

THE EUROPEAN UNION'S DEVELOPMENT COOPERATION INSTRUMENT (DCI) PROGRAMME FOR SOUTH AFRICA

PROJECT INCEPTION REPORT: DEVELOPMENT AND USING LABOUR MARKET INTELLIGENCE FOR SKILLS PLANNING IN SOUTH AFRICA

July 2017



**higher education
& training**

Department:
Higher Education and Training
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ABBREVIATION AND ACRONYMS

CEDEFOP	European Centre for the Development of Vocational Training
DDG	Deputy Director General
DHET	Department of Higher Education and Training
DPRU	Development Policy Research Unit
EC	European Commission
ETF	European Training Foundation
EU	European Union
EUD	Delegation of the European Union to South Africa
FET	Further Education and Training
HET	Higher Education and Training
HRD	Human Resources Development
HRD-SA	Human Resources Development Strategy for South Africa
IBF	IBF Inter Consulting
ILO	International Labour Organisation
JIPSA	Joint Initiative on Priority Skills Acquisition
LMIP	Labour Market Information Partnership
NBI	National Business Initiative
NSA	National Skills Authority
NSDS	National Skills Development Strategy
OECD	Organisation for Economic Co-operation and Development
PMC	Project Management Committee
RM	Research Manager
SETA	Sector Education and Training Authority
SIP	Presidential Strategic Integrated Project
SRA	Senior Research Advisor
TVET	Technical and Vocational Education and Training
UKCES	United Kingdom Commission on Employment and Skills

1 OBJECTIVES AND RATIONALE

1.1 Objectives for an EU-SA Dialogue on Skills Planning

South Africa over the past two decades has made significant but only partially successful efforts to establish a skills planning architecture, and to improve both the quality and the supply of skills. The present Administration has re-committed to these goals. In moving forward with this agenda it will be important to draw on both the resources and experience of the current system, as well as the lessons and experience that are available internationally, while avoiding a repetition of past failures and mistakes.

The EU-SA Dialogue Facility has been established to support high-level policy learning and policy sharing between South Africa and the European Union. The aim of the present initiative, under the Dialogue Facility, is to support the efforts of the South African Government to meet a key national policy objective, namely: the successful **establishment of a credible institutional mechanism for national skills planning**. The Dialogue will complement in this regard the existing work of the Labour Market Information Partnership (LMIP), the Presidential Strategic Integrated Projects (SIPs) and other South African initiatives, adding significant value in terms of the development of a grounded understanding of the coordination mechanisms, structures and capacity that will be needed to ensure the effective *use* of labour market information and intelligence in skills planning.

Through a focused programme of comparative research, study visits to European Union and strategic partner countries and institutions, and high-level workshops, the Dialogue will enable the South African Government to form a clearer view of the essential requirements and key success factors for the design and implementation of the skills planning mechanism. The project will also help to build local South African capacity.

The lessons and insights derived from the Dialogue can be expected to contribute significantly to

The Dialogue will meet its objectives through:

- Focused comparative research into the South African, EU and international experience of skills planning; this will build upon and go beyond work undertaken to date through the Labour Market Information Partnership (LMIP) and other South African initiatives;
- Targeted study tours to European and strategic partner countries and institutions, enabling first-hand engagement by key South African officials and policy-makers with peers in counterpart skills planning and skills development agencies and organisations;
- Two high-level workshops, to reflect and advise on
 - the findings and recommendations from the research reports, and
 - the lessons and outcomes of the study visits.
- Provision of a final report with findings and recommendations designed to provide practical impetus and support for the successful development of a credible skills planning mechanism in South Africa.

policy formulation, legislation and institutional design, and will provide the South African Government with some of the tools and insights that it will need to ensure that the proposed new skills planning mechanism is both credible and successful.

The work will be managed on a day-to-day basis by the Research Manager (RM), Mr Glen Fisher, advised and supported by the Senior Research Adviser (SRA), Professor Mike Campbell. A Project Management Committee (PMC; see Section 5, below), advised as appropriate by a Reference Group comprised of key experts and officials, will provide overall guidance and direction, and will approve all major decisions.

1.2 Rationale

South Africa, as a middle-income emerging economy, is not alone in having to contend with the problem of a 'mismatch' between the supply and demand for skills. Other countries, both developed and developing, have struggled with similar challenges, with varying degrees of success. The existence in South Africa, however, of chronic skills shortages along with high and persistent levels of unemployment takes a particularly acute form. This relates not only to problems of policy and planning, or weaknesses in the education and training systems, but to the deep inequalities of race, class, gender, and geography that are the stubborn legacy of apartheid.

Improving the supply and the quality of available skills has been a policy priority of the South African Government since the advent of democracy in 1994. This has been driven not only by economic imperatives but by the imperatives of social justice and social and economic inclusion. Significant resources have been invested in the establishment of a new architecture for skills development and skills planning, and in the design and implementation of successive National Skills Development and Human Resources Development Strategies. However, these have had only partial and limited success.

The shortcomings have been frankly acknowledged. The Human Resources Development Strategy for South Africa (HRD-SA, 2009) observes that the mechanisms for skills planning, coordination and reporting that followed the introduction of the first National HRD Strategy in 2001 'did not seem to find traction'. The recent White Paper on Post-School Education and Training is equally direct:

To a considerable extent, the original goals for these [skills planning] institutions have not been achieved. The institutions have been the subject of widespread criticism. The system has neither produced good information about skills needs, nor increased provision and quality of provision of education and training in areas needed by the economy.

The South African Government remains strongly committed to the establishment of a credible institutional mechanism for skills planning, a commitment which is reflected in the Performance Agreement with the President of the Minister of Higher Education and Training. The Human Resources Development Strategy for South Africa clearly identifies the need for a short-, medium- and longer-term focus on South Africa's skills needs, and highlights the importance of 'credible mechanisms' and national capabilities for skills planning, labour market analysis and coordination. Within the broad framework of a twenty-year Vision for human resources development and a five-year Medium Term Strategic Framework, the HRD-SA makes a number of important Commitments:

Support (TA) to "EU-SA Dialogue on Skills Planning"

COMMITMENT TWO: We will increase the number of appropriately skilled people to meet the demands of our current and emerging economic and social development priorities:

- Strategic Priority 2.1: To ensure that skills development planning is credible, integrated, coordinated and responsive to social and economic demands.
- Strategic Priority 2.2: To ensure that skills development programmes are demand-led through substantive and systematic input from employers in the determination of skills demands for the country.
- Strategic Priority 2.3: To improve the employment outcomes of post-school education and training programmes.
- Strategic Priority 2.4: To ensure that FET and HET are responsive to the skills demands arising from South Africa's social and economic development imperatives.

Under Commitment 5, one of the stated Strategic Priorities is as follows:

- Strategic Priority 5.3: To improve the coverage and efficacy of vocational guidance and labour market information in a manner that promotes the optimal uptake of training and employment opportunities available to the youth.

And finally, Commitment 8 of the HRD-SA focuses on the establishment of effective planning capabilities:

COMMITMENT EIGHT: We will establish effective and efficient planning capabilities in the relevant departments and entities for the successful implementation of the HRD-SA:

- Strategic Priority 8.1: To improve the credibility, validity, utility and integrity of the various data and management information systems which are vital for successful planning and implementation of the HRD-SA.

In line with the HRD-SA, of which it is a sub-component, the National Skills Development Strategy (NSDS III, Section 4.1) similarly identifies the establishment of a 'credible institutional mechanism for skills planning' as one of eight national goals, and the White Paper on Post-School Education and Training, in its discussion in Section 8.2 of 'central skills planning' makes an identical commitment. Outcome Five of the Department of Higher Education and Training's Medium Term Strategic Framework, relating to the development of a 'skilled and capable work force to support an inclusive growth path', uses similar language, referring specifically in Outcome 5.1 to 'the establishment of a credible institutional mechanism for labour market and skills planning'.

The policy commitment is clear, and a number of processes are under way. These include a Labour Market Information Partnership (LMIP) led by the Human Sciences Research Council and the University of the Witwatersrand, and strategic projects within the Department of Higher Education and Training, including the Presidential Strategic Integrated Projects (SIPs) and the related work being undertaken by Occupational Teams, and an internal process, under the auspices of the Department's

Inter-Branch Committee on Skills Planning, aimed at developing proposals for the establishment of a Skills Planning Unit.

Taken together, these initiatives are an important resource, and a critical backdrop to the EU-SA Skills Planning Dialogue. The strategic value-add of the Dialogue lies in the robust and pragmatic understanding that it will provide of the factors which are critical for success, its practical emphasis on the *use* of labour market information and labour market intelligence for skills planning (including the development of governance and coordination mechanisms and institutional capacities) and its first-hand grounding in the practical experience of successful skills planning mechanisms in EU and strategic partner countries. This will help strengthen and deepen local knowledge, understanding and capacity.

The processes of dialogue, research and engagement outlined below will make a tangible and focused contribution to the development of skills planning policy and legislation, and to the design and successful implementation of a skills planning mechanism in South Africa.

2 CONTEXT

Skills development is pivotal to securing prosperity, growth, job generation and poverty reduction. Globally, an increasing number of countries and international agencies have positioned skills development as a central element of their economic strategies. The European Union (with whom South Africa has a Dialogue Facility and under which this Skills Planning Dialogue takes place) Europe 2020 strategy for growth and jobs; the OECD (in which South Africa is a key partner) Skills Strategy; the ILO (of which South Africa is a member) G20 Training Strategy; and the increasing importance attached to skills strategies by the World Bank, all bear testament to its value and importance.

Skills development has been an important priority for the South African government since the advent of democracy in 1994, finding early expression in the Skills Development Act of 1998 and the first National Skills Development Strategy (NSDS) in 2001. The South African Government is currently towards the end of its third version of the strategy covering 2011-2015 which sets out 8 goals. One of these goals is to 'establish a credible institutional mechanism for skills planning that provides information and analysis with regard to the supply and demand for skills'. Both NSDS III and the recent White Paper for Post-School Education and Training recognise that this would be a vital mechanism to ensure that South Africa, its citizens and employers, get access to the skills they actually need to succeed. Skills development is unlikely to be fully effective unless the current and evolving skill needs of the economy and labour market, at national and sectoral levels, are identified and well known to Government, public agencies, education and training providers, employers, and current and potential students.

The existence of skills shortages, skills gaps, structural unemployment and possibly underemployment, as well as dependence on migration to meet some key skills needs, all point to the need for a better balance between skills supply and demand. The recent World Bank report on TVET in South Africa drew attention to skills shortages and the way they constrain growth, employment and poverty reduction, a situation becoming more evident as the economy becomes more globally connected and socially inclusive. The coexistence of a large stock of unskilled labour and an

increasingly skill intensive economy; job vacancies co-existing with high unemployment; and high wage premia for the highly skilled, all point to the need for better skills planning. Changes in the labour market as the economy develops create further risks of 'imbalance' and lack of alignment between supply and demand. Hence an institutional mechanism for skills planning in order to provide information and analysis on supply and demand needs to provide both insight, into current needs, and foresight, into likely future needs. It would need to focus on both demand and supply, but especially on the misalignment between the two in terms of skills shortages, gaps and in migration (excess demand) as well as unemployment, underemployment and outmigration (excess supply). It would be necessary to have metrics in place that can track these movements over time at national and sectoral levels (especially by occupation and educational attainment level) and to ensure that they are widely known and understood by all key stakeholders. Such an institutional mechanism can also be utilised to inform public policies, skills priorities and the allocation of public funds e.g. through the SETAs and the Skills Development Fund.

The NSDS III (2011-2015) recognises that there is no such institutional mechanism for skills development and planning in South Africa and commits to developing one. This project can play an important role in that development in a range of ways. In stimulating a systematic Dialogue between South African stakeholders and international experts and practitioners, it can: 1/ raise awareness of good practices in EU and other countries 2/expose international partners to the thinking and experience in South Africa through sharing existing practices 3/ benchmark these practices against those in other countries 4/ enable them to reflect on their own practices 5/ contribute to the development of thinking, design and implementation of an institutional mechanism for skills planning. It can also help in drawing together the range of current initiatives in South Africa into a more coherent and systematic whole and 'test' them through the dialogue. If successful, it could position South Africa in a leadership role in Africa and in international bodies and agencies, such as the ILO, in respect of Skills Planning.

Overall, the project will support the successful development and establishment of a credible institutional mechanism for skills planning in South Africa, based on the evidence and experience of skills planning in South Africa as well as the rich experience and evidence from EU and strategic partner countries and institutions. It will promote dialogue, both within South Africa amongst the key stakeholders and between South Africa and EU experts and practitioners. It will exchange good practice, research and policy know how. It will thus contribute to building institutional capacity and capability through access to the international know how of experts and practitioners, benchmarking existing practice, participation in the workshops and the production of a final report distilling the project material and lessons as well as options and recommendations based upon it for consideration by South African stakeholders and the South African Government.

3 APPROACH

The approach that will be taken to ensuring the successful design and implementation of the EU-SA Dialogue will be both strategic and practical, grounded in a realistic appreciation of the challenges and constraints under which a new skills planning institution will have to function. Although informed by research and policy analysis, it will be primarily pragmatic and results-oriented in nature, drawing on the extensive first-hand experience of the two project advisers of the complex institutional,

organisational, technical, and leadership and political challenges associated with the successful design and implementation of skills planning systems.

In particular, the Senior Advisor, Professor Mike Campbell, will bring to this engagement the high-level, real-world knowledge and insights gained through his leadership role as Director of Research and Policy at the Commission on Employment and Skills (UKCES), advising the UK Government on skills and employment policy, and advisor to the Leitch Review of Skills; in addition, Professor Campbell brings with him the benefits of his extensive international contacts and experience, including work with the ILO Skills Academy, the OECD's Skills Strategy Advisory Board, the European Commission's Expert Group on New Skills for New Jobs and the former Skills Development Planning Unit in South Africa.

The Research Manager, Mr Glen Fisher, brings a grounded understanding of education and training policy development and implementation in South Africa, extensive experience through his work as a Director at the National Business Initiative in business-education partnerships, and the insights and experience gained through his role in the establishment of the Joint Initiative on Priority Skills Acquisition (JIPSA), precursor to the present Human Resources Development Council.

In its focus on *the practical use* of labour market information and labour market intelligence, including careful consideration of the issues of structure and coordination within government and development of a 'policy toolbox' to support skills planning, and in its grounding in the real-world experience and expertise of EU countries and multi-lateral organisations, the EU-SA Skills Planning Dialogue will complement and add significantly to the existing work of the Labour Market Information Project, the Presidential Strategic Integrated Projects (SIPs) and other initiatives.

More broadly, the Dialogue will draw upon the detailed international and South African research report(s) specifically commissioned for this purpose; the study tours to the EU and strategic partner countries and institutions which are integral to the programme; and the critical engagement that will take place in the post-research and post- study-tour workshops in South Africa.

The approach taken and the work-plan outlined below is and will continue to be based, also, on close and in-depth consultation with the senior DHET officials who are most directly concerned with the establishment of the skills planning mechanism, specifically the Deputy Director General: HRD Planning and Monitoring Coordination, Mr Firoz Patel, and the Director for Research Coordination, Monitoring and Evaluation, Dr Hersheela Narsee, as well as representatives of the Dialogue Facility and EU Delegation in South Africa.

In this regard, discussion over the inception phase of this project has identified three areas, within the broader framework of the project Terms of Reference, about which the Department of Higher Education and Training has expressed particular concern. These centre on:

- i. Capacity building, to ensure that the technical, managerial and other skills and capabilities required for the successful functioning of the skills planning mechanism are in place;
- ii. The structuring of an on-going strategic engagement with business leadership, so that training and skills development can better align with current and future skills needs, and rapidly respond to investment and other opportunities;

- iii. The development of effective mechanisms for the involvement of employers in the design of curriculum and the provision of work-based learning and professional development opportunities, with the aim of ensuring the quality and relevance of education and training programmes and qualifications as well as enhancing the employability of college and university graduates and trainees.

The first and third of these concerns could usefully be addressed, *inter alia*, through inclusion in the programme of study visits of a dialogue with the European Training Foundation (ETF) in Turin <http://www.etf.europa.eu> and with the European Centre for the Development of Vocational Training (CEDEFOP) in Thessaloniki <http://www.cedefop.europa.eu>. The Dialogue could also usefully build into the programme a strategic engagement with key EU and international institutions such as the ILO, OECD and possibly the World Bank.

The question of how to structure a strategic dialogue with business leadership should draw on both South African and international experiences, with the role of business in JIPSA and in the HRD Council providing a useful demonstration of the role that such structures potentially can play in fostering relationships of trust and cooperation between business and government. These are themes that should be addressed in the research study(s) and in the programme of study visits.

Underpinning our approach, and the programme we propose for the EU-SA Dialogue, is a strong recognition, first, that a 'credible institutional mechanism for skills planning' requires that certain key institutional features either are in place, or can be created; and further, that a successful skills planning mechanism requires that not only is timely, relevant and useful information and analysis on the labour market and on skills supply and demand *produced*, but that practical and effective working arrangements are established to ensure that the data and analysis is appropriately interpreted, disseminated and *utilised* in the processes of skills development – and, in the final analysis, that the needs of employers and the labour market are met.

4 WORK PLAN AND TIME-FRAMES

4.1 Overview

Consultations during the inception phase of this project with the Department of Higher Education and Training, and with representatives of the EUD and the Dialogue Facility, have broadly confirmed the relevance and validity of the approach and major project components as outlined in the EUD Terms of Reference and elaborated in the IBF Proposal.

The EUD Terms of Reference and the Proposal from IBF proposed a 'mixed methodology' of research, study tours and workshops and identified six major phases or components of the assignment:

- i. Research into the international experience of skills planning, focusing on information and analysis of the supply and demand for skills (September 2014 – February 2015)

- ii. Research on the South African approach to skills planning, focusing on information and analysis of the supply and demand for skills (September 2014 – February 2015)
- iii. Workshop in South Africa on the content and conclusions of both i) and ii) above together with a benchmarking exercise to identify key actions to better align South Africa practice with international best practice (March 2015)
- iv. Study Tour missions from South Africa to two European countries and one other, which have demonstrated good practice in Skills Planning through the research and through the team's own expert knowledge (April – July 2015)
- v. Workshop in South Africa drawing on all four of the above phases of work, including the study tours, reflecting on good practices and proposing options and recommendations for taking forward Skills Planning in South Africa (September 2015)
- vi. Final Report synthesising the whole project, its conclusions and recommendations (November 2015)

These components, and their associated timeframes, remain broadly relevant. However, some changes in the organisation, focus and timing of the work have been identified, which could facilitate the process and strengthen the outcome. The most significant of these relate to the research and, possibly, the study tour components of the project.

With respect to the research, it is suggested that this might usefully be considered as one, rather than two separate components of the assignment, with the option of combining the South African and international studies into a single study.

The focus of the research, it is also suggested, should be expanded to include the institutional frameworks and capabilities required for effective skills planning, as well as 'critical success factors' in the South African context.

The EUD's Terms of Reference for the Dialogue made provision for study tour missions to two European Union countries and a third country. As has been noted, a strong argument has emerged, through discussions with the Department of Higher Education and Training, for the inclusion in the programme of visits to key EU institutions, in particular the ETF in Turin, CEDEFOP in Thessaloniki, and possibly the OECD, ILO and World Bank. This will have implications for the duration of the EU component of the study tour mission, and raises the question as to whether an extended, and more in-depth mission centred on EU countries and institutions might be preferable to a 'lighter' programme of visits to both EU and 'third' countries. The pro- and con- arguments in this regard should be carefully considered by the EUD and PMC before the programme of study visits is finalised.

Finally, some modifications to the time-frames are proposed, to facilitate the work and to enable the Dialogue to take into consideration the final reports and recommendations of the LMIP, which is scheduled to conclude in March 2015.

If agreed, the revised work plan for the Dialogue would consist of five components, not six, with slight adjustments to the timeframes, as follows:

- i. Research into international and South African approaches to and experiences of skills planning, focusing on institutional frameworks and capacities, information and analysis of the supply and demand for skills, risks, and critical success factors. The research could be

- constructed as two separate studies, as originally envisaged, or combined into a single study. Timeframe: September 2014 – March 2015
- ii. Workshop in South Africa on the content and conclusions of the research report(s), with a focus on identifying key actions to better align skills planning in South Africa with international best practice and ensure success of the new skills planning mechanism. Timeframe: April 2015
 - iii. Study Tour mission(s) from South Africa to European countries and institutions, and (possibly) a third country, which have demonstrated good practice in Skills Planning through the research and through the team's own expert knowledge. Visits to key EU and other international institutions should be included. Timeframe: May – July 2015
 - iv. Workshop in South Africa drawing on all three of the above phases of work, including the study tours, reflecting on good practices and proposing options and recommendations for taking forward Skills Planning in South Africa. Timeframe: September 2015
 - v. Final Report synthesising the whole project, its conclusions and recommendations, with a view to helping inform the development of skills planning policy and legislation in South Africa. Timeframe: November 2015

The key **outputs** of the project will be:

- i. One (or two – see above) research report(s) on the International and South African experiences of Skills Planning
- ii. Two workshops on Skills Planning, one based on the research report(s) and one reflecting on the study tours and overall project to determine overall outcomes
- iii. Two (or possibly one – see above) study tour mission(s); this could take the form of an extended visit to Europe, covering two or perhaps three countries as well as CEDEFOP, the ETF and other key institutions, or an EU mission plus a visit to a third country
- iv. A final report on the use of labour market information and labour market intelligence for skills planning, synthesising results and recommendations, and focused on helping to inform South African skills planning policy and legislation.

In addition, there will be short reports on: the study visits and the workshops, together with a project inception report.

Each of these project components is discussed in turn in the sections that follow.

4.2 Project Components

4.2.1 Research

The Terms of Reference for the Dialogue envisaged the commissioning of two separate but linked pieces of research, the first comprising a case study of skills planning in South Africa, and the second, an international benchmarking study, or meta-review, of skills planning from an international perspective.

There will be value in both of these studies, especially if expanded to include a focus not only on 'information and analysis of the supply and demand for skills' but, as suggested above, 'the institutional frameworks and capabilities required for effective skills planning', together with 'critical success factors'.

There is a case to be made, also, for combining the studies into a single comparative analysis. Bringing the studies into a single analytical framework, with the task of drawing on both South African and international experience to elucidate what skills planning in South Africa is (or should be) *for*, and what the necessary conditions are for success, given the history of skills planning in South Africa and the challenges of the present and, importantly, the future, arguably could result in a more focused and useful document than separate studies could provide. The challenge will be to identify researcher(s) who understand and can integrate the two perspectives – the local and the international; the solution, most likely, would have to lie in the joint appointment of a researcher with deep South African experience and expertise with a research partner with broader EU and international knowledge and experience.

It is suggested that the Project Management Committee consider the option of combining the proposed research studies into a single comparative analysis, bearing in mind the questions of conceptual coherence and value-add, as well as practical considerations regarding the recruitment of researchers.

Finally, it is proposed, following a recommendation by DHET, that the interim research report(s) should be presented and critically reviewed at a half-day Reference Group workshop in December 2014, followed by a meeting of the PMC. The Reference Group workshop will serve two important purposes:

- It will allow for a mid-point review of the progress of the research and anticipated outcomes, ahead of the important April workshop
- It will help to inform the decisions of the PMC regarding the aims and objectives of the study tour mission(s) and, consequently, the selection of countries and institutions and design of the study tour programme.

Timeframe	Action	Responsibility
August	Draft recommendation on separate vs. combined research studies; develop Terms of Reference for the research	SRA and RM
August	Decision on separate or combined research studies, approve Terms of Reference for the research	PMC
September	Procurement of research support	EUD
October - February	Brief, advise, support and oversee researchers	SRA; RM
December	Reference Group workshop and PMC meeting: review interim research/progress report(s)	PMC and Reference Group

February	Review draft research report(s)	PMC
March	Approve final research report(s)	PMC
April	Present research report(s) at first South Africa workshop	Researcher(s); SRA and RM

4.2.2 First South Africa Workshop

The findings and conclusions from the research study(s) will be presented for discussion and feedback at a high-level one-day workshop of key officials, stakeholders and experts, including EU and international partners, members of the Project Management Committee and the researcher(s), in Pretoria or Johannesburg, in April 2015. The workshop will be facilitated by the Senior Research Advisor, Professor Campbell. Copies of the research report(s) will be available for all participants.

The key objective of the workshop will be to assess the relevance and practical implications of the research for the design and successful implementation of a skills planning mechanism in South Africa. This will also inform preparations for the programme of study visits. Participants should be selected with these objectives in mind, and could include, for example, representatives from:

- EU and international partner countries and institutions (for example, from the UK Commission on Employment and Skills; the ETF in Turin)
- The Department of Performance Monitoring and Evaluation
- The National Planning Commission
- The HRD Council
- The National Skills Authority
- The National Treasury
- Department of Economic Development
- Department of Trade and Industry
- National School of Government
- DHET
- SETAs
- The professions – the Engineering Council of South Africa, the Medical Council etc.
- The Council on Higher Education
- Higher Education South Africa
- The South African College Principals' Organisation
- Organised business
- Organised labour
- Academic experts

The workshop should be followed the next day by a strategic review and planning meeting of the PMC, to assess the significance and implications of the research for the overall project as well as for the programme of study tours. The implications of the research for the wider EU-SA Dialogue, and for the findings and recommendations that will be contained in the Final Report to DHET and the EU, will frame the discussion.

Timeframe	Action	Responsibility
December	Approval of initial proposals for first SA workshop, including venue, invitees and draft programme	PMC; RM and SRA
December	First Notice of April workshop sent to stakeholders	Service provider
February	Confirm SA workshop programme and arrangements	PMC; RM and SRA
February	Second Notice and draft workshop programme sent to stakeholders	Service provider
March	Workshop papers, programme, research report circulated to participants	Service provider
April	First SA Workshop	SRA and RM; service provider
April	Review Workshop outcomes, implications for future Dialogue activities	PMC
April	Brief written Report on Workshop circulated to PMC	SRA and RM

4.2.3 Study Tour Missions

A key element and *raison d'être* behind the EU-SA Dialogue is the opportunity it will provide for first-hand, peer-to-peer engagement between key South African officials and policy makers and their counterparts in EU and possibly other countries and international agencies. The aim of this component of the Dialogue should be to enable South African officials to test their ideas and understanding of the mechanism against the real-world experience and expertise of experts and practitioners in other jurisdictions; develop a first-hand sense of international best practice, systems and capabilities; and develop networks and identify potential resources that could assist, directly or indirectly, in building a credible and successful skills planning mechanism in South Africa.

Selection of the appropriate countries, institutions and organisations will be key to the success of this component of the Dialogue, and will need to be tailored to the needs and concerns of the South African delegation as well as reflecting the findings and outcomes of the research process and Workshop, and drawing on the knowledge, networks, insights and experience of the project team. As has been noted, a key decision here lies between the options of a single, extended, and in-depth study tour mission to two or possibly three EU countries and key EU institutions, including CEDEFOP, the ETF, and possibly the OECD and ILO, and the two separate missions, to EU countries and a third country, envisaged in the original EUD Terms of Reference.

An extended EU mission, for instance, could be designed to include a consideration of skills policy and planning at the EU level, an examination of key EU skills planning and skills development institutions, as well as country-level approaches. However, there is also a case to be made for the inclusion of strategic partner countries, outside of the EU. It is suggested that the various options be laid out in detail for consideration at the August 2014 meeting of the PMC, and an in-principle decision made by the December PMC meeting, at the latest, after which the selected countries and institutions should be approached.

Arrangements for the study tour(s) will need to be made well in advance, bearing in mind the need to ensure the availability of key personnel, both on the South African side and abroad, and the logistics involved. A final programme should be approved by the PMC no later than February, and travel bookings made.

Further clarification and refinement of the issues to be addressed during the study tour(s) will follow on from the final research report and Workshop proceedings. There will also be extensive liaison with the relevant bodies in order to develop and implement valuable programmes of activities on each study tour.

The study tour delegation will be a small, tightly focused party of 6 persons, including the SRA and RM. The value-added of the SRA joining these study tours, given his contacts and relationships, and the role that he can play in contextualising and interpreting the work of the various agencies and the different country approaches to skills planning, makes his presence essential.

A short report on the study tours, including lessons learned and implications for the final report and recommendations, will be prepared by the RM for the PMC at the conclusion of the visits.

Timeframe	Action	Responsibility
August	Review long-list of potential countries and institutions for study tours	PMC; RM and SRA
December	Agree short-list of countries and institutions; approach selected entities re visits and programme	PMC; RM and SRA
February	Approve study tour programme	PMC
February	Arrange travel bookings	Service provider
May (estimated)	Study tour mission to EU	Service provider
July (estimated)	Possible study tour mission to third country	Service provider
August	Report on study tour missions	RM

4.2.4 Second South Africa Workshop

The Second South Africa Workshop will take place in September 2015, and will take the form of a one-day symposium involving the project team and the PMC, together with members of the PMC Reference Group (see Section 5, below). The symposium will be based on a presentation from the SRA focusing on key lessons from the research, the first South Africa Workshop and the study tour missions, and on options and recommendations for the future. The deliberations at this workshop will inform the final report of the EU-SA Dialogue.

The Second South Africa Workshop or symposium will be chaired by DHET.

4.2.5 Final Report

A Final Project Report will be produced by the RM and SRA. This will represent the 'legacy' document of the EU-SA Dialogue and is expected to make a direct contribution to the development of skills planning policy and legislation in South Africa.

The Final Report will be submitted in November, 2015.

4.3 Timeframes

The timeframes for the various components of the Dialogue are summarised below. Note that preparations for the research, the first South Africa Workshop and the Study Tour Missions overlap; planning for the workshops and study tours, and travel arrangements, will need to take place well in advance.

Note that the date and time for the inaugural meeting of the PMC have been confirmed for 26 August, 2014, from 2.30 to 4.30 pm; the Reference Group workshop and the second PMC meeting have been provisionally scheduled for the week of 8 – 12 December 2014.

Timeframe	Action	Responsibility
August 2014	<ul style="list-style-type: none"> • Prepare ToR for research study(s) • Prepare long list, motivations, for selection of study tour countries and institutions • Inaugural PMC Meeting (26 August, 2.30 – 4.30) <ul style="list-style-type: none"> ○ Confirmation of PMC Terms of Reference ○ Review of Work Plan, as per Project Inception Report ○ Approve recommendation on separate/combined research studies ○ Approve Terms of Reference for the research ○ Review long list of potential study tour destinations and engagements ○ Nomination of Reference Group 	PMC; EUD; SRA & RM
September 2014 – March 2015	<ul style="list-style-type: none"> • Procure research services (EUD) • Researchers appointed • Briefing of researchers; on-going monitoring and support to research process 	EUD; SRA & RM
December	<ul style="list-style-type: none"> • Reference Group Research Workshop 	Reference Group,

2014	<ul style="list-style-type: none"> • Second PMC Meeting <ul style="list-style-type: none"> ○ Review interim research report(s) ○ Approve proposal (dates, programme, invitees) for First South Africa Workshop ○ Approve short list of study tour destinations and engagements • First notice of SA Workshop sent to invitees 	PMC; SRA & RM; service provider
February 2015	<ul style="list-style-type: none"> • Third PMC Meeting <ul style="list-style-type: none"> ○ Review final draft(s) of research report(s) ○ Review Workshop plans and progress ○ Approve final study tour programme • Second notice of Workshop sent to invitees • Travel bookings made for study tours 	PMC; SRA & RM; EUD and service provider
March 2015	<ul style="list-style-type: none"> • Fourth PMC Meeting <ul style="list-style-type: none"> ○ Approve final research report(s) ○ Review Workshop plans and progress ○ Update on study tours • Conference reports and final programme distributed to Workshop participants 	PMC; SRA & RM; service provider
April 2015	<ul style="list-style-type: none"> • First South Africa Workshop • Fifth PMC Meeting: strategic review of Workshop outcomes, study tour mission and overall project objectives and outcomes • Written report on Workshop 	PMC; SRA & RM
May 2015	<ul style="list-style-type: none"> • EU Study Tour Mission 	RM; service provider
June 2015	<ul style="list-style-type: none"> • Sixth PMC Meeting <ul style="list-style-type: none"> ○ Review of first study tour mission ○ Review plans and agenda for second study tour mission ○ Confirm date and programme for Second SA Workshop 	PMC; SRA & RM
July 2015	<ul style="list-style-type: none"> • Possible second Study Tour Mission 	RM; service provider
August 2015	<ul style="list-style-type: none"> • Report on Study Tour Missions 	RM, supported by SRA
September	<ul style="list-style-type: none"> • Second South Africa Workshop (symposium) 	PMC; SRA & RM
October 2015	<ul style="list-style-type: none"> • Drafting of Final Project Report 	SRA & RM
November 2015	<ul style="list-style-type: none"> • Submission of Final Project Report • Final PMC Meeting 	SRA & RM; PMC

A provisional allocation of time (in days) for the SRA and RM is as follows; this will need to be confirmed, and should be interpreted flexibly.

Project Component	SRA	RM
Inception Report	3	12
Research	12	28
First SA Workshop	5	14
Study Tour Mission(s)	18	24
Second SA Workshop	6	10
Final Report	10	20
Total Number of Days	54	108

Note: See Appendix for GANTT chart.

5 PROJECT MANAGEMENT COMMITTEE

5.1 Composition of the PMC

Oversight of the EU-SA Dialogue will be provided by a small Project Management Committee (PMC), comprised of the following:

- Deputy Director-General, DHET: Mr Firoz Patel (Chair)
- Director, Research Coordination, Monitoring & Evaluation, DHET: Dr Hersheela Narsee
- Director of Planning, DHET: Ms Mamphokhu Khuluvhe
- Directorate Research Coordination, Monitoring & Evaluation, DHET: Ms Mmaphake Ramasodi
- Delegation of the European Union to South Africa: Mrs Pilar Blanco-Rodriguez
- The Dialogue Facility: Mr Gerry McDonald
- Senior Research Advisor: Professor Mike Campbell
- Research Manager: Mr Glen Fisher

5.2 Terms of Reference

The PMC will provide overall direction, guidance and support to the EU-SA Dialogue. It will approve all major decisions pertaining to the project plan and budget, quality assure and approve the research report(s) and reports of the SRA and SM, ensure accountability of the project team, and approve the Final Project Report.

Specific tasks and responsibilities will include:

- Constitution of a Project Reference Group (see 5.4, below); referral to the Reference Group of reports and proposals
- Approval of Terms of Reference for the research study(s)
- Approval of Research Report(s)
- Approval of programme for the First South Africa Workshop
- Selection of countries and organizations to be included in the study tour missions, and the study tour programme
- Approval of programme for the Second South Africa Workshop
- Approval of the Final Project Report

The PMC will be chaired by the Deputy Director General: DHET. The RM will serve as secretary to the PMC and will provide notes of each meeting.

5.3 Meetings

Meetings will be held as per the project work-plan, or as otherwise decided by the Chair of the PMC or the PMC itself.

Meetings may be held electronically, via Skype or email, as the Chair or PMC decides.

5.4 Reference Group

The PMC may wish to constitute an informal Reference Group, to provide advice and guidance at the PMC's request, and to review and provide feedback on the research and project reports, also at the PMC's discretion.

An initial list of candidates for a Reference Group has been suggested as follows:

- Professor Haroon Borat, Director of the Development Policy Research Unit at the University of Cape Town
- Ms Makano Morojele, Head, Skills Development at the National Business Initiative
- Mr Rudi Dicks, Department of Performance Monitoring and Evaluation, Office of the President
- Mr Ian Mancun, Department of Labour
- Ms Neva Makgetla, Department of Economic Development
- Ms Adrienne Bird, DHET
- Ms Melissa Erra, DHET

The possible establishment, role and composition of a Reference Group will need to be decided by the PMC, if possible at its first meeting.

6 OUTPUTS

The key **outputs** of the project will be:

- i. One (or two – see above) research report(s) on the International and South African experiences of Skills Planning
- ii. Two workshops on Skills Planning, one based on the research report(s) and one reflecting on the study tours and overall project to determine overall outcomes
- iii. Two study tours, one to Europe (two countries plus international agencies) and one to a third country
- iv. A final report, synthesising results and recommendations, and aimed at directly informing the use of labour market information and labour market intelligence for skills planning, and supporting the development of relevant skills planning policy and legislation in South Africa.

In addition, there will be short reports on: the study visits and the workshops, together with a project inception report.

APPENDIX



