

# Government talking youth unemployment - Contribution of the Public Service

Presentation to Annual Career Development  
Stakeholders Conference 28 June 2018



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Department:  
Public Service and Administration  
REPUBLIC OF SOUTH AFRICA

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- The objective of the Public Service is to “*secure the wellbeing of the people of the Republic*”.
- An overall judgement as to whether this has been accomplished lies in the extent to which we, as a Public Service, have created the society envisioned in the Constitution - a society rooted in the principles of justice, equality and fairness.
- The Public Service, therefore, is the instrument through which the Government fulfils its promises to the people. It is also the means through which significant public resources are allocated to promote development and to advance the general welfare.
- The effective performance of public officials and the capacity of departments to deliver, are both critical to all aspects of Government’s agenda for transformation and development of Government.



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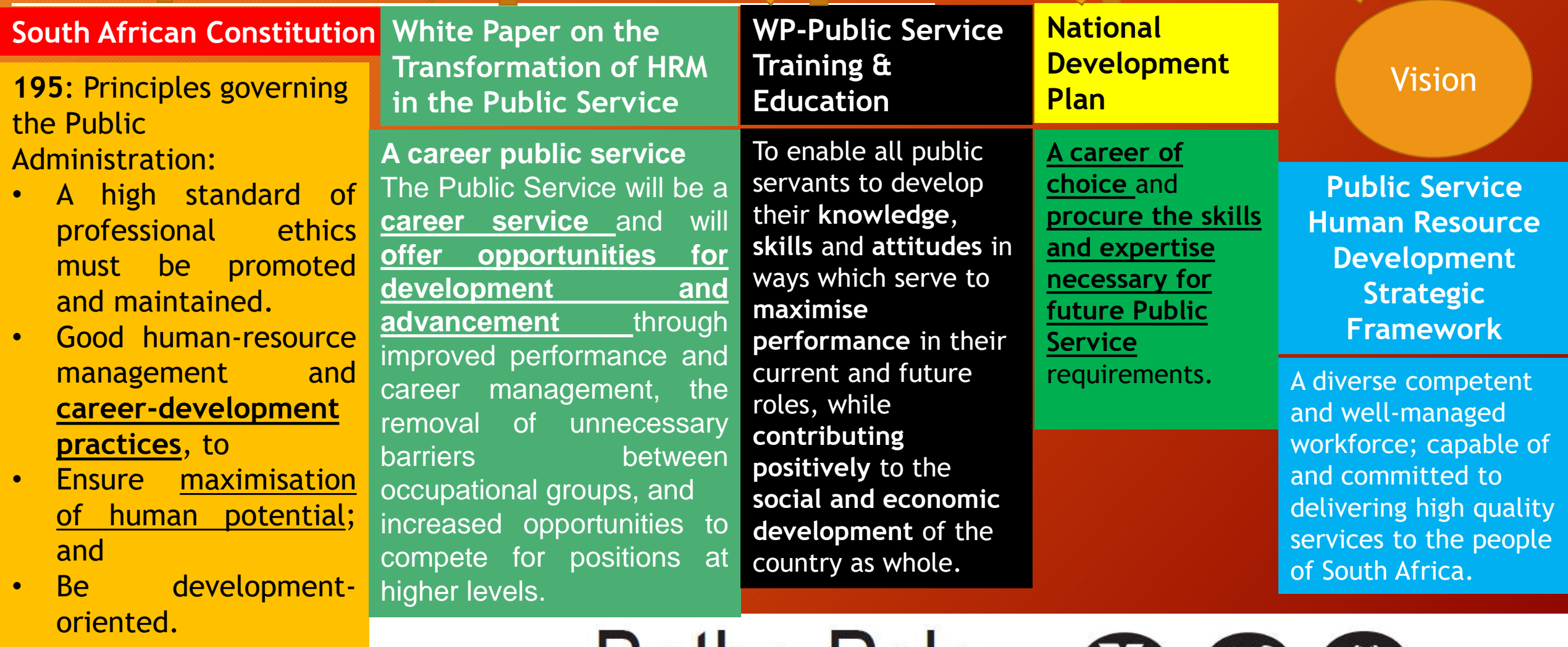
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- The capacity of government departments to deliver on its mandate lies in its people, in their ability to undertake their assigned responsibilities as public officials, and, in their level of commitment to serve and perform to the best of their ability (DPSA, 2007).
- Unlike private sector organisations who can simply disinvest from a country with unattractive skills base, the Public Service cannot, and it also needs to balance its needs for talent and the need to create employment for the citizens.
- The unique position the public service occupies, places it in a position where it must compete less on the open market and compels it to develop both internal and external labour market environments for the flow of skilled employees to fill critical positions.
- The Public Service, as an employer associated with Government, it has to ensure that the public service programmes respond to the broader economic growth and developmental agenda of government. To do this, the public service must provide opportunities for the youth to gain practical experience in the workplace and enhance their productivity potential.





# Legislative and Policy Framework



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# Changing Public Expectations

## NATIONAL DEVELOPMENT PLAN

Vision 2030

*A guide to outcomes*



Need talent to achieve the following 14 Outcomes:

1. An improved quality of basic education;
2. A long and healthy life for all South Africans;
3. All people in South Africa are, and feel safe;
4. Decent employment through inclusive growth;
5. A skilled and capable workforce to support inclusive growth;
6. An efficient, competitive and responsive economic infrastructure network;
7. Vibrant, equitable and sustainable rural communities with food security for all;
8. A sustainable human settlement and improved quality of household life;
9. An responsive, accountable, effective and efficient local government system;
10. Environmental assets and natural resources that are well protected and continual enhanced;
11. Create a better South Africa a better and safer Africa and the world;
12. An Efficient, effective and development oriented public service for an empowered, fair and inclusive citizenship;
13. An inclusive and responsive social protection system;
14. Nation building and social cohesion



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# Public Service Skills Mix and Demand



- The National Integrated HRD Plan (2014 – 2018) (2014, pg.37) makes the following observations:
  - the public service faces a severe shortage of staff and specialised skills, especially in health, policing, infrastructure planning, engineering, finance and information technology. This adversely impacts not only front-line service delivery, but also on the long-term planning and co-ordination.
- Public Service Skills mix spans across a wide range of occupations:
  - Managers
  - Professionals
  - Technicians and associate professionals
  - Clerical support workers
  - Service and sales workers
  - Skilled agricultural, forestry, fishery, craft and related trades workers
  - Plant and machine operators and assemblers
  - Elementary occupations



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# Interventions to develop and manage talent

- The public service HRD Strategic Framework recommends that the supply of skills and talent to the Public Service must become less a matter of chance, and more the result of applying a set of well engineered processes, programmes and institutional arrangements that will ensure the constant availability of a wide range of skills for the Public Service.
- The supply stream must not be an open market, a single source or a narrow conduit for acquiring the necessary skills. There must be a wide variety of skills development and skills maintenance options that explore all technologies available, and tap into the external and internal labour markets to the fullest. Strong partnerships to ensure the security of the supply stream are at the centre of this approach.
- The supply stream must develop and groom technical skills as well as nurture proper attitudes, values and commitment. It must also create the right work ethic among people and invest in perspectives that are of value and becoming of a developmental State.





- The NDP has identified a number of areas that require urgent and focused attention to ensure that the Public Service becomes a career of choice, has the required skills and has the capacity to deliver on the objectives of government.
- It is also important that there is public confidence in the competence of public officials to serve the citizens according to the principles espoused in Chapter 10 of the Constitution.
- The NDP further highlights the importance of adopting a more long term approach to developing the skills and professional ethos that underpin a development oriented Public Service. Critically, the State has to be proactive about producing and reproducing, the skills that it needs. This includes ensuring that the work environment is conducive for learning to take place on the job.
- The core responsibility for recruitment and skills development will remain with individual departments, but they need to be able to draw on effective support mechanisms from the relevant governance and administration departments.







Provide a well-defined, transparent and shared approach with minimum norms to recruiting dedicated young people.



Strengthen the talent pipeline for the Public Service's future capacity especially in Scarce occupations and critical areas of service delivery (Technical Skills and Specialist Professions).



Provide best-practice on existing graduate Scheme in the public service and the principles for implementation across the public service must be pursued. Enhanced coordination, governance and reporting, while maintaining the individual departments' autonomy and accountability.



Enhance the image and competitiveness of public employment in the labour market and to improve professionalism in the Public Service



Public Service  
HRD Strategic Framework

Integrated Talent Development Management (HR Planning, Recruitment Policy = HRD Strategy)

Responsibility	Role	
Top Management	Decision on the Career Planning, Talent Development & Recruitment Strategy options	Quota allocation based on the vacancy rate of the relevant occupations (Demand directed)
HRM (Recruitments)	Open recruitment	e.g. 80%
HRM (Planning & Recruitment) & HRD	Career Planning & Talent Management: maintaining constancy in the supply of skills by grooming and promoting talent internally	e.g. not exceeding 10% of the vacancy rate within related occupational category
Human Resource Development & HRM (Planning Recruitments)	Promoting Developmental Programmes including Learnerships, Internships, Traineeships & Recruitments Programmes	e.g.. not exceeding 10% of the vacancy rate within related occupational category



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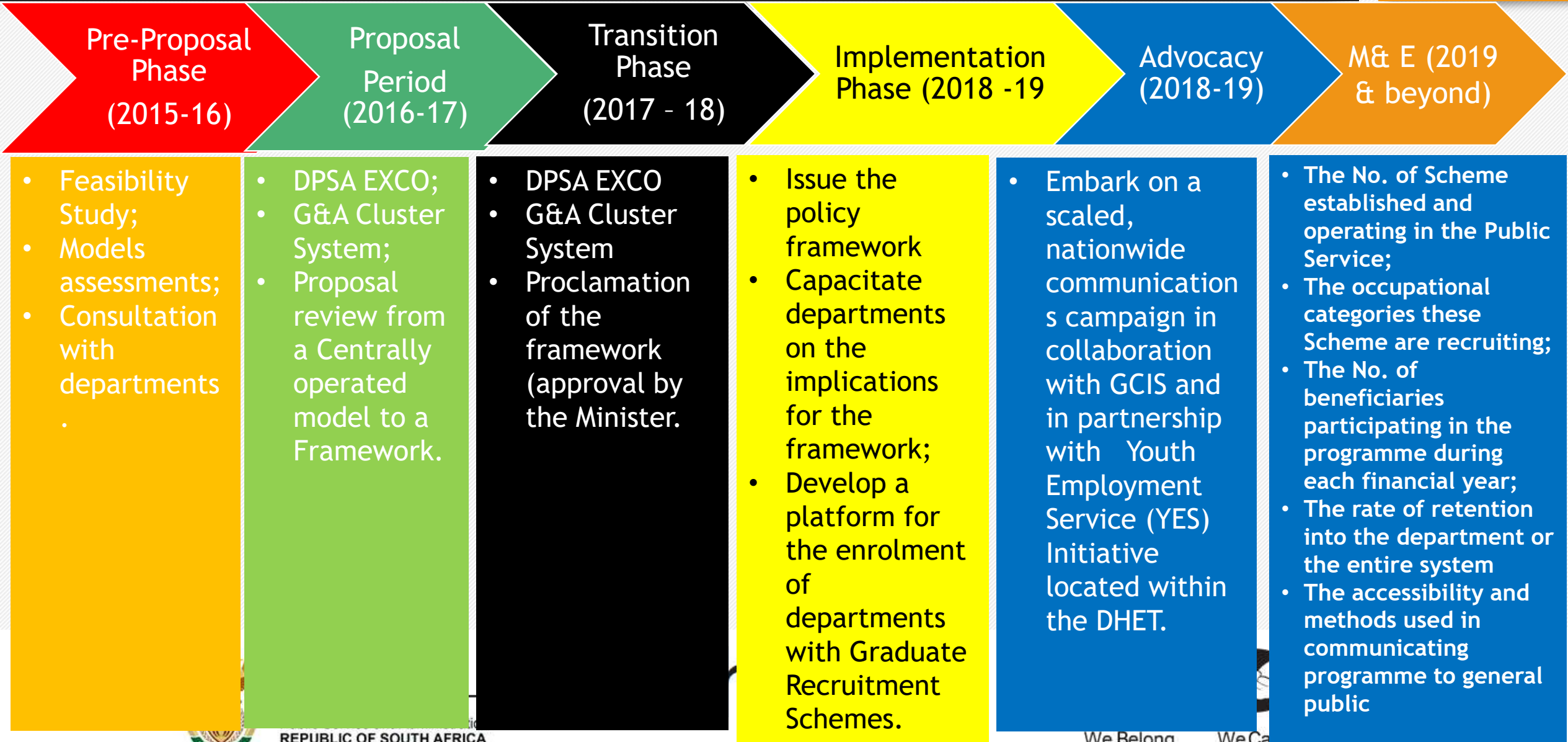
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- In December 2017, the Cabinet approved a Framework for the Graduate Recruitment Scheme in the Public Service.
- The Framework permits the public service departments to *inter alia*:
  - Develop and implement departmental-based graduate recruitment schemes to address identified scarce skills in critical areas of the departments' core function and
  - Designate a certain percentage of its prevailing vacancy rate to absorb qualifying graduates into permanent positions within the State employment.
- The Framework also seeks to contribute to the achievements of other Government Developmental Policy on youth Development in the country, including the Youth Employment Accord (2013), Youth Employment Initiative, the National Youth Development Policy and National Youth Development Strategic Framework.



# Implementation Plan





- Revised Determination and Directive on the Developmental Programmes in the Public Service and it became to effect from 01 April 2018.
- The revision was informed by the following reasons:
  - Bridging the gap between the internship period and the period of experience typically required for employment (request from departments);
  - Expanding the scope of internship to accommodate other form of developmental programmes ( professional registration, work-integrated learning, special purpose vehicle programmes for youth development (NEET),
  - Expanding participation of public service departments in responding to broader national government programmes aimed at youth development, therefore job creation, eradication of poverty and reducing inequality.



- The purpose of this Directive is to establish norms and standards for the employment of persons into developmental programmes in the public service.
- For the purposes of this Directive, Developmental Programmes shall include Internship, Learnership, Apprenticeship programmes, Graduates Recruitment Schemes and related programmes.
- This Determination and Directive recognises the following forms of Developmental Programmes:

Graduate internship programme:	Duration
<ul style="list-style-type: none"> <li>• For acquiring experience only</li> </ul>	Fixed consecutive <u>24 months</u> .
<ul style="list-style-type: none"> <li>• For statutory professional registration /licence to practice</li> <li>• Candidacy Development Support Programmes</li> </ul>	Until registration obtained not exceeding <u>48 months unless the council determines otherwise</u>
Graduate Recruitment Scheme/Graduate Development Programme	Until registration obtained not exceeding <u>48 months, where professional registration is required, additional time will be added according to the requirements of the relevant council</u>





- The duration of the developmental programmes, therefore, the duration of the contract, shall be as follows:

Programmes	Duration
Pre-service training (Work Integrated Learning - WIL)	As per the institution of learning where the person is registered, and as informed by the qualification being studied, but exceeding <u>24 months</u> .
Apprenticeship programme	For the period including theoretical and practical and trade test as determined by the qualification, but not <u>exceeding 24 months</u> .
Learnership Programme	For the period including theoretical and practical and trade test as determined by the qualification, but not exceeding <u>24 months</u> .
Structured Youth development Programme	Not exceeding <u>24 months</u>
Unsolicited programmes	Not exceeding not exceed <u>6 consecutive months</u> at a time



# Minimum Stipends for persons on Developmental Programmes

COLUMN 1	COLUMN 2		COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6	
STIPEND SCHEDULES	QUALIFICATIONS		NQF EXIT LEVEL	PERCENTAGE OF THE MINIMUM SALARY LEVEL CONTAINED IN COLUMN (5)	PUBLIC SERVICE SALARY LEVEL: FT Min. Notch of the indicated Salary Level unless specified in the applicable OSD Directive	MAX STIPENDS AMOUNTS: Not exceeding 50% of the FT Min. notch of the indicated salary level unless specified in the applicable OSD Directive	
C2	Doctoral Degree and above		Level 10	35%	8	8	
C1	Master's Degree		Level 9	35%	7	7	
B4	Masters Post graduate Diploma Professional Qualification		Level 8	35%	6	6	
B3	Bachelor Degree Advanced Certificate		Level 7				
B2	Diploma Advance Certificate		Level 6				
B1	Higher Certificate	Advanced National Certificate (vocational) 5	Level 5	35%	5	5	
A3	National Senior Certificate (Grade 12)	Adult National Certificate	NC(Vocational) 4	Level 4	35%	4	4
A2	ALL PART QUALIFICATIONS/ ACCREDITED UNITS OF LEARNING TO ACCUMULATED		NC: (Vocational) 3	Level 3	35%	3	3
			NC: (Vocational) 2	Level 2			
A1	GETC:(Grade 9)		Adult NSC:	Level 1			



- For the purposes of enhancing the work of the department and to respond to the demand for scarce and critical skills, the head of department may retain a suitable candidate/s into entry level vacant permanent position/s or contract in accordance with the department`s approved Human Resource Plan
- A vacant entry level post shall be advertised internally within the department for fair, open and equitable competition among candidates involved in the programme and employees at lower levels than the post advertised lower in the department.

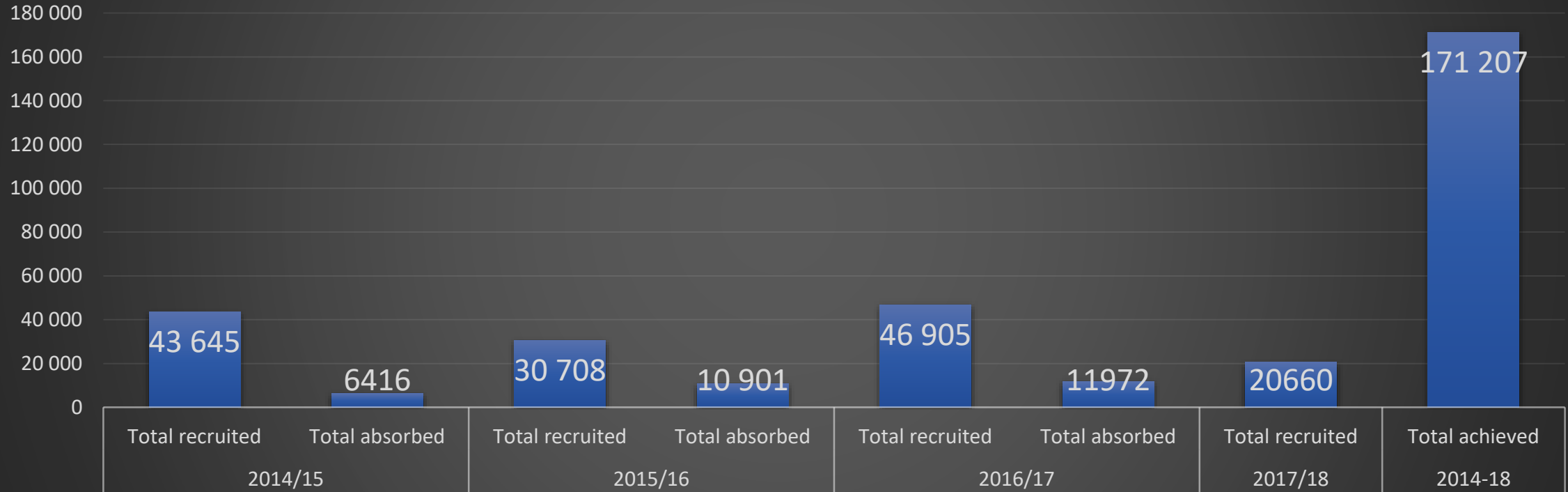


# Implementation over 2014-15 -2017-18 period

Provinces/ National	2014/15		2015/16		2016/17		2017/18	2014-18
	Total recruited	Total absorbed	Total recruited	Total absorbed	Total recruited	Total absorbed	Total recruited	Total achieved
<b>Eastern Cape</b>	2 502	195	561	17	2 352	186	1922	<b>7 337</b>
<b>Free State</b>	2 243	0	2 275	991	1 364	50	2370	<b>8 252</b>
<b>Gauteng</b>	575	18	10 443	9 159	12 434	608	4648	<b>28100</b>
<b>KwaZulu-Natal</b>	1976	126	415	19	2 483	24	1940	<b>6814</b>
<b>Limpopo</b>	2 849	683	2 835	187	3 281	368	3193	<b>12 158</b>
<b>Mpumalanga</b>	993	16	1 230	35	914	476	823	<b>3960</b>
<b>National</b>	9 658	5 271	6 241	227	13 189	10 109	1021	<b>30 109</b>
<b>Northern Cape</b>	217	10	289	12	496	75	327	<b>1329</b>
<b>North-West</b>	908	0	1 074	94	938	4	1609	<b>4529</b>
<b>Western Cape</b>	1 368	97	2 482	160	3 211	72	2807	<b>9 868</b>
<b>NARYSEC</b>	20 356		2 863		6 243			<b>29 462</b>
<b>Total</b>	<b>43 645</b>	<b>6416</b>	<b>30 708</b>	<b>10 901</b>	<b>46 905</b>	<b>11972</b>	20660	<b>141 918</b>

# Total Number recruited 2014 - 2018

Number recruited vs absorbed



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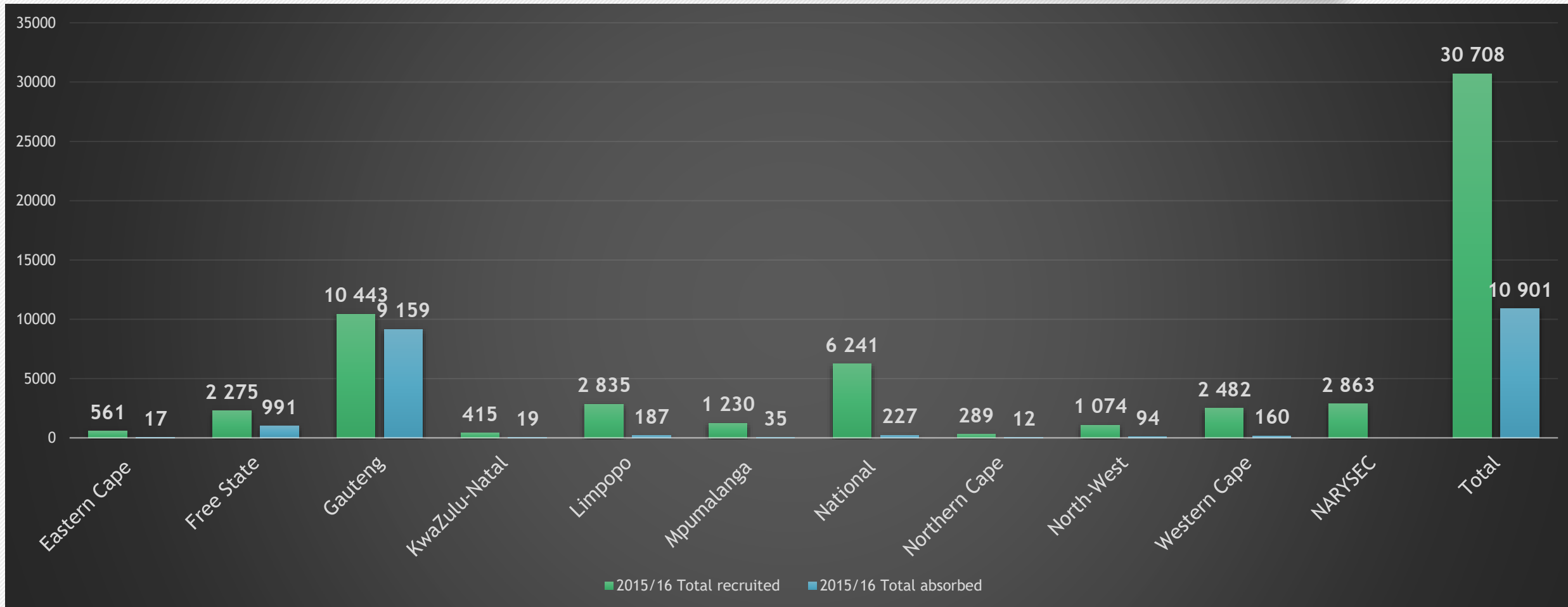
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# Total recruited 2015/16



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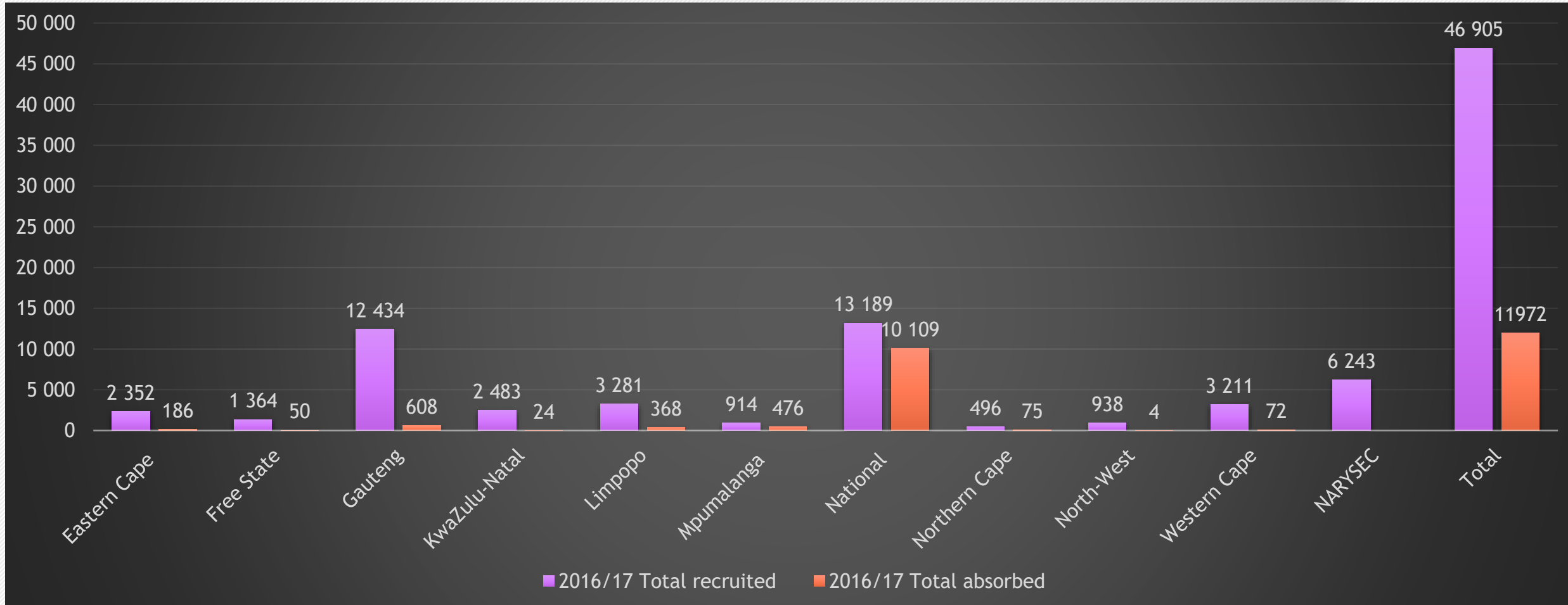


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# Total recruited 2016/17



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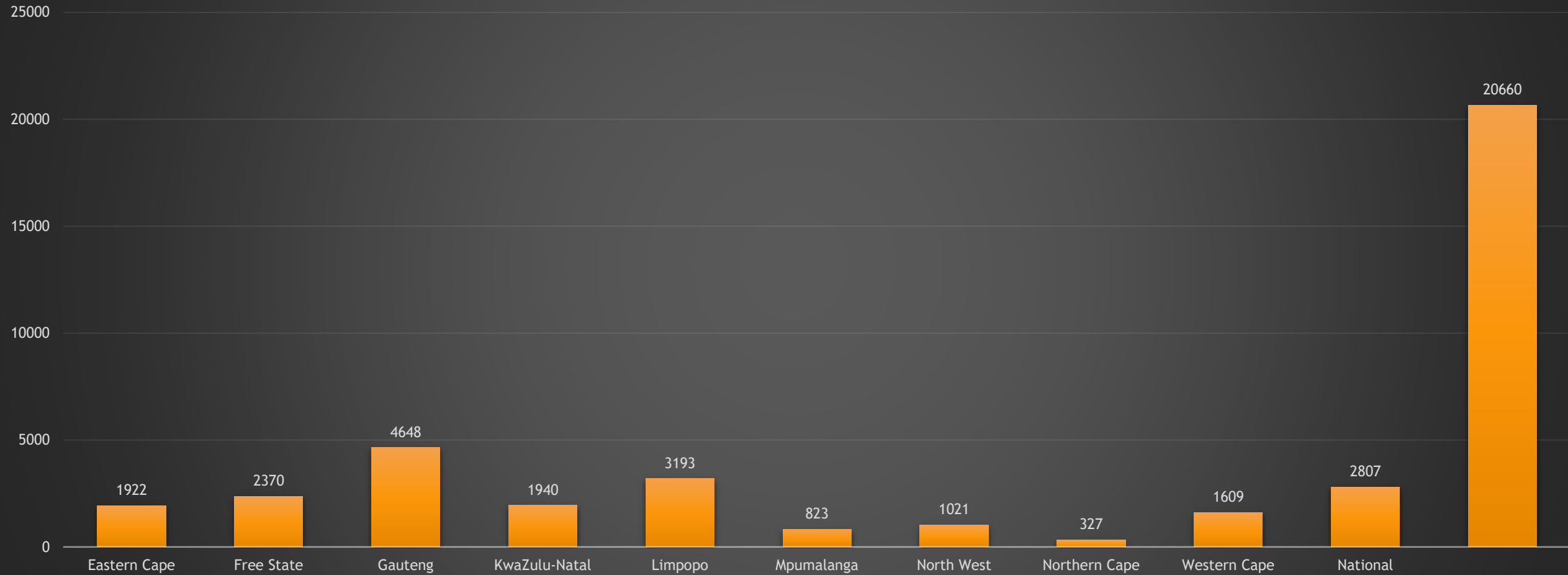
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# Total Recruited 2017/18

Total Number of youth on Developmental programmes



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# Rural Youth Skills Development Programmes

- In a country where the majority of the population is still dependent on the intervention of the state to meet its basic needs, the government services must be accessible within a reasonable geographical location.
- Similarly, the government service delivery points must be manned by competent and well-managed workforce; capable of and committed to delivering high quality services to the people of South Africa.
- However, although every square kilometre of this country is covered by a municipality, but remains predominantly rural therefore government service delivery points located in the remote regions are unable to attract and keep scarce skills.
- The solution has been to reach out to rural communities, and in partnership with various stakeholders (SETAs, municipalities, police stations, hospitals, regional offices of government departments, amongst others), formulated integrated rural youth skills development programmes to grow talent in those regions so as to meet public service demand for skills.



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# Rural Youth Skills Development Programmes

- 2009 - 2014: Muyexe ( Giyani), Waterberg (Mokopane) Limpopo;( 50)- IT& Public Admin  
Enkandla (Tugela Ferry) & Umsinga( Greytown) KwaZulu-Natal; ( 50)- IT& Public Admin  
Riemvasmaak & Siyanda (Kakamas), Northern Cape;
- 2016 - 2017: Bushbuckridge & Marapyana (Mpumalanga) - **Unsuccessful**  
Lady Frere & Umthatha (Eastern Cape) - **Unsuccessful**  
Mogwalaneng (Rustenberg) & Piet Plessis (Vryburg) (North West)-  
**Unsuccessful**
- Partners pulled out due to lack of consensus on the rural areas biasness of the programme



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# Rural Career Guidance and Exhibition Programmes

- 2012 through the Government aligned SETAs (GSETA) Forum, introduced and institutionalised Rural Career Guidance Programme;
- Launched in Trompsburg, Free State, charged Premiers to be champions of career guidance and exhibition programmes.
- The objective is to promote the public service as a career of choice, create an environment where in-school and out of school youth as well as graduates are exposed to career and development opportunities within government and its agencies.
- Since the launch, KZN, Limpopo, Northern Cape, Mpumalanga, Eastern Cape, Gauteng and North West have maintained regular career guidance and exhibition programmes led by their respective premiers.
- Since the promulgation of the National Career Guidance Policy, the programme has since been incorporated into the National Programme led by the DHET in which the DPSA participate.



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# Challenges

- The Public Service remains a creature of statutes, run by bureaucracies, therefore introducing new orientation still meets resistance;
- Regulatory provisions essential for fairness and equity are blamed for the innovative Human Resource Management ( regulations vs management)
- Lack of integration between HRD, HRM and Strategic Planning;
- Austerity measures which blindly target HRD;
- Labour market competition;
- The image of the public service - lack of tools of trade;
- Unnecessarily too long recruitment practices;
- Uninspiring utilisation of talent- Outsourcing of all things and everything.



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