

THE SOUTH AFRICAN QUALIFICATIONS AUTHORITY
12th Chairperson's Lecture

*Towards a Strategy for Career
Development in South Africa:
Progress and Challenges*

*Professor A.G. Watts, Visiting Professor of Career Development,
International Centre for Guidance Studies,
University of Derby, UK*

South African Qualifications Authority Chairperson's Lecture, Johannesburg,
September 2014



Disclaimer

Views expressed in this publication are not necessarily those of the South African Qualifications Authority (SAQA).

Copyright

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, in photocopy, or recording form or otherwise, without prior written permission of the South African Qualifications Authority.

Acknowledgements

This paper was written by Professor A.G. Watts, International Centre for Guidance Studies, University of Derby, United Kingdom.

Publication date: September 2014

ISBN: 978-1-920649-23-4

Contact details of the South African Qualifications Authority:

Postnet Suite 248

Private Bag X06

Waterkloof

0145

Helpdesk: 086 010 3188

Telephone: 012 431 5000

Facsimile: 012 431 5147

Website: www.saqa.org.za

Email: saqainfo@saqa.org.za



12th Chairperson's Lecture

Towards a Strategy for Career Development in South Africa: Progress and Challenges

Professor A.G. Watts, Visiting Professor of Career Development,
International Centre for Guidance Studies,
University of Derby, UK

South African Qualifications Authority Chairperson's Lecture, Johannesburg,
September 2014



Contents

Introduction.....	1
1. Some personal reflections.....	2
2. The service and the strategy.....	5
3. Scaling-up.....	9
4. Conclusion.....	10
References.....	11
List of acronyms used.....	13





Introduction

It is a great privilege for me to be invited, for the second time, to give this Chairperson's Lecture. My previous lecture in this series was given in 2008 (Watts, 2009), at an early stage in the pioneering work undertaken by SAQA in the career development field. It is inspiring to see the progress that has been made since then, under the strategic responsibility of the Department of Higher Education and Training (DHET). Much remains to be done to fulfil the vision of a national career development service, but the vision has been articulated and the foundations have been laid. This amazing and pivotally important country – spanning as it does different cultural traditions and stages of economic development, and with its recent history of overcoming apartheid and building a democracy – now has an opportunity to create a structure and tradition in the field which could be inspirational to so many other countries, in Africa and beyond.

I want to start with a few personal reflections, based on my earlier visits to South Africa. I then want to identify some of the key features of the progress that is being made here, viewed from an external perspective. Finally, I want to identify a few issues which might be addressed as the strategy and services continue to evolve. I do this very tentatively, as a guest and a brief visitor. But one of the many impressive features of the work that has been done here has been the readiness to learn from external perspectives and from other countries, while also addressing the distinctive South African realities. So it is within this context that I will offer these comments, in the hope that they may be helpful to you, as policy-makers, as system developers, as professionals and as communities of practice.

1. Some personal reflections

I started my 2008 lecture by talking about my previous visits to South Africa, and I want to do the same here, but in a little more detail. This is the fourth time I have worked here, and it will be my last, because I am retiring from all professional activities this November. My four visits have been spaced out, at rather pivotal points in the recent history of South Africa in general and of South African career guidance in particular. The first was in 1978, under the apartheid regime. The second was in 1994, soon after the end of apartheid and the formation of the new African National Congress government. These were followed by my 2008 and current visits. So I have seen snapshots, which have accentuated my sense of the changes. I have not lived through these changes, as many of you have, and therefore cannot fully understand them, as you can. But I can perhaps see them in starker relief, from my outsider perspective.

My first visit, in 1978, was one of the most powerful experiences of my life. I was invited to give some lectures at the University of Cape Town, under the auspices of the British Council. I had strong views about the immorality of the apartheid regime; but I had never been here, and I wanted to see it for myself. So I agreed to come, under two conditions: that the conference was non-racial; and that before it I would have a chance to visit different parts of the country and to talk to people. I had some good friends who knew South Africa well, and they told me where to go and who to see. I spent some time in each of the four main parts of the country at that time: not only the White areas but also one of the Bantustans (Ciskei), an urban township (Soweto), and – most movingly of all – one of the informal settlements (Crossroads) where the Black workers whose labour was required by the economy, but who were not allowed to bring their families with them, lived illegally with their families under constant harassment. In all these places I met many wonderful people, who told me their stories.

I learned so much from my visit. After it, I wrote an article, entitled 'Career Guidance under Apartheid' (Watts, 1978), in which I tried to encapsulate some of what I had learned. Three things in particular are perhaps relevant here.

The first is that career guidance is highly political. Because it is a personal service, often delivered by caring people, it tends to neglect and even deny this. But it cannot escape being so, because it is linked to the allocation of life chances, which in all societies – but in some more than others – are distributed unequally. This presents issues both to policy-makers and to practitioners. Does it support the status quo, so reinforcing the inequalities? Or does it challenge them? Does it only serve an economic agenda? Or does it also serve a social agenda, concerned with social equity and social justice? Does this have implications not only for the distribution of these services, but for the ways in which they are carried out? I have explored these issues in relation to other countries, including my own (Watts, 1996). But much of it is based on what I learned here.



The second is the need to develop concepts of 'career' and of 'career development' which are relevant not only to middle-class people in privileged settings, but also to people in much more economically impoverished settings. It is crucial to do so, partly in the interests of social mobility – to ensure that wider opportunities are open to them too – but also to build the capacity of such communities and enable people to live better lives within them. So what is the role of 'career' and 'career development' within, for example, a poor rural community in South Africa? What is for sure is that these terms need to extend beyond formal institutions and to embrace the informal economies and informal learning.

It was this that led me to explore the implications of the informal economies for career development (Watts, 1981). There are three such economies: the *household* economy, involving the production within the household of goods or services; the *communal* economy, involving exchanges outside the household in which no money changes hands; and the *hidden* economy, covering work undertaken wholly or partly for money which is not declared for tax purposes (Gershuny & Pahl, 1979/80). These are large economies, in all societies, and major forms of work, for most people. But in South Africa, they are inescapable. So again, I learned much about this here.

Accordingly, our concept of career needs to move beyond progression up ordered hierarchies within formal organisations or formal professions – an essentially elitist model – and to be democratised to cover everyone. The concept I favour is: the individual's lifelong progression in learning and work. The use of the word 'learning' is designed to embrace not only education and training, but also informal learning. The use of the word 'work' is designed to embrace not only employment and self-employment, but also work in the informal economies. But the retention of the word 'progression' focuses attention on the potential for growth and change which lies within all of us, regardless of our contexts, and which sensitive career development services can help to support and foster. Within India, incidentally, the concept of 'career guidance and livelihood planning' is being widely adopted (Ratnam, 2011; Kalyanram *et al.*, 2014), to adopt and promote the concept of 'career' but also to link it to the practical realities of making a sustainable livelihood.

A third lesson I derived from my first visit to South Africa was the importance of the voluntary, community and non-governmental sector as a base for career development services. At the time, the careers services within institutions controlled and paid for by the state were operating within the political constraints imposed by the apartheid regime. The most impressive services I found were based outside such institutions, linked to churches and other community centres, or within non-profit-making non-governmental organisations supported by philanthropic companies and international donors (like the Careers Research and Information Centre (CRIC) in Cape Town). These organisations were able, albeit often with intimidation from the political authorities, to work across the state-

imposed racial boundaries and to build a moral credibility which was virtually impossible within the public sector. This raised for me the issue of whether the third sector was a more natural base for career development services than either the public sector or the private sector. Of course all three sectors have contributions to make, and the role of government and of public policy is crucial if there is to be universal access to such services. But perhaps the voluntary, community and non-governmental sector has a distinctive role to play, and perhaps public policy should give much more attention to how it can work more effectively through that sector. I have pursued this issue in the UK with colleagues there (Barker *et al.*, 2005), exploring the different kinds of relationships with individuals that can be forged by such organisations – epitomised for me by two of my colleagues (Hawthorn & Alloway, 2009) as being symbolised in the English context by the welcoming cup of tea! Again, however, I gained a lot of my understanding about this here.

By the time I made my second visit, in 1994, a substantial number of such non-profit community-based career centres had been established across the country, and had formed themselves into a South African Vocational Guidance and Educational Association (SAVGEA). It was just after the end of apartheid and the formation of a new African National Congress government: a time of great excitement and promise, alongside recognition of the scale of the challenges faced by the new government in creating a more just and equitable society. The purpose of my 1994 visit was to help SAVGEA to develop a strategy for career guidance in South Africa which could harness the experience and creativity of these organisations in transforming the more formally-based services inherited from the apartheid regime.

By the time of my third visit, in 2009, most of these non-profit community-based organisations had folded, but their influence was still evident, notably in the exciting proposal to establish a career helpline which would reach out into rural as well as urban communities. At the same time, there was a concern that this helpline should be viewed not as a stand-alone service but as a core element of a broader strategy for career development in South Africa, drawing from international exemplars but also grounded in the indigenous realities of this country. Since then, much progress has been made in launching the service and developing the strategy. It is to this that I will now turn.

2. The service and the strategy

For this part of my lecture I have drawn upon a number of recent documents. The core, seminal document is the Framework for Co-operation (DHET & SAQA, 2012). The context is set by the Environmental Scan (SAQA, 2012) which effectively updates the previous scans by Kay & Fretwell (2003) for the World Bank review and by Flederman (2009); and is extended by John McCarthy's (2013) previous lecture in this series, which includes some reflections on progress, based on SAQA seminars. Finally, the broad policy context is set by the recent White Paper on post-school education and training (DHET, 2014).

The Framework is extremely impressive. Indeed, it represents one of the most impressive strategic frameworks I have seen in this field from any country, including high-income OECD countries. Not the least of its impressive qualities is the evident care that has been taken to learn from the experiences of other countries, while also addressing the distinctive characteristics and needs of South Africa. From an external perspective, nine elements of the Framework are particularly noteworthy.

First, it has a **strong formal status and strong political endorsement**. It is part of one of a series of outcomes agreed by the Cabinet, with binding delivery agreements involving many spheres of government and partners outside government, and with a clear timetable for implementation. Lead responsibility has been given to the DHET. Career guidance is mentioned at several points in the recent DHET White Paper, though embedded in sections on colleges and on the National Qualifications Framework rather than being given a cross-cutting section of its own. Much of the White Paper is concerned with structural reforms: career development can be viewed as the essential lubricant to make these reforms work, from the viewpoint of the citizen. As stated in the Environmental Scan, it enables such reforms to 'be driven significantly by individuals themselves' (SAQA, 2012, p.26).

Second, the strategy is **lifelong** in scope. The vision is to ensure that 'all people, of all ages, have access to quality career information and career services throughout their lives' (DHET & SAQA, 2012, p.3). This is in accordance with the focus on lifelong learning in the White Paper. At the same time, in the light of the large numbers of young people who are NEET (not in education, employment or training), there is clearly particular concern with careers services in and immediately beyond the later years of schooling. Care will need to be taken to ensure that in rightly addressing the needs of this priority group, the lifelong perspective is not lost – including, for example, second-chance educational opportunities for adults.

Third, the strategy is based on **co-ordination and partnership** between a variety of government ministries and other bodies. Their complementary roles are clearly defined, and in addition provision is made for the establishment of a National Career Development Forum and of Provincial National Career Development Fora to ensure the sustainability of the co-operation and co-ordination arrangements. The National Forum is now being established and has had its first meeting; the Provincial Fora are to be established once the National Forum has consolidated its position and is functioning effectively. The Environmental Scan includes a strong section on experiences in European countries in establishing fora of these kinds. The main lessons are that they are not easy to establish and maintain, that they require strong leadership with clear goals, that they often need to evolve and change in order to sustain their effectiveness, but that they offer huge benefits if they can be made to work.

Fourth, the strategy is based clearly on a **learning model** of career delivery. This is evident in the adoption of the overarching term 'career development' and in the references to the development of career management skills. It is related to the international trend from a psychological to a pedagogical approach (from testing to tasting) (DHET & SAQA, 2012, p.7), perhaps accentuated here by the way in which the psychometric approach was in some measure discredited by the ways in which it was used under the apartheid regime (Watts, 1978). The learning model is strongly evident in the Life Orientation curriculum which, despite the current problems in assuring its quality (SAQA, 2012, p.34; McCarthy, 2013, pp.20-21), provides an important base for further development. The Environmental Scan mentions in passing the Canadian Blueprint for Life/Work Designs, which defines the competencies needed by citizens at different stages for effective lifelong career development (SAQA, 2012, p.58): this raises the question of whether a task for the new Forum might be to develop a similar Blueprint, as some other countries have done (Hooley *et al.*, 2013).

Fifth, considerable importance is attached to the improvement of **career and labour market information**, as the essential base for effective career development services. Under the leadership of DHET, SAQA has developed a National Career Advice Portal covering learning pathways, a learning directory, an e-portfolio function, and an occupational information centre, now housed within DHET itself: the second stage of its development is under way. There are also important roles for the Sector Education and Training Authorities (SETAs) in developing occupational profiles and guides to employment opportunities in their sectors, in a common format; and for the Human Sciences Research Council (HSRC) in working with partners to develop an improved labour market intelligence system. Critically important, from the individual's point-of-view, are the cross-paths between information on learning and employment opportunities, and paying attention to delivering all this information in attractive, comprehensible and user-friendly forms. This requires close co-operation across different jurisdictions,



with strong attention to articulating, attending to and utilising the voice of users. The e-portfolio is also an important component, with attention needed to securing the right balance between its private and public dimensions: its success will be measured by the extent to which individuals use it, which is likely to be related to the extent to which they feel they can take ownership of it.

Sixth, much attention is given to the imaginative use of **technology** in the delivery of services. In particular, South Africa is the first middle-income country to have developed a careers helpline, and is recognised as one of the world leaders in this field (Flederman & Watts, 2014). The development of the helpline has been a core part of the Career Advice Services project, now called Career Development Services (CDS). This offers multi-channel services that also include a website, social media, radio, print media, exhibitions and a walk-in centre, all under a common brand – Khetha. Responsibility for delivering these services is in the process of being handed over to DHET, to provide a core for more co-ordinated and expanded national career service provision. An important issue here, mentioned in the Environmental Scan (SAQA, 2012, p.54), is the balance and relationship between using technology to deliver information, to provide automated interactions, or as a channel for communication. A further important issue is the balance and relationship between career guidance interventions delivered at a distance and face-to-face, including the role of walk-in centres.

Seventh, considerable attention is given to assuring **quality** in career development provision. In particular, work has started on developing a competency framework for career guidance practitioners. This is linked to the role of the ETDP (Education, Training and Development Practices) SETA in accrediting providers to offer courses and qualifications for Life Orientation teachers, career counsellors, career advisers, career information officers and other specialists. At the same time, it is noted that extensive research and consultation should take place to develop a framework and level of regulation that are appropriate for the South African context, and in particular will encourage rather than discourage such initiatives as involving unemployed youth as volunteers in communities (DHET & SAQA, 2012, pp.25-26): the challenge will be to provide stepping stones and progression routes for such young people, while also valuing their existing roles. The role of the newly formed South African Career Development Association (SACDA) in relationship to the development of these competency requirements is recognised (DHET & SAQA, 2012, p.19), but it is also stated that standards will be proposed and adopted by the national and provincial fora: the relationship between these roles and processes remains to be clarified.

In addition to these standards for *practitioners*, reference is made in the Framework to the development of standards for *services*, with reference being made in the Environmental Scan to the Matrix Standard in the UK as a possible exemplar in this respect (SAQA, 2012, p.58): there could be relevance here to the

work that SAQA is currently carrying out on developing a framework for walk-in centres. A further option that might be considered by the national and provincial fora in future is the development of *organisational* standards in the form of voluntary quality marks for educational organisations and employers that view themselves as investors in the careers of their students and employees, and are willing to submit themselves to an assessment and accreditation approach in this respect: such a voluntary-based approach has been successfully used in relation to schools and colleges in the UK, for example (Careers Profession Task Force, 2010).

Eighth, attention is paid to the importance of **research and evaluation** to develop an evidence base that will support the rationale for and continuous improvement of career development services. Work has started on developing a research agenda for career development services. In addressing this, it will be important to distinguish between the need for routine accountability data, on the usage of the services and their outcomes, and for separate research projects to investigate particular topics in greater depth.

Finally, there is a clear recognition of the importance of a strong **values base** to support the framework of career development services. The set of principles include respecting the dignity, equity and human worth of all clients and upholding their best interests at all times, but also seeking to 'redress the imbalances of past discriminatory, ad hoc and fragmented delivery' (DHET & SAQA, 2012, p.4). There are strong resonances here with the statements in the White Paper about 'eradicating the legacy of apartheid' and building 'a non-racial, non-sexist and prosperous South Africa characterised by progressive narrowing of the gap between the rich and the poor' (DHET, 2014, p.viii). This is a huge challenge in a country that – as stated in the Environmental Scan (SAQA, 2012, p.19) – is classified as an upper-middle-income country in terms of GDP per capita, but is also ranked as one of the most unequal countries in the world in terms of income distribution: the legacy of apartheid, from which it is bound to take time to escape.

3. Scaling-up

All of this represents an ambitious, challenging but inspiring agenda for action. The key issue now is how to manage the scaling-up of services, to meet the goal of providing all citizens with access to quality career information and career services throughout their lives. The volumes of users of the SAQA Career Advice Services involving interactions with advisers have so far, understandably, been fairly modest: in 2013/14, around 11,500 callers for the telephone service, 4,200 e-mail cases, and a little over 1,100 walk-in users (though nearly 135,000 website visits and over two million listeners per radio station) (SAQA, 2014). These are impressive figures for the initial stages of setting up a service. But the potential for increasing these numbers is clearly massive, particularly if – for example – the original vision of using the widespread usage of cellphones in rural areas to increase access to services is to be met.

There are a number of important issues here. One is marketing. Its potential impact was demonstrated in the UK by the Learndirect helpline, which quickly grew to take around a million calls a year, and to attract many million web sessions. Usage was stimulated by a substantial marketing campaign, including prime-time advertising on television, which was in effect a form of publicly-funded social marketing, encouraging people to consider change in their lives and advance their careers (Watts & Dent, 2008). As a result, the level of brand recognition among the general public grew to over 80%, which led to the massive usage levels. By contrast, my review of a similar service in New Zealand (Watts, 2007) indicated much lower levels of investment, of brand recognition, and of service take-up. The message is clear: if the aim is to achieve high levels of take-up, marketing is crucial. SAQA has done some very effective marketing work with limited resources. But this will need to be scaled up significantly if the huge levels of potential need are to be translated into demand.

This is closely linked to the issue of how to develop the delivery capacity to meet the increased demand that is likely to be stimulated by such marketing. Here the question of the balance and relationship between automated interactions and interactions involving communication with an adviser becomes crucial: interventions involving interaction with an adviser are more costly, because they involve unit costs, but are also likely to have much more impact (Howieson *et al.*, 2009). Another decision that needs to be made is whether calls and other interactions should be managed within central helpline centres, requiring investment in such centres; or whether they should be routed to local services, requiring clear protocols and standards for the routing procedures, plus the requisite service funding and provision at local level. In the UK, the tendency hitherto has been to invest in helpline centres, but the trend now is towards routing to local services, to encourage greater integration of distance and face-to-face channels.

This leads to further issues:

- Is what is being sought here an integrated National Career Development Service, or a differentiated range of career development services with an ICT-based hub? Both terms – 'Service' and 'services' – are used in different places within the Framework document, but they have very different implications in terms of funding and management structures.
- In order to provide access to all, what is the balance and relationship between distance services, face-to-face services embedded within other organisations – schools, colleges, universities, public and private employment services, community organisations, large employers – and stand-alone walk-in centres?
- What is the scope for establishing embedded services where they do not currently exist, and increasing their scale and quality where they do? How can this be incentivised?
- If there are to be additional walk-in centres, how are these to be managed and funded?
- DHET through SAQA has developed the Khetha brand, as the national brand for South African career development services. Is this brand to apply only to government services? Or could it be made available to all such services that meet specified quality standards?
- How tight or loose should these standards be? How – to return to one of the issues I raised in the first section of this lecture – can they be framed to encourage the involvement not only of the public and private sectors, but also of the voluntary and community sector, in rural as well as urban areas?
- How can career services scale up fast while maintaining core quality standards including accuracy of information, respect and empathy?

4. Conclusion

These are all difficult and complex issues, which will need time and energy to resolve. But through the existing services, the pioneering work of DHET and SAQA, the formation of SACDA, and now the Framework and current policy development initiatives, you have a very strong base on which to build. If you can achieve the goals you have set, you will become a beacon for many other countries in the world.

References

- Barker, V., Watts, A.G., Sharpe, T. & Edwards, A. (2005). Building career guidance capacity in the voluntary and community sector. *British Journal of Guidance and Counselling*, 33(4), 457-473.
- Careers Profession Task Force (2010). *Towards a Strong Careers Profession*. London: Department for Education.
- Department of Higher Education and Training (2014). *White Paper for Post-School Education and Training: Building an Expanded, Effective and Integrated Post-School System*. Pretoria: DHET.
- Department of Higher Education and Training & South African Qualifications Authority (2012). *Framework for Cooperation in the Provision of Career Development (Information, Advice and Guidance) Services in South Africa*. Pretoria: DHET.
- Flederman, P. (2009). Navigational tools for learners, really? What is available, what are the challenges, what should be done? In *Career Guidance: Challenges and Opportunities*, 21-43. Waterkloof: South African Qualifications Authority.
- Flederman, P. & Watts, A.G. (2014). Career helplines: a resource for career development. In Arulmani, G., Bakshi, A.J., Leong, F.T.L. & Watts, A.G. (eds.): *Handbook of Career Development: International Perspectives*, 481-493. New York: Springer.
- Gershuny, J.I. & Pahl, R.E. (1979/80). Work outside employment: some preliminary speculations. *New Universities Quarterly*, 34(1), 120-135.
- Hawthorn, R. & Alloway, J. (2009). *Smoothing the Path: Advice about Learning and Work for Disadvantaged Adults*. Reading: CfBT Education Trust.
- Hooley, T., Watts, A.G., Sultana, R.G. & Neary, S. (2013). The 'Blueprint' framework for career management skills: a critical exploration. *British Journal of Guidance and Counselling*, 41(2), 117-131.
- Howieson, C., Semple, S., Hickman, S. & McKechnie, J. (2009). *Self-Help and Career Planning*. Glasgow: Skills Development Scotland.
- Kalyanram, K., Gopalan, R. & Kartik, K. (2014). Tensions in livelihoods: a rural perspective. In Arulmani, G., Bakshi, A.J., Leong, F.T.L. & Watts, A.G. (eds.): *Handbook of Career Development: International Perspectives*, 377-395. New York: Springer.

Kay, L.L.E. & Fretwell, D.H. (2003). *Public Policies and Career Development: a Framework for the Design of Career Information, Guidance and Counselling Services in Developing Countries: Country Report on South Africa*. Washington, DC: World Bank.

McCarthy, J. (2013). *Development of Career Development Services within an International Context and Reflections on Progress Made in South Africa*. 11th SAQA Chairperson's Lecture. Waterkloof: South African Qualifications Authority.

Ratnam, A. (2011). Traditional occupations in a modern world: implications for career guidance and livelihood planning. *International Journal for Educational and Vocational Guidance*, 11(2), 95-109.

South African Qualifications Authority (2012). *An Environmental Scan of Career Advice Services in South Africa 2012*. Waterkloof: SAQA.

South African Qualifications Authority (2014). *Multi-Channel Report 2013/14*. Waterkloof: SAQA.

Watts, A.G. (1978). Career guidance under apartheid. *International Journal for the Advancement of Counselling*, 3(1), 3-27.

Watts, A.G. (1981). Careers education and the informal economies. *British Journal of Guidance and Counselling*, 9(1), 24-35.

Watts, A.G. (1996). Socio-political ideologies in guidance. In Watts, A.G., Law, B., Killeen, L., Kidd, J.M. & Hawthorn, R.: *Rethinking Careers Education and Guidance: Theory, Policy and Practice*, 351-365. London: Routledge.

Watts, A.G. (2007). *Career Services: a Review in an International Perspective*. Wellington, New Zealand: Career Services.

Watts, A.G. (2009). The role of career guidance in the development of the National Qualifications Framework in South Africa. In *Career Guidance: Challenges and Opportunities*, 6-12. Waterkloof: South African Qualifications Authority.

Watts, A.G. & Dent, G. (2008). The evolution of a national distance guidance service: trends and challenges. *British Journal of Guidance and Counselling*, 36(4), 455-465.



List of acronyms used

CDS	Career Advice Services
CRIC	Careers Research and Information Centre
DHET	Department of Higher Education and Training
HSRC	Human Sciences Research Council
NEET	Not in education, employment or training
OECD	Organisation for Economic Co-operation and Development
SACDA	South African Career Development Association
SAQA	South African Qualifications Authority
SAVGEA	South African Vocational Guidance and Educational Association
SETAs	Sector Education and Training Authorities

Notes

A series of horizontal dashed lines for writing notes.



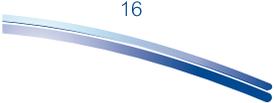


Notes

A series of horizontal dashed lines for writing notes, spanning the width of the page.

Notes

A series of horizontal dashed lines for writing notes.





Telephone: 012 431 5000

Facsimile: 012 431 5147

Helpdesk: 086 010 3188

Website: www.saqa.org.za

Email: saqainfo@saqa.org.za