
The observed impacts of the Fourth Industrial Revolution (4IR) on occupations are increasingly dominating the centre stage in labour market discourses relating to education, skills, jobs and employment. The probability of several jobs becoming vulnerable to the risk of computerisation is progressively rising. Some economic predictions begin to show that structural unemployment is likely to be on the rise due to the mounting substitution of capital for labour production methods. The 4IR is predicted to have substantial consequences for both low-skilled and high-skilled workers. Workers in certain industrial sectors, such as high-tech sectors, have begun to find themselves threatened by digital technologies demonstrating technical capabilities to perform sophisticated decision-making in current environments characterised by strenuous pursuit of a balance between outcomes from the educational system and the 4IR.

The primary aim of this paper was to explore how Higher Education Institutions (HEIs) can restructure their *teaching, research* and *service* functions in pursuit of reconfiguration of the nature of skills produced and supplied to the dynamic labour market. A desktop qualitative research approach was used in which a thematic analysis was applied to conduct synthesis of literature obtained from online published research studies conducted by academic, research and corporate institutions. Major findings reveal that, in order for the higher education and training system to appropriately reconfigure the nature of the skills produced and supplied to the labour market, HEIs need to design and implement comprehensive strategies that respond to diverse economy-wide market channels in which interaction of the demand for and supply of labour occur.

The full draft paper is available on the following link:

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