

The Professional Services Branch is responsible for the co-ordination of the programmes that contribute to high level human capital development and to the creation of a pool of critical skills aiming at changing the profile of the workforce by growing a representative workforce for the built environment while growing the size and raising the quality of the human capital base needed to improve the quality of life of all South Africans. The transformation of the built environment is fundamental to the successful achievement of National Department of Public Works (NDPW) goals.

The goal of all the programmes is to produce world- class professionals that would provide a sustainable environment. Through these programmes young talent is targeted and inspired to take up careers in the built environment. Special effort is taken to provide access and assistance to disadvantaged students who want to further their careers.

1. Schools programme

- 1.1 One of the interventions of this strategy is the Schools Programme which commits to pursue excellence, accountability, impact measurement and delivery evidence of improved results in the fields of Maths and Science. This programme is collaborative and based on a model of co-determination and reciprocal obligation by all stakeholders, partners and associates to add value to 20 000 learners over Five (5) years.
- 1.2 The schools programme is a whole school intervention programme whose success would be measured by absolute improvement of Matric Maths and Science results, ensuring an increased number of learners qualifying for university entrance with passes of sufficient quality to enable them to pursue built environment studies. Grade 10-12 learners from disadvantaged schools are prioritised in addressing critical skills shortages and for positive impact on such communities
- 1.3 The Schools Programme provides an intervention that will support systemic change in three areas:
 - Leadership and Management
 - Classroom practice
 - Extra-curricular activities

The highlight of the Schools programme is the Annual Winter Schools Camp

Programme Objectives

- To increase the throughput of learners with university-entrance maths and physical science pass for BE careers.
- To strengthen the quality of education through educator effectiveness; and learner accountability.
- To advance learner interest in maths and science.
- To promote and de-stigmatize the built environment careers
- To attract potential “professionals” into the built environment.
- To ensure increased commitment and excellence among participating school management teams.

- To support teachers in dealing with on-going changes in education policy and classroom challenges.
- To increase the number of teachers proficient in teaching maths and science.
- To provide learners with prospects to excel and reinforce positive performance and behaviour.
- To provide funding opportunity for disadvantaged students who pursue careers within built and property sectors

Stakeholders

Public Works Entities

Department of Basic Education

Department of Higher Education and Training (DHET)

Department of Science and Technology – SAASTA

Sector Education and Training Authorities (SETAs)

Maths and Science Centre

Institutes of Higher Education

CSIR

Financial Service Providers

NFSAS

Municipalities

Municipal Infrastructure Support Agency (MISA)

NYDA

Provincial Public Works

UNISA

Entities, government departments and SOEs

Private Sector

Built Environment Statutory Councils

Selection Criteria

- Schools pass rate and performance in Maths and Science should be at the average of 65%
- The school should have minimum of 60% learners doing Maths and Science stream
- Schools should not be participating in other Maths and Science funded interventions of more than 3 sponsors
- Demography – 70% of schools participating should be from rural areas and or farm schools and 30% should from be township and or informal settlements
- Participating Learners should be performing at the pass rate average of 65% Maths, Science and English.
- Grade 10 – 12 learners who are in Maths and Science stream only.

- Duration of participating will be subject to annual assessment and public works to determine the continuation of the programme minimum is three years and maximum is five years.

Sourcing of Schools

- Identify schools through the Department of Basic Education
- Identify schools through Ministerial Community Projects
- Identify schools through formal community structures
- Identify schools through active stakeholders and partners.

Exit Strategy

All Learners participating at NDPW Schools Programme who enrolls for Built Environment and Property qualifications at a recognized and accredited Institution as per SAQA Act and by the relevant built environment statutory councils shall be awarded bursaries. Therefore they shall participate in the NDPW Bursary Programme

2. Bursary scheme

Target Audience

- Schools Programme Participants
- SETA funded beneficiaries

Bursary value

- The bursary value is reviewed annually based on cost of living and availability of funds.
- The bursary value is per the Student cost covering the below items:
 - Registration and Administration fees as per the university cost
 - Tuition fees – as per the University cost
 - Accommodation – University Residents or private residents accredited by the Universities as per the accommodation cost
 - **Study Materials including laptops** - this is reviewed annually depending on the need of the funded student Meals – as per the prescribed rate
 - Monthly allowance – from January – November

CETA Partnership

- The department secured R50 million discretionary grant from Construction Education and Training Authority (CETA) for the 2013-14 financial year. The funding is targeted towards at the implementation of capacity building programmes and the awarding of external bursaries for studies in the built environment.
- A total of one hundred and thirty two (132) bursaries have been awarded since January 2014. The first 50 bursaries were awarded by Minister TW Nxesi at an event that took place on 09 January 2014 at St George Hotel, Pretoria. Fifty learners who took part in the departmental Schools Programme benefited from the departmental bursary. The awardees each received a bursary valued at R120 000, the department contributed R60 000 per learner to ensure a competitive and responsive allocation. The fifty awardees are currently studying towards built environment degrees at various local universities.
- Eighty two bursaries aimed at supporting students currently enrolled for careers in the built environment were awarded by Minister Nxesi on the 27th of March 2014, to university students who met requirements of the bursary as follows:
 - Disadvantaged, second to fifth year students registered for full time studies for any of the built environment careers, overall 65% pass from the previous level of study.
- Successful students each received a bursary to the value of R60 000. The selected students pursued degrees in the built environment at various universities such as (University of Pretoria, Wits, University of Cape Town, University of Kwa-Zulu Natal). The department introduced a Bursary Care Programme, a student support programme that will ensure our bursary awardees are able to cope, adjust, adapt progress and achieve in an academic setting.

Exit Strategy

All students who participated at in the DPW Bursary Scheme are appointed in the Internship upon completion of their tertiary studies.

3. INTERNSHIP PROGRAMME

The purpose of the Internship Programme is to assist in meeting the strategic staffing needs of the Department by providing practical and accelerated learning programmes which build essential occupational competencies required by the Department. This also complements theoretical, classroom based learning for tertiary students who aspire to become public servants. It also strengthens the potential of the labour market to supply the skills needed for Public Service employment.

Selection Criteria

- Graduates and Work Integrated Learning Students from the Bursary Scheme
- An extensive graduate recruitment programme is undertaken at Tertiary Institutions, rural communities, Career Exhibitions to recruit students from disadvantaged backgrounds and those with disabilities

Implementation

- Technical internships (Engineering: Electrical, Mechanical, Civil; Architecture, Construction Project Management, Building, Quantity Surveying, Town Planning, Property Valuations,) are also a feeder into the Young Professional Programme
- In the case of experiential Interns, logbooks from the concerned tertiary institution are utilised as a basis of the training program.
- Workplans/ Training programs are compiled for graduate Interns to ensure a structured training program.
- **Types of Mentoring:** Internal employees, including Cuban Technical Advisors, and External: Consulting and Construction firms

Exit strategy

- Interns who are part of the Skills Pipeline Strategy (from Schools, Bursary Scheme), are later appointed into the Candidacy/ Young Professionals Programme

4. FACILITIES MANAGEMENT TRAINING PROGRAMME

- The built environment professions and the trades play a critical leadership role in infrastructure development, maintenance and management. The announcement of a large government infrastructure spending programme, such as the Strategic Infrastructure Projects (SIPs), have highlighted the skills shortages, and necessitated timely interventions to ensure the delivery of a number of infrastructure development projects. Current trends indicate that this important skills base is in decline, with very few new entrants compared to the large numbers who are leaving the profession.
- DPW is in the Property and Facilities sector by virtue of holding and managing state property stock. National Departments depend on it for all their accommodation needs. The construction industry is looking up to Public Works to drive the construction economy by unlocking value on all state owned properties (building, land, and information), to maintain and manage this vast State Portfolio. The focus on core business is less satisfactory, as employees who meet customers on daily basis are not empowered (lack of skills, knowledge, and information) to resolve customer's issues and problems. The Artisan Development Programme, amongst others has been identified as a skills intervention to address the skills shortage in the department and country.

4.1 ARTISAN TRAINING PROGRAMME

The programme's objective is to bridge critical shortages of qualified artisans and to resuscitate workshop structures. It is targeted at both unemployed and employed people who have the vast technical experience, but without qualifications and those who have a minimum of N3 Certificate from FET Colleges, with or without experience to assist them to obtain NQF aligned qualification and ultimately reach Artisan status.

Selection Criteria

- Students from the Bursary Scheme who have studied at TVET Colleges
- It is targeted at both unemployed and employed people who have the vast technical experience, but without qualifications and those who have a minimum of N3 Certificate from FET Colleges, with or without experience to assist them to obtain NQF aligned qualification and ultimately reach Artisan status.

Implementation

- Recommended candidates are appointed on a 1 year renewable contract for 4 years
- Stipulation by the relevant statutory body (INDLELA) for them to be professionally qualified
- Statutory Body to ensure alignment to requirements on route to qualified Artisans
- The programme is offered through Training Providers and is focussed in the following trades:-
 - Electrical, Mechanical, Bricklayers, Plumbers, Painters, Carpenters, Building

Mentors/Trainers

Identify mentors/ trainers based on qualifications, accreditation as Artisans, experience and willingness to train.

- Internal workshops personnel
- Training of Internal personnel
- Appoint additional trainers and Mentors

Exit Strategy

- A broad retention strategy is in the process of being developed by the department to reduce exodus of personnel to other area of employment. A clear growth path at the workshop from trades man aid, learner artisan, General foreman; artisan, artisan foreman; chief artisan and all the way to Technician/project planner and Project Manager
- Appointment into Public Sector and Department of Public Works
- Subject to approval of workshop structure.

5 YOUNG PROFESSIONALS PROGRAMME

Not only is the department and the country faced with shortages of critical technical skills, but there's a lack of professionally registered candidates as well especially amongst the historically disadvantaged groups of our population. The programme aims to address the gap of critical and scarce skills by providing professional mentorship towards professional registration.

This programme only concentrates in the department's critical core skills, namely;

- ✓ Engineers i.e. Civil/Structural, Mechanical, Electrical; Architectural, Quantity Surveyors; Town and Regional Planning
- ✓ Property Valuations; Construction Project Management

Programme Objectives

- To generate the pool of professionals who fall within critical and scarce category to reduce the high vacancy rate within the core functions of the department
- To develop competent professionals for the state in order to minimize outsourcing of services.
- To transform the built environment

Selection Criteria

- Accredited Built Environment Qualifications minimum of NQF Level 6 as per SAQA grading
- Registration as a Candidate with a Relevant Statutory Councils Body (SACAP, ECSA, SACPMCMP, SACQP, SACPLAN, SACLAP, SACPVP)
- Valid Driver's Licence

Implementation

- Collaborations formed with Private Sector to second trainees are seconded to external consulting firms for training
- Memorandum of Understanding agreements are signed between Department and the Firm
- Training programs for each technical stream are developed in liaison with the relevant Council to ensure alignment to requirements on route to professional registration

Types of Mentoring: Internal employees, including Retired Professionals, and External: Consulting and Construction firms