Education for All (EFA)

Country Report: South Africa

(Update)

2012

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Published by the Department of Basic Education

222 Struben Street

Private Bag X895, Pretoria, 0001

Telephone: 012 357 3000 | Fax: 012 323 0601

Website: http://www.education.gov.za

ISBN:

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ACRONYMS

ABET	Adult Basic Education and Training
ANA	Annual national assessments
ASIDI	Accelerated Schools Infrastructure Delivery Initiative
ASS	Annual School Survey
BBBSSA	Big Brother Big Sister South Africa
BEd	Bachelor of Education degree
CAPS	Curriculum and Assessment Policy Statement
CJCP	Centre for Justice and Crime Prevention
CREATE	Consortium for Research on Educational Access, Transitions and Equity
CS	Community survey
CSIR	Council for Scientific and Industrial Research
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DoE	Department of Education
DORA	Division of Revenue Act
DSD	Department of Social Development
ECD	Early Childhood Development
EFA	Education For All
ELRC	Education Labour Relations Council
EMIS	Education Management Information System
ETDP-SETA	Education, Training and Development Practices – Sector Education and Training Authority
FET	Further Education and Training
FFL	Foundations for Learning
GCE	Global Campaign for Education
GDP	Gross Domestic Product
GER	Gross enrolment rate
GET	General Education and Training
GHS	General Household Survey
GNP	Gross National Product
GPI	Gender Parity Index
GYSD	Global Youth Service Day
HEIs	Higher education institutions
HESA-EDF	Higher Education South Africa – Education Deans Forum
HRD	Human resources development
HSRC	Human Sciences Research Council
ICT	Information communication and technology
IIEP	International Institute for Educational Planning
LER	Learner:educator ratio
LFS	Labour Force Survey
LRC	Learner Representative Council
LTSM	Learning and teaching material
MDGs	Millennium Development Goals
MEC	Member of the Executive Council
MPC	Ministerial Project Committee
MRC	Medical Research Council
NCS	National Curriculum Statement

NER	Net enrolment rate
NICPD	National Institute for Curriculum and Professional Development
NIDS	National Income Dynamics Study
NLRD	National Learners' Records Database
NSA	National Skills Authority
NSC	National Senior Certificate
NSFAS	National Student Financial Aid Scheme
NSNP	National School Nutrition Programme
NYC	National Youth Commission
NYDA	National Youth Development Agency
NYS	National Youth Service
OOS	Out-of-school
OSISA	Open Society Initiative for Southern Africa
OBE	Outcomes-based-Education
OVC	Orphans and vulnerable children
PEDs	Provincial education departments
PGCE	Postgraduate Certificate in Education
PIRLS	Progress in International Reading Literacy Study
PPP	Purchasing power parity
PTDI	Provincial Teacher Development Institute
QIDS-UP	The Quality Improvement, Development, Support and Upliftment Programme
REQV	Relative education qualification value
RSA	Republic of South Africa
SABC	South African Broadcasting Corporation
SACE	South African Council for Educators
SACMEQ	Southern and Eastern African Consortium for Monitoring Education Quality
SAQA	South African Qualifications Authority
SASA	South African Schools Act
SETAs	Sectoral education and training authorities
SGB	School governing bodies
SMMEs	Small, medium and micro enterprises
SMT	School management team
Stats SA	Statistics South Africa
TIMSS	Trends in International Mathematics and Science Study
TLI	Teacher Laptop Initiative
TED	Teacher education and development
UIS	UNESCO Institute for Statistics
Umalusi	Council for Quality Assurance in General and Further Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
UNFPA	United Nations Population Fund
UYF	Umsobomvu Youth Fund

1. BACKGROUND

1.1 Introduction

Education for All (EFA) is a global initiative, launched 20 years ago, at the *World Conference on Education for All* in Jomtien, Thailand in 1990. It is led by the United Nations Educational, Scientific and Cultural Organisation (UNESCO), in partnership with governments, development agencies, civil society, non-governmental organisations and the media.

At the 1990 World Conference, a total of 155 countries, as well as representatives from some 150 organisations agreed to universalise primary education and massively reduce illiteracy by the end of that decade. The World Declaration on Education for All, adopted in Jomtien, endorsed education as a fundamental human right and urged countries to strengthen their efforts to ensure that the basic learning needs of all were met.

After a decade of slow progress, the international community reaffirmed its commitment to EFA at the World Education Forum,held in Dakar, Senegal in 2000. The Forum acknowledged that many countries were far from having reached the goals adopted at the 1990 World Conference on Education for All. Countries reaffirmed their commitment to achieving EFA by means of the Dakar Framework for Action, which identified six key measurable education goals, aimed at meeting the learning needs of all children, the youth and adults by 2015.

The EFA movement was given impetus during the Soccer World Cup held in South Africa in 2010, via the 1 Goal Campaign. The 1 Goal Campaign, launched on 20 August 2009, uses the power of football to ensure that EFA turns into a lasting impact, left by the 2010 FIFA World Cup. It is a global movement, helping to ensure that every child can get an education. The information and communication technology-driven action campaign encourages people to call on world leaders to make education for all children a priority and reality.

This report assesses the progress made in South Africa towards the achievement of the EFA goals. It also summarises government's policies and programmes aimed at realising the EFA goals and targets.

1.2 Education for All: a development imperative

The importance of education, as well as its role in human development, is hardly in doubt today. The philosophy of EFA is based on the idea that education has a tremendous multiplier effect that brings lasting benefits to individuals and communities. Opening classroom doors to all children, especially girls, is known to help break the inter-generational chains of poverty, because education is intrinsically linked to all development goals, such as supporting gender empowerment, improving child health and maternal health, reducing hunger, fighting the spread of HIV and diseases of poverty, spurring on economic growth and building peace.

More specifically:

Education empowers women and girls: The economic and personal empowerment that education provides allows women and girls to make healthier choices for themselves and their families. The United Nations Population Fund (UNFPA, undated) claims that the benefits of education for girls include both a reduction in poverty and an improvement of the health of women and their children, as well as the potential to reduce the impact of HIV/AIDS (UNFPA, 2010).

According to the Bread for the World Hunger Report (Bread for the World, 2005), expanding education for girls is also one of the most powerful ways of fighting hunger. The report concludes that gains made in women's education made the most significant difference in reducing malnutrition, even out-performing a simple increase in the availability of food.

Education contributes to improving child survival and maternal health: Research, undertaken by the World Bank (2004), indicates that a child born to an educated mother has more than double the chance to survive to the age of five, than a child born to an uneducated mother. Additionally, educated mothers are 50% more likely to immunise their children against diseases, as compared to mothers with no schooling (The World Bank, 2004).

Education contributes to the fight against HIV/AIDS: A report by theGlobal Campaign for Education (GCE, 2004)asserts that educated people are healthier people. HIV/AIDS infection rates are halved amongst young people who finish primary school. For instance, if every child received a complete primary school education, at least seven million new cases of HIV could be prevented during the course of a decade.

Education helps to fight poverty and spur economic growth: Education is a prerequisite for tackling poverty and promoting short and long-term economic growth. When individuals have the chance to learn basic life and literacy skills, economies grow faster and poverty rates decline. When people go to school, they are eventually able to earn more money and support their families. No country has achieved continuous and rapid economic growth without at least 40% of adults being able to read and write (GCE, 2010).

At an individual level, a person's earnings increase by 10% for each year of schooling they receive, translating to a 1% annual increase in the Gross Domestic Product (GDP) if good quality education is offered to the entire population (GCE, 2009).

Education provides a foundation for building peace: Education is an essential building block in the development of an inclusive, democratic society. It nurtures peace. According to a report by Save the Children (2009), across society every year of schooling decreases a male's chance of engaging in violent conflict by 20%.

1.3 Education for All goals

The 2000 Dakar Framework for Action sets out six EFA goals. The goals are global in nature. Via a process of consultation with stakeholders and with the assistance of the wider international community, as well as EFA follow-up mechanisms, countries were expected to set their own goals, intermediate targets and timelines within existing or new national education plans (UNESCO, 2000).
The six EFA goals are:

Goal 1: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

Goal 2: Ensuring that by 2015, all children, particularly females, children in difficult circumstances and those belonging to ethnic minorities, have access to a completely free and compulsory primary education of good quality.

Goal 3: Ensuring that the learning needs of all young people and adults are met via equitable access to appropriate learning and life skills programmes.

Goal 4: Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Goal 5: Eliminating gender disparities in primary and secondary education by 2015, and achieving gender equality in education by 2015, with the focus on ensuring females' full and equal access to, and achievement in basic education of good quality.

Goal 6: Improving all aspects of the quality of education and ensuring excellence for all, so that recognised and measurable learning outcomes are achieved by all – especially in literacy, numeracy and essential life skills.

1.4 Measuring progress towards the Education for All goals

UNESCO advocates the use of specific indicators in order to promote cross-country comparability of progress regarding the achievement of the goals and targets of EFA.
The indicators provide good insight into the extent of access and the completion of education, as well as a general sense of the quality of the education provided, but not with regard to the complexities of education as experienced by learners in the classroom.

In addition to data on some of the EFA indicators used by UNESCO, this report provides statistics on additional measures that are pertinent with regard to education in South Africa.

Data for this report was obtained from two main sources, namely from the Department's Education Management Information System (EMIS) and from surveys undertaken by Statistics South Africa (Stats SA). Key indicators were calculated from the Department of

Education's EMIS Annual School Survey (ASS) and the SNAP Survey, and from Stats SA's General Household Surveys (GHSs). Additional information was gathered from surveys that had been undertaken by organisations such as the Human Sciences Research Council (HSRC), the Medical Research Council (MRC), Social Surveys and other national studies.

All data sources have their limitations, however, and the absolute values obtained from survey instruments may be contested. However, trend data over time provides a fairly reliable assessment of South Africa's progress towards the EFA goals.

2. EDUCATION IN SOUTH AFRICA

2.1 The right to education

The Bill of Rights in the South African Constitution (RSA, 1996a) stipulates that "everyone has the right to a basic education, including adult basic education; and further education, which the State, through reasonable measures, must make progressively available and accessible".

While significant progress has been made towards the realisation of the right to basic education, a greater effort is required to make further education more accessible. Moreover, much more is required to improve the quality of education provided.

In terms of the South African Schools Act (SASA) (RSA, 1996b), education for learners is compulsory for children turning 7 until the age of 15 or Grade 9 (whichever comes first). Although education is not compulsory for learners beyond Grade 9, the government encourages learners to enrol beyond Grade 9 and no learner who wishes to continue to Grade 12 is denied access to schooling.

Government also targeted the enrolment of all 5-year-olds in Grade R (the reception year) by 2014.

2.2 Governance and organisation

The SA Constitution (RSA, 1996a) provides for the national government to have exclusive responsibility for tertiary education, whereas responsibility for other levels of education is a concurrent responsibility of the national government and the nine provincial governments.

Within this constitutional framework, schools, adult learning centres and further education and training colleges are administered by the provincial education departments (PEDs) in terms of national policy and legislation, supplemented by provincial policies and legislation.

At a national level, the function of education is administered by two departments, namely the Department of Basic Education (DBE) and the Department of Higher Education and

Training (DHET). At provincial level, each of the nine provinces has its own education department.

The DBE focuses on schooling, from Grade R to Grade 12, while the DHET is responsible for higher education institutions (HEIs), further education and training (FET) colleges and adult learning centres. It is also responsible for the system of workforce skills development, including the National Skills Authority (NSA), the Sectoral Education and Training Authorities (SETAs), trade testing centres and skills development.

The governance of schools is not confined to national and provincial levels. Power is further devolved to elected school governing bodies (SGBs), which have a significant say in the running of their schools. SGBs are juristic persons and representative bodies, with parent representatives constituting the majority.

SASA (RSA, 1996b) prescribes a basic set of functions for SGBs, but they may apply to their provincial department for additional functions. SGBs are expected to define the school's mission and oversee its performance, but may not intervene in matters of school management for which the principal is accountable to the PED.

Although the greater part of education in South Africa is funded and administered by government, there is a small but significant private education sector. Private schools, further education and training colleges and higher education institutions have a fair amount of autonomy, but are expected to fulfil certain government conditions, including the condition that no child or student may be excluded from an education institution on grounds of his or her race or religion.

School life spans 13 grades from grade R (the reception year), through to grade 12 (matric). Grades 0 to 9 comprise the General Education and Training (GET) band of education, while Grades 10 to 12 constitutes the Further Education and Training (FET) band.

Vocational education and training is usually offered at FET colleges, in the workplace or at specialised colleges.

2.3 The provision of education

In 2009, South Africa had 32 104 educational institutions. These included 25 906 ordinary schools and 6 197 other educational institutions, namely, special schools, early childhood development (ECD) sites, public adult basic education and training (ABET) centres, public FET institutions and public HEIs.

More than 14 million learners and students were enrolled in all sectors of the education system in 2009. Of these, close to 12 million (84%) were enrolled in ordinary public schools, while approximately 3% of school-going learners (393 447) were enrolled in ordinary independent schools.

The number and proportion of students enrolled in education institutions outside of schools was as follows: 837 779 (5.9%) were enrolled in public HEIs, 420 475 (3.0%) were enrolled in public FET institutions, 297 900 (2.1%) were enrolled in public ABET centres, 237 471 (1.7%) were enrolled in early childhood development (ECD) centres, and 100 717 (0.7%) were enrolled in special schools.

The 14 122 305 learners and students in the education system were served by 469 963 educators and lecturers. These figures apply only to public institutions.

2.4 Expenditure on education and training

Education has been a priority of government over many years. Hence it enjoyed the largest single slice of government spending. In his State of the Nation Address to Parliament in 2009, the President of South Africa, Mr Jacob Zuma, reaffirmed government's commitment to education and placed education and skills development at the centre of government's policies.

Between 2005/06 and 2008/09, government spending on education as a percentage of total government expenditure averaged 17.7%. By 2011/12, spending on education is projected to make up 18.2% of total government expenditure. This is considered especially appropriate in a developing country like South Africa, where there is a pressing need for improving education quality and supplying skills to drive the country's economic growth and broader development (National Treasury, 2009).

Public spending in South Africa on primary, as well as secondary schooling as a proportion of the Gross National Product (GNP) compares well to that of other countries. In South Africa, public spending on schooling as a percentage of the GNP is 4.0%, compared to an average of 3.1% for developing countries and 2.9% in sub-Saharan Africa. Total spending per learner in South Africa also compares well in South Africa to international standards. At the primary level, approximately US$ 1,383 is spent per enrolled learner in South Africa, compared to US$ 167 in sub-Saharan Africa and US$ 614 in Latin America[1]. Similarly, major differences can be seen at the secondary level, where the figures are US$ 1,726, US$ 376 and US$ 594 for South Africa, sub-Saharan Africa and Latin America respectively[2] (DBE, 2010a).

Although the investment in education resulted in greatly improved access to education in South Africa over the past 15 years, it has not as yet delivered an improvement in outcomes. South Africa's poor performance in national and international studies of learner achievement indicates that, despite the high financial investment in education, the outcomes leave much to be desired.

[1] These values are reflected in purchasing power parity (PPP) terms.
[2] UNESCO, 2009.

3 GOAL 1: EARLY CHILDHOOD CARE AND EDUCATION

3.1 Introduction

According to the United Nations Children's Fund (UNICEF, 2001), the rights of children and the cause of human development are unquestionable reasons for investing in ECD. However, additional arguments related to equity and the economy, provide further compelling reasons for investing in early childhood education.

Goal 1: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children

Economic arguments for investing in ECD suggest that there is potential increased productivity over a lifetime, as well as a better standard of living when the child becomes an adult. This, in turn, contributes to higher earnings for parents and caregivers who are more free to enter the labour force. Furthermore, children who are exposed to ECD result in cost-savings in remedial education, health care and rehabilitation services. A country's position in the global economy depends on the competencies of its people and those competencies are formed early on in life, before the child reaches the age of three years (UNICEF, 2001).

The social reasons for investing in ECD are that intervening in the very earliest years helps to reduce social and economic disparities, including gender inequalities that divide a society and contributes to including those traditionally excluded (UNICEF, 2001).

There is little doubt that child stimulation and development at an early stage of life plays a critical role in good health, growth, success in education and in life. Experiences and interactions with adults influence the way a child's brain develops in the early years of childhood. Additionally, adequate nutrition, good health and clean water are central to ensuring that a child develops optimally (UNICEF, 2001).

In South Africa, children from birth to 4 years of age represent 10% of the total population (Stats SA, 2009). Investing in this age group could have a long-term impact on improving the standard of living, as well as the global competitiveness of the country in future.

In recognising the importance of ECD for the country as a whole, in his 2009 State of the Nation Address, President Jacob Zuma underscored government's commitment to stepping up the ECD programme with the aim of ensuring universal access to Grade R and doubling the number of 0-to-4-year olds by 2014 (The Presidency, 2009a).

3.2 Policy and the legislative landscape of ECD in South Africa

ECD is an umbrella term that refers to the processes by which children from birth to 9 years of age grow and flourish socially, physically, mentally, emotionally, spiritually and morally (Department of Education, 2001).

The provision of ECD programmes in South Africa is an inter-sectoral responsibility, shared amongst the Department of Social Development (DSD), the Department of Health and DBE, with the Office of the Rights of the Child in the Presidency playing a monitoring role.

DSD takes primary responsibility for the provision of ECD to children under the age of five, while the DBE is responsible for ensuring that children who are five years of age and older have access to quality education.

In 2005, government developed a National Integrated Plan for ECD in South Africa. The key aim of the Plan was to forge greater synergy between government programmes undertaken by various departments in the field of ECD. The plan is aimed primarily at giving the children in this country the best start in life by building a solid foundation of physical, emotional, psycho-social, cognitive and healthy development (UNICEF, 2005).

DSD's White Paper on Social Development addresses the provision of ECD to children from birth to the age of nine. It takes a developmental approach and focuses on how to address the needs of children in accordance with their specific ages. It emphasises a family approach to child care and targets not only caregivers of children and social service professionals, but also parents. The Child Care Amendment Act (Act 74 of 1983) provides for the regulation of day-care facilities for children and the payment of subsidies to day-care facilities. The Children's Amendment Act (Act 41 of 2007) provides for, and regulates a range of child-care and protection services. This includes partial care (crèches and nursery schools), ECD programmes, prevention and early intervention services for vulnerable children, and protection services for children who have suffered abuse, neglect, abandonment or exploitation. It also includes a system to identify, report, refer and support vulnerable children (RSA, 2008).

From its side, the Department of Education (DoE) prioritised ECD via the development and implementation of White Paper 5 on Early Childhood Development (DoE, 2001). This policy focuses on children from birth to six years of age, with the emphasis on the provision of education to Grade R. The purpose and major thrust of the policy is to ensure the phasing in of Grade R as part of the schooling system. In relation to children from birth to four years of age, the policy advocates a system of inter-sectoral collaboration where provision is concerned.

The DBE's approach to ECD conveys the importance of an integrated approach to child development and signifies an appreciation of the importance of taking into consideration a child's health, nutrition and education, as well as psycho-social factors, in addition to other environmental factors within the context of the family and the community (DoE, 2001).

The Department of Health provides for children in the age group 0 to 9 years by means of various policies and programmes, which are not ECD-specific, but address the general health needs of children.

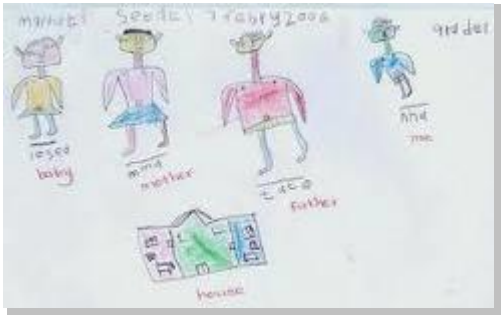
3.3 The non-profit sector and community provision

The non-profit sector plays a major role in the provision of ECD. A significant number of early learning sites and programmes across South Africa were initiated by the non-profit sector, working with communities. Over many years of working with children, ECD non-governmental organisations in South Africa accumulated immense and invaluable expertise in the field of ECD. It is therefore important for government to tap into this expertise in developing and implementing an integrated approach to ECD.

Local and international evidence points to a close association between ECD programmes and broader social and community development. Recognition of this could greatly enhance integrated ECD services directed at the developmental needs of young children, especially the disadvantaged and vulnerable (UNICEF, 2005).

3.4 Participation of 0-to-4 year olds in education

According to the findings of the 2011 General Household Survey, 35% of 0-to-4-year olds attended an education institution. **Table 1** indicates a massive increase, from approximately 7% in 2002 to 35% in 2011, in the proportion of children aged 0-to-4 years, attending educational institutions.



It should be noted, however, that the significant increase between 2008 and 2011, is attributable to the changes that were brought about to the 2009 GHS questionnaire.

In 2011, Gauteng and the Limpopo had the highest percentage of children, aged 0-to-4 years of age, attending ECD programmes with 44% and 42% respectively, while the KZN and Northern Capet had a significantly lower attendance rate of 25% and 27% respectively.

Table 1: Percentage of 0-4 year-olds attending educational institutions by province, 2002 – 2011

Province	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Cape	9.3	14.2	12.5	17.5	18.8	18.6	20.3	29.5	32.6	32.9
Free State	6.8	11.3	11.8	20.4	20.2	21.2	18.0	36.8	33.4	38.2
Gauteng	11.9	18.8	18.3	21.7	28.4	24.0	25.4	43.5	42.6	43.6
KwaZulu-Natal	4.9	8.1	7.3	7.2	7.9	10.4	11.7	23.7	25.1	24.9
Limpopo	5.3	10.1	11.8	13.4	17.6	15.5	14.5	27.9	29.6	42.1
Mpumalanga	5.2	8.4	13.1	11.3	13.5	12.4	16.2	28.1	28.5	31.0
North West	6.7	11.1	8.9	11.8	8.3	15.6	8.0	21.8	26.7	29.0
Northern Cape	3.4	5.1	4.1	9.0	8.6	14.2	10.6	19.3	21.1	26.9
Western Cape	10.3	14.1	14.3	19.1	16.0	14.1	14.4	27.6	39.4	36.2

National	**7.5**	**12.1**	**12.0**	**14.8**	**16.6**	**16.5**	**16.7**	**29.8**	**32.3**	**34.5**

Source: *Statistics South Africa, General Household Survey: 2002 – 2011, DBE own calculations*

3.5 Participation of 5-year-olds in education

In 2011, 85% of 5-year-olds attended an educational institution. Table 2 indicates that there was an increase from 39% in 2002 to approximately 85% in 2011 in the number of 5-year-olds attending an educational institution. This translates into an increase of 46% over the 2002 to 2011 period.

Table 2 also indicates an unusually high increase of almost 15% in the proportion of 5-year-olds in the country attending an educational institution between 2008 and 2011. Since government had committed earlier to ensuring that all children aged 5 are attending educational institutions by 2010, the significant increase between 2008 and 2009 may be attributed to the intervention aimed at realising this commitment.

It is interesting to note that, in 2011, "poorer" provinces, such as Limpopo and the Eastern Cape, showed higher proportions of 5-year-olds attending educational institutions (95% and 91% respectively), as compared to the Western Cape (76%), which is a more affluent province.

Table 2: Percentage of 5 year old children attending educational institutions by province, 2002–2011

Provinces	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Cape	49.6	52.7	60.8	69.0	70.9	69.3	80.3	85.4	92.1	91.0
Free State	33.3	54.7	56.3	55.6	59.2	61.3	60.4	86.0	79.1	81.8
Gauteng	45.9	59.2	51.3	60.0	60.9	64.3	61.3	73.3	82.5	86.5
KwaZulu-Natal	33.4	35	38.7	50.1	54.3	51.5	57.5	70.1	84.8	78.0
Limpopo	43.1	55.7	68.4	73.2	76.6	71.8	74.3	92.7	95.9	95.0
Mpumalanga	28.9	37.9	60.1	55.5	57	63.6	65.1	83.2	73.1	86.3
North West	36.6	42.8	48.2	47.4	50.5	45.7	53.2	66.8	73.8	86.4
Northern Cape	21.5	34.2	25.9	55.2	46.7	59.1	50	80.1	78.3	78.1
Western Cape	41.2	53.7	49.6	63.3	65.7	52.2	53.5	79.1	69.5	75.9
National	**39.3**	**48.1**	**51.9**	**59.3**	**61.6**	**60.2**	**63.2**	**78.3**	**83.4**	**84.8**

Source: *Statistics South Africa, General Household Survey, 2002-2011, DBE calculations*

3.6 Participation in Grade R

Table 3 indicates the enrolment of children in Grade R in public schools. The data in this table excludes children attending Grade R at community sites that provide Grade R programmes.

In 2011, the participation rate of children in Grade R was approximately 70%. This figure reflects the number of children enrolled in Grade R as a proportion of the 5-year-old population.

Nationally, there has been an increase in Grade R enrolment from 15% in 1999 to 70% in 2011. These points to a massive 55% increase between 1999 and 2011. As Table 3 indicates, this increase has been generally steady and consistent over the years.

Table 3 also indicates that the participation rates by males and females in Grade R are almost equal, which is an encouraging sign for the promotion of gender equity.

Table 3: Enrolment in Grade R and Gross Enrolment Rates for Grade R in ordinary schools, 1999-2011

Year	Females	Males	Total	GER (Female)	GER (Male)	Total GER
1999	78 574	77 718	156 292	15.3	15	**15.2**
2000	113 607	113 024	226 631	22.1	21.8	**21.9**
2001	121 076	120 449	241 525	23.5	23.2	**23.4**
2002	139 708	139 018	278 726	27.2	26.9	**27.0**
2003	157 855	157 532	315 387	31.0	30.7	**30.8**
2004	178 643	177 844	356 487	35.4	34.9	**35.2**
2005	202 607	202 590	405 197	40.6	40.3	**40.3**
2006	219 969	221 652	441 621	44.3	44.1	**44.2**
2007	242 409	245 116	487 525	49.0	48.9	**48.9**
2008	271 113	272 686	543 799	49.9	50.1	**51.9**
2009	308 628	311 595	620 223	60.4	60.2	**60.3**
2010	351 351	355 852	707 203	66.8	66.5	**66.7**
2011	365 256	369 398	734 654	69.9	69.5	**69.7**

Source: *Department of Basic Education, Education Statistics in South Africa, 1999 to 2011 and Statistics South Africa Mid-Year Population Estimates.*

Table 4 indicates that the Eastern Cape had the highest increase in participation of children in Grade R, with 101% in 2011. This is a huge increase from a mere 14% in 2002.

This massive increase in Grade R enrolment in the Eastern Cape could be attributed to the provision of nutrition at public schools. Therefore, children who are under-age may be enrolled in, or counted as being in Grade R. Gauteng and the Western Cape had the lowest Grade R enrolment with 41% and 47% respectively. It is surprising to note that affluent provinces, such as Gauteng and the Western Cape, show a relatively lower enrolment rate in Grade R. However, this might be due to the presence of many private ECD centres in these provinces, which are offering Grade R programmes, but that are not registered as schools.

Table 4: Grade R GER by Province, 2002 - 2011

Province	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Cape	13.9	30.3	48.3	70.1	72.9	77.9	94.4	107.4	105.2	101.5
Free State	28.1	26.7	27.1	30.6	30.7	38	39.8	39	53.5	57.3
Gauteng	18.3	19.8	21	24.1	23.3	28	26.9	34	36.1	40.5
KwaZulu-Natal	30.7	32.6	31.9	35.1	35.7	53.8	57.5	66.1	70.9	73.7
Limpopo	63.6	65	66.9	75.7	78.1	75.7	78.2	81.5	92.5	96.1
Mpumalanga	14.3	16.4	28.2	17	17.1	40.8	47.4	57.9	71.0	79.8
North West	13	17.8	23.1	40	39.9	66	38.4	46.5	59.0	60.9
North Cape	5.4	7.8	8.3	9.3	9.2	11.9	29.8	40.8	62.1	68.3
Western Cape	33.2	36.3	35.7	35.7	34.9	33.2	29.1	36.5	40.7	47.4

Sources: *Department of Basic Education, EMIS publications, 2002 – 2011, Statistics South Africa, population estimates, 2002-2011*

3.6 Conclusion

The data presented in this section reflects an encouraging picture of children aged 0 to 4 and 5 years old, accessing ECD programmes and educational institutions.

Over the past decade, there has been over 40% increase in the proportion of 5-year-olds receiving some sort of childhood education in South Africa. However, much more needs to be done to reach the target of 100% enrolment of 5-years-olds for Grade R by 2014.

In a critical analysis of the current nature, context and status of the provision of ECD in South Africa, the Presidency (2009b) draws attention to the following challenges that would have to be addressed for ECD targets to be reached:

A fragmented legislative and policy framework for ECD, resulting in uncoordinated service delivery; limited access to ECD services; inequities in existing ECD provision; the variable quality of ECD services; a lack of adequate human and financial resources for the high demand by the ECD sector, at national, provincial and local/district level; as well as limited

interdepartmental/intersectoral collaboration to ensure adequate, efficient and quality ECD provision for children.

No single government department is in a position to provide services to children that cover all aspects of children's needs. An integrated ECD approach is therefore central to the provision of coherent and coordinated programmes for developing young children in South Africa. It is therefore important that government departments work in close collaboration, so as to ensure universal access to, and good quality ECD services for all children (The Presidency, 2009b).

There is sufficient evidence to suggest that, irrespective of the targeting criteria, the best way to give children a good start in life, is by means of an integrated approach to ECD. It has been proven that focusing on a single aspect of child development does not yield sustainable results. The integrated approach includes programmes pertaining to health, nutrition, water and sanitation, early learning, as well as psycho-social care. Furthermore, the evidence also suggests that coordination both between and within the different tiers of government and community organisations is one of the key factors for success in providing ECD services.

4 GOAL 2: ACCESS TO PRIMARY EDUCATION

This section focuses on the access to primary education in South Africa. Primary education spans Grades 1 to 7. The appropriate age for primary schooling in South Africa is 7-to-13-year-olds. The Education Laws Amendment Bill of 2002 stipulates the age of admission to Grade 1 as the year in which a child turns 7. However, a Constitutional Court challenge to the Bill in 2003, resulted in the school-going age for Grade 1 being changed to age 5, if a child turns 6 on or before 30 June in the Grade 1 year. This was implemented with effect from the 2004 school year and is still in place (Republic of South Africa, 1996b).

Goal 2: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to a complete free and compulsory primary education of good quality.

4.1 Participation rates in primary education

According to the Consortium for Research on Educational Access, Transitions and Equity (CREATE, 2008), almost all children of school-going age (7 to 13 years) are enrolled in schools in South Africa, with just under 2% of learners never entering a public school. In 2005, the majority of learners stayed in school until the end of their primary schooling, with 89% completing Grade 7. Repetition and drop-out rates are both calculated to reach an average of 4% during primary schooling, but these may be underestimates (CREATE, 2008).

Table 5 reflects the participation of children, aged 7 to 13, in primary education by gender. The attendance of 7-to-13-year-olds remained high from 2002 to 2009. Overall, 99% of 7-to-13 year olds were attending an education

institution in 2009, compared to 96% in 2002. The increase between 2002 and 2009 constitutes 3%.

The GHS also indicates that attendance of learners by gender was almost equal for both females and males throughout the years; from 2009 to 2011 the Gender Parity Index (GPI) was standing at 1.00.

Table 5: Participation of 7-13 year olds in education institutions by gender, 2002 – 2011

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

Source: *Statistics South Africa, General Household Survey, 2002-2011, DBE own calculations*

4.2 Participation of 7-15-year-olds in compulsory basic education

The South African Schools Act of 1996 requires parents to ensure that their children attend school from the first school day of the year in which they turn 7, until the last school day of the year in which they turn 15, or the end of the Grade 9, whichever comes first (Republic of South Africa, 1996b).

In 2011, the GHS indicates that a very high proportion of 7-15-year-olds were attending educational institutions between 2002 and 2011 (Statistics South Africa, 2010). Table 5 indicates that the participation rate increased from 96.3% in 2002 to 98.8% in 2011. This figure is supported by findings from a study undertaken by Social Surveys, which found that, at 98.8%, the aggregate attendance figures are higher in the Basic Education Phase, defined as all those children aged 7 to 15 years (Social Surveys, 2009).

Table 6: Percentage of 7 to 15 years old children attending educational institution by province, 2002-2011

Province	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Cape	95.5	95.9	97.0	97.4	97.3	97.7	97.6	97.8	98.5	98.5
Free State	97.5	96.8	97.0	97.5	98.7	98.7	98.2	98.7	98.9	98.9
Gauteng	98.1	98.9	98.9	98.5	97.7	97.5	98.3	98.5	98.8	99.3
KwaZulu Natal	94.8	96.4	97	97.7	97.2	97.5	97.9	98.0	98.2	98.7
Limpopo	97.4	98.0	98.8	99.0	98.9	98.5	98.2	98.8	99.1	99.1
Mpumalanga	97.2	98.1	98.6	97.9	98.1	97.9	98.2	98.3	99.1	99.0
North West	95.4	96.7	97.7	96.3	95.9	96.9	97.3	97.6	97.8	98.6
Northern Cape	93.6	95.7	96.6	97.5	97.6	97.5	97.5	98.5	98.2	98.6
Western Cape	97.3	97.1	98.1	98.2	97.6	98.2	97.0	98.1	99.1	97.9
National	**96.3**	**97.1**	**97.8**	**97.9**	**97.7**	**97.8**	**97.9**	**98.5**	**98.7**	**98.8**

Source: *Statistics South Africa, General Household Survey, 2002-2011, DBE own calculations*

4.3 Out-of-school children/youth

Out-of-school (OOS) children/youth may be defined as boys and girls who belong to any of the following two categories: a) 7-14 year-olds who are not enrolled; b) 15-24 year-olds, who are not enrolled, not employed and who are not tertiary level graduates; c) all children of compulsory school-going age who have been excused from attending school; and d) adolescents older than 16 years who are legally out of school (education.com, 2010).

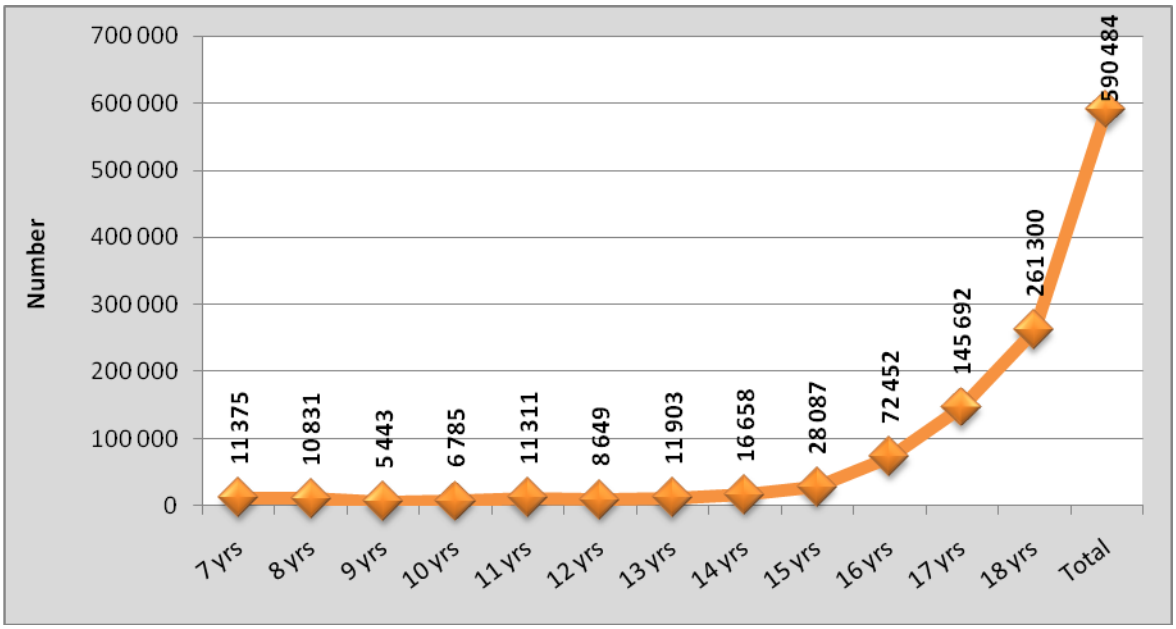
The UNESCO Institute for Statistics (UIS) defines OOS primary school children as children in the official primary school age range who are not enrolled in either primary or secondary schools. This indicator helps to identify the size of the population in the official primary school-going age range, who should be targeted with policies and efforts in order to achieve universal primary education. Table 9 below down provides a summary per level of education.

Table 7 indicates the percentage of 7-to-15 year-olds who are OOS by population group, from 2002 to 2009. Overall, more Coloured and African/Black children in this age group were out of school during the reporting period, than children from other population groups. In 2002, some 4% of Coloured children were OOS, while 4% of African/Black children were also OOS. Although this has significantly decreased for both population groups by 2009, OOS children in this age group still constitute a cause for concern.

As far as the white population is concerned, the percentage of OOS children in the 7-to-5-year age group increased from 0.4% in 2002 to 1% in 2009. This increase, albeit small, is a cause for concern. Further investigation is required as to whether the data actually reflects reality.

On average, the Indian/Asian population group has the lowest percentage of children aged 7 to 15 of whom less than 1% were OOS between 2002 and 2009.

Figure 1: Number of 7 to 18 year old children out of school or not attending any form of educational institution, 2011



***Source**: Statistics South Africa, General Household Survey, 2002-2011, DBE own analysis*

According to the GHS, the number of 7-15-year-olds who were OOS decreased from more than 300 000 in 2002 to less than 200 000 in 2009. By contrast, the Social Surveys study found that there were 121 373 ***(see Table 9)*** children, aged 7 to 15, who were OOS in 2009 (Social Surveys, 2009). Although these figures do not show absolute correspondence, they do confirm a high participation rate in the compulsory band of education.

Table 7: Percentage of 7 to 15 years old children out of school by gender, 2002-2011

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

***Source**: Statistics South Africa, General Household Survey, 2002-2011, DBE own analysis*

Table 8: Percentage of 7 to 15 years old children out of school by population group, 2002-2011

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

***Source**: Statistics South Africa, General Household Survey, 2002-2011, DBE own analysis*

Table 10 indicates the OOS children, aged 16 to 18, between 2002 and 2011. Nationally 15% of 16 to 18 year olds were not attending any form of educational institutions. This has decreased from 17% in 2002.

Table 9: Percentage of 16 to 18 years old youth not attending education institutions by gender, 2002-2011

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

***Source**: Statistics South Africa, General Household Survey, 2002-2011, DBE own analysis*

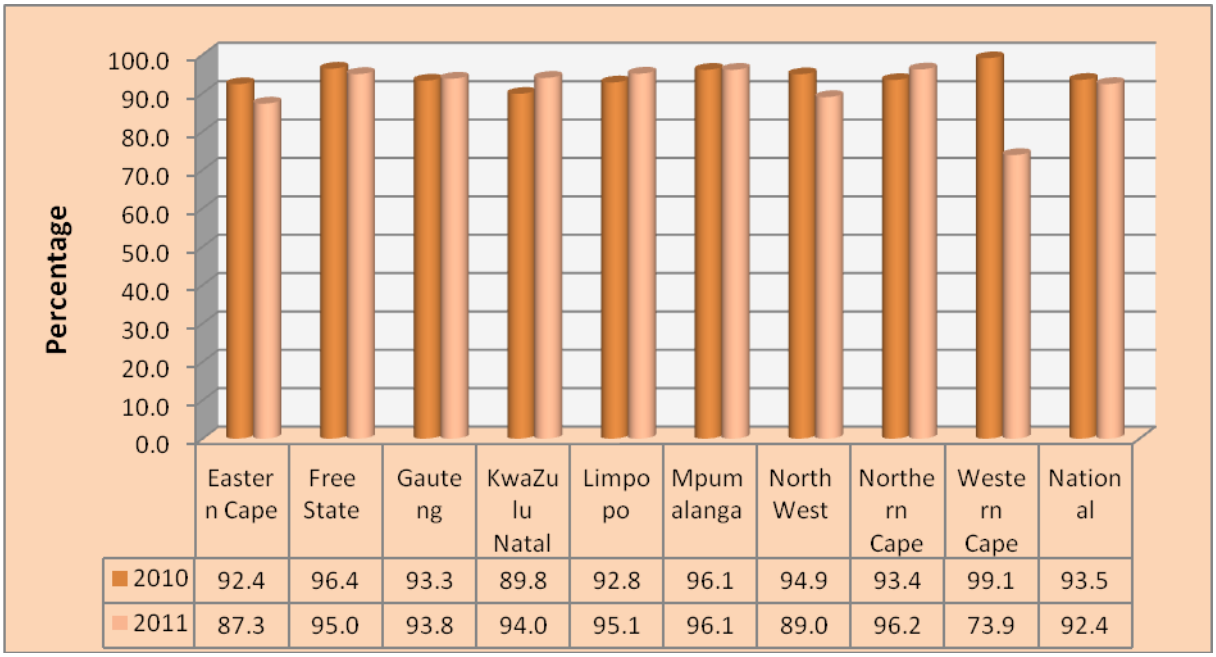
4.4 Disability

The Integrated National Disability Strategy of 1997 condemns the segregation of persons with disabilities from the mainstream of society. It emphasises the need for including persons with disabilities in the workplace, the social environment, the political sphere and the sport arenas. The DoE's White Paper 6 (DoE, 2001) supports this standpoint and regards the establishment of an inclusive education and training system as a corner-stone of an integrated and a caring society, as well as an appropriate education and training system for the 21st century. White Paper 6 (DoE, 2001) outlines government's commitment to the provision of education opportunities to learners who experience or have experienced barriers to learning and development.

4.4.1 Percentage of 7-to-15-year-olds with a disability who attend educational institutions

Figure 1 below indicates the percentage of 7-to-15-year-olds, with a disability, attending school. In 2011, 92% of 7-to-15-year-olds, children who suffered from a disability, attended school. While this figure is a positive indication of inclusiveness in schooling, it also means that10% of 7-to-15 year-olds, children who have a disability, do not attend school. Clearly this is the group of children who should be targeted for support so as to ensure that their right to basic education is realised.

Figure 2: Percentage of 7 to 15 years old children with disability attending educational institution, 2010 -2011



	Eastern Cape	Free State	Gauteng	KwaZulu Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape	National
2010	92.4	96.4	93.3	89.8	92.8	96.1	94.9	93.4	99.1	93.5
2011	87.3	95.0	93.8	94.0	95.1	96.1	89.0	96.2	73.9	92.4

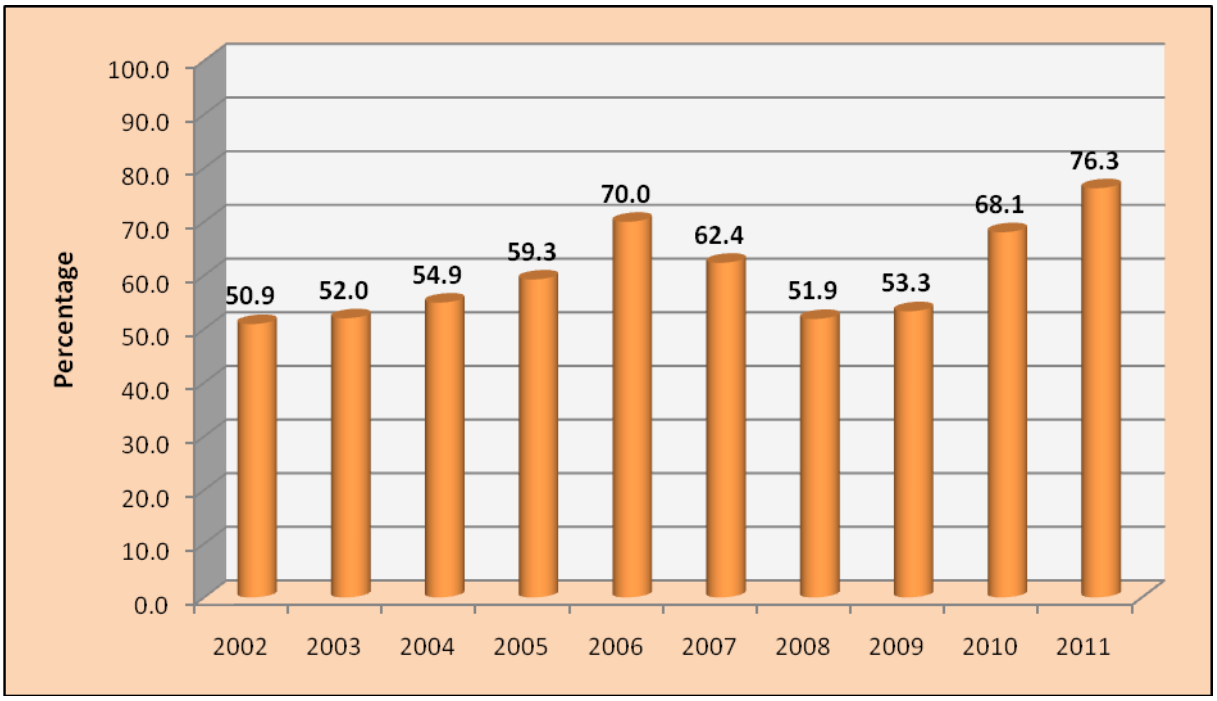
Source: *Statistics South Africa, General Household Survey, 2010-2011, DBE own calculations*

Figure 1 below indicates that the overall trend of school attendance by children in this category has not been consistent since 2002. This could be due to the statistical effect of the small sample of persons in this category. Nonetheless, the overall trend does show that more (92%) 7-to-15-year-olds children who have disabilities attended school in 2011, compared to those in 2002 (73%).

4.4.2 Percentage of 16-to-18 year-olds with disability, who attend educational institutions

Figure 2 below indicates the participation of 16-to-18-year-olds, who suffer from a disability, in educational institutions. In 2011, only 76% of 16-to-18-year-olds who have disabilities attended an educational institution. This implies that a significant proportion of 16-to-18 year-olds children who have disabilities (24%), is not participating in any form of education. The trend of attendance in this category of children has not been consistent since 2002. While there had been a significant increase in attendance of educational institutions amongst this category of children between 2002 and 2006 (19%), this figure decreased substantially in 2011. This somewhat erratic trend suggests (as is the case with children in similar categories), that the sample size of this category of children may be too small to arrive at clear conclusions about this phenomenon. Nonetheless, the overall figures do suggest that a considerable proportion of children aged 16 to 18, who suffer from a disability, is not attending an education institution.

Figure 3: Percentage of 16 to 18 years old children with disability attending educational institution, 2002 -2011



Source: *Statistics South Africa, General Household Survey, 2002-2011, DBE own calculations*

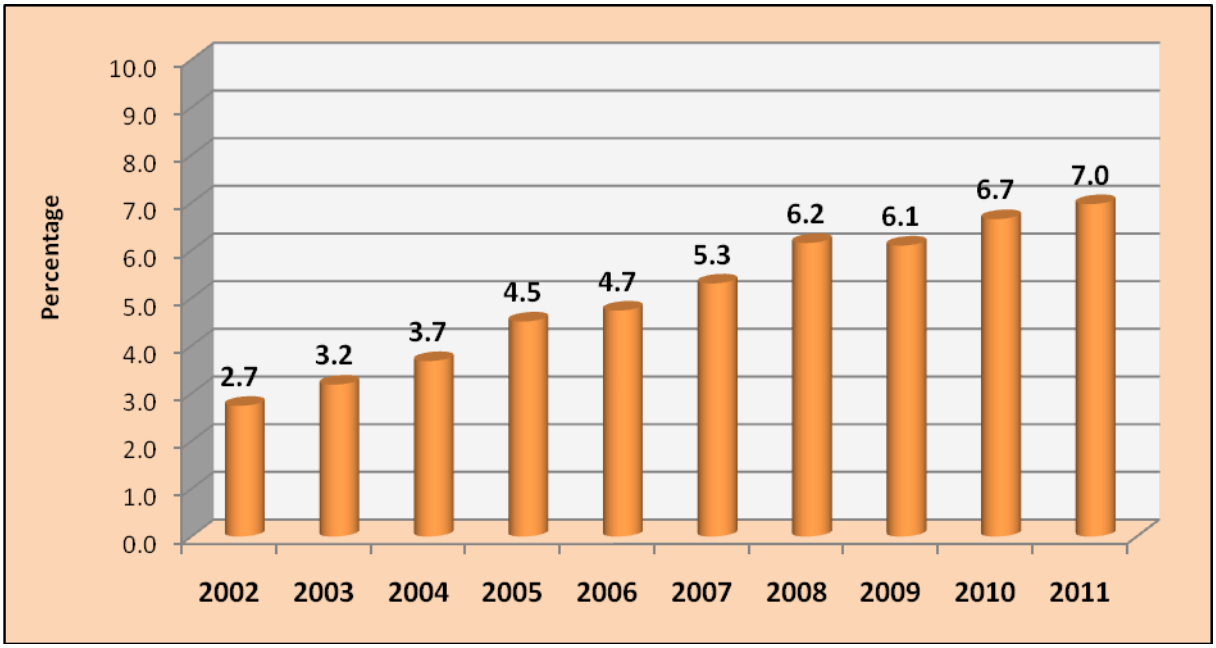
4.5 Orphans in the education system

Figure 4 below indicates the percentage of children, attending school, whose parents are no longer alive. In 2002, of all children attending school, at least 3% were orphans. This has since increased to 7% in 2011.

Throughout the years, there has been an increase in the percentage of orphans attending school in South Africa. The observed increase could be attributed to a number of reasons, including: changes in the way households report on this phenomenon; an increase in the extent of maternal and paternal deaths; and improved opportunities for orphans to attend school, owing to the no-fee schools policy.

The increasing trend in orphan status amongst school-going children over the period 2002 to 2011 is of major concern. This phenomenon calls for greater social support for such learners, both in the home, as well as at school. Given the increasing proportion of orphaned children in schools, departments of education at both national and provincial level, need to strengthen existing interventions aimed at supporting vulnerable children.

Figure 4: Percentage of children attending schools who are orphans, 2002-2011



Source: *Statistics South Africa, General Household Survey, 2002 -2011, DBE own calculations*

According to Shisana et al. (2010), the overall rate of orphanhood amongst children 18 years of age and younger, who participated in the survey, was 16.8%.This translates into an estimated 3 032 000 orphans in the country, of which 1 601 000 are males and 1 431 000 are females. Most of the orphans were paternal orphans (10.5%), followed by maternal (3.9%) orphans, while the fewest number were double orphans (2.3%). These findings translate into an estimated 1 899 000 paternal orphans, 713 000 maternal orphans and 419 000 double orphans. When analysed by province, the Eastern Cape has the highest proportion of orphans (23.2%), followed by KwaZulu-Natal (19.4%), while the Northern Cape (10.5%) and the Western Cape (11.0%) have the smallest percentage of orphans. Rural, informal areas carry the biggest burden with regard to orphanhood, with 20.0% amongst children who are 18 years old and younger.

4.6 Conclusion

South Africa's 2010 Millennium Development Goals (MDGs) Country Report confirms that primary education in South Africa is characterised by very high rates of enrolment and retention. These rates show strong gender equity and, where small differences do exist, they are in the favour of female learners. Universal primary education is already effectively a reality. The adjusted net enrolment ratios indicate that primary education was close to 99% by 2011 – up from 96% in 2002. At this level, almost the same proportion of boys of school-going age as girls of school-going age is attending school (Republic of South Africa, 2010).

It is furthermore evident that compulsory basic education in South Africa is characterised by very high levels of participation. However, a significant proportion of children who suffer from disabilities, are not succeeding in accessing education. A concerted effort is required to target this group of children to ensure education for all.

5 GOAL 3: LEARNING NEEDS OF YOUNG PEOPLE AND ADULTS

This section focuses on access to secondary education, skills development and FET colleges. Data on access to secondary schools was obtained from the DBE's EMIS data base, while information on access to public FET colleges was acquired from the DHET.

5.1 Access to secondary education

According to the Age Requirements for Admission to an Ordinary Public School (RSA, 1998), learners between the ages of 14 and 18 are officially regarded as being of appropriate age for the secondary Grades 8 to 12.

Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.

5.1.1 Gross enrolment rate (GER) for secondary levels

The GER for secondary education relates to the number of children enrolled for Grades 8 to 12 among the 14-to-18-year-old population. The data used in this section covers ordinary secondary schools only, and excludes enrolment of students of the same age group who were receiving a Grade 12 equivalent education in FET colleges, which is an option that had expanded considerably during the late 1990s and early 2000s. The favourably upward trend from 2002 to 2006 appears to have suffered a sharp reverse between 2007 and 2009. The apparent 6% decline in secondary GER between 2006 and 2009 seems unlikely and is being investigated by the Department.

Table 10 indicates Limpopo and Mpumalanga as having a high participation rate of 101% and 91% respectively. Furthermore, **Table 10** indicates relatively low secondary GER figures for the Western and Eastern Cape.

As the data presented in Table 10 indicates, South Africa is characterised by high enrolment rates in secondary schools, with a high secondary GER of 87% in 2011.

However, critics have pointed to the limits of using participation rates as a measure of real education access. Badat postulates that,

> *"Despite almost universal formal participation in schooling, our schools continue to evince significant problems related to drop-outs, retention, progression and successful completion. As has been noted, the simple reality is that enrolment is not the same as attendance and attendance does not imply learning"*(Badat, 2009).

Furthermore, Lewin (2007) argues that access to education is very unevenly distributed in relation to household affluence in the majority of poor countries. Discrepancies relating to location, gender, cultural affiliation and many other signifiers of advantage may also be highly conspicuous (Lewin, 2007).

One worrying aspect about relying exclusively on GER figures to demonstrate learner participation in education is that high GERs does not really mean that all learners who are expected to be enrolled in school, actually do enrol. In South Africa, high GER figures (especially in higher grades) could also be attributed to high levels of repetition. In this instance therefore, high GERs are a reflection of a country's capacity to provide learning spaces for children.

Table 10: Secondary Gross Enrolment Rate (GER), 2002-2011

Province	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Cape	72	72	72	72	75	78	75	75	77	77
Free State	83	81	83	85	87	87	85	81	88	87
Gauteng	81	81	97	101	101	90	88	89	84	84
KwaZulu-Natal	81	80	91	90	91	88	83	87	88	90
Limpopo	91	90	100	100	102	107	102	101	101	102
Mpumalanga	88	87	97	94	103	97	95	93	95	96
North West	83	82	88	81	89	81	81	76	79	82
North Cape	76	79	82	85	85	79	76	81	82	80
Western Cape	72	71	86	87	86	74	71	72	76	76
Total	**81**	**80**	**89**	**89**	**91**	**88**	**85**	**85**	**86**	**87**

Source: *DBE, Education Statistics in South Africa 2002-2010; DoE, School Realities, 2011 and population estimates from Statistics South Africa.*

The high percentage of learners aged 14 to 18, who are not attending an educational institution, is a worrying phenomenon. According to a study by Social Surveys ((2009), teenage pregnancy emerged as the single biggest reason for being OOS, affecting 22% of children. In addition, the cost of education and general financial pressures were identified as factors contributing to children being OOS in over one third of all cases (Social Surveys, 2009).

5.2 Enrolment of 16-to-18-year-olds in educational institutions

Children aged 16 to 18 comprise the age appropriate norm for enrolment in the FET band of schooling, which corresponds to Grades 10, 11 and 12. However, children in this age group are also encouraged to enrol in other educational institutions, such as FET colleges, after completing Grade 9, and many indeed do. Hence this section reports on the attendance of 16-to-18-year olds attending educational institutions in general, and not only on school attendance.

Although participation levels in education amongst 16-to-18-year olds in South Africa are relatively high in comparison with many other middle-income countries (DoE, 2009), the public has high expectations of government to ensure that older children attend school. Moreover, research indicates that there are many social benefits for older children attending educational institutions.

Table 11 indicates the percentage of children, aged 16 to 18 attending educational institutions in South Africa as per their specific age. Since 2002, trends in enrolment figures

reveal that attendance of educational institutions amongst the 16-to-18 year-old age group has not changed significantly over this period.

In 2011, 85% 16 to 18 year-olds were attending educational institutions compared to 83% in 2002. There has been a mere 2% increase between 2002 and 2011.

Table 11: Percentage of 16 to 18 years old attending educational institution by province, 2002-2011

Province	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Cape	83.0	78.5	78.5	80.9	83.9	85.4	83.0	80.9	81.8	83.3
Free State	85.4	86.0	86.6	88.7	83.3	90.7	85.8	83.8	83.9	86.3
Gauteng	87.7	86.5	85.6	84.2	80.6	82.2	85.6	87.2	85.1	81.7
KwaZulu Natal	79.3	81.9	82	81.4	83.3	83.7	84.6	80.7	80.5	85.7
Limpopo	88.2	89.3	91.5	87.4	89.3	92.1	90	91.5	92.0	93.1
Mpumalanga	86.2	57.7	88.1	86.7	85.5	93.2	87.1	84.5	85.2	86.7
North West	81.2	80.8	84.3	83.9	84.1	81.6	79.1	81.4	79.2	84.9
Northern Cape	71.0	67.7	68.8	75.4	71.9	77.8	76.0	73.4	79.6	79.2
Western Cape	72.6	73.2	72.6	69.7	66.0	73.7	71.6	73.7	73.6	76.4
National	**82.9**	**79.3**	**83.3**	**82.4**	**82.5**	**85.0**	**83.9**	**82.9**	**82.9**	**84.9**

Source: *Statistics South Africa, General Household Survey, 2002-2011, DBE own calculations*

5.3 Further Education and Training colleges

Financial inputs into the FET college sector increased substantially over the past few years. The recapitalisation of the FET college sector began in 2005/06, with the introduction of the FET college recapitalisation conditional grants to PEDs. In addition, FET college students are now able to access student loans and bursaries via the National Student Financial Aid Scheme (NSFAS).

As can be seen from **Table 12**, close to 400 000 students were enrolled in FET colleges in 2011, reflecting an increase of approximately 23 000 students since 2005.

Despite improvements in FET college enrolments over the past few years, the FET college sector has not yet expanded sufficiently to absorb children who drop out of school. This sector needs to grow substantially to ensure that the country's massive skills needs, the relatively scarce alternative education or skills pathways available to young people, and the high levels of youth unemployment are addressed.

It is important to note though that the figures provided in Table 12 only reflect enrolment in *public FET colleges.* According to Lolwana (2009), while the public college sector accommodates almost half-a-million students, privatecolleges accommodate close to a million students**.**

Table 12: Number of learners, educators and institutions in public FET colleges, 2005 – 2011

	2005	2006	2007	2008	2009	2010	2011
Learners	377 584	361 186	320 679	418 053	420475	345 566	399 293
Educators	6 407	7 096	5 987	5 753	6255	8 126	8 600
Institutions	50	50	50	45[1]	49	50	50

Source: *DoE, Education Statistics in South Africa, 2005 - 2009 and DHET, Annual Survey Statistics for 2010-2011.*

Please note*: Not all FET colleges had submitted their data in 2008 &2009*

The FET sector plays an important role in equipping young people with the necessary skills to enter the labour market and become productive. However, some critics point to a lack of coherence in the implementation of the reformed qualification framework to provide an enabling environment for the FET college sector to flourish (McGrath, 2010).

5.4 The case for a Human Resources Development (HRD) Strategy for South Africa

Youth unemployment in South Africa constitutes a major problem. Approximately 31% of persons between the ages of 15 and 35 (approximately 5.7 million youths) are currently unemployed (Gustafsson, 2010). Given that, in the light of current macro-economic trends, youth unemployment is unlikely to be reduced significantly in the near future, it is imperative for young people to be provided with skills that could facilitate their self-employment.

In any country HRD refers to formal and explicit activities, which will enhance the ability of all individuals to reach their full potential. By enhancing the skills, knowledge and abilities of individuals, HRD serves to improve the productivity of people in their field of work, whether it is in formal or informal settings and increased productivity and improvements in the skills base of a country support economic development, as well as social development (Department of Education, 2008).

Government's central national concern is to accelerate development so that there would be a balance between supply and demand with regard to human resources. HRD is about taking purposeful action to increase the aggregate levels of skills in the workforce, so that opportunities for individuals could be maximised and thereby benefit society as a whole.

This HRD Strategy is a call for action. The primary purpose of this Strategy is to mobilise multi-stakeholder participation, and to encourage individuals and organisations to address the challenge of improving the human resources stock of our nation (Department of Education, 2008).

5.5 Youth skills development

The National Youth Development Agency (NYDA) is a new body that originated from the merger between the National Youth Commission (NYC) and Umsobomvu Youth Fund (UYF). NYDA consolidates official youth structures into one entity, in order to improve coordination amongst them. It has a comprehensive mandate relating to youth development of all kinds. The National Youth Development Act, 2008 (No. 58 of 2008) provides the legal mechanism for NYDA to initiate, support or implement youth development programmes in accordance with an agreed Integrated Youth Development Plan and Strategy for South Africa.

The UYF existed outside an Act of Parliament and therefore had no regulated mandate. This made access to resources unpredictable. With the promulgation of the new Act, NYDA will be in the position to access resources on a sustainable basis and therefore stepping up programmes.

The UYF was established in January 2001, with the R855 million generated from the demutualisation of the Sanlam and Old Mutual insurance companies. The UYF's mandate was to create a platform for skills development and job creation for South African youths between the ages of 18 and 35, and to provide entrepreneurship support to women of all ages. The UYF made strategic investments that facilitated opportunities for young people to acquire skills, access job opportunities and pursue meaningful self-employment opportunities via various enterprise initiatives. It executed its mandate by focusing on three programme areas. These are the provision of information; skills development; and transfer and entrepreneurship programmes.

5.6 Conclusion

There is the problem of young people, who do not complete their school education; who either fail or pass poorly in the Senior Certificate examinations; who are neither in training nor in employment; and who have no access to some form of post-secondary education. This phenomenon has surfaced recently and many stakeholders are grappling with the question of youth education and employability.

According to Lolwana (2009), FET colleges seem to be the only places where students who have failed or passed their final school examinations with poor results, and therefore could not be admitted to universities, end up. The new modernised curriculum for FET colleges, as well as the bursary scheme attached to it, is a major draw-card for many of these learners.

However, the data provided above reveals the need for greater access to education by children who are over the age of 15. It appears that, despite important strides made in recent years, the FET college sector has not expanded sufficiently to accommodate learners

who have a preference for studying programmes other than mainstream schooling. McGrath (2010) observes that the establishment of the DHET offers real opportunities for these achievements to be strengthened and accelerated, but warns that there remain significant structural and capacity challenges in achieving a first-class college system for South Africa (McGrath, 2010).

The presence of unregistered FET colleges also poses a serious challenge to young people who are trying to obtain skills from private colleges. These colleges are infamous for tricking students into registering for courses that are not accredited. Although government is trying to eliminate these colleges, some fall through the cracks and continue to operate.

6 GOAL 4: ADULT LITERACY RATE

It is commonly accepted that literacy is essential to human existence in an ever-changing world. It strengthens the capacity and capabilities of individuals and communities and enhances their participation in economic, social, political and cultural activities. As such, it is an agent for social change and a means towards the creation of peace and stability, the promotion of poverty reduction and an improvement in democratic governance (OSISA, 2010).

Measures of literacy are important in many sectors of society. Employers use literacy levels as an indicator of the capacity of individuals to participate in an economy where literacy has been largely assumed; educators rely on literacy data for feedback on how well programmes are providing the skills considered as a prerequisite for participation in the social, economic, and political arenas; and policy-makers rely on such data to determine where, and to what extent educational resources are needed to promote literacy (Wiley, 1991).

6.1 Measuring literacy

UNESCO defines literacy as "the ability to read and write, with understanding, a short simple sentence about one's daily life" (UNESCO, 2006). According to Terryn (2003), this definition of literacy is very limiting and also makes no allowance for the different types of literacy skills needed for work or for family life, nor for numeracy. Furthermore, indicators pertaining to literacy are necessarily general and limited in number. They are useful in overall monitoring, but somewhat less useful in building an understanding of literacy (Terryn, 2003).

Goal 4: Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

However, attempts to measure literacy have their drawbacks. The ability to measure literacy across a large population is limited by a lack of resources allocated to measuring literacy, by instruments of assessment, and by notions of what it means to be literate (Wiley, 1991).

Literature shows that the measurement of literacy is complex; therefore, it is commonly undertaken using proxy measures. For the purposes of this report, "no formal education" is taken as a proxy measure for total illiteracy, while the proxy measure for functional literacy

is the completion of primary school which, in South Africa, is the attainment of a Grade 7 level of education.

This report relies on data provided by Statistics South Africa's General Household Surveys for assessing literacy rates. As such, it is limited. It does not, for example, take into account the effects of literacy campaigns, such as the national Kha Ri Gude Adult Literacy Campaign, which result in improving actual literacy amongst adults, but which do not result in changing the level of education attainment amongst adults. Actual adult literacy rates could therefore be higher than they are reflected in this report.

6.2 Adult literacy rates

Table 13 indicates that in 2011, some 8% of the adult population in South Africa (people aged 20 and above) were totally illiterate (that is, they had received no education at all) and 12% of the adult population were, to varying degrees, functionally illiterate, as they had dropped out of school before completing Grade 7.

Table 13: Number and proportion of the population aged 20 and over by level of education, 1995-2011

Year		No schooling	Some primary schooling	Completed Grade 7 and higher	Total
1995	Number ('000)	2 864	3 789	15 219	21 872
	% of total	13.1	17.3	69.6	100
1997	Number ('000)	3 196	3 822	15 813	22 831
	% of total	14.0	16.7	69.3	100
1998	Number ('000)	3 261	3 973	15 880	23 114
	% of total	14.1	17.2	68.7	100
1999	Number ('000)	2 792	4 410	16 068	23 271
	% of total	12.0	19.0	69.0	100
2002	Number ('000)	3 016	4 487	18 140	25 643
	% of total	11.8	17.5	70.7	100
2003	Number ('000)	2 958	4 262	19 110	26 330
	% of total	11.2	16.2	72.6	100
2004	Number ('000)	2 820	4 178	19 215	26 213
	% of total	10.8	15.9	73.3	100
2005	Number ('000)	2 774	4 091	19 732	26 597
	% of total	10.4	15.4	74.2	100
2006	Number ('000)	2 816	3 921	20 201	26 938
	% of total	10.5	14.6	75.0	100
2007	Number ('000)	2 542	4 002	20 856	28 165
	% of total	9.0	14.2	74.1	100
2008	Number ('000)	2 417	3 828	21 360	27 862
	% of total	8.7	13.7	76.7	100
2009	Number ('000)	2 110	3 529	22 183	28 006
	% of total	7.4	12.3	79.4	100

Year		No schooling	Some primary schooling	Completed Grade 7 and higher	Total
2010	Number ('000)	2 026	3 557	22 366	27 950
	% of total	6.9	12.2	80.0	100
2011	Number ('000)	1 929	3 434	23 998	29 362
	% of total	8.0	11.0	81.0	100

Source: *Statistics South Africa, General Household Survey, 2007- 2008 DBE own calculations.*
Note: *Excludes unspecified or 'other' educational level.*

Table 13 indicates that the proportion of functionally literate adults increased from 70% in 1995 to 81% in 2011, and the proportion of totally illiterate adults decreased from 13% in 1995 to 8% in 2011. These trends represent the combined effects of access to education, a literacy campaign and Adult Basic Education programmes conducted amongst older illiterates, as well as learner retention in the schooling system.

The adult literacy rate for females is slightly lower than that for males. However, as is indicated later on in this report, the gender gap in adult literacy is closing rapidly.

6.3 Adult Basic Education and Training (ABET)

In 2009, an estimated 5.5 million adults in South Africa were illiterate (Statistics South Africa, 2010). Adult Basic Education and Training (ABET) is available to adults who want to finish their basic education. As an outcomes-based programme, ABET aims to provide basic learning tools, knowledge and skills, and it provides participants with nationally recognised qualifications. The four levels of ABET training are the equivalent of Grades R to 9.

PEDs are empowered by the Adult Basic Education and Training Act, 2000, to register private adult learning centres to offer programmes accredited by UMALUSI, the Council for Quality Assurance in General and Further Education and Training. Many more adult education programmes accredited by SETAs are offered in, and for the workplace (Department of Education, 2009a).

Table 14: Number of learners, educators and institutions in ABET programmes by province: 2005 – 2008

	2005	2006	2007	2008	2009	2010	2011
Learners	269 140	251 610	292 734	290 618	297 900	297 491	311 678
Educators	17 181	18 608	19 200	19 454	15 657	16 034	0**
Institutions	2 278	2 176	2 476	2 482	2 395	2 558	2 954

Source:*DBE, Education Statistics in South Africa: 2006 – 2009DHET, EMIS, 2010-2011.*
**2010 number of centres includes satellite, 2011 is number of main centres*
*** Number of educator's information was not captured.*

Table 14 above indicates that in 2011, learner enrolments at ABET centres across the country exceeded 300 000.

6.4 Kha Ri Gude Mass Literacy Campaign

The Kha Ri Gude (Let us Learn) Literacy Campaign was developed in response to a call for a national campaign to end illiteracy amongst South African adults. As a programme of government, and one of the Apex programmes announced in 2008, the campaign may be regarded as one of the important ways in which the developmental state prioritises the needs of the poor and addresses the right of all citizens to basic education in the official language/s of their choice. The campaign, which is the result of recommendations by the Ministerial Committee on Literacy, is intended to provide 4,7 million South Africans with the opportunity to become literate. Achieving this target also means that South Africa would have fulfilled its 2000 Dakar commitment, namely that of reducing illiteracy by 50% by 2015.

Initiated and managed by the DBE, Kha Ri Gude delivers across all nine provinces in a massive logistical outreach. The campaign enables adult learners to read, write and calculate in their mother tongue, which is in line with the unit standards for ABET Level 1, as well as to learn conversational English. The Kha Ri Gude materials are specifically designed (created from scratch in each language in accordance with a common design template) to teach reading, writing and numeracy; and integrating themes and life skills, such as health, gender, the environment and civic education. These materials were adapted for use in Braille, as well as for the 11 official languages, and also for use by the deaf. The campaign makes strategic efforts to target vulnerable groups, including the deaf and the blind. Currently, 80% of the learners are women, 8% are disabled, 25% are youths, and 20% are over the age of 60.

Kha Ri Gude is available at no cost to adults who have little or no education. Classes are presented in 240 contact hours and are held in communities, at times that are convenient to the learners, and they take place in homes, churches, community centres, prisons, etc. These learning groups play a significant role in the community's social cohesion.

Table 15 below indicates that, in 2011, the campaign had more than 600 000 learners. The campaign is changing the lives of illiterate adults and playing a significant role in the alleviation of poverty, by providing volunteers from the poorest communities with a small income.

Of Kha Ri Gude's R430 million allocation for 2009/10, some 75% (or R325 million) was to be paid out in the form of stipends to volunteers between June and November 2009. In 2008/09, approximately R260 million was paid out to 35 000 volunteers. Aligned with the Extended Public Works Programme for the provision of short-term employment, the campaign aims to expand its-short term employment possibilities.

Table 15: Kha Ri Gude delivery by Province: 2008 – 2011

Province	Targets for 2014	2008	2009	2010	2011	Remaining Target
Eastern Cape	778 203	116 090	142 671	149 214	158 922	211 306
Free State	257 240	17 644	50 984	48 879	46 800	92 933
Gauteng	515 747	40 326	75 678	79 575	86 400	233 768
KwaZulu Natal	1 145 395	67 435	133 486	125 122	144 000	675 352

Province	Targets for 2014	2008	2009	2010	2011	Remaining Target
Limpopo	858 681	44 853	103 828	94 453	104 400	511 147
Mpumalanga	468 747	31 534	55 971	56 242	50 400	274 600
North West	437 791	30 561	32 198	32 181	32 400	310 451
Northern Cape	91 305	2 990	7 654	7 785	7 200	65 676
Western Cape	167 618	5 762	11 173	14 661	18 000	118 022
Unknown		2 800		1 087		
TOTAL	**4 720 727**	**359 995**	**613 643**	**609 199**	**648 522**	**2 493 255**

Source: *DBE, Kha Ri Gude Programme Manager, 2008 - 2011.*

The campaign designed a 20-item assessment instrument via which learners are continuously assessed. The assessments are conducted and moderated via the campaign, verified by the South African Qualifications Authority (SAQA) and registered on SAQA's National Learners' Records Database(NLRD)**.**

Clearly, the Department's proxy measure for adult functional illiteracy (lower than a Grade 7 attainment) will need modification in the light of the Kha Ri Gude data stored on the NLRD.

6.5 Conclusion

The data presented on adult literacy indicates that remarkable efforts are being made to reduce illiteracy amongst adults in South Africa. Although adult illiteracy seems to be under-reported in South Africa as a result of using the completion of Grade 7 as a proxy for measuring literacy. Completion of Grade 7 as a proxy for measuring literacy tends to obscure the effects of the Kha Ri Gude Literacy Campaign, as well as the impact of ABET programmes and other literacy initiatives in the country.

Enrolment for ABET programmes increased from 269 000 in 2005 to over 300 000 in 2011.

The Kha Ri Gude Literacy campaign reached over 648 000 adults in 2011. Although the success of this programme is not judged by measuring the literacy rate, its contribution in reducing illiteracy is significant.

In South Africa though, the significant improvement in the literacy rate since 1995 is most encouraging. Given the pace of this improvement and, if it could be sustained, it is likely that South Africa will reach the EFA goal for literacy by 2015.

7 GOAL 5: GENDER PARITY

Goal 5: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Assessing progress towards gender equality requires measuring meaningful progress towards the right to education. This requires assessing both quantitative and qualitative information on a wide range of phenomena that underpin the rights of men and women to, within and via education. A significant challenge is therefore posed by the collection of data, and its interpretation. Moreover, much depends on how gender "parity" and gender "equality" in education are being defined (Subrahmanian, 2005).

In the main, this report provides a quantitative overview of gender parity in the system, in line with the indicators used to measure progress pertaining to the EFA goals. It does attempt to engage with the less obvious and more nuanced aspects of gender in education, but not in a substantive manner.

7.1 Defining key terms

Gender equality rests on, but is not the same as achieving gender parity, or females being represented in equal numbers to males in education, although the latter offers a "first stage" measure of progress towards gender equality in education (Subrahmanian, 2005).

Gender parity reflects "formal" equality in terms of access to, and participation in education. "Formal" equality can also be understood to mean equality that is premised on the notion of the "sameness" of men and women, where the male actor is regarded as the norm. This is reflected in the way gender parity is used in measuring EFA progress, where the gender parity index (GPI) computes the ratio of female:male value of a given indicator, with the mean value being 1 (Subrahmanian, 2005).

Sexual harassment: According to DoE (2010), the definition of sexual harassment against learners includes the following: if someone talks to you about sex when you don't want them to do so; touching, pinching or grabbing parts of your body that you don't want touched; sending you notes with a sexual overtone; SMSs or pictures; writing rude graffiti about you or spreading sexual rumours about you; making sexual comments or jokes; calling you rude names like "bitch", "moffie", "slut", etc; and demanding sex in return for a bribe, like higher marks (Department of Basic Education, 2010b).

Sexual violence: Sexual violence is any sexual act or attempted sexual act, while using threats or physical force. It involves the sexualised touching of your intimate parts or forcing you to touch another person's intimate parts. Intimate parts include the mouth, vagina, penis, inner thighs, bum and breasts (Department of Basic Education, 2010b).

7.2 Gender Parity Index (GPI)

As a quantitative or numerical concept, gender parity in education is relatively easy to define, referring as it does to the equal participation of boys and girls in different aspects of

education. Gender parity indicators are static, measuring the numbers of girls and boys with access to, and participating in education, at a particular moment in time (Subramanian, 2005). Parity is conventionally considered to have been achieved if the female: male ratio lies between 0.97 and 1.03 (UNESCO, 2000).

Subramanian (2005) cautions that particular attention needs to be paid to what the movement of the GPI towards parity may tell us about the relationship between males and females in a country in terms of access to, and participation in education. For example, in a country where there is movement of the GPI towards parity in a context of disparity in favour of boys, possible alternative explanations emerge:

- The movement of GPI towards 1 could reflect a rapid increase in the enrolment of girls, thus catching up with boys, whose enrolment rate is either staying the same, increasing slowly or declining, and that that could either be a positive or mixed scenario.

- The movement of GPI towards 1 could reflect declining enrolment, with enrolment by boys declining much more rapidly (Subrahmanian, 2005).

The above suggests that any analysis and interpretation of GPI trends need to be carefully undertaken to avoid superficial or knee-jerk responses.

7.2.1 Gender parity in early childhood development (ECD)

Throughout the reporting period, the percentage of male and female learners attending educational institutions is almost equal. Between 2002 and 2006, the participation of the group in question favoured female learners. However, this seems to have changed between 2007 and 2011, as gender parity is now equal for female and male learners aged 0 to 4.

Table 16: Percentage of 0-4 year old children attending ECD facility by gender, 2002 - 2011

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Male	6.8	11.4	11.4	13.7	16.0	16.5	16.6	29.4	32.3	34.3
Female	7.7	11.8	11.5	14.9	16.1	15.7	16.7	29.4	32.4	34.7
Total	**7.3**	**11.6**	**11.5**	**14.3**	**16.0**	**16.1**	**16.7**	**29.4**	**32.3**	**34.5**
GPI	**1.14**	**1.04**	**1.01**	**1.09**	**1.01**	**0.95**	**1.01**	**1.00**	**1.00**	**1.01**

Source: *Statistics South Africa, General Household Survey, 2002-2011, DBE own calculations*

Table 17 below indicates the number and percentage of 5-year-olds attending educational institutions by gender. It is clear that in 2011, gender parity in ECD was achieved at 1.00.

Table 17: GPI of 5 year olds attending education institutions, 2002 -2011

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

Source: *Statistics South Africa, General Household Survey, 2002-2011, DBE own calculations*

7.2.2 Gender parity in compulsory basic education

The compulsory education age group is characterised by high enrolments, with 99% of children aged 7 to 15 accessing schooling in 2011. Table 18 indicates that unity was achieved in the participation of both male and female children aged 7 to 15. Between 2002 and 2011, there is approximately equal participation in education by both sexes, at 1.00.

Table 18: Percentage of 7 to 15 years old children attending educational institution by gender, 2002-2011

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

Source: *Statistics South Africa, General Household Survey, 2002-2011, DBE own calculations*

7.2.3 Gender parity in the schooling system according to gross enrolment rate (GER)

An analysis of the GER of the entire schooling system reveals that overall gender parity was achieved for the period 1997 to 2011 (Table 19). In all instances, the GPI was between 0.99 and 1.03. However, learner enrolment at primary school level was only equitably distributed between female and male learners from 1997 to 1999, after which there was a male advantage. By contrast, throughout the reporting period, secondary-level GPI reflected a female advantage.

Table 19: Gross enrolment Rate (GER) of female and male learners in primary and secondary grades, 1997-2011

	Primary			Secondary			Total		
Year	**Female**	**Male**	**GPI**	**Female**	**Male**	**GPI**	**Female**	**Male**	**GPI**
1997	116	120	**0.97**	90	77	**1.16**	106	103	**1.03**
1998	115	118	**0.97**	92	80	**1.15**	105	102	**1.03**
1999	113	116	**0.97**	91	80	**1.14**	104	101	**1.02**

2000	103	109	**0.95**	87	77	**1.13**	97	96	**1.01**
2001	103	107	**0.96**	89	79	**1.12**	97	96	**1.01**
2002	103	108	**0.95**	84	78	**1.08**	95	95	**1.00**
2003	101	106	**0.95**	83	77	**1.08**	93	94	**0.99**
2004	102	107	**0.95**	93	85	**1.09**	98	98	**1.00**
2005	101	105	**0.96**	92	85	**1.08**	97	97	**1.00**
2006	100	104	**0.96**	95	87	**1.09**	98	97	**1.01**
2007	102	105	**0.97**	93	88	**1.06**	99	98	**1.01**
2008	97	99	**0.98**	87	84	**1.03**	92	93	**0.99**
2009	96	99	**0.98**	83	82	**1.01**	92	90	**1.02**
2010	92	96	**0.96**	89	83	**1.07**	91	91	**1.00**
2011	91	95	**0.96**	90	84	**1.07**	91	91	**1.00**

Sources: *DBE, EMIS databases, 1997 - 2011 and Mid-Year Population Estimates by Single-Year Ages, provided by Statistics South Africa.*

Note: *Data for 1997 is for public schools only. Data for independent schools was not available for that year.*

7.2.4 National Senior Certificate (NSC) by gender

Table 20 indicates that there are more female leaners participating in National Senior Certificate (NSC) examinations from 2008 to 2011.

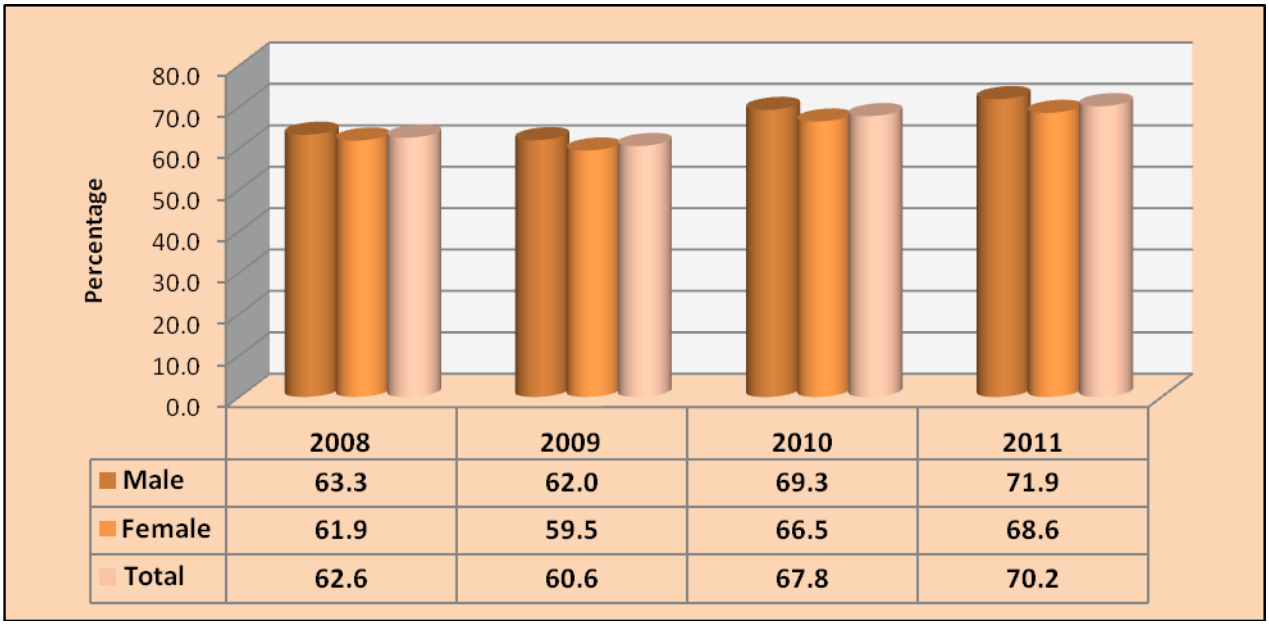
Table 20: National Senior Certificate (NSC) candidates and achievement by gender, 2008 – 2011

Gender	Total wrote				Total Achieved			
	2008	**2009**	**2010**	**2011**	**2008**	**2009**	**2010**	**2011**
Male	244 843	251 467	244 358	230 846	154 981	155 791	169 282	166 057
Female	288 718	300 606	293 185	265 244	178 693	178 925	194 865	182 060
Both	533 561	552 073	537 543	496 090	334 239	334 716	364 147	348 117

Source:*Department of Basic Education, National Senior Certificate Technical Report on the National Examination Results, 2008-2011*

Figure 5 shows that more male than female learners succeeded between 2008 and 2011 National Senior Certificate (NSC) examination.

Figure 5: National Senior Certificate (NSC) pass rate by gender, 2008 – 2011

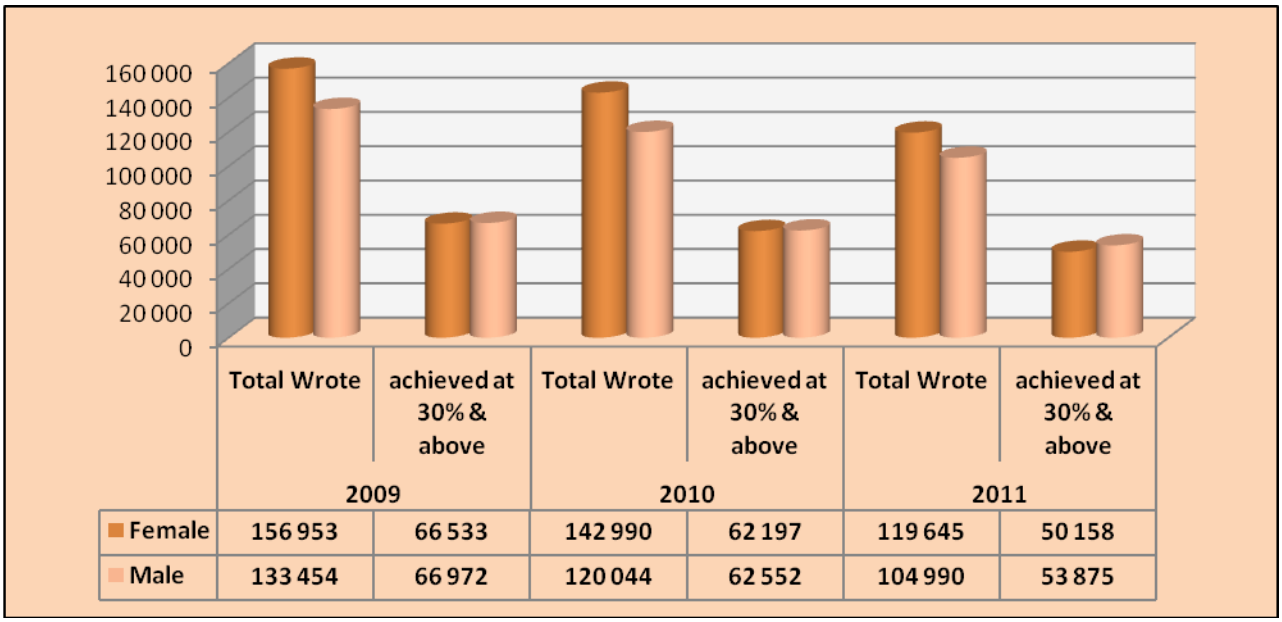


	2008	2009	2010	2011
Male	63.3	62.0	69.3	71.9
Female	61.9	59.5	66.5	68.6
Total	62.6	60.6	67.8	70.2

Source:*Department of Basic Education, National Senior Certificate Technical Report on the National Examination Results, 2008-2011*

Figure 6 and **Figure 7** compare the Mathematics and Physical Science performance of females and males from 2008 to 2011 in the National Senior Certificate examinations. Although males outperformed females in both subjects, the difference between males and females is not significant. The gender difference is far less striking than the very poor achievement levels of both boy and girl candidates.

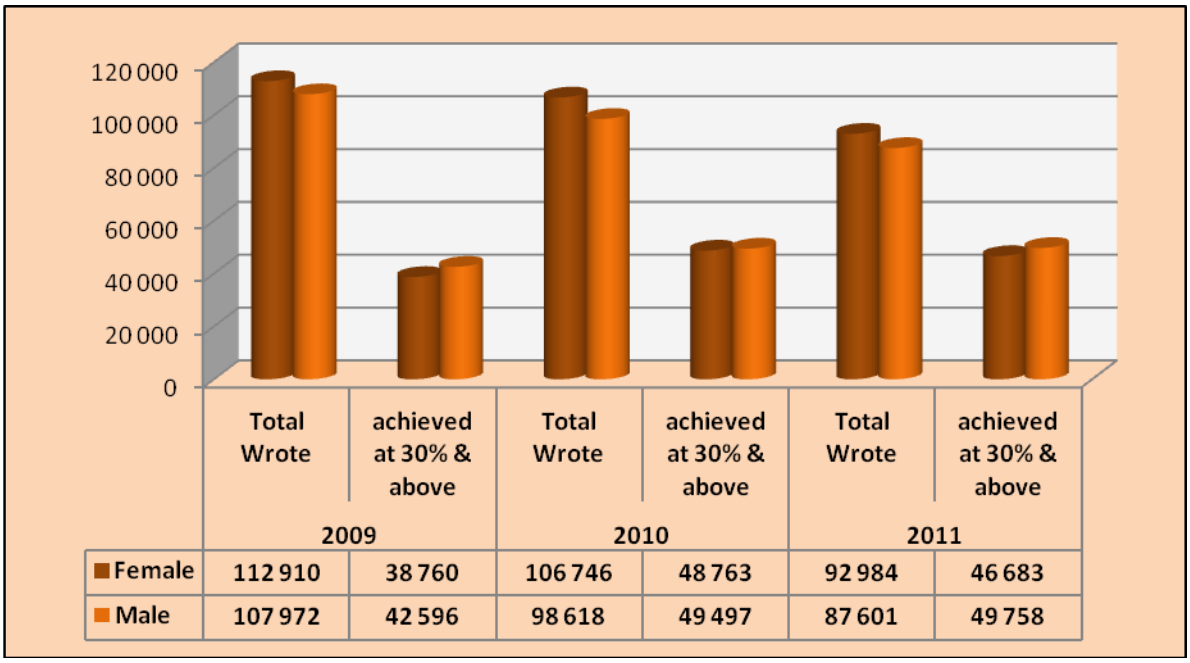
Figure 6: Number of Grade 12 who wrote and passed in Mathematics by gender, 2009 to 2011



	2009		2010		2011	
	Total Wrote	achieved at 30% & above	Total Wrote	achieved at 30% & above	Total Wrote	achieved at 30% & above
Female	156 953	66 533	142 990	62 197	119 645	50 158
Male	133 454	66 972	120 044	62 552	104 990	53 875

Source:*Department of Education, National Senior Certificate, Technical Report on the National Examination Results, 2008.*

Figure 7: Number of Grade 12 who wrote and passed in Physical Science by gender, 2009 to 2011



	2009		2010		2011	
	Total Wrote	achieved at 30% & above	Total Wrote	achieved at 30% & above	Total Wrote	achieved at 30% & above
Female	112 910	38 760	106 746	48 763	92 984	46 683
Male	107 972	42 596	98 618	49 497	87 601	49 758

Source:*Department of Education, National Senior Certificate, Technical Report on the National Examination Results, 2008.*

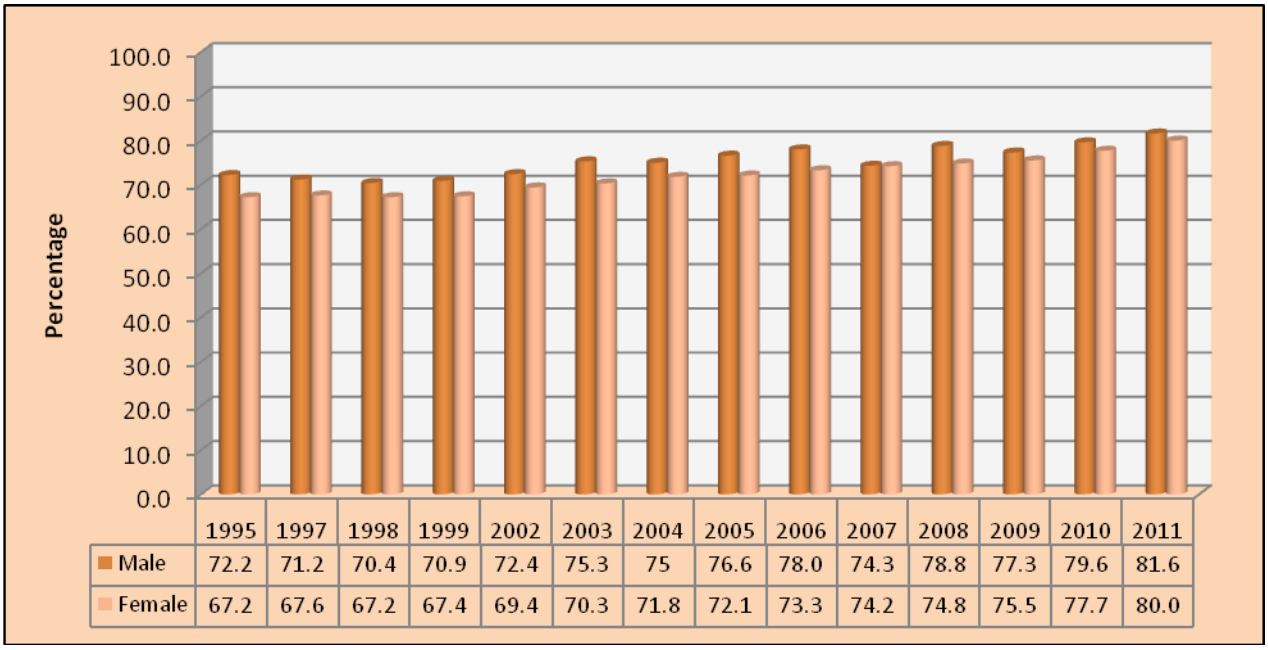
According to a study by Chigona and Chetty (2007), teenage motherhood reduces the chances of post-compulsory schooling by 12% to 24%. Furthermore, the study concludes that teenage motherhood seems to impose long-term consequences on the career development of young mothers, and is therefore likely to result in transmitting poverty from generation to generation. It would therefore appear that policies preventing the long-term consequences of teenage motherhood should be focused on helping teenage mothers to succeed in their secondary school education (Chigona and Chetty, 2007).

7.2.5 Gender parity in adult literacy

To some extent, Table 21 indicates that a higher percentage of adult men, aged 20 and older, are literate compared to women, when assuming the attainment of a Grade 7 education as a proxy for functional literacy. In adult literacy, South Africa therefore has not yet achieved gender parity in terms of literacy amongst adults, although the 2009 GHS figures suggest that the gap may be closing. However, gender parity in adult literacy is likely to be achieved by 2015.

A somewhat higher proportion of adult men (20 years old and older) compared to women are literate, assuming the attainment of a Grade 7 education as a proxy for functional literacy (**Table 22**). South Africa therefore has not yet achieved gender parity in terms of literacy among adults, although the 2011 GHS figures suggest that the gap may be closing.

Figure 8: Percentage of the population aged 20 and above who completed Grade 7 and above by gender, 1995-2011



	1995	1997	1998	1999	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Male	72.2	71.2	70.4	70.9	72.4	75.3	75	76.6	78.0	74.3	78.8	77.3	79.6	81.6
Female	67.2	67.6	67.2	67.4	69.4	70.3	71.8	72.1	73.3	74.2	74.8	75.5	77.7	80.0

Sources: *Statistics South Africa, literacy reports 1995 to 1999, General Household Survey, 2002-2011, DBE Own calculations*

7.3 Teenage pregnancy

While a liberal school policy on teenage pregnancy has softened some of the consequences of early childbearing in South Africa, not all teenage mothers remain in school or return to school. This may stem from an uneven implementation of school policy, resulting in the suspension or expulsion of pregnant teenagers, poor academic performance prior to pregnancy, few child-caring alternatives, inadequate support from families, peers and the school environment, as well as the social stigma of being a teenage mother.

The KwaZulu-Natal Transitions study reported that 74% of girls aged 14 to 19 dropped out of school at the time of pregnancy and only 29% returned to school following the pregnancy-related drop-out. What is more, for every year that passes after a pregnancy-related school drop-out, young women are significantly less likely to return to school (Panday, Makiwane, Ranchod, & Letsoala, 2009).

Although literature exists on the effects of race and class on the youth of South Africa, research into gender and education and, in particular the challenges young teenage mothers face when they return to school, as well as how to address the challenges so that the girls are able to finish their schooling, remains limited (Chigona and Chetty, 2007).

While pregnancy and teenage mothers constitute major causes of secondary school drop-outs for girls, social, economic and cultural issues also make girls' school attendance a

complex decision for the girls' parents. Some parents may not send girls to school because they consider the benefits of education for girls to be limited and the cost of sending them to school to be unnecessary for the family to carry.

7.4 Conclusion

One of the greatest achievements since democracy in South Africa is the massive expansion in access to education, especially in the enrolment of women. According to the Global Gender Gap Report (2009), South Africa made great strides in closing gender gaps to enter the top 10, at sixth position. In 2008, South Africa was ranked 22 out of the 138 countries assessed (World Economic Forum, 2009). This achievement is also supported by the data presented by different sources on gender parity.

There are more female learners in secondary and tertiary institutions in South Africa, while there are more male learners in primary schools than female learners. The disparities in primary school enrolment may be the result of more male learners repeating primary grades. However, this phenomenon needs further investigation.

While pregnancy may be the termination point most directly associated with dropping out, it is often not the cause. Girls who perform poorly at school are more likely to drop out of school, experience early fertility and are less likely to return to school following pregnancy. In fact, South African data indicates that dropping out often precedes pregnancy (Panday, Makiwane, Ranchod, & Letsoala, 2009).

Instituting strategies to retain girls in school by addressing both financial and school performance reasons, as well as ensuring an early post-pregnancy return, may be the most effective social protection that the education system could offer to prevent and soften the impact of early pregnancy. When learners drop out of school, a concerted effort is required to re-enrol them in school or in alternative systems of education (Panday, Makiwane, Ranchod, & Letsoala, 2009).

In an attempt to tackle the challenge of gender violence, the DBE published a *Handbook for learners on how to prevent sexual abuse in public schools*. The handbook aims to provide learners, teachers and parents with the necessary knowledge about sexual harassment and violence. It further explains the procedures that need to followed if learners experience sexual violence in schools (Department of Basic Education, 2010b).

8 GOAL 6: QUALITY EDUCATION

Both the Jomtien Declaration of 1990 and the Dakar Framework for Action of 2000, recognised the fact that the quality of the education provided is a prime determinant of whether EFA is achieved.

Goal 6: Improving all aspects of the quality of education, and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills.

However, quality is a complex, context-specific concept that defies a singular meaning.

In its 2005 Global Monitoring Report, UNESCO identified the following five dimensions of quality that influence the core processes of teaching and learning:

a) **Learner characteristics**: Aptitude, perseverance, school readiness, prior knowledge and barriers to learning.

b) **Context**: Globalisation; economic and labour-market conditions; socio-cultural and religious factors; parental support; peer pressure; public resources that are available for education; competitiveness of the teaching profession in the labour market; national governance and management strategies; time available for schooling and homework; and national standards.

c) **Enabling inputs**: Teaching and learning materials, physical infrastructure and facilities, school governance and human resources: teachers, principals, inspectors, supervisors and administrators.

d) **Teaching and learning**: Learning time, teaching methods, assessment, feedback, incentives and class size.

e) **Learning outcomes:** Literacy, numeracy, life skills, creative and emotional skills, values and social benefits (UNESCO, 2005).

Although the dimensions of quality listed above appear to be disconnected, it is important to bear in mind the systemic nature of education. These dimensions are interdependent, influencing each other in ways that are sometimes unpredictable. As a result, measuring the effects of these different dimensions of quality on education outcomes becomes a real challenge.

The concept of education quality as espoused by UNESCO, allows for an understanding of education as a complex system, embedded in a political, cultural and economic context. Not surprisingly therefore that the measurement of education quality constitutes a thorny issue.

This report assesses the quality education in South Africa by using a number of indicators that are commonly associated with issues of education quality. In this report, the qualification of educators, learner:educator ratio, the prevalence of HIV and AIDS, school violence and leaner achievement are used as key measures for reporting on the quality of education in South Africa.

8.1 Learner performance in national and international assessments

South Africa's ranking in all of the international tests it participated in has been especially dismal (DBE, 2010b).

It is noteworthy that a number of countries with lower a income per capita performed better than South Africa. For instance, Indonesia and Egypt ranked higher than South Africa in TIMSS, while Kenya performed better than South Africa in the SACMEQ study (DoE, 2008).

The results of the latest SACMEQ III study undertaken in 2007 reflect yet another disappointment for South Africa. SACMEQ assesses Grade 6 learners in reading and mathematics and South Africa participated in the SACMEQ study in both 2000 as well as 2007.

Table 22 below indicates that South Africa's Grade 6 learners continued to perform below SACMEQ's overall mean score in both reading and mathematics (IIEP, 2010). Countries such as Botswana, Swaziland, Kenya and Tanzania, which are less affluent than South Africa, performed better than South Africa did in the SACMEQ III assessment. Interestingly, private tuition appears to be an influential factor in explaining some of these differences, but it does not do so entirely. While the high incidence of private tuition amongst Grade 6 learners in Kenya and Tanzania may account for their higher levels of performance, this is not the case with regard to Botswana and Swaziland, where the incidence of private tuition amongst Grade 6 learners is relatively lower. In SACMEQ III, some 46% of Grade 6 Kenyan learners indicated that they received private tuition, while 1% of Grade 6 learners in Swaziland received private tuition. In the case of South Africa, 4% of Grade 6 learners indicated that they received private tuition.

A further cause for concern is that South Africa's performance in SACMEQ showed minimal change between 2000 and 2007 in both reading and mathematics amongst Grade 6 learners. Although the 2007 scores showed a small increase in both the reading and mathematics over the 2000 scores, these are not sufficiently significant to warrant a claim of improvement.

The results of SACMEQ III showed yet again the deep-seated problems in South Africa's schooling system. They point to the need for urgent and sustained intervention to ensure that South Africa will be in a position to lift itself out of its current position.

Table 21: Levels and trends in pupil achievement for SACMEQ countries, Reading score and mathematics score respectively: 2000 – 2007

	Pupil reading score	Pupil mathematics score

	2000	2007	2000	2007
Botswana	521.1	534.6 ▲	512.9	520.5 ▶
Kenya	546.5	543.1 ▶	563.3	557.0 ▶
Lesotho	451.2	467.9 ▲	447.2	476.9 ▲
Malawi	428.9	433.5 ▶	432.9	447.0 ▲
Mauritius	536.4	573.5 ▲	584.6	623.3 ▲
Mozambique	516.7	476.0 ▼	530.0	483.8 ▼
Namibia	448.8	496.9 ▲	430.9	471.0 ▲
Seychelles	582.0	575.1 ▶	554.3	550.7 ▶
South Africa	492.3	494.9 ▶	486.1	494.8 ▶
Swaziland	529.6	549.4 ▲	516.5	540.8 ▲
Tanzania	545.9	577.8 ▲	522.4	552.7 ▲
Uganda	482.4	478.7 ▶	506.3	481.9 ▼
Zambia	440.1	434.4 ▶	435.2	435.2 ▶
Zanzibar	478.2	533.9 ▲	478.1	486.2 ▶
Zimbabwe[3]	504.7	507.7 ▶	×× 519.8 ××	
SACMEQ	**500.0**	**511.8 ▲**	**500.0**	**509.5 ▶**

***Source**: IIEP Newsletter: Vol. XXVIII No. 3*
Notes about trends: ▲Increased by 10 points or more; ▶Minimal change (less than ±10); ▼Decreased by 10 points or more

The performance of Grade 3 and 6 learners in South Africa's own internally benchmarked tests was not particularly admirable either, as was demonstrated n the 2009 EFA Country Report (DBE, 2010b).

From **Table 23** the overall mean score for learners in Reading in South Africa was 492 in 2000 and 495 in 2007 while the corresponding Mathematics scores were 486 and 495, respectively. In 2000 and 2007, both the Reading and Mathematics achievement scores were below the SACMEQ average of 500. In both years, Western Cape had the highest mean scores in Reading and Mathematics. The Western Cape reading scores were 629 and 583 in 2000 and 2007 respectively, while the corresponding Mathematics scores were 591 and 566 in 2000 and 2007, respectively. In 2000 the lowest Reading score (428) and the lowest Mathematics score (420) were both in North West whilst in 2007 Limpopo had the lowest Reading (425) and Mathematics (447) scores (DBE, 2010).

Table 22: Overall mean scores of Grade 6 learners and teachers in Reading and Mathematics in 2000 and 2007.

	Learners			
	Reading		Mathematics	
	Mean 2000	Mean 2007	Mean 2000	Mean 2007
Eastern Cape	444.1	447.8	449.3	468.8
Free State	446.2	491.1	447.5	491.6
Gauteng	576.4	573.1	552.4	545.0
KwaZulu-Natal	517.5	485.6	510.3	485.2
Limpopo	428.1	473.6	433.4	476.1

[3]*Zimbabwe did not participate in the SACMEQ II Project (2000) and the value given in grey (reading) is for Zimbabwe in the SACMEQ I Project (1995)*

Mpumalanga	470.3	505.6	460.9	498.7
North West	436.7	425.3	446.0	446.7
Northern Cape	427.7	506.3	419.6	503.1
Western Cape	629.3	583.4	591.1	565.7
South Africa	**492.3**	**494.9**	**486.1**	**494.8**

Source: *DBE, The SACMEQ III Project in South Africa: A Study of the Conditions of Schooling and the Quality of Education South Africa Country Report, 2010*

8.2 Learner achievement and outcomes in national assessments

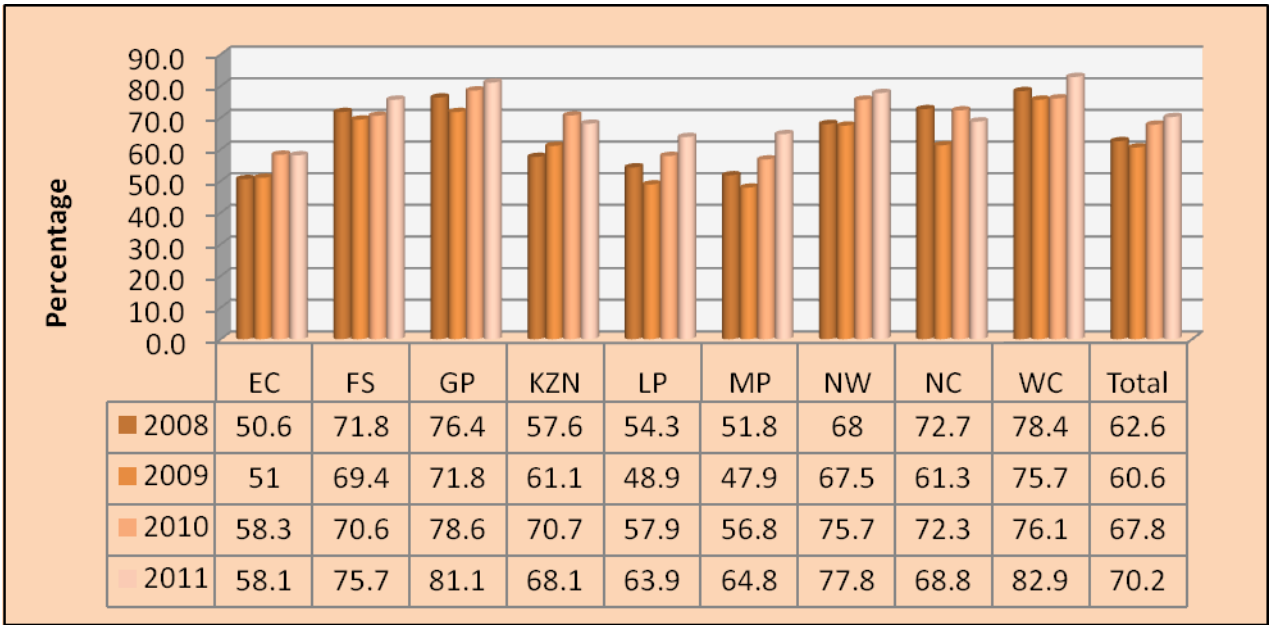
Assessment outcomes are proxy indicators for describing the knowledge and skills a child acquires from the education system. In South Africa, the National Senior Certificate examination is the assessment that measures Grade 12 learners annually and it is used (with many caveats) to measure the quality of the school system. Since 1995 South Africa has also carried out a number of national learner achievement assessments through its programme of Systemic Evaluation at Grades 3 and 6, which also assesses school management capacity, the learning context of learners and the school community, and educator qualifications. The DoE has also participated in several international learner achievement studies, in particular the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) and the Trends in International Mathematics and Science Study (TIMSS).

8.2.1 Grade 12 learner performance

The National Senior Certificate (NSC, or matric) examination results are an imperfect measure of the quality of teaching and learning due to a range of factors which affect learner performance. These include the level of education of parents of learners, the relative poverty and socioeconomic circumstances of learners, teacher qualifications, school facilities and so on.

Nonetheless, it is still a reasonably credible measure of the education system as it comes at the end of 12 years of schooling and as an exit examination it allows for meaningful comparison among learners, schools, districts and provinces, as well as racial categories of learners as an indicator of redress.

Figure 9: National Senior Certificate pass rates, by province, 2008 to 2011



	EC	FS	GP	KZN	LP	MP	NW	NC	WC	Total
2008	50.6	71.8	76.4	57.6	54.3	51.8	68	72.7	78.4	62.6
2009	51	69.4	71.8	61.1	48.9	47.9	67.5	61.3	75.7	60.6
2010	58.3	70.6	78.6	70.7	57.9	56.8	75.7	72.3	76.1	67.8
2011	58.1	75.7	81.1	68.1	63.9	64.8	77.8	68.8	82.9	70.2

Source:*DBE, National Senior Certificate Database, 2008-2011.*

8.2.2 Annual National Assessment (ANA)

In 2008, Government introduced the Foundations for Learning Campaign3, which focussed on the Foundation and Intermediate Phases and included clearer specifications of the materials learners should have access to and the time needed for different learning activities in a week. The campaign involved a number of teacher training and materials distribution initiatives and trial runs in 2008 and 2009 of a new national assessment system known as Annual National Assessments. This new system was to cover all schools and would allow teachers themselves to be involved in the marking of tests in order to facilitate teacher training and the exposure of teachers to better assessment and marking practices.

ANA 2011 moreover draws from experiences in a number of international assessment programmes in which South Africa has actively participated in during the last decade. These include the regional Southern and East Africa Consortium for Monitoring Education Quality (SACMEQ) programme and the global Progress in International Reading Literacy Study (PIRLS) and Trends in International Mathematics and Science Studies (TIMSS) programmes.

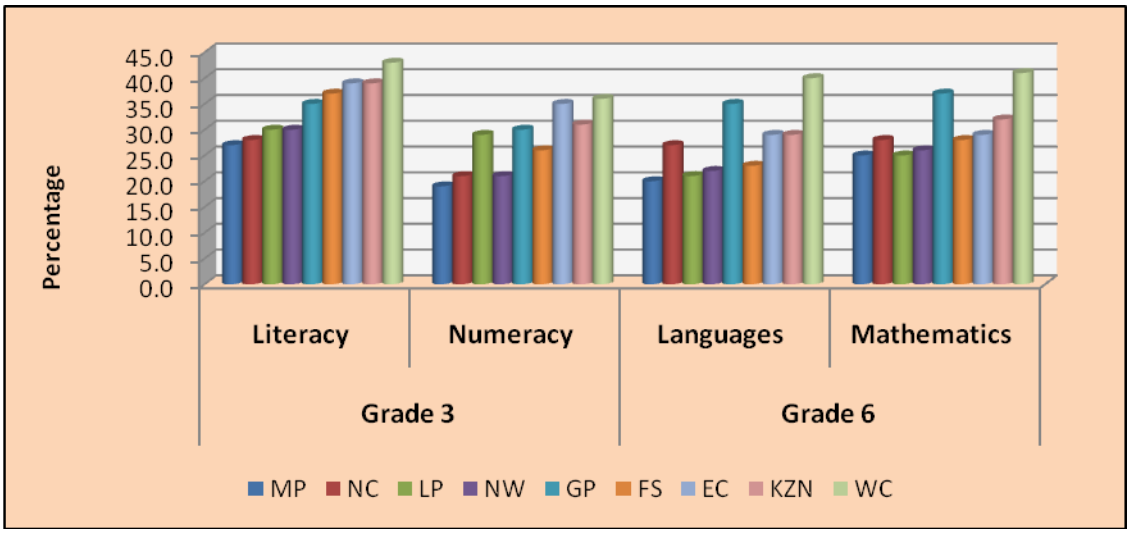
The results of the Grades 3 and 6 ANA results are reflected in **Table 24** and the overall achievement of Grades 3 and 6 learners in 2011 by province is summarised in **Figure 10** below.

Table 23: Average percentage scores attained in the Grade 3 and Grade 6 ANA after remarking, 2011

	Grade 3		Grade 6	
	Literacy	**Numeracy**	**Languages**	**Mathematics**
Eastern Cape	39	35	29	29
Free State	37	26	23	28
Gauteng	35	30	35	37
KwaZulu-Natal	39	31	29	32
Limpopo	30	29	21	25
Mpumalanga	27	19	20	25
North West	30	21	22	26
Northern Cape	28	21	27	28
Western Cape	43	36	40	41
SA	**35**	**28**	**28**	**30**

***Source**: Department of Basic Education, Report on the Annual National Assessments, 2011*

Figure 10: Overall achievement of Grades 3 and 6 learners by province, 2011



***Source**: Department of Basic Education, Report on the Annual National Assessments, 2011*

The learners' performance in 2011 was poor enough, the Western Cape has achieved highs of 43% and 36% in Literacy for Grade 3 learners and Mpumalanga has lowest scores of 27% and 19%.

The results shocked the nation and focused an unforgiving spotlight on the failure of the vast majority of South African primary schools to provide their learners with the fundamental learning skills in the earliest grades.

8.3 Educator qualifications

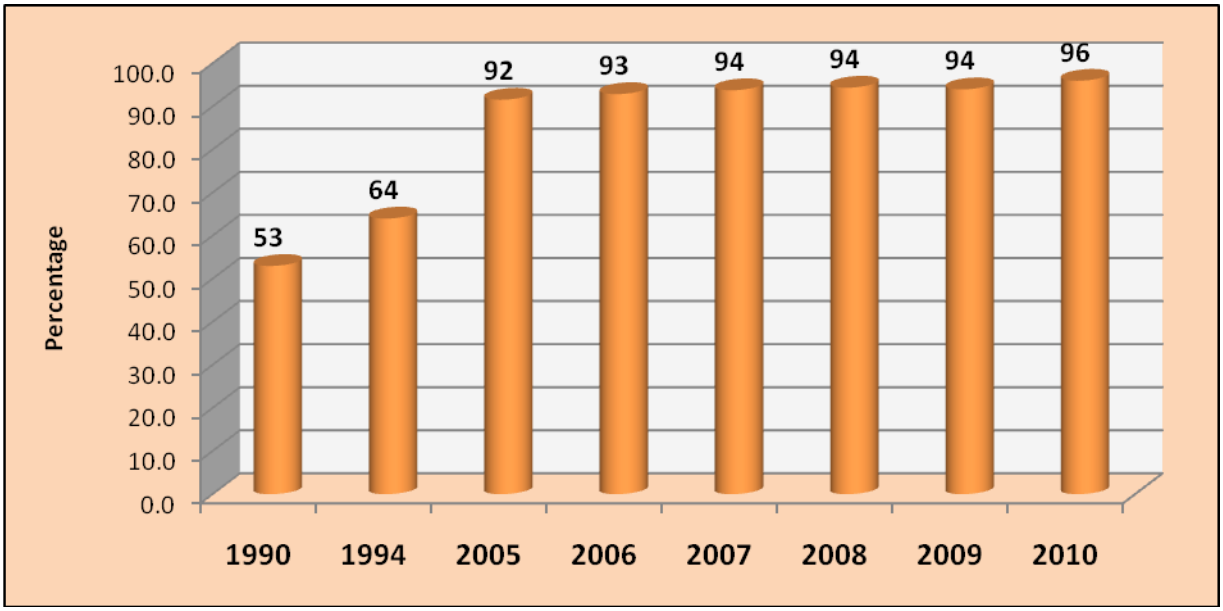
Research studies indicated positive associations between student achievement and teachers' academic skills, level of content knowledge, years of experience and participation in content-related professional development opportunities (UIS, 2006).

Although recent literature emphasises the importance of teachers' motivation and pedagogic practices, their educational level remains a relevant and commonly measured indicator of education quality – especially in developing countries. The human resources available to provide support to the learning process are fundamental factors that impact on learners' ability to learn.

In terms of the *Criteria for the Recognition and Evaluation of Qualifications for Employment in Education, based on the Norms and Standards for Educators*, an educator is considered to be appropriately qualified if he/she obtained a Senior Certificate at the end of Grade 12 and thereafter a minimum of three years appropriate training (Department of Education, 2010b). A minimum of Relative Education Qualification Value (REQV) 13, which equates to a minimum of three years professional training, is required in order for an educator to be registered with the South African Council for Educators (SACE).

Figure 10 indicates that in 2010, some 96% of educators met the formal qualification requirements of the system. This figure reflects a marked increase in the proportion of qualified educators since 1990. Overall the percentage of qualified educators increased from 53% in 1990 to 96% in 2011. This translates into a massive 47% increase between 1990 and 2011. However, the dramatic improvement in educator qualifications over the past 20 years does not appear to have had a visible impact on learner performance.

Figure 11: Percentage of qualified educators, 1990 - 2010



Source: *1990 data from Arnott & Bot, 1993. 1994 data from EduSource Data News No. 10/October 1995. 2005-2010 from PERSAL through Education Human Resource Planning, Provisioning and Monitoring Directorate (DBE)*

Table 25 provides a breakdown in educator qualifications by population group. It shows a remarkable improvement in qualification levels amongst African and Coloured educators over the past 20 years.

Educators in South Africa are considered to be appropriately qualified if they have obtained a Senior Certificate (now National Senior Certificate) at the end of Grade 12 and thereafter a minimum of three years' appropriate training[4]. Over the past twenty years the government, with the support of the ELRC, has invested heavily in teacher education in order to raise the qualification level of teachers. **Table 25** indicates an increase in the proportion of qualified educators from 94% in 2008 to 96% in 2010.

Table 24: Percentage of qualified educators, 2008 - 2010

Province	2008	2009	2010
Eastern Cape	95	95	98
Free State	91	92	95
Gauteng	98	98	99
KwaZulu Natal	88	87	89
Limpopo Province	97	98	99
Mpumalanga	95	96	98
North West	93	94	99
Northern Cape	92	92	93
Western Cape	95	94	94
Total	**94**	**94**	**96**

Source: DBE, Programme Manager, Directorate: Education Human Resource Planning, Provisioning and Monitoring, 2008-2010 from PERSAL.

8.4 Learner to Educator Ratio (LER)

One of the first collective agreements to be signed in the ELRC in the democratic era dealt with guidelines on learner: educator ratios. Norms of 40 to 1 in primary schools and 35 to 1 in secondary schools were established in order to prevent unrestrained increases in class sizes as enrolments expanded, and to reduce the size of classes in many African schools. Since then there has been considerable improvement.

In 2011 the national average LER was 30.3 to 1 (**Table 19**). This figure includes all teachers in public schools, both state employed and employed by school governing bodies (SGBs). When SGB-employed teachers are excluded, the LERs in Western Cape and Gauteng provinces (for example) rise to 35:1 and 37:7 respectively, which indicates that class sizes in

[4] According to the *Criteria for the Recognition and Evaluation of Qualifications for Employment in Education, Based on the Norms and Standards for Educators* (DoE 2000:1), a minimum of REQV 13 (which equates to a minimum of three years professional training) is required in order to be registered with the South African Council for Educators (SACE) as a professionally qualified educator. No person may be employed as an educator unless they are registered with SACE. 'REQV level' is the Relative Education Qualification Value level recognised by the Department of Education for salary grading purposes.

the majority of schools in these provinces whose parents are unable to afford large school fees are typically well above the arithmetical average indicated in the table. The provincial averages thus tend to conceal as much as they reveal.

Table 25: Learner to educator ratio by province, 2002-2011

Province	LER									
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Cape	31.7	32.6	33.4	32.8	33.3	32.3	31.7	30.1	30.1	29.0
Free State	31.3	30.8	29.8	29.5	29.3	28.9	28.9	27.2	27.8	27.6
Gauteng	30.9	30.9	31.7	29.0	30.7	29.8	32.4	31.5	30.9	31.3
KwaZulu-Natal	36.6	35.8	35.3	33.6	32.5	32.4	32.5	32.3	31.4	31.4
Limpopo	32.7	33.5	35.3	33.9	33.0	33.2	31.2	29.4	29.7	29.6
Mpumalanga	36.4	35.9	35.5	33.0	34.1	32.7	31.6	29.9	30.5	30.8
North West	29.9	29.4	29.7	30.8	29.5	29.1	29.8	29.8	29.8	30.1
Northern Cape	30.3	32.7	33.8	31.6	30.1	31.0	29.8	29.7	30.9	31.3
Western Cape	34.7	35.1	35.7	30.2	29.8	30.3	30.0	31.8	30.1	30.3
National	**33.1**	**33.2**	**33.6**	**32.0**	**31.9**	**31.5**	**31.4**	**30.6**	**30.3**	**30.3**

Source: *DoE, Education Statistics 2002 to 2007, School Realities, 2008-2010.*
Note: *The ratios in this table include both state paid and SGB paid educators.*

8.5 Prevalence of HIV and AIDS among school-going children

There is little doubt that HIV and AIDS has a debilitating effect on learning and teaching. The report of the International Institute for Education Planning (IIEP) on the impact of HIV/AIDS on education (IIEP, 2002), draws attention to effects such as increased absenteeism amongst teachers and learners, increasing shortages of teachers as a result of mortality and greater numbers of orphans in the schooling system.

The South African National HIV Prevalence, Incidence, Behaviour and Communication Survey, conducted by the HSRC in 2008, indicate that HIV prevalence amongst children aged 18 and younger was almost 3%. The age-specific HIV prevalence levels found were as follows: 3.3% amongst children 0-to-4 years; 2.5% amongst children 5-to-11 years; 1.1% among adolescents 12-to-14 years, and 4.5% amongst teenagers 15-to-18 years (Shisana et al., 2010).

The HIV prevalence level amongst children 0-to-4 years reflects mainly vertical transmission (i.e. from mother to child), while that amongst teenagers 15-to-18 years mainly reflects sexual transmission as a result of unsafe sexual practices (Shisana et al, 2010).

The HSRC survey noted that the prevalence of HIV infection varied by province, with the lowest prevalence observed in the Western Cape at less than 1%; and low to intermediate HIV prevalence observed in the Northern Cape and Eastern Cape, North West and Limpopo (< 3%). Provinces with a higher HIV prevalence included Gauteng (3.1%); the Free State (3.1%); KwaZulu-Natal (3.4%); and Mpumalanga (4.5%).

In 2010, the MRC conducted the Youth Risk Behaviour Survey. The survey findings regarding sexual behaviour for the three-month period preceding the survey, point to a move towards safer sexual behaviour amongst teenagers. These findings were attributed to the on-going intervention programmes pertaining to HIV and AIDS. However, at least two thirds of sexually active learners did not use condoms consistently, and one fifth reported being pregnant or making someone pregnant (MRC, 2010). Furthermore, the 2010 MRC survey findings indicate that sexual education needs to be tailored to individual group needs, and that a concerted effort is required to increase correct and consistent use of condoms, as well as of contraceptives.

The 2010 MRC survey found that a considerable percentage of the children had received HIV/AIDS education at school. The national prevalence for learners indicating that they had been taught about HIV and/or AIDS in school was 65.4%, with no significant difference between male and female learners (MRC, 2010).

According to the 2010 MRC Youth Risk Behaviour Survey, significantly more Indian (90.2%), white (81.2%) and Coloured (79.3%) learners than Black learners (62.3%) reported being taught about HIV and/or AIDS at school. The prevalence varied by grade, with significantly more Grade 11 learners (76.2%) reporting having been taught about HIV and/or AIDS at school, when compared to Grade 8 (60.6%), Grade 9 (62.3%) and Grade 10 (63.5%) learners.

Learners in the Western Cape (81.9%) reported a significantly higher prevalence of having been taught about HIV and/or AIDS at school than the national prevalence of 65.4%, while learners in Limpopo (49.5%) reported a significantly lower prevalence than the national average.

8.6 Safety at schools

Safe schools are schools that are physically and psychological safe and that allow educators, learners and non-educators to work without fearing for their lives (Prinsloo, 2005). School safety is a prerequisite for effective teaching and learning and for the delivery of quality education.

Regrettably though, many children attending schools in South Africa do not feel safe. For instance, a survey undertaken by the MRC in 2010, found that more than one quarter of learners (27%) felt unsafe at school. This was the case for both girls and boys.

Significantly fewer white (13.8%) and Indian (13.7%) learners felt unsafe at school when compared to Black (27.6%) and Coloured (28.5%) learners.

Furthermore, significantly more Grade 10 learners (30%) than Grade 11 learners (23%) felt unsafe at school. However, the phenomenon of feeling unsafe at school seems to increase with the age of the learner. While 20% of learners aged 13 and younger indicated that they felt unsafe at school, 38% of learners aged 19 and older reported feeling unsafe at school. A total of 21% of 14-year-olds, 24% of 15-year-olds, 26% of 16-year-olds and 30% of 17-year-olds indicated that they felt unsafe at school (MRC, 2010).

One of the reasons why learners do not feel safe at school is the absence of teacher supervision during breaks and when children leave the premises at the end of the school day.

A study undertaken by Prinsloo in 2005, found that teachers did not generally kept an eye on children during breaks or as they were leaving school (Prinsloo, 2005). Only 45% of children, aged 12 to 14, reported that educators always kept an eye on them during breaks, 40% indicated that teachers always kept an eye on children leaving school and just more than one third of 12-to-14-year olds (34%) reported that teachers always monitored toilets during breaks (Prinsloo, 2005).

Furthermore, Prinsloo's 2005 study noted that more than one third of children (34%) reported that male learners always/often/sometimes sexually harassed female learners by touching or threatening them, or by making rude remarks. It was also found that one twelfth of children (8%) indicated that male educators proposed relationships with female learners at school (Prinsloo, 2005).

The Department embarked on several strategies to promote school safety. In 2007, nine high priority schools (one per province), which constituted the Ministerial Intervention Project to create safe and caring schools, were provided with steel palisade security fences and gates, security guards for a period of six months, hand-held metal detectors, high-mast security lights and the installation of CCTV systems – with the exception of one ministerial school, which was due to a dilapidated building. Since then, this intervention has been extended to 585 schools (65 schools per province) that experienced high levels of crime and violence. Some provinces have extended these programmes to other schools beyond the 65 per province.

In conjunction with the Centre for Justice and Crime Prevention (CJCP), the Department held training workshops on the Hlayiseka Early Warning System. Four participants per school [the principal, the school management team (SMT), the SGB, the Learner Representative Council (LRC)] and a district official were trained. Participants were trained to understand and identify security issues and threats; respond effectively to security issues and threats; report and manage incidents appropriately; and to monitor the schools' progress over time.

More recently, the Department distributed its *Guidelines for the Prevention and Management of Sexual Violence and Harassment* to schools. The Guidelines serve to enhance measures to create a safe and caring school environment, free from all forms of sexual harassment and violence, as well as to assist public schools in maintaining the minimum standard procedures in addressing allegations of sexual violence in schools (DBE, 2010c).

8.7 Conclusion

Although South Africa has done well to systematically expand its educational system and to lengthen the schooling experience of successive learner cohorts, there is little dispute that the quality of its schooling remains an impediment to development.

Learner scores for literacy, numeracy and science remain low – even in relation to less developed and less resourced African countries. Sadly, the pitiful learning outcomes impact far more heavily on poor, rural and township (i.e. predominantly black) schools than on the more privileged urban and white schools (Bloch, 2009).

The Development Bank of South Africa (Bloch, 2009) identified gangsterism, ill-discipline, hunger and the impact of HIV and AIDS as key social factors impacting on the functioning of schools. It also drew attention to the problem of morale and under-performance amongst teachers, as constituting key factors affecting the quality of education.

In recognising the deep-seated crisis in education, in his 2010 State of the Nation address, President Jacob Zuma announced government's commitment to place education and skills development at the centre of its policies. He declared government's intention to improve the ability of children to read, write and count during their foundation years, by ensuring that learners and teachers are in school, attend classes on time, while learning and teaching for seven hours a day.

The President's 2010 State of the Nation Address also obligated government to assist teachers by providing detailed daily lesson plans, and to provide learners easy-to-use workbooks in all 11 languages. As indicated in the following section of this report, many of these commitments have found resonance in the work of national and provincial education departments.

9. KEY INITIATIVES TO IMPROVE QUALITY OF EDUCATION

Persistently low performance in the academic achievement of learners has forced government to undertake a number of unprecedented initiatives in order to improve the quality of schooling. Education remains a priority of government in terms of both its goals, as well as its budgetary allocation. The system of performance monitoring and evaluation instituted by the Presidency in 2009, serves as a strong measure of accountability for service delivery and is aimed to result in ensuring an appropriate focus on issues that matter. Indeed, the Minister of Basic Education, as well as the Members of the Executive Councils (MECs) of the nine provinces, responsible for education, have already committed themselves to improving the quality of education in the Delivery Agreement signed with the President.

9.1 Delivery Agreement with the Presidency

The Delivery Agreement on government's Outcome 1, which is the first of the 12 outcomes approved by Cabinet earlier during 2010, aimed at improving government performance and service delivery, was signed on 29 October 2010. The objective of Outcome 1 is to improve the quality of basic education.

The signatories to the Delivery Agreement are the national Minister of Basic Education, the national Deputy Minister of Basic Education, the nine provincial MECs for Education, and an additional 17 ministers whose departments have a direct or indirect role to play in the improvement of basic education.

9.2 Action Plan to 2014: Towards the realisation of schooling 2025 – A long-term plan for transforming basic education in South Africa

The Department is in the process of adopting a five-year plan to improve schooling in South Africa. Called Action Plan to 2014, the plan proposes 27 national goals that lie at the heart of the vision for education. The five-year plan forms part of a longer term plan, called Schooling 2025, which is South Africa's first ever long-term vision for schools.

9.3 Review of the curriculum

Following negative public perceptions about Outcomes-based-Education (OBE) in South Africa, the Minister of Basic Education established a Ministerial Committee in 2009 to undertake a review of the curriculum.

In response to the recommendation of the Ministerial Committee to streamline and clarify the curriculum policy, national Curriculum and Assessment Policy Statements (CAPS) have been developed for each subject listed in the National Curriculum Statement (NCS) for Grades R to 12.

The Department acknowledges that CAPS is not a panacea to implementation challenges. It asserts thought, that the simplification of the curriculum will go a long way in assisting with other barriers to quality education.

9.4 The Workbook Project

In his 2010 State of the Nation Address, President Jacob Zuma committed government to providing learners with easy-to-use workbooks in all 11 official languages of the country.

The idea of workbooks is based on the premise that it touches on the core three Ts of schooling, namely textbooks, teachers and time. Workbooks serve as a kind of textbook to learners; they assist teachers in teaching content knowledge; monitor the tasks that learner; do in the workbooks, and promote effective and efficient use of teaching time. The Department underlines the point that workbooks do not replace textbooks and other resources, but should be regarded as additional to these. In 2011, the workbooks were distributed to all leaners in Grades 1 to 9 in public ordinary schools.

9.5 Teacher Development

The Teacher Development Summit, held in July 2009, aimed to break the paralysis that seemed to have gripped Teacher Education and Development (TED). It was a ground-breaking event which, for the first time, brought together all the stakeholders from across the TED sector in South Africa, with the primary goal of addressing the challenges being experienced in TED.

The Summit resulted in a declaration, which called for the development of a new, strengthened, integrated plan for teacher development in South Africa. This plan has now

been drafted, with the involvement of teacher unions, the DBE, the DHET, the Education Labour Relations Council (ELRC); the Education, Training and Development Practices – Sector Education and Training Authority (ETDP-SETA); Higher Education South Africa – Education Deans Forum (HESA-EDF); and SACE.

9.5.1 Initial teacher education

Recognising the need to encourage more able students to consider the teaching profession, the DoE introduced Funza Lushaka (Teach the Nation) bursaries in 2007. Awarded on a "work back" basis, the full-cost bursary provides students of high ability with the opportunity to complete a full teacher education programme at a university of their choice, but obliges them on graduation to work back the number of years they received a full bursary by teaching in public schools in a provincial education department.

The introduction of the Funza Lushaka scheme has resulted in a significant increase in the number and quality of applicants for teacher education programmes at HEIs, in some cases doubling the intake.

Table 26: Funza Lushaka Bursary Programme, 2007 to 2013

	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Number of Funza Lushaka bursaries awarded per year	**3 662**	**5 185**	**9 141**	**10 073**	**8 817**	**11 650**
Number of qualified students	**812**	**1 058**	**1 754**	**2 167**	**2 300**	
Budget allocated (millions)	**120m**	**180m**	**400m**	**424m**	**449,440m**	**671,912m**
Budget utilised (millions)	**109,770m**	**171,019m**	**377,738m**	**462,198m**	**439,258m**	

***Source**: DBE, Initial Teacher education Programme Manager*

Note: in 2011/12 p*rovisional -Awaiting NSFAS confirmation for possible increase in number of students and expenditure, and final results from institutions.*
Note: *2012/13 figures are projected*

9.6 Accelerated Schools Infrastructure Delivery Initiative (ASIDI)

The Accelerated Schools Infrastructure Delivery Initiative (ASIDI) forms part of a broader infrastructure programme, aimed at achieving a level of optimum functionality in targeted schools over the next five years.

ASIDI aims to fast-track the provision of basic infrastructure to schools that are currently unable to operate properly due to inadequate infrastructure. The emphasis is on the improvement of existing schools infrastructure, rather than the building of new schools. One of the expected benefits is improved infrastructure planning, with a pronounced focus on life cycle planning and maintenance.

The focus of ASIDI for the 2010 – 2014 Strategic Planning Period is as follows: schools without water, sanitation, electricity and/or fencing; schools that constitute a danger to learners and educators from a construction perspective; and overcrowded schools.

9.7 National school nutrition programme (NSNP)

Many young children living in poverty are food-deprived and are therefore not able to participate fully in their own development. The national school nutrition programme aims to promote better quality education for the poorest learners by providing a meal to learners benefiting from the programme. The rationale of the NSNP is to actively enhance children's learning capacity. This is done by providing an incentive for children to regularly and punctually attend school. Further, the programme addresses particular micro-nutrient deficiencies.

Table 27: Number of learners in schools benefiting from National School Nutrition Programme (NSNP), 2010-2011

	2010/11		2011/12	
	Total Number Schools providing meals to learners	**Total Number of Learners benefiting from NSNP**	**Total Number Schools providing meals to learners**	**Total Number of Learners benefiting from NSNP**
Eastern Cape	4 680.0	1 689 470	5 130	1 589 104
Free State	1 270.0	444 042	1 181	517 251
Gauteng	1 655.0	795 785	1 464	1 012 545
KwaZulu Natal	4 819.0	1 895 212	5 248	2 140 959
Limpopo	3 672.0	1 538 919	3 848	1 563 994
Mpumalanga	1 639.0	751 767	1 687	834 747
Northern Cape	778.0	241 958	456	186 829
North West	1 302.0	508 945	1 423	578 072
Western Cape	1 000.0	415 829	1 016	426 707
Total	**20 815.0**	**8 281 927**	**21 453**	**8 850 208**

Source: *DBE, National School Nutrition Programme: Annual Report 2010/11 and 2011/12 NSNP performance Indicators spreadsheet.*

Providing nutritious meals to learners is a key output of the National School Nutrition Programme (NSNP). In 2010/11 financial year, a total of 8 281 927 learners in 20 815 schools were reached, 6 536 744 learners in 17 315 primary schools (quintiles 1 to 3) and 1 745 183 learners in 3 500 secondary schools (Q1 to 2).

The programme was successfully extended to Q2 secondary schools for the first time in April 2010. It has been phased-in to Q3 secondary schools in the 2011/12 financial year. To this end, 8 8 million learners are benefiting from NSNP and over 21 000 schools were providing meals to learners through the NSNP in 2011/12 financial year (DBE, 2011).

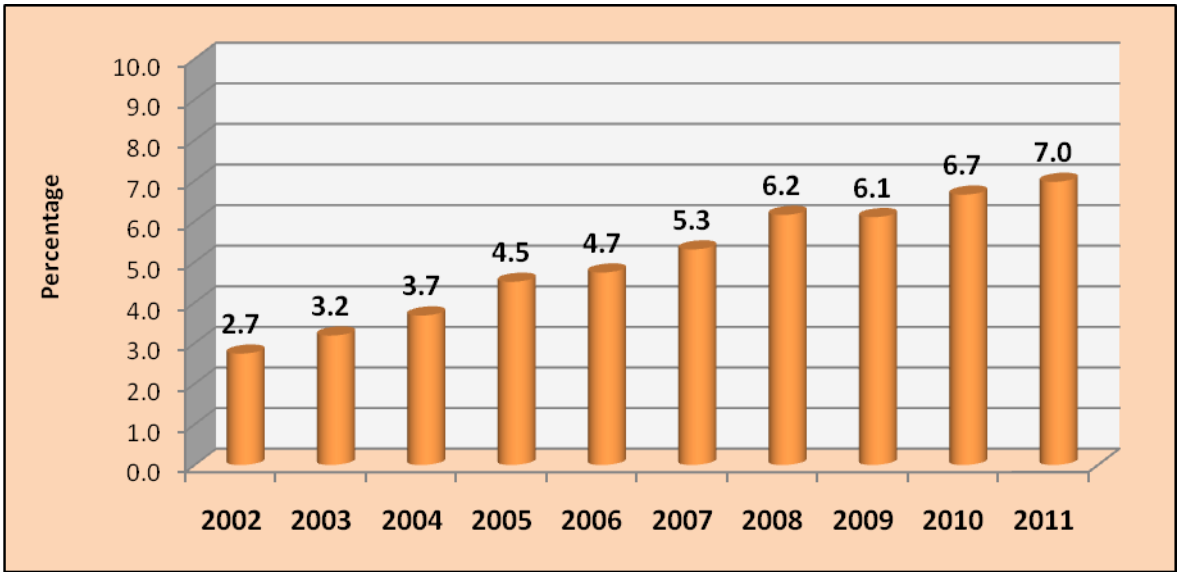
9.8 Orphans in the schooling system

Orphans and vulnerable children (OVC) face many challenges, from the responsibility of caring for sick and dying parents to a lack of resources to meet basic needs such as food, shelter, education and health care. These challenges have an adverse impact on children's

psychological and physical well-being, school attendance and educational achievement, and on the development of knowledge, skills and values for constructive participation in society.

In 2011, 7% of children attending schools were orphans this means that they had lost both parents. This figure seems to increase from just 3% in 2002 to 7% in 2011. This indicates some of the socio-economic factors that are faced by children of school going age in the country.

Figure 12: Percentage of orphans attending schools as a percentage total enrolment, 2002-2011



Source: *Statistics South Africa, General Household Survey, 2002-2011.*

8.8 Conclusion

As is evident from the above, the Department has embarked upon numerous initiatives to improve teaching and learning in schools. Some of these are a continuation of programmes that began several years ago, while others are relatively new and still in the planning stages.

However, the impact of these initiatives on learning outcomes remains to be seen. It will be short-sighted, nonetheless, to assume that these interventions will have immediate positive effects on learning and teaching. International lessons about education change, advise that change does not happen overnight but that it is slow and sluggish.

However, in comparing the interventions undertaken by the Department to the 2010 State of the Nation Address by President Jacob Zuma, as well as the Department's own Action Plan to 2014, it is apparent that much remains to be done.

For instance, the President's commitment to ensure that teachers are in class, on time and teaching for seven hours a day was struck a blow this year (2010), due to the three-week strike by teachers for improved salaries.

In addition, teacher absence appears to be a problem in many schools. A study on educator leave undertaken by the Department (DBE, 2010h) concludes that the rate of educator leave in South Africa is about 10% and, that in over one-third of schools, the leave rate is higher than 10%. Improving teacher attendance in these schools is clearly a priority.

The Department's Action Plan to 2014 commits the system to ensuring that there is an improvement in the management capacity of schools and promote the proper working of districts. The Department recognises that these are major issues that require systemic and high-level intervention, and will address these as part of the intervention strategy of the system.

The Action Plan to 2014 acknowledges the need to increase the use of Information and Communication Technology (ICT) in education, including audio-visual teaching materials in the classroom to supplement teaching and demonstrate quality teaching to learners and educators. Regrettably, the majority of public schools in the country still do not have a culture of using ICT to enhance teaching and learning. The implementation of the Department's Policy on E-Education will, no doubt, be strengthened to advance the goals of Action Plan to 2014.

9 CONCLUSION

South Africa has made remarkable progress in achieving the Education for All goals. These include promulgating regulations and policies to progressively ensure that children, youth and adults have access to some form of educational institution and skills development programmes. Evidence from both administrative data and independent surveys depicts an encouraging picture about access to education via enrolment in education institutions in South Africa. Access to compulsory basic education, which comprises learners in Grades 1 to 9, aged 7 to 15, is characterised by over 98% enrolment. Furthermore, this age group is characterised by high learner retention through to Grade 9.

However, education access declines among children in the post-compulsory phase of education. This phase corresponds to children in the 16 to 18 age band. Approximately 87% of 16 to 18 year old children attended an education institution in 2011. This figure is fairly high by international standards, but needs to improve to reach the targets set by the Department.

Critics argued that high enrolment does not translate into quality education, but agree that it is a first step towards improving the quality of education. With high enrolment rates in the South African schooling system, the environment is now conducive for the Department to embark on the interventions to improve the quality of education. Although some initiatives are already underway, the challenge remains the implementation and practice of these interventions.

Access to learning opportunities needs to improve among children in the FET band of education. It seems though, that alternative learning pathways are unable to accommodate large numbers of learners in this band. The available skills programmes are mostly concentrated in urban areas. This makes it difficult for youth in rural areas to access these programmes. With the establishment of the DHET, it is envisaged that these challenges will be addressed.

The Department acknowledges that the South African schooling system is characterised by major weaknesses – particularly in relation to the quality of education provisioning and the poor learning outcomes. However, the Department's turnaround plan published in October 2011, *Action Plan 2014 towards realisation of Schooling 2025,* is likely to change the status quo.

The following provides a brief summary of progress made in relation to the six EFA goals:

10.1 ECD

Data indicates that significantly more children are accessing ECD programmes than about a decade ago. However, the challenge is the fragmented legislative and policy framework for ECD, resulting in uncoordinated service delivery, limited access to ECD services, inequities in existing ECD provision, the variable quality of ECD services, a lack of adequate human and financial resources for the high demands of the ECD sector, both at national, provincial and local/district level, as well as limited inter-departmental/intersectoral collaboration to

ensure adequate, efficient and quality provisioning for children. Collaboration between government and non-government organisations is also critical.

10.2 Access to primary and secondary education

National education policies greatly impacted on access to learning. This has fast-tracked the achievement of the EFA goals. The introduction of no-fee schools policy, national school nutrition programme and other programmes aimed at retaining learners in schools has led to dramatic increases in both primary and secondary schools enrolment.

Enrolment at the primary level of schooling (grades 1 to 7) is almost 100%, whilst that at the secondary level is close to 90%. However, secondary level completion rates are disappointing and need to improve. The main challenge pertaining to this goal is the issue of quality education that remained elusive in the schooling system.

10.3 Learning needs of youth and adults

Currently, the learning needs of youth are being attended to by programmes offered in FET Colleges and through specialised skills programmes funded and registered by Sector Training Authorities. However, the gap between needs and provisioning remains high. The Green Paper on Post-Schooling developed by the Department of Higher Education and Training provides substantive guidance on how the learning needs of post-school youth will be met.

The learning needs of adults are being responded to through a major adult literacy campaign, *Kha Ri Gude* as well as through special adult education and training programmes provided by adult education centres.

However, as pointed in the DHET Green Paper on post-schooling, the challenges in responding to the learning needs of youth and adults are very high, and much effort is required to change the status quo.

10.4 Out-of-school-children

HIV Aids is having a major impact, not only in South Africa but throughout the world. It is reducing the supply of qualified teachers and may disrupt schooling for a whole generation of children. Over a period of time, the diminishing investment in human capital may delay social and economic development.

An out-of-school factor that can prevent orphans and vulnerable children from attending school is the need to care for younger siblings. Therefore, collaboration between government agencies and other stakeholders will assist in addressing challenges pertaining to orphans and vulnerable children. The HIV and AIDS epidemic also resulted in an increased number of orphans and other children who became vulnerable. The number of orphans is expected to increase significantly as the epidemic matures and adult AIDS mortality

increases. It is estimated that, by 2015, South Africa will have 5.7 million children – a third of all children in the country – who would have lost one or both parents (MRC, 2007).

It is hoped that the establishment of the DHET, will assist in providing alternative skills programmes. Other education streams may be introduced to accommodate out-of-school children.

10.5 Gender parity

According to the Global Gender Gap Report (2009), South Africa made great strides in closing gender gaps to enter the top 10, at sixth position. In 2008, South Africa was ranked number 22 out of the 138 countries assessed (World Economic Forum, 2009). This achievement is also supported by the data on gender parity presented from different sources.

The primary gender parity has not yet been achieved, but is likely to be achieved by 2015. However, the gap is closing between male and female children accessing primary education. Meanwhile, data on access to ECD programmes and secondary education indicates that there are more female learners accessing education at these levels.

10.6 Literacy

Data indicates that approximately 81% of adult South Africans are literate. With regard to gender parity pertaining to literacy, there are more males that are literate than females. This is shown in the 2011 adult literacy gender parity. The encouraging development is that the gap is closing.

10.7 Quality of education

Quality education remains elusive. The schools are deprived of resources, facilities and qualified teachers. It is extremely unimaginable to have efficiency, effectiveness and quality in education under these circumstances.

Although the measurement of quality education is complicated, the proxies used in the report points towards schooling with high enrolment but poor quality education. This is manifested in the learning achievement and outcomes of the NCS that is on a descending movement. Unavailability of recent assessment information on the performance of learners makes it difficult to assess progress pertaining to this goal. Although the qualifications of educators in the schooling system are high, the link between qualification and quality of learning achievement and outcomes still needs further investigation and research.

The quality of education therefore needs to be increased at the primary and secondary level, so that it prepares individuals for the tasks that they will receive in higher education.

10.8 Participation and support

A number of the good practice examples above highlighted the importance of community participation and support for the education of orphans and vulnerable children. SGBs, civil society organisations and private business involvement in education indicate positive signs towards building a quality schooling system.

Bibliography

Badat, S. (2009). *The Challenges of Education and Development in Twenty-First Century South Africa. Keynote Address at the 15th Annual Conference of the Headmasters of the Traditional State Boy's Schools of South Africa.* Queenstown: Queens College.

Beckmann, J. (2009). Recent legislation regarding the appointment of public school educators: the end of the decentralisation debate in education? *Acta Academica 2009: 41(3)* , 128-141.

Bloch. G. (2009). *Policy Space and Intervention: The Education Roadmap in South Africa. Conference Paper KM Africa 2009 Dakar.*

Braun, H., Kanjee, A., Bettinger, E. & Kremer, M. (2006). *Improving education through assessment, innovation, and evaluation.* Cambridge: American Academy of Arts and Sciences.

Bread for the World. (2005). *Hunger Report 2005. http://www.bread.org/learn/hunger-reports/hunger-report-2005-executivesummary html.*

BUANEWS. (2010). *Teachers Welcomes Laptop Initiative.* Government Communication and Information System.

Chigona, A and Chetty, R. (2007). Girls' Education in South Africa: Special Consideration to Teen Mothers as Learners. *Journal of Education for International Development 3:1* , 1-17.
CREATE. (2009). *'No Fee' Schools In South Africa: Policy Brief Number 7.*

CREATE. (2008). *Educational Access in South Africa: Country Policy Brief.* Johannesburg.
De Lannoy, A. and Hall, K. (2010). *Education: Learner-Educator Ratio.* Cape Town: Children's Institute.

De Vos, P. (2010, October 19). On going to school in a mud hut: Constitutionally Speaking. Cape Town, Western Cape, South Africa.

Department of Social Welfare. (1997). *White Paper for Social Development.* Pretoria: Government.

Department of Education. (2009). *2009 Education for All (EFA) Country Report.* Unpublished.

Department of Basic Education . (2009). *Report of the Task Team for the Review of the Implementation of the National Curriculum Statement. Final Report .*

Department of Basic Education. (2010a). *Action Plan to 2014: Towards the realisation of Schooling 2025.* Government Notice 752 of 2010.

Department of Basic Education. (2010b). *Education for All, 2009 Country Report: South Africa.* Pretoria.

Department of Basic Education. (2010c). *Speak Out Youth Report Sexual Abuse: A Handbook for learners on how to prevent sexual abuse in public schools.* Pretoria.

Department of Basic Education. (2010d). *Statement on the Signing of the Delivery Agreement for Basic Education by Mrs Angie Motshekga, Minister of Basic Education, Union Buildings.* Pretoria.

Department of Basic Education. (2010e). *Quality Improvement, Development, Support And Upliftment Programme (QIDS UP). Handover Report: 2009/2010.*

Department of Basic Education. (2010f). *The National School Nutrition Programme: Annual Report 20009/10.* Pretoria: Government Printers.

Department of Basic Education. (2010g). *Address by the Minister of Basic Education, to the Annual national Conference of the South African Principle's Association,.* Department of Basic Education.

Department of Basic Education. (2010h). *Education Statistics 2008.* Pretoria: Government Printers.

Department of Basic Education. (2010i). *Report on Grade Repetition.* unpublished.

Department of Education. (2010). *Annual Report 2009/10.* Pretoria: Government Printers.

Department of Education. (2001). *Education White Paper 5 on Early Childhood Education .* Pretoria: Government Printers.

Department of Education. (2008). *National Human Resource Development Strategy of South Africa.* Pretoria.

education.com. (2010, 09 30). *education.com*. Retrieved 09 30, 2010, from education.Com: http://www.education.com/

ELRC. (2010). *Teacher Laptop Initiative.*

Ferreira, Y and Ono, J. (2010). A case study of continuing teacher professional development through lesson study in South Africa. *South African Journal of Education Vol. 30* , 59-74.

GCE . (2004). *Learning to Survive: How education for all would save millions of young people from HIV/AIDS. .* London: GCE.

GCE. (2009). *Education on the Brink: Will the IMF's new lease on life ease or block progress towards education goals?* London: Global Campaign for Education. http://www.campaignforeducation.org/docs/reports/IMF%20paper2_low%20res.pdf.

GCE. (2010). *Millions Miss Out. GCE. London. http://www.campaignforeducation.org/en/why-education-forall/millionsmissout.* London: Global Campaign for Education.

Gustafsson, M. (2008). *Repeater and internal efficiency study.*

Gustafsson, M. (2010). *The when and how of leaving school.*

IIEP. (2010). *IIEP Newsletter. Vol. XXVIII. No 3.* Paris: UNESCO International Institute for Education Planning.

Lewin, K. (2007). *Improving Access, Equity and Transitions in Education: Creating a Research Agenda. Research Monograph No 1.* Johannesburg : CREATE.

Lolwana, P. (2009). *After School, What? Opening wider and more flexible learning pathways for youth: Post-Compulsory and post-Schooling provision in South Africa. Ministerial Committee Final Report.* Pretoria.

Mcgrath, S. (2010). *Public Further Education and Training Colleges Under New Departmental Structures: What Challenges Remain for 2010 and Beyond. Review of Education, Skills Development and Innovation.* Pretoria: HSRC.

National Treasury. (2009). *Provincial Budgets and Expenditure Review 20005/06-2011/12.* Pretoria: Government Printers.

National Youth Service. (2010, 10 01). Retrieved 10 01, 2010, from http://www.nysu.org.za/index.php?id=1: http://www.nysu.org.za/index.php?id=1

Nombembe, P. (2010). *Timelive.* Retrieved 10 19, 2010, from Province wants R24-billion for schools : http://www.timeslive.co.za/sundaytimes/article329796.ece/Province-wants-R24-billion-for-schools

OSISA. (2010). *Adult Literacy.* Johannesburg: The Open Society Initiative for Southern Africa.

Panday, S., Makiwane, M., Ranchod, C. & Letsoala, T. (2009). *Teenage pregnancy in South Africa: with a specific focus on school-going learners. (Commissioned by UNICEF, July).*

Prinsloo, I. (2005). How safe are South African schools? *South African Journal of Education Vol. 25(1)* , 5–10.

Reddy SP, James S, Sewpaul R, Koopman F, Funani NI, Sifunda S, Josie J, Masuka P, Kambaran NS, Omardien RG. (2010). *Umthente Uhlaba Usamila – The South African Youth Risk Behaviour Survey 2008.* Cape Town: South African Medical Research Council.

Republic of South Africa. (2010). *2010 Millenium Development Goals Country Report: South Africa.* Pretoria.

Republic of South Africa. (1983). *Child Care Act 74 of 1983.* Pretoria: Government Printers.

Republic of South Africa. (2008). *Children's Amendment Act 41 of 2007.* Pretoria: Government Printers.

Republic of South Africa. (1996). *Constitution of the Republic of South Africa.* Pretoria: Government Printers.

Republic of South Africa. (1996). *South African Schools Act, 1996 (Act 84 of 1996).* Pretoria: Government Printers.

RSA. (1998). *Age Requirements for Admission to an ordinary public school.* Government Gazette 19377.

RSA. (1997). *The Education Laws Amendment Act, No 100 of 1997.*

Save the Children. (2009). *http://www.savethechildren.org/newsroom/2009/rtf-threeyears.html.*

Schindler, J. (2008). *Public schooling. In A Kraak & K Press (Eds.) Human Resource Development Review 2008.* Pretoria: HSRC Press.

Shisana O, Simbayi L.C., Rehle T, Zungu NP, Zuma K, Ngogo N, Jooste S, Pillay-Van Wyk V, Parker W, Pezi S, Davids A, Nwanyanwu O, Dinh TH and SABSSM III Implementation Team. (2010). *South African National HIV Prevalence, Incidence, Behaviour and Communication Survey: The health of our children.* Cape Town : HSRC Press.

Social Surveys. (2009). *Technical Report: Barriers to Education Household Survey.* Johannesburg: Centre for Applied Legal Studies.

South Africa. Info. (2005). *Thutong: SA's education portal.* Pretoria.

Statistics South Africa. (2009). *General Household Survey Interactive Dataset.*

Statistics South Africa. (2010). *General Household Survey Interactive Datasets.* Pretoria: Stats SA.

Subrahmanian, R. (2005). Gender equality in education: Definitions and measurements. *International Journal of Educational Development 25* , 395–407.

Terryn, B. (2003). *Measuring Literacy in Developing Countries from an International Perspective.* Montréal: UNESCO Institute for Statistics.

The Presidency. (2009a). *National Income Dynamics Survey (NIDS).* Pretoria: Government Printers.

The Presidency. (2009b). *Situation Analysis of South African Children.* Pretoria: Government Printers.

The Presidency. (2009c). *State of the Nation Address by President of the Republic of South Africa, Joint Sitting of Parliament, Cape Town.* South African Government Information.

The Presidency. (2010). *State of the Nation Address By His Excellency J.G. Zuma, President of the Republic of South Africa, at the Joint Sitting of Parliament, Cape Town.* Cape Town: South African Government Information.

The World Bank. (2004). *The Economic and Human Development Costs of Missing the Millennium Development Goal on Gender Equity .* Washington: World Bank.

UNESCO. (2010). *2010 EFA Global Monitoring Report: Reaching the marginalised.* United Kingdom: Oxford University Press.

UNESCO. (2006). *Education for All Global Monitoring Report: Literacy for Life.* Paris : UNESCO.

UNESCO. (1998). *Education for All: The Year 2000 Assessment Technical Guidelines.* Paris: UNESCO.

UNESCO. (2005). *Global Monitoring Report.* Paris: UNESCO.

Unesco Institute for Statistics (UIS). (2009). *Education Indicators: Technical Guidelines.* UNESCO.

UNESCO Institute of Statistics. (2006). *Teacher and Educational Quality: Monitoring Global Needs for 2015 .* Montreal: Montreal.

UNFPA. (2010). *Women and HIV/AIDS: Confronting the Crisis. Available at: http://www.unfpa.org/hiv/women/report/chapter5.html.).* Retrieved October 27, 2010

UNICEF. (2001). *State of the World's Children.* New York: UNICEF.

UNICEF. (2005). *Unicef national integrated plan for early childhood development in South Africa .* Pretoria.

USAID. (2008). *Education Programming for Orphans and Vulnerable Children Affected by or Vulnerable to HIV: Moving Beyond School Fees and Uniforms.*

Van Wyk, N. (2007). The rights and roles of parents on school governing bodies in South Africa. *South Africa International Journal about Parents in Education Vol. 1, No. 0* , 132-139.

Wiley, T. (1991). *Measuring the Nation's Literacy: Important Considerations.* ERIC Digest.
World Bank. (2010). *Expanding Opportunities for South African Youth through Math & Science: The Impact of the Dinaledi Program.* World Bank.

World Economic Forum. (2009). *The Global Gender Gap Report.*

Contact Details

Director: Research Coordination, Monitoring and Evaluation (RCME)
Dr Hersheela Narsee
Department of Basic Education
222 Struben Street
Postal Address:Private Bag X895, Pretoria, 0001
Tel.: 012 357 3646/48
Fax: 012 323 0389

Mr Justice Libago
Deputy Director: RCME
Tel.: 012 357 3661
Email: libago.j@dbe.gov.za

Mr Ntsizwa Vilakazi
Data Analyst Intern: RCME
Tel.: 012 357 3662
Email: baloyi.r@dbe.gov.za