

Labour Market Analysis: which kind suits your situation?

Q&A of pending questions

To key-note speaker Kevin Hempel (Prospera Consulting):

1. How to approach/enable more rapid LMAs?

What about decentralisation, doing LMA at the level of Vocational Training Centres (VTC), strengthening their autonomy?

- In order to avoid that an assessment sits on the shelf, the main point to consider is relevance to the target audience. Who is the audience for the study? What information do they need? When do they need it to inform policy/programming decisions? It is therefore crucial to involve the relevant stakeholders in specifying the information needs (or even throughout the study as appropriate).
- In line with the above, timeliness can be essential in some cases, especially in situations of emergency (incl. COVID). However, it has to be clear that there is usually a trade-off between speed and comprehensiveness/quality of the assessment. This trade-off must be carefully considered. There are many examples where speed was given higher priority to then find out that the findings were of limited use and one had to start over again (which of course means that everything took longer than if one had opted for a more quality but slightly slower study in the first place).
- Enabling more rapid LMAs without compromising quality requires sufficient maturity of the existing Labour Market Information System or at least that the study design is already in place (e.g. if the same type of assessment is conducted regularly). For instance, imagine that there is an industry employer survey every two years with similar parameters. In this case, one can draw on the available methodology (e.g. respondents, etc.) to carry out a rapid assessment if a sudden need arises.
- Decentralisation should indeed be considered, i.e. what type of assessment should be conducted by whom? While national authorities are better placed to conduct broader (national) labour market analysis, VTCs or other local stakeholders can play a key role in analysing their local labour market. This implies that the capacity of VTCs to do this kind of work also needs to be strengthened.

2. What kind of analyses are recommended for developing occupational profiles?

- A commonly used method for analysing occupational profiles is [DACUM](#). This is a qualitative approach based largely on focus groups.
- Two additional quantitative tools are: 1) Survey of employers within a specific industry to explore tasks and requirements for specific jobs; and 2) Job vacancy analysis (provided job ads include sufficiently good job descriptions). See the Compendium for details on each.

3. How would go about analysing the potential for self-employment – in other words the demand by consumers for start-ups?

- The tool to analyse self-employment opportunities is what we called “Local Market Opportunity Assessment”. See the Compendium for details (Tool 4). The analysis typically includes a mix of the following: 1) Survey of local MSMEs, 2) Survey of local consumers, and 3) Analysis of the target group (e.g. in terms of aspirations and skills).

4. What recommendations do you have to conduct assessment of the labor market impacts of COVID-19 on different population?

- Here is some general [guidance by ILO on rapid diagnostics to assess the country-level impact of COVID](#) and on [conducting enterprise surveys](#).
- The type of analysis would strongly depend on the focus of the respective organization, e.g. national level impact, impact on specific industries, impact on selected population groups, etc. Therefore, several types of assessment may have to be used in combination (e.g. enterprise surveys, target group assessments, etc.)
- Depending on the country of interest, one may be able to draw on existing data sources. For instance, in some countries analysis of job vacancies (based on major job portals) could show the decline of job postings by industry etc. in a very timely manner.
- One main challenge of COVID is primary data collection. Due to mobility and social distancing issues many surveys have to be conducted via the phone. Some organizations have put together guidance on that , e.g. <https://drive.google.com/file/d/1W2I9J-nVjFzZTH8EBbTyyPZskJNWJ1LL/view>

To speakers presenting their examples:

5. What are key success factors and lessons learnt for convincing and involving stakeholders to join up initiatives on Labour Market Information/Analyses?

Pascal Montois – APEF: Study on key occupations in Haiti:

Key success factor is to present LMA as an exciting, essential, and amazing project for stakeholders. VET is a powerful social and political tool to get young people occupied instead of protesting in the streets - LMA is core part of the process. Why?:

- For companies, LMA can be a way to develop their business – gather knowledge on the labour market and thus better respond to labour market needs; developing the right skills locally instead of hiring people from abroad.
- For International Organisations, LMA is an opportunity to start collaboration with technical partners, bringing forward broader VET projects.
- For the public sector, the convincing argument is the communication towards policies about data and findings resulting from LMA.
- Various stakeholders benefit from LMA while gaining knowledge of the market, their sector and exploring new opportunities; or simply, using the opportunity to network and connect with each other.

Kate O'Connor and Anu Adeniran - NBTE: A Guide to Developing Demand-Led LMI in Nigeria:

Involving stakeholders was essential for the project's legacy. NBTE included key stakeholders early in direct consultations and workshops as well as for a special action group. Success Factors are:

- One organisation that takes the lead: NBTE in this case;
- Clear understanding of the different roles and responsibilities across the many organisations; A formal role allocated to each stakeholder for the project e.g. collation of existing data,

contribution of expertise, input to new research;

- Commitment to the overall aim of creating stronger sector-led LMI;
- Ongoing support at project level, but a unified action to join up LMI/A work;
- Setting up effective working relationships with the stakeholders. For example, through the establishment of Sector Skills Councils (SSC); Stakeholder involvement in the Governing Board of NBTE and in joint supervisory roles in the TVET institution.
- Involving professional and industrial associations as well as academic bodies in supervisory functions, like development and review of curriculum, course accreditation and re-accreditation.