

Understanding pathways through post-school education and the labour market in South Africa: the Labour Market Intelligence Partnership (LMIP)

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**3RD HRDC
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*Partnerships revitalising
work and learning*



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HUMAN RESOURCE DEVELOPMENT COUNCIL
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Labour Market Intelligence Partnership (LMIP)



<http://www.lmip.org.za/>

The LMIP project is undertaken by a research consortium led by the **Human Sciences Research Council**, and is funded by the **Department of Higher Education and Training**

Theme 5:

Pathways through Education and Training
and into the Labour Market



RHODES UNIVERSITY
Where leaders learn

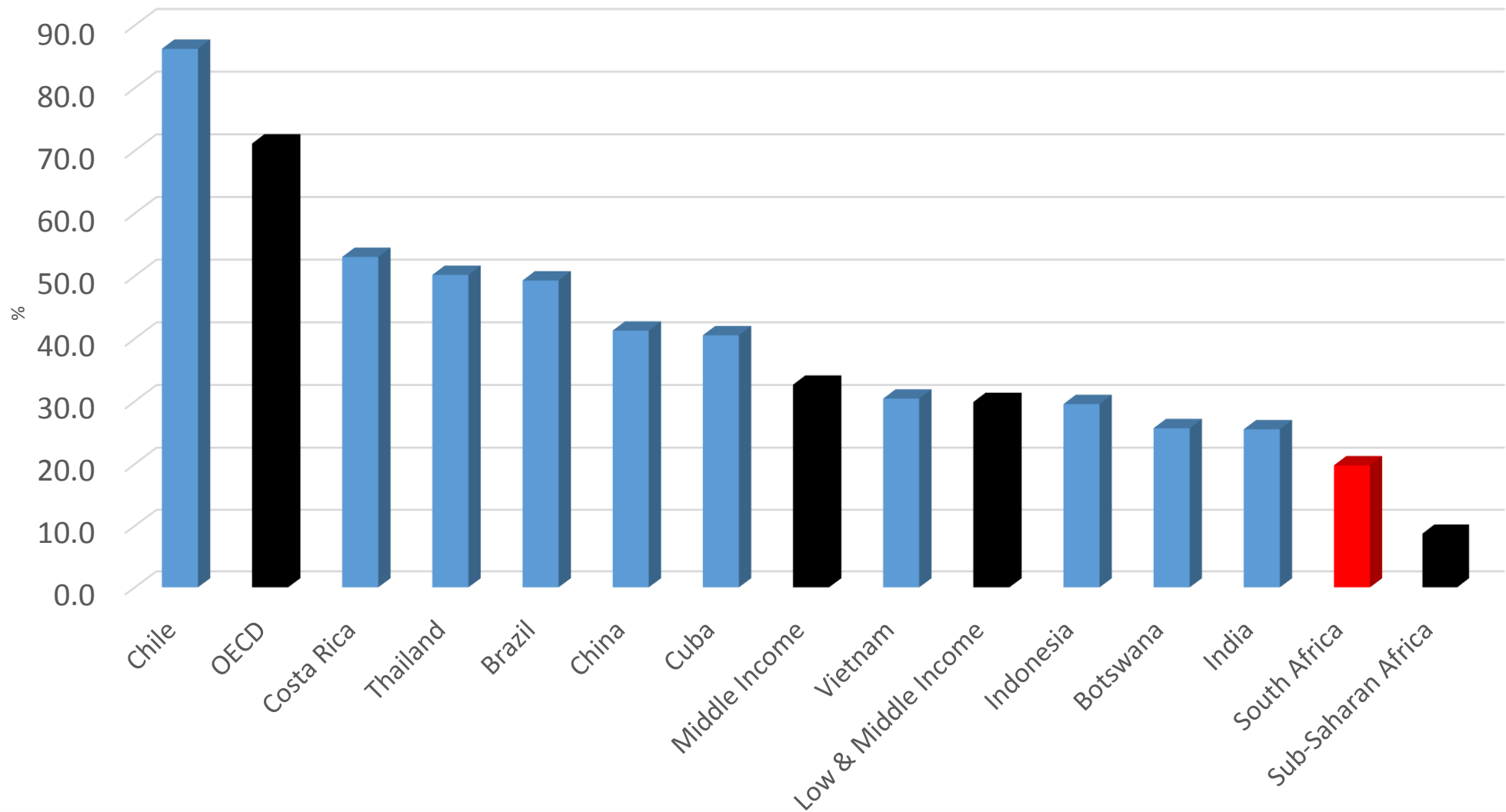


Policy Framework:

- Increase total PSET enrolments to 5.6 million by 2030. This represents a roughly 150% increase in total enrolments between 2015 and 2030
- Increase enrolments in vocational education in particular
- Three-fold increase in university enrolments in SET (Science, Engineering and Technology) qualifications by 2030

South Africa In Global Comparison

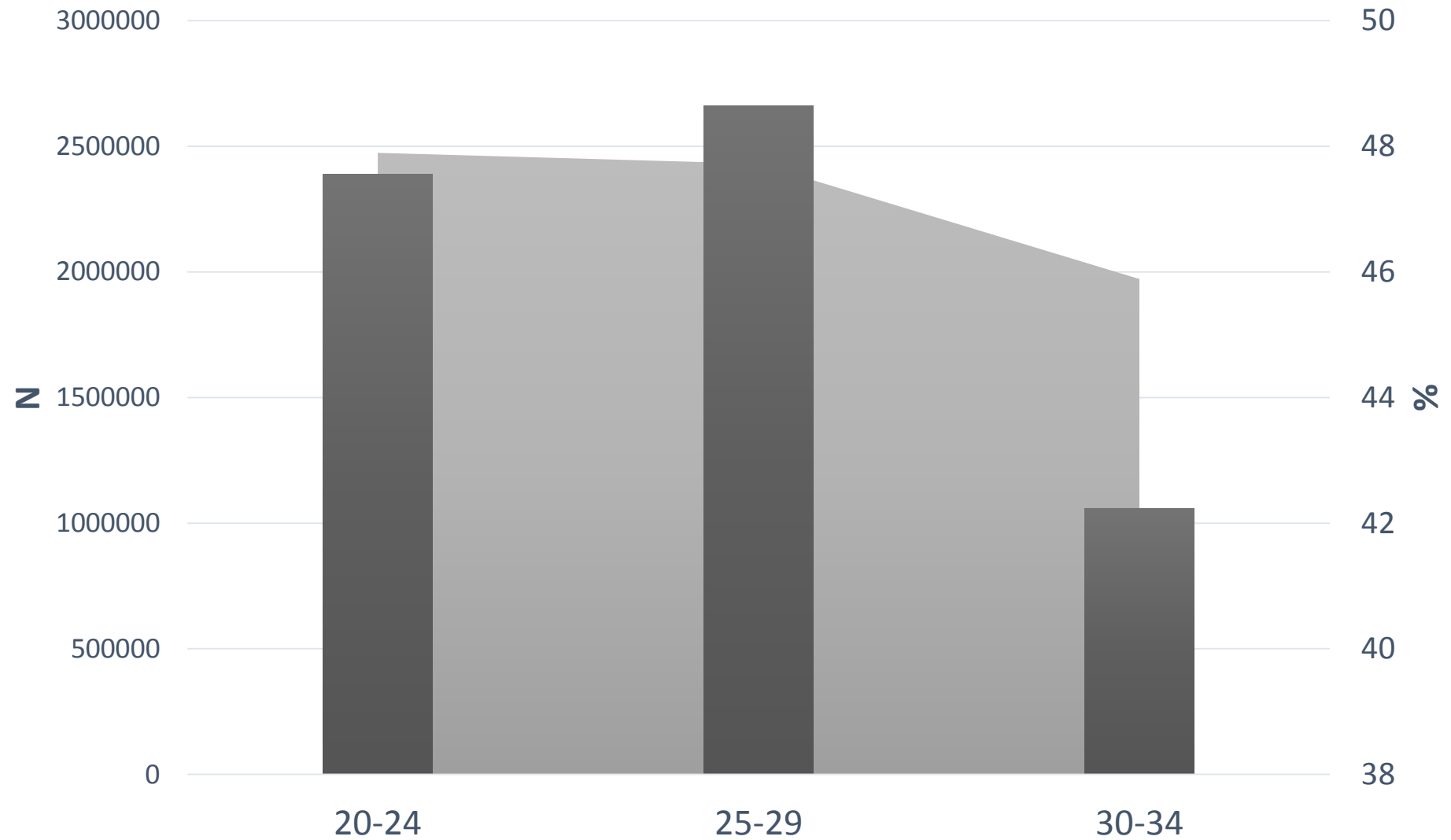
Gross Tertiary Enrolment Ratios (2014)



Source: World Bank Data

- A low (19.4%) tertiary enrolment rate (in global comparison)
- High levels of youth (15-24 inclusive) unemployment- 54.2% - 62.5%
- Not in employment, education, or training (NEETs)

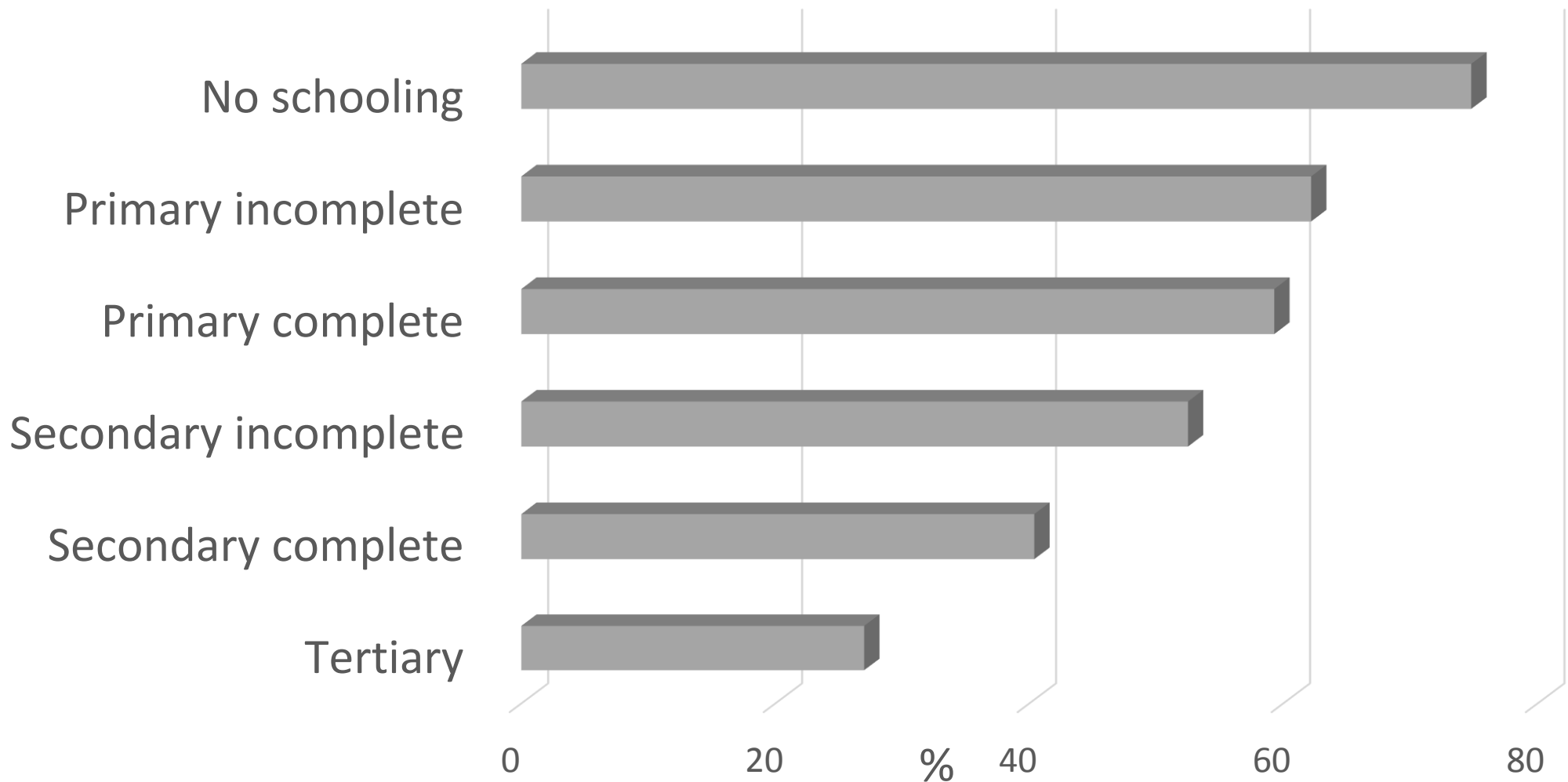
'NEETs' by age group, 2016



Source: Own calculations from the QLFS (2016:3)

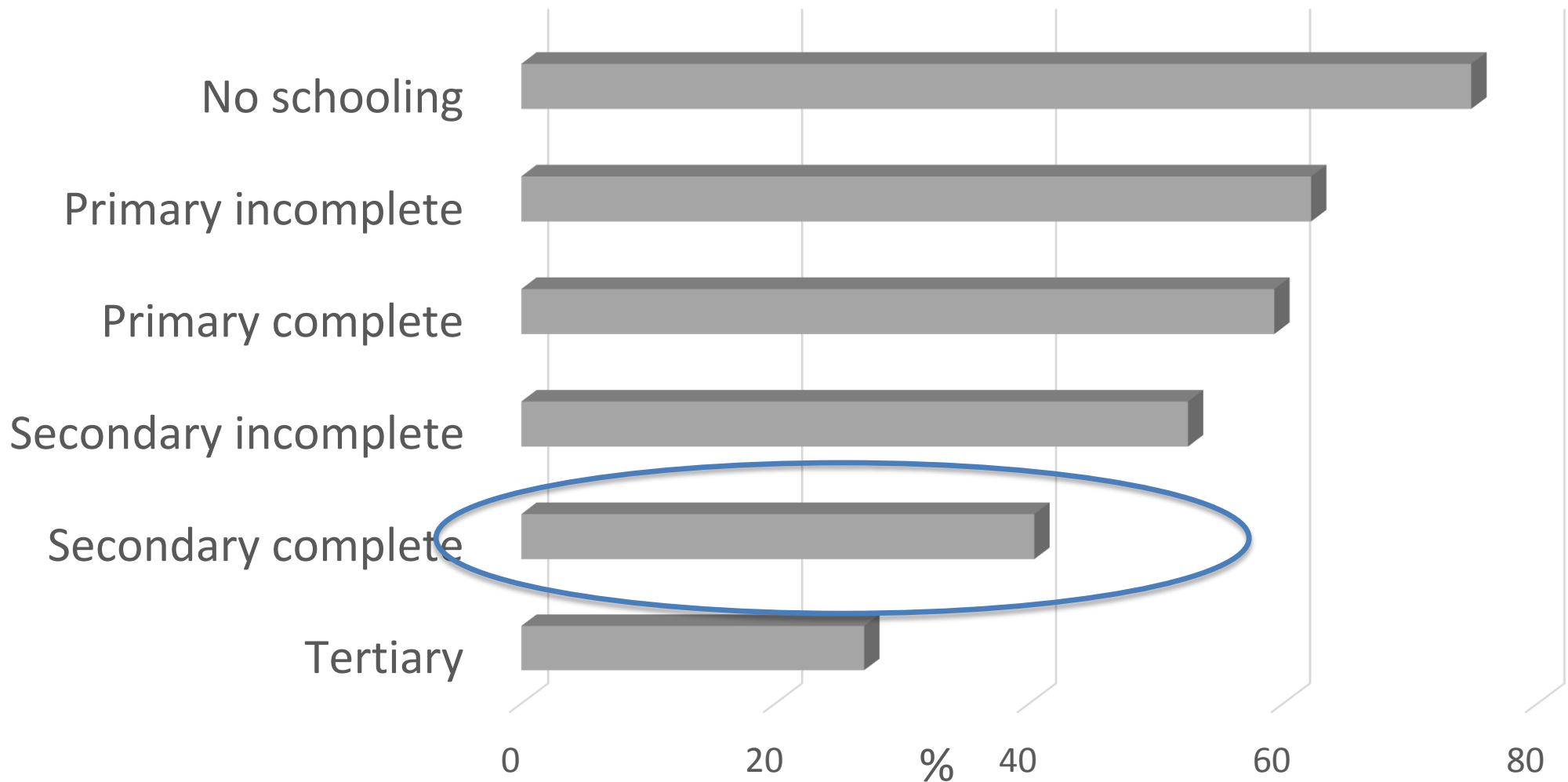
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'NEETs' status by levels of education (age 20-34)



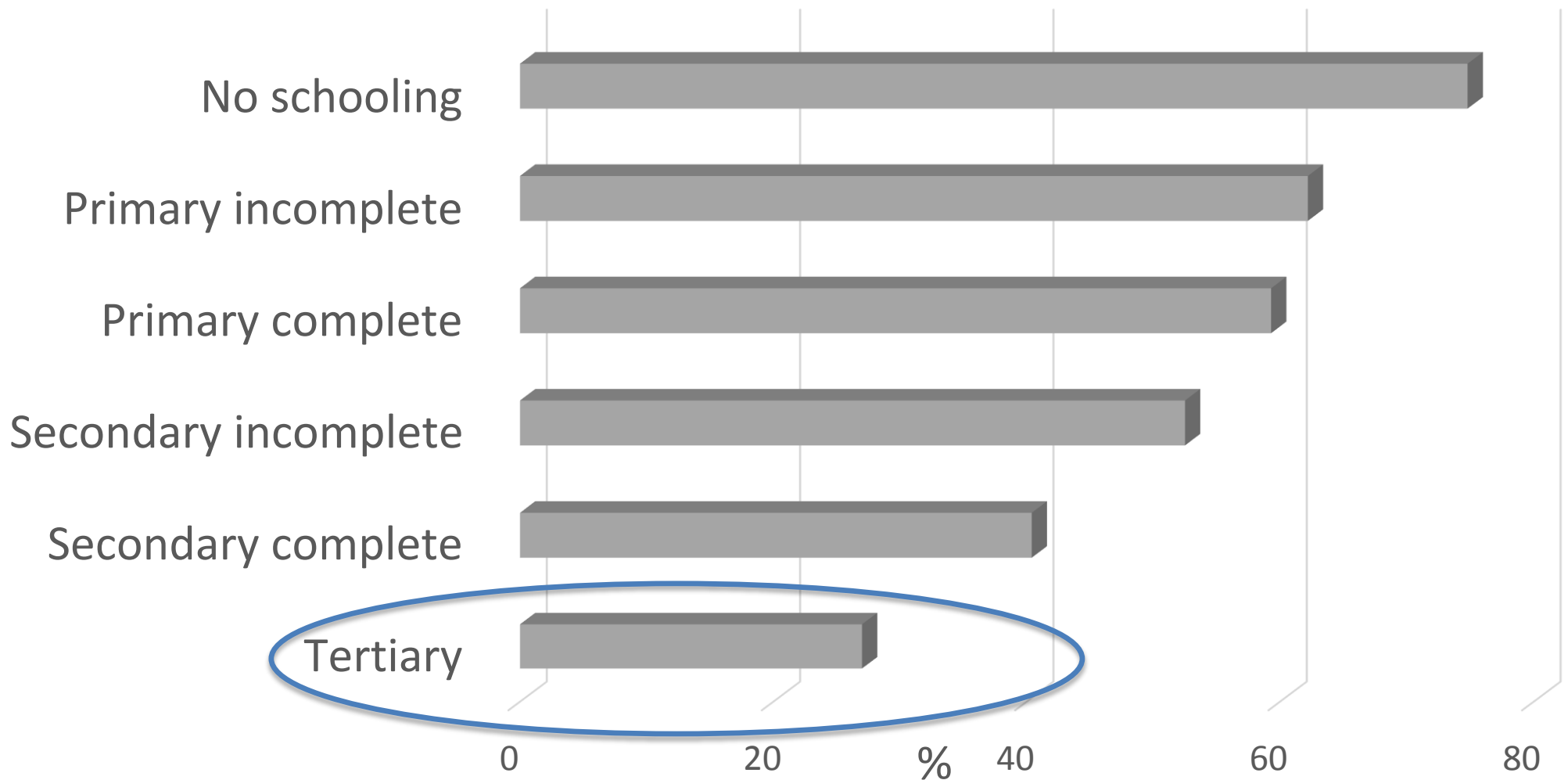
Source: Own calculations from the QLFS (2016:3)

'NEETs' status by levels of education (age 20-34)



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'NEETs' status by levels of education (age 20-34)



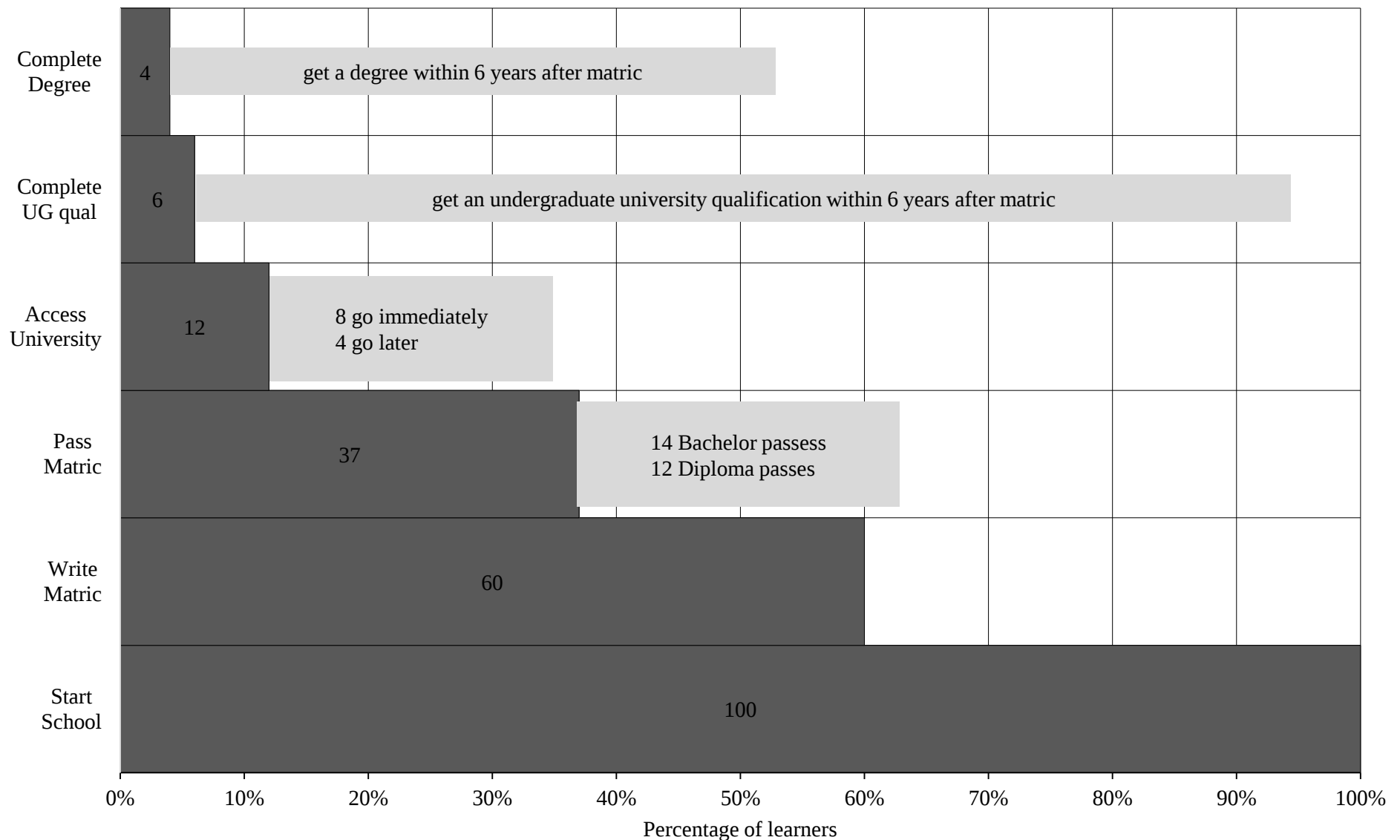
Source: Own calculations from the QLFS (2016:3)

Theme 5 questions:

- Why are so many young people not in either employment or education?
- Why are some young people with a post-schooling education not in employment or education?

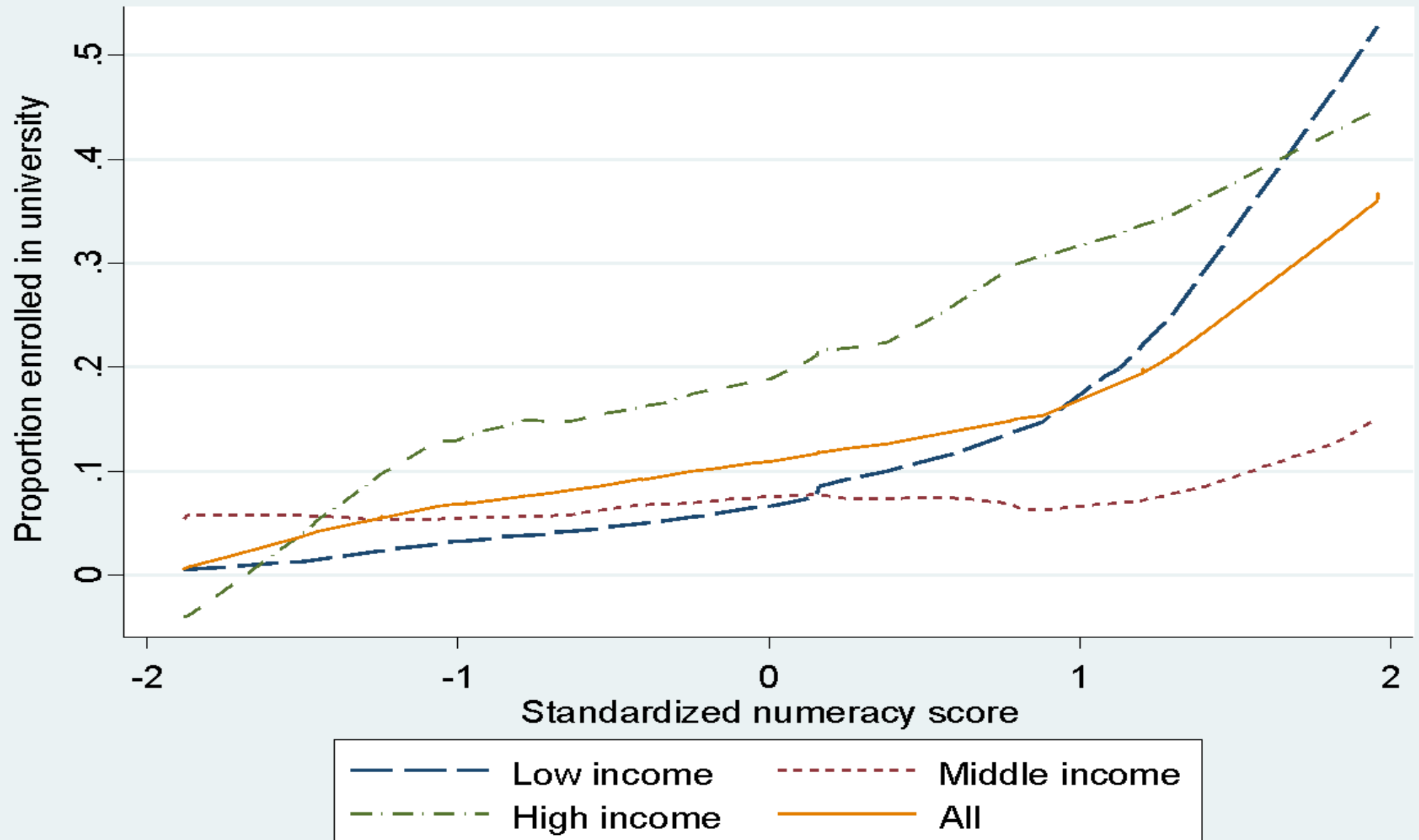
Selected Findings

The 2008 NSC cohort (van Broekhuizen et al.)



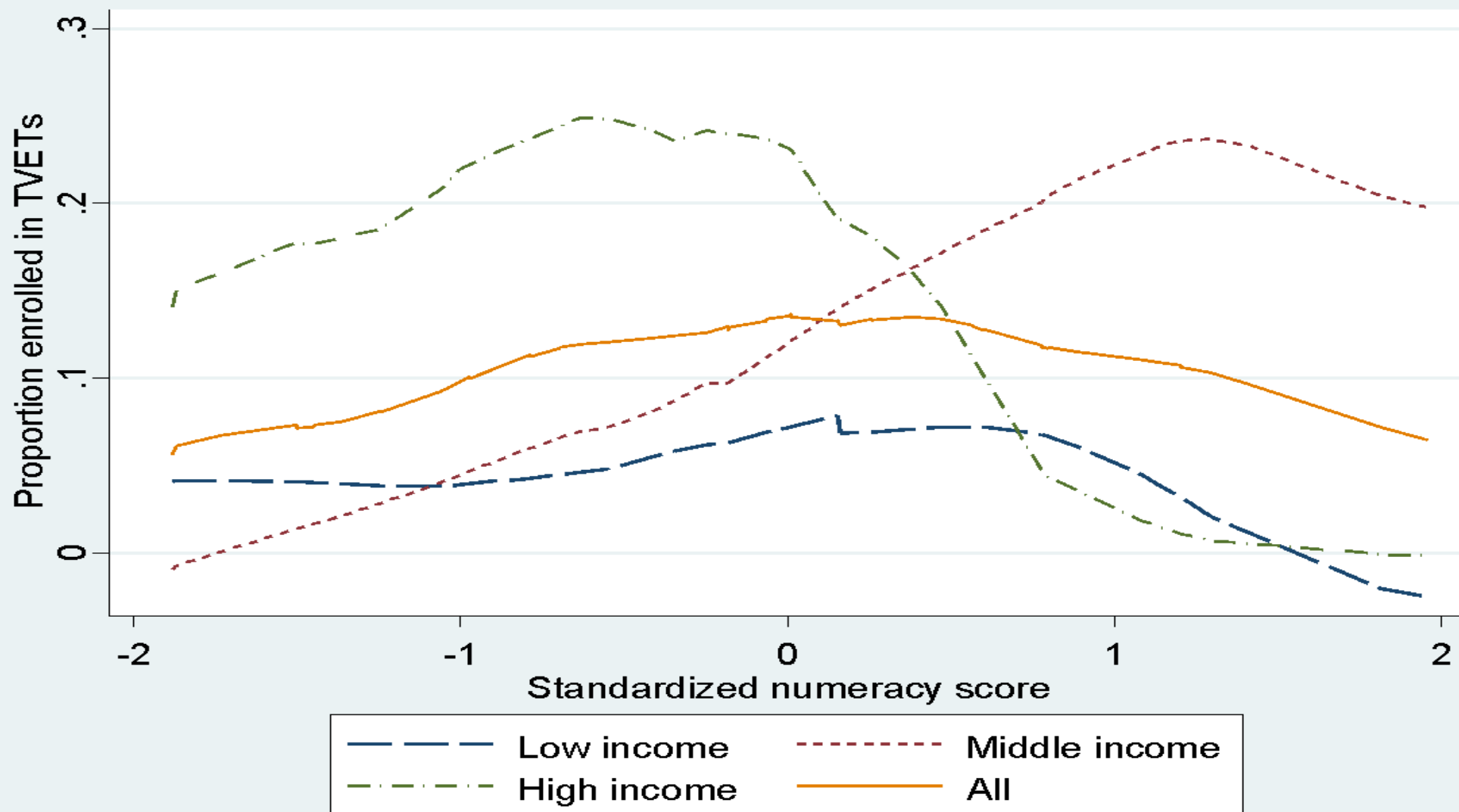
Source: Authors' own calculations using integrated unit-record 2008 NSC and 2009 – 2014 HEMIS data.

University enrolment (Branson and Kahn)



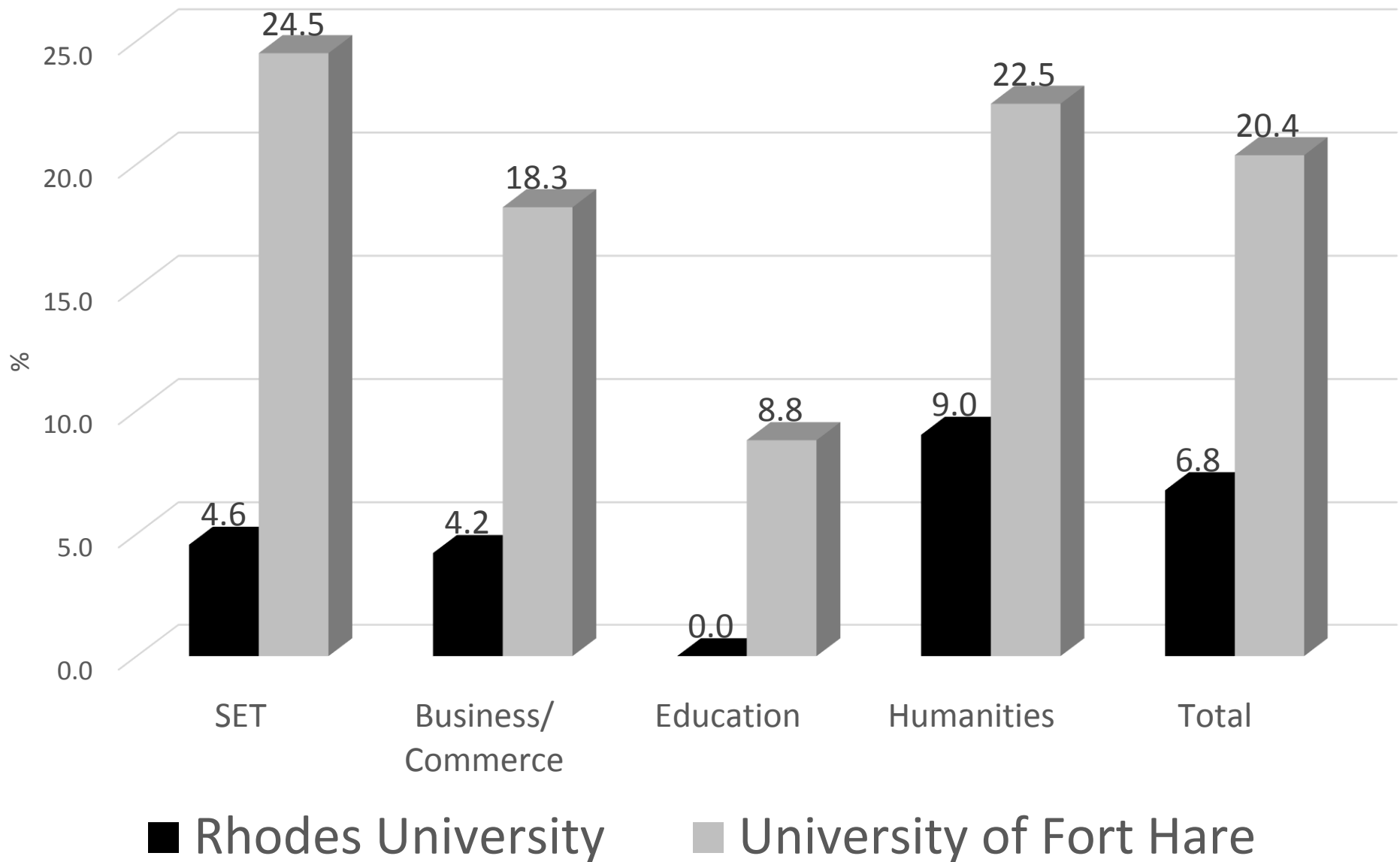
Source: Authors' own calculations from the National Income Dynamics Study

TVET enrolment (Branson and Kahn)



Source: Authors' own calculations from the National Income Dynamics Study

Unemployment rates among university graduates (Rogan & Reynolds)



Source: Authors' own calculations

Conclusions:

- Unevenness in access to higher education and vocational training
- Inequalities persist in race and in schooling quality
- Some of these disadvantages carry over into the labour market
- Strong differences across the components of the PSET as well as between institutions (e.g. HBUs vs. HWUs)
- An urgent need to improve the quality of data in order to monitor the outcomes of the 'massification' of the PSET system

Questions??



Thank you