



# GETTING SKILLS RIGHT

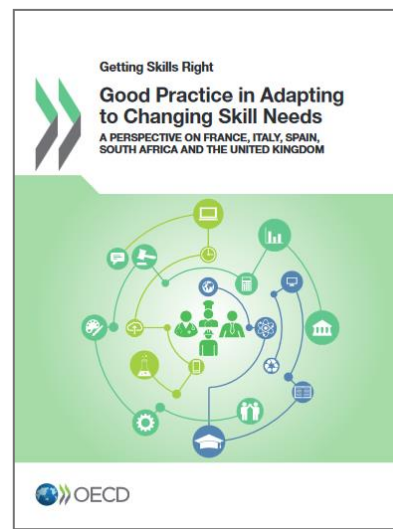
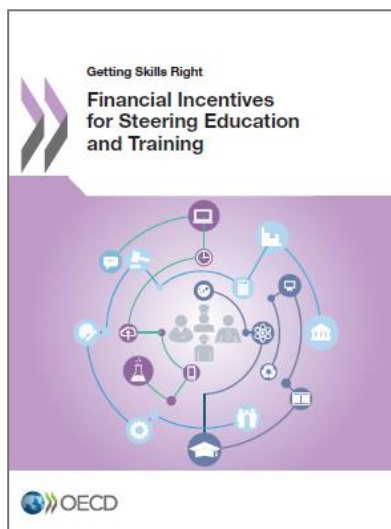
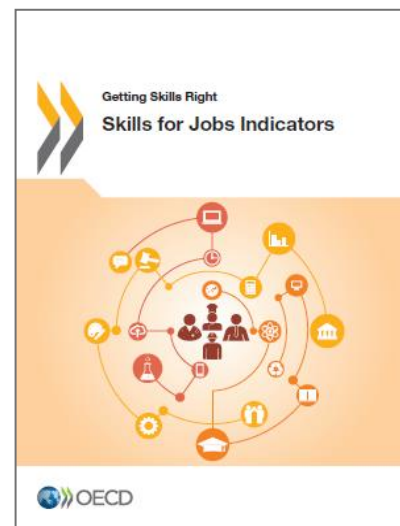
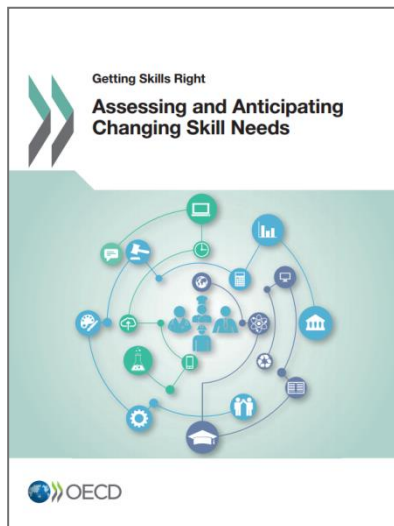
Adapting to changing skill needs

Marieke Vandeweyer  
Labour Market Economist - Skills and Employability  
Directorate for Employment, Labour and Social Affairs

DHET LMIP Meeting  
14 November 2017, Pretoria

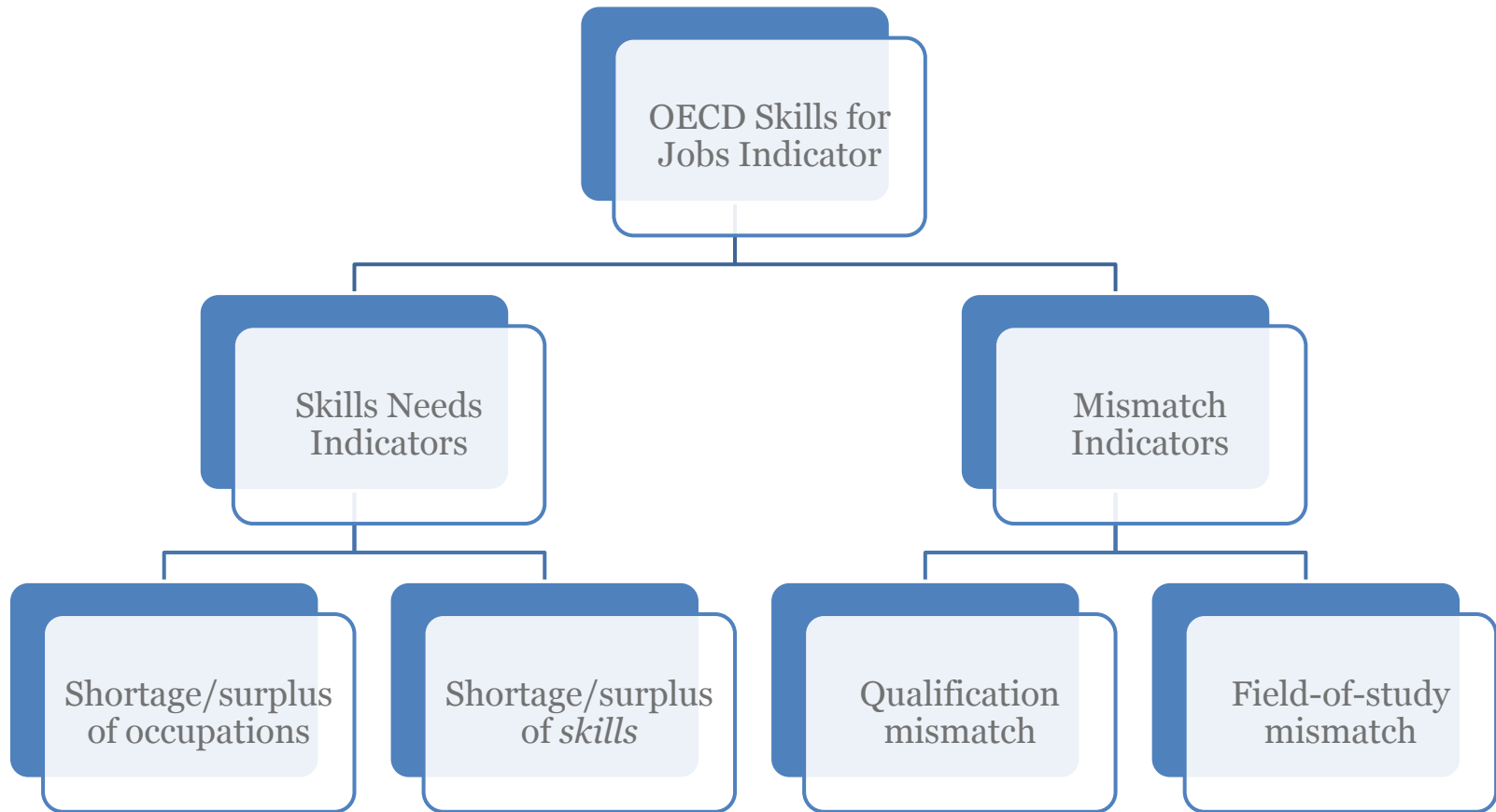


# OECD's Getting Skills Right project



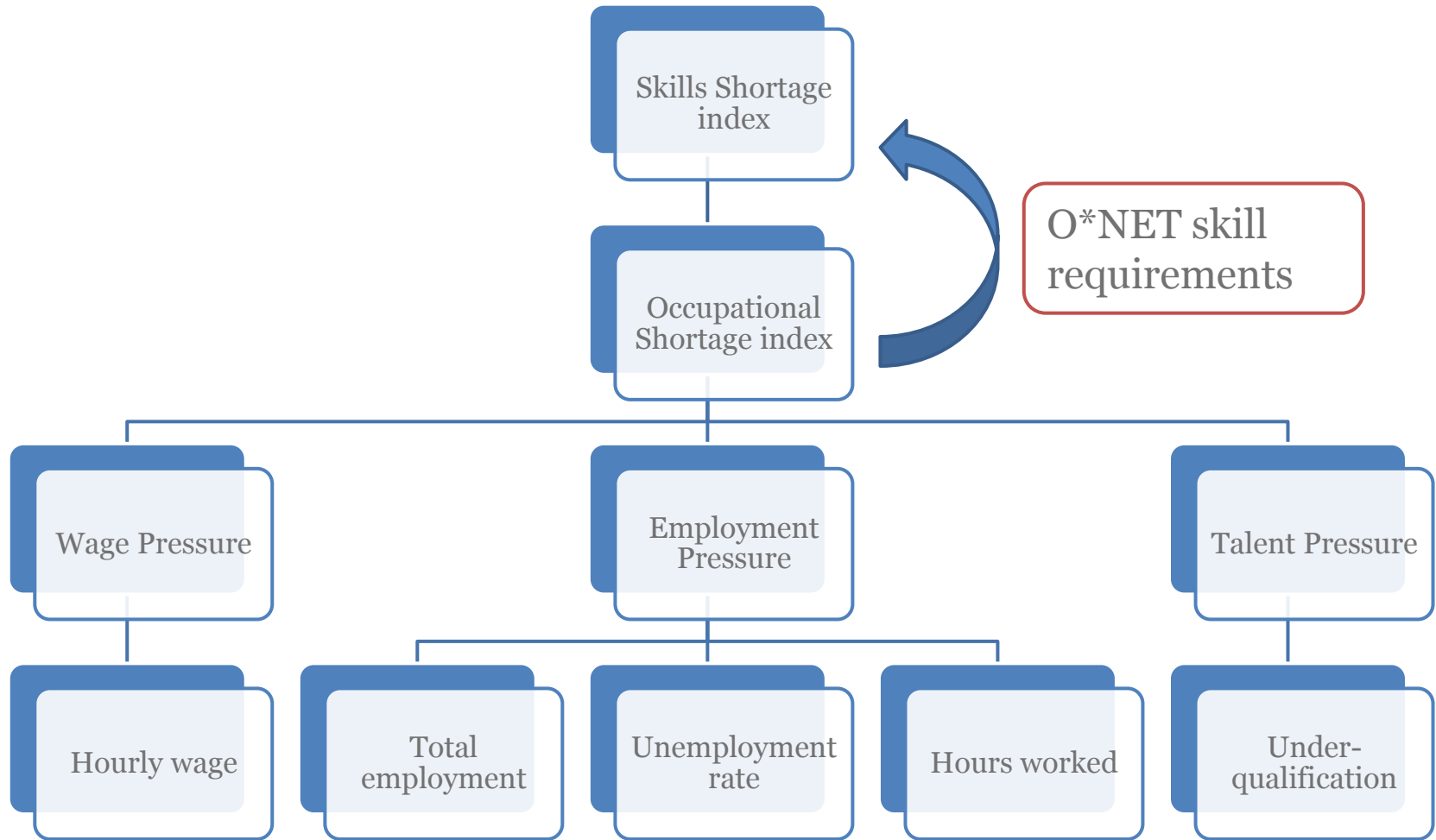


# OECD Skills for Jobs indicators





# Skill needs indicators





# Skills shortage index

## Moving from occupations to skills

**Objective and comparable information**

Wage

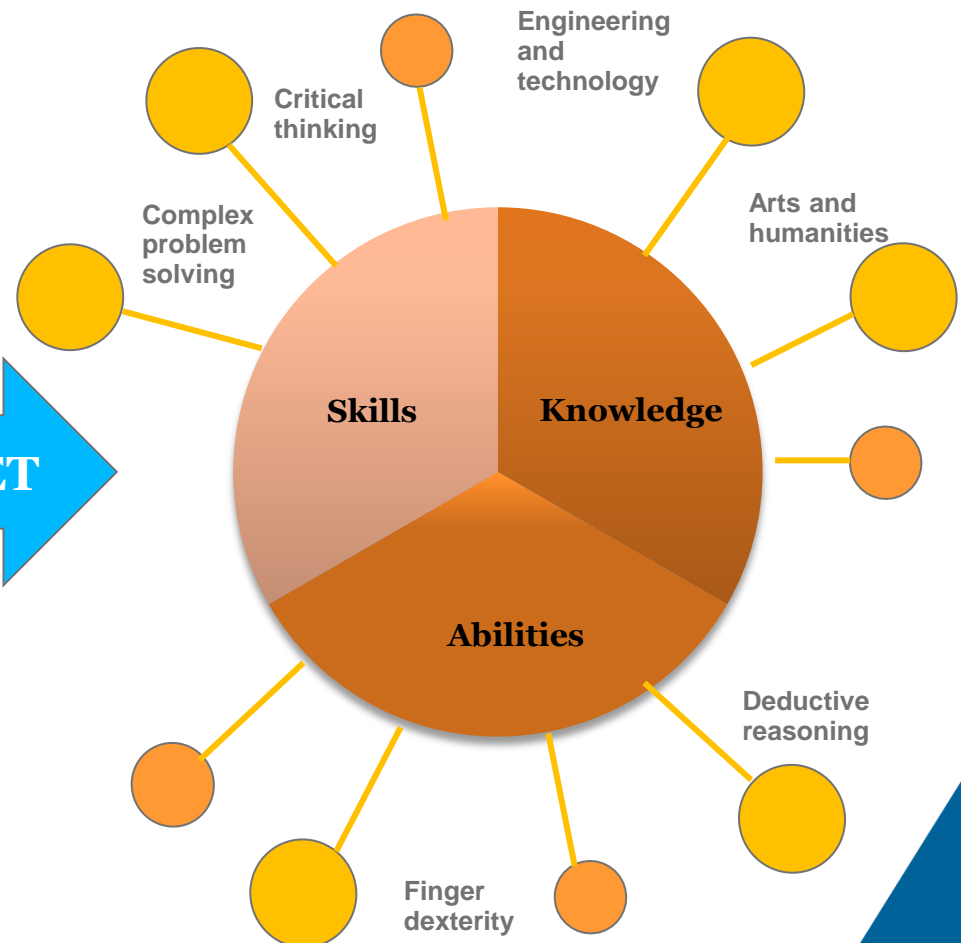
Employment

Unemployment

Hours worked

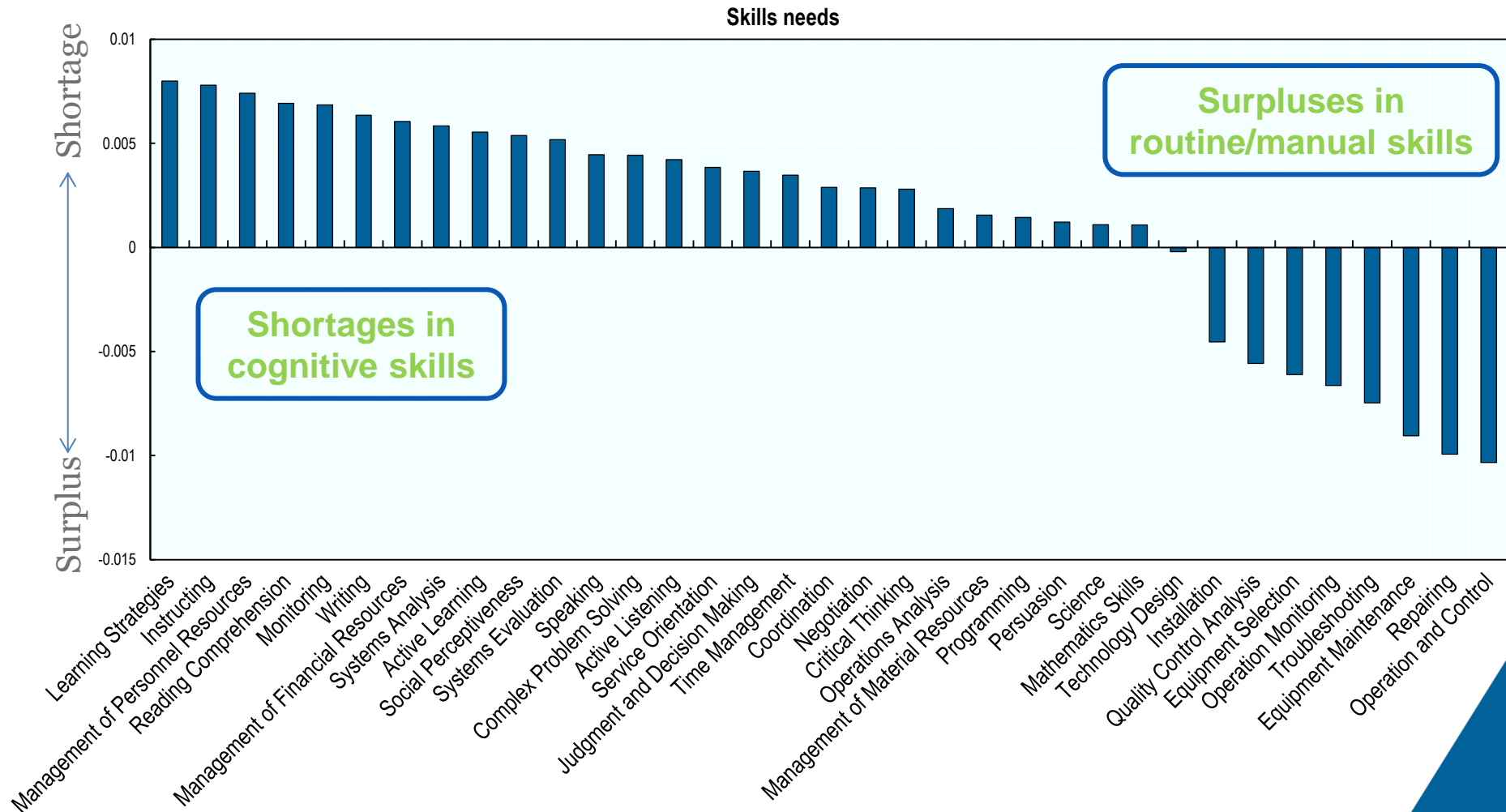
Under-qualification

O\*NET



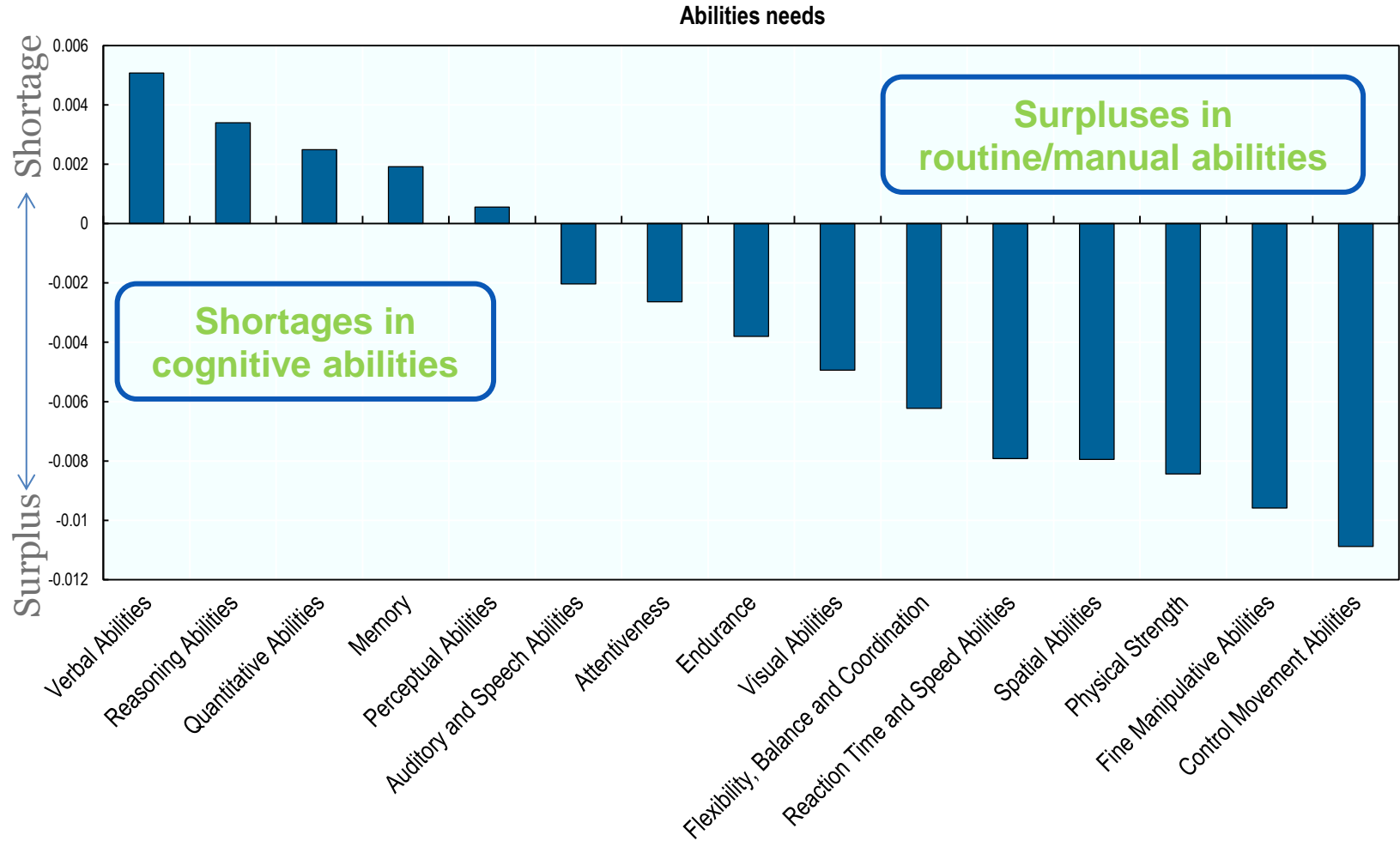


# Many cognitive skills in shortage



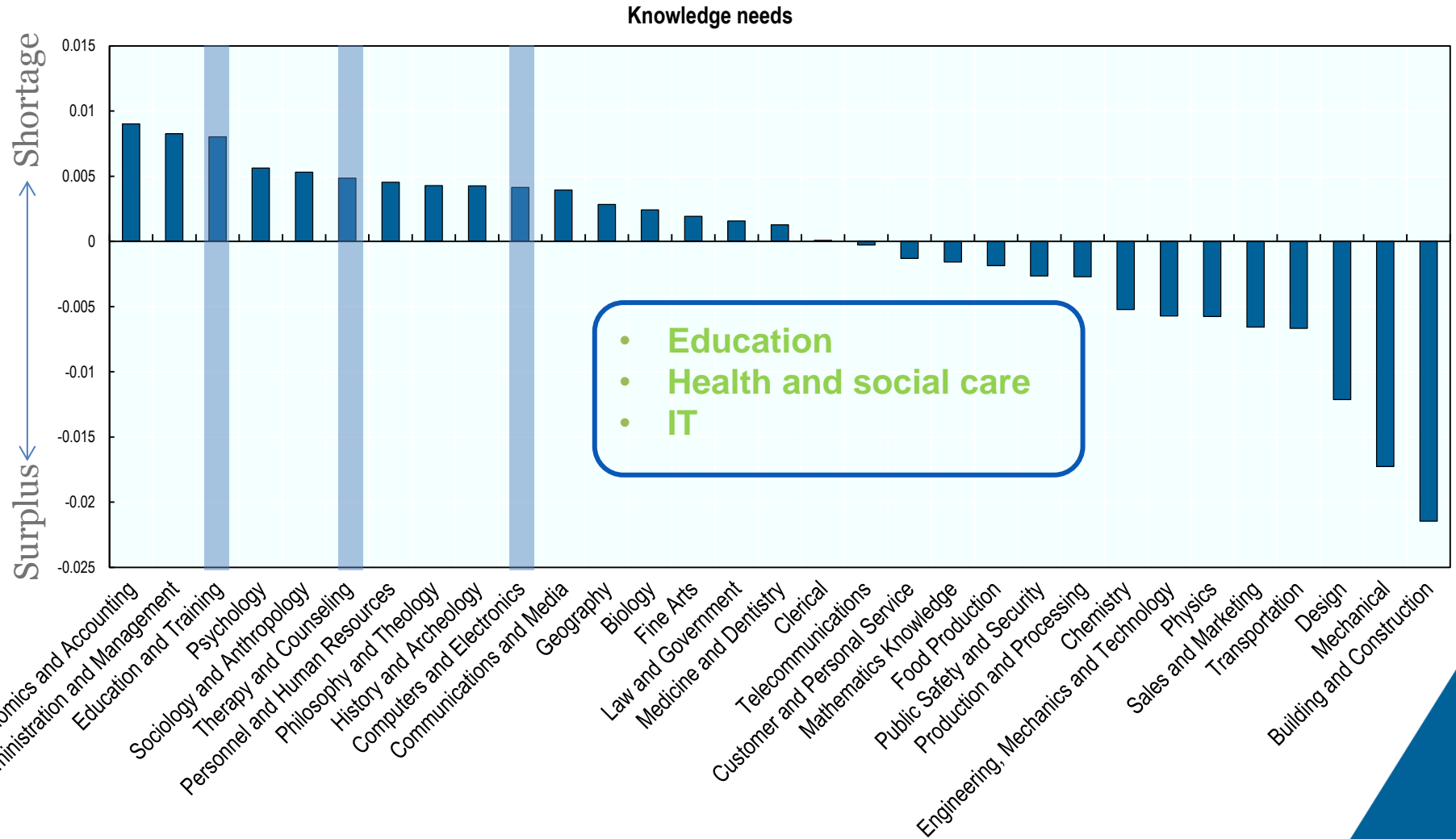


## ... and routine/manual skills in surplus





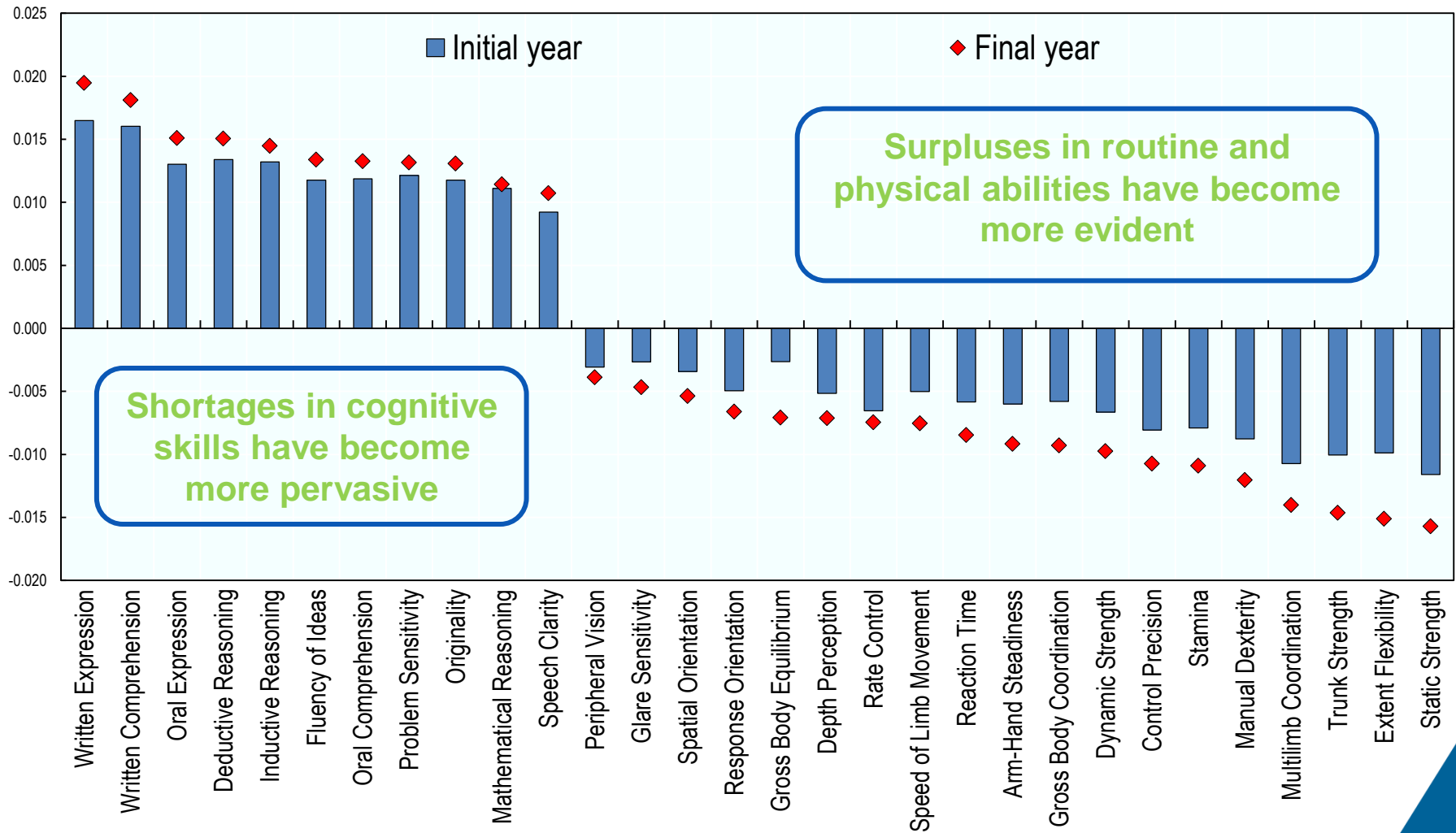
# Knowledge shortages in specific areas





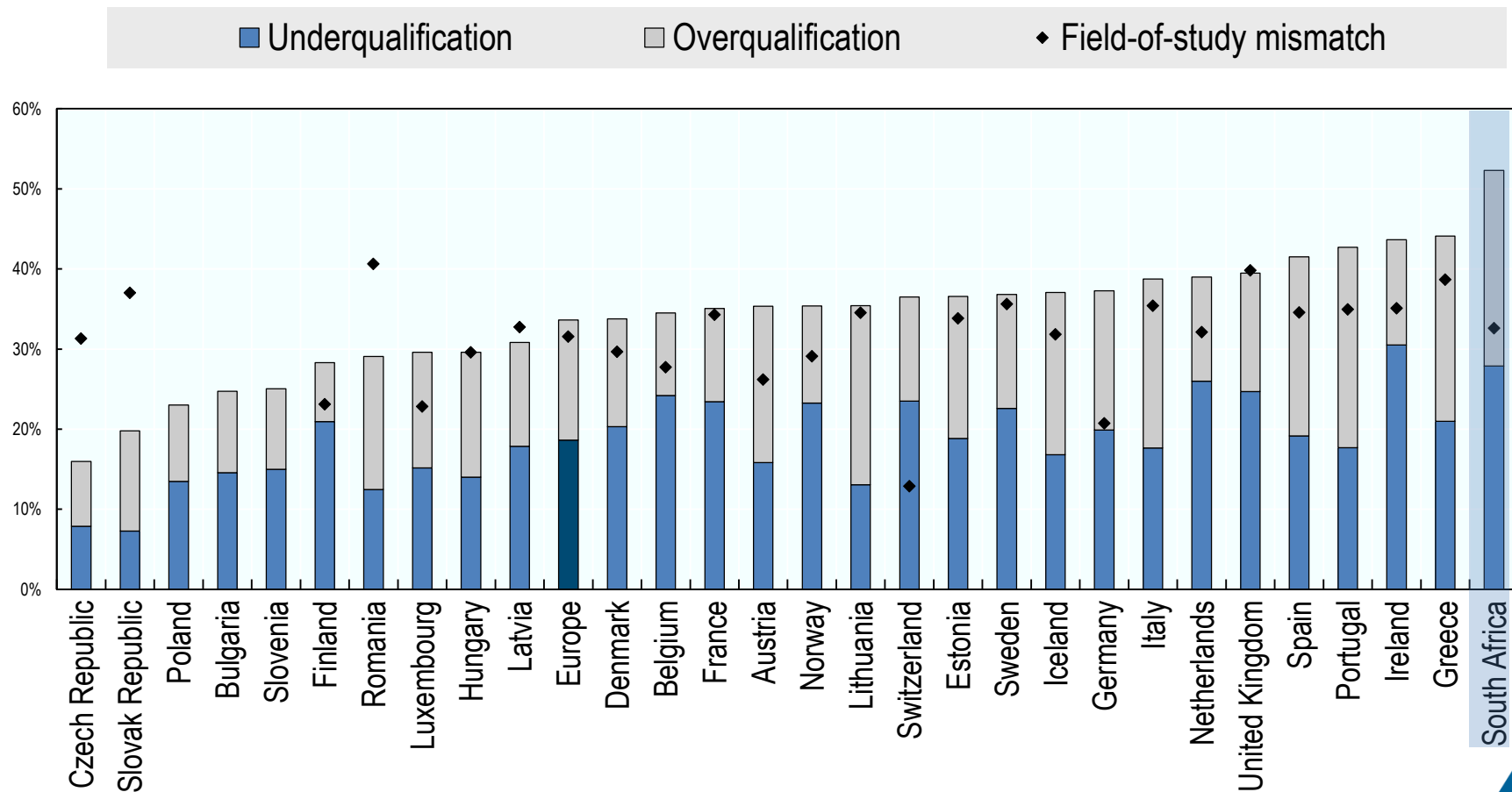


# Similar pattern across countries, and more pronounced over time





# Many workers are mismatched to their job





# Discover the Skills for Jobs indicators




BETTER POLICIES FOR BETTER LIVES

Getting Skills Right

## Skills for jobs: Dataviz


Measuring skills imbalances






Getting Skills Right


## Skills for Jobs Indicators





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  - Trade Union
  - World Indicators of Skills for Employment
  - KOSSTAT Database
  - Skills for Jobs
    - Mismatch
    - Skill needs
- National Accounts
- Monthly Economic Indicators
- Prices and Purchasing Power Parities

### Skills

Customise Export Draw chart My Queries

Time 2013

Type Skills

Country	Basic Skills Content	Basic Skills Content				Basic Skills Process	Basic Skills Process				Social Skills	Social Skills				Complex Problem Solving Skills	Complex Problem Solving Skills				
		Reading Comprehension	Active Listening	Writing	Speaking		Mathematics Skills	Science Skills	Critical Thinking	Active Learning		Learning Strategies	Monitoring	Social Perceptiveness	Coordination			Persuasion	Negotiation	Instructing	Service Orientation
Austria	0.015	0.022	0.013	0.02	0.014	0.011	0.01	0.014	0.014	0.015	0.016	0.009	0.006	0.009	0.005	0.002	0.003	0.012	0.006	0.013	0.013
Belgium	0.018	0.023	0.02	0.022	0.021	0.007	0.018	0.018	0.019	0.018	0.019	0.016	0.013	0.019	0.01	0.01	0.009	0.016	0.013	0.014	0.014
Czech Republic	0.007	0.009	0.008	0.007	0.006	0.005	0.009	0.006	0.008	0.008	0.004	0.005	0.004	0.006	0.002	0.002	0.001	0.004	0.007	0.006	0.006
Denmark	0.01	0.013	0.006	0.011	0.008	0.01	0.012	0.012	0.014	0.013	0.011	0.002	0.003	0.007	-0.001	0.001	0.011	-0.009	0.012	0.012	0.012
Estonia	0.02	0.027	0.021	0.027	0.024	0.008	0.011	0.021	0.02	0.02	0.024	0.019	0.015	0.02	0.012	0.013	0.011	0.021	0.014	0.017	0.017
Finland	0.035	0.045	0.034	0.039	0.034	0.029	0.027	0.03	0.035	0.035	0.027	0.024	0.022	0.023	0.017	0.026	0.022	0.025	0.018	0.031	0.031
France	0.01	0.011	0.008	0.011	0.011	0.008	0.009	0.011	0.01	0.01	0.013	0.011	0.006	0.006	0.008	0.005	0.005	0.012	0	0.01	0.01
Germany	0.019	0.025	0.022	0.022	0.021	0.017	0.01	0.017	0.02	0.019	0.016	0.013	0.017	0.017	0.01	0.024	0.02	0.015	0.015	0.018	0.018
Greece	0.015	0.015	0.018	0.016	0.017	0.004	0.017	0.011	0.016	0.012	0.007	0.011	0.009	0.014	0.007	0.011	0.008	0.01	0.001	0.014	0.014
Hungary	0.005	0.006	0.007	0.008	0.009	-0.002	0.001	0.008	0.005	0.007	0.013	0.008	0.007	0.01	0.004	0.004	0.004	0.01	0.011	0.002	0.002
Iceland	0.019	0.025	0.016	0.025	0.019	0.016	0.015	0.022	0.022	0.023	0.022	0.019	0.012	0.016	0.014	0.008	0.008	0.019	0.005	0.021	0.021
Ireland	0.021	0.024	0.025	0.027	0.029	0.009	0.013	0.026	0.023	0.025	0.032	0.024	0.024	0.029	0.018	0.024	0.021	0.031	0.022	0.02	0.02
Italy	0.015	0.021	0.014	0.018	0.013	0.013	0.009	0.011	0.014	0.013	0.009	0.007	0.004	0.004	0.001	0.006	0.006	0.008	0	0.011	0.011
Latvia	0.012	0.016	0.015	0.014	0.013	0.007	0.005	0.008	0.012	0.01	0.006	0.006	0.01	0.009	0.003	0.013	0.011	0.006	0.015	0.008	0.008

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## Content:

- Key drivers of skills demand and supply
- How does South Africa **assess** its skill needs?
- Which policies have been put in place to **tackle** skills imbalances?
- **What can be done** to **better** align the supply and demand of skills?
  - Recommendations
  - Best practice examples



## Skill needs information

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- DHET's list of occupations in high demand
  - Qualitative and quantitative analysis
  - Stakeholder input
  - Continuous efforts to improve methodology
  
- 21-step plan for Strategic Integrated Projects
  - Holistic approach
  
- LMIP



## Skill needs information

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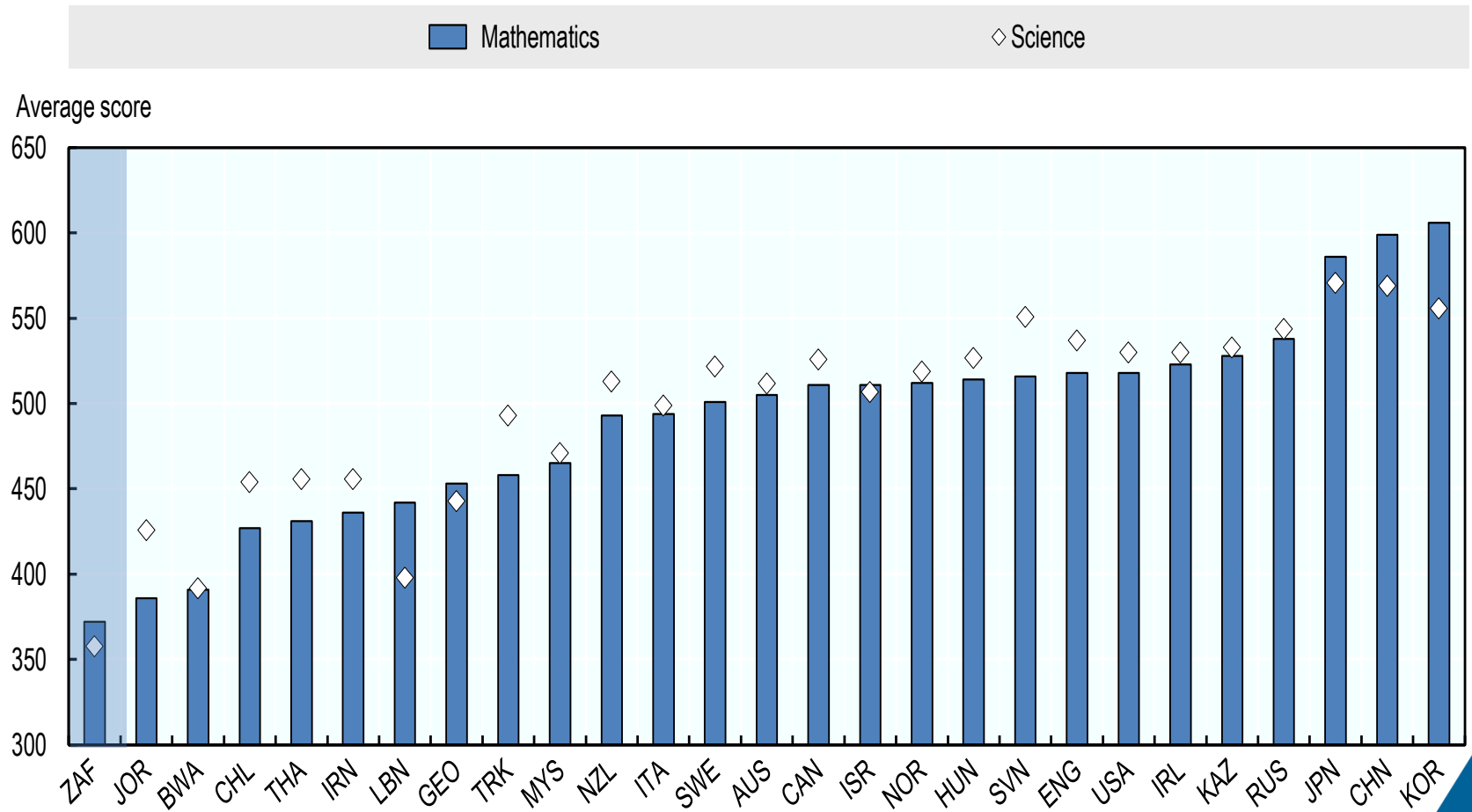
### Key recommendations

- Develop a **uniform method** for SETAs to identify skill needs
- Collect information on employer skill needs on the basis of narrowly-defined and **easily measurable** concepts (e.g. number of hard-to-fill vacancies)
- Make the list of occupations in high demand more **user-friendly**, in order to reach a wide audience



# Quality of education

## Mathematics performance of eight graders, 2015 (TIMSS)



Source: Mullis, I.V.S. et al. (2016), *TIMSS 2015 International Results in Mathematics*, Retrieved from Boston College, TIMSS & PIRLS International Study Center website.



# Quality of education

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## Key recommendations

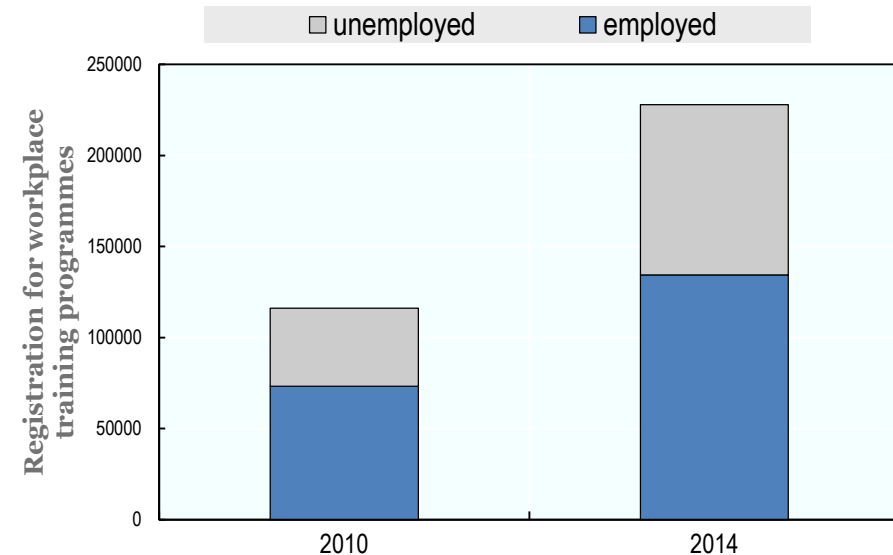
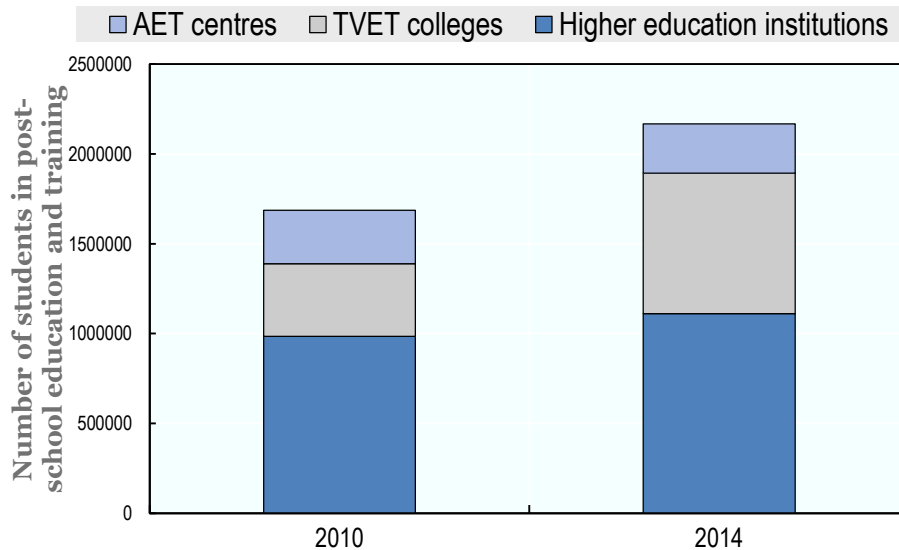
- Improve the **quality of teacher training** and make teaching a more attractive career choice
- Provide **career guidance** early-on, linked to students' abilities
- Develop clear **pathways** to vocational and occupational programmes
- Assure quality through regular **inspections**
- Provide sufficient **financial opportunities** for students to access further education
- Closely **monitor and evaluate** the outcomes of different education programmes





# Work-based and lifelong learning

## ➤ Increased participation in TVET and workplace training programmes (SETA-supported)



Source: DHET Statistics on post-school education and training

## ➤ Interesting initiatives

- Skills development levy
- Learnership tax incentive
- Recognition of prior learning
- Community colleges



# Work-based and lifelong learning

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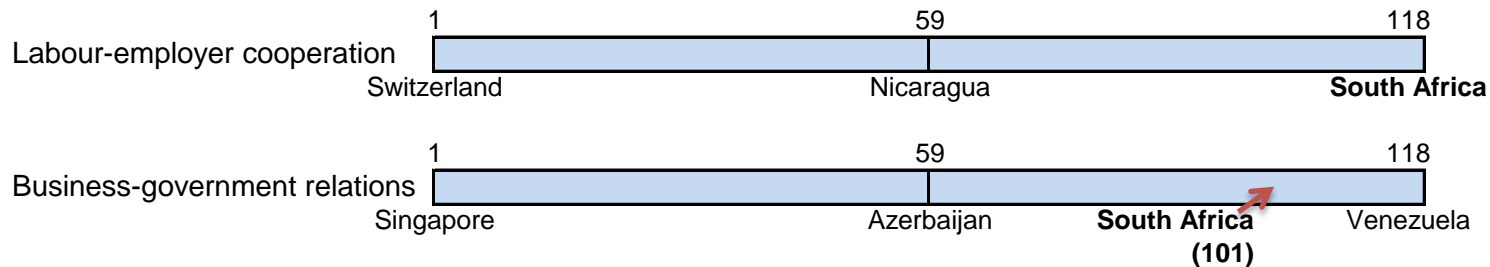
## Key recommendations

- Better **align** TVET to workplace practices and skill needs
- **Reduce the administrative burden** of the levy system and further **promote existing tax incentives**
- **Promote RPL** among employees, employers and unemployed
- **Scale up training measures for the unemployed**, and transform the PES in a one-stop-shop for training



## Coordination and implementation

- Many stakeholders involved in areas related to skills demand and supply
  - Ministries (Education, Labour, DHET, Home affairs, Trade...)
  - Education and training providers
  - Social partners
- Survey evidence shows poor cooperation in South Africa



Source: INSEAD (2017) Global talent competitiveness report



# Coordination and implementation

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## Key recommendations

- Coordination between government departments should happen at **early stages**, and **co-ownership** should be encouraged
- **Employers** should be given the opportunity to **voice their ideas and concerns**, preferably through existing bodies (e.g. SETAs, employer organisation)
- **SETAs** should serve as **intermediaries** to improve cooperation between employers and training providers
- Set **measurable targets** in strategic documents, and actively involve stakeholders in the target-setting
- **Evaluate** measures put in place to ensure they are delivering the intended results in a cost-effective way



Blog:

