Capacity Development Proposal
Revised Proposal Submitted to the Green Fund
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Partners in the National Environmental Skills Planning Forum (NESPF) include the Department of
Environmental Affairs (Coordinator), CSIR NCPC, DBSA, UNISA, Rhodes University’s Environmental
Learning Research Centre, Delta Education Services, GreenMatter, SANBI, CATHSSETA, CHIETA, Weather
Services, WESSA, WWF, Birdlife SA, NCC Environmental Services.
This proposal involves the University of Cape Town’s Africa Climate Development Initiative (ACDI), Wits
University Centre for Researching Education and Labour (REAL) Centre, the University of the Western Cape’s
FETI research and development unit, WESSA, WWF, GreenMatter and has the support of the DEA Sector
Education, Training and Development Unit, led by Mr Thomas Mathiba, who also chairs the NESPF.

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Appendix 1: Letters of Support, including letter from Rhodes University
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LIST OF ACRONYMS
CATHSETA Culture, Arts, Tourism, Hospitality, Sports SETA
CHIETA Chemical Industries Education and Training Authority
CSIR Council for Scientific and Industrial Research
CV Curriculum Vitae
DBSA Development Bank of South Africa
DEA Department of Environmental Affairs
DHET Department of Higher Education and Training
DST Department of Science and Technology
DTI Department of Trade and Industry
DVC Deputy Vice Chancellor
ECGSF Eastern Cape Green Skills Forum
EPWP Expanded Public Works Programme
EWSETA Energy and Water Sector Education and Training Authority
FET Further Education and Training
GE Green Economy
GIZ Deutsche Gesellschaft für Internationale Zusammenarbeit
GS Green Skills
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tr>
<td>HRD</td>
<td>Human Resources Development</td>
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<tr>
<td>HSRC</td>
<td>Human Sciences Research Council</td>
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<td>ILO</td>
<td>International Labour Organisation</td>
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<td>LMIP</td>
<td>Labour Market Intelligence Project</td>
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<td>NESPFR</td>
<td>National Environmental Sector Skills Planning Forum</td>
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<td>NRF</td>
<td>National Research Foundation</td>
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<td>NSDSIII</td>
<td>National Skills Development Strategy III</td>
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<td>NWU</td>
<td>North West University</td>
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<td>OECD</td>
<td>Organisation for Economic Co-operation and Development</td>
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<td>OFO</td>
<td>Organising Framework for Occupations</td>
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<td>RSA</td>
<td>Republic of South Africa</td>
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<td>RUELRC</td>
<td>Rhodes University Environmental Learning Research Centre</td>
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<tr>
<td>SANBI</td>
<td>South African National Biodiversity Institute</td>
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<td>SAQA</td>
<td>South African Qualifications Authority</td>
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<td>SARUA</td>
<td>Southern African Universities Association</td>
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<td>SETAs</td>
<td>Sector Education and Training Authorities</td>
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<td>SIP</td>
<td>Strategic Integration Project</td>
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<td>SMME</td>
<td>Small and Medium Enterprise</td>
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<td>TVET</td>
<td>Technical and Vocational Education and Training</td>
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<td>UCT ACDI</td>
<td>University of Cape Town Africa Climate Change &amp; Development Initiative</td>
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<tr>
<td>UFS</td>
<td>University of the Free State</td>
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<tr>
<td>UKZN</td>
<td>University of KwaZulu Natal</td>
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<tr>
<td>UWC FETI</td>
<td>University of the Western Cape Further Education and Training Institute</td>
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<tr>
<td>UNISA</td>
<td>University of South Africa</td>
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<tr>
<td>WC</td>
<td>Western Cape</td>
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<tr>
<td>WESSA</td>
<td>Wildlife and Environment Society of South Africa</td>
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<td>Wits REAL</td>
<td>University of Witwatersrand Centre for Researching Education and Labour</td>
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<tr>
<td>WP</td>
<td>Work Package</td>
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<td>WWF</td>
<td>Worldwide Fund for Nature</td>
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</table>
1. PROGRAMME NAME
Building System Capacity for Green Skills Coordination, Planning, Development and Deployment in South Africa

2. DURATION
Three years to institutionalize capacity building processes.

3. BACKGROUND AND RATIONALE
The South African Government has announced its intention to embark on a low-carbon, sustainable development path that will create significant numbers of jobs in a green economy (RSA, 2012, RSA 2008, Montmason-Clair, 2012). There is agreement that between 300 000 – 400 000 green jobs can be created in South Africa (ILO, 2011, DBSA, 2011; Borel-Saradin & Turok, 2012; UNEP, 2013). Green growth presents a new approach to economic growth. It does not replace sustainable development, but is a means to achieve it (OECD, 2011, Death, 2014, CEDEFORP, 2011). The South African Green Growth Accord (RSA, 2010), the National Development Plan (RSA, 2012) and the National Framework for Sustainable Development (RSA 2008) all speak to the need to utilise the country’s natural resources like water, energy and biodiversity wisely, to move towards clean energy generation and to rehabilitate degraded ecosystems, in the process unlocking new economic growth and employment opportunities. Death (2014) in his analysis of the South African Green Economy, suggests that there is a need to consolidate the commitment to the Green Economy in South Africa “…as South Africa faces many challenges in pursuing a transition to a more sustainable development path, yet has been cited as a global green economy leader”. He suggests too that the transition to a green economy in South Africa should ideally be pursued in a manner that does not produce “…new power relations of inequality and injustice”. Central to this would be the manner in which the green economy opportunities also contribute to capacity building and skills development in South Africa in a sustained, socially just manner. The South African government have recognized the need for green skills development, but there is a need to substantively expand and improve the system capacity for coherent, coordinated green skills development.

The need for Green Skills is a common thread running through all South Africa’s Green Economy plans, yet there is no catalytic initiative to build the capacity of the national skills development system to pro-actively and strategically produce Green Skills for the Green Economy.
It has already been clearly recognized that a dire lack of appropriate skills places a serious restriction on South Africa’s chances to grow a green economy (ILO, 2011) and to facilitate development opportunities. Additionally, skills shortages also hamper economic development by affecting service delivery associated with natural resources, in our supply of clean water and energy (RSA, 2011, EWSETA SSP, 2013), the safeguarding of conservation areas and the expansion of eco-tourism (CATHSSETA SSP, 2013). Skills shortages also hamper the implementation of the Government Infrastructure Plan (2012) which builds on the New Growth Path by addressing structural challenges in the economy. Here it is significant that Strategic Integrated Programme (SIP) 8 is “designed to support green energy initiatives on a national scale through a diverse range of clean energy options”, while other SIPs focus on Water Security, Ecosystems, Construction, and Engineering projects. The SIPs planning processes to date has identified significant shortages of environmental managers and environmental engineers for these programmes, along with a need to integrate green skills into major occupational categories, yet no capacity exists to do this important work at present.

There are many examples that show the impact or implications of the lack of systemic preparedness of the South African skills system for Green Economy development. Experience reported on in the Eastern Cape Green Skills Forum, for example, suggests that a lack of adequate skills and the systemic approaches to skills planning and development, are severely hampering the implementation of Green Economy Plans. Due to a lack of pro-active, systemic attention to skills development for the Kouga Wind Farm development, skilled people had to be imported from elsewhere. Also reported at this forum is the skills development problems related to the Energy SIPS programme which has ambitious plans to roll out installation of up to one million solar water heaters per annum, yet this objective remains hampered by inadequate skills development. Behind this, lies the failure of the skills system to pro-actively prepare for the rapid emergence of the Green Economy as these few examples show. Other studies such as the South African National Biodiversity Institute led (SANBI) Biodiversity Human Capital Development Strategy show that a lack of adequate high skills in this sector is hampering transformation of the sector (SANBI/Lewis, 2010). The issue is widespread, affects all sectors, and was also reported on within the DEA Environmental Sector Skills Plan in 2010 (DEA, 2010).

A range of sectors can and must contribute to the Green Economy. It is for this reason that systemic capacity development interventions are necessary across sectors and sub-sectors to reduce gaps or duplication, and to ensure a more strategic approach to producing Green Skills for a Green Economy. Sectors that can and must contribute to the Green Economy include: Energy, Agriculture, Fisheries, Forests, Green Building/ Construction, Green Cities/ Urban Planning, Transport, Industry and Manufacturing, Natural Resources Management and Conservation, Retail, Services and Tourism, Waste Management, Sanitation and
Water, Consultancy, Policy, Research and Governance (DEA, 2010, UNEP, 2013). New green jobs (such as biodiversity planners, resilience analysts or climate change modelers) and businesses including SMMEs need to be created across the range of sectors outlined above, which in turn unlocks meaningful opportunities for youth development and employment. Green skills also need to be integrated into a wide range of existing occupations (e.g. environmental lawyers, environmental engineers or solar geyser / solar energy technicians); this necessitates new training programmes and opens up opportunities for diversification and buffers against job losses. A systemic response could potentially reduce duplication, fast-track synergies and reverse the problems of a skills planning and development system for Green Skills that is currently characterized by high fragmentation, unevenness and lack of communication and co-operation when it comes to Green Skills planning and development.

That South Africa lacks critical skills in environmental occupations is a known and recognised fact. A proposal to address this matter on a system-wide basis may not seem innovative or catalytic at first glance. Yet the fact of the matter is that without a systemic approach to green skills development, and without system building for green skills development, all other Green Economy innovations are likely to experience the same problem i.e. a lack of adequate green skills for innovation development and implementation. This issue has also been raised at the Green Skills Forum in the Eastern Cape, and in other national Green Skills fora and discussions. This proposal is therefore pioneering in that it will introduce a system-wide capacity building initiative that will build the ability of the national system to strategically produce green skills to enable green business, green jobs and growth, in a coordinated manner.

The scope and scale of the skills gaps and the systemic nature of the response needed to fill them are such that isolated, once-off initiatives will not achieve the targets, unless there is a better capacitated system to support them. For example, environmental managers are needed in all of the SIPS, in numerous Sector Skills Plans, in companies or new ventures looking to explore green growth opportunities, and in government’s new focus on oceans and coasts as a new economic driver (Operation Phakisa). If each SETA, each of the SIPS, and Operation Phakisa, all attempt to drive a skills pipeline for environmental managers on their own and in their own way, the process would be sub-optimal, ad-hoc and disjointed; individual entrepreneurs would only be able to operate at a micro-scale in order to meet their skills needs, if at all. This makes the need for national coordinating mechanisms evident.

South Africa has in place national directives such as NSDS III and the National Development Plan, but since it lacks the skills system capacity to adequately (a) plan for and supply Green Skills, (b) determine and unlock the demand (which may also be
latent), and (c) plan for this new stream of supply and demand across the post-
schooling skills development system, and (d) integrate this into existing systems (e.g.
the national career guidance portal of SAQA), these mechanisms are also sub-
optimally used. This is the case at present. A number of studies have shown that
currently, South Africa’s green skills planning, supply and demand initiatives are ad
hoc, uncoordinated and fundamentally inadequate for the scope of the emerging and
already existing demand (DEA, 2010; ILO, 2011, HSRC, 2009; Lotz-Sisitka et al.
2014). Failure to initiate a process to address this capacity issue at a systemic
level will further exacerbate the ad hoc, re-active approach to Green Skills
Development.

The result of this is that the lack of coordination also makes the mobilisation of
funding for green skills development sub-optimal:

• Despite funding being available, processes of raising funding through SETAs
are not pro-active and out of synch with (behind) national processes; hence
accessing of funds is not optimal,
• Disjointed efforts means that when available funding is mobilised, it is not
used optimally,
• Lessons are not being shared between role-players; all have to break the same
ground.

The lack of coordination also impacts on the country’s ability to generate sectoral
green skills information, and to mobilise latent green jobs, because

• supply and demand side data is limited and dispersed, despite various pockets
of work in this regard; this leads to some duplication and significant gaps,
• efforts to gather green skills intelligence are simply not aligned, not joined up,
not learning from each other, not sharing methods and conceptual frameworks,
and
• not bringing findings together in order to develop a systemic perspective.

The International Labour Organisation (ILO) depicts the problematic status of South
Africa’s Green Skills Planning in relation to its Green Economy and Sustainable
Development policies as showing significant disjuncture between skills planning and
green policy development (see Figure 1 below):
If the Green Economy is to match up to its ambitions and promises, then clearly there is a need for capacity building at a systemic level, and with a greater degree of coordination, for this situation to be addressed.

4. PROGRAMME OVERVIEW WITH INTENDED RESULTS

This proposal, submitted to the Green Fund by the Rhodes University Environmental Learning Research Centre, in consultation with, and on behalf of the National Environmental Skills Planning Forum and partners, proposes a three year capacity building initiative that will, we believe, provide the impetus and tools to the national system to establish mainstreamed, sustained capacity to plan and provide for Green Skills in the national skills system. The proposed initiative consists of four interrelated, ‘critically important’ work packages (WP) to fast track the development of this national capacity for skills planning and development for the Green Economy (see below) within a systemic approach.
The **Overall Result** we have in mind is a steady stream of adequately trained and skilled individuals taking up a growing number of jobs, existing and new, at all levels (entry level to management) in a thriving green economy (see Figure 2 below).

Figure 2: The Fundamental and Catalytic Role of Skills System Capacity Building in the Green Economy, indicating results at different levels, and the overall result

The proposed programme suggests a need for *four interrelated work packages*. The **main mechanism for change is capacity building**.

We anticipate the following key results for the four work packages:

- **WP 1: CO-ORDINATION - CAPACITY FOR CO-ORDINATION**: **Key Result**: A systemic approach to green skills capacity development exists and is clearly communicated to, and is in use by national stakeholders

- **WP 2: PLANNING - CAPACITY FOR GREEN SKILLS PLANNING**: **Key Result**: Capacity exists in major national organisations (LMIP, DHET SIPs & SETAs) involved in skills planning, to integrate Green Skills into ongoing skills planning processes

- **WP 3: DEPLOYMENT - CAPACITY FOR UNLOCKING GREEN JOBS**: **Key Result**: Demand for Green Jobs (Green Occupations and Greening of Occupations) is reflected in occupational frameworks for skills development, and employers actively support green skills development and employment
• **WP 4: ACCESS - CAPACITY FOR ACCESSING GREEN JOBS:** **Key Result:** Green Career Guidance is integrated into the national career guidance portal and instruments and capacity exists for ongoing updating and flow of Green Jobs / Careers information

The integrated nature of these Work Packages and Key Results is illustrated in Figure 3 below:

![Diagram](image_url)

**Figure 3:** An integrated approach to skills system capacity development for Green Skills.

The overall approach to capacity building will be participatory, and will involve the collaborative development of tools, approaches and resources for Green Skills coordination, planning, deployment and access through stakeholder participation. The tools, approaches and resources will be supported into use in ways that facilitate the intended result for each work package. For example, for WP 3, focusing on labour market intelligence and the unlocking of green jobs, a review will be conducted of best available instruments for labour market intelligence analysis (with key stakeholders including employers); this will inform the development of guidelines, tools and instruments that can be more widely used for the task of integrating Green Skills into labour market intelligence systems, Green Economy plans and workplaces. In WP 2, a review will be undertaken of existing Green Skills planning processes and instruments as used by SETAs (where these exist), the Labour Market Intelligence
System and the DHET. Following this a toolkit for Green Skills research and planning will be developed, and then supported into use via training of SETAs and others who are involved in green skills research and planning. It will also include other forms of engagement (e.g. through regular engagement with the LMIP seminars and research). The anticipated approach will be reflexive and iterative, and will involve stakeholders in all stages to ensure uptake and systemic engagement. The approach is also therefore a multi-stakeholder approach.

Note: The above involves a systemic approach to capacity building. The one aspect of the system that is not included is the capacity of the training providers. This aspect has been left out because it has to date received more attention than the other aspects. Examples are: The Fundisa for Change Teacher Development programme led by Rhodes University with multiple university partners, supported by DEA, GIZ and GreenMatter, which focuses on environmental learning in schools by building teacher and teacher training provider capacity; the GIZ-DEA green skills initiative working with TVET Colleges and other training institutions; and the SARUA study which has identified climate change related curriculum offerings in all South African universities, which also offer many related short courses, along with private providers. What is missing is a clear connection between an understanding of the labour market needs, and the provisioning of training, which will be addressed in WP3. The proposed intervention will aim to provide these links.

3. DESCRIPTION OF THE WORK PACKAGES & INDICATIVE BUDGETS

WP 1 - CO-ORDINATION: BUILD CAPACITY FOR GREEN SKILLS CO-ORDINATION

Key Result: A systemic approach to green skills capacity development exists and is clearly communicated to, and is in use by national stakeholders

Brief Rationale: Given the current situation of Green Skills planning in South Africa being fragmented and largely re-active as outlined above, there is a need to strengthen national co-ordination mechanisms for a more integrated, systemic approach to Green Skills development in South Africa. This proposed WP will include advocacy, communication and strategy development activities, to raise the profile of the need for integration of Green Skills into the national skills development system. It will also provide thought leadership, which will assist with overall co-ordination and coherence of the proposed initiative.
**Implementing Partners:** For WP1, the main implementing partners will be Rhodes University’s ELRC (lead partner), the Wits REAL Centre, UCT’s ACDI, UWC’s FETI unit, the Department of Environment Affairs (Sector Education, Training and Development division headed by Thomas Mathiba – who also chairs the NESPF), GreenMatter, SANBI and other members of the National Skills Planning Forum.

**Main stakeholders:** The implementing partners will work closely with the DHET, the DHET’s SIPs skills planning unit, the DHET Labour Market Intelligence Project (LMIP) which is being implemented by the HSRC, the South African Qualifications Authority (SAQA), and Provincial Green Skills Planning Forums (currently 3 such forums exist, with the Eastern Cape Green Skills Forum being a key lead role player), the Department of Science and Technology, the National Research Foundation, the Department of Trade and Industry and other key national stakeholders that engage with Green Skills planning and development.

**Initiating processes:** The implementing partners are already beginning to engage with the DHET SIPs skills planning unit (they have been invited to comment on all of the SIPs occupational protocols) and some members of the NESPF have been participating in the SIPs occupational task teams. The implementing partners have also been collaborating with SAQA on green skills research and have good established working relationships with SAQA. The lead implementation partner has also started working closely with the Eastern Cape Provincial Green Skills Planning Forum, and informal interaction has taken place between some of the implementation partners and the DHETs LMIP. However, much more substantive engagement is required to more fully establish the processes and need for ongoing Green Skills co-ordination. These initial engagements with these major stakeholders has shown the need for more substantive engagement and follow-through capacity to consolidate the Green Skills agenda at national co-ordination level. A number of the major stakeholders identified in this WP are already very interested in this collaboration with the NESPF, but all lack capacity for driving this forward due to existing commitments. *This WP will therefore strongly facilitate the expansion of this initial interaction.*

Proposed activities, outputs, and indicative budget (2015-2017)

- Provide thought leadership through papers, seminars, media engagement, national skills summit, visiting academics
- Address key questions on how to produce green skills in an iterative, responsive and strategic manner
- Guide the development of practical tools with conceptual insight
- Engage and advocate with key national structures that have existing coordinating roles including but not limited to DHET, DEA, DST, DTI.
<table>
<thead>
<tr>
<th>Key activities</th>
<th>Outputs</th>
<th>Indicators</th>
<th>Indicative budget</th>
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<tr>
<td>Overall co-ordination and engagement with high level stakeholders (advocacy and communications)</td>
<td>An agreed upon co-ordinated approach to green skills system development exists and is in use.</td>
<td>Green skills concerns are included in major institutions involved in skills development planning and policy making in SA</td>
<td>Lead partners (RU, Wits REAL and UCT) high level direction / co-ordination time (R 250k in year 1, 200 k in year 2, 150K in year 3): R650K</td>
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<td>Overall communication and establishment of project communication platform for Green Skills co-ordination, planning, deployment and access; including an annual ‘State of Green Skills Development’ Report.</td>
<td>Functioning communications system and communications instruments (e.g. website, newsletter, policy briefs, thought leadership documents, meetings) Annual ‘State of Green Skills Development Report’ produced in 2014, 2015 and 2016.</td>
<td>Communications are received and used by major stakeholders on a regular basis State of Green Skills Development is distributed to, and used by major stakeholders</td>
<td>Senior Level Project researcher with training capacity and communications competence (R 600k p.a.), based at RU (lead partner) R1.8M Stakeholder engagement and operations budget: R 120k per annum for meetings, workshops, seminars in year 1 and 2, 60k per annum in year 3. R300k e-communications platform development: R50k Partner funding will be sought for production of the annual ‘State of Green Skills Development’ Report</td>
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<tr>
<td>Governance and high level advice: Project steering committee meetings</td>
<td>The project is guided by high level informed role players and major stakeholders</td>
<td>Regular PSC meetings (1x per annum)</td>
<td>R30 000 per annum (flights, travel and accommodation for 5 people) R90 k</td>
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<td>Administration for WP 1 (50% of level 9 administrator’s time for 3 years)</td>
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<td>R 300k</td>
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<td>TOTAL Budget for WP 1 and overall co-ordination and communication for 3 years</td>
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<td>R3.19M</td>
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WP 2 - PLANNING: BUILD CAPACITY FOR GREEN SKILLS ANALYSIS AND PLANNING

**Key Result:** Capacity exists in major national organisations involved in skills planning (LMIP, DHET SIPs & SETAs) to integrate Green Skills into ongoing skills planning processes.

**Brief Rationale:** There is a high demand for research into Green Skills demand and supply from almost every sector, but there are far too few appropriate research tools, methods and/or skilled researchers to do the work. Existing green skills research and information is fragmented and is not integrated into mainstream skills planning processes. The field also lacks appropriate methodologies for the scale and advocacy-driven nature of the research interventions that are required. The conceptual frameworks to guide Green Skills research are also inadequate. Classic market-driven or economist frameworks to outline value chains and quantify skills requirements seem inadequate. The National Skills Development Strategy (NSDS III) has required all Sector Education and Training Agencies to build Green Skills into their Sector Skills Plans; most sectors also see market forces internationally and government directives nationally pointing to the need to include environmental skills in their planning. There have been repeated requests from SETAs for support in interpreting the Green Economy in relation to their sectoral mandates, to undertake sector specific Green Skills research, value-chain and occupationally directed sector skills planning, and training related to Water, Energy, Mining, the Chemical sector and the Services sector, in addition to cross-sectoral research in biodiversity and environment more broadly. **There is inadequate institutional capacity to respond to this demand, and no institutional mechanism to increase the capacity. There is also need for a coordinated approach to avoid duplication and significant gaps, and to ensure a coherent approach to Green Skills planning and provisioning within the SETA system, and within other skills planning processes (e.g. DHET’s SIPs occupational task teams).**

This WP will therefore (a) facilitate synthesis of appropriate research tools, methods and approaches for green skills researchers to adequately assess demand and supply (b) facilitate the integration of green skills supply and demand information into mainstream skills research and planning approaches and platforms to the benefit of the Green Skills development system and (c) integrate green skills intelligence into national skills planning processes.

**Implementing Partners:** This WP will be co-operatively implemented by Wits REAL, UCT’s ACDI, Rhodes University, and GreenMatter. The initiative will bring together labour market researchers and green skills researchers to synthesise methods and approaches for demand and supply research in ways that address the rapidly
The emerging nature of the Green Economy, and will involve members of the NESPF who are engaged with this aspect of Green Skills Development.

**Main stakeholders:** A key partner in this WP will be the DHETs LMIP and its implementing partners (which include Rhodes University and Wits REAL). Efforts will be made to align emerging labour market intelligence approaches to ensure inclusion of Green Skills. Other key stakeholders will be the SETAs, the DHET SIPs skills planning teams, and relevant government departments and provincial skills planning forums.

Proposed activities and possible outcomes:

- Build capacity of researchers, the DHET LMIP and SETAs to produce and source quality information on supply of and demand for green skills through seminars, and research training including courses
- Mobilise greater numbers of green skills researchers and coordinate and disseminate their contributions, and integrate them into skills planning
- Work with SETAs, HSRC LMIP, DHET and others to put in place systems for ongoing green skills data and knowledge management and sharing in SA
- Work with SETAs to integrate Green Skills data into sector skills plans (SSPs) on a regular basis and in a manner that avoids duplication and enhances synergy.

### Table: Proposed Activities and Possible Outcomes

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<tr>
<th>Key activities</th>
<th>Outputs</th>
<th>Indicators</th>
<th>Indicative budget</th>
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<tr>
<td>Review of labour market supply and demand research and planning approaches, and all existing Green Skills research for possible identification of research and planning instruments and frameworks that can be used in up-scaled multi-sector GE research</td>
<td>Research and planning frameworks and tools for conducting GS research and planning for GE development are available to skills system researchers and planners.</td>
<td>Skills system researchers and planners are using research frameworks and planning tools to conduct relevant GS research and planning (demand and supply) for GE development in a range of sectors (we anticipate at least 10 sectors)</td>
<td>High level research review in year 1 (2015): time of 2 senior researchers @ R200k per researcher: <strong>R 400k</strong> Synthesis reporting and documentation assistance <strong>R 80k</strong></td>
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<td>Design and development of a GS research and planning programme for SETAs and other skills planning groups (e.g. provincial green skills forum participants / members)</td>
<td>A training programme focusing on research and planning for GS in diverse GE is produced for SETAs and other skills planning groups with applied outcomes at sector skills planning level</td>
<td>Design and implementation of GS research and planning training programme for SETAs and other skills researchers and planners.</td>
<td>Time of 2 senior researchers in Year 2 (2016) @ R 150 000 per researcher: <strong>R 300k</strong> Course designer and writer: <strong>R 180k</strong></td>
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<td>Accreditation mechanisms for ongoing offering of the</td>
<td>Short course accreditation at university level is</td>
<td>Short course frameworks approved. Shared materials</td>
<td>R 15k per institution x 2: <strong>R 30k</strong> (2016)</td>
</tr>
<tr>
<td>Training Programme in 4 Participating Universities</td>
<td>Obtained at Three of the Universities (WC, Gauteng) and RU for the Regular Offering of the Research Training Programme</td>
<td>Available. Trainer Capacity in Place.</td>
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<td>Piloting of the Course in at least 3 Institutions (Year 3)</td>
<td>60 People from SETAs and GE Sectors Trained in Conducting GS Research and Planning.</td>
<td>Applied GS Research and Planning Outcomes Resulting from the Training Programme in Diverse Sectors.</td>
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<td></td>
<td>Course is Run Independently in Year 3.</td>
<td>Year 2 (2016) R20k per Organization for Basic Start Up Costs (e.g. Materials Printing, Venues etc):</td>
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<td>R40k Courses will be Advertised and Course Fees will be Charged to Cover Running Costs.</td>
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| General Operation and Running Costs | 120k Over Three Years Annually |

Total Budget for WP 2 over 3 Years **R 1.15M**

**Sustainability:** Course, research planning frameworks and tools developed by the participating organizations will be pilot tested and will be institutionalized via a supportive training programme that will facilitate application and use of frameworks, instruments and tools at sector level.

To ensure sustainability, and ongoing capacity development, course fees will be charged to cover the course costs in Years 2 and in Year 3. The initiative can also potentially be supported by SETA funding, the DHET or other partners. It can also be offered as a specialist service, to be paid for by interested groups (e.g. provincial governments). The programme may also give rise to an extended research programme with funds for this being sought from the National Research Foundation.

**WP 3 - DEPLOYMENT - CAPACITY FOR UNLOCKING GREEN JOBS AND ALIGNMENT WITH OCCUPATIONAL FRAMEWORKS**

**Key Result:** Demand for Green Jobs (Green Occupations and Greening of Occupations) is reflected in occupational frameworks for skills development, and employers actively support green skills development and employment

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1 If other funds become available, or if universities would like to participate in the initiative on own initiative or via other partnerships, more universities could become involved to facilitate regional capacity building for GS planning and facilitation in the longer term (e.g. UFS, UNISA, UKZN, NWU etc.). The current programme makes provision to establish this in three regions to start with.
**Rationale:** The Green Economy is an emergent phenomenon. In many sectors, employers still need to develop an understanding of Green Economy trends and opportunities, and have to develop internal corporate and human resource development strategies to include Green Occupations, or the Greening of Occupations (NB: both are needed). Additionally, as the Groen Sebenza programme has shown, there is need for employers to make optimum use of instruments that could facilitate the creation of Green Employment such as the Green Jobs Fund, Green Internship Programmes, Green Entrepreneurship options, and the Green EPWP programmes. Building the capacity of employers across the sectors that are served by SETA training is therefore critical for developing the sector’s capacity to unlock latent Green Jobs, and to ensure more sustainable placement systems for Green Internships.

In the process employers will need to learn to use the Green Organising Framework for Occupations, which also needs to be updated in the light of the employer engagement, to adequately reflect the emergence of Greened Occupations (those in existence) and new Green Occupations (those that are emerging as new occupations). This needs to be done strategically to ensure that where existing employment is declining, workers can be re-skilled into new green economy opportunities. To facilitate this will require a co-ordinated effort across key sectors that are affected by the Green Economy – again in a more pro-active manner than is currently the case.

Additionally, there is a demand from SETAs to identify those occupations that could / should be greened within their value chain processes. A pilot study is currently being undertaken by the RU ELRC with the Mining Qualifications Authority to examine how this might be done and to develop a possible model. SETAs are also requesting support for learning pathways development planning, which also needs to be occupationally directed.

This work needs to be carefully aligned with the Value Chain analysis work that will take place in WP 2, and with the skills research and planning system capacity development intervention. Outcomes will also need to feed into the ongoing revision of the OFO² to ensure that South Africa has a Green OFO that is adequate for the Green Economy strategic directions and policy. Engagement is also needed with other occupational skills planning frameworks, such as the DHET SIPs occupational task team work that is producing prototypes. A need has already been expressed by DHET for a review of these to ensure optimal greening of the range of occupations within this process.

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² Note: This is a strategic framework that guides SETA funding allocations and workplace skills planning and is therefore critical both for unlocking skills provisioning and for articulating skills demand.
This WP will therefore engage pro-actively with employers to unlock the demand for Green Skills (Green Occupations and Greening of Occupations) – some of which may be latent - and associated training, in the sectors most likely to participate in the Green Economy.

**Implementing Partners:** The main implementing partners here will be WITS REAL, DEA, SANBI’s *Groen Sebenza* programme, GreenMatter, WESSA, WWF (who is currently synthesizing some aspects of occupational demand from employers), and UWCs FETI unit (for guidance on technician and artisan employers, occupations and pathways) as well as members of the NESPF such as the National Cleaner Production Centre (who work closely with employers).

**Key stakeholders:** Key stakeholders for this WP will be labour unions, the DHET SIPs Programme, Operation Pakisa, the National Skills Fund, Provincial Green Skills Forums, SETAs, Employers and Employer Associations (e.g. AgriSA).

Proposed activities and possible outcomes:
- Work with the State and Industry, all SIPS, green and social entrepreneurs, Green Fund projects and job creation programmes
- Assist these parties, SETAs and employers with tools to identify green functions in their value chains and identify and quantify green skill needs
- Ensure the OFO and occupational planning frameworks represent existing and new green functions and occupations.

<table>
<thead>
<tr>
<th>Key activity</th>
<th>Outcomes</th>
<th>Indicators</th>
<th>Indicative Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sector analysis (in partnership with key SETAs, the SIPS and Employers) to establish which occupations need to be ‘greened’ and which employers require new green employees and for what purpose (immediate and futures’ perspectives) &amp; Alignment of Green Occupation Development with the Organising Framework for Occupations</td>
<td>Document clearly framing (a) greening of existing occupations and (b) potential new green jobs / occupations</td>
<td>Green Occupations Document – disaggregated to sectors most widely engaged in the Green Economy (Year 1) Revised Green OFO framework for South Africa, that is strongly aligned with Green Economy strategy and planning</td>
<td>Doctoral or Post-doc level research assistance R 200k</td>
</tr>
<tr>
<td>Development of audit procedures for use by companies and</td>
<td>Audit toolkit for Employers to assess greening of</td>
<td>Green Occupations audit tool (Year 1)</td>
<td>Production and review of Green Occupations</td>
</tr>
</tbody>
</table>
organisations to track the need for green occupations / greening of occupational categories | occupations and need for new green occupational categories | audit toolkit, incl. stakeholder meeting : R250k

Pilot testing of Green occupations toolkit (Year 1), and application and use of Green Occupations Toolkit for Employers with at least 40 key employers (Year 2) and by Provincial Green Skills Forum members, Unions and other key stakeholders | Document capturing the employment context and processes of unlocking green jobs in key occupations in key sectors. | At least 40 employers include green skilling and occupation descriptors in either existing or new occupational categories. | Workshop costs (4 workshops in Year 2 x 30k per workshop: R 120k

Monitoring of green occupation development and ongoing updating of occupational frameworks (Year 3) | Monitoring assistance to senior researcher 160 K

General operations and running costs over three years | 120 K

| Total budget for WP 3 over three years | R 850K

**WP 4 – ACCESS: BUILD CAPACITY TO ACCESS GREEN JOBS IN SA**
(Building the Capacity of the National System to Provide Green Career Development Advice)

**Key Result:** Green Career Guidance is integrated into the national career guidance portal and instruments and capacity exists for ongoing updating and flow of Green Jobs / Careers information

**Brief Rationale:** As many of the Green Economy learning pathways are as yet inadequately defined, and the jobs in many cases are new and poorly understood in the national system of career guidance, there is a need to give some attention to this element too. The South African Qualifications Authority (SAQA) are taking the lead on providing a national career guidance portal in which information on key occupations and the associated career guidance for these occupations is made available nationally. This information is increasingly being used by career guidance officers and partners in schools and universities. However, the portal as yet does not provide enough information on Green Occupations and how to access these from a career development perspective. Interactions with SAQA to date show that there is a need for processing field-based information and for sharing this with the national system of career guidance to facilitate uptake of the information and ensure that it is continuously updated to remain current as new insights emerge and the Green Economy expands. SAQA are currently focusing on existing occupations and do not have capacity to take on the background work needed for the Green Skills occupation.
stream on the SAQA database. However, there is already some material available in the environmental sector which can be collated and shared into the format required. Additionally, another big gap is the knowledge of green careers in FET College contexts, and for this one would need to engage with TVET stakeholders.

**Implementation Partners:** Rhodes (conceptual lead), WWF (sector expertise and training); UWC’s FETI (TVET expertise and training)

**Key stakeholders:** South African Qualifications Authority’s Careers Directorate, DHET, DEA, SETAs, HESA, University Career Centres, and TVET Colleges

**NOTE:** Due to budget constraints, additional funding for this component will be sought in Year 1 of the project, and efforts will be made to maximize existing efforts in this area via the general co-ordination function of the project.

**NOTE ON INTEGRATION AND CATALYTIC, MULTIPLIER EFFECT**

It should be clear from the above that the four work packages are inter-linked. Although they can be funded and implemented separately, a key (missing) ingredient in the system is coordination, and their value and impact (and ease of implementation) will be optimal if they are implemented in a coordinated manner.

It should also be clear from the above that the emphasis is on developing activities that will be *catalytic,* and that will facilitate *integration* of green skills system development into the mainstream skills development system and the way it functions. Associated with this approach will be the counterpart contributions from those that will get involved in the programme, and the subsequent uptake of the Green Skills agenda into their ‘normal’ functionings, thus ensuring *institutionalization* of the Green Skills agenda. Additionally, we have chosen project implementation partners that are also affiliated with other skills development and labour market research and development initiatives. Through this, we anticipate that the Green Skills focus will also become a more readily included focus in mainstream skills research and planning, following the impetus and catalytic outcomes of this programme. We will also be producing tools and resources that can be used within the system on an ongoing basis, and will integrate these with existing systems and processes where practicable.

There is a further opportunity for integration with another concept proposal to the DBSA from the National Environmental Skills Planning Forum in partnership with DEA, CATHSSETA and GreenMatter, for the 2015 National Environmental Skills Summit (NESS, planned for February 2015). There are opportunities to strengthen the capacity development nature of the Summit through workshops or round table discussions (during and perhaps also before the Summit) that will in turn support the
Green Skills capacity building of the national skills system as outlined in this concept, as follows:

1. Inter-SETA Green Skills value chain analysis training based on the synthesis work in WP 2
2. FET Curriculum Greening Training Workshop (WP 2 and 4)
3. Cross-sectoral stakeholder review of Green Occupations in the OFO (WP3)

In all of the four WPs there are already ‘start up’ links that can be further mobilized between the NESP, this project, and the stakeholders that have been identified in each of the WPs. Attention has also been given to sustainability of the different WP interventions.

6. SKILLS DEVELOPMENT OUTCOMES

What vital capacity does this project aim to build?

Green Skills Research & Planning Capacity - Evident In …

- South African labour market researchers and environmental education and training specialists have the knowledge, perspective and tools to study green skills supply and demand and apply this knowledge in practical green skills system planning and training processes

- SA Human Capital Development (HCD) specialists have the capacity to run customised green skills research methodology courses on a sustained basis (systemic impact for the long term)

- The staff of SETAs, the National Skills Fund, SIPS occupational task teams and partners in the Labour Market Intelligence Project and other state entities with skills planning roles have the perspective, understanding and tools to identify the demand for scarce, critical, emerging and top-up green skills in Agriculture, Construction, Energy, Environment, Local Government, Mining, Public Service, and Water, on an integrated and sustained basis.

- DHET staff have the perspective, understanding and tools to plan appropriate supply pipelines (study paths) in higher, vocational and further education and training to meet the demand for green skills in Agriculture, Construction, Energy, Environment, Local Government, Mining, Public Service, and Water (among others).
• Employers in Agriculture, Construction, Energy, Environment, Local Government, Mining, Public Service, and Water (among others) have the perspective, understanding and tools to identify and quantify the demand for green skills in sectors, to plan for current and future green skills needs, and to create more employment in a green economy.

• Relevant parties have the knowledge, perspective and tools to ensure that national systems and structures such as the Organising Framework for Occupations (OFO) appropriately reflect the skills for the green economy.

Green Skills Coordination Capacity … Evident in

• In the short term, SA universities have the capacity to provide thought leadership, coordination and advocacy. Within three years, the capacity and will to drive a coordinated effort to produce the right skills for the green economy, needs to embedded in the national system (beyond universities). For example, one or more government departments (DHET, DEA, DST etc) is fully capacitated with the necessary knowledge, perspective, tools and staff to play this role.

7. WHY THE APPROACH TO THE GREEN FUND

By requesting the Green Fund to support these ‘core’ work packages for building system capacity for green skills development, we propose to put in place a set of actions that will fast track the emergence of Green Skills for a Green Economy in a way that will ensure longer term catalytic and systemic impact and outcomes. Without this, it seems likely that the country will continue to undertake inadequate, ad hoc green skills training and activities that do not more deeply address the structural changes that are required in the system, to facilitate a new, more sustainable approach to Green Skills development for the Green Economy. Other than the Green Fund, there is no other institutional mechanism on the national landscape that can play this catalytic and facilitating role, hence this proposal.

It is difficult to see how South Africa can embark on a green growth path, without a substantial investment in Green Skills development and in building the associated system capacity. Our previous efforts in this regard, in developing South Africa’s first Environmental Sector Skills Plan (DEA, 2010) and South Africa’s first Biodiversity Sector Human Capital Development Strategy (SANBI/Lewis Foundation, 2010), and our research conducted via a partnership with SAQA (Lotz-Sisitka, 2013) and those of others, have unequivocally shown that we cannot adequately develop Green
Skills without immediate and long-term access to a much stronger and coherent skills planning and development system. We need to build the capacity in the system to ensure that there is a strengthened and coherent approach to Green Skills planning and implementation, occupational analysis and framing for greened and new green occupations, and appropriate associated research and planning capacity.

8. MEANS OF IMPLEMENTATION, PARTNERSHIPS AND GOVERNANCE

PARTNERS AND ROLES

Lead Partner: As indicated on the cover of the proposal, the proposed lead partner for this initiative is Rhodes University’s Environmental Learning Research Centre (ELRC), led by Professor Heila Lotz-Sisitka (see Appendix A for Rhodes University letter of support for this role, and Appendix B for Professor Lotz-Sisitka’s CV). Briefly, Rhodes University is a recognized Centre of Expertise in Education for Sustainable Development, and has, for the past 25 years housed a research chair in Environmental Education and Sustainability. It has a dedicated Research Centre for research and development focusing on Green Skills, the only Centre of its kind in South Africa, and in Africa.

The Centre (ELRC) has the expertise and experience necessary to lead this multi-institutional and multi-stakeholder partnership. It has co-ordinated large scale (multi-million rand) national and inter-national, multi-institutional research and development partnership programmes in the area of Green Skills. Examples include the research and development for the Environmental Sector Skills Plan for South Africa for DEA, the monitoring and evaluation of the National Environmental Education Programme for General Education and Training (for Danida and the Department of Basic Education), a multi-country research programme for the SADC Regional Environmental Education Programme and the national Fundisa for Change Teacher Education Programme (involving national higher education institutions). The ELRC also provided lead research and writing contributions into the recently concluded Southern African Universities Association (SARUA) study on knowledge co-production for climate compatible development. The ELRC is an active member (and founding member) of the National Environmental Skills Planning Forum (led by the DEA). The ELRC has also provided capacity building support to numerous national and international organisations, including the Department of Education (training of all national and provincial trainers for the Revised National Curriculum Statements), the SADC REEP (design, development and implementation of the SADC International
Certificate Programme and ESD Leadership Programme for 15 years), the South African Heritage Resources Agency (training of heritage practitioners across the country), the United Nations Environment Programme (UNEP)’s Mainstreaming Environment and Sustainability in African University Programme, and NIRAS Sweden (training of university lecturers in Africa and Asia for 5 years), as well as many other national and international partners. Further details on the ELRC’s Green Skills research experience are in Appendix A.

The ELRC is governed by Rhodes University policies and practices, which in turn are governed by the South African Higher Education Act. The university has established financial and other systems for managing research and development programmes of this scope and scale, the details of which are included in Appendix A. In implementing this programme, the ELRC would be accountable to the HOD of the Education Department, the Dean of the Faculty of Education, and the DVC Research (see Appendix A). The ELRC has adequate training and other research facilities for undertaking a project of this scope and scale.

Main Roles and Responsibilities of the ELRC:

- Major responsibility for implementing WP1. Oversight and management of activities and partner contributions for WP2, 3 and 4.
- Overall co-ordination, communication and administration
- Conceptual leadership and high level advocacy and engagement with major national stakeholders and partners
- Sub-contracting of project partners to undertake components of the different work packages
- Financial governance and reporting
- Overall quality management
- Knowledge management and communications

Staff involvement:

- Professor Lotz-Sisitka, Murray & Roberts Chair of Environmental Education will be the Director of the project and will take overall responsibility for its implementation
- The Niel Agget Labour Studies Unit in the Institute of Social and Economic Research at RU has conducted green skills labour market research in the Eastern Cape. They have also been undertaking research for the DHET LIMP. Staff in this unit will be approached to contribute to WP2 and WP3. Dr John Reynolds coordinates this programme.
- Dr Eureta Rosenberg and Ms Presha Ramsurup (see CVs attached) will provide research and capacity development advice and support (they are both research scholars associated with the ELRC).
• Ms Priya Vallabh (researcher) will provide research and programme knowledge management capacity building support.
• A dedicated project manager and communications expert will be appointed to the programme.
• Dedicated administration support (50% of a level 9 grade administrator) will be appointed to support the programme.

The National Environmental Skills Planning Forum: The NESPF (partners are listed on the cover) was established as a stakeholder implementation forum for the Environmental Sector Skills Plan of South Africa (DEA, 2010). It is the only coordination forum for Green Skills in South Africa at present, but lacks dedicated capacity for implementation of strategic actions, hence this proposal to the Green Fund. The Forum is led by Mr Thomas Mathiba of the Sector Education, Training and Development Practices Directorate in DEA. This proposal has his full support and support of the NESPF members who will contribute directly to the programme in various ways (see WPs above).

University partners: To strengthen the research and capacity building capabilities of the NESPF and to expand existing capacity in the RU ELRC, the NESPF has approached three leading universities with expertise in Green Skills and associated labour market research. These are: The University of Cape Town’s Africa Climate Change and Development Initiative, led by the DVC, Professor Mark New; the Wits Centre for Researching Education and Labour, led by Professor Peliwe Lolwane; and the University of the Western Cape’s Institute for Post-School Studies, whose Further Education and Training Initiative is led by Professor Joy Paper. As can be seen from the attached letters of support (Appendix A) all three of these university units are a) supportive of the proposed programme, and b) willing to contribute research and capacity development expertise to facilitate the goals of the proposal.

Specifically:
• The University of Cape Town can provide expertise in climate change and development related skills demands and labour market and economic analysis relevant to the green skills system. We anticipate that they will contribute to WP 1 (high level advisory and advocacy), WP 2 (research esp. labour market research capacity, and training capacity), WP 3 (advisory), and WP 4 (advisory). Research leadership at UCT will be provided by Professor Mark New (DVC and Director of ACDI, see CV), and he will draw in relevant expertise from UCT in the areas of green technology, economics, development and natural resources to inform WP2. UCT may also host and supervise doctoral and/or post-doctoral research support for WP 2.
• The University of the Western Cape’s IPPS Vocational Studies Unit (FETI) can provide expertise in the area of TVET research and capacity building. We anticipate that they will contribute to WP 1 (advisory), WP 2 (advisory), WP 3
and 4 (implementation support). Professor Joy Papier (Director, FETI) will provide advisory support, and identify researchers and educators at FETI to provide implementation support.

- The **University of the Witwatersrand’s Centre for Researching Education and Labour** is involved in the LMIP, and has extensive labour market analysis and skills system expertise. We anticipate that they will contribute to WP 1 (high level advisory and advocacy), WP 2 (research and capacity development conceptualization and training capacity), WP 3 (lead implementation researchers), and WP 4 (advisory). Senior level researchers identified to contribute to the programme are Dr Matseleng Allais (see CV). Professor Andre Kraak has agreed to provide advisory support and we anticipate that he may serve on the Project Steering Committee (see below). Wits REAL are also willing to host doctoral and/or post-doctoral researchers for WP 2 or 3.

**NGO and Sector Implementation Partners:** To maximize the field-based application synergies of the programme, we have included at least three of the NESPF partners to facilitate and assist with some of the implementation aspects of the programme initially. We anticipate that other partners will come on board as the programme begins, further expanding our core capacity as outlined in this proposal. These are:

- **GreenMatter:** GreenMatter is a sector-based programme for supporting biodiversity human capital development in South Africa, implemented as a partnership between the South African National Biodiversity Institute and the Lewis Foundation. It has capacity to assist with high level advocacy (WP1), and also to assist with advisory support to WP2 and WP3. It has also been producing outputs relevant to WP4, especially for the biodiversity sector in partnership with WWF (see below). Dr Sibusiso Manzini (see CV) has indicated his support of this initiative, especially for WP 2.

- **WWF South Africa:** WWF South Africa have a capacity building directorate that has been very involved in supporting skills development interventions, especially related to work integrated learning, career orientation and demand side analysis work. WWF have indicated their full support for the programme (see Appendix A), and Dr Glenda Raven (Director, Capacity Building) has been identified as the lead to work on this programme. We anticipate that WWF will be able to provide high level advocacy support (WP1), advisory support for WP2 and 3, and implementation support for WP4.

- **WESSA:** The Wildlife and Environment Society of South Africa have extensive capacity development expertise to offer the programme. WESSA have indicated their support of the programme, and Mr Mike Ward (see CV) has been identified as the lead person to work on this programme from within WESSA. We anticipate that WESSA will be able to contribute to advocacy (WP1), advisory support for WP2 (and possibly also training support), advisory and implementation support
for WP3, and some aspects of implementation support for WP4.

See Appendix A for letters of support, and Appendix B for CV summaries of key implementation partners.

Possible capacity expansion partners:

- **SANBI's Groen Sebenza Programme**: Another sector partner that is likely to play an important contributing role to the programme is the SANBI Groen Sebenza programme. This programme has leveraged and established 800 Green Jobs via a 2.5 year internship programme. In the next year SANBI is employing a specialist to facilitate the placement of the interns in viable green jobs. This work is very closely aligned with the objectives of WP 3, and we anticipate a strong partnership with this programme.

- **Other specific contributions of the NESPF members will be clarified as the programme gets underway.** For example, DEA offers career guidance support at a national level, and this could be integrated into WP4, whilst the National Cleaner Production Centre works with employers, which could inform and feed into WP3.

- **Provincial Green Skills Forums**: The Eastern Cape Green Skills Forum (located in the office of the Premier) has played an important catalytic role in also supporting this proposal to the Green Fund, as it co-hosted a Green Skills Research Seminar with the Rhodes University ELRC in July this year. Subsequent to this, the forum has endorsed the proposed Green Fund proposal (at a broad level). The provincial Green Skills Forum provide an important platform for sharing expertise and for working collaboratively on the programme as it unfolds. These forums can contribute to all of the proposed WPs.

- **Specific partnership arrangements will also be negotiated and discussed with key stakeholders such as the DHET, the LMIP, SETAs, SAQA etc.** as the programme unfolds and as these are relevant to the different WPs.

From the above, it is clear that the project is adopting a *distributed partnership system* approach in which different institutions will offer expertise and be tasked with implementing different parts of the work packages. The premise of this approach is that if a range of national partners assist with implementation, this may strengthen the catalytic impact of the project across institutions who will continue to play a role in Green Skills development. It also provides the programme with access to a high level of capacity and support, and for wider reach across provinces.

**GOVERNANCE:**

The project implementation will be governed by the rules and procedures at Rhodes University (see Appendix A). However, to provide high level advice to the project,
we propose establishment of a Project Steering Committee consisting of the following stakeholders (to be confirmed during project inception):

• DHET: Adrienne Bird of the SIPS Skills Planning Programme or her appointee
• LMIP / HSRC: Dr Glenda Kruss (director of the LMIP) or her appointee
• DEA: Mr Thomas Mathiba Director: Sector Education, Training and Development Director Programme
• DBSA: Green Fund representative
• Provincial Skills Planning Forums: Ms Ingrid Daniels HR Manager, Eastern Cape (in the office of the premier)
• SETAs: Member of the SETA Council (interacts with all SETAs)
• NSF: Director of the NSF

Further membership of this committee can be confirmed should the programme be established as planned. The PSC will play an important advisory role, and a monitoring and evaluation role, as well as a facilitatory role for achieving the outcomes of the programme.

Monitoring and evaluation will take the form of regular reporting to the PSC and members of the NESPf, as well as national and provincial stakeholder forums who are engaged with the programme. Internal technical and financial monitoring is done via the Rhodes University financial management system.

8. **SUMMATIVE BUDGET**

More detail on the budget is provided in the description of the work packages above. This budget is summative.
### INDICATIVE SUMMATIVE BUDGET: WORK PACKAGES 1-3 (BUDGET IN k)

<table>
<thead>
<tr>
<th>WORK PACKAGE 1: CO-ORDINATION</th>
<th>2015/16</th>
<th>2016/17</th>
<th>2017/18</th>
<th>3 YEAR TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR: High level co-ordination / advocacy</td>
<td>300</td>
<td>200</td>
<td>150</td>
<td><strong>650</strong></td>
</tr>
<tr>
<td>HR: Senior Project Officer: Researcher, Trainer, Communications Expert</td>
<td>600</td>
<td>600</td>
<td>600</td>
<td><strong>1800</strong></td>
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<tr>
<td>OPS: General &amp; stakeholder engagement operations</td>
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<td>120</td>
<td>60</td>
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<tr>
<td>OPS: E-communications platform development</td>
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<td>OPS: Governance: PSC meetings</td>
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<td><strong>SUBTOTAL 1:</strong></td>
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<td><strong>1050</strong></td>
<td><strong>940</strong></td>
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| WORK PACKAGE 2: |
|-----------------|---------|---------|---------|--------------|
| HR: Senior Researchers | 400     | 300     |         | **700**      |
| HR: Reporting, documentation and course writing assistance | 80      | 180     |         | **260**      |
| OPS: Accreditation (start up costs) | 30      |         |         | **30**       |
| OPS: Piloting of course (start up costs) | 40      |         |         | **40**       |
| SUB TOTAL 2: | **520** | **610** | **20**  | **1150**     |

| WORK PACKAGE 3: |
|-----------------|---------|---------|---------|--------------|
| HR: Post-doc or PhD research assistance | 200     |         |         | **200**      |
| OPS: Production of Green Jobs Audit Toolkit | 250     |         |         | **250**      |
| OPS: Workshops (4x 30k*** | 120     |         |         | **120**      |
| HR: Monitoring assistance | 80      | 80      |         | **160**      |
| OPS: General Operation and running costs | 40      | 60      | 20      | **120**      |
| **SUBTOTAL 3:** | **240** | **510** | **100** | **850**      |

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<th>SUB TOTAL 1: WP1-3</th>
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<td><strong>2473.8</strong></td>
<td><strong>1208.4</strong></td>
<td><strong>5916.6</strong></td>
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<td>RU University levy (10%)</td>
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<td><strong>2748.7</strong></td>
<td><strong>1342.7</strong></td>
<td><strong>6574.1</strong></td>
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The total amount requested is ZAR 6,574,100
As can be seen from the budget above, most of the activity work will be done in Year 1 and 2. Year 3 will focus on consolidating the advocacy and use of the activity resources in the sector. It will also focus on integrating project outcomes into ongoing processes, where budget support will come from existing budgets in existing organizational activities of partner and stakeholder organisations.

** By Year 3 we also hope to have unlocked additional counterpart funding for ongoing application and use of the programmes tools and resources that will facilitate ongoing and wider systemic integration of the Green Skills agenda into skills development planning. We also hope to unlock funds for WP4, and to maximize existing initiatives that strengthen access to Green Jobs.

*** We anticipate leveraging co-funding for additional workshops.

It is also possible that some of the above mentioned budget can be co-funded in order to expand the activities (current scope is very tight and limited, but do-able), but we would require capacity to develop such co-funding agreements. This will be a core focus of the advocacy work in Year 1. The proposal is structured to ‘front load’ the process in order to catalyse such co-operative funding agreements. We anticipate that all of the WPs except WP 1 will attract some forms of activity-based extension counterpart funding. These contributions will be monitored as part of the overall institutionalization and sustainability reporting of the programme.

We would plan to raise additional funds for the following items or to locate the costs of activities in existing skills planning and development systems:

WP 1: Publishing of the ‘State of Green Skills Report’: DEA or DHET
WP 2: Ongoing offering of training: Course fees, SETA funding
WP 3: Projects and programmes contributing time to pilot test and expand use of the toolkit and processes established under WP 3.
WP 4: Integration with the SAQA system will be crucial here for longer term sustainability of this WP. We will seek to mobilise partnerships with organisations who are developing careers information to co-fund specific contributions to this WP. This WP will therefore focus on strategic alignment of this work with the national system, rather than development of new careers information.

9. **REFERENCES**


