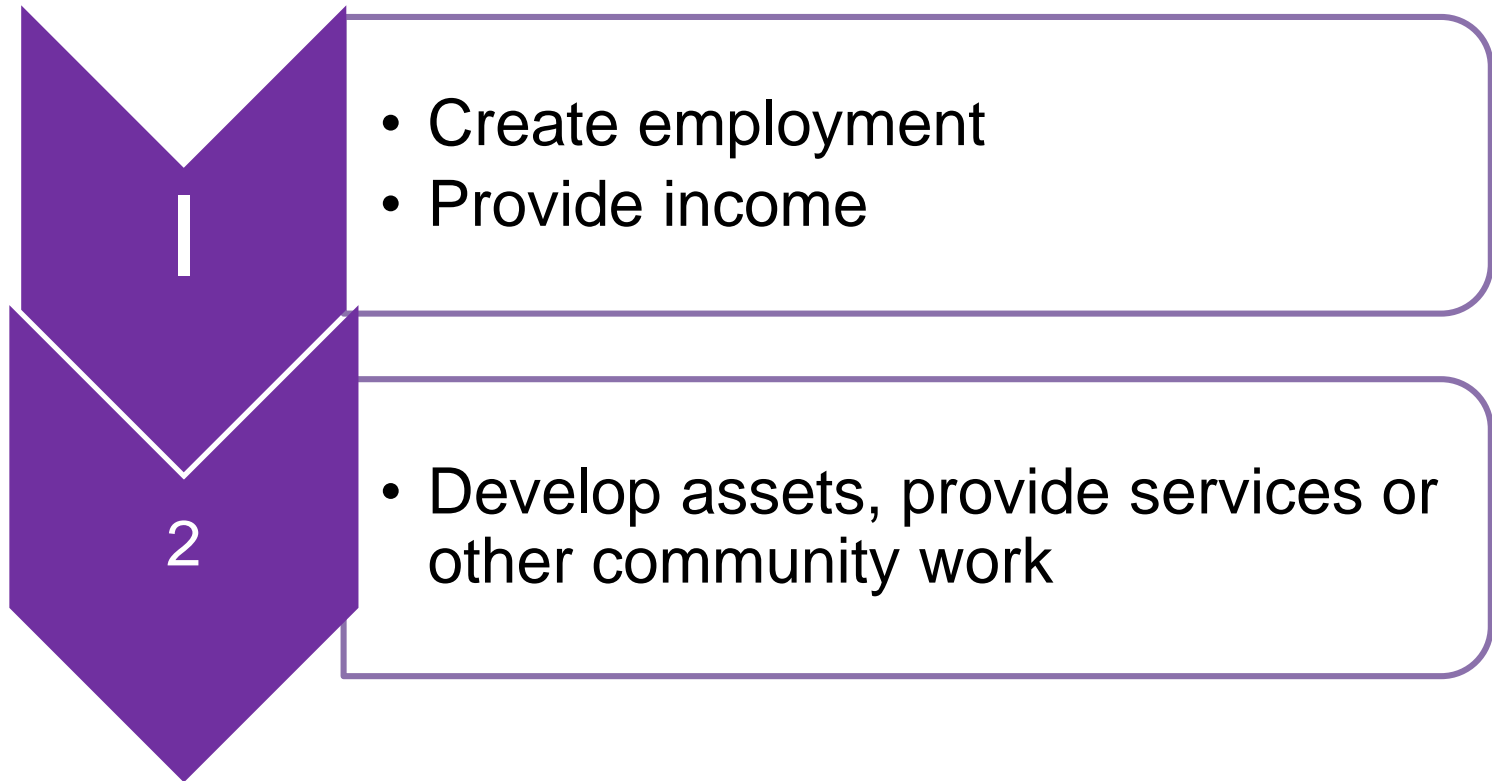

“Public Employment Perspective”

2018 Annual Career Development Service Stakeholders Conference 29 June 2018



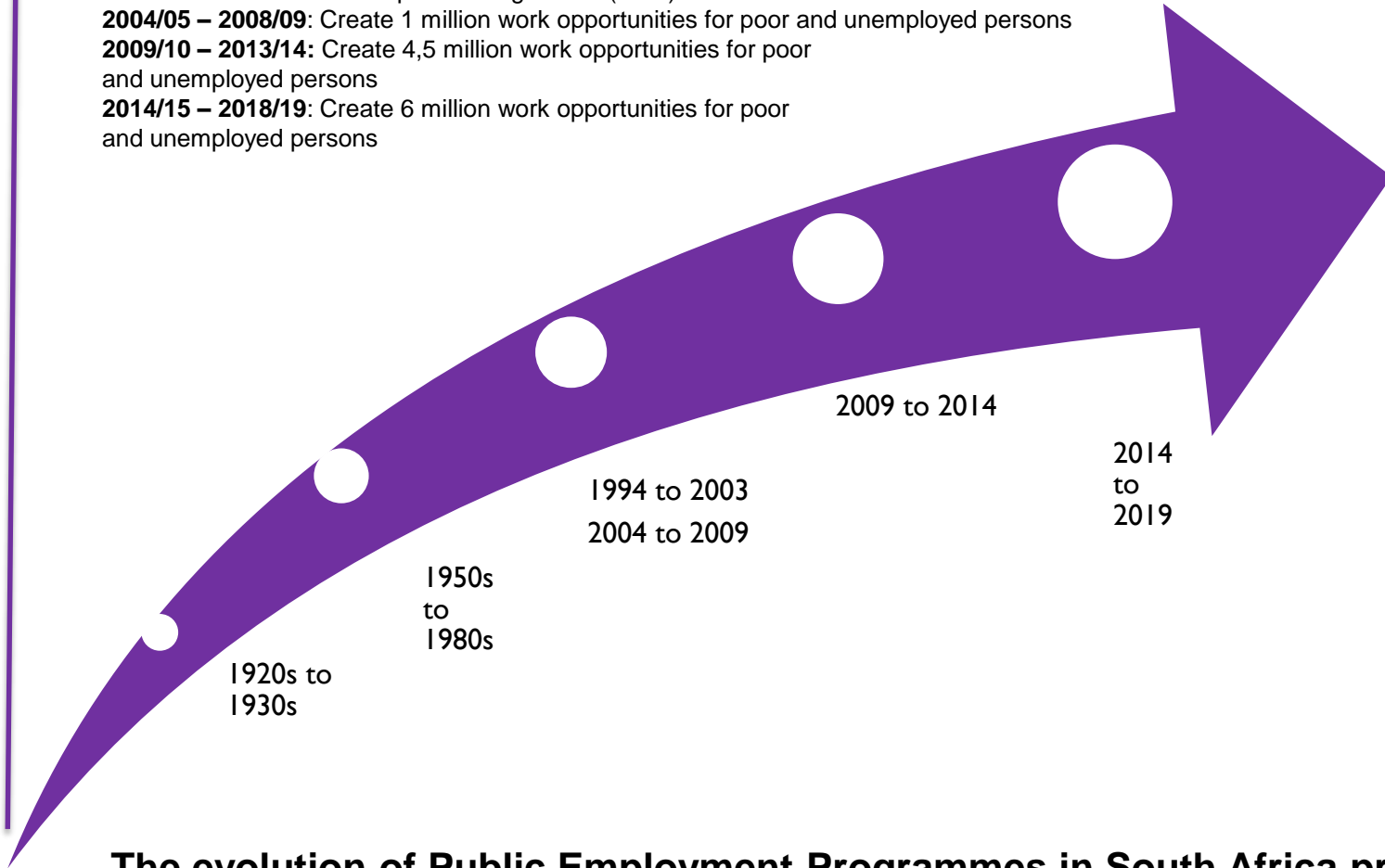
Public Employment Programmes

Primary and secondary objectives of PEPs



1920 – 1930: “Poor white problem”. Carnegie Commission. Employment sanctuaries. State corporations (ISCOR)
1950 – 1980: Large scale programmes, Manufacturing and commercial farming and State-owned enterprises (IDC)
1994 – 2003: Organised labour, construction industry and government negotiations. Labour-intensive construction methods. Code of Good Practice for Special Public Works Programmes: 2002. Reconstruction and Development Programme (RDP) under NPWP
2004/05 – 2008/09: Create 1 million work opportunities for poor and unemployed persons
2009/10 – 2013/14: Create 4,5 million work opportunities for poor and unemployed persons
2014/15 – 2018/19: Create 6 million work opportunities for poor and unemployed persons

TIMELINE



The evolution of Public Employment Programmes in South Africa pre- and post-1994

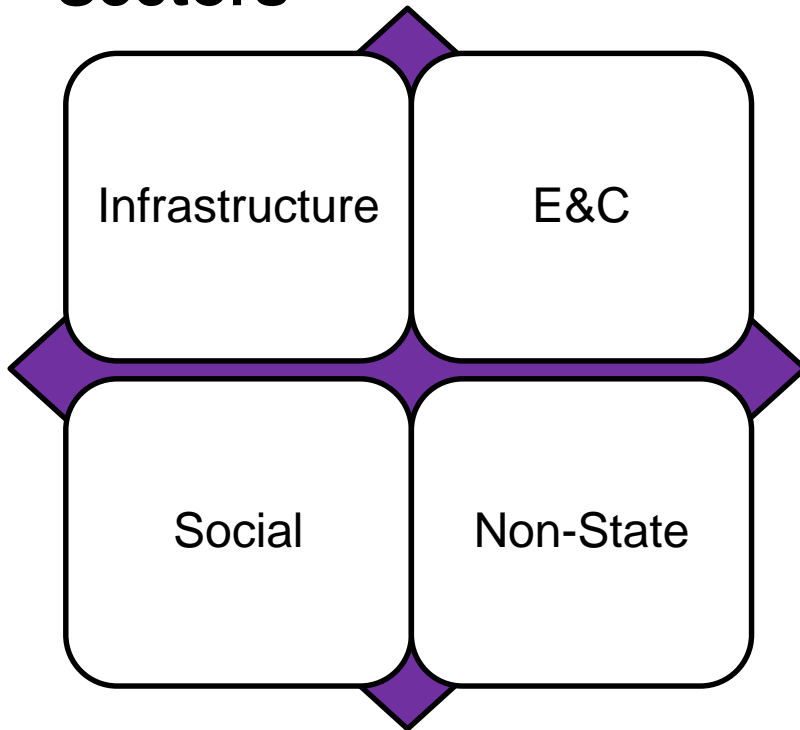
EPWP Phase 3

A brief overview of the EPWP phase 3

- ❑ Mandate
 - ❑ Employment creation
 - ❑ Income support
 - ❑ Service delivery
 - ❑ Assets creation
- ❑ Plan and design programmes that can be up-scaled and mainstreamed
- ❑ Builds on previous successful innovations

Sectors and EPWP universal principles

Sectors



Critical universal principles

Worker selection

- Defined process
- Criteria

Wages and employment conditions

- EPWP minimum wage
- Ministerial Determination

Work provides & enhances

- Public goods
- Community services

Minimum labour intensity

- Appropriate to sector

What is decent work?



Decent work involves “opportunities for work that is productive and delivers a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organise and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men”. – ILO, 2012.

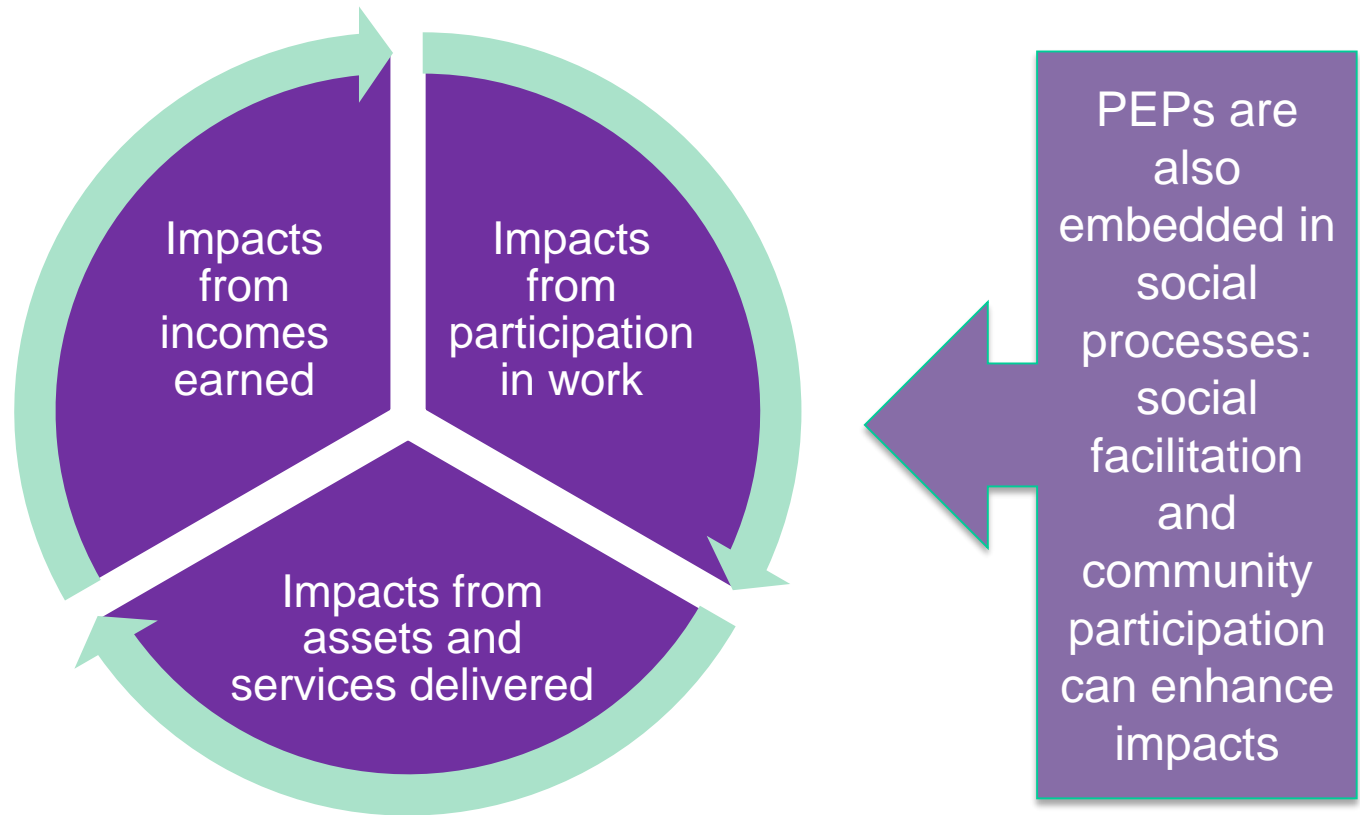
Values that should underpin PEPs

Provide regular, predictable part-time work

Contribute sustainably to livelihoods

Small, predictable income has stronger anti-poverty effects than erratic short-term work

Dimensions of PEPs development impact



EPWP Infrastructure Sector programmes

National Youth Services

- Aims at recruiting the youth (16-35 years) and training them in various artisan trades in construction
- Programme duration is one-year and consists of 6 months theoretical training and 6 months practical training
- Programme implementation happens via the National and Provincial Departments of Public Works on using their capital and maintenance projects
- Implementation of the project happens in partnership with the National Youth Development Agency

EPWP Infrastructure Sector programmes

Vuk'uphile Programme

- ❑ The programme aims at training contractors and supervisors in labour-intensive methods of construction
- ❑ Partnership has been formed with CETA and various public bodies to implement these learnerships
- ❑ Programme management and mentor support are provided by NDPW
- ❑ CETA provides and ensures quality assurance of training
- ❑ Public Bodies provided various training projects where training could be conducted

EPWP Social Sector programmes

Early Childhood Development

- ❑ Provide education and care to children in the temporary absence of their parents or adult caregivers while they are at work
- ❑ Services provided are;
 - ❑ child health, nutrition, education, psychosocial and other needs within the context of the family and community



EPWP Social Sector programmes

Home Community Based Care

- ❑ Provides comprehensive, quality health and social care by primary health caregivers in the home and community
- ❑ Focused on the family as a whole
- ❑ Programmes are implemented through community-based organisations



EPWP Social Sector programmes

National School Nutrition Programme

- ❑ Aims to enhance the educational experience of needy primary school learners through:
 - ❑ promoting school attendance
 - ❑ alleviating short term hunger
 - ❑ improving concentration
 - ❑ contributing to general healthy development of children



EPWP Social Sector programmes

Mass Participation Programme

- ❑ Provides work opportunities to sports coaches and administrators to encourage members of the public and school children to participate actively in sports
- ❑ The objectives of:
 - ❑ promoting good health
 - ❑ self-realisation
 - ❑ community development
 - ❑ social cohesion



EPWP Social Sector programmes

Community Safety Programme

- ❑ Employing participants in EPWP projects to be active in helping to identify community safety priorities for their neighbourhoods
- ❑ The programme supplements the work done by the South African Police Service (SAPS)



EPWP Social Sector programmes

Mass Literacy Programme

- ❑ Aims to enable adult learners and youth to read, write and calculate in their mother tongue in line with unit standards for AET level 1
- ❑ The programme is six months and starts every June to December



EPWP Environment & Culture Sector Programmes

- ❑ Sustainable land based livelihoods
- ❑ Waste management
- ❑ Tourism and creative industries
- ❑ Coastal management
- ❑ Sustainable energy
- ❑ Parks and beautification

EPWP Non-State Sector programmes

Non-Profit Organisations (NPO)

- Activity/ institutionally based
- Led by the Department of Public Works
- Wage subsidy as a mechanism
- Implemented through the IDT
- Supported through partnerships with NYDA

Community Work Programme (CWP)

- Area based
- Led by Cooperative Governance and Traditional Affairs
- Wages are paid directly from DCoG to participants
- Implemented through IAs

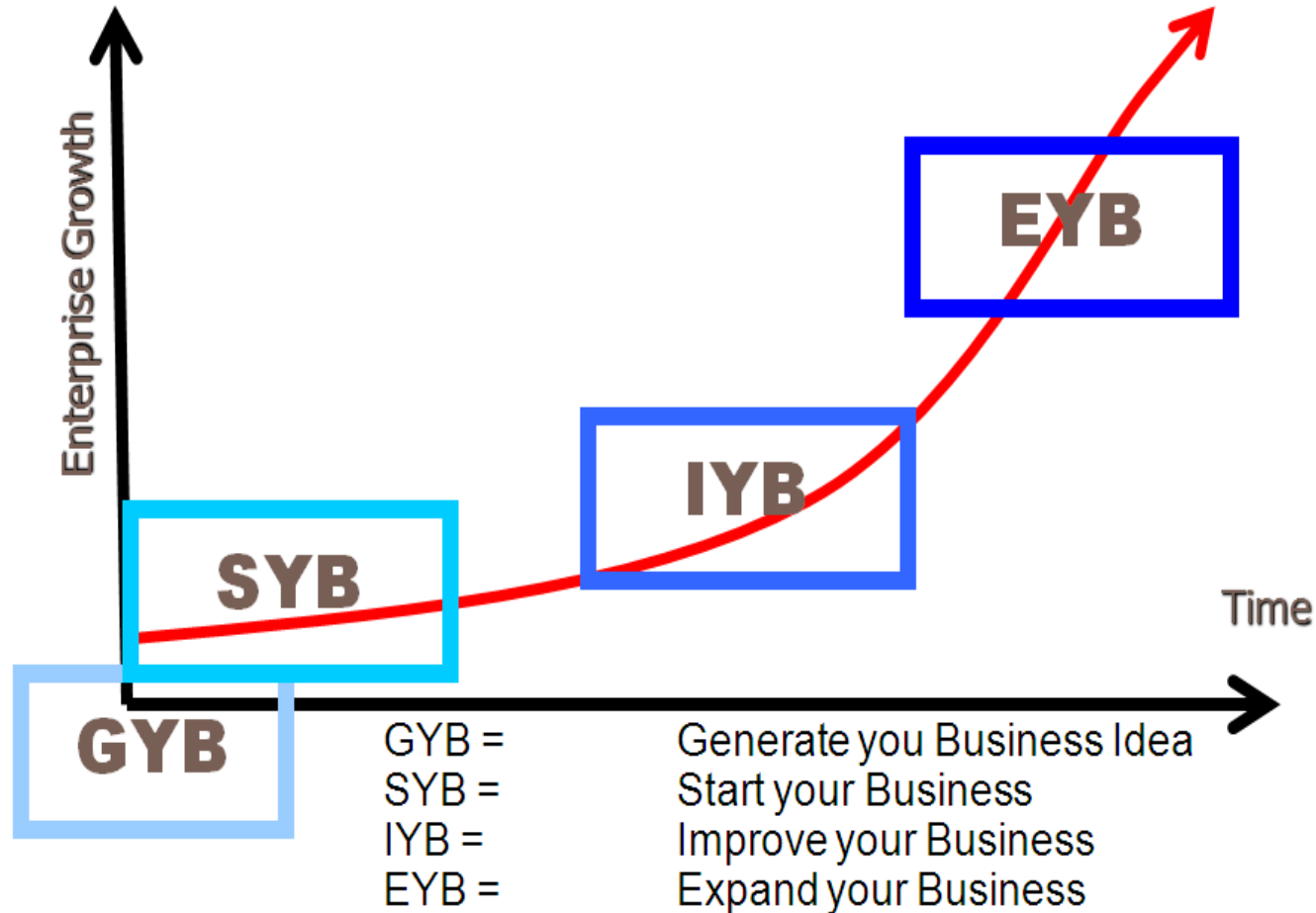


Youth participation (2017/18) - EPWP

Programme Name	Sum of Work Opportunities (year)	Sum of Work Opportunities Youth (year)	Proportional Contribution Towards Youth Employment
Sustainable Land Based Livelihoods	98 111	58 075	15%
Community Work Programme	166 264	47 865	12%
Municipal Infrastructure	86 896	43 888	11%
Provincial Infrastructure (NON-ROADS)	75 530	35 735	9%
NPO Programme	59 591	32 535	8%
Waste Management	54 221	27 986	7%
Provincial Roads	93 380	27 495	7%
Home Community Based Care Programme (HCBC) Expansion (NEW) Programme	71 016	25 227	6%
Parks and Beautification	28 622	17 569	4%
Community Safety Programme	27 547	16 068	4%
Early Childhood Development (ECD)	21 231	11 776	3%
National Nutrition Programme	25 912	9 490	2%
Tourism and Creative Industries	36 054	7 362	2%
National Youth Service (NYS)	8 312	6 855	2%
National Departments and SOE	7 540	6 603	2%
Large Projects (exceeding R30mil)	10 333	5 757	1%
Contractor Development	14 589	4 641	1%
Coastal Management	6 881	4 148	1%
Mass Participation Programme	5 708	3 596	1%
Sustainable Energy	2 310	1 603	0%
	186	141	0%
	900 234	394 415	44%

EPWP Enterprise Development

Start and Improve Your Business?



YOU AS AN ENTREPRENEUR

Are you serious thinking about starting and running a business yourself? Which necessary steps/being an entrepreneur also means taking on a lot of responsibility and facing a lot of challenges.

First of all, you need to find out if you are capable of running your own business. Consider all circumstances in combination with our list personal characteristics and skills are necessary elements for your development as a successful entrepreneur. You will also need specific knowledge and experience in the field to be ultimately successful in the business position.

Below are five statements that you should make/decide going into business. The first one will measure whether you have the right abilities to be an entrepreneur. The second one measured help you to identify which type and field of business may be suitable for you.

1. Do you have what it takes to be an entrepreneur?

ASSESSMENT



The following assessment will help you find out if you have the basic requirements of an entrepreneur. Be honest when you answer the questions.

Think about each of the following before potential questions. If you answer YES to the questions dealing with any particular factor, consider that factor as one of your strengths. If you answer NO to most of the questions you are not quite sure about the answer. Some factors may be areas that need improvement before you start your business.

FINANCIAL CRISIS SITUATION WILL IT BEAT YOUR JOB INCOME?

ARE YOU ENTREPRENEUR?

ARE YOU TRUST WORTHY (DEPENDABLE)?

Factor

Are you passionate about running your own business? Is it very meaningful and important to you, your family and the community? Are you enthusiastic about making your business a success and are you willing to put it before almost

PART II

YOUR OWN BUSINESS IDEA LIST

1. Family's experience

Marlene started her own gift shop in response to the new year before she decided to open her own business. She used her own entrepreneurial skills and experience to help her determine the best way to start her business. She does not want to be involved in the operation but only to share the profits while helping Marlene run the business herself.

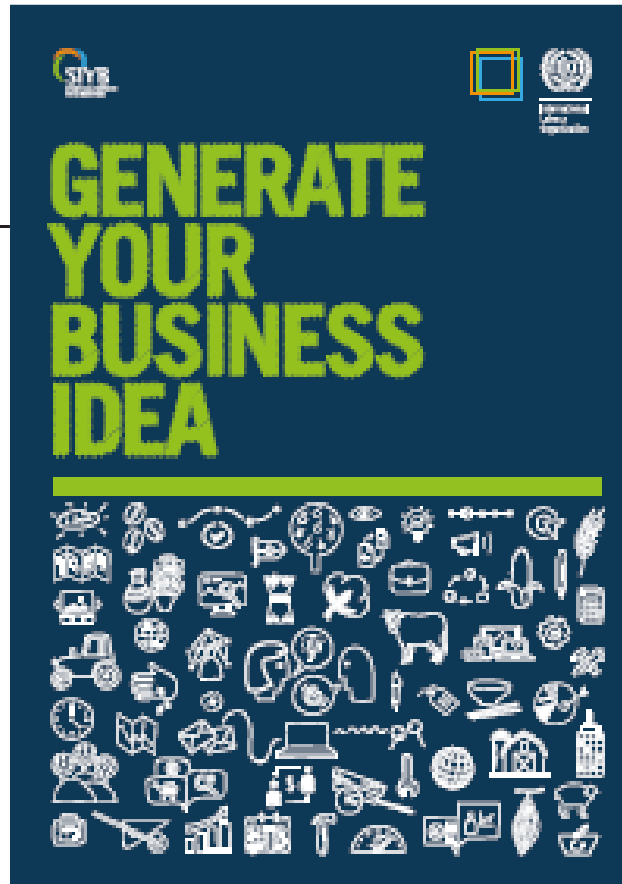
Marlene starts thinking about possible business ideas.



The woman making and selling items in her own business. She works at her home and selling items in her own business. She works at her home and selling items in her own business. She works at her home and selling items in her own business.

Marlene started thinking about opening a gift shop in response to the new year before she decided to open her own business. She used her own entrepreneurial skills and experience to help her determine the best way to start her business. She does not want to be involved in the operation but only to share the profits while helping Marlene run the business herself.

www.ilo.org/public/works



2. Which type and field of business is most suitable for you?

If you already have a business based on your own experience, technical skills, knowledge of the business position, facilities, social ties and family background etc. there is a greater chance that you will be successful. Consider the following examples:



Mark has been working for a mobile company for many years. He learned how to manage the mobile business and to learn how to manage the required services. He is considering opening up his own mobile service in specific in his country and the two African regions.

Mark has grown up in a farmer's family. His parents give seasonal vegetables to sell in the local market. Mark has graduated from the Agricultural College. He has extensive planning, technology and is enthusiastic about promoting technology, sales and consumption of organic foods in his community. Mark decides to give organic vegetables to his parents' farm and to sell the produce through their retail network.



Debra has a fashion design degree from the capital city. She went shopping and discovered a number of fashionable, original clothes and accessories. She has now returned to her hometown. She decides to start her own fashion store to sell her own and to sell in fashion design in her area.

Photo: Shutterstock

IMPROVE YOUR BUSINESS

Costing



PART I

KNOW YOUR COSTS



1. How do you price your pottery?

2. How would you price your pottery to be competitive with others?

IMPROVE YOUR BUSINESS

Planning For Your Business



PART II

FORECASTING CHANGES IN THE EXTERNAL ENVIRONMENT

The business does not exist alone (operating in a market). Besides, business that sets long-term plans or a 5-year business plan must understand external factors as well. It is important to know and understand what will happen and what will not happen in the market. It means you must forecast changes in the external environment for your own business.

1. What is a forecast?

It forecast is a prediction of what will happen in your business in the future. What you know what is likely to happen in your plan ahead. For example, consider forecast on the outside or outside with you what the weather is like when you set out for your morning walk.



PART I

MARKETING AND YOUR BUSINESS

1. The power of evaluation

List at least 10 marketing evaluation

Look how well this shop has been managed. Identify those aspects that are good and they work well. The marketing team



IMPROVE YOUR BUSINESS

Marketing



PART I

KEEPING BUSINESS RECORDS

1. What is record keeping?



IMPROVE YOUR BUSINESS

Record Keeping





Types of SMMEs supported under EPWP	No of SMMEs
Agriculture (Animal/Poultry Production)	6
Agriculture (Crop farming)	26
Arts and Culture	1
Atchaar Production	1
Bakery	2
Brick Making	3
Construction	13
Car wash	3
Catering	3
Cleaning & Gardening	32
Cleaning and Security	1
Cleaning Service	53
Clearing Alien plants	13
Construction	78
Gardening and landscaping	9
General Trading	21
Leather Products and Furniture	2
Nappy production and catering	1
Pottery	1
Recycling	1
Sewing	24
Soap production	1
Social	16
Stone crushing	1
Waste & Recycling	2
Grand Total (2017/18)	314

EPWP Training

Training

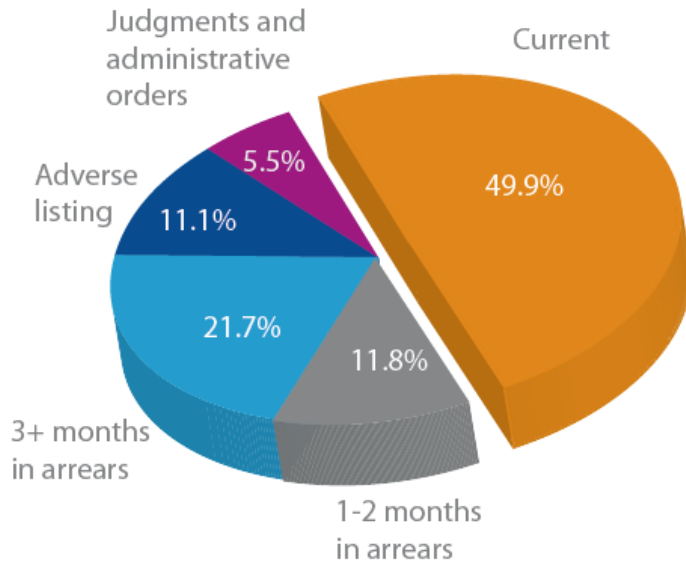
- ❑ Training is critical but non-mandatory; and it is implemented based on availability of funding.
- ❑ EPWP received funding from the Department of Higher Education and Training (DHET) through the National Skills Fund (NSF) and also from the Sector Education and Training Authorities (SETA's) discretionary grants i.e. Fibre Processing and Manufacturing SETA (FP&MSETA), Local Government Sector Education and Training Authority (LGSETA) and the Manufacturing, Engineering and Related Services SETA.
- ❑ The EPWP also engages the various SETA's i.e. AgriSETA, CATHSSETA, CETA, EWSETA, ETDPSSETA, FP&MSETA, HWSETA, LGSETA, merSETA, MICTSETA, MQASET, SASSETA and SERVICES SETA etc. ; and other Education and Training Quality Assuring bodies (ETQA's) i.e. SAQA, UMALUSI, CHE and QCTO. Both these SETA's and the ETQA's assist in ensuring that all the training programmes offered by the EPWP are recognised, pre-defined covering both soft and technical skills interventions; and are implemented by recognized and accredited training providers.

Training Priority Courses List

- ❑ The EPWP priority courses list offers various targeted sector courses aligned to the various training programmes i.e. Skills programmes, Learnership Programmes and Artisan Development Programmes. *“priority courses list examples”*.
 - ❑ **Skills Programmes Priority Courses List**
 - ❑ Thogomelo psychosocial support for community care givers
 - ❑ General Education and Training Certificate: General Forestry
 - ❑ General Education and Training Certificate: Construction
 - ❑ National Certificate: General Security Practices
 - ❑ **Learnership Programmes Priority Courses List**
 - ❑ Community House Builder
 - ❑ Basic Pharmacist Assistance
 - ❑ Supervision of Construction Processes: Labour Intensive
 - ❑ General Education and Training Certificate: Horticulture
 - ❑ **Artisan Development Programme Priority Courses List**
 - ❑ Electrician
 - ❑ Boilermakers
 - ❑ Diesel Mechanic
 - ❑ Motor Mechanic

Financial Literacy Training

Credit standing of consumers:
December 2017



- There are 25.31 million credit active consumers. Consumers classified in good standing: 15.62 million consumers. Consumers with impaired records: 9.7 million. (Source: Credit Bureau Monitor – Dec 17, NCR)
- The Department of Public Works (DPW) partnered with the FSCA/FSB to deliver Consumer/Financial Education to participants of the Expanded Public Works Programme (EPWP). The purpose of these workshops was to provide, promote and support financial education, awareness and confidence regarding financial products, in order to enable the EPWP participants to make better informed financial choices and of which ultimately lead to better lives.



Things we want

We don't only have needs. We also have wants. These are things that we would like to have, but which we can do without.



What are the things that you need in life?

Things we need

LUXURY FOODS
chocolates
chips
soft drinks
alcohol

TV

SMART CLOTHES

TAKE-AWAYS

CIGARETTES

WATER

EDUCATION

SAVINGS

MEDICINE

SHELTER

FUEL for cooking

FOOD

TRANSPORT

CLOTHING

Make the MOST of your money

1. A basic money guide for South Africans

Read how to

- work out a budget to manage your money
- get out of trouble — and stay out of it
- save for a better future
- live without unnecessary financial worries

How well do YOU sleep at night?

Learning Outcomes

- Managing money better
- Distinguishing between Needs and Wants
- Understanding the importance of having a budget
- Drawing up a budget and sticking to it
- Understanding the true cost of debt
- Having a step-by-step process to assist in reducing their debt
- Setting a personal action plan to improve a financial situation

Managing money is a skill that you can learn.

Managing money does not mean that you will suddenly get rich. It means that you **plan, use what you have wisely, and stay out of financial trouble!**

If you do not have a regular, fixed income, it is **especially important** to plan for times when you do **not** earn any money.

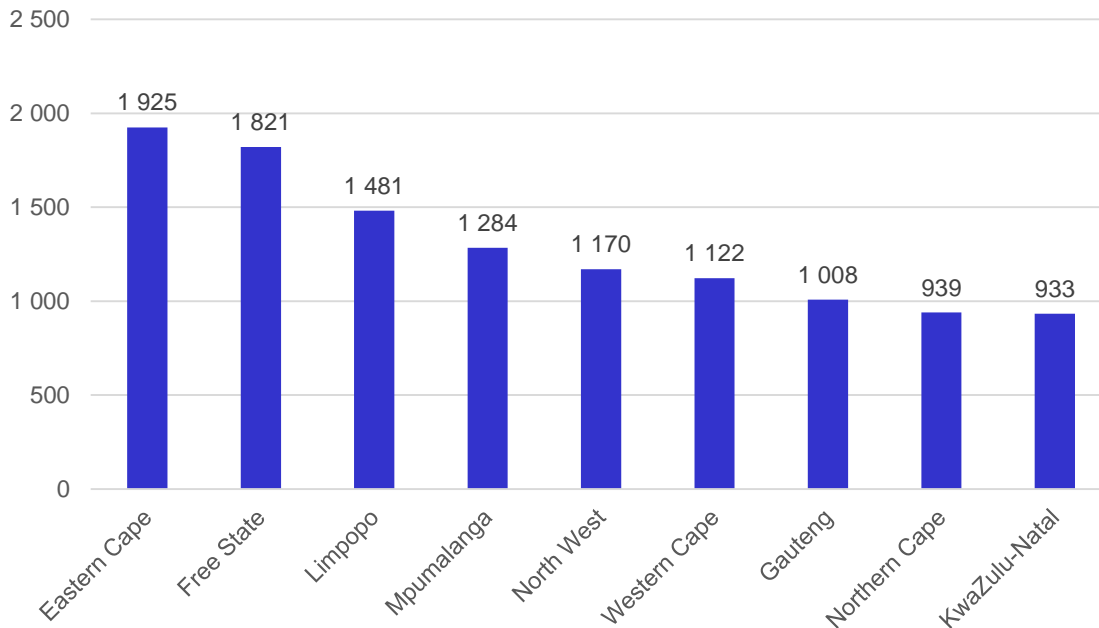
Rich people who do not manage their money have financial problems just like anyone else.

Anyone who knows how to manage their money well can improve their life — and **sleep well at night!**

Financial Literacy Training

Partnership with the Financial Sector Conduct Authority and EPWP

EPWP Participants trained on financial literacy
(2016/2018 - 11,683 participants trained)



Let me show you my budget for last month ...



Thobelo's Budget

FIXED COSTS

rent	R350
insurance policy	R 50
car repayment	R100
savings	<u>R 50</u>
TOTAL FIXED COSTS	R550

CHANGING COSTS

debt: furniture shop	R100
groceries	R260
electricity	R 60
telephone	R 60
petrol/repairs	R100
toiletries	R 60
entertainment	R 60
medicine	<u>R 40</u>
TOTAL CHANGING COSTS	R740

TOTAL COSTS	R1 290
TOTAL INCOME	<u>R1 450</u>
LEFT TO SPEND OR SAVE	R160

Artisan Development

- ❑ In an effort to meet the scarce and critical skills needs of the economy, NDPW entered into a Memorandum of Understanding with the Manufacturing, Engineering and Related Services Sector Education and Training Authority (merSETA) to train young people on various Artisan trades.
- ❑ The learners were sourced from present and past EPWP projects such as the National Youth Service Programme (NYS), Working on Fire projects, Social Sector, Environment and Culture Sector and the Non State Sector projects. Some learners for Phase 2 were also sourced from FETs where company selection criteria was met.
- ❑ Preference was given to fully qualified candidates who met the minimum entry requirements relevant for the trades as laid out by merSETA and its companies. These entry requirements were Grade 12, with English, Mathematics and Physical Science or N2 qualification with relevant trade theory.



Artisan Development

- ❑ This training which commenced in 2014 will be implemented for 3 to 4 years. Some of the faster learners will go through the Accelerated Programme for 18 months. During the training, the apprentices will receive theoretical, practical and workplace training. On-the-job training is alternated with periods of theoretical training at accredited training centres. As part of the programme, the apprentices will be provided with on-the-job training, on-going mentoring under a qualified mentor and a tailored development plan to ensure their success in the industry.
- ❑ At the end the apprentices will undertake a Trade Test at an accredited Trade Test Centre to qualify as artisans. Competency Certificates will be issued by the Quality Council for Trade and Occupations (QCTO).
- ❑ As at the end of March 2018, 88 persons have successfully completed the artisan training programme. 88 Persons are still in training.



Background: EPWP and the Quarterly Labour Force Survey

- ❑ In 2009, the Department of Public Works approached StatsSA to investigate how StatsSA can measure the impact of EPWP.
- ❑ Joint working team was created to develop the instrument.
- ❑ In 2010, StatsSA introduced a module in the Quarterly Labour Force Survey (QLFS) to measure the impact of the EPWP. Five (5) questions about the EPWP were included in the QLFS (see questionnaire questions below). Question 6.5 below is specifically about beyond the numbers.
- ❑ The objective of this module was to measure impact and relative differences in participation rather than levels of participation. Levels of participation are better measured through administrative records.

Extract from the QLFS questionnaire

Ask for all persons 15 years and above

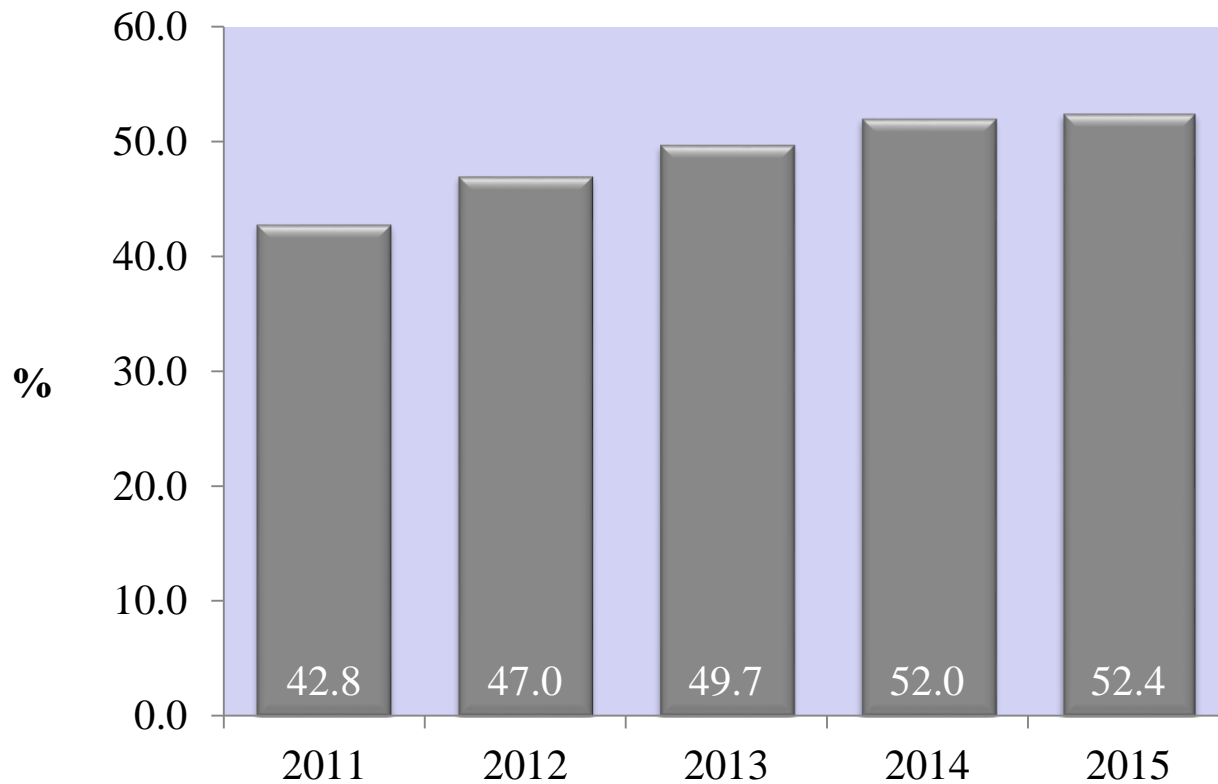
6.1	<p>Have you ever heard of the Expanded Public Works Programme (EPWP)?</p> <p>1 = YES 2 = NO 3 = DON'T KNOW</p> <p>} → Go to Q 6.3</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3																																										
6.2	<p>Have you participated in any EPWP programme or project during the past twelve (12) months?</p> <p>1 = YES 2 = NO 3 = DON'T KNOW</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3																																										
6.3	<p>Did you work in any government job creation programme or project during the past twelve (12) months?</p> <p>1 = YES 2 = NO 3 = DON'T KNOW</p> <p>} → Go to Q 9.0</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3																																										
6.4	<p>What is the name of the programme or project that you worked/participated in during the past twelve (12) months?</p> <table border="1" data-bbox="579 1071 1526 1228"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																																											
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Extract from the QLFS questionnaire

6.5	What, if any, were/are the benefits of participating in the programme or project mentioned in Q6.4?	YES	NO
	a) Got a permanent job	<input type="checkbox"/> 1	<input type="checkbox"/> 2
	b) Started own business using skills and experience acquired	<input type="checkbox"/> 1	<input type="checkbox"/> 2
	c) Opportunity for further training	<input type="checkbox"/> 1	<input type="checkbox"/> 2
	d) Obtained temporary work	<input type="checkbox"/> 1	<input type="checkbox"/> 2
	e) Other, <i>specify</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2
	<input type="text"/>		

Results from the QLFS on EPWP

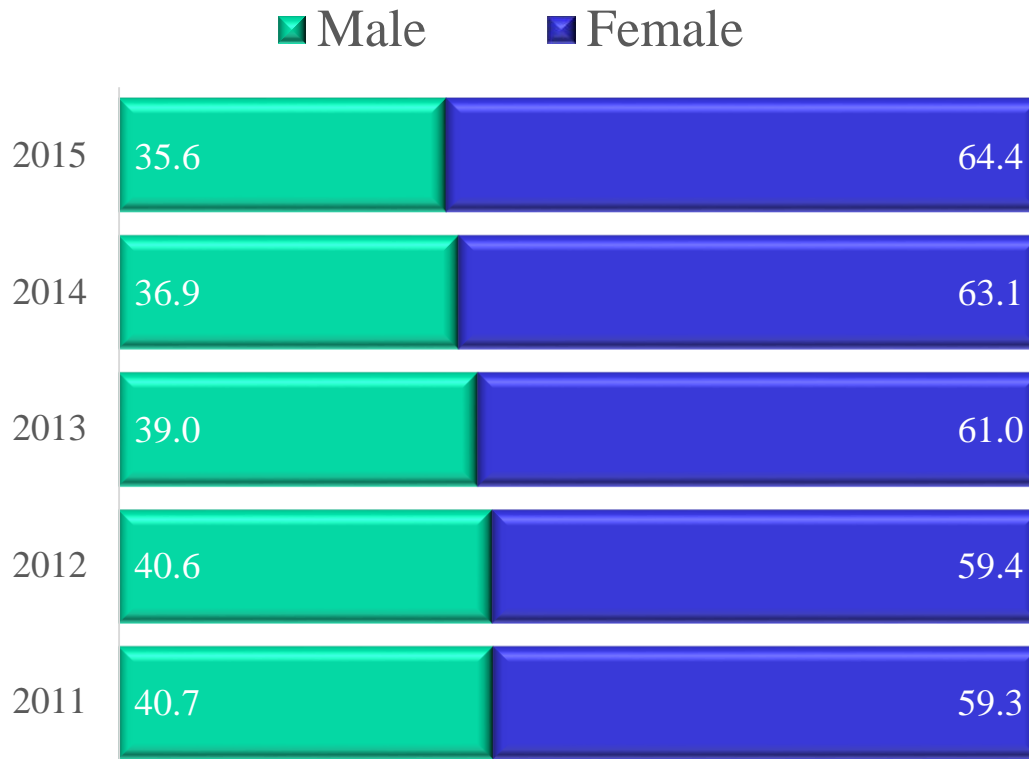
Awareness about EPWP



In 2011, 42,8% of the working-age population had heard about EPWP and this increased to 52,4% in 2015



Participation in EPWP and other Job creation programmes by sex



Over the period 2011 to 2015 more women participated in EPWP and other job creation programmes compared to men.

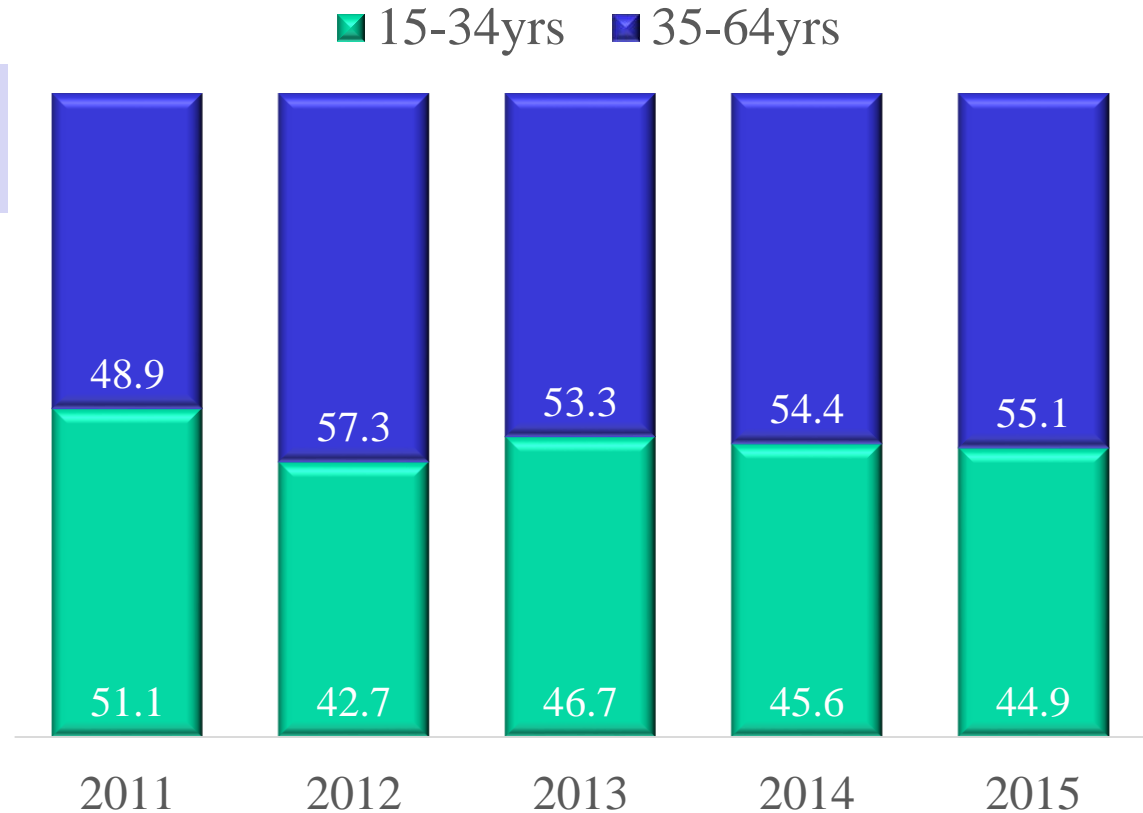
In 2015, men contributed 35,6% of the participants while women contributed 64,4% of the participants.



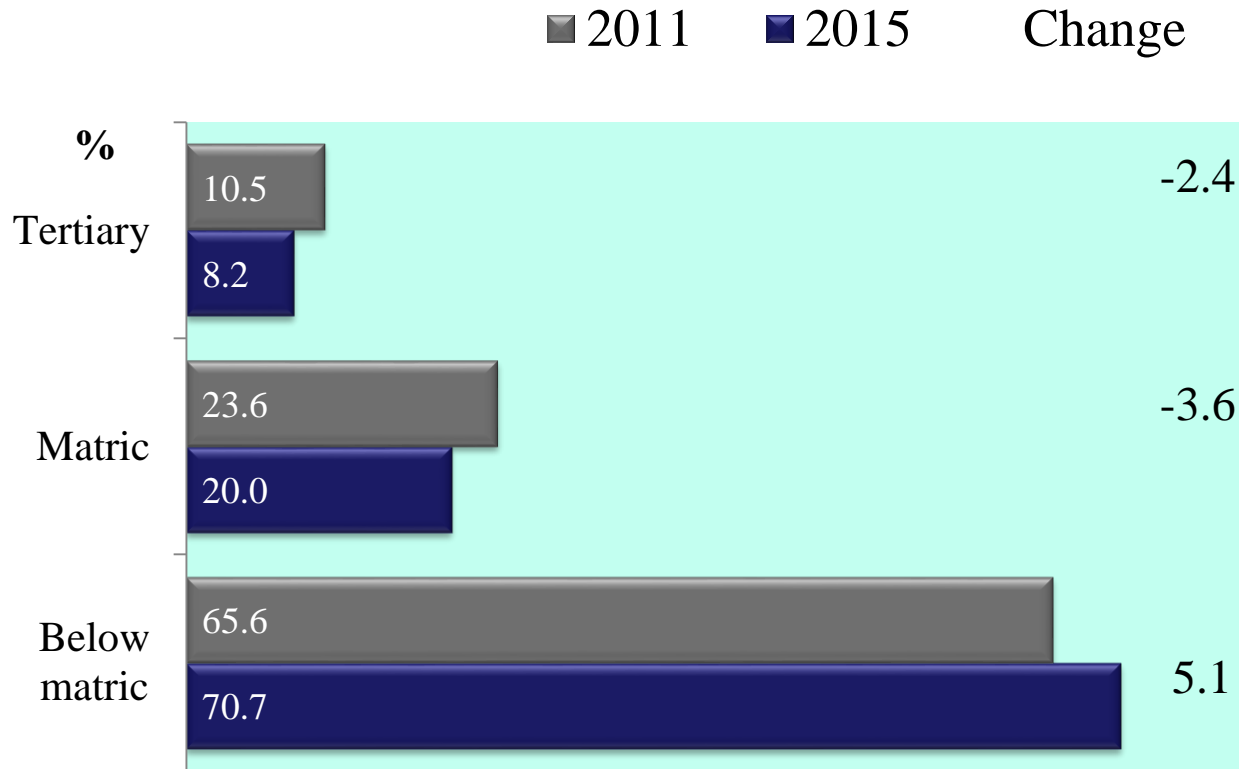
Participation in EPWP and other Job creation programmes by age

15 – 34 yrs = youth
35-64 yrs = adult

From 2012 those aged 35+ had a bigger share of participants compared to the youth



Participation in EPWP and other Job creation programmes by education

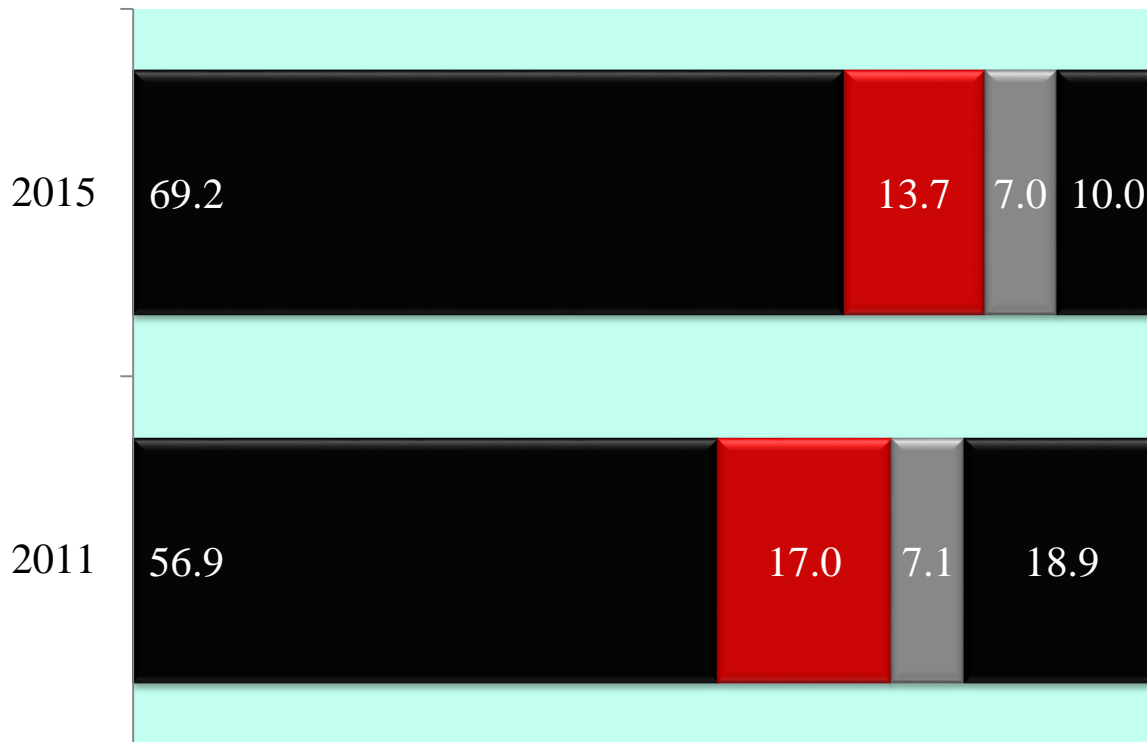


Highest proportion of people who participated in EPWP had qualifications below matric in both 2011 and 2015. In 2015, 70.7% of EPWP participants had a qualification below matric (see the blue bar). In 2015, 20% had a matric and 8.2% had a tertiary qualification.



Participation by current labour market status

■ Employed ■ Unemployed ■ Discouraged ■ Other NEA

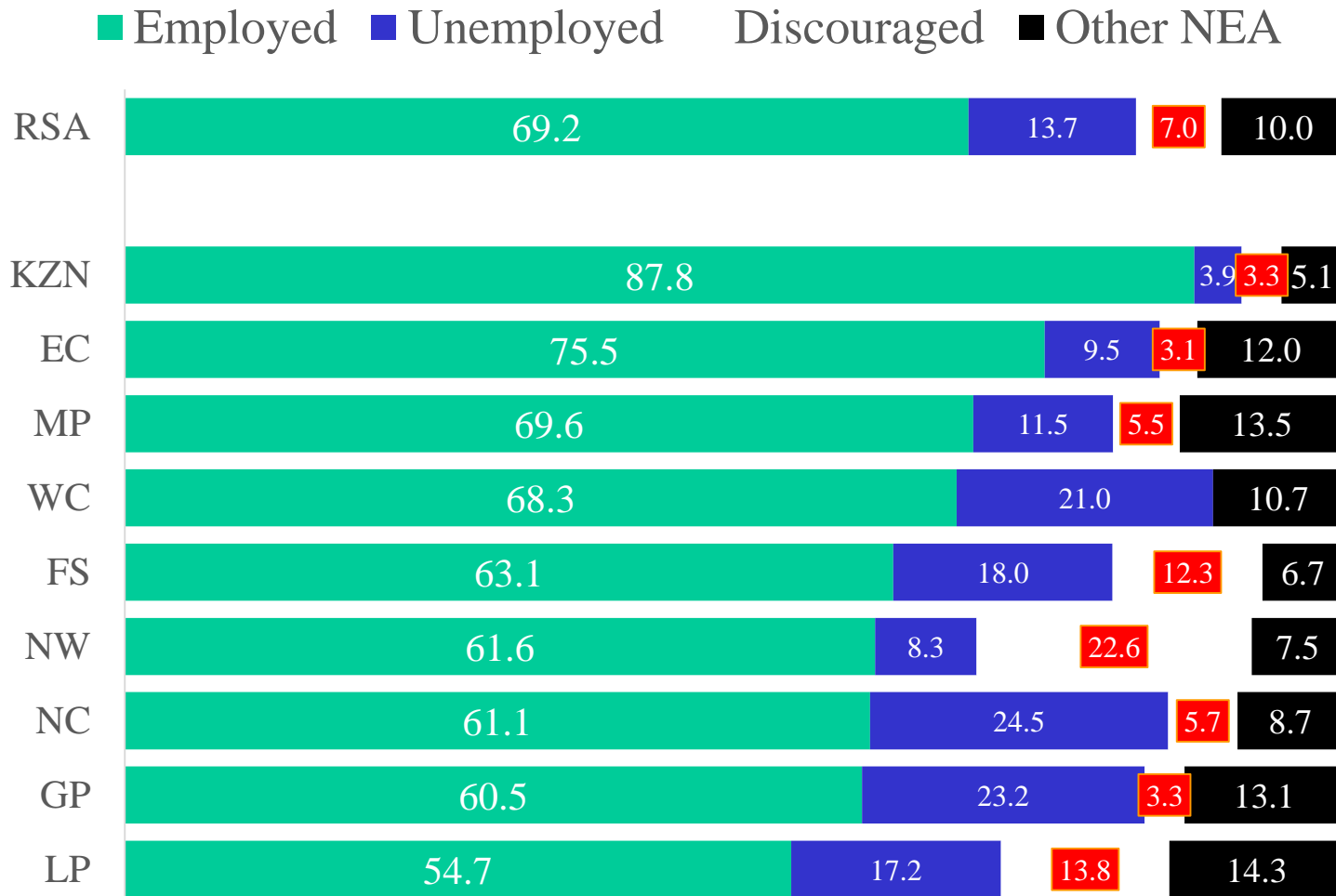


The majority of those who participated in EPWP and other government programmes were currently employed. In 2015, 69.2% are still employed, with 13.7% unemployed, 7% discouraged and 10% not economically active (NEA). While those who were discouraged from looking for work accounted for the lowest share.

NEA – meaning persons aged 15-64 who are neither employed nor unemployed in the reference week.



Participation by current labour market status and province, 2015



This is the same as the previous diagram. However, it is a provincial breakdown.

Question 6.5 - Benefits of participating in the programme/project

	2012	2013	2014	2015
	Per cent			
Permanent job	13,8	13,5	9,5	12,4
Own business	3,1	4,1	3,0	4,8
Further training	14,6	13,0	13,5	14,0
Temporary work	49,4	46,0	52,7	47,8



public works

Department:
Public Works
REPUBLIC OF SOUTH AFRICA



EXPANDED PUBLIC WORKS PROGRAMME

Thank You

**Ms CJ Abrahams
EPWP Partnership Support**

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