GENERAL HOUSEHOLD SURVEY

GHS

FOCUS ON SCHOOLING 2015

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

2030 NDP

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

1. INTRODUCTION

The General Household Survey (GHS) is a survey conducted by Statistics South Africa (Stats SA) in approximately 25 000 households and is specifically designed to measure various aspects of the living circumstances of South African households. This survey is conducted annually in July and was first compiled in 2002 (Statistics South Africa, 2013). The purpose of the survey is to measure the quality of service delivery in a number of key service sectors.

Education is one of the key service sectors in South Africa and therefore the Department of Basic Education (DBE) has a close working relationship with Stats SA. In recent years the DBE has ensured that the education related section of the questionnaire expands considerably to provide useful information on the performance of the sector. The DBE uses GHS data to assess its mandate as stipulated in the Bill of Rights of the South African Constitution and other legislation. The Bill of Rights stipulates that every citizen has a right to basic education regardless of geographical or economic factors (Republic of South Africa, 1996a).

The GHS provides a platform for the DBE to assess progress made in terms of access to schooling, as well as the quality, efficiency and equity in educational outcomes. The GHS is one of the key sources of information on learner enrolment, school nutrition programmes, learner repetition, learner pregnancy, access to Early Childhood Development (ECD) programmes and age-grade enrolment rates, among other indicators of interest. As with all data sources, the information contained in the GHS needs to be compared against alternative data sources in order to arrive at responsible analytical conclusions.

Household survey data has certain advantages over other data sources such as administrative data or school-based surveys, but it also has some limitations. A convenient aspect of the GHS is that the survey methodology and many of the questionnaire items have remained largely consistent since 2002. This allows for a meaningful analysis of trends over time. For the purposes of evaluating policy effectiveness, it is often more important to have a reliable trend through a consistent methodology than to precisely measure the absolute level of a particular indicator. For example, it is arguably more important to know whether Grade 12 completion rates are improving than it is to know whether the proportion who completed Grade 12 in a particular year was 50% or 54%.

This report focuses particularly on schooling information, including the participation of children in ECD programmes, learner attendance in schools and other educational institutions, school completion rates, learner repetition rates, learner literacy proficiency, tuition fees, access to social grants, orphanhood, problems learners face at schools and the prevalence of pregnancy among school-aged learners. Most of the information in this report is disaggregated by province, as well as by population group and gender where data allowed. It is important to note that the GHS data cannot be disaggregated at the district or municipal level because the GHS data is sampled and collected at the provincial level.

The information in this report intends to provide programme managers, decision makers, researchers and other government departments with useful insights on the state of certain indicators in education. Furthermore, the report will assist in tracking and monitoring some of the goals and indicators in the sector plan, Action Plan to 2019: Towards the Realisation of Schooling 2030.

2. METHODOLOGY

The GHS datasets were analysed using the data management software, STATA. The information is reported in percentages as far as possible and it is recommended that any indicators that are reported on in absolute numbers should be interpreted with caution, since the GHS data is based on a sample. More information on the data collected on other key service sectors can be obtained from Stats SA, as the data presented in this report are based on the analysis done by the DBE and specifically focusses on education indicators. The reporting period is 2002 to 2015, however, due to space limitations, some information is provided only from 2006 to 2015.

Since the GHS is a nationally representative sample survey of South African households, the estimates of population characteristics are inherently made with some margin of error. This margin can be calculated through statistical formulae and in some instances in this report the margin of error is indicated through confidence intervals. However, this margin of error is not always indicated, in which case the reader should be careful when comparing differences between estimates, especially when such differences are quite small or when the analysis is based on a small sub-set of the sample (e.g. the 5-year-old Indian population).

3. OVERVIEW OF PROGRESS IN THE SCHOOLING SYSTEM AND SUMMARY OF FINDINGS

Over the last two decades the basic education sector has made significant progress towards transformation along five internationally acknowledged dimensions: access, redress, equity, quality and efficiency. In South Africa we have achieved near universal access to schooling as measured by the attendance rate of learners of the compulsory school-going age. Looking at quality as measured by learner test scores, we have seen improvements amongst our children in international studies such as the Trends in International Mathematics and Science Study (TIMSS) and the Southern and East African Consortium for Monitoring Educational Quality (SACMEQ). Both these studies showed that the performance of South African learners is on an upward trajectory. Furthermore, results from the National Senior Certificate (NSC) examination also attest to the progress made in the sector. In terms of efficiency we have observed that grade repetition figures remain high and even more so among boys. It is also clear that grade repetition is higher in secondary school than in primary school, with it being especially high in Grades 10 and 11. As a sector we also managed to expand the reach in the provision of food to learners through the National School Nutrition Programme (NSNP) and the percentage of learners benefiting from the no-fee policy has been increasing.

Below is an update on the progress that has been made in the sector. The main findings of the report are highlighted below.

- **Participation in the schooling system**
  - **0 - 4 year old children**: Participation of 0 to 4 year old children in ECD programmes has increased from 8% in 2002 to 46% in 2015.
  - **Grade R participation**: The percentage of Grade 1 learners who previously attended Grade R has been over 90% since 2009.
  - **Primary education**: The participation of 7 to 13 year old children has remained high at 99% in 2015.
  - **Compulsory education**: The participation of 7 to 15 year olds has remained high at over 97% since 2002.
  - **Secondary education**: The participation of 14 to 18 year olds has increased from 88% in 2002 to 90% in 2015.
  - **Participation in the Further Education and Training (FET) Band**: 85% of 16 to 18 years olds were attending educational institutions in 2015.
  - **Gender Parity** has been achieved on all measures of participation in primary, compulsory and secondary education, as well as in the FET band.
- **Children with disabilities**
  - In 2015, approximately 5% of the total population of learners attending school were classified as learners with disabilities.
  - The percentage of 7 to 15 year olds with disabilities attending educational institutions increased to 90% in 2015 from 75% in 2002.
  - 68% of 16 to 18 year old children with disabilities attended educational institutions in 2015, which is noticeably lower than the 85% attendance rate for all 16 to 18 year-olds.
- **Out of School Children**
  - The percentage of 7 to 18 year old children out of school has decreased from approximately 7% in 2002 to 5% in 2015.
  - The percentage of 7 to 15 year old children out of school has decreased from almost 4% in 2002 to one 1% in 2015.
  - The percentage of 16 to 18 year old children out of school has decreased from almost 17% in 2002 to 15% in 2015.
  - In 2015, 27% of 7 to 15 year old children that are not in an education institution indicated that they were not attending due to disability, while 27% of 16 to 18 year olds indicated that their non-attendance was due to no money for fees.

- **Learner Pregnancy**
  - A little over 3% of female learners older than 13 reported being pregnant in 2015.
  - It is likely that the incidence of pregnancy is probably under-reported given that some respondents may not have been aware of a pregnancy in their household.
- **Learning and Teaching Support Material**
  - Over 93% of learners in all grades and provinces have access to Language workbooks.
  - Over 91% of learners in all grades and provinces have access to Mathematics workbooks.
- **Household complaints about education, 2002 – 2015**
  - Overall, complaints about education have decreased – at least about those issues included in the GHS questionnaire.
  - Complaints about a lack of books have decreased from 20% in 2002 to approximately 4% in 2015.
  - Complaints about school fees being too high dropped from almost 18% in 2002 to 4% in 2015.
- **Percentage of Repeaters**
  - Grade 10 has been the most highly repeated grade from 2009 to 2015.
  - Grades 2 to 7 are the grades with the lowest repetition rates.
  - Grade repetition appears to have increased slightly between 2008 and 2013 and then decreased slightly since then.
  - Grade repetition in primary schooling was approximately 8% in 2015.
  - Average secondary school grade repetition was approximately 15% in 2015%.
  - In general, boys are more likely to repeat grades than girls.
  - The GHS estimates of grade repetition are likely to be an underestimate. DBE internal analysis of data from the Learner Unit Record information Tracking System (LURITS) suggests that on average grade repetition rates are between 16 and 18%.
- **Absenteeism**
  - Similar to 2013 and 2014, the overall percentage of learners absent from school on an average day was 7% in 2015.
  - Of the learners that reported having been absent, most of the learners were absent for 1 day in the past school calendar week.
- **Scholar Transport**
  - Approximately 70% of learners walk to educational institutions in South Africa.
  - The majority of individuals aged 5 to 18 years old reported they walk to their educational institutions walk for less than 15 minutes.
  - Just over 2% of learners reportedly used a publicly provided bus or taxi to get to school in 2015. However, a further 9% travelled to school in a bus or a taxi, some of which may in fact be publicly provided.
  - In 2015, 6% of 5 year olds children walked for more than 30 minutes to school and 23% of 18 year olds walked for more than 30 minutes to educational institutions.
- **Corporal Punishment**
  - 13% of learners attending school experienced corporal punishment in 2015.
  - KwaZulu-Natal and Eastern Cape have the highest incidence of corporal punishment at almost 21% and 17% of learners respectively.

- **Orphans**
  - Almost 5% of learners attending schools in 2015 were double orphans; that is, these learners have lost both their parents.
- **School fees**
  - 65% of learners attending schools were not paying school fees in 2015.
  - Approximately 5% reported paying between R1 to R100 in school fees, although this could include voluntary contributions.
  - Therefore at least 70% of learners could be benefiting from the no-fee school policy.
- **National School Nutrition Programme**
  - In 2015 approximately 80% of learners were attending schools with a feeding programme, which in almost all cases would be the National School Nutrition Programme (NSNP).
  - About 90% of the time meals were reportedly served every day. Thus, over 70% of children were benefiting from a meal at school every day.
- **Highest level of education**
  - The percentage of individuals aged 16 to 18 years old that completed Grade 7 has increased from around 85% in 2002 to around 94% in 2015.
  - The percentage of individuals aged 19 to 21 years old that completed Grade 9 has increased from around 73% in 2002 to around 87% in 2015.
  - Among the older generations (born from 1930 to 1970), males were more likely to complete Grade 12 than females, but among the younger generations (born after 1970), females are more likely to have completed Grade 12.
  - Substantial racial gaps in Grade 12 completion rates persist with Indian and White individuals more likely to have completed Grade 12 than Black and Coloured individuals.

4. INTERVENTIONS DRIVEN BY THE DEPARTMENT OF BASIC EDUCATION

The DBE is committed to delivering an integrated service to learners in South Africa that stretches far wider than the delivery of the curriculum. The Department recognises that effective learning will only take place if learners are safely at school on time, well fed, healthy and have the required workbooks, textbooks and stationery. For this reason the Department, in collaboration with the Provincial Departments and other National Departments, has embarked on delivering various integrated services regarding health, nutrition, transport, early childhood education and learning and teaching support materials (LTSM).

Since 2012, the Departments of Basic Education and Health have jointly been implementing the Integrated School Health Programme with the purpose of providing a comprehensive and integrated package of services to learners in primary and secondary schools. The Health Services Package includes a large health education component (such as how to lead a healthy lifestyle and awareness regarding drug and substance abuse), health screening (specifically for vision, hearing, oral health and tuberculosis) and on-site services including deworming and immunization. In the intermediate, senior and further education and training (FET) phases the health education component focuses on topics such as sexual and reproductive health, contraception and teenage pregnancy, whereas in the foundation phase the focus is rather on personal hygiene and safety (DBE and DOH, 2012). Furthermore, the Departments launched the National School Deworming Programme in 2016 in which Health Programme officials are administering deworming tablets to learners in the Foundation and the Intermediate Phase. The programme is specifically targeting Grade R to Grade 7 learners in Quintile 1 to 3 schools and aims to improve children's health, reduce health barriers to learning and assist learners to stay in school and to receive quality education.

The DBE has also made inroads in successfully implementing the National School Nutrition Programme (NSNP) nationwide to address the challenge of hungry learners. The NSNP aims to enhance the learning capacity of learners through the provision of a healthy meal at schools. The programme is currently providing both primary and secondary learners with one nutritious meal a day and specifically targets all learners in Quintile 1 to 3 schools. A recent implementation evaluation of the NSNP points to the likely positive effects of the programme on punctuality, school attendance, concentration and the general wellbeing of participating learners.

The DBE workbook programme has been one of the most important government programmes with respect to LTSM. The programme is currently ensuring that all learners have access to a workbook in Literacy up to Grade 6, and in Numeracy up to Grade 9. The workbooks are available in all 11 languages for the learning area of Language, and following the national language policy, the Mathematics workbooks are available in all 11 languages up to Grade 3, and in English and Afrikaans up to Grade 9. The DBE workbooks are designed to provide learners with the opportunity to practice the required language and numeracy skills that are required of them by the Curriculum and Assessment Policy Statements (CAPS).

The past 15 years have also seen the rapid expansion of Grade R provisioning with an increased focus on making Grade R universally accessible in South Africa. This drive has seen Grade R enrolments more than double from about 300 000 in 2003, to 779 370 in 2013 and has reached an equilibrium where about 95% of Grade 1 learners have attended Grade R. This rapid expansion has included the provisioning of additional Grade R classrooms at primary schools, employing and training an entire Grade R teaching force, designing and distributing a Grade R curriculum and the provisioning of developmentally appropriate LTSM. All things considered, coverage and access to Grade R has expanded greatly and this has been the case particularly in Quintile 1 to 3 schools.

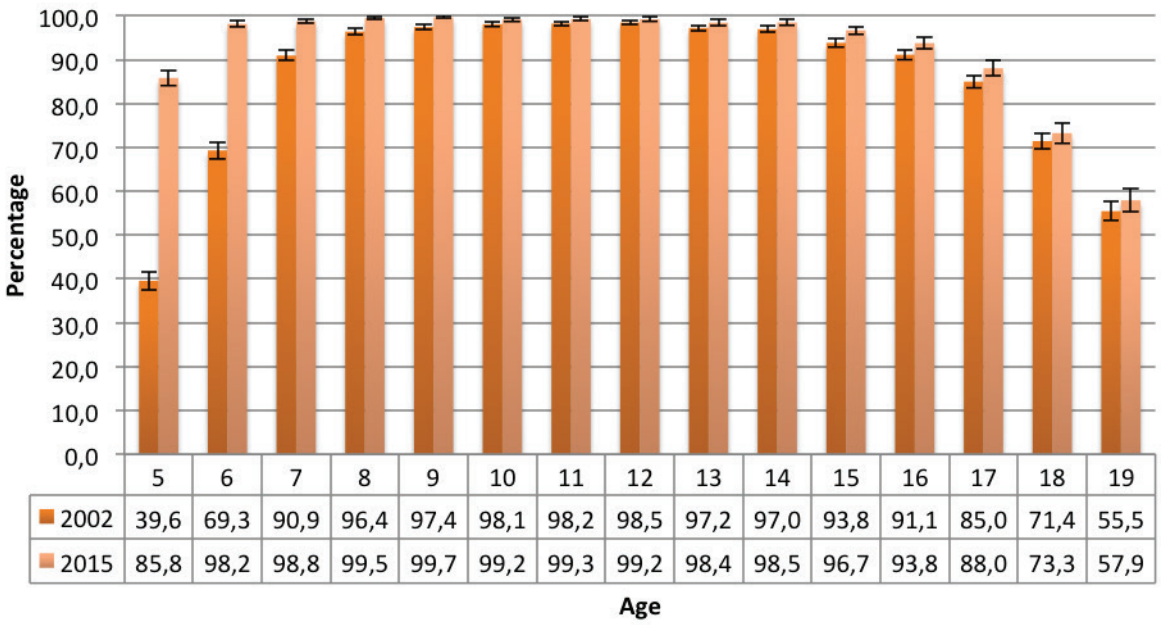
More recently, the DBE, in collaboration with the Department of Transport, has embarked on the Scholar Transport programme. This programme aims to ensure that all learners have access to school despite living relatively far away from the nearest school. The programme seeks to provide safe transport for learners to and from schools through dedicated transport solutions based on the needs of learners.

Learners in South Africa face various challenges in their pursuit of a quality education. The DBE is therefore striving towards meeting the need of learners to ensure that they will be able to fully utilise the opportunity of the education provided, and to enable them to reach for a better future.

5. PARTICIPATION IN EDUCATION INSTITUTIONS

Overall, the attendance of learners across the age groups has improved from 2002 to 2015 as shown in figure 1. The attendance has improved most significantly amongst younger children, especially those aged 5 to 6 years old, but a significant increase can also be seen for learners aged 15 and 16 years old. A likely reason for the increase in attendance amongst younger children is the increase in the supply of ECD programmes in different areas across the country, as well as the universal roll-out of Grade R, whereas the increase amongst 15 and 16 year olds may be due to policies aimed at reducing drop-out.

Figure 1: Overall summary participation in educational institutions



	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
2002	39,6	69,3	90,9	96,4	97,4	98,1	98,2	98,5	97,2	97,0	93,8	91,1	85,0	71,4	55,5
2015	85,8	98,2	98,8	99,5	99,7	99,2	99,3	99,2	98,4	98,5	96,7	93,8	88,0	73,3	57,9

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

5.1 Participation in Early Childhood Development (ECD) programmes and Grade R

The early years of a child's life are critical for the acquisition of concepts, skills and attitudes that lay the foundation for lifelong learning. These include acquiring language, perceptual and motor skills required for learning to read and write basic numeracy concepts and skills, problem-solving and a love of learning. In South Africa the importance of this critical period for development is recognised, with the 2001 Education White Paper instituting universal access to Grade R by 2010 (DOE, 2001). This target was subsequently postponed, with the 2009 Medium Term Strategic Framework (MTSF) of the Presidency planning universal access of Grade R in 2014. The same policy envisaged a doubling in the enrolment of children aged 0 to 4 years by 2014. This section will attest to the larges strides made in reaching both the goal of universal access to Grade R and the doubling of participation in ECD programmes.

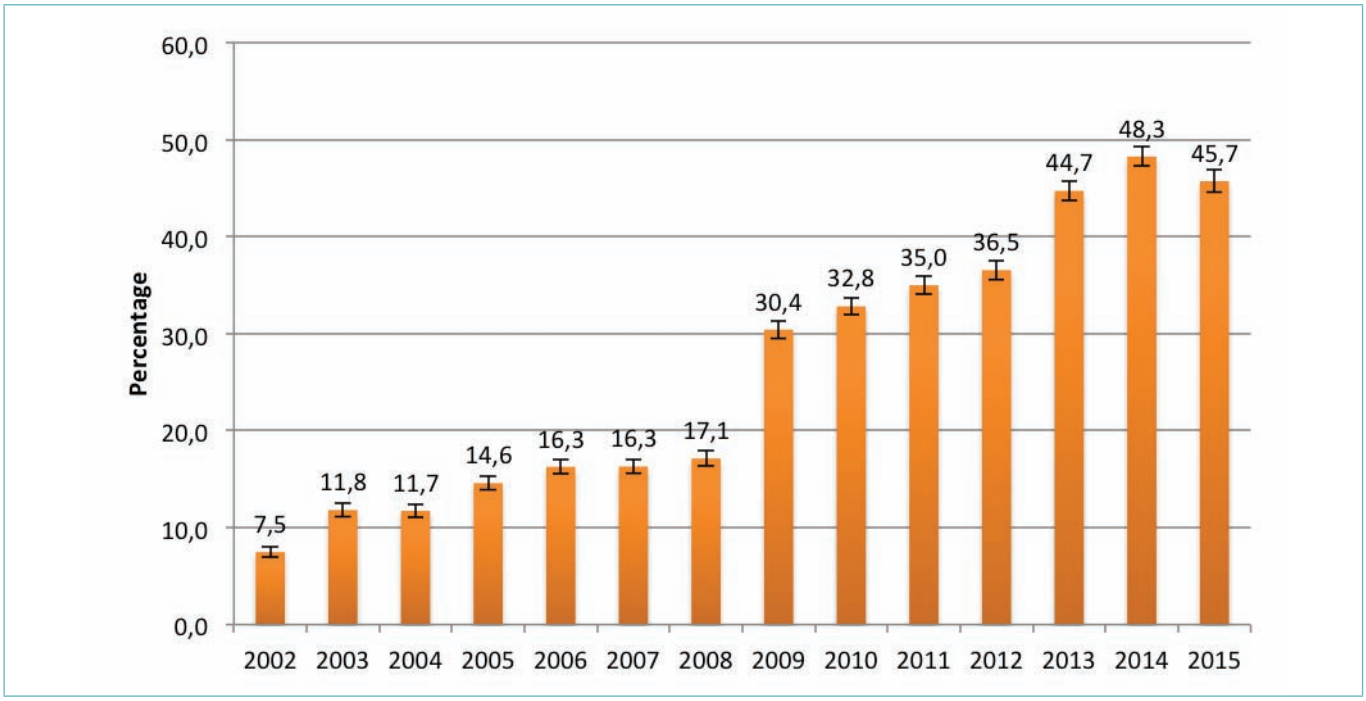
Overall findings: Participation in ECD programmes and Grade R

- 46% of 0 to 4 year olds attended ECD facilities in 2015.
- Similar percentages of males and females are attending ECD facilities.
- Gauteng has the highest percentage (66%) of 0 to 4 year olds attending ECD facilities.
- The Northern Cape and North West have the lowest attendance rate of 0 to 4 year old children in ECD facilities at approximately 34% in 2015.
- White children are the most likely to participate in ECD programmes, whereas Coloured children are the least likely to participate in ECD programmes.
- The percentage of Grade 1 learners who previously attended Grade R has been over 90% since 2009.
- Across the years Gauteng has the lowest percentage of Grade 1 learners who attended Grade R, and males are slightly more likely to have attended Grade R than females.

Based on the analysis it can be seen that attendance of ECD programmes among 0 to 4 year olds has been increasing over time, although a part of this increase is due to a significant jump between 2008 and 2009, which can be ascribed to changes in the questionnaire, where the questions regarding ECD have become a lot more in-depth since 2009. Nevertheless, the trend was consistently positive both before and after the discontinuity between 2008 and 2009. The attendance of ECD facilities is higher in Gauteng and Free State (figure 3). White children are much more likely to attend ECD programmes than children from any of the other population group. There is no significant difference in participation in ECD by gender. The large increase in ECD attendance among 0 - 4 year olds probably reflects both an increased supply of ECD opportunities and a growing demand amongst families for educational opportunities for young children. This is therefore a positive sign not only about what the DBE is doing to provide early childhood educational opportunities, but also about the value society places on such opportunities.

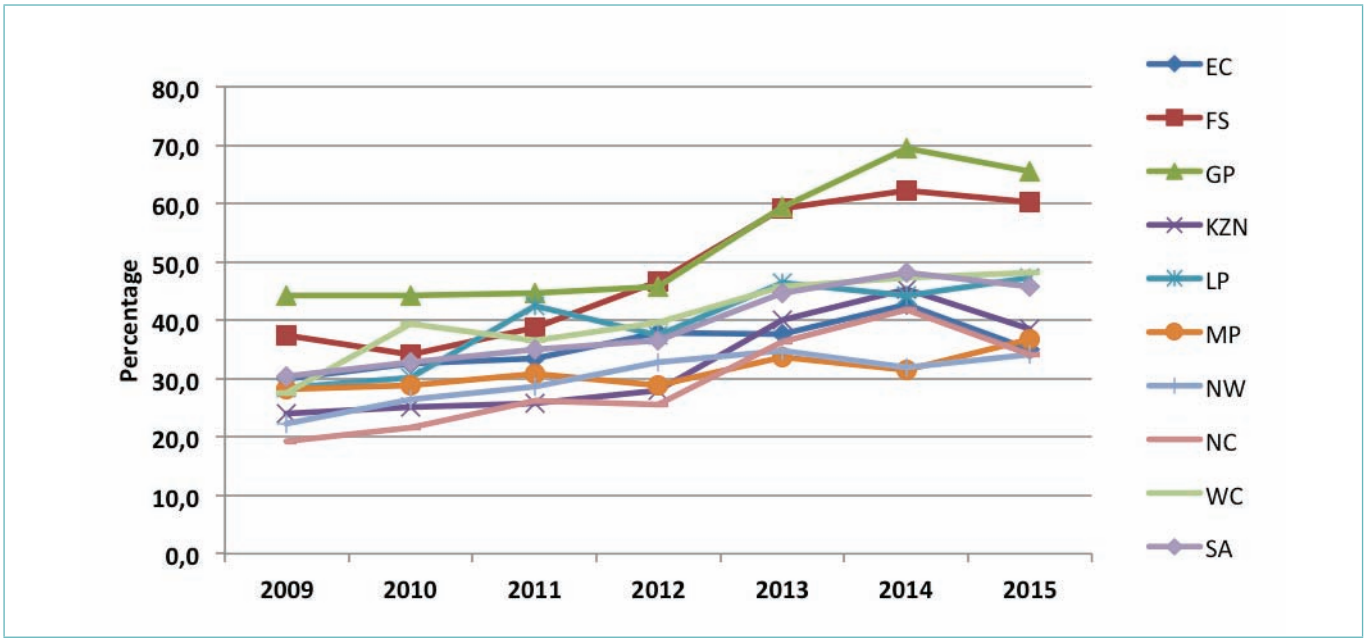
The method used to calculate the number of learners who received Grade R entails dividing the number of Grade 1 learners who reported that their highest grade attained is Grade R, by the number of Grade 1 learners whose highest Grade attained is reported as being either Grade R or 'No Schooling'. Using this method, it is evident that in recent years we have witnessed a fairly constant percentage of Grade 1 learners who have attended Grade R and it remains above 90% across the years (figure 4). There is little variation across the provinces, except for a rather strange drop in 2012 for Gauteng. When disaggregated by gender it is evident that in some years there has been slightly higher attendance of Grade R amongst boys than girls, but given the already high rate, these differences are not remarkable (figure 6).

Figure 2: 0-4 year olds attending ECD facilities, 2002-2015



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

Figure 3: 0-4 year olds attending ECD facilities by province, 2009-2015



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

Table 1: 0-4 year olds attending ECD facilities by gender, 2009-2015

	2009	2010	2011	2012	2013	2014	2015
Male	30.7	32.7	34.6	36.2	44.2	48.8	45.3
Female	30.2	32.9	35.4	36.9	45.2	47.7	46.1
Total	30.4	32.8	35.0	36.5	44.7	48.3	45.7

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

Table 2: 0-4 year olds attending ECD facilities by population group, 2009-2015

	2009	2010	2011	2012	2013	2014	2015
African/Black	29.8	31.8	34.5	36.1	43.9	47.8	45.6
Coloured	21.7	26.9	27.2	29.8	38.7	38.6	38.1
Indian/Asian	28.8	36.4	28.8	29.8	53.1	53.4	40.0
White	53.9	57.5	57.0	57.2	66.2	69.8	62.5
Total	30.4	32.8	35.0	36.5	44.7	48.3	45.7

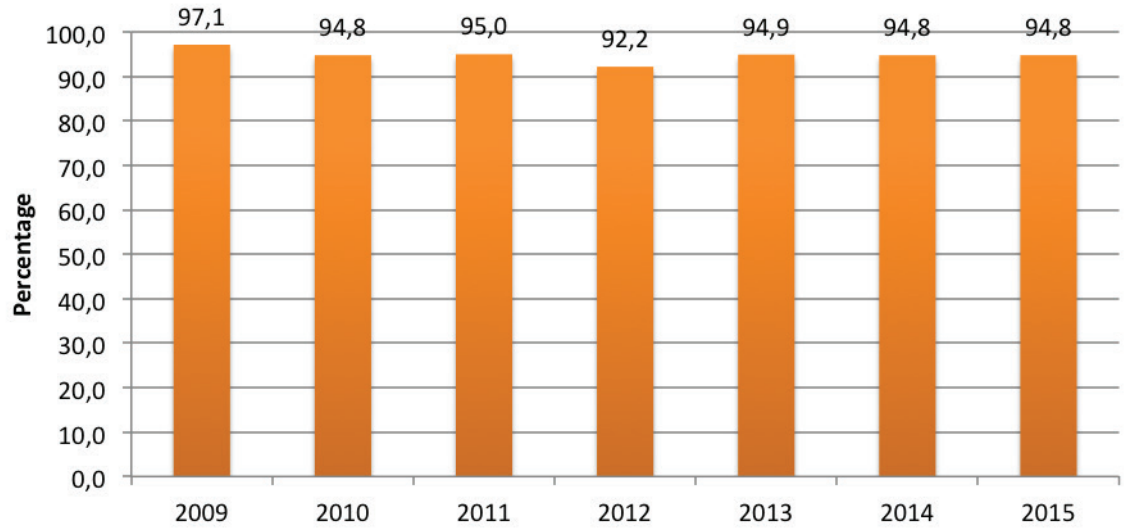
***Source**: Statistics South Africa, General Household Survey (GHS), DBE own calculation*

Table 3: 5 year olds attending educational institution by population group, 2009-2015

	2009	2010	2011	2012	2013	2014	2015
Black African	97.1	94.9	95.0	92.0	95.2	94.6	94.9
Coloured	96.0	92.1	95.5	94.3	96.1	96.0	96.8
Indian/Asian	100.0	97.6	90.7	88.5	96.9	92.3	86.8
White	98.9	97.0	95.9	93.2	86.5	95.8	91.2
Total	97.1	94.8	95.0	92.2	94.9	94.8	94.8

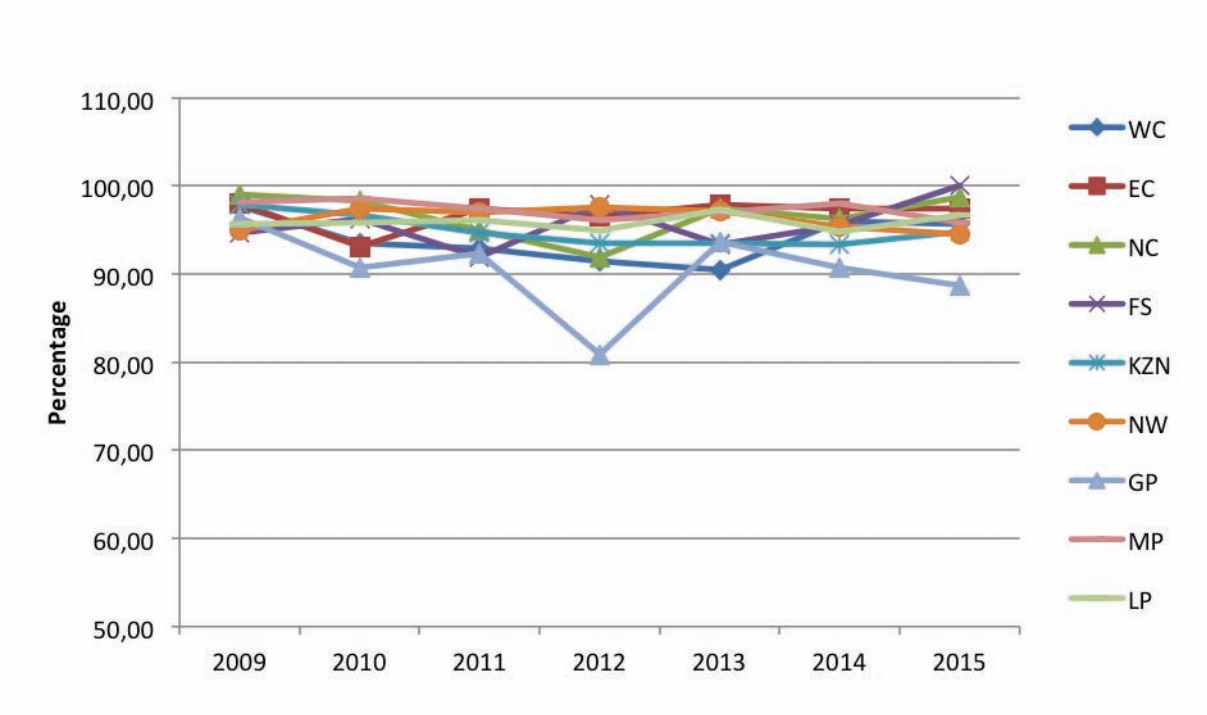
***Source**: Statistics South Africa, General Household Survey (GHS), DBE own calculations*

Figure 4: Percentage of learners in Grade 1 who attended Grade R, 2009-2015



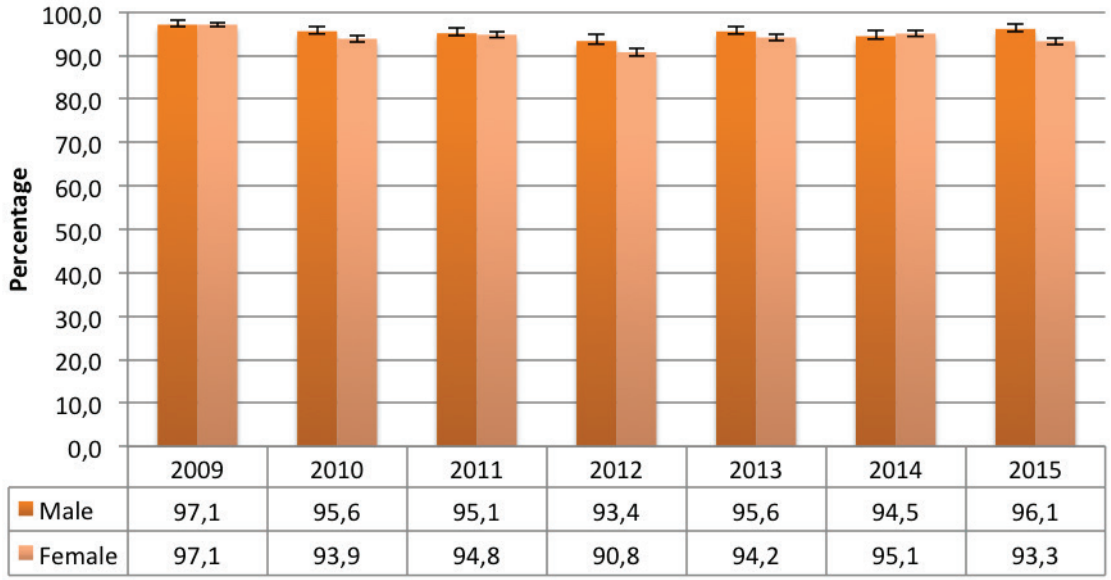
Source: *Statistics South Africa, General Household Survey (GHS), DBE own calculations*

Figure 5: Percentage of learners in Grade 1 who attended Grade R by province, 2009-2015



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

Figure 6: Percentage of learners in Grade 1 who attended Grade R by gender, 2009-2015



	2009	2010	2011	2012	2013	2014	2015
Male	97,1	95,6	95,1	93,4	95,6	94,5	96,1
Female	97,1	93,9	94,8	90,8	94,2	95,1	93,3

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

5.2 Primary education

There are several indicators that track access to primary education. These include the Age Specific Enrolment Rates (ASER), the Net Enrolment Ratio (NER) and the Apparent Intake Rate (AIR). The AIR is defined as the total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population of the official primary school-entrance age. The AIR thereby indicates the general level of access to primary education and also gives an indication of the capacity of the educational system to provide access to Grade 1 for the official school-entrance aged population. The method of calculating this indicator is to divide the number of new entrants in Grade 1, irrespective of age, by the population of official school-entrance age which is 7 years, and multiply the result by 100. The total percentage could be higher than 100%, as the numerator could be larger than the denominator due to those who enrol for Grade 1 while they are over 7 year olds (UNESCO institute for Statistics,2009).

Overall findings:

- The Apparent Intake Rate (AIR) is not well calculated when using GHS data, but we know that virtually 100% of children do enter school at some point.
- The participation of 7 to 13 year olds was 99% in 2015 and has remained above 97% since 2002.
- Girls and boys have equal opportunity to access education in South Africa at primary level as shown by the Primary Gender Parity Index of 1.00.
- There are high participation rates of 7 to 13 year old children in education institutions across all provinces and population groups.

It is surprising that over time the AIR is consistently over 100%, something which is technically impossible. This probably is caused by an under reporting of Grade 1 repetition or over reporting of Grade 1 new entrants in the GHS.

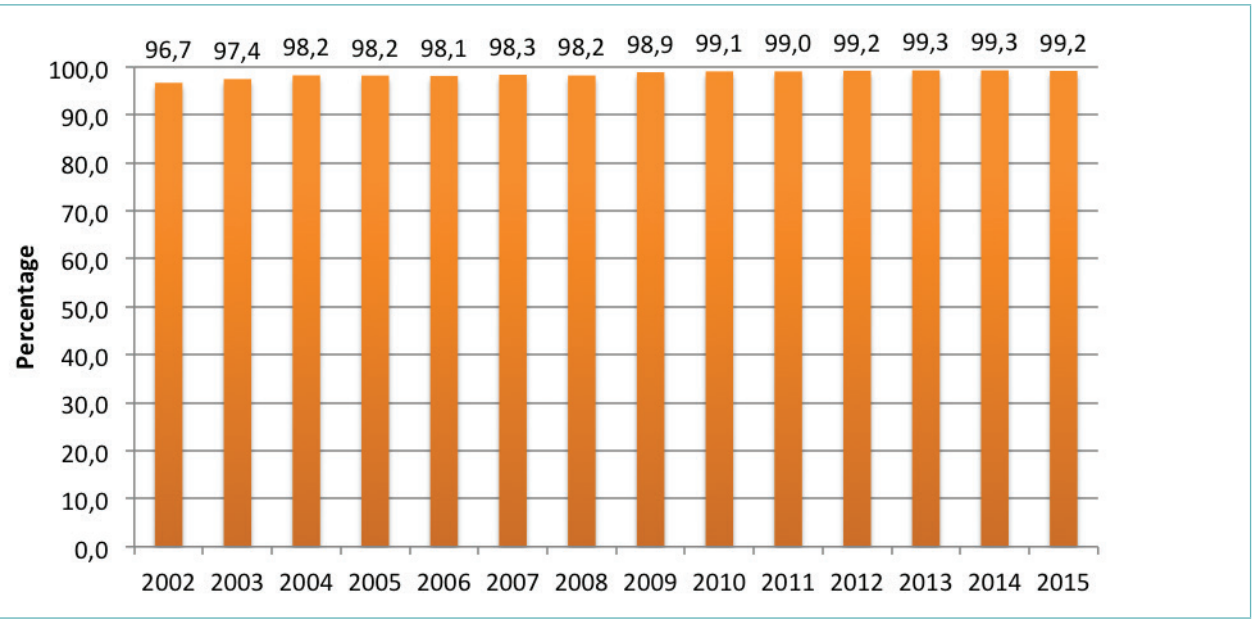
Over 99% of learners aged 7 to 13 years old (the official primary education age) are attending some form of education. There is not much of a difference in the attendance rate when disaggregating by province, gender or population group. It is, however, necessary to note that some of these learners could potentially be enrolled in secondary education.

Table 4: Apparent Intake Rate (AIR) of Grade 1 by province, 2009 – 2015

Province	2009	2010	2011	2012	2013	2014	2015
EC	146.9	136.5	137.3	115.5	117.5	111.8	128.7
FS	121.8	93.5	116.8	103.3	90.1	90.6	100.0
GP	118.4	112.5	105.1	118.6	99.4	96.5	101.1
KZN	137.3	109.7	140.7	117.2	109.0	98.7	103.6
LP	105.7	119.0	124.0	98.2	98.1	99.8	114.3
MP	121.8	103.1	92.9	117.3	95.5	106.8	117.3
NW	99.8	92.9	123.4	95.6	110.3	111.7	99.1
NC	106.3	158.4	130.9	99.5	136.5	107.4	96.8
WC	112.2	104.7	107.1	107.8	101.7	97.7	105.2
SA	123.1	112.9	121.3	111.7	104.6	101.4	108.2

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

Figure 7: Percentage of 7-13 year old children attending educational institutions, 2002 – 2015



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

Table 5: 7-13 year old children attending educational institutions by province, 2006 – 2015

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
EC	97.7	97.8	98.3	98.6	99.0	99.0	99.0	99.1	99.4	99.0
FS	99.1	99.1	98.4	99.1	99.3	99.2	99.5	98.7	98.4	98.5
GP	98.7	98.0	98.7	99.0	99.2	99.1	99.0	99.7	99.3	99.7
KZN	97.2	98.2	97.9	98.8	98.7	99.0	99.1	99.0	99.2	98.8
LP	99.2	98.8	98.3	99.3	99.2	99.4	99.5	99.5	99.5	99.4
MP	97.6	97.9	98.1	98.7	99.4	99.4	99.4	99.4	99.2	99.7
NW	96.2	98.0	97.4	98.3	98.0	98.7	98.9	99.2	98.8	98.3
NC	98.7	99.1	98.4	99.1	99.0	99.0	99.4	99.3	99.9	98.9
WC	99.4	99.5	98.0	99.2	99.7	98.7	99.4	99.0	99.6	99.2
SA	98.1	98.3	98.2	98.9	99.1	99.0	99.2	99.3	99.3	99.2

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

Table 6: 7-13 year old children attending educational institutions by gender, 2006 – 2015

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Male	97.9	98.0	98.2	98.8	99.0	99.0	99.0	99.1	99.1	99.1
Female	98.3	98.6	98.2	98.9	99.1	99.1	99.4	99.4	99.4	99.2
Total	**98.1**	**98.3**	**98.2**	**98.9**	**99.1**	**99.0**	**99.2**	**99.3**	**99.3**	**99.2**
GPI	1.00	1.01	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00

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

Table 7: 7-13 year olds attending educational institutions by population group, 2006 – 2015

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Black African	97.9	98.1	98.1	98.8	99.0	99.0	99.2	99.3	99.2	99.1
Coloured	99.1	99.1	98.8	99.2	99.3	99.0	99.1	98.5	99.6	99.1
Indian/Asian	96.6	99.9	100.0	100.0	99.9	99.3	99.3	99.7	100.0	99.2
White	99.9	99.5	97.6	99.2	99.8	99.0	99.8	99.4	99.9	99.7
Total	98.1	98.3	98.2	98.9	99.1	99.0	99.2	99.3	99.3	99.2

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

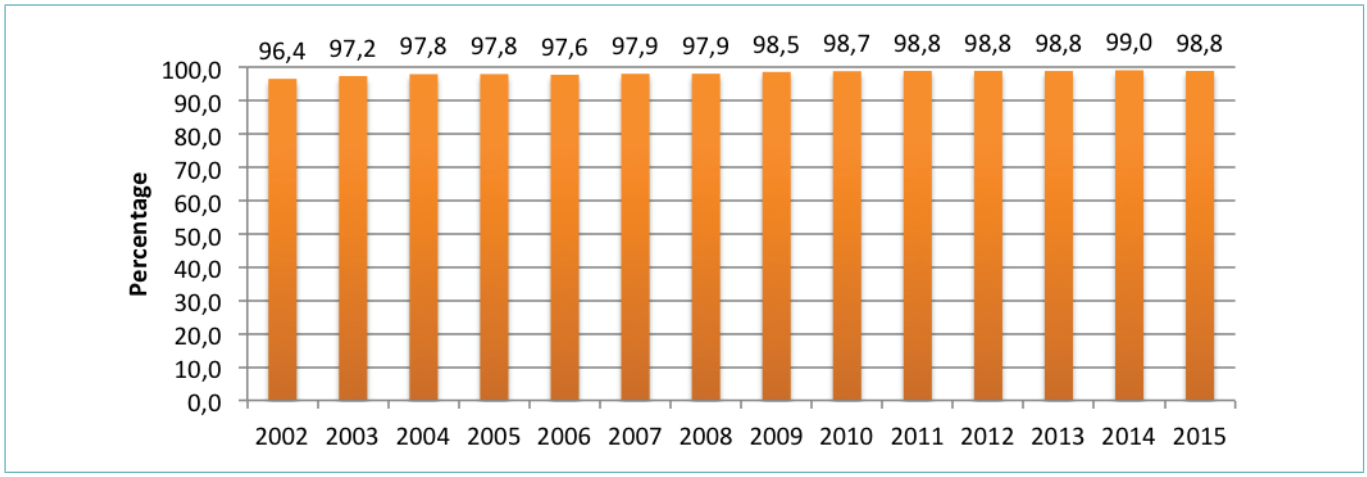
5.3 Compulsory education

The South Africa School Act (SASA) of 1996 stipulates that children aged 7 to 15 years should attend compulsory education that is, from Grade 1 to Grade 9 (Republic of South Africa, 1996). Over 97% of learners in this age group have been attending educational institutions since 2002. There is no significant difference in the attendance of compulsory education when disaggregated by province, population group or gender.

Overall findings:

- There was an increase in the percentage of 7 to 15 year old children attending educational institutions from 96% in 2002 to approximately 99% in 2015.
- There is a high enrolment of this age group across all provinces.
- Girls and boys have equal opportunity to access the schooling system as shown by the Gender Parity Index of 1.00 in 2015 and the preceding years.
- The participation by population group also shows similar pattern of equal participation for all population groups.

Figure 8: Percentage of 7-15 year old children attending educational institutions, 2002-2015



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

Table 8: Percentage of 7-15 year olds attending educational institutions by province, 2006-2015

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
EC	97.3	97.7	97.4	98.0	98.5	98.5	98.4	98.1	98.9	98.5
FS	98.7	98.7	98.4	98.7	99.0	98.8	99.2	98.4	98.3	97.9
GP	97.8	97.9	98.7	98.9	98.9	99.3	99.0	99.5	99.2	99.6
KZN	97.2	97.7	97.9	98.3	98.3	98.7	98.8	98.6	99.1	98.6
LP	99.2	98.6	98.2	99.2	99.2	99.2	99.2	99.2	99.3	99.3
MP	97.7	97.9	98.2	98.5	99.1	99.0	99.0	99.2	99.2	99.3
NW	95.4	97.1	97.2	97.6	97.7	98.6	98.8	98.3	98.1	97.2
NC	97.2	97.4	97.6	98.6	98.1	98.6	98.6	98.9	99.3	98.3
WC	97.8	98.4	97.2	98.4	99.1	98.1	98.2	98.1	98.9	98.6
SA	97.6	97.9	97.9	98.5	98.7	98.8	98.8	98.8	99.0	98.8

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

Table 9: Percentage of 7-15 year olds attending educational institutions by gender, 2006-2015

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Male	97.5	97.6	97.8	98.3	98.6	98.7	98.5	98.6	98.8	98.8
Female	97.8	98.2	98.1	98.7	98.7	98.9	99.1	98.9	99.1	98.8
Total	**97.6**	**97.9**	**97.9**	**98.5**	**98.7**	**98.8**	**98.8**	**98.8**	**99.0**	**98.8**
GPI	1.00	1.01	1.00	1.00	1.00	1.00	1.01	1.00	1.00	1.00

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

Table 10: Percentage of 7-15 year olds attending educational institutions by population group, 2006-2015

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Black African	97.5	97.7	97.9	98.4	98.6	98.8	98.8	98.9	98.9	98.8
Coloured	97.7	98.0	97.4	98.3	98.5	97.9	97.8	96.9	99.0	98.5
Indian/Asian	94.6	99.9	100.0	99.9	99.8	99.4	99.1	99.7	99.7	99.4
White	99.9	99.6	98.2	99.0	99.6	99.2	99.8	99.0	99.8	99.6
Total	97.6	97.9	97.9	98.5	98.7	98.8	98.8	98.8	99.0	98.8

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

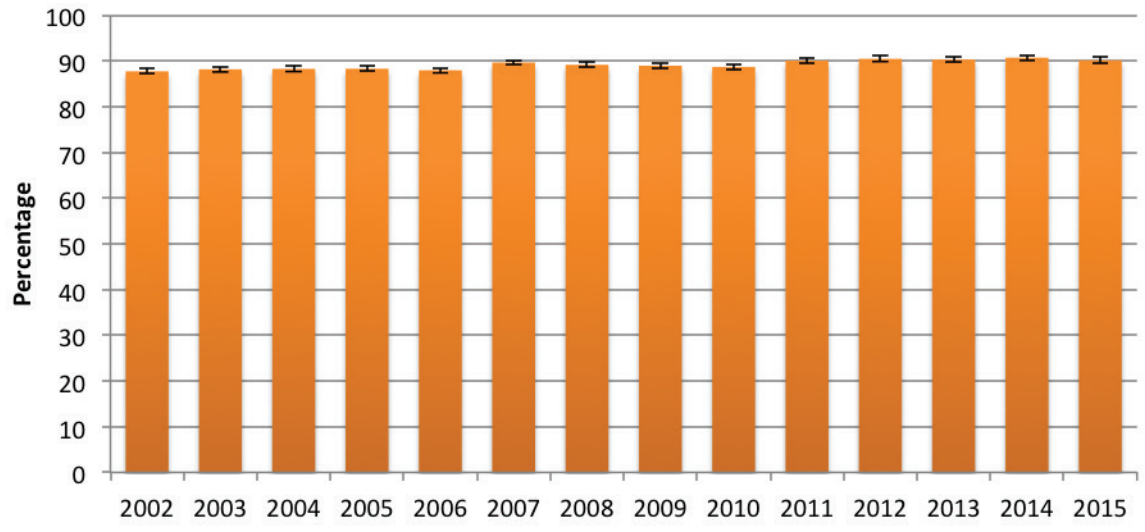
5.4 Secondary education

Overall findings:

- 90% of 14 to 18 year olds were attending education institutions in 2015.
- Limpopo has the highest percentage of 14 to 18 year old children attending education institution in 2015 at almost 96% and the Western Cape has the lowest participation of this age group at approximately 83%.
- Boys and girls have equal opportunity to access secondary education in South Africa.

According to the age requirements for admission to an ordinary public school, learners between 14 and 18 years of age are officially regarded as being appropriately aged for secondary education, from Grades 8 to Grade 12 (DOE, 1998). It is likely that a certain percentage of learners in this age group will still be enrolled in primary education due to delayed school entrance or grade repetition. There has been a significant increase since 2002 (the confidence intervals for the early years do not overlap with those for the last few years). However, we cannot conclude that there has been a decrease between 2014 and 2015 since the confidence intervals overlap. In 2015 Free State had the highest participation rate of almost 96%, while the Western Cape has the lowest rate of around 83%. Over the period included in the analysis, more males in this age group were attending educational institutions than females of same age group, although this result largely reflects delayed progression through school for males rather than better access to schooling than for females. Similarly, the lower participation rates amongst Coloured 16 to 18 year-olds, and within the Western Cape, are partly a reflection of when children leave school rather than their likelihood of completing secondary school. In the same way, the national trend over time has been somewhat flat even though grade 12 completion rates have been increasing over the same period.

Figure 9: Percentage of 14-18 year olds attending educational institutions, 2002-2015



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

Table 11: Percentage of 14-18 year olds attending educational institutions by province, 2006-2015

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
EC	88.9	90.2	87.6	87.1	87.7	88.4	89.5	88.6	88.3	88.4
FS	92.2	93.3	89.6	90.0	89.2	91.0	91.3	90.8	93.8	92.8
GP	86.8	89.1	91.2	92.5	89.9	89.5	90.5	90.1	92.0	91.9
KZN	89.0	88.9	90.4	87.8	87.2	90.4	90.7	91.5	91.4	89.7
LP	92.9	95.0	92.9	94.6	94.9	95.3	95.8	95.8	95.2	95.5
MP	90.7	94.0	91.0	89.6	90.5	91.3	90.3	89.7	91.7	91.5
NW	85.8	84.9	86.0	86.7	85.7	90.2	88.2	88.4	85.9	89.2
NC	83.0	85.2	82.9	82.4	85.5	85.3	86.2	88.7	84.2	83.6
WC	77.2	81.9	81.2	82.6	83.4	84.9	86.3	85.0	87.1	82.9
SA	88.0	89.7	89.2	89.0	88.7	90.1	90.5	90.3	90.7	90.2

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

Table 12: Percentage of 14-18 year olds attending educational institutions by gender, 2006-2014

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Male	88.9	90.2	89.4	89.3	89.8	90.6	91.1	91.0	91.3	90.4
Female	87.0	89.2	88.9	88.7	87.7	89.5	89.8	89.6	90.2	89.9
Total	**88.0**	**89.7**	**89.2**	**89.0**	**88.7**	**90.1**	**90.5**	**90.3**	**90.7**	**90.2**
GPI	0.98	0.99	0.99	0.99	0.98	0.99	0.99	0.98	0.99	0.99

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

Table 13: Percentage of 14-18 year olds attending educational institutions by population group, 2006-2014

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Black African	89.2	90.4	90.2	89.9	89.3	91.1	91.1	91.4	91.4	91.2
Coloured	74.8	79.3	79.0	78.4	80.2	80.6	84.2	81.0	82.7	79.9
Indian/Asian	77.9	89.4	88.1	89.2	86.7	87.4	89.1	83.4	85.6	82.0
White	92.4	93.4	90.0	91.4	93.0	90.3	91.1	91.0	94.8	93.2
Total	88.0	89.7	89.2	89.0	88.7	90.1	90.5	90.3	90.7	90.2

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

5.5 Accessibility to the Further Education and Training (FET) Phase

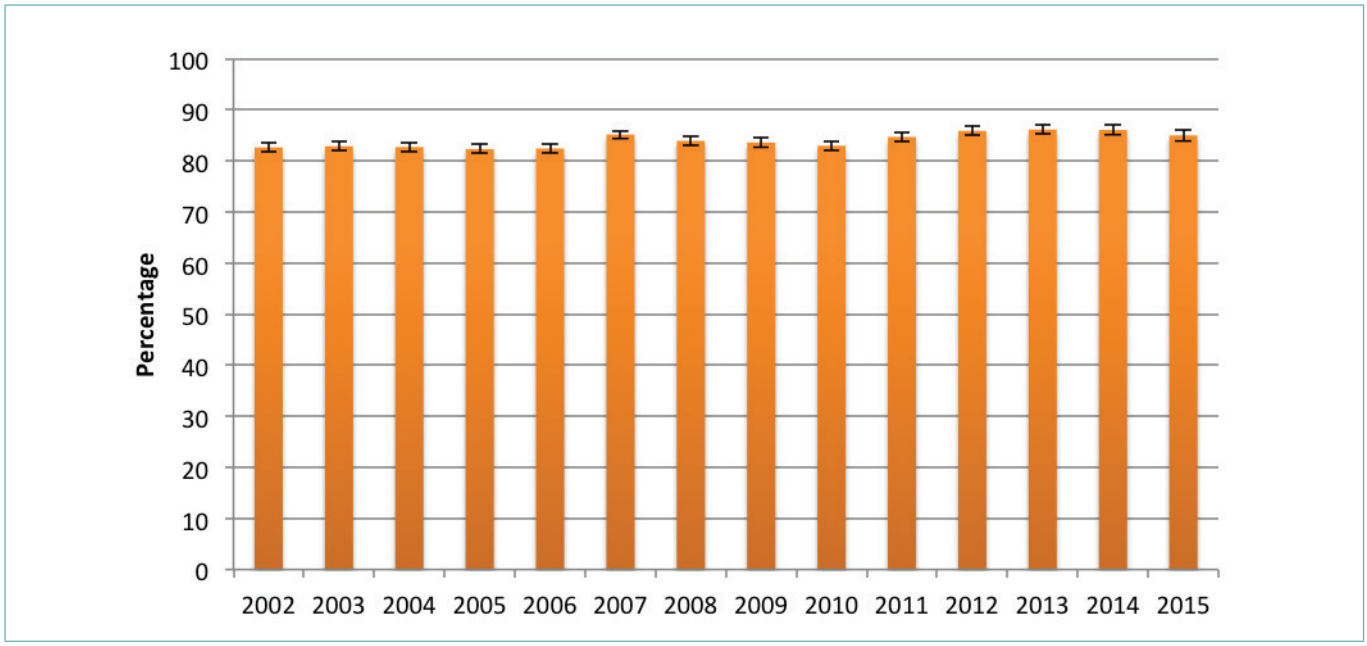
The Further Education and Training (FET) phase comprises of Grades 10 to 12. The appropriate age for this school phase is 16 to 18 years old. However, some learners who start school early may be attending the FET phase at younger ages, whereas other learners are above 18 years due to repetition or starting school late. Therefore, the ASER for 16 to 18 year olds attending educational institutions was used to measure the attendance of this age group.

Overall findings:

- In 2015, 85% of 16 to 18 year old children were attending education institutions.
- Limpopo has the highest percentage of this age group attending education institutions at approximately 93%; Western Cape has the lowest participation at approximately 72%.
- Boys and girls have equal opportunity to access education at FET level; in 2015 the GPI was 0.99.
- More White learners in this age group were attending education institutions at 89%, Coloured learners having the lowest attendance rate at approximately 69% in 2015.

Since 2002 over 80% of 16 to 18 year olds were attending education institutions. The Free State has the highest percentage of learners in this age group that attends an education institution, while Western Cape has the lowest percentage (table 14). This observation needs to be interpreted in conjunction with the fact that completion rates are not necessarily lower in the Western Cape. It can rather be a result of other provinces keeping learners in school for longer, but not being more likely to produce Grade 12 passes. The Western Cape is also relatively unique in its social context with gangs as well as more technical work opportunities providing an alternative to leave school. The consistently high GPI across the years shows that there is virtually no significant difference in attending educational institutions when disaggregated by gender. When disaggregated by single age it is encouraging to observe that over 90% of 16 year olds are attending educational institutions across the years, while this percentage lowers to over 70% of 18 year olds (table 17).

Figure 10: Percentage of 16-18 year olds attending educational institutions, 2002-2015



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

Table 14: Percentage of 16-18 year olds attending educational institutions by province, 2006-2015

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
EC	84.2	85.9	82.8	81.0	81.7	82.7	85.1	84.4	82.6	82.8
FS	88.9	91.0	84.7	84.7	83.6	86.4	87.2	86.4	91.4	90.5
GP	81.4	83.6	86.5	88.4	85.1	82.4	85.7	85.0	87.5	86.8
KZ	83.2	84.0	84.9	81.6	80.4	85.1	85.3	87.7	86.5	83.9
LP	88.7	93.1	89.9	91.8	92.1	93.1	94.2	94.5	93.2	93.4
MP	85.6	91.4	86.3	84.1	85.2	86.8	85.4	84.4	86.3	87.0
NW	81.8	78.8	79.4	81.4	78.5	84.9	81.9	84.5	79.9	86.8
NC	76.0	80.4	75.0	73.3	79.4	77.7	80.6	82.7	76.3	75.4
WC	65.8	73.2	71.8	75.0	74.2	76.9	80.4	78.6	81.1	71.7
SA	82.4	85.2	83.9	83.6	83.0	84.7	85.9	86.1	86.1	85.0

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

Table 15: Percentage of 16-18 year olds attending educational institutions by gender, 2006-2015

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Male	84.3	86.4	84.4	84.5	84.9	85.6	87.2	87.4	87.0	85.4
Female	80.4	83.9	83.4	82.7	81.0	83.8	84.6	84.9	85.1	84.6
Total	**82.4**	**85.2**	**83.9**	**83.6**	**83.0**	**84.7**	**85.9**	**86.1**	**86.1**	**85.0**
GPI	0.95	0.97	0.99	0.98	0.95	0.98	0.97	0.97	0.98	0.99

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

Table 16: Percentage of 16-18 year olds attending educational institutions by population group, 2006-2015

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Black African	84.3	86.4	85.5	84.9	83.9	86.3	86.8	87.5	87.1	86.8
Coloured	62.3	70.0	69.2	68.8	69.9	69.8	77.2	74.3	73.7	68.7
Indian/Asian	67.6	82.7	81.2	80.4	76.8	80.2	83.2	76.3	76.8	70.2
White	87.6	89.7	83.5	87.1	89.6	85.4	86.3	88.2	92.3	89.0
Total	82.4	85.2	83.9	83.6	83.0	84.7	85.9	86.1	86.1	85.0

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

Table 17: Percentage of 16-18 year olds attending educational institutions by age, 2006-2015

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
16 years	90.7	92.6	92.1	93.1	92.8	93.3	94.2	95.1	93.7	93.8
17 years	84.9	88.3	86.9	85.7	85.5	86.5	88.2	88.9	91.6	88.0
18 years	71.8	73.9	73.2	72.2	71.0	73.8	75.2	73.8	73.2	73.3
Total	82.4	85.2	83.9	83.6	83.0	84.7	85.9	86.1	86.1	85.0

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

6. CHILDREN WITH DISABILITIES

The Department's White Paper 6 (DoE, 2001) outlines the Government's commitment to the provision of education opportunities to learners who experience, or have experienced, barriers to learning and development. This is also outlined in the Sustainable Development Goals (SGD), Goal 4 which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". Both commitments serve to ensure that education is accessible to all, regardless of any barriers that one may encounter.

Over the period reported, the General Household Survey changed the definition used to classify someone as disabled. Between 2002 and 2008, the General Household Survey defined disability as an "impediment or impairment that limits a person from performing regular daily activities, and that has lasted for at least six months or more". In 2009 the definition was changed to the UN definition that classifies a disability using six categories (these include any impairment with regard to seeing, hearing, walking, communicating, and lastly, memory and concentration). Using this definition, an individual is classified as disabled if the individual experience 'some difficulty' in two or more of the six functions, or has 'a lot of difficulty/unable to do' one or more of the functions. This change in definition led to an increase in the number of children classified as "disabled" since 2009.

White Paper 6 outlines that government will:

- Base the provision of education for learners with disabilities on the intensity of support needed to overcome the debilitating impact of those disabilities;
- Place emphasis on supporting learners through full-service schools that will serve learners with particular disabilities, depending on the need and support;
- Indicate how learners with disabilities will be identified, assessed and incorporated in special, full-service and ordinary schools in an incremental manner;
- Introduce strategies and interventions that will assist educators to cope with a diversity of learning and teaching needs to ensure that transitory learning difficulties are ameliorated.

Overall there has been an increase in the attendance rate of disabled individuals, but different trends are observed among the various age groups of learners who are disabled and attending educational institutions. There is a constant trend in the attendance rate of disabled 5 year olds across the provinces, but in recent years Mpumalanga has experienced a decline in the percentage of disabled 5 year olds who are attending educational institutions. Figure 13 compares the attendance rate of learner with disabilities with the attendance rate of learners without disabilities for the period 2013 – 2015. From this graph it is evident that Mpumalanga is the only province where there is a statistically significant difference between the attendance rate of learners with disabilities and learners without disabilities. African and white 5 year olds with disabilities are less likely to attend an education institution than their peers without disabilities. Given the financial resources that are generally available to white 5 year olds with disabilities, they are more likely to be receiving specialised assistance during this period. African 5 year olds with disabilities, however, generally do not have access to the same financial resources and might therefore not be receiving the required care and assistance.

Among the disabled learners who are aged 7 to 15 years old, there has been an increase in the attendance rate. In earlier years there was lot of variation in the attendance rate for each province, but this has stabilised in recent years as the attendance rate for disabled learners tend towards 100%. The change in the definition used for classifying individuals as disabled in 2009 also lead to a slightly larger sample of individuals being classified as disabled, which in turn could also be a contributing factor to the stabilisation of the trend. When disaggregating the attendance rate of disabled learners aged 7 to 15 years by population group, significant differences are visible between the attendance rate of learner with and without disabilities in especially the African and Coloured population groups. The sample size of the Indian and White population groups are too small to identify any significant differences. There are also significant differences in the attendance rate of learners with disabilities and the attendance rate of learners without disabilities in most of the provinces, with the North West being the only province where the difference is not statistically significant.

The sample size for learners with disabilities in the age range 16 to 18 year old is too small, and therefore no clear trends are evident among the provinces or between girls and boys. The very large confidence intervals in figure 18 attest to this problem. Moreover, the small sample size also cause some volatility in the average percentage of 16-18 year olds with disabilities who

are attending an education institution across the different years. All results relating to learners with disabilities in this age group should therefore be interpreted with caution.

Overall findings: Children with disabilities

- School attendance of children with disabilities is encouraging. Of the total population of learners attending schools, approximately 5% were learners with disabilities in 2015.

Access to Early Childhood Development (ECD) educational institutions (5 year olds):

- There is a slight decrease in the percentage of 5 year old children with disabilities attending educational institutions, from 83.9% in 2014 to 82% in 2015.
- 84% of disabled female 5 year olds were attending education institutions in 2015 compared to 81% of their male counterparts.
- Limpopo and Eastern Cape are the provinces that have the highest participation among disabled learners of this age group in education institution.
- African 5 year olds with disabilities are less likely to attend an education institution that the peers without disabilities.

Attendance rates in compulsory Education (7 to 15 year olds):

- The percentage of 7 to 15 year olds with disabilities attending educational institutions increased to 90% in 2015 from 75% in 2002.
- In recent years the attendance rates of 7 – 15 year-olds with disability were not significantly different by gender.

Attendance of 16 to 18 year olds:

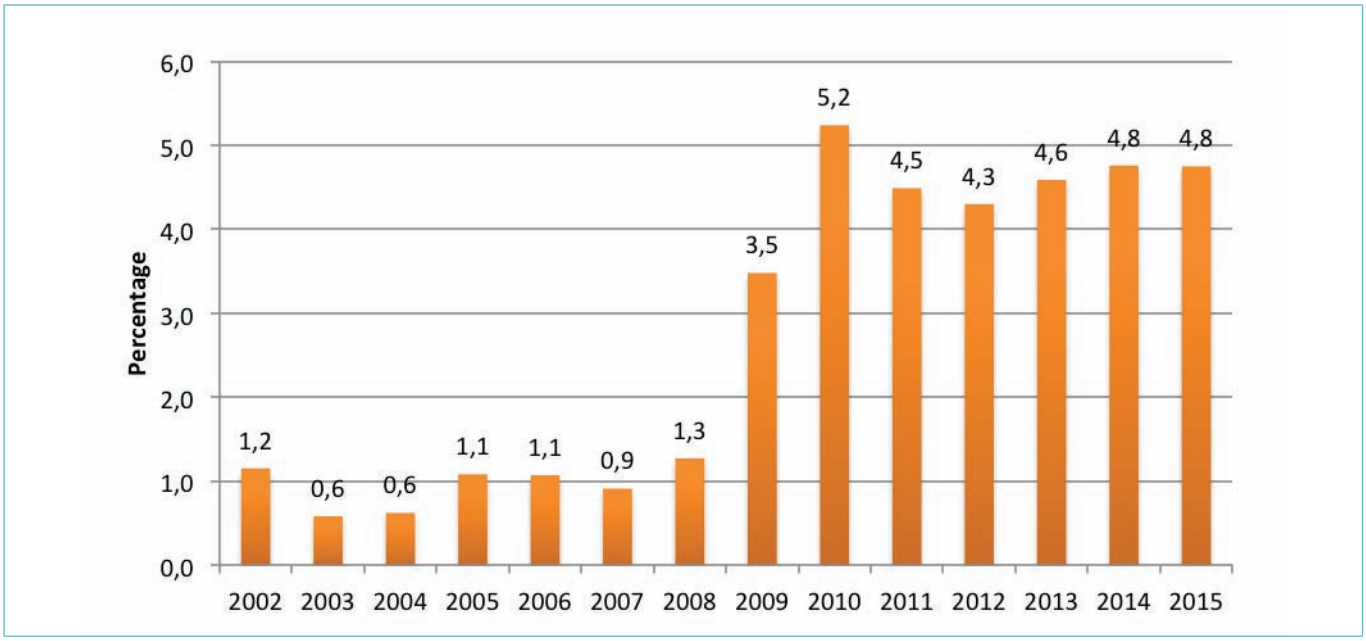
- In 2015, at least 68% of this age group were attending education institutions.

Table 18: Percentage of children with disabilities as total percent of children attending schools, 2002-2015

Year	Not Disabled	Disabled	Unspecified	Total
2002	98.7	1.2	0.2	100
2003	99.4	0.6	0.0	100
2004	99.4	0.6	0.0	100
2005	98.9	1.1	0.0	100
2006	98.9	1.1	0.1	100
2007	98.6	0.9	0.5	100
2008	98.6	1.3	0.1	100
2009	96.1	3.5	0.5	100
2010	94.2	5.2	0.6	100
2011	95.2	4.5	0.3	100
2012	95.4	4.3	0.3	100
2013	94.9	4.6	0.6	100
2014	94.9	4.8	0.4	100
2015	94.8	4.8	0.5	100

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

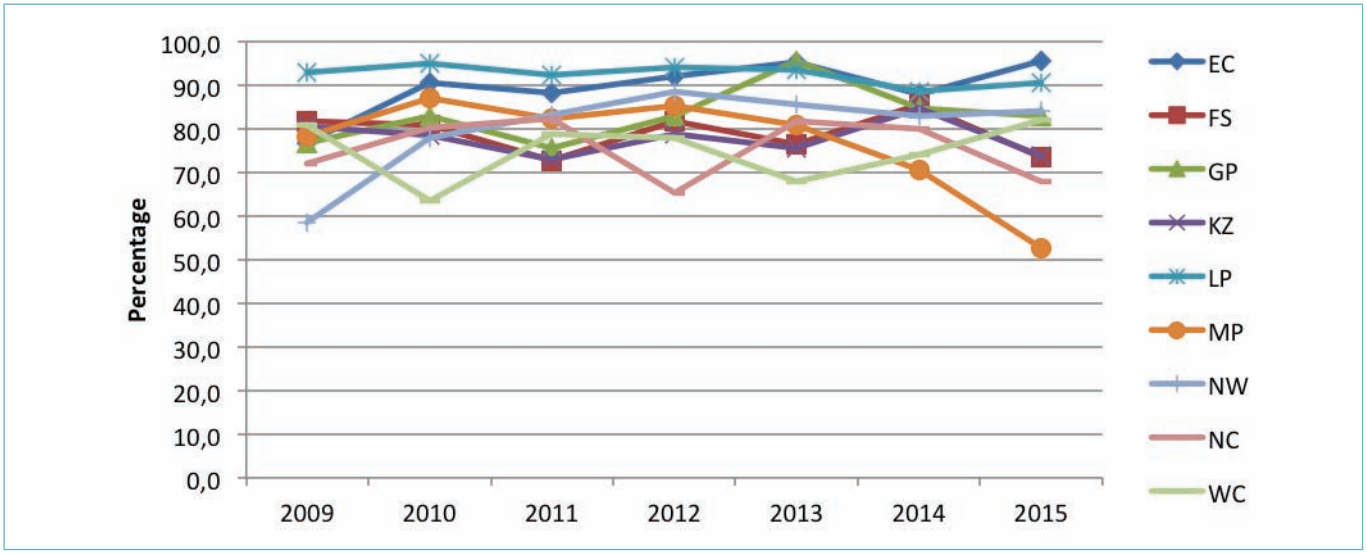
Figure 11: Percentage of children with disabilities as total percent of children attending schools, 2002-2015



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

Note: *There was a change in questionnaire in 2009 the reason for a jump when compared to 2008*

Figure 12: 5 year olds with disabilities attending educational institutions by province, 2009-2015



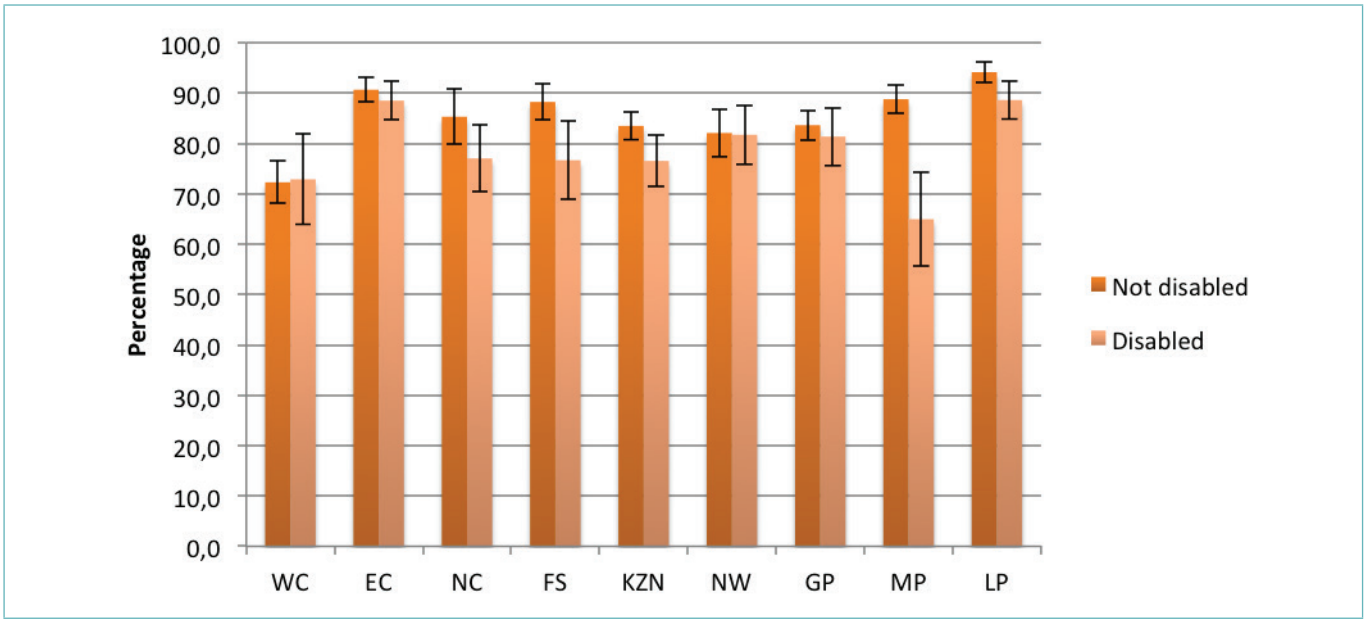
Source: *Statistics South Africa, General Household Survey (GHS), DBE own calculations*

Table 19: Percentage 5 year olds with disabilities attending educational institutions by gender, 2006-2015

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Male	33.1	14.1	14.4	77.1	85.2	78.8	82.7	88.0	82.4	80.7
Female	52.5	57.6	53.5	84.5	83.8	85.8	88.2	82.4	85.3	84.0
Total	37.4	40.0	29.0	80.4	84.5	82.3	85.2	85.2	83.9	82.3

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

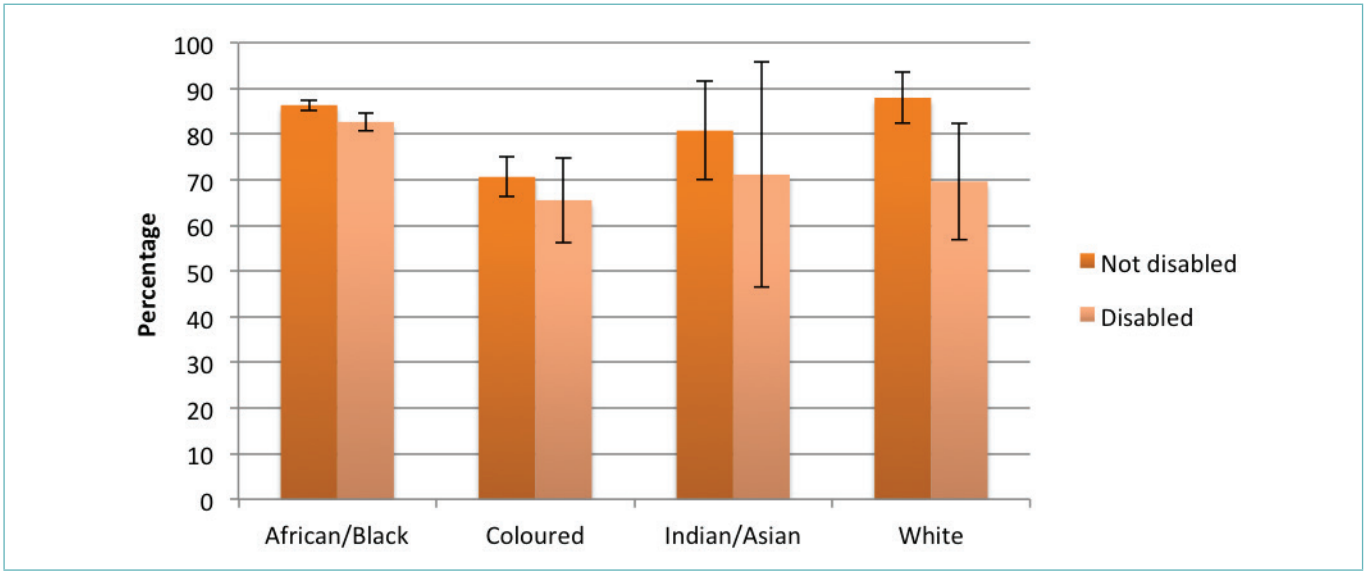
Figure 13: 5 year olds with disabilities attending educational institutions province, 2013-2015



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

Note: *Data for 2013 to 2015 pooled together to overcome small sample challenges*

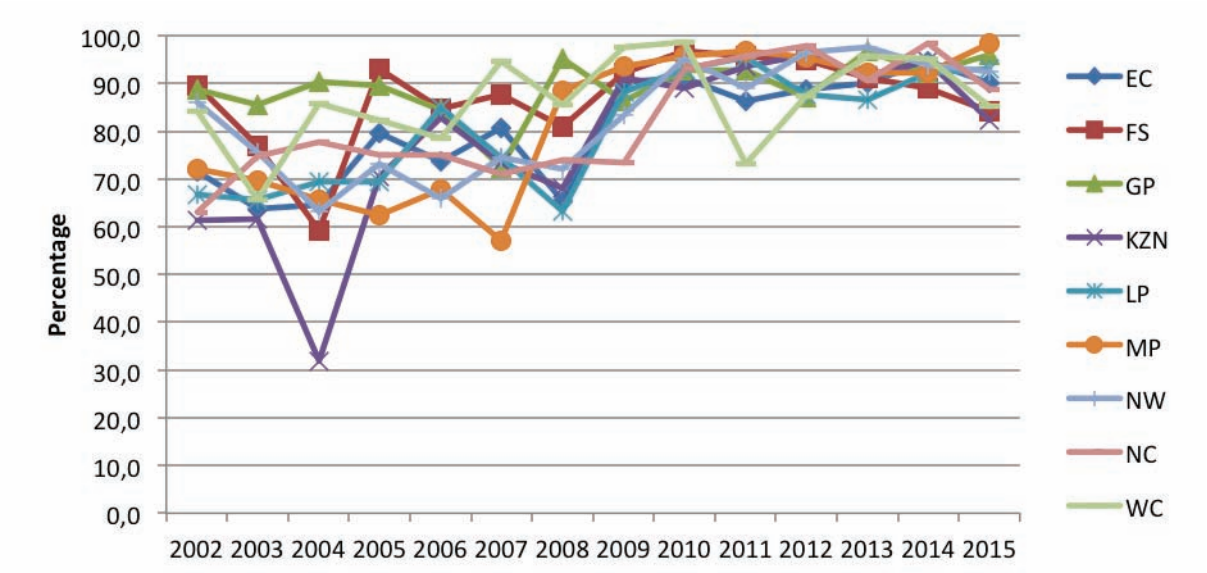
Figure 14: 5 year olds with disabilities attending educational institutions population group, 2013-2015



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

Note: *Data for 2013 to 2015 pooled together to overcome small sample challenges*

Figure 15: Percentage 7-15 year olds with disabilities attending educational institutions by province, 2006-2015



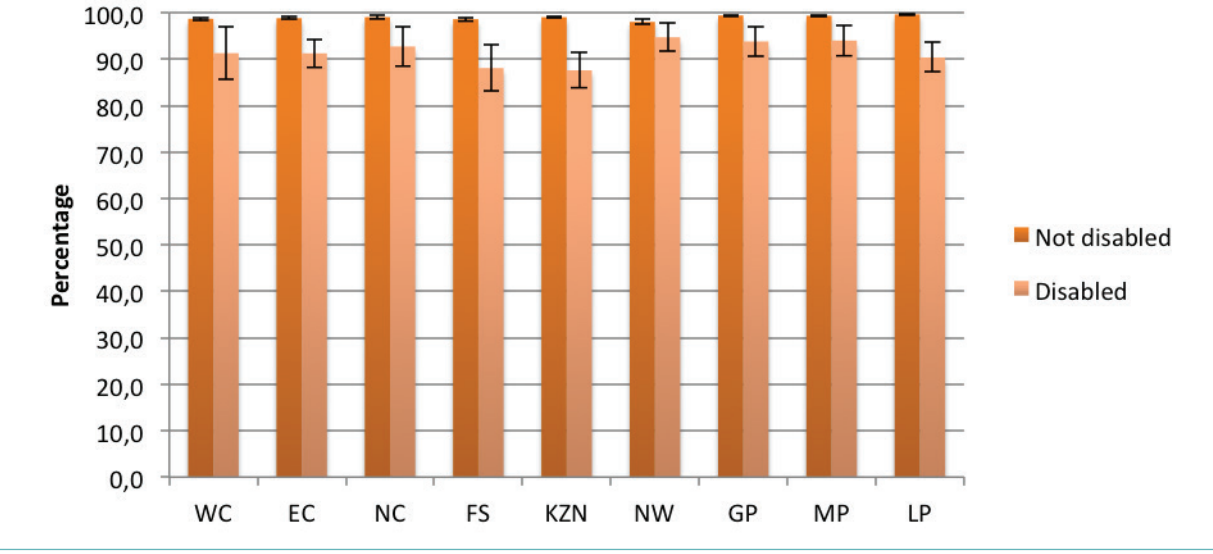
Source: *Statistics South Africa, General Household Survey (GHS), DBE own calculations*

Table 20: Percentage 7-15 year old children with disabilities attending educational institutions by gender, 2006-2015

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Male	81.4	75.0	80.6	87.5	94.8	91.6	91.5	90.7	92.0	90.6
Female	75.2	74.0	71.7	92.3	91.2	92.9	93.5	94.6	94.9	89.3
Total	78.6	74.6	77.0	89.7	93.2	92.1	92.4	92.5	93.4	90.0

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

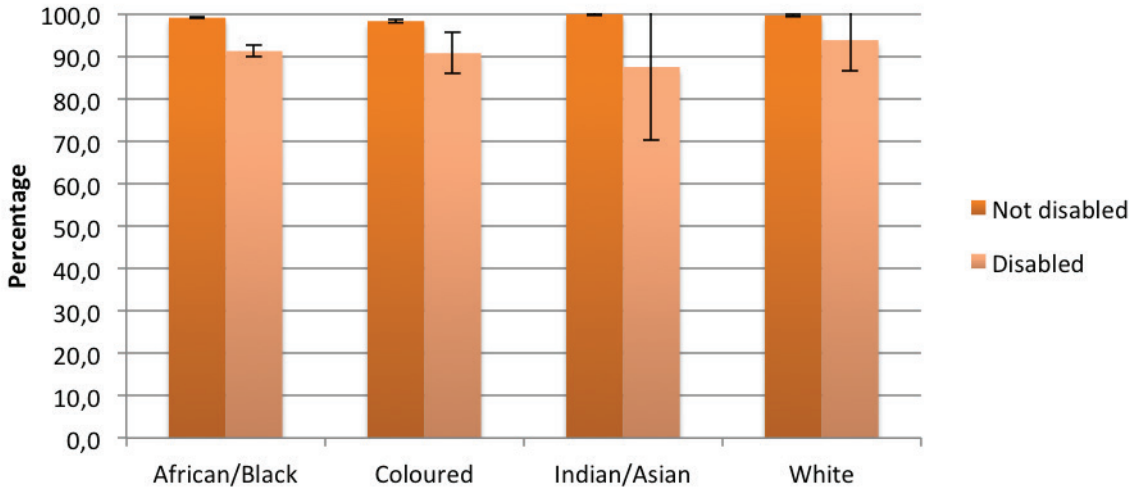
Figure 16: 7-15 year olds with disabilities attending educational institutions by province, 2013-2015



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

Note: *Data for 2013 to 2015 pooled together to overcome small sample challenges*

Figure 17: 7-15 year olds attending educational institutions by population group, 2013-2015



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

Note: *Data for 2013 to 2015 pooled together to overcome small sample challenges*

Table 21: Percentage 16-18 year old children with disabilities attending educational institutions by province, 2006-2015

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
EC	46.9	45.7	42.0	41.4	71.0	83.0	40.2	34.5	18.9	62.9
FS	51.5	60.6	54.8	70.2	65.2	79.4	89.5	88.8	83.5	100.0
GP	95.1	91.6	70.3	75.0	71.3	90.1	74.4	92.1	92.8	77.6
KZ	34.5	53.4	49.5	39.3	58.6	58.0	69.3	74.2	62.9	78.8
LP	43.8	42.0	40.6	65.9	61.0	83.4	87.5	43.9	19.8	68.7
MP	57.1	85.1	51.1	100.0	80.7	96.1	85.7	58.5	30.1	48.9
NW	100.0	82.2	48.9	18.0	77.2	46.2	50.4	78.0	75.1	14.5
NC	75.2	61.8	44.4	0.0	57.8	100.0	73.8	49.2	100.0	65.3
WC	66.5	59.7	49.1	74.3	79.1	100.0	82.4	87.6	65.5	69.5
SA	57.3	64.6	52.8	54.3	68.3	80.7	66.7	70.3	54.1	68.2

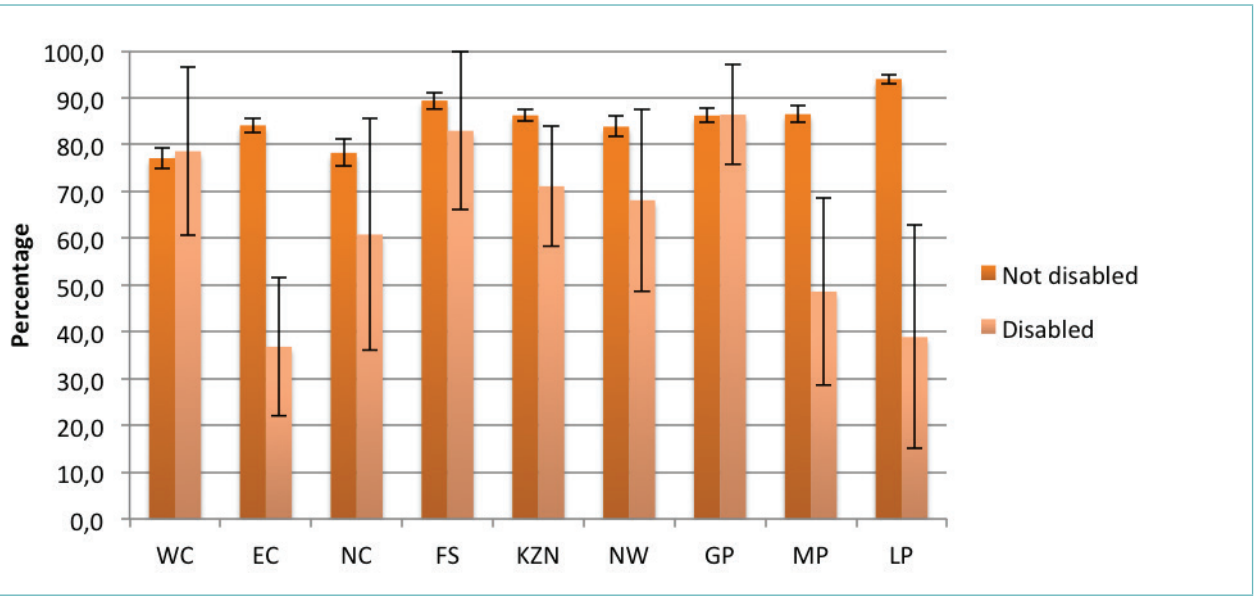
Source: *Statistics South Africa, General Household Survey (GHS), DBE own calculations*

Table 22: Percentage 16-18 year old children with disabilities attending educational institutions by gender, 2006-2015

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Male	63.2	58.0	50.8	50.7	69.1	74.1	71.0	73.6	50.4	79.2
Female	46.5	72.3	56.4	58.1	67.4	85.8	63.1	65.5	59.0	59.3
Total	57.3	64.6	52.8	54.3	68.3	80.7	66.7	70.3	54.1	68.2

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

Figure 18: 16-18 year olds attending educational institutions province, 2013-2015



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

Note: *Data for 2013 to 2015 pooled together to overcome small sample challenges*

7. OUT OF SCHOOL CHILDREN

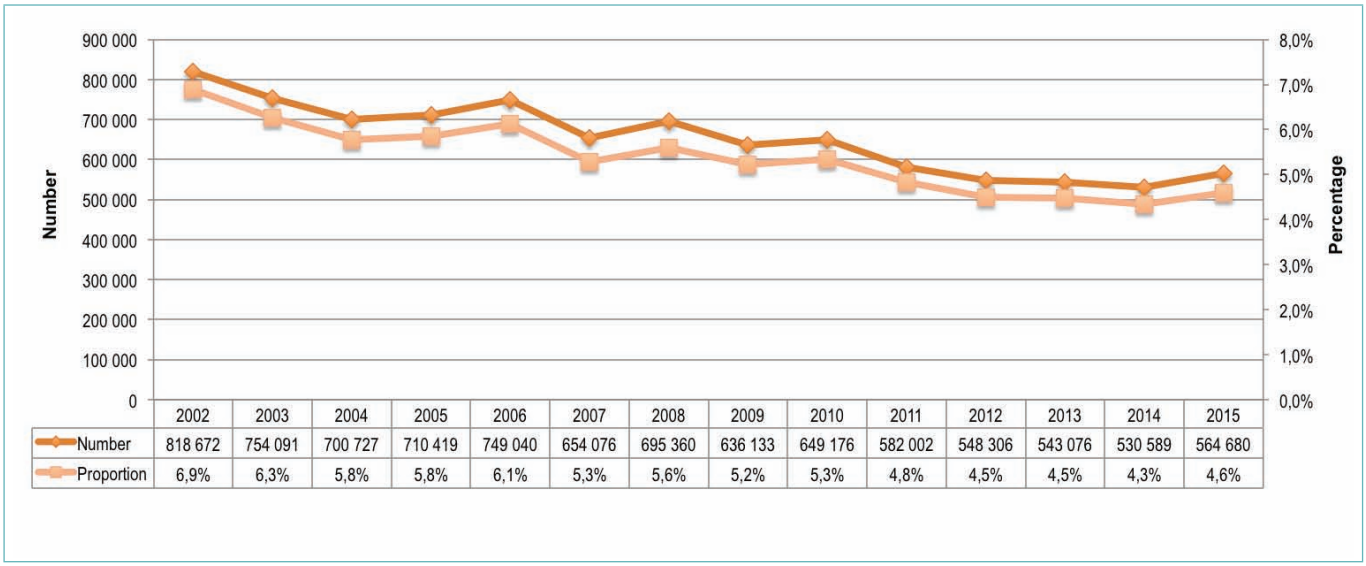
"Out of school children" refers to children who fall into the range of the official school going age of 7 to 18 years old, but who are not enrolled in either primary or secondary schools. The purpose of measuring out of school children is to identify the proportion of the population that are not attending school, but that falls within the range of the official primary and secondary school age. These numbers should form the target for drawing up policies and driving efforts to achieve universal primary and secondary education. The General Household Survey asked all individuals whether they are attending an educational institution currently. The value for out of school children was therefore calculated by observing the number of individuals aged 7 to 18 years old who reported that they are not currently attending any educational institution.

Overall findings:

- The overall decrease in the number of out of school children is encouraging.
- The percentage of 7 to 18 year old children out of school has decreased from approximately 7% in 2002 to 5% in 2015.
- The percentage of 7 to 15 year old children out of school has decreased from almost 4% in 2002 to one 1% in 2015.
- The percentage of 16 to 18 year old children out of school has decreased from almost 17% in 2002 to 15% in 2015.

From figure 19 it is evident that there has been a downward trend among out of school learners who are of the official school age. In 2002, around 800 000 children aged 7 to 18 years old were out of school, but this figure has decreased to around 560 000 children in 2015. Looking at those of the compulsory school age (7 to 15 year olds), in 2002 around 320 000 children were out of school and in 2015 only around 110 000 children were out of school (figure 20). For those aged 16 to 18 years old, the picture did not change much as around 490 000 children were out of school in 2002 and around 450 000 were out of school in 2015 (figure 21). It is evident that large improvements have been made in the enrolment of learners of the compulsory school age, but that there has not been any significant change among the 16 to 18 year old learners.

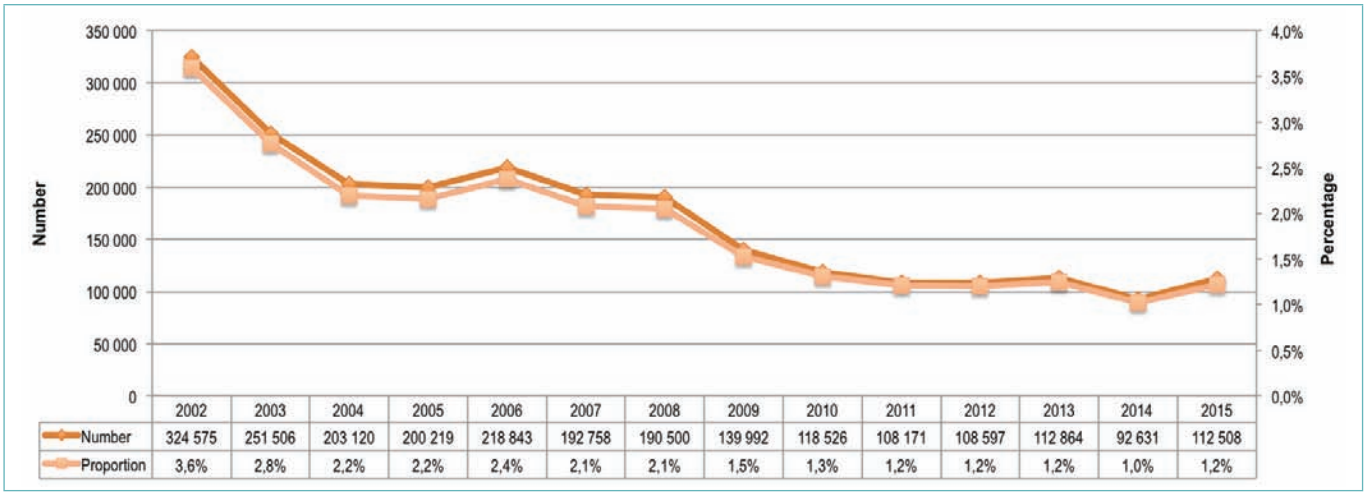
Figure 19: 7-18 year old children who are out of school, 2002-2015



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Number	818 672	754 091	700 727	710 419	749 040	654 076	695 360	636 133	649 176	582 002	548 306	543 076	530 589	564 680
Proportion	6,9%	6,3%	5,8%	5,8%	6,1%	5,3%	5,6%	5,2%	5,3%	4,8%	4,5%	4,5%	4,3%	4,6%

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

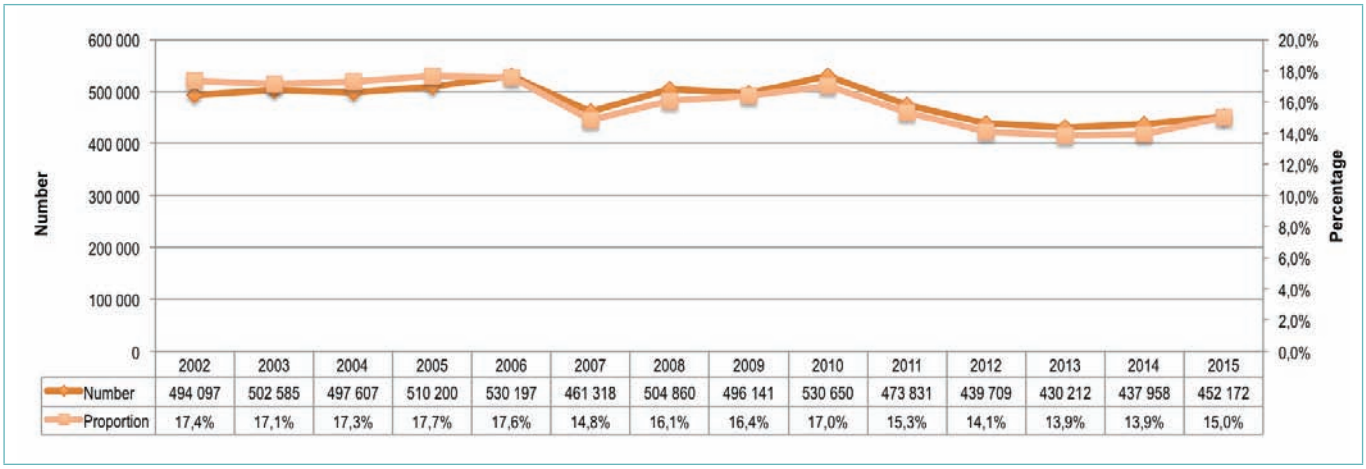
Figure 20: 7-15 year old children who are out of school, 2002 – 2015



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Number	324 575	251 506	203 120	200 219	218 843	192 758	190 500	139 992	118 526	108 171	108 597	112 864	92 631	112 508
Proportion	3,6%	2,8%	2,2%	2,2%	2,4%	2,1%	2,1%	1,5%	1,3%	1,2%	1,2%	1,2%	1,0%	1,2%

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

Figure 21: 16-18 year old children who are out of school, 2002 – 2015



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Number	494 097	502 585	497 607	510 200	530 197	461 318	504 860	496 141	530 650	473 831	439 709	430 212	437 958	452 172
Proportion	17,4%	17,1%	17,3%	17,7%	17,6%	14,8%	16,1%	16,4%	17,0%	15,3%	14,1%	13,9%	13,9%	15,0%

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

8. REASONS FOR NON-ATTENDANCE OR FOR NOT ATTENDING THE NEAREST INSTITUTION

In this section, we try to understand the reasons why children are not attending education institutions. We also look at the reasons why children are not attending the nearest education institutions.

For children who are not attending school, the GHS asks "What is the main reason why [this child] is not attending any educational institution?" Responses to this question must be interpreted in the light of research showing that the main predictor of dropping out is poor quality early education (Taylor, et al., 2015). The self-reported reasons for not attending school may act as a trigger for dropping out, but those same factors may not trigger drop out for children who are progressing well in terms of learning levels, especially if they are in a good quality school.

Table 23 shows that disability is the main reported reason why children aged 7 to 15 years old are not attending any educational institution. However, as reported in section 6 above, around 90% of learners with disabilities are currently attending an educational institution. It is encouraging to note that very few respondents in this age group stated that marriage or lack of transport are reasons for not attending any education institution. A concern, however, is that 8% of the 7 to 15 year olds who are not attending educational institutions state that the main reason is not having been accepted for enrolment. For 16 to 18 year olds, the main reason (26%) for not attending educational institutions is reportedly because of a lack of money for fees, while around 10% of the same age group said they are not attending any education institution currently because they have completed their education or are satisfied with their level of education. As a society, however, it is concerning that among both 7 to 15 year olds and 16 to 18 year olds there were quite a high proportion of out of school learners who stated that the reason for not attending is because they regard education as being useless.

Another question asked in the GHS is "What is the main reason why [this child] is not attending the nearest institution?" Figure 22 shows that there are more learners at the secondary level (17%) than at the primary level (14%) who do not attend the nearest educational institution. Given that there are more primary schools than secondary schools in the country, this statistic may reflect the greater value parents place on secondary schooling than on primary schooling. The Western Cape and Gauteng provinces have the highest proportion of learners who are not attending the nearest institution at both the primary and secondary levels. Various factors can play a role in this trend, but most likely the density of schools, as well as the prevalence of better performing schools in these province, means that parents have the option of sending their children to an institution other than the closest institution. Table 24 shows that the main reason why 7 to 15 year olds and 16 to 18 year olds are not attending the nearest institutions is because their current institutions are better than the closest institutions. A high percentage indicated that the quality of teaching is poor or that their preferred course or subjects are not offered at the nearest institution. This evidence points to the fact that in areas where the option for a better quality education is available, parents are choosing to send their children to obtain a higher quality of education. Around 7% of 7 to 15 year olds and 8% of 16 to 18 year olds also indicated that they were not accepted for enrolment at the nearest institution.

Overall findings: Non-attendance

- In 2015, 27% of 7 to 15 year old children indicated that they were not attending any form of education institution due to disability, while 27% of 16 to 18 year olds indicated that their non-attendance was due to no money for fees.
  - The following selected reasons were provided for not attending an education institution:
  - 8% of 7 to 15 year old children and 10% of 16 to 18 year old children not attending educational institutions considered education useless or not interesting.
  - 9% of 7 to 15 year old children and 4% of 16 to 18 year old children not attending educational institutions were reportedly not accepted for enrolment.
  - 9% of 7 to 15 year old children and 7% of 16 to 18 year old children not attending educational institutions left school because they are unable to perform at school.

Overall findings: Selected reasons for not attending the nearest institution include

- Most children 7 to 15 years old and 16 to 18 years old indicated that the main reason for not attending the nearest institutions is because the current institution is better than the closest institution.
- Approximately 20% of 7 to 15 year olds and 19% of 16 to 18 year olds who are not attending the nearest institutions say the reason is because the quality of teaching is poor at the nearest school.

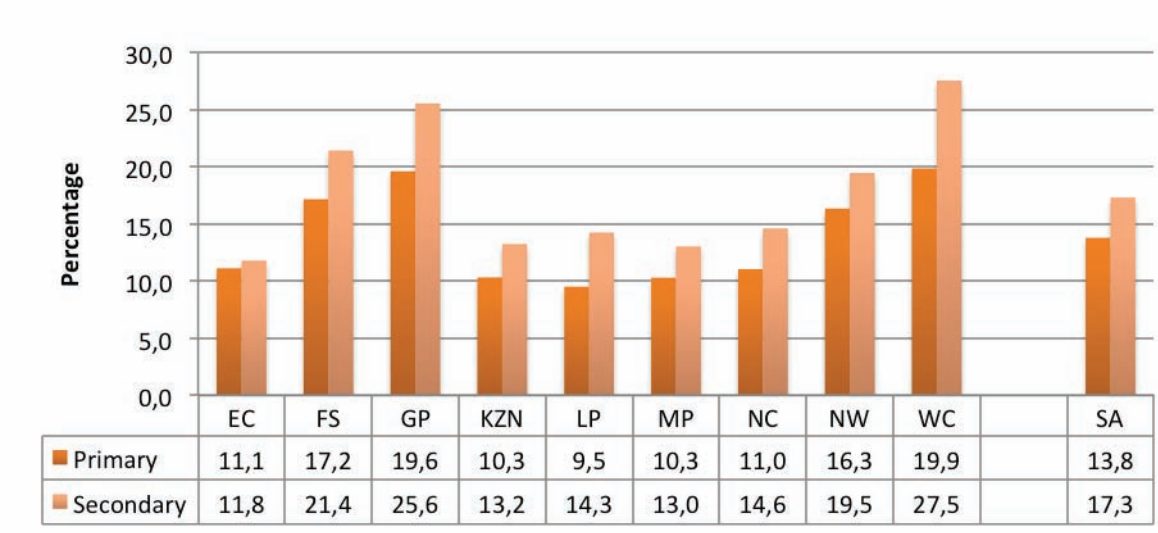
Table 23: Reasons for non-attendance of educational institutions, 2015

	7 to 15 year olds	16 to 18 year olds
No money for fees	4.9	26.9
Has completed education/satisfied with level of education/does not want to study	4.5	10.2
Education is useless or not interesting	7.6	9.5
Other	19.2	9.1
Failed exams	3.4	7.7
Unable to perform at school	8.9	7.1
He or she is working at home or business	3.3	6.9
Family commitment (e.g. child minding)	1.8	6.2
Pregnancy	2.6	3.8
Not accepted for enrolment	8.6	3.6
Do not have time/too busy	0.0	2.1
Disability	27.1	1.8
Illness	4.7	1.8
Too old/young	0.9	1.6
Difficulties to get to school (transport)	0.0	0.8
Got married	0.0	0.7
Violence at school	0.4	0.4
School/education institution is too far	2.1	0.0

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

Note: *Calculation based on the population of 7 to 15 and 16 to 18 year olds*

Figure 22: Proportion of learners not attending nearest institutions, 2015



	EC	FS	GP	KZN	LP	MP	NC	NW	WC		SA
Primary	11,1	17,2	19,6	10,3	9,5	10,3	11,0	16,3	19,9		13,8
Secondary	11,8	21,4	25,6	13,2	14,3	13,0	14,6	19,5	27,5		17,3

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

Note: *Primary refers to Grade R to Grade 7 while Secondary refers to Grade 8 to Grade 12*

Table 24: Reasons for not attending the nearest institution, 2015

	7 to 15 year olds	16 to 18 year olds
Current institution better than closest	35.7	33.1
Quality of teaching is poor	19.8	19.3
Preferred courses/subject not offered	12.6	18.1
Other	8.7	8.0
Not accepted for enrolment	6.9	7.9
Lack of resources/equipment	5.5	5.2
Overcrowded classes	5.0	3.2
Inadequate facilities	1.8	0.9
Lack of discipline	1.3	1.9
No/too few extra-mural activities	1.2	0.5
Lack of safety	0.9	0.7
Weak management	0.6	1.0
Lack of services	0.2	0.1

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

Note: *Calculation based on the population of 7 to 15 and 16 to 18 year olds*

9. LEARNER PREGNANCY

Pregnancy remains a major barrier for girls to attending educational institutions. The GHS asks respondents whether a person in the household has fallen pregnant in the previous twelve months. This information on learner pregnancy assists the Department with measuring the prevalence of learner pregnancy in the schooling system, as well as with developing interventions and strategies to address learner pregnancy as a barrier to education. It is, however, necessary to note the difficulties in capturing accurate information on the exact number of learners of a school-going age that are pregnant. The GHS survey is often filled out by a guardian or a parent on behalf of learners who are in school during the data collection visit, and the parent or guardian might not be aware of a learner being pregnant. Furthermore, societal norms regarding teenage pregnancy may prohibit learners from reporting that they are pregnant and therefore it is expected that there will be an under-reporting of teenage pregnancy.

Focusing on individuals aged 14 year olds and above, there has been a slight decrease in percentage of females attending schools that reported being pregnant from 3.6% in 2010 to 3.3% in 2015. There has also been a reduction in the absolute number of females who reported being pregnant from 92 199 in 2010 to 85 349 in 2015. The year 2013 has recorded the highest number of pregnancies among female learners in the past 5 years, however it must be noted that there has been no significant difference in this percentage in the past 5 years. As one would expect, the pregnancy rate is highest in Grades 10 to 12.

These numbers, however, are much higher than the pregnancy rates that were reported in the 2015 Annual School Survey report, where the total number of teenage pregnancies reported were 15 740. Once again it is necessary to keep in mind that the Annual School Survey was filled out by School Principals, and that they may not be aware of all the learners who have been pregnant at their school. The difference in these two figures shows that one must interpret the absolute numbers of teenage pregnancy with great caution and that there is most likely some under-reporting of the numbers.

Overall findings: Learner Pregnancy

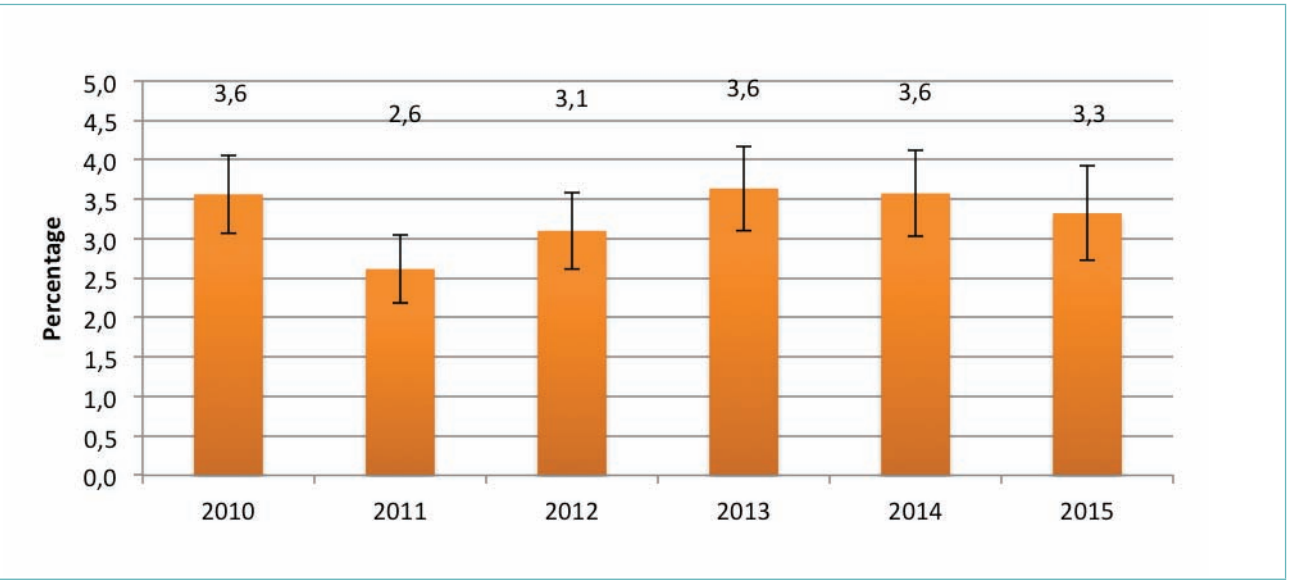
- 3.3% of female learners older than 13 reported being pregnant in 2015.
- There were 3 provinces that had over 14 000 learners who reported being pregnant in 2015, Limpopo (21 675) being the highest, followed by KwaZulu-Natal (18 347) and the Eastern Cape (14 980).
- 3% of female learners who are in school that reported being pregnant in 2015, which relates to just over 85 000 learners in the schooling system who have fallen pregnant.
- It is likely that the incidence of pregnancy is probably under-reported given that some respondents may not have been aware of a pregnancy in their household.

Table 25: Percentage and number of female learners aged 14 years and older in schools that reported being pregnant, 2010-2015

	2010		2011		2012		2013		2014		2015	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
EC	12 438	3.2	16 446	3.9	14 896	3.7	18 150	4.7	15 870	4.2	14 980	3.8
FS	2 775	2.1	1 082	0.7	2 425	1.7	4 309	3.3	6 741	5.1	1 515	1.2
GP	17 081	4.1	7 532	1.7	9 052	2.1	9 428	2.2	11 221	2.6	10 045	2.4
KZN	16 307	2.9	14 428	2.5	18 680	3.3	24 264	4.4	18 533	3.3	18 347	3.3
LP	25 321	5.8	20 752	5.2	11 134	2.8	13 941	3.4	15 151	4.0	21 675	5.6
MP	8 088	3.5	5 377	2.1	13 821	6.2	11 854	5.2	10 181	4.8	5 977	2.5
NW	5 664	3.3	2 822	1.5	6 603	3.8	7 359	4.3	4 512	2.7	8 675	5.0
NC	1 574	3.3	403	0.8	1 338	2.5	1 173	2.3	1 388	2.7	1 311	2.5
WC	2 951	1.5	1 505	0.7	3 189	1.4	2 778	1.3	7 033	3.0	2 824	1.2
SA	**92 199**	**3.6**	**70 348**	**2.6**	**81 139**	**3.1**	**93 255**	**3.6**	**90 629**	**3.6**	**85 349**	**3.3**

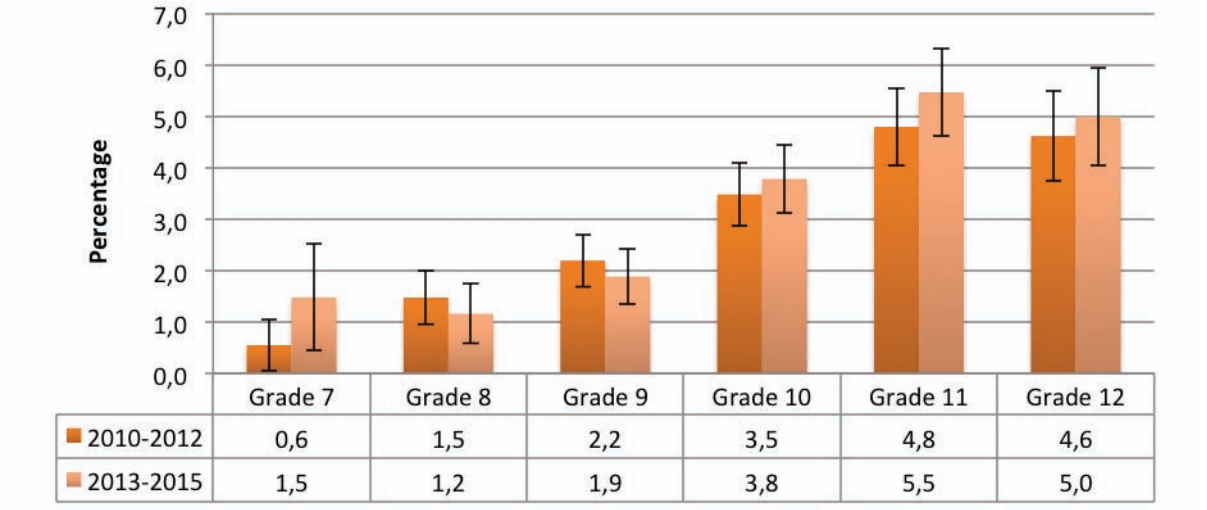
Source: *Statistics South Africa, General Household Survey (GHS), DBE own calculations*

Figure 23: Percentage of females who reported being pregnant in the past 12 months, 2010 - 2015



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

Figure 24: Percentage of females who reported being pregnant in the past 12 months by grade, 2010-2015



	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2010-2012	0,6	1,5	2,2	3,5	4,8	4,6
2013-2015	1,5	1,2	1,9	3,8	5,5	5,0

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

Note: *Data for 2010-2012 is pooled to one dataset and also data for 2013-2015 is pooled to one dataset*

10. LEARNING AND TEACHING SUPPORT MATERIAL (LTSM)

In order for quality teaching and learning to take place, all learners should have access to their own textbook for every subject. Goal 19 of the Action Plan to 2019: Towards the Realisation of Schooling 2030 is to ensure that each learner has access to the minimum set of textbooks and workbooks required according to the national policy. In pursuit of quality education to all children, the Department has requested Stats SA to assist by including questions on access to workbooks and textbooks by learners who attend school. The most recent nationally representative data on this indicator can be obtained from 2013 to 2015. Questions on access to workbooks and textbooks were included to assist the Department in tracking the delivery of workbooks and textbooks to schools across the country. The main focus of the access to workbooks is on Mathematics and Language in Grades 1 to 9 and access to all textbooks in Grades 10 to 12. It will be good to note that the question is asked of households and therefore the indicator is based on their perception of the availability of LTSM, rather than on an audit of schools.

Since 2002 we have witnessed a decline in the percentage of learners who indicated that they have experienced a lack of books in school. This percentage has decreased from around 20% in 2002 to around 4% in 2015, with the highest decline observed in the Eastern Cape. The overall percentage of learners that have access to workbooks or textbooks is encouraging.

10.1 Access to Language and Mathematics Workbooks (Grades 1 to 9)

One of the most significant interventions within the education sector in recent years has been the DBE colour printed workbooks. In 2015, over 95% of Grade 1 to 9 learners across the country had access to mathematics and language workbooks, according to responses in the GHS. When disaggregated by school terms around 94% of Grade 1 to 9 learners in term 1 had access to mathematics and language workbooks, which is the lowest of all terms (Table 27). The lower values for term 1 could be due to the movement of learners to different schools at the start of the year or isolated delays in distribution, but it is encouraging to see that the problem is addressed in the terms that follow. Based on this analysis the Department did well in providing access to workbooks, but it is still necessary to make sure that all learners have access to these workbooks. It should be noted that these GHS estimates, which are based on household reports, may differ from data collected through school surveys with audits of books on site.

Overall findings on access to Language and Mathematics Workbooks:

- Language Workbooks:
  - Access to Language workbooks by learners in Grades 1 to 9 was approximately 97% in 2015.
  - Limpopo and Northern Cape had the highest percentage of learners accessing Language workbooks at almost 99% in 2015.
  - Over 93% of learners in all grades and provinces have access to Language workbooks.
  - Quarter one had the lowest percentage of learners accessing Language Workbooks in all the grades, but there was an increase across the quarters.
- Mathematics Workbooks
  - Access to Mathematics workbooks by learners in Grades 1 to 9 was approximately 97% in 2015.
  - Limpopo and Northern Cape had the highest percentage of learners accessing Mathematics workbooks at approximately 99% in 2015.
  - Over 91% of learners in all grades and provinces have access to Mathematics workbooks.
  - Quarter one had the lowest percentage of learners accessing Mathematics workbooks in all the grades.:

Table 26: Percentage of learners in Grade 1-9, by status of access to Language and Mathematics workbooks, 2015

	Mathematics workbook				Language workbook			
	Yes	No	Do not know	Total	Yes	No	Do not know	Total
EC	97.2	2.5	0.2	100.0	97.0	2.8	0.2	100.0
FS	97.1	2.8	0.1	100.0	97.1	2.8	0.1	100.0
GP	95.1	4.7	0.3	100.0	95.6	4.3	0.2	100.0
KZN	96.1	3.9	0.1	100.0	96.4	3.5	0.1	100.0
LP	98.5	1.5	0.1	100.0	98.7	1.3	0.1	100.0
MP	95.2	4.8	0.0	100.0	95.9	4.1	0.0	100.0
NW	97.9	1.7	0.4	100.0	97.5	2.4	0.2	100.0
NC	98.7	1.4	0.0	100.0	98.8	1.2	0.0	100.0
WC	98.1	1.7	0.3	100.0	98.1	1.6	0.3	100.0
SA	96.7	3.1	0.2	100.0	96.9	3.0	0.1	100.0

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

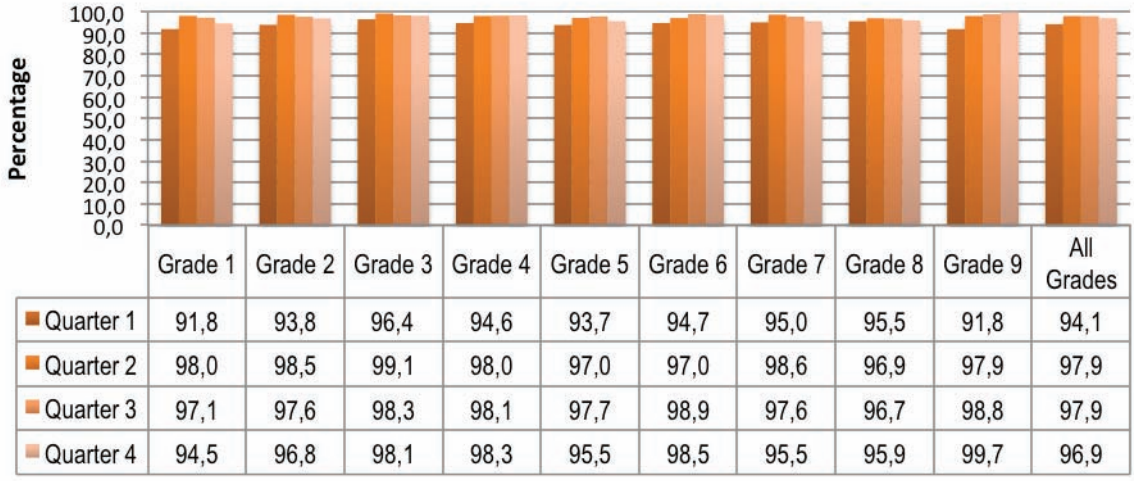
Table 27: Percentage of learners in Grade 1-9 accessing Mathematics workbooks by grade and quarter, 2015

	Term 1	Term 2	Term 3	Term 4	Total
Grade 1	91.8	98.0	97.1	94.5	95.3
Grade 2	93.8	98.5	97.6	96.8	96.7
Grade 3	96.4	99.1	98.3	98.1	98.0
Grade 4	94.6	98.0	98.1	98.3	97.3
Grade 5	93.7	97.0	97.7	95.5	96.0
Grade 6	94.7	97.0	98.9	98.5	97.3
Grade 7	95.0	98.6	97.6	95.5	96.6
Grade 8	95.5	96.9	96.7	95.9	96.3
Grade 9	91.8	97.9	98.8	99.7	96.9
All Grades	94.1	97.9	97.9	96.9	96.7

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

Note: *Term refers to different terms within an academic year*

Figure 25: Percentage of Grade 1-9 learners accessing Mathematics workbooks by grade and quarter, 2015



	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	All Grades
Quarter 1	91,8	93,8	96,4	94,6	93,7	94,7	95,0	95,5	91,8	94,1
Quarter 2	98,0	98,5	99,1	98,0	97,0	97,0	98,6	96,9	97,9	97,9
Quarter 3	97,1	97,6	98,3	98,1	97,7	98,9	97,6	96,7	98,8	97,9
Quarter 4	94,5	96,8	98,1	98,3	95,5	98,5	95,5	95,9	99,7	96,9

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

Table 28: Percentage of Grade 1-9 learners accessing Mathematics workbooks by province and quarter, 2015

	Term 1	Term 2	Term 3	Term 4	Total
EC	94.9	95.9	98.8	99.3	97.2
FS	97.8	97.9	99.0	94.0	97.1
GP	92.8	98.1	95.7	93.2	95.1
KZN	90.6	98.5	97.5	97.4	96.1
LP	98.3	98.3	100.0	97.3	98.5
MP	91.6	96.2	95.4	96.9	95.2
NW	95.6	99.0	99.5	97.6	97.9
NC	95.9	99.4	100.0	99.6	98.6
WC	96.6	99.5	98.2	98.4	98.1
SA	94.1	97.9	97.9	96.9	96.7

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

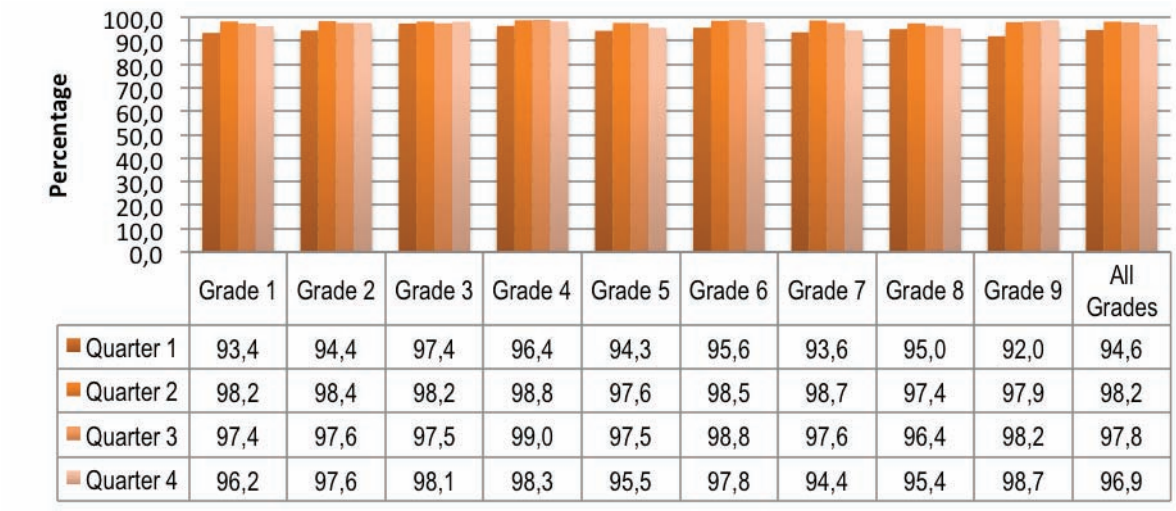
Note: *Term refers to different terms within the academic year*

Table 29: Percentage of Grade 1-9 learners accessing Language workbooks by grade and quarter, 2015

Grade	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Grade 1	93.4	98.2	97.4	96.2	96.3
Grade 2	94.4	98.4	97.6	97.6	97.0
Grade 3	97.4	98.2	97.5	98.1	97.8
Grade 4	96.4	98.8	99.0	98.3	98.1
Grade 5	94.3	97.6	97.5	95.5	96.3
Grade 6	95.6	98.5	98.8	97.8	97.7
Grade 7	93.6	98.7	97.6	94.4	96.1
Grade 8	95.0	97.4	96.4	95.4	96.1
Grade 9	92.0	97.9	98.2	98.7	96.6
All Grades	94.6	98.2	97.8	96.9	96.9

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

Figure 26: Percentage of Grade 1-9 learners accessing Language workbooks by grade and quarter, 2015



	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	All Grades
Quarter 1	93,4	94,4	97,4	96,4	94,3	95,6	93,6	95,0	92,0	94,6
Quarter 2	98,2	98,4	98,2	98,8	97,6	98,5	98,7	97,4	97,9	98,2
Quarter 3	97,4	97,6	97,5	99,0	97,5	98,8	97,6	96,4	98,2	97,8
Quarter 4	96,2	97,6	98,1	98,3	95,5	97,8	94,4	95,4	98,7	96,9

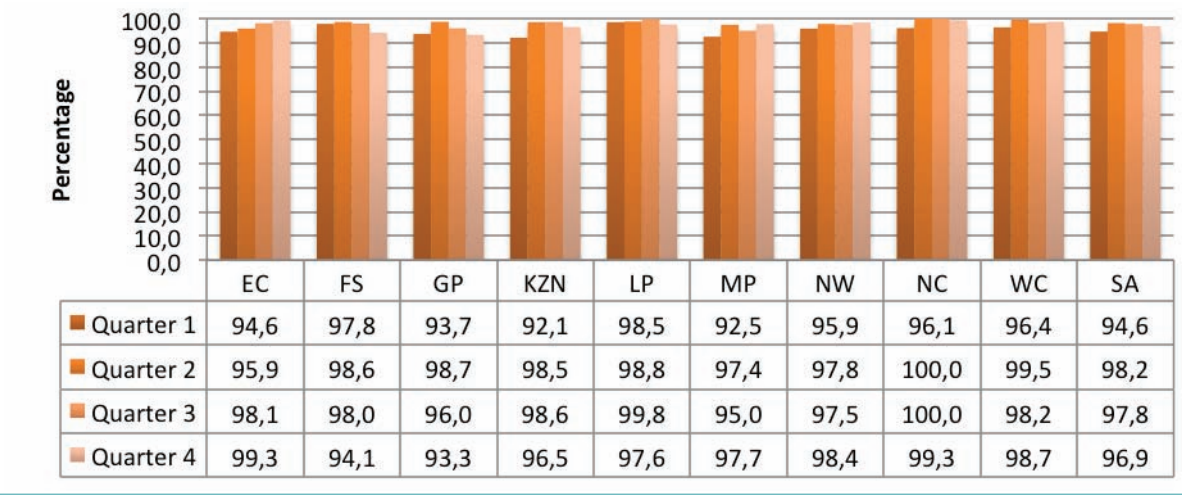
Source: *Statistics South Africa, General Household Survey (GHS), DBE own calculations*

Table 30: Percentage of Grade 1-9 learners accessing Language workbooks by province and quarter, 2015

	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
EC	94.6	95.9	98.1	99.3	96.9
FS	97.8	98.6	98.0	94.1	97.1
GP	93.7	98.7	96.0	93.3	95.6
KZN	92.1	98.5	98.6	96.5	96.4
LP	98.5	98.8	99.8	97.6	98.7
MP	92.5	97.4	95.0	97.7	95.9
NW	95.9	97.8	97.5	98.4	97.5
NC	96.1	100.0	100.0	99.3	98.8
WC	96.4	99.5	98.2	98.7	98.1
SA	94.6	98.2	97.8	96.9	96.9

Source: *Statistics South Africa, General Household Survey (GHS), DBE own calculations*
Note: *Quarter refers to different quarters with a calendar year*

Figure 27: Percentage of Grade 1-9 learners accessing Language workbooks by province and quarter, 2015



	EC	FS	GP	KZN	LP	MP	NW	NC	WC	SA
Quarter 1	94,6	97,8	93,7	92,1	98,5	92,5	95,9	96,1	96,4	94,6
Quarter 2	95,9	98,6	98,7	98,5	98,8	97,4	97,8	100,0	99,5	98,2
Quarter 3	98,1	98,0	96,0	98,6	99,8	95,0	97,5	100,0	98,2	97,8
Quarter 4	99,3	94,1	93,3	96,5	97,6	97,7	98,4	99,3	98,7	96,9

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

10.2 Access to Textbooks (Grades 10 to 12)

Among learners in Grades 10 to 12 in 2015, around 79% reported having access to textbooks in all subjects, while around 1% had no access to any of the textbooks. When disaggregated by province, around 90% of learners in Free State had access to textbooks in all subjects, whereas KwaZulu-Natal had the lowest percentage of around 64%. Despite the rudimentary nature of household responses as a measure of textbook access, this analysis indicates that more attention to textbook delivery as well as school textbook retrieval systems may be required in certain provinces.

Overall Findings on Access to Textbooks:

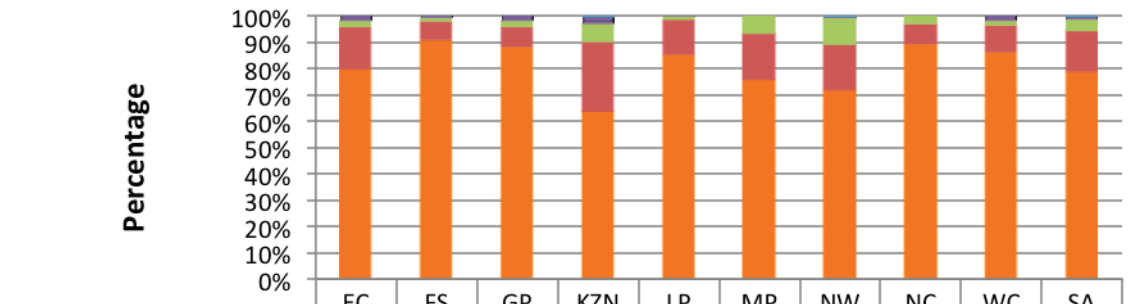
- Almost 79% of learners had access to textbooks in Grades 10 to 12 in all subjects.
- The Free State had the highest percentage of learners that had access to textbooks in all their subjects, whereas KwaZulu-Natal had the lowest percentage of learners with access to textbooks in all subjects.
- Between 2013 and 2015 the percentage of learners that had access to textbooks for all subjects in Grades 10 to 12 declined marginally, but was consistently in the region of between 78% and 80%.
- At least 2% of learners in Grades 10 to 12 are reported to have no access to textbooks in any of their subjects.
- The overall percentage of learners who indicated they had experienced a lack of books at school, has decreased to approximately 4% in 2015 when compared with 20% in 2002.

Table 31: Access to textbooks in Grades 10-12, by province in 2015

	All his/her subjects	Most of his/ her subjects	Some of his/ her subjects	None of his/ her subjects	Do not know	Total
EC	79.8	15.9	2.6	1.7	0.0	100
FS	90.3	7.1	1.8	0.8	0.0	100
GP	87.8	7.9	2.6	1.5	0.2	100
KZN	64.1	26.0	7.0	2.2	0.7	100
LP	84.9	13.4	1.2	0.5	0.0	100
MP	75.8	17.5	6.5	0.2	0.0	100
NW	71.6	17.9	9.5	0.5	0.6	100
NC	88.7	8.0	3.3	0.0	0.0	100
WC	85.7	10.2	2.1	2.0	0.0	100
SA	78.7	15.7	4.1	1.3	0.2	100

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

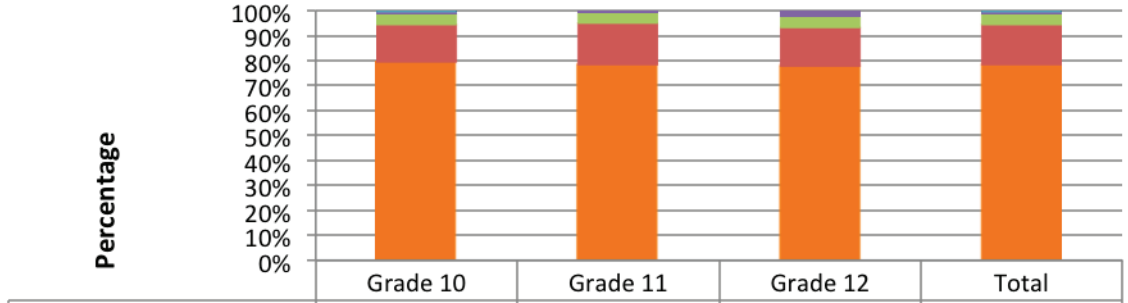
Figure 28: Access to textbooks in Grades 10-12 by province, 2015



	EC	FS	GP	KZN	LP	MP	NW	NC	WC	SA
Do not know	0,0	0,0	0,2	0,7	0,0	0,0	0,6	0,0	0,0	0,2
None of his/her subjects	1,7	0,8	1,5	2,2	0,5	0,2	0,5	0,0	2,0	1,3
Some of his/her subjects	2,6	1,8	2,6	7,0	1,2	6,5	9,5	3,3	2,1	4,1
Most of his/her subjects	15,9	7,1	7,9	26,0	13,4	17,5	17,9	8,0	10,2	15,7
All his/her subjects	79,8	90,3	87,8	64,1	84,9	75,8	71,6	88,7	85,7	78,7

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

Figure 29: Access to textbooks in Grades 10-12, by grade in 2015



	Grade 10	Grade 11	Grade 12	Total
Do not know	0,3	0,2	0,2	0,2
None of his/her subjects	1,1	1,0	2,1	1,3
Some of his/her subjects	4,1	3,8	4,3	4,1
Most of his/her subjects	14,9	16,9	15,2	15,7
All his/her subjects	79,5	78,2	78,2	78,7

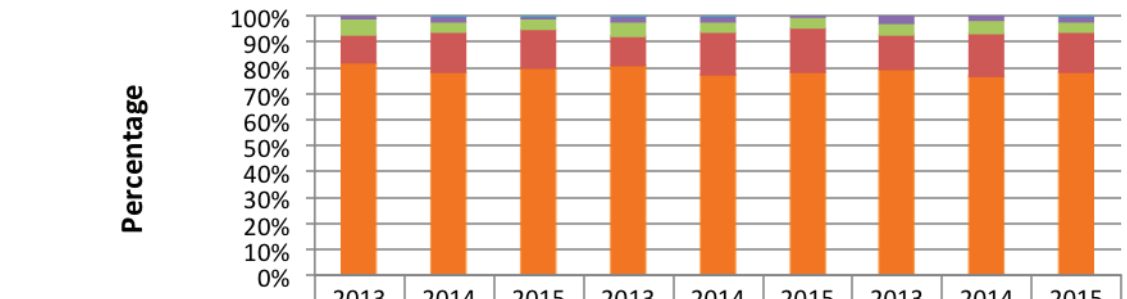
Source: *Statistics South Africa, General Household Survey (GHS), DBE own calculations*

Table 32: Access to textbooks in Grades 10-12, 2013 – 2015

Access to Textbooks	2013	2014	2015
All his/her subjects	80.7	77.7	78.7
Most of his/her subjects	11.8	15.8	15.7
Some of his/her subjects	5.4	4.5	4.1
None of his/her subjects	1.9	1.8	1.3
Do not know	0.2	0.3	0.2
Total	100.0	100.0	100.0

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

Figure 30: Access to textbooks in Grades 10-12, by grade for the period 2013-2015



	2013	2014	2015	2013	2014	2015	2013	2014	2015
	Grade 10			Grade 11			Grade 12		
Do not know	0,1	0,4	0,3	0,3	0,3	0,2	0,1	0,1	0,2
None of his/her subjects	1,4	1,8	1,1	2,1	2,1	1,0	2,6	1,6	2,1
Some of his/her subjects	5,9	4,2	4,1	5,4	4,2	3,8	4,6	5,4	4,3
Most of his/her subjects	11,0	15,2	14,9	11,3	16,2	16,9	13,7	16,2	15,2
All his/her subjects	81,6	78,5	79,5	81,0	77,3	78,2	79,1	76,7	78,2

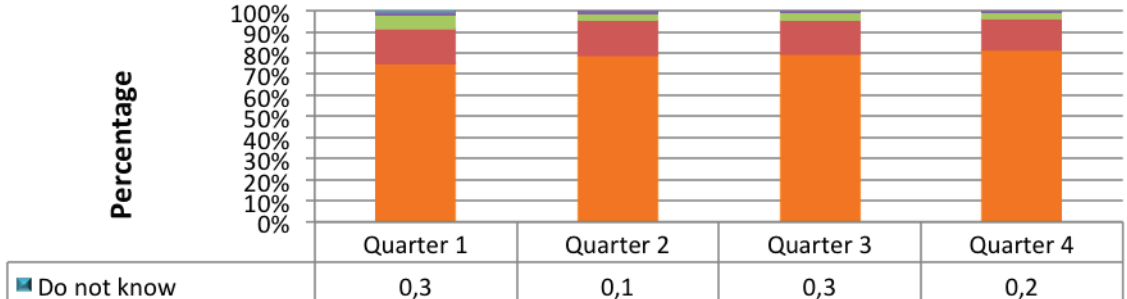
Source: *Statistics South Africa, General Household Survey (GHS), DBE own calculations*

Table 33: Access to textbooks in Grades 10-12 by term, 2015

Quarter	All his/her subjects	Most of his/ her subjects	Some of his/ her subjects	None of his/ her subjects	Do not know	Total
Term 1	75.3	16.2	6.4	1.9	0.3	100
Term 2	78.8	16.6	3.1	1.4	0.1	100
Term 3	79.5	15.4	3.7	1.1	0.3	100
Term 4	81.4	14.4	3.0	0.9	0.2	100
Total	78.7	15.7	4.1	1.3	0.2	100

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

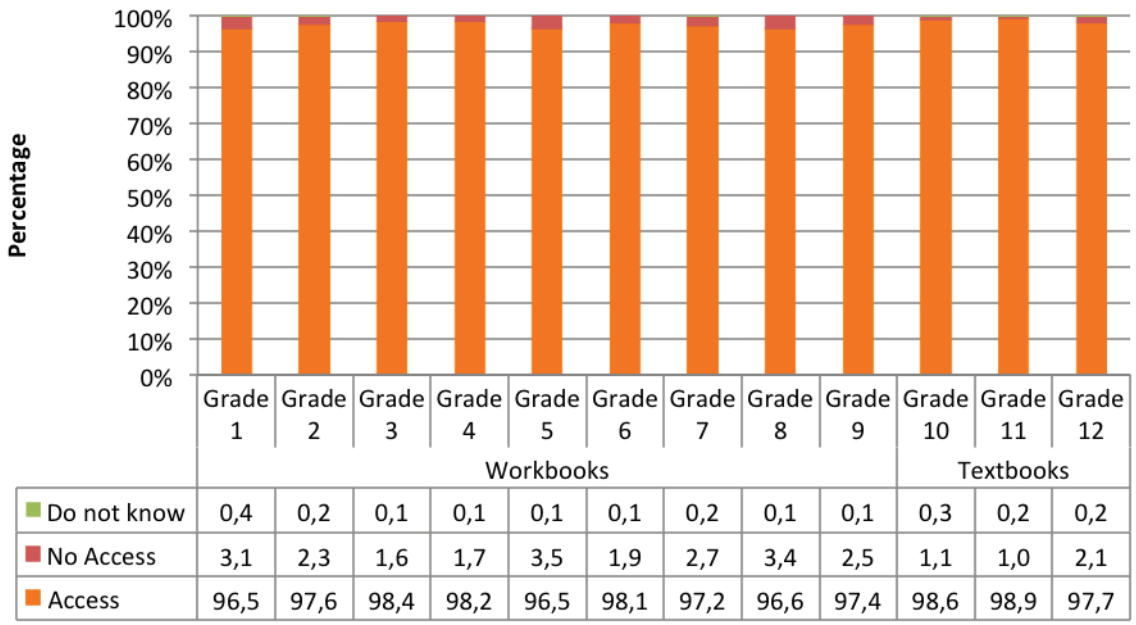
Figure 31: Access to textbooks in Grades 10-12 by quarter, 2015



	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Do not know	0,3	0,1	0,3	0,2
None of his/her subjects	1,9	1,4	1,1	0,9
Some of his/her subjects	6,4	3,1	3,7	3,0
Most of his/her subjects	16,2	16,6	15,4	14,4
All his/her subjects	75,3	78,8	79,5	81,4

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

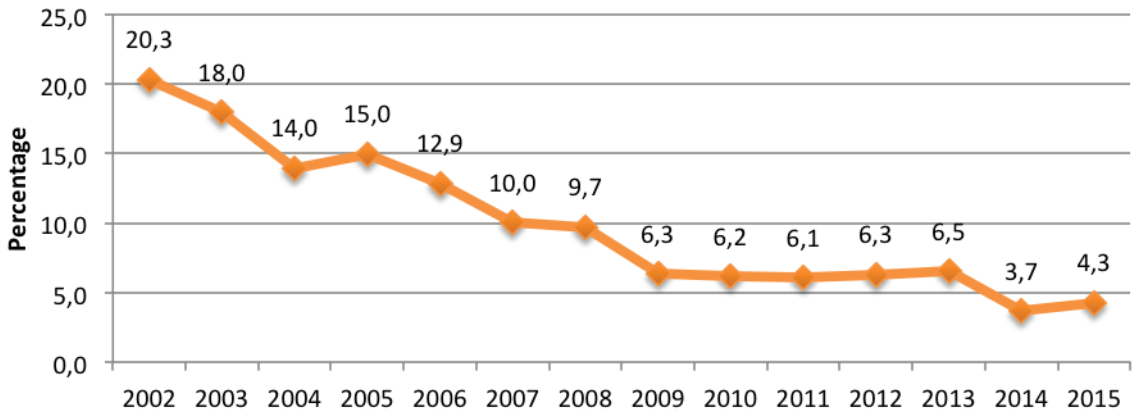
Figure 32: Summary of access to workbooks and textbooks, 2015



	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	Workbooks									Textbooks		
Do not know	0,4	0,2	0,1	0,1	0,1	0,1	0,2	0,1	0,1	0,3	0,2	0,2
No Access	3,1	2,3	1,6	1,7	3,5	1,9	2,7	3,4	2,5	1,1	1,0	2,1
Access	96,5	97,6	98,4	98,2	96,5	98,1	97,2	96,6	97,4	98,6	98,9	97,7

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

Figure 33: Percentage of learners who indicated that they experienced lack of books in schools



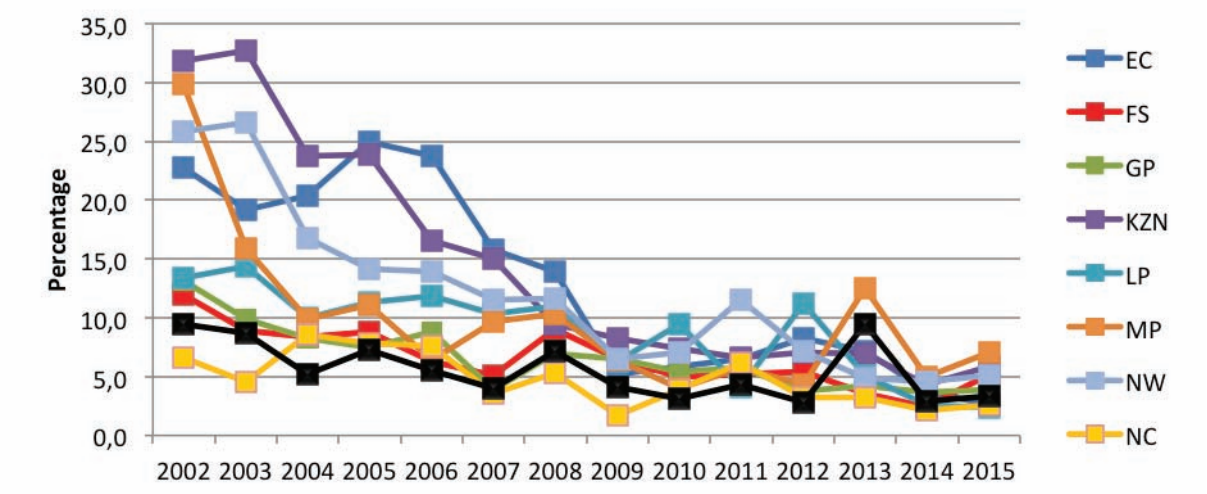
Source: *Statistics South Africa, General Household Survey (GHS), DBE own calculations*

Table 34: Percentage of learners who indicated they had experienced lack of books at school, 2006– 2015

Province	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
EC	23.8	15.8	13.9	5.2	5.8	6.5	8.2	7.2	3.7	2.5
FS	6.2	5.1	9.0	6.5	5.0	5.2	5.4	3.5	2.4	5.2
GP	8.8	3.9	6.9	6.5	5.4	5.8	3.8	4.2	3.6	3.9
KZN	16.6	15.0	9.5	8.3	7.4	6.6	7.0	6.9	4.3	5.8
LP	11.8	10.4	11.0	6.3	9.4	4.1	11.2	5.1	2.6	2.4
MP	6.4	9.6	10.3	6.4	4.0	5.7	4.3	12.5	5.0	7.1
NW	14.0	11.5	11.6	6.5	7.1	11.5	7.2	4.9	4.6	5.1
NC	7.6	3.5	5.3	1.7	3.9	6.1	3.2	3.3	2.1	2.6
WC	5.5	4.0	7.1	4.1	3.1	4.3	2.8	9.5	2.9	3.4
SA	12.9	10.0	9.7	6.3	6.2	6.1	6.3	6.5	3.7	4.3

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

Figure 34: Percentage of learners who indicated they had experienced a lack of books at school by province, 2002 – 2015



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

11. HOUSEHOLD COMPLAINTS ABOUT EDUCATION, 2002 – 2015

The GHS asked the head of a household whether a person in the household who was attending an educational institution, experienced any problems at the institution over the last six months. The question listed nine options and the respondent was expected to select one or more of the options provided.

Across the years there was a decline in the household complaints about education. More specifically there was a significant decline in complaints about a lack of books and high fees, while poor quality of teaching and the lack of teachers recorded the lowest percentage of household complaints over the years.

It is, however, to be expected that households from different backgrounds will complain about different aspects of education. Disaggregating household complaints by province we find that Western Cape has the highest proportion of complaints about class sizes being too large, despite the fact that classes are in fact smaller on average in Western Cape than in other provinces. This illustrates the importance of interpreting these GHS indicators as self-responses. Gauteng has the highest proportion of complaints about fees being too high and in Mpumalanga most of the complaints are about a lack of books. It is interesting to note that a lack of books remain the most frequent complaint among households, regardless of whether parents pay school fees or not. These trends suggest that the interventions regarding the DBE Workbooks, and the introduction of no-fee schools have been addressing the most serious challenges that learners have been experiencing.

Overall Findings: Household Complaints:

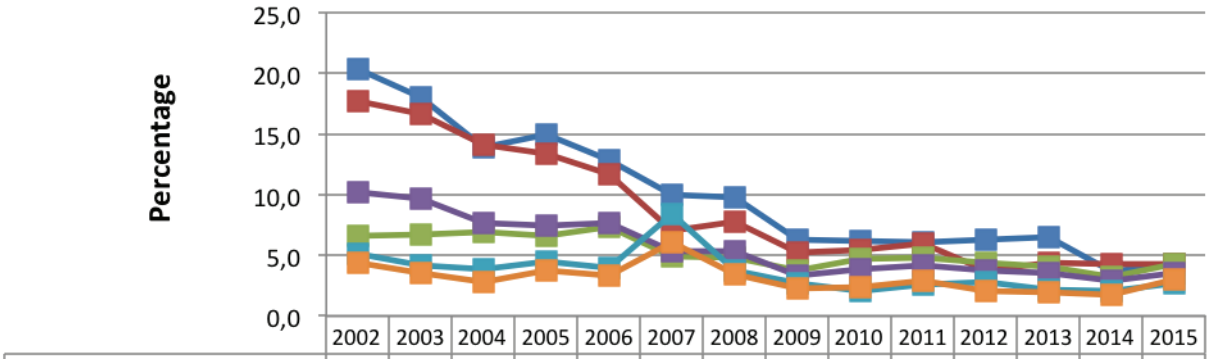
- Overall, complaints about education have decreased from 2002 to 2015.
- Complaints about a lack of books have decreased from 20% in 2002 to approximately 4% in 2015.
- Complaints about high school fees dropped from almost 18% in 2002 to 4% in 2015.
- Complaints about classes being too large have declined from nearly 7% in the early 2000's to about 4% in the last few years.
- Complaints about education facilities have significantly decreased from 10% in 2002 to 4% in 2015.
- Complaints about a lack of teachers and poor quality of teaching have also declined from 2002 to 2015

Table 35: Household complaints about education, 2002 – 2015

	Lack of books	Fees too high	Classes too large	Facilities in bad condition	Lack of teachers	Poor quality of teaching
2002	20.3	17.7	6.6	10.2	5.1	4.4
2003	18.0	16.7	6.7	9.7	4.2	3.5
2004	14.0	14.1	6.9	7.7	3.8	2.8
2005	15.0	13.4	6.6	7.4	4.5	3.7
2006	12.9	11.7	7.4	7.7	4.0	3.4
2007	10.0	7.1	4.9	5.4	8.4	6.0
2008	9.7	7.8	4.8	5.4	3.7	3.5
2009	6.3	5.2	3.8	3.4	2.7	2.3
2010	6.2	5.4	4.8	3.9	2.1	2.3
2011	6.1	6.0	4.9	4.2	2.6	2.9
2012	6.3	3.7	4.4	3.8	2.8	2.1
2013	6.5	4.4	4.1	3.6	2.1	1.9
2014	3.7	4.2	3.2	2.9	2.0	1.7
2015	4.3	4.3	4.3	3.6	2.7	1.7

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

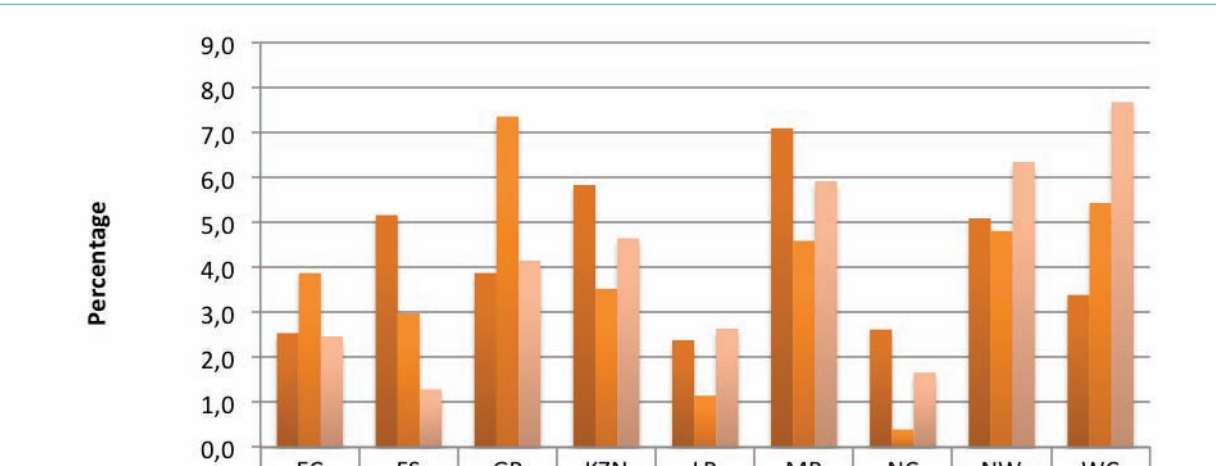
Figure 35: Household complaints about education, 2002 – 2015



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Lack of Books	20,3	18,0	14,0	15,0	12,9	10,0	9,7	6,3	6,2	6,1	6,3	6,5	3,7	4,3
Fees to high	17,7	16,7	14,1	13,4	11,7	7,1	7,8	5,2	5,4	6,0	3,7	4,4	4,2	4,3
Classes too large	6,6	6,7	6,9	6,6	7,4	4,9	4,8	3,8	4,8	4,9	4,4	4,1	3,2	4,3
Facilities in bad condition	10,2	9,7	7,7	7,4	7,7	5,4	5,4	3,4	3,9	4,2	3,8	3,6	2,9	3,6
Lack of teachers	5,1	4,2	3,8	4,5	4,0	8,4	3,7	2,7	2,1	2,6	2,8	2,1	2,0	2,7
Poor quality of teaching	4,4	3,5	2,8	3,7	3,4	6,0	3,5	2,3	2,3	2,9	2,1	1,9	1,7	3,0

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

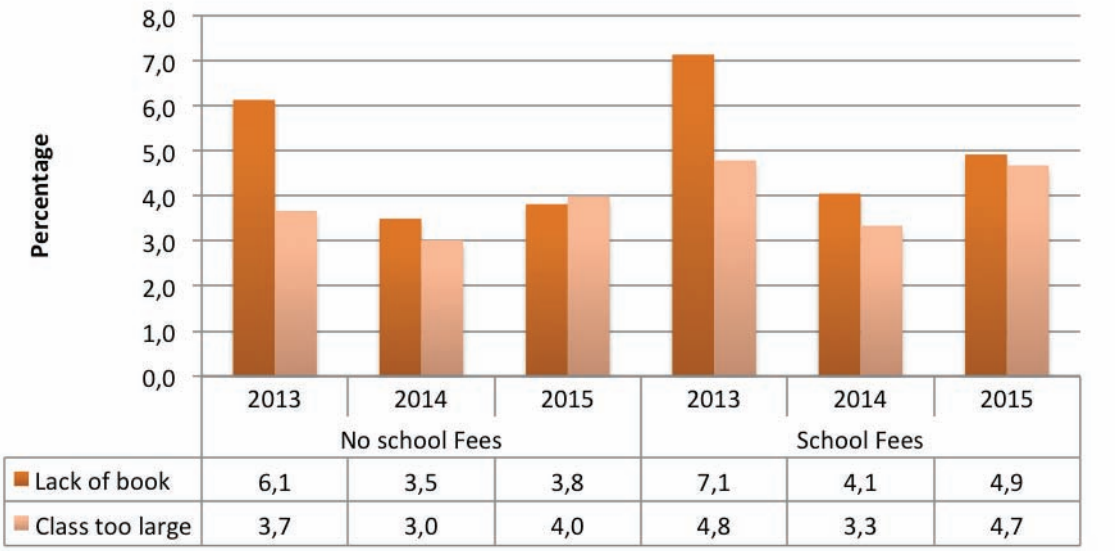
Figure 36: Household complaints about education by province, 2015



	EC	FS	GP	KZN	LP	MP	NC	NW	WC
Lack of book	2,5	5,2	3,9	5,8	2,4	7,1	2,6	5,1	3,4
Fees to high	3,9	3,0	7,4	3,5	1,2	4,6	0,4	4,8	5,4
Class too large	2,5	1,3	4,2	4,6	2,6	5,9	1,7	6,3	7,7

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

Figure 37: Household complaints about education by fees status, 2013-2015



	2013	2014	2015	2013	2014	2015
	No school Fees			School Fees		
Lack of book	6,1	3,5	3,8	7,1	4,1	4,9
Class too large	3,7	3,0	4,0	4,8	3,3	4,7

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

12. PERCENTAGE OF REPEATERS

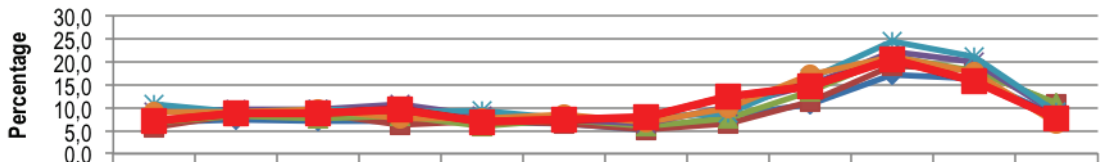
Grade repetition is one measure of the internal efficiency of an educational system. It is one of the key indicators for analysis and projecting pupil flows from grade to grade within the educational cycle. The percentage of repeaters is calculated as proportions of those enrolled in specific grades, but were also in the same grade the previous year.

In the South African education system repetition is high from Grade 9 up to Grade 11, with Grade 10 recording the highest levels of grade repetition across the years. For each grade in primary school, grade repetition is fairly consistently below 10%. There are more male repeaters than female repeaters in Grades 1 to 9, whereas from Grades 10 to 12 there is no significant difference in grade repetition by gender. When comparing repetition by grade with other data sources such as LURITS, it seems likely that GHS respondents are under-reporting repetition, with the largest difference being in Grade 1 repetition. For example, the GHS estimates reported here suggest that between 7% and 10% of learners have been repeating grade 1 in recent years. In contrast, the 2016 Sector Review (DBE, 2016) estimates Grade 1 repetition to be at 15% and a more recent preliminary analysis of LURITS data indicates that it could be even higher than that.

Overall Findings: Percentage of Repeaters

- Grade 10 has been the most highly repeated grade from 2009 to 2015.
- Grades 2 to 7 are the grades with the lowest repetition rates.
- Grade repetition appears to have increased slightly between 2008 and 2013 and then decreased slightly since then.
- Grade repetition in primary schooling was approximately 8% in 2015.
- Average secondary school grade repetition was approximately 15% in 2015.
- More boys repeat in primary and secondary schools than girls.

Figure 38: Percentage of learners who repeated a grade, 2009- 2015



	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2009	6,9	7,4	7,2	7,1	6,8	6,5	5,0	8,2	10,7	17,1	16,3	8,3
2010	5,8	8,4	8,9	6,2	7,0	6,6	5,3	6,6	11,3	19,0	18,2	10,6
2011	6,9	8,3	7,7	8,2	6,0	7,3	6,1	7,6	13,4	21,0	18,1	10,9
2012	9,0	9,7	9,5	10,7	8,2	7,2	6,5	10,3	15,0	22,1	19,9	8,9
2013	10,7	9,1	9,7	9,2	9,4	7,6	7,9	8,6	16,2	24,5	21,1	8,9
2014	9,2	9,0	9,6	7,6	7,8	8,4	6,8	9,8	17,3	21,0	17,7	6,4
2015	7,0	8,7	8,9	9,5	6,9	7,4	7,9	12,3	14,8	20,4	15,6	7,6

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

Figure 39: Percentage of repeaters by grade and gender, 2015

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	Primary School							Secondary School				
Male	9,5	10,6	10,4	12,8	8,5	9,7	9,9	14,8	16,9	20,3	15,0	7,7
Female	4,4	6,6	7,3	5,7	5,3	5,0	5,8	9,8	12,6	20,5	16,3	7,6

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

13. ABSENTEEISM

The GHS asked the household head to indicate whether a school going person in the household was absent from school in the preceding school calendar week. If the response was affirmative, the questionnaire asked the respondent to indicate the number of days that the learner was absent. The percentage of those that were absent is therefore the proportion of learners that are currently attending schools and that reported they were absent from school during the past school calendar week.

Learner absenteeism was very high in 2010 which is the year that South Africa hosted the FIFA World Cup and this may well be the reason for high learner absenteeism in that year. It is also suspected that the World Cup might have affected data collection in that year. Across the rest of the years, learner absenteeism varies between 6.5% and 8.5% of school going learners having been absent during the preceding school calendar week. Of the learners that were absent, it is evident that they are mostly absent for 1 day or 2 days in a week and very few are absent for 4 days. In the past 3 years there has been an increase in the percentage of learners that were absent for more extended periods. Figure 40 further shows that there has been no statistically significant difference in the absenteeism rate for male and females since 2011.

Overall Findings: absenteeism

- The overall percentage of learners absent from school at least once in the previous school week was 7% in 2015. Note that this would imply a lower rate for the percentage of learners absent on any particular day.
- Of the learners that reported having been absent, most of the learners were absent for 1 day in the past school calendar week.
- In 2015, KwaZulu-Natal had the highest rate of learner absenteeism with 11% of the learners being absent, followed by Western Cape (9%) and North West with 8%.
- The percentage of learners absent from school at least once in a week remained constant at 7% in 2014 and 2015.
- There were no significant differences in absenteeism rates between boys and girls.

Table 36: Percentage of learners absent from school in the preceding week, 2009-2015

	2009	2010	2011	2012	2013	2014	2015
EC	8.6	26.8	6.2	9.9	6.3	5.5	4.8
FS	10.3	24.4	5.3	8.7	5.4	5.4	3.9
GP	8.5	22.0	4.6	7.0	4.5	6.7	6.0
KZN	7.6	42.0	8.2	10.4	7.8	8.7	10.5
LP	7.3	36.5	4.8	4.3	6.5	6.6	5.2
MP	4.4	25.8	5.7	7.2	5.8	6.0	7.7
NW	6.9	27.7	8.1	10.0	9.7	8.0	7.8
NC	4.3	21.8	7.5	10.1	7.5	7.6	5.0
WC	12.3	18.6	9.5	9.7	7.3	9.8	8.8
SA	8.0	29.8	6.5	8.5	6.6	7.2	7.1

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

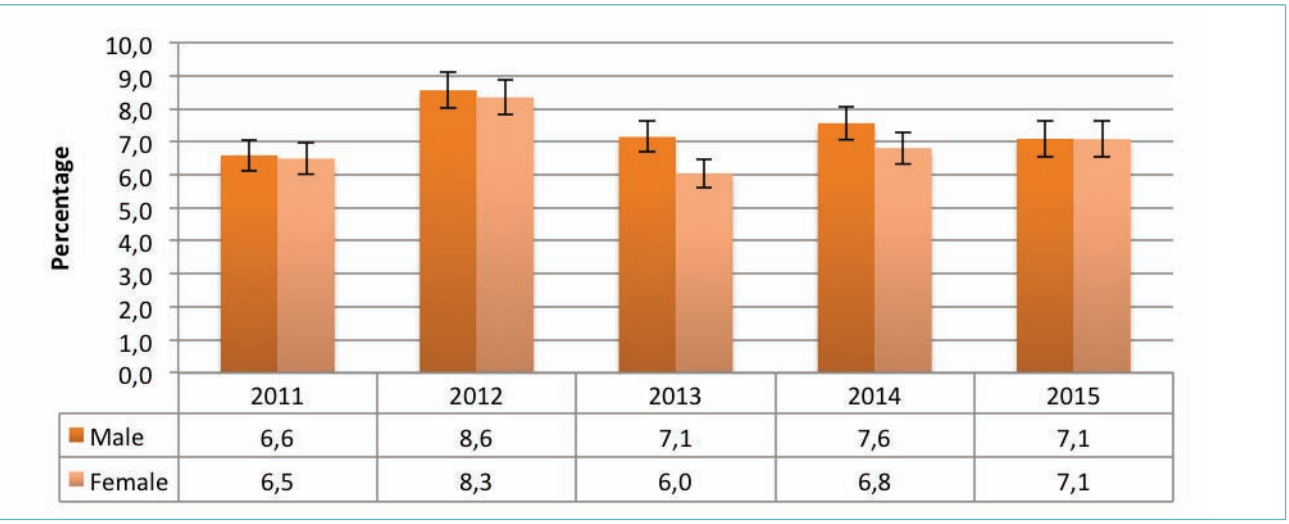
Table 37: Percentage of learners absent from school by the number of days absent, 2009 - 2015

No. of days	2009	2010	2011	2012	2013	2014	2015
1	47.3	13.1	57.4	54.8	48.0	42.8	40.5
2	24.5	25.1	24.3	23.6	23.1	20.3	22.2
3	11.9	9.8	7.0	9.3	8.2	8.5	8.5
4	4.5	6.9	2.5	3.3	4.4	4.2	4.5
5	11.9	45.1	8.8	9.0	16.3	24.2	24.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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

Note*: Given the structure of the questionnaire, these percentages are only calculated of the learners that reported having been absent the preceding calendar week.*

Figure 40: Percentage of learners absent from school, by gender, 2011-2015



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

14. SCHOLAR TRANSPORT

The ability of learners to access education can be hampered by the long distances they have to travel to get to school, threats to safety and security, as well as the cost of learner transport. Learners have difficulty accessing educational institutions because of the inadequate provision of learner transport in areas where they live.

The situation is compounded learners travel to school in non-roadworthy vehicles, which results in a high rate of accidents. In order to address the problems mentioned above, the Department of Transport, together with the DBE, recognised the need to develop a national transport policy that would change the current learner transport environment. The policy provides a framework to enable and regulate the public provision of learner transport (Department of Transport, 2014). At the time of writing this report the DBE, in collaboration with the Department of Transport and the Department of Planning, Monitoring and Evaluation, was in the early phases of commissioning an implementation evaluation of the Scholar Transport Programme. This evaluation is timely given several tragic road accidents involving learners in early 2017. This evaluation is expected to shed light on how the Scholar Transport Programme can be improved to ensure that more learners attend school regularly, arriving safely and on time.

The GHS asked about the mode of transport to school and the amount of time that it took to travel to school. For the purpose of this report, walking for more than 30 minutes is used as a threshold of a long distance travelled to attend educational institutions.

Across the years it can be seen that as learners get older they are more likely to walk for more than 30 minutes to educational institutions. KwaZulu-Natal has the highest percentage of learners who walk for more than 30 minutes to educational institutions, while Western Cape has the lowest percentage of learners who walk for more than 30 minutes to educational institutions. Table 38 to Table 45 provide more disaggregation regarding learners who walk for more than 30 minutes to educational institutions. The majority of individuals aged 5 to 18 year old reported they walk to their educational institutions walk for less than 15 minutes, while less than 3% of learners across the years reportedly use transport provided by institution or by the government.

Overall Findings: Scholar Transport

- Approximately 70% of learners walk to educational institutions in South Africa.
- The majority of individuals aged 5 to 18 year old reported they walk to their educational institutions walk for less than 15 minutes
- Just over 2% of learners reportedly used a publicly provided bus or taxi to get to school in 2015. However, a further 9% travelled to school in a bus or a taxi, some of which may in fact be publicly provided.
- In 2015, 6% of 5 year olds children walked for more than 30 minutes to school and 23% of 18 year olds walked for more than 30 minutes to educational institutions.
- KwaZulu-Natal has the highest percentages of learners who walk for more than 30 minutes to educational institutions in all age groups.
- Approximately 12% of learners aged 7 – 15 years old walked for more than 30 minutes to educational institutions in 2015.
- For those learners aged 16 – 18 years old, almost 20% walked for more than 30 minutes to educational institutions in 2015.

Table 38: Proportion of 7-18 year olds that use different modes of transport, 2009-2015

Means of transport	2009	2010	2011	2012	2013	2014	2015
Walking	74.9	73.6	74.1	71.8	72.3	71.3	69.0
Bicycle/motorcycle	0.4	0.4	0.5	0.6	0.7	0.8	0.8
Minibus taxi/sedan taxi/bakkie taxi	6.6	6.9	6.1	5.7	5.1	5.1	5.4
Bus	3.3	3.1	3.0	2.5	3.2	3.2	3.4
Train	0.4	0.4	0.4	0.5	0.4	0.4	0.3
Minibus/bus provided by institution/government and not paid for	2.1	2.2	1.8	1.9	1.9	1.9	2.4
Vehicle hired by a group of parents	4.2	5.2	6.6	8.6	7.5	8.5	9.8
Own car or other private vehicle	7.9	8.1	7.5	8.5	8.7	8.7	8.8
Other	0.2	0.1	0.1	0.1	0.2	0.1	0.3
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

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

Table 39: Percentage of 5-18 year olds walking to educational institutions for more than 30 minutes by age, 2009-2015

	2009	2010	2011	2012	2013	2014	2015
5 yrs	9.1	9.4	7.7	6.3	9.3	7.9	5.5
6 yrs	12.4	11.2	10.3	11.4	10.6	9.8	10.4
7 yrs	13.5	13.8	12.0	12.1	11.8	9.9	10.3
8 yrs	13.9	12.2	10.1	10.8	12.4	11.5	9.3
9 yrs	12.7	12.0	12.3	13.9	12.4	10.1	9.0
10 yrs	14.7	12.9	12.4	10.6	11.4	11.1	12.6
11 yrs	16.0	15.6	11.6	11.6	11.8	10.3	10.2
12 yrs	14.6	14.6	12.5	10.6	13.2	12.1	13.2
13 yrs	17.1	15.2	13.7	13.9	15.2	12.9	13.4
14 yrs	17.7	18.1	15.3	15.7	17.1	15.1	15.2
15 yrs	18.5	18.3	17.9	19.0	15.9	15.5	16.9
16 yrs	19.6	19.1	16.7	18.7	20.2	15.0	18.7
17 yrs	22.4	21.2	18.3	19.7	21.6	21.5	19.9
18 yrs	22.4	20.4	18.9	20.8	21.4	21.4	22.6

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

Table 40: Percentage of 5-6 year olds walking to educational institutions for more than 30 minutes by province, 2009-2015

	2009	2010	2011	2012	2013	2014	2015
EC	13.1	11.9	9.2	6.4	10.2	11.2	9.1
FS	10.8	6.8	4.6	4.6	3.0	4.6	5.9
GP	6.5	2.9	1.2	2.0	8.0	3.4	3.0
KZN	20.6	18.7	20.1	20.0	19.7	19.6	17.5
LP	5.0	10.7	6.8	9.6	4.8	6.1	7.6
MP	9.2	4.9	7.0	5.2	6.3	3.1	3.7
NW	7.0	7.6	9.3	9.7	9.6	6.7	9.8
NC	5.3	0.9	2.7	6.3	11.0	2.5	0.6
WC	4.3	2.5	0.7	0.8	1.1	1.1	0.0
SA	10.9	10.3	9.1	9.0	10.0	8.9	8.2

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

Table 41: Percentage of 5-6 year olds walking to educational institutions for more than 30 minutes by gender, 2009-2015

	2009	2010	2011	2012	2013	2014	2015
Male	11.1	8.2	8.8	9.2	8.2	8.9	9.5
Female	10.6	12.4	9.4	8.8	11.8	8.9	6.9
Total	10.9	10.3	9.1	9.0	10.0	8.9	8.2

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

Table 42: Percentage of 7-15 year olds walking to educational institutions for more than 30 minutes by province, 2009-2015

	2009	2010	2011	2012	2013	2014	2015
EC	14.8	16.3	13.0	13.1	17.3	13.4	13.9
FS	10.9	10.9	9.8	7.8	9.7	7.3	9.0
GP	12.2	6.0	5.4	5.4	6.9	3.8	4.5
KZN	28.0	26.5	24.6	23.7	24.0	23.5	23.4
LP	11.4	14.8	12.3	12.2	9.6	10.2	10.6
MP	12.6	12.5	7.8	9.5	7.6	7.9	6.0
NW	10.9	11.6	14.6	15.5	12.0	10.1	11.4
NC	5.8	3.9	5.4	9.1	9.8	9.3	9.4
WC	3.2	2.6	3.1	1.8	3.0	1.3	1.0
SA	15.4	14.8	13.1	13.1	13.5	12.0	12.2

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

Table 43: Percentage of 7-15 year olds walking to educational institutions for more than 30 minutes by gender, 2009-2015

	2009	2010	2011	2012	2013	2014	2015
Male	15.0	14.5	13.1	12.9	12.5	11.5	12.1
Female	15.8	15.0	13.1	13.3	14.5	12.6	12.3
Total	15.4	14.8	13.1	13.1	13.5	12.0	12.2

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

Table 44: Percentage of 16-18 year olds walking to educational institutions for more than 30 minutes by province, 2009-2015

	2009	2010	2011	2012	2013	2014	2015
EC	20.8	21.5	16.5	22.2	26.8	19.5	21.8
FS	13.3	15.0	14.1	13.4	12.1	14.8	10.7
GP	11.8	7.0	7.3	11.2	9.2	10.4	10.0
KZN	33.8	34.7	29.7	30.4	33.1	33.8	33.8
LP	21.4	21.5	21.2	19.5	21.1	20.1	21.6
MP	21.6	13.8	11.4	18.4	14.7	14.6	14.7
NW	18.5	19.9	24.6	22.3	21.9	12.2	20.6
NC	7.6	7.3	8.5	8.2	6.3	10.7	14.4
WC	8.4	4.8	1.5	2.1	6.4	0.8	1.5
SA	21.3	20.1	17.9	19.6	21.0	19.1	20.2

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

Table 45: Percentage of 16-18 year olds walking to educational institutions for more than 30 minutes by gender, 2009-2015

	2009	2010	2011	2012	2013	2014	2015
Male	20.7	19.3	15.9	18.5	20.2	18.2	18.7
Female	22.0	21.1	19.9	20.8	21.9	20.1	21.9
Total	21.3	20.1	17.9	19.6	21.0	19.1	20.2

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

15. CORPORAL PUNISHMENT

The Republic of South Africa has promulgated acts and policies that protect the dignity and rights of a child. Amongst other legislation, these acts and policies are encapsulated in the Constitution of the Republic of South Africa No 108 of 1996; the South African Schools Act No 84 of 1996; the National Education Policy Act (1996), the Children's Act No 38 of 2005; the Children's Amendment Act No 41 of 2007 and the Occupational Health and Safety Act No 85 of 1993. These acts ensure that corporal punishment in South African schools is outlawed. Section 10 of the South African Schools Act of 1996 states that; "(1) no person may administer corporal punishment at a school to a learner. (2) any person who contravenes subsection (1) is guilty of an offence and liable on conviction to a sentence which could be imposed for assault".

Overall Findings: Corporal Punishment

- There has been a noticeable decline in the prevalence of corporal punishment or verbal abuse in our schools from about 18% in 2009 to about 13% in 2015. However, these levels are still unacceptably high.
- KwaZulu-Natal and Eastern Cape has the highest incidence of corporal punishment at almost 21% and 17% of learners respectively.

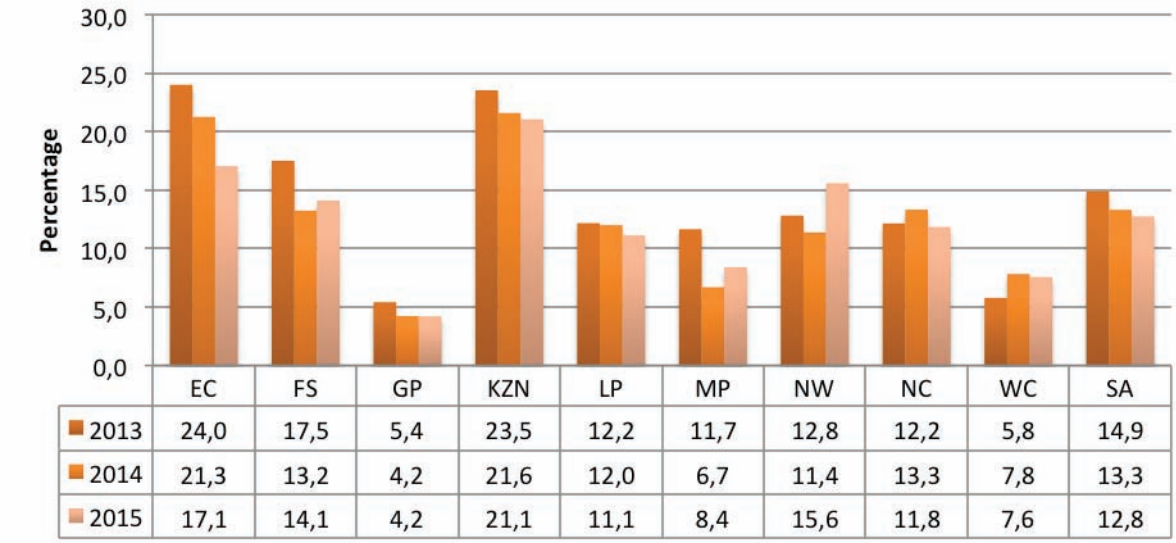
The GHS asks whether learners have experienced any form of violence, corporal punishment or verbal abuse at school during the preceding 3 months. Using this information, it is evident that KwaZulu-Natal and the Eastern Cape have had the highest percentages of learners who experienced corporal punishment or verbal abuse at school, whereas Gauteng had the lowest prevalence (Table 46). There does not appear to be much difference between older and younger learners in the prevalence of experiencing corporal punishment or verbal abuse at school.

Table 46: Percentage of learners who experienced violence, corporal punishment or verbal abuse by province, 2009-2015

Province	2009	2010	2011	2012	2013	2014	2015
EC	25.5	23.2	29.7	30.0	24.0	21.3	17.1
FS	24.7	16.0	21.3	19.0	17.5	13.2	14.1
GP	14.5	8.2	7.4	5.9	5.4	4.2	4.2
KZN	25.6	21.4	22.6	22.3	23.5	21.6	21.1
LP	15.6	8.9	19.2	15.6	12.2	12.0	11.1
MP	8.5	6.9	8.1	13.5	11.7	6.7	8.4
NW	14.5	22.6	18.2	16.4	12.8	11.4	15.6
NC	6.7	18.8	17.8	12.9	12.2	13.3	11.8
WC	5.9	6.9	8.9	10.2	5.8	7.8	7.6
SA	17.8	14.8	17.6	17.0	14.9	13.3	12.8

Source: *Statistics South Africa, General Household Survey (GHS), DBE own calculation*

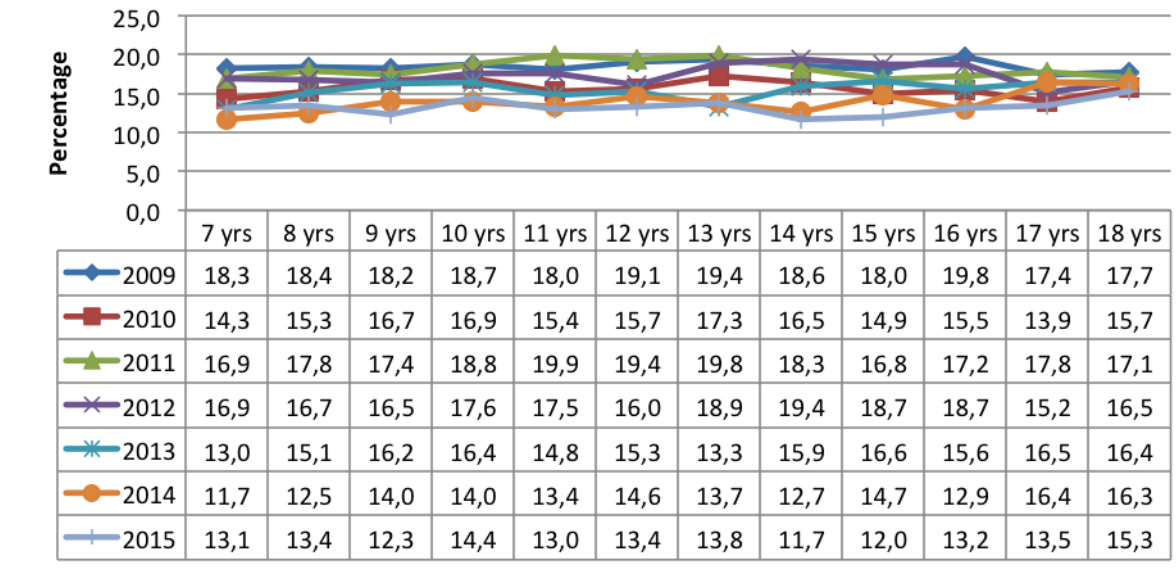
Figure 41: Percentage of learners who experienced violence, corporal punishment or verbal abuse by province, 2013-2015



	EC	FS	GP	KZN	LP	MP	NW	NC	WC	SA
2013	24,0	17,5	5,4	23,5	12,2	11,7	12,8	12,2	5,8	14,9
2014	21,3	13,2	4,2	21,6	12,0	6,7	11,4	13,3	7,8	13,3
2015	17,1	14,1	4,2	21,1	11,1	8,4	15,6	11,8	7,6	12,8

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

Figure 42: Percentage of learners who experienced violence, corporal punishment or verbal abuse by age, 2009-2015



	7 yrs	8 yrs	9 yrs	10 yrs	11 yrs	12 yrs	13 yrs	14 yrs	15 yrs	16 yrs	17 yrs	18 yrs
2009	18,3	18,4	18,2	18,7	18,0	19,1	19,4	18,6	18,0	19,8	17,4	17,7
2010	14,3	15,3	16,7	16,9	15,4	15,7	17,3	16,5	14,9	15,5	13,9	15,7
2011	16,9	17,8	17,4	18,8	19,9	19,4	19,8	18,3	16,8	17,2	17,8	17,1
2012	16,9	16,7	16,5	17,6	17,5	16,0	18,9	19,4	18,7	18,7	15,2	16,5
2013	13,0	15,1	16,2	16,4	14,8	15,3	13,3	15,9	16,6	15,6	16,5	16,4
2014	11,7	12,5	14,0	14,0	13,4	14,6	13,7	12,7	14,7	12,9	16,4	16,3
2015	13,1	13,4	12,3	14,4	13,0	13,4	13,8	11,7	12,0	13,2	13,5	15,3

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

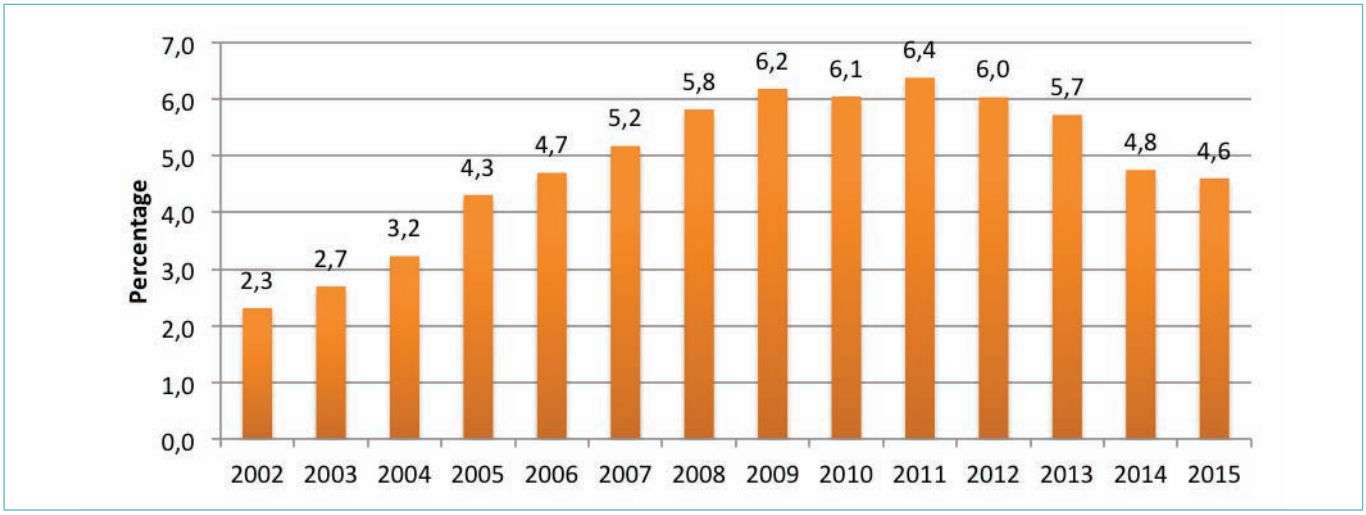
16. ORPHANS

An orphan is defined as someone whose mother and father are deceased. According to the GHS the percentage of learners who are orphans increased steadily between 2002 and 2011 (from about 2% to over 6%) and has since decreased to under 5%. This is may well be a reflection of HIV-related mortality trends over the period. The percentage of learners who are orphans increases from Grade R through to Grade 12, probably as a result of some learners becoming orphans during their school careers. Encouragingly, Age Specific Enrolment Rates (ASER) are not very different between orphans and non-orphans, but there is a slight difference for 5 year-olds and those above the age of 15 years (figure 45).

Overall Findings: Orphans

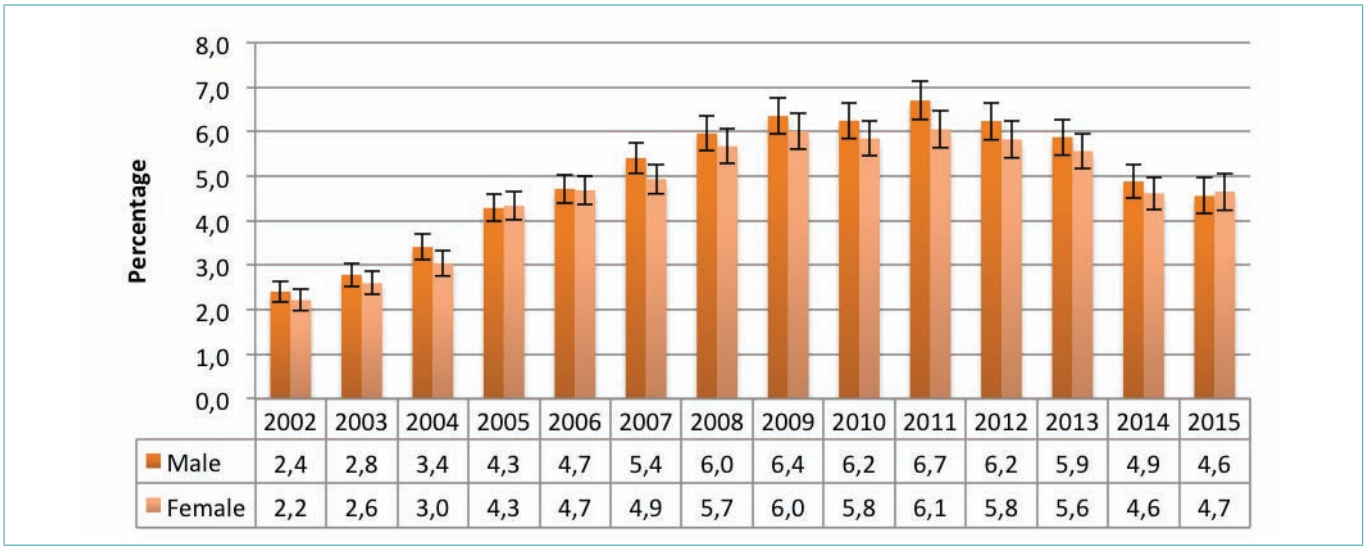
- Almost 5% of learners attending schools are orphans
- The percentage of learners who are orphans has shown a decline annually since 2011 to 2015.
- There are more males orphans across the years (2002 – 2015) than female orphans, although the difference is marginal.
- There are more orphans in the higher grades.
- Orphans are not at a substantial disadvantage compared to non-orphans with respect to accessing school, but this does not mean they necessarily have the same levels of educational support at home, which may affect their ultimate educational outcomes.

Table 47: Percentage of children attending schools who are orphans, 2002-2015



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

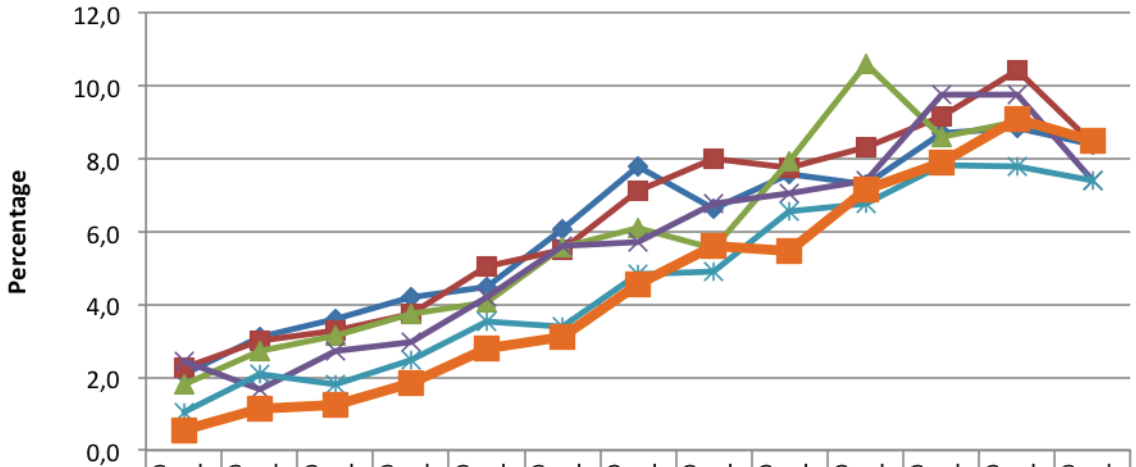
Figure 43: Percentage of children attending schools who are orphans by gender, 2002-2015



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Male	2,4	2,8	3,4	4,3	4,7	5,4	6,0	6,4	6,2	6,7	6,2	5,9	4,9	4,6
Female	2,2	2,6	3,0	4,3	4,7	4,9	5,7	6,0	5,8	6,1	5,8	5,6	4,6	4,7

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

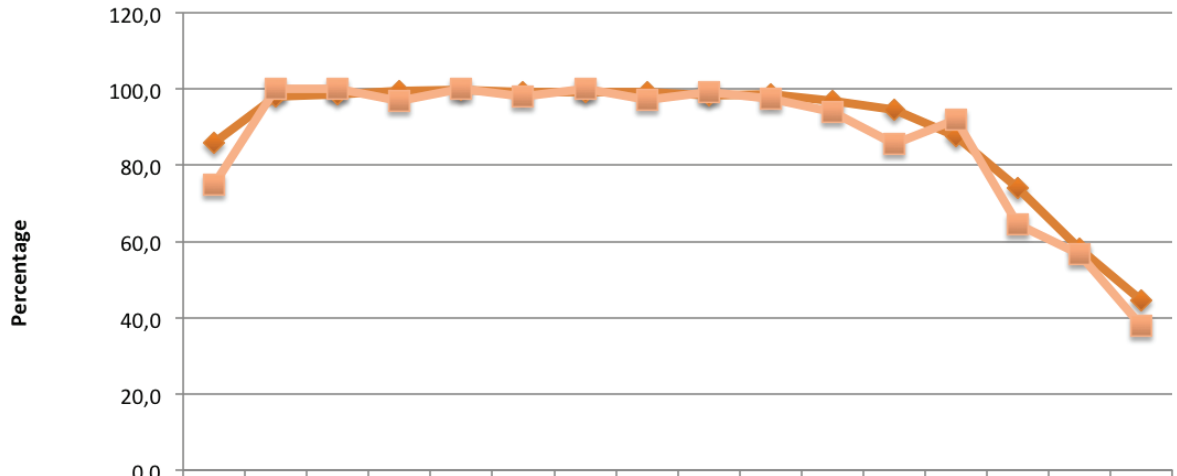
Figure 44: Percentage of children attending schools who are orphans by grade, 2002-2015



	Grade R	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2010	2,1	3,1	3,6	4,2	4,5	6,1	7,8	6,6	7,6	7,3	8,7	8,8	8,4
2011	2,3	3,0	3,3	3,7	5,0	5,5	7,1	8,0	7,8	8,3	9,2	10,4	8,4
2012	1,8	2,7	3,1	3,7	4,1	5,6	6,1	5,5	7,9	10,6	8,6	9,0	8,4
2013	2,5	1,7	2,7	3,0	4,2	5,6	5,7	6,8	7,1	7,4	9,7	9,7	7,4
2014	1,0	2,1	1,8	2,5	3,5	3,4	4,8	4,9	6,5	6,8	7,8	7,8	7,4
2015	0,6	1,1	1,2	1,9	2,8	3,1	4,5	5,6	5,5	7,1	7,9	9,1	8,5

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

Figure 45: Age Specific Enrolment (ASER) Status by orphan status, 2015



	5 yrs	6 yrs	7 yrs	8 yrs	9 yrs	10 yrs	11 yrs	12 yrs	13 yrs	14 yrs	15 yrs	16 yrs	17 yrs	18 yrs	19 yrs	20 yrs
Non Orphan	85,9	98,1	98,7	99,5	99,7	99,2	99,2	99,3	98,4	98,5	96,9	94,5	87,6	74,1	58,0	44,4
Orphan	74,9	100,0	100,0	97,0	100,0	98,1	100,0	97,2	99,2	97,4	94,0	85,6	92,1	64,5	56,8	37,8

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

17. SCHOOL FEES

Section 39(1) of the South African Schools Act indicates that school fees may be determined and charged at a public school only if a resolution to do so has been adopted by a majority of parents. The introduction of a no-fee school policy at Quintile 1 to 3 schools has enabled children from poor households throughout the country to access education. The GHS questioned the respondents if they were benefiting from the no-fee school policy. Below are the findings on school fees in the schooling system.

Across the years those learners who did not pay any amount towards school fees has been increasing and stood at around 65% in 2015 with a further 5% of learners paying between R1 and R100, an amount which could be regarded as a voluntary contribution and tantamount to fee-free schooling. When looking at the reasons why learners did not pay any school fees, around 97% of learners indicated that the school did not ask for fees, indicating the benefits of the no-fee school policy that the Department has introduced. Since 2009 over 94% of learners indicated this reason as to why no fees were paid

Overall Findings: School Fees

- 65% of learners attending schools were not paying school fees.
- The percentage of learners who are paying between R1 to R100 is almost 5%, this could include voluntary payments.
- Therefore, approximately 70% of learners could be benefiting from the no-fee school policy.
- The percentage of learners who don't pay school fees increased from 47% in 2009 to 65% 2015.
- Over the same period, the percentage of children paying high school fees has also been increasing, in part due to inflation. For instance, in 2009 there were about 1.7% of children at schools charging more than R12 000, whereas in 2015 this figure was about 4.3%.
- It is somewhat curious that the percentage of learners reporting receiving a fee exemption decreased somewhat between 2009 and 2015. This deserves closer investigation in other data sources.
- 96.5% of learners not paying fees indicated that the reason of non-payment is because they attended a no-fee school.

Table 48: Percentage of learners who paid school fees, 2009-2015

Tuition fees paid	2009	2010	2011	2012	2013	2014	2015
None	47.0	57.7	59.6	62.6	62.8	66.0	65.2
R1 - R100	16.2	10.2	8.0	6.6	5.9	4.7	5.4
R101 - R200	10.9	7.2	7.0	4.9	5.8	4.3	4.1
R201 - R300	5.0	3.9	3.5	3.1	2.9	2.6	2.5
R301 - R500	3.8	3.4	3.6	3.3	3.0	2.5	2.7
R501 - R1 000	4.1	4.0	4.0	4.0	3.5	3.2	3.5
R1 001 - R2 000	2.8	2.8	2.6	2.6	3.2	3.4	3.0
R2 001 - R3 000	1.7	1.5	1.6	1.5	1.6	1.3	1.3
R3 001 - R4 000	1.9	2.0	1.8	1.6	1.7	1.6	1.5
R4 001 - R8 000	3.7	3.7	4.1	4.5	3.7	3.8	3.7
R8 001 - R12 000	1.3	1.5	1.8	2.2	2.5	2.6	2.7
R12 001 - R16 000	0.6	0.6	0.9	1.0	1.2	1.5	1.6
R16 001 - R20 000	0.3	0.6	0.4	0.8	0.8	1.1	0.9
More than R20 000	0.8	0.9	1.0	1.5	1.4	1.6	1.8
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

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

Table 49: Reasons for non-payment, 2009 – 2014

Reasons	2009	2010	2011	2012	2013	2014	2015
Cannot afford to pay	2.8	2.0	2.3	1.3	1.1	1.0	0.9
Do not want to pay	0.1	0.3	0.1	0.4	0.4	2.2	1.9
No-fee school (school did not ask for fees)	94.2	96.6	96.3	97.5	97.3	95.8	96.5
Got a fee exemption	2.6	0.8	0.9	0.5	0.9	0.7	0.4
Got a bursary covering all costs	0.3	0.2	0.3	0.3	0.2	0.3	0.2
Other	0.1	0.1	0.2	0.1	0.1	0.1	0.1
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

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

18. NATIONAL SCHOOL NUTRITION PROGRAMME (NSNP)

Many young children living in poverty suffer from food deprivation and are therefore not able to develop to their full potential, or are hungry when at school. The National School Nutrition Programme (NSNP) aims to encourage school attendance and enhance the learning capacity of children while at school by providing a daily nutritious meal at school.

The DBE in collaboration with Department of Planning Monitoring and Evaluation (DPME) has recently concluded an implementation evaluation of the NSNP. This evaluation found that the NSNP meals are reaching the intended beneficiaries including some learners who attend Quintile 4 and 5 schools. Through this evaluation it was also found that learners are, for the most part, receiving NSNP meals regularly, but that in some schools there is room for improvement regarding the composition of the meals (number of food groups and quantity of food prepared) and the time when meals are served.

Since 2010 the percentage of learners benefiting from NSNP has been increasing from around 70% in 2010 to around 80% in 2015. Limpopo has the highest percentage of around 94% of learners benefiting from NSNP while Gauteng has the lowest percentage of around 63%. The highest proportions of learners benefiting from the NSNP are found in those provinces that are regarded as mostly rural and where the need is no doubt greatest. Over 90% of learners who receive school meals indicated that meals are provided every day, while less than 5% indicated that school meals are provided only sometimes.

Overall Findings: NSNP

- The overall percentage of learners benefiting from the school feeding scheme has increased from 70% in 2010 to approximately 80% in 2015.
- Limpopo has the highest percent of learners benefitting from NSNP at 94%.
- Gauteng has the lowest percentage of learners partaking in the NSNP at 63%.
- 90.4% of the learners at schools with a feeding programme indicated that they get provided with food on a daily basis at school.

Table 50: Percentage of learners benefiting from the school feeding scheme by province, 2010-2015

Province	2010	2011	2012	2013	2014	2015
EC	75.3	82.9	85.3	86.7	88.3	88.9
FS	65.8	75.3	77.0	78.7	78.0	80.3
GP	53.8	55.3	55.3	59.8	63.4	63.1
KZN	67.5	76.0	79.2	80.5	79.4	81.0
LP	84.7	94.4	94.7	93.5	94.3	93.9
MP	75.5	84.2	85.9	85.7	88.8	87.1
NW	69.6	80.7	83.4	82.8	85.3	85.1
NC	89.3	89.7	88.0	84.7	84.0	89.3
WC	66.7	64.0	63.4	66.0	65.0	67.2
SA	69.9	76.2	77.4	78.7	79.7	80.2

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

Table 51: Frequency of provision of food at school, 2010-2015

Year	Yes, everyday	Yes, a few times a week	Yes, some times	Total
2010	90.7	4.3	5.1	100.0
2011	92.9	3.5	3.6	100.0
2012	92.2	3.6	4.2	100.0
2013	90.6	4.9	4.5	100.0
2014	90.5	5.1	4.4	100.0
2015	90.4	4.7	4.9	100.0

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

19. HIGHEST LEVEL OF EDUCATION

This report also provides the levels of educational attainment for various age categories, population group and gender. The GHS confirms that there have been consistent increases over time in the percentages of individuals who completed Grades 7, 9 and 12. The strongest increases have been amongst Black and Coloured youths although racial gaps still persist in the likelihood of completing Grade 12.

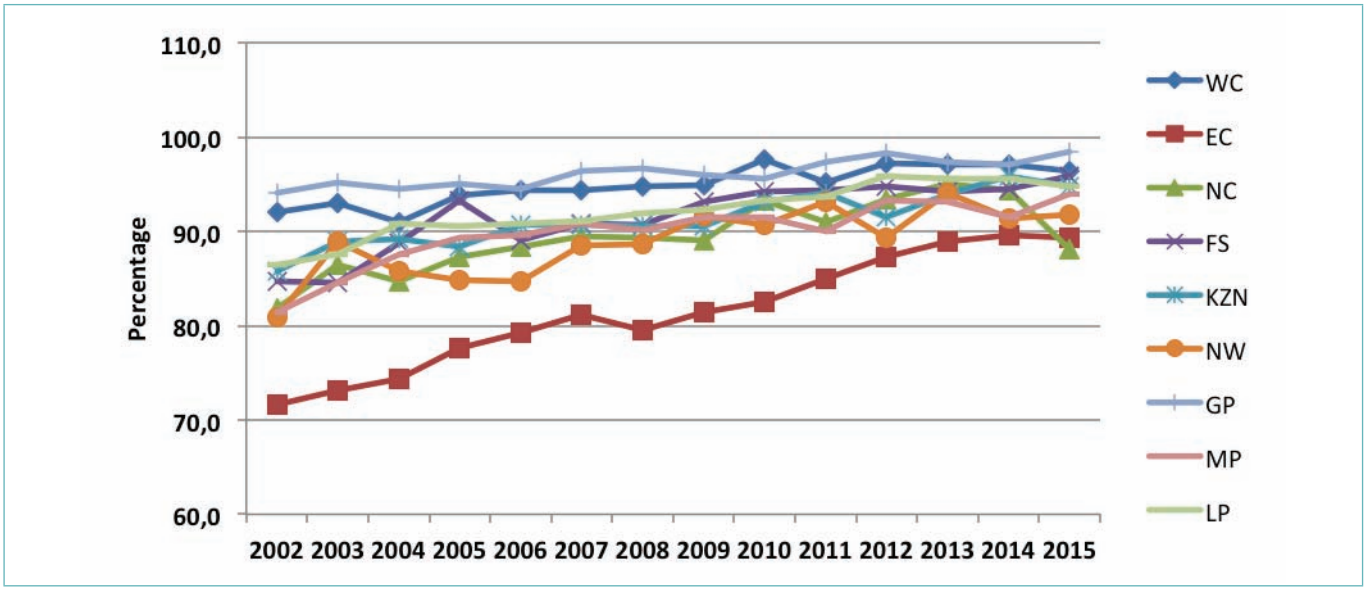
Overall Findings: Highest Level of Education

- The percentage of individuals aged 16 to 18 who have completed Grade 7 has increased from around 85% in 2002 to around 94% in 2015. Primary school completion is sometimes regarded as a proxy for being literate.
- Across the years, more females aged 16 to 18 have completed Grade 7 than males of the same age group.
- The percentage of individuals aged 19 to 21 that completed Grade 9 has increased from around 73% in 2002 to around 87% in 2015.
- Considerable progress has been made in reducing the racial gap in the completion of Grade 9.
- Amongst older generations more males completed Grade 12, whereas in recent years more females are completing Grade 12.
- The racial gap between Indian and Whites that completed Grade 12 has decreased to be negligibly small, while the racial gap between White individuals and Black- and Coloured individuals still has a long way to go.

19.1 Grade 7 attainment

Considering individuals aged 16 to 18 as being of the relevant age to have already completed Grade 7, it can be seen that over 70% of individuals across all province have completed Grade 7, with the percentage increasing at a slow rate. However, it is good to note that the gap between the Eastern Cape and other provinces has been reducing over the years. Again focusing on the same age group, more females have completed Grade 7 than males across all the years.

Figure 46: Percentage of 16-18 year olds who have completed Grade 7 and above by province, 2002-2015



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

Table 52: Percentage of 16-18 year olds who have completed Grade 7 and above by gender, 2006-2015

Gender	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Male	86.61	87.07	87.46	89.03	89.97	90.33	91.54	92.03	92.61	92.01
Female	91.93	93.66	93.08	92.73	94.45	95.21	95.26	96.39	96.26	96.86
Total	**89.18**	**90.27**	**90.27**	**90.86**	**92.19**	**92.79**	**93.39**	**94.25**	**94.43**	**94.41**

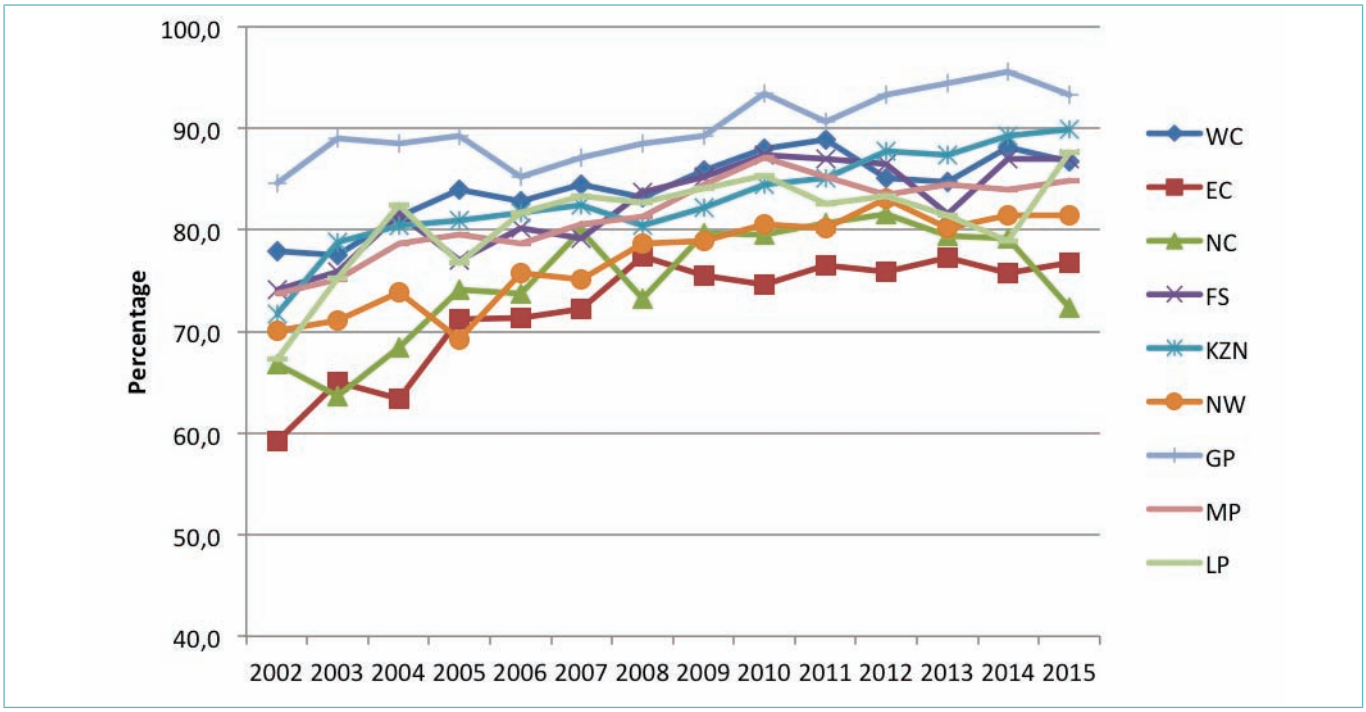
Source: *Statistics South Africa, General Household Survey (GHS), DBE own calculations*

19.2 Grade 9 attainment

Overall there has been an increase in individuals aged 19 to 21 that completed Grade 9. The Eastern Cape has the lowest percentage of individuals who completed Grade 9 across the years, while Gauteng has the highest percentage of those who completed Grade 9 across the years.

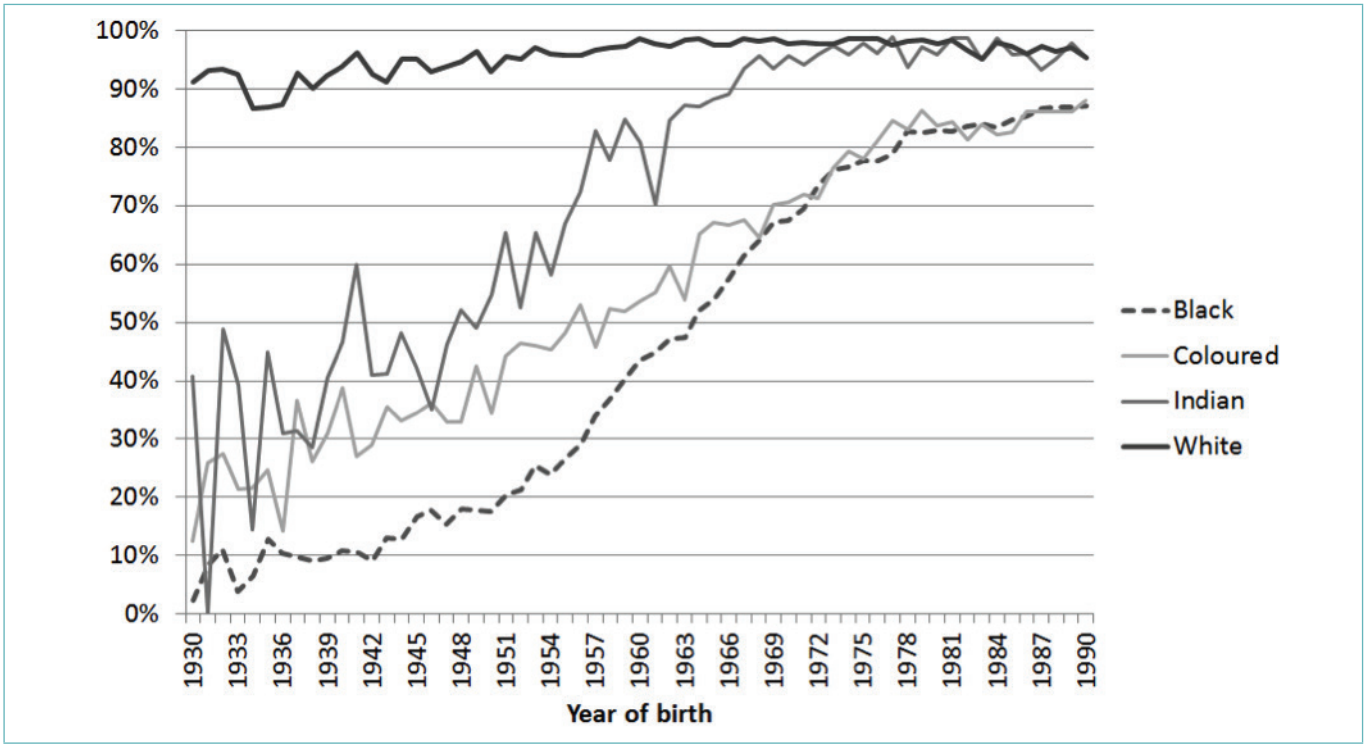
However, if we look at those that completed Grade 9 based on population group and year of birth it can be seen that the racial gap amongst older generations was considerable while the younger generation have largely reduced the racial gap. The younger Indian generation already closed the racial gap that was visible for older Indian generations relative to their White counterparts.

Figure 47: Percentage of 19-21 year olds who have completed Grade 9 and above by province, 2002-2015



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

Figure 48: Percentage individuals who have completed Grade 9 by year of birth and population

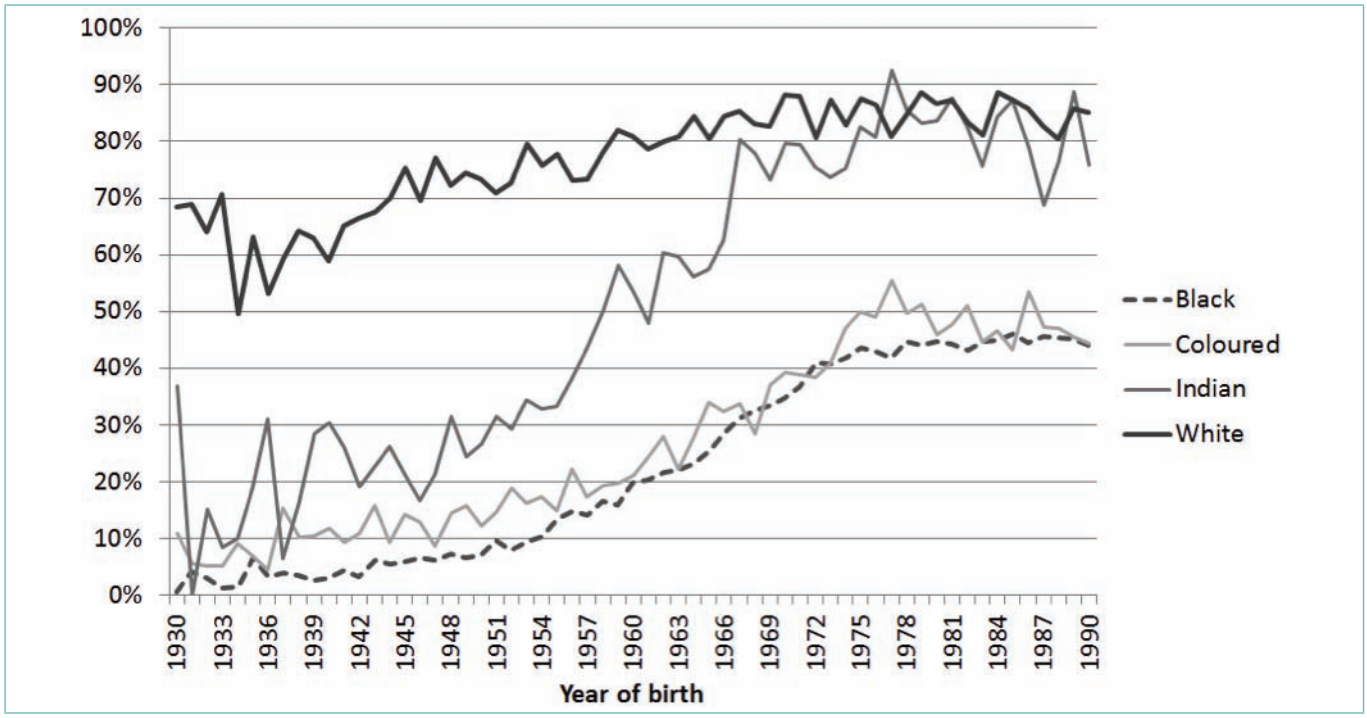


Source: *Statistics South Africa, General Household Survey (GHS), DBE own calculations*

19.3 Grade 12 attainment

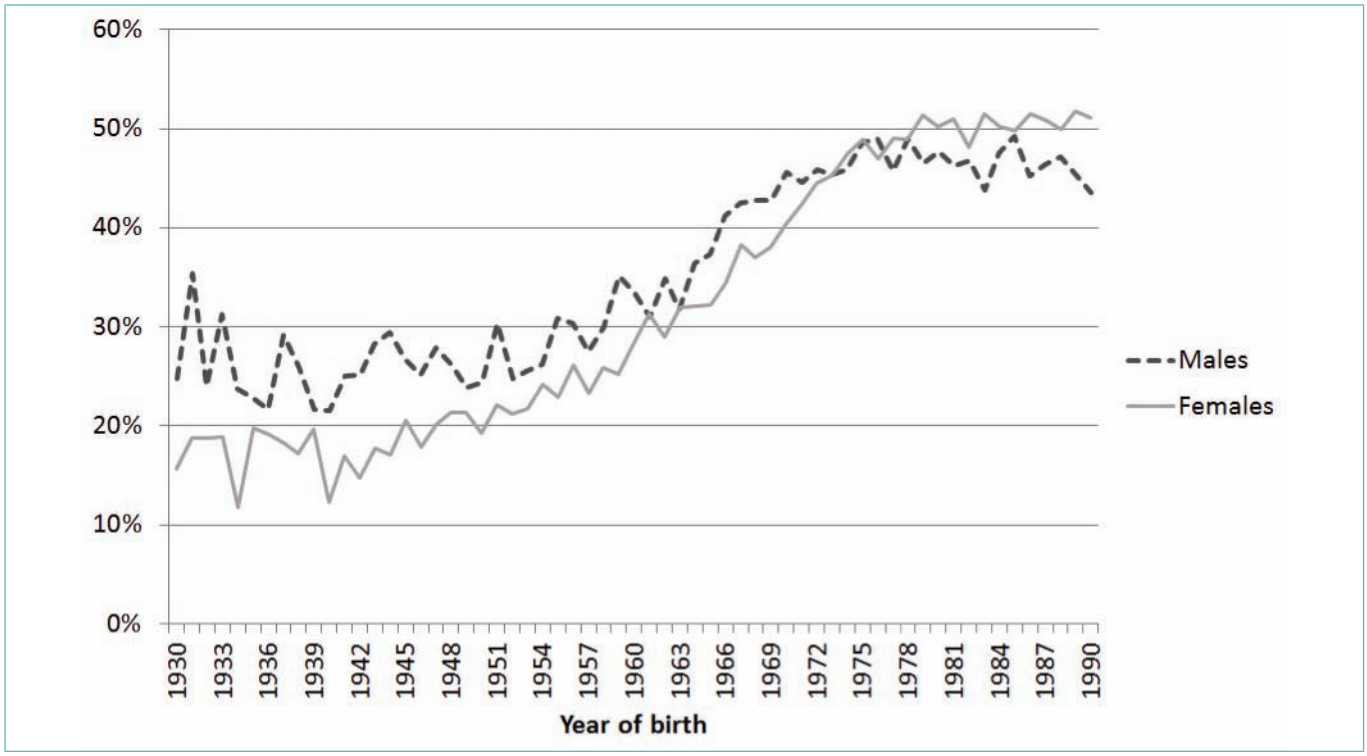
Overall there has been an increase in percentage of individuals who completed Grade 12 (matric). There remains, however, a substantial racial gap, despite important increases in the likelihood of completing grade 12 for younger generations of Black and Coloured youth. Among the older generation, more males completed Grade 12 compared to females and this is due to gender discrimination that existed in South Africa. Among the younger generations we find more females completing Grade 12 compared to males.

Figure 49: Completion of Grade 12 by year of birth and population group



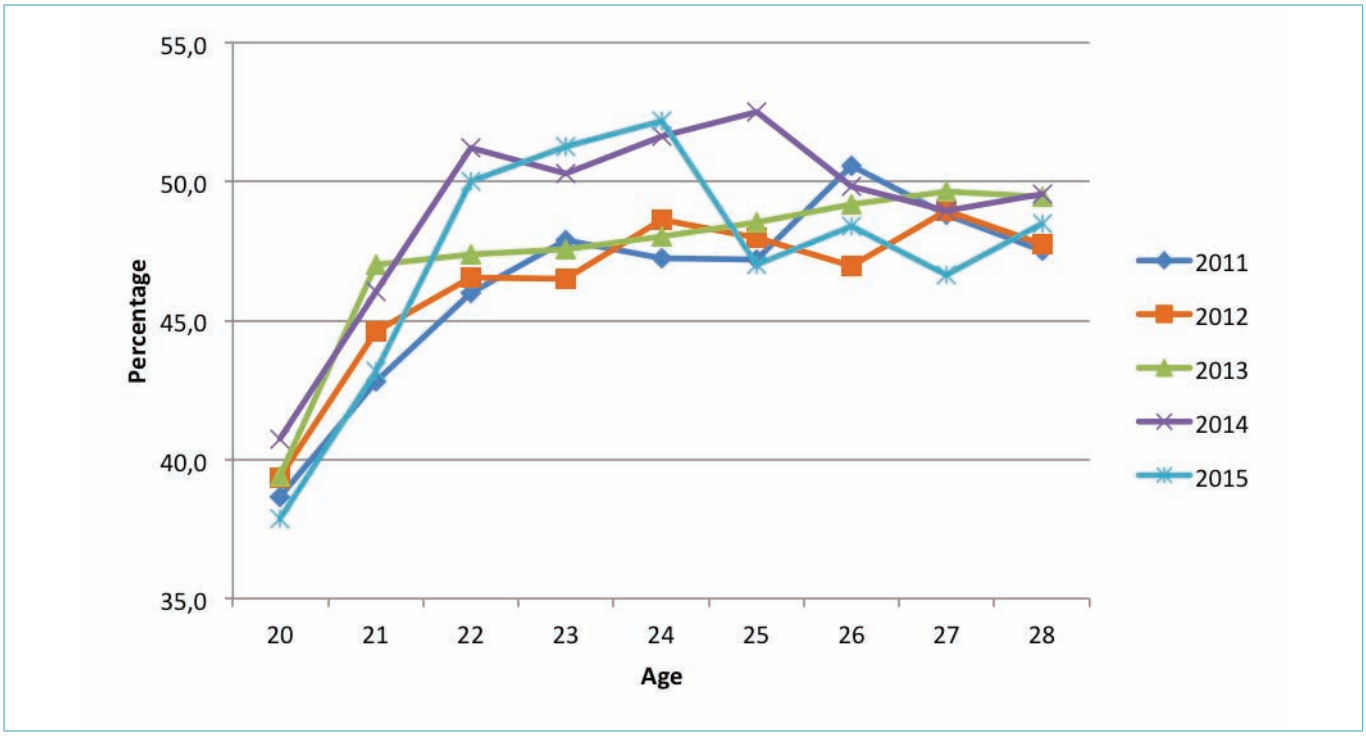
Source: *Statistics South Africa, General Household Survey (GHS), DBE own calculations*

Figure 50: Completion of Grade 12 by year of birth and gender



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

Figure 51: Grade 12 attainment amongst youths



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

20. MULTIVARIATE ANALYSIS

Using the GHS data, three models were run to examine the predictors of the likelihood of an individual to have obtained a matric certificate and to determine how these predictors have changed over time. The first model was run on the GHS data ranging from 2011 – 2015 and focussed specifically on refining the factors that are associated with the likelihood of having attained a matric certificate. The second and third models take this model further by running it separately for the time periods 2002 – 2004 and 2013 – 2015 to compare how the predictors of attaining matric has changed over time. All three models were restricted to only consider individuals that are 24 to 27 years of age.

Across all three models we can see that male individuals, disabled individuals or individuals living in larger households were less likely to have obtained a matric certificate. Whites and Indian individuals were more likely to have matriculated than black individuals, but Coloured individuals were just as likely as Black individuals to have obtained a matric certificate.

The first model controls for an individual's wealth by including variables for household income quintile. The variable used to control for household income was derived using self-reported estimates of household income for households that earn a monthly income of less than R20 000. Estimated monthly incomes of R20 000 and higher were combined as R20 000, as the questionnaire was not designed to capture incomes from more complex sources such as rentals, interest, etc. that are typical of higher-income households. To deal with this truncation, the variable was divided into five quintiles. Furthermore, interaction effects were included to specifically consider whether individuals of different population groups and income levels had varying probabilities of having obtained a matric. It is evident from this model that wealth does matter and those wealthier individuals, and particularly the individuals being among the wealthiest 40% of individuals, were much more likely to have obtained a matric. When interacting the population group variables with the household income quintiles, it is worth noting that for individuals with similar household income, Indian individuals were still statistically significantly more likely than their counterparts to have completed Grade 12. This signals that the Indian population group might be placing a higher value on obtaining an NSC certificate. After controlling for all the observable factors captured by the GHS data, it is interesting to note that individuals in KwaZulu-Natal, Gauteng and in the Free State were more likely to have obtained a matric than individuals in the Western Cape, whereas individuals in the Eastern Cape were less likely.

Considering how the determinants of grade 12 completion have changed over time, it is evident that the male disadvantage has increased, whereas disabled individuals are still less likely to have attained matric. With regards to the provincial effects, relative to the Western Cape, individuals in Limpopo and the Eastern Cape have become less likely to attain matric, whereas individuals in KwaZulu-Natal have become more likely to have a matric.

Table 53: Factors predicting the likelihood of having attained a matric

VARIABLES	(1) 2011-2015	(2) 2002-2004	(3) 2013-2015
Age	-0.002	-0.001	-0.001
	(0.003)	(0.003)	(0.003)
Male	-0.065***	-0.015**	-0.069***
	(0.006)	(0.007)	(0.008)
Household Head Age	0.002***	0.002***	0.002***
	(0.000)	(0.000)	(0.000)
Household Head is Male	-0.004	0.008	0.040***
	(0.006)	(0.008)	(0.008)
Disable	-0.188***	-0.214***	-0.206***
	(0.019)	(0.020)	(0.027)
Household Size	-0.023***	-0.010***	-0.015***
	(0.001)	(0.002)	(0.002)
Coloured	-0.019	0.026*	0.022
	(0.027)	(0.014)	(0.015)
Indian	0.369***	0.312***	0.240***
	(0.074)	(0.023)	(0.023)
White	0.227**	0.343***	0.308***
	(0.109)	(0.014)	(0.016)
Eastern Cape	-0.094***	-0.039**	-0.152***
	(0.012)	(0.016)	(0.016)
Northern Cape	0.002	-0.055***	-0.029
	(0.014)	(0.019)	(0.019)
Free State	0.041***	0.011	-0.010
	(0.014)	(0.018)	(0.019)
KwaZulu-Natal	0.092***	0.005	0.061***
	(0.012)	(0.016)	(0.016)
North West	-0.004	0.050***	-0.022
	(0.014)	(0.018)	(0.019)
Gauteng	0.079***	0.124***	0.092***
	(0.012)	(0.016)	(0.015)
Mpumalanga	0.010	0.003	-0.012
	(0.013)	(0.018)	(0.018)
Limpopo	-0.011	-0.016	-0.060***
	(0.013)	(0.017)	(0.018)

VARIABLES	(1) 2011-2015	(2) 2002-2004	(3) 2013-2015
Household Income Quintile 2 x Coloured	-0.030		
	(0.035)		
Household Income Quintile 2 x Indian	-0.291**		
	(0.121)		
Household Income Quintile 2 x White	-0.044		
	(0.167)		
Household Income Quintile 3 x Coloured	-0.068**		
	(0.033)		
Household Income Quintile 3 x Indian	-0.340***		
	(0.104)		
Household Income Quintile 3 x White	-0.076		
	(0.129)		
Household Income Quintile 4 x Coloured	-0.049		
	(0.031)		
Household Income Quintile 4 x Indian	-0.327***		
	(0.087)		
Household Income Quintile 4 x White	-0.068		
	(0.114)		
Household Income Quintile 5 x Coloured	0.045		
	(0.031)		
Household Income Quintile 5 x Indian	-0.301***		
	(0.076)		
Household Income Quintile 5 x White	-0.120		
	(0.110)		
Household Income Quintile 2	0.021**		
	(0.009)		
Household Income Quintile 3	0.081***		
	(0.009)		
Household Income Quintile 4	0.217***		
	(0.010)		
Household Income Quintile 5	0.395***		
	(0.010)		
Constant	0.441***	0.357***	0.466***
	(0.064)	(0.082)	(0.086)
Observations	**29,164**	**18,966**	**17,470**
R-squared	**0.130**	**0.060**	**0.061**

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

Notes: *Robust standard errors in parentheses. *** p<0.01, **p<0.05, *p<01. Models restricted to only include 24 – 27 year olds.*

21. CONCLUSION

Overall there have been considerable improvements in the basic education sector, as evidenced through higher attendance at educational institutions across different age groups, between the genders and among the population groups. The percentage of learners with disabilities attending educational institutions has been increasing over time and there has been a decrease in percentage of learners that reported that they experience violence, corporal punishment or verbal abuse in school. Unfortunately, in some provinces such as the Eastern Cape a high percentage of learners still experience violence, corporal punishment or verbal abuse in school. Household complaints about education have been declining over time and learner absenteeism also appears to have declined somewhat. There have been increases in the percentages of individuals who complete Grade 7, Grade 9 and Grade 12 with reduced racial gaps when compared to the older generations.

This report provides useful information about access, completion, equity and inclusivity with respect to schooling. It also provides valuable contextual information about learners (such as their orphan status), which can assist in policy and planning.

BIBLIOGRAPHY

DBE and DOH, 2012. *Integrated School Health Policy,* Pretoria: Government Printing Works.

DBE, 2016. *Report on progress in the schooling sector agains key learner performance and attainment indicators,* Pretoria: Department of Basic Education.

Department of Education, 2001. *Education White Paper 5 on Early Childhood Education,* Pretoria: Department of Education.

DOE, 1998. *Age Requirements for Admission to an Ordinary Public School,* Pretoria: Department of Education.

DOE, 2001. *Education White Paper 5 on Early Childhood Education,* Pretoria: Department of Education.

DoE, 2001. *Education White Paper 6 On Special Needs Education: Building an inclusive Education and Training,* Pretoria: Department of Education.

Republic of South Africa, 1996a. *The Constitution of the Republic of South Africa,* Pretoria: Government Printers.

Republic of South Africa, 1996. *The Constitution of the Republic of South Africa,* Pretoria: Government Printers.

Statistics South Africa, 2013. *Genral Household Survey Database,* Pretoria: Stats SA.

Taylor, S., Van der Berg, S., Reddy, V. & Janse van Rensburg, D., 2015. The evolution of educational inequalities through secondary school: Evidence from a South African panel study. *Development Southern Africa,* 32(4), pp. 425-442.

Taylor, S., Van der Berg, S., Reddy, V. & Janse van Rensburg, D., 2015. The evolution of educational inequalities through secondary school: Evidence from a South African panel study.. *Development Southern Africa,* 32(4), pp. 425-442.

UNESCO Institute for Statistics, 2009. *Education Indicators: Technical Guidelines,* Paris: UNESCO.

Van der Berg, S. et al., 2012. *The impact of the introduction of Grade R on learning outcomes,* Stellenbosch: Final Report for the Department of Basic Education and the Department of Performance Monitoring and Evaluation in the Presidency. Stellenbosch University.

Department of Basic Education

222 Struben Street, Pretoria, 0001
Private Bag X895, Pretoria, 0001, South Africa
Tel: (012) 357 3000 • Fax: (012) 323 0601

Private Bag X9035, Cape Town, 8000, South Africa
Tel: (021) 486 7000 • Fax: (021) 461 8110

Call Centre: 0800 202 933

website	facebook	twitter
www.education.gov.za	www.facebook.com/BasicEd	www.twitter.com/dbe_sa