

# The South African National Income Dynamics Study

## Education Module – Wave 1 and 2

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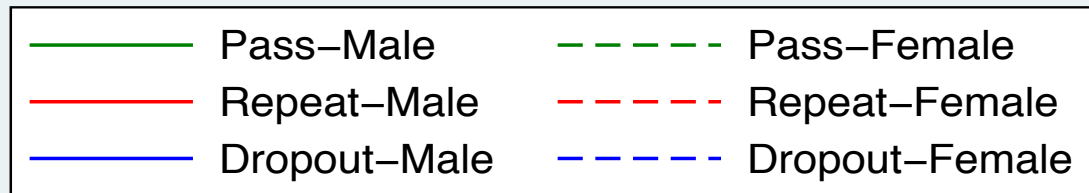
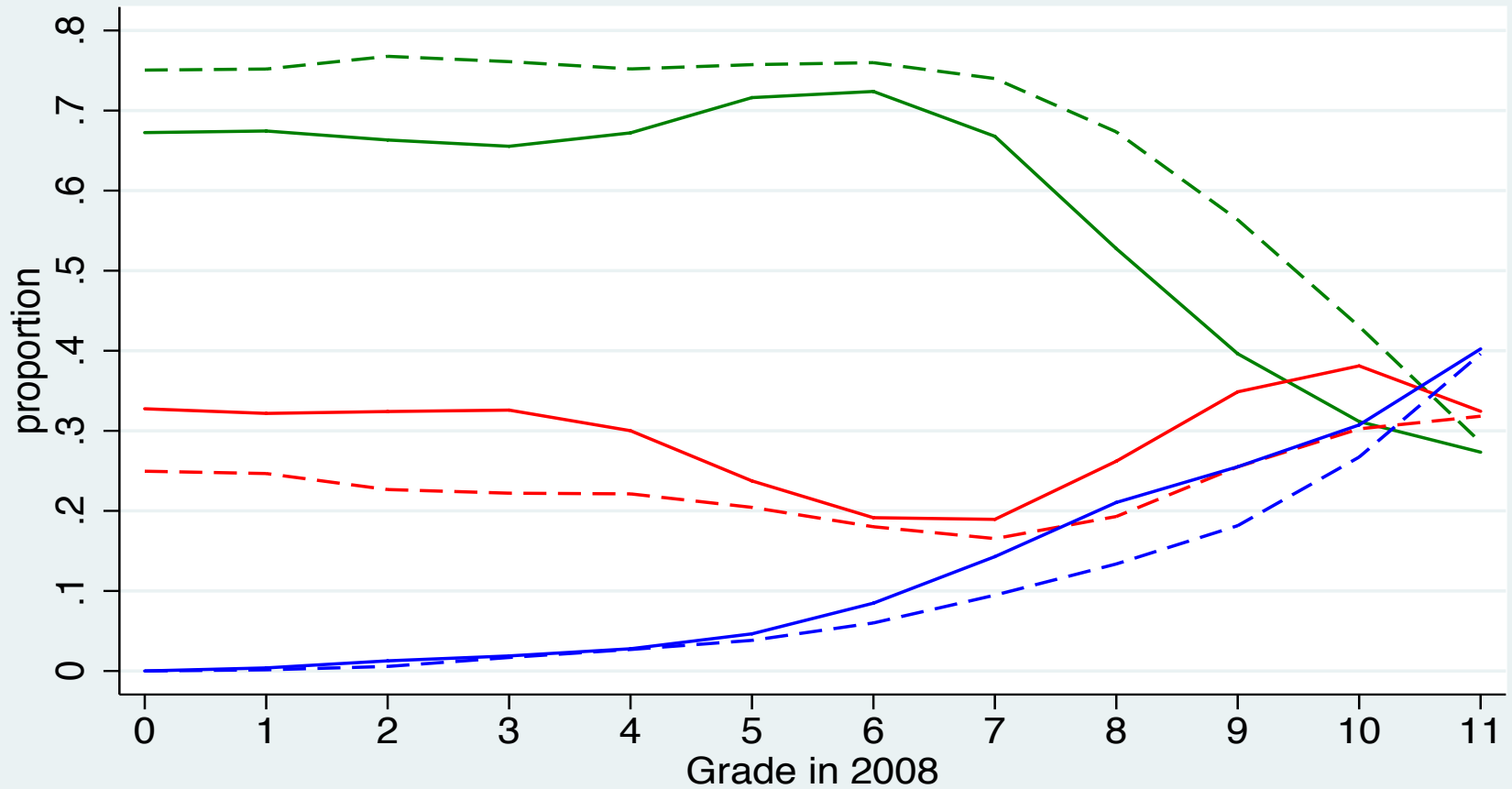
# Education questions asked in NIDS

- Very detailed education section
- Panel allows us to
  - document progress through school at the individual level
  - Identify reasons for choices made (e.g. why dropped out of school)
- Questions addressed directly to individuals, or for children to their primary caregiver, not asked of the household respondent

# Education questions asked in NIDS

- Asked about enrolment and the result – passed, failed, withdrew - of each schooling year
- Plus, comprehensive history of repetition throughout schooling
  - It is therefore possible to study transitions in and out of school and across grades
  - Plus NIDS has in-depth questions of transitions from school to work

# Progress through school – 2008 to 2010



Source: NIDS wave 1 and 2

# Transitions from school to work

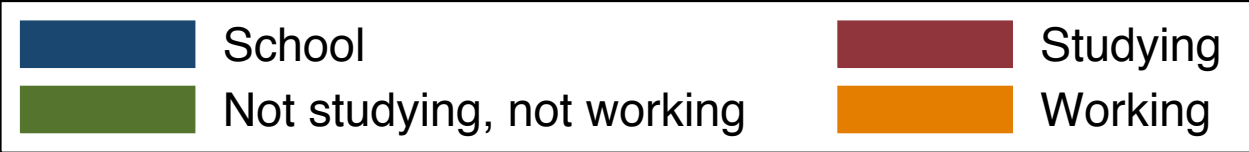
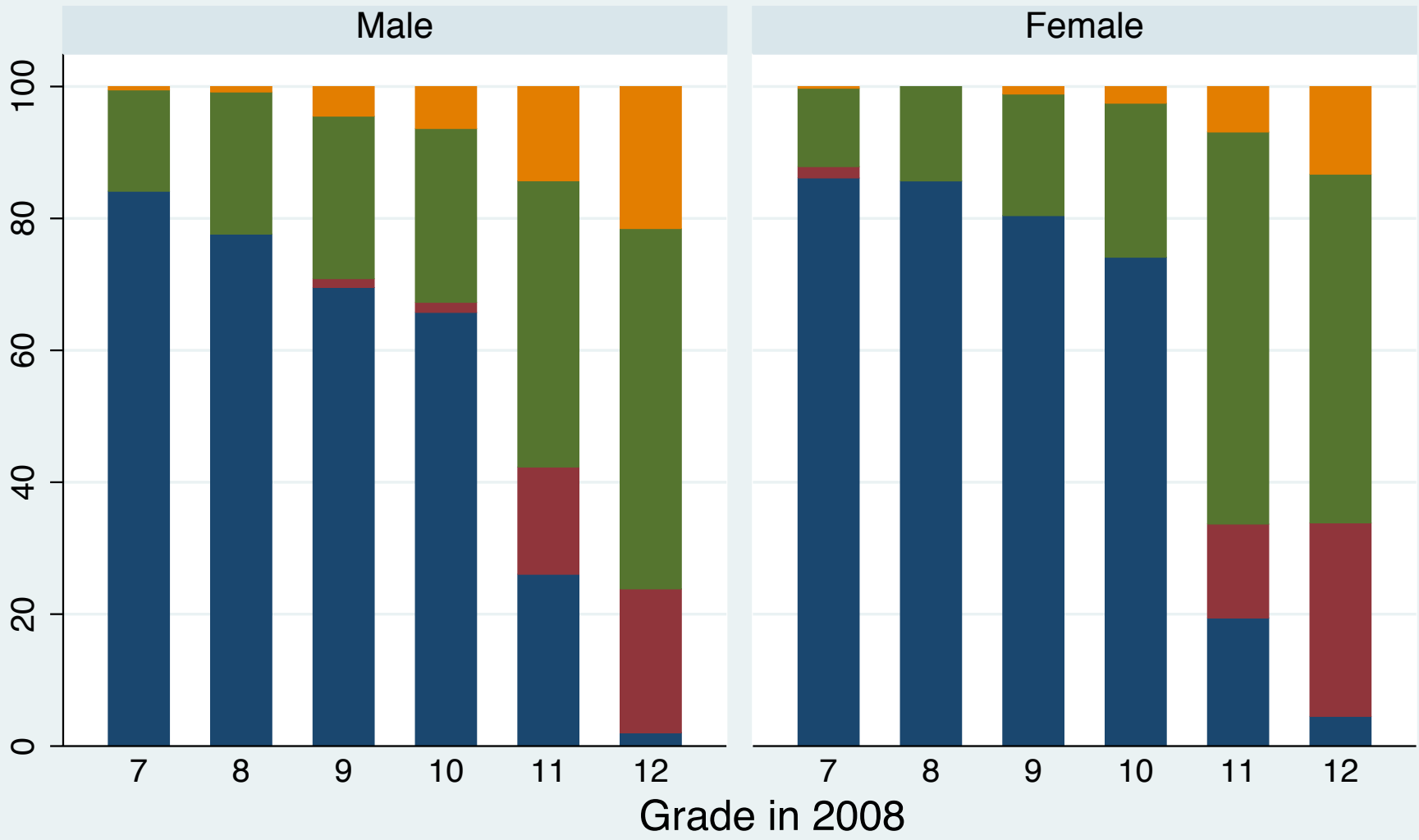
Grade in 2008	Grade in 2010						Post school	Not enrolle d/not workin g	Employ -ed	n
	7	8	9	10	11	12				
Grade 7	0.6	15.0	69.5	0.0	0.0	0.0	0.9	13.5	0.4	473
Grade 8	0.0	1.9	14.4	65.3	0.0	0.0	0.0	17.9	0.4	441
Grade 9	0.0	0.0	4.9	27.1	42.6	0.0	0.7	21.8	3.0	402
Grade 10	0.0	0.0	0.0	4.8	24.8	40.3	0.8	24.9	4.5	453
Grade 11	0.0	0.0	0.0	0.0	5.1	17.2	15.1	52.4	10.1	444
Grade 12	0.0	0.0	0.0	0.0	0.0	3.2	25.4	53.8	17.6	375

Source: NIDS wave 1 and 2

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# Administrative data in NIDS

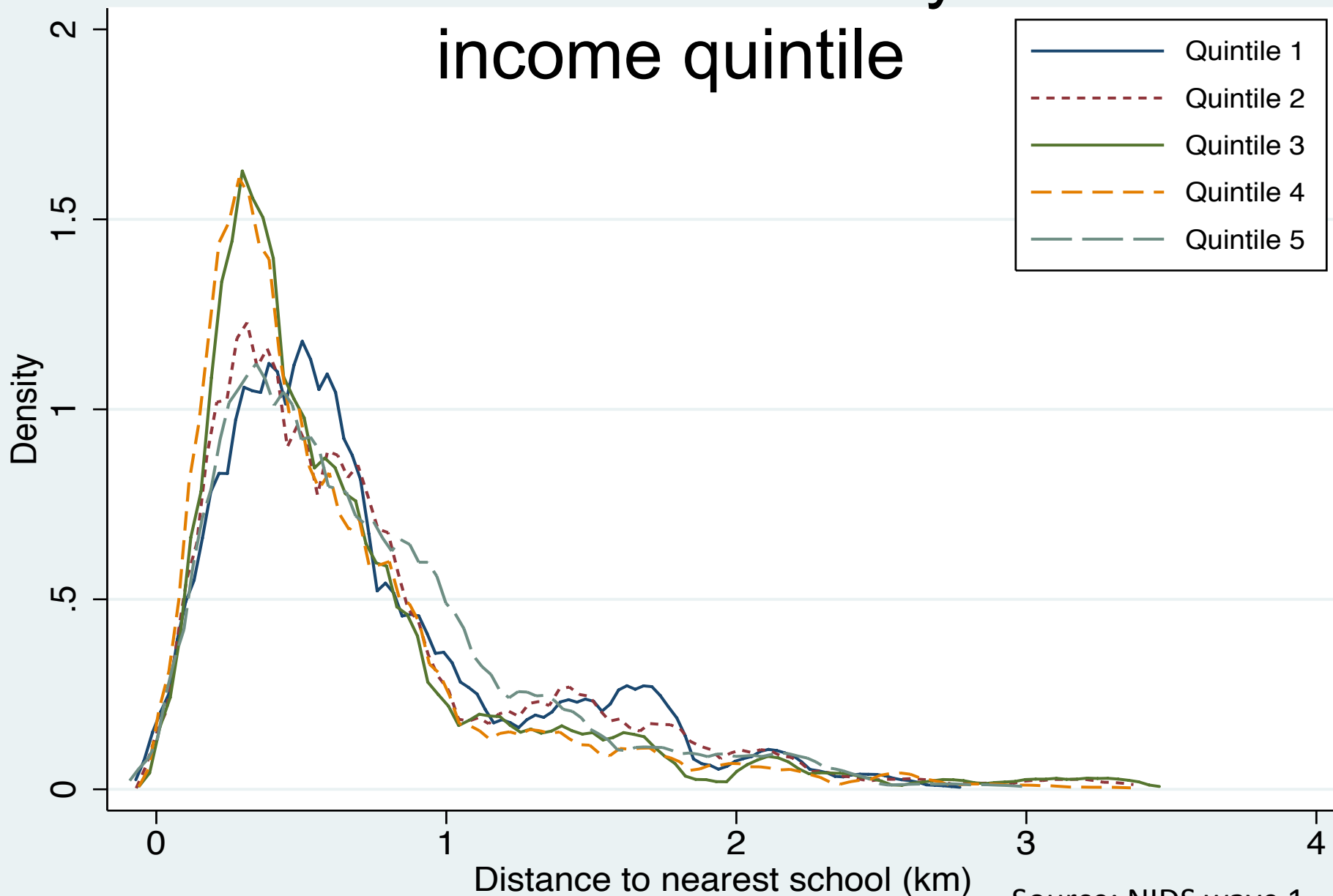
Wave 1 schools



# Information on Schools in NIDS

- Have information on:
  - the school the individual attends
  - plus all schools in their neighbourhood

# Distance to nearest school by household income quintile



Source: NIDS wave 1

# Access to schools

- Most individuals have access to a school within 1km of their household
- Majority attend a school within a 2km radius of their household
- Higher income quintile learners have a wider number and range of schools
- For respondents who don't go to closest school:
  - Pick schools in higher quintiles
  - Hence less likely to be no-fee schools
  - Schools with lower pupil to teacher ratios

# Education funding

- The National Norms and Standards for School Funding (NNSSF) assigns all schools a quintile ranking
- Schools allocated non-personnel expenditure budgets based on their quintile ranking
- Schools in quintiles 1 and 2 were made 'no fee schools' in 2007

# Concerns around funding allocation

1. School quintile status is based on the school's neighbourhood characteristics and may not accurately reflect the characteristics of the learner population
2. Schools in the first 3, even 4, quintiles are very similar
3. Allocation of non-personnel expenditures only, but personnel expenditure not allocated redistributively
4. 'No-fee' policies may unintentionally exacerbate the two-tier education system

# How well targeted are the school quintiles?

	School quintile				
	1 Mean	2 Mean	3 Mean	4 Mean	5 Mean
Learner population characteristics:					
Mother's education	6.87	7.69	8.23	9.05	11.27
Father's education	6.33	7.08	7.68	8.74	10.80
Urban	18%	20%	53%	77%	96%
Household income quintile	2.02	2.16	2.40	2.78	3.86
Household size	6.65	6.24	6.64	5.92	5.26
% of household adults employed	26%	24%	28%	38%	53%

Source: NIDS wave 1

# How distinct are learner characteristics between quintiles?

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Source: NIDS wave 1

# How distinct are school characteristics between quintiles?

	School quintile				
	1	2	3	4	5
	Mean	Mean	Mean	Mean	Mean
No fee school	98%	100%	0	0	0
Pupil-teacher ratio	34	34	35	38	30
Number of learners 2008	636	545	795	890	767

Source: NIDS wave 1



# Comparison of outcomes by school quintile

	School quintile category			
	1-2 No fee schools Mean	3-4 Mean	p-value: 1-2 versus 3-4	5 Mean
Ever repeated (before 2008)	38%	34%	0.029	20%
Number of repetitions	1.7	1.6	0.124	1.3
Outcome between 2008 and 2010:				
Passed	60%	61%	0.395	74%
Repeated	29%	28%	0.290	17%
Dropped out	11%	11%	0.847	9%

Source: NIDS wave 1

# Summary of main findings

- Most learners have access to a school in their neighbourhood and the majority attend this school
- School quintile system fairly accurate in targetting the poorest neighbourhoods and learners
- Characteristics of school learner population by quintile not remarkably different –except quintile 5
- Outcomes of learners between 2008 and 2010 across the lower quintile schools similar

Thank you

# Transition Errors

- 21% of sample have implausible transitions
  - 7.6% progress >1 grade per year
  - 3% progress without successfully completing the previous grade
  - 12.8% remain in the same grade although they completed it in the previous year
  - 4.5% regress a grade

# Sample Sizes and Attrition

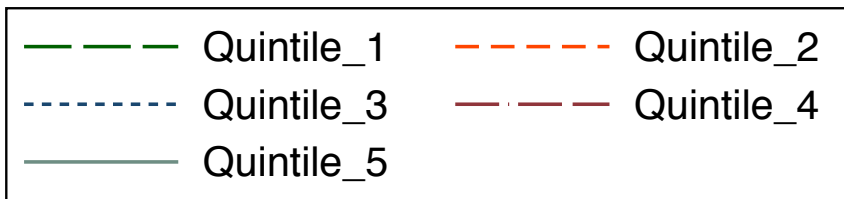
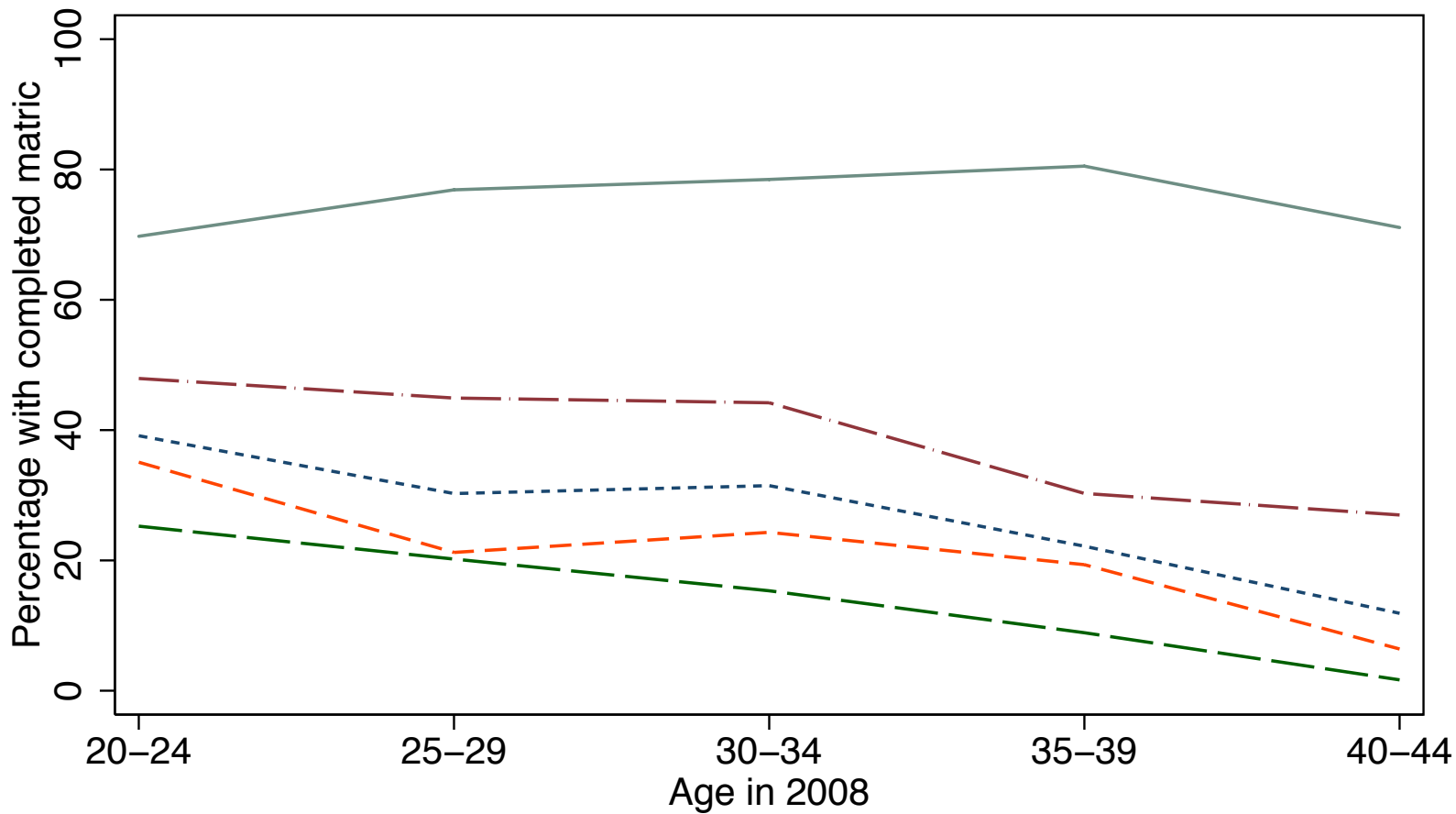
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	All			Complete education module only	
	Wave 1	Wave 2	Attrition rate	Wave 2	Attrition rate
Grade 0-12 in 2008	8217	7011	14.68%	6598	19.70%
Grade 0-7 in 2008	5160	4449	13.78%	4282	17.02%
Grade 8-12 in 2008	3057	2562	16.19%	2316	24.24%

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# Success in Coding Schools

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	School in	School in	Last
	2008	2007	School
			attended
Number of valid school responses	8,344	2,796	12,980
Number coded	7,497	2,395	8,706
Coding rate	90%	86%	67%

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