

REPORT ON THE 2008 GENERAL HOUSEHOLD SURVEY (GHS): EDUCATION FOCUS

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REPORT ON THE GENERAL HOUSEHOLD SURVEY (GHS): EDUCATION FOCUS

1. INTRODUCTION

1.1 Background

The General Household Survey (GHS) is conducted by Statistics South Africa (Stats SA) in 30 000 households. It has been undertaken annually since 2002. The survey is designed to obtain information on the availability of goods and services in South African households. It covers six broad areas, namely: education, health, work and unemployment, transport, housing and access to other services and facilities.

The survey requests information from an adult in each household, in most instances the household head, through a personal structured interview. Household members are interviewed in their home language or their language of choice by trained fieldworkers. The data obtained from the survey is weighted to population size. The information and analysis provided in this report is therefore based on weighted data. The survey asks household members to self-identify race, in order to monitor changes in living standards among the population group.

This report presents key findings on education-related matters from the GHS for the period 2002-2008. It examines, among others, trends in education access as well as levels of education attainment in the population.

1.2 Caution on Method and Population Data

Given that much of the information obtained for the GHS is self-reported (*albeit* mediated by an interviewer), it is imperative that this factor be borne in mind when the information available in this report is interpreted. Equally so, the trend data in the report can assist in determining whether the data is valid and reliable.

Throughout this report, much use is made of population estimates. Many of the key access indicators depend on estimates of population numbers for single-year age groups, or for age groupings that are specific to the education sector. Population estimates and projections are typically highly complex and difficult to undertake. The indicators that use population estimates use the population numbers in a denominator, and (usually) some form of enrolment data in the numerator. The data in the denominators reflect the total population as weighted by Stats SA in the GHS. An

important advantage of basing calculations on a household survey is that the data sources for both the numerator and the denominator are the same (which reduces statistical error), and it is less likely that attendance data will be omitted because the enumerator knows the child exists.

However, owing to the sample size of the survey, it is not always possible to obtain accurate data based on too many disaggregations. For example, data that is disaggregated by both age and province may not be too accurate. Consequently, the data obtained in the GHS for the enrolment of 5 year old children in education institutions in the W. Cape in 2008 was considerably lower as compared to that obtained from other data sources.

The report is aimed at both government departments and researchers. The data provided in this report can be used by national and provincial departments of education to assist in planning, reporting and decision-making, while researchers can use the data for research purposes.

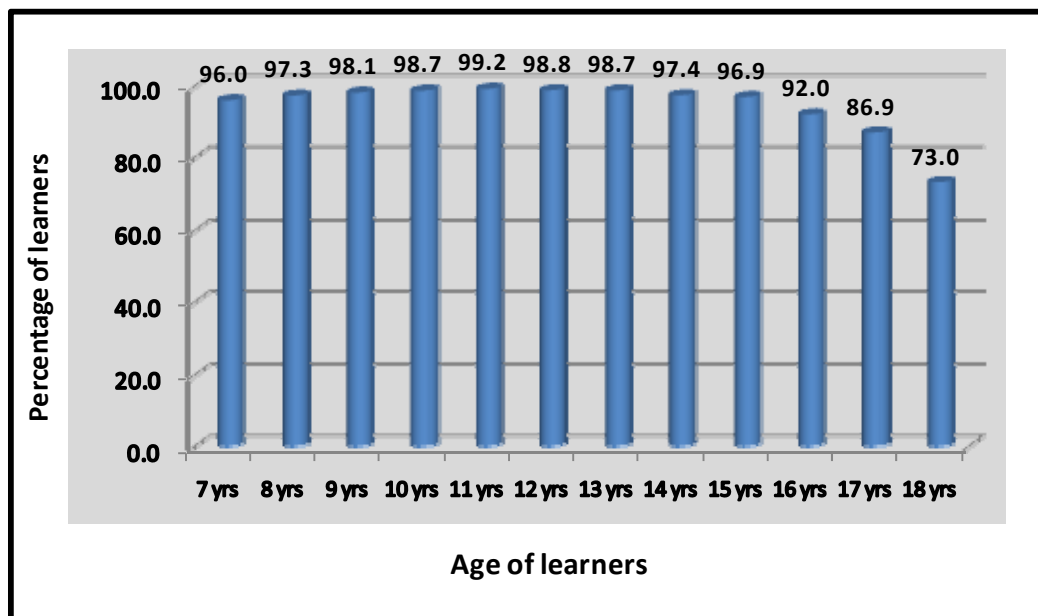
2. ATTENDANCE AT EDUCATION INSTITUTIONS

The GHS collects important information on attendance at education institutions by household members. It asks the question: *Is attending an education institution?* An education institution refers to a school, university, college, crèche, pre-school, nursery school, ABET centre or similar such institutions, whether public or private. "Attendance at education institutions" is defined by the GHS as enrolment in an education programme that is at least six months long.

2.1 Percentage of 7 to 18 year old children attending education institutions by single ages: 2008

Figure 1 indicates the percentage of children, nationally, that attended education institutions in 2008, by single age. It reveals that over 96% of children between the ages of 7 and 15 years attended an education institution in 2008, but that attendance among older children is lower. The progressive drop in attendance among children between the ages of 16 and 18 years is noticeable. While 92% of 16 year olds attended education institutions in 2008, only 73% of 18 year olds did so in that year, reflecting a difference in school attendance of about nineteen percentage points between the two age cohorts.

Figure 1: Percentage of children attending education institutions by single ages: 2008



Source: Statistics South Africa, General Household Survey, 2008

2.2 Participation of 0 to 4 year old children in education institutions

Table 1 and Figure 2 below show the participation of children aged 0 to 4 years in pre-primary school. Although only 17% of 0 to 4 year old children in the country attended an education institution in 2008, the significant increase in the proportion of 0 to 4 year old children attending an education institution over the 2002 to 2008 period is noteworthy. Since 2002, there has been over a 100% increase in this phenomenon, from 8% in 2002 to 17% in 2008.

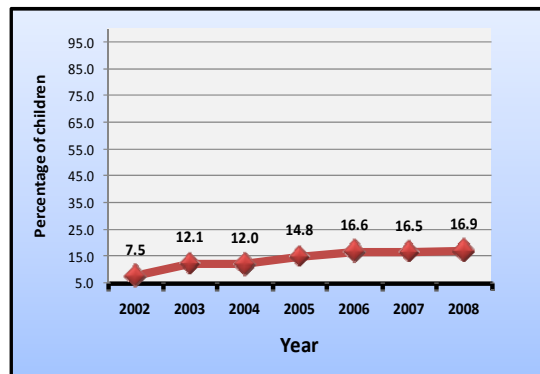
In 2008, Gauteng and Eastern Cape provinces had the highest proportions of their 0-4 year old children attending education institutions, at 26% and 21%, respectively. Almost all provinces show significant increases in the percentage of children participating in pre-primary programmes, with the exception of North-West, which recorded only a 1% increase between 2002 and 2008.

The trend in attendance at education institutions by 4 year old children is not regular at provincial level over the period 2002 to 2008. In all probability, this is due to statistical issues related to sample size at this level.

Table 1: Percentage of 0-4 year old children attending education institutions by province: 2002-2008

Province	2002	2003	2004	2005	2006	2007	2008
Eastern Cape	9.3	14.2	12.5	17.5	18.8	18.6	20.7
Free State	6.8	11.3	11.8	20.4	20.2	21.2	17.3
Gauteng	11.9	18.8	18.3	21.7	28.4	24.0	25.5
KwaZulu-Natal	4.9	8.1	7.3	7.2	7.9	10.4	11.6
Limpopo	5.3	10.1	11.8	13.4	17.6	15.5	14.3
Mpumalanga	5.2	8.4	13.1	11.3	13.5	12.4	16.5
North West	6.7	11.1	8.9	11.8	8.3	15.6	8.0
Northern Cape	3.4	5.1	4.1	9.0	8.6	14.2	10.6
Western Cape	10.3	14.1	14.3	19.1	16.0	14.1	15.0

Figure 2: Percentage of 0 - 4 year children attending education institutions: 2002-2008 (National)



Source: Statistics South Africa, General Household Survey: 2002-2008

2.3 Participation of 5 year old children in Education Institutions: 2002-2008

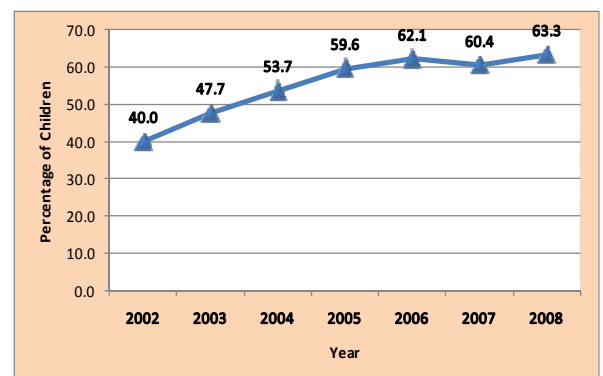
The policy priority on Early Childhood Education (ECD) addressed in White Paper 5 (DoE, 2001a) is the establishment of a national system of provision of the Reception Year for children aged 5 years that combines a large public and smaller independent component.

Table 2 and Figure 3 reflect the proportion of 5 year old children attending education institutions at provincial and national levels respectively. This measure takes into account children attending ECD programmes at both schools as well as nursery schools, ECD Centres and less formal ECD programmes.

Table 2: Percentage of 5 year old children attending education institutions by province: 2002-2008

Province	2002	2003	2004	2005	2006	2007	2008
Eastern Cape	48.4	53.6	60.4	68.4	71.6	64.5	80.2
Free State	34.2	54.0	58.6	57.3	61.5	61.6	61.4
Gauteng	46.6	61.3	85.1	59.7	61.9	66.4	61.0
KwaZulu Natal	35.7	37.8	78.8	48.9	52.7	52.3	57.3
Limpopo	42.1	39.6	61.1	72.4	74.6	70.2	74.1
Mpumalanga	30.5	39.6	83.3	57.2	58.5	64.8	64.6
North West	37.0	41.5	81.0	49.9	49.1	46.6	52.5
Northern Cape	20.0	34.0	20.0	57.3	47.1	64.5	53.6
Western Cape	40.0	53.8	49.0	62.8	65.1	49.5	54.9
National	40.0	47.7	53.7	59.6	62.1	60.4	63.3

Figure 3: Percentage of 5 year children attending education institutions: 2002-2008 (National)



Source: Statistics South Africa, General Household Survey, 2002-2008

Figure 3 shows that in 2008, about 63% of 5 year old children in South Africa attended education institutions. This figure reflects an increase of 23% in the participation of 5 year old children in education since 2002, when the attendance rate was only 40%. However the overall upward trend between 2002 and 2008 is disturbed by a dip in 2007. This dip is evident in a number of provinces, in particular, the Western Cape. In the Western Cape the attendance of 5 year olds dropped by about 15% between 2006 and 2007. It is not clear why the upward trend bucked in 2007 – this is a matter for further investigation.

In 2008, the Eastern Cape Province had the highest proportion of 5 year old children attending education institutions (80%), while the North-West and Northern Cape provinces had the lowest percentages in the same year, at about 53% and 54% respectively.

An interesting observation about the 2008 provincial figures is that “poorer” provinces such as Eastern Cape and Limpopo tend to have more of their 5 year olds attending education institutions as compared to “wealthier” provinces such as the Western Cape and Gauteng. There are a number of possible explanations for this phenomenon however it would be sounder if in-depth research could be undertaken to understand this occurrence.

All provinces show a consistent increase in the participation of 5 year olds in education institutions over the period 2002 to 2008 (except in 2007 where there was slight decrease). This decrease might be the result of data error. Eastern Cape shows the largest trend increase since 2002 - from 48% in 2002 to a whopping 80% in 2008, pointing to a 32% increase over this period.

2.4 Participation of Learners in the Compulsory Phase of Schooling

The South African Schools Act (SASA) (Republic of South Africa, 1996), makes schooling compulsory for learners from the beginning of the year they turn 7 years old to the end of the year they turn 15 years old or up to the ninth grade, whichever occurs first. Nine years of compulsory schooling includes all seven years of primary schooling and two of the five years of secondary schooling. The remaining three years of secondary schooling form part of ‘further education’. Although ‘further education’ is not compulsory, the Constitution obliges the State to make it progressively accessible and available.

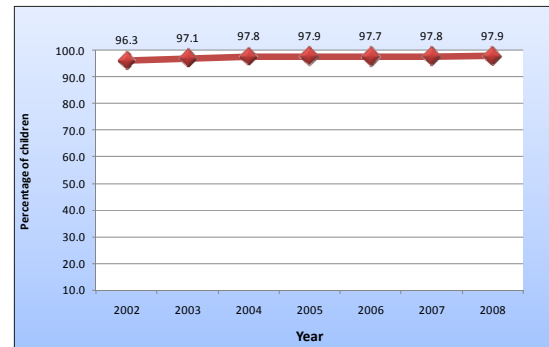
Table 3 and Figure 4 below show that the South African education system has made education accessible to a very high proportion of the 7 to 15 year old population. In 2008, 98% of 7 to 15 year old children attended education institutions. The trend in enrolment rate over the period 2002 to 2008 (see Figure 4) shows a mild increase, owing to the high baseline figure.

All provinces show a similar trend in enrolment patterns for the 7 to 15 year old age group over the 2002 to 2008 period. By 2008, all provinces had fairly high enrolment rates in this age group.

Table 3: Percentage of 7-15 year old attending education institutions by Province, 2002-2008

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

Figure 4: Percentage of 7-15 year old children attending education institutions, 2002-2008



Source: Statistics South Africa, General Household Survey, 2002-2008

2.5 Participation of 7 to 18 year old children in education institutions: 2002-2008

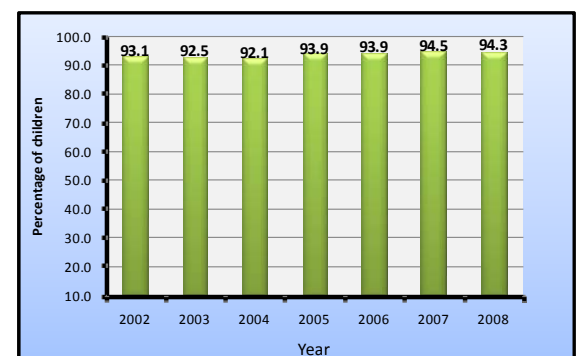
According to the age-grade norms of the Department (as stipulated in the Age Admission policy), the appropriate age group for which children should be in school is 7 to 18 years.

Table 4 and figure 5 shows the participation of children aged 7 to 18 years old in education institutions. In 2008, 94% of 7 to 18 year old children attended education institutions. All provinces recorded an enrolment rate of more than 90% for this age group. Kwa-Zulu Natal and Northern Cape provinces recorded the highest increases in the percentage of 7 to 18 year old children attending education institutions - a 4% increase between 2002 until 2008.

Table 4: Percentage of 7-18 year old children attending Education Institutions by Province, 2002-2008

	2002	2003	2004	2005	2006	2007	2008
Eastern Cape	92.6	91.8	92.9	93.5	94.0	94.5	93.5
Free State	94.3	93.9	94.2	95.1	96.0	96.6	94.8
Gauteng	95.4	95.6	85.6	94.8	93.4	93.6	95.4
KwaZulu Natal	90.9	92.7	93.3	93.8	93.7	93.9	94.5
Limpopo	95.2	95.9	91.5	96.4	96.7	96.9	96.1
Mpumalanga	94.5	82.7	88.1	95.3	95.0	96.7	95.4
North West	92.3	93.1	84.3	93.1	92.5	92.9	92.7
Northern Cape	88.4	89.2	90.4	95.1	91.4	93.3	92.4
Western Cape	91.2	91.2	92.0	90.6	89.5	91.8	91.0
National	93.1	92.5	92.1	93.9	93.9	94.5	94.3

Figure 5: Percentage of 7-18 year old children attending Education Institutions, 2002-2008 (National)



Source: Statistics South Africa, General Household Survey, 2002-2008

2.6 Participation of 16 to 18 year old children in education institutions: 2002-2008

Children aged 16 to 18 years comprise the age appropriate norm for enrolment in the Further Education Band of schooling which is Grades 10, 11 and 12. However, children in this age group are also encouraged to enroll in other educational institutions such as FET Colleges after completing Grade 9, and many indeed do so. Hence this section reports on attendance of 16 to 18 year old children at education institutions generally, not only attendance at schools.

Although participation levels in education among 16 to 18 year old children in South Africa are relatively high in comparison to 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 to older children attending education institutions.

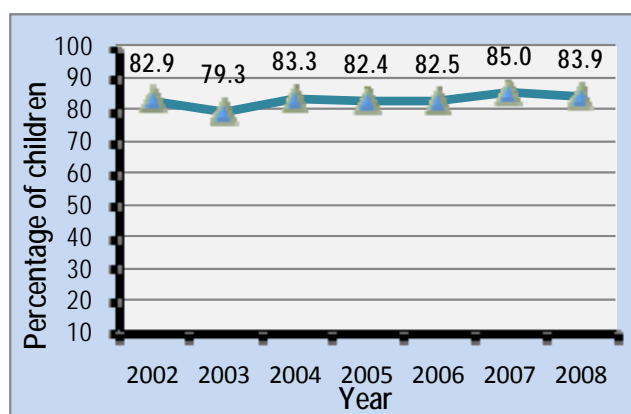
Table 5 and figure 6 below show that in 2008, about 84% of children aged 16 to 18 years attended education institutions in South Africa. Trends in enrolment figures since 2002 reveal that attendance at education institutions among the 16 to 18 year old age has not changed significantly since 2002.

In 2008, Limpopo province recorded the highest participation rate in education among the 16 to 18 year old age group (at 90%), while Western Cape recorded the lowest level of participation (72%).

Table 5: Percentage of 16 to 18 children attending Education Institutions by Province: 2002-2008

	2002	2003	2004	2005	2006	2007	2008
Eastern Cape	83.0	78.5	78.5	80.9	83.9	85.4	83.0
Free State	85.4	86.0	86.6	88.7	83.3	90.7	85.8
Gauteng	87.7	86.5	85.6	84.2	80.6	82.2	85.6
KwaZulu Natal	79.3	81.9	82.0	81.4	83.3	83.7	84.6
Limpopo	88.2	89.3	91.5	87.4	89.3	92.1	90.0
Mpumalanga	86.2	57.7	88.1	86.7	85.5	93.2	87.1
North West	81.2	80.8	84.3	83.9	84.1	81.6	79.1
Northern Cape	71.0	67.7	68.8	75.4	71.9	77.8	76.0
Western Cape	72.6	73.2	72.6	69.7	66.0	73.7	71.6

Figure 6: Average percentage of 16 to 18 year old children attending Education Institutions: 2002-2008



Source: Statistics South Africa, General Household Survey, 2002-2008

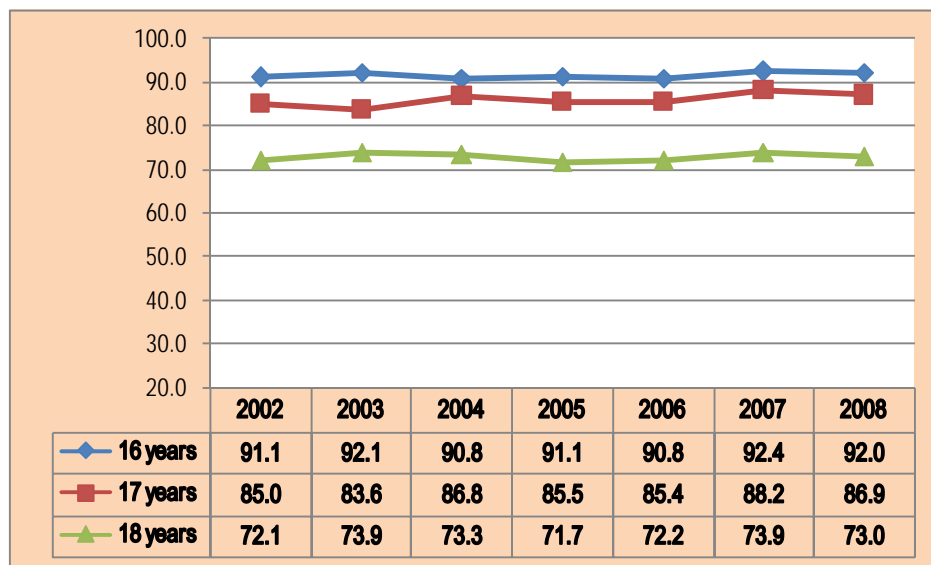
Figure 7 below shows enrolment trends in South Africa among 16 to 18 year old children by individual age. In 2008, 73% of 18 year old children in South Africa attended

education institutions as compared to 92% of 16 year old and 87% of 17 year old children that did so.

The overall figures reveal that “dropout” is more common among 18 year old children in comparison to 16 and 17 year olds. The difference in attendance between 16 and 17 year olds is 5 percentage points, while that between 17 and 18 year olds is 13 percentage points. This implies that learners tend to opt out of education when they are about 17 years old, the age which corresponds closely to enrolment at Grade 11.

Trends in education enrolment by 16, 17 and 18 year olds over the period 2002 to 2008 reveal rather consistent figures, suggesting the absence of any significant shifts in attendance over this period.

Figure 7: Percentage of 16 to 18 year old children attending education institution by single age: 2002-2008



Source: Statistics South Africa, General Household Survey, 2002-2008

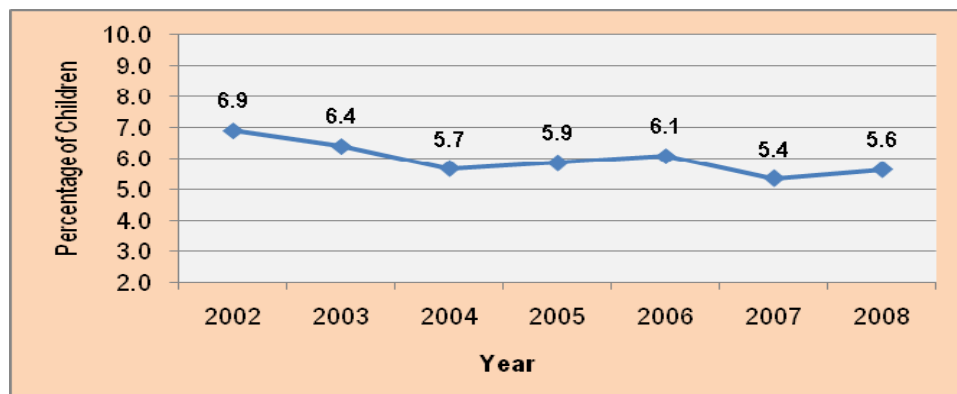
3. “OUT- OF- SCHOOL” CHILDREN

“Out-of-school” children are usually counted as those children who are expected to be attending school, but are not. However this report counts all children that are of school-going age (the 7-18 year old age group), that are not attending any education institution. It includes children whose whereabouts are not known as recorded in the GHS.

Although education is accessed by most children in South Africa, the phenomenon of “out-of-school” children, *albeit* relatively small, deserves attention.

Figure 8 below shows that in 2008, almost 6% of 7 to 18 year old children did not attend an education institution. The trend over the period 2002 to 2008 reveals a decline in the proportion of out-of-school children over the years - from about 7% in 2002 to almost 6% in 2008.

Figure 8: Percentage of 7 to 18 year old “out-of-school” children: 2002-2008



Source: Statistics South Africa, General Household Survey, 2002-2008

Although the proportion of “out of school” children in South Africa may not be considered as a crisis in international terms, it remains important for more children in this age cohort to access education for the reasons cited above.

4. REASONS FOR NOT ATTENDING EDUCATION INSTITUTIONS

The GHS asks households: “What is the main reason why ... (person) is not attending an education institution” in instances where a household member is not attending an education institution. The survey provides a list of possible reasons for households to select from, including the option of “other”. The survey permits household members to select only one reason. This report highlights the most dominant reasons why 7 to 18 year old children did not attend an education institution in 2008.

Figure 9 shows that in 2008, the three most common reasons why 7 to 18 year old children did not attend an education institution were:

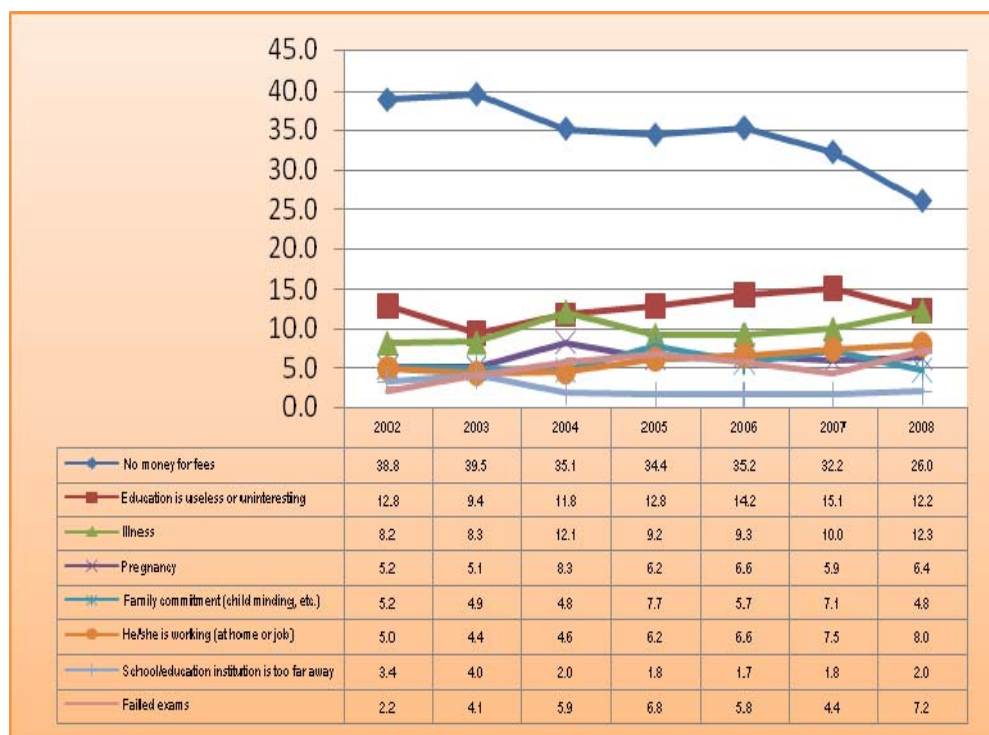
- (a) No money for fees (26%)
- (b) Illness (12.3%)
- (c) Education is useless or uninteresting (12.2%)

Although “no money for fees” remains the most frequently cited reason why 7 to 18 year old children may not be attending an education institution, the trend over time shows that fewer children are citing this as a reason for not attending an education institution. Figure 9 below shows that in 2002, 39% of 7 to 18 year old children not attending an education institution cited “no money for fees” as a reason for not doing

so, while in 2008, 26% cited this as reason. The main reason for this decrease could be the implementation of the no-fee school policy in 2007 whereby all Quintile 1 and 2 schools (40% of the poorest schools in the country) were declared as no-fee schools.

The trend over time also shows that “illness” cited as a reason for not attending an education institution by 7 to 18 year olds has increased between 2002 and 2008, from 8% in 2002 to 12% in 2008.

Figure 9: Reasons of 7 to 18 year old children not attending education institutions: 2002-2008



Source: Statistics South Africa, General Household Survey, 2002-2008

The reason cited for not attending an education institution because “education is useless or uninteresting” has remained fairly consistent at around 12% since 2002, with highs of 14% and 15% in 2006 and 2007 respectively. Clearly many children still find the curriculum (either in terms of content or pedagogy or both), alienating.

The reason cited for not attending an education institution due to “failed examinations” has increased significantly from 2% to 7% over the 2002-2008 period. This implies that many children drop out of education because they believe they have little chance of succeeding. This trend confirms the finding of the report of the Ministerial Committee on Learner Retention (DoE, 2007), that repetition is often a forerunner to dropout.

In 2008, over 6% of 7 to 18 year olds cited “pregnancy” as a reason for not attending an education institution. Since 2002, pregnancy has remained a relatively consistent factor for non-attendance at education institutions, with some spikes and dips over the years.

Of concern is the increasing trend in “working at home or job” cited as a reason by 7 to 18 year olds for not attending an education institution, which points to an upward shift from 5% in 2002, to 8% in 2008.

“Distance” as a reason for not attending education institutions by 7 to 18 year olds, decreased from 3% in 2002 to 2% in 2008.

5. PROBLEMS EXPERIENCED AT SCHOOLS

This section focuses on problems experienced by learners in schools, as reported by household respondents. The GHS asks: *During the past six months, what problems, if any, did ... (person) experience at the education institution he/she attended?* Respondents could select (a) *yes*, (b) *no*, (c) *do not know* for each of the options provided in the GHS. Responses to this question provide useful insights into education issues that households perceive as being problematic. Moreover, the trend in responses over time signal shifts in importance of the issues identified by households.

Table 6 below shows the percentage of children that reported on problems experienced at schools over the period 2002 to 2008. The table does not include figures on the number of children (who were in the majority) that reported experiencing “no problems” or “do not know” to this question.

Overall, there is a consistent decrease in the percentage of children that experienced problems in schools over the period 2002 to 2008.

In 2008, lack of textbooks remained the most important problem experienced by learners in schools, followed by “fees too high”. However, while 21% of children reported “lack of books” as a problem in 2002, only 10% did so in 2008.

However, the percentage of children reporting that fees were too high has declined significantly since 2002, with only 8% of children reporting high fees as a problem in 2008, as compared to 18% in 2002. The significant drop in reportage of the problem of fees since 2006 could be a reflection of the positive effect of the no fee school policy introduced by government in 2007. Given government’s objective to increase the proportion of schools and learners benefiting from this policy in 2009, one can expect a further decline in the reporting of fees as a problem in the 2009 GHS.

The problem of facilities in bad conditions, as reported by households decreased from 11% in 2002 to 5% in 2008. The percentage of children reporting poor teaching and lack of teachers as problems decreased by about 1% between 2002 and 2008, with about 4% of learners reporting these as a problem in 2008.

Trends in response to this question over time suggest that households perceive that many of the key problems experienced by learners in schools have been mitigated between 2002 and 2008. This is unexpected given commonly held public perceptions that education is in a “crisis”. Further studies into this phenomenon are likely to shed light on this anomaly.

Table 6: Problems experienced by children at schools: 2002-2008

Year	Lack of books	Fees too high	Facilities in bad condition	Classes too large	Lack of teachers	Poor teaching	Other
2002	20.5	17.8	10.5	6.6	5.1	4.4	0.9
2003	18.3	16.7	9.9	6.6	4.2	3.7	0.8
2004	14.2	14.4	8.3	7.0	4.0	2.8	0.6
2005	15.2	13.6	7.5	6.5	4.5	3.7	0.6
2006	13.2	11.8	8.0	7.4	4.0	3.4	0.7
2007	10.1	7.0	5.4	4.9	8.5	6.0	7.2
2008	9.8	7.7	5.3	4.8	3.8	3.5	0.7

Source: Statistics South Africa, General Household Survey, 2002-2008

6. TRANSPORT

Studies such as, National Household Travel Survey by the Department of Transport (2003) and the Report on Learner Transport by Department of Education (2008) have revealed that for many learners, especially in rural South Africa, access to education is hampered in part by long distances that learners have to travel between home and school. Although provincial education departments provide free learner transport to about 200 000 learners who live far from schools¹, many learners still walk unacceptably long distances to and from school.

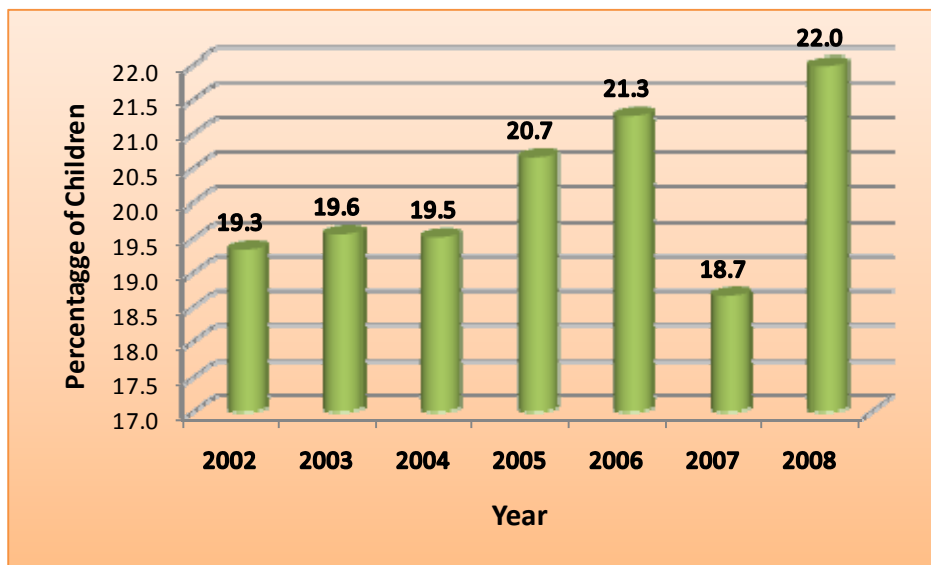
The GHS asks respondents to indicate: *How long does it take to get to the education institution that he/she attends?* Figure 9 below shows the percentage of school-going children that walk more than 30 minutes to school.

It is of concern that in 2008, more than 22% of children walked for more than 30 minutes to school. This situation is of even greater concern when it is observed that the percentage of children walking more than 30 minutes to school increased from 19% in 2002 to 22% in 2008 even though there are noticeable fluctuations, which could be explained by data inaccuracies

¹ DoE (2006). *Report on the status quo of learner transport assistance schemes*. Pretoria.

While the overall trend between 2002 and 2008 is upwards, there are increases and decreases in individual years. These could be attributed to either issues related to the information supplied by households or to inconsistent provisioning of school transport by provincial education departments over the reporting period.

Figure 10: Number and percentage of children walking more than 30 minutes to school: 2002-2008



Source: Statistics South Africa, General Household Survey, 2002-2008

7. TUITION FEES

In 2007, government adopted the policy of “no-fee schools”, which prevented schools from charging learners fees. The aim of this policy is to give effect to the constitutional imperative of the right to a basic education by allocating a larger amount of funding per learner to make up for the fees that would have been charged by schools. It is a policy and budgetary response to the need to make education truly inclusive by removing fees as a barrier to schooling

Figure 11 shows the percentage of children attending schools that did not pay fees over the period 2002 to 2008. In 2008, households reported that almost 31% of children attending schools did not pay any school fees as compared to only 3% that did not pay fees in 2002.

The dramatic increase in the percentage of children not paying school fees between 2007 and 2008 can be attributed to the introduction of the “no-fee” school policy in 2007. However, one may have expected more learners to benefit from the policy, given that it targeted 40% of all learners in 2007. The shortfall (9%) could be due to various reasons such as:

- “No-fee schools” continuing to charge fees for tuition;
- Households interpreting monies paid for other school activities as being “fees”;
- Data error.

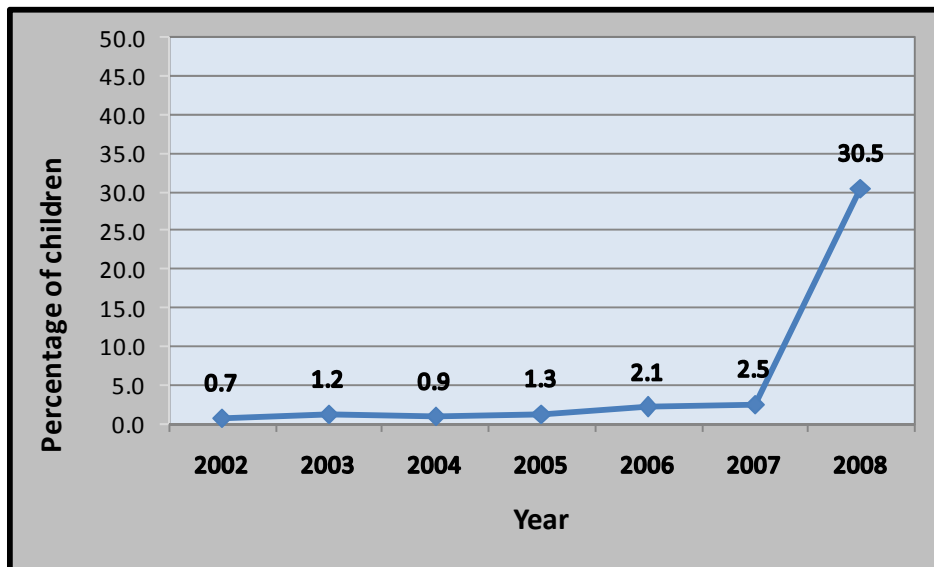
Table 7 shows that in 2008, of the school-going children that did pay fees, the majority (23%) paid between R1 and R100 per annum. The group of children that reported paying between R101 and R500 per annum for tuition fees remained constant at 22% throughout the reporting period. In combination, 54% of school-going children in South Africa either did not pay any school fees in 2008, or paid less than R500 per annum for school fees.

Table 7 also reveals a significant downward trend in the proportion of children that pay fees of between R1 and R100 over the period 2002 to 2008. This decline is undoubtedly due, in part, to the effects of the “no-fee” school policy; however it also means that learners that paid fees in this range previously, are probably now paying fees in higher fee ranges. This is reflected in increases in the proportion of learners that pay fees of between R501 and R1000, as well as those that pay fees of over R3000 per annum.

According to Table 7, many more children are paying fees at the higher end of the fee range, than was the case in 2002. For example, the proportion of children that paid more than R12 000 per annum for school fees more than doubled between 2002 and 2008, from 1.3% in 2002 to 3.5% in 2008.

It is also important to note that even though the “no-fee” school policy was introduced in 2007, the GHS survey was released the following year. Hence the GHS results indicated that only 31% of children have benefited from the “no-fee” school policy in 2007. The manner in which the question has been phrased or asked might have lead to a percentage less than the expected 40%.

Figure 11: Percentage of children attending schools who are not paying schools fees, 2002-2008



Source: Statistics South Africa, General Household Survey, 2002-2008

Table 7: Annual tuition fees paid by children attending schools: 2002-2008

	Paid R1 to R100	Paid between R101 to R500	Paid between R501 to R1000	Paid R1001 to R2000	Paid R2001 to R3000	Paid R3001 to R4000	Paid R4001 to R8000	Paid R8001 to R 12000	Paid more than R 12000
2002	58.1	22.2	3.5	3.9	2.7	2.2	3.0	1.5	1.3
2003	56.1	24.2	3.3	3.6	2.8	2.2	3.2	1.2	1.2
2004	54.6	25.6	3.9	3.2	2.6	2.2	3.2	1.5	1.7
2005	50.7	26.6	4.6	3.3	2.9	2.3	3.8	1.8	2.0
2006	48.8	27.1	4.9	3.5	2.5	2.3	3.4	1.8	2.1
2007	33.8	24.3	4.7	3.6	2.5	2.3	3.5	1.9	2.5
2008	23.3	21.5	5.0	3.6	2.8	2.3	4.1	2.4	3.5

Source: Statistics South Africa, General Household Survey, 2002-2008

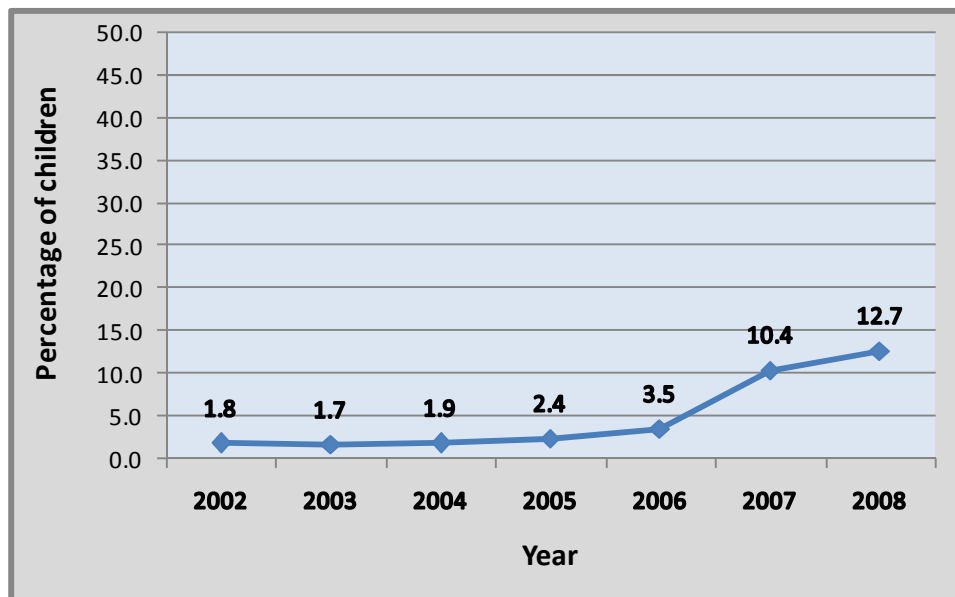
2.1 Bursaries

Learners who perform well in schools may receive a bursary from companies and other donors. In some instances learners enter competitions and are awarded bursaries that pay for their tuition fees.

Figure 12 shows the percentage of children attending schools, who received bursaries. In 2008, almost 13% of children attending schools reported having received a bursary.

Overall, there has been an increase of learners benefiting from bursaries from 2% in 2002 to 13% in 2008. This shows an increase of 11% between 2002 and 2008. This also means that corporate companies are prioritising education in their social responsibility programmes.

Figure 12: Percentage of children attending schools that received a bursary: 2002-2008



Source: Statistics South Africa, General Household Survey, 2002-2008

8. DISABILITY

2.1 Children in schools that have a disability: 2002-2008

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, social environment, political sphere and sports arenas. The Department of Education's White Paper 6 (DoE, 2001) supports this direction and sees the establishment of an inclusive education and training system as a cornerstone of an integrated and caring society and an education and training system for the 21st century. It

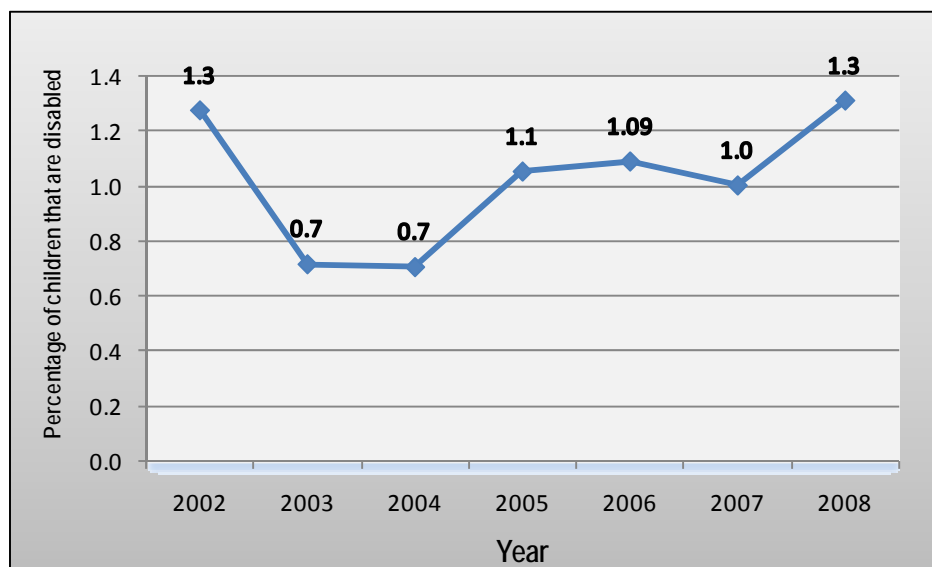
White Paper 6 (DoE, 2001) outlines government's commitment to the provision of educational opportunities for learners who experience or have experienced barriers to learning and development.

Figure 13 below illustrates the proportion of children enrolled in schools that have a disability, over the period 2002 to 2008 as reported in the GHS.

In 2002 and 2008, 1.3% of all children attending school, had a disability, although there were fluctuations between the two periods.

The trend of school attendance by children with disabilities between 2002 and 2008 is irregular. The absence of an observable pattern could be ascribed to the small sample of learners in this category that participated in the survey.

Figure 13: Percentage of children attending schools that are disabled (irrespective of age) that are disabled, 2002-2008



Source: Statistics South Africa, General Household Survey, 2002-2008

2.2 Percentage of 7 – 15 year old children with a disability that attend schools

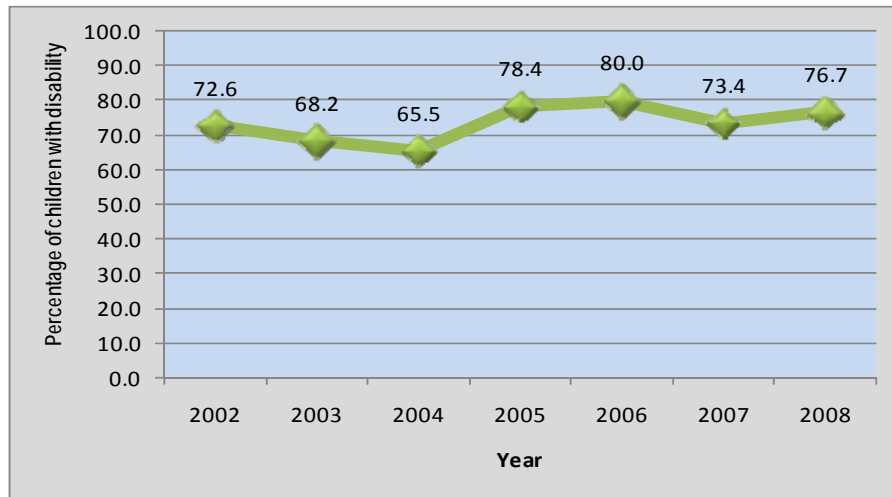
Figure 14 below shows the percentage of 7 to 15 year old children with a disability attending a school.

In 2008, about 77% of 7 to 15 year old children that had a disability, attended school. While this figure is a positive indication of inclusiveness in schooling, it does mean that 23% of 7 to 15 year old children that have disability do not attend school. Clearly this is group of children that should be targeted for support to ensure that their right to basic education is met.

Figure 14 below also indicates that the overall trend of school attendance by children in this category since 2002 is not consistent. This could be due to the statistical effects of the small sample of persons in this category. Nonetheless, the overall trend does show

that more (77%) 7 – 15 year old children that have a disability are attending school in 2008 as compared to those in 2002 (73%).

Figure 14: Percentage of 7-15 year old children with disabilities attending education institutions, 2002-2008

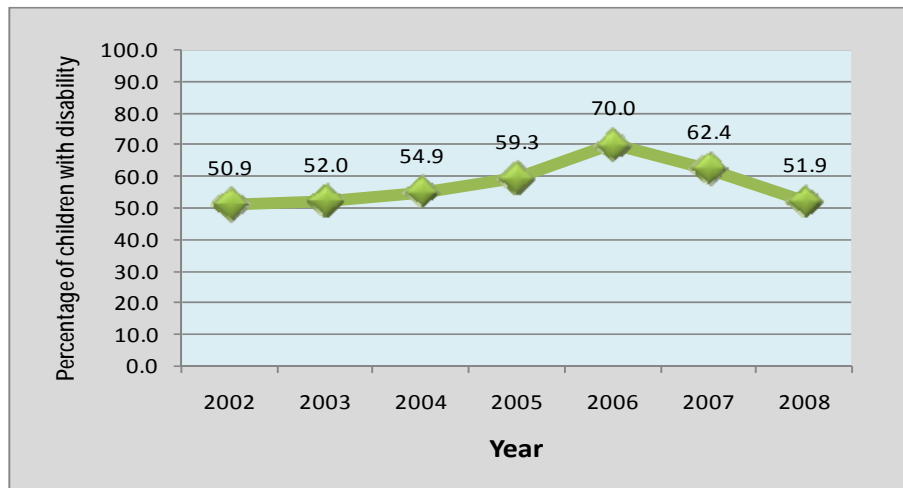


Source: Statistics South Africa, General Household Survey, 2002-2008

2.3 Percentage of 16 – 18 year old children with a disability that attend education institutions

Figure 15 below shows the participation of 16-18 year old children that have a disability, in education institutions. In 2008, only 52% of 16-18 year olds that have a disability attended an education institution. This implies that a significant proportion of 16 to 18 year old children that have a disability (48%), are not participating in any form of education. The trend of attendance in this category of children since 2002 is not consistent. While there was a significant increase in attendance at education institutions among this category of children between 2002 and 2006 (19%), this figure dropped substantially in 2008. 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.

Figure 15: Percentage of 16-18 year old children with disabilities attending education institutions, 2002-2007



Source: Statistics South Africa, General Household Survey, 2002-2008

9. SOCIAL ASSISTANCE

Social security is an umbrella term that refers to poverty alleviation measures adopted by government in providing social assistance to South Africans through what are commonly referred to as “social grants” (South African Social Security Agency Act, 2004). Led by the Department of Social Development, social security aims at alleviating poverty on the basis of various social circumstances as well as socio-economic status (Department of Social Development, 2006). Currently, beneficiaries of social grants include disabled persons, children from poor households, as well as foster children.

For the purpose of this report “Social Assistance” includes all types of social grants from which children aged 7 to 14 years benefit. These include Child Support Grant, Foster Care Grant, Care Dependency Grant and Disability Grant.

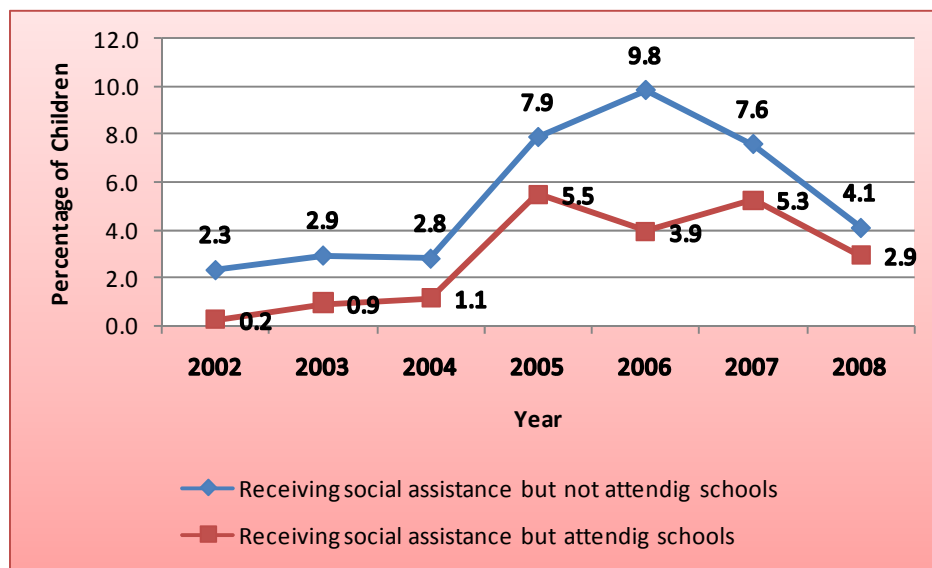
Children between the ages of 0 to 14 years old are eligible for the Child Support Grant (CSG). The CSG has been extended to the 18 year olds and would be implemented in phases each year from 2009. Therefore the link between CSG beneficiaries and school attendance is very important in order to get intended results.

Figure 16 shows the percentage of children aged 7 to 14 years who receive social assistance and either attend or do not attend a school. Approximately, 3% of the 7 to 14 year old children that attended school in 2008 received a social grant. This is a significant increase from the less than 1% of children who did so in 2002. Figure 16 shows that the trend in the proportion of grant recipients among 7-14 year old school-going children, while generally upward, is inconsistent over some years. This inconsistency could be attributed to sampling issues or false reporting by households.

Figure 16 below also shows that in 2008, about 4% of the 7 to 14 year old children that received social assistance did not attend an education institution. This means that 96% of all 7-14 year old children that receive social assistance attend school.

Although the trend over time is not consistent, it does indicate that the provision of social assistance does not necessarily translate to improved school attendance.

Figure 16: Percentage of children aged 7-14 years receiving social assistance by school attendance and non-attendance



Source: Statistics South Africa, General Household Survey, 2002 - 2009

10. ORPHANS IN THE EDUCATION SYSTEM

10.1 Background

The rapid rise in the number of people infected with the HIV virus and the increasing deaths as a result of AIDS related illness have created orphanhood and vulnerability among large numbers of children in South Africa. These rising numbers orphans and other vulnerable children are creating a burden on families and communities in which the extended family structure is weakened values of families to care for all without regard have been eroded. The effects of the epidemic have been felt throughout society, education system is no exception. However orphanhood cannot be pinned down to the impact of AIDS pandemic only. There are other contributing factors such as road deaths, crime related deaths among other causes of orphanhood.

An orphan is defined as a child under the age of 18 years whose mother, father, or both biological parents have died (including those whose living status is reported as unknown, but excluding those whose living status is unspecified) (Meintjes and Giese,

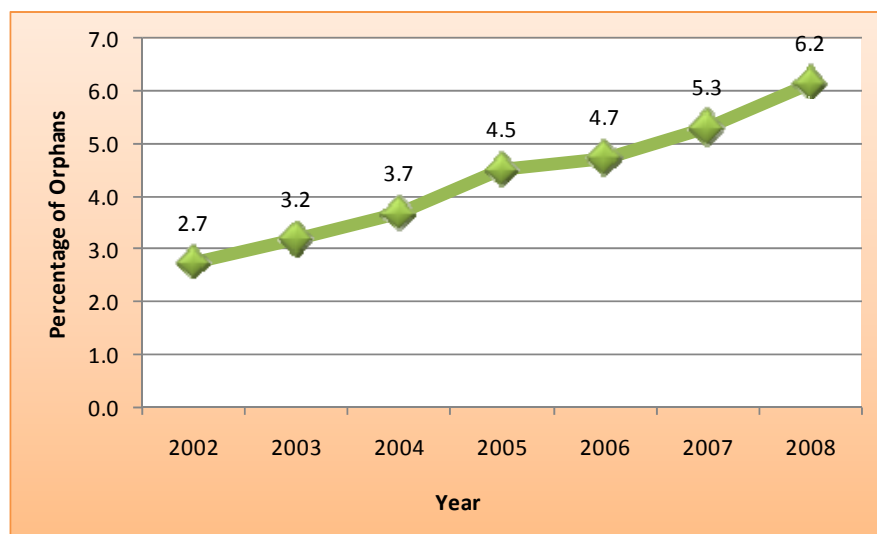
2006). This report focused on the children attending schools who lost both parents regardless of causes of death.

Figure 17 below shows the percentage of children attending schools whose parents are no longer alive. In 2002, of all children attending schools at least 3% were orphans; this has since increased to 6% in 2008.

Throughout the years, there is an increase in the percentage of orphans attending schools 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 extent of maternal and paternal death and improved opportunity for orphans to attend school owing to the “no fee school” policy.

The increasing trend in orphan status among school-going children over the period 2002 to 2008 is of major concern. This phenomenon calls for greater social support for such learners, both in the home as well as in schools. Given the increasing proportion of orphaned children in schools, departments of education, at both national and provincial levels, need to strengthen existing interventions aimed at supporting vulnerable children.

Figure 17: Percentage of children attending schools that are orphans



Source: Statistics South Africa, General Household Survey, 2002-2008

11. ADULT LITERACY

Traditionally literacy has been commonly defined as the ability to read and write at an adequate level of proficiency that is necessary for communication. More recently however, literacy has taken on several meanings. Technological literacy, mathematical literacy, and visual literacy are just a few examples. While it may be difficult to gauge the degree to which literacy has an impact on an individual's overall happiness, one can easily infer that an increase in literacy will lead to the improvement of an individual's life and the development of societies.

The measurement of adult illiteracy is difficult, so it is commonly done using proxy measures. "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 examines the proxy measure for the adult literacy rate.

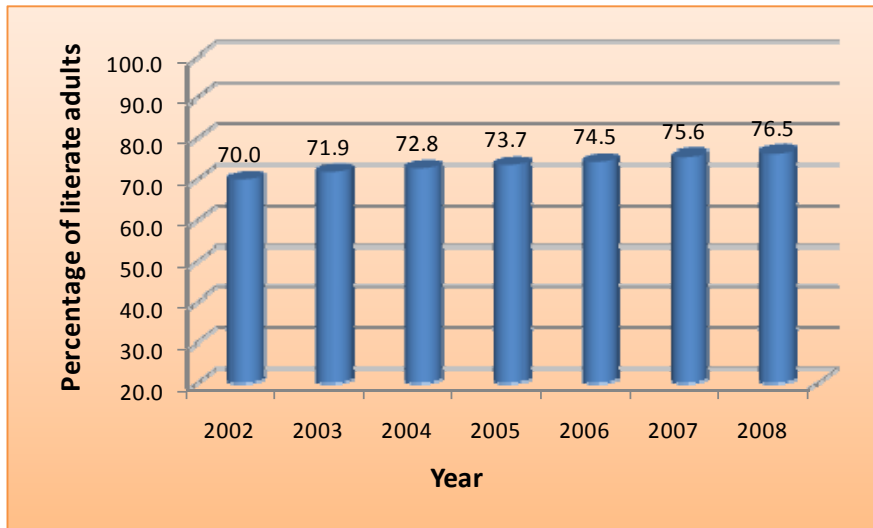
In 2008, the adult literacy rate was close to 77%. This implies that, in 2008, about 77% of persons aged 20 years and above had completed Grade 7 level of education. This is a very positive achievement, given the history of apartheid education in South Africa.

However, the figure of 77% is controversial in a number of ways. For instance, some may argue that the achievement of Grade 7 is not a good proxy for a measure of literacy, given the poor quality of outcomes produced by learners in schools. On the other hand, others may argue that the adult literacy rate of 77% may reflect under-reporting on this phenomenon since many adults participate in adult literacy programmes such as Kha Ri Gude which, while not resulting in a grade 7 level qualification, nevertheless do result in the acquisition of literacy skills among adults.

However, despite controversy surrounding the actual measure of adult literacy, there is little doubt of the consistent improvement in adult literacy rates from 2002 to 2008 as shown in Figure 18.

The adult literacy rate increased from 70% in 2002 to 77% in 2008. This is a significant achievement over a period of 6 years.

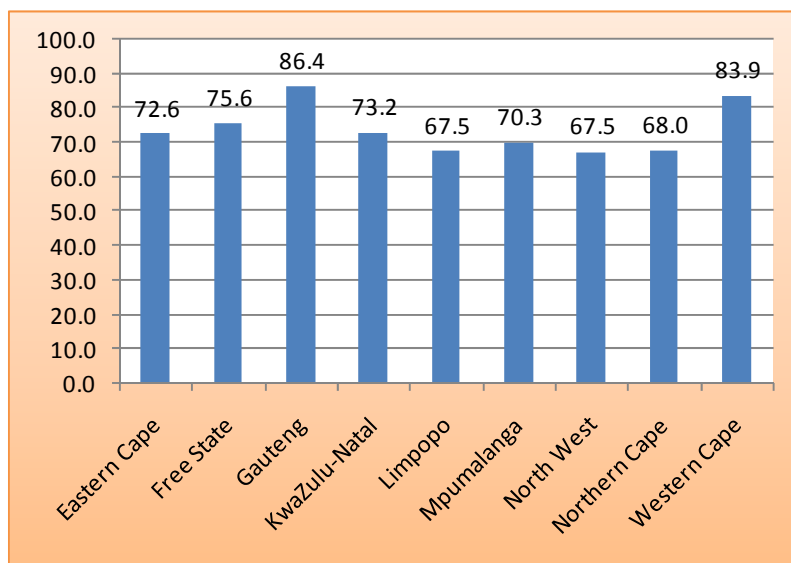
Figure 18: Percentage of adults 20 years and above who completed Grade 7 and above, 2002-2008



Source: Statistics South Africa, General household Survey, 2002-2008

Figure 19 below shows level of education attainment for 20 years and above persons who completed Grade 7 by province. Gauteng province has the highest percentage of persons with Grade 7 at 86% followed by Western Cape and Free State at 84% and 77% respectively. Meanwhile, Limpopo and North West has the lowest percentage of persons who completed Grade 7 at 67%.

Figure 19: Percentage of adults 20 years and above who completed Grade 7 and above by Province, 2008



Source: Statistics South Africa, General household Survey, 2002-2008

12. LEVEL OF EDUCATION ATTAINMENT

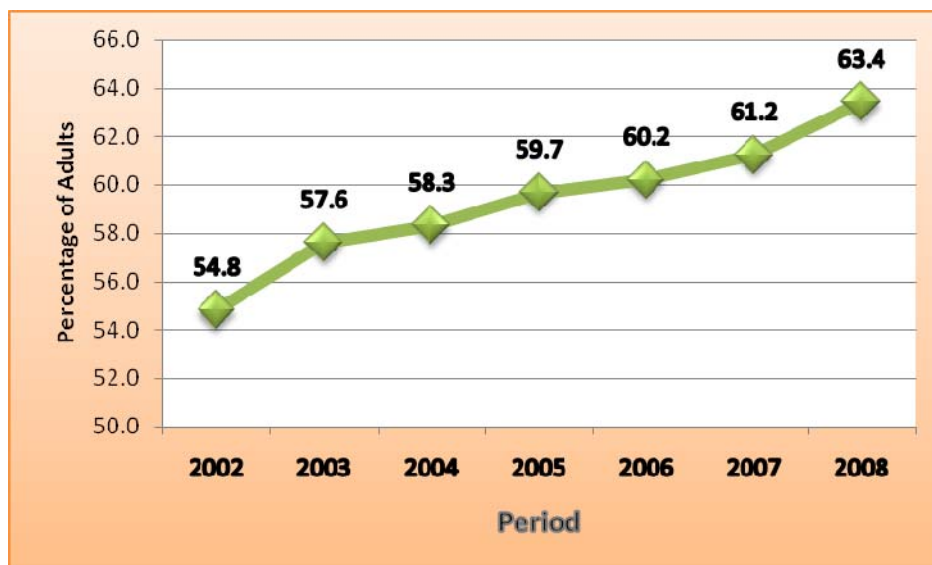
12.1 Achievement of Grade 9

In terms of the South African Schools Act (RSA, 1996), attendance for learners is compulsory from Grades 1 to Grade 9 or for children aged 7 to 15 years, whichever comes first. This section reports on the percentage of adults (persons aged 20 and above) who have completed the compulsory phase of education in the country.

In 2008, 63% of adults (persons aged 20 and above) reported having attained Grade 9 and above as their highest level of education attainment. It is likely that many of these adults would be in the older age group.

Figure 20 below shows that the percentage of adults who had completed Grade 9 increased significantly between 2002 and 2008. In 2002, only 55% of adults had completed Grade 9; this figure had increased by 13% in 2008. It is evident that more South Africans are completing Grade 9 over the years.

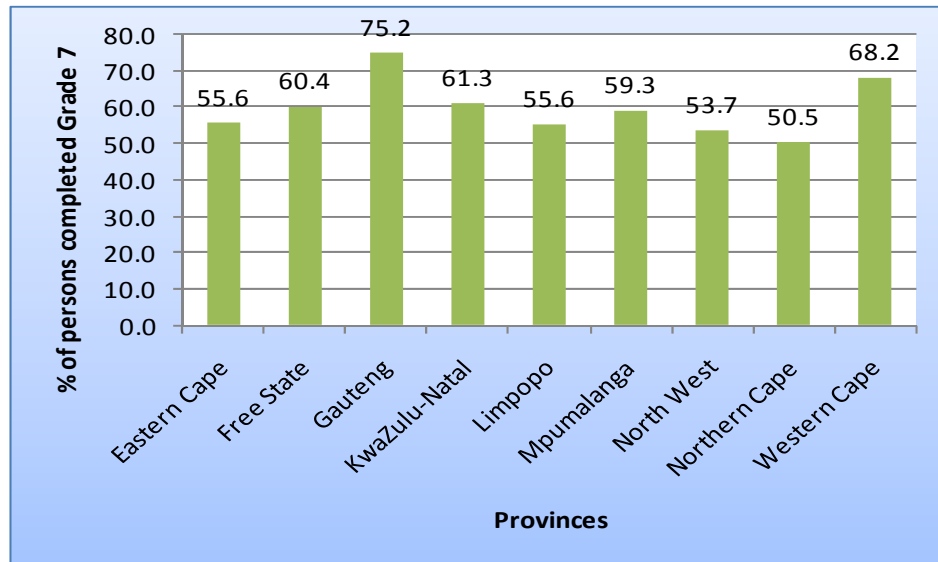
Figure 20: Percentage of adults 20 years and above who completed Grade 9 and above, 2002-2008



Source: Statistics South Africa, General household Survey, 2002-2008

Figure 21 below shows level of education attainment of adults who completed Grade 9, by province. Gauteng province has the highest percentage of persons with Grade 9 at 75% followed by Western Cape and KwaZulu Natal at 68% and 61% respectively. Meanwhile, Northern Cape and North West has the lowest percentage of persons who achieved Grade 9 and above at 51% and 54% respectively.

Figure 21: Percentage of adults 20 years and above who completed Grade 9 and above by Province, 2008



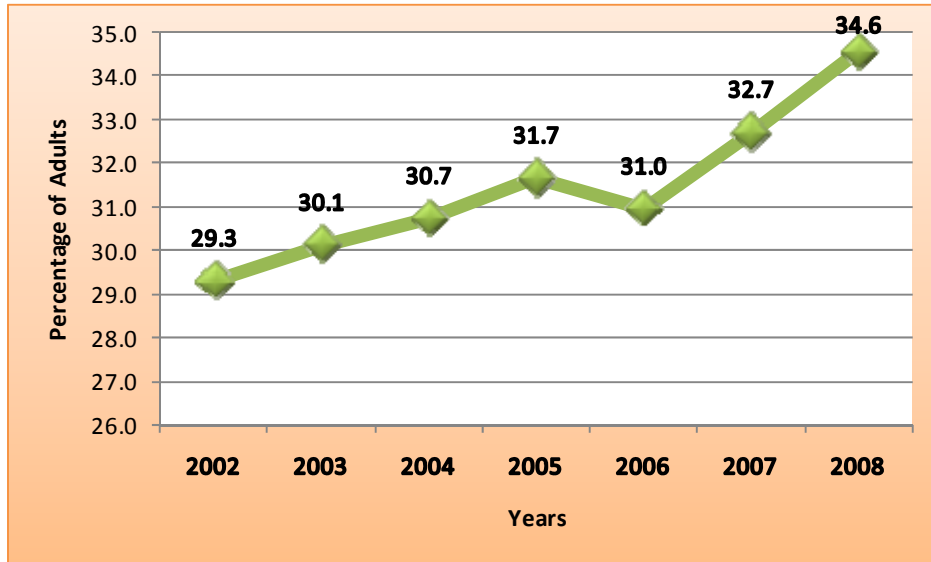
Source: Statistics South Africa, General household Survey, 2002-2008

12.2 Achievement of Grade 12

The National Senior Certificate (NSC), including its previous equivalents, is a well-established, internal indicator of education quality and learning achievement, particularly at secondary school level. The number and profile of learners who write and pass the NSC provides an indication of the “contribution of schooling to human resources development and, more especially to the stock of learners who are eligible to proceed to higher education and training opportunities” (Perry and Arends, 2004: 317).

In 2008, 35% of adults (persons aged 20 and above) in South Africa had completed the NSC (or its previous equivalents). As shown by Figure 22, this reflects a 6% increase since 2002, when only 29% of adults had attained the NSC.

Figure 22: Percentage of adults 20 years and above who completed Grade 12 and above, 2002-2008

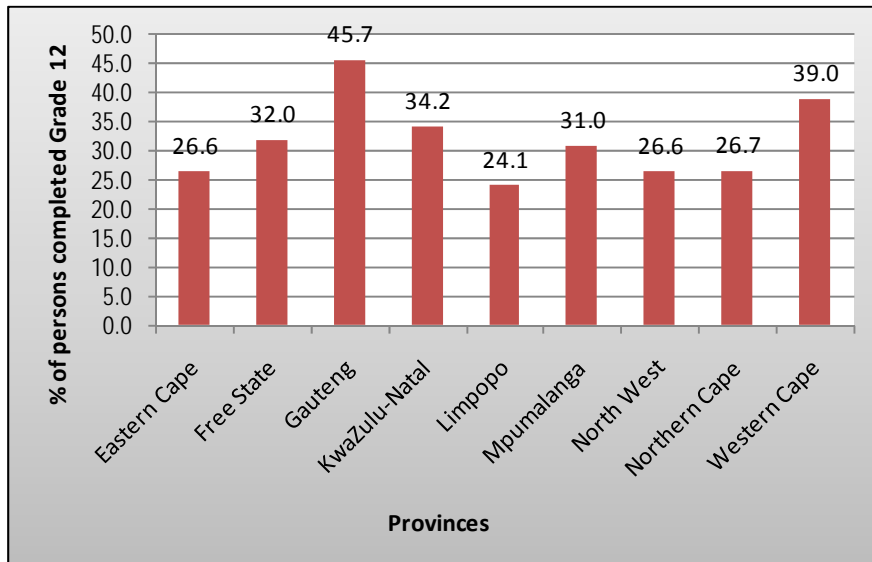


Source: Statistics South Africa, General household Survey, 2002-2008

Please note. The calculation of attainment of Grade 12 excludes, NTC 1-111, certificate and diploma without Grade 12.

Of the 35% of adults that had achieved the NSC by 2008, the highest proportion lives in Gauteng. Figure 23 below shows that, in 2008, 46% of adults in Gauteng had achieved Grade 12, while 39% of adults in the Western Cape had completed Grade 12 in the same year. Meanwhile, Limpopo had the lowest percentage of adults who had completed Grade 12 by 2008, at only 24%.

Figure 23: Percentage of adults 20 years and above who completed Grade 12 and above by Province, 2008



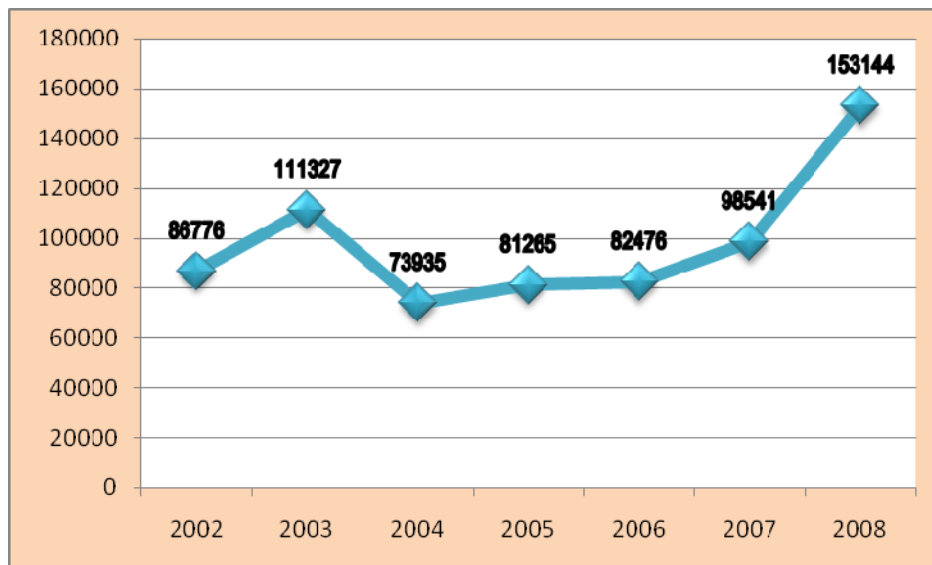
Source: Statistics South Africa, General household Survey, 2002-2008

13. ATTENDANCE OF ADULT BASIC EDUCATION AND TRAINING (ABET) CENTRES/LITERACY CLASSES AND OTHER ADULT EDUCATIONAL CLASSES

ABET refers to education programmes that result in qualifications up to the equivalent of Grade 9 (Standard 7). It is available to adults who wish to complete their basic education. ABET provides basic learning tools, knowledge and skills to adults, and presents participants with nationally recognised qualifications.

The GHS requests households to indicate whether household members attend adult basic education and training/literacy classes and other adult educational classes. Figure 24 below shows the participation of adults 20 years in ABET programmes/literacy classes and other adult educational classes over the period 2002 to 2008. Overall there is an almost doubling of the number of adults participating in adult basic education and training/literacy classes and other adult education classes, from about 86 000 in 2002 to over 150 000 in 2008.

Figure 24: Participation at ABET classes, 2002-2008



Source: Statistics South Africa, General household Survey, 2002-2008

14. CONCLUSION

The General Household Survey shows positive trends over the period 2002 to 2008 with respect to access to education by the 5 to 18 year old population. In part, this could be attributed to a number of government interventions such as the institutionalisation of Grade R in schools, the establishment of “no-fee” schools, the school nutrition programme and the introduction of the child support grant.

Although overall access to education has improved, the survey reveals that a high proportion of 16 to 18 year old youth that are disabled do not attend an education institution. Clearly greater effort is required to ensure that youth in this category are provided with an opportunity for education.

Adult Literacy Rates have also improved between 2002 and 2008, with close to 77% of adults considered literate by 2008. Although programmes such as *Kha ri Gude* are making a significant dent in adult illiteracy, this is not reflected in the reported literacy rate owing to the measure being used to report on adult literacy rates. Actual adult literacy rates may therefore be higher.

The survey also points to improved Grade 12 completion rates among adults (persons aged 20 and above) over the period 2002 to 2008. However, given that just over a third of adults had completed Grade 12 by 2008, it is important that Grade 12 pass rates, as well as its equivalent (the National Certificate Vocational at NQF level 4), be increased.

Households report a decline in the perceptions of problems experienced in schools. However “lack of text books” remains the dominant problem as perceived by households.

While the GHS reports very encouraging trends in education and in schooling in particular, it needs to be noted that the GHS does not collect data on the most important outcome of schooling, namely learning achievement.

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