



2018 ANNUAL CAREER DEVELOPMENT STAKEHOLDERS CONFERENCE

28 - 29 JUNE 2018

Conference Report

cdsstakeholdersconference.weebly.com

ACKNOWLEDGEMENTS

Career Development Services would like to thank and acknowledge the following role players for contributing to the success of the conference:

- The Minister of Higher Education and Training, Mrs N Pandor, MP and the Deputy Minister of Higher Education and Training, Mr B Manamela, MP, for their political leadership;
- The Director-General of Higher Education and Training, Mr GF Qonde, and the Executive Committee for their administrative support;
- Dr H Narsee, Acting Deputy Director-General of the Planning, Policy and Strategy branch, for her leadership in the planning and hosting of the conference as well as for her participation in the conference as the Programme Director on the first day;
- Ms T van Wyk, Chief Director of Social Inclusion, Equity, Access and Quality who has provided vision and leadership to CDS from its inception in 2012;
- The members of the Interdepartmental Career Development Committee from the Departments of Basic Education, Labour, Higher Education and Training, Public Service and Administration and Social Development who provided strategic support in the planning and execution of the conference;
- The government departments, Sector Education and Training Authorities and stakeholders constituting the National Career Development Forum for their support; and
- The following speakers, panellists and facilitators who played an integral part in ensuring the success of the conference, giving of their time and expertise to ensure that all attendees left empowered with knowledge and information on careers in a changing world:

Ms CJ Abrahams, Department of Public Works
Mr W Brown, ICT Advocate

Dr B Diale, University of Johannesburg
Dr T Ishmail-Saville, Youth Employment Service Initiative
Dr M Kanakana-Katumba, University of South Africa
Mr A Keun, Thomas International
Mr Z Khuzwayo, Department of Public Service and Administration
Dr M Mashiapata, University of South Africa
Ms A Masuku
Dr K Perumal, Department of Basic Education

Prof T Moloji, University of Johannesburg

Dr ZE Mpono, University of South Africa
Ms K Okeke, Department of Higher Education and Training
Dr R Patel, Manufacturing, Engineering and Related Services Sector Education and Training Authority
Dr M Sefotho, University of Pretoria
Dr N Yeld, British Council

Ms N Allie-Edries, Jobs Fund
Prof A Burke, Centre for Psychological Services and Career Development, University of Johannesburg
Dr R du Toit, Independent Research Services
Ms S Kabane, Free State Premiers Office
Mr M Kekana, Pareto Limited
Mr B Kgotse, Department of Public Service and Administration
Prof E Kraemer-Mbula, University of Johannesburg

Dr B Ngeleza, Government Technical Advisory Centre
Mr S Moepya, Harambee Youth Employment Accelerator
Ms J Morwane, Department of Telecommunications and Postal Services

Ms N Nxesi, Education, Training and Development Practices Sector Education and Training Authority
Mr B Palime, Department of Social Development
Prof M Rogan, Rhodes University
Ms G Tiroyabone, University of the Free State

Mr S Zwane, National Students Financial Aid Scheme

For all presentations of the Conference please visit:

<https://cdsstakeholdersconference.weebly.com/presentations.html>

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“The vision for career development services is to ensure that all citizens of all ages have access to quality career information and career development services throughout their lives so that they are able to make better and more informed career and life decisions...”

National Policy for an Integrated Career Development Services System for South Africa, 2017, p 11

BACKGROUND AND INTRODUCTION

Publication of the ‘National Policy for an integrated Career Development System for South Africa’ is a significant milestone for the Career Development Services (CDS) project. The policy guides implementation of an Integrated Career Development System across all spheres of government. The Department of Higher Education and Training (DHET) is responsible for national coordination and provision of career development services in the Post-School Education and Training sector. All government departments are responsible for provision of career development services in their respective sectors.

Leadership structures in place to support the national coordination function include:

- i) The Interdepartmental Career Development Committee is made up of the DHET and the Departments of Labour (DoL), Basic Education (DBE), Public Service and Administration (DPSA), and Social Development (DSD); and
- ii) The National Career Development Forum (NCDF) comprising three inter-related “chambers” working in synergy. One, the Career Development Government Forum (CDGF), is constituted by representatives of government and covers all spheres of government, while the other, the National Consultative Forum (NCF), is constituted by representatives of stakeholders inside and outside government (civil society, the business sector, trade unions, and so on). The third one is the Career Development SETA Forum (CDSF) constituted by representatives from SETAs. The NCDF brings together all stakeholders to discuss issues related to building an integrated career development system for the country.

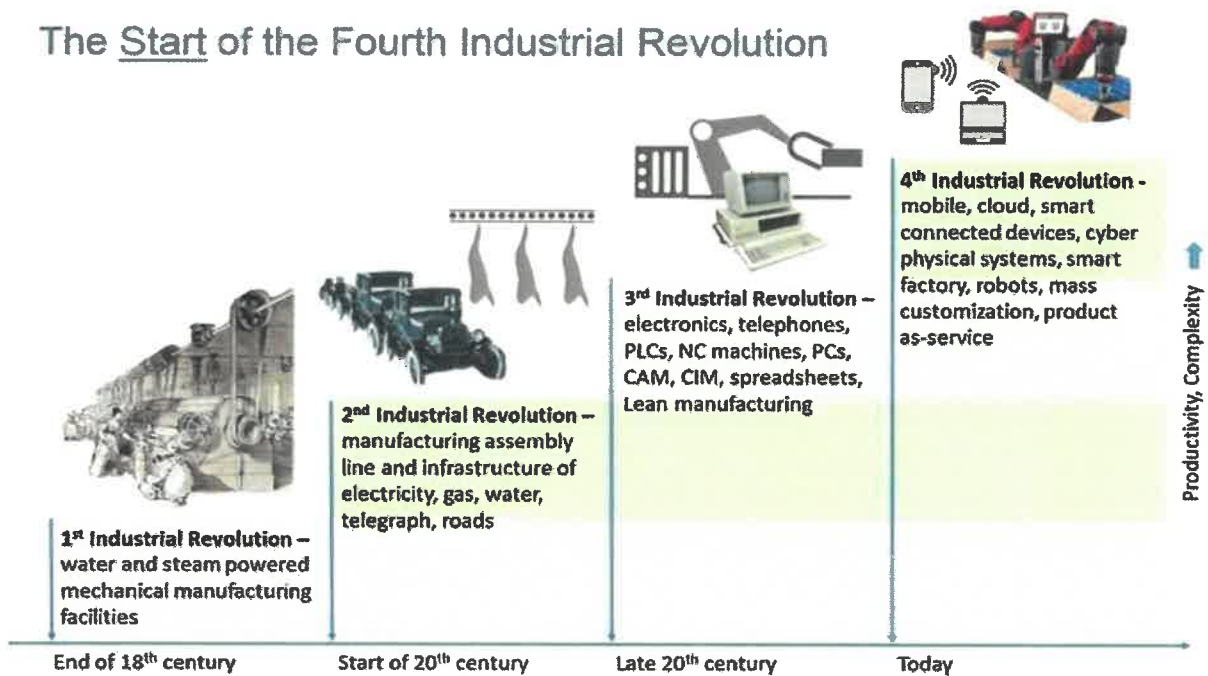
The Annual Career Development Stakeholder Conference is a gathering of all stakeholders. The 2018 conference took place on 28 to 29 June 2018 at the Lakes Hotel in Benoni.

CONFERENCE THEME	<p>Careers in a changing world</p> <p>Information for a changing world</p> <p>Change agents for education, training and employment</p> <p>Government shielding the decent work agenda</p>
CONFERENCE PURPOSE	<p>Bring together stakeholders to share information/knowledge and discuss careers in the changing world and implications for career development services in South Africa.</p> <p>Launch the ‘National Policy for an Integrated Career Development System for South Africa’.</p>
CONFERENCE ATTENDANCE	<p>249 people</p> <ul style="list-style-type: none"> • Government departments at a national, provincial and local level • Government agencies and parastatals • Sector Education and Training Authorities (SETAs) • Non-Governmental Organisations • Private companies • Universities • Technical and Vocational Education and Training (TVET) colleges • Career development services experts • Trade unions

CONFERENCE PROGRAMME

On the first day, Mr GF Qonde the Director-General of the DHET delivered the opening address on behalf of the Minister of Higher Education and Training, Honourable Mrs GNM Pandor. The programme for the day included a key note speaker, sub-theme keynote speaker and parallel sessions. Parallel sessions were based on the conference sub-themes. The second day included the key note speaker, a panel discussion and continuation of parallel sessions as in the first day. In the afternoon of the second day, a presentation of the National Career Advice Portal (NCAP) was done and finally a summary of the conference was presented.

The Start of the Fourth Industrial Revolution



The four industrial revolutions
Source: John Moavenzadeh, 2015

DAY ONE: 28 JUNE 2018

Welcoming Address

In delivering the speech, Mr Qonde explained that the purpose of the policy is to ensure implementation of career development services across all spheres of government; emphasised the importance of effective coordinating structures to provide leadership; and announced official launch of the policy.



“Workers will have to incrementally upgrade their skills and learn new skills through lifelong learning”

Mr GF Qonde
Director-General
DHET

Reflecting on Careers in a Changing World, the speech highlighted the need for skills development to address the changing world of work as a result of the 4th Industrial Revolution. Insufficient skills was cited as a major constraint in eliminating poverty and reducing inequality with the World Economic Forum projecting that one in three jobs in South Africa (almost 5.7 million) are currently at risk of total digital automation over the next decade. As such it was emphasised that workers will have to incrementally upgrade their skills and learn new skills through lifelong learning. Government’s

focus on developing low to mid-level skills and emphasising the TVET colleges was presented as a means to address the challenges of the 4th Industrial Revolution. It was stressed that choosing a vocational rather than an academic path to a career is worthwhile and a viable option for a fulfilling life with generous financial reward.

Key Note Address

Following the opening of the conference, Mr M Kekana, Group CEO of Pareto Limited delivered the keynote speech focused on 'The 4th Industrial Revolution: The future of work'. Mr Kekana addressed the challenges around the 4th Industrial Revolution as well as how it can be harnessed and used for the country's advantage to solve development challenges and improve services. Mr Kekana emphasised the fact that some services will always be better done by humans than robots or technology, particularly those requiring interpersonal skills. Mr Kekana noted the need for collaboration between government, civil society, labour and business to shape an agenda that ensures we advance in an inclusive manner. Emphasis was also placed on training and skills development. Mr Kekana concluded by stating that South Africa as a developing nation has the opportunity to redefine the structure of its economy around and through the 4th Industrial Revolution.



Mr M Kekana
Group CEO
Pareto Limited

Sub-theme Key Note One: Sustainable development in Africa through Science, Technology and Innovation



Dr Kanakana-Katumba, Deputy Executive Dean, College of Science, Engineering and Technology, University of South Africa (UNISA) highlighted importance of viewing Africa in unity as a continent and explained that Africa has a population of 1,216 billion expected to grow to 2.4 billion by 2050 yet contributes 3% of the Global Gross Domestic Product (GDP). Positively, South Africa rates 47 in the Global Competitiveness Table. Dr Kanakana-Kutamba further highlighted that Science, Engineering, Technology and Innovation (SETI) play a critical role in sustainable economic growth and this is evident in countries such as Korea and Taiwan.

Disruptive Technology in the form of applications based businesses such as Uber and crypto currency are a sign that the 4th Industrial Revolution is not coming but happening and Africa needs to be positioned to respond positively. Finally, Dr Kanakana-Kutamba provided a list of 21st century careers and highlighted that higher education has a responsibility in skills or capacity development, knowledge generation, research and development.

Sub-theme Key Note Two: Disruptive versus incremental change in education, training and employment



Dr M Sefotho, Senior Lecturer: Learning Support, Guidance and Counselling, University of Pretoria, presented three levels of disruptive change in education and training as: technology and approaches; practices and processes; and institutional change and innovation. Dr Sefotho highlighted the changing education landscape and the move to online courses, blended learning and experience-based learning. This change makes a demand for "Alternative Certification".

“Alternative certification has been defined as a term used for a variety of programs that train and credential teachers in an expedited manner often by eliminating steps such as student teaching”

Uriegas, Kupczynski & Mundy, 2014, p.2

Dr Sefotho further quoted a definition of Incremental change as “change that occurs slowly and without necessarily modifying the essence of social structures of organisational practices” (Ramon Gil-Garcia, 2008). Dr Sefotho discussed the evolving employment landscape which is rapidly changing as a result of the 4th Industrial Revolution. Challenges in Africa centre on outdated education systems, suppression of creativity and the needs to transform our employment landscape and to re-design employment. In the context of careers in a changing world Dr Sefotho alluded to the need to transition from career choice to career construction; and from employment to employability. In closing Dr Sefotho highlighted the need to consider Protean and Boundaryless Careers as well as developing indigenous home grown career development theories.

Sub-theme Key Note Three: Government’s Response to the 4th Industrial Revolution



Ms J Morwane, Acting Deputy Director-General, Department of Telecommunications and Postal Services explained that President Cyril Ramaphosa has announced that government will establish a commission which will include the private sector and civil society in order to prioritise interventions that take advantage of rapid technological changes. The Presidential Advisory Council on the 4th Industrial Revolution has thus been established with the Department of Telecommunications and Postal Services as

the line department for the Council in cooperation with other key government departments. The Council will develop a National Action Plan for the 4th Industrial Revolution. Ms Morwane provided terms of reference for the Presidential Advisory Council and highlighted departments that will take a lead according to their mandates. Ms Morwane cited the WEF report on South Africa’s state of readiness for the 4th Industrial Revolution. Positive aspects highlighted include strong structure of production and ability to innovate with a string innovation culture and entrepreneurship activities. Challenges highlighted include human capital and the fact that the country’s Gross Domestic Product has decreased by 12% since early 1990s. The Presidential Advice Council will be launched in September 2018.

Plenary Discussion

The morning session was concluded with plenary comments and questions. The discussion emphasised:

- A need to ensure that the poor are not left out in the 4th Industrial Revolution;
- The role of the Department of Basic Education in ensuring that information on change brought about by the 4th Industrial Revolution filters down to classroom level;
- The possibility of removing Life Orientation at Further Education and Training Phase in favour of History was not encouraged.
- A need to equip teachers with technology to help them work with children living with disabilities;

- A need to develop entrepreneurship and highlight this as a viable career option and avenue to create income generating opportunities; and
- The importance of cooperation between the private sector and government.



Conference attendees engaging in the plenary discussion

Parallel Sessions

Three parallel sessions took place based on the 3 conference sub-themes.

Parallel Session	One: <i>Information for a changing world: Relevance of career information.</i>	Two: <i>Change agents for education, training and employment: Realities of Career Development Practitioners</i>	Three: <i>Government tackling youth unemployment</i>
Facilitator	Mr L Mokeki, Director, CDS, DHET	Dr K Perumal, Chief Education Specialist: Life Orientation, DBE	Ms B Kgotse, Deputy Director, Human Resource Development, DPSA
Presenters / Panellists	<ul style="list-style-type: none"> Dr R du Toit, Research Manager, Independent Research Services Dr R Patel, Chief Executive Officer, Manufacturing, Engineering and Related Services SETA (merSETA) Prof M Rogan, Associate Professor, Labour Studies Unit, Rhodes University. 	<ul style="list-style-type: none"> Ms G Tiroyabone, Head of Academic Advising, University of the Free State Dr M Mashiapata, Director, Counselling and Career Development, UNISA 	<ul style="list-style-type: none"> Dr B Ngeleza, Advisor: Service Education and Social Development, Government Technical and Advisory Services Mr Z Khuzwayo, Acting Chief Director, Human Resource Development, DPSA Mr S Zwane, Chief Executive Officer, National Students Financial Aid Scheme
Highlights	<ul style="list-style-type: none"> Collaboration between the DHET and DBE is required to better assist with access to career information; DBE needs to address the issue of career construction amongst learners by reimagining the dedication of all teachers in career guidance; Career information should be emphasised from Grade 8 and Grade 9; Career information must be practical and relevant to existing career opportunities; A need to incorporate the career development topic into the HRDC programmes. All Higher Education Institutions should ensure access to career information; 	<ul style="list-style-type: none"> Career development is on a continuum and there should not be a focus on basic education or post-school education alone. Career development is often left too late in South Africa, it should begin in Grade 0; The compartmentalising of education is also a problem. The learning outcomes or graduate attributes at all three levels – early childhood development, basic education, and tertiary education – need to feed into each other; The DHET and Department of Trade and Industry need to discuss the training for the Black Economic Empowerment score card as skills development is often done purely for the scorecard and leaves little employment prospect for those trained; 	<ul style="list-style-type: none"> The presenters emphasised the skills imbalances and mismatch between the supply from South Africa's higher education institutions and the demand from industry or the world of work; Internationally there is a trend of increased levels of TVET enrolments at secondary schools. There is indication that the more enrolments in TVETs the higher the country's GDP; The introduction of industry programmes to provide learners with structured learning in the workplace during their senior years is being done in countries such as Australia and Kenya; The blending of general and vocational curricular at secondary school level

	<ul style="list-style-type: none"> • Broader use of technology to give access to inviting career information; • Consideration should be given to broadening access to technology for disseminating career information; • Emphasis should be given to orientation to the "world of work" to give exposure to different careers; • Universities and Technical and Vocational Education and Training (TVET) colleges should increase their capacity to offer career services both in terms of training but also the number of Career Development Practitioners (CDPs). For example, in universities there is often a 4:20000 psychologists to students. • DHET should facilitate and help support the growth of student support services; • There seems to be many online systems being developed and some of them duplicate each other. Integrating online resources was highlighted; • The career information should be made contextual and address systemic issues of unemployment and employability. 	<ul style="list-style-type: none"> • The school curriculum should foster and guide students in "finding themselves" and uncovering their interests. Soft skills should be called core skills as one succeeds or fails because of these non-technical skills. • Ensuring students know themselves is key; Students and learners have little exposure to career choices and the world of work. • Imparting of career information to learners should not be limited to life orientation. Schools and parents need to be providing these opportunities; • Parental involvement is key as they are informing the decisions of students in terms of subject and career choice; • Learners need subject choice combinations that will allow the greatest flexibility for their future career choices; • Professionalisation and capacity building of CDPs is needed and for this a registered professional body is key; • There is a dire need for CDPs at TVET colleges; • A career is anything that a person can do for a living and be happy about it – need to move away from esteeming some careers over others; • There is a need to start thinking radically about CDPs as change agents for careers in a changing world; • Valuable research being done by various institutions should be made accessible to other who would benefit from it. 	<p>(learners are still given a lot of academic content to broaden their occupational focus);</p> <ul style="list-style-type: none"> • There is a need to look at the current education system because it is designed to promote academics and not work ready individuals; • Concerns about free education were expressed with the belief that this will produce an oversupply of graduates who will then add to the unemployment levels; • There was a suggestion to rather look at specific programmes to fund for free such as those related to scarce skills; • There is a need to assist families to see education as the only thing that can bring positive change in their lives and to promote family as a support structure; • There were also suggestions for higher education institutions to make it mandatory to do work readiness programmes; and • Concerns were expressed about the unevenness of academic standards in higher education institutions.
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DAY TWO: 29 JUNE 2018

Opening and Welcome

Honourable Mr B Manamela, the Deputy Minister of Higher Education and Training opened the second day of the conference. Mr Manamela emphasised the need for stakeholders to work together to ensure a seamless, integrated career development service for all citizens of all ages. The role of DHET in national coordination and of each department and critical agencies to take their responsibility for coordinating and implementing career development services in their respective sectors was again emphasised. Mr Manamela indicated that access to career development services allows citizens to exercise their constitutional right to choose their trade, occupation or profession freely. Furthermore, Mr Manamela stated that it is important to equip citizens, especially young people, with transferable skills and for careers that are required for a changing world.



Mr B Manamela
Deputy Minister of Higher Education
and Training

Key Note Speaker



Prof T Molo
Department of Accountancy
University of Johannesburg

Professor T Molo, Head of Research and Accountancy at the Department of Accountancy of the University of Johannesburg presented the keynote address for the second day on the topic 'The 4th Industrial Revolution in developing countries – a business perspective'. Prof Molo highlighted the disruptive nature of the 4th Industrial Revolution as it evolves at an exponential pace. Prof Molo stated that the 4th Industrial Revolution is characterised by intangible flows of data and information, greater participation by emerging economies, more knowledge-intensive flows, growing role of small enterprises and individuals, more exchanges of free content and services, instant global access to information, innovation flows in both advanced and emerging economies, and that digital infrastructure becomes equally important for economic development. Prof Molo cited the recent Deloitte

survey on 1600 C-level executives in 19 countries on perceptions of business and government readiness for the 4th Industrial Revolution. According to the study only 14% of respondents were positive that their governments or organisations were ready. Responses from Human Resources Managers indicated strong employment growth prospects across the architecture, engineering, computer and mathematics job families.

Thus, 39% of SAs core skills required across all occupations will be wholly different by 2020.

Prof Molo concluded by noting that there is a dire need for governments to promote re-skilling in order to avoid a growing number of jobless population dependent on grants; business will need to invest in intelligence software and data analytics in order to remain competitive; and the curriculum in our education system will need to shift to reflect the demands of the 4th Industrial Revolution in order to remain relevant and avoid producing an irrelevant labour force.

Panel Discussion



The panel discussion focussed on discussing the Changing World of Work from different perspectives. The panellists included:

- Honourable Mr BK Manamela, Deputy Minister of Higher Education and Training – education and training and youth development perspective;
- Dr N Yeld, Senior Advisor, British Council – education and social perspective;
- Dr Z Mpono, Senior Lecturer, College of Science, Engineering and Technology, University of South Africa – mathematics, science and technology perspective;
- Prof T Moloi, Head of Research and Postgraduate Studies, Department of Accountancy, University of Johannesburg – business perspective; and
- Prof E Kraemer-Mbula, Researcher, University of Johannesburg – sustainable development perspective.

The panel discussion highlighted:

- The importance of reskilling and upskilling citizens;
- A need to consider the core skills and the development of these as well as entrepreneurial skills as there is a trend for an increasing amount of graduates going into the informal sector because of lack of absorption into the formal job market;
- Labour Market Intelligence form a critical component of skills planning and development and should provide insight for the changing world of work.
- The importance of mathematics and encouraging students in this subject. An analogy of a product of brewed tea bags in milk and tea bags dipped in luke-warm water was used to compare mathematics and mathematics literacy. This emphasised the need in relation to skills development and economic growth factors in response to the changing world of work.
- The need to equip educators to teach mathematics and science including core skills such as problem solving;
- The need for job-shadowing and work place exposure by schools and universities but primarily by parents making these opportunities possible for their children;
- New jobs need to be centred around the green economy;
- Sight of the real problems of poverty and unemployment must not be lost in the quest to compete globally. The areas that the 4th Industrial Revolution will impact in terms of job loss is where many citizens are working;
- Nonetheless, human beings will inadvertently find a way to sustain and reproduce themselves irrespective of what development takes place, we need to keep in mind the environmental and social consequences as economic growth alone does not sustain the economy;
- Ultimately humans make the decisions on technology and how to use it. There will still be a need for people even at the low skilled level; people to integrate with the technology; and
- Working in silos should be prevented, there is a need for government to create an enabling environment and allow for consultation and discussion as well as understanding of the concepts involved in the 4th Industrial Revolution. Solutions should be sought through an inter-disciplined approach.
- Multi-disciplinary approach to research would also ensure that economic growth is not pursued at the expense of sustainable development.

Parallel Sessions

Parallel Session	One: Information for a changing world: social inclusion in a changing world	Two: Change agents for education, training and employment – realities of Career Development Practitioners in South Africa	Three: Government tackling youth unemployment
Facilitator	<ul style="list-style-type: none"> Ms K Okeke, Deputy Director, Social Inclusion and Equity, DHET 	<ul style="list-style-type: none"> Dr B Diale, Head of Educational Psychology Department, University of Johannesburg 	<ul style="list-style-type: none"> Ms B Kgotse, Deputy Director, Human Resource Development, DPSA
Presenters / Panellists	<ul style="list-style-type: none"> Mr W Brown, ICT Consultant, Advocate in ICT for Human Development Mr B Palime, Director, Advocacy and Mainstreaming, DSD 	<ul style="list-style-type: none"> Prof A Burke, Director, University of Johannesburg, Centre for Psychological Services and Career Development (PsyCaD); Ms N Nxesi, Chief Executive Officer, Education, Training and Development Practices SETA (ETDP SETA); and Mr A Keun, Managing Director, Africa and Australia, Thomas International. 	<ul style="list-style-type: none"> Ms N Allie-Edries, Head, Jobs Fund Mr S Moepya, Harambee Youth Employment Accelerator Ms CJ Abrahams, Chief Director, Expanded Public Works Programme (EPWP) Partnership Support, Department of Public Works Dr T Ismail-Saville, Chief Executive Officer, Youth Employment Service (YES) initiative
Highlights	<ul style="list-style-type: none"> Information provides services, data and access to persons with disabilities; Technology can help achieve the desired outcomes to the challenges faced by persons with disabilities; There's a need to shape technology in order to deal with the threats the 4th Industrial Revolution could bring; The 4th Industrial Revolution should be seen as a "Book of Life"; The documentary, "some children are more equal than others – Education in South Africa" is a clear illustration of the need for social inclusion and equity in education and economic participation; There is a need to address the barriers to information access; There is a need to learn from experienced experts in order to navigate through the 4th Industrial Revolution; and 	<ul style="list-style-type: none"> Career services should consider two important factors: What the current generation of students want, expect and respond to; and the changing world of work especially what employers expect, particularly with regards to the 4th Industrial Revolution; The University of Johannesburg emphasises a multi-modal approach to services and products. This includes curriculum based counselling. As an example in the professional engineering course PsyCaD has been given 6 weeks for career guidance; In terms of the 4th Industrial Revolution for subject and career choice there are no career assessments that make recommendations in line with careers in a changing world. Therefore existing career assessments which still point to traditional careers should be used as a guideline; 	<ul style="list-style-type: none"> Inclusivity is key for a holistic and integrated approach to youth development. Academic and training programmes should consider aspects that help with learning difficulties and ability of young people to cope with psycho-social problems. Employers need to stop creating barriers and rather assist in the curriculum development. There is poor understanding of what is in the curriculum in universities and colleges in relation to response to youth unemployment. The issue of mathematics literacy needs to be dealt with. Working with employers and the education system and try to match supply and demand. There's a need to upscale Public Employment Programmes. Government needs to lead by example.

	<ul style="list-style-type: none"> • Collaboration of all parties will assist in speeding up understanding of the 4th Industrial Revolution. 	<ul style="list-style-type: none"> • The Education Training and Development Sector Education and Training Authority (ETDP-SETA) emphasised that career development should be taking place on a formal and informal level. It needs to be incorporated into the curriculum and educators all need to be trained to become CDPs. Resources are not currently available for CDPs to be placed in each school; • It is important to develop entrepreneurial skills from early childhood development stage; • Thomas International has run a project for a school where students are guided to become more aware of 'who they are' through a basic personality assessment. Educators were empowered in how to guide these students; and • It was emphasised that what people are passionate about determines what environment they will work well in while their characteristics will determine what they do in that environment. 	<ul style="list-style-type: none"> • There is a humongous need for political buy in in dealing with the issue of youth unemployment, all stakeholders have a huge role to play. • The central database for unemployed youth developed by the Free State Province is a good reference for other provinces. The database is shared by all stakeholders for provision of livelihood opportunities to address youth unemployment on the Free State Province. • Collaboration and cooperation was emphasised.
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The National Career Advice Portal

Mr L Mokeki, Director CDS, DHET provided information on the CDS platforms and programmes. He highlighted the Khetha Radio Programme with its significance in reaching out to citizens with career information especially those in rural areas. He further provided details of the technology based services that include the Careerhelp website, the Information Hub, the cloud based national career helpline and the NCAP. The Careerhelp website is an information resource designed to help all individuals in making informed career decisions. The Info Hub is a resource platform designed to improve information and knowledge among CDPs. It includes a CDPs' forum for discussing issues and topics related to career development. The NCAP is a free online self-help tool designed to facilitate and support informed career and study decisions. It includes information on careers and related learning pathways, institutions of higher learning and the courses and programmes that they offer. Stakeholders were encouraged to make use of the platforms and consider collaboration rather than duplicating systems. That is the essence of ensuring national coordination of career development services.



SUPPORT SERVICES

SMS Services: 072 204 5056

'Please Call Me': 072 204 5056

Phone: 086 999 0123 (Mon-Fri: 08:00 to 16:30)

E-mail: careerhelp@dhet.gov.za

Website: www.careerhelp.org.za

Facebook: www.facebook.com/careerhelp

Twitter: www.twitter.com/rsacareerhelp

Mobile Site: mobi.careerhelp.org.za

National Career Advice Portal: <http://ncap.careerhelp.org.za>

Khetha Radio Services: on SABC and community radio stations in all official languages and Khoisan (Xu/Xi)

Network of Khetha Centres

SUMMARY OF THE CONFERENCE



Ms N Mfenyana, Director: CDS, DHET provided a comprehensive summary of the conference, concluding with the words of Mr Qonde that the country needs cooperation, collaboration and partnerships to ensure that all sectors are equipped for careers in a changing world.

Responses were received from the private sector, government, SETAs and TVET colleges indicating that the conference had a great broad base of attendees, excellent speakers and engagement with eye-opening sessions. It was indicated that we face a challenging future but the ideas on how to approach it are there and the energy to face the future is in place.

KEY RECOMMENDATIONS

The conferenced recommendations are summed up according to the 3 conference sub-themes.

Information for a changing world

- Career information should be made contextual and address systemic issues of unemployment and employability.
- Technology should be seen as an enabler to maximise access to information by citizens with disabilities.
- Provision of career development services to learners and students should be centred on 'who they are' and create awareness of careers in a changing world. Dr Kanakana-Kutumba and Ms Morwane's presentations, accessible on the website, provide a list of the careers.
- A multi-modal approach to career development services that integrates curriculum based counselling should be considered. The case study provided is the University of Johannesburg where the professional engineering course allocates the university's career centre, PsyCAD, 6 weeks for career development.
- Core skills will always be critical as technology is driven by human beings.
- Career development services and entrepreneurship education are not mutually exclusive from one another and should be integrated into curriculum.

Career Development Practitioners as change agents

- Development of home brewed career development theories focusing on career construction is critical.
- In building integrated career development services systems for the country, it is critical to engage academics. Protean and Boundaryless Careers need to be unpacked.
- Educators and other CDPs should be adequately equipped to deliver career development services.
- Educators should be further equipped to meet the needs of learners with disabilities.
- Professionalisation of career development services is critical. South Africa cannot depend on registered psychologists to provide services. Defining careers as anything that people do for a living and are happy with sets context to the need to build CDPs at levels below that of practitioners registered with the Health Professionals Council of South Africa.
- Understanding of and emphasis on career development as lifelong learning would address challenges experienced by first year students at universities. Examples of such challenges include career changes and dropout rate.

Government shielding the world of work

- Universities may not be appropriate institutions to meet some of the education and training demands of careers in a changing world. TVET colleges have a critical role to play.
- TVET colleges should be ready for increased enrolments as the country's response to careers in a changing world means a likelihood of more enrolments from citizens that need upskilling.
- Alternative certification will have a big role in education and training for a changing world.
- As a developing country with the majority of the population living in poverty, it is critical to ensure that adapting to the demands of the changing world of work does not leave the poor neglected.
- The Broad-Based Black Economic Empowerment (BBBEE) Act (Act 53 of 2003) should consider awarding points for companies investing in technology in poor communities.
- It has been observed that skills development in the private sector is more centred on scoring BBBEE points as a result quality if not given attention, therefore it is recommended that awarding of points should be based on impact made rather than numbers trained.
- There is a need for government to partner with the private sector.
- As part of addressing youth unemployment the Free State Province strategy of a central database of unemployed youth and graduates should be considered as it facilitates collaborative efforts and cooperation by all stakeholders.

CONCLUSION

The conference allowed for critical engagement on the theme 'Careers in a Changing World' and its impact on career development services in South Africa. Not only did engagement take place with the various stakeholders around the theme but the conference also allowed for engagement on the challenges continuing to face career development services in the country, which indeed are linked

It is through the engagement and collaboration made possible at the conference that these challenges can begin to be addressed

and contribute to South Africa's readiness and ability to adapt to and benefit from the 4th Industrial Revolution. These challenges centre on the need for skills development and further focus on TVET colleges and entrepreneurship, ensuring a coordinated approach to career development services, professionalisation and training for CDPs, interventions for citizens from an early age starting at early childhood development and providing experiential learning and exposure to the world of work for students and learners.

The launching of the policy allowed for communication to the stakeholders on the approved policy which aims to address a large number of these challenges. It is through the engagement and collaboration made possible at the conference that these challenges can begin to be addressed. In line with the policy, the DHET will continue to engage with stakeholders and ensure implementation of the policy in South Africa in order to achieve an integrated career development system which will in turn allow citizens to make informed career and life decisions.