



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

QUO VADIS LMIP?

Presentation to stakeholder dialogue on skills planning

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WHY SKILLS PLANNING? (1)

- **Improve alignment between Education and Training on one hand, and needs of society and economy on the other**
- **Reduce occupational and skills shortages**
- **Reduce mismatches between skills that people have, and the work that they do**
- **Prepare for a changing world (Fourth Industrial Revolution)**

HOW WILL WE USE LABOUR MARKET INTELLIGENCE TO INFORM SKILLS PLANNING?

- **Provide information for Career Guidance**
- **Enhance existing enrolment planning processes for Universities and Colleges. Being used as steering mechanisms**
- **Improve processes that inform allocations for bursaries and scholarships (eg NSF, NSFAS, SETAs, employers)**
- **Guide other resource allocations (eg Discretionary Grant; PSET Budgeting etc)**

HOW WILL WE USE LABOUR MARKET INTELLIGENCE TO INFORM SKILLS PLANNING?

- **Undertake interventions for targeted qualifications and programmes (eg Ocean Economy, Centre of Specialisation Project)**
- **Tells us whether we need to develop new qualifications, and change curricula**
- **Inform immigration strategies**
- **Guide SETAs, Skills Development Providers and Employers on prioritisation of skills development programmes**

QUO VADIS LMIP ? (1)

- **Continue to embed LMIP research in the system**
- **Continue to manage research for skills planning**
- **Ensure that research is communicated, and actually used for skills planning**
- **Develop community of practice on skills planning across government and other sectors**

QUO VADIS LMIP ? (2)

- Continue to produce research reports, policy briefs and infographics about skills needs, mismatches and imbalances
- Continue to identify interventions needed for skills development
- Institutionalise regular graduate destination studies for University and TVET College graduates, and for SETA-supported learners in Learnerships, Internships and Apprenticeships
- Continue to build research capacity on understanding current and future skills needs, imbalances and mismatches
- Publish List of occupations in high demand, every 2 years
- Publish Report on Skills Supply and Demand, every 2 years

QUO VADIS AFTER LMIP ? (3)

- Continue to strengthen and build upon methodologies to identify skills needs, mismatches and imbalances
- Institutionalise use of projection model for future skills planning
- Continue to strengthen community of practice among stakeholders,
- Maintain research repository on PSET
- Maintain skills portal developed by the Strategic Infrastructure Projects (SIPs)
- Strengthen international partnerships on skills planning (European Union, OECD, and UNESCO), that have been built to date

WHAT HAS BEEN DONE TO PREPARE FOR POST-LMIP CONTEXT ? (1)

- **Working on Business Case for establishment of SPU**
- **Initiated processes to institutionalise graduation destination studies**
- **Secured funding for some of the above**
- **Refined methodology to identify Occupations in High Demand**
- **Developed research plan for skills planning**

WHAT HAS BEEN DONE TO PREPARE FOR POST-LMIP CONTEXT ? (2)

- **Initiated processes to review Workplace Skills Plan/Annual Training Report (WSP/ATR)**
- **Initiated processes to integrate WSP/ATR across SETAs**
- **Initiated process to obtain qualitative insights into skills needs from employers, via SETAs**
- **Established community of practice with SETA SSP researchers, through research forum on PSET**

CHALLENGES (1)

- **Integration of education and training systems remains slow**
- **Strong possibility that we may not be able recruit appropriate staff to manage SPU**
- **Research expertise in SA on skills planning, although better than in 2012, still remains weak**
- **Methodologies to understand future skills needs in relation to government plans and strategies, remain weak**

CHALLENGES (2)

- **Capacity across government departments to identify current and future skills needs is weak + methodologies used not consistent**
- **Have not developed capacity to identify skills needs for sustainable livelihoods in local communities**
- **SETA capacity to collect data from employers, and employer capacity to provide data to SETAs, is weak**
- **Stats SA LFS sample size is too small. Therefore have to rely on WSP/ATR for occupational data. Have yet to explore possible expansion of Stats SA employer survey**

REFLECTIONS

- **Journey towards understanding skills needs and skills planning remains long – much more needs to be learnt; strategic priorities need to be identified**
- **Understanding skills needs is the 1st step towards skills planning; translation of insights into actual planning processes requires many additional steps – and translating planning into action takes further steps**
- **We need to harness existing capacities across sectors and government departments for skills planning**

CONCLUSION

The Department is committed to ensuring that planning in the post-school education and training system is informed by appropriate evidence, and that South Africa responds to the skills needed by society and the economy



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Thank You