rates and we know, research done by a number of people who say that even though this is multi-factorial, poor career advice and inadequate academic and psycho-social support contributes to this problem of failure rate or high failure rate or low through-put rates in the country.

So I want to focus in the time that remains on some of the initiatives that are taking place around the community education and the TVET and so the colleagues who are in the skills and universities will forgive me, because I'm out of time. My timer is ringing here. So the department has recently embraced a national plan for post-school education and training and then it emphasises the need for psycho-social support and career services for CET and for TVET college system and some of the things that we are doing, that are in fact

spoken about in the student support services framework for both the TVET and the CET sector, is that we need to provide career program advice, counselling, orientation, labour market information and those.

But how do we do this? We need to do it through a dedicated college staff in a number of our colleges and CET and you will acknowledge that they are not all at the same level. Others have psychologies, others just have an N6 graduate that was really good, that people thought this person could basically do this kind of work and so dedicated professional staff is one of the things that are important. Partnerships with NGOs and POs is also very important.

Let me give you a sense of some of the things that we are doing at the moment within the CET context. As career development services, we are supporting the community college system through a number of ways. One, we developed a career development support services plan in which we just worked out a 3-year plan of how we, as career development services, are going to help strengthen the delivery of career guidance, career development services within the context of CET. So we ran workshops with student support services staff within the colleges to increase, enhance their capacity.

In fact, my colleague was working on funding for training of SSS staff within the colleges in the qualification I mentioned earlier. We are exploring the development of a placement tool and this placement tool we ... a similar placement tool we developed for the TVET sector.

I still have a few, but let me just quickly move to this slide, which will be my second last. One of the things that we are doing within the TVET college sector in particular and it latches onto the point that I think was made by Professor earlier around transitions, we're working with TVET colleges to assist in the transition of students from the schooling system into the post-school. So we've been running orientations and employability sessions where we ensure that we speak to some of these things. We've been running training sessions for their SSS staff; we've developed a placement tool; we've trained them; we've installed the placement tool in the pilot colleges and the idea is that we will work with Chris and then, to ensure that there is standardisation and all of those processes are done before finalisation.

And then there's awareness creation obviously of the program offerings. The whole issue around the role of TVET colleges, the role of CET's, what programs can you find? Are universities the only option? So those kinds of messages have been going out.

So some of our priorities going forward, obviously are to look at standardising material, especially for curriculum education, for life orientation and then the placement tool I mentioned. But also we're working on a model for community engagement that centres around the role of community education and training colleges and so for us, this is going to be a key thing and it latches onto the point that was raised earlier, that we need to, by Prof Watson, that we need to make sure that our programs are grounded, they are community based, they're informed by what happens on the ground. So that's part of what's taking place.

And then we are also moving more toward systems planning and so one of the things that we are going to be doing is, we're going to be developing a plan that looks at what the PSET systems as a whole should be delivering, should be doing over the next couple of years and your co-operation and support will be invaluable in this regard.

I am going to stop here, because I can see Chris is looking at me funny, but we just want to say in conclusion, we congratulate SACDA and wish you well in your future endeavours. You can be assured of our support. You've been to weddings, it's a wedding and then there is the marriage and so we will support you even after this important day has passed. Thank you so much.