



LABOUR MARKET
INTELLIGENCE PARTNERSHIP

Indicators and Data to Support Skills Planning in South Africa

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Presentation to LMIP Policy Roundtable, Pretoria
27th January 2015

Purpose of Presentation

- Provide a background to this work and why DHET/ skills planning needs a set of indicators
- Present the framework for determining what indicators will be developed (conceptual approach)
- Outline the methods used to develop the indicators and support data collection
- Present the proposed table of indicators
- Illustrate how the indicators will be analyzed
- Recommend next steps for moving forward

Background to the current work

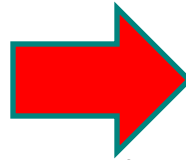
- The WP for Post School Education and Training outlines the vision for an extended, effective and integrated system
- To improve planning coordination we need information about what is coming out of the E & T system, responsiveness of provision etc.
- The WP proposes a Centralized Skills Planning Unit be established in DHET to support information requirements and help answer the above questions
- There are still unanswered questions about what indicators should be developed, how and by who
- The LMIP is providing guidance on these issues and solutions that are capable of being implemented

Where do we want to go with our data and indicators to support skills planning?



Where are we now with data collection and indicators?

- No coordination of labour market/skills planning data in DHET
- Some directorates have good data, but others have none
- Many providers produce data
- Some SETAs have limited capacity and no support for data collection
- Limited understanding of how the labour market is changing
- No continual monitoring of demands for occupations in high demand
- Private sector and stakeholders don't have confidence in official data sources



Where do we want to go with data collection and indicators?

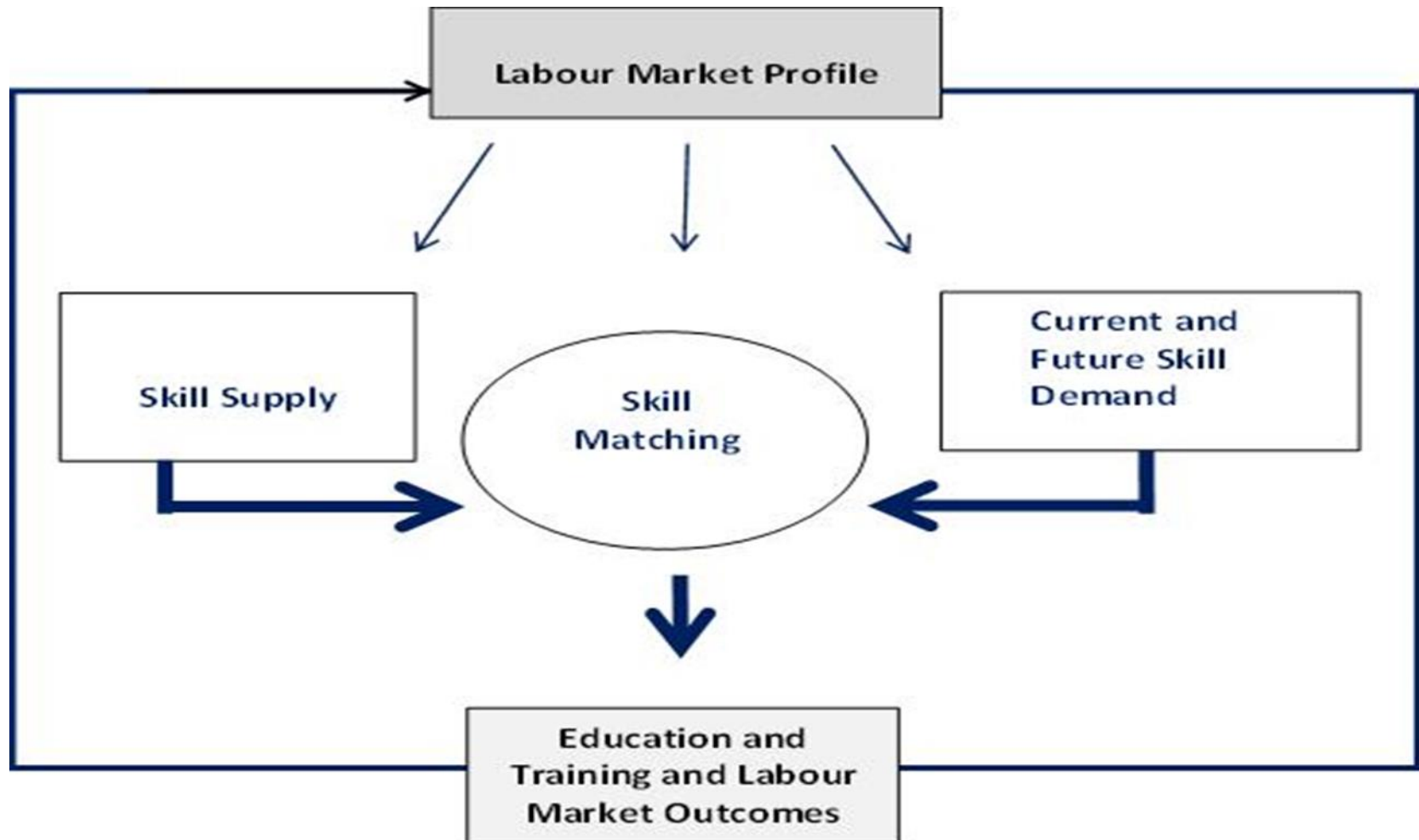
- Improved coordination of valid and timely data
- All directorates have access to data for planning purposes
- SETAs, providers and others involved in skills development can access data to support decision making
- More coherent understanding of the labour market
- Regular updates on occupations in high demand
- Private sector and stakeholders have confidence in government data

What indicators are needed to provide signals for skills planning?

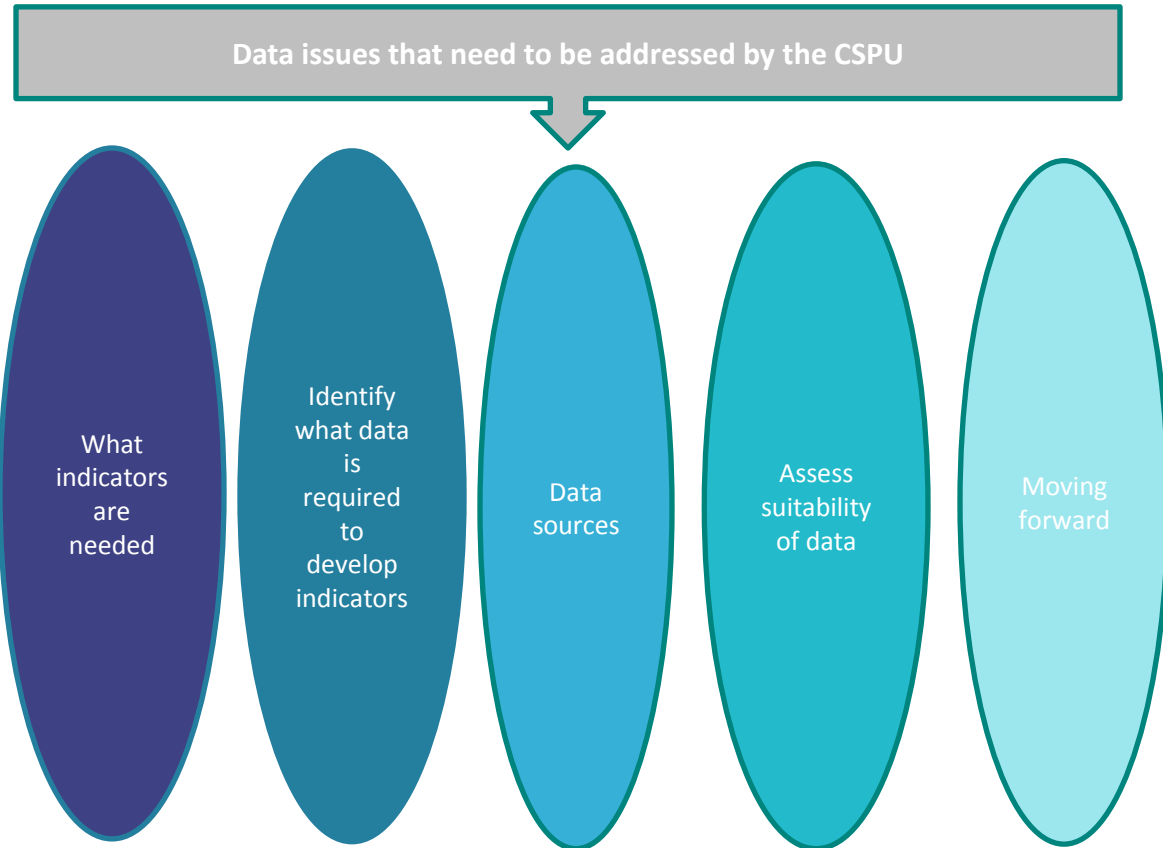


- There is a lot of data available and a decision must be made about which indicators to develop and correspondingly what data to collect
- There is no point collecting valid and timely data that is not used
- A framework needs to be developed to guide the construction of indicators based on the functions of the CSPU
- Based on the White Paper and LMIP dialogue the functions of the CSPU are (a) understand the supply and demand for skills (b) determine occupations in high demand and (c) support the planning process by understanding E & T and labour market outcomes
- The framework should not be driven by ICT frameworks or inappropriate conceptual models

Conceptual framework for set of skills planning indicators



Method and approach used for producing indicators and collecting data

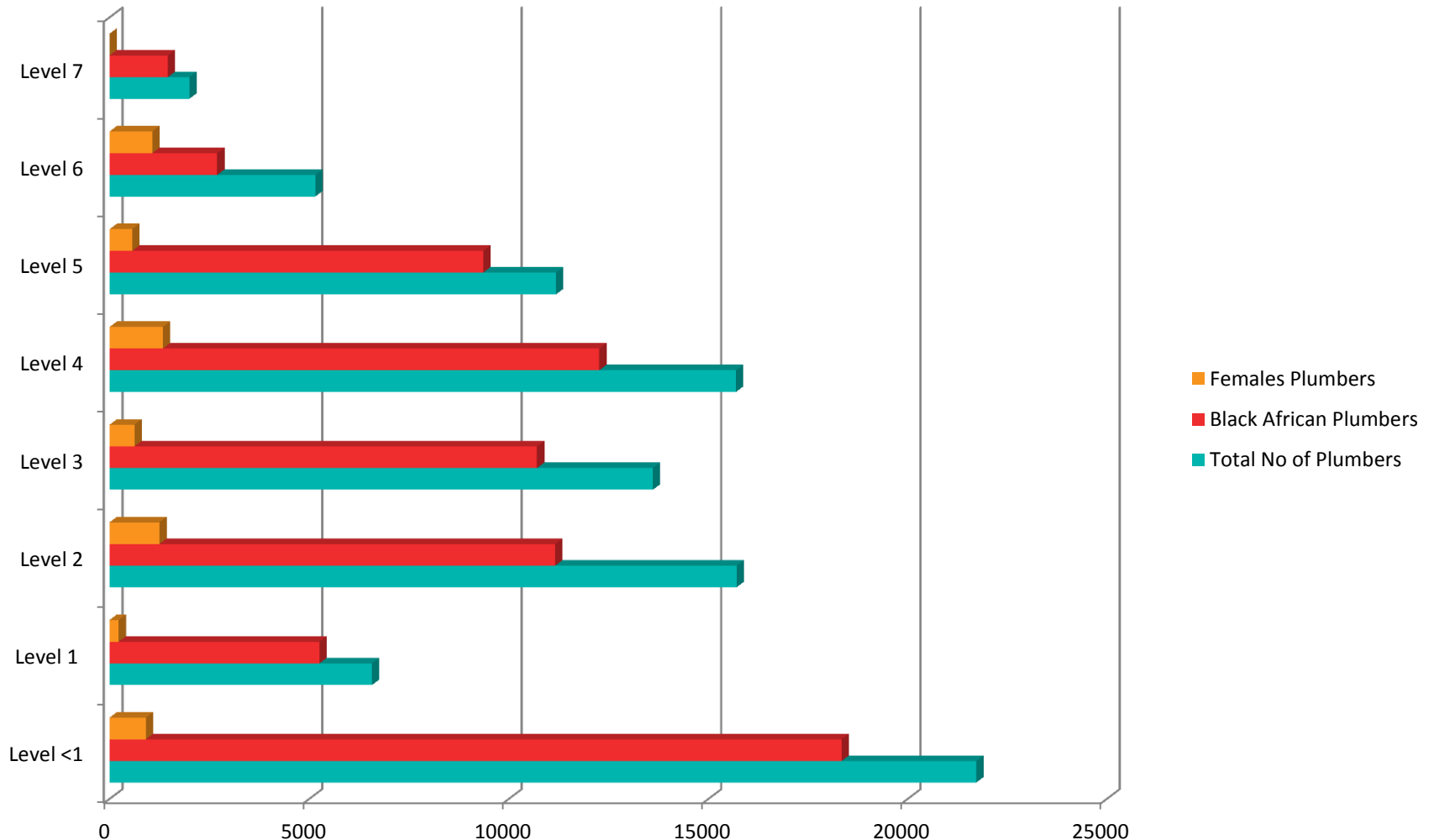


Indicators of supply and demand (Table 1 on Policy Brief)

The table:

- Identifies key indicators to understand the supply and demand (current & future) for skills (CSPU first function)
- Provides a definition of these indicators and what they measure
- Identifies where the data can be obtained and how often it needs to be collected
- Outlines why this data must be collected
- Consideration is also given to how this data must be broken down
- Finally the current sources of data are assessed for their validity, timeliness, and whether they can be sourced, as well as what needs to be done next

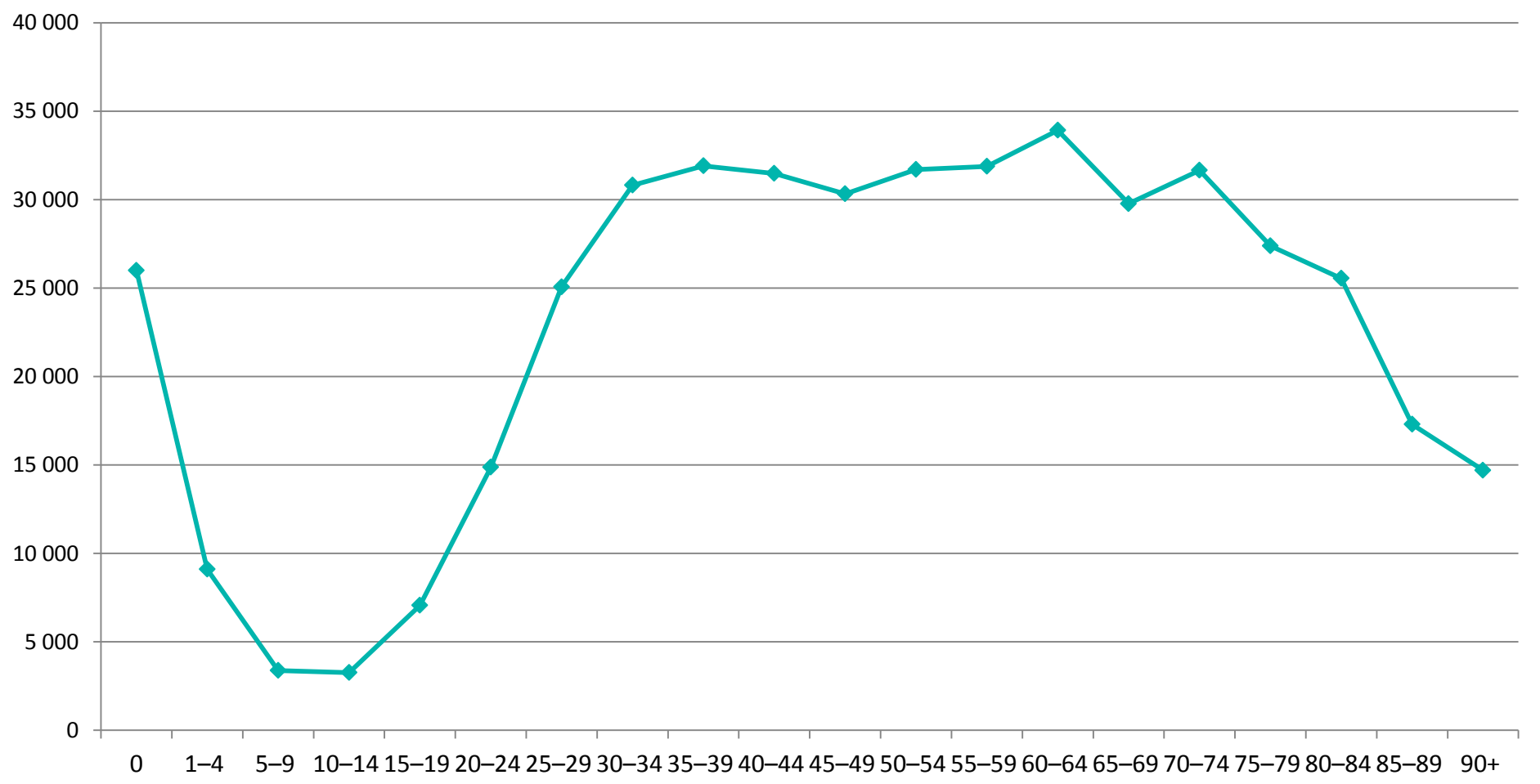
Example of data production/analysis (from demand)



Example of data production/analysis (from supply)



NUMBER OF DEATHS BY AGE FOR 2013



Indicators to understand occupations in high demand (Table 2 on hand out)

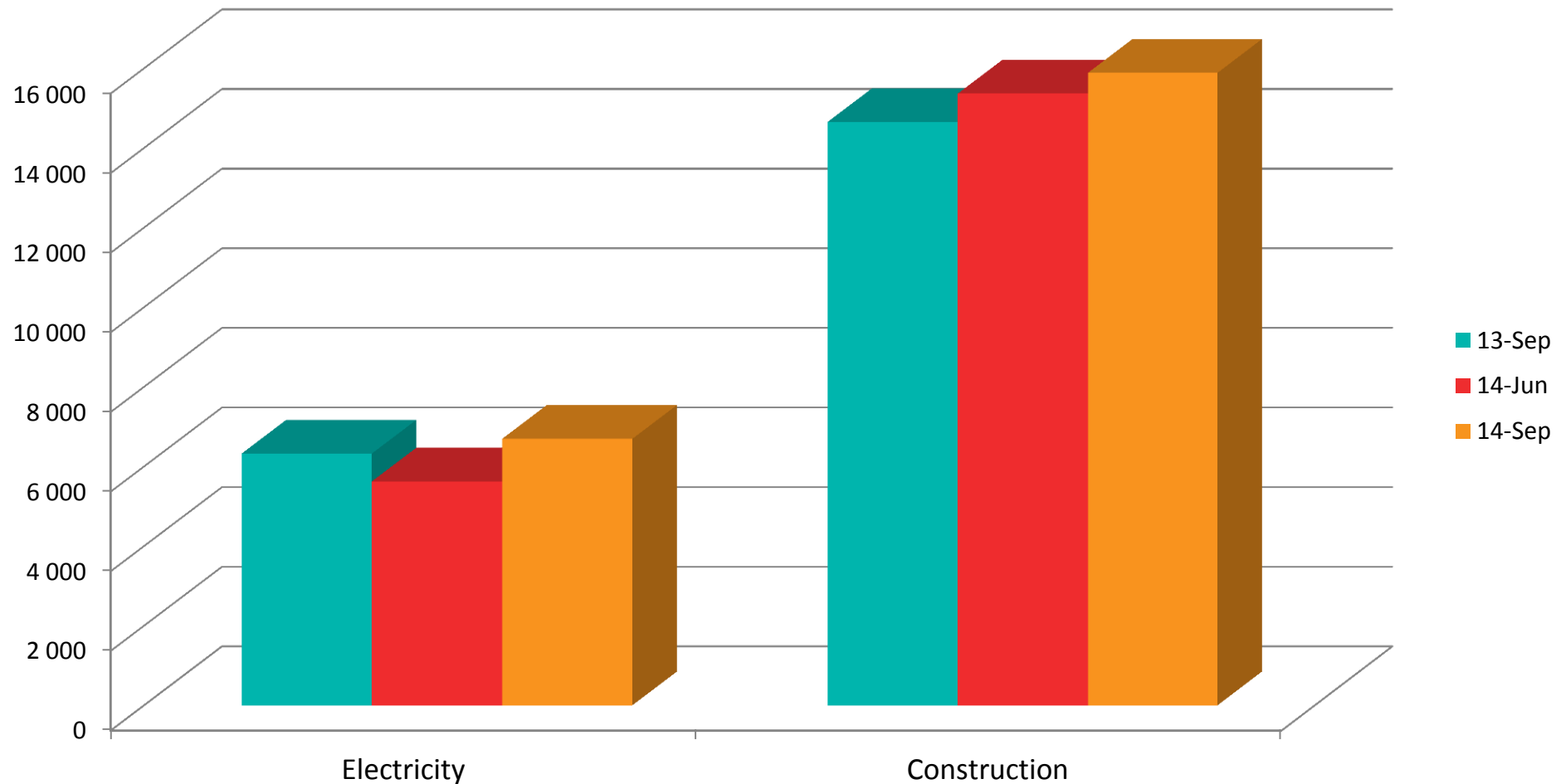


- These indicators will help determine occupations in high demand
- There are a total of 9 indicators. If an occupations appears on more than 6 indicators than it can be put on the occupations in high demand list
- This table looks at different dimensions of demand, including volume, imbalance & employers/ government priorities
- The benefit of this approach is that it reflects actual demand and the numbers of occupations will vary according to changes on the ground

Example of data production/analysis (from occupations in high demand)



Changes in average wage levels for Plumbers in the construction and electricity sector for 2013 and 2014



Indicators and data required to measure education and training and labour market outcomes (Table 3)



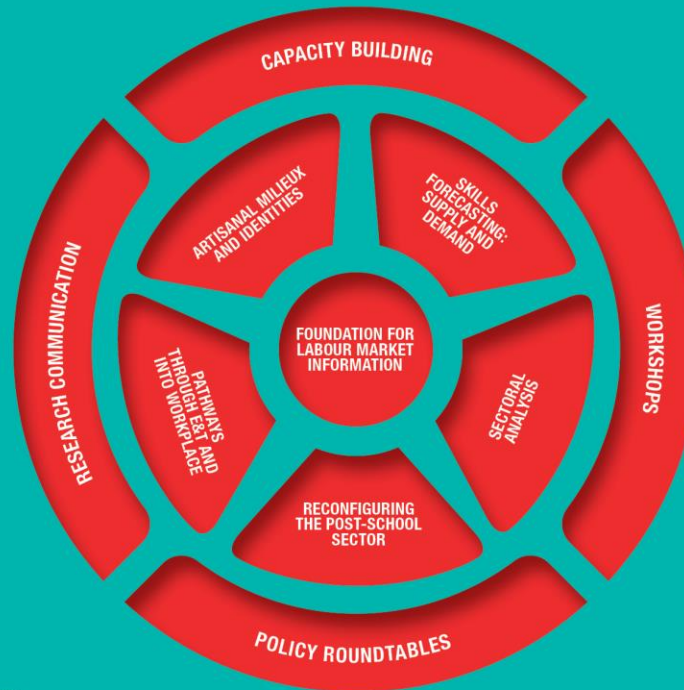
This table will provide:

- Indicators that help planners measures education, training and labour market outcomes
- The indicators will help planners at different levels to establish base-lines and targets, and also measure implementation progress
- The first column in this table looks at the indicators and the sector in which it occurs
- Definitions are given for each indicators, sources, how often it needs to be collected, what break-down is needed and what to do next.

Next steps?



- The framework for guiding the selection of indicators and data collection process has been outlined
- An agreement must be made on these indicators
- The next stage will involve agreements being reached with providers on the collection of data
- Subsequently, the ICT architecture must be developed to facilitate this process
- Then, plans must be made for the analysis and interpretation of data to inform skills planning.



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