

Trends in employment and unionisation of the public sector in post-apartheid South Africa

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Public sector employment

Employment Equity Act (1998) + transformation of higher education in South Africa: provided historically disadvantaged individuals with opportunities for upward mobility

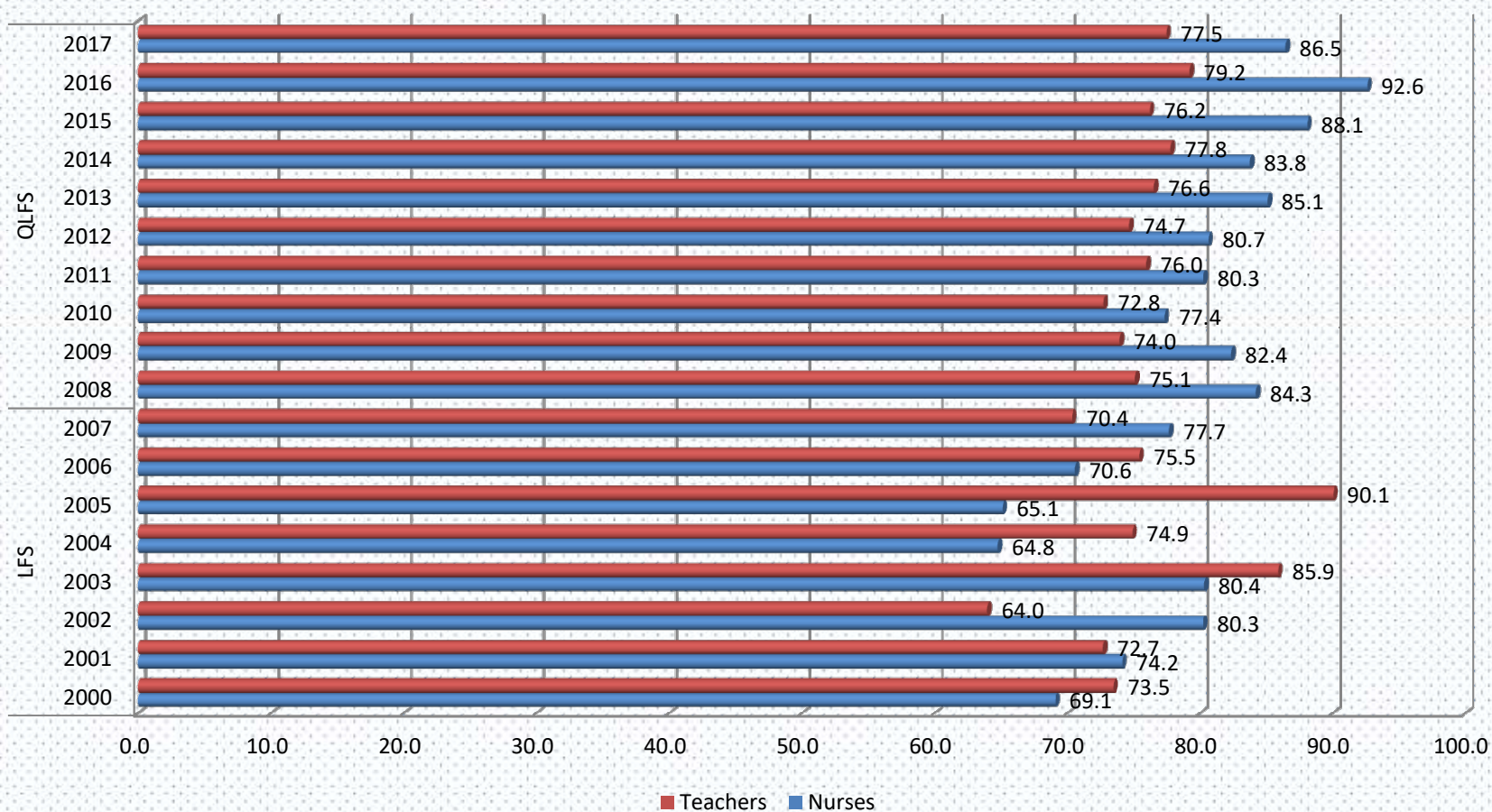
Black African employment in public sector increased since 1994

Presently 2.8 million public sector workers in South Africa in first quarter of 2017 (Statistic South Africa's Quarterly Labour Force Survey)

Tracking public sector employment and unionisation of teachers and nurses

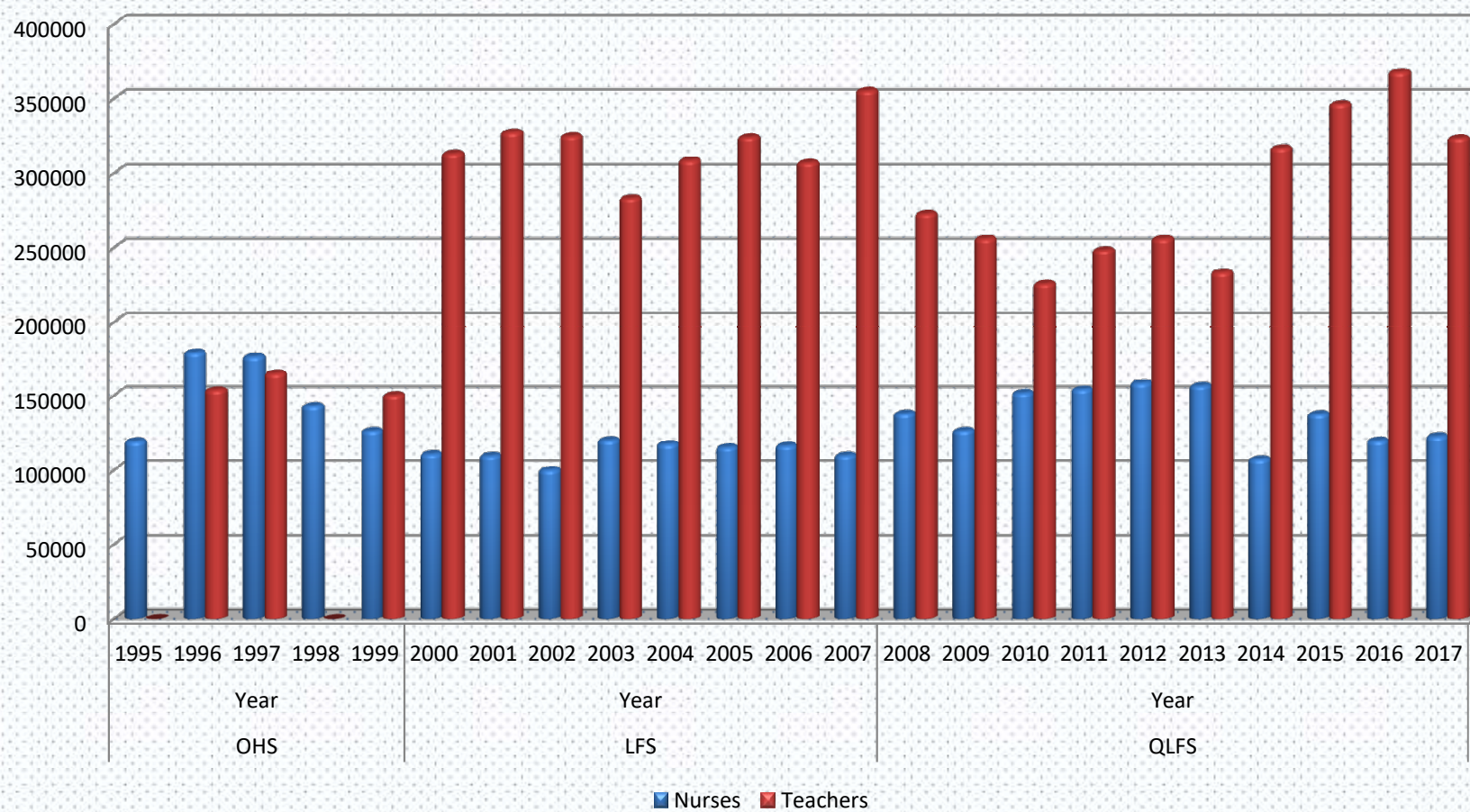
- October Household Survey, Labour Force Survey and the Quarterly Labour Force Survey of Statistic South Africa used to examine the employment and educational trends, by race and sector, of nurses and teachers working in the public sector, 1995 to 2017
- Longitudinal study of Cosatu members, 1994-2014

Employment of Black African public sector teachers and nurses as a proportion of all public sector employment of teachers and nurses



Source: StatsSA Source: StatsSA LFS September (2007, 2006, 2005, 2004, 2003, 2002, 2001 and 2000) QLFS Quarter 4 (2008, 2009, 2010, 2011, 2012) Quarter 3 (2013), Quarter 4 (2014, 2015 and 2016), Quarter 1 (2017)

Employment of teachers and nurses, 1995-2017 in the public sector



Source: StatsSA Source: StatsSA LFS September (2007, 2006, 2005, 2004, 2003, 2002, 2001 and 2000)QLFS Quarter 4 (2008, 2009, 2010, 2011, 2012) Quarter 3 (2013), Quarter 4 (2014, 2015 and 2016), Quarter 1 (2017)

Cosatu's public sector affiliates (teachers and nurses) membership figures 1991-2012

Year	1991	1994	1997	2000	2003	2006	2009	2012
DENOSA	N/A	N/A	73 000	70 000	71 000	64 000	68 450	74 883
SADTU	N/A	59 000	146 000	219 000	215 000	224 000	236 843	251 276

Labour Relations Act 66 (1995)

About 60 percent of nurses work in the public sector, where they serve 85% of the population (DENOSA)

In 1993, South African nurses joined forces to revamp the profession in line with political developments. There was a move to produce one professional organization built on democratic principles, led by nurses, embodying both trade unionism and professionalism (DENOSA)

Public sector union density: 66.7 percent

1.6 million public sector workers who are union members (Bhorat et al, 2016)

SADTU recognizes the tensions between professionalism (the 'elitist interpretation of teacher unionisation') and trade unionism of teachers and so strategically built the trade union into a working class and pro-poor organisation with a militant part due to the unfair labour and conditions of service practices

Black African nurses: public sector employment trends, 2000-2017 (LFS, QLFS, StatsSA, 2008-2017)

Nursing associate professionals, Nurses, senior, student, pupil, Nurses, not elsewhere classified (nursing assistants)

Year	Number employed by the National/provincial/local government
2017	90 777
2000	65 476

Nursing and midwifery professionals, Nursing services managers and Professional nurses

Year	Number employed by the National/provincial/local government
2017	15 030
2000	10 871

The majority of nursing staff are found in the professional category

There are more female nurses than male nurses across all nursing categories

Nurses

Nursing Act 50 1978

1990s transformation
on healthcare

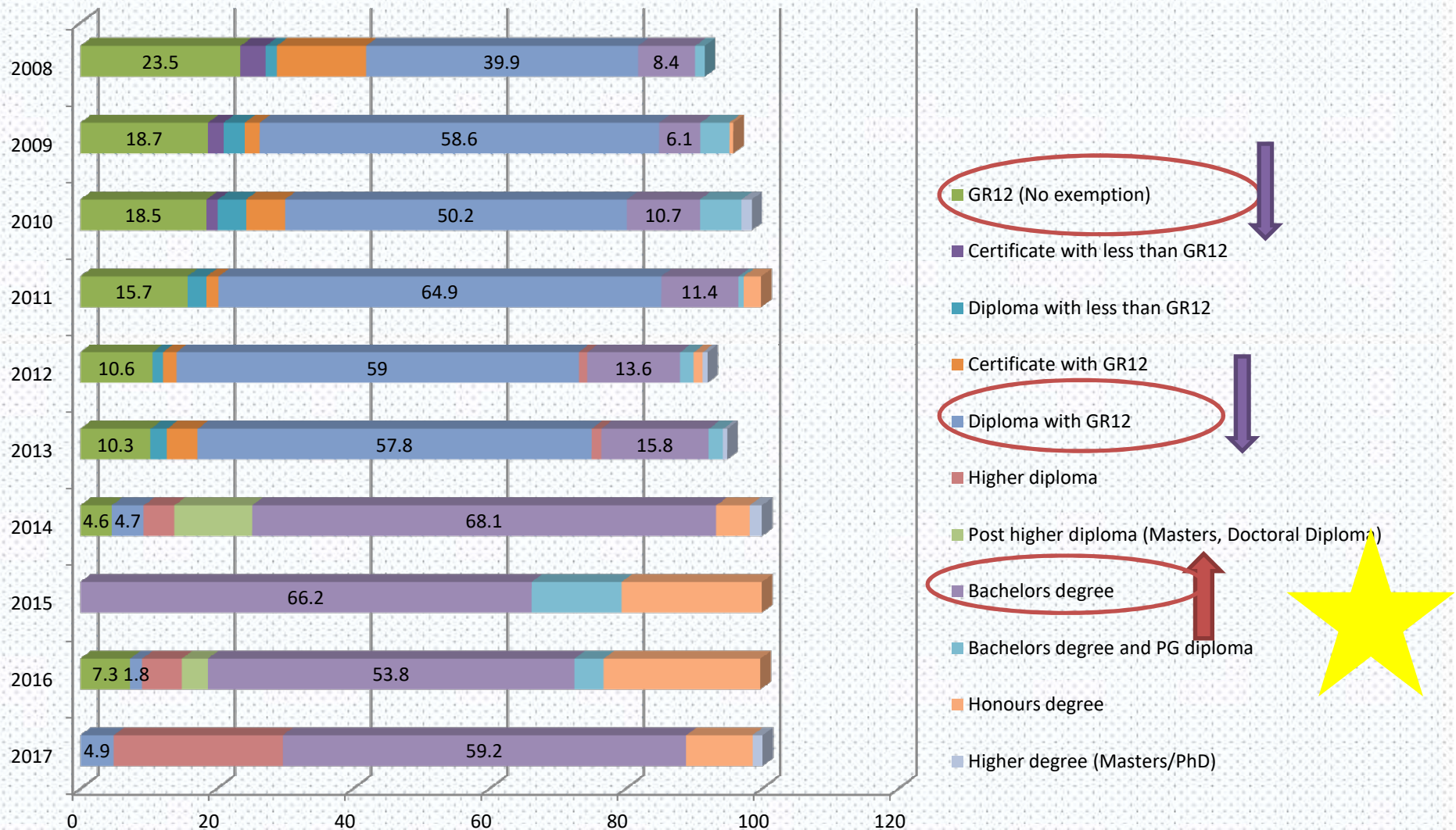
Growing professionalisation
and move to university
education

Nursing Act, 33 of 2005

Health services devolved to
district and local levels



**Educational level: Black African Nursing and midwifery professionals, Nursing services managers and Professional nurses (% of occupational category) (public sector)
(LFS, QLFS, StatsSA, 2008-2017)**

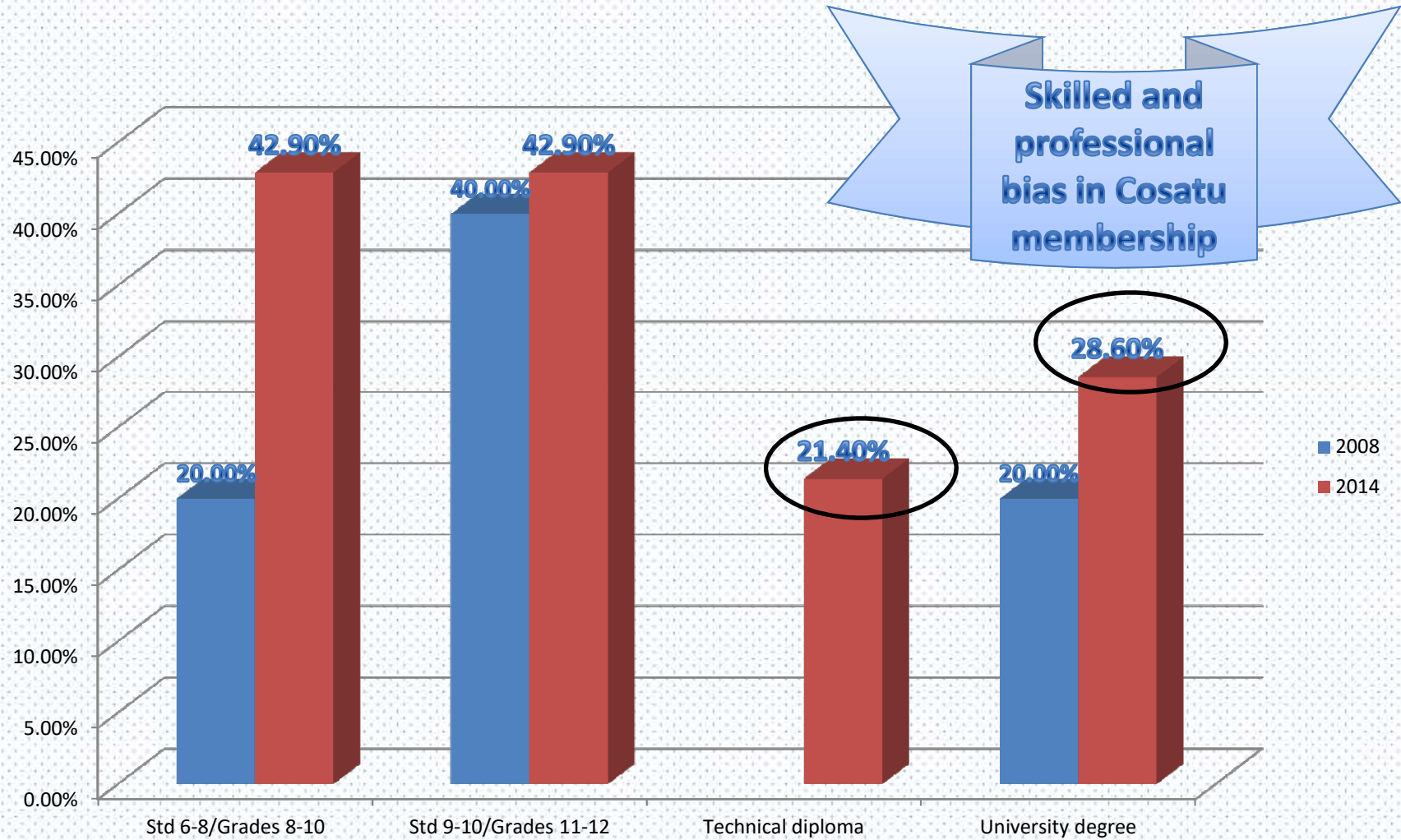


Nurses

The acquiring of the baccalaureate by nurses is prominent now in South Africa and has also been applied in a few middle-income countries similar to South Africa, like the Philippines and Brazil (Blaauw, Ditlopo and Rispel, 2014)



**DENOSA members and highest education level
(Worker Survey, 2008, 2014)**



Teachers

Educated in racially and ethnically distinct colleges and universities

National Education Policy Act 27 (1996) +
South African Qualifications Authority Act
58 (1995) + Higher Education Act 101
(1997)

Bachelor of Education (Bed) (four year degree) and the Postgraduate Certificate in Education (PGCE) (one year postgraduate certificate) = Initial Professional Education of Teachers

Universities have become the major base for the provision of both primary and secondary teacher education

Black African teachers: public sector employment trends, 2000-2017 (LFS, QLFS, StatsSA, 2008-2017)

Secondary education teaching professionals, 2000-2017

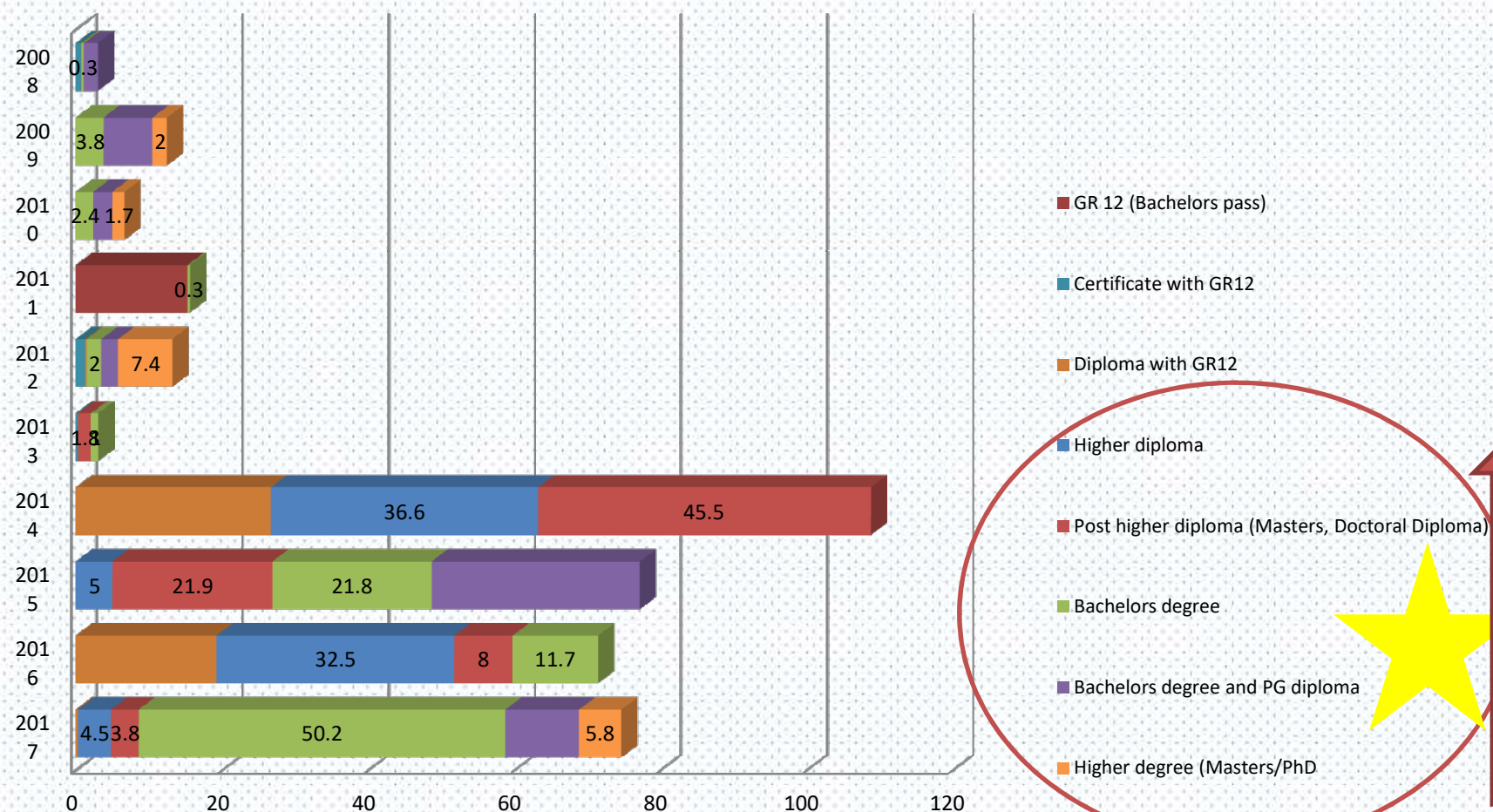
Year	Number employed by the National/provincial/local government
2017	73 903
2000	45 015

Primary education teaching professionals , 2000-2017

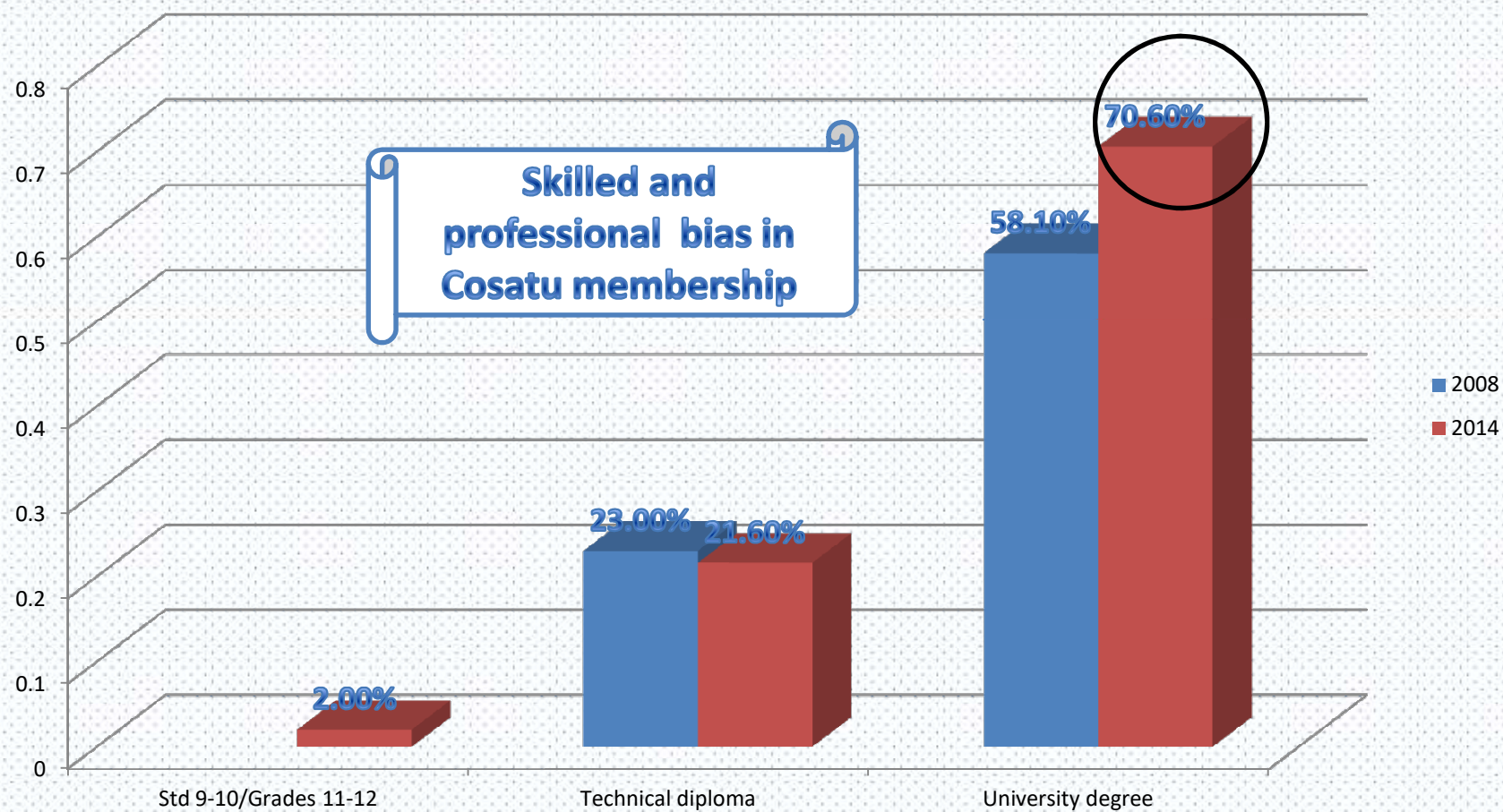
Year	Number employed by the National/provincial/local government
2017	82 329
2000	33 049

There has been, however, a decrease of the IPET students mostly amongst black Africans (ELRC, 2005). This means that less black African students are selecting teaching as a profession (ELRC, 2005)

**Educational level: Black African Secondary education teaching professionals (% of occupational category)
(public sector)
(LFS, QLFS, StatsSA, 2008-2017)**



SADTU members and highest education level (Worker Survey, 2008, 2014)



Observations

Labour market

Primary sector - services sector + need
for skilled labour across all races

Public sector employment profile

- ✓ more educated
- ✓ more skilled
- ✓ mostly African
- ✓ more equitable than the private
sector

Cosatu public sector trade unions for teachers and nurses

Successfully facilitated achievement of racial
redress in public sector

Employment data and unionisation membership figures

= labour landscape has changed
in post-apartheid South Africa

A key feature of the public sector is the higher rates of unionization which is associated with a wage premium (Bhorat et al, 2016).

Number of dependents DENOSA and SADTU members
(Worker Survey, 2014)

DENOSA

Highest level of education	Occupational level	Mean	N	Std. Deviation	Min	Max
Std 9-10/Grades 11-12	Skilled	3.00	2	0.000	3	3
	Professional	2.00	3	1.000	1	3
Technical diploma	Skilled	3.00	1		3	3
	Professional	3.50	2	0.707	3	4
University degree	Skilled	1.00	1		1	1
	Professional	4.00	3	2.646	2	7

SADTU

Highest level of education	Occupational level	Mean	N	Std. Deviation	Min	Max
Std 9-10/Grades 11-12	Professional	6.00	1	0	6	6
Technical diploma	Semi-skilled	3.00	1	0	3	3
	Skilled	1.50	2	0.707	1	2
	Supervisor	5.00	1		5	5
	Professional	5.43	7	1.512	3	7
University degree	Skilled	5.17	6	1.169	4	7
	Professional	4.14	28	2.731	1	15

DENOSA National Page, Media Statement, Thursday, 04 January 2018, Facebook

"As DENOSA, we still say the 80% negative attitude of staff in public facilities is the symptom of many systemic challenges that are caused by shortage of staff"

"the severe shortage of nurses in facilities is the main contributory cause of long waiting hours in all our facilities, something that nurses always bear the brunt of, and not the employer"

"it has become a norm in many facilities for two professional nurses and two assistant nurses to look after more than 35 patients in a ward per 12-hour shift"

SADTU STATEMENT ON THE BUDGET SPEECH

22 February, 2018 Facebook

“We welcome the increased grant allocation to the school infrastructure backlogs to replace inappropriate and unsafe schools. We appreciate that 325 schools will be provided with water, while 286 schools will get sanitation. Poor infrastructure is a hazard and a barrier to learning as it prohibits many learners from accessing quality education”

Concluding comments

- Growth of COSATU's trade union membership due to unionisation of teachers and nurses who work in the public sector - change in its membership composition in terms of class due to higher educational levels and skill amongst its members
- Changes in South Africa due to employment equity, openings in the labour market, new patterns of study and occupational opportunities for black people.