

PROGRAM DIRECTOR: Mrs Kanyane and she also complained about her bio, but right, she is the Deputy Director of the Department of Higher Education and Training and she is currently deployed to the Department of Basic Education and to co-ordinate career development services in the schooling sector. Welcome Ma'am and we're looking forward to hear what you say. Enjoy the rest of your afternoon ladies and gentlemen.

MS KANYANE: Okay thank you Thandeka. Good afternoon colleagues and thank you Chris and SACDA for presenting this opportunity to ask, as the Department of Basic Education, to provide an overview in terms of career development in the schooling sector.

The intent is to forge a clear, systemic link between basic education, post-school education and training, entrepreneurship and the world of work. I think we're all aware that the emphasis has always been on the PSET and the world of work.

In response to the President's address in the state of the nation address, I'm going to quote what he said: *"We have to support the fire of entrepreneurship, because the fortunes of this country depend on the energies and creative talent of our young people. They want to be employed yes, but they also want to become employers. With the huge challenges we're facing in terms of unemployment, I think this is one area that we should explore, support and enhance."*

The career development in South Africa, it's premised and guided by the national development plan which states that the career guidance should be an integral part of the school curriculum, to help reduce the high number of learners who drop out. It pronounces also that the introduction of career guidance at the senior phase of primary school, should ensure that learners are aware of further educational opportunities and can make informed career choices. Furthermore, the NDP articulates that programs to expose learners at the

earliest stages of primary school to different careers, also should be supported. So we, as basic education support the early start of career development.

A mention was made, that at early childhood development for example, play is very, very important. Think of that 3-year old boy who, instead of pushing a toy car, starts to dismantle with that curiosity to want to see what happens inside this car. It is at that stage where we should catch them while they are still young. And the intent is also to ensure that we have a smooth transition from the different phases, early childhood, foundation phase, intermediate, senior, further education and training, into the different sectors. And also to ensure that seamless progression, because it doesn't necessarily mean that you have to go up to grade 12, then to university, in response to that question of should everybody go to the university. Definitely not, because we have kind of different roots and career paths that we can follow and as the Department of Basic Education, we're there to ensure that we support that. So please join me, join the Department of Basic Education, as we go back to the basics. That is where it should start, at basic schooling.

We have currently the different phases that I have alluded to and career development services are embedded in the life skills which cover grades 4 to 6 and in life orientation, which covers grades 7 to 12. So there is work that is done in basic education on career development.

CDS is also incorporated within other subject across the curriculum. Although to a very smaller extent, although not well designed and well pronounced, but almost all our subjects have a bit of career development. Let me state a few here. The subject accounting for example, covers valuable skills that prepare learners for success in a variety of careers. Business studies enables learners to secure formal employment and are in a position to pursue a sustainable, entrepreneurial and self-employment career pathways.

With English for example, we do a lot of transactional writing that talks to employability skills. Your CV writing, your interviewing skills, your letter of motivation and a lot more. With mathematics, it ensure access to an extended study of the mathematical sciences and a variety of career paths. Think of those robots that you know, we talked of earlier on.

We also have creative arts wherein learners are prepared from a very early age to become professional dancers for example, musicians and artists. One of the current ways or means of supporting and increasing the economy of our country, is the tourism sector. In subjects like those, the tourism sector, I mean tourism as a subject, hospitality as a subject and consumer studies, we cover a wide range of topics that support the career development. So for example, careers in the tourism sector and we know how big the industry is and how much it contributes in terms of ensuring and contributing to the entire economy of our country.

I'll go back a bit. I wanted to just flash this, so that people are aware that at ECD level, 0 to 4 years, we've got a topic on fantasy corners with different themes and the focus area there is work. So we do cover career development at foundation, I mean at early childhood development phase. Foundation phase, we focus on the topic, beginning knowledge, personal and social wellbeing where learners are made aware of occupations and at this stage we instil the aspiration to pursue a career.

Talking of personal and social wellbeing, it is at this stage where we start with the development of self-concept and self-knowledge, because until you know who you are, you can never know who you can become. So it's better to start as early as possible. So as at the intermediate phase, the development of self, which make learners also to be aware of occupations and focus more on developing the self.

Senior phase we've got a dedicated, full chapter on the world of work, which facilitates informed learning about pathways and subject choices. It is at that stage, at grade 9 for example, where learners choose subjects that will allow them to follow the different streams into the FET and into the PSET.

Then at further education and training, from grade 10 to 12, we've got a topic on careers and career choices that facilitates sound career planning and decisions, based on informed choices, on post-school education and training and facilitates timely applications for admission to relevant courses and institutions. This is a very critical one, because one of the reasons we have a lot of dropouts in our tertiary institutions, is because come January,

learners go to the different institutions and just enrol for whichever course is available because there is no space for what they would have aspired to become.

We've got about three modes of delivery of career education in schools. I mentioned earlier on and explained the two subjects, life skills and life orientation, where we facilitate CDS through a range of activities and it is assessed, because it is part and parcel of the program of assessment. And then in the other subjects I have mentioned a few, but it's important to also highlight, especially in these days, the importance of financial planning, as learners can learn about this in maths and business economics. That is part and parcel of career development.

Then through the core curricular activities, we run with our partners, DHET for example, DOL, private institutions like your PACE and various career exhibitions, job shadowing initiatives, grade 7 dress-up career programs, TELK, a girl charged to work initiatives and a lot more. So in terms of the delivery, I think we are doing well to try and expose learners to a variety of ways in learning about career development. But of course, we do have challenges as a sector and I'm so happy that almost all the speakers presented solutions, possible ways that can be adopted and used to deal with the challenges.

As I said, CDS is currently embedded in life skills and life orientation. It's not enough. We are looking at expanding it through the curriculum, as I said, so that it is clearly stipulated what the outcomes are and what skills will learners acquire at the end of each and every phase. So that is very, very important.

The lack of trained personnel capable of delivering careers in the curriculum, career practitioners, there's the challenge for us. Let us all contribute and ensure that there is quality in the career information advice and guidance that we are giving to our learners. It's important that if you cannot help them, please don't hurt them. Don't make them choose easier subjects that will not help them in any way for them to progress academically.

We also have inadequate instructional time allocation. I think it's only two hours per life orientation for the FET phase and it's important that that be expanded. Then the integration and linkages are not that explicit, but I think I have talked about this, plus the

gaps and fragmentation and very important, the lack of progression pathways and smooth transition needs to take place.

I'm not going to get into this slide, due to the issue of time, but it's a situational analysis that we have conducted with the way forward. We're planning to have an environmental scheme to assess the CDS content coverage in our curves to find out what works and what needs to be improved. And I think that's where we will need your support, through research and reviews there. And for us to achieve this, we're going to establish a career development advisory panel to strengthen and improve CDS in the curriculum and then you will see there, in terms of our medium and long term.

The second point I think I have touched on, let me touch on the third point, the 3-stream model. It's so true, that we cannot expect everybody to go to university. We, currently in our curriculum, have an academic stream, a technical vocational stream and we have introduced a third stream, occupational, vocational stream, so that learners are exposed and have enough options to progress through careers of their choice.

And Mr Moeketsi have touched on the issue of access, improving access through the cater centres. We're looking at having a cater centre where people can, or learner students can receive one-on-one career guidance and counselling and in the long run, we want to at least have 147 teacher centres.

The early start I have mentioned, entrepreneurship in schools. We have started piloting in 73 schools what we call the E3 project to mean employment, entrepreneurship and education, because we believe that we need to stimulate learners to be job creators and not job seekers.

In conclusion, choose a job you love and you'll never work a day in your life. I thank you.