REPORT ON THE NATIONAL SCHOOL MONITORING SURVEY (DBE013, CONDUCTED IN 2011)

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EXECUTIVE SUMMARY

The Department of Basic Education commissioned a School Monitoring Survey of ordinary public schools to monitor progress towards the achievement of some of the goals and Indicators set out in the *Action Plan to 2014: Towards the Realisation of Schooling 2025* and the *Delivery Agreement* between the President of South Africa and the Minister of Basic Education, MECs, government departments and other stakeholders. This *Action Plan to 2014* was published in 2011, and contains a built-in monitoring component through its Indicators and targets. This report documents the findings of this survey. It should be read together with the accompanying Technical Report (DBE School Monitoring Survey 2011, *Technical Report*). The findings are based on data gathered during the fourth school term of 2011, in just over 2 000 schools nationally. The random samples (of schools, learners and educators) were designed in such a way that the findings would be representative of the total population.

In 14 of the 15 Indicators, the *minimum standards* for the Indicators were not met. Particular areas of concern are the following: High vacancy levels in permanent teaching posts in some provinces (a post filled by a temporary educator was still considered officially vacant in this survey), the low proportion of schools that cover the required number of Language and Mathematics exercises per week in all provinces, the large percentage of learners without access to basic library facilities and physical infrastructure needs. A more general concern is the often substantial difference between the provinces on many of the Indicators. However, where comparison could be drawn with statistics from previous years, progress was noted in several areas.

The required standards and findings per Indicator are presented below. The standards, where possible, were determined by policy or legislation requirements. Detailed information about each Indicator can be found in Section B of this report, and in the Technical Report (DBE School Monitoring Survey 2011, *Technical Report*).

Indicator 1: The percentage of schools where allocated teaching posts are filled

Standard: One hundred percent of state-paid educator posts in each school must be filled.

- Nationally, **69 percent** of schools met this requirement. The Northern Cape was the province with the highest percentage (78 percent) of schools that met the minimum standard and North West was the lowest, with 58 percent.

Indicator 2: The average hours per year spent by educators on professional development activities

Standard: Educators are expected to spend 80 hours per year on professional development activities. Due to the timing of the study (September/October), the adjusted standard used in the study was 60 hours.

- Nationally, educators reported that they spent an average of **38.1 hours** on professional development activities. The only compliant province was the Western Cape, with educators reporting that they spent an average of 60 hours on professional development activities. The province with the lowest reported time spent on professional development activities was Limpopo, with an average of 30.2 hours

Indicator 3: The percentage of educators absent from school on an average day

Standard: There is no standard for teacher absenteeism dictated by policy or legislation. Based on other studies done in South Africa, teacher absenteeism is estimated to be between 10 and 12 percent. For the purpose of this survey, 10 percent was used as a benchmark against which the findings were measured.

- Nationally, **6.1 percent** of educators were absent on an average day. The highest absentee rate was in KwaZulu-Natal at 8.2 percent, and the lowest was in the Western Cape at 3.4 percent.

Indicator 4: The percentage of learners who cover everything in the curriculum for the current year

Standard: The minimum required standard to measure the volume of work covered was set at four exercises a week for both Grade 6 and Grade 9, in both Language and Maths.

- Of Grade 6 learners nationally, only **7 percent** met this requirement for Language and **31 percent** for Maths. Of Grade 9 learners nationally, only **1 percent** met this requirement for Language and **6 percent** for Maths.

Indicator 5: The percentage of learners having access to textbooks and workbooks for the entire school year

Standard: In Grade 6, 100 percent of learners should have access to the DBE Workbook Volume 1 and Volume 2 for both Language and Maths. In Grade 6 and 9, 100 percent of learners should have access to a textbook for Language and for Maths.

- In 2011, **78 percent** of Grade 6 learners nationally had access to a Language textbook, **38 percent** to Language Workbook Volume 1 and **40 percent** to Language Workbook Volume 2. Of Grade 6 learners nationally, **83 percent** had access to a Maths textbook, **85 percent** had access to Maths Workbook Volume 1 and **81 percent** to Maths Workbook Volume 2. Of Grade 9 learners nationally, **68 percent** had access to a Language textbook and **83 percent** had access to a Maths textbook.

Indicator 6: The percentage of learners in schools with a library fulfilling certain minimum standards

Standard: The minimum standard is for 100% of learners to be in schools that have at least one of the following: a central school library, or a mobile library, or classroom libraries.

- Nationally, **57 percent** of learners were in schools that met the minimum standard. At 89 percent, the Western Cape was the province with the highest percentage of learners that were in schools with a library that fulfilled certain minimum criteria, and at 30 percent Limpopo was the lowest.

Indicator 7: The percentage of schools producing the minimum set of management documents at a required standard

Standard: Compliant schools had to have a minimum set of specified management documents in place, at a required standard.

- Nationally, **30 percent** of schools met this requirement. The province with the highest percentage of schools that could produce the minimum set of management documents was Gauteng with 53 percent. The Eastern Cape and KwaZulu-Natal at 22 percent were the lowest.

Indicator 8: The percentage of schools where the School Governing Body (SGB) meets minimum criteria for effectiveness

Standard: Every one of the following had to be in place: (i) The SGB membership had to be correctly constituted; (ii) minutes for each SGB meeting; (iii) various policies for the school, as well as a constitution for the SGB, and audited financial statements for the previous year; (iv) the SGB must have met three or more times by the time the data for this project was collected.

- Nationally, **48 percent** of schools had an SGB that met minimum criteria for effectiveness. The Western Cape, at 67 percent, was the province with the highest proportion of schools where the SGB met minimum criteria for effectiveness, and the Free State, at 34 percent, was lowest.

Indicator 9: The percentage of learners in schools that are funded at the minimum level

Standard: The minimum funding specified per learner is as follows: Quintile 1 – R905 per learner; Quintile 2 – R829 per learner; Quintile 3 – R829 per learner; Quintile 4 – R453 per learner; Quintile 5 – R156 per learner.

- Nationally, **47 percent** of learners were in schools that were funded according to the minimum national levels. The province with the highest percentage of learners in schools that are funded at the minimum level was the Western Cape at 95 percent. Mpumalanga, at 10 percent, was the lowest.

Indicator 10: The percentage of schools that have acquired the full set of financial management responsibilities

Standard: A school must have been allocated all three Section 21 functions stipulated in the South African Schools Act (i.e. Sections 21a, 21c and 21d) to meet the standard.

- Nationally, **74 percent** of schools met this requirement. The province with the highest percentage of schools that had acquired the full set of financial management responsibilities was Gauteng at 88 percent, and Mpumalanga was the lowest at 35 percent.

Indicator 11: The percentage of schools that comply with nationally-determined minimum physical infrastructure needs

Standard: Every one of the following had to have been in place to meet the minimum standard of physical infrastructure: running water; working electricity; fenced school premises; separate toilets for boy and girl learners; separate toilets for teachers.

- Nationally, **55 percent** of the schools met this requirement. The province with the highest percentage of schools that complied with minimum physical infrastructure needs was Gauteng at 90 percent, and the lowest was the Eastern Cape at 33 percent.

Indicator 12: The percentage of learners who receive a nutritious meal every school day

Standard: Every Quintile 1 to 3 school has a National School Nutrition Programme (NSNP) and the learners receive a nutritious meal five times a week or every school day.

- Nationally, **86 percent** of learners received a nutritious meal every school day (this included both National School Nutrition Programme (NSNP) and school feeding schemes). The province with the highest percentage of learners that received a nutritious meal every day was Limpopo at 94 percent, and the lowest were the Western Cape and KwaZulu-Natal at 81 percent each. In Quintile 1, 2 and 3 schools, 96, 95 and 91 percent respectively were found to have a NSNP.

Indicator 13: The percentage of schools with at least one educator who has received specialised training in the identification and support of special needs

Standard: A school must have at least one educator who has received specialised training in the identification and support of special needs. 'Specialised training' is defined as a tertiary degree, post-matriculation diploma, post-graduate diploma or Advanced Certificate in Education (ACE) or an accredited short course in special or remedial education.

- Nationally, **70 percent** of schools met this requirement. The province with the highest percentage of schools that complied was the Western Cape at 87 percent, and the lowest was the Eastern Cape at 59 percent.

Indicator 14: The percentage of schools visited at least twice a year by district officials for monitoring and support purposes

Standard: Each school must have received at least two visits from a district official for monitoring or support purposes during the year.

- Nationally, **87 percent** of schools were visited at least twice by a district official for monitoring or support purposes during the year. The provinces with the highest percentage of schools that were visited at least twice a year by district officials were Gauteng and the Western Cape at 99 percent, and the lowest was the Eastern Cape at 74 percent.

Indicator 15: The percentage of school principals rating the district support services as satisfactory

Standard: Principals must indicate that they are satisfied or very satisfied with visits to the school by District Support Services for any one of a range of activities that could have occurred during these visits.

- Nationally, **34 percent** of principals rated 50 percent or more of the district support services as satisfactory. The provinces where the highest percentage of principals rated the district support service as satisfactory were Gauteng and the Western Cape with 63 percent each. The lowest, at 24 percent, was the Eastern Cape at 24 percent.

LIST OF ABBREVIATIONS AND ACRONYMS

ACE	Advanced Certificate in Education
DBE	Department of Basic Education
DoE	Department of Education
EC	Eastern Cape
ELRC	Education Labour Relations Council
EMIS	Education Management Information System
FAL	First Additional Language
FET	Further Education and Training
FS	Free State
GP	Gauteng Province
HL	Home Language
HOD	Head of Department
ICT	Information and Communication Technology
ILST	Institutional Level Support Team
KZN	KwaZulu-Natal
LCR	Learner / Classroom Ratio
LO	Learning Outcome
LOLT	Language Of Learning and Teaching
LP	Limpopo Province
LSM	Learner Support Material
LTSM	Learning and Teaching Support Materials
MP	Mpumalanga Province
NC	Northern Cape
NSNP	National School Nutrition Programme
NW	North West
PED	Provincial Education Department
PSC	Public Service Commission
RCL	Representative Council of Learners
RSA	Republic of South Africa

SASA	South African Schools Act
SAT	School Assessment Team
SBST	School -based Support Team
SGB	School Governing Body
SIFP	School Initiated Feeding Programme
SIP	School Improvement Plan
SMT	School Management Team
STATA	Statistical, data analysis & data management software
VIP	Ventilated Improved Pit Latrine
WC	Western Cape

1. INTRODUCTION

1.1 BACKGROUND

It is widely recognised that South Africa's schooling system performs well below its potential. Improving the quality of basic education is a major feature of government policy and planning. However, as pointed out in the government's 2009 Green Paper on national strategic planning, planning is virtually meaningless unless there is effective monitoring of progress and reliable information with respect to key Indicators.

The Department of Basic Education commissioned a School Monitoring Survey to survey ordinary public schools in order to monitor progress towards the achievement of the goals of the *Action Plan to 2014* and the *Delivery Agreement* between the President of South Africa and the Minister of Basic Education, MECs, government departments and other stakeholders. More specifically, the study was aimed at collecting data on 15 of the 38 Indicators contained in the *Action Plan to 2014*, for which no data sources previously existed.

This report contains a brief description of the methodology followed to conduct the survey and analyse the data. The national findings of the School Monitoring Survey are presented per Indicator, followed by a view on the provinces with the highest and lowest compliance. A concluding chapter presents general findings. This report should be read together with the accompanying Technical Report (DBE School Monitoring Survey 2011, *Technical Report*), which contains a full description of the data-gathering methodology, additional information on each Indicator and other pertinent background information.

1.2 PROCESS

The data collection commenced on 11 October 2011, and concluded on 24 November 2011. A total of 2 005 schools were successfully surveyed during this time. The instruments used to conduct the survey are appended to this report.

As per the terms of reference, the project team, *inter alia*:

- Drew up a sample of schools according to an agreed sampling framework. The random samples (of schools, learners and educators) were designed in such a way that the findings would be representative of the total population.
- Established standards and/or criteria for Indicators where applicable.
- Developed and piloted data collection instruments.
- Undertook data collection in schools (through the use of two field workers per school for one day).
- Captured the data into a custom-designed system; cleaned, processed and analysed the data.
- Compiled a report based on the findings of the survey.

The SMS Advisory Committee was consulted on all major aspects of the study.

1.3 INDICATORS

Indicator specifications were developed for the following 15 Indicators. The goals for the *Action Plan to 2014,* where available, are included:

Indicator Number	Indicator wording	Goal from the Action Plan
1.	The percentage of schools where all allocated teaching posts are filled	Goal 15, Indicator 15.2
2.	The average hours per year spent by educators on professional development activities	Goal 16, Indicator 16.1
3.	The percentage of educators absent from school on an average day	Goal 17, Indicator 17
4.	The percentage of learners who cover everything in the curriculum for their current year based on sample evaluations of records kept by educators and evidence of practical exercises done by learners	Goal 18, Indicator 18
5.	The percentage of learners with access to the required textbooks and workbooks for the entire school	Goal 19, Indicator 19
6.	The percentage of learners in schools with a library fulfilling certain *minimum standards*	Goal 20, Indicator 20
7.	The percentage of schools producing the minimum set of management documents at a required standard, for instance a school budget, a school development plan, an annual report, attendance rosters and learner mark schedules	Goal 21, Indicator 21
8.	The percentage of schools where the School Governing Body meets minimum criteria in terms of effectiveness	Goal 22

9.	The percentage of learners in schools that are funded at the minimum level	Goal 23, Indicator 23.1
10.	The percentage of schools that have acquired the full set of financial management responsibilities on the basis of an assessment of their financial management capacity	Goal 23, Indicator 23.2
11.	The percentage of schools that comply with nationally-determined minimum physical infrastructure standards	Goal 24, Indicator 24
12.	The percentage of children who receive a nutritious meal every school day	Goal 25, Indicator 25
13.	The percentage of schools with at least one educator who has received specialised training in the identification and support of special needs	Goal 26, Indicator 26
14.	The percentage of schools visited at least twice a year by district officials for monitoring and support purposes	Goal 27, Indicator 27.1
15.	The percentage of school principals rating the support services of districts as being satisfactory	Goal 27, Indicator 27.2

1.4 LIMITATIONS

The most important limitation of the survey relates to the fact that the terms of reference made provision for only two field workers spending one day per school to collect data on all 15 Indicators. Field workers were able to collect the minimum data required on all Indicators, but for some Indicators in-depth data could not be collected (e.g. curriculum coverage was limited to Grades 6 and 9).

Section A: Methodology

1. INSTRUMENT CREATION

In order to ensure that a common interpretation and definition of all the Indicators was established across all stakeholders, each Indicator was broadly defined on the basis of an assessment of relevant policies and other documents that pertained to that Indicator. A literature and documentation review was undertaken as a forerunner to the instrument development process.

The process of instrument development and creation involved five key steps over three months in 2011 (July – September):

- literature and document review
- mapping of Indicators
- specification of Indicators
- drafting of survey instruments
- piloting and finalising of instruments

1.1 Literature and document review

For each Indicator, relevant studies, policies, publications and legislative pieces were gathered and reviewed to build the necessary background. The reviews were important contextual frameworks for the development of the Indicator maps and the survey instruments. The literature and document review also enriched the reporting on the results, where they not only served as background to the positioning of each Indicator and its minimum standard, but also served as touch stone against which to control some of the findings of the survey.

1.2 Mapping of Indicators

Indicator maps were developed first, forming the basis from which the survey questions for the 15 Indicators were formulated. The list of potential questions for each Indicator, together with the mapping document, was presented to the Project Management Team, as well as to the SMS Advisory Committee (comprising of DBE, PED and external officials) at a number of meetings. The input from these DBE experts and stakeholders was considered and incorporated, where possible, into the development of the initial draft survey instruments.

The mapping was done in relation to the target respondent/s from whom data would be obtained. This meant that, in some instances, questions for more than one Indicator would be located in a single instrument. Similarly, questions for a single Indicator could be located in a number of instruments. This was important to validate the information obtained.

1.3 Specification of Indicators

Indicator specification documents were drawn up and included (the full Indicator specification documents are included in the *Technical Report* (DBE School Monitoring Survey 2011, *Technical Report)*:

- the **Required Standard** to state the required minimum standard against which the results could be measured and monitored over time. This, where possible, was determined by legislation or policy requirement. Where such standards did not exist in policy or legislation, suggestions on what these standards could be were presented by the analysis team (drawing from literature in the relevant area)
- **how the Indicator would be calculated**. This was a detailed step-by-step record of how the Indicator would be calculated, including identifying the necessary variables, any coding that needed to occur and stipulating the formula
- any instruments and relevant questions that were used to collect information that related to each Indicator and which were required to calculate the Indicator.

1.4 Drafting of instruments

Given the nature of this study (i.e. a quantitative survey), it was a priority to formulate instruments that would allow field workers to collect information in a standardised manner, to minimise the variation between field workers, to standardise the coding frame and coding procedure, to reduce intra-coder and inter-coder variability and to facilitate the ease of data capture and data processing.

Four types of instruments were developed (please see the *Appendices* for the full instruments):

- **structured interview schedules:** These were used when the field workers needed to facilitate a set of questions with identified respondents. This type of data collection is time-consuming and costly and was therefore only used to interview the principal, and the NSNP coordinator per school. Structured interview schedules allowed for each interviewee to be asked the same questions, in the same way, in the same order. As such, most of the questions were closed, pre-coded and had fixed choice options. They were also developed to minimise the variation between interviews
- **self-completed questionnaires***:* In instances where a number of respondents were required to provide information, a self-administered questionnaire was completed. Two self-completed questionnaires per school were used: one for educators, and one for the LTSM coordinator. This required respondents to complete the form without the aid of a field worker. Data collected in this way has the benefit of taking less time than interviews and has very few open-ended questions
- **observation forms***:* Field workers were also required to walk around the school and record information on variables/aspects that could be observed and for which data from respondents was not needed
- **document review forms**: An important aspect of the data collection process was that of reviewing any supporting documents and recording the data against pre-determined sets of questions.

1.5 Piloting and finalising of instruments

Piloting of the instruments was undertaken by a team of Master Trainers and field work supervisors (see more detail regarding field workers in Field work section of this report). Two schools were selected for the pilot study. The insights gained regarding both the procedure of conducting the survey and the functionality of the instruments were then assimilated into the final instruments and the training programme of the field workers.

Following the training sessions and further feedback from the DBE, final adjustments to the instruments were made. The final set of instruments was signed off on 28 September 2011.

2. SAMPLING

2.1 Schools

Schools were randomly selected so that half of the sampled schools were equal across provinces and the other half proportionally larger (in the case of provinces with more schools). The sample framework was carefully designed to ensure that an even representation of all schools was shown in the School Monitoring Survey.

2.2 Learners

Learners from Grade 6 and Grade 9 were sampled for the evaluation of written work. Two learners were chosen per school/grade, with one learner selected for the evaluation of Language and the other for the evaluation of Maths. (The language selected was determined by the predominant language of instruction in that school.) From all the Grade 6 and 9 classes offered in a school, one educator per subject was selected randomly (for instance, one educator who teaches Grade 6 Maths and one educator who teaches Grade 6 Language). The selected educator was asked to select 'one of the best' learners in the subject. No attempt was made to select the *same* learner for the two subjects in the same grade, though this might have occurred randomly. Most schools offered either Grade 6 or

Grade 9, which determined the grade selected. To determine the selection of grade in schools offering both Grade 6 and Grade 9, each of those schools was randomly allocated either a Grade 6 focus (70 percent of those schools) or a Grade 9 focus (30 percent of those schools).

2.3 Classes

Classes were sampled for an assessment of access to learning materials. The field worker randomly selected a Language class (language of instruction) and Maths class from the timetable on the day of the school visit. The same procedure as described above was employed to select one grade only in schools where both were offered.

2.4 Educators

Educators were sampled to obtain information relating to professional development activities, training for special needs education and district support. A maximum of ten educators, potentially including the principal, were selected randomly and asked to complete a questionnaire. In schools where educators with some form of training in special needs education were present, those educators were included in the selection. In schools with ten or fewer educators, all educators were selected.

3. FIELD WORK

Three Senior Researchers and four Master Trainers were involved in training for the field work component of the School Monitoring Survey. The Master Trainers were selected to train all field workers on the use of the instruments and the procedures to be carried out in each school during the School Monitoring Survey. These Master Trainers were highly experienced researchers, with extensive knowledge in school-based research.

A total of 12 supervisors were recruited for the purpose of the effective management of all the field workers. These supervisors all had a very strong background in education and management, with a solid knowledge of the education system in their respective provinces.

It was decided to train the supervisors along with the Master Trainers. In this way, the supervisors would be best positioned to assist the field workers during the survey, as well as to ensure the quality of data collection in the schools. The Master Trainers and supervisors were trained over two days, on 1 and 2 September 2011. This training was given by the team of three senior researchers who were all integral members of the Instrument Creation Team, and had an in-depth knowledge of the instruments being used.

A total of 193 field workers with education backgrounds were recruited. Field workers were trained in their provinces, together with their team mates, using the same instruments they would use in the field. Field workers were given an opportunity to gain some on-site experience in the use of their instruments, and to clarify any questions prior to the survey commencing.

Two field workers visited each school for one day. They were given extra schools, from the reserve sample, in case of attrition. This proved to be a necessary measure as there were a number of challenges in surveying some of the schools, such as poor road conditions and educators not being at school. As a result, a total of 2 005 schools were successfully surveyed: questionnaires were completed by 15 266 educators; 1 414 Grade 6 classes and 591 Grade 9 classes for Language and Maths were visited.

Safety measures and quality assurance checks were in place during the collection of completed instruments and their delivery to the Data Capturing Team.

4. DATA PROCESSING AND ANALYSIS

4.1 Data capture

A specification was created and a bespoke system built, using software that supported multiple data capturers, a secure logon design and the ability to back-up the centralised database regularly. Prior to the data capture process commencing, the system was thoroughly tested using real survey data. Any amendments were made as required, then re-tested. A complement of data capturers was recruited and trained on the capturing tool.

Interim data sets were given to the data processing team on 15 January 2012. Each separate data set represented an instrument (Instruments A to P excluding Instrument J – see Appendices) completed in the field. From 16 January 2012 the process of file verification began. This initial process involved checking the data files received against the expected numbers. Where there were discrepancies, additional requests were sent to the data capturing manager for verification. All the data records that were available for the project were received by 18 January, 2012.

4.2 Data processing

Over a period starting from 23 January 2012 and ending 9 February 2012, the data processing team worked on data verification, data validation, data cleaning and the merging of the data sets. These processes involved checking of variable labels, correcting for implausible variable values, checking for missing data and duplicates, as well as checking for schools that did not have the relevant grades.

Two data sets (2010 and 2011) from the SNAP survey were used. These data sets served as the key reference against which some of the variables in the School Monitoring Survey could be checked for consistency, such as school enrolment and Section 21 status. The SNAP data also provided additional information that was not collected in the School Monitoring Survey. Variables such as number of boys, number of girls, number of educators, Grade 6 enrolment, Grade 9 enrolment, school Quintile, urban/rural, ex-education department were not collected in the School Monitoring Survey.

This data was checked for consistency between the two years. Any discrepancies between the 2010 and 2011 SNAP survey were resolved and key variables were extracted from the SNAP survey and merged into each of the data files for ease of cleaning.

4.3 Weighting

All figures reflected in the report are weighted to the total population of schools, learners and educators in the system.

Weighting is the process whereby statisticians create a representative population figure from the sample. A number of different weights were calculated, due to the fact that data was gathered on a large number of Indicators, from a number of different instruments. Please see the Technical Report (DBE School Monitoring Survey 2011, *Technical Report*) for more detail on the weighting process.

4.4 Data analysis

The process of data analysis was conducted in two stages.

The **first stage** of data analysis started on 7 February 2012 and ended on 19 March 2012. The data was analysed using STATA, version 12. Two analysts worked on each Indicator concurrently. As weights were not available at this stage, **unweighted data** was used to

produce the necessary outputs. Guided by the Indicator Specification Document, 219 tables and 219 graphs covering all 15 Indicators were produced for the report. At a presentation to the SMS Advisory Committee on 19 March 2012, 85 graphs were presented for the Indicators. Feedback from the Advisory Committee was incorporated into the production of the final tables and graphs, taking into consideration the necessary weightings that needed to be applied.

The second stage of data analysis was undertaken when weights could be applied. Ideally, weights should be determined when identifying the sample. However, due to the fact that the data needed to be received and analysed, in order for the weights to be calculated, weights could only be applied after the data capturing and analysis had been completed. The definitive weights were finalised on 11 April 2012 and then merged into the data sets. All the analysis for each Indicator was then re-run with the weighted data before being exported into Excel where new tables and graphs were created.

Section B: Findings – Indicator Reports

Please note the following points about the data presented in the following sections:

- All data refers to 2011.
- The total number of schools being reported on is 22 679. This is the total number of schools from which the survey sample was drawn. Only schools marked as 'Public' were considered; Special Needs Education Schools, Specialisation Schools and Independent Schools were excluded.
- All data represents **weighted samples** unless otherwise specified; weighting is the process whereby statisticians create a representative population figure from the sample.
- The majority of the data is presented as a percentage. This is a proportionate representation of the numbers of schools or learners in each province/Quintile. As these numbers are not the same across the provinces/Quintiles, it is also pertinent to consider the numbers of schools and learners affected in each case.
- In the data, the term **'missing'** means no responses were given.
- In the data, the term **'unspecified'** means there were no valid responses.
- A **Quintile** is the system of poverty classification of schools in South Africa (Quintile 1 is the poorest, and Quintile 5 is the least poor) which, based on a pre-determined formula, determines the amount of government funding a school receives.
- Because of the **rounding** of figures, some of the totals add up to marginally more or less than 100 percent.

1. INDICATOR 1: THE PERCENTAGE OF SCHOOLS WHERE ALLOCATED TEACHING POSTS ARE FILLED

Background

According to the Department of Basic Education's (DBE's) Dictionary of Education concepts and terms, a post is an approved position, relating to a particular job description of the establishment, for which financial provision exists. As financial provision is made for each post, it is assumed that every single post for which provision is made will be filled.

The number of teaching posts in a school is allocated according to *The Norms and Standards for School Funding* (Department of Education, 1998 and Department of Education, 2006), which takes into consideration a number of criteria (including subjects offered, enrolment and size, medium of instruction and Quintile status).

Vacant, state-paid teaching posts are posts identified by schools as being vacant. For the purposes of this survey, the definition of a vacancy is a permanent position not filled. A post filled by a temporary educator is still officially vacant.

In terms of legislation, the Minister of Education determines national policy related to educator post provisioning, in terms of the National Education Policy Act, 1996 (No. 27 of 1996).

Required standard

To meet the required standard for this Indicator, 100 percent of (permanent) state-paid educator posts in each school must be filled. To arrive at a percentage of allocated posts which are filled in each school, the total number of filled posts on the day of the survey was measured in relation to the total number of allocated posts for the school being surveyed.

Instruments used

Data for this Indicator was collected using the following instrument:

Instruments used	Questions used
Instrument O: Principal interview	11.1, 11.2, 11.3, 11.4, 12.1 to 12.5

Data gathering

The data for this Indicator was gathered through a Principal Interview Questionnaire (Instrument O), which was completed by a field worker on the day of the school visit. The field worker was instructed to interview the principal to answer all the questions. If the principal was not available on the day of the visit, the deputy principal was interviewed; if both were unavailable, then a Head of Department (HOD) was interviewed.

1.1 Analysis of Indicator 1 data

Reporting on this Indicator is per category of state-paid teaching posts that are filled by province or by Quintile. The categories used for reporting are as follows: less than 50 percent of posts filled, between 50 percent and 74 percent, between 75 percent and 99 percent, and then 100 percent of posts filled. The required standard is 100 percent of state-paid teaching posts filled. A vacancy is a permanent position that is not filled. A post filled by a temporary educator is still officially vacant.

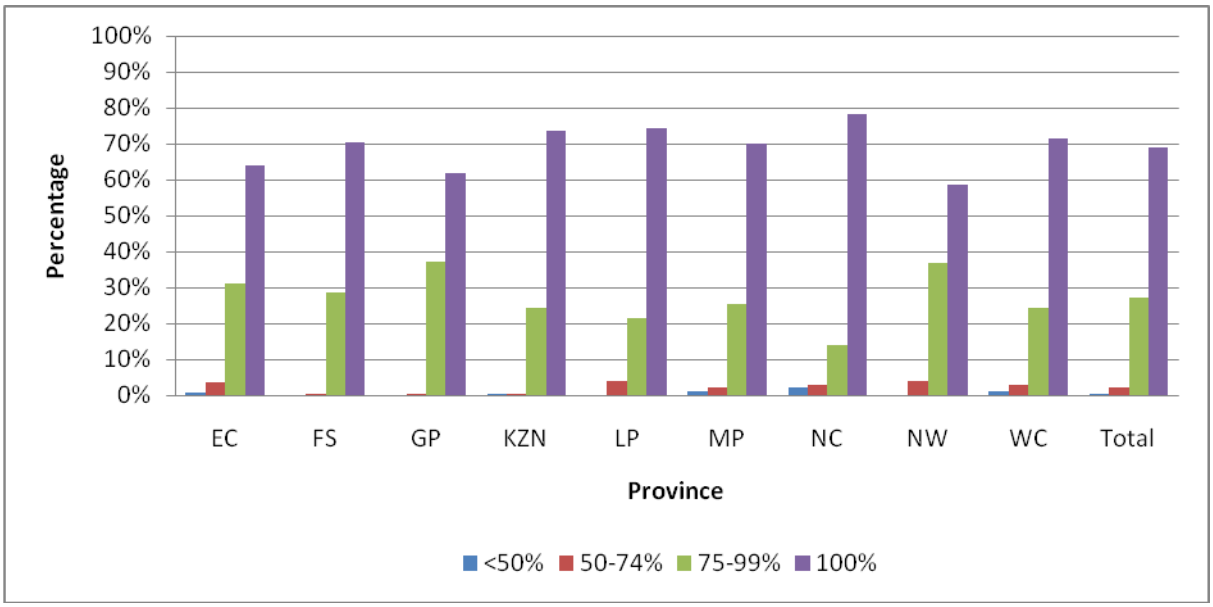
Data is presented first by province and then by Quintile. Distinction between educator and principal posts, and between educators for different subject areas and phases are made separately (DBE School Monitoring Survey 2011, *Technical Report*).

1.1.1 State-paid teaching posts filled in schools, by province

Table 1.1.1 Percentage of schools with permanent State-paid teaching posts filled, by province

Province	Percentage of schools with posts filled								Unspecified/ Missing		Total	
	<50 %		50-74%		75-99%		100%					
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
EC	46	1	183	4	1 615	31	3 338	64	30	1	5 212	100
FS	0	0	8	1	384	28	949	70	8	1	1 349	100
GP	0	0	10	1	699	37	1 168	62	10	1	1 886	100
KZN	30	1	30	1	1 334	24	4 033	74	45	1	5 473	100
LP	0	0	152	4	817	22	2 798	74	0	0	3 768	100
MP	18	1	35	2	414	26	1 135	70	18	1	1 619	100
NC	12	2	16	3	78	14	438	78	16	3	561	100
NW	0	0	61	4	553	37	878	58	9	1	1 502	100
WC	16	1	39	3	319	24	935	71	0	0	1 309	100
Total	122	1	535	2	6 214	27	15 672	69	136	1	22 679	100

Graph 1.1.1 Percentage of schools with permanent State-paid teaching posts filled, by province



Nationally, 69 percent of schools met the minimum standard for state-paid teaching posts. This means that 31 percent of schools in the country had state-paid posts that were not filled by permanent educators. It must be noted that data was not collected on whether the vacancies were filled by temporary educators.

In the Northern Cape, 78 percent of schools had all their posts filled with permanently employed teachers, while only 42 percent of schools in the North West had all their posts filled. KwaZulu-Natal and Limpopo both had 74 percent of schools that met the minimum standard. More than 120 schools nationally had less than 50% of their posts filled with permanently employed teachers.

Principal and deputy principal positions had the lowest proportion of vacancies, at six percent nationally (DBE School Monitoring Survey 2011, *Technical Report*).

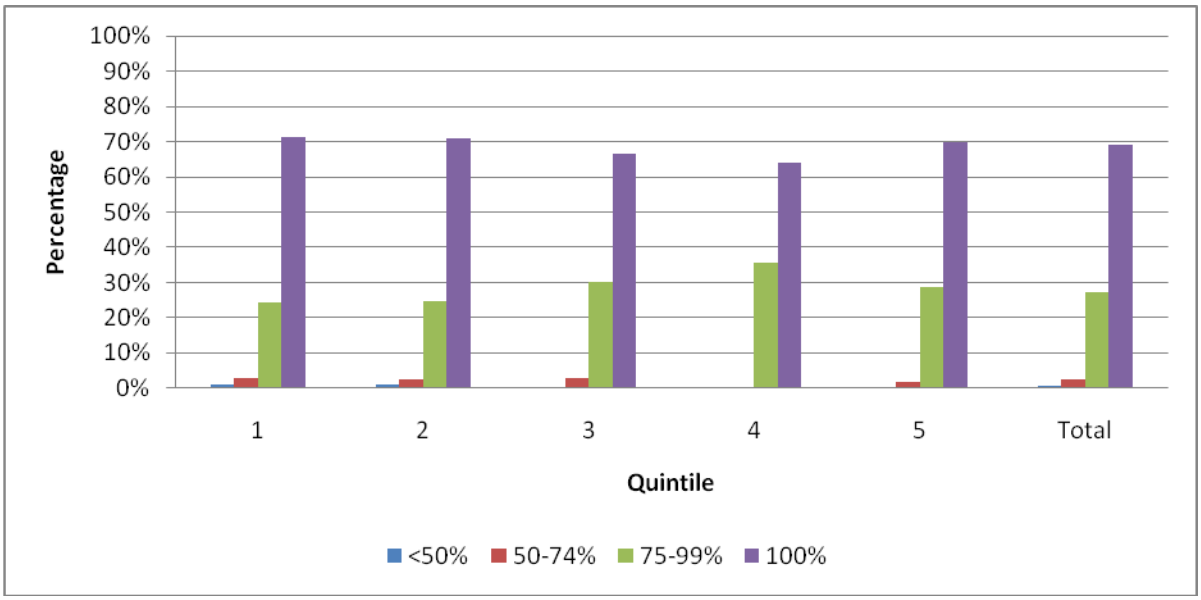
In terms of phases, there were more vacancies in the Foundation Phase than in others. In the Intermediate Phase, the highest vacancy rate was for Maths educators at 14 percent nationally, with other subject vacancies between 11 percent and 13 percent. In the Senior Phase, the biggest proportion of vacancies was for Maths, at 16 percent nationally, with other subject vacancies between 11 percent and 14 percent. In the Further Education and Training (FET) band, the biggest proportion of vacancies was for Maths and Physical Sciences, both at 15 percent nationally (DBE School Monitoring Survey 2011, *Technical Report)*.

1.1.2 Schools in which state-paid teaching posts are filled, by Quintile

Table 1.1.2 Schools in which state-paid teaching posts are filled, by Quintile

Quintile	Percentage of posts filled								Unspecified/ Missing		Total	
	<50%		50-74%		75-99%		100%					
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	68	1	209	3	1 774	24	5 192	71	42	1	7 284	100
2	53	1	133	2	1 335	25	3 822	71	46	1	5 389	100
3	0	0	152	3	1 706	30	3 777	66	49	1	5 684	100
4	0	0	9	0	833	36	1 503	64	0	0	2 344	100
5	0	0	32	2	566	29	1 378	70	0	0	1 977	100
Total	121	1	535	2	6 214	27	15 672	69	137	1	22 679	100

Graph 1.1.2 Schools in which state-paid teaching posts are filled, by Quintile



The Quintile view on the data is interesting, with seven percent more schools in the poorest Quintiles having met the minimum standard than in Quintile 4. Of the schools in Quintile 1 and 2, 71 percent met the standard, i.e. they had no state-paid vacancies. This amounts to just over 9 000 schools in Quintile 1 and 2 that had no vacancies. In Quintile 4, only 64 percent of state-paid posts were filled.

Summary of Indicator 1 analysis

1. Nationally, 69 percent of schools had all their state-paid teaching posts filled by permanent teachers, with no vacancies at these schools. Although 31 percent of schools had vacancies, some of these vacancies could have been be filled by temporary educators – the survey did not collect data on this.
2. The Northern Cape, with 78 percent, came closest to meeting the minimum standard of schools with all state-paid teaching positions filled with permanent educators.
3. The province with the lowest percentage of schools that met the minimum standard was the North West, with only 58 percent of schools that had no vacancies.
4. The Quintiles with the highest percentage of schools that met the minimum standard were Quintile 1 and 2, with 71 percent each. Quintile 4 had the lowest percentage of schools that met the minimum standard, with only 64 percent of schools in this Quintile with no state-paid vacancies.
5. At subject level, most vacancies were for Maths and Physical Science teachers. This points to the broader issue of teacher supply and demand, indicating that there are too few trained teachers, especially in the fields of Maths and Physical Sciences. It should be noted that this deficiency existed at every band in the education system.

2. INDICATOR 2: THE AVERAGE HOURS PER YEAR SPENT BY EDUCATORS ON PROFESSIONAL DEVELOPMENT ACTIVITIES

Background

The National Policy Framework on Teacher Education (DBE, 2006) highlights the fragmented provision of teacher education, a mismatch between educator supply and demand, and high numbers of unqualified and under-qualified educators. It points out that a large majority of educators need to strengthen their subject knowledge base, content knowledge and teaching skills. The Framework proposes a Continuing Professional Teacher Development (CPTD) programme for educators' continuing professional development.

The policy framework envisages that educators will, in future, engage in endorsed professional development activities for which they will earn professional development (PD) points over successive rolling three-year cycles. The South African Council for Educators (SACE) will endorse professional development activities on grounds of their fitness of purpose and quality, and in so doing ensure that professional development is purposeful and effective.

Currently, educators and principals participate in various professional development activities. Most activities that are undertaken focus on the curriculum, in the form of workshops. The duration of activities varies according to the activity, from less than a day to more than 10 days. Although most programmes are offered by the DBE and Higher Education Institutions, it is important to note that schools, unions and Non-Governmental Organisations (NGOs) play a significant role in providing professional development activities as well.

All educators, as part of their conditions of service, should spend 80 hours per year on professional development activities, (Education Labour Relations Council Resolution no. 7 of 1998 on the Workload of Educators [School-based]). According to this resolution, educators are required by law to attend programmes for ongoing professional development conducted outside the formal school day or during the school vacation, up to a minimum of 80 hours per year.

Required standard

The total number of hours spent by an educator on self-initiated, school-initiated and externally-initiated activities was used in determining how many hours an educator spent on professional development. Some examples of the three types of activities are listed below:

- Self-initiated activities would include educators who decided to enrol for further studies at a tertiary institution, or who decide themselves to do a short course.
- School-initiated activities would include training courses that are organised or coordinated by the school (whether by e.g. the Head of Department of a subject, or the principal)
- Externally-initiated activities would include activities that are initiated by Non Governmental Organisations (NGOs) that are active in the community, or training courses organised by the Education District.

At the time of this survey, three-quarters of the year had passed. The required standard for the survey was an average minimum of 60 hours, a pro rata calculation of the 80 hours per year stipulated by law.

The 60 hours is therefore the *adjusted minimum standard* that was used in the survey, for time spent on professional development activities from January to September 2011.

Instruments used

Data for this Indicator was collected using the following instrument:

Instruments used	Questions used
Instrument N: Educator interview	10.1, 10.2, 10.3

Data gathering

The data for this Indicator was gathered through an Educator Questionnaire (Instrument N) that was given to the educators in the school, by the field workers, on the day of the school visit. At the beginning of the school day, the field worker met with the principal of the school and asked the principal to select a maximum number of ten educators from his/her school randomly, to complete the Educator Questionnaire. If there were only ten or fewer educators in the school, then all the educators in that school were asked to complete the questionnaire.

The only criterion that the field worker gave the principal was to include at least one educator in the school that had received 'Special Needs Training', if there were any such educators in the school. Each of the selected educators was then given the Educator Questionnaire and given clear instructions on how to complete it. The selected educators were then asked to complete the questionnaire in their own time, during the course of the day, and all the completed Educator Questionnaires were collected by the field worker, at the end of the school day.

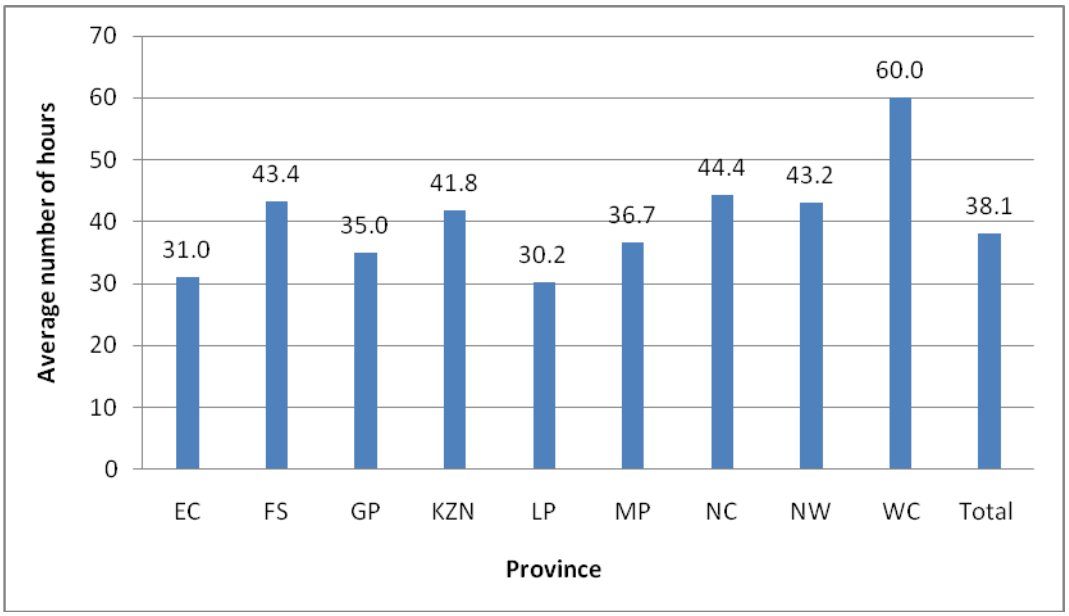
The data for this Indicator was therefore drawn from the self-reported responses of the educators who filled in the Educator Questionnaire. The return rate was 99 percent for Instrument N (i.e. 1 991 out of the 2 005 schools had at least one educator responding). The item response rate was 66 percent for the three questions relating to professional development combined (i.e. 10 096 educators out of a minimum of 15 266 answered all three questions).

2.1 Analysis of Indicator 2 data

The reporting on this Indicator was done firstly by province, and then by Quintile. The tables and graphs present the average number of hours that educators reported to have spent on professional development activities in the year of the survey.

2.1.1 The average hours spent in Jan to Sept 2011 by educators on professional development activities, by province

Graph 2.1.1 The average hours spent in Jan to Sept 2011 by educators on professional development activities, by province



Nationally, on average, educators spent 38.1 hours on professional development in January to September 2011. The only province that met the minimum standard specified for this survey was the Western Cape, where educators reported that they had completed an average of 60 hours of professional development activities. The province where educators report that they had spent the least amount of time on professional development activities was in Limpopo, with a recorded 30.2 hours on average on professional development. This is only half of the hours required to meet the minimum standard.

The national percentage of educators who reported that they had spent less than half the required number of hours was 46 percent. The province with the biggest proportion of educators who reported that they had spent less than half the required number of hours was Limpopo, with 62 percent of educators. The Eastern Cape and Mpumalanga each had 49 percent of educators who reported that they had spent less than half the required number of hours, (DBE School Monitoring Survey 2011, *Technical Report*).

In the Eastern Cape, nine percent of schools had no educators involved in any professional development activities. The Western Cape and KwaZulu-Natal had the lowest proportion of schools where no educators were involved in any professional development activities, at two percent each (DBE School Monitoring Survey 2011, *Technical Report*).

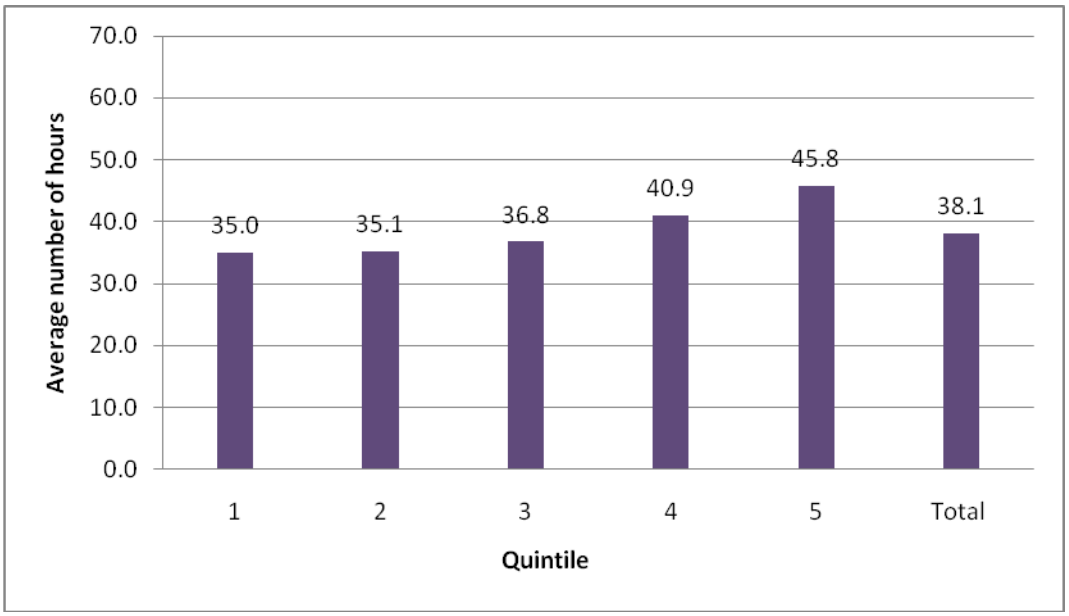
The average hours of self-initiated professional development activities was reported in the Western Cape as 23.7 hours, the Eastern Cape as 21.6 hours, the North West as 21.4 hours and the Northern Cape as 21.2 hours. Educators in the Western Cape also reported the highest number of hours, on average, spent on school-initiated professional development activities, at 14.7 hours, while Limpopo educators reported the lowest average number of hours at 7.6 hours. This trend was repeated when looking at externally-initiated professional development activities (these are activities initiated by, for example, the Education District or Non-Governmental Organisations [NGOs]). The national average was 13.1 hours, with educators in the Western Cape reporting an average of 22 hours, while educators in Limpopo reported spending an average of only 8.2 hours on externally-initiated professional development (DBE School Monitoring Survey 2011, *Technical Report*).

It is also worth noting that of all the provinces, with the exception of the Free State, hours spent on self-initiated professional development activities were higher, often considerably so, than hours spent on externally-initiated or school-initiated activities. In the case of the Free State, externally-initiated were the highest.

When asked about the impact of the professional development activities that they participated in, 50 percent of the educators nationally did not respond. Of those who did respond, 42 percent felt that the impact was minimal, while only seven percent felt that the impact was moderate to large. There were very few differences across the Quintiles in this regard. The survey did not distinguish between the types of professional development activities that had an impact (DBE School Monitoring Survey 2011, *Technical Report*).

2.1.2 The average hours spent in Jan to Sept 2011 by educators on professional development activities, by Quintile

Graph 2.1.2 The average hours spent in Jan to Sept 2011 by educators on professional development activities, by Quintile



By their own report, educators in Quintile 1 schools spent the least amount of time on average (35 hours) while educators in Quintile 2 schools spent only marginally more at an average of 35.1 hours. Educators in Quintile 3 schools spent slightly more time on average (36.8 hours), while educators in Quintile 4 schools spent a little more time than their counterparts in Quintile 3 schools (40.9 hours).

Educators in Quintile 5 schools spent the most time on professional development activities with an average of 45.8 hours. This is 10.8 hours more on average than their counterparts in Quintile 1. However, in none of the Quintiles did educators meet the minimum standard of 60 hours. The Quintile 5 educators still only spent about 75 percent of the minimum hours on professional development.

Nine percent of Quintile 5 educators reported that they had spent no time whatsoever on professional development activities. This proportion increased to 14 and 15 percent of Quintiles 1, 2 and 3 educators. Seven percent of Quintile 2 schools reported that not a single educator in these schools had been involved in any professional development activities and 5 percent in Quintile 1 and 3 schools, while 2 percent of schools in Quintile 4 and 5 reported this to be the case (DBE School Monitoring Survey 2011, *Technical Report*).

When the different types of professional development activities were examined, it is interesting to see that Quintile 5 educators reported to have spent an average of 29.3 hours on self-initiated professional development activities, compared to averages of between 17.1 and 17.9 hours in Quintiles 1, 2 and 3. It is also interesting to note that, for all Quintiles, time spent on self-initiated professional development was higher than externally-initiated or school-initiated professional development. This bears further investigation (DBE School Monitoring Survey 2011, *Technical Report*).

Summary of Indicator 2 analysis

1. Nationally, educators reported spending an average of 38.1 hours on professional development in the period January to September 2011, whereas the survey specifies a minimum standard of 60 hours for this period.
2. The province where educators reported that they had spent the least amount of time on professional development activities was in Limpopo (30.2 hours).
3. In the Eastern Cape, nine percent of schools did not have any educators involved in professional development activities in the period January to September 2011. Seventeen percent of the educators in Limpopo reported that they had spent no time whatsoever on professional development activities. As pointed out in the *Action Plan to 2014,* the time that educators actually spend on professional development is not an indication of how useful development activities are. However, if no time is devoted to development, that development cannot take place. Considering that possibly most of South Africa's educators did not receive the training needed to cope with the responsibilities of teaching and curriculum changes, the absence of any professional development activities in some provinces is an area of concern.
4. Quintile 5 educators reported spending an average of 29.3 hours on self-initiated professional development activities in the period January to September 2011, compared to averages of between 17.1 and 17.9 hours in Quintiles 1, 2 and 3. It is noteworthy that according to educators, they spent more time on self-initiated than school- or externally-initiated professional development activities.
5. When asked about the impact of the professional development activities that they participated in, 50 percent of the educators nationally did not respond. Of those who responded, 42 percent felt that the impact was minimal, while only seven percent felt that the impact was moderate to large. Further research into the reasons why educators found the impact to be minimal would be useful.

3. INDICATOR 3: THE PERCENTAGE OF EDUCATORS ABSENT FROM SCHOOL ON AN AVERAGE DAY

Background

A study commissioned by the DBE (2010) found that the leave rate of educators in South Africa was between 10 percent and 12 percent. The study relied, amongst other research, on analysis of the 2008 Khulisa Consortium audit of ordinary schools' datasets. Furthermore, proxy calculations from the national Educator Health Study (Shisana et al, 2005) yielded an absence figure of 10 percent.

These estimated figures for South African absenteeism are higher than the absence rate in high-income countries, but lower than the rate in the many low-income countries. In high-income countries, absence rates were calculated at between 3 to 6 percent: in the USA it is around 5 percent; in Israel 5.8 percent; in England sickness absence is 2.6 percent and in Australia discretionary leave is 3.1 percent. A World Bank National Absence Survey with unannounced visits to schools determined an average of 19 percent of educator absence in low-income countries (Chaudhury et al, 2006). Some of the countries included were Peru with an 11 percent absence rate, Ecuador with 14 percent, Zambia with 17 percent, India with 25 percent, and Kenya with 28 percent (DBE, 2010).

Required standard

There is no standard for teacher absenteeism dictated by policy or legislation. Based on other studies done in South Africa, teacher absenteeism is estimated to be between 10 and 12 percent. It was therefore agreed to use 10 percent as a benchmark for educator absence. This figure was based on the DBE study conducted by Reddy et al (DBE, 2010), as well as the calculation by the Shisana study. The formula used to calculate this rate is the number of educators who are absent on an average school day. For the purposes of this survey 'absent' means non-presence in the educational activities within the school due to ill health, family matters or studies. Absenteeism due to additional reasons such as maternity leave, professional development activities, extra-curricular learner activities and school excursions are included in the category 'not at school'.

Instruments used

Data for this Indicator was collected using the following instrument:

Instruments used	Questions used
Instrument O: Principal interview	14, 16

Data gathering

The data for this Indicator was gathered by the field workers inspecting the Educator Register in the school, and then completing the Principal Interview Questionnaire (Instrument O). The field workers were instructed to count the number of unique records of educators marked present on the day of the visit, as well as the number of unique records of educators marked present on that day, a week prior to the school visit and the previous Friday. Three days were therefore taken into consideration.

During the Principal Interview, the field worker then asked the principal how many educators were in the school, and then compared this number to the number of educators marked present in the Educator Attendance Register. The principal was then asked to supply reasons for why the educators not marked in the Educator Attendance Register were absent.

For the purpose of this survey, educators who had not signed the Educator Attendance Register and who were not on maternity leave, a school excursion or on official work (as verified with the principal) were considered absent.

3.1. Analysis of Indicator 3 data

The main reporting for this Indicator is done through presenting the rates on an average school day of absent educators (being on sick/temporary incapacity leave, annual/compassionate/ family responsibility leave or study leave).

Two views are presented for each set of data, namely by province and by Quintile.

It is important to note that the survey did not collect data on whether or not educators who had signed the Register and were regarded as present were, in fact, in their classes when required, or whether they stayed at school for the entire day.

3.1.1 Educators absent from school on an average day, by province

Table 3.1.1 Educators absent from school on an average day, by province

Province	Average %
EC	6.5
FS	4.9
GP	5.7
KZN	8.2
LP	5.2
MP	5.7
NC	4.5
NW	6.0
WC	3.4
Total	**6.1**

NOTE: Absent refers to those educators who are not at school as a result of sick/temporary incapacity leave, annual/compassionate/family responsibility leave or study leave.

The average absentee rate was 6.1 percent nationally. This means that, on an average day, 6.1 percent of educators were absent across the country. A number of provinces had rates lower than the national average: the Western Cape had the lowest absentee rate with 3.4 percent, followed by the Northern Cape with 4.5 percent and the Free State with

4.9 percent. KwaZulu-Natal had the highest figure of absenteeism, 8.2 percent. The absentee rates of all provinces were below the benchmark set for this study (10 percent). It is also lower than findings of other research on absentee rates in South African schools (DBE, 2010).

The national average rate of educators absent on an average school day was higher for primary schools (6.3 percent) than secondary schools (5.8 percent); however the difference was slight. Most provinces followed this trend with the exception of Limpopo, where the rate of absenteeism was higher in secondary schools (6.2 percent) than in primary schools (4.5 percent). In most provinces there was only a small difference between primary and secondary school absentee rates, with little variation from the primary and secondary combined average (DBE School Monitoring Survey 2011, *Technical Report*).

The most common reason for absent educators was sick or temporary incapacity leave, with a national average of 2.8 percent. KwaZulu-Natal was the only province with a rate higher than the national average at 3.9 percent. Study leave was the second most common reason with 1.6 percent, followed by annual/compassionate leave with 0.8 percent. In all of these categories, most provinces were close to the national average or lower (DBE School Monitoring Survey 2011, *Technical Report*).

It should be noted that in some schools the register was not available to field workers. However, it was not a large number, being 136, or 1 percent, of the 22 679 schools in the weighted sample (DBE School Monitoring Survey 2011, Technical Report).

3.1.2 Educators absent from school on an average day, by Quintile

Table 3.1.2 Educators absent from school on an average day, by Quintile

Quintile	Average %
1	6.8
2	6.2
3	6.5
4	6.2
5	4.1
Total	**6.1**

NOTE: Absent refers to those educators who are not at school as a result of sick/temporary incapacity leave, annual/compassionate/family responsibility leave or study leave.

Quintile 1 schools had the highest absentee rate with 6.8 percent. The absentee rates in Quintile 1, 2, 3 and 4 school were very similar, between 6.2 percent and 6.8 percent. The absentee rate at Quintile 5 schools was lower, at 4.1 percent. In not one of the Quintiles was there an absentee rate above the minimum standard set of 10 percent.

For all Quintiles there was very little difference between the average absenteeism rate in primary and secondary schools. Quintile 3 showed the greatest difference, with 6.8 percent of educators absent in primary schools, and 5.9 percent in secondary schools (DBE School Monitoring Survey 2011, *Technical Report*).

3.1.3 Schools by percentage of educators absent on an average day, by province

Table 3.1.3 Schools by percentage of educators absent on an average day, by province

Province	<5% absent		5-9% absent		10% or more absent		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
EC	2 728	52	1 128	22	1 356	26	0	0	5 212	100
FS	894	66	259	19	188	14	8	1	1 349	100
GP	986	52	488	26	412	22	0	0	1 886	100
KZN	2 274	42	1 183	22	2 016	37	0	0	5 473	100
LP	2 064	55	956	25	748	20	0	0	3 768	100
MP	950	59	361	22	308	19	0	0	1 619	100
NC	360	64	102	18	94	17	4	1	561	100
NW	764	51	343	23	395	26	0	0	1 502	100
WC	990	76	218	17	101	8	0	0	1 309	100
Total	**12 011**	**53**	**5 037**	**22**	**5 619**	**25**	**12**	**0**	**22 679**	**100**

NOTE: Absent refers to those educators who are not at school as a result of sick/temporary incapacity leave, annual/compassionate/family responsibility leave or study leave.

Twenty five percent of all schools in the country had 10 percent or more educators absent on an average day. This means that a quarter of schools in South Africa do not, or only just, attain the benchmark set for the study. The province with the highest numbers of schools in which 10 percent or more educators were absent on an average day was KwaZulu-Natal with 37 percent, followed by the Eastern Cape and the North West with 26 percent each. The Western Cape had the lowest percentage of schools in which there were 10 percent or more educators absent on an average day. The remaining five provinces had rates ranging between 14 percent and 22 percent.

Nationally, 22 percent of learners were in schools where 10 percent or more educators were absent on an average day. This means that it was highly likely that these learners would spend part of any school day without an educator. In KwaZulu-Natal, this figure was 34 percent, in the Eastern Cape 25 percent and the North West 20 percent. The Western Cape had the fewest learners who were in schools with 10 percent or more educators absent with a figure of 9 percent (DBE School Monitoring Survey 2011, *Technical Report*).

On the other hand, 50 percent of learners in the country were in schools that had fewer than 5 percent of their educators absent. The Western Cape (with 70 percent of the aforementioned learners) had the most learners who were in schools with fewer than 5 percent of their educators absent, and KwaZulu-Natal the least with 38 percent (DBE School Monitoring Survey 2011, *Technical Report*).

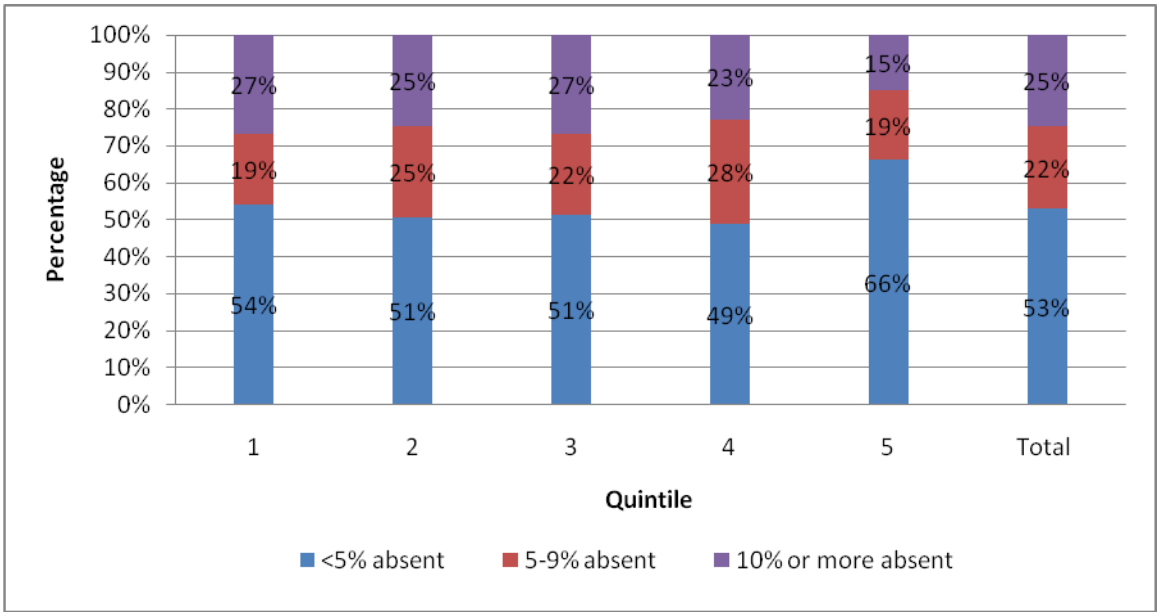
3.1.4 Schools by percentage of educators absent on an average day, by quintile

Table 3.1.4 Schools by percentage of educators absent on an average day, by quintile

Quintile	<5% absent		5-9% absent		10% or more absent		Unspecified		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
1	3 916	54	1 418	19	1 939	27	12	0	7 284	100
2	2 729	51	1 333	25	1 327	25	0	0	5 389	100
3	2 915	51	1 250	22	1 519	27	0	0	5 684	100
4	1 143	49	664	28	538	23	0	0	2 344	100
5	1 308	66	373	19	296	15	0	0	1 977	100
Total	**12 011**	**53**	**5 037**	**22**	**5 619**	**25**	**12**	**0**	**22 679**	**100**

NOTE: Absent refers to those educators who are not at school as a result of sick/temporary incapacity leave, annual/compassionate/family responsibility leave or study leave.

Graph 3.1.4. Schools by percentage of educators absent on an average day, by quintile



In Quintile 1 and 3 schools, 27 percent of schools had 10 percent or more educators absent on an average day. This indicates the number of schools that do not, or only just do, meet the benchmark of 10 percent set for this study. In Quintile 2 schools this dropped to 25 percent, in Quintile 4 to 23 percent and in Quintile 5 schools to 15 percent of schools.

This means that in all Quintiles, the majority of schools did meet the benchmark of 10 percent that was set for educator absentee rate in this study. However, the difference between the rate in Quintile 5 and the other Quintiles are of concern, and bears further investigation into the reasons for absenteeism, (DBE School Monitoring Survey 2011, *Technical Report*).

3.1.5 Educators not at school on an average day, by province

The number of educators who are 'not at school' include those educators who are not present due to pre-arranged school excursions, learner extra-curricular activities and official work. It is important to note that:

- No data was collected on whether substitute educators were in place for the learners of those educators who were *absent* or *not at school*.
- No data was collected about whether educators who were *not at school* had approval for not being at school, or whether the official business was legitimate.
-

Table 3.1.5 Educators not at school on an average day, by province

Province	Average %
EC	8.78
FS	5.43
GP	6.04
KZN	9.75
LP	6.93
MP	6.42
NC	5.14
NW	6.86
WC	3.71
Total	**7.34**

The national average of educators who were *not at school* on an average day was 7.34 percent. This rate included educators who were *not at school* due to school excursions, learner extra-curricular activities, or official work. Provinces with rates above the national average were KwaZulu-Natal with 9.75 percent and the Eastern Cape with 8.78 percent. The Western Cape had the lowest rate of 3.71 percent.

The following is worth noting:

- Limpopo had the highest number of educators *not at school* due to official work.
- The Eastern Cape had a higher number of educators being *not at school* due to other leave/reasons than other provinces.
- The North West and the Eastern Cape had higher than average rates for educators being *not at school* due to annual/compassionate leave with 1.4 percent and 1.1 percent respectively.
- The Eastern Cape schools had higher than average rates for educators being *not at school* due to excursions/learner extra-curricular activities.
  (DBE School Monitoring Survey 2011, *Technical Report*).

3.1.6 Educators not at school on an average day, by quintile

Table 3.1.6 Educators not at school on an average day, by quintile

Quintile	Average %
1	9.13
2	7.94
3	8.04
4	6.77
5	4.93
Total	**7.65**

Quintile 1 schools had the highest *not at school* rate at 9.13 percent, followed by Quintile 3 with 8.04 percent, Quintile 2 with 7.94 percent and then Quintile 4 with 6.77 percent. Quintile 5 schools had the lowest rate of 4.93 percent.

Quintile 1 schools had a higher than average rate for educators being *not at school* due to study leave. Quintile 3 and 4 schools had a higher than average rate of educators absent due to sick/temporary incapacity leave. Quintile 1 and 2 schools had a higher than average rate of educators being *not at school* due to official work (DBE School Monitoring Survey 2011, *Technical Report*).

Summary of Indicator 3

1. In the absence of a standard imposed by policy or legislation, it was agreed that a benchmark of 10 percent be used against which to measure educator absence.
2. 'Absent' refers to educators who had not signed the Educator Attendance Register and who were not on maternity leave, a school excursion or away from school on official work. It is important to note that the reasons for an educator not having signed the Educator Attendance Register were provided through an interview with the principal. It was assumed, but not verified, that the principal accurately knew the reasons.
3. The national average percentage of educators absent on an average day was 6.1 percent. This meant that 25 percent of all schools in the country had 10 percent or more educators absent on an average day.
4. The most common reason for absent educators was sick or temporary incapacity leave (2.8 percent), (DBE School Monitoring Survey 2011, *Technical Report*).
5. The province with the highest numbers of schools with 10 percent or more educators absent on an average day was KwaZulu-Natal with 37 percent. The province with the lowest numbers of schools with 10 percent or more educators absent on an average day was the Western Cape with 8 percent.
6. Quintile 1 schools had the highest rate of more than 10 percent of educators absent (27 percent) and Quintile 5 the lowest (15 percent).
7. The national average for educators being *not at school* (this includes educators that are not in classrooms due to school excursions/learner extra-curricular activities and official work) was 7.34 percent.
8. The data on educators being *not at school* includes those who were away on school excursions and official work. The national average of educators *not at school* on an average day was 7.34 percent, which is close to the 6.1 percent for *absent.*

4. INDICATOR 4: THE PERCENTAGE OF LEARNERS WHO COVER EVERYTHING IN THE CURRICULUM FOR THEIR CURRENT YEAR ON THE BASIS OF SAMPLE-BASED EVALUATIONS OF RECORDS KEPT BY TEACHERS AND EVIDENCE OF PRACTICAL EXERCISES DONE BY LEARNERS

Background

Over the past few years there have been various studies that revealed that many of our schools struggle to complete the learning programme (as per the NCS) for the curriculum year (DBE, *Action Plan to 2014,* 2011). In fact, most schools do not even know the number of weeks that the curriculum should fit into.

The performance of our learners on systemic evaluations, annual national assessments, international studies and the like, are evidence of this very serious problem in South African schools. If teachers do not teach a topic which is supposed to be covered during the school year (in whichever learning programme/subject) then how will learners be able to perform on a test that is based on curriculum implementation expectations? More importantly, however, is the issue of progression: If the required number of topics in a learning programme is not covered, learning of the topic will, in subsequent years, be even more challenging for the learner. The accumulated deficit will therefore widen as the learner progresses through the grades, because the basics were not covered sufficiently well or not covered at all.

A study by Reeves & Muller (2005), showed that learners in Grade 5 and 6 are spending more time on subtopics that they were expected to have covered in earlier grades than they do on subtopics at the level expected for their grade. This shows evidence of slow curricular pacing across the grades and that learners are studying topics lower than grade level expectations.

Required standard

This study measured curriculum coverage by counting the number of exercises covered over a specified period, per subject. In other words, the volume of work done was measured (not the quality or depth of the work done).

There is no published minimum standard for the number of exercises that should be covered on a daily/weekly/monthly/termly/yearly basis in any grade (not in the RMCS or in CAPS). The DBE workbooks for Grade 6 were designed to cover four exercises a week over the school year. It was therefore agreed that four exercises a week be considered the minimum standard for both Grade 6 and Grade 9, in both Language and Maths.

Elaboration of the standard: Coverage of core skills and content in Language and Maths

A categorisation of the number of exercises according to specific core skills (in Language) or Learning Outcomes (in Maths) is provided by the data. This analysis presents a measure of the kind of content and skills covered.

It is important to note that the measures of coverage do not measure the quality of the work done.

For Language, the exercises in Grade 6 and Grade 9 were categorised according to the following core skills:

- Handwriting exercises
- Language structure on word level
- Language structure on sentence level

- Language structure on paragraph level
- Writing exercises consisting of work longer than a paragraph
- Grammar exercises
- Reading comprehension

The categories used to discuss weighting in the CAPS are different from those used in the analysis of data reported herein, which makes reporting against a norm or suggested guideline difficult.

An approximate weighting for certain skills can be obtained from the CAPS for the different Grades. In Grade 9, Language structure and use (or Grammar exercises) are meant to be integrated into all Language learning and thus a weighting is not assigned.

Language area	Weighting in Grade 6 (%)	Weighting in Grade 9 (%)
Writing and presenting	30	40
Comprehension	20	20
Language structure and use	10	-

These are approximations. For comprehension in Grade 6, the percentage was obtained by halving the allocation for reading and viewing, based on the way the weighting was calculated for this category in the CAPS for Grade 9.

At both Intermediate and Senior Phase levels, there is an emphasis in the CAPS on extended writing – of paragraph length and more, with stipulations of the word length for different pieces of writing. Of interest in the analysis would be the proportion of writing exercises on a paragraph level or longer at both Grade 6 and Grade 9 level.

For Maths, the exercises in Grade 6 and Grade 9 were categorised according to the five Learning Outcomes for Mathematics. The recommended weighting for each Learning Outcome given in the CAPS, for Grade 6 and Grade 9 listed below, were used as a guideline to measure coverage:

Learning Outcome	Weighting in Grade 6 (%)	Weighting in Grade 9 (%)
Number Concept Development (LO1)	50	15
Patterns, Functions and Algebra (LO2)	10	35
Shape and Space (LO3)	15	30
Measurement (LO4)	15	10
Data Handling (LO5)	10	10

Instruments used

Data for this Indicator was collected using the following instruments:

Instruments used	Questions used
Instrument A: Grade 6 Curriculum Coverage – Language	A – 9, 10, 11
Instrument B: Grade 9 Curriculum Coverage – Language	B – 9, 10, 11, 12
Instrument C: Grade 6 Curriculum Coverage – Mathematics	C – 9, 10, 11, 12, 13
Instrument D: Grade 9 Curriculum Coverage – Mathematics	D – 9, 10, 11, 12

Data gathering

One of the field workers visiting the school was a Language expert, and the other one was a Maths expert. The data for this Indicator was gathered by each of the field workers visiting a single class on the day of the visit, and completing a questionnaire in that class.

In each school, the field workers only surveyed one Language class. The Language that was selected was determined by the predominant Language of Learning and Teaching in the grade, in the school. For example: if the predominant Language of Learning and Teaching in that grade in the school was English, the field worker would then visit an English Class, (whether it was Home Language or First Additional Language) and one Maths class.

The field workers were only instructed to look at one of two grades in a school, either Grade 6 or Grade 9. During the Sample Framework Design, each school was randomly labelled as either a 'Primary School' or a 'Secondary School'. If a school only had Grade 6, it would be labelled a 'Primary School'. If a school only had Grade 9, it would be labelled a 'Secondary School'. If the school had both Grade 6 and Grade 9, the Sample Framework Design would randomly label the school as either a 'Primary School' or a 'Secondary School'. **If a school had neither Grade 6 nor Grade 9, then no data was gathered from that school for this particular Indicator**. Each field worker was informed before the survey began, whether a school was labelled as a 'Primary School' or 'Secondary School'.

The field workers would then randomly select one Maths lesson, and one Language lesson taking place, in the selected grade, on that day, and visit the educator during that lesson. The educator in that lesson was asked by the field worker to supply them with all the workbooks of the 'best' learner in the class. The field worker then completed the Instrument for that Subject and Grade (either Instrument A – Grade 6 Language, Instrument B – Grade 9 Language, Instrument C – Grade 6 Mathematics, or Instrument D – Grade 9 Mathematics) by going through all the workbooks for that learner and asking the educator questions (the questions were intended to clarify any ambiguity observed, e.g. about the start and end dates of exercises).

It is important to note that the exercise in the DBE workbooks at Grade 6 level were counted and dated, but they were not categorised according to the core skill covered by the exercise. This methodology was agreed on in the light of the fact that no mapping of core skills to the exercises in the DBE workbooks could be provided.

4.1 Analysis of Indicator 4 data

The minimum standard for Indicator 4 for Maths and Language at the Grade 6 and Grade 9 level is four written exercises per week, as recorded in exercise books, files or (in the case of Grade 6) DBE workbooks.

The analysis started by considering the attainment of the minimum standard in Grade 6 Language and Maths by province. Following this, the analysis considered the minimum standard at Grade 9 level for Maths and Language by province.

The same analysis of Language and Maths in Grade 6 and Grade 9 was then considered by Quintile. Finally the analysis considered coverage by core skills in Maths and Language for Grade 6 and Grade 9, ascertaining which skills were covered by province. The recommended CAPS coverage for core skills was used as a guideline to assess coverage of core skills in this analysis.

4.1.1. Learners in Grade 6 who cover a minimum of four Language exercises per week (in exercise books/files, DBE workbooks and other workbooks combined), by province

Table 4.1.1 Learners in Grade 6 who cover a minimum of four Language exercises per week (in exercise books/files, DBE workbooks and other workbooks combined), by province

Province	Not met		Met		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
EC	137 848	97	3 061	2	1 162	1	142 071	100
FS	48 256	99	572	1	7	0	48 835	100
GP	123 361	93	8 239	6	1 328	1	132 928	100
KZN	170 517	86	25 275	13	1 895	1	197 687	100
LP	114 702	95	5 829	5	0	0	120 531	100
MP	68 135	97	2 171	3	9	0	70 315	100
NC	19 277	91	1 833	9	8	0	21 118	100
NW	50 234	94	2 587	5	848	2	53 669	100
WC	57 959	82	12 751	18	0	0	70 710	100
Total	**790 289**	**92**	**62 318**	**7**	**5 257**	**1**	**857 864**	**100**

Nationally, only 7 percent of Grade 6 learners met the minimum standard of four Language exercises per week. Of Grade 6 learners, 790 289 did fewer than four written exercises in Language per week.

In all provinces, the minimum standard of four Language exercises per week was not met by the overwhelming majority of learners. The Western Cape and KwaZulu-Natal were the provinces with the greatest proportion of learners completing the minimum standard. However, this remains a low proportion at 18 percent in the Western Cape and 13 percent in KwaZulu-Natal. In all the other provinces less than 10 percent of Grade 6 learners met the minimum standard.

4.1.2 Written Language exercises (in exercise books/files, DBE workbooks and other workbooks combined) per week in Grade 6, per province

Table 4.1.2 Written Language exercises (in exercise books/files, DBE workbooks and other workbooks combined) per week in Grade 6, per province

Province	Average
EC	1.0
FS	1.2
GP	1.7
KZN	1.8
LP	1.3
MP	1.3
NC	1.5
NW	1.2
WC	2.3
Total	**1.5**

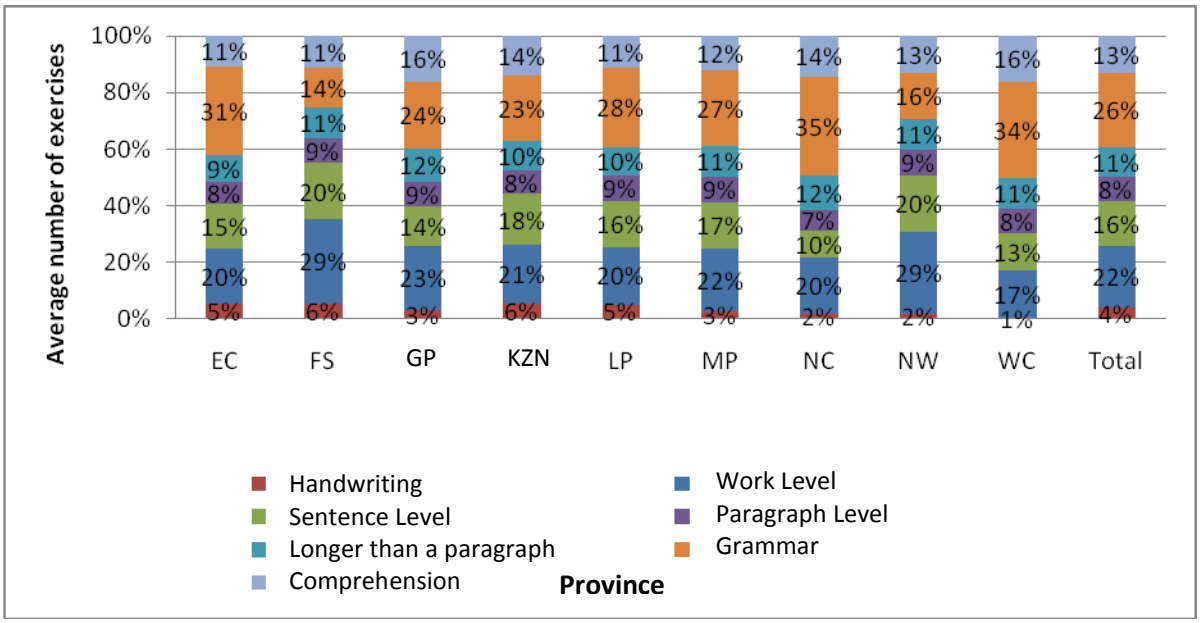
Table 4.1.2 shows the average number of written Language exercises per learner per week, by province. Nationally, the average number of written Language exercises completed was 1.5, which is well below the required minimum standard of four exercises per week in Grade 6. Only in the Western Cape did the average number of written Language exercises exceed two per learner per week.

4.1.3 Grade 6 Language exercises per core skill covered in exercise books/files, by province

Table 4.1.3 Grade 6 Language exercises per core skill covered in exercise books/files, by province

Province	Handwriting	Word level	Sentence level	Paragraph level	Longer than paragraph	Grammar	Comprehension
EC	5	20	15	8	9	31	11
FS	6	29	20	9	11	14	11
GP	3	23	14	9	12	24	16
KZN	6	21	18	8	10	23	14
LP	5	20	16	9	10	28	11
MP	3	22	17	9	11	27	12
NC	2	20	10	7	12	35	14
NW	2	29	20	9	11	16	13
WC	1	17	13	8	11	34	16
Total	**4**	**22**	**15**	**8**	**11**	**26**	**13**

Graph 4.1.3 Grade 6 Language exercises per core skill covered in exercise books/files, by province



Nationally, grammar was identified in exercise books as the dominant core skill covered, with 26 percent of exercises related to the development of Language structure and use. This is in excess of the suggested weighting for the skill in the CAPS, which is set at 10 percent. Nationally, 13 percent of exercises related to comprehension skills, less than the 20 percent stipulated in CAPS. Nationally, 4 percent of exercises related to the development of handwriting, a skill that is not specified at the Grade 6 level.

Nationally, in relation to writing, writing at the word level dominated in exercises completed in learner exercise books/files across all provinces. Twenty-two percent of exercises comprised writing at the word level. This was followed by 16 percent at the sentence level, 8 percent at the paragraph level and 11 percent of exercises comprised writing exceeding a paragraph.

The distribution of core skills was similar across provinces. (According to the weightings deduced from CAPS, Language writing and presenting should carry a weighting of 30 percent, Comprehension should be weighted at 20 percent, and Language structure and use should be weighted at 10 percent.) There were some large differences in grammar, with grammar exercises in the Western Cape and the Northern Cape comprising 34 percent and 35 percent of exercises in that province, while grammar exercises in the Free State were only 11 percent of the total number of exercises and 16 percent of the total in the North West.

In Gauteng, the data showed that learners do more comprehension exercises (16 percent) and are writing more than a paragraph (12 percent), more than learners in the other provinces. The most basic skills of handwriting and writing at the word level comprised a higher proportion of the exercises in the Free State, at 6 percent and 29 percent respectively, than the other provinces.

Again, the findings should be treated with caution. Counts of the exercises that involved writing at the word, sentence, paragraph or longer level can tell us nothing about the quality or standard of that writing. Similarly, a count of comprehension and grammar exercises can tell us nothing about the level or quality of the exercises. Further, one would expect the proportion of extended writing exercises to be smaller than those exercises that entail writing at the sentence or word level. An actual count of the number of essays or paragraphs written over the course of a year would give a clearer indication of the extent to which learners are given opportunities to engage in extended writing.

4.1.4 Learners in Grade 6 who cover a minimum of four Maths exercises per week (in exercise books/files, DBE workbooks and other workbooks combined), by province

Table 4.1.4 Learners in Grade 6 who cover a minimum of four Maths exercises per week (in exercise books/files, DBE workbooks and other workbooks combined), by province

Province	Not met		Met		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
EC	118 712	84	22 443	16	917	1	142 071	100
FS	39 175	80	9 654	20	7	0	48 835	100
GP	87 381	66	42 474	32	3 073	2	132 928	100
KZN	118 259	60	79 413	40	14	0	197 687	100
LP	84 974	71	35 557	30	0	0	120 531	100
MP	48 968	70	21 337	30	9	0	70 315	100
NC	14 375	68	6 735	32	8	0	21 118	100
NW	40 414	75	12 520	23	735	1	53 669	100
WC	32 220	46	38 490	54	0	0	70 710	100
Total	**584 478**	**68**	**268 623**	**31**	**4 763**	**1**	**857 864**	**100**

Nationally, 31 percent of Grade 6 learners met the minimum standard of four Maths exercises per week. This was considerably higher than the proportion of learners that met the minimum requirement for Language (7 percent). The 584 478 Grade 6 learners did fewer than four written exercises in Maths per week.

The Western Cape was the only province in which over 50 percent of learners met the minimum standard of four Maths exercises per week. The provinces with the lowest percentage of learners meeting the standard were the Eastern Cape, the Free State and the North West with only 16 percent, 20 percent and 23 percent of learners respectively completing a minimum of four Maths exercises per week. In the remaining provinces of Gauteng, KwaZulu-Natal, Limpopo, Mpumalanga and the Northern Cape, between 20 percent and 40 percent of learners met the standard. Overall, between 46 percent and 84 percent of learners across the different provinces did not meet the minimum standard of four Maths exercises per week.

4.1.5 Maths written exercises (in exercise books/files, DBE workbooks and other workbooks combined) per week in Grade 6, per province

Table 4.1.5 Maths written exercises (in exercise books/files, DBE workbooks and other workbooks combined) per week in Grade 6, per province

Province	Average
EC	2.0
FS	2.3
GP	2.8
KZN	2.8
LP	2.5
MP	2.6
NC	2.7
NW	2.2
WC	3.2
Total	**2.5**

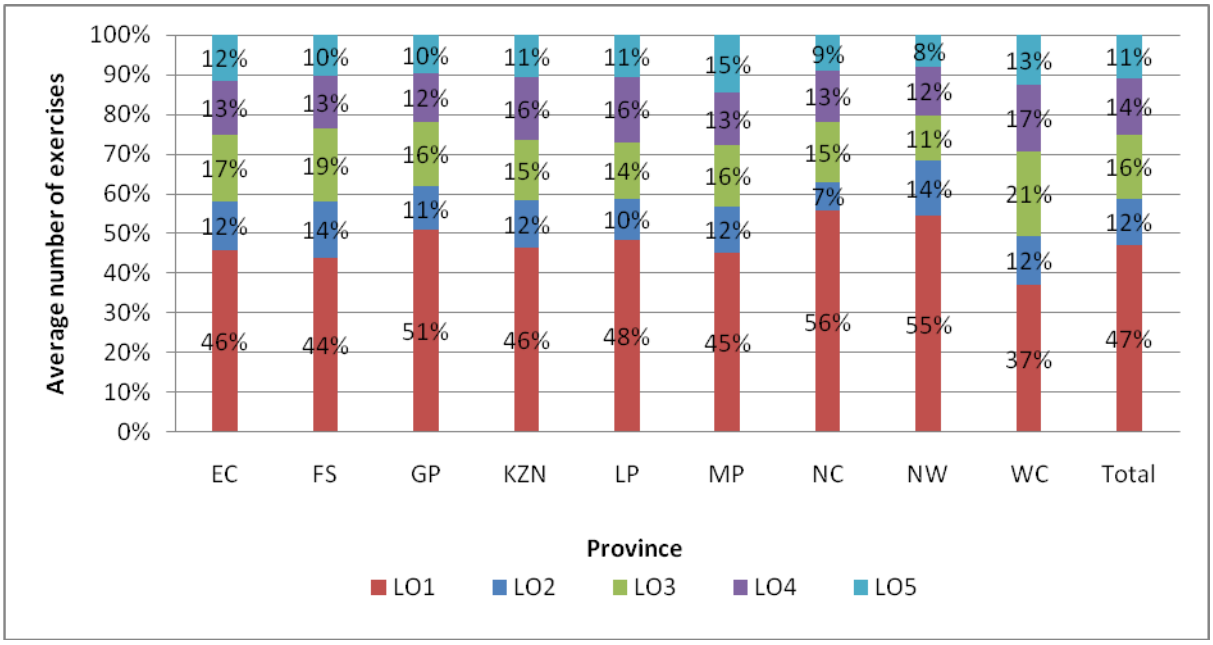
The average number of written Maths exercises nationally was 2.5. Only in the Western Cape were learners on average completing more than three written Maths exercises per week. In all other provinces learners were completing between two and three written Maths exercises per week.

4.1.6 Grade 6 Maths exercises by Learning Outcomes covered in exercise books/files, by province

Table 4.1.6 Grade 6 Maths exercises by Learning Outcomes covered in exercise books/files, by province

Province	LO1 % (CAPS weighting: 50%)	LO2 % (CAPS weighting: 10%)	LO3 % (CAPS weighting: 15%)	LO4 % (CAPS weighting: 15%)	LO5 % (CAPS weighting: 10%)
EC	46	12	17	13	12
FS	44	14	19	13	10
GP	51	11	16	12	10
KZN	46	12	15	16	11
LP	48	10	14	16	11
MP	45	12	16	13	15
NC	56	7	15	13	9
NW	55	14	11	12	8
WC	37	12	21	17	13
Total	**47**	**12**	**16**	**14**	**11**

Graph 4.1.6 Grade 6 Maths exercises by Learning Outcomes covered in exercise books/files, by province



Nationally, 47 percent of all Maths exercises (the work done in the DBE Workbooks excluded) in Grade 6 covered Learning Outcome 1 (LO1). This is slightly less than the CAPS recommended weighting for LO1 in Grade 6, which is 50 percent. Gauteng, the Northern Cape and the North West were the only provinces in which coverage of LO1 is 50 percent or more. The lowest coverage of LO1 was the Western Cape with only 37 percent of exercises covering LO1.

Nationally, 12 percent of all Maths exercises in Grade 6 covered LO2. This is slightly more than the CAPS recommended weighting for LO2 in Grade 6, which is 10 percent. The Northern Cape was the only province with less than 10 percent of coverage for LO2 exercises. The Free State and the North West had the highest coverage of LO2 exercises at 14 percent .

Nationally, 16 percent of all Maths exercises in Grade 6 covered LO3. This is slightly more than the CAPS recommended weighting for LO3 in Grade 6, which is 15 percent. The Western Cape had the highest coverage of LO3 exercises at 21 percent, followed by the Free State, 19 percent, and the Eastern Cape, 17 percent.

Nationally, 14 percent of all Maths exercises in Grade 6 covered LO4. This is slightly less than the CAPS recommended weighting for LO4 in Grade 6, which is 15 percent. Only KwaZulu-Natal, Limpopo and the Western Cape had 15 percent or more coverage of LO4, with the rest of the provinces covering less than 15 percent of LO4 exercises.

Nationally, 11 percent of all Maths exercises in Grade 6 covered LO5. This is slightly more than the CAPS recommended weighting for LO5 in Grade 6, which is 10 percent. Northern Cape and North West were the only provinces that covered less than 10 percent of LO5 exercises. Mpumalanga had the highest coverage for LO5 exercises at 15 percent.

Overall, the distribution of coverage suggests that some provinces were spending more exercise time on coverage of LO2 and LO3 at the expense of LO1 (in the Eastern Cape, the

Free State, KwaZulu-Natal, Limpopo, Mpumalanga and the Western Cape), and others were spending more time on LO1 exercises at the expense of the other LOs.

4.1.7 Learners in Grade 9 who cover a minimum of four Language exercises per week, by province

Table 4.1.7 Learners in Grade 9 who cover a minimum of four Language exercises per week, by province

Province	Not met		Met		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
EC	2 523	94	0	0	148	6	2 671	100
FS	390	100	0	0	0	0	390	100
GP	481	85	28	5	57	10	566	100
KZN	1 787	96	0	0	79	4	1 866	100
LP	1 272	97	0	0	40	3	1 312	100
MP	486	90	9	2	47	9	542	100
NC	177	95	0	0	10	5	187	100
NW	470	98	0	0	9	2	479	100
WC	378	100	0	0	0	0	378	100
Total	**7 963**	**95**	**38**	**0**	**390**	**5**	**8 391**	**100**

Nationally, 95 percent of Grade 9 learners did not meet the minimum requirements of four Language exercises per week. In seven of the nine provinces no learners met the minimum requirement. In Gauteng, 5 percent of learners met the requirement (a total of 28 learners) and in Mpumalanga, 2 percent (or 9 learners) completed a minimum of four Language exercises per week.

4.1.8 The average number of Language written exercises in exercise books/files per week in Grade 9, per province

Table 4.1.8 The average number of Language written exercises in exercise books/files per week in Grade 9, per province

Province	Average
EC	0.8
FS	1.0
GP	1.4
KZN	1.1
LP	0.8
MP	1.1
NC	0.8
NW	0.7
WC	1.0
Total	**1.0**

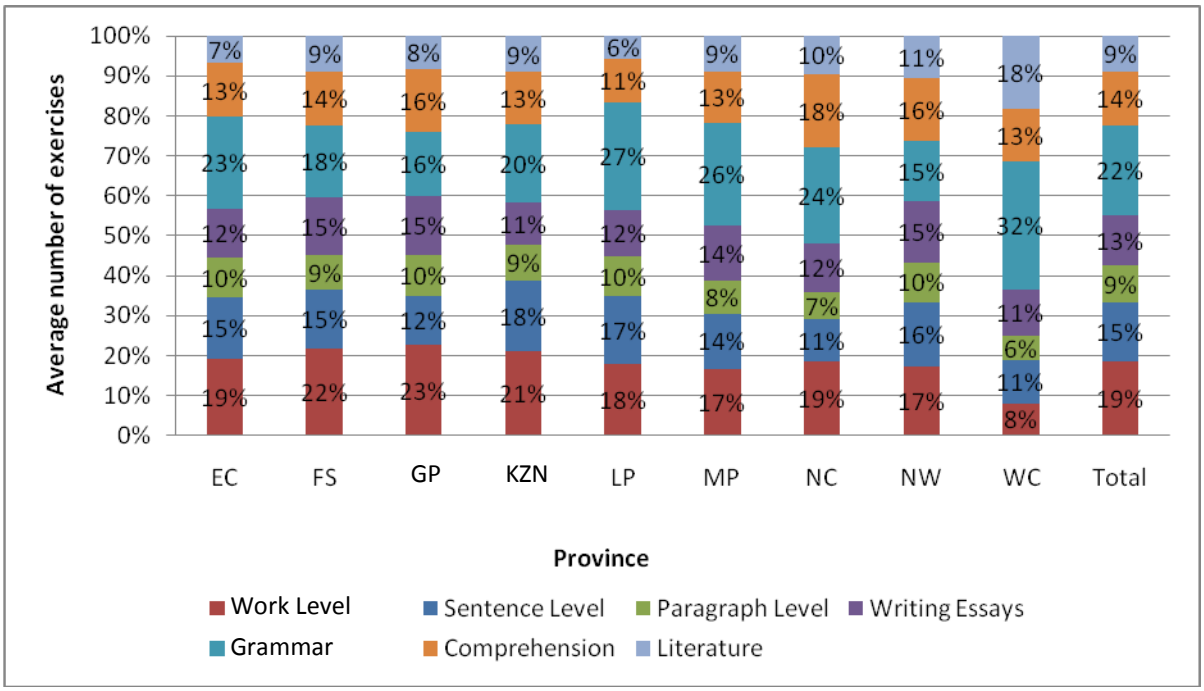
Nationally the average number of written Language exercises was one exercise per learner per week. In four of the provinces (the Eastern Cape, Limpopo, the Northern Cape and the North West) the average was less than one exercise per week. The average did not exceed 1.5 exercises per week in any of the provinces.

4.1.9 Grade 9 Language exercises per core skill covered in exercise books/files, by province

Table 4.1.9 Grade 9 Language exercises per core skill covered in exercise books/files, by province

Province	Word Level %	Sentence Level %	Paragraph Level %	Writing Essays %	Grammar %	Compre-hension %	Literature %
EC	19	15	10	12	23	13	7
FS	22	15	9	15	18	14	9
GP	23	12	10	15	16	16	8
KZN	21	18	9	11	20	13	9
LP	18	17	10	12	27	11	6
MP	17	14	8	14	26	13	9
NC	19	11	7	12	24	18	10
NW	17	16	10	15	15	16	11
WC	8	11	6	11	32	13	18
Total	**19**	**15**	**9**	**13**	**22**	**14**	**9**

Graph 4.1.9 Grade 9 Language exercises per core skill covered in exercise books/files, by province



The categories used to discuss weighting in the CAPS are different from those used in the analysis here, which makes reporting against a suggested norm or guideline difficult. For Grade 9, this can only be done in relation to comprehension and writing and presenting (the latter in terms of emphasis). Nationally, comprehension exercises comprised between 11 percent and 18 percent of exercises in learner books/files. All these proportions were lower than the approximate stipulation of 20 percent of the CAPS.

Nationally, for writing and presenting, writing at the word level dominated as it did in Grade 6, with 19 percent of exercises comprising writing at the word level. This was followed by 15 percent of exercises at the sentence level, 13 percent at the essay level and 9 percent at the paragraph level. There were thus a greater proportion of exercises at the word and sentence level than at the paragraph and essay level.

There were some notable differences in the distribution of exercise types across different provinces. In the Western Cape, grammar exercises were not in evidence, and the highest proportion of exercises in that province focused on Literature (18 percent). This province also had the lowest proportion of exercises at the word level (8 percent) compared to other provinces where the proportion of exercises at the word level ranged between 17 percent and 23 percent.

The proportion of exercises focusing on the core skill of comprehension was between a low of 11 percent in Limpopo and 18 percent in the Northern Cape. All provinces were below the curriculum stipulation of 20 percent weighting for comprehension in the CAPS.

There was little variation between provinces in the proportion of exercises focused on the extended writing core skill, as measured in paragraph writing and essay writing. For essay writing, the proportion of exercises in all provinces was between 11 percent and 15 percent. For paragraph writing the range was between 6 percent and 10 percent.

The lack of notable variation in the proportion of core skills covered across provinces at Grade 9 was matched by a lack of variation in core skills covered by Quintile, (DBE School Monitoring Survey 2011, *Technical Report*). This lack of variation in core skills covered by Quintile was surprising given the variation in performance across Quintiles (van der Berg, 2005). We can speculate then that the difference must lie not in the number of exercises done, but the level and quality at which the exercises are done. In other words, across provinces and Quintiles, learners are doing similar numbers of exercises, but it is likely that the nature of those exercises varies.

4.1.10 Learners in Grade 9 who cover a minimum of four Maths exercises per week, by province

Table 4.1.10 Learners in Grade 9 who cover a minimum of four Maths exercises per week, by province

Province	Not met		Met		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
EC	2 378	89	220	8	73	3	2 671	100
FS	377	97	13	3	0	0	390	100
GP	443	78	66	12	57	10	566	100
KZN	1 709	92	79	4	79	4	1 866	100
LP	1 246	95	40	3	27	2	1 312	100
MP	467	86	37	7	37	7	542	100
NC	177	95	0	0	10	5	187	100
NW	460	96	19	4	0	0	479	100
WC	338	89	40	11	0	0	378	100
Total	**7 596**	**91**	**513**	**6**	**282**	**3**	**8 391**	**100**

Nationally, 91 percent of learners did not meet the minimum standard of four Maths exercises per week. Across the provinces, between 78 percent and 97 percent of learners did not achieve the minimum standard. Only in two provinces (Gauteng and the Western Cape) did more than 10 percent of learners achieve the standard. In the Northern Cape no learners achieved the standard.

4.1.11 The average number of Maths written exercises in exercise books/files per week in Grade 9, per province

Table 4.1.11 The average number of Maths written exercises in exercise books/files per week in Grade 9, per province

Province	Average
EC	1.4
FS	1.5
GP	2.1
KZN	1.7
LP	1.6
MP	2.2
NC	1.7
NW	1.6
WC	2.2
Total	**1.8**

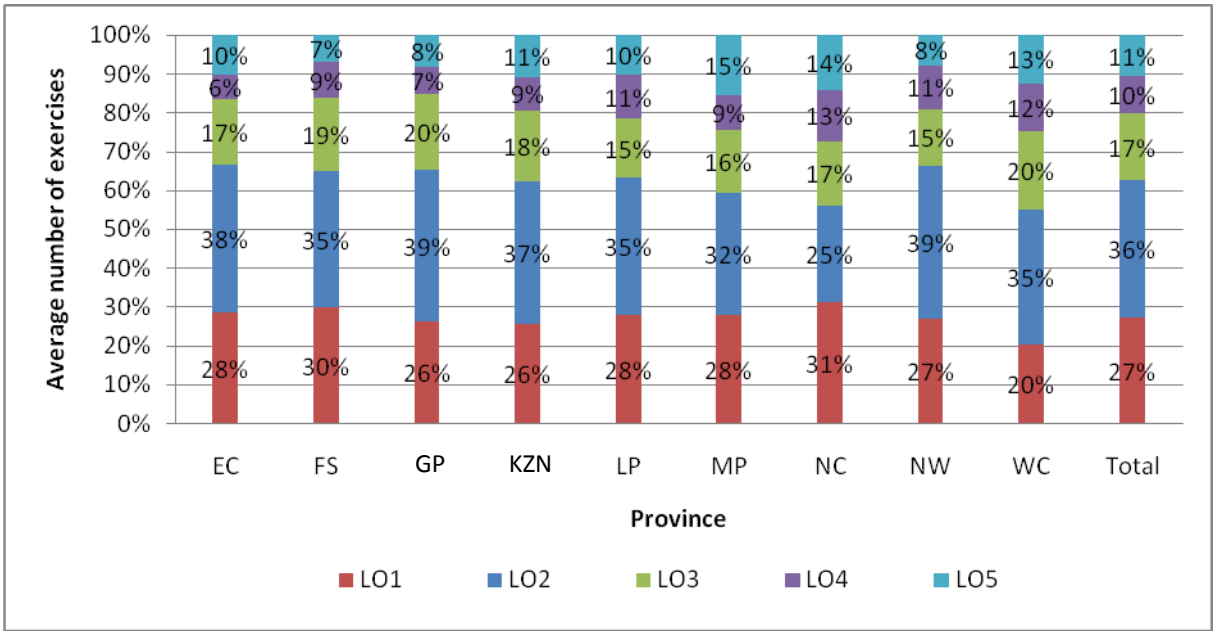
Nationally, the average number of written Maths exercises was 1.8 exercises per week. In three provinces (Gauteng, Mpumalanga and the Western Cape) the average number was more than two. In the rest of the provinces, the average number was between one and two.

4.1.12 Grade 9 Maths exercises by Learning Outcomes covered in exercise books/files, by province

Table 4.1.12 Grade 9 Maths exercises by Learning Outcomes covered in exercise books/files, by province

Province	LO1 % (CAPS weighting: 15%)	LO2 % (CAPS weighting: 35%)	LO3 % (CAPS weighting: 30%)	LO4 % (CAPS weighting: 10%)	LO5 % (CAPS weighting: 10%)
EC	28	38	17	6	10
FS	30	35	19	9	7
GP	26	39	20	7	8
KZN	26	37	18	9	11
LP	28	35	15	11	10
MP	28	32	16	9	15
NC	31	25	17	13	14
NW	27	39	15	11	8
WC	20	35	20	12	13
Total	**27**	**36**	**17**	**10**	**11**

Graph 4.1.12 Grade 9 Maths exercises by Learning Outcomes covered in exercise books/files, by province



Nationally, 27 percent of all Maths exercises in Grade 9 covered LO1. This is a much higher proportion of exercises than the CAPS recommended weighting for LO1 in Grade 9, which is 15 percent. The Free State and the Northern Cape had more than 30 percent coverage of LO1 exercises. The Western Cape had the lowest proportion of coverage for LO1 exercises at 20 percent. Nationally, 36 percent of all Maths exercises in Grade 9 covered LO2. This is close to the CAPS recommended weighting for LO2 in Grade 9, which is 35 percent. The Free State, Limpopo and the Western Cape each had 35 percent coverage of LO2 exercises. The Northern Cape had the lowest coverage of LO2 exercises at 25 percent. The rest of the provinces covered between 32 percent and 39 percent of LO2 exercises.

Nationally, 17 percent of all Maths exercises in Grade 9 covered LO3. This is a much lower proportion of exercises than the CAPS recommended weighting for LO3 in Grade 9, which is 30 percent. Gauteng and the Western Cape had the highest coverage for LO3 exercises with 20 percent each. The rest of the provinces covered between 15 percent and 19 percent of LO3 exercises.

Nationally, 10 percent of all Maths exercises in Grade 9 covered LO4, which is in line with the CAPS recommended weighting for LO4 in Grade 9. The Eastern Cape, the Free State, Gauteng, KwaZulu-Natal and Mpumalanga covered less than 10 percent of LO4 exercises.

Nationally, 11 percent of all Maths exercises in Grade 9 covered LO5, which is close to the CAPS recommended weighting for LO5 in Grade 9, which is 10 percent. The Free State, Gauteng and the North West covered less than 10 percent of LO5 exercises. Mpumalanga had the highest coverage of LO5 exercises, with 15 percent.

Overall, the distribution of coverage suggested that in all provinces much more exercise time is being spent on LO1 coverage at the expense of LO3 coverage. A cautionary note, however, is that given the nature of LO3 exercises in Grade 9, it is possible that some LO3 exercises might have been coded as LO1 exercises if they involved calculations only.

4.1.13 Learners in Grade 6 who cover a minimum of four written Language exercises a week (in exercise books/files, DBE workbooks and other workbooks combined), by quintile

Table 4.1.13 Learners in Grade 6 who cover a minimum of four written Language exercises a week (in exercise books/files, DBE workbooks and other workbooks combined), by quintile

Quintile	Not met		Met		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
1	195 760	96	6 635	3	1 688	1	204 083	100
2	169 739	96	6 285	4	1 574	1	177 598	100
3	207 025	94	12 816	6	375	0	220 215	100
4	126 057	92	11 626	8	0	0	137 683	100
5	91 709	78	24 956	21	1 620	1	118 286	100
Total	**790 289**	**92**	**62 318**	**7**	**5 257**	**1**	**857 864**	**100**

Quintile 5 had the highest percentage (21 percent) of Grade 6 learners who met the minimum standard of four Language exercises per week. Less than 10 percent of Grade 6 learners in the remaining Quintiles met the minimum standard of four written language exercises per week. There were 18 percentage points difference between the highest and lowest Quintiles.

4.1.14 Learners in Grade 6 who cover a minimum of four Maths exercises per week (in exercise books/files DBE workbooks and other workbooks combined), by Quintile

Table 4.1.14 Learners in Grade 6 who cover a minimum of four Maths exercises per week (in exercise books/files DBE workbooks and other workbooks combined), by Quintile

Quintile	Not met		Met		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
1	149 556	73	53 833	26	693	0	204 083	100
2	125 363	71	51 458	29	778	0	177 598	100
3	148 782	68	69 478	32	1 955	1	220 215	100
4	85 484	62	52 199	38	0	0	137 683	100
5	75 293	64	41 655	35	1 338	1	118 286	100
Total	**584 478**	**68**	**268 623**	**31**	**4 763**	**1**	**857 864**	**100**

Quintile 4 had the highest percentage of learners who met the minimum standard of four written Maths exercises per week (38 percent) in Grade 6. The percentage of learners who met the standard in the rest of the Quintiles ranged between 26 percent and 35 percent. The difference in percentage points between Quintile 1, the lowest, and Quintile 4 was 12 percentage points. The difference was much less than that for Language, which was 18 percentage points between the highest and the lowest.

4.1.15 Learners in Grade 9 who cover a minimum of four Language exercises a week, by Quintile

Table 4.1.15 Learners in Grade 9 who cover a minimum of four Language exercises a week, by Quintile

Quintile	Not met		Met		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
1	2 345	98	0	0	46	2	2 392	100
2	2 068	95	0	0	102	5	2 170	100
3	2 016	92	0	0	180	8	2 196	100
4	793	98	9	1	9	1	812	100
5	741	90	28	3	52	6	821	100
Total	**7 963**	**95**	**38**	**0**	**390**	**5**	**8 391**	**100**

Only 3 percent of Grade 9 learners in Quintile 5 met the minimum standard of four written Language exercises per week, and 1 percent of learners in Quintile 4 met the standard. No learners in the other three Quintiles met the minimum standard.

Given that overall 95 percent of Grade 9 learners didn't meet the minimum standard, it is not surprising that the data didn't reflect great differences between Quintiles.

4.1.16 Learners in Grade 9 who cover a minimum of four Maths exercises per week, by Quintile

Table 4.1.16 Learners in Grade 9 who cover a minimum of four Maths exercises per week, by Quintile

Quintile	Not met		Met		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
1	2 233	93	118	5	43	2	2 394	100
2	2 015	94	55	3	82	4	2 152	100
3	1 924	88	161	7	105	5	2 190	100
4	780	93	52	6	9	1	841	100
5	645	79	126	16	43	5	813	100
Total	**7 596**	**91**	**513**	**6**	**282**	**3**	**8 391**	**100**

Sixteen percent of learners in Quintile 5 met the minimum standard of four Maths exercises per week in Grade 9. The rest of the Quintiles ranged from 3 percent to 7 percent of learners who met the minimum standard.

Summary of Indicator 4 analysis

1. The average number of written exercises in Maths was more than that for Language, for all provinces and at both the Grade 6 and Grade 9 levels. The results suggested that the regularity of written exercises in Maths was greater than that for Language. For both subjects, however, coverage was low, with very low proportions of learners in all provinces and Quintiles reaching the minimum standard of four written exercises per week. This finding is supported by other research which finds slow pacing in classrooms in South Africa (Fleisch, 2008) and low coverage in Maths (Carnoy et al, 2011; Reeves, 2005) and Language classes. Further, low coverage as measured in written exercises is consistent with research that finds a predominance of oral rather than written practices in Language teaching especially (Hoadley, 2010; Reeves et al, 2008).
2. The lack of notable variation in the proportion of core skills covered across provinces at Grade 6 and Grade 9 was matched by a lack of variation in core skills covered by Quintile. This lack of variation in core skills covered by Quintile is surprising, given the variation in performance across Quintiles (van der Berg, 2005 ; van der Berg, 2011; Crouch et al, 2009). We can speculate then that the difference between Quintiles in relation to performance must lie not in the number of exercises done (volume), but the level and quality at which the exercises are done. In other words, across provinces and Quintiles learners are doing similar numbers of exercises covering particular skills, but it is likely that the nature of those exercises varies substantially.

Summary of Indicator 4 of analysis

3. There were a greater number of written exercises for both Language and Maths at Grade 6 level when compared to Grade 9. This difference in number of written exercises raised the question of the role of workbooks in promoting more writing. The fact that there are DBE workbooks at Grade 6 level and not Grade 9 level, and that there are a greater number of Language and Maths written exercises in Grade 6 than in Grade 9, could be attributed to the presence of workbooks at that level. In other words, the data is suggestive regarding the role of workbooks in encouraging writing in Language and Maths.
4. The nature of writing in Language, however, appears to tend towards writing at the word and sentence level rather than the paragraph or essay level. The lack of a count of the number of extended writing pieces in the data made it difficult to assess whether learners were gaining adequate exposure to opportunities to practise extended writing. The dominance of word level and sentence level writing does, however, resonate with reported research findings that work at the word level, especially in Primary Schools, dominates in Language teaching (Hoadley, 2010).

Grade 6

5. Nationally, only 7 percent of Grade 6 learners met the minimum standard of four Language exercises per week. Close to eight hundred thousand Grade 6 learners did fewer than four written exercises in Language per week. Nationally, the average number of written Language exercises completed was 1.5 which is well below the required minimum standard of four exercises per week in Grade 6.

Summary of Indicator 4 analysis

6. Nationally, 31 percent of Grade 6 learners met the minimum standard of four Maths exercises per week. Close to six hundred thousand Grade 6 learners dif fewer than four written exercises in Maths per week. The Western Cape was the only province in which over 50 percent of learners met the minimum standard of four Maths exercises per week. Overall, there was a wide range of variation between the provinces, with between 46 percent and 84 percent of learners across the different provinces not meeting the minimum standard of four Maths exercises per week. The average number of written Maths exercises nationally was 2.6.
7. Quintile 5 had the highest percentage (21 percent) of Grade 6 learners who met the minimum standard of four Language exercises per week. Less than 10 percent of Grade 6 learners in the remaining Quintiles met the minimum standard of four written Language exercises per week.
8. Quintile 4 had the highest percentage of learners who met the minimum standard of four written Maths exercises per week (38 percent) in Grade 6. The percentage of learners that met the standard in the rest of the Quintiles ranged from 26 percent to 35 percent.
9. Nationally, grammar was identified in exercise books as the dominant core skill covered, with 26 percent of exercises related to the development of Language structure and use. This is in excess of the suggested weighting for the skill in the CAPS, which is set at 10 percent. Nationally, 13 percent of exercises related to comprehension skills, less than the 20 percent stipulated in CAPS.
10. In relation to writing, although it would seem that writing at the word and sentence level dominated, the proportional measure used does not give an adequate measure of extended writing. An actual count of the number of essays or paragraphs written over the course of a year would give a clearer indication of the extent to which learners are given opportunities to engage in extended writing.

Summary of Indicator 4 analysis

11. Nationally, in relation to writing, writing at the word level dominated in exercises completed in learner exercise books/files across all provinces. Twenty two percent of exercises comprised writing at the word level. This was followed by 16 percent at the sentence level, 8 percent at the paragraph level and 11 percent of exercises comprising writing exceeding a paragraph.
12. Overall, the distribution of coverage of Learning Outcomes in Maths in Grade 6 was broadly in alignment with the recommended weighting for the Learning Outcomes in the CAPS. There was very little variation in coverage of core skills in Maths at Grade 6 level between provinces and Quintiles.

Grade 9

13. Nationally, 95 percent of Grade 9 learners did not meet the minimum requirements of four Language exercises per week. In seven of the nine provinces no learners met the minimum requirement. In Gauteng, 5 percent of learners met the requirement and in Mpumalanga 2 percent completed a minimum of four Language exercises per week. Nationally, the average number of written Language exercises was one exercise per learner per week.
14. Nationally, 91 percent of learners did not meet the minimum standard of four Maths exercises per week. Only in two provinces (Gauteng and the Western Cape) did more than 10 percent of learners achieve the standard. In the Northern Cape none of the learners achieved the standard. Nationally, the average number of written Maths exercises was 1.8 exercises per week.
15. Three percent of Grade 9 learners in Quintile 5 met the minimum standard of four written language exercises per week, and 1 percent of learners in Quintile 4 met the standard. None of the learners in the other three Quintiles met the minimum standard.

Summary of Indicator 4 analysis

16. Sixteen percent of learners in Quintile 5 met the minimum standard of four Maths exercises per week in Grade 9. The rest of the Quintiles ranged from 3 percent to 7 percent of learners who met the minimum standard.
17. Nationally, comprehension exercises comprised between 11 percent and 18 percent of exercises in learner books/files. All these proportions were lower than the approximate stipulation of 20 percent of the CAPS.
18. Nationally, for writing and presenting, writing at the word level dominated as it did in Grade 6, with 19 percent of exercises comprising writing at the word level. This was followed by 15 percent of exercises at the sentence level, 13 percent at the essay level and 9 percent at the paragraph level. There was thus a greater proportion of exercises at the word and sentence level than at the paragraph and essay level. The same cautions raised for Grade 6 in relation to the measure of writing pertain to Grade 9 as well.
19. Nationally, coverage of two LOs in Maths for Grade 9 were disproportionate to the CAPS recommended weighting for this level. Twenty-seven percent of all Maths exercises in Grade 9 covered LO1. This is a much higher proportion of exercises than the CAPS recommended weighting for LO1 in Grade 9, which is 15 percent. The Free State and the Northern Cape had more than 30 percent coverage of LO1 exercises. The Western Cape had the lowest proportion of coverage for LO1 exercises at 20 percent.
20. Nationally, 17 percent of all Maths exercises in Grade 9 covered LO3. This is a much lower proportion of exercises than the CAPS recommended weighting for LO3 in Grade 9, which is 30 percent. Gauteng and the Western Cape had the highest coverage for LO3 exercises with 20 percent each. The rest of the provinces covered between 15 percent and 19 percent of LO3 exercises.
21. There was very little variation in coverage of core skills in Maths at Grade 9 level between provinces and Quintiles.

5. INDICATOR 5: THE PERCENTAGE OF LEARNERS HAVING ACCESS TO TEXTBOOKS AND WORKBOOKS FOR THE ENTIRE SCHOOL YEAR

Background

Empirical evidence from a range of countries, reviewed by Lockheed & Verspoor (1991) and Abadzi (2006), points to the importance of textbooks in improving learner outcomes. JET Education Services purported that, in the absence of textbooks, learners are often exposed to only fragments of the curriculum, presented through stand-alone worksheets or isolated, short exercises (JET Education Services, 2008). Lockheed & Verspoor (1991) are also of the opinion that use of textbooks limits the wastage of instructional time.

In order for quality teaching and learning to take place, every learner should have access to a textbook and workbook or exercise book in every subject. In this regard, the 2008 OECD review found that providing good quality learning materials (e.g. textbooks) in sufficient quantities is one of the best ways to achieve the aims of the national education system. In South Africa, there are still many learners who do not have access to the textbooks and workbooks they need. It is common knowledge that there are not enough books in our schools. The *Action Plan to 2014* goals specify that every Grade 6 learner should have access to a so-called 'Minimum Schoolbag', which includes at least six textbooks.

As pointed out in the *Action Plan to 2014*, in recent years, considerable attention has been devoted to ensuring that where the department delivers textbooks to schools, these are delivered on time and according to the requirements of the school. These matters, whilst important, cover only a part of the issue. Schools' management of the book stock and of allocated funds are key to learners' access to materials.

Required standard

Objective four in the Strategic Plan 2010-2013 indicates that DBE Workbooks will be distributed to all Grades 1 to 9 learners in all public schools to facilitate the implementation of the curriculum and to ensure that sufficient practical exercises are done every year. In 2010, Workbooks were developed for Grades 1 to 6 in Literacy (in 11 Languages) and Numeracy (in 11 Languages) for Grades 1 to 3, and in Afrikaans and English for Grades 4 to 6. Each Workbook contains 128 worksheets across two volumes. These Workbooks were distributed to schools in 2011. No DBE Workbooks were developed for Grade 9 for use in 2011.

For the purpose of this survey, where an educator indicated that a textbook or workbook was being used to teach the relevant grade and subject, or some learners were able to present a relevant textbook or workbook, it was deemed that the learners in a relevant class had access to a textbook or workbook. Access therefore assumes that even if the textbooks or workbooks were not seen to be used in the class, learners did have access.

The standard required all learners (100%) to have access to all the relevant LTSM for their grade for Maths and Language (as indicated below).

Grade and subject	**LTSM required**
Grade 6 – Language	DBE Workbook Volume 1
Grade 6 – Language	DBE Workbook Volume 2
Grade 6 – Language	Textbook
Grade 6 – Maths	DBE Workbook Volume 1
Grade 6 – Maths	DBE Workbook Volume 2
Grade 6 – Maths	Textbook
Grade 9 – Language	Textbook
Grade 9 - Maths	Textbook

Instruments used

Data for this Indicator was collected using the following instruments:

Instruments used	Questions used
Instrument E: Grade 6 Language – Workbook/Textbook instrument	E – 10, 11, 12, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27
Instrument F: Grade 9 Language – Textbook instrument	F – 10, 11, 12, 13, 14, 15,16
Instrument G: Grade 6 Mathematics – Workbook/Textbook instrument	G – 9, 10, 11, 16, 17, 23, 24, 25, 26
Instrument H: Grade 9 Mathematics – Textbook instrument	H – 9, 10, 11, 14, 15

Data gathering

The data for this indicator was gathered by each of the field workers, while they were in their selected class, as was explained for Indicator 4. During the same lesson, each of the field workers completed the Textbook/Workbook Instrument for the selected grade and subject in that school (Instrument E – Grade 6 Language Workbooks/Textbooks, Instrument F – Grade 9 Language Textbooks, Instrument G – Grade 6 Maths Workbooks/Textbooks, or Instrument H – Grade 9 Maths Textbooks). The field workers were instructed to ask both the learners and educators questions in order to complete the questionnaire, and to actually see the workbooks and textbooks that the learners and educators had available in the class.

5.1. Analysis of Indicator 5 data

The data for this indicator was analysed in terms of:

- learners in Grade 6 with access to a Language textbook, by province and by Quintile
- learners in Grade 6 with access to a Maths textbook, by province and Quintile
- learners in Grade 6 with access to Language DBE Workbooks volume 1 and volume 2, by province and Quintile
- learners in Grade 6 with access to a Maths DBE Workbook Volume 1 and 2, by province and Quintile
- learners in Grade 9 with access to a Language textbook, by province and Quintile
- learners in Grade 9 with access to a Maths textbook, by province and Quintile

Although not part of the required standard for this Indicator, further data was collected on usage (DBE School Monitoring Survey 2011, *Technical Report*). The data was analysed in terms of:

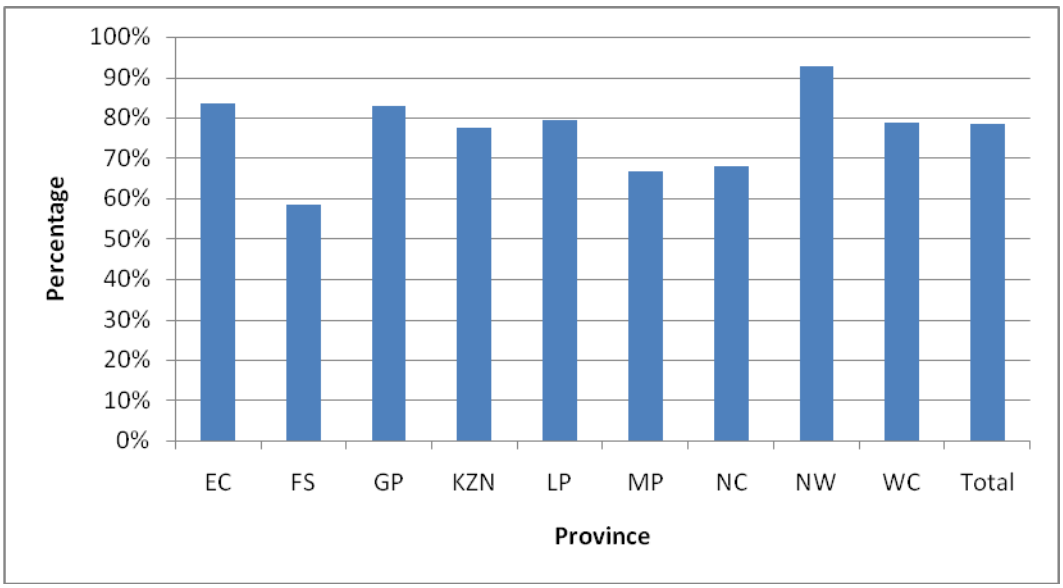
- educator reasons why a textbook is not used to teach Language in Grade 6, by province
- educator reasons why a textbook is not used to teach Maths in Grade 6, by province
- schools using Grade 6 Language DBE Workbook Volume 1 and Volume 2 in the previous five school days, by province
- educator reasons why Grade 6 Language DBE Workbooks are not being used, by province
- schools using Grade 6 Maths DBE Workbook Volume 1 and Volume 2 in the previous five school days, by province
- educator reasons why Grade 6 Maths DBE Workbooks are not being used, by province
- educator reasons why a textbook is not used to teach Language in Grade 9, by province
- educator reasons why a textbook is not used to teach Maths in Grade 9, by province

5.1.1 Learners in Grade 6 with access to a Language textbook, by province

Table 5.1.1 Learners in Grade 6 with access to a Language textbook, by province

Province	No Access		Access		Total	
	No.	%	No.	%	No.	%
EC	23 291	16	118 780	84	142 071	100
FS	20 351	42	28 484	58	48 835	100
GP	22 769	17	110 160	83	132 928	100
KZN	44 491	23	153 196	77	197 687	100
LP	25 022	21	95 509	79	120 531	100
MP	23 510	33	46 805	67	70 315	100
NC	6 754	32	14 364	68	21 118	100
NW	3 924	7	49 745	93	53 669	100
WC	14 976	21	55 734	79	70 710	100
Total	**185 086**	**22**	**672 778**	**78**	**857 864**	**100**

Graph 5.1.1 Learners in Grade 6 with access to a Language textbook, by province



Overall, 78 percent of Grade 6 learners in South Africa had access to a Language textbook (see Table 5.1.1). The percentage of Grade 6 learners with access to a Language textbook ranged from a low of 58 percent in the Free State to a high of 93 percent in the North West. In three provinces, (Mpumalanga, the Northern Cape and the Free State) less than 70 percent of Grade 6 learners had access to a Language textbook (see Table 5.1.1).

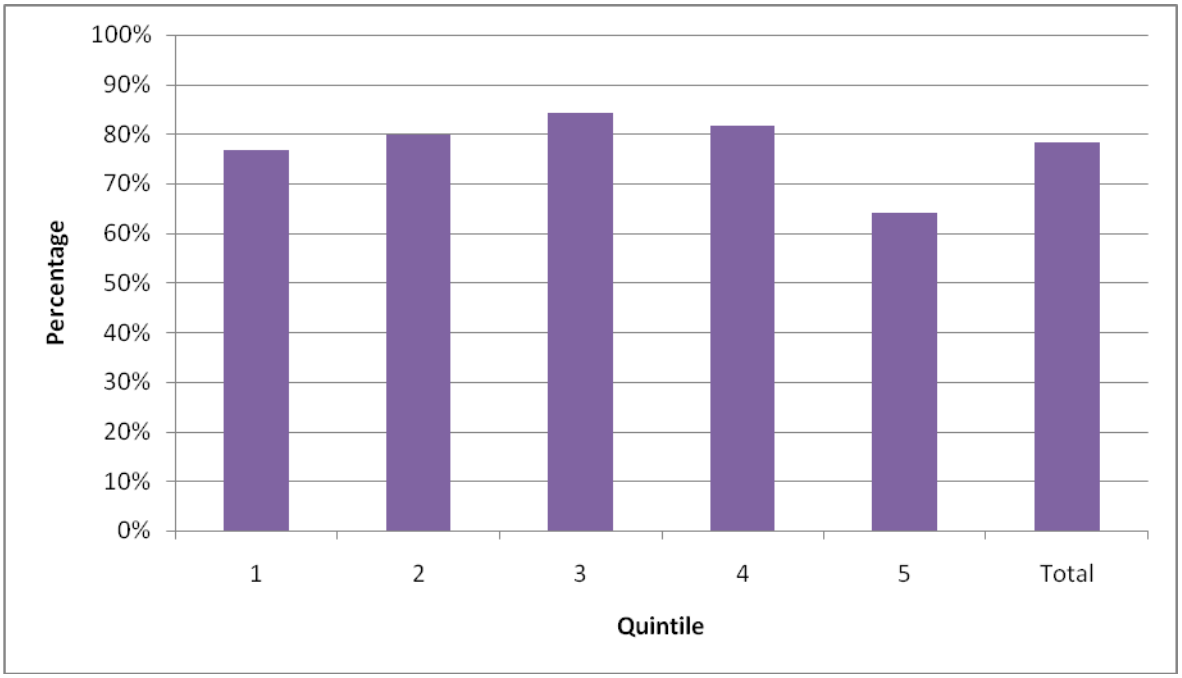
However, when asked to produce the textbook, only 22 percent could do so (DBE School Monitoring Survey 2011, *Technical Report*). This indicates that although most learners had access to a Language textbook, they did not necessarily have their own copy or did not necessarily have it with them during Language classes. This finding is supported by the finding of the SACMEQ study of 2007 that found that 45% of Grade 6 learners in South Africa had their own readers (Hungi et al, 2011). Even though readers are not textbooks, this is a useful source of comparison.

5.1.2 Learners in Grade 6 with access to a Language textbook, by Quintile

Table 5.1.2 Learners in Grade 6 with access to a Language textbook, by Quintile

Quintile	No Access		Access		Total	
	No.	%	No.	%	No.	%
1	47 188	23	155 284	77	202 472	100
2	35 319	20	140 791	80	176 110	100
3	34 698	16	186 668	84	221 366	100
4	25 693	18	114 764	82	140 458	100
5	42 188	36	75 271	64	117 458	100
Total	**185 086**	**22**	**672 778**	**78**	**857 864**	**100**

Graph 5.1.2 Learners in Grade 6 with access to a Language textbook, by Quintile



The percentage of Grade 6 learners with access to a Language textbook varied from a low of 64 percent in Quintile 5 schools to a high of 84 percent in Quintile 3 schools (see Table 5.1.2). The percentage of access in Quintile 5 schools was well below the national average of 78 percent. This is surprising since Quintile 5 schools are assumed to be the best resourced schools. However, this finding is supported by the data that only 15 percent of learners in Quintile 5 schools could produce a Language textbook on request (DBE School Monitoring Survey 2011, *Technical Report*). This finding needs to be interpreted with caution, as it may be related to the way that textbooks were defined in the survey, i.e. as published books. Quintile 5 schools might be making use of self-developed books, often bound and used from year to year, compiled by educators from the school or various schools in their area, but that are not published by a publisher and thus not recognised as a textbook in this study.

5.1.3 Educator reasons why a textbook is not used to teach Language in Grade 6, by province

Table 5.1.3 Educator reasons why a textbook is not used to teach Language in Grade 6, by province

Province	Didn't receive textbook		Incorrect Language		Incorrect Language level		Not enough books	
	No.	%	No.	%	No.	%	No.	%
EC	374	9	0	0	0	0	136	3
FS	211	22	8	1	8	1	83	9
GP	78	6	10	1	10	1	29	2
KZN	271	8	0	0	0	0	241	7
LP	342	15	0	0	0	0	43	2
MP	286	26	0	0	0	0	19	2
NC	43	11	4	1	4	1	30	7
NW	54	5	0	0	0	0	0	0
WC	57	6	0	0	0	0	24	2
Total	**1 715**	**11**	**22**	**0**	**22**	**0**	**605**	**4**

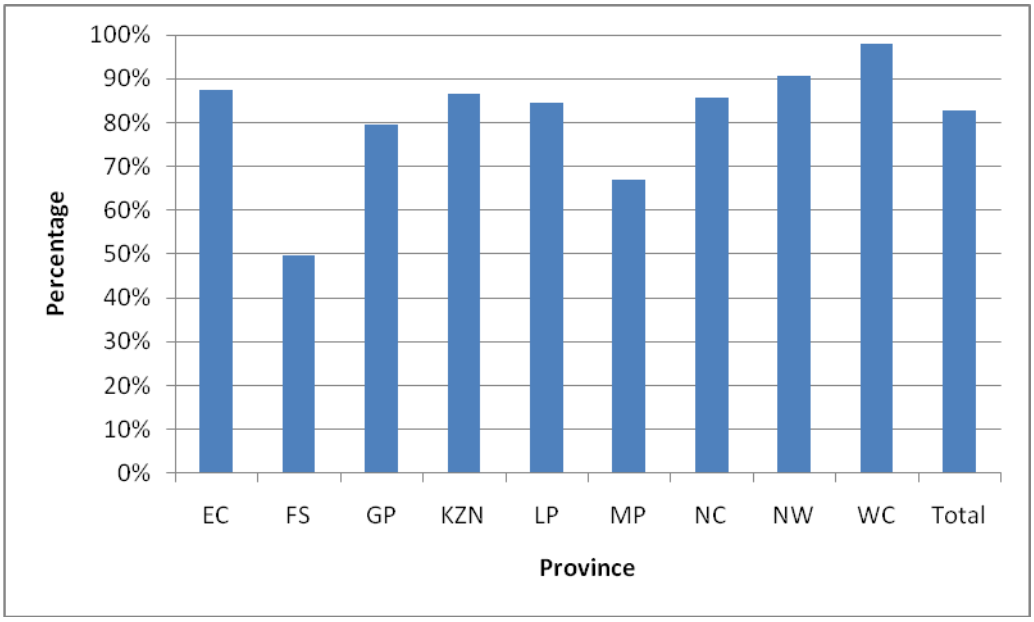
Educators were asked why they were not using textbooks to teach Language. Eleven percent of the educators that indicated that they were not using a textbook in class indicated that the reason was because they did not receive any textbooks for their learners (see Table 5.1.3). This particular challenge seems to be most prevalent in Mpumalanga, where 26 percent of the educators indicated this as a reason for not using textbooks in Language classes. The Free State followed closely behind with 22 percent of educators indicating this as a reason. This needs further investigation at district or provincial level.

5.1.4 Learners in Grade 6 with access to a Maths textbook, by province

Table 5.1.4 Learners in Grade 6 with access to a Maths textbook, by province

Province	No Access		Access		Total	
	No.	%	No.	%	No.	%
EC	17 812	13	123 327	87	141 139	100
FS	23 941	50	23 766	50	47 707	100
GP	26 374	20	102 754	80	129 128	100
KZN	26 232	13	169 206	87	195 437	100
LP	18 485	16	100 360	84	118 846	100
MP	22 872	33	46 505	67	69 377	100
NC	2 997	14	18 105	86	21 102	100
NW	4 855	9	47 951	91	52 807	100
WC	1 442	2	68 274	98	69 716	100
Total	**145 011**	**17**	**700 248**	**83**	**845 259**	**100**

Graph 5.1.4 Learners in Grade 6 with access to a Maths textbook, by province



Overall, 83 percent of Grade 6 learners in South Africa had access to a Maths textbook (see Table 5.1.4). This is slightly more than the 78 percent of learners who had access to a Language textbook. However, when asked to produce the textbook, only 24 percent of learners could do so (DBE School Monitoring Survey 2011, *Technical Report*). This indicates that although most learners had access to a Maths textbook, they did not necessarily have their own copy or did not have it with them during Maths classes.

Due to the differences in defining access in this study and the SAQMEC III study, percentages dealing with access cannot be compared directly. However, the SAQMEC III (2007) study found that 36 percent of Grade 6 learners in South Africa had exclusive access to Maths textbooks (Hungi et al, 2011). Even if assuming that the 24 percent of learners who could produce a Maths textbook is an underestimate of the percentage of learners who have exclusive access to textbooks (e.g. some learners could have exclusive use of a textbook but have forgotten their textbooks at home on the day of the survey), the downward trend in exclusive access to textbooks, reported by SAQMEC III (2007), seems to have continued.

The percentage of Grade 6 learners with access to Maths textbooks ranged from a low of 50 percent in the Free State to a high of 98 percent in the Western Cape. In two provinces, (Mpumalanga and the Free State) less than 70 percent of Grade 6 learners had access to a Maths textbook (see Table 5.1.4).

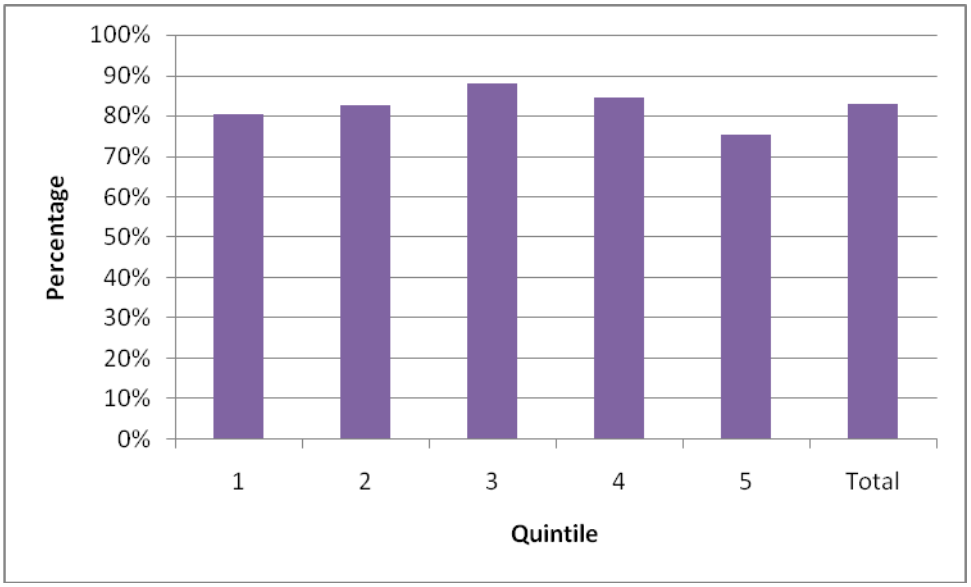
Although high percentages of learners in the Eastern Cape (87 percent) and the Northern Cape (86 percent) had access to textbooks, only 19 percent of learners in each of these provinces could produce a Maths textbook on request (DBE School Monitoring Survey 2011, *Technical Report*).

5.1.5 Learners in Grade 6 with access to a Maths textbook, by Quintile

Table 5.1. Learners in Grade 6 with access to a Maths textbook, by Quintile

Quintile	No Access		Access		Total	
	No.	%	No.	%	No.	%
1	39 174	20	161 679	80	200 853	100
2	30 507	17	144 603	83	175 110	100
3	25 942	12	191 282	88	217 224	100
4	21 087	15	116 087	85	137 174	100
5	28 301	25	86 598	75	114 899	100
Total	**145 011**	**17**	**700 248**	**83**	**845 259**	**100**

Graph 5.1.5 Learners in Grade 6 with access to a Maths textbook, by Quintile



The percentage of Grade 6 learners with access to Maths textbooks varied from a low of 75 percent in Quintile 5 schools to a high of 88 percent in Quintile 3 schools (see Table 5.1.5). The percentage of access in Quintile 5 schools is below the national average of 83 percent. Although the access percentage in Quintile 5 schools was lower than the national average, the percentage of learners in Quintile schools that could actually produce a Maths textbook on request was higher than those in Quintile 1, 2 or 3 schools, (DBE School Monitoring Survey 2011, *Technical Report*). This could possibly indicate that although access is overall lower in Quintile 5 than in Quintile 1, 2 or 3 schools, the portion of learners with access that have exclusive access is possibly higher in Quintile 5 schools than in Quintile 1, 2 or 3 schools.

5.1.6 Educator reasons why a textbook is not used to teach Maths in Grade 6, by province

Table 5.1.6 Educator reasons why a textbook is not used to teach Maths in Grade 6, by province

Province	Didn't receive textbook		Incorrect Language		Incorrect Language level		Not enough books	
	No.	%	No.	%	No.	%	No.	%
EC	204	5	17	0	17	0	187	5
FS	234	25	8	1	8	1	53	6
GP	88	7	0	0	10	1	49	4
KZN	195	5	0	0	0	0	120	3
LP	185	8	14	1	14	1	128	5
MP	181	17	0	0	0	0	86	8
NC	4	1	0	0	0	0	17	4
NW	45	5	0	0	0	0	18	2
WC	0	0	0	0	0	0	0	0
Total	**11 36**	**7**	**39**	**0**	**49**	**0**	**658**	**4**

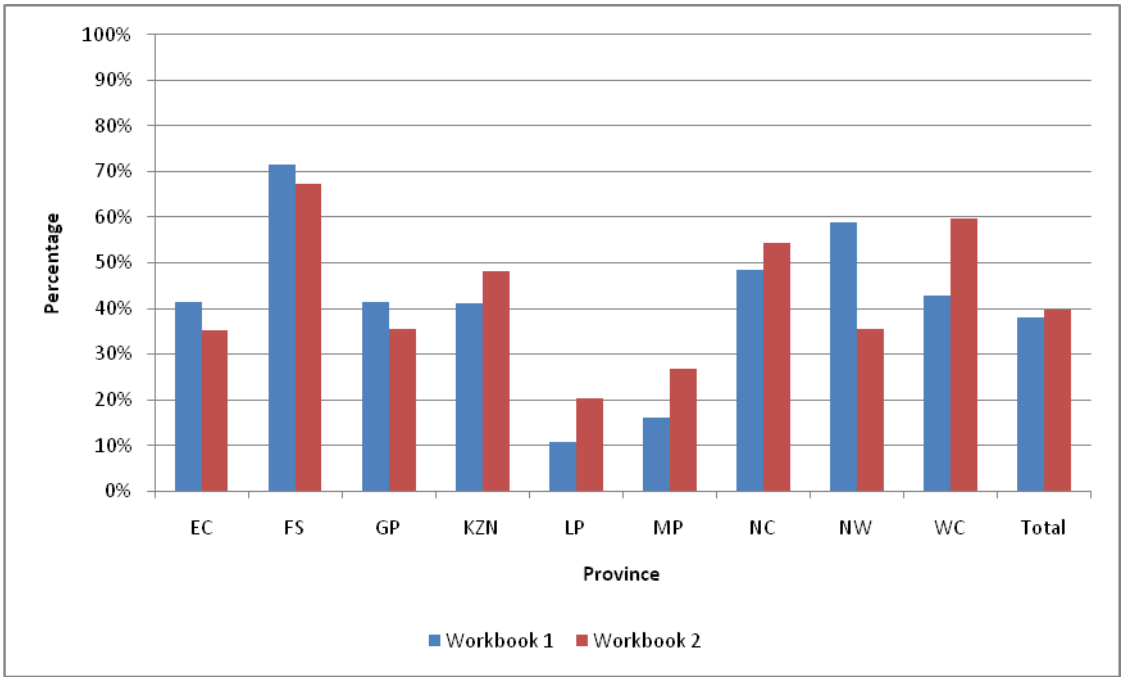
Seven percent of the educators indicated that the reason why they did not use textbooks to teach Maths was because they did not receive any textbooks (see Table 5.1.6). This particular challenge seems to be most prevalent in the Free State, where 25 percent of the educators indicated it as a reason for not using textbooks in Maths classes. This should be investigated further at district or provincial level. Mpumalanga followed closely behind with 17 percent of educators indicating it as a reason.

5.1.7 Learners in Grade 6 with access to Language DBE Workbooks Volume 1 and Volume 2, by province

Table 5.1.7 Learners in Grade 6 with access to Language DBE Workbooks Volume 1 and Volume 2, by province

Province	Workbook 1		Workbook 2		Total	
	No.	%	No.	%	No.	%
EC	58 849	41	50 099	35	142 062	100
FS	34 915	72	32 856	67	48 812	100
GP	54 903	41	47 354	36	132 969	100
KZN	81 240	41	95 051	48	197 652	100
LP	12 868	11	24 621	20	120 530	100
MP	11 324	16	18 787	27	70 345	100
NC	10 209	48	11 495	54	21 103	100
NW	31 655	59	19 130	36	53 702	100
WC	30 283	43	42 121	60	70 688	100
Total	**326 246**	**38**	**341 430**	**40**	**857 864**	**100**

Table 5.1.7 Learners in Grade 6 with access to Language DBE Workbooks Volume 1 and Volume 2, by province



Overall 38 percent of Grade 6 learners in South Africa had access to DBE Workbook Volume 1 for Language and 40 percent to DBE Workbook Volume 2 for Language (see Table 5.1.7). However, when asked to produce the Workbooks only 7 percent could produce Workbook Volume 1 and 8 percent Workbook Volume 2 (DBE School Monitoring Survey 2011, *Technical Report*). This indicates that less than half of the learners had access to the Workbooks, and even fewer had their copy on hand. The survey did not collect information on why learners (who have access) could not produce/show their DBE Workbooks.

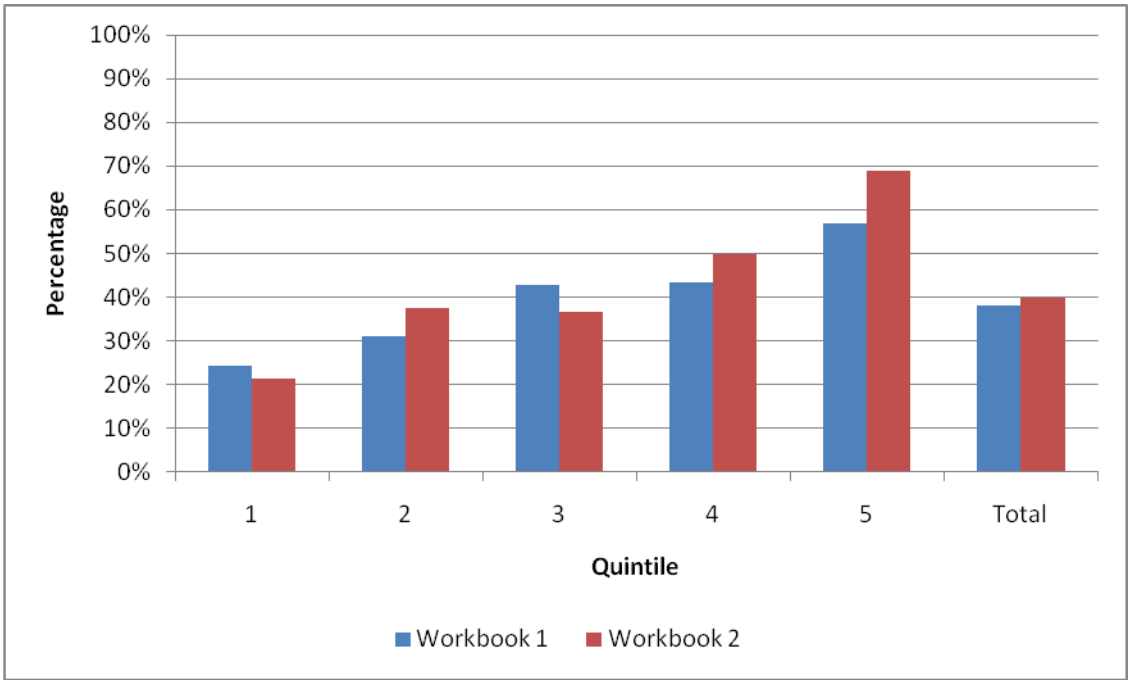
The percentage of Grade 6 learners with access to the DBE Language Workbook Volume 1 ranged from a low of 11 percent in Limpopo to a high of 72 percent in the Free State. For Workbook Volume 2, again Limpopo reported the lowest percentage of learners having access (20 percent) and the Free State the highest at 67 percent. In four provinces, (i.e. the Eastern Cape, Gauteng, Limpopo and the North West), only four percent of learners had access to Workbook Volume 2.

5.1.8 Learners in Grade 6 with access to Language DBE Workbooks Volume 1 and Volume 2, by Quintile

Table 5.1.8 Learners in Grade 6 with access to Language DBE Workbooks Volume 1 and Volume 2, by Quintile

Quintile	Workbook 1		Workbook 2		Total	
	No.	%	No.	%	No.	%
1	49 156	24	43 151	21	202 456	100
2	54 818	31	65 798	37	176 119	100
3	94 708	43	81 326	37	221 329	100
4	60 823	43	70 002	50	140 432	100
5	66 656	57	81 068	69	117 442	100
Total	**326 246**	**38**	**341 430**	**40**	**857 864**	**100**

Graph 5.1.8 Learners in Grade 6 with access to Language DBE Workbooks Volume 1 and Volume 2, by Quintile



The percentage of Grade 6 learners with access to the DBE Language Workbook Volume 1 varied from a low of 24 percent in Quintile 1 schools to a high of 57 percent in Quintile 5 schools and from 21 percent in Quintile 1 schools to 69 percent in Quintile 5 for Workbook Volume 2 (see Table 5.1.8). When requested to present Language Workbook Volume 2 only three percent in Quintile 1 schools could do so (DBE School Monitoring Survey 2011, *Technical Report*).

5.1.9 Schools using Grade 6 Language DBE Workbooks Volume 1 and Volume 2 in the previous five school days, by province

Table 5.1.9 Schools using Grade 6 Language DBE Workbooks Volume 1 and Volume 2 in the previous five school days, by province

Province	Workbook 1		Workbook 2		Total	
	No.	%	No.	%	No.	%
EC	663	16	441	11	4 065	100
FS	377	40	286	30	943	100
GP	59	5	88	7	1 270	100
KZN	629	18	678	19	3 551	100
LP	29	1	299	13	2 338	100
MP	76	7	161	15	1 086	100
NC	90	22	180	44	407	100
NW	402	41	99	10	983	100
WC	267	26	623	62	1 012	100
Total	**2 592**	**17**	**2 857**	**18**	**15 655**	**100**

In 17 percent of schools, Grade 6 learners used Workbook Volume 1 in the last five school days and 18 percent of schools used Workbook Volume 2 in the last five school days (see Table 5.1.9). Seven percent of the schools that were still using Workbook Volume 1 indicated that they were using it for remedial purposes, 9 percent because they had not completed it yet and 10 percent specified other reasons. The use of Workbook Volume 1 for remedial purposes was especially prevalent in the Western Cape, where 26 percent of the schools still using Workbook Volume 1 indicated that they use it for remedial purposes. (DBE School Monitoring Survey 2011, *Technical Report*).

5.1.10 Educator reasons why Grade 6 Language DBE Workbooks are not being used, by province

Table 5.1.10 Educator reasons why Grade 6 Language DBE Workbooks are not being used, by province

Reason		EC	FS	GP	KZN	LP	MP	NC	NW	WC	Total
Workbook 1 not received	**No.**	2 126	150	636	2 046	1 882	858	106	304	235	8 342
	%	52	16	50	58	81	79	26	31	23	53
Workbook 2 not received	**No.**	2 245	294	684	1 775	1 511	714	116	554	89	7 982
	%	55	31	54	50	65	66	28	56	9	51
Incorrect Language vol1	**No.**	102	8	49	45	14	19	13	27	0	277
	%	3	1	4	1	1	2	3	3	0	2
Incorrect Language vol2	**No.**	136	0	69	30	14	28	13	27	0	318
	%	3	0	5	1	1	3	3	3	0	2
Received but not used	**No.**	426	75	78	121	86	77	13	45	49	967
	%	10	8	6	3	4	7	3	5	5	6
Received but using own worksheets	**No.**	272	105	78	121	72	67	9	17	97	838
	%	7	11	6	3	3	6	2	2	10	5
Received but using other Workbook	**No.**	67	91	58	45	14	28	0	0	0	305
	%	2	10	5	1	1	3	0	0	0	2
Received too late	**No.**	409	271	186	330	72	28	39	161	81	1 576
	%	10	29	15	9	3	3	10	16	8	10
Not enough for all learners	**No.**	322	196	127	180	72	58	39	80	49	1 122
	%	8	21	10	5	3	5	10	8	5	7
Incorrect Language level	**No.**	153	22	39	30	14	47	4	9	16	337
	%	4	2	3	1	1	4	1	1	2	2

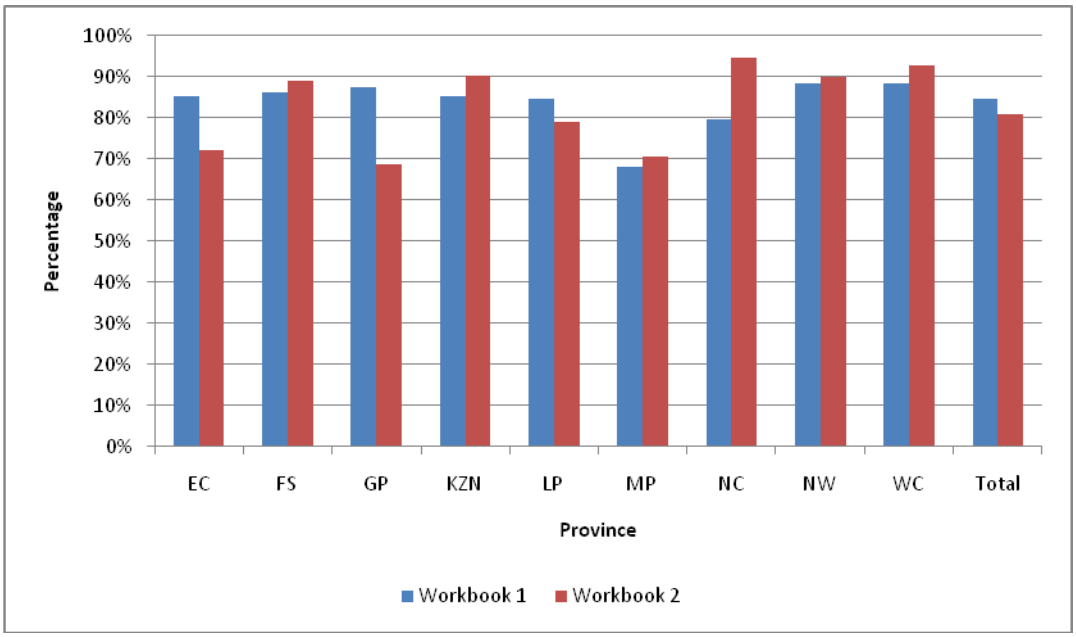
When asked why the Language Workbooks were not being used in their schools, educators in 53 percent of schools indicated that they did not receive Workbook Volume 1 and 51 percent indicated that they did not receive Workbook Volume 2. Ten percent indicated that Workbooks were received too late and 7 percent that not enough Workbooks were received. A further 2 percent indicated that they had received Workbook Volume 1 in the incorrect Language and 2 percent that they had received Workbook Volume 2 in the incorrect Language. Six percent admitted to receiving Workbooks, but not using them, 5 percent that they were using their own worksheets and 2 percent that they were using other Workbooks.

5.1.11 Learners in Grade 6 with access to Maths DBE Workbooks Volume 1 and Volume 2, by province

Table 5.1.11 Learners in Grade 6 with access to Maths DBE Workbooks Volume 1 and Volume 2, by province

Province	Workbook 1		Workbook 2		Total	
	No.	%	No.	%	No.	%
EC	121 474	85	102 515	72	142 234	100
FS	42 207	86	43 494	89	48 898	100
GP	116 498	88	91 534	69	133 055	100
KZN	168 141	85	177 664	90	197 051	100
LP	102 086	85	95 394	79	120 616	100
MP	47 869	68	49 670	71	70 345	100
NC	16 814	80	19 988	95	21 103	100
NW	47 526	88	48 298	90	53 702	100
WC	62 624	88	65 627	93	70 774	100
Total	**725 238**	**85**	**694 184**	**81**	**857 864**	**100**

Graph 5.1.11 Learners in Grade 6 with access to Maths DBE Workbooks Volume 1 and Volume 2, by province



Overall 85 percent of Grade 6 learners in South Africa had access to DBE Workbook Volume 1 for Maths and 81 percent to DBE Workbook Volume 2 (see Table 5.1.11). This is much higher than the access reported for the Language Workbooks. However, when asked to produce the Workbooks only 18 percent could produce Workbook Volume 1 and 20 percent Workbook Volume 2 (DBE School Monitoring Survey 2011, *Technical Report*). This indicates that even though most learners had access to the Workbooks, only a few had their individual copy on hand. The survey did not collect information on why learners (who have access) could not produce/show their DBE Workbooks.

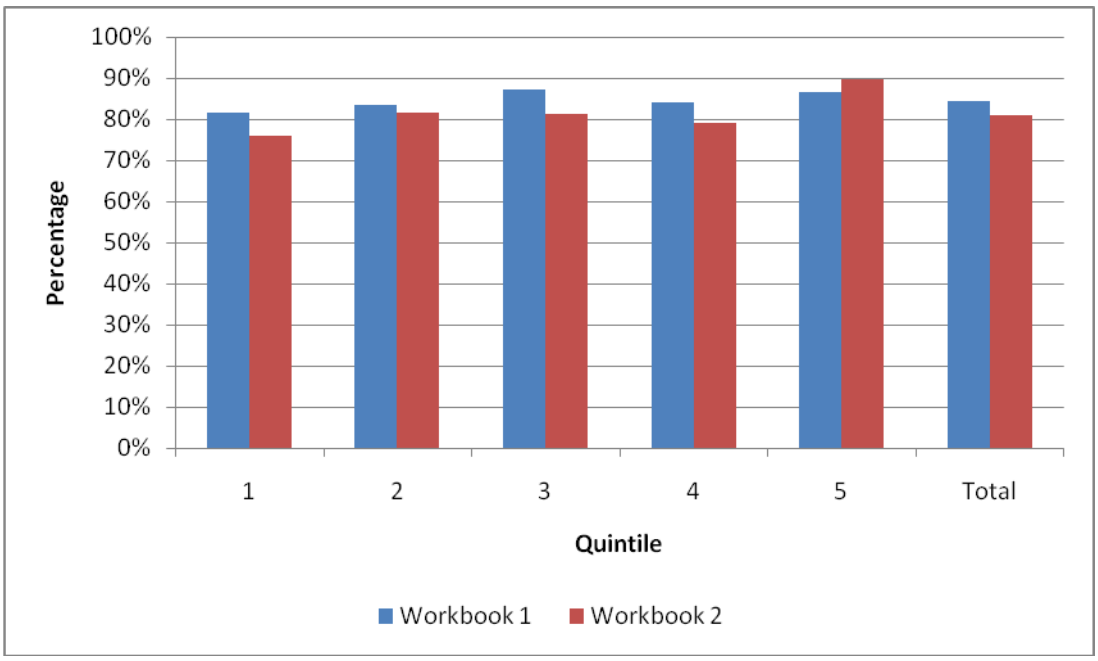
The percentage of Grade 6 learners with access to the DBE Maths Workbook Volume 1 ranged from a low of 68 percent in Mpumalanga to a high of 88 percent in Gauteng, the North West and the Western Cape. For Workbook Volume 2, Gauteng reported the lowest percentage of learners having access (69 percent) and the Western Cape the highest at 93 percent.

5.1.12 Learners in Grade 6 with access to Maths DBE Workbooks Volume 1 and Volume 2, by Quintile

Table 5.1.12 Learners in Grade 6 with access to Maths DBE Workbooks Volume 1 and Volume 2, by Quintile

Quintile	Workbook 1		Workbook 2		Total	
	No.	%	No.	%	No.	%
1	165 225	82	153 643	76	202 542	100
2	147 038	83	143 950	82	176 119	100
3	193 019	87	179 980	81	221 243	100
4	118 299	84	111 265	79	140 432	100
5	101 743	87	105 346	90	117 442	100
Total	**725 238**	**85**	**694 184**	**81**	**857 864**	**100**

Graph 5.1.12 Learners in Grade 6 with access to Maths DBE Workbooks Volume 1 and Volume 2, by Quintile



The percentage of Grade 6 learners with access to the DBE Maths Workbook Volume 1 and Volume 2 varied very little from Quintile to Quintile.

5.1.13 Schools using Grade 6 Maths DBE Workbooks Volume 1 and Volume 2 in the previous five school days, by province

Table 5.1.13 Schools using Grade 6 Maths DBE Workbooks Volume 1 and Volume 2 in the previous five school days, by province

Province	Workbook 1		Workbook 2		Total	
	No.	%	No.	%	No.	%
EC	1 650	41	1 343	33	4 066	100
FS	354	38	498	53	942	100
GP	401	32	196	15	1 270	100
KZN	1 528	43	1 799	51	3 550	100
LP	1 198	51	1 454	62	2 337	100
MP	362	33	506	47	1 086	100
NC	106	26	296	73	407	100
NW	304	31	509	52	983	100
WC	405	40	679	67	1 011	100
Total	**6 309**	**40**	**7 279**	**47**	**15 655**	**100**

In 40 percent of schools, the Grade 6 learners used Workbook Volume 1 in the last five school days and 47 percent of schools used Workbook Volume 2 in the last five school days.

5.1.14 Educator reasons why Grade 6 Maths DBE Workbooks are not being used, by province

Table 5.1.14 Educator reasons why Grade 6 Maths DBE Workbooks are not being used, by province

Province		EC	FS	GP	KZN	LP	MP	NC	NW	WC	Total
Workbook 1 not received	**No.**	748	121	205	675	243	333	69	89	25	2 506
	%	18	13	16	19	10	31	17	9	2	16
Workbook 2 not received	**No.**	1 259	166	498	584	285	219	22	53	16	3 103
	%	31	18	39	16	12	20	5	5	2	20
Incorrect Language Volume 1	**No.**	67	15	30	15	14	10	13	9	16	189
	%	2	2	2	0	1	1	3	1	2	1
Incorrect Language Volume 2	**No.**	52	8	19	15	28	10	4	9	8	152
	%	1	1	1	0	1	1	1	1	1	1
Received but not used	**No.**	255	61	88	135	86	114	13	53	33	838
	%	6	6	7	4	4	11%	3	5	3	5
Received but using own worksheets	**No.**	204	113	196	30	86	47	0	45	81	802
	%	5	12	15	1	4	4	0	5	8	5
Received but using other Workbook	**No.**	67	67	88	15	14	10	0	17	0	280
	%	2	7	7	0	1	1	0	2	0	2
Received too late	**No.**	697	188	244	675	199	191	17	152	64	2 428
	%	17	20	19	19	9	18	4	15	6	16
Not enough for all learners	**No.**	340	91	263	269	114	105	25	72	49	1 329
	%	8	10	21	8	5	10	6	7	5	8

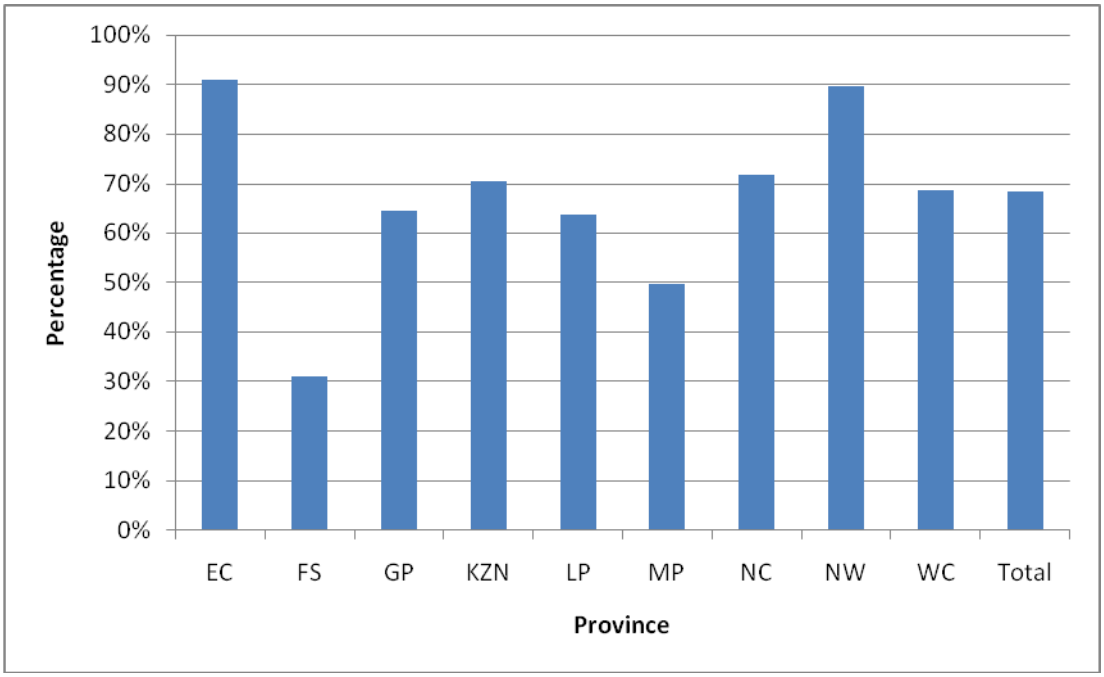
When asked why the Maths Workbooks were not being used in their schools, educators in 16 percent of schools indicated that they did not receive Workbook Volume 1 and 20 percent indicated that they did not receive Workbook Volume 2. Sixteen percent indicated that Workbooks were received too late and eight percent that not enough Workbooks were received. A further one percent indicated that they received Workbook Volume 1 in the incorrect language and one percent that they received Workbook Volume 2 in the incorrect language. Five percent admitted to receiving Workbooks, but not using them, five percent that they were using their own worksheets and two percent that they were using other Workbooks.

5.1.15 Learners in Grade 9 with access to a Language textbook, by province

Table 5.1.15 Learners in Grade 9 with access to a Language textbook, by province

Province	No Access		Access		Total	
	No.	%	No.	%	No.	%
EC	11 544	9	117 092	91	128 636	100
FS	41 344	69	18 466	31	59 810	100
GP	49 048	36	88 933	64	137 981	100
KZN	66 445	30	158 177	70	224 622	100
LP	55 294	36	96 449	64	151 743	100
MP	34 585	50	34 096	50	68 681	100
NC	5 262	28	13 394	72	18 656	100
NW	5 931	10	50 705	90	56 636	100
WC	21 843	31	47 741	69	69 584	100
Total	**291 296**	**32**	**625 053**	**68**	**916 349**	**100**

Graph 5.1.15 Learners in Grade 9 with access to a Language textbook, by province



Overall 68 percent of Grade 9 learners in South Africa had access to a Language textbook (see Table 5.1.15). However, when asked to produce the textbook, only 16 percent could do so (DBE School Monitoring Survey 2011, *Technical Report*). This indicates that although more than half of the learners had access to a Language textbook, they did not necessarily have their own copy or did not necessarily have it with them during Language classes.

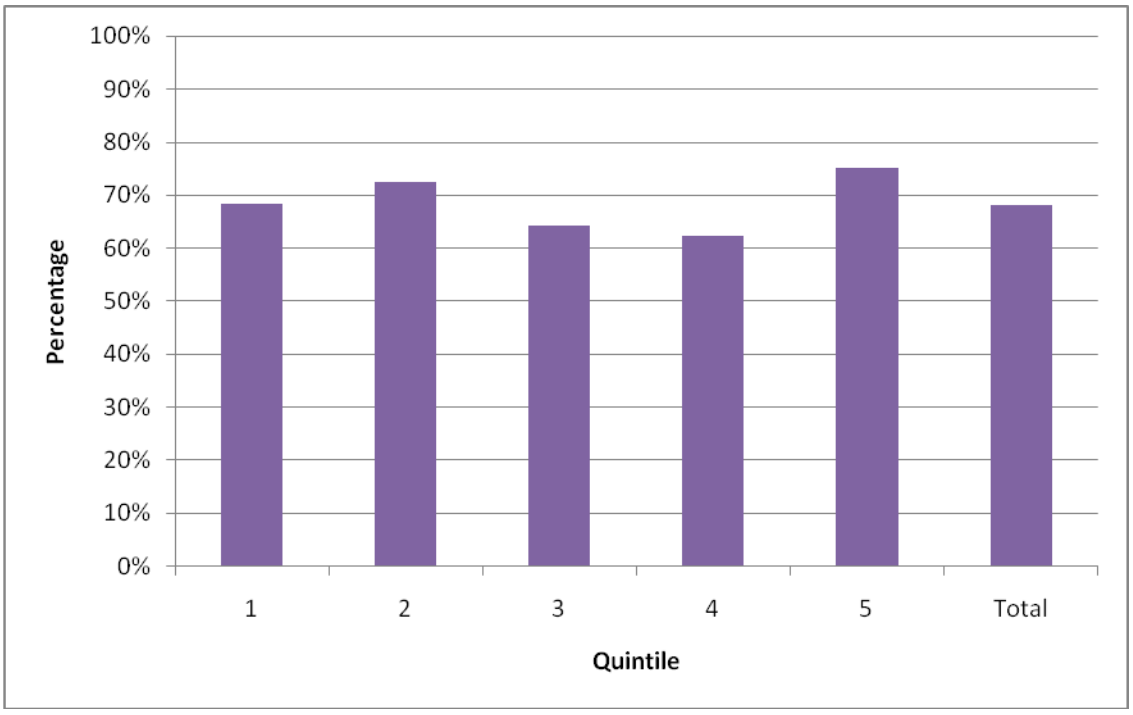
The percentage of Grade 9 learners with access to a Language textbook ranged from a low of 31 percent in the Free State to a high of 91 percent in the Eastern Cape and 90 percent in the North West.

5.1.16 Learners in Grade 9 with access to a Language textbook, by Quintile

Table 5.1.16 Learners in Grade 9 with access to a Language textbook, by Quintile

Quintile	No Access		Access		Total	
	No.	%	No.	%	No.	%
1	62 010	32	134 030	68	196 040	100
2	51 020	28	133 579	72	184 599	100
3	89 769	36	160 863	64	250 633	100
4	51 856	38	85 751	62	137 607	100
5	36 640	25	110 829	75	147 469	100
Total	**291 296**	**32**	**625 053**	**68**	**916 349**	**100**

Graph 5.1.16 Learners in Grade 9 with access to a Language textbook, by Quintile



The percentage of Grade 9 learners with access to a Language textbook varied from a low of 62 percent in Quintile 4 schools to a high of 75 percent in Quintile 5 schools.

5.1.17 Educator reasons why a textbook is not used to teach Language in Grade 9, by province

Table 5.1.17 Educator reasons why a textbook is not used to teach Language in Grade 9, by province

Province	Didn't receive textbook		Incorrect Language		Incorrect Language level		Not enough books	
	No.	%	No.	%	No.	%	No.	%
EC	220	8	73	3	73	3	0	0
FS	117	30	0	0	0	0	182	47
GP	104	18	0	0	9	2	47	8
KZN	199	11	0	0	0	0	218	12
LP	318	24	0	0	13	1	80	6
MP	206	38	0	0	19	4	65	12
NC	10	5	0	0	0	0	14	7
NW	10	2	0	0	10	2	10	2
WC	10	3	0	0	0	0	10	3
Total	**1 192**	**14**	**73**	**1**	**124**	**1**	**626**	**7**

Fourteen percent of the educators indicated that the reason why they do not use textbooks to teach Language was because they did not receive any textbooks. This particular challenge seems to be most prevalent in Mpumalanga, where 38 percent of the educators indicated it as a reason for not using textbooks in Language classes. The Free State followed closely behind with 30 percent of educators indicating it as a reason.

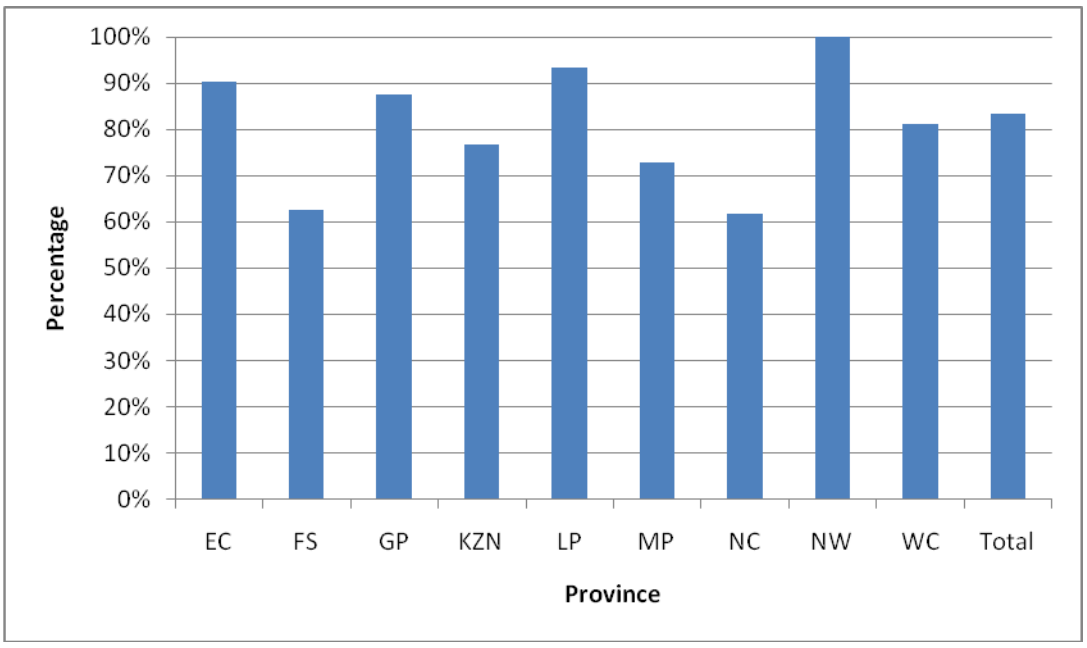
Seven percent of educators indicated that they do not use Language textbooks in teaching because there are not a sufficient number of textbooks available. This challenge is most prevalent in the Free State (47 percent). Interestingly, none of the educators in the Eastern Cape indicated that they were experiencing challenges in terms of the number of textbooks available. This supports the finding (see 5.1.15 above) that a high percentage of learners in the Eastern Cape had access to Language textbooks.

5.1.18 Learners in Grade 9 with access to a Maths textbook, by province

Table 5.1.18 Learners in Grade 9 with access to a Maths textbook, by province

Province	No Access		Access		Total	
	No.	%	No.	%	No.	%
EC	12 656	10	117 032	90	129 689	100
FS	22 341	37	37 469	63	59 810	100
GP	17 006	12	120 975	88	137 981	100
KZN	51 037	23	168 963	77	220 000	100
LP	10 145	7	141 593	93	151 738	100
MP	19 503	27	52 036	73	71 539	100
NC	7 119	38	11 506	62	18 625	100
NW	0	0	57 926	100	57 926	100
WC	13 153	19	56 431	81	69 584	100
Total	**152 959**	**17**	**763 932**	**83**	**916 891**	**100**

Graph 5.1.18 Learners in Grade 9 with access to a Maths textbook, by province



Overall, 83 percent of Grade 9 learners in South Africa had access to a Maths textbook (see Table 5.1.18). This is higher than the 68 percent of learners who had access to a Language textbook. However, when asked to produce the textbook only 21 percent could do so (DBE School Monitoring Survey 2011, *Technical Report*). This indicates that although most learners had access to a Maths textbook, they did not necessarily have their own copy or did not necessarily have it with them during Maths classes.

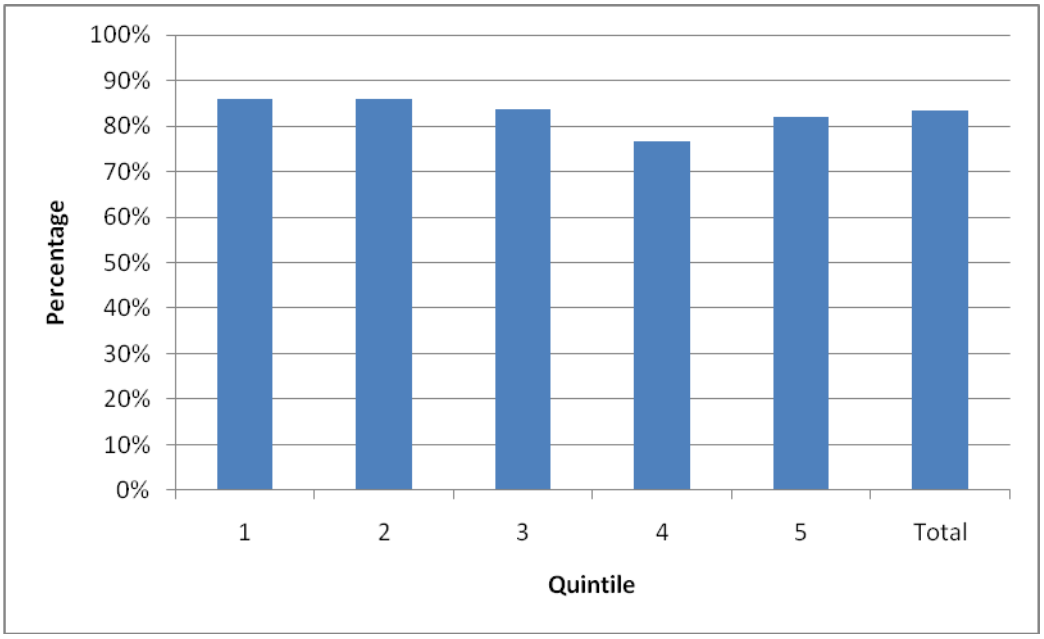
The percentage of Grade 9 learners with access to Maths textbooks ranged from a low of 62 percent in the Northern Cape to a high of 100 percent in the North West. In two provinces (the Northern Cape and the Free State) less than 70 percent of Grade 9 learners had access to a Maths textbook (see Table 5.1.18).

5.1.19 Learners in Grade 9 with access to a Maths textbook, by Quintile

Table 5.1.19 Learners in Grade 9 with access to a Maths textbook, by Quintile

Quintile	No Access		Access		Total	
	No.	%	No.	%	No.	%
1	27 769	14	170 692	86	198 460	100
2	25 729	14	158 249	86	183 977	100
3	40 318	16	206 840	84	247 158	100
4	31 983	23	104 979	77	136 962	100
5	27 161	18	123 173	82	150 334	100
Total	**152 959**	**17**	**763 932**	**83**	**916 891**	**100**

Graph 5.1.19 Learners in Grade 9 with access to a Maths textbook, by Quintile



The percentage of Grade 9 learners with access to Maths textbooks varied from a low of 77 percent in Quintile 4 schools to a high of 86 percent in Quintile 1 and 2 schools.

5.1.20 Educator reasons why a textbook is not used to teach Maths in Grade 9, by province

Table 5.1.20 Educator reasons why a textbook is not used to teach Maths in Grade 9, by province

Province	Didn't receive textbook		Not enough books	
	No.	%	No.	%
EC	37	1	0	0
FS	39	10	13	3
GP	28	5	47	8
KZN	118	6	255	14
LP	53	4	13	1
MP	112	21	37	7
NC	25	13	5	3
NW	9	2	0	0
WC	10	3	20	5
Total	**431**	**5**	**391**	**5**

Five percent of the educators indicated that the reason why they did not use textbooks to teach Maths was because they did not receive any textbooks (see Table 5.1.20). This particular challenge seems to be most prevalent in Mpumalanga, where 21 percent of the educators indicated it as a reason for not using textbooks in Maths classes.

Five percent of educators indicated that they did not use Maths textbooks in teaching because there are not a sufficient number of textbooks available. This challenge is most prevalent in KwaZulu-Natal (14 percent). As expected, none of the educators in the North West indicated that they are experiencing challenges in terms of the number of textbooks available. This supports the finding (see Table 5.1.18) that all learners in North West have access to textbooks.

The following table summarises some of the findings for Indicator 5, by province:

Criterion	Province		Province	
	Lowest	%	Highest	%
Grade 6 learners who could produce Language DBE Workbook Volume 1	LP	0	FS	20
Grade 6 learners who could produce Language DBE Workbook Volume 2	EC, GP, NW, LP	4	WC	22
Grade 6 learners who could produce a Language textbook	FS, NC	15	GP	27
Grade 6 learners who could produce Maths DBE Workbook Volume 1	GP	13	LP	25
Grade 6 learners who could produce Maths DBE Workbook Volume 2	GP	6	LP	29
Grade 6 learners who could produce a Maths textbook	FS	9	WC	30
Grade 9 learners who could produce a Language textbook	FS	7	EC	22
Grade 9 learners who could produce a Maths textbook	NC	12	EC	31

*(*DBE School Monitoring Survey 2011*, Technical Report)*

The following table summarises some of the findings for Indicator 5, by Quintile:

Criterion	Quintile		Quintile	
	Lowest	%	Highest	%
Grade 6 learners who could produce Language DBE Workbook Volume 1	1	5	3	10
Grade 6 learners who could produce Language DBE Workbook Volume 2	1	3	5	14
Grade 6 learners who could produce a Language textbook	5	15	2, 4	24
Grade 6 learners who could produce Maths DBE Workbook Volume 1	1, 2, 5	16	3	21
Grade 6 learners who could produce Maths DBE Workbook Volume 2	2	17	4	27
Grade 6 learners who could produce a Maths textbook	1	21	4	27
Grade 9 learners who could produce a Language textbook	3	13	2	19
Grade 9 learners who could produce a Maths textbook	1	20	5	23

*(*DBE School Monitoring Survey 2011*, Technical Report)*

Summary of Indicator 5 analysis: Grade 6

1. Seventy eight percent of Grade 6 learners had access to a Language textbook and 83 percent to a Maths textbook. However, the percentages of learners that could produce such textbooks (22 and 24 percent respectively) are more in line with the SAQMEC III (2007) findings of a downward trend in exclusive access to textbooks in South Africa.
2. The percentage of Grade 6 learners having access to Language and Maths textbooks varied widely between provinces, with the biggest challenge being experienced in the Free State. Access to both Language and Maths textbooks were high in the North West and high in the Western Cape for Maths.
3. Unlike the textbooks, less than half of the learners had access to the Grade 6 DBE Language Workbooks, with only 38 and 40 percent of learners having access to Workbook Volume 1 and Volume 2 respectively. However, less than ten percent of learners could produce the Workbooks when requested to do so. This lack of access to the DBE Language Workbooks was most severe in Limpopo and Mpumalanga, as well as in the bottom three Quintiles.
4. The usage of the Language Workbooks Volume 1 and Volume 2 were the lowest in the Eastern Cape, Gauteng, Limpopo and Mpumalanga. The percentage of schools making use of Language Workbook Volume 2 was the highest in the Western Cape. The majority of schools, who did not use the Language Workbooks, indicated it was because they hadn't received the Workbooks.
5. As with the textbooks, a greater percentage of learners had access to the Maths Workbooks than to the Language Workbooks, with 85 and 81 percent of learners having access to Workbook Volume 1 and Volume 2 respectively. However, less than 20 percent of learners could produce the Workbooks when requested to do so. This lack of access to the Grade 6 DBE Maths Workbook Volume 1 was most severe in Mpumalanga and for Workbook Volume 2 in Gauteng.

Summary of Indicator 5 analysis: Grade 9

6. Sixty-eight percent of Grade 9 learners had access to a Language textbook and 83 percent to Maths textbooks. However, the percentages of learners that could produce such textbooks (16 and 21 percent respectively) was much lower, indicating that learners either did not have exclusive use of textbooks or did not have their textbooks with them during lessons.
7. The percentage of Grade 9 learners having access to Language and Maths textbooks varied widely between provinces, with the biggest challenge being experienced in the Free State with Language textbooks and in the Northern Cape and the Free State with Maths textbooks. Access to both Language and Maths textbooks was high in the North West and high in the Eastern Cape for Maths.
8. Shortages of textbooks appeared to be a problem in some provinces, such as the Free State. Further investigation into the reasons for this would be useful.
9. As suggested in Indicator 4, dealing with Curriculum Coverage, the DBE Workbooks at Grade 6 level could well account for the higher volume of written work at Grade 6 level observed during the School Monitoring Survey. The data collected for Indicator 5 shows that distribution of the DBE Workbooks in 2011 was uneven. A wider distribution of the DBE Workbooks, at more (and higher) Grades, could have a positive impact on the volume of written work done.

6. INDICATOR 6: THE PERCENTAGE OF LEARNERS IN SCHOOLS WITH A LIBRARY FULFILLING CERTAIN *MINIMUM STANDARDS*

Background

The *National Guidelines for School Library and Information Services* (DBE, 2011) set the following *reasonable standards* for a central school library:

1. Adequately stocked learning resources and reading/referencing material
2. Range of fictional reading material for a range of reading levels
3. Accessible throughout the day and afternoon
4. Educator or librarian or member of staff dedicated to the management of the library; this person should work with the school management team
5. Linked to classroom libraries
6. Integrated with ICT centre
7. A centralised and accessible space.

Required standard

For the purpose of this survey, the *reasonable standards* for libraries (listed in the *National Guidelines for School Library and Information Services),* were reviewed, taking into account the considerable backlog that is known to exist.

For the purpose of this survey, learners were considered to be in schools with a library fulfilling certain *minimum standards* if they had access to at least one of the following:

- a central school library
- a mobile library
- classroom libraries.

Instruments used

Data for this Indicator was collected using the following instruments:

Instruments used	Questions used
Instrument L: School observation	L – 22,23, 24
Instrument O: Principal interview	O – 8

Data gathering

The data for this Indicator was gathered using two sources. One of the field workers collected data using a School Observation Questionnaire (Instrument L), by walking around the premises of the school and answering the questions in the questionnaire. This included physically seeing and touching various Indicators. The other field worker collected data using a Principal Interview Questionnaire (Instrument O) by asking the principal/deputy principal or Head of Department (HOD) various questions.

6.1. Analysis of Indicator 6 data

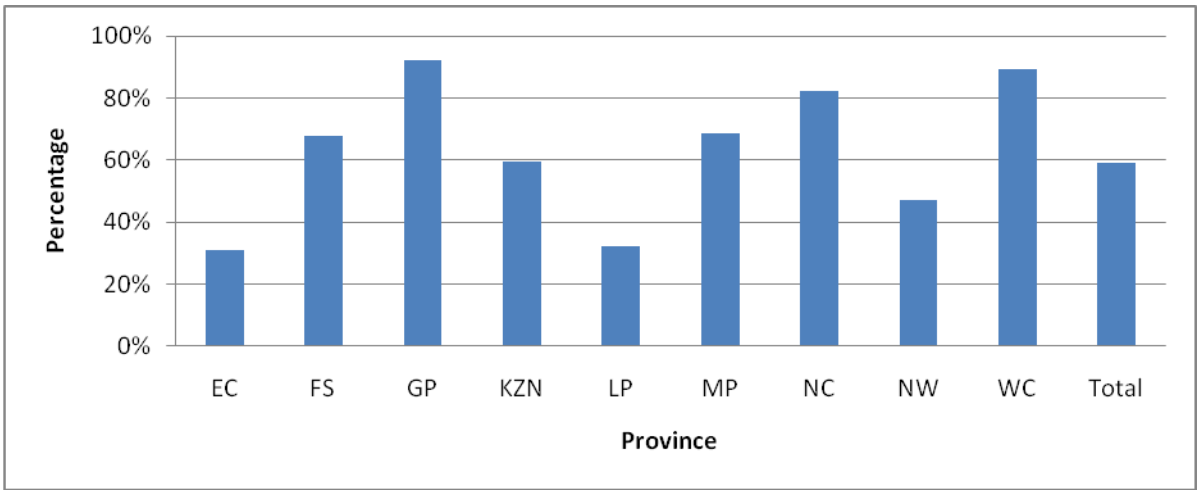
Reporting for this Indicator is primarily on learner numbers that have access to a library that fulfils *certain minimum standards*. Primary schools and secondary schools are reported on separately, and two views are presented for each set of data, namely by province and by Quintile. Some reporting is also done on the number and percentage of schools with a library fulfilling *minimum standards*, again by province and then by Quintile.

6.1.1 Learners in primary schools with a library fulfilling minimum standards, by province

Table 6.1.1 Learners in primary schools with a library fulfilling minimum standards, by province

Province	Library doesn't fulfil minimum standards		Library fulfils minimum standards		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
EC	823 484	67	380 562	31	16 577	1	1 220 623	100
FS	134 462	30	298 968	68	8 263	2	441 694	100
GP	73 321	7	960 083	92	6 526	1	1 039 930	100
KZN	670 953	39	1 018 724	60	19 000	1	1 708 677	100
LP	646 676	67	311 608	32	7 619	1	965 903	100
MP	158 403	31	347 654	69	0	0	506 056	100
NC	29 767	17	143 086	82	1 453	1	174 306	100
NW	207 326	50	195 015	47	10 684	3	413 025	100
WC	56 044	10	494 418	89	3 377	1	553 839	100
Total	**2 800 435**	**40**	**4 150 117**	**59**	**73 500**	**1**	**7 024 052**	**100**

Graph 6.1.1 Learners in primary schools with a library fulfilling minimum standards, by province



Nationally, almost 60 percent of primary school learners were in schools with a library that fulfils minimum criteria. This means that more than 2.8 million primary school learners in South Africa did not have access to, at the least, a classroom library. In Gauteng and the Western Cape, only 7 and 10 percent of learners, respectively, were in such schools. However, in both the Eastern Cape and Limpopo, 67 percent of primary school learners were in schools without, at minimum, a classroom library.

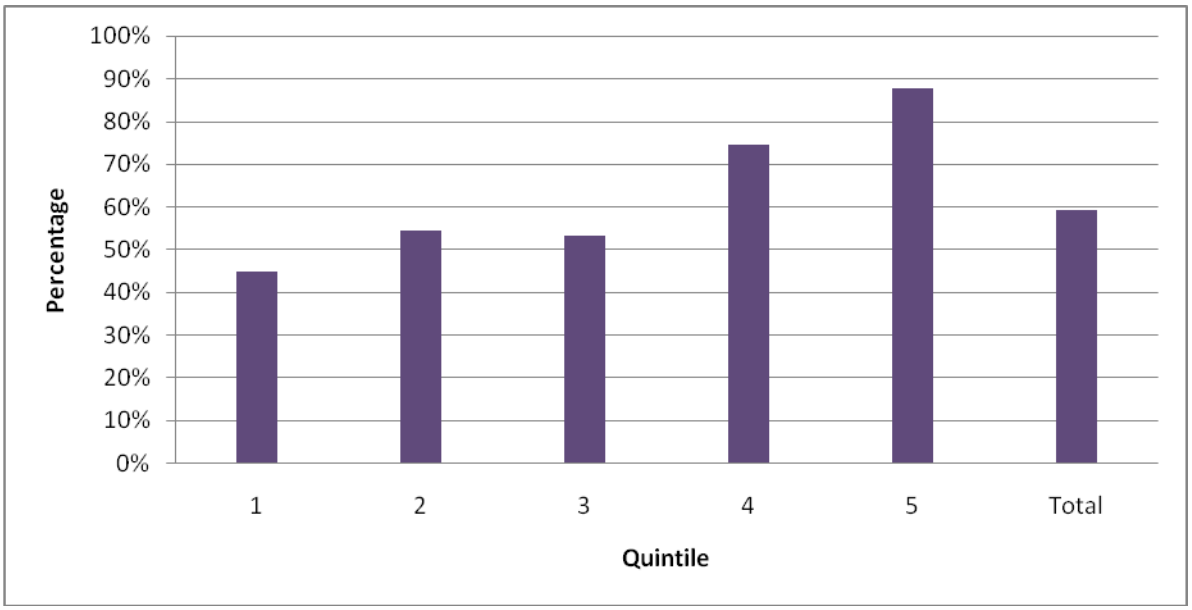
The national average of 59 percent is supported by the SACMEQ (2007) finding that 62 percent of Grade 6 learners in South Africa had access to libraries. SACMEQ also pointed out that there had been a decrease in access to libraries of roughly 5 percentage points between 2000 and 2007.

6.1.2 Learners in primary schools with a library fulfilling minimum standards, by Quintile

Table 6.1.2 Learners in primary schools with a library fulfilling minimum standards, by Quintile

Quintile	Library doesn't fulfil minimum standards		Library fulfils minimum standards		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
1	934 655	54	783 277	45	24 480	1	1 742 412	100
2	641 828	44	787 502	55	14 068	1	1 443 399	100
3	844 436	45	994 377	53	28 029	2	1 866 842	100
4	268 754	25	801 387	74	6 923	1	1 077 064	100
5	110 763	12	783 573	88	0	0	894 336	100
Total	**2 800 435**	**40**	**4 150 117**	**59**	**73 500**	**1**	**7 024 052**	**100**

Graph 6.1.2Learners in primary schools with a library fulfilling minimum standards, by Quintile



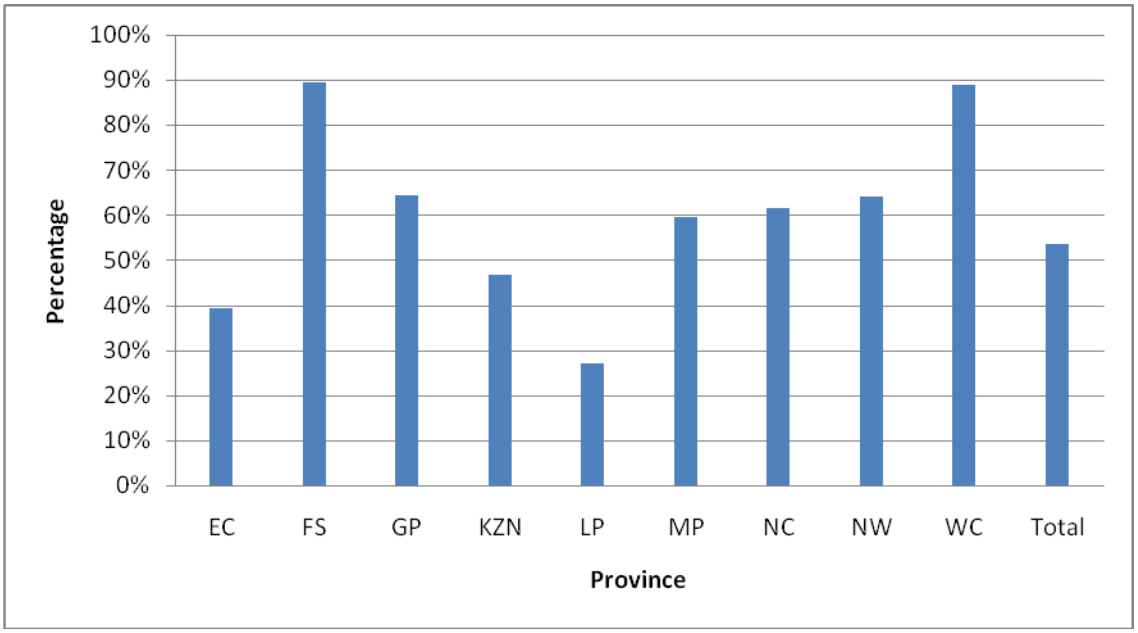
In Quintile 5, 88 percent of the learners were in schools with libraries that met the minimum standard. However, only approximately half of primary school learners in Quintiles 1, 2 and 3 were in schools that met the minimum standard for libraries.

6.1.3 Learners in secondary schools with a library fulfilling minimum standards, by province

Table 6.1.3 Learners in secondary schools with a library fulfilling minimum standards, by province

Province	Library doesn't fulfil minimum standards		Library fulfils minimum standards		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
EC	319 997	59	214 508	39	9 439	2	543 944	100
FS	18 702	11	159 144	89	0	0	177 845	100
GP	227 896	36	412 106	64	0	0	640 001	100
KZN	471 711	53	419 295	47	6 457	1	897 463	100
LP	416 496	70	160 015	27	16 745	3	593 256	100
MP	161 340	40	237 458	60	0	0	398 799	100
NC	29 590	38	47 477	62	0	0	77 067	100
NW	97 314	36	174 750	64	0	0	272 064	100
WC	32 028	11	254 483	89	0	0	286 511	100
Total	**1 775 073**	**46**	**2 079 237**	**53**	**32 641**	**1**	**3 886 951**	**100**

Graph 6.1.3 Learners in secondary schools with a library fulfilling minimum standards, by province



Nationally, 53 percent of secondary school learners were in schools with libraries that met the minimum standard for this survey. This amounts to approximately 1.7 million secondary school learners who did not have access to any library meeting *minimum standards*.

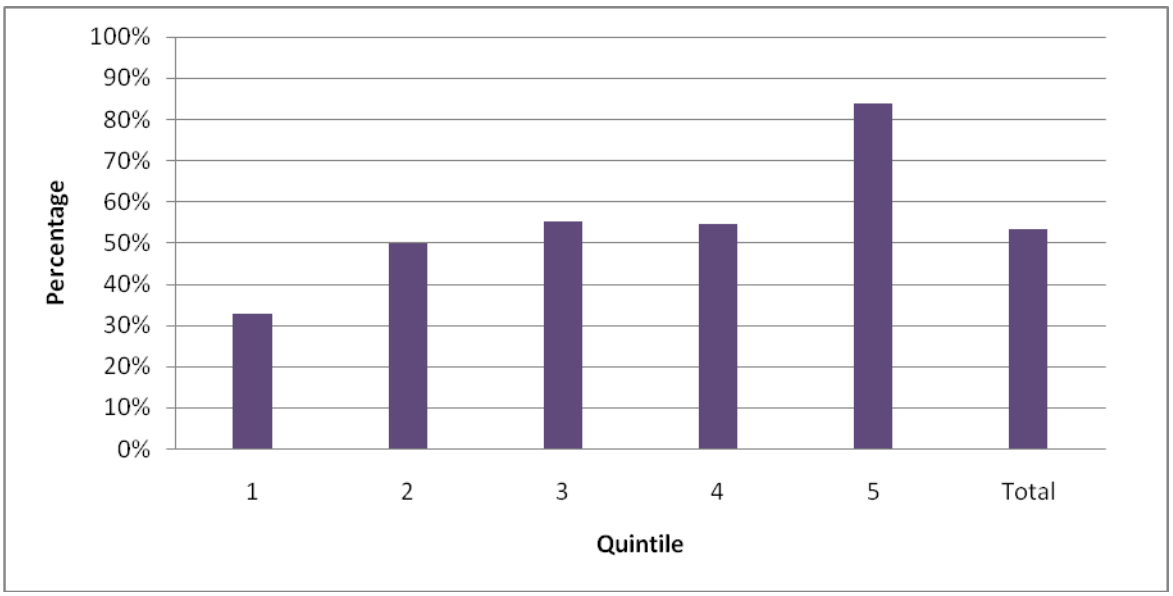
In the Free State and the Western Cape, 89 percent of secondary learners were in schools that met the *minimum standards* for libraries. However, in Limpopo, only 27 percent of learners in secondary schools were in schools that met the *minimum standards* for libraries.

6.1.4 Learners in secondary schools with a library fulfilling minimum standards, by Quintile

Table 6.1.4 Learners in secondary schools with a library fulfilling minimum standards, by Quintile

Quintile	Library doesn't fulfil minimum standards		Library fulfils minimum standards		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
1	585 676	67	287 275	33	0	0	872 951	100
2	389 918	48	403 790	50	14 416	2	808 124	100
3	447 977	43	576 481	55	18 224	2	1 042 683	100
4	255 063	46	304 985	54	0	0	560 048	100
5	96 438	16	506 706	84	0	0	603 144	100
Total	**1 775 073**	**46**	**2 079 237**	**53**	**32 641**	**1**	**3 886 951**	**100**

Graph 6.1.4 Learners in secondary schools with a library fulfilling minimum standards, by Quintile



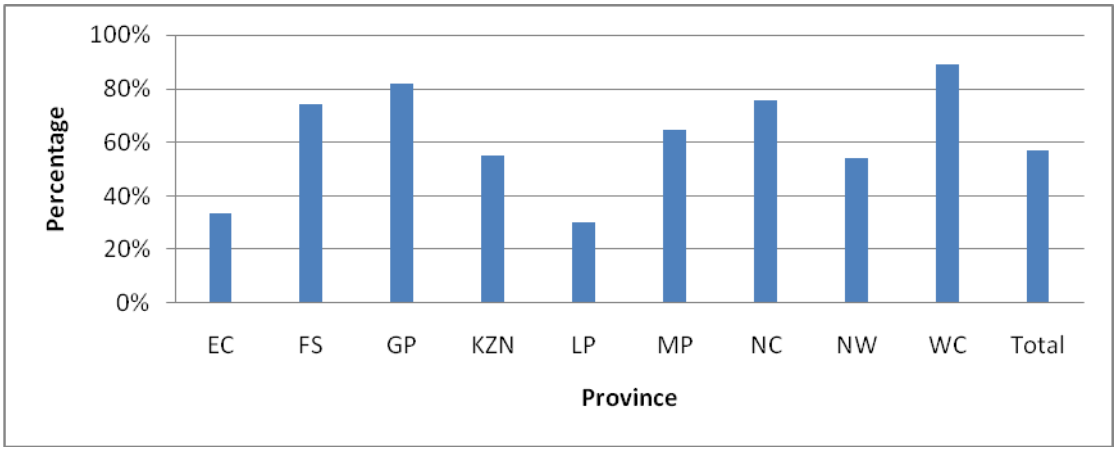
In Quintile 1, only 33 percent of secondary learners were in schools that met the *minimum standards*. In Quintiles 2, 3 and 4 roughly 50 percent of secondary learners were in schools that met the *minimum standards*. In Quintile 5, more than 80 percent of secondary learners were in schools that met the minimum standard.

6.1.5 Learners, in both primary and secondary schools, with a library fulfilling minimum standards, by province

Table 6.1.5 Learners, in both primary and secondary schools, with a library fulfilling minimum standards, by province

Province	Library doesn't fulfil minimum standards		Library fulfils minimum standards		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
EC	1 143 481	65	595 070	34	26 016	1	1 764 567	100
FS	153 164	25	458 112	74	8 263	1	619 539	100
GP	301 216	18	1 372 188	82	6 526	0	1 679 931	100
KZN	1 142 664	44	1 438 019	55	25 457	1	2 606 140	100
LP	1 063 172	68	471 623	30	24 364	2	1 559 159	100
MP	319 743	35	585 112	65	0	0	904 855	100
NC	59 357	24	190 562	76	1 453	1	251 373	100
NW	304 639	44	369 765	54	10 684	2	685 089	100
WC	88 072	10	748 901	89	3 377	0	840 350	100
Total	**4 575 508**	**42**	**6 229 354**	**57**	**106 141**	**1**	**10 911 003**	**100**

Graph 6.1.5 Learners in both primary and secondary schools, with a library meeting minimum standards, by province



When primary and secondary schools were viewed together, 57 percent of learners in South Africa were in schools that met the minimum standard for libraries. The provinces with 80 to 90 percent of their learners in schools that met the minimum standard for libraries were Gauteng (despite only 64 percent of secondary school learners in this province being in schools that have a minimum standard library) and the Western Cape. The Free State and the Northern Cape both had around 75 percent of learners in schools that met the minimum standard. The two provinces that had fewer than 35 percent of learners in schools that met the minimum standard for libraries were the Eastern Cape and Limpopo.

Certain *preferred standards* for libraries were also identified from the Guidelines. The *preferred standards* were not used to calculate whether a school has met the minimum standard set for this Indicator, but they provide useful insights into areas that are not measured by the *minimum standards* (such as the materials that can be found in libraries). The *preferred standards* were deemed to have been met if a school has access to at least one of the following:

- a central school library with a librarian/educator in charge, **and** the central library is stocked with reference material, fiction and non-fiction books
- a mobile library that is stocked with reference material, fiction and non-fiction books
- classroom libraries **and** the classroom library has a box, reading corner, reading bag, shelf or cupboard with reading resources.

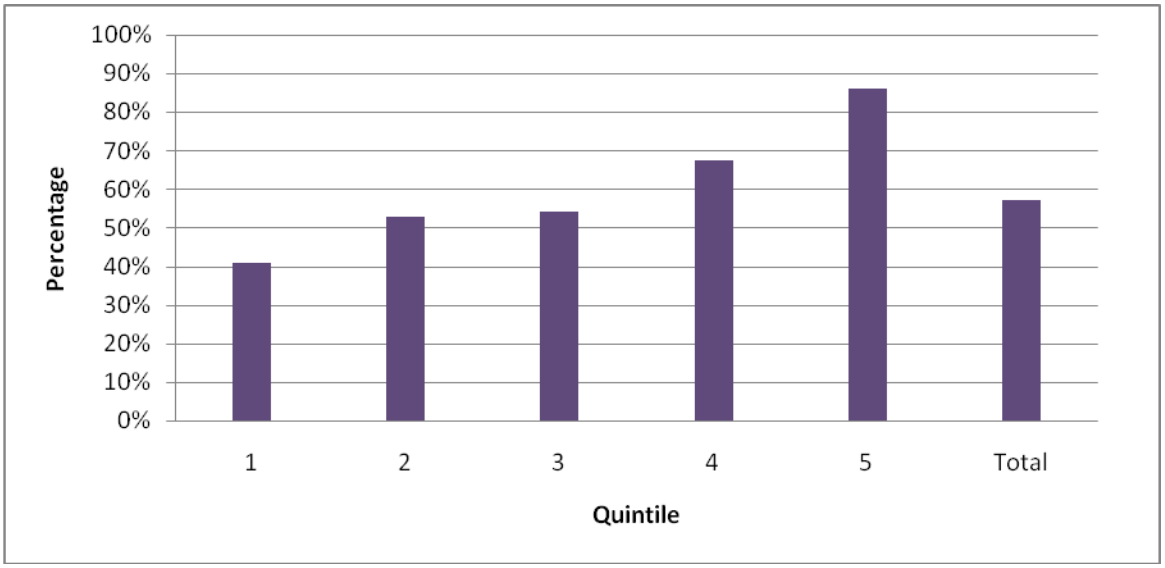
The results of this analysis are recorded in the DBE School Monitoring Survey 2011, *Technical Report*.

6.1.6 Learners, in both primary and secondary schools, with a library fulfilling minimum standards, by Quintile

Table 6.1.6 Learners, in both primary and secondary schools, with a library fulfilling minimum standards, by Quintile

Quintile	Library doesn't fulfil minimum standards		Library fulfils minimum standards		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
1	1 520 331	58	1 070 552	41	24 480	1	2 615 363	100
2	1 031 746	46	1 191 292	53	28 484	1	2 251 523	100
3	1 292 413	44	1 570 858	54	46 253	2	2 909 525	100
4	523 817	32	1 106 372	68	6 923	0	1 637 112	100
5	207 201	14	1 290 278	86	0	0	1 497 480	100
Total	**4 575 508**	**42**	**6 229 354**	**57**	**106 141**	**1**	**10 911 003**	**100**

Graph 6.1.6 Learners, in both primary and secondary schools, with a library fulfilling minimum standards, by Quintile



When primary and secondary schools are combined, the per-Quintile view correlates more closely with the primary school view: this is due to the larger numbers of learners in primary schools. The exception is Quintile 4 where only 54 percent of the learners in secondary schools were in schools that met the minimum standard for libraries, while 74 percent of the primary school learners in this Quintile were in schools that met the minimum standard for libraries. The combined average for Quintile 4 was 68 percent, which is 6 percentage points lower than the primary school average.

When the standard is changed to certain *preferred standards* (this includes, amongst others, having a trained librarian in the school, as well as specific types of material in the library or classroom library), the national average dropped from 57 percent to 25 percent. Fewer than 32 percent of all learners in Quintiles 1, 2, 3 and 4 were in schools that met the *preferred standards* (this amounts to more than seven million learners). Even in Quintile 5, there were only 54 percent of the learners who were in schools that met the *preferred standards* (DBE School Monitoring Survey 2011, *Technical Report*).

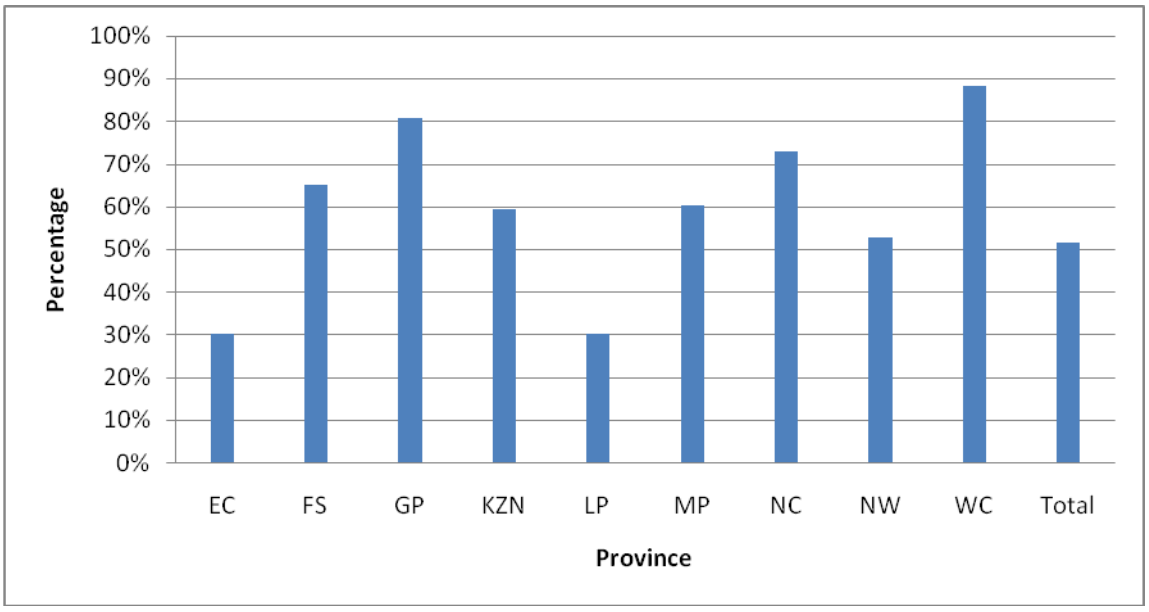
More than 50 percent of the schools that met the *minimum standard* had access to digital resources and audio-visual equipment (like CDs and DVDs), computers and curriculum-related software – this is interestingly more or less on a par with the percentage of schools that had magazines and newspapers in their libraries. However, Internet access was only present in 40 percent of the schools, which explains why only 35 percent of the schools had access to online databases and other online resources. Interestingly, only 36 percent of the schools that met the *minimum standard* had three dimensional models (e.g. of the human body, of volcanoes) – this is probably as a result of expenditure being focused on books and digital resources, instead of on manipulable resources.

6.1.7 Schools with a library fulfilling minimum standards, by province

Table 6.1.7 Schools with a library fulfilling minimum standards, by province

Province	Library doesn't fulfil minimum standards		Library fulfils minimum standards		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
EC	3 566	68	1 570	30	76	1	5 212	100
FS	455	34	878	65	16	1	1 349	100
GP	345	18	1 522	81	19	1	1 886	100
KZN	2 153	39	3 244	59	76	1	5 473	100
LP	2 577	68	1 136	30	55	1	3 768	100
MP	646	40	973	60	0	0	1 619	100
NC	147	26	409	73	4	1	561	100
NW	685	46	791	53	26	2	1 502	100
WC	147	11	1 154	88	8	1	1 309	100
Total	**10 721**	**47**	**11 678**	**51**	**280**	**1**	**22 679**	**100**

Graph 6.1.7 Schools with a library fulfilling minimum standards, by province



The national average of 51 percent is very low. This is largely due to the very low percentages of schools in the Eastern Cape and Limpopo (30 percent each) with libraries meeting *minimum standards*. Of the seven provinces that were above the national average,

the Western Cape and Gauteng had the highest percentage of schools with libraries meeting *minimum standards*, (88 percent and 81 percent, respectively) followed by the Northern Cape with 73 percent. The remaining four provinces had between 53 and 65 percent of schools meeting the required standard.

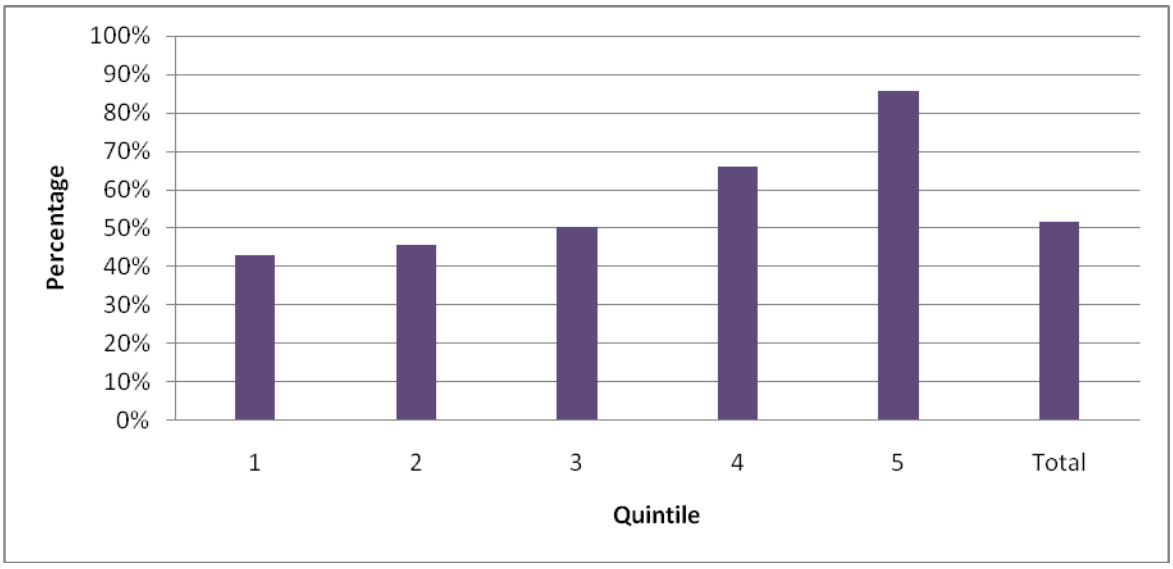
When viewing the data of the *preferred standards*, there was a considerable reduction in the national average to only 18 percent of schools that met these *preferred standards* (DBE School Monitoring Survey 2011, *Technical Report*).

6.1.8 Schools with a library fulfilling minimum standards, by Quintile

Table 6.1.8 Schools with a library fulfilling minimum standards, by Quintile

Quintile	Library doesn't fulfil minimum standards		Library fulfils minimum standards		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
1	4 083	56	3 138	43	64	1	7 285	100
2	2 842	53	2 457	46	100	2	5 399	100
3	2 737	48	2 855	50	93	2	5 685	100
4	773	33	1 539	66	23	1	2 335	100
5	286	14	1 690	86	0	0	1 975	100
Total	**10 721**	**47**	**11 678**	**51**	**280**	**1**	**22 679**	**100**

Graph 6.1.8 Schools with a library fulfilling minimum standards, by Quintile



Quintiles 1, 2 and 3 had 50 percent or less of schools with a library meeting the *minimum standards*. These Quintiles were below the national average of 51 percent. Quintile 5 had the highest percentage of schools that had a library that met the minimum requirements, at 86 percent.

However, when *preferred standards* were considered, the national average dropped to 25 percent and the number of schools across the Quintiles dropped by 24 percentage points to 35 percent. Quintile 5 still had the highest percentage of schools but this was barely over half at 54 percent. Quintile 1, 2 and 3 schools were all below the national average with 12 percent, 22 percent and 21 percent of schools with *preferred standards*, respectively. This bears closer investigation. (DBE School Monitoring Survey 2011, *Technical Report*)

Summary of Indicator 6 analysis

1. When primary and secondary schools are viewed together, 57 percent of learners in South Africa were in schools that met the *minimum standard* for libraries. This amounts to about 2.8 million primary school learners (40 percent), and almost 1.7 million secondary school learners (46 percent) who did not have access to, at least, a classroom library. Considering that to fulfil the *minimum standard*, a school needed to have no more than a classroom library, this figure is extremely low. It signifies a very poor performance against the ideal set out in the *Action Plan to 2014*, being that 'every school should have a proper library or multimedia centre'.
2. In Limpopo, only 30 percent of all learners (primary and secondary combined) were in schools that had libraries that met the *minimum standard*. This was the lowest provincial figure. The figure in the Eastern Cape was marginally higher with only 34 percent of all learners (primary and secondary) in schools that met the *minimum standards* for libraries.
3. In the Western Cape, 89 percent of all learners (primary and secondary combined) were in schools that had libraries that met the *minimum standard*. This was the highest provincial figure.
4. Approximately half of learners in Quintiles 1 and 2 were in schools that did not have a library fulfilling the *minimum standard*. Considering the low requirement to fulfil *minimum standards*, these figures signify a poor performance against the ideal set out in the *Action Plan to 2014.*
5. Compliance to *minimum standards* was highest in Quintile 5 schools, with 88 percent of primary learners and 84 percent of secondary learners in schools that met the *minimum standards*. However, this means that 12 percent of primary school learners and 16 percent of secondary school learners in this best-resourced Quintile were in schools that did not meet the *minimum standard*. This seems unacceptable considering that schools can meet minimum requirements by having only classroom libraries.

Summary of Indicator 6 analysis

6. There was Internet access in 40 percent of the schools that met the *minimum standard*, and 35 percent of the schools had access to online databases and other online resources. However, this amounts to less than a quarter of schools overall (DBE School Monitoring Survey 2011, *Technical Report*).
7. When *preferred standards*, which set higher targets, were taken into account, there was a considerable reduction in the national average to 18 percent (DBE School Monitoring Survey 2011, *Technical Report*). In terms of the ideal set out in the *Action Plan to 2014*, this figure indicates that only a developmental and incremental programme, as suggested in the *National Guidelines for School Library and Information Services* (DBE, 2011), could take schools to the desired 'library in every school' state.

7. INDICATOR 7: THE PERCENTAGE OF SCHOOLS PRODUCING THE MINIMUM SET OF MANAGEMENT DOCUMENTS AT A REQUIRED STANDARD

Background

Management records are essential in order to enable a school to function effectively and efficiently. While the mere existence of management documents does not necessarily guarantee that a school will be well managed, they are the minimum requirement for the basic functionality of a school. The management documents referred to in this Indicator include, amongst others, a school improvement plan, a school budget, an annual report, attendance registers and learner mark schedules.

School improvement plan: Principals, in collaboration with the support services and the School Governing Board (SGB), are responsible for producing an improvement plan, in response to recommendations made in the whole school evaluation report and within four weeks of the receipt of the written evaluation report. Full consultation with all stakeholders must be part of this process; the principal is also responsible for sending the improvement plan to the District Head for approval and working with professional support service members assigned to the school in order to implement it; the principal is also responsible for implementing the improvement plan within the stipulated time frames (SASA, Section 3.5 to 3.7 RSA, 1996).

School budget: The SGB is required to produce an annual budget for the school, which includes the estimated revenue and expenditure for the school. The budget must be approved by the governing body and then presented to parents (after 30 days notice), a majority of which must approve the budget. These procedures – the meetings and the votes – should be documented in minutes, which should be examined to ensure that it follows this legislation (SASA, Section 38 RSA, 1996).

School timetables: A timetable is a schedule for a certain period. Timetables demonstrate good time management and organisation in a school/grade/class. Instructional time for school subjects in the different phases is laid down in the *National Policy Regarding Instructional Time for School Subjects* (*Government Gazette* no. 20692, RSA, 1999).

Educator attendance register: According to the *Regulations regarding the Terms and Conditions of Employment of Educators*, an attendance register must be kept in which educators should record the times they arrive and depart (Section 24 *Government Gazette* no. 16184, RSA, 1995).

Learner class and period register: According to the *Policy on Learner Attendance*, a class register must be maintained by the class educator and must be marked in the class registration period on each school day. The period register must be maintained by an educator and must be marked at least once a month in every period on a day designated by a principal (DBE, 2010: 33-35).

Record of learner marks (term schedule): Educators are required to record learner performance in all formal assessment tasks. Educators are not required, but may choose, to record informal or daily assessment tasks (Section 10, RSA, 2006). Educators are expected to keep record sheets of learners' progress (Section 29, RSA 2006). The record sheet should be used to compile a schedule, which is a quarterly record that provides a summary about the progress of all learners in the grade in the school. This may be stored manually or electronically (Section 31, RSA, 2006).

Annual financial statements: The SGB of a public school must keep records of funds received and spent by the school and, must not more than three months after the financial year, draw up annual financial statements in accordance with guidelines drawn up by the MEC (Section 42, RSA, 1996). The SGB must appoint a person registered as an accountant and auditor in terms of the *Public Accountants and Auditors Act*, 1991 (Act No. 80 of 1991), to audit the records and financial statements. If this is not reasonably practicable, the SGB

must appoint a person to examine and report on the records and financial statements who is qualified to perform the duties of an accounting officer in terms of Section 60 of the *Close Corporations Act*, 1984 (Act No. 69 of 1984); or who is approved by the MEC for this purpose. No person who has a financial interest in the affairs of the public school may be appointed under this section (Section 43, RSA, 1996).

Required standard

Schools that comply with the minimum criteria for this Indicator have each of the following points in place:

1. There must be a school improvement plan (SIP) in place and the SIP must include every single one of the following:
    a. a strategy to improve basic school functionality
    b. a strategy to improve leadership, management and communication
    c. a strategy to improve governance and relationships
    d. a strategy to improve the quality of teaching and learning and educator development
    e. a strategy to improve curriculum provision and resources
    f. a strategy to improve learner achievement which may include the academic improvement plan
    g. a strategy to improve school safety and discipline
    h. a strategy to improve school infrastructure
    i. a strategy to improve school, parents and community relations.

    If any one of the strategies is not included, the minimum standard has not been met.
2. There must be a school budget and the school budget must clearly articulate income AND expenditure.
3. There must be a school timetable for each of the relevant grades offered at the school.
4. There must be a daily educator attendance register.
5. There must be a daily class register for the relevant grades offered at the school AND the class register must be up to date.

6. There must be a consolidated record of learner marks (academic performance report) for both Quarter 1 and Quarter 2.
7. The school must have a non-textbook asset register.
8. The school must have an LTSM asset register.
9. The school must have annual financial statements for the previous financial year that have been signed off by an auditor or a registered accountant.

If any one of these documents is not present, or not complete, a school is considered non-compliant.

Instruments used

Data for this Indicator was collected using the following instrument:

Instruments used	Questions used
Instrument M: Document analysis	7, 9, 10, 12, 14, 20.1, 20.2, 20.3, 20.4, 29, 33.2, 34.2, 35.2, 36.2, 37, 38

Data gathering

The data for this Indicator was gathered by one of the field workers answering questions in the Document Analysis Questionnaire (Instrument M). The field worker was instructed to ask the school to show him/her all the necessary documentation, and then to go through it physically, recording the evidence.

7.1. Analysis of Indicator 7 data

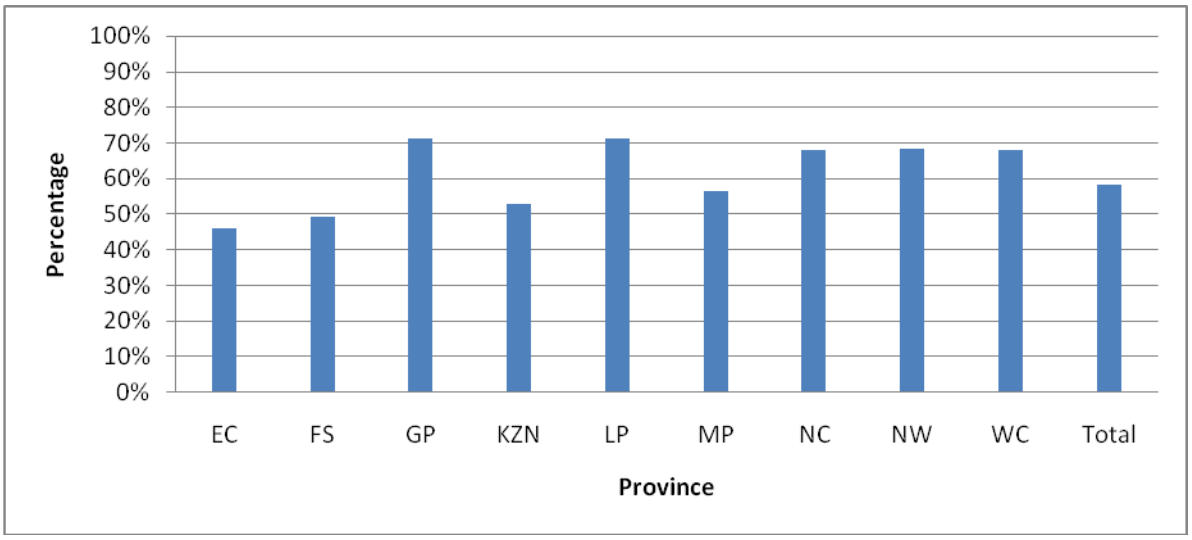
In this section, reporting was firstly done on overall compliance, i.e. whether *all* the required documents were in place. This was followed by an analysis of whether the documents were maintained to the required standard. If any of the documents were not in place, or not maintained to the required standard, a school was considered non-compliant.

7.1.1 Schools producing the minimum set of documents, regardless of standard, by province

Table 7.1.1 Schools producing the minimum set of documents, regardless of standard, by province

Province	Not produced		Produced		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
EC	2 819	54	2 393	46	0	0	5 212	100
FS	682	51	667	49	0	0	1 349	100
GP	536	28	1 340	71	10	1	1 886	100
KZN	2 562	47	2 896	53	15	0	5 473	100
LP	1 081	29	2 687	71	0	0	3 768	100
MP	704	43	915	57	0	0	1 619	100
NC	176	31	381	68	4	1	561	100
NW	474	32	1 028	68	0	0	1 502	100
WC	418	32	891	68	0	0	1 309	100
Total	**9 453**	**42**	**13 197**	**58**	**29**	**0**	**22 679**	**100**

Graph 7.1.1 Schools producing the minimum set of documents, regardless of standard, by province



Nationally, only 58 percent of the schools could produce the minimum set of management documents, regardless of whether or not they were of the required standard. In Gauteng and Limpopo, 71 percent of schools could produce the minimum set of documents. This figure was followed closely in the Northern Cape, the North West and the Western Cape, where 68 percent of the schools could produce the minimum set of documents. The lowest figure was for the Eastern Cape, where only 46 percent of the schools could produce the minimum set of documents, followed closely by the Free State with 49 percent.

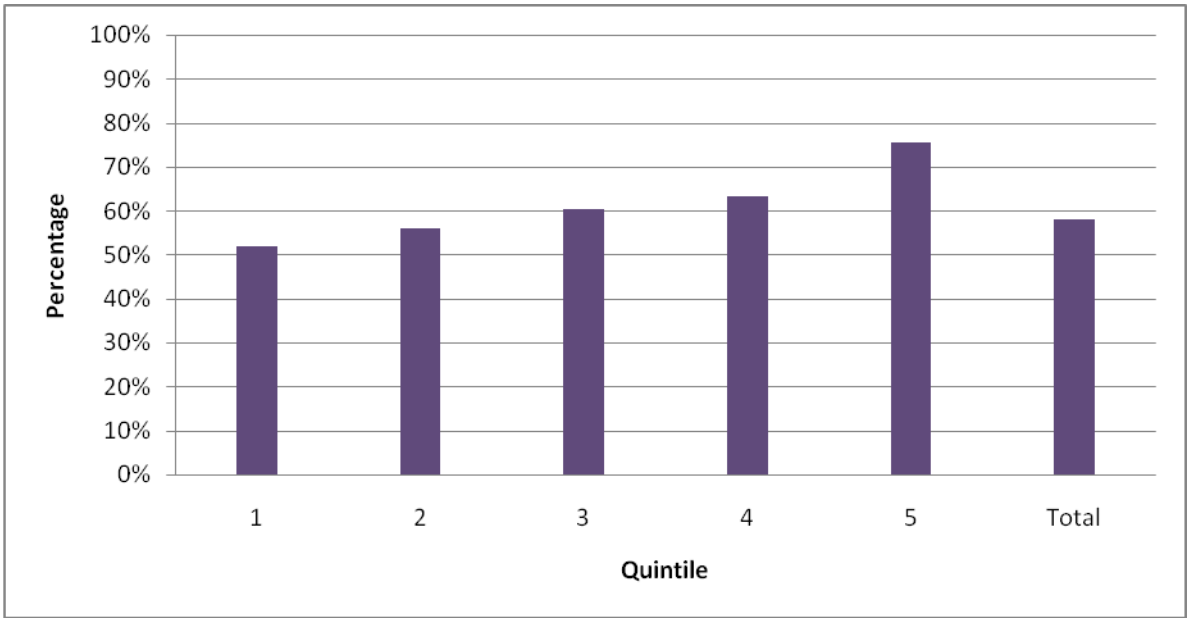
The data indicates that the majority of schools could, in fact, produce a SIP, class registers and annual budgets. Since the minimum set of documents were not in place in 42 percent of schools, this suggests that, in many of the schools, one or more of the other required documents (a school timetable, an educator attendance register, an academic performance report, a non-textbook asset register, an LTSM asset register, and an annual financial statement) were not in place (DBE School Monitoring Survey 2011, *Technical Report*).

7.1.2 Schools producing the minimum set of documents, regardless of standard, by Quintile

Table 7.1.2 Schools producing the minimum set of documents, regardless of standard, by Quintile

Quintile	Not produced		Produced		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
1	3 491	48	3 773	52	19	0	7 283	100
2	2 379	44	3 017	56	0	0	5 396	100
3	2 254	40	3 429	60	0	0	5 683	100
4	847	36	1 485	63	10	0	2 342	100
5	482	24	1 493	76	0	0	1 974	100
Total	**9 453**	**42**	**13 197**	**58**	**29**	**0**	**22 679**	**100**

Graph 7.1.2 Schools producing the minimum set of documents, regardless of standard, by Quintile



The total percentage of schools that could not produce the minimum set of documents was 58 percent. Considering that the data does not reflect whether or not the documents met the required standard, just whether the documents were in place or not, this suggests a low level of compliance.

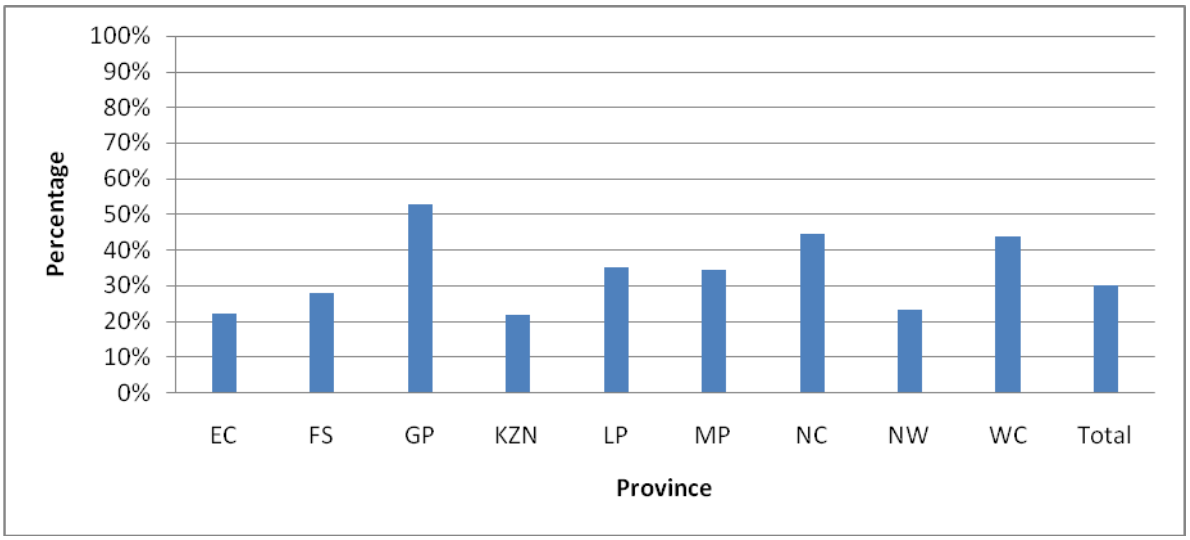
In Quintile 5, 76 percent of schools had the minimum set of documents in place. Again, although this was the highest, it indicates a relatively low level of compliance, considering that this figure does not reflect whether the documents were of the required standard, but simply that they were in place. Quintile 5 schools were relatively well-resourced, and further investigation of why the minimum set of documents was not in place in all these schools seems necessary.

7.1.3 Schools producing the minimum set of documents at the required standard, by province

Table 7.1.3 Schools producing the minimum set of documents at the required standard, by province

Province	Not produced		Produced		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
EC	4 054	78	1 158	22	0	0	5 212	100
FS	973	72	376	28	0	0	1 349	100
GP	881	47	996	53	10	1	1 886	100
KZN	4 260	78	1 198	22	15	0	5 473	100
LP	2 438	65	1 330	35	0	0	3 768	100
MP	1 065	66	554	34	0	0	1 619	100
NC	307	55	250	45	4	1	561	100
NW	1 151	77	351	23	0	0	1 502	100
WC	736	56	573	44	0	0	1 309	100
Total	**15 864**	**70**	**6 787**	**30**	**29**	**0**	**22 679**	**100**

Graph 7.1.3 Schools producing the minimum set of documents at the required standard, by province



The majority of schools in all provinces (except for Gauteng) could not produce management documents at the required standard. Only 30 percent of all schools had the minimum set of management documents at the required standard.

In Gauteng, where compliance was highest, only 53 percent of schools had the minimum set of management documents in place at the required standard. This was much lower than the 71 percent of schools in this province where the documents could be produced, regardless of the required standard. This contrast presented itself even more visibly in Limpopo, where only 35 percent of schools had the minimum set of management documents in place at the required standard, whereas 71 percent of schools in Limpopo had the documents in place, regardless of the required standard. Only 28 percent of schools in the Free State and 23 percent of schools in the North West had the minimum set of management documents at the required standard. In the Eastern Cape and KwaZulu-Natal, this dropped to 22 percent of schools.

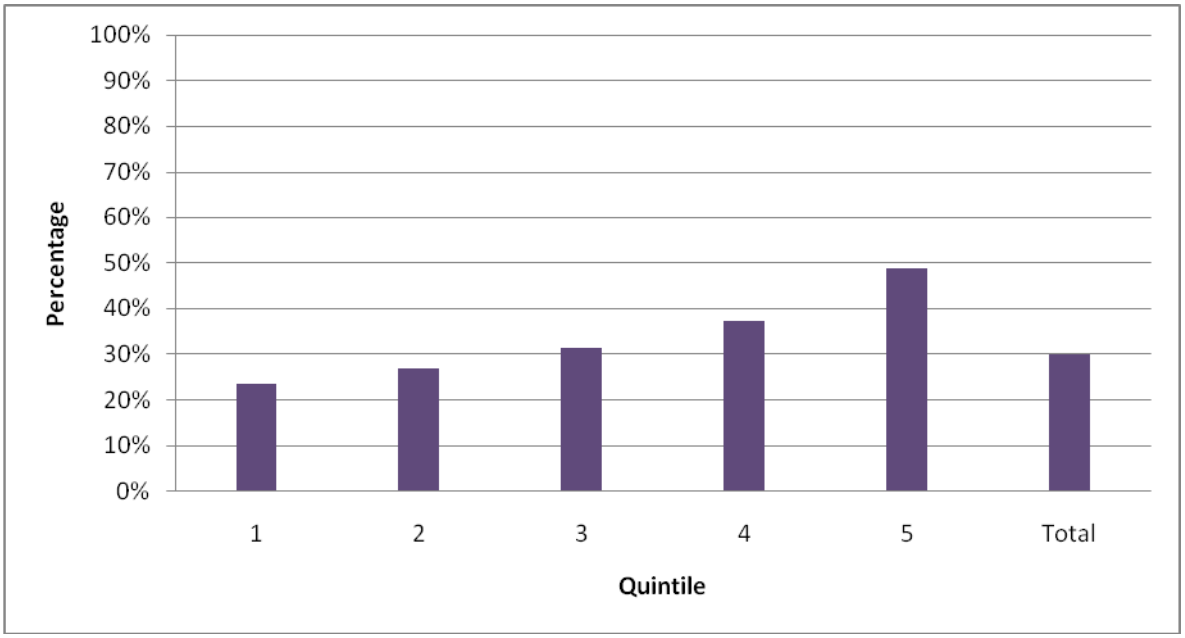
The document for which the lowest compliance to *minimum standards* was achieved was the SIP at 52 percent. In the Eastern Cape, the Free State and the North West, only about half of the schools had a SIP which contained all of the required strategies. In KwaZulu-Natal, only 33 percent of schools had this in place, (DBE School Monitoring Survey 2011, *Technical Report*).

7.1.4 Schools producing the minimum set of documents at the required standard, by Quintile

Table 7.1.4 Schools producing the minimum set of documents at the required standard, by Quintile

Quintile	Not produced		Produced		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
1	5 551	76	1 713	24	19	0	7 283	100
2	3 946	73	1 450	27	0	0	5 396	100
3	3 893	69	1 790	31	0	0	5 683	100
4	1 463	62	870	37	10	0	2 342	100
5	1 010	51	964	49	0	0	1 974	100
Total	**15 864**	**70**	**6 787**	**30**	**29**	**0**	**22 679**	**100**

Graph 7.1.4 Schools producing the minimum set of documents at the required standard, by Quintile



In all Quintiles, the majority of schools could not produce management documents at the required standard. The lowest figure was in Quintile 1 (24 percent of schools), rising incrementally to Quintile 5. However, even in this highest Quintile, 51 percent of schools could not produce management documents at the required standard.

The following table summarises some of the findings for Indicator 7 in the DBE School Monitoring Survey 2011, *Technical Report*, by province:

Criterion	Province		Province	
	Lowest	%	Highest	%
Schools with a SIP	EC	80	GP	98
Schools with SIP containing all required strategies	KZN	33	GP, NC	77
Schools with SIP containing strategy to improve functionality	NW	78	GP	95
Schools with class registers up to date	NW	81	WC	95
Schools with annual budget	KZN	84	WC	98
Schools with clearly articulated annual budget	KZN	63	WC	98

The following table summarises some of the findings for Indicator in the DBE School Monitoring Survey 2011, Technical Report, by Quintile:

Criterion	Quintile		Quintile	
	Lowest	%	Highest	%
Schools with a SIP	1	84	5	97
Schools with SIP containing all required strategies	1	47	5	69
Schools with SIP containing strategy to improve functionality	1	82	5	92
Schools with class registers up to date	1, 3	87	5	95
Schools with annual budget	1	87	5	97
Schools with clearly articulated annual budget	1	68	5	95

Summary of Indicator 7 analysis

1. Nationally, only 58 percent of the schools could produce the minimum set of management documents, regardless of whether or not they were of the required standard.
2. From a provincial point of view, compliance regarding producing the minimum set of management documents was highest in Gauteng and Limpopo (71 percent of schools). The lowest compliance was in the Eastern Cape, where only 46 percent of the schools could produce the minimum set of documents.
3. The majority of schools in all provinces (except for Gauteng) could not produce management documents *at the required standard*. Only 30 percent of all schools had the minimum set of management documents *at the required standard*.
4. From a Quintile point of view, compliance regarding producing the minimum set of management documents was highest in Quintile 5 (76 percent of schools). The lowest compliance was in Quintile 1 and Quintile 2, where only 52 percent of schools could produce the minimum set of documents.
5. In all Quintiles, the majority of schools could not produce management documents *at the required standard*. The lowest compliance was in Quintile 1 (24 percent of schools) and the highest in Quintile 5 (51 percent of schools).
6. It is clear, from the low compliance to the required standard that this aspect of school management urgently needs to be looked at, and some of the following questions need to be considered: Do the schools know and understand what the required standards are? Are schools adequately supported by the district officials in this regard? Do SMTs require training and skills development?

8. INDICATOR 8: THE PERCENTAGE OF SCHOOLS WHERE THE GOVERNING BODY MEETS MINIMUM CRITERIA FOR EFFECTIVENESS

Background

Democratic school governance was institutionalised in 1996 by the *South African Schools Act (SASA)*, even though the policy development had started earlier. The Act made many new contributions to the new education system, one of them being that a uniform system of school governance was introduced in all public schools. Important powers and functions were decentralised to the level of the school community.

SASA embraces inclusivity, i.e. its intention is to ensure that everyone has access to good quality education. This inclusivity is ensured by the stating of the Act that School Governing Bodies (SGBs) must be made up of all stakeholders in schools: parents, educators, non-educator staff members, learners and the principal. Members on the SGB can serve for a period of three years, except for learners who are elected on a yearly basis. At the end of their term, members can stand for re-election or can serve as co-opted members.

This survey considered to what extent the SGBs in schools were fulfilling their basic administrative duties, and whether the required documentation and procedures were in place. School principals' opinions on whether the SGB promoted the best interests of the school; supported the staff in the performance of professional functions; administered and controlled school property, buildings and grounds; encouraged parents, learners, and other staff at the school to render voluntary services were also considered.

Required standard

Every one of the following must be in place for the SGB to meet the minimum criteria for effectiveness:

1. Members must include: (a) educators, (b) non-teaching staff, (c) parents, and (d) learners (only if the school is a secondary school) and (e) the number of parent members must be greater than the sum of the other members.
2. Minutes: minutes of SGB meetings must be recorded.
3. Function: the SGB must have (a) developed a mission statement for the school, (b) adopted a code of conduct for learners, (c) determined the school's admission policy, (d) adopted a constitution for the SGB and (e) have audited financial statements for the previous year.
4. Frequency of meetings: at least one meeting a term. By implication, the SGB must have met three or more times by the time the data for this project was collected.

It is important to note that all the required policy documents in the functions category above are most often drawn up once by an SGB, and then remain in place for many years. High compliance with these requirements can therefore be expected.

Instruments used

Data for this Indicator was collected using the following instruments:

Instruments used	Questions used
Instrument O: Principal interview	O – 17.1, 17.2, 17.3, 17.4, 17.5, 18.1, 18.2, 18.3, 18.4, 18.5, 20, 21, 22
Instrument M: Document analysis	M – 14, 39

Data gathering

The data for this Indicator was gathered using two sources. One of the field workers collected data using a Principal Interview Questionnaire (Instrument O) by asking the principal/deputy principal or the Head of Department (HOD) various questions. The other field worker collected data for this Indicator using the Document Analysis Questionnaire (Instrument M), by asking the school to show him/her various documents, and then by going through these documents physically to extract the evidence.

8.1. Analysis of Indicator 8 data

Overall compliance with the minimum standard is reported on to show the big picture regarding the effectiveness of SGBs, i.e. whether *all* the criteria for effectiveness have been fulfilled and the minimum standard thus met.

In schools where the minimum criteria have been met, the SGB:

- is constituted correctly
- has minutes of their meeting
- has developed a mission statement
- has adopted a code of conduct for learners
- has determined the school's admission policy
- has adopted a constitution
- has audited financial statements for the previous year
- has met at least three times
- has determined the school's language policy.

The Technical report, (DBE School Monitoring Survey 2011, *Technical Report*), includes analysis by whether the SGB has:

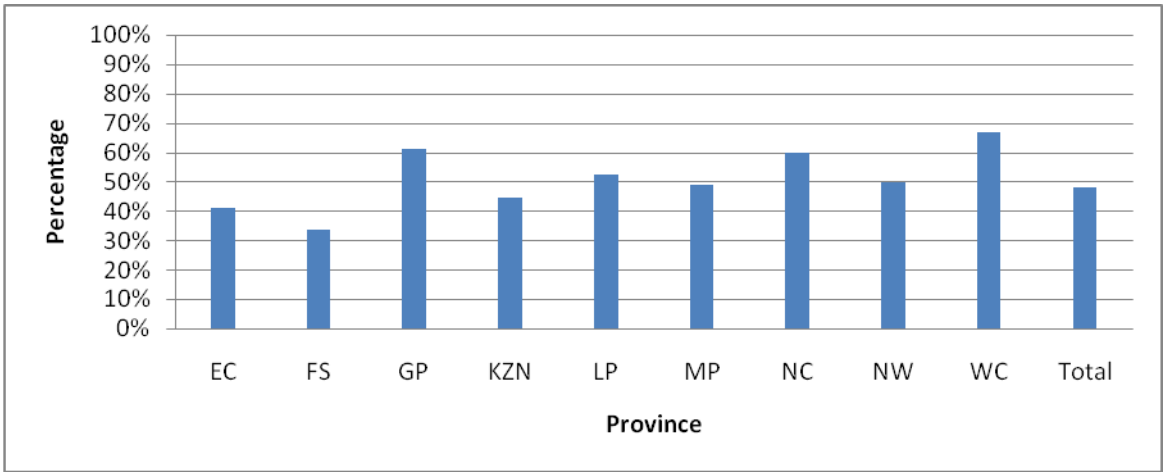
- determined the school's language policy
- determined times of the school day
- determined school fees
- determined voluntary contributions
- recommended to the Provincial Education Department (PED) the appointment of educators
- financial statements for 2010, signed by a department official.

8.1.1 Schools where the SGB meets the required standard, by province

Table 8.1.1 Schools where the SGB meets the required standard, by province

Province	Not met		Met		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
EC	3 048	58	2 149	41	15	0	5 212	100
FS	863	64	455	34	31	2	1 349	100
GP	699	37	1 158	61	29	2	1 886	100
KZN	3 017	55	2 441	45	15	0	5 473	100
LP	1 787	47	1 981	53	0	0	3 768	100
MP	827	51	792	49	0	0	1 619	100
NC	213	38	336	60	12	2	561	100
NW	755	50	747	50	0	0	1 502	100
WC	429	33	873	67	8	1	1 309	100
Total	**11 638**	**51**	**10 931**	**48**	**111**	**0**	**22 679**	**100**

Graph 8.1.1 Schools where the SGB meets the required standard, by province



Nationally, only 48 percent of the SGBs in the country met the minimum standard. In the Western Cape, Gauteng and the Northern Cape, the SGB met the required standard in more than 60 percent of schools. In the Western Cape the figure was the highest (67 percent). However, this still indicates that in 33 percent of schools in this province the SGB did not meet the minimum criteria. Overall in the country, in more than half of schools the SGB did not meet the minimum criteria. The lowest compliance was in the Free State, where in only 34 percent of schools the SGB met the minimum criteria.

It is important to note that an SGB had to comply with each one of the different criteria and sub-criteria, as formulated in the minimum standard. If only *one* of the different criteria or sub-criteria was not met, the SGB did not meet the minimum standard. On most of the individual criteria, compliance was high. Ninety-two percent of all schools had a mission statement, 95 percent of schools had a code of conduct for learners, 94 percent of schools had an admission policy, 94 percent had a constitution, and 83 percent of schools had audited financial statements for the previous year. In 86 percent of the schools, the SGB had met three or more times and 97 percent had minutes of their meetings. In 74 percent of schools the SGB had been constituted correctly. However, only 48 percent of schools had a language policy in place. This figure brought the overall compliance down to 48 percent, (DBE School Monitoring Survey 2011, *Technical Report*).

The performances of the provinces differed across the different criteria. The Free State and the Northern Cape were most frequently the provinces with the lowest compliance with the requirements, while the Western Cape was most frequently in the highest position, as the following summary table illustrates:

Criterion	Province		Province	
	Lowest	% of schools	Highest	% of schools
SGB was constituted correctly	NW	69	GP	78
SGB has minutes of their meetings	FS	92	NW	99
SGB has mission statement	NC, KZN	89	MP	97
SGB has code of conduct for learners	NC	88	WC	99
SGB has admission policy	NC	90	WC	98
SGB has constitution	NC	88	WC	99
SGB has audited financial statements	FS	61	LP, MP	94
SGB has met three times or more	FS	72	WC	96

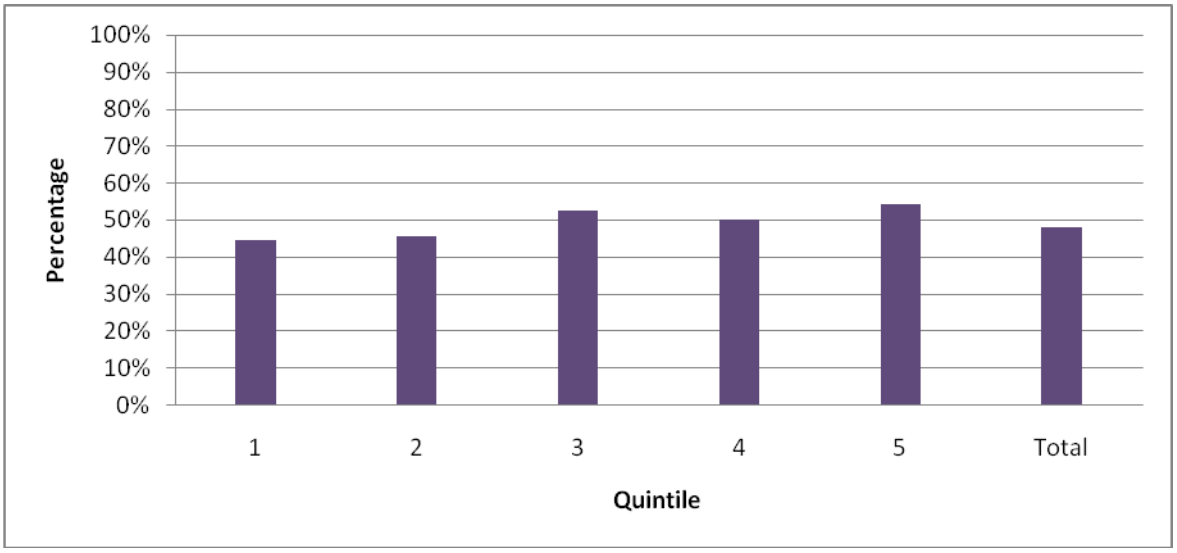
In all provinces, the majority of principals valued the role that the SGB plays in promoting the best interests of the school, in supporting the staff, in encouraging parents to be involved in the school, and in administering and controlling school property (DBE School Monitoring Survey 2011, *Technical Report*).

8.1.2 Schools where the SGB meets the required standard, by Quintile

Table 8.1.2 Schools where the SGB meets the required standard, by Quintile

Quintile	Not met		Met		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
1	3 987	55	3 243	45	55	1	7 284	100
2	2 926	54	2 454	46	10	0	5 389	100
3	2 664	47	2 987	53	33	1	5 684	100
4	1 172	50	1 173	50	0	0	2 344	100
5	889	45	1 074	54	14	1	1 977	100
Total	**11 638**	**51**	**10 931**	**48**	**111**	**0**	**22 679**	**100**

Graph 8.1.2 Schools where the SGB meets the required standard, by Quintile



There was no marked difference between the performances of SGBs in the different Quintiles. The highest compliance was in Quintile 5, but it was not high (54 percent of schools), considering the fact that the required standard for this Indicator includes only the most basic of SGB functions. The figure in the lowest Quintile (45 percent of schools in Quintile 1) was relatively close to the figures in all the other Quintiles.

As can be seen in the following summary table, the scores across Quintiles did not follow a predictable pattern, although the schools in Quintile 1 did most often have the lowest compliance with the criteria, while the schools in Quintile 5 most often had the highest compliance. However, the schools in Quintile 5 had the lowest score of all Quintiles and all categories for having a correctly-constituted SGB. This aspect bears further investigation.

Criterion	Quintile		Quintile	
	Lowest	% of schools	Highest	% of schools
SGB was constituted correctly	5	69	1	75
SGB has minutes of their meetings	1	95	3, 4	98
SGB has mission statement	1, 4	92	2, 3, 5	93
SGB has code of conduct for learners	1	93	3,4	96
SGB has admission policy	1	92	5	97
SGB has constitution	1, 2	93	4	95
SGB has audited financial statements	1	80	5	91
SGB has met three times or more	2	82	5	94

*(*DBE School Monitoring Survey 2011*, Technical Report)*

Summary of Indicator 8 analysis

1. Nationally, only 48 percent of the SGBs in the country met the minimum standard. It is important to note that an SGB had to comply with each one of the different criteria and sub-criteria, as formulated in the minimum standard. If only *one* of the different criteria or sub-criteria was not met, the SGB did not meet the minimum standard. The only area of low compliance was the formulation of a school language policy, which only 48 percent of SGBs had in place.
2. The compliance was very high regarding basic administrative obligations, for example, 92 percent of all schools had a mission statement, 95 percent of schools had a code of conduct for learners, 94 percent of schools had an admission policy, 94 percent had a constitution, and 83 percent of schools had audited financial statements for the previous year. However, as pointed out in the *Action Plan to 2014*, the key factor is the extent to which these documents contribute towards better-functioning schools.
3. In the Western Cape, Gauteng and the Northern Cape, in more than 60 percent of schools the SGBs met the required standard. The lowest compliance was in the Free State, where in only 34 percent of schools the SGBs met the minimum criteria.
4. The scores across Quintiles for the various criteria did not reveal any trends other than schools in Quintile 1 often having the lowest compliance with the criteria and schools in Quintile 5 the highest. Interestingly, the schools in Quintile 5 had the lowest score of all Quintiles and all categories for having a correctly-constituted SGB. This aspect bears further investigation.

9. INDICATOR 9: THE PERCENTAGE OF LEARNERS IN SCHOOLS THAT ARE FUNDED AT THE MINIMUM LEVEL

Background

A key development in recent years has been the establishment of non-fee schools. The 2009 UNICEF report, quoted in the *Action Plan to 2014,* stated that by 2009, 53 percent of learners were in non-fee schools. These schools are completely dependent on the funds received from government spending.

The non-personnel recurrent funding allocation to schools is governed by *The Norms and Standards for School Funding* (Department of Education, 1998 and Department of Education, 2006). This school allocation is intended to cover non-personnel recurrent items and small capital items, as well as normal repairs and maintenance to all physical infrastructures. This includes: learner support material (LSM), e.g. textbooks, library books, laboratory equipment, etc.; non-LSM, e.g. photocopier, fax machine, sporting equipment etc.; consumables of an educational nature, e.g. stationery; consumables of a non-educational nature, e.g. office stationery for office use, cleaning materials; repairs and maintenance of buildings and equipment; and other services, e.g. telephone and electricity. This allocation excludes expenditure on personnel and large capital items (i.e. buildings).

The Norms and Standards for School Funding introduced a table of targets for the school allocation which lays down the minimum per learner monetary target for the school allocation in terms of the Quintile ranking of the school. Schools are divided into poverty Quintiles according to a poverty ranking based on the poverty of the area around the school (Quintile1 is the poorest and Quintile 5 is the least poor). The per learner allocation is amended annually.

Required standard

The minimum standard for this Indicator is that schools receive funding per learner which is in line with the national allocation. At school level, to calculate whether the minimum standard has been met, the per learner funding allocation – as stated in the 2011 notification from the Provincial Education Department (PED) to the school – was compared against the National targeted allocations for the relevant Quintile. If no per learner allocation was stated, the total school allocation was divided by the number of learners in the school to determine a per learner allocation.

For 2011, the allocations per learner per Quintile were as follows (DBE, 2010):

Q1 - R905

Q2 - R829

Q3 - R829

Q4 - R453

Q5 - R156

These national per learner figures are the minimum standard for this Indicator.

Instruments used

Data for this Indicator was collected using the following instruments:

Instruments used	Questions used
Instrument M: Document analysis	M – 17.5, 19.2,
Instrument O: Principal interview	O – 8, 37

Data gathering

One of the field workers collected data using a Principal Interview Questionnaire (Instrument O) by asking the principal/deputy principal or the Head of Department (HOD) various questions. The other field worker collected data for this Indicator using the Document Analysis Questionnaire (Instrument M), by asking the school to show him/her the notification sent to the school from the PED about the school's financial allocation, and then by going through these documents physically to extract the necessary information.

If the notification from the PED to the school indicated the **per learner allocation** to the school, the field worker had to note the amount in Instrument M. If the **total allocation** to the school was provided in the notification from the PED to the school, this total amount had to be noted in Instrument M. If both amounts were provided in the notification from the PED both amounts had to be noted in Instrument M.

Information on the per learner allocation for 2011 was available for 52 percent of the schools, while the total school allocation for 2011 was available for 93 percent of the schools. If the per learner allocation was not available, the total allocation to the school was divided by the total number of learners who were enrolled in the school in 2010 (according to the *2010 Snap Survey* data provided by the Department of Education) in order to arrive at an estimate of the per learner allocation. This was particularly the case in the Eastern Cape, KwaZulu-Natal and Mpumalanga where very few of the surveyed schools (14 percent, 16 percent and 4 percent, respectively) had information on their per learner allocation.

It must be noted that the information used for this Indicator does not include the value of non-personnel, recurrent items that may have been transferred to a school by a PED over and above the amounts referred to in the notification from the PED to the school.

9.1. Analysis of Indicator 9 data

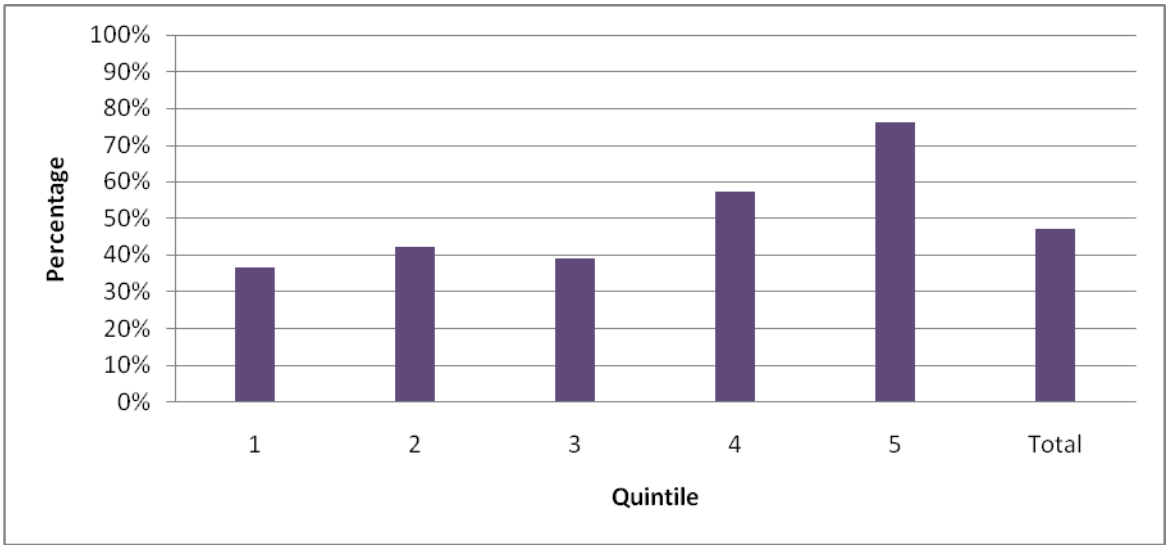
Reporting on this Indicator refers to the number of learners who are in schools that receive an amount per learner that is equal to or greater than the relevant stated National allocation. The tables and graphs are presented firstly by quintile, then by province. Differences between national and provincial allocations are considered.

9.1.1 Learners in schools funded at the minimum level in 2011, by Quintile

Table 9.1.1 Learners in schools funded at the minimum level in 2011, by Quintile

Quintile	Not met		Met		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
1	1 502 938	57	955 760	37	155 338	6	2 614 036	100
2	1 207 593	54	953 559	42	88 834	4	2 249 986	100
3	1 620 923	56	1 140 410	39	146 815	5	2 908 148	100
4	624 151	38	938 435	57	79 736	5	1 642 323	100
5	264 691	18	1 140 307	76	91 511	6	1 496 510	100
Total	**5 220 297**	**48**	**5 128 472**	**47**	**562 235**	**5**	**10 911 003**	**100**

Graph 9.1.1 Learners in schools funded at the minimum level in 2011, by Quintile



Almost half of all learners in South Africa (47 percent) in 2011 were in schools where funding met national standards. The situation varied quite substantially for learners at school in the different Quintiles. Almost three-quarters (76 percent) of learners in Quintile 5 schools were funded at the minimum level. Only 37 percent of learners in Quintile 1 schools (the poorest schools), 42 percent of learners in Quintile 2 schools and 39 percent of learners in Quintile 3 schools were funded at the minimum level.

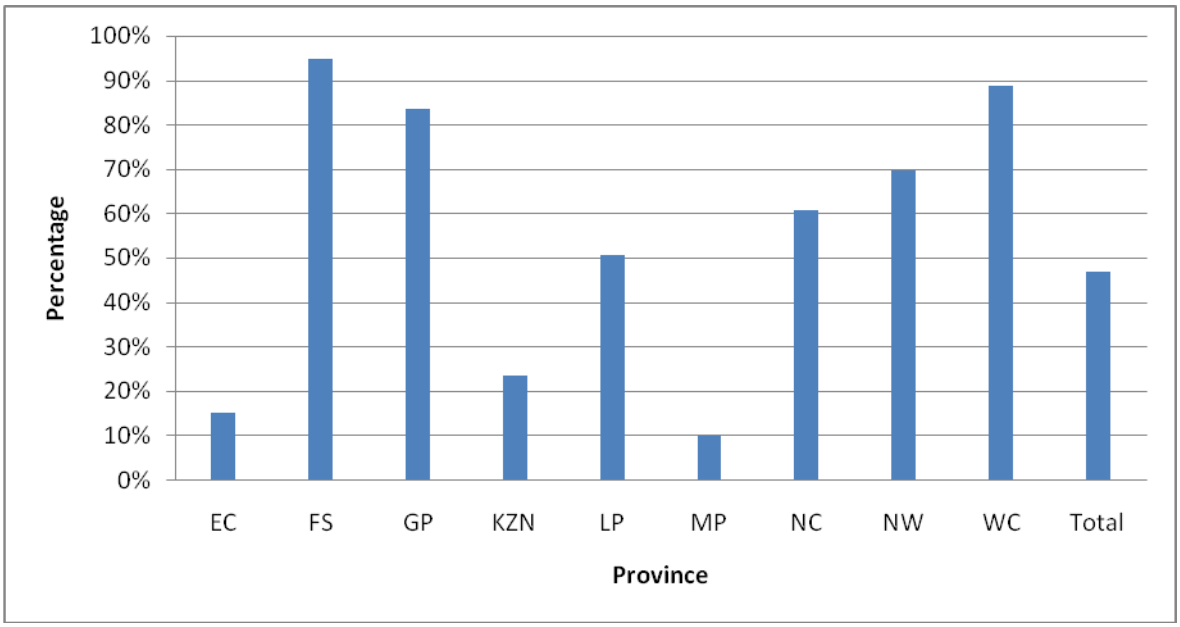
Considering that the Quintile 1, 2 and 3 schools are non-fee schools and completely dependent on government funding, these figures are a serious concern and require further investigation to ascertain the source of the problem and determine a viable solution.

9.1.2 Learners in schools funded at the minimum level in 2011, by province

Table 9.1.2a Learners in schools funded at the minimum level in 2011, by province

Province	Not met		Met		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
EC	1 401 221	79	268 737	15	94 610	5	1 764 567	100
FS	24 596	4	588 145	95	6 797	1	619 539	100
GP	167 514	10	1 405 419	84	106 998	6	1 679 931	100
KZN	1 929 427	74	610 562	23	66 151	3	2 606 140	100
LP	583 356	37	790 391	51	185 412	12	1 559 159	100
MP	756 572	84	90 134	10	58 149	6	904 855	100
NC	91 437	36	152 976	61	6 960	3	251 373	100
NW	177 303	26	477 199	70	30 587	4	685 089	100
WC	88 872	11	744 908	89	6 570	1	840 350	100
Total	**5 220 297**	**48**	**5 128 472**	**47**	**562 235**	**5**	**10 911 003**	**100**

Graph 9.1.2 Learners in schools funded at the minimum level in 2011, by province



The situation with regard to the percentage of learners funded at the minimum level was particularly concerning in Mpumalanga, the Eastern Cape and KwaZulu-Natal where only 10 percent, 15 percent and 23 percent of learners, respectively, were funded at the minimum level. In Limpopo, only just over half of the learners (51 percent) were funded at the minimum level or higher. The Free State had the highest percentage of learners who were funded at the minimum level or higher (95 percent), followed by the Western Cape (89 percent), Gauteng (84 percent), the North West (70 percent) and the Northern Cape (61 percent). A review of school funding carried out in 2009 and reported in the full version of the *Action Plan to 2014* (DBE, 2011:101) found that under-funding of schools was particularly common in Mpumalanga and the North West. While the situation in the North West had clearly improved in 2011, underfunding remains a problem in Mpumalanga.

Despite having only 23 percent of learners funded at the minimum level, with an average per learner funding allocation of R962, KwaZulu-Natal was the only province where the average per learner allocation was above the minimum amount for Quintile 1 schools (R905). The average per learner funding allocation for the remaining provinces was below the non-fee threshold, ranging from an average of R808 in the Eastern Cape and R807 in the North West, to R566 in the Western Cape.

Table 9.1.2b Mean financial allocation per learner in 2011, by province

Province	Rands
EC	808
FS	749
GP	670
KZN	962
LP	740
MP	536
NC	744
NW	807
WC	566
Total	**758**

Although 47 percent of learners nationally were funded at the minimum level in 2011, these learners were situated in 41 percent of the schools in the country. The gap between the percentage of learners and the percentage of schools funded at the minimum level was highest in Quintile 4 schools and in the Free State. The 42 percent of learners in Quintile 4 schools that were funded at the minimum level were situated in only 34 percent of Quintile 4 schools. Similarly, in the Free State, the 95 percent of learners funded at the minimum level were situated in only 80 percent of schools in the province (DBE School Monitoring Survey 2011, *Technical Report*).

The data on the average per learner funding allocation for each Quintile indicates that the poorest schools (Quintile 1) received just over three-and-a-half times more than the richest schools (Quintile 5). While this does indicate a pro-poor bias in funding, the *Norms and Standards for School Funding* require that the funding received by Quintile 1 schools should be six times more than that received by Quintile 5 schools (DoE, 2006:31).

On average Quintile 1, 4 and 5 schools were funded above the targeted allocation for those Quintiles. However, while the average per learner funding allocation for Quintile 5 schools (R267) was R111 more than their targeted per learner allocation, in Quintile 1 schools the average per learner funding was just R68 higher than their targeted per learner allocation. Furthermore, Quintile 2 and 3 schools which are non-fee schools and which should have been funded per learner at the non-fee threshold of R829 in 2011 were allocated an average of R782 and R765 respectively, both below the non-fee threshold amount.

Table 9.1.2c Mean financial allocation per learner in 2011, by Quintile

Quintile	Rands
1	973
2	782
3	765
4	525
5	267
Total	**758**

Ninety-five percent of schools nationally had received notification in 2010 of their 2011 financial allocation. The variation between provinces and Quintiles was minimal. However, in October 2011 when the survey was conducted, only 83 percent of the schools nationally had received notification of their 2012 allocations. In the North West, only 33 percent of schools had been informed, while in the Free State only 48 percent of schools had been informed. On the other end of the spectrum, all schools in the Western Cape, and 96 percent of schools in Gauteng had received notification (DBE School Monitoring Survey 2011, *Technical Report*).

In 2010, 74 percent of the schools that have section 21 functions received the allocation that they had expected. The only two provinces that were lower than this national average were KwaZulu-Natal with 57 percent and the Eastern Cape with 69 percent of schools. These two provinces were also higher than the national average of 2 percent of schools that received less than they had expected, with 38 percent of schools in KZN and 23 percent of schools in the Eastern Cape receiving less than expected. There is hardly any difference in this regard across Quintiles (DBE School Monitoring Survey 2011, *Technical Report*).

The picture for 2011 regarding schools with section 21 functions that received their allocations by the time of the survey in October was as follows: Gauteng is the province with the highest proportion of schools (34 percent) that had received 100 percent of their allocation by October. This was followed by the North West with 32 percent of schools. In Mpumalanga, 71 percent of schools had only received 51 to 99 percent of their allocation, followed by the Western Cape where 64 percent of schools had received 51 to 99 percent of their allocations. In Limpopo, 75 percent of schools (2 784 schools) had received only between a third and a half of their allocation by October 2010. There was virtually no difference in this regard across quintiles (DBE School Monitoring Survey 2011, *Technical Report*).

When asked about restrictions placed on the use of school allocations, late or non-payment, or unclear information about their allocations, indicated that these factors impacted their ability to manage their schools to some extent or to a large degree. Thirty percent of the principals in the Western Cape felt that they were not impacted by these factors at all (DBE School Monitoring Survey 2011, *Technical Report*).

Nationally, 62 percent of all schools with Grade R had received their funding for Grade R. Again, there was virtually no difference in this regard across Quintiles. However, in Limpopo, 92 percent of the schools did not receive this funding. It is clear that schools in Limpopo with Grade R were not informed about their Grade R allocations, since none of the schools in this province could respond to questions about whether they received more or less than expected (DBE School Monitoring Survey 2011, *Technical Report*).

It is worth noting, that although this survey is based on National per learner allocations, some provinces have adjusted the per learner allocations for certain quintiles.

9.1.3 Learners in schools funded at the minimum level in 2011 based on provincial norms

Table 9.1.3a Provincial per learner allocations for 2011

Province	Per learner allocation by quintile				
	1	2	3	4	5
Gazetted target per learner amount	905	829	829	453	156
EC	855	784	784	453	156
FS	905	838	838	453	240
GP	905	905	905	544	187
KZN	795	729	729	451	160
LP	905	829	826	453	155
MP	905	829	829	428	147
NC	905	829	829	498	247
NW	905	829	829	605	156
WC	905	829	829	average 455	average 207

Table 9.1.3b Learners in schools funded at the minimum level in 2011 based on provincial norms, by province

Province	Not met		Met		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
EC	484 210	27	1 185 747	67	94 610	5	1 764 567	100
FS	299 315	48	313 427	51	6 797	1	619 539	100
GP	984 818	59	588 115	35	106 998	6	1 679 931	100
KZN	917 810	35	1 622 179	62	66 151	3	2 606 140	100
LP	583 356	37	790 391	51	185 412	12	1 559 159	100
MP	728 496	81	118 210	13	58 149	6	904 855	100
NC	105 910	42	138 503	55	6 960	3	251 373	100
NW	177 303	26	477 199	70	30 587	4	685 089	100
WC	316 842	38	516 938	62	6 570	1	840 350	100
Total	**4 598 060**	**42**	**5 750 709**	**53**	**562 235**	**5**	**10 911 003**	**100**

Table 9.1.3c Learners in schools funded at the minimum level in 2011 based on provincial norms, by Quintile

Quintile	Not met		Met		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
1	794 528	30	1 664 170	64	155 338	6	2 614 036	100
2	895 357	40	1 265 795	56	88 834	4	2 249 986	100
3	1 360 000	47	1 401 333	48	146 815	5	2 908 148	100
4	991 921	60	570 665	35	79 736	5	1 642 323	100
5	556 254	37	848 745	57	91 511	6	1 496 510	100
Total	**4 598 060**	**42**	**5 750 709**	**53**	**562 235**	**5**	**10 911 003**	**100**

When comparing the data from this study with the provincial funding norms, a slightly higher percentage of learners are funded at the minimum level.

Summary of Indicator 9 analysis

1. Nationally, 53 percent of learners were in schools that were not funded at the minimum level or higher. This figure compares unfavourably with the figure from the findings of the 2009 UNICEF-funded review, quoted in the *Action Plan to 2014*, which stated that 'A third of schools were paid less than the targets applicable to them in the national policy.'
2. Sixty-three percent of Quintile 1 schools were not funded at the minimum level. In Quintile 2 and Quintile 3 schools, 58 percent and 61 percent of learners, respectively, were not funded at the minimum level. Considering that funding at these non-fee schools are completely dependent on the government allocations, this finding raises concern. Further investigation to ascertain the reasons for this is recommended.
3. The three provinces that complied with *minimum standards* were the Free State (95 percent), the Western Cape (89 percent) and Gauteng (84 percent).
4. In Mpumalanga only ten percent of learners were funded at the minimum level – the smallest proportion of all the provinces. Schools in the Eastern Cape (15 percent) and KwaZulu-Natal (23 percent) also had very low percentages of learners funded at the minimum level or higher.
5. Eighty-one percent of principals indicated that restrictions placed on the use of school allocations, late or non-payment, or unclear information about their allocations impacted negatively on their ability to manage their schools.
6. Nationally, 62 percent of all schools with Grade R had received their funding for Grade R. In Limpopo, 92 percent of the schools did not receive Grade R funding, nor did they receive information about what funding to expect.

10. INDICATOR 10: THE PERCENTAGE OF SCHOOLS THAT HAVE ACQUIRED THE FULL SET OF FINANCIAL MANAGEMENT RESPONSIBILITIES ON THE BASIS OF AN ASSESSMENT OF THEIR FINANCIAL MANAGEMENT CAPACITIES

Background

As pointed out in the *Action Plan to 2014*, research has shown that if schools are ready to take on financial management responsibilities, then it is best for these responsibilities to be transferred to the school, as it improves the chances that the correct resources will be available at the right time.

Section 21 of the *South African Schools Act (SASA)* (Republic of South Africa [RSA], 1996) makes provision for public school governing bodies to become responsible for managing certain aspects of recurrent expenditure, based on an assessment of the school's financial management capacity to undertake the functions effectively. Two management responsibilities in terms of Section 21 of SASA have never been granted to any school. These are: Section 2b – determine the extra-mural curriculum and the choice of subject options in terms of provincial curriculum policy and Section 21e – other functions consistent with SASA or applicable provincial legislation. The financial management responsibilities that schools can apply for are:

- Section 21a − maintain and improve the school's property, buildings, grounds, and hostel
- Section 21c − purchase textbooks, educational materials or equipment for the school
- Section 21d − pay for services to the school (e.g. telephone, electricity).

Required standard

To qualify as 'a school which has acquired the full set of management responsibilities', a school should be using funds transferred to it for all three Section 21 functions mentioned above, (21a, 21c and 21d). If funds for only one or two of the Section 21 functions have been transferred to a school, the school was counted as 'not acquired'.

Instruments used

Data for this Indicator was collected using the following instrument:

Instruments used	Questions used
Instrument O: Principal interview	24.1, 24.2, 24.3

Data gathering

The data for this Indicator was gathered through a Principal Interview Questionnaire (Instrument O) which was completed by a field worker on the day of the school visit. If the principal was not available on the day of the visit, the deputy principal was interviewed; if both were unavailable, then a Head of Department (HOD) was interviewed.

10.1. Analysis of Indicator 10 data

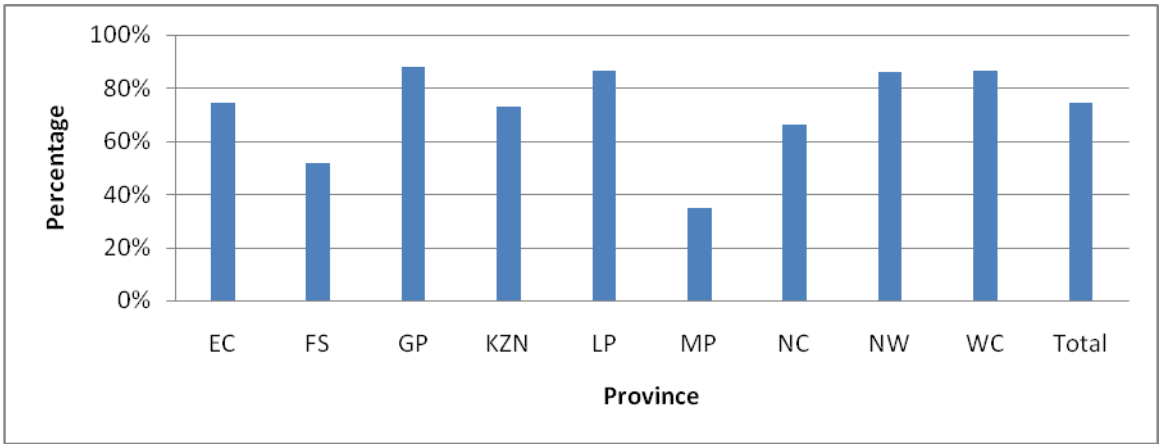
Reporting in this section is first on schools by province, then by Quintile. A school must have been allocated all three Section 21 functions, to be considered to have acquired a full set of financial management responsibilities.

10.1.1 Schools that have acquired the full set of financial management responsibilities, by province

Table 10.1.1 Schools that have acquired the full set of financial management responsibilities, by province

Province	Not acquired		Acquired		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
EC	1 204	23	3 886	75	122	2	5 212	100
FS	580	43	698	52	71	5	1 349	100
GP	191	10	1 656	88	38	2	1 886	100
KZN	1 334	24	4 002	73	136	2	5 473	100
LP	443	12	3 255	86	69	2	3 768	100
MP	1 056	65	563	35	0	0	1 619	100
NC	184	33	373	66	4	1	561	100
NW	202	13	1 291	86	9	1	1 502	100
WC	179	14	1 130	86	0	0	1 309	100
Total	5 375	24	16 855	74	449	2	22 679	100

Graph 10.1.1 Schools that have acquired the full set of financial management responsibilities, by province



Just less than three-quarters of all schools in South Africa (74 percent) had been allocated a full set of financial management responsibilities by 2011. Gauteng had the largest proportion of schools that had been allocated all three Section 21 functions. Mpumalanga had the lowest percentage of schools that had been allocated a full set of financial management responsibilities, with just 35 percent of schools having been allocated all three Section 21 functions. This was followed by the Free State where only just over a half (52 percent) of schools had been allocated a full set of financial management functions.

An analysis of the number of schools that had been allocated each individual Section 21 function showed that, while 89 percent of schools nationally had been allocated the responsibility of maintaining and improving the school property, buildings and grounds (Section 21a functions) and 87 percent had been allocated the responsibility for paying for services to the school (Section 21d functions), a lower percentage (79 percent) of schools had been allocated the responsibility to purchase textbooks, educational materials and equipment for the school (Section 21c functions), (DBE School Monitoring Survey 2011, *Technical Report*).

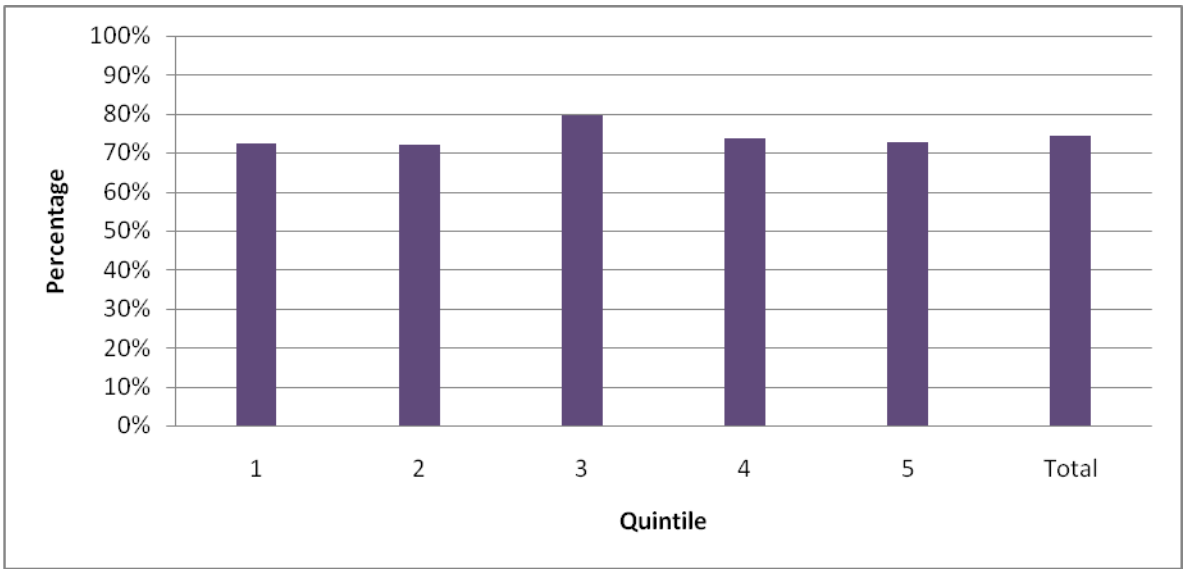
Mpumalanga had the lowest proportion of schools that had been allocated Section 21c functions, with just 37 percent of schools in the province having been allocated this function. This was followed by the Free State with 55 percent of schools having been allocated Section 21c functions (textbooks, educational materials and equipment). These low allocations would have had an obvious impact on the percentage of schools that acquired a full set of Section 21c functions (DBE School Monitoring Survey 2011, *Technical Report*).

10.1.2 Schools that have acquired the full set of financial management responsibilities, by Quintile

Table 10.1.2 Schools that have acquired the full set of financial management responsibilities, by Quintile

Quintile	Not acquired		Acquired		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
1	1 793	25	5 279	72	212	3	7 284	100
2	1 391	26	3 882	72	116	2	5 389	100
3	1 089	19	4 527	80	68	1	5 684	100
4	605	26	1 725	74	14	1	2 344	100
5	496	25	1 440	73	40	2	1 977	100
Total	**5 375**	**24**	**16 855**	**74**	**449**	**2**	**22 679**	**100**

Graph 10.1.2 Schools that have acquired the full set of financial management responsibilities, by Quintile



There was little difference in the situation in the different Quintiles, although Quintile 3 schools did have the highest proportion of schools with a full set of financial management functions.

A closer one-by-one look at the three Section 21 functions revealed that Quintile 5 schools had the lowest proportion of schools (83 percent) that had been allocated the responsibility of paying for services to the schools (Section 21d), compared to 84 percent of Quintile 1 and 4 schools, 88 percent of Quintile 2 schools and 91 percent of Quintile 3 schools. On the other hand, the right to purchase textbooks, educational materials and equipment for the schools (Section 21c) had been allocated to just 76 percent of Quintile 4 and 77 percent of Quintile 1 and 2 schools, while 81 percent of schools in Quintile 5 and 83 percent in Quintile 3 had been allocated this function (DBE School Monitoring Survey 2011, *Technical Report*).

Summary of Indicator 10 analysis

1. Seventy-four percent of schools nationally had acquired the full set of financial management responsibilities specified (i.e. Sections 21a, 21c and 21d of SASA). This means that the majority of schools in South Africa had been assessed as being able to take on as much financial responsibility as is currently being transferred to schools.
2. The high percentage of schools that had acquired the full set of management responsibilities was maintained in all five Quintiles, with 72 percent of Quintile 1 and 2 schools at the lower end. Quintile 3 schools had the largest proportion of schools with a full set of financial management responsibilities (80 percent).
3. Gauteng had the largest proportion of schools with a full set of financial management responsibilities (88 percent).
4. At 35 percent, Mpumalanga had the lowest percentage of schools that had been allocated a full set of financial management responsibilities. This was largely due to a very low percentage allocation of Section 21c functions (37 percent) as the other Section 21 functions were high: 21a, 88 percent and 21d, 92 percent. The Free State, however, had low allocations on all Section 21 functions: 21a, 65 percent, 21c, 55 percent and 21d, 63 percent (DBE School Monitoring Survey 2011, *Technical Report*). This bears further investigation.
5. Section 21d functions (the responsibility of paying for services to the schools) had been allocated to 91 percent of Quintile 3 schools, while only 83 percent of Quintile 5 schools had been allocated these functions – this is the lowest of all quintiles and bears further investigation (DBE School Monitoring Survey 2011, *Technical Report*).

11. INDICATOR 11: THE PERCENTAGE OF SCHOOLS THAT COMPLY WITH NATIONALLY DETERMINED MINIMUM PHYSICAL INFRASTRUCTURE NEEDS

Background

The physical state of South African public schools varies enormously. The term 'backlog' is used, in the *Action Plan to 2014*, to describe the gap between the current infrastructure situation in schools and the situation that is believed to be acceptable for a country of our level of development.

The availability of physical resources in a school has been consistently linked to better educational performance in developing countries. The presence of resources can have an especially marked benefit on children from low-income homes who have access to fewer supplementary learning materials.

A key policy gap for many years was an absence of clear and coherent standards for developing and maintaining school infrastructure. Draft norms and standards were first published in 2008, and in 2012 final regulations were released.

Required standard

The purpose of this Indicator is to measure the percentage of schools that comply with the nationally determined minimum infrastructure needs. Every one of the following must be in place if the minimum physical infrastructure is considered to be of the required standard:

- running water
- working electricity
- school premises are fenced

- separate toilets for boy learners (flush toilet, VIP or Enviroloo only – bucket, chemical or mobile toilets are not included)
- separate toilets for girl learners (flush toilet, VIP or Enviroloo only – bucket, chemical or mobile toilets are not included)
- separate toilets for teachers, i.e. separate from learners (flush toilet, VIP or Enviroloo only – bucket, pit latrine or chemical toilets are not included).

It is important to note that each aspect of the physical infrastructure has to be in place for a school to be considered compliant.

Instruments used

Data for this Indicator was collected using the following instrument:

Instruments used	Questions used
Instrument L: School observation	L – 16, 17, 18, 19.1, 19.2, 19.3

Data gathering

The data for this Indicator was gathered by a fieldworker using a School Observation Questionnaire (Instrument L), by walking around the premises of the school and answering the questions in the questionnaire – physically seeing and touching various Indicators.

11.1. Analysis of Indicator 11 data

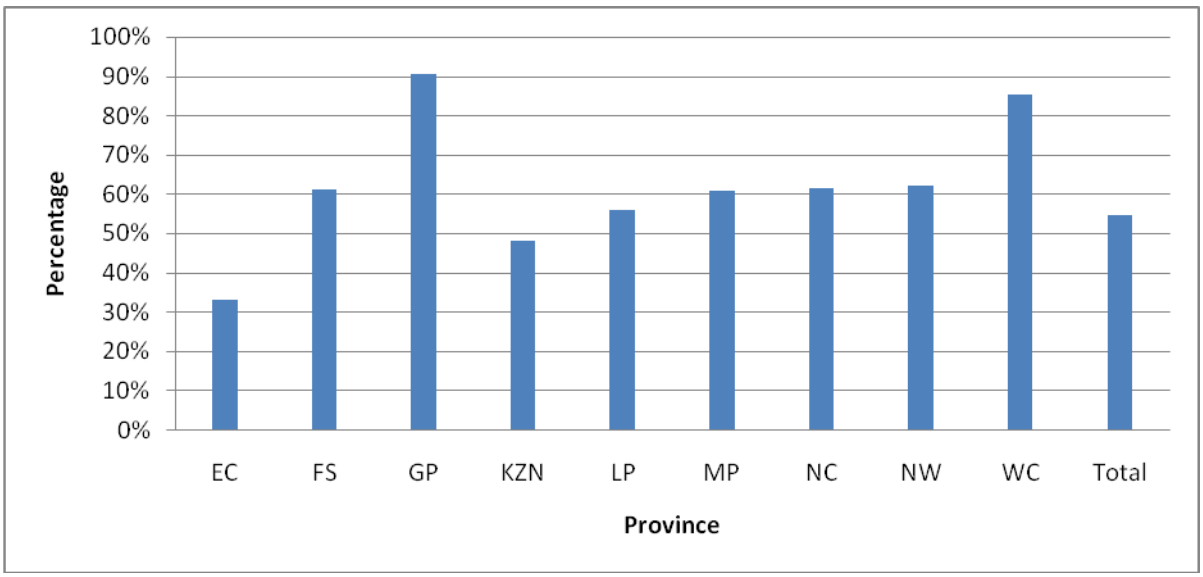
Reporting was done on the number and percentage of schools in the different provinces that met all the minimum physical infrastructure needs, as well as a breakdown by Quintile. Detailed comments are presented in the Technical Report (DBE School Monitoring Survey 2011, *Technical Report*), with regard to the extent to which shortages existed in respect of the different variables.

11.1.1 Schools that comply with nationally determined minimum physical infrastructure needs, by province

Table 11.1.1 Schools that comply with nationally determined minimum physical infrastructure needs, by province

Province	Do not comply		Comply		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
EC	3 475	67	1 722	33	15	0	5 212	100
FS	525	39	824	61	0	0	1 349	100
GP	182	10	1 704	90	0	0	1 886	100
KZN	2 805	51	2 638	48	30	1	5 473	100
LP	1 662	44	2 106	56	0	0	3 768	100
MP	637	39	982	61	0	0	1 619	100
NC	217	39	344	61	0	0	561	100
NW	571	38	931	62	0	0	1 502	100
WC	186	14	1 115	85	8	1	1 309	100
Total	**10 260**	**45**	**12 366**	**55**	**53**	**0**	**22 679**	**100**

Graph 11.1.1 Schools that comply with nationally determined minimum physical infrastructure needs, by province



Not more than about half of the schools in the country (55 percent) complied with nationally determined minimum physical infrastructure needs. There were considerable differences between the provinces, however, ranging from a low of a third of schools in the Eastern Cape that complied with these needs, followed by KwaZulu-Natal with 48 percent, to highs of 85 percent and 90 percent in the Western Cape and Gauteng, respectively. In the other provinces, the proportion of schools that complied with minimum infrastructure needs ranged from 56 percent to 62 percent. The vast majority of the 10 260 schools that did not comply with the minimum infrastructure needs could be found in three provinces: the Eastern Cape, KwaZulu-Natal and Limpopo – together, these provinces accounted for 77 percent of the total number of schools that faced infrastructure shortages.

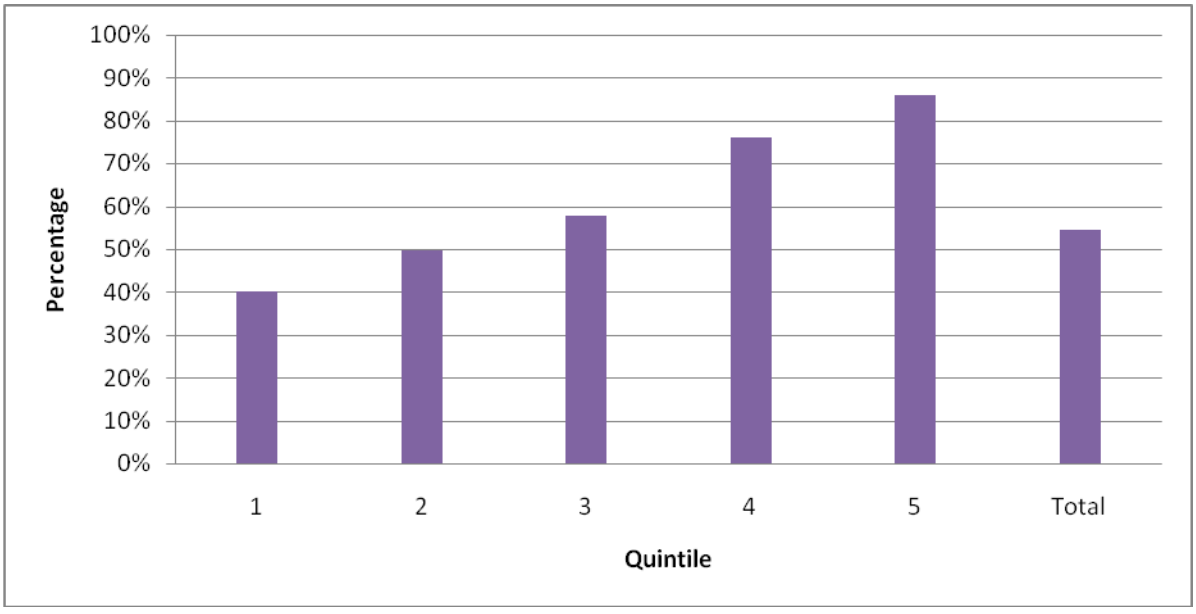
A total of 3.45 million children were in schools that did not comply with minimum physical infrastructure needs, while 7.4 million children were in schools that did comply. The Eastern Cape was the only province where the majority of learners (58 percent) were in schools that did not comply with these needs. In the other provinces, this proportion ranged from 10 percent in Gauteng and the Western Cape to 38 percent in KwaZulu-Natal and Limpopo (DBE School Monitoring Survey 2011, *Technical Report*).

11.1.2 Schools that comply with nationally determined minimum physical infrastructure needs, by Quintile

Table 11.1.2 Schools that comply with nationally determined minimum physical infrastructure needs, by Quintile

Quintile	Do not comply		Comply		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
1	4 342	60	2 928	40	15	0	7 285	100
2	2 708	50	2 683	50	8	0	5 399	100
3	2 373	42	3 281	58	30	1	5 685	100
4	558	24	1 776	76	0	0	2 335	100
5	278	14	1 697	86	0	0	1 975	100
Total	**10 260**	**45**	**12 366**	**55**	**53**	**0**	**22 679**	**100**

Graph 11.1.2 Schools that comply with nationally determined minimum physical infrastructure needs, by Quintile



As can be expected, most of the schools that did not comply with minimum physical infrastructure needs fell in the lower Quintiles, with the highest proportion of these schools in Quintile 1 (60 percent of Quintile 1 schools did not meet these needs) and the lowest in Quintile 5 (14 percent). The proportion of schools that complied with minimum infrastructure needs gradually improved across the Quintiles, from a low of 40 percent in Quintile 1 to a high of 86 percent in Quintile 5.

Every four out of five schools had **running water**, ranging from 65 percent in the Eastern Cape to 99 percent in Gauteng. Of the 4 130 schools that did not have running water, 38 percent were Quintile 1 schools, 32 percent are Quintile 2 schools and 26 percent were Quintile 3 schools. In 2002, 7 848 schools (28 percent of the total) did not have running water (DBE School Monitoring Survey 2011, *Technical Report*). This does not conform to the figures quoted in the *Action Plan to 2014*, which states that 2 800 schools are now without water. According to a report dated May 2011 by the National Education Infrastructure Management System (NEIMS), 90 percent of schools had water supply ranging from 81 percent in the Eastern Cape to 100 percent in Gauteng. The discrepancy in findings could possibly be attributed to disconnection of services.

The percentage of schools with **electricity** has improved from 57 percent in 2002 to 86 percent in 2011, ranging from 73 percent in the Eastern Cape to 99 percent in the Northern Cape and the Western Cape. Of the 3 096 schools that did not have electricity, 45 percent were in the Eastern Cape, 35 percent were in KwaZulu-Natal, and 53 percent were in Quintile 1 schools (DBE School Monitoring Survey 2011, *Technical Report*).The *NEIMS report* (DBE, 2011) found the same improved situation.

Most schools (87 percent) had **perimeter fencing**, ranging from 76 percent in the Free State to 97 percent each in Gauteng and Limpopo. Of the 2 732 schools without fencing, 39 percent were in the Eastern Cape, 21 percent in KwaZulu-Natal and 11 percent each in the Free State and Mpumalanga. Nearly half (49 percent) of schools without perimeter fencing were Quintile 1 schools, 24 percent were Quintile 2 schools, 21 percent were Quintile 3 schools, and 5 percent and 1 percent were Quintile 4 and 5 schools respectively.

Of all Quintile 1 schools, 81 percent had fencing, compared with 98 percent of Quintile 5 schools (DBE School Monitoring Survey 2011, *Technical Report*). The *NEIMS* findings (DBE, 2011) are almost identical to these findings.

Three-quarters of schools had separate flush **toilets**, VIP or Enviroloo toilets for boys, girls and teachers, with Limpopo and the Eastern Cape below this proportion (64 percent and 66 percent, respectively) and Gauteng and the Western Cape well above this figure (95 percent). A total of 5 436 schools did not have these sanitation facilities; most of these schools were in the Eastern Cape (1 692 schools), Limpopo (1 358 schools) and KwaZulu-Natal (1 334). Nearly a third (32 percent) of Quintile 1 schools did not have suitable sanitation, followed by 27 percent of Quintile 2 schools and 23 percent of Quintile 3 schools, whereas this applied to only 7 to 8 percent of Quintile 4 and 5 schools (DBE School Monitoring Survey 2011, *Technical Report*). The *NEIMS* figures (DBE, 2011) are very different to these findings – according to *NEIMS*, only 3.7 percent of schools countrywide did not have sanitation facilities. This discrepancy in findings is due to the fact that *NEIMS* looked at general availability of ablution facilities, whereas the School Monitoring Survey asked more specific questions about the availability of separate toilets for boys, girls and teachers.

Only 3 548 schools (20 percent) had **toilets that have been adapted for use by disabled people**, ranging from 9 percent of schools in Limpopo to 29 percent in the Northern Cape. KwaZulu-Natal had the highest number of such schools (1 061), followed by the Eastern Cape (823 schools). Quintile 1 schools most often had adapted toilets – 18 percent, compared with between 14 percent and 16 percent of schools in the other Quintiles (DBE School Monitoring Survey 2011, *Technical Report*).

Class size, educator/classroom ratio and educator/learner ratio were not included in measuring against the minimum standard. However, there is an obvious link between these figures and that for infrastructure.

Almost 70 percent of schools had a **learner/classroom ratio (LCR)** below the norm, which is 40:1. Exactly half the schools had an LCR of between 21 – 40:1 and nearly a fifth (19 percent) had fewer than 21 learners per classroom. A total of 864 schools had between 61 and 80 learners per classroom, most of which were in KwaZulu-Natal (288 schools), the Eastern Cape (274 schools), Limpopo and Mpumalanga (125 and 124 schools respectively). A further 266 schools had an LCR of over 80:1, 107 of which were in the Eastern Cape, 76 in KwaZulu-Natal, 35 each in Limpopo and Mpumalanga, with between none and at most nine in the other provinces (DBE School Monitoring Survey 2011, *Technical Report*).

Ten percent of schools in Mpumalanga had more than 60 **learners per classroom**, compared with between 0 percent (the Western Cape) and at most 6 percent (KwaZulu-Natal) in the other provinces. The Free State had the highest percentage of schools with an LCR below 20:1; this applied to 38 percent of its schools. The Western Cape had the highest percentage of schools with an LCR of 21 – 40:1 (70 percent), compared with between 42 percent (the Eastern Cape) and 61 percent (the Northern Cape) of schools in the other provinces. It is further noticeable that most Quintile 5 schools (66 percent) had an LCR of 21 – 40:1 and only 12 percent had a higher ratio. Between 29 percent and 34 percent of schools in the other Quintiles had LCRs higher than 40:1 (DBE School Monitoring Survey 2011, *Technical Report*).

The following table summarises some of the findings for Indicator 11, by province:

Criterion	Province		Province	
	Lowest	%	Highest	%
Compliance with minimum physical infrastructure (by schools)	EC	33	GP	90
Compliance with minimum physical infrastructure (by learners)	EC	41	GP, WC	90
Schools with running water	EC	65	GP	99
Schools with electricity	EC	73	NC, WC	99
Schools with perimeter fencing	FS	76	GP, LP	97
Schools with separate toilets	LP	64	GP, WC	95
Schools with at least one toilet adapted for use by disabled people	LP	9	NC	29
Schools with the preferred learner/classroom ratio of between 21 and 40 to 1	EC	42	WC	70

*(*DBE School Monitoring Survey 2011*, Technical Report)*

The following table summarises some of the findings for Indicator 11, by Quintile:

Criterion	Quintile		Quintile	
	Lowest	%	Highest	%
Compliance with minimum physical infrastructure (by schools)	1	40	5	86
Compliance with minimum physical infrastructure (by learners)	1	51	5	89
Schools with running water	1	78	5	98
Schools with electricity	1	77	5	96
Schools with perimeter fencing	1	81	5	98
Schools with separate toilets	1	66	5	92
Schools with at least one toilet adapted for use by disabled people	3	14	1	18
Schools with the preferred learner/classroom ratio of between 21 and 40 to 1	2	45	5	66

(DBE School Monitoring Survey 2011*, Technical Report)*

Summary of Indicator 11 analysis

1. Nationally, only 55 percent of schools complied with the minimum standard for infrastructure needs. This is lower than the 77 percent considered as the figure for compliance in the *Action Plan to 2014*. Only 33 percent of the schools in the Eastern Cape complied with the standard, followed by KwaZulu-Natal with 48 percent. The provinces with the highest compliance with the standard were the Western Cape with 85 percent and Gauteng with 90 percent. The vast majority of the 10 260 schools that did not comply with the minimum infrastructure needs can be found in three provinces: the Eastern Cape, KwaZulu-Natal and Limpopo – together, these provinces accounted for 77 percent of the total number of schools that faced infrastructure shortages.
2. A total of 3.45 million children were in schools that did not comply with minimum physical infrastructure needs, while 7.4 million children were in schools that did comply. The Eastern Cape was the only province where the majority of learners (58 percent) were in schools that did not comply with these needs.
3. Every four out of five schools had running water, ranging from 65 percent in the Eastern Cape to 99 percent in Gauteng.
4. The percentage of schools with electricity has improved from 57 percent in 2002 to 86 percent in 2011, ranging from 73 percent in the Eastern Cape to 99 percent in the Northern Cape and the Western Cape.
5. In terms of infrastructure needs, Quintile 1 schools faced the greatest shortages. The provinces most affected were the Eastern Cape and KwaZulu-Natal.
6. Considering the inherited backlog, the large number of schools not meeting the *minimum standards* is to be expected. Current budget levels are inadequate for the objective of getting schools compliant to *minimum standards*, especially considering the ongoing needs that will arise where infrastructures are already in place.

12. INDICATOR 12: THE PERCENTAGE OF LEARNERS WHO RECEIVE A NUTRITIOUS MEAL EVERY DAY

Background

The objectives of the National School Nutrition Programme (NSNP) are:

- to contribute to enhanced active learning capacity and to improve access to education, by providing quality nutritious meals to learners, to alleviate short-term hunger and to address certain micro-nutrient deficiencies
- to strengthen nutrition education in schools
- to promote the sustainable food production initiative (Public Service Commission: 2008; DBE: 2009).

In addition, regular feeding provides an incentive for children to attend school regularly and punctually. The NSNP provides nutritious meals to all learners from Grade R to Grade 12 in National Q1 to Q3 primary and secondary schools. (The NSNP was expanded to NQ1 secondary school learners in 2009/10, to NQ2 secondary schools in 2010/11 and to NQ3 secondary schools in 2011/12).

School feeding is a small part of the Integrated Food Security Strategy for South Africa, which was introduced in 2002 and involves the Departments of Health, Social Development, Land Affairs and Agriculture. The NSNP is therefore just one of a range of projects that responds to nutritional needs, and does not try to respond to all problems around poor nutrition, hunger or food security.

Provinces have developed menus which include socially acceptable nutritious meals. The aim is to provide five nutritious meals a week, including protein and fruit or vegetables. Learners must be fed by 10h00 on all school days.

Required standard

The NSNP feeds learners in Grade R to Grade 12 in Quintile 1 to Quintile 3 schools five times a week.

For the purposes of this survey, the minimum standard was that all the learners in Quintile 1 to 3 schools receive a publicly-funded, nutritious meal every day.

Instruments used

Data for this Indicator was collected using the following instrument:

Instruments used	Questions used
Instrument I: Interview with the school feeding programme co-ordinator	12.1, 12.2, 16, 18, 20

Data gathering

The data for this Indicator was gathered by one of the field workers conducting an interview with the school's designated 'School Nutrition Programme Co-ordinator', and answering the questions in the National School Nutrition Programme (NSNP) Interview Questionnaire (Instrument I).

12.1 Analysis of Indicator 12 data

In the main report, data is presented on the number and percentage of schools that offer their learners nutritious meals through the NSNP. Data is also presented regarding the number and percentage of learners in these schools who receive a meal every school day, through both the NSNP and independent feeding schemes. Since there are schools in Quintile 4 and Quintile 5 that do have NSNPs, these schools are included in the data.

Further reporting is done per province; including schools from all five Quintiles.

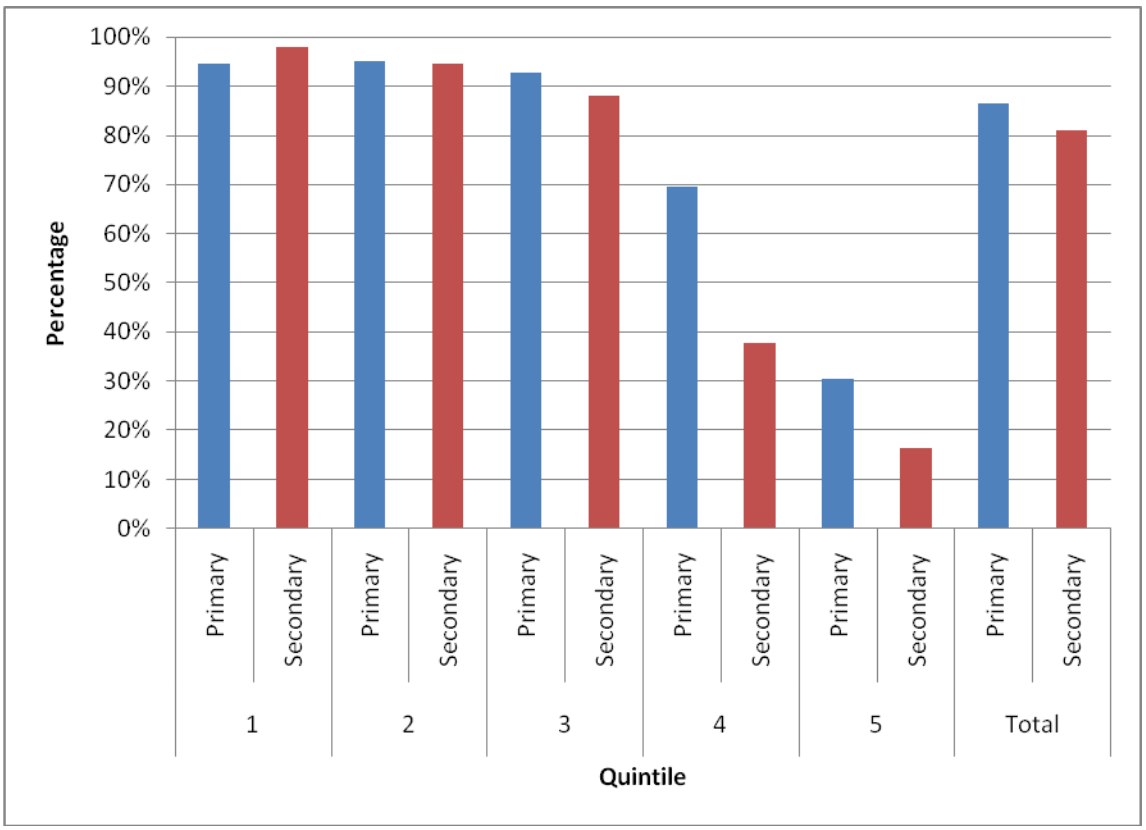
Additional data includes the number and percentage of schools that have an independent feeding scheme. Further information on the nutritious meals served through the NSNP are also presented in this section, such as frequency of feeding, content of meals and estimated school days with no meals being served. Data on the number and percentage of schools with vegetable gardens is also included (DBE School Monitoring Survey 2011, *Technical Report*).

12.1.1 Primary and secondary schools with an NSNP, by Quintile

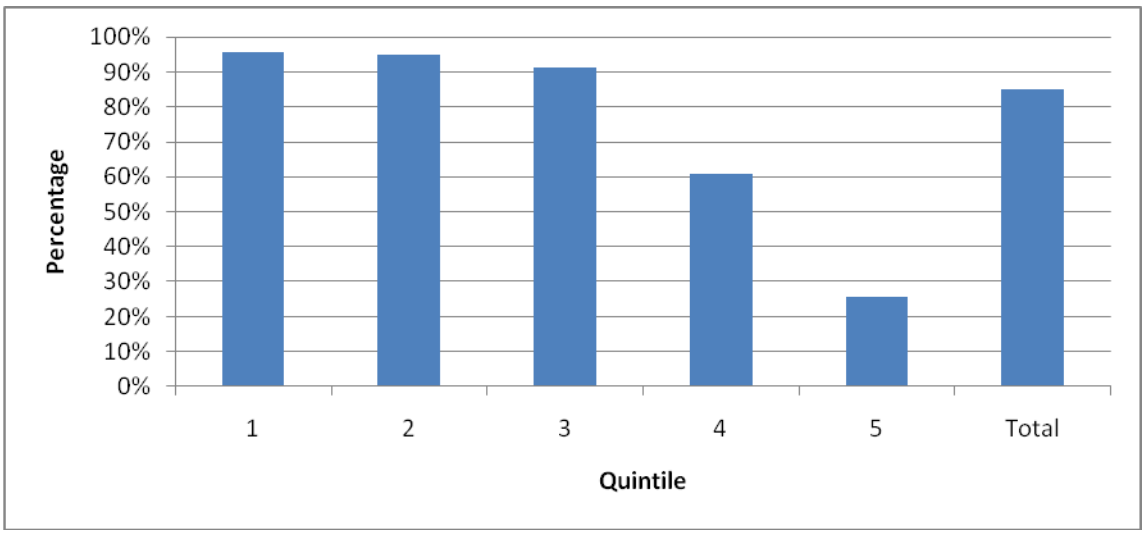
Table 12.1.1 Primary and secondary schools with an NSNP, by Quintile

Quintile	Level	Without NSNP		With NSNP		Unspecified/ Missing		Total	
		No.	%	No.	%	No.	%	No.	%
	Primary	225	4	5 026	95	60	1	5 310	100
	Secondary	40	2	1 959	98	0	0	1 999	100
1	**Total**	**264**	**4**	**6 985**	**96**	**60**	**1**	**7 309**	**100**
	Primary	133	4	3 588	95	55	1	3 775	100
	Secondary	76	5	1 550	95	13	1	1 639	100
2	**Total**	**209**	**4**	**5 138**	**95**	**68**	**1**	**5 415**	**100**
	Primary	262	7	3 659	93	23	1	3 944	100
	Secondary	186	11	1 547	88	24	1	1 757	100
3	**Total**	**448**	**8**	**5 205**	**91**	**47**	**1**	**5 701**	**100**
	Primary	423	25	1 183	70	94	6	1 700	100
	Secondary	325	51	239	38	71	11	635	100
4	**Total**	**748**	**32**	**1 422**	**61**	**165**	**7**	**2 335**	**100**
	Primary	708	55	388	30	180	14	1 277	100
	Secondary	444	69	105	16	95	15	643	100
5	**Total**	**1 152**	**60**	**493**	**26**	**274**	**14**	**1 920**	**100**
	Primary	1751	11	13844	86	412	3	16006	100
	Secondary	1071	16	5400	81	203	3	6673	100
Total	**Total**	**2822**	**12**	**19243**	**85**	**614**	**3**	22 679	**100**

Graph 12.1.1a Primary and secondary schools with an NSNP, by Quintile



Graph 12.1.1b All schools with an NSNP, by Quintile



The minimum standard for this Indicator is that each school in Quintile 1 to 3 has an NSNP, and that learners in these schools receive a nutritious meal five times a week. The figures in Table 12.1.1 and Graph 12.1.1 indicate that, although these *minimum standards* were not quite met, the compliance was very high. In Quintile 1, 264 schools (96 percent of schools) offered the NSNP. In Quintile 2, 209 schools (95 percent of schools) and in Quintile 3, 448 schools (91 percent of schools) had an NSNP.

Furthermore, in Quintile 4 and 5, which were not included in the criteria for *minimum standards* for this Indicator, 1 422 schools (61 percent of schools) and 493 schools (26 percent of schools), respectively, had an NSNP.

In all Quintiles, considerably larger numbers of primary schools had an NSNP than secondary schools. However, from a proportion point of view, in Quintiles 1 and 3 the situation in primary and secondary schools were similar. In Quintiles 4 and 5, a considerably larger proportion of primary schools than secondary schools had an NSNP: 70 percent of primary schools and 38 percent of secondary schools in Quintile 4, and 30 percent of primary schools and 16 percent of secondary schools in Quintile 5.

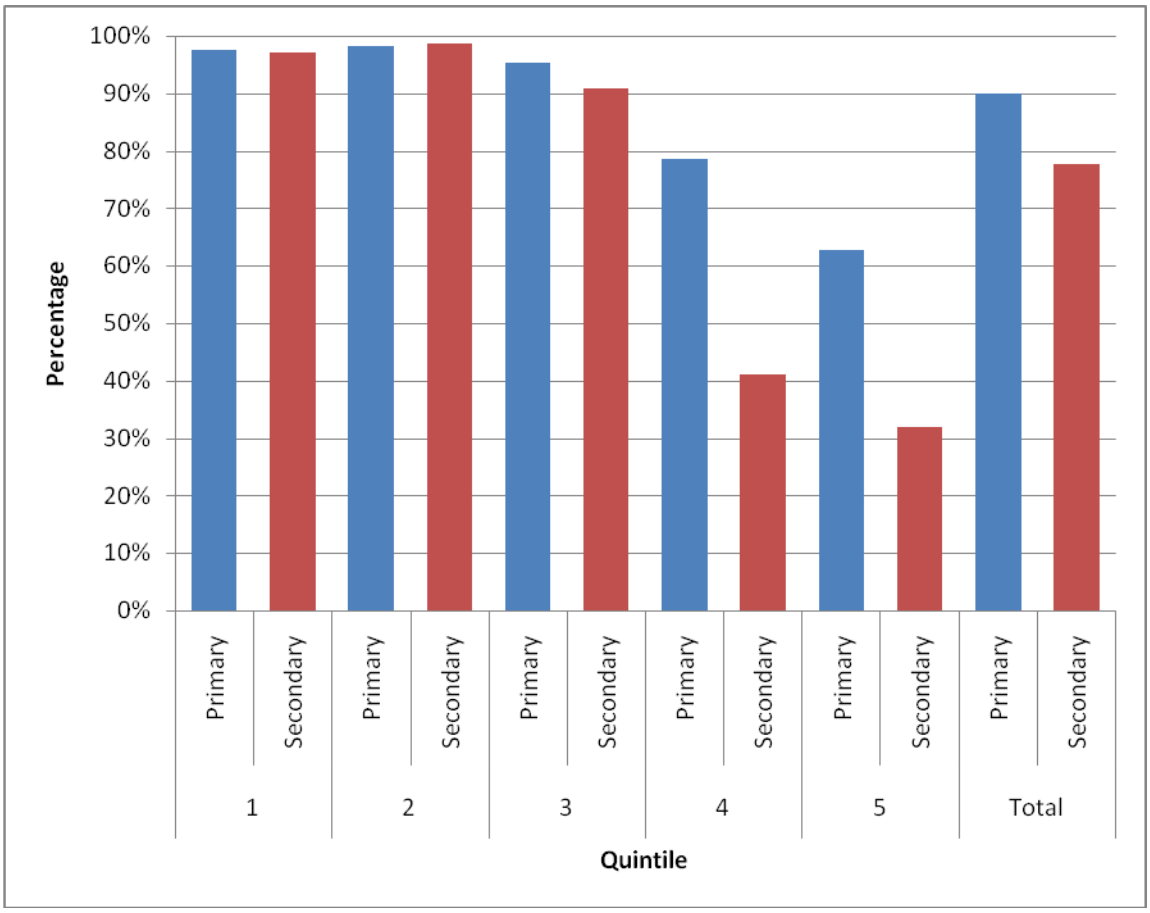
The minimum standard for this Indicator also states that learners in Quintile 1 to 3 receive a nutritious meal every school day. The data indicates that in only 32 of these primary schools, learners did not receive a nutritious meal five times a week, as specified per minimum standard. In all secondary schools that have an NSNP, learners received a nutritious meal five times a week. Of the 32 primary schools that missed feeding days, 24 were in Quintile 1 and 8 were in Quintile 2 (DBE School Monitoring Survey 2011, *Technical Report*).

12.1.2 Learners in all schools that are fed every day (through a feeding scheme funded by the NSNP or independently funded), by Quintile

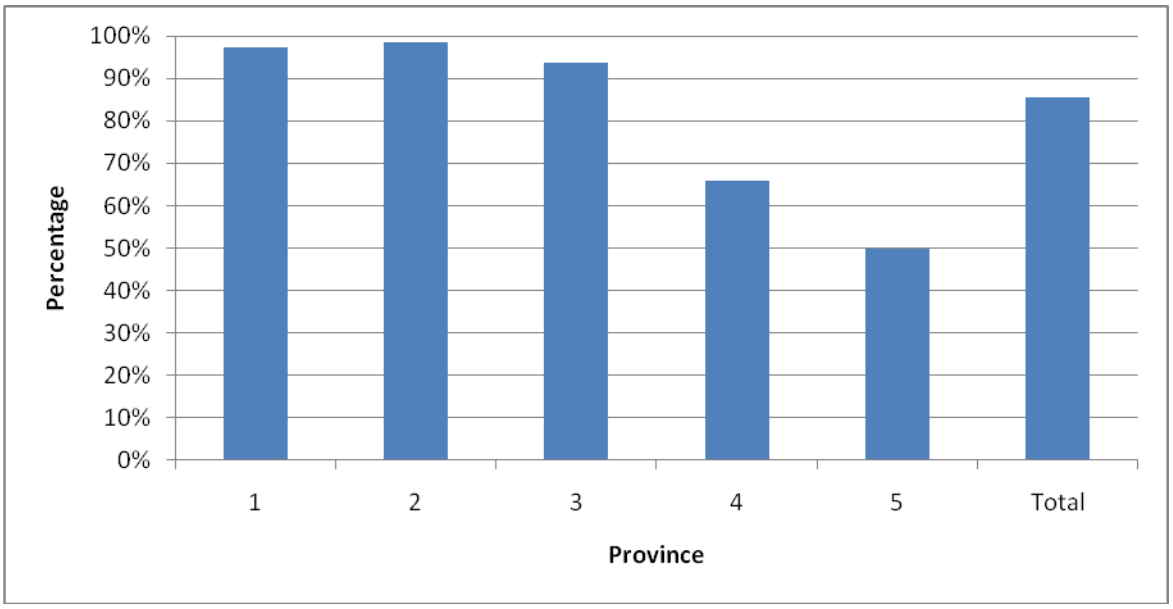
Table 12.1.2 Learners in all schools that are fed every day (through a feeding scheme funded by the NSNP or independently funded), by Quintile

Quintile	Level	Not fed		Fed		Unspecified/ Missing		Total	
		No.	%	No.	%	No.	%	No.	%
	Primary	31 932	2	1 708 334	98	10 465	1	1 750 732	100
	Secondary	24 433	3	853 124	97	0	0	877 557	100
1	**Total**	**56 365**	**2**	**2 561 458**	**97**	**10 465**	**0**	**2 628 288**	**100**
	Primary	18 011	1	1 425 945	98	6 067	0	1 450 023	100
	Secondary	4 919	1	801 121	99	5 219	1	811 260	100
2	**Total**	**22 931**	**1**	**2 227 066**	**98**	**11 286**	**1**	**2 261 282**	**100**
	Primary	86 557	5	1 790 315	95	0	0	1 876 872	100
	Secondary	81 662	8	949 743	91	14 742	1	1 046 147	100
3	**Total**	**168 218**	**6**	**2 740 058**	**94**	**14 742**	**1**	**2 923 019**	**100**
	Primary	182 080	17	855 654	79	51 255	5	1 088 989	100
	Secondary	271 399	49	229 567	41	58 045	10	559 011	100
4	**Total**	**453 479**	**28**	**1 085 221**	**66**	**109 300**	**7**	**1 648 000**	**100**
	Primary	231 070	27	529 340	63	84 548	10	844 957	100
	Secondary	352 976	58	193 047	32	59 433	10	605 455	100
5	**Total**	**584 046**	**40**	**722 386**	**50**	**143 981**	**10**	**1 450 413**	**100**
	Primary	549 650	8	6 309 588	90	152 335	2	7 011 573	100
	Secondary	735 389	19	3 026 602	78	137 439	4	3 899 430	100
Total	**Total**	**1 285 039**	**12**	**9 336 189**	**86**	**289 774**	**3**	**10 911 002**	**100**

Graph 12.1.2a Learners in Primary and Secondary schools who are fed every day (through a feeding scheme funded by the NSNP or independently funded), by Quintile



Graph 12.1.2b Learners in all schools who are fed every day (through a feeding scheme funded by the NSNP or independently funded), by Quintile



In Quintiles 1, 2 and 3, 97 percent, 98 percent and 94 percent of learners, respectively, received a nutritious meal every day. A learner in a Quintile 1 to Quintile 3 school who did not receive a nutritious meal every day, was either in a school that did not feed its learners, or in a school where some feeding days were missed.

In both these cases, schools did not comply with the minimum standard, which specifies that *all learners in Quintile 1 to Quintile 3 schools should be fed every day.* Although the majority of learners were fed every day, there were considerable numbers who were not: 56 365 learners in Quintile 1, 22 931 in Quintile 2 and 168 218 in Quintile 3.

Thirty-six percent of Quintile 5 schools were supported by an independently funded feeding scheme. Seventeen percent of schools in Quintile 4 were supported by an independently funded feeding scheme, which contributed to the 66 percent of learners in this Quintile who received a meal every day. Eight percent of schools in Quintile 1, 9 percent of schools in Quintile 2 and 8 percent of schools in Quintile 3 received meals through independently funded feeding schemes (DBE School Monitoring Survey 2011, *Technical Report*).

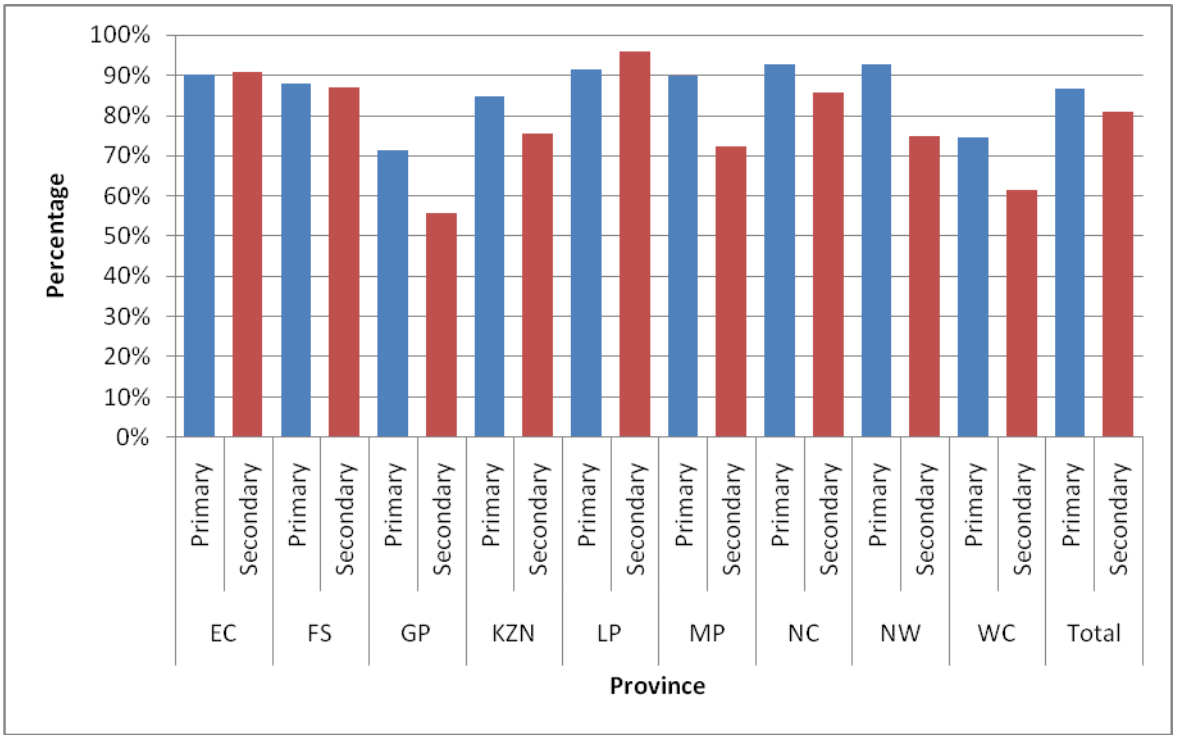
Nationally, 72 percent of schools fed learners protein five time a week and 54% percent of schools fed learners fruit and vegetables five times a week. The highest provincial figures were in Mpumalanga, where 97 percent of schools provided learners with protein every day and 81 percent of schools provided fruit and vegetables every day. The lowest provincial figures were in the Free State, where 54 percent of schools provided learners with protein every day and only 24 percent of schools provided fruit and vegetables every day (DBE School Monitoring Survey 2011, *Technical Report*).

12.1.3 Primary and Secondary schools with an NSNP, by province

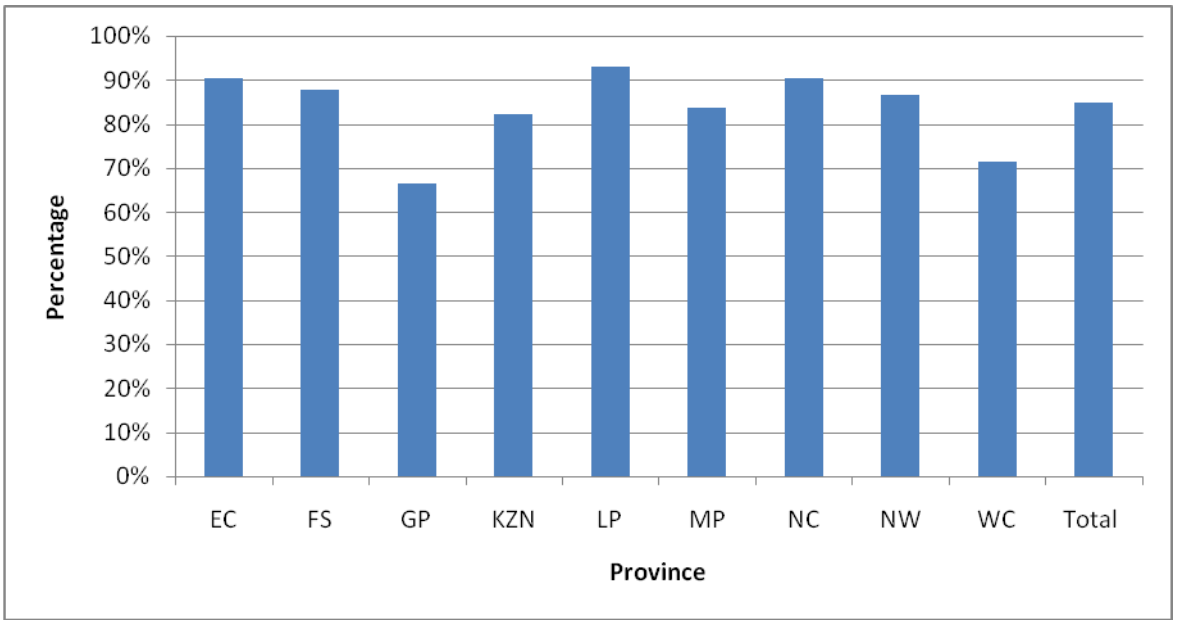
Table 12.1.3 Primary and Secondary schools with an NSNP, by province

Province	Level	Without NSNP		With NSNP		Unspecified/ Missing		Total	
		No.	%	No.	%	No.	%	No.	%
	Primary	337	9	3 480	90	46	1	3 863	100
	Secondary	92	7	1 226	91	31	2	1 349	100
EC	**Total**	**429**	**8**	**4 706**	**90**	**77**	**1**	**5 212**	**100**
	Primary	103	10	923	88	24	2	1 049	100
	Secondary	39	13	260	87	0	0	300	100
FS	**Total**	**142**	**11**	**1 183**	**88**	**24**	**2**	**1 349**	**100**
	Primary	326	25	929	71	48	4	1 302	100
	Secondary	201	34	326	56	57	10	584	100
GP	**Total**	**527**	**28**	**1 254**	**67**	**105**	**6**	**1 886**	**100**
	Primary	427	11	3 369	85	183	5	3 979	100
	Secondary	290	19	1 128	76	76	5	1 494	100
KZN	**Total**	**717**	**13**	**4 497**	**82**	**259**	**5**	**5 473**	**100**
	Primary	180	8	2 189	91	28	1	2 397	100
	Secondary	55	4	1 316	96	0	0	1 371	100
LP	**Total**	**235**	**6**	**3 505**	**93**	**28**	**1**	**3 768**	**100**
	Primary	79	8	941	90	26	3	1 047	100
	Secondary	150	26	414	72	9	2	572	100
MP	**Total**	**229**	**14**	**1 355**	**84**	**35**	**2**	**1 619**	**100**
	Primary	20	5	360	93	8	2	389	100
	Secondary	12	7	147	86	12	7	172	100
NC	**Total**	**33**	**6**	**508**	**91**	**20**	**4**	**561**	**100**
	Primary	53	5	905	93	18	2	975	100
	Secondary	123	23	395	75	9	2	527	100
NW	**Total**	**176**	**12**	**1 300**	**87**	**26**	**2**	**1 502**	**100**
	Primary	226	22	748	74	31	3	1 005	100
	Secondary	109	36	187	62	8	3	304	100
WC	**Total**	**335**	**26**	**935**	**71**	**39**	**3**	**1 309**	**100**
	Primary	1751	11	13844	86	412	3	16006	100
	Secondary	1071	16	5399	81	202	3	6673	100
RSA	**Total**	**2823**	**12**	**19243**	**85**	**613**	**3**	**22679**	**100**

Graph 12.1.3a Primary and Secondary schools with an NSNP, by province



Graph 12.1.3b All schools with an NSNP, by province



Provinces where the highest proportion of schools had an NSNP were Limpopo (93 percent of all schools), the Northern Cape (91 percent of all schools) and the Eastern Cape (90 percent of all schools). Since whole schools are selected for funding for the NSNP, based on whether their learners come from poor families, these figures suggest that there are more such learners identified in these provinces than in the others.

The two provinces with the smallest proportion of schools with an NSNP were Gauteng (67 percent of schools) and the Western Cape (71 percent of schools). In these two provinces, there was a considerable difference between the percentage of secondary schools versus primary schools that had an NSNP: in Gauteng it was in place in 71 percent of secondary schools and 56 percent of primary schools, and in the Western Cape in 74 percent of secondary schools and 62 percent of primary schools.

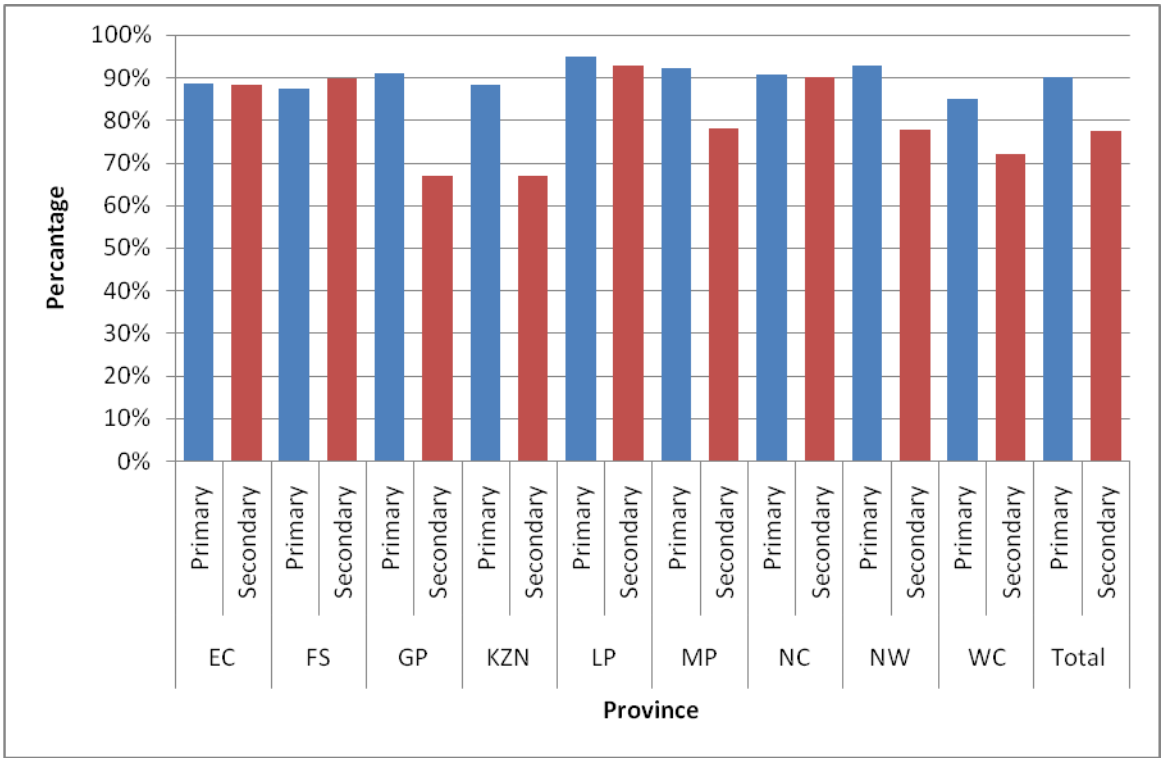
In only 32 of the primary schools that had an NSNP, learners did not receive a nutritious meal five times a week, as specified per minimum standard. Of the 32 primary schools that missed feeding days, 15 were in KwaZulu-Natal, 8 in the Free State and 9 in the North West. Where reasons were stated they concerned funds. In all secondary schools that had an NSNP, learners received a nutritious meal five times a week (DBE School Monitoring Survey 2011, *Technical Report*).

12.1.4 Primary and secondary school learners who are fed every day (through a feeding scheme funded by the NSNP or independently funded), by province

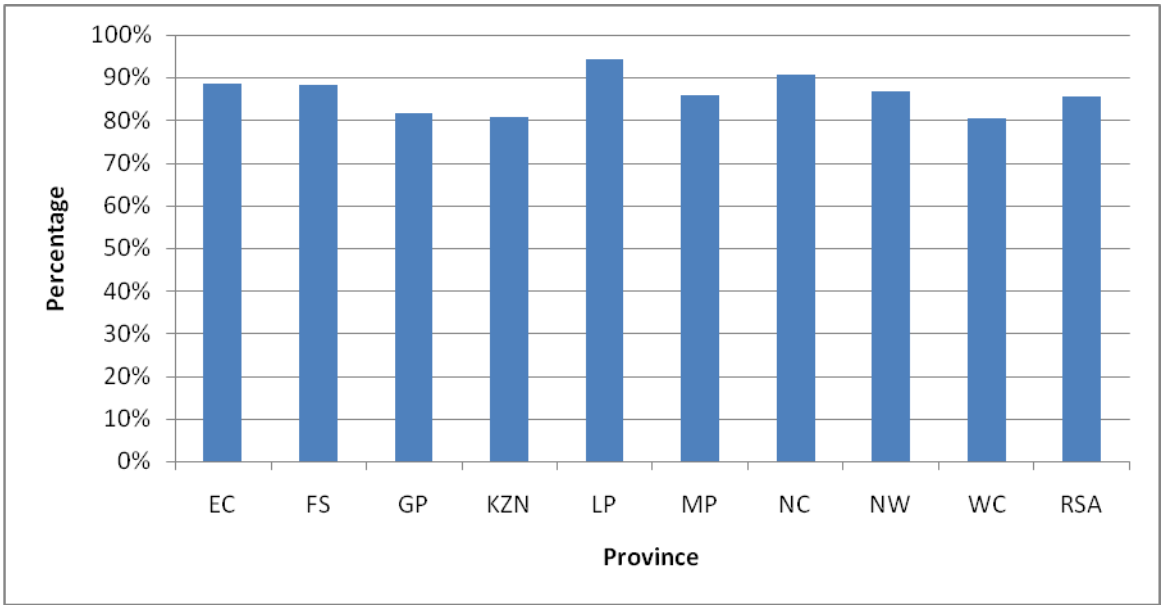
Table 12.1.4 Primary and secondary school learners who are fed every day (through a feeding scheme funded by the NSNP or independently funded), by province

Province	Level	Not fed		Fed		Unspecified/ Missing		Total	
		No.	%	No.	%	No.	%	No.	%
	Primary	121 775	10	1 082 755	89	15 911	1	1 220 441	100
	Secondary	46 359	9	480 856	88	16 912	3	544 126	100
EC	**Total**	**168 134**	**10**	**1 563 610**	**89**	**32 823**	**2**	**1 764 567**	**100**
	Primary	38 442	9	384 320	88	16 265	4	439 027	100
	Secondary	18 301	10	162 211	90	0	0	180 512	100
FS	**Total**	**56 743**	**9**	**546 531**	**88**	**16 265**	**3**	**619 539**	**100**
	Primary	90 226	9	946 659	91	3 044	0	1 039 930	100
	Secondary	175 629	27	427 907	67	36 465	6	640 001	100
GP	**Total**	**265 855**	**16**	**1 374 567**	**82**	**39 510**	**2**	**1 679 931**	**100**
	Primary	136 362	8	1 497 994	88	63 779	4	1 698 135	100
	Secondary	228 262	25	606 956	67	72 787	8	908 005	100
KZN	**Total**	**364 625**	**14**	**2 104 950**	**81**	**136 566**	**5**	**2 606 140**	**100**
	Primary	32 801	3	917 850	95	15 253	2	965 903	100
	Secondary	42 759	7	550 497	93	0	0	593 256	100
LP	**Total**	**75 560**	**5**	**1 468 347**	**94**	**15 253**	**1**	**1 559 159**	**100**
	Primary	29 079	6	469 381	92	10 583	2	509 042	100
	Secondary	81 668	21	308 926	78	5 219	1	395 813	100
MP	**Total**	**110 747**	**12**	**778 306**	**86**	**15 802**	**2**	**904 855**	**100**
	Primary	13 940	8	158 122	91	2 243	1	174 306	100
	Secondary	1 473	2	69 539	90	6 055	8	77 067	100
NC	**Total**	**15 413**	**6**	**227 662**	**91**	**8 299**	**3**	**251 373**	**100**
	Primary	17 114	4	383 382	93	12 530	3	413 025	100
	Secondary	60 500	22	211 564	78	0	0	272 064	100
NW	**Total**	**77 613**	**11**	**594 946**	**87**	**12 530**	**2**	**685 089**	**100**
	Primary	69 912	13	469 124	85	12 728	2	551 764	100
	Secondary	80 439	28	208 147	72	0	0	288 586	100
WC	**Total**	**150 351**	**18**	**677 271**	**81**	**12 728**	**2**	**840 350**	**100**
	Primary	549 651	8	6309587	90	152 336	2	701 1573	100
	Secondary	735 390	19	3026603	78	137 438	4	389 9430	100
RSA	**Total**	**128 5041**	**12**	**9336190**	**86**	**289 776**	**3**	**10 911003**	**100**

Graph 12.1.4a Primary and secondary school learners who are fed every day (through a feeding scheme funded by the NSNP or independently funded), by province



Graph 12.1.4b All learners who are fed every day (through a feeding scheme funded by the NSNP or independently funded), by province



Provinces with the highest percentage of learners who received a meal every school day were Limpopo (94 percent of all learners), the Eastern Cape (89 percent of all learners) and the Northern Cape (91 percent of all learners). These were also the provinces in which the biggest proportion of schools offered a feeding scheme through the NSNP (Limpopo: 93 percent of all schools; the Northern Cape: 91 percent of all schools; the Eastern Cape: 90 percent of all schools), as per Table 12.1.4.

In Gauteng and the Western Cape, relatively large proportions of learners received a meal (82 percent of learners in Gauteng and 81 percent of learners in the Western Cape), although the proportion of schools offering a feeding scheme through the NSNP was smaller than in other provinces (67 percent of schools in Gauteng and 71 percent of schools in the Western Cape, considerably lower than the national proportion of 85 percent, as per Table 12.1.4). This suggests that in these two provinces, independently funded feeding schemes added substantially to the number of learners who were fed.

Twenty-five percent of schools in Gauteng and 18 percent of schools in the Western Cape, respectively, were supported by independently funded feeding schemes. Eighteen percent of secondary schools in Mpumalanga and 17 percent of schools in the North West were supported by independently funded feeding schemes, which can be assumed to have contributed substantially to the number of secondary school learners who received a school meal in these two provinces (DBE School Monitoring Survey 2011, *Technical Report*).

Summary of Indicator 12 analysis

1. The minimum standard required for this Indicator is that each school in Quintile 1 to 3 has an NSNP and feeds learners five times a week.
2. Although compliance was high, *minimum standards* were not met in all schools. In Quintile 1, 4 percent of schools did not have an NSNP. In Quintile 2, 5 percent of schools did not have an NSNP, and in Quintile 3, 9 percent of schools. However, in Quintiles 1, 2 and 3, respectively, 97 percent, 98 percent and 94 percent of learners were in schools where they received a nutritious meal every day.
3. Provinces where the highest percentage of schools had an NSNP were Limpopo (93 percent of all schools), the Northern Cape (91 percent of all schools) and the Eastern Cape (90 percent of all schools). The two provinces with the smallest proportion of schools with an NSNP were Gauteng (67 percent of schools) and the Western Cape (71 percent of schools).
4. Nationally, 72 percent of schools fed learners protein five times a week and 54% percent of schools fed learners fruit and vegetables five times a week.
5. In Quintile 4, 61 percent of learners were in schools with either an NSNP or was supported by an independently funded feeding scheme. In Quintile 5, 26 percent of learners were in schools with an NSNP.
6. Learners in all Quintiles and provinces also received school meals through independently funded feeding schemes.

13. INDICATOR 13: THE PERCENTAGE OF SCHOOLS WITH AT LEAST ONE EDUCATOR WHO HAS RECEIVED SPECIALISED TRAINING IN THE IDENTIFICATION AND SUPPORT OF SPECIAL NEEDS

Background

The inadequacy of special needs education is one important reason why compulsory schooling has not yet been realised. Furthermore, those learners with special needs often do not receive the specialised attention they require due to inadequate resources and skills. Historically, training has been weak in this area and the education departments are still trying to ensure that in every school at least one educator has received comprehensive training (Department of Education (DoE), 2001; DBE, 2011b).

Required standard

An educator who has either a tertiary degree, a post-matriculation diploma, a post-graduate diploma, an Advanced Certificate in Education (ACE) or an accredited short course in special or remedial education, is considered to have received specialised training in the identification and support of special needs. A school with at least one such educator is considered compliant.

Instruments used

Data for this Indicator was collected using the following instruments:

Instruments used	Questions used
Instrument N: Educator questionnaire	N – 11.1, 11.2, 11.3, 12.1. 12.2
Instrument O: Principal interview	O – 39, 40

Data gathering

The data for this Indicator was gathered through an Educator Questionnaire (Instrument N) that was given to the educators in the school, by the field workers, on the day of the school visit. At the beginning of the school day, the field worker met with the principal of the school and asked the principal to randomly select a maximum number of ten teachers from his/her school, to complete the Educator Questionnaire. If there were only ten or less teachers in the school, then all the teachers in that school were asked to complete the questionnaire.

The only criteria that the principal was given by the field worker was to include at least one educator in the school that had received 'Special Needs Training', if there were any such educators in the school. Each of the selected educators was then given the Educator Questionnaire with clear instructions on how to complete it. The selected educators were then asked to complete the questionnaire in their own time that day. All the completed Educator Questionnaires were collected by the field worker at the end of the school day.

13.1. Analysis of Indicator 13 data

The integration of learners with special education needs into mainstream schools requires that at least one of the educators at the schools concerned has received some form of training in the identification and support of special needs. The following analysis looks at the availability and distribution of educators who have received specialised training, the type of qualification or training they have received, and the availability of support teams for schools, broken down by province and Quintile.

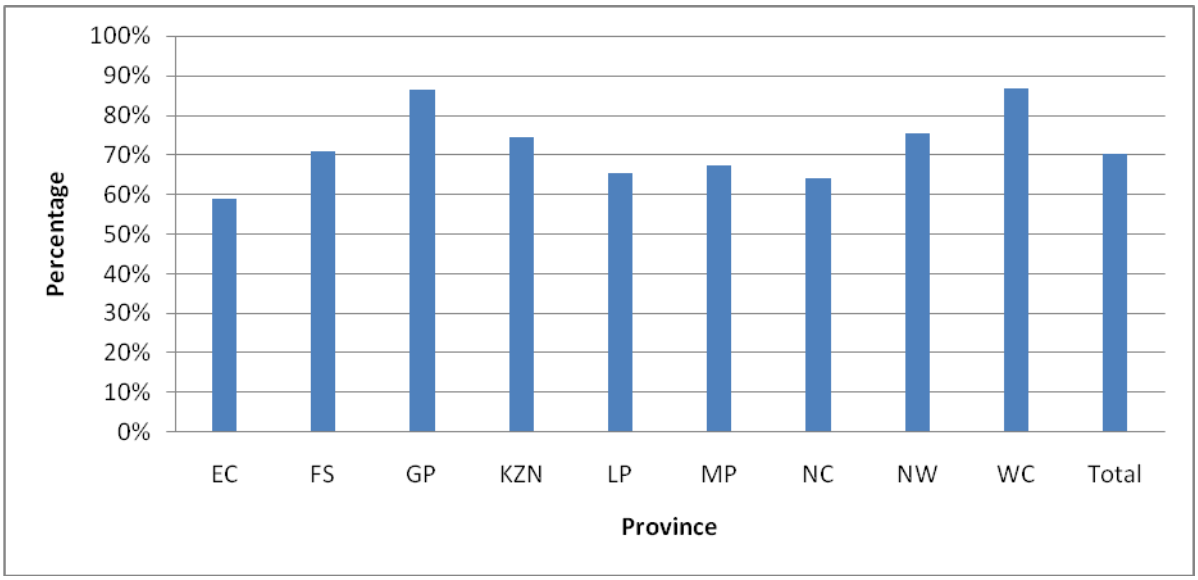
13.1.1 Schools with at least one educator who has received specialised training in the identification and support of special needs, by province

Table 13.1.1 Schools with at least one educator who has received specialised training in the identification and support of special needs, by province

Province	Not trained		Trained		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
EC	2 103	40	3 078	59	30	1	5 212	100
FS	322	24	957	71	71	5	1 349	100
GP	239	13	1 628	86	19	1	1 886	100
KZN	1 364	25	4 078	75	30	1	5 473	100
LP	1 274	34	2 466	65	28	1	3 768	100
MP	484	30	1 091	67	44	3	1 619	100
NC	192	34	360	64	8	1	561	100
NW	369	25	1 133	75	0	0	1 502	100
WC	171	13	1 138	87	0	0	1 309	100
Total	**6 520**	**29**	**15 929**	**70**	**230**	**1**	**22 679**	**100**

Note: Specialised training refers to a tertiary degree or diploma, ACE or accredited short course in special or remedial education.

Graph 13.1.1 Schools with at least one educator who has received specialised training in the identification and support of special needs, by province



The majority of schools in all provinces had at least one educator who had received specialised training in the identification and support of special needs. In Gauteng and the Western Cape, this applied to 86 percent and 87 percent of schools, respectively, dropping to 59 percent of schools in the Eastern Cape. A total of 6 520 schools (29 percent) did not have such educators. Although the highest percentage of schools that did not have a trained educator for special needs were in the Eastern Cape, the Northern Cape and Limpopo, in terms of *numbers*, the greatest number of schools affected were in the Eastern Cape, KwaZulu-Natal and Limpopo.

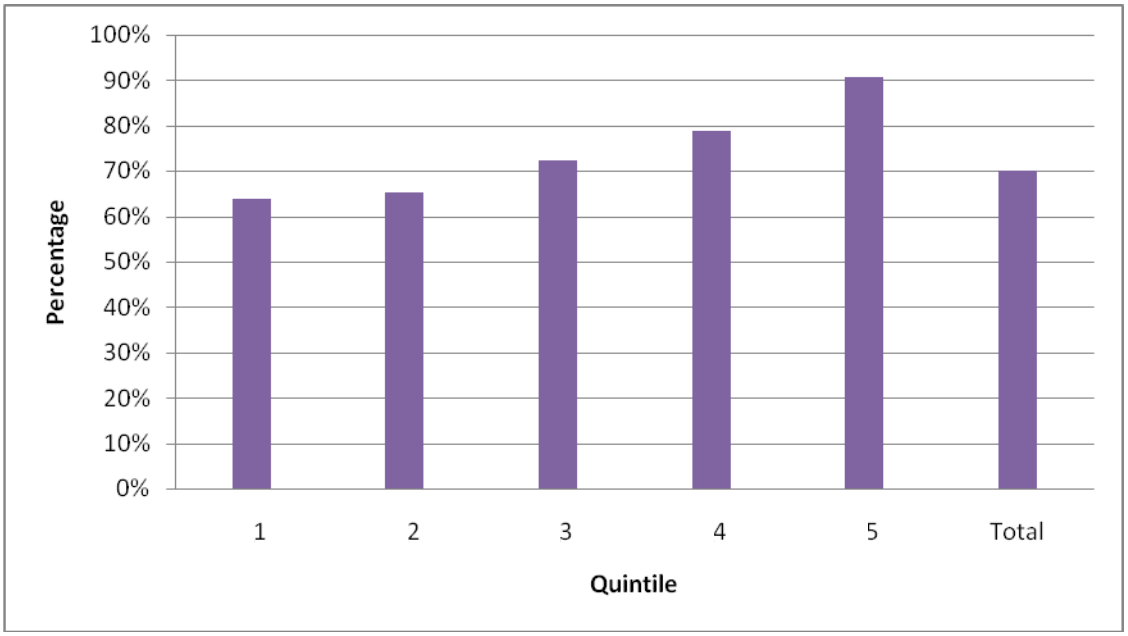
Just over 8.8 million learners were in schools with at least one educator who had received specialised training, with percentages ranging from about 70 percent in the Eastern Cape and Limpopo to just over 90 percent in the Free State and the Western Cape (DBE School Monitoring Survey 2011, *Technical Report*).

13.1.2 Schools with at least one educator who has received specialised training in the identification and support of special needs, by Quintile

Table 13.1.2 Schools with at least one educator who has received specialised training in the identification and support of special needs, by Quintile

Quintile	Not trained		Trained		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
1	2 499	34	4 653	64	132	2	7 284	100
2	1 802	33	3 512	65	76	1	5 389	100
3	1 542	27	4 119	72	23	0	5 684	100
4	494	21	1 850	79	0	0	2 344	100
5	182	9	1 794	91	0	0	1 977	100
Total	**6 520**	**29**	**15 929**	**70**	**230**	**1**	**22 679**	**100**

Graph 13.1.2 Schools with at least one educator who has received specialised training in the identification and support of special needs, by Quintile



The vast majority of schools in Quintile 5 had at least one educator who had received specialised training – 91 percent, a proportion which gradually dropped to 64 percent of Quintile 1 schools. Learners in Quintile 1 schools thus were least likely to have educators who had received specialised training. Only 74 percent of Quintile 1 learners were in schools that had at least one educator that had received specialised training, compared with 93 percent of learners in Quintile 5 schools. However, in terms of actual numbers, this equates to over 1.9 million learners in Quintile 1 schools with educators who have received specialised training compared to nearly 1.4 million learners in Quintile 5 schools. With regards to educator numbers, 4 653 educators (64 percent) in Quintile 1 schools haf received training and 1 794 (91 percent) of educators in Quintile 5 schools.

Of the 365 662 educators in South African schools, 34 percent had some type of qualification in special or remedial education; a total of 125 360 educators. Of these, half had a tertiary qualification and the other half was almost equally split between educators that had either an ACE or an accredited short course qualification. Educators in Quintile 5 schools were somewhat more likely to have a tertiary qualification in special or remedial education (21 percent), dropping to 16 percent of educators in Quintile 1 schools. There was little variation across the Quintiles with regards to ACE and accredited short courses with a range of 6 to 9 percent and 7 to 9 percent, respectively (DBE School Monitoring Survey 2011, *Technical Report*).

Seventy percent of schools had at least one educator who had received specialised training in the identification and support of special needs. Four provinces were below this average, however: the Eastern Cape, Limpopo, Mpumalanga and the Northern Cape.

Similarly, 70 percent of schools had at least one educator who had received informal training on identifying learners with special needs, ranging from 50 percent of schools in Limpopo to 92 percent of the Western Cape schools. In Quintile 5, this applied to 90 percent of schools, compared with 63 percent of schools in Quintile 1 (DBE School Monitoring Survey 2011, *Technical Report*).

On average, 31 percent of educators had received informal training on *identifying* learners with special needs, ranging from lows of 13 percent and 21 percent in Limpopo and the Eastern Cape respectively, to 46 percent and 49 percent in the Western Cape and the Free State. Educators in higher Quintile schools were more likely to have received such training; in Quintile 5 schools this applied to 43 percent, which dropped to 25 percent in Quintile 1 and 2 schools (DBE School Monitoring Survey 2011, *Technical Report*).

Just under a third (31 percent) of educators had received informal training on *supporting* learners with special needs, ranging from a low of 13 percent in Limpopo to a high of 48 percent in the Free State and the Western Cape. Educators in Quintile 5 schools more often had received such training – 45 percent, which dropped to 25 percent in Quintile 1 and 2 schools (DBE School Monitoring Survey 2011, *Technical Report*).

Just over half the schools had a support team to support learners with special education needs. Limpopo lagged far behind in this regard, having support teams in only 13 percent of schools, compared with between 44 percent (the Eastern Cape) and 95 percent (Gauteng) in the other provinces. Support teams were available in 76 percent of Quintile 5 schools and 72 percent of Quintile 4 schools, gradually dropping to 41 percent of Quintile 1 schools (DBE School Monitoring Survey 2011, *Technical Report*).

On average, 41 percent of schools were able to *screen* learners, 54 percent were able to *identify* learners with special education needs and 51 percent were able to *support* these learners. In all three respects, Limpopo was well below the averages and Gauteng was well above. Similarly, Quintile 1 and 2 schools fell below these averages and the other Quintiles above (DBE School Monitoring Survey 2011, *Technical Report*).

In general, educators in Quintile 1 and 2 schools were less likely to be able to identify and support special needs, as were schools in Limpopo, the Eastern Cape, the Northern Cape and Mpumalanga, compared with the other provinces.

Summary of Indicator 13 analysis

1. Seventy percent of schools had at least one educator who had received specialised training in the identification and support of special needs. Four provinces were below this average, however: the Eastern Cape, Limpopo, Mpumalanga and the Northern Cape. A total of 6 520 schools (29 percent) did not have such educators.
2. The vast majority of schools in Quintile 5 had at least one educator who had received specialised training – 91 percent, a proportion which gradually dropped to 64 percent of Quintile 1 schools.
3. Just over 8.8 million learners were in schools with at least one educator who had received specialised training, but learners in Quintile 1 schools were least likely to have educators who had received specialised training (only 64 percent of Quintile 1 learners were in schools that had at least one educator who had received specialised training, compared with 93 percent of learners in Quintile 5 schools).
4. Of the 365 662 educators in South African schools, 34 percent had some type of qualification in special or remedial education. Of these, half had a tertiary qualification and the other half was almost equally split between educators that had either an ACE or an accredited short course qualification.
5. Seventy percent of schools had at least one educator who had received informal training on identifying and supporting learners with special needs. This is a high percentage, and it may therefore be interesting to research the informal training in more depth, asking amongst others the following questions: Who are the providers of the informal training? Who initiates the informal training (the schools or the providers)? What is the quality of the informal training?
6. On average 31 percent of educators had received informal training on *identifying* learners with special needs.
7. Just under a third (31 percent) of educators had received informal training on *supporting* learners with special needs.

Summary of Indicator 13 analysis

8. Just over half the schools had a support team to support learners with special education needs. Limpopo lagged far behind in this regard, having support teams in only 13 percent of schools, compared with between 44 percent (the Eastern Cape) and 95 percent (Gauteng) in the other provinces.
9. On average, 41 percent of schools were able to *screen* learners, 54 percent were able to *identify* learners with special education needs and 51 percent were able to *support* these learners. In all three respects, Limpopo was well below the averages and Gauteng well above. Similarly, Quintile 1 and 2 schools fell below these averages and the other Quintiles above.
10. Overall, educators in Quintile 1 and 2 schools were less likely to be able to identify and support special needs, as were schools in Limpopo, the Eastern Cape, the Northern Cape and Mpumalanga, compared with the other provinces.

14. INDICATOR 14: THE PERCENTAGE OF SCHOOLS VISITED AT LEAST TWICE A YEAR BY DISTRICT OFFICIALS FOR MONITORING AND SUPPORT PURPOSES

Background

Education districts form part of the provincial government. Districts are named and their staff complements are established by the MEC for Education in the specific province, in terms of the Public Service Act, 1994. Districts may be subdivided into circuits. Districts may not manage more than 300 schools or ten circuits. Circuits may not consist of more than 30 schools. District officials include the District Director, Circuit Managers, Curriculum Management and Professional Development officials, Institution Management, Development and Support officials, ICT or e-learning officials, Specialised Education Programme officials and District Operation officials (DBE, *Guidelines on the organisation, roles and responsibilities of education districts.* 2011).

Education districts have several functions, namely supporting schools, holding schools accountable through monitoring and a public information function.

The support function includes:

- Providing an enabling environment for schools to function
- Assisting principals and educators to improve the quality of learning and teaching
- Facilitating ICT connectivity
- Providing an enabling environment for educators' and administrators' professional development.

The accountability and monitoring function consists of:

- holding schools accountable for their performance
- accounting to the Provincial Education Department (PED) regarding the performance of schools

- accounting to the PED regarding performance agreements, roles, functions and responsibilities of district officials.

The public information function includes:

- Informing and consulting with the public
- Upholding Batho Pele principles.

Required standard

In line with the *Action Plan to 2014*, the minimum standard for this survey is that a school has received at least two visits from a district official for monitoring or support purposes during the year.

Instruments used

Data for this Indicator was collected using the following instrument:

Instruments used	Questions used
Instrument O: Principal interview	0 – 42

Data gathering

The data for this Indicator was gathered through a Principal Interview Questionnaire (Instrument O) which was completed by a field worker on the day of the school visit. If the principal was not available on the day of the visit, the deputy principal was interviewed; if both were unavailable, then a Head of Department (HOD) was interviewed.

14.1. Analysis of Indicator 14 data

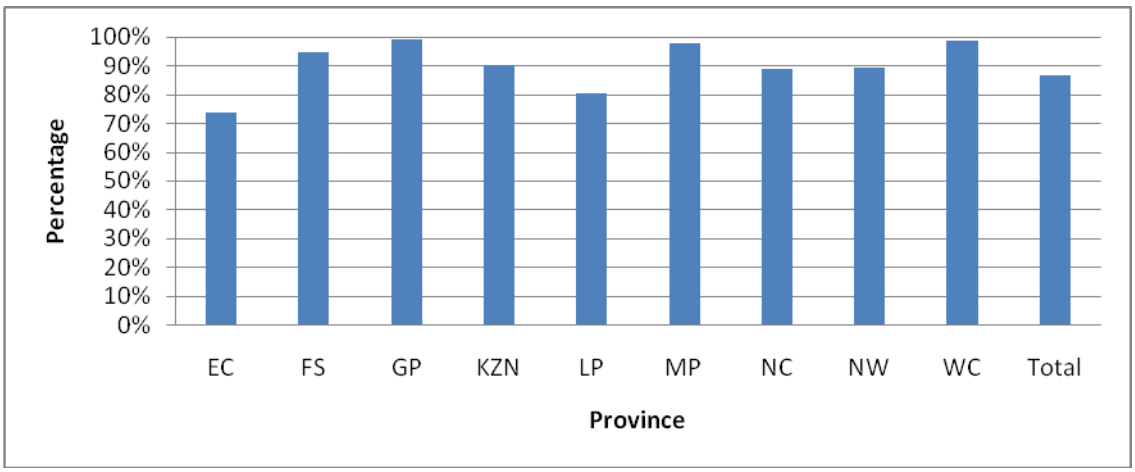
The reporting on this Indicator is done firstly by province, and then by Quintile. The tables and graphs present the number of schools that received at least two visits from a district official for monitoring and support services during the year of the survey.

14.1.1 Schools that have received at least two visits from a district official for monitoring or support purposes during the year, by province

Table 14.1.1 Schools that have received at least two visits from a district official for monitoring and support purposes during the year, by province

Province	Not visited		Visited		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
EC	762	15	3 840	74	610	12	5 212	100
FS	16	1	1 278	95	55	4	1 349	100
GP	0	0	1 867	99	19	1	1 886	100
KZN	288	5	4 942	90	243	4	5 473	100
LP	429	11	3 034	81	305	8	3 768	100
MP	9	1	1 584	98	26	2	1 619	100
NC	41	7	500	89	20	4	561	100
NW	114	8	1 344	89	44	3	1 502	100
WC	8	1	1 293	99	8	1	1 309	100
Total	**1 667**	**7**	**19 683**	**87**	**1 330**	**6**	**22 679**	**100**

Graph 14.1.1 Schools that have received at least two visits from a district official for monitoring and support purposes during the year, by province



On average, 87 percent of schools received at least two visits from a district official for monitoring or support purposes during the year. With 74 percent, the Eastern Cape was well below this average, followed by Limpopo with 81 percent. Nearly all schools (99 percent) in Gauteng and the Western Cape, on the other hand, had received at least two visits.

Taking into account learner numbers at these schools, a total of just over 9.9 million learners were in schools that received at least two visits, while nearly 535 000 were in schools that had been visited only once. Learners in the Eastern Cape and Limpopo were more likely to be in schools that had not been visited twice by a district official (12 percent and ten percent of learners, respectively), compared with between 0 percent and 4 percent in the other provinces (DBE School Monitoring Survey 2011, *Technical Report*).

In terms of the monitoring compliance areas checked by district officials, in order of frequency these were: Management/financial documents and Educator planning/preparation documents (69 percent each); Educator assessment records (66 percent); School assessment records (65 percent); School infrastructure (50 percent); School Governing Body (SGB) (48 percent); Education Management Information System (EMIS) (47 percent); Learning and Teaching Support Materials (LTSM) management (39 percent); Human Resource (HR) matters (35 percent) and Learner discipline (30 percent) (DBE School Monitoring Survey 2011, *Technical Report*).

With regard to support areas addressed, again in order of frequency, these included: Principal (64 percent); Educators (56 percent); School Management Team (SMT) members (51 percent); School Assessment Team (SAT) and Health and Safety (43 percent each); SGB (41 percent); Learners (39 percent); School-based Support Team (SBST) (34 percent); Administration (32 percent); LTSM (30 percent) and Representative Council of Learners (RCL) (19 percent) (DBE School Monitoring Survey 2011, *Technical Report*).

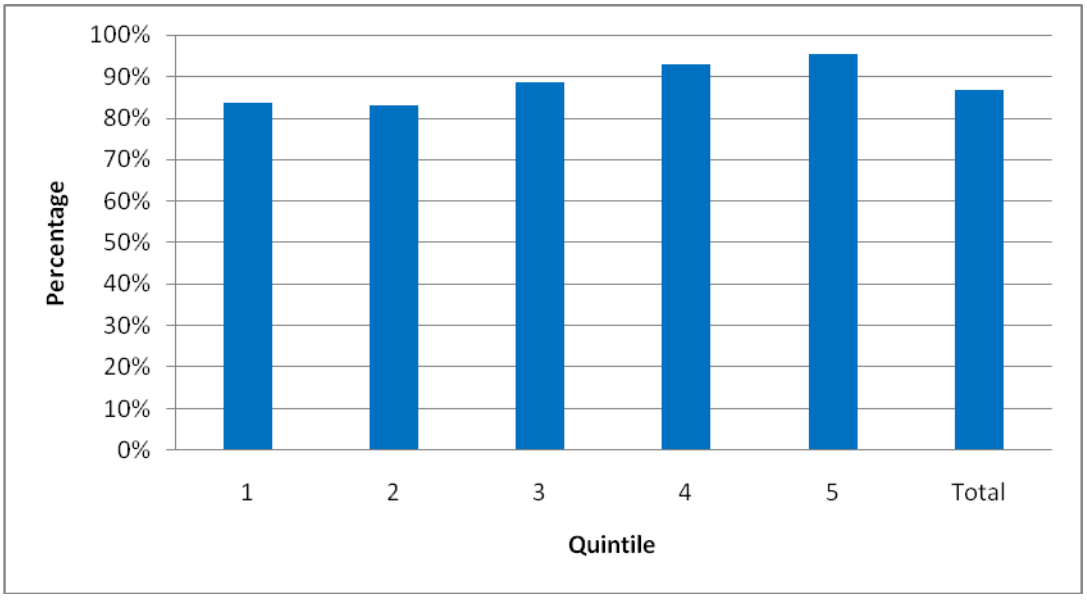
Curriculum/subject advisors are required to undertake two visits per school per term, i.e. eight visits per school per year. This standard was not being met in the majority of schools. Thirty-four percent of educators nationally received only one visit a year. Provinces where educators were most likely to have received only one visit from curriculum/subject advisors included Limpopo (46 percent of educators), KwaZulu-Natal (40 percent), the Eastern Cape (39 percent) and the Northern Cape (38 percent). Provinces where educators were most likely to have received four visits or more included Gauteng (15 percent) and the Western Cape (16 percent) (DBE School Monitoring Survey 2011, *Technical Report*).

14.1.2 Schools that have received at least two visits from a district official for monitoring or support purposes during the year, by Quintile

Table 14.1.2 Schools that have received at least two visits from a district official for monitoring or support purposes during the year, by Quintile

Quintile	Not visited		Visited		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
1	679	9	6 104	84	501	7	7 284	100
2	428	8	4 480	83	482	9	5 389	100
3	415	7	5 036	89	234	4	5 684	100
4	102	4	2 176	93	67	3	2 344	100
5	43	2	1 887	95	46	2	1 977	100
Total	**1 667**	**7**	**19 683**	**87**	**1 330**	**6**	**22 679**	**100**

Graph 14.1.2 Schools that have received at least two visits from a district official for monitoring or support purposes during the year, by Quintile



Schools which are most likely to need monitoring and support, namely those in the lowest two quintiles, were less likely to have received at least two visits from a district official during the year; 84 percent of Quintile 1 schools and 83 percent of Quintile 2 schools reported having had at least two visits, compared with between 89 percent and 95 percent of schools in Quintiles 3 to 5.

Summary of Indicator 14 analysis

1. While (nearly) all schools in the Free State, Gauteng, Mpumalanga and the Western Cape met the standard for this Indicator (namely at least two visits per year by district officials for monitoring and support purposes), between 5 percent and 15 percent of schools in the other provinces were visited only once. Furthermore, Quintile 4 and 5 schools were also better off in this regard; 93 percent and 95 percent, respectively, received at least two visits during the year, compared with 83 percent and 84 percent of Quintile 2 and Quintile 1 schools, respectively.
2. When the visits by district officials were to monitor compliance areas, most of these visits were to monitor compliance regarding Management/financial documents and Educator planning/preparation documents (69 percent each). Less than 40 percent of the visits were about LTSM Management (only 39 percent), HR matters (35 percent) and learner discipline (30 percent).
3. With regard to support areas addressed, the focus of 64 percent of the visits was on the principals; 56 percent was focused on the educators and 52 percent on SMT members. Only 30 percent of the visits focused on LTSM and only 19 percent on the RCL.
4. Subject advisors were required to undertake two visits per school per term, i.e. eight per school per year. This standard was not being met in the majority of schools. Thirty-four percent of educators nationally received only one visit per year; provinces where educators were most likely to have received only one visit from curriculum/subject advisors included Limpopo (46 percent of educators), KwaZulu-Natal (40 percent), the Eastern Cape (39 percent) and the Northern Cape (38 percent). Provinces where educators were most likely to have received four visits or more included Gauteng (15 percent) and the Western Cape (16 percent).
5. The reasons for district officials not visiting schools at least twice a year warrants further investigation, especially since the highest percentage of schools that did not meet the required standard fell into Quintile 1 and Quintile 2 schools.

15. INDICATOR 15: THE PERCENTAGE OF SCHOOL PRINCIPALS RATING THE DISTRICT SUPPORT SERVICES AS BEING SATISFACTORY

Background

Education districts form part of the provincial government. Districts are named and their staff complements are established by the MEC for Education in the specific province, in terms of the Public Service Act, 1994. Districts may be subdivided into circuits. Districts may not manage more than 300 schools or ten circuits. Circuits may not consist of more than 30 schools. District officials include the District Director, Circuit Managers, Curriculum Management and Professional Development officials, Institution Management, Development and Support officials, ICT or e-learning officials, Specialised Education Programme officials and District operation officials (DBE, *Guidelines on the organisation, roles and responsibilities of education districts.* 2011).

Education districts have several functions, namely, supporting schools, holding schools accountable through monitoring and a public information function.

The support function includes:

- Providing an enabling environment for schools to function
- Assisting principals and educators to improve the quality of learning and teaching
- Facilitating ICT connectivity
- Providing an enabling environment for educators' and administrators' professional development.

The accountability and monitoring function consists of:

- holding schools accountable for their performance
- accounting to the Provincial Education Department (PED) regarding the performance of schools
- accounting to the PED regarding performance agreements, roles, functions and responsibilities of district officials.

The public information function includes:

- Informing and consulting with the public
- Upholding Batho Pele principles.

Required standard

According to the *Action Plan to 2014*, not only must schools be visited by district officials, the monitoring and support they provide must be professional and in the interests of the school and the schooling system.

Principals must indicate whether they are satisfied or very satisfied with visits to the school by District Support Services for the activities listed below. The minimum standard for this survey is that principals are 'satisfied' or 'very satisfied' with at least eleven of these activities (i.e. fifty percent).

- Checking educator planning and preparation documents
- Checking school assessment records (e.g. promotion and term schedules)
- Checking educator assessment records
- Checking school infrastructure, including maintenance
- Checking Learning and Teaching Support Materials (LTSM) management (ordering, control and retrieval)
- Checking the school governing body, including election of members

- Validating EMIS information
- Checking HR matters (e.g. staff appointments, grievance matters)
- Checking matters related to learner discipline
- Supporting educators in their class teaching
- Supporting and assisting the principals in performing their duties
- Supporting and assisting other School Management Team (SMT) members
- Supporting head(s) of department(s)
- Supporting learners
- Supporting administrative staff
- Supporting the school-based support team (SBST)/Institutional level support team
- (ILST) to identify learners with special educational needs
- Supporting the school governing body (SGB)
- Supporting the school assessment team (SAT)
- Supporting the health and safety team in incidents related to health and safety
- Supporting the Representative Council of Learners (RCL)
- Supporting the LTSM committee.

In the reporting that follows, 'satisfied' and 'very satisfied' are recorded as 'satisfied' and the rest as 'not satisfied'.

Instruments used

Data for this Indicator was collected using the following instrument:

Instruments used	Questions used
Instrument O: Principal interview	O – 44, 45

Data gathering

The data for this indicator was gathered through a Principal Interview Questionnaire (Instrument O) which was completed by a field worker on the day of the school visit. The field worker was instructed to interview the principal to answer all the questions. If the principal was not available on the day of the visit, the deputy principal was interviewed; if both were unavailable, then a Head of Department (HOD) was interviewed.

15.1 Analysis of Indicator 15 data

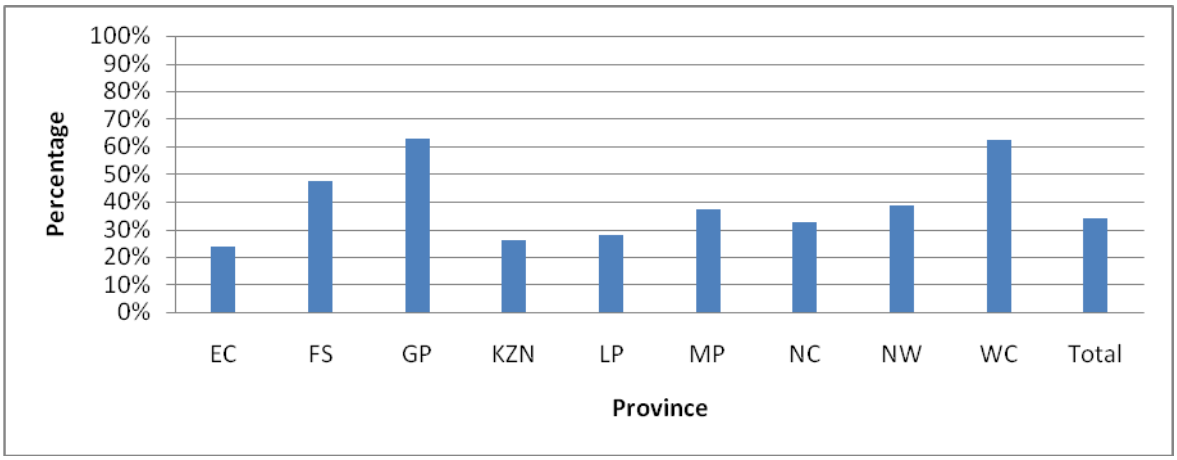
The reporting on this Indicator is done by province and then by quintile. The tables and graphs represent the number and percentage of principals who are 'satisfied' or 'not satisfied' with the district officials' visits to their schools.

15.1.1 School principals who feel satisfied or not satisfied with 50 percent or more of the support services provided by the district, by province

Table 15.1.1 School principals who feel satisfied or not satisfied with 50 percent or more of the support services provided by the district, by province

Province	Not satisfied		Satisfied		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
EC	3 322	64	1 234	24	655	13	5 212	100
FS	667	49	643	48	39	3	1 349	100
GP	661	35	1 187	63	38	2	1 886	100
KZN	3 805	70	1 425	26	243	4	5 473	100
LP	2 590	69	1 053	28	125	3	3 768	100
MP	941	58	607	38	70	4	1 619	100
NC	352	63	184	33	25	4	561	100
NW	878	58	580	39	44	3	1 502	100
WC	475	36	818	63	16	1	1 309	100
Total	**13 693**	**60**	**7 732**	**34**	**1 255**	**6**	**22 679**	**100**

Graph 15.1.1 School principals who feel satisfied with 50 percent or more of the support services provided by the district, by province



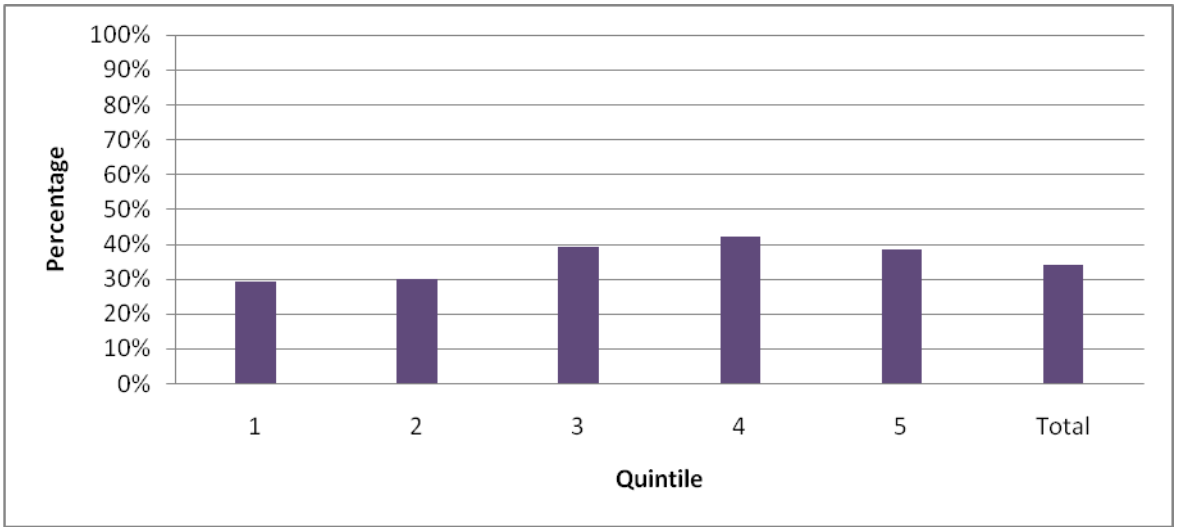
The level of satisfaction among principals with the support services provided by district officials was very low; nationally, only a third of principals were satisfied more than half the time. The only two provinces where a majority (63 percent each) indicated they were satisfied or more than satisfied with 50 percent or more of the support services provided were Gauteng and the Western Cape. Principals in the Eastern Cape, KwaZulu-Natal and Limpopo were least often satisfied: between 24 percent and 28 percent indicated satisfaction; while in the other four provinces this proportion ranged from 33 percent to 48 percent.

15.1.2 School principals who feel satisfied or not satisfied with 50 percent or more of the support services provided by the district, by Quintile

Table 15.1.2 School principals who feel satisfied or not satisfied with 50 percent or more of the support services provided by the district, by Quintile

Quintile	Not satisfied		Satisfied		Unspecified/ Missing		Total	
	No.	%	No.	%	No.	%	No.	%
1	4 663	64	2 142	29	480	7	7 284	100
2	3 341	62	1 609	30	439	8	5 389	100
3	3 215	57	2 232	39	237	4	5 684	100
4	1 294	55	988	42	63	3	2 344	100
5	1 180	60	761	38	36	2	1 977	100
Total	**13 693**	**60**	**7 732**	**34**	**1 255**	**6**	**22 679**	**100**

Graph 15.1.2 School principals who feel satisfied with 50 percent or more of the support services provided by the district, by Quintile



In all Quintiles, the majority of school principals tended to be more dissatisfied than satisfied with services provided by district officials. Dissatisfaction was highest among principals in Quintile 1 and 2 schools: 64 percent and 62 percent, respectively, indicated that they did not find these services satisfactory more than 50 percent of the time, compared with between 55 percent and 60 percent of principals in the other Quintiles. Quintile 4 principals were most often satisfied with 50 percent or more of the support services provided (42 percent) followed by Quintile 3 and 5 principals (39 percent and 38 percent respectively), while only 29 percent and 30 percent of Quintile 1 and 2 principals were satisfied.

Summary of Indicator 15 analysis

1. Nationally, satisfaction levels with district officials' visits were extremely low: 60 percent of principals did not find them satisfactory 50 percent or more of the time and 34 percent are happy with them.
2. Only in Gauteng and the Western Cape did a majority of principals (63 percent) indicate satisfaction, followed by 48 percent of principals in the Free State. In the other six provinces, satisfaction levels ranged from 24 percent in the Eastern Cape to 39 percent in the North West.
3. Satisfaction levels were lowest among Quintile 1 and 2 principals (29 percent and 30 percent). This raises some concern about the situation in the lower Quintiles, where schools are most in need of support.
4. As pointed out in the *Action Plan to 2014*, district officials are accountable for the quality and relevance of the services they provide. Although their job is not necessarily to be liked by principals, a function of the district office is to advance good schooling. Principals' responses suggest that, in their view, this goal is not met.

Section C: Conclusions and General Findings

1. GENERAL FINDINGS

This chapter draws together and summarises some of the findings regarding the different Indicators, highlights areas, provinces and quintiles which are close to meeting the required standards and those which are not. To draw attention to significant correlations, the data was processed across certain relevant Indicators, (cross-tabulations were done). In addition, recommendations are made regarding those areas that require further investigation.

2. ACHIEVEMENT IN THE DIFFERENT INDICATORS

Table C1 summarises the findings for the different Indicators on a national level, as well as the lowest and highest compliance level in the various provinces.

2.1 Indicators where standards were met

As indicated previously, there is no standard imposed by policy or legislation for educator absenteeism. It was therefore agreed that a benchmark of 10 percent would be used against which to measure educator absence. The national and provincial averages for educator absenteeism were all below the benchmark of 10 percent. However, 25 percent of schools nationally had absenteeism averages that were above the benchmark of 10 percent, i.e. 10 percent or more educators were absent on an average day from a quarter of our schools. KwaZulu-Natal was most affected by this (37 percent of its schools), followed by the Eastern Cape and the North West (26 percent of schools). The most common reason for being absent was sick/temporary incapacity leave.

Teacher absenteeism was somewhat lower at schools where all allocated teaching posts were filled; at 55 percent of these schools, absenteeism was less than 5 percent, while this applied to 48 percent of schools where all allocated teaching posts were not filled.

2.2 Indicators where standards were close to being met

There are a number of areas where standards were close to being met:

- One of these regards the school nutrition programme, with a national compliance of 94 percent. In this case, there was also little variation between the provinces. Even so, there were still almost 248 000 learners in Quintile 1-3 schools who were not being fed every day, most of these (68 percent) in Quintile 3 schools.
- Most schools received two or more visits a year from district officials, but the majority of schools did not receive the required number of visits from subject advisors, especially in the Eastern Cape and Limpopo, and in Quintile 1 and 2 schools. It furthermore needs to be noted that the proportion of principals who rated district support services as satisfactory was extremely low. Not surprisingly, dissatisfaction was highest among principals of Quintile 1 and 2 schools and in the Eastern Cape, KwaZulu-Natal and Limpopo. Satisfaction levels were higher among educators: 70 percent of those who responded were satisfied, compared with about a third of principals.
- Principals were more likely to be satisfied with district support services where they had received seven or more visits a year; where this was the case, 63 percent of principals were satisfied. Of the principals who did not rate these services as satisfactory, 61 percent received fewer than seven visits a year, while 37 percent received seven or more visits a year.
- Those schools where principals rated the support services as unsatisfactory were also more often not funded at the minimum level (60 percent). This difference was smaller among principals who rated the support services as satisfactory: 48 percent of their schools were underfunded while 52 percent were funded at the minimum level.

- Three-quarters of schools had all three section 21 functions, although again there was considerable variation between the provinces in this regard. A positive Indicator is the provision of textbooks and workbooks in Mathematics (in Grades 3, 6 and 9, whether DBE workbooks or textbooks), but the same cannot be said for Language. The reason most often given was 'not having received' the necessary textbooks and workbooks.

2.3 Indicators where standards were not close to being met

Particular areas of concern are the following:

- High vacancy levels in teaching posts in some provinces, subjects and phases, including a 14 percent vacancy level among heads of department.
- Insufficient time spent on professional development in all but one province. The impact of these courses is generally felt by educators to be minimal (only 7 percent felt the impact was moderate to large).
- The low proportion of schools that covered the required number of Language and Maths exercises per week in all provinces. In addition, what was covered by the exercises was not always appropriate to the level or curriculum requirements, and further investigation is required regarding the quality and nature of the exercises. With regard to Grade 9 learners, the number of exercises they did per week is unrelated to whether or not they had access to a Grade 9 textbook, nor is it related to the number of hours their educator spent in a year on professional development. This applied to Maths and Language. At Grade 6 level, however, learners more often covered a minimum of 2.5 Maths exercises a week when they had access to Maths Workbooks 1 and 2 and a Maths textbook. Similarly, Grade 6 learners more often covered a minimum of 1.5 Language exercises a week if they had access to Language Workbooks, but the difference is much smaller with regard to access to a Language textbook.
- The considerable variation in library availability between the provinces, as well as the fact that while 57 percent of learners were in schools that met the minimum standard for libraries, these standards were as basic as only having a classroom library.

- While 7.4 million learners were in schools that complied with physical infrastructure needs, 3.45 million were in schools that did not comply. A fifth of schools still have no running water, 14 percent did not have electricity, 13 percent did not have fencing and 25 percent did not have separate toilets for boys, girls and staff. Although not part of the required standard, it is interesting to note that 30 percent of schools had learner/classroom ratios over 40:1.
- Most of the schools that did not have at least one educator who had received specialised training in the identification and support of special needs were in the Eastern Cape, KwaZulu-Natal and Limpopo, and tended more often to be Quintile 1 schools. Just over half the schools had a support team to support learners with special needs. However, no information was available as to whether these provisions are adequate to meet the needs of learners.
- Fairly widespread dissatisfaction with district support among principals.
- The fact that many schools did not receive their appropriate per learner allocation. Provinces where learners were in schools that are severely underfunded included Mpumalanga, where only 10 percent of learners were in schools that received the allocated amount, followed by the Eastern Cape (15 percent of learners) and KwaZulu-Natal (23 percent). In the Free State, on the other hand, 95 percent of learners were in schools that received their minimum allocation. Whether or not a school received some, or all, of its minimum funding thus largely depends on the province it is in. Another issue is the late payment of the allocations in most provinces; by October 2011, only 34 percent of Gauteng schools had received 100 percent of their allocation for 2011, and this was the highest proportion of all of the provinces. While 62 percent of schools with Grade R had received funding for Grade R, this applied to only 8 percent of schools in Limpopo, where schools indicated that they had not received information in this regard. Not surprisingly, 81 percent of principals said that late or non-payment, unclear information and restrictions on the use of school allocations had a negative impact on their ability to manage their school.

3. SUMMARY OF THE 15 INDICATORS

Table C1 The national percentage and the range of variation of schools meeting required standards for each Indicator

	Required standard	Av. % schools meeting standard	Provincial range
1	100 percent state-paid teaching posts filled	69	58-78
2	Educators to have spent 60 hours on professional development (80 hrs per year)	64	50-100
3	Educator absenteeism on average day	100	–
4	Curriculum exercise coverage (4 per week):		
	• Gr. 6 language	7	1-18
	• Gr.6 Mathematics	31	15-54
	• Gr. 9 language	0	0-5
	• Gr. 9 Mathematics	6	0-12
5	100% of learners should have access to:	85	68-88
	• Gr. 6 Mathematics Workbook Volume 1	81	69-95
	• Gr. 6 Mathematics Workbook Volume 2	83	50-98
	• Gr. 6 Mathematics textbook	38	11-72
	• Gr. 6 Language Workbook Volume 1	40	20-67
	• Gr. 6 Language Workbook Volume 2	78	58-93
	• Gr. 6 Language textbook	83	62-100
	• Gr. 9 Mathematics textbook	68	31-91
	• Gr. 9 Language textbook		
6	Library meeting *minimum standards*:		
	• Primary schools	59	31-92
	• Secondary schools	53	27-89
7	Minimum set of management documents which meet required standard in place	30	22-53
8	SGB meets minimum criteria for effectiveness	48	34-67
9	School receives appropriate per learner allocation	47	10-95
10	Schools allocated all 3 Section 21 functions	74	35-88
11	School complies with minimum. infrastructure needs	55	33-90
12	Quintile 1-3 schools have NSNP and feed learners five times per week	94	91-96
13	One educator per school with specialised special needs training	70	59-87
14	District officials visit school at least twice a year	87	74-99
15	Principals satisfied with district monitoring and support	6	27-63

A more general concern is the often substantial difference between the provinces on many of the Indicators, in some cases by more than 60 percentage points.

Table C2 shows the ranking of each province from 1 – 9 according to the extent that the required standard has been met for each Indicator: those ranked 1 have the highest extent and 9 the lowest.

Table C2 Provinces ranked according to the extent of meeting each Indicator, with 1 being the highest extent and 9 the lowest extent

Indicator	Province								
	EC	**FS**	**GP**	**KZN**	**LP**	**MP**	**NC**	**NW**	**WC**
1. 100% Teaching posts filled	7	5	8	2	2	5	1	9	4
2. Prof. development	8	3	7	5	9	6	2	4	1
3. Absenteeism	8	3	5	9	4	5	2	7	1
4. Curriculum coverage	9	8	2	3	6	4	5	7	1
5. Access to LTSMs	3	7	5	4	8	9	5	1	2
6. Library	8	4	2	6	8	5	3	7	1
7. Management documents	8	6	1	8	4	5	2	7	3
8. Effective SGB	8	9	2	7	4	6	3	5	1
9. Appropriate funding	8	1	3	7	6	9	5	4	2
10. Section 21 functions	5	8	1	6	2	9	6	2	2
11. Physical infrastructure	9	4	1	8	7	4	4	3	2
12. School feeding	3	4	7	8	1	6	2	5	8
13. Special needs training	9	5	2	3	7	6	8	3	1
14. District support	9	4	1	5	8	3	6	6	1
15. Satisfaction with district support	9	3	1	8	7	5	6	4	1
Overall ranking	**9**	**5**	**2**	**7**	**8**	**6**	**3**	**4**	**1**

The Eastern Cape most often ranked last or second to last on most of the Indicators, followed by Limpopo, KwaZulu-Natal and Mpumalanga. The Western Cape, Gauteng and the Northern Cape came closest to meeting the *minimum standards* set for the various Indicators. These rankings only give a rough impression, however. One point that illustrates this concerns vacancies in state-paid teaching posts. While KwaZulu-Natal and Limpopo ranked second in this regard, the fact that the schools in these provinces enrol a large number of learners means that of the total of 4 million learners who were in schools that have vacancies, 1.5 million were found in these two provinces.

While Gauteng performed well on most Indicators, it had one of the highest vacancy rates in terms of teaching posts. The Eastern Cape had the highest vacancy level in head of department posts (17 percent), which may have implications for the quality of school leadership, while the Free State had a 37 percent vacancy rate in the Foundation Phase.

Table C3 Quintiles ranked according to the extent of meeting each Indicator, with 1 being the highest extent and 5 the lowest

Indicator	Quintile				
	1	**2**	**3**	**4**	**5**
1. Teaching posts filled	1	1	4	5	3
2. Professional Development	5	4	3	2	1
3. Absenteeism	5	2	4	2	1
4. Curriculum coverage	5	4	3	2	1
5. Access to LTSMs	5	3	1	4	2
6. Library	5	4	3	2	1
7. Management documents	5	4	3	2	1
8. Effective SGB	5	4	2	3	1
9. Appropriate funding	5	3	4	2	1
10.Section 21 functions	4	4	1	2	3
11.Physical infrastructure	5	4	3	2	1
12. School feeding	3	1	3	2	3
13. Special needs training	5	4	3	2	1
14. District support	4	5	3	2	1
15. Satisfaction with district support	5	4	2	1	3
Overall ranking	**5**	**4**	**3**	**2**	**1**

With regard to the Quintiles, perhaps not surprisingly, Quintile 1 schools were least likely to meet the required standards for most of the Indicators. An exception to this is with regard to Indicator 12 where Quintile 3 schools are less likely to meet the required standard. The only Indicator where Quintile 1 schools performed well was in respect of teaching posts: they were least likely to have vacant state-paid teaching posts. This also applied to Quintile 2 schools.

4. ISSUES FOR FURTHER INVESTIGATION

- Establishing the reasons why professional development was generally not seen as useful and the reasons underlying the perceived minimal impact.
- Establishing the reasons for dissatisfaction with district monitoring and support and investigating the effectiveness of district visits.
- Establishing why Maths fared better than Language, both in respect of learner access to workbooks and textbooks and in terms of exercise coverage.
- The extent of curriculum coverage and quality of work for Language and Maths.
- How do different (provincial) procurement models for textbooks and educational materials impact on their availability in schools?
- Are the needs of learners with special needs being met? Are these learners equally distributed across the different Quintiles?
- The impact of underfunding on schools and the reasons why schools dif not receive their minimum allocation, especially with regards to provincial variation.
- Investigating the reasons why even the *minimum standards* for libraries are so far from being met.
- As the situation in each province for each Indicator is unique, we recommend a more in-depth investigation provincially to establish the reasons why required standards were not being met.

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Appendix: Survey Instruments