

# CATALYSING SOCIAL MOBILITY THROUGH STUDENT SUCCESS

Siyaphumelela Webinar

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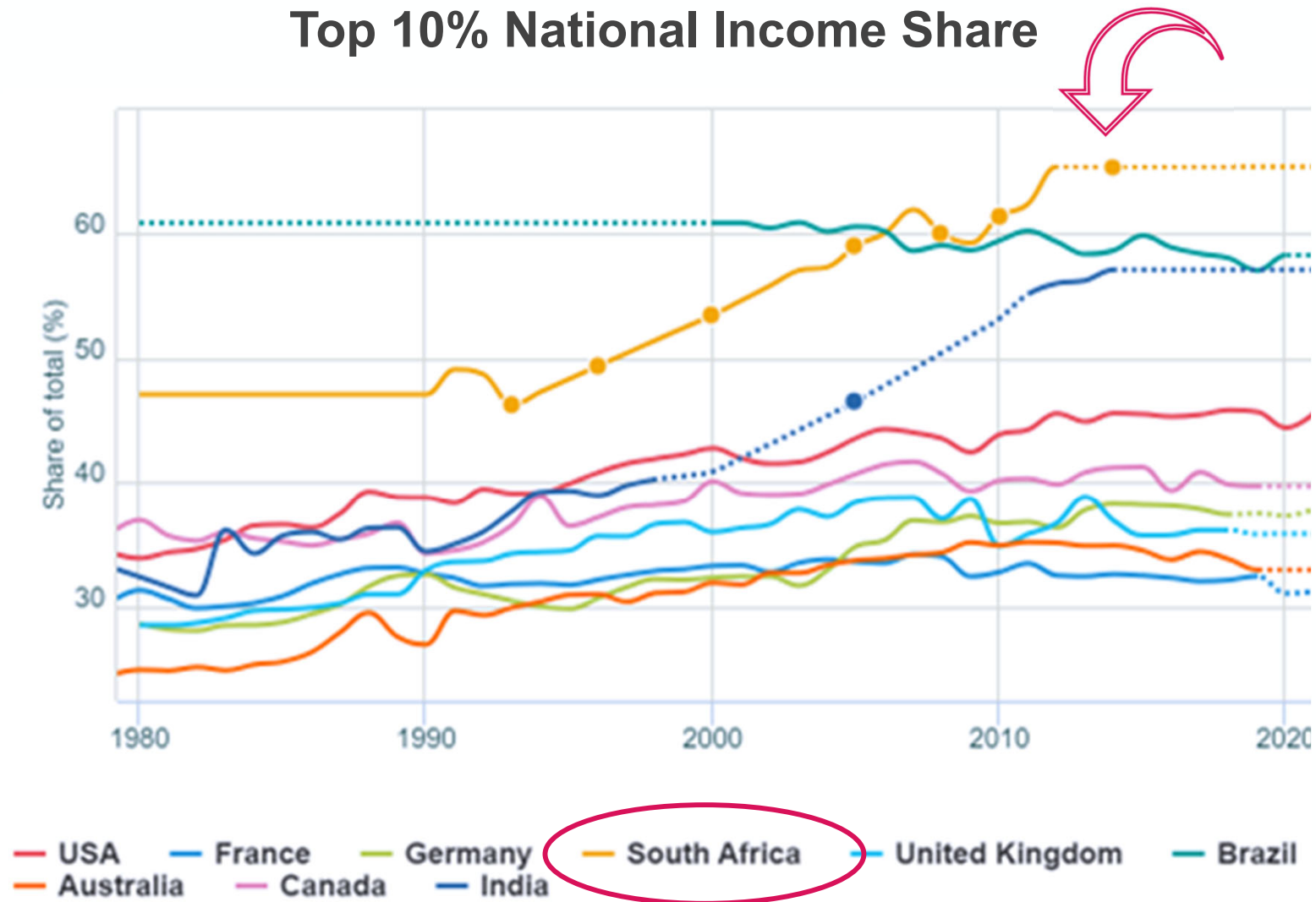
# Overview

1. Texture of our Inequality and our (Im)mobility
2. Post School Attainment and Mobility
3. Delving Deeper: Student SES and Higher Education Access and Success
4. Labour Market Success of Graduates
5. Concluding Comments
6. Questions and Discussion

AND SO,  
THE CYCLE  
CONTINUES

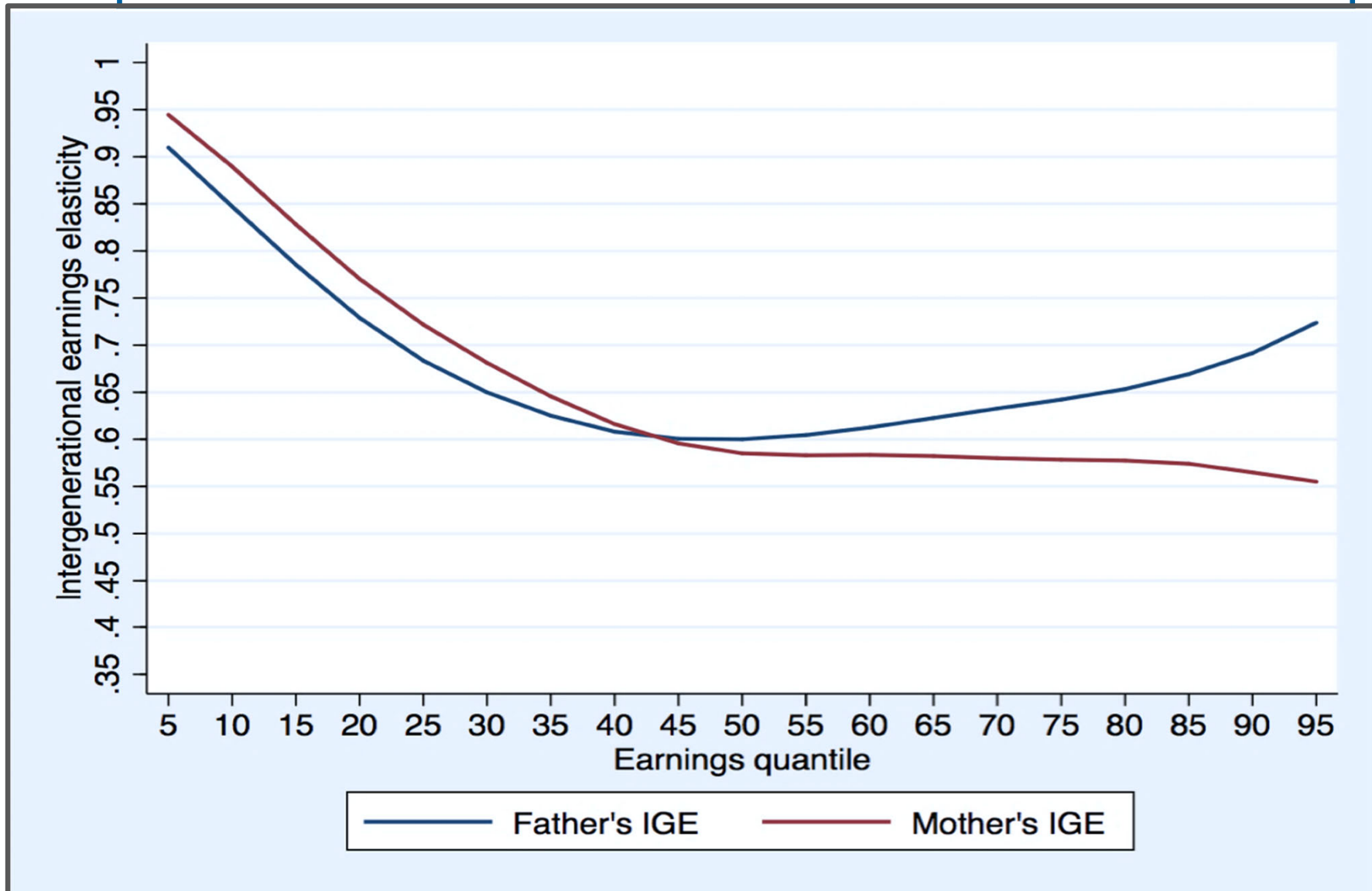
# 1. The Texture of our Income Inequality and our (Im)mobility

## Top 10% National Income Share



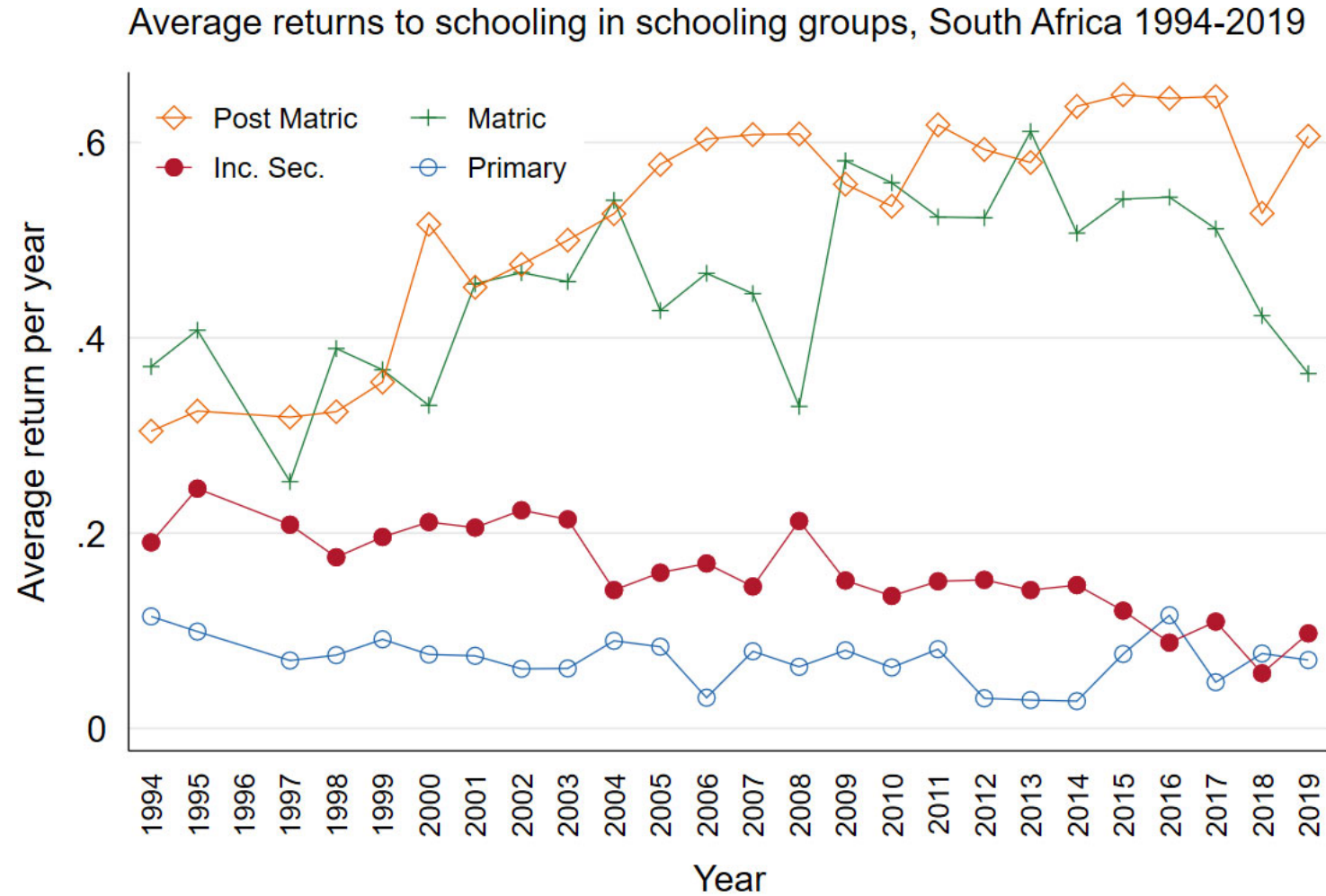
# Low earnings mobility – Intergenerational failure

Sons' intergenerational earnings elasticity by earnings quantiles



## 2. Post School Attainment and Mobility

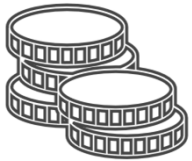
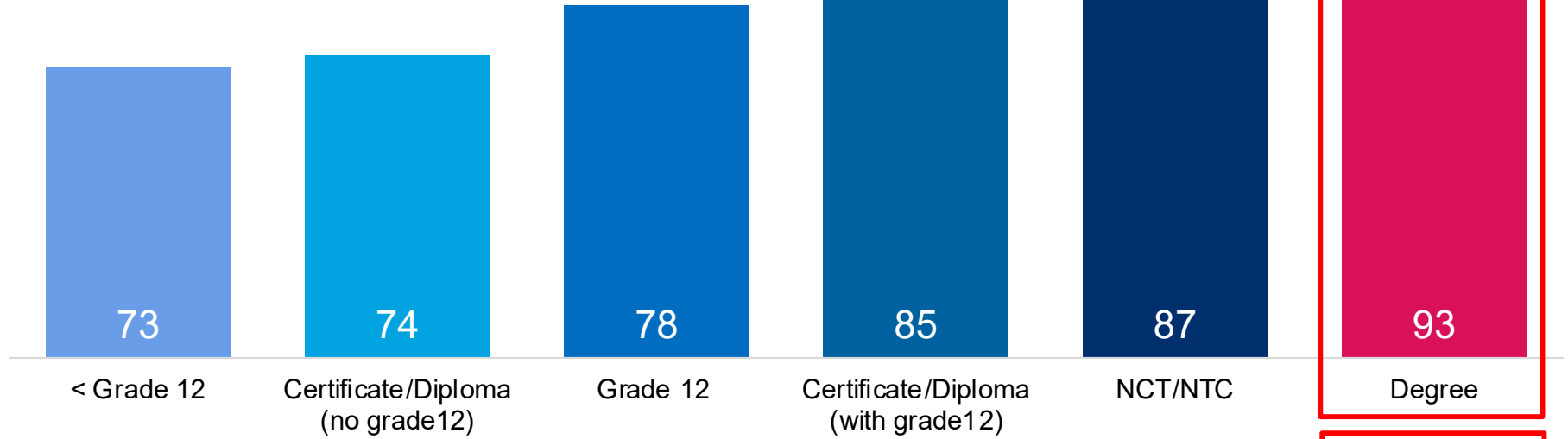
# High and rising returns to 12+ (especially post-secondary)



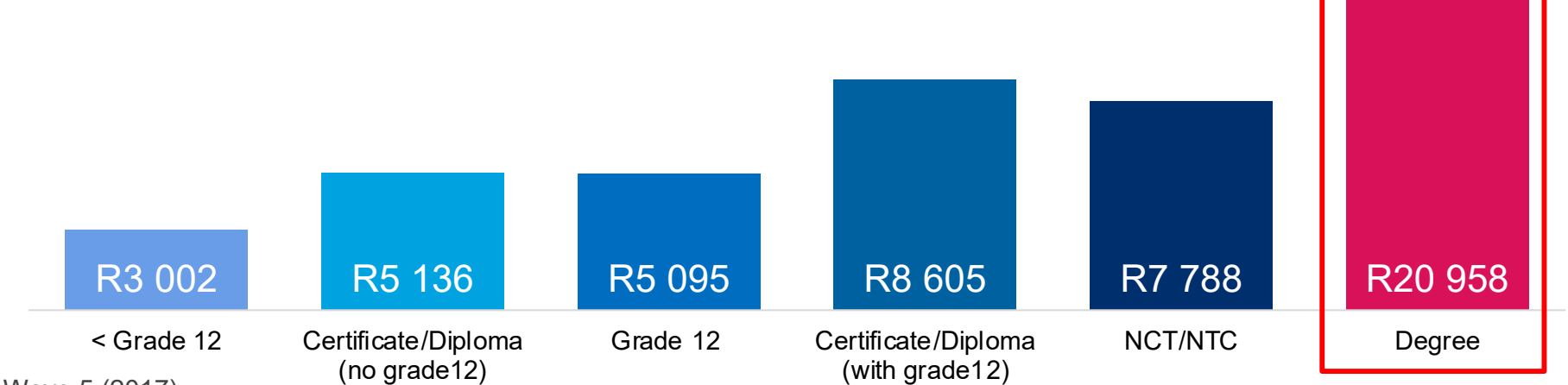
Weighted average of marginal returns to each year of schooling in schooling range



## Probability of employment

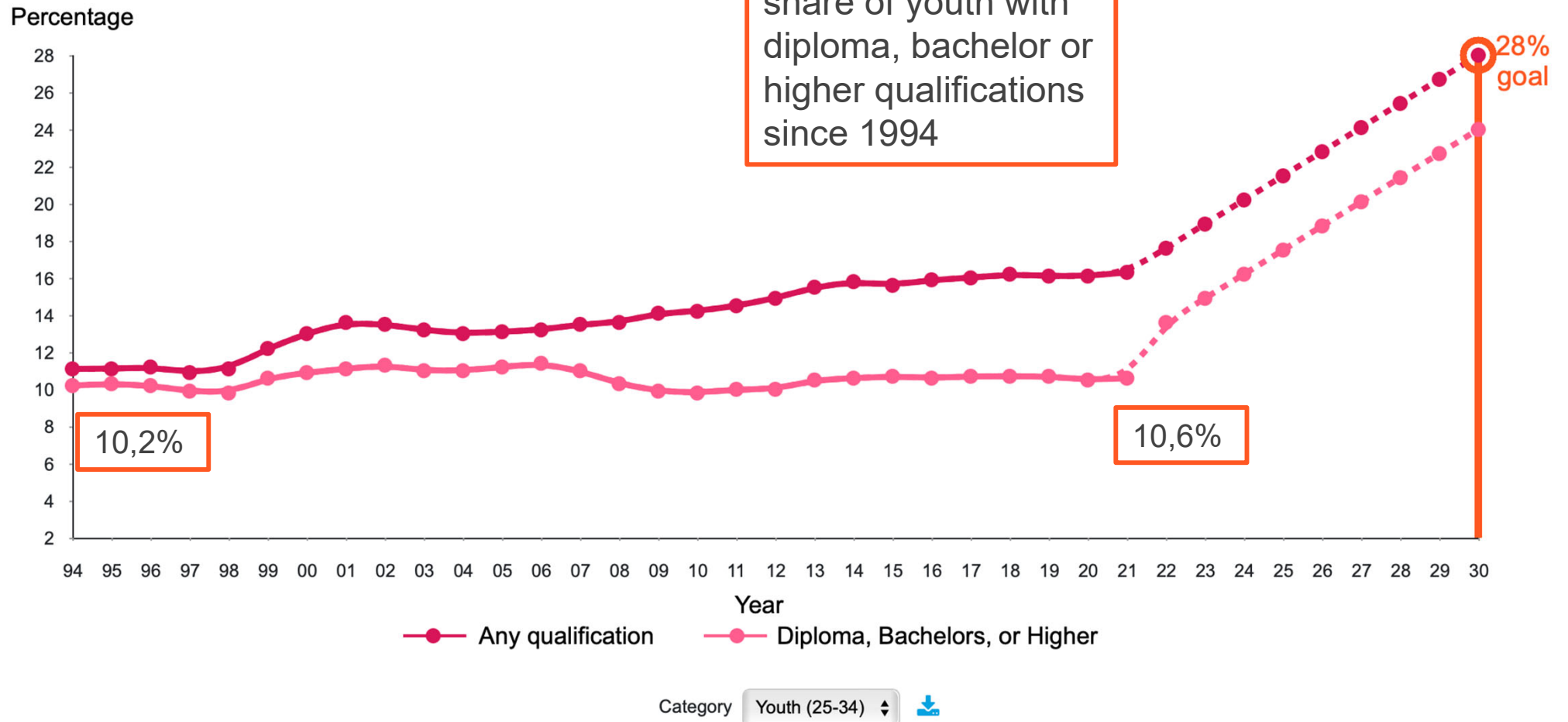


## Earnings per month (ZAR)



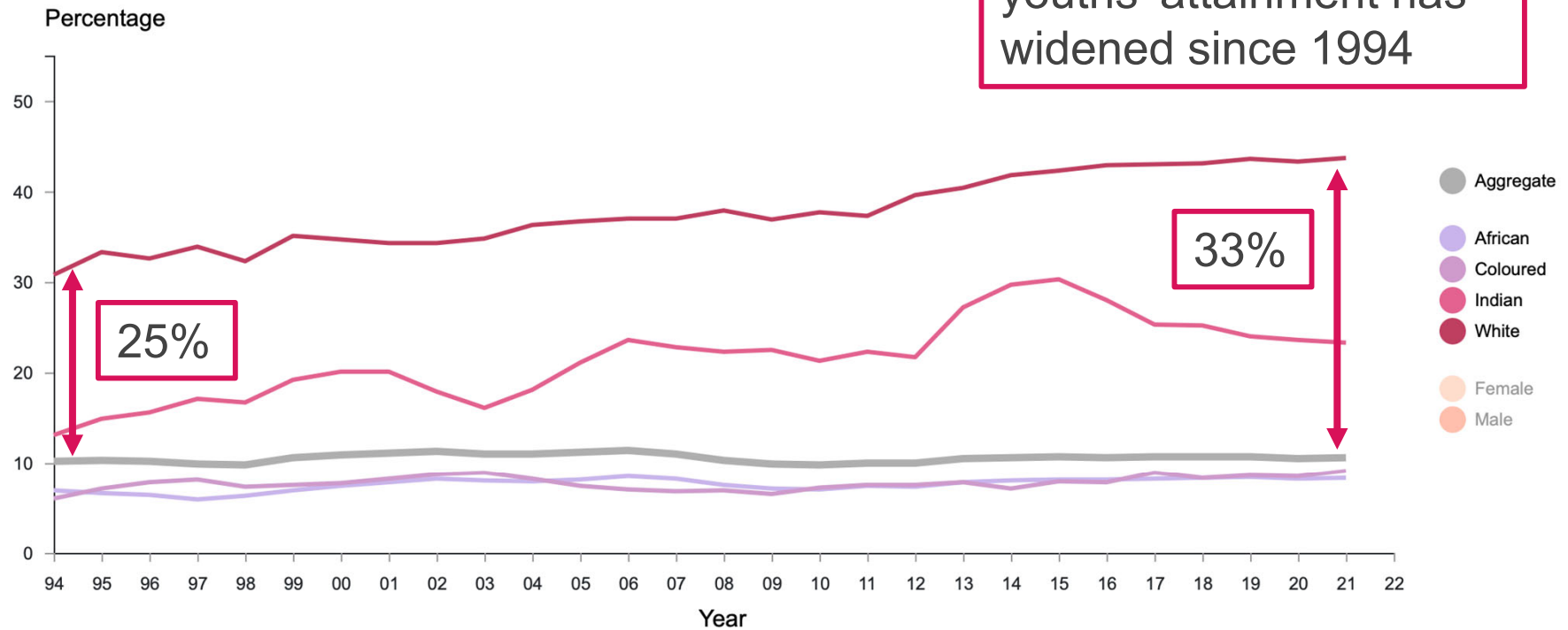


# Qualifications attained, 1994-2030



Source: [Siyaphambili interactive website](#)

## Qualification attainment by sub-group, 1994-2021



Qualification

Category

Percentage  Population in thousands

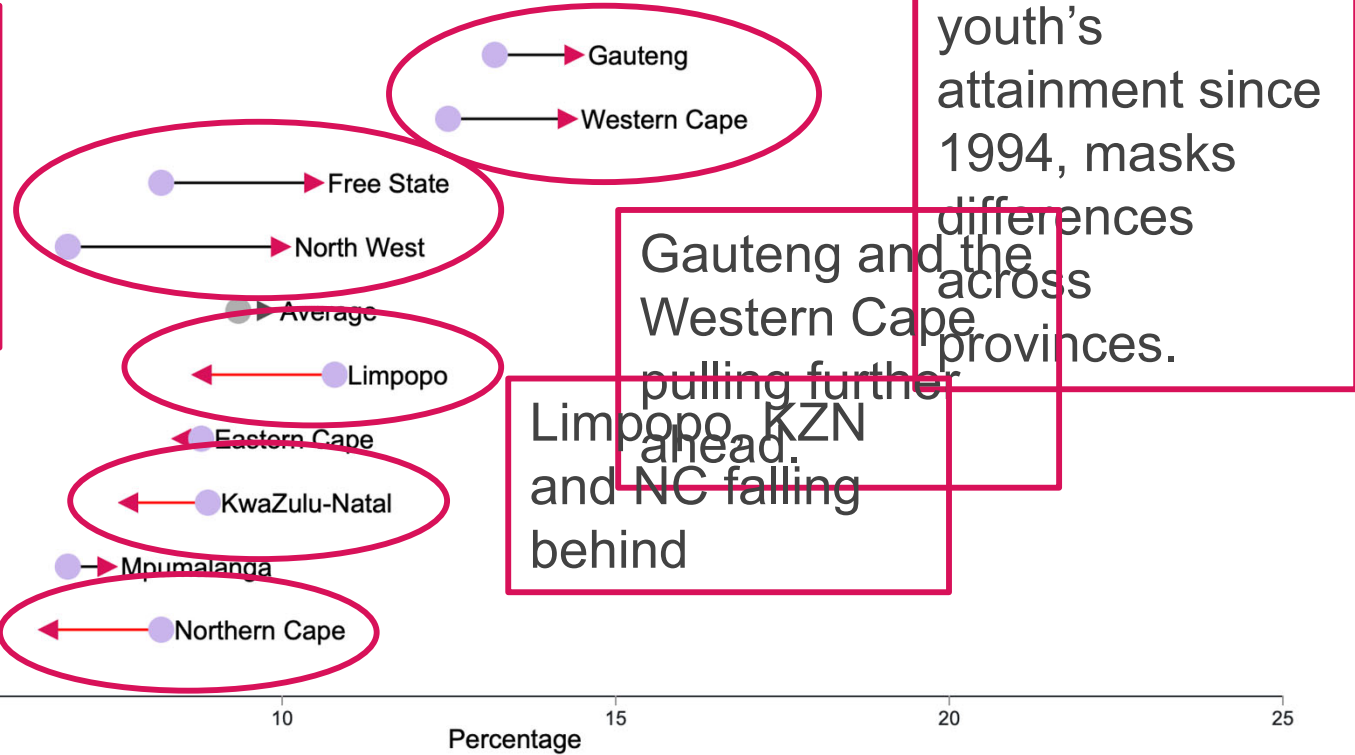
Population group  Gender



Source: [Siyaphambili interactive website](#)

## Growth in qualification attainment by province

The Free State and North West provinces have seen the largest growth.



Overall 'no change' in youth's attainment since 1994, masks differences across provinces.

Gauteng and the Western Cape pulling further ahead. Limpopo, KZN and NC falling behind

Qualification

Category

Percentage  Population in thousands

From year

To year

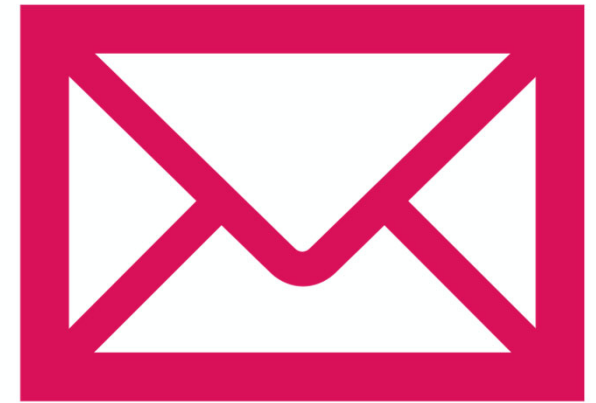



Source: [Siyaphambili interactive website](#)

# 3. Delving Deeper: Student SES and Higher Education Access and Success

# Measuring student SES using postal codes

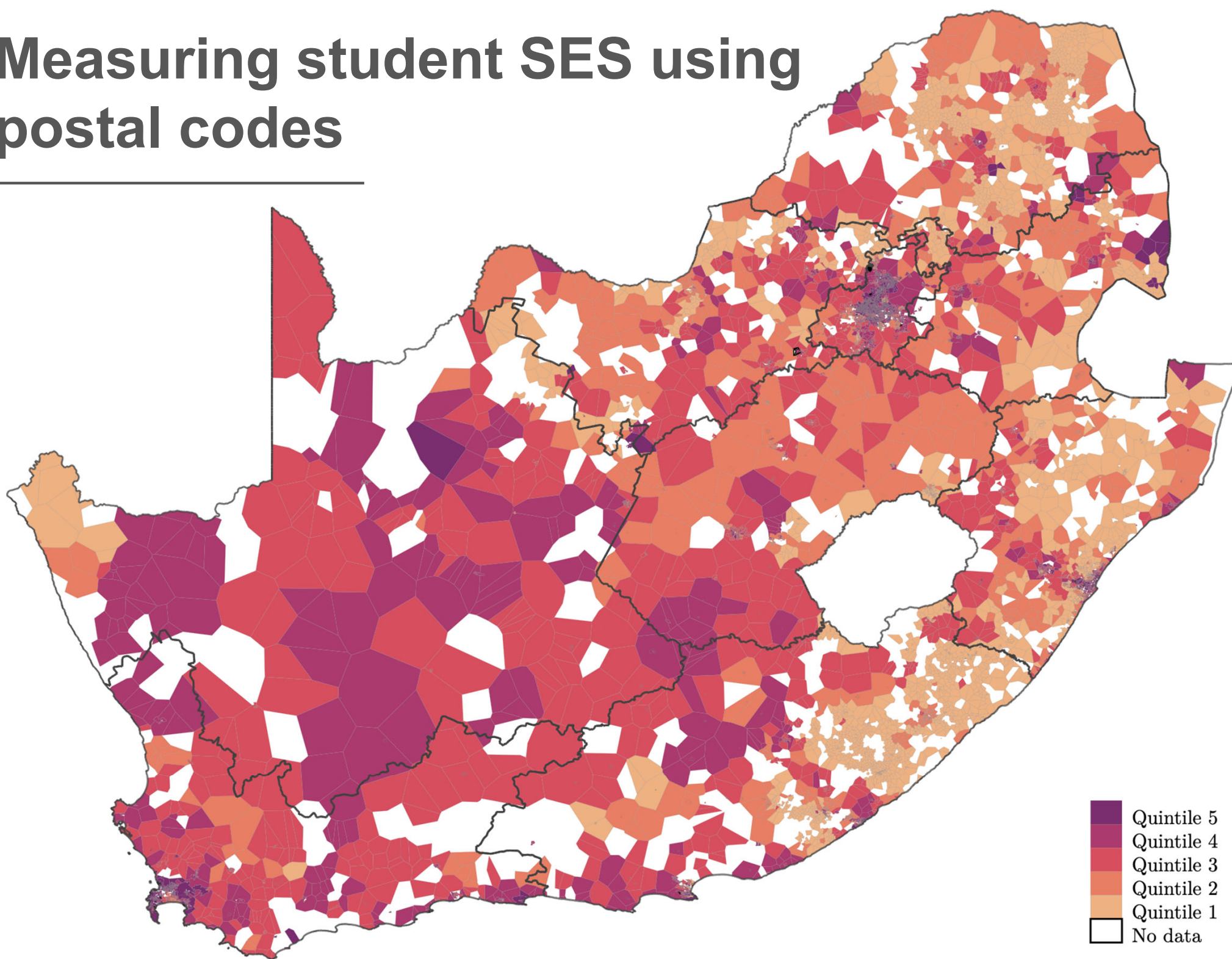
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- Comprehensive system-wide university data in HEMIS, but little socioeconomic status (SES) information.
- Therefore, match student postal codes to average Census 2011 community income information and divide the population of students entering undergraduate university qualifications in 2015 into 5 equal groups.
-  Caveat: we assume that students' socioeconomic circumstances are well represented by the average characteristics of the postal code in which they originate.
- Classify students from quintile 1-3 postal codes as lower income.

# Measuring student SES using postal codes

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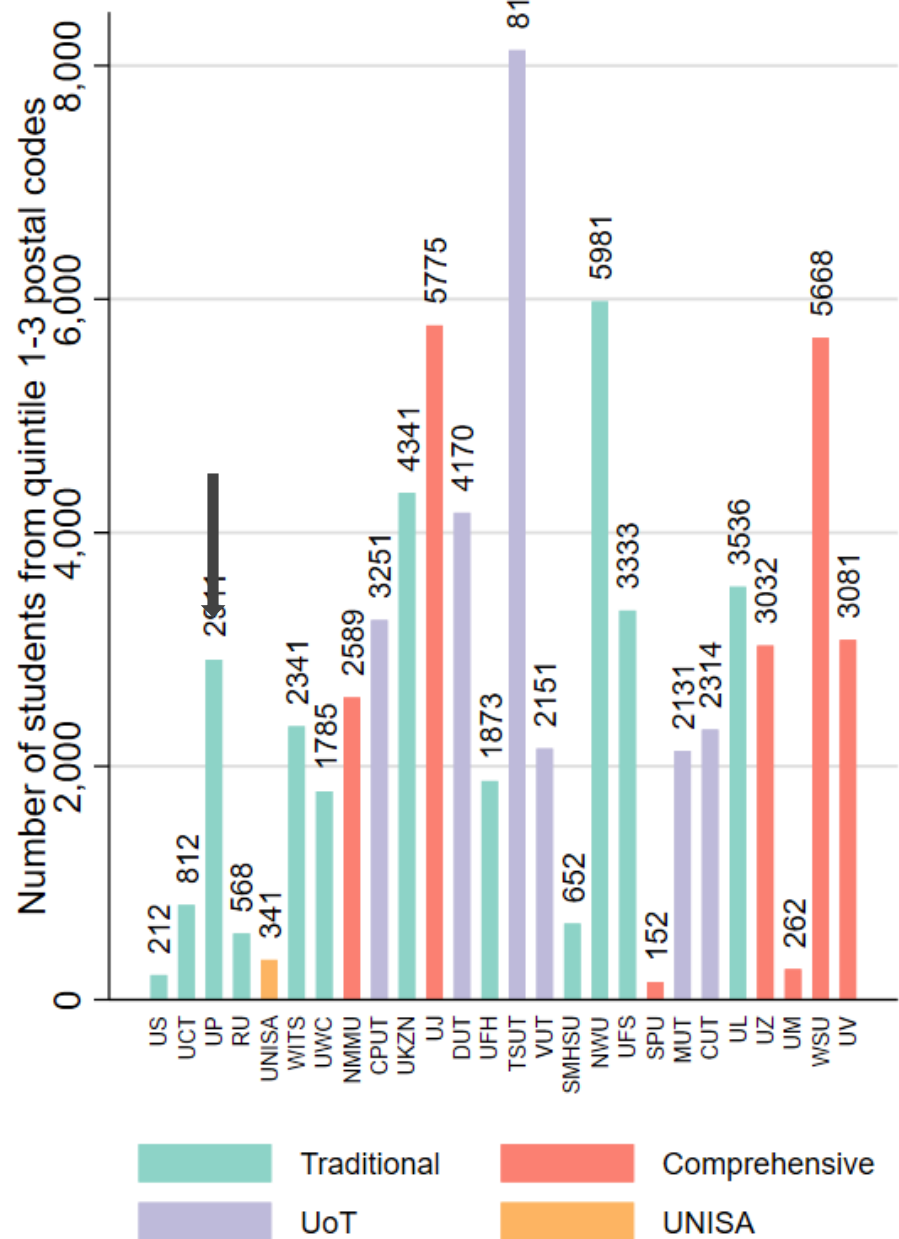
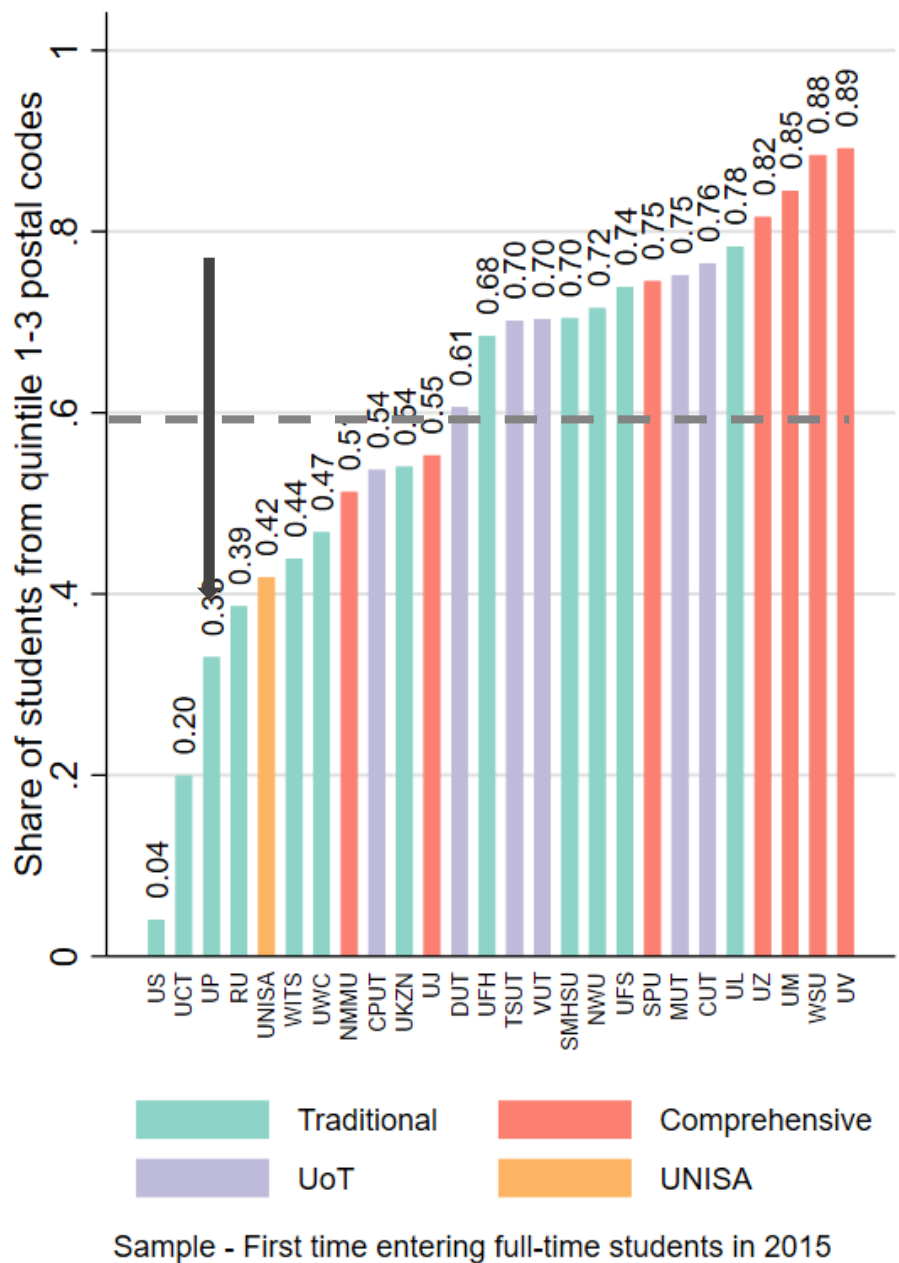


# Measuring Student SES using postal codes

27% of all students from quintile 5 postal codes are from Joburg, Sandton, Randburg



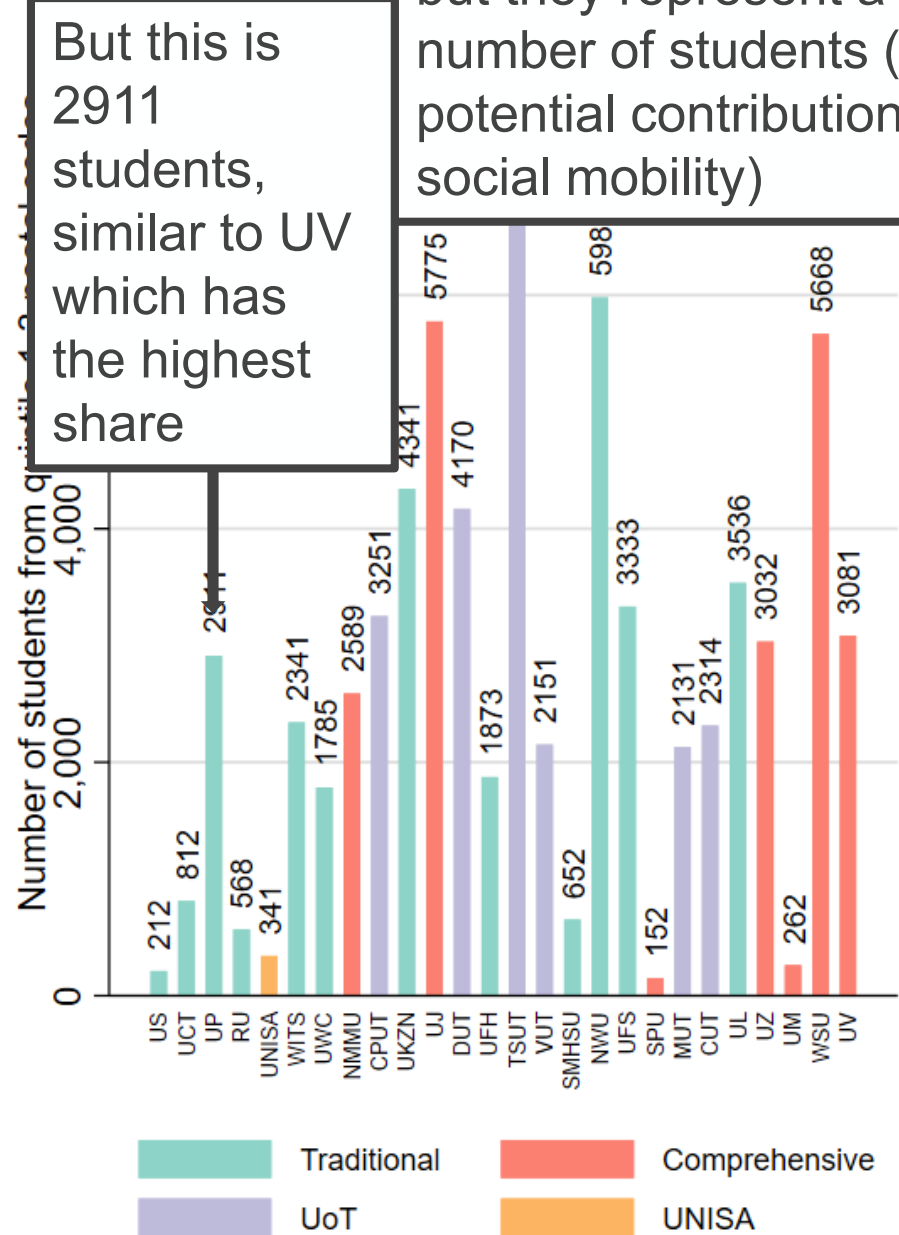
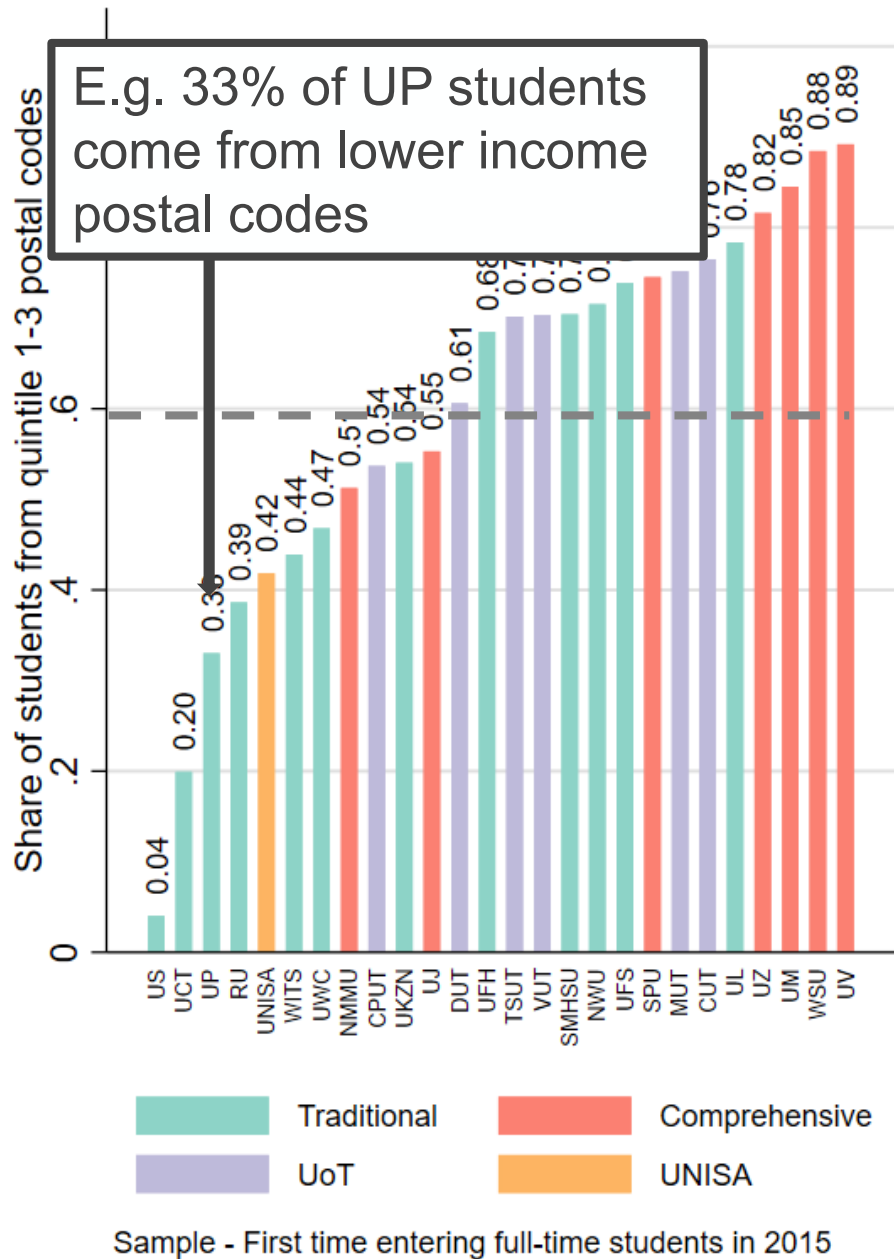
# Lower income access, by institution



Sample: First time entering full-time undergraduate students in 2015



# Lower income access, by institution

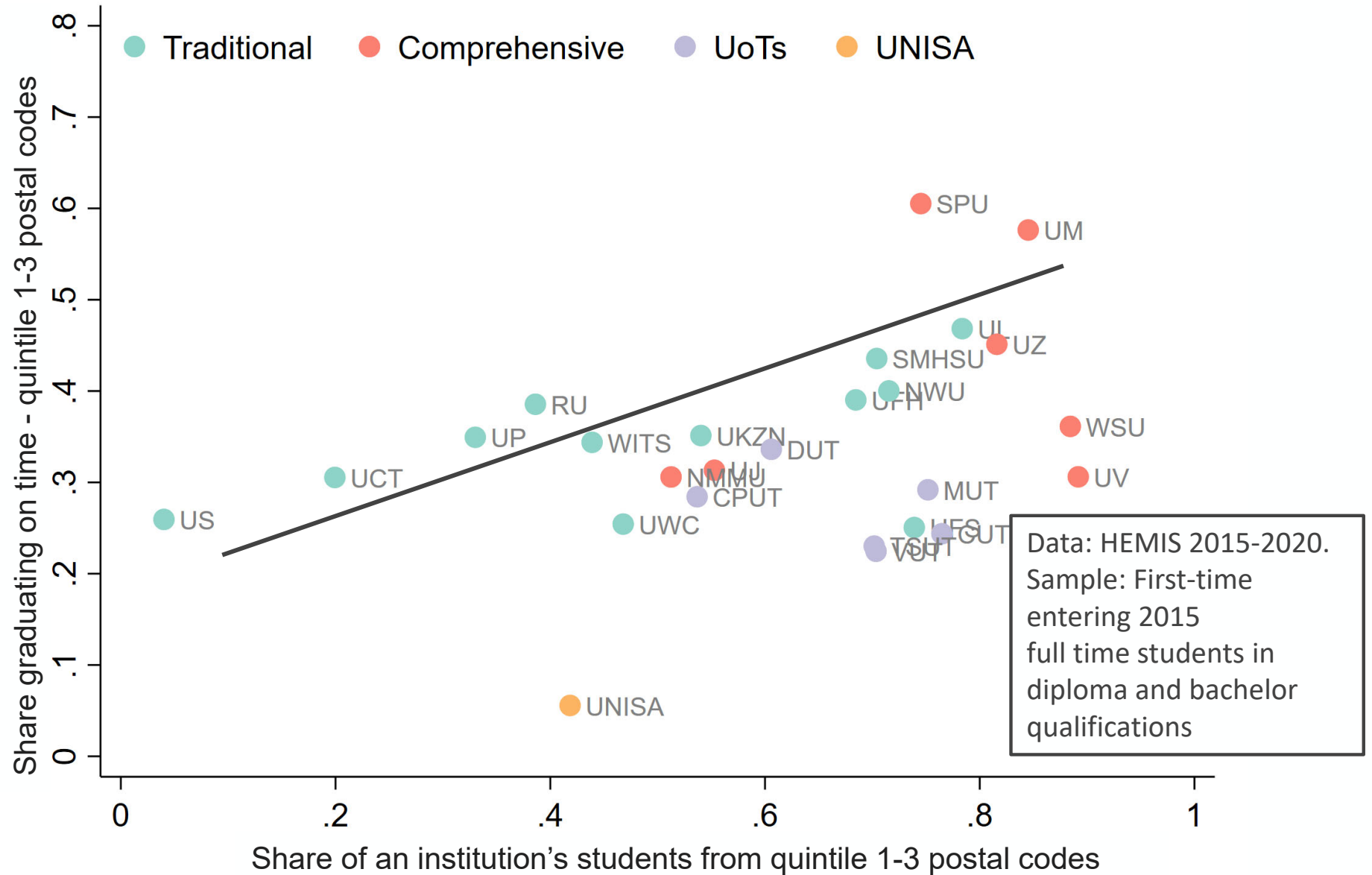


In some institutions, the share of students is low, but they represent a large number of students (thus potential contribution to social mobility)

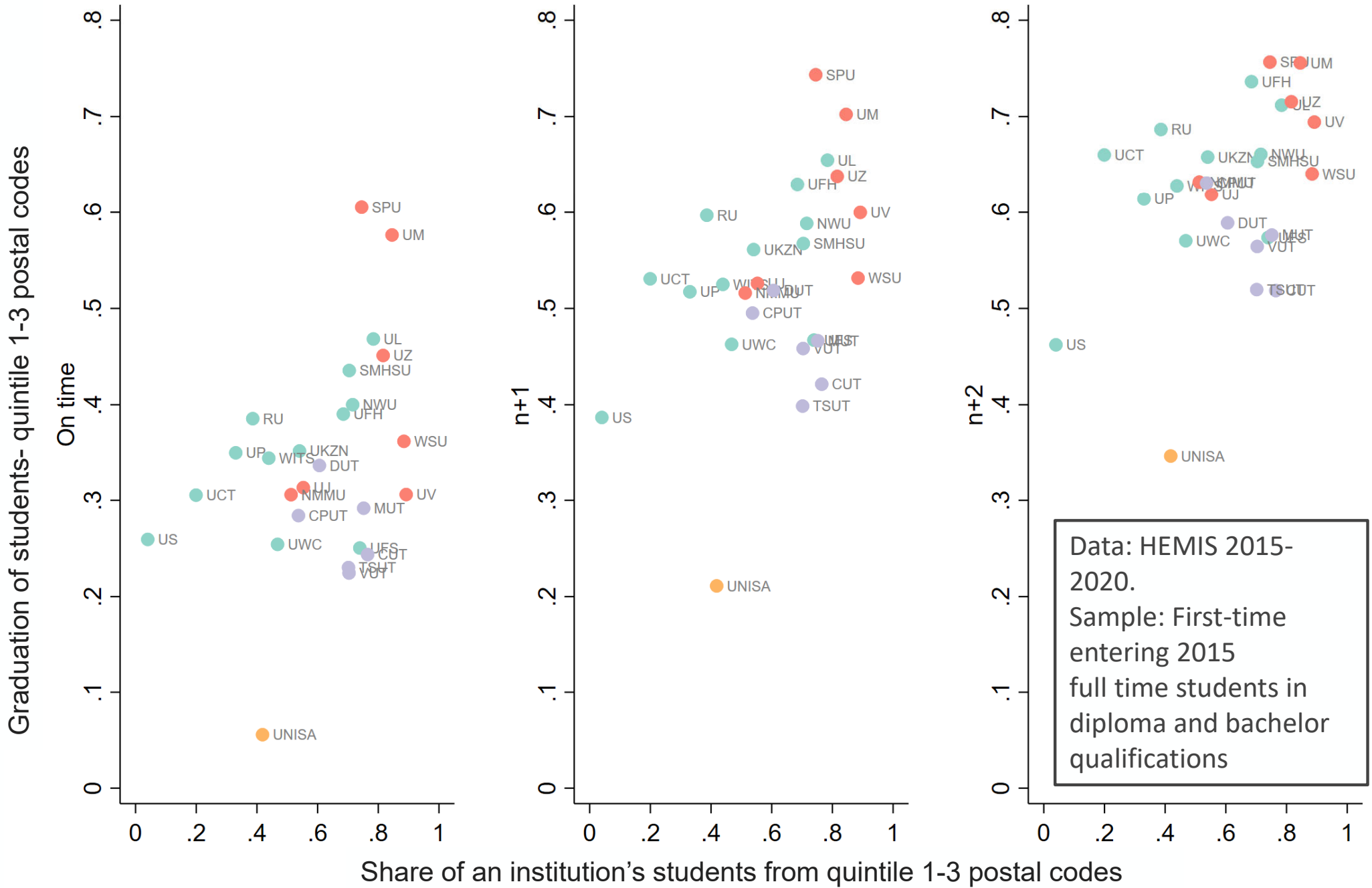
But this is 2911 students, similar to UV which has the highest share

Sample: First time entering full-time undergraduate students in 2015

# Contribution to 'mobility' - Graduation



# Contribution to 'mobility'



## Slide 19

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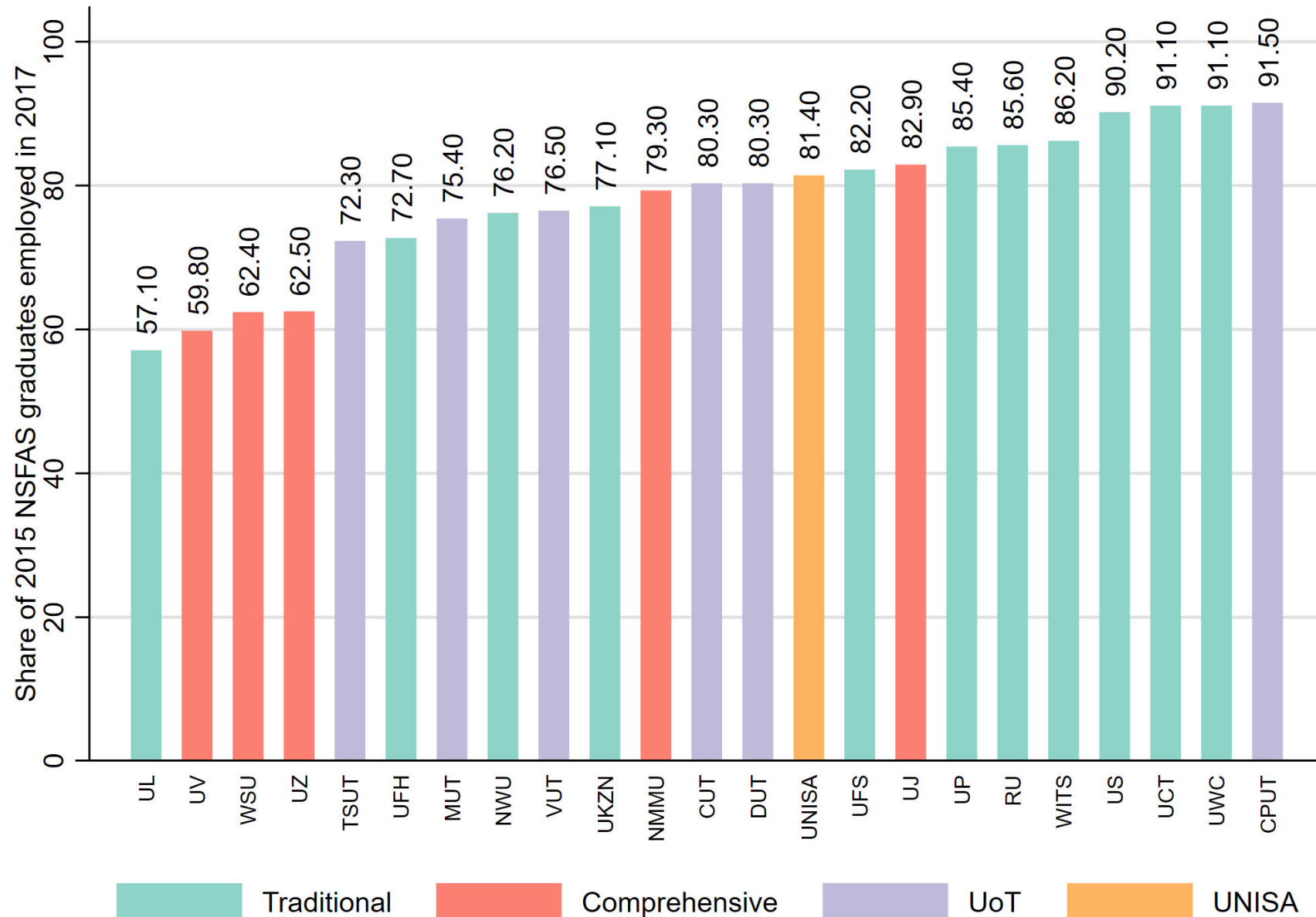
**MLO**

So they are succeeding, eventually ...But graduate out of established universities and so labour market outcomes are a better measure of success.

Murray Leibbrandt, 2023-06-27T16:30:24.562

# 4. Success in the Labour Market

# Employment and upward income mobility



# 5. Conclusions

# Policy approaches to upward mobility

Increasing social protection



Improving early literacy/numeracy



Improving higher education





# Catalysing social mobility through student success

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Framework suggests:

1. Improve lower-income **access** at institutions with good labour market outcomes
2. Improve **outcomes** of lower-income students in institutions where employment prospects are good
3. Improve outcomes of students at institutions serving a large share of lower-income students that are **not currently catalysing many into top income positions**

# 6. Questions and Discussion

# Discussion

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- Where on the access-success mapping is your institution?
- How have your circumstances changed over time?
  - Do you know what progress has been made and where you want to end up?
- Where is your institution's largest mobility contribution?
  - Lower-income access
  - Student success/graduation
  - Graduate success/labour market outcomes
- Are your graduates achieving the income mobility we hope for?
  - Our analysis focuses on graduation, but we would ideally want to know if graduates are earning in the upper tail of the income distribution

# Questions arising from the analysis

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- Graduation rates continue to rise post N+1. How can students who lose funding but are still likely to graduate be better supported?
- Should student advising consider the post-study prospects of success in addition to getting to graduation?
- How can we improve data collection & access?
- What data is available to benchmark student labour market success? To ensure qualifications are relevant and students are finding meaningful employment
- Can we use cross-institutional collaboration, regional groupings and data sharing to scale up individual institutional successes?



# SALDRU

Southern Africa Labour and  
Development Research Unit

**CHALLENGING INEQUALITIES THROUGH POLICY  
RELEVANT ACADEMIC RESEARCH.**

**Siyaphambili**  
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**Additional slides**

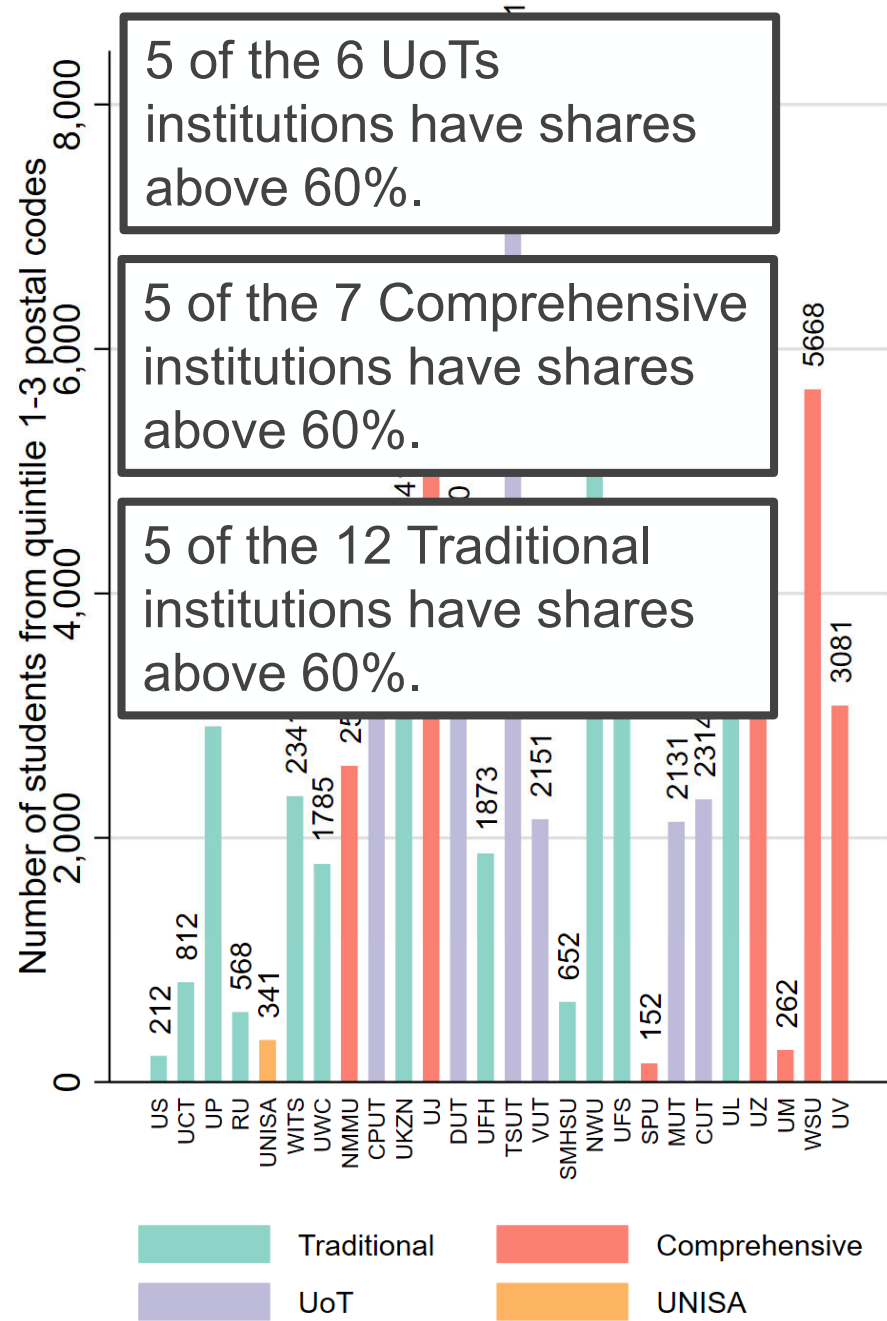
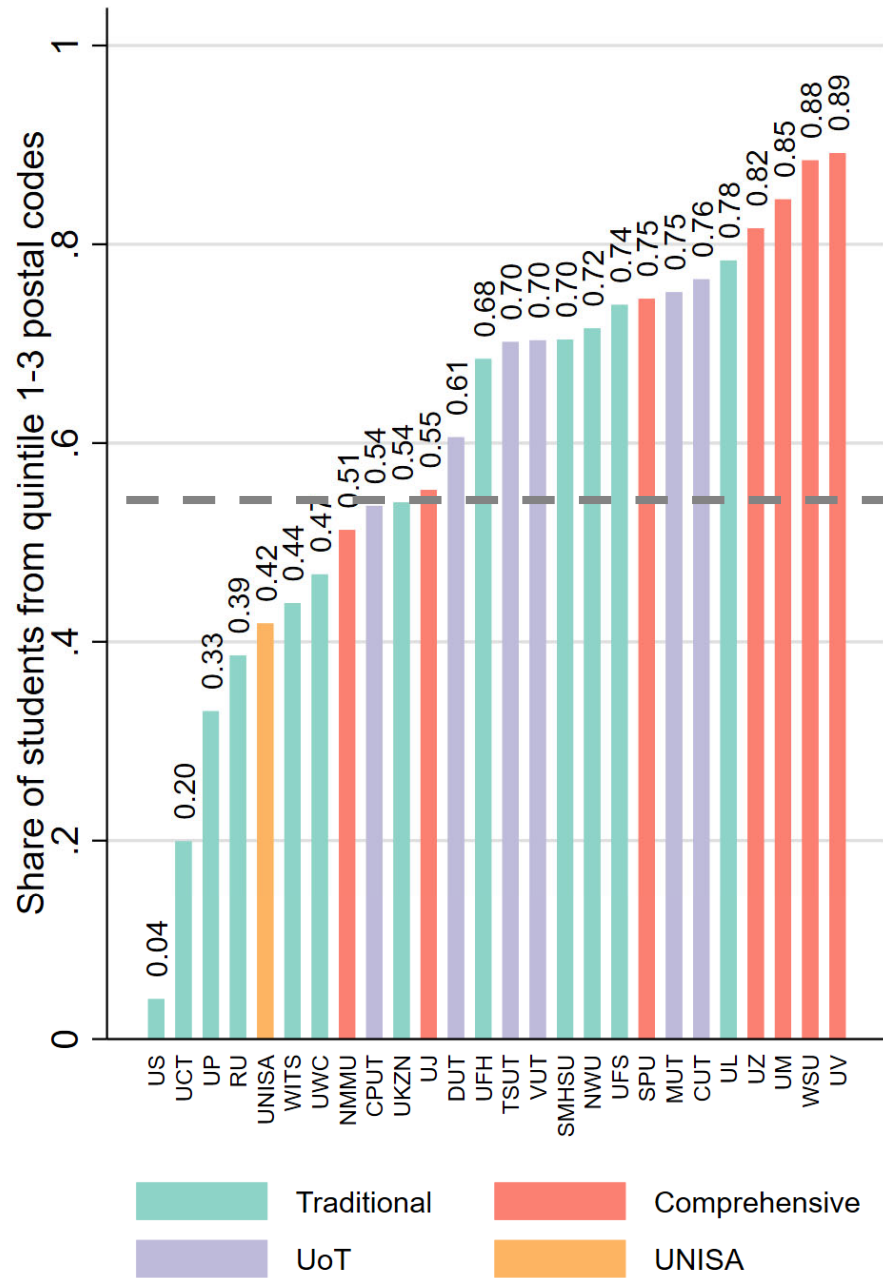
# The missing middle, youth characteristics and NSFAS

	Persistently eligible	Transiently eligible	Vulnerable MM	Stable MM	HH income > R600k
<b>Household income, access to credit</b>					
Per capita income (monthly)	R1 336.04	R3 428.71	R8 748.65	R12 609.20	R22 682.60
At least one resident has a home loan/bond	0.00	0.07	0.21	0.54	0.44
At least one resident has vehicle finance	0.00	0.08	0.28	0.40	0.41
<b>Household composition</b>					
Number of children under 6	0.84	0.63	0.84	0.35	0.34
Number of children aged 6-18	1.53	1.43	1.44	0.70	0.88
Household employment rate (working age adults)	0.34	0.56	0.54	0.73	0.66
<b>Employment, enrolment states</b>					
Enrolled but level is unknown	0.00	0.01	0.01	0.01	0.02
Enrolled in school	0.25	0.19	0.24	0.24	0.23
Enrolled in post-school	0.04	0.09	0.15	0.14	0.22
Employed	0.28	0.45	0.36	0.53	0.44
NEET/no info on enrolment/employment	0.43	0.26	0.23	0.09	0.08
<b>Schooling (current/past)</b>					
Completed or enrolled in Grade 12	0.29	0.56	0.59	0.76	0.75
School quintile 1-3	0.75	0.54	0.43	0.08	0.16
School quintile 4-5	0.15	0.30	0.34	0.62	0.53
<b>Parental education</b>					
Mother's education: post-school	0.04	0.20	0.33	0.46	0.53
Father's education: post-school	0.04	0.15	0.22	0.44	0.52
<b>Individuals (aged 15-35)</b>	<b>38 245</b>	<b>15 654</b>	<b>929</b>	<b>517</b>	<b>745</b>

Source: NIDS Waves 1-5 (post-stratification weights)



# Lower income access



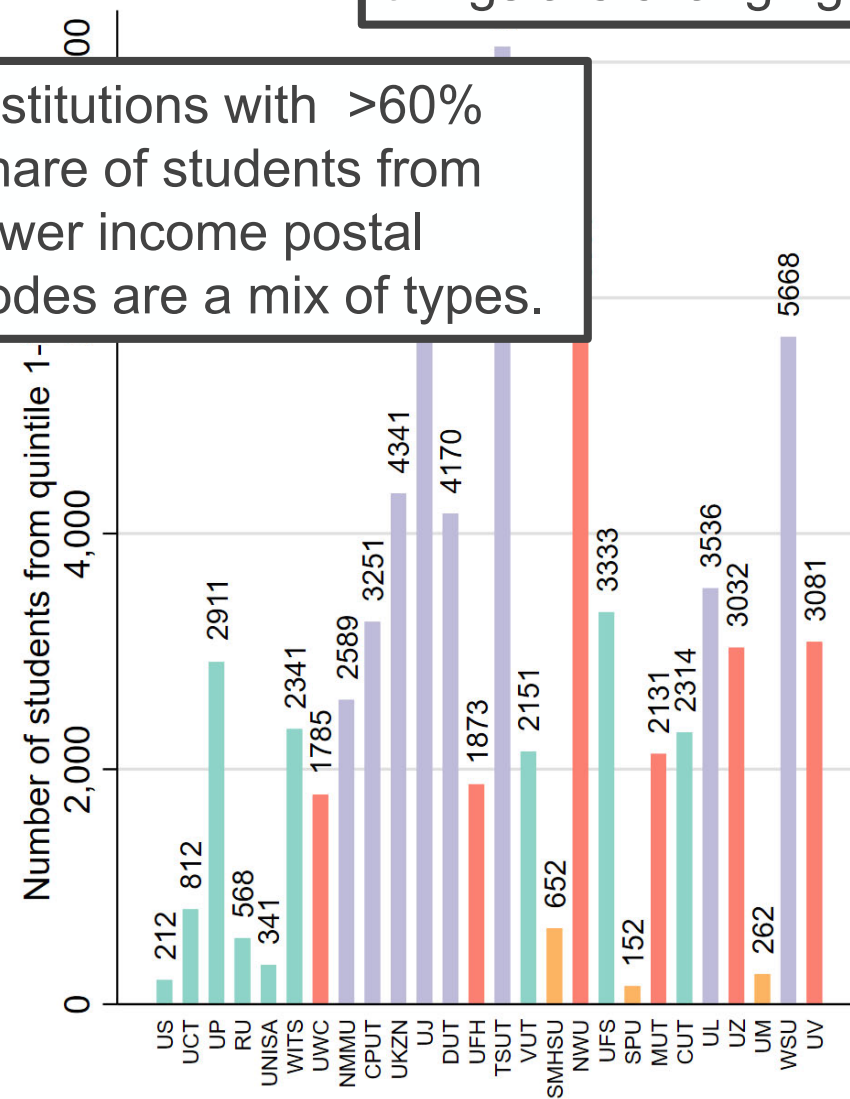
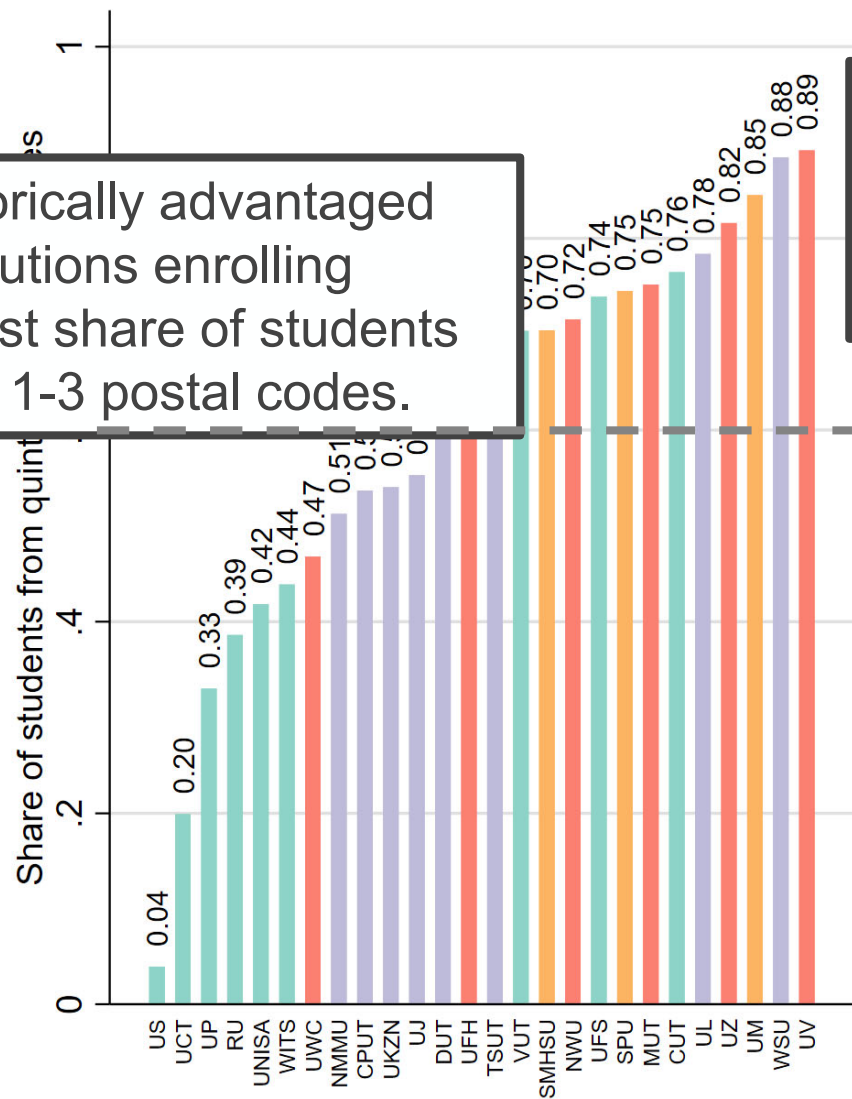
Sample: First-time entering 2015 full time students in diploma and bachelor qualifications

# Lower income access

Historical legacy is evident in the shares, but things are changing.

Historically advantaged institutions enrolling lowest share of students from 1-3 postal codes.

Institutions with >60% share of students from lower income postal codes are a mix of types.

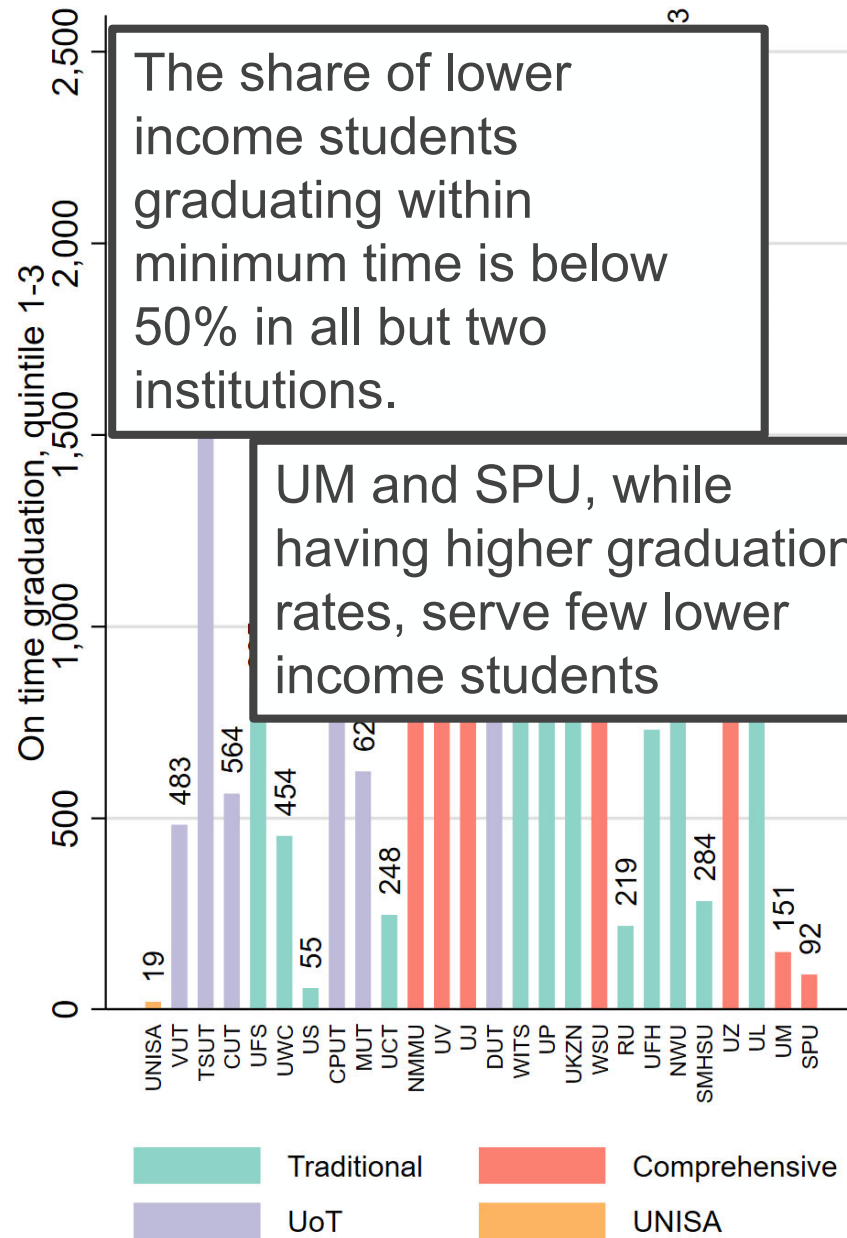
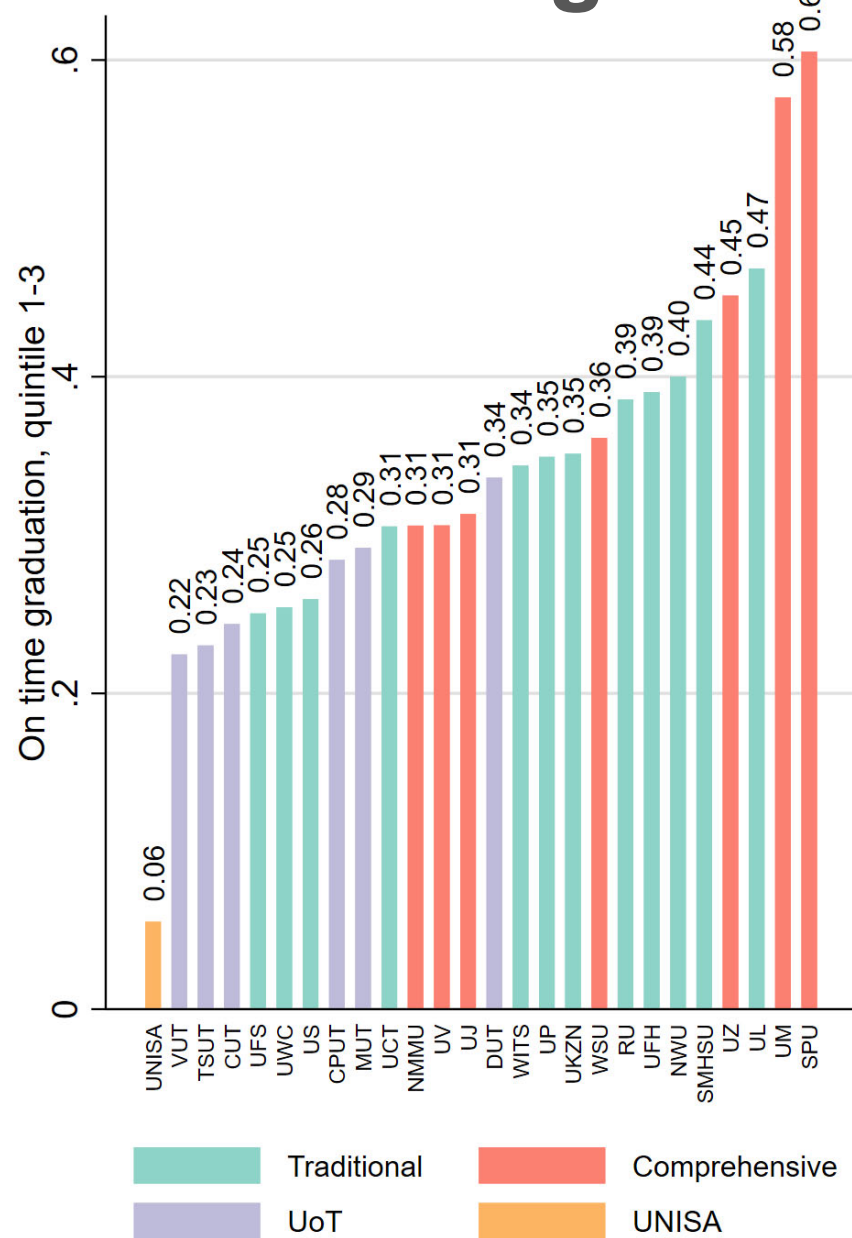


■ Hist. Adv.     ■ Hist. Disadv.  
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■ Hist. Adv.     ■ Hist. Disadv.  
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Sample: First-time entering 2015 full time students in diploma and bachelor qualifications

# Lower income graduation

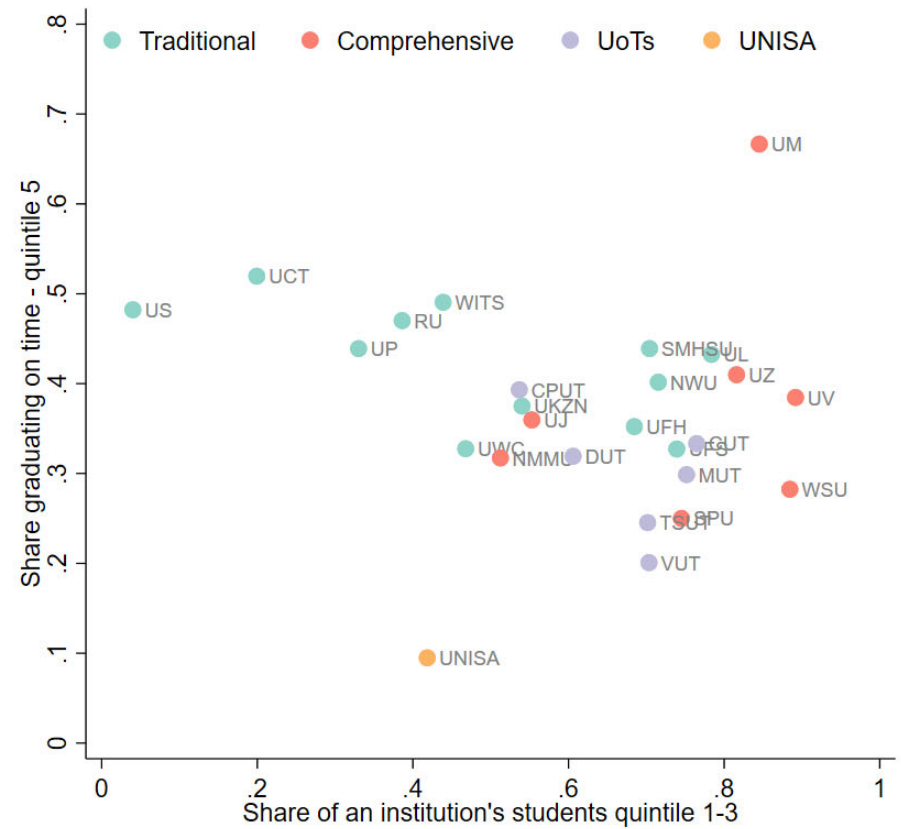
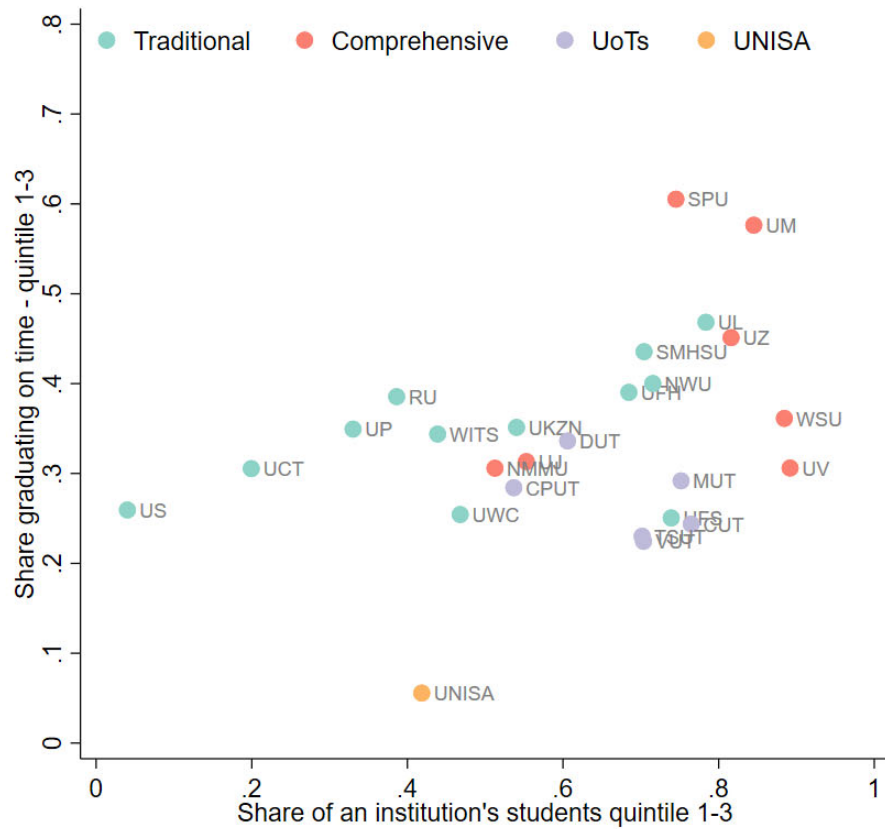


The share of lower income students graduating within minimum time is below 50% in all but two institutions.

UM and SPU, while having higher graduation rates, serve few lower income students

Data: HEMIS 2015-2020. Sample: First-time entering 2015 FT students in diploma and bachelor qualifications

# Contribution to 'mobility'



HEMIS 2015-2020. Sample: First time entering full-time undergraduate students in 2015

# Catalysing social mobility through student success

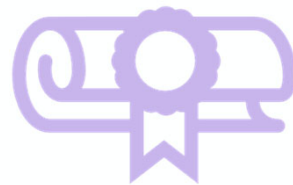


- Evidence of the need to approach student success holistically.



inclusive access

support while studying



graduate outcomes