



Appendix 1

Country Name: **SOUTH AFRICA**

Country team:

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Section 1 | **A brief outline of your country – demographics, population and career service provision – target groups and providers (maximum 300 words)**

Geography – South Africa is located at the Southern tip of Africa with a coastline of more than 2,500 kilometres from its border with Namibia on the Atlantic coast to Mozambique on the Indian ocean. South Africa is a medium-sized country with a total land area comparable to twice the size of France..

Demography - South Africa has a population of 49 million people of which more than 40% live in rural areas where the levels of poverty and unemployment (26% in 2011) are high. South Africa is experiencing rapid urbanisation and most major urban areas are surrounded by a periphery of poor residents living in shack settlements with little or no access to basic services.

Labour market - The South African economy is described by many analysts in terms used to describe developing countries: poverty, high unemployment, a large informal sector, an oversupply of unskilled workseekers, an under-supply of skilled people, and some state institutions which are struggling to deliver adequate services to all.

Education - 53.7 % of the population are 24 years or younger and within this age group there is a slightly higher percentage of females than males. Approximately 31 % of the population is of school-going age. The adult literacy rate is 88%. Access to higher education remains an important priority. Several activities are underway to develop a comprehensive and articulated post-school system.

Main national career guidance services – Pockets of excellence exist within private institutions, Sector Education and Training Authorities (SETAs) and the Department of Labour. Under the leadership of the Department of Higher Education and Training, the South African Qualifications Authority (SAQA) is currently in the process of establishing a comprehensive career development system for South Africa.

Section 2	Taking each of the four general symposium themes (see below), describe the two greatest strengths and two greatest weaknesses relating to each theme in your country (maximum 100 words for each strength and weakness; therefore maximum 400 words per theme and maximum 1,600 words in this section).	
Theme 1: Political, economic and social changes and the changing role of career guidance and career guidance policies		
Strength 1	Weakness 1	
<p>There is significant consensus between South African stakeholders that comprehensive, coherent, impartial, accurate, up-to-date, searchable information about work and study paths linked to self-assessment and decision-making support is vital and should be free and government-funded. The model of career guidance being implemented is based on a collectivist sociological approach (as opposed to a more individualistic psychological approach).</p>	<p>There is currently no comprehensive and independent careers information that is accessible to all South Africans. There is also a risk that the career guidance model being implemented will become overly focused on information dissemination.</p>	
Strength 2	Weakness 2	
<p>Initial work towards the establishment of a national career guidance centre has taken place. The initiative has the support of the national Department of Higher Education and Training, is being funded through the National Skills Fund and is being overseen by the South African Qualifications Authority. The intention is to serve the country as a whole through a multi-channel approach that includes a Career Advice Helpline staffed by career advisors (email, telephone/cellphone, walk-in), a national radio campaign, a print media campaign via free newspapers, careers exhibitions and an interactive website that includes mobile access.</p>	<p>Funding is limited to the first three years. The sustainability of the centre and further development is not finalised at this stage.</p>	

Theme 2: Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities

Strength 1	Weakness 1
<p>Over the last few years guidance has become an integral part of the HRD policies in South Africa. As an example the National Skills Development Strategy III now make explicit references to the role of guidance: “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... 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 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.”</p>	<p>The responsibility of career guidance is shared amongst a range of role-players. While this is necessary, it poses challenges of fragmentation and inconstant quality.</p>
Strength 2	Weakness 2
<p>The centrality of career guidance in national HRD policy provides an important opportunity to accelerate the establishment of the national career guidance centre (currently in its infancy). The association of the national career guidance centre with the NQF and SAQA is important and signals greater integration and cohesion within the education and training system.</p>	<p>The task at hand is enormous and the funding and human resources required are limited. Without substantial funding (from the state fiscus or externally) the project will not be able to grow at the required rate to deliver to all, especially the rural poor and the disadvantaged.</p>

Theme 3: The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners

Strength 1	Weakness 1
<p>There is an awareness of the international move towards a more qualitative approach to career development and guidance. As the South African national service is still at an early stage, there is an opportunity to ensure that guidance practitioners are exposed to and trained within the new paradigm that focuses on an active client within a collaborative relationship.</p>	<p>The challenges of setting up a new system may result in a strong focus on information dissemination. Practitioners that operate in this mode may continue to do so despite the intention to follow a more comprehensive and nuanced approach.</p>
Strength 2	Weakness 2
<p>The establishment of a professional association for career guidance practitioners is an important development (South African Career Development Association). The opportunity for this new association to apply to SAQA to be recognised as a professional body also offers several opportunities to influence the qualifications and training provisioning of career guidance in South Africa.</p>	<p>The professional association is still new and initial challenges may be experienced. It will also be important to ensure buy-in and support from the broader sector.</p> <p>The SAQA process is only being piloted at the moment. Application to SAQA in 2012 may be premature as the system is not yet stabilised.</p>

Theme 4: Evidence-based practice; evidence-based policies

Strength 1	Weakness 1
<p>Initial attempts at gathering data have been successful and continue to be improved. E.g. aggregating the data collected between 2009 and 2011 according to these categories shows that 81.2% of calls received were mainly for information on the education and training system, SAQA and the NQF. 17.9% of calls within the period can be categorised as specifically for career guidance and development:</p> <ul style="list-style-type: none"> • general information on the education and training system: 2,535 calls (14.3%) • information specific to SAQA: 4,496 calls (25.4%) • information specific to the NQF and quality assurance: 7,346 calls (41.5%) • career counselling: 3,172 calls (17.9%) 	<p>Paucity of data remains a serious weakness in the system. Systems need to be developed to ensure that data quality is improved.</p>
Strength 2	Weakness 2
<p>The National Learners' Records Database (NLRD) is a national information system overseen by SAQA since 1998. The NLRD, as a relational database, has huge potential to inform policy development in that it contains information on most aspects of the education and training system. From 2012 it will also contain information of professional designations.</p>	<p>The potential of the NLRD is not sufficiently acknowledged and as a result, it does not impact enough on the national policy development environment.</p>

Section 3	Looking at the themes, prioritise them according to the most important ones for your country team to explore further and learn about at the symposium. (1 = most important – 4 = least important)
Political, economic and social changes and the changing role of career guidance and career guidance policies	<p style="text-align: center;">Priority</p> <p style="text-align: center;">1 2 3 4</p>
Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities	<p style="text-align: center;">Priority</p> <p style="text-align: center;">1 2 3 4</p>
The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners	<p style="text-align: center;">Priority</p> <p style="text-align: center;">1 2 3 4</p>
Evidence-based practice; evidence-based policies	<p style="text-align: center;">Priority</p> <p style="text-align: center;">1 2 3 4</p>

Section 4	Thinking about the themes, describe up to three high-level key public policy and/or practice initiatives currently being advanced or considered in your country (write no more than 100 words on each). If it is possible, please say to which of the themes each initiative is most closely linked.
<p>High-level key public policy/practice initiative 1</p> <p>Establishment of a national career guidance service (the NQF and Career Advice Centre)</p>	
<p>Linked most closely to Theme ...</p> <p>Political, economic and social changes and the changing role of career guidance and career guidance policies</p>	
<p>High-level key public policy/practice initiative 2</p> <p>Establishment of a professional association for career guidance practitioners</p>	
<p>Linked most closely to Theme ...</p> <p>The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners</p>	
<p>High-level key public policy/practice initiative 3</p> <p>Guidance as an integral part of the National Skills Development Strategy III</p>	
<p>Linked most closely to Theme ...</p> <p>Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities</p>	

Section 5	Future Focus – what are the key elements of your team’s overall vision for career policy, practice and research in your country? (write no more than 30 words).
<p>The basic building blocks for a national career guidance service have been put in place. The main task at hand is to effectively build on this foundation.</p>	