



Collectively Equipping Career Development Practitioners

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A Curriculum Framework for Career Education and Guidance in schools.

Sub-Version 1.3

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(SACDA)

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1. Executive Summary

A curriculum framework is an organized plan or set of standards or learning outcomes that defines the content to be learned in terms of clear, definable standards of what the learner should know and be able to do¹. “A curriculum framework is a set of guidelines defining and explaining what a curriculum is required to be like or to contain – in other words, it is a guide for the construction of actual curricula. It sets the scope, directions, standards and limits or boundaries of possible curricula². This curriculum framework for Career Education and Guidance in Schools is to provide direction on the outcomes are to be achieved, and how these are to be achieved. This document further makes recommendations on the time requirements to achieve the outcomes.

This documents begins with an overview of career guidance constructs. It then considers career guidance and guidance delivery in other countries but recognises the uniqueness of the world of work within the African context and recommends a way forward for South Africa.

2. Introduction

This initial draft of a curriculum framework for career education and guidance in schools suggests systemic requirements to facilitate career education and guidance in schools. Systemic requirements refer to aspects of posts, roles and time allocation. This draft framework will suggest high level outcomes that career education and guidance must achieve at each grade.

This framework distinguishes between career education and career guidance. Where career education refers to *‘the totality of experiences (school-based and otherwise) that help individuals acquire and use the knowledge, skills, and attitudes necessary to make work a meaningful, productive, and satisfying part of life. In contrast, career guidance typically refers to a systematic process of providing self-assessment and information about the world of work to facilitate individual career development and decision making’*³. Career guidance may be seen as an intervention or a series of interventions that can include career planning, career pathing, and other interventions that contribute towards a well-considered career and study choice.

This distinction is important as it speaks to role clarification in the school environment. Education relates to subject specialists who follow a particular pedagogic philosophy and over time build a knowledge base on their subject area. Whereas guidance requires an understanding of career choice theories, decision-making models, counselling techniques, self-assessment tools, career information, career trends, pathing and planning. The curriculum framework for career education and guidance should therefore recognise this distinction and allow time in the school time table for each of them.

Explained differently, all educators will be responsible for career education whereas dedicated specialists will be responsible for career guidance. These may be life orientation teachers or dedicated specialists

¹ Wikipedia: Curriculum Framework Definition. https://en.wikipedia.org/wiki/Curriculum_framework

² DHET: DRAFT Curriculum Framework for literacy teaching in Initial Primary Teacher Education. <https://www.jet.org.za/clearinghouse/projects/printed/curriculum-frameworks/literacy-curriculum-frameworks/literacy-curriculum-framework-bersion-5-20191119.pdf/view>

³ Iresearch: Career education. <http://career.iresearchnet.com/career-development/career-education/>

with the sole function of career guidance. This is supported through numerous research citations which refer to the role that schools and teachers play in providing career education and guidance⁴.

The Ministry of Education in Singapore summarise these different roles as follows:

*'Education and Career Guidance (ECG) is about equipping students with the necessary knowledge, skills and values to make informed decisions at each key education stage for successful transition from school to further education or work, and hence to manage their career pathways and lifelong learning throughout their lives. Through ECG, social emotional competencies and qualities of proactivity, adaptability and resilience are developed to prepare students for the 21st Century'*⁵. Where teachers can, with the correct training and resources offer an effective career education programme to learners, the framework must allow space for a career guidance specialist who provides a service that consolidates the career education provided by subject teachers and aligns this with the learners self-knowledge, academic performance, and social realities.

3. Progress

The South African economy is in a desperate state and decisive interventions that will contribute towards our growth and repositioning are required. Career development is widely acknowledged as being central to economic growth⁶. Schools have undeniably the most important role to play because of their potential to reach large numbers of youth. Anecdotal findings by post-school dropouts report a lack of career development at school to be a major contributor. The current career development system at school certainly needs to be revisited. More than 40% of learners drop out of school before they reach Grade 12⁷ and Stats SA reports that 91.3% of the country's unemployed do not have a Grade 12⁸. Certainly career development has a pivotal role to play in addressing this.

PriceWaterhouseCoopers (PwC), completed a cost to benefit analysis of the impact of a good school career education and guidance programme. PwC estimate that for every one learner who is prevented from joining the NEET (Not in Education, Employment, or Training) ranks the cost of that learner to the state is enough to provide career guidance to 280 learners⁹. The school curriculum currently 'houses' development in the Life Orientation subject group. The net effect is that career development finds itself watered down, having to share focus with four other subjects. The South African Career Development Association (SACDA) considers this a systemic failure because it has the subsequent result of career development not given due recognition in the tertiary application process, which in turn relegates career development to secondary status at schools. It is clear that career development delivery at schools needs to be strengthened.

⁴ OECD: working it out: career guidance and employer engagement. P47.

[http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP\(2018\)11&docLanguage=En](http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP(2018)11&docLanguage=En)

⁵ Singapore Ministry of Education. Education and Career Guidance. <https://www.moe.gov.sg/education/programmes/social-and-emotional-learning/education-and-career-guidance>

⁶ OECD. Career Guidance and Public Policy. <https://www.oecd.org/education/innovation-education/34050171.pdf>

⁷ US National Library of Medicine: Predicting secondary school dropout among South African adolescents: A survival analysis approach. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6168088/>

⁸ Stats SA: Employment Trends (P7). <http://www.statssa.gov.za/publications/P0211/P02114thQuarter2018.pdf>

⁹ Gatsby Charitable Foundation: Assessing Benchmarks of good practice in school career guidance.

<https://www.gatsby.org.uk/uploads/education/reports/pdf/pwc-assessing-benchmarks-of-good-practice-in-school-career-guidance.pdf>

The Ministerial Task Team (MTT) Report on History suggested that career development be reengineered and offered at a subject level. SACDA supports this recommendation. The timing to include career education at a subject level is most opportune with the introduction of the General Certificate in Education (GCE)¹⁰ which aims to expand the career opportunities available, particularly for the at-risk learners.

The successful introduction of career education at a subject level will be dependent on systemic support. A recent submission to the European Union on building sustainable career education and guidance systems in schools refers to three foundational imperatives for success. It suggests that knowledgeable teachers, quality resources, and a supportive system are all compulsory and pre-requisite to ensuring sustainable career education and guidance in schools.

The diagram below reflects the various inputs that can strengthen these foundational imperatives in order to achieve the desired outcome. First of all, there is strong consensus in the literature that good-quality career education and guidance requires the involvement of both qualified career specialists and teaching staff. Teachers are a strong influence on young people and may provide young people with well-intentioned but poor quality information that does not take into account future job prospects and might reflect only their narrow subject interest, own biases or preferences¹¹.

Unreliable resources too have begun to plague the education system as desktop research becomes the norm for many. The inability of learners and in many cases teachers to differentiate between current, up-to-date and correct information often results in false perceptions and misinformation. Regardless of how well a teacher is trained or the quality of the resources available, career education and guidance will not take place without the support and insistence of school leadership. School policies linked to KPI's for career education and guidance will show that school leadership values career education and guidance and will ensure sustainability.

4. Preliminary Studies

Research into career education in the school curriculum in OECD countries¹² highlighted several approaches from which we can learn. The South African career guidance context however is very different on many levels and solutions need to be practical, implementable and sustainable for our realities.

The table below summarises the school career education and guidance approaches of some of the OECD countries. The findings in table 1 showed variations in method of inclusion, methods of delivery, target grades, and time allocation.

¹⁰ WCED. Education in the future: What is the three stream model?

<https://wcedonline.westerncape.gov.za/documents/ConferencefortheFuture/presentations/25March/19-alistair.pdf>

¹¹ OECD. 2013. Career guidance: New ways forward. P56. <http://www.oecd.org/education/innovation-education/19975192.pdf>

¹² OECD. 2013. Career guidance: New ways forward <http://www.oecd.org/education/innovation-education/19975192.pdf>

Table 1: School career education and guidance systems in OECD countries.

OECD Country	School Career Guidance System
Australia	Located within personal development, health and physical education syllabuses as well as integrated into a number of subjects across the curriculum.
Austria	All grade 7 and 8 students must receive 32 hours of career education each year. In most cases it is integrated into other subjects by normal classroom teachers.
Canada	30-60 hours (territory dependent) dedicated to career education and personal planning beginning at kindergarten to grade 12.
Czech Republic	Career education is included in the curriculum for all students from grade 7 through to grade 12. Schools may decide whether to teach it as a separate subject or to integrate it into other subjects. In some 25% of compulsory schools it is taught as a separate subject.
Denmark	Educational, vocational and labour market orientation is a mandatory topic in grades 1-9.
Finland	Career education is compulsory in grades 7-9. Two hours per week of lessons are provided in grades 7-9 and 1 hour per week in the optional tenth grade and in upper secondary education.
Germany	Schools incorporate learning about the world of work into the curriculum. It is often in the last two years of compulsory school.
Ireland	Career education is not mandatory.
Korea	“Employment and career” can be included as an elective “extra-curricular” subject for two hours per week for one semester.
Luxembourg	Career education is not mandatory, however some regions have begun to implement pilot projects, in which career education can be included in grades 7, 8 and 9 for two hours a week.
Netherlands	“Orientation towards learning and working” is included in the upper forms of all general subjects
Norway	Within the curriculum and included in the subject syllabuses for each grade within the national curriculum for primary and lower secondary.
Spain	One class hour per week of guidance is included in compulsory secondary education. Students in vocational pathways take a “vocational training and guidance” module for 65 class hours per year.
United Kingdom	Career education has been a mandatory part of the national curriculum in England for the 11 -16 year old age group.

South Africa as in most developing economies requires an approach that will encourage retention at schools and stimulate employment. Our needs are differently nuanced compared to many western societies. Whilst career education and guidance in developed economies can offer education and guidance

in relation to available economic opportunities; career education and guidance in developing economies has the additional role of creating opportunities, particularly due to the large dependency on the informal sector. The curriculum framework for career education and guidance for the schooling system must account for this.

The Gatsby Foundation identified 8 benchmarks of good career guidance practice in schools which if read in conjunction with the Competency Framework for Career Development Practitioners in South Africa, can provide some useful guidance on the structure that a career education and guidance service at schools might include:

Table 2: Benchmarks of good practice in school career guidance.

Benchmark	Description
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.
2. Learning from career and labour market information	Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every pupil should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

The benchmarks above reflect the type of service that schools might wish to aspire to. Even though certain of the benchmarks would be easier to implement in a developed economy the benchmarks do offer some direction as to the various services

5. Recommended Curriculum Outline and Time Requirements

This curriculum outline for career guidance at schools looks to improve school retention rates and reduces post-school dropout rates. It is designed to foster a sense of self which when combined with a research focus on study and work will contribute towards mature decision-making. No learner should leave school without a well-considered school exit strategy.

This curriculum framework presents a dualistic approach. It differentiates between the key constructs of career education and career guidance. This curriculum framework places career education at the subject level with each subject teacher being responsible for career education. The career guidance component however requires a dedicated and competent career practitioner who can integrate subject level topics with career guidance outcomes to prepare learners to make informed and realistic decisions.

The benefit of providing career education at subject level is apparent in that subject teachers have a more intimate knowledge of their subject area than a single individual can possess over all subjects. This in-depth subject knowledge is particularly important in preparing learners for subject choice in grade 9 and study choice in grade 12.

The career education curriculum is designed to align career knowledge with subject topics or in certain cases subject outcomes, dependent on how the subject area is structured. It should therefore be read in conjunction with the Curriculum Assessment Policy Statements (CAPS)¹³.

The recommendations below are divided into three parts:

- Part 1: Career Education
- Part 2: Career Guidance
- Part 3: Total time requirements for career education and guidance by grade

5.1 Career Education

Career education is central to making informed career and study choices. Subject teachers are best equipped to facilitate subject specific career education. Career education is therefore best provided at the subject level. The intention is not that each subject teacher become a qualified career practitioner but rather to broaden their career knowledge base. This process can occur through CPD activities and access to career information resources.

Each subject in the curriculum has several study areas (also referred to as content areas or skills) which are well structured to allow for career education to occur. Career Education outcomes are consistent throughout all phases and grades. The outcomes are to educate learners about the career options that relate to a particular subject and combination of particular subjects.

¹³ Department of Basic Education. Curriculum Assessment Policy Statements. Source: [https://www.education.gov.za/Curriculum/CurriculumAssessmentPolicyStatements\(CAPS\).aspx](https://www.education.gov.za/Curriculum/CurriculumAssessmentPolicyStatements(CAPS).aspx)

5.1.1 Foundation Phase

The subject areas for the foundation phase are:

- Home Language
- First Additional Language
- Mathematics
- Life Skills

Career Education and guidance is not currently included as a subject in the foundation phase curriculum. It is the recommendation that career education be assigned dedicated time in the form of classroom activities and assignments (portfolios). The table below for example shows that ‘The Sky at Night’ is a study area. A specific career education task might be to ask learners to draw or find a picture of someone who works at night or to ask learners about careers relating to the stars. Such activities that link career education to subjects are important to improve understanding of the world of work. Career education activities be allocated dedicated time the time table. Such activities are important to build foundational skills of association between the subjects learners are doing and their related career opportunities.

Table 3: Subject areas for the foundation phase.

SUBJECT AREA	STUDY AREA/ SKILLS/ CONTENT AREA
Home Language	• The sky at night
	• Picture Maps
	• Water
First Additional Language	• Greetings
	• Story Telling
	• Concepts, vocabulary and language structures
Life Skills	• Beginning Knowledge & Personal and Social Well-being
	• Creative Arts
	• Physical Education
Mathematics	• Numbers, Operations and Relationships
	• Patterns, Functions and Algebra
	• Space and Shape (Geometry)
	• Measurement

Table 4: Recommended Hours for Grades 1-3.

Subject Area	Contact hours per term	Contact hours per year	Portfolio
Home Language	1	4	3
First Additional Language	1	4	3
Mathematics	1	4	3
Life Skills	1	4	3
Total	6	24	18

5.1.2 Intermediate Phase

The subject areas for the intermediate phase are:

- Home Language
- First Additional Language
- Mathematics
- Natural Sciences and Technology
- Social Sciences
- Life Skills

Career Education and Guidance is not currently included as a subject in the intermediate phase curriculum. It is the recommendation that career education be assigned dedicated time in the form of classroom activities and assignments (portfolios). Career education in the intermediate phase is an important building block to prepare learners for subject and exit strategy choices that need to be made in the senior phase. As is recommended for the foundation phase, the Intermediate phase too requires dedicated time in the timetable for career education. The level of interaction and outcome that links career education to subject content must be enhanced to be more age appropriate.

Table 5: Subject areas for the intermediate phase.

SUBJECT AREA	STUDY AREA/ SKILLS/ CONTENT AREA
Home Language	• Listening and speaking
	• Reading and viewing
	• Writing and presenting
First Additional Language	• Listening and speaking
	• Reading and viewing
	• Writing and presenting
Life Skills	• Personal and Social Well-being
	• Physical Education
	• Creative Arts
Mathematics	• Numbers, Operations and Relationships
	• Patterns, Functions and Algebra
	• Space and Shape (Geometry)
	• Measurement
	• Data Handling
Natural Sciences and Technology	• Matter and materials
	• Energy and change
	• Live and living
	• Earth and Beyond
	• Structures
	• Mechanisms
Social Sciences	• Geography
	• History

Table 6: Recommended Hours for Grades 4-6.

Subject Area	Contact hours per term	Contact hours per year	Portfolio
Home Language	1	4	3
First Additional Language	1	4	3
Life Skills	1	4	3
Mathematics	1	4	3
Natural Sciences and Technology	1	4	3
Social Sciences	1	4	3
Total	6	24	18

5.1.3 Senior Phase

The subject areas for the senior phase are:

- Home Language
- First Additional Language
- Life Orientation
- Mathematics
- Natural Sciences
- Social Sciences
- Technology
- Economic Management Sciences
- Creative Arts

The senior phase starting with grade 7 is the first time that career education and guidance is formally included in the curriculum. The 'World of Work' makes up one of the 5 topics with the Life Orientation curriculum. The 'world of work' topic relates in the main to Career Education and Guidance. This curriculum framework underpins the importance of separating career education from career guidance as career education requires a specialised focus and should be a subject level outcome. Career Guidance on the other hand is to become a standalone subject area that requires a dedicated and competent career guidance teacher or practitioner to oversee career guidance delivery. The World of Work topic that is currently in the Life Orientation curriculum has therefore been removed from the table below.

Career education in the senior phase is particularly important in that it must provide learners with sufficient career knowledge to make informed subject choice and exit strategy decisions in the final senior phase year (grade 9). It must encourage learners to consider their subject strengths realistically and to identify and investigate careers that match their subject strengths. It is recommended that time dedicated for career education be included in each senior phase subject and that it be increased in Grade 9.

Table 7: Subject areas for the senior phase.

SUBJECT AREA	STUDY AREA/ SKILLS/ CONTENT AREA
Home Language	• Listening and speaking
	• Reading and viewing
	• Writing and presenting
First Additional Language	• Listening and speaking
	• Reading and viewing
	• Writing and presenting
Life Orientation	• Health, social and Environmental responsibility
	• Constitutional rights and responsibilities
	• Physical Education
Mathematics	• Numbers, Operations and Relationships
	• Patterns, Functions and Algebra
	• Space and Shape (Geometry)
	• Measurement
	• Data Handling
Natural Sciences	• Life and Living
	• Matter & Materials
	• Energy & Change
	• Planet Earth & Beyond
Social Sciences	• Geography
	• History
Technology	• Structures
	• Processing
	• Mechanical systems and control
	• Electrical systems and Control
Economic Management Sciences	• The economy
	• Financial literacy
	• Entrepreneurship
Creative Arts	• Drama
	• Dance
	• Music
	• Visual Arts

Table 8: Recommended Hours for Grade 7 and Grade 8.

Subject Area	Contact hours per term	Contact hours per year	Portfolio
Home Language	1	4	3
First Additional Language	1	4	3
Mathematics	1	4	3
Natural Sciences	1	4	3
Social Sciences	1	4	3
Technology	1	4	3
Economic Management Sciences	1	4	3
Creative Arts	1	4	3
Total	8	32	24

Table 9: Recommended Hours for Grade 9.

Subject Area	Contact hours per term	Contact hours per year	Portfolio
Home Language	2	8	3
First Additional Language	2	8	3
Mathematics	2	8	3
Natural Sciences	2	8	3
Social Sciences	2	8	3
Technology	2	8	3
Economic Management Sciences	2	8	3
Creative Arts	2	8	3
Total	16	64	24

5.1.4 FET Phase

The compulsory subject areas for the FET phase are:

- Home Language
- First Additional Language
- Life Orientation
- Mathematics **or** Technical Mathematics **or** Mathematical Literacy

The FET curriculum includes ‘Careers and Career Choices’ as a topic in the Life Orientation subject. The ‘Careers and Career Choices’ topic relates in the main to Career Education and Guidance. In the FET phase a minimum of three subjects from the table below (Source: Annexure B approved subjects that comply with the programme requirements of grades 10 – 12)¹⁴ must be taken together with the four compulsory subjects referred to above.

Career education in the FET phase is particularly important in that it must provide learners with sufficient career knowledge and subject knowledge to make informed post-school education and training decisions. It must encourage learners to realistically consider their subject strengths and to identify and investigate careers and post-school study programmes that match their subject strengths. It is recommended that time dedicated for career education be included in each subject in the FET phase and that it be increased in Grade 11.

¹⁴ Department of Basic Education. National policy pertaining to the programme and promotion requirements of the national curriculum statement, Grades R – 12. Annexure B. P54. Source: <https://www.education.gov.za/Portals/0/Documents/Policies/PolicyProgPromReqNCS.pdf?ver=2015-02-03-154857-397>

Table 10: FET Phase Elective Subjects.

FET Phase subjects: Learners choose a minimum of three in addition to the compulsory subjects.		
Accounting	Agricultural Management	Agricultural Science
Agricultural Technology	Business Studies	Civil Technology
Computer Applications Technology	Consumer Studies	Dance Studies
Design Studies	Dramatic Arts	Economics
Electrical Technology	Engineering Graphics and Design	Equine Studies
Geography	History	Hospitality Studies
Information Technology	Life Sciences	Maritime Economics
Mechanical Technology	Music	Nautical Science
Physical Sciences	Religion Studies	Sport and Exercise Science
Technical Sciences	Technical: Civil Technology	Technical: Electrical Technology
Technical: Mechanical Technology	Tourism	Visual Arts

The FET phase subject example below (Table 11) does not include all 33 elective subjects. The time recommendations however remains the same for all elective subjects. The example in table 11 shows the elective subjects of Physical Science, Information Technology and Nautical Science.

Table 11: Example of subject areas for the senior phase.

SUBJECT	STUDY AREA/ SKILLS/ CONTENT AREA
Home Language	• Listening and speaking
	• Reading and viewing
	• Writing and presenting
First Additional Language	• Listening and speaking
	• Reading and viewing
	• Writing and presenting
Life Orientation	• Social and Environmental responsibility
	• Democracy and human rights
	• Physical Education
Mathematics	• Functions
	• Number Patterns, Sequences, Series
	• Finance, growth and decay
	• Algebra
	• Differential Calculus
	• Probability

	<ul style="list-style-type: none"> • Euclidean Geometry and Measurement • Analytical Geometry • Trigonometry • Statistics
Natural Sciences	<ul style="list-style-type: none"> • Mechanics • Waves, Sound & Light • Electricity & Magnetism • Matter & Materials • Chemical Systems • Chemical Change
Information Technology	<ul style="list-style-type: none"> • Solution Development • Communication Technologies • Systems Technologies • Internet Technologies • Data and Information Management • Social Implications
Nautical Science	<ul style="list-style-type: none"> • Nautical navigation • Seamanship • Meteorology • Maritime Communications

Table 12: Recommended Hours for Grade 10.

Subject Area	Contact hours per term	Contact hours per year	Portfolio
Home Language	1	4	3
First Additional Language	1	4	3
Mathematics	1	4	3
Natural Sciences	1	4	3
Information Technology	1	4	3
Nautical Science	1	4	3
Total	6	24	18

Table 13: Recommended Hours for Grade 11.

Subject Area	Contact hours per term	Contact hours per year	Portfolio
Home Language	2	8	3
First Additional Language	2	8	3
Mathematics	2	8	3
Natural Sciences	2	8	3
Information Technology	2	8	3
Nautical Science	2	8	3
Total	12	48	18

Table 14: Recommended Hours for Grade 12.

Subject Area	Contact hours per term	Contact hours per year	Portfolio
Home Language	1	4	3
First Additional Language	1	4	3
Mathematics	1	4	3
Natural Sciences	1	4	3
Information Technology	1	4	3
Nautical Science	1	4	3
Total	6	24	18

5.2 Career Guidance

Career guidance requires the linking of cognitive abilities and non-cognitive skills so that individuals can make informed career decisions. This framework in the career guidance component below includes outcomes and time allocation to assist learners in developing non-cognitive skills¹⁵ which are important not only for realistic career decision-making but equally so for navigating careers 4.0., and preparing for the future of work.

The career guidance component of this curriculum framework presents five key topics that are to be presented or taught. The five key topics are:

- Development of Self (non-cognitive skills)
- Study Skills (metacognition)
- Decision-Making
- Knowledge of the world of work (supported in the career education outline)
- Knowledge of study options (supported in the career education outline)

Each topic is assigned more or less time depending on the learner's developmental stage (school grade), and the compulsory exit-level decisions that learners are required to make during their schooling career. Each school phase requires that different decisions to be made and therefore requires different development tasks to be mastered. The recommended career guidance outcomes for each grade are provided in the text below.

The career guidance subject requires a dedicated and competent career guidance teacher or practitioner to assist learners to make grade appropriate, realistic and mature study and career choices. Career Guidance teachers or practitioners are to be registered with the South African Career Development Association (SACDA) and are required to participate in professional development activities so that they remain current and informed on the latest research and developments in the career guidance field.

¹⁵ John Hopkins School of Education. What Do We Know About Developing Students' Non-cognitive Skills?
Source: <https://edpolicy.education.jhu.edu/wp-content/uploads/2016/06/NoncognitiveskillsmastheadFINAL.pdf>

5.2.1 Foundation Phase

The most necessary career development construct at foundation phase is ‘Self-Development’ particularly relating to non-cognitive skills¹⁶ that contribute to mature career and study decision-making. ‘Development of Self’ currently receives significant attention in the foundation phase curriculum. SACDA suggests that non-cognitive skills that lead to academic success be emphasised. SACDA further assumes that foundation phase teachers are equipped to teach these non-cognitive skills. The foundation phase therefore does not require a dedicated career guidance teacher.

Tables 15-17 below show only the ‘knowledge of work’ topic as self-development is already included in the curriculum at foundation phase.

Table 15: Recommended time allocation for career guidance in Grade 1.

Topic	Recommended time allocation per year			Outcomes
	Contact time	Portfolio	Total	
Knowledge of Work	4	2	6	• Learners can explain ‘What is work’ and ‘why people work’
Total hours required	4	2	6	

The outcomes reflected in the table 15 above show only the high level outcomes. The time recommendations for each topic are also provided.

Table 16: Recommended time allocation for career guidance in Grade 2.

Topic	Recommended time allocation per year			Outcomes
	Contact time	Portfolio	Total	
Knowledge of Work	4	2	6	• Learners can identify the work that their parents, siblings, family and family friends do
Total hours required	4	2	6	

The outcomes reflected in the table 16 above show only the high level outcomes. The time recommendations for each topic are also provided.

Table 17: Recommended time allocation for career guidance in Grade 3.

Topic	Recommended time allocation per year			Outcomes
	Contact time	Portfolio	Total	
Knowledge of Work	4	2	6	• Learners can identify different settings where work takes place
Total hours required	4	2	6	

The outcomes reflected in the table 17 above show only the high level outcomes. The time recommendations for each topic are also provided.

¹⁶ William E. Sedlacek. (2017) Measuring Noncognitive Variables: Improving admissions, success, and retention for underrepresented students. PP. 47-54. Stylus Publishing.

5.2.2 Intermediate Phase

The current Life Skills learning area in the curriculum is allocated 4 hours per week (160 hours per annum) for each intermediate phase grade¹⁷. Self-Development is currently included in the Life Skills curriculum. The current time allocations are as follows:

Table 18: Current time allocated in the intermediate phase curriculum for the ‘Development of Self’.

Grade 4	Grade 5	Grade 6
24 hours per annum	13.5 hours per annum	19.5 hours per annum

It is necessary from a career guidance perspective that the focus on Self-Development continues. The time allocated however needs to be increased to allow for the additional topics of ‘study skills’ and ‘knowledge of work’. These will require an increase in time needed as shown in tables 19-21 below. Study skills are an important component of a career guidance process and should begin as early as possible. Academic success is shown to positively impact school retention rates and study skills are considered as contributory to academic success. In addition, the topic ‘Knowledge of Work’ should continue to be taught during the intermediate phase.

Table 19: Recommended time allocation for career guidance in Grade 4.

Topic	Recommended time allocation per year			
	Contact time	Portfolio	Total	Outcomes
Self-Development (non-cognitive skills)	18	3	21	• Learners learn techniques to build their self-identity
Study Skills (Metacognition)	10	3	13	• Learners understand the importance of homework.
Knowledge of Work	4	2	6	• Learners can explain why work is important
Total hours required	32	8	40	

The outcomes reflected in the table 19 above show only the high level outcomes. The time recommendations for each topic are also provided.

¹⁷ Department of Basic Education. National Curriculum Statement (NCS). Curriculum and Assessment Policy Statement. Life Skills (intermediate Phase).
<https://www.education.gov.za/Portals/0/CD/National%20Curriculum%20Statements%20and%20Vocational/CAPS%20IP%20%20LIFE%20SKILLS%20GR%204-6%20%20WEB.pdf?ver=2015-01-27-161425-333>

Table 20: Recommended time allocation for career guidance in Grade 5.

Topic	Recommended time allocation per year			
	Contact time	Portfolio	Total	Outcomes
Self-Development (non-cognitive skills)	12	3	35	• Learners learn techniques to build their self-image
Study Skills (Metacognition)	10	3	19	• Learners understand the relationship between homework and research.
Knowledge of Work	10	2	6	• Learners can differentiate between careers and industries
Total hours required	32	8	40	

The outcomes reflected in the table 20 above show only the high level outcomes. The time recommendations for each topic are also provided.

Table 21: Recommended time allocation for career guidance in Grade 6.

Topic	Recommended time allocation per year			
	Contact time	Portfolio	Total	Outcomes
Self-Development (non-cognitive skills)	12	3	35	• Learners learn techniques to build their self-respect
Study Skills (Metacognition)	10	3	19	• Learners learn study techniques
Knowledge of Work	10	2	6	• Learners can explain the relationship between work and study
Total hours required	32	8	40	

The outcomes reflected in the table 21 above show only the high level outcomes. The time recommendations for each topic are also provided.

5.2.3 Senior Phase

Self-Development continues in this phase and is awarded additional time in grade 9. Learners who exit school for TVET College at the end of grade 9 often struggle to adapt to an environment where class time is shared with other students far older than they are. Coping mechanisms need to be developed to avoid high youth dropouts from TVET Colleges as was seen at the introduction of the NCV curriculum¹⁸.

¹⁸ PACE Research Institute. Reducing dropouts at TVET Colleges through Academic Placement Testing. Source: https://2628782a-8764-4077-abac-7534c8b236bc.filesusr.com/ugd/9aed6a_9b5de43380a247b9b5dcf4699ab2a064.pdf

Emphasis on the ‘knowledge of work’ and ‘knowledge of study options’ becomes increasingly important during the Senior Phase as learners are required to make important decisions regarding the General Education Certificate, the streams to choose and the subjects to take. This phase places emphasis on Self-Development, Knowledge of Work, Knowledge of Study Options, and Study-Skills. This phase requires additional time to adequately prepare learners to make mature and informed decisions.

The Senior Phase requires a dedicated, competent career practitioner who can guide pupils and interact with parents.

Table 22: Recommended time allocation for career guidance in Grade 7.

Topic	Time allocation per year			
	Contact time	Portfolio	Total	Outcomes
Self-Development (non-cognitive skills)	12	8	20	• Learners can reflect on their self-worth outside of their career choice
Knowledge of Work	12	8	20	• Learners can identify and research a career they want to present at Career Dress-Up Day.
Knowledge of Study Options	12	8	20	• Learners can identify the various routes to become the career they selected for Career Dress-Up Day.
Total hours required	36	24	60	

The outcomes reflected in the table 22 above show only the high level outcomes. The time recommendations for each topic are also provided.

Table 23: Recommended time allocation for career guidance in Grade 8.

Topic	Time allocation per year			
	Contact time	Portfolio	Total	Outcomes
Study Skills (Metacognition)	12	8	20	• Learners learn study and critical thinking techniques
Knowledge of Work	12	8	20	• Learners can identify an industry that appeals to them.
Knowledge of Study Options	12	8	20	• Learners can describe the different type of study institutions and study qualifications.
Total hours required	36	24	60	

The outcomes reflected in the table 23 above show only the high level outcomes. The time recommendations for each topic are also provided.

Table 24: Recommended time allocation for career guidance in Grade 9.

Topic	Time allocation per year			Outcomes
	Contact time	Portfolio	Total	
Self-Development (non-cognitive skills)	20	10	30	<ul style="list-style-type: none"> Learners can display techniques that advance self-efficacy.
Knowledge of Work	10	5	15	<ul style="list-style-type: none"> Learners can identify career options based on their subject strengths.
Knowledge of Study Options	10	5	10	<ul style="list-style-type: none"> Learners can identify the courses and entrance requirements for their preferred career choices.
Total hours required	40	20	60	

The outcomes reflected in the table 24 above show only the high level outcomes. The time recommendations for each topic are also provided.

5.2.4 FET Phase

The FET Phase as with the Senior Phase requires a dedicated and competent career practitioner to guide and advise learners. The primary outcome of this FET phase is to bring learners to a point where they are able to make appropriate, informed, and mature career and study choices. This phase places emphasis on Decision-Making, Self-Development, Knowledge of Work, and Knowledge of Study Options. The Senior Phase requires a dedicated, competent career practitioner who can guide pupils and interact with parents.

Table 25: Recommended time allocation for career guidance in Grade 10

Topic	Time allocation per year			Outcomes
	Contact time	Portfolio	Total	
Decision-Making Models	20	10	30	<ul style="list-style-type: none"> Learners are taught how to make realistic career decisions
Knowledge of Work	5	5	15	<ul style="list-style-type: none"> Learners have researched three career choices.
Knowledge of Study Options	5	5	15	<ul style="list-style-type: none"> Learners can identify the courses and institutions that lead to these careers.
Total hours required	30	20	60	

The outcomes reflected in the table 25 above show only the high level outcomes. The time recommendations for each topic are also provided.

Table 26: Recommended time allocation for career guidance in Grade 11

Topic	Time allocation per year			
	Contact time	Portfolio	Total	Outcomes
Self-Development (non-cognitive skills)	10	5	15	<ul style="list-style-type: none"> Learners learn techniques to build their self-confidence
Knowledge of Work	10	5	15	<ul style="list-style-type: none"> Learners can rank their three career choices in order of preference and justify their ranking.
Knowledge of Study Options	20	10	30	<ul style="list-style-type: none"> Learners can describe the study courses they intend to apply for, acknowledge the entrance requirements and application dates.
Total hours required	40	20	60	

The outcomes reflected in the table 26 above show only the high level outcomes. The time recommendations for each topic are also provided.

Table 27: Recommended time allocation for career guidance in Grade 12

Topic	Time allocation per year			
	Contact time	Portfolio	Total	Outcomes
Self-Development (non-cognitive skills)	3	2	5	<ul style="list-style-type: none"> Learners demonstrate behaviours that reflect self-awareness.
Knowledge of Work	2	3	5	<ul style="list-style-type: none"> Learners complete a CV a cover letter
Knowledge of Study Options	25	5	30	<ul style="list-style-type: none"> Learners confirm that they meet course entry requirements, submit post-school applications, and apply for funding
Total hours required	30	10	40	

The outcomes reflected in the table 27 above show only the high level outcomes. The time recommendations for each topic are also provided.

5.3: Total time requirements for career education and guidance by grade

The table below shows that a total time requirement of 688 hours per year of a total available time of 12460 hours¹⁹. This equates to 5.4% of available contact time. Career Education makes up 368 hours (2.9%) of this time whilst Career Guidance makes up 320 hours (2.5%).

GRADE	Contact Time								
	Career Education			Career Guidance			Combined Career Education and Guidance		
	Career Education hours per year	Total hours per year	Career Education hours as % of total hours	Career Guidance hours per year	Total hours per year	Career Guidance hours as % of total hours	Total time allocated to Career Education and Guidance	Total contact time allocated per year	Career Education and Guidance as % of total hours
1	24	920	2.6%	4	920	0.4%	28	920	3.0%
2	24	920	2.6%	4	920	0.4%	28	920	3.0%
3	24	1000	2.4%	4	1000	0.4%	28	1000	2.8%
4	24	1040	2.3%	32	1040	3.1%	56	1040	5.4%
5	24	1040	2.3%	32	1040	3.1%	56	1040	5.4%
6	24	1040	2.3%	32	1040	3.1%	56	1040	5.4%
7	32	1040	3.1%	36	1040	3.5%	68	1040	6.5%
8	32	1080	3.0%	36	1080	3.3%	68	1080	6.3%
9	64	1080	5.9%	40	1080	3.7%	104	1080	9.6%
10	24	1100	2.2%	30	1100	2.7%	54	1100	4.9%
11	48	1100	4.4%	40	1100	3.6%	88	1100	8.0%
12	24	1100	2.2%	30	1100	2.7%	54	1100	4.9%
Average % of time over 12 years of schooling			2.9%	320		2.5%	688	12460	5.4%

NOTE:

1. Time reflected excludes time required to complete portfolio work.
2. Time reflected excludes time that the career guidance practitioner will spend with learners in individual career guidance sessions.
3. Career guidance hours assume that Life Skills and Life Orientation are still included in the CAPS curriculum statement.

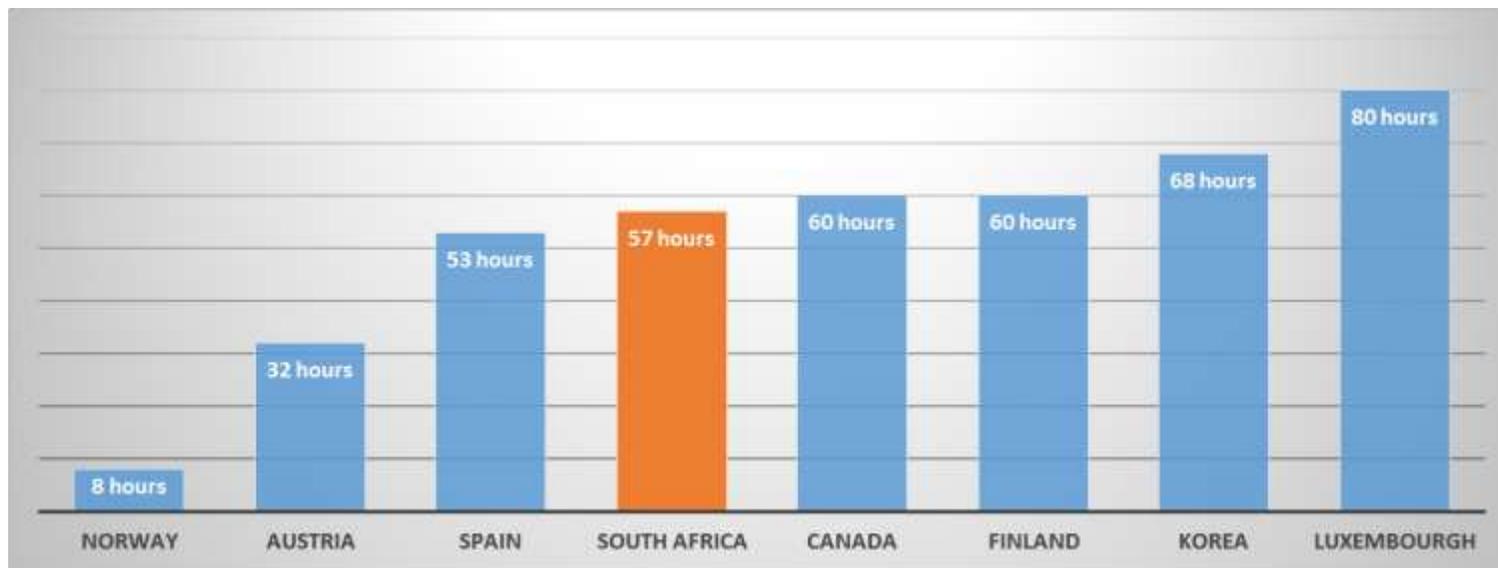
¹⁹Department of Education. (2009). The national minimum uniform norms and standards for school infrastructure. P. 15. Source: <https://www.sacplan.org.za/documents/NationalMinimumNormsandStandardsforSchoolInfrastructureDepartmentofEducation.pdf>

Table 28 below shows a comparison of time allocated to career education and guidance in a sample of other countries²⁰. Whilst the descriptions do not expressly specify the amount of time assigned to career education versus career guidance it is apparent from the table that notwithstanding the outliers of 8 hours and 80 hours an average of 52 hours per annum is allocated in the school curriculum to career guidance. Refer to table 1 for additional details.

Table 28: Time assigned in the curriculum to career guidance by a sample of countries

Country	Grades	Time per year
Norway	8-10	8 hours
Austria	7-8	32 hours
Spain	1-12	40-65 hours
South Africa	1-12	57 hours
Canada	0-12	60 hours
Finland	7-12	40-80 hours
Korea	1-12	68 Hours
Luxembourg	7-9	80 hours

Chart1: Comparison of the Time assigned in the curriculum to career guidance by a sample of countries. South Africa is highlighted in Orange as it is currently a recommendation.



²⁰ Career Guidance and Public Policy: Bridging the Gap. P.162. Source: <https://www.oecd.org/education/innovation-education/34050171.pdf>

6. Next Steps

This draft curriculum framework for career education and guidance presents the recommended teaching structure as well as the suggested time requirements.

The next steps in this development is to deliberate and reach consensus on the career guidance outcomes that are recommended for each specific grade. It is the suggestion of SACDA that a series of focus groups be established to give input into the outcomes. The outcomes need to be age appropriate and considerate of academic, social, emotional and economic factors that influence career decision-making.

The next steps therefore are:

1. Initiate stakeholder discussions,
2. Confirm the career education outcomes and career guidance outcomes for each grade,
3. Finalise an approved curriculum framework for career education and guidance.

Stakeholders should include teachers, psychologists, parents, students, learners and employer representatives. Whilst there is abundant literature available on career guidance outcomes that can be included in a curriculum (some of which has informed this framework) we should consider that our circumstances in South Africa and Africa differs to many other countries in the world and to simply adopt and adapt career guidance outcomes would be inadvisable.

These next steps are important so as to provide guidelines for academic publishers to design curriculum content relevant to the South African career and study context.

7. Conclusion

The importance of a future oriented, goal directed, and motivated youth population is necessary. Career education and guidance plays an important role in addressing this. This curriculum framework for career education and guidance at schools intends to raise awareness of the valuable role that career education and guidance plays in the futures of youth and society at large. The framework provides structure to the career decision-making processes of school learners.

The starting point of this framework emphasises seven critical themes relating to career education and guidance delivery in schools:

1. Career education and career guidance are distinctly different constructs.
2. Career education is to be offered by subject teachers.
3. Career guidance must include non-cognitive skills development.
4. Career guidance is to be provided by a dedicated and competent school career guidance teacher or practitioner.
5. Each subject must have scheduled timeslots in the timetable to offer career education.
6. A post for 'School Career Development Practitioner' is to be created.
7. The school timetable must have scheduled timeslots for career guidance to take place.

This sub-version assigns an average of 31 hours per grade per year to career education and 27 hours a year to career guidance. This accounts for approximately 5.4% of the annual available school time across all grades. Grade 9 (104 hours) and Grade 11 (88 hours) are allocated the highest number of hours as these years are critical in preparing learners for exit level opportunities.

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