

<b>ReSEP Workshop, STIAS</b>	
<b><i>Tuesday, 7 October 2014</i></b>	
08:40	<i>Coffee</i>
09:00	<b>Servaas van der Berg</b>
	<i>Introduction</i>
09:20	<b>Rulof Burger</b>
	<i>Income mobility and measurement error</i>
10:00	<b>Nwabisa Makaluza</b>
	<i>The characteristics of the survivalists and micro-enterprises in the informal sector</i>
10:40	<i>Tea Break</i>
11:10	<b>Friedrich Kreuser</b>
	<i>Unequal partners: The determinants and consequences of intra-household inequality in South Africa</i>
11:50	<b>Debra Shepherd</b>
	<i>Tree of knowledge: A Bayesian nonparametric approach to modelling primary school outcomes in South Africa</i>
12:30	<i>Lunch</i>
13:30	<b>Cobus Burger</b>
	<i>Endogenizing education : Using a structural approach to explain educational attainment in South Africa</i>
14:10	<b>Laura Rossouw</b>
	<i>Poor health reporting: Do poor South Africans underestimate their health needs?</i>
14:50	<i>Tea Break</i>
15:20	<b>Dieter von Fintel</b>
	<i>Errors in recalling childhood socio-economic status: The role of anchoring and household formation in South Africa</i>
16:00	<i>End</i>



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08:40	<i>Coffee</i>
09:00	<b>Marisa Coetzee</b> <i>Income dynamics, assets and poverty traps in South Africa</i>
09:40	<b>Rulof Burger</b> <i>Estimating the causal effect of different years of South African schooling</i>
10:20	<i>Tea Break</i>
10:50	<b>Neil Rankin</b> <i>Experimental evidence on how wage subsidy vouchers work</i>
11:30	<b>Stephan Klasen</b> <i>What explains the stagnation of female labor force participation rates in urban India?</i>
12:30	<i>Lunch</i>
13:30	<b>Nic Spaull &amp; Stephen Taylor</b> <i>Measuring access to learning over a period of increased access to schooling: The case of Southern and Eastern Africa since 2000</i>
14:10	<b>Kholekile Malindi</b> <i>Statistical discrimination and signalling in the South African labour market</i>
14:50	<i>Tea Break</i>
15:20	<b>Servaas van der Berg &amp; Janeli Viljoen</b> <i>Investigating cognitive performance differentials by socio-economic status across international assessments: Towards a new methodology</i>
16:20	<i>End</i>