

Prof Hoosen Rasool

South Africa's Skills
Planning Mechanism

*Making South-East Asia skills and TVET systems
future ready. The role of skills anticipation systems
in matching future skills needs in the labour
market*

25 May 2021



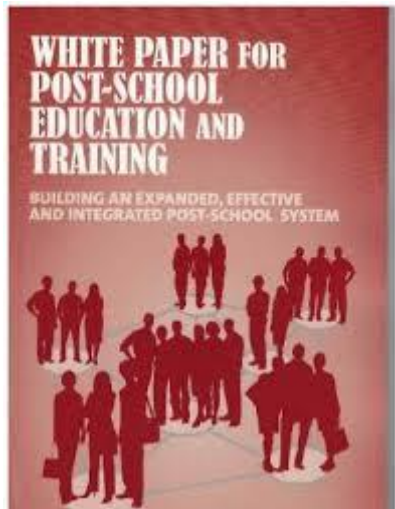
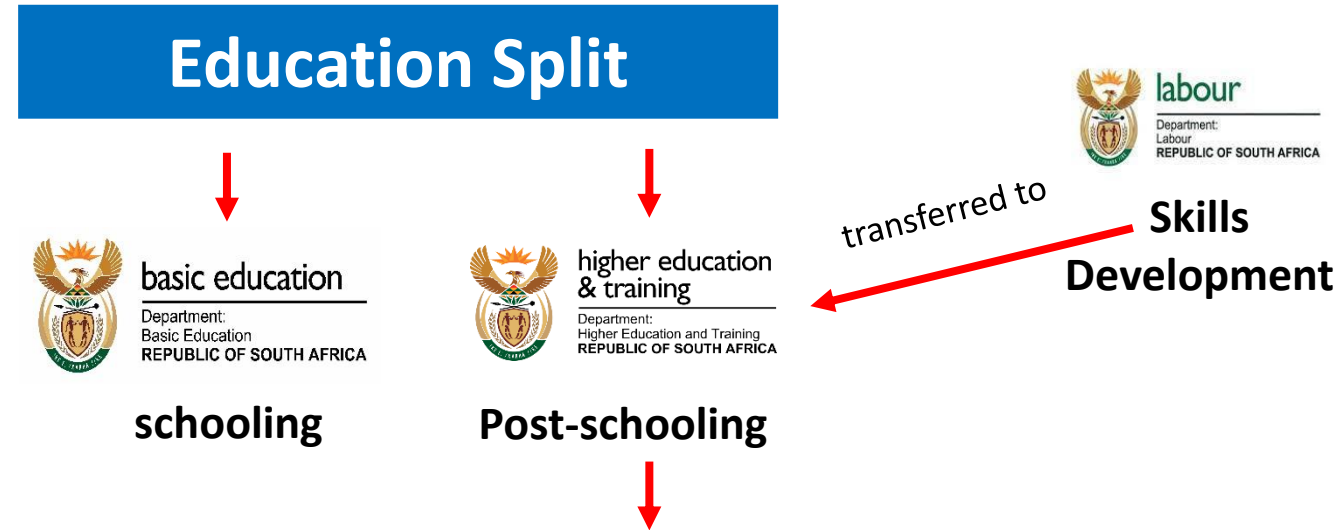
Hosted by



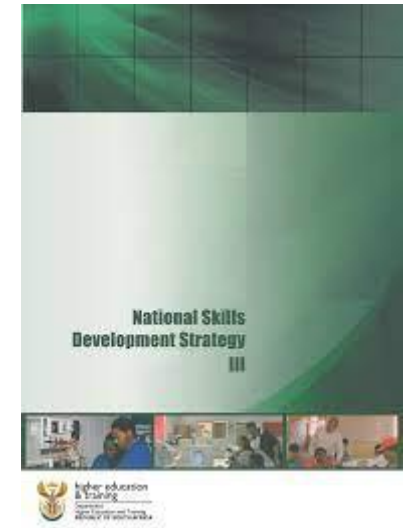
International
Labour
Organization



UK Government

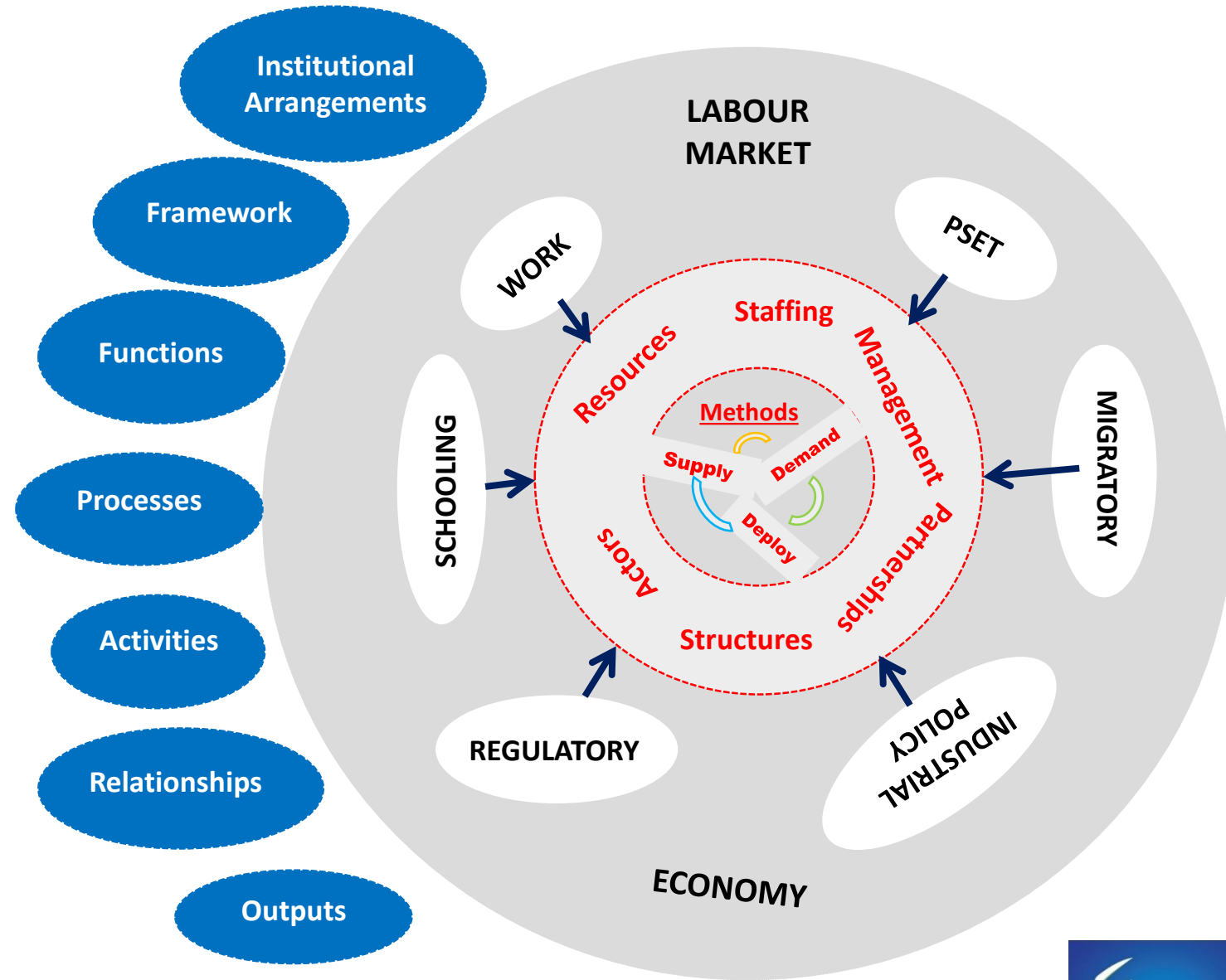


- **Policy shift** to better alignment between skills demand and supply
- Commitment to create a **responsive, demand-driven E&T system**
- Several **policy pronouncements** – National Development Plan, White Paper on post-schooling, National Skills Development Strategy
- **Labour Market Intelligence Programme 1 and 2 (2011 – 2025)**
- Unit of skills measurement became “**occupations**”
- Goal was to establish a **credible “institutional mechanism or skills planning”**
- The skills planning mechanism is **continuously improving** since 2011



“An entire set of:

- (1) **interlinked institutions**,
- (2) **systems** comprising policies, processes, procedures, frameworks, plans, collaborative partnerships, institutional arrangements, governing structures, methodologies, tools, and
- (3) **human resource capacities** to provide
- (4) **analytical information and insights** into short-, medium- and long-term of
- (5) **skills imbalances** (mismatches, shortages and surpluses) in the labour market for supporting
- (6) **skills planning** in the sectoral, national, regional and local domains” (my definition).



Occupations (Organising Framework of Occupations)

Major	Sub-major	Minor	Units	Occupations	
8	39	125	440	1510	
Skills Level	Level	OFO Major Group			
High	10	1 Professionals		3 Managers	
	9				
	8				
	7				
Intermediate	6	2 Technicians & associate professionals			
	5	4	5	6	7
Entry	4	Clerical support workers	Service and sales workers	Skilled agricultural, forestry, fishery, craft and related trade workers trade workers	Plant and machine operators and assemblers
	3				
	2	8 Elementary Workers			
	1				

Tracking Occupations

MEASUREMENT



- Occupational supply and demand
- Skills imbalances (shortages, surplus, mismatches)
- Top-up skills (skills gaps)

ANALYSIS



- Occupations in high demand
- Occupational shortages
- Critical Skills List (occupations for work visas)
- Sector priority occupations

COMMUNICATION



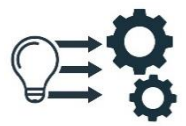
- Employers
- Learners
- Policy-makers and planners
- Public entities
- Investors
- Education institutions

PLANNING



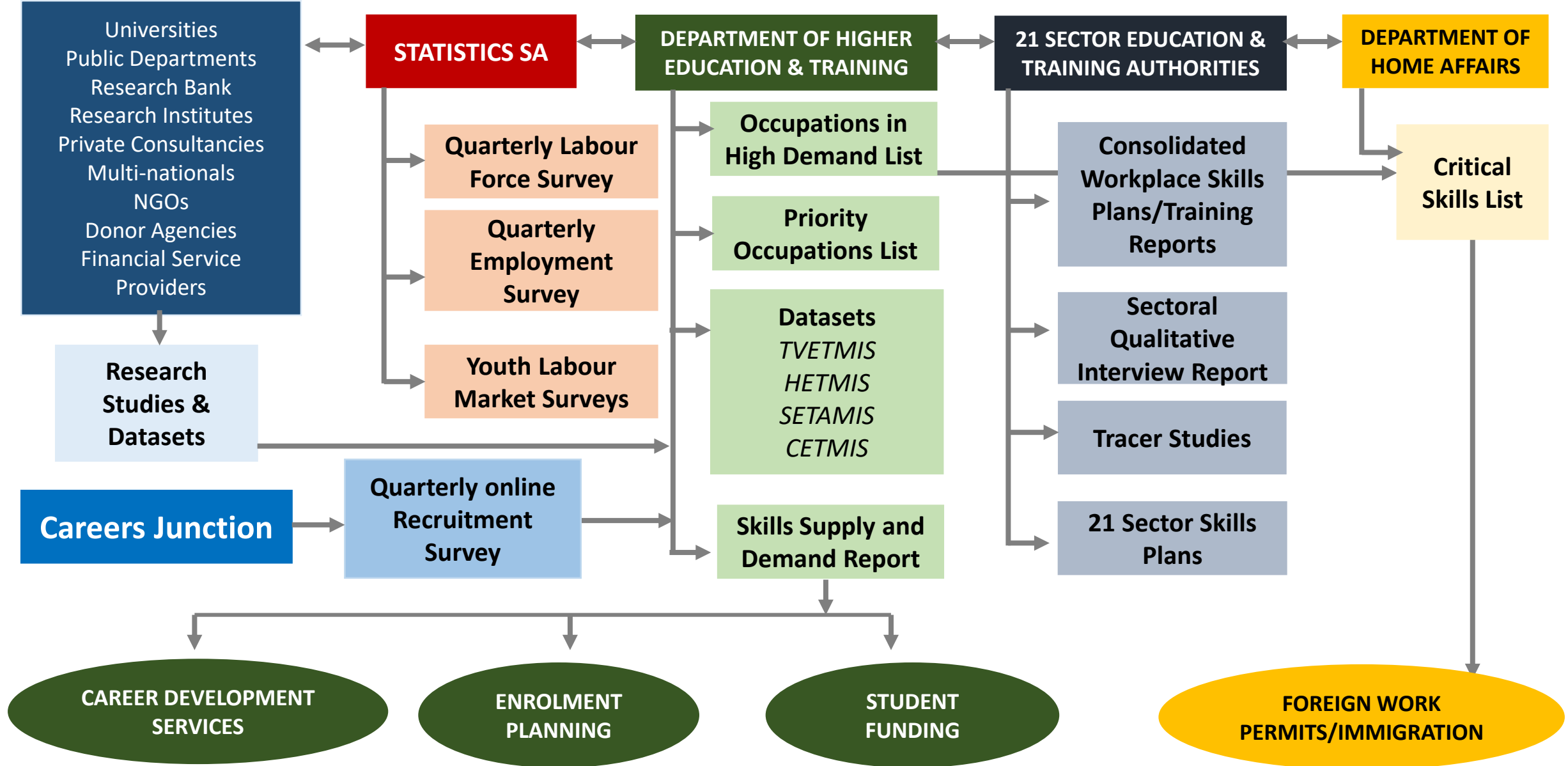
- Enrolment planning
- Budgeting
- Resourcing education institutions

IMPLEMENTATION



- Programme mix
- Qualifications development
- Career advisory services

Skills Measurement Architecture



1

List of Occupations in High Demand



Quantitative
Analysis



Qualitative
Analysis

Call for Evidence

2

Priority Occupations List

DIMENSION	INDICATORS
Employment pressure	Employment growth
	Employment intensity growth
	Employment duration
Wage pressure	Mean wage growth
	Median wage growth
	Conditional mean wage growth
Vacancy pressure	Vacancy growth
	Vacancy duration
Strategic demand	Strategic priorities

DIMENSION	INDICATORS
Occupational shortages	Hard-to-fill vacancies
	Vacancy pressure
	Supply-Demand
	Wage pressure
	Employment pressure
Strategic public & private sector investments	

3

Sector Skills Plans (21)

CHAPTERS
1. Sector Profile
2. Key Skills Change Drivers
3. Occupational Shortages & Skills Gaps
4. Sector Partnerships
5. Monitoring & Evaluation
6. Strategic Skills Priority Actions

4

Critical Skills List

DIMENSION	INDICATORS
Acute shortage	Occupational Shortages
Strategic priority	Public/private investments
Highly qualified	Exceptionally Skilled
Long lead time	To develop a supply line

MEASUREMENT	ANALYSIS	COMMUNICATION	PLANNING	IMPLEMENTATION
<ul style="list-style-type: none"> • Wide range of studies • Stakeholder participation • Public comments process • Robust methodology applications • Evidence-based findings • Proper diagnostic analysis of supply-demand 	<ul style="list-style-type: none"> • Occupations in high demand • Occupational shortages • Critical occupations • Sector priority occupations • Identification of top up skills • Need for a meta-analysis • Need for more insights 	<ul style="list-style-type: none"> • Research findings are readily available • Better advocacy needed • DHET has good career advisory unit • Need for career guidance training of educators • Need to train education managers on labour markets 	<ul style="list-style-type: none"> • Transmission of skills intelligence to enrolment planning is unsystematic • Need for strong policy and procedure environment • No evidence how research feeds into the education institutions • Tracking too many occupations (1510) 	<ul style="list-style-type: none"> • No evidence of how research findings influence the programme mix and resourcing in education institutions • No M&E of the skills planning mechanism <p>HUMAN RESOURCES</p> <ul style="list-style-type: none"> • Lack of understanding of how labour markets works • Lack of capacity-building efforts • Poor quality research – sector skills plans

Thank you

Prof Hoosen Rasool

+27 83 786 9329

+27 11 064 1600

hoosen@frresearch.co.za

www.frresearch.co.za