



LABOUR MARKET  
INTELLIGENCE PARTNERSHIP

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## Five years of LMIP 2012–2017

Since 1994 there have been efforts to plan for the education and skills needs for South Africa. These efforts were fragmented and the performance of this skills planning mechanism was imperfect. In 2009, the South African government prioritised skills planning through priority outcome 5.1.1. ‘... to establish a credible institutional mechanism for skills planning’.

In 2012, when the then Minister of Higher Education and Training, Dr Blade Nzimande, launched the Labour Market Intelligence Partnership (LMIP), he requested that the HSRC-led consortium conduct research to provide the scientific basis to ‘set up systems for reliable data indicating skills need, supply and demand in our labour market in a manner that would enable our country, including government and businesses, to plan better for the human resources development needs in our country’.

And so began the relationship between the Department of Higher Education and Training and the HSRC-led consortium (HSRC, UCT and Wits). The Labour Market Intelligence Partnership conducted studies to provide knowledge, information and strategic intelligence on the types of education and skills required to support societal development and a productive and inclusive growth path.

Teams of researchers around the country worked on a number of research studies to help build the skills planning mechanism. This overview document provides a summary of the research reports that have been published. The repository on the LMIP website ([lmip.org.za](http://lmip.org.za)) houses these research reports, as well as policy briefs, journal articles, presentations and relevant papers.

The LMIP Update 2017 (forthcoming) will provide a synthesis of the research and recommendations made to the Department of Higher Education and Training to establish the skills planning mechanism.

Please access our research reports and we look forward to feedback from you.

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# Research Reports

## **Theme 1: Establishing a foundation for labour market information systems in South Africa**

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### ***Occupations in High Demand Report and List (coming soon)***

M Rogan, V Reddy and B Mncwango (2017)

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### ***LMIP Dictionary on Skills Supply and Demand***

M Visser, B Mncwango, H Watani, H Narsee, M Letho, J Skene, H Bartizal, M Ramasodi (2017)

The Department of Higher Education and Training (DHET) requires a comprehensive document containing concepts and definitions relating to skills supply and demand. A dictionary is thus complementary to the design of labour market intelligence so as to ensure a common conceptualisation and uniform understanding of terms to enable analysis of cross-cutting issues. The main purpose is to enhance communication within the LMIP community of practice, specifically in order to promote coherence in the use of terms in policy, legislation and surveys as well as in data-collection instruments and reporting.

<http://www.lmip.org.za/sites/default/files/documentfiles//HSRC%20LMIP%20Dictionary%20webres.pdf>

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### ***How Well-matched are South African Workers to their Jobs? A Comprehensive Analysis of Education and Skills Mismatch***

E Grapsa (2017)

This paper provides an in-depth analysis of skills and qualification mismatch in South Africa, thus adding to the literature and debates on conceptualisation and measurement of these phenomena. It examines the extent of overqualification and underqualification among employed South Africans and further identifies the links to demographic and socio-economic determinants.

[http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20WP1%20Educational%20skills%20and%20mismatches%20WEB\\_0.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20WP1%20Educational%20skills%20and%20mismatches%20WEB_0.pdf)

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### ***Estimating the Current and Future Skills Demand of Government's National Growth and Development Policies***

M Kalina, M Rogan (2017)

The skills demand implications of South Africa's economic-development policies are often overlooked in favour of their impacts on poverty, inequality, and unemployment. This HSRC paper assesses government's economic development policies as drivers of demand for skills. Key national, provincial and metropolitan municipality development strategies have been examined to generate a broad estimate of their skills demand implications. Its findings suggest that few economic development plans analyse the implications of their interventions on the existing or forecasted skills base within the labour market. This has resulted in a disconnect between job-creation goals, available skills, and government efforts to address skills shortages. These findings contribute to a broad consensus that South Africa lacks a credible and replicable skills planning mechanism at national, regional and local levels, which is a significant barrier in addressing the skills mismatch that exists in the labour market.

[http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20Report%2033%2029MAY%20WEB\\_0.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20Report%2033%2029MAY%20WEB_0.pdf)

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### ***Skills Supply and Demand in South Africa***

V Reddy, H Bhorat, M Powell, M Visser, F Arends (2016)

This report provides a holistic understanding of the current supply and demand for skills in South Africa, and represents one of the first attempts to analyse how the two interact to inform future skills policy to support an inclusive economic growth path. The analytical approach used in this report represents a radical departure from manpower forecasting and attempts to understand the complexities and intricacies around how supply and demand interact, and the corresponding implications for reform.

[http://www.lmip.org.za/sites/default/files/documentfiles/LMIP\\_SkillsSupplyandDemand\\_Sept2016.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/LMIP_SkillsSupplyandDemand_Sept2016.pdf)

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### ***Public Attitudes to Work in South Africa***

B Mncwango (2016)

This research project investigated public perceptions of the labour market: for the employed, about the quality of employment, and for the unemployed, about prospects of labour market participation and work-seeking behaviour. This is the very first attempt at understanding South African labour market perceptions and values. Individual and group perceptions and attitudes around work are an often neglected area of investigation, but as the findings of this study show, they clearly have a bearing on the nature and extent of labour market participation.

[http://www.lmip.org.za/sites/default/files/documentfiles/public%20attitudes%20work%20in%20south%20africa\\_1.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/public%20attitudes%20work%20in%20south%20africa_1.pdf)

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### ***Information and Skills Planning for the Workplace: Case studies of Companies in South Africa (final draft, soon to be on website)***

X Ngazimbi, M Powell (2015)

There is limited understanding of how companies plan for skills development and what information they use. This research conducted case studies in seven companies to explore skills planning in these companies. The research findings reveal that a variety of factors influences a company's decision to train: some companies anticipate change and plan accordingly. Others react to change which has often resulted in poaching staff, rather than developing them.

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### ***High-Level Audit of Administrative Datasets***

A Paterson, M Visser, F Arends, M Mthethwa, T Twalo, T Nampala (2015)

The aim was to investigate the relevance of databases to skills planning, particularly on the demand side, and to assess options for linking with other databases as part of the skills planning mechanism. Administrative datasets are valuable resources for skills planning. The LMIP conducted an audit of potential datasets in 27 national government departments and entities, to investigate their relevance and assess options for linking into a skills planning mechanism. There are datasets that are relevant and immediately usable. Others are highly relevant but require some preparation; while yet others contain relevant variables but are currently undergoing validation and cleaning before they can be utilised. Finally, some datasets are at an early stage of evolution and will require further development. This audit thus identifies the strongest datasets to be linked into an evolving Labour Market Information System, contributing to the development of a more powerful data environment to support skills planning.

[http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20High-level%20Audit%20of%20Datasets%20WEB\\_1.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20High-level%20Audit%20of%20Datasets%20WEB_1.pdf)

## ***International Comparative Analysis of Skills Planning Indicator Systems across National Contexts***

C Sharrock, S Chabane

It has been established that the analysis of labour market information does not occur in a vacuum. South Africa has its own history of the use of indicators for supporting skills planning and that context needs to be used as a lens in order to assess the international examples that are presented. This report is one of a number of inputs into a broader selection process to determine the optimal set of indicators for the South African context. The selection of indicators in use within any labour market reflects the local policy priorities where the indicators will be applied. The focus of this study was, therefore, to consider the indicator systems as the primary point of attention rather than how comparable the parent country is with South Africa.

[http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20Skills%20planning%20indicator%20systems%20WEB\\_1.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20Skills%20planning%20indicator%20systems%20WEB_1.pdf)

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## ***Investigating Employer Interaction with the Employment Services of South Africa (ESSA)***

F Arends, S Chabane, A Paterson (2015)

Public employment services (PES) are one of the key active labour market policy instruments used by governments internationally to facilitate employment. The core function of employment services (ES), both public and private, is to match job seekers with employers. ES acts as an intermediary, facilitating information sharing and access between organisations with vacancies and people seeking gainful employment.

[http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20ESSA%20Report%20Proof%208\\_0.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20ESSA%20Report%20Proof%208_0.pdf)

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## ***Roadmap for the Implementation of a Skills Planning Unit***

M Powell, V Reddy (2015)

Within the context of the Skills Planning Unit (SPU), this roadmap addresses the following issues: What are the functions of the SPU? What could be the most suitable location for the SPU? What structures will be required to establish the SPU? What processes are needed to allow the SPU to perform its intended functions? The development of an implementation plan.

[http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20SPU%20Roadmap%20Report%20Proof%2012\\_0.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20SPU%20Roadmap%20Report%20Proof%2012_0.pdf)

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## ***Indicators and Data to Support Skills Planning in South Africa (final draft, soon to be on website)***

V Reddy, M Powell (2015)

The purpose of this report is to provide the skills planning system with guidance on the core indicators to develop, and how to develop a structured and systematic approach for data collection that is sustainable over a longer term.

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## ***Information Systems for Skills Planning: Lessons and Options for Reform in South Africa (final draft, soon to be on website)***

M Powell, V Reddy (2015)

We undertook this study to guide the development of a new framework for skills planning and information and intelligence systems in South Africa. In this report we extract lessons and experiences of information

systems and mechanisms to support skills planning in pre-2009 South Africa, and extract lessons from how other countries develop institutional structures for data collection and analysis as well as mechanisms for skills planning.

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***Approaches and Methods of Understanding what Occupations are in High Demand and Recommendations for Moving Forward in South Africa (final draft, soon to be on website)***

M Powell, V Reddy, A Paterson (2015)

This report investigates what are the most appropriate methods and processes for determining occupations that are scarce or in high demand. This report proposes a more coherent understanding of the various terms surrounding scarce skills, skills shortages and related terms and probes some of the causes of scarce skills in South Africa. We build on past experiences of developing occupations in high demand in South Africa and identify what lessons can be learnt from the ways in which other countries develop their lists of occupations in high demand. We conclude by recommending how South Africa should develop a more coherent and valid approach for determining which occupations are likely to be in high demand now, and in the future.

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***Mapping Links between Occupations and Classification of Educational Subject Matter (CESM)***

C Vorwerk, Xasa Consulting (2014)

Internationally, there is substantial interest in mapping qualifications to occupations, or, alternatively, mapping occupations to qualifications. The appeal of these mapping exercises lies in generating better matching between the supply of skills by education and training institutions and the demand for skills expressed in the labour market.

[http://www.lmip.org.za/sites/default/files/documentfiles/Labour%20Demand%20Vorwerk%20Final%20web\\_0.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/Labour%20Demand%20Vorwerk%20Final%20web_0.pdf)

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***South African Labour Market Microdata Scoping Study***

L Woolfrey (2013)

This study investigates sources of data available for analysis of the South African labour market. It is a data discovery exercise to determine what data is available for policy research and to assist policy analysts to locate data sources relevant to their research needs. Therefore information is also provided on the means of accessing this data. Most of the microdata identified here is in the public domain, although some data sources are for research use only. The project elicits data sources from 1993 to February 2013.

[http://www.lmip.org.za/sites/default/files/documentfiles/South%20African%20Labour%20Market%20Microdata%20Scoping%20Study\\_1.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/South%20African%20Labour%20Market%20Microdata%20Scoping%20Study_1.pdf)

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***Understanding Labour Demand in South Africa and the Importance of Data Sources***

A Kerr (2013)

The aim of this paper is to clarify what is meant by labour demand in the Department of Higher Education and Training's (DHET) Labour Market Intelligence Partnership (LMIP) project, to highlight the sources of data that can be used to understand labour demand and that are available to the LMIP and to make a distinction between analysing and forecasting labour demand.

[http://www.lmip.org.za/sites/default/files/documentfiles/05%20HSRC%20LMIP%202013%20WP5%20Kerr%20WEB\\_0.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/05%20HSRC%20LMIP%202013%20WP5%20Kerr%20WEB_0.pdf)

## Theme 3: Studies of priority sectors

### ***Youth Transitions from Higher Education to the Labour Market (coming soon)***

H Borhat, A Lilenstein, K Lilenstein, M Oosthuizen (2017)

Youth around the globe have a more difficult time finding employment than older individuals (World Bank 2016), and South Africa is no exception. The Cape Higher Education Consortium's Graduate Destination Survey (GDS) is a tracer survey that was administered by each of the four universities (CPUT, SU, UCT, UWC) to their 2010 cohorts of graduates who had completed either a certificate/diploma, undergraduate, or postgraduate degree in that year. The main aim of the GDS is to allow for a better understanding of the varied pathways into work for the graduates of the four universities. Tertiary education is a way for youth to escape unemployment and low quality employment. The results of the survey however showed that not all youth benefit from tertiary education in the same way. Of particular importance is the fact that African graduates are less likely to be employed than other graduates. This is potentially due to a persistence of racially-based employment decisions, since African individuals of the same institutional background still find it harder to find employment than similar counterparts from another race group. Besides race, those who study Health and Education are at a relative advantage, and those who study Humanities and Social Science are at a relative disadvantage when it comes to finding employment. Those who complete an undergraduate or postgraduate degree rather than a certificate or diploma are at a relative advantage, with postgraduate degree holders being further advantaged. Important for this paper, institution of study also affects the likelihood of finding employment.

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### ***The Role of Post-School Education and Training Institutions in Predicting Labour Market Outcomes***

H Borhat, M E Kimani (2017)

This report offers empirical estimates of the association between the type of education institution attended, and the probability of employment and level of earnings of graduates in the South African labour market. Using the first three waves of the National Income Dynamic Study (NIDS), we find that an increase in years of schooling increases employment probability, and there is a significant premium for individuals with higher education. Yet it is skills level, often measured by education level attained, which is a more important determinant of wage, relative to occupation. Skills inflation might be manifesting in increased selectivity in the employment of graduates, by criteria such as tertiary education qualification, and institution attended. It is a positive fact that universities are associated with a higher conditional probability of employment and massive returns to earnings, in that racial discrimination has been eroded. But it does suggest that TVET colleges require significant improvements to ensure higher employment outcomes, and an increase in the returns to earnings of their graduates.

<http://www.lmip.org.za/sites/default/files/documentfiles//HSRC%20LMIP%20Report%2023%20WEB.pdf>

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### ***The National Student Financial Aid Scheme and the Development of the Higher Education System in South Africa: A Description of the Demographics and Performance of NSFAS Beneficiaries***

H Borhat, N Pillay (2017)

The report provides an overview of the demographics and performance of NSFAS beneficiaries at public universities, over the period 2000–2012. The number of NSFAS recipients grew by 260% to cover 20% of all university students, contributing to increased opportunities for access to higher education. NSFAS has been particularly successful at targeting women and African, Coloured and Indian students. While historically disadvantaged student have benefited, there are some differences in the size of awards received across races. Encouraging trends are a positive association between NSFAS award sizes and student performance, as measured by both the 'subject pass rate' and the likelihood of passing all

subjects. The positive association between NSFAS award size and student performance is slightly stronger at historically black institutions than at historically white institutions.

<http://www.lmip.org.za/sites/default/files/documentfiles//HSRC%20LMIP%20Report%202023%20WEB.pdf>

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### ***The Returns to Training and the Determinants of Training Expenditure: The Case of Manufacturing Firms in South Africa***

H Bhorat, K Naidoo (2016)

The South African economy is marred by low growth rates, high unemployment rates and skills shortages. Given the historical deficits in the basic education system, a well-researched skills development plan is a crucial input into a broader economic development strategy. The current data constraints to achieve this are the motivation for the firm-level survey piloted on the Manufacturing, Engineering and Related Services Sector Education and Training Authority (merSETA). This survey data allows us to present a disaggregated picture of the training intensity of firms by sub-sector and firm size, with results detailing the type and amount of training by employee sub-groups (gender, race, age, educational level etc.). We shed light on the relationship between training and employee wage outcomes, as well as uncover some of the common skills gaps that were noted by these firms. As an implementation strategy, it would be necessary for a Skills Planning Unit to be formed and integrated with the Department of Higher Education and Training (DHET), which can oversee the creation and use of reliable data.

[http://www.lmip.org.za/sites/default/files/documentfiles/The%20Returns%20to%20Training%20and%20the%20determinants%20of%20training%20expenditure\\_0.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/The%20Returns%20to%20Training%20and%20the%20determinants%20of%20training%20expenditure_0.pdf)

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### ***The Role of Skills and Education in Predicting Micro-Enterprise Performance***

F Steenkamp, H Bhorat (2016)

In light of South Africa's high levels of unemployment and relatively small informal sector, enabling and supporting the growth of small, medium and micro enterprises (SMMEs) in the informal sector is of developmental importance and policy priority. The associated benefits of SMME growth, such as employment creation, enhancement of economic growth and poverty alleviation, provide further motivation for the prioritisation of this sector. The purpose of this paper is to examine the determinants of SMME performance in South Africa. In particular, this paper is interested in the role played by education and skills in driving firm performance. The research objective of this paper is addressed by firstly using direct and indirect measures of skills to generate a human capital profile of SMME owners across both the formal and informal sectors, and secondly by using econometric analysis to examine the factors determining firm performance along two dimensions: financial performance, and the ability to access market opportunities. Finally, based on the analysis in this paper and related research, policy guidance concerning skills development initiatives to the SMME sector is provided.

<http://www.lmip.org.za/sites/default/files/documentfiles//The%20Role%20of%20Skills%20and%20Education%20Steenkamp.pdf>

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### ***SETA Labour Market Survey: Case Studies of Firms' Experiences***

A Cassim, Kaidoo, K Pillay, F Steenkamp (2016)

The purpose of the SETA Labour Market Survey was to collect firm level information to assist DHET to address a key mandate of skills planning. The survey is one of the new tools proposed by the LMIP, to create new datasets towards building a credible skills planning mechanism. The merSETA was chosen as the first SETA to pilot the survey, from July to September 2014. While the response rate to the survey was adequate, one of the major challenges associated with the analysis of the survey data is that firms did not always answer all parts of the questionnaire. Therefore, the purpose of these case studies is to gain a



deeper understanding of the systems, human resources, and time required for each firm to answer the questionnaire fully. This exercise allows us to uncover the main reasons why some firms were able to answer the questionnaire with ease, whilst others experienced difficulties. Future iterations of the survey can be adjusted to address the issues highlighted, to create reliable labour market datasets on skills needs and training offered at firm-level.

[http://www.lmip.org.za/sites/default/files/documentfiles//SETA%20Labour%20Market%20Survey\\_Cassim.pdf](http://www.lmip.org.za/sites/default/files/documentfiles//SETA%20Labour%20Market%20Survey_Cassim.pdf)

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### ***Temporary Employment Services in South Africa: Assessing the Industry's Economic Contribution***

H Bhorat, A Cassim, D Yu (2016)

What is the contribution of the temporary employment services (TES) industry, also known as the labour broker sector, to employment and output growth in post-apartheid South Africa? Since labour surveys do not directly probe whether workers were hired through labour brokers, the industry category 'business services not elsewhere classified' was used as a proxy for the TES industry. It was found that the TES employment increased from 0.2 million in 1995 to 0.97 million in 2014, accounting for 6.4% of total employment. More than 70% of TES workers worked in the tertiary sector, but unskilled occupations dominated the employment distribution. The TES industry contributed to an approximate 0.02% reduction in the poverty headcount ratio in 2012, and 7.6% of the country's GDP in 2014. The TES industry has obviously become an important employment and output growth driver in South Africa.

<http://www.lmip.org.za/sites/default/files/documentfiles//Temporary%20employment%20services%20in%20South%20Africa.pdf>

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### ***Growth, Employment and Skills: The New Growth Path Revisited***

H Bhorat, N Tian (2014)

The New Growth Path (NGP) framework, which aimed to address persistent unemployment through the creation of decent jobs, was released in late 2010 by the Economic Development Department. The plan identified five 'jobs drivers' with the potential for large scale employment creation, and set numerical jobs targets for each. Using employment-output elasticities, sectoral- and industry-specific employment figures until 2015 and 2020 were estimated and compared with NGP targets. Overall, the forecasts suggest that of the 2.82 million new jobs required by the NGP in 2020, only 1.6 million would be created. Based on the current skills distribution of employment, it is found that, in order to satisfy the NGP targets, approximately 1.8 million skilled, 570 000 unskilled and 400 000 highly skilled jobs are required. The projected shortfall in job creation is biased towards lower skills, with shortfalls of 860 000 skilled workers, 330 000 unskilled workers and 13 000 highly skilled workers expected. Ultimately, the results suggest an improbability that the NGP will succeed due to a combination of issues including slow growth, low employment-output elasticities, ambitious employment targets, and non-specific and non-implementation of the implicit structural policy aimed at shifting the output and employment generation towards the secondary sector.

[http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20Report%203%20Web\\_1.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20Report%203%20Web_1.pdf)

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### ***Higher Education, Employment and Economic Growth: Exploring the Interactions***

H Bhorat, A Cassim, D Tseng (2014)

The purpose of this report is to interrogate the impact and nature of South Africa's post-apartheid economic growth performance through the lens of human-capital investment with a particular emphasis on higher education. Understanding the relationship and impact between education and growth is a vital lesson for making informed policy decisions about growth and welfare distribution. Firstly, this report examines the labour market trends, including occupational demand by education cohort. Secondly, we

analyse the extent to which the educational attainments of labour cohorts affect the nature and trajectory of post-apartheid economic growth in South Africa. Thirdly, we attempt to understand the welfare gains by education cohort. We identify the impact of economic growth on households with, and without, education. The results of this analysis show that the degree cohort contributes to economic growth and also shares in economic growth gains with steady employment demand. In contrast, other higher education institutions, including further education and training (FET) colleges and other institutions, do not productively contribute to economic growth. Further, FET graduates are almost as likely to be employed along with school leavers without higher education. In turn, welfare gains for this cohort, and particularly the poorer among this group, are marginal.

[http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20Report%205%20web%20final\\_0.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20Report%205%20web%20final_0.pdf)

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### **Occupational Shifts and Shortages: Skills Challenges Facing the South African Economy**

H Bhorat, S Goga, B Stanwix (2013)

Unemployment has been a constant feature of South Africa's economy. The mismatch between high-skilled demand and low-skilled workers has been exacerbated by deepening capital intensity and the historical shift away from the primary sector towards secondary and tertiary sectors. The result is an intensification of skills-biased labour demand trajectory. The paper analyses these skills-biased labour demand changes through an examination of sectoral and occupational employment growth trends. The data confirms the significant impact of the global financial crisis on employment locally, while confirming a collapse of primary sector employment between 2001 and 2012 with lower-skilled individuals particularly impacted. At the same time, manufacturing saw no increase in employment. Consequently, South Africa remains a resource-based economy with no significant globally competitive light manufacturing sector. Employment growth has largely been confined within the tertiary sector, with public sector employment growing particularly rapidly. Linked to this concentration of new jobs within the services sectors, high and medium skill occupations have seen significant employment gains. The evidence supports the claim that technological change, amongst other factors, has played an important role in determining employment trends. Thus, global competition, increasing capital intensity and technological change have all contributed to raising the skills intensity of South African employment. At the same time, jobs that involve automated or routine tasks and those without any face-to-face component (largely lower- to medium-skilled jobs) have experienced a drop in wage levels over time across most of the income distribution. Thus, wage premia to occupational tasks appear to be influenced by structural changes such as technology and international contribution.

[http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20Report%201%20Occupational%20Shifts%20TEXT%20WEB\\_0.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20Report%201%20Occupational%20Shifts%20TEXT%20WEB_0.pdf)

## **Theme 4: Reconfiguring the post-school sector**

### ***Synthetic Analysis on the Skills Development and Economic Responsiveness Role of Education and Training Institutions in South Africa: Towards an Integrated Public-Private Partnership Strategy for Skills Development in the TVET College System***

G Kruss, I Petersen, S Fongwa, A Tele, J Rust (2017)

As in many other systems around the world, there is strong evidence that South African public TVET institutions are not able to respond to the needs of the labour market effectively. There is a growing policy and strategic emphasis on the potential role of public-private partnerships (PPPs) in promoting alignment in the skills development space. This synthesis report aimed to inform strategic thinking in the TVET branch, towards devising a coordinated strategy to promote PPPs across all tiers of the system. The report finds that a focus on building colleges' interactive capabilities is crucial for promoting PPPs that

are beneficial for the colleges and contribute to building the TVET system. With this focus, DHET can move beyond the assumption that college engagement in PPPs will automatically have benefit for the TVET system, and that more engagement equals more benefit. Three strategies are important for building interactive capabilities. The first strategy is to position the college as a value-adding partner by building a reputation for producing quality graduates and developing specialised expertise for contributing to local economic development. A second strategy is to provide a point of contact for private sector actors through creating an institutional environment that supports college engagement in PPPs, which depends to a large extent on dynamic leadership. A third strategy is to diversify the college's funding base to reduce dependency on limited public funding, which has adversely impacted on how the colleges fulfill their mandate.

[http://www.lmip.org.za/sites/default/files/documentfiles//PPP%20report%20Sep%202017\\_revised%20FINAL.pdf](http://www.lmip.org.za/sites/default/files/documentfiles//PPP%20report%20Sep%202017_revised%20FINAL.pdf)

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### ***Local Economic Responsiveness and TVET Colleges: A Guide to Mapping TVET Partnerships and Linkages***

G Kruss, I Petersen (2017)

This research guide is intended as a resource for college managers and strategic planners to inform college strategic planning around responsiveness to local economic development. It provides tools to gather and analyse information on: economic and skills drivers of the college's local economy; key role-players and industries in the college's local economy; the state of existing TVET college partnerships; and to identify types of partnerships missing from the college's existing stakeholder networks. This information can be used to monitor existing college partnerships. The guide is an accompaniment to the LMIP report Synthetic Analysis on Skills Development and Economic Responsiveness Role of Education and Training Institutions in South Africa. Towards an Integrated Public-Private Partnership Strategy for Skills Development in the TVET College System.

[http://www.lmip.org.za/sites/default/files/documentfiles//Research%20Guide\\_TVET%20respons%20%26%20partnerships%20March%202017.pdf](http://www.lmip.org.za/sites/default/files/documentfiles//Research%20Guide_TVET%20respons%20%26%20partnerships%20March%202017.pdf)

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### ***Manual for Managing Curriculum Responsiveness in TVET Colleges***

V Wedekind (2017)

In order for vocational or occupational programmes to be effective they need to remain responsive to a range of issues, including but not limited to the needs of employers, shifts in technology, and the needs of the students. A tension exists between pressure to be responsive to these various factors and the need for standardisation, transferability and quality assurance measures that result in the codification and centralisation of curriculum processes. The complexity of education systems results in multiple role players having a direct role in curriculum processes. The purpose of this manual is to provide guidelines to the DHET as overall custodian of the curriculum for inserting mechanisms into the learning, teaching and assessment of the vocational curriculum that provides space for curriculum responsiveness. The Curriculum Development and Assessment Coordination process that is proposed in the document follows a tried and tested set of practices that work or have worked well in South Africa before. It does not require any radical changes to line functions in the DHET or the quality councils, and aligns with many existing and proposed initiatives.

[http://www.lmip.org.za/sites/default/files/documentfiles/DHET%20Manual%20on%20curriculum%20responsiveness%20%2010%20March\\_0.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/DHET%20Manual%20on%20curriculum%20responsiveness%20%2010%20March_0.pdf)

## ***Employability and Curriculum Responsiveness in Post-School Education and Training***

V Wedekind, S Mutereko (2016)

The apparent mismatch between industry needs and the educational outcomes of the South African system points to a potential lack of responsiveness on the part of post-school education and training institutions, to enhance the employability of their graduates. This study explores the interface between various dimensions of the curriculum, and the drivers of institutional and curriculum responsiveness, within the context of debates about employment and employability. The lens of curriculum responsiveness was used to conduct seven case studies in two economic sectors: agribusiness, and automotive production and maintenance. Curriculum responsiveness is a complex interplay of multiple factors, and not a simple correspondence between employer needs and the curriculum.

<http://www.lmip.org.za/sites/default/files/documentfiles/LMIP%20Report%2022%20WEB.pdf>

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## ***Mapping Key Role Players and SETA Partnerships: A Design and Methodology to Guide Research on Skills Development Systems***

G Kruss, I Petersen (2016)

This research guide aims to share a set of tools that SETAs can use to build their capabilities to conduct research that informs their skills planning processes. It introduces a new framework, design and methodology that can yield evidence that complements and adds to the quantitative data traditionally used for skills planning. Research using this guide will produce in-depth evidence to inform the building of the partnerships and networks that are so critical to successful skills development.

[http://www.lmip.org.za/sites/default/files/documentfiles/SETA%20brochure%20proof%20final%20web%20REV\\_1.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/SETA%20brochure%20proof%20final%20web%20REV_1.pdf)

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## ***Understanding Interactive Capabilities for Skills Development in Sectoral Systems of Innovation: A Case Study of the Tier 1 Automotive Component Sector in the Eastern Cape***

S McGrath (2015)

The automotive sector is a significant part of South African industry and of the economy as a whole. The sector is a major employer and contributes broadly to the development and health of a range of related sectors. This report focuses on the Eastern Cape and on the Tier 1 firms, the main component suppliers to the automotive manufacturers. The project draws upon an extensive literature on innovation studies, and in particular, on two sets of concepts from this literature: sectoral systems of innovation and technological capabilities to analyse the dynamic interactive capabilities of Tier 1 firms, intermediary organisations and public providers. Raw interview and questionnaire data was collected, as well as a set of key documents; narrative reports; and accompanying tabulations of quantitative data. The report describes the Eastern Cape Automotive Sectorial System of Innovation, and details the sectoral perspectives regarding skills needs. The sector has a rich set of public and private intermediaries that reflect both the sector's own internal organisation and the priority placed on it by national and provincial governments. The overall impression is of activity and interaction, which is mostly positive but of limited strategic importance given the realities of the sector. The report looks at the core education and training actors in the automotive SSI. The findings showed that it is reasonable to conclude that firms typically are effective in their dynamic interactive capabilities, with public FET colleges being less effective than the other institutional types. Overall, the sector can be characterised as one in which South Africa has been relatively successful at defending a continued presence in OEM and Tier 1 production, but also one in which the state, skills providers, intermediary organisations and firms appear unable to move to a situation of major employment growth and/or innovation. Rather than an SSI in a strict sense, what pertains is more a sectoral system of perseverance. This raises questions of whether there are

prospects for a transformation of the situation, and what might be done in practice to make the network more innovative.

[http://www.lmip.org.za/sites/default/files/documentfiles/2015-McGrath\\_S\\_Interactive\\_Capabilities\\_for\\_Skills\\_Development-Tier\\_1\\_automotive\\_component\\_sector\\_in\\_the\\_Eastern\\_Cape%20\\_1.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/2015-McGrath_S_Interactive_Capabilities_for_Skills_Development-Tier_1_automotive_component_sector_in_the_Eastern_Cape%20_1.pdf)

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***Understanding Interactive Capabilities for Skills Development in Sectoral Systems of Innovation: A Case Study of the Sugarcane Growing and Milling Sector in KwaZulu-Natal***  
I Petersen (2015)

Changes in education and training regulation and policy priorities since 2009 have prompted closer relations between private and public intermediaries (SETAs in particular). Private and public sector actors can play different but complementary roles, strengthening alignment between national policy goals and sectoral skills training needs. The inclusion of public PSET organisations in these skills networks depends on their capabilities to produce quality foundational education and training, and their interactive capabilities. Public TVET colleges are a 'weak link' in the sugar farming and milling sectoral system. For the most part, the colleges are preoccupied in keeping up with changes in policy, and changing student preferences. Meeting skills needs of industries in their local contexts was a secondary focus. Private intermediary organisations, with high levels of interactive capabilities, played a key role in coordinating and aligning skills demand and supply in the sugar sector. The findings point to how partnerships between the private and public sectors can be to mutual benefit, suggesting the potential of public-private partnerships. Building the competencies and interactive capabilities of TVET colleges should be prioritised. DHET should recognise and support the key role of industry associations and other private intermediary organisations in skills development systems. Coordination between private and public intermediaries should be promoted to align skills demand and supply more effectively.

[http://www.lmip.org.za/sites/default/files/documentfiles/LMIP%20Report%208%20Web\\_1.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/LMIP%20Report%208%20Web_1.pdf)

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***Understanding Interactive Capabilities for Skills Development in Sectoral Systems of Innovation: A Case Study of Astronomy and the Square Kilometre Array Telescope***  
M Gastrow (2015)

Innovation and skills development require interactive capabilities to function effectively. Interactive capabilities mediate between skills supply and skills demand actors in an innovation system, and in the knowledge economy more broadly. This paper investigates such interactive capabilities, and the manner in which they facilitate labour market alignment. Within a case study focus on the Square Kilometre Array (SKA) telescope in South Africa, we investigate how organisational capabilities, structures and mechanisms facilitate or constrain interaction between the SKA and its network partners, including universities, firms, intermediaries, and a technical college. This illustrates how pockets of excellence within an unequal South African skills and innovation landscape were effectively connected in order to build a critical mass of skills and technologies that were highly competitive on the international stage. This shows how, in highly unequal developing countries, interactive capabilities form a lever for access to the global science and technology frontier.

[http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20Report%206%20Web\\_0.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20Report%206%20Web_0.pdf)

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***Responding to Shifting Demand for Skills: How Do We Get Firms and Post-School Education and Training Organisations to Work Together?***  
G Kruss, I Petersen, S McGrath, M Gastrow (2014)

This report represents work in progress, that is, a first attempt to synthesise and highlight trends emerging from case study research, primarily to inform initial discussion and debate. Firms in South Africa are challenged to upgrade their technology and to innovate so that they can become more productive

and competitive in a global and national economy. At the same time, they are challenged to create more jobs for sustainable and inclusive growth in the context of high unemployment and growing inequality. This means that the nature of the education, training and skills required is changing rapidly, challenging post-school education and training (PSET) organisations to be more flexible, adaptable and responsive. The importance of understanding actors and interaction in networks at sectoral and regional levels is highlighted. There is a need for a strong focus on the capability-building of post-school education and training organisations, particularly interactive capabilities. Developing dynamic interactive capabilities of individual lecturers, academics and organisations will mean that universities or colleges can respond appropriately to changing skills demand, developing the capabilities to offer new programmes informed by analysis of economic demand, of the needs and capabilities of other actors in key networks and of their own existing organisational capabilities.

[http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20Report%204%20Web\\_0.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20Report%204%20Web_0.pdf)

## **Theme 5: Pathways through education and training and into the workplace**

### ***Book: Post-Schooling Educational Trajectories and the Labour Market in South Africa (coming soon)***

Rogan, M (Ed) (2018)

**Authors:** M Rogan, K Isdale, V Reddy, S van der Berg, N Branson, M Cosser, J Papier, S Needham, T Mashongoane, G Kruss, A Wildschut, P Lolwana, E Rabie, E Grapsa, B Mncwango

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### ***Assessing the Usability of the Western Cape Graduate Destination Survey for the Analysis of Labour Market Outcomes (coming soon)***

N Branson, M Leibrandt (2017)

This report examines the response rate of one graduate destination study. The Western Cape Graduate Destination Survey in 2012 showed that only 22% of all 2010 university graduates from the four Western Cape universities were successfully interviewed. Graduate destination studies can provide information about how graduates transition into work. The low rate of response to these graduate destination studies raises the concern that the non-response is not random and that inferences using data on those who respond will be inaccurate. It was found that those who successfully responded to the survey were more likely to be studying in 2012. While those that responded have some systematically different baseline information that signals that response is not random, this has a limited impact for an equation of employment. Focus should be directed at preparing and standardising the sampling frame, keeping detailed records of the survey process, and linking graduate destination study data with administrative resources to assess bias and supplement the survey information obtained.

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### ***The Post-Matriculation Enrolment Decision: Do Public Colleges Provide Students with a Viable Alternative? Evidence from the First Four Waves of NIDS (coming soon)***

N Branson, A Kahn (2017)

This report provides an analysis of enrolment patterns for public universities, public technical and vocational education and training (TVET) colleges, and private colleges. Considering government's policy is to expand TVET colleges over the next two decades, the role of financial constraints in the enrolment decision was investigated. The results showed that household income during the matric year is highly significant in determining enrolment in all types of post-secondary institutions, including TVETs. Individual ability (as measured by numeracy test scores) is also important in explaining enrolment in both universities and TVETs, even after controlling for socio-economic background and school-quality variables. These findings suggest that increasing the number of places available at TVET colleges without expanding funding opportunities and assessing the level of course content is unlikely to result in

the target of 2.5 million learners in TVETs by 2030 being met. The research drew on the National Income Dynamics Study (NIDS) data for the period 2008 to 2015, together with administrative data on South African schools and post-secondary institutions.

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***Institutionalising Tracer Studies to Assess the Outcomes of Workplace Based Training: Reflections on Feasibility (coming soon)***

A Wildschut, G Kruss, T Meyer, J Rust, A Tele, Z Hlakula (2017)

The expansion and capacitation of workplace based learning (WPBL) programmes, such as internships, apprenticeships, learnerships and skills programmes, have clear advantages in a society where a large proportion are unemployed youth with less than a matric. The formal labour market often attributes mismatches between labour market demand and skills supply to a lack of work experience. However, we know very little about whether the current system in South Africa is functioning as expected. This study reflects on a methodology previously employed to measure the impact of learnerships and apprenticeships, as well as additional analysis of the size and nature of participation in internships. The findings show that different forms of WPBL offer valuable pathways to skilling and employment and thus policy focus should be deepened and extended. The report also argues that it will become increasingly important for DHET to institutionalise tracer type surveys across the PSET system at a nationally centralised level, to allow for more comprehensive and valid assessments of the impact of education and training on labour market outcomes.

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***Who Accesses Adult Education and Where Do They Progress to? An Exploratory Tracer Study in Community Education and Training (coming soon)***

P Lolwana (2017)

The need for continuing education seems to be growing in both developing and developed countries as the world's political and economic systems continue to be thrown into doubt by a fast internationalising world. This tracer study was intended to provide detailed information about the students who participate in the AET programmes and the value the PALCs and skills centres add to their lives for personal fulfilment. The study shows that the profile of learners signifies the extreme socio-economic vulnerability of the adult education and training participants. This has implications for the kind of institution that has to be established for these learners in order for them to succeed. These students need a lot of support to succeed, more than your traditional post-school student: they need orientation to the institution, counselling and guidance, retention plans, extra tuition, financial support, childcare and health support, extracurricular activities, career guidance, etc. The new Community Education and Training Colleges will not succeed if the support system for the students is not constructed well right from the beginning. CET colleges will be a pathway for millions of South Africans to gain valuable education and to access career opportunities leading to family-sustaining wages. Therefore, government and institutions must share in the responsibility for student success. There is also an urgent need to review both the general and skills programmes and make them acceptable parts of the whole post-school system to allow students progression options throughout the system.

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***Higher Education Access and Outcomes for the 2008 National Matric Cohort***

H Broekhuizen, S van der Berg, H Hofmeyr (2017)

This study uses a unique data set to investigate university access, throughput and dropout for the 2008 national matric cohort. The findings show that university access in South Africa is limited, even among learners who perform relatively well in matric. In addition, those who do gain access to university often take a long time to complete their studies, with many never completing at all. As a result, only a select minority of matric learners manage to obtain university qualifications. Significant inequalities in university outcomes between race groups and across geographical space also remain evident. However, the results from the analysis suggest that observed patterns of university access and university success are strongly influenced by school results. The weak school system has a major influence on who reaches matric, and

how they perform in matric. This, and particularly the achievement of bachelor passes, explains much of the differences in university outcomes by race, gender and province.

<http://www.lmip.org.za/sites/default/files/documentfiles//HSRC%20LMIP%20Report%2030%2024JUL%20WEB.pdf>

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### ***Survey Analysis of the Pathways of Public TVET College Learners through NATED Programmes***

J Papier, L Powell, T McBride, S Needham (2017)

One of the main purposes of the TVET college system is to prepare workers for the labour market. Very little, however, is known about students' progression through college into employment. Consequently, there is little consolidated data to inform their absorption into the labour market. This report conveys the results of a telephonic survey of some 3 000 TVET Business Studies and Engineering Studies graduates from the N3 and N6 programmes, and shares the indicative findings in respect of these graduates. At the time of the survey, thirty months after graduation, just over half of the total 2013 graduates (52.3%) were employed. Of those employed, 34.4% were in internships or apprenticeships, 50.2% were in permanent employment or long-term contracts, and 15.4% were in short-term contracts. Not all graduates who are not in employment can be considered to be unemployed, though. At the time of the survey, 47.7% of the respondents indicated that they were unemployed, but of this grouping 3% said that they were self-employed and 10% said that they were studying. The data is presented here in order to construct an initial data set of NATED (National Accredited Technical Education Diploma) graduates as a basis for developing a destination study agenda in line with the intentions of the LMIP.

[http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20Report%2034%2005\\_0.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20Report%2034%2005_0.pdf)

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### ***Smooth, Staggered or Stopped: Educational Transitions in the South African Youth Panel Study***

K Isdale, V Reddy, L Winnaar, L Zuze (2016)

Year-on-year, incremental progress is the gold standard of education. While progression and promotion policies are in place to address any possible anticipated interruption in overall learner journeys, smooth transitions through an individual's schooling career are a key aim for education programmes the world over. New analysis from a longitudinal study of South African youth suggests that just under half of all learners are following this smooth type of pathway through the Further Education and Training (FET) phase of schooling, with the rest following three other distinct progression routes. This report provides the first in-depth look at what young people are doing, how they move through the education system, and how background and school-level characteristics influence those pathways. The study attempts to look beyond the predictable pattern of 'achievement begetting achievement', and demonstrates that educational expectations matter, and that the school attended need not. Together the results paint a complex picture of educational transitions where advantage operates but so too does the notion of 'beating the odds'.

[http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20Report%2027%20WEB\\_0.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20Report%2027%20WEB_0.pdf)

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### ***Pathways through University and into the Labour Market: Report on a Graduate Tracer Study from the Eastern Cape***

M Rogan, J Reynolds, U du Plessis, R Bally, K Whitfield (2015)

The key question addressed by this work is: What are the dynamics of access, progression, graduation and labour market destinations underpinning learner, student and worker mobility along various education, training and labour market trajectories, and how can this knowledge inform skills planning in



South Africa? The graduate tracer study described in this report falls under Theme 5 of the LMIP and is motivated by the need for more information on the transitions from university to the labour market.

[http://www.lmip.org.za/sites/default/files/documentfiles/LMIP%20Report%2018%20Eastern%20Cape%20WEB\\_0.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/LMIP%20Report%2018%20Eastern%20Cape%20WEB_0.pdf)

## **Theme 6: Understanding changing artisanal occupational milieus and identities**

### ***A Study of the Shifting Boundaries of Artisanal Work and Occupations***

A Wildschut, T Meyer (2016)

This report aims to give insight into the changing nature of artisanal work in relation to other occupational groups, using the concept of occupational boundaries as a lens. Has the work of artisans changed and, if so, how? And further, with what implication for the demand and supply of artisanal skills? The research draws from an empirical base established through three sector studies. It finds that, in order to better understand and respond to the challenges of contemporary labour markets, we need to focus more attention on investigating changes to the nature of work. It is clear that the sociological dimension of work is a critical component that directs behaviour and outcomes, but this is not the dominant and often undervalued approach to understanding the labour market. Studies such as this are important, not only to illustrate this point, but to emphasise that understanding this dimension is a key precursor for any attempts to intervene in a labour market.

[http://www.lmip.org.za/sites/default/files/documentfiles/504.%20The%20Shifting%20Boundaries%20of%20Artisanal%20Work%20And%20Occupations\\_0.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/504.%20The%20Shifting%20Boundaries%20of%20Artisanal%20Work%20And%20Occupations_0.pdf)

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### ***Studying the Shifting Boundaries of Artisanal Work and Occupations: Research Template***

A Wildschut, T Meyer (2016)

This research template is a first step towards this institutionalisation process, and draws on the findings, methodology and design for the investigation into changes to the nature of artisanal work in three trades and industry sectors in South Africa. It is intended to inform the practice of SETA/NAMB skills planning and strategy development particularly with relation to intermediate and artisanal skills. The guide provides a conceptual frame and research instruments to assist skills and strategic planners in their task from a specific research method and design perspective. Specifically, the guide provides practical guidelines and tools to collect data to understand artisanal work change, but the approach differs from the supply and demand estimation approaches conventionally used to assess the change in demand for skills that arise from work change. We encourage a more nuanced assessment of the sociological and contextual factors informing the nature of demand and supply in specified industry sectors.

[http://www.lmip.org.za/sites/default/files/documentfiles/T6P2\\_FINAL%20RESEARCH%20GUIDE.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/T6P2_FINAL%20RESEARCH%20GUIDE.pdf)

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### ***Work and Qualifications Futures for Artisans and Technicians***

J Gamble (2016)

In support of labour market planning, the main research question was: which knowledge and skill does a 21st-century artisan need? To address this question, sector studies were designed as a series of interlocking each driven by a sub-question. Instead of tracking the learning pathways of individuals, or studying curricula and assessment, the study turns to work itself, to its organisation and to the diagnostics and problem-solving found in the work of artisans and technicians. It is a demand-focused study that takes the changing nature of work as its central theme and seeks to contribute to labour

market intelligence by putting forward an evidence-based argument for how artisans and technicians of the future should be prepared to be work-ready. Key findings of the study point to shifts in the types of knowledge on which diagnostics and problem-solving draw at artisan and technician levels, and to a misalignment between available training and what is required for intermediate level work of the future.

<http://www.lmip.org.za/sites/default/files/documentfiles//528.%20Work%20and%20Qualifications%20Futures%20for%20Artisans%20and%20Technicians.pdf>

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### ***Work and Qualifications Futures for Artisans and Technicians: A Research Template***

T Meyer, A Wildschut, J Gamble (2016)

This research template is another important step towards this institutionalisation process, and draws on the findings, methodology and design that underpinned an investigation into the knowledge and skills requirements of artisans and technicians in South Africa. The study focuses on work itself, to its organisation and to the diagnostics and problem solving found in the work of artisans and technicians to make assessment of the kinds and combinations of knowledge that would be required by artisans and technicians in the future. It is a demand-focussed study design which takes the changing nature of work as its central theme and seeks to contribute to labour market intelligence by putting forward an evidence-based argument for how artisans and technicians of the future should be prepared to be work-ready. The approach could be useful in its entirety or part of it could inform the practice of SETA/NAMB skills planning and strategy development particularly with relation to ensuring that appropriately skilled artisans and technicians will be available for the future workplace.

[http://www.lmip.org.za/sites/default/files/documentfiles/T6P3\\_FINAL%20RESEARCH%20GUIDE\\_0.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/T6P3_FINAL%20RESEARCH%20GUIDE_0.pdf)

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### ***Towards Understanding the Distinctive Nature of Artisan Training: Implications for Skills Planning in South Africa***

C N Mbatha, A Wildschut, B Mncwango, X Ngazimbi, T Twalo (2014)

This report offers a high-level economic and historical overview of the shifts and shape of artisan skilling and employment over the last few decades. The aim is simple - to move beyond an extensive and established literature, to argue that dealing with artisan skills production and the associated historical challenges for employment creation, requires an institutional understanding of artisanal history and of the prevailing economic parameters in key periods which provide both constraints and opportunities for policy making. Taking all of these factors into account, it is clear that for skills planning, questions need to be asked not only about how many artisans the labour market requires, but more significantly, how and whether the formal and informal labour market in distinct sectors has the capacity to absorb new artisan labour market entrants, at what rate and with what skills requirements.

[http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20Report%202%20Web\\_0.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20Report%202%20Web_0.pdf)

## Concept Papers

### ***Mining Sector Wages in South Africa***

T Gwatidzo, M Benhura (2013)

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### ***Skills, Competencies and Capabilities in the Innovation System: Reconfiguring the Post-School Sector***

B Mncwango (2013)

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### ***Considering Firm Surveys: Key Data and Methodological Requirements and Issues***

C Marock (2013)

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### ***Using the Delphi Method to Select Key Indicators for Skills Planning***

L Mabotja (2013)

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### ***Contextualising Informality in the South African Labour Market: Indicators of the Limits to Evidence-based Research?***

D Fryer (2013)

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### ***Made to Measure? Some International Reflections on Developing VET Indicators***

S McGrath (2012)

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### ***Establishing a Foundation for Labour Market Information Systems in South Africa***

P Toner (2012)

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### ***Developing a Framework for Institutional Planning and Monitoring in FET Colleges***

A Gewer (2012)

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### ***Developing a Framework for Understanding Seta Performance: Monitoring and Evaluating their role in skills planning, steering and enabling supply within their sector***

C Marock (2012)

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### ***Data Considerations for Education and Labour and Labour Market Indicators***

F Arends, M Cosser (2012)

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### ***National Database Sets and Research on Labour Market Demand***

J Roodt (2012)

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### ***National Database Sets Available for Post School Sector (Supply Side)***

M Visser (2012)

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### ***Towards a Generic Survey of Labour Market Information in South Africa***

B Mncwango (2012)

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***Innovation, Skills Development and South African Labour Market Intelligence***

M Gastrow (2012)

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***Studies of Selected Priority Sectors in South African Labour Market: A Proposed Research Programme***

H Bhorat, M Oosthuizen (2012)

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***Critical Review of the Research on Skills Development in Rural Areas***

P Jacobs, T Hart (2012)

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***A Critical Review of Research on Skills Development and Labour Market Demand in the Early Childhood Development Sector (0–4 years)***

S Motala (2012)

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***The State of Co-operatives in South Africa: The Need for Further Research***

T Twalo (2012)

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***Development of a National Skills Forecasting Model***

M Chitiga-Mabugu, S Ngandu (2012)

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***Briefing Paper on Private Post-School Education in South Africa***

A Kraak (2012)

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***Differentiation in the Post-School Sector***

A Kraak (2012)

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***Reconfiguring the Post-Schooling Sector: A Critical Review of Adult Basic Education and Training (ABET) Provision in South Africa***

V McKay (2012)

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***Contemporary Issues in Public FET Colleges***

J Papier, S Needham, T McBride (2012)

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***The State of Graduate Teacher Transition to the Labour Market***

N Diko, T Meyiwa (2012)

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***Reconfiguring the Post-School Sector***

F Maringe (2012)

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***Is Post-School Education Adult Education and Training: The Shape and Size of Post-School Education***

P Lolwana (2012)

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***Review of Research on Skills development and Qualifications Structure***

M Buchler (2012)

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***Towards Responsiveness and Employability in the FET College Sector: A Review of the Field***

V Wedekind (2012)

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***Educational Transitions in the South African Youth Panel Study***

M Cosser (2012)

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***Pathways through Education and Training and into the Workplace: A concept paper***

P Pillay (2012)

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***Navigational Capacities for Youth Employment: A Review of Research , Policies, Frameworks and Methodologies***

S Swartz, E Khalema, A Cooper, A De Lannoy, H Segal (2012)

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***Traffic Jams or Trees? How Are South African Youth Progressing through the Post-School Sector? And What Lessons Can We Learn from Current Studies?***

F Lewis (2012)

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***Jobs? What Jobs? Skills? What Skills? An Overview of Studies Examining Relationships between Education and Training and Labour Markets***

S Allais, O Nathan (2012)

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***Models and Pathways to Institutionalise Apprenticeships***

J Gamble (2012)

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***Understanding Changing Artisanal occupational Milieus and Identities***

A Wildschut (2012)

# Policy Briefs

## Theme 1

***Indicators and Data to Support Skills planning in South Africa: Labour Market Profile (in draft)***

V Reddy, M Powell, A Paterson (2015)

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***Roadmap for the Implementation of a Skills Planning Unit (in draft)***

M Powell, V Reddy (2016)

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***Approaches and Methods of Understanding what Occupations are in High Demand and Recommendations for Moving Forward in South Africa (in draft)***

M Powell, V Reddy (2015)

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***Labour Market Intelligence Systems and Mechanisms for Skills Planning (in draft)***

M Powell, V Reddy (2015)

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***Estimating the Current and Future Skills Demand of Government's National Growth and Development Policies (in draft)***

M Kalina, M Rogan (2016)

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***High-Level Audit of Administrative Datasets***

A Paterson, M Visser, F Arends, M Mthethwa, T Twalo, T Nampala T (2016)

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***South African Labour Market Micro-data Scoping Study***

L Woolfrey (2016)

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***Understanding Labour Demand in South Africa and the Importance of Data Sources***

A Kerr (2016)

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***Public Attitudes to Work in South Africa***

B Mncwango (2016)

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***Investigating Employer Interaction with the Employment Services of South Africa (ESSA)***

F Arends, S Chabane, A Paterson (2015)

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## Theme 3

***Occupational Shifts and Skills Challenges Facing the South African Economy (in draft)***

H Bhorat, M Oosthuizen, A Cassim

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***SETA Labour Market Survey Pilot: Moving Toward Better Labour Market Information and Intelligence (in draft)***

Development Policy Research Unit, University of Cape Town

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***How Using a Firm-Level Survey Can Provide Useful Data for Skills Planning: The Case of Manufacturing Firms in South Africa***

H Bhorat, K Naidoo (2016)

## **Theme 4**

***Institutional Alignment in the Knowledge Economy: lessons from Square Kilometre Array telescope***

M Gastrow, G Kruss, I Petersen (2016)

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***Responsiveness and Employability: An Argument for Building Interactive Capabilities in Technical Vocational Education and Training Colleges in South Africa***

G Kruss, I Petersen (2016)

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***Enhancing Employability: What Can Be Done to Improve TVET Students' Chances of Finding Work***

V Wedekind (2016)

***How can Universities and Colleges Improve the Alignment between Education and Work? A Systemic, Demand-Led Approach to Skills Planning and Development***

I Petersen, I, G Kruss (2016)

## **Theme 5**

***Pathways through University and into the Labour Market: Tracer Study from the Eastern Cape***

M Rogan, J Reynolds (2016)

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***Smooth, Staggered or Stopped? Educational Transitions in the South African Youth Panel Study***

K Isdale, V Reddy, L Winnaar, L Zuze (2016)

## **Theme 6**

***History and the Economy Matters for Artisanal Skills Planning***

A Wildschut, N Mbatha (2016)

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***Why Changes to Occupational Domains Matter for Artisanal Skills Planning in South Africa***

T Wildschut, T Meyer (2016)

# Journal Articles

## Theme 1

*Utilisation of administrative and research databases in government departments: Providing the platform for skills planning.* Development Southern Africa Vol 33, no 3.  
A Paterson, M Visser (2016)

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*Skills in South Africa: The journey towards credible planning* Development Southern Africa Vol 33, no 3.  
M Powell, V Reddy, A Juan (2016)

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*Improving the fit: making the skills development levies act work better in South African national government departments.* Journal of Public Administration. 49(2):442–459.  
A Paterson, P Pillay, V Reddy, A Juan, T Twalo (2014)

## Theme 3

*Higher education, employment and economic growth: Exploring the interactions.* Development Southern Africa Vol 33, no 3.  
H Bhorat, A Cassim, D Tseng (2016)

## Theme 4

*Higher education responsiveness through partnerships with industry: The case of a university of technology programme.* Development Southern Africa Vol 33, no 3.  
V Wedekind, S Mutereko (2016)

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*Connecting capabilities in highly unequal developing countries: The case of the Square Kilometre Array telescope in South Africa.* Development Southern Africa Vol 33, no 3.  
M Gastrow, G Kruss, I Petersen (2016)

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*Bridging skills demand and supply in South Africa: The role of public and private intermediaries.* Development Southern Africa Vol 33, no 3.  
I Petersen, G Kruss, S McGrath, M Gastrow (2016)

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*Higher education and economic development: the importance of building technological capabilities.* International Journal of Educational Development Vol 43.  
G Kruss, S McGrath, I Petersen, I Gastrow M (2015)

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*The SKA: connecting the dots to reach the global science and technology frontier.* HSRC Review. 13(1):18–20.  
M Gastrow, G Kruss, I Petersen (2015)



## Theme 5

*Schooling inequality, higher education and the labour market: Evidence from a graduate tracer study in the Eastern Cape, South Africa.* Development Southern Africa Vol 33, no 3.

M Rogan, J Reynolds (2016)

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*Recent Internal Migration and Labour Market Outcomes: Exploring the 2008 & 2010 National Income Dynamics Study (NIDS) panel data in S.A.* South African Journal of Economic and Management Sciences Vol 17, no 5.

N Mbatha, J Roodt (2014)

## Theme 6

*The changing nature of artisanal work and occupations: Important for understanding labour markets.* Development Southern Africa Vol 33, no 3.

A Wildschut, T Meyer (2016)

# Policy Roundtables

## ***Skills Shortages in the Economy: A Conversation with the Demand Side***

24 January 2014

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## ***The Emerging Contours of a Credible Institutional Skills Planning Mechanism for South Africa: Towards a Common Perspective***

19 March 2014

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## ***Responding to Shifting Demands for Skills: How Do We Get Firms and Post-School Education and Training Organisations to Work Together?***

21 August 2014

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## ***Approaches and Methodologies To Estimate Occupations in High Demand***

30 September 2014

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## ***Frameworks, Indicators and Data for Skills Planning in South Africa***

27 January 2015

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## ***Planning for Artisanal Skills: What's Missing?***

26 February 2015

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## ***SETA Labour Market Survey***

5 August 2015

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## ***How do TVET Providers Develop Intermediate Skills to Strengthen Employability and Employment Prospects of Students?***

17 February 2016

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## ***Post-Schooling Training and Higher Education: Key Findings and Issues for Policy Relevant Research***

31 October 2017

## Dissemination Activities

**“Africa Talks Jobs – Continental Dialogue on Equipping the Youth with Education and Skills for Employment ” Conference: African Union Commission in Addis Ababa, Ethiopia**

**Panel discussion on “Identifying skills Gaps and Forecasting Demands”**

V Reddy (30 October–1 November 201)

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**VTSD Skills Development Lekgotla: Off of the Premier, North West Provincial Government**

**Perspectives on Skills Development and Lessons for South Africa**

B Mncwango, F Arends (7 September 2017)

[http://www.lmip.org.za/sites/default/files/documentfiles/Mncwango\\_Skills%20planning%20in%20South%20Africa\\_07%20Aug%2017\\_0.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/Mncwango_Skills%20planning%20in%20South%20Africa_07%20Aug%2017_0.pdf)

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**Presentation to Parliament Portfolio Committee**

**Skills Planning for Post-School Education and Training**

LMIP Team (6 September 2017)

<http://www.lmip.org.za/document/skills-planning-post-school-education-and-training-presentation-parliament-portfolio>

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**Education Management Association of South Africa (EMASA) conference**

**Plenary address on Education and the Labour Market**

V Reddy (2 September 2017)

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**Presentation to the Human Resource Development Council**

**Building on the Capacity of the State through Partnerships: The Labour Market Intelligence Project**

N Sishi (23 June 2017)

<http://www.lmip.org.za/document/building-capacity-state-through-parnerships-labour-market-intelligence-project>

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**Presentation to Parliament Portfolio Committee**

**Skills Planning for Post-School Education and Training**

LMIP team (31 May 2017)

<http://www.lmip.org.za/document/skills-planning-post-school-education-and-training-presentation-parliament-portfolio-0>

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**DHET internal seminar**

**Pathways of Public TVET College Learners through NATED Programmes**

J Papier (16 March 2017)

## *Heher Commission of Inquiry Into Higher Education And Training*

### **Inputs from the Labour Market Intelligence Partnership (LMIP) Study Conducted**

V Reddy, M Rogan, B Mncwango (27 February 2017)

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## *ESEID cluster workshop convened by the Department of Higher Education and Training*

### **The Labour Market Intelligence Partnership Project (LMIP)**

LMIP Team (26 September 2016)

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## *CHET Differentiation Dialogue on Indicators for Development*

### **Overview of LMIP Research on the Changing Labour market, Scarce Skills and Student Employment**

G Kruss (19–20 August 2016)

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## *International Council on Education for teaching (ICET)*

### **Schooling Inequality, Higher Education and the Labour Market: Evidence from a Graduate Tracer Study in the Eastern Cape, South Africa**

M Rogan, J Reynolds (19–22 June 2015)

<http://www.lmip.org.za/document/schooling-inequality-higher-education-and-labour-market-evidence-graduate-tracer-study>

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## *HSRC CEO Speech to the Minister*

### **The Labour Market Intelligence Partnership: Emerging Findings**

O Shishana (31 March 2015)

<http://www.lmip.org.za/document/hsrc-ceo-speech-labour-market-intelligence-partnership-emerging-findings>

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## *LMIP Ministerial Briefing*

### **Creating a Credible Institutional Mechanism for Skills Planning in South Africa**

P Lolwana, A Adelzaideh, H Bhorat, B Mncwango, M Rogan (31 March 2015)

[http://www.lmip.org.za/sites/default/files/documentfiles/LMIP%20Ministers%20workshop%2031%20March%202015%20-%20SESSION%20TWO\\_0.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/LMIP%20Ministers%20workshop%2031%20March%202015%20-%20SESSION%20TWO_0.pdf)

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## *LMIP Ministerial Briefing*

### **Outcome 5.1.1..... 'a credible institutional mechanism for skills planning' ....**

V Reddy (31 March 2015)

[http://www.lmip.org.za/sites/default/files/documentfiles/LMIP%20Ministers%20workshop%2031%20March%202015%20-%20SESSION%20ONE\\_1.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/LMIP%20Ministers%20workshop%2031%20March%202015%20-%20SESSION%20ONE_1.pdf)

***LMIP Ministerial Briefing***

**Creating a Credible Institutional Mechanism for Skills Planning in South Africa**

G Kruss, A Wildschut (31 March 2015)

[http://www.lmip.org.za/sites/default/files/documentfiles/LMIP%20Ministers%20workshop%2031%20March%202015%20-%20SESSION%20THREE\\_0.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/LMIP%20Ministers%20workshop%2031%20March%202015%20-%20SESSION%20THREE_0.pdf)

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***LMIP Ministerial Briefing***

**Outcome 5.1.1....To Develop a Credible Institutional Mechanism for Skills Planning**

LMIP Team (9 October 2014)

[http://www.lmip.org.za/sites/default/files/documentfiles/Pesentation\\_DHET\\_8Oct2014\\_minister\\_0.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/Pesentation_DHET_8Oct2014_minister_0.pdf)

## HSRC-LMIP Seminar Series

### ***The Role of Skills and Education in Predicting Micro-Enterprise Performance***

F Steenkamp (15 September 2016)

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### ***Smooth, Staggered or Stopped? Educational Transitions in the South Africa Youth Panel Study***

K Isdale (22 August 2016)

<http://www.lmip.org.za/document/smooth-staggered-or-stopped-educational-transitions-south-african-youth-panel-study>

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### ***Public Attitudes to Work in South Africa: A Missing Link***

B Mncwango (15 July 2016)

<http://www.lmip.org.za/document/public-attitudes-work-south-africa-missing-link>

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### ***The Boundaries of Artisanal Work and Occupations, and its Intersections with Inequality***

A Wildschut, T Meyer (31 May 2016)

<http://www.lmip.org.za/document/boundaries-artisanal-work-and-occupations-and-its-intersections-inequality>

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### ***Schooling Inequality, Higher Education and the Labour Market***

M Rogan (31 March 2016)

[http://www.lmip.org.za/sites/default/files/documentfiles/Schooling%20Inequality\\_presentation%2031%20March%202016\\_1.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/Schooling%20Inequality_presentation%2031%20March%202016_1.pdf)

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### ***Higher Education, Employment and Economic Growth: Exploring the Interactions***

H Bhorat, A Cassim (3 February 2015)

[http://www.lmip.org.za/sites/default/files/documentfiles/Bhorat%20and%20Cassim\\_Higher%20education%20C%20employment%20and%20economic%20growth\\_1.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/Bhorat%20and%20Cassim_Higher%20education%20C%20employment%20and%20economic%20growth_1.pdf)

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### ***Skills, Innovation, and Interactive Capabilities in the Astronomy Sector: The Case of the Square Kilometre Array Telescope***

M Gastrow (04 December 2014)

<http://www.lmip.org.za/document/skills-innovation-and-interactive-capabilities-astronomy-sector-case-square-kilometre-array>

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### ***Mining Sector Wages in South Africa***

T Gwatidzo, M Benhura (October 2014)

***Understanding Interactive Capabilities for Skills Development in Sectoral Systems of Innovation: A Tentative Framework***

G Kruss, I Petersen (20 August 2014)

<http://www.lmip.org.za/document/lmip-hsrc-seminar-understanding-interactive-capabilities-skills-development-sectoral>

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***Skills Mismatch and Informal Sector Participation among Educated Immigrants: Evidence from South Africa***

A Doyle, A Peters, A Sundaram (30 October 2014)

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***Curriculum Responsiveness and Student Employability in VET: Preliminary Findings from Three Case Studies***

V Wedekind, S Mutereko (28 October 2014)

<http://www.lmip.org.za/sites/default/files/documentfiles//Presentation%20%20Prof%20Volker%20Wedekind%20%26%20Dr%20Sybert%20Muterero.pdf>

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***Exploring the Value of the Capability Approach for Vocational Education and Training Evaluation: Reflections from South Africa***

L Powell (28 August 2014)

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***Recent Internal Migration & Labour Market Outcomes Exploring the 2008 & 2010 National Income Dynamics Study (NIDS) Panel data***

C Mbatha, J Roodt (11 June 2014)

[http://www.lmip.org.za/sites/default/files/documentfiles/Mbatha\\_Migration%20-%20labour%20market%20-%20LMIP\\_0.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/Mbatha_Migration%20-%20labour%20market%20-%20LMIP_0.pdf)

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***Informality in the South African labour market in context: indicators of the limits to evidence-based research?***

D Fryer (18 March 2014)

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***Understanding Labour Demand in South Africa, and the Importance of Data Sources***

A Kerr (14 March 2014)

[http://www.lmip.org.za/sites/default/files/documentfiles/Understanding%20Labour%20Demand%20in%20South%20Africa\\_%20HSRC%20presentation\\_Kerr\\_0.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/Understanding%20Labour%20Demand%20in%20South%20Africa_%20HSRC%20presentation_Kerr_0.pdf)

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***Reconfiguring the Post-school sector: Curriculum Responsiveness and Student Employability***

A Watson (13 March 2014)

[http://www.lmip.org.za/sites/default/files/documentfiles/Adrienne%20Watson\\_HSRC%20SEMINAR%2013%20MAR%202014\\_0.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/Adrienne%20Watson_HSRC%20SEMINAR%2013%20MAR%202014_0.pdf)

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***Studying Professions in Shifting Occupational Contexts: Exploring Symbolic Boundaries in Mechatronics***

A Wildschut, T Meyer (11 March 2014)

<http://www.lmip.org.za/document/studying-professions-shifting-occupational-contexts>

***Analysing Skills Demand and Supply in Sectoral Systems: A Tentative Framework***

G Kruss, I Petersen (27 February 2014)

[http://www.lmip.org.za/sites/default/files/documentfiles/LMIP%20HSRC%20Seminar\\_%2027%20February%202014\\_Kruss%20Petersen\\_0.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/LMIP%20HSRC%20Seminar_%2027%20February%202014_Kruss%20Petersen_0.pdf)

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***Skills for Work and Life: Towards a Transformative Approach***

S McGrath (5 November 2013)

<http://www.lmip.org.za/document/lmip-hsrc-seminar-series-skills-work-and-life-towards-transformative-approach>



## Learning Session Series

***Tracer Study (forthcoming)***

DHET staff and SETAs (2018)

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***WSP/ATR Review***

DHET staff and SETAs (14–15 September 2017)

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***Methodologies to Identify Skills Needs***

DHET staff and SETAs (16–17 August 2016)

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***Best Practices in Gathering and Understanding Survey Data***

DHET staff and SETAs (2–3 September 2013)

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***Labour Market Information System***

DHET staff and SETAs (25–26 February 2013)

# LMIP Honours and Masters Bursary Recipients: 2013–2016

***Formalisation, informalisation and the labour process within the minibus taxi industry in East London, South Africa***

Siyabulela Christopher Fobos (Masters) *Rhodes University*

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***Intellectual capital: exploration of Chinese investment on intellectual capital management practices in SA banking industry***

Natasha Pretorius (Masters) *Rhodes University*

---

***Toward universal sustainability: strategies and guidelines***

Struan Robertson (Masters) *Rhodes University*

---

***Inequality and underperformance of the South African education system***

Hilde-Mari Gous (Masters) *Stellenbosch University*

---

***Title forthcoming (in draft)***

Nwabisa Nanagamso Makaluza (Masters) *Stellenbosch University*

---

***Equity and efficiency issues in South African education: some illustrations using education production functions on TIMSS data***

Kate Rich (Masters) *Stellenbosch University*

---

***Production upgrading and skills development in the Western Cape clothing sector: are industry requirements being met by institutional policy implications?***

Zara Danielle Christie (Masters) *University of Cape Town*

---

***Title forthcoming (in draft)***

Rowan Clarke (Masters) *University of Cape Town*

---

***Youth unemployment and reservation wages in Cape Town, South Africa***

Kezia Lilenstein (Masters) *University of Cape Town*

---

***Title forthcoming (in draft)***

Vuyokazi Magungxu (Masters) *University of Fort Hare*

---

***The influence of socioeconomic status on academic achievement in mathematics and science in South Africa: evidence from the Trends in International Mathematics and Science Study 2011***

Nthabiseng Carol Marie (Masters) *University of KwaZulu-Natal (Howard College Campus)*

---

***Time preference, job search, reservation wage and exit rates from unemployment: an application to South Africa***

Jaco Swart (Honours/Btech Assistantships) *University of the Free State*

---

***Does Matric matter? An analysis of the correlation between the attainment of a Matric certificate and labour market outcomes in South Africa***

Nadia Kruger (Honours/Btech Assistantships) *University of the Witwatersrand*

---

***Utilising the course tools available on the Blackboard eLearning platform to enhance teaching and learning within the System Design and Development module of third year students at UP***

Mpelegeng Rammutloa (Honours) *University of Pretoria*

---

***Youth unemployment in South Africa: Could mandatory national service be a solution?***

Paula Phelp (Honours) *University of Cape Town*

---

***Augmented reality technologies today and tomorrow***

Tyrone Naidoo (Honours) *University of Pretoria*

---

***Socio-economic evaluation of the upgrading of informal settlements programme in Ditseneng and Greenside***

Felicia Mashimbye (Honours) *University of Pretoria*

---

***The effects of the introduction of new technology on human resource management***

Katherine Pillay (Honours) *University of KwaZulu-Natal (WestvilleCampus)*

---

***The development of human capital management model as strategy to attract talent in the Sarah Baartman District Area***

David Saki (Honours) *Nelson Mandela Metropolitan University*

---

***The correlation between youth employability and job search activity in Motherwell Township***

Busisiwe Phillip (Honours) *Nelson Mandela Metropolitan University*

---

***How the labour market operates and how the difference between satisfied/unsatisfied workers reflect on the labour market***

Caro van Blerk (Honours) *Nelson Mandela Metropolitan University*

---

***An investigation of the correlation between access to different sources of job information and employment status: a case study of KwaMagxaki***

Zandile Mswana (Honours) *Nelson Mandela Metropolitan University*

# LMIP Researchers

## Theme 1: Establishing a foundation for labour market information systems in South Africa

Vijay Reddy <i>Human Sciences Research Council</i>	Andrew Paterson <i>Human Sciences Research Council</i>
Fabian Arends <i>Human Sciences Research Council</i>	Sybil Chabane <i>KNC Consulting</i>
Bongiwe Mncwango <i>Human Sciences Research Council</i>	Cuen Sharrock <i>KNC Consulting</i>
Xolani Ngazimbi <i>Human Sciences Research Council</i>	Lynn Woolfrey <i>University of Cape Town</i>
Thembinkosi Twalo <i>Human Sciences Research Council</i>	Marc Kalina <i>Consultant</i>
Mariette Visser <i>Human Sciences Research Council</i>	Marcus Powell <i>CEI International</i>

## Theme 2: Skills forecasting: supply and demand

Asghar Adelzadeh <i>Applied Development Research Solutions</i>	Peliwe Lolwana <i>University of the Witwatersrand</i>
Siphelo Ngcwangcu <i>University of the Witwatersrand</i>	

## Theme 3: Studies of selected priority sectors

Haroon Bhorat <i>University of Cape Town</i>	Kavisha Pillay <i>University of Cape Town</i>
Morne Oosthuizen <i>University of Cape Town</i>	Benjamini Stanwix <i>University of Cape Town</i>
Aalia Cassim <i>University of Cape Town</i>	Nan Tian <i>University of Cape Town</i>
Sumayya Goga <i>University of Cape Town</i>	David Tseng <i>University of Cape Town</i>
Esther Kimani <i>University of Cape Town</i>	Derek Yu <i>University of Cape Town</i>
Karmen Naidoo <i>University of Cape Town</i>	Neryvia Pillay <i>University of Cape Town</i>

## Theme 4: Reconfiguring the post-school sector

Glenda Kruss <i>Human Sciences Research Council</i>	Simon McGrath <i>Nottingham University</i>
Il-haam Petersen <i>Human Sciences Research Council</i>	Salim Akoojee <i>Manufacturing, Engineering and Related Industries SETA</i>

Michael Gastrow  
*Human Sciences Research Council*

Bongiwe Mncwango  
*Human Sciences Research Council*

Volker Wedekind  
*University of KwaZulu Natal*

Adrienne Watson  
*University of KwaZulu Natal*

Sybert Mutereko  
*University of KwaZulu Natal*

Vanessa Taylor  
*Swiss SA Cooperation*

Fiona Lewis  
*Walter Sisulu University*

Joy Papier  
*University of Western Cape*

Tim McBride  
*University of Western Cape*

Zolile Zungu  
*University of KwaZulu-Natal*

## Theme 5: Pathways through education and training and into the workplace

Vijay Reddy  
*Human Sciences Research Council*

Lolita Winnaar  
*Human Sciences Research Council*

Bongiwe Mncwango  
*Human Sciences Research Council*

Nhlanhla Mbatha  
*HSRC/University of South Africa*

Pundy Pillay  
*University of Witwatersrand (until May 2013)*

Peliwe Lolwana  
*REAL Centre, University of the Witwatersrand*

Michael Rogan  
*Rhodes University*

Ulandi du Plessis  
*Rhodes University*

Servaas der Berg  
*Stellenbosch*

Kathryn Isdale  
*QER Consulting*

Michael Cosser  
*Human Sciences Research Council*

Seamus Needham  
*University of Western Cape*

Thabo Mashongoane  
*Department of Higher Education and Training*

Eugenie Rabie  
*University of the Witwatersrand*

Murry Leibrandt  
*University of Cape Town*

Amy Kahn  
*University of Cape Town*

Rod Bally

Joy Papier  
*University of Western Cape*

Angelique Wildschut  
*Human Sciences Research Council*

Glenda Kruss  
*Human Sciences Research Council*

Tamlynn Meyer  
*Human Sciences Research Council*

Jennifer Rust  
*Human Sciences Research Council*

Zinziswa Hlakula  
*Human Sciences Research Council*

Azinga Tele  
*Human Sciences Research Council*

Erofil Grapsa  
*Rhodes University*

Nicola Branson  
*University of Cape Town*

Hendrik Broekhuizen  
*Stellenbosch*

Heleen Hofmeyr  
*Stellenbosch*

Lesley Powell  
*Stellenbosch*

Tim McBride  
*Nelson Mandela University*

Linda Zuze  
*University of Western Cape*

John Reynolds  
*Human Sciences Research Council*

Kevin Whitfield

## Theme 6: Understanding changing artisanal occupational milieu and identities

Angelique Wildschut  
*Human Sciences Research Council*

Tamlynne Meyer  
*Human Sciences Research Council*

Bongiwe Mncwango  
*Human Sciences Research Council*

Xolani Ngazimbi  
*Human Sciences Research Council*

Thembinkosi Twalo  
*Human Sciences Research Council*

Nhlanhla Mbatha  
*University of South Africa*

Vanessa Davidson  
*JCM Research and Evaluation Services*

Marianne Spies  
*JCM Research and Evaluation Services*

Jane Gallagher  
*JCM Research and Evaluation Services*

Carel Garisch  
*JCM Research and Evaluation Services*

Jeanne Gamble  
*University of Cape Town/Consultant*

### Research Communication

Rushil Ranchod  
*Human Sciences Research Council*

Jennifer Rust  
*Human Sciences Research Council*

### Research Capacity Building

Angelique Wildschut  
*Human Sciences Research Council*

Kholofelo Motha  
*Human Sciences Research Council*

### HSRC LMIP Administrative Support

Elmi de Koning  
*Human Sciences Research Council*

Tania Fraser  
*Human Sciences Research Council*

Zinziswa Hlakula  
*Human Sciences Research Council*

Hilda Watani  
*Human Sciences Research Council*

Charlotte Motha  
*Human Sciences Research Council*

Alison Goldstuck  
*Human Sciences Research Council*



*The Labour Market Intelligence Partnership (LMIP) is a collaboration between the Department of Higher Education and Training, and a Human Sciences Research Council-led national research consortium. It aims to provide research to support the development of a credible institutional mechanism for skills planning in South Africa. For further information and resources on skills planning and the South African post-school sector and labour market, visit <http://www.lmip.org.za>.*



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