



# School Monitoring Survey 2017/2018

## Technical Report



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA





# **SMS 2017/18**

# **Technical Report**



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## **Purpose of the Technical Report**

The purpose of the technical report is to provide additional information about the methodology and data used in deriving the findings presented in the main report. This information is presented separately for each indicator and includes the data used to generate the figures presented in the main report as well the standard errors, confidence intervals and tables with further disaggregation of findings. This report is best read in conjunction with the main report

## **Methodology**

This section provides an overview of the sampling methodology by means of which the data was obtained; the instruments used to obtain the data; the preparation undertaking for the data collection and the process of data collection, data cleaning and analysis.

## **Sampling**

The Terms of Reference (ToR) from the DBE regarding the sampling methodology is presented below (note the numbering is aligned to the actual ToR (pp.7-8)):

13. For the purposes of the survey, the service provider will be provided with a national sampling framework in order to draw a nationally representative sample of schools offering Grade 6 and a nationally representative sample of schools offering Grade 12, keeping in mind that these two populations overlap to some extent. Effectively, there must be two samples: a sample of 1000 schools offering Grade 6 and a sample of 1000 schools offering Grade 12. Only schools categorised as public ordinary schools will form part of the sample; 'Special Needs Education Schools', Specialisation Schools and private schools will be excluded.
14. The samples should be stratified by province to ensure that the sample for each province is roughly the same size. Within each province, the sample should be stratified by quintile to ensure that the provincial sample is representative of the quintile ratios within the province. The sample should allow for the disaggregation of findings by province and quintile with an acceptable degree of precision. The proposal should provide power calculations, that is to say, estimates of the precision with which findings can be made at the national and provincial level. The sample should include small schools drawn with probability proportional to school size; as defined by enrolment.
15. At a minimum, the information collected for the SMS 2017/18 should be collected at Grades 3, 6, 9, and 12, and should focus on literacy/Language and Numeracy/Mathematics.
16. For the sample of schools offering Grade 3 and 6, the specific focus should be Home Language Literacy which will be the Language of Learning and Teaching (LOLT), English First Additional Language (EFAL) and Mathematics
17. For the sample of schools offering Grade 9 the specific focus should be English and Mathematics, and for schools offering Grade 12, the specific focus should be English, Mathematics and Mathematical Literacy.
18. A minimum of two fieldworkers should visit one school per day for the purposes of data collection.

19. In order to enhance the survey and respond to emerging priority areas, there will also be a qualitative aspect to the SMS 2017/18. Methodologies used for this aspect should include individual interviews and focus-group discussions amongst other methods. In their proposal, the service provider should provide a detailed description of the methodologies to be used in the qualitative component including specific themes informing the questions that will be developed.
25. **Sample and sampling report.** DBE will provide the sampling frame including all available data on eligible schools. The service provider will be expected to draw the final sample as well as compile a report detailing the statistical calculations, and parameters used to select the sample. The DBE will approve the final sample.

### The SNAP database of learner enrolment 2015

The following data files were utilised as obtained from DataFirst for the SNAP survey of 2015:

- snaps-2014-2015-masterlist-v1.4.csv - Masterlist
- snaps-2014-2015-learner-enrolment-v1.4.csv – Learner enrolment by grade

These two files were merged by EMIS number and the enrolments per grade calculated for each school. A total of 25 625 schools with information about enrolment were obtained through this process.

As only public ordinary schools are to be included in the survey, a total of 1 764 independent schools were identified and one school was unclassified. By dropping these 1 765 schools, the number of public ordinary schools that remained were 23 860.

As quintiles are to be considered during the sampling process, a further 34 schools had to be dropped as no quintile information was available for these schools. The population was therefore adjusted from 23 860 to 23 826 schools.

The different grade combinations of ordinary public schools that had to be considered when drawing the sample are presented in Table 1 below:

**Table 1: Grade combinations of ordinary public schools**

Grade combination	Number of schools
None with Grade 6 or 12	1 626
Grade 12	5 754
Grade 6	16 033
Grade 6 and 12	413
Total	23 826

As only schools with Grade 6 and Grade 12 were to be included in the sample, 1 626 schools were eliminated at this stage as they included neither of these grades.

Aligned to the requirements of the ToR, 22 200 public ordinary schools offering either Grade 6 or 12 or a combination thereof was considered as the total population.

For the two samples drawn of Grade 6 and Grade 12 respectively, the grade combinations with number of schools and number of learners are reflected in Table 2 below:

**Table 2: Grade 6 and 12 combinations of ordinary public schools**

Grade combination	Number of Schools	Number of Learners
-------------------	-------------------	--------------------

Grade 12	5 754	625 112
Grade 6	16 033	843 746
Grade 6 and 12	413	41 370
Total	22 200	1 510 228

For the Grade 6 sample, a population of 16 446 (16 033 + 413) schools were available and for the Grade 12 sample a population of 6 167 (5 754 + 413) schools were available.

#### The Provincial distribution of public ordinary schools in the different grade combinations:

The provincial breakdown for the number of schools for the grade combinations is presented in Table 3 below:

**Table 3: Number of schools by province and grade combination**

Number of schools				
Province	Grade 6	Grade 12	Combination of Grade 6 and 12	Total
EC	4 188	807	60	5 055
FS	787	249	57	1 093
GT	1 360	597	14	1 971
KZ	3 814	1 538	124	5476
LP	2 349	1 332	25	3 706
MP	1 104	457	49	1 610
NC	382	108	22	512
NW	999	333	30	1 362
WC	1 050	333	32	1 415
<b>Total</b>	<b>16033</b>	<b>5754</b>	<b>413</b>	<b>22 200</b>
<b>Percent</b>	72.22	25.92	1.86	100.00

In order to determine the school allocation per province for the two samples, the number of learners in a school for the specific grade was considered. The learner population by grade combination and province is presented in Table 4 below:

**Table 4: Number of learners by province and grade combination**

Number of learners				
Province	Grade 6	Grade 12	Combination of Grade 6 and 12	Total
EC	134 420	81 871	6 226	222 517
FS	45 612	32 368	4 827	82 807
GT	144 469	102 806	2 611	249 886
KZ	187 362	161 097	11 981	360 440
LP	105 912	99 889	2 453	208 254
MP	69 188	50 724	6 027	125 939
NC	21 182	11 281	1 860	34 323
NW	57 657	32 514	2 534	92 705

<b>WC</b>	77 944	52 562	2 851	<b>133 357</b>
<b>Total</b>	<b>843 746</b>	<b>625 112</b>	<b>41 370</b>	<b>1 510 228</b>
<b>Percent</b>	55.87	41.39	2.74	100.00

Although the Grade 6 and 12 combination comprise only 2.74% of the total population of learners, the Grade 6 and 12 combination schools are included in both instances during the sampling process when considering Grade 6 schools and Grade 12 schools independently.

#### The Grade 6 sample:

A random sample of 1 000 schools out of the 16 446 schools (with a learner population of 863 196) was drawn. The Grade 6 population of schools by province is shown in Table 5.

**Table 5: Number of schools per province for the Grade 6 population**

Number of schools			
Province	Grade 6	Combination of Grade 6 and 12	Grade 6 population No of Schools
EC	4 188	60	4 248
FS	787	57	844
GT	1 360	14	1 374
KZ	3 814	124	3 938
LP	2 349	25	2 374
MP	1 104	49	1 153
NC	382	22	404
NW	999	30	1 029
WC	1 050	32	1 082
<b>Total</b>	<b>16 033</b>	<b>413</b>	<b>16 446</b>

The Grade 6 population of learners by province is shown in Table 6.

**Table 6: Number of learners per province for the Grade 6 population**

Number of learners			
Province	Grade 6	Combination of Grade 6 and 12 ONLY Grade 6 learners	Grade 6 population (No of Learners)
EC	134 420	2 869	137 289
FS	45 612	2 512	48 124
GT	144 469	1 280	145 749
KZ	187 362	5 079	192 441
LP	105 912	1 320	107 232
MP	69 188	2 891	72 079
NC	21 182	904	22 086
NW	57 657	1 419	59 076
WC	77 944	1 176	79 120
<b>Total</b>	<b>843 746</b>	<b>19 450</b>	<b>863 196</b>

## Calculating the sample size per province:

Aligned to the ToR requirement the sample size must be more or less equal between provinces, with larger provinces getting a slightly larger sample (between 100 and 119 per province). The number of learners were used for the allocation of sample size per province.

### Power allocation:

In order to achieve an acceptable trade-off between equal sample sizes per province and proportional sample sizes per province, power allocations were utilised. A power allocation of 0 provides exactly equal size samples for each province, while a power allocation of 1 would provide sample sizes according to the size of the province (proportionally).

In order to ensure at least 100 schools per province are included within the overall sample a power allocation of 0.08 for Grade 6 was selected.

The number of learners per province was transformed by taking the power of 0.08 (refer to the 'Power of 0.08' column in Table 7). On these transformed values, the sample size by province was then proportionally calculated by taking the transformed value of the province divided by the sum of the transformed values and multiplied by 1 000.

The determined sample size allocation per province for the Grade 6 sample is presented in the Sample Size column which is shaded grey in Table 7 below:

**Table 7: Sampling allocation per province with precision for the Grade 6 population**

Grade 6				
Province	Population of learners	Power of 0.08	Sample size	Sampling precision %
EC	137 289	2.576385578	<b>116</b>	9.10
FS	48 124	2.369130247	<b>106</b>	9.52
GT	145 749	2.588740074	<b>116</b>	9.10
KZ	192 441	2.646938241	<b>119</b>	8.98
LP	107 232	2.525956996	<b>114</b>	9.18
MP	72 079	2.446947774	<b>110</b>	9.34
NC	22 086	2.226021555	<b>100</b>	9.80
NW	59 076	2.408312759	<b>108</b>	9.43
WC	79 120	2.465260983	<b>111</b>	9.30
Total	<b>863 196</b>	<b>22.25369421</b>	<b>1 000</b>	<b>3.10</b>

### For Example:

In the Eastern Cape, the 137 289 learners were transformed to a value of 2.576386( $137\,289^{0.08}$ ), while the Free State with 48 124 learners was transformed to a value of 2.3691302( $48\,124^{0.08}$ ). This resulted in proportional allocation to be far more equal across provinces than using the original number of learners.

The sample size was then proportionally calculated out of the transformed values. Therefore, the Eastern Cape became  $(2.576386/22.25369421)*1\,000=115.7734$ . This resulted in the final sample size of 116 schools.

Using this power allocation, 116 schools with Grade 6 learners were chosen in the Eastern Cape and 106 schools with Grade 6 learners in Free State. This is a far more equal allocation than 159 ( $137\,289 / 86\,3196*1\,000$ ) schools for the Eastern Cape and 56 ( $48\,124/863\,196*1\,000$ ) schools for the Free State.

### **Calculating the Sample Precision per Province:**

The sampling precision for the Grade 6 sample is also presented in Table 7. The sampling precision per province is calculated by the following formula  $1.96 \times 0.5 / \text{SQRT}(\text{sample size for the relevant province}) \times 100$ .

The sampling precision refers to the 95% confidence interval for the estimated proportion of learners, for example, for the sample size of 116 the precision for Eastern Cape will be 9.10%

### **Drawing the specific schools per province:**

For each province, the sample of Grade 6 learners were proportionally drawn per quintile. This was achieved by using quintile as the primary implicit stratification variable. Other implicit stratification variables consist of district and the unique Education Management Information System (EMIS) number of the school. The latter will ensure that a representative sample, spread over the whole province is drawn.

The schools were systematically drawn with probability proportional to size (pps), with number of Grade 6 learners in the school as a measure of size (school size variable).

By way of example, for the Eastern Cape a sample of 116 schools was drawn out of the 4 248 schools utilising the above methodology. The same approach was adopted for the other provinces.

### **Grade 12 sample:**

A random sample of 1 000 schools out of the 6 167 schools (with a learner population of 647 032) was drawn. The Grade 12 population of schools by province is shown in Table 8.

**Table 8: Number of schools per province for the Grade 12 population**

Number of schools			
Province	Grade 12	Combination of Grade 6 and 12	Grade 12 Population No of Schools
EC	807	60	867
FS	249	57	306
GT	597	14	611
KZ	1 538	124	1 662
LP	1 332	25	1 357
MP	457	49	506
NC	108	22	130
NW	333	30	363
WC	333	32	365
<b>Total</b>	<b>5 754</b>	<b>413</b>	<b>6 167</b>

The Grade 12 population of learners by province is shown in Table 9.

**Table 9: Number of learners per province for the Grade 12 population**

Number of learners			
Province	Grade 12	Combination of Grade 6 and 12 ONLY Grade 12 learners	Grade 12 Population (No of Learners)
EC	81 871	3 357	85 228

<b>FS</b>	32 368	2 315	34 683
<b>GT</b>	102 806	1 331	104 137
<b>KZ</b>	161 097	6 902	167 999
<b>LP</b>	99 889	1 133	101 022
<b>MP</b>	50 724	3 136	53 860
<b>NC</b>	11 281	956	12 237
<b>NW</b>	32 514	1 115	33 629
<b>WC</b>	52 562	1 675	54 237
<b>Total</b>	<b>625 112</b>	<b>21 920</b>	<b>647 032</b>

#### Calculating the sample size per province:

Aligned to the ToR requirement, the sample size must be more or less equal between provinces, with larger provinces getting a slightly larger sample (between 100 and 120 per province). The number of learners will be used for the allocation of sample size per province.

#### Power allocation:

In order to achieve an acceptable trade-off between equal sample sizes per province and proportional sample sizes per province, power allocations were utilised. A power allocation of 0 would provide exactly equal size samples for each province, while a power allocation of 1 would provide sample sizes according to the size of the province (proportionally).

The decision was made to not take less than 100 schools per province in order to achieve this, a power allocation of 0.07 for Grade 12 was selected.

The number of learners per province was transformed by taking the power of 0.07 (refer to the 'Power of 0.07' column in Table 10). On these transformed values, the sample size by province was then proportionally calculated by taking the transformed value of the province divided by the sum of the transformed values and multiplied by 1 000.

The determined sample size allocation per province for the Grade 12 sample is presented in the sample size column which is shaded grey in Table 10 below:

**Table 10: Sampling allocation per province with precision for the Grade 12 population**

<b>Grade 12</b>				
<b>Province</b>	<b>Population of learners</b>	<b>Power of 0.067</b>	<b>Sample size</b>	<b>Sampling precision %</b>
<b>EC</b>	85 228	2.21381212	<b>114</b>	9.18
<b>FS</b>	34 683	2.078778258	<b>107</b>	9.47
<b>GT</b>	104 137	2.245082757	<b>116</b>	9.10
<b>KZ</b>	167 999	2.321514864	<b>120</b>	8.95
<b>LP</b>	101 022	2.240315158	<b>115</b>	9.14
<b>MP</b>	53 860	2.14382161	<b>110</b>	9.34
<b>NC</b>	12 237	1.932578961	<b>100</b>	9.80
<b>NW</b>	33 629	2.074292403	<b>107</b>	9.47
<b>WC</b>	54 237	2.144868624	<b>111</b>	9.30
<b>Total</b>	<b>647 032</b>	<b>19.39506476</b>	<b>1000</b>	<b>3.10</b>

#### Example:

In the Eastern Cape, the 85 228 learners were transformed to a value of 2.2138 ( $85\,228^{0.07}$ ), while in the Free State the

34 683 learners were transformed to a value of 2.0788 ( $34\,683^{0.07}$ ). This caused proportional allocation to be far more equal across provinces than using the original number of learners.

The sample size was then proportionally calculated out of the transformed values. Therefore, the Eastern Cape became  $(2.2138 / 19.3951) * 1\,000 = 114.1422$ . This resulted in the final sample size of 114 schools.

#### **Calculating the sample precision per province:**

The sampling precision for the Grade 12 sample is also presented in Table 10. The sampling precision per province is calculated by the following formula  $1.96 * 0.5 / \text{SQRT}(\text{sample size for the relevant province}) * 100$ .

#### **Drawing the specific schools per province:**

For each province, the sample of Grade 12 learners were proportionally drawn per quintile. This was achieved by using quintile as a primary implicit stratification variable. Other implicit stratification variables consist of district and the unique EMIS number of the school. The latter ensures that a representative sample, spread over the whole province is drawn.

The schools were systematically drawn with probability proportional to size (pps), with number of Grade 12 learners in the school as a measure of size (school size variable).

By way of example, for the Eastern Cape a sample of 114 schools was drawn out of the 867 schools utilising the above methodology. The same approach was adopted for the other provinces.

**Table 11: Sample of Grade 6 Schools per Quintile per Province**

Grade 6	Quintile											
Province	1		2		3		4		5		All	
	N	Row %	N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
EC	40	34.48%	24	20.69%	44	37.93%	3	2.59%	5	4.31%	116	100.00%
FS	32	30.19%	28	26.42%	27	25.47%	9	8.49%	10	9.43%	106	100.00%
GT	18	15.52%	17	14.66%	28	24.14%	27	23.28%	26	22.41%	116	100.00%
KZ	27	22.69%	30	25.21%	32	26.89%	15	12.61%	15	12.61%	119	100.00%
LP	41	35.96%	46	40.35%	23	20.18%	0	0.00%	4	3.51%	114	100.00%
MP	47	42.73%	43	39.09%	10	9.09%	3	2.73%	7	6.36%	110	100.00%
NC	21	21.00%	25	25.00%	25	25.00%	16	16.00%	13	13.00%	100	100.00%
NW	32	29.63%	21	19.44%	44	40.74%	8	7.41%	3	2.78%	108	100.00%
WC	11	9.91%	16	14.41%	17	15.32%	30	27.03%	37	33.33%	111	100.00%
All	269	26.90%	250	25.00%	250	25.00%	111	11.10%	120	12.00%	1000	100.00%

**Table 12: Sample of Grade 12 Schools per Quintile per Province**

Grade 12	Quintile											
Province	1		2		3		4		5		All	
	N	Row %	N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
EC	30	26.32%	22	19.30%	48	42.11%	5	4.39%	9	7.89%	114	100.00%
FS	33	30.84%	23	21.50%	27	25.23%	7	6.54%	17	15.89%	107	100.00%
GT	12	10.34%	13	11.21%	29	25.00%	30	25.86%	32	27.59%	116	100.00%
KZ	22	18.33%	31	25.83%	32	26.67%	18	15.00%	17	14.17%	120	100.00%
LP	37	32.17%	46	40.00%	27	23.48%	1	0.87%	4	3.48%	115	100.00%
MP	49	44.55%	38	34.55%	12	10.91%	3	2.73%	8	7.27%	110	100.00%
NC	19	19.00%	17	17.00%	21	21.00%	23	23.00%	20	20.00%	100	100.00%
NW	20	18.69%	20	18.69%	42	39.25%	21	19.63%	4	3.74%	107	100.00%
WC	7	6.31%	10	9.01%	23	20.72%	23	20.72%	48	43.24%	111	100.00%
All	229	22.90%	220	22.00%	261	26.10%	131	13.10%	159	15.90%	1000	100.00%

## **Sampling at a school:**

### Grade 6 sample:

Information and responses to the instruments were gathered for Grades 3 and 6 from the Grade 6 sample. In instances where Grade 3 does not exist in the schools sampled, this were documented as such and reported on accordingly.

### Grade 12 sample:

Information and responses to the instruments were gathered for Grades 9 and 12 from the Grade 12 sample. In instances where Grade 9 does not exist in the schools sampled, this were documented as such and reported on accordingly.

### Grade 6 and 12 combination sample:

From the sample drawn, there were two instances where schools have a combination of Grades 6 and 12 within the same school. In such instances, information was gathered for Grades 3 and 6 independently and for Grades 9 and 12 independently.

During the analysis phase, two weights were calculated for the school. The choice of weight in the analysis stage depended on the grades being analysed, i.e. Grade 6 or Grade 12.

Sampling with replacement was used to account for schools that are not accessible or are missing. The replacement sample was used with the relevant Grade (6 or 12) and province with the correct quintile and from a nearby district.

## **Important notes regarding the two samples:**

### The difference in the proportion of the Grade 6 and 12 samples:

It should be noted that when considering the entire population, proportions sampled differ between the two populations. A proportion of 6% (1 000/16 446) of the Grade 6 population was chosen while a proportion of 14.8% (1 000/6 761) of the Grade 12 was chosen. This was conducted in such a manner in compliance with the requirements of the Terms of Reference.

A check was conducted to determine the impact of utilising pps sampling relative to simple random sampling, the findings were as follows:

- For the Grade 6 sample, by utilising pps sampling only one school is included with less than four learners, whereas twenty-nine schools with less than four learners would have been included had we utilised simple random sampling; and
- For the Grade 12 sample, by utilising pps sampling no schools are included with less than ten learners, whereas two schools with less than ten learners would have been included had we utilised simple random sampling.

### Quintiles:

It should be noted that there were instances where only Grade 9 or only Grade 3 were provided at the schools, which may result in systematic bias (in some quintiles). Strictly speaking then, Grade 9 (and Grade 3) statistics will need to be reported as being representative of the population of Grade 9 (Grade 3) learners in schools where both Grade 9 and 12 (Grade 3 and 6) are offered.

Through the sampling approach adopted, it should be noted that overall there were 6.5% (1 102/16 999) of schools offering Grade 3 that could not be part of the sample due to these schools not having Grade 6.

Similarly, it should be noted that overall there were 5.6% (478/8 569) of schools offering Grade 9 that could not be part

of the sample due to these schools not having Grade 12.

The overall impact hereof on quintiles can be viewed in Table 13.

**Table 13: Comparison of only Grade 3 and Grade 9 with all Grade 3 and Grade 9 of public ordinary schools**

Grade	Quintile					
	1	2	3	4	5	All
All grade 3	6420	4751	3504	1150	1174	16999
Only grade 3	343	301	359	62	37	1102
	5.34%	6.34%	10.25%	5.39%	3.15%	6.48%
All grade 9	3005	2388	1887	620	669	8569
Only grade 9	207	131	122	13	5	478
	6.89%	5.49%	6.47%	2.10%	0.75%	5.58%

## Survey Instruments

In line with the ToR, the 2017 SMS focused only on 13 of the 15 Action Plan indicators reported in the 2011 SMS. The ToR also required the following information on priority areas:

*... teacher and principal participation, perceptions, experiences, proposals and levels of professional development particularly on: provincial, national and international assessments including the Annual National Assessments (ANAs); and school level assessment practice. Topics covered should also include African languages and the schooling environment with school management data collection mechanisms including the South African School Administration and Management System (SA-SAMS), the Learner Unit Record Information and Tracking System (LURITS), and other Information and Communications Technology (ICT) systems.*

In developing the instruments for the 2017 SMS, the following brief, and the information shown in Table 14 and specified in the ToR were used as the basis for adding or revising questions for each instrument.

*The following 13 indicators and qualitative research questions form the basis of the survey though improvements/refinements are required particularly in data collection and monitoring. Further details on the rationale and methodology for the indicators are provided in the full version of the previous Sector Plan, Action Plan 2014. This should be read in addition to the Action Plan 2019 and all other strategic documents detailed in the Terms of Reference. Further details on reference documents are specified within each indicator.*

**Table 14: The 13 indicators and measurement issues specified in the ToR**

<p><b>Indicator 1. The percentage of schools where allocated teaching posts are all filled</b></p> <p><b>Measurement Issues</b></p> <p>It is critical to know and understand where there are vacancies. The following two issues should be part of the key questions, amongst other considerations:</p> <ul style="list-style-type: none"> <li>• (teaching) posts that are filled by temporary educators</li> <li>• (teaching) posts that are filled by permanent educators</li> </ul> <p>Very importantly, a problem in the 2011 SMS questionnaires resulted in it not being possible to gauge when empty posts were publicly paid and when they were privately paid (or paid by the school governing body). It is essential that this distinction be clear. Moreover, the key interest is Grades 1 to 12 teachers. The matter of Grade R teachers should be reported separately.</p> <p>The key source for this indicator is the School Monitoring Survey 2011/12. Details on the calculation of baseline values can be found in the report <i>Second detailed indicator report</i> for basic education sector, completed in 2014.</p>
<p><b>Indicator 2. The average hours per year spent by teachers on professional development activities</b></p> <p><b>Measurement Issues</b></p> <p>According to the Education Labour Relations Council Resolution No. 7 of 1998 on the Workload of Educator, all educators, as part of their conditions of service, should spend 80 hours per year on professional development activities. This should be taken into account when measuring this indicator.</p> <p>Details should include the types of professional development (self, school and externally-initiated) activities undertaken, amongst other considerations.</p> <p>Details on the calculation of baseline values can be found in the report <i>Second detailed indicator report for basic education sector</i>, completed in 2014.</p>
<p><b>Indicator 3. The percentage of teachers absent from school on an average day</b></p> <p><b>Measurement Issues</b></p> <p>It is critical to define “absenteeism” in this context, taking into account “absence from school due to leave”.</p> <p>The current attendance measures linked to PERSAL should be considered for comparability to other attendance measures in the system.</p> <p>Details on the calculation of baseline values can be found in the report <i>Second detailed indicator report for basic education sector</i>, completed in 2014.</p>
<p><b>Indicator 4. The percentage of learners having access to the required textbooks and workbooks for the entire school year</b></p> <p><b>Measurement Issues</b></p> <p>The DBE provides selected learner resources including workbooks and supplementary textbooks. It is critical to define what is meant by “access” in this context; to be familiar with which workbooks and textbooks are provided in which grades; and to differentiate between DBE-provided textbooks and other textbooks.</p> <p>The methodology for counting learners with and without books in the class, and the reasons for not having books, how national workbooks and textbooks are used to complement each other, and how the sharing of books is organised where there is not a one-to-one ratio of books to learners must be indicated.</p> <p>Information on this indicator must be clearly collected, measured and articulated.</p>

Indicator 5.	<b>The percentage of learners in schools with a library or media centre fulfilling certain minimum standards</b>
<b>Measurement Issues</b>	
Measuring this indicator should be informed by the National Guidelines for School Library and Information Services and measured according to the different types of library and media resources indicated.	
Indicator 6.	<b>The percentage of schools producing the minimum set of management documents at the required standard.</b>
<b>Measurement Issues</b>	
The management documents referred to in this indicator include, amongst others, a school improvement plan, a school budget, an annual report, attendance registers and learner mark schedules.	
This information should be collected in consultation with district offices that oversee school management documentation with a verification sample collected from schools as well as other relevant sources identified.	
Indicator 7.	<b>The percentage of schools where the School Governing Body (SGB) meets the minimum criteria in terms of effectiveness</b>
<b>Measurement Issues</b>	
It is critical to determine to what extent SGBs are fulfilling their basic administrative duties, and whether the required documentation and procedures are in place.	
This should include oversight of the school improvement plan, school vacancies and the use of ANA results.	
Credible evidence supporting findings on this indicator should be provided in addition to the completion of questionnaires; this could include a sample of SGB meeting registers, minutes and key documentation as well as other relevant documents	
Indicator 8.	<b>The percentage of learners in schools that are funded at the minimum level</b>
<b>Measurement Issues</b>	
Measuring this indicator should be informed by the <i>Norms and Standards for School Funding</i> , which sets out the minimum monetary target for the school allocation in terms of the quintile ranking of the school. Thus the minimum standard for this Indicator is whether schools receive funding per learner which is in line with the national allocation.	
Indicator 9.	<b>The percentage of schools which have acquired the full set of financial management responsibilities on the basis of an assessment of their financial management capacity</b>
<b>Measurement Issues</b>	
Measuring this indicator should be informed by Section 21 of the <i>South African Schools Act (SASA)</i> as amended. This question focuses on only Section 21a, c and d.	
In terms of Section 21 of the SASA, financial management responsibilities that schools can apply for are: (a) maintain and improve the school's property, buildings, grounds and hostel; (c) purchase textbooks, educational materials or equipment for the school; and (d) pay for services to the school (e.g. telephone, electricity).	
Indicator 10.	<b>The percentage of schools which comply with nationally determined minimum physical infrastructure standards</b>
<b>Measurement Issues</b>	
Measuring this indicator should be informed by <i>Regulation 920 of 2013</i> . Reference should also be made to the <i>National Education Infrastructure Management System (NEIMS)</i> definitions of fencing, water and sanitation amongst other sources.	
This includes required standards such as running water; working electricity; school premises that are fenced; and separate toilets for boy learners, girl learners and teachers respectively (flush toilet, VIP or Enviro-loo only; bucket, chemical or mobile toilets are not included).	

**Indicator 11. The percentage of schools with at least one educator who has received specialized training in the identification and support of special needs**

**Measurement Issues**

Measuring this indicator should be informed by the *Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System*, and *Conceptual and Operational Guidelines for the Implementation of Inclusive Education*.

This should include the rating of teacher confidence in identifying and supporting special needs education.

**Indicator 12. The percentage of schools visited at least twice a year by district officials for monitoring and support purposes**

**Measurement Issues**

Measuring this indicator should be informed by the *Guidelines on the Organisation, Roles and Responsibilities of Education Districts*, amongst other credible standards.

**Indicator 13. The percentage of school principals rating the support services of districts as being satisfactory**

**Measurement Issues**

Measuring this indicator should be informed by the *Guidelines on the Organisation, Roles and Responsibilities of Education Districts*, amongst other credible standards.

The measure should include the following:

- type of support provided
- who provides support to schools, SMT, teachers, etc.
- perceptions of principals about support provided
- perceptions of teachers about support provided
- planning oversight and accountability mechanisms undertaken

A primary consideration in instrument development was to strive for comparability of indicators in the SMS 2011 and the SMS 2017. In many cases, the same questions were used. In some cases, data obtained in SMS 2011 was shown to provide ambiguous information as indicated in subsequent analysis reported by the DBE (for example: Report on the *National School Monitoring Survey DBE 2013* and the concomitant *Technical Report, the Detailed indicator report for the Basic Education Sector, 2013* and the *Second Detailed indicator report for Basic Education Sector, 2014*). In such cases, care was taken to ensure that relevant questions were presented in a manner that would yield the required information as well as allow for comparability with the 2011 data. However, as agreed with the SMS steering committee, priority was given to obtaining reliable and valid data. Questions on school level, national and international assessments were added as were questions on SA-SAMS. Professional development activities were extensively covered.

The following instruments were developed:

- Principal Interview;
- Educator Interview: Grades 6, 9 and 12;
- Educator interview: Grade 3 (included direct observations of workbooks);
- LTSM Questionnaire;
- LSEN Questionnaire;
- Document Analysis; and

- School Observation.

Table 15 provides detail on the instruments and questions used in the 2011 and 2017 for each indicator.

**Table 15: Specifications for SMS 2011 and SMS 2017 questions and instruments by Indicator**

Indicator	Principal 2011	Principal 2017	Educator 2011	Educator Gr3 - 2017	Educator 6,9,12 - 2017	School Obser. 2011	School Obser. 2017	Doc analysis 2011	Doc analysis 2017	Workbook/ Textbook - 2011	LTSM 2011	LTSM 2017	LSEN - 2017
<b>Context &amp; Background</b>	1-10	1-6, 55 – 70	1 - 9	1-9;	1-10;	1-6	1-6		1-3				
<b>Indicator 1: Teaching post</b>	11, 12	14-29; 30 - 34 - IR;											
<b>Indicator 2: Professional Development</b>			10	31-47; 49	30-46; 48								
<b>Indicator 3: Teachers absence</b>	13, 14, 15, 16	78-96; 97-109 (Reasons)							32-39				
<b>Indicator 4: Access to books</b>				92-174	92-112					Items 10 to 28	all items	all Items	
<b>Indicator 5: Library or media centre</b>	10					22, 23, 24, 25	26-29						
<b>Indicator 6: Minimum set of management documents</b>								7 to 10, 20 to 38	4-13; 40-51; (No gr 12); 52-58				
<b>Indicator 7: SGB meets the minimum criteria</b>	17, 18, 19, 20, 21	110 to 123 (+ 45 to 53 - also 11)						38, 39					
<b>Indicator 8: learners funded at the minimum level.</b>	8, 9, 25 to 29, 34 to 38 (Gr R)	127-136; 146-159 (Gr R)						11, 12, 16 to 19 (Gr R)	19-28; 29-31 (Gr R)				
<b>Indicator 9: Financial management</b>	30, 31, 32, 33,	124-126; 137-148						13, 14, 15	14-18				
<b>Indicator 10: Minimum physical infrastructure.</b>						16, 17, 18, 19, 20, 21	7-25						
<b>Indicator 11: Special needs.</b>	39, 40,	160-163	11, 12, 13, 14, 15	48	47								all items
<b>Indicator 12: District officials for monitoring and support.</b>	41, 42 (delete), 43 (revise),			50-53; 59-63 (extra); Q64 to delete	49-53; 59-63 (extra); Q64 to delete			40, 41					
<b>Indicator 13: Rating of districts</b>	43, 44, 45, 46, 47, add 48	164-175	16, 17, 18	54-58; 65-66 (new)	54-58; 65-66 (new)			42, 43					
<b>New 14a ANAs</b>		183-192		68-77	68-77								
<b>New 14b Examinations</b>		193-198;200		78-83; 86-87	78-83; 86-87								
<b>New 14c Assessment</b>		199		84-85; 88-91	84-85; 88-91								
<b>Extra 15 - Other - Professional Learning Communities</b>				Q49, 59	Q49, 59								
<b>New 16 - Language information</b>		9-11;		16									
<b>New 17 - Internet</b>		74 to 76		28-30	27-29								

New 18 SA-SAMS	76-181											
New 19 Background			10-15; 19-27	11-25;								

## Instrument presentation

Care was taken to avoid some of the problems with the SMS 2011 in relation to missing data due to field workers being unable to obtain all the required information at some schools. It was decided that the two field workers visiting each school for a day would obtain the information via interviews and observations. No hard copy instruments were handed out as all questions were programmed on tablets. These were in all cases operated by the relevant field worker only. All instructions for the field workers were programmed onto the tablets. Recording of responses was set up in such a way that every item had to be completed before the next one would be available to avoid missing data as far as possible. To optimise the interview time, the tablets were also programmed to skip questions that were irrelevant or not applicable to the interviewees. Responses to interview schedules and observations were automatically recorded on the tablets and the results were uploaded to a central server for storage as soon as the interview had been completed.

## Administration

Schools in the sample were informed by the DBE of the purpose of the SMS 2017/18 study and were requested to assist the field workers by providing the information required. The service provider contacted schools in advance and arranged for visits on dates that suited the schools.

All prospective field workers recruited had to provide evidence of successfully completing a tertiary training course. A detailed training manual was compiled and made available to all trainee field workers. Training of field workers was conducted by the service provider at a central venue in each province. Some training sessions were monitored by DBE monitors. At the end of the training, each field worker had to demonstrate proficiency in administering the SMS 2017 and trainee field workers who did not meet expectations were removed from the list of field workers. Before visiting a school, the field workers called the principal and verified that the prearranged date for the visit was still suitable.

When they arrived at the school, the field workers had to inform a central information centre about the time of their arrival. Field workers were requested to hand the principal a list of all the documents that would be required during the interview so that s/he could have time to locate these before the administration of the instruments commenced. The two field workers divided the interview and observation schedules between themselves. The principal or delegated member of staff assisted with arranging venues in which to carry out the interviews and with making the relevant members of staff available. One Language educator and one Mathematics educator responsible for teaching these subjects in Grades 3, 6, 9 and 12 were interviewed. The principal nominated an appropriate member of staff for the LSEN and LTSM interviews.

All responses of interviewees were directly captured onto the tablet. Given that a response was required for all items before the next item was made available on the tablet, no missing responses were possible. In this way, the problem of missing data encountered in the 2011 SMS was addressed. When each interview schedule was completed on the tablet, the information was uploaded to a central database. However, only instruments comprising completed data for each item in the data set could be successfully uploaded.

The fieldwork started on 23 October 2017 and was completed by 24 November 2017. One hundred percent of the planned 2 000 schools were contacted and/or visited. However, because of a range of difficulties, it was not possible to complete all surveys for the full sample of 2 000 schools. The main difficulties were:

- Schools initially sampled had closed or had been merged with other schools. In such instances, these schools were replaced by equivalent alternate schools from the replacement sample drawn specifically for such instances.
- Schools refused fieldworkers access, stating that the timing of the survey was not convenient; national Matric

examinations were in progress at secondary schools as were annual examinations for other grades.

- Despite having agreed telephonically to scheduled visits, schools in certain districts in Gauteng refused fieldworkers entry. The reason given related to unresolved issues with the provincial Department of Education; it was claimed that the teacher union representatives had advised such schools and officials not to participate in any Departmental activities of this nature. Attempts were made to replace these schools with alternate schools from the replacement sample; however, as they were from the same districts, the majority of the replacement schools also refused fieldworkers entry to the schools.
- In a few instances, surveys were not completed for reasons including absence or unavailability of school officials and refusal by officials to take part in the survey.

To improve the correctness of the procedures implemented by field workers at schools, the data collection process at approximately 6% of the schools were monitored by senior staff from the service provider.

Table 16 shows the realised sample for each of the instruments administered.

**Table 16: Realised sample for each instrument administered, by province**

Province	Principal Questionnaire	Document Review	Grade 3 Educator Questionnaire	Grade 6/9/12 Educator Questionnaire	LSEN Questionnaire	LTSM Questionnaire	School Observation
<b>EC</b>	227	227	131	718	226	227	228
<b>FS</b>	212	213	180	765	213	213	213
<b>GT</b>	216	216	194	930	211	216	218
<b>KZ</b>	233	233	174	709	234	235	234
<b>LP</b>	229	229	161	804	228	229	229
<b>MP</b>	220	220	166	653	220	220	220
<b>NC</b>	199	200	157	634	199	200	200
<b>NW</b>	214	215	178	840	215	215	215
<b>WC</b>	222	221	200	1028	220	221	222
<b>SA</b>	<b>1972</b>	<b>1974</b>	<b>1541</b>	<b>7081</b>	<b>1966</b>	<b>1976</b>	<b>1979</b>
<b>Expected Total</b>	2000	2000	2000	12000	2000	2000	2000
<b>Variance</b>	28	26	459	4919	34	24	21
<b>Access Denied</b>	19	19	11	19	19	19	19
<b>Equates to:</b>	19	19	22	90	19	19	19
<b>Unavailable / Absent</b>	6	4	101	1286	11	4	1
<b>Unwilling to Assist</b>	3	3		22	4	1	1
<b>Only 1 Educator</b>			242	3186			
<b>Do not Offer / Cater for Grade</b>			94	335			
<b>Balance</b>	0	0	0	0	0	0	0

### Data cleaning

After fieldwork, appropriate cleaning of the data was undertaken, and school weights and learner weights were calculated on the realised samples. The final data were made available for analysis in SPSS. School weights were used for reporting when the indicator referred to the percentage of schools, while learner weights were used when the indicator referred to the percentage of learners. Due to the nature of the sample and the available information, no teacher weights could be calculated, therefore indicators relating to teachers, are expressed using learner weights. Two (2) schools overlapped between the sample for Grade 6 schools and the sample for Grade 12 schools. They were given unique record numbers in the Grade 6 data set and the two data sets were merged as a combined data set. A data set was made available for all information obtained from a single respondent at the school level. A separate data set was made available for the Teacher Questionnaire for Grades 6, 9 and 12 while another was made available for the Grade 3 teacher questionnaire.

Only questions that were not relevant to the interviewee were systematically skipped and labelled accordingly.

It is therefore important to note that when analysing the data a careful consideration should be applied when interpreting “missing values”, as preceding questions has an effect on the question being analysed, taking into account that the question being analysed might not be applicable to the specific record due to a previous question response.

To provide a logical sequence during analysis, a suffix was added to related question numbers to indicate prior dependencies.

Missing values were further defined in the Meta data

## Quantitative analysis

SPSS was used to analyse the data to respond to the questions posed in the quantitative report. The point of departure for constructing the indicators was the *Second detailed indicator report for basic education* (DBE, 2014). The composition of the indicators is given in the main report along with a discussion of each indicator. Appropriate weighting of the data, as implied in the indicator statements and specified in the quantitative report, was applied. Analyses were done for all schools, as well as for schools in the Grade 6 sample (primary schools) and schools in the Grade 12 sample (secondary schools) separately. Tables were generated per province and per quintile. Where possible, standard errors and confidence intervals were provided for the indicators.

## Comparison of indicators: 2011 and 2017

Given some of the changes in 2017 SMS to the questions used to collect information, it was not possible to provide comparisons for some indicators to the 2011 SMS data. Table 17 only lists those indicators for which data sources in 2011 and 2017 were different, whether comparisons were possible, and what calculations were undertaken to ensure comparability.

**Table 17: Indicators for which comparisons were not possible or compromised for 2011 and 2017**

Indicator No	Content	Comparable 2011 and 2017	Weight	Reasons	Possible solutions
1	Teaching posts filled	Tenuous	School	The 2011 questionnaire was ambiguous; temporarily filled allocated posts may or may not have been reported as vacant.	Consider the reported comparisons with care
4	Only information on workbooks	No	Learner	In 2011, information was obtained from observations for Grade 6; no Grade 3 data was collected. In 2017, Grade 6 information was obtained from teachers while Grade 3 data was obtained from classroom observations.	Not possible
8	Funded at a minimum level	For 2010 and 2016 only	Learner	The item formulation and time of administration pertaining to 2011 and 2017 funding transfers did not allow for accurate discrimination.	Consider only figures for 2010 and 2016
11	LSEN	No	School	In 2011, 10 teachers responded. In 2017, only one teacher considered by the principal to be best equipped to do so responded.	Not possible
13	Satisfaction with district visits	No	School	In 2011, a number of questions were used. In 2017, only one broad question was used.	Not possible

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

The DBE 2014 report noted on p.4 that in one important aspect the SMS 2011 questionnaire is ambiguous. If allocated posts are temporarily filled, then those posts may or may not be reported as being vacant. Various estimates of the percentage of schools where allocated teaching posts were filled were made, but the data put a limit on what was possible. The relevant questions were completely revised for the 2017 survey and questions were asked in such a way

that ambiguity on this matter was avoided.

Analysis reflected in the DBE 2014 report was based on data weighted by learner weights. School weights were used during analysis of the 2017 data, and recalculation of 2011 data. The percentage of schools where allocated teaching posts in the various provinces were all filled is reported for provinces in Table T-1.1 and for quintiles in Table T-1.2.

**Table T-1.1: The percentage of schools where allocated teaching posts were all filled by province**

Province	Percentage of schools where all allocated teacher posts were filled			
	SMS 2011 recalculation for all schools (SE)	Primary schools 2017 (SE)	Secondary schools 2017 (SE)	Primary and secondary schools combined 2017 (SE)
EC	64,0 (2,6)	65,0 (6,0)	55,6 (6,0)	63,4 (5,1)
FS	70,3 (3,5)	80,7 (5,3)	67,6 (5,6)	77,2 (4,6)
GT	61,9 (3,5)	88,8 (4,3)	73,0 (5,9)	84,0 (3,5)
KZ	73,7 (2,3)	90,3 (2,6)	83,5 (4,1)	88,3 (2,3)
LP	74,3 (2,7)	81,8 (4,1)	68,5 (5,1)	76,6 (3,4)
MP	70,1 (3,4)	79,8 (4,3)	79,4 (4,2)	79,7 (3,2)
NC	78,1 (3,5)	83,7 (5,8)	80,5 (5,2)	82,9 (4,6)
NW	58,5 (3,8)	79,0 (4,1)	54,9 (6,3)	72,7 (3,7)
WC	71,0 (3,5)	89,4 (3,3)	78,0 (4,9)	86,5 (2,9)
SA	69,1 (1,1)	80,2 (1,8)	72,1 (2,0)	78,0 (1,5)

**Table T-1.2: The percentage of schools where allocated teaching posts were all filled by quintile**

Quintile	Percentage of schools where all allocated teacher posts were filled			
	SMS 2011 recalculation for all schools (SE)	Primary schools 2017	Secondary schools 2017	Primary and secondary schools combined 2017 (SE)
1	71,3 (1,9)	80,3 (3,3)	72,6 (4,1)	79 (2,8)
2	70,9 (2,2)	80,8 (3,6)	73,4 (4,2)	79 (2,8)
3	66,5 (2,2)	76,4 (4,0)	63,2 (4,2)	73 (3,2)
4	64,3 (3,4)	81,3 (4,7)	77,4 (4,7)	80 (3,4)
5	69,7 (3,5)	87,2 (3,3)	81,9 (3,5)	85 (2,5)
SA	69,1 (1,1)	80,2 (1,8)	72,1 (2,0)	78 (1,5)

For both primary and secondary schools, the percentage of schools where all allocated posts are filled is higher according to the 2017 SMS than according to the 2011 SMS. According to the SMS 2011 (as reported in DBE 2014) 90% of schools, without SGB posts, had all allocated teaching posts filled, while 80% of primary schools and 72% of secondary schools had all allocated posts filled according to the 2017 SMS. The large difference is probably mainly the result of the ambiguity observed in the 2011 questions. A best effort to recalculate a 2011 value based on the 2011 dataset provide a value of 69% for 2011. The Eastern Cape and the North West (for secondary schools only) had a relatively small percentage of schools where all allocated posts were filled. Quintile 4 and 5 schools tend to be more likely to have all allocated posts filled. Tables T-1.9 and T-1.10 show the standard error and 95%-confidence interval details by province and quintile when combining data for primary and secondary schools.

Another way of exploring the results is to depict them in terms of the percentage of schools within each category level of compliance (also as the percentage of schools reaching compliance), as depicted in Tables T-1.3 and T-1.4 respectively by province and quintile for primary schools, and in Tables T-1.5 and T-1.6 for secondary schools.

The figures in Table T-1.3 indicate that, relative to other provinces, primary schools in the Eastern Cape, KwaZulu-Natal and Limpopo had the highest proportion of schools not having filled at least 75% of their allocated posts. There were no schools or provinces having filled fewer than 50% of their allocated posts. Relative to other provinces, schools in Gauteng, KwaZulu-Natal and the Western Cape had the highest proportion of schools having filled all (i.e., 100%) of their allocated posts. This can be compared to the overall respective figure across all schools in all provinces of 80%.

Table T-1.4 shows that Quintile 3 primary schools had the highest proportion of schools not having filled at least 75% of their posts (compared to the 1,6% overall figure). Quintile 4 and 5 schools achieved the highest portions of having filled all their posts; 81,3% and 86,2% respectively against the overall average of 80%.

**Table T-1.3: The percentage of primary schools where allocated teaching posts were filled in terms of categories of compliance level by province**

Province	50%-74%	75%-99%	100%	Unknown	Total
EC	4,9%	30,1%	65,0%		100,0%
FS		19,3%	80,7%		100,0%
GT		11,2%	88,4%	0,4%	100,0%
KZ	0,8%	8,9%	90,3%		100,0%
LP	0,8%	18,0%	81,2%		100,0%
MP		20,1%	79,9%		100,0%
NC		15,8%	81,9%	2,2%	100,0%
NW		21,0%	79,0%		100,0%
WC		10,6%	89,4%		100,0%
SA	1,6%	18,2%	80,1%	0,1%	100,0%

**Table T-1.4: The percentage of primary schools where allocated teaching posts were filled in terms of categories of compliance level by quintile**

Quintile	50%-74%	75%-99%	100%	Unknown	Total
1	1,6%	18,1%	80,3%		100,0%
2	1,7%	17,5%	80,8%	0,0%	100,0%
3	2,4%	21,2%	76,4%		100,0%
4		18,7%	81,3%		100,0%
5		12,8%	86,2%	1,1%	100,0%
SA	1,6%	18,2%	80,1%	0,1%	100,0%

The figures in Table T-1.5 indicate that, relative to other provinces, secondary schools in the Eastern Cape (56%) and North West (55%) had the lowest proportion of schools not having filled all 100% of their allocated posts. In the Eastern Cape, 8% of secondary schools filled between 50% and 75% of their allocated posts; much higher than the national average. Relative to other provinces, schools in KwaZulu-Natal, Mpumalanga, the Northern Cape and the Western Cape had the highest proportion, around 80%, of schools having filled all (i.e., 100%) of their allocated posts. This can be compared to the overall respective figures across all schools in all provinces, showing that 72% of secondary schools on average filled all their allocated posts, while 26% filled 75% to 99% of their posts, and 1% of schools only 50% to 74% of their allocated posts.

Table T-1.6 shows that Quintile 1 to Quintile 3 secondary schools experienced the biggest obstacles in filling all their allocated posts. Not only did higher percentages of low-quintile schools display greater percentages in as far as not being able to fill all their allocated posts, but also, where 100% of these posts were filled, the percentage of schools being able to accomplish that gradually increased while moving from Quintile 3 to Quintile 5. The average percentages across primary and secondary schools combined enable further comparison, with 72% of schools able to fill 100% of their allocated posts respectively.

**Table T-1.5: The percentage of secondary schools where allocated teaching posts were filled in terms of categories of compliance level by province**

Province	50%-74%	75%-99%	100%	Unknown	Total
EC	7,9%	35,3%	55,7%	1,2%	100,0%

<b>FS</b>		31,0%	67,6%	1,3%	100,0%
<b>GT</b>		25,6%	73,1%	1,3%	100,0%
<b>KZ</b>		15,4%	83,6%	1,1%	100,0%
<b>LP</b>		31,5%	68,5%		100,0%
<b>MP</b>	0,8%	19,9%	79,3%		100,0%
<b>NC</b>		19,4%	79,1%	1,6%	100,0%
<b>NW</b>		41,0%	54,8%	4,1%	100,0%
<b>WC</b>		21,9%	78,1%		100,0%
<b>SA</b>	1,2%	25,9%	72,0%	0,9%	100,0%

**Table T-1.6: The percentage of secondary schools where allocated teaching posts were filled in terms of categories of compliance level by quintile**

<b>Quintile</b>	<b>50%-74%</b>	<b>75%-99%</b>	<b>100%</b>	<b>Unknown</b>	<b>Total</b>
<b>1</b>	0,2%	26,9%	72,6%	0,2%	100,0%
<b>2</b>	3,8%	21,3%	73,4%	1,5%	100,0%
<b>3</b>		35,7%	63,0%	1,3%	100,0%
<b>4</b>	0,7%	20,4%	77,5%	1,4%	100,0%
<b>5</b>		17,7%	82,0%	0,3%	100,0%
<b>SA</b>	1,2%	25,9%	72,0%	0,9%	100,0%

Tables T-1.7 and T-1.8 show the picture portrayed in the preceding four figures when combining primary and secondary schools in the same tables, respectively by province and quintile.

**Table T-1.7: The percentage of primary and secondary schools combined where allocated teaching posts were all filled in terms of categories of compliance level by province**

<b>Province</b>	<b>50%-74%</b>	<b>75%-99%</b>	<b>100%</b>	<b>Unknown</b>	<b>Total</b>
<b>EC</b>	5,4%	30,9%	63,4%	0,2%	100,0%
<b>FS</b>		22,4%	77,2%	0,3%	100,0%
<b>GT</b>		15,6%	83,7%	0,7%	100,0%
<b>KZ</b>	0,5%	10,8%	88,3%	0,3%	100,0%
<b>LP</b>	0,5%	22,9%	76,6%		100,0%
<b>MP</b>	0,2%	20,1%	79,7%		100,0%
<b>NC</b>		16,9%	81,1%	2,1%	100,0%
<b>NW</b>		26,2%	72,7%	1,1%	100,0%
<b>WC</b>		13,5%	86,5%		100,0%
<b>SA</b>	1,5%	20,3%	77,9%	0,3%	100,0%

**Table T-1.8: The percentage of primary and secondary schools combined where allocated teaching posts were all filled in terms of categories of compliance level by quintile**

<b>Quintile</b>	<b>50%-74%</b>	<b>75%-99%</b>	<b>100%</b>	<b>Unknown</b>	<b>Total</b>
<b>1</b>	1,3%	20,0%	78,7%	0,0%	100,0%
<b>2</b>	2,2%	18,6%	78,7%	0,4%	100,0%
<b>3</b>	1,7%	25,5%	72,5%	0,4%	100,0%
<b>4</b>	0,3%	19,4%	79,9%	0,5%	100,0%
<b>5</b>		14,5%	84,6%	0,8%	100,0%
<b>SA</b>	1,5%	20,3%	77,9%	0,3%	100,0%

**Table T-1.9: Percentage estimates (where allocated teaching posts were all filled), standard errors and 95%-confidence intervals of primary and secondary schools combined by province in 2017**

Province	Estimated percentage	Standard Error	95% Confidence Interval	
			Lower	Upper
EC	63.4%	5.1%	53.0%	72.8%
FS	77.2%	4.6%	67.1%	84.9%
GT	84.0%	3.5%	75.8%	89.7%
KZ	88.3%	2.3%	83.1%	92.1%
LP	76.6%	3.4%	69.4%	82.5%
MP	79.7%	3.2%	72.6%	85.3%
NC	82.9%	4.6%	72.1%	90.2%
NW	72.7%	3.7%	64.8%	79.4%
WC	86.5%	2.9%	79.9%	91.2%
SA	78.0%	1.5%	75.0%	80.7%

In 78% of schools, all posts in South Africa were filled. This does not mean that only 78% of educator posts in the Department of Basic Education were filled. That is a different question and that is not the question implied by Indicator 1.

**Table T-1.10: Percentage estimates (where allocated teaching posts were all filled), standard errors and 95%-confidence intervals of primary and secondary schools combined by quintile in 2017**

Quintile	Estimate	SE	CI Lo	CI Hi
1	78,7%	2,8%	72,6%	83,7%
2	78,7%	2,8%	72,7%	83,8%
3	72,5%	3,2%	65,7%	78,4%
4	79,9%	3,4%	72,3%	85,7%
5	85,3%	2,5%	79,7%	89,6%
SA	78,0%	1,5%	75,0%	80,7%

#### **Indicator 2: The average hours per year spent by teachers on professional development activities**

In 2011, ten educators randomly drawn from members of staff completed an educator questionnaire. In the questionnaire, teachers provided information about time spent on professional development. In 2017, teachers of Language and Mathematics in Grades 3, 6, 9 and 12 were interviewed and their responses were captured on the tablet. Even though the samples were not drawn in the same way, responses from these teachers is likely to give a good idea of the professional development engaged in by teachers. In 2017, the professional development was categorised into five categories: self-initiated, school initiated, externally initiated by the district, province or national, externally initiated by unions or professional associations and externally initiated by other institutions. A total score for all categories combined was calculated. The distribution was extremely skewed with fewer than 0,5% of educators claiming to have spent more than 1 000 hours per year on professional development. Similar to the DBE (2014) report all values larger than 1 000 were excluded as such values were extremely unlikely and influenced the mean inordinately. Means and medians are reported in Table T-2.1 for the SMS 2011 and for the SMS 2017. (School principals were also asked for their sense of the hours of capacity development spent at their schools. Very similar patterns than those provided by teachers resulted, with principal views being perhaps 3 to 5 hours more optimistic on average.)

**Table T-2.1: Means and medians for hours spent by teachers on professional development by province**

Province	Mean		Median	
	2011*	2017	2011*	2017
EC	34,4	27,8	8	14

<b>FS</b>	37,9	43,7	16	18
<b>GT</b>	33,3	49,7	9	23
<b>KZ</b>	39,4	26,1	12	16
<b>LP</b>	28,6	35,2	6	17
<b>MP</b>	34,7	36,6	10	18
<b>NC</b>	32,7	36,5	9	17
<b>NW</b>	35,4	24,2	9	14
<b>WC</b>	50,7	76,0	21	34
<b>SA</b>	36,2	39,5	10	18

\* Mean and median recalculated using 2011 original data.

Nationally the number of hours spent on professional development per year increased slightly from 36 to 40 hours. The Western Cape is standing apart with an average of 76 hours. This is even further removed from the national mean than the 51 hours reported for 2011. Means for the Eastern Cape, KwaZulu-Natal and the North West are very low and far below the national mean. Median scores are still relatively low and remain indicative of an uneven uptake of opportunities for professional development.

Professional development hours by category of initiation for provinces is presented in Table T-2.2.

**Table T-2.2: Professional development hours of teachers by category of initiation for provinces**

<b>Province</b>	<b>Self-initiated</b>	<b>School-initiated</b>	<b>Externally-initiated Departmental</b>	<b>Externally-initiated professional associations</b>	<b>Externally-initiated other</b>
<b>EC</b>	8.1	6.6	9.6	1.9	1.6
<b>FS</b>	20.1	14.3	9.1	3.2	3.1
<b>GT</b>	20.4	11.8	12.7	2.9	3.4
<b>KZ</b>	6.1	6.4	8.1	3.2	2.2
<b>LP</b>	16.2	7.1	9.2	2.9	1.9
<b>MP</b>	11.2	8.1	11.8	3.6	2.9
<b>NC</b>	9.9	8.9	11.4	3.2	3.2
<b>NW</b>	4.4	6.3	9.4	2.2	1.9
<b>WC</b>	39.6	27.8	11.1	2.0	4.5
<b>SA</b>	15.4	10.6	10.1	2.8	2.7

Nationally the self-initiated professional development category had the highest average. School-initiated and Departmentally- initiated professional development activities also made a substantial contribution.

The professional development picture for quintiles is presented in Table T-2.3.

**Table T-2.3: Professional development hours of teachers by category of initiation for quintiles**

<b>Quintile</b>	<b>Self-initiated</b>	<b>School-initiated</b>	<b>Externally-initiated departmental</b>	<b>Externally-initiated professional associations</b>	<b>Externally-initiated other</b>
<b>1</b>	15.3	11.0	11.8	3.1	2.2
<b>2</b>	12.4	9.0	10.1	2.5	2.3
<b>3</b>	10.8	9.4	9.8	2.6	2.9
<b>4</b>	19.9	14.4	11.0	3.0	3.4
<b>5</b>	23.0	11.4	8.0	2.6	2.9
<b>SA</b>	15.4	10.6	10.1	2.8	2.7

Professional development activities appear to be fairly evenly spread across quintiles for school- and Departmentally-initiated activities. Quintile 4 and 5 schools have higher means for self-initiated activities.

**Table T-2.4: Professional development hours of teachers in primary and secondary schools in 2017 by province**

Province	Primary schools		Secondary schools		All schools combined	
	Hours	SE	Hours	SE	Hours	SE
EC	26.0	2.0	30.5	2.3	27.8	1.5
FS	40.7	4.0	47.1	4.7	43.7	3.1
GT	46.4	3.4	53.1	3.4	49.7	2.4
KZ	24.0	1.3	28.0	1.6	26.1	1.1
LP	28.9	2.1	39.6	2.6	35.2	1.7
MP	36.3	3.0	37.1	2.9	36.6	2.1
NC	31.5	2.2	45.4	3.4	36.5	1.9
NW	21.6	1.3	27.8	2.0	24.2	1.1
WC	65.6	3.9	85.6	5.8	76.0	3.6
SA	35.5	1.0	43.7	1.2	39.5	0.8

**Table T-2.5: Professional development hours of teachers in primary and secondary schools in 2017 by quintile**

13.0.1 Quintile	Primary schools		Secondary schools		All schools combined	
	Hours	SE	Hours	SE	Hours	SE
1	33.5	1.7	49.4	3.2	40.1	1.7
2	33.2	1.8	38.4	2.5	35.6	1.5
3	30.0	1.7	38.2	1.9	34.2	1.3
4	42.8	3.1	52.1	3.5	47.8	2.4
5	46.2	3.5	45.6	2.8	45.8	2.2
SA	35.5	1.0	43.7	1.2	39.5	0.8

**Table T-2.6: Professional development hours of teachers in primary and secondary schools in 2011 by province**

Province	Primary schools		Secondary schools		All schools combined	
	Hours	SE	Hours	SE	Hours	SE
EC	36.9	10.9	24.0	4.7	34.4	7.9
FS	39.0	4.4	30.1	3.7	37.9	3.4
GT	40.8	3.8	19.1	2.2	33.3	2.7
KZ	37.6	4.6	38.9	4.7	39.4	3.5
LP	31.6	4.5	21.1	3.6	28.6	3.2
MP	42.2	6.1	23.8	3.6	34.7	3.9
NC	25.3	3.7	44.3	5.4	32.7	3.3
NW	33.3	4.5	35.2	5.2	35.4	3.5
WC	57.4	5.3	34.2	4.3	50.7	3.9
SA	38.7	2.4	28.3	1.5	36.2	1.7

**Table T-2.7: Professional development hours of teachers in primary and secondary schools in 2011 by quintile**

Quintile	Primary schools		Secondary schools		All schools combined	
	Hours	SE	Hours	SE	Hours	SE
1	33.6	3.1	25.1	2.4	31.6	2.2
2	34.5	3.0	27.0	3.5	33.6	2.4

<b>3</b>	34.7	2.6	27.4	3.2	33.3	2.1
<b>4</b>	44.6	6.4	29.4	4.2	40.2	4.5
<b>5</b>	54.4	13.2	35.0	4.4	47.6	8.3
<b>SA</b>	38.7	2.4	28.3	1.5	36.2	1.7

**Table T-2.8: Average hours, standard errors and confidence intervals for professional development by teachers by province in 2017**

Province	Average Hours	Standard Error	95% Confidence Interval	
			Lower	Upper
<b>EC</b>	27.8	1.5	24.9	30.8
<b>FS</b>	43.7	3.1	37.7	49.8
<b>GT</b>	49.7	2.4	45.0	54.4
<b>KZ</b>	26.1	1.1	24.0	28.2
<b>LP</b>	35.2	1.7	31.7	38.6
<b>MP</b>	36.7	2.1	32.5	40.8
<b>NC</b>	36.5	1.9	32.8	40.2
<b>NW</b>	24.2	1.2	22.0	26.4
<b>WC</b>	76.0	3.6	69.0	83.0
<b>SA</b>	39.5	0.8	38.0	41.0

**Table T-2.9: Average hours, standard errors and confidence intervals for professional development by school principals by province in 2017**

Province	Average Hours	Standard Error	95% Confidence Interval	
			Lower	Upper
<b>EC</b>	23.8	2.5	18.9	28.7
<b>FS</b>	48.7	9.4	30.3	67.1
<b>GT</b>	77.1	9.5	58.4	95.7
<b>KZ</b>	38.9	4.4	30.2	47.5
<b>LP</b>	46.5	6.7	33.3	59.7
<b>MP</b>	38.4	4.9	28.9	48.0
<b>NC</b>	41.4	8.5	24.8	58.1
<b>NW</b>	23.1	2.8	17.7	28.5
<b>WC</b>	99.2	11.9	75.8	122.6
<b>SA</b>	43.4	2.2	39.0	47.8

**Table T-2.10: Average hours, standard errors and confidence intervals for professional development by educators by province in 2011**

Province	Average Hours	Standard Error	95% Confidence Interval	
			Lower	Upper
<b>EC</b>	34,4	7,9	18,9	49,9
<b>FS</b>	37,9	3,4	31,2	44,6
<b>GT</b>	33,3	2,7	28,1	38,6
<b>KZ</b>	39,4	3,5	32,5	46,2
<b>LP</b>	28,6	3,2	22,4	34,8
<b>MP</b>	34,7	3,9	27,1	42,4
<b>NC</b>	32,7	3,4	26,1	39,2
<b>NW</b>	35,4	3,5	28,5	42,3
<b>WC</b>	50,7	3,9	43,1	58,5

SA	36,2	1,7	32,9	39,5
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### Indicator 3: The percentage of teachers absent from school on an average day

In 2011 and 2017 various measures of this indicator were obtained. Some of the measures relied on information obtained from the principal and some relied on observations from the educator attendance register. The various measures may be expected to show strong agreement.

In 2017, the field worker had to count the number of teachers absent on the register on the day of the visit, the Wednesday of the previous week and the Friday of the previous week. They also had to ask the principal about the number of educators absent on the day of the visit and enquired about the reasons for the educators' failure to sign in. The principal was also asked about the number of educators absent from school on the day exactly one week before the visit.<sup>1</sup>

In 2011, the principal was not directly asked to specify the number of educators who had not signed the attendance register for the day of the visit. Rather, s/he was asked to confirm the number of absentees as observed by the field worker in the educator attendance register. Although the 2017 information for this measure was obtained in a slightly different way, the result should be very similar. However, the matter that could cause concern is that the eventual number provided by the principal was dependent on the answer the principal had provided to a question that could be interpreted in more than one way. To be precise, the principal was asked (in 2017): "Did all the educators sign the educator attendance register?" "All the educators" may be interpreted as referring to all those in the school on that day, or all those teachers employed in the school (on the payroll, as it were). Should a principal subsequently have given the socially desirable response of "Yes", fieldworkers were instructed to skip the next 16 questions about the number of absentees and reasons for absence, thus obviating any opportunity for cross-checking data correctness. These measures may therefore be not exactly comparable between years, as there could be doubt about the accuracy of the 2017 information obtained in this way.

The 2011 principals' confirmation of the number of teacher absentees observed by the field worker from which the number of teachers who had not signed in yet had been deducted was the source of choice in the DBE 2014 report. This measure corresponded well with four other measures of teacher absence. The different routes that had to be followed by data collectors in 2011 and 2017 comprise the crux of the matter, though. In 2017, the principal was asked whether all educators signed the register. In 2011, the principal was told that a certain number did not sign, and asked for further confirmations, etc.

In the DBE 2014 report (p.17) it is suggested that means for this indicator should be weighted by school enrolment and this was done when 2011 baseline values were determined. The 2017 data were weighted by learner enrolment when calculating the various measures of teacher absence.<sup>2</sup> The 2011 indicator values and various measures that could be calculated for the 2017 data are presented in Table T-3.1a & b for primary and secondary schools by province.

Analysis of trends over time had to be treated with caution in view of differences in data collection and instrument development between 2011 and 2017. One technical matter, already noted, is that there were slight differences in how information was processed to arrive at an indicator of teacher absence on "an average day". In the DBE (2013a), for instance, calculations reflect an average over three days, being the day of the visit, a week before, and the Friday before. That would not necessarily render a fair average score or comparison score. Furthermore, the manner in which principals were requested to confirm attendance register figures in the 2011 instruments resulted in high numbers of missing values (up to 33% in some cases). In addition, primary and secondary school data for 2011 were combined. For the DBE 2014 Report, a measure based on 2011 data was proposed as an indicator value (DBE, 2014, p.18).]]

1 "An average day" should be explained further. Because fieldwork was spread out evenly across three weeks it can be assumed that all weekdays had an even chance for being the day of the visit, which was designated as the "average day".

2 From DBE 2011 (p.50) it can be noted that N=22 679. That shows us that school weights were applied as there are about 22 679 schools. In addition, the DBE 2014 analysis also applied learner weights.

**Table T-3.1a: Various measures (%) of teacher absence (Indicator 3) in primary schools in 2011 and 2017 by province (SE in brackets)**

Province	2011 Average day	Absent % on day of visit according to principal	Absent % on day of visit according to principal corrected for not yet signed	Absent % on day of visit according to register	Absent % on last week Wednesday according to register	Absent % on last week Friday according to register	Absent % on day of visit according to register corrected for not yet signed
EC	8,5 (0,6)	10,0	8,2	13,2	8,0 (1,1)	13,1 (1,7)	11,5 (1,5)
FS	6,1 (0,7)	5,2	3,2	7,6	3,8 (0,5)	6,7 (0,8)	6,5 (0,8)
GT	7,8 (0,9)	5,7	3,1	11,1	5,5 (0,5)	9,0 (1,1)	8,7 (1,2)
KZ	9,5 (0,6)	3,9	2,5	8,3	8,6 (1,6)	7,1 (1,3)	7,7 (1,5)
LP	9,2 (1,4)	3,6	2,8	6,9	3,4 (0,6)	7,9 (1,5)	6,2 (1,4)
MP	6,0 (0,9)	3,3	2,7	9,5	4,7 (1,0)	7,7 (1,6)	9,1 (1,8)
NC	5,5 (0,9)	6,3	2,4	16,0	7,9 (1,6)	11,4 (1,9)	12,7 (2,1)
NW	7,1 (0,9)	5,6	3,9	13,9	8,0 (1,6)	13,7 (2,0)	12,2 (2,1)
WC	3,4 (0,5)	5,0	2,7	10,1	6,7 (1,3)	9,7 (1,5)	8,0 (1,3)
SA	7,8 (0,3)	5,5	3,8	10,2	6,5 (0,5)	9,4 (9,5)	8,9 (0,5)

**Table T-3.1b: Various measures (%) of teacher absence (Indicator 3) in secondary schools in 2011 and 2017 by province (SE in brackets)**

Province	2011 Average day	Absent % on day of visit according to principal	Absent % on day of visit according to principal corrected for not yet signed	Absent % on day of visit according to register	Absent % on last week Wednesday according to register	Absent % on last week Friday according to register	Absent % on day of visit according to register corrected for not yet signed
EC	9,1 (1,4)	13,6	8,2	19,5	8,0 (0,9)	15,1 (1,7)	13,9 (1,5)
FS	5,6 (0,9)	8,7	4,0	14,0	5,8 (0,7)	8,9 (1,1)	9,9 (1,6)
GT	6,7 (1,6)	8,6	4,1	16,8	7,1 (1,4)	10,0 (1,4)	12,5 (2,0)
KZ	14,2 (2,6)	6,5	2,9	13,3	8,7 (1,5)	10,5 (1,5)	9,8 (1,6)
LP	9,7 (0,9)	9,4	3,5	11,8	6,9 (1,1)	9,9 (1,2)	7,2 (1,2)
MP	7,1 (1,0)	8,6	4,0	13,1	6,8 (1,3)	9,2 (1,5)	9,3 (1,7)
NC	6,7 (1,5)	8,5	4,2	18,0	6,8 (1,3)	13,6 (2,1)	13,4 (1,9)
NW	5,7 (0,9)	12,2	7,6	15,3	8,5 (1,7)	13,4 (1,8)	10,6 (1,5)
WC	4,7 (1,0)	11,1	5,3	16,9	9,0 (1,5)	12,7 (2,0)	11,5 (2,0)
SA	9,0 (0,7)	9,3	4,5	14,9	7,8 (0,5)	11,1 (0,6)	10,6 (0,6)

In 2017, the figures presented in the second and third columns of data in Tables T-3.1a and T3.1b (responses by principals) are not in line with the measures presented in the remaining columns (from the attendance registers). They are considerably lower than the other measures and will not be used in further discussions of the findings. The reason for not relying on the former two measures is that the better (most correct) teacher absence figure is considered as data collectors first observing attendance signatures in the register, and subsequently following up those figures by confirming them with the principal. This route was pursued to detect when teachers were indeed present at school but had not yet completed the register on the day.

In the DBE 2014 report (p.17) the various measures for both primary and secondary schools at national level varied between 8% and 12%. The measures for 2017 varied between 7% and 9% for primary schools and between 8% and 11% for secondary schools. In the report (DBE, 2014) information obtained for the day of the visit was corrected by allowing for teachers who had not signed in yet. For 2017 this correction was also implemented in the corresponding

measure.

Signing in later in the day appears to be much more prevalent in secondary schools than in primary schools. The effect of the correction for signing in later in the day is much more pronounced in secondary schools than in primary schools. For secondary schools, the percentage of absentees in the whole of South Africa decreases from 15% to 11% when the correction is applied. For both primary and secondary schools, teacher absence is more prevalent on Friday than on a day such as Wednesday.

The measure reflecting the percentage of teachers absent from school on the day of the visit according to the register, corrected for the teachers who have not signed in yet, relies, in the main, on the same kind of information as the DBE (2014) preferred measure for the 2011 SMS. The percentages for the 2017 survey increased slightly for both primary and secondary schools, with the latter a bit greater.

The provinces in which teacher absence rates showed the greatest change over time are indicated in the main report in Figure 3.3. The limited number of variations across the quintile status of schools are discussed immediately after that.

Calculating completely equivalent figures between 2011 and 2017 posed challenges. However, good equivalence was achieved for the tables below. As also reflected in the main report, analysis of trends over time was complicated by data-collection and instrument-development differences between 2011 and 2017. One technical matter was the differences that applied in relation to how information was dealt with to arrive at an indicator of teacher absence on “an average day”. In the DBE (2013a), for instance, some reporting was based on calculating an average over three (3) days, being the day of the visit, a week before, and the Friday before. That would not render a fair average score or comparison score. Furthermore, the manner in which principals were requested to confirm attendance register figures in the 2011 instruments resulted in high numbers of missing values (up to 33% in cases). In addition, as with the provincial data, primary and secondary school data for 2011 are combined. However, the measure isolated for 2011 is based on the indicator value proposed on p.18 of the DBE (2014) report. This calculation was done with learner weights as in the DBE 2014 report, and the results are used in Tables T-3.2a and T-3.2b below. Those teachers who had not signed in yet, on confirmation of the principal, were counted as present in the column with corrected percentages as in the DBE 2014 report.

Table T-3.2a reports the situation for primary schools and Table T-3.2b for secondary schools. What can be seen in brief, for 2017, as discussed in the main report, is very little variation. For primary schools, there is some indication that teacher absence rates at schools at the two ends of the quintile scale (Quintiles 1 and 5) are slightly greater than for teachers from Quintile 2 to 4 schools. For secondary schools, the absence rates of teachers based on the attendance register for the Friday before the school visits gradually decrease with higher quintile status.

**Table T-3.2a: Various measures (%) of teacher absence (Indicator 3) in primary schools in 2011 and 2017 by quintile status (SE in brackets)**

Quintile	2011 Average day	Absent % on day of visit according to principal	Absent % on day of visit according to principal corrected for not yet signed	Absent % on day of visit according to register	Absent % on last week Wednesday according to register	Absent % on last week Friday according to register	Absent % on day of visit according to register corrected for not yet signed
1	8,9 (0,6)	7,1	5,3	11,6	7,2 (0,9)	10,5 (1,0)	10,3 (1,1)
2	8,9 (1,0)	5,1	3,9	8,5	5,5 (0,6)	9,6 (1,3)	7,5 (1,0)
3	7,9 (0,5)	5,9	3,6	9,2	6,6 (1,0)	8,6 (0,9)	7,7 (0,7)
4	6,8 (0,6)	4,8	3,0	9,8	6,5 (0,9)	8,3 (1,1)	8,1 (1,1)
5	5,0 (0,7)	2,9	1,5	13,3	7,0 (1,9)	9,2 (2,0)	11,8 (2,4)
SA	7,8 (0,3)	5,5	3,8	10,2	6,5 (0,5)	9,4 (0,5)	8,9 (0,5)

**Table T-3.2b: Various measures (%) of teacher absence (Indicator3) in secondary schools in 2011 and 2017 by quintile status**

Quintile	2011 Average day	Absent % on day of visit according to principal	Absent % on day of visit according to principal corrected for not yet signed	Absent % on day of visit according to register	Absent % on last week Wednesday according to register	Absent % on last week Friday according to register	Absent % on day of visit according to register corrected for not yet signed
1	10,2 (0,8)	11,4	6,2	15,3	9,2 (1,0)	13,3 (1,3)	10,5 (1,0)
2	9,2 (0,8)	11,2	4,8	16,3	7,2 (0,7)	11,5 (1,2)	10,6 (1,4)
3	8,8 (1,3)	8,5	3,8	15,2	7,3 (1,0)	10,8 (1,1)	10,7 (1,3)
4	10,4 (3,7)	8,1	5,5	12,4	7,5 (1,9)	10,1 (1,5)	10,1 (1,5)
5	6,0 (1,6)	5,5	2,3	13,7	7,5 (1,9)	8,7 (1,7)	10,8 (2,1)
SA	9,0 (0,7)	9,3	4,5	14,9	7,8 (0,5)	11,1 (0,6)	10,6 (0,6)

Four tables follow in which the patterns of teacher absence by province and quintile status of schools, separately for primary and secondary schools, are reported. Tables T-3.3a & b for primary schools and Tables 3.4a & b for secondary schools, display the findings by province and quintile status respectively.

Relatively high absence rates, that is, large percentages of schools reporting teacher absence rates of 10% or more, occurred in secondary schools in the Eastern Cape (48%). This could possibly be linked to the high number of small schools, and the contingent rural landscape, in the Eastern Cape. Relatively small percentages of secondary schools in the Eastern Cape (around 32%), as well as in the Free State, Gauteng, the Northern Cape and the North West (all around or just above 40%), reported teacher absence rates below 5%.

A similarly high figure of 40% of primary schools in the Eastern Cape reported high teacher absence rates of 10% or more. Compared to other provinces, teachers in schools in Limpopo displayed low absence rates.

An inconsistent pattern was observed for both primary and secondary schools in relation to absence rates among teachers in schools across quintile status.

**Table T-3.3a: Percentages of primary schools with teacher absence rates (Indicator 3) in the listed categories in 2017 by province**

Province	<5% absent	5-9% absent	10+% absent	Missing
EC	43,0%	15,8%	40,4%	0,9%
FS	50,9%	21,7%	27,4%	
GT	47,7%	21,5%	30,8%	
KZ	55,5%	17,6%	24,4%	2,5%
LP	65,8%	17,5%	16,7%	
MP	54,5%	19,1%	26,4%	
NC	41,0%	20,0%	38,0%	1,0%
NW	41,7%	29,6%	26,9%	1,9%
WC	57,7%	17,1%	24,3%	0,9%
Total	51,8%	19,2%	28,1%	0,9%

**Table T-3.3b: Percentages of primary schools with teacher absence rates (Indicator 3) in the listed categories**

## in 2017 by school quintile status

Quintile	<5% absent	5-9% absent	10+% absent	Missing
1	48,5%	17,6%	33,0%	0,9%
2	54,1%	22,6%	22,4%	0,8%
3	50,4%	19,5%	28,2%	1,9%
4	46,5%	25,4%	28,1%	
5	61,7%	9,5%	28,8%	
Total	51,8%	19,2%	28,1%	0,9%

**Table T-3.4a: Percentages of secondary schools with teacher absence rates (Indicator 3) in the listed categories in 2017 by province**

Province	<5% absent	5-9% absent	10+% absent	Missing
EC	31,6%	15,8%	48,2%	4,4%
FS	43,0%	26,2%	29,0%	1,9%
GT	41,1%	20,5%	33,0%	5,4%
KZ	52,6%	17,2%	28,4%	1,7%
LP	61,7%	16,5%	20,9%	,9%
MP	48,2%	25,5%	24,5%	1,8%
NC	40,0%	19,0%	37,0%	4,0%
NW	42,1%	24,3%	31,8%	1,9%
WC	50,4%	18,0%	26,1%	5,4%
Total	47,5%	19,1%	30,5%	2,9%

**Table T-3.4b: Percentages of secondary schools with teacher absence rates (Indicator 3) in the listed categories in 2017 by school quintile status**

Quintile	<5% absent	5-9% absent	10+% absent	Missing
1	41,2%	21,9%	35,2%	1,7%
2	51,3%	16,7%	30,3%	1,6%
3	44,5%	20,5%	30,9%	4,1%
4	47,4%	20,2%	30,6%	1,9%
5	55,8%	15,7%	23,1%	5,3%
Total	47,5%	19,1%	30,5%	2,9%

The percentage of schools where the register had been filled out for future days is presented in Table 3.5a for provinces and in Table 3.5b for Quintiles. Learner weights were applied.

**Table T-3.5a: Percentage of schools where the register had been filled out for future days by province**

Province	Register was filled out for future days	
	Primary schools	Secondary schools
EC	14,0	12,3
FS	18,9	33,6
GT	16,8	13,4
KZ	42,0	31,9
LP	21,9	25,2

MP	26,4	10,9
NC	15,0	21,0
NW	22,2	28,0
WC	9,0	13,5
SA	23,0	21,7

**Table T-3.5b: Percentage of schools where the register had been filled out for future days by quintile**

Quintile	Register was filled out for future days	
	Primary schools	Secondary schools
1	25,1	25,4
2	20,6	18,5
3	22,8	22,9
4	20,7	20,6
5	25,6	20,2
SA	23,0	21,7

**Table T-3.6: Teacher absence on day of visit according to register corrected for not signed in yet in 2017 by province**

Province	Estimated percentage absent (Calc per school)	Standard Error	95% Confidence Interval	
			Lower	Upper
EC	12,34	1,09	10,20	14,47
FS	7,90	0,79	6,35	9,45
GT	10,27	1,07	8,17	12,37
KZ	8,74	1,09	6,61	10,88
LP	6,63	0,92	4,82	8,44
MP	9,18	1,28	6,66	11,69
NC	12,95	1,54	9,94	15,97
NW	11,65	1,47	8,77	14,52
WC	9,51	1,13	7,29	11,72
SA	9,59	0,41	8,78	10,40

**Table T-3.7: Teacher absence on day of visit according to register corrected for not signed in yet in 2017 by quintile**

Province	Estimated percentage absent (Calc per school)	Standard Error	95% Confidence Interval	
			Lower	Upper
1	10,34	0,80	8,77	11,91
2	8,73	0,85	7,06	10,40
3	8,98	0,68	7,64	10,32
4	9,07	0,92	7,25	10,88
5	11,34	1,60	8,21	14,47
SA	9,59	0,41	8,78	10,40

**Table T-3.8: Teacher absence on day of visit according to register corrected for not signed in yet in 2011**

Province	Estimated percentage absent (Calc per school)	Standard Error	95% Confidence Interval	
			Lower	Upper
EC	8,47	0,61	7,28	9,66

FS	5,77	0,54	4,71	6,84
GT	7,19	0,69	5,85	8,54
KZ	11,25	1,10	9,10	13,40
LP	9,40	0,94	7,55	11,25
MP	6,56	0,63	5,32	7,80
NC	5,62	0,79	4,08	7,16
NW	6,41	0,65	5,13	7,68
WC	3,96	0,49	2,99	4,93
SA	8,23	0,34	7,55	8,90

The absence rate, as a result, increased statistically significantly from 2011 to 2017.

#### **Indicator 4: The percentage of learners having access to the required textbooks and workbooks for the entire school year**

##### **Indicator 4a: Percentage of learners having access to the required textbooks for the entire school year**

The principal was expected to nominate a member of staff who would be able to provide correct information on the availability of textbooks in all grades and subjects as requested in the Learning and Teaching Support Material (LTSM) questionnaire. The distribution of individuals responsible for filling out the LTSM questionnaire is expressed as a percentage in Table T-4.1. School weights were used.

**Table T-4.1: Distribution of posts of persons assisting in 2017 with completing the LTSM Questionnaire**

<b>Post</b>	<b>Primary</b>	<b>Secondary</b>
<b>Educator</b>	36%	38%
<b>HOD</b>	18%	21%
<b>Deputy Principal</b>	9%	12%
<b>Principal</b>	28%	16%
<b>Admin/ Support</b>	9%	11%
<b>Other (specify)</b>	1%	1%
<b>Total</b>	100%	100%

Educators, followed by Heads of Department (HODs) and principals were mainly responsible for completing the LTSM questionnaire. A large percentage of primary school principals (28%) assisted with completing the LTSM Questionnaire.

In the SMS 2011, the respondent had to give an estimate of the percentage of learners in each grade and subject who had access to a textbook. In the SMS 2017, the respondent had to select a percentage category from the following options:

1. 0%
2. about 20%
3. about 40%
4. about 50%
5. about 60%
6. about 80%

7. 100%

8. I don't know

The figures at a national level for learning texts in Grade 6 in 2017 appear in Table T-4.2. Textbooks for Home Language, Mathematics (and Science) were in relatively better supply, compared to other materials, while works of fiction in both the Home Language and First Additional Language, (as well as textbooks for Economic and Management Sciences and Arts and Culture) were not as well supplied as with the average situation across other materials. Figures for the subjects in brackets do not appear in the Grade 6, 9 and 12 tables, although some preliminary explorations had been done initially, which are reflected only in brackets occasionally in the text.

**Table T-4.2: Percentage of primary school learners in each category of access\* to Grade 6 text materials in 2017**

Grade 6 Text materials – Access in 2017								
Item	0%	About 20%	About 40%	About 60%	About 80%	100%	I do not know	Total
HL Textbook	4,3%	1,9%	3,5%	11,5%	18,0%	60,4%	0,4%	100,0%
HL Fiction	19,3%	1,5%	4,8%	10,8%	14,9%	48,1%	0,5%	100,0%
FAL Textbook	5,2%	1,9%	4,4%	10,5%	18,0%	59,3%	0,6%	100,0%
FAL Fiction	19,1%	1,7%	4,3%	10,1%	15,7%	48,7%	0,3%	100,0%
Mathematics	3,5%	0,9%	4,4%	9,6%	17,4%	64,0%	0,3%	100,0%

\* These access percentage categories were transformed into a single access percentage of learners per school with textbooks by weighting each of the categories with the number of learners in the relevant category.

Table T-4.3 reflects the figures at a national level in 2017 for learner access to learning texts in secondary schools, across Grade 9 and Grade 12 respectively.

At Grade 9 level, learner access to textbooks for Mathematics was in relatively better supply, compared to other materials, while works of fiction in both the Home Language and First Additional Language were not as well supplied as with the average situation across other materials.

At Grade 12 level, textbooks for both Home and First Additional Languages, (as well as for Accounting, Physical Sciences and Life Orientation) were in relatively better supply, compared to other materials, (while Economics and History textbooks were not as well supplied as with the average situation across other materials). Access generally increased over time, more so for language materials. The three (3) exceptions were English fiction and Mathematical Literacy textbooks that stayed at the same level as before, while access to Mathematics textbooks decreased across the grades, albeit at quite high access levels, relatively speaking.

**Table T-4.3: Percentage of secondary school learners in each category of access to Grade 9 and Grade 12 text materials in 2017**

Grade 9 Text materials – Access in 2017								
Item	0%	About 20%	About 40%	About 60%	About 80%	100%	I do not know	Total
HL Textbook	5,0%	2,8%	4,8%	12,5%	22,0%	51,7%	1,3%	100,0%
HL Fiction	18,8%	1,7%	5,1%	11,3%	17,9%	44,0%	1,1%	100,0%
FAL Textbook	6,5%	2,3%	6,9%	10,3%	21,9%	51,1%	0,9%	100,0%
FAL Fiction	18,1%	2,1%	6,7%	10,2%	19,0%	42,5%	1,3%	100,0%
Mathematics	3,6%	2,4%	5,6%	10,9%	20,3%	56,2%	1,0%	100,0%
Grade 12 Text materials – Access in 2017								

HL Textbook	4,1%	1,8%	3,5%	6,3%	13,3%	70,6%	0,4%	100,0%
HL Fiction	13,0%	1,5%	3,4%	6,8%	10,4%	64,6%	0,4%	100,0%
FAL Textbook	4,8%	1,6%	4,0%	6,4%	14,0%	68,6%	0,6%	100,0%
FAL Fiction	13,0%	0,7%	3,6%	6,7%	12,7%	62,1%	1,2%	100,0%
Mathematical Literacy	9,1%	1,6%	3,3%	8,4%	10,2%	66,4%	1,0%	100,0%
Mathematics	5,0%	1,4%	3,6%	8,1%	9,4%	72,0%	0,5%	100,0%

While it is acknowledged that the overwhelming majority of schools primarily use the DBE workbooks at the Foundation Phase, information was also obtained on the use of textbooks given that schools have the option to determine whether to use workbooks, textbooks or both. As can be seen from Table T-4.4 about 46% of all Grade 3 learners had language textbooks. The presence of Numeracy textbooks was slightly lower, as shown in Table T-4.5. There was general consistency within provinces across the two textbooks in relation to learner access. Learners in the Free State, Limpopo and Mpumalanga experienced significantly lower access compared to the national average. Access was significantly higher, in turn, for learners in schools in KwaZulu-Natal, the North-West and the Western Cape.

**Table T-4.4: Percentages, standard errors and confidence intervals of Grade 3 learners with Language textbooks in 2017**

Province	Percentage with language textbooks (Calc globally)	Percentage with language textbooks (Calc per school)	Standard Error	95% Confidence Interval	
				Lower	Upper
EC	39.56	39.15	4.16	30.99	47.32
FS	34.13	33.35	3.50	26.49	40.21
GT	43.29	41.67	3.49	34.83	48.52
KZ	64.51	62.13	3.54	55.18	69.08
LP	20.52	19.85	3.14	13.69	26.01
MP	24.82	24.50	3.33	17.98	31.03
NC	43.32	41.96	3.92	34.26	49.65
NW	59.94	61.73	3.57	54.73	68.73
WC	74.56	74.42	2.99	68.56	80.28
SA	46.39	46.21	1.31	43.64	48.78

**Table T-4.5: Percentages, standard errors and confidence intervals of Grade 3 learners with Numeracy textbooks**

Province	Percentage with Numeracy textbooks (Calc globally)	Percentage with numeracy textbooks (Calc per school)	Standard Error	95% Confidence Interval	
				Lower	Upper
EC	34.77	34.28	3.99	26.46	42.10
FS	28.21	27.62	3.23	21.27	33.96
GT	33.85	33.20	3.28	26.77	39.63
KZ	61.23	60.06	3.40	53.39	66.73
LP	19.28	21.04	3.15	14.86	27.22
MP	16.79	15.96	2.74	10.59	21.33
NC	46.35	45.52	3.88	37.91	53.14
NW	57.24	60.03	3.50	53.16	66.90
WC	76.21	76.18	2.78	70.73	81.63
SA	42.07	42.69	1.24	40.25	45.13

**Table T-4.6: Percentage of learners per province indicating access levels to Grade 6, 9 and 12 textbooks and other learning materials (Indicator 4) in 2017**

	GR6 Home Language textbook access							Total
	0%	About 20%	About 40%	About 60%	About 80%	100%	I do not know	
EC	4,4%	3,5%	6,6%	21,9%	23,2%	40,4%		100,0%
FS	4,5%	2,7%	2,7%	11,8%	21,5%	56,7%		100,0%
GT	,9%			3,7%	7,2%	88,1%		100,0%
KZ	3,2%	1,6%	4,0%	10,3%	15,8%	64,3%	,8%	100,0%
LP	7,0%	1,8%	5,3%	12,2%	29,8%	43,0%	,9%	100,0%
MP	9,4%	3,0%	7,0%	16,4%	20,7%	41,7%	1,7%	100,0%
NC	1,0%	1,9%	1,0%	18,0%	27,2%	51,0%		100,0%
NW	2,7%	,9%	,9%	6,4%	20,7%	68,3%		100,0%
WC	6,2%	1,8%		3,3%	6,2%	82,4%		100,0%
SA	4,3%	1,9%	3,5%	11,5%	18,0%	60,4%	,4%	100,0%
	GR6 Home Language fiction textbook access							Total
	0%	About 20%	About 40%	About 60%	About 80%	100%	I do not know	
EC	16,6%	1,8%	11,0%	10,5%	22,4%	37,7%		100,0%
FS	21,5%	1,8%	3,6%	9,1%	15,4%	48,6%		100,0%
GT	17,5%		,9%	4,7%	8,4%	68,4%		100,0%
KZ	11,9%	1,6%	4,8%	12,7%	14,2%	54,0%	,8%	100,0%
LP	23,7%	2,6%	6,1%	15,8%	20,1%	31,6%		100,0%
MP	24,9%	3,9%	5,2%	17,2%	17,5%	29,5%	1,7%	100,0%
NC	20,4%	1,0%	1,9%	9,2%	21,3%	46,1%		100,0%
NW	34,9%		3,7%	8,3%	9,2%	43,1%	,9%	100,0%
WC	20,5%	,9%		7,8%	6,2%	63,7%	,9%	100,0%
SA	19,3%	1,5%	4,8%	10,8%	14,9%	48,1%	,5%	100,0%
	GR6 First Additional Language textbook access							Total
	0%	About 20%	About 40%	About 60%	About 80%	100%	I do not know	
EC	6,1%	4,4%	8,8%	18,0%	23,2%	39,5%		100,0%
FS	4,5%	1,8%	5,4%	10,9%	18,8%	58,5%		100,0%
GT	,9%			3,7%	5,3%	90,0%		100,0%
KZ	5,6%	1,6%	4,8%	9,5%	15,8%	61,2%	1,6%	100,0%
LP	4,4%	2,6%	5,3%	13,2%	32,4%	41,3%	,9%	100,0%
MP	12,2%	4,5%	7,9%	14,6%	20,1%	38,9%	1,7%	100,0%
NC	2,9%		1,0%	15,0%	27,2%	53,9%		100,0%
NW	,9%		1,8%	5,5%	23,4%	68,3%		100,0%
WC	8,7%			5,1%	6,2%	79,9%		100,0%
SA	5,2%	1,9%	4,4%	10,5%	18,0%	59,3%	,6%	100,0%
	GR6 First Additional Language fiction textbook access							Total
	0%	About 20%	About 40%	About 60%	About 80%	100%	I do not know	
EC	17,5%	3,5%	9,6%	12,7%	20,6%	36,0%		100,0%
FS	19,0%	1,8%	3,6%	11,5%	13,3%	49,7%	,9%	100,0%
GT	14,7%			4,7%	6,6%	74,0%		100,0%
KZ	10,4%	2,4%	3,2%	11,1%	17,4%	54,8%	,8%	100,0%
LP	25,5%	,9%	6,1%	15,7%	22,8%	29,0%		100,0%
MP	27,5%	3,9%	7,0%	11,1%	20,1%	30,4%		100,0%
NC	25,2%		1,9%	11,7%	16,5%	44,7%		100,0%
NW	33,1%		2,7%	5,5%	12,8%	45,8%		100,0%
WC	22,1%		1,8%	6,0%	7,1%	62,1%	,9%	100,0%

SA	19,1%	1,7%	4,3%	10,1%	15,7%	48,7%	,3%	100,0%
GR6 Mathematics textbook access								Total
	0%	About 20%	About 40%	About 60%	About 80%	100%	I do not know	
EC	1,8%	,9%	7,9%	14,0%	27,1%	48,4%		100,0%
FS	3,6%	1,8%	3,6%	11,8%	20,0%	59,2%		100,0%
GT			1,6%	4,7%	1,9%	91,9%		100,0%
KZ	3,2%	,8%	4,8%	8,0%	15,7%	66,8%	,8%	100,0%
LP	4,4%		7,9%	11,3%	29,0%	46,5%	,9%	100,0%
MP	13,1%	4,5%	4,4%	13,8%	19,9%	44,3%		100,0%
NC	1,0%		1,0%	11,2%	30,1%	56,8%		100,0%
NW	,9%		1,8%	9,2%	15,6%	72,5%		100,0%
WC	5,3%		,9%	5,1%	8,0%	80,6%		100,0%
SA	3,5%	,9%	4,4%	9,6%	17,4%	64,0%	,3%	100,0%
GR9 Home Language textbook access								Total
	0%	About 20%	About 40%	About 60%	About 80%	100%	I do not know	
EC	4,7%	4,5%	3,1%	11,3%	27,2%	48,3%	,8%	100,0%
FS	3,8%	2,3%	2,8%	8,8%	31,8%	50,5%		100,0%
GT	2,8%			6,5%	13,0%	75,8%	1,9%	100,0%
KZ	6,0%	2,5%	8,4%	22,0%	21,2%	37,3%	2,6%	100,0%
LP	2,7%	3,4%	4,3%	9,5%	33,6%	45,7%	,9%	100,0%
MP	13,6%	8,5%	11,8%	13,6%	12,7%	38,7%	1,2%	100,0%
NC	1,8%	2,7%	4,6%	5,5%	17,3%	67,2%	,9%	100,0%
NW	3,7%	,9%	4,6%	13,0%	25,0%	52,7%		100,0%
WC	3,7%			3,5%	13,0%	79,8%		100,0%
SA	5,0%	2,8%	4,8%	12,5%	22,0%	51,7%	1,3%	100,0%
GR9 Home Language - fiction textbook access								Total
	0%	About 20%	About 40%	About 60%	About 80%	100%	I do not know	
EC	17,8%	2,9%	2,9%	12,9%	23,7%	39,7%		100,0%
FS	17,1%	3,6%	1,9%	8,5%	26,5%	42,4%		100,0%
GT	11,2%			7,5%	10,3%	69,2%	1,9%	100,0%
KZ	17,8%		11,8%	16,9%	20,3%	31,4%	1,7%	100,0%
LP	23,3%	3,4%	3,4%	9,5%	23,3%	36,2%	,9%	100,0%
MP	30,2%	5,8%	8,1%	14,5%	6,3%	33,0%	2,1%	100,0%
NC	10,0%	1,8%	3,6%	7,3%	13,7%	63,5%		100,0%
NW	42,7%		3,7%	6,5%	13,0%	34,2%		100,0%
WC	7,2%			4,3%	14,1%	73,5%	,9%	100,0%
SA	18,8%	1,7%	5,1%	11,3%	17,9%	44,0%	1,1%	100,0%
GR9 First Additional Language textbook access								Total
	0%	About 20%	About 40%	About 60%	About 80%	100%	I do not know	
EC	7,6%	4,5%	5,3%	11,3%	27,4%	43,1%	,8%	100,0%
FS	1,9%	4,5%	3,8%	4,5%	31,2%	54,0%		100,0%
GT	3,7%			3,7%	13,0%	78,6%	,9%	100,0%
KZ	10,2%	1,7%	12,7%	15,2%	22,0%	36,5%	1,7%	100,0%
LP	4,4%	1,7%	8,6%	10,3%	28,4%	46,5%		100,0%
MP	7,0%	7,6%	10,8%	18,4%	13,9%	40,2%	2,1%	100,0%
NC	2,7%	3,6%	5,5%	6,4%	20,9%	60,9%		100,0%
NW	3,7%		5,6%	7,4%	23,2%	60,1%		100,0%
WC	6,3%			3,5%	17,6%	72,6%		100,0%
SA	6,5%	2,3%	6,9%	10,3%	21,9%	51,1%	,9%	100,0%
GR9 First Additional Language fiction textbook access								Total
	0%	About 20%	About 40%	About 60%	About 80%	100%	I do not know	

EC	17,6%	2,9%	6,5%	11,3%	22,5%	38,4%	,8%	100,0%
FS	16,6%	3,6%	5,6%	4,7%	24,7%	44,8%		100,0%
GT	14,0%		,9%	5,6%	10,3%	67,4%	1,9%	100,0%
KZ	12,7%	,8%	13,5%	16,9%	22,0%	31,4%	2,6%	100,0%
LP	19,9%	5,2%	6,0%	10,3%	25,8%	31,9%	,9%	100,0%
MP	33,6%	5,8%	9,0%	9,9%	8,1%	32,6%	,9%	100,0%
NC	13,6%	,9%	,9%	7,3%	16,4%	60,8%		100,0%
NW	43,6%		1,9%	2,8%	13,9%	37,9%		100,0%
WC	10,7%			4,3%	17,6%	66,6%	,9%	100,0%
SA	18,1%	2,1%	6,7%	10,2%	19,0%	42,5%	1,3%	100,0%

#### GR9 Mathematics textbook access

	0%	About 20%	About 40%	About 60%	About 80%	100%	I do not know	Total
EC	3,1%	2,7%	6,8%	7,0%	25,8%	53,6%	,8%	100,0%
FS	1,3%	3,2%	3,8%	7,9%	25,6%	58,2%		100,0%
GT	,9%			1,9%	10,3%	86,0%	,9%	100,0%
KZ	5,1%	3,4%	9,3%	22,0%	20,3%	38,2%	1,7%	100,0%
LP	5,2%	1,7%	5,2%	8,6%	31,0%	47,4%	,9%	100,0%
MP	5,2%	6,7%	10,8%	15,4%	16,9%	43,8%	1,2%	100,0%
NC	1,8%	3,6%	2,7%	7,3%	20,0%	63,6%	,9%	100,0%
NW	,9%		4,6%	6,5%	20,4%	67,5%		100,0%
WC	2,9%	,9%		3,5%	10,4%	82,4%		100,0%
SA	3,6%	2,4%	5,6%	10,9%	20,3%	56,2%	1,0%	100,0%

#### GR12 Home Language textbook access

	0%	About 20%	About 40%	About 60%	About 80%	100%	I do not know	Total
EC	6,9%	4,1%	3,4%	13,5%	17,2%	54,1%	,9%	100,0%
FS	2,7%		2,7%	3,6%	15,6%	75,4%		100,0%
GT	,9%		1,8%	,9%	1,8%	94,6%		100,0%
KZ	6,0%	1,7%	4,3%	7,7%	14,5%	64,9%	,9%	100,0%
LP	3,5%	1,7%	2,6%	6,0%	16,4%	69,8%		100,0%
MP	2,6%	5,3%	10,0%	10,0%	18,4%	52,9%	,9%	100,0%
NC	,9%		,9%	4,7%	13,2%	79,2%	,9%	100,0%
NW	2,8%	,9%	4,7%	,9%	15,1%	75,5%		100,0%
WC	3,8%			1,8%	10,5%	83,9%		100,0%
SA	4,1%	1,8%	3,5%	6,3%	13,3%	70,6%	,4%	100,0%

#### GR12 Home Language fiction textbook access

	0%	About 20%	About 40%	About 60%	About 80%	100%	I do not know	Total
EC	12,9%	2,4%	6,9%	11,2%	14,6%	52,1%		100,0%
FS	13,8%		2,7%	4,5%	13,8%	65,2%		100,0%
GT	10,0%		,9%	,9%	1,8%	86,4%		100,0%
KZ	6,0%	1,7%	5,1%	11,1%	11,1%	63,2%	1,7%	100,0%
LP	22,5%	2,6%	,9%	6,0%	11,2%	56,9%		100,0%
MP	17,0%	3,8%	7,0%	7,9%	14,9%	49,4%		100,0%
NC	9,4%	,9%	1,9%	1,9%	9,4%	76,4%		100,0%
NW	39,6%			2,8%	8,5%	49,1%		100,0%
WC	4,7%			1,8%	8,8%	84,8%		100,0%
SA	13,0%	1,5%	3,4%	6,8%	10,4%	64,6%	,4%	100,0%

#### GR12 First Additional Language textbook access

	0%	About 20%	About 40%	About 60%	About 80%	100%	I do not know	Total
EC	8,4%	4,1%	4,3%	11,2%	18,9%	52,4%	,9%	100,0%
FS	3,6%		1,8%	2,7%	16,1%	75,8%		100,0%
GT	2,7%		1,8%		2,7%	92,8%		100,0%

KZ	6,0%	1,7%	6,0%	6,8%	16,2%	62,4%	,9%	100,0%
LP	2,7%		3,4%	10,3%	15,5%	66,3%	1,7%	100,0%
MP	5,6%	5,3%	9,6%	10,8%	17,5%	51,2%		100,0%
NC	1,9%	,9%	1,9%	1,9%	15,1%	78,3%		100,0%
NW	4,7%	,9%	1,9%	3,8%	14,2%	74,5%		100,0%
WC	3,8%	,9%		2,6%	10,5%	82,2%		100,0%
SA	4,8%	1,6%	4,0%	6,4%	14,0%	68,6%	,6%	100,0%
GR12 First Additional Language fiction textbook access								Total
	0%	About 20%	About 40%	About 60%	About 80%	100%	I do not know	
EC	12,7%	2,4%	7,7%	12,0%	16,3%	48,1%	,9%	100,0%
FS	11,6%	,9%	2,7%	2,7%	17,4%	63,8%	,9%	100,0%
GT	10,0%		,9%	1,8%	4,5%	81,9%	,9%	100,0%
KZ	7,7%		4,3%	9,4%	15,4%	60,7%	2,6%	100,0%
LP	19,0%		3,4%	6,0%	13,8%	56,9%	,9%	100,0%
MP	18,7%	2,6%	7,3%	10,5%	14,9%	45,9%		100,0%
NC	8,5%	2,8%	,9%	,9%	9,4%	77,3%		100,0%
NW	35,8%	,9%		1,9%	8,5%	51,9%	,9%	100,0%
WC	7,3%			2,6%	8,8%	81,3%		100,0%
SA	13,0%	,7%	3,6%	6,7%	12,7%	62,1%	1,2%	100,0%
GR12 Mathematical Literacy textbook access								Total
	0%	About 20%	About 40%	About 60%	About 80%	100%	I do not know	
EC	10,1%	3,4%	1,7%	14,6%	12,0%	57,3%	,9%	100,0%
FS	5,4%		1,8%	5,4%	10,7%	76,7%		100,0%
GT	,9%		,9%	,9%	2,7%	92,8%	1,8%	100,0%
KZ	15,4%	2,6%	5,1%	7,7%	12,0%	56,4%	,9%	100,0%
LP	7,0%	,9%	3,4%	16,4%	7,8%	63,7%	,9%	100,0%
MP	17,8%	3,5%	9,6%	13,5%	14,9%	38,9%	1,8%	100,0%
NC	1,9%		2,8%	7,6%	16,0%	70,8%	,9%	100,0%
NW	4,7%	,9%	,9%	1,9%	14,2%	76,4%	,9%	100,0%
WC	3,8%			1,8%	10,5%	83,9%		100,0%
SA	9,1%	1,6%	3,3%	8,4%	10,2%	66,4%	1,0%	100,0%
GR12 Mathematics textbook access								Total
	0%	About 20%	About 40%	About 60%	About 80%	100%	I do not know	
EC	5,1%	,9%	6,7%	12,9%	9,4%	64,2%	,9%	100,0%
FS	1,3%			2,7%	13,8%	82,2%		100,0%
GT				1,8%	,9%	96,4%	,9%	100,0%
KZ	6,9%	1,7%	4,3%	11,1%	10,2%	65,8%		100,0%
LP	7,0%	2,6%	3,4%	10,3%	9,5%	66,3%	,9%	100,0%
MP	3,5%	3,5%	10,8%	12,0%	20,2%	48,2%	1,8%	100,0%
NC	13,1%	3,8%	,9%	5,7%	9,4%	67,0%		100,0%
NW	3,8%	,9%	,9%	4,7%	8,5%	81,1%		100,0%
WC	7,3%			,9%	7,9%	83,9%		100,0%
SA	5,0%	1,4%	3,6%	8,1%	9,4%	72,0%	,5%	100,0%

**Table T-4.7: Percentage of learners per quintile indicating access to Grade 6, 9 and 12 textbooks and other learning materials (Indicator 4) in 2017**

GR6 Home Language textbook access							Total
	0%	About 20%	About 40%	About 60%	About 80%	100%	I do not know
1	5,0%	2,0%	4,6%	15,0%	22,8%	50,3%	,3%
2	5,7%	2,9%	3,3%	17,4%	19,3%	50,1%	1,4%

3	3,2%	1,9%	2,8%	9,5%	21,5%	61,2%	100,0%
4	2,4%	1,4%	3,0%	7,1%	9,7%	76,5%	100,0%
5	4,3%		3,5%		5,3%	86,8%	100,0%
SA	4,3%	1,9%	3,5%	11,5%	18,0%	60,4%	100,0%
GR6 Home Language fiction textbook access							Total
	0%	About 20%	About 40%	About 60%	About 80%	100%	I do not know
1	20,4%	2,8%	7,2%	13,3%	15,2%	40,8%	,3%
2	19,9%	2,8%	3,0%	15,3%	18,7%	39,3%	1,0%
3	23,7%	,4%	5,3%	8,4%	19,2%	42,7%	,3%
4	15,5%		3,5%	9,9%	8,3%	62,8%	
5	10,6%		3,5%	2,1%	3,8%	79,3%	,6%
SA	19,3%	1,5%	4,8%	10,8%	14,9%	48,1%	,5%
GR6 First Additional Language textbook access							Total
	0%	About 20%	About 40%	About 60%	About 80%	100%	I do not know
1	4,0%	2,5%	7,2%	13,2%	20,3%	52,4%	,3%
2	6,1%	1,9%	5,6%	13,8%	21,9%	48,6%	2,2%
3	3,2%	1,8%	2,1%	10,6%	22,7%	59,5%	
4	5,2%	3,0%	1,6%	6,9%	10,3%	73,1%	
5	10,5%		2,9%	1,3%	2,3%	83,0%	
SA	5,2%	1,9%	4,4%	10,5%	18,0%	59,3%	,6%
GR6 First Additional Language fiction textbook access							Total
	0%	About 20%	About 40%	About 60%	About 80%	100%	I do not know
1	19,2%	2,8%	7,1%	12,7%	17,4%	40,5%	,3%
2	18,7%	1,9%	5,8%	13,4%	18,0%	41,5%	,7%
3	21,3%	1,2%	2,4%	8,8%	20,7%	45,4%	,2%
4	18,5%	1,6%	2,1%	9,4%	9,1%	59,2%	
5	15,8%		1,4%	1,6%	3,0%	78,1%	
SA	19,1%	1,7%	4,3%	10,1%	15,7%	48,7%	,3%
GR6 Mathematics textbook access							Total
	0%	About 20%	About 40%	About 60%	About 80%	100%	I do not know
1	3,7%	2,0%	5,2%	12,6%	20,7%	55,8%	
2	5,8%	1,3%	3,9%	13,0%	20,6%	54,2%	1,1%
3	1,2%		4,9%	9,8%	20,6%	63,6%	
4	4,7%		3,0%	4,7%	11,3%	76,3%	
5	2,1%		4,3%		3,1%	90,6%	
SA	3,5%	,9%	4,4%	9,6%	17,4%	64,0%	,3%
GR9 Home Language textbook access							Total
	0%	About 20%	About 40%	About 60%	About 80%	100%	I do not know
1	4,0%	5,0%	6,8%	18,2%	22,0%	41,8%	2,1%
2	4,1%	3,4%	4,7%	16,7%	24,9%	44,2%	2,0%
3	4,3%	,7%	3,1%	11,4%	30,1%	49,4%	,9%
4	7,4%	5,1%	3,0%	7,1%	21,3%	55,0%	1,0%
5	6,9%		6,0%	4,1%	5,4%	77,5%	
SA	5,0%	2,8%	4,8%	12,5%	22,0%	51,7%	1,3%
GR9 Home Language - fiction textbook access							Total
	0%	About 20%	About 40%	About 60%	About 80%	100%	I do not know
1	21,6%	4,0%	6,9%	16,4%	16,3%	32,0%	2,9%
2	24,2%	2,4%	4,9%	11,3%	21,3%	34,9%	1,0%
3	18,7%		3,8%	13,4%	23,3%	40,7%	
4	10,1%	1,6%	6,0%	8,9%	17,4%	54,3%	1,7%
5	14,4%		4,2%	2,9%	7,3%	71,3%	

SA	18,8%	1,7%	5,1%	11,3%	17,9%	44,0%	1,1%	100,0%
GR9 First Additional Language textbook access								Total
	0%	About 20%	About 40%	About 60%	About 80%	100%	I do not know	
1	2,7%	3,3%	10,5%	14,0%	26,7%	40,8%	2,0%	100,0%
2	4,6%	2,6%	9,4%	14,4%	21,9%	45,3%	1,8%	100,0%
3	5,3%	1,3%	3,5%	11,0%	25,9%	53,1%		100,0%
4	12,5%	5,1%	7,6%	2,9%	20,3%	51,5%		100,0%
5	11,7%		2,8%	4,1%	10,4%	71,1%		100,0%
SA	6,5%	2,3%	6,9%	10,3%	21,9%	51,1%	,9%	100,0%
GR9 First Additional Language fiction textbook access								Total
	0%	About 20%	About 40%	About 60%	About 80%	100%	I do not know	
1	21,9%	3,3%	9,1%	12,3%	18,4%	32,5%	2,4%	100,0%
2	21,0%	3,8%	5,2%	12,0%	20,8%	34,3%	2,8%	100,0%
3	18,9%	1,0%	6,1%	11,4%	23,2%	39,3%		100,0%
4	12,7%	1,6%	9,8%	6,4%	18,3%	51,2%		100,0%
5	11,2%		4,2%	5,5%	11,4%	66,9%	,8%	100,0%
SA	18,1%	2,1%	6,7%	10,2%	19,0%	42,5%	1,3%	100,0%
GR9 Mathematics textbook access								Total
	0%	About 20%	About 40%	About 60%	About 80%	100%	I do not know	
1	3,7%	5,3%	8,6%	15,5%	20,7%	44,6%	1,6%	100,0%
2	2,1%	2,6%	5,5%	12,1%	25,1%	50,1%	2,5%	100,0%
3	3,8%	,8%	7,1%	12,7%	24,4%	51,2%		100,0%
4	1,5%	3,4%	2,9%	6,3%	19,1%	66,9%		100,0%
5	6,8%		1,4%	3,2%	7,6%	81,0%	,1%	100,0%
SA	3,6%	2,4%	5,6%	10,9%	20,3%	56,2%	1,0%	100,0%
GR12 Home Language textbook access								Total
	0%	About 20%	About 40%	About 60%	About 80%	100%	I do not know	
1	2,5%	2,9%	5,7%	7,9%	14,1%	65,5%	1,4%	100,0%
2	2,2%	2,1%	2,8%	8,7%	12,0%	71,6%	,5%	100,0%
3	3,6%	,8%	3,9%	4,5%	17,3%	69,9%		100,0%
4	5,2%	1,6%	2,3%	5,7%	12,7%	72,5%		100,0%
5	8,7%	1,4%	1,9%	3,7%	8,4%	75,8%	,1%	100,0%
SA	4,1%	1,8%	3,5%	6,3%	13,3%	70,6%	,4%	100,0%
GR12 Home Language fiction textbook access								Total
	0%	About 20%	About 40%	About 60%	About 80%	100%	I do not know	
1	19,8%	1,8%	3,6%	9,4%	10,8%	53,6%	1,0%	100,0%
2	14,4%	1,2%	2,6%	8,1%	10,2%	63,5%		100,0%
3	11,3%	1,5%	3,2%	4,7%	12,7%	65,7%	,9%	100,0%
4	6,8%	1,6%	5,2%	4,4%	12,6%	69,4%		100,0%
5	9,5%	1,4%	2,8%	6,3%	4,4%	75,6%		100,0%
SA	13,0%	1,5%	3,4%	6,8%	10,4%	64,6%	,4%	100,0%
GR12 First Additional Language textbook access								Total
	0%	About 20%	About 40%	About 60%	About 80%	100%	I do not know	
1	3,8%	2,7%	5,3%	11,6%	16,1%	59,0%	1,6%	100,0%
2	3,7%	1,7%	3,4%	7,1%	13,3%	69,6%	1,0%	100,0%
3	3,0%	,5%	4,5%	5,6%	17,0%	69,5%		100,0%
4	7,9%	3,3%	4,0%	2,4%	12,9%	69,5%		100,0%
5	8,4%	,5%	2,2%	2,8%	8,0%	78,1%		100,0%
SA	4,8%	1,6%	4,0%	6,4%	14,0%	68,6%	,6%	100,0%
GR12 First Additional Language fiction textbook access								Total
	0%	About 20%	About 40%	About 60%	About 80%	100%	I do not know	

1	18,5%	,7%	5,4%	9,2%	13,6%	51,0%	1,6%	100,0%
2	14,6%	,5%	5,4%	4,7%	13,3%	59,7%	1,7%	100,0%
3	11,8%	,6%	2,6%	7,4%	15,7%	61,2%	,7%	100,0%
4	9,5%	1,6%	2,3%	6,8%	13,3%	66,6%		100,0%
5	7,8%	,5%	1,4%	4,9%	5,2%	78,8%	1,4%	100,0%
SA	13,0%	,7%	3,6%	6,7%	12,7%	62,1%	1,2%	100,0%

GR12 Mathematical Literacy textbook access								Total
	0%	About 20%	About 40%	About 60%	About 80%	100%	I do not know	
1	14,5%	2,2%	5,4%	12,1%	9,5%	53,3%	3,1%	100,0%
2	9,3%	1,7%	4,0%	10,0%	11,2%	63,3%	,5%	100,0%
3	6,3%	1,1%	1,5%	8,3%	14,8%	67,9%	,1%	100,0%
4	11,0%	3,4%	4,1%	2,7%	5,5%	73,3%		100,0%
5	4,4%		1,4%	6,0%	6,6%	80,9%	,8%	100,0%
SA	9,1%	1,6%	3,3%	8,4%	10,2%	66,4%	1,0%	100,0%

GR12 Mathematics textbook access								Total
	0%	About 20%	About 40%	About 60%	About 80%	100%	I do not know	
1	2,6%	2,3%	7,9%	13,8%	9,8%	61,6%	1,9%	100,0%
2	5,4%	2,1%	1,8%	9,1%	12,0%	69,2%	,5%	100,0%
3	6,5%	,5%	1,7%	7,0%	9,3%	74,9%		100,0%
4	3,9%	1,8%	7,3%	2,4%	8,9%	75,6%		100,0%
5	6,2%			4,9%	5,8%	83,1%		100,0%
SA	5,0%	1,4%	3,6%	8,1%	9,4%	72,0%	,5%	100,0%

Tables T-4.8 to T-4.10 display estimates of the percentage of learners in 2017 with the indicated Grade 6, 9 and 12 textbooks by province.

**Table T-4.8: Percentage of Grade 6 learners with the indicated textbooks by province**

Province	HL Textbook	HL Fiction	FAL Textbook	FAL Fiction	Mathematics
EC	75.4	66.7	73.3	64.7	81.8
FS	82.6	68.2	82.6	69.8	84.0
GT	96.1	78.4	96.5	82.1	96.8
KZ	85.7	75.8	83.1	77.7	86.9
LP	77.4	60.2	78.4	59.3	80.4
MP	72.8	57.7	69.0	56.7	71.2
NC	84.3	69.7	85.1	65.6	88.0
NW	89.3	57.4	91.1	60.5	91.2
WC	89.8	74.2	88.0	72.8	90.5
SA	83.8	69.1	82.7	69.6	85.8

**Table T-4.9: Percentage of Grade 9 learners with the indicated textbooks by province**

Province	HL Textbook	HL Fiction	FAL Textbook	FAL Fiction	Mathematics
EC	79.7	68.2	75.4	66.9	82.4
FS	82.8	70.2	84.2	70.3	85.6
GT	91.8	83.5	92.1	80.8	96.2
KZ	73.2	63.7	69.8	66.5	73.3
LP	81.3	63.1	79.3	62.7	80.5
MP	64.1	52.2	69.7	50.3	73.1
NC	87.5	80.7	84.4	78.9	86.6
NW	82.6	49.9	85.3	51.4	89.6

WC	92.3	88.1	88.8	84.0	93.0
SA	80.3	68.3	78.8	67.9	82.5

**Table T-4.10: Percentage of Grade 12 learners with the indicated textbooks by province**

Province	HL Textbook	HL Fiction	FAL Textbook	FAL Fiction	Maths Literacy	Mathematics
EC	78.8	73.7	77.4	72.5	77.7	83.0
FS	91.1	80.0	91.0	81.3	89.3	94.9
GT	97.3	88.8	95.7	87.8	97.6	99.1
KZ	83.9	82.6	82.9	82.4	73.8	82.7
LP	87.9	70.3	87.8	73.5	82.0	82.7
MP	79.3	69.6	76.6	67.6	64.6	78.0
NC	93.9	86.0	92.4	86.4	90.1	79.1
NW	90.2	57.5	89.1	60.6	90.3	91.3
WC	93.4	92.9	92.3	89.9	93.4	90.8
SA	87.2	78.9	86.0	78.8	82.0	86.6

Tables T-4.11 to T-4.13 display estimates of the percentage of learners in 2017 with the indicated Grade 6, 9 and 12 textbooks by quintile.

**Table T-4.11: Percentage of Grade 6 learners with the indicated textbooks by quintile**

Quintile	HL Textbook	HL Fiction	FAL Textbook	FAL Fiction	Mathematics
1	80.0	64.6	80.2	65.6	82.4
2	79.0	65.8	78.7	67.1	81.3
3	85.5	65.5	85.3	68.6	87.9
4	90.0	76.7	86.7	73.3	89.4
5	92.5	85.6	86.8	82.1	94.8
SA	83.8	69.1	82.7	69.6	85.8

**Table T-4.12: Percentage of Grade 9 learners with the indicated textbooks by quintile**

Quintile	HL Textbook	HL Fiction	FAL Textbook	FAL Fiction	Mathematics
1	75.7	60.1	77.0	60.4	76.2
2	78.2	61.8	77.1	62.8	82.2
3	82.5	69.0	82.0	67.4	81.3
4	79.4	77.6	73.6	73.9	87.8
5	86.8	80.5	82.9	81.7	89.6
SA	80.3	68.3	78.8	67.9	82.5

**Table T-4.13: Percentage of Grade 12 learners with the indicated textbooks by quintile**

Quintile	HL Textbook	HL Fiction	FAL Textbook	FAL Fiction	Maths Literacy	Mathematics
1	85.6	70.4	82.8	70.9	73.0	82.9
2	88.4	77.8	87.2	76.8	80.6	85.8
3	88.2	81.0	88.3	79.9	85.6	87.4
4	87.3	84.5	83.5	82.6	81.7	87.5
5	85.8	84.3	87.1	87.8	91.0	90.7
SA	87.2	78.9	86.0	78.8	82.0	86.6

**Indicator 4b: The percentage of learners having access to the required workbooks for the entire school year**

The DBE makes workbooks available in Language and Mathematics for all grades from Grade 1 to Grade 9. Every learner should receive Workbook 1 and Workbook 2 in each grade. During the SMS 2017, the presence of workbooks in schools could be investigated for Grade 3 only. When possible two Grade 3 classes were visited and the number of learners with Home Language and Numeracy workbooks in that class was determined by a show of hands. Class sizes varied between 2 and 120. Based on this information the percentage of Grade 3 learners with workbooks was calculated. Learner weights were used when doing the calculations. The information for provinces is presented in Table T-4.14 and for quintiles in Table T-4.15.

**Table T-4.14: Percentage of Grade 3 learners in provinces in 2017 with Mathematics and Language workbooks**

	Percentage of learners who received Workbooks			
Province	Mathematics WB1	Mathematics WB2	Language WB1	Language WB2
EC	91.7	96.2	89.55	94.4
FS	97.6	96.9	97.7	97.9
GT	98.7	97.8	98.3	97.9
KZ	91.9	94.6	90.8	94.9
LP	95.5	95.3	95.6	95.7
MP	99.2	98.8	98.3	98.2
NC	97.9	98.7	94.6	94.0
NW	95.7	94.1	94.0	94.8
WC	99.0	98.0	98.8	97.1
SA	95.7	96.4	94.9	96.2

**Table T-4.15: Percentage of Grade 3 learners in quintiles in 2017 with Mathematics and Language workbooks**

	Percentage of learners who received Workbooks			
Quintile	Mathematics WB1	Mathematics WB2	Language WB1	Language WB2
1	91,5	95,1	91,8	94,8
2	96,3	96,1	95,8	95,5
3	97,0	97,4	94,1	96,8
4	97,1	96,1	96,4	96,5
5	98,3	97,8	98,6	98,3
SA	95.7	96.4	94.9	96.2

In almost all provinces and quintiles more than 95% of learners had received the relevant DBE workbooks. Quintile 1 schools and Eastern Cape schools lagged behind slightly regarding the distribution of workbooks.

The volume of outputs generated across items of learning material is vast, with essential ones so far included in the Technical Report tables and annexures.

**Table T-4.16: Percentages, standard errors and confidence intervals of Grade 3 learners in provinces with language workbooks**

	Province	Percentage with workbook	Standard Error	95% Confidence Interval	
				Lower	Upper
% with Workbook 1 HL	EC	89.55	2.32	84.99	94.10
	FS	97.72	0.92	95.93	99.52
	GT	98.29	0.69	96.94	99.64
	KZ	90.78	1.94	86.98	94.58

	LP	95.56	1.26	93.09	98.03
	MP	98.32	0.78	96.79	99.85
	NC	94.15	1.72	90.77	97.52
	NW	94.00	1.65	90.76	97.24
	WC	98.82	0.54	97.76	99.87
	SA	94.88	0.56	93.77	95.98
% with Workbook 2 HL	EC	94.43	1.59	91.31	97.54
	FS	97.92	0.96	96.03	99.81
	GT	97.93	0.70	96.56	99.29
	KZ	94.92	1.23	92.51	97.33
	LP	95.68	1.23	93.28	98.09
	MP	98.22	0.86	96.52	99.91
	NC	94.04	1.76	90.59	97.49
	NW	94.76	1.48	91.85	97.66
	WC	97.10	1.05	95.05	99.16
	SA	96.19	0.43	95.36	97.03

**Table T-4.17: Percentages, standard errors and confidence intervals of Grade 3 learners in provinces with Numeracy workbooks**

	Province	Percentage with workbook	Standard Error	95% Confidence Interval	
				Lower	Upper
% with Workbook 1 Maths	EC	91.55	2.20	87.23	95.86
	FS	97.55	1.04	95.52	99.59
	GT	98.66	0.62	97.44	99.87
	KZ	91.90	1.75	88.45	95.34
	LP	95.49	1.20	93.12	97.85
	MP	99.23	0.52	98.21	100.25
	NC	97.93	0.76	96.45	99.42
	NW	95.71	1.36	93.04	98.37
	WC	98.99	0.55	97.90	100.07
	SA	95.73	0.52	94.71	96.75
% with Workbook 2 Maths	EC	96.21	1.33	93.60	98.83
	FS	96.91	1.22	94.51	99.31
	GT	97.82	0.81	96.23	99.42
	KZ	94.62	1.34	91.98	97.25
	LP	95.32	1.29	92.80	97.84
	MP	98.82	0.69	97.46	100.17
	NC	98.68	0.37	97.95	99.41
	NW	94.13	1.58	91.03	97.23
	WC	98.02	0.86	96.33	99.71
	SA	96.44	0.43	95.60	97.29

In all provinces, more than 90% of learners had received the relevant DBE workbooks. Eastern Cape schools lagged behind slightly regarding the distribution of workbooks.

**Table T-4.18: Percentage of Grade 3 learners in provinces with Numeracy and Language workbooks calculated per province and nationally**

	% with Numeracy workbook 1	% with numeracy workbook 2	% with language workbook 1	% with language workbook 2
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EC	89.81	92.29	83.83	90.03
FS	96.30	95.92	97.73	97.94
GT	95.20	94.33	94.20	93.78
KZ	90.38	92.82	88.30	92.05
LP	94.22	94.12	93.40	93.50
MP	98.09	97.59	95.58	95.45
NC	97.28	98.04	89.68	89.89
NW	95.75	94.09	93.51	94.24
WC	96.90	95.74	96.98	94.99
SA	93.99	94.33	92.07	93.43

The overwhelming majority of Grade 3 learners in all provinces had access to both the DBE workbooks for Language and Mathematics.

Directly comparable information was not obtained in the SMS 2011.

#### **Indicator 5: The percentage of learners in schools with a library or media centre fulfilling certain minimum standards**

Several questions relating to aspects mentioned in the National Guidelines for School Library and Information Services 2012 were included in the 2017 SMS, but at this stage, only the information that has a direct bearing on the Baseline Indicator proposed in DBE (2014) is reported on. The National Guidelines for School Library and Information Services 2012 does not categorically specify minimum standards but offers a broad array of options for getting systematic access to information of various kinds. In the original report on the 2011 SMS, the minimum standards decided on was that learners have access to any one or more of the following:

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

The DBE suggested that the presence of any one of the first two mentioned above will qualify a school to comply with the minimum standard. This was used to establish the baseline arrived at by the DBE (2014, p.23) and this was the criterion for access to a library in this report. Included in the foregoing conceptualisation was the existence of media centres at schools. Learner weights were used when doing the estimates of the percentage of learners who have access to these library facilities. The provincial indicator values for access to school libraries for primary and secondary school learners in 2017 as well as the 2014 DBE baseline value calculations on 2011 SMS data, as recalculated for the present report, are presented in Table T-5.1.

**Table T-5.1: Percentages (and standard errors) of learners with access to a central school (including media centre) or mobile library over time by province**

Province	2011				2017			
	Primary		Secondary		Primary		Secondary	
EC	20,1%	(3,2)	26,1%	(5,7)	38,6%	(4,6)	50,0%	(4,7)
FS	65,7%	(5,7)	86,0%	(5,6)	81,1%	(3,8)	86,9%	(3,3)
GT	81,2%	(3,7)	64,4%	(6,5)	77,6%	(4,1)	81,3%	(3,7)
KZ	42,9%	(3,9)	39,8%	(6,0)	61,3%	(4,5)	56,9%	(4,6)
LP	16,9%	(3,6)	11,5%	(3,4)	47,4%	(4,7)	42,6%	(4,6)
MP	51,3%	(5,7)	53,4%	(6,9)	67,3%	(4,5)	64,5%	(4,6)

<b>NC</b>	44,2%	(6,9)	58,9%	(9,0)	68,0%	(4,7)	66,0%	(4,8)
<b>NW</b>	33,7%	(5,4)	56,2%	(7,7)	47,2%	(4,8)	48,6%	(4,9)
<b>WC</b>	70,4%	(4,9)	88,8%	(5,5)	87,4%	(3,2)	88,3%	(3,1)
<b>SA</b>	44,7%	(1,6)	46,3%	(2,3)	61,4%	(1,6)	62,6%	(1,7)

Learners in secondary schools always had slightly better access (not significant) to library facilities than learners in primary schools, when looking at the national averages. Access to libraries was significantly higher in 2017 than in 2011. Learners in primary schools in 2017 in the Free State and the Western Cape had the best access (over 80%), while access in the Eastern Cape was low at below 40%. In secondary schools, access was highest in 2017 for learners in the Free State, Gauteng and the Western Cape (over 80%), while access was poorest for learners in secondary schools in the Eastern Cape, Limpopo and the North West (50% or lower). Learners in primary schools in 2011 in Gauteng had the best access (over 80%), while access in the Eastern Cape, Limpopo and the North West was low at below 40%. In secondary schools, access was highest for learners in the Free State and the Western Cape (over 80%), while access was poorest for learners in secondary schools in the Eastern Cape and Limpopo (below 30%).

Table T-5.2 shows the access of learners to a school library in relation to the quintile status of primary and secondary schools. The lower the quintile status of schools, the less access its learners had to a school library. Fewer than 30% of learners in primary and secondary schools with Quintile 1 status had such access in 2011, while the corresponding figures were between almost 60% and almost 80% for primary schools and almost 50% and almost 80% for learners in secondary schools with Quintile 4 and 5 status respectively. The situation improved in 2017 with learners with access in Quintile 1 schools increasing with 23 percentage points. Similar increases were observed in the Quintile 2 to Quintile 4 schools. Despite these increases, access in Quintile 1 to 3 schools still lagged behind access in Quintile 5 schools.

**Table T-5.2: Percentages (and standard errors) of learners with access to a central school (including media centre) or mobile library over time by quintile**

Province	2011				2017			
	Primary		Secondary		Primary		Secondary	
<b>1</b>	26,3%	(2,8)	27,4%	(3,9)	49,2%	(3,3)	43,4%	(3,7)
<b>2</b>	40,4%	(3,6)	40,5%	(5,0)	55,6%	(3,5)	55,2%	(3,9)
<b>3</b>	41,0%	(3,2)	48,7%	(4,7)	59,8%	(3,5)	65,5%	(3,5)
<b>4</b>	59,2%	(4,6)	47,6%	(7,2)	78,1%	(4,7)	78,0%	(4,4)
<b>5</b>	78,6%	(4,5)	75,8%	(5,9)	88,3%	(3,3)	83,4%	(3,6)
<b>SA</b>	44,7%	(1,6)	46,3%	(2,3)	61,4%	(1,6)	62,6%	(1,7)

The percentage of learners in primary and secondary schools combined with access in 2017 to libraries in provinces, with the associated standard errors and confidence intervals, are presented in Table T-5.3.

**Table T-5.3: Percentage of learners in primary and secondary schools combined with access to a central school (including media centre) or mobile library in 2017 by province**

Province	Percentage with access	Standard Error	95% Confidence Interval	
			Lower	Upper
EC	42,7%	3,4%	36,2%	49,5%
FS	83,5%	2,6%	77,8%	88,1%
GT	79,1%	2,8%	73,1%	84,1%
KZ	59,2%	3,2%	52,8%	65,3%
LP	45,1%	3,3%	38,7%	51,6%
MP	66,1%	3,2%	59,5%	72,1%
NC	67,3%	3,5%	60,2%	73,8%
NW	47,7%	3,6%	40,8%	54,7%

WC	87,8%	2,2%	82,7%	91,5%
SA	61,9%	1,2%	59,5%	64,2%

Just more than 60% of learners had access to a school library in 2017. This figure was as low as 43% in the Eastern Cape.

Similar information was obtained on the basis of the SMS 2011 and is presented in Table T-5.4.

**Table T-5.4: Percentage of learners in primary and secondary schools combined with access to a central school (including media centre) or mobile library in 2011 by province**

Province	Percentage with access	Standard Error	95% Confidence Interval	
			Lower	Upper
EC	21,9%	2,9%	16,9%	28,0%
FS	71,5%	4,5%	62,0%	79,4%
GT	74,8%	3,4%	67,5%	80,9%
KZ	41,8%	3,3%	35,6%	48,3%
LP	14,9%	2,6%	10,5%	20,7%
MP	52,2%	4,4%	43,6%	60,7%
NC	48,7%	5,6%	38,0%	59,5%
NW	42,6%	4,6%	33,9%	51,8%
WC	76,7%	3,8%	68,4%	83,3%
SA	45,3%	1,3%	42,7%	47,9%

In 2011 45% of learners had access to a school library. That was statistically significantly fewer than the 62% who had access in 2017.

The percentages of learners with access in 2017 and 2011 to libraries by quintile, with the associated standard errors and confidence intervals, are presented in Tables T-5.5 and T-5.6.

**Table T-5.5: Percentage of learners in primary and secondary schools combined with access to a central school (including media centre) or mobile library in 2017 by quintile**

Province	Percentage with access	Standard Error	95% Confidence Interval	
			Lower	Upper
1	47,0	2,5	42,2	51,9
2	55,4	2,6	50,3	60,4
3	62,3	2,5	57,3	67,0
4	78,0	3,2	71,1	83,7
5	85,9	2,4	80,5	90,0
SA	61,9	1,2	59,5	64,2

**Table T-5.6: Percentage of learners in primary and secondary schools combined with access to a central school (including media centre) or mobile library in 2011 by quintile**

Province	Percentage with access	Standard Error	95% Confidence Interval	
			Lower	Upper
1	26,6%	2,3%	22,4%	31,3%
2	40,5%	2,9%	34,8%	46,3%
3	43,8%	2,7%	38,6%	49,0%
4	55,2%	3,9%	47,5%	62,8%
5	77,5%	3,6%	69,6%	83,8%
SA	45,3%	1,3%	42,8%	47,9%

## Indicator 6: The percentage of schools producing the minimum set of management documents at the required standard

The 2017 survey asked various questions relating to the presence of certain management documents at the school. Almost all these questions were a repeat of the questions asked in the 2011 survey. The one exception was asking to see the class timetables. This was excluded as the presence of class timetables has been found to be ubiquitous. In the DBE 2014 report (pp. 23-25) an argument was made for an indicator comprising a certain set of documents and to report on the percentage of schools able to provide all those documents. The same set of documents excluding the class timetables was used for compiling Indicator 6 for the 2017 survey. As in the DBE 2014 report, school weights were applied. The percentage of schools with all the required management documents are presented in Table T-6.1 for primary schools and in Table T-6.2 for secondary schools.

**Table T-6.1: Percentage of primary schools with all the required management documents in 2017 by province**

Documents	EC	FS	GT	KZ	LP	MP	NC	NW	WC	SA
School improvement plan	63,0	87,9	92,3	89,9	82,9	96,9	94,6	97,1	97,9	83,6
Academic improvement plan	33,8	53,6	77,8	76,4	47,1	89,1	67,8	76,6	89,8	61,7
Acad performance reports (x3)	61,3	83,1	89,0	81,6	68,8	92,2	72,3	87,4	96,7	77,1
School budget 2017	74,6	78,1	95,3	94,5	95,0	97,3	91,6	98,2	97,7	89,3
Financial statement 2016	80,8	70,7	96,8	94,4	96,5	97,2	93,8	86,5	96,8	90,0
Educator attendance register	100,0	100,0	100,0	97,3	100,0	100,0	100,0	92,4	98,9	98,8
Class register (1+ in order)	98,4	100,0	100,0	98,6	100,0	100,0	100,0	99,5	99,1	99,2
Non-textbook asset register	63,1	89,7	90,3	71,5	77,8	84,7	71,5	81,3	86,6	75,3
Learning materials inventory	81,0	87,1	87,7	89,0	73,0	73,4	74,3	81,1	88,6	82,4
SGB minutes for 3 quarters	86,4	85,7	78,9	84,0	58,3	83,7	85,1	89,0	90,9	81,3
Percent of schools with all above (SE)	11,6 (2,8)	30,5 (7,6)	52,2 (6,3)	34,5 (5,6)	26,5 (5,7)	49,1 (5,8)	35,1 (8,1)	45,1 (6,3)	73,4 (5,6)	32,9 (2,2)

**Table T-6.2: Percentage of secondary schools with all the required management documents in 2017 by province**

Documents	EC	FS	GT	KZ	LP	MP	NC	NW	WC	SA
School improvement plan	79,5	85,6	83,3	88,8	76,4	86,4	90,8	92,8	92,8	84,4
Academic improvement plan	61,9	74,5	67,2	79,7	76,3	84,2	82,3	84,0	87,6	76,1
Acad performance reports (x3)	66,1	78,8	81,5	83,0	62,8	76,9	67,7	74,7	92,6	75,1
School budget 2017	71,3	84,0	77,8	88,5	88,7	89,1	77,7	90,1	90,3	84,9
Financial statement 2016	79,7	82,7	88,6	86,4	89,3	90,7	83,8	84,8	95,6	86,9
Educator attendance register	95,7	99,0	98,2	100,0	99,7	97,8	97,7	99,7	97,0	98,7
Class register (1+ in order)	81,9	82,0	95,1	98,1	100,0	88,9	93,1	99,2	99,5	94,4
Non-textbook asset register	71,2	71,6	73,1	65,8	60,9	77,9	73,1	78,0	80,4	69,2
Learning materials inventory	84,7	69,6	76,5	76,8	74,4	77,1	83,8	81,5	82,1	77,7
SGB minutes for 3 quarters	81,4	73,5	65,8	79,8	62,1	71,9	70,0	69,1	74,8	72,7
Percent of schools with all above	18,0 (4,8)	17,5 (3,7)	22,6 (4,1)	35,7 (5,7)	15,0 (3,7)	32,5 (5,1)	24,9 (5,4)	29,7 (5,2)	45,1 (5,4)	26,2 (2,1)

In the DBE 2014 report (p.25) a national percentage for schools able to present all of the above documents of 52% is reported. For the 2017 SMS, this figure is lower for both primary schools (33%) and secondary schools (26%). The Western Cape had the highest compliance rate at 73% for primary schools and 45% for secondary schools while the Eastern Cape had the lowest compliance rate at 12% for primary schools and second lowest at 18% for secondary schools, with Limpopo (15%) lowest. The academic improvement plan and the non-textbook asset register were the documents found to be missing most often.

Tables T-6.3 and T-6.4 reflect the situation in primary and secondary schools in relation to compliance with minimum management documents by the quintile status of schools. A strong link existed for primary schools between quintile

status and compliance levels.

**Table T-6.3: Percentage of primary schools with all the required management documents in 2017 by quintile**

Documents	1	2	3	4	5	SA
School improvement plan	77,2	84,7	88,8	83,2	98,6	83,6
Academic improvement plan	54,8	57,6	64,9	80,0	88,4	61,7
Acad performance reports (x3)	70,0	81,8	77,3	89,7	86,9	77,1
School budget 2017	86,1	90,1	89,8	93,7	97,4	89,3
Financial statement 2016	85,1	91,3	93,9	92,6	98,2	90,0
Educator attendance register	99,1	99,7	96,4	100,0	100,0	98,8
Class register (1+ in order)	99,2	99,0	99,1	100,0	99,2	99,2
Non-textbook asset register	70,7	84,3	65,4	79,9	92,4	75,3
Learning materials inventory	74,1	84,9	88,8	85,8	96,0	82,4
SGB minutes for 3 quarters	82,7	79,5	80,9	75,0	87,4	81,4
Percent of schools with all above (SE)	25,7 (3,7)	31,6 (4,0)	30,2 (4,4)	52,8 (6,3)	67,4 (5,5)	32,9 (2,2)

**Table T-6.4: Percentage of secondary schools with all the required management documents in 2017 by quintile**

Documents	1	2	3	4	5	SA
School improvement plan	87,4	75,2	88,1	83,7	92,1	84,4
Academic improvement plan	81,9	70,0	71,2	83,7	81,0	76,1
Acad performance reports (x3)	70,8	77,8	72,1	74,1	86,7	75,1
School budget 2017	86,0	85,2	79,9	82,1	94,8	84,9
Financial statement 2016	85,0	87,2	84,0	90,1	94,6	86,9
Educator attendance register	99,3	99,2	97,5	99,8	97,3	98,7
Class register (1+ in order)	93,5	93,5	94,1	96,9	97,9	94,4
Non-textbook asset register	61,2	73,6	67,9	73,6	77,6	69,2
Learning materials inventory	73,2	78,2	78,9	78,6	85,2	77,8
SGB minutes for 3 quarters	69,0	73,9	70,1	71,3	86,1	72,7
Percent of schools with all above (SE)	22,3 (3,8)	22,2 (4,8)	26,6 (4,1)	27,6 (4,9)	44,1 (5,4)	26,2 (2,1)

**Table T-6.5: Percentage of schools with all the required management documents in 2017 by province**

Province	% with all documents	Standard Error	95% Confidence Interval	
			Lower	Upper
EC	12.6%	2.5%	8.5%	18.4%
FS	27.1%	5.3%	18.0%	38.6%
GT	43.0%	4.5%	34.6%	51.9%
KZ	34.8%	4.3%	27.0%	43.6%
LP	22.3%	3.8%	15.8%	30.6%
MP	44.1%	4.3%	35.9%	52.6%
NC	32.6%	6.3%	21.7%	45.8%
NW	41.1%	4.9%	32.0%	50.8%
WC	66.2%	4.6%	56.7%	74.6%
SA	31.1%	1.7%	27.9%	34.5%

The same information on the same documents was obtained in the same way in the SMS 2011.

**Table T-6.6: Percentage of schools with all the required management documents in 2011 by province**

Province	% with all documents	Standard Error	95% Confidence Interval	
			Lower	Upper
EC	32.7%	2.5%	28.0%	37.9%
FS	34.3%	3.6%	27.6%	41.7%
GT	62.4%	3.5%	55.4%	68.9%
KZ	39.9%	2.6%	35.0%	45.0%
LP	55.1%	3.0%	49.2%	61.0%
MP	43.5%	3.7%	36.5%	50.8%
NC	52.6%	4.3%	44.2%	60.8%
NW	37.4%	3.7%	30.5%	44.9%
WC	65.1%	3.7%	57.6%	71.9%
SA	44.2%	1.1%	42.0%	46.4%

For the country as a whole, there was a significant decline in the percentage of schools that could show the required management documents.

**Table T-6.7: Percentage of schools with all the required management documents in 2017 by quintile**

Quintile	% with all documents	Standard Error	95% Confidence Interval	
			Lower	Upper
1	25,0	3,0	19,6	31,2
2	28,9	3,1	23,2	35,4
3	29,1	3,3	23,1	36,0
4	43,5	4,4	35,1	52,2
5	59,2	4,1	50,9	67,0
SA	31.1%	1.7%	27.9%	34.5%

The same information on the same documents was obtained in the same way in SMS 2011.

**Table T-6.8: Percentage of schools with all the required management documents in 2011 by quintile**

Province	% with all documents	Standard Error	95% Confidence Interval	
			Lower	Upper
	37,8	2,0	34,0	41,8
1	42,7	2,4	38,1	47,6
2	45,0	2,3	40,4	49,6
3	48,5	3,5	41,7	55,4
4	65,2	3,6	57,8	71,9
5	37,8	2,0	34,0	41,8
SA	44.2%	1.1%	42.0%	46.4%

The percentage of primary and secondary schools combined, with all the required management documents, are presented by province in Table T-6.9. The absence of academic improvement plans and non-textbook asset registers seems to be what influenced overall indicator score outcomes most. The pattern was rather consistent across provinces, with the exception of a few deviations.

**Table T-6.9: Percentage of primary and secondary schools combined with all the required management documents in 2017 by province**

Documents	EC	FS	GT	KZ	LP	MP	NC	NW	WC	SA
School improvement plan	65,8	87,3	89,5	89,6	80,6	93,7	93,6	95,9	96,5	83,8
Academic improvement plan	38,6	59,1	74,5	77,4	57,7	87,6	71,2	78,5	89,3	65,6
Acad performance reports (x3)	62,2	81,9	86,7	82,0	66,6	87,5	71,2	84,1	95,6	76,5
School budget 2017	74,1	79,7	90,0	92,7	92,7	94,8	88,4	96,0	95,8	88,1
Financial statement 2016	80,6	73,9	94,2	92,0	93,9	95,2	91,4	86,1	96,5	89,2
Educator attendance register	99,3	99,7	99,4	98,1	99,9	99,3	99,4	94,3	98,4	98,8
Class register (1+ in order)	95,6	95,2	98,5	98,4	100,0	96,6	98,3	99,4	99,2	97,9
Non-textbook asset register	64,5	84,9	85,0	69,8	71,6	82,6	71,9	80,5	85,1	73,6
Learning materials inventory	81,6	82,4	84,3	85,4	73,5	74,6	76,8	81,3	87,0	81,2
SGB minutes for 3 quarters	85,6	82,4	74,8	82,8	59,7	80,1	81,5	83,8	86,9	79,0
	12,6	27,0	43,0	34,8	22,3	44,1	32,6	41,1	66,3	31,1
Percent of schools with all above	(2,5)	(5,3)	(4,5)	(4,3)	(3,8)	(4,3)	(6,3)	(4,9)	(4,6)	(1,7)

The percentage of primary and secondary schools combined with all the required management documents are presented by quintile in Table T-6.10. The slightly larger apparent influence of the absence of academic improvement plans and non-textbook asset registers was also more or less consistent across quintiles.

**Table T-6.10: Percentage of primary and secondary schools combined with all the required management documents in 2017 by quintile**

Documents	1	2	3	4	5	SA
School improvement plan	79,4	82,0	88,6	83,4	96,3	83,8
Academic improvement plan	60,6	61,1	66,7	81,4	85,8	65,6
Acad performance reports (x3)	70,1	80,7	75,8	83,8	86,8	76,5
School budget 2017	86,0	88,7	86,9	89,4	96,5	88,1
Financial statement 2016	85,0	90,1	90,9	91,6	97,0	89,2
Educator attendance register	99,1	99,6	96,7	99,9	99,1	98,8
Class register (1+ in order)	98,0	97,4	97,6	98,8	98,7	97,9
Non-textbook asset register	68,7	81,3	66,1	77,6	87,2	73,6
Learning materials inventory	73,9	83,0	85,9	83,2	92,3	81,2
SGB minutes for 3 quarters	79,7	77,9	77,7	73,6	86,9	79,0
	25,0	28,9	29,1	43,4	59,2	31,1
Percent of schools with all above (SE)	(3,0)	(3,1)	(3,3)	(4,4)	(4,1)	(1,7)

**Table T-6.11: Frequency distribution of required management documents in 2017**

No of docs	Frequency	Percent	Valid Percent	Cumulative Percent
.00	69	.3	.3	.3
1.00	9	.0	.0	.3
2.00	90	.4	.4	.7
3.00	246	1.1	1.1	1.8
4.00	756	3.3	3.3	5.2
5.00	484	2.1	2.1	7.3
6.00	1669	7.4	7.4	14.7
7.00	2506	11.1	11.1	25.8

8.00	3903	17.3	17.3	43.0
9.00	5848	25.9	25.9	68.9
10.00	7029	31.1	31.1	100.0
Total	22608	100.0	100.0	

**Indicator 7: The percentage of schools where the School Governing Body (SGB) meets the minimum criteria in terms of effectiveness**

The baseline set in the DBE 2014 report relied on several questions responded to by the principal. Only one of these questions was repeated in the 2017 SMS. The other questions reported on in the DBE 2014 indicator included the following:

- The composition of the SGB;
- Developing a mission statement for the school;
- Adopting a code of conduct for the school;
- Determining the school's admission policy; and
- Adopting a constitution for the SGB.

No information on these was elicited in the 2017 SMS, consequently, it is impossible to compile an indicator comparable to the one presented in the DBE 2014 report. As an alternative, an indicator of efficient SGB functioning was constructed based on positive answers by the principal to the following variables, as well as the presence of SGB minutes:

- The SGB has promoted the best interests of the school;
- The SGB has supported the principal, educators and other staff;
- The SGB has administered and controlled the school property;
- The SGB has encouraged parents, learners, educators and other staff to render voluntary services to the school; and
- Minutes of SGB meetings are available.

Complying with all the above-mentioned items may also be viewed as complying with minimum criteria for effectiveness. Information on these variables was also available from the 2011 data set. School weights were applied. The percentage of schools with SGBs operating efficiently is reported in Table T-7.1 for provinces and in Table T-7.2 for Quintiles.

**Table T-7.1: Percentage of schools in provinces in 2011 and 2017 with SGBs operating efficiently**

Province	2011 Primary Schools (SE)	2011 Secondary Schools (SE)	2017 Primary Schools (SE)	2017 Secondary Schools (SE)
EC	63,2% (3,0)	36,0% (5,1)	60,5% (7,1)	58,1% (6,0)
FS	45,5% (4,3)	34,2% (7,8)	68,1% (8,5)	55,2% (5,8)
GT	56,6% (4,3)	47,5% (6,4)	62,6% (6,1)	46,0% (5,8)
KZ	60,5% (3,0)	37,8% (4,9)	67,0% (5,9)	56,7% (5,6)
LP	62,4% (3,7)	54,6% (5,0)	52,7% (8,3)	49,9% (6,3)
MP	59,6% (4,5)	52,3% (6,2)	75,4% (4,8)	65,6% (5,1)
NC	24,2% (4,4)	40,7% (7,7)	67,8% (7,1)	40,0% (5,9)
NW	49,6% (4,8)	41,7% (6,4)	75,1% (5,9)	58,1% (6,4)
WC	48,5% (4,4)	56,4% (8,0)	78,8% (5,5)	53,2% (5,5)

<b>SA</b>	57,8% (1,4)	44,0% (2,1)	64,9% (2,9)	54,5% (2,4)
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**Table T-7.2: Percentage of schools in quintiles in 2011 and 2017 with SGBs operating efficiently**

Quintile	2011 Primary Schools (SE)	2011 Secondary Schools (SE)	2017 Primary Schools (SE)	2017 Secondary Schools (SE)
<b>1</b>	52,1% (2,4)	43,7% (4,0)	67,7% (5,8)	49,9% (4,7)
<b>2</b>	60,3% (2,9)	41,6% (4,4)	63,3% (4,6)	60,5% (5,1)
<b>3</b>	60,5% (2,8)	42,8% (4,1)	59,4% (5,9)	50,1% (4,6)
<b>4</b>	53,9% (4,1)	38,3% (6,6)	53,6% (6,3)	45,9% (6,1)
<b>5</b>	69,4% (4,2)	59,9% (6,4)	79,5% (4,3)	68,0% (4,6)
<b>SA</b>	57,8% (1,4)	44,0% (2,1)	64,9% (2,9)	54,5% (2,4)

In primary schools, 65% of SGBs nationally complied with all the requirements included in this indicator. This is somewhat better than the figure of 58% found for SMS 2011. Secondary schools' compliance was 55%, also having improved from the percentage calculated for SMS 2011 (44%). The limited variation across provinces and quintiles can be inspected from Tables T-7.1 and T-7.2. However, the greater, including statistically significant, exceptions are summarised in Figures 7.1 and 7.2 and the accompanying discussion in the Main Report.

The percentage of schools with SGBs operating efficiently is reported by province in Table T-7.3 and Table T-7.4 respectively for 2017 and 2011.

**Table T-7.3: Percentages, standard errors and confidence intervals of schools with SGBs operating efficiently in 2017 by province**

Province	Percentage off SGBs	Standard Error	95% Confidence Interval	
			Lower	Upper
EC	60.1%	6.0%	48.0%	71.1%
FS	64.7%	6.7%	50.8%	76.5%
GT	57.5%	4.6%	48.3%	66.1%
KZ	63.9%	4.5%	54.6%	72.3%
LP	51.7%	5.7%	40.6%	62.5%
MP	72.4%	3.7%	64.6%	79.1%
NC	61.0%	6.0%	48.9%	72.0%
NW	70.6%	4.7%	60.7%	78.9%
WC	72.3%	4.4%	62.9%	80.1%
SA	62.0%	2.2%	57.6%	66.2%

**Table T-7.4: Percentages, standard errors and confidence intervals of schools with SGBs operating efficiently in 2011 by province**

Province	Percentage off SGBs	Standard Error	95% Confidence Interval	
			Lower	Upper
EC	56.1%	2.7%	50.8%	61.3%
FS	43.0%	3.8%	35.8%	50.6%
GT	53.8%	3.6%	46.8%	60.7%
KZ	54.3%	2.6%	49.1%	59.4%
LP	59.6%	3.0%	53.6%	65.2%
MP	57.1%	3.7%	49.8%	64.0%
NC	29.2%	3.9%	22.2%	37.4%
NW	46.8%	3.8%	39.4%	54.3%
WC	50.3%	3.9%	42.8%	57.8%

SA	53.7%	1.2%	51.4%	56.0%
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Overall the SGBs were functioning significantly more efficiently in 2017 than in 2011.

The percentage of schools with SGBs operating efficiently is reported by quintile in Table T-7.5 and Table T-7.6 respectively for 2017 and 2011.

**Table T-7.5: Percentages, standard errors and confidence intervals of schools with SGBs operating efficiently in 2017 by quintile**

Province	Percentage of SGBs	Standard Error	95% Confidence Interval	
			Lower	Upper
1	63,9	4,6	54,5	72,4
2	62,5	3,6	55,3	69,3
3	56,7	4,4	47,9	65,1
4	50,8	4,6	41,9	59,6
5	75,4	3,3	68,4	81,3
SA	62.0	2.2	57.6	66.2

**Table T-7.4: Percentages, standard errors and confidence intervals of schools with SGBs operating efficiently in 2011 by quintile**

Province	Percentage of SGBs	Standard Error	95% Confidence Interval	
			Lower	Upper
1	49,8	2,1	45,7	53,9
2	54,6	2,5	49,8	59,4
3	55,0	2,3	50,4	59,6
4	49,5	3,5	42,7	56,4
5	66,3	3,5	59,1	72,8
SA	53.7	1.2	51.4	56.0

#### Indicator 8: The percentage of learners in schools that are funded at the minimum level

It is important to provide schools with the resources that will ensure good teaching and learning. An important element of this dynamic is the monetary transfers made to schools in the form of the per-learner allocation. Exact amounts, not only for the impending year, but also projected to subsequent years, are specified on an annual basis in the Government Gazette.

Table T-8.1 shows the percentages of school principals per province indicating that they received their schools' financial allocation letters for 2016 and 2017. Allocations cover per learner amounts and exclude funding for infrastructure and educator salaries. It is also indicated whether or not the fieldworker could observe a copy of the letter from the Provincial Education Department, and whether or not it stated the per learner allocation amount.

**Table T-8.1: Percentages of learners in schools receiving notification from the Provincial Education Department about the school's financial allocation for 2016 and 2017 by province**

Province	Principal received letter with allocation for 2016	Principal received letter with allocation for 2017	Letter for 2017 was seen by field worker	Letter states per learner amount for 2017
EC	94.6	95.3	83.9	22.7
FS	93.6	96.9	94.9	100.0
GT	99.1	99.6	93.9	95.1
KZ	96.6	98.3	93.6	80.1
LP	87.8	90.8	77.1	97.7

MP	97.1	99.1	96.4	33.3
NC	98.7	99.3	92.6	100.0
NW	95.3	95.7	87.9	99.3
WC	97.5	99.6	96.0	97.0
SA	95.4	97.0	90.1	76.1

The following four tables (T-8.2 to T-8.5) provide standard errors and confidence intervals for primary and secondary schools combined, pertaining to the financial allocations for 2016 and 2017, each time per province and quintile.

**Table T-8.2: Percentages of learners in schools per province receiving the specified portions of their financial allocation for 2016**

Province		Percentage	Standard Error	95% Confidence Interval	
				Lower	Upper
EC	Less money than expected was transferred	54,6	3,5	47,6	61,4
	The expected amount of money was transferred	45,4	3,5	38,6	52,4
	Total	100,0	0,0	100,0	100,0
FS	Less money than expected was transferred	28,3	3,3	22,2	35,2
	The expected amount of money was transferred	71,3	3,3	64,3	77,4
	More money than expected was transferred	0,4	0,4	0,1	3,1
	Total	100,0	0,0	100,0	100,0
GT	Less money than expected was transferred	14,9	2,6	10,6	20,6
	The expected amount of money was transferred	84,7	2,6	78,9	89,1
	More money than expected was transferred	0,4	0,4	0,1	2,8
	Total	100,0	0,0	100,0	100,0
KZ	Less money than expected was transferred	27,8	3,1	22,2	34,2
	The expected amount of money was transferred	70,8	3,1	64,4	76,6
	More money than expected was transferred	1,4	0,8	0,4	4,2
	Total	100,0	0,0	100,0	100,0
LP	Less money than expected was transferred	23,4	2,9	18,2	29,5
	The expected amount of money was transferred	69,7	3,1	63,3	75,5
	More money than expected was transferred	6,9	1,7	4,2	11,1
	Total	100,0	0,0	100,0	100,0
MP	Less money than expected was transferred	10,3	2,2	6,8	15,4
	The expected amount of money was transferred	87,2	2,4	81,7	91,2
	More money than expected was transferred	2,5	1,1	1,0	6,0
	Total	100,0	0,0	100,0	100,0
NC	Less money than expected was transferred	10,5	2,3	6,8	15,8
	The expected amount of money was transferred	86,3	2,6	80,4	90,6
	More money than expected was transferred	3,2	1,4	1,4	7,3
	Total	100,0	0,0	100,0	100,0
NW	Less money than expected was transferred	7,6	2,0	4,5	12,5
	The expected amount of money was transferred	86,3	2,5	80,6	90,5
	More money than expected was transferred	6,1	1,7	3,6	10,3
	Total	100,0	0,0	100,0	100,0
WC	Less money than expected was transferred	17,1	2,6	12,5	22,9
	The expected amount of money was transferred	78,8	2,9	72,7	83,9
	More money than expected was transferred	4,1	1,4	2,0	8,0
	Total	100,0	0,0	100,0	100,0
All	Less money than expected was transferred	25,4	1,1	23,2	27,7

Province		Percentage	Standard Error	95% Confidence Interval	
	The expected amount of money was transferred	72,3	1,2	69,9	74,5
	More money than expected was transferred	2,4	0,4	1,8	3,2
	Total	100,0	0,0	100,0	100,0

**Table T-8.3: Percentages of learners in schools per quintile receiving the specified portions of their financial allocation for 2016**

Quintile		Percentage	Standard Error	95% Confidence Interval	
				Lower	Upper
1	Less money than expected was transferred	28,3	2,4	23,8	33,2
	The expected amount of money was transferred	70,5	2,4	65,5	75,0
	More money than expected was transferred	1,2	0,4	0,6	2,5
	Total	100,0	0,0	100,0	100,0
2	Less money than expected was transferred	26,8	2,5	22,2	31,9
	The expected amount of money was transferred	69,5	2,5	64,3	74,2
	More money than expected was transferred	3,8	1,0	2,3	6,2
	Total	100,0	0,0	100,0	100,0
3	Less money than expected was transferred	27,5	2,4	23,1	32,4
	The expected amount of money was transferred	70,7	2,4	65,8	75,1
	More money than expected was transferred	1,8	0,6	0,9	3,6
	Total	100,0	0,0	100,0	100,0
4	Less money than expected was transferred	22,1	3,4	16,2	29,3
	The expected amount of money was transferred	74,5	3,5	67,1	80,7
	More money than expected was transferred	3,4	1,3	1,6	7,1
	Total	100,0	0,0	100,0	100,0
5	Less money than expected was transferred	16,2	2,6	11,7	22,1
	The expected amount of money was transferred	81,5	2,7	75,5	86,3
	More money than expected was transferred	2,3	0,9	1,0	4,9
	Total	100,0	0,0	100,0	100,0
All	Less money than expected was transferred	25,4	1,1	23,2	27,7
	The expected amount of money was transferred	72,3	1,2	69,9	74,5
	More money than expected was transferred	2,4	0,4	1,8	3,2
	Total	100,0	0,0	100,0	100,0

**Table T-8.4: Percentages of learners in schools per province receiving the specified portions of their financial allocation for 2017**

Province		Percentage	Standard Error	95% Confidence Interval	
				Lower	Upper
EC	1 - 30 received	9,7	2,1	6,3	14,7
	31 - 50 received	33,4	3,4	27,1	40,5
	51 - 99 received	45,6	3,6	38,7	52,6
	100 received	11,2	2,1	7,7	16,2
	Total	100,0	0,0	100,0	100,0
FS	None received	0,6	0,6	0,1	4,3
	1 - 30 received	2,3	1,2	0,9	6,1
	31 - 50 received	25,7	3,3	19,8	32,7

Province		Percentage	Standard Error	95% Confidence Interval	
	51 - 99 received	52,6	3,7	45,2	59,8
	100 received	18,8	2,9	13,7	25,1
	Total	100,0	0,0	100,0	100,0
GT	None received	0,6	0,6	0,1	4,0
	1 - 30 received	1,8	0,9	0,7	4,8
	31 - 50 received	30,2	3,3	24,2	37,0
	51 - 99 received	38,3	3,5	31,8	45,3
	100 received	29,1	3,2	23,1	35,8
	Total	100,0	0,0	100,0	100,0
KZ	None received	2,8	1,1	1,2	6,0
	1 - 30 received	6,1	1,7	3,6	10,3
	31 - 50 received	29,4	3,1	23,6	35,8
	51 - 99 received	29,1	3,1	23,4	35,5
	100 received	32,6	3,2	26,7	39,2
	Total	100,0	0,0	100,0	100,0
LP	None received	1,4	0,8	0,4	4,2
	1 - 30 received	0,5	0,5	0,1	3,2
	31 - 50 received	62,5	3,3	55,7	68,7
	51 - 99 received	21,3	2,8	16,2	27,3
	100 received	14,4	2,4	10,3	19,8
	Total	100,0	0,0	100,0	100,0
MP	1 - 30 received	0,4	0,4	0,1	2,9
	31 - 50 received	5,4	1,7	2,9	9,7
	51 - 99 received	9,4	2,1	6,0	14,3
	100 received	84,8	2,6	79,1	89,2
	Total	100,0	0,0	100,0	100,0
NC	None received	1,5	0,9	0,4	4,7
	31 - 50 received	20,0	3,1	14,6	26,7
	51 - 99 received	54,2	3,9	46,5	61,6
	100 received	24,4	3,3	18,5	31,4
	Total	100,0	0,0	100,0	100,0
NW	1 - 30 received	1,3	0,8	0,4	4,2
	31 - 50 received	10,4	2,2	6,8	15,6
	51 - 99 received	15,1	2,7	10,6	21,1
	100 received	73,2	3,3	66,3	79,1
	Total	100,0	0,0	100,0	100,0
WC	None received	1,0	0,7	0,2	4,0
	1 - 30 received	3,6	1,3	1,7	7,3
	31 - 50 received	12,3	2,3	8,4	17,6
	51 - 99 received	52,0	3,6	45,0	58,9
	100 received	31,2	3,3	25,1	38,0
	Total	100,0	0,0	100,0	100,0
All	None received	1,1	0,3	0,6	1,9
	1 - 30 received	3,9	0,6	2,9	5,2
	31 - 50 received	29,2	1,2	26,9	31,5
	51 - 99 received	33,4	1,2	31	35,8
	100 received	32,5	1,1	30,3	34,7
	Total	100,0	0,0	100,0	100,0

**Table T-8.5: Percentages of learners in schools per quintile receiving the specified portions of their financial allocation for 2017**

Quintile		Percentage	Standard Error	95% Confidence Interval	
				Lower	Upper
1	None received	0,5	0,3	0,1	1,9
	1 - 30 received	2,9	1,0	1,4	5,8
	31 - 50 received	24,4	2,3	20,2	29,1
	51 - 99 received	36,1	2,5	31,3	41,2
	100 received	36,1	2,4	31,6	40,9
	Total	100,0	0,0	100,0	100,0
2	None received	0,4	0,4	0,1	3,1
	1 - 30 received	5,6	1,4	3,4	9,0
	31 - 50 received	34,6	2,5	29,8	39,7
	51 - 99 received	28,7	2,5	24,1	33,7
	100 received	30,8	2,4	26,3	35,6
	Total	100,0	0,0	100,0	100,0
3	None received	1,2	0,6	0,4	3,3
	1 - 30 received	3,9	1,1	2,3	6,6
	31 - 50 received	31,5	2,5	26,8	36,7
	51 - 99 received	36,1	2,5	31,3	41,2
	100 received	27,3	2,2	23,1	31,9
	Total	100,0	0,0	100,0	100,0
4	None received	0,9	0,9	0,1	6,2
	1 - 30 received	2,6	1,3	1,0	6,7
	31 - 50 received	22,3	3,4	16,3	29,7
	51 - 99 received	38,1	3,8	31,0	45,8
	100 received	36,0	3,7	29,1	43,7
	Total	100,0	0,0	100,0	100,0
5	None received	3,1	1,4	1,3	7,4
	1 - 30 received	4,0	1,4	2,0	7,8
	31 - 50 received	29,6	3,3	23,5	36,5
	51 - 99 received	27,4	3,1	21,7	34,0
	100 received	35,9	3,4	29,6	42,8
	Total	100,0	0,0	100,0	100,0
All	None received	1,1	0,3	0,6	1,9
	1 - 30 received	3,9	0,6	2,9	5,2
	31 - 50 received	29,2	1,2	26,9	31,5
	51 - 99 received	33,4	1,2	31,0	35,8
	100 received	32,5	1,1	30,3	34,7
	Total	100,0	0,0	100,0	100,0

**Table T-8.6: Percentages of learners in schools per province receiving the specified portions of their financial allocation for 2010**

Province		Estimate	Standard Error	95% Confidence Interval	
				Lower	Upper
EC	Less money than expected was transferred	25,1	3,1	19,5	31,5
	The expected amount was transferred	72,4	3,2	65,7	78,2
	More money than expected was transferred	2,5	1,3	0,9	6,7

Province		Estimate	Standard Error	95% Confidence Interval	
	Total	100.0%	0.0%	100.0%	100.0%
FS	Less money than expected was transferred	15,5	3,9	9,3	24,8
	The expected amount was transferred	84,5	3,9	75,2	90,7
	Total	100.0%	0.0%	100.0%	100.0%
GT	Less money than expected was transferred	6,6	1,9	3,7	11,6
	The expected amount was transferred	90,4	2,3	84,8	94,1
	More money than expected was transferred	3,0	1,3	1,2	7,0
	Total	100.0%	0.0%	100.0%	100.0%
KZ	Less money than expected was transferred	45,3	3,4	38,8	52,1
	The expected amount was transferred	53,9	3,4	47,1	60,4
	More money than expected was transferred	0,8	0,5	0,3	2,5
	Total	100.0%	0.0%	100.0%	100.0%
LP	Less money than expected was transferred	10,3	2,2	6,7	15,5
	The expected amount was transferred	88,6	2,3	83,3	92,4
	More money than expected was transferred	1,1	0,7	0,3	3,5
	Total	100.0%	0.0%	100.0%	100.0%
MP	Less money than expected was transferred	19,9	3,8	13,4	28,4
	The expected amount was transferred	79,0	3,9	70,4	85,6
	More money than expected was transferred	1,2	0,8	0,3	4,6
	Total	100.0%	0.0%	100.0%	100.0%
NC	Less money than expected was transferred	2,1	0,9	1,0	4,6
	The expected amount was transferred	93,6	2,4	87,1	97,0
	More money than expected was transferred	4,3	2,2	1,5	11,4
	Total	100.0%	0.0%	100.0%	100.0%
NW	Less money than expected was transferred	8,5	2,5	4,7	14,7
	The expected amount was transferred	87,2	2,9	80,4	91,9
	More money than expected was transferred	4,3	1,7	2,0	9,1
	Total	100.0%	0.0%	100.0%	100.0%
WC	Less money than expected was transferred	11,2	3,2	6,3	19,0
	The expected amount was transferred	86,0	3,5	77,8	91,5
	More money than expected was transferred	2,8	1,6	0,9	8,6
	Total	100.0%	0.0%	100.0%	100.0%
SA	Less money than expected was transferred	21,2	1,2	18,9	23,6
	The expected amount was transferred	76,9	1,2	74,5	79,3
	More money than expected was transferred	1,9	0,4	1,3	2,8
	Total	100.0%	0.0%	100.0%	100.0%

**Table T-8.7: Percentages of learners in schools per quintile receiving the specified portions of their financial allocation for 2010**

Quintile		Estimate	Standard Error	95% Confidence Interval	
				Lower	Upper
1	Less money than expected was transferred	19,4	2,3	15,3	24,3
	The expected amount was transferred	79,9	2,3	75,0	84,0
	More money than expected was transferred	0,7	0,4	0,2	1,9
	Total	100.0%	0.0%	100.0%	100.0%
2	Less money than expected was transferred	20,1	2,5	15,7	25,4
	The expected amount was transferred	78,1	2,5	72,8	82,7
	More money than expected was transferred	1,7	0,7	0,8	3,9

Quintile		Estimate	Standard Error	95% Confidence Interval	
	Total	100.0%	0.0%	100.0%	100.0%
3	Less money than expected was transferred	20,6	2,3	16,4	25,6
	The expected amount was transferred	76,7	2,4	71,7	81,1
	More money than expected was transferred	2,7	0,8	1,5	4,7
	Total	100.0%	0.0%	100.0%	100.0%
4	Less money than expected was transferred	23,4	3,7	17,0	31,4
	The expected amount was transferred	74,8	3,8	66,7	81,5
	More money than expected was transferred	1,8	1,3	0,4	7,2
	Total	100.0%	0.0%	100.0%	100.0%
5	Less money than expected was transferred	24,5	3,9	17,6	33,0
	The expected amount was transferred	72,6	4,0	64,1	79,8
	More money than expected was transferred	2,9	1,3	1,2	6,8
	Total	100.0%	0.0%	100.0%	100.0%
SA	Less money than expected was transferred	21,2	1,2	18,9	23,6
	The expected amount was transferred	76,9	1,2	74,4	79,2
	More money than expected was transferred	1,9	0,4	1,3	2,8
	Total	100.0%	0.0%	100.0%	100.0%

**Table T-8.8: Percentages of learners in schools per province receiving the specified portions of their financial allocation for 2011**

Province		Estimate	Standard Error	95% Confidence Interval	
				Lower	Upper
EC	Nothing	0,3	0,3	0,0	2,2
	1--30%	5,6	1,3	3,5	8,8
	31--50%	29,8	3,1	24,1	36,3
	51--99%	42,4	3,4	35,9	49,2
	100%	21,9	2,8	16,8	27,9
	Total	100.0%	0.0%	100.0%	100.0%
FS	Nothing	0,0	0,0	0,0	0,2
	1--30%	1,3	1,0	0,3	6,1
	31--50%	7,7	2,6	3,9	14,6
	51--99%	70,5	4,7	60,5	78,8
	100%	20,5	4,2	13,5	29,9
	Total	100.0%	0.0%	100.0%	100.0%
GT	1--30%	2,1	1,2	0,7	6,3
	31--50%	33,7	3,8	26,8	41,4
	51--99%	27,4	3,5	21,1	34,6
	100%	36,8	3,9	29,5	44,8
	Total	100.0%	0.0%	100.0%	100.0%
KZ	Nothing	1,6	1,0	0,5	5,4
	1--30%	7,6	1,7	4,9	11,6
	31--50%	34,3	3,3	28,2	41,0
	51--99%	31,8	3,1	26,0	38,2
	100%	24,8	2,8	19,6	30,7
	Total	100.0%	0.0%	100.0%	100.0%
LP	Nothing	0,3	0,3	0,0	1,8
	1--30%	0,4	0,3	0,1	1,8
	31--50%	73,7	3,3	66,8	79,6

Province		Estimate	Standard Error	95% Confidence Interval	
	51--99%	13,0	2,4	8,9	18,5
	100%	12,7	2,6	8,4	18,7
	Total	100.0%	0.0%	100.0%	100.0%
MP	Nothing	0,1	0,1	0,0	0,4
	1--30%	0,5	0,5	0,1	3,2
	31--50%	19,1	3,5	13,2	26,8
	51--99%	71,0	3,9	62,7	78,1
	100%	9,4	2,4	5,6	15,3
	Total	100.0%	0.0%	100.0%	100.0%
NC	1--30%	1,7	1,2	0,4	7,0
	31--50%	25,4	5,4	16,3	37,3
	51--99%	59,7	5,7	48,3	70,2
	100%	13,2	3,6	7,7	21,9
	Total	100.0%	0.0%	100.0%	100.0%
NW	Nothing	2,8	1,9	0,7	10,0
	1--30%	1,0	0,9	0,2	5,4
	31--50%	51,4	4,7	42,2	60,5
	51--99%	8,3	2,3	4,8	14,0
	100%	36,5	4,5	28,1	45,8
	Total	100.0%	0.0%	100.0%	100.0%
WC	31--50%	15,7	3,4	10,2	23,6
	51--99%	62,6	4,5	53,4	71,0
	100%	21,7	3,8	15,1	30,1
	Total	100.0%	0.0%	100.0%	100.0%
SA	Nothing	0,6	0,3	0,3	1,5
	1--30%	3,2	0,5	2,4	4,4
	31--50%	35,8	1,3	33,3	38,4
	51--99%	37,2	1,3	34,7	39,8
	100%	23,1	1,2	20,8	25,6
	Total	100.0%	0.0%	100.0%	100.0%

**Table T-8.9: Percentages of learners in schools per quintile receiving the specified portions of their financial allocation for 2011**

Quintile		Estimate	Standard Error	95% Confidence Interval	
				Lower	Upper
1	Nothing	0,4	0,3	0,1	1,4
	1--30%	4,8	1,3	2,8	8,0
	31--50%	38,2	2,6	33,3	43,4
	51--99%	34,7	2,5	30,0	39,6
	100%	21,9	2,3	17,8	26,7
	Total	100.0%	0.0%	100.0%	100.0%
2	Nothing	0,2	0,1	0,0	0,9
	1--30%	2,5	0,7	1,4	4,4
	31--50%	33,1	2,8	27,9	38,7
	51--99%	37,1	2,8	31,8	42,8
	100%	27,1	2,8	21,9	33,1
	Total	100.0%	0.0%	100.0%	100.0%
3	Nothing	0,4	0,3	0,1	1,9

Quintile		Estimate	Standard Error	95% Confidence Interval	
	1--30%	3,4	1,0	1,9	6,0
	31--50%	39,6	2,6	34,6	44,9
	51--99%	36,4	2,7	31,4	41,8
	100%	20,2	2,1	16,3	24,7
	Total	100.0%	0.0%	100.0%	100.0%
4	Nothing	1,4	1,4	0,2	9,4
	1--30%	2,1	1,2	0,7	6,0
	31--50%	31,5	3,8	24,6	39,4
	51--99%	40,0	3,9	32,6	47,7
	100%	25,0	3,5	18,8	32,3
	Total	100.0%	0.0%	100.0%	100.0%
5	Nothing	1,5	1,0	0,4	5,7
	1--30%	2,5	1,3	0,9	6,6
	31--50%	33,2	4,1	25,6	41,7
	51--99%	39,7	4,1	32,0	47,9
	100%	23,1	3,5	16,9	30,8
	Total	100.0%	0.0%	100.0%	100.0%
SA	Nothing	0,6	0,3	0,3	1,5
	1--30%	3,2	0,5	2,4	4,4
	31--50%	35,9	1,3	33,3	38,5
	51--99%	37,1	1,3	34,6	39,7
	100%	23,2	1,2	20,9	25,6
	Total	100.0%	0.0%	100.0%	100.0%

**Table T-8.10: Percentages of learners in primary and secondary schools receiving the specified portions of their financial allocation for 2010 and 2016**

Year	Less money than expected was transferred	The expected amount was transferred	More money than expected was transferred	Total
2010	21,2	76,9	1,9	100,0
(SE)	(1,2)	(1,2)	(0,4)	
2016	25,4	72,3	2,4	100,0
(SE)	(1,1)	(1,2)	(0,4)	

**Table T-8.11: Percentages of learners in primary and secondary schools receiving the specified portions of their financial allocation for 2011 and 2017**

Year	Nothing	1--30%	31--50%	51--99%	100%	Total
2011	0,6	3,2	35,8	37,2	23,1	100,0
(SE)	(0,3)	(0,5)	(1,3)	(1,3)	(1,2)	
2017	1,1	3,9	29,2	33,4	32,5	100,0
(SE)	(0,3)	(0,6)	(1,2)	(1,2)	(1,1)	

#### **Indicator 9: The percentage of schools which have acquired the full set of financial management responsibilities on the basis of an assessment of their financial management capacity**

The three relevant questions in the SMS 2017 indicating the presence of the required financial management functions were answered by the principal. They were:

- Does the school use public funds transferred to it by the Provincial Education Department to maintain and improve

the school's *property*, and building(s) and grounds occupied by the school (i.e. Section 21 (a) functions)?;

- Does the school use public funds transferred to it by the Department to purchase its own textbooks, educational *materials* or equipment for the school (i.e. Section 21 (c) functions)?; and
- Does the school use public funds transferred to it by the Department to pay for *services* (e.g. telephone, electricity, water, etc.) provided to the school (i.e. Section 21 (d) functions)?.

School weights were applied when calculating the percentage of schools that have acquired the various functions. The percentage of schools having acquired the various functions is presented in Table T-9.1 for provinces for primary schools and in Table T-9.2 for secondary schools. For quintiles, the information is presented in Table T-9.3 for primary schools and in Table T-9.4 for secondary schools. Percentages are reported for each function separately, for having acquired any of the three functions and for having acquired all three functions. The final indicator values for 2011, as reported in DBE (2014), are also shown.

**Table T-9.1: Provincial percentage of primary schools having acquired the various financial functions**

Province	Percentage of primary schools with Section 21 functions					2011 values (DBE 2014) for schools with all three functions
	Property	Materials	Services	Any 1 of 3	All 3 (SE)	
<b>EC</b>	95,1%	45,6%	88,6%	95,7%	43,4% (6,9)	71,5% (2,8)
<b>FS</b>	69,9%	72,0%	96,6%	98,8%	62,4% (13,1)	44,8% (4,3)
<b>GT</b>	97,5%	97,2%	88,5%	98,8%	86,9% (3,0)	89,7% (2,6)
<b>KZ</b>	90,7%	56,3%	83,6%	95,3%	42,8% (6,4)	75,7% (2,6)
<b>LP</b>	87,8%	83,1%	81,8%	95,5%	66,0% (9,2)	89,6% (2,3)
<b>MP</b>	88,8%	51,4%	84,8%	91,7%	46,1% (5,8)	31,9% (4,3)
<b>NC</b>	94,5%	88,3%	91,8%	99,0%	82,7% (5,7)	63,2% (5,0)
<b>NW</b>	85,4%	75,0%	95,6%	99,6%	63,5% (6,4)	82,0% (3,6)
<b>WC</b>	89,7%	89,6%	92,1%	94,5%	82,9% (4,0)	87,6% (2,9)
<b>SA</b>	90,5%	65,4%	87,3%	96,0%	56,1% (3,0)	73,8% (1,2)

**Table T-9.2: Provincial percentage of secondary schools having acquired the various financial functions**

Province	Percentage of secondary schools with Section 21 functions					2011 values (DBE 2014) for schools with all three functions
	Property	Materials	Services	Any 1 of 3	All 3	
<b>EC</b>	96,8%	44,9%	80,9%	98,8%	36,2% (5,8)	83,1% (4,0)
<b>FS</b>	89,7%	84,4%	95,0%	98,4%	73,1% (5,4)	76,3% (6,9)
<b>GT</b>	94,0%	81,2%	83,1%	95,2%	66,3% (6,3)	83,6% (4,7)
<b>KZ</b>	75,0%	63,2%	82,7%	88,1%	48,5% (5,7)	66,3% (4,8)
<b>LP</b>	88,1%	81,1%	94,6%	96,3%	75,4% (4,9)	80,8% (4,0)
<b>MP</b>	90,9%	71,5%	97,4%	97,4%	68,4% (5,0)	40,0% (6,1)
<b>NC</b>	84,6%	80,0%	83,8%	91,5%	68,9% (5,9)	73,8% (6,8)
<b>NW</b>	91,7%	73,0%	87,9%	93,1%	66,0% (6,4)	93,3% (3,2)
<b>WC</b>	86,6%	79,5%	83,3%	92,3%	71,7% (4,9)	82,1% (6,2)
<b>SA</b>	86,7%	70,0%	87,3%	94,0%	60,2% (2,4)	75,5% (1,9)

**Table T-9.3: Percentage of primary schools having acquired the various financial functions for quintiles**

Quintile	Percentage of primary schools with Section 21 functions					2011 values (DBE 2014) for schools with all three functions
	Property	Materials	Services	Any 1 of 3	All 3	
<b>1</b>	89,5%	56,8%	87,0%	95,2%	47,9% (5,5)	69,5% (2,1)
<b>2</b>	89,4%	63,5%	90,8%	95,0%	58,1% (4,9)	72,7% (2,6)
<b>3</b>	94,9%	71,7%	84,3%	98,8%	59,3% (6,4)	79,6% (2,3)
<b>4</b>	91,6%	79,4%	87,4%	96,7%	69,4% (5,8)	73,1% (3,8)
<b>5</b>	85,8%	87,0%	85,4%	94,2%	72,4% (5,2)	77,8% (4,0)
<b>SA</b>	90,5%	65,4%	87,3%	96,0%	56,1% (3,0)	73,8% (1,2)

**Table T-9.4: Percentage of secondary schools having acquired the various financial functions for quintiles**

Quintile	Percentage of secondary schools with Section 21 functions					2011 values (DBE 2014) for schools with all three functions
	Property	Materials	Services	Any 1 of 3	All 3	
<b>1</b>	82,3%	66,4%	86,9%	92,2%	57,2% (4,7)	80,5% (3,2)
<b>2</b>	89,8%	69,5%	93,3%	97,3%	61,8% (5,4)	70,4% (4,1)
<b>3</b>	92,9%	65,9%	86,7%	97,7%	58,2% (4,5)	80,0% (3,3)
<b>4</b>	90,3%	78,8%	85,6%	91,8%	70,6% (5,6)	75,8% (5,8)
<b>5</b>	74,3%	82,0%	76,2%	92,0%	58,8% (5,4)	62,6% (6,4)
<b>SA</b>	86,8%	70,0%	87,3%	94,8%	60,1% (2,4)	75,7% (1,9)

The national percentage of schools that have acquired all three functions is much lower for the 2017 SMS (56% in the case of primary and 60% in the case of secondary schools) than for the 2011 SMS (74% and 76% respectively). In primary schools, all three functions simultaneously were more frequently attained by quintile 4 and 5 schools than by schools in quintiles 1 to 3. The percentage of schools that had achieved at least one of the three financial management functions is high – 96% for primary schools and 95% for secondary schools.

The percentage of schools having acquired the various functions is presented in Table T-9.5. The percentage of schools performing the three functions in 2017 was 57,2%.

**Table T-9.5: Percentage of schools having all three Section 21 functions in 2017**

Province	% with Section 21 functions	Standard Error	95% Confidence Interval
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			Lower	Upper
EC	42.1%	5.8%	31.4%	53.6%
FS	65.3%	10.1%	44.1%	81.8%
GT	80.5%	3.1%	73.6%	86.0%
KZ	44.5%	4.8%	35.3%	54.1%
LP	69.4%	6.3%	55.8%	80.3%
MP	52.9%	4.4%	44.3%	61.3%
NC	79.5%	4.7%	68.9%	87.2%
NW	64.1%	5.0%	53.8%	73.3%
WC	80.1%	3.3%	72.8%	85.8%
SA	57.2%	2.3%	52.7%	61.7%

The national percentage of schools that have acquired all three functions was much lower for the 2017 SMS (57,2%) than for the 2011 SMS (74,3%), as shown in Table T-9.6.

**Table T-9.6: Percentage of schools having all three Section 21 functions in 2011**

Province	% with Section 21 functions	Standard Error	95% Confidence Interval	
			Lower	Upper
EC	74.6%	2.4%	69.7%	78.9%
FS	51.7%	3.8%	44.3%	59.1%
GT	87.8%	2.3%	82.5%	91.7%
KZ	73.1%	2.3%	68.3%	77.5%
LP	86.4%	2.1%	81.8%	90.0%
MP	34.8%	3.5%	28.2%	41.9%
NC	66.4%	4.0%	58.1%	73.8%
NW	86.0%	2.7%	79.9%	90.4%
WC	85.8%	2.7%	79.7%	90.3%
SA	74.3%	1.0%	72.3%	76.2%

#### **Indicator 10: The percentage of schools which comply with nationally determined minimum physical infrastructure standards<sup>3</sup>**

Norms and standards for the minimum infrastructure of schools were made public in Regulation 920 of 2013. The 2013 regulation mentioned a large number of requirements or standards and emphasised the presence of several basic features: perimeter fence, sanitation (toilets), electricity, water, and “electronic connectivity” (by which is meant “some form of wired or wireless connectivity for purposes of communication”).

During the SMS 2017 a fieldworker reported on these matters after physically verifying the nature and condition of these amenities. In line with Regulation 920 of 2013, sanitation facilities were categorised as acceptable when separate toilets were available for boys, girls and staff. Flush toilets and ventilated pit latrine and Enviro-loo toilets were regarded as appropriate.

From the Action Plan 2019 (p.45): “it has been estimated that by 2014 around half of schools were complying with minimum standards which the 2013 regulations specify should be reached in all schools by 2020. These standards focus, in particular, on the availability of water, toilets, electricity and a minimum number of classrooms. Specifically,

3 Indicator values in this Technical Report are aligned with those infrastructure components included in both the three-year targets and the seven-year targets that were set in Regulation 920 of 2013 respectively for November 2016 and November 2020. The relevant target components and dates used are clearly indicated as appropriate..

by 2011 an estimated 46% of schools complied with the standards in question. The standards are more stringent than those used for the indicator values published in the 2011 Action Plan. The adequacy of classrooms plays a large role. If classrooms are removed from the calculation, then 84% of schools were found to comply with the remaining standards (water, toilets and electricity) in 2011. Clearly, more work needs to occur on the calculation of composite indicator values. What is important is that whatever method is used, the same provinces emerge as having the largest school infrastructure deficits. These provinces are the Eastern Cape (by far the worst), KwaZulu-Natal and Mpumalanga.”

In the DBE 2014 report (p.44) an indicator of basic facilities is proposed that comprises the presence of running water, adequate toilets, electricity and adequate classrooms. This indicator was calculated for the SMS 2017 using school weighting and the result for provinces is displayed in Table T-10.1a alongside the baseline values as recalculated on the basis of 2011 original data. All four infrastructure components set as targets for 2020 are used in these comparisons.

Nationally the percentage of schools with these four basic facilities has decreased slightly, if at all. The average for primary schools declined, though, while for secondary schools it increased. The national percentage in 2017 is 38% for primary schools and secondary schools combined, down from a figure of around 40% in 2011. School patterns across provinces remained much the same, with only schools in the Eastern Cape and Limpopo managing to achieve some improvement. Declines (also non-significant) of greater than the national decrease in schools with these four basic facilities occurred in schools in KwaZulu-Natal, the North-West and the Western Cape.

Table T-10.1b shows the similar comparative figures and outcomes when including only the three infrastructure components (toilets, water and electricity) that had to be provided to all schools by 2016. In relation to primary school trends, schools in the Free State, Gauteng, Limpopo, Mpumalanga, North-West and Western Cape, as with the national average, were better able to maintain, or even improve, infrastructure conditions when using the three-component 2016 target compared to the four-component 2020 one. In relation to secondary-school trends, using either of the two sets of targets (2016 or 2020) revealed a much more similar outcome, with the exception of the Northern Cape showing a better and the Western Cape and weaker improvement over time when looking at the 2016 rather than 2020 set of targets.

Tables T-10.12 to T-10.15 summarise the 2016 and 2020 target comparisons by province and quintile on a component-by-component basis in more detail.

**Table T-10.1a: Percentage of primary and secondary schools over time with minimum level of basic facilities by province and school level against the 2020 target**

Province	2011 Primary baseline (SE)		2011 Secondary baseline (SE)		Primary schools 2017 (SE)		Secondary schools 2017 (SE)	
EC	25,3%	(2,7%)	22,5%	(4,4%)	25,8%	(5,8%)	38,5%	(6,0%)
FS	50,7%	(4,3%)	76,3%	(6,9%)	38,9%	(9,5%)	60,8%	(5,8%)
GT	61,0%	(4,2%)	67,2%	(6,0%)	56,9%	(5,9%)	64,2%	(6,1%)
KZ	32,7%	(2,9%)	24,5%	(4,3%)	20,0%	(4,8%)	30,9%	(5,1%)
LP	42,2%	(3,8%)	37,4%	(4,9%)	43,4%	(8,7%)	44,4%	(6,4%)
MP	37,8%	(4,4%)	43,1%	(6,1%)	39,9%	(5,7%)	35,4%	(5,3%)
NC	67,4%	(4,8%)	57,1%	(7,6%)	68,3%	(7,4%)	55,6%	(6,4%)
NW	42,3%	(4,7%)	48,3%	(6,5%)	33,1%	(6,2%)	37,3%	(6,1%)
WC	83,1%	(3,3%)	76,9%	(6,8%)	74,1%	(5,5%)	78,8%	(4,4%)
SA	40,8%	(1,4%)	39,5%	(2,1%)	35,9%	(2,7%)	43,8%	(2,4%)

**Table T-10.1b: Percentage of primary and secondary schools over time with minimum level of basic facilities by province and school level against the 2016 target**

Province	2011 Primary baseline (SE)		2011 Secondary baseline (SE)		Primary schools 2017 (SE)		Secondary schools 2017 (SE)	
EC	37,5%	(3,0%)	39,3%	(5,2%)	38,7%	(6,4%)	60,2%	(6,2%)

<b>FS</b>	60,4%	(4,2%)	89,5%	(5,0%)	60,0%	(12,8%)	75,0%	(5,7%)
<b>GT</b>	91,9%	(2,3%)	90,2%	(3,8%)	92,8%	(3,8%)	88,4%	(5,4%)
<b>KZ</b>	53,6%	(3,1%)	42,9%	(5,0%)	37,5%	(5,9%)	51,7%	(5,8%)
<b>LP</b>	57,8%	(3,8%)	54,5%	(5,0%)	65,8%	(6,6%)	72,0%	(5,8%)
<b>MP</b>	61,3%	(4,5%)	78,5%	(5,1%)	72,2%	(5,6%)	73,7%	(4,9%)
<b>NC</b>	82,1%	(3,9%)	61,9%	(7,5%)	79,9%	(6,7%)	79,7%	(4,8%)
<b>NW</b>	62,2%	(4,6%)	76,7%	(5,5%)	63,2%	(6,5%)	68,3%	(5,9%)
<b>WC</b>	92,3%	(2,3%)	97,4%	(2,5%)	91,0%	(2,8%)	88,9%	(3,5%)
<b>SA</b>	58,1%	(1,4%)	59,5%	(2,2%)	56,3%	(3,0%)	67,7%	(2,5%)

The percentage of schools with basic facilities by quintile is presented in Table T-10.2.

**Table T-10.2a: Percentage of primary and secondary schools over time with minimum level of basic facilities by school quintile status and school level against the 2020 target**

Quintile	2011 Primary baseline (SE)		2011 Secondary baseline (SE)		Primary schools 2017 (SE)		Secondary schools 2017 (SE)	
<b>1</b>	32,4%	(2,2%)	30,9%	(3,6%)	30,4%	(5,2%)	36,8%	(4,7%)
<b>2</b>	35,1%	(2,8%)	33,0%	(4,2%)	27,2%	(4,3%)	35,7%	(5,2%)
<b>3</b>	39,5%	(2,8%)	38,1%	(4,0%)	37,1%	(5,6%)	33,5%	(4,0%)
<b>4</b>	55,5%	(4,1%)	60,1%	(6,7%)	60,1%	(6,0%)	68,6%	(5,4%)
<b>5</b>	75,4%	(4,1%)	67,2%	(6,4%)	72,2%	(5,7%)	83,9%	(3,4%)
<b>SA</b>	40,8%	(1,4%)	39,5%	(2,1%)	35,9%	(2,7%)	43,8%	(2,4%)

**Table T-10.2b: Percentage of primary and secondary schools over time with minimum level of basic facilities by school quintile status and school level against the 2016 target**

Quintile	2011 Primary baseline (SE)		2011 Secondary baseline (SE)		Primary schools 2017 (SE)		Secondary schools 2017 (SE)	
<b>1</b>	45,3%	(2,4%)	46,4%	(4,0%)	47,1	(5,5%)	62,5	(4,7%)
<b>2</b>	54,3%	(3,0%)	53,0%	(4,5%)	48,2	(4,7%)	58,4	(5,5%)
<b>3</b>	61,9%	(2,8%)	61,4%	(4,2%)	62,1	(6,8%)	64,2	(4,8%)
<b>4</b>	77,6%	(3,6%)	84,0%	(5,2%)	90,7	(4,0%)	91,4	(2,8%)
<b>5</b>	85,1%	(3,5%)	89,2%	(4,6%)	87,6	(4,9%)	92,8	(2,4%)
<b>SA</b>	58,2%	(1,4%)	59,8%	(2,2%)	56,3	(3,0%)	67,7	(2,5%)

Schools with higher quintile status were much better off regarding basic facilities. Quintile 5 schools also did not suffer decreases as large as those for the national average for primary schools, and at secondary schools achieved a greater increase in indicator value compared to the national average.

Tables T-10.3 and T-10.4 contain information on the presence of these facilities for provinces and in Tables T-10.5 and T-10.6, the information is presented for Quintiles. In these tables school weighting is applied to make the figures comparable with NEIMS reports.

Selected patterns across provinces and the quintile status of schools, and separate for primary and secondary schools, are briefly summarised in and discussed along with Figures T-10.1 to T-10.6 below.

In 2017, primary schools in the Eastern Cape, the Free State and KwaZulu-Natal displayed poor infrastructural conditions, compared to the average situation in the country, across various items. Prevalent are the following: lack of electricity, Internet and toilet facilities in Eastern Cape schools; lack of perimeter fencing and toilet facilities in Free State schools; and lack of running water and Internet facilities in KwaZulu-Natal schools, as indicated in Figure T-10.1.

**Figure T-10.1: Percentage of primary schools showing poor infrastructure conditions in 2017 for selected provinces**

In 2017, primary schools in Gauteng and the Northern Cape and the Western Cape displayed sound infrastructural conditions, compared to the average situation in the country, across various items. Prevalent are the relatively sound levels of the following throughout: running water, perimeter fencing, electricity, Internet, and toilet facilities, as indicated in Figure T-10.2.

**Figure T-10.2: Percentage of primary schools showing sound infrastructure conditions in 2017 for selected provinces**

In 2017, secondary schools in KwaZulu-Natal, Limpopo and Mpumalanga displayed poor infrastructural conditions, compared to the average situation in the country, across various items. Note that electricity does not again appear in this figure as consistently high prevalence figures were observed. Prevalent are the following: lack of running water and Internet facilities in KwaZulu-Natal schools; lack of Internet facilities in Limpopo schools; and lack of perimeter fencing in Mpumalanga schools, as indicated in Figure T-10.3.

**Figure T-10.3: Percentage of secondary schools showing poor infrastructure conditions in 2017 for selected provinces**

In 2017, secondary schools in the Free State, Gauteng, and the Northern Cape and the Western Cape, much as in primary schools, displayed sound infrastructural conditions, compared to the average situation in the country, across various items. Prevalent are the relatively sound levels of the following throughout: running water, perimeter fencing, Internet, and toilet facilities, as indicated in Figure T-10.4.

**Figure T-10.4: Percentage of secondary schools showing sound infrastructure conditions in 2017 for selected provinces**

In 2017, a virtually consistent improvement of conditions across all infrastructure items can be observed as primary schools are located increasingly in less disadvantaged / more affluent areas, as indicated in Figure T-10.5. Internet facilities are in particularly poor supply, exceedingly so in low-quintile schools.

Running water, with a presence in 74% of the primary schools and 80% of the secondary schools, remains a problem area.

**Figure T-10.5: Percentage of primary schools with selected infrastructure conditions in 2017 by quintile status of school**

In 2017, the consistent link between infrastructure conditions and school quintile status observed for primary schools was not evident for secondary schools. What was evident, though, is the sound conditions across all items for secondary schools with quintile 4 and 5 status, as indicated in Figure T-10.6.

**Figure T-10.6: Percentage of secondary schools with quintile 4 and 5 status with selected infrastructure conditions in 2017**

**Table T-10.3: Percentage of primary schools in 2017 by province where certain basic facilities were in place**

Province	Running water	Perimeter fence	Electricity	Internet	Adequate toilets
EC	73,2%	81,1%	77,4%	38,6%	66,6%
FS	74,5%	74,1%	96,8%	72,0%	65,4%
GT	95,6%	98,5%	95,1%	88,4%	98,5%
KZ	52,8%	88,4%	85,4%	24,5%	77,8%

<b>LP</b>	84,6%	82,1%	97,7%	54,5%	77,2%
<b>MP</b>	80,0%	78,3%	93,7%	60,5%	91,7%
<b>NC</b>	93,1%	91,3%	99,8%	70,2%	87,1%
<b>NW</b>	74,5%	93,7%	85,0%	70,1%	80,7%
<b>WC</b>	94,5%	91,1%	98,5%	97,9%	96,3%
<b>SA</b>	74,3%	85,6%	88,3%	51,6%	78,5%

**Table T-10.4: Percentage of secondary schools in 2017 by province where certain basic facilities were in place**

<b>Province</b>	<b>Running water</b>	<b>Perimeter fence</b>	<b>Electricity</b>	<b>Internet</b>	<b>Adequate toilets</b>
<b>EC</b>	79,1%	85,0%	90,1%	70,1%	86,0%
<b>FS</b>	89,2%	90,2%	94,8%	92,7%	90,2%
<b>GT</b>	96,7%	95,6%	94,9%	89,7%	96,4%
<b>KZ</b>	59,1%	93,6%	90,5%	39,0%	75,9%
<b>LP</b>	92,4%	93,6%	99,0%	57,0%	76,3%
<b>MP</b>	80,8%	78,9%	95,7%	78,3%	91,9%
<b>NC</b>	84,6%	96,9%	98,5%	96,2%	95,4%
<b>NW</b>	84,0%	93,1%	93,7%	76,5%	84,0%
<b>WC</b>	93,7%	97,5%	99,2%	100,0%	96,2%
<b>SA</b>	80,3%	91,5%	94,3%	65,3%	83,6%

**Table T-10.3/4a: Percentage of primary and secondary schools combined by province where certain basic facilities were in place**

<b>Province</b>	<b>Running water</b>	<b>Perimeter fence</b>	<b>Electricity</b>	<b>Internet</b>	<b>Adequate toilets</b>
<b>EC</b>	74.2%	81.8%	79.6%	43.9%	69.9%
<b>FS</b>	78.4%	78.4%	96.3%	77.4%	71.9%
<b>GT</b>	95.9%	97.6%	95.0%	88.7%	97.8%
<b>KZ</b>	54.6%	89.9%	86.9%	28.8%	77.2%
<b>LP</b>	87.4%	86.2%	98.2%	55.5%	76.8%
<b>MP</b>	80.2%	78.5%	94.2%	66.0%	91.7%
<b>NC</b>	91.0%	92.7%	99.4%	76.5%	89.1%
<b>NW</b>	77.0%	93.5%	87.3%	71.7%	81.5%
<b>WC</b>	94.3%	92.7%	98.8%	98.4%	96.3%
<b>SA</b>	75.9%	87.2%	89.9%	55.3%	79.9%

Some very basic facilities are still not universally available, such as running water (75,9%) and adequate toilets (79,9%).

**Table T-10.5: Percentage of primary schools in 2017 with basic facilities in place by quintile**

<b>Quintile</b>	<b>Running water</b>	<b>Perimeter fence</b>	<b>Electricity</b>	<b>Internet</b>	<b>Adequate toilets</b>
<b>1</b>	68,9%	75,1%	83,4%	39,3%	73,4%
<b>2</b>	65,1%	92,1%	91,1%	49,3%	73,9%
<b>3</b>	83,7%	91,0%	88,1%	53,5%	83,0%
<b>4</b>	96,3%	93,0%	100,0%	76,3%	92,1%
<b>5</b>	90,5%	95,7%	95,5%	97,6%	96,8%
<b>SA</b>	74,3%	85,6%	88,3%	51,6%	78,5%

**Table T-10.6: Percentage of secondary schools in 2017 with basic facilities in place by quintile**

Quintile	Running water	Perimeter fence	Electricity	Internet	Adequate toilets
1	78,9%	90,2%	98,1%	57,0%	78,6%
2	75,3%	91,3%	86,3%	54,4%	84,0%
3	75,1%	88,9%	94,2%	64,4%	77,3%
4	92,8%	94,4%	99,5%	84,9%	98,6%
5	96,9%	98,5%	100,0%	99,4%	95,8%
SA	80,2%	91,5%	94,3%	65,3%	83,5%

Running water with a presence in 74% of primary schools and 80% of secondary schools remains a problem area. There is a marked difference between Quintile 4 and 5 schools on the one hand and Quintiles 1 to 3 on the other, especially in the case of secondary schools. Quintile 1 primary schools frequently lack a perimeter fence. Internet is generally available in Western Cape schools and there is a marked difference regarding internet access across quintiles. Adequate toilets appear to be common in Quintile 4 and 5 schools, but many of Quintile 1, 2 and 3 schools lack adequate toilet facilities.

Another important standard mentioned in Regulation 920 of 2013 relates to the number of classrooms a school should have. There should be a classroom for every 40 learners enrolled in the school in Grades 1 to 12 and a classroom for every 30 Grade R learners. In the DBE 2014 report the number of learners in the school was divided by 40. The number of classrooms was divided by this answer and answers of 1 and more indicated an acceptable number of classrooms for the number of learners. This was also done for the SMS 2017 data. The findings for the SMS 2017 appear in Table T-10.7.

**Table T-10.7: Percentages, standard errors and confidence intervals of schools with adequate classrooms in 2017**

Province	% with adequate classrooms	Standard Error	95% Confidence Interval	
			Lower	Upper
EC	75.4%	3.8%	67.2%	82.0%
FS	71.7%	5.6%	59.7%	81.2%
GT	64.1%	4.1%	55.7%	71.6%
KZ	66.9%	4.2%	58.2%	74.5%
LP	60.2%	4.8%	50.5%	69.2%
MP	55.3%	4.2%	47.0%	63.4%
NC	82.7%	3.7%	74.3%	88.8%
NW	53.1%	4.8%	43.6%	62.3%
WC	82.9%	3.9%	73.9%	89.2%
SA	67.4%	1.7%	63.9%	70.7%

For the country as a whole, the percentage of schools with adequate classrooms was 67,4%. The percentage of schools with adequate classrooms was significantly lower than the country average for Mpumalanga and the North West. Table T-10.10 displays classroom adequacy separately for primary and secondary schools by province, and Table T-10.11 by quintile.

For the SMS 2011, the DBE (2014, p.44) proposed an indicator of basic facilities that comprised the presence of running water, adequate toilets, electricity and adequate classrooms. This indicator was calculated for SMS 2017, using school weights in both cases then, and the result for provinces is displayed in Table T-10.8a. The four basic facilities were available in 38% of schools.

**Table T-10.8a: Percentages, standard errors and confidence intervals of schools with four basic facilities in 2017**

Province	% with 4 basic facilities	Standard Error	95% Confidence Interval	
			Lower	Upper
EC	27.9%	5.0%	19.3%	38.6%
FS	44.7%	7.7%	30.5%	59.9%
GT	59.1%	4.4%	50.2%	67.5%
KZ	23.2%	3.7%	16.7%	31.3%
LP	43.7%	6.0%	32.6%	55.5%
MP	38.5%	4.3%	30.6%	47.1%
NC	65.2%	5.9%	52.9%	75.8%
NW	34.2%	4.8%	25.5%	44.1%
WC	75.3%	4.3%	66.1%	82.7%
SA	38.0%	2.1%	34.1%	42.2%

Table T10.8b shows the situation above when calculating the indicator only on the basis of the three infrastructure components set as target for 2016, that is, electricity, water and toilets.

**Table T-10.8b: Percentages, standard errors and confidence intervals of schools with three basic facilities in 2017**

Province	% with 3 basic facilities	Standard Error	95% Confidence Interval	
			Lower	Upper
EC	42,4%	5,6%	32,0%	53,5%
FS	64,0%	10,0%	43,1%	80,6%
GT	91,5%	3,1%	83,0%	95,9%
KZ	41,7%	4,7%	33,0%	51,0%
LP	68,0%	4,6%	58,4%	76,4%
MP	72,7%	4,2%	63,8%	80,0%
NC	79,9%	5,2%	67,8%	88,2%
NW	64,5%	5,1%	54,1%	73,7%
WC	90,5%	2,3%	85,0%	94,1%
SA	59,4%	2,3%	54,8%	63,8%

For SMS 2011 the percentage of schools with the four basic facilities is presented in Table T-10.9a. There is not a significant difference between 2011 and 2017 as far as the availability of the four basic facilities is concerned.

**Table T-10.9a: Percentages, standard errors and confidence intervals of schools with four basic facilities as in SMS 2011**

Province	% with 4 basic facilities	Standard Error	95% Confidence Interval	
			Lower	Upper
EC	24.6%	2.3%	20.3%	29.4%
FS	56.4%	3.8%	48.9%	63.6%
GT	62.9%	3.4%	56.0%	69.4%
KZ	30.5%	2.4%	25.9%	35.4%
LP	40.4%	3.0%	34.8%	46.4%
MP	39.7%	3.6%	32.9%	46.9%
NC	64.2%	4.1%	55.9%	71.8%
NW	44.4%	3.8%	37.2%	52.0%
WC	81.7%	3.0%	75.1%	86.8%

SA	40.4%	1.1%	38.2%	42.6%
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Table T10.9b shows the situation above when calculating the indicator only on the basis of the three infrastructure components set as target for 2016, that is, electricity, water and toilets.

**Table T-10.8b: Percentages, standard errors and confidence intervals of schools with three basic facilities in 2017**

Province	% with 3 basic facilities	Standard Error	95% Confidence Interval	
			Lower	Upper
EC	38,0%	2,6%	33,0%	43,3%
FS	66,9%	3,6%	59,5%	73,5%
GT	91,4%	2,0%	86,6%	94,6%
KZ	50,7%	2,6%	45,5%	55,8%
LP	56,6%	3,0%	50,7%	62,4%
MP	67,4%	3,5%	60,3%	73,8%
NC	75,9%	3,7%	68,0%	82,3%
NW	67,3%	3,6%	59,9%	73,9%
WC	93,5%	1,9%	88,6%	96,4%
SA	58,5%	1,2%	56,2%	60,8%

**Table T-10.10: Percentage of schools with adequate classrooms in 2017 by province**

Province	Primary schools	Secondary schools
EC	77,3%	66,0%
FS	68,5%	80,7%
GT	60,6%	72,0%
KZ	67,6%	65,2%
LP	60,4%	59,9%
MP	58,7%	47,4%
NC	85,1%	75,4%
NW	53,1%	53,2%
WC	81,1%	88,2%
SA	68,3%	65,0%

Northern Cape and Western Cape primary schools and the Free State and Western Cape secondary schools are best provided for as far as classrooms are concerned. Schools in Limpopo, Mpumalanga and the North West displayed the largest inadequacies in classrooms. Interesting patterns can be gleaned from the figure as well about within-province differences between classroom adequacy for primary and secondary schools respectively. Primary schools were, relatively speaking, better provided for in the Eastern Cape, Mpumalanga and the Northern Cape. Classroom adequacy at secondary schools was greater in the Free State, Gauteng and the Western Cape.

**Table T-10.11: Percentage of schools with adequate classrooms in 2017 by quintile**

Quintile	Primary schools	Secondary schools
1	72,6%	61,8%
2	64,3%	61,6%

<b>3</b>	61,3%	57,7%
<b>4</b>	64,1%	72,9%
<b>5</b>	83,7%	91,1%
<b>SA</b>	68,3%	65,0%

Classroom adequacy was highest in quintile 5 primary and secondary schools. However, exploring inter-province patterns, classroom adequacy was higher, relatively speaking, in low-quintile (1, 2 and 3) primary schools and in high-quintile (4 and 5) secondary schools.

In the main report, the infrastructure indicator was initially compiled according to the four 2020 targets, also as undertaken in the SMS 2011 and specified by the ToR. Given that the data was collected in 2017, a fairer representation of progress would be to evaluate the progress against the three 2016 targets. Table T-10.12 and Table T-10.14 reflect the situation towards the end of 2017, respectively by province and quintile, when breaking down the school infrastructure indicator into its sub-components in alignment with the targets set in Regulation 920 (2013) for 2016 and 2020. In each table, the first set of targets covers the three components that schools should all have been given by November 2016. They comprise sufficient access to electricity, water and sanitation facilities. The second set covers three additional components that schools should all be given by November 2020. They comprise adequate classrooms and sufficient fencing (security) and Internet connectivity. In the process the original four-component indicator is reflected in addition to a recalculated three-component one. The four-component indicator includes, as in the official reports, access to appropriate electricity, water and sanitation, plus adequate classrooms. The three-component indicator only includes the first three infrastructure components, that is, excluding adequacy of classrooms, defined as enough classrooms per school to result in classroom sizes of not more than 40 learners.

Table T-10.13 and Table T10-15 reflect the equivalent situation towards the end of 2011, respectively by province and quintile, when breaking down the school infrastructure indicator into its sub-components in alignment with the targets set in Regulation 920 (2013) for 2016 and 2020.

**Table T-10.12: Percentage of schools with access in 2017 to the relevant infrastructure items as aligned with Regulation 920 targets, by province**

Province	Components aligned with 2016 targets				Additions aligned with 2020 targets			
		In official indicator		Additional components				
	Electricity	Water	Sanitation	Indic #3	Classrooms	Indic #4	Fencing	Internet
<b>EC</b>	79,6%	74,2%	69,9%	42,4%	75,3%	27,9%	81,8%	43,9%
<b>FS</b>	96,3%	78,4%	71,9%	64,0%	71,7%	44,7%	78,4%	77,4%
<b>GT</b>	95,0%	95,9%	97,8%	91,5%	64,0%	59,1%	97,6%	88,7%
<b>KZ</b>	86,9%	54,6%	77,2%	41,7%	66,9%	23,2%	89,9%	28,8%
<b>LP</b>	98,2%	87,4%	76,8%	68,0%	60,3%	43,7%	86,2%	55,5%
<b>MP</b>	94,2%	80,2%	91,7%	72,6%	55,3%	38,5%	78,5%	66,0%
<b>NC</b>	99,4%	91,0%	89,1%	79,8%	82,8%	65,2%	92,7%	76,5%
<b>NW</b>	87,3%	77,0%	81,5%	64,5%	53,1%	34,2%	93,5%	71,7%
<b>WC</b>	98,8%	94,3%	96,3%	90,5%	82,9%	75,3%	92,7%	98,4%
<b>Total</b>	89,9%	75,9%	79,9%	59,4%	67,4%	38,0%	87,2%	55,3%

**Table T-10.13: Percentage of schools with access in 2011 to the relevant infrastructure items as aligned with Regulation 920 targets, by province**

Province	Components aligned with 2016 targets				Additions aligned with 2020 targets			
		In official indicator		Additional components				
	Electricity	Water	Sanitation	Indic #3	Classrooms	Indic #4	Fencing	Internet
EC	72,5%	64,9%	72,7%	38,0%	66,1%	24,6%	78,4%	-
FS	86,1%	83,1%	84,6%	66,9%	87,8%	56,4%	76,1%	-
GT	98,0%	98,9%	96,9%	91,4%	69,0%	62,9%	97,5%	-
KZ	79,5%	77,9%	78,9%	50,7%	60,9%	30,5%	88,1%	-
LP	95,2%	87,1%	65,2%	56,6%	75,4%	40,4%	97,4%	-
MP	89,1%	86,4%	86,5%	67,4%	62,0%	39,7%	80,4%	-
NC	98,6%	89,1%	91,5%	75,9%	82,5%	64,2%	81,1%	-
NW	94,7%	88,9%	83,6%	67,2%	69,0%	44,5%	88,3%	-
WC	99,4%	98,2%	95,2%	93,5%	88,2%	81,7%	89,9%	-
Total	85,8%	81,3%	79,2%	58,5%	69,5%	40,4%	86,9%	-

**Table T-10.14: Percentage of schools with access in 2017 to the relevant infrastructure items as aligned with Regulation 920 targets, by quintile**

Province	Components aligned with 2016 targets				Additions aligned with 2020 targets			
		In official indicator		Additional components				
	Electricity	Water	Sanitation	Indic #3	Classrooms	Indic #4	Fencing	Internet
1	86,5%	71,1%	74,6%	50,4%	70,3%	31,8%	78,3%	43,1%
2	89,7%	68,0%	76,8%	51,1%	63,5%	29,6%	91,9%	50,7%
3	89,9%	81,1%	81,3%	62,7%	60,2%	36,0%	90,3%	56,7%
4	99,8%	94,9%	94,5%	91,0%	67,3%	63,2%	93,5%	79,4%
5	97,1%	92,8%	96,5%	89,5%	86,3%	76,3%	96,7%	98,2%
Total	89,9%	75,9%	79,9%	59,4%	67,4%	38,0%	87,2%	55,3%

**Table T-10.15: Percentage of schools with access in 2011 to the relevant infrastructure items as aligned with Regulation 920 targets, by quintile**

Province	Components aligned with 2016 targets				Additions aligned with 2020 targets			
		In official indicator		Additional components				
	Electricity	Water	Sanitation	Indic #3	Classrooms	Indic #4	Fencing	Internet
1	76,7%	78,1%	73,8%	45,6%	68,8%	32,0%	81,2%	-
2	87,8%	75,1%	75,6%	53,9%	67,3%	34,5%	87,0%	-
3	90,1%	80,4%	78,5%	61,7%	67,7%	39,1%	88,1%	-
4	90,1%	94,0%	93,0%	79,4%	69,3%	56,8%	93,2%	-
5	96,2%	98,5%	93,8%	86,4%	83,8%	72,8%	97,9%	-
Total	85,8%	81,4%	79,3%	58,7%	69,6%	40,5%	87,0%	-

#### **Indicator 11: The percentage of schools with at least one educator who has received specialised training in the identification and support of special needs**

In the SMS 2017, the principal was requested to nominate the member of staff who was best qualified to identify and assist learners with special education needs (LSEN) for an LSEN-specific interview with the field worker. In contrast, the SMS 2011 included the questions regarding LSEN as part of the general Educator Questionnaire. The educator

questionnaires were therefore completed in each school by a maximum of ten (10) teachers.

Specialised training of educators could consist of both formal qualifications and formal/informal training. The DBE (2014, p.57) noted the importance of both formal qualifications in Special or Remedial Education and informal training for identifying and supporting LSEN learners. Either a formal qualification or formal/informal training was accepted as specialised training in the identification and support of LSEN learners. In the DBE (2014) report, school weights were used when calculating the percentage of schools that had at least one educator who had received specialised training in identifying and supporting special needs learners. School weighting was also applied to the 2017 data. The percentage of schools in provinces that had such an educator on the staff is reported in Table T-11.1 for primary schools and in Table T-11.2 for secondary schools. For quintiles, this information is presented in Tables T-11.3 and T-11.4.

**Table T-11.1: Percentage of primary schools in 2017 by province that had an educator who had received specialised training in LSEN**

Province	Formal/informal training		Formal qualification		Specialised training received	
	%	(SE)	%	(SE)	%	(SE)
EC	62,3	7,5	34,2	6,2	67,9	7,7
FS	94,0	3,2	79,6	6,5	96,1	2,8
GT	92,0	3,5	63,3	5,9	96,5	1,6
KZ	88,3	3,4	46,7	6,7	90,4	3,1
LP	59,7	8,8	33,6	6,3	65,0	9,3
MP	90,5	3,6	52,6	5,8	92,5	3,4
NC	64,1	8,2	44,2	8,5	68,9	8,0
NW	76,6	5,2	52,3	6,3	79,3	5,1
WC	93,5	2,1	67,7	7,0	94,0	2,0
SA	77,2	2,9	46,7	2,8	80,9	2,9

**Table T-11.2: Percentage of secondary schools in 2017 by province that had an educator who had received specialised training in LSEN**

Province	Formal/informal training		Formal qualification		Specialised training received	
	%	(SE)	%	(SE)	%	(SE)
EC	53,6	6,1	49,8	6,1	71,3	5,6
FS	93,2	3,4	57,1	5,9	93,8	3,4
GT	81,8	4,3	49,8	5,9	85,5	3,8
KZ	62,4	5,8	27,5	4,5	63,5	5,8
LP	54,6	6,4	29,7	5,2	59,2	6,5
MP	61,9	5,4	48,8	5,5	73,8	5,1
NC	59,5	6,3	41,8	6,2	65,2	6,3
NW	51,4	6,2	38,5	6,2	64,6	5,7
WC	70,6	4,7	46,7	5,5	72,8	4,6
SA	62,6	2,5	38,6	2,2	68,8	2,5

**Table T-11.3: Percentage of primary schools in 2017 by quintile that had an educator who had received specialised training in LSEN**

Quintile	Formal/informal training		Formal qualification		Specialised training received	
	%	(SE)	%	(SE)	%	(SE)
1	71,1	6,0	43,4	5,4	74,8	6,2
2	74,6	4,7	43,0	4,6	78,9	4,7
3	84,3	3,1	45,1	5,9	88,8	2,5
4	86,9	3,9	68,2	5,7	88,7	3,6

Quintile	Formal/informal training		Formal qualification		Specialised training received	
	%	(SE)	%	(SE)	%	(SE)
5	89,7	3,7	64,8	5,9	90,4	3,7
SA	77,2	2,9	46,7	2,8	80,9	2,9

**Table T-11.4: Percentage of secondary schools in 2017 by quintile that had an educator who had received specialised training in LSEN**

Quintile	Formal/informal training		Formal qualification		Specialised training received	
	%	(SE)	%	(SE)	%	(SE)
1	62,0	4,5	34,0	4,2	69,1	4,4
2	60,2	5,8	31,8	4,6	63,4	5,9
3	55,9	4,6	45,3	4,4	67,4	4,4
4	78,1	4,1	51,7	6,2	82,4	3,8
5	71,7	5,6	42,5	5,0	73,5	5,6
SA	62,6	2,5	38,6	2,2	68,8	2,5

For both formal/informal training and formal qualification in LSEN, the percentage of educators who had received training is higher in primary schools than in secondary schools for the whole country. The percentage of educators who reported that they had formal/informal LSEN training was much higher than the percentage of educators reporting that they had a formal qualification. Training, qualifications and specialisation to deal with LSEN learners were at higher levels in Quintile 4 and 5 schools compared to Quintile 1, 2 and 3 schools. Limpopo and the Eastern Cape had low percentages of primary schools with LSEN trained and qualified teachers. The percentage of LSEN qualified teachers was highest in the Free State.

The indicator values for primary and secondary schools combined for 2017 appear in Tables T-11.5 and T-11.6 by province and quintile respectively.

**Table T-11.5: Percentage of primary and secondary schools combined with a teacher who had received specialised training in LSEN in 2017 by province**

Province	Formal/informal training		Formal qualification		Specialised training received	
	%	SE	%	SE	%	SE
EC	60,8	6,2	36,9	5,3	68,5	6,5
FS	93,8	2,5	73,6	5,5	95,5	2,3
GT	88,8	2,8	59,2	4,5	93,1	1,7
KZ	80,6	3,2	41,0	4,9	82,4	3,1
LP	57,8	6,0	32,2	4,4	62,9	6,3
MP	81,8	3,1	51,4	4,4	86,8	2,9
NC	62,9	6,4	43,6	6,6	68,0	6,2
NW	70,0	4,2	48,7	5,0	75,5	4,0
WC	87,8	2,2	62,4	5,3	88,6	2,1
SA	73,2	2,2	44,5	2,1	77,6	2,2

**Table T-11.6: Percentage of primary and secondary schools combined with a teacher who had received specialised training in LSEN in 2017 by quintile**

Province	Formal/informal training		Formal qualification		Specialised training received	
	%	SE	%	SE	%	SE
1	69,2	4,8	41,4	4,3	73,6	4,9
2	70,5	3,8	39,8	3,5	74,5	3,8
3	76,0	3,0	45,2	4,4	82,5	2,5
4	83,6	2,9	62,1	4,4	86,3	2,6
5	83,4	3,3	56,9	4,3	84,4	3,2
SA	73,2	2,2	44,5	2,1	77,6	2,2

**Table T-11.7: Percentage of primary and secondary schools combined in 2017 in relation to teacher confidence in dealing with learners with learning barriers**

Schools	Not confident	Somewhat confident	Confident	Very confident
All	18,9	22,4	38,6	20,1
Primary	19,3	22,4	38,7	19,5
Secondary	17,8	22,2	38,4	21,6

The indicator compliance percentages, and their standard errors and confidence intervals, for primary and secondary schools combined for 2017 appear in Tables T-11.8 and T-11.9 by province and quintile respectively.

**Table T-11.8: Percentage of primary and secondary schools combined (with standard errors and confidence intervals) by province with an educator with specialised training in LSEN, 2017**

Province	% with LSEN trained educator	Standard Error	95% Confidence Interval	
			Lower	Upper
EC	68,5	6,5	54,7	79,6
FS	95,5	2,3	88,2	98,3
GT	93,1	1,7	89,1	95,7
KZ	82,4	3,1	75,5	87,7
LP	62,9	6,3	50,1	74,2
MP	86,8	2,9	80,1	91,5
NC	68,0	6,2	54,8	78,9
NW	75,5	4,0	66,7	82,5
WC	88,6	2,1	83,8	92,2
SA	77,6	2,2	73,0	81,6

About 75% of schools had at least one educator who had received either formal/informal training or a relevant qualification providing them with the specialisation required for dealing with LSEN learners.

**Table T-11.9: Percentage of primary and secondary schools combined (with standard errors and confidence intervals) by quintile with an educator with specialised training in LSEN, 2017**

Province	% with LSEN trained educator	Standard Error	95% Confidence Interval	
			Lower	Upper
1	73,6	4,9	63,0	82,0
2	74,5	3,8	66,4	81,2
3	82,5	2,5	77,1	86,9
4	86,3	2,6	80,3	90,7
5	84,4	3,2	77,0	89,8

SA	77,6	2,2	73,0	81,6
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For 2017, the percentages related to LSEN qualifications among teachers were as reflected in Tables T-11.10 and T-11.11 respectively by province and quintile.

**Table T-11.10: Percentage of schools with at least one educator with an LSEN qualification in primary and secondary schools combined by province, 2017**

Province 2017	% of schools with at least one educator with an LSEN qualification	Standard Error	95% Confidence Interval	
			Lower	Upper
EC	36,9	5,3	27,2	47,7
FS	73,6	5,5	61,5	82,9
GT	59,2	4,5	50,2	67,6
KZ	41,0	4,9	31,9	50,7
LP	32,2	4,4	24,3	41,2
MP	51,4	4,4	42,9	59,9
NC	43,6	6,6	31,4	56,7
NW	48,7	5,0	39,1	58,4
WC	62,4	5,3	51,6	72,2
SA	44,5	2,1	40,4	48,7

**Table T-11.11: Percentage of schools with at least one educator with an LSEN qualification in primary and secondary schools combined by quintile, 2017**

Quintile 2017	% of schools with at least one educator with an LSEN qualification	Standard Error	95% Confidence Interval	
			Lower	Upper
1	41,4	4,3	33,3	49,9
2	39,8	3,5	33,1	46,9
3	45,2	4,4	36,8	53,8
4	62,1	4,4	53,2	70,2
5	56,9	4,3	48,4	65,1
SA	44,5	2,1	40,4	48,7

As the selection of the respondent to the questions on LSEN was different between the SMS 2011 and the SMS 2017, a comparison of the availability of a member of staff who had received specialised training in the identification and support of LSEN was not possible. In 2011, a maximum of ten (10) teachers responded. The presence of an LSEN qualification in each school was determined and the percentage of schools with an educator with such qualification was calculated to be 70%. This is not directly comparable to the figure of 45% obtained for 2017 as, in 2017, only one educator per school was selected to respond and the selection of that educator was not exclusively based on her/his having obtained a formal qualification in LSEN. For this reason, no comparison to 2011 data is made.

#### **Indicator 12: The percentage of schools visited at least twice a year by district officials for monitoring and support purposes**

According to the *Policy on the Organisation, Roles and Responsibilities of Education Districts* published in the Government Gazette of 3 April 2013, it is the responsibility of the district office, among other things, to assist school principals and educators to improve the quality of teaching and learning in their institutions through school visits, classroom observation, consultation, cluster meetings, suitable feedback reports and other means. Indicator 12 refers specifically to a physical presence at schools even though this is but one of many ways in which the district office is expected to

communicate with the school and to support educators.

In the SMS 2017 both the principal and educators were requested to report on the number of visits from district officials that they received during 2017. The number of visits received by the school, as reported by the principal by selecting from a few pre-defined categories, was the basis for reporting on school visits by district officials, in direct adherence to the method followed in 2011. For each province, the number of schools in each category was transformed to a percentage. Percentage per category is reported for provinces in Table T-12.1 and in Table T-12.2 for Quintiles. The number of visits was weighted using school weights. The same information was also classified into two categories as specified in Indicator 12. This information is presented in Table T-12.3 for provinces and in Table T-12.4 for Quintiles.

**Table T-12.1: Percentages of primary and secondary schools in each category of visit frequency by district office staff in 2017 by province**

Province	District visits reported by principals expressed as percentage						Total
	0	1	2	3-6	7-12	More than 12	
Primary schools							
EC	28,0%	11,4%	16,3%	34,8%	7,9%	1,6%	100,0%
FS	0,8%	4,9%	30,1%	30,0%	8,6%	25,6%	100,0%
GT	2,0%		6,3%	19,1%	21,3%	51,4%	100,0%
KZ	9,2%	10,7%	10,4%	51,3%	15,0%	3,5%	100,0%
LP	8,1%	12,4%	22,1%	44,2%	8,5%	4,7%	100,0%
MP	0,4%	7,1%	10,0%	31,7%	16,1%	34,7%	100,0%
NC	2,2%	18,1%	3,7%	30,2%	25,7%	20,0%	100,0%
NW		7,3%	6,9%	47,2%	20,1%	18,5%	100,0%
WC		1,2%	3,1%	41,6%	20,5%	33,5%	100,0%
SA	10,9%	9,0%	13,4%	39,4%	13,4%	13,8%	100,0%
Secondary schools							
EC	4,4%	0,7%	0,8%	38,9%	31,0%	24,2%	100,0%
FS	0,7%	0,7%	3,6%	26,2%	21,2%	47,7%	100,0%
GT	1,2%	1,0%		10,6%	26,2%	61,0%	100,0%
KZ		3,4%	9,3%	41,2%	26,8%	19,3%	100,0%
LP	4,0%	10,4%	11,2%	48,5%	15,0%	11,0%	100,0%
MP	2,2%	1,2%	5,7%	29,9%	24,8%	36,2%	100,0%
NC			0,8%	22,5%	16,3%	60,5%	100,0%
NW	1,4%	5,2%	1,7%	30,3%	21,9%	39,5%	100,0%
WC				24,1%	23,3%	52,6%	100,0%
SA	1,9%	3,8%	5,9%	35,8%	23,5%	29,1%	100,0%

**Table T-12.2: Percentages of primary and secondary schools in each category of visit frequency by district office staff in 2017 by quintile**

Quintile	District visits reported by principal expressed as percentage						Total
	0	1	2	3-6	7-12	More than 12	
Primary schools							
1	15,5%	8,4%	13,9%	45,2%	7,7%	9,3%	100,0%
2	5,6%	13,1%	18,0%	35,5%	15,2%	12,6%	100,0%
3	15,2%	9,6%	9,4%	35,2%	14,8%	15,7%	100,0%
4	0,3%	2,3%	14,9%	32,6%	26,6%	23,4%	100,0%
5	1,6%	1,2%	5,0%	40,3%	23,0%	28,8%	100,0%
SA	10,9%	9,0%	13,4%	39,4%	13,4%	13,8%	100,0%

Secondary schools							
1	1,8%	4,8%	8,5%	37,4%	22,1%	25,5%	100,0%
2	1,5%	7,2%	6,3%	39,2%	23,8%	22,0%	100,0%
3	3,8%	1,4%	4,9%	34,1%	25,2%	30,5%	100,0%
4	0,7%	1,2%	3,9%	29,9%	20,3%	44,0%	100,0%
5		0,6%	1,8%	31,4%	25,7%	40,5%	100,0%
SA	1,9%	3,9%	5,9%	35,8%	23,5%	29,1%	100,0%

**Table T-12.3: Percentage of schools that received at least two visits in 2017 from district officials by provinces**

Province	Received at least 2 visits from District officials in 2017	
	Primary Schools (SE)	Secondary Schools (SE)
EC	60,6% (7,6)	94,8% (3,3)
FS	94,3% (3,1)	98,6% (1,0)
GT	98,0% (1,4)	97,9% (1,5)
KZ	80,1% (6,9)	96,6% (1,7)
LP	79,5% (5,2)	85,6% (4,7)
MP	92,4% (3,7)	96,6% (2,3)
NC	79,8% (9,0)	100,0% (0,0)
NW	92,7% (3,0)	93,2% (2,9)
WC	98,8% (0,9)	100,0% (0,0)
SA	80,1% (3,0)	94,2% (1,3)

**Table T-12.4: Percentage of schools that received at least two visits in 2017 from district officials by quintile**

Quintile	Received at least 2 visits from District officials in 2017	
	Primary Schools (SE)	Secondary Schools (SE)
1	76,0% (5,6)	93,4% (2,3)
2	81,3 (4,3)%	91,2% (3,5)
3	75,2% (7,5)	94,7% (2,3)
4	97,4% (1,4)	98,1% (1,3)
5	97,2% (1,6)	99,4% (0,4)
SA	80,1% (3,0)	94,2% (1,3)

A larger percentage of secondary schools than primary schools received at least two visits from district officials in 2017 (94% > 80%). Quintile 4 and 5 schools received more visits than schools in quintiles 1, 2 and 3. A large percentage of Eastern Cape primary schools (39%) did not receive at least two visits from district officials. Twenty-eight percent (28%) of Eastern Cape primary schools received no visit at all.

In the DBE 2013 report (p.35) information is provided on the percentage of schools in each province that received at least one visit per year, at least two visits per year and the average number of visits per year. In Tables T-12.1 and T-12.3, some of this information can be found for SMS 2017. For convenience, the comparable information is combined in Table T-12.5 for provinces and in Table T-12.6 for Quintiles.

**Table T-12.5: Percentage of schools in provinces that received at least one and two district visits in 2011 and 2017**

Province	At least 1 visit received				At least 2 visits received			
	2011		2017		2011		2017	
	Primary schools	Secondary schools	Primary schools	Secondary schools	Primary schools	Secondary schools	Primary schools	Secondary schools

EC	83	92	72	96	69	76	61	95
FS	98	100	99	99	90	97	94	99
GT	100	100	98	99	95	100	98	98
KZ	94	96	91	100	84	91	80	97
LP	87	92	92	96	77	86	80	86
MP	99	100	100	98	92	92	93	97
NC	95	88	98	100	86	77	80	100
NW	90	97	100	99	82	83	93	93
WC	99	100	100	100	97	100	99	100
SA	92	95	89	98	82	87	80	94

In general, at these low levels of visits from the district office, changes in visiting frequency appeared to be small. Visits to secondary schools appear to be slightly up from 2011, while visits to primary schools appear to be slightly down. In the Eastern Cape, the percentage of primary schools receiving at least two visits a year went down from 69% to 61%.

**Table T-12.6: Percentage of schools in quintiles that received at least one and two district visits in 2011 and 2017**

Quintile	At least 1 visit received				At least 2 visits received			
	2011		2017		2011		2017	
	Primary schools	Secondary schools	Primary schools	Secondary schools	Primary schools	Secondary schools	Primary schools	Secondary schools
1	91	90	84	98	76	83	76	93
2	90	96	94	98	83	86	81	91
3	91	97	85	96	82	89	75	95
4	95	97	100	99	92	96	97	98
5	97	100	98	100	92	95	97	99
SA	91	95	89	98	82	88	80	94

In 2017, lower-quintile primary schools, in particular, had a lower percentage of schools receiving at least two visits per year.

The percentages, and related standard errors and confidence intervals, of schools receiving at least two (2) visits in 2017 is reported in Table T-12.7.

**Table T-12.7: Percentages, with standard errors and confidence intervals, of schools that received at least two visits from district officials in 2017**

Province	% receiving at least 2 visits	Standard Error	95% Confidence Interval	
			Lower	Upper
EC	66.3%	6.7%	52.3%	78.0%
FS	95.4%	2.2%	88.4%	98.3%
GT	98.0%	1.1%	94.3%	99.3%
KZ	85.0%	5.0%	72.3%	92.5%
LP	81.7%	3.7%	73.4%	87.8%
MP	93.7%	2.7%	85.8%	97.3%
NC	84.7%	7.0%	65.6%	94.2%
NW	92.8%	2.4%	86.5%	96.3%
WC	99.1%	.7%	96.2%	99.8%
SA	83.9%	2.3%	78.9%	87.9%

The same calculations were done for the SMS 2011 and the result appears in Table T-12.8. The percentage of schools receiving at least two (2) district visits did not differ significantly between 2011 and 2017.

**Table T-12.8: Percentages, with standard errors and confidence intervals, of schools that received at least two visits from district officials in 2011**

Province	% receiving at least 2 visits	Standard Error	95% Confidence Interval	
			Lower	Upper
EC	73.4%	2.4%	68.4%	77.8%
FS	94.8%	1.7%	90.2%	97.3%
GT	98.0%	1.0%	94.7%	99.2%
KZ	89.8%	1.6%	86.2%	92.5%
LP	80.5%	2.4%	75.4%	84.8%
MP	96.7%	1.3%	92.9%	98.5%
NC	88.3%	2.8%	81.8%	92.7%
NW	89.5%	2.4%	83.9%	93.3%
WC	97.6%	1.2%	93.8%	99.1%
SA	86.3%	.8%	84.7%	87.9%

### **Indicator 13: The percentage of school principals rating the support services of districts as satisfactory**

The measurement of satisfaction with the support rendered by the district office officials is important for understanding the dynamics of the schooling system. Nevertheless, DBE (2013c) correctly raised some caveats in connection with the measurement of satisfaction. High levels of satisfaction are not always indicative of good district support. DBE (2013c, p.37) mentions the example of an unmotivated school principal who may be completely satisfied with district officials who do not challenge him.

In the SMS 2011, the principal had to rate her/his degree of satisfaction with district services rendered with regards to 21 areas. In the DBE 2013a, 2013b and 2013c reports, various composites of these ratings were proposed with various degrees of success. DBEc (2013c, p.42) suggested that an overall picture of satisfaction with district support “is often best done through questions dealing with overall satisfaction”. Consequently, the SMS 2017 replaced the large number of questions in SMS 2011 with one broad question.

In the SMS 2017, those principals who indicated that they received at least one (1) visit from the district office were requested to indicate how satisfied they were with the visits from the district office. The principal was requested to indicate his degree of satisfaction with the visits from the district office by selecting one of the following four options:

1. Not satisfied
2. Somewhat satisfied
3. Satisfied
4. Very satisfied

Those principals who indicated that they had received no visits were unfortunately not asked the question. They comprised 11% of primary schools and 2% of secondary schools. They were subsequently excluded from the analysis of principals’ satisfaction with support visits by district officials.

Response options 1 and 2 can be interpreted as degrees of dissatisfaction as in the DBE ( 2013a, 2013b, 2013c), while options 3 and 4 can be interpreted as degrees of satisfaction, leading to the two categories “Satisfied” and “Dissatisfied”. The results making use of four response categories in the SMS 2017 is reported in Table T-13.1 for provinces and in Table T-13.2 for quintiles for primary and secondary schools. For making use of two response categories the results are reported in Tables T-13.3 and T-13.4.

The highest category is the Satisfied category with 57% for both primary and secondary school principals. In the Eastern Cape, 26% of primary school principals are dissatisfied with the visits from the district office, as are 22% of principals from Limpopo secondary schools.

**Table T-13.1: Percentages of principals according to each degree of satisfaction with visits from district officials by province in 2017**

	Percentage of principals				
Province	Not satisfied	Somewhat satisfied	Satisfied	Very satisfied	Total
<b>Primary schools</b>					
EC	26,1%	13,6%	43,9%	16,4%	100,0%
FS	5,5%	10,5%	61,6%	22,4%	100,0%
GT	2,5%	4,9%	60,3%	32,3%	100,0%
KZ	8,0%	17,3%	59,3%	15,3%	100,0%
LP	12,5%	8,1%	64,0%	15,4%	100,0%
MP	5,7%	6,9%	59,8%	27,6%	100,0%
NC	1,8%	20,5%	57,5%	20,3%	100,0%
NW	11,3%	8,8%	62,1%	17,8%	100,0%
WC	1,2%	7,3%	62,0%	29,5%	100,0%
SA	11,2%	11,6%	57,4%	19,8%	100,0%
<b>Secondary schools</b>					
EC	12,3%	15,8%	56,7%	15,3%	100,0%
FS	0,0%	8,0%	61,3%	30,7%	100,0%
GT	4,2%	12,1%	58,9%	24,8%	100,0%
KZ	2,0%	8,8%	68,2%	21,0%	100,0%
LP	22,4%	20,0%	43,7%	13,8%	100,0%
MP	0,6%	13,5%	54,9%	30,9%	100,0%
NC	8,5%	13,8%	56,9%	20,8%	100,0%
NW	5,5%	23,6%	55,4%	15,5%	100,0%
WC	2,5%	8,8%	51,2%	37,5%	100,0%
SA	8,2%	13,8%	56,9%	21,0%	100,0%

**Table T-13.2: Percentages of principals according to each degree of satisfaction with visits from district officials by quintile in 2017**

	Percentage of principals				
Quintile	Not satisfied	Somewhat satisfied	Satisfied	Very satisfied	Total
<b>Primary schools</b>					
1	14,6%	7,2%	60,1%	18,1%	100,0%
2	11,0%	17,1%	52,7%	19,2%	100,0%
3	9,9%	13,2%	59,7%	17,3%	100,0%
4	10,7%	11,9%	51,7%	25,7%	100,0%
5	0,5%	8,1%	60,2%	31,2%	100,0%
SA	11,2%	11,6%	57,4%	19,8%	100,0%
<b>Secondary Schools</b>					
1	5,9%	15,2%	62,3%	16,7%	100,0%
2	14,3%	12,6%	51,8%	21,3%	100,0%
3	8,1%	14,4%	58,4%	19,1%	100,0%
4	3,9%	12,6%	50,4%	33,1%	100,0%

<b>5</b>	3,4%	12,9%	58,4%	25,3%	100,0%
<b>SA</b>	8,3%	13,8%	56,9%	21,0%	100,0%

**Table T-13.3: Percentages of principals satisfied with visits from district officials in 2017 by province**

Province	Satisfied (%)	Standard error
<b>Primary schools</b>		
<b>EC</b>	60,3%	7,0
<b>FS</b>	84,0%	5,1
<b>GT</b>	92,7%	2,8
<b>KZ</b>	74,6%	6,1
<b>LP</b>	79,4%	4,8
<b>MP</b>	87,4%	3,9
<b>NC</b>	77,8%	8,7
<b>NW</b>	79,9%	6,1
<b>WC</b>	91,4%	2,7
<b>SA</b>	77,2%	2,5
<b>Secondary schools</b>		
<b>EC</b>	72,0%	5,6
<b>FS</b>	91,9%	3,0
<b>GT</b>	83,7%	4,1
<b>KZ</b>	89,2%	2,9
<b>LP</b>	57,6%	6,7
<b>MP</b>	85,8%	4,0
<b>NC</b>	77,9%	5,8
<b>NW</b>	70,9%	6,1
<b>WC</b>	88,8%	3,2
<b>SA</b>	78,0%	2,2

**Table T-13.4: Percentages of principals satisfied with visits from district officials in 2017 by quintile**

Province	Satisfied (%)	Standard error
<b>Primary schools</b>		
<b>1</b>	78,2%	4,3
<b>2</b>	71,9%	5,2
<b>3</b>	77,0%	5,6
<b>4</b>	77,4%	5,7
<b>5</b>	91,4%	2,6
<b>SA</b>	77,2%	2,5
<b>Secondary schools</b>		
<b>1</b>	79,0%	4,1
<b>2</b>	73,1%	5,5
<b>3</b>	77,5%	3,7
<b>4</b>	83,5%	3,8
<b>5</b>	83,7%	3,8
<b>SA</b>	79,0%	4,1

In both primary and secondary schools, the percentage of satisfied principals far outnumber the percentage of dissatisfied principals. Principals of quintile 4 and 5 schools are more satisfied than principals of quintile 1, 2 and 3 schools. The Eastern Cape has the highest percentage of dissatisfied principals in primary schools.

The percentages (with standard errors and confidence intervals) of principals satisfied with the district visits is reported by province in Table T-13.5.

**Table T-13.5: Percentages, standard errors and confidence intervals of principals satisfied with visits from district officials in 2017 by province for primary and secondary schools combined**

Province	% of principals who were satisfied	Standard Error	95% Confidence Interval	
			Lower	Upper
EC	62,8	5,8	51,0	73,2
FS	86,1	3,7	77,2	91,8
GT	89,9	2,3	84,3	93,7
KZ	79,2	4,4	69,3	86,6
LP	71,3	4,5	61,7	79,2
MP	86,9	3,0	80,0	91,7
NC	77,8	6,7	62,2	88,2
NW	77,7	4,8	67,0	85,6
WC	90,8	2,2	85,5	94,2
SA	77,5	1,9	73,6	80,9

Assuming the validity of the classification of satisfaction categories, 77,5% of principals were satisfied with the support visits paid to schools by the district officials. In the Eastern Cape, this was much lower at 62,8%.

Direct comparison with the SMS 2011 was not possible as the questions relating to this indicator were changed substantially in 2017.

## Chapter 14: Additional information on national assessment, common examinations, Grade R, SA-SAMS and the use of African languages

### A. Teacher and principal views on national and common examinations

In the SMS 2017, the teachers and principals interviewed were asked to answer a number of questions regarding common assessments. The term was defined to the respondents as including examination papers provided nationally, by the province or by the district. The purpose of these questions was to determine the percentage of schools that were participating in these common examinations and how useful teachers found such examinations.

In relation to teacher responses, Table T-14A.1 shows that, nationally, 81,7% of teachers had been using common assessments. An average of 87,1% of secondary school teachers responded affirmatively, with the Western Cape an outlier at 60,9%. An average of 79,0% primary school teachers stated that their learners participated in common examinations, with the percentages differing considerably between provinces: 51,4% in KwaZulu-Natal and 95,6% in the Eastern Cape. KwaZulu-Natal, with 59,4%, registered the lowest percentage for primary and secondary schools combined.

The percentages for principals are shown in T-14.2. Nationally, 72,3% of principals reported using common assessments. In primary schools, the percentage of principals was 64,0%, while in secondary schools it was much higher at 94,6%. The lowest percentage of 49,7% was reported for the Western Cape.

Common assessments can be considered prevalent in the majority of schools.

**Table T-14A.1: Percentage of teachers reporting use of common examinations, by province**

Province	Primary		Secondary		All Schools	
	Percentage	SE	Percentage	SE	Percentage	SE
EC	95,6	1,2	96,0	1,0	95,7	1,0
FS	76,2	7,5	99,3	0,4	83,7	5,5
GT	85,2	1,9	87,2	1,9	86,0	1,4
KZ	51,4	3,7	75,1	2,5	59,4	2,6
LP	78,4	2,7	95,8	0,9	86,5	1,4
MP	94,5	1,4	96,1	0,9	95,0	1,0
NC	89,1	3,0	88,3	1,9	88,9	2,2
NW	88,4	1,8	96,2	1,5	90,9	1,3
WC	76,9	2,3	60,9	2,0	71,4	1,7
<b>SA</b>	<b>79,0</b>	<b>1,1</b>	<b>87,1</b>	<b>0,7</b>	<b>81,7</b>	<b>0,8</b>

**Table T-14A.2: Percentage of principals reporting use of common examinations, by province**

Province	Primary		Secondary		All Schools	
	Percentage	SE	Percentage	SE	Percentage	SE
EC	74.5	5.3	96.1	3.3	78.2	4.3
FS	49.6	11.1	100.0	.0	62.9	9.9
GT	65.8	5.2	91.1	5.2	73.5	3.8
KZ	62.0	5.9	95.8	1.8	71.9	4.0
LP	59.9	7.3	97.1	1.8	73.4	4.5
MP	71.1	5.2	97.9	1.3	79.3	3.8
NC	70.1	9.2	100.0	.0	77.4	7.3
NW	57.9	6.2	98.5	.9	68.1	4.7
WC	43.7	6.8	67.4	5.3	49.7	5.3
<b>SA</b>	<b>64.0</b>	<b>2.5</b>	<b>94.6</b>	<b>1.0</b>	<b>72.3</b>	<b>1.8</b>

Those teachers who reported that they had used common examinations were asked how useful they were for learners. The categories “Useful” and “Very useful” were grouped together and labelled “Yes”, while the categories “Not useful” and “Somewhat useful” were grouped together and labelled as “No”. The percentages of teachers and principals who found common assessments useful are reported in Tables T-14A.3 and T-14A.4 respectively.

**Table T-14A.3: Percentage of teachers who found common examinations for learners useful**

Province	Primary		Secondary		All Schools	
	Percentage	SE	Percentage	SE	Percentage	SE
EC	95,2	1,2	93,0	1,6	94,7	1,0
FS	72,0	3,2	84,8	1,9	76,9	2,1
GT	79,8	2,5	88,3	1,6	83,1	1,6
KZ	90,4	2,5	92,7	1,7	91,4	1,6
LP	94,3	1,3	95,1	1,0	94,7	0,8
MP	93,1	1,5	96,1	1,1	94,1	1,0
NC	85,7	2,6	87,4	2,3	86,2	1,9
NW	90,5	1,6	93,9	1,1	91,7	1,1
WC	60,6	3,6	81,8	1,9	66,8	2,6
<b>SA</b>	<b>88,0</b>	<b>0,8</b>	<b>91,9</b>	<b>0,6</b>	<b>89,4</b>	<b>0,5</b>

**Table T-14A.4: Percentage of principals who found common examinations for learners useful**

Province	Primary		Secondary		All Schools	
	Percentage	SE	Percentage	SE	Percentage	SE
EC	95,1	2,2	94,8	2,3	95,0	1,8
FS	81,3	5,3	88,8	4,0	84,5	3,5
GT	87,1	5,7	93,0	2,6	89,3	3,7
KZ	76,2	8,9	96,7	1,8	84,2	5,6
LP	93,3	3,3	95,5	2,2	94,3	2,0
MP	96,4	1,9	98,1	1,4	97,1	1,3
NC	92,6	2,8	95,1	2,3	93,4	2,0
NW	94,1	3,6	92,3	2,6	93,4	2,5
WC	77,9	8,0	85,6	4,4	80,6	5,4
<b>SA</b>	<b>88,4</b>	<b>2,5</b>	<b>94,7</b>	<b>,9</b>	<b>90,7</b>	<b>1,6</b>

Nationally 89,4% of teachers and 90,7% of principals found common assessments useful. In primary schools, 88,0% of teachers found common assessment useful, while in secondary schools the percentage was 91,9%. The vast majority of teachers in all provinces except the Western Cape tended to find common assessments useful. In Western Cape primary schools only 60,6% of teachers found them useful. The low percentage in the Western Cape schools is statistically significantly different from other provinces. The highest percentages were observed in the Eastern Cape and Mpumalanga.

The picture is similar for principals compared to that for teachers. In general, it may be said that both teachers and principals found common assessments useful.

Breakdowns by quintile of principal and teacher views respectively regarding the use of the national examination results are provided in Tables T-14A.5 and T-14A.6.

**Table T-14A.5: Principal views on the usefulness of national assessments for improving education in South Africa by quintile**

Quintile	Results of national examination should be used to hold schools accountable for learner performance			
	Strongly agree	Agree	Disagree	Strongly disagree
1	18.6	59.0	17.7	4.7
2	22.3	48.5	21.6	7.7
3	22.0	50.2	24.0	3.7
4	17.5	47.5	28.1	6.8
5	9.0	54.4	28.4	8.2
SA	19.5	53.1	21.7	5.7
	Results of national examination should be used to hold individual teachers accountable for learner performance			
	Strongly agree	Agree	Disagree	Strongly disagree
1	18.8	57.2	18.7	5.3
2	21.0	47.6	24.3	7.1
3	20.9	47.5	28.1	3.5
4	14.4	45.9	30.7	9.1
5	7.6	48.2	34.8	9.4
SA	18.6	50.9	24.4	6.0
	National examination results should be used to compare schools			
	Strongly agree	Agree	Disagree	Strongly disagree
1	20.2	55.8	22.3	1.7
2	21.1	52.6	19.8	6.4
3	21.9	50.4	23.4	4.3
4	9.7	46.0	39.0	5.4
5	3.8	38.1	44.9	13.1
SA	18.7	51.6	24.9	4.8
	Results from national examinations would provide parents with useful information to select schools for their children			
	Strongly agree	Agree	Disagree	Strongly disagree
1	21.9	57.1	18.8	2.2
2	26.5	52.9	17.5	3.2
3	21.6	52.6	23.2	2.6
4	14.5	49.8	31.1	4.6
5	7.2	60.2	24.6	7.9
SA	21.3	54.7	20.7	3.2

**Table T-14A.6: Educator views on the usefulness of national assessments for improving education in South Africa by quintile**

Quintile	Results of national examination should be used to hold schools accountable for learner performance			
	Strongly agree	Agree	Disagree	Strongly disagree
1	20.8	53.3	21.0	5.0
2	17.7	43.8	32.2	6.3
3	17.4	46.7	28.1	7.8
4	11.8	42.6	33.5	12.1
5	12.3	42.6	33.5	11.6

<b>SA</b>	17.5	47.3	27.9	7.3
<b>Results of national examination should be used to hold individual teachers accountable for learner performance</b>				
	Strongly agree	Agree	Disagree	Strongly disagree
<b>1</b>	18.3	43.3	29.3	9.1
<b>2</b>	16.9	37.1	36.3	9.7
<b>3</b>	15.0	39.8	33.9	11.3
<b>4</b>	8.7	33.6	41.5	16.3
<b>5</b>	7.8	32.3	43.5	16.3
<b>SA</b>	15.2	38.9	34.7	11.2
<b>National examination results should be used to compare schools</b>				
	Strongly agree	Agree	Disagree	Strongly disagree
<b>1</b>	21.6	53.8	19.7	4.9
<b>2</b>	21.4	47.6	25.4	5.6
<b>3</b>	18.2	49.4	27.7	4.7
<b>4</b>	11.7	40.3	34.9	13.0
<b>5</b>	8.7	39.5	40.3	11.6
<b>SA</b>	18.5	48.5	26.5	6.5
<b>Results from national examinations would provide parents with useful information to select schools for their children</b>				
	Strongly agree	Agree	Disagree	Strongly disagree
<b>1</b>	26.9	52.9	16.3	3.9
<b>2</b>	24.7	51.6	20.1	3.6
<b>3</b>	19.0	56.8	21.1	3.1
<b>4</b>	14.6	52.8	25.1	7.5
<b>5</b>	11.9	52.0	28.2	7.9
<b>SA</b>	21.8	53.4	20.4	4.4

Breakdowns by quintile of principal and teacher views respectively regarding the grades at which national examinations should be introduced are provided in Tables T-14A.7 and T-14A.8.

**Table T-14A.7: Principal views of the grade at which national examinations should be introduced by quintile**

Quintile	Introducing a national examination in Grade 9 is a good idea			
	Strongly agree	Agree	Disagree	Strongly disagree
<b>1</b>	41.8	47.0	10.1	1.1
<b>2</b>	38.7	46.4	12.2	2.8
<b>3</b>	36.7	55.1	6.7	1.5
<b>4</b>	29.6	51.3	16.6	2.5
<b>5</b>	22.7	53.8	18.5	5.0
<b>SA</b>	37.4	49.5	11.0	2.1
	Introducing a national examination in Grade 6 is a good idea			
	Strongly agree	Agree	Disagree	Strongly disagree
<b>1</b>	36.6	48.4	13.9	1.1
<b>2</b>	32.4	47.1	16.1	4.4
<b>3</b>	30.1	52.9	15.5	1.6
<b>4</b>	22.1	52.2	23.0	2.7
<b>5</b>	17.2	42.2	33.6	7.0
<b>SA</b>	31.4	48.8	17.1	2.7
	Introducing a national examination in Grade 3 is a good idea			
	Strongly agree	Agree	Disagree	Strongly disagree

1	31.5	47.2	17.5	3.9
2	25.2	41.8	24.0	9.0
3	25.6	41.3	27.9	5.2
4	20.3	39.5	31.6	8.6
5	17.4	28.1	46.0	8.5
SA	26.5	42.3	24.9	6.3

**Table T-14A.8: Educator views of the grade at which national examinations should be introduced by quintile**

Introducing a national examination in Grade 9 is a good idea				
Quintile	Strongly agree	Agree	Disagree	Strongly disagree
1	44.3%	45.0%	9.0%	1.7%
2	39.2%	49.0%	9.3%	2.5%
3	34.6%	51.9%	12.0%	1.5%
4	28.3%	52.6%	15.2%	3.9%
5	28.5%	52.5%	15.9%	3.1%
SA	37.7%	49.1%	11.1%	2.2%
Introducing a national examination in Grade 6 is a good idea				
	Strongly agree	Agree	Disagree	Strongly disagree
1	37.4%	42.8%	18.0%	1.9%
2	30.1%	45.6%	21.2%	3.1%
3	26.8%	50.5%	17.9%	4.8%
4	18.7%	47.7%	28.3%	5.3%
5	18.4%	45.5%	29.1%	6.9%
SA	29.4%	46.0%	20.8%	3.7%
Introducing a national examination in Grade 3 is a good idea				
	Strongly agree	Agree	Disagree	Strongly disagree
1	31.9%	38.1%	24.1%	5.8%
2	26.2%	37.8%	29.5%	6.5%
3	21.6%	39.9%	29.0%	9.5%
4	14.5%	39.0%	35.2%	11.2%
5	14.6%	34.1%	37.6%	13.7%
SA	24.7%	38.1%	29.0%	8.2%

Breakdowns by school level (primary and secondary) of principal and teacher views respectively regarding the importance of national examination programmes for improving education in South Africa are provided in Tables T-14A.9 and T-14A.10.

**Table T-14A.9: Principal's views (%) regarding the use of national examination results by school level**

Annual National Assessment (ANA)						
School level	Very useful	Useful	Of some use	Of no use	Irrelevant for my classes	Unknown to me
Primary	22.7	43.3	17.1	13.8	2.7	.3
Secondary	24.3	29.8	16.4	22.9	4.0	2.6
All schools	23.1	39.6	16.9	16.3	3.1	.9
Provincial assessments						
	Very useful	Useful	Of some use	Of no use	Irrelevant for my classes	Unknown to me
Primary	32.4	50.1	12.8	3.4	.1	1.1
Secondary	43.8	42.6	9.7	2.4	.9	.6
All schools	35.5	48.0	12.0	3.1	.4	1.0

Trends in International Maths and Science Study (TIMSS)						
	Very useful	Useful	Of some use	Of no use	Irrelevant for my classes	Unknown to me
Primary	23.1	34.9	9.4	3.5	5.5	23.6
Secondary	27.7	36.3	10.3	4.2	3.2	18.2
All schools	24.4	35.3	9.6	3.7	4.9	22.2
Progress in International Reading Literacy Study (PIRLS)						
	Very useful	Useful	Of some use	Of no use	Irrelevant for my classes	Unknown to me
Primary	23.0	38.8	8.3	2.6	6.0	21.4
Secondary	24.8	35.5	12.6	3.5	4.1	19.5
All schools	23.4	37.9	9.4	2.8	5.5	20.9
Southern African Consortium for Monitoring Education Quality (SACMEQ)						
	Very useful	Useful	Of some use	Of no use	Irrelevant for my classes	Unknown to me
Primary	16.0	28.3	7.3	3.1	6.5	38.7
Secondary	16.7	29.9	9.5	2.8	4.9	36.1
All schools	16.2	28.8	7.9	3.0	6.1	38.0

**Table T-14A.10: Educator views (%) regarding the use of national examination results by school level**

School level	Annual National Assessment (ANA)				
	Very useful	Of some use	Of no use	Unknown to me	Irrelevant for my classes
Primary	42.0	33.4	15.5	2.7	6.3
Secondary	32.5	33.6	20.3	5.2	8.4
All schools	38.8	33.5	17.1	3.5	7.0
Provincial assessments					
	Very useful	Of some use	Of no use	Unknown to me	Irrelevant for my classes
Primary	61.7	28.4	4.8	3.5	1.6
Secondary	65.0	28.0	3.1	2.4	1.6
All schools	62.8	28.2	4.2	3.1	1.6
Trends in International Maths and Science Study (TIMSS)					
	Very useful	Of some use	Of no use	Unknown to me	Irrelevant for my classes
Primary	37.8	18.8	5.8	31.5	6.0
Secondary	41.4	20.9	4.4	26.1	7.3
All schools	39.0	19.5	5.3	29.7	6.4
Progress in International Reading Literacy Study (PIRLS)					
	Very useful	Of some use	Of no use	Unknown to me	Irrelevant for my classes
Primary	43.3	19.1	4.4	28.8	4.4
Secondary	42.8	22.5	4.4	24.9	5.5
All schools	43.1	20.3	4.4	27.5	4.7
SACMEQ Southern African Consortium for Monitoring Education Quality (SACMEQ)					
	Very useful	Of some use	Of no use	Unknown to me	Irrelevant for my classes
Primary	31.0	16.1	4.3	43.0	5.6
Secondary	32.1	19.1	3.9	40.4	4.5
All schools	31.3	17.1	4.2	42.1	5.2

## B. Teacher and principal views on the Annual National Assessments

Table T-14B.1 shows the percentage estimates with their standard errors and confidence intervals pertaining to teachers' responses about the extent to which they found the ANA exemplars useful when preparing their learners for the ANA tests.

**Table T-14B.1: Percentage of teachers who found ANA exemplars useful in preparing their learners**

Province		Estimate	Standard Error	95% Confidence Interval	
			Lower	Upper	
EC	No	3,8%	1,6%	1,6%	8,4%
	Yes, Some exemplars	50,8%	5,1%	40,9%	60,6%
	Yes, All exemplars	45,4%	5,0%	35,9%	55,3%
	Total	100,0%	0,0%	100,0%	100,0%
FS	No	6,4%	1,2%	4,4%	9,2%
	Yes, Some exemplars	38,3%	4,6%	29,9%	47,6%
	Yes, All exemplars	55,3%	5,0%	45,4%	64,7%
	Total	100,0%	0,0%	100,0%	100,0%
GT	No	9,5%	1,3%	7,2%	12,4%
	Yes, Some exemplars	38,1%	2,3%	33,7%	42,7%
	Yes, All exemplars	52,4%	2,4%	47,7%	57,0%
	Total	100,0%	0,0%	100,0%	100,0%
KZ	No	7,1%	1,1%	5,2%	9,6%
	Yes, Some exemplars	38,6%	2,8%	33,2%	44,2%
	Yes, All exemplars	54,4%	3,1%	48,3%	60,3%
	Total	100,0%	0,0%	100,0%	100,0%
LP	No	7,8%	1,2%	5,7%	10,6%
	Yes, Some exemplars	39,0%	3,3%	32,9%	45,6%
	Yes, All exemplars	53,2%	3,3%	46,8%	59,5%
	Total	100,0%	0,0%	100,0%	100,0%
MP	No	7,3%	1,5%	4,9%	10,8%
	Yes, Some exemplars	41,6%	2,8%	36,3%	47,2%
	Yes, All exemplars	51,1%	2,9%	45,5%	56,7%
	Total	100,0%	0,0%	100,0%	100,0%
NC	No	8,3%	3,1%	3,9%	16,8%
	Yes, Some exemplars	42,2%	4,5%	33,8%	51,1%
	Yes, All exemplars	49,5%	4,6%	40,6%	58,4%
	Total	100,0%	0,0%	100,0%	100,0%
NW	No	6,9%	1,7%	4,2%	10,9%
	Yes, Some exemplars	39,8%	3,1%	33,8%	46,1%
	Yes, All exemplars	53,4%	3,2%	47,1%	59,5%
	Total	100,0%	0,0%	100,0%	100,0%
WC	No	9,8%	1,2%	7,6%	12,5%
	Yes, Some exemplars	45,1%	3,1%	39,1%	51,2%
	Yes, All exemplars	45,1%	3,1%	39,1%	51,3%
	Total	100,0%	0,0%	100,0%	100,0%
All	No	7,1%	,5%	6,2%	8,2%
	Yes, Some exemplars	41,4%	1,4%	38,7%	44,2%
	Yes, All exemplars	51,4%	1,4%	48,6%	54,2%
	Total	100,0%	0,0%	100,0%	100,0%

Table T-14B.2 shows the percentage estimates with their standard errors and confidence intervals pertaining to teachers'

responses about whether or not district or provincial officials had moderated the ANA tests.

**Table T-14B.2: Percentage of teachers indicating whether or not district or provincial officials moderated the ANA tests**

Province		Estimate	Standard Error	95% Confidence Interval	
				Lower	Upper
EC	No	7,4%	2,1%	4,2%	12,8%
	Yes	92,6%	2,1%	87,2%	95,8%
	Total	100,0%	0,0%	100,0%	100,0%
FS	No	13,1%	2,2%	9,3%	18,0%
	Yes	86,9%	2,2%	82,0%	90,7%
	Total	100,0%	0,0%	100,0%	100,0%
GT	No	12,1%	1,5%	9,4%	15,4%
	Yes	87,9%	1,5%	84,6%	90,6%
	Total	100,0%	0,0%	100,0%	100,0%
KZ	No	15,9%	1,9%	12,5%	19,9%
	Yes	84,1%	1,9%	80,1%	87,5%
	Total	100,0%	0,0%	100,0%	100,0%
LP	No	16,6%	2,0%	13,0%	21,0%
	Yes	83,4%	2,0%	79,0%	87,0%
	Total	100,0%	0,0%	100,0%	100,0%
MP	No	11,9%	1,9%	8,6%	16,2%
	Yes	88,1%	1,9%	83,8%	91,4%
	Total	100,0%	0,0%	100,0%	100,0%
NC	No	9,2%	1,9%	6,1%	13,6%
	Yes	90,8%	1,9%	86,4%	93,9%
	Total	100,0%	0,0%	100,0%	100,0%
NW	No	14,5%	2,2%	10,7%	19,4%
	Yes	85,5%	2,2%	80,6%	89,3%
	Total	100,0%	0,0%	100,0%	100,0%
WC	No	23,8%	2,9%	18,6%	29,8%
	Yes	76,2%	2,9%	70,2%	81,4%
	Total	100,0%	0,0%	100,0%	100,0%
All	No	14,0%	,8%	12,5%	15,7%
	Yes	86,0%	,8%	84,3%	87,5%
	Total	100,0%	0,0%	100,0%	100,0%

#### C. Grade R learners in DBE primary schools

All relevant tables appear in the main report.

#### D. Use of SA-SAMS

All relevant tables appear in the main report.

#### E. Incremental introduction of African languages

All relevant tables appear in the main report.

#### Appendix A: Principal Interview

<b>Q 11</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q11: How feasible would it be for your school to introduce an additional African language?		A 1 Very Feasible
		A 2 Somewhat Feasible
		A 3 Not Feasible
		A 4 Don't know
		<b>Next: Q 12</b>

<b>Q 12</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q12: How many educators in your school have received training in identifying and supporting learners with Learning barriers?		A 1 I don't know
		A 2 Enter Number:
		<b>Next: Q 13</b>

<b>Q 13</b>	Information	
<b>Question Text</b>		
Q13: How many state-employed funded educator posts have been allocated to your school and how many vacant state-employed funded posts are there at your school this year. Note: Vacant posts are posts which are currently allocated to a school but which are not currently filled – that is NO person in post. For the purposes of these Questions, if someone is employed on a temporary basis against a post, that post should NOT be counted as vacant.		
		<b>Next: Q 14</b>

<b>Q 14</b>	Numeric	* Answer Required
<b>Question Text</b>		
Q14: Number of Principal posts allocated to the school by the Provincial Education Department?		
		<b>Next: Q 15</b>
<b>Q 15</b>	Numeric	* Answer Required
<b>Question Text</b>		
Q15: Number of Principal Posts occupied by permanent employee:		
		<b>Next: Q 16</b>
<b>Q 16</b>	Numeric	* Answer Required
<b>Question Text</b>		
Q16: Number of Principal Posts occupied by Temporary employee?		
		<b>Next: Q 17</b>

**Survey Name:** Live1 PRINCIPAL INTERVIEW.

**Description:** PRINCIPAL INTERVIEW

**Introduction:** Welcome to the Principal interview survey. Please note this is a quantitative survey and not a reflection of performance of the school or yourself. A Qualitative survey will be performed later during the Project on a sample of schools. Personal information is not gathered nor divulged during analysis of the data. Click the Start button to continue

**Conclusion:** FW Please thank the Educator / Principal for their input in completing this survey. Please note if you click FINISH the survey will be submitted and you will not be able to review anything. Are you sure all information on the survey has been completed correctly? If you are sure please click the FINISH button

**Survey Created on:** 2017/10/21 06:04:52 PM

**Q 1** Information

**Question Text**

About this instrument • This instrument is designed to gather in-depth information on the school from the school principal. • This instrument needs to be completed by the fieldworker. HOW TO COMPLETE THIS INSTRUMENT • Please ask the principal to make time for the interview. If the principal is not available please interview the deputy principal. If both the principal and deputy principal are unavailable, please interview the HOD. • The interview should take approximately 90 minutes to complete. • Please explain to the principal that this interview is intended to gather more in-depth information on the school. • Inform the principal that all information is confidential and that his/her name will not be used in any reports. Moreover, explain that the purpose of the School Monitoring Survey is to produce provincial and national statistics. Details on individual schools will not be shared by the national Department of Basic Education with provincial departments or district offices. • All questions need to be completed. Please adhere to the instructions provided for each question • NOTE: Field Worker to Interview Principal

**Next: Q 2**

**Q 2** Barcode

✱ Answer Required

**Question Text**

Q2: Scan EMIS number

**Next: Q 3**

**Q 3** Barcode

✱ Answer Required

**Question Text**

Q3: Scan school details

**Next: Q 4**

**Q 4** Barcode

✱ Answer Required

**Question Text**

Q4: Scan sample selection

**Next: Q 5**

Q 5 Single Select

\* Answer Required

## Question Text

Q5: Which SMT member is being interviewed?

## Answers

A 1 Principal

A 2 Deputy principal

A 3 Head of Department

A 4 No one available to answer

Next: Q 6

Q 6 Multi Select

\* Answer Required

## Question Text

Q6: Indicate what grades are taught at this school

## Answers

A 1 Grade R

A 2 Grade 1

A 3 Grade 2

A 4 Grade 3

A 5 Grade 4

A 6 Grade 5

A 7 Grade 6

A 8 Grade 7

A 9 Grade 8

A 10 Grade 9

A 11 Grade 10

A 12 Grade 11

A 13 Grade 12

Next: Q 7

Q 7 Numeric

\* Answer Required

## Question Text

Q7: How many LEARNERS were enrolled in your school as at the end of September 2017?

Next: Q 8

Q 8 Numeric

\* Answer Required

## Question Text

Q8: How many EDUCATORS were employed at your school as at the end of September 2017? Note: Educators include both SGB and state-employed educators and includes the following: principal, SMT members and educator/practitioners (including Grade R educators). It does not include administrative staff/clerks, cleaners, caretakers, security, student teachers on practical, etc.

Next: Q 9

Q 9 Grid - Single Select

\* Answer Required

## Question Text

Q9: How are the following Languages taught in your school?

## Statements

S 1 Afrikaans

S 2 English

S 3 isiXhosa

S 4 isiZulu

S 5 Ndebele

S 6 Sepedi

S 7 Sesotho

S 8 Setswana

S 9 siSwati

S 10 Tshivenda

S 11 Xitsonga

## Answers

A 1 Taught as home language

A 2 Taught as first additional language

A 3 Taught as second additional language

A 4 Not taught at the school

Next: Q 10

Q 10 Single Select

\* Answer Required

## Question Text

Q10: Are you aware of the policy on Incremental Introduction of African Languages (IIALS)?

## Answers

A 1 Yes

A 2 No

Next: Q 11

Q 17      Numeric

\* Answer Required

**Question Text**

Q17: Number of Principal Posts Vacant – there is NO ONE occupying the post?

Next: Q 18

Q 18      Numeric

\* Answer Required

**Question Text**

Q18: Number of Deputy principal/s posts allocated to the school by the Provincial Education Department?

Next: Q 19

Q 19      Numeric

\* Answer Required

**Question Text**

Q19: Number of Deputy principal/s Posts occupied by permanent employees?

Next: Q 20

Q 20      Numeric

\* Answer Required

**Question Text**

Q20: Number of Deputy principal/s Posts occupied by Temporary employee?

Next: Q 21

Q 21      Numeric

\* Answer Required

**Question Text**

Q21: Number of Deputy principal/s Vacant – there is no one occupying the post?

Next: Q 22

Q 22      Numeric

\* Answer Required

**Question Text**

Q22: Number of Head(s) of Department posts allocated to the school by the Provincial Education Department?

Next: Q 23

Q 23      Numeric

\* Answer Required

**Question Text**

Q23: Number of Head(s) of Department Posts occupied by permanent employees?

Next: Q 24

Q 24      Numeric

\* Answer Required

**Question Text**

Q24: Number of Head(s) of Department Posts occupied by Temporary employees?

Next: Q 25

Q 25 Numeric

\* Answer Required

**Question Text**

Q25: Head(s) of Department Vacant Posts – there is no one occupying the post?

Next: Q 26

Q 26 Numeric

\* Answer Required

**Question Text**

Q26: Number of Educator (excluding principal, deputy principal/s, HoDs and Grade R practitioners) posts allocated to the school by the Provincial Education Department?

Next: Q 27

Q 27 Numeric

\* Answer Required

**Question Text**

Q27: Number of Educator (excluding principal, deputy principal/s HoDs, Grade R practitioners) Posts occupied by permanent employees?

Next: Q 28

Q 28 Numeric

\* Answer Required

**Question Text**

Q28: Number of Educator (excluding principal, deputy principal/s and HoDs, Grade R practitioners) Posts occupied by Temporary employees?

Next: Q 29

Q 29 Numeric

\* Answer Required

**Question Text**

Q29: Number of Vacant Educator (excluding principal, deputy principal/s, HoDs and Grade R practitioners) Posts – where no one is occupying the post?

Next: Q 30

Q 30 Single Select

\* Answer Required

**Question Text**

Q30: Does this school provide Grade R? If this is a Secondary school please answer NO

**Answers**

A 1 Yes

A 2 No

Next: Q 35

Next: Q 31

Q 31 Numeric

\* Answer Required

**Question Text**

Q31: Number of Grade R practitioner Posts allocated to the school by the Provincial Education Department?

Next: Q 32

Q 32 Numeric

\* Answer Required

## Question Text

Q32: Number of Grade R practitioners posts occupied by permanent employees?

Next: Q 33

Q 33 Numeric

\* Answer Required

## Question Text

Q33: Number of Grade R practitioner Posts occupied by Temporary employees?

Next: Q 34

Q 34 Numeric

\* Answer Required

## Question Text

Q34: Number of Vacant Grade R practitioners posts – Where there is no one occupying the post?

Next: Q 35

Q 35 Information

## Question Text

Q35: In which phase and subjects does your school have state-employed teaching posts that are vacant on the day of the visit? Note: • There should be a response selected for each phase and subject, whether YES, NO or "Subject not offered in this phase". • If the school has any vacancies for a particular subject per phase please select YES. • If the vacant post relates to a position that involved teaching more than one subject, select all the affected subjects. • If the school does not have any vacancies for a particular subject per phase please select NO. • If the subject or phase is not offered at the school, please select the "Subject not offered in this phase" column. • IMPORTANT – Vacant means NO person is currently filling the post

Next: Q 36

Q 36 Single Select

\* Answer Required

## Question Text

Q36: Does your school provide the Foundation Phase?

## Answers

A 1 Yes

A 2 No

Next: Q 38

Next: Q 37

Q 37 Grid - Single Select

\* Answer Required

## Question Text

Q37: Foundation Phase subjects: does your school have state-employed teaching posts that are vacant on the day of the visit?

## Statements

S 1 Foundation Phase

## Answers

A 1 Yes

A 2 No

Next: Q 38

Q 38 Single Select

\* Answer Required

## Question Text

Q38: Does your school provide the Intermediate Phase?

## Answers

A 1 Yes

A 2 No

Next: Q 40

Next: Q 39

Q 39 Grid - Single Select

\* Answer Required

## Question Text

Q39: Intermediate Phase subjects: does your school have state-employed teaching posts that are vacant on the day of the visit?

## Statements

S 1 Home Language (Subjects taught at HL level)

S 2 First Additional Language (Subjects taught at FAL level)

S 3 Mathematics

S 4 Natural Science

S 5 Social Sciences

S 6 Technology

S 7 Life skills

## Answers

A 1 Yes

A 2 No

Next: Q 40

Q 40 Single Select

\* Answer Required

## Question Text

Q40: Does your school provide the Senior Phase?

## Answers

A 1 Yes

A 2 No

Next: Q 42

Next: Q 41

Q 41

Grid - Single Select

\* Answer Required

## Question Text

Q41: Senior Phase subjects: does your school have state-employed teaching posts that are vacant on the day of the visit?

## Statements

S 1 Home Language (Subjects taught at HL level)

S 2 First Additional Language (Subjects taught at FAL level)

S 3 Mathematics

S 4 Natural Science

S 5 Social Sciences

S 6 Technology

S 7 Economic and Management Sciences

S 8 Life Orientation

## Answers

A 1 Yes

A 2 No

A 3 Subject not offered in this phase

Next: Q 42

Q 42

Single Select

\* Answer Required

## Question Text

Q42: Does your school provide the FET Phase?

## Answers

A 1 Yes

A 2 No

Next: Q 45

Next: Q 43

Q 43

Grid - Single Select

\* Answer Required

**Question Text**

Q43: FET Phase subjects: does your school have state-employed teaching posts that are vacant on the day of the visit?

**Statements**

S 1 Home Language (Subjects taught at HL level)

S 2 First Additional Language (Subjects taught at FAL level)

S 3 Mathematical Literacy

S 4 Mathematics

S 5 Technical Mathematics

S 6 Life Orientation

S 7 Agricultural Management Practices

S 8 Agricultural Sciences

S 9 Agricultural Technology

S 10 Dance Studies

S 11 Design

S 12 Dramatic Arts

S 13 Music

S 14 Visual Arts

S 15 Accounting

S 16 Business Studies

S 17 Economics

**Answers**

A 1 Yes

A 2 No

A 3 Subject not offered in this phase

Next: Q 44

Q 44

Grid - Single Select

\* Answer Required

## Question Text

Q44: FET Phase subjects: does your school have state-employed teaching posts that are vacant on the day of the visit?

## Statements

S 1 Civil Technology

S 2 Electrical Technology

S 3 Mechanical Technology

S 4 Engineering Graphics and Design

S 5 Civil Technology (Specialisation)

S 6 Electrical Technology  
(Specialisation)

S 7 Mechanical Technology  
(Specialisation)

S 8 Geography

S 9 History

S 10 Religious Studies

S 11 Computer Applications Technology

S 12 Information Technology

S 13 Life Sciences

S 14 Physical Sciences

S 15 Technical Science

S 16 Consumer Studies

S 17 Hospitality Studies

S 18 Tourism

## Answers

A 1 Yes

A 2 No

A 3 Subject not offered in this phase

Next: Q 45

Q 45

Information

## Question Text

Q45: How many SGB posts has the school established for the following categories?

Next: Q 46

Q 46

Numeric

\* Answer Required

## Question Text

Q46: Deputy principal posts established by the SGB?

Next: Q 47

**Q 47**      Numeric

\* Answer Required

**Question Text**

Q47: HoD posts established by the SGB?

Next: Q 48

**Q 48**      Numeric

\* Answer Required

**Question Text**

Q48: Educator posts established by the SGB?

Next: Q 49

**Q 49**      Information**Question Text**

Q49: How many SGB posts has the school established for the following categories?

Next: Q 50

**Q 50**      Numeric

\* Answer Required

**Question Text**

Q50: Administrative staff posts established by the SGB?

Next: Q 51

**Q 51**      Numeric

\* Answer Required

**Question Text**

Q51: Grounds personnel posts established by the SGB?

Next: Q 52

**Q 52**      Numeric

\* Answer Required

**Question Text**

Q52: Security posts established by the SGB?

Next: Q 53

**Q 53**      Numeric

\* Answer Required

**Question Text**

Q53: Food handlers' posts established by the SGB?

Next: Q 54

**Q 54**      Information**Question Text**

Q54: FIELD WORKER – SAY THE FOLLOWING: Thank you for your response so far. We are now moving on the next section where we will focus on gathering information regarding the Grades offered at the school, the time that the classes start and end for these grades on most days, and the total number of learners in each grade offered.

Next: Q 55

<b>Q 55</b>	Single Select	* Answer Required
<b>Question Text</b>		
Q55: Does your school offer Grade3?		
		<b>Answers</b>
		A 1 Yes
		A 2 No
		Next: Q 59
		Next: Q 56

<b>Q 56</b>	Time	* Answer Required
<b>Question Text</b>		
Q56: Grade 3 classes start time?		
		Next: Q 57

<b>Q 57</b>	Time	* Answer Required
<b>Question Text</b>		
Q57: Grade 3 classes end time?		
		Next: Q 58

<b>Q 58</b>	Numeric	* Answer Required
<b>Question Text</b>		
Q58: Total number of learners in grade 3?		
		Next: Q 59

<b>Q 59</b>	Single Select	* Answer Required
<b>Question Text</b>		
Q59: Does your school offer Grade 6?		
		<b>Answers</b>
		A 1 Yes
		A 2 No
		Next: Q 63
		Next: Q 60

<b>Q 60</b>	Time	* Answer Required
<b>Question Text</b>		
Q60: Grade 6 classes start time?		
		Next: Q 61

<b>Q 61</b>	Time	* Answer Required
<b>Question Text</b>		
Q61: Grade 6 classes end time?		
		Next: Q 62

Q 62 Numeric

\* Answer Required

## Question Text

Q62: Total number of learners in grade 6?

Next: Q 63

Q 63 Single Select

\* Answer Required

## Question Text

Q63: Does your school offer Grade 9?

## Answers

A 1 Yes

A 2 No

Next: Q 67

Next: Q 64

Q 64 Time

\* Answer Required

## Question Text

Q64: Grade 9 classes start time?

Next: Q 65

Q 65 Time

\* Answer Required

## Question Text

Q65: Grade 9 classes end time?

Next: Q 66

Q 66 Numeric

\* Answer Required

## Question Text

Q66: Total number of learners in grade 9?

Next: Q 67

Q 67 Single Select

\* Answer Required

## Question Text

Q67: Does your school offer Grade 12?

## Answers

A 1 Yes

A 2 No

Next: Q 71

Next: Q 68

Q 68 Time

\* Answer Required

## Question Text

Q68: Grade 12 classes start time?

Next: Q 69

Q 69

Time

\* Answer Required

## Question Text

Q69: Grade 12 classes end time:

Next: Q 70

Q 70

Numeric

\* Answer Required

## Question Text

Q70: Total number of learners in grade 12?

Next: Q 71

Q 71

Grid - Single Select

\* Answer Required

## Question Text

Q71: Do you have a dedicated person for the following?

## Statements

S 1 Library Media centre

S 2 Computer centre

## Answers

A 1 No

A 2 EDUCATOR on a full time basis

A 3 EDUCATOR with other responsibilities

A 4 Non EDUCATOR

Next: Q 72

Q 72

Single Select

\* Answer Required

## Question Text

Q72: Does the library have a management system?

## Answers

A 1 Yes

A 2 No

Next: Q 74

Next: Q 73

Q 73

Single Select

\* Answer Required

## Question Text

Q73: How is the library management system managed?

## Answers

A 1 Electronically

A 2 Manual (Hand issued)

Next: Q 74

<b>Q 74</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q74: Does your school have access to the internet?		A 1 Yes
		A 2 No
		Next: Q 75

<b>Q 75</b>	Grid - Single Select	* Answer Required
<b>Question Text</b>	<b>Statements</b>	<b>Answers</b>
Q75: Is the internet made available to?	S 1 Teachers	A 1 Yes
	S 2 Learners	A 2 No
	S 3 Administrative staff	
		Next: Q 76

<b>Q 76</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q76: To what extent do you use the internet (even if accessed through private means) for management related purposes?		A 1 Never
		A 2 Occasionally
		A 3 Often
		A 4 Always
		Next: Q 77

<b>Q 77</b>	Information	
<b>Question Text</b>		
Q77: Note to the fieldworker: This section needs to be completed AFTER you have gone through the educator attendance register and noted the number of educators who have, or have not, signed in today. Only once this has been done, can you ask the principal the next questions.		
		Next: Q 78
<b>Q 78</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q78: Did all the educators sign the educator attendance register?		A 1 Yes
		A 2 No
		Next: Q 95
		Next: Q 79

<b>Q 79</b>	Numeric		* Answer Required	
<b>Question Text</b>				
Q79: How many educators did not sign the Register for today?				
				Next: Q 80

↻

<b>Q 80</b>	Single Select		* Answer Required	
<b>Question Text</b>				
Q80: In the register, I notice that [repeat number that have not signed] educators have not signed the register today. Does this mean that these educators are absent today?				
				Next: Q 81

↻

<b>Q 81</b>	Information			
<b>Question Text</b>				
Q81: Ask the principal why these educators have not signed. Instructions: → Do not read out the list below but let the principal give you the possible reasons. → Record the number of educators who did not sign the register per reason provided by the principal.				
				Next: Q 82

↻

<b>Q 82</b>	Numeric		* Answer Required	
<b>Question Text</b>				
Q82: Maternity leave?				
				Next: Q 83

↻

<b>Q 83</b>	Numeric		* Answer Required	
<b>Question Text</b>				
Q83: Sick/temporary incapacity leave?				
				Next: Q 84

↻

<b>Q 84</b>	Information			
<b>Question Text</b>				
Q84: Ask the principal why these educators have not signed? (Continued)				
				Next: Q 85

↻

<b>Q 85</b>	Numeric		* Answer Required	
<b>Question Text</b>				
Q85: Annual/compassionate/family responsibility leave?				
				Next: Q 86

<b>Q 86</b>	Numeric	* Answer Required
<b>Question Text</b>		
Q86: Study leave?		
		<b>Next: Q 87</b>

<b>Q 87</b>	Numeric	* Answer Required
<b>Question Text</b>		
Q87: School excursion / Extra curricula activities with learners?		
		<b>Next: Q 88</b>

<b>Q 88</b>	Information	
<b>Question Text</b>		
Q88: Ask the principal why these educators have not signed? (Continued)		
		<b>Next: Q 89</b>

<b>Q 89</b>	Numeric	* Answer Required
<b>Question Text</b>		
Q89: Official work (e.g. visit to district office, training programme, meeting, collection of post, etc.)?		
		<b>Next: Q 90</b>

<b>Q 90</b>	Numeric	* Answer Required
<b>Question Text</b>		
Q90: Have not signed in yet, but are at the school today?		
		<b>Next: Q 91</b>

<b>Q 91</b>	Numeric	* Answer Required
<b>Question Text</b>		
Q91: Religious Holidays?		
		<b>Next: Q 92</b>

<b>Q 92</b>	Information	
<b>Question Text</b>		
Q92: Ask the principal why these educators have not signed? (Continued)		
		<b>Next: Q 93</b>

<b>Q 93</b>	Numeric	* Answer Required
<b>Question Text</b>		
Q93: Other?		
		<b>Next: Q 94</b>

Q 94 Text

\* Answer Required

**Question Text**

Q94: Describe Other?

Next: Q 95

Q 95 Date

\* Answer Required

**Question Text**

Q95: Note to the fieldworker: This section needs to be completed AFTER you have gone through the educator attendance register and noted the number of educators who have, or have not, signed in this day last week. Also, fill out the day of the week when reading the question to the principal. "This day last week" refers to the exact day of the week that you are at the school, in the previous week (e.g. if you are at the school on a Monday check the previous Monday in the register).

Next: Q 96

Q 96 Numeric

\* Answer Required

**Question Text**

Q96: Enter the number of EDUCATORS that did NOT sign the educator register last week?

Next: Q 97

Q 97 Information

**Question Text**

Q97: In the last 10 school days, how many times was normal teaching time disrupted for the following reasons?

Next: Q 98

Q 98 Numeric

\* Answer Required

**Question Text**

Q98: Community protest Whole School Day?

Next: Q 99

Q 99 Numeric

\* Answer Required

**Question Text**

Q99: Community protest Part of a school day?

Next: Q 100

Q 100 Numeric

\* Answer Required

**Question Text**

Q100: Labour/Union Activity Whole School Day?

Next: Q 101

Q 101 Numeric

\* Answer Required

**Question Text**

Q101: Labour/Union Activity Part of a school day?

Next: Q 102

<b>Q 102</b>	Numeric	* Answer Required
<b>Question Text</b> Q102: Weather Conditions Whole School Day?		
		Next: Q 103

---

<b>Q 103</b>	Numeric	* Answer Required
<b>Question Text</b> Q103: Weather Conditions Part of a school day?		
		Next: Q 104

---

<b>Q 104</b>	Numeric	* Answer Required
<b>Question Text</b> Q104: Extra-mural activities Whole School Day?		
		Next: Q 105

---

<b>Q 105</b>	Numeric	* Answer Required
<b>Question Text</b> Q105: Extra-mural activities Part of a school day?		
		Next: Q 106

---

<b>Q 106</b>	Numeric	* Answer Required
<b>Question Text</b> Q106: Memorial Services Whole School Day?		
		Next: Q 107

---

<b>Q 107</b>	Numeric	* Answer Required
<b>Question Text</b> Q107: Memorial Services Half School Day?		
		Next: Q 108

---

<b>Q 108</b>	Numeric	* Answer Required
<b>Question Text</b> Q108: Other Whole School Day?		
		Next: Q 109

---

<b>Q 109</b>	Numeric	* Answer Required
<b>Question Text</b> Q109: Other Part of a school day?		
		Next: Q 110

Q 110

Grid - Single Select

\* Answer Required

## Question Text

Q110: Please indicate whether you strongly agree, agree, disagree or strongly disagree with the following statements about the SGB:

## Statements

**S 1** The SGB has promoted the best interest of the school and strived to ensure its development through the provision of quality education at the school

**S 2** The SGB has supported the principal, educators and other staff of the school in the performance of their professional functions.

**S 3** The SGB has administered and controlled the school property, and buildings and grounds occupied by the school, including school hostels if applicable.

**S 4** The SGB has encouraged parents, learners, educators and other staff at the school to render voluntary services to the school.

## Answers

**A 1** Strongly agrees

**A 2** Agrees

**A 3** Disagrees

**A 4** Strongly disagrees

Next: Q 111

Q 111

Grid - Single Select

\* Answer Required

## Question Text

Q111: Please indicate whether you strongly agree, agree, disagree or strongly disagree with the following statements about the SGB:

## Statements

**S 1** The SGB should be granted MORE powers in the appointment of staff

**S 2** The SGB should be granted LESS powers in the appointment of staff

**S 3** The SGB powers in the appointment of staff should remain the same

## Answers

**A 1** Strongly agrees

**A 2** Agrees

**A 3** Disagrees

**A 4** Strongly disagrees

Next: Q 112

<b>Q 112</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q112: How many times has the SGB met this year? Instructions: → Do not read the responses below. → On the basis of the principal's response, please select the appropriate block.		A 1 Never
		A 2 1 time
		A 3 2 time
		A 4 3 time
		A 5 4 time
		A 6 More Than 4 time
		Next: Q 113

<b>Q 113</b>	Information	
<b>Question Text</b>		
Q113: Please indicate how many currently serving SGB members attended training in the following areas:		Next: Q 114

<b>Q 114</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q114: Finance in 2017?		A 1 I don't know
		A 2 Attended training - enter number below
		Next: Q 115

<b>Q 115</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q115: Finance prior to 2017?		A 1 I don't know
		A 2 Attended training - enter number below
		Next: Q 116

<b>Q 116</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q116: School Governance in 2017?		A 1 I don't know
		A 2 Attended training - enter number below
		Next: Q 117

Q 117 Single Select

\* Answer Required

## Question Text

Q117: School Governance prior to 2017?

## Answers

A 1 I don't know

A 2 Attended training - enter number  
below

Next: Q 118

Q 118 Information

## Question Text

Q118: Please indicate how many currently serving SGB members attended training in the following areas:

Next: Q 119

Q 119 Single Select

\* Answer Required

## Question Text

Q119: Curriculum Management in 2017?

## Answers

A 1 I don't know

A 2 Attended training - enter number  
below

Next: Q 120

Q 120 Single Select

\* Answer Required

## Question Text

Q120: Curriculum Management prior to 2017?

## Answers

A 1 I don't know

A 2 Attended training - enter number  
below

Next: Q 121

Q 121 Single Select

\* Answer Required

## Question Text

Q121: Other training attended in 2017? Please specify.

## Answers

A 1 I don't know

Next: Q 123

A 2 Other training description:

Next: Q 122

**Q 122**      Numeric**Question Text**

Q122: Please specify quantity for other training attended. (IN 2017)

**Next: Q 123****Q 123**      Single Select

\* Answer Required

**Question Text**

Q123: Other training attended PRIOR 2017? Please specify.

**Answers****A 1** I dont know**Next: Q 125****A 2** Other training description:**Next: Q 124****Q 124**      Numeric**Question Text**

Q124: Please specify quantity for other training attended. (PRIOR 2017)

**Next: Q 125****Q 125**      Single Select

\* Answer Required

**Question Text**

Q125: Are minutes of the SGB meetings recorded?

**Answers****A 1** Yes**A 2** No**A 3** Don't Know**Next: Q 126****Q 126**      Single Select

\* Answer Required

**Question Text**

Q126: Does the school have audited financial statements for 2016?

**Answers****A 1** Yes**Next: Q 128****A 2** No**A 3** Don't Know**Next: Q 127**

Q 127

Grid - Single Select

\* Answer Required

## Question Text

Q127: The school does not have audited financial statements. Instructions: → Do not read the responses below. → On the basis of the principal's response, please select YES if any of the reasons listed below are provided. → If the response is not raised by the principal, please select NO. → If other responses are given that are not listed below, please record this as "Other".

## Statements

S 1 The school did not know we had to do an audit.

S 2 The school could not find an auditor

S 3 The audit is not yet complete

S 4 The school does not have funds to undertake an audit.

S 5 The SGB did not appoint/authorise the appointment of an auditor

S 6 The school follows an alternative verification process.

S 7 Other

## Answers

A 1 Yes

A 2 No

A 3 Don't Know

Next: Q 128

Q 128

Grid - Single Select

\* Answer Required

## Question Text

Q128: The following sets of questions are about the financial management functions in terms of Section 21 of the South African Schools Act.

## Statements

S 1 Does the school use public funds transferred to it by the Provincial Education Department to maintain and improve the school's property, building(s) and grounds occupied by the school (i.e. Section 21 (a) functions)?

S 2 Does the school use public funds transferred to it by the Department to purchase its own textbooks, educational materials or equipment for the school (i.e. Section 21 (c) functions)?

S 3 Does the school use public funds transferred to it by the Department to pay for services (e.g. telephone, electricity, water, etc.) provided to the school (i.e. Section 21 (d) functions)?

## Answers

A 1 No

A 2 Yes

Next: Q 129

Q 129	Grid - Single Select	* Answer Required	
Question Text	Statements	Answers	
Q129: Did you receive notification from the Provincial Education Department about your school's allocation for the following years?	S 1 Received in 2015, for 2016 allocation.	A 1	No
	S 2 Received in 2016, for 2017 allocation	A 2	Yes
	S 3 Received in 2017, for 2018 allocation		
			Next: Q 130

Q 130	Grid - Single Select	* Answer Required	
Question Text	Statements	Answers	
Q130: With regards to the funding allocation provided by the Provincial Education Department to the school for each year, did the Provincial Education Department specify how much, or what percentage, of the allocation should be spent on each function?	S 1 2016	A 1	No
	S 2 2017	A 2	Yes
	S 3 2018	A 3	Not applicable
			Next: Q 131

Q 131	Single Select	* Answer Required	
Question Text		Answers	
Q131: Do you know what the stated allocation PER LEARNER was for 2016?		A 1	No
		A 2	Yes
		Next: Q 132	

Q 132	Numeric	* Answer Required	
Question Text			
Q132: What was the PER LEARNER allocation for 2016?			
		Next: Q 133	

Q 133	Single Select	* Answer Required	
Question Text		Answers	
Q133: Do you know what the stated allocation PER LEARNER was for 2017?		A 1	No
		A 2	Yes
		Next: Q 134	

Q 134

Numeric

\* Answer Required

## Question Text

Q134: What was the PER LEARNER allocation for 2017?

Next: Q 135

Q 135

Single Select

\* Answer Required

## Question Text

Q135: Do you know what the stated allocation PER LEARNER was for 2018?

## Answers

A 1 No

Next: Q 137

A 2 Yes

Next: Q 136

Q 136

Numeric

\* Answer Required

## Question Text

Q136: What was the PER LEARNER allocation for 2018?

Next: Q 137

Q 137

Single Select

\* Answer Required

## Question Text

Q137: With respect to the actual transfer of funds to the school in 2016, which one of these apply? Instructions: → If the school does not carry out a single Section 21 function then money will not be transferred into the school's bank account and, therefore, this question should be selected as "Not applicable"

## Answers

A 1 Less money than expected was transferred

A 2 The expected amount of money was transferred

A 3 More money than expected was transferred

A 4 Not applicable

Next: Q 138

Q 138 Single Select

\* Answer Required

## Question Text

Q138: With respect to the actual transfer of funds for 2017 how much of your allocation have you received to date? Instructions: → If the school does not carry out a single section 21 function (i.e., has answered NO to questions 128.1 AND 128.2 AND 128.3) then money will not be transferred into the schools bank account and therefore this question should be selected as "Not applicable".

## Answers

A 1 None received

A 2 1 - 30% received

A 3 31 - 50% received

A 4 51 - 99% received

A 5 100% received

A 6 Not applicable

Next: Q 139

Q 139 Single Select

\* Answer Required

## Question Text

Q139: Did the Provincial Education Department purchase goods and services on behalf of the school? (i.e. where funds are not transferred to the schools bank account for goods and services).

## Answers

A 1 Yes

A 2 No

Next: Q 151

Next: Q 140

Q 140 Single Select

\* Answer Required

## Question Text

Q140: Do you know the total value of the goods purchased for the school in 2016?

## Answers

A 1 Yes

A 2 No

Next: Q 142

A 3 Not applicable

Next: Q 142

Next: Q 141

Q 141 Numeric

\* Answer Required

## Question Text

Q141: Please specify the amount (this may be an estimate)?

Next: Q 142

Q 142 Single Select

\* Answer Required

## Question Text

Q142: Do you know the total value of the services purchased for the school in 2016?

## Answers

A 1 Yes

A 2 No

Next: Q 144

A 3 Not applicable

Next: Q 144

Next: Q 143

Q 143 Numeric

\* Answer Required

## Question Text

Q143: Please specify the amount (this may be an estimate)?

Next: Q 144

Q 144 Single Select

\* Answer Required

## Question Text

Q144: Do you know the total value of the goods purchased for the school as at the end of July 2017?

## Answers

A 1 Yes

A 2 No

Next: Q 146

A 3 Not applicable

Next: Q 146

Next: Q 145

Q 145 Numeric

\* Answer Required

## Question Text

Q145: Please specify the amount (this may be an estimate)?

Next: Q 146

Q 146 Single Select

\* Answer Required

## Question Text

Q146: Do you know the total value of services purchased for the school as at the end of July 2017?

## Answers

A 1 Yes

A 2 No

Next: Q 148

A 3 Not applicable

Next: Q 148

Next: Q 147

Q 147 Numeric

\* Answer Required

## Question Text

Q147: Please specify the amount (this may be an estimate)?

Next: Q 149

Q 148

Grid - Multi Select

\* Answer Required

## Question Text

Q148: What are the reasons you do not know the value of the goods and services purchased by the Provincial Education Department for your school?

## Statements

S 1 The principal did NOT try to establish the amount spent by the province on behalf of the school on goods and services.

S 2 The principal tried to establish the amount spent by the province on behalf of the school on goods and services but received no information from the province.

S 3 The principal tried to establish the amount spent by the province on behalf of the school on goods and services but received insufficient information from the province.

S 4 Other

## Answers

A 1 2016

A 2 2017

A 3 Not Applicable

Next: Q 149

Q 149

Grid - Single Select

\* Answer Required

## Question Text

Q149: With regard to the delivery of goods and services to the school by the Provincial Education Department, please rate the efficiency of the delivery Instructions: → The fieldworker must read out each of the listed statements below and record the principal's response. → The principal must provide an opinion for each statement

## Statements

S 1 Goods and services are delivered on time

S 2 Incorrect goods and services are delivered.

S 3 Insufficient number of goods and services are delivered

S 4 No goods and services are delivered

## Answers

A 1 Never

A 2 Occasionally

A 3 Often

A 4 Always

A 5 Not applicable

Next: Q 150

Q 150	Grid - Single Select	* Answer Required
<b>Question Text</b> Q150: To what extent do the following factors affect your ability to manage your school effectively?	<b>Statements</b> <b>S 1</b> Restrictions placed by Provincial Education Department <b>S 2</b> Late payment <b>S 3</b> Non-payment. <b>S 4</b> Unclear information on what the school is entitled to.	<b>Answers</b> <b>A 1</b> To a large extent <b>A 2</b> To some extent <b>A 3</b> Not at all
		Next: Q 151

Q 151	Single Select	* Answer Required
<b>Question Text</b> Q151: Does the school offer Grade R?		<b>Answers</b> <b>A 1</b> Yes <b>A 2</b> No
		Next: Q 162
		Next: Q 152

Q 152	Numeric	* Answer Required
<b>Question Text</b> Q152: How many Grade R classes are offered at your school?		Next: Q 153
<b>Q 153</b>	Numeric	* Answer Required
<b>Question Text</b> Q153: How many Grade R learners are there in your schools this year?		Next: Q 154
<b>Q 154</b>	Numeric	* Answer Required
<b>Question Text</b> Q154: How many Grade R educators occupy posts on the main Provincial Post establishment?		Next: Q 155

Q 155	Numeric	* Answer Required
<b>Question Text</b> Q155: How many Grade R practitioners does the school have?		Next: Q 156

Q 156

Numeric

\* Answer Required

## Question Text

Q156: What is the total PER LEARNER annual fee / Donation charged for Grade R learners in 2017?

Next: Q 157

Q 157

Single Select

\* Answer Required

## Question Text

Q157: Does the school receive separate funding from the Provincial Education Department for Grade R?

## Answers

A 1 Yes

A 2 No

Next: Q 162

Next: Q 158

Q 158

Single Select

\* Answer Required

## Question Text

Q158: Did the school receive notification from the Provincial Education Department about the indicative amount of funding it would receive for Grade R in 2017?

## Answers

A 1 Yes

A 2 No

Next: Q 159

Q 159

Single Select

\* Answer Required

## Question Text

Q159: Does the principal know what the stated PER LEARNER allocation for Grade R was for 2017?

## Answers

A 1 Yes

A 2 No

Next: Q 161

Next: Q 160

Q 160

Numeric

\* Answer Required

## Question Text

Q160: What amount was allocated PER LEARNER for Grade R in 2017

Next: Q 161

Q 161 Single Select

\* Answer Required

## Question Text

Q161: With respect to the actual transfer of the subsidy for Grade R to the school, choose one of the options provided.

## Answers

A 1 Less money than expected was transferred

A 2 The expected amount of money was transferred

A 3 More money than expected was transferred

A 4 Not applicable

Next: Q 162

Q 162 Single Select

\* Answer Required

## Question Text

Q162: Does your school have a school-based support team (SBST) or institutional-level support team (ILST) or any other structure to support learners with learning barriers?

## Answers

A 1 No

A 2 Yes

A 3 Don't Know

Next: Q 163

Q 163 Numeric

\* Answer Required

## Question Text

Q163: How many teachers in your schools have been trained (formally or informally) in identifying and supporting learners with learning barriers?

Next: Q 164

Q 164 Grid - Single Select

\* Answer Required

## Question Text

Q164: Has your school been able to undertake the following this year?

## Statements

S 1 Screen learners for vision

S 2 Screen learners for hearing

S 3 Screen learners for other learning barriers. Please specify

## Answers

A 1 None of the learners

A 2 Some of the learners

A 3 Most of the learners

A 4 All of the learners

Next: Q 165

Q 165 Text

\* Answer Required

## Question Text

Q165: In the event learners have been screened for other learning barriers not mentioned before, please specify what these barriers were.

Next: Q 166

Q 166

Single Select

\* Answer Required

## Question Text

Q166: Has your school been visited by any district/circuit officials this year?

## Answers

A 1 No

Next: Q 176

A 2 Yes

A 3 Don't know

Next: Q 176

Next: Q 167

Q 167

Single Select

\* Answer Required

## Question Text

Q167: How many visits has the school received this year from district officials for monitoring and support purposes? Important: exclude meetings, delivery visits, visits relating to grievance procedures and visits not relating to monitoring or support activities. For instance, visits only to deliver correspondence should not be counted.

## Answers

A 1 1

A 2 2

A 3 3-6

A 4 7-12

A 5 More than 12

Next: Q 168

Q 168

Grid - Single Select

\* Answer Required

## Question Text

Q168: Which of the following persons/committees from the district/circuit office visit the school?

## Statements

S 1 District director

S 2 Circuit manager (Institutional management, development and support official (IMDSO, IDSO or DM))

S 3 Curriculum /subject advisor, including the assessment coordinator

S 4 Human Resource official (HR)

S 5 Educator development official (i.e. officials responsible for professional development of educators, but who are not subject advisors)

S 6 Finance official

S 7 Supply chain official, e.g. asset management official (officials dealing with school furniture)

S 8 Learning and Teaching Support Material (LTSM) coordinator or official (e.g. officials monitoring the ordering, management and retrieval of textbooks)

S 9 ICT or e-learning official

S 10 Psychologists, therapists, district-based support team (DBST) / educational learning support officials / health officials / inclusive education specialist

S 11 Other

## Answers

A 1 Yes

A 2 No

Next: Q 169

Q 169

Text

\* Answer Required

## Question Text

Q169: Please specify other:

Next: Q 170

Q 170 Information

**Question Text**

Q170: FW to Say – “Thank you again for the information. We are now moving on to discuss the support you received from the District or Circuit office” Note: • Satisfaction indicates effectiveness and quality of support received, not personal liking or preferences for specific district officials. • Compliance visits include checking, which is defined as the systematic collection and recording of information in order to track progress towards the achievement of the objectives of an intervention, and identify the need for corrective action. Instructions: → Read each of the statements below and if the visit was for the specified purpose, select YES in the appropriate column. If not, then select NO in the appropriate column. → If other, please specify in block provided.

Next: Q 171

Q 171 Grid - Single Select

\* Answer Required

**Question Text**

Q171: Which of the following visits to monitor compliance were addressed?

**Statements**

S 1 Checking educator assessment records

S 2 Quality

S 3 Checking school infrastructure (including maintenance)

S 4 Checking LTSM management (ordering, control and retrieval)

S 5 Validation of EMIS information

S 6 Checking HR matters (e.g. staff appointments, grievance matters)

**Answers**

A 1 No

A 2 Yes

A 3 Don't Know

Next: Q 172

Q 172 Information

**Question Text**

Q172: Note: • Satisfaction indicates effectiveness and quality of visit, not personal liking or preferences for specific district officials. • Support visits include visits for the purpose of orientation, providing interventions and developmental activities, done at the specific school. Instructions: → Read each of the statements below and if the visit was for the specified purpose, select YES in the appropriate column. If not, then select NO in the appropriate column.

Next: Q 173

Q 173

Grid - Single Select

\* Answer Required

## Question Text

Q173: Which of the following purposes were addressed during support visits?

## Statements

S 1 Supporting educators in his/her class teaching

S 2 Supporting and assisting principal in performing the duties of school principal

S 3 Supporting and assisting HoDs

S 4 Supporting of school-based support team (SBST)/institutional level support team (ILST) to identify learners with learning barriers

S 5 Supporting of school assessment team (SAT)

## Answers

A 1 Yes

A 2 No

A 3 Don't Know

Next: Q 174

Q 174

Single Select

\* Answer Required

## Question Text

Q174: Other purposes that were addressed during support visits?

## Answers

A 1 No

A 2 Yes

A 3 Don't Know

Next: Q 175

Q 175

Single Select

\* Answer Required

## Question Text

Q175: How satisfied were you with the visits from the District Official?

## Answers

A 1 Not satisfied

A 2 Somewhat satisfied

A 3 Satisfied

A 4 Very satisfied

Next: Q 176

Q 176	Grid - Single Select	* Answer Required	
Question Text	Statements	Answers	
Q176: To what extent would you agree with the following statement?	S 1 The district is doing the best it can to support schools with the resources it has available.	A 1 Strongly agree A 2 Agree A 3 Disagree A 4 Strongly disagree	
		Next: Q 177	

Q 177	Grid - Single Select	* Answer Required	
Question Text	Statements	Answers	
Q177: Rank the THREE most important improvements that need to be made at the district level to better support schools. Rank these in order of preference. Field worker: Do not select the same statement twice.	S 1 1st Most important	A 1 More staff at the district (or circuit) office.	
	S 2 2nd Most important	A 2 Better training of district officials	
	S 3 3rd Most important	A 3 A better attitude amongst district officials	
		A 4 Better funding of district offices.	
		A 5 Better organisation / planning amongst district officials	
		A 6 Better materials for district officials to use	
		Next: Q 178	

Q 178	Single Select	* Answer Required	
Question Text	Answers		
Q178: Does the school use the SA-SAMS system?	A 1 No A 2 Yes		
		Next: Q 179	

**Q 179**      Grid - Single Select      \* Answer Required

Question Text	Statements	Answers
Q179: Does the school use the SA-SAMS system for the following purposes?	<b>S 1</b> Learner registration and records	<b>A 1</b> Yes
	<b>S 2</b> Recording and reporting assessment	<b>A 2</b> No
	<b>S 3</b> Financial managements	<b>A 3</b> Don't Know
	<b>S 4</b> Human Resources Management	

Next: Q 180

**Q 180**      Single Select      \* Answer Required

Question Text	Answers
Q180: Does the school use management software other than the SA-SAMS?	<b>A 1</b> No
	<b>A 2</b> Yes

Next: Q 181

**Q 181**      Single Select      \* Answer Required

Question Text	Answers
Q181: Is SA-SAMS run off a computer at the school? (Say yes even if a personal computer belonging to a staff member is used for this purpose.)	<b>A 1</b> No
	<b>A 2</b> Yes

Next: Q 182

**Q 182**      Single Select      \* Answer Required

Question Text	Answers
Q182: Is SA-SAMS used to collect data that must be submitted to the Department/District?	<b>A 1</b> No
	<b>A 2</b> Yes

Next: Q 183

Q 183

Grid - Single Select

\* Answer Required

## Question Text

Q183: To what extent would you agree with the following statements?

## Statements

**S 1** SA-SAMS is a system that is well designed to assist in the management of the school.

**S 2** There is capacity in the school to use SA-SAMS.

## Answers

**A 1** Strongly agree

**A 2** Agree

**A 3** Disagree

**A 4** Strongly disagree

Next: Q 184

Q 184

Information

## Question Text

Q184: "Thank you Sir/Madam – We are making good progress and will be done soon." In the next section, we are going to discuss YOUR VIEWS about assessment and examinations. Please feel free to express what YOU THINK is best or most relevant.

Next: Q 185

Q 185

Grid - Single Select

\* Answer Required

## Question Text

Q185: Please indicate the extent to which you agree/disagree with the following statements?

## Statements

**S 1** National tests (like ANA) for ALL LEARNERS in ALL GRADES will provide useful information to schools

**S 2** National tests (like ANA) for ALL LEARNERS in SOME GRADES will provide useful information to schools

**S 3** It is important for school principals to be able to compare their schools' performance in tests with that of other schools

**S 4** Information from the ANA tests can help teachers improve their teaching practices

**S 5** Information from the ANA tests can help parents understand what their children are learning

**S 6** Teachers do not know how to use ANA results to assist learners

**S 7** The ANA tests are a waste of time and money

**S 8** I have used the ANA results for planning and management purposes

## Answers

**A 1** Strongly agree

**A 2** Agree

**A 3** Disagree

**A 4** Strongly disagree

Next: Q 186

Q 186

Single Select

\* Answer Required

## Question Text

Q186: Has your school previously participated in the ANAs?

## Answers

**A 1** No

**A 2** Yes

Next: Q 195

Next: Q 187

<b>Q 187</b>	Single Select	* Answer Required	
<b>Question Text</b> Q187: Has the school provided reports of the previous ANA results to parents?		<b>Answers</b>	
		A 1 No	
		A 2 Yes, for some of the previous ANA's	
		A 3 Yes, for ALL of the previous ANA's	
		Next: Q 188	

<b>Q 188</b>	Single Select	* Answer Required	
<b>Question Text</b> Q188: The school has used the ANA results to plan for revision?		<b>Answers</b>	
		A 1 No	
		A 2 Yes, for some of the previous ANA's	
		A 3 Yes, for ALL of the previous ANA's	
		Next: Q 189	

<b>Q 189</b>	Single Select	* Answer Required	
<b>Question Text</b> Q189: The ANA exemplars were useful for preparing learners for the ANA tests?		<b>Answers</b>	
		A 1 No	
		A 2 Yes, for some exemplars	
		A 3 Yes, for ALL exemplars	
		Next: Q 190	

<b>Q 190</b>	Single Select	* Answer Required	
<b>Question Text</b> Q190: The District office provided guidance or training on how to use the ANA results?		<b>Answers</b>	
		A 1 No	
		A 2 Yes, Some Guidance & Training	
		A 3 Yes, A lot of Guidance & Training	
		Next: Q 191	

<b>Q 191</b>	Single Select	* Answer Required	
<b>Question Text</b> Q191: Were the ANA results of learners in your school moderated by the District / Province?		<b>Answers</b>	
		A 1 No	
		A 2 Yes	
		Next: Q 192	

Q 192

Numeric

\* Answer Required

**Question Text**

Q192: How many ANA scripts were taken from each grade for moderation?

Next: Q 193

Q 193

Single Select

\* Answer Required

**Question Text**

Q193: Did you receive any written feedback from the District/Province regarding ANA?

**Answers**

A 1 No

A 2 Yes

Next: Q 194

Q 194

Single Select

\* Answer Required

**Question Text**

Q194: Was this ANA feedback useful?

**Answers**

A 1 Of no use

A 2 Somewhat Useful

A 3 Useful

A 4 Very useful

Next: Q 195

Q 195

Information

**Question Text**

Q195: In the next section, we are going to discuss Common Examinations. Note that Common Examinations refers to examinations similar to the Matric exams, which are provided by the District or Province, These exams are written by all learners in selected grades and subject and are also used by schools for promotion purposes

Next: Q 196

Q 196

Single Select

\* Answer Required

**Question Text**

Q196: Has your school participated in common examinations other than Grade 12?

**Answers**

A 1 No

A 2 Yes

Next: Q 199

Next: Q 197

Q 197

Multi Select

\* Answer Required

## Question Text

Q197: In which of the following periods where these exams conducted

## Answers

A 1 Mid-year 2016

A 2 End of year 2016

A 3 Mid-year 2017

Next: Q 198

Q 198

Single Select

\* Answer Required

## Question Text

Q198: How useful are the common examinations for your school?

## Answers

A 1 Not useful

A 2 Somewhat useful

A 3 Useful

A 4 Very useful

Next: Q 199

Q 199

Single Select

\* Answer Required

## Question Text

Q199: Is your school participating in end of year common examinations in 2017 in Grade 3, 6 or 9?

## Answers

A 1 No

A 2 Yes

Next: Q 200

Q 200

Information

## Question Text

Q200: In the next section, we are going to discuss YOUR VIEWS about Provincial, National and International Assessments. Note that these assessments refer to testing of learners, similar to the ANAs, conducted by the Department (either the Province or National, to monitor learners' performance. Usually these assessments do not count for the learner's final marks – similar to the ANAs.

Next: Q 201

Q 201

Grid - Single Select

\* Answer Required

**Question Text**

Q201: How useful do you think the following programmes are for improving education in South Africa?

**Statements**

S 1 Annual National Assessment (ANA)

S 2 Provincial assessments

S 3 Trends in International Maths and Science Study (TIMSS)

S 4 Progress in International Reading Literacy Study (PIRLS)

S 5 Southern African Consortium for Monitoring Education Quality (SACMEQ)

**Answers**

A 1 Very useful

A 2 Useful

A 3 Of some use

A 4 Of no use

A 5 Irrelevant for my classes

A 6 Unknown to me

Next: Q 202

Q 202

Information

**Question Text**

Q202: In the next section, we going to discuss YOUR VIEWS about National Examinations. Note that National Examinations refers examinations similar to the Matric exams. These exams are provided by the National or Department of Education and can be used by schools for promotion purposes. Note that at the moment we do not have these National Examinations for any other grade besides Matric/Grade 12

Next: Q 203

Q 203

Grid - Single Select

\* Answer Required

## Question Text

Q203: Please indicate the extent to which you agree/disagree with the following statements regarding national examinations?

## Statements

S 1 Introducing a national examination in Grade 9 is a good idea

S 2 Introducing a national examination in Grade 6 is a good idea

S 3 Introducing a national examination in Grade 3 is a good idea

S 4 National examinations would improve the quality of school examinations

S 5 A national examination would reduce my workload in setting exam papers

S 6 Results of national examination should be used to hold schools accountable for learner performance

S 7 Results of national examination should be used to hold individual teachers accountable for learner performance

S 8 National examination results should be used to compare schools

S 9 Results from national examinations would provide parents with useful information to select schools for their children

## Answers

A 1 Strongly agree

A 2 Agree

A 3 Disagree

A 4 Strongly disagree

Next: Q 204

Q 204

Single Select

\* Answer Required

## Question Text

Q204: Does your school have a Professional Learning Community (PLC)?

## Answers

A 1 No

Next: Q 208

A 2 Yes

Next: Q 205

<b>Q 205</b>	Multi Select	* Answer Required	<p><b>Question Text</b></p> <p>Q205: How is the Professional Learning Community (PLC) composed?</p>	<p><b>Answers</b></p> <p>A 1 By phase</p> <hr/> <p>A 2 By subject</p> <hr/> <p>A 3 By grade</p> <hr/> <p>A 4 Don't Know</p> <hr/> <p>A 5 Other</p> <hr/>	Next: Q 206	
8						
<b>Q 206</b>	Multi Select	* Answer Required	<p><b>Question Text</b></p> <p>Q206: How often do they meet?</p>	<p><b>Answers</b></p> <p>A 1 Every week</p> <hr/> <p>A 2 Every two weeks</p> <hr/> <p>A 3 Once monthly</p> <hr/> <p>A 4 Don't Know</p> <hr/>	Next: Q 207	
8						
<b>Q 207</b>	Multi Select	* Answer Required	<p><b>Question Text</b></p> <p>Q207: How often do you participate in these meetings?</p>	<p><b>Answers</b></p> <p>A 1 Never</p> <hr/> <p>A 2 Occasionally</p> <hr/> <p>A 3 Often</p> <hr/> <p>A 4 Always</p> <hr/>	Next: Q 208	
<p><b>Q 208</b> Information</p> <p><b>Question Text</b></p> <p>Q208: FW to Say – In this section we going to discuss the professional development activities for 2017. We will discuss three types of professional development: Self-Initiated, School Initiated and Externally initiated. Notes: • Professional development refers to activities that develop an educator's skills and expertise as an educator. • Self-initiated professional development refers to activities initiated by yourself to further enhance your own development as an educator, for example reading new books, or initiating discussion groups with other educators; developing learning materials; participating in professional associations SEE List from SACE. • School-initiated professional development refers to activities initiated by your school to further enhance your own development as an educator. Activities could include participating in school workshops on curriculum, teaching, assessment, classroom management or management in general. professional learning community meetings; attending cluster meetings, • Externally initiated professional development refers to activities initiated by the Provincial Education Department, District Offices, the National Department of Basic Education, the union, or a professional association to further enhance your own development as an educator.</p>						Next: Q 209

<b>Q 209</b>	Single Select	* Answer Required
<b>Question Text</b>		
Q209: Did you undertake any Participation in SELF-INITIATED professional development activities in 2017?		
<b>Answers</b>		
A 1	No	Next: Q 212
A 2	Yes	
		Next: Q 210

<b>Q 210</b>	Numeric	* Answer Required
<b>Question Text</b>		
Q210: What were the Estimated number of hours? Note – you may have to assist educator to estimate the hours		
		Next: Q 211

<b>Q 211</b>	Single Select	* Answer Required
<b>Question Text</b>		
Q211: What Impact did your SELF-INITIATED professional development activities have on your teaching practice?		
<b>Answers</b>		
A 1	No impact	
A 2	A small impact	
A 3	A moderate impact	
A 4	A large impact	
		Next: Q 212

<b>Q 212</b>	Single Select	* Answer Required
<b>Question Text</b>		
Q212: Did you participate in any SCHOOL-INITIATED professional development activities in 2017?		
<b>Answers</b>		
A 1	No	Next: Q 215
A 2	Yes	
		Next: Q 213

<b>Q 213</b>	Numeric	* Answer Required
<b>Question Text</b>		
Q213: What were the Estimated number of hours? Note – you may have to assist educator to estimate the hours		
		Next: Q 214

Q 214 Single Select

\* Answer Required

## Question Text

Q214: What is the Impact of the SCHOOL-INITIATED professional development activities on your teaching practice?

## Answers

A 1 No impact

A 2 A small impact

A 3 A moderate impact

A 4 A large impact

Next: Q 215

Q 215 Single Select

\* Answer Required

## Question Text

Q215: Did you participate in EXTERNALLY INITIATED professional development activities provided by the DBE (district / province / national)?

## Answers

A 1 No

Next: Q 218

A 2 Yes

Next: Q 216

Q 216 Numeric

\* Answer Required

## Question Text

Q216: What were the Estimated number of hours? Note – you may have to assist educator to estimate the hours

Next: Q 217

Q 217 Single Select

\* Answer Required

## Question Text

Q217: What is the Impact of the EXTERNALLY INITIATED professional development activities provided by the DBE (district / province / national)?

## Answers

A 1 No impact

A 2 A small impact

A 3 A moderate impact

A 4 A large impact

Next: Q 218

Q 218 Single Select

\* Answer Required

## Question Text

Q218: Did you participated in EXTERNALLY INITIATED professional development activities provided by the unions/professional associations?

## Answers

A 1 No

Next: Q 221

A 2 Yes

Next: Q 219

<b>Q 219</b>	Numeric	* Answer Required
<b>Question Text</b>		
Q219: What were the Estimated number of hours? Note – you may have to assist educator to estimate the hours		
		Next: Q 220

---

<b>Q 220</b>	Single Select	* Answer Required
<b>Question Text</b>		
Q220: What is the impact of the EXTERNALLY INITIATED professional development activities provided by the unions/professional associations on your teaching practices?		
<b>Answers</b>		
A 1 No impact		
A 2 A small impact		
A 3 A moderate impact		
A 4 A large impact		
		Next: Q 221

<b>Q 221</b>	Single Select	* Answer Required
<b>Question Text</b>		
Q221: Did you participate in EXTERNALLY INITIATED professional development activities provided by other institutions?		
<b>Answers</b>		
A 1 No		
A 2 Yes		
		Next: Q 222

<b>Q 222</b>	Numeric	* Answer Required
<b>Question Text</b>		
Q222: What were the Estimated number of hours? Note – you may have to assist educator to estimate the hours		
		Next: Q 223

---

<b>Q 223</b>	Single Select	* Answer Required
<b>Question Text</b>		
Q223: What is the impact of the EXTERNALLY INITIATED professional development activities: provided by other institutions on your teaching practices?		
<b>Answers</b>		
A 1 No impact		
A 2 A small impact		
A 3 A moderate impact		
A 4 A large impact		
		Next: Q 224

**Q 224** Grid - Single Select \* Answer Required

Question Text	Statements	Answers
Q224: In 2017, Approximately how much time have you spent on Professional Development during	<b>S 1</b> School holidays/weekends/ after school hours	<b>A 1</b> 0 days
	<b>S 2</b> During school hours	<b>A 2</b> 1 day
		<b>A 3</b> 2-5 days
		<b>A 4</b> More than 5 days

Next: Q 225

**Q 225** Single Select \* Answer Required

Question Text	Answers
Q225: Have you received any training on identifying / supporting learners with learning barriers?	<b>A 1</b> No
	<b>A 2</b> Yes

Next: Q 226

**Q 226** Single Select \* Answer Required

Question Text	Answers
Q226: How much professional development points do you currently have?	<b>A 1</b> Have not applied
	<b>A 2</b> Don't know
	<b>A 3</b> Am waiting for SACE response
	<b>A 4</b> Write number of points

Next: Conclusion

## Appendix B Educator Interview: Grades 6, 9 and 12

PrintPreview

<https://www.isurveysoft.com/Survey/PrintPreview/77856>

<b>Survey Name:</b>	Live1 Educator - Grade 6,9 and 12
<b>Description:</b>	Educator - Grade 6,9 and 12
<b>Introduction:</b>	Welcome to the Educator - Grade 6, 9 and 12 Survey. Please note this is a quantitative survey and not a reflection of performance of the school or yourself. A Qualitative survey will be performed later during the Project on a sample of schools. Personal information is not gathered nor divulged during analysis of the data. Click the Start button to continue.
<b>Conclusion:</b>	FW Please thank the Educator / Principal for their input in completing this survey. Please note if you click FINISH the survey will be submitted and you will not be able to review anything. Are you sure all information on the survey has been completed correctly? If you are sure please click the FINISH button.
<b>Survey Created on:</b>	2017/10/21 06:40:10 PM

<b>Q 1</b>	Barcode	✱ Answer Required
<b>Question Text</b>		
Q1: Scan EMIS number		
		<b>Next: Q 2</b>

<b>Q 2</b>	Barcode	✱ Answer Required
<b>Question Text</b>		
Q2: Scan school details		
		<b>Next: Q 3</b>

<b>Q 3</b>	Barcode	✱ Answer Required
<b>Question Text</b>		
Q3: Scan sample selection		
		<b>Next: Q 4</b>

<b>Q 4</b>	Information	
<b>Question Text</b>		
<p>Q4: EDUCATOR QUESTIONNAIRE – GRADES 6, 9 AND 12 Obtain the names of all Grade 6, 9 and 12 math and language educators from the school at the beginning of the day. Please select a maximum of TWO educators per subject per grade. If there are more than two educators, write down all of their names on a piece of paper. Count down on the list, starting with the first name, until you come to 9. If you come to the end of the list repeat this process until you get to 9. The name who is at number 9 is the FIRST educator selected. Remove this name from the list, and start the process again to select the second educator. • Explain to the educator that the interview is intended to gather important information on teaching qualification and practices, their qualifications, professional development activities, the support received from subject advisors and their HoDs as well as their views about assessments and examinations. • Inform the educator that ALL information provided will be kept confidential and that neither his/her name, nor school name, will be used in any form or format for reporting. • Note that the questionnaire should take between 20 to 30 minutes to complete. • Please adhere to the instructions and skip patterns provided for particular questions.</p>		
		<b>Next: Q 5</b>

Q 5 Single Select

\* Answer Required

## Question Text

Q5: For which grade was this teacher selected?

## Answers

A 1 Grade 6

A 2 Grade 9

A 3 Grade 12

Next: Q 6

Q 6 Single Select

\* Answer Required

## Question Text

Q6: For which subject was this teacher selected?

## Answers

A 1 Mathematics

A 2 Maths Literacy

A 3 English Home Language

A 4 English First Additional Language

Next: Q 7

Q 7 Single Select

\* Answer Required

## Question Text

Q7: What is your position in this school?

## Answers

A 1 Deputy Principal

A 2 HoD

A 3 Educator

A 4 Principal

Next: Q 8

Q 8 Single Select

\* Answer Required

## Question Text

Q8: Please indicate your highest qualification by selecting the appropriate option below:

## Answers

A 1 Lower than Matric

A 2 Matric

A 3 Diploma

A 4 First Degree

A 5 Postgraduate Degree

Next: Q 9

Q 9 Single Select

\* Answer Required

## Question Text

Q9: Did you take mathematics at Grade 12 / Matric level?

## Answers

A 1 No

A 2 Yes

Next: Q 10

Q 10 Multi Select

\* Answer Required

## Question Text

Q11: Please indicate what Phase you have been trained to teach:

## Answers

A 1 Foundation Phase

A 2 Intermediate and Senior

A 3 FET

Next: Q 11

Q 11 Multi Select

## Question Text

Q11: Do you teach any other grades? If yes, which ones?

## Answers

A 1 No

A 2 Grade 1

A 3 Grade 2

A 4 Grade 3

A 5 Grade 4

A 6 Grade 5

A 7 Grade 6

A 8 Grade 7

A 9 Grade 8

A 10 Grade 9

A 11 Grade 10

A 12 Grade 11

A 13 Grade 12

Next: Q 12

Q 12

Multi Select

\* Answer Required

**Question Text**

Q12: What other subjects do you teach?

**Answers**

- |      |   |
|------|---|
| A 1  | Accounting  |
| A 2  | Agricultural Management Practices                           |
| A 3  | Agricultural Sciences                                       |
| A 4  | Agricultural Technology                                     |
| A 5  | Arts and Culture  |
| A 6  | Business Studies  |
| A 7  | Civil Technology  |
| A 8  | Computer Applications Technology                            |
| A 9  | Consumer Studies  |
| A 10 | Dance Studies   |
| A 11 | Design  |
| A 12 | Dramatic Arts   |
| A 13 | Economic and Management Sciences                            |
| A 14 | Economics   |
| A 15 | Electrical Technology                                       |
| A 16 | Engineering Graphics and Design                             |
| A 17 | First Additional Language<br>(Subjects taught at FAL level) |
| A 18 | Geography   |
| A 19 | History   |
| A 20 | Home Language (Subjects taught<br>at HL level)              |
| A 21 | Hospitality Studies   |
| A 22 | Information Technology                                      |
| A 23 | Life Orientation  |
| A 24 | Life Sciences   |
| A 25 | Mathematical Literacy                                       |
| A 26 | Mathematics   |
| A 27 | Mechanical Technology                                       |
| A 28 | Music   |
| A 29 | Natural Science   |

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**A 30** Physical Sciences

---

---

**A 31** Religious Studies

---

---

**A 32** Social Sciences

---

---

**A 33** Technology

---

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**A 34** Tourism

---

---

**A 35** Visual Arts

---

**Next: Q 13****Q 13** Numeric

\* Answer Required

**Question Text**

Q13: What is the number of years that you have been teaching in this Phase / Subject?

**Next: Q 14****Q 14** Single Select

\* Answer Required

**Question Text**

Q14: Do you have a specific qualification to teach in this Phase / Subject?

**Answers**

---

**A 1** No

---

---

**A 2** Yes

---

**Next: Q 15****Q 15** Single Select

\* Answer Required

**Question Text**

Q15: How confident are you in teaching this Phase / Subject?

**Answers**

---

**A 1** Not confident

---

---

**A 2** Somewhat confident

---

---

**A 3** Confident

---

---

**A 4** Very confident

---

**Next: Q 16****Q 16** Numeric

\* Answer Required

**Question Text**

Q16: How many hours of total teaching time do you have per week?

**Next: Q 17**

Q 17 Numeric

\* Answer Required

## Question Text

Q17: What is the largest class that you teach this year (i.e. 2017) (number of Learners)

Next: Q 18

Q 18 Single Select

\* Answer Required

## Question Text

Q18: Are you teaching a multi-grade class? Note – multi-grade refers to learners at different grade level in the same classroom.

## Answers

A 1 No

A 2 Yes

Next: Q 19

Q 19 Single Select

\* Answer Required

## Question Text

Q19: Have you received training in multi-grade teaching?

## Answers

A 1 No

A 2 Yes

Next: Q 20

Q 20 Grid - Single Select

\* Answer Required

## Question Text

Q20: Please indicate if you are using any detailed daily lessons plans, and who provided these to lesson plans that ALREADY contain all the information for implementing a lesson.

## Statements

S 1 Department of Education

S 2 NGOs/Universities

S 3 Commercial providers (paid for)

## Answers

A 1 No

A 2 Yes

Next: Q 21

Q 21 Single Select

\* Answer Required

## Question Text

Q21: Is it compulsory for you to use these detailed lesson plans?

## Answers

A 1 No

A 2 Yes

A 3 Not using detailed lessons plans at all

Next: Q 22

Q 22 Single Select

\* Answer Required

## Question Text

Q22: How useful do you find these detailed daily lesson plans?

## Answers

A 1 Not useful

A 2 Somewhat useful

A 3 Very useful

A 4 Not Applicable

Next: Q 23

Q 23 Single Select

\* Answer Required

## Question Text

Q23: What proportion of learners in YOUR CLASS receive extra classes outside of school hours?

## Answers

A 1 None

Next: Q 25

A 2 Less than 10%

A 3 Between 10 and 20%

A 4 Between 20 and 30%

A 5 Between 30 and 40%

A 6 Between 40 and 50%

A 7 More than 50% of learners

A 8 More than 75% of learners

A 9 All

Next: Q 24

Q 24 Multi Select

\* Answer Required

## Question Text

Q24: Who provides the extra classes?

## Answers

A 1 Myself

A 2 Another teacher in the school

A 3 A community member

A 4 An NGO/Company

A 5 Don't Know

Next: Q 25

Q 25 Single Select

\* Answer Required

## Question Text

Q25: What proportion of learners in YOUR CLASS who receive PRIVATE TUITION outside of school hours? Note PRIVATE TUITION refers to extra support for learning that learners usually pay for

## Answers

A 1 None **Next: Q 27**

A 2 Less than 10%

A 3 Between 10 and 20%

A 4 Between 20 and 30%

A 5 Between 30 and 40%

A 6 Between 40 and 50%

A 7 More than 50% of the learners

A 8 More than 75% of the learners

A 9 All

**Next: Q 26**

Q 26 Multi Select

\* Answer Required

## Question Text

Q26: Who provides the extra tuition?

## Answers

A 1 Myself

A 2 Another teacher in the school

A 3 A community member

A 4 An NGO/Company

A 5 Don't Know

**Next: Q 27**

Q 27 Single Select

\* Answer Required

## Question Text

Q27: How would you rate your computer literacy?

## Answers

A 1 Poor

A 2 Moderate

A 3 Good

A 4 Excellent

**Next: Q 28**

Q 28 Single Select

\* Answer Required

## Question Text

Q28: Do you use the internet?

## Answers

A 1 Yes

A 2 No

Next: Q 29

Q 29 Single Select

\* Answer Required

## Question Text

Q29: How often do you use the internet to obtain curriculum related materials? (extra resources for teaching)

## Answers

A 1 Never

A 2 Sometimes

A 3 Often

A 4 Always

Next: Q 30

Q 30 Information

## Question Text

Q30: FW to Say – In this section we going to discuss the professional development activities for 2017. We will discuss three types of professional development: Self-Initiated, School Initiated and Externally initiated. Notes: • Professional development refers to activities that develop an educator's skills and expertise as an educator. • Self-initiated professional development refers to activities initiated by yourself to further enhance your own development as an educator, for example reading new books, or initiating discussion groups with other educators; developing learning materials; participating in professional associations SEE List from SACE. • School-initiated professional development refers to activities initiated by your school to further enhance your own development as an educator. Activities could include participating in school workshops on curriculum, teaching, assessment, classroom management or management in general. professional learning community meetings; attending cluster meetings, • Externally initiated professional development refers to activities initiated by the Provincial Education Department, District Offices, the National Department of Basic Education, the union, or a professional association to further enhance your own development as an educator.

Next: Q 31

Q 31 Single Select

\* Answer Required

## Question Text

Q31: Did you undertake any Participation in SELF-INITIATED professional development activities in 2017?

## Answers

A 1 No

A 2 Yes

Next: Q 34

Next: Q 32

Q 32 Numeric

\* Answer Required

## Question Text

Q32: What were the Estimated number of hours? Note – you may have to assist educator to estimate the hours

Next: Q 33

Q 33 Single Select

\* Answer Required

## Question Text

Q33: What Impact did your SELF-INITIATED professional development activities have on your teaching practice?

## Answers

A 1 No impact

A 2 A small impact

A 3 A moderate impact

A 4 A large impact

Next: Q 34

Q 34 Single Select

\* Answer Required

## Question Text

Q34: Did you participate in any SCHOOL-INITIATED professional development activities in 2017?

## Answers

A 1 No

A 2 Yes

Next: Q 37

Next: Q 35

Q 35 Numeric

\* Answer Required

## Question Text

Q35: What were the Estimated number of hours? Note – you may have to assist educator to estimate the hours

Next: Q 36

Q 36 Single Select

\* Answer Required

## Question Text

Q36: What is the Impact of the SCHOOL-INITIATED professional development activities on your teaching practice?

## Answers

A 1 No impact

A 2 A small impact

A 3 A moderate impact

A 4 A large impact

Next: Q 37

Q 37 Single Select

\* Answer Required

## Question Text

Q37: Did you participate in EXTERNALLY INITIATED professional development activities provided by the DBE (district / province / national)?

## Answers

A 1 No

A 2 Yes

Next: Q 40

Next: Q 38

Q 38 Numeric

\* Answer Required

## Question Text

Q38: What were the Estimated number of hours? Note – you may have to assist educator to estimate the hours

Next: Q 39

Q 39 Single Select

\* Answer Required

## Question Text

Q39: What is the Impact of the EXTERNALLY INITIATED professional development activities provided by the DBE (district / province / national)?

## Answers

A 1 No impact

A 2 A small impact

A 3 A moderate impact

A 4 A large impact

Next: Q 40

Q 40 Single Select

\* Answer Required

## Question Text

Q40: Did you participated in EXTERNALLY INITIATED professional development activities provided by the unions/professional associations?

## Answers

A 1 No

A 2 Yes

Next: Q 43

Next: Q 41

Q 41 Numeric

\* Answer Required

## Question Text

Q41: What were the Estimated number of hours? Note – you may have to assist educator to estimate the hours

Next: Q 42

Q 42 Single Select

\* Answer Required

## Question Text

Q42: What is the impact of the EXTERNALLY INITIATED professional development activities provided by the unions/professional associations on your teaching practices?

## Answers

A 1 No impact

A 2 A small impact

A 3 A moderate impact

A 4 A large impact

Next: Q 43

Q 43 Single Select

\* Answer Required

## Question Text

Q43: Did you participate in EXTERNALLY INITIATED professional development activities provided by other institutions?

## Answers

A 1 No

Next: Q 46

A 2 Yes

Next: Q 44

Q 44 Numeric

\* Answer Required

## Question Text

Q44: What were the Estimated number of hours? Note – you may have to assist educator to estimate the hours

Next: Q 45

Q 45 Single Select

\* Answer Required

## Question Text

Q45: What is the impact of the EXTERNALLY INITIATED professional development activities: provided by other institutions on your teaching practices?

## Answers

A 1 No impact

A 2 A small impact

A 3 A moderate impact

A 4 A large impact

Next: Q 46

Q 46 Grid - Single Select

\* Answer Required

## Question Text

Q46: In 2017, Approximately how much time have you spent on Professional Development during

## Statements

S 1 School holidays/weekends/ after school hours

S 2 During school hours

## Answers

A 1 0 days

A 2 1 day

A 3 2-5 days

A 4 More than 5 days

Next: Q 47

Q 47 Single Select

\* Answer Required

## Question Text

Q47: Have you received any training on identifying / supporting learners with learning barriers?

## Answers

A 1 No

A 2 Yes

Next: Q 48

Q 48 Single Select

\* Answer Required

## Question Text

Q48: How much professional development points do you currently have?

## Answers

A 1 Have not applied

A 2 Don't know

A 3 Am waiting for SACE response

A 4 Write number of points

Next: Q 49

Q 49 Single Select

\* Answer Required

## Question Text

Q49: Does your school have a Professional Learning Community (PLC)?

## Answers

A 1 No

Next: Q 51

A 2 Yes

Next: Q 50

Q 50 Single Select

\* Answer Required

## Question Text

Q50: In 2017, how many times have you participated in a Professional Learning Community (PLC) meeting in your school?

## Answers

A 1 1-2

A 2 Between 3 to 6

A 3 Between 7 to 10

A 4 More than 10

Next: Q 51

Q 51 Single Select

\* Answer Required

## Question Text

Q51: Have you been visited this year by a subject/curriculum advisor for monitoring and support purposes? [Important: exclude visits undertaken by the subject advisor for the following reasons: to inform you of meetings, to deliver materials; and visits relating to grievance procedures]

## Answers

A 1 No

Next: Q 61

A 2 Yes

Next: Q 52

Q 52 Single Select

\* Answer Required

## Question Text

Q52: How many visits have you received this year for monitoring and support purposes?  
[Important: exclude meetings, delivery visits and visits relating to grievance procedures]

## Answers

A 1 One

A 2 Two

A 3 Three

A 4 Four

A 5 More than four

Next: Q 53

Q 53 Grid - Single Select

\* Answer Required

## Question Text

Q53: Why did the subject (curriculum) advisor visit you?

## Statements

S 1 Check whether I have implemented  
the assessment guidelines correctly

S 2 Check how far I am with the  
coverage of my curriculum (in any grade  
or subject)

S 3 Check whether I have undertaken  
lesson (and other types of) planning

S 4 Check my teaching practice in the  
classroom

S 5 Give me advice on how to improve  
my teaching practice

S 6 Help me to improve my subject  
content knowledge

S 7 Support me on setting tests / exams

S 8 Support me on classroom  
assessment practices

## Answers

A 1 Yes

A 2 No

Next: Q 54

Q 54 Single Select

\* Answer Required

## Question Text

Q54: Were there any other reasons why the subject (curriculum) advisor visited you?

## Answers

A 1 No

A 2 Yes

Next: Q 57

Next: Q 55

Q 55 Text

\* Answer Required

## Question Text

Q55: The subject advisor visited me to: Specify other

Next: Q 56

Q 56 Single Select

\* Answer Required

## Question Text

Q56: Educator's satisfaction rating with visit from the subject advisor. Notes: • Satisfaction indicates effectiveness and quality of the visit, not personal liking or preferences for specific district/circuit officials.

## Answers

A 1 Not satisfied

A 2 Somewhat satisfied

A 3 Satisfied

A 4 Very satisfied

Next: Q 57

Q 57 Single Select

\* Answer Required

## Question Text

Q57: Were you informed of the subject advisor's visit in advance?

## Answers

A 1 Yes

A 2 No

Next: Q 59

Next: Q 58

Q 58 Single Select

\* Answer Required

## Question Text

Q58: If yes, please indicate who informed you of the subject advisor's visit.

## Answers

A 1 Principal

A 2 SMT

A 3 Subject Advisor

Next: Q 59

Q 59 Single Select

\* Answer Required

## Question Text

Q59: How much notice did you receive of this pending visit?

## Answers

A 1 No Notification / Surprise

A 2 1 Days' Notice

A 3 Less than a Week in Advance

A 4 More than a week in Advance

Next: Q 60

Q 60

Text

\* Answer Required

**Question Text**

Q60: Please give your suggestions on how districts can improve the support they provide to you.

Next: Q 61

Q 61

Single Select

\* Answer Required

**Question Text**

Q61: Have you been visited this year by your Head of Department / your Senior (principal / deputy principal) for monitoring and support purposes?

**Answers**

A 1 No

Next: Q 69

A 2 Yes

Next: Q 62

Q 62

Single Select

\* Answer Required

**Question Text**

Q62: How many visits from the HoD have you received this year for monitoring and support purposes? [Important: exclude meetings, delivery visits and visits relating to grievance procedures]

**Answers**

A 1 One

A 2 Two

A 3 Three

A 4 Four

A 5 More than four

Next: Q 63

Q 63

Grid - Single Select

\* Answer Required

## Question Text

Q63: Why did YOUR HoD visit you?

## Statements

S 1 Check whether I have implemented the assessment guidelines correctly

S 2 Check how far I am with the coverage of my curriculum (in any grade or subject)

S 3 Check whether I have undertaken lesson (and other types of) planning

S 4 Check my teaching practice in the classroom

S 5 Give me advice on how to improve my teaching practice

S 6 Help me to improve my subject content knowledge

S 7 Support me on setting tests / exams

S 8 Support me on classroom assessment practices

## Answers

A 1 Yes

A 2 No

Next: Q 64

Q 64

Single Select

\* Answer Required

## Question Text

Q64: Were there any other reasons why YOUR HoD visited you?

## Answers

A 1 No

A 2 Yes

Next: Q 66

Next: Q 65

Q 65

Text

\* Answer Required

## Question Text

Q65: What were the reasons why YOUR HoD visited you?

Next: Q 66

Q 66 Single Select

\* Answer Required

## Question Text

Q66: Educator's satisfaction rating with the visit from YOUR HoD?

## Answers

A 1 Not Satisfied

A 2 Somewhat Satisfied

A 3 Satisfied

A 4 Very Satisfied

Next: Q 67

Q 67 Single Select

\* Answer Required

## Question Text

Q67: If you are an educator, how satisfied are you with the support you receive from your HoD?

## Answers

A 1 Not Satisfied

A 2 Somewhat Satisfied

A 3 Satisfied

A 4 Very Satisfied

Next: Q 68

Q 68 Text

\* Answer Required

## Question Text

Q68: Please give your suggestions on how HoDs can improve the support they provide to you.

Next: Q 69

Q 69 Information

## Question Text

Q69: FW to Say Thank you Sir/Madam – We are making good progress and will be done soon. In the next section, we are going to discuss YOUR VIEWS about assessment and examinations. Please feel free to express what YOU THINK is best or most relevant.

Next: Q 70

Q 70

Grid - Single Select

\* Answer Required

## Question Text

Q70: Please indicate the extent to which you agree/disagree with the following statements

## Statements

**S 1** National tests (like ANAs) for all learners in ALL grades will provide useful information to schools

**S 2** National tests (like ANAs) for all learners in SOME grades will provide useful information to schools

**S 3** It is important for teachers to compare their schools' performance in tests with that of other schools.

**S 4** Information from the ANA tests can help teachers improve their teaching practices

**S 5** Information from the ANA tests can help parents understand what their children are learning

**S 6** Teachers do not know how to use ANA results to assist learners

**S 7** The ANA tests are a waste of time and money

**S 8** I have used the ANA results to revise my teaching

## Answers

**A 1** Strongly agree

**A 2** Agree

**A 3** Disagree

**A 4** Strongly disagree

Next: Q 71

Q 71

Single Select

\* Answer Required

## Question Text

Q71: Have you previously been involved in the administration of the ANAs to your learners?

## Answers

**A 1** No

**A 2** Yes

Next: Q 80

Next: Q 72

<b>Q 72</b>	Single Select	<b>* Answer Required</b>
<b>Question Text</b>		
Q72: I have provided a report of the ANA results to parents of all my learners?		
<b>Answers</b>		
A 1 No		
A 2 Yes, for some the previous ANAs		
A 3 Yes for ALL of the previous ANAs		
Next: Q 73		

<b>Q 73</b>	Single Select	<b>* Answer Required</b>
<b>Question Text</b>		
Q73: I have used the ANA results to plan for revision?		
<b>Answers</b>		
A 1 No		
A 2 Yes, for some the previous ANAs		
A 3 Yes for ALL of the previous ANAs		
Next: Q 74		

<b>Q 74</b>	Single Select	<b>* Answer Required</b>
<b>Question Text</b>		
Q74: The ANA exemplars were useful for preparing my learners for the ANA tests?		
<b>Answers</b>		
A 1 No		
A 2 Yes, Some exemplars		
A 3 Yes, All exemplars		
Next: Q 75		

<b>Q 75</b>	Single Select	<b>* Answer Required</b>
<b>Question Text</b>		
Q75: The District office provided guidance or training on how to use the ANA results		
<b>Answers</b>		
A 1 No		
A 2 Yes, some guidance & training		
A 3 Yes a lot of guidance and training		
Next: Q 76		

<b>Q 76</b>	Single Select	<b>* Answer Required</b>
<b>Question Text</b>		
Q76: Were the ANA results of your learners moderated by the District / Province?		
<b>Answers</b>		
A 1 No	Next: Q 80	
A 2 Yes		
Next: Q 77		

Q 77 Numeric

\* Answer Required

## Question Text

Q77: How many scripts were taken from YOUR class for moderation?

Next: Q 78

Q 78 Single Select

\* Answer Required

## Question Text

Q78: Did you receive any written feedback from the District/Province on the moderated scripts?

## Answers

A 1 Yes

A 2 No

Next: Q 80

Next: Q 79

Q 79 Single Select

\* Answer Required

## Question Text

Q79: Was this feedback useful?

## Answers

A 1 Not Useful

A 2 Somewhat useful

A 3 Useful

A 4 Very useful

Next: Q 80

Q 80 Information

## Question Text

Q80: In the next section, we are going to discuss Common Examinations. Note that Common Examinations refers to examinations similar to the Matric exams, which are provided by the District or Province, These exams are written by all learners in selected grades and subjects and are also used by schools for promotion purposes.

Next: Q 81

Q 81 Single Select

\* Answer Required

## Question Text

Q81: Has a class you are teaching participated in common examinations?

## Answers

A 1 No

A 2 Yes

Next: Q 86

Next: Q 82

Q 82

Multi Select

\* Answer Required

**Question Text**

Q82: Which subjects were examined?

**Answers**

**A 1** Home Language (Subjects taught at HL level)

**A 2** Accounting

**A 3** Agricultural Management Practices

**A 4** Agricultural Sciences

**A 5** Agricultural Technology

**A 6** Arts and Culture

**A 7** Business Studies

**A 8** Civil Technology

**A 9** Computer Applications Technology

**A 10** Consumer Studies

**A 11** Dance Studies

**A 12** Design

**A 13** Dramatic Arts

**A 14** Economic and Management Sciences

**A 15** Economics

**A 16** Electrical Technology

**A 17** Engineering Graphics and Design

**A 18** First Additional Language  
(Subjects taught at FAL level)

**A 19** Geography

**A 20** History

**A 21** Home Language (Subjects taught at HL level)

**A 22** Hospitality Studies

**A 23** Information Technology

**A 24** Life Orientation

**A 25** Life Sciences

**A 26** Mathematical Literacy

**A 27** Mathematics

**A 28** Mechanical Technology

**A 29** Music



A 30 Natural Science

A 31 Physical Sciences

A 32 Religious Studies

A 33 Social Sciences

A 34 Technology

A 35 Tourism

A 36 Visual Arts

Next: Q 83

Q 83 Multi Select

\* Answer Required

Question Text

Q83: In which of the following periods were these exams conducted?

Answers

A 1 Mid-year 2016

A 2 End of year 2016

A 3 Mid-year 2017

Next: Q 84

Q 84 Single Select

\* Answer Required

Question Text

Q84: Is your class participating in end of year common examinations in 2017?

Answers

A 1 No

A 2 Yes

Next: Q 85

Q 85 Single Select

\* Answer Required

Question Text

Q85: How useful are common exams for learners?

Answers

A 1 Not useful

A 2 Somewhat useful

A 3 Useful

A 4 Very useful

Next: Q 86

Q 86 Information

**Question Text**

Q86: In the next section, we are going to discuss YOUR VIEWS about Provincial, National and International Assessments. Note that these assessments refer to the testing of learners, similar to the ANAs, conducted by the Department (either the Province or National), to monitor learners' performance. Usually these assessments do not count for the learner's final mark – similar to the ANAs. I hope that my explanation clarifies what I mean by National Assessments

Next: Q 87

Q 87 Grid - Single Select

\* Answer Required

**Question Text**

Q87: How important do you think the following programmes are for improving education in South Africa?

**Statements**

S 1 Annual National Assessment (ANA)

S 2 Provincial assessments

S 3 Trends in International Maths and  
Science Study (TIMSS)S 4 Progress in International Reading  
Literacy Study (PIRLS)S 5 SACMEQ Southern African  
Consortium for Monitoring Education  
Quality (SACMEQ)**Answers**

A 1 Very useful

A 2 Of some use

A 3 Of no use

A 4 Unknown to me

A 5 Irrelevant for my classes

Next: Q 88

Q 88 Information

**Question Text**

Q88: In the next section, we are going to discuss YOUR VIEWS about National Examinations. Note that National Examinations refers to examinations, which are similar to the Matric exams. These exams are provided by the National Department of Education and can be used by schools for promotion purposes. Note: At the moment we do not have these National Examinations for any other grade besides Matric/Grade 12

Next: Q 89

Q 89

Grid - Single Select

\* Answer Required

## Question Text

Q89: Please indicate the extent to which you agree/disagree with the following statements regarding national examinations.

## Statements

**S 1** Introducing a national examination in Grade 9 is a good idea

**S 2** Introducing a national examination in Grade 6 is a good idea

**S 3** Introducing a national examination in Grade 3 is a good idea

**S 4** National examinations would improve the quality of school examinations

**S 5** A national examination would reduce my workload in setting exam papers

**S 6** Results of national examination should be used to hold schools accountable for learner performance

**S 7** Results of national examination should be used to hold individual teachers accountable for learner performance

**S 8** National examination results should be used to compare schools

**S 9** Results from national examinations would provide parents with useful information to select schools for their children

## Answers

**A 1** Strongly agree

**A 2** Agree

**A 3** Disagree

**A 4** Strongly disagree

Next: Q 90

Q 90

Information

## Question Text

Q90: In the next section, we are going to discuss YOUR SUMMATIVE assessment Knowledge and Skills. Note that Summative Assessment refers to assessment conducted AFTER the teaching and learning process, For example class tests, term tests, homework assignments, and end of year exams.

Next: Q 91

Q 91

Grid - Single Select

\* Answer Required

## Question Text

Q91: Please rate your knowledge and skills on the use of summative assessment

## Statements

- S 1 Set high quality tests/examinations
- S 2 Report test/examination results to parents
- S 3 Use test/examination results to identify learning gaps among my learners
- S 4 Use test/examination results to improve my teaching

## Answers

- A 1 Don't know
- A 2 Don't use
- A 3 Low
- A 4 Moderate
- A 5 High
- A 6 Very high

Next: Q 92

Q 92

Single Select

\* Answer Required

## Question Text

Q92: In 2017, how many class tests did you develop?

## Answers

- A 1 None
- A 2 1
- A 3 2
- A 4 3
- A 5 4
- A 6 more than 4

Next: Q 93

Q 93

Multi Select

\* Answer Required

## Question Text

Q93: In 2017, which of these examinations did you develop?

## Answers

- A 1 None
- A 2 Mid-Year Exam
- A 3 End of Year Exam
- A 4 Other, specify

Next: Q 94

Q 94

Information

## Question Text

Q94: In the next section, we are going to discuss YOUR FORMATIVE assessment Knowledge and Skills. Note that FORMATIVE Assessment refers to assessments conducted DURING the teaching and learning process. That is all assessments that you do while you are teaching. These assessments are INFORMAL and do not count for marks.

Next: Q 95

Q 95

Grid - Single Select

\* Answer Required

**Question Text**

Q95: Please rate your knowledge and skills on the use of formative assessment during lessons

**Statements**

S 1 Ask higher order thinking questions

S 2 Involve all learners in classroom activities

S 3 Ensure all learners understand the lesson objectives

S 4 Ensure all learners understand the assessment criteria for the lesson

S 5 Provide effective written feedback that address specific learning gaps of the learner

S 6 Train learners on how to conduct peer assessment

S 7 Train learners on how to conduct self-assessment

S 8 Use formative assessment to improve my teaching

S 9 Use Learning Intentions during lessons

S 10 Use Success Criteria during lessons

S 11 Use the 'no-hands-up' approach

S 12 Use margin symbols when marking learner's work

**Answers**

A 1 Don't know

A 2 Don't use

A 3 Low

A 4 Moderate

A 5 High

A 6 Very high

Next: Q 96

Q 96

Information

**Question Text**

Q96: WORKBOOK/TEXTBOOK REVIEW • This set of questions is designed to elicit information on the use of textbooks and workbooks in your class. NOTE: A "textbook" is a published book in which learners should not be writing. Textbooks exclude readers, fiction or non-fiction books, novels, prose books, poetry books, etc. Textbooks for Language usually contain grammar exercises and reading comprehension exercises. Textbooks can be used for multiple years. A "workbook" is a published book in which learners should be writing. Workbooks should only be used for one year. Collections of worksheets or exercises compiled by educators or the school are not considered textbooks or workbooks.

Next: Q 97

Q 97 Single Select

\* Answer Required

## Question Text

Q97: Select sample Grade

## Answers

A 1 Grade 6

A 2 Grade 9

A 3 Grade 12

Next: Q 109

Next: Q 98

Q 98 Information

## Question Text

Q98: In this section we will discuss the DBE Workbooks

Next: Q 99

Q 99 Single Select

\* Answer Required

## Question Text

Q99: Have the DBE workbooks been used to teach in this class this year?

## Answers

A 1 Both workbook 1 and workbook 2 is  
used

Next: Q 101

A 2 Only workbook 1 is used

Next: Q 101

A 3 Only Workbook 2 is used

Next: Q 101

A 4 Neither workbook 1 and workbook 2  
is used

Next: Q 100

Q 100

Multi Select

\* Answer Required

## Question Text

Q100: If you are NOT using the DBE workbooks, please indicate why? [Do not read out the responses below. On the basis of the educator's response, select (9) the reason given by the educator. More than one reason can be given.]

## Answers

A 1 The school did not receive DBE workbook 1 from the DBE.

A 2 The school did not receive DBE workbook 2 from the DBE.

A 3 Some or all of DBE workbook 1 received were in the incorrect language.

A 4 Some or all of DBE workbook 2 received were in the incorrect language.

A 5 The school received the DBE workbooks, but is not using them

A 6 The school received the DBE workbooks, but is using their own selection of worksheets or exercises

A 7 The school received the DBE workbooks, but is using another workbook.

A 8 The school received either Workbook 1 and/or 2 workbooks too late.

A 9 There were not enough Workbook 1 and/or 2 workbooks for all learners.

A 10 The DBE workbook(s) was at the incorrect language level

A 11 Other - Please specify

Next: Q 109

Q 101

Single Select

\* Answer Required

## Question Text

Q101: How often do you use the DBE workbook in your classes?

## Answers

A 1 Never

A 2 Occasionally

A 3 Often

A 4 Always

Next: Q 102

Q 102

Single Select

\* Answer Required

## Question Text

Q102: Please indicate the percentage of class time you have used the DBE workbook. Note: Teacher must give an estimate of the CLASS TIME when DBE workbooks used. If the teacher has not used the DBE workbooks at all this year for language, the response should be 0 (zero). If the teacher has used the DBE workbooks in around half of class time, put 50 (for 50%). [For these question there should not be a separation between DBE workbooks 1 and 2.

## Answers

A 1 0

A 2 25

A 3 33

A 4 50

A 5 66

A 6 75

A 7 100

Next: Q 103

Q 103

Single Select

\* Answer Required

## Question Text

Q103: Indicate the main purposes for which you use the DBE workbooks in your class

## Answers

A 1 For classwork exercise

A 2 For homework exercises

A 3 Using selected examples for demonstration during lessons

A 4 Other

Next: Q 104

Q 104

Single Select

\* Answer Required

## Question Text

Q104: Do learners use the DBE workbooks in class only, at home only, or both?

## Answers

A 1 In class only

A 2 At home only

A 3 In class and at home

Next: Q 105

<b>Q 105</b>	Single Select	✱ Answer Required
<b>Question Text</b>		<b>Answers</b>
Q105: How satisfied are you with the quality of the DBE workbooks?		<b>A 1</b> Not satisfied
		<b>A 2</b> Somewhat satisfied
		<b>A 3</b> Satisfied
		<b>A 4</b> Very satisfied
		Next: Q 106

<b>Q 106</b>	Single Select	✱ Answer Required
<b>Question Text</b>		<b>Answers</b>
Q106: How helpful have you found the DBE workbooks in your work?		<b>A 1</b> Not satisfied
		<b>A 2</b> Somewhat satisfied
		<b>A 3</b> Satisfied
		<b>A 4</b> Very satisfied
		Next: Q 107

<b>Q 107</b>	Single Select	✱ Answer Required
<b>Question Text</b>		<b>Answers</b>
Q107: If DBE workbook 1 is still being used, please indicate why? [Select the reason given by the educator. Do not read out the options.]		<b>A 1</b> For remedial purposes, e.g. some learners haven't mastered the concepts in the first workbook yet.
		<b>A 2</b> We have not completed all the exercises in DBE workbook 1 because they arrived late.
		<b>A 3</b> Other - Please specify
		Next: Q 108

Q 108 Single Select

\* Answer Required

## Question Text

Q108: The DBE workbooks are sufficient on their own, one does not need a textbook

## Answers

A 1 Strongly Agree

A 2 Agree

A 3 Disagree

A 4 Strongly Disagree

Next: Q 109

Q 109 Single Select

\* Answer Required

## Question Text

Q109: Is a textbook being used to teach in this class?

## Answers

A 1 No

A 2 Yes

Next: Q 112

Next: Q 110

Q 110 Multi Select

\* Answer Required

## Question Text

Q110: If a textbook is NOT being used to teach in this class, please indicate why. [Do not read out the responses below. On the basis of the educator's response, select the reason given by the educator. More than one reason can be selected.]

## Answers

A 1 The school did not receive ordered textbooks.

A 2 Some or all textbooks received were in the incorrect language.

A 3 Some or all textbooks received were at the incorrect language level.

A 4 There were not enough textbooks for all learners.

A 5 Other please specify

Next: Q 111

Q 111 Text

\* Answer Required

## Question Text

Q111: Please indicate what you use in the absence of a textbook

Next: Q 116

**Q 112** Information**Question Text**

Q112: In this section we will discuss access to textbooks

**Next: Q 113****Q 113** Single Select

\* Answer Required

**Question Text**

Q113: Do learners take the textbook book home?

**Answers****A 1** No**A 2** Yes**Next: Q 114****Q 114** Single Select

\* Answer Required

**Question Text**

Q114: Does every learner in your class have a textbook?

**Answers****A 1** No**A 2** Yes**Next: Q 116****Next: Q 115****Q 115** Single Select

\* Answer Required

**Question Text**

Q115: Please select the most appropriate response regarding how many learners have a textbook

**Answers****A 1** About three quarters of my learners**A 2** About half of my learners**A 3** About a quarter of my learners**A 4** None of my learners**Next: Q 116****Q 116** Text

\* Answer Required

**Question Text**

Q116: Ask the educator if he/she want to make any general comment or inputs. Write this down below.

**Next: Conclusion**

## Appendix C: Educator interview: Grade 3

PrintPreview

<https://www.isurveysoft.com/Survey/PrintPreview/77855>

**Survey Name:** Live1 Educator - Foundation Phase Grade 3

**Description:** Educator - Foundation Phase Grade 3

**Introduction:** Welcome to the Educator - Foundation Phase Grade 3 Survey. Please note this is a quantitative survey and not a reflection of performance of the school or yourself. A Qualitative survey will be performed later during the Project on a sample of schools. Personal information is not gathered nor divulged during analysis of the data. Click the Start button to continue.

**Conclusion:** FW Please thank the Educator / Principal for their input in completing this survey. Please note if you click FINISH the survey will be submitted and you will not be able to review anything. Are you sure all information on the survey has been completed correctly? If you are sure please click the FINISH button.

**Survey Created on:** 2017/10/21 06:38:56 PM

**Q 1** Barcode \* Answer Required

**Question Text**

Q1: Scan EMIS number

**Next: Q 2**

**Q 2** Barcode \* Answer Required

**Question Text**

Q2: Scan school details

**Next: Q 3**

**Q 3** Barcode \* Answer Required

**Question Text**

Q3: Scan sample selection

**Next: Q 4**

**Q 4** Information

**Question Text**

Q4: EDUCATOR QUESTIONNAIRE – FOUNDATION PHASE Selection of Educators Obtain the names of all Grade 3 educators from the school at the beginning of the day. Please select a maximum of TWO Grade 3 educators. If there are more than two educators, write down all of their names on a piece of paper. Count down on the list, starting with the first name, until you come to 9. If you come to the end of the list repeat this process until you get to 9. The name who is at number 9 is the FIRST educator selected. Remove this name from the list, and start the process again to select the second educator. • Ask to be taken to the Foundation Phase class of the selected educator. • Explain to the educator that you are conducting a survey on workbooks and textbooks. Meet with Educator • Explain to the educator that the interview is intended to gather important information on teaching qualification and practices, their qualifications, professional development activities, the support received from subject advisors and their HoDs as well as their views about assessment and examinations. • Inform the educator that ALL information provided will be kept confidential and that neither his/her name, nor school name, will be used in any form or format for reporting. • Note that the questionnaire should take between 20 to 30 minutes to complete. • Explain that you have to also ask learners questions about textbooks and / or the DBE workbooks. • Please adhere to the instructions and skip patterns provided for particular questions.

**Next: Q 5**

<b>Q 5</b>	Single Select	<b>* Answer Required</b>
<b>Question Text</b>		<b>Answers</b>
Q5: For which grade was this teacher selected?		<b>A 1</b> Grade 3
		<b>Next: Q 6</b>

<b>Q 6</b>	Single Select	<b>* Answer Required</b>
<b>Question Text</b>		<b>Answers</b>
Q6: What is your position in this school?		<b>A 1</b> Deputy Principal
		<b>A 2</b> HoD
		<b>A 3</b> Educator
		<b>A 4</b> Principal
		<b>Next: Q 7</b>

<b>Q 7</b>	Single Select	<b>* Answer Required</b>
<b>Question Text</b>		<b>Answers</b>
Q7: Please indicate your highest qualification by selecting the appropriate option below:		<b>A 1</b> Lower than Matric
		<b>A 2</b> Matric
		<b>A 3</b> Diploma
		<b>A 4</b> First Degree
		<b>A 5</b> Postgraduate Degree
		<b>Next: Q 8</b>

<b>Q 8</b>	Single Select	<b>* Answer Required</b>
<b>Question Text</b>		<b>Answers</b>
Q8: Did you take mathematics at Grade 12 / Matric level?		<b>A 1</b> No
		<b>A 2</b> Yes
		<b>Next: Q 9</b>

Q 9 Multi Select

\* Answer Required

## Question Text

Q9: Please indicate what Phase you have been trained to teach:

## Answers

A 1 Foundation

A 2 Intermediate and Senior

A 3 FET

Next: Q 10

Q 10 Multi Select

\* Answer Required

## Question Text

Q10: Do you teach any other grades? If yes, which ones?

## Answers

A 1 No

A 2 Grade 1

A 3 Grade 2

A 4 Grade 4

A 5 Grade 5

A 6 Grade 6

A 7 Grade 7

A 8 Grade 8

A 9 Grade 9

A 10 Grade 10

A 11 Grade 11

A 12 Grade 12

Next: Q 11

Q 11 Grid - Single Select

\* Answer Required

## Question Text

Q11: Which of the Foundation Phase subjects?

## Statements

S 1 Do you prefer teaching the MOST

S 2 Do you prefer teaching the LEAST

## Answers

A 1 Numeracy

A 2 Life Skills

A 3 Home Language (LOLT)

A 4 English HL

Next: Q 12

Q 12      Numeric

\* Answer Required

**Question Text**

Q12: What is the number of years that you have been teaching in this Phase?

Next: Q 13

Q 13      Single Select

\* Answer Required

**Question Text**

Q13: Do you have a specific qualification to teach in the Foundation Phase?

**Answers**

A 1 No

A 2 Yes

Next: Q 14

Q 14      Single Select

\* Answer Required

**Question Text**

Q14: How confident are you in teaching this Phase?

**Answers**

A 1 Not confident

A 2 Somewhat confident

A 3 Confident

A 4 Very confident

Next: Q 15

Q 15      Grid - Single Select

\* Answer Required

**Question Text**

Q15: Please indicate how often you use the following in your class

**Statements**

S 1 Graded Readers

S 2 Big Books

**Answers**

A 1 Do not have

A 2 Do not use

A 3 Use sometimes

A 4 Use often

Next: Q 16

Q 16

Grid - Single Select

\* Answer Required

## Question Text

Q16: Which of following languages (as the language of learning and teaching) do you teach in your class? and how confident are you in teaching this language?

## Statements

S 1 Afrikaans

S 2 English

S 3 isiXhosa

S 4 isiZulu

S 5 Ndebele

S 6 Sepedi

S 7 Sesotho

S 8 Setswana

S 9 siSwati

S 10 Tshivenda

S 11 Xitsonga

## Answers

A 1 Do not teach

A 2 Not confident

A 3 Somewhat confident

A 4 Confident

A 5 Very confident

Next: Q 17

Q 17

Numeric

\* Answer Required

## Question Text

Q17: How many hours of total teaching time do you have per week?

Next: Q 18

Q 18

Numeric

\* Answer Required

## Question Text

Q18: How large is your class this year? (Number of learners)

Next: Q 19

Q 19

Single Select

\* Answer Required

## Question Text

Q19: Are you teaching a multi-grade class? Note – multi-grade refers to learners at different grade level in the same classroom.

## Answers

A 1 No

A 2 Yes

Next: Q 20

<b>Q 20</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q20: Have you received training in multi-grade teaching?		A 1 No
		A 2 Yes
		Next: Q 21

<b>Q 21</b>	Grid - Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q21: Please indicate if you are using any detailed daily lessons plans, and who provided these lesson plans. Note: detailed lesson plan refers to lesson plans that ALREADY contain all the information for implementing a lesson.		
	<b>Statements</b>	
	S 1 Department of Education	A 1 No
	S 2 NGOs/Universities	A 2 Yes
	S 3 Commercial providers (paid for)	
		Next: Q 22

<b>Q 22</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q22: Is it compulsory for you to use these detailed lesson plans		A 1 No
		A 2 Yes
		A 3 Not Applicable
		Next: Q 23

<b>Q 23</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q23: How useful do you find these detailed daily lesson plans?		A 1 Not Useful
		A 2 Somewhat Useful
		A 3 Very useful
		A 4 Not Applicable
		Next: Q 24

Q 24 Single Select

\* Answer Required

## Question Text

Q24: What proportion of learners in YOUR CLASS receive extra classes outside of school hours?

## Answers

A 1 None **Next: Q 26**

A 2 Less than 10%

A 3 Between 10 and 20%

A 4 Between 20 and 30%

A 5 Between 30 and 40%

A 6 Between 40 and 50%

A 7 More than 50% of the learners

A 8 More than 75% of learners

A 9 All

**Next: Q 25**

Q 25 Multi Select

\* Answer Required

## Question Text

Q25: Who provides the extra classes?

## Answers

A 1 Myself

A 2 Another teacher in the school

A 3 A community member

A 4 An NGO/Company

A 5 I don't know

**Next: Q 26**

Q 26 Single Select

\* Answer Required

## Question Text

Q26: What proportion of learners in YOUR CLASS receive PRIVATE TUITION outside of school hours? Note PRIVATE TUITION refers to extra support for learning that learners usually pay for

## Answers

A 1 None **Next: Q 28**

A 2 Less than 10%

A 3 Between 10 and 20%

A 4 Between 20 and 30%

A 5 Between 30 and 40%

A 6 Between 40 and 50%

A 7 More than 50% of learners

A 8 More than 75% of learners

A 9 All

**Next: Q 27**

Q 27 Multi Select

\* Answer Required

## Question Text

Q27: Who provides the extra tuition?

## Answers

A 1 Myself

A 2 Another teacher in the school

A 3 A community member

A 4 An NGO/Company

A 5 I don't know

**Next: Q 28**

Q 28 Single Select

\* Answer Required

## Question Text

Q28: How would you rate your computer literacy?

## Answers

A 1 Poor

A 2 Moderate

A 3 Good

A 4 Excellent

**Next: Q 29**

Q 29 Single Select

\* Answer Required

## Question Text

Q29: Do you use the internet?

## Answers

A 1 Yes

A 2 No

Next: Q 31

Next: Q 30

Q 30 Single Select

\* Answer Required

## Question Text

Q30: How often do you use the internet to obtain curriculum related materials (extra resources for teaching)?

## Answers

A 1 Never

A 2 Sometimes

A 3 Often

A 4 Always

Next: Q 31

Q 31 Information

## Question Text

Q31: FW to Say – In this section we going to discuss the professional development activities for 2017. We will discuss three types of professional development: Self-Initiated, School Initiated and Externally Initiated. Notes: • Professional development refers to activities that develop an educator's skills and expertise as an educator. • Self-initiated professional development refers to activities initiated by yourself to further enhance your own development as an educator, for example reading new books, or initiating discussion groups with other educators; developing learning materials; participating in professional associations SEE List from SACE • School-initiated professional development refers to activities initiated by your school to further enhance your own development as an educator. Activities could include participating in school workshops on curriculum, teaching, assessment, classroom management or management in general. professional learning community meetings; attending cluster meetings, • Externally initiated professional development refers to activities initiated by the Provincial Education Department, District Offices, the National Department of Basic Education, the union, or a professional association to further enhance your own development as an educator.

Next: Q 32

Q 32 Single Select

\* Answer Required

## Question Text

Q32: Did you undertake any Participation in SELF-INITIATED professional development activities in 2017 FW must explain what Self-initiated activities are – from SACE list

## Answers

A 1 No

A 2 Yes

Next: Q 35

Next: Q 33

Q 33 Numeric

\* Answer Required

## Question Text

Q33: What is the Estimated number of hours Note – you may have to assist educator to estimate the hours

Next: Q 34

<b>Q 34</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q34: What Impact did your SELF-INITIATED professional development activities have on your teaching practice?		A 1 No impact
		A 2 A small impact
		A 3 A moderate impact
		A 4 A large impact
		Next: Q 35

<b>Q 35</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q35: Did you participate in any SCHOOL-INITIATED professional development activities in 2017 FW must explain what SCHOOL initiated activities are – from SACE list		A 1 No
		A 2 Yes
		Next: Q 38
		Next: Q 36

<b>Q 36</b>	Numeric	* Answer Required
<b>Question Text</b>		
Q36: Can you tell me the Estimated number of hours?		
		Next: Q 37

<b>Q 37</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q37: What is the Impact of the SCHOOL-INITIATED professional development activities on your teaching practice?		A 1 No impact
		A 2 A small impact
		A 3 A moderate impact
		A 4 A large impact
		Next: Q 38

<b>Q 38</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q38: Did you participate in EXTERNALLY INITIATED professional development activities provided by the DBE (district / province / national)? FW must explain what EXTERNALLY initiated activities are – from SACE list		A 1 No
		A 2 Yes
		Next: Q 41
		Next: Q 39

Q 39 Numeric

\* Answer Required

## Question Text

Q39: What were the Estimated number of hours?

Next: Q 40

Q 40 Single Select

\* Answer Required

## Question Text

Q40: What is the Impact of the EXTERNALLY INITIATED professional development activities provided by the DBE (district / province / national)?

## Answers

A 1 No impact

A 2 A small impact

A 3 A moderate impact

A 4 A large impact

Next: Q 41

Q 41 Single Select

\* Answer Required

## Question Text

Q41: Did you participate in EXTERNALLY INITIATED professional development activities provided by the unions/professional associations?

## Answers

A 1 No

A 2 Yes

Next: Q 44

Next: Q 42

Q 42 Numeric

\* Answer Required

## Question Text

Q42: What were the Estimated number of hours?

Next: Q 43

Q 43 Single Select

\* Answer Required

## Question Text

Q43: What is the impact of the EXTERNALLY INITIATED professional development activities provided by the unions/professional associations on your teaching practices?

## Answers

A 1 No impact

A 2 A small impact

A 3 A moderate impact

A 4 A large impact

Next: Q 44

Q 44 Single Select

\* Answer Required

## Question Text

Q44: Did you participate in EXTERNALLY INITIATED professional development activities provided by other institutions?

## Answers

A 1 No

Next: Q 47

A 2 Yes

Next: Q 45

Q 45 Numeric

\* Answer Required

## Question Text

Q45: What were the Estimated number of hours?

Next: Q 46

Q 46 Single Select

\* Answer Required

## Question Text

Q46: What is the impact of the EXTERNALLY INITIATED professional development activities: provided by other institutions on your teaching practices?

## Answers

A 1 No impact

A 2 A small impact

A 3 A moderate impact

A 4 A large impact

Next: Q 47

Q 47 Grid - Single Select

\* Answer Required

## Question Text

Q47: In 2017, Approximately how much time have you spent on Professional Development during:

## Statements

S 1 School holidays/weekends/after school hours

S 2 During school hours

## Answers

A 1 0 days

A 2 1 day

A 3 2-5 days

A 4 More than 5 days

Next: Q 48

Q 48 Single Select

\* Answer Required

## Question Text

Q48: Have you received any training on identifying / supporting learners with learning barriers?

## Answers

A 1 No

A 2 Yes

Next: Q 49

<b>Q 49</b>	Single Select	<b>* Answer Required</b>
<b>Question Text</b>		<b>Answers</b>
Q49: How many professional development points do you currently have?		<b>A 1</b> Have not applied
		<b>A 2</b> Don't know
		<b>A 3</b> Am waiting for SACE response
		<b>A 4</b> Write number of points
		<b>Next: Q 50</b>

<b>Q 50</b>	Single Select	<b>* Answer Required</b>
<b>Question Text</b>		<b>Answers</b>
Q50: Does your school have a Professional Learning Community (PLC)?		<b>A 1</b> No
		<b>A 2</b> Yes
		<b>Next: Q 52</b>
		<b>Next: Q 51</b>

<b>Q 51</b>	Single Select	<b>* Answer Required</b>
<b>Question Text</b>		<b>Answers</b>
Q51: In 2017, how many times have you participate in a Professional Learning Community (PLC) meeting in your school?		<b>A 1</b> 1-2
		<b>A 2</b> Between 3 to 6
		<b>A 3</b> Between 7 to 10
		<b>A 4</b> More than 10
		<b>Next: Q 52</b>

<b>Q 52</b>	Single Select	<b>* Answer Required</b>
<b>Question Text</b>		<b>Answers</b>
Q52: Have you been visited this year by a subject/curriculum advisor for monitoring and support purposes? [Important: exclude visits undertaken by the subject advisor for the following reasons: to inform you of meetings, to deliver materials; and visits relating to grievance procedures]		<b>A 1</b> No
		<b>A 2</b> Yes
		<b>Next: Q 61</b>
		<b>Next: Q 53</b>

Q 53 Single Select

\* Answer Required

## Question Text

Q53: How many visits have you received this year for monitoring and support purposes?  
[Important: exclude meetings, delivery visits and visits relating to grievance procedures]

## Answers

A 1 One

A 2 Two

A 3 Three

A 4 Four

A 5 More than four

Next: Q 54

Q 54 Grid - Single Select

\* Answer Required

## Question Text

Q54: Why did the subject (curriculum) advisor visit you?

## Statements

S 1 Check whether I have implemented  
the assessment guidelines correctly

S 2 Check how far I am with the  
coverage of my curriculum (in any grade  
or subject)

S 3 Check whether I have undertaken  
lesson (and other types of) planning

S 4 Check my teaching practice in the  
classroom

S 5 Give me advice on how to improve  
my teaching practice

S 6 Help me to improve my subject  
content knowledge

S 7 Support me on setting tests / exams

S 8 Support me on classroom  
assessment practices

## Answers

A 1 Yes

A 2 No

Next: Q 55

Q 55 Single Select

\* Answer Required

## Question Text

Q55: Were there any other reasons why the subject (curriculum) advisor visited you?

## Answers

A 1 No

A 2 Yes, specify other

Next: Q 56

Q 56 Single Select

\* Answer Required

## Question Text

Q56: Educator's satisfaction rating with visit from the subject advisor. Notes: • Satisfaction indicates effectiveness and quality of the visit, not personal liking or preferences for specific district/circuit officials.

## Answers

A 1 Not satisfied

A 2 Somewhat satisfied

A 3 Satisfied

A 4 Very satisfied

Next: Q 57

Q 57 Single Select

\* Answer Required

## Question Text

Q57: Were you informed of the subject advisors visit in advance?

## Answers

A 1 Yes

A 2 No

Next: Q 59

Next: Q 58

Q 58 Single Select

\* Answer Required

## Question Text

Q58: If yes, please indicate who informed you of the subject advisors visit.

## Answers

A 1 Principal

A 2 SMT

A 3 Subject Advisor

Next: Q 59

Q 59 Single Select

## Question Text

Q59: How much notice did you receive of this pending visit?

## Answers

A 1 No Notification / Surprise

A 2 1 Days' Notice

A 3 Less than a Week in Advance

A 4 More than a week in Advance

Next: Q 60

Q 60 Text

\* Answer Required

## Question Text

Q60: Please give your suggestions on how districts can improve the support they provide to you.

Next: Q 61

<b>Q 61</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q61: Have you been visited this year by your Head of Department / your Senior (principal/deputy principal) for monitoring and support purposes?		A 1 No <span style="float: right;">Next: Q 69</span>
		A 2 Yes
		Next: Q 62

<b>Q 62</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q62: How many visits from the HoD have you received this year for monitoring and support purposes? [Important: exclude meetings, delivery visits and visits relating to grievance procedures]		A 1 One
		A 2 Two
		A 3 Three
		A 4 Four
		A 5 More than four
		Next: Q 63

<b>Q 63</b>	Grid - Single Select	* Answer Required
<b>Question Text</b>	<b>Statements</b>	<b>Answers</b>
Q63: Why did YOUR HoD visit you?	S 1 Check whether I have implemented the assessment guidelines correctly	A 1 Yes
	S 2 Check how far I am with the coverage of my curriculum (in any grade or subject)	A 2 No
	S 3 Check whether I have undertaken lesson (and other types of) planning	
	S 4 Check my teaching practice in the classroom	
	S 5 Give me advice on how to improve my teaching practice	
	S 6 Help me to improve my subject content knowledge	
	S 7 Support me on setting tests / exams	
	S 8 Support me on classroom assessment practices	
		Next: Q 64

Q 64 Single Select

\* Answer Required

## Question Text

Q64: Were there any other reasons why YOUR HoD visited you?

## Answers

A 1 No

Next: Q 66

A 2 Yes

Next: Q 65

Q 65 Text

\* Answer Required

## Question Text

Q65: What were the other reasons why YOUR HoD visited you?

Next: Q 66

Q 66 Single Select

\* Answer Required

## Question Text

Q66: Educator's satisfaction rating with the visit from YOUR HoD?

## Answers

A 1 Not Satisfied

A 2 Somewhat Satisfied

A 3 Satisfied

A 4 Very Satisfied

Next: Q 67

Q 67 Single Select

\* Answer Required

## Question Text

Q67: If you are an educator, how satisfied are you with the support you receive from your HoD?

## Answers

A 1 Not Satisfied

A 2 Somewhat Satisfied

A 3 Satisfied

A 4 Very Satisfied

Next: Q 68

Q 68 Text

\* Answer Required

## Question Text

Q68: Please give your suggestions on how HoDs can improve the support they provide to you.

Next: Q 69

Q 69 Information

## Question Text

Q69: FW to Say Thank you Sir/Madam – We are making good progress and will be done soon. In the next section, we are going to discuss YOUR VIEWS about assessment and examinations. Please feel free to express what YOU THINK is best or most relevant.

Next: Q 70

Q 70 Grid - Single Select

\* Answer Required

## Question Text

Q70: Please indicate the extent to which you agree/disagree with the following statements

## Statements

S 1 National tests (like ANAs) for all learners in ALL grades will provide useful information to schools

S 2 National tests (like ANAs) for all learners in SOME grades will provide useful information to schools

S 3 It is important for teachers to compare their schools' performance in tests with that of other schools.

S 4 Information from the ANA tests can help teachers improve their teaching practices

S 5 Information from the ANA tests can help parents understand what their children are learning

S 6 Teachers do not know how to use ANA results to assist learners

S 7 The ANA tests are a waste of time and money

S 8 I have used the ANA results to revise my teaching

## Answers

A 1 Strongly agree

A 2 Agree

A 3 Disagree

A 4 Strongly disagree

Next: Q 71

Q 71 Single Select

\* Answer Required

## Question Text

Q71: Have you previously been involved in the administration of the ANAs to your learners?

## Answers

A 1 No

A 2 Yes

Next: Q 80

Next: Q 72

<b>Q 72</b>	Single Select	<b>* Answer Required</b>
<b>Question Text</b>		<b>Answers</b>
Q72: I have provided a report of the previous ANA results to parents of all my learners		<b>A 1</b> No
		<b>A 2</b> Yes, for some the previous ANAs
		<b>A 3</b> Yes for ALL of the previous ANAs
		<b>Next: Q 73</b>

<b>Q 73</b>	Single Select	<b>* Answer Required</b>
<b>Question Text</b>		<b>Answers</b>
Q73: I have used the ANA results to plan for revision		<b>A 1</b> No
		<b>A 2</b> Yes, for some the previous ANAs
		<b>A 3</b> Yes for ALL of the previous ANAs
		<b>Next: Q 74</b>

<b>Q 74</b>	Single Select	<b>* Answer Required</b>
<b>Question Text</b>		<b>Answers</b>
Q74: The ANA exemplars were useful for preparing my learners for the ANA tests		<b>A 1</b> No
		<b>A 2</b> Yes, Some exemplars
		<b>A 3</b> Yes, All exemplars
		<b>Next: Q 75</b>

<b>Q 75</b>	Single Select	<b>* Answer Required</b>
<b>Question Text</b>		<b>Answers</b>
Q75: The District office provided guidance or training on how to use the ANA results		<b>A 1</b> No
		<b>A 2</b> Yes, some guidance & training
		<b>A 3</b> Yes a lot of guidance and training
		<b>Next: Q 76</b>

<b>Q 76</b>	Single Select	<b>* Answer Required</b>
<b>Question Text</b>		<b>Answers</b>
Q76: Were the ANA results of your learners moderated by the District / Province?		<b>A 1</b> No <b>Next: Q 78</b>
		<b>A 2</b> Yes
		<b>Next: Q 77</b>

Q 77 Numeric

\* Answer Required

## Question Text

Q77: How many scripts were taken from YOUR class for moderation?

Next: Q 78

Q 78 Single Select

\* Answer Required

## Question Text

Q78: Did you receive any written feedback from the District/Province on the moderated scripts?

## Answers

A 1 Yes

A 2 No

Next: Q 80

Next: Q 79

Q 79 Single Select

\* Answer Required

## Question Text

Q79: Was this feedback useful?

## Answers

A 1 Not useful

A 2 Somewhat useful

A 3 Useful

A 4 Very useful

Next: Q 80

Q 80 Information

## Question Text

Q80: In the next section, we are going to discuss Common Examinations. Note that Common Examinations refers to examinations similar to the Matric exams, which are provided by the District or Province, These exams are written by all learners in selected grades and subjects and are also used by schools for promotion purposes

Next: Q 81

Q 81 Single Select

\* Answer Required

## Question Text

Q81: Has your class participated in common examinations?

## Answers

A 1 No

A 2 Yes

Next: Q 86

Next: Q 82

Q 82 Multi Select

\* Answer Required

## Question Text

Q82: Which subjects were examined?

## Answers

A 1 Home Language

A 2 Mathematics

A 3 First Additional Language

A 4 Life Skills

A 5 English HL

Next: Q 83

Q 83 Multi Select

\* Answer Required

## Question Text

Q83: In which of the following periods were these exams conducted?

## Answers

A 1 Mid-year 2016

A 2 End of year 2016

A 3 Mid-year 2017

Next: Q 84

Q 84 Single Select

\* Answer Required

## Question Text

Q84: How useful are common exams for learners?

## Answers

A 1 Not useful

A 2 Somewhat useful

A 3 Useful

A 4 Very useful

Next: Q 85

Q 85 Single Select

\* Answer Required

## Question Text

Q85: Is your class participating in end of year common examinations in 2017?

## Answers

A 1 No

A 2 Yes

Next: Q 86

Q 86 Information

**Question Text**

Q86: In the next section, we are going to discuss YOUR VIEWS about Provincial, National and International Assessments. Note that these assessments refer to the testing of learners, similar to the ANAs, conducted by the Department (either the Province or National), to monitor learner's performance. Usually these assessments do not count for the learner's final mark – similar to the ANAs. I hope that my explanation clarifies what I mean by National Assessments

Next: Q 87

Q 87 Grid - Single Select

\* Answer Required

**Question Text**

Q87: How important do you think the following programmes are for improving education in South Africa?

**Statements**

S 1 Annual National Assessment (ANA)

S 2 Provincial assessments

S 3 Trends in International Maths and  
Science Study (TIMSS)S 4 Progress in International Reading  
Literacy Study (PIRLS)S 5 SACMEQ Southern African  
Consortium for Monitoring Education  
Quality (SACMEQ)**Answers**

A 1 Very useful

A 2 Of some use

A 3 Of no use

A 4 Unknown to me

A 5 Irrelevant for my classes

Next: Q 88

Q 88 Information

**Question Text**

Q88: In the next section, we are going to discuss YOUR VIEWS about National Examinations. Note that National Examinations refers to examinations, which are similar to the Matric exams. These exams are provided by the National Department of Education and can be used by schools for promotion purposes. Note: at the moment we do not have these National Examinations for any other grade besides Matric/Grade 12

Next: Q 89

Q 89

Grid - Single Select

\* Answer Required

## Question Text

Q89: Please indicate the extent to which you agree/disagree with the following statements regarding national examinations.

## Statements

**S 1** Introducing a national examination in Grade 9 is a good idea

**S 2** Introducing a national examination in Grade 6 is a good idea

**S 3** Introducing a national examination in Grade 3 is a good idea

**S 4** National examinations would improve the quality of school examinations

**S 5** A national examination would reduce my workload in setting exam papers

**S 6** Results of national examination should be used to hold schools accountable for learner performance

**S 7** Results of national examination should be used to hold individual teachers accountable for learner performance

**S 8** National examination results should be used to compare schools

**S 9** Results from national examinations would provide parents with useful information to select schools for their children

## Answers

**A 1** Strongly agree

**A 2** Agree

**A 3** Disagree

**A 4** Strongly disagree

Next: Q 90

Q 90

Information

## Question Text

Q90: In the next section, we are going to discuss YOUR SUMMATIVE assessment Knowledge and Skills. Note that Summative Assessment refers to assessment conducted AFTER the teaching and learning process, For example class tests, term tests, homework assignments, and end of year exams.

Next: Q 91

Q 91

Grid - Single Select

\* Answer Required

## Question Text

Q91: Please rate your knowledge and skills on the use of summative assessment

## Statements

- S 1 Set high quality tests/examinations
- S 2 Report test/examination results to parents
- S 3 Use test/examination results to identify learning gaps among my learners
- S 4 Use test/examination results to improve my teaching

## Answers

- A 1 Don't use
- A 2 Don't know
- A 3 Low
- A 4 Moderate
- A 5 High
- A 6 Very high

Next: Q 92

Q 92

Single Select

\* Answer Required

## Question Text

Q92: In 2017, how many class tests did you develop?

## Answers

- A 1 None
- A 2 1
- A 3 2
- A 4 3
- A 5 4
- A 6 More than 4

Next: Q 93

Q 93

Single Select

\* Answer Required

## Question Text

Q93: In 2017, which of these examinations did you develop?

## Answers

- A 1 None
- A 2 Mid-Year Exam
- A 3 End of year Exam
- A 4 Other Specify

Next: Q 94

Q 94

Information

## Question Text

Q94: In the next section, we are going to discuss YOUR FORMATIVE assessment Knowledge and Skills. Note that FORMATIVE Assessment refers to assessments conducted DURING the teaching and learning process. That is all assessments that you do while you are teaching. These assessments are INFORMAL and do not count for marks.

Next: Q 95

Q 95

Grid - Single Select

\* Answer Required

**Question Text**

Q95: Please rate your knowledge and skills on the USE of formative assessment during lessons

**Statements**

S 1 Ask higher order thinking questions

S 2 Involve ALL learners to actively participate in classroom activities

S 3 Ensure all learners understand the lesson objectives

S 4 Ensure all learners understand the assessment criteria for the lesson

S 5 Provide written feedback that address specific learning gaps of the learner

S 6 Train learners on how to conduct peer assessment

S 7 Train learners on how to conduct self-assessment

S 8 Use formative assessment to improve my teaching

S 9 Use learning intentions during lessons

S 10 Use success criteria during lessons

S 11 Use the 'so-hands-up' approach

S 12 Use margin symbols when marking learner's work

**Answers**

A 1 Don't know

A 2 Don't use

A 3 Low

A 4 Moderate

A 5 High

A 6 Very high

Next: Q 96

Q 96

Information

**Question Text**

Q96: WORKBOOK/TEXTBOOK REVIEW • This set of questions is designed to elicit information on the use of textbooks and workbooks in your class. • REMIND the educator that you have to also ask learners' questions about textbooks and/or the DBE workbooks. NOTE: • A "textbook" is a published book in which learners should not be writing. Textbooks exclude readers, fiction or non-fiction books, novels, prose books, poetry books, etc. Textbooks for Language usually contain grammar exercises and reading comprehension exercises. Textbooks can be used for multiple years. • A "workbook" is a published book in which learners should be writing. Workbooks should only be used for one year. • Collections of worksheets or exercises compiled by educators or the school are not considered textbooks or workbooks

Next: Q 97

Q 97 Single Select

\* Answer Required

## Question Text

Q97: Have your learners already written their final end-of-year examinations?

## Answers

A 1 No

A 2 Yes

Next: Q 98

Q 98 Single Select

\* Answer Required

## Question Text

Q98: Learners are writing/already wrote a common district/province examinations

## Answers

A 1 No

A 2 Yes

Next: Q 99

Q 99 Information

## Question Text

Q99: In this section we will discuss the DBE Workbook for MATHEMATICS. REMEMBER – we are only talking about Mathematics

Next: Q 100

Q 100 Single Select

\* Answer Required

## Question Text

Q100: Have the DBE Mathematics workbooks been used to teach Mathematics in this class this year?

## Answers

A 1 Both workbook 1 and workbook 2 is used

A 2 Only workbook 1 is used

A 3 Only Workbook 2 is used

A 4 Neither workbook 1 nor workbook 2 are used

Next: Q 109

Next: Q 101

Q 101 Single Select

\* Answer Required

## Question Text

Q101: How often do you use the DBE maths workbook in your class? (Address to teacher)

## Answers

A 1 Never

A 2 Occasionally

A 3 Often

A 4 Always

Next: Q 102

Q 102 Single Select

\* Answer Required

## Question Text

Q102: Please indicate the percentage of class time you have used the DBE maths workbook. (Address to teacher) Note: Teacher must give an estimate of the CLASS TIME when DBE maths workbooks used. If the teacher has not used the DBE workbooks at all this year for mathematics, the response should be 0 (zero). If the teacher has used the DBE maths workbooks in around half of class time, put 50 (for 50%). [For these question there should not be a separation between DBE maths workbooks 1 and 2.] The question should relate to all workbooks for Mathematics.

## Answers

A 1 0

A 2 25

A 3 33

A 4 50

A 5 66

A 6 75

A 7 100

Next: Q 103

Q 103 Multi Select

\* Answer Required

## Question Text

Q103: Indicate the main purposes for which you use the DBE maths workbooks in your class

## Answers

A 1 For classwork

A 2 For homework

A 3 Using selected examples for demonstration during lessons

A 4 Other – please specify

Next: Q 104

Q 104 Single Select

\* Answer Required

## Question Text

Q104: Do learners use the DBE maths workbooks in class only, at home only, or both?

## Answers

A 1 In class only

A 2 At home only

A 3 In class and at home

Next: Q 105

Q 105 Single Select

\* Answer Required

## Question Text

Q105: How satisfied are you with the quality of the DBE maths workbooks?

## Answers

A 1 Not satisfied

A 2 Somewhat satisfied

A 3 Satisfied

A 4 Very satisfied

Next: Q 106

Q 106 Single Select

\* Answer Required

## Question Text

Q106: How helpful have you found the DBE maths workbooks in your work?

## Answers

A 1 Not helpful

A 2 Somewhat helpful

A 3 Helpful

A 4 Very helpful

Next: Q 107

Q 107 Single Select

\* Answer Required

## Question Text

Q107: If DBE maths workbook 1 is still being used, please indicate why? [Select the reason given by the educator. Do not read out the options.]

## Answers

A 1 For remedial purposes, e.g. some learners haven't mastered the concepts in the first workbook yet.

A 2 We have not completed all the exercises in DBE maths workbook 1 because they arrived late.

A 3 Other: Please specify

Next: Q 108

Q 108 Single Select

\* Answer Required

## Question Text

Q108: The DBE maths workbooks are sufficient on their own, one does not need a textbook

## Answers

A 1 Strongly Agree Next: Q 110

A 2 Agree Next: Q 110

A 3 Disagree Next: Q 110

A 4 Strongly Disagree Next: Q 110

Next: Q 109

Q 109 Multi Select

\* Answer Required

## Question Text

Q109: If you are NOT using the DBE workbooks, please indicate why? [Do not read out the responses below. On the basis of the educator's response, select (9) the reason given by the educator. More than one reason can be given.]

## Answers

A 1 The school did not receive DBE maths workbook 1 from the DBE.

A 2 The school did not receive DBE maths workbook 2 from the DBE.

A 3 Some or all of DBE maths workbook 1 received were in the incorrect language.

A 4 Some or all of DBE maths workbook 2 received were in the incorrect language.

A 5 The school received the DBE maths workbooks, but is not using them

A 6 The school received the DBE maths workbooks, but is using their own selection of worksheets or exercises

A 7 The school received the DBE maths workbooks, but is using another workbook.

A 8 The school received either DBE maths Workbook 1 and/or 2 too late.

A 9 There were not enough DBE maths Workbook 1 and/or 2 for all learners.

A 10 The DBE maths workbook(s) was at the incorrect language level

A 11 Other: Please specify other

Next: Q 110

<b>Q 110</b>	Single Select	* Answer Required
<b>Question Text</b>		
Q110: Is a textbook being used to teach Mathematics in this class?		
<b>Answers</b>		
A 1 No		
A 2 Yes		Next: Q 112
Next: Q 111		

<b>Q 111</b>	Multi Select	* Answer Required
<b>Question Text</b>		
Q111: If a textbook is NOT being used to teach Mathematics in this class, please indicate why. [Do not read out the responses below. On the basis of the educator's response, select the reason given by the educator. More than one reason can be selected.]		
<b>Answers</b>		
A 1 The school did not receive ordered textbooks.		
A 2 Some or all textbooks received were in the incorrect language.		
A 3 Some or all textbooks received were at the incorrect language level.		
A 4 There were not enough textbooks for all learners.		
A 5 Other: Please specify		
Next: Q 112		

<b>Q 112</b>	Single Select	* Answer Required
<b>Question Text</b>		
Q112: Textbooks are sufficient on their own, one does not need to use the DBE maths workbooks		
<b>Answers</b>		
A 1 Strongly Agree		
A 2 Agree		
A 3 Disagree		
A 4 Strongly Disagree		
Next: Q 113		

<b>Q 113</b>	Information	
<b>Question Text</b>		
Q113: In this section we will discuss the DBE Workbook for LANGUAGES -		
Next: Q 114		

Q 114 Single Select

\* Answer Required

## Question Text

Q114: Have the DBE Language workbooks been used to teach Language in this class this year?

## Answers

A 1 Both workbook 1 and workbook 2 is used

A 2 Only workbook 1 is used

A 3 Only Workbook 2 is used

A 4 Neither workbook 1 and workbook 2 is used

Next: Q 123

Next: Q 115

Q 115 Single Select

\* Answer Required

## Question Text

Q115: How often do you use the DBE language workbook in your class?

## Answers

A 1 Never

A 2 Occasionally

A 3 Often

A 4 Always

Next: Q 116

Q 116 Single Select

\* Answer Required

## Question Text

Q116: Please indicate the percentage of class time you have used the DBE language workbook. Note: Teacher must give an estimate of the CLASS TIME when DBE language workbooks used. If the teacher has not used the DBE language workbooks at all this year for language, the response should be 0 (zero). If the teacher has used the DBE language workbooks in around half of class time, put 50 (for 50%). [For these question there should not be a separation between DBE language workbooks 1 and 2]. The question should relate to all workbooks for Language.

## Answers

A 1 0

A 2 25

A 3 33

A 4 50

A 5 66

A 6 75

A 7 100

Next: Q 117

Q 117

Multi Select

\* Answer Required

## Question Text

Q117: Indicate the main purposes for which you use the DBE language workbooks in your class

## Answers

A 1 For classwork

A 2 For homework

A 3 Using selected examples for demonstration during lessons

A 4 Other – please specify

Next: Q 118

Q 118

Single Select

\* Answer Required

## Question Text

Q118: Do learners use the DBE language workbooks in class only, at home only, or both?

## Answers

A 1 In class only

A 2 At home only

A 3 In class and at home

Next: Q 119

Q 119

Single Select

\* Answer Required

## Question Text

Q119: How satisfied are you with the quality of the DBE language workbooks?

## Answers

A 1 Not satisfied

A 2 Somewhat

A 3 Satisfied

A 4 Very satisfied

Next: Q 120

Q 120

Single Select

\* Answer Required

## Question Text

Q120: How helpful have you found the DBE language workbooks in your work?

## Answers

A 1 Not helpful

A 2 Somewhat helpful

A 3 Helpful

A 4 Very helpful

Next: Q 121

Q 121

Single Select

\* Answer Required

## Question Text

Q121: If DBE language workbook 1 is still being used, please indicate why? [Select the reason given by the educator. Do not read out the options.]

## Answers

A 1 For remedial purposes, e.g. some learners haven't mastered the concepts in the first workbook yet.

A 2 We have not completed all the exercises in DBE language workbook 1 because they arrived late.

A 3 Not being used

A 4 Other – please specify

Next: Q 122

Q 122

Single Select

\* Answer Required

## Question Text

Q122: The DBE language workbooks are sufficient on their own, one does not need a textbook

## Answers

A 1 Strongly Agree Next: Q 124

A 2 Agree Next: Q 124

A 3 Disagree Next: Q 124

A 4 Strongly Disagree Next: Q 124

Next: Q 123

Q 123

Multi Select

\* Answer Required

**Question Text**

Q123: If you are NOT using the DBE Language workbooks, please indicate why? [Do not read out the responses below. On the basis of the educator's response, select (9) the reason given by the educator. More than one reason can be given.]

**Answers**

A 1 The school did not receive DBE language workbook 1 from the DBE.

A 2 The school did not receive DBE language workbook 2 from the DBE.

A 3 Some or all of DBE language workbook 1 received were in the incorrect language.

A 4 Some or all of DBE language workbook 2 received were in the incorrect language.

A 5 The school received the DBE language workbooks, but is not using them

A 6 The school received the DBE language workbooks, but is using their own selection of worksheets or exercises

A 7 The school received the DBE language workbooks, but is using another workbook.

A 8 The school received either DBE language Workbook 1 and/or 2 too late.

A 9 There were not enough DBE language Workbook 1 and/or 2 for all learners.

A 10 The DBE language workbook(s) was at the incorrect language level

A 11 Other: Please specify

**Next: Q 124**

Q 124

Information

**Question Text**

Q124: In this section we are ONLY talking about use of LANGUAGE TEXTBOOKS in your class

**Next: Q 125**

Q 125 Single Select

\* Answer Required

## Question Text

Q125: Is a LANGUAGE textbook being used to teach this class?

## Answers

A 1 No

A 2 Yes

Next: Q 127

Next: Q 126

Q 126 Multi Select

\* Answer Required

## Question Text

Q126: If a textbook is NOT being used to teach Language in this class, please indicate why. [Do not read out the responses below. On the basis of the educator's response, select the reasons given by the educator. More than one reason can be selected.]

## Answers

A 1 The school did not receive ordered textbooks.

A 2 Some or all textbooks received were in the incorrect language.

A 3 Some or all textbooks received were at the incorrect language level.

A 4 There were not enough textbooks for all learners.

A 5 Other – please specify

Next: Q 127

Q 127 Single Select

\* Answer Required

## Question Text

Q127: The language textbooks are sufficient on their own, one does not need to use the DBE language workbooks

## Answers

A 1 Strongly Agree

A 2 Agree

A 3 Disagree

A 4 Strongly Disagree

Next: Q 128

Q 128 Text

\* Answer Required

## Question Text

Q128: General Comments

Next: Q 129

Q 129

Numeric

\* Answer Required

**Question Text**

Q129: Count and record the number of learners present in this Foundation Phase class

Next: Q 130

Q 130

Information

**Question Text**

Q130: INSTRUCTION TO FW - ASK Learners to answer the following questions

Next: Q 131

Q 131

Single Select

\* Answer Required

**Question Text**

Q131: Is the DBE maths workbooks being used to teach Mathematics in this class?

**Answers**

A 1 No

Next: Q 143

A 2 Yes

Next: Q 132

Q 132

Numeric

\* Answer Required

**Question Text**

Q132: Did you receive a DBE maths workbook 1 ? [Show an example of the workbooks you are referring to, and count the number of learners saying yes by show of hands.]

Next: Q 133

Q 133

Numeric

\* Answer Required

**Question Text**

Q133: Did you receive a DBE maths workbook 2 ? [Show an example of the workbooks you are referring to, and count the number of learners saying yes by show of hands.]

Next: Q 134

Q 134

Numeric

\* Answer Required

**Question Text**

Q134: Have you worked in the DBE maths workbook 2 in the last five school days? [Count the number of learners saying yes by show of hands.]

Next: Q 135

Q 135

Numeric

\* Answer Required

**Question Text**

Q135: Have you taken the DBE maths workbook 2 home in the last five school days? [Count the number of learners saying yes by show of hands.]

Next: Q 136

Q 136

Numeric

\* Answer Required

**Question Text**

Q136: With a show of hands, ask learners if they have the DBE maths workbook 2 with them. For learners who have their workbooks on the day of the visit count the number of learners who are able to show you the Grade 3 DBE workbooks? [Only count the DBE workbooks. Do NOT count workbooks that were published by an organisation other than the DBE, that were photocopied, that are in a language other than the one specified above, or that is used by learners not currently present in the class.]

Next: Q 137

Q 137

Numeric

\* Answer Required

**Question Text**

Q137: For learners who DO NOT have their DBE maths workbooks present on the day of the visit, ask them to stand up and count the number of learners that say YES by show of hands for each of the following questions. Put your hands up if you DID NOT receive the DBE maths workbook 2

Next: Q 138

Q 138

Numeric

\* Answer Required

**Question Text**

Q138: I received a DBE maths workbook 2 but I lost it

Next: Q 139

Q 139

Numeric

\* Answer Required

**Question Text**

Q139: I received a DBE maths workbook 2 but I left it at home

Next: Q 140

Q 140

Single Select

\* Answer Required

**Question Text**

Q140: Any other reason

**Answers**

A 1 No

Next: Q 143

A 2 Yes, specify:

Next: Q 141

Q 141

Numeric

\* Answer Required

**Question Text**

Q141: Count for Workbook 2 for other reason

Next: Q 142

Q 142

Numeric

\* Answer Required

**Question Text**

Q142: Indicate the number of learners who are sharing DBE maths workbook 2. NOTE: Let learners who often share the workbook in class put their hands up and then count the number of hands. Explain that the learner who is using someone else's book should put his or her hand up, not the learner who has the book and sharing it with someone else.

Next: Q 143

<b>Q 143</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q143: DO you use a textbook for Mathematics?		A 1 No <span style="float: right;">Next: Q 152</span>
		A 2 Yes
		Next: Q 144

<b>Q 144</b>	Numeric	* Answer Required
<b>Question Text</b>		
Q144: Have you worked with the Mathematics textbook in the last five school days? [Count the number of learners saying yes] FW – we are now looking at TEXTBOOKS – Not DBE Workbooks		
Next: Q 145		

<b>Q 145</b>	Numeric	* Answer Required
<b>Question Text</b>		
Q145: Have you taken the Mathematics textbook home in the last five school days? [Count the number of learners saying yes]		
Next: Q 146		

<b>Q 146</b>	Numeric	* Answer Required
<b>Question Text</b>		
Q146: Count the number of Grade 3 Mathematics textbooks that are available for this class [Do NOT count textbooks that were photocopied, that were developed by the school that are in a language other than the one specified above, or that are used by learners not currently present in the class.]		
Next: Q 147		

<b>Q 147</b>	Information	
<b>Question Text</b>		
Q147: The next Questions is for learners who DO NOT have their Mathematics textbooks with them, request them to stand up and count		
Next: Q 148		

<b>Q 148</b>	Numeric	* Answer Required
<b>Question Text</b>		
Q148: Did you receive the textbook?		
Next: Q 149		

<b>Q 149</b>	Numeric	* Answer Required
<b>Question Text</b>		
Q149: Did you leave the textbook at home?		
Next: Q 150		

Q 150 Numeric

\* Answer Required

**Question Text**

Q150: Did you lose the textbook?

Next: Q 151

Q 151 Numeric

\* Answer Required

**Question Text**

Q151: Are you sharing a textbook with anybody else?

Next: Q 152

Q 152 Numeric

\* Answer Required

**Question Text**

Q152: Do you have any exercise books where you do your Mathematics work in. (Number saying YES) [Show an example of a mathematics exercise book you are referring to, and count the number of learners saying yes by show of hands.] Number saying YES

Next: Q 153

Q 153 Numeric

\* Answer Required

**Question Text**

Q153: Do you have any exercise books where you do your Mathematics work in. (Number saying NO) Number saying NO (FW – We are not looking at DBE Language Workbooks)

Next: Q 154

Q 154 Information

**Question Text**

Q154: FW – We are now looking at DBE LANGUAGE Workbooks

Next: Q 155

Q 155 Single Select

\* Answer Required

**Question Text**

Q155: Is the DBE language workbooks being used to teach language in this class? Note to FW we are now looking at LANGUAGE WORKBOOKS

**Answers**

A 1 No

Next: Q 166

A 2 Yes

Next: Q 156

Q 156 Numeric

\* Answer Required

**Question Text**

Q156: Did you receive a DBE language workbook 1 ? [Show an example of the workbooks you are referring to, and count the number of learners saying yes by show of hands.]

Next: Q 157

Q 157

Numeric

\* Answer Required

**Question Text**

Q157: Did you receive a DBE language workbook 2 ? [Show an example of the workbooks you are referring to, and count the number of learners saying yes by show of hands.]

Next: Q 158

Q 158

Numeric

\* Answer Required

**Question Text**

Q158: Have you worked in the DBE language workbook 2 in the last five school days? [Count the number of learners saying yes by show of hands.]

Next: Q 159

Q 159

Numeric

\* Answer Required

**Question Text**

Q159: With a show of hands, ask learner if they have the DBE language workbook 2 with them. For learners who have their workbooks on the day of the visit count the number of learners who are able to show you the Grade 3 DBE workbooks? [Only count the DBE workbooks. Do NOT count workbooks that were published by an organisation other than the DBE, that were photocopied, that are in a language other than the one specified above, or that is used by learners not currently present in the class.]

Next: Q 160

Q 160

Numeric

\* Answer Required

**Question Text**

Q160: Have you taken the DBE language workbook 2 home in the last five school days? [Count the number of learners saying yes by show of hands.]

Next: Q 161

Q 161

Information

**Question Text**

Q161: For learners who DO NOT have their DBE language workbooks present on the day of the visit, ask them to stand up and count the number of learners that say YES by show of hands for each of the following questions.

Next: Q 162

Q 162

Numeric

\* Answer Required

**Question Text**

Q162: You did not receive a DBE language workbook 2.

Next: Q 163

Q 163

Numeric

\* Answer Required

**Question Text**

Q163: I received a DBE language workbook 2 but I lost it

Next: Q 164

Q 164

Numeric

\* Answer Required

## Question Text

Q164: I received a DBE language workbook 2 but I left it at home

Next: Q 165

Q 165

Single Select

\* Answer Required

## Question Text

Q165: Any other reasons?

## Answers

A 1 No

A 2 Please specify other

Next: Q 166

Q 166

Single Select

\* Answer Required

## Question Text

Q166: Is a textbook being used to teach Language in this class?

## Answers

A 1 No

A 2 Yes

Next: Q 177

Next: Q 167

Q 167

Numeric

\* Answer Required

## Question Text

Q167: Indicate the number of learners who are sharing DBE language workbook 2. NOTE: Let learners who often share the workbook in class put their hands up and then count the number of hands. Explain that the learner who is using someone else's book should put his or her hand up, not the learner who has the book and sharing it with someone else.

Next: Q 168

Q 168

Numeric

\* Answer Required

## Question Text

Q168: Have you WORKED with the language textbook in the last five school days? [Count the number of learners saying yes]

Next: Q 169

Q 169

Numeric

\* Answer Required

## Question Text

Q169: Have you TAKEN the language textbook HOME in the last five school days? [Count the number of learners saying yes]

Next: Q 170

Q 170

Numeric

\* Answer Required

**Question Text**

Q170: Count the number of Grade 3 language textbooks that are available for this class [Do NOT count textbooks that were photocopied, that were developed by the school that are in a language other than the one specified above, or that are used by learners not currently present in the class.]

Next: Q 171

Q 171

Information

**Question Text**

Q171: For learners who DO NOT have their language textbooks with them, request them to stand up and count

Next: Q 172

Q 172

Numeric

\* Answer Required

**Question Text**

Q172: Did you receive the textbook?

Next: Q 173

Q 173

Numeric

\* Answer Required

**Question Text**

Q173: Did you leave the textbook at home?

Next: Q 174

Q 174

Numeric

\* Answer Required

**Question Text**

Q174: Did you lose the textbook?

Next: Q 175

Q 175

Numeric

\* Answer Required

**Question Text**

Q175: Are you sharing a textbook with anybody else?

Next: Q 176

Q 176

Numeric

\* Answer Required

**Question Text**

Q176: Other:

Next: Q 177

Q 177

Numeric

\* Answer Required

**Question Text**

Q177: Do you have any exercise books where you do your language work in. [Show an example of a language exercise book you are referring to, and count the number of learners saying yes by show of hands.] Number saying YES

Next: Q 178

Q 178

Numeric

\* Answer Required

**Question Text**

Q178: Number saying NO

Next: Conclusion

## Appendix D: LTSM Questionnaire

PrintPreview

<https://www.isurveysoft.com/Survey/PrintPreview/77858>

**Survey Name:** Live1 LTSM Questionnaire

**Description:** LTSM Questionnaire

**Introduction:** Welcome to the LTSM Questionnaire survey. Please note this is a quantitative survey and not a reflection of performance of the school or yourself. A Qualitative survey will be performed later during the Project on a sample of schools. Personal information is not gathered nor divulged during analysis of the data. Touch the Start button to continue

**Conclusion:** FW Please thank the Educator/Principal for their input in completing this survey. Please note if you click FINISH the survey will be submitted and you will not be able to review anything Are you sure all information on the survey has been completed correctly? If you are sure please click the FINISH button.

**Survey Created on:** 2017/10/21 06:44:26 PM

**Q 1** Barcode \* Answer Required

**Question Text**

Q1: Scan EMIS number

**Next:** Q 2

**Q 2** Barcode \* Answer Required

**Question Text**

Q2: Scan school details

**Next:** Q 3

**Q 3** Barcode \* Answer Required

**Question Text**

Q3: Scan sample selection

**Next:** Q 4

**Q 4** Information

**Question Text**

Q4: LTSM This questionnaire is intended to gather important information on the percentage of learners in the school who have access to textbooks in various subjects and learning areas in four grades: Grades 3, 6, 9 and 12. The questionnaire should be filled in by the person in the school who has a relatively good idea of the "access to textbook situation" in the school. How to complete this questionnaire The questionnaire should take you between 15 and 45 minutes to complete, depending on the grades your school offers.

**Next:** Q 5

<b>Q 5</b>	Single Select	✱ Answer Required
<b>Question Text</b>		
Q5: What is your role in the school?		
<b>Answers</b>		
A 1 Educator		
A 2 HOD		
A 3 Deputy Principal		
A 4 Principal		
A 5 Admin/ Support		
A 6 Other (specify)		
Next: Q 6		

<b>Q 6</b>	Single Select	✱ Answer Required
<b>Question Text</b>		
Q6: Is Grade 3 offered at your School?		
<b>Answers</b>		
A 1 Yes		
A 2 No		
Next: Q 25		
Next: Q 7		

<b>Q 7</b>	Single Select	✱ Answer Required
<b>Question Text</b>		
Q7: Do you use a textbook for HL - textbook?		
<b>Answers</b>		
A 1 No		
Next: Q 10		
A 2 Yes		
Next: Q 8		

<b>Q 8</b>	Single Select	✱ Answer Required
<b>Question Text</b>		
Q8: What percentage of learners have access to HL - textbook?		
<b>Answers</b>		
A 1 0		
A 2 about 20%		
A 3 about 40%		
A 4 about 60%		
A 5 about 80%		
A 6 100%		
A 7 I don't know		
Next: Q 9		

Q 9 Single Select

\* Answer Required

## Question Text

Q9: Can learners take textbooks home for HL - textbook?

## Answers

A 1 No

A 2 Yes

A 3 I don't know

Next: Q 10

Q 10 Single Select

\* Answer Required

## Question Text

Q10: Do you use a textbook for HL — reader?

## Answers

A 1 No

A 2 Yes

Next: Q 13

Next: Q 11

Q 11 Single Select

\* Answer Required

## Question Text

Q11: What percentage of learners have access to HL — reader?

## Answers

A 1 0

A 2 about 20%

A 3 about 40%

A 4 about 60%

A 5 about 80%

A 6 100%

A 7 I don't know

Next: Q 12

Q 12 Single Select

\* Answer Required

## Question Text

Q12: Can learners take textbooks home for HL — reader?

## Answers

A 1 No

A 2 Yes

A 3 I don't know

Next: Q 13

<b>Q 13</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q13: Do you use a textbook for English (if different from above) — textbook?		<b>A 1</b> No <b>Next: Q 16</b>
		<b>A 2</b> Yes
		<b>Next: Q 14</b>

<b>Q 14</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q14: What percentage of learners have access to English (if different from above) — textbook?		<b>A 1</b> 0
		<b>A 2</b> about 20%
		<b>A 3</b> about 40%
		<b>A 4</b> about 60%
		<b>A 5</b> about 80%
		<b>A 6</b> 100%
		<b>A 7</b> I don't know
		<b>Next: Q 15</b>

<b>Q 15</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q15: Can learners take textbooks home for English (if different from above) — textbook?		<b>A 1</b> No
		<b>A 2</b> Yes
		<b>A 3</b> I don't know
		<b>Next: Q 16</b>

<b>Q 16</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q16: Do you use a textbook for English (if different from above) — reader?		<b>A 1</b> No <b>Next: Q 19</b>
		<b>A 2</b> Yes
		<b>Next: Q 17</b>

<b>Q 17</b>	Single Select	* Answer Required
<b>Question Text</b> Q17: What percentage of learners have access to English (if different from above) — reader?		<b>Answers</b> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 1 0</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 2 about 20%</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 3 about 40%</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 4 about 60%</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 5 about 80%</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 6 100%</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 7 I don't know</div>
		Next: Q 18

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<b>Q 18</b>	Single Select	* Answer Required
<b>Question Text</b> Q18: Can learners take textbooks home for English (if different from above) — reader?		<b>Answers</b> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 1 No</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 2 Yes</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 3 I don't know</div>
		Next: Q 19

<b>Q 19</b>	Single Select	* Answer Required
<b>Question Text</b> Q19: Do you use a textbook for Numeracy?		<b>Answers</b> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 1 No</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 2 Yes</div>
		Next: Q 20

<b>Q 20</b>	Single Select	* Answer Required
<b>Question Text</b> Q20: What percentage of learners have access to Numeracy?		<b>Answers</b> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 1 0</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 2 about 20%</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 3 about 40%</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 4 about 60%</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 5 about 80%</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 6 100%</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 7 I don't know</div>
		Next: Q 21

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<b>Q 21</b>	Single Select	* Answer Required
<b>Question Text</b> Q21: Can learners take textbooks home for Numeracy?		<b>Answers</b> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 1 No</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 2 Yes</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 3 I don't know</div>
		Next: Q 22

<b>Q 22</b>	Single Select	* Answer Required
<b>Question Text</b> Q22: Do you use a textbook for Life Skills?		<b>Answers</b> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 1 No</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 2 Yes</div>
		Next: Q 23

<b>Q 23</b>	Single Select	* Answer Required
<b>Question Text</b> Q23: What percentage of learners have access to Life Skills?		<b>Answers</b> A 1 0 A 2 about 20% A 3 about 40% A 4 about 60% A 5 about 80% A 6 100% A 7 I don't know
		Next: Q 24

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<b>Q 24</b>	Single Select	* Answer Required
<b>Question Text</b> Q24: Can learners take textbooks home for Life Skills?		<b>Answers</b> A 1 No A 2 Yes A 3 I don't know
		Next: Q 25

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<b>Q 25</b>	Single Select	* Answer Required
<b>Question Text</b> Q25: Is Grade 6 offered at your School?		<b>Answers</b> A 1 Yes A 2 No
		Next: Q 59
		Next: Q 26

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<b>Q 26</b>	Single Select	* Answer Required
<b>Question Text</b> Q26: Do you use a textbook for Home Language - textbook?		<b>Answers</b> A 1 No A 2 Yes
		Next: Q 29
		Next: Q 27

Q 27 Single Select

\* Answer Required

## Question Text

Q27: What percentage of learners have access to Home Language — textbook?

## Answers

A 1 0

A 2 about 20%

A 3 about 40%

A 4 about 60%

A 5 about 80%

A 6 100%

A 7 I don't know

Next: Q 28

Q 28 Single Select

\* Answer Required

## Question Text

Q28: Can learners take textbooks home for Home Language — textbook?

## Answers

A 1 No

A 2 Yes

A 3 I don't know

Next: Q 29

Q 29 Single Select

\* Answer Required

## Question Text

Q29: Do you use a textbook for Home Language - fiction?

## Answers

A 1 No

A 2 Yes

Next: Q 32

Next: Q 30

Q 30 Single Select

\* Answer Required

## Question Text

Q30: What percentage of learners have access to Home Language — fiction?

## Answers

A 1 0

A 2 about 20%

A 3 about 40%

A 4 about 60%

A 5 about 80%

A 6 100%

A 7 I don't know

Next: Q 31

Q 31 Single Select

\* Answer Required

## Question Text

Q31: Can learners take textbooks home for Home Language — fiction?

## Answers

A 1 No

A 2 Yes

A 3 I don't know

Next: Q 32

Q 32 Single Select

\* Answer Required

## Question Text

Q32: Do you use a textbook for First Additional Language - textbook?

## Answers

A 1 No

A 2 Yes

Next: Q 35

Next: Q 33

<p><b>Q 33</b>      Single Select <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q33: What percentage of learners have access to First Additional Language — textbook?</p>	<p><b>Answers</b></p> <p>A 1 0</p> <hr/> <p>A 2 about 20%</p> <hr/> <p>A 3 about 40%</p> <hr/> <p>A 4 about 60%</p> <hr/> <p>A 5 about 80%</p> <hr/> <p>A 6 100%</p> <hr/> <p>A 7 I don't know</p> <hr/> <p style="text-align: right;">Next: Q 34</p>
<p><b>Q 34</b>      Single Select <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q34: Can learners take textbooks home for First Additional Language — textbook?</p>	<p><b>Answers</b></p> <p>A 1 No</p> <hr/> <p>A 2 Yes</p> <hr/> <p>A 3 I don't know</p> <hr/> <p style="text-align: right;">Next: Q 35</p>
<p><b>Q 35</b>      Single Select <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q35: Do you use a textbook for First Additional Language - fiction?</p>	<p><b>Answers</b></p> <p>A 1 No <span style="float: right;">Next: Q 38</span></p> <hr/> <p>A 2 Yes</p> <hr/> <p style="text-align: right;">Next: Q 36</p>

<p><b>Q 36</b>      Single Select <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q36: What percentage of learners have access to First Additional Language — fiction?</p>	<p><b>Answers</b></p> <p>A 1 0</p> <hr/> <p>A 2 about 20%</p> <hr/> <p>A 3 about 40%</p> <hr/> <p>A 4 about 60%</p> <hr/> <p>A 5 about 80%</p> <hr/> <p>A 6 100%</p> <hr/> <p>A 7 I don't know</p> <hr/> <p style="text-align: right;">Next: Q 37</p>
<p><b>Q 37</b>      Single Select <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q37: Can learners take textbooks home for First Additional Language — fiction?</p>	<p><b>Answers</b></p> <p>A 1 No</p> <hr/> <p>A 2 Yes</p> <hr/> <p>A 3 I don't know</p> <hr/> <p style="text-align: right;">Next: Q 38</p>
<p><b>Q 38</b>      Single Select <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q38: Do you use a textbook for Mathematics?</p>	<p><b>Answers</b></p> <p>A 1 No <span style="float: right;">Next: Q 41</span></p> <hr/> <p>A 2 Yes</p> <hr/> <p style="text-align: right;">Next: Q 39</p>

Q 39 Single Select

\* Answer Required

## Question Text

Q39: What percentage of learners have access to Mathematics?

## Answers

A 1 0

A 2 about 20%

A 3 about 40%

A 4 about 60%

A 5 about 80%

A 6 100%

A 7 I don't know

Next: Q 40

Q 40 Single Select

\* Answer Required

## Question Text

Q40: Can learners take textbooks home for Mathematics?

## Answers

A 1 No

A 2 Yes

A 3 I don't know

Next: Q 41

Q 41 Single Select

\* Answer Required

## Question Text

Q41: Do you use a textbook for Natural Science?

## Answers

A 1 No

A 2 Yes

Next: Q 44

Next: Q 42

<b>Q 42</b>	Single Select	* Answer Required	
<b>Question Text</b> Q42: What percentage of learners have access to Natural Science?		<b>Answers</b>	
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 1 0</div>	
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 2 about 20%</div>	
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 3 about 40%</div>	
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 4 about 60%</div>	
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 5 about 80%</div>	
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 6 100%</div>	
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 7 I don't know</div>	
		Next: Q 43	

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<b>Q 43</b>	Single Select	* Answer Required	
<b>Question Text</b> Q43: Can learners take textbooks home for Natural Science?		<b>Answers</b>	
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 1 No</div>	
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 2 Yes</div>	
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 3 I don't know</div>	
		Next: Q 44	

<b>Q 44</b>	Single Select	* Answer Required	
<b>Question Text</b> Q44: Do you use a textbook for Social Sciences?		<b>Answers</b>	
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 1 No</div>	
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 2 Yes</div>	
		Next: Q 45	

<p><b>Q 45</b>      Single Select</p> <p><b>Question Text</b></p> <p>Q45: What percentage of learners have access to Social Sciences?</p>	<p style="text-align: right;"><b>* Answer Required</b></p> <p><b>Answers</b></p> <p>A 1 0</p> <hr/> <p>A 2 about 20%</p> <hr/> <p>A 3 about 40%</p> <hr/> <p>A 4 about 60%</p> <hr/> <p>A 5 about 80%</p> <hr/> <p>A 6 100%</p> <hr/> <p>A 7 I don't know</p> <hr/> <p style="text-align: right;"><b>Next: Q 46</b></p>
<p><b>Q 46</b>      Single Select</p> <p><b>Question Text</b></p> <p>Q46: Can learners take textbooks home for Social Sciences?</p>	<p style="text-align: right;"><b>* Answer Required</b></p> <p><b>Answers</b></p> <p>A 1 No</p> <hr/> <p>A 2 Yes</p> <hr/> <p>A 3 I don't know</p> <hr/> <p style="text-align: right;"><b>Next: Q 47</b></p>
<p><b>Q 47</b>      Single Select</p> <p><b>Question Text</b></p> <p>Q47: Do you use a textbook for Technology?</p>	<p style="text-align: right;"><b>* Answer Required</b></p> <p><b>Answers</b></p> <p>A 1 No</p> <hr/> <p>A 2 Yes</p> <hr/> <p style="text-align: right;"><b>Next: Q 48</b></p>

Q 48 Single Select

\* Answer Required

## Question Text

Q48: What percentage of learners have access to Technology?

## Answers

A 1 0

A 2 about 20%

A 3 about 40%

A 4 about 60%

A 5 about 80%

A 6 100%

A 7 I don't know

Next: Q 49

Q 49 Single Select

\* Answer Required

## Question Text

Q49: Can learners take textbooks home for Technology?

## Answers

A 1 No

A 2 Yes

A 3 I don't know

Next: Q 50

Q 50 Single Select

\* Answer Required

## Question Text

Q50: Do you use a textbook for Economic and Management Sciences?

## Answers

A 1 No

A 2 Yes

Next: Q 53

Next: Q 51

<b>Q 51</b>	Single Select	* Answer Required	
<b>Question Text</b> Q51: What percentage of learners have access to Economic and Management Sciences?		<b>Answers</b>	
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 1 0</div>	
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 2 about 20%</div>	
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 3 about 40%</div>	
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 4 about 60%</div>	
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 5 about 80%</div>	
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 6 100%</div>	
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 7 I don't know</div>	
		Next: Q 52	

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<b>Q 52</b>	Single Select	* Answer Required	
<b>Question Text</b> Q52: Can learners take textbooks home for Economic and Management Sciences?		<b>Answers</b>	
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 1 No</div>	
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 2 Yes</div>	
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 3 I don't know</div>	
		Next: Q 53	

<b>Q 53</b>	Single Select	* Answer Required	
<b>Question Text</b> Q53: Do you use a textbook for Life Orientation?		<b>Answers</b>	
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 1 No</div>	
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 2 Yes</div>	
		Next: Q 54	

<b>Q 54</b>	Single Select	* Answer Required
<b>Question Text</b> Q54: What percentage of learners have access to Life Orientation?		<b>Answers</b> <div style="border-bottom: 1px solid black; padding: 2px 0;">A 1 0</div> <div style="border-bottom: 1px solid black; padding: 2px 0;">A 2 about 20%</div> <div style="border-bottom: 1px solid black; padding: 2px 0;">A 3 about 40%</div> <div style="border-bottom: 1px solid black; padding: 2px 0;">A 4 about 60%</div> <div style="border-bottom: 1px solid black; padding: 2px 0;">A 5 about 80%</div> <div style="border-bottom: 1px solid black; padding: 2px 0;">A 6 100%</div> <div style="border-bottom: 1px solid black; padding: 2px 0;">A 7 I don't know</div>
		Next: Q 55

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<b>Q 55</b>	Single Select	* Answer Required
<b>Question Text</b> Q55: Can learners take textbooks home for Life Orientation?		<b>Answers</b> <div style="border-bottom: 1px solid black; padding: 2px 0;">A 1 No</div> <div style="border-bottom: 1px solid black; padding: 2px 0;">A 2 Yes</div> <div style="border-bottom: 1px solid black; padding: 2px 0;">A 3 I don't know</div>
		Next: Q 56

<b>Q 56</b>	Single Select	* Answer Required
<b>Question Text</b> Q56: Do you use a textbook for Arts and Culture?		<b>Answers</b> <div style="border-bottom: 1px solid black; padding: 2px 0;">A 1 No</div> <div style="border-bottom: 1px solid black; padding: 2px 0;">A 2 Yes</div>
		Next: Q 57

<b>Q 57</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q57: What percentage of learners have access to Arts and Culture?		A 1 0
		A 2 about 20%
		A 3 about 40%
		A 4 about 60%
		A 5 about 80%
		A 6 100%
		A 7 I don't know
		Next: Q 58

<b>Q 58</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q58: Can learners take textbooks home for Arts and Culture?		A 1 No
		A 2 Yes
		A 3 I don't know
		Next: Q 59

<b>Q 59</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q59: Is Grade 9 offered at your School?		A 1 Yes
		A 2 No
		Next: Q 93
		Next: Q 60

<b>Q 60</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q60: Do you use a textbook for Home Language - textbook?		A 1 No
		A 2 Yes
		Next: Q 63
		Next: Q 61

<p><b>Q 61</b>      Single Select</p> <p><b>Question Text</b></p> <p>Q61: What percentage of learners have access to Home Language — textbook?</p>	<p style="text-align: right;"><b>* Answer Required</b></p> <p><b>Answers</b></p> <p>A 1 0</p> <hr/> <p>A 2 about 20%</p> <hr/> <p>A 3 about 40%</p> <hr/> <p>A 4 about 60%</p> <hr/> <p>A 5 about 80%</p> <hr/> <p>A 6 100%</p> <hr/> <p>A 7 I don't know</p> <hr/> <p style="text-align: right;"><b>Next: Q 62</b></p>
<p><b>Q 62</b>      Single Select</p> <p><b>Question Text</b></p> <p>Q62: Can learners take textbooks home for Home Language — textbook?</p>	<p style="text-align: right;"><b>* Answer Required</b></p> <p><b>Answers</b></p> <p>A 1 No</p> <hr/> <p>A 2 Yes</p> <hr/> <p>A 3 I don't know</p> <hr/> <p style="text-align: right;"><b>Next: Q 63</b></p>
<p><b>Q 63</b>      Single Select</p> <p><b>Question Text</b></p> <p>Q63: Do you use a textbook for Home Language - fiction?</p>	<p style="text-align: right;"><b>* Answer Required</b></p> <p><b>Answers</b></p> <p>A 1 No</p> <hr/> <p>A 2 Yes</p> <hr/> <p style="text-align: right;"><b>Next: Q 64</b></p>

<p><b>Q 64</b>      Single Select <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q64: What percentage of learners have access to Home Language — fiction?</p>	<p><b>Answers</b></p> <p>A 1 0</p> <hr/> <p>A 2 about 20%</p> <hr/> <p>A 3 about 40%</p> <hr/> <p>A 4 about 60%</p> <hr/> <p>A 5 about 80%</p> <hr/> <p>A 6 100%</p> <hr/> <p>A 7 I don't know</p> <hr/> <p style="text-align: right;">Next: Q 65</p>
<p><b>Q 65</b>      Single Select <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q65: Can learners take textbooks home for Home Language — fiction?</p>	<p><b>Answers</b></p> <p>A 1 No</p> <hr/> <p>A 2 Yes</p> <hr/> <p>A 3 I don't know</p> <hr/> <p style="text-align: right;">Next: Q 66</p>
<p><b>Q 66</b>      Single Select <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q66: Do you use a textbook for First Additional Language — textbook?</p>	<p><b>Answers</b></p> <p>A 1 No <span style="float: right;">Next: Q 69</span></p> <hr/> <p>A 2 Yes</p> <hr/> <p style="text-align: right;">Next: Q 67</p>



<b>Q 67</b>	Single Select	* Answer Required	
<b>Question Text</b> Q67: What percentage of learners have access to First Additional Language — textbook?		<b>Answers</b>	
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 1 0</div>	
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 2 about 20%</div>	
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 3 about 40%</div>	
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 4 about 60%</div>	
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 5 about 80%</div>	
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 6 100%</div>	
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 7 I don't know</div>	
		Next: Q 68	

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<b>Q 68</b>	Single Select	* Answer Required	
<b>Question Text</b> Q68: Can learners take textbooks home for First Additional Language — textbook?		<b>Answers</b>	
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 1 No</div>	
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 2 Yes</div>	
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 3 I don't know</div>	
		Next: Q 69	

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<b>Q 69</b>	Single Select	* Answer Required	
<b>Question Text</b> Q69: Do you use a textbook for First Additional Language — fiction?		<b>Answers</b>	
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 1 No</div>	Next: Q 72
		<div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 2 Yes</div>	
			Next: Q 70

<p><b>Q 70</b>      Single Select <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q70: What percentage of learners have access to First Additional Language — fiction?</p>	<p><b>Answers</b></p> <p>A 1 0</p> <hr/> <p>A 2 about 20%</p> <hr/> <p>A 3 about 40%</p> <hr/> <p>A 4 about 60%</p> <hr/> <p>A 5 about 80%</p> <hr/> <p>A 6 100%</p> <hr/> <p>A 7 I don't know</p> <hr/> <p style="text-align: right;">Next: Q 71</p>
	
<p><b>Q 71</b>      Single Select <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q71: Can learners take textbooks home for First Additional Language — fiction?</p>	<p><b>Answers</b></p> <p>A 1 No</p> <hr/> <p>A 2 Yes</p> <hr/> <p>A 3 I don't know</p> <hr/> <p style="text-align: right;">Next: Q 72</p>
	
<p><b>Q 72</b>      Single Select <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q72: Do you use a textbook for Mathematics?</p>	<p><b>Answers</b></p> <p>A 1 No <span style="float: right;">Next: Q 75</span></p> <hr/> <p>A 2 Yes</p> <hr/> <p style="text-align: right;">Next: Q 73</p>

<p><b>Q 73</b>      Single Select <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q73: What percentage of learners have access to Mathematics?</p>	<p><b>Answers</b></p> <p>A 1 0</p> <hr/> <p>A 2 about 20%</p> <hr/> <p>A 3 about 40%</p> <hr/> <p>A 4 about 60%</p> <hr/> <p>A 5 about 80%</p> <hr/> <p>A 6 100%</p> <hr/> <p>A 7 I don't know</p> <hr/> <p style="text-align: right;">Next: Q 74</p>
<p><b>Q 74</b>      Single Select <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q74: Can learners take textbooks home for Mathematics?</p>	<p><b>Answers</b></p> <p>A 1 No</p> <hr/> <p>A 2 Yes</p> <hr/> <p>A 3 I don't know</p> <hr/> <p style="text-align: right;">Next: Q 75</p>
<p><b>Q 75</b>      Single Select <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q75: Do you use a textbook for Natural Science?</p>	<p><b>Answers</b></p> <p>A 1 No <span style="float: right;">Next: Q 78</span></p> <hr/> <p>A 2 Yes</p> <hr/> <p style="text-align: right;">Next: Q 76</p>

<p><b>Q 76</b>      Single Select</p> <p><b>Question Text</b></p> <p>Q76: What percentage of learners have access to Natural Science?</p>	<p style="text-align: right;"><b>* Answer Required</b></p> <p><b>Answers</b></p> <p>A 1 0</p> <hr/> <p>A 2 about 20%</p> <hr/> <p>A 3 about 40%</p> <hr/> <p>A 4 about 60%</p> <hr/> <p>A 5 about 80%</p> <hr/> <p>A 6 100%</p> <hr/> <p>A 7 I don't know</p> <hr/> <p style="text-align: right;"><b>Next: Q 77</b></p>
<p><b>Q 77</b>      Single Select</p> <p><b>Question Text</b></p> <p>Q77: Can learners take textbooks home for Natural Science?</p>	<p style="text-align: right;"><b>* Answer Required</b></p> <p><b>Answers</b></p> <p>A 1 No</p> <hr/> <p>A 2 Yes</p> <hr/> <p>A 3 I don't know</p> <hr/> <p style="text-align: right;"><b>Next: Q 78</b></p>
<p><b>Q 78</b>      Single Select</p> <p><b>Question Text</b></p> <p>Q78: Do you use a textbook for Social Sciences?</p>	<p style="text-align: right;"><b>* Answer Required</b></p> <p><b>Answers</b></p> <p>A 1 No</p> <hr/> <p>A 2 Yes</p> <hr/> <p style="text-align: right;"><b>Next: Q 79</b></p>

<p><b>Q 79</b>      Single Select</p> <p><b>Question Text</b></p> <p>Q79: What percentage of learners have access to Social Sciences?</p>	<p style="text-align: right;"><b>* Answer Required</b></p> <p><b>Answers</b></p> <p>A 1 0</p> <hr/> <p>A 2 about 20%</p> <hr/> <p>A 3 about 40%</p> <hr/> <p>A 4 about 60%</p> <hr/> <p>A 5 about 80%</p> <hr/> <p>A 6 100%</p> <hr/> <p>A 7 I don't know</p> <hr/> <p style="text-align: right;"><b>Next: Q 80</b></p>
<p><b>Q 80</b>      Single Select</p> <p><b>Question Text</b></p> <p>Q80: Can learners take textbooks home for Social Sciences?</p>	<p style="text-align: right;"><b>* Answer Required</b></p> <p><b>Answers</b></p> <p>A 1 No</p> <hr/> <p>A 2 Yes</p> <hr/> <p>A 3 I don't know</p> <hr/> <p style="text-align: right;"><b>Next: Q 81</b></p>
<p><b>Q 81</b>      Single Select</p> <p><b>Question Text</b></p> <p>Q81: Do you use a textbook for Technology?</p>	<p style="text-align: right;"><b>* Answer Required</b></p> <p><b>Answers</b></p> <p>A 1 No</p> <hr/> <p>A 2 Yes</p> <hr/> <p style="text-align: right;"><b>Next: Q 82</b></p>

Q 82 Single Select

\* Answer Required

## Question Text

Q82: What percentage of learners have access to Technology?

## Answers

A 1 0

A 2 about 20%

A 3 about 40%

A 4 about 60%

A 5 about 80%

A 6 100%

A 7 I don't know

Next: Q 83

Q 83 Single Select

\* Answer Required

## Question Text

Q83: Can learners take textbooks home for Technology?

## Answers

A 1 No

A 2 Yes

A 3 I don't know

Next: Q 84

Q 84 Single Select

\* Answer Required

## Question Text

Q84: Do you use a textbook for Economic and Management Sciences?


## Answers

A 1 No

A 2 Yes

Next: Q 87

Next: Q 85

<p><b>Q 85</b>      Single Select</p> <p><b>Question Text</b></p> <p>Q85: What percentage of learners have access to Economic and Management Sciences?</p>	<p style="text-align: right;"><b>* Answer Required</b></p> <p><b>Answers</b></p> <p>A 1 0</p> <p>A 2 about 20%</p> <p>A 3 about 40%</p> <p>A 4 about 60%</p> <p>A 5 about 80%</p> <p>A 6 100%</p> <p>A 7 I don't know</p> <p style="text-align: right;">Next: Q 86</p>
	
<p><b>Q 86</b>      Single Select</p> <p><b>Question Text</b></p> <p>Q86: Can learners take textbooks home for Economic and Management Sciences?</p>	<p style="text-align: right;"><b>* Answer Required</b></p> <p><b>Answers</b></p> <p>A 1 No</p> <p>A 2 Yes</p> <p>A 3 I don't know</p> <p style="text-align: right;">Next: Q 87</p>
	
<p><b>Q 87</b>      Single Select</p> <p><b>Question Text</b></p> <p>Q87: Do you use a textbook for Life Orientation?</p>	<p style="text-align: right;"><b>* Answer Required</b></p> <p><b>Answers</b></p> <p>A 1 No</p> <p>A 2 Yes</p> <p style="text-align: right;">Next: Q 88</p>

<p><b>Q 88</b>      Single Select <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q88: What percentage of learners have access to Life Orientation?</p>	<p><b>Answers</b></p> <p>A 1 0</p> <hr/> <p>A 2 about 20%</p> <hr/> <p>A 3 about 40%</p> <hr/> <p>A 4 about 60%</p> <hr/> <p>A 5 about 80%</p> <hr/> <p>A 6 100%</p> <hr/> <p>A 7 I don't know</p> <hr/> <p style="text-align: right;">Next: Q 89</p>
<p><b>Q 89</b>      Single Select <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q89: Can learners take textbooks home for Life Orientation?</p>	<p><b>Answers</b></p> <p>A 1 No</p> <hr/> <p>A 2 Yes</p> <hr/> <p>A 3 I don't know</p> <hr/> <p style="text-align: right;">Next: Q 90</p>
<p><b>Q 90</b>      Single Select <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q90: Do you use a textbook for Arts and Culture?</p>	<p><b>Answers</b></p> <p>A 1 No <span style="float: right;">Next: Q 93</span></p> <hr/> <p>A 2 Yes</p> <hr/> <p style="text-align: right;">Next: Q 91</p>

<b>Q 91</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q91: What percentage of learners have access to Arts and Culture?		A 1 0
		A 2 about 20%
		A 3 about 40%
		A 4 about 60%
		A 5 about 80%
		A 6 100%
		A 7 I don't know
		Next: Q 92

<b>Q 92</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q92: Can learners take textbooks home for Arts and Culture?		A 1 No
		A 2 Yes
		A 3 I don't know
		Next: Q 93


<b>Q 93</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q93: Is Grade 12 offered at your School?		A 1 Yes
		A 2 No
		Next: Conclusion
		Next: Q 94

<b>Q 94</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q94: Do you use a textbook for Home Language — textbook?		A 1 No
		A 2 Yes
		Next: Q 97
		Next: Q 95

<p><b>Q 95</b>      Single Select <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q95: What percentage of learners have access to Home Language — textbook?</p>	<p><b>Answers</b></p> <p>A 1 0</p> <hr/> <p>A 2 about 20%</p> <hr/> <p>A 3 about 40%</p> <hr/> <p>A 4 about 60%</p> <hr/> <p>A 5 about 80%</p> <hr/> <p>A 6 100%</p> <hr/> <p>A 7 I don't know</p> <hr/> <p style="text-align: right;">Next: Q 96</p>
<p><b>Q 96</b>      Single Select <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q96: Can learners take textbooks home for Home Language — textbook?</p>	<p><b>Answers</b></p> <p>A 1 No</p> <hr/> <p>A 2 Yes</p> <hr/> <p>A 3 I don't know</p> <hr/> <p style="text-align: right;">Next: Q 97</p>
<p><b>Q 97</b>      Single Select <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q97: Do you use a textbook for Home Language — fiction?</p>	<p><b>Answers</b></p> <p>A 1 No <span style="float: right;">Next: Q 100</span></p> <hr/> <p>A 2 Yes</p> <hr/> <p style="text-align: right;">Next: Q 98</p>

<p><b>Q 98</b>      Single Select <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q98: What percentage of learners have access to Home Language — fiction?</p>	<p><b>Answers</b></p> <p>A 1 0</p> <hr/> <p>A 2 about 20%</p> <hr/> <p>A 3 about 40%</p> <hr/> <p>A 4 about 60%</p> <hr/> <p>A 5 about 80%</p> <hr/> <p>A 6 100%</p> <hr/> <p>A 7 I don't know</p> <hr/> <p style="text-align: right;">Next: Q 99</p>
<p><b>Q 99</b>      Single Select <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q99: Can learners take textbooks home for Home Language — fiction?</p>	<p><b>Answers</b></p> <p>A 1 No</p> <hr/> <p>A 2 Yes</p> <hr/> <p>A 3 I don't know</p> <hr/> <p style="text-align: right;">Next: Q 100</p>
<p><b>Q 100</b>      Single Select <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q100: Do you use a textbook for First Additional Language — textbook?</p>	<p><b>Answers</b></p> <p>A 1 No <span style="float: right;">Next: Q 103</span></p> <hr/> <p>A 2 Yes</p> <hr/> <p style="text-align: right;">Next: Q 101</p>

<b>Q 101</b>	Single Select	* Answer Required
<b>Question Text</b> Q101: What percentage of learners have access to First Additional Language — textbook?		<b>Answers</b>  A 1 0 <hr/> A 2 about 20% <hr/> A 3 about 40% <hr/> A 4 about 60% <hr/> A 5 about 80% <hr/> A 6 100% <hr/> A 7 I don't know <hr/>
		Next: Q 102



<b>Q 102</b>	Single Select	* Answer Required
<b>Question Text</b> Q102: Can learners take textbooks home for First Additional Language — textbook?		<b>Answers</b>  A 1 No <hr/> A 2 Yes <hr/> A 3 I don't know <hr/>
		Next: Q 103

<b>Q 103</b>	Single Select	* Answer Required
<b>Question Text</b> Q103: Do you use a textbook for First Additional Language — fiction?		<b>Answers</b>  A 1 No <hr/> A 2 Yes <hr/>
		Next: Q 104

<b>Q 104</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q104: What percentage of learners have access to First Additional Language — fiction?		A 1 0
		A 2 about 20%
		A 3 about 40%
		A 4 about 60%
		A 5 about 80%
		A 6 100%
		A 7 I don't know
		Next: Q 105

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<b>Q 105</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q105: Can learners take textbooks home for First Additional Language — fiction?		A 1 No
		A 2 Yes
		A 3 I don't know
		Next: Q 106

<b>Q 106</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q106: Do you use a textbook for Accounting?		A 1 No
		A 2 Yes
		Next: Q 107

<b>Q 107</b>	Single Select	✱ Answer Required
<b>Question Text</b> Q107: What percentage of learners have access to Accounting?		<b>Answers</b>
		A 1 0
		A 2 about 20%
		A 3 about 40%
		A 4 about 60%
		A 5 about 80%
		A 6 100%
		A 7 I don't know
		Next: Q 108

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<b>Q 108</b>	Single Select	✱ Answer Required
<b>Question Text</b> Q108: Can learners take textbooks home for Accounting?		<b>Answers</b>
		A 1 No
		A 2 Yes
		A 3 I don't know
		Next: Q 109

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<b>Q 109</b>	Single Select	✱ Answer Required
<b>Question Text</b> Q109: Do you use a textbook for Business Studies?		<b>Answers</b>
		A 1 No
		A 2 Yes
		Next: Q 112
		Next: Q 110

<b>Q 110</b>	Single Select	* Answer Required
<b>Question Text</b> Q110: What percentage of learners have access to Business Studies?		<b>Answers</b> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 1 0</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 2 about 20%</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 3 about 40%</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 4 about 60%</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 5 about 80%</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 6 100%</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 7 I don't know</div>
		Next: Q 111

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<b>Q 111</b>	Single Select	* Answer Required
<b>Question Text</b> Q111: Can learners take textbooks home for Business Studies?		<b>Answers</b> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 1 No</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 2 Yes</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 3 I don't know</div>
		Next: Q 112

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<b>Q 112</b>	Single Select	* Answer Required
<b>Question Text</b> Q112: Do you use a textbook for Consumer Studies?		<b>Answers</b> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 1 No</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 2 Yes</div>
		Next: Q 113

<b>Q 113</b>	Single Select	* Answer Required
<b>Question Text</b> Q113: What percentage of learners have access to Consumer Studies?		<b>Answers</b> <div style="border-bottom: 1px solid #ccc; padding-bottom: 2px;">A 1 0</div> <div style="border-bottom: 1px solid #ccc; padding-bottom: 2px;">A 2 about 20%</div> <div style="border-bottom: 1px solid #ccc; padding-bottom: 2px;">A 3 about 40%</div> <div style="border-bottom: 1px solid #ccc; padding-bottom: 2px;">A 4 about 60%</div> <div style="border-bottom: 1px solid #ccc; padding-bottom: 2px;">A 5 about 80%</div> <div style="border-bottom: 1px solid #ccc; padding-bottom: 2px;">A 6 100%</div> <div style="border-bottom: 1px solid #ccc; padding-bottom: 2px;">A 7 I don't know</div>
		Next: Q 114

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<b>Q 114</b>	Single Select	* Answer Required
<b>Question Text</b> Q114: Can learners take textbooks home for Consumer Studies?		<b>Answers</b> <div style="border-bottom: 1px solid #ccc; padding-bottom: 2px;">A 1 No</div> <div style="border-bottom: 1px solid #ccc; padding-bottom: 2px;">A 2 Yes</div> <div style="border-bottom: 1px solid #ccc; padding-bottom: 2px;">A 3 I don't know</div>
		Next: Q 115

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<b>Q 115</b>	Single Select	* Answer Required
<b>Question Text</b> Q115: Do you use a textbook for Economics?		<b>Answers</b> <div style="border-bottom: 1px solid #ccc; padding-bottom: 2px;">A 1 No</div> <div style="border-bottom: 1px solid #ccc; padding-bottom: 2px;">A 2 Yes</div>
		Next: Q 116

<b>Q 116</b>	Single Select	* Answer Required
<b>Question Text</b> Q116: What percentage of learners have access to Economics?		<b>Answers</b> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 1 0</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 2 about 20%</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 3 about 40%</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 4 about 60%</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 5 about 80%</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 6 100%</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 7 I don't know</div>
		Next: Q 117

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<b>Q 117</b>	Single Select	* Answer Required
<b>Question Text</b> Q117: Can learners take textbooks home for Economics?		<b>Answers</b> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 1 No</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 2 Yes</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 3 I don't know</div>
		Next: Q 118

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<b>Q 118</b>	Single Select	* Answer Required
<b>Question Text</b> Q118: Do you use a textbook for Geography?		<b>Answers</b> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 1 No</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 2 Yes</div>
		Next: Q 119

<b>Q 119</b>	Single Select	* Answer Required
<b>Question Text</b> Q119: What percentage of learners have access to Geography?		<b>Answers</b> <div style="border-bottom: 1px solid #ccc; padding-bottom: 2px;">A 1 0</div> <div style="border-bottom: 1px solid #ccc; padding-bottom: 2px;">A 2 about 20%</div> <div style="border-bottom: 1px solid #ccc; padding-bottom: 2px;">A 3 about 40%</div> <div style="border-bottom: 1px solid #ccc; padding-bottom: 2px;">A 4 about 60%</div> <div style="border-bottom: 1px solid #ccc; padding-bottom: 2px;">A 5 about 80%</div> <div style="border-bottom: 1px solid #ccc; padding-bottom: 2px;">A 6 100%</div> <div style="border-bottom: 1px solid #ccc; padding-bottom: 2px;">A 7 I don't know</div>
		Next: Q 120

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<b>Q 120</b>	Single Select	* Answer Required
<b>Question Text</b> Q120: Can learners take textbooks home for Geography?		<b>Answers</b> <div style="border-bottom: 1px solid #ccc; padding-bottom: 2px;">A 1 No</div> <div style="border-bottom: 1px solid #ccc; padding-bottom: 2px;">A 2 Yes</div> <div style="border-bottom: 1px solid #ccc; padding-bottom: 2px;">A 3 I don't know</div>
		Next: Q 121

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<b>Q 121</b>	Single Select	* Answer Required
<b>Question Text</b> Q121: Do you use a textbook for History?		<b>Answers</b> <div style="border-bottom: 1px solid #ccc; padding-bottom: 2px;">A 1 No</div> <div style="border-bottom: 1px solid #ccc; padding-bottom: 2px;">A 2 Yes</div>
		Next: Q 122

<b>Q 122</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q122: What percentage of learners have access to History?		A 1 0
		A 2 about 20%
		A 3 about 40%
		A 4 about 60%
		A 5 about 80%
		A 6 100%
		A 7 I don't know
		Next: Q 123

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<b>Q 123</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q123: Can learners take textbooks home for History?		A 1 No
		A 2 Yes
		A 3 I don't know
		Next: Q 124

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<b>Q 124</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q124: Do you use a textbook for Life Orientation?		A 1 No
		A 2 Yes
		Next: Q 125

<b>Q 125</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q125: What percentage of learners have access to Life Orientation?		A 1 0
		A 2 about 20%
		A 3 about 40%
		A 4 about 60%
		A 5 about 80%
		A 6 100%
		A 7 I don't know
		Next: Q 126

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<b>Q 126</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q126: Can learners take textbooks home for Life Orientation?		A 1 No
		A 2 Yes
		A 3 I don't know
		Next: Q 127

<b>Q 127</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q127: Do you use a textbook for Life Sciences?		A 1 No
		A 2 Yes
		Next: Q 128

<b>Q 128</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q128: What percentage of learners have access to Life Sciences?		A 1 0
		A 2 about 20%
		A 3 about 40%
		A 4 about 60%
		A 5 about 80%
		A 6 100%
		A 7 I don't know
		Next: Q 129

✂

<b>Q 129</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q129: Can learners take textbooks home for Life Sciences?		A 1 No
		A 2 Yes
		A 3 I don't know
		Next: Q 130

✂

<b>Q 130</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q130: Do you use a textbook for Mathematical Literacy?		A 1 No
		A 2 Yes
		Next: Q 131

Q 131 Single Select

\* Answer Required

## Question Text

Q131: What percentage of learners have access to Mathematical Literacy?

## Answers

A 1 0

A 2 about 20%

A 3 about 40%

A 4 about 60%

A 5 about 80%

A 6 100%

A 7 I don't know

Next: Q 132

Q 132 Single Select

\* Answer Required

## Question Text

Q132: Can learners take textbooks home for Mathematical Literacy?

## Answers

A 1 No

A 2 Yes

A 3 I don't know

Next: Q 133

Q 133 Single Select

\* Answer Required

## Question Text

Q133: Do you use a textbook for Mathematics?

## Answers

A 1 No

A 2 Yes

Next: Q 136

Next: Q 134

<p><b>Q 134</b>      Single Select <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q134: What percentage of learners have access to Mathematics?</p>	<p><b>Answers</b></p> <p>A 1 0</p> <hr/> <p>A 2 about 20%</p> <hr/> <p>A 3 about 40%</p> <hr/> <p>A 4 about 60%</p> <hr/> <p>A 5 about 80%</p> <hr/> <p>A 6 100%</p> <hr/> <p>A 7 I don't know</p> <hr/> <p style="text-align: right;">Next: Q 135</p>
<p><b>Q 135</b>      Single Select <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q135: Can learners take textbooks home for Mathematics?</p>	<p><b>Answers</b></p> <p>A 1 No</p> <hr/> <p>A 2 Yes</p> <hr/> <p>A 3 I don't know</p> <hr/> <p style="text-align: right;">Next: Q 136</p>
<p><b>Q 136</b>      Single Select <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q136: Do you use a textbook for Physical Sciences?</p>	<p><b>Answers</b></p> <p>A 1 No <span style="float: right;">Next: Q 139</span></p> <hr/> <p>A 2 Yes</p> <hr/> <p style="text-align: right;">Next: Q 137</p>

<b>Q 137</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q137: What percentage of learners have access to Physical Sciences?		A 1 0
		A 2 about 20%
		A 3 about 40%
		A 4 about 60%
		A 5 about 80%
		A 6 100%
		A 7 I don't know
		Next: Q 138

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<b>Q 138</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q138: Can learners take textbooks home for Physical Sciences?		A 1 No
		A 2 Yes
		A 3 I don't know
		Next: Q 139

<b>Q 139</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q139: Do you use a textbook for Tourism?		A 1 No
		A 2 Yes
		Next: Q 140

<b>Q 140</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q140: What percentage of learners have access to Tourism?		A 1 0
		A 2 about 20%
		A 3 about 40%
		A 4 about 60%
		A 5 about 80%
		A 6 100%
		A 7 I don't know
		Next: Q 141

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<b>Q 141</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q141: Can learners take textbooks home for Tourism?		A 1 No
		A 2 Yes
		A 3 I don't know
		Next: Q 142

<b>Q 142</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q142: Do you use a textbook for Agricultural Management Practices?		A 1 No
		A 2 Yes
		Next: Q 143

Q 143 Single Select

\* Answer Required

## Question Text

Q143: What percentage of learners have access to Agricultural Management Practices?

## Answers

A 1 0

A 2 about 20%

A 3 about 40%

A 4 about 60%

A 5 about 80%

A 6 100%

A 7 I don't know

Next: Q 144

Q 144 Single Select

\* Answer Required

## Question Text

Q144: Can learners take textbooks home for Agricultural Management Practices?

## Answers

A 1 No

A 2 Yes

A 3 I don't know

Next: Q 145

Q 145 Single Select

\* Answer Required

## Question Text

Q145: Do you use a textbook for Agricultural Sciences?

## Answers

A 1 No

A 2 Yes

Next: Q 148

Next: Q 146

<p><b>Q 146</b>      Single Select      <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q146: What percentage of learners have access to Agricultural Sciences?</p>	<p><b>Answers</b></p> <p>A 1 0</p> <hr/> <p>A 2 about 20%</p> <hr/> <p>A 3 about 40%</p> <hr/> <p>A 4 about 60%</p> <hr/> <p>A 5 about 80%</p> <hr/> <p>A 6 100%</p> <hr/> <p>A 7 I don't know</p> <hr/> <p style="text-align: right;">Next: Q 147</p>
<p><b>Q 147</b>      Single Select      <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q147: Can learners take textbooks home for Agricultural Sciences?</p>	<p><b>Answers</b></p> <p>A 1 No</p> <hr/> <p>A 2 Yes</p> <hr/> <p>A 3 I don't know</p> <hr/> <p style="text-align: right;">Next: Q 148</p>
<p><b>Q 148</b>      Single Select      <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q148: Do you use a textbook for Agricultural Technology?</p>	<p><b>Answers</b></p> <p>A 1 No      <span style="float: right;">Next: Q 151</span></p> <hr/> <p>A 2 Yes</p> <hr/> <p style="text-align: right;">Next: Q 149</p>

<b>Q 149</b>	Single Select	* Answer Required
<b>Question Text</b> Q149: What percentage of learners have access to Agricultural Technology?		<b>Answers</b> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 1 0</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 2 about 20%</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 3 about 40%</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 4 about 60%</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 5 about 80%</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 6 100%</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 7 I don't know</div>
		Next: Q 150

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<b>Q 150</b>	Single Select	* Answer Required
<b>Question Text</b> Q150: Can learners take textbooks home for Agricultural Technology?		<b>Answers</b> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 1 No</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 2 Yes</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 3 I don't know</div>
		Next: Q 151

<b>Q 151</b>	Single Select	* Answer Required
<b>Question Text</b> Q151: Do you use a textbook for Civil Technology?		<b>Answers</b> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 1 No</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 2 Yes</div>
		Next: Q 152

<p><b>Q 152</b>      Single Select</p> <p><b>Question Text</b></p> <p>Q152: What percentage of learners have access to Civil Technology?</p>	<p style="text-align: right;">* Answer Required</p> <p><b>Answers</b></p> <p>A 1 0</p> <hr/> <p>A 2 about 20%</p> <hr/> <p>A 3 about 40%</p> <hr/> <p>A 4 about 60%</p> <hr/> <p>A 5 about 80%</p> <hr/> <p>A 6 100%</p> <hr/> <p>A 7 I don't know</p> <hr/> <p style="text-align: right;">Next: Q 153</p>
<p><b>Q 153</b>      Single Select</p> <p><b>Question Text</b></p> <p>Q153: Can learners take textbooks home for Civil Technology?</p>	<p style="text-align: right;">* Answer Required</p> <p><b>Answers</b></p> <p>A 1 No</p> <hr/> <p>A 2 Yes</p> <hr/> <p>A 3 I don't know</p> <hr/> <p style="text-align: right;">Next: Q 154</p>
<p><b>Q 154</b>      Single Select</p> <p><b>Question Text</b></p> <p>Q154: Do you use a textbook for Civil Technology (Specialisation)?</p>	<p style="text-align: right;">* Answer Required</p> <p><b>Answers</b></p> <p>A 1 No</p> <hr/> <p>A 2 Yes</p> <hr/> <p style="text-align: right;">Next: Q 155</p>

<b>Q 155</b>	Single Select	* Answer Required
<b>Question Text</b> Q155: What percentage of learners have access to Civil Technology (Specialisation)?		<b>Answers</b>
		A 1 0
		A 2 about 20%
		A 3 about 40%
		A 4 about 60%
		A 5 about 80%
		A 6 100%
		A 7 I don't know
		Next: Q 156

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<b>Q 156</b>	Single Select	* Answer Required
<b>Question Text</b> Q156: Can learners take textbooks home for Civil Technology (Specialisation)?		<b>Answers</b>
		A 1 No
		A 2 Yes
		A 3 I don't know
		Next: Q 157

<b>Q 157</b>	Single Select	* Answer Required
<b>Question Text</b> Q157: Do you use a textbook for Computer Applications Technology?		<b>Answers</b>
		A 1 No
		A 2 Yes
		Next: Q 160
		Next: Q 158

<b>Q 158</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q158: What percentage of learners have access to Computer Applications Technology?		A 1 0
		A 2 about 20%
		A 3 about 40%
		A 4 about 60%
		A 5 about 80%
		A 6 100%
		A 7 I don't know
		Next: Q 159

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<b>Q 159</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q159: Can learners take textbooks home for Computer Applications Technology?		A 1 No
		A 2 Yes
		A 3 I don't know
		Next: Q 160

<b>Q 160</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q160: Do you use a textbook for Dance Studies?		A 1 No
		A 2 Yes
		Next: Q 161

<p><b>Q 161</b>      Single Select <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q161: What percentage of learners have access to Dance Studies?</p>	<p><b>Answers</b></p> <p>A 1 0</p> <hr/> <p>A 2 about 20%</p> <hr/> <p>A 3 about 40%</p> <hr/> <p>A 4 about 60%</p> <hr/> <p>A 5 about 80%</p> <hr/> <p>A 6 100%</p> <hr/> <p>A 7 I don't know</p> <hr/> <p style="text-align: right;">Next: Q 162</p>
<p><b>Q 162</b>      Single Select <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q162: Can learners take textbooks home for Dance Studies?</p>	<p><b>Answers</b></p> <p>A 1 No</p> <hr/> <p>A 2 Yes</p> <hr/> <p>A 3 I don't know</p> <hr/> <p style="text-align: right;">Next: Q 163</p>
<p><b>Q 163</b>      Single Select <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q163: Do you use a textbook for Design?</p>	<p><b>Answers</b></p> <p>A 1 No <span style="float: right;">Next: Q 166</span></p> <hr/> <p>A 2 Yes</p> <hr/> <p style="text-align: right;">Next: Q 164</p>

<b>Q 164</b>	Single Select	* Answer Required
<b>Question Text</b> Q164: What percentage of learners have access to Design?		<b>Answers</b> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 1 0</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 2 about 20%</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 3 about 40%</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 4 about 60%</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 5 about 80%</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 6 100%</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 7 I don't know</div>
		Next: Q 165

✂

<b>Q 165</b>	Single Select	* Answer Required
<b>Question Text</b> Q165: Can learners take textbooks home for Design?		<b>Answers</b> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 1 No</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 2 Yes</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 3 I don't know</div>
		Next: Q 166

✂

<b>Q 166</b>	Single Select	* Answer Required
<b>Question Text</b> Q166: Do you use a textbook for Dramatic Arts?		<b>Answers</b> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 1 No</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 2 Yes</div>
		Next: Q 167

Q 167

Single Select

\* Answer Required

## Question Text

Q167: What percentage of learners have access to Dramatic Arts?

## Answers

A 1 0

A 2 about 20%

A 3 about 40%

A 4 about 60%

A 5 about 80%

A 6 100%

A 7 I don't know

Next: Q 168

Q 168

Single Select

\* Answer Required

## Question Text

Q168: Can learners take textbooks home for Dramatic Arts?

## Answers

A 1 No

A 2 Yes

A 3 I don't know

Next: Q 169

Q 169

Single Select

\* Answer Required

## Question Text

Q169: Do you use a textbook for Electrical Technology?

## Answers

A 1 No

A 2 Yes

Next: Q 172

Next: Q 170

<b>Q 170</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q170: What percentage of learners have access to Electrical Technology?		A 1 0
		A 2 about 20%
		A 3 about 40%
		A 4 about 60%
		A 5 about 80%
		A 6 100%
		A 7 I don't know
		Next: Q 171

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<b>Q 171</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q171: Can learners take textbooks home for Electrical Technology?		A 1 No
		A 2 Yes
		A 3 I don't know
		Next: Q 172

<b>Q 172</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q172: Do you use a textbook for Electrical Technology (Specialisation)?		A 1 No
		A 2 Yes
		Next: Q 173

<p><b>Q 173</b>      Single Select <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q173: What percentage of learners have access to Electrical Technology (Specialisation)?</p>	<p><b>Answers</b></p> <p>A 1 0</p> <hr/> <p>A 2 about 20%</p> <hr/> <p>A 3 about 40%</p> <hr/> <p>A 4 about 60%</p> <hr/> <p>A 5 about 80%</p> <hr/> <p>A 6 100%</p> <hr/> <p>A 7 I don't know</p> <hr/> <p style="text-align: right;">Next: Q 174</p>
✂	
<p><b>Q 174</b>      Single Select <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q174: Can learners take textbooks home for Electrical Technology (Specialisation)?</p>	<p><b>Answers</b></p> <p>A 1 No</p> <hr/> <p>A 2 Yes</p> <hr/> <p>A 3 I don't know</p> <hr/> <p style="text-align: right;">Next: Q 175</p>
✂	
<p><b>Q 175</b>      Single Select <span style="float: right;">* Answer Required</span></p> <p><b>Question Text</b></p> <p>Q175: Do you use a textbook for Engineering Graphics and Design?</p>	<p><b>Answers</b></p> <p>A 1 No <span style="float: right;">Next: Q 178</span></p> <hr/> <p>A 2 Yes</p> <hr/> <p style="text-align: right;">Next: Q 176</p>

<b>Q 176</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q176: What percentage of learners have access to Engineering Graphics and Design?		A 1 0
		A 2 about 20%
		A 3 about 40%
		A 4 about 60%
		A 5 about 80%
		A 6 100%
		A 7 I don't know
		Next: Q 177

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<b>Q 177</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q177: Can learners take textbooks home for Engineering Graphics and Design?		A 1 No
		A 2 Yes
		A 3 I don't know
		Next: Q 178

<b>Q 178</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q178: Do you use a textbook for Hospitality Studies?		A 1 No
		A 2 Yes
		Next: Q 179

<b>Q 179</b>	Single Select	* Answer Required	
<b>Question Text</b>		<b>Answers</b>	
Q179: What percentage of learners have access to Hospitality Studies?		A 1 0	
		A 2 about 20%	
		A 3 about 40%	
		A 4 about 60%	
		A 5 about 80%	
		A 6 100%	
		A 7 I don't know	
			Next: Q 180

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<b>Q 180</b>	Single Select	* Answer Required	
<b>Question Text</b>		<b>Answers</b>	
Q180: Can learners take textbooks home for Hospitality Studies?		A 1 No	
		A 2 Yes	
		A 3 I don't know	
			Next: Q 181

<b>Q 181</b>	Single Select	* Answer Required	
<b>Question Text</b>		<b>Answers</b>	
Q181: Do you use a textbook for Information Technology?		A 1 No	
		A 2 Yes	
			Next: Q 182

<b>Q 182</b>	Single Select	* Answer Required
<b>Question Text</b> Q182: What percentage of learners have access to Information Technology?		<b>Answers</b> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 1 0</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 2 about 20%</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 3 about 40%</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 4 about 60%</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 5 about 80%</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 6 100%</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 7 I don't know</div>
		Next: Q 183

✂

<b>Q 183</b>	Single Select	* Answer Required
<b>Question Text</b> Q183: Can learners take textbooks home for Information Technology?		<b>Answers</b> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 1 No</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 2 Yes</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 3 I don't know</div>
		Next: Q 184

✂

<b>Q 184</b>	Single Select	* Answer Required
<b>Question Text</b> Q184: Do you use a textbook for Mechanical Technology?		<b>Answers</b> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 1 No</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">A 2 Yes</div>
		Next: Q 185

<p><b>Q 185</b>      Single Select</p> <p><b>Question Text</b></p> <p>Q185: What percentage of learners have access to Mechanical Technology</p>	<p style="text-align: right;"><b>* Answer Required</b></p> <p><b>Answers</b></p> <p>A 1 0</p> <hr/> <p>A 2 about 20%</p> <hr/> <p>A 3 about 40%</p> <hr/> <p>A 4 about 60%</p> <hr/> <p>A 5 about 80%</p> <hr/> <p>A 6 100%</p> <hr/> <p>A 7 I don't know</p> <hr/> <p style="text-align: right;">Next: Q 186</p>
<p><b>Q 186</b>      Single Select</p> <p><b>Question Text</b></p> <p>Q186: Can learners take textbooks home for Mechanical Technology?</p>	<p style="text-align: right;"><b>* Answer Required</b></p> <p><b>Answers</b></p> <p>A 1 No</p> <hr/> <p>A 2 Yes</p> <hr/> <p>A 3 I don't know</p> <hr/> <p style="text-align: right;">Next: Q 187</p>
<p><b>Q 187</b>      Single Select</p> <p><b>Question Text</b></p> <p>Q187: Do you use a textbook for Mechanical Technology (Specialisation)?</p>	<p style="text-align: right;"><b>* Answer Required</b></p> <p><b>Answers</b></p> <p>A 1 No</p> <hr/> <p>A 2 Yes</p> <hr/> <p style="text-align: right;">Next: Q 188</p>

<b>Q 188</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q188: What percentage of learners have access to Mechanical Technology (Specialisation)		A 1 0
		A 2 about 20%
		A 3 about 40%
		A 4 about 60%
		A 5 about 80%
		A 6 100%
		A 7 I don't know
		Next: Q 189

<b>Q 189</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q189: Can learners take textbooks home for Mechanical Technology (Specialisation)?		A 1 No
		A 2 Yes
		A 3 I don't know
		Next: Q 190

<b>Q 190</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q190: Do you use a textbook for Music?		A 1 No
		A 2 Yes
		Next: Q 193
		Next: Q 191

<b>Q 191</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q191: What percentage of learners have access to Music?		A 1 0
		A 2 about 20%
		A 3 about 40%
		A 4 about 60%
		A 5 about 80%
		A 6 100%
		Next: Q 192

Q 192 Single Select

\* Answer Required

## Question Text

Q192: Can learners take textbooks home for Music?

## Answers

A 1 No

A 2 Yes

A 3 I don't know

Next: Q 193

Q 193 Single Select

\* Answer Required

## Question Text

Q193: Do you use a textbook for Religious Studies?

## Answers

A 1 No

A 2 Yes

Next: Q 196

Next: Q 194

Q 194 Single Select

\* Answer Required

## Question Text

Q194: What percentage of learners have access to Religious Studies?

## Answers

A 1 0

A 2 about 20%

A 3 about 40%

A 4 about 60%

A 5 about 80%

A 6 100%

A 7 I don't know

Next: Q 195

Q 195 Single Select

\* Answer Required

## Question Text

Q195: Can learners take textbooks home for Religious Studies?

## Answers

A 1 No

A 2 Yes

A 3 I don't know

Next: Q 196

<b>Q 196</b>	Single Select	* Answer Required
<b>Question Text</b>		
Q196: Do you use a textbook for Technical Mathematics?		
<b>Answers</b>		
A 1	No	Next: Q 199
A 2	Yes	
		Next: Q 197

<b>Q 197</b>	Single Select	* Answer Required
<b>Question Text</b>		
Q197: What percentage of learners have access to Technical Mathematics?		
<b>Answers</b>		
A 1	0	
A 2	about 20%	
A 3	about 40%	
A 4	about 60%	
A 5	about 80%	
A 6	100%	
A 7	I don't know	
		Next: Q 198

<b>Q 198</b>	Single Select	* Answer Required
<b>Question Text</b>		
Q198: Can learners take textbooks home for Technical Mathematics?		
<b>Answers</b>		
A 1	No	
A 2	Yes	
A 3	I don't know	
		Next: Q 199

<b>Q 199</b>	Single Select	* Answer Required
<b>Question Text</b>		
Q199: Do you use a textbook for Technical Science?		
<b>Answers</b>		
A 1	No	Next: Q 202
A 2	Yes	
		Next: Q 200

<b>Q 200</b>	Single Select	* Answer Required
<b>Question Text</b> Q200: What percentage of learners have access to Technical Science?		<b>Answers</b> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 1 0</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 2 about 20%</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 3 about 40%</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 4 about 60%</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 5 about 80%</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 6 100%</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 7 I don't know</div>
		Next: Q 201

88

<b>Q 201</b>	Single Select	* Answer Required
<b>Question Text</b> Q201: Can learners take textbooks home for Technical Science?		<b>Answers</b> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 1 No</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 2 Yes</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 3 I don't know</div>
		Next: Q 202

<b>Q 202</b>	Single Select	* Answer Required
<b>Question Text</b> Q202: Do you use a textbook for Visual Arts?		<b>Answers</b> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 1 No</div> <div style="border-bottom: 1px solid #ccc; padding: 2px 0;">A 2 Yes</div>
		Next: Q 203

Q 203

Single Select

\* Answer Required

## Question Text

Q203: What percentage of learners have access to Visual Arts?

## Answers

A 1 0

A 2 about 20%

A 3 about 40%

A 4 about 60%

A 5 about 80%

A 6 100%

A 7 I don't know

Next: Q 204

Q 204

Single Select

\* Answer Required

## Question Text

Q204: Can learners take textbooks home for Visual Arts?

## Answers

A 1 No

A 2 Yes

A 3 I don't know

Next: Conclusion

## Appendix E: LSEN Questionnaire

PrintPreview

<https://www.isurveysoft.com/Survey/PrintPreview/77857>

<b>Survey Name:</b>	Live1 LSEN Questionnaire
<b>Description:</b>	LSEN Questionnaire
<b>Introduction:</b>	Welcome to the LSEN Questionnaire survey. Please note this is a quantitative survey and not a reflection of performance of the school or yourself. A Qualitative survey will be performed later during the Project on a sample of schools. Personal information is not gathered nor divulged during analysis of the data. Click the Start button to continue
<b>Conclusion:</b>	FW Please thank the Educator / Principal for their input in completing this survey. Please note if you click FINISH the survey will be submitted and you will not be able to review anything. Are you sure all information on the survey has been completed correctly? If you are sure please click the FINISH button.
<b>Survey Created on:</b>	2017/10/21 06:42:06 PM

<b>Q 1</b>	Barcode	* Answer Required
<b>Question Text</b>		
Q1: Scan EMIS number		
Next: Q 2		

<b>Q 2</b>	Barcode	* Answer Required
<b>Question Text</b>		
Q2: Scan school details		
Next: Q 3		

<b>Q 3</b>	Barcode	* Answer Required
<b>Question Text</b>		
Q3: Scan sample selection		
Next: Q 4		

<b>Q 4</b>	Single Select	* Answer Required
<b>Question Text</b>		
Q4: Who are you interviewing?		
<b>Answers</b>		
A 1 LSEN educator		
A 2 Deputy Principal		
A 3 The Principal		
A 4 SBST coordinator.		
Next: Q 5		

<b>Q 5</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q5: Is this a full service school?		A 1 No
		A 2 Yes
		Next: Q 6

<b>Q 6</b>	Grid - Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q6: Do you have a specific qualification in Special or Remedial Education?		A 1 No
<b>Statements</b> S 1 Tertiary (degree, post-matric diploma, post-graduate diploma) in special or remedial education		A 2 Yes
S 2 ACE in special or remedial education		
S 3 Accredited Short Courses in special or remedial education		
		Next: Q 7

<b>Q 7</b>	Information	
<b>Question Text</b>		
Q7: Training on identifying and supporting learners with learning barriers		
		Next: Q 8

<b>Q 8</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q8: Have you received any formal/ "informal" training on identifying/supporting learners with learning barriers? [This could include training provided by the school district, PED or courses that you self-initiated.]		A 1 No
		A 2 Yes
		Next: Q 9

<b>Q 9</b>	Single Select	* Answer Required
<b>Question Text</b>		<b>Answers</b>
Q9: Have you ever received any formal/ informal training on curriculum differentiation for learners with learning barriers?		A 1 No
		A 2 Yes
		Next: Q 10

Q 10 Single Select

\* Answer Required

## Question Text

Q10: Have you ever received any formal / informal training on setting assessments for learners with learning barriers?

## Answers

A 1 No

Next: Q 13

A 2 Yes

Next: Q 11

Q 11 Single Select

\* Answer Required

## Question Text

Q11: Rate the usefulness of the formal/ informal training you received?

## Answers

A 1 Not useful

A 2 Fairly useful

A 3 Useful

A 4 Very useful

Next: Q 12

Q 12 Single Select

\* Answer Required

## Question Text

Q12: How often are you applying the skills or knowledge that you received from your formal/ informal training programme/s?

## Answers

A 1 Not at all

A 2 Sometimes

A 3 Often

A 4 All the time

Next: Q 13

Q 13 Single Select

\* Answer Required

## Question Text

Q13: How confident are you in dealing with learners with learning barriers?

## Answers

A 1 Not confident

A 2 Somewhat confident

A 3 Confident

A 4 Very confident

Next: Q 14

Q 14

Grid - Single Select

\* Answer Required

## Question Text

Q14: Rank the THREE most important improvements that need to be made at the district level to better support schools. Rank these in order of preference. Field worker: Do not select the same statement twice.

## Statements

S 1 1st Most important

S 2 2nd Most important

S 3 3rd Most important

## Answers

A 1 More specialised staff in the school

A 2 More training for teachers

A 3 More district support

A 4 More specialised materials

A 5 More specialised infrastructure

A 6 Easier referral system

Next: Q 15

Q 15

Numeric

\* Answer Required

## Question Text

Q15: For how many learners has the school completed the SIAS-forms (Support Needs Assessment/ Health and Disabilities/ ISP etc.)?

Next: Q 16

Q 16

Grid - Single Select

\* Answer Required

## Question Text

Q16: Has your school been able to undertake the following this year?

## Statements

S 1 Screen learners for vision

S 2 Screen learners for hearing

S 3 Screen learners for other learning barriers

## Answers

A 1 None of the learners

A 2 Some of the learners

A 3 Most of the learners

A 4 All of the learners

Next: Q 17

Q 17

Text

\* Answer Required

## Question Text

Q17: Specify screening of learners for other learning barriers

Next: Q 18



Q 18 Single Select

\* Answer Required

## Question Text

Q18: Has your school been able to undertake the screening of learners for other learning barriers?

## Answers

A 1 None of the learners

A 2 Some of the learners

A 3 Most of the learners

A 4 All of the learners

Next: Q 19

Q 19 Numeric

\* Answer Required

## Question Text

Q19: How many learners with disabilities are supported with adaptive Learning and Teaching Support Material?

Next: Q 20

Q 20 Single Select

\* Answer Required

## Question Text

Q20: Are there steps to the main entrance of the school?

## Answers

A 1 No

A 2 Yes

Next: Q 22

Next: Q 21

Q 21 Single Select

\* Answer Required

## Question Text

Q21: In your opinion, is there a ramp in a good condition that is not too steep, that could be used by a person in a wheelchair?

## Answers

A 1 No

A 2 Yes

Next: Q 22

Q 22 Grid - Multi Select

\* Answer Required

## Question Text

Q22: Are there sanitation facilities available on the school site for educators and learners? This question can only be answered YES if there is a sturdy railing in the toilet, to assist the person in getting on/off the toilet; if the doorway to the toilet is wide enough for a wheelchair and if there are no steps to get to the toilet.

## Statements

S 1 Is there at least one toilet in the school that has been adapted for use by children who use wheelchairs?

## Answers

A 1 Flush toilets

A 2 Ventilated pit latrine and Enviro-loo Toilets

A 3 Other types of sanitation

A 4 No toilet for use by children who use wheelchairs

Next: Conclusion

## Appendix F: Document Analysis

PrintPreview

<https://www.isurveysoft.com/Survey/PrintPreview/77854>

<b>Survey Name:</b>	Live1 Document Analysis		
<b>Description:</b>	Document Analysis		
<b>Introduction:</b>	Welcome to the Document Analysis survey. Please note this is a quantitative survey and not a reflection of performance of the school or yourself. A Qualitative survey will be performed later during the Project on a sample of schools. Personal information is not gathered nor divulged during analysis of the data. Touch the Start button to continue		
<b>Conclusion:</b>	FW Please thank the Educator / Principal for their input in completing this survey. Please note if you click FINISH the survey will be submitted and you will not be able to review anything. Are you sure all information on the survey has been completed correctly? If you are sure please click the FINISH button.		
<b>Survey Created on:</b>	2017/10/21 06:35:51 PM		

<b>Q 1</b>	Barcode	* Answer Required
<b>Question Text</b>		
Q1: Scan EMIS number		
		Next: Q 2

<b>Q 2</b>	Barcode	* Answer Required
<b>Question Text</b>		
Q2: Scan school details		
		Next: Q 3

<b>Q 3</b>	Barcode	* Answer Required
<b>Question Text</b>		
Q3: Scan sample selection		
		Next: Q 4

<b>Q 4</b>	Single Select	* Answer Required
<b>Question Text</b>		
Q4: Have you seen the school improvement plan/school development plan for 2017? Note: • A school improvement plan/school development plan is a road map that sets out the changes or improvements a school needs to make in terms of educator development and learner achievement, and shows how and when these changes will be made. • It usually details activities for 1 year. • In some schools a school improvement plan (1 year) may be part of the school development plan (3-5 year plan).		
<b>Answers</b>		
A 1	No	Next: Q 7
A 2	Yes	
		Next: Q 5

<b>Q 5</b>	Photo Capture	
<b>Question Text</b>		
Q5: School improvement plan/school development plan?		
		Next: Q 6



Q 6 Numeric

\* Answer Required

## Question Text

Q6: Please count the number of pages of the schools improvement plan / development plan of 2017

Next: Q 7

Q 7 Single Select

\* Answer Required

## Question Text

Q7: Have you seen an academic improvement plan for 2017? Note: • This is usually part of the school improvement plan or the school development plan, although it could also be a separate document. • The academic improvement plan focuses on how the school aims to improve its areas of weakness as identified during quarterly internal assessments and through the Annual National Assessments (in primary schools) and the matric results by subject (in secondary schools).

## Answers

A 1 No

Next: Q 9

A 2 Yes

Next: Q 8

Q 8 Numeric

\* Answer Required

## Question Text

Q8: Count the number of pages for this academic improvement plan for 2017

Next: Q 9

Q 9 Single Select

\* Answer Required

## Question Text

Q9: Are the School Improvement Plan and Academic Development Plan one document?

## Answers

A 1 No

A 2 Yes

Next: Q 10

Q 10 Multi Select

\* Answer Required

## Question Text

Q10: Have you seen a summary academic performance/term report for 2017? Note: • The academic performance report is a report of learner achievements that is submitted each quarter by the school to the Provincial Education Department.

## Answers

A 1 Quarter 1 report seen

A 2 Quarter 2 report seen

A 3 Quarter 3 report seen

A 4 No report seen

Next: Q 11

Q 11 Photo Capture

## Question Text

Q11: Take a photo of a summary academic performance/term report for 2017 if there is no document go to next question.

Next: Q 12

Q 12 Single Select

\* Answer Required

## Question Text

Q12: Have you seen an annual budget for the school for 2017? Note: • The annual budget of a school must have been approved by parents during an Annual General Meeting (AGM) and have been signed by the SGB chairperson. This type of budget is most frequently used and deals with estimated income and expense.

## Answers

A 1 Not seen

Next: Q 14

A 2 Seen but Not signed

A 3 Seen and Signed

Next: Q 13

Q 13 Photo Capture

## Question Text

Q13: Annual budget for the school for 2017

Next: Q 14

Q 14 Single Select

\* Answer Required

## Question Text

Q14: Have you seen financial statements for 2016? Note: • A set of statements consisting of at least (a) a balance sheet; (b) an income statement; (c) a cash-flow statement; (d) any other statements that may be prescribed; and (e) any notes to the statements. • This is a set of financial documents in which assets, liabilities, income and expenses are recorded and is prepared annually by or for the school. • 2017 Financial statements will not be available yet

## Answers

A 1 No

Next: Q 19

A 2 Yes

Next: Q 15

Q 15 Single Select

\* Answer Required

## Question Text

Q15: Have the financial statements for 2016 been signed off by an auditor or registered accountant?

## Answers

A 1 No

Next: Q 17

A 2 Yes

A 3 Not seen

Next: Q 17

Next: Q 16

Q 16 Photo Capture

## Question Text

Q16: Take a photo of the front page of the financial statements for 2016.

Next: Q 17

<b>Q 17</b>	Single Select	* Answer Required
<b>Question Text</b>		
Q17: Have the financial statements for 2016 been signed by a department official (e.g. circuit/district manager)?		
<b>Answers</b>		
A 1	No	Next: Q 19
A 2	Yes	
A 3	Not seen	Next: Q 19
Next: Q 18		

<b>Q 18</b>	Photo Capture
<b>Question Text</b>	
Q18: Take a photo of the signed auditor's report in the financial statements for 2016.	
Next: Q 19	

<b>Q 19</b>	Single Select	* Answer Required
<b>Question Text</b>		
Q19: Have you seen the notification from the Provincial Education Department about the school's financial allocation for 2017? Note: • The letter from the Provincial Education Department informing the school of its financial allocation for 2017 should have arrived at the school during September / October 2016. In some provinces, however, the letter may have been sent to the school later.		
<b>Answers</b>		
A 1	No	Next: Q 24
A 2	Yes	
Next: Q 20		

<b>Q 20</b>	Single Select	* Answer Required
<b>Question Text</b>		
Q20: Does the letter state the per learner allocation for 2017?		
<b>Answers</b>		
A 1	No	Next: Q 22
A 2	Yes	
Next: Q 21		

<b>Q 21</b>	Numeric	* Answer Required
<b>Question Text</b>		
Q21: What was the stated per learner allocation for 2017?		
Next: Q 22		

<b>Q 22</b>	Single Select	* Answer Required
<b>Question Text</b>		
Q22: Does the letter state a total allocation for the school for 2017?		
<b>Answers</b>		
A 1	No	Next: Q 24
A 2	Yes	
Next: Q 23		

Q 23 Numeric

\* Answer Required

## Question Text

Q23: What was the TOTAL stated allocation for 2017?

Next: Q 24

Q 24 Single Select

\* Answer Required

## Question Text

Q24: Have you seen the notification from the Provincial Education Department about its financial allocation for 2018? Note: • The letter from the Provincial Education Department informing the school of its financial allocation for 2018 should have arrived at the school During September / October 2017. In some provinces, however, the letter may have been sent to the school later.

## Answers

A 1 No

Next: Q 29

A 2 Yes

Next: Q 25

Q 25 Single Select

\* Answer Required

## Question Text

Q25: Does the letter state, the per learner allocation for 2018?

## Answers

A 1 No

Next: Q 27

A 2 Yes

Next: Q 26

Q 26 Numeric

\* Answer Required

## Question Text

Q26: What was the stated per learner allocation for 2018?

Next: Q 27

Q 27 Single Select

\* Answer Required

## Question Text

Q27: Does the letter state a total allocation for the school for 2018?

## Answers

A 1 No

Next: Q 29

A 2 Yes

Next: Q 28

Q 28 Numeric

\* Answer Required

## Question Text

Q28: What was the TOTAL stated allocation for 2018?

Next: Q 29

Q 29 Single Select

\* Answer Required

## Question Text

Q29: Have you seen the notification from the Provincial Education Department about the school's financial allocation for Grade R 2017? Note: • The letter from the Provincial Education Department informing the school's Grade R financial allocation for 2017 should have arrived at the school during September / October 2016. In some provinces, however, the letter may have been sent to the school later. • In some provinces the letter for Grade R allocation and general allocation may be the same.

## Answers

A 1 No

Next: Q 32

A 2 Yes

A 3 Not applicable

Next: Q 32

Next: Q 30

Q 30 Numeric

\* Answer Required

## Question Text

Q30: What was the stated Grade R per learner allocation for 2017?

Next: Q 31

Q 31 Numeric

\* Answer Required

## Question Text

Q31: What was the TOTAL stated allocation for Grade R for 2017?

Next: Q 32

Q 32 Single Select

\* Answer Required

## Question Text

Q32: Have you seen the educator attendance register? Note: • An educator attendance register is a book or form that records the attendance of educators on a daily basis. • If the educator is present on the day, the educator needs to sign in next to his / her name. If he / she is absent, the register will not be signed.

## Answers

A 1 No

Next: Q 44

A 2 Yes

Next: Q 33

Q 33 Photo Capture

## Question Text

Q33: Educator attendance register

Next: Q 34

Q 34 Numeric

\* Answer Required

## Question Text

Q34: Count the number of educators that are listed in the attendance register. Look through the register and count the number of educator names that are listed. These do not have to be marked as present or absent but should reflect the total number of educators employed at the school.

Next: Q 35

Q 35 Grid - Single Select

\* Answer Required

## Question Text

Q35: Count the number of educators that have filled out the attendance register. Instructions: → Look through the register and see if it has been filled out for the following days. → "The Wednesday of the week before you visited. → "The Friday of the week before you visited. → If you did not see the educator attendance register then select the column "Not seen".

## Statements

S 1 The day of the visit?

S 2 The Wednesday of last week?

S 3 The Friday of last week?

S 4 Any future days?

## Answers

A 1 No

A 2 Yes

A 3 Not seen

Next: Q 36

Q 36 Numeric

\* Answer Required

## Question Text

Q36: Total number of educators in the register ON The day of the visit?

Next: Q 37

Q 37 Numeric

\* Answer Required

## Question Text

Q37: Number of educators who did not sign the register ON The day of the visit?

Next: Q 38

Q 38 Numeric

\* Answer Required

## Question Text

Q38: Total number of educators in the register ON last Wednesday?

Next: Q 39

Q 39 Numeric

\* Answer Required

## Question Text

Q39: Number of educators who did not sign the register ON last Wednesday?

Next: Q 40

Q 40 Numeric

\* Answer Required

## Question Text

Q40: Total number of educators in the register ON the Wednesday of last week?

Next: Q 41

Q 41 Numeric

\* Answer Required

## Question Text

Q41: Number of educators who did not sign the register ON the Wednesday of last week?

Next: Q 42

Q 42      Numeric

\* Answer Required

**Question Text**

Q42: Total number of educators in the register ON The Friday before the visit?

Next: Q 43

Q 43      Numeric

\* Answer Required

**Question Text**

Q43: Number of educators who did not sign the register ON The Friday before the visit?

Next: Q 44

Q 44      Single Select

\* Answer Required

**Question Text**

Q44: Please check the Grade 3 class register for the following information: What system is used to capture the Grade 3 class register?

**Answers**

A 1   Paper based system

A 2   Electronic system

A 3   Both

A 4   School does not have Grade 3

Next: Q 48

Next: Q 45

Q 45      Photo Capture

\* Answer Required

**Question Text**

Q45: Take a photo of the Grade 3 Class Register

Next: Q 46

Q 46      Single Select

\* Answer Required

**Question Text**

Q46: Is the class register up to date?

**Answers**

A 1   No

A 2   Yes

A 3   Could not access the class register

Next: Q 47

Q 47 Single Select

\* Answer Required

## Question Text

Q47: Has the class register been completed in advance?

## Answers

A 1 No

A 2 Yes

A 3 Could not access the class register

Next: Q 48

Q 48 Single Select

\* Answer Required

## Question Text

Q48: Please check the Grade 6 class register for the following information: What system is used to capture the Grade 6 class register?

## Answers

A 1 Paper based system

A 2 Electronic system

A 3 Both

A 4 School does not have Grade 6

Next: Q 52

Next: Q 49

Q 49 Photo Capture

## Question Text

Q49: Take a photo of the Grade 6 Class Register

Next: Q 50

Q 50 Single Select

\* Answer Required

## Question Text

Q50: Is the class register up to date?

## Answers

A 1 No

A 2 Yes

A 3 Could not access the class register

Next: Q 51

Q 51 Single Select

\* Answer Required

## Question Text

Q51: Has the class register been completed in advance?

## Answers

A 1 No

A 2 Yes

A 3 Could not access the class register

Next: Q 52

Q 52 Single Select

\* Answer Required

## Question Text

Q52: Please check the Grade 9 class register for the following information: What system is used to capture the Grade 9 class register?

## Answers

A 1 Paper based system

A 2 Electronic system

A 3 Both

A 4 School does not have Grade 9

Next: Q 60

Next: Q 53

Q 53 Photo Capture

## Question Text

Q53: Take a photo of the Grade 9 Class Register

Next: Q 54

Q 54 Single Select

\* Answer Required

## Question Text

Q54: Is the class register up to date?

## Answers

A 1 No

A 2 Yes

A 3 Could not access the class register

Next: Q 55

Q 55 Single Select

\* Answer Required

## Question Text

Q55: Has the class register been completed in advance?

## Answers

A 1 No

A 2 Yes

A 3 Could not access the class register

Next: Q 56

Q 56 Single Select

\* Answer Required

## Question Text

Q56: Please check the Grade 12 class register for the following information: What system is used to capture the Grade 12 class register?

## Answers

A 1 Paper based system

A 2 Electronic system

A 3 Both

A 4 School does not have Grade 9

Next: Q 57

Q 57 Photo Capture

## Question Text

Q57: Take a photo of the Grade 12 Class Register

Next: Q 58

Q 58 Single Select

\* Answer Required

## Question Text

Q58: Is the class register up to date?

## Answers

A 1 No

A 2 Yes

A 3 Could not access the class register

Next: Q 59

Q 59 Single Select

\* Answer Required

## Question Text

Q59: Has the class register been completed in advance?

## Answers

A 1 No

A 2 Yes

A 3 Could not access the class register

Next: Q 60

Q 60 Single Select

\* Answer Required

## Question Text

Q60: Have you seen a non-textbook asset register or inventory for 2017? Note: • A non-textbook asset register is an inventory that a school is supposed to keep which details all the non-consumables or tangible assets that the school possesses. For example, any equipment, furniture, blackboards, vehicles or any other non-consumables that the school owns. • It does not include consumables such as chemicals for the lab, stationery, textbooks or any other Learning and Teaching Support Materials. • A file of invoices is not an asset register.

## Answers

A 1 No

A 2 Yes

Next: Q 61

Q 61 Single Select

\* Answer Required

## Question Text

Q61: Have you seen an inventory for learning and teaching support materials (LTSM) for 2017? Note: • In some schools this may be known as a textbook register.

## Answers

A 1 No

A 2 Yes

Next: Q 62

Q 62 Single Select

\* Answer Required

## Question Text

Q62: Indicate for how many learners the school has completed the SIAS-forms (Support Needs Assessment/ Health and Disabilities/ ISP etc.)? Note: Count the number of SIAS forms you've seen

## Answers

A 1 SIAS forms not seen

A 2 Number of forms you have seen

Next: Q 63

Q 63 Multi Select

\* Answer Required

## Question Text

Q63: Have you seen minutes of SGB meetings held in 2017? Note: • SGB meetings should be held at least once a quarter. • Select all relevant blocks.

## Answers

A 1 Minutes for first quarter seen

A 2 Minutes for second quarter seen

A 3 Minutes for third quarter seen

A 4 No minutes seen

Next: Q 64

Q 64 Single Select

\* Answer Required

## Question Text

Q64: Have you seen the school visitors' log book for 2017?

## Answers

A 1 No

A 2 Yes

Next: Conclusion

Next: Q 65

Q 65 Single Select

\* Answer Required

## Question Text

Q65: Has the log book been signed by district and/or circuit officials for 2017?

## Answers

A 1 No

A 2 Yes

A 3 No applicable

Next: Q 66

Q 66 Single Select

\* Answer Required

## Question Text

Q66: Is the purpose of the visits of the district and circuit officials indicated in the logbook?

## Answers

A 1 No

A 2 Yes, sometimes

A 3 Yes, always

A 4 Not applicable

Next: Q 67

Q 67 Photo Capture

\* Answer Required

## Question Text

Take a photo of the signed Administration sheet with the school stamp.

Next: Conclusion

## Appendix G: School Observation

PrintPreview

<https://www.isurveysoft.com/Survey/PrintPreview/77859>

**Survey Name:** Live1 School Observation

**Description:** School Observation

**Introduction:** Welcome to the School Observation survey. Please note this is a quantitative survey and not a reflection of performance of the school or yourself. A Qualitative Survey will be performed later during the Project on a sample of schools. Personal information is not gathered nor divulged during analysis of the data. Click the Start button to continue.

**Conclusion:** FW Please thank the Educator/Principal for their input in completing this survey. Please note if you click FINISH the survey will be submitted and you will not be able to review anything Are you sure all information on the survey has been completed correctly? If you are sure please click the FINISH button.

**Survey Created on:** 2017/10/21 06:46:40 PM

**Q 1** Information

### Question Text

Q1: SCHOOL OBSERVATION: • This instrument is designed to elicit information on whether identified infrastructure, events and facilities are meeting the minimum expected standards. • This instrument needs to be completed by the fieldworker. How to complete this instrument • The fieldworker must let the principal know that he/she will be doing this. The fieldworker will require someone to accompany him/her. This could be anyone whom the school nominates, but preferably a non-teaching staff member who is familiar with the school and its facilities. In some cases there may be some specialised questions which you may need to refer to the relevant identified person. • For each question, specific instructions and guidelines are provided. Please adhere to these.

Next: Q 2

**Q 2** Barcode

✱ Answer Required

### Question Text

Q2: Scan EMIS number

Next: Q 3

**Q 3** Barcode

✱ Answer Required

### Question Text

Q3: Scan school details

Next: Q 4

**Q 4** Barcode

✱ Answer Required

### Question Text

Q4: Scan sample selection

Next: Q 5

**Q 5** Information

### Question Text

Q5: START with SCHOOL OBSERVATION

Next: Q 6

<p><b>Q 6</b>      Single Select</p> <p><b>Question Text</b></p> <p>Q6: Are there steps to the main entrance of the school?</p>	<p>* Answer Required</p> <p><b>Answers</b></p> <p>A 1 No      <b>Next: Q 8</b></p> <p>A 2 Yes</p> <p style="text-align: right;"><b>Next: Q 7</b></p>
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<p><b>Q 7</b>      Single Select</p> <p><b>Question Text</b></p> <p>Q7: Is there a ramp in GOOD condition that is NOT TO STEEP, and that could be used by a person in a wheelchair?</p>	<p>* Answer Required</p> <p><b>Answers</b></p> <p>A 1 No</p> <p>A 2 Yes</p> <p style="text-align: right;"><b>Next: Q 8</b></p>
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<p><b>Q 8</b>      Single Select</p> <p><b>Question Text</b></p> <p>Q8: Is there running water in the school on the day of the visit? Note: • Running water in the school refers to water coming out of a tap on the school premises, regardless of the source of the water (e.g. borehole, rainwater tank or municipality). It does not include running water that is not within the boundary of the school. Instructions: → Go to a tap for any of the available running water sources. Open it and check if water comes out. If water does come out select YES, if no water comes out select NO. If the facilities are available but no water comes out of it, then select NO.</p>	<p>* Answer Required</p> <p><b>Answers</b></p> <p>A 1 No</p> <p>A 2 Yes</p> <p style="text-align: right;"><b>Next: Q 9</b></p>
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<p><b>Q 9</b>      Single Select</p> <p><b>Question Text</b></p> <p>Q9: Is there working electricity in the school on the day of the visit? Note: • Electricity refers to power supplied through the Eskom grid or by solar panels or a generator. Instructions: → Tell the person showing you around the school that you want to confirm that the school has electricity. Ask to be taken to a classroom where you can check that the lights are working. → Go to a light switch in the selected classroom. Switch on the lights. If the lights come on select YES. → If no lights come on, or if electricity is not available at all, then select NO.</p>	<p>* Answer Required</p> <p><b>Answers</b></p> <p>A 1 No</p> <p>A 2 Yes</p> <p style="text-align: right;"><b>Next: Q 10</b></p>
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<p><b>Q 10</b>      Single Select</p> <p><b>Question Text</b></p> <p>Q10: Is the school's premises fenced? Note: • Fencing refers to any perimeter protection. This could be a mesh fence, palisade fence, brick wall or a mud wall. A lack of fencing means that there is no fence at all, or a gate and fence are in such poor condition that they do not provide adequate protection. Instructions: → Look at the perimeter of the school and check if there is a fence and gate of some kind. If the fence is in good condition, has a locking gate and provides protection, select YES. → If the fence is not in a good condition, does not have a locking gate and offers little or no protection, then select NO. → If the fence is very low (up to the fieldworker's waist or chest height) thereby offering little or no protection, select NO.</p>	<p>* Answer Required</p> <p><b>Answers</b></p> <p>A 1 No</p> <p>A 2 Yes</p> <p style="text-align: right;"><b>Next: Q 11</b></p>
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**Q 11** Information**Question Text**

Q11: Note: • Flush toilets can be municipal flush toilets or toilets with a septic tank, where water is used to remove human waste from the toilet. A mobile flush toilet that uses water to remove human waste can be considered a flush toilet. • Ventilated pit latrines and Enviro-loo toilets. These are improved waterless toilets with proper ventilation. They have a pipe behind to remove the smell of human waste underground. • Other types of sanitation are bucket toilets, pit latrines and chemical toilets. A bucket toilet refers to a toilet where a bucket is used to collect human waste which is emptied on a regular basis. A pit latrine is a waterless toilet without proper ventilation (i.e. it does not have a pipe at the back to remove the smell of human waste underground). A chemical toilet can be moved and is not a fixed structure. Chemicals are used in these toilets. Instructions: → Walk around the school and find the toilets for both learners and educators. → If flush toilets are available for boy learners, girl learners and educators, respectively select YES in relevant rows in the column called "Flush Toilets". If not, select NO. → If ventilated pit latrines and Enviro-loo toilets are available for boy learners, girl learners and educators, respectively select YES in relevant rows in the column called "Ventilated pit latrines and Enviro-loo Toilets". If not, select NO. → If "other type of toilets" are available for boy learners, girl learners and educators, respectively select YES in relevant rows in the column called "Other types of sanitation". If not, select NO. → If the school has more than one type of sanitation facility, select all where applicable. For example, a school may have both flush toilets and pit latrines. → Fieldworkers must ask a staff member (the principal or administrator or educator or ground staff) if there is a toilet for disabled learners in the school and then ask this person to show them this toilet. This question can only be selected YES if the fieldworker actually sees this toilet. They must not take the word of the staff member. NOTE: adapted for use by disabled people YES if there is a sturdy railing in the toilet to assist the person in getting on/off the toilet; if the doorway to the toilet is wide enough for a wheelchair and if there are no steps to get to the toilet

Next: Q 12

**Q 12** Grid - Single Select

\* Answer Required

**Question Text**

Q12: Are there sanitation facilities available on the school site for educators and learners?

**Statements**

S 1 Boys

S 2 Girls

S 3 Separate toilets for educators [Note:

these toilets must be separate from the learners' toilet facilities]

S 4 Is there at least one toilet in the school that has been adapted for use by disabled people?

**Answers**

A 1 Flush toilets

A 2 Ventilated pit latrine and Enviro-loo Toilets

A 3 Other types of sanitation

A 4 No Toilets

Next: Q 13

**Q 13** Numeric

\* Answer Required

**Question Text**

Q13: What is the total number of ordinary classrooms in the school? Notes: • An ordinary classroom is one that can accommodate a maximum of 40 learners for normal teaching and learning, where no special facilities are needed. • It must also have space for the educator's furniture and space for the educator to use the writing board. Instructions: → Walk around the school and count the number of classrooms. Record the number in the space provided.

Next: Q 14

**Q 14** Information**Question Text**

Q14: What is the total number of Specialised classrooms in the school? Notes: • Specialised classrooms includes workshops, laboratories, consumer rooms, etc.

Next: Q 15

<b>Q 15</b>	Numeric	* Answer Required
<b>Question Text</b> Q15: Science labs		
		Next: Q 16
<b>Q 16</b>	Numeric	* Answer Required
<b>Question Text</b> Q16: Workshops for technical subjects		
		Next: Q 17
<b>Q 17</b>	Numeric	* Answer Required
<b>Question Text</b> Q17: Computer labs		
		Next: Q 18
<b>Q 18</b>	Numeric	* Answer Required
<b>Question Text</b> Q18: Duplication rooms		
		Next: Q 19
<b>Q 19</b>	Numeric	* Answer Required
<b>Question Text</b> Q19: What is the total number of OTHER spaces where teaching is taking place in the school regularly? Notes: • Other spaces where teaching may be taking place includes spaces that were not built for teaching, such as storerooms, kitchens, hallways, staffrooms, principal's office, or school hall.		
		Next: Q 20
<b>Q 20</b>	Numeric	* Answer Required
<b>Question Text</b> Q20: What is the total number of classrooms used for another purpose in the school? Notes: • Any rooms which were built for the purpose of a classroom but are being used for another purpose (e.g. classroom used as a storeroom) must also be counted. • Mobile classrooms and containers converted into classrooms should also be counted as a classroom.		
		Next: Q 21
<b>Q 21</b>	Numeric	* Answer Required
<b>Question Text</b> Q21: What is the total number of mobile classrooms used in the school? Notes: • Mobile classrooms and containers converted into classrooms should also be counted in this category.		
		Next: Q 22

Q 22 Single Select

\* Answer Required

## Question Text

Q22: Are there any Classrooms with Smart boards?

## Answers

A 1 No

Next: Q 24

A 2 Yes How many

Next: Q 23

Q 23 Single Select

\* Answer Required

## Question Text

Q23: Do they use the smart boards?

## Answers

A 1 Yes

A 2 No

Next: Q 24

Q 24 Multi Select

\* Answer Required

## Question Text

Q24: General Comments on basic physical infrastructure:

## Answers

A 1 Strong state of disrepair

A 2 Moderate signs of disrepair

A 3 Minor signs of disrepair

A 4 Well maintained

A 5 Other

Next: Q 25

Q 25 Multi Select

\* Answer Required

## Question Text

Q25: Does the school have one of the following types of libraries? Note: • Classroom library refers to a set of books or resources within classroom/s. This could also include a "trolley" library that travels from class to class. • Mobile library refers to a vehicle equipped with library resources, which travels to the school on a regular basis. • Central school library refers to a dedicated room in the school with library resources and which all learners and educators have access to. • Municipal libraries: refers to a local library the school has access to, not located on the school premises. Instructions: → Please ask to be taken to see the central library and/or classroom libraries if these exist. (it is only necessary to see one example of a classroom library from each of the following Grades in the school (if that grade is offered in the school); Grade 3, 6, 9, and 12.

## Answers

A 1 Classroom library

A 2 Central school library

A 3 Mobile library

A 4 Municipal libraries

A 5 None of the above

Next: Q 26

Q 26 Multi Select

\* Answer Required

## Question Text

Q26: What kinds of materials are available in the central school library/media centre?

## Answers

A 1 Reference material (encyclopedias, etc.)

A 2 Fiction books

A 3 Non-fiction books

A 4 Magazines

A 5 Newspapers

A 6 Children's Books

A 7 Internet access

A 8 Audio-visual (e.g. projector or smart board)

A 9 Computers

A 10 Not Applicable (Only Class Library/ies)

Next: Conclusion

Q 27 Grid - Multi Select

\* Answer Required

## Question Text

Q27: What kinds of materials are available in the classroom library/libraries? Instructions: → If in a primary school, and if the school has a classroom library or a number of classroom libraries, the fieldworker must randomly select a Grade 3 and Grade 6 (Language) classroom. → If in a secondary school, and if the school has a classroom library or a number of classroom libraries, the fieldworker must randomly select a Grade 9 (Language) and Grade 12 (Language) class. → If the listed materials can be seen by the fieldworker, select YES. If not, select NO.

## Statements

S 1 Box, reading corner or reading bag with classroom reading resources (includes, fiction, non-fiction, magazines and newspapers) which learners can access at any time

S 2 Shelf/cupboard with reading resources (includes, fiction, non-fiction, magazines and newspapers) which is not accessible to learners without teacher's permission

S 3 African language materials and storybooks

S 4 Not Applicable (NO Class Library/ies)

## Answers

A 1 Grade 3

A 2 Grade 6

Next: Q 28

Q 28 Text


\* Answer Required

**Question Text**

Q28: General comments on library or media centre.

**Next: Conclusion**





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