

GENERAL HOUSEHOLD SURVEY (GHS) 2013 REPORT: FOCUS ON SCHOOLING



basic education

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**DEPARTMENT OF BASIC EDUCATION
GENERAL HOUSEHOLD SURVEY (GHS) 2013
REPORT: FOCUS ON SCHOOLING**

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1. INTRODUCTION

The General Household Survey (GHS) is a sample survey conducted by Statistics South Africa (Stats SA) in approximately 25 000 households. This survey is conducted annually in July and was first compiled in 2002 (Statistics South Africa, 2013).

The Department of Basic Education (DBE) has a close working relationship with Stats SA. DBE officials were involved in reviewing the GHS questionnaire in 2009 and are in regular consultation with Stats SA officials. The DBE uses GHS data to assess its constitutional mandate as stipulated in the Bill of Rights of the Constitution of the Republic of South Africa. The South African Bill of rights stipulates that every citizen has a right to basic education regardless of geographical or economic factors (Republic of South Africa, 1996a).

The GHS provides a platform for the DBE to assess progress made with regard to access, quality, efficiency, equity and expenditure on schooling. Furthermore, GHS assists the Department to do data confrontation¹ with regard to learner enrolment, school nutrition programmes, percentage of repeaters, learner pregnancy, access to Early Childhood Development (ECD) centres and age grade enrolment, among other data variables.

This report focuses particularly on schooling information, including attendance by children at ECD centres, schools, educational institutions, completion, repetition, literacy, tuition fees, access to social grants, orphanhood, problems at schools and pregnancy among learners. Most of the information in this report is disaggregated by province. Moreover, information has been disaggregated by population group and gender where data allowed. The GHS cannot be disaggregated at district or municipal level.

The information in the report is useful for programme managers, decision makers, researchers and other government departments. Furthermore, the report will assist in tracking and monitoring some of the goals and indicators in the sector plan, *Action Plan to 2019: towards the realisation of schooling 2030*.

2. METHODOLOGY

The information was analysed using the STATA data management software. The information is reported in percentages as far as possible. Caution is needed when using absolute numbers. More information on the GHS can be obtained from Stats SA, as the figures in this report are based on the analysis done by the DBE.

3. PARTICIPATION IN EARLY CHILDHOOD DEVELOPMENT²

In South Africa, the 2001 Education White Paper envisaged universal access to Grade R (the grade immediately before Grade 1) by 2010 (Department of Education, 2001a). This target has since been postponed. The 2009 Medium Term Strategic Framework of the Presidency envisaged universal Grade R in 2014. The same policy envisaged a doubling of enrolment of children aged 0 to 4 years by 2014.

1 Data confrontation is the process of comparing data that has generally been derived from different surveys or other sources, in order to assess their coherency, and the reasons for any identified differences.

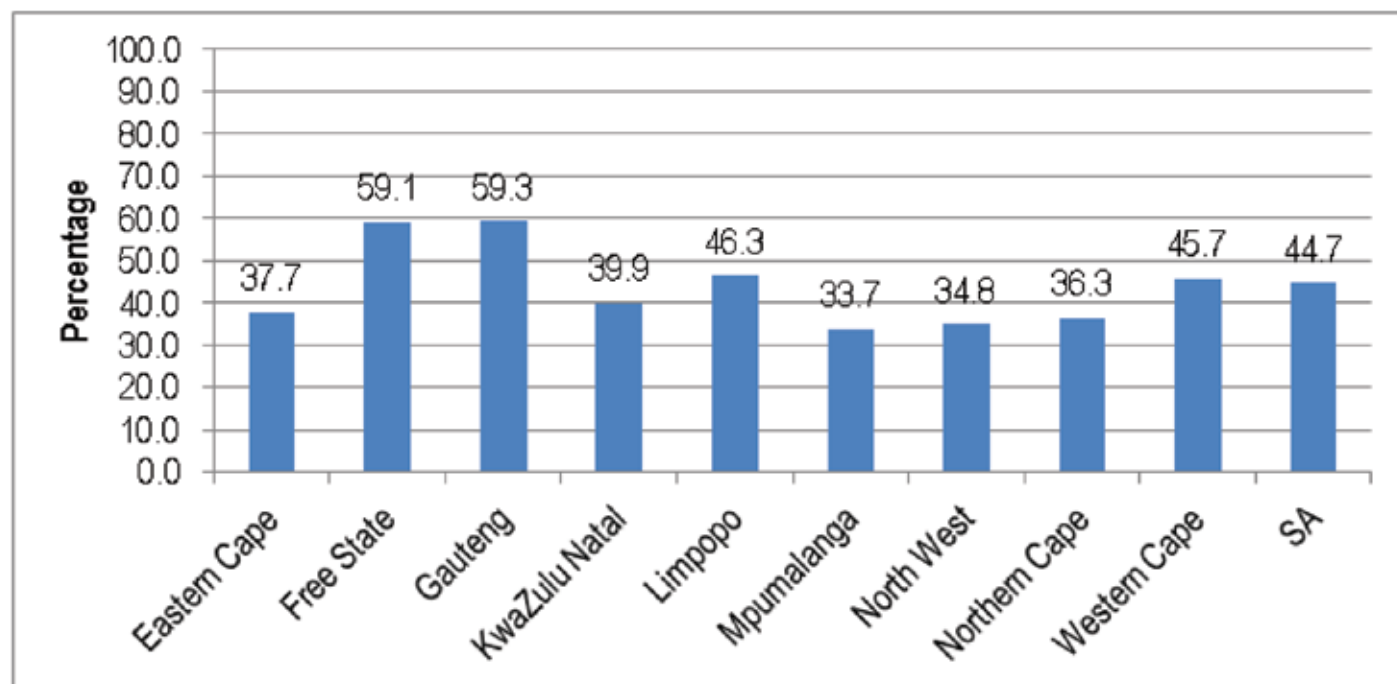
2 *Early childhood development (ECD)* means the process of emotional, cognitive, sensory, spiritual, moral, physical, social and communication development of children from birth to school-going age. In South Africa this usually refers to the age group 0 to 4 years, provided that the child does not become 5 before 30 June of that year.

3.1 Participation of 0 to 4-year-old children in ECD facilities

In 2013, approximately 45% of learners aged 0 to 4 attended ECD facilities. Gauteng has the highest percentage of children aged 0 to 4 years old attending ECD facilities at 59.3%, followed by the Free State at 59.1%. Mpumalanga has the lowest percentage of children 0 to 4 years old attending ECD facilities at 33.7%.

Please note: Type of ECD facilities include pre-school/nursery school/Grade 00/Grade 000, crèche/educare centre, day mother/grandmother (gogo) and others that needed to be specified.

Figure 1: Percentage of 0 to 4-year-old children attending ECD facilities: 2013



Source: GHS 2013, DBE own calculations

Increased ECD attendance between 2002 and 2013 across provinces is evident and very positive. The table above shows that the Free State had an attendance rate of 7% in 2002 compared to about 59% in 2013; this is an increase of about 52 percentage points, which is the highest increase between 2002 and 2013 across all provinces.

Table 1: Percentage of 0 to 4-year-old children attending ECD facilities: 2002 - 2013

Province	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Eastern Cape	9.4	14	12.1	17.8	19.0	19.3	20.3	29.5	32.6	32.9	37.8	37.7
Free State	6.5	10.6	10.4	19.6	19.4	20.9	18.0	36.8	33.4	38.2	46.7	59.1
Gauteng	11.4	18	16.9	20.5	26.9	24.1	25.4	43.5	42.6	43.6	45.7	59.3
KwaZulu-Natal	4.3	7.4	6.8	7.0	7.2	9.8	11.7	23.7	25.1	24.9	27.9	39.9
Limpopo	5.5	9.9	11.5	13.3	17.8	14.5	14.5	27.9	29.6	42.1	37.3	46.3
Mpumalanga	4.8	7.4	12.5	10.0	12.1	12.7	16.2	28.1	28.5	31.0	28.8	33.7
North West	6.4	10.5	8.4	10.5	7.7	14.0	8.0	21.8	26.7	29.0	32.9	34.8
Northern Cape	3.0	5.2	5.3	8.8	7.6	12.5	10.6	19.3	21.1	26.9	25.6	36.3
Western Cape	10.4	14.9	15.1	19.6	16.6	14.2	14.4	27.6	39.4	36.2	39.6	45.7
National	7.3	11.6	11.5	14.3	16.0	16.1	16.7	29.8	32.3	34.5	36.5	44.7

Source: Stats SA, GHS 2002 - 2013, DBE own calculations

Table 2 shows the attendance rate by population group. One can see that in 2013 the white population group had the highest attendance rate of 66.2%, followed by the Indian/Asian population group with an attendance rate of 53.1%. The black population (43.9%) had a higher attendance rate compared to the coloured population (38.7%).

Table 2: Percentage of 0 to 4-year-old children attending ECD facilities by race: 2009 – 2013

Population group	2009	2010	2011	2012	2013
African/Black	29.4	31.3	34.0	36.1	43.9
Coloured	21.6	27.4	27.3	29.8	38.7
Indian/Asian	28.6	36.5	29.3	29.8	53.1
White	53.2	56.9	57.0	57.2	66.2
Total	29.9	32.3	34.5	36.5	44.7

Source: Stats SA, GHS 2009 - 2013, DBE own calculations

Table 3 shows that in 2013 0 to 4-year-old girls had a slightly higher rate of attendance at ECD facilities at 45% compared to males at 44%.

Table 3: Percentage of 0 to 4-year-old children attending ECD facilities by gender: 2009 – 2013

Gender	2009	2010	2011	2012	2013
Male	30.0	32.3	34.3	36.2	44.2
Female	29.9	32.4	34.7	36.9	45.2
Total	29.9	32.3	34.5	36.5	44.7

Source: Stats SA, GHS 2009 - 2013, DBE own calculations

3.2 Participation of 5-year-old children in educational institutions

The number of 3 to 5-year-old children attending an ECD facility has increased from 60% in 2009 to 71% in 2013. This is an *Action Plan to 2014* indicator that is the shared responsibility of the DBE and Department of Social Development.

Table 4: Number and percentage of 3 to 5-year-old children attending educational institutions, 2009 - 2013

	Yes	No	Total	% Attending
2009	1 829 047	1 219 781	3 048 828	60.0
2010	2 008 123	1 130 732	3 138 855	64.0
2011	2 041 989	1 051 363	3 093 353	66.0
2012	2 086 239	1 009 627	3 095 867	67.4
2013	2 211 213	891 128	3 102 341	71.3

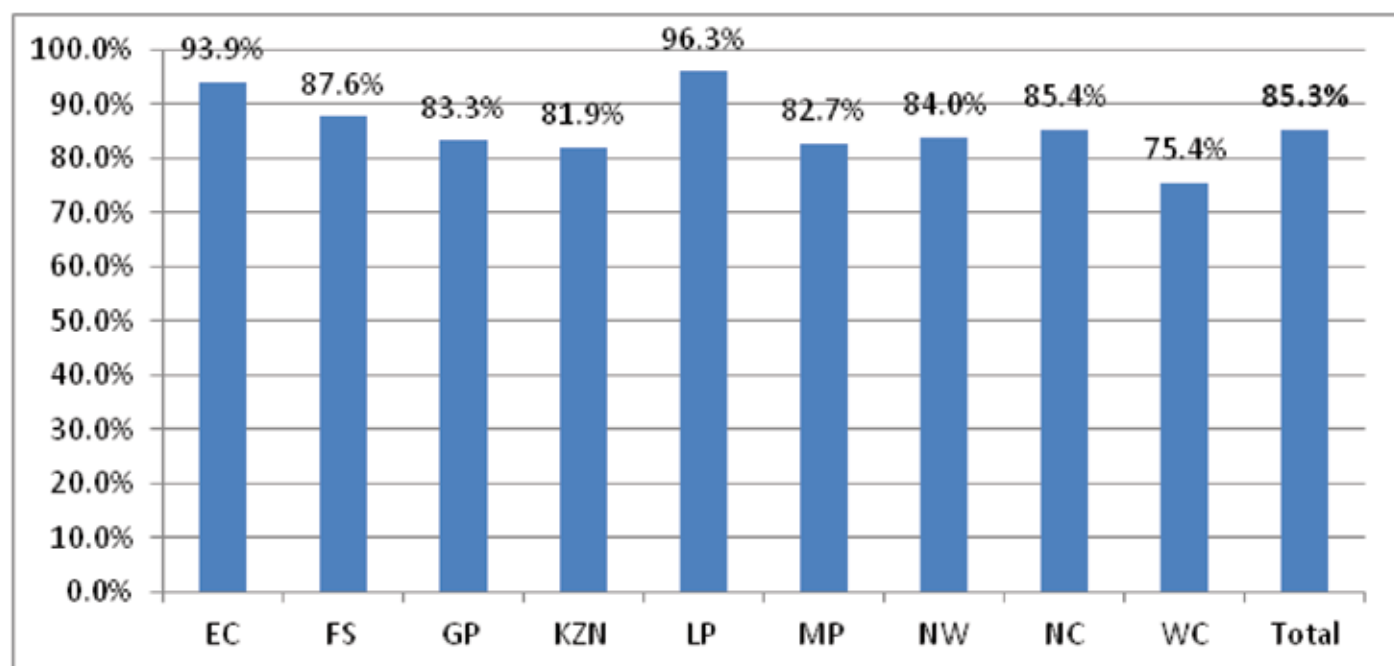
Source: Stats SA, GHS 2009 - 2013, DBE own calculations

3.3 Participation of 5-year-old children in educational institutions³

In 2013, **85%** of 5-year-old children were attending educational institutions. Limpopo (96%), Eastern Cape (94%) and Free State (87%) had the highest percentage of 5-year-olds attending educational institutions. The Western Cape had the lowest percentage of this cohort attending ECD facility at approximately 75%.

³ **Educational institution** is any registered institution whose sole or main purpose is the provision of education, including pre-school, tertiary, adult education, etc.

Figure 2: Percentage of 5-year-old children attending educational institutions: 2013



Source: GHS 2013, DBE own calculations

The table above shows that the increase in the number of 5-year-old children accessing educational institutions was consistent between 2002 and 2013. The Northern Cape moved from 21.5% in 2002 to 85.4% in 2013. This was the highest increase in this period across all provinces. There was a slight variation across the provinces, although all provinces had high attendance rates and all had registered an increasing trend since 2002.

Table 5: Percentage of 5-year-old children attending educational institutions: 2002 - 2013

Province	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Eastern Cape	49.6	52.7	60.8	69.0	70.9	69.3	80.3	85.4	92.1	91.0	93.1	93.9
Free State	33.3	54.7	56.3	55.6	59.2	61.3	60.4	86.0	79.1	81.8	86.4	87.6
Gauteng	45.9	59.2	51.3	60.0	60.9	64.3	61.3	73.3	82.5	86.5	86.0	83.3
KwaZulu-Natal	33.4	35.0	38.7	50.1	54.3	51.5	57.5	70.1	84.8	78.0	77.1	81.9
Limpopo	43.1	55.7	68.4	73.2	76.6	71.8	74.3	92.7	95.9	95.0	93.8	96.3
Mpumalanga	28.9	37.9	60.1	55.5	57.0	63.6	65.1	83.2	73.1	86.3	84.5	82.7
North West	36.6	42.8	48.2	47.4	50.5	45.7	53.2	66.8	73.8	86.4	89.0	84.0
Northern Cape	21.5	34.2	25.9	55.2	46.7	59.1	50.0	80.1	78.3	78.1	71.1	85.4
Western Cape	41.2	53.7	49.6	63.3	65.7	52.2	53.5	79.1	69.5	75.9	73.9	75.4
National	39.3	48.1	51.9	59.3	61.6	60.2	63.2	78.3	83.4	84.8	84.6	85.3

Source: Stats SA, GHS 2002 - 2013, DBE own calculations

There is no significant difference in the percentage of 5-year-old males and females attending educational institutions. Table 5 above shows that in 2002, there were fewer female children aged 5 years attending educational institutions, but this has changed since 2004, when almost equal percentages of children in this age cohort were in educational institutions. In 2013, gender parity was achieved in the percentage of 5-year-old children attending educational institutions.

Table 6: Percentage of 5-year-old children attending an educational institution by gender, 2002 - 2013

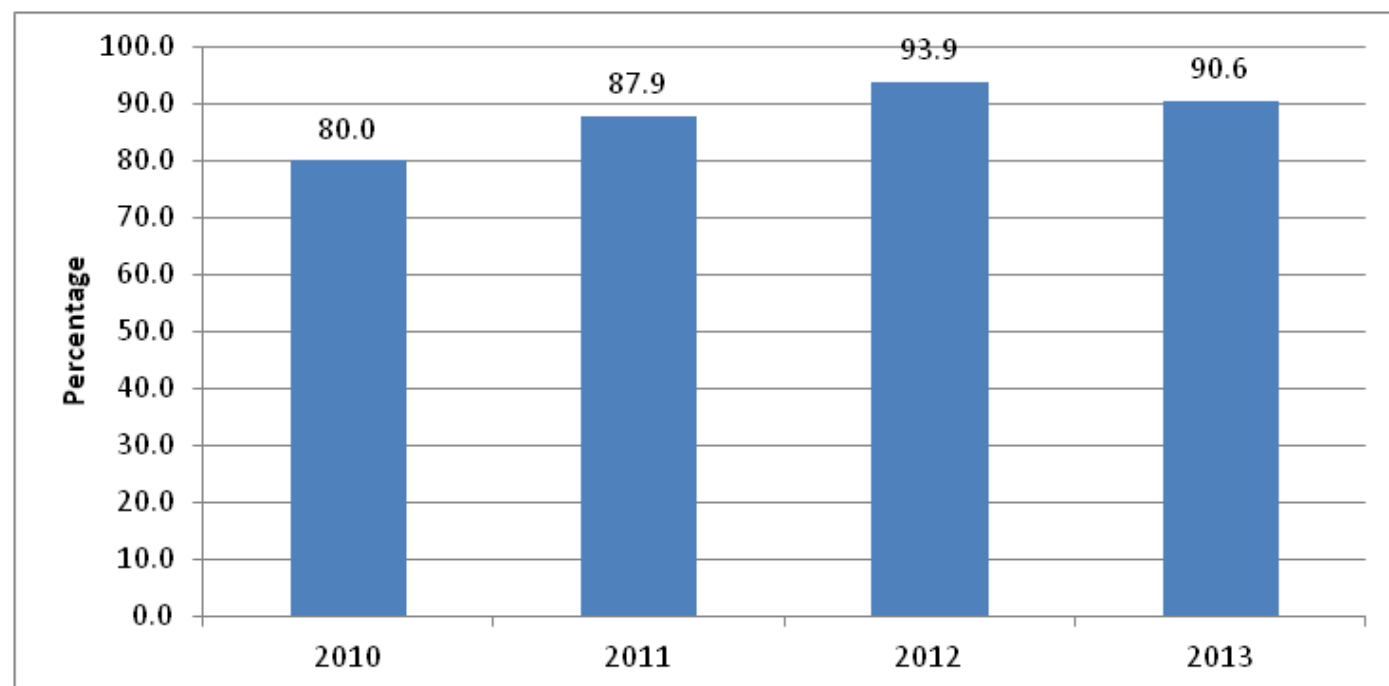
Gender	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Male	39.8	48.5	49.8	58.9	62.6	62.2	60.6	76.5	82.8	84.8	85.5	85.6
Female	38.8	47.7	54.0	59.6	60.5	58.3	65.7	80.2	84.1	84.8	83.7	85.0
Total	39.3	48.1	51.9	59.3	61.6	60.2	63.2	78.3	83.4	84.8	84.6	85.3
GPI	0.97	0.98	1.08	1.01	0.97	0.94	1.08	1.05	1.01	1.00	0.98	1.01

Source: Stats SA, GHS 2002 - 2013, DBE own calculations

3.4 Grade R attendance

There has been a slight decrease in the percentage of learners attending Grade 1 who attended grade R between 2012 and 2013. In 2012, approximately 94% of learners in Grade 1 attended Grade R and this has decreased to almost 91% in 2013.

Figure 3: Percentage of Grade 1 learners who have received formal Grade R, 2010 - 2013



Source: Stats SA, GHS 2010 - 2013, DBE own calculations

4. PARTICIPATION IN PRIMARY EDUCATION

There are several indicators that track the participation of learners in primary education. These include the age-specific enrolment rate (ASER) in primary school, net enrolment rate and apparent intake rate (AIR) among other indicators of measuring access to primary education (UNESCO Institute for Statistics (UIS), 2009).

4.1 Apparent intake rate

The AIR is defined as the total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age. The AIR indicates the general level of access to primary education. It also indicates the capacity of the education system to provide access to Grade 1 for the official school-entrance age population. This indicator is used as a substitute for the net intake rate in the absence of data on new entrants by single years of age. The method of calculating this indicator is to divide the number of new entrants in Grade 1, irrespective of age, by the population of official school-entrance age, and multiply the result by 100. The total percentage could be higher than 100%, as the enumerator could be bigger than the denominator (UNESCO Institute for Statistics (UIS), 2009).

In 2013, the AIR was almost 105%. This represents a drop in the AIR from approximately 123% in 2009. This implies that more children are beginning their schooling at the appropriate age.

Table 7: Apparent Intake rate⁴: 2009 - 2013

Province	2009	2010	2011	2012	2013
Eastern Cape	147.3	134.4	138.4	115.5	117.5
Free State	118.7	93.1	116.7	103.3	90.1
Gauteng	121.1	112.0	105.3	118.6	99.4
KwaZulu-Natal	134.2	111.7	143.5	117.2	109.0
Limpopo	106.2	120.0	122.2	98.2	98.1
Mpumalanga	123.1	105.9	93.5	117.3	95.5
North West	98.4	90.7	123.6	95.6	110.3
Northern Cape	106.1	161.4	126.8	99.5	136.5
Western Cape	111.7	106.3	106.5	107.8	101.7
National	122.8	113.2	122.0	111.7	104.6

Source: Stats SA, GHS 2002 - 2013, DBE own calculations

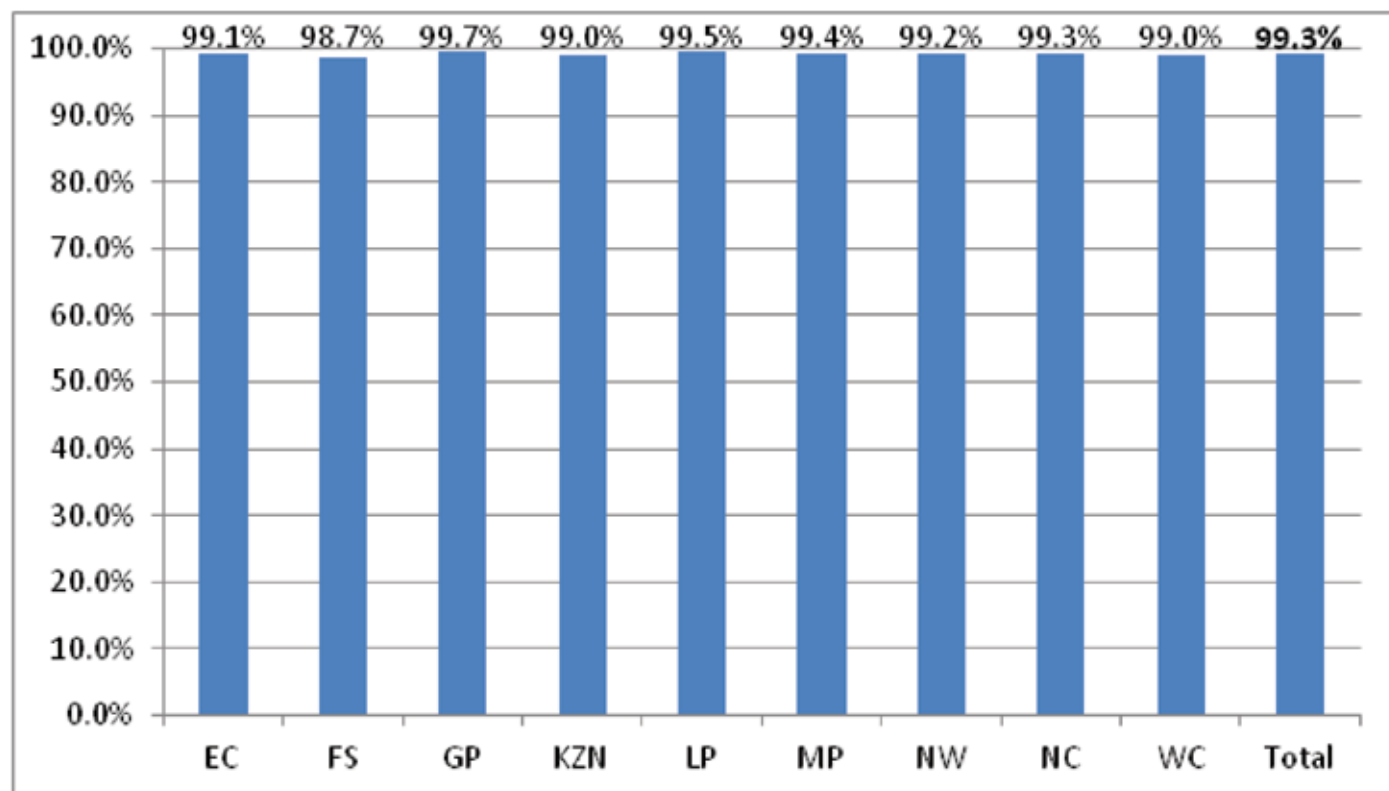
In South Africa, the appropriate age for primary education is 7 to 13 years, but some of the 13-year-olds may be enrolled beyond primary school (in secondary school) and other older children may still be in primary school because of possible repetition of at least one class (Republic of South Africa, 1996b). The ASER or adjusted net enrolment ratio used in this report therefore considers all children in the age group 7 to 13, regardless of the institution.

In 2013, 99% of children aged 7 to 13 years were attending primary education in South Africa. The attendance of this age group across provinces remained above 99% in 2013.

⁴ The apparent intake rate, which is also known as the gross intake rate, measures the total number of new entrants into Grade 1, regardless of age, as a proportion of the total number of children in the population who are 7 years of age.

Source: UIS (2014) *Education Indicators: Technical Guidelines*. UNESCO

Figure 4: Percentage of 7 to 13-year-old children attending educational institutions: 2013



Source: GHS 2013, DBE own calculations

The attendance of 7 to 13-year-olds at educational institutions increased from almost 97% in 2002 to 99% in 2013. It is noteworthy to indicate that the participation in this age group has remained stable during the reporting period. With regard to participation of 7 to 13-year-olds by province, **Table 8** shows that all children of both genders in this age group have had equal opportunities to attend educational institutions since 2002. It further shows that there have been no significant differences in enrolment of males and females in this age group. In 2013, parity was achieved.

Table 8: Participation of 7 to 13-year-olds in educational institutions by gender, 2002 - 2013

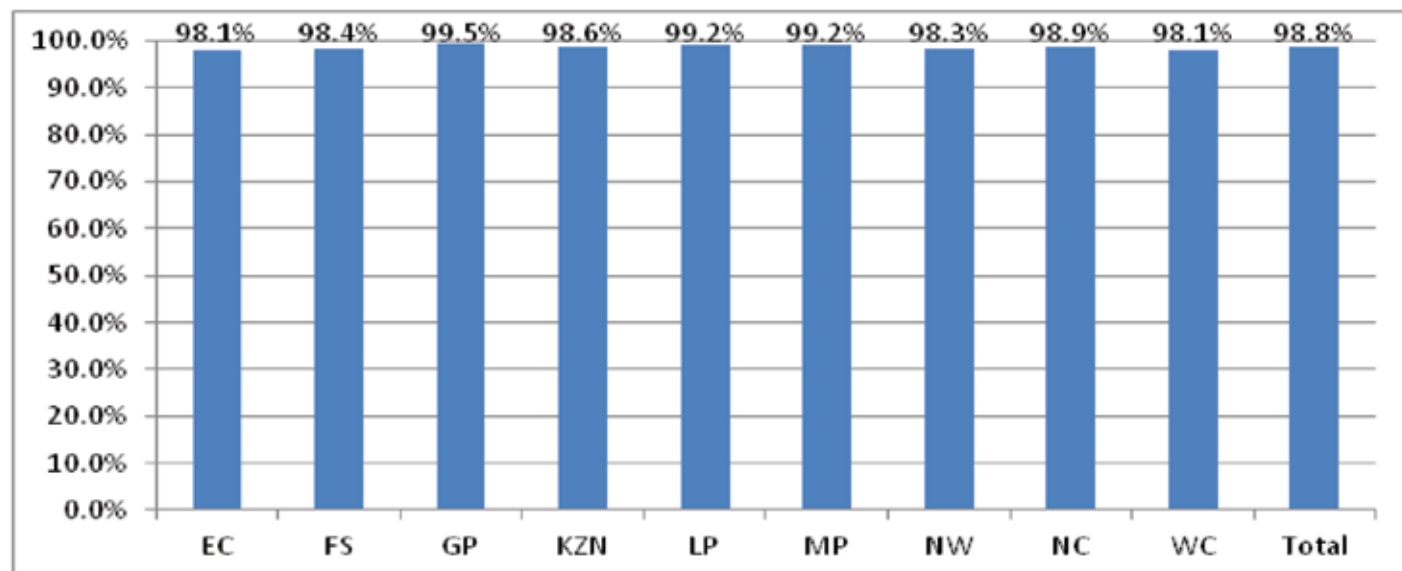
Gender	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Male	96.4	96.9	97.9	98.1	97.9	98.6	98.2	98.8	99.0	99.0	99.0	99.1
Female	97.1	97.9	98.5	98.4	98.4	98.0	98.0	99.0	99.1	99.1	99.4	99.4
Total	96.7	97.4	98.2	98.2	98.2	98.3	98.1	98.9	99.0	99.0	99.2	99.3
GPI	1.01	1.01	1.01	1.00	1.01	0.99	0.99	1.00	1.00	1.00	1.00	1.00

Source: Stats SA, GHS 2002 - 2013, DBE own calculations

5. PARTICIPATION IN COMPULSORY EDUCATION

The South African Schools Act (SASA) of 1996 stipulates that children aged 7 to 15 years should attend compulsory education, that is, Grade 1 to Grade 9 (Republic of South Africa, 1996b). There is a slight variation in the number of 7 to 15-year-old children accessing educational institutions across provinces. All provinces have a high percentage, over 98%, of this age cohort attending educational institutions in 2013.

Figure 5: Percentage of 7 to 15-year-old children attending educational institutions: 2013



Source: GHS 2013, DBE own calculations

From 2002 to 2013, the participation of 7 to 15-year-old children attending educational institutions increased from 96% to approximately 99%. Attendance by this age group has consistently remained above 96% since 2002 and this shows stability in terms of accessing schooling by children of compulsory school-going age.

Table 9: Percentage of 7 to 15-year-old children attending educational institutions: 2002 - 2013

Province	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Eastern Cape	95.5	95.9	97.0	97.4	97.3	97.7	97.6	97.8	98.5	98.5	98.4	98.1
Free State	97.5	96.8	97.0	97.5	98.7	98.7	98.2	98.7	98.9	98.9	99.2	98.4
Gauteng	98.1	98.9	98.9	98.5	97.7	97.5	98.3	98.5	98.8	99.3	99.0	99.5
KwaZulu-Natal	94.8	96.4	97.0	97.7	97.2	97.5	97.9	98.0	98.2	98.7	98.8	98.6
Limpopo	97.4	98.0	98.8	99.0	98.9	98.5	98.2	98.8	99.1	99.1	99.2	99.2
Mpumalanga	97.2	98.1	98.6	97.9	98.1	97.9	98.2	98.3	99.1	99.0	99.0	99.2
North West	95.4	96.7	97.7	96.3	95.9	96.9	97.3	97.6	97.8	98.6	98.8	98.3
Northern Cape	93.6	95.7	96.6	97.5	97.6	97.5	97.5	98.5	98.2	98.6	98.6	98.9
Western Cape	97.3	97.1	98.1	98.2	97.6	98.2	97.0	98.1	99.1	97.9	98.2	98.1
National	96.3	97.1	97.8	97.9	97.7	97.8	97.9	98.5	98.7	98.8	98.8	98.8

Source: Stats SA, GHS 2002 - 2013, DBE own calculations

Table 10 below shows the participation of 7 to 15-year-olds in educational institutions by gender. From 2002 to 2004, more females attended educational institutions. However, between 2008 and 2013 an equal percentage of both genders in this age group attended educational institutions.

Table 10: Percentage of 7 to 15-year-old children attending educational institutions by gender, 2002 - 2013

Gender	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Male	96.0	96.7	97.4	97.6	97.4	97.6	97.8	98.3	98.6	98.7	98.5	98.6
Female	96.6	97.6	98.1	97.9	97.8	98.2	98.1	98.6	98.7	98.8	99.1	98.9
Total	96.3	97.2	97.7	97.8	97.6	97.9	97.9	98.5	98.7	98.8	98.8	98.8
GPI	1.01	1.01	1.01	1.00	1.00	1.01	1.00	1.00	1.00	1.00	1.01	1.00

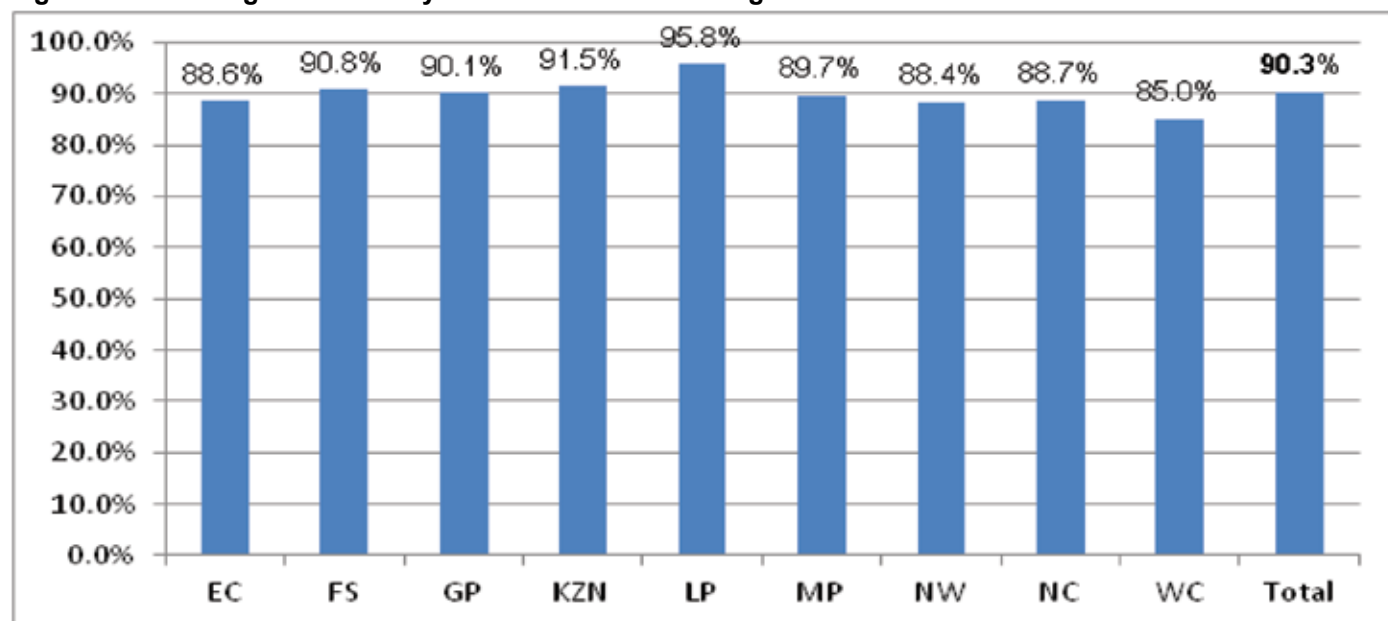
Source: Stats SA, GHS 2002 - 2013, DBE own calculations

6. PARTICIPATION IN SECONDARY EDUCATION AND FURTHER EDUCATION AND TRAINING BAND

6.1 Participation of 14 to 18-year-olds in educational institutions: 2013

According to the Age Requirements for Admission to an Ordinary Public School (Department of Education, 1998), learners between 14 and 18 years of age are officially regarded as being of appropriate age for the secondary Grades 8-12. **Figure 6** below indicates the number of children aged 14 to 18 years attending educational institutions by province in 2013. Limpopo had the highest attendance rate at 95.8%. Limpopo, the Free State and KwaZulu-Natal were the only provinces with an attendance rate above the national average.

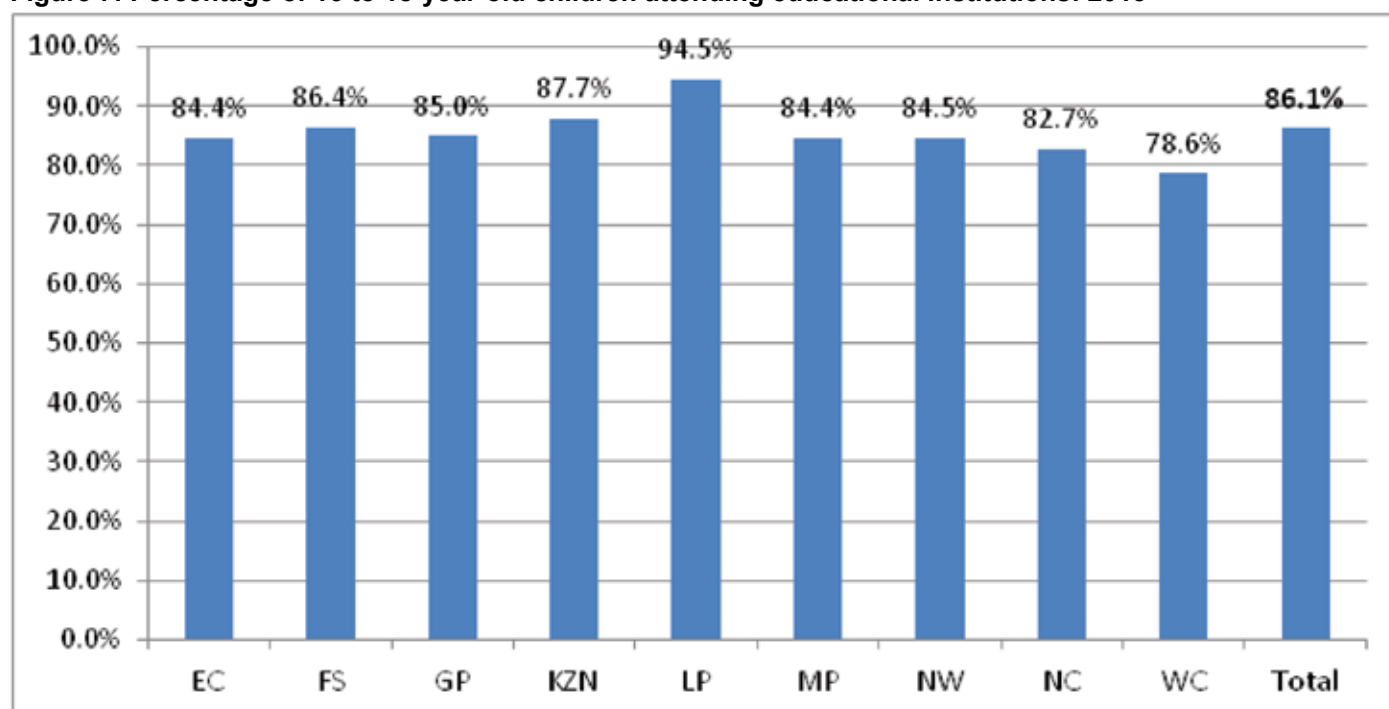
Figure 6: Percentage of 14 to 18-year-old children attending educational institutions: 2013



Source: GHS 2013, DBE own calculations

6.2 Participation of 16 to 18-year-olds in educational institutions

Figure 7: Percentage of 16 to 18-year-old children attending educational institutions: 2013



Source: GHS 2013, DBE own calculations

Figure 7 above shows the percentage of children aged 16 to 18 years attending educational institutions by province in 2013. Limpopo (95%) had the highest percentage, while the Western Cape (79%) had the lowest percentage of attendance in this age group.

Table 11: Percentage of 16 to 18-year-olds attending educational institutions by province, 2002 - 2013

Province	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Eastern Cape	83.0	78.5	78.5	80.9	83.9	85.4	83.0	80.9	81.8	83.3	85.1	84.4
Free State	85.4	86.0	86.6	88.7	83.3	90.7	85.8	83.8	83.9	86.3	87.2	86.4
Gauteng	87.7	86.5	85.6	84.2	80.6	82.2	85.6	87.2	85.1	81.7	85.7	85.0
KwaZulu-Natal	79.3	81.9	82.0	81.4	83.3	83.7	84.6	80.7	80.5	85.7	85.3	87.7
Limpopo	88.2	89.3	91.5	87.4	89.3	92.1	90.0	91.5	92.0	93.1	94.2	94.5
Mpumalanga	86.2	57.7	88.1	86.7	85.5	93.2	87.1	84.5	85.2	86.7	85.4	84.4
North West	81.2	80.8	84.3	83.9	84.1	81.6	79.1	81.4	79.2	84.9	81.9	84.5
Northern Cape	71.0	67.7	68.8	75.4	71.9	77.8	76.0	73.4	79.6	79.2	80.6	82.7
Western Cape	72.6	73.2	72.6	69.7	66.0	73.7	71.6	73.7	73.6	76.4	80.4	78.6
National	82.9	79.3	83.3	82.4	82.5	85.0	83.9	82.9	82.9	84.9	85.9	86.1

Source: Stats SA, GHS 2002- 2013, DBE own calculations

Table 11 indicates the percentage of children aged 16 to 18 years attending educational institutions. Trends in enrolment figures revealed that attendance of educational institutions in the 16 to 18-year-old age group had not changed significantly after 2002. In 2013, approximately 86% of 16 to 18-year-olds were attending educational institutions, compared to 83% in 2002. There was a 3 percentage point increase between 2002 and 2013.

Table 12: Percentage of 16 -18-year-olds attending educational institutions by gender, 2002 - 2013

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Male	85.9	86.5	87.2	86.6	87.1	88.8	88.7	88.5	87.6	89.6	91.1	91.0
Female	89.3	89.5	89.9	90.0	88.9	90.0	89.6	89.1	89.6	90.7	89.8	89.6
Total	87.7	88.1	88.6	88.4	88.1	89.4	89.2	88.8	88.6	90.2	90.5	90.3
GPI	1.04	1.03	1.03	1.04	1.02	1.01	1.01	1.01	1.02	1.01	0.99	1.02

Source: Stats SA, GHS 2002 - 2013, DBE own calculations

Table 12 above shows the participation of 16 to 18 year-olds by gender. In 2013, there was no significant difference in participation between males and females. The gender parity index (GPI) has remained relatively stable over the years, showing equal opportunity for both males and females to attend educational institutions.

Table 13: Percentage of 16 to 18-year-olds attending educational institutions by population group, 2002 - 2013

Population Group	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
African/Black	83.1	84.0	83.7	82.6	84.1	86.3	85.2	84.6	83.9	86.4	86.8	87.5
Coloured	67.5	64.9	66.2	66.5	63.3	70.7	69.4	68.0	69.3	69.2	77.2	74.3
Indian/Asian	80.3	79.3	80.5	88.0	69.1	82.1	80.7	79.7	77.4	81.1	83.2	76.3
White	91.9	90.5	89.1	92.1	88.4	89.7	83.8	86.6	89.3	85.7	86.3	88.2
Total	82.9	79.3	83.3	82.4	82.5	85.0	83.9	82.9	82.9	84.9	85.9	86.1

Source: Stats SA, GHS 2002 - 2013, DBE own calculations

With regard to participation of 16 to 18 year-olds by population group, **Table 13** shows that participation has remained relatively stable from 2012 for all the population groups. The coloured population group is the one group that has shown a significant increase in participation since 2002.

7. CHILDREN WITH DISABILITIES

The *Education White Paper 6 (DOE, 2001) on Special Needs Education* commits government to provide access to education to all learners who have a disability (Department of Education, 2001b).

White Paper 6 outlines that government will:

- base the provision of education for learners with disabilities on the intensity of support needed to overcome the debilitating impact of those disabilities;
- place emphasis on supporting learners through full-service schools that will have a bias towards particular disabilities, depending on need and support;
- indicate how learners with disabilities will be identified, assessed and incorporated into special, full-service and ordinary schools in an incremental manner;
- introduce strategies and interventions that will assist educators to cope with a diversity of learning and teaching needs to ensure that transitory learning difficulties are ameliorated; and
- provide clear signals about how current special schools will serve identified disabled learners on site and also serve as a resource to educators and schools in the area.

7.1 0 to 4-year-old children with disabilities attending Early Childhood Development facilities

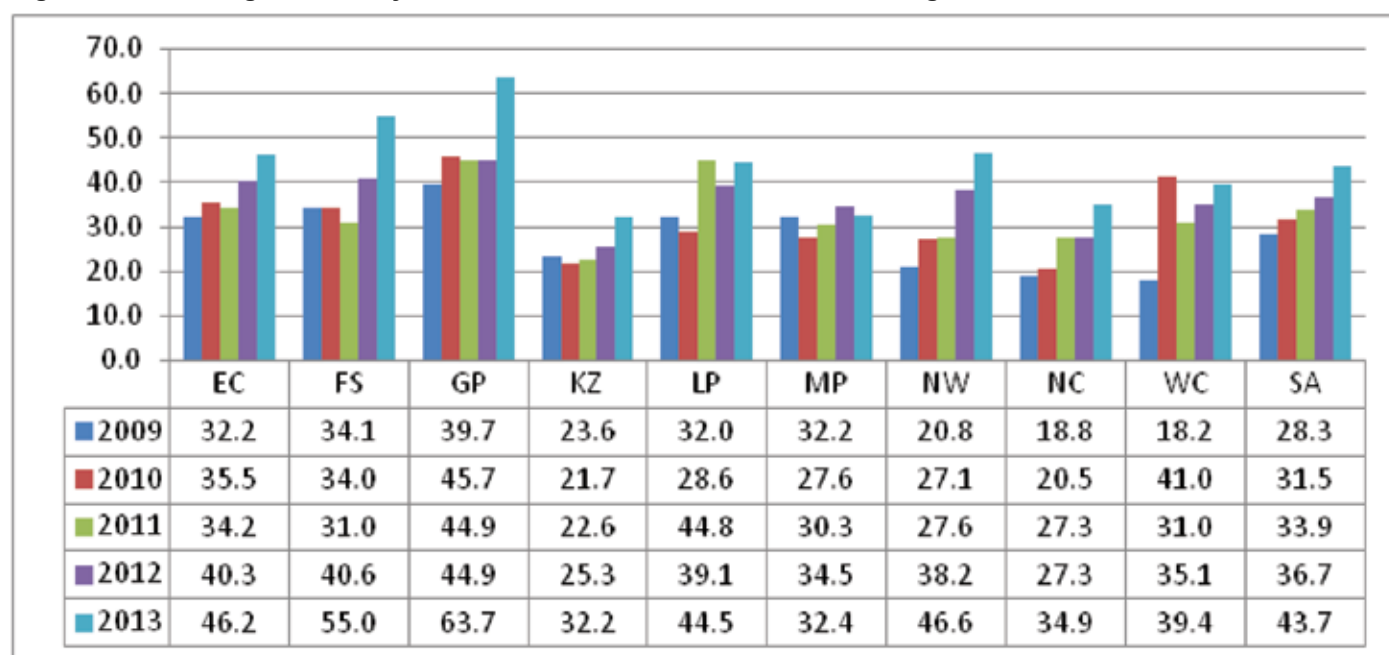
In 2013, approximately 44% of 0 to 4-year-old children with disabilities were attending ECD facilities. This indicates an increase from 28% of this age group attending ECD facilities in 2009.

Table 14: 0 to 4-year-old children with disabilities attending ECD facilities, 2009 - 2013

Province	2009	2010	2011	2012	2013
Eastern Cape	32.2	35.5	34.2	40.3	46.2
Free State	34.1	34.0	31.0	40.6	55.0
Gauteng	39.7	45.7	44.9	44.9	63.7
KwaZulu-Natal	23.6	21.7	22.6	25.3	32.2
Limpopo	32.0	28.6	44.8	39.1	44.5
Mpumalanga	32.2	27.6	30.3	34.5	32.4
North West	20.8	27.1	27.6	38.2	46.6
Northern Cape	18.8	20.5	27.3	27.3	34.9
Western Cape	18.2	41.0	31.0	35.1	39.4
Total	28.3	31.5	33.9	36.7	43.7

Source: Stats SA, GHS 2009 - 2013, DBE own calculations

Figure 8: Percentage of 0 to 4-year-old children with disabilities attending ECD facilities, 2009 - 2013



Source: Stats SA, GHS 2009 - 2013, DBE own calculations

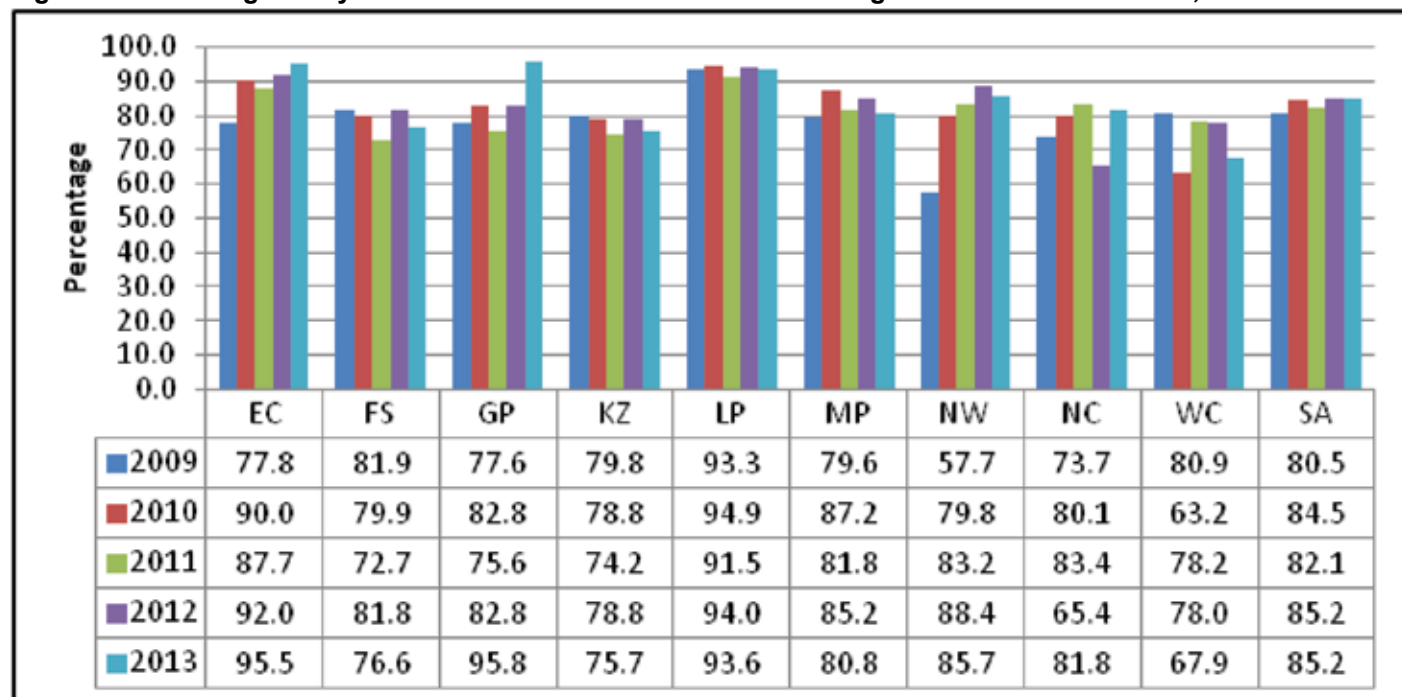
Table 14 above shows the provincial variation in the provision of ECD to children with disabilities. In 2013, Gauteng (64%) and the Free State (55%) had the highest proportion of children aged 0 to 4 with disabilities accessing ECD facilities. Meanwhile, KwaZulu-Natal had the lowest percentage of this age group attending ECD facilities at approximately 32%.

7.2 5-year-old children with disabilities attending educational institutions

Figure 10 shows the percentage of 5-year-old children with disabilities attending educational institutions by province between 2009 and 2013. In 2013, 85% of 5-year-old children with disabilities were attending educational institutions. This is about a 4 percentage point increase from the attendance rate of 81% in 2009.

In 2013, Gauteng had the highest percentage of children in this age group attending educational institutions at 95.8%, followed by the Eastern Cape at almost 95.5%. Meanwhile, the Western Cape had the lowest percentage of children in this age group attending educational institutions at approximately 68%.

Figure 9: Percentage of 5-year-old children with disabilities attending educational institutions, 2009 - 2013

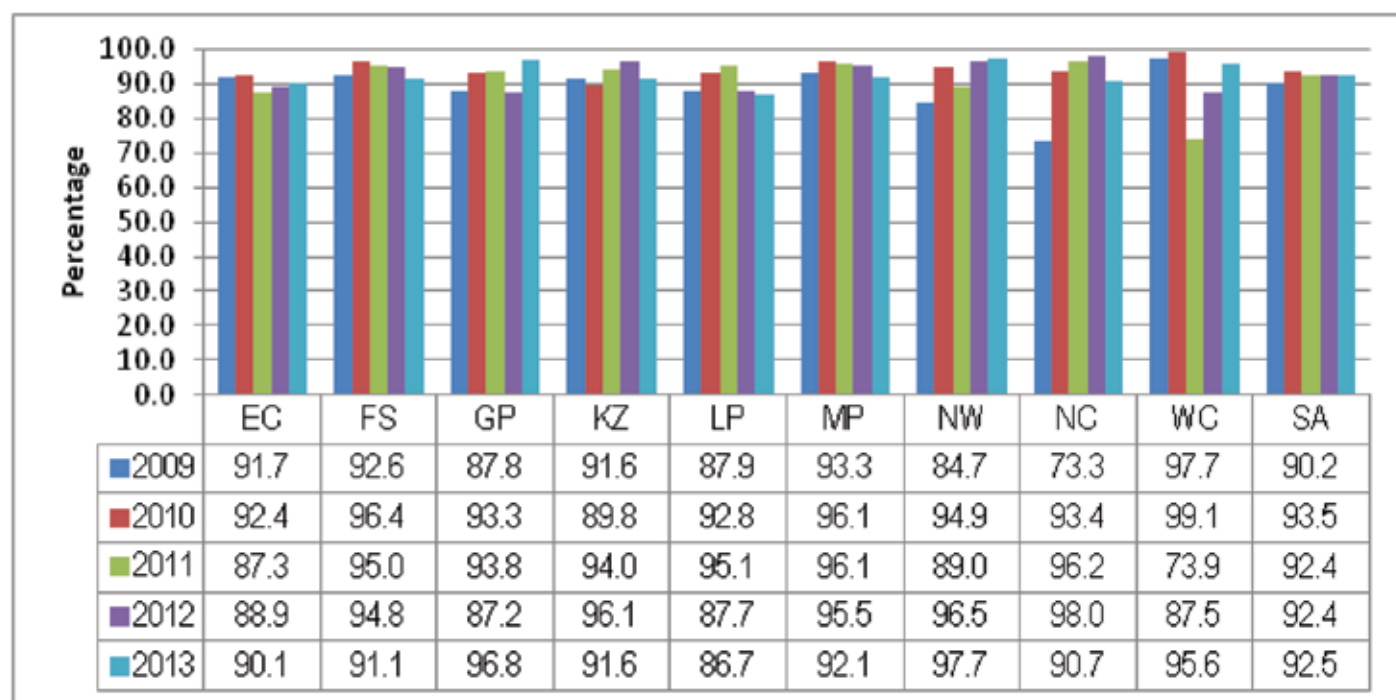


Source: Stats SA, GHS 2009 - 2013, DBE own calculations

7.3 7 to 15-year-old children with disabilities attending educational institutions

Figure 9 above shows the participation of 7 to 15-year-old children with disabilities attending educational institutions. Participation remained well above 90% from 2009 - 2013 nationally.

Figure 10: Percentage of 7 to 15-year-old children with disabilities attending educational institutions, 2009 - 2013

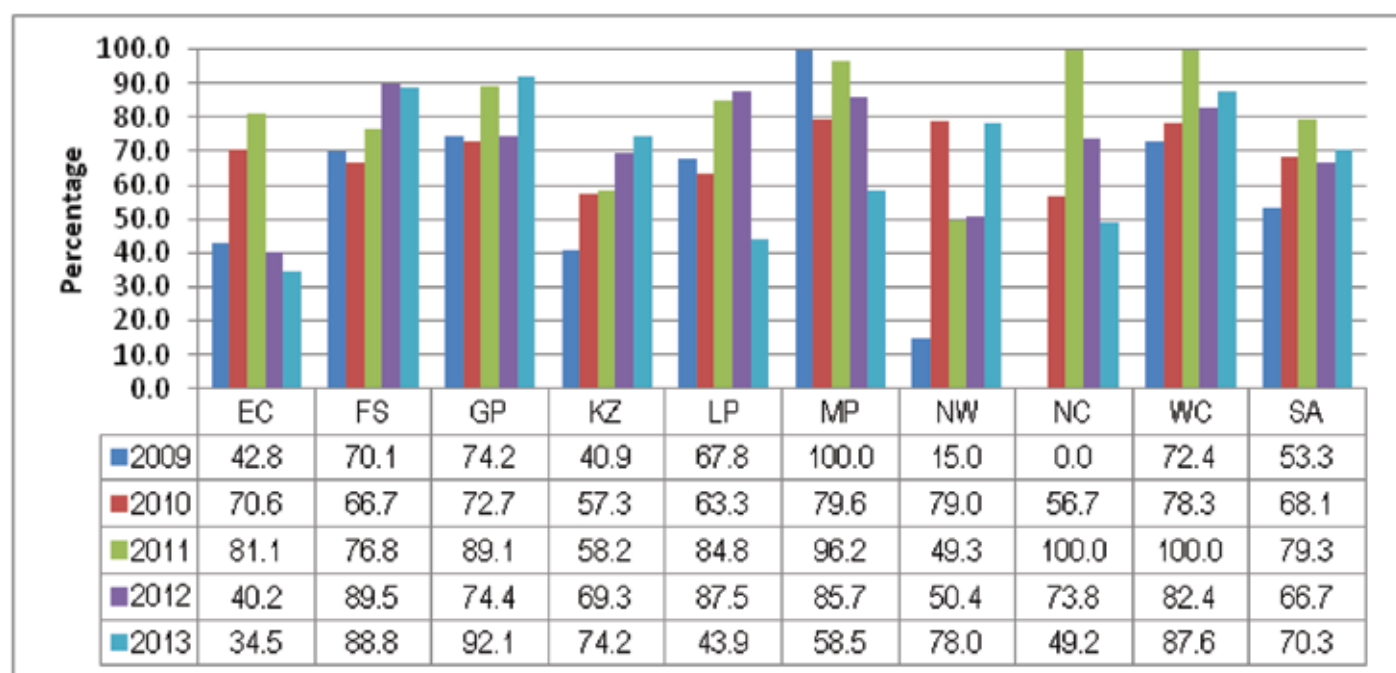


Source: Stats SA, GHS 2009 - 2013, DBE own calculations

7.4 16 to 18-year-old children with disabilities attending educational institutions

Figure 11 below shows the participation of 16 to 18-year-old children with disabilities attending educational institutions. Nationally, participation has improved from 53% in 2009 to about 70% in 2013. The attendance rates at provincial level seem to be relatively inconsistent; this is explained by the fact that the sample size of 16 to 18-year-old children with disabilities in the GHS is small.

Figure 11: Percentage of 16 to 18-year-old children with disabilities attending educational institutions, 2009 - 2013

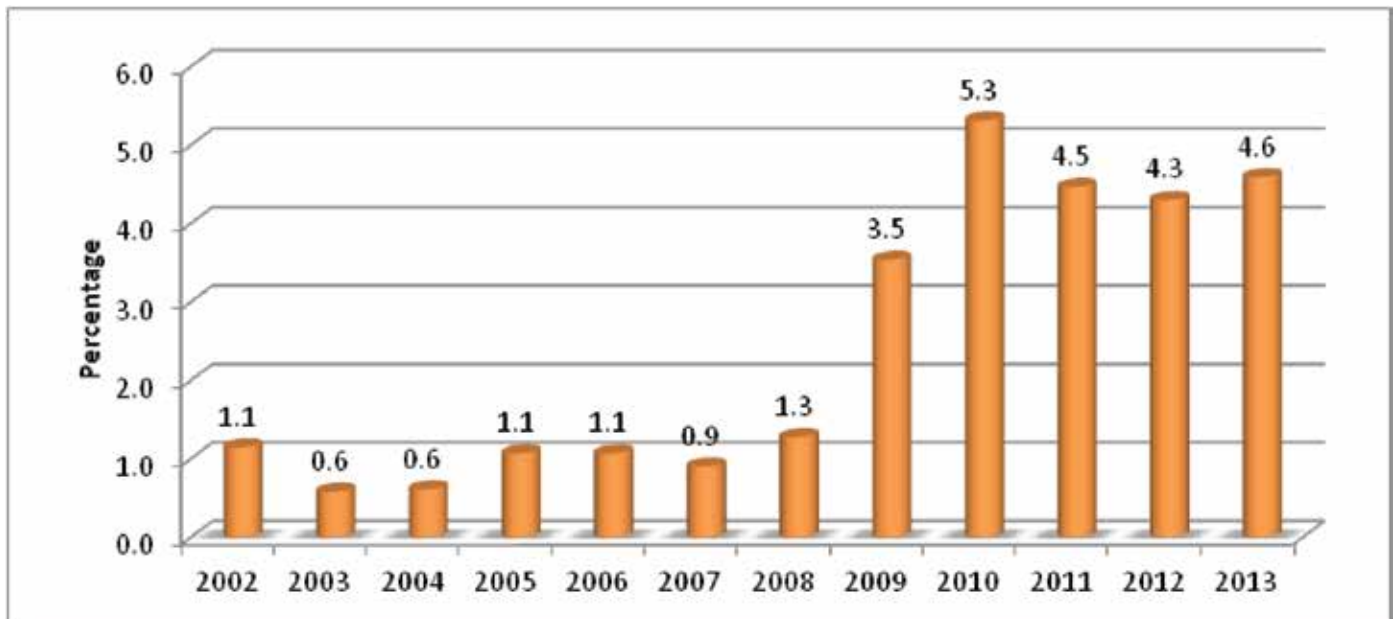


Source: Stats SA, GHS 2002 - 2013, DBE own calculations

7.5 Percentage of children with disabilities attending school as a percentage of all learners attending school

Of the total population of children attending school, approximately 5% were children with disabilities in 2013.

Figure 12: Percentage of disabled children attending schools (irrespective of age), 2002 - 2013



Source: Stats SA, GHS 2002 - 2013, DBE own calculations

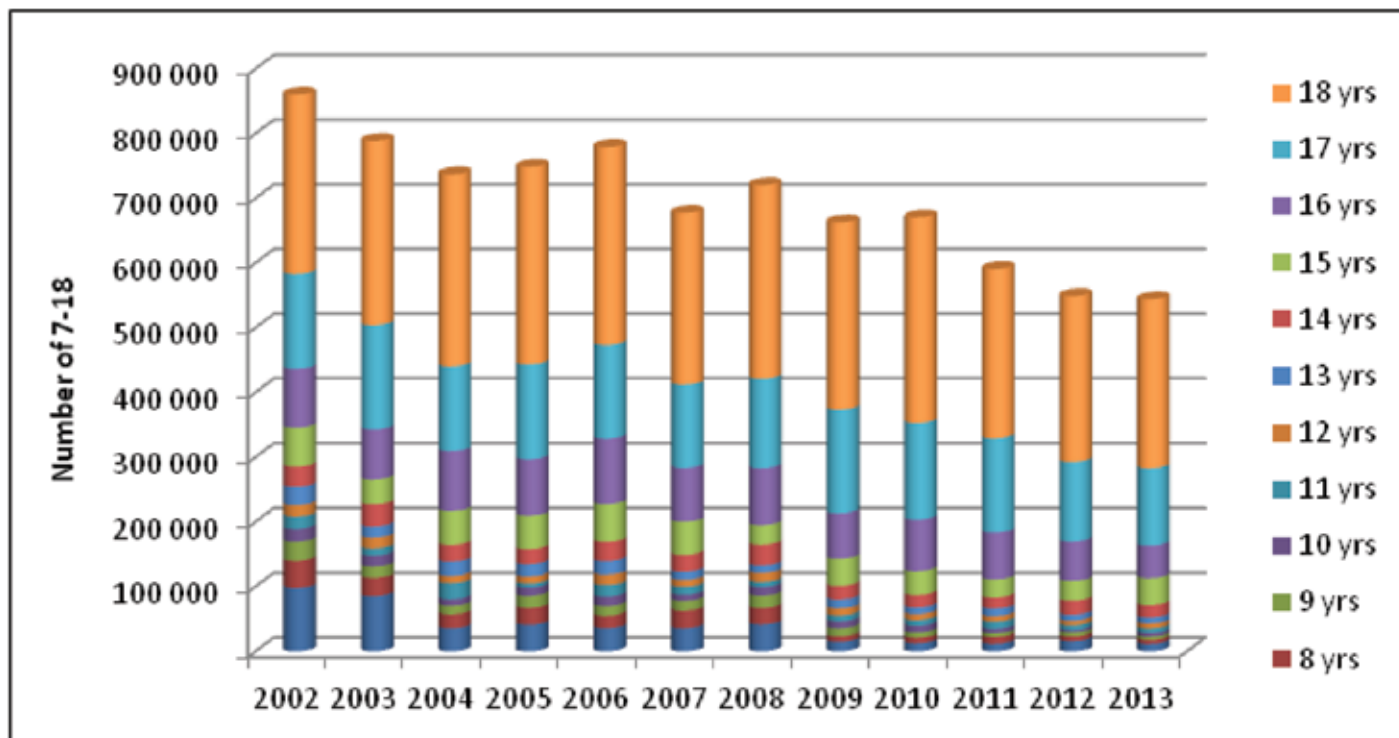
8. OUT OF SCHOOL CHILDREN

The number of out of school (OOS) children has decreased over the years. This shows that more children have been attending some form of educational institution in recent years.

8.1 7 to 18-year-old children out of school

There has been a general decrease in the number of children who are OOS across the ages between 2002 and 2013. However, the number of OOS children between 16 and 18 years remains a cause of concern.

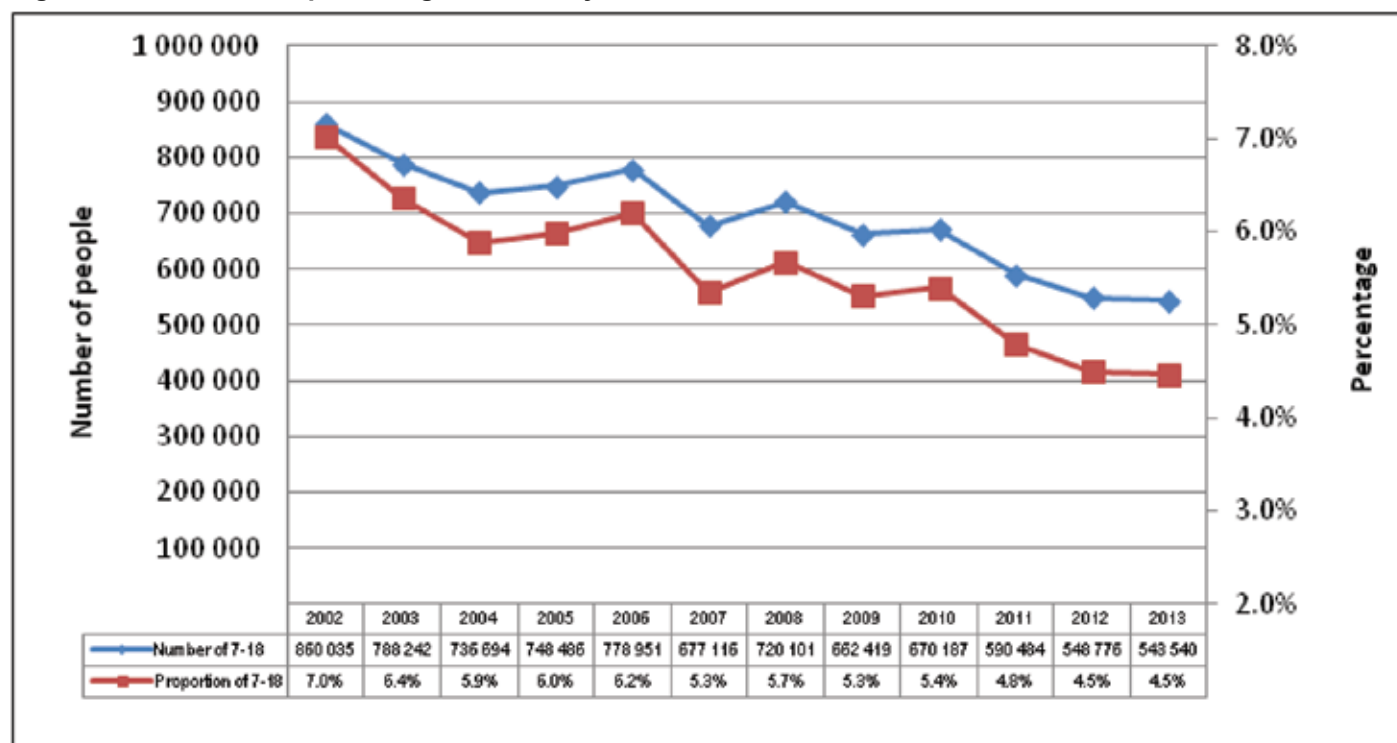
Figure 13: Number of 7 to 18-year-old children out of school by single age: 2002 - 2013



Source: Stats SA, GHS 2002 - 2013, DBE own calculations

Figure 14 shows that the number and percentage of 7 to 18-year-old children OOS decreased from over 800 000 (7%) in 2002 to approximately 540 000 (almost 5%) in 2013.

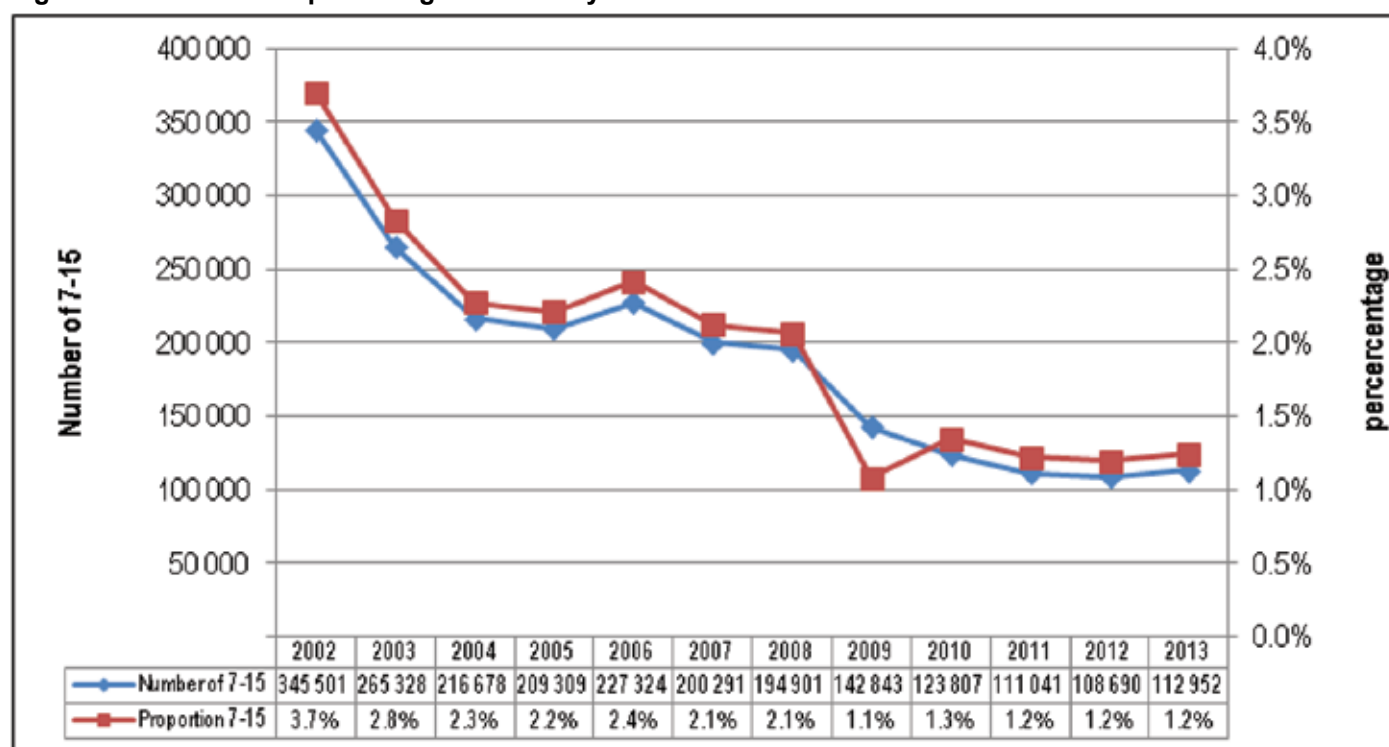
Figure 14: Number and percentage of 7 to 18-year-old children out of school: 2002 - 2013



Source: Stats SA, GHS 2002 - 2013, DBE own calculations

Figure 15 and Table 15 show that the number and percentage of 7 to 15-year-old children OOS also decreased from just over 345 000 (almost 4%) in 2002 to approximately 113 000 in 2013.

Figure 15: Number and percentage of 7-to-15-year-old children out of school: 2002 - 2013



Source: Stats SA, GHS 2002 - 2013, DBE own calculations

Table 15: Percentage of 7 to 15-year-old children out of school by gender, 2002 - 2013

Gender	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Male	4.0	3.3	2.6	2.4	2.6	2.4	2.2	1.7	1.4	1.3	1.5	1.4
Female	3.4	2.4	1.9	2.1	2.2	1.8	1.9	1.4	1.3	1.2	0.9	1.1
Total	3.7	2.8	2.3	2.2	2.4	2.1	2.1	1.5	1.3	1.2	1.2	1.2

Source: Stats SA, GHS 2002 - 2013, DBE own calculations

Table 16 shows the percentage of OOS children aged 7 to 15-year-old by population group. In 2013, the highest percentage of coloured children in this age group were OOS at 3% and the Indian/Asian population had the lowest percentage of these children OOS.

Table 16: Percentage of 7 to 15-year-old children out of school by population group, 2002 - 2013

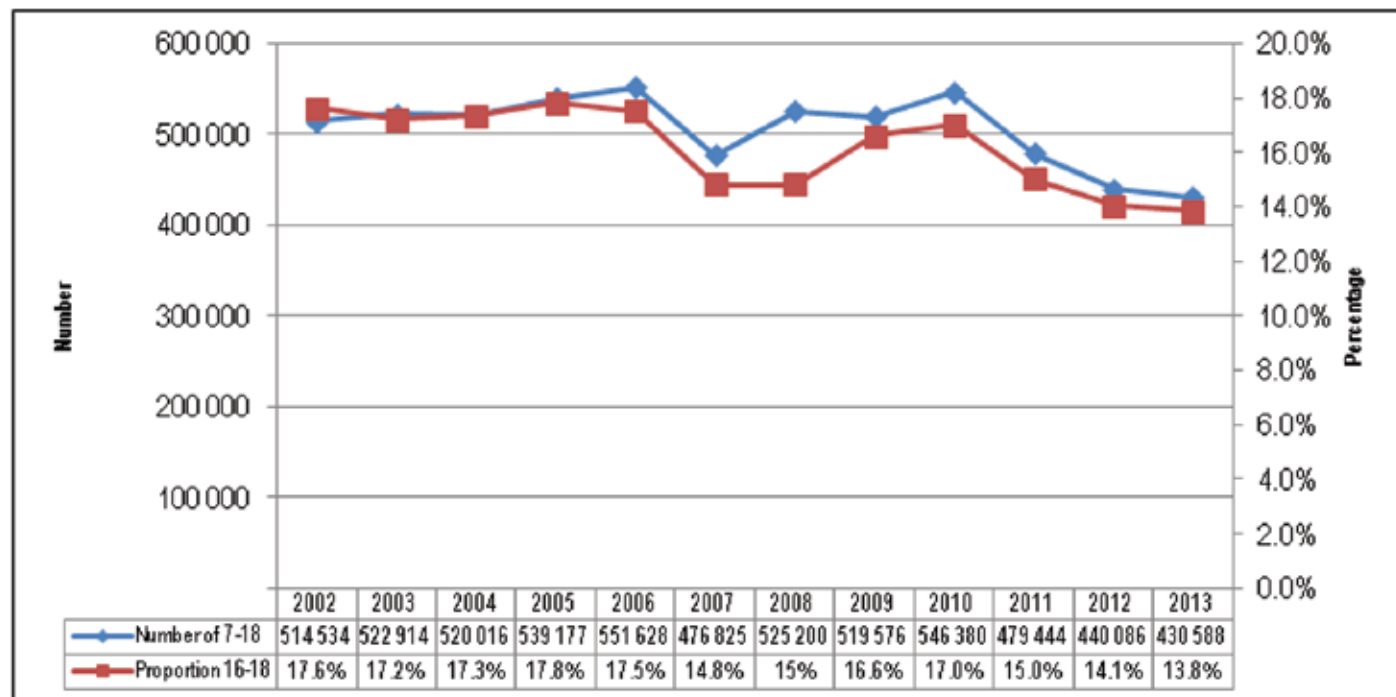
Population Group	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
African/Black	4.0	3.1	2.5	2.3	2.5	2.1	2.1	1.6	1.4	1.2	1.2	1.1
Coloured	4.1	2.6	2.0	2.5	2.4	2.6	2.6	1.8	1.5	2.2	2.2	3.1
Indian/Asian	0.5	1.1	0.8	0.5	5.3	0.0	0.0	0.1	0.2	0.4	0.9	0.3
White	0.4	0.6	0.3	0.5	0.1	1.7	1.7	1.0	0.4	0.8	0.2	1.0
Total	3.7	2.8	2.3	2.2	2.4	2.1	2.1	1.5	1.3	1.2	1.2	1.2

Source: Stats SA, GHS 2002 - 2013, DBE own calculations

8.1 Number and percentage of 16 to 18- year-olds out of school/educational institutions

The number of 16 to 18-year-old OOS children remained relatively high at slightly over 500 000 (almost 18%) in 2002 and just over 430 000 (almost 14%) in 2013, as shown in **Figure 16** and **Table 17**.

Figure 16: Number and percentage of 16 to 18-year-olds out of school/educational institutions: 2002 - 2013



Source: Stats SA, GHS 2002 - 2013, DBE own calculations

Table 17: Percentage of 16 to 18-year-old youth not attending educational institutions by gender: 2002 - 2013

Gender	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Male	14.3	14.6	14.1	14.8	15.7	13.4	15.5	15.9	15.2	14.3	12.8	12.6
Female	20.9	19.8	20.5	20.9	19.5	16.3	16.9	17.5	19.0	16.0	15.4	15.1
Total	17.6	17.2	17.3	17.8	17.5	14.8	16.2	16.7	17.1	15.1	14.1	13.9

Source: Stats SA, GHS 2002 - 2013, DBE own calculations

With regard to OOS children in this age category by population group, more coloured children in this age group were OOS at 25% in 2013 in any form of educational institution, followed by Indian/Asian children at almost 24%. However, this phenomenon is also notable for the African/black and white population groups at approximately 13% and 12% respectively in 2013.

Table 18: Percentage of 16 to 18-year-old youth not attending educational institutions by population group: 2002 - 2013

Population Group	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
African/Black	16.9	16.0	16.3	17.4	15.9	13.7	14.8	15.4	16.1	13.6	13.2	12.5
Coloured	32.5	35.1	33.8	33.1	36.7	29.3	30.6	32.0	30.7	30.8	22.8	25.7
Indian/Asian	19.7	20.7	19.5	12.0	30.9	17.9	19.3	20.3	22.6	18.9	16.8	23.7
White	8.1	9.5	10.9	7.9	11.6	10.3	16.2	13.4	10.7	14.3	13.7	11.8
Total	17.6	17.2	17.4	17.8	17.5	14.8	16.2	16.7	17.1	15.1	14.1	13.9

Source: Stats SA, GHS 2002 - 2013, DBE own calculations

8.2 Children with disabilities out of school

Table below shows the number of 7 to 15-year-old children who were OOS between 2002 and 2013. Overall, there was a decrease in the number of these children who were OOS from over 37 000 in 2002 to approximately 26 000 in 2013. However, the sudden increase in the number of these children in this age group in 2008 could be related to the sample size or data issues. The decrease in the number of children aged 7 to 15 years is in line with the overall decline in the population of children in this age group who are OOS.

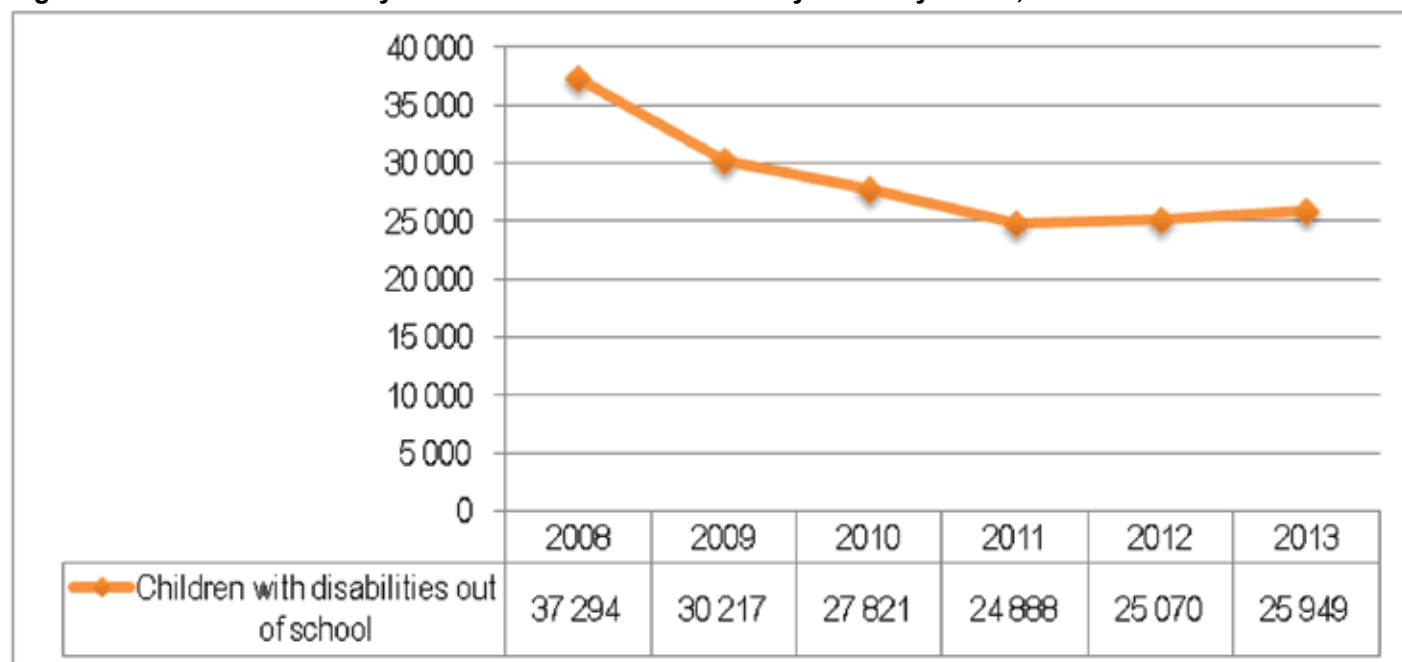
Table 19: Number of 7 to 15-year-old learners out of school by disability status, 2002 - 2013

Year	Not disabled	Disabled	Unspecified	Total
2002	306 420	37 364	1 716	345 501
2003	240 797	24 531	0	265 328
2004	179 127	37 551	0	216 678
2005	177 727	31 583	0	209 309
2006	195 970	31 354	0	227 324
2007	167 727	30 730	1 834	200 291
2008	157 608	37 294	0	194 901
2009	111 736	30 217	890	142 843
2010	95 986	27 821	0	123 807
2011	86 153	24 888	0	111 041
2012	81 879	25 070	1 741	108 690
2013	87 003	25 949	0	112 952

Source: Stats SA, GHS 2002 - 2013, DBE own calculations

The number of 7 to 15-year-old children with disabilities OOS is declining. In 2008, over 37 000 children in this age group were OOS, but this decreased to almost 26 000 in 2013.

Figure 17: Number of 7 to 15-year-old children out of school by disability status, 2002 - 2013



Source: Stats SA, GHS 2002 - 2013, DBE own calculations

9. ORPHANHOOD IN THE SCHOOLING SYSTEM

For the purpose of this report an orphan is defined as a learner who has lost both parents. Thus defined, in 2013 approximately 6% of learners attending school were orphans. This is an increase from approximately 3% in 2002. However, it is encouraging to find orphans attending schools. This also shows that the initiatives introduced to retain learners in the schooling system, regardless of their socio-economic status, are bearing fruit.

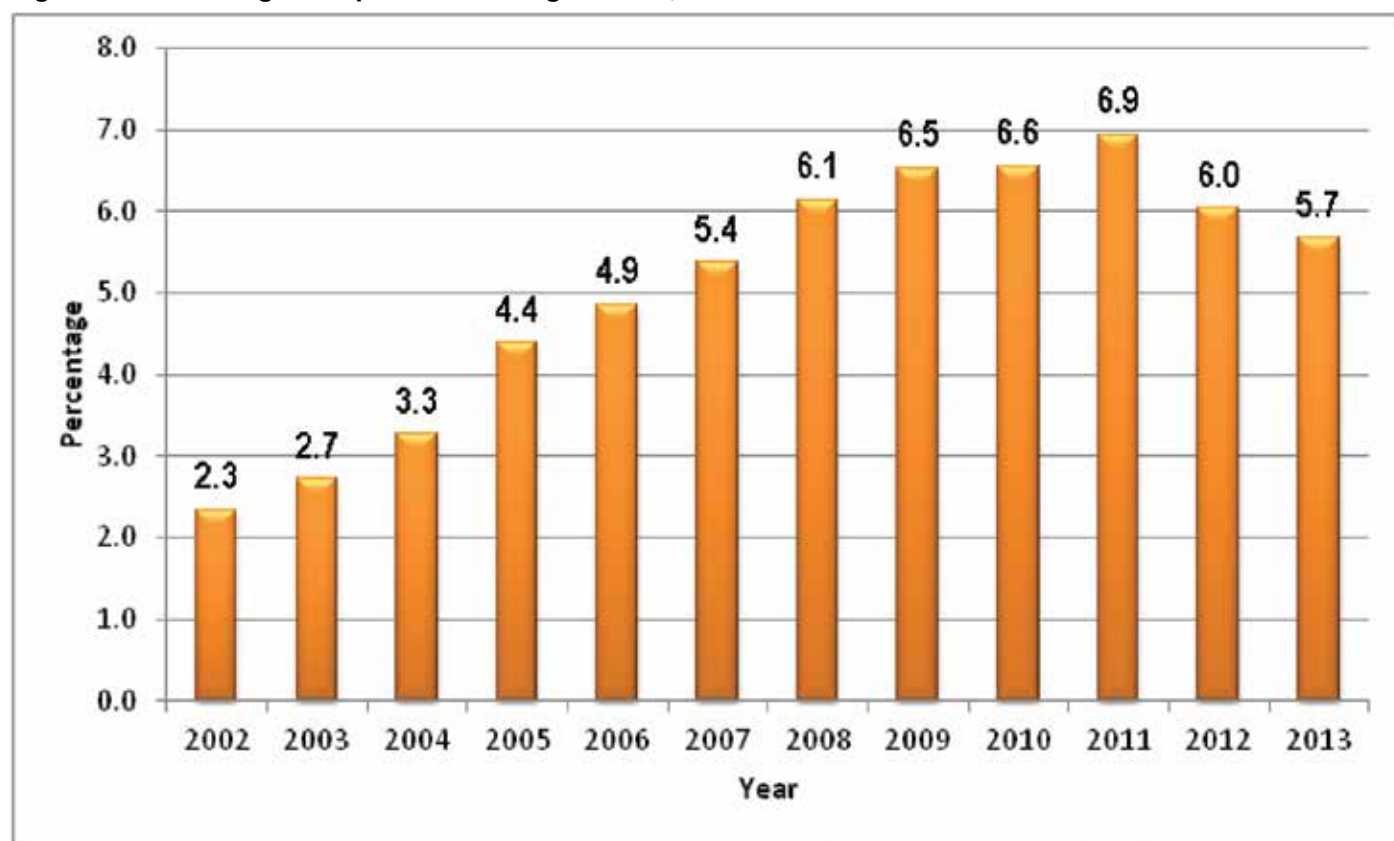
Table 19: Percentage of orphans attending schools , 2002 - 2013

Year	Male	Female	Total
2002	2.4	2.2	2.3
2003	2.7	2.7	2.7
2004	3.4	3.2	3.3
2005	4.4	4.4	4.4
2006	4.9	4.9	4.9
2007	5.6	5.2	5.4
2008	6.4	5.8	6.1
2009	6.7	6.4	6.5
2010	6.6	6.5	6.6
2011	7.2	6.6	6.9
2012	6.2	5.9	6.0
2013	5.8	5.6	5.7

Source: Stats SA, GHS 2002 - 2013, DBE own calculations

Figure 18 shows that although the percentage of orphans attending schools was on the rise between 2002 and 2011, between 2012 and 2013 there was a decrease from almost 7% in 2011 to almost 6% in 2013.

Figure 18: Percentage of orphans attending schools, 2002 - 2013



Source: Stats SA, GHS 2002 - 2013, DBE own calculations

10. REASONS FOR NON-ATTENDANCE OF EDUCATIONAL INSTITUTIONS

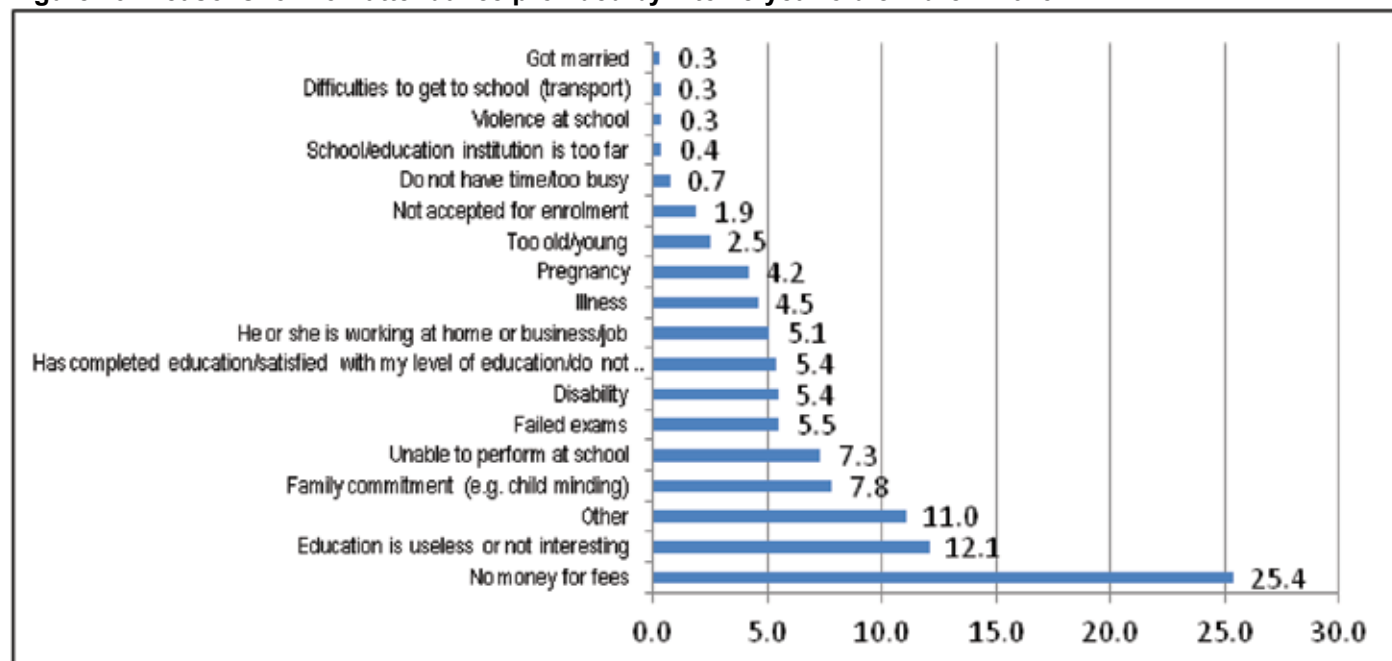
In this section, 7 to 18-year-old children were studied, as this is the school-going age in South Africa. The GHS questions asked respondents, ***“What is the main reason why is not attending any educational institution?”***

10.1 Reasons for non-attendance

In 2013, 24% of 7 to 18-year-old children indicated that they were not attending educational institutions because of lack of money for fees, 2% said education was useless or not interesting, almost 8% cited family commitments and 7% indicated they were unable to perform satisfactorily. Other reasons given include being too old/young, having completed education/being satisfied with their level of education/not wanting to study, school/educational institution being too far from home, difficulties to get to school (transport), working at home or in a business/job, not having time/being too

busy, illness, pregnancy, failed examinations, getting married, disability, violence in school and not being accepted for enrolment.

Figure 19: Reasons for non-attendance provided by 7 to 18-year-old children: 2013



Source: Stats SA, GHS 2013, DBE own calculations

Over the reporting years, having no money for fees, finding education useless or not interesting, inability to perform satisfactorily at school, family commitments (e.g. child minding), working at home or in a business/job and pregnancy were the main reasons given for not attending educational institutions in 2009. However, the percentage of children giving these reasons decreased fairly sharply between 2009 and 2013, except for family commitments, which increased.

Table 20: Reasons for non-attendance given by 7-to-18-year-old children: 2009 – 2013

Reason for non-attendance	2009	2010	2011	2012	2013
No money for fees	27.9	31.2	26.8	25.1	25.4
Education is useless or not interesting	14.8	9.3	13.1	11.3	12.1
Unable to perform at school	6.8	6.9	8.4	7.8	7.3
Family commitment (e.g. child minding)	4.9	6.1	7.1	9.0	7.8
He or she is working at home or business/job	5.8	7.4	6.3	7.6	5.1
Has completed education/satisfied with level of education/does not want to study	5.9	5.9	5.3	5.6	5.4
Pregnancy	6.1	4.5	5.0	4.2	4.2
Illness	5.4	4.4	4.8	5.3	4.5
Disability	5.1	4.2	3.9	5.0	5.4
Failed examinations	4.1	3.2	3.9	4.7	5.5
Not accepted for enrolment	2.4	2.4	2.4	2.6	1.9
Too old/young	1.6	1.5	1.4	2.2	2.5
Does not have time/too busy	0.9	1.7	1.2	0.8	0.7
Got married	0.9	0.2	0.8	0.3	0.3
Education at home/home-schooled	-	-	0.7	7.9	N/A
Difficulties to get to school (transport)	0.2	0.1	0.5	0.5	0.3
School/educational institution is too far	0.2	0.3	0.4	0.2	0.4

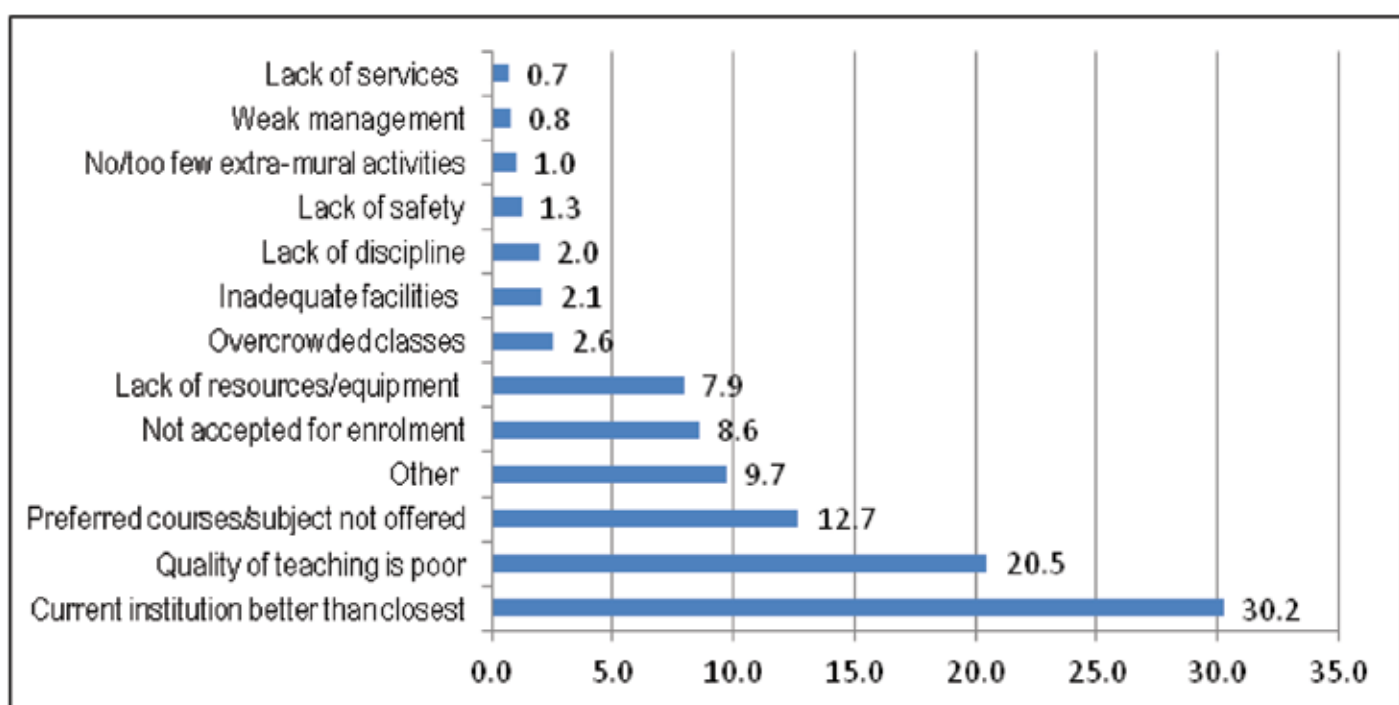
Violence at school	0.2	0.3	0.3	0.2	0.3
Other	5.6	8.1	7.7	-	11.0

Source: Stats SA, GHS 2009 - 2012, DBE own calculations

The learners who were attending educational institutions were asked whether the educational institution they were attending was the nearest of its kind (e.g. pre-school, primary school, university) to their dwelling. If it was not, they were asked the reasons for not attending the nearest educational institution. Reasons given for not attending the nearest institution included inadequate facilities (e.g. classrooms, laboratories), lack of resources/equipment (e.g. computers, textbooks, laboratory equipment, sport equipment), lack of services (e.g. water, electricity, toilets), poor quality of teaching, overcrowded classes, lack of safety, weak management, lack of discipline, no/too few extra-mural activities, not being accepted for enrolment, preferred courses/subject not being offered and the current institution being better than the closest one.

10.2 Reasons not attending the nearest institution

Figure 20: Reason for not attending the nearest institution: 2013



Source: Stats SA, GHS 2013, DBE own calculations

11. ACCESS TO LEARNER TEACHER SUPPORT MATERIALS

In order for quality teaching and learning to take place, all learners should have access to their own textbooks for every subject. Goal number 19 of the Action Plan to 2019 is to ensure that each learner has access to the minimum set of textbooks and workbooks required according to national policy.

In 2012, there were media reports about lack of books in schools, particularly in Limpopo. The most recent nationally representative data on this indicator is from the 2013 GHS. Questions on access to workbooks and textbooks were included to assist the Department in tracking the delivery of workbooks and textbooks to schools across the country.

Below is the data analysed by the Department to measure the extent of access to workbooks and textbooks across the provinces.

Note to users:

The question established whether the individual attending school during the particular academic year had access to workbooks in all his/her subjects, most of his/hersubjects, some of his/her subjects or none of his/her subjects.

Universe

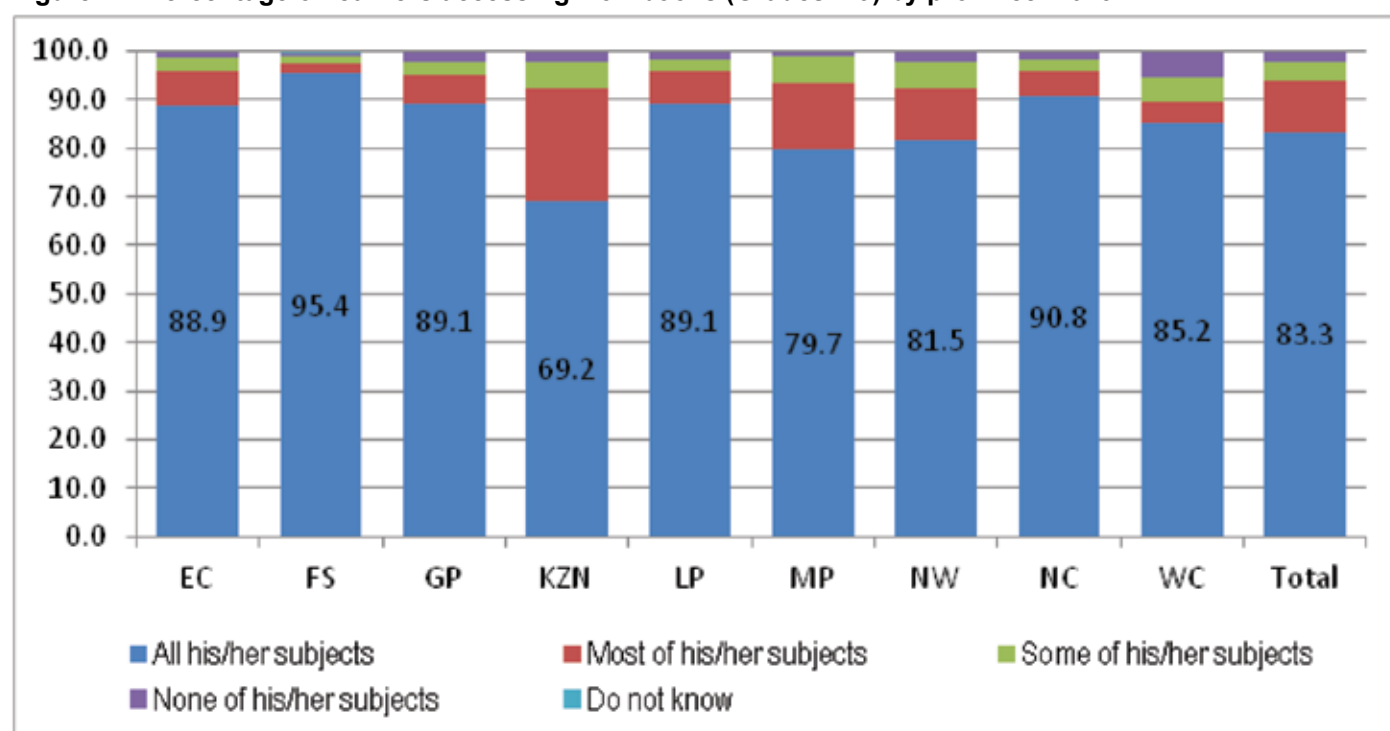
Every person who had stayed in the household in the selected dwelling unit at least four nights per

week in the four weeks prior the interview who was five years old and older and who had been attending an educational institution during the current year.

11.1 Learner access to workbooks⁵

In 2013, **83%** of learners in Grades 1-9 had received their workbooks. The Free State had the highest percentage of learners who had received their workbooks at 95%, followed by the Northern Cape with 91%. KwaZulu-Natal had the lowest percentage of learners with access to workbooks at 69%.

Figure 21: Percentage of learners accessing workbooks (Grades 1-9) by province: 2013



Source: Stats SA, GHS 2013, DBE own calculations

Over **83%** of learners in Grades 1-9 had access to workbooks in subjects for which workbooks were provided, such as Numeracy/Mathematics, Literacy/Home Languages and First Additional Languages.

⁵ Respondents who were currently attending grade 1 to 9 were asked:

During the current academic year,....has had access to work books in:

1 = All his/her subjects

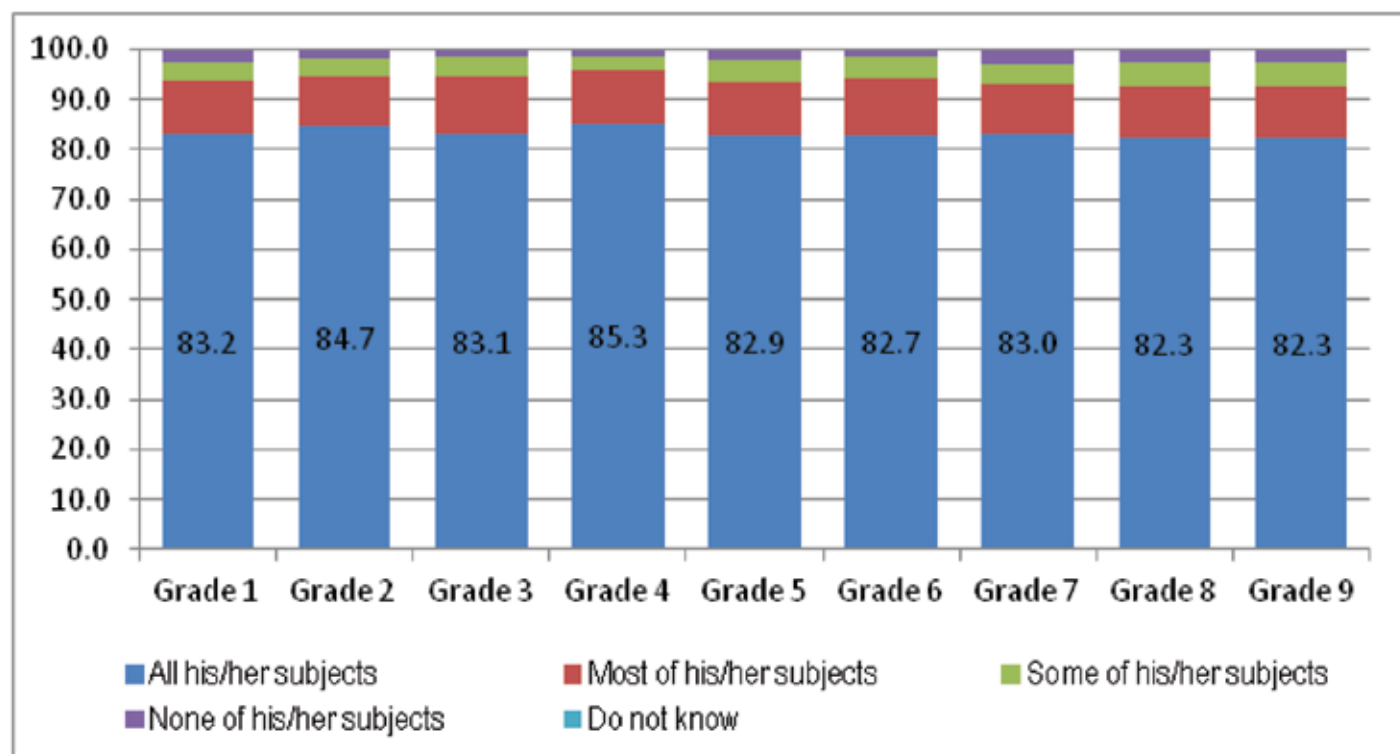
2 = Most of his/her subjects

3 = Some of his/her subject

4 = None of his/her subjects

5 = Do not know

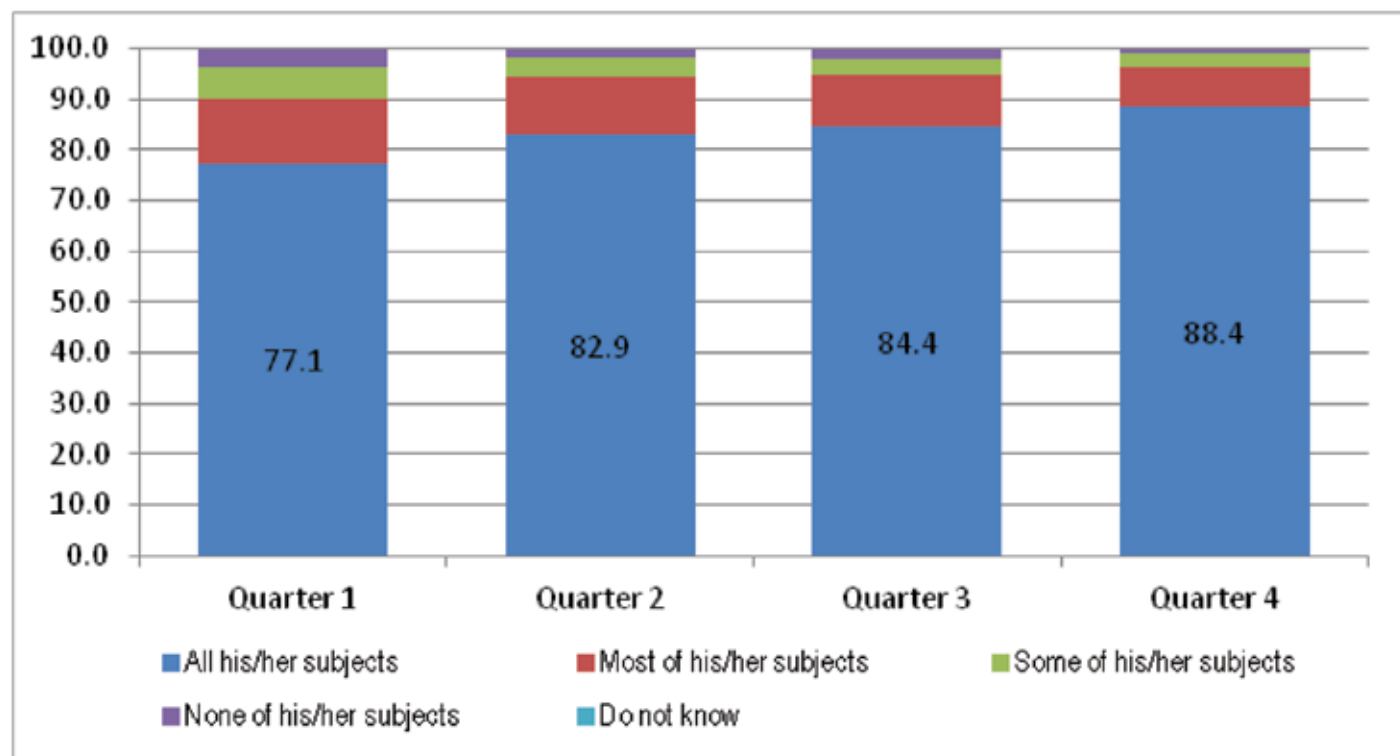
Figure 22: Percentage of learners accessing workbooks by grade (Grades 1-9): 2013



Source: Stats SA, GHS 2013, DBE own calculations

Access to workbooks per quarter in the academic year showed a steady increase in each quarter. In the first quarter 77% of learners indicated that they had workbooks for all their subjects and this increased to 88% in the fourth and last quarter of the academic year.

Figure 23: Percentage of learners accessing workbooks (Grades 1-9) by quarter: 2013



Source: Stats SA, GHS 2013, DBE own calculations

11.2 Learners' access to textbooks⁶

Figure 24 shows the percentage of learners who had access to textbooks from Grade 10 to Grade 12. In 2013, 80% of learners in grade 10 to 12 indicated that they had textbooks in all their subjects. Furthermore, approximately 12% indicated that they had textbooks in most of their subjects. This shows improved access to textbooks by learners in the country.

Among the provinces, the Free State has the highest percentage of learners who had access to textbooks in all their subjects at 93%, followed by the Northern Cape at 88%. Meanwhile, KwaZulu-Natal had the lowest percentage of learners with access to textbooks at 65% in 2013.

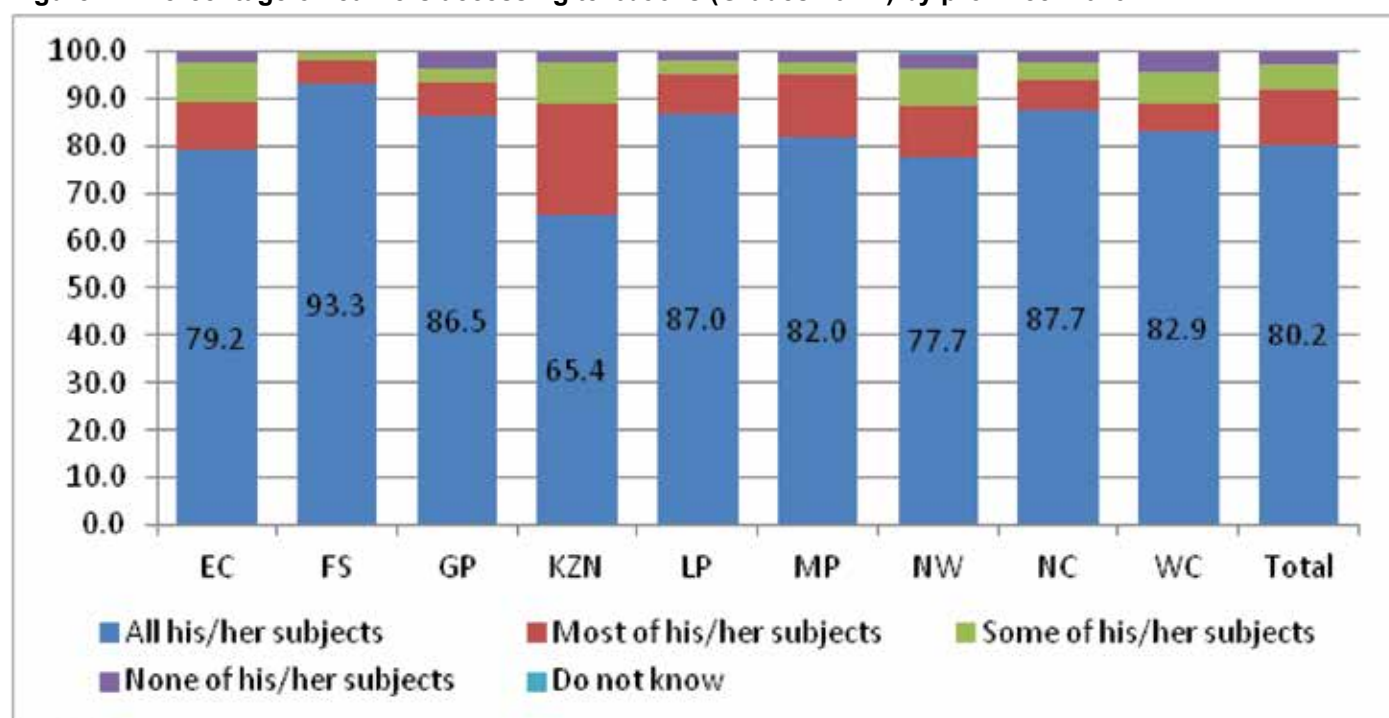
Note to users

The question established whether individuals attending school in the particular the academic year had access to textbooks in all their subjects, most of their subjects, some of their subjects or none of their subjects.

Universe

Every person who had stayed in the household in the selected dwelling unit at least four nights per week in the four weeks prior to the interview who was five years and older and who had been attending an educational institution during the current year.

Figure 24: Percentage of learners accessing textbooks (Grades 10-12) by province: 2013



Source: Stats SA, GHS 2013, DBE own calculations

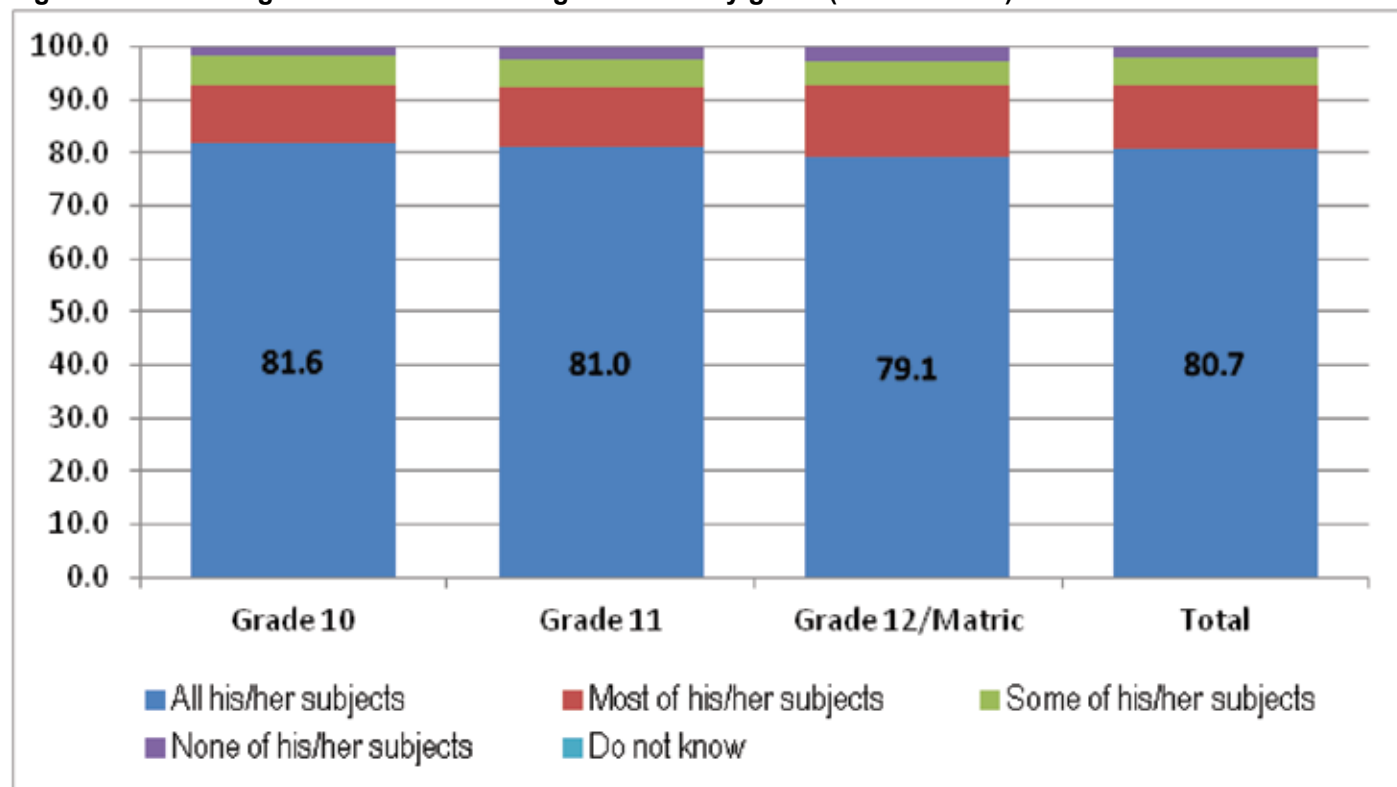
Figure 25 shows access to textbooks by grade; on average 81% of learners between Grade 10 and Grade 12 had access to textbooks in all their subjects. Grade 10 had almost 82% of learners with textbooks in all their subjects, followed by Grade 11 at 81% and Grade 12 at 79%.

⁶ Respondents currently attending grade 10-12 were asked:

During the current academic year,.... had access to text books in:

1 = All his/her subjects
 2 = Most of his/her subjects
 3 = Some of his/her subjects
 4 = None of his/her subjects
 5 = Do not know

Figure 25: Percentage of learners accessing textbooks by grade (Grades 10-12): 2013



Source: Stats SA, GHS 2013, DBE own calculations

11.3 Lack of books⁷

The unit of analysis for this question is the number of children who are attending schools. In 2013, almost 7% of learners attending schools indicated that they had experienced a lack of books at school. Mpumalanga had the highest percentage of these learners at approximately 13%, followed by the Western Cape at almost 10%. The Northern Cape had the smallest percentage of learners who had experienced a lack of books at 3%.

⁷ During the current school year, what problems, if any, did experience at the educational institution he/she attended?

Exclude those in distance education.

Read all the options; Use the codes below

a = Lack of books

b = Poor quality of teaching

c = Lack of teachers

d = Facilities in bad condition

e = Fees too high

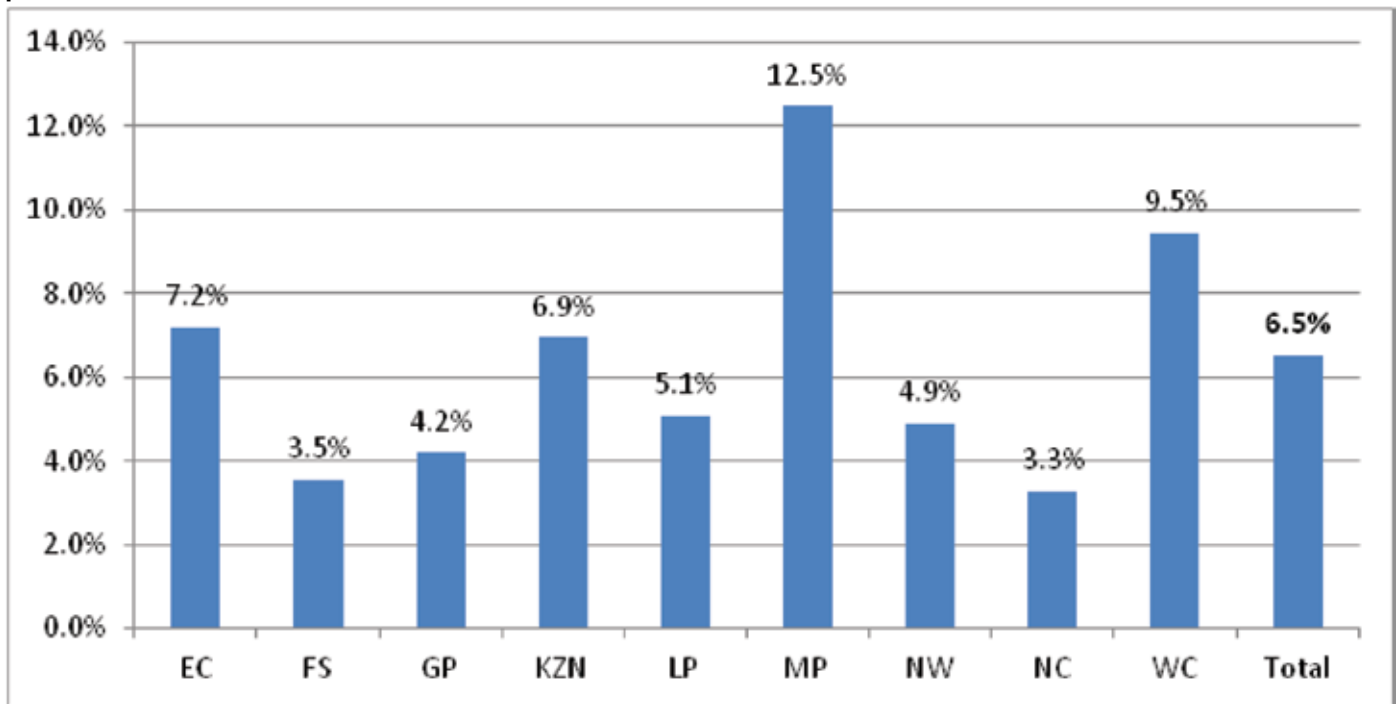
f = Classes too large/too many learners

g = Teachers are often absent from school

h = Teachers were involved in strikes

i = Other (specify in the box below)

Figure 26: Percentage of learners who indicated that they had experienced a lack of books at schools by province: 2013



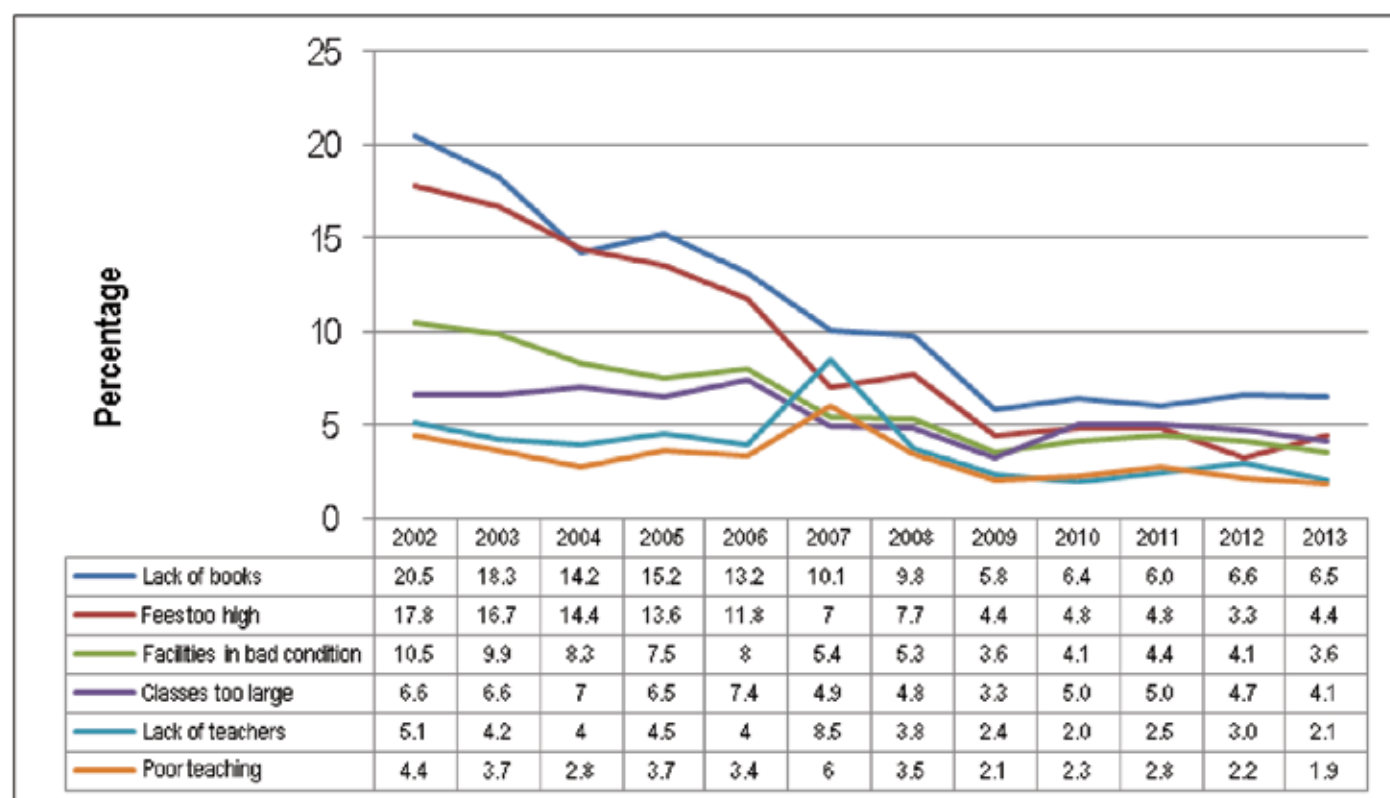
Source: Stats SA, GHS 2013, DBE own calculations

12. PROBLEMS EXPERIENCED AT SCHOOL

Problems experienced at schools by learners include lack of books, poor quality of teaching, lack of teachers, facilities in bad condition, high fees, large classes /too many learners, teachers who are often absent from school and teachers' involvement in strikes.

Overall problems experienced at schools decreased substantially between 2002 and 2013. For example, lack of books decreased from almost 21% in 2002 to almost 7% in 2013 and too high fees decreased from approximately 18% in 2002 to 4% in 2013.

Figure 27: Household complaints about aspects of schooling, 2002 - 2013



Source: Stats SA, GHS 2013, DBE own calculations

13. PERCENTAGE OF REPEATERS

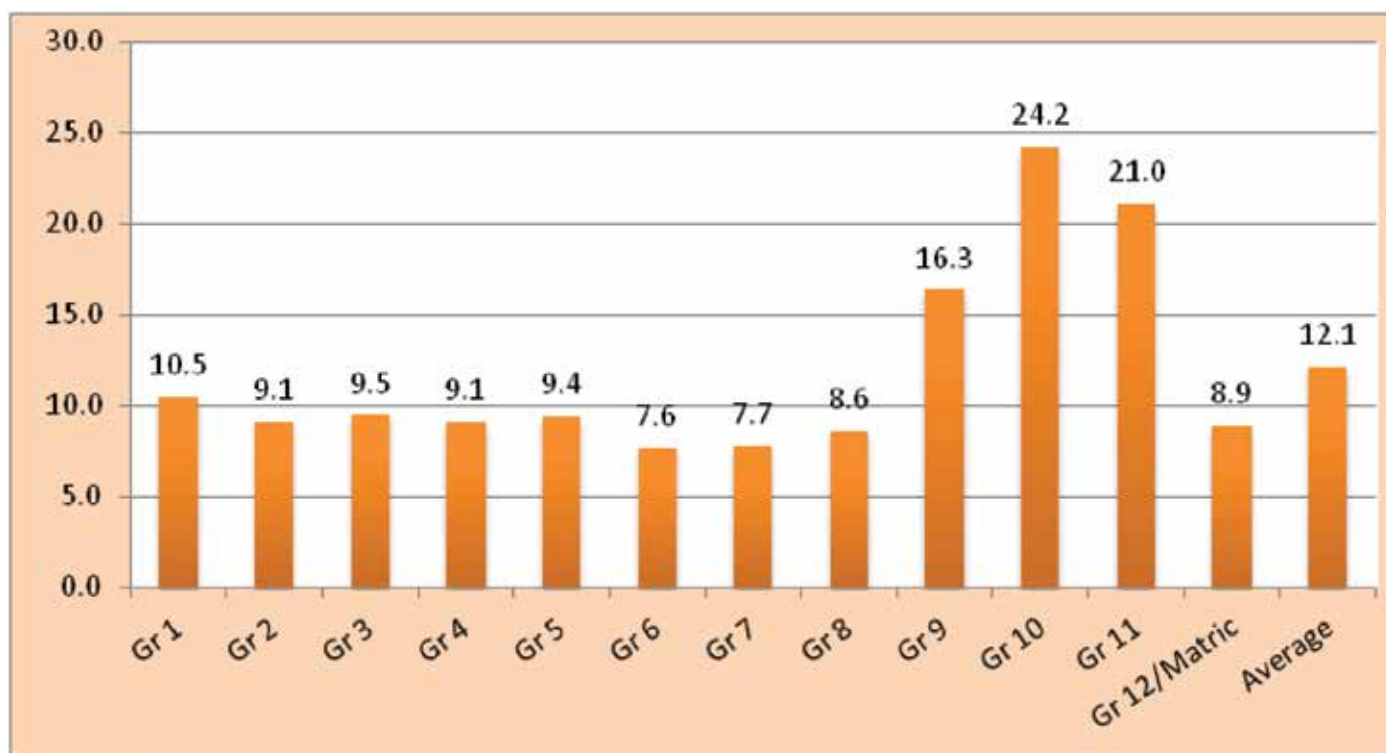
In an investigation conducted in 2008, the Ministerial Committee on Learner Retention in the South African schooling system found that grade repetition had been identified as the single most powerful predictor of dropping out. Studies conducted internationally revealed that learners who had repeated a grade in their schooling career were most likely to drop out of school. Learners become disillusioned and generally disengage from school activities. The fact that grade repeaters are taken through exactly the same material and content when repeating the grade exacerbates the situation (Department of Education, 2008).

Grade repetition occurs most frequently in the first grade. Schools all over the world experience higher grade repetitions at the start of a school cycle than they do in subsequent years.

The percentage of repeaters is defined as the total number of learners who are enrolled in the same grade as in a previous year, expressed as a percentage of the total enrolment in the specified grade. This indicator is used to measure the extent and patterns of repetition by grade, as part of measuring the internal efficiency of the education system (UNESCO Institute for Statistics (UIS), 2009).

In 2013 on average 12% of learners from Grades 1 to 12 repeated a class. However, the highest percentage of repeaters was observed in Grades 9, 10 and 11.

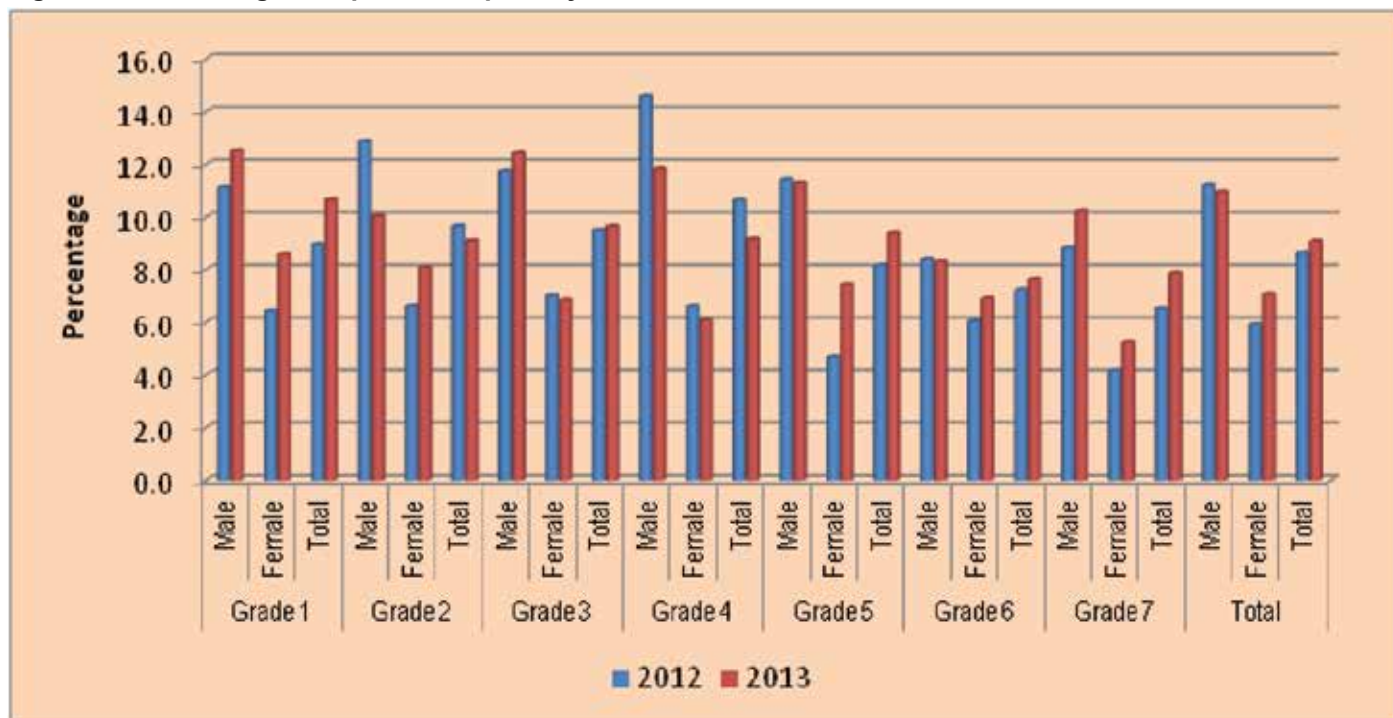
Figure 28: Percentage of repeaters by grade: 2013



Source: Stats SA, GHS 2013, DBE own calculations

Figure 29 shows that more males repeat a class in primary school compared to their female counterparts. This was a trend between 2002 and 2013.

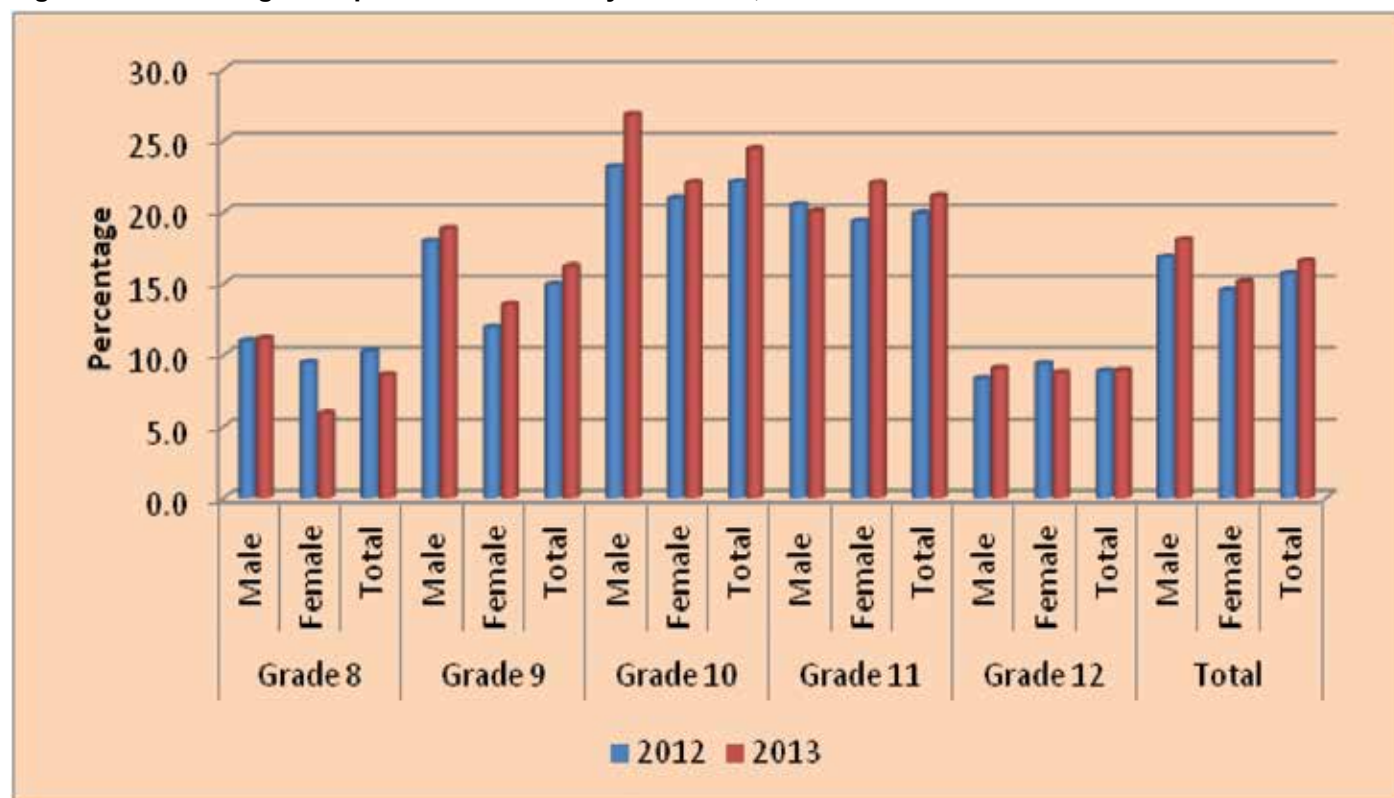
Figure 29: Percentage of repeaters in primary education, 2012 - 2013



Source: GHS 2012 - 2013, DBE own calculations

Figure 30 shows the percentage of repeaters from secondary education, that is, from Grades 8 to 12 between 2012 and 2013 by gender. It is evident that there is a high percentage of male repeaters compared to their female counterparts.

Figure 30: Percentage of repeaters in secondary education, 2012 - 2013



Source: GHS 2012 - 2013, DBE own calculations

14. LEARNER ABSENTEEISM

An important distinction in the literature is that between authorised and unauthorised absenteeism, the former referring to absenteeism that may be authorised by the school and/or parents. Unauthorised absenteeism refers to absence from school for reasons that are generally not known to the school, parents or both or to particular behaviour by learners – such as truancy. A further distinction is that between partial or full absenteeism. Partial absenteeism refers to absence for part of the school day and full absenteeism to absence for the entire day. Based on the literature and the primary research, the study adopted a simple **definition of absenteeism as a situation where a learner is not at school for an entire day**. This definition does not distinguish between different categories of absenteeism, although a recommendation is made that information be captured for authorised and unauthorised absenteeism (JET Education Services, 2007).

The GHS asked the respondents the following question: ***Has been absent from school during the past school calendar week (Monday to Friday)?***

In 2013, approximately 7% of learners indicated they had been absent from school in the past calendar week, that is between Monday and Friday. The absentee rate has decreased from almost 8% in 2009 to almost 7% in 2013. This is a marginal decrease by 1 percentage point in five years. There are also provincial variations in learner absenteeism, with North West recording the highest absentee rate at approximately 10% in 2013 and Gauteng the lowest absentee rate at approximately 5% in 2013.

Table 21: Percentage of learners absent from school, 2009 - 2013

Percentage of learners absent from school					
Province	2009	2010	2011	2012	2013
Eastern Cape	8.5	27.3	6.0	9.9	6.3
Free State	10.1	24.2	5.4	8.7	5.4
Gauteng	8.5	22.3	4.4	7.0	4.5
KwaZulu-Natal	7.6	42.1	8.2	10.4	7.8
Limpopo	7.2	36.8	4.8	4.3	6.5
Mpumalanga	4.4	25.8	5.7	7.2	5.8
North West	6.8	27.7	8.0	10.0	9.7
Northern Cape	4.3	21.5	7.3	10.1	7.5
Western Cape	11.9	18.6	9.7	9.7	7.3
Total	7.9	30.2	6.5	8.5	6.6

Source: GHS 2009 - 2013, DBE own calculations

For how many days was absent during the past school calendar week (Monday to Friday)? Write the number of days (maximum 5)

Table 22: Percentage of learners absent from school by number of days and year, 2009 - 2013

Percentage of learners absent from schools by number of days and year						
No. of days	2009	2010	2011	2012	2013	Total
1 day	47.2	12.8	57.1	54.8	48.0	31.8
2 days	24.3	24.9	24.4	23.6	23.1	24.4
3 days	12.0	9.6	7.3	9.3	8.2	9.4
4 days	4.4	6.9	2.5	3.3	4.4	5.3
5 days	12.1	45.9	8.8	9.0	16.3	29.1
Total	100	100	100	100	100	100

Source: GHS 2009 - 2013, DBE own calculations

15. LEARNER PREGNANCY

Socio-economic factors such as poverty, unemployment and peer pressure can contribute to learners falling pregnant. The problem of teenage pregnancy among schoolgirls is a major concern in many countries and a constraint in the elimination of gender disparities in education. Although in South Africa pregnant learners are allowed to attend schools, the repercussions for girls dropping out of school due to pregnancy cannot be underestimated.

Table 22 shows the percentage and number of learners attending schools who fell pregnant between 2009 and 2013. In 2013, 2.5% of learners nationally indicated that they had fallen pregnant. The Eastern Cape and Mpumalanga recorded the highest percentage of learners that fell pregnant in 2013 at 3.8% and 3.4% respectively.

Although Stats SA cautions against the use of absolute numbers, Table 22 shows that in 2013, just over 99 000 learners attending schools fell pregnant. This number is slightly higher than in 2009, when over 71 000 female learners indicated that they had fallen pregnant. However, because of uneven fluctuations in the figures between 2009 and 2013, no consistent trend in the number of female learners attending schools who fell pregnant can be discerned.

Table 23: Percentage and number of female learners that fell pregnant, 2009 to 2013

Province	2009		2010		2011		2012		2013	
	Number	%	Number	%	Number	%	Number	%	Number	%
EC	9 429	1.0	12 849	1.3	15 957	1.5	14 896	1.5	20 698	3.8
FS	2 841	0.7	2 948	0.8	1 052	0.3	2 425	0.7	4 309	2.2
GP	9 129	0.9	18 856	1.7	7 282	0.7	9 052	0.8	9 428	1.3
KZ	16 665	1.1	17 716	1.1	14 016	0.9	18 680	1.3	26 468	3.0
LP	14 464	1.6	25 233	2.6	20 487	2.3	11 134	1.3	13 941	2.5
MP	6 285	1.1	7 811	1.4	5 010	0.9	14 155	2.5	11 854	3.4
NW	4 987	1.1	5 860	1.3	2 919	0.6	6 603	1.5	7 359	2.8
NC	786	0.5	1 686	1.1	401	0.3	1 543	1.1	1 173	1.5
WC	6 779	1.3	2 849	0.5	1 725	0.3	3 189	0.5	3 811	1.1
SA	71 364	1.1	95 808	1.4	68 847	1.0	81 678	1.2	99 041	2.5

Source: Statistics South Africa, General Household Survey, 2009-2013, DBE own calculations

The GHS asked the following questions on pregnancy;

Has any female household member been pregnant during the past 12 months?

1 = Yes

2 = No

3 = Do not know

2.7b If “Yes” in Q2.7a

What is the current status of this pregnancy?

1=currently still pregnant

2=the child has been born alive

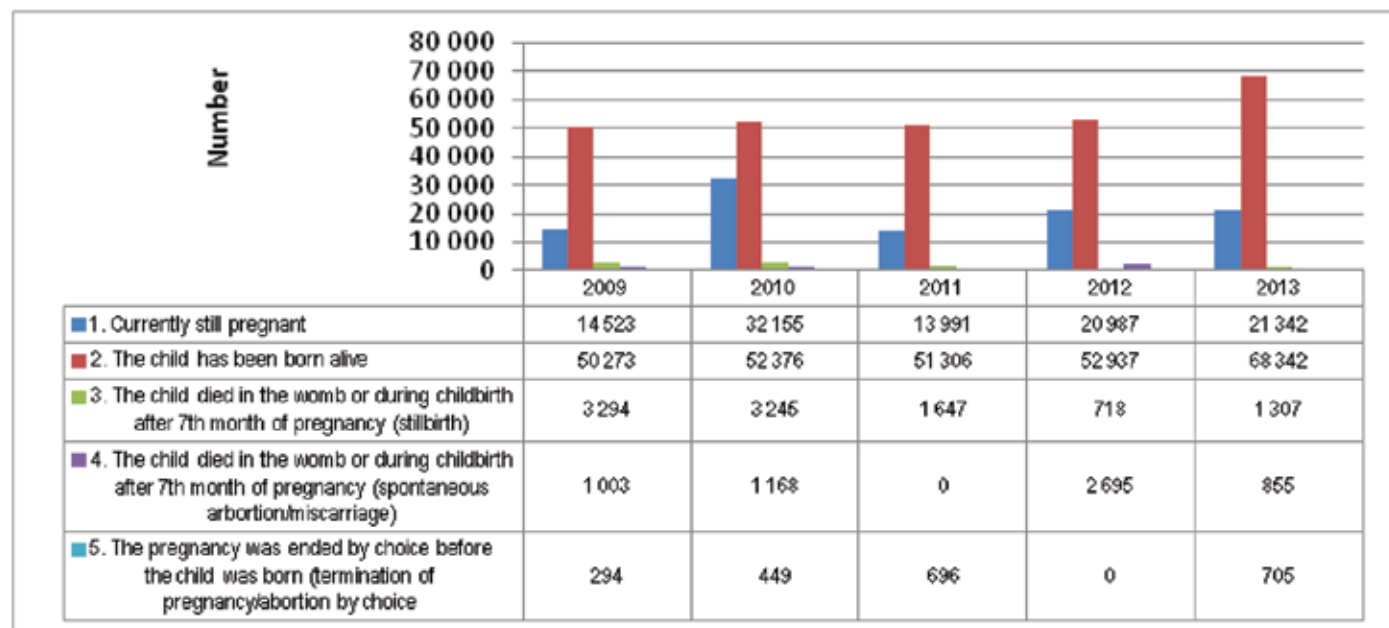
3=the child died in the womb or during childbirth after 7th month of pregnancy (stillbirth)

4=the child died in the womb or during childbirth after 7th month of pregnancy (spontaneous abortion/miscarriage)

5=the pregnancy was ended by choice before the child was born (termination of pregnancy/abortion by choice)

Figure 31 shows the status of learner pregnancies between 2009 and 2013.

Figure 31: Status of learner pregnancy, 2009-2013



Source: Statistics South Africa, General Household Survey, 2009-2013, DBE own calculations

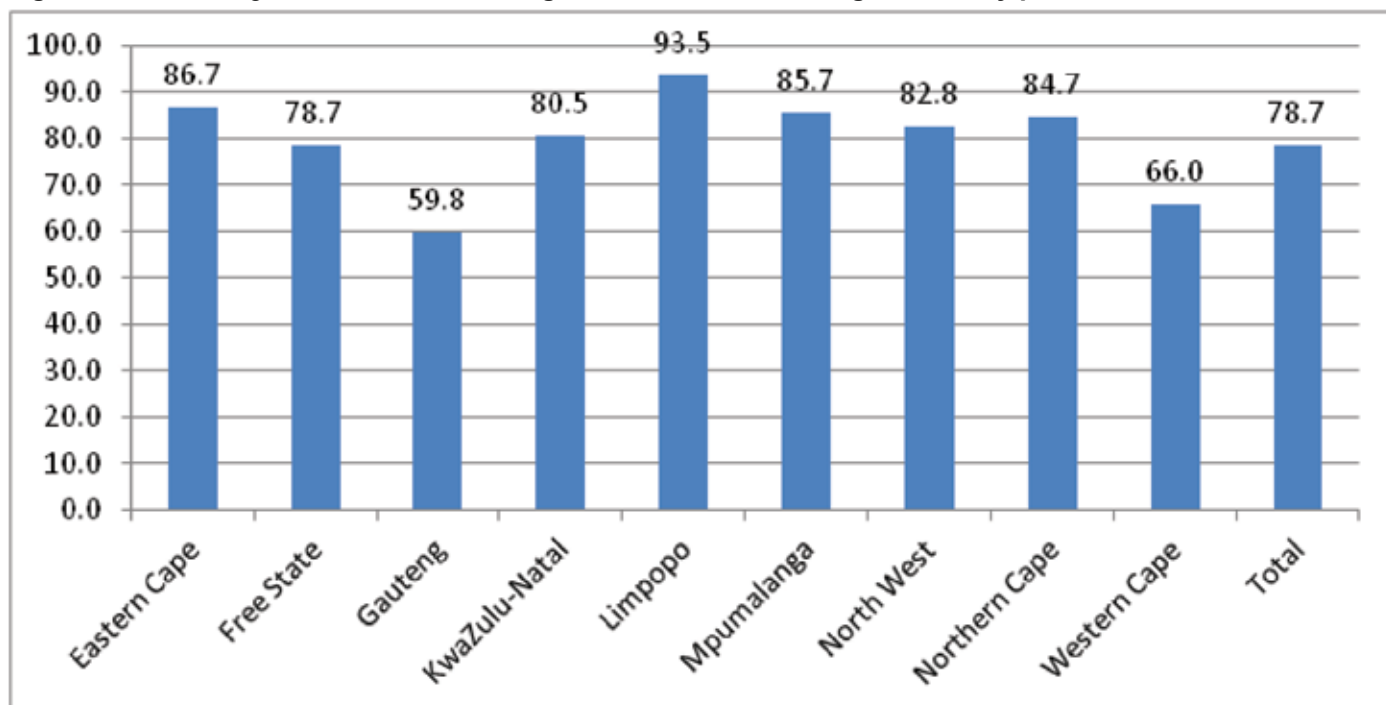
Please note: no observations in 2012 for "pregnancy was ended by choice before the child was born (termination of pregnancy/abortion by choice)".

16. SCHOOL FEEDING SCHEME

In 2007 the Department of Education introduced the National School Nutrition Programme (NSNP). This is a pro-poor programme run by the government of South Africa to address poverty. The programme aims at ensuring that children attending schools have eaten. The meals provided are free of charge.

In 2013, approximately 78% of learners were benefiting from the NSNP. Limpopo had the highest percentage of learners benefiting from the school feeding programme at almost 94% in 2013. Gauteng had the lowest percentage of learners benefiting from the school feeding programme.

Figure 32: Percentage of learners benefiting from the school feeding scheme by province: 2013

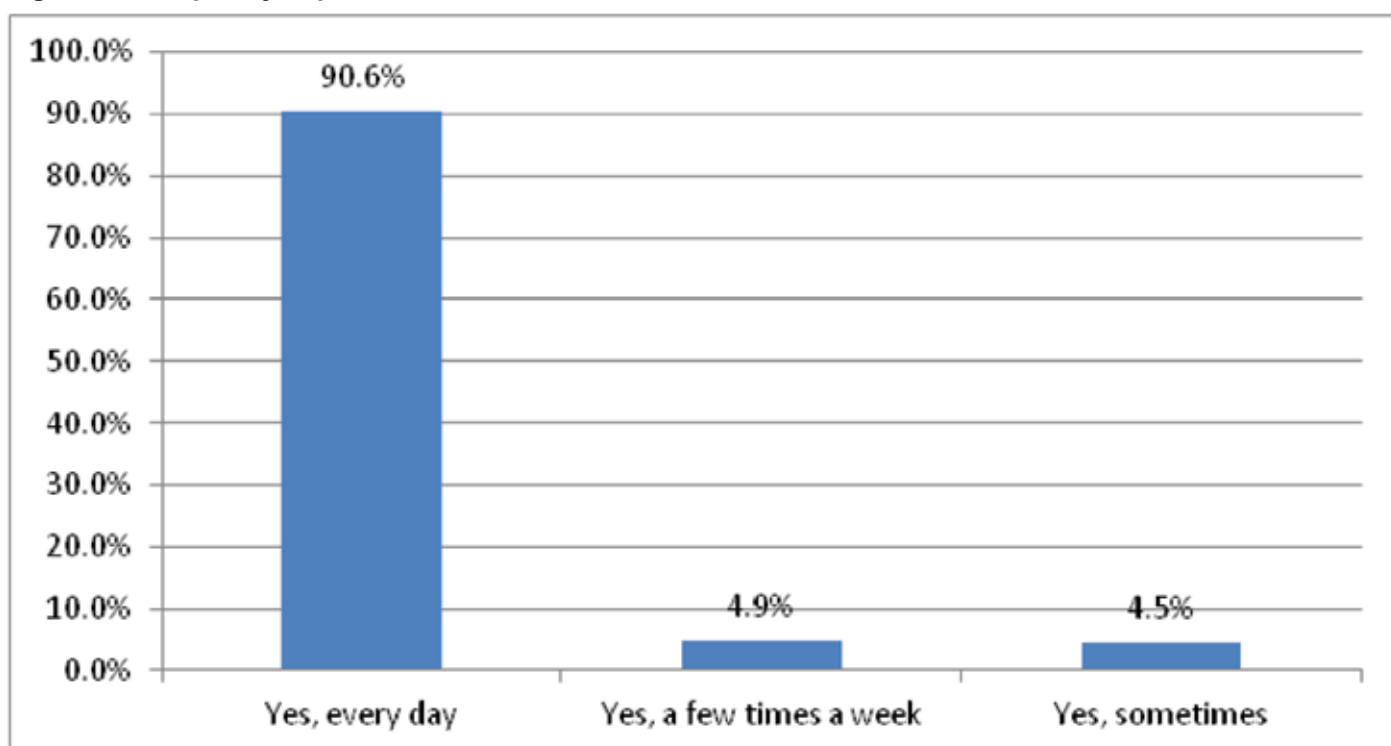


Source: Stats SA, GHS 2013, DBE own calculations

16.1 Provision of food at school

Of the learners who indicated that they received free meals from schools, almost 91% indicated that they received the meals every school day. Meanwhile, almost 5% indicated they received meals a few times a week and another 5% indicated they sometimes received free meals.

Figure 33: Frequency of provision of food at school: 2013



Source: Stats SA, GHS 2013, DBE own calculations

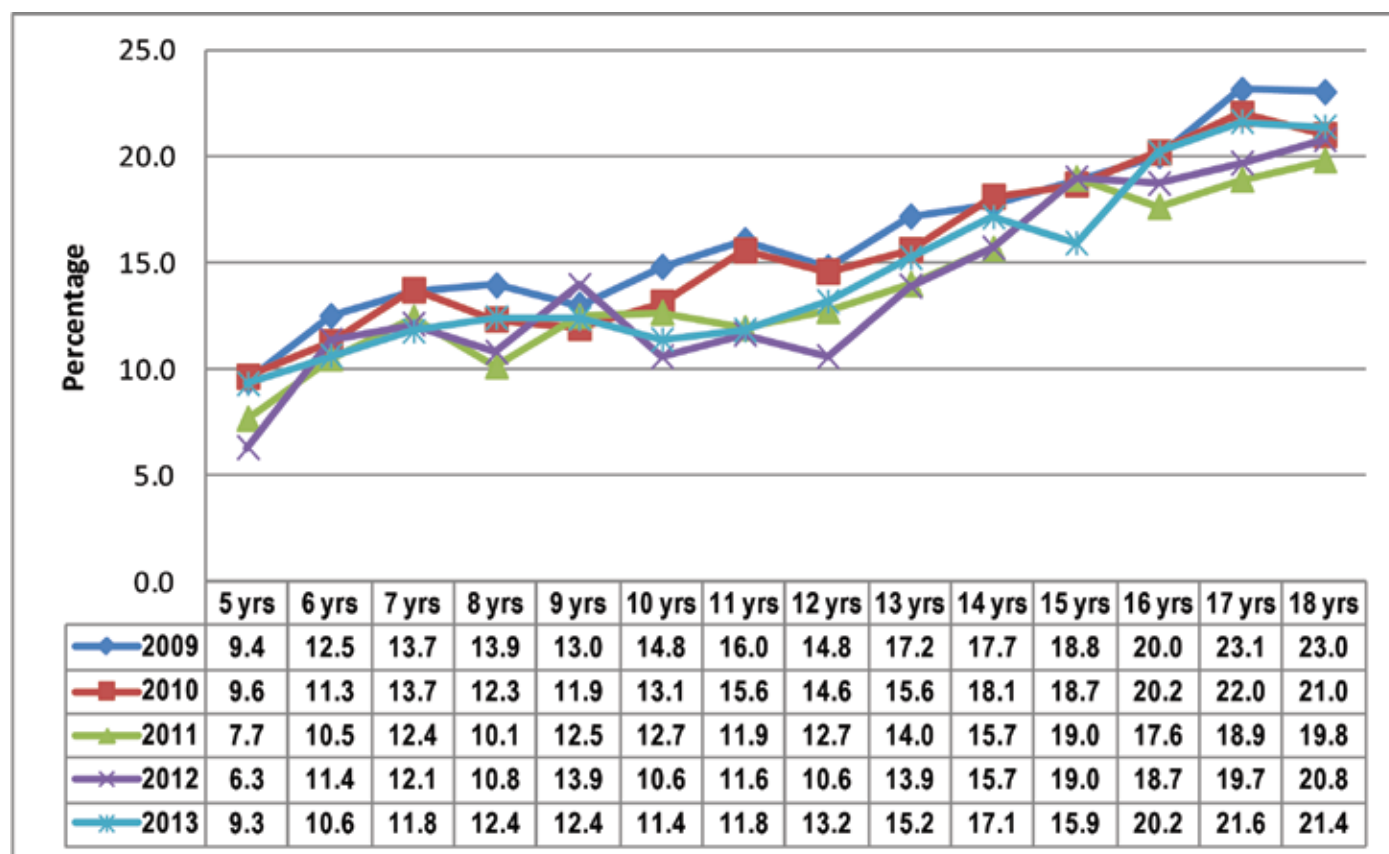
17. SCHOLAR TRANSPORT

The provision of transport has remained one of the key challenges confronting government in the post-apartheid era. The ability of learners to access education is hampered by the long distances they have to travel to school, threats to safety and security, as well as the cost of learner transport. Learners have difficulty accessing educational institutions because of the inadequacy of learner transport and insufficient provision of schools in areas where they live.

The situation is compounded by the transportation of learners in unroadworthy vehicles, which results in a high rate of accidents. The implementation and management of learner transport has taken different forms in the various provinces. In order to address the problems mentioned above, the Department of Transport, together with the DBE, recognised the need to develop a national learner transport policy and change the current learner transport environment. The policy provides a uniform framework and an enabling environment for government and other stakeholders to address learner transport challenges (Department of Transport, 2014).

Figure 34 shows the percentage of 5 to 18-year-old learners who walk for more than 30 minutes to the nearest school. The percentage increases with age; a high percentage (over 20%) of learners aged 16 to 18 years indicated that they walked to school for more than 30 minutes in 2013. However, the percentage (over 10%) of learners aged 5 to 13 years who walked more than 30 minutes to school is also cause for concern, considering their tender age and threats posed along the way to and from school.

Figure 34: Percentage of 5 to 18-year-old children walking to school for more than 30 minutes



Source: Stats SA, GHS 2009 - 2013, DBE own calculations

In 2013, 10% of 5 to 6-year-old children were walking to school for more than 30 minutes. This had decreased slightly from 11% in 2009. Walking to school for long times has implications such as tiredness and safety along the route to school. It becomes difficult for a learner to concentrate during classes when he/she is tired. Although there is a scholar transport programme in all provinces, a notable percentage of learners are still walking to school for long times.

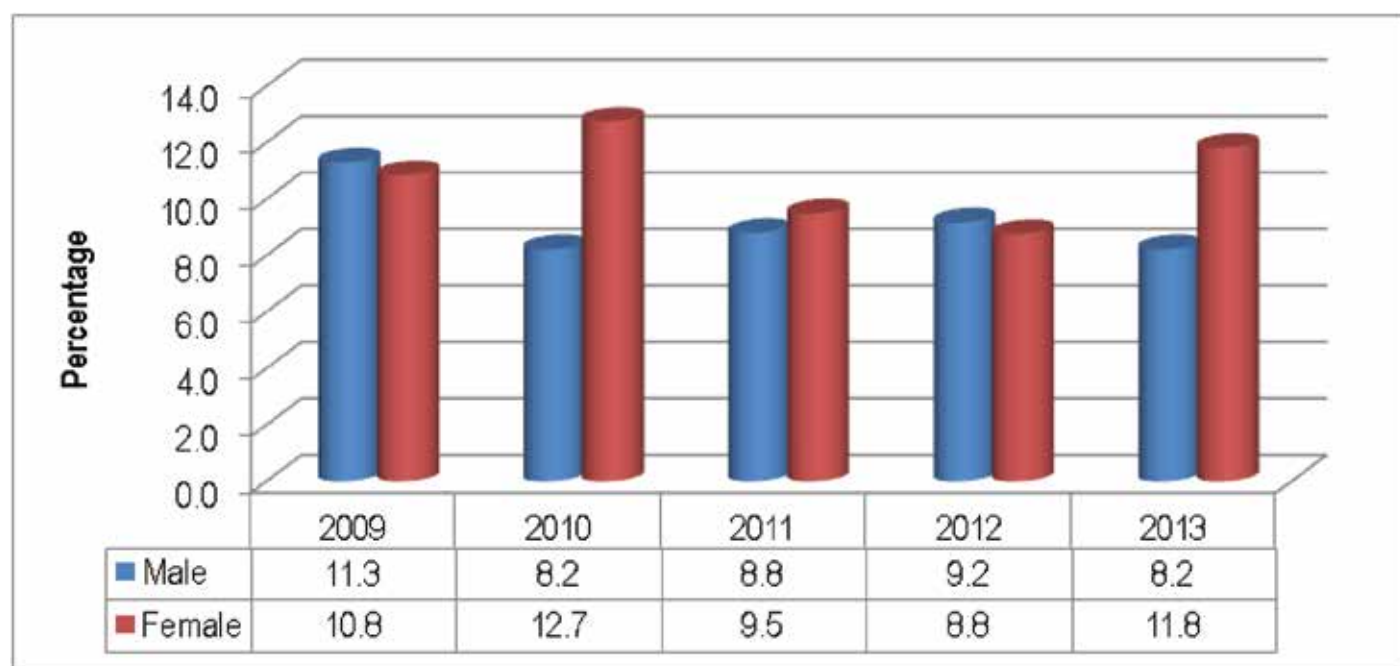
Table 24: Percentage of 5 to 6-year-old children walking to school for more than 30 minutes by province, 2009 - 2013

Province	2009	2010	2011	2012	2013
Eastern Cape	13.0	12.2	9.2	6.4	10.2
Free State	11.0	6.9	5.8	4.6	3.0
Gauteng	7.4	2.8	1.5	2.0	8.0
KwaZulu-Natal	20.5	19.3	19.8	20.0	19.7
Limpopo	5.1	10.7	6.6	9.6	4.8
Mpumalanga	9.2	5.1	7.4	5.2	6.3
Northern Cape	5.8	0.8	2.9	6.3	11.0
North West	7.6	7.1	9.4	9.7	9.6
Western Cape	4.0	2.5	0.6	0.8	1.1
Total	11.1	10.5	9.2	9.0	10.0

Source: Stats SA, GHS 2009 - 2013, DBE own calculations

In 2013, almost 12% of 5 to 6-year-old female learners were walking to school compared to 8% of male learners. However, the trend was not steady throughout the reporting period.

Figure 35: Percentage of 5 to 6-year-old children walking to school for more than 30 minutes by gender, 2009 - 2013



Source: Stats SA, GHS 2009 - 2013, DBE own calculations

In 2013, approximately 14% of 7 to 15-year-old children walked for more than 30 minutes to attend a school; this shows a decrease from almost 16% of the same age group in 2009. Although there are provincial variations, KwaZulu-Natal has the high percentage of learners in this age group who walked to school for more than 30 minutes at 24% in 2013. This is consistent throughout the reporting period between 2009 and 2013. The Western Cape had the smallest percentage of learners who walked for more than 30 minutes in this age group at 3% in 2013.

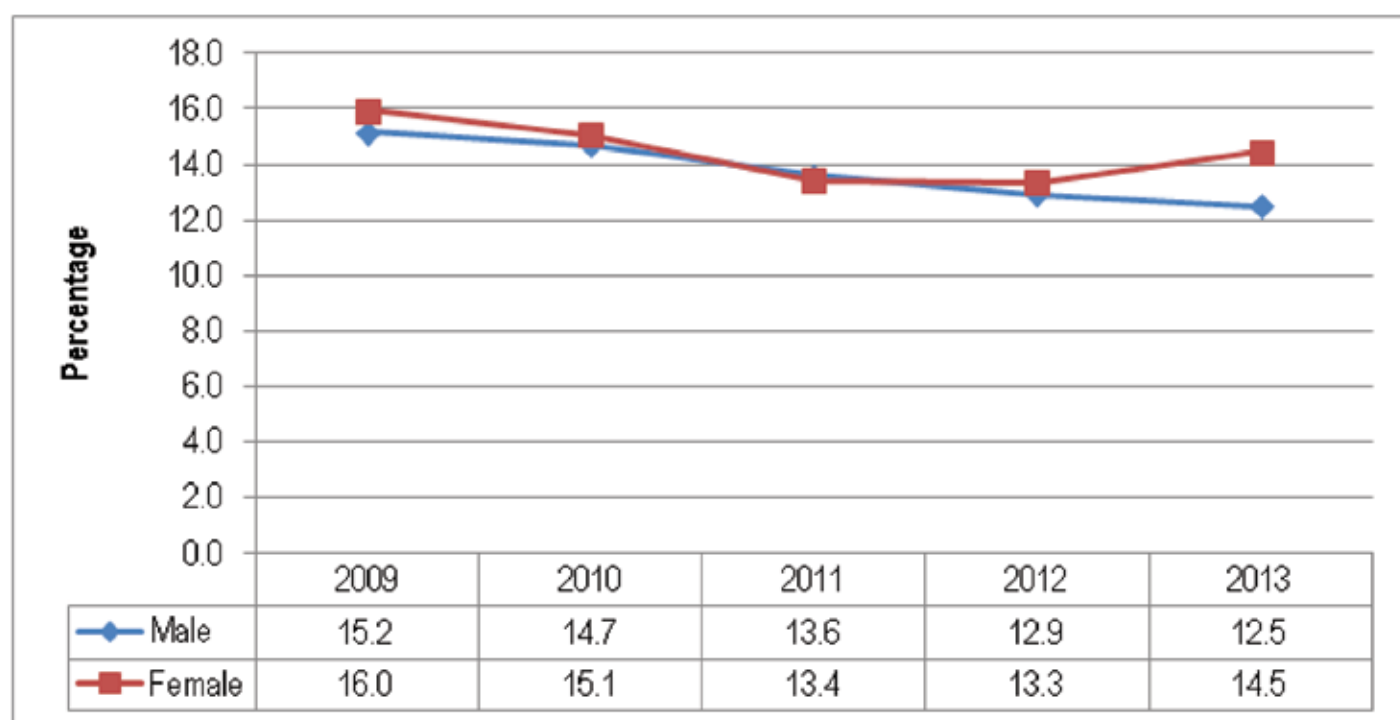
Table 25: Percentage of 7 to 15-year-old children walking to school for more than 30 minutes by province, 2009 - 2013

Province	2009	2010	2011	2012	2013
Eastern Cape	15.0	16.2	13.4	13.1	17.3
Free State	10.4	10.9	10.1	7.8	9.7
Gauteng	12.4	5.9	5.7	5.4	6.9
KwaZulu-Natal	27.7	26.8	25.2	23.7	24.0
Limpopo	11.4	14.6	12.1	12.2	9.6
Mpumalanga	13.1	12.3	7.9	9.5	7.6
Northern Cape	6.2	3.7	5.4	9.1	9.8
North West	11.4	11.2	14.1	15.5	12.0
Western Cape	3.1	2.9	3.1	1.8	3.0
Total	15.6	14.9	13.5	13.1	13.5

Source: Stats SA, GHS 2009 - 2013, DBE own calculations

There is no substantial difference between the percentage of boys and girls aged 7 to 15 who walked to school for more than 30 minutes.

Figure 36: Percentage of 7 to 15-year-old children walking to school for more than 30 minutes by province, 2009 - 2013



Source: Stats SA, GHS 2009 - 2013, DBE own calculations

In 2013, 21% of 16 to 18-year-old children walked to school for more than 30 minutes. This had decreased slightly from 22% in 2009. KwaZulu-Natal and the Eastern Cape had the highest percentage of learners in this age group who walked to school for more than 30 minutes at 33% and 27% respectively.

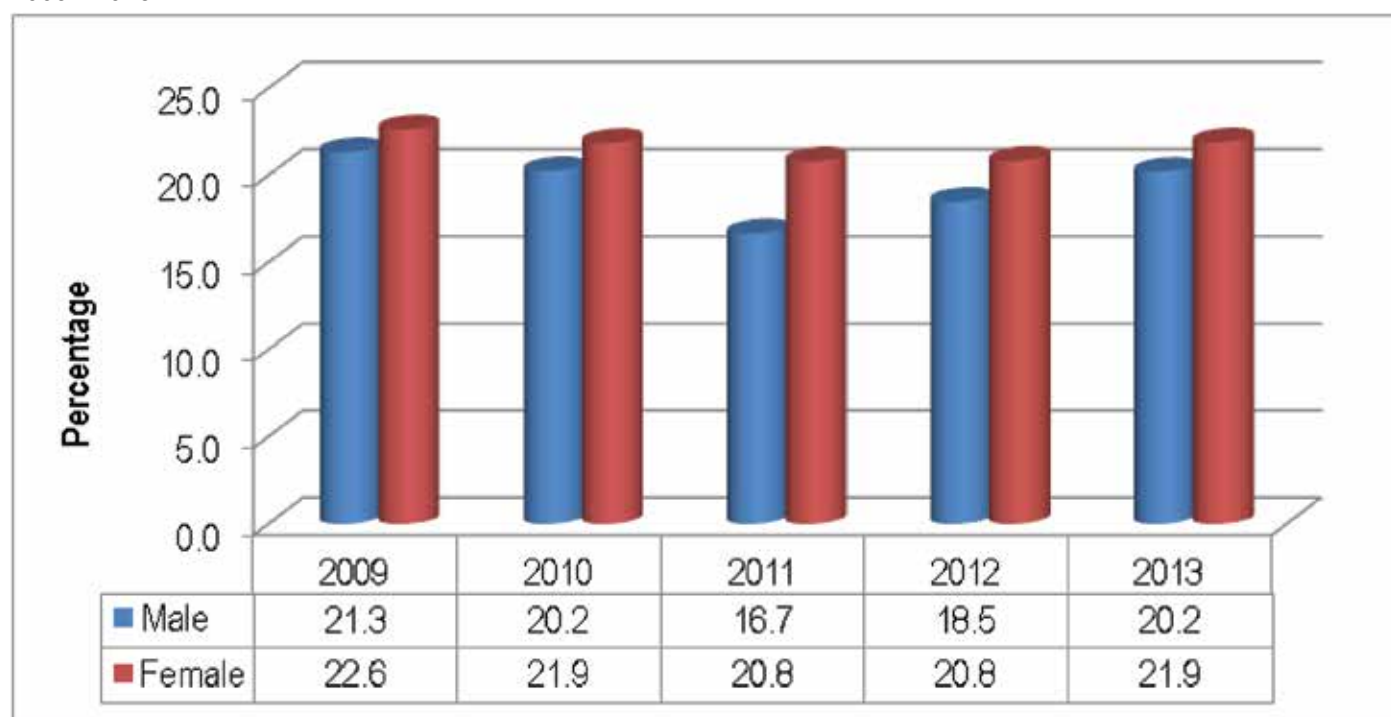
Table 26: Percentage of 16 to 18-year-old children walking to school for more than 30 minutes by province, 2009 - 2013

Province	2009	2010	2011	2012	2013
Eastern Cape	20.8	21.6	16.9	22.2	26.8
Free State	13.5	15.6	14.8	13.4	12.1
Gauteng	12.3	6.9	7.3	11.2	9.2
KwaZulu-Natal	33.9	35.0	30.3	30.4	33.1
Limpopo	21.5	22.1	21.3	19.5	21.1
Mpumalanga	22.9	13.7	11.3	18.4	14.7
Northern Cape	9.0	7.0	8.2	8.2	6.3
North West	18.8	20.1	24.6	22.3	21.9
Western Cape	7.8	5.3	1.4	2.1	6.4
Total	22.0	21.0	18.7	19.6	21.0

Source: Stats SA, GHS 2009 - 2013, DBE own calculations

Figure 37 shows that a slightly higher percentage of 22% of girls aged 16 and 18 years walked to school for more than 30 minutes compared to 20% of boys in 2013.

Figure 37: Percentage of 16 to 18-year-old children walking to school for more than 30 minutes by province, 2009 - 2013

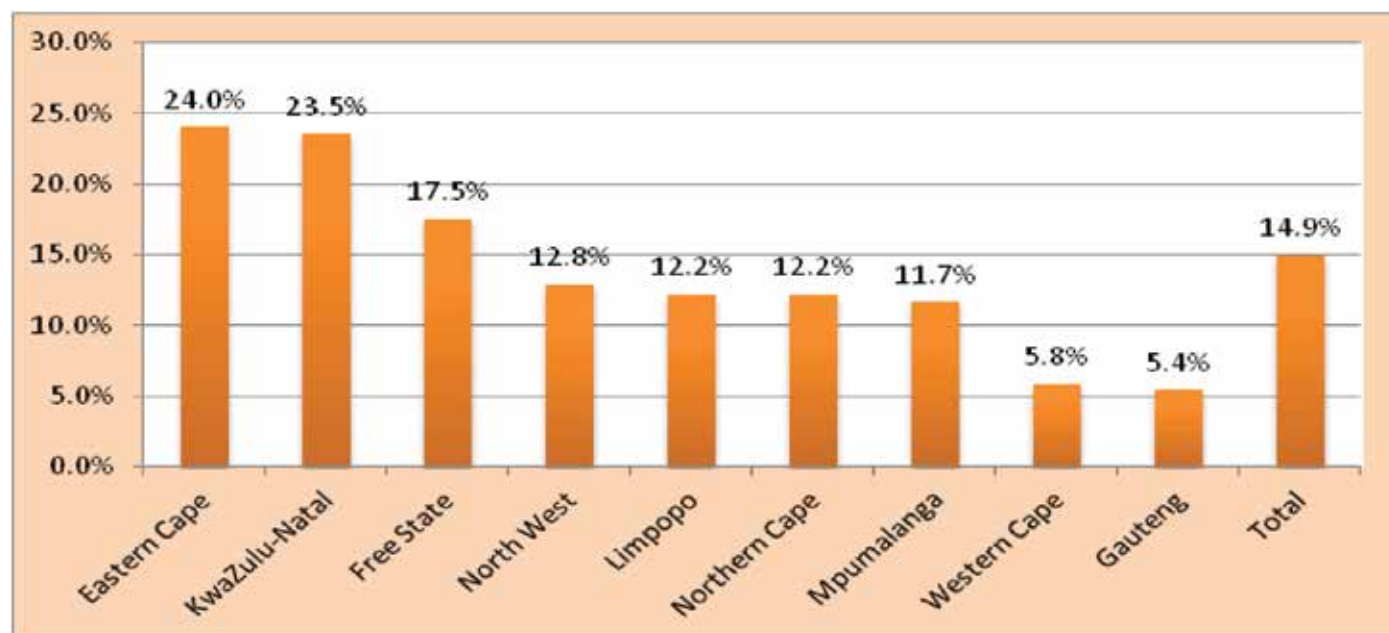


Source: Stats SA, GHS 2009 - 2013, DBE own calculations

18. SAFETY IN SCHOOLS

In 2013, almost 15% of learners attending school indicated that they had experienced some form of violence, corporal punishment or verbal abuse at school. Eastern Cape and KwaZulu-Natal had the highest percentage of 7 to 18-year-old children who had experienced violence, corporal punishment or verbal abuse at school, both at almost 24%.

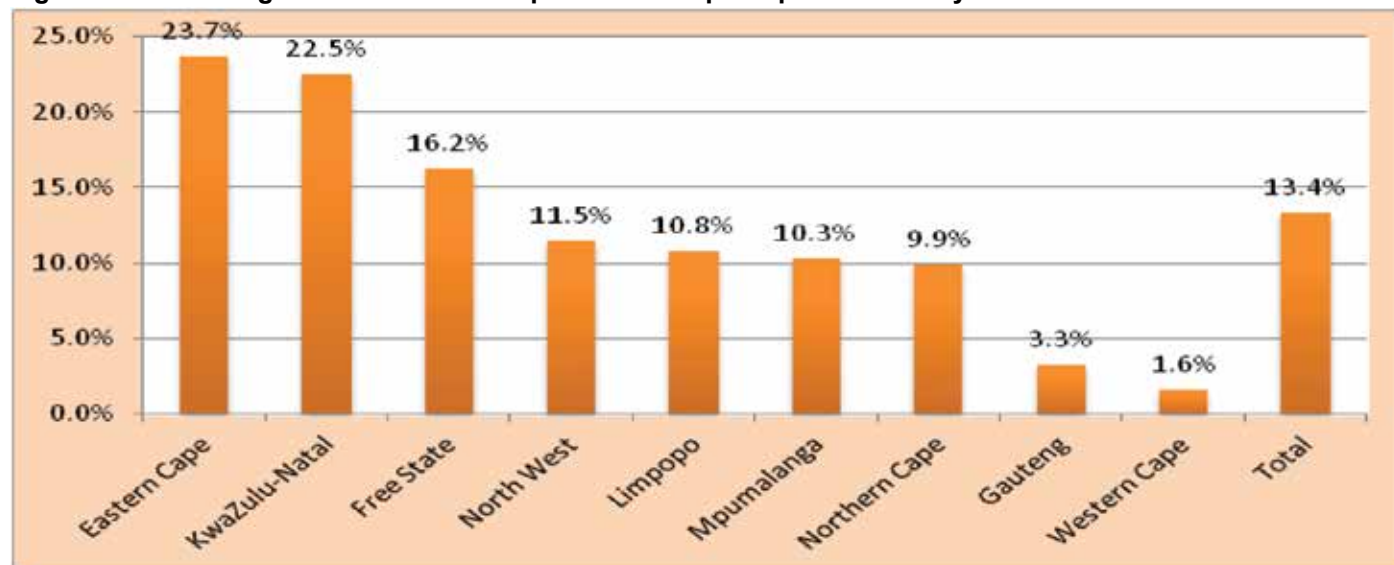
Figure 38: Percentage of learners who experienced violence, corporal punishment or verbal abuse: 2013



Source: Stats SA, GHS 2013, DBE own calculations

In 2013, 24% of 7 to 18-year-old children attending schools Eastern Cape indicated that they had experienced corporal punishment. KwaZulu-Natal had the second highest percentage of learners experiencing corporal punishment at almost 23% in 2013. Meanwhile, the Western Cape and Gauteng had the lowest percentages of learners in this age group who had experienced corporal punishment at almost 2% and 3% respectively.

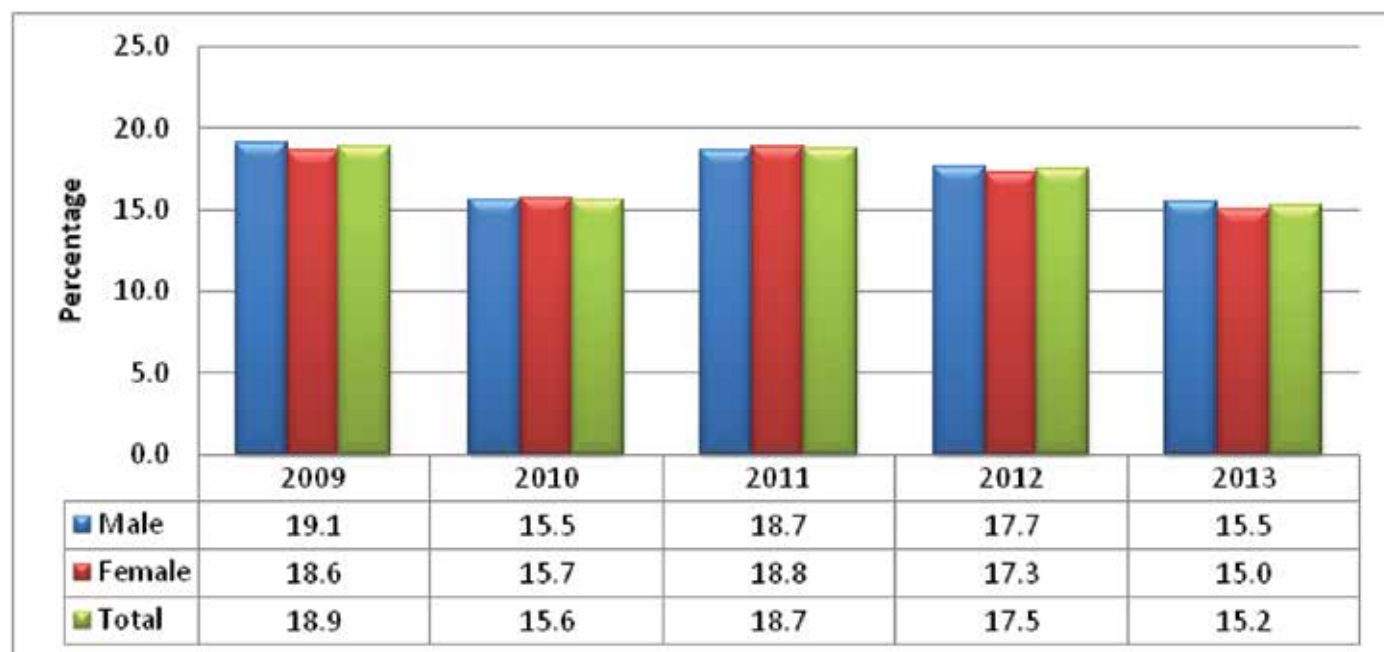
Figure 39: Percentage of learners who experienced corporal punishment by a teacher: 2013



Source: Stats SA, GHS 2013, DBE own calculations

There is no significant difference in the percentage of learners by gender who experienced violence at school. In 2013 both girls and boys experienced some form of violence at school at almost 16% for boys and 15% for girls.

Figure 40: Percentage of learners who experienced corporal punishment by a teacher between 2009 and 2013



Source: Stats SA, GHS 2013, DBE own calculations

19. SCHOOL FEES

What is the total amount of tuition fees paid by this household for ... this year? Add expenses made to date as well as expected expenses for the remainder of the year. Do not include the cost of uniforms, books and other learning materials, accommodation fees, sport fees and transport fees.

Table 27: Percentage of learners who paid school fees, 2009 - 2013

	2009	2010	2011	2012	2013
None	48.17	58.92	60.82	62.57	62.84
R1 - R100	16.23	10.21	8.02	6.6	5.88
R101 - R200	10.93	7.22	7.11	4.89	5.8
R201- R300	4.89	3.78	3.42	3.07	2.89
R301 - R500	3.74	3.3	3.46	3.25	2.99
R501 - R1 000	3.96	3.93	3.91	3.95	3.54
R1 001 - R2 000	2.65	2.71	2.48	2.63	3.17
R2001 - R3 000	1.61	1.4	1.54	1.48	1.64
R2001 - R4 000	1.8	1.81	1.69	1.55	1.66
R4 001 - R8 000	3.4	3.36	3.8	4.48	3.68
R8 001 - R12 000	1.18	1.39	1.63	2.24	2.46
R12 001 - R16 000	0.52	0.55	0.89	0.97	1.21
R16 001 - R20 000	0.26	0.57	0.37	0.79	0.82
More than R20 000	0.65	0.84	0.85	1.53	1.41
Total	100.0	100.0	100.0	100.0	100.0

Source: GHS 2009 - 2013, DBE own calculations

The GHS asks the respondents that, ***If no fees were paid for education, why were no fees paid?*** Table 26 provides the reasons for none payment of fees at school.

Table 28: Reasons for non-payment, 2009 - 2013

Reasons	2009	2010	2011	2012	2013
Cannot afford to pay	2.72	1.98	2.25	1.34	1.06
Do not want to pay	0.06	0.29	0.07	0.35	0.35
No fee school (school did not ask for fees)	94.3	96.6	96.5	97.5	97.3
Got a fee exemption	2.59	0.84	0.77	0.45	0.92
Got a bursary covering all costs	0.24	0.22	0.26	0.3	0.22
Other	0.1	0.09	0.18	0.11	0.12

Source: GHS 2009 - 2013, DBE own calculations

20. EDUCATION COMPLETION RATES

The International Standard Classification of Education (ISCED) of UNESCO defines educational attainment as the highest ISCED level of education an individual has successfully completed. This is usually measured with respect to the highest educational programme successfully completed, which is typically certified by a recognised qualification. Recognised intermediate qualifications are classified at a lower level than the programme itself (ISCED, 2011).

This section focuses on the completion of Grade 7, 9 and 12 by persons in different age categories, including youth aged 15 to 24 years of age.

20.1 Improving the grade promotion of learners through Grades 1 to 9

20.2 Percentage of children who turned 9 in the previous year who are currently enrolled in grade 4 or higher grade

Table 29 and Figure 41 show the percentage of 10-year-old children who are enrolled in Grade 4 and above. In 2009 80% of these children were enrolled in Grade 4 and this increased to approximately 85% in 2013.

There is variation between provinces, with Gauteng having the highest percentage of this age group enrolled at Grade 4 and above in 2012 at almost 92%, followed by Limpopo at almost 90%. The Eastern Cape has the lowest percentage of these children in Grade 4, at 68% in 2013.

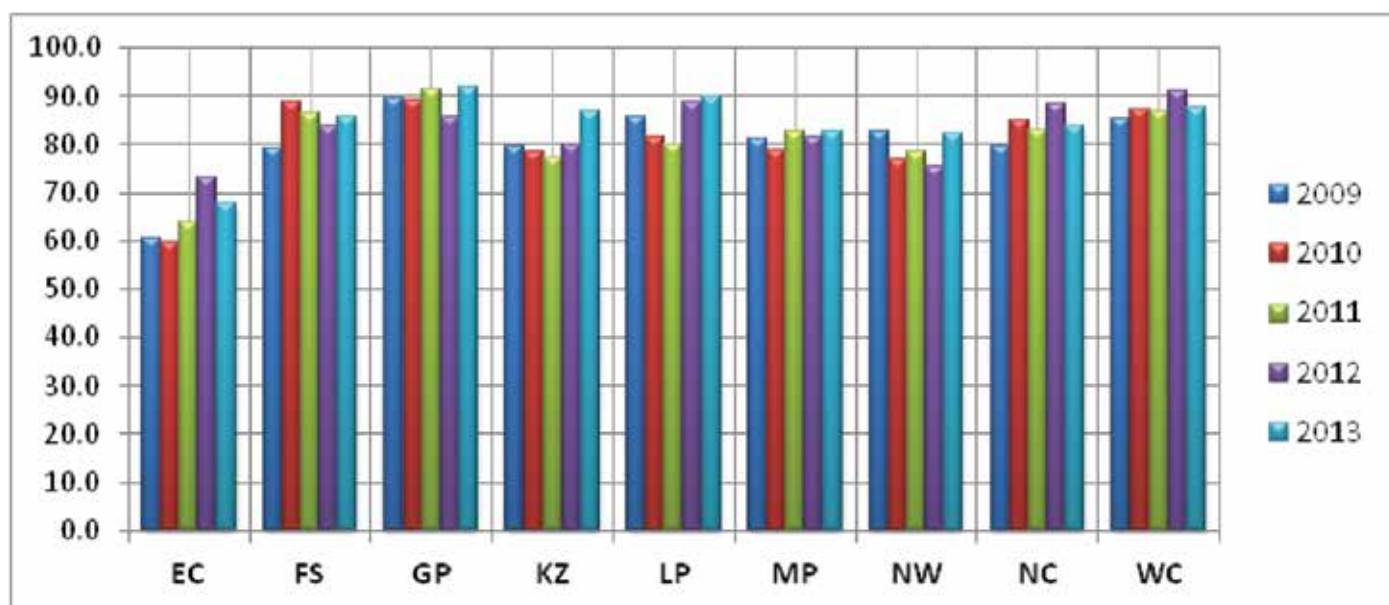
Table 29: Percentage of children who turned 9 in the previous year enrolled in grade 4 or a higher grade, 2009-2013

Province	2009	2010	2011	2012	2013
Eastern Cape	60.5	59.5	63.7	73.0	67.6
Free State	79.3	88.7	86.3	83.9	85.5
Gauteng	89.6	88.9	91.3	85.8	91.7
KwaZulu-Natal	79.5	78.5	77.2	80.1	86.9
Limpopo	85.8	81.6	80.1	88.6	89.7
Mpumalanga	81.2	78.7	82.6	81.5	82.6
North West	82.5	76.9	78.3	75.5	82.3
Northern Cape	79.4	84.9	83.0	88.2	83.8
Western Cape	85.4	87.3	86.7	91.1	87.5

Province	2009	2010	2011	2012	2013
Total	80.0	79.2	80.2	82.8	84.7

Source: Statistics South Africa (Stats SA), General Household Survey (GHS) 2009-2013, DBE own calculations

Figure 41: Percentage of children who turned 9 in the previous year enrolled in Grade 4 or a higher grade, 2009 - 2013



Source: Statistics South Africa (Stats SA), General Household Survey (GHS) 2009-2013, DBE own calculations

20.3 Percentage of children who turned 9 in the previous year who are currently enrolled in grade 4 or higher grade, 2009-2013

Table 30 and Figure 42 show the percentage of enrolment of learners who are 13 years old enrolled in Grade 7 and above. In 2013, approximately 71% of 13-year-old children were enrolled in Grade 7 and above. This is an increase from approximately 64% in 2009.

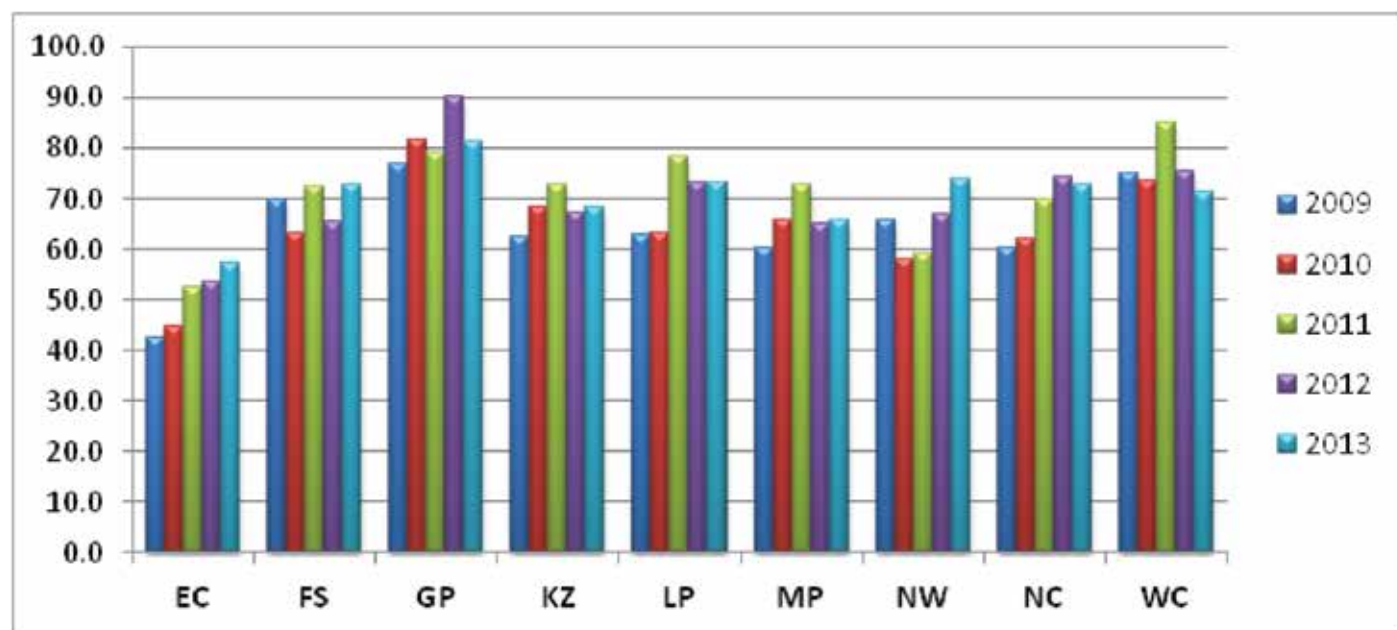
In 2013 Gauteng had the highest percentage of 13-year-old children enrolled in Grade 7 and above at 81%, followed by North West at 74%. The Eastern Cape had the lowest percentage of these children at 57% in 2013.

Table 30: Percentage of children who turned 12 in the previous year enrolled in grade 7 or a higher grade in schools, 2009-2013

Province	2009	2010	2011	2012	2013
Eastern Cape	42.5	44.7	52.3	53.7	57.2
Free State	69.7	63.1	72.5	65.4	72.7
Gauteng	77.0	81.6	79.0	90.0	81.4
KwaZulu-Natal	62.4	68.3	72.9	67.1	68.2
Limpopo	62.7	63.4	78.5	73.1	73.1
Mpumalanga	60.2	65.8	72.8	64.9	65.9
North West	65.6	58.0	59.2	66.8	74.1
Northern Cape	60.4	62.0	70.0	74.2	72.8
Western Cape	75.1	73.7	85.1	75.3	71.5
Total	63.7	65.8	71.9	70.1	70.7

Source: Statistics South Africa (Stats SA), General Household Survey (GHS) 2009-2013, DBE own calculations

Figure 42: Percentage of children who turned 12 in the previous year enrolled in grade 7 or a higher grade in schools, 2009-2013



Source: Statistics South Africa (Stats SA), General Household Survey (GHS) 2009-2013, DBE own calculations

20.4 Completion of Grade 7

In South Africa, primary education spans from Grade 1 to Grade 7, therefore Grade 7 is an exit grade from primary education to secondary education. The person who completes Grade 7 is assumed to have acquired appropriate reading and numeracy skills.

In 2013, 94% of 15 to 24-year old youth had completed Grade 7 and above. This increased from approximately 86% in 2002.

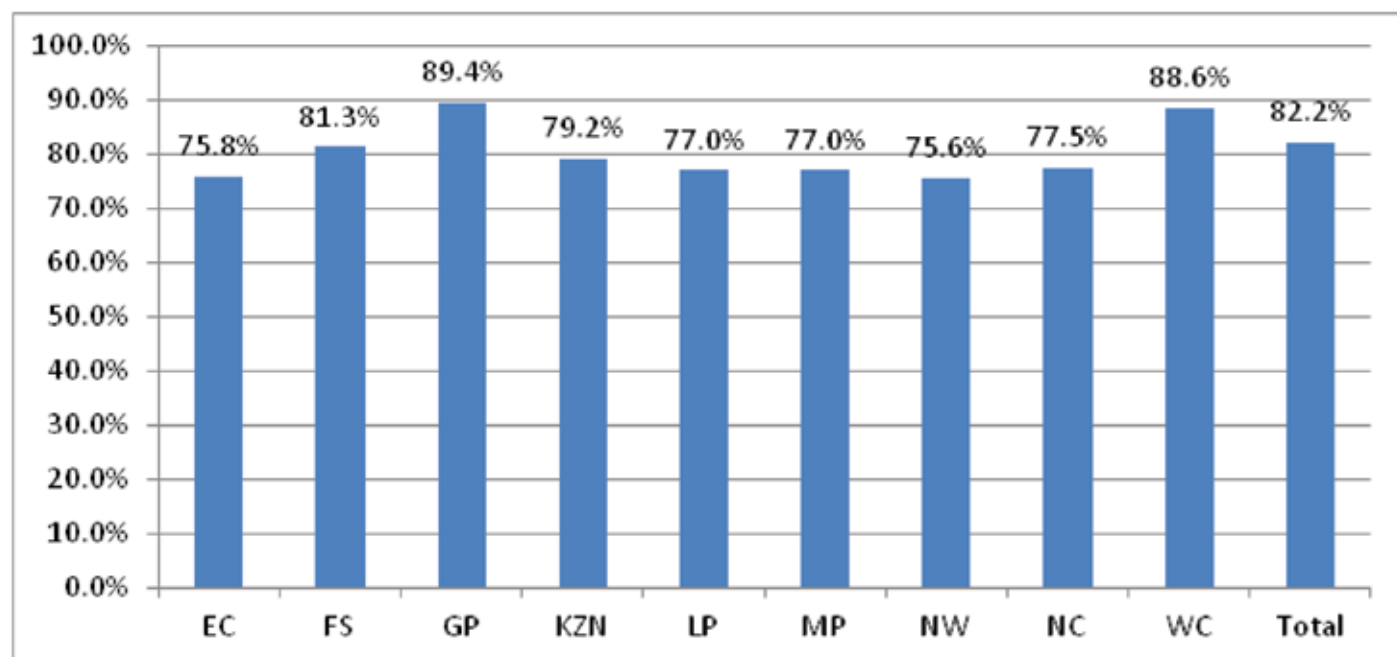
Table 31: Percentage of 15 to 24-year-olds who completed grade 7 and above

Year	Male	Female	Total
2002	83.3	88.4	85.9
2003	84.7	89.7	87.3
2004	84.9	90.5	87.8
2005	86.6	90.9	88.8
2006	87.3	91.4	89.4
2007	87.6	92.5	90.1
2008	88.5	92.0	90.3
2009	88.9	93.1	91.0
2010	90.4	94.6	92.5
2011	90.7	94.6	92.7
2012	91.7	95.4	93.6
2013	91.9	96.1	94.0

Source: General Household Survey (GHS) 2002-2013, DBE own calculations

Figure 43 shows the percentage of learners of 20 years and above who completed Grade 7 and above. In 2013, 82% of persons aged 20 years and above had completed Grade 7 and above. There are also provincial variations, with Gauteng and the Western Cape having the highest percentage of persons with Grade 7 and above.

Figure 43: Percentage of 20-year-olds and above who completed Grade 7 and above: 2013



Source: Statistics South Africa, General Household Survey (GHS) 2013, DBE own calculations

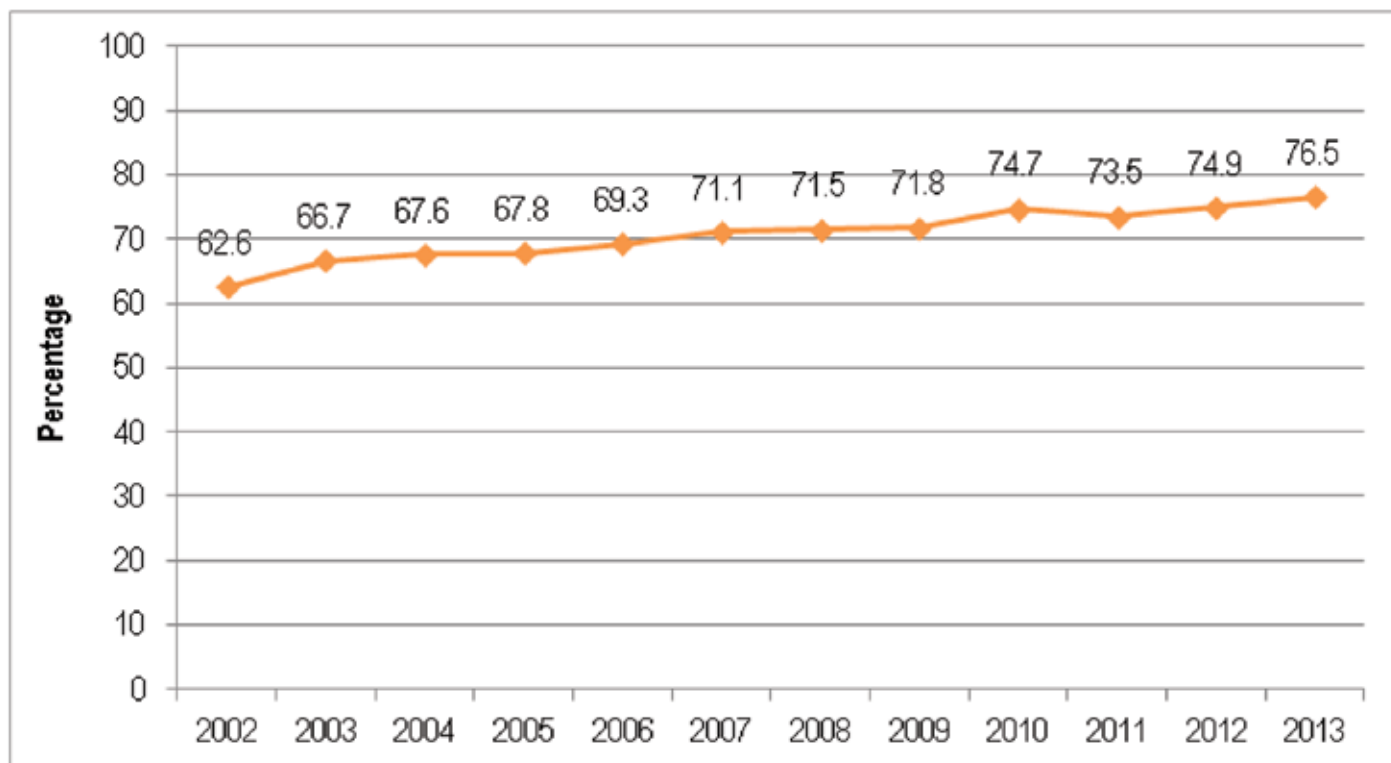
20.5 Completion of Grade 9

The South African Schools Act (SASA) (1996) which promotes access, quality and democratic governance in the schooling system entrenches the constitutional right to basic education as a legal right. SASA defines basic education as nine years of schooling and makes schooling compulsory for learners from the beginning of the year they turn 7 years old to the end of the year they turn 15 years old or up to the ninth grade, whichever occurs first. Nine years of compulsory schooling includes all seven years of primary schooling and two of the five years of secondary schooling. The remaining three years of secondary schooling form part of 'further education'. These years are not compulsory and while, according to the Constitution, everyone has the right to further education, this will only be made available and accessible in a progressive fashion by the state (Republic of South Africa, 1996b).

The measurement of Grade 9 completion rates provides the sector with proxy for measuring efficiency in the schooling system and tracking learner progression and promotion through the system.

In 2013, almost 77% of 15 to 14-year-olds had Grade 9 or above as their highest level of education. This shows an increase by 14 percentage points between 2002 and 2013.

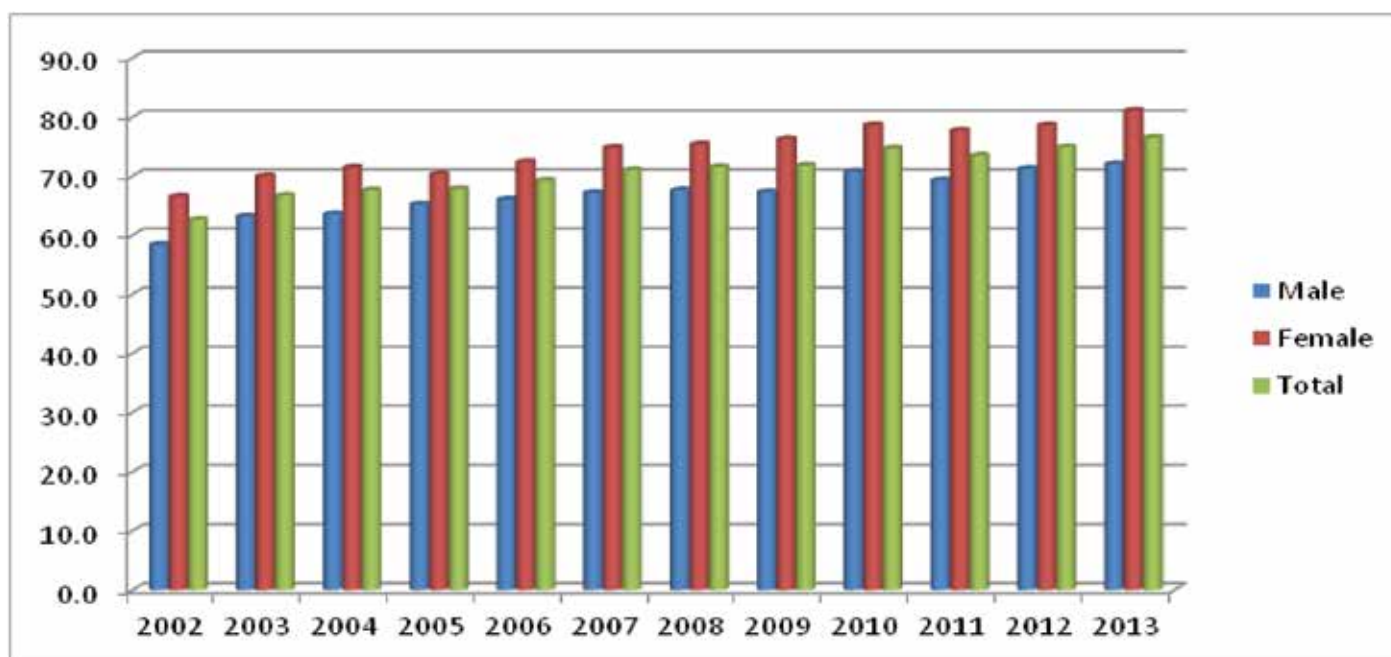
Figure 44: Percentage of 15 to 24-year-olds who completed Grade 9 and above, 2002 - 2013



Source: Stats SA, GHS 2002 - 2013, DBE own calculations

Figure 45 shows that more females acquired Grade 9 compared to their male counterparts between 2002 and 2013.

Figure 45: Percentage of 15 to 24-year-olds who completed Grade 9 and above, 2002 - 2013

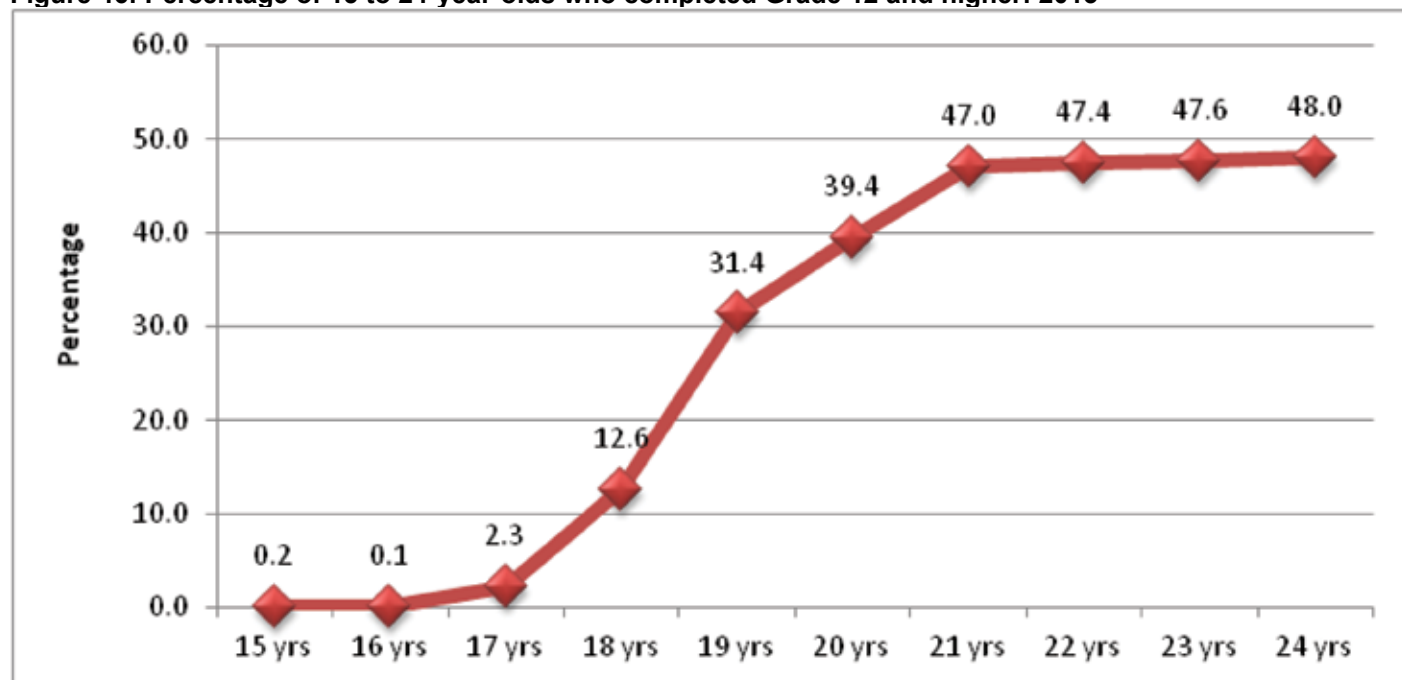


Source: Stats SA, GHS 2002 - 2013, DBE own calculations

20.6 Completion of Grade 12

Figure 46 shows the percentage of 15 to 24-year-olds completing grade 12 and higher by single age. In 2013, 48% of 24-year-olds had Grade 12 and higher.

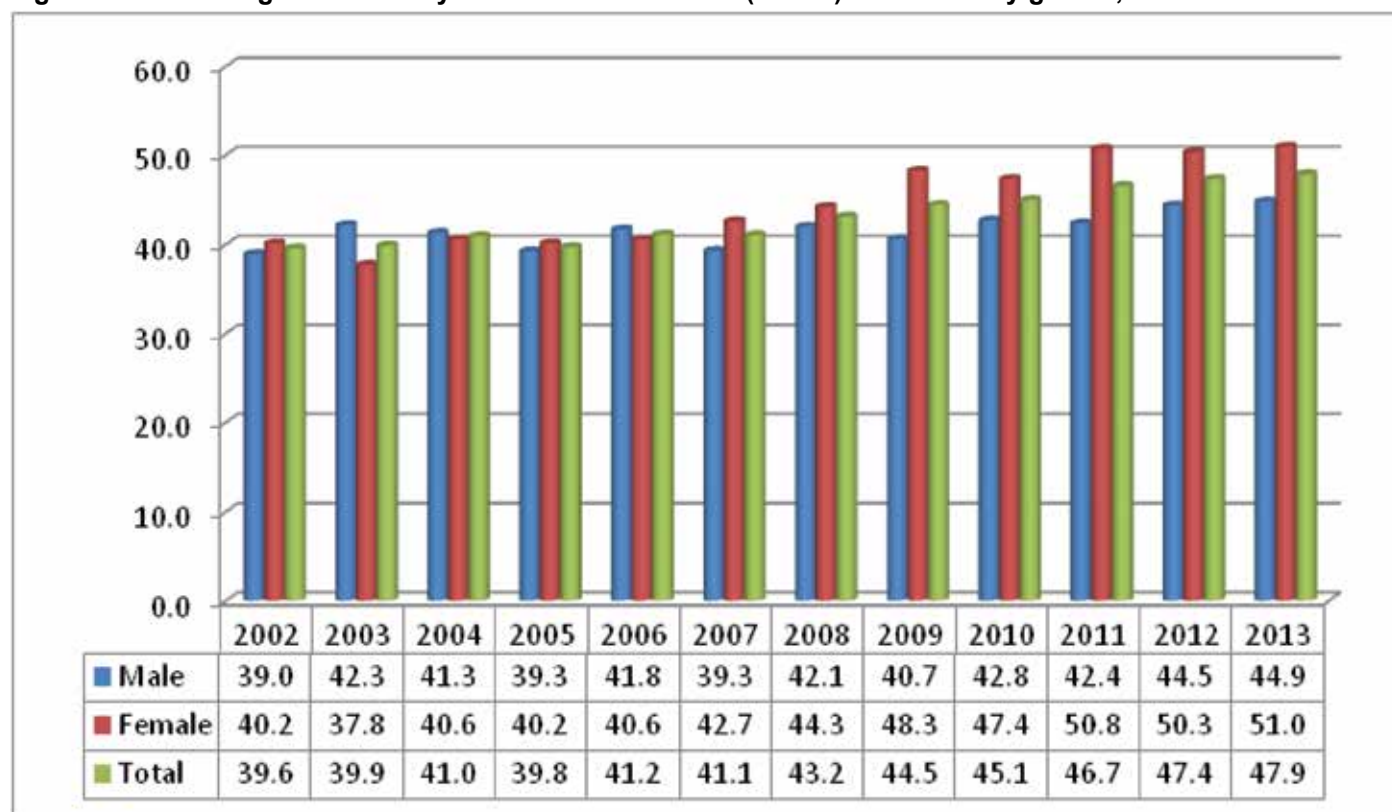
Figure 46: Percentage of 15 to 24-year-olds who completed Grade 12 and higher: 2013



Source: Stats SA, GHS 2013, DBE own calculations

Figure 47 shows that in 2013, more females (51%) aged 22 to 25 had Grade 12 and higher compared to their male counterparts (almost 45%). Since 2007, the percentage of females with Grade 12 and higher has been on rise compared to males.

Figure 47: Percentage of 22 to 25-year-olds with Grade 12 (matric) and above by gender, 2002 – 2013

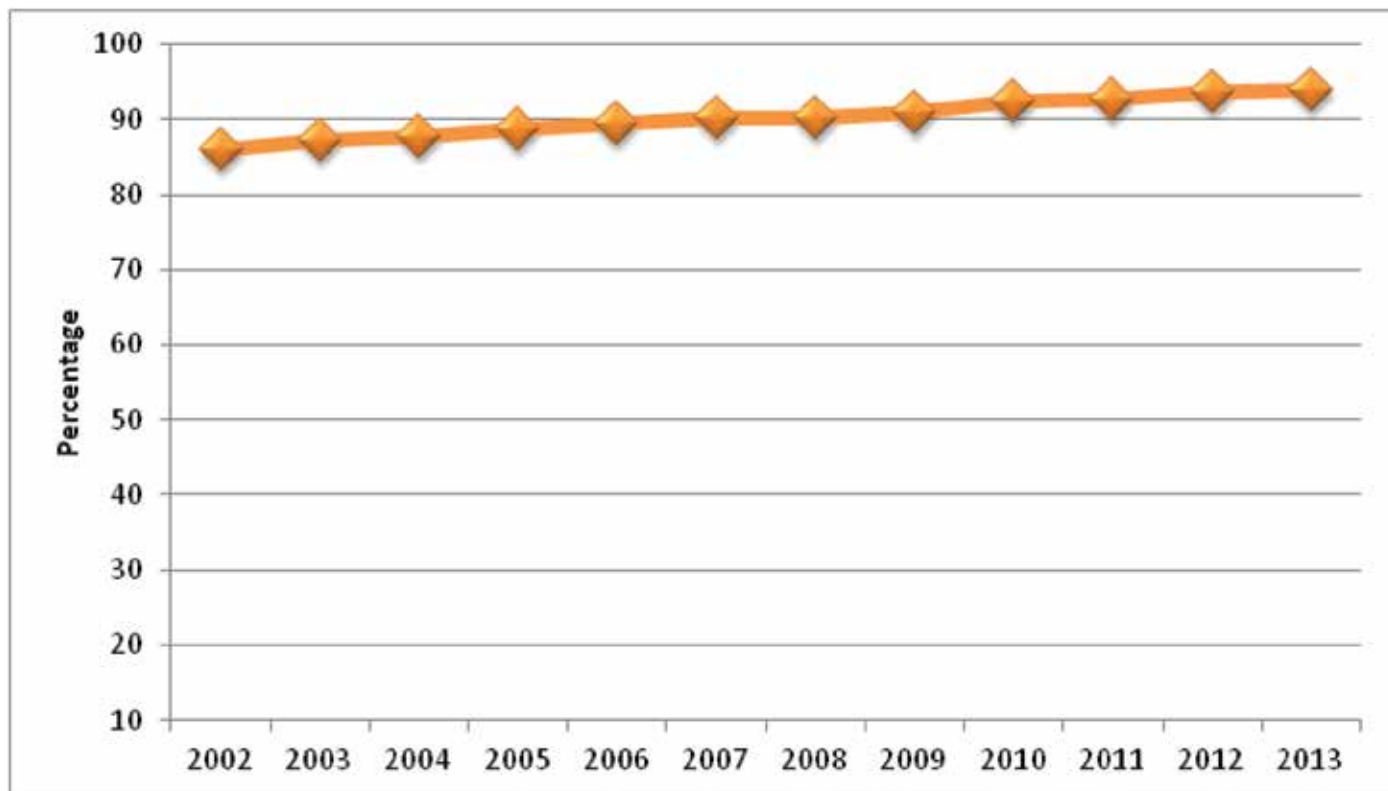


Source: Stats SA, GHS 2013, DBE own calculations

21. YOUTH LITERACY

Youth literacy is defined as the number of persons aged 15 to 24 years who can both read and write with understanding a short simple statement on their everyday life, divided by the population in that age group. Generally, 'literacy' also encompasses 'numeracy', the ability to make simple arithmetic calculations. The purpose of measuring youth literacy is to reflect recent outcomes of the basic education process. It is a summary measure of the effectiveness of the education system. The calculation method includes dividing the number of people aged 15 to 24 years who have completed Grade 7 and higher by the total population in the same age group and multiplying the result by 100 (UNESCO Institute for Statistics (UIS), 2009).

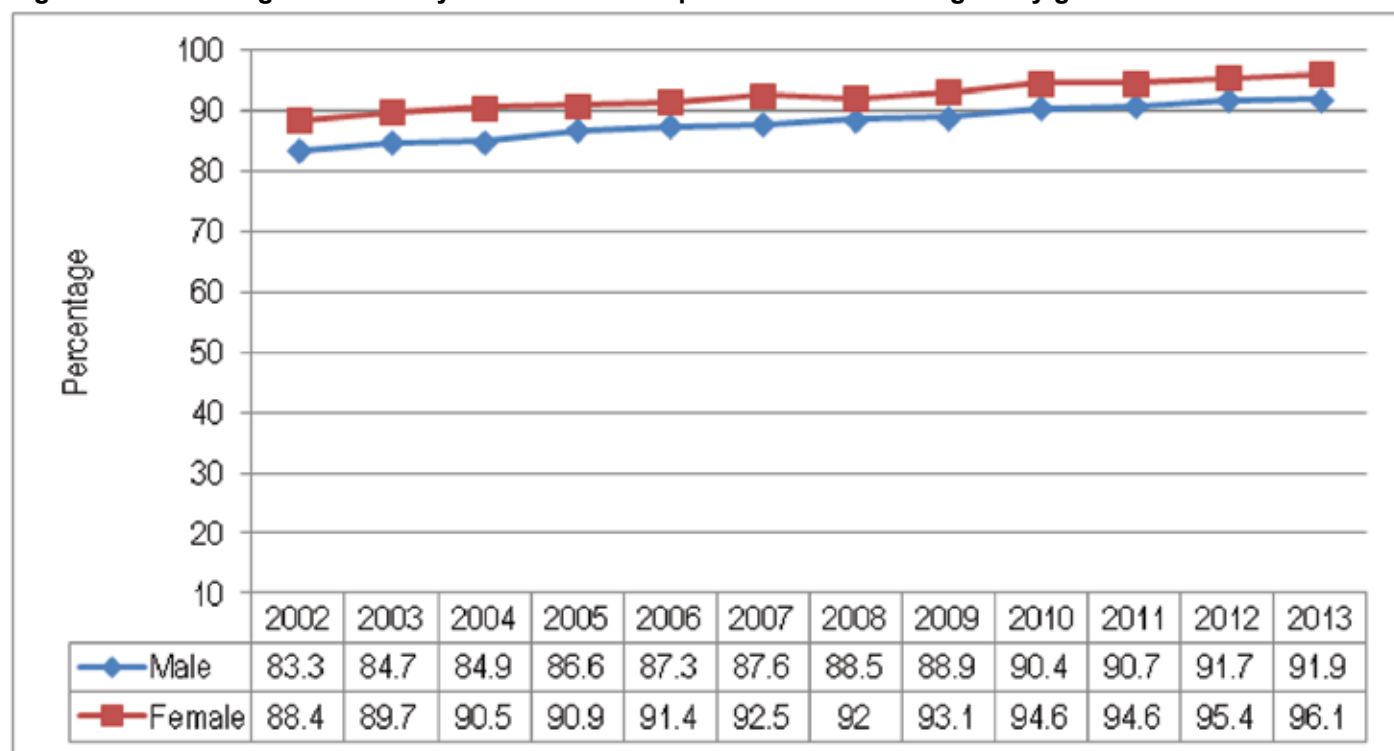
Figure 48: Percentage of 15 to 24-year-olds who completed Grade 7 and higher: 2002 - 2013



Source: Stats SA, GHS 2013, DBE own calculations

Figure 49 shows that throughout the reporting period, 2002 - 2013, more females aged 15 to 24 years passed Grade 7 and higher compared to their male counterparts.

Figure 49: Percentage of 15 to 24-year-olds who completed Grade 7 and higher by gender: 2002 – 2013



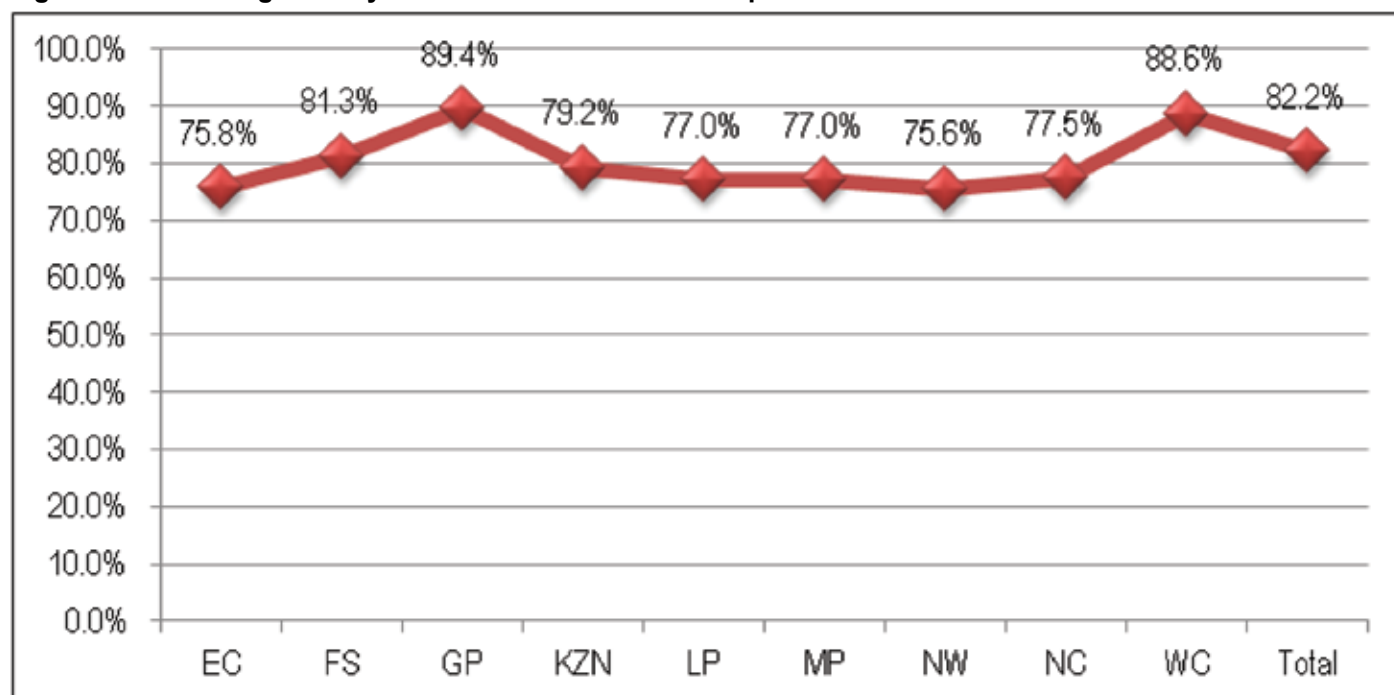
Source: Stats SA, GHS 2013, DBE own calculations

22. ADULT LITERACY

Adult literacy is defined as the percentage of the population aged 15 years and over who can both read and write with understanding a short simple statement on his/her everyday life. Generally, 'literacy' also encompasses 'numeracy', the ability to make simple arithmetic calculations. Adult illiteracy is defined as the percentage of the population aged 15 years and over who can neither read nor write with understanding a short simple statement on his/her everyday life. The purpose of measuring adult literacy is to show the accumulated achievement of primary education and literacy programmes in imparting basic literacy skills to the population, thereby enabling them to apply such skills in daily life and to continue learning and communicating using the written word. Literacy represents potential for further intellectual growth and contribution to the economic-socio-cultural development of society. The calculation method includes dividing the number of literate adults aged 15 years and over by the corresponding age group population and multiplying the result by 100 (UNESCO Institute for Statistics (UIS), 2009).

For the purpose of this report, literacy has been calculated by taking the total number of persons 20 years old and above who had completed Grade 7 and above. The completion of primary education is used as a proxy for measuring literacy; that is, it is assumed that the person is capable of reading, writing and comprehending some basic numeracy.

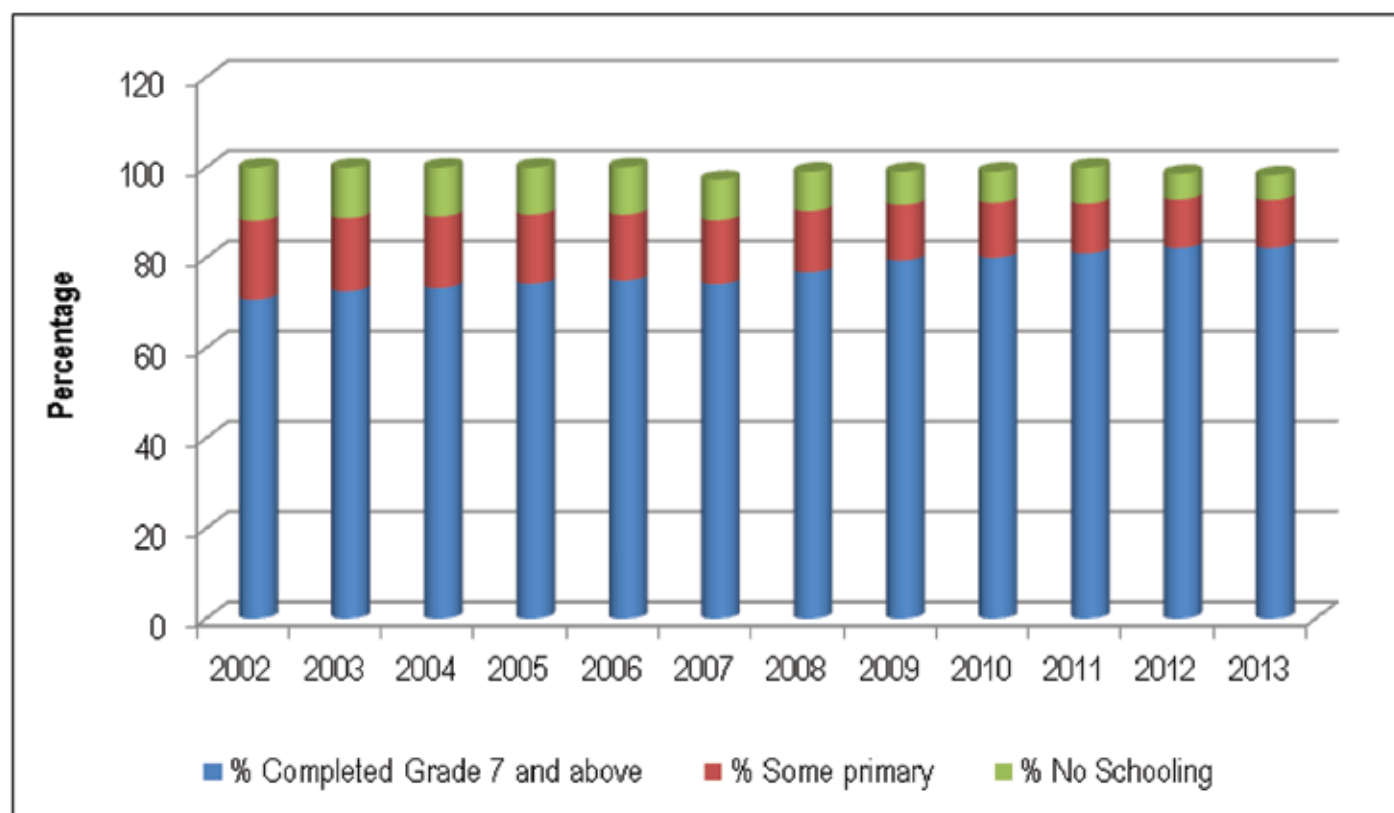
Figure 50: Percentage of 20-year-olds and above who completed Grade 7 and above: 2013



Source: Stats SA, GHS 2013, DBE own calculations

Figure 51 below shows that the percentage of adults 20 years old and above with no schooling or with some primary schooling is decreasing; meanwhile the number of adults completing Grade 7 is increasing.

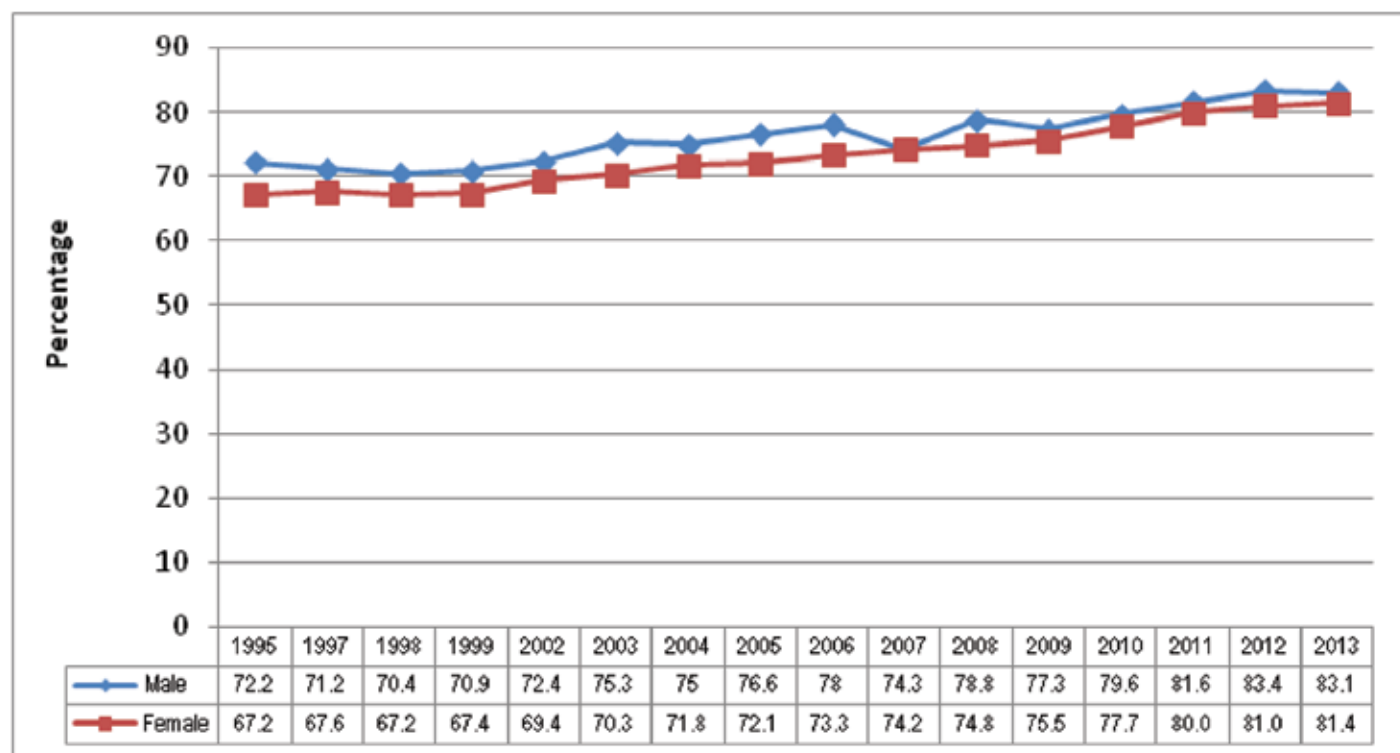
Figure 51: Percentage of 20-year-olds and above by highest level of education: 2002 - 2013



Source: Stats SA, GHS 2013, DBE own calculations

Figure 52 shows that the gap between males and females with Grade 7 and higher as their highest level of education had almost closed by 2013.

Figure 52: Percentage of 20-year-olds and above who completed Grade 7 by gender: 1995 – 2013



Source: DBE Macro Indicator Report, Stats for 1995-1999, Stats SA, GHS Stats from 2002 - 2013, DBE own calculations

23. CONCLUSION

The 2013 GHS findings show a positive upward movement in education indicators in terms of access to education, provision of food at schools, learners benefiting from a no fee school policy and access to learner support materials.

There has been a significant decrease in problems experienced in schools, particularly lack of books.

Some of the areas of concern include the persistent prevalence of corporal punishment at schools, violence at schools and learner pregnancy.

Overall, the GHS data provides the basic education sector with invaluable information for planning, reporting and providing evidence to support policy implementation.

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