

Skills Development

Department of Labour, South Africa

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Executive summary

Skills development under MAP is not a stand-alone programme but is derived from the human resource needs of the other strategic programmes. It is centrally concerned with ensuring that Africans have the skills that are required to design and implement these programmes and, at the same time, embrace and diffuse the values and vision of the MAP initiative. The need to train Africans for these purposes is underscored by the heavy presence of non-Africans among the ranks of skilled personnel in several parts of the continent.

In Africa the skills development problem has frequently been compounded by the reality that many education and training institutions have weak infrastructure and management systems rendering them ill-prepared to adequately respond to the human resource development needs of the continent.

MAP provides an excellent opportunity for Africans to address these problems.

The proposed approach begins with MAP's strategic programmes, then moves 'backwards' to determine each programme's broad skill requirements and the HRD programmes needed to train people to acquire these skills. Each HRD programme needs to be carefully described, developed where not already available, and then funded. A key to the success of this strategy is the provision of additional funding over and above the funding that institutions already have available for their current menu of courses.

Given the special problems that many African education and training institutions face special measures are proposed to be put into place to assist them. These could include, for example, the establishment of partnerships or exchange programmes with other 'better endowed' institutions in Africa or abroad designed to develop their capacity.

The proposed strategy requires that each strategic programme take seriously the challenge of skills development in their sector, and provide, where appropriate, opportunities for learners to gain practical work experience on the projects as they unfold. Hence the programmes will need themselves to become sites of learning – and not only sites of product or service delivery.

The skills development programme seeks to ensure that by the end of the tenth year of operation at least 95% of all skilled personnel in areas of priority skills needs on all MAP programmes are African.

Section 1: Key problems and issues

- 1.1 The MAP initiative is intended to spearhead a continent-wide recovery programme for Africa. It is premised on the belief that Africans, committed to peace, justice, democracy and social development, can design, implement and enjoy the proceeds from a new African-led economic growth and social development strategy.
- 1.2 Central to MAP are a number of strategic programmes which include:
 - ⇒ Peace and security;
 - ⇒ Economic governance;
 - ⇒ Infrastructure;
 - ⇒ Product diversification;
 - ⇒ Market access
 - ⇒ Capital flows.
- 1.3 Skills development in the context of MAP is not a stand-alone programme but is derived from the human resource needs of other programmes. It is centrally concerned with ensuring that Africans have the skills that are required to design and implement these programmes and, at the same time, embrace and diffuse the values and vision of the MAP initiative. The need to train Africans for these purposes is underscored by the heavy presence of non-Africans among the ranks of skilled personnel in several parts of the continent.
- 1.4 Whilst much discussion has been held across the African continent on the quality and quantity of the education and training institutions that are supposed to prepare Africans to participate in the reconstruction programme, far less discussion has been held on what precisely they are intended to prepare learners for.
- 1.5 Internationally, a number of problems persist side-by-side. These include: (i) public education and training institutions tend not to adequately respond to the needs of the labour market; (ii) public and private sector employers are generally poor at signalling their current and future skill needs in a form that can be translated into meaningful strategic planning inputs by the education and training institutions; and (iii) few practical incentives exist for public education and training institutions to change their current orientation.
- 1.6 In Africa the problem has frequently been compounded by the reality that many education and training institutions themselves have weak infrastructure as far as management and resources are concerned, rendering them ill-prepared to respond to signals even were they to be forthcoming.
- 1.7 MAP provides an excellent opportunity for Africans to address these problems simultaneously. The strategic programmes, such as those identified under 1.2 above, are fundamental to addressing issues of economic growth and social development across the continent, and require people for their design and

delivery. They therefore provide a starting point for skills development planning. At the same time, they signal appropriate starting points for institution strengthening.

- 1.8 The weaknesses of traditional manpower planning have to be avoided. It is after all not possible to predict the future with any degree of certainty. Nevertheless, this does not mean that no planning is possible. Rather signals and incentives, which promote identified skill areas, need to be designed in support of strategic priorities without simultaneously stifling local initiative and innovation. This requires the creation of menus and incentives but not prescriptions and inflexible formulae. Actual targets and timeframes need to be set and managed locally.
- 1.9 The proposed approach begins with the identified strategic programmes, then moves 'backwards' to determine each programme's broad skill requirements and the HRD programmes needed to train people to acquire these skills. Each HRD programme needs to be carefully described, developed where not already available, and then funded. It is then hoped that education and training providers will respond to these opportunities by providing the appropriate programmes. A key to the success of this strategy is the provision of additional funding over and above the funding that institutions already have available for their current menu of courses.
- 1.10 Given the special problems that many African education and training institutions face – whereby they do not always have the capacity to respond because of their own poor infrastructure - special measures need to be put into place to assist them. These could include, for example, the establishment of partnerships or exchange programmes with other 'better endowed' institutions in Africa or abroad.
- 1.11 It is hoped that once education and training institutions have enjoyed the experience of success in one arena, they will be better placed to replicate the experience more independently in future – providing of course that a signalling system and the financial incentives remain in force. Where skills are required more quickly than is possible under this programme, skilled Africans living abroad should be enticed to return (through attractive remuneration packages) or foreign skilled workers recruited. Programmes to address the capacity building of African consultants should go hand in hand with that of current and future employees.
- 1.12 The proposed strategy requires that each strategic programme take seriously the challenge of skills development in their sector, and provide, where appropriate, opportunities for learners to gain practical work experience on the projects as they unfold. Hence the programmes will need themselves to become sites of learning – and not only sites of product or service delivery. This provides the opportunity for education and training providers to play a key role in the extension of learning

into the wider arenas of democracy, conflict management, communication and other principles of MAP.

Section 2: Strategies to address problems and issues

Vision: MAP is designed and delivered by Africans for Africans.

Mission: All strategic MAP initiatives develop skills development plans which are translated into education and training programmes, priorities and placement opportunities for learners. Identified education and training providers are assisted, motivated and given appropriate incentives to provide these programmes to the required quality standard. All MAP programmes to incorporate the MAP values and principles.

Performance indicators: In the first year of operation, at least 40% of all skilled personnel in areas of priority skills needs on all MAP programmes are African. By the fifth year of operation at least 65% of all skilled personnel in areas of priority skills needs on all MAP programmes are African. By the tenth year of operation at least 95% of all skilled personnel in areas of priority skills needs on all MAP programmes are African.

Result areas:

Result One: All MAP programmes have developed skills plans, including specific targets and timeframes.

Result Two: Skilled African personnel recruited onto MAP programmes

Result Three: African strategy and protocol to cope with the scarcity of skilled African personnel developed, agreed, implemented, monitored and evaluated.

Result Four: At least one institution in Africa becomes an education and training centre of excellence providing programmes, and admitting learners from all African sub-regions, in the priority skill areas of each strategic programme to a specified standard. The same institutions are also capable of acting as a resource to identified satellite providers in other sub-regions.

Result Five: Learners recruited, trained, provided with work experience and qualified in priority skill areas.

Result Six: Skills development programme efficiently and effectively managed and a continent-wide monitoring and evaluation system in place.

Section 3: Identification of specific projects and policy and institutional development processes to be undertaken via, or to be enhanced by, the MAP process.

Result One: All MAP programmes have developed skills plans, including specific targets and timeframes.

Performance indicators: Skills plans finalised concurrently with project plans.

Actions required:

- (1) Methodology for skills planning recommended, approved, implemented and monitored.
- (2) Criteria for identification of scarce skills defined
- (3) Quality assurance system for education and training in place.
- (4) Skills planning consultants trained and mentored.
- (5) Mechanism for transfer of good practice from country-to-country in place.

Institutional responsibilities for implementation: Strategic programme teams assisted by Skills Development Support Service where requested.

Timeframes: 6 months from date of approval of MAP initiative

Costing where possible: Each skills plan identifies broad estimates of numbers to be trained in each skill/personnel category and the unit cost of each person to be trained and hence budget for skills plan.

Possible financing mechanisms and sources, where possible. Sources of funds to include Governments of participating countries, the United Nations, international financial institutions and donor countries. Financing mechanisms to be determined but will include bursaries for learners on training programmes.

Result Two: Skilled African personnel recruited onto MAP programmes.

Performance indicators: Africans to comprise at least 90% of skilled personnel on all MAP programmes by 2011.

Actions required:

- (1) Demand for personnel per strategic programme by type of skill, occupational category and country determined and quantified;
- (2) African learners to be trained in priority MAP skills areas and placed in MAP programmes
- (3) Sources (institutions/countries) for recruitment of skilled African personnel identified;
- (4) Incentive packages to attract and retain skilled African personnel established;
- (5) Funding mechanism to support costs of training, recruitment and transportation for recruited personnel established.

Institutional responsibilities for implementation: Strategic programme teams assisted by Skills Development Support Service where requested.

Timeframes: Starting immediately after approval of MAP initiative. No time limit.

Costing where possible: To be determined by strategic programme teams advised by the Skills Development Support Service.

Possible financing mechanisms and sources, where possible: Sources of funds to include Governments of participating countries, United Nations, donor countries. Financing mechanisms to be determined.

Result Three: African strategy and protocol to cope with the scarcity of skilled African personnel developed, agreed, implemented, monitored and evaluated.

Performance indicators: Strategy and protocol(s) finalised, implemented and evaluated.

Actions required:

- (1) Establishment of task team to design strategy and protocol(s);
- (2) Research into scarce skills and migration issues;
- (3) Formulate proposals for strategy and protocol(s);
- (4) Approval of strategy and protocol(s);
- (5) Staff trained to implement strategy and protocol(s);
- (6) Implement, monitor and evaluate strategy and protocol(s)

Institutional responsibilities for implementation: Skills Development Support Service

Timeframes: 12-18 months for formulation and approval of protocol, following approval of the MAP initiative. No time limit for implementation

Costing where possible: Costing to be determined but will include capital and recurrent costs.

Possible financing mechanisms and sources, where possible: Sources of funds to include Governments of participating countries. Financing mechanisms to be determined but should include a fund to support administrative, personnel, travel and communication costs.

Result Four: At least one institution in Africa becomes an education and training centre of excellence providing programmes, and admitting learners from all African sub-regions, in the priority skill areas of each strategic programme to a specified standard. The same institutions are also capable of acting as a resource to identified satellite providers in other sub-regions.

Performance indicators: Creation of at least one world-class education and training centre of excellence in Africa for each MAP strategic programme area.

Actions required:

- (1) Identification of (potential) centres of excellence and their capacity building needs;
- (2) Selection of institutions to become MAP education and training centres of excellence;
- (3) Quality management systems developed;
- (4) Framework established for developing institutional capacity building partners;
- (5) Design of capacity building programmes and partnerships and exchange programmes with other centres of excellence, and quality assurance systems;
- (6) Establishment of sustainable funding mechanisms to support institutional capacity building.
- (7) Establishment, implementation, monitoring and evaluation of capacity building programmes, partnerships and exchange programmes with other centres of excellence in Africa or elsewhere and quality assurance systems;

Institutional responsibilities for implementation: Skills Development Support Service and education and training institutions.

Timeframes: 10 years

Costing where possible: Skills Development Support Service will provide estimates for a budget once centres and satellite institutions and their capacity building needs have been identified.

Possible financing mechanisms and sources, where possible: Sources of funds to include Governments of participating countries, interested private sector organisations, international financial institutions and donor countries. Financing mechanisms to be determined.

Result Five: Learners recruited, trained, provided with work experience and qualified in priority skill areas.

Performance indicators: At least 80% of learners in MAP supported education and training programmes are employed by MAP programmes upon completion of training.

Actions required:

- (1) Priority skills needs for MAP programmes identified for each participating country (see Result 1);
- (2) Quality learning defined and new programmes developed where needed
- (3) Support measures for training and placement of personnel designed and put in place;
- (4) Placement of learners in MAP programmes or in equivalent employment after training;
- (5) Monitoring and evaluation of support measures, placements and experience gained by qualified personnel.

Institutional responsibilities for implementation: Strategic programmes teams, Skills Development Support Service and education and training institutions.

Timeframes: Starting within the first year of the skills development programme and without time limit

Costing where possible: --

Possible financing mechanisms and sources, where possible: Source of funds will be the Governments of participating countries and interested private sector organisations.

Result Six: Skills development programme efficiently and effectively managed and continent-wide monitoring and evaluation system in place.

Performance indicators:

Actions required:

- (1) Design and implementation of administrative and managerial procedures and systems for the following functions:
 - a. Supervision of education and training programmes and capacity building;
 - b. Establishment of advisory services for skills planning and placement of qualified personnel;
 - c. Skills planning continuously updated and monitored (see Result 1);
 - d. Management of databases on qualified personnel and education and training institutions.

- e. Establishment and management of bursary loans schemes to be implemented at country level;
- f. Partnerships between education and training institutions facilitated;
- g. Establishment and implementation of an M&E system for the skills development programme.

Institutional responsibilities for implementation: The co-ordinating structure for MAP will be the apex organisation to which the Skills Development Support Service and strategic programme teams, which will be operationally responsible for the skills development programme, will report.

Timeframes: To begin immediately following approval of the MAP initiative and without time limit.

Costing where possible: Budgets cannot be determined at this time but should include, for example, costs of professional and support staff, office equipment, stationery, communications, etc.

Possible financing mechanisms and sources, where possible: Source of funds will be the Governments of participating countries, international financial institutions and donor countries. Financing mechanisms to be determined.

Appendices follow:

Attached are proposed templates for skills development planning in each MAP strategic programme. An illustration of how these templates may be completed drawn from the Invasive Alien Species (IAS) programme is also attached to show what a phase 1 report may contain.

Skills development planning template

MAP HRD Table 1

Sector: _____

Occupational group	Priority training/skills needs ¹	Types of institutions where training is provided ²	Comments ³
1. Senior Officials and Managers	1. 2. 3.		
2. Professionals	1. 2. 3.		
3. Sub- Professionals and Technicians	1. 2. 3.		
4. Craft & related workers	1. 2. 3.		
5. Plant and machine operators and assemblers	1. 2. 3.		
6. Other (indicate occupation)	1. 2. 3.		

¹ Among groups 1&2 training needs should include upgrading of skills in the relevant fields (economics, finance, business, public administration, education, public health, agriculture, engineering, tourism and natural resources management) or in leadership development, management effectiveness, business skills, business strategies and plans, change management and team building. For the other groups training needs will focus on skills needs in technical and production-related skills in the relevant fields.

² These can include universities, polytechnics, technical colleges or private training providers such as management consulting companies that provide training courses, etc.

³ Comments can include, for example, specification of the prioritisation of training needs within and between the various occupation groups and suggestions for creation of new types of training institutions or upgrading of existing ones.

Table 2: Training needs

Sector:¹

Sub-Region	Skills/training priorities ²	Training institutions ³	Assistance required to enhance capacity of institutions ⁴	Preferred partner organisations ⁵	Sources of funds ⁶
North/Maghreb	1. 2. 3. 4. 5.				
East	1. 2. 3. 4. 5				
West/Central	1. 2. 3. 4. 5				
Southern	1. 2. 3. 4. 5				

¹ Sectors should indicate on Table 3 the types of assistance the HRD sector can provide to them. For example, in identifying training needs and priorities, appropriate institutions, providers of capacity building support, or preparations for the establishment of bursary schemes to fund training.

² Identified needs can be for professional or sub-professional groups and should reflect the top 5 critical skills needs in the sector, regardless of group.

³ Institutions should preferably be African.

⁴ For example, equipment, dormitories, staff training, etc.

⁵ These can be in Africa or outside the region (South-South or North-South).

⁶ Funding may, of course, come from governments, private sector and donors. For sustainability of funding, a bursary scheme – involving the public and private sectors in countries participating in MAP – is also proposed.

MAP HRD Table 3
Proposed services from Skills Development secretariat

1 Sector: _____

Type of support:	Indicate support required:
1. Facilitation of partnerships between institutions, e.g.: - preparation of agreements - sourcing funds to support collaboration	
2. Assistance on skills planning (e.g., monitoring and forecasting skills needs)	
3. Administering training activities, e.g. - establishment of bursary schemes - placement of trainees into programmes - exchange programmes	
4. Monitoring and evaluation - assessing efficiency, effectiveness and impact of skills development	
5. Other (specify)	

Annex: Illustrative example of completed tables.

MAP HRD Table 1

Sector: Invasive Alien Species

Occupational group	Priority training/skills needs	Types of institutions where training is provided	Comments
1. Senior Officials and Managers	<ol style="list-style-type: none"> 1. Management of Invasive Alien Species 2. Natural Resource Management 3. Economics 4. Forestry, Agriculture, Fisheries, Tourism 5. Programme management 6. Integrated rural development 	Specialist Universities Wildlife Colleges (3 in Africa) Saasveld School of Forestry, RSA	Developing an understanding amongst natural resource (& agricultural) managers of the economic onsequences of the introduction and control of invasive alien species
2. Professionals	<ol style="list-style-type: none"> 1. Management of Invasive Alien Species 2. Resource Economics 3. Sustainable Natural Resource Management 4. Geographical Information Systems 5. Management & use 6. Legal and educational opportunities 	Specialist Universities Wildlife Colleges (3 in Africa) Saasveld School of Forestry, RSA	Post-graduate level short courses to introduce scientists and professionals to the concepts of IAS, resource economics and its influences on sustainable land-use planning, GIS and other relevant skills.
3. Sub- Professionals and Technicians	<ol style="list-style-type: none"> 1. Health & Safety management. 2. Functional training in machine and chemical use, and other control options. 3. Operational planning and management. 4. Biological control agents 	Wildlife Colleague (3 in Africa) Specialist universities Saasveld School of Forestry Forestry Industry Training Centres	To build capacity amongst field managers to improve technical skills and planning abilities to ensure sound annual planning and the implementation of medium term strategic plans.
4. Craft & related workers	<ol style="list-style-type: none"> 1. Sustainable use of natural resources. 2. Primary & Secondary Processing of Natural Resources 3. Procurement and marketing 	Wildlife Colleague (3 in Africa) Specialist Universities Saasveld School of Forestry Local Business Service Centres	Adding value to local natural resources through primary and secondary processing before the products are "exported" from local areas, rather than maximising growth rate through the establishment of invasive alien species with no local value-adding.
5. Plant and machine operators and assemblers	<ol style="list-style-type: none"> 1. Chainsaw and brushcutter operators 2. Biological control agents introductions 3. Chemical applicators 4. Inspectorate 5. Extension Officers 	Wildlife Colleague (3 in Africa) Specialist Universities Saasveld School of Forestry Agricultural Colleges Local Business Service Centres	Establishing a network of multi-skilled field workers who are well enough trained to operate independently in rural areas.
6. Other (indicate occupation)	<ol style="list-style-type: none"> 1. Trainers for 4 & 5 above 2. Fund raising 3. Public/Private Partnerships 	Wildlife Colleague (3 in Africa) Specialist Universities Saasveld School of Forestry Local Business Service Centres	Training the Trainers, engaging with stakeholders.

MAP HRD Table 2: Training needs

Sector: Invasive Alien Species

Sub-Region	Skills/training priorities	Training institutions	Assistance required to enhance capacity of institutions	Preferred partner organisations	Sources of funds
North/Maghreb	1. Invasive Alien Species prevention options 2. IAS control options 3. Utilization of IAS	Wildlife Colleges Specialist Universities Agricultural Colleges Fisheries Institutes	Staff training Curriculum development Monitoring / evaluation	Environment Departments Agricultural Departments National Parks Local / District Councils	GEF Foreign Donors Country Programmes Beneficiaries
East	1. IAS prevention options 2. IAS control options 3. Utilization of IAS	Wildlife Colleges Specialist Universities Agricultural Colleges Fisheries Institutes	Staff training Curriculum development Monitoring / evaluation	Environment Departments Agricultural Departments National Parks Local / District Councils	GEF Foreign Donors Country Programmes Beneficiaries
West/Central	1. IAS prevention options 2. IAS control options 3. Utilization of IAS	Wildlife Colleges Specialist Universities Agricultural Colleges Fisheries Institutes	Staff training Curriculum development Monitoring / evaluation	Environment Departments Agricultural Departments National Parks Local / District Councils	GEF Foreign Donors Country Programmes Beneficiaries
Southern	1. IAS prevention options 2. IAS control options 3. Utilization of IAS	Wildlife Colleges Specialist Universities Agricultural Colleges Fisheries Institutes	Staff training Curriculum development Monitoring / evaluation	Environment Departments Agricultural Departments National Parks Local / District Councils	GEF Foreign Donors Country Programmes Beneficiaries

An Africa-wide training initiative is thought to be an optimal approach, creating economy-of-scale benefits in the training, materials, co-operation, cross-pollination. Local differences can easily be added, but there is so much in common in terms of the ecology of invasions, the prevention and control methods, opportunities for utilization, education, legislation, community-development, partnerships , etc – as well as a depressing number of common invasive alien species problems! – that it makes more sense for us to have a joint curriculum, standards and even exams.

MAP HRD Table 3
Proposed services from Skills Development Secretariat

2 Sector: Invasive Species

Type of support:	Indicate support required:
1. Facilitation of partnerships between institutions, eg: - Preparation of agreements - Source funds to support collaboration - Development of curriculum - Setting up of pilot projects	Regional Workshops to facilitate knowledge and technology transfer. Development of training strategy. Garnering of financial and institutional support.
2. Assistance on skills planning (eg, monitoring and forecasting skills needs)	Prevention methods for illegal and accidental introductions. Management of control practices.
3. Administering training activities, eg - Establishment of bursary schemes. - Placement of trainees into programmes. - Exchange programmes.	Exchange programmes. Internship for candidates in training. Trainers.
4. Monitoring and evaluation - Assessing efficiency, effectiveness and impact of skills development.	Setting up of data sets and database management facilities/skills/capacity
5. Other (specify)	Replacing invasive species with commercial use with species with less environmental impacts. Development of knowledge pool of local resources with same qualities as invasive species.

An African Training and Capacity Building Programme on IAS.

1. The Human Resource Development component of MAP has initiated a possible linkage with the invasive alien species theme for an African Training and Capacity Building Programme relating to the needs of the IAS theme. This is reflected in their Human Resource Development paper, and is cross-referenced here to emphasize how important this consideration will be to a successful African response to the threats posed by (and some opportunities from) invasive alien species.
2. An Africa-wide training and capacity building initiative is thought to be a critical need, creating economy-of-scale benefits in the training, materials, co-operation and cross-pollination. Local differences (including language) can easily be added, but there is so much in common in terms of the ecology of invasions, the prevention and control methods, opportunities for utilization, education, legislation, community-development, partnerships, etc - as well as many common invasive alien species problems - that it makes more sense to advocate a joint curriculum, standards and even exams.
3. The training and capacity building tables as requested by the Human Resource Development theme team are included in Appendix A. In terms of the requested format for the MAP paper presentation, this information is given in the following box.

Box 9:

African Training and Capacity Building Programme on IAS

Objectives:

- Ensure that the participating countries have trained capacity to undertake work.
- Develop a long-term, Africa-wide capacity to undertake appropriate training.

Targets/Milestones:

- Agreement on process.
- Funding and training needs identified.
- Selection process.
- Institutions agree to participate.
- Training capacity built in appropriate institutions.
- Affordable programmes (in terms of time, opportunity costs, foci, etc) developed.
- Development of curriculum(s).
- Selection of trainees.
- Monitoring and evaluation.

Timeframes:

- Agreements in place during 2001.
- Initial training of trainers during 2001.
- Functional operation in three African countries by end 2002.
- Fully fledged programme to meet MAP needs operating by end 2003.

Performance Indicators:

- These will be developed for each of the targets.

Institutional Arrangements:

- Work in partnership with the Human Resource Development team to select and capacitate those willing and able to provide the required services. Responsibility for The MAP theme team on IAS in partnership with the participating countries,

Implementation:

- Participating institutions and the African-based Global Invasive Species Programme (which could act as the responsible co-ordinating institution?).

Costs:

- These still need to be determined

Financing details:

- To be determined. One possible source of funding would be as a component of the funding for the specific programmes (eg, African Weed Programme).