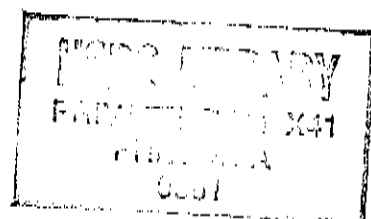# Public Service Bursary Survey

Report produced by:

The Employment and Economic Policy Research Division,

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EXECUTIVE SUMMARY

If the Public Service wants to succeed in its mandate of providing effective and efficient service delivery, it needs to invest in human resources development. The aim of this study is to monitor the performance of the study bursaries project as one means to develop public service skills. The role of the bursary scheme in the implementation of the public service training and education framework was measured against seven indicators.

The main findings to do with policy implications, that emerge from the analysis in this report are summarised below.

- The bursary scheme is to a certain extent demand-led and needs-based.
- The bursary schemes meet the demand to retrain long-serving officials.
- Bursaries contribute to the induction of new entrants and play an important role in grooming potential employees for service in hard-to-fill vacant positions.
- The bursary scheme provides opportunities for accelerated training for affirmative action appointees.
- The bursary scheme is used to train and retrain trainers.
- Bursaries are used to upgrade management skills.
- Bursaries make multi-skilling possible, especially at lower levels.

Bearing in mind the DPSA's overall objectives of a people-centred and people-driven public administration the most important recommendations are:

- Strategic planning and policy coherence in the allocation of bursaries to address scares skills.
- There needs to be a revised policy of "centralised setting of norms and standards, together with decentralised provision".
- Interaction between training institutions and the public service needs to be improved in order to develop courses that are tailor made to the needs of the public service.
- The ability of trainers to conduct thorough skills needs analyses should be enhanced and trainers should liaise with training providers regarding training content and standards.

Public Service Bursary Survey • Produced by the Employment and Economic Policy Research Division, Human Sciences Research Council • November 2002.

i

CONTENTS

Public Service Bursary Survey • Produced by the Employment and Economic Policy
Research Division, Human Sciences Research Council • November 2002.

ii

Public Service Bursary Survey • Produced by the Employment and Economic Policy
Research Division, Human Sciences Research Council • November 2002.

iv

LIST OF TABLES AND FIGURES

Public Service Bursary Survey • Produced by the Employment and Economic Policy Research Division, Human Sciences Research Council • November 2002.

v

1. INTRODUCTION

1.1 BACKGROUND

The past seven years of democratic rule in South Africa have been characterised by policy making and legislative reform. The aim of this new institutional framework is to meet the constitutional imperatives, as well as to facilitate the reconstruction and development of the country. To actualise its constitutional mandate of creating a better life for all, the government envisages a public service that is guided by the ethos of service and committed to the provision of high-quality service.

For the public service to succeed in its mandate of providing effective and efficient service delivery for the citizens of the country, it needs to invest in training and development. Within the public service, training and development have been addressed by a number of policies and laws (e.g. Public Service Act, 1994; White Paper on the Transformation of the Public Service, 1995; and the White Paper on Public Service Training and Education, 1998). The government has committed itself to training and development in the public service through its White Paper on Public Service Training and Education (WPPSTE, 1998). The Public Service is faced with the challenge of training its employees and transforming service delivery in a manner that will not only benefit government in its quest for excellent service delivery, but will empower the individual employee as well.

The Human Resource Development Strategy (HRD strategy) concept was adopted to support a holistic approach to human resource training and development in the public service. The policy document of the HRD strategy identifies five objectives of the strategy, as well as performance indicators for each objective. Increasing employer participation in *lifelong learning* is one of the strategic objectives outlined by the HRD Strategy. *Public service skills development* (indicator 17) is stated as one of the performance indicators for this objective. The public service study bursaries project is regarded as one of the means to develop public service skills.

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1

The HRD strategy is basically implemented in two components, of which research into performance indicators is one. More specifically, the research component is outlined by the policy document as follows:

> The collection and analysis of data in regard to twenty-five indicators, which will tell us how the strategy is performing and inform the further development of the strategy.

Social research and impact evaluation that are conducted into public service bursaries another means to monitor the performance of the public service skills development indicator.

It is against this background that Cabinet has approved the Human Sciences Research Council (HSRC) as the support agency to conduct this research. The HSRC has therefore received a project brief, the objectives of which are described in the next section.

1.2 OBJECTIVES

The objectives for this study were derived from the research criteria as specified in the project brief. The research objectives are:

- to survey the extent of bursaries provided by the public service, with a breakdown of categories of recipients, areas of study, impact on performance and other relevant information;
- to survey all public service departments to assess the extent of bursaries provided by the public service to persons other than employees, focusing on amounts and criteria used;
- to survey all public service departments to assess the extent of donor and private-sector donations to the public service for the purposes of bursaries and other forms of support;
- to survey all public service departments to assess the extent of international assistance offered for training and development programmes; and
- to update the register of private bursaries outside the public service through the use of all existing sources.

1.3 METHODOLOGY

The study comprised an audit of bursaries awarded and an impact evaluation exercise.

1.3.1 Objectives of the audit

To conduct an audit on bursaries to employees and potential employees that will provide information on:

- the demographic profile of recipients (e.g. gender, age, and population group);
- the socio-economic profile of recipients (e.g. employment status, period of employment, occupation, income, education etc.);
- departmental or international bursaries;
- numbers of bursaries;
- types of bursaries (e.g. study loans, scholarships, donations, international study, etc.);
- eligibility for receiving and policies in awarding bursaries (e.g. citizenship, merit, previously disadvantaged, specific fields of study, courses, etc.);
- amounts allocated for bursaries;
- completion rate of studies; and
- other forms of international support.

1.3.2 Objectives of the impact evaluation

To determine to what extent bursary studies impact on the performance of public service employees in terms of:

- service delivery;
- public service ethics;
- understanding of the public-service delivery context;
- management skills;
- applied skills;
- scarce skills (e.g. engineering, IT specialisation etc.);
- other relevant information on the impact of public service bursaries in terms of:
  - problems and successes;
  - administration; and

— monitoring bursaries and the performance of employees studying on bursaries.

1.3.3 Sample and data collection

All national departments (34) and provincial administrations (103) were requested to provide information (Table 1). An interview schedule was developed to collect quantitative information on:

- demographic profiles;
- socio-economic status;
- private or departmental funding;
- number of bursaries;
- fields of study;
- levels of study;
- financial amounts for bursaries;
- completion rates; and
- service contracts (Appendix A).

A second interview schedule was developed to collect qualitative information on service delivery, policies for bursaries, skills needs, problems and successes, and administration (Appendix B).

These two questionnaires were tested at the Department of Labour (DoL) and the Department of Public Service and Administration (DPSA). After the necessary alterations had been made, they were distributed to all national and provincial departments. The questionnaires were subjected to quality control and data from questionnaires was captured electronically. Appropriate software was used to code and clean data, as well as to produce reader-friendly statistical tables for inclusion into the report. The software allows for presentation of data in different formats.

1.3.4 Response rate

Communication was established with appropriate people in each department by means of an official covering letter from the Department of Public Service and Administration. The response from *national departments* was satisfactory. Seventy-one per cent submitted the quantitative data, while 79% completed the qualitative questionnaires.

Public Service Bursary Survey • Produced by the Employment and Economic Policy Research Division, Human Sciences Research Council • November 2002.

4

Participation from *provincial administrations* was disappointing. Only 40% completed the quantitative questionnaires, while 52% completed the qualitative questionnaires (Table 1).

TABLE 1: RESPONSE FROM DEPARTMENTS AND ADMINISTRATIONS

Quantitative questionnaire	Departments N	Respondents N	%
National Departments	34	24	70.5
Provincial Administrations	103	41	39.8
All Public Service	137	65	47.4
Qualitative questionnaire	**Departments** N	**Respondents** N	**%**
National Departments	34	27	79.4
Provincial Administrations	103	54	52.4
All Public Service	137	81	59.1

1.3.5 Problems experienced with the fieldwork

- Five main problem areas were identified in this area:
- departments were busy with work skills plans when the survey commenced and this delayed response;
- most of the departments keep manual files and the information has to be hand written;
- the hand-written information was in some cases compiled in big files that are many pages long;
- many respondents provided information at a late stage; and
- the few files that were sent electronically were in various formats and the information had to be extracted and put over in the required format.

Appendix C shows a list of respondents who responded to the two questionnaires, with an indication of which departments provided information electronically and which provided information manually for questionnaire 1 (quantitative information).

Appendix C also provides an indication of departments and administrations that responded in the *baseline information on public service training and education* study conducted by the HSRC in 2000. The baseline study encountered similar problems and limitations in respect of data collection and the completeness of data. The experiences

were related mainly to problems with the availability of data in departments, inconsistency of data formats, and an overload of data requests (Du Toit, *et al.*, 2000:4).

1.4   REPORT LAYOUT

Chapter 2 gives the *framework for human resources development* in the public service. The role of the public service according to the Public Service Act (103/1994) and the principal aim of the White Paper on Public Service Training and Education (WPPSTE) is discussed. This chapter states the problems that need to be addressed in the transformation process of Public Service Training and Education (PSTE). The priorities laid down in the White Paper on the Transformation of the Public Service (WPTPS) are provided in this chapter. The broader institutional goals of the public service are given. In addition, the broader skills development framework is discussed, according to the various Acts impacting on skills development and according to the HRD Strategy and its five strategic objectives. The role of the public service study bursary project in public service skills development is introduced.

Chapter 3 provides and overview of the role of bursary schemes in the implementation of the PSTE framework. The role of bursaries in addressing the skills needs is discussed according to the broad national training priorities in the WPPSTE. These include:

- the development of demand-led and needs-based programmes;
- the retraining of long-serving officials;
- the induction of new entrants to the public service;
- accelerated and intensive skills training for affirmative action appointees;
- the training and retraining of trainers;
- the training of management and the targeting of delivery of service;
- the development of multi-skilling, especially at lower levels;
- the amounts allocated to bursaries; and
- international support.

In Chapter 4 conclusions and recommendations are provided.

2. FRAMEWORK FOR HUMAN RESOURCES DEVELOPMENT IN THE PUBLIC SERVICE

2.1 INTRODUCTION

During the apartheid years, the provision of training and education to public servants was limited to meeting a narrowly defined band of needs, with a particular emphasis on management, which was predominantly white and male in composition (DPSA, 1998:22). The democratically elected government that came into power in 1994 has committed itself to transform the public service through its White Paper on the Transformation of the Public Service (WPTPS) (DPSA, 1995). This transformation is inspired by the vision of a people-centred and people-driven public administration. The public service under the new administration will be characterised by the principles of equity, quality, high ethical standards and professionalism. The introduction and extension of adequate and appropriate training and education for public servants is seen as a critical element in transforming the public service.

2.2 THE ROLE OF THE PUBLIC SERVICE IN HUMAN RESOURCES DEVELOPMENT

According to the Public Service Act (103/1994)

> a head of department shall be responsible for the efficient management and administration of his or her department, including the effective utilisation and training of staff, the maintenance of discipline, the promotion of sound labour relations and the proper use and care of State property, and he or she shall perform the functions that may be prescribed.

Apart from effective utilisation and *training of staff*, the Public Service Act also states that the public service should make appointments and fill posts with due regard to *equality and other democratic values*. The Public Service Act also indicates that in the appointment of staff and the filling of any post, applicants will be evaluated according to *training skills, competence, knowledge* and the need to *redress the imbalances of the past.*

Public Service Bursary Survey • Produced by the Employment and Economic Policy Research Division, Human Sciences Research Council • November 2002.

7

The principal aim of the White Paper on Public Service Training and Education (WPPSTE) is to establish a vision and to implement new policies aimed at *transforming* public service training and education into a *needs-based and proactive instrument* (DPSA, 1998). The outcome of the transformation process will be a public service education and training system that will be, *inter alia*, strategically resourced, effectively organised to promote *quality, accountability and cost-effectiveness*. The transformation will also contribute to access for all personnel to meaningful training and education opportunities and to the *empowerment of previously disadvantaged groups*. The education and training system will be capable of facilitating the development of effective career paths for all public servants.

The WPPSTE identified the following problems that need to be addressed in the transformation process of Public Service Training and Education (PSTE):

- the low level of investment in PSTE;
- a focus on management and operational staff to the exclusion of front-line workers, for whom minimal training opportunities are provided;
- the relatively low status experienced by training components and trainers;
- the lack of top management support to managerial and supervisory staff to enable them to take a proactive role in the management of staff training and development;
- the amount of unspent funds, which is a reflection of the reluctance by senior management to provide decisive and visionary leadership with respect to training and education;
- poor communication of information about training opportunities to staff;
- the low ratio of training officers to staff complements;
- low numbers of professional training staff;
- the concern that many university and technikon courses are outdated and not relevant to the competency of the public service;
- the unavailability of bursaries for courses at the pre-tertiary level until as recently as 1997;
- regulations that reinforce discrimination, domination, manipulation and control;
- the over-emphasis of formal qualifications and experience, and the under- emphasis of competence acquired through less formal means;

Public Service Bursary Survey • Produced by the Employment and Economic Policy Research Division, Human Sciences Research Council • November 2002.

8

- a lack of a strategic approach to the planning of training and education that is based on a systematic analysis of individual and organisational needs; and

- a fragmented and uncoordinated approach to training and education across the public service.

2.2.1 Training and education priorities

In line with the trend towards greater flexibility and decentralisation in the public service, the setting of priorities for training and education is intended to be the responsibility of individual departments and provincial administrations. This is to ensure that programmes of training and education are tailored effectively to meet local needs and circumstances (DPSA, 1998: 41).

Departmental and provincial training priorities will need to be set, however, in accordance with the principles outlined in the White Paper on Public Service Training and Education (WPPSTE). These priorities will also need to conform to the broad national training priorities laid down for the short to medium term in the White Paper on the Transformation of the Public Service (WPTPS). These priorities will entail:

- the induction of new entrants to the public service;

- the retraining and of long-serving officials;

- the development of programmes in key areas, such as, *inter alia,* the constitutional and socio-economic framework, customer service, and leadership targeted at senior and middle managers in particular;

- the training of management and the targeting of delivery of service;

- the widespread development of ABET;

- the development of multi-skilling, especially at lower levels;

- retraining and training of those displaced by restructuring;

- accelerated and intensive skills training for affirmative action appointees;

- the provision of training at all levels in gender and race awareness; and

- the training and retraining of trainers.

It is also stated in the WPPSTE that while departments and provinces will devote a large proportion of their staff development resources to assisting staff in identifying and meeting individual needs, the process will clearly need to be situated within the broader

context of the institutional needs and priorities that have to be met, particularly in relation to the goals of:

- improving service delivery and customer care;
- the creation of a rationalised and integrated public service;
- institution building to promote greater organisational efficiency and cost-effectiveness;
- representativity and affirmative action;
- the promotion of greater internal democracy and external accountability; and
- the promotion of a professional service ethos.

2.3 THE BROADER SKILLS DEVELOPMENT FRAMEWORK

Since South Africa's democratic elections in 1994 the government introduced a combination of policies advocating a radical departure from discriminatory policies and regulations. Inequality in South Africa today continues to be found not just in terms of income and access to basic needs, but also in terms of human capital in the form of education, training and experience. The unequal allocation of funds for education and training during the apartheid years prevented many from being adequately prepared for the twenty-first century. There is an increasing demand for skilled and well-educated, as opposed to unskilled, labour, because of the dependence on knowledge, which is inherent in the globalisation process.

Various innovative measures for enhancing the skills base of the country have been introduced since 1994, for example:

- the South African Qualifications Authority (SAQA) Act (58/1995);
- the Skills Development Bill (1296/1997); and
- the Further Education and Training Act (98/1998),

A number of green and white papers and strategies, precursors to these bills, were also drawn up. These include, for example:

- the White Paper for the Transformation of Higher Education (Department of Education, 1997a);
- the 'Report' of the National Committee on Further Education (National Committee on Further Education, 1997);

- Curriculum 2005: Lifelong Learning for the 21st Century (Department of Education, 1997b);

- the Green Paper: skills development strategy for economic and employment growth in South Africa (Department of Labour, 1997); and

- the Green Paper on National Youth Service (National Youth Commission, 1998).

Government has further committed itself to the improvement of education and training through labour market policies. The Skills Development Act (97/1998) and the Skills Development Levies Act (9/1999) introduced new institutions, programmes and funding policies designed to increase investment in skills development. This labour market legislation addresses the need for:

- the constant updating of skills in a globally competitive knowledge economy; and also

- the provision of opportunities to the previous disadvantaged in order to make an unequal society more inclusive.

The implementation of the labour market skills development policies and associated legislation (especially the South African Qualifications Authority (SAQA) Act (58/1995), the Skills Development Act (97/1998) and the Skills Development Levies Act (9/1999)) is guided by the National Skills Development Strategy, launched by the Department of Labour in February 2001 (DoL, 2000). The National Skills Development Strategy seeks broadly to develop the skills of the South African workforce, to utilise the workplace as an active learning environment, to promote self–employment, and to secure opportunities for new entrants to the labour market to gain work experience. These aims are part of "Strategic Objective Three: Increasing employer participation in lifelong learning" of the Human Resources Development Strategy for South Africa.

Government's Human Resources Development (HRD) Strategy for South Africa "A Nation at Work for a Better Life for All" was announced in February 2001 by the President in his State of the Nation address as one of government's key national priorities (DoL, 2001). The key mission of the HRD Strategy is:

> To maximise the potential of the people of South Africa, through the acquisition of knowledge and skills, to work productively and competitively in order to achieve a rising quality of life for all, and to set in

Public Service Bursary Survey • Produced by the Employment and Economic Policy Research Division, Human Sciences Research Council • November 2002.

11

place an operational plan, together with the necessary institutional arrangements, to achieve this.

The HRD strategy consists of five strategic objectives:

- Strategic Objective One: Improving the foundations of human development.
- Strategic Objective Two: Improving the supply of high-quality skills (particularly scarce skills) which are more responsive to societal and economic need.
- Strategic Objective Three: Increasing employer participation in lifelong learning.
- Strategic Objective Four: Supporting employment growth through innovation and research.
- Strategic Objective Five: Ensuring that the four strategic objectives are linked.

The strategy is to ensure integrated HRD planning and implementation, monitored on a national, regional and sectoral level, with progress measured against approved indicators. One such indicator to be monitored, Indicator Seventeen: *Public sector skills for service delivery* falls under Strategic Objective Three: *Increasing employer participation in lifelong learning*. Enhancing the skills and capacities of employees in the public sector is therefore a critical component of the HRD strategy.

Cabinet has approved the Human Sciences Research Council (HSRC) as the agency that will provide support services to the HRD Strategy. The role of the HSRC is to monitor performance against baseline data in each of the indicators, and to conduct impact evaluation studies.

The public service study bursaries project is regarded as one of the means towards public service skills development. The Department of Public Service and Administration (DPSA) reports on a quarterly basis to Cabinet on the implementation of the HRD strategy. With regard to public service bursaries and study loans, the aspects outlined below were highlighted.

- The public service has historically provided bursaries to its employees to enrol for relevant courses and departmental policies have been developed accordingly.
- Bursaries are also provided by the public sector to individuals other than employees, i.e., potential employees. This is the case for various departments that provide bursaries to potential employees within specific sectors.

- Donor and private sector donations are also made to government to provide bursaries and other forms of support.

- Public service employees are, however, also in line for private bursaries, which are provided under a variety of auspices and in terms of a wide range of criteria. Various publications aim to index such opportunities.

- Finally, international assistance is often offered for training and development programmes in many different forms, such as mentorships, work placements and academic programmes.

It is apparent that human resources development is high on the Government agenda. But without clear implementation and delivery, it may not achieve the goals of transformation and improved service delivery in the public service. In the following chapter the role of bursary schemes in the implementation of the PSTE framework is discussed.

Public Service Bursary Survey • Produced by the Employment and Economic Policy Research Division, Human Sciences Research Council • November 2002.

13

3. THE ROLE OF BURSARY SCHEMES IN THE IMPLEMENTATION OF THE PUBLIC SERVICE TRAINING AND EDUCATION FRAMEWORK

3.1 Introduction

According to paragraph 5.6.1 of the WPPSTE, departmental and provincial training priorities have to conform to national training priorities (DPSA, 1998). The following broad national training priorities, highlighted in the WPPSTE, will form the basis for the evaluation of the implementation of the bursary scheme project:

- the development of demand-led and needs-based programmes;
- the retraining of long-serving officials;
- the induction of new entrants to the public service;
- accelerated and intensive skills training for affirmative action appointees;
- the training and retraining of trainers;
- the training of management and the targeting of delivery of service; and
- the development of multi-skilling, especially at lower levels.

The bursary schemes of the departments and administrations address these challenges to various degrees, as will be discussed in the following paragraphs.

3.2 The role of bursaries in addressing skills needs or skills shortages

3.2.1 Introduction

When people acquire skills they not only make themselves more productive (able to produce more output for a given amount of time and effort), but they commonly also make themselves more adaptable (Badenhorst, 2000:29; Barker, 1999:213; Booth & Snower, 1996:1; Porter, 1990:369; Wells, 1999:24). The amount and kind of education and training provided should therefore be responsive to the needs of the work place as well as to individual desires and social needs (Ashton & Green, 1996:185; Kerr, 1979:137; Martins & Tustin, 1999:2).

Public Service Bursary Survey • Produced by the Employment and Economic Policy Research Division, Human Sciences Research Council • November 2002.

14

One anticipated outcome stated in the WPPSTE is that public service training and education should be demand-led and needs-based (DPSA, 1998). Aligned with this outcome is the mandate of the Department of Public Service and Administration (DPSA)(You need to give this acronym the first time this department is referred to. We have inserted it for you.) to *identify training needs* within the public service (DPSA, 2001:3). The DPSA must then *prescribe fast-tracking programmes* for occupations identified as *strategic* to service delivery. To this effect, the DPSA has started a process of facilitating workshops with departments to help them identify scarce skills and to develop acceleration plans.

Research suggests that there is very little consensus about the exact meaning of the concept of "skills shortages" (or "scarce skills"), while different meanings are attached to the terms "skills" and "shortages" (Van Aardt, 2001:10; Green, Machin & Wilkinson, 1998). The concept of "shortages" is interpreted in terms of quantity (e.g. number of hard-to-fill vacancies) and quality (e.g. the difference between the qualities that employees in a specific occupation have, and those they ideally should have).

In the following sections it is assessed whether the bursary scheme is demand-led and needs-based. Respondents to the bursary survey were requested to list those occupations in which it is hard to fill vacancies (quantifiable skills shortages) and skills that they think need to be upgraded (qualitative skills shortages). These questions are intended to provide an indication of the skills needs experienced by the respondents. The fields of study in which bursaries are awarded will be indicative of the extent to which the bursary scheme is demand-led and needs-based; in other words, the extent to which it addresses skills shortages.

3.2.2 Occupations in which it is hard to fill vacancies

The five occupations in which it is most difficult to fill vacancies, according to all those that responded to the bursary survey, are those of *medical practitioners, engineers, veterinarians, auditors,* and *information technologists.* Most of these occupations were also identified in the HRD Strategy as occupations with shortages (DoL, 2001:9) and in the Scarce Skills Development Strategy of the Public Service (DPSA 2001:6).

Vacancies in engineering (civil, electrical and agricultural) seem to be pressing in the departments of agriculture, environmental affairs, home affairs, local government and housing, and public works and transport. People with financial skills are needed in home affairs, local government and housing, education, finance and economics, and health and social development services. Vacancies were reported for information technologists, especially in the safety and security sector, in communication, education, and home affairs. The departments of arts and culture, finance and economics, local government and housing, and safety and security indicated vacancies for managers. There are also vacancies for natural science and mathematics teachers.

Refer to Table D1 in Appendix D for a list of occupations in which it is hard to fill vacancies in the broad sectors of public service. It has to be noted that on provincial levels certain national departmental functions (i.e., health and social development) are combined in one provincial administration. This makes it difficult to analyse and report skills needs on a sectoral basis. For example, it is obvious that the need for medical practitioners will be most felt in the health sector; however, the fact that vacancies exist for social workers in the social development services sector becomes subservient to the needs of the health sector. For further reference, a complete list of occupations in which it is hard to fill vacancies, as was reported by the responding departments, is included in Appendix E.

Vacancies might exist for various reasons. Some are external to private enterprises: one is the inability of the education sector to produce adequate output in relevant professions to the standards and contents required by the private sector. Another is the inefficient operation of labour markets where poor information, few incentives and weak relationships limit access to initial opportunities that provide critical work experience. A third is induced by emigration, the so-called "brain-drain", recently debated by members of parliament (see Quintal, 2002). This problem can also be exacerbated by employers themselves because shortages can be reflective of recruiting and human resource practices.

The five *main reasons* for not being able to fill vacancies reported by participants to the bursary survey were indicated as:

1. remuneration that cannot compete with that in the private sector (24%);
2. too few people in these occupations (14%);

3. lack of experience (13%);

4. working conditions, such as the area where offices are located, transport, etc (9%); and

5. too few black people are qualified for these occupations, as a result of the legacy of the past (9%);

With regard to the latter, Cooper (cited in Kane-Berman 2001:19) pointed out that relatively few black South African students are graduating as skilled professionals with four years or more training (engineers, architects, medical practitioners, social researchers, etc, with professional bachelor's or post-graduate degrees).

The challenge to attract qualified staff for the public service is not restricted to South Africa. Most Organisation for Economic Co-operation and Development (OECD) member countries are facing, or will be facing, difficulties in recruiting and retaining civil servants, in particular those who are highly skilled (Äijälä, 2001). A recent OECD survey shows that several countries including Canada, Denmark, Finland and Sweden are experiencing this problem. In addition, some countries suffer from critical skills shortages, in the areas of IT specialists, technical experts, and auditors and economists, etc.

The *Competitive Public Employer Project* identified the following factors that contribute to the difficulties experienced in recruiting and retaining public servants:

- Wages are low and government has lost competitiveness as an employer.
- The image of the public sector is negative and getting worse.
- The public sector is not reaching students and graduates in the way that most commercial companies do.
- Slow advancement, including the fact that seniority is more important than merit.
- Career paths are unclear and career planning is insufficient.

The recommendations for resolving these challenges and problems are set out below.

- Improving the image of the public sector is one of the most important challenges.
- Surveys are a good way of identifying critical issues for further development.
- Creating better working conditions is a pre-requisite to retain staff.
- Improving professionalism in the public service is a longer-term strategy.

- Reforming human resources management systems is a fundamental step.

The Czech Republic, for instance, reported that many small municipalities could not attract qualified staff members (OECD, 1997:161). Especially problematic is the fact that young graduates can hope for much higher salaries and more rapid promotion in the private sector. In general, the number of skilled officials is decreasing, despite an increase in the number of skilled personnel as a whole.

Fields of study in which potential employee bursars are enrolled

The fields of study in which potential employees to whom bursaries were awarded are enrolled can be an indication of the extent to which departments are using the bursary scheme to address skills shortages. From Table D2 in Appendix D it can be seen that several departments do use the bursary scheme to groom potential employees to fill vacant positions.

By far the greatest number of potential employee bursaries was awarded by agricultural and environmental departments or administrations where the potential employees are enrolled in engineering studies. This is the occupation in which most vacancies are experienced by the respondents from these departments. Vacancies in management and finance were reported by the departments responsible for local government and housing and currently, potential employee bursars are mainly enrolled in financial and management studies. However, while vacancies for land surveyors were reported as one of the top five priorities, none of the potential employee bursars are studying in this field. The departments of health, home affairs, and public works and transport also align the bursaries they award to potential employees with the vacancies they experience.

According to the responses received, the departments of safety and security, arts and culture, communication, education and labour did not award any bursaries to potential employees.

3.2.3 Skills that need to be upgraded

Confirming the need for certain skills, listed in the WPPSTE, respondents to the bursary scheme survey indicated that public service employees especially needed to upgrade their *computer skills*, *managerial skills* and *financial skills*. Other skills that need to be

upgraded are: technical skills, communication skills, analytical skills, facilitation skills, research skills, interpersonal skills, muti-skilling, traditional culture skills, English proficiency, leadership, budgeting, customer service, and sporting skills.

Fields of study where employee bursars are enrolled

Bursars most frequently follow courses in *public management* and *human resources management* or *development* (Table D4 in Appendix D). Other fields of study that are followed by bursars include: *law, medicine, engineering,* and *information technology.* The courses that employed bursars are following correlate closely with the skills needs expressed by the responding departments. However, very few bursars follow courses in information technology or computers. From Table D3, the need to upgrade computer skills in all departments is evident.

The questions that arise are: to what extent are the programmes and systems used in the different departments compatible, and is relevant, tailor-made computer training available?

3.2.4 Summary

Bursary schemes appear to be demand-led and needs based, thus contributing to the implementation of the public service's training and education framework. Relevant fields of study that are strategically important are supported through the project. For example, in line with the WPPSTE recommendations the bursars are following courses in the areas of leadership, effective human resources management and the management of change and diversity. Bursars also follow studies in engineering and information technology, which were identified as key fields of study to be addressed by the DPSA's Scarce Skills Development Strategy and in various other studies, such as the study by Wells (1999:23) and van Aardt's (2002:3-4) on scarce skills and fast tracking.

However, the practice of frequently awarding bursaries for courses in *public management* and *human resources management* or *development* evoked critique from some of the departments. These departments indicated that too many bursaries are allocated to those who intend to follow courses in *public management.* Furthermore, only 41% of the respondents indicated that the bursary schemes were sufficient to address the skills needs in the national departments and provincial administrations. The respondents attribute this

to a lack of coordination and a lack of a strategic approach to training and education. This was confirmed by the fact that certain departments award bursaries to potential employees or current workers to enrol in courses that are not aligned with skills shortages in terms of hard-to-fill vacancies or skills that need to be upgraded.

3.2.5 Institutions at which bursars study

Respondents indicated that only part-time study is sponsored and distance education is thus the preferable way to study. A quarter of the bursars study via distance education at Technikon SA and around 12% study through distance education at UNISA. Only a few (five per cent) of bursars study at various *private training* institutions. For a list of institutions where bursars study, refer to Appendix G.

Government is committed to promoting the greater involvement of historically disadvantaged institutions in its efforts to restructure the public service (DPSA, 1995:44). According to the results of the bursary survey at least 11% of bursars are studying at previously disadvantaged institutions.

One of the characteristics of a demand-led training and education system is that the demands of employers and individuals, rather than providers, shape the type and quantity of HRD provision that is available (PIU, 2001:5). In this regard, concern was raised in the WPPSTE that many university and technikon courses are outdated and not relevant to the competency of the public service (DPSA, 1998:29). This may still be the case, as some departments indicated a need for more cooperation between training institutions and the public service in *the alignment of courses with the needs of the public service.*

3.3   The retraining of long-serving officials

The retraining of long-serving officials is a training and education priority stated in the WPPSTE (DPSA, 1998:41). The bursary schemes meet this demand. According to the results of the bursary survey, 64% of the public servants who have been awarded a bursary have been employed for six years and longer (Figure 1).

Keeping good workers seems to be a challenge because it is reported that the public service is experiencing difficulties in retaining skilled professionals (Quintal, 2002:1). Mackay (1999:13-14) argues that it makes good sense to train and retain staff, rather than

recruit new staff, which can be a very expensive process. By aiming to provide a development path for those who desire it, the organisation can significantly increase the chances of keeping its good people. The respondents confirmed this. They felt that bursaries are incentives that encourage loyalty and that bursary contracts help to retain employees.

FIGURE 1: LENGTH OF SERVICE OF EMPLOYED BURSARS
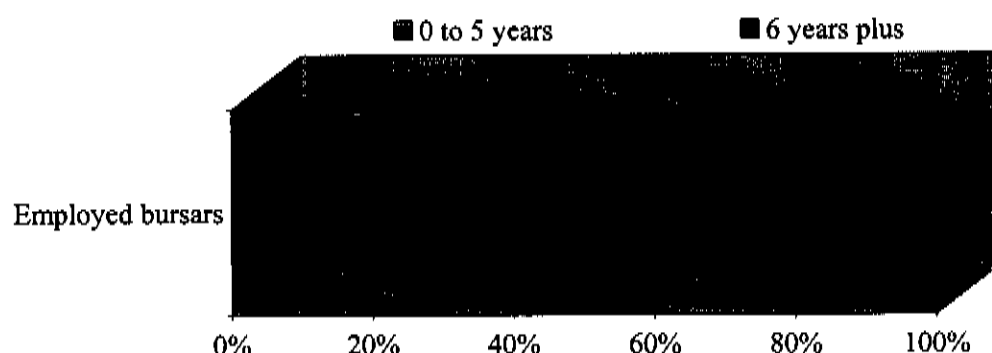
Bursaries are awarded to those who will be able to serve the public service for several years to come. Almost a quarter of bursars are young (19-29 years of age) and are new workers (Table 2). More than half of the employed bursars are between 30 and 39 years of age, while another quarter are between 40 and 49 years of age. It has to be noted that three per cent of employed bursars are 50 years and older, of which five (less than one per cent) are 60 years and older. Although there are very few people older than 59 who have been awarded a bursary, the question is why they are being awarded bursaries at all if they are not going to serve the public service for much longer.

TABLE 2: AGE AND YEARS OF SERVICE EMPLOYED BURSARS

Employed (years)	Age					Total	%
	19-29	30-39	40-49	50-59	60-69		
0-5	545	686	131	14	1	1377	37
6-10	215	600	141	23	1	980	27
11-15	12	527	157	18	2	716	19
16+	12	182	377	49	1	621	17
Total	784	1995	806	104	5	3694	100
%	21	54	22	3	0	100	

3.4 The induction of new entrants to the public service

An effective induction programme can make a valuable contribution to accelerate the productivity of new employees. Some bursary scheme policies stipulate that only permanent employees who have at least one year of service are eligible for bursaries. Although the bursary scheme can therefore not be evaluated in terms of its contribution to the induction of new entrants, it has to be noted that bursaries are awarded to potential employees.

More than a third of bursars are potential employees. The bursary scheme plays an important role in grooming potential employees for service in hard-to-fill vacant positions (paragraph 3.2.2). Some of the respondents were of the opinion that the bursary schemes could focus even more on potential employees than on current employees. However, departments indicated that permanent placements of potential employees on completion of studies depend on the availability of vacancies. Better planning seems to be required in matching supported fields of study with vacancies.

When looking at the *level of qualifications* required from new recruits it was found that 69% of respondents indicated that more employees with *tertiary level* qualifications are required. About 13% of the respondents indicated that new employees need to be *competent*. Around four per cent indicated that *at least a Grade 12 level* is required for certain functions. Five per cent of the respondents also indicated a need for an ABET level of competency (given as one of the priorities in the WPPSTE).

Confirming the findings of Wells (1999: 23) respondents indicated that changes in technology and in the work environment make it necessary for potential employees to achieve a level of competence in:

• computer skills;
• managerial skills;
• financial skills; and
• technical skills.

3.5 Accelerated and intensive skills training for affirmative action appointees

Black people[1] were excluded from all positions of influence in the state and civil society in the previous dispensation (WPTPS, 1995:32). The main target groups for affirmative action programmes are black people, women of all races and people with disabilities. Furthermore, affirmative action programmes are meant to take into account differential levels of skill, qualifications and experience of potential affirmative action appointees. Those with potential, but fewer skills and qualifications and less experience need to be exposed to accelerated and intensive training and upward mobility and fast tracking.

The bursary schemes are addressing the need of providing opportunities to previously disadvantaged people by striving to be more inclusive. Bursars are mainly African (71%). A further 15% of bursars are white, 9% coloured, and 5% Asian. This profile reflects the distribution of the different race groups among public servants (Figure 2).

Among *current employees* around 83% of bursars are black and 17% white. Furthermore, four per cent of bursaries to current employees were awarded to public servants employed for a year or less. Ninety-four per cent of these bursars were black. Among *potential employees*, around 93% of bursars were black and 7% white.

FIGURE 2: PUBLIC SERVICE EMPLOYEES *versus* BURSARS, ACCORDING TO RACE
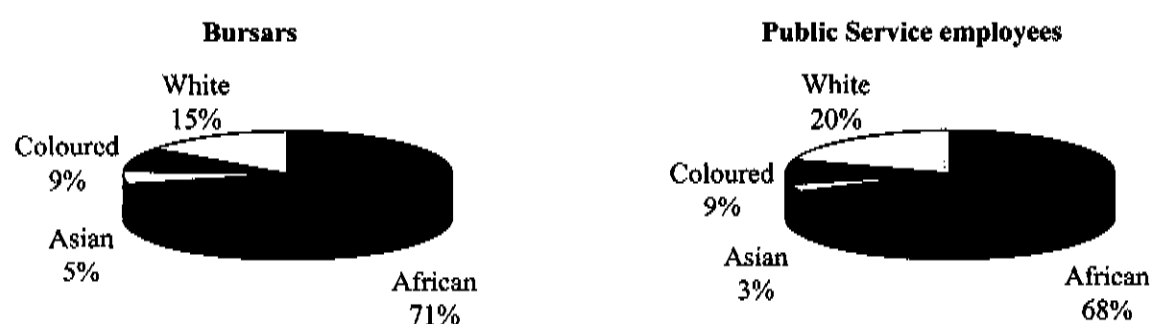
Figure 3 clearly indicates how affirmative action candidates are exposed to accelerated and intensive training and upward mobility and fast tracking through the bursary scheme.

[1] The term "black" is used to refer to members of the African, Asian, and coloured populations in South Africa.

Although between 50 and 60% of all workers on a managerial level in the public service are black, more than 80% of all bursaries were awarded to black workers in managerial positions. The racial profile of bursars on lower occupational levels reflects the distribution of the different race groups among all public servants employed in these occupations (Figure 3).

FIGURE 3: RACIAL DISTRIBUTION: PUBLIC SERVICE EMPLOYEES *versus* BURSARS, ACCORDING TO OCCUPATIONAL LEVEL
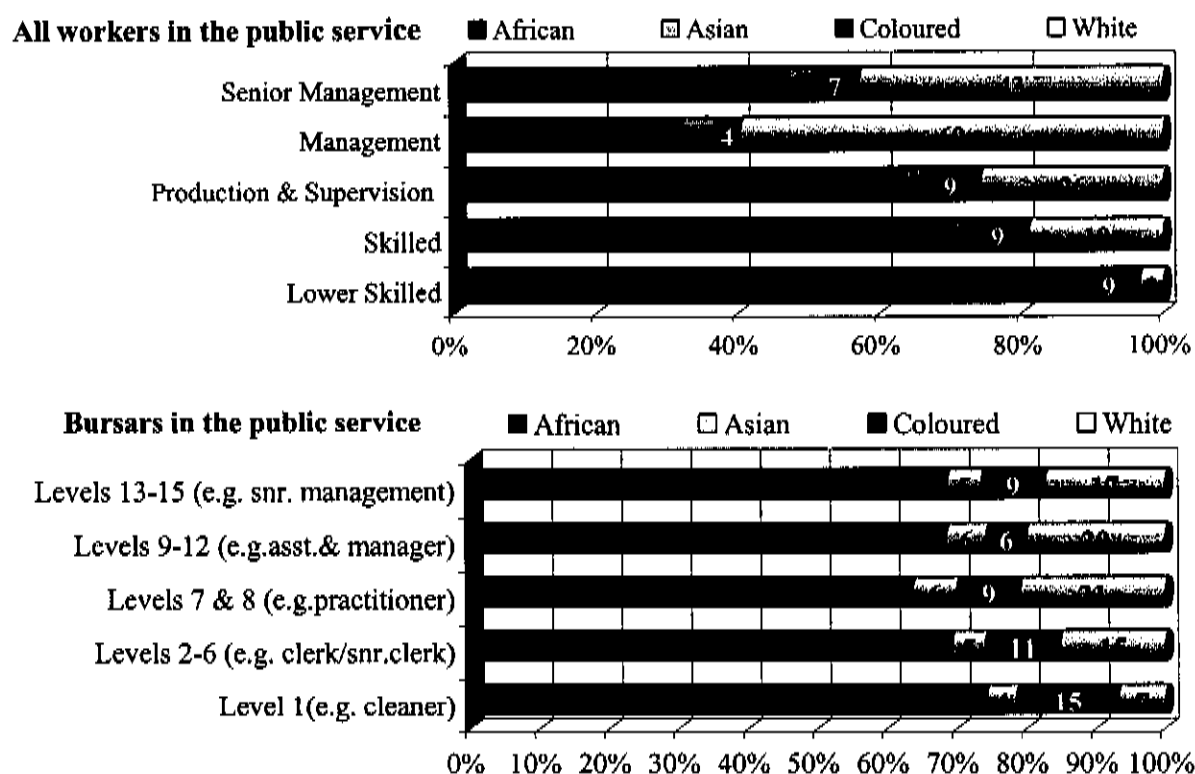
Bursary schemes are clearly on track in addressing the previous gender bias in the allocation of funds, as there is not much of a difference in the gender representation of bursars. Slightly more bursars (52%) are male, as opposed to the 48% female bursars, while 50% of all workers in the public service are male and 50% female (Figure 4).

It is encouraging to note that although less than 20% of all managerial staff in the public service are female, more than 30% of bursaries were awarded to female workers on a managerial level. Of concern though, is the fact that only 37% of all bursaries awarded on occupational levels 7 and 8 (practitioners/production/supervision) went to female workers, while they represent 52% of all workers employed on this level.

FIGURE 4: GENDER DISTRIBUTION: PUBLIC SERVICE EMPLOYEES VERSUS BURSARS, ACCORDING TO OCCUPATIONAL LEVEL
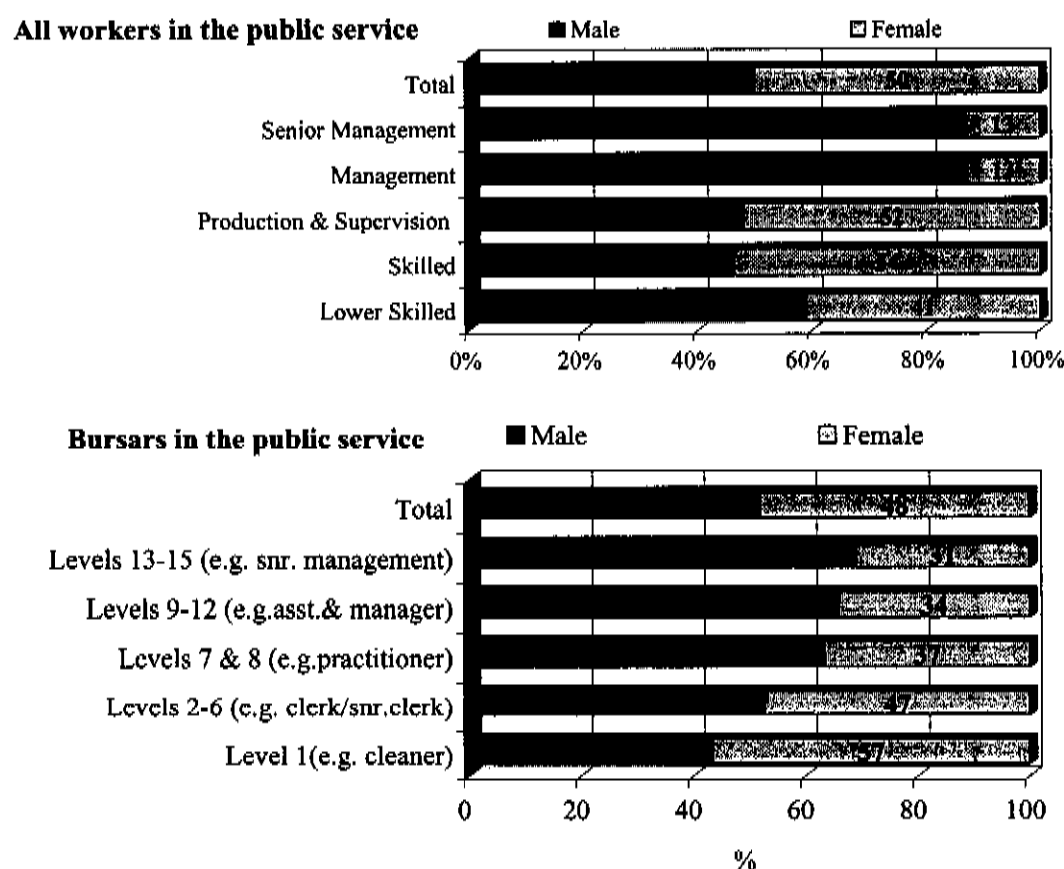
The male to female ratio is very similar for employees and potential employees (Table 3, below).

TABLE 3: GENDER DISTRIBUTION AMONG PUBLIC SERVICE BURSARS

	Potential	Employed	Total
Male	50.9	51.3	51.2
Female	49.1	48.7	48.8
Total	100.0	100.0	100.0
	N=2116	N=6926	N=9042

A study by Van Aardt (2001:5) serves to prove that the fast tracking of skills development is not only possible, but could yield excellent results if implemented correctly. The study reveals that there are a number of critical success factors for fast tracking programmes:

- the organisation that offers the fast-track programme should be *committed* to the programme and should allocate *substantial resources* to its programme;

- the person responsible for the fast-track programme should be an *excellent manager* who is very committed to the success of the programme and is also an *excellent educationalist*;

- the training offered should be workplace and labour market *relevant*;

- the learners who are allowed entry to such courses should be thoroughly *screened*; and

- successful fast tracking programmes should first focus on the *cognitive skills* of learners to prepare them for the accelerated learning process. The focus should then be on teaching learners *research and knowledge acquisition skills*, and then on the development of *technical skills* through lectures, assignments, group work, workshops, visits to the workplace and a large number of other teaching methods.

3.6   The training and retraining of trainers

Among the challenges identified in the WPPSTE, were the relatively *low status* that trainers enjoy, the low numbers of *professional* training staff, and the *low ratio* of training officers to staff complement. There are a total of 30 trainers that make use of the bursary scheme. This calculates to a ratio of one trainer who has received a bursary out of every 300 bursars. The desired trainer to staff ratio is 1:2 000 (DPSA, 1998:29).

Around 73% of the trainers are African, 20% are white and 7% are "coloured". Forty per cent of trainers that receive bursaries are chief training officers/advisors, 20% are senior

trainers and 40% are at training officer level. Currently, three per cent of trainers have only obtained a Grade 12 qualification, and 21% a first diploma. Thirty-seven per cent of the trainers have a first degree, 32% have an honours degree, and five per cent have Master's degrees

The fact that almost two-thirds of the trainers have only obtained a first degree or are undergraduates confirms the concerns raised in the WPPSTE regarding the availability of postgraduate professional staff. It is therefore encouraging to note that 24% of the trainers are studying towards a Master'sdegree, which should help to increase the professional level of trainers. More than a quarter (38%) are studying in the field of HR development, 14% are in project management, and around 10% are in administration.

3.7   Training of management and targeting service delivery

It seems as if the tendency of the past to focus on managers for training still prevails. Nine per cent of bursars are on a managerial level, while only three per cent of all public servants are in managerial positions. However, the emphasis on managerial training could be attributed to the fast tracking of previously disadvantaged individuals. Eighty per cent of all bursars in managerial positions are black. Currently 50% of all managers in the public service are black (DPSA 2000).

On the basis of a systematic analysis of individual and organisational needs the WPPSTE identified the lack of a strategic approach to the planning of education and training in the public service. A report on career management in the public service (Public Service Commission, 2000:54) indicated that only three institutions in the entire public service have implemented career management programmes. Respondents to the bursary survey confirmed that *inadequate management* of career programmes is apparent. It was indicated that management is not involved enough with the development of staff. As a result of the poor management of career development, there is an *ad hoc* allocation of bursaries and staff. Training is therefore important to enable managers to take a proactive role in the management of staff training and development.

A number of departments (15%) reported a high failure rate among bursars, which they attribute to a lack of time allocated for studies, because of the workload. Clough (1999:15) addresses this problem and indicates that learning is a natural issue for

partnership between employers, employees, and their trade unions. This *joint activity can focus on practical issues*, such as time off for learning, employer support for individual learning accounts, and training plans for staff. This view is supported by Cannell (1999:11) who indicates that the *involvement of senior managers* in the education and training of employees signals that evaluation is taken seriously, while line managers can play a particularly useful role in follow-up evaluation.

Another challenge mentioned by respondents is the *inadequacy of the systems* to handle bursary schemes. This can be attributed to poor management for a number of reasons. Respondents indicated that:

- the number of staff available to handle bursary schemes is insufficient;
- red tape and bureaucracy hamper administration;
- there are insufficient funds to include all who are in need of funds for study purposes; and
- information on bursary schemes is not readily available to all.

Poor communication of information on training opportunities was also indicated as a problem in the WPPSTE.

3.8   The development of multi-skilling, especially at lower levels

Technological innovation and globalisation necessitate a shift in the culture of learning and skills requirements are changing rapidly. In this new environment, the need for multi-skilling is but one manifestation of change. Most employers need workers who are fully literate and numerate (Murray 1999:4). In the light of creating a learning culture, the WPPSTE stated that development at lower levels is required as one of the departmental and provincial priorities.

Bursaries are awarded mainly to those on salary levels 1 to 6 (e.g., cleaners, clerks and senior clerks). Around 10% of the bursars are at levels 7 and 8 (e.g., practitioners up to senior practitioners), six per cent are at levels 9 to 12 (e.g., assistant managers and managers), while only three per cent are at levels 13-15 (directors and upwards), as indicated in Figure 5.

FIGURE 5: SALARY LEVEL OF BURSARS IN THE PUBLIC SERVICE
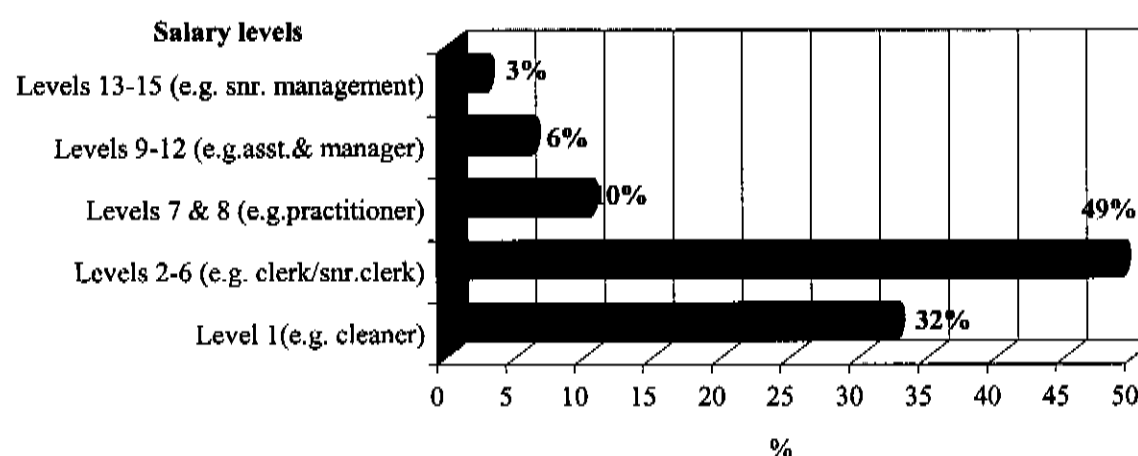
In the past, bursaries for formal studies were not available for courses at the pre-tertiary level, so the access of many employees at the lower levels to effective training and education opportunities was restricted (DPSA, 1998:30). The bursary scheme aims to address this anomaly. Slightly more than one per cent of bursars are studying at secondary school or ABET level, while five per cent of bursars are studying towards a matric qualification. About 37% of bursars are studying towards an undergraduate diploma or certificate and 41% of bursars are studying to obtain a first degree. Only 20% of bursars are studying for a postgraduate qualification. Refer to Figure 6.

FIGURE 6: STUDY LEVELS OF BURSARS
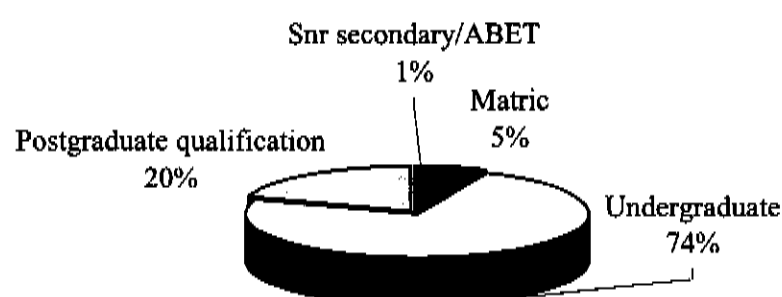
3.9 Amount spent on bursaries

A total amount of R84 564 191 was spent on bursaries by the 63 departments and administrations that responded. The amount spent on bursars over the past *two years*

ranged from as little as R1 720 to as much as R23 889 878 per department. For a single bursary contract of two median years, a median amount of R4 820 was spent.

The average tuition fees for a course at formal training institutions is around R11 000 per annum and the bursaries thus support less than half of the tuition fees per annum. This is problematic for those at lower levels. Respondents indicated that bursars at lower levels struggle to make up the other half of tuition fees and this results in many not completing their courses.

Internal and external funding are utilised to support the bursary scheme. On average 17% of all bursaries are donor funded. Only two departments indicated that they receive international funds for training and education. The Department of Education in Free State Province indicated that the US AID donates R131 678 per annum firstly for the training and education of senior management and secondly for the training and education of staff at lower levels. Around 17 employees have received funds from US AID for training and education in the past year. The Department of Trade and Industry in Gauteng indicated that they receive international funding, but details were not provided.

3.10 General policy adherence

The two overriding priorities that the Skills Development Act, 1998, the Skills Development Levies Act, 1999, and the SAQA Act, 1995 seek to address are the following:

- in the reality of a global economy it is imperative to improve *productivity and competitiveness;* and
- the challenge is to make an unequal society *more inclusive* (Human Resources Development Strategy for the Public Service (DPSA, 2002:5).

The policies according to which bursary schemes are implemented in the different departments of the public service address these two priorities to various degrees. Some are focused more on the priority to improve productivity and competitiveness in a global economy, while others are focused more on the priority to be more inclusive. The bursary scheme policies that were listed by respondents are summarised in Appendix H.

The policy option selected in the WPPSTE was the "Centralised setting of norms and standards, together with decentralised provision by state and non-state providers in a competitive framework." (15). This option was selected because it combines flexibility without undermining the need to build a unified public service with a common culture and value system.

Respondents indicated that there was a lack of coordination between national and provincial departments. It was also indicated that there is conflict between priorities set by departments and the Sector Skills Plan (SSP) of the Public Service Education and Training Authority (PSETA). This conflict needs to be addressed.

Many of the problems stated by respondents were the same problems stated in the WPPSTE: the lack of coordination of training and education, the lack of a strategic approach, inappropriate training, insufficient funds, the focus on management to the neglect of front-line staff, the focus on formal qualifications only, non-involvement of top management, and poor communication of information.

An example of how the problem of poor coordination was addressed is the case of the Ugandan civil service where a centralised personnel management system was chosen over a decentralised system (Schiavo-Campo, 1996). In South Africa, however, although some respondents indicated that there was lack of coordination between national and provincial departments, some were of opinion that the centralised administration of bursary schemes by national departments is problematic, because national departments do not have knowledge of the specific needs of the various departments.

4. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The policies according to which bursary schemes are implemented in the different national departments and provincial administrations of the Public Service address the national priorities of *improved productivity and competitiveness* and *a more inclusive society* to various degrees.

- The bursary scheme is *demand-led and needs based*. Most vacancies exist for *medical practitioners, engineers, veterinary scientists, auditors* and *information technologists*. Bursary schemes aim to address these shortages and many bursars do follow courses in most of these fields. Bursaries are also awarded to current employees to upgrade their skills in areas such as management and finance. Although the *emphasis on managerial training* is criticised, the prevalence thereof could be attributed to the fast tracking of previously disadvantaged individuals.

- The bursary scheme supports the *retraining of long-serving officials*, as the majority of bursars have been employed for six years or more.

- The bursary scheme plays an important role in grooming potential employees for service, especially in hard-to-fill vacancies. More than a third of bursars are potential employees.

- The bursary scheme is addressing the need of providing opportunities to the previous disadvantaged by striving to be *more inclusive*, as bursars are mainly black. The profile of bursars reflects the distribution of the different population groups among public servants.

- The bursary scheme is also clearly on track in addressing the previous gender bias in the allocation of funds, as there is not much of a difference in the overall gender representation of bursars. Notably, women are fast tracked for managerial positions.

- The fact that almost two-thirds of the *trainers* have only obtained a first degree or are undergraduates confirms the concerns raised in the WPPSTE regarding the availability of postgraduate professional staff. It is therefore encouraging to note that about a quarter of the trainers are studying towards a Master's degree, which should help to increase the professional level of trainers.

- As a result of technological innovation most employers need workers who are fully *literate, numerate and multi-skilled.* The bursary scheme is addressing this need, as bursaries are awarded mainly to those on salary levels 1 to 6 (e.g., cleaners, clerks and senior clerks).

There is a range of factors that make it difficult for departments to identify HRD opportunities of the right kind and quality to meet their needs.

- The difficulty experienced in obtaining bursary information for this study revealed that the current bursary information systems in most of the national departments and provincial administrations are not up to standard.

- The study found that management is *inadequate in implementing career management programmes* and that the *inadequacy of information systems* is also indicative of insufficient management.

- The public service is experiencing difficulties in retaining skilled professionals. Disloyalty and breach of contract are common problems in most departments.

- There seem to be a *lack of coordination* between national and provincial departments. It was also indicated that there is conflict between priorities set by departments and the SSP of the PSETA.

- University and technikon courses are perceived to be outdated and not relevant to the competency of the public service.

- Bursaries contribute to about half of the tuition fees per annum per bursar. Bursars at *lower levels,* however, struggle to make up the other half of tuition fees and this results in many not completing their courses.

4.2   Recommendations

In order for the bursary scheme to contribute to a public service that can succeed in its mandate of providing effective and efficient service delivery, as well as empowering individual employees, the following courses of action are recommended:

- The bursary scheme is focusing on the *managerial component*; however, there still is a problem in obtaining and retaining quality managerial and professional staff. Attention needs to be given to professional recruitment and the selection processes; performance assessment systems; conditions of service; remuneration; working conditions; trust between employees and management; and to improving the

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33

reputation of the public service, as the perception exists that the public service is not a good place to work.

- Information, advice and guidance services are important. The current *bursary scheme information system* needs to be improved. It is recommended that the guidelines set out in Chapter 6 of the Presidential Review Commission Report of 1998 be introduced urgently in order to implement information management systems that are up to standard. Staff will further need to be trained to implement and use the advanced information systems. The bursary scheme information system should be in line with the policy option selected in the WPPSTE, which sets *centralised norms and standards*, together with *decentralised provision* that is aligned with a unified public service, but flexible according to departmental needs. A single coordinator (in the DPSA) should oversee the collation, interpretation and dissemination of public labour force information.

- Bursary schemes are aligned with the Scarce Skills Development Strategy in focusing on identified skills; however, more strategic planning and *policy coherence* in the allocation of bursaries to address scarce skills is required. The problem seems to be more in *retaining scarce skills*. Finances for bursaries are required, but also for improving working conditions, for improving facilities and equipment, for improving remuneration of professionals, and for creating opportunities for employees to acquire experience.

- As the attrition of black students was very high owing to a lack of proper educational background in mathematics and natural sciences, bursary schemes will have to be applied to a greater extent for *bridging courses* and fast-tracking programmes.

- It is crucial to get *commitment* from bursars. Management and human resource professionals will need to help employees to link public service success with their own growth and prosperity. Career management should be proactive in benefiting both the public service and the individual through open communication. By the devolution of responsibilities to human resource management at lower levels there can be better interaction with bursars to assist them in planning studies and careers.

- Interaction between training institutions and the public service needs to be improved in order to develop courses that are more tailor made to the needs of the public service. Courses should be constantly updated and renewed to ensure that they offer public servant bursars the most timely and relevant skills.

Enhancement of the ability of trainers to conduct thorough skills needs analyses. Trainers should be used to liaise with training providers regarding training content and centrally set standards.

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39

Appendix A: Interview schedule for quantitative information

Province: ....

Department:...

Physical address:...

Postal address:...

Respondent:...

Tel:...

Fax:...

E-mail:..

The questionnaire will deal with the following Public Service Bursaries:

A.   Bursaries for *employees* in the Department

    A.1.   Departmental bursaries

    A.2.   International support

A.3.   Private sector bursaries (bursaries allocated by the private sector to employees in the Department)

B.   Bursaries for *potential employees* in the Department

    B.1.   Departmental bursaries

A. Bursaries for *employees* in the Department

A.1. *Departmental* bursaries

Question 1

What is the policy for allocating *Departmental bursaries?* (Who are eligible? Please state for instance the fields of study, institution(s) where applicable, citizenship, other criteria, whether previous disadvantaged have preference etc.). If it differs for each bursary, please name each and state policy for each or attach documents/pamphlets with requested information.

Name of bursary:..

Who is eligible?..

For which field(s) of study does the bursary apply?......................................

SA citizenship required?

Yes	No

Institution(s) at which bursary applies (please mark appropriate institution(s) with an X):

Any educational institution	
Any university	
Any technikon	
Any technical college	
Any school	
Medical University of SA	
Midrand University	
Potchefstroom University for CHE	
Rand Afrikaans University	
Rhodes University	
University of Cape Town	
University of Durban-Westville	
University of Fort Hare	
University of Natal (Durban)	

University of Natal (Pietermaritzburg)	
University of North-West	
University of Port Elizabeth	
University of Pretoria	
University of South Africa	
University of Stellenbosch	
University of the Free State	
University of the North	
University of the Western Cape	
University of the Witwatersrand	
University of Transkei	
University of Venda	
University of Zululand	
Vista University	
Border Technikon	
Cape Technikon	
Clodec Institute	
Eastern Cape Technikon	
M.L. Sultan Technikon	
Mangosuthu Technikon	
Peninsula Technikon	
Port Elizabeth Technikon	
Technikon Free State	
Technikon Natal	
Technikon Northern Gauteng	
Technikon North-West	
Technikon Pretoria	
Technikon SA	
Technikon Witwatersrand	
Vaal Triangle Technikon	
Other(s) - name please	

Question 2

How many bursaries did your Department allocate to employees during the past 5 years?

Year	Number of bursaries
1997	
1998	
1999	
2000	
2001	

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42

Question 3

Please provide the following information on each employee who received a *Departmental bursary* during the past 5 years:

For your convenience, attached, please find a MS Excel spreadsheet where you can fill in the required information as stated below (Please save the spreadsheet under a new name, fill in, and then e-mail or fax back together with this questionnaire as an attachment).

Personnel no:..

Department:...

Province:...

Surname:..

Initials:..

Date of birth:..

Citizenship:..

Gender:..

Population group:..

Appointment date:...

Highest qualification completed:..

Present position (post, rank):..

Employment status (full-time, part-time):..

Present salary notch (salary per annum)...

Start of bursary contract (date):..

End of bursary contract (date):..

Amount (Rand value over total period of bursary contract):...............................

Field of study:...

Institution where recipient studies:...

Course Completed?

| Yes | No |

A.2. *International* bursaries/support from abroad

Question 4

Does your department have international funds available for human resources development?

Yes/No

If yes, please provide the following information regarding each source of funding:

Name of the fund	Donor agency	Total amount available per annum	Purpose of the funding (is it earmarked for a particular type of training?)	Number of employees who benefited from training in the past five years

A.3. *Private* sector bursaries (bursaries allocated by companies in the private sector in South Africa)

Question 5

Does your department have any special arrangements with private sector funders or access to bursaries/study aid provided by the private sector for the education and training of employees of the department?

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44

Yes/No

If yes, please continue with 5.1. If no, continue with section B on page 9.

5.1   Please provide the following details regarding each private sector sponsored bursary allocated via your department:

Name of bursary:..

Who is eligible?...

For which field(s) of study does the bursary apply?....................................

Is SA citizenship required?

Yes	No

Institution(s) at which bursary applies (please mark applicable institution(s) with an X):

Institution	
Any educational institution	
Any university	
Any technikon	
Any technical college	
Any school	
Medical University of SA	
Midrand University	
Potchefstroom University for CHE	
Rand Afrikaans University	
Rhodes University	
University of Cape Town	
University of Durban-Westville	
University of Fort Hare	
University of Natal (Durban)	
University of Natal (Pietermaritzburg)	
University of North-West	
University of Port Elizabeth	
University of Pretoria	
University of South Africa	
University of Stellenbosch	
University of the Free State	
University of the North	
University of the Western Cape	
University of the Witwatersrand	

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45

University of Transkei	
University of Venda	
University of Zululand	
Vista University	
Border Technikon	
Cape Technikon	
Clodec Institute	
Eastern Cape Technikon	
M.L. Sultan Technikon	
Mangosuthu Technikon	
Peninsula Technikon	
Port Elizabeth Technikon	
Technikon Free State	
Technikon Natal	
Technikon Northern Gauteng	
Technikon North-West	
Technikon Pretoria	
Technikon SA	
Technikon Witwatersrand	
Vaal Triangle Technikon	
Other(s) - name please	

Question 6

How many private bursaries were allocated to employees during the past 5 years?

Year	Number of bursaries
1997	
1998	
1999	
2000	
2001	

Question 7

Please provide the following information on each employee that received a *private bursary* during the past 5 years:

For your convenience, attached, please find an MS Excel spreadsheet where you can fill in the required information as stated below (Please save the spreadsheet under a new name, fill in, and then e-mail or fax back together with this questionnaire as an attachment).

Personnel no:...

Department:...

Province:...

Surname:...

Initials:...

Date of birth:...

Citizenship:...

Gender:...

Population group:...

Appointment date:...

Highest qualification completed:...

Present position (post, rank):...

Employment status (full-time, part-time):..

Present salary notch (salary per annum)..

Start of bursary contract (date):...

End of bursary contract (date):...

Amount (Rand value over total period of bursary contract):.............................

Field of study:..

Institution where recipient studies:..

If more than one bursary contract, state institution for each contract ....

Course Completed?

Yes	No

B.   Bursaries to *potential* employees (students)

B.1.   *Departmental* bursaries

Question 8

Does your department provide bursaries to students/potential employees?

Yes	No

If yes, please continue with question 8.1

8.1   Please provide the following information regarding each bursary or attach documents/pamphlets with the information requested.

Name of bursary:..

Who is eligible?..

For which field(s) of study does the bursary apply?..

Is SA citizenship required?

Yes	No

Institution(s) at which bursary applies (please mark applicable institution(s) with an X):

Any educational institution	
Any university	
Any technikon	
Any technical college	
Any school	
Medical University of SA	
Midrand University	
Potchefstroom University for CHE	
Rand Afrikaans University	

Rhodes University	
University of Cape Town	
University of Durban-Westville	
University of Fort Hare	
University of Natal (Durban)	
University of Natal (Pietermaritzburg)	
University of North-West	
University of Port Elizabeth	
University of Pretoria	
University of South Africa	
University of Stellenbosch	
University of the Free State	
University of the North	
University of the Western Cape	
University of the Witwatersrand	
University of Transkei	
University of Venda	
University of Zululand	
Vista University	
Border Technikon	
Cape Technikon	
Clodec Institute	
Eastern Cape Technikon	
M.L. Sultan Technikon	
Mangosuthu Technikon	
Peninsula Technikon	
Port Elizabeth Technikon	
Technikon Free State	
Technikon Natal	
Technikon Northern Gauteng	
Technikon North-West	
Technikon Pretoria	
Technikon SA	
Technikon Witwatersrand	
Vaal Triangle Technikon	
Other(s) - name please	

Question 9

How many bursaries were allocated to potential employees (students) during the past 5 years?

Year	Number of bursaries
1997	
1998	
1999	
2000	
2001	

Question 10

Please provide the following information on each potential employee that received a *Departmental bursary* during the past 5 years:

For your convenience, attached, please find an MS Excel spreadsheet where you can fill in the required information as stated below (Please save the spreadsheet under a new name, fill in, and then e-mail or fax back together with this questionnaire as an attachment).

Surname:...

Initials:..

Date of birth:...

Citizenship:..

Gender:..

Population group:..

Highest qualification completed:...

Start of bursary contract (date):...

End of bursary contract (date):...

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50

Amount (Rand value over total period of bursary contract):...................................

Field(s) of study:...

Institution where recipient studies:...

Course Completed?

| Yes | No |

Service contract?

| Yes | No |

Thank you for completing the questionnaire

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51

Appendix B: Interview schedule for qualitative information:
Questionnaire on impact evaluation

Province:..

Department:..

Physical address:..

Postal address:...

Respondent (Human Resources Manager):...

Tel:...

Fax:..

E-mail:..

The questionnaire will deal with the following:

1. Skills needs and requirements.

2. The role of bursaries in providing for the skills need.

Skills needs and requirements

A. The skills needed from *Potential* recruits

Question 1

What are your needs in terms of new recruitment? What kind of skills is required from new recruits?

Question 2

In which 5 most important occupations are it hard to fill vacancies? Please provide us with approximate numbers (it need not be exact).

Please provide the information according to the following table in order of priority (from most problematic to least problematic):

Occupation In order of priority (most hard to fill first)	Reason for not finding people to fill vacancies in these occupations	How many vacancies do you have for this occupation	How many employees in this occupation at present	How many has left this occupation during the previous year
1.				
2.				
3.				
4.				
5.				

B. Skills needs of *current* employees

Question 3

In which 5 most important areas (skills) do *current* employees need upgrading? Please provide the information according the following table in order of priority (from most problematic to least problematic):

Areas (skills) in order of priority (most urgent skills first)
1.
2.
3.
4.
5.

The role of bursaries in providing for the skills need

Question 4

Do you currently have a bursary scheme? If yes, please explain your policy regarding the bursary scheme.

Question 5

Are there certain fields of study that are on your priority list for bursary support? Please provide a list of fields of study in order of priority that are supported by your bursary scheme and provide a reason why you provide bursaries in these fields of study.

Field of study supported by the bursary scheme	Reason why this field of study is supported by the bursary scheme

Question 6

Is the bursary scheme sufficient?

a.   For the skills needed in your Department?

b.   To upgrade current employees in problem areas?

Question 7

If your bursary scheme is not sufficient, what are the main problems that you experience with the bursary scheme?

Question 8

What are the strengths of your bursary scheme? What do you achieve with the bursary scheme?

Thank you for your input

Appendix C: Respondents and problems experienced with fieldwork

Department	Questionnaire 1: Quantitative	Comments	Questionnaire 2: Qualitative	Submission of baseline information: 98-99/99-00
Eastern Cape				
Agriculture and Land Affairs		No response	No response	Submitted
Economic Affairs and Tourism	Completed		Completed	
Education		No response	No response	
Finance		No response	No response	
Health		No response	No response	
Housing and Local Government	Completed		Completed	
Premier's Office	Completed		Completed	Submitted
Public Works		No response	No response	
Safety and Security		No response	No response	Submitted
Sport, Arts and Culture		No response	No response	
Transport		No response	No response	
Welfare		No response	No response	
Free State				
Education		Completed only some questions	Completed	Submitted
Environmental Affairs		No response	No response	Submitted
Finance and Expenditure	Completed	Hard copy (not electronically)	Completed	Submitted
Health		No response	Completed	Submitted
Local Government		No response	No response	Submitted
Premier	Completed		Completed	Submitted
Public Works, Transport and Roads		Completed only some questions	Completed	Submitted
Safety and Security	Completed	Hard copy (not electronically)	Completed	Submitted

Department	Questionnaire 1: Quantitative	Comments	Questionnaire 2: Qualitative	Submission of baseline information: 98-99/99-00
Social Development	Completed	Hard copy (not electronically)	Completed	Submitted
Agriculture		No response	No response	Submitted
Sport, Culture, Science & Technology		No response	No response	Submitted
Gauteng				
Agriculture		Completed only some questions	Completed	
Education		No response	No response	
Finance and Economic Affairs	Completed		Completed	
Health		No response	No response	
Housing		Completed only some questions	Completed	Submitted
Public Works		No response	No response	
Safety and Liaison		No response	No response	Submitted
Social Development		No response	No response	Submitted
Sports & Recreation		No response	Not enough manpower	
Department of the Premier	Completed	Hard copy (not electronically)	Completed	
Development, Planning and Local Government		No response	No response	
KwaZulu-Natal				
Agriculture & Environmental Affairs	Completed	Hard copy (not electronically)	Completed	Submitted
Department of Transport	Completed	Electronic Versions sent	Completed	
Economic Affairs and Tourism		No response	No response	Submitted
Education and Culture		Completed only some questions	Completed	
Health	Completed	Electronic version	Completed	Submitted
Local Government and Housing	Completed		Completed	
Natal Sharks board	Completed	No response	Completed	
Office of the Premier		No response	No response	
Provincial Treasury/Finance	Completed	Hard copy (not electronically)	Completed	

Department	Questionnaire 1: Quantitative	Comments	Questionnaire 2: Qualitative	Submission of baseline information: 98-99/99-00
Safety and Security		No response	No response	
Social Welfare		No response	Completed	Submitted
The Royal Household		No response	Completed	
Traditional & Local Government Affairs	Completed	Hard copy (not electronically)	Completed	Submitted
Works	Completed	Hard copy (not electronically)	Completed	
Limpopo				
Agriculture and Environmental Affairs		No response	Completed	
Education		No response	Completed	
Finance		No response	Completed	
Health and Welfare		No response	Completed	
Local Government	Completed	Hard copy (not electronically)	Completed	Submitted
Premier	Completed	Hard copy (not electronically)	Completed	Submitted
Public Works	Completed	Hard copy (not electronically)	Completed	
Safety, Security & Liaison	Completed	Hard copy (not electronically)	Completed	Submitted
Sport, Arts and Culture	Completed	Hard copy (not electronically)	Completed	Submitted
Transport	Completed	Hard copy (not electronically)	Completed	Submitted
Mpumalanga				
Agriculture, Conserv & Environment	Completed	Hard copy (not electronically)	Completed	Submitted
Economic Affairs, Gaming and Tourism		No response	No response	Submitted
Education		No response	No response	Submitted
Finance		No response	No response	Submitted
Health		No response	No response	
Housing and Land Admin		Completed only some questions	Completed	Submitted
Local Government		No response	No response	Submitted
Office of the Premier		Completed only some questions	Completed	Submitted

Department	Questionnaire 1: Quantitative	Comments	Questionnaire 2: Qualitative	Submission of baseline information: 98-99/99-00
Provincial Legislature		No response	No response	Submitted
Public Works		No response	No response	Submitted
Safety and Security	Completed	Hard copy (not electronically)	Completed	Submitted
Social Services Population Development	Completed	Hard copy (not electronically)	No response	Submitted
Sports		No response	No response	Submitted
North West				
Agriculture, Conservation and Environment		No response	No response	
Department of the Premier		No response	No response	Submitted
Economic Development, Planning and Tourism		No response	No response	Submitted
Education	Completed		Completed	
Finance		No response	No response	
Health	Completed		Completed	
Local Government and Housing	Completed		Completed	
Office of the Premier	Completed	Hard copy (not electronically)	Completed	Submitted
Provincial Safety and Liaison		No response	No response	Submitted
Social Services, Arts, Culture, Sport	Completed		Completed	Submitted
Transport, Roads and Public Works	Completed		Completed	Submitted
Northern Cape				
Agriculture		No response	No response	
Director-General's Office		No response	No response	Submitted
Economic Affairs		No response	No response	Submitted
Education		No response	No response	Submitted
Finance and Treasury		No response	No response	Submitted
Health		No response	No response	Submitted

Department	Questionnaire 1: Quantitative	Comments	Questionnaire 2: Qualitative	Submission of baseline information: 98-99/99-00
Housing and Local Government		No response	No response	Submitted
Provincial Service Commission		No response	No response	
Safety and Security		No response	No response	Submitted
Sport and Recreation		No response	No response	
Transport, Roads and Public Works		No response	No response	
Welfare		No response	No response	Submitted
Western Cape				
Community Safety	Completed	Hard copy (not electronically)	Completed	Training in the Western Cape
Economic Development, Tourism & Agriculture	Completed	Hard copy (not electronically)	Completed	is centralised at the Cape
Education	Completed	Hard copy (not electronically)	Completed	Administrative Academy.
Environmental & Cultural Affairs & Sport	Completed	Hard copy (not electronically)	Completed	Submitted provincial data.
Finance	Completed	Hard copy (not electronically)	Completed	
Health and Social Services	Completed	Hard copy (not electronically)	Completed	
Planning, Local Government & Housing	Completed	Hard copy (not electronically)	Completed	
Provincial Admin (PAWC)	Completed	Hard copy (not electronically)	Completed	
Transport & Public Works	Completed	Hard copy (not electronically)	Completed	
National				
Arts, Culture, Science & Technology		Completed only some questions	Completed	Submitted
Communications	Completed	Hard copy (not electronically)	Completed	Submitted
Correctional Services	Completed	Hard copy (not electronically)	Completed	Limited to PS Act staff
Department of Housing	Completed	Electronic Version sent	Completed	Submitted
Department of Labour	competed	Hard copy (not electronically)	Incomplete	Submitted
Education & Culture	Completed	Hard copy (not electronically)	Completed	Limited to PS Act staff
Environmental Affairs & Tourism	Completed	Hard copy (not electronically)	Completed	Submitted

Department	Questionnaire 1: Quantitative	Comments	Questionnaire 2: Qualitative	Submission of baseline information: 98-99/99-00
Foreign Affairs	Completed	Hard copy (not electronically)	Completed	Submitted
G C I S	Completed	Hard copy (not electronically)	Completed	Submitted
Home Affairs	Completed	Electronic Version sent	Completed	Submitted
Independent Complaints Directorate		No response	Completed	Submitted
Justice		CD was not accessable	Completed	Submitted
Land Affairs	Completed	Electronic Version sent	Completed	No submittance
Minerals and Energy	Completed	Hard copy (not electronically)	Completed	Submitted
National Department of Health	Completed	Electronic Version sent	Completed	Limited to PS Act staff
National Intelligence Agency		Confidential	Completed	No submittance
National Treasury	Completed	Hard copy (not electronically)	Completed	Submitted
NDA	Completed		Completed	Submitted
Office of the Public Service Commission	Completed	Hard copy (not electronically)	Completed	Submitted
Presidency	Completed	Hard copy (not electronically)	Completed	Submitted
Provincial and Local Government (DPLG)	Completed	Hard copy (not electronically)	Completed	Submitted
Public Enterprises	Completed	Hard copy (not electronically)	Completed	Submitted
Public Service and Administration	Completed	Completed only some questions	Completed	Submitted
SA Police Services		Only promised but did not deliver	No response	Submitted
SAMDI	Completed	Hard copy (not electronically)	Completed	Not requested
Secretary for Defence		No response	No response	Limited to PS Act staff
Statistics SA		No response	No response	Submitted
Trade & Industry	Completed	Electronic Version sent	Completed	Submitted
Water Affairs and Forestry	Completed	Hard copy (not electronically)	Completed	Submitted
Social Development	Completed	Hard copy (not electronically)	Completed	Submitted
Transport	Completed	Electronic Version sent	Completed	Submitted
Sport and Recreation	No response		No response	Submitted

Department	Questionnaire 1: Quantitative	Comments	Questionnaire 2: Qualitative	Submission of baseline information: 98-99/99-00
Finance	No response		No response	Submitted
Public Works	No response		No response	Submitted

Appendix D: Tables

TABLE D1: OCCUPATIONS IN WHICH IT IS HARD TO FILL VACANCIES, ACCORDING TO SECTOR

Sector	Occupation	%	Sub-occupation	%
Agric. & Environment	Engineer	21	Engineer	17
			Agricultural engineers	4
	Veterinarian	15		
	Environmental Officer	8		
	Oceanographer	5		
	Energy Officer	5		
	Finance	5		
	Agricultural scientist, Librarian, Personnel officer, Pharmacist, Marine related occupations, Mine surveyors (4% each); Agricultural economist, Horticulturist, Tourism officers (3% each); Economist, Information technologist, Legal Admin Officer (2% each); Technician (1%)			
	Total	100		
Home Affairs	Finance	49	Financial manager	22
			Internal Auditor	10
			Accountant	6
			Auditor	5
			Financial officer	5
	Engineer	10	Civil engineer	4
			Agricultural engineers	4
			Electrical engineer	3
	Researchers	10		
	Information technologist	6		
	Veterinarian	6		
	Pharmacist	5		
	Policy analysts	5		
	Translator (4%), Deputy Director, Marine related occupations (1% each)			
	Total	100		
Safety & Security	Information technologist	16		
	Management	14		
	Legal Admin Officer	12		
	Researchers	10		
	Teacher	7		
	Pharmacist	7		
	Economist, Professional Nurse, Technician (5% each); Financial officer, Safety manager, Electrical engineer, Psychologist (4% each); Senior Admin Officer (1%)			
	Total	100		

Sector	Occupation	%	Sub-occupation	%
Local Gov. & Housing	Town and regional planner	22		
	Management	17	Manager	8
			Senior Manager	5
			Middle manager	4
	Engineer	11	Engineer	5
			Civil engineer	5
			Electrical engineer	2
	Finance	9	Financial manager	5
			State Accountant	3
			Chartered Accountant	2
	Land surveyor	9		
	Building scientists	6		
	Teacher (5%); Industrial technician, Technician (4% each); Deeds controller, Quantity Surveyor, GIS technician (3% each); Admin officer, Information technologist (2% each); Legal Admin Officer (1%)			
	Total	100		
Arts & Culture	Management	37	Deputy Director	17
			Chief Director	11
			Director	9
	Cultural Officer	20		
	Personnel practitioner	17		
	Financial officer	9		
	Musician	9		
	Artist	7		
	Sport promoter	2		
	Total	100		
Communication	Information technologist	41		
	Public relations officer	22		
	Personnel officer	16		
	Communication officer	11		
	Internal Auditor	11		
	Total	100		
Education	Information technologist	50		
	Financial manager	12		
	Natural science teachers	12		
	Psychologist	9		
	Mathematics teachers	9		
	Labour Relations Officer	6		
	Management	3		
	Total	100		

Sector	Occupation	%	Sub-occupation	%
Finance & Economics	Management	36	Deputy Director	15
			Manager	14
			Environmental managers	8
	Finance	33	Financial manager	8
			Chartered Accountant	8
			Auditor	6
			Internal Auditor	6
			State Accountant	6
	Economist	20		
	Provisional Officer	5		
	Information technologist	3		
	Advocates	3		
	Total	100		
Health & Soc. Services	Medical Practitioner	22		
	Finance	11	Financial officer	4
			Auditor	4
			Financial manager	3
	Nursing	10	Nurse	5
			Professional Nurse	4
	Information technologist	10		
	Pharmacist	8		
	Occupational therapist (7%); Psychologist (6%); Economist, Security Officer, Health therapist (4% each); Industrial technician, Manager, Planner (3% each); Social worker, Physiotherapist (2% each); Communication officer, Dentist, Environmental Officer, Radiographer (1% each)			
	Total	100		
Pub. Works & Transport	Engineer	39	Engineer	24
			Electrical engineer	8
			Civil engineer	6
	Quantity Surveyor	10		
	Artisan	8		
	Auditor	6		
	Cultural Officer	6		
	Technician	6		
	Architect	6		
	Information technologist	5		
	Town and regional planner	5		
	Transport Officer	5		
	Industrial technician	2		
	Legal Admin Officer	2		
	Total	100		

Sector	Occupation	%	Sub-occupation	%
Labour	Management	32	Chief Director	13
			Director	11
			Manager	8
	Information technologist	29		
	Inspector	13		
	Researchers	13		
	Secretary	11		
	Public relations officer	3		
	Total	100		

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66

TABLE D2: FIELDS OF STUDY THAT ARE FOLLOWED BY BURSARS WHO ARE POTENTIAL EMPLOYEES

Sector	Field of study	%	Sub-filed of study	%
Agric. & Environment	Engineer	63.8	Civil Engineering	45.4
			Electrical Engineering	9.2
			Mechanical Engineering	9.2
	Natural Science	10.4		
	Chemistry	5.5		
	Information Technology	4.9		
	Veterinary Science	2.5		
	Agriculture, Geology, Hydrology (2% each); Environmental Science, Forestry, Geohydrology, Mathematics / Statistics / Numerical Sc, Cartography, Surveying, Water and Sanitation, Ecology (1% each)			
	Total	100		
Home Affairs	Administration	20.5	Administration	13.7
			Business Administration	4.4
			Public Admin	2.0
			Corporate Governance & Admin	0.5
	Information Technology	15.6		
	Public Management	13.2	Public Management	10.7
			Commercial Admin/Management	1.5
			Admin Management	0.5
			Management	0.5
	Finance	8.3	Accounting	2.4
			Cost & Accounting Management	2.0
			Internal Auditing	1.5
			Financial Management	1.5
			Financial Accounting	1.0
	HRM or Development	7.3		
	Arts, Commerce, Legal, (5% each); Communication, Public Relations, Economics, Language Practice, Philosophy (2% each); Computing/typing, International Relations, Social Science, Social Work, Development Studies, Food Service Management, Grade 12, Labour or Indus Relations, Marketing Management, Office Management, Sign Language, Taxation, Technology, Political Science, Operations Management, Investment Analysis, Theology (1% each)			
	Total	100		

Sector	Field of study	%	Sub-filed of study	%
Local Gov. & Housing	Finance	22.2	Finance	17.1
			Internal Auditing	1.8
			Accounting	1.3
			Cost & Accounting Management	0.8
			Local Government Finance	0.5
			Financial Accounting	0.3
			Management & Accounting	0.3
			Credit Management	0.3
	Public Management	12.0	Public Management	8.2
			Municipal Admin/Management	2.0
			Management	1.0
			Local Gov Management	0.5
			Admin Management	0.3
	Information Technology	8.9		
	Town & Regional Planning	8.7		
	Surveying	7.1		
	Disaster Management	6.9		
	Engineer	5.6	Civil Engineering	2.3
			Electrical Engineering	2.3
			Mechanical Engineering	0.8
			Metallurgical Engineering	0.3
	Commerce	5.6		
	Legal	3.8		
	Administration	3.6	Administration	2.8
			Public Admin	0.8
	HRM or Development, Communication (2% each); Development Studies, Taxation, Labour Relations Management, Water and Sanitation, Arts, Public Relations, Anthropology, Development Planning, Land Management /Development, Natural Science, Social Science, Technology (1% each); Abet, Anthology, Building Science, Community Development, Commercial Practice, Environmental Management, Geography, Housing, Labour Law, Office Management, Quality Management, Political Science (Less than 1% each)			
	Total	100		
Health & Soc. Services	Medicine	60.2		
	Nursing	10.7		
	Physiotherapy	6.5		
	Dentistry	5.5		
	Occupational Therapy, Pharmacy, Radiography (4% each); Communication, Dietetics (2% each); Dental Therapy, Speech Therapy (1% each); Medical Technology, Clinical Psychology, Food Service Management, Clinical Psychology, Health Management (Less than 1 % each)			

	Total	100	

Sector	Field of study	%	Sub-filed of study	%
Pub. Works & Transport	Engineer	27.0	Electrical Engineering	10.7
			Civil Engineering	8.8
			Mechanical Engineering	6.8
			Chemical Engineering	0.4
			Metallurgical Engineering	0.4
	Public Management	20.7	Public Management	17.3
			Project Management	1.3
			Management	1.1
			Admin Management	0.5
			Business Management/Leadership	0.2
			Commercial Admin or Management	0.2
			Local Gov Management	0.2
	Administration	7.0	Administration	4.8
			Business Administration	1.1
			Public Admin	1.1
	HRM or Development	9.8		
	Architecture	7.0		
	Technical	5.5		
	Building Science	3.4		
	Quantity Surveying	3.4		
	Commerce	2.5		
	Abet	2.0		
	Finance	1.8	Accounting	0.4
			Internal Auditing	0.4
			Forensic Account/Audit	0.4
			Cost & Accounting Management	0.2
			Finance	0.2
			Financial Accounting	0.2
			Financial Management	0.2
	Water and Sanitation, Information Technology, Communication, Grade 12, Legal, Office Management, Work Study, Real Estate Property (1% each); Public Relations, Technology, Transport Management, Horticulture, Carpentry, Archeology, Arts, Purchasing Management, Safety & Security Management, Bridging Course (Less than 1% each)			
	Total	100		

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69

TABLE D3: SKILLS THAT NEED TO BE UPGRADED, ACCORDING TO SECTOR

Sector	Skills	%
Agric. & Environment	Tertiary education	25.20
	Financial	17.89
	Managerial	14.63
	Computer	13.01
	Technical	7.32
	Interpersonal	6.50
	Communication	4.07
	Research	3.25
	Grade twelve	3.25
	Sport	2.44
	Traditional cultural	1.63
	Leadership	0.81
	Total	100
Home Affairs	Managerial	28.57
	Computer	17.65
	Tertiary education	15.13
	Financial	14.29
	Communication	5.88
	ABET	5.04
	Research	4.20
	Analytical	2.52
	Interpersonal	2.52
	Facilitation	1.68
	Leadership	1.68
	Low skills	0.84
	Total	100
Safety & Security	Tertiary education	39.81
	Managerial	17.48
	Computer	13.59
	Financial	9.71
	Communication	5.83
	Multi skilled	5.83
	Customer service	3.88
	Interpersonal	1.94
	Technical	1.94
	Total	100
Local Gov. & Housing	Financial	27.73
	Managerial	26.05
	Tertiary education	20.17
	Computer	7.56
	Communication	6.72
	Research	4.20
	Grade twelve	3.36
	Multi skilled	1.68

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70

Sector	Skills	%
	ABET	0.84
	Customer service	0.84
	Innovation	0.84
	Total	100
Arts & Culture	Traditional cultural	28.00
	Computer	20.00
	Managerial	20.00
	Innovation	10.00
	Communication	8.00
	Leadership	8.00
	Financial	4.00
	Technical	2.00
	Total	100
Communication	Communication	36.84
	Financial	26.32
	Managerial	23.68
	Computer	10.53
	Interpersonal	2.63
	Total	100
Education	Tertiary education	32.08
	Managerial	24.53
	Computer	16.98
	Grade twelve	7.55
	Financial	7.55
	Numeric	7.55
	Research	3.77
	Total	100
Finance & Economics	Tertiary education	39.68
	Managerial	25.40
	Financial	17.46
	Computer	7.94
	Research	4.76
	Interpersonal	3.17
	Customer service	1.59
	Total	100
Health & Soc. Service	Tertiary education	24.03
	Computer	20.16
	Financial	17.05
	Managerial	13.95
	Communication	8.53
	Leadership	6.20
	Customer service	5.43
	ABET	2.33
	Technical	1.55
	Interpersonal	0.78
	Total	100

Sector	Skills	%
Pub. Works & Transp.	Managerial	30.67
	Tertiary education	24.00
	Technical	20.00
	Computer	13.33
	ABET	4.00
	Interpersonal	4.00
	Financial	4.00
	Total	100
Labour	Tertiary education	22.22
	Computer	22.22
	Communication	17.78
	Managerial	17.78
	Research	11.11
	Interpersonal	8.89
	Total	100

TABLE D4: FIELDS OF STUDY THAT ARE FOLLOWED BY BURSARS WHO ARE EMPLOYED IN THE PUBLIC SERVICE

Sector	Field of study	%	Sub-field of study	%
Agric. & Environment	Management	14.2	Public Management	12.3
			Project Management	0.8
			Management	0.7
			Business Management/Leadership	0.3
			Admin Management	0.2
	Administration	11.5	Administration	4.2
			Business Administration	3.8
			Public Admin	2.1
			Commercial Admin / Management	1.1
			Corporate Governance & Admin	0.2
	Agriculture	10.6		
	HRM / Development	10.2		
	Natural Science	4.9		
	Engineering	4.5	Civil Engineering	2.4
			Engineering	0.8
			Electrical Engineering	0.4
			Agricultural Engineering	0.4
			Mechanical Engineering	0.3
			Chemical Engineering	0.2
			Mine Engineering	0.1
	Commerce	4.3		
	Finance	4.2	Accounting	1.4
			Internal Auditing	0.8
			Financial Management	0.8
			Financial Accounting	0.6
			Cost & Accounting Management	0.4
			Chartered Accounting	0.1
			Finance	0.1
			Management & Accounting	0.1
	Environmental Management, Grade 12, Arts, Technology (2% each); Legal, Purchasing, Management, Animal Health, Forestry, Philosophy, Information Technology (1% each); Economics, Oceanography, Technical, Public Relations, Communication, Horticulture, Education & Training, Veterinary Science, Water & Sanitation, Mining, GIS, Chemistry, Occupational Health, Abet, Community Development, Office Management, Transport Management, Commercial Practice, Safety & Security Management, Policing, Social Science, Agriculture Management, Computing/typing, Development Studies, Environmental Science, International Relations, Labour / Industrial Relations, Library & Information Science, Logistics Management, Resource Development, Surveying, Taxation, Zoology, Commercial Law, Development Administration, Geography, Graphic Design, Industrial Psychology, Journalism, Land Management / Development, Nursing, Psychology, Research & Development, Road Transport, Sport Management, Political Science, Landscape Architecture, Workstudy, Heritage Studies, Future Studies, Marine Biology, Deeds Registration, Microbiology, English (each less than 1%)			
	Total	100		

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73

Sector	Field of study	%	Sub-field of study	%
Safety & Security	Information Technology	21.9		
	HRM / Development	20.5		
	Management	6.4	Public Management	5.5
			Local Gov Management	0.4
			Business Management/Leadership	0.2
			Commercial Admin/Management	0.2
			Management	0.2
	Nursing	6.0		
	Administration	5.1	Public Admin	2.6
			Administration	2.2
			Business Administration	0.4
	Finance	3.8	Accounting	1.5
			Internal Auditing	0.5
			Financial Management	0.5
			Financial Accounting	0.4
			Finance	0.9
	Agriculture, Penology & Criminology, Purchasing Management, Commerce, Correctional Service Management, Education & Training, Psychology (2% each); Arts, Clinical Psychology, Legal, Communication, Technical, Technology, Labour Law, Building Science, Competency B Education & Training, Food Service Management, Industrial Psychology, Pharmacy, Primary Health (1% each); Electrical Engineering, Public Relations, Social Science, Agriculture Management, Education & Training Management, Logistics Management, Policing, Sport Management, Abet, Criminology, Development Studies, Human Movement Science, Labour / Indus Relations, Library & Information Science, Marketing Management, Philosophy, Social Work, Traffic & Safety Management, Transport Management, Theology (each less than 1%)			
	Total	100		
Local Gov. & Housing	Legal	38.9		
	Management	14.7	Public Management	11.3
			Management	0.9
			Project Management	0.7
			Local Gov Management	0.6
			Admin Management	0.5
			Commercial Admin / Management	0.5
			Business Management/Leadership	0.2
			Municipal Admin / Management	0.1
	Administration	7.6	Public Admin	3.9
			Administration	2.1
			Business Administration	1.6

Sector	Field of study	%	Sub-field of study	%
	Finance	5.1	Accounting	1.5
			Finance	1.3
			Cost & Accounting Management	0.9
			Financial Management	0.6
			Internal Auditing	0.4
			Financial Accounting	0.4
			Local Government Finance	0.1
	HRM / Development (5%); Arts (4%); GIS, Technology, Communication (3% each); Grade 12, Development Studies (2% each); Commerce, Information Technology, Public Relations, Natural Science, Surveying, Engineering, Purchasing Management, Economics Social Science (1% each); Environmental Management, Land Management / Development, Town & Regional Planning, Education & Training Management, Industrial Technology, Library & Information Science, Philosophy, Deeds Registration, Cartography Community Development, Computing/typing, Information Management, Safety & Security Management, Tourism, Labour Relations Management, Agriculture, Abet, Building Science, Commercial Practice, Development Administration, Geography, Housing, Industrial Psychology, Informatics, Printing, Policing, Social Work, Technical, Political Science, Workstudy, Real Estate Property (each less than 1%)			
	Total	100		
Arts & Culture	Library & Information Science	21.4		
	Arts	14.3		
	Human Movement Science	14.3		
	Translation	14.3		
	Administration	14.3	Business Administration	7.1
			Administration	7.1
	Archival Studies	7.1		
	Commerce	7.1		
	Philosophy	7.1		
	Total	100		
Communication	Administration	15.3	Public Admin	13.0
			Administration	1.0
			Business Administration	1.0
			Corporate Governance & Admin	0.3
	Management	9.7	Project Management	2.6
			Management	2.5
			Public Management	2.3
			Business Management/Leadership	0.8
			Commercial Admin / Management	0.8
			Admin Management	0.7

Sector	Field of study	%	Sub-field of study	%
	HRM / Development	8.2		
	Information Technology	6.6		
	Finance	6.3	Accounting	1.8
			Internal Auditing	1.6
			Cost & Accounting Management	0.8
			Financial Accounting	0.8
			Financial Management	0.8
			Finance	0.3
	Political Science, Safety & Security Management (5% each); Computing/typing, Grade 12 (4% each); Economics, Legal, Public Relations, Communication (3% each); Abet, Arts, Development Studies, Library & Information Science, Marketing Management, Office Management (2% each); Commerce, International Relations, Diplomatic Studies, Industrial Psychology, Writing skills, Education & Training, Purchasing Management, Development Planning, Technical (1% each); Government Policy, Labour Relations Management, Logistics Management, Penology & Criminology, Philosophy, Afrikaans, Procurement, Anthology, Art, Development Administration, Disaster Management, Education & Training Management, Environmental Management, Informatics, Journalism, Quality Management, Social Science, Technology, Dietetics, Occupational Health, Knowledge Management, Interrogation & Statement, Photography (Less than 1% each)			
	Total	100		
Eduction	Management	53.4	Management	34.8
			Public Management	15.5
			Admin Management	1.2
			Commercial Admin / Management	1.2
			Project Management	0.6
	Administration	7.5	Public Admin	5.0
			Administration	2.5
	HRM / Development	5.0		
	Communication	3.7		
	Information Technology	4.3		
	Finance	3.1	Cost & Accounting Management	1.2
			Internal Auditing	0.6
			Financial Accounting	0.6
			Financial Management	0.6
	Technology, Arts, Purchasing Management (3% each); Commerce, Office Management, Public Relations (2% each); Education & Training Management, Grade 12, Labour / Indus Relations, Social Science, Abet, Commercial Practice, Economics, Education & Training, Library & Information Science, Natural Science, Philosophy (1% each)			
	Total	100		

Sector	Field of study	%	Sub-field of study	%
Finance & Economics	Administration	19.2	Business Administration	10.5
			Administration	4.3
			Public Admin	4.0
			Corporate Governance & Admin	0.3
	Finance	17.6	Finance	5.0
			Accounting	3.7
			Cost and Accounting Management	2.5
			Management & Accounting	1.5
			Internal Auditing	0.9
			Financial Accounting	0.6
			Forensic Account / Audit	0.6
			Financial Management	2.8
	Management	14.9	Public Management	10.2
			Business Management/Leadership	2.5
			Commercial Admin/Management	0.9
			Management	0.6
			Project Management	0.6
	Commerce	11.1		
	Communication	6.5		
	HRM / Development (6%); Purchasing Management, Information Technology (3% each); Grade 12, Safety & Security Management, Taxation, Technology, Economics (2% each); Marketing Management, Arts, Legal, Office Management, Labour Law, Natural Science, Social Science (1% each); Alternate Resolution, Archeology, Business Communication, Industrial Psychology, Informatics, Information Management, Labour Relations Management, Philosophy, Psychology (Less than 1% each)			
	Total	100		
Health & Soc. Services	Management	15.8	Public Management	10.1
			Business Management/Leadership	1.8
			Admin Management	1.6
			Management	1.1
			Project Management	0.7
			Commercial Admin/Management	0.5
	Administration	9.5	Public Admin	3.4
			Administration	2.7
			Corporate Governance/Admin	0.5
			Business Administration	2.9
	HRM / Development	12.6		
	Social Science	9.5		
	Grade 12	6.8		
	Nursing	6.5		

Sector	Field of study	%	Sub-field of study	%
	Finance	4.3	Financial Accounting	1.1
			Accounting	0.9
			Internal Auditing	0.9
			Financial Management	0.7
			Cost & Accounting Management	0.5
			Finance	0.2
	Information Technology (4%); Health Management (3%); Social Work, Radiography, Commerce, Safety & Security Management, Technology (2% each); Development Studies, Legal, Medicine, Natural Science, Public Relations, Occupational Health, Arts, Chemistry, Community Development, Philosophy, Bridging Course, Communication, Industrial Psychology, Occupational Therapy, Sport Management, Political Science, Dentistry, Biomedical Technology, Education & Training Management, Labour Relations Management (1% each); Electrical Engineering, Industrial Technology, International Relations, Library & Information Science, Logistics Management, Orthodontics, Primary Health, Psychology, Quality Management, Speech Therapy, Dietetics, Supplementary Medical Science, Epidemiology, Deeds Registration, Psychiatry, Medical Technology (Less than 1% each)			
	Total	100		
Pub. Works & Transport	Management	23.7	Public Management	13.9
			Project Management	5.9
			Management	1.4
			Business Management/Leadership	1.0
			Commercial Admin/Management	0.9
			Admin Management	0.3
			Local Gov Management	0.1
			Municipal Admin/Management	0.1
	Administration	12.3	Public Admin	5.5
			Business Administration	4.7
			Administration	2.2
	HRM / Development	8.3		
	Finance	7.5	Accounting	3.4
			Internal Auditing	1.4
			Financial Accounting	1.3
			Finance	0.7
			Financial Management	0.5
			Credit Management	0.1
			Local Government Finance	0.1
			Management & Accounting	0.1
	Grade 12	6.7		
	Traffic & Safety Management	5.6		
	Commerce	5.3		
	Real Estate Property	3.3		

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78

Sector	Field of study	%	Sub-field of study	%
	Information Technology	3.1		
	Transport Management	2.7		
	Engineering	2.7	Civil Engineering	1.3
			Electrical Engineering	0.8
			Mechanical Engineering	0.6
			Engineering	0.1
	Safety & Security Management, Building Science, Technology (2% each); Arts, Competency B Education & Training, Legal, Purchasing Management, Architecture, Road Transport, Quantity Surveying, Technical, Public Relations, Water & Sanitation, Development Studies, Education & Training, Town & Regional Planning (1% each); Economics, Taxation, Animal Health, Communication, Industrial Psychology, Labour Relations Management, Logistics Management, Quality Management, Social Science, Abet, Agriculture, Development Administration, Labour Law, Labour / Indus Relations, Social Work, Tourism, Investment Analysis, Horticulture, Mining, Interior Design (less than 1% each)			
	Total	100		
Labour	Communication	40.1		
	Administration	24.1	Administration	21.2
			Business Administration	2.9
	Technology	8.8		
	Legal	6.6		
	Labour / Indus Relations	5.8		
	Arts, Industrial Psychology (3% each); Labour Law, Natural Science, Commerce, HRM / Development (2% each); Education & Training, Management (1% each)			
	Total	100		

TABLE D5: INSTITUTIONS WHERE BURSARS STUDY

Institute	Total	%
Not indicated	2316	27.30
Tech SA	2154	25.39
UNISA	986	11.62
Private training institution	384	4.53
Univ of Natal Durban	338	3.98
Univ of Pretoria	223	2.63
Other	153	1.80
Tech Pretoria	140	1.65
Tech Natal	133	1.57
WITS	129	1.52
Medunsa	127	1.50
Technical college	116	1.37
RAU	101	1.19
Mangosuthu Tech	100	1.18
Cape Tech	97	1.14
Univ of Cape Town	96	1.13
Univ of the Free State	90	1.06
Univ of Zululand	84	0.99
ML Sultan Tech	74	0.87
Tech Free State	68	0.80
Univ of the W Cape	66	0.78
Peninsula Tech	60	0.71
Vista	53	0.62
Univ of Fort Hare	52	0.61
Univ of D Westville	51	0.60
P Elizabeth Tech	44	0.52
Univ of Transkei	43	0.51
Univ of Stellenbosch	37	0.44
Potch Univ for CHE	28	0.33
E Cape Tech	23	0.27
Tech N Gauteng	21	0.25
Univ of Port Elizabeth	20	0.24
Univ of N West	16	0.19
Univ of the North	13	0.15
Rhodes Univ	12	0.14
Tech WITS	11	0.13
Border Tech	10	0.12
Tech N West	5	0.06
Univ of Venda, Educational college	3 each	0.04 each
V Triangle Tech	2	0.02
Setlogelo Tech	1	0.01
Total	8483	100

TABLE D6: PUBLIC SERVICE BURSARY SCHEME POLICIES OF THE VARIOUS NATIONAL DEPARTMENTS AND PROVINCIAL ADMINISTRATIONS

Agriculture, Conservation and Environment: Mpumalanga

Bursaries are allocated for full time study to students doing courses relevant to the functions of the department. Bursaries are allocated for part time study to officials who need to upgrade knowledge and skills applicable to their work.

Agriculture: National

The bursary scheme provides financial assistance to serving and prospective employees. Bursaries are awarded to enhance the transformation of the FSPG into a dynamic, needs based and pro-active work force.

Agriculture: KZN

Bursaries are allocated according to the needs in department.

Arts, Culture, Science and Technology: National

Bursaries are allocated to employees only.

Community Safety: Western Cape

All current employees can apply for bursaries. These applications for bursaries go to the academy. The academy allocates money to the various departments. The departments, in turn, decide who will receive bursaries. The decision is mainly based on the skill requirements in the department.

Correctional Services: National

Bursaries are allocated to both employees and potential employees. A bursary is contractual binding. One year service for every year of study is required. Upon failing, bursar is to repeat at own costs and can then continue with the bursary scheme.

Labour: National

Only employees can apply for bursaries. Bursaries are contractual binding. One year service for every year of study is required.

Office of the Premier: OFS

One percent of salary budget are allocated for bursaries. Bursaries are awarded to employees only. The allocation of bursaries is flexible, according to the needs of the department.

Transport: Kwa-Zulu Natal

Bursar's field of study should be job related. Bursar is required to do one year service for each year of study (even if he/she failed). Bursar has to pay back the costs if he/she resign before the full term was served.

Economic development, Tourism and Agriculture: Western Cape

Bursaries may be granted for higher education to both serving and prospective employees as a specific recruiting measure. It can be used where it is difficult to recruit and retain suitable qualified candidates. The granting of bursaries for higher education studies is also in line with current legislation on employment equity and skills development.

Education: Gauteng

Bursaries are granted to employees only.

PAWC

Our policy must still needs to be developed, but we apply specific criteria in order to select bursars.

Environmental and Cultural Affairs and Sport: Western Cape

All staff within the employment of the Cape Provincial Administration can apply.

Finance: Western Cape

We are busy implementing a policy.

Finance and Expenditure: OFS

Bursaries are allocated according to the needs that are identified in the division. Bursaries are for employees as well as potential employees. The bursary scheme especially aims to attract potential employees. The bursary scheme tries to address the personnel turnover. The bursary scheme is especially aimed at previously disadvantaged communities.

Foreign Affairs: National

Studies of bursars must be relevant to department. Only employees may apply for bursaries. Pre-tertiary qualifications receive preference. The allocation of bursaries is contractual binding. One year service for each year of study is required. Upon breach of contract, the bursar has to pay back the cost.

Home Affairs: National

Only employees may apply for bursaries.

Housing: Gauteng

Studies of bursars must be relevant to the department. Only employees may apply for bursaries. Bursaries are allocated on merit. Bursaries are contractual binding. One year service for each year of study is required. On breach of contract the bursar have to pay back the cost.

Natal Sharks Board: Kwa-Zulu Natal

Studies of bursars must be relevant to work in the Department.

Independent Complaints Commission: National

Only employees may apply for bursaries. Bursaries are contractual binding. Preference are given to those who want to study for Grade 12 or a first diploma. Studies must be relevant to work of the bursar and to the public service. Upon failure bursar have to repeat at own cost and can then continue with the bursary scheme. Upon breach of contract the bursar has to pay back the cost to the department.

Land Affairs: National

Bursaries are allocated for National Diploma studies only. Bursaries are allocated for a maximum of 5 years part-time study. One year service for each year of study is required.

Local Government: Limpopo

One year service for each year of study is required. Upon failure and resignation, bursar has to pay back costs.

Minerals & Energy: National

Bursaries are allocated to permanent employees only. Bursary contract requires one year service for one year study. Upon failure bursar has to repeat at own cost.

Health: Gauteng

Only employees may apply for bursaries. Bursary contract requires one year service for every year of study. All bursars below NQF level 5, don't have contractual obligations.

National Intelligence: National

Bursaries are allocated to employees only. Bursaries are allocated for part-time and full-time study. Field of study need to be work related. Bursaries are contractual binding. Study leave is granted. One year service for each year of study is required. This department allows the take over of bursaries by other departments with related work.

National Treasury Department: National

Bursaries are allocated to permanent employees who have at least one year of service. Bursaries are awarded for relevant studies. International studies are funded only if similar courses are not offered in SA.

Office of the Premier: Mpumalanga

Bursaries are awarded to employees only. Studies should be relevant and in line with the functions of the department. Bursaries are awarded for matric, diploma, degree and post-graduate studies.

Ofice of the Premier: North West

Employees and potential employees are eligible for bursaries. Bursaries are awarded in line with the provincial skills needs, are contractual binding, and one year service for every year of study is required.

Provincial Administration Western Cape: Western Cape

Bursaries are awarded to upgrade the qualifications of identified personnel in the RVG13. Bursaries are awarded for studies towards a National Diploma, BA Soc., or B.Com. degree.

Premier: Northern/Limpopo

Bursaries are awarded to employees or potential employees and the contract is binding. Upon failure, candidate has to repeat course at own expense. Field of study should be relevant to the functions of the department. With termination of service, bursar has to pay back the government.

The Presidency: National

Bursaries are awarded to employees only. Bursaries are available for local as well as international studies. A service contract is required.

Provincial and Local Government: National

Bursaries are awarded to employees only. Bursars have to sign a contract. One year service is required for each year the bursaries was received. Courses should be directly relevant to functions performed in the department.

Finance: KZN

Studies should be beneficial to department and general public.

Public Enterprises: National

Studies should be in line with current duties. Pay back on failure.

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85

Public Service and Administration: National

Bursaries are awarded to employees only. Bursars are required to sign a contract. One year service for each year of study is required. Upon breach of contract, bursar has to pay back all costs with interest. ABET and Standard 8 or Standard 10 bursary holders need not sign a contract.

Public Works: Northern/Limpopo

Candidates failing to complete their studies must pay back all costs to the department. Bursars who are studying towards a matric qualification need not sign a contract or pay back any costs. Candidates have to work for the public service after completion of studies.

Safety and Security: Mpumalanga

Current employees are in line for bursaries in order to enhance skills relevant to the work in the department. Bursaries are not allocated to external people, because of financial constraints.

Safety, security & liaison: Limpopo

Bursars have to sign a service contract. Studies have to be repeated at own cost.

SA Management Development Institute: National

Bursary scheme is for the empowerment of lower level staff.

Social Development: Gauteng

Bursaries are awarded to permanent employees only and bursars have to sign a contract. Bursars studying towards a qualification lower than matric do not have to sign a contract. On completion of studies, one year service for each year of service is required. Studies should be relevant in the department. Being awarded a bursary to study is a privilege not a right.

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86

Social Services: Western Cape

All permanent employees may apply for a bursary. Field of study must be applicable to job. The criteria to identify candidates for bursaries change, as the needs and goals of the department change. Management applies criteria according to which suitable applicants are identified.

Social Services and Population Development: Mpumalanga

Fields of study should be relevant to the department of Social Services and Population Development. Applicants should have matric and should have being accepted by a tertiary institution. On completion of studies, bursars should serve the department with the equal number of years it took to complete studies. On resignation, candidate should pay back the amount of the bursary plus the interest on the amount.

Sports, Arts and Culture: Northern/Limpopo

Candidates must continue to serve the department upon completion of studies. If candidate fails or is discharged from public service he/she has to pay back the department. If Candidate moves from this department to another, the relevant department has to reimburse this department.

Traditional and Local Government Affairs: Kwa-Zulu Natal

Bursaries are awarded to internal applicants on a yearly basis. Bursaries are granted for study towards a first degree or first qualification, however, if funds are available, bursaries are granted for high qualification also. Bursars have to sign a contract. Bursars have to give proof of registration and satisfactory results. Bursars have to sign a service contract. Bursars get special leave. External and internal bursaries are based on a Human Resources Plan, strategic plan, and needs of the department.

Transport: Limpopo

Bursars have to sign a service contract. Bursaries are awarded on merit to those with a disadvantaged background.

Transport and Public Works: Western Cape

Bursaries may be granted for higher education to both serving and prospective employees as a specific recruiting measure. It can be used where it is difficult to recruit and retain suitable qualified candidates. The granting of bursaries for higher education studies is also in line with current legislation on employment equity and skills development.

Water Affairs and Forestry: National

Fields of study must be relevant to work. Bursaries are contractual binding. Three calendar months of service is required for each R2500.00 spent directly on studies. Service commences day after completion of studies. Upon failure, the bursar is compelled to repay the costs granted, according to contract. Should a bursar wish to end a contract prior to fulfilling the service obligation, the bursar will repay the sum granted by the department.

Education: OFS

One per cent of payroll of department goes for skills development. This is about 26 million p.a. Five million goes for new recruits. The rest goes for current employees. Bursaries are awarded to those who are unqualified; intend to study in fields that address scarce skills, mathematics and science; and to those who would like to obtain additional qualifications. The bursary scheme intends to address management and leadership skills.

Public Works: Gauteng

Bursaries are contractual binding. One-year service is required for each year of study. On breach of contract, student has to pay back full costs. Studies should be in line with work in the Department. Priority is given to those who intend to study in fields of study that address scarce skills.

Environmental Affairs & Tourism: National

A service contract is required. Bursaries are awarded for relevant studies. Bursaries are awarded in return for performance.

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88

Safety, security & liaison: OFS

Current employees have preference. Next in line for bursaries are students and relatives who study in scarce fields of study, such as IT etc.

Social Development: OFS

The provincial bursary scheme policy is implemented. The bursary scheme makes provision for part time as well as full time students. Employees, however, can only study part time. Short courses related to work is also sponsored. For amounts over R500, bursar has to sign a contract with the Department. Bursar has to serve the department for at least 3 months full time on completion of studies. The bursary scheme targets scarce skills development, e.g. IT skills.

Sport, Art, Culture & Technology: National

Once a year the need is assessed. Preference is given to those who have never studied before. Bursaries are awarded for three-year courses or short courses that address specific skills needs, such as administrative courses. Bursaries are especially for the disadvantaged.

Housing: Kwa-Zulu Natal

Bursaries are awarded once a year for courses that are relevant to the Department. Bursaries are available only to employees within the Department.

Works: KZN

Bursaries are allocated to SA citizens. One year service for each year of study is required. Upon failure bursar has to repeat course on own cost.

Department of the Premier: OFS

The bursary scheme contributes to the development of pro-activity.

Health: Western Cape

Bursaries are allocated to those who intend to study in fields that are in line with the HR plan of the department. The bursary scheme has to contribute to service delivery.

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89

Health: KZN

Bursaries are allocated to citizens of Kwa Zulu Natal whose parents' combined income do not exceed R100 000. Only those who obtained a matric with 20 points, mathematics, biology, and natural science are eligible. Bursaries are not allocated to those who are unhealthy; pregnant; or who are HIV / AIDS or hepatitis positive. The bursary scheme only provide for those who have not yet obtained a post-matric qualification.

Communication: National

Bursaries are for employees only. Bursaries cover up to R12 000 p.a.. Upon failure, bursar have to repeat course at own cost. Bursaries are contractual binding. If bursar moves to another department, the new department takes over bursary.

Office of the Premier: Gauteng

Bursaries are allocated to employees who intend to study in areas that are related to the core business of the Office of the Premier. The support is twofold, as bursaries are allocated to empower employees to reach the set goals of the Office of the Premier, as well as to enable workers to achieve qualifications to reach personal goals.

Education: Limpopo

One year service for each year bursary was allocated. On failure and resignation, bursar has to pay back costs.

Finance: Limpopo

Bursaries are allocated according to the needs in department. Service contract is required. If a course needs to be repeated, it should be done on own costs.

Agriculture and Environmental Affairs: Limpopo

Service contract.

Museum of Education and Culture: KZN

The bursary scheme is for the enrichment of loyal employees.

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90

Safety and Security: Kwa-Zulu Natal

Currently the provincial guideline policy is used. Bursaries are allocated for studies that are related to current positions of applicants (e.g. an employee in human resources can't apply for a bursary to study medicine).

Social Welfare: KZN

bursaries are awarded on merit to serving employees. Preference is given to those who intend doing junior studies. Service contract. Studies abroad are considered if not available in SA.

Royal Household: Kwa-Zulu Natal

No policy in place. Still in the process of being designed.

Health: OFS

About R9 000 000 p.a. available for those with mathematics and natural science in disadvantaged communities. Bursaries are allocated on merit primarily for study at the UOFS.

Justice: National

Employees only. Bursary allocation is contractual binding. Bursar needs to work back one year only. Bursary only covers tuition fees.

Health and Welfare: Limpopo

One year service for each year bursary was allocated. Bursars are to reside in the Northern Province. Bursaries are applicable for health related fields of study. On failure and resignation, bursar have to pay back.

Public Service Commission: National

Bursary scheme assists employees whose field of study is relevant to the function of the department. Bursary scheme assists those without matric. Bursary scheme also assists those candidates with a first degree or post-degree qualification.

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91

Government Communication and Information System: National

Employees only. Department finances only up to R12 000. Upon failure, bursar is to repeat course at own cost. When bursar moves to another department, the other department takes over the bursary. Bursary allocation is contractual binding.

Office of the Premier: E Cape

Cater for disadvantaged students domiciled in the Eastern Cape. Bursaries are available preferably for those who intend to study at institutions in the Eastern Cape. Bursaries are preferably for courses identified as priorities by the Executive Council for the startegic development of the province.

Appendix E: Complete list of hard to fill vacancies, according to responding departments

Department	Province	Occupation
Office of the Premier	Limpopo E Cape	Financial manager Accountant Auditor Civil engineer Electrical engineer Marine related occupations
	F State	Financial manager Veterinarian Information technologist Pharmacist Agricultural engineer Translator Financial manager Information technologist
	Gauteng	Financial manager Policy analyst Researcher
Correctional Service	National	Pharmacist Professional Nurse Psychologist Information technologist
Land Affairs	National	Land surveyor Senior Manager Industrial technician Middle manager Deeds controller Manager Admin officer Town & regional planner Manager
Public Enterprises	National	Economist
Economic Development, Tourism & Agriculture	W Cape	Engineer Agricultural scientist Tourism officer Economist Technician

Department	Province	Occupation
Education	Limpopo	Information technologist
		Financial manager
		Psychologist
		Labour Relations Officer
	F State	Information technologist
		Natural science teachers
		Mathematical teachers
		Information technologist
		Manager
	Gauteng	Information technologist
Finance & Expenditure	F State	Manager
		Internal Auditor
		Provisional Officer
		Information technologist
Finance	Limpopo	Environmental manager
		Manager
		Economist
		Advocate
	KZN	Chartered Accountant
		Auditor
	W Cape	Financial manager
		State Accountant
Home Affairs	National	Internal Auditor
Housing	Mpumalanga	Engineer
		Technician
		Quantity Surveyor
		Chartered Accountant
		Town & regional planner
	Gauteng	Manager
		Planner
		Town & regional planner
		Information technologist
Labour	National	Inspector
		Secretary
		Information technologist
National Treasury	National	Economist
		Deputy Director
Provincial Admin W Cape	W Cape	Teacher
Provincial & Local Government	National	Financial manager

Department	Province	Occupation
Planning, Local Government & Housing	W Cape	Planner
		Town & regional planner
		State Accountant
Public Works	Limpopo	Electrical engineer
		Civil engineer
		Quantity Surveyor
	Gauteng	Engineer
		Architect
		Town & regional planner
Safety ,Security & Liaison	Limpopo	Senior Manager
		Researchers
		Safety manager
		Senior Admin Officer
Safety & Security	F State	Information technologist
		Legal Admin Officer
		Financial officer
	Mpumalanga	Deputy Director
		Technician
		Researchers
Social Services	W Cape	Professional Nurse
		Occupational therapist
		Planner
		Communication officer
Sport, Art & Culture	Limpopo	Personnel practitioner
		Financial officer
		Personnel officer
Transport	Limpopo	Artisan
		Auditor
		Transport Officer
		Legal Admin Officer
	KZN	Engineer
		Technician
		Information technologist
Transport & Public Works	W Cape	Engineer
		Cultural Officer
		Quantity Surveyor
		Industrial technician
Water Affairs & Forestry	National	Engineer
		Personnel officer
		Financial officer

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95

Department	Province	Occupation
Health	F State	Medical Practitioner Pharmacist Health therapist Nurse Dentist
	Gauteng	Medical Practitioner Auditor Financial manager Information technologist
	KZN	Medical Practitioner Nurse Pharmacist Physiotherapist Radiographer
	W Cape	Medical Practitioner Psychologist Industrial technician Pharmacist Environmental Officer
Environmental Affairs & Tourism	National	Oceanographer Marine related occupations Environmental Officer Legal Admin Officer Information technologist
Local Government	Limpopo	Civil engineer Building scientists Electrical engineer Land surveyor
Presidency	National	Researcher Financial officer Internal Auditor Deputy Director
Social Service & Population Development	Mpumalanga	Information technologist
Social Development	F State	Financial officer Information technologist Manager
	Gauteng	Economist Security Officer

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96

Department	Province	Occupation
Traditional & Local Government Affairs	KZN	Town & regional planner Land surveyor GIS technician Legal Admin Officer
Agriculture & Environmental Affairs	Limpopo	Veterinarian Agricultural engineer Agricultural economist
	KZN	Veterinarian Engineer Horticulturist
Communication	National	Information technologist Public relations officer Personnel officer Communication officer
Environment, Cultural Affairs & Sport	W Cape	Environmental Officer Librarian
Foreign Affairs	National	Information technologist Internal Auditor
Minerals & Energy	National	Energy Officer Mine surveyors
National Dept of Agriculture	National	Veterinarian Pharmacist Engineer Financial manager Information technologist
Arts, Culture, Science & Technoloy	National	Chief Director Director Deputy Director
Community Safety	W Cape	Teacher
Government Communication & Information Systems	National	Information technologist Public relations officer Personnel officer Communication officer
Health & Welfare	Limpopo	Medical Practitioner Occupational therapist Psychologist Social worker Health therapist

Department	Province	Occupation
Independent Complaints Commission	National	Legal Admin Officer
Museum, Education & Culture	KZN	Deputy Director Cultural Officer
National Intelligence	National	Information technologist Economist Electrical engineer
Public Service & Administration	National	Information technologist
Public Service Commission	National	Chief Director Director
SA Management Development Institute	National	Researcher Information technologist Manager Public relations officer
Art, Culture, Science & Technology	National	Cultural Officer Musician Artist Sport promoter

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98