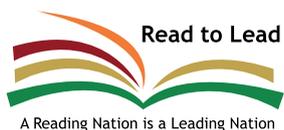


GENERAL HOUSEHOLD SURVEY (GHS): FOCUS ON SCHOOLING 2018



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



General Household Survey (GHS): Focus on Schooling 2018

DATE: 2019

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ACRONYMS

AIR Apparent Intake Rate

ASER Age Specific Enrolment Rate

CAPS Curriculum and Assessment Policy Statement

CSG Child Support Grant

DBE Department of Basic Education

DOH Department of Health

ECD Early Childhood Development

FET Further Education and Training

GHS General Household Survey

LTSM Learning and Teaching Support Material

MTSF Medium Term Strategic Framework

NER Net Enrolment Ratio

NSC National Senior Certificate

NSNP National School Nutrition Programme

PIRLS Progress in International Reading Literacy Study

SDG Sustainable Development Goals

STATS SA Statistics South Africa

TIMSS Trends in International Mathematics and Science Study

TVET Technical and Vocational Education and Training

UN United Nations

1. INTRODUCTION

The General Household Survey (GHS) is a survey conducted by Statistics South Africa (Stats SA) in around 22,000 households and is specifically designed to measure various aspects of the living circumstances of South African households. This household-based survey is conducted annually and was first compiled in 2002. The purpose of the survey is to measure the quality of service delivery in a number of key service sectors (Statistics South Africa, 2017).

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

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

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

This report focuses particularly on schooling information, including the participation of children in ECD programmes, learner attendance in schools and other educational institutions, learner repetition rates, highest education attainment, tuition fees, orphanhood, problems learners face at schools and the prevalence of pregnancy among school-aged learners. Most of the information in this report is disaggregated by province, as well as by population group and gender. Since 2015, the information can also be disaggregated at the metro level, but this was not particularly included in this report. It is important to note that the GHS data cannot be disaggregated at the district or municipal level (excluding metros) because the GHS data is sampled and collected at the provincial level.

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

2. METHODOLOGY

The GHS datasets were analysed using the data management software, STATA. The information is reported in percentages as far as possible and it is recommended that any indicators reported on absolute numbers should be interpreted with caution since the GHS data is based on a sample. More information on the data collected on other key service sectors can be obtained from Stats SA, as the data presented in this report are based on the analysis done by the DBE and specifically focusses on education indicators. The reporting period is 2002 to 2018, however, to simplify the reporting, some information is provided only for the ten year period from 2009 to 2018.

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

Since 2002, there has been a decline in the number of households in the GHS sample. Between 2002 and 2007 the number of households in the GHS sample was over 25,000, whereas the number of households in the sample between 2009 and 2014 were approximately 25,000. Since 2015, the number of households has declined to approximately 22,000. These declines in the sample are the result of changes in the master sample from which the GHS sample is drawn. The sample of 2002 and 2003 was based on the master sample which was drawn from the database of enumeration areas (EAs), as was established during the demarcation phase of census 1996. From 2004 to 2007 the sample was drawn using the 2003 Stats SA master sample, between 2008 and 2014 the sample was drawn using the 2007 Stats SA master sample, and since 2015 the sample has been drawn using the 2013 Stats SA master sample.

3. OVERVIEW OF PROGRESS IN THE SCHOOLING SYSTEM

Over the last two decades, the basic education sector has made significant progress towards transformation along five internationally acknowledged dimensions: access, redress, equity, quality and efficiency. In South Africa, we have achieved near universal access to schooling as measured by the attendance rate of learners of the compulsory school-going age (7 to 15-year-olds).

Looking at quality as measured by learner test scores, we have seen improvements amongst our children in international studies such as the Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS). South Africa has participated in TIMSS since 1995 and the latest round of assessment was conducted in 2015. The 2015 result showed that there has been a substantive improvement in the Mathematics and Science performance of Grade 9 learners. In 2003, merely 10.5% of Grade 9 learners performed at or above a minimal proficiency level in Mathematics, whereas in 2015 this has increased to 24.5% in 2011 and 34.4% in 2015. In Science, a similar pattern emerged with only 13.1% of Grade 9 learners performing at the Low International Benchmark in 2003, and 32.3% of Grade 9 learners performing at least at this level in 2015 (Reddy, et al., 2016). Both these studies showed that the performance of South African learners is on an upward trajectory. The 2016 PIRLS results did not show any improvement since 2011 but have shown improvement since 2006. In 2006, South Africa took part in the study at a Grade 5 level. By 2011, the Grade 4 South African sample performed at a higher level than the Grade 5 learners had done in 2006, suggesting an improvement of approximately one grade level over this time period.

Furthermore, results from the National Senior Certificate (NSC) examination also attest to the progress made in the sector. The number of NSC passes has increased from 283,742 in 1995 to 400,761 in 2018. Moreover, the number of learners attaining a Bachelor pass (which would allow them to enrol for a Bachelor's degree) has increased from about 80,000 in 1995 to 172,043 in 2018. In terms of efficiency, however, we have observed that grade repetition figures remain high and even more so among boys. It is also clear that grade repetition is higher in secondary school than in primary school, with it being especially high in Grades 10 and 11.

The main findings of the report are highlighted below.

- **Participation in the schooling system**

- **0 to 4-year-old children:** Participation of 0 to 4-year-olds in ECD programmes has increased from 8% in 2002 to 44% in 2018.
- **Grade R participation:** Ever since 2009, over 90% of learners in Grade 1 had previously attended Grade R.
- **Primary education:** The participation of 7 to 13 year-olds has remained high at 99% since 2010.
- **Compulsory education:** The participation of 7 to 15 year-olds has remained high at over 97% since 2002.
- **Secondary education:** The participation of 14 to 18 year-olds has remained around 90% since 2011.
- **Participation in the Further Education and Training (FET) Band:** 87% of 16 to 18-year-olds were attending educational institutions in 2018.
- **Post-school Education:** Amongst those aged 19 to 23 years old, more males are still attending school than females, despite the fact that more females complete matric every year and in recent years more females are attending an institution of further training. This points to delayed progression amongst males.
- **Gender parity** has been achieved on all measures of participation in primary, compulsory and secondary education, as well as in the FET band.

- **Learners with disabilities**

- In 2018, approximately 4% of the total population of learners attending school were learners with disabilities. This trend has been constant since 2016.
- 88% of 5 to 6-year-olds with disabilities were attending educational institutions in 2018.
- Around 92% of 7 to 15 year-olds with disabilities were attending educational institutions in 2018.
- Around 72% of 16 to 18 year-olds with disabilities were attending educational institutions in 2018, which is significantly lower than the percentage of all 16-18 year-olds attending educational institutions (86%)

- **Complaints about education**

- Overall, complaints about education have decreased.
- Complaints about a lack of books have decreased from 20% in 2002 to approximately 3% in 2018.
- Complaints about school fees being too high dropped from almost 18% in 2002 to around 3% in 2018.
- Complaints about facilities in bad condition dropped from 10% in 2002 to around 2% in 2018.

- **Percentage of Repeaters**

- The overall percentage of learners repeating a grade has remained relatively stable between 2014 (10%) and 2018 (9%), though some other data sources indicate that grade repetition may be somewhat higher than reported in the GHS.
- Repetition of Grades 9 to 11 remains particularly high when compared to other grades.
- More boys repeat in both the primary and secondary grades than girls.

- **Absenteeism**

- Since 2013, around 94% of learners reported not having been absent from school during the week prior to the survey.
- Approximately 2% of learners were absent on average each day in 2018.

- **Scholar Transport**

- In 2018, 7% of individuals aged 5 to 6 years walked for more than 30 minutes to attend an educational institution.
- In 2018, 11% of individuals aged 7 to 15 years walked for more than 30 minutes to attend an educational institution.
- In 2018, approximately 16% of individuals aged 16 to 18 years walked for more than 30 minutes to attend an educational institution.

- **Violence at schools**
 - Approximately 7% of learners attending school reported that they experienced violence, corporal punishment or verbal abuse in 2018.
 - Free State (13%), Eastern Cape (11%) and North West (10%) have the highest percentage of reported incidents of violence, corporal punishment or verbal abuse.
- **Orphans**
 - Approximately 4% of learners attending schools in 2018 were double orphans; that is, these learners had lost both their parents.
 - There was no significant difference in school attendance between children who are orphaned and children whose parents are still alive.
 - The percentage of children who are orphans has been declining since 2011.
- **School fees**
 - 68% of learners attending schools were not paying school fees in 2018.
 - Approximately 4% reported paying between R 1 to R 100 in school fees, although this could include voluntary contributions.
 - Therefore at least 72% of learners could be benefiting from the no-fee school policy.
- **National School Nutrition Programme**
 - Approximately 82% of learners were benefitting from the National School Nutrition Programme (NSNP) in 2018.
 - Limpopo has the highest percentage of learners benefitting from NSNP at 91% in 2018.
 - Western Cape has the lowest percentage of learners partaking in the NSNP at 68% in 2018, and this is probably reflective of the higher socio-economic status of this province.
- **Highest level of education**
 - Ever since the 2007 GHS, we observe at least 90% of individuals aged 16 to 18 years old having completed Grade 7.
 - The percentage of individuals aged 19 to 21 years old that completed Grade 9 has increased from around 73% in 2002 to around 90% in 2018.
 - The percentage of individuals aged 22 to 25 years old that completed Grade 12 has increased from around 45% in 2009 to around 54% in 2018.

4. INTERVENTIONS DRIVEN BY THE DEPARTMENT OF BASIC EDUCATION

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

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

The DBE has also made inroads in successfully implementing the NSNP nationwide. The NSNP aims to enhance the learning capacity of learners through the provision of a healthy meal at schools. The programme is currently providing both primary and secondary learners with one nutritious meal a day and specifically targets all learners in Quintile 1 – 3 schools. In the schools where the NSNP programme is being implemented, a recent implementation evaluation suggested that the programme is likely to be positively affecting punctuality, regular school attendance, concentration and the general well-being of participating learners.

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

The past 15 years have also seen the rapid expansion of Grade R provisioning with an increased focus on making Grade R universally accessible in South Africa. This drive has seen the enrolment in Grade R more than doubled from about 242,000 in 2003, to 811,516 in 2018 and has reached an equilibrium where over 94% of Grade 1 learners report having had attended Grade R. This rapid expansion has included the provisioning of additional Grade R classrooms at primary schools, employing and training an entire Grade R teaching force, designing and distributing a Grade R curriculum and the provisioning of developmentally appropriate LTSM. All things considered, coverage and access to Grade R have expanded greatly and this has been the case particularly in poorer schools.

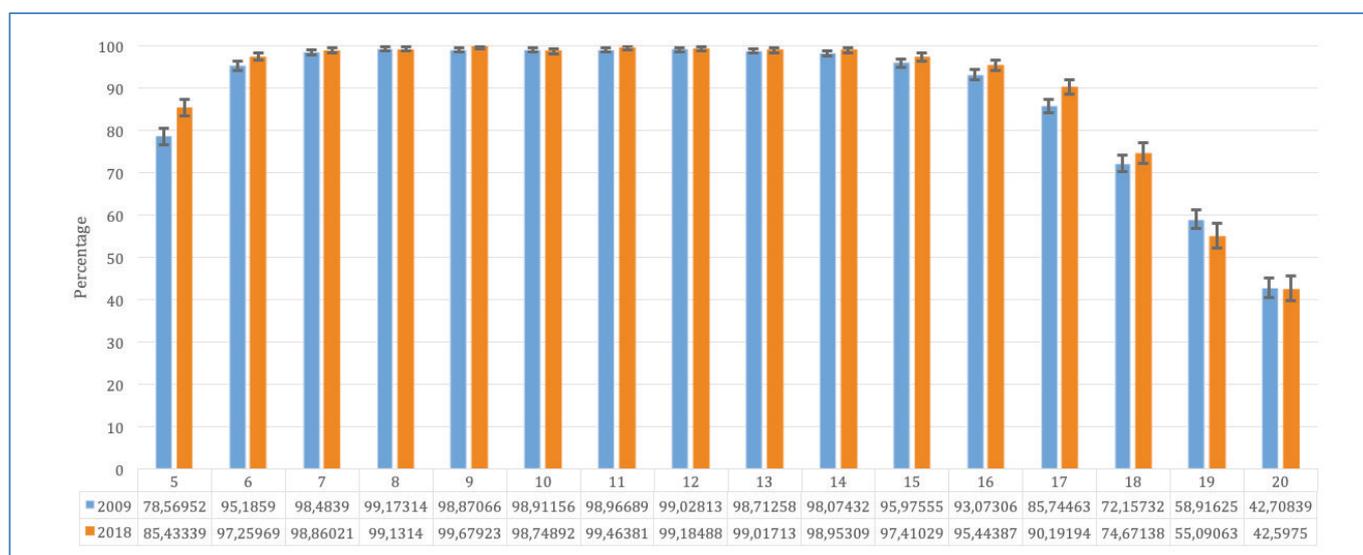
More recently, the DBE, in collaboration with the Department of Transport, has embarked on the Scholar Transport programme. This programme aims to ensure that all learners have access to school despite living relatively far away from the nearest school. The programme provides safe transport to learners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

Learners in South Africa face various challenges in their pursuit of quality education. As we enter a new five year administration, the government’s plans are prioritising the quality of learning outcomes recognising that this is the primary purpose of schooling. As the DBE takes over some of the responsibilities for ECD from the Department of Social Development the focus will be on improving the quality of ECD services provided as well as improving the quality of the Grade R programme. A major focus will be on improving the learning and teaching of reading in the early grades, especially in the home languages of learners. Early grade mathematics is also a priority. The DBE’s newly designed Systemic Evaluation will be implemented throughout the next five years and will contribute to raising the emphasis placed on learning outcomes through the sector and in the minds of learners, teachers and communities. By ensuring learning outcomes regularly and rigorously we will also strengthen accountability throughout the system for achieving improved quality of education.

5. PARTICIPATION IN EDUCATION INSTITUTIONS

Looking at the progress made in the last ten years, the attendance of learners across the age groups has improved from 2009 to 2018 as shown in Figure 1. The attendance has improved most significantly amongst younger children, especially those aged 5 to 6 years old. A reason for the increase in the lower grades can be attributed to the expansion of the supply of ECD programmes in different areas across the country, as well as the universal roll-out of Grade R, whereas the high attendance amongst other ages can be due to policies aimed at reducing drop-out. A further significant increase can be seen among learners aged 16 and 17 years old, suggesting that learners are more likely to stay in school longer than in 2009.

Figure 1: Overall summary participation in educational institutions



Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations, 95% confidence intervals shown

5.1 Participation in Early Childhood Development programmes and participation in Grade R.

The early years of a child’s life are critical for the acquisition of concepts, skills and attitudes that lay the foundation for lifelong learning. These include acquiring language, perceptual and motor skills required for learning to read and write, basic numeracy concepts and skills, problem-solving and a love of learning. In South Africa, the importance of this critical period of development is recognised, with the National Development Plan stating that two years of quality preschool enrolment for 4 and 5 year-olds should be made compulsory before Grade 1. This section will attest to the large strides made in reaching both the goal of universal access to Grade R and the doubling of participation in ECD programmes.

For the purposes of the analysis, ECD is defined as specified in section 91(1) of the South African Children’s Act, (Act No. 38 of 2005) and will therefore consider children in educational institutions from birth to 6 years old. ECD programmes captured in the GHS questionnaires include day-care centres, crèches, playgroups, nursery schools, day-care-mother or gogo, and pre-primary schools. Figure 2 shows that the attendance of ECD programmes among 0 to 4 year-olds have increased significantly

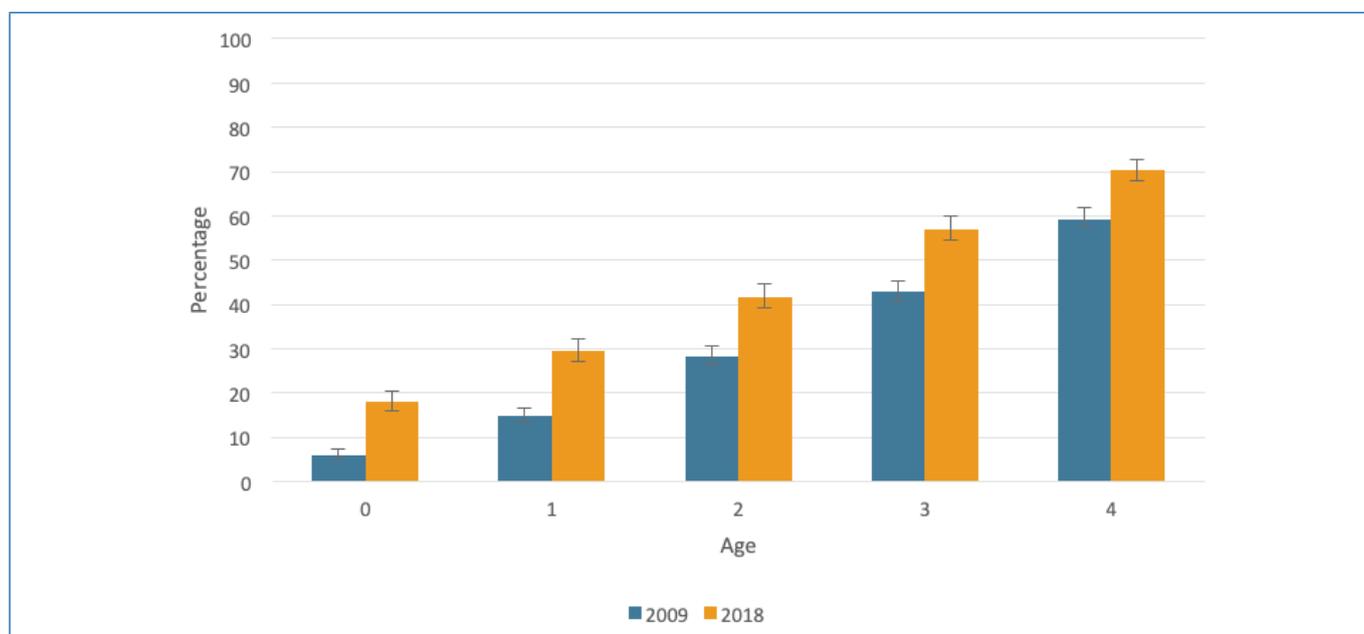
between 2009 and 2018. Figure 3 further shows that children at different developmental stages, are attending various different ECD programmes. In 2018, children in the 0 to 2-year old age group were more likely not to be participating in any form of institutionalised ECD, whereas 3 and 4-year olds were much more likely to be attending a preschool or an ECD centre. From age 5, it is clear that learners start entering Grade R and the formal schooling sector.

The Western Cape and Gauteng have the largest proportion of 0 to 2-year olds that are attending some form of ECD, whereas Limpopo, Free State and Gauteng has the largest proportion of 3 and 4-year-olds attending ECD. White children of both age-groups were more likely to attend ECD programmes than children from any of the other population groups and there was no significant difference in participation in ECD by gender.

Overall the participation rate amongst 5 to 6-year-olds is encouraging. Focusing on this age group, we observe an overall upward trend in the participation of learners from both ages, with 6-year-olds being more likely to attend educational institutions than 5-year-olds (Figure 4). In 2018, Limpopo and Free State had the highest percentage (97% and 98% respectively) and Western Cape had the lowest percentage (85%) of 5 to 6-year-olds attending educational institutions. There is no statistically significant difference amongst 5 to 6-year-olds attending educational institutions by gender or population group.

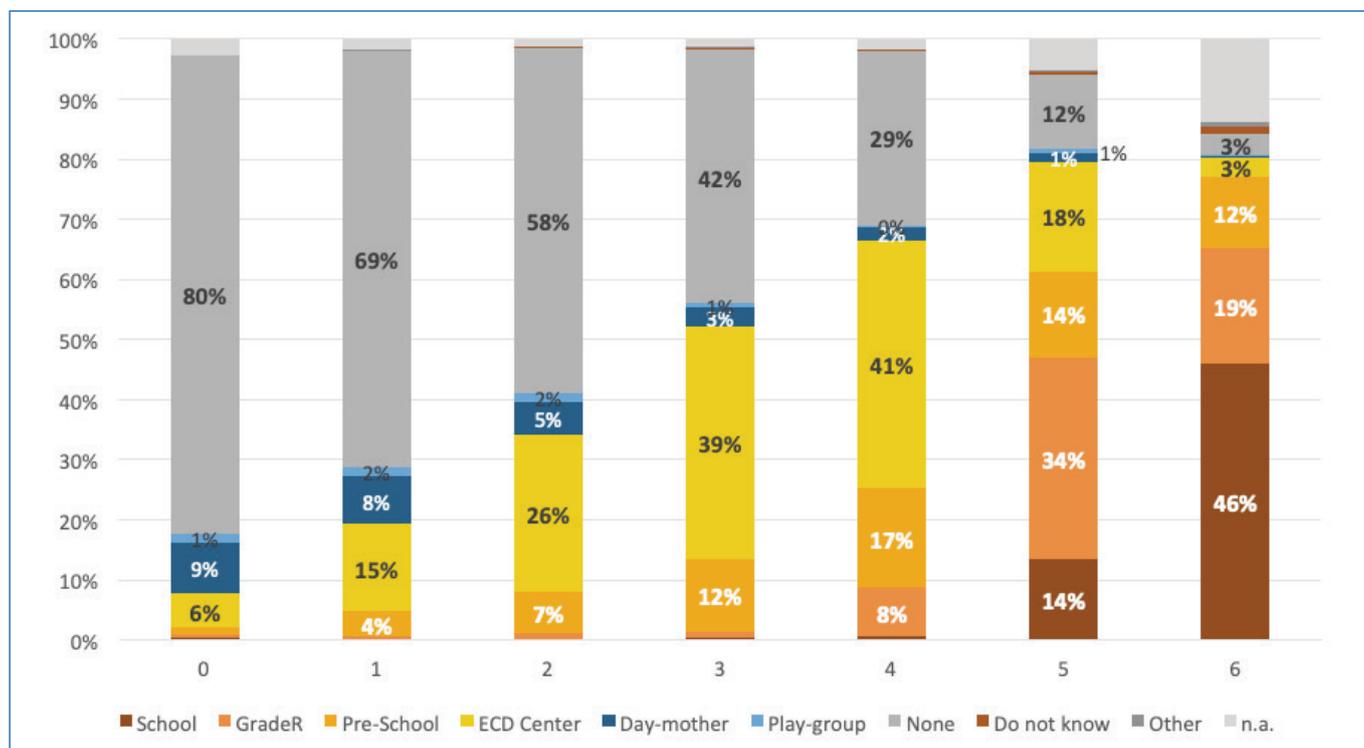
Another way to analyse participation in ECD is to look at those learners in Grade 1 who attended Grade R. The method used to calculate the number of learners who attended Grade R entails dividing the number of Grade 1 learners who reported that their highest grade attained is Grade R, by the number of Grade 1 learners whose highest Grade attained is reported as being either Grade R or 'No Schooling'. Using this method, it is evident that in recent years we have witnessed a fairly constant percentage of Grade 1 learners who have attended Grade R and it has remained above 90% across the past ten years (Figure 5). There is little variation across the provinces, except for a rather strange drop in 2012 for Gauteng. Since 2013, however, there have been no anomalies in the provincial trends. When disaggregated by gender it is evident that in some years there has been a slightly higher attendance of Grade R amongst boys than girls, but given the already high rate, these differences are not remarkable.

Figure 2: Percentage of 0 to 4-year-olds attending ECD facilities, 2009-2018



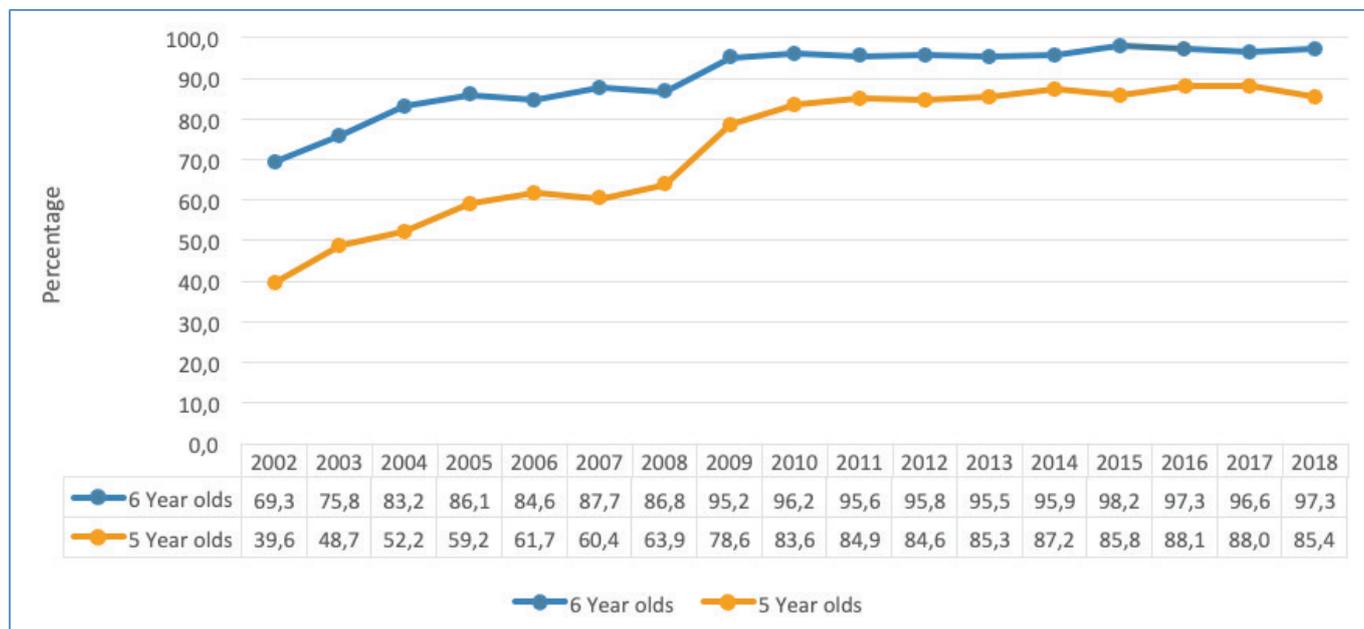
Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations, 95% confidence intervals shown

Figure 3: Percentage of 0 to 6-year olds attending different ECD modalities, 2018



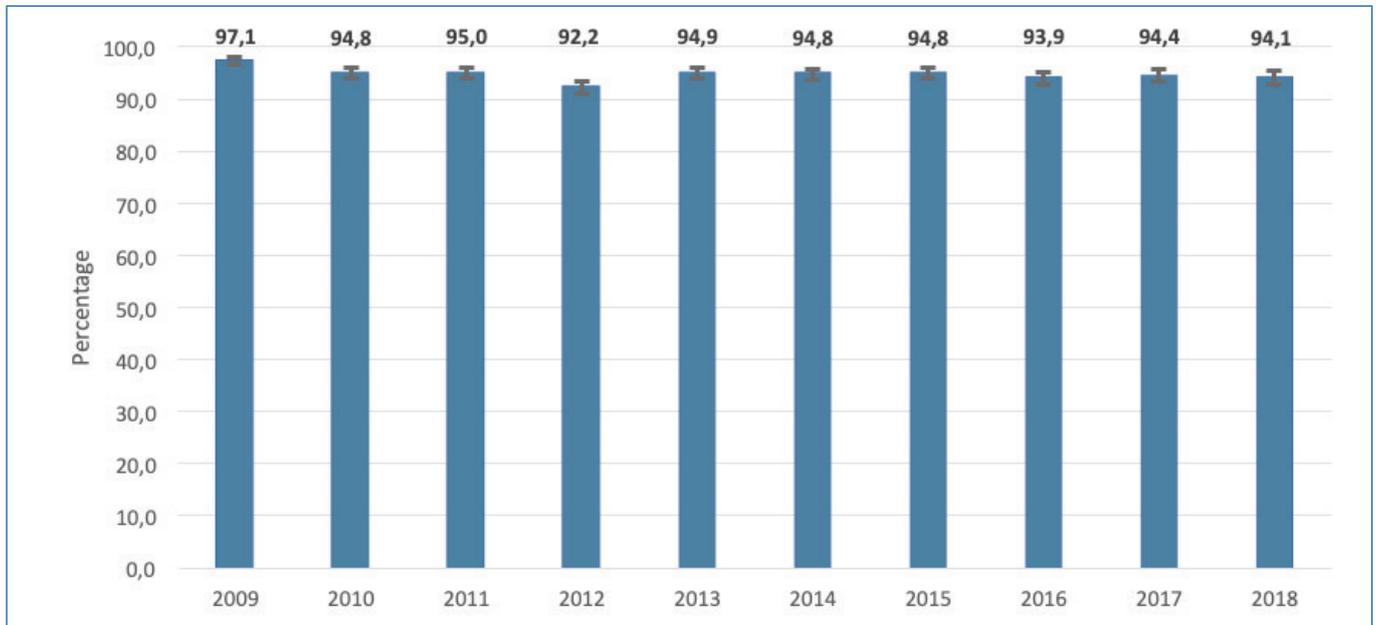
Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

Figure 4: Percentage of 5 to 6-year olds attending an educational institution, 2002-2018



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

Figure 5: Percentage of learners in Grade 1 who attended Grade R, 2009-2018



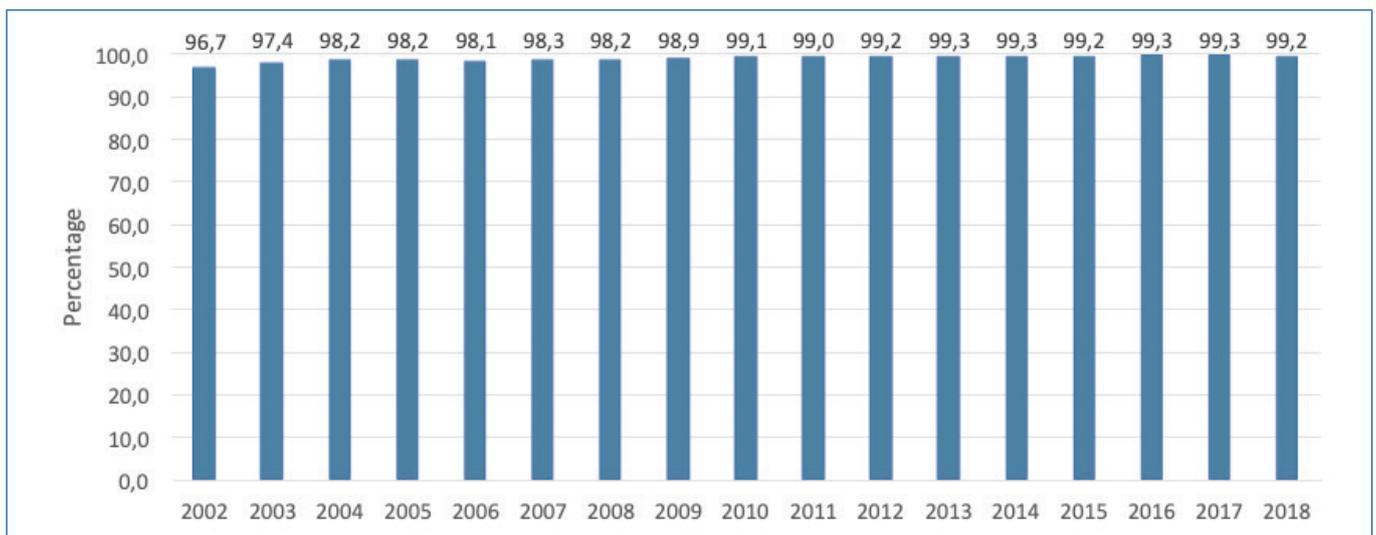
Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

5.2 Primary Education

Several indicators can be used to track access to primary education. These include the Age-Specific Enrolment Rates (ASER), the Net Enrolment Ratio (NER) and the Apparent Intake Rate (AIR). The indicator used for this section is the ASER which is defined as the enrolment of a specific age, irrespective of the level of education, as a percentage of the population of the same age (UNESCO Institute for Statistics, 2009). In South Africa, a higher ASER for primary education would therefore denote a higher percentage of the population aged 7 to 13 years old attending some form of education.

Over 99% of learners aged 7 to 13 years old (the official primary education age) were attending some form of education in 2018, which is consistent with the trend since 2010 (Figure 6). There is not much of a difference in the attendance rate when disaggregating by province, gender or population group. However, it is necessary to note that some of these learners could potentially be enrolled in secondary education because of early enrolment in educational institutions.

Figure 6: Percentage of 7 to 13-year-old children attending educational institutions, 2002 – 2018

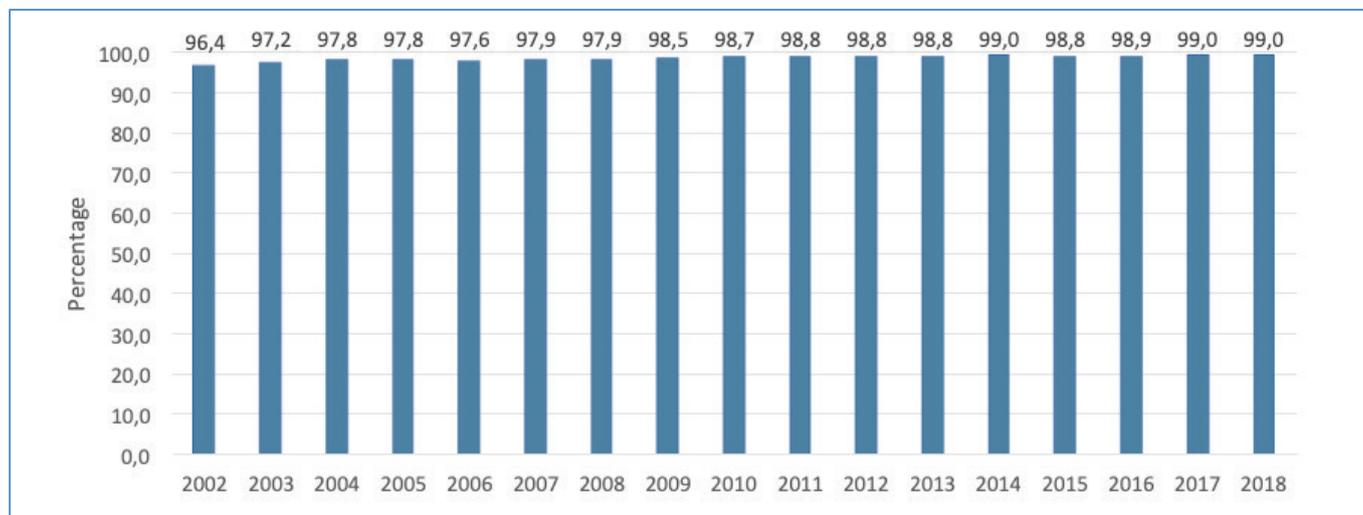


Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

5.3 Compulsory education

The South African Schools Act of 1996 stipulates that children aged 7 to 15 should attend compulsory education which is from Grade 1 to Grade 9 (Republic of South Africa, 1996). Again the ASER was used to obtain trends in educational participation amongst this age group. The ASER in this instance denotes the percentage of the population aged 7 to 15 years old attending some form of education. Over 98% of learners in this age group have been attending educational institutions since 2009, highlighting the near-universal attendance rates for compulsory education in South Africa. There is no significant difference in the attendance of compulsory education when disaggregated by province, population group or gender (Figure 7).

Figure 7: Percentage of 7 to 15-year-olds attending educational institutions, 2002-2018



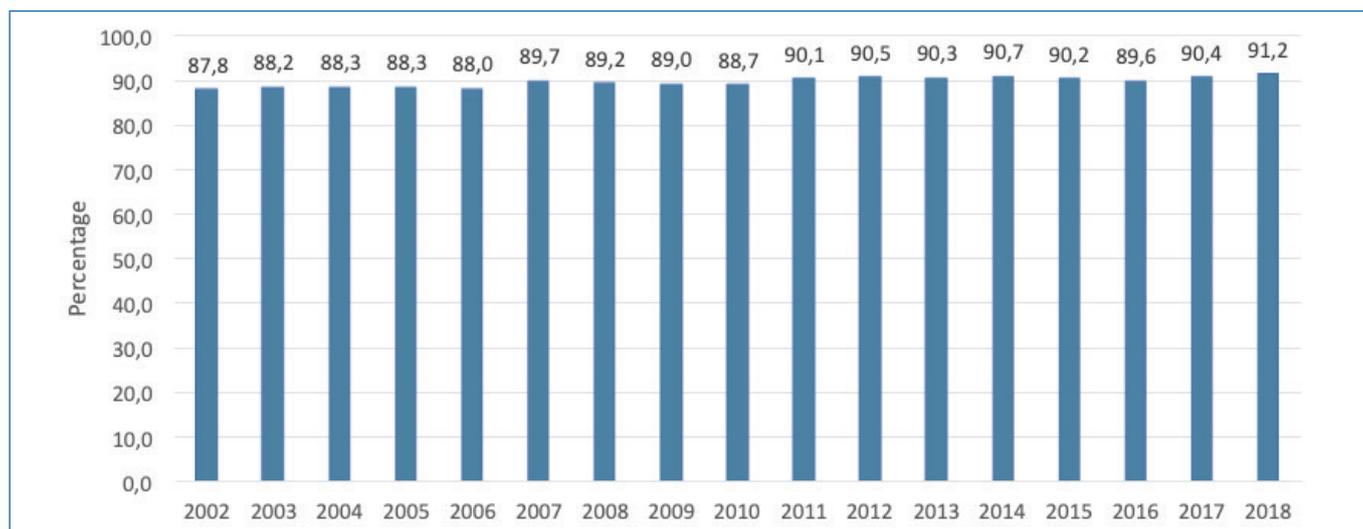
Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

5.4 Secondary Education

According to the age requirements for admission to an ordinary public school, learners between 14 and 18 years of age are officially regarded as being appropriately aged for secondary education which comprises of Grades 8 to Grade 12 (DOE, 1998). It is likely that a certain percentage of learners in this age group will still be enrolled in primary education due to delayed school entrance or grade repetition. It is also likely that some will be enrolled at the tertiary education level due to early enrolment in educational institutions. The ASER was again used to calculate the trends in secondary education participation rates.

There has been a slight increase in the participation rate since 2002, with the participation rate in 2018 being 91% (Figure 8). Over the past ten years, Limpopo had the highest participation rate, while for most years the Western Cape had the lowest participation rate. These results are further analysed in section 5.6 and should therefore be interpreted in conjunction with the discussions in those sections. Over the period included in the analysis, males in this age group were more likely than females in the same age group to be attending educational institutions, but in 2016 we observe equal participation rates amongst males and females. The historically higher participation among males can largely be ascribed to delayed progression through school rather than better access to schooling compared to females. Coloured learners in this age group were the least likely to be attending educational institutions, with no difference between the likelihood of White and African/Black learners attending educational institutions. This last point is noteworthy because there is a significant difference in secondary school completion rates between these two groups, as will be presented later in this report.

Figure 8: Percentage of 14 to 18-year-olds attending educational institutions, 2002-2018



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

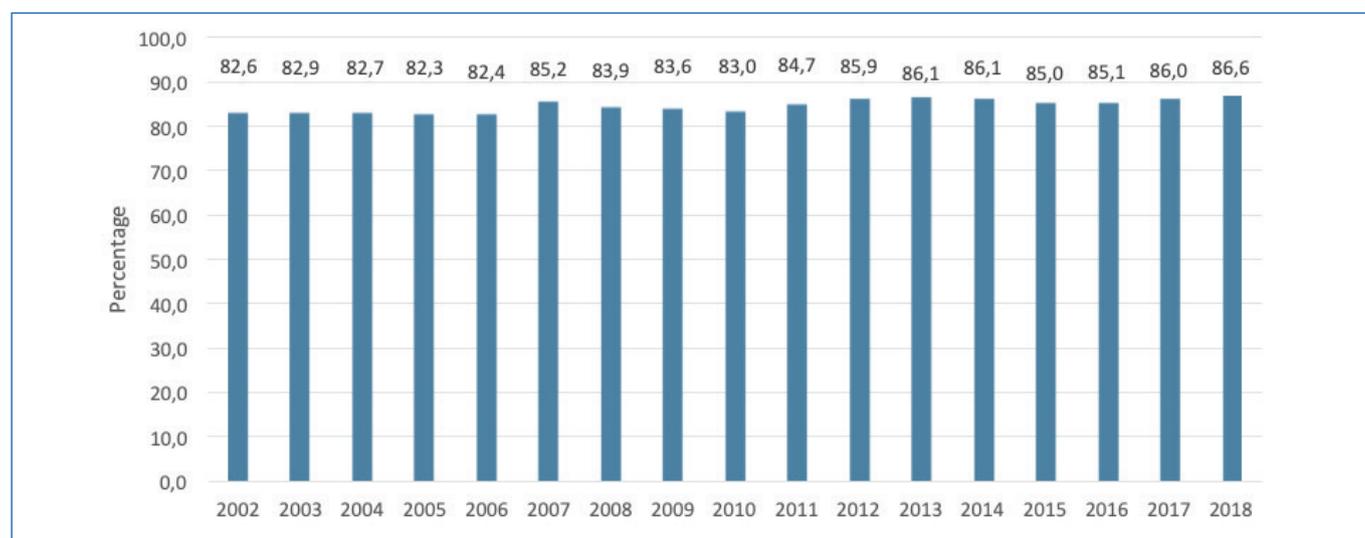
5.5 Accessibility to the Further Education and Training (FET) Phase

The FET phase comprises Grades 10 to 12. The appropriate age for this school phase is 16 to 18 years old. However, some learners who start school early may be attending the FET phase at younger ages, whereas other learners are above 18 years due to repetition or starting school late. Given these reasons, the ASER for 16 to 18-year-olds was used as the most appropriate measure of the participation rate of this age group, rather than for instance the Gross Enrolment Rate which can be over 100% if many over- or under-aged learners are present.

Since 2002 over 80% of 16 to 18-year-olds were attending education institutions (Figure 9). Across the reported years, Limpopo has had the highest participation rate, while the participation rate was lowest in Northern Cape and Western Cape. This observation needs to be interpreted in conjunction with the fact that completion rates are not necessarily lower in the Western Cape. It can rather be a result of other provinces keeping learners in school for longer, but not being more likely to produce Grade 12 passes. The Western Cape is also relatively unique in its social context with gangsterism as well as more technical work opportunities providing an alternative to leave school.

The Gender Parity Index (GPI) is almost 1.00 across the years which shows that there is virtually no significant difference in attending educational institutions when disaggregated by gender. Considering the introduction of Technical and Vocational Education and Training (TVET) education stream, it is worthwhile to note that for the past 10 years, less than 2% of those 16 to 18-year-olds were enrolled in these colleges.

Figure 9: Percentage of 16 to 18-year-olds attending educational institutions, 2002-2018



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

5.6 Post-school Education

The aim of this section is to track what individuals do after leaving secondary school. To do so, the focus will be on individuals aged 19 to 23 years old as they will likely be completing school and furthering their education at higher education institutions. Figure 10 shows the particular institutions these individuals are attending and it is evident that in 2018 the majority (about 67%) of 19 to 23-year-olds were not attending any educational institution at all. The second largest proportion of individuals were still enrolled in schools and just over 10% of individuals were attending an institution of further training. The large proportion of individuals in this age group who are not enrolled in any educational institution is a concern and warrant further investigation into the activities which these individuals are involved with. The reasons for the proportion of learners still enrolled at school can include late enrolment and grade repetition and will most likely pertain to learners aged 19 and 20 years old.

Figures 11 and 12 show the gender differences in post-schooling trends over the period 2002-2017. Male individuals aged 19 to 23 were more likely to still be attending school relative to females, whereas in recent years, female individuals in the same age group were more likely than males to have been attending an institution of further training. It is also interesting to note that the gender gap has been growing over time and in 2018, 19% of females were attending an institution of further training, relative to 16% of males.

Across the years Limpopo has had the highest percentage of individuals aged 19 to 23 years old attending an educational institution, followed by the Eastern Cape and Free State (Table 42). Disaggregating this trend by the type of institution, it is evident that the high rate in Limpopo is mostly driven by individuals who are still in school, with 39% of individuals in this age group still attending school in 2018. The Western Cape, on the other hand, is the province with the lowest percentage of individuals in this age group still attending school (7%), (Table 45).

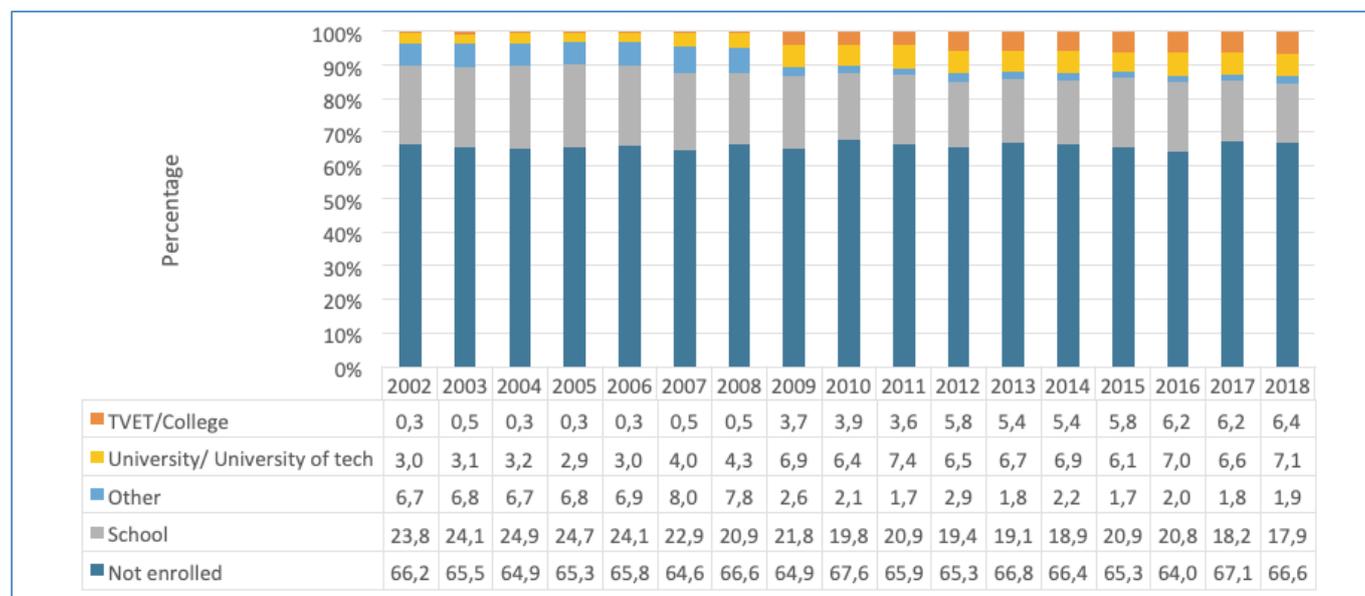
Large differences are also evident in the pathways of individuals from different population groups as shown in Table 46 and Table 48 in the appendix. African learners in this age group are more likely than individuals from the other population groups to still attend school and are much less likely to be attending an institution of further training and education than their White and Indian peers. However, there has been an upward trend in the proportion of African individuals who are attending institutions of further training. The likelihood of Coloured individuals aged 19 to 23 to still be in school has increased slightly since 2009, whereas their likelihood of attending an institution of further training seems to have been declining.

Another way to track what individuals do after leaving secondary school is to calculate the percentage of individuals who are not in education, employment or training in this age group. This is calculated by focusing on those individuals who reported that they are not attending school and that they are unemployed, and expressing this as a percentage of the population of 19

to 23-year-olds. Overall, figure 13 shows that in 2018, more females were not in education, employment or training than males. This gap appears to be explained by the fact that a larger proportion of males were still enrolled in school, rather than being reflective of differential access to employment. This gender gap is mostly driven by the trend in the Western Cape, North West and Limpopo, with the other provinces not showing any significant gender difference.

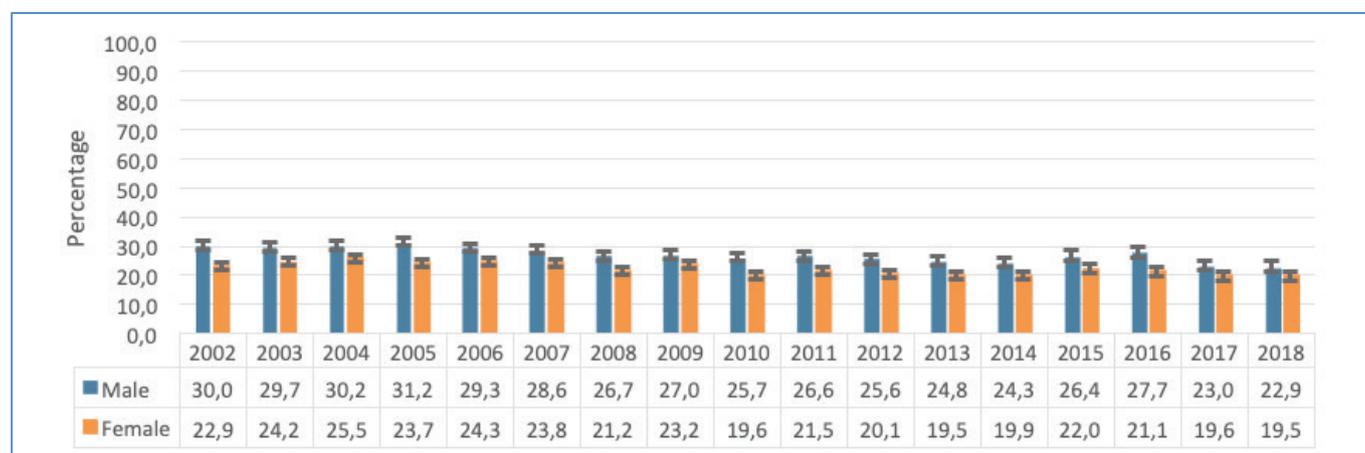
The trends in individuals' pathways after school warrant substantial further research. The trends presented above suggest that the dynamics of the post-school pathways for individuals of this 'transition' age groups differ considerably for the different gender groups, for individuals in the different provinces and for individuals from different population groups. Further research could therefore inform the DBE on the preparedness of learners for life after school, as well as the Department of Higher Education (DHET) regarding the post-schooling options available to individuals.

Figure 10: Proportion of 19 to 23-year-olds by an educational institution, 2002-2018



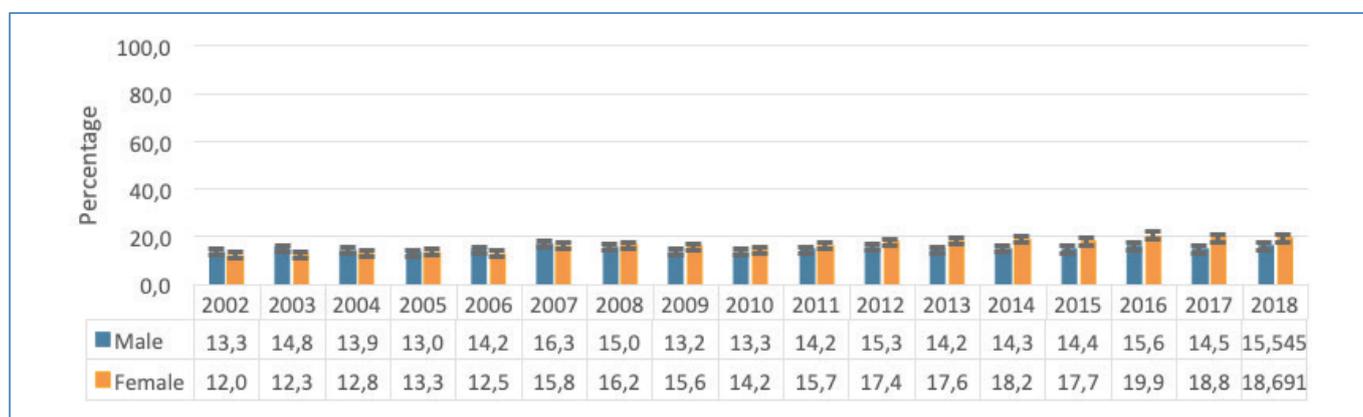
Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

Figure 11: Percentage of 19 to 23-year-olds still attending school by gender, 2002-2018



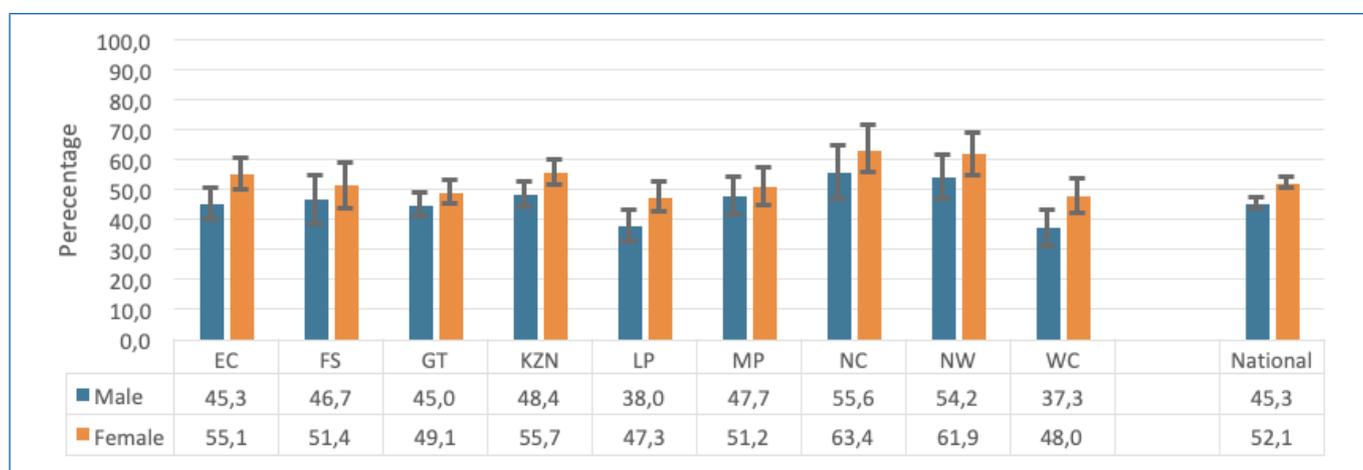
Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

Figure 12: Percentage of 19 to 23-year-olds attending an institution of further training by gender, 2002-2018



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

Figure 13: Percentage of 19 to 23-year-olds who are Not in Education, Employment or Training (NEET) by province and gender, 2018



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

6. CHILDREN WITH DISABILITIES

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

White Paper 6 outlines that government will:

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

Over the period reported, the GHS changed the definition used to classify someone as disabled. Between 2002 and 2008, the GHS defined disability as an “impediment or impairment that limits a person from performing regular daily activities, and that has lasted for at least six months or more”. In 2009 the definition was changed to the United Nations (UN) definition that classifies a disability using six categories (these include any impairment with regard to seeing, hearing, walking, communicating, and lastly, memory and concentration). Using this definition, an individual is classified as disabled if the individual experiences ‘some difficulty’ in two or more of the six functions, or has ‘a lot of difficulty or are unable to do’ one or more of the functions. Since the sample size of people with disabilities in the GHS is rather small, the data for the period 2014 to 2018 were pooled together for some of the figures.¹

Overall, we observe an increase between 2002 and 2018 in the percentage of children who are disabled and attending schools, but this trend is mainly driven by the changes in the classification of “disabled”, as discussed above. From 2016 to 2018, 4% of the total population of learners attending school were learners with disabilities (Figure 14). Different trends are observed among the various age groups of learners who are disabled and attending educational institutions.

There is a constant trend in the attendance rate of disabled 5 to 6-year-olds in some of the provinces (Table 50), though the decline experienced by the Eastern Cape and Northern Cape is not statistically significant when compared to other years. Figure 15 compares the attendance rate of learners with disabilities with the attendance rate of learners without disabilities for the period 2014 to 2018. From this graph, it is evident that in Gauteng, KwaZulu-Natal, Limpopo and Mpumalanga there is a statistically significant difference between the attendance rate of learners with disabilities and learners without disabilities. African or Black 5 to 6-year-olds with disabilities are less likely to attend an educational institution than their peers without disabilities. When interpreting the statistics related to the Indian and Asian population group, one needs to be cautious, as the dataset contains only a few observations, rendering the standard errors of these estimates very large.

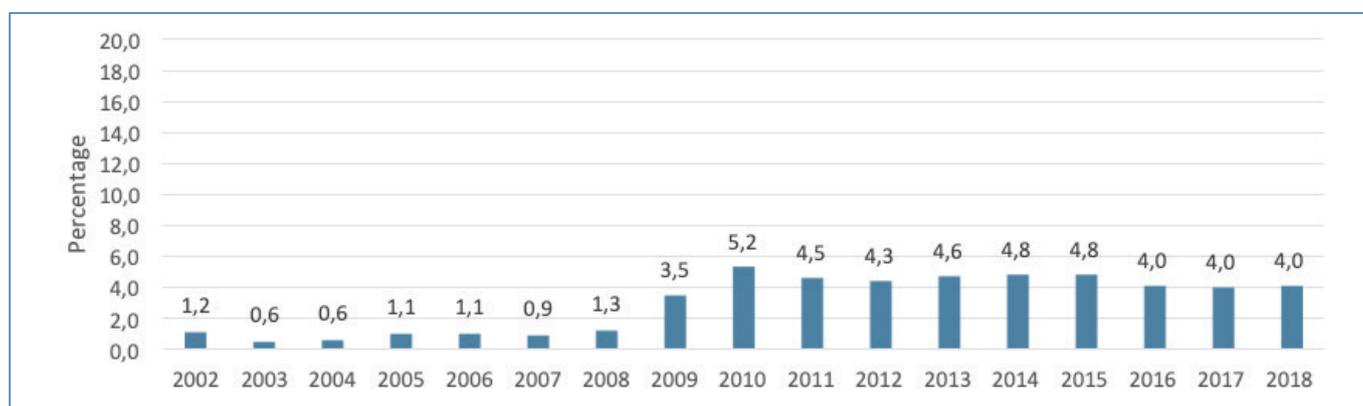
Among the disabled learners who are aged 7 to 15 years old, around 90% were attending an educational institution since 2009. The attendance rate has remained fairly constant between 80% and 90% across eight provinces, with KwaZulu-Natal falling slightly below 80% in 2018. In earlier years there was a lot of variation in the attendance rate for each province, but this has stabilised in recent years as the attendance rate for disabled learners tends towards 100%. The change in the definition used for classifying individuals as disabled in 2009 has also resulted in a slightly larger sample of individuals being classified as disabled, which in turn could also be a contributing factor to the stabilisation of the trend. Across all population groups there appear to be noticeable differences between the attendance rates of learners with and without disabilities, although this difference is not very precisely measured for the Indian and Asian, and White population groups due to small sample size. There are also significant differences in the attendance rate of learners with disabilities and the attendance rate of learners without disabilities in most of the provinces (Figure 16).

The sample size for learners with disabilities in the age range of 16 to 18 years old is too small and therefore no clear trends are evident among the provinces or between males and females. The very large confidence intervals in figure 17 attest to this problem. Moreover, the small sample size also causes some volatility in the average percentage of 16 to 18-year-olds with disabilities who are attending an educational institution across the different years. All results relating to learners with disabilities in this age group should therefore be interpreted with caution².

¹ Given the small sample size of learners with disabilities, the data from 2014 – 2018 were pooled. It is not expected that the trend will vary dramatically in this five year period, and the pooled data provides a larger sample to draw inferences from.

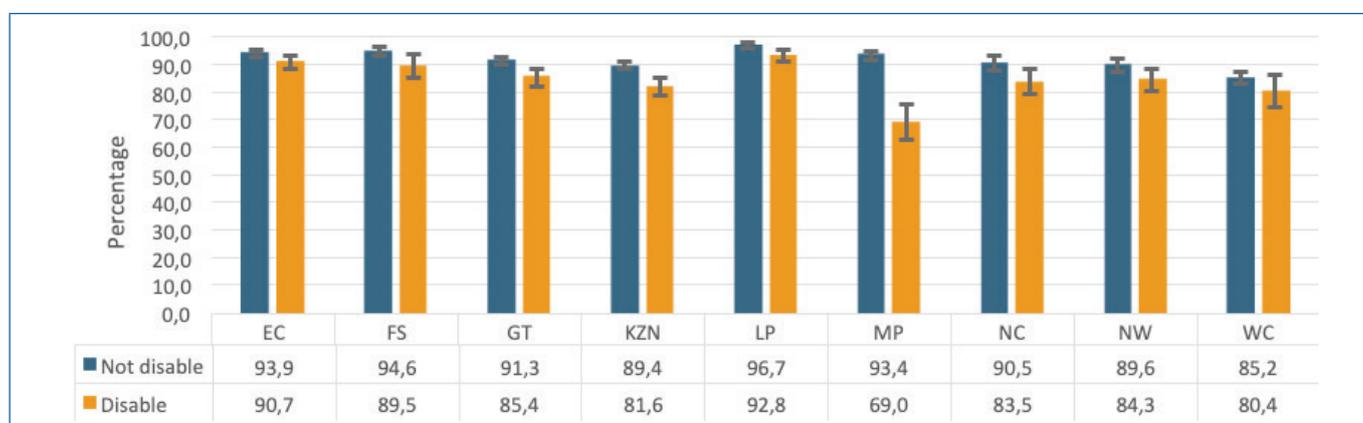
² All additional results for learners with disabilities are reported in tables 49 to 55 and figures 34 to 36 in the Appendix

Figure 14: Percentage of children with disabilities as a total percentage of children attending schools, 2002-2018



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

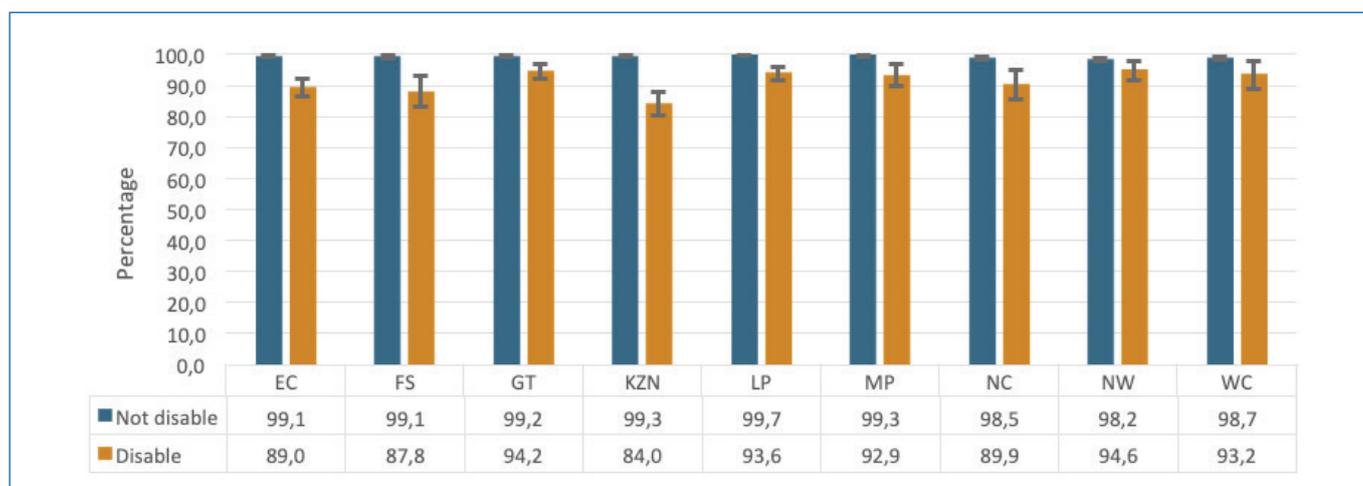
Figure 15: Percentage of 5 to 6-year-olds with disabilities and those without disabilities attending educational institutions by province, 2014-2018



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

Note: Data for 2014 to 2018 pooled together to overcome small sample challenges

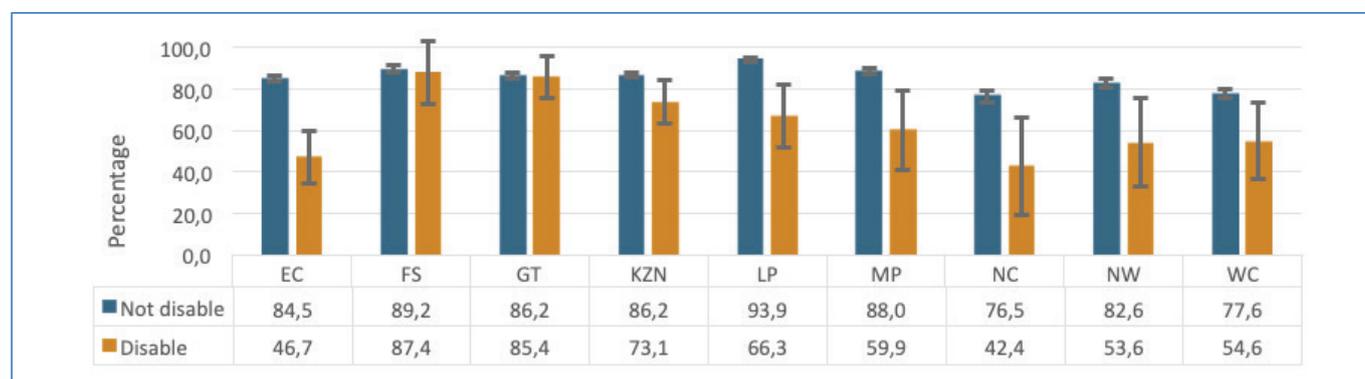
Figure 16: Percentage of 7 to 15-year-olds with disabilities and those without disabilities attending educational institutions by province, 2014-2018



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

Note: Data for 2014 to 2018 pooled together to overcome small sample challenges

Figure 17: Percentage of 16 to 18-year-olds with disabilities and without disabilities attending educational institutions by province, 2014-2018



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

Note: Data for 2014 to 2018 pooled together to overcome small sample challenges

7. OUT OF SCHOOL CHILDREN³

“Out of school children” refers to children who fall in the range of the official school going age which is 7 to 18 years old, but who are not enrolled in an educational institution. The proportion of children that are “out of school” should form the target for drawing up policies and driving efforts to achieve universal primary and secondary education. The GHS asked all individuals whether they are attending an educational institution currently. The value for out of school children was therefore calculated by observing the number of individuals aged 7 to 18 years old who reported that they are not currently attending any educational institution.

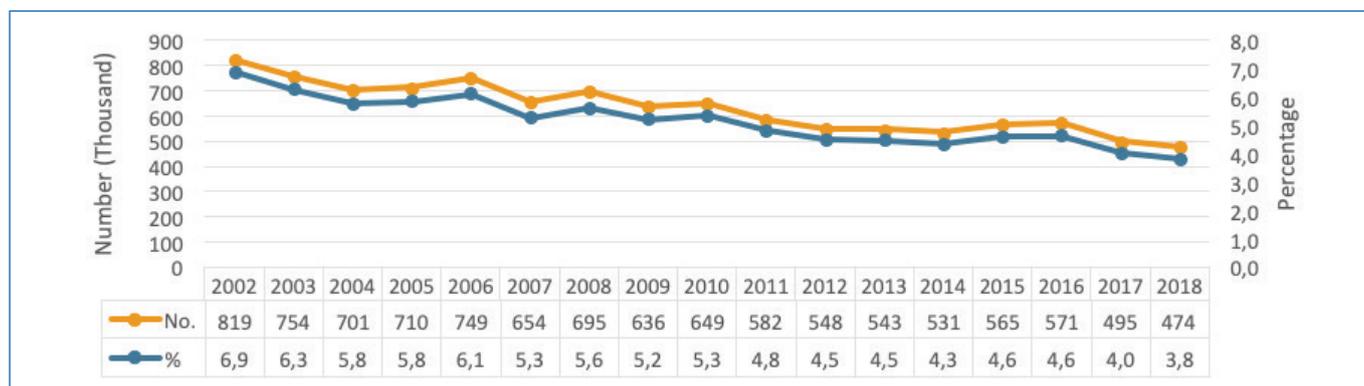
From figure 18 it is evident that there has been a downward trend among out of school learners who are of the official school age. In 2002, around 800,000 children aged 7 to 18 years old were out of school, but this figure has decreased to around 474,000 children in 2018. We also observe that the 2018 percentage is in line with the values in recent years. Northern Cape recorded the highest percentage of learners out of school in this age group, while Limpopo and Free State recorded the lowest percentage. There is no statistical difference when disaggregated across population group or gender.

Looking at those of the compulsory school age, it is evident that 3.6% of 7 to 15-year-olds were out of school in 2002 (around 325,000 children). This percentage has decreased ever since, with 1.0% of learners (around 100,000 children) being out of school in 2018 (Figure 19). Since 2009 Limpopo recorded less than a percent of children in this age group to be out of school. There is no statistical difference when disaggregated across population group or gender.

For those aged 16 to 18 years old, the picture did not change much as around 494,000 children were out of school in 2002 and around 374,000 were out of school in 2018 (Figure 20). It is evident that large improvement has been made in the enrolment of learners of the compulsory school age, but that there has been only a slight change among the 16 to 18-year-old learners. Across the years Northern Cape, North West and Western Cape recorded the highest percentage of learners out of school in this age group, while Limpopo recorded the lowest percentage. In this age group, more Coloured learners were out of school than African/Black and White learners. Due to the small sample size, not much can be said about the Indian/Asian population group. There is no difference when disaggregated across gender.

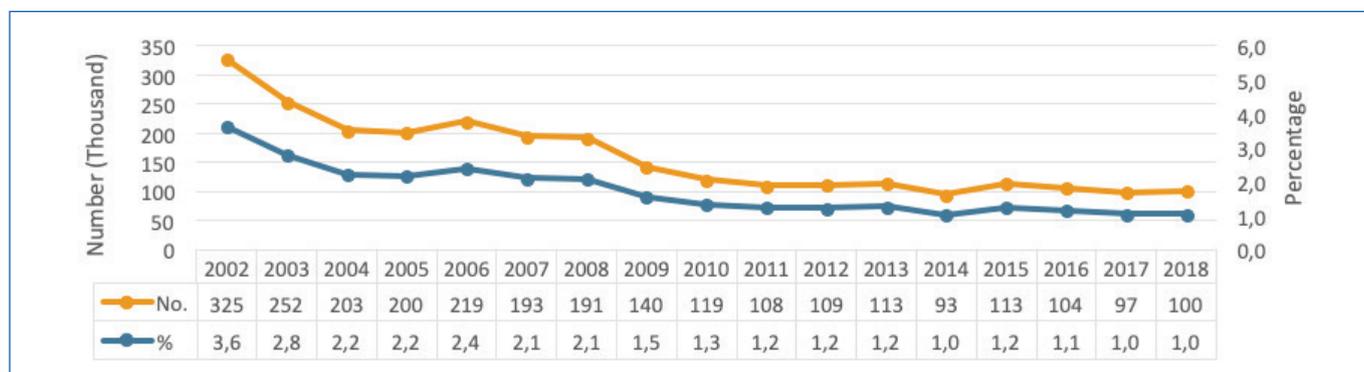
³ All results in this section are reported in tables 56 to 58 in the Appendix

Figure 18: 7 to 18-year-old children who are not attending educational institutions, 2002-2018



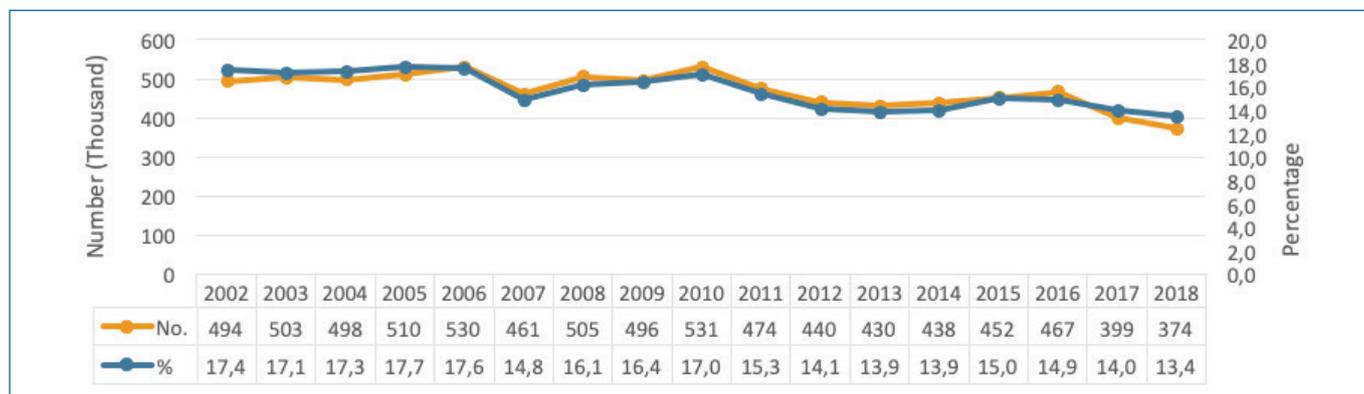
Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

Figure 19: 7 to 15-year-old children who are not attending educational institutions, 2002 – 2018



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

Figure 20: 16 to 18-year-old children who are not attending educational institutions, 2002 – 2018



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

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

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

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

Table 1 shows that disability is the main reported reason why children aged 7 to 15 years old are not attending any educational institution. However, as reported in section 6 above, around 92% of learners with disabilities are currently attending an educational institution. Encouragingly, no respondents in this age group stated that marriage or lack of transport are reasons for not attending any educational institution. A small minority of the learners stated that they are not attending an educational institution, due to not having been accepted for enrolment. For the 13% of 16 to 18-year-olds not attending educational institutions in 2018, the main reason was that of a lack of money for fees and that they have completed their education or are satisfied with their level of education. As a society, however, it is concerning that among both 7 to 15-year-olds and 16 to 18-year-olds there was a small proportion of out of school learners who stated that the reason for not attending is because they regard education as being of no value to them.

The GHS also asks whether school-going children are attending the nearest institution, and if not, why not. Figure 21 shows that there are more learners at the secondary level (17%) than at the primary level (14%) who do not attend the nearest educational institution. The Western Cape and Gauteng have the highest proportion of learners who are not attending the nearest institution at both the primary and secondary levels. Various factors may play a role in this trend, but most likely the density of schools, as well as the prevalence of better performing schools in these provinces means that parents have the option of sending their children to an institution other than the closest institution. Table 2 shows that the main reason why those enrolled at the primary and secondary level are not attending the nearest institutions is that they believe that their current institutions are better than the closest institutions. Some individuals indicated that the quality of teaching is poor or that their preferred course or subjects are not offered at the nearest institution. This evidence points to the fact that in areas where the option for better quality education is available, parents are choosing to send their children to obtain a higher quality of education. A small percentage of learners who are not attending the nearest institution indicated that they were not accepted for enrolment at the nearest institution.

Table 1: Reasons for non-attendance of educational institutions among, 2018

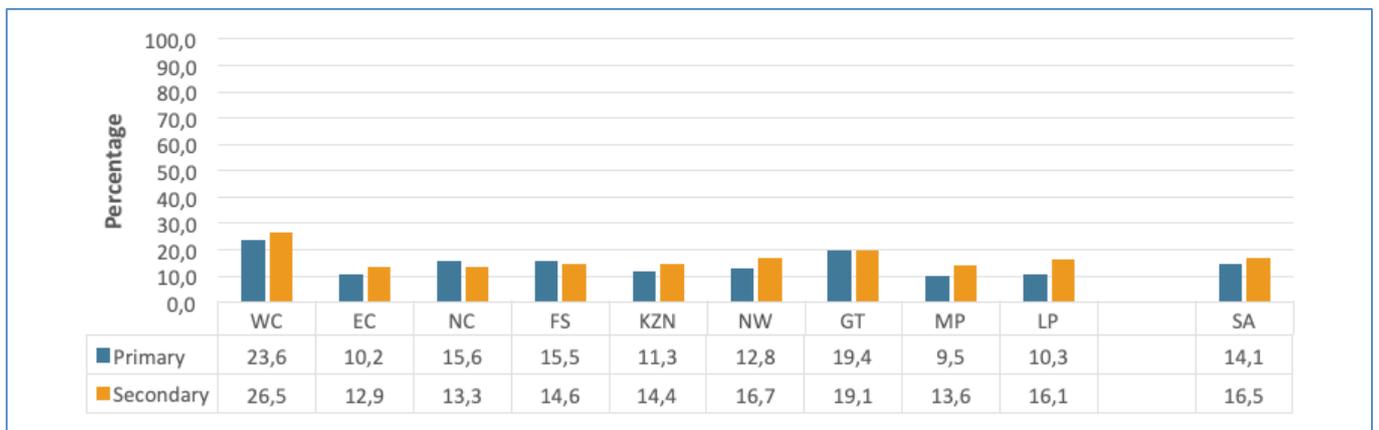
Reason for non-attendance	7-15-year-olds	16-18-year-olds
Disability	24.5	4.0
Unable to perform at school	10.5	7.3
Education is useless or not interesting	9.3	7.1
Not accepted for enrolment	8.8	4.5
Illness	7.7	1.2
No money for fees	6.8	28.7
Has completed education/satisfied with	4.7	11.1
Failed exams	3.9	5.6
Too old/young	3.6	4.4
He or she is working at home or business	1.4	4.1

Reason for non-attendance	7-15-year-olds	16-18-year-olds
Family commitment (e.g. child minding)	1.3	7.1
Pregnancy	0.9	2.3
Do not have time/too busy	0.0	0.8
School/education institution is too far	0.0	0.2
Violence at school	0.0	0.1
Other	16.8	11.5
Total	100.0	100.0

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

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

Figure 21: Proportion of learners not attending nearest institutions, 2018



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

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

Table 2: Reasons for not attending the nearest institution, 2018

Reasons	Primary	Secondary
Current institution better than closest	38.8	33.3
Quality of teaching is poor	16.5	18.8
Preferred courses/subjects not offered	13.3	17.2
Not accepted for enrolment	8.3	7.4
Lack of resources/equipment (e.g. Computers, Textbooks, Laboratory equipment, Sport equipment)	4.2	4.5
Overcrowded classes	3.4	2.0
Lack of safety	1.8	2.0
No/too few extra-mural activities	1.5	1.3
Lack of discipline	1.4	2.2
Inadequate facilities (e.g. Classroom, Laboratories)	0.9	2.4
Lack of services (e.g. Water, Electricity, Toilets)	0.9	0.7
Weak management	0.6	0.9
Other	8.5	7.6
Total	100.0	100.0

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

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

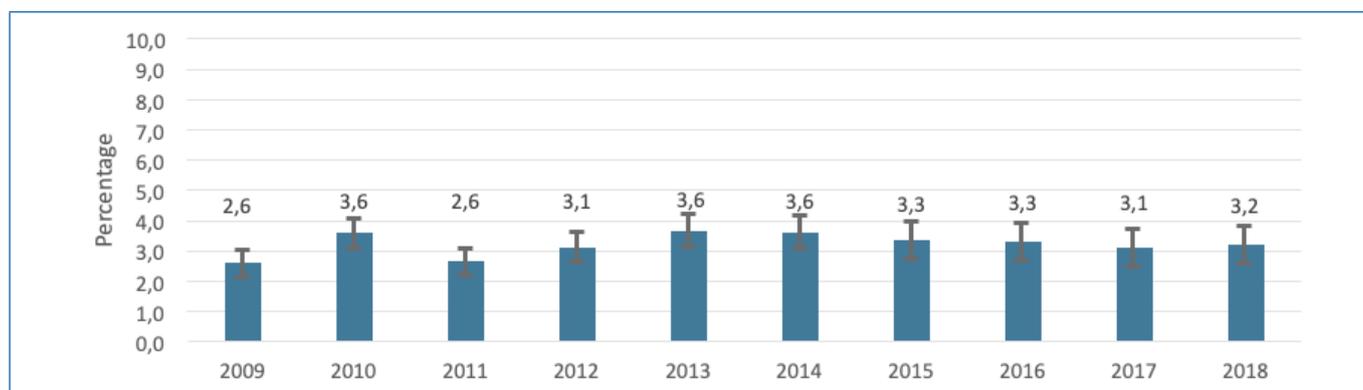
9. LEARNER PREGNANCY

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

Focusing on individuals aged 14 or older, the percentage of learners who reported being pregnant has been below 4% since 2015. Learner pregnancy rates seem to have remained stable over the past 5 years, with 2013 and 2014 having recorded the highest number of pregnancies among female learners. However, it must be noted that there have been no statistically significant differences in this percentage in the past decade (Figure 22).⁴

These numbers, however, are much higher than the pregnancy rates that were previously reported in the Annual School Survey reports. Once again it is necessary to keep in mind that the Annual School Survey was filled out by school principals and that they are unlikely to be aware of all the learners who fall pregnant at their schools. The difficulties with measuring pregnancy rates, illustrated by the difference in these data sources, highlights the need to interpret these pregnancy statistics with caution and that there is most likely some under-reporting of the numbers.

Figure 22: Percentage of females age 14 and older who reported being pregnant in the past 12 months, 2009 – 2018



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

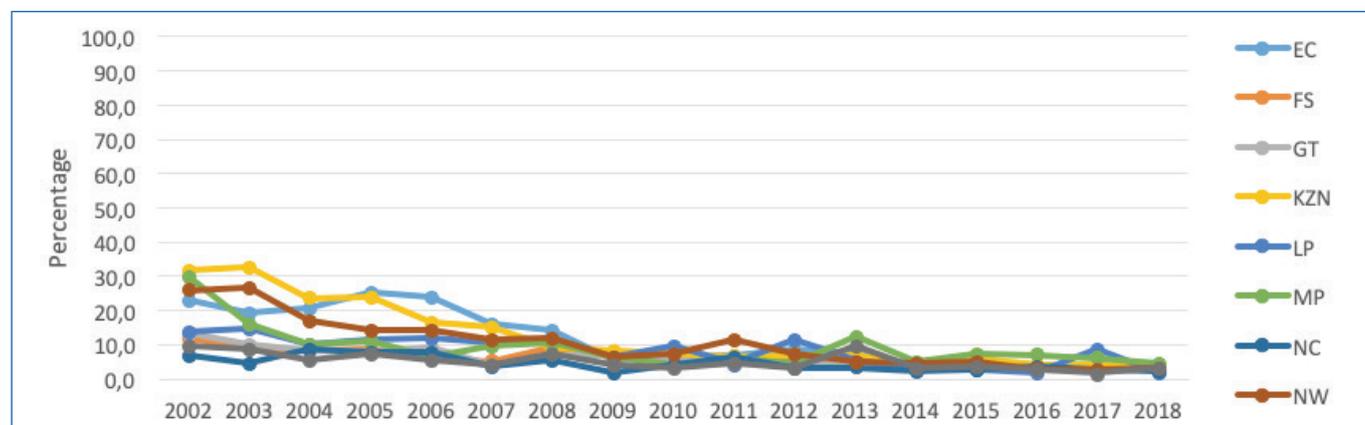
10. LEARNING AND TEACHING SUPPORT MATERIAL (LTSM)

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

⁴ Please see table 59 in the appendix

Figure 23 shows that since 2002 we have witnessed a decline in the percentage of learners who indicated that they have experienced a lack of books in school. This percentage has decreased from around 20% in 2002 to 3% in 2018, with the largest declines observed in KwaZulu-Natal, Mpumalanga, North West and the Eastern Cape.⁵

Figure 23: Percentage of learners who indicated they had experienced a lack of books at school by province, 2002 – 2018



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

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

One of the most significant interventions within the education sector in recent years has been the DBE colour printed workbooks. In 2018, 97% of Grade 1 to 9 learners across the country had access to mathematics and language workbooks, according to responses in the GHS. Since 2014, over 94% of Grade 1 to 9 learners across all 9 provinces had access to mathematics and language workbooks. The same trend is evident when disaggregated by grade over the years. Based on this analysis the Department did well in providing access to workbooks to all learners. It should be noted that these GHS estimates, which are based on household reports, may differ from data collected through school surveys with audits of books on site.

Table 3: Percentage of learners in Grades 1 to 9 with access to Language and Mathematics workbooks, 2018

Province	Maths workbooks				Language workbooks			
	Yes	No	Do not know	Total	Yes	No	Do not know	Total
EC	98.1	1.9	0.0	100.0	98.1	1.9	0.0	100.0
FS	98.1	1.9	0.0	100.0	98.6	1.4	0.0	100.0
GT	97.6	2.1	0.3	100.0	97.6	2.3	0.1	100.0
KZN	95.8	3.8	0.4	100.0	97.9	1.6	0.5	100.0
LP	98.4	1.6	0.0	100.0	98.3	1.6	0.1	100.0
MP	94.9	5.0	0.1	100.0	96.0	3.9	0.1	100.0
NC	97.4	1.4	1.2	100.0	97.7	1.4	0.9	100.0
NW	95.4	4.3	0.3	100.0	96.0	3.8	0.2	100.0
WC	98.3	1.6	0.1	100.0	98.5	1.4	0.1	100.0
National	97.1	2.7	0.2	100.0	97.7	2.1	0.2	100.0

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

10.2 Access to Textbooks (Grades 10 to 12)

Among learners in Grades 10 to 12 in 2018, around 78% reported having access to textbooks in all subjects, while around 1% reported no access to textbooks. In 2018, when disaggregated by province, around 92% of learners in the Free State has access to textbooks in all subjects, whereas KwaZulu-Natal had the lowest percentage of around 61%. Despite the rudimentary nature of household responses as a measure of textbook access, this analysis indicates that more attention may be required in certain provinces with regards to textbook delivery, as well as school textbook retrieval systems.

⁵ All results in this section are reported in tables 60 to 61 and figure 36 in the Appendix.

Table 4: Access to textbooks in Grades 10 to 12, 2013-2018

Access to textbooks	2013	2014	2015	2016	2017	2018
<i>All his/her subjects</i>	80.7	77.7	78.7	78.9	77.5	78.1
<i>Most of his/her subjects</i>	11.8	15.8	15.7	14.0	16.3	16.9
<i>Some of his/her subjects</i>	5.4	4.5	4.1	5.2	4.4	3.9
<i>None of his/her subjects</i>	1.9	1.8	1.3	1.7	1.5	0.9
<i>Do not know</i>	0.2	0.3	0.2	0.2	0.3	0.1
Total	100.0	100.0	100.0	100.0	100.0	100.0

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

Table 5: Access to textbooks in Grades 10 to 12 by province, 2018

Province	All his/her subjects	Most of his/her subjects	Some of his/her subjects	None of his/her subjects	Do not know	Total
<i>EC</i>	85.37	12.03	1.82	0.78	0	100
<i>FS</i>	91.93	5.84	1.74	0.49	0	100
<i>GT</i>	88.66	6.08	3.04	2.01	0.2	100
<i>KZN</i>	61.39	28.87	8.71	0.68	0.34	100
<i>LP</i>	84.65	13.78	1.12	0.45	0	100
<i>MP</i>	66.17	27.12	4.2	2.51	0	100
<i>NC</i>	84.73	9.85	4.04	1.38	0	100
<i>NW</i>	71.39	21.39	6.55	0.68	0	100
<i>WC</i>	84.45	13.08	1.18	1.29	0	100
National	77.94	16.72	4.07	1.15	0.12	100

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

11. COMPLAINTS ABOUT EDUCATION

The GHS asked whether any member in the household who was attending an educational institution experienced any problems at the institution over the last six months. The question listed nine options and the respondent was expected to select one or more of the options provided. In this report, the focus will be on the top six reported complaints.

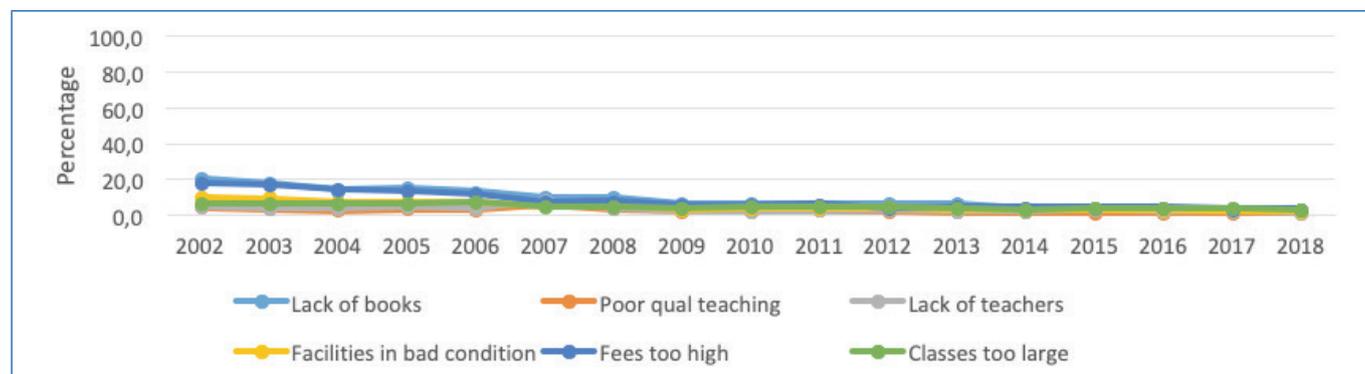
Across the years there was a decline in complaints about education. More specifically there was a significant decline in complaints about a lack of books and high fees, while poor quality of teaching and the lack of teachers recorded the lowest percentage of individual complaints over the years.

It is, however, to be expected that individuals from different backgrounds will complain about different aspects of education. In 2018, when disaggregating household complaints by province, we find that Western Cape has the highest proportion of complaints in most of the top six listed complaints, particularly about class sizes being too large (although we know from other sources that Western Cape does not necessarily have the largest classes). Gauteng, on the other hand, has the highest proportion of complaints about fees being too high, and in Limpopo most of the complaints are about a lack of books (Table 6). The Eastern Cape had the highest proportion of complaints about a lack of teachers.

It is interesting to note that a lack of books is raised as a complaint among individuals, regardless of whether parents pay school fees or not. Fee-paying parents, however, also complain about the fees being too high, a complaint which was virtually never raised by non-fee paying parents. These trends suggest that the interventions regarding the DBE Workbooks and the introduction of no-fee schools have been addressing the most serious challenges that learners have been experiencing.

Looking at the same analysis but now disaggregated by school phase⁶, we observe over the years that large classes sizes was the main complaint among individuals in primary schools, while in secondary schools a lack of books was the main complaint. Fees being too high was raised as a concern at both the primary and the secondary level.

Figure 24: Complaints about education, 2002 – 2018



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

Note: The percentage is based on those individuals who are currently attending educational institutions

Table 6: Complaints about education by province, 2018

Province	Lack of books	Poor quality of teaching	Lack of teachers	Facilities in bad conditions	Fees too high	Classes too large
EC	2.1	0.5	3.4	1.7	3.1	1.2
FS	3.1	0.6	0.8	2.6	2.3	1.9
GT	2.9	1.8	1.4	1.9	6.2	3.3
KZN	3.6	0.9	0.8	1.9	1.8	3.0
LP	1.6	0.7	0.5	0.9	0.7	2.2
MP	4.5	1.7	1.0	2.3	2.9	4.0
NC	2.0	1.4	1.5	0.9	1.5	1.1
NW	2.9	1.1	1.4	2.6	3.4	5.8
WC	3.0	2.6	3.1	3.5	5.7	6.3
National	2.9	1.2	1.5	5.1	3.3	3.2

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

Note: The percentage is based on those individuals who are currently attending educational institutions

Table 7: Complaints about education by tuition fee status, 2009-2018

Fees	Complaints	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Households paying tuition fees	Lack of books	7.1	5.8	6.3	4.8	7.1	4.1	4.9	4.4	3.8	4.3
	Poor quality teaching	2.9	2.7	3.0	2.0	2.2	1.8	2.0	1.4	1.7	1.9
	Lack of teachers	3.1	2.2	2.9	1.7	2.1	1.7	2.4	2.2	2.3	2.0
	Facilities in bad condition	3.5	3.7	3.8	2.2	3.2	2.0	2.9	3.0	2.6	2.2
	Fees too high	8.4	9.7	11.4	7.7	9.6	9.5	9.8	10.0	7.8	8.3
	Classes too large	4.2	4.4	5.0	4.0	4.8	3.3	4.7	4.2	3.8	3.7

⁶ School level refers to primary (grade 1 to grade 7) and secondary (grade 8 to grade 12)

Fees	Complaints	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Households paying no tuition fees	Lack of books	5.4	6.3	5.9	7.5	6.1	3.5	3.8	2.9	4.2	2.2
	Poor quality teaching	1.6	1.8	2.8	2.2	1.7	1.7	1.5	1.4	1.3	0.9
	Lack of teachers	2.2	1.8	2.3	3.7	2.2	2.2	3.0	2.5	2.0	1.2
	Facilities in bad condition	3.2	3.9	4.5	5.0	3.8	3.5	4.0	3.4	2.5	1.9
	Fees too high	1.0	0.9	1.4	0.8	0.9	1.0	0.9	0.7	0.7	0.6
	Classes too large	3.3	5.1	4.7	4.8	3.7	3.0	4.0	4.0	3.4	3.0

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

Note: The percentage is based on those individuals who are currently attending educational institutions

Table 8: Complaints about education by school level status, 2009-2018

Level	Complaints	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Primary	Lack of books	5.4	5.3	5.5	5.2	5.5	2.5	3.2	2.5	3.4	2.4
	Poor quality teaching	1.9	1.9	2.5	1.6	1.6	1.2	1.3	1.2	1.2	1.1
	Lack of teachers	2.0	1.6	2.2	2.6	1.8	1.7	2.4	2.1	1.9	1.4
	Facilities in bad condition	3.1	3.5	4.2	3.5	3.4	2.6	3.5	3.0	2.5	1.7
	Fees too high	4.0	4.2	4.7	3.2	3.7	3.2	3.1	2.9	2.6	2.7
	Classes too large	3.2	4.7	4.8	4.3	4.0	2.9	3.8	4.0	3.5	3.0
Secondary	Lack of books	8.5	8.2	7.0	9.1	8.3	5.3	5.8	4.9	5.2	3.6
	Poor quality teaching	3.2	3.2	3.8	3.1	2.4	2.5	2.2	1.7	1.7	1.3
	Lack of teachers	4.0	2.8	3.5	3.7	2.6	2.6	3.6	3.2	2.6	1.7
	Facilities in bad condition	4.5	4.8	4.9	5.1	4.1	3.7	4.2	4.0	3.0	2.5
	Fees too high	6.0	5.9	5.8	3.3	4.1	4.6	4.5	3.7	3.1	2.9
	Classes too large	5.3	5.9	5.7	5.5	4.5	4.0	5.4	4.7	3.9	3.7

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

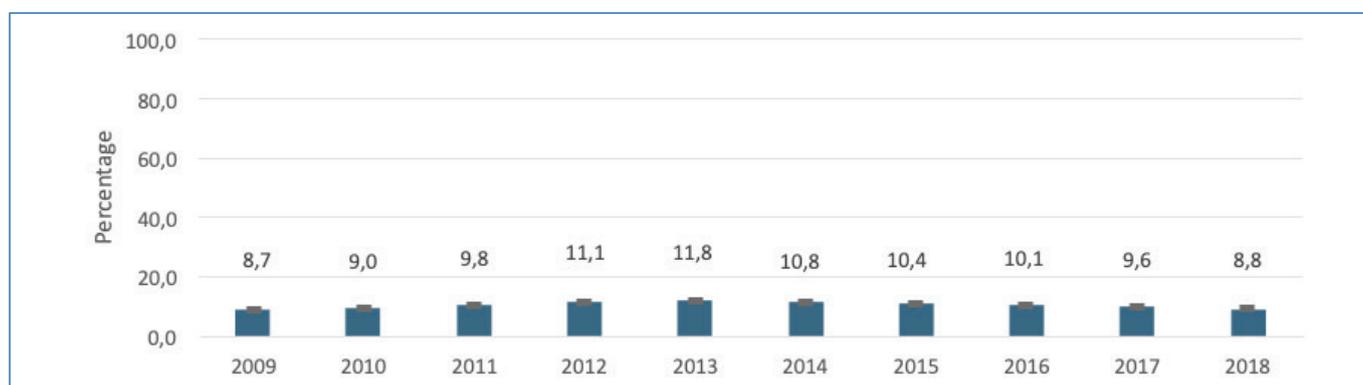
Note: The percentage is based on those individuals who are currently attending educational institutions

12. PERCENTAGE OF REPEATERS

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

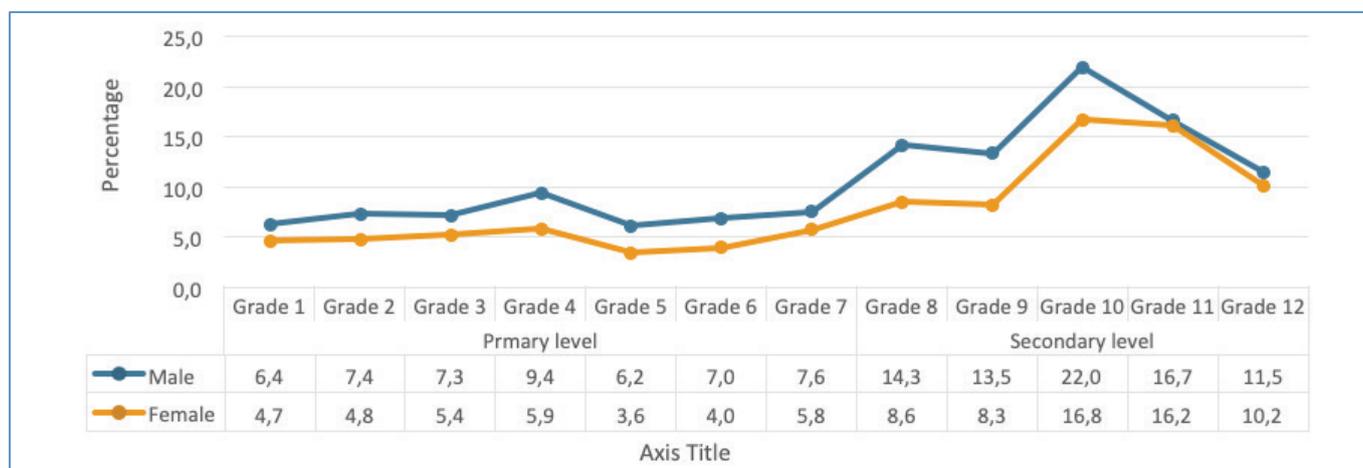
Overall there has been a decline in the percentage of learners repeating a grade since 2013 (Figure 25). In the South African education system, repetition is high from Grade 9 up to Grade 11, with Grade 10 recording the highest levels of grade repetition across the years. For each grade in primary level (Grade 1 to Grade 7), grade repetition is fairly consistently below 11%. In 2018, there are more male repeaters than female repeaters in Grades 1 to 10, whereas from Grades 11 to 12 there is no significant difference in grade repetition by gender. When comparing repetition by grade with other data sources such as LURITS, it seems likely that GHS respondents are under-reporting repetition, with the largest difference being in Grade 1 repetition. For example, the GHS estimates reported here suggest that between 7% and 10% of learners have been repeating Grade 1 in recent years. In contrast, the 2016 Sector Review (DBE, 2016) estimates Grade 1 repetition to be at 15% and a more recent preliminary analysis of LURITS data indicates that it could be even higher than that. In figure 26 we observe that grade repetition is higher for males than for females and it is more evident in the intermediate and senior school phase.

Figure 25: Percentage of learners who repeated a grade, 2009-2018



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

Figure 26: Percentage of repeaters by grade and gender, 2018



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

13. ABSENTEEISM

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

Learner absenteeism was very high in 2010 which is the year that South Africa hosted the FIFA World Cup and this may well be the reason for high learner absenteeism in that year. It is also suspected that the World Cup might have affected data collection in that year. Across the rest of the years, learner absenteeism varies between 5.2% and 8.5% of school going learners, with 5.5% having been absent in the week preceding the data collection in 2018. Since 2016 Northern Cape recorded the highest percentage of learners who were absent. Of the learners that were absent, it is evident that they are mostly absent for one day and very few are absent for four days or more (Table 9).

Another way of looking at absenteeism at schools is to calculate the average daily absenteeism rate. The questionnaire asked the respondent to provide the number of days a learner was absent from school during the past school calendar week. The responses to this question can therefore range between one and five. The method used to calculate average daily absenteeism is to multiply the number of days the learners were absent from school by the percentage of learners who indicated that they were absent for those number of days. The average is then obtained by dividing this total by five (the number of days in a week). Table 10 below shows that since 2009 the daily absenteeism rate was around 3% of learners with exception of 2010, which is the year where most of the learners were absent from school. In 2018 the average daily absenteeism rate was 2.7% Little

research has been done in this area, but a study conducted by JET Education Service found that approximately 5% of learners are absent from school on average every day (Community Agency for Social Enquiry & Joint Education Trust, 2007). More research is needed on learner absenteeism before we can benchmark the statistics obtained from the GHS data.

Table 9: Percentage of learners absent from school by the number of days absent, 2009-2018

Days	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
0	92.5	70.9	93.7	91.7	93.7	93.7	93.5	94.5	95.5	95.0
1	3.6	3.8	3.6	4.6	3.0	2.7	2.6	2.3	1.7	1.7
2	1.8	7.3	1.5	2.0	1.5	1.3	1.4	1.1	1.2	1.2
3	0.9	2.8	0.4	0.8	0.5	0.5	0.6	0.6	0.4	0.6
4	0.3	2.0	0.2	0.3	0.3	0.3	0.3	0.2	0.3	0.3
5	0.9	13.1	0.6	0.8	1.0	1.5	1.6	1.2	0.9	1.3
Total	100.0									

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

Table 10: Learners daily absenteeism rate, 2009-2018

Year	Daily Absenteeism Rate
2009	3.1
2010	20.1
2011	2.3
2012	3.1
2013	2.7
2014	3.1
2015	3.2
2016	2.7
2017	2.2
2018	2.7

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

14. SCHOLAR TRANSPORT

For many learners, the ability to access education is hampered by the long distances they have to travel to get to school, threats to safety and security, as well as the cost of learner transport. The situation is compounded when learners are transported in non-roadworthy vehicles, which have previously resulted in tragic accidents. The implementation and management of learner transport have taken different forms in various provinces. In order to address the problems mentioned above, the Department of Transport, together with the DBE, recognised the need to develop a national transport policy that would change the current learner transport environment. The policy provides a framework to enable and regulate the public provision of learner transport (Department of Transport, 2014). The DBE, in collaboration with the Department of Transport and the Department of Planning, Monitoring and Evaluation, has commissioned an implementation evaluation of the Scholar Transport Programme. As part of the recommendations to address scholar transport challenges, it was recommended that the National Learner Transport policy be revised to address distance threshold for eligible learners taking into account primary and secondary schools, safety considerations, rural and urban settings as well as learners with special needs.

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

In 2018, 5% of learners travelled to school by means of a minibus taxi, whereas around 12% of learners travelled to school by means of a vehicle hired by a group of parents (Table 11). Less than 3% of households reported that learners are travelling to school by means of a minibus or bus provided for by the school or the government.

The majority of learners reported that they walk to school, but as learners get older they are more likely to walk for more than 30 minutes to educational institutions. The majority of individuals aged 7 to 18 years old who reported that they walk to their educational institutions, walk for less than 15 minutes. 7% of 5 and 6-year-olds, 11% of 7 to 15-year-olds and 16% of 16 to 18-year-olds walked to school for more than 30 minutes in 2018. For the age group 5 and 6-years old the proportion of learners walking to school for more than 30 minutes decreased from 11% in 2009, and for the age group 7 to 15 years old it decreased from 15%.

KwaZulu-Natal has the highest percentage of learners who walk for more than 30 minutes to educational institutions, while Western Cape has the lowest percentage of learners who walk for more than 30 minutes to educational institutions in all age groups.⁷

Table 11: Proportions of 7 to 18-year-olds that use different modes of transport, 2009-2018

Means of transport	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
<i>Walking</i>	74.9	73.6	74.1	71.8	72.3	71.3	69.0	68.9	67.0	67.3
<i>Bicycle/motorcycle</i>	0.4	0.4	0.5	0.6	0.7	0.8	0.8	0.7	0.8	0.7
<i>Minibus taxi/sedan taxi/bakkie taxi</i>	6.6	6.9	6.1	5.7	5.1	5.1	5.4	5.4	5.0	5.0
<i>Bus</i>	3.3	3.1	3.0	2.5	3.2	3.2	3.4	3.3	3.3	3.4
<i>Train</i>	0.4	0.4	0.4	0.5	0.4	0.4	0.3	0.3	0.3	0.2
<i>Minibus/ bus provided by institution/ government and not paid for</i>	2.1	2.2	1.8	1.9	1.9	1.9	2.4	2.6	2.8	2.8
<i>Vehicle hired by a group of parents</i>	4.2	5.2	6.6	8.6	7.5	8.5	9.8	9.7	11.6	12.0
<i>Own car or other private vehicle</i>	7.9	8.1	7.5	8.5	8.7	8.7	8.8	8.9	9.0	8.4
<i>Other</i>	0.2	0.1	0.1	0.1	0.2	0.1	0.3	0.3	0.1	0.2
Total	100.0									

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

15. VIOLENCE AT SCHOOLS

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

The GHS asks whether learners have experienced any form of violence, corporal punishment or verbal abuse at school during the preceding three months and the kind of violence that was experienced. Using this information, it is evident that Eastern Cape, North West and Free State are among the provinces that had the highest percentage of learners who reported having had experienced corporal punishment or verbal abuse at school, whereas in recent years Gauteng, Western Cape and Mpumalanga had the lowest prevalence (Table 12). There is no significant difference between male and female learners in the prevalence of experiencing corporal punishment or verbal abuse at school.⁸ The percentage of learners who had experienced any form of violence, corporal punishment or verbal abuse at school tend to increase with the school grade. It is encouraging to observe, however, that the overall percentage of individuals experiencing violence has been declining.

Focusing on the kinds of violence that learners experienced, we observe that the most commonly reported type of violence was corporal punishment by a teacher in 2018. This trend is evident in all the provinces except the Western Cape (Table 13). For Western Cape, the majority of learners experience verbal abuse by other learners, which signify bullying in schools. For all the province verbal abuse by the teacher is not of a greater concern.

⁷ All further results in this section are reported in Tables 65 to 73 in the Appendix.

⁸ Results in this section are reported in table 74 in the Appendix

Table 12: Percentage of learners who experienced violence, corporal punishment or verbal abuse by province, 2009-2018

Province	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
EC	25.5	23.2	29.7	30.0	24.0	21.3	17.1	18.3	12.5	11.4
FS	24.7	16.0	21.3	19.0	17.5	13.2	14.1	14.5	13.8	12.8
GT	14.5	8.2	7.4	5.9	5.4	4.2	4.2	4.1	2.9	2.7
KZN	25.6	21.4	22.6	22.3	23.5	21.6	21.1	16.0	10.4	7.7
LP	15.6	8.9	19.2	15.6	12.2	12.0	11.1	9.1	4.6	5.0
MP	8.5	6.9	8.1	13.5	11.7	6.7	8.4	6.6	7.6	4.3
NC	6.7	18.8	17.8	12.9	12.2	13.3	11.8	12.6	10.1	8.3
NW	14.5	22.6	18.2	16.4	12.8	11.4	15.6	13.4	8.7	10.1
WC	5.9	6.9	8.9	10.2	5.8	7.8	7.6	5.7	4.8	3.6
National	17.8	14.8	17.6	17.0	14.9	13.3	12.8	11.1	7.7	6.6

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

Table 13: Percentage of learners who experienced violence by violence type, 2018

Province	No form of punishment experienced	Corporal Punishment by teacher	Physical violence by teacher	Verbal abuse by the teacher	Verbal abuse by learners	Total
EC	88.6	10.6	0.2	0.2	0.4	100.0
FS	87.3	11.5	0.1	0.2	0.9	100.0
GT	97.9	1.2	0.1	0.3	0.6	100.0
KZN	92.4	7.0	0.1	0.4	0.1	100.0
LP	95.0	4.7	0.0	0.1	0.1	100.0
MP	96.0	3.1	0.0	0.3	0.6	100.0
NC	92.3	4.6	0.1	0.5	2.5	100.0
NW	91.1	5.9	0.4	0.5	2.0	100.0
WC	96.9	1.0	0.0	0.1	2.0	100.0
National	93.7	5.3	0.1	0.3	0.7	100.0

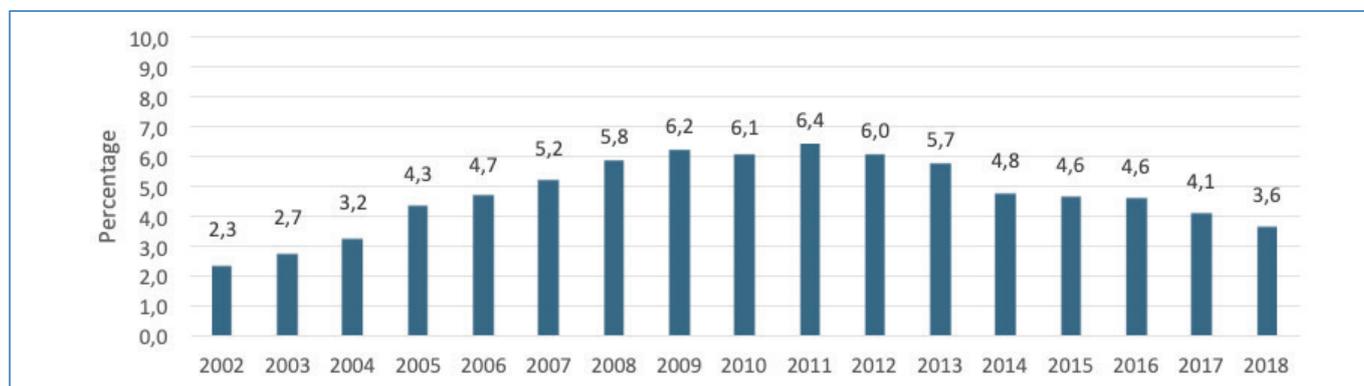
Source: Statistics South Africa, General Household Survey (GHS), DBE own calculation

16. ORPHANS

An orphan is defined as someone whose mother and father are deceased. According to the GHS, the percentage of learners who are orphans increased steadily between 2002 and 2011 (from about 2% to over 6%). This trend has since been declining and in 2018 it was at around 4% (Figure 27). This is probably a reflection of HIV-related mortality trends over the period. The percentage of learners who are orphans increases from Grade R through to Grade 12, probably as a result of some learners becoming orphans during their school careers. There is no significant difference amongst orphans when disaggregated by gender. Encouragingly, Age-Specific Enrolment Rates (ASER) are not very different between orphans and non-orphans, (figure 28)⁹.

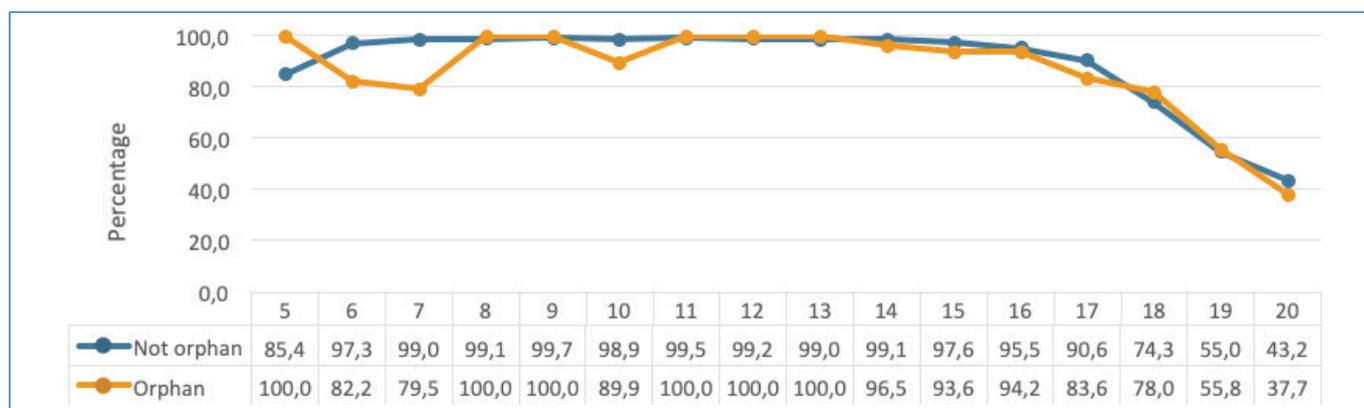
⁹ Further analysis on orphans is reported in table 76 and Figure 39 in the appendix.

Figure 27: Percentage of children attending schools who are orphans, 2002-2018



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

Figure 28: Age-Specific Enrolment (ASER) Status by orphanage status, 2018



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

17. SCHOOL FEES

Section 39(1) of the South African Schools Act indicates that school fees may be determined and charged at a public school only if a resolution to do so has been adopted by a majority of parents. However, the introduction of the no-fee school policy at Quintile 1 to 3 schools has encouraged school attendance for children from poor households and has provided some financial relief to these households, even if children were already attending school. The GHS questioned the respondents if they were benefiting from the no-fee school policy. Below are the findings on school fees in the schooling system.

Across the years the number of learners who did not pay any amount towards school fees has increased from less than 47% in 2009, to about 67% in 2018. A further 4% of learners are paying between R1 and R100, an amount which could be regarded as a voluntary contribution and tantamount to fee-free schooling. When looking at the reasons why learners did not pay any school fees, around 95% of households across the years indicated that the school did not ask for fees, indicating the benefits of the no-fee school policy that the Department has introduced. It is also interesting to note that the percentages of learners in the high fee brackets (anything more than R8000 a year) have also increased significantly since 2009.

Table 14: Percentage of learners who paid school fees, 2009-2018

Annual tuition paid	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
None	47.0	57.7	59.6	62.6	62.8	66.0	65.2	66.1	66.6	67.8
R1 - R100	16.2	10.2	8.0	6.6	5.9	4.7	5.4	4.8	4.6	4.0
R101 - R200	10.9	7.2	7.0	4.9	5.8	4.3	4.1	3.9	4.1	3.5
R201 - R300	5.0	3.9	3.5	3.1	2.9	2.6	2.5	2.6	2.5	2.3
R301 - R500	3.8	3.4	3.6	3.3	3.0	2.5	2.7	2.5	2.4	2.4
R501 - R1000	4.1	4.0	4.0	4.0	3.5	3.2	3.5	3.1	2.9	3.3
R1 001 - R2000	2.8	2.8	2.6	2.6	3.2	3.4	3.0	3.4	3.2	3.1
R2 001 - R3000	1.7	1.5	1.6	1.5	1.6	1.3	1.3	1.4	1.4	1.6
R3 001 - R4000	1.9	2.0	1.8	1.6	1.7	1.6	1.5	1.3	1.6	1.5
R4 001 - R8000	3.7	3.7	4.1	4.5	3.7	3.8	3.7	3.6	3.2	3.0
R8 001 - R12000	1.3	1.5	1.8	2.2	2.5	2.6	2.7	2.8	2.9	2.8
R12001 - R16000	0.6	0.6	0.9	1.0	1.2	1.5	1.6	1.8	1.8	1.6
R16001 - R20000	0.3	0.6	0.4	0.8	0.8	1.1	0.9	1.1	1.0	1.2
More than R20000	0.8	0.9	1.0	1.5	1.4	1.6	1.8	1.8	2.0	2.0
Total	100.0									

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

18. NATIONAL SCHOOL NUTRITION PROGRAMME (NSNP)

Many young children living in poverty suffer from food deprivation and are therefore not able to develop to their full potential, or are hungry when at school. The National School Nutrition Programme (NSNP) aims to encourage school attendance and enhance the learning capacity of children while at school by providing a daily nutritious meal at school. The schools that are targeted are Quintile 1 to 3 public primary and secondary schools, as well as identified special schools as per Conditional Grant Framework.

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

Every quarter the department has a key responsibility to monitor compliance and performance of the programme in all provinces. The monitoring takes place in a sample of schools across provinces. Through this monitoring process, it was found that most of the schools are complying with the programme, although there is still some improvement required in some of the schools. Again it was found that the programme is reaching the intended beneficiaries.

Since 2010 the percentage of learners benefiting from NSNP has increased from around 70% in 2010 to around 82% in 2018 (Table 15). The highest proportions of learners benefiting from the NSNP are found in those provinces that are regarded as mostly rural and where the need is no doubt greatest. Limpopo and the Eastern Cape have the highest percentage of learners benefiting from NSNP (respectively around 91% and 89%), while Gauteng and the Western Cape has the lowest percentage (respectively 69% and 68%). In 2018, around 89% of learners who receive school meals indicated that meals are provided every day, while around 5% indicated that school meals are provided only sometimes.

Table 15: Percentage of learners benefiting from the school feeding scheme by province, 2010-2018

<i>Province</i>	2010	2011	2012	2013	2014	2015	2016	2017	2018
<i>EC</i>	75.3	82.9	85.3	86.7	88.3	88.9	90.1	89.8	89.3
<i>FS</i>	65.8	75.3	77.0	78.7	78.0	80.3	82.1	83.2	83.9
<i>GT</i>	53.8	55.3	55.3	59.8	63.4	63.1	65.4	66.0	69.0
<i>KZN</i>	67.5	76.0	79.2	80.5	79.4	81.0	83.4	83.3	84.4
<i>LP</i>	84.7	94.4	94.7	93.5	94.3	93.9	92.2	91.8	91.3
<i>MP</i>	75.5	84.2	85.9	85.7	88.8	87.1	89.1	87.9	89.7
<i>NC</i>	89.3	89.7	88.0	84.7	84.0	89.3	89.9	89.7	87.6
<i>NW</i>	69.6	80.7	83.4	82.8	85.3	85.1	83.4	85.3	84.3
<i>WC</i>	66.7	64.0	63.4	66.0	65.0	67.2	67.8	71.6	67.6
Total	69.9	76.2	77.4	78.7	79.7	80.2	81.4	81.5	81.9

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

Table 16: Frequency of provision of food at school, 2010-2018

Year	Yes, every day	Yes, a few times a week	Yes, sometimes	Total
2010	90.7	4.3	5.1	100.0
2011	92.9	3.5	3.6	100.0
2012	92.2	3.6	4.2	100.0
2013	90.6	4.9	4.5	100.0
2014	90.5	5.1	4.4	100.0
2015	90.4	4.7	4.9	100.0
2016	90.4	4.5	5.1	100.0
2017	88.6	5.9	5.5	100.0
2018	88.8	6.0	5.2	100.0

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

19. HIGHEST LEVEL OF EDUCATION¹⁰

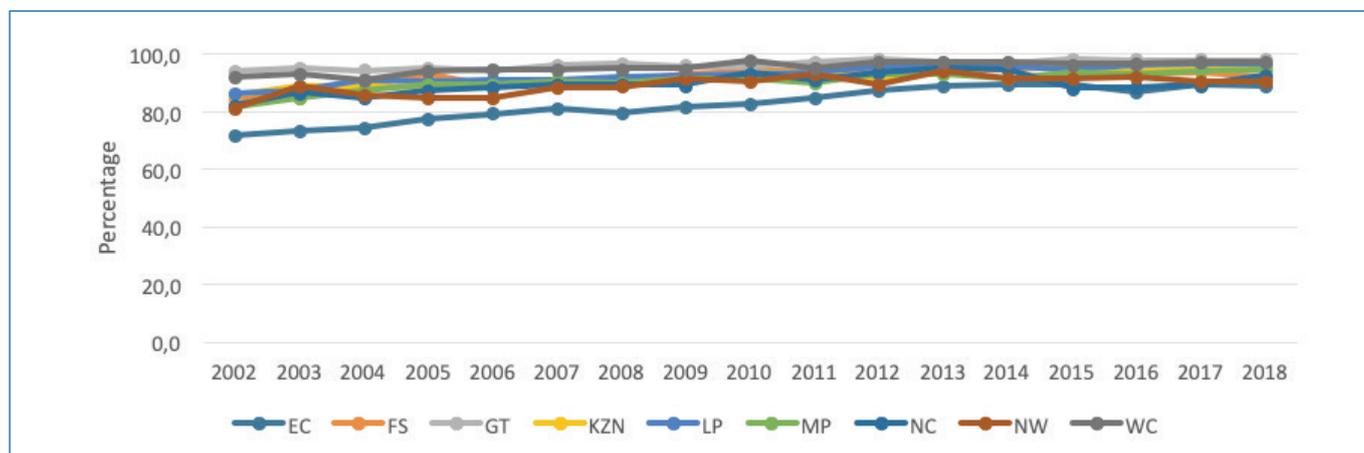
This report also provides the levels of educational attainment for various age categories, population groups and gender. The level of educational attainment is used as a proxy to measure literacy levels within the country. The GHS confirms that there have been consistent increases over time in the percentages of individuals who completed Grades 7, 9 and 12. The strongest increases have been among Black and Coloured youths, although racial gaps persist in the likelihood of completing Grade 12.

19.1 Grade 7 attainment

Considering individuals aged 16 to 18 as being of the relevant age to have already completed Grade 7, it can be seen that in 2018 over 90% of individuals have completed Grade 7. Moreover, it is good to note that the gap between the Eastern Cape and other provinces has been reducing over the years. Focusing on the same age group, it is evident that there are no significant gender and population group differences in terms of the completion of Grade 7.

¹⁰ All further results in this section are reported in Tables 78 to 83 in the Appendix.

Figure 29: Percentage of 16 to 18-year-olds who have completed Grade 7 and above by province, 2002-2018



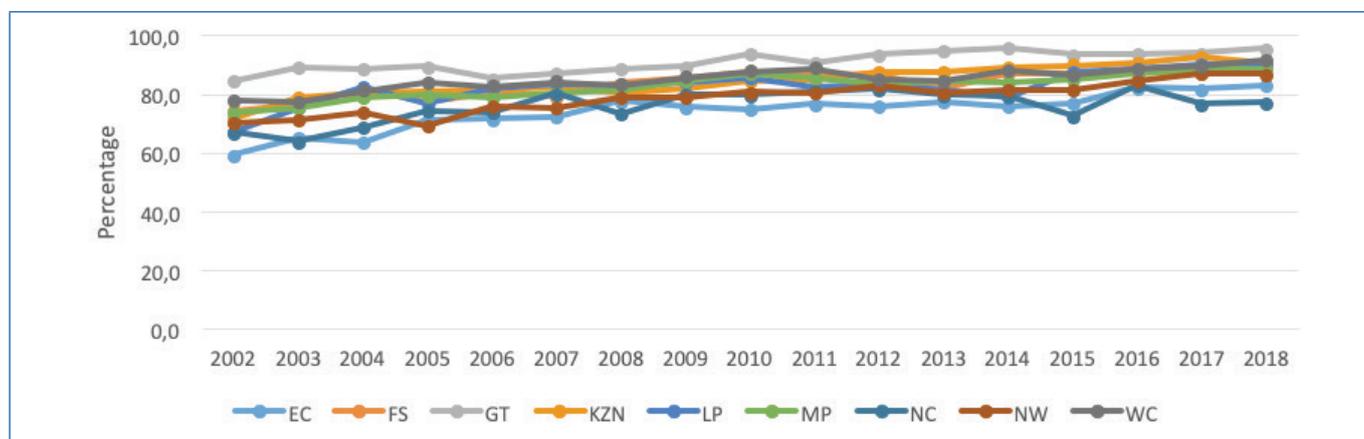
Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

19.2 Grade 9 attainment

Overall there has been an increase in individuals aged 19 to 21 that completed Grade 9. There has been a significant increase in the percentage of learners attaining Grade 9 in both the Northern Cape and the Eastern Cape, although these provinces still have the lowest percentage of individuals who completed Grade 9 in 2017. Gauteng has consistently had the highest percentage of learners who completed Grade 9 since 2002.

However, if we look at the individuals that completed Grade 9 disaggregated by population group, it can be seen that more White and Indian or Asian learners in this age group have completed Grade 9 compared to African and Coloured learners.

Figure 30: Percentage of 19 to 21-year-olds who have completed Grade 9 and above by province, 2002-2018

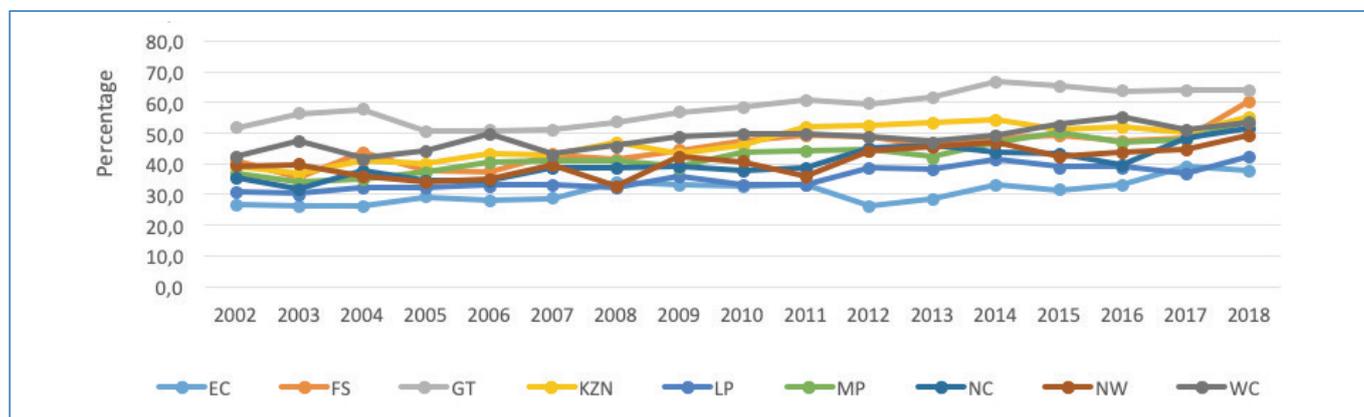


Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

19.3 Grade 12 attainment

Overall there has been an increase in the percentage of individuals who completed Grade 12 (matric). There remains, however, a substantial racial gap, as more White and Indian or Asian individuals in this age group (22 to 25-year-olds) have completed Grade 12 compared to Black or African and Coloured individuals. This pattern has remained consistent across the years. Again we observe that there is no statistically significant gender difference amongst those who have completed Grade 12 in this age group. Gauteng (64%) consistently has the highest proportion of 22 to 25-year-olds having attained Grade 12, with the Eastern Cape (38%) and Limpopo (42%) consistently being the provinces with the lowest proportion of 22 to 25-year-olds who have attained Grade 12. The estimates below probably slightly underestimate the percentage of youths completing matric since there are some 22 and 23-year-olds who may still be completing matric.

Figure 31: Percentage of 22 to 25-year-olds who have completed Grade 12 and above by province, 2002-2018



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

20. CONCLUSION

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

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

APPENDIX

Table 17: Percentage of 0 to 2-year-olds attending ECD facilities by gender, 2009-2018

Gender	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Male	16.4	17.9	20.7	21.7	30.8	35.9	33.8	26.7	28.4	29.1
Female	16.3	19.5	21.3	21.3	30.7	35.3	34.9	24.7	27.5	30.5
Total	16.3	18.7	21.0	21.5	30.8	35.6	34.4	25.7	28.0	29.8

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

Table 18: Percentage of 0 to 2-year-olds attending ECD facilities by population group, 2009-2018

Population group	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
African	15.2	17.4	20.0	20.6	29.3	34.2	33.8	25.8	26.9	28.7
Coloured	14.6	18.6	16.9	18.4	27.3	29.1	28.9	19.5	29.1	26.5
Indian	18.9	12.8	18.1	26.1	40.1	53.7	28.0	23.3	28.5	45.8
White	37.7	48.1	45.6	39.8	57.4	62.9	55.0	34.2	50.3	53.0
Total	16.3	18.7	21.0	21.5	30.8	35.6	34.4	25.7	28.0	29.8

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

Table 19: Percentage of 0 to 2-year-olds attending ECD facilities by province, 2009-2018

Province	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
WC	17.3	30.3	25.9	27.6	35.2	37.1	39.7	25.9	37.2	41.0
EC	10.9	12.8	13.6	17.7	19.6	26.8	20.1	22.1	20.3	18.6
NW	7.4	11.5	13.8	9.7	21.9	28.1	22.8	21.8	23.1	18.6
FS	19.1	21.6	20.7	27.6	41.4	49.4	48.1	30.6	32.4	37.2
KZN	11.3	12.9	16.8	18.6	29.1	36.1	30.0	16.8	16.8	17.4
NC	10.1	11.4	13.0	17.5	21.7	15.5	16.8	15.6	19.5	19.8
GP	30.7	29.6	29.2	28.8	45.1	59.3	56.7	42.0	41.7	44.9
MPU	14.3	16.0	16.7	14.4	18.6	18.7	25.1	21.2	24.9	22.2
LP	12.3	12.9	27.7	20.1	31.4	28.4	32.8	26.8	26.8	32.7
Total	16.3	18.7	21.0	21.5	30.8	35.6	34.4	25.7	28.0	29.8

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

Table 20: Percentage of 3 and 4-year-olds attending ECD facilities by province, 2009-2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Male	51.3	53.9	55.2	59.1	63.9	67.9	62.9	62.0	63.9	60.2
Female	50.5	52.9	56.3	58.7	65.4	65.4	63.6	63.0	63.5	60.1
Total	50.9	53.4	55.8	58.9	64.7	66.6	63.3	61.0	62.4	63.7

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

Table 21: Percentage of 3 and 4-year-olds attending ECD facilities by population group, 2009-2018

Population group	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
<i>African</i>	51.4	53.3	55.9	59.1	64.7	67.5	64.0	62.4	63.2	63.5
<i>Coloured</i>	31.5	39.4	44.1	46.4	54.9	52.0	51.2	43.6	51.7	56.7
<i>Indian</i>	44.1	72.6	45.9	37.8	70.3	52.7	57.5	56.3	35.4	59.0
<i>White</i>	74.7	66.6	75.2	81.8	81.3	79.0	74.4	70.8	78.8	88.5
Total	50.9	53.4	55.8	58.9	64.7	66.6	63.3	61.0	62.4	63.7

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

Table 22: Percentage of 3 and 4-year-olds attending ECD facilities by province, 2009-2018

Province	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
<i>WC</i>	44.1	54.8	53.7	59.1	62.5	61.9	61.7	54.6	61.4	68.4
<i>EC</i>	56.7	57.0	59.3	63.1	62.1	66.0	58.5	56.9	63.0	64.3
<i>NW</i>	38.8	37.3	42.1	46.2	53.8	60.4	51.4	62.4	53.8	58.5
<i>FS</i>	62.8	53.7	66.1	71.5	82.8	80.0	76.8	67.8	78.4	73.1
<i>KZN</i>	39.9	42.0	39.6	41.5	54.4	58.3	51.8	49.2	46.7	45.1
<i>NC</i>	39.1	46.6	49.1	55.8	56.1	55.3	59.6	55.6	58.5	54.0
<i>GP</i>	66.6	66.4	67.2	73.3	79.7	83.2	80.0	76.8	76.3	76.1
<i>MPU</i>	46.7	50.1	54.0	51.0	56.7	53.5	54.6	61.4	58.5	62.9
<i>LP</i>	54.4	56.4	65.1	65.0	68.3	68.9	69.7	68.0	70.4	71.6
Total	50.9	53.4	55.8	58.9	64.7	66.6	63.3	61.0	62.4	63.7

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

Table 23: Percentage of 5 to 6-year-olds attending educational institution by province, 2009-2018

Province	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
<i>EC</i>	89.6	94.7	93.9	94.9	95.2	95.3	94.0	95.8	96.1	93.1
<i>FS</i>	90.6	86.8	88.7	92.0	91.2	93.7	92.2	94.1	95.9	98.2
<i>GT</i>	87.6	91.5	90.0	90.5	90.2	91.9	94.6	93.1	94.5	92.1
<i>KZN</i>	81.9	89.1	87.3	86.4	88.9	92.0	89.5	88.8	89.5	89.2
<i>LP</i>	95.5	97.6	96.7	96.2	97.6	95.9	97.1	97.0	98.6	97.7
<i>MP</i>	88.7	82.9	90.9	91.5	87.9	92.7	92.5	94.3	91.8	90.2
<i>NC</i>	80.9	87.9	86.9	81.2	91.0	88.5	85.8	89.4	90.0	87.6
<i>NW</i>	77.0	83.5	90.4	93.0	90.2	86.4	91.3	92.7	86.8	91.1
<i>WC</i>	87.0	81.3	83.9	83.6	83.9	81.8	85.7	90.9	83.9	85.2
National	86.8	89.6	90.1	90.3	90.6	91.5	92.1	92.9	92.4	91.6

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

Table 24: Percentage of 5 to 6-year-olds attending educational institution by population group, 2009-2018

Population group	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
<i>African</i>	86.8	90.6	91.0	90.9	91.8	92.7	92.7	93.3	93.5	92.7
<i>Coloured</i>	87.3	79.0	80.5	82.5	80.7	80.2	87.1	89.2	83.0	83.4
<i>Indian</i>	94.9	97.0	94.4	84.2	92.9	87.4	89.0	81.7	84.3	77.8
<i>White</i>	84.8	86.3	90.6	95.7	84.7	90.2	90.8	95.4	93.6	89.6
Total	86.8	89.6	90.1	90.3	90.6	91.5	92.1	92.9	92.4	91.6

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

Table 25: Percentage of 5 to 6-year-olds attending educational institution by gender, 2009-2018

Year	Male	Female	Total
2009	85.7	87.9	86.8
2010	89.1	90.1	89.6
2011	90.4	89.9	90.1
2012	90.4	90.2	90.3
2013	90.3	90.9	90.6
2014	91.1	91.8	91.5
2015	90.9	93.3	92.1
2016	93.2	92.6	92.9
2017	92.8	92.0	92.4
2018	91.2	92.0	91.6

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

Table 26: Percentage of learners in Grade 1 who attended Grade R by Province, 2009-2018

Province	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
EC	98.0	93.1	97.4	96.5	97.8	97.5	97.5	93.2	96.6	95.7
FS	94.6	96.4	91.9	97.8	93.4	95.6	100.0	98.1	97.0	100.0
GT	96.4	90.7	92.4	80.9	93.6	90.8	88.6	90.0	92.8	86.2
KZN	97.9	96.8	94.6	93.5	93.5	93.3	94.8	94.2	92.2	96.3
LP	95.7	95.8	96.1	95.0	97.3	94.8	96.8	96.1	96.4	97.4
MP	98.2	98.6	97.4	96.1	97.0	98.0	95.8	91.4	97.5	96.6
NC	99.1	98.3	94.9	91.9	97.4	96.2	98.7	93.1	95.9	92.7
NW	94.9	97.4	97.0	97.6	97.1	95.4	94.5	97.3	98.0	94.1
WC	97.7	93.5	92.9	91.5	90.5	96.0	95.7	96.9	90.6	93.8
National	97.1	94.8	95.0	92.2	94.9	94.8	94.8	93.9	94.4	94.1

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

Table 27: Percentage of learners in Grade 1 who attended Grade R by population group, 2009-2018

Population group	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
African	97.1	94.9	95.0	92.0	95.2	94.6	94.9	94.2	95.1	94.4
Coloured	96.0	92.1	95.5	94.3	96.1	96.0	96.8	96.3	88.2	93.5
Indian	100.0	97.6	90.7	88.5	96.9	92.3	86.8	83.5	86.9	88.0
White	98.9	97.0	95.9	93.2	86.5	95.8	91.2	88.8	95.5	92.4
Total	97.1	94.8	95.0	92.2	94.9	94.8	94.8	93.9	94.4	94.1

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

Table 28: Percentage of learners in Grade 1 who attended Grade R by gender, 2009-2018

Year	Male	Female	Total
2009	97.1	97.1	97.1
2010	95.6	93.9	94.8
2011	95.1	94.8	95.0
2012	93.4	90.8	92.2
2013	95.6	94.2	94.9
2014	94.5	95.1	94.8
2015	96.1	93.3	94.8
2016	93.5	94.4	93.9
2017	94.9	93.9	94.4
2018	94.8	93.3	94.1
Total	95.1	94.1	94.6

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

Table 29: Percentage of 7 to 13-year-old children attending educational institutions by province, 2009 – 2018

Province	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
EC	98.6	99.0	99.0	99.0	99.1	99.4	99.0	99.3	98.7	99.3
FS	99.1	99.3	99.2	99.5	98.7	98.4	98.5	98.9	99.4	99.8
GT	99.0	99.2	99.1	99.0	99.7	99.3	99.7	99.6	99.6	99.1
KZN	98.8	98.7	99.0	99.1	99.0	99.2	98.8	99.4	99.3	98.9
LP	99.3	99.2	99.4	99.5	99.5	99.5	99.4	99.6	99.9	99.4
MP	98.7	99.4	99.4	99.4	99.4	99.2	99.7	99.2	99.5	99.6
NC	99.1	99.0	99.0	99.4	99.3	99.9	98.9	98.7	98.3	98.3
NW	98.3	98.0	98.7	98.9	99.2	98.8	98.3	98.4	98.9	99.5
WC	99.2	99.7	98.7	99.4	99.0	99.6	99.2	99.4	99.0	98.5
National	98.9	99.1	99.0	99.2	99.3	99.3	99.2	99.3	99.3	99.2

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

Table 30: Percentage of 7 to 13-year-old children attending educational institutions by gender, 2009 – 2018

Year	Male	Female	GPI	Total
2009	98.8	99.0	1.00	98.9
2010	99.0	99.1	1.00	99.0
2011	99.0	99.1	1.00	99.0
2012	99.0	99.4	1.00	99.2
2013	99.1	99.4	1.00	99.3
2014	99.1	99.4	1.00	99.3
2015	99.1	99.2	1.00	99.2
2016	99.2	99.4	1.00	99.3
2017	99.3	99.3	1.00	99.3
2018	99.1	99.2	1.00	99.2
Total	99.1	99.3	1.00	99.2

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

Table 31: Percentage of 7 to 13 year olds attending educational institutions by population group, 2009 – 2018

Population Group	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
<i>African</i>	98.8	99.0	99.0	99.2	99.3	99.2	99.1	99.3	99.3	99.2
<i>Coloured</i>	99.2	99.3	99.0	99.1	98.5	99.6	99.1	99.4	98.6	98.3
<i>Indian</i>	100.0	99.9	99.3	99.3	99.7	100.0	99.2	100.0	100.0	99.2
<i>White</i>	99.2	99.8	99.0	99.8	99.4	99.9	99.7	99.6	99.7	99.5
Total	98.9	99.1	99.0	99.2	99.3	99.3	99.2	99.3	99.3	99.2

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

Table 32: Percentage of 7 to 15 year olds attending educational institutions by province, 2009-2018

Province	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
<i>EC</i>	98.0	98.5	98.5	98.4	98.1	98.9	98.5	99.1	98.1	99.0
<i>FS</i>	98.7	99.0	98.8	99.2	98.4	98.3	97.9	98.5	99.2	99.7
<i>GT</i>	98.9	98.9	99.3	99.0	99.5	99.2	99.6	99.2	99.5	98.9
<i>KZN</i>	98.3	98.3	98.7	98.8	98.6	99.1	98.6	99.0	99.2	98.8
<i>LP</i>	99.2	99.2	99.2	99.2	99.2	99.3	99.3	99.5	99.9	99.4
<i>MP</i>	98.5	99.1	99.0	99.0	99.2	99.2	99.3	98.8	99.0	99.4
<i>NC</i>	98.6	98.1	98.6	98.6	98.9	99.3	98.3	98.2	97.9	97.0
<i>NW</i>	97.6	97.7	98.6	98.8	98.3	98.1	97.2	97.3	98.1	99.3
<i>WC</i>	98.4	99.1	98.1	98.2	98.1	98.9	98.6	98.4	98.2	98.4
National	98.5	98.7	98.8	98.8	98.8	99.0	98.8	98.9	99.0	99.0

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

Table 33: Percentage of 7 to 15-year-olds attending educational institutions by gender, 2009-2018

Year	Male	Female	GPI	Total
2009	98.3	98.6	1.00	98.5
2010	98.6	98.7	1.00	98.7
2011	98.7	98.8	1.00	98.8
2012	98.5	99.1	1.01	98.8
2013	98.6	98.9	1.00	98.8
2014	98.8	99.1	1.00	99.0
2015	98.8	98.8	1.00	98.8
2016	98.8	99.0	1.00	98.9
2017	98.9	99.1	1.00	99.0
2018	98.9	99.1	1.00	99.0

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

Table 34: Percentage of 7 to 15 year olds attending educational institutions by population group, 2009-2018

Population Group	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
<i>African</i>	98.4	98.6	98.8	98.8	98.9	98.9	98.8	98.9	99.0	99.1
<i>Coloured</i>	98.3	98.5	97.9	97.8	96.9	99.0	98.5	97.9	97.7	97.9
<i>Indian</i>	99.9	99.8	99.4	99.1	99.7	99.7	99.4	100.0	100.0	99.3
<i>White</i>	99.0	99.6	99.2	99.8	99.0	99.8	99.6	99.1	99.6	99.2
Total	98.5	98.7	98.8	98.8	98.8	99.0	98.8	98.9	99.0	99.0

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

Table 35: Percentage of 14 to 18 year olds attending educational institutions by province, 2009-2018

<i>Province</i>	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
<i>EC</i>	87.1	87.7	88.4	89.5	88.6	88.3	88.4	89.1	89.2	91.3
<i>FS</i>	90.0	89.2	91.0	91.3	90.8	93.8	92.8	90.7	91.6	94.0
<i>Gt</i>	92.5	89.9	89.5	90.5	90.1	92.0	91.9	89.8	90.5	91.8
<i>KZN</i>	87.8	87.2	90.4	90.7	91.5	91.4	89.7	88.9	92.1	91.8
<i>LP</i>	94.6	94.9	95.3	95.8	95.8	95.2	95.5	96.2	96.8	94.5
<i>MP</i>	89.6	90.5	91.3	90.3	89.7	91.7	91.5	91.6	91.6	93.0
<i>NC</i>	82.4	85.5	85.3	86.2	88.7	84.2	83.6	82.0	83.1	85.8
<i>NW</i>	86.7	85.7	90.2	88.2	88.4	85.9	89.2	87.5	86.0	86.8
<i>WC</i>	82.6	83.4	84.9	86.3	85.0	87.1	82.9	83.4	83.6	86.3
<i>National</i>	89.0	88.7	90.1	90.5	90.3	90.7	90.2	89.6	90.4	91.2

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

Table 36: Percentage of 14 to 18-year-olds attending educational institutions by gender, 2009-2018

Year	Male	Female	GPI	Total
2009	89.1	88.5	0.99	88.8
2010	89.6	87.6	0.98	88.6
2011	90.7	89.6	0.99	90.2
2012	91.1	89.8	0.99	90.5
2013	91.0	89.6	0.98	90.3
2014	91.3	90.2	0.99	90.7
2015	90.4	89.9	0.99	90.2
2016	89.6	89.5	1.00	89.6
2017	90.8	90.0	0.99	90.4
2018	92.1	90.3	0.98	91.2

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

Table 37: Percentage of 14 to 18 year olds attending educational institutions by population group, 2009-2018

<i>Population Group</i>	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
<i>African</i>	89.9	89.3	91.1	91.1	91.4	91.4	91.2	90.2	91.3	92.1
<i>Coloured</i>	78.4	80.2	80.6	84.2	81.0	82.7	79.9	83.5	80.3	82.9
<i>Indian</i>	89.2	86.7	87.4	89.1	83.4	85.6	82.0	84.3	96.1	91.2
<i>White</i>	91.4	93.0	90.3	91.1	91.0	94.8	93.2	91.5	92.0	89.8
<i>Total</i>	89.0	88.7	90.1	90.5	90.3	90.7	90.2	89.6	90.4	91.2

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

Table 38: Percentage of 16 to 18 year olds attending educational institutions by province, 2009-2018

<i>Province</i>	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
<i>EC</i>	81.0	81.7	82.7	85.1	84.4	82.6	82.8	83.7	85.3	86.1
<i>FS</i>	84.7	83.6	86.4	87.2	86.4	91.4	90.5	87.0	87.1	89.7
<i>GT</i>	88.4	85.1	82.4	85.7	85.0	87.5	86.8	85.3	85.4	87.6
<i>KZN</i>	81.6	80.4	85.1	85.3	87.7	86.5	83.9	84.1	88.1	87.9
<i>LP</i>	91.8	92.1	93.1	94.2	94.5	93.2	93.4	94.6	95.0	91.5
<i>MP</i>	84.1	85.2	86.8	85.4	84.4	86.3	87.0	87.9	88.0	88.9
<i>NC</i>	73.3	79.4	77.7	80.6	82.7	76.3	75.4	70.2	74.1	82.1
<i>NW</i>	81.4	78.5	84.9	81.9	84.5	79.9	86.8	84.2	79.9	79.6
<i>WC</i>	75.0	74.2	76.9	80.4	78.6	81.1	71.7	76.7	77.8	79.5
<i>National</i>	83.6	83.0	84.7	85.9	86.1	86.1	85.0	85.1	86.0	86.6

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

Table 39: Percentage of 16 to 18-year-olds attending educational institutions by gender, 2009-2018

Year	Male	Female	GPI	Total
2009	84.1	82.5	0.98	83.3
2010	84.8	81.0	0.96	82.9
2011	85.7	84.0	0.98	84.9
2012	87.2	84.6	0.97	85.9
2013	87.4	84.9	0.97	86.1
2014	87.0	85.1	0.98	86.1
2015	85.4	84.6	0.99	85.0
2016	85.1	85.2	1.00	85.1
2017	86.7	85.4	0.98	86.0
2018	88.1	85.1	0.97	86.6

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

Table 40: Percentage of 16 to 18-year-olds attending educational institutions by population group, 2009-2018

Population Group	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
<i>African</i>	84.9	83.9	86.3	86.8	87.5	87.1	86.8	85.9	87.1	87.9
<i>Coloured</i>	68.8	69.9	69.8	77.2	74.3	73.7	68.7	77.0	73.1	75.7
<i>Indian</i>	80.4	76.8	80.2	83.2	76.3	76.8	70.2	76.2	93.9	86.8
<i>White</i>	87.1	89.6	85.4	86.3	88.2	92.3	89.0	89.0	88.2	85.4
Total	83.6	83.0	84.7	85.9	86.1	86.1	85.0	85.1	86.0	86.6

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

Table 41: Percentage of 16 to 18-year-olds attending TVET, 2002-2018

Year	Percentage
2002	0.0
2003	0.1
2004	0.2
2005	0.1
2006	0.1
2007	0.2
2008	0.1
2009	1.6
2010	1.9
2011	1.2
2012	0.9
2013	0.9
2014	1.3
2015	1.5
2016	1.6
2017	1.6
2018	1.7

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

Table 42: Percentage of 19 to 23 year olds attending educational institutions by province, 2009-2018

Province	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
EC	36.6	34.7	37.6	37.2	36.2	35.2	36.3	40.3	37.4	38.6
FS	38.1	34.0	38.0	31.4	32.1	34.8	35.4	35.8	33.6	39.7
GT	33.6	28.0	30.4	34.2	31.0	34.1	35.1	34.9	34.8	31.7
KZN	32.4	29.3	32.9	32.0	31.9	31.3	33.8	33.1	29.2	33.3
LP	50.3	49.0	46.3	45.9	46.2	44.1	49.7	52.8	45.5	46.3
MP	32.5	33.2	34.4	33.4	30.6	31.5	33.2	36.3	34.2	30.8
NC	21.6	22.3	20.4	20.4	20.6	17.1	25.8	27.8	16.6	20.1
NW	23.7	22.7	26.2	26.9	30.0	33.1	29.0	27.9	27.0	31.3
WC	23.0	24.4	23.1	22.9	22.4	22.5	18.3	22.2	19.3	19.9
National	34.1	31.6	33.4	33.5	32.6	33.1	34.3	35.6	32.5	33.0

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

Table 43: Percentage of 19 to 23-year-olds attending educational institutions by gender, 2009-2018

Year	Male	Female	GPI	Total
2009	34.9	33.2	0.95	34.1
2010	33.8	29.4	0.87	31.6
2011	35.0	31.7	0.91	33.4
2012	34.9	32.1	0.92	33.5
2013	33.4	31.7	0.95	32.6
2014	33.5	32.7	0.97	33.1
2015	35.0	33.6	0.96	34.3
2016	36.9	34.4	0.93	35.6
2017	32.4	32.6	1.01	32.5
2018	33.2	32.9	0.99	33.0

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

Table 44: Percentage of 19 to 23 year olds attending educational institutions by population group, 2009-2018

Population Group	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
<i>African</i>	35.2	32.8	34.4	34.7	34.0	33.9	36.1	37.0	33.5	34.8
<i>Coloured</i>	15.4	15.2	15.9	17.6	15.5	15.8	14.2	18.4	15.4	14.8
<i>Indian</i>	33.7	29.8	32.2	27.6	21.7	29.5	38.2	36.3	35.9	24.3
<i>White</i>	42.8	38.7	42.3	40.7	40.1	46.2	36.3	41.5	41.8	37.5
Total	34.1	31.6	33.4	33.5	32.6	33.1	34.3	35.6	32.5	33.0

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

Table 45: Percentage of 19 to 23 year olds attending school by province, 2009-2018

Province	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
<i>EC</i>	32.1	30.9	31.3	32.0	30.5	28.5	30.6	33.3	28.8	28.9
<i>FS</i>	24.9	21.0	23.5	22.6	19.9	20.8	22.9	24.5	24.6	23.3
<i>GT</i>	13.2	11.7	14.0	11.0	11.9	13.9	13.4	13.7	13.4	12.0
<i>KZN</i>	26.6	22.7	26.2	24.0	23.7	23.7	27.6	24.4	21.0	24.0
<i>LP</i>	46.0	45.4	41.3	39.8	40.8	38.3	44.2	47.5	39.6	39.3
<i>MP</i>	16.9	18.3	15.8	16.7	13.3	10.6	20.0	20.7	12.3	15.2
<i>NC</i>	18.6	15.7	20.2	18.3	18.3	20.9	20.8	19.9	19.9	23.4
<i>NW</i>	29.4	26.0	29.1	27.1	25.0	25.4	26.2	27.3	27.2	23.5
<i>WC</i>	8.6	8.5	8.2	8.4	9.1	8.7	6.9	7.0	6.2	7.5
National	25.1	22.7	24.1	22.9	22.2	22.2	24.3	24.5	21.3	21.2

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

Table 46: Percentage of 19 to 23-year-olds still attending school by population group, 2009-2018

Population Group	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
<i>African</i>	28.2	25.9	27.4	26.0	25.2	25.0	27.5	27.5	24.1	24.2
<i>Coloured</i>	5.2	5.4	6.1	6.4	6.1	6.4	5.7	9.4	6.6	6.4
<i>Indian</i>	6.1	3.5	5.0	6.1	2.1	3.6	7.2	1.8	0.9	1.1
<i>White</i>	8.8	1.7	3.8	3.7	6.0	7.1	7.6	3.4	2.3	4.6
Total	25.1	22.7	24.1	22.9	22.2	22.2	24.3	24.5	21.3	21.2

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

Table 47: Percentage of 19 to 23-year-olds attending an institution of further training by province, 2009-2018

Province	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
<i>EC</i>	9.2	7.2	12.7	9.3	11.2	11.0	11.1	14.5	15.5	17.3
<i>FS</i>	21.1	19.0	23.3	14.0	17.7	20.7	19.3	18.9	15.3	25.2
<i>GT</i>	24.8	19.3	21.4	27.3	23.2	25.0	27.0	26.5	26.7	22.8
<i>KZN</i>	9.8	10.8	11.7	12.9	13.1	11.7	10.6	13.5	12.0	14.3
<i>LP</i>	5.6	11.7	9.8	10.9	9.5	9.9	12.1	16.0	12.0	11.9
<i>MP</i>	10.9	11.2	9.6	14.7	13.7	13.2	15.4	16.6	14.4	17.1
<i>NC</i>	6.6	5.2	6.4	4.9	9.4	7.9	9.0	9.8	5.1	6.7
<i>NW</i>	7.2	9.3	9.2	12.3	16.5	17.9	12.2	11.3	10.0	12.2
<i>WC</i>	16.9	18.0	17.0	16.5	15.5	15.7	12.8	16.7	14.6	14.0
National	14.5	13.7	15.0	16.4	15.9	16.3	16.1	17.9	16.7	17.2

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

Table 48: Percentage of 19 to 23 year olds attending an institution of further training by population group, 2009-2018

Population Group	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
<i>African</i>	12.0	11.6	12.3	14.4	14.5	14.2	15.0	16.4	15.1	16.7
<i>Coloured</i>	11.3	10.1	11.1	12.0	10.1	9.4	9.2	10.6	9.4	9.2
<i>Indian</i>	30.3	27.1	29.7	24.1	20.4	27.3	32.7	35.5	35.5	23.6
<i>White</i>	38.8	36.7	40.8	38.9	37.2	43.6	32.8	38.8	40.2	33.0
Total	14.5	13.7	15.0	16.4	15.9	16.3	16.1	17.9	16.7	17.2

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

Table 49: Percentage of children with disabilities as a total percentage of children attending schools, 2002-2018

Year	Not disable	Disable	Unspecified	Total
2002	98.67	1.2	0.18	100
2003	99.42	0.6	0	100
2004	99.37	0.6	0.01	100
2005	98.88	1.1	0.04	100
2006	98.85	1.1	0.08	100
2007	98.61	0.9	0.47	100
2008	98.61	1.3	0.11	100
2009	96.06	3.5	0.46	100
2010	94.18	5.2	0.58	100
2011	95.18	4.5	0.33	100
2012	95.4	4.3	0.3	100
2013	94.86	4.6	0.55	100
2014	94.87	4.8	0.37	100
2015	94.76	4.8	0.49	100
2016	95.3	4.0	0.7	100
2017	95.83	4.0	0.22	100
2018	95.69	4.0	0.28	100
Total	96.69	3.0	0.31	100

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

Table 50: Percentage of 5 to 6-year-olds with disabilities attending educational institutions by province, 2009-2018

Province	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
<i>EC</i>	78.6	91.4	90.7	91.0	95.2	92.3	95.6	94.8	92.8	83.5
<i>FS</i>	89.3	88.1	78.3	89.1	80.0	91.9	84.1	93.3	90.3	100.0
<i>GT</i>	88.7	86.3	78.6	88.9	90.4	81.8	87.8	91.2	93.1	90.6
<i>KZN</i>	83.9	79.1	80.1	82.0	85.0	89.1	84.3	78.6	79.7	89.3
<i>LP</i>	93.1	96.5	94.6	96.3	94.8	91.3	94.3	93.7	98.3	98.9
<i>MP</i>	80.5	89.5	87.4	89.9	82.6	80.2	69.1	74.8	67.0	65.6
<i>NC</i>	78.1	86.3	88.4	72.7	88.6	86.7	77.4	92.9	85.7	75.5
<i>NW</i>	68.7	82.5	88.0	92.9	88.7	82.5	87.2	95.4	85.8	85.3
<i>WC</i>	83.2	73.0	83.3	77.0	66.0	74.7	87.5	91.4	80.9	77.6
Total	85.1	87.6	86.6	88.1	87.8	86.7	88.1	89.1	87.0	87.8

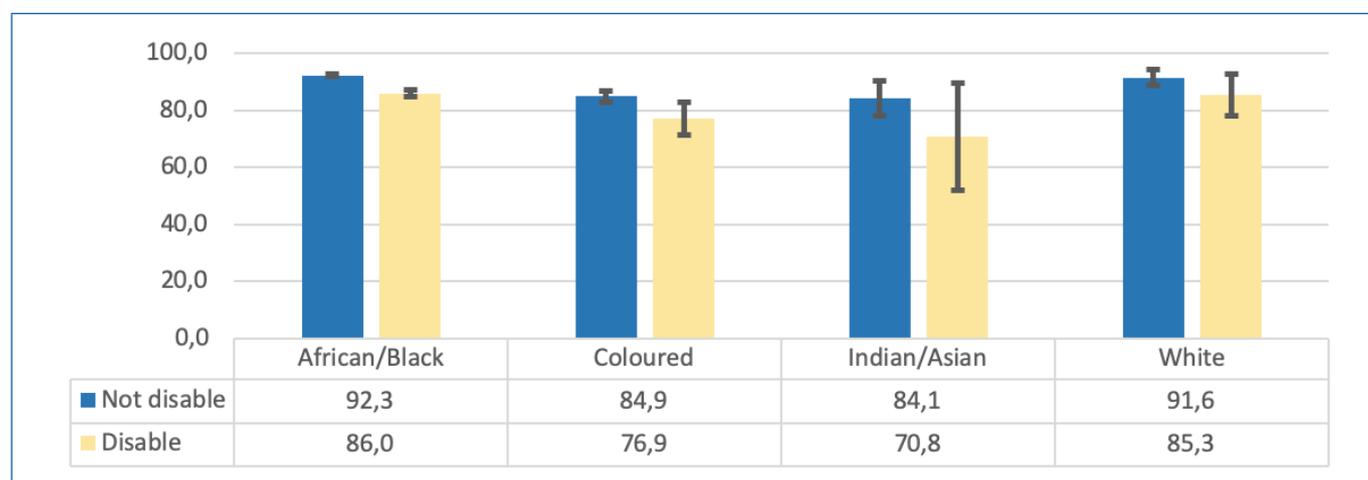
Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

Table 51: Percentage of 5 to 6-year-olds with disabilities attending educational institutions by gender, 2009-2018

Year	Male	Female	Total
2009	81.8	88.9	85.1
2010	87.7	87.6	87.6
2011	85.9	87.3	86.6
2012	86.0	90.5	88.1
2013	87.7	88.0	87.8
2014	85.6	87.7	86.7
2015	86.6	89.5	88.1
2016	90.9	87.1	89.1
2017	88.0	86.0	87.0
2018	87.4	88.3	87.8

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

Figure 32: Percentage of 5 to 6-year-olds with disabilities and without disabilities attending educational institutions by population group, 2014-2018



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

Note: Data for 2014 to 2018 pooled together to overcome small sample challenges

Table 52: Percentage of 7 to 15-year-olds with disabilities attending educational institutions by province, 2009-2018

Province	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
EC	90.5	91.1	86.3	88.9	90.1	94.5	90.1	89.9	83.8	85.7
FS	92.3	96.8	95.7	94.8	91.1	89.0	84.1	79.8	91.8	95.5
GT	86.4	92.7	92.9	87.2	96.8	92.3	96.1	94.7	97.8	89.8
KZN	91.2	89.1	93.7	96.1	91.6	94.8	82.3	89.9	81.6	77.2
LP	88.2	93.1	95.5	87.7	86.7	92.4	93.1	94.2	99.4	97.7
MP	93.6	95.7	96.9	95.5	92.1	92.2	98.4	82.2	92.3	97.3
NC	73.6	92.9	95.8	98.0	90.7	98.5	88.7	86.9	88.8	83.6
NW	83.4	95.2	89.0	96.5	97.7	93.9	92.5	90.4	97.2	100.0
WC	97.7	98.6	73.1	87.5	95.6	95.2	85.1	89.2	95.2	100.0
National	89.7	93.2	92.1	92.4	92.5	93.4	90.0	90.9	92.3	91.8

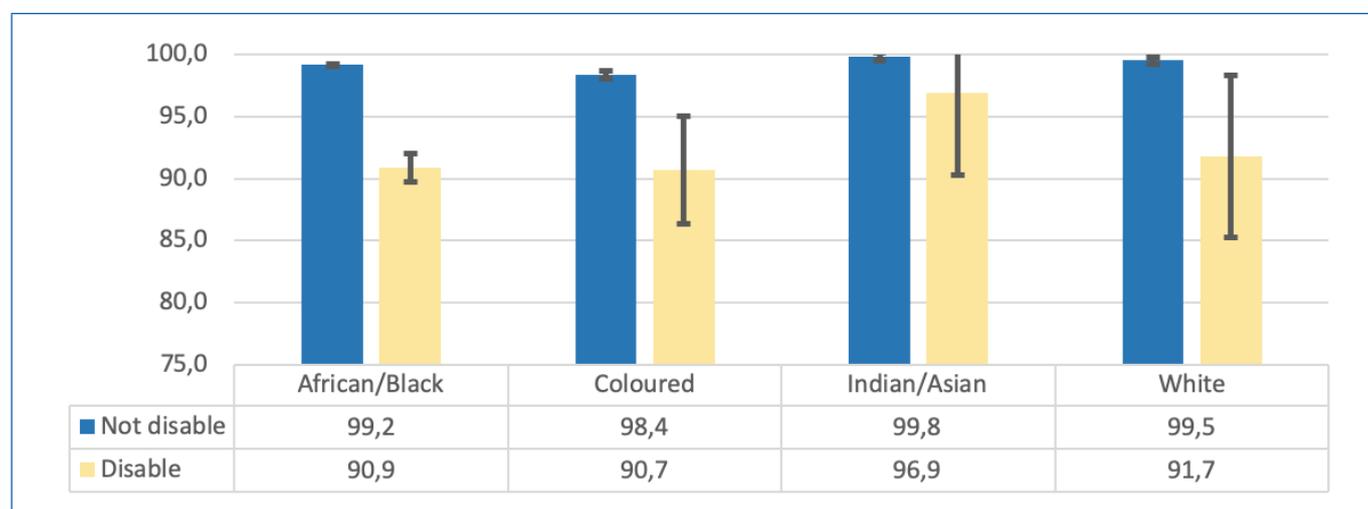
Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

Table 53: Percentage of 7 to 15-year-olds with disabilities attending educational institutions by gender, 2009-2018

Year	Male	Female	Total
2009	87.5	92.3	89.7
2010	94.8	91.2	93.2
2011	91.6	92.9	92.1
2012	91.5	93.5	92.4
2013	90.7	94.6	92.5
2014	92.0	94.9	93.4
2015	90.6	89.3	90.0
2016	88.6	93.5	90.9
2017	93.4	91.1	92.3
2018	90.3	93.5	91.8

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

Figure 33: Percentage of 7 to 15-year-olds with disabilities and without disabilities attending educational institutions by population group, 2014-2018



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

Note: Data for 2014 to 2018 pooled together to overcome small sample challenges

Table 54: Percentage of 16 to 18-year-olds with disabilities attending educational institutions by province, 2009-2018

Province	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
EC	41.4	71.0	83.0	40.2	34.5	18.9	62.9	53.0	64.1	34.8
FS	70.2	65.2	79.4	89.5	88.8	83.5	100.0	78.0	100.0	89.6
GT	75.0	71.3	90.1	74.4	92.1	92.8	77.6	92.1	63.8	100.0
KZN	39.3	58.6	58.0	69.3	74.2	62.9	78.8	77.8	75.5	72.0
LP	65.9	61.0	83.4	87.5	43.9	19.8	68.7	64.2	61.9	87.4
MP	100.0	80.7	96.1	85.7	58.5	30.1	48.9	62.2	65.8	100.0
NC	0.0	57.8	100.0	73.8	49.2	100.0	65.3	44.0	0.0	53.6
NW	18.0	77.2	46.2	50.4	78.0	75.1	14.5	58.7	40.0	60.4
WC	74.3	79.1	100.0	82.4	87.6	65.5	69.5	51.8	72.8	24.1
National	54.3	68.3	80.7	66.7	70.3	54.1	68.2	68.9	64.3	71.5

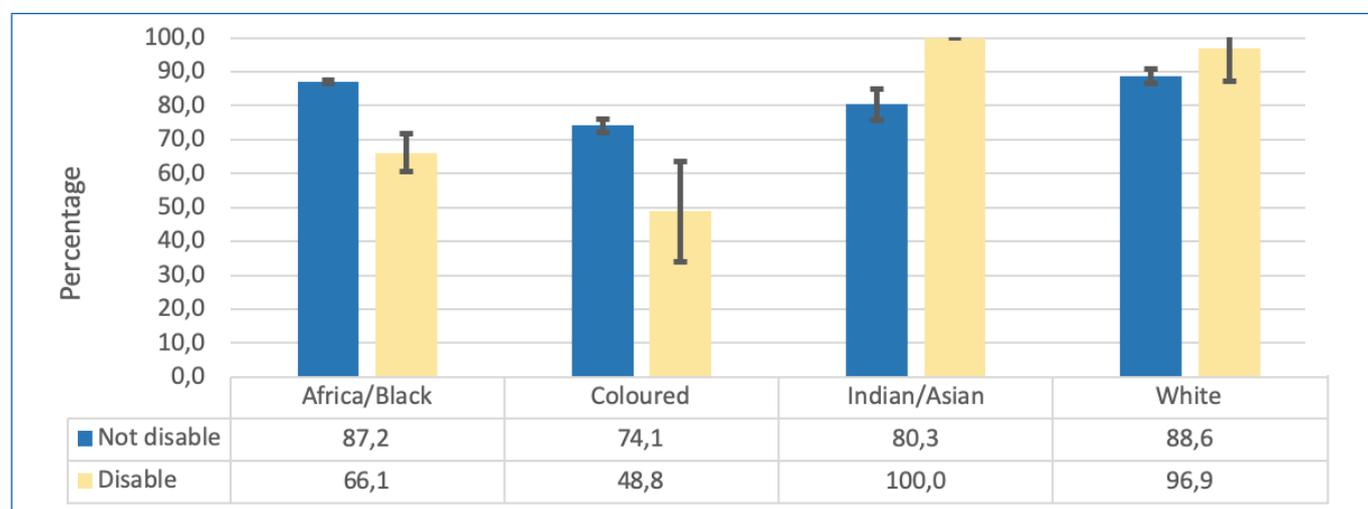
Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

Table 55: Percentage of 16 to 18-year-olds with disabilities attending educational institutions by gender, 2009-2018

Year	Male	Female	Total
2009	50.7	58.1	54.3
2010	69.1	67.4	68.3
2011	74.1	85.8	80.7
2012	71.0	63.1	66.7
2013	73.6	65.5	70.3
2014	50.4	59.0	54.1
2015	79.2	59.3	68.2
2016	80.3	55.2	68.9
2017	58.5	71.5	64.3
2018	73.0	69.8	71.5

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

Figure 34: Percentage of 16 to 18 year old with disabilities and those without disabilities attending educational institutions by population group, 2014-2018



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

Note: Data for 2014 to 2018 pooled together to overcome small sample challenges

Table 56: Percentage of 7 to 18 year olds who are not attending educational institutions, 2009-2018

Province	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
EC	6.5	5.9	5.8	5.2	5.6	5.6	5.7	4.9	4.7	3.5
FS	4.7	5.0	4.3	4.0	4.7	3.6	3.9	4.7	3.4	2.4
GT	3.5	4.7	4.8	4.3	4.1	3.6	3.5	4.3	3.9	3.6
KZN	5.8	6.1	4.6	4.3	4.0	4.0	4.8	4.6	3.3	3.7
LP	2.8	2.8	2.6	2.3	2.1	2.5	2.3	1.9	1.2	2.4
MP	5.0	4.3	4.1	4.3	4.7	3.8	3.9	3.8	3.7	2.9
NC	7.3	6.4	6.7	6.1	5.1	6.7	7.5	8.0	7.8	6.9
NW	6.3	7.0	4.9	5.7	5.3	6.5	5.4	5.9	5.6	5.2
WC	7.3	6.8	7.0	6.1	6.5	5.5	7.4	6.9	6.8	6.2
National	5.2	5.3	4.8	4.5	4.5	4.3	4.6	4.6	4.0	3.8

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

Table 57: Percentage of 7 to 15 year olds who are not attending educational institutions, 2009-2018

Province	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
EC	2.0	1.5	1.5	1.6	1.9	1.1	1.5	0.9	1.9	1.0
FS	1.3	1.0	1.2	0.8	1.6	1.7	2.1	1.5	0.8	0.3
GT	1.1	1.1	0.7	1.0	0.5	0.8	0.4	0.8	0.5	1.1
KZN	1.7	1.7	1.3	1.2	1.4	0.9	1.4	1.0	0.8	1.2
LP	0.8	0.8	0.8	0.8	0.8	0.7	0.7	0.5	0.1	0.6
MP	1.5	0.9	1.0	1.0	0.8	0.8	0.7	1.2	1.0	0.6
NC	1.4	1.9	1.4	1.4	1.1	0.7	1.7	1.8	2.1	3.0
NW	2.4	2.3	1.4	1.2	1.7	1.9	2.8	2.7	1.9	0.7
WC	1.6	0.9	1.9	1.8	1.9	1.1	1.4	1.6	1.8	1.6
National	1.5	1.3	1.2	1.2	1.2	1.0	1.2	1.1	1.0	1.0

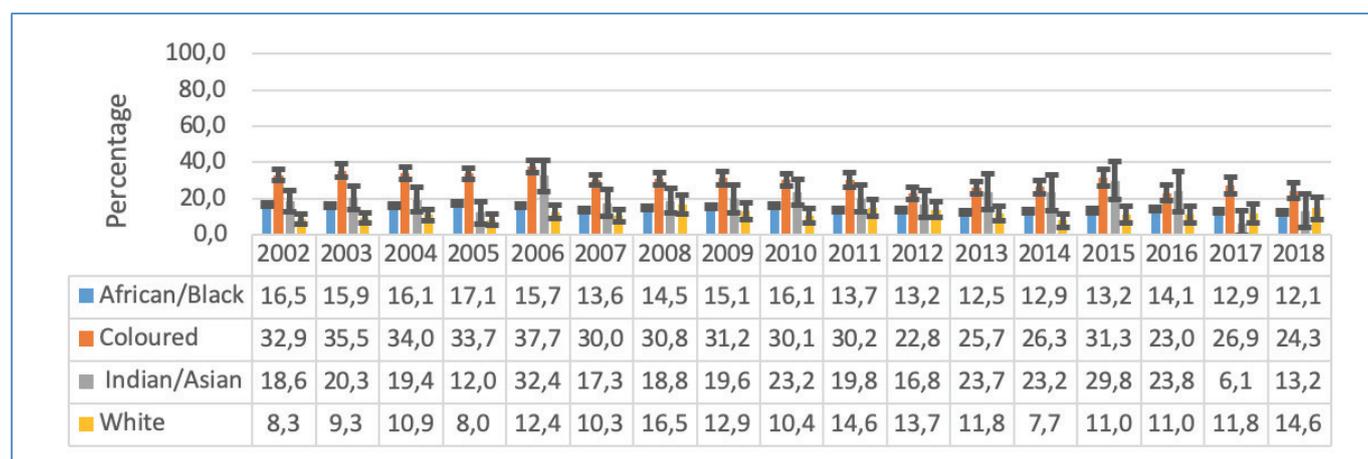
Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

Table 58: Percentage of 16 to 18 year olds who are not attending educational institutions, 2009-2018

Province	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
EC	19.0	18.3	17.3	14.9	15.6	17.4	17.2	16.3	14.7	13.9
FS	15.3	16.4	13.6	12.9	13.6	8.6	9.5	13.0	12.9	10.3
GT	11.6	14.9	17.6	14.3	15.0	12.5	13.2	14.7	14.6	12.4
KZN	18.4	19.6	14.9	14.7	12.3	13.5	16.1	15.9	11.9	12.1
LP	8.2	7.9	6.9	5.8	5.5	6.8	6.6	5.4	5.0	8.5
MP	15.9	14.8	13.2	14.6	15.6	13.7	13.0	12.1	12.0	11.1
NC	26.7	20.6	22.3	19.4	17.3	23.7	24.6	29.8	25.9	17.9
NW	18.6	21.5	15.1	18.1	15.5	20.1	13.2	15.8	20.1	20.4
WC	25.0	25.8	23.1	19.6	21.4	18.9	28.3	23.3	22.2	20.5
National	16.4	17.0	15.3	14.1	13.9	13.9	15.0	14.9	14.0	13.4

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

Figure 35: 16 to 18-year-old children who are not attending educational institutions, 2002-2018



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

Table 59: Percentage and number of female learners aged 14 years and older in schools that reported being pregnant, 2013-2018

Province	2013		2014		2015		2016		2017		2018	
	No.	%										
EC	18 150	4.7	15 870	4.2	14 980	3.8	4 955	1.3	14 009	4.6	7,592	2.8
FS	4 309	3.3	6 741	5.1	1 515	1.2	2 545	1.9	3 593	2.9	3,401	4.2
GP	9 428	2.2	11 221	2.6	10 045	2.4	10 784	2.6	5 849	1.3	9,813	3.9
KZN	24 264	4.4	18 533	3.3	18 347	3.3	19 936	3.8	15 475	3.2	22,110	4.2
LP	13 941	3.4	15 151	4.0	21 675	5.6	24 103	5.9	16 924	5.0	13,234	0.0
MP	11 854	5.2	10 181	4.8	5 977	2.5	9 982	4.6	5 158	2.2	11,647	1.2
NW	7 359	4.3	4 512	2.7	8 675	5.0	3 893	2.5	2 374	1.8	1,819	5.4
NC	1 173	2.3	1 388	2.7	1 311	2.5	537	1.1	1 029	2.1	2,156	2.5
WC	2 778	1.3	7 033	3.0	2 824	1.2	6 219	2.9	6 828	3.4	6219	2.6
National	93 255	3.6	90 629	3.6	85 349	3.3	82 955	3.3	71 240	3.1	71,771	3.2

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

Table 60: Percentage of learners accessing Mathematics and Language workbooks by province, 2014-2018

Province	Maths workbooks					Language workbooks				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
EC	96.8	97.2	96.8	97.8	98.1	97.0	96.9	96.7	98.1	98.1
FS	98.8	97.1	98.3	99.0	98.1	98.9	97.1	97.5	98.8	98.6
GT	95.3	95.1	94.3	94.6	97.5	96.2	95.6	94.6	94.7	97.6
KZN	95.4	96.1	94.5	94.4	95.8	96.4	96.4	96.2	96.6	97.9
LP	98.2	98.5	97.6	94.7	98.4	98.6	98.7	97.9	94.7	98.3
MP	95.7	95.2	96.0	95.6	94.9	95.6	95.9	96.7	95.6	96.0
NC	95.9	98.6	95.7	97.1	97.4	97.8	98.8	96.5	97.1	97.7
NW	95.2	97.9	96.4	97.3	95.4	94.9	97.5	97.4	97.5	96.0
WC	97.3	98.1	98.0	98.7	98.3	98.0	98.1	98.1	98.7	98.5
National	96.3	96.7	96.0	96.0	97.0	96.8	96.9	96.6	96.5	97.7

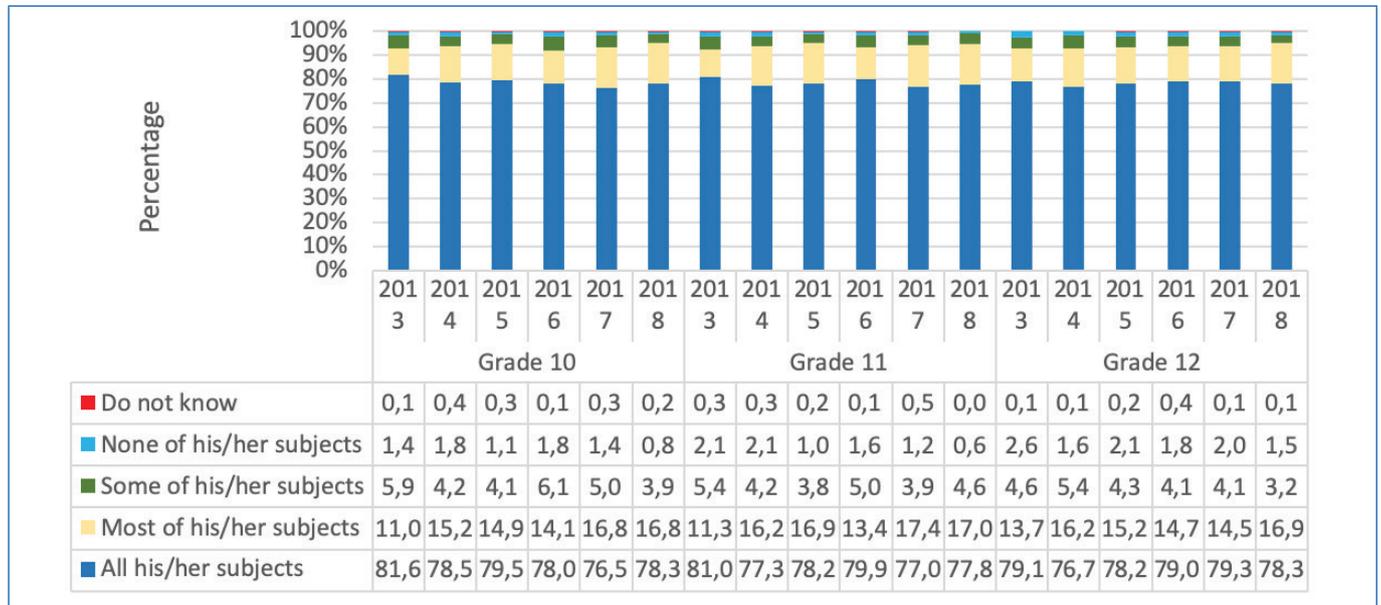
Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

Table 61: Percentage of learners accessing Mathematics and Language workbooks by grade, 2014-2018

Grade	Maths workbooks					Language workbooks				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Grade 1	94.8	95.3	95.3	95.1	95.9	96.2	96.3	96.2	96.2	97.2
Grade 2	96.5	96.7	96.1	96.6	97.4	97.0	97.0	96.7	97.3	97.6
Grade 3	97.5	98.0	96.1	96.6	97.3	97.8	97.8	96.8	97.2	97.6
Grade 4	96.7	97.3	96.6	96.8	97.5	97.1	98.1	96.8	97.1	98.1
Grade 5	97.2	96.0	96.4	95.5	97.5	97.8	96.3	96.6	96.3	97.7
Grade 6	96.3	97.3	96.4	95.0	96.9	96.7	97.7	97.0	95.4	97.7
Grade 7	96.9	96.6	96.7	95.9	96.2	97.5	96.1	97.2	96.2	97.1
Grade 8	95.3	96.3	94.3	96.2	97.2	95.7	96.1	94.9	96.5	97.7
Grade 9	95.8	96.9	96.0	95.8	97.6	95.9	96.6	96.9	96.3	98.6

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

Figure 36: Access to Textbooks in Grades 10 to 12, by Grade for the period 2013-2018



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

Table 62: Percentage of learners who repeated a grade. 2009-2018

Grade	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Grade 1	6.9	5.8	6.9	9.0	10.7	9.2	7.0	7.5	5.8	5.6
Grade 2	7.4	8.4	8.3	9.7	9.1	9.0	8.7	7.0	7.6	6.1
Grade 3	7.2	8.9	7.7	9.5	9.7	9.6	8.9	7.3	6.7	6.3
Grade 4	7.1	6.2	8.2	10.7	9.2	7.6	9.5	7.4	8.9	7.6
Grade 5	6.8	7.0	6.0	8.2	9.4	7.8	6.9	6.8	5.7	4.9
Grade 6	6.5	6.6	7.3	7.2	7.6	8.4	7.4	6.9	6.4	5.5
Grade 7	5.0	5.3	6.1	6.5	7.9	6.8	7.9	7.6	4.7	6.8
Grade 8	8.2	6.6	7.6	10.3	8.6	9.8	12.3	11.0	10.6	11.6
Grade 9	10.7	11.3	13.4	15.0	16.2	17.3	14.8	11.9	11.3	10.9
Grade 10	17.1	19.0	21.0	22.1	24.5	21.0	20.4	23.5	22.2	19.4
Grade 11	16.3	18.2	18.1	19.9	21.1	17.7	15.6	18.3	20.5	16.4
Grade 12	8.3	10.6	10.9	8.9	8.9	6.4	7.6	8.0	10.2	10.8

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

Table 63: Percentage of learners absent from school in the preceding week, 2009-2018

Province	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
EC	8.6	26.8	6.2	9.9	6.3	5.5	4.8	6.2	4.7	5.1
FS	10.3	24.4	5.3	8.7	5.4	5.4	3.9	4.2	5.4	4.4
GT	8.5	22.0	4.6	7.0	4.5	6.7	6.0	6.9	6.2	7.1
KZN	7.6	42.0	8.2	10.4	7.8	8.7	10.5	4.7	4.1	4.2
LP	7.3	36.5	4.8	4.3	6.5	6.6	5.2	6.6	3.2	2.6
MP	4.4	25.8	5.7	7.2	5.8	6.0	7.7	6.2	6.3	5.9
NC	4.3	21.8	7.5	10.1	7.5	7.6	5.0	9.0	8.1	11.1
NW	6.9	27.7	8.1	10.0	9.7	8.0	7.8	5.7	6.9	9.5
WC	12.3	18.6	9.5	9.7	7.3	9.8	8.8	8.0	6.7	5.7
Total	8.0	29.8	6.5	8.5	6.6	7.2	7.1	6.2	5.2	5.5

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

Table 64: Percentage of 5 to 6-year-olds walking to educational institutions for more than 30 minutes by gender, 2009-2018

Year	Male	Female	Total
2009	11.1	10.6	10.9
2010	8.2	12.4	10.3
2011	8.8	9.4	9.1
2012	9.2	8.8	9.0
2013	8.2	11.8	10.0
2014	8.9	8.9	8.9
2015	9.5	6.9	8.2
2016	8.2	6.6	7.4
2017	6.5	5.5	6.0
2018	7.6	6.3	7.0

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

Table 65: Percentage of 5 to 6-year-olds walking to educational institutions for more than 30 minutes by province, 2009-2018

Province	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
EC	13.1	11.9	9.2	6.4	10.2	11.2	9.1	6.3	5.9	7.4
FS	10.8	6.8	4.6	4.6	3.0	4.6	5.9	4.5	2.9	5.7
GT	6.5	2.9	1.2	2.0	8.0	3.4	3.0	3.0	2.2	0.8
KZN	20.6	18.7	20.1	20.0	19.7	19.6	17.5	14.5	15.1	17.9
LP	5.0	10.7	6.8	9.6	4.8	6.1	7.6	6.6	4.6	7.3
MP	9.2	4.9	7.0	5.2	6.3	3.1	3.7	7.0	4.9	6.1
NC	5.3	0.9	2.7	6.3	11.0	2.5	0.6	4.8	0.0	1.3
NW	7.0	7.6	9.3	9.7	9.6	6.7	9.8	12.8	5.3	0.0
WC	4.3	2.5	0.7	0.8	1.1	1.1	0.0	0.8	0.0	0.0
National	10.9	10.3	9.1	9.0	10.0	8.9	8.2	7.4	6.0	7.0

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

Table 66: Percentage of 7 to 13-year-olds walking to educational institutions for more than 30 minutes by gender, 2009-2018

Year	Male	Female	Total
2009	14.9	14.4	14.7
2010	13.9	13.7	13.8
2011	12.2	12.0	12.1
2012	12.0	11.8	11.9
2013	12.0	13.3	12.6
2014	10.9	11.3	11.1
2015	10.9	11.3	11.1
2016	11.0	10.1	10.6
2017	9.4	10.0	9.7
2018	9.7	9.2	9.4

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

Table 67: Percentage of 7 to 13-year-olds walking to educational institutions for more than 30 minutes by province, 2009-2018

<i>Province</i>	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
<i>EC</i>	14.3	16.2	11.6	12.4	16.3	12.8	14.1	10.3	10.1	9.7
<i>FS</i>	11.4	10.5	9.1	7.1	9.1	8.2	6.1	8.2	7.7	6.7
<i>GT</i>	12.4	5.5	5.5	5.0	6.6	2.5	4.0	4.7	3.9	2.8
<i>KZN</i>	26.8	25.0	23.3	21.9	22.9	22.4	21.5	19.2	18.4	20.1
<i>LP</i>	9.8	12.6	10.4	9.6	8.4	9.1	8.1	9.4	7.8	8.0
<i>MP</i>	11.5	11.4	7.2	8.2	6.6	5.6	5.1	7.3	9.2	6.7
<i>NC</i>	5.2	3.0	5.0	8.6	9.7	9.5	9.4	6.5	4.3	3.3
<i>NW</i>	10.6	11.1	11.8	14.7	10.4	8.9	10.4	9.3	7.9	9.3
<i>WC</i>	3.3	2.9	3.2	1.9	3.4	1.4	0.4	3.3	1.9	0.8
<i>National</i>	14.7	13.8	12.1	11.9	12.6	11.1	11.1	10.6	9.7	9.4

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

Table 68: Percentage of 7 to 15-year-olds walking to educational institutions for more than 30 minutes by gender, 2009-2018

Year	Male	Female	Total
2009	15.0	15.8	15.4
2010	14.5	15.0	14.8
2011	13.1	13.1	13.1
2012	12.9	13.3	13.1
2013	12.5	14.5	13.5
2014	11.5	12.6	12.0
2015	12.1	12.3	12.2
2016	12.0	11.4	11.7
2017	10.8	11.2	11.0
2018	11.0	10.1	10.6

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

Table 69: Percentage of 7 to 15-year-olds walking to educational institutions for more than 30 minutes by province, 2009-2018

<i>Province</i>	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
<i>EC</i>	14.8	16.3	13.0	13.1	17.3	13.4	13.9	11.3	11.4	11.2
<i>FS</i>	10.9	10.9	9.8	7.8	9.7	7.3	9.0	8.4	8.0	8.3
<i>GT</i>	12.2	6.0	5.4	5.4	6.9	3.8	4.5	5.4	4.8	3.6
<i>KZN</i>	28.0	26.5	24.6	23.7	24.0	23.5	23.4	21.3	20.9	21.4
<i>LP</i>	11.4	14.8	12.3	12.2	9.6	10.2	10.6	10.4	8.6	9.2
<i>MP</i>	12.6	12.5	7.8	9.5	7.6	7.9	6.0	8.7	9.6	7.8
<i>NC</i>	5.8	3.9	5.4	9.1	9.8	9.3	9.4	7.0	5.7	4.2
<i>NW</i>	10.9	11.6	14.6	15.5	12.0	10.1	11.4	10.8	11.0	10.9
<i>WC</i>	3.2	2.6	3.1	1.8	3.0	1.3	1.0	3.8	1.6	0.7
<i>National</i>	15.4	14.8	13.1	13.1	13.5	12.0	12.2	11.7	11.0	10.6

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

Table 70: Percentage of 14 to 18-year-olds walking to educational institutions for more than 30 minutes by gender, 2009-2018

Year	Male	Female	Total
2009	18.4	21.5	19.9
2010	18.1	20.5	19.3
2011	16.0	18.5	17.2
2012	17.4	20.0	18.6
2013	17.7	20.6	19.1
2014	16.2	18.9	17.5
2015	17.6	19.1	18.4
2016	17.2	16.7	17.0
2017	18.2	17.0	17.6
2018	15.9	15.5	15.7

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

Table 71: Percentage of 14 to 18-year-olds walking to educational institutions for more than 30 minutes by province, 2009-2018

Province	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
EC	18.7	19.3	16.9	19.2	24.0	17.6	17.9	16.1	19.4	18.0
FS	11.5	13.8	13.1	12.2	11.9	10.6	14.1	11.2	10.5	12.2
GT	11.6	7.5	6.2	9.3	8.6	9.6	8.5	8.8	8.7	5.8
KZN	33.2	33.4	29.4	30.1	30.9	31.1	32.3	31.2	33.6	30.7
LP	19.5	21.6	19.8	19.7	18.4	17.9	20.3	14.2	15.0	14.0
MP	19.5	15.0	10.7	16.9	13.4	15.1	12.1	14.0	14.2	12.0
NC	8.1	7.2	7.8	9.2	8.0	9.7	11.9	8.0	10.1	9.1
NW	15.9	16.8	24.3	20.8	20.2	13.3	18.3	16.4	20.5	15.3
WC	6.0	3.0	2.3	1.8	4.1	0.8	2.3	7.8	0.9	1.4
National	19.9	19.3	17.2	18.6	19.1	17.5	18.4	17.0	17.6	15.7

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

Table 72: Percentage of 16 to 18-year-olds walking to educational institutions for more than 30 minutes by gender, 2009-2018

Year	Male	Female	Total
2009	20.7	22.0	21.3
2010	19.3	21.1	20.1
2011	15.9	19.9	17.9
2012	18.5	20.8	19.6
2013	20.2	21.9	21.0
2014	18.2	20.1	19.1
2015	18.7	21.9	20.2
2016	18.3	17.1	17.7
2017	18.9	17.3	18.2
2018	15.5	16.3	15.9

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

Table 73: Percentage of 16 to 18-year-olds walking to educational institutions for more than 30 minutes by province, 2009-2018

Province	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
EC	20.8	21.5	16.5	22.2	26.8	19.5	21.8	16.6	20.2	17.9
FS	13.3	15.0	14.1	13.4	12.1	14.8	10.7	12.7	11.3	10.8
GT	11.8	7.0	7.3	11.2	9.2	10.4	10.0	9.6	9.0	5.0
KZN	33.8	34.7	29.7	30.4	33.1	33.8	33.8	31.6	34.5	33.2
LP	21.4	21.5	21.2	19.5	21.1	20.1	21.6	14.5	16.5	13.9
MP	21.6	13.8	11.4	18.4	14.7	14.6	14.7	14.5	16.2	12.0
NC	7.6	7.3	8.5	8.2	6.3	10.7	14.4	7.2	9.7	9.9
NW	18.5	19.9	24.6	22.3	21.9	12.2	20.6	15.8	16.2	13.1
WC	8.4	4.8	1.5	2.1	6.4	0.8	1.5	10.1	1.4	2.0
National	21.3	20.1	17.9	19.6	21.0	19.1	20.2	17.7	18.2	15.9

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

Table 74: Percentage of learners who experienced violence, corporal punishment or verbal abuse by gender, 2009-2018

Year	Male	Female	Total
2009	18.1	17.5	17.8
2010	14.9	14.8	14.8
2011	17.6	17.6	17.6
2012	17.2	16.8	17.0
2013	15.1	14.7	14.9
2014	13.1	13.6	13.3
2015	12.2	13.3	12.8
2016	11.1	11.2	11.1
2017	7.5	7.9	7.7
2018	6.6	6.6	6.6
Total	13.3	13.4	13.3

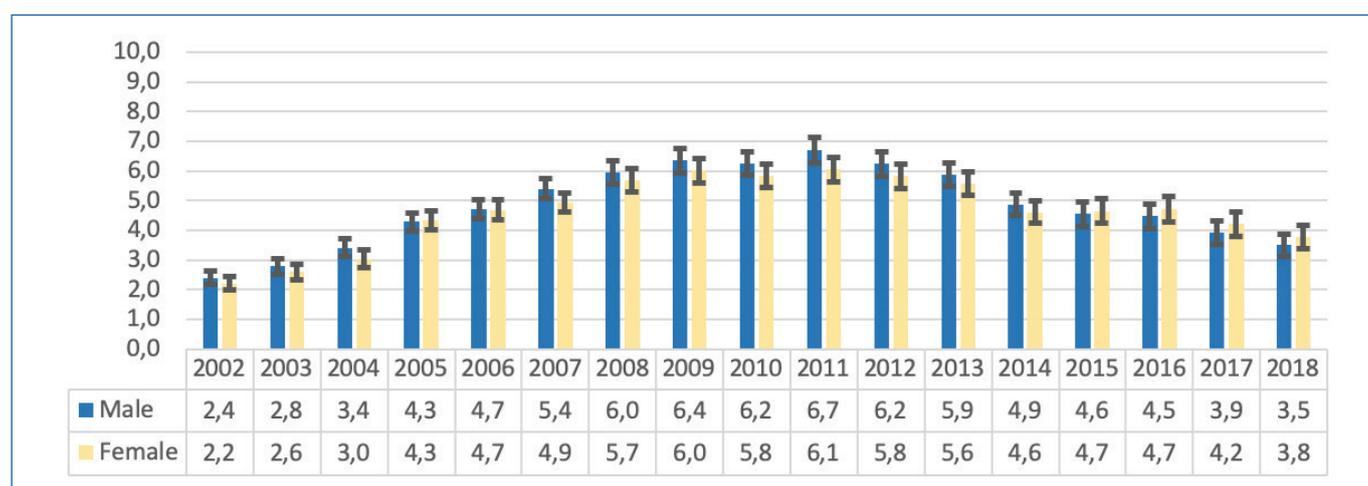
Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

Table 75: Percentage of children attending schools who are orphans by grade, 2010-2018

Grade	2010	2011	2012	2013	2014	2015	2016	2017	2018
Grade R	2.1	2.3	1.8	2.5	1.0	0.6	0.7	0.7	0.0
Grade 1	3.1	3.0	2.7	1.7	2.1	1.1	1.8	0.8	0.4
Grade 2	3.6	3.3	3.1	2.7	1.8	1.2	1.4	1.1	1.2
Grade 3	4.2	3.7	3.7	3.0	2.5	1.9	1.8	1.4	1.2
Grade 4	4.5	5.0	4.1	4.2	3.5	2.8	2.7	2.5	1.5
Grade 5	6.1	5.5	5.6	5.6	3.4	3.1	2.9	3.1	2.8
Grade 6	7.8	7.1	6.1	5.7	4.8	4.5	3.8	4.2	3.0
Grade 7	6.6	8.0	5.5	6.8	4.9	5.6	4.2	3.7	3.3
Grade 8	7.6	7.8	7.9	7.1	6.5	5.5	5.9	6.0	6.1
Grade 9	7.3	8.3	10.6	7.4	6.8	7.1	7.1	6.4	6.1
Grade 10	8.7	9.2	8.6	9.7	7.8	7.9	7.7	7.7	8.0
Grade 11	8.8	10.4	9.0	9.7	7.8	9.1	9.2	8.7	7.2
Grade 12	8.4	8.4	8.4	7.4	7.4	8.5	9.2	8.2	7.7

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

Figure 37: Percentage of children attending schools who are orphans by gender, 2002-2018



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

Table 76: Reasons for non-payment, 2009 – 2018

Reason for no fee payment	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Cannot afford to pay	2.8	2.0	2.3	1.3	1.1	1.0	0.9	1.3	0.8	0.7
Do not want to pay	0.1	0.3	0.1	0.4	0.4	2.2	1.9	2.4	3.1	3.8
No fee school (School did not ask for fees)	94.2	96.6	96.3	97.5	97.3	95.8	96.5	95.7	95.3	94.8
Got a fee exemption	2.6	0.8	0.9	0.5	0.9	0.7	0.4	0.3	0.4	0.4
Got a bursary covering all costs	0.3	0.2	0.3	0.3	0.2	0.3	0.2	0.3	0.3	0.2
Other	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0.0	0.1	0.1
Total	100.0									

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

Table 77: Percentage of 16 to 18-year-olds who have completed Grade 7 or above by gender, 2009-2018

Year	Male	Female	GPI	Total
2009	89.03	92.73	1.04	90.86
2010	89.97	94.45	1.05	92.19
2011	90.33	95.21	1.05	92.79
2012	91.54	95.26	1.04	93.39
2013	92.03	96.39	1.05	94.25
2014	92.61	96.26	1.04	94.43
2015	92.01	96.86	1.05	94.41
2016	91.91	96.29	1.05	94.14
2017	93.39	96.96	1.04	95.18
2018	93.96	95.77	1.02	94.88
Total	91.64	95.61	1.04	93.63

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

Table 78: Percentage of 16 to 18-year-olds who have completed Grade 7 or above by population group, 2009-2018

Population Group	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
<i>African/Black</i>	89.7	91.0	92.0	92.4	93.7	94.0	94.0	93.6	94.7	94.5
<i>Coloured</i>	94.9	97.2	95.6	97.4	95.4	94.6	95.2	94.5	95.2	95.5
<i>Indian/As</i>	99.2	97.8	98.1	100.0	96.5	97.8	96.1	98.3	100.0	100.0
<i>White</i>	98.2	98.2	97.0	98.9	99.2	99.8	98.7	100.0	100.0	98.9
Total	90.9	92.2	92.8	93.4	94.2	94.4	94.4	94.1	95.2	94.9

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

Table 79: Percentage of 19 to 21-year-olds who have completed Grade 9 or above by gender, 2009-2018

Year	Male	Female	GPI	Total
2009	80.4	86.3	1.07	83.4
2010	83.5	87.8	1.05	85.7
2011	81.7	88.1	1.08	84.8
2012	83.1	88.5	1.06	85.8
2013	81.8	89.2	1.09	85.4
2014	82.5	89.9	1.09	86.2
2015	83.4	89.9	1.08	86.7
2016	86.5	90.7	1.05	88.6
2017	86.9	92.4	1.06	89.6
2018	87.3	93.2	1.07	90.2
Total	83.6	89.5	1.07	86.6

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

Table 80: Percentage of 19 to 21-year-olds who have completed Grade 9 or above by population group, 2009-2018

Population Group	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
<i>African</i>	81.5	84.3	83.5	84.7	84.7	85.3	86.0	87.8	89.0	89.8
<i>Coloured</i>	86.4	84.7	86.7	84.6	82.1	82.5	83.3	87.9	87.7	89.0
<i>Indian</i>	98.2	97.8	93.5	94.4	93.4	99.5	100.0	100.0	100.0	96.2
<i>White</i>	99.6	99.9	96.1	97.5	95.7	98.2	96.2	96.9	98.6	96.7
Total	83.4	85.7	84.8	85.8	85.4	86.2	86.7	88.6	89.6	90.2

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

Table 81: Percentage of 22 to 25-year-olds who have completed Grade 12 or above by gender, 2009-2018

Year	Male	Female	GPI	Total
2009	41.0	48.8	1.19	44.9
2010	43.3	48.0	1.11	45.6
2011	42.9	51.2	1.19	47.1
2012	44.5	50.3	1.13	47.4
2013	44.9	51.0	1.14	47.9
2014	47.5	55.4	1.17	51.4
2015	45.9	54.5	1.19	50.1
2016	46.1	53.8	1.17	50.0
2017	47.4	54.0	1.14	50.7
2018	51.3	56.3	1.10	53.8

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

Table 82: Percentage of 22 to 25-year-olds who have completed Grade 12 or above by population group, 2002-2016

Population Group	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
African	40.1	41.1	43.2	43.6	44.4	48.4	47.0	46.7	48.8	51.6
Coloured	45.2	48.8	43.9	46.7	45.5	47.6	49.7	51.5	45.8	52.5
Indian	83.2	80.3	84.6	74.6	81.8	81.2	78.5	86.5	81.3	81.9
White	85.9	85.6	89.1	89.0	86.9	87.9	85.6	83.4	79.2	81.1
Total	44.9	45.6	47.1	47.4	47.9	51.4	50.1	50.0	50.7	53.8

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

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