



Building labour market intelligence for skills planning: Recommendations from evidence

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LESSONS FOR SKILLS PLANNING: A DIALOGUE | 14 NOVEMBER 2017

1. Institutionalise longitudinal datasets on systemic pathways

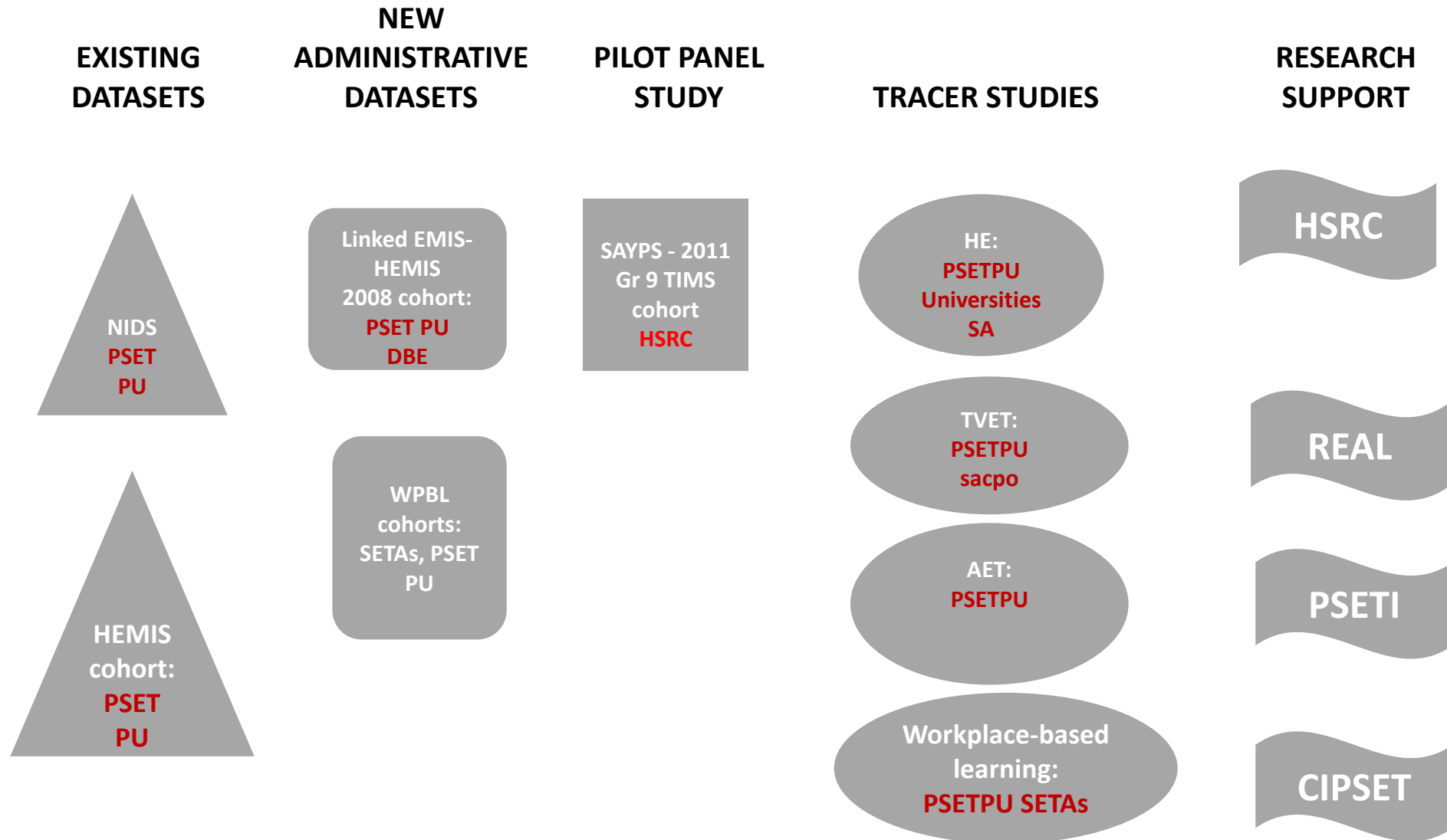
Analyse access and progression from schooling across PSET systems:

- Linked EMIS-HEMIS datasets: access and throughput of cohorts
- NIDS: determinants of enrolment in sub-systems
- **Administrative datasets**

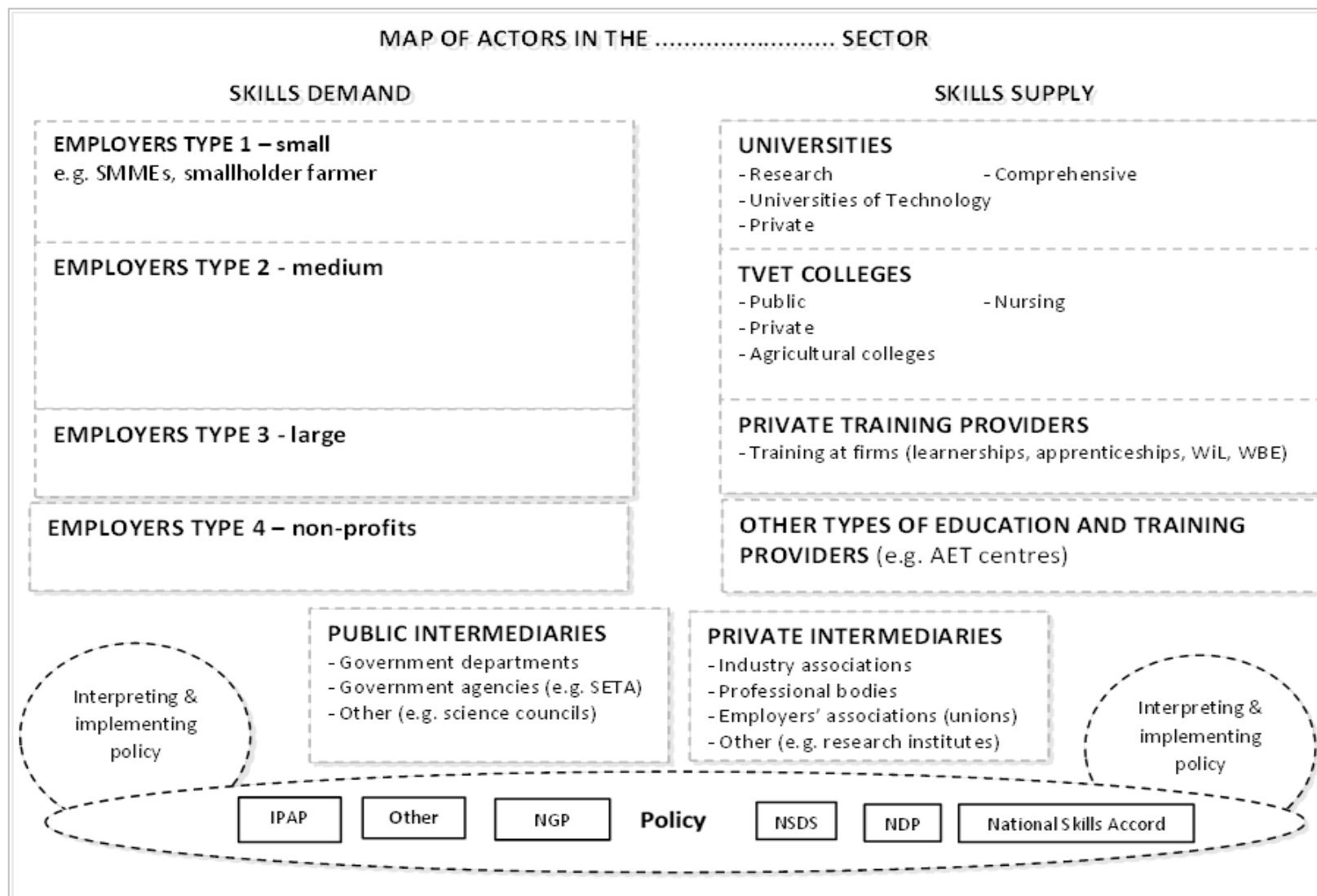
Measure of individual progress and trajectories through PSET system and into labour market:

- Assess how each sub-system is producing graduates for the labour market
- Identify inequalities and constraints that require policy intervention
- **Panel / tracer studies**

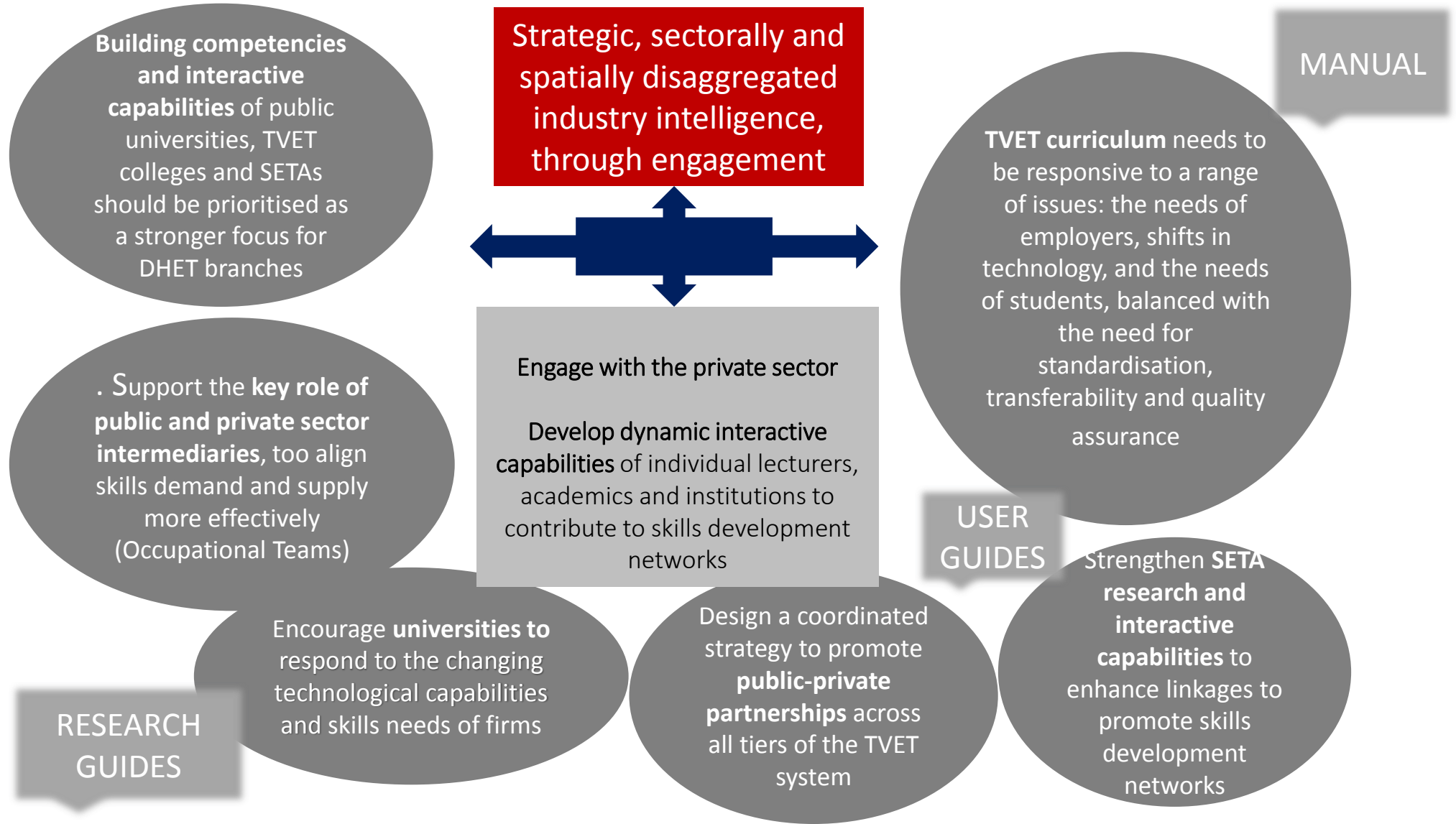
1a Institutionalisation and coordination



2. Map innovation and skills development networks to promote systemic alignment



3. Enhance interactive capabilities across the system



4. Adopt a centralised model for TVET curriculum that takes greater account of drivers of responsiveness

Build on concept of Centres of Specialisation

Designate a Programme Convenor College based on COS – Requires support from College Council – Based on sustained expertise and demonstrated linkages to industry

Convenor hosts annual meeting with all programme leaders from participating colleges – Includes appointed national examiner and regional DHET staff

National Forum will examine curriculum and determine what is core, what needs to be examined nationally and where variations may be allowed

Criteria for the assessment of CAT determined

Employer bodies invited to participate in Forum, along with appropriate SETA and QCTO/Umalusi

Individual colleges link to employers and provide feedback to National Forum with support from SETAs

National Forum provides guidelines to colleges on accommodating variations

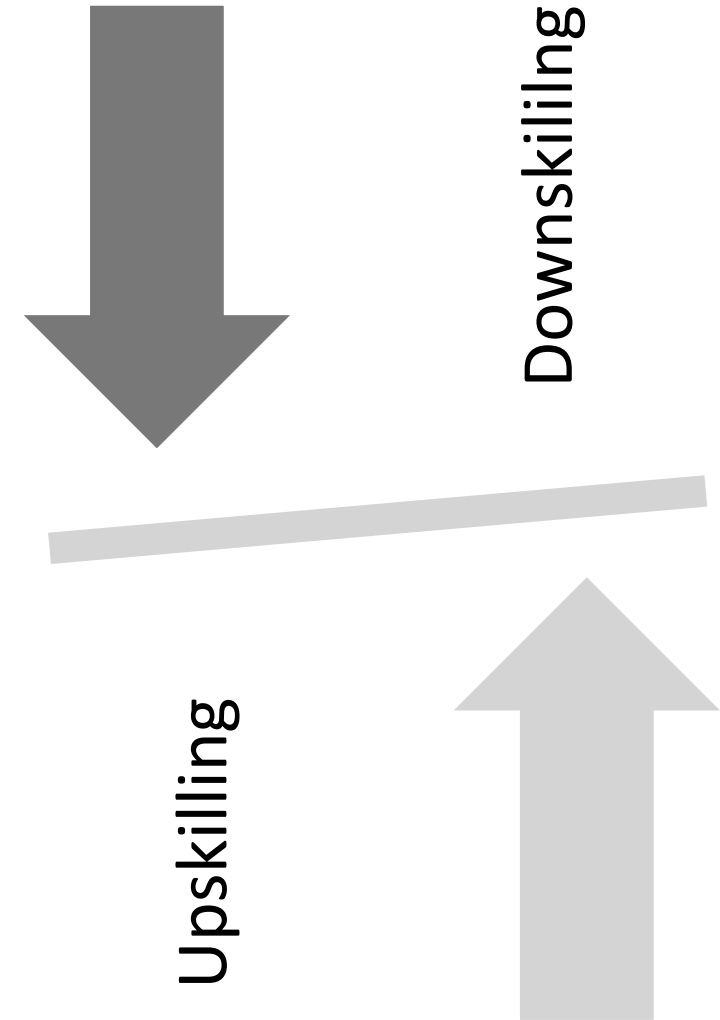
As far as possible, staff from the colleges should be involved in the national marking process and provide direct input into the examination process.

The CAT component should be moderated and interrogated through regional and national clusters

Colleges that are not COS/COE but have human and other resources that make it appropriate to involve them in the process can apply to join the process.

5. Understand how work change affects occupational domains

- A set of interlinked projects to understand **the impact of work change on the demand and supply of artisanal skills**; reflecting on issues of status, identity and inequality at macro, meso and micro levels
 - A **historical account of the development of artisans**, with particular reference to how this was influenced by shifts in the SA political economy
 - **Shifting boundaries between professions and occupations**, and how this impacts on changes to artisanal milieus and identities
 - **Changing knowledge bases** in relation to the changing nature of artisanal work and identities



6. Plan for artisanal skills in a new way

