



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

REPORT ON THE SURVEY OF CAREER DEVELOPMENT ACTIVITIES 2013/2014

Published on 22 April 2014

Report on the Survey of Career Development Activities

2013/2014

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1. Acronyms used in this report

AgriSETA	Agricultural Sector Education Training Authority
CATHSSETA	Culture, Arts, Tourism, Hospitality and Sports Sector education and Training Authority
CDS	Career Development Services
CEO	Chief Executive Officer
CETA	Construction Education and Training Authority
DAFF	Department of Agriculture Fisheries and Forestry
DBE	Department of Basic Education
DCS	Department of Correctional Services
DED	Department of Economic Development
DEA	Department of Environmental Affairs
DHA	Department of Home Affairs
DHET	Department of Higher Education and Training
DoF	Department of Finance
DoL	Department of Labour
DoT	Department of Tourism
DME	Department of Minerals and Energy
DPME	Department of Performance Monitoring and Evaluation
DPSA	Department of Public Service and Administration
DPW	Department of Public Works
DRDLR	Department of Rural Development and Land Reform
DST	Department of Science and Technology
dti	Department of Trade and Industry
ESSA	Employment Services of South Africa
ETD	Education, Training and Development
ETDP SETA	Education, Training and Development Practices Sector Education and Training Authority
FASSET	Finance and Accounting Services Sector Education and Training Authority
TVET	Further education and training
Foodbev SETA	Food and Beverages Sector Education and Training Authority
FP&M SETA	Fibre Processing and Manufacturing Sector Education and Training Authority
GCIS	Government Communication and Information Services
GCRA	Gauteng City Region Academy
GSETA Forum	Government Sector Education and Training Authority Forum
HESA	Higher Education South Africa
HR	Human Resources
HRDC	Human Resource Development Council
HWSETA	Health and Welfare Sector Education and Training Authority
INSETA	Insurance Sector Education and Training Authority
LGSETA	Local Government Sector Education and Training Authority
LO	Life Orientation
merSETA	Manufacturing, Engineering and Related Services Sector Education and Training Authority
MICT SETA	Media, Information and Communication Technologies Sector Education and Training Authority
MQA	Mining Qualifications Authority
NAMB	National Artisan Moderation Body
NASFAS	National Students Financial Aid Scheme
NCAP	National Career Advice Portal
NCDF	National Career Development Forum
NPC	National Planning Commission
NPO	Non-Profit Organisation
NQF	National Qualifications Framework
NSDSIII	National Skills Development Strategy III
NYC	National Youth Council
NYDA	National Youth Development Agency
OFO	Organising Framework for Occupations
PSETA	Public Service Sector Education and Training Authority
QCTO	Quality Council for Trades and Occupations
SABPP	South African Board for People Practices
SACDA	South African Career Development Association
SACPO	South African College Principals' Organisation

SAGDA	South African Graduate Development Association
SAICA	South African Institute of Chartered Accountants
SAQA	South African Qualifications Authority
SASSETA	SaTVETy and Security Sector Education and Training Authority
SETA	Sector Education and Training Authority
SSS	Student Support Services
TETA	Transport Education Sector Education and Training Authority
TVET	Technical, Vocational, Education and Training
UNISA	University of South Africa
VCET	Vocational and Continuing Education and Training
W&RSETA	Wholesale and Retail Sector Education and Training Authority

2. Background

The Minister of Higher Education and Training was tasked in 2010 to coordinate and drive career development in the country (Delivery Agreement 5). The first task was to develop a framework that guides the coordination of career development services in the country. The DHET established a Ministerial Task Team to prepare a framework document. The framework titled: *'Framework for Cooperation in the provision of Career Development (Information, Advice and Guidance) Services in South Africa'*¹ was published in October 2012 (herein referred to as the Framework). This was a collaborative effort of all the departments whose Ministers are signatories to Delivery Agreement 5.

3. Purpose

In order for the DHET to coordinate all career development activities in the country, it has to compile an overall picture of all career development activities that are taking place in government departments, entities and organisations. This will not only enable the DHET to recognise areas of duplication and identify gaps, but will also put it in a position to share resources and lessons learnt amongst stakeholders.

The DHET approached government departments, entities and SETAs for information on career development activities, by conducting a survey.

The purpose of the survey was to provide a snapshot of career development services in the country in order to:

- find areas of duplication;
- identify gaps; and
- share lessons learnt by stakeholders.

The survey was also used to raise awareness and share available information on career development activities.

The goal is to ensure that the DHET together with the responsible functionaries coordinate their efforts with the rest of government and ensure that resources are optimally used for South Africans

¹ <http://tinyurl.com/lqdkvbm>

to have free access to career development services. Furthermore, duplications and gaps will be addressed.

4. Terminology

The term 'career development' has been coined in the Framework. The term has been accepted as the descriptor to be used for career information, advice and guidance services.

Career development is all encompassing and includes services such as the provision of career information, career advice, career guidance, career counselling and career planning. It is evident that there are significant overlaps of ideas and activities that are commonly understood as being part of career services.

5. Rationale

Government has acknowledged the need for coordinated CDS in the country. Although it is the responsibility of the Minister of Higher Education and Training, all departments implicated in the Delivery Agreement 5 have to participate in this process.

The following government departments were included in the agreement:

- The Department of Public Service and Administration (DPSA)
- The Department of Labour (DoL)
- The Department of Home Affairs (DHA)
- The Department of Economic Development (DED)
- The Department of Rural Development and Land Reform (DRDLR)
- The Department of Finance (DoF)
- The Department of Trade and Industry (dti)
- The Department of Science and Technology (DST)
- The Department of Basic Education (DBE) and provincial departments of education
- The Department of Performance Monitoring and Evaluation (DPME)
- The National Planning Commission (NPC)

The DHET developed the framework document in consultation with the above and other stakeholders, including:

- The Department of Correctional Services (DCS)
- The National Youth Development Agency (NYDA)
- Sector Education and Training Authorities (SETAs)
- National Artisan Moderation Body (NAMB)
- Higher Education South Africa (HESA)
- South African College Principals' Organisation (SACPO)
- South African Career Development Association (SACDA)
- South African Graduate Development Association (SAGDA)

Other stakeholders (including government departments such as the Department of Communications) are also involved in career development initiatives and projects. As one of the main efforts to obtain clarity on and insight into the magnitude of the task of providing an effective career development service, SAQA conducted research on the topic.

Through *'An Environmental Scan of Career Advice Services in South Africa' (2012)*², SAQA provided inputs on the provision of career development services in South Africa. The document outlines the status of career development services in schools, TVET Colleges, universities, public employment services, SETAs, statutory bodies like the NYDA and SAQA, non-governmental services and private services. In addition to the above, the report also addresses roles and responsibilities of DHET, SAQA, DBE, DoL, SETAs, HESA, SACPO, NAMB and SACDA, but does not address what they are currently doing in the field.

In the development of the framework document, roles and responsibilities of stakeholders were recommended, and policy implications emerging from this framework will be established through consultation.

There are challenges that stakeholders experience in their endeavour to provide career development services. For the purpose of this document, these challenges include:

- the lack of clear negotiated roles and responsibilities;
- no systematic collection of career development related information;
- sharing of experiences; and
- standardisation of services.

6. The Mandate for Career Development

The National Skills Development Strategy III (NSDSIII)³ aims *"to encourage the linking of skills development to career paths, career development and promoting sustainable employment and in-work progression"*. It specifically refers to SETAs to include a goal to build career and vocational guides. The strategy furthermore refers to:

- *"The key driving force of this strategy is improving the effectiveness and efficiency of the skills development system. This strategy represents an explicit commitment to encouraging the linking of skills development to career paths, career development and promoting sustainable employment and in-work progression."* (Page 5)
- *"There is a need for much more substantial programmes that improve qualifications, support career-pathing, enable greater flexibility and mobility and increase productivity." and ". . . all our skills development initiatives must contain within them specific programmes and strategies to promote gender equality in skills development, in employment and career development and in our economy as a whole."* (Page 6)
- *"Our entire skills development system must dedicate the necessary resources to support career and vocational guidance, as this has proved to be a critical component in successful*

² <http://tinyurl.com/pav6avb>

³ <http://tinyurl.com/obva8go>

skills development initiatives world-wide. Both the SETAs and the NSF respectively must seek to build career guidance initiatives in their sectors and generally as a key component of the NSDS III.” (Page 22)

The strategy also specifies a career development outcome:

“NSDS Outcome 4.8.1: Career paths are mapped to qualifications in all sectors and sub-sectors, and communicated effectively, contributing to improved relevance of training and greater mobility and progression.

- *Output 4.8.1.1: Career guides are developed with labour market information from SETAs, addressing sub-sectors within their sector.*
- *Output 4.8.1.2: Sector stakeholders are engaged and programmes are adjusted to meet the skills and qualification needs to promote comprehensive career development.” (Page 23)*

The National Skills Development Strategy III Progress report 2011 – 2013⁴ provides an update on progress, highlighting:

- The establishment of Career Development Services by the DHET in cooperation with the South African Qualifications Authority (SAQA), which includes a telephone helpline;
- The strengthening of career development in SETAs;
- The development of career guides by SETAs and government departments;
- The creation of a National Career Advice Portal (NCAP); and
- The approval and publication of the *‘Framework for Cooperation in the provision of Career Development (Information, Advice and Guidance) Services in South Africa, as the basis for policy development’* and the establishment of an implementation task team.

The Youth Employment Accord’s “commitment 2”⁵ refers to work exposure, stating: *“Connect young people with employment opportunities, through amongst others support for job placement schemes and work-readiness promotion programmes for young school leavers and provide young people with work experience. (Page 19)*

The parties agree to build on the labour centres of the Department of Labour and the career fairs that government has introduced. This forms part of the development of public employment services in South Africa.” (Page 19)

The NQF Act of 2008⁶ states this in its objectives:

“5. (1) (b) facilitate access to, and mobility and progression within, education, training and career paths; and

5. (2) The objectives of the NQF are designed to contribute to the full personal development of each learner and the social and economic development of the nation at large.”

⁴ <http://tinyurl.com/ov2e6on>

⁵ <http://tinyurl.com/n9cp2c9>

⁶ <http://tinyurl.com/mqdqyx4>

The *White Paper for Post-School Education and Training (2013)*⁷ provides significant support for the provision of career development:

“An important area of concern to both the schools and the post-school system is ensuring that all young people in the latter years of schooling (and those in their early years of post-school education) receive appropriate and adequate career guidance and advice. (Page 6)

Career counselling should be an integral component of the post-school education and training system. Improved career guidance at college level will help to ensure that students are able to make appropriate learning pathway and career decisions. This will complement career guidance at school level, as well as that offered through the career guidance initiatives of the DHET and other bodies. (Page 18)

There is also a need for career guidance and a communications strategy to build an understanding of the importance of foundational learning for planned careers. The DHET will continue to work with various partners to ensure that current career guidance initiatives are continued and expanded. (Page 71)

There has been significant progress in the development of a national, multimedia advisory service that serves the broad South African population, including those in rural areas, the poor and the disadvantaged. This work will continue to ensure that young people can make informed choices with regard to their studies and careers. It is essential that the DHET develops a close working relationship around career guidance with the Department of Basic Education to ensure that young people benefit while they are still at school. (Page 74)”

In addition to the above guidance, the DHET's Strategic Plan states: "To establish and maintain a coherent career management and career information system to reach at least 3 million beneficiaries by 2014, through the implementation of the DHET cooperative framework for career advice services and by developing a web based career information portal."

Furthermore, SETAs are mandated in National Skills Development Strategy III NSDS Outcome 4.8.1:

Career paths are mapped to qualifications in all sectors and sub-sectors, and communicated effectively, contributing to improved relevance of training and greater mobility and progression:

- Output 4.8.1.1: Career guides are developed with labour market information from SETAs, addressing sub-sectors within their sector
- Output 4.8.1.2: Sector stakeholders are engaged and programmes are adjusted to meet the skills and qualification needs to promote comprehensive career development

It is with this background that stakeholders have been implementing career development activities in South Africa.

⁷ <http://tinyurl.com/magoz7r>

7. Methodology

The DHET used quantitative and qualitative methods to collect data on career development activities. The following means were used:

- A survey;
- A workshop (presentations and discussions); and
- In-depth interviews.

7.1 Survey

The DHET developed a questionnaire as a tool for data collection. The Director-General sent the questionnaire to all national government departments, public entities and SETAs in March 2013. The survey required information on current and planned activities in departments, envisaged budget as well as to identify a liaison person in each department.

The questionnaire included the following questions:

1. What career development services/activities are you engaging in?
2. Give a short description of each initiative/project, including the following information:
 - Purpose of the initiative/project;
 - Aims and objectives of the initiative/project;
 - Target audience;
 - Level of engagement (national/provincial/regional/institutional/individual);
 - Reach (how many learners/people are reached through the initiative?);
 - High level activities;
 - Frequency/timing of the initiative;
 - Future plans; and
 - Budget allocation for 2012/13, 2013/14 and 2014/15.
3. Provide information of a contact person/s in your entity for career development services.
4. Are any other initiatives planned?
5. Please provide us with any documentation that has reference to the career development initiatives/projects in your entity.

7.2 DHET SETA Workshop

On 12 September 2013, DHET held a workshop with SETAs where DHET and all organisations present shared their career development activities and discussed areas of duplication and gaps. The workshop identified key areas of collaboration. A report of this workshop was developed and distributed to all participants and SETA CEOs.

7.3 In-depth Interviews

In-depth interviews were conducted through site visit meetings with 15 SETAs, 2 government departments and the NYDA. An interview guide was developed and informed by areas of further investigation from survey responses as well as areas of collaboration that needed more direct responses from the SETAs. The site visit meetings with SETA also focused on identifying activities that DHET can collaborate with specific SETAs on.

8. Findings

8.1 Respondents

The **survey** responses were received from 20 out of 21 SETAs. The only SETA that did not respond is the CATHSETA. Attempts to get any form of responses from this SETA were unsuccessful. 14 Government Departments responded to the survey. Response from the DHET was received from Vocational and VCET and Corporate Services branches. Entities and other organisations that responded include SACDA, the NYDA, SAICA, HESA, NAMB and SABPP. Tables 1-3 below reflect a summary of information collected.

The **SETA workshop** was attended by 15 SETAs, SAQA and DHET. All institutions in attendance made presentations with the exception of SAQA. SAQA implements the Career Advice Project on behalf of the DHET and therefore their services were addressed under the DHET presentation.

Respondents for **in-depth interviews** (meetings) included the NYDA, DCS, dti and 15 SETAs. The meetings with SETAs were a follow up to the survey. Construction Educations SETA (CETA) had not responded to the survey, however data was collected from them through discussions during the meeting.

8.2 Data Presentation and Analysis

		Participate in exhibitions	Booklets, guides, resources	Career videos	Provide careers advice	Buses/Trucks	Internships/ Graduate Recruitment	Bursaries	LO teacher support	Budget
1.	DBE	✓					✓	✓	✓	-
2.	DED	✓	✓				✓	✓		-
3.	DoT	✓	✓				✓	✓		-
4.	DHET	✓	✓				✓	✓		-
5.	DWA						✓	✓		-
6.	State Security		✓				✓	✓		-
7.	DPW	✓	✓		✓		✓	✓		-
8.	GCIS						✓	✓		-
9.	DoL	✓	✓		✓	✓	✓			-
10.	DST	✓	✓	✓			✓			-
11.	DEA	✓	✓	✓			✓		✓	R1,600,000
12.	Dti	✓	✓				✓			-
13.	DAFF		✓	✓			✓			-
14.	DCS				✓		✓			-
15.					✓		✓			
16.					✓		✓			
17.					✓		✓			
18.					✓		✓			
19.					✓		✓			
20.					✓		✓			
21.					✓		✓			
22.					✓		✓			
23.					✓		✓			

		Participate in Exhibitions	Booklets, guides, resources	Career videos	Provide careers advice	Buses/ Trucks	Internships/ Learnerships / Graduate Recruitment	Bursaries	LO Teacher Support	Budget
1.	HESA		✓							R500,000
2.	NYDA	✓	✓		✓		✓	✓	✓	-
3.	SACDA									-
4.	SAICA	✓	✓		✓				✓	-
5.	SABPP	✓					✓			-
6.	NAMB	✓							✓	

		Participate in Exhibitions	Booklets, guides, resources	Career videos	Provide careers advice	Buses/Trucks	Learnerships	Bursaries (<i>direct applications</i>)	LO Teacher Support	Budget (<i>approximately</i>)
1.	AgriSETA	✓	✓	✓			✓	✓		R900, 000
2.	CETA	✓					✓			R1,100,000
3.	ETDP SETA	✓	✓		✓		✓		✓	R13,630,051
4.	FASSET	✓	✓	✓			✓			R1,558,000
5.	FP&M SETA	✓	✓				✓	✓		-
6.	HWSETA	✓	✓				✓			R1,854,000
7.	LGSETA	✓	✓				✓	✓		R3,000,000
8.	merSETA	✓	✓	✓		✓				R961,710
9.	MICT SETA	✓	✓				✓			-
10.	MQA	✓	✓	✓			✓		✓	-
11.	PSETA	✓							✓	-
12.	SASSETA	✓	✓				✓		✓	R900,000
13.	TETA	✓	✓						✓	R1,100,000

Table 3
Data from the survey of Sector Education and Training Authorities (SETAs)

		Participate in Exhibitions	Booklets, guides, resources	Career videos	Provide careers advice	Buses/Trucks	Learnerships	Bursaries <i>(direct applications)</i>	LO Teacher Support	Budget <i>(approximately)</i>
14.	W&RSETA	✓	✓		✓		✓		✓	R5,000,000
15.	BANKSETA	✓	✓				✓		✓	R1,300,000
16.	CATHSSETA									-
17.	CHIETA	✓	✓				✓			R1,558,000
18.	EWSETA	✓	✓				✓			-
19.	FOODBEV	✓	✓				✓	✓	✓	R500,000
20.	INSETA	✓	✓				✓			-
21.	SERVICES SETA	✓	✓							R4,000,000

8.2.1 Target Audience of Career Development Services

Responses from SETAs presented the target audience to be predominantly learners from **Grade 9 - 12**. None of the SETAs made reference to Grade 8 or primary school learners. **TVET College students** and the **unemployed** are also catered for by SETAs through SETA Offices in TVET Colleges. CETA and SASSETA have databases for the unemployed. HWSETA, INSETA, LGSETA, Foodbev SETA and W&RSETA have specific initiatives and resources for people with **disabilities**.

The NYDA primary target is the youth category and expected to be a lead stakeholder in accessing unemployed and out of school youth. In their response provided through the meeting, emphasis for reaching out with CDS remained more on Grade 9-12 learners. Responses from other stakeholders indicated expectations from the NYDA in assisting them reach **out-of-school** and unemployed youth.

The majority of government departments offer Career Development Services to their employees as well as internship programmes for the youth. 6 of 14 Government departments that responded to the survey also provide CDS to learners predominantly from Grade 9 to Grade 12. The DBE plays a major role in CDS for school going learners. The DEA and DBE specified that they provide CDS to cater for learners as early as **Grade 7**. The DBE has a career dress up day for Grade 7 learners.

The government's vision is to have a well-coordinated career development service that is accessible to all citizens. The survey demonstrates that through different categories of stakeholders, CDS are available to all levels of the population though it is not yet sufficient. A broader coverage for people with disabilities as well as out-of-school youth and unemployed people is needed across all stakeholders.

8.2.2 Career Exhibitions

9 of 13 respondents from government departments participate in career exhibitions organised by other departments or organisations. 7 of these departments have special career development related self-initiated and managed initiatives. These events range from career exhibitions and career festivals to special focus weeks. Data collected reflects the following events:

- **DHET** hosts Mandela Day Career Festival and events related to the *Apply Now!* Campaign;
- **DBE** hosts career exhibitions as part of the Girl Education Movement (GEM) and Boy Education Movement (BEM);
- **DST** host the Science and Technology Awareness Project which includes a National Science Week;
- **DoT** hosts a National Tourism Career Expo;
- **DPW** hosts a library week, which includes a Career Expo targeting their employees;
- **DEA** has a variety of careers awareness programmes ranging from workshops, conferences, community based programmes and radio campaigns;
- **DoL** hosts Job Summits in different provinces;
- **DED** hosted a National Youth Indaba;
- **dti** used to host Career Indaba. The service was discontinued in 2014. The current focus is on attending exhibitions by invitation;
- **NYDA** hosts a *Start Here* Campaign but no career event for the Youth Month;

- **GSETA Forum** co-ordinates career exhibitions for provincial governments targeting rural areas;
- **FASSET** hosts career expos in each province in the form of Mandela Day Career Festival hosted by the DHET.
- **The MQA** hosts several events promoting careers in mining and some of these events are done in collaboration with **the DME**.

Attendance at these events has often presented a challenge of short notice to SETAs and other stakeholders. Requests for sponsorship for events also come at short notice. Stakeholder participation in these events is at own costs for travel and courier of materials. Respondents emphasised that these challenges need to be addressed in an effort to ensure well-coordinated career development services. MerSETA, Bank SETA and CATHSETA (even though CATHSETA did not participate in data collection) have career buses, for enhancing services during outreach activities, all equipped with laptops. They are not designed for passengers and are used to provide information to learners during career exhibitions.

The Department of Labour has trucks that are used for outreach including attendance of career exhibitions. SETAs during the workshop expressed the need to re-look the design of the career exhibitions in order to maximise impact. To a large extent, focus is drawn to entertain learners (providing food and being away from school) and collection of promotional items.

8.2.3 Career booklets, guides and resources

Career resources are available from different departments, agencies and SETAs and these resources are tailor made for each department's/agency's/SETA's target audience.

The resources from government departments range from career booklets and magazines to brochures. The DEA has the 'Enviro-Tech magazine' in addition to a career booklet. State Security has a Career Path Framework document. CDS available materials from government departments are based on each department's focus area. The Department of Science and Technology (DST) and Department of Environmental Affairs (DEA) have comprehensive programmes for promoting and creating awareness of careers in their specific sectors. The career booklets are used for learners and educators.

As a response to NDS III, *Output 4.8.1.1: Career guides are developed with labour market information from SETAs, addressing sub-sectors within their sector*, SETAs developed career guides. CETA and LGSETA are the only SETAs from those that responded to the study who had not finalised career guides. Public Service SETA (PSETA) and CETA had drafts and still busy reviewing them.

The existing SETA career guides vary in sizes however key content covered is duplicated. During the workshop with SETAs, respondents indicated that not all career guides are written in a learner friendly language. They further expressed a concern about alienation of learner in rural areas who may not be well equipped in English.

Career Guides are used for both learners and educators. The information contained in different career guides is not quality assured by the DHET and for example, NAMB identified and reported inconsistencies in content on trades.

8.2.4 Life Orientation Teachers

All SETAs interact with LO teachers during career exhibitions. 7 SETAs specifically conduct workshops to train teachers on disseminating sector information to learners. MerSETA in partnership with the NYDA and SAQA hosts workshops with teachers from Gauteng. The DBE and provincial departments of education play a vital role in development of LO teachers through curriculum development and training of teachers.

8.2.5 Provision of Career Advice

DoL, DPW, DEA and the NYDA indicated that they provide career advice as a service. DPW and DEA also indicated provision of career counseling as a service. DoL has 125 labour centers with qualified practitioners and the NYDA has a range of CDS personnel from Information Officers to qualified Career Counselors who are psychometrics and clinical psychologists by profession in some of the NYDA branches.

The ETDP SETA has employed 200 Career Development Interns deployed to TVET Colleges. The training is provided by University of South Africa (UNISA), however it is not accredited. The plan is to build their capacity to practitioners level. Education, Training and Development Practitioners SETA (ETDP SETA) pays the stipend for these interns and has budgeted for it until 2016.

The ETDP SETA together with stakeholders is scoping a qualification for Career Information Officers at level 4. The need for a sustainability strategy to retain the interns for the benefit of public service was raised.

Career Development Services provided by the rest of the SETAs is more focused on career exhibitions raising awareness of careers in their respective sectors.

SETAs identified a need to have the ETDP SETA Interns capacitated to provide information on all sectors.

8.2.6 Career Videos

Some SETAs have developed career videos. There is no standard guide used for these. As a result the setting and presentation styles vary. The Agricultural SETA (AgriSETA) produced workplace based videos with voice-over. Chemical Industries SETA (CHIETA) and W&R SETA expressed interest to develop videos, the SETAs with readily available products are:

- The Mining Qualifications Authority (MQA);
- The Agricultural Sector Education Training Authority (AgriSETA);
- The Finance and Accounting Services Sector Education and Training Authority (FASSET);
and
- The Manufacturing, Engineering and Related Services SETA (merSETA).

8.2.7 Bursaries, learnerships and internship programme

Bursaries form a large part of CDS activities within government departments. It is available as part of human resources development and for promoting access to study fields associated with departments. The GCIS emphasised the executive development programme and executive coaching for senior management over and above other staff development programmes. The NYDA provides

the 'Solomon Mahlangu Scholarship' to help qualifying youth from rural areas access study at universities. SETAs contribute funding towards NSFAS. CHIETA indicated that they further provide bursaries for post graduate research. These bursaries are administered by universities and therefore no applications are processed through CHIETA. 3 SETAs indicated that they offer bursaries directly and invite applications through adverts. FP&M SETA offers a bursary but recipients are identified through the Creative Writing and Design Competition held with schools in rural areas.

A need for a central repository of information on bursaries for the country was suggested. The British Council and Commonwealth Scholarship sites were identified as references that the DHET could review for inclusion in a module of the NCAP⁸, NSFAS or government bursaries website.

16 SETAs were identified to have learnership programmes. FASSET further specified that they have a database for all learners enrolled in their learnership programmes. 11 of 14 government departments that responded have internship programmes. DCS and DoT run graduate recruitment programme. The State Security runs a cadet programme for potential Intelligence Officers. A need for a central application services was identified.

8.2.8 Career Advice/Guidance Centers

The DoL has a network of 125 centres that provide career advice amongst other services. The NYDA has 14 branches that provide career advice. TVET Colleges also offer career advice through the SSSS. SETAs have established offices in TVET Colleges with the aim of increasing accessibility of sector information as well as facilitation of relationships between TVET Colleges and employers with the purpose of enabling placements. CETA established 18 Skills Development Centers within TVET Colleges. W&RSETA raised a need for DHET to create an enabling environment for establishment of centers that will provide practical skills exposure within TVET Colleges.

8.2.9 Other CDS Activities

CETA, NYDA and SASSETA have developed databases for the unemployed. INSETA has developed an application system to manage applications for learnerships. A need to integrate these databases with ESSA and NCAP was identified. ESSA is a system developed and managed by the DoL while NCAP is developed by the DHET.

The DBE runs GEM/BEM. The programme seeks to reduce the high school drop-out rate by providing learners with life skills and career guidance. They further facilitate a career dress-up day with schools.

FASSET established a FASSET Brand Ambassador Programme in TVET Colleges. The programme targets well performing second and third year students to provide information to other learners and the community of sector related careers. The programme was reported to be doing well especially in Mpumalanga where a learner has established a partnership with the local municipality. This creates opportunities to present information to the unemployed youth.

A number of SETAs conduct work exposure programmes for learners. Foodbev SETA has designed a programme with plants under their sector where open days are conducted. TETA and MICT SETA are

⁸ <http://ncap.careerhelp.org.za>

amongst SETAs that participate in work exposure programmes for learners. EWSETA is one of the SETAs that have taken advantage of special days like women's months and take a girl child to work programme. During these special days, SETAs develop CDS initiatives for the specific target group.

During transport month, TETA together with the Department of Transport also develop some programmes targeting empowerment of women in transport and logistics related businesses.

The major activity of the SABPP is to manage HR standards for HR Practitioners. They further provide learnerships in HR.

8.2.10 Budget

All respondents were requested to provide information on the budget allocated for CDS. The majority of SETAs gave an indication of budget. Some SETAs could not specify the exact figures. FP&M SETA and LG SETA cover CDS under marketing budget and there is no specific budget line item. MICTSETA also covers CDS under marketing and works on costing of R5000 per head for career exhibitions. At the time of site visits, some SETAs had not finalised budgets for 2014/2015 and therefore could not provide information. Government departments could not provide budget information. This may be based on the inclusion of CDS under directorate budget as it is with the DoL where the budget for counselling is under Work Seeker Support and also decentralised in provinces. The DEA is the only government department that provided a budget of R1,600,000. PSETA expressed challenges with meeting budget needs of CDS as the SETA does not collect levies from employers. The approximate figure based on information available is R50,000,000 excluding DHET's expenditure on CDS.

9. Duplications

9.1 Career Exhibitions

To a large extent, SETAs CDS activities focus on career exhibitions. Some exhibitions are relevant to specific SETAs as they target specific sectors and therefore warrant attendance by specific SETAs. It is however clear that SETAs are overwhelmed by numbers of requests for participation in career exhibitions organised by Members of Parliament in their constituencies, private companies and NPOs. There is no guide to help SETAs make informed decisions on which career exhibition to attend or not attend. Some events are not well organised, making participation challenging and could dissipate resources less optimally.

Attendance of national/provincial exhibitions over the years has created awareness of events that can be classified as value-for-money based on the number of learners attending. Each SETA arranges its own travel to the events and any expenses that are associated with exhibitions. The challenge with this duplication is poor financial and human resources.

9.2 Workshops for Life Orientation Teachers

Almost all SETAs and the NYDA interact with LO teachers with the purpose of equipping them with careers information. There is little coordination in this area. This duplication has a potential of creating challenges with standardised information, time and content management for teachers.

9.3 Career Guides

Career exhibitions are mainly attended by SETAs, some government departments and the NYDA. With the majority of these institutions distributing career guides, a single learner is likely to leave a career exhibition with more than 20 different career guides and booklets. The complete pack that a learner would receive is too big and the documents contain significant duplications and inconsistencies. A possibility is that learners may not be able to familiarise themselves with all the career guides they receive. Furthermore, there is no central point of quality assuring content presented.

9.4 Buses for Outreach

MerSETA and CATHSETA already have buses fitted with computers, which they use for outreach. Other SETAs indicated a need for such buses. Having each SETA with own career exhibitions bus may be poor coordination of resources.

9.5 Career Advice/Guidance Centers

The existing centers that provide career information, advice and guidance in the country operate in isolation to one another. There is no standardisation of information and services. In the absence of a standardised model, each stakeholder implements its own programmes. Duplications in this area include poor resources management as each stakeholder develops content and systems to address CDS needs in isolation to other stakeholders. There is no consistency in credibility and quality of content developed.

9.6 Learnership Applications

SETAs offer learnerships however there is no coordinated mechanism where learners can be referred for learning programme opportunities. The current practice is that employers are responsible for adverts and SETAs do not have an input in that process in terms of influencing the process. Employers also do selection criteria by themselves without the involvement of the SETA. This is because employers, when looking for trainees, also look for potential employees and therefore their criteria need to also be considered. There is a duplication of resources spent in processing applications.

10. Gaps

10.1 Accessibility of Information

A lot of work is done by SETAs, government departments, entities and other organisations in career development; however this work is not consolidated for communication purposes.

The NCAP is online and has useful information on careers although some modules are still being developed. The level of awareness of the NCAP is still low.

While information is being channelled to school learners through career exhibitions and directly to schools, unemployed people, especially youth and people with disabilities who are not receiving the same level of attention.

All available career guides and other advocacy materials are only produced in English. Learners in rural areas (availability of information in multiple languages) and those with disabilities are not sufficiently catered for.

10.2 Practitioner Development

The South African government has recognised the need for provision of CDS to all citizens as major part for skills and economic development. The task of the DHET is to ensure coordination of CDS. This includes ensuring that South Africa has sufficiently well qualified career development practitioners at different levels. The DoL and the NYDA are amongst institutions that provide career advice. Other stakeholders especially within the public service and civil society focus on giving information on careers. There is no accredited qualification for career officers. ETP SETA has made progress by appointing career guidance interns to be developed up to a practitioner level as well as the scoping exercise for developing a Careers Information Officer qualification. A process of developing a competency framework for career development practitioners has already begun. The training of LO teachers was identified as a specific area of need.

10.4 Learning exchange

In as much as CDS is not yet well coordinated in South Africa, a lot of work has been done in the past few years. A platform for stakeholders to share experiences of best practice is critical.

10.5 Central Application Service

Opportunities for skills development, learnerships, internships and work placement are available however a gap exists in terms of easy access to such information and well co-ordinated application processes. This gap is amongst the reasons for poor access to learning programmes by learners and unemployed youth.

10.6 CDS within DHET Branches

The survey was helpful in identifying work done by each branch on CDS however the flow of information is not well co-ordinated for all branches to be well informed of new initiatives related to CDS.

Career advice within TVET colleges is provided to a limited extent. A need for guides to help SSS in TVET colleges with CDS information was identified. In addition to this, VCET branch identified the opportunity to identify and train students to be developed as peer career counsellors.

Open weeks for TVET colleges were still under discussion but not confirmed. Implementation of this initiative would facilitate access to TVET colleges by young people.

11. Recommendations

The following are recommendations in relation to CDS provision by all stakeholders:

11.1 Career Exhibitions

11.1.1 A coordinated effort for career exhibitions is required to give guidance and improve impact of participation in career exhibitions.

- 11.1.2 A need to move towards promoting major events at national and provincial level is recommended. Provincial events can be diversified to ensure adequate coverage of different sectors.
- 11.1.3 The national CDS events schedule is a critical step towards cooperation. While a draft document has been developed for 2014, it will remain organic as some major events were not provided. The DHET believes that in the next financial year, a more stable schedule will be available as contributions by stakeholder would be communicated in advance. Participation in these events should be voluntary for all stakeholders.
- 11.1.4 Standards and guidelines for participation in career exhibitions are needed.
- 11.1.5 SETAs that have already procured and fitted buses with computers should maintain a calendar of use and where possible, collaborate with other SETAs to ensure its optimal use.
- 11.1.6 A revised concept for the Mandela Day Career Development Festival, taking into consideration a strategy for more interaction between stakeholders and learners should be developed and shared with stakeholders.
- 11.1.6 Explore the possibility of a “*Khetha Bus*” to be used by all SETAs and be branded with all SETAs logos.

11.2 Career Guides

- 11.2.1 A single career guide should be developed and shared by all stakeholders. Each stakeholder should use the common core as far as possible and then supplement this with sector-specific content.
- 11.2.2 A strategy to develop a joint comprehensive publication that accommodates sector specialist publications should be considered.
- 11.2.3 The following publications were proposed:
- Generic career guide;
 - Resource pack for career centres; and
 - Generic toolkit for all LO teachers.
- 11.3.4 A national directory for occupations, based on the OFO, is to be developed, shared and published in the NCAP.

11.3 Collaboration Fund for CDS

- 11.3.1 Attendance of career exhibitions and development and distribution of career guides was identified as an area of duplication of funds. A need to explore feasibility of a CDS collaboration fund was recommended during the study.
- 11.3.2 SETAs should agree a mechanism to share funding for specific purposes in support of career development.

11.4 Practitioner Development

- 11.4.1 Life Orientation Curriculum for schools should be assessed and relevant information for transition into post school education and training should be coordinated and can be used by all SETAs and all schools. An example to consider is the entrepreneurship project championed by the HRDC that investigates the extent to which curriculum in schools introduce entrepreneurship.

- 11.4.2 The ETDP SETA should remain a lead SETA for activities related to practitioner development for CDS.
- 11.4.3 The ETDP SETA should develop a strategy for sustainability of the programme for developing career officers and present it to the DHET for discussion with other stakeholders.
- 11.4.4 Attention should be given to the professionalising of career development practitioners (support, registration, qualifications, and career pathing).

11.5 Access to CDS Information

- 11.5.1 The current format of information distribution should be assessed and include various technologies that learners/students/youth have access to.
- 11.5.2 To reach learners/students/youth optimally a diversified technology strategy needs to be developed to maximise the reach of all learners/students.
- 11.5.3 Translation of the CDS information/content to some african languages as well as accessibility of information to people with disabilities is recommended.
- 11.5.4 DHET should develop an advocacy and communication plan for CDS which should include a strategy for ensuring that existing services are known, including the NCAP.
- 11.5.5 The NYDA should be proactive and take a lead in creating access to out-of-school youth.
- 11.5.6 The DHET should establish working relationships with the NYC as an additional measure to enhance access to unemployed youth.

11.6 Participation by Government Departments

- 11.6.1 An advocacy and communication strategy for CDS is critical to ensure wide participation especially by government departments.
- 11.6.2 Existing partnerships in career development between SETAs and government departments will strengthen the participation of government departments as well as avoid duplications. An example to be followed is the relationship between the DME and the MQA.
- 11.6.3 Adequate communication of involvement of government departments in the NCDF is critical.

11.7 Learning Exchange

- 11.7.1 A conference on CDS should be considered for learning exchange and sharing of experience.

11.8 Career Advice/Guidance Centers

- 11.8.1 A standardised model for career advice/guidance centers is critical to provide as a guide for all career advice/guidance centers within the public service.
- 11.8.2 There is a need to equip these offices with a standard set of resources.
- 11.8.3 SETA offices at TVET Colleges must not only focus on the specific SETAs sector, but give a broad overview of the sectors of all SETAs.

11.9 Learnership Applications

A single source of information on available learnership opportunities would create better awareness to unemployed graduates and youth. Further development of the NCAP and information coordination will be critical in ensuring an effective source of information on learnership opportunities. Development of the CAS would be a means for processing applications centrally. Effectiveness of both systems is critical for monitoring and evaluation of a coordinated CDS.

12. Conclusion

There is increased interaction between the DHET and other stakeholders in addressing duplications. Some of the recommendations in this report have already been initialised, but need support by more stakeholders.

The DHET will continue to co-ordinate and establish an interactive database for continuous updating of information and report to the NCDF.

ANNEXURE A: CDS DATABASE FOR SETAs

CDS SURVEY FOR SETAs 2013				
SETA Name	CDS Activities	Target Audience	Budget	Contacts
Agricultural SETA (AgriSETA)	Has a career booklet and videos.	TVET Colleges; Students in Colleges of Agriculture; and Unemployed rural Youth.	R900,000	Tel: 012 3015611
	Provide scarce and critical skills within agriculture sector.			
	Has career guide and brochures.			
	Main partner is Grain SA for CDS.			
	Main partner is Grain SA for CDS.			
Fibre Processing and Manufacturing SETA (FP&MSETA)	FP&M Chairperson Bursary.	Learners from Grade 11 -12	Not specified	Ms Elmine Baumann Tel: 031 7024482 elmineb@fpmseta.org.za
	Visits schools to present focused career guidance.			
	Creative writing and Design Project for Learners (bursary awarded to winners of competition).			
	Attends career exhibitions by invitation.			
	Has a career booklet and brochure for careers.			
	Developed my career notebook used for workshops.			

Wholesale and Retail SETA (W&RSETA)	Use workshop based approach in providing CDS information.	Learners from Grade 9-12; Schools for learners with special needs; TVET Colleges; Universities; Unemployed Youth ; and LO teachers	R5,000,000	Mr Sindiso Malaku; Tel: 012 6229530; sindisom@wrseta.org.za
	Has career guides for learners.			
	Has a champion for learners with disabilities project.			
	Attends career exhibitions by invitation.			
	Integrate CDS with Life Skills.			
	Visits school in Provinces.			
	Capacitate Life Orientation teachers for CDS.			
	Visits TVET Colleges and Universities for CDS.			
	Conduct Bus Road Shows and Community radio campaigns.			
	Designs CDS initiatives for special days.			
	Has a man in the making project targeting boys.			
	Provides tools of trade (usable objects like torches) to rural youth.			
	Award winner from the Eastern Cape for providing CDS to learners with disabilities.			
Have career guidance materials for learners with disabilities.				

Education Training and Development Practitioners SETA (ETDPSETA)	Develop sector skills plan.	Learners from Grade 9-12; TVET Colleges ;and LO teachers.	R13,630,051	Ms Nkhensani Mabunda NkhensaniM@etdpseta.org.za
	Has a career handbook on supply and demand skills.			
	Initiated a Career Guidance Officers Project.			
	Partnerships with the NYDA, SAQA and Provincial Departments of Education.			
	Partnerships with PSETA for mentorship program for the mentors of Career Guidance Officers.			
	Conduct capacity building workshops for Career guidance Officers and LO teachers.			
	Career Guidance Officers provided with 1 year training with UNISA.			
Security and Safety SETA (SASSETA)	Career exhibitions in rural areas.	Learners from Grade 9-12; Universities; Unemployed Youth; and LO teachers.	R900,000	Ms Tsholofelo Nyamathe Tel: 011 3470253 TNyamathe@sassetta.org.za
	Workshops with LO teachers.			
	Advice on scarce and critical skills.			Ms Mmapula Mokoape Tel: 011 3470222 mmokoape@sassetta.org.za
	Partnership with the University of Pretoria on Sci-Bono Project.			
	Has a database for unemployed youth.			
	Partnership with SAQA on CDS.			
Media, Advertising, Information and Communication Technologies SETA (MICTSETA)	Attends career exhibitions by invitation.	Learners from Grade 9-12	Not specified	Ms Bellinda Mabunda Tel: 011 2072647 Bellinda.mabunda@mict.org.za Avukile.dlanga@mictseta.org.za
	Attends government ICT Conference.			

Finance and Accounting Services Sector Education and Training Authority (FASSET)	Attends career exhibitions by invitation.	Learners from Grade 9-12; and TVET Colleges	R1,558,000	Ms Romaana Mckinnon Tel 011 2072647 Romaana.Mckinnon.fasset.org.za
	Have a career guide and videos.			
	Initiated and runs a Campus Ambassador Campaign at TVET Colleges-students were provided with career information. The programme targets high performing students from year 2 to year 3 of study at TVET Colleges. FASSET trains them and pays stipend.			
	Host FASSET career expo. These are events similar to the Mandela Day Career Festival but only address FASSET sector targeted learners.			
Local Government Sector Education and Training Authority (LGSETA)	Communicates different career paths within Local Government.	People with disabilities; Learners from Grade 9-12; and Municipal workers.	Not specified	Ms Rosemary DuPlessis Tel: 011 450 4948 RosemaryDP@lgseta.co.za Ms Charlotte De La Harpe CharlotteDLH@lgseta.co.za
	Provides workplace integrated training through municipalities.			
	Provides learnerships.			
	Provides bursaries.			
	Career Guide in draft.			
	Attends career exhibitions by invitation.			
	Promotes "Apply on Time Campaign".			

Services Seta	Has a national career development programme strategy.	Learners from Grade 9-12	R4,000,000	Ms Bontlefeela Ramantsi Tel 011 2769638 BontlefeelaMR@servicesseta.org.za
	Career Guide still in draft.			
	Attends career exhibitions by invitation.			
Manufacturing, Engineering and Related Services SETA (merSETA)	Has a career booklet.	Unemployed Youth; teachers; and Learners from Grade 9-12.		Ms Ester van der Linde Tel:010 2193000/010 2193345 Evanderlinde@merseta.org.za
	Has career videos.			
	Has a bus for outreach.			
	Focuses on development of Artisans, technicians and engineers in the manufacturing and engineering sector.			
	Attends career exhibitions by invitation.			
	Hosts skills competitions.			
	Hosts world of work industrial tourism for Grade 11.			
	Technical Schools Teacher Development Programme.			
	Provide CDS in TVET Colleges.			
	Has Partnership with the NYDA.			

Health and Welfare Seta (HWSETA)	Career guidance describing occupations within the health and social development sector.	Learners with disabilities; Workers with disabilities; and Learners from Grade 9-12.	R1,854,000	Ms Shirley Pressley Tel 011 6076903
	Provides learnerships.			Ms yvonne Gcabashe yvonnem@hwseta.org.za
	Has a career guide.			
	Attends career exhibitions by invitation.			
	Attends events on special days relevant for CDS.			
	Awareness creation on disabilities.			
	Developed an awareness booklet for employers on disabilities.			
	Visits schools to provide career information to learners with disabilities			
Mining Qualifications Authority (MQA)	A comprehensive career guide.	Learners from Grade 9-12; Mine workers; Primary Schools; and TVET Colleges	Not specified	Ms Marle Clark Tel: 010 5472615 marlec@mqa.org.za
	Career DVDs.			
	Conducts Road shows.			
	Attends career exhibitions by invitation.			
	Host Engenius-engineering careers programme.			
	Works very closely with the Department of Minerals and Energy.			
Insurance Sector Education and Training Authority (INSETA)	Career Guidance Exhibitions.	Learners from Grade 9-12	Not specified	Mr Tshepo Mabika Tel:011 544200 tshepom@inseta.org.za
	Has Learnerships.			

Public Services Sector Education and Training Authority (PSETA)	Provides career information on transactional skills.	Youth in rural areas	Not specified	Mr Mcebisi mazwi
	Promote training in government.	Learners from Grade 9-12		Mr Lavhelesani Manganye
	Provides career information to youth in rural areas.	Civil Servants		Tel: 012 4235711/012 4235716
	Runs radio campaigns.			Lavhelesani@Pseta.org.za
	Partners with ETDP SETA on mentors for Career Guidance Officers.			McebisiM@Pseta.org.za
	Has a career guide.			
FoodBev SETA	Provides bursaries to learners.	Learner from Grade 9-12; and Teachers.	R500,000	Ms Nozibongo Socishe Tel: 011 2537316 Nozibongos@foodbev.co.za
	Provides information sessions in schools.			
	Conducts workshops for teachers.			
	Attends career exhibitions by invitation.			
	Promote open plant days for learners.			
	Has a careers CD.			
	Has a career booklet.			
Has a scarce skills guide with learning pathways that serve as a guide for teachers.				
Energy and Water SETA (EWSETA)	Programmes informed by the annual marketing and communications plan.	Learners from Grade 9-12.	Not specified	Mr Teboho Motla Tel: 011 2744700 tebohom@eseta.org.za
	Has a career guide for learners and the youth.			
	Participate in career exhibitions by invitation.			

BANK SETA	Train LO teachers	LO teachers; Learners from Grade 9-12; and university students.	R1,300,00	Ms Elelwani Netshituni Tel: 011 8059661 elelwanin@bankseta.org.za
	Distributes career booklets during finance week			
	Partner with employers on career information			
	Partner with SAICA - sponsor learner Chartered Accountants at the University of Zululand			
	Partners with University of Fort Hare to distribute career booklets through municipalities			
	Provides Maths and Science programme in partnership with Xenex Foundation			
	Provides CDS for cooperatives programme with CBDA			
	Provides training on Consumer Education			
	Participates in career exhibitions by invitation			
	Has a mobile bus for outreach			
Chemical Industries SETA (CHIETA)	Has a career booklet	Learners from Grade 9-12; TVET Colleges; and Universities.	R1,400,000	Ms Glory Nyathi Tel: 011 6287000 gnyathi@chieta.org.za
	Develops materials in support of learnerships and apprenticeships			
	Participates in career exhibitions by invitation provincially and nationally			
	Works in partnership with SAQA, GCRA and other SETAs			

Transport SETA (TETA)	Focuses on career exhibitions nationally and provincially.	Learners from Grade 8-12; Youth from ages 18-25; LO Teachers; and NGOs	R1,100,000	Mr Sabelo Mbuku Tel: 011 5409240 sabelom@teta.org.za
	Has a career booklet.			
Construction Education SETA (CETA)	Hosts career exhibitions in provinces.			
	Has skills centers in TVET Colleges.			
	Attends career exhibitions by invitation.			
	Provides Lecturer development programmes (training them to be Facilitators and Assessors for skills centers).			
CATHSSETA	No response received.			

ANNEXURE B: CDS DATABASE FOR GOVERNMENT DEPARTMENTS

CDS SURVEY: GOVERNMENT DEPARTMENTS 2013/14				
DEPARTMENT NAME	CDS ACTIVITY	TARGET AUDIENCE	BUDGET	CONTACT DETAILS
Department of Science and Technology	Has an A1 sized poster “Study opportunities for SET Careers” 250 000 copies printed annually Career Booklets with 150 pages – reference booklet.	Learners from Grade 8-12 Youth; and DST employees.		Mr Bersan Lesch, Tel: 012 843 6850, Bersan.Lesch@dst.gov.za Mr Isaac Ramovha Tel: 012 843 6879 Tebogo.Gule@dst.gov.za
	Hosts Science and Technology Career Awareness Project.			
	Distributes booklets during National Science Week , camps, science festivals, Dinaledi Schools, youth programmes etc.			
Department of Higher Education and Training (Corporate Services Branch)	Internship Programme.	Learners from Grade 9-12; Unemployed Youth; DHET Employees; Universities; and TVET Colleges.		Mr Oupa Mogaladi, Tel:012 312 5202, Mogaladi.O@dhet.gov.za
	Bursaries			
	Learnership programme in progress			
Department of Economic Development	Bursaries	Grade 12 learners; Unemployed youth; and DED employees.		Mr Simon Malema, Tel: 012 394 5027 SMalema@Economic.Gov.Za Ms Matsepo Makhuvhela Tel: 012 394 3903 MMakhuvhela@economic.gov.za
	Internship			
	Skills Programmes for Employees			

	Presidential Youth Indaba			
	Develops and monitors Youth Employment Accord			
Department of Higher Education and Training (VCET Branch)	Attends career exhibitions organised by the DHET and other government departments	Learners from Grade 9-12; TVET Colleges and unemployed youth.		Ms Thulaganyo Khumalo, Tel: 012 312 5398 khumalo.t@dhet.gov.za
	Participates in Career Exhibitions of other stakeholders for example Ekurhuleni Metro; Mandela Day; Anti-Poverty Campaign			
	Has a booklet on TVET Colleges			
Department of Environmental Affairs	Biodiversity Career Development Workshops. Targeting rural schools by exposing them to biodiversity careers linked to rural environment.	Gr 7-12; and unemployed youth from rural areas.	Budget R1.6m	Mr Thomas Mathiba Tel: 012 310 3911 tmathiba@environment.gov.za
	Has a Career Booklet			
	Sustainability week aimed at exposing learners to global challenges and implications for careers in the oil; energy security; food security; waste generation, water and soil degradation sectors			
	Community Based Natural Resources Management Programme, targets unemployed youth in possession of Gr 12 from rural communities. Trains them on natural resources management as part of community based programmes.			
	Environmental Education Forum targeting practitioners. This happens nationally.			
	Environmental Career Exhibition and Expo			

	Environmental Careers Workshop nationally.			
	Student support to improve access to schools.			
	Eco-school Programme, environmental Awareness Campaign in schools			
	Environmental Youth and Children Conferences – awareness raising. Exposure to international al conferences.			
	Enviro – Clubs: partner with them to strengthen their capacity to engage youth on environmental issue.			
	Energy Dialogue for promoting energy dialogue and careers related to energy amongst Gr 11 learners.			
	Enviro-Tech Magazine; teacher support materials to explore the scope of environmental careers and strengthen teacher curriculum interface.			
	Community Radio Programmes to reach out to rural areas			

Department of Labour	Work Seekers Database – Employment Services System of South Africa (ESSA)			
Department of Basic Education	Jamboree Career Exhibition for Grade 9-12 as part of GEM/BEM clubs, Approximately 6000 learners per year.	Grade 9-12; unemployed youth; and DBE employees.		Ms Marie-Louise Samuels Tel: 012 357 3000 Samuels.M@dbe.gov.za
	Career dress up day			
	Pace developed lesson for career development for Department of Basic Education.			
	winter and spring camps for Grade 12			
	Career dress up day for Grade 7			
	Internships			
	Bursaries			
Department of Water Affairs	Bursaries 2206 bursaries from 2004 to date	Learners from Grade 9-12; unemployed youth; and DWA employees.		Ms Mirriam Moagi, Tel:012 336 7447 Moagi@dwa.gov.za Ms V Meyer, Tel :012 336 7448 meyerv@gov.za
	Skills development for staff			
	Learning Academy			

Department of Public Works	Career Counselling - Internal programmes aimed at career progression within DPW	DPW Employees; Learners from Grade 9-12; and unemployed youth.		Ms Nkhensani Makala, Tel:012 406 1304 Nkhensani.Makala@dpw.gov.za Petle Nkoane, Tel: 012 404 1310 Petle.Nkoane@dpw.gov.za Kunke Sekgala, Tel:012 406 1301 Kunke.Sekgala@dpw.gov.za
	Career Refocusing			
	Career Exhibition – happens during the library week @ DPW library			
	Learnerships and Artisan Training			
Department of State Security	Skills development for staff	Unemployed youth; and employees.		Tel: 012 4274000
	Cadet Programme for potential Intelligence Officers			
	Has a comprehensive Career Path Framework (possibility for adding on content base)			
Department of Tourism	National Tourism Career Expo (NTCE) Annual event in September with Approximately 8 273 learners per year	Target Gr 9-12; TVET College; and universities.		
	Graduate Recruitment Programme			

Government Communication and Information System	Annual event organized by University of Venda	GCIS employees; unemployed youth; TVET Colleges; and Universities		Ms Mavis Tshokolo, Tel: 012 314 2300 mavis@gcis.gov.za
	Internships			
	Skills Programmes/Short Courses			
	Bursaries			
	Management Development Programmes			
	Executive Coaching			

ANNEXURE C: CDS DATABASE FOR ENTITIES AND OTHER ORGANISATIONS

DATABASE OF CAREER DEVELOPMENT SERVICES: PUBLIC ENTITIES AND OTHER ORGANISATIONS				
Public Entities	Product	Target Audience	Budget 14/15	Contact Details
Higher Education South Africa(HESA)	National Information Services for Higher Education.	Learners and Teachers especially those in rural areas.	Budget R500 000	Mr Abbey Mathekga Tel: 010 591 4401/2 or 012 481 2922 abbey@hesa-enrol.ac.za
South African Institute of Chartered Accountants (SAICA)	Accounting and Mathematics (more learners could be reached if the programme empowers LO teachers in each school to facilitate it currently targeting)	Learners from Grade 9-12; Unemployed Youth; and LO teachers.		Matsoso Tsoali 073 028 1378/ 011 621 6968 matsosot@saica.co.za
	Mathematics Development Camp which focuses on Teaching and Learning Programmes, Life skills and Career Counselling			
	Career promotion – visits to schools and provide 45 minutes presentations			
	Principals and LO/Maths educators workshops			
	Accounting Olympiad aims at sensitizing learners			

	Participate in other career exhibitions for example, Careers Information and Education Association			
	Maths results improvement at Dinaledi Schools			
	CA (SA) Symposium			
	Budget Speech Day Seminar			
	School Governing Bodies and parents meetings			
National Youth Development Agency (NYDA)	Career Counselling	Learners from Grade 9-12; Unemployed Youth ; and LO teachers.		Ms Birgit Vijverberg Tel: 011 651 7000 Birgit.Vijverberg@nyda.gov.za
	Attends exhibitions			
	Has a career manual			
	Database for unemployed youth (jobs database)			
	Offers a scholarship (Solomon Mahlangu Scholarship) to university students			
	Conducts workshops for LO teachers			
	Matric Rewrite programme in partnership with ETDP SETA			
	Start Here campaign done once per year			

South African Career Development Agency (SACDA)	Planning to: Develop technical support for development of SACDA Develop membership registry of Career Development Practitioners	Career Development Practitioners		Mr Puleng Phala Email: phalapa@webmail.co.za Tel: 072 255 0456
	Contract a specialist to co-operate with DHET in the preparation of a draft competency framework for practitioners			
	Establish a programme of professional development for Life Orientation teachers and other Career Development Practitioners			
National Artisan Moderation Body (NAMB)	Speciality on artisan trade	Youth; Unemployed People; Workers; and Teachers.		Ms Palesa Rakometsi Tel: 011 2061181 Rakometsi.P@dhet.gov.za
	Call centre			
	Training of career advisers			
	Trade testing			
	Development of the artisan campaigns'			

