

2022 School Monitoring Survey

Quantitative Report

October 2024

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Executive Summary

Background

The aim of the School Monitoring Survey (SMS) is to monitor progress towards the achievement of selected goals and indicators set out in the sector plan, to help inform planning and to highlight areas that require improvement. In an effort to measure education sector performance since the SMS 2011/12, the DBE commissioned the second SMS in 2017 (DBE, 2017), and the third SMS in 2021 (DBE, 2021).

The SMS 2022 focused the 12 key indicators as specified in the Action Plan to 2024: Towards the Realisation of Schooling 2030 as well as eight additional priority areas.

For the quantitative study, the sample was based on 1000 public ordinary schools, offering Grade 6, and 1000 schools offering Grade 12. Data was collected using four interview schedules for the following participants: principal, Grade 3 educator, grades 6, 9, and 12 educators, and the Inclusive Education facilitator. In addition, a document analysis and school observation schedule were also administered.

Most items in the instruments were the same as items applied in the 2017 survey, and to a large extent, the 2011 survey. Data collection commenced on 17 August 2022, with the last of the schools visited in the first week of November 2022. All questions were programmed on tablets, which were completed by the relevant field worker.

Key findings

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

The survey results showed that 78% of primary and secondary schools combined had all their teaching posts filled in 2022. There was no change in the percentage of teaching posts filled between 2017 and 2022.

Indicator 2: Average hours per year spent by teachers on professional development activities

In 2022, an average of 45 hours were spent on professional development. The average number of hours teachers spent on professional development in 2011 was 36 hours, and 40 hours in 2017.

Indicator 3: The percentage of teachers absent from school on an average day

The national teacher absence percentage for primary and secondary schools combined, was 5% in 2022. Teacher absence declined in all provinces from either their 2011 or 2017 levels. Teacher absence fell to 5% in 2022 from 8% in 2011, and 10% in 2017. However, the earlier period when data collection started, i.e., August instead of October, may have had an impact on the 2022 findings to explain the decrease in teacher absenteeism.

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

Data for access to workbooks was obtained directly from Grade 3 learners and by counting the number of workbooks in their possession. Eighty-five (85%) percent of Grade 3 learners had access to all four DBE workbooks in 2022, compared to 81% in 2017.

For textbooks, 79% of learners in grades 6, 9 and 12 had access to their relevant English Home Language, English First Additional Language, Mathematics or Mathematical Literacy textbooks in 2022 compared to 83% in 2017.

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

For the 2022 study, findings for this indicator could not be accurately calculated, given the conflation of the questions on the existence of school libraries with the question on the existence of classroom libraries.

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

A school is only classified as compliant when all nine documents are available. At the national level, compliance to produce the full set of nine documents for 2022 was 49%, while for eight documents it was 69 percent. Compared to 2017 and 2011, 44 and 58% of schools, respectively, produced the full set of nine documents.

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

Nationally, the SGBs of 62% of schools met their governance and support responsibilities. Minimum changes were noted between 2011 (61%), and 2017 (65%). Substantial variations were, however, evidenced across the provinces, within the different rounds of the SMS.

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

In the previous financial year (2021), 73% of learners were in schools where the expected amount of funds or more had been transferred, compared to 79% for the 2010 financial year and 75% for the 2016 financial year.

Indicator 9: The percentage of schools which comply with nationally determined minimum physical infrastructure standards

To meet this indicator, a school had to comply with all four of the following minimum physical infrastructure requirements for the 2020 targets, namely: running water, separate toilets for boys, girls and teachers, functioning electricity, and adequate classrooms, that is, classrooms that could accommodate all learners at the school with a maximum of 40 learners per classroom. Nationally, 43% of schools complied with the 2020 targets and 67% complied with the minimum physical infrastructure requirements set for 2016 targets (running water, adequate toilets and functioning electricity). The findings indicate that, on the day of the visit, 93% of schools had working electricity (after taking loadshedding into account), 81% had running water, 87% had separate toilets for boys, girls and educators, and 68% had adequate classrooms.

This is compared to the previous rounds of the SMS, where 86% of schools (2011) and 90% (2017) had working electricity, 81 and 76% respectively had running water, 74% of schools (2011) and 89% (2017) had separate toilets for boys, girls and educators, and 69% (2011) and 68% (2017) of schools had adequate classrooms.

Indicator 10: The percentage of schools with at least one educator who has received specialised training in the identification and support of learners experiencing learning barriers

Nationally, 78% of schools had at least one educator with formal/informal training supporting learners who are experiencing learning barriers. There was no change between 2017 and 2022.

Indicator 11: The percentage of schools visited at least twice a year by district officials for monitoring and support purposes

For primary and secondary schools combined, 84% of schools reported having been visited at least twice a year by district officials for monitoring and support purposes. Over the three rounds of the SMS, the percentages remained stable at between 84% and 85%.

Indicator 12: The percentage of school principals rating the support services of districts as satisfactory

Nationally, 87% of principals of primary and secondary schools were satisfied with the visits from district officials for monitoring and support purposes, compared to 77% in 2017.

Priority Area 1: Education assistants

In the past two years, from December 2020, 98% of primary and secondary schools employed general school assistants and education assistants.

The education assistants were most likely to assist educators with: (i) learner group activities (76%), (ii) administrative tasks (75%), (iii) classroom management (74%), and (iv) supporting learners undertaking independent work (74%).

Priority Area 2: Reading

The national average for Grade 3 teachers having access to daily home language lesson plans is 92 percent.

About 71% of Grade 3 teachers stated that they had a classroom library or reading corner in their classroom.

Priority Area 3: History as a subject taught in schools

Nationally, 62% of secondary school principals reported that they offer history at the FET phase, while 67% also expressed the view that history ought to be a compulsory subject for grades 10 to 12.

Of the secondary schools that offered history in the FET Phase, there is an average of 2,4 qualified History teachers per secondary school, while an average of 86 learners per school were enrolled for History at Grade 10, 70 learners at Grade 11 and 59 learners at Grade 12.

Moreover, approximately 19% of principals and 24% of Grade 6, 9 and 12 teachers reported that they were not aware of the debate over ‘decolonising the curriculum’.

Priority Area 4: Assessment in the schooling sector

The findings indicate significant consensus (approximately 90%) across the different grades for the use of national examinations for diagnostic purposes, and for using results of the national Grade 9 examination to assist learners to select subjects for Grade 10.

Compared to principals (approximately 88%), substantially less teachers across Grades 3, 6, 9, and 12 (approximately 75%), reported they had received the Assessment for Learning (AfL) circular. A similar percentage of principals in primary and secondary schools (over 85%) noted that most of their teachers need support to implement the AfL strategy.

Priority Area 5: COVID and learning loss

Nationally, 84% of principals confirmed that their schools had received the DBE School Recovery Plan. About three-quarters (76%) of schools agreed that the trimmed curriculum (ATPs), would enable schools to spend more time on supporting learners understanding the content.

At a national level, 4% of principals reported that more than 60% of learning and teaching days were lost in the 2021 school year, 32% stated that between 40-60% of days had been lost, 34% stated between 21-40%, 22% indicated less than 20 days were lost, and 9% noted no days were lost.

Priority Area 6: Early childhood development

Nationally 89% of primary schools had at least one Grade R class in 2022 and 91% in 2017. Of the primary schools that offered Grade R in 2022, the average number of Grade R classes were at 1.7 per school, and an average of 50 learners and 1.7 teachers per school. Compared to 2017, no differences were noted, however, the learner-teacher ratio, had decreased from 34 learners in 2017 to 29 learners in 2022.

The majority of principals (87%) indicated that salaries were paid by the Provincial Department of Education (PED) via PERSAL or a subsidy to the school, while the rest indicated salaries were paid by the SGB (and/or from other sources).

Sixty-four (64%) percent of principals reported that they had received training to support Grade R teachers.

Priority Area 7: School violence and safety

Eighty-one (81%) percent of primary school principals and 73% of secondary school principals reported feeling safe at their schools, while 74% percent of primary school teachers and 62% of secondary school teachers reported feeling safe at their schools.

In all categories of the incidents of safety affecting learners, the number of incidents at secondary schools is substantively higher than at primary schools.

Priority Area 8: Inclusive education

Sixty-eight (68%) percent of educators at primary schools had received training on identifying and supporting learners experiencing learning barriers, 38% on identifying and supporting learners experiencing physical disabilities, 54% on curriculum differentiation for learners experiencing learning barriers, and 40% on setting assessments for learners experiencing learning barriers.

Thirty-four (34%) percent of primary schools and 23% of secondary schools have an individualised education programme (IEP) in place for learners experiencing learning barriers.

At the national level, 52% of schools indicated they were able to screen 'some' learners and 30% indicated not being able to screen any learners.

Background

The aim of the 2022 School Monitoring Survey (SMS) is to monitor progress towards the achievement of some of the goals and indicators set out in the sector plan, Action Plan to 2024: Towards the Realisation of Schooling 2030 (DBE, 2020g) and the Delivery Agreement for Outcome 1: Improved quality of basic education. Specifically, the SMS focused on a set of key indicators for which information is not available in other systems, such as the Education Management Information System (EMIS). More importantly, the SMS is also intended to help inform planning and to highlight areas that require improvement.

In line with the National Development Plan (NDP), the planning horizon has shifted from 2025 to 2030. In 2020, the Minister of Basic Education approved the release of an updated sector plan, the Action Plan 2024 (DBE, 2020g) that reiterates many of the priorities outlined in the previous plan, yet incorporates recent sector developments, lessons learnt, and the President's strategic priorities towards the NDP. In an effort to measure education sector performance since the SMS 2011/12, the DBE commissioned the second SMS in 2017 (DBE, 2017) and the third SMS in 2021 (DBE, 2021).

The Action Plan 2024, as was the case with the Action Plan 2019 (*Towards the Realisation of Schooling 2030*), is directed at a broad range of stakeholders involved with the task of transforming South Africa's schools. These stakeholders include parents; teachers; school principals; district, provincial and national officials; members of parliament; leaders of civil society organisations including teacher unions; private sector partners; researchers; and international partner agencies.

The Action Plan 2024 provides continuity in the sense that it follows the basic structure of the previous sector plan. The original 27 goals covering a broad range of issues and interventions remain. Of these 27 goals, 13 deal with improving performance and participation outcomes and 14 with the 'how' of realising these improvements. To give focus, five remain priority goals. These deal with Grade R, teacher development, learning materials, school management and support provided by district offices. The 36 indicators, which are attached to individual goals, also remain.

The SMS 2022 focused on the following 12 indicators:

1. the percentage of schools where allocated teaching posts are all filled;
2. the average number of hours per year that teachers spend on professional development activities;
3. the percentage of teachers absent from school on an average day;
4. the percentage of learners per grade and subject with access to the required textbooks and workbooks for the entire school year;
5. the percentage of learners in schools with a library or media centre meeting certain minimum standards;
6. the percentage of schools with the minimum set of management documents at the required standard;
7. the percentage of schools where the School Governing Body (SGB) meets the minimum criteria for effectiveness;
8. the percentage of learners in schools that are funded at the minimum level;
9. the percentage of schools which comply with nationally determined minimum physical infrastructure standards;

10. the percentage of schools with at least one educator who has received specialised training in identifying and supporting learners with special educational needs;
11. the percentage of schools visited at least twice a year by district officials for monitoring and support purposes; and
12. the percentage of school principals rating the support services of districts as being satisfactory.

In addition to the 12 key indicators, the SMS 2022 also gathered information about additional priority areas for the sector. These priority areas included:

1. Education assistants
2. Reading
3. The decolonisation of History as a subject taught in schools
4. Assessments
5. COVID learning losses and dropout
6. The ECD migration
7. School violence and safety frameworks
8. Inclusive education

The next section gives an overview of the methodology used in the quantitative study. This is followed by the findings for each indicator.

Qualitative study

To enhance understanding of the information collected on the Action Plan indicators and to indicate potential areas for further research, the Terms of Reference (ToR) also required the completion of a qualitative study, comprising of interviews with key stakeholders about the participation, perceptions, and experiences with respect to the 12 indicators, as well as the eight priority areas. The ToR for SMS 2022 specified the sampling strategy for the qualitative component of the survey as follows:

The sub-sample for the qualitative work should be from the main survey sample. This component will cover all 9 provinces in South Africa. This lesson observations should be completed in a representative sub-sample of 90 schools consisting of 10 schools in each province and the lesson observation is limited to Grade 3. At least one Home Language Literacy lesson and one Numeracy lesson should be observed in each school. [all sic]

The results of the qualitative study are presented in separate report.

Methodology

This section provides an overview of the methodology applied to determine the sample, the review and revision of instruments, and the process of data collection, data cleaning and analysis. The methodology applied in the 2022 SMS was derived from the 2022 Terms of Reference (DBE, 2021) provided by the DBE. Additional details about the technical aspects of the methodology are provided in the Technical Report.

Sample

The ToR provides for two samples: (a) the quantitative study, and (b) the qualitative study. This report focuses on the quantitative study which is based on:

a nationally representative sample of schools offering Grade 6 and a nationally representative sample of schools offering Grade 12; keeping in mind that these two populations overlap to some extent. Effectively, there must be two samples: a sample of 1000 schools offering Grade 6 and a sample of 1000 schools offering grade 12. Only schools categorised as public ordinary schools will form part of the sample; 'special needs education schools', specialisation schools and private schools will be excluded.

The sample was stratified to produce similar confidence intervals around statistics for each province. Within each province, the sample was further stratified by quintile category of the school. The sample included small schools drawn with probability proportional to school size as indicated by enrolment.¹ Table 1 shows the number of schools, by province, selected to participate in the SMS 2022 and the realised sample.

Table 1: Number of primary and secondary schools by province sampled to participate in the SMS 2022 vs realised sample of schools actually visited

Province	Number of primary schools sampled	Number of realised sampled primary schools	Number of secondary schools sampled	Number of realised sampled secondary schools ²
Eastern Cape	114	114	114	114
Free State	107	107	107	107
Gauteng	116	116	116	115
KwaZulu-Natal	119	119	118	118
Limpopo	115	115	113	113
Mpumalanga	112	112	110	110
Northern Cape	100	100	101	101
North West	108	108	109	109
Western Cape	109	109	112	112
Total	1 000	1000	1 000	999

¹ Further sampling details appear in the Technical Report. A separate sampling report, approved by the project's Steering Committee, is also available.

² Due to time constraints, data was not collected at one school given that for both the initial and rescheduled school visit, fieldworkers were not allowed to administer the survey.

Instruments

In developing the instruments for the 2022 SMS, the following brief and the information specified in the ToR were used as the basis for adding or revising questions for each instrument.

There is a requirement to reproduce key questions in the SMS 2021 survey exactly as they were in the SMS 2011/12 and SMS 2017/18 in order to provide a basis for comparison. Therefore, to a large extent the data collection instruments will be refined versions of the tools that were used during the SMS 17/18 for the quantitative survey.

For the 2022 SMS, the following instruments were developed:

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

To ensure comparability of items listed in the SMS 2017 instruments, a multi-stage and iterative process was applied to address feedback and inputs from education experts, as well as the DBE.

The process followed is noted below:

- Throughout these enhancements the team ensured that the comparability of the question with previous rounds of the survey remained feasible.
- Each of the six instruments had to go through multiple refinements before being approved by the DBE. This ensured that the DBE would receive high quality data and to facilitate data analysis and reporting.
- Key lessons learnt from the previous study were also considered to address:
 - items that were deemed superfluous, which were deleted;
 - questions that were confusing and ambiguous;
 - wording that was not conducive to obtaining consistent data;
 - scales and response items that were not consistent with the purpose of the questions;
 - formatting that was not conducive to an optimum dataset structure;
 - In several cases, questions were added that the DBE felt were important to obtain additional information relevant to specific indicators; and
 - All instruments underwent two cycles of pilot-testing, where based on pilot responses, further enhancements were made to the instruments.

Data Collection

Data collection commenced on 17 August 2022, with the last of the schools visited in the first week of November 2022 (that is, sampled schools that were not available during the first prearranged visit). All sampled schools were given advanced notification by the DBE regarding the purpose of the 2022 SMS study and were requested to assist the fieldworkers by providing the information required. All sampled schools were provided with a letter from the DBE, an explanation of the purpose of the SMS, and the process that would be followed on the day of the visits, as well as a list of documents that had to be made available on the day of the visits. In addition, the service provider contacted schools to arrange for -- and to confirm -- visits on dates that suited the schools.,

All questions were programmed on tablets, which in all cases were operated by the relevant field worker only. Completion of each interview schedule on the tablet was set up in such a way that every item had to be completed to avoid the problem of missing data. All instructions for the fieldworkers were also programmed onto the tablets. However, fieldworkers were also provided with hardcopies, which were available for use to reference or review any questions. To optimise the interview time, the tablets were also programmed to skip questions that were irrelevant or not applicable to the interviewees. Responses to interview schedules and observations were automatically recorded on the tablets and the results of an interview were uploaded to a central server for storage as soon as the interview had been completed.

Interviewing teams were recruited within districts and were managed by a designated provincial field manager. In some provinces (i.e. KwaZulu-Natal, the Eastern Cape, and Gauteng), two field managers were appointed per province in order to facilitate the data collection process. Each school was visited for one day by a team of two fieldworkers who conducted the interviews with the appropriate respondents and undertook the document reviews and observations.

When fieldworkers arrived at the school, they were required to inform a central information centre about the time of their arrival. Fieldworkers were requested to hand the principal a list of all the documents that would be required during the interview so that s/he could have time to locate these before the administration of the instruments commenced. The two fieldworkers divided the interview and observation schedule between themselves. The principal or delegated member of staff assisted with arranging venues in which to carry out the interviews and with making the relevant members of staff available. In addition to the principals, two Grade 3 educators, as well as one Language educator and one Mathematics educator responsible for teaching these subjects in grades 6, 9 and 12 in were interviewed. The LSEN interview was conducted with the school-based support facilitator or an appropriate staff member nominated by the principal. When each interview schedule was completed on the tablet, the information was uploaded to a central database.

The data collection process was monitored in approximately 6% of the schools by senior staff of the service provider, while the DBE officials also monitored data collection at some schools. The progress of data collection was monitored centrally via electronic media.

The realised sample comprised 1999 schools out of a targeted 2000, with one secondary school that could not be accessed. However, because of a range of difficulties, it was not possible to complete all survey instruments at every school (See Table 2).

The main difficulties were:

- Schools initially sampled had closed or had been merged with other schools. In such instances, these schools were replaced by equivalent alternate schools from the replacement sample drawn specifically for such instances.
- Schools refused fieldworkers access, stating that the timing of the survey was not convenient; or national Matric examinations were in progress at secondary schools as were annual examinations for other grades.
- Despite having agreed telephonically to scheduled visits, a few schools refused fieldworkers entry. The main reason given was that they did not receive any formal notification. For these schools, visits were rescheduled.
- In a few instances, surveys were not completed for reasons including absence or unavailability of school staff and refusal to take part in the survey.

Table 2: Realised samples for each instrument completed for the primary and secondary school samples

Instrument	Grade 6 sample		Grade 12 sample	
	N	%	N	%
Principal	989	99	969	97
School Observation	988	99	984	98
Document Analysis	981	983	984	98
Inclusive Education	926	897	898	90
Grade 3	1633		-	-
Grade 6 Language	872		-	-
Grade 6 Mathematics	900		-	-
Grade 9 Language	-	-	861	86
Grade 9 Mathematics	-	-	873	87
Grade 12 Language	-	-	911	91
Grade 12 Mathematics	-	-	897	90

Data cleaning

Appropriate cleaning of the data was undertaken after fieldwork was complete. While minimal data cleaning was required due to the application controls within the capturing tool, the following checks were performed:

- verification of completeness to ensure all data from all schools and questionnaires were entered;
- checks for duplicates to ensure no data from any of the questionnaires were repeated;
- system special characters that resulted from the conversion of the data from the tablet formats were removed; and
- adding missing school information (e.g. name and sample selection) in instances where manual EMIS numbers were entered by the fieldworkers.

In addition, for schools that were surveyed twice due to incomplete data obtained on the first visit, the duplicated entries were removed from the first visit, while a prefix was added to the question numbers of each survey to identify the origin of the data and a suffix was added to the

question numbers to indicate that the specific questions were dependent on previous answers provided in the questionnaire.

Analysis

R software was used to analyse the data to respond to the questions posed in the quantitative report. The point of departure for constructing the indicators was the *Second Detailed Indicator Report for Basic Education* (DBE, 2014). The composition of the indicators is given in the main report along with a discussion of each indicator.

School weights were used for reporting when the indicator referred to the percentage of schools while learner weights were used when the indicator referred to the percentage of learners. Due to the nature of the sample and the available information, no teacher weights could be calculated, therefore, indicators relating to teachers are expressed in terms of learner weights.

Analysis was done for all schools. In addition, analysis for schools in the Grade 6 sample and schools in the Grade 12 sample was done separately. Tables and figures were generated per province and per quintile. Where possible, standard errors and confidence intervals, which were calculated using weighted data, are indicated by error bars.

Comparison of indicators: 2011 vs 2017 vs 2022

Given some of the changes in 2017 SMS to the questions used to collect information, it was not possible to provide comparisons for some indicators to the 2011 SMS data. Table 3 gives the list of indicators as well as the reasons for not being able to make the comparisons. However, for the 2022 dataset, questions for all the indicators, besides indicator 5, were comparable.

In developing the questions on the tablet, the question regarding the existence of a central library (and/or media centre) and mobile library was merged with the same question regarding classroom libraries, which focused on classrooms at Grade 3, 6, 9 and 12. As a consequence of this error in the electronic questionnaire, respondents (and fieldworkers) would not have known whether the question was about a central school library or about a classroom library specific to grades 3, 6, 9 and 12. Some fieldworkers, thus, selected the 'No library' even in instances when a central library/media centre was available for all learners in the school. Unfortunately, this means there was no reliable way to calculate this indicator value, and certainly not in a way that was comparable to previous years.

An additional relevant question focused on whether a smart board was in the central library and/or a media centre was in the questionnaire, where this item was also used to calculate this indicator. The findings for this indicator must be viewed with caution, given the ambiguity with regards to how the question was presented and/interpreted.

Table 3: Indicators for which comparisons were not possible or compromised for 2011 and 2017/2022

Indicator No	Content	Reasons
1	Teaching posts filled	The 2011 questionnaire was ambiguous; temporarily filled allocated posts may or may not have been reported as vacant.
4	Data on workbooks	In 2011, information was obtained from observations for Grade 6. No Grade 3 data was collected. In 2017, Grade 6 information was obtained from teachers while Grade 3 data was obtained from learners.
5	Access to school library	The way the question was presented conflated access to a central library for ALL learners with access to the central library only for learners from grades 3, 6, 9 and 12.
10	Inclusive Education	In 2011, 10 teachers responded. In 2017, only one teacher, considered by the principal to be best equipped to do so, responded.
12	District visits	In 2011, a number of questions were used. In 2017, only one overarching question was used.

Presentation of findings

The findings are presented in two reports: the Main Report and the Technical Report. The Main Report presents an overview of the findings as specified in the ToR for SMS 2022. For each indicator, the findings are reported using the following format:

1. Fact sheet: gives the context, sources of information, the weights used for the calculations, and the questions and formulas used in calculating the indicator;
2. Rationale underpinning the indicator, which highlights the relevance of the indicator within the schooling system;
3. Definition of indicator: as derived from the ToR for SMS 2022;
4. Findings for primary and secondary school samples combined and separately, as well as disaggregated by province and quintile;
5. Trend analysis comparing findings from 2022, 2017, and, where possible, SMS 2011.

The Technical Report provides additional information about the methodology and about information used in deriving the findings presented in the main report. This includes standard errors and confidence intervals; and tables with further disaggregation.

Indicator 1

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

Fact Sheet

This indicator provides information on the extent to which vacancies exist in schools and where these are currently located. Calculations included posts filled by both permanent and temporary teachers. The distinction between publicly paid teachers and those privately paid, for example by SGBs, was ignored. Thus, all posts that were filled were included in the data collected in 2022.

Indicator value: 78% of schools had all their allocated teaching posts filled.

Source: Principal interview

Weight: School weight

Variables and calculations:

For each school the following calculation was done:

- Posts allocated = PQ14 + PQ18 + PQ22 + PQ26 *
- Posts filled = PQ15 + PQ16 + PQ19 + PQ20 + PQ23 + PQ24 + PQ27 + PQ28 **
- Percent filled = Posts filled / Posts allocated x 100

Verbatim formulations of questions in Principal Interview:

Note for vacant posts: Vacant posts are posts allocated to a school, but not currently filled. That is, there is NO person in the post. If someone is appointed as ACTING in the post, that post should be counted as vacant.

* “What is the number of *state-funded* [Principal] [Deputy principal/s] [Head/s of Department] [Educator (excluding principal, deputy principal/s, HoDs and Grade R practitioners)] posts *allocated* to the school by the Provincial Education Department?” [Numeric response]

** “What is the number of *state-funded* [Principal] [Deputy principal/s] [Head/s of Department] [Educator (excluding principal, deputy principal/s, HoDs and Grade R practitioners)] posts *occupied* by [permanent] [temporary] employee/s?” [Numeric response]
The set of questions for Indicator 1 did not change for SMS 2022. The same approach as SMS 2017 applies.

1. Importance of Indicator

As with the ToR for the SMS 2017, the ToR for the present survey (SMS 2021/2022) reiterates how critical it is to know and understand where vacancies exist in public schools in South Africa.

Goals 14 to 17 from the Action Plan to 2024 (DBE, 2020g) all relate to the teachers who will be required to fill the allocated posts per school and make use of the resources and skills that

Indicator 1

ought to make teaching and learning in classrooms productive. These goals and the concomitant indicators in the Action Plan to 2024 therefore cover matters such as:

- attracting motivated and appropriately trained new teachers to the profession (Goal 14);
- their effective allocation and utilisation to reduce the size of excessively large classes (Goal 15);
- improving teachers' professionalism, skills, and knowledge (Goal 16); and
- ensuring a healthy workforce which enjoys job satisfaction (Goal 17).

Once these are in place further objectives can be achieved, such as:

- covering the intended curriculum (Goal 18);
- using learning materials appropriately (Goal 19); and
- facilitating access to additional resources and resource persons, as set out in many of the remaining goals.

These goals also involve the use of sound assessment practices aimed at enabling learners to gain knowledge and skill to the full extent of their capabilities. Thus, the goals referred to are geared towards assisting teachers to work with other stakeholders in achieving the overall vision of national development and growth, as illustrated, for instance, by the National Development Plan and the Medium-Term Strategic Framework. Accordingly, outlining its vision for South African teachers, the Action Plan to 2024³ states that in 2030 (p.18):

“Teachers who received the training they require are continuously improving their capabilities and are confident in their profession. Teachers understand the importance of their profession for the development of the nation and do their utmost to give their learners a good educational start in life. They are, on the whole, satisfied with their jobs because they feel their employer is sensitive to their personal and professional needs and that their pay and conditions of service in general are decent and similar to what one would find in other profession.”

It goes without saying that the chances of achieving these ideals improve when every allocated post is filled with an educator who can maintain teaching quality.

Goal 15 addresses the allocation and filling of posts directly. It draws attention to the context within which teacher availability and teacher utilisation has to take note of. The Action Plan to 2024 states that over-sized classes in the schooling system remain an ongoing concern. South Africa employs few teachers relative to school enrolments, which is a structural problem that is difficult to change. The Action Plan is, however, optimistic that “Demographic changes in the educator force clearly do create a window of opportunity for employing more teachers and lowering South Africa’s learner-educator ratios so that they approximate more ratios seen in other middle-income countries.” (p. 104).

The Action Plan to 2024 refers to how the post-provisioning policy governs teacher availability per school (p. 23), also noting details such as incentives to teach in remote areas (p. 104). This is the post structure for which human resources must be found. Clearly, this involves a complex balance between factors such as school facilities, teacher supply and demand, salary structure, and provincial budgets.

³ The vision for schools that guides Action Plan to 2024 is in its essence the same vision that informed the previous two Action Plans (that is, Action Plan to 2014 and Action Plan to 2019).

Indicator 1

Underpinned by the above, a specific indicator (Indicator 15.2) elaborated on Goal 15 (treated here as Indicator 1 for the purposes of the SMS 2022): “The percentage of schools where allocated teaching posts are all filled” (p.104). Success in filling posts will enable the Department to avoid classrooms with more learners than is necessary or affordable.

2. Indicator definition and data collection

The SMS 2022 and the SMS 2017 calculations included posts filled by both permanent and temporary teachers. This ensured that the role of substitute teachers, in ensuring that learners receive teaching, was included. It therefore becomes possible to gauge whether or not learners miss any learning opportunities by not having a teacher in the classroom daily for every lesson.

The distinction between publicly paid teachers and those privately paid was disregarded for the purposes of this indicator. Thus, all posts that were filled, regardless of the salary source, were included in the data collected in 2022 and 2017.

Two sources of the raw data that could be used to compile the indicator values, namely (i) the school principal interview schedule and (ii) the document analysis schedule:

- The school principal interview schedule was the primary source for this indicator. It provided the numbers of permanently filled, temporarily filled and vacant principal, deputy-principal, head of department and teacher posts in response to Questions 14 to 29.
- Using the document analysis schedule, a single data entry (Question 34), based on the attendance register, verified the total staff complement at a school during the period of the survey being conducted.

School weights were used on the 2022 data (as well as on the 2017 data).

Grade R posts were excluded for purposes of calculating the overall school indicator. Reporting on Grade R is dealt with in the section on Priority Areas in this report.

For the SMS 2022, two further items, in the school principal interview schedule, made reference to SGB posts, viz.: (i) the number of educators employed at the school as at the end of February 2022, inclusive of SGB and state-employed educators (and includes the principal, SMT members, educator/practitioners and Grade R educators); and (ii) the number of educators the SGB pays for as at on the day of the (survey) visit.

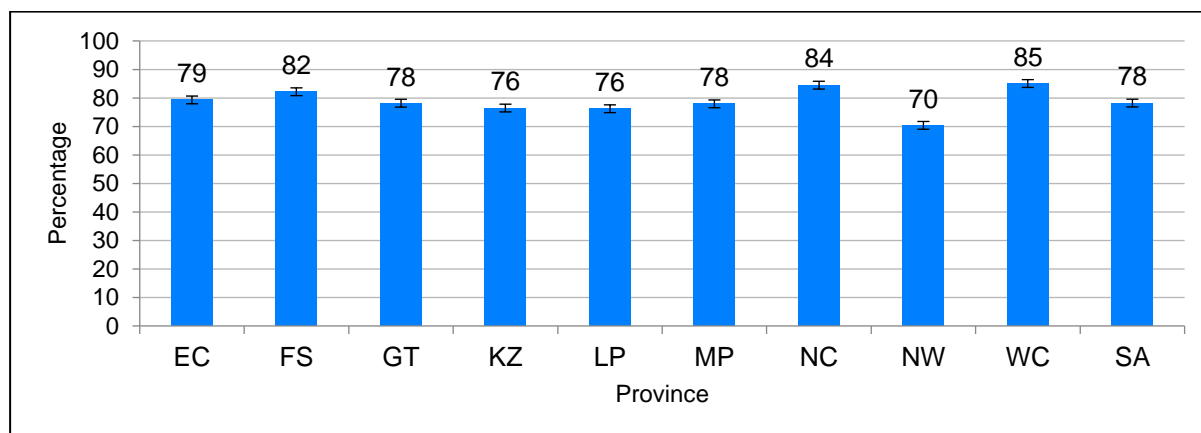
3. Status of filling all allocated teaching posts in 2022

The percentage of primary and secondary schools (combined) where all allocated teaching posts were filled in 2022 was 78% (as shown in Figure 1.1).

Schools in all provinces were in range of the national average, ranging between 70% and 85% of all allocated teaching posts being filled. The Free State, the Northern Cape and the Western Cape reported the highest proportions of all posts filled, with the North West having the lowest proportion.

Indicator 1

Figure 1.1 Percentage of primary and secondary schools combined that had all their allocated teaching posts filled by province, 2022



In Figure 1.2, the extent to which primary and secondary schools combined had all their allocated teaching posts filled is indicated by quintile. Quintile 4 schools, at 67%, had the lowest proportion of those that had all their allocated posts filled.

Figure 1.2 Percentage of primary and secondary schools combined that had all their allocated teaching posts filled by quintile, 2022

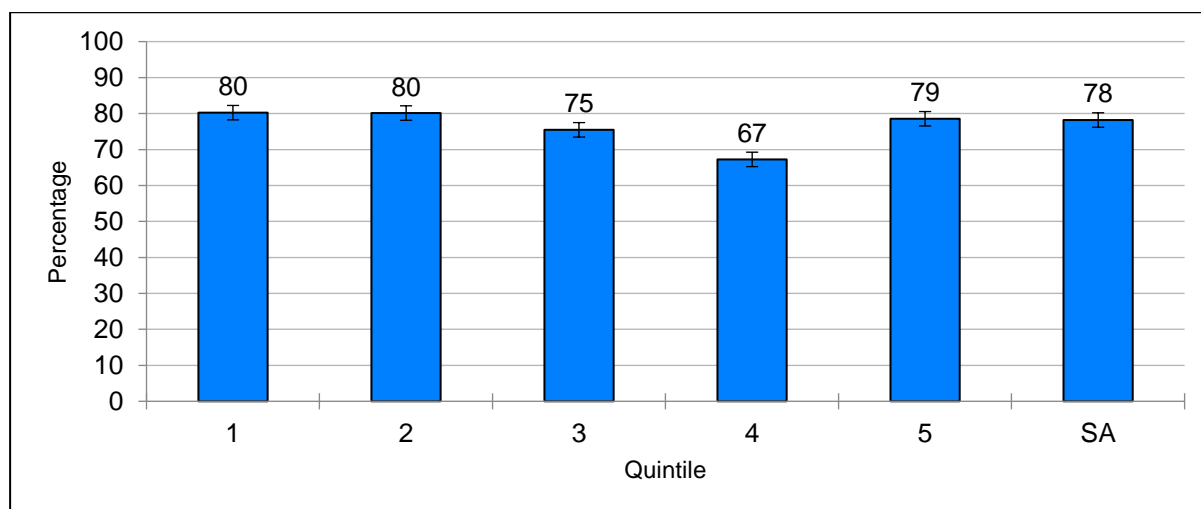


Figure 1.3 shows the percentage of primary and secondary schools per province that had all their allocated teaching posts filled. The general pattern is that primary schools had higher proportions of teaching posts filled compared to the secondary schools, albeit marginal in some instances. In 2022, 80% of primary schools and 73% of secondary schools had all their allocated teaching posts filled.

Primary schools in KwaZulu-Natal had the lowest proportion of having filled all their allocated teaching posts (at 76%), but well in range of the proportions of primary schools in Gauteng, Limpopo Province, Mpumalanga, and the North West (all in the upper 70% range). Primary schools in the Eastern Cape (81%), the Free State (86%), the Northern Cape (89%) and the Western Cape (87%), fared better and above the national average of 80 percent.

Indicator 1

Barring the North West, secondary schools all had proportions in the 70% range with the Western Cape having the highest at 79% and the North West at a very concerning lowest of 49%, of having all their teaching posts filled.

Schools in the North West (79% versus 49%) and the Northern Cape (89% versus 70%) also had the largest difference between the proportion of posts filled at primary schools and that of secondary schools.

Figure 1.3 Percentage of primary versus secondary schools that had all their allocated teaching posts filled, by province, 2022

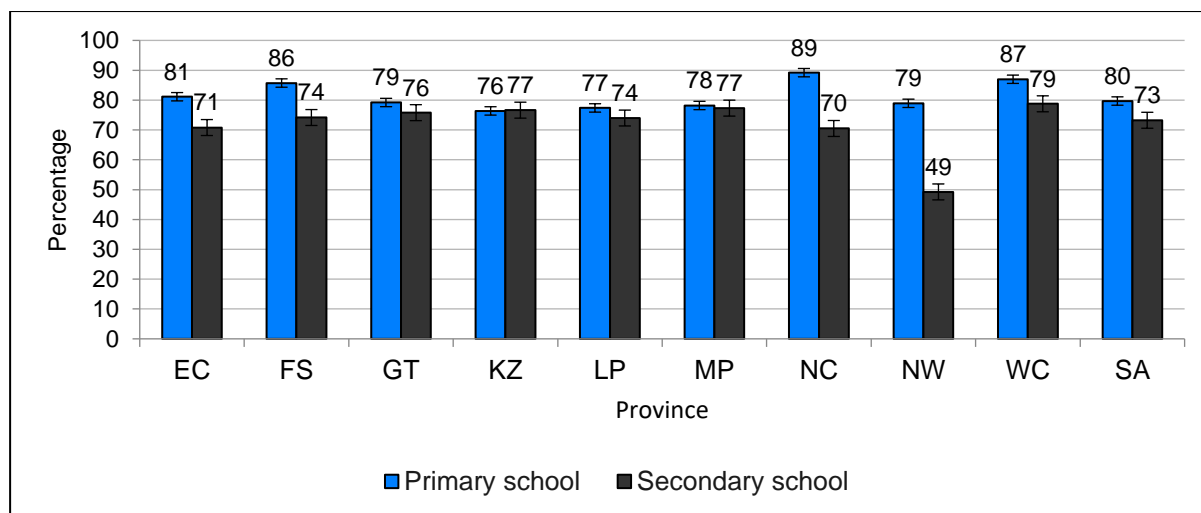
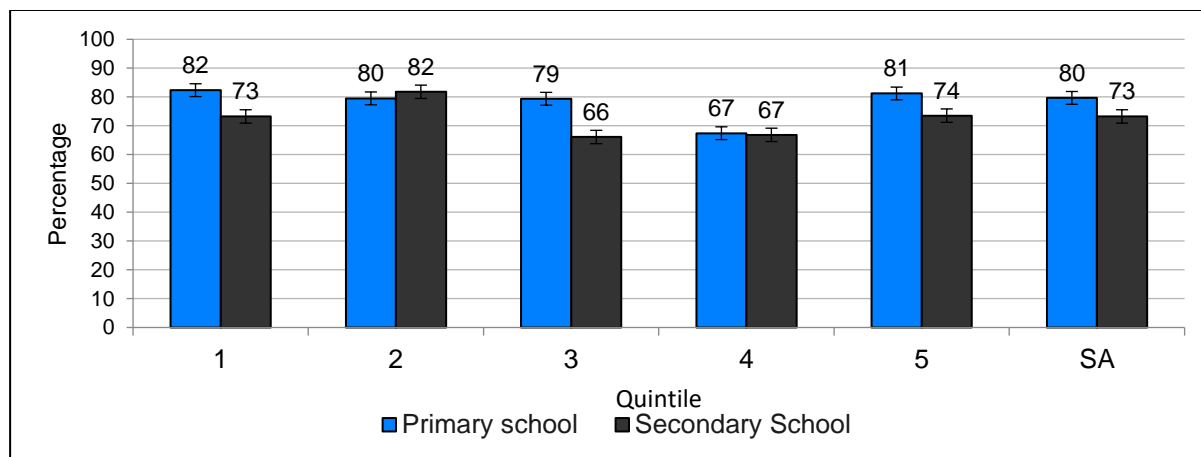


Figure 1.4 shows the percentage of primary and secondary schools per quintile that had all their allocated teaching posts filled.

Quintile 4 schools had the lowest proportion of all allocated teaching posts filled for both primary and secondary schools. Schools in Quintile 3 (79% versus 66%) and Quintile 5 (81% versus 74%) also showed notable differences between the proportion of posts filled at primary schools and that of secondary schools.

Figure 1.4 Percentage of primary versus secondary schools that had all their allocated teaching posts filled by quintile, 2022



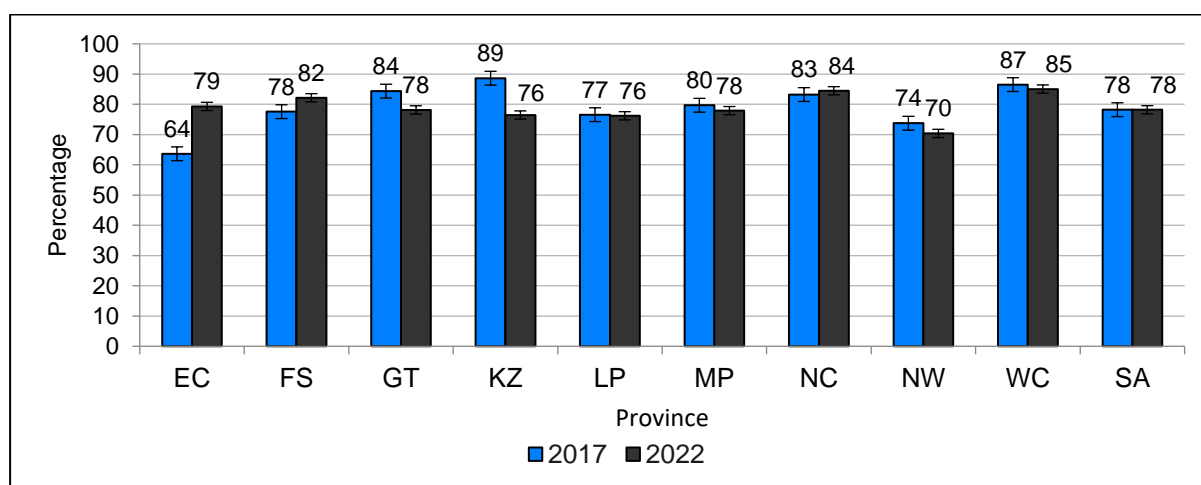
Indicator 1

4. Changes between 2017 and 2022 in filling all allocated teaching posts

Changes between 2017 and 2022 at the provincial level for primary and secondary schools combined are shown in Figure 1.5 and at quintile level in Figure 1.6. In both 2022 and 2017, 78% of schools nationally had all their allocated posts filled.

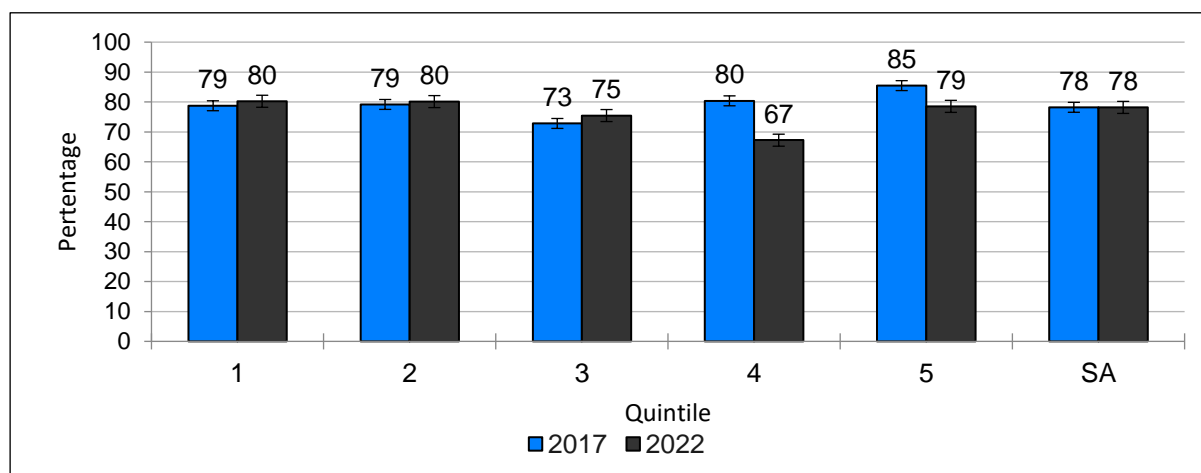
Schools in the Eastern Cape showed the largest increase from 64% (in 2017) to 79% (in 2022), whereas schools in KwaZulu-Natal showed the largest decrease from 89% (in 2017) to 76% (in 2022). The changes between 2017 and 2022 for the other provinces, whether up or down, were generally marginal.

Figure 1.5 Percentage of primary and secondary schools combined that had all their allocated teaching posts filled by province, 2017-2022



Schools in quintiles 1 to 3 remained relatively stable between 2017 and 2022 (with slight increases in 2022). Schools in quintile 4 and 5, however, showed the largest decreases in the proportions of schools that had all their allocated posts filled between 2017 to 2022: Quintile 4 schools decreased from 80% (in 2017) to 67% (in 2022) and Quintile 5 schools from 85% (in 2017) to 79% (in 2022).

Figure 1.6 Percentages of primary and secondary schools combined that had all their allocated teaching posts filled by quintile, 2017-2022



Indicator 1

A review of the findings for primary and secondary schools by province and quintile revealed similar trends (between 2017 and 2022) as those reported for the combined schools. Tables 4 to 7 provide additional details.

Table 4: Percentage of primary schools that had all their allocated teaching posts filled by province, 2017-2022

Province	2017		2022	
	%	se	%	se
EC	64,4	0,92	81,1	0,68
FS	78,6	1,54	85,7	1,45
GT	89,0	0,89	79,2	1,23
KZ	89,2	0,51	76,4	0,78
LP	81,2	0,89	77,4	0,99
MP	79,2	1,29	78,2	1,42
NC	84,8	1,86	89,2	1,71
NW	76,2	1,46	78,9	1,46
WC	87,7	1,04	87,0	1,11
SA	79,5	0,35	79,7	0,36

Table 5: Percentage of primary schools that had all their allocated teaching posts filled by quintile, 2017-2022

Quintile	2017		2022	
	%	se	%	se
1	79,6	0,56	82,4	0,57
2	80,6	0,67	79,5	0,69
3	75,6	0,82	79,4	0,78
4	79,6	1,38	67,4	1,64
5	86,6	1,01	81,2	1,21
SA	79,5	0,35	79,7	0,36

Table 6: Percentage of secondary schools that had all their allocated teaching posts filled by province, 2017-2022

Province	2017		2022	
	%	se	%	se
EC	60,1	2,11	71	1,84
FS	73,9	3,23	74	2,92
GT	73,7	2,10	76	2,00
KZ	87,2	0,93	77	1,20
LP	68,5	1,52	74	1,45
MP	81,1	2,13	77	2,13
NC	76,0	4,96	70	4,87
NW	63,9	3,60	49	3,56
WC	82,2	2,40	79	2,54
SA	74,4	0,67	73	0,67

Indicator 1

Table 7: Percentage of secondary schools that had all their allocated teaching posts filled by quintile, 2017-2022

Quintile	2017		2022	
	%	se	%	se
1	75,4	1,25	73,2	1,27
2	75,6	1,21	81,8	1,06
3	65,2	1,60	66,1	1,54
4	82,2	1,95	66,9	2,37
5	83,0	1,70	73,5	1,97
SA	74,4	0,67	73,2	0,67

5. Summary

In 2022, 80% of primary schools and 73% of secondary schools had all their allocated teaching posts filled. Primary schools in KwaZulu-Natal had the lowest proportion of having filled all their allocated teaching posts (at 76%), but well in range of the proportions of primary schools in Gauteng, Limpopo Province, Mpumalanga and the North West (all in the upper 70% range).

Barring the North West, secondary schools all had proportions in the 70% range, with the Western Cape having the highest at 79%, and the North West at a concerning low 49%.

Schools in the North West (79% versus 49%) and the Northern Cape (89% versus 70%) also had the largest difference between the proportion of posts filled at primary schools and that of secondary schools.

Quintile 4 schools had the lowest proportion of all allocated teaching posts filled for both primary and secondary schools. Schools in Quintile 3 (79% versus 66%) and Quintile 5 (81% versus 74%) also had the largest difference between the proportions of posts filled at primary schools versus that of secondary schools.

In both 2022 and 2017, 78% of schools nationally had all their allocated posts filled.

Schools in the Eastern Cape showed the largest increase from 64% (in 2017) to 79% (in 2022), whereas schools in KwaZulu-Natal showed the largest decrease from 89% (in 2017) to 76% (in 2022).

Schools in quintiles 1 to 3 remained relatively stable between 2017 and 2022 (with slight increases in 2022). Schools in quintile 4 and 5, however, showed the largest decreases in the proportions of schools that had all their allocated posts filled between 2017 to 2022.

Indicator 2. The average hours per year spent by teachers on professional development activities

Fact Sheet

According to the Education Labour Relations Council Resolution no. 7 of 1998 on the Workload of Educator, all educators, as part of their conditions of service, should spend 80 hours per year on professional development activities.

In 2022, teachers of Language and Mathematics in grades 3, 6, 9 and 12, as part of the SMS 2022, were also interviewed about the professional development activities they had engaged in, during 2022.

Professional development was categorised into five categories: (i) self-initiated; (ii) school initiated; (iii) externally initiated by the district, provincial or national office; (iv) externally initiated by unions or professional associations; and (v) externally initiated by other institutions.

Equivalent indicator calculations were possible across the 2011, 2017 and 2022 survey data.

Indicator value: Teachers spent, on average, 45 hours annually on professional development activities.

Source: Educator Questionnaire / Interview (^A Foundation Phase Grade 3; ^B Grades 6, 9 and 12)

Weight: Learner weight (as no educator weight was available)

Variables and calculations:

All Professional Development ^A = EQ32 + EQ35 + EQ38 + EQ41 + EQ44 [Estimated Hours]

All Professional Development ^B = EQ31 + EQ34 + EQ37 + EQ40 + EQ43 [Activities]

These variables were conditional upon answers to subsequent question(s), and responses to these questions were taken into account in calculations:

- “What were the estimated number of hours?”

The total hours of professional development for each educator were calculated.

In order to ensure comparability to the of SMS 2011 data (DBE, 2014), values higher than 1,000 hours were not included in the analysis (on the basis that they were extremely improbable),

The average hours for the required category were calculated.

Verbatim formulations of questions:

- “Did you participate in any [SELF-INITIATED] [SCHOOL-INITIATED] [EXTERNALLY-INITIATED**] professional development activities (**provided by [the DBE (district / province / national)] [the unions / professional associations] [other institutions]) in 2022?” [A1 No, A2 Yes]

Indicator 2

- (For each source professional development, the interviewer had to provide a brief explanation of what [SELF-] [SCHOOL-] [EXTERNALLY] initiated activities are. The explanation formed part of the question/s).
- “What was the estimated number of hours you spent on [...] professional development activities in 2022?” [Numeric response to each of the five activities]

In addition to other capacity development undertaken by school principals, they were also interviewed using the same set questions (as above). All item formulations were identical. Results for the principals are reported separately from the educators.

Source: Principal Interview

Weight: School weight

Variables and calculations:

All Professional Development = PQ210 + PQ213 + PQ216 + PQ219 + PQ222 [Hours]

All Professional Development = PQ209 + PQ212 + PQ215 + PQ218 + PQ221 [Activities]

1. Importance of indicator

The Director-General of the DBE, in the foreword to the Action Plan to 2024 (DBE, 2022), made specific reference to monitoring and innovation in critical areas such as teacher professional development. As further cited in the Action Plan (DBE, 2020g), the National Development Plan (NDP) states that “a deficit in skills and professionalism affects all elements of the public service” (p. 42).

According to the Education Labour Relations Council (ELRC) Resolution No. 7 of 1998 on the Workload of Educator, all educators, as part of their conditions of service, should spend 80 hours per year on professional development activities.

Goal 16 of the Action Plan to 2024 (DBE, 2020g) “requires improvements to the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their careers” (p. 107). Goal 16 gives rise to two indicators with Indicator 16.1 being of relevance to the ELRC resolution above, namely, “the average hours per year spent by teachers on professional development activities” (p. 109).

Action Plan to 2024 states that “the average hours per year spent by teachers on professional development has remained at about half of what is commonly considered the ideal, namely 80 hours per year” (p. 109). While the concern remains that many educators continue to spend very little time on professional development activities and that much must still be done to raise levels of teacher capacity, it is important to identify initiatives that have already been implemented as identified in the Action Plan to 2024:

- South Africa’s joining the Teaching and Learning International Survey (TALIS). One of the insights provided by TALIS is the finding that South Africa’s teachers are behind

Indicator 2

those in developing countries when it comes to access to and utilisation of online training. This underlines the importance for South Africa of investing more in the use of modern technologies.

- The reduction in the demand for formal assessments such as tests and assignments, and adding more space for actual teaching and learning and for teacher-driven formative and diagnostic assessments.
- In 2019, the conclusion of an agreement on certain revisions to the educator performance management system (now referred to as the Quality Management System – QMS).
- With a national framework for professional learning communities (PLCs) in place, this leads to the prioritisation of promoting locally driven PLCs and encourages emerging research on PLCs in the South African context.

The South African Council for Educators (SACE) is a body established by law to uphold the education profession. One of its key mandates is the development of professional standards for teachers and to manage and implement the Continuing Professional Teacher Development (CPTD) Management System. SACE registers all professional educators and promotes their professional development. The Continuing Professional Teacher Development (CPTD) system was announced in the National Policy Framework for Teacher Education and Development, published by the Minister of Education in 2007.

SACE created the CPTD system for all South African teachers. Following pilot testing, the CPTD system was officially launched by SACE and the DBE on 28 March 2014. A press release by the DBE stated: “The vision of the CPTD Management System is to support and facilitate the process of continuing professional teacher development, give recognition to teachers who commit themselves to continuing professional development as well as revitalising the teaching profession” (DBE, Press Release, 25 March 2014).

All educators are required to register with SACE before accepting a teaching position. Teachers then participate in the three-year CPTD system cycle. All teachers, deputies, principals and vice principals must achieve at least 150 Professional Development points every three years by participating in SACE endorsed activities such as doing short courses (online), reading or writing education articles, attending seminars, or mentoring other teachers. Each activity has a predetermined point allocation. Participation is aimed at deepening the knowledge of educators, refining their skills and promoting career development at all levels. For principals, vice principals, as well as primary and remedial school teachers, the three-year cycle runs from 2020-2023. For HODs, the three-year cycle started in 2018 and the cycle ends at the end of 2020. For high school and combined school teachers, the cycle started in 2019 and the cycle ends at the end of 2021. Educators who refuse to participate in the CPTD Management System will be contravening Section 7 of the SACE Code of Professional Ethics. This means that educators could get denied their SACE registration, and ultimately be unable to teach.

2. Indicator definition and data collection

According to the Education Labour Relations Council Resolution No. 7 of 1998 on the Workload of Educator, all educators, as part of their conditions of service, ought to spend 80 hours per year on professional development activities.

Indicator 2

For the SMS 2021/2022 information was collected on training educators received; whether it was formal or informal training, who provided the training, the nature of the training, and so forth.

The above included self-initiated training, school-initiated training, externally initiated training (by departments, teacher unions, and associations) and training externally initiated by other stakeholders. There were also specific questions about the number of hours per category of training and how training hours contribute to Continuing Professional Teacher Development (CPTD) points. Teachers were also asked about their participation in Professional Learning Communities (PLCs).

There were no substantive changes to the Educator Questionnaires in relation to the aforementioned set of questions for the SMS 2022 (virtually similar to that of the SMS 2017). The ‘impact of training’ set of questions were removed for the current survey.

The Fact Sheet at the beginning of this section covered the questions and process of computation of this indicator. The indicator is based on the information provided by educators. Learner weights were used during the analysis of the data provided by teachers.

3. Status indicator in 2022

In 2022, teachers in primary and secondary schools combined spent on average 45 hours on professional development as at and up till the period of the survey (Figure 2.1). This represents about 54% of the recommended 80 hours for this indicator.

Teachers in KwaZulu-Natal, the Northern Cape and the Western Cape were above the national average (ranging between 50 and 59 hours). Teachers in Limpopo Province and Mpumalanga spent the least amount of time on professional development (about 31 hours).

Figure 2.1 Average hours a year spent by teachers in primary and secondary school combined on professional development by province, 2022

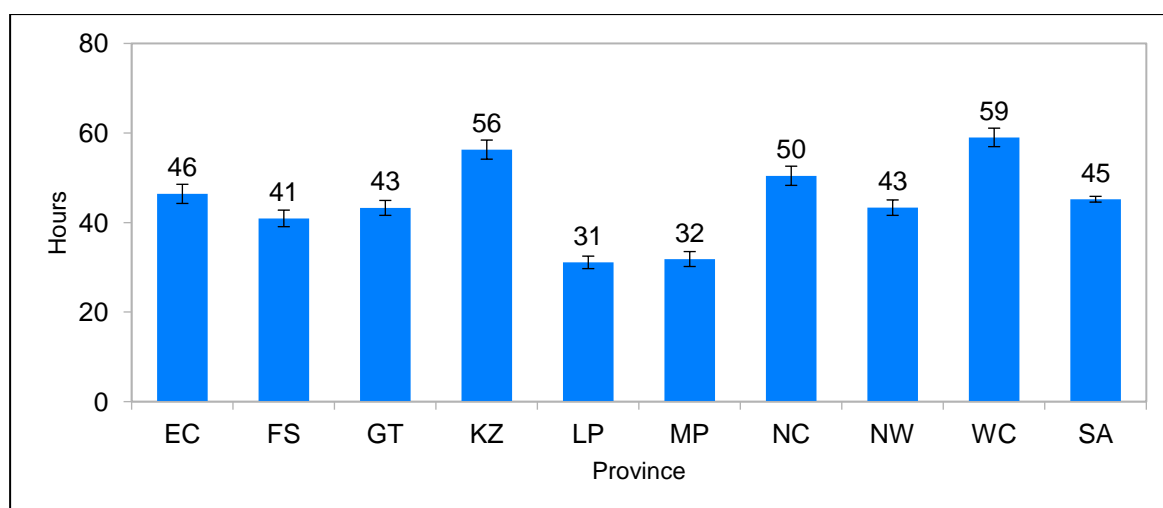
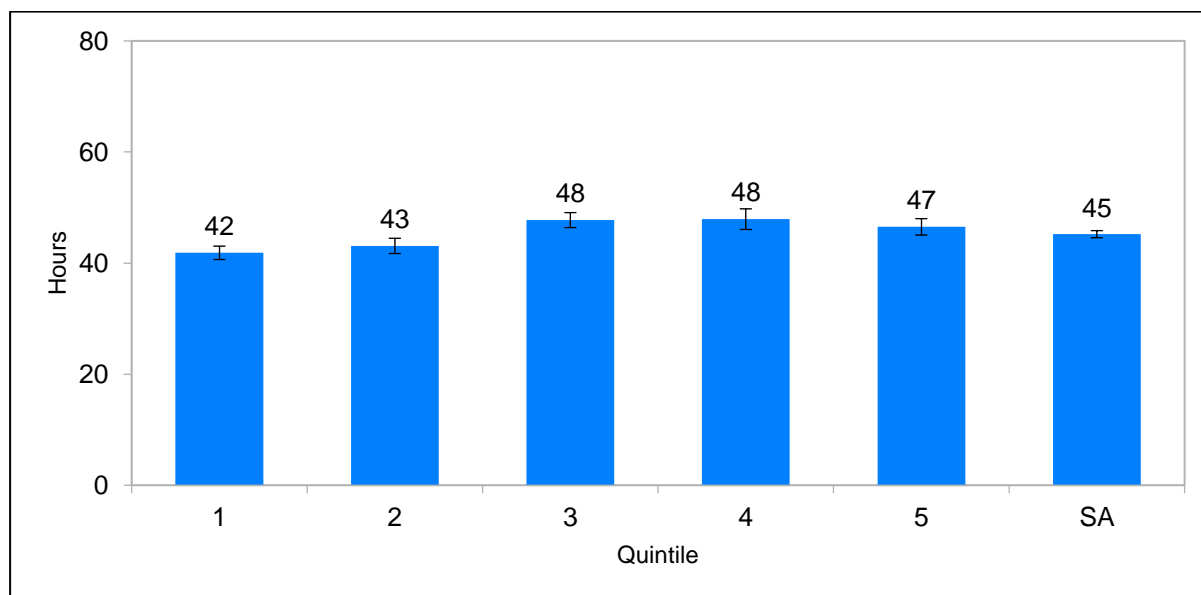


Figure 2.2 shows that there were no real differences across quintiles in terms of the amount of time teachers spent on professional development. Teacher development hours in Quintiles 3 to 5 were slightly about the national average.

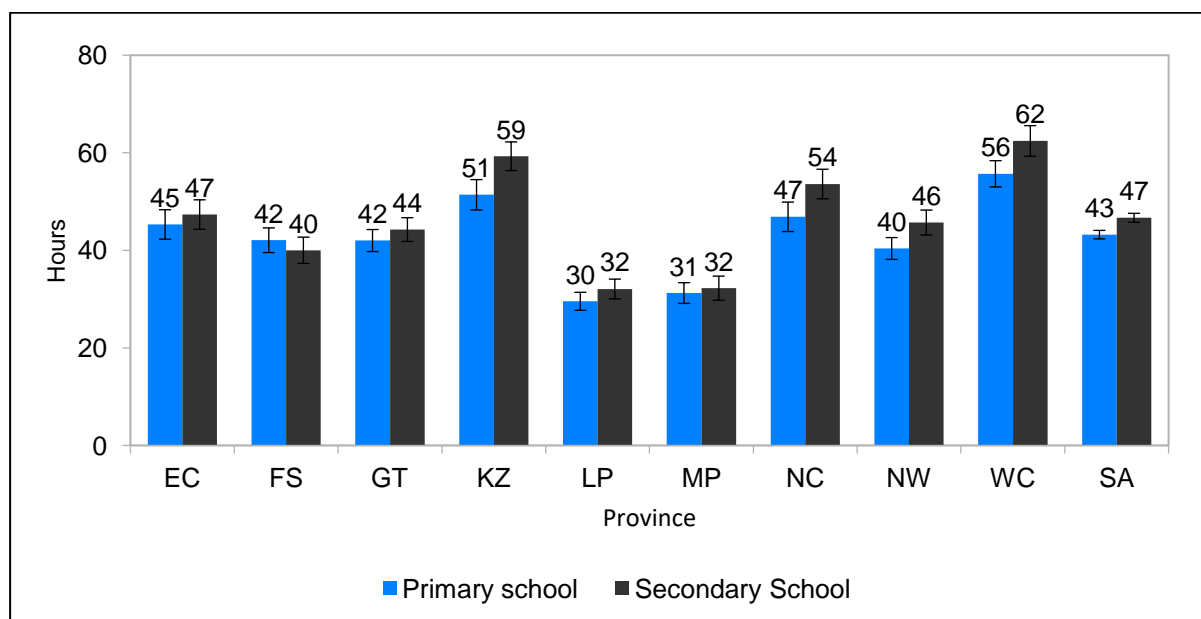
Indicator 2

Figure 2.2 Average hours a year spent by teachers in primary and secondary school combined on professional development by quintile, 2022



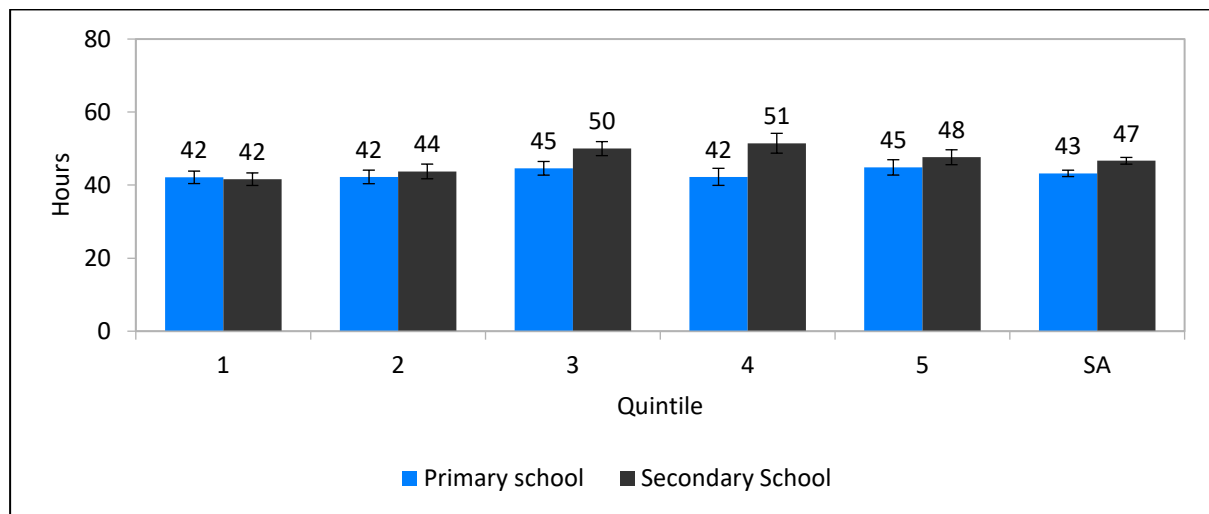
Differences between primary school and second teachers and their professional development hours were fairly minimal at provincial level (Figure 2.3). Teachers in primary schools on average spent 43 hours on professional development and secondary school teachers, 47 hours. A similar pattern emerged at quintile level, with no major differences across quintiles (see Figure 2.4).

Figure 2.3 Average hours a year spent by teachers in primary versus secondary schools on professional development by province, 2022



Indicator 2

Figure 2.4 Average hours a year spent by teachers in primary versus secondary schools on professional development by quintile, 2022



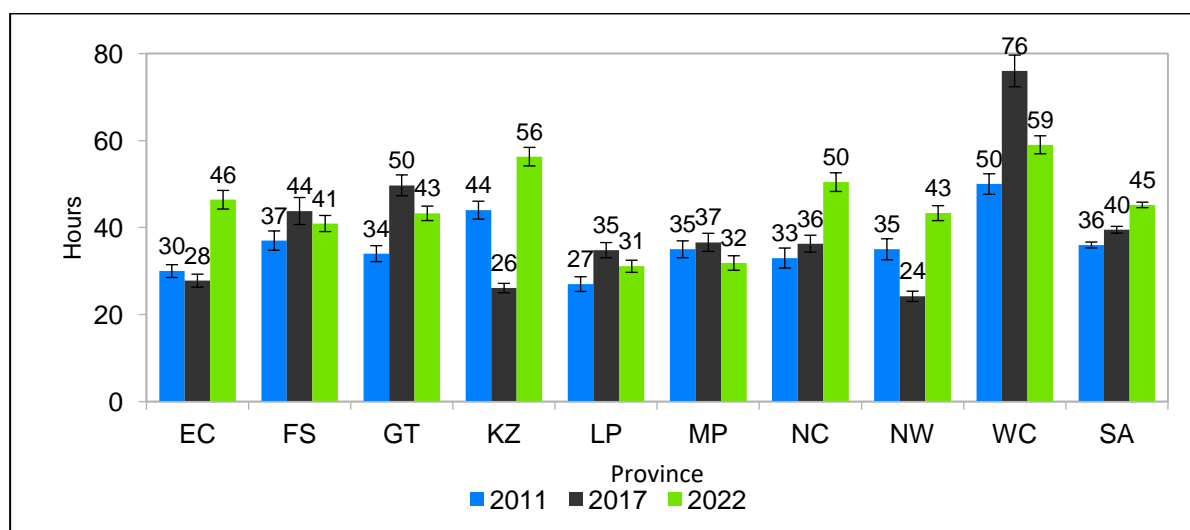
4. Changes between 2011, 2017 and 2022 in teacher professional development

Trends over time at the provincial level are shown in Figure 2.5. There was no substantive change over time in the average number of hours teachers spent on professional development; with 36 hours in 2011, 40 hours in 2017, and an increase to 45 hours in 2022.

The Western Cape, which had a substantial rise from 50 hours in 2011 to 76 hours in 2017, declined to 59 hours in 2022. A similar pattern emerges for teachers in Gauteng also showing a decline in hours from 2017 to 2022.

In contrast, the Eastern Cape, KwaZulu-Natal, and the Northern Cape are showing increases; with average teacher professional development hours above the 2022 national average.

Figure 2.5 Average hours a year spent by teachers in primary and secondary schools combined on professional development by province, 2011-2022

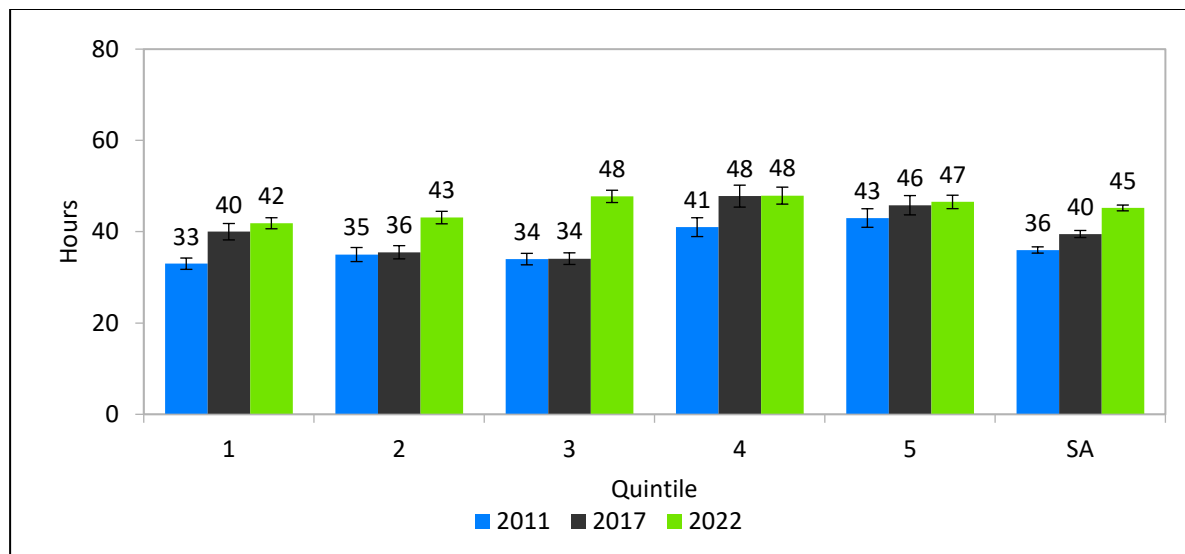


In relation to quintiles, there were notable improvements in the hours that teachers spent on capacity development in some quintiles over time as can be seen in Figure 2.6. For Quintile 3,

Indicator 2

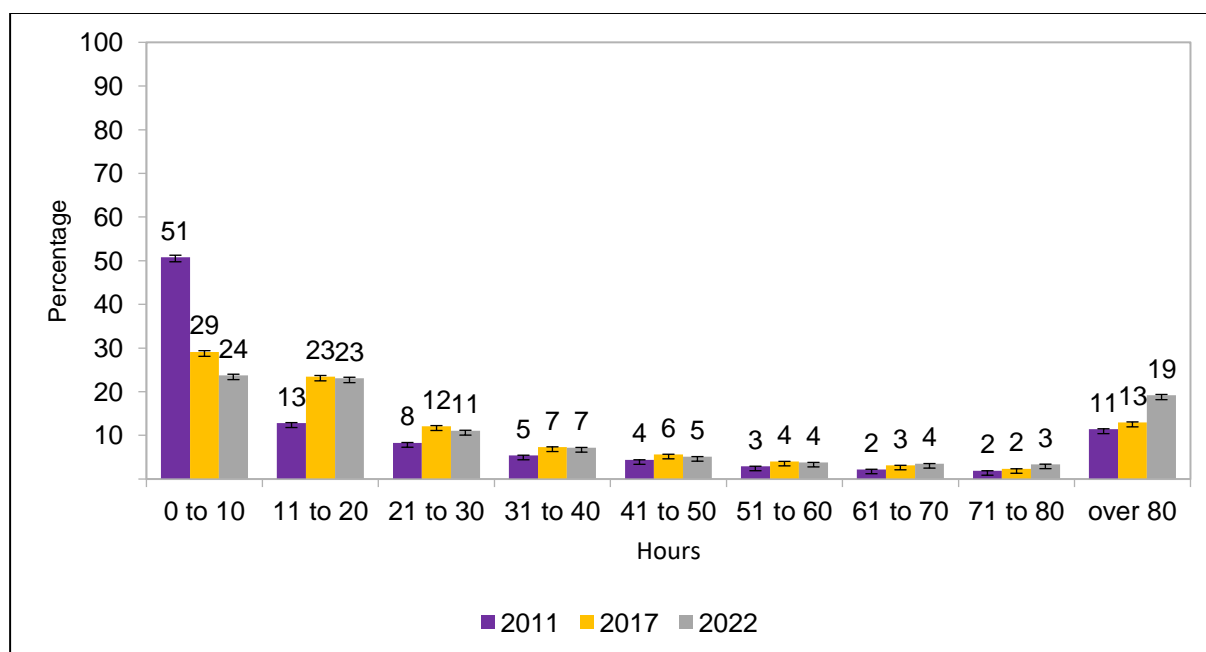
there was a substantial increase from 34 hours to 48 hours and in Quintile 2 an increase from 36 hours in 2017 to 43 hours in 2022.

Figure 2.6 Average hours a year spent by teachers in primary and secondary schools combined on professional development by quintile, 2011-2022



Additional analysis conducted to determine the percentage of teachers reporting the number of hours they spend on professional development are noted in Figure 2.7. The majority of teachers for all three rounds of the SMS reported that they spent between 0 and 10 hours, followed by 10 and 20 hours a year on professional development. In addition, between 11% and 19% of teachers also reported that they spent over 80 hours a year on professional development.

Figure 2.7 Percentage of teachers reporting on number of professional development hours spent in 2011, 2017, 2022



Indicator 2

A review of the findings for primary and secondary schools by province and quintile revealed similar trends as those reported for the combined schools. Tables 8 to 11 provide additional details.

Table 8: Average hours a year spent by teachers in primary schools on professional development by province, 2011-2022

Province	2011		2017		2022	
	%	se	%	se	%	se
EC	30.0	1.62	24.0	2.35	45.3	3.03
FS	40.0	2.87	43.1	5.31	42.1	2.53
GT	39.0	2.48	44.2	3.81	42.0	2.26
KZ	43.0	2.51	23.9	1.65	51.4	3.11
LP	30.0	2.32	27.8	2.91	29.6	1.84
MP	37.0	2.65	38.4	4.06	31.2	2.13
NC	26.0	2.20	32.1	3.22	46.9	3.02
NW	37.0	2.94	23.1	1.99	40.4	2.24
WC	56.0	2.86	66.8	4.64	55.7	2.69
SA	37.0	0.83	35.1	1.17	43.2	0.88

Table 9: Average hours a year spent by teachers in primary schools on professional development by quintile, 2011-2022

Quintile	2011		2017		2022	
	%	se	%	se	%	se
1	34.0	1.49	33.0	2.23	42.1	1.71
2	34.0	1.78	34.2	2.29	42.2	1.86
3	36.0	1.56	29.4	2.06	44.6	1.87
4	46.0	2.63	42.3	4.20	42.3	2.34
5	47.0	2.77	44.7	3.27	44.9	2.10
SA	37.0	0.83	35.1	1.17	43.2	0.88

Table 10: Average hours a year spent by teachers in secondary schools on professional development by province, 2011-2022

Province	2011		2017		2022	
	%	se	%	se	%	se
EC	27.6	3.72	30.5	2.30	47.3	3.01
FS	31.2	3.21	47.4	4.73	40.0	2.69
GT	20.2	2.03	53.1	3.38	44.3	2.43
KZ	50.7	4.18	28.0	1.63	59.3	2.93
LP	20.5	2.51	39.1	2.55	32.1	2.03
MP	28.6	2.46	37.1	2.90	32.2	2.48
NC	53.1	6.62	44.7	3.41	53.6	3.03
NW	27.6	3.42	27.8	1.99	45.7	2.56
WC	32.4	3.89	85.5	5.77	62.4	3.14
SA	32.0	1.26	43.6	1.20	46.7	0.92

Indicator 2

Table 11: Average hours a year spent by teachers in secondary schools on professional development by quintile, 2011-2022

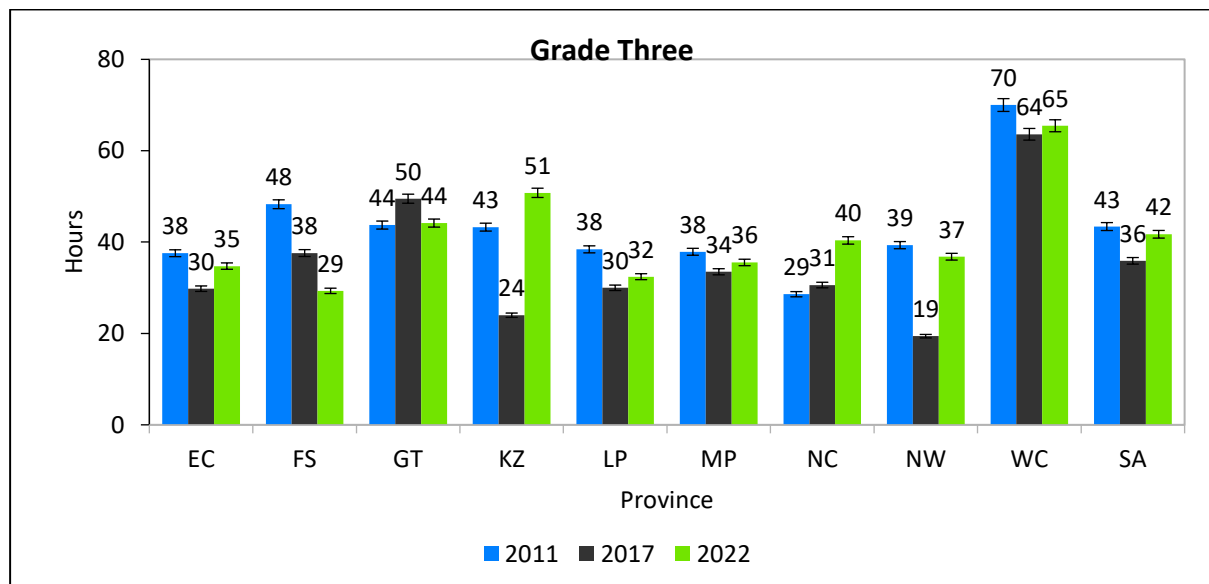
Quintile	2011		2017		2022	
	%	se	%	se	%	se
1	30.2	2.47	49.2	3.39	41.6	1.71
2	37.1	3.47	38.3	2.39	43.8	2.02
3	26.9	1.95	38.2	1.85	50.0	1.92
4	31.4	3.23	52.2	3.43	51.5	2.71
5	36.4	2.85	45.6	2.81	47.6	2.04
SA	32.0	1.26	43.6	1.20	46.7	0.92

5. Comparisons by Grade

Additional analysis was also conducted to determine average hours spent on professional development by teachers of grades 3, 6, 9, and 12. As can be seen in Figure 2.8 to 2.14, trends across the different provinces and quintile categories for each of the grades as well as across the different rounds of the survey vary widely. Even with the variations, none of the province nor quintile categories achieved the targeted average of 80 hours. A consistent trend noted across all the grades is higher number of professional development hours reported by teachers from the Western Cape.

With regards to the school quintile, there were no substantial differences noted in the number of hours reported by teachers across the different quintile categories for each of the years when the survey was administered.

Figure 2.8 Average hours a year spent by Grade 3 teachers on professional development by province, 2011-2022



Indicator 2

Figure 2.9 Average hours a year spent by Grade 3 teachers on professional development by quintile, 2011-2022

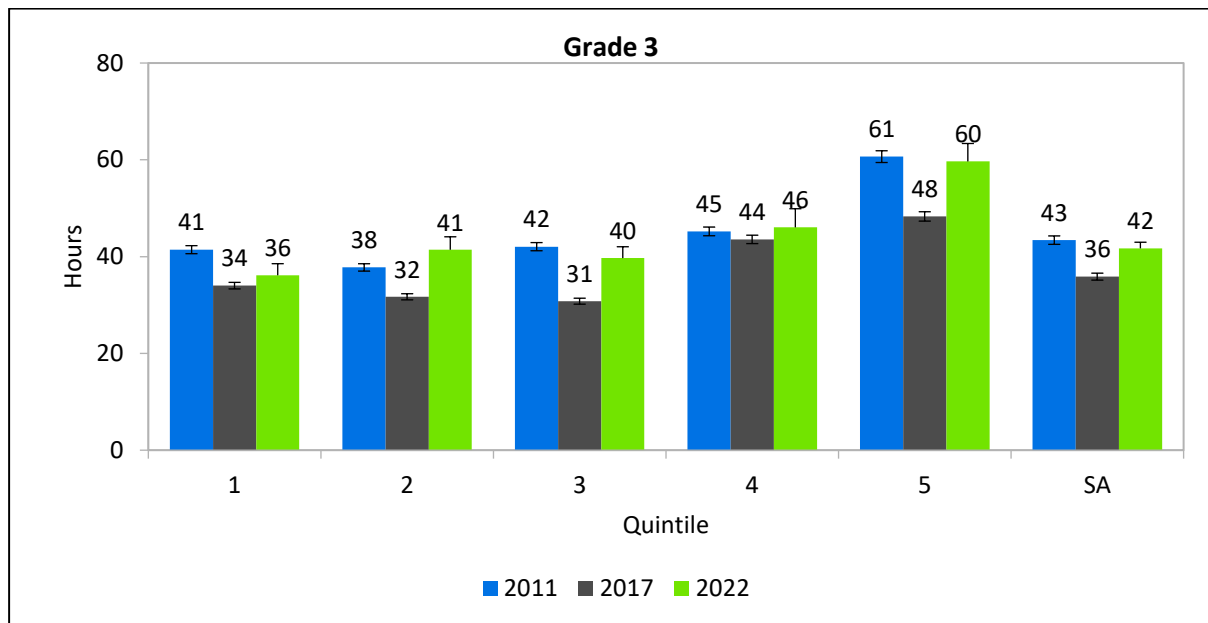
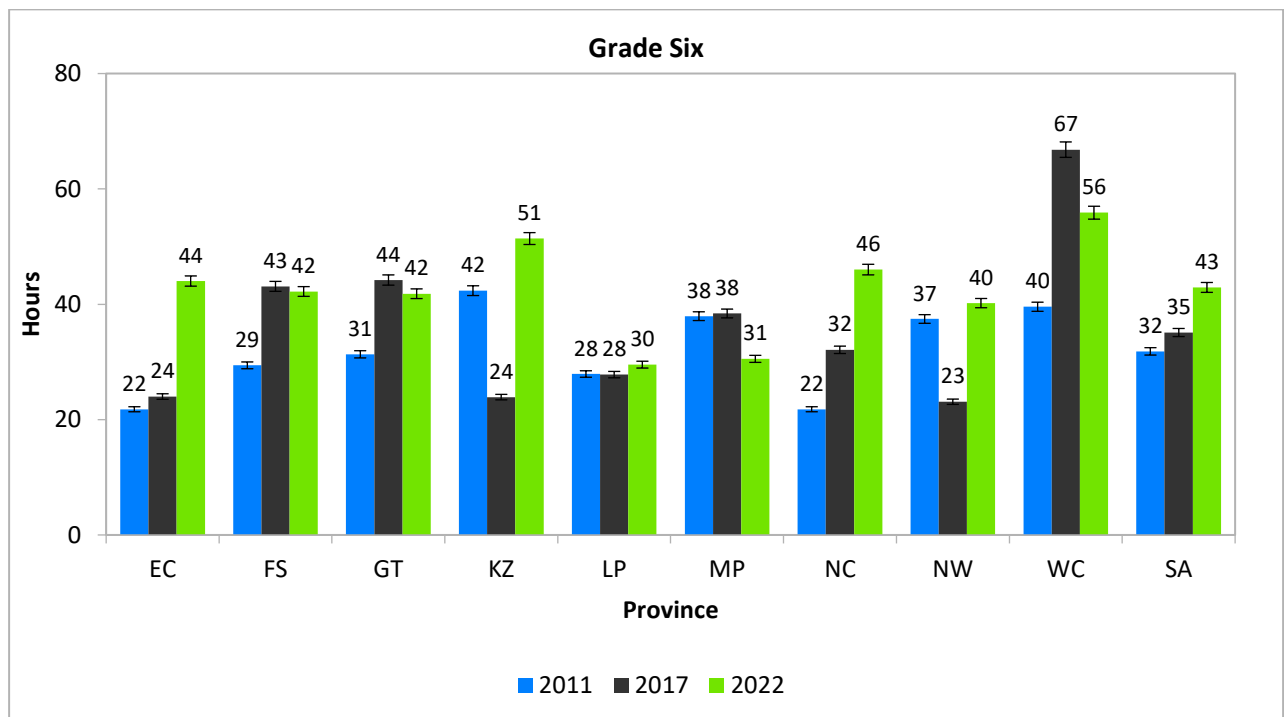


Figure 2.10 Average hours a year spent by Grade 6 teachers on professional development by province, 2011-2022



Indicator 2

Figure 2.11 Average hours a year spent by Grade 6 teachers on professional development by quintile, 2011-2022

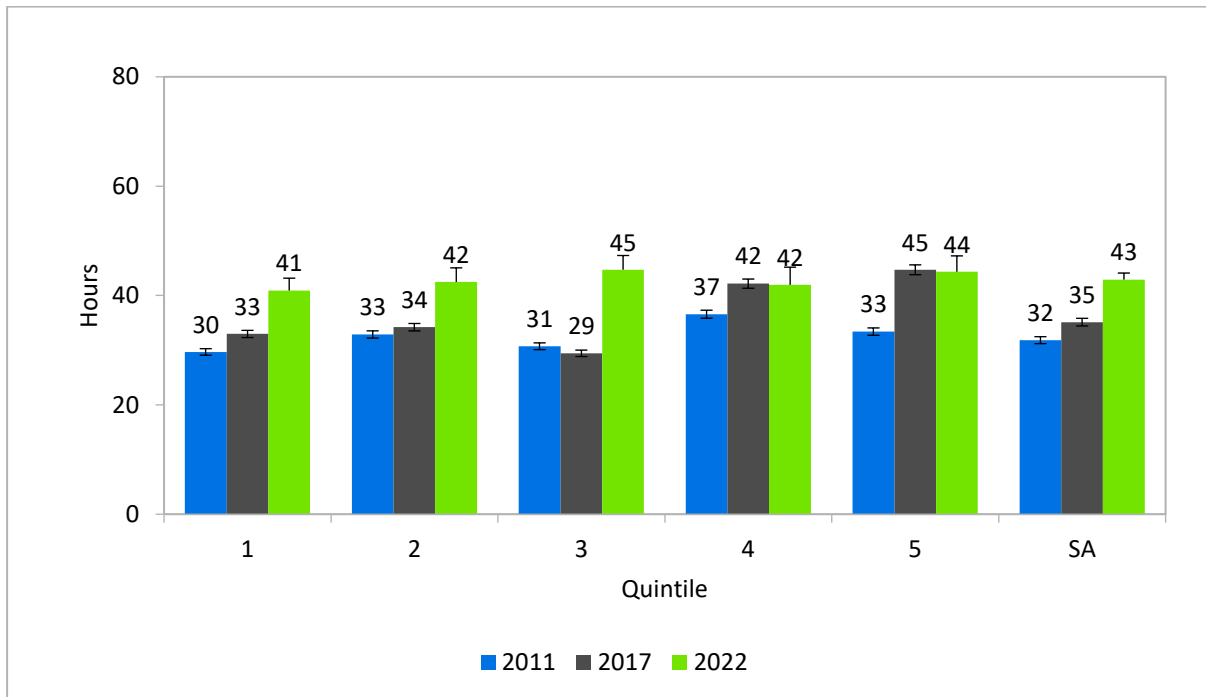
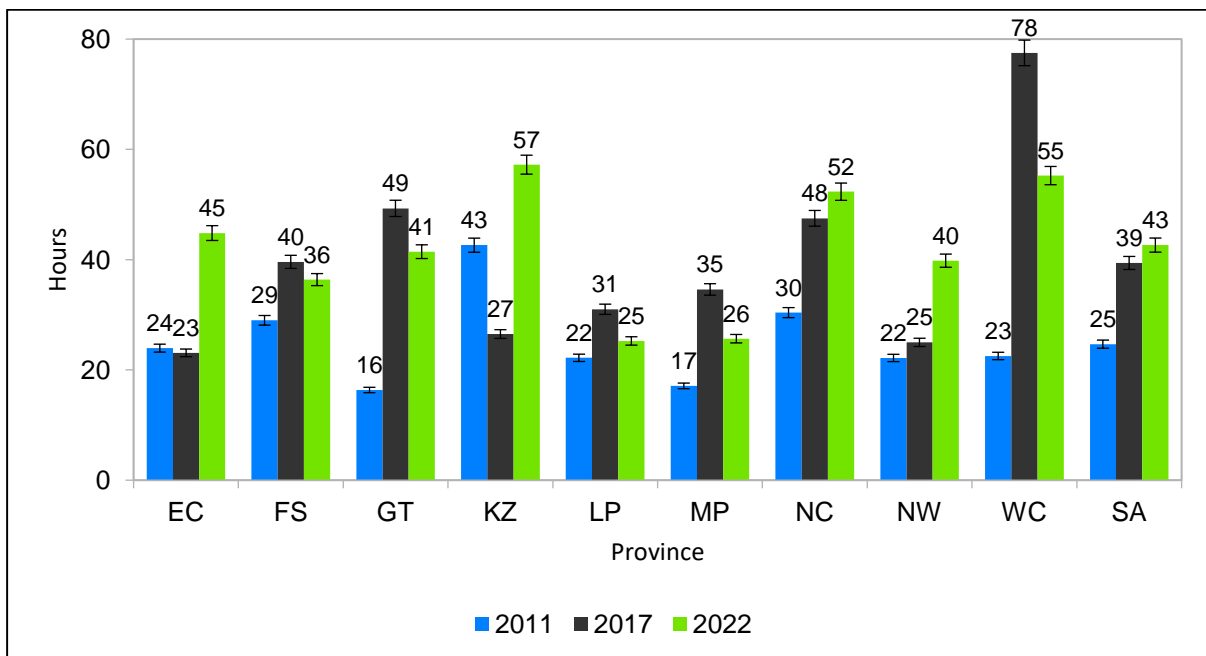


Figure 2.12 Average hours a year spent by Grade 9 teachers on professional development by province, 2011-2022



Indicator 2

Figure 2.13 Average hours a year spent by Grade 9 teachers on professional development by quintile, 2011-2022

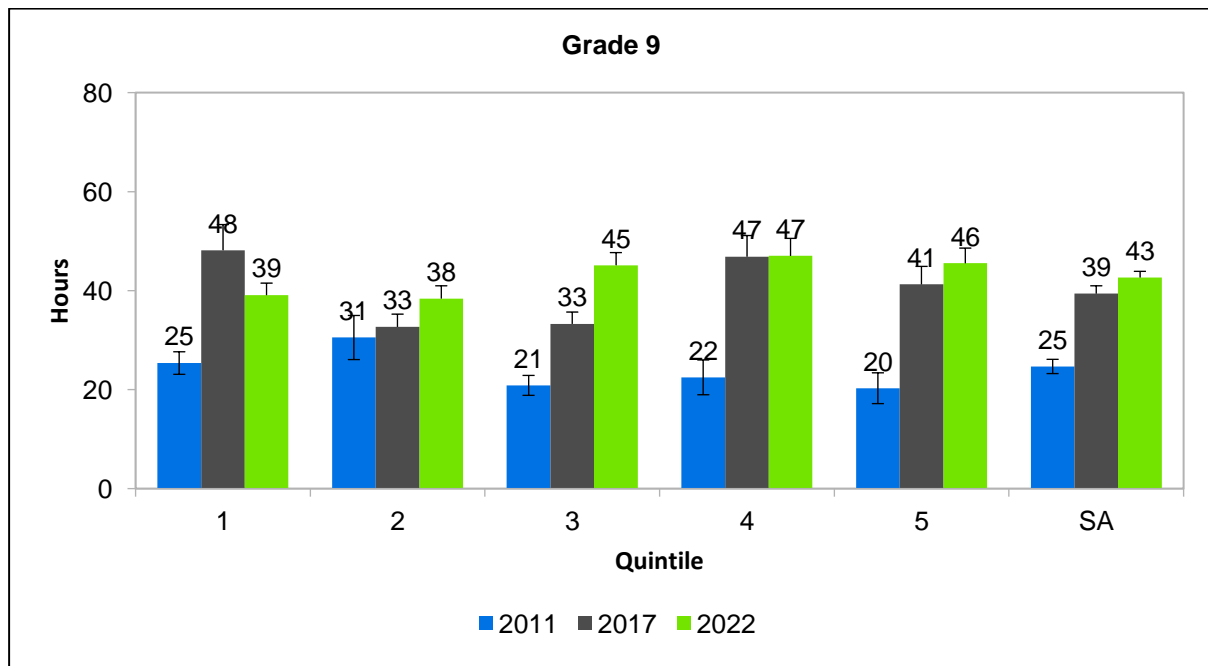
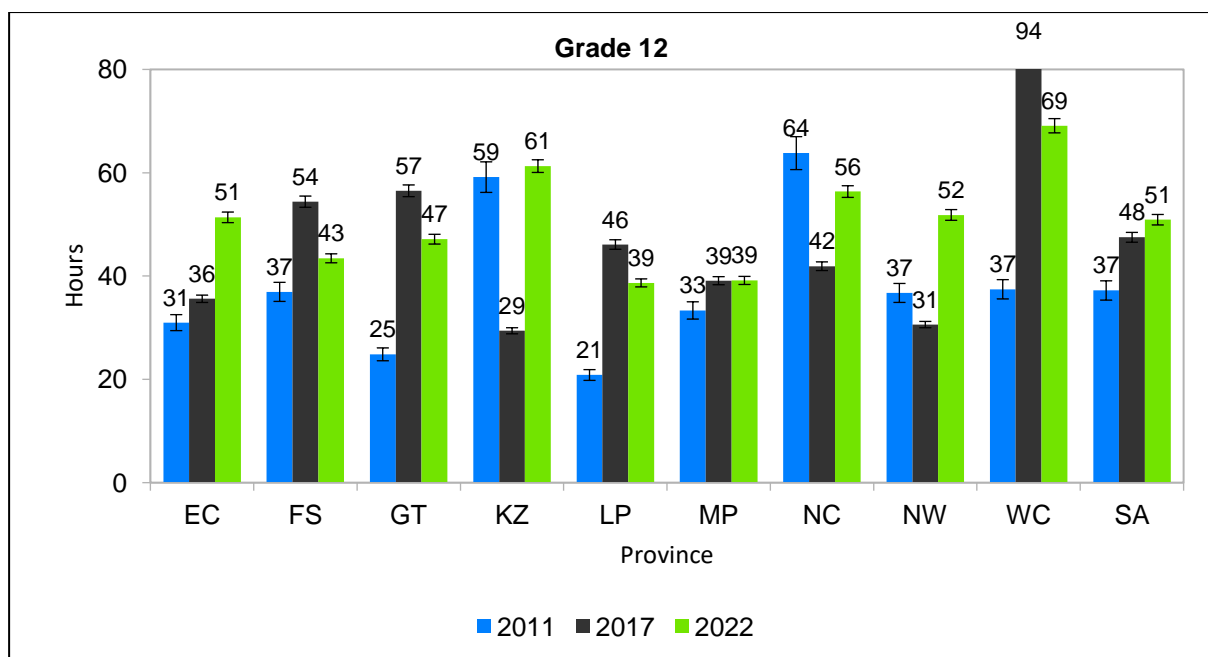
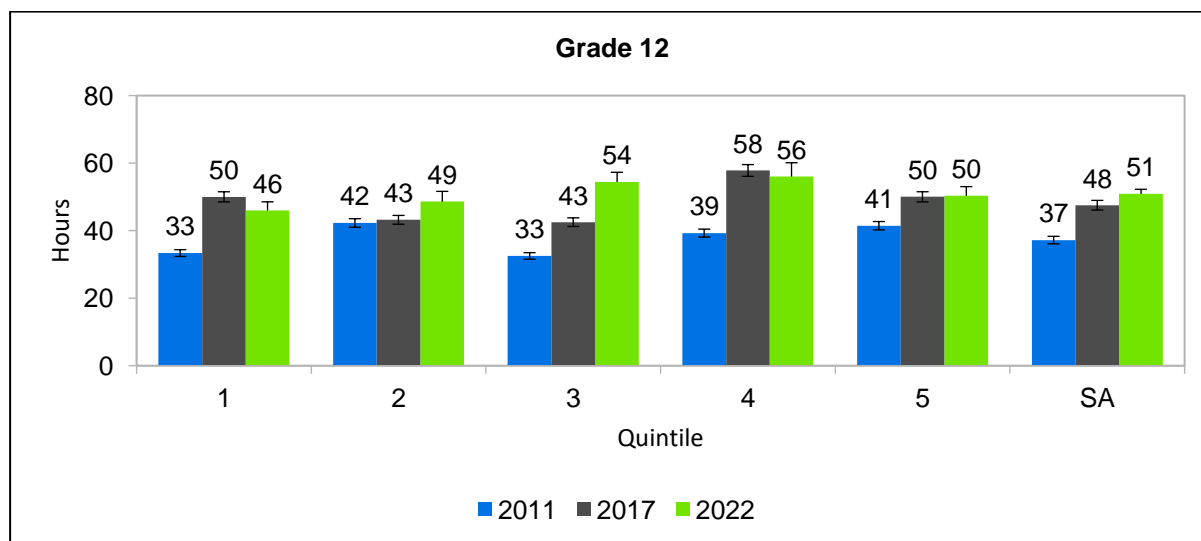


Figure 2.14 Average hours a year spent by Grade 12 teachers on professional development by province, 2011-2022



Indicator 2

Figure 2.15 Average hours a year spent by Grade 12 teachers on professional development by quintile, 2011-2022



6. Summary

In 2022, teachers in primary and secondary schools (combined), on average spent 45 hours on professional development.

Teachers in Limpopo Province and Mpumalanga spent the least amount of time on professional development. Teacher development hours in Quintiles 3 to 5 schools were slightly above the national average. Teachers in primary schools on average spent 43 hours on professional development and secondary school teachers, 47 hours.

There was no substantive change over time in the average number of hours teachers spent on professional development, with 36 hours in 2011, 40 hours in 2017 and 45 hours in 2022.

The Eastern Cape, KwaZulu-Natal, and the Northern Cape showed increases, with average teacher professional development hours above the 2022 national average. There were also notable improvements over time in quintiles 2 and 3 in the hours that teachers spent over time on capacity development.

A review of the findings for primary and secondary schools by province and quintile revealed similar trends as those reported for all the schools combined over the period of the three rounds of the survey.

The number of hours reported by teachers for grades 3, 6, 9, and 12 varied widely across the different provinces and quintile categories in each the different rounds of the survey. A consistent trend noted across all the grades is the higher number of hours reported by teachers from the Western Cape. However, there were no substantial differences noted across the different quintile categories for each of the years when the survey was administered.

Indicator 3. The percentage of teachers absent from school on an average day

Fact Sheet

This indicator reports on teacher absentee rates on an average day in the 2022 school year derived from information obtained from the school registers. Fieldworkers had to count the number of teachers that did not sign the register on the day of the visit, as well as on the Wednesday and Friday of the previous week. They also had to obtain information from the principal in relation to those teachers who were absent from or present at the school on the day/s concerned. This accounted for teachers who had not yet signed in on a given day, but were present at the school.

Schools were visited by fieldworkers on any one of the working days over a twelve-week period.⁴ For this reason, the percentage of teachers absent on the day of the visit will be regarded as the status quo on an average day. The number of absentees obtained from the register was corrected by subtracting the number of educators who had not yet signed in from the number absent according to the register.

Indicator value: 5% of teachers were absent from school on an average day

Source: Principal Interview and Document Analysis

Weight: Learner

Variables and calculations:

- PQ8 = number of educators employed at the school *
- DQ37 = number of educators who did not sign the register on the day of the visit **
- PQ90 = number who had not yet signed in, but were present at school ***

Percentage of teachers absent was calculated per school and averaged as appropriate to report by province, school quintile and nationally.

Verbatim formulations of questions:

Principal Questionnaire

* PQ8. “How many EDUCATORS were employed at your school as at the end of September 2022?”⁵ Note: Educators include both SGB and state-employed educators and include the following: principal, SMT members and educator/practitioners (including Grade R educators). It does not include administrative staff/clerks, cleaners, caretakers, security, student teachers on practical, etc.” [Numeric]

PQ90. “How many educators have not signed in yet, but are at the school today?” [Numeric]

⁴ Fieldwork was primarily conducted between August and October 2022 with a few schools done in the first of November.

⁵ Please note: For the Principal Questionnaire question “How many educators were employed at your school as at the ...?” For the SMS 2022, the period was ‘end of February 2022’; for the SMS 2017, the period was ‘end of September 2017’ and for the SMS 2011; the period was ‘end of September 2011’

Indicator 3

Document Analysis

DQ35. Count the number of educators that have filled out the attendance register.

Instructions: Look through the register and see if it has been filled out for the following days.

- The day of the visit
- The Wednesday of the week before you visited
- The Friday of the week before you visited
- If you did not see the educator attendance register for that day, then select “Not seen”.

[Statements: S1 The day of the visit? S2 The Wednesday of the week before you visited? S3 The Friday of the week before you visited? S4 Any future days?]

[Answers: A1 No A2 Yes A3 Not seen]

DQ36 Total number of educators who signed the register on the day of the visit. (Numeric)

** DQ37 = Number of educators who did not sign the register on the day of the visit. (Numeric)

DQ38 Total number of educators in the register on the Wednesday of the week before you visited. (Numeric)

DQ39 = Number of educators who did not sign the register on the Wednesday of the week before you visited. (Numeric)

DQ42 Total number of educators in the register on the Friday of the week before you visited. (Numeric)

DQ43 = Number of educators who did not sign the register on the Friday of the week before you visited. (Numeric)

1. Importance of indicator

Goal 17 in the Action Plan to 2024 (DBE, 2020g) refers to striving towards a teacher workforce that is healthy and is satisfied in their jobs. This is measured with the indicator of teacher attendance and/or teacher absenteeism (the percentage of teachers absent from school on an average day). This brings attention to teacher well-being and job satisfaction and the underlying factors that can lead to absenteeism.

There are other goals in the Action Plan that place emphasis on the importance of teachers and their impact on teaching and the learning process, especially since teacher absence can impede the academic performance of learners. Goals 14 to 21 in the Action Plan to 2024 can be used as a basis to understand the importance of teachers in the overall ecosystem of education:

- Goal 14 refers to recruiting young, motivated, and appropriately trained teachers; and eventually deploying teachers to classrooms. This largely relates to Indicator 3 (average day teacher absenteeism) of the SMS.
- Goal 15, in turn, refers to avoiding excessively large classes through appropriate availability and utilisation of teachers.

Indicator 3

- These two aforementioned goals further call for the professionalism, teaching skills, subject knowledge and computer literacy of teachers set as tasks in Goal 16, to be mobilised to benefit learners.
- The achievement of Goals 17 to 20 also depends on teacher attendance to make possible a healthy workforce and job satisfaction, curriculum coverage, the appropriate use of learning and teaching support materials, and the utilisation of enabling media, as well as other tools. This is directly impacted by teacher absence.
- The school management proficiency and quality objectives in Goal 21 further reiterate the establishment of an enabling school environment for teachers.

The 2018 TALIS⁶ survey of lower secondary teachers as cited in the Action Plan to 2024 (DBE, 2020g, p112) indicates that, relative to that of other countries, seventy-eight (78%) percent of teachers in South Africa are satisfied with their job. This is in comparison to the total average of 90% of all participating countries. Citing the 2017 School Monitoring Survey (SMS), the Action Plan to 2024 (DBE, 2020g, p. 112) reports that in 2017 10% of educators (at a national level) were absent on the day a field worker visited the school.

2. Indicator definition and data collection

The indicator constructed to reflect teacher absence on a typical day in 2022 was based on information from the school registers regarding the number of teachers present on the day of the data-collection visit as well as information from the principal on the number of teachers employed at the school.

Additional information, also based on the attendance registers, covered teacher absence on the Wednesday and Friday of the previous week. The information obtained on the day of the visit was also verified with the school principal. The process also took into account that, at some schools, there are teachers present who had not yet signed the educators' attendance registers.

The fact sheet at the inception of this chapter covers the spectrum of educator attendance data collected and verification processes associated therewith. Calculations were made by applying learner weights.

3. Status of indicator in 2022

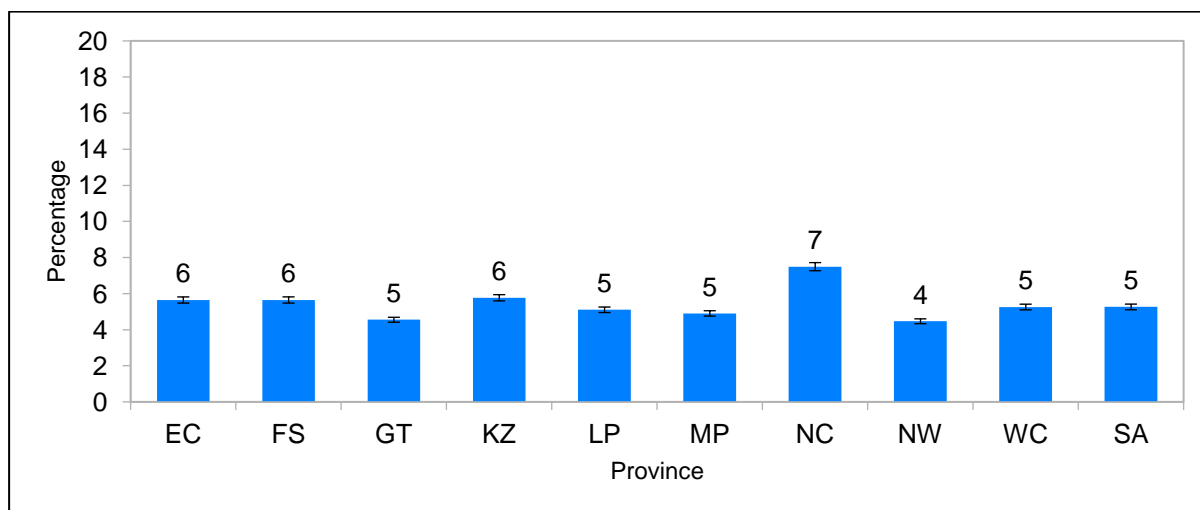
The national teacher absence percentage for primary and secondary schools combined was 5 percent.

Figure 3.1 displays the absence rate at provincial level. Schools in the North West had the lowest absent (4%) while the Northern Cape (with 7%) had absence rates above the national average.

⁶ The Teaching and Learning International Survey (TALIS) is conducted by the OECD and asks teachers and school leaders about working conditions and learning environments at their schools to help countries face diverse challenges.

Indicator 3

Figure 3.1 Percentage of teachers absent on an average day in primary and secondary schools combined by province, 2022



Findings for absence rates for primary and secondary school combined by quintile are displayed in Figure 3.2. Schools in quintiles 1 and 2 were above the national average while schools in quintiles 4 and 5 were below the national average.

Figure 3.2 Percentage of teachers absent on an average day in primary and secondary schools combined by quintile, 2022

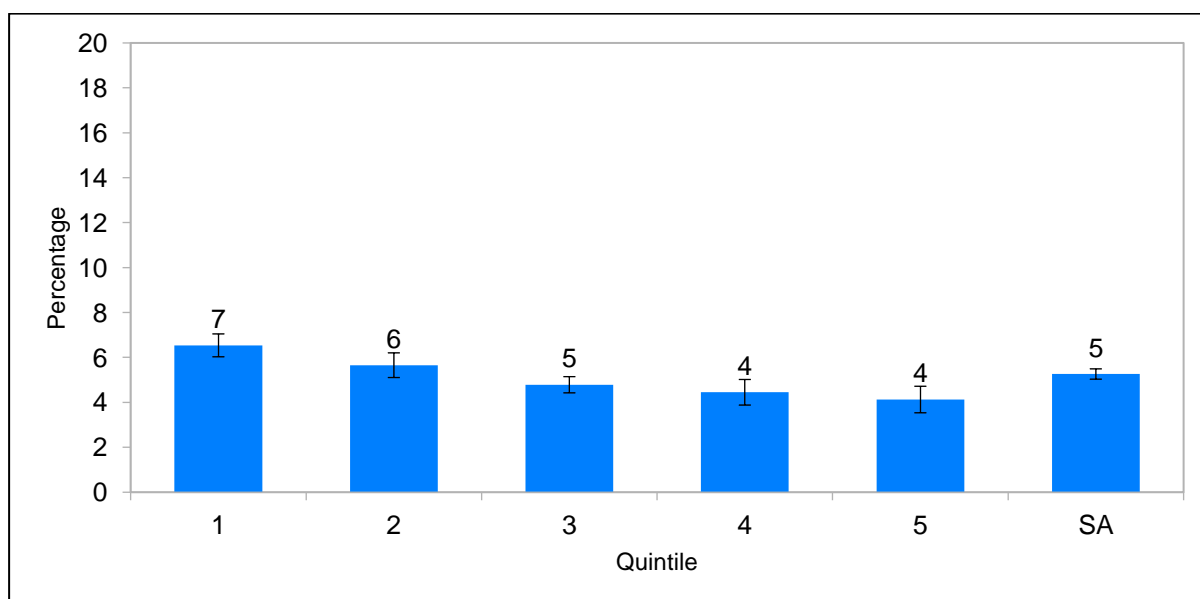


Figure 3.3 shows the average absence rates for primary school teachers versus secondary school teachers at provincial level. The national average for teachers at primary and secondary schools were the same, with both at 5 percent.

There were no substantive differences between the absence rates for primary school teachers and that of secondary school teachers within and across provinces. Absence rates were generally in range of the national averages.

Indicator 3

Figure 3.3 Percentage of teachers absent on an average day in primary versus secondary schools by province, 2022

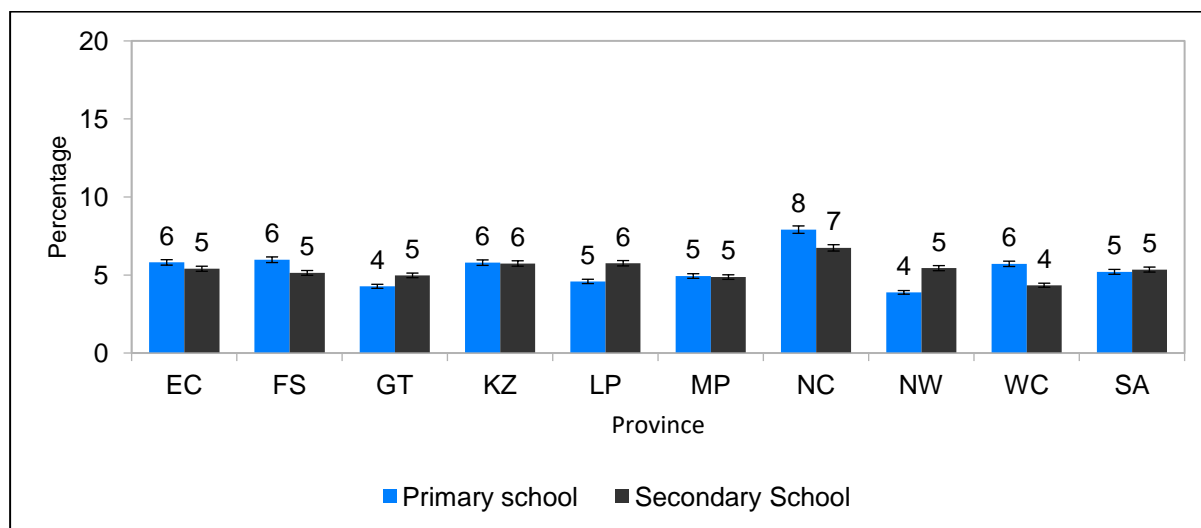
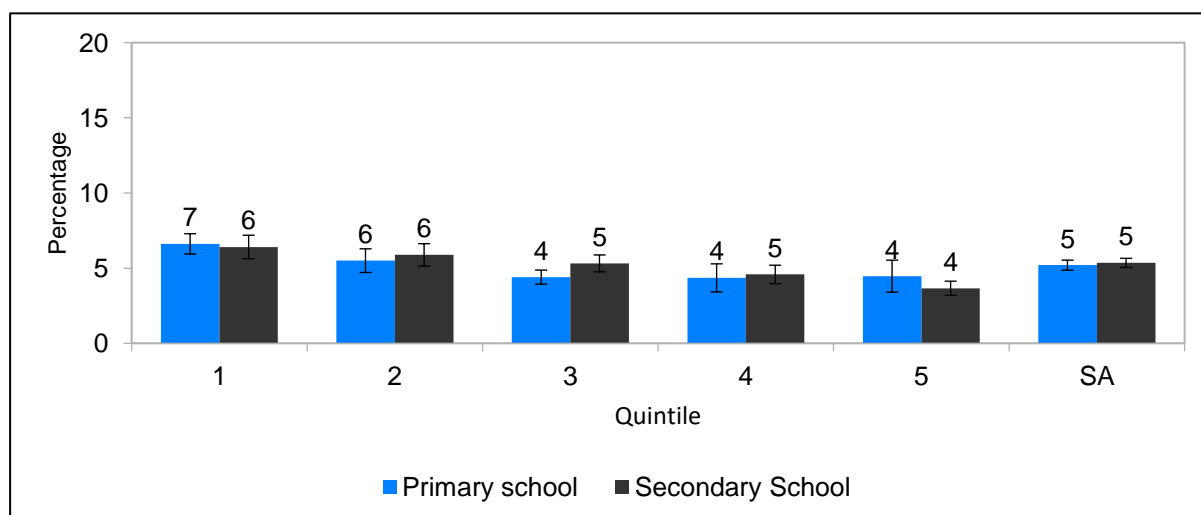


Figure 3.4 shows the average absence rates for primary school teachers versus secondary school teachers at quintile level. Although quintile 1 and 2 schools had teacher absence rates marginally above their respective primary and secondary school national averages, the differences across quintiles were relatively small.

Figure 3.4 Percentage of teachers absent on an average day in primary versus secondary schools combined by quintile, 2022



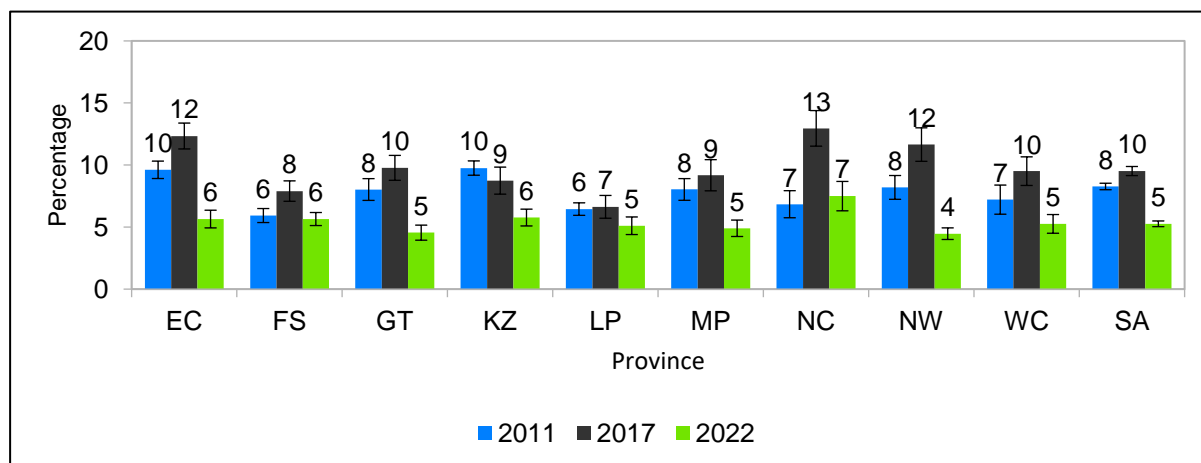
4. Changes between 2011, 2017 and 2022 in teacher absence

Figure 3.5 shows teacher absence in schools per province over time for the three respective survey years of 2011, 2017, and 2022. Comparability was ensured by using the same variables and calculations in 2011, 2017, and 2022.

Teacher absence declined in all provinces from either their 2011 levels or 2017 levels. Teacher absence fell to 5% in 2022 in comparison to 8% in 2011 and 10% in 2017. The largest decreases in teacher absence were observed in the North West, the Northern Cape and the Eastern Cape.

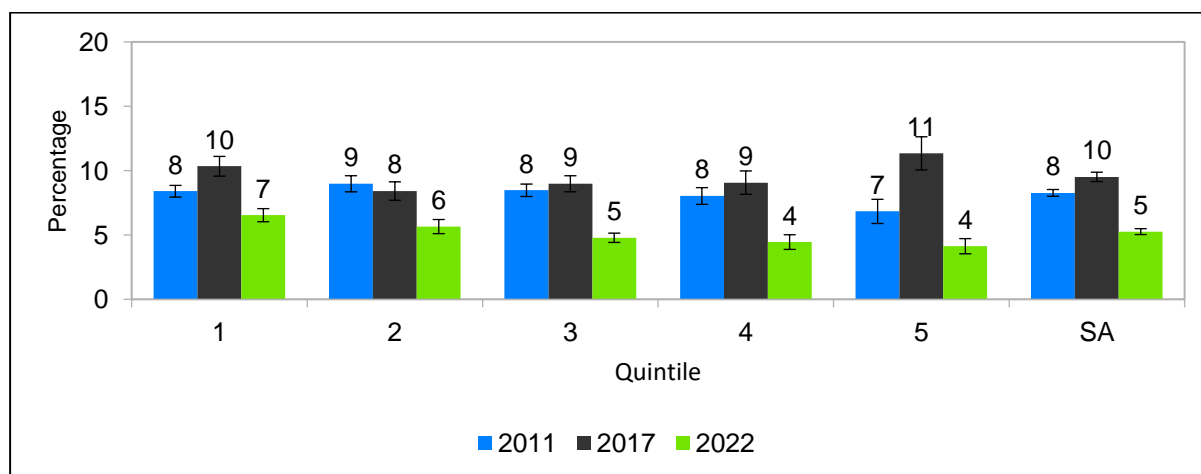
Indicator 3

Figure 3.5 Percentage of teachers absent on an average day in primary and secondary schools combined by province, 2011 – 2022



The trends in teacher absence in schools at quintile level is shown in Figure 3.6. Similar to the trends for provinces, teacher absence declined in all quintiles. Teacher absence at Quintile 5 schools showed the largest decrease from 7% in 2011 and 11% in 2017 to 4% in 2022.

Figure 3.6 Percentage of teachers absent on an average day in primary and secondary schools combined by quintile, 2011-2022

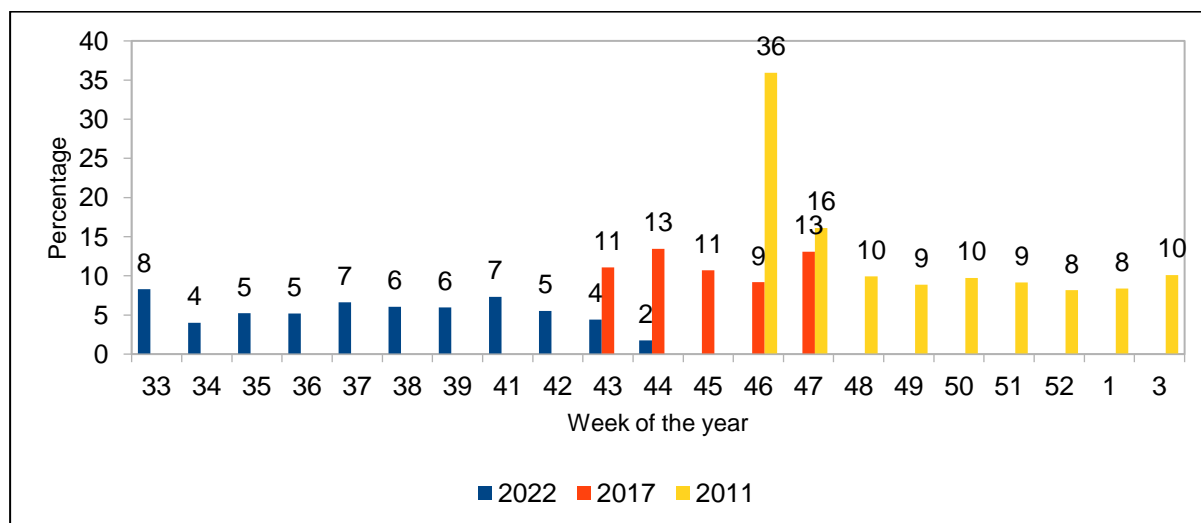


Additional analysis was also conducted to ascertain the effect of the different dates when data was collected across the 2011, 2017 and 2022 surveys.

As noted in Figure 3.7, the average rates of teacher absenteeism were significantly higher in between weeks 43 and 47 when data was collected for the 2017 survey, as well as between weeks 48 and 52; albeit to a lesser extent, when data was collected for the 2011 survey. Thus, it is most likely that the substantial decrease noted in the teacher absenteeism rate could be explained by the period during which data was collected in 2022 (weeks 33 to 44 of the school year).

Indicator 3

Figure 3.7 Average number of days teachers were absent across the different weeks during which the data was collected, 2011-2022



Tables 12 to 15 provide additional details of the findings for primary and secondary schools by province and quintile revealed similar trends as those reported for the combined schools.

Table 12: Percentage of teachers absent on an average day in primary schools by province, 2011-2022

Province	2011		2017		2022	
	%	se	%	se	%	se
EC	9.1	0.76	11.4	1.43	5.8	1.02
FS	5.0	0.55	6.5	0.72	6.0	0.84
GT	9.3	1.13	7.9	0.82	4.3	1.01
KZ	9.0	0.65	7.7	1.39	5.8	0.87
LP	5.4	0.62	6.2	1.36	4.6	0.90
MP	6.0	0.61	9.3	1.67	4.9	1.08
NC	5.2	0.79	12.8	1.94	7.9	1.88
NW	8.6	1.18	12.2	1.94	3.9	0.56
WC	4.5	0.60	7.8	1.18	5.7	1.23
SA	7.6	0.28	8.7	0.46	5.2	0.33

Table 13: Percentage of teachers absent on an average day in primary schools by quintile, 2011-2022

Quintile	2011		2017		2022	
	%	se	%	se	%	se
1	8.0	0.50	10.3	1.05	6.6	0.67
2	9.0	0.77	7.3	0.81	5.5	0.79
3	8.1	0.58	7.6	0.66	4.4	0.47
4	7.0	0.52	7.4	1.04	4.4	0.93
5	4.2	0.45	11.5	1.84	4.5	1.06
SA	7.6	0.28	8.7	0.46	5.2	0.33

Indicator 3

Table 14: Percentage of teachers absent on an average day in secondary schools by province, 2011-2022

Province	2011		2017		2022	
	%	se	%	se	%	se
EC	12.2	1.88	14.2	1.52	5.4	1.00
FS	8.5	1.57	10.3	1.69	5.1	0.55
GT	5.8	1.29	12.5	1.97	5.0	0.55
KZ	11.2	1.16	10.1	1.72	5.7	1.07
LP	8.2	0.83	7.2	1.22	5.8	1.12
MP	11.8	2.43	8.9	1.90	4.9	0.69
NC	12.0	3.69	13.4	1.99	6.7	1.14
NW	7.2	1.58	10.3	1.52	5.4	0.79
WC	13.8	4.32	12.3	2.21	4.3	0.62
SA	9.7	0.59	10.7	0.59	5.3	0.31

Table 15: Percentage of teachers absent on an average day (Indicator 3) in secondary schools by quintile, 2011-2022

Quintile	2011		2017		2022	
	%	se	%	se	%	se
1	9.6	1.03	10.4	1.07	6.4	0.78
2	8.8	1.02	10.1	1.28	5.9	0.74
3	9.2	0.88	10.9	1.14	5.3	0.56
4	10.2	1.84	11.4	1.54	4.6	0.61
5	11.0	2.46	11.1	1.79	3.7	0.47
SA	9.7	0.59	10.7	0.59	5.3	0.31

5. Summary

The national teacher absence percentage for primary and secondary schools combined was 5 percent. The Northern Cape (with 11%), KwaZulu-Natal (with 10%) and the Eastern Cape (with 9%) had absence rates above the national average. Schools in Quintile 1 were above the national average, with absence rates of 10 percent.

The national average for teachers at primary and secondary schools were the same at 5 percent. Although quintile 1 and 2 schools had teacher absence rates marginally above their respective primary and secondary school national averages, the differences across quintiles were relatively small.

Teacher absence declined in all provinces from either their 2011 levels or 2017 levels. Teacher absence fell to 5% in 2022 in comparison to 8% in 2011 and 10% in 2017. Teacher absence at Quintile 5 schools showed the largest decrease.

A review of the findings for primary and secondary schools by province and quintile revealed similar trends as those reported for the combined schools.

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

Fact Sheet

This indicator provides information on the extent to which learners in Grades 3 had access to the required workbooks and learners in grades 6, 9 and 12 had access to the required textbooks. For Grade 3, information on the availability and the use of the Language and Maths workbooks was obtained directly from learners during the classroom visits while for grades 6, 9 and 12 information was obtained from the educators.

The criteria for determining the Grade 3 indicator required a learner to have access to all four workbooks: Language Workbook 1 and 2 as well as the Mathematics Workbook 1 and 2. For textbooks, the criteria were determined based on teachers' response to whether every learner has access to textbooks.

For 2017, information on this indicator was obtained from the educator who completed the LTSM questionnaire. However, given the large amount of information collected in that survey and the fact that limited information was used, the LTSM survey was dropped in the 2022 study in order to reduce the time spent in schools collecting data from educators. An additional advantage of this change was the fact that information about the access to the required textbooks was obtained directly from the grade teacher being interviewed, information from whom it is substantially more reliable than from the school LTSM facilitator.

For this indicator, no comparable data was available in the 2011 survey.

Indicator value for Grade 3: 85% of learners had access to both the first and second workbook⁷ for Home Language and Mathematics.

Indicator value for grades 6, 9 and 12: 79% of learners had access to (English) Home Language, (English) First Additional Language, Mathematics and Mathematical Literacy textbooks. [Mathematical Literacy only applicable to Grade 12]

Workbooks

Source: Educator Interview and classroom observation for Grade 3.

Weight: Learner weight

Variables and calculations:

- $EQ129$ = number of learners observed in class *
- $EQ132 / EQ133$ = receipt of Mathematics [workbook 1] [workbook 2] **
- $EQ156 / EQ157$ = receipt of Home Language [workbook 1] [workbook 2] ***

⁷ Grade Three textbook access was not covered in any detail, in the SMS 2022, as over 96% of schools used the workbooks provided by the DBE.

Indicator 4

The required indicator percentage was obtained by dividing the number of workbooks observed by the number of learners and multiplying by 100.

Verbatim formulations of questions:

* EQ129 – “Count and record the number of learners present in this Foundation Phase class.”

** EQ132 / EQ133 – “Did you receive a DBE Maths [Workbook 1] [Workbook 2]?” [Show a picture of the workbooks you are referring to and count the number of learners saying ‘yes’ by show of hands.]

** EQ156 / EQ157 – “Did you receive a DBE language [Workbook 1] [Workbook 2]?” [Show a picture of the workbooks you are referring to and count the number of learners saying ‘yes’ by show of hands.]

Textbooks

Source: Educator Questionnaire (grades 6, 9 and 12)

Weight: Learner weight

Variables and calculations:

The percentage of learners with access to textbooks was calculated from the information obtained through the Educator questionnaire:

- EQ109 – The initial question first determines whether a textbook is being used to the relevant subject in the class of the sampled grade educator. ^A
- EQ114 – If a textbook is used, the follow-up question to Q109 then determines whether every learner has access to the relevant subject grade textbook. ^B
- EQ115 If the response to Q114 is ‘no’, then the follow-up question to Q114 assesses the (qualitative) proportion of access to the relevant subject grade textbook. ^C

Verbatim formulations of questions:

^A EQ109 “Is a textbook being used to teach [Mathematics] [English] in this class?”

^B EQ114 “Does every learner in your class have a [Language] [Maths] textbook?” [Answers: A1 No, A2 Yes (Note – ‘yes’ means 100% textbook access)]

^C EQ115 “Approximately how many learners have a [Language] [Maths] textbook?” [Answers: A1 About three quarters of my learners, A2 About half of my learners, A3 About a quarter of my learners, A4 None of my learners]

Additional information to be noted for grades 6, 9 and 12

EQ5 “For which grade was this teacher selected?” A1 Grade 6, A2 Grade 9, A3 Grade 12

EQ6 “For which subject was this teacher selected?” [A1 Mathematics, A2 Maths Literacy, A3 English Home Language, A4 English First Additional Language]

Indicator 4

1. Importance of indicator

Goal 19 (one of the five priority goals) of the Action Plan to 2024 describes the task as to “ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy” (DBE, 2020g, p. 114).

The DBE has continued to emphasise the importance of providing standardised textbooks and workbooks to all schools, given findings from the 2009 curriculum review (DBE, 2009) that insufficient use of good quality textbooks had led to poor learning and teaching. The DBE therefore, now emphasises the need for regular and consistent monitoring of learner access to and use of learning and teaching support materials.

The Action Plan further states that various data sources point to improvements in access to books. These include better budgets for learning materials, initiatives by the DBE aimed at lowering the average cost of each book, the promotion of better-quality learning materials, and the strengthening of national and provincial systems distributing learning materials to schools (DBE, 2020g).

Over and above the provision of physical workbooks and textbooks, other initiatives by the DBE include providing downloadable copies of key textbooks and workbooks online and the development of digital and interactive versions of certain workbooks (DBE, 2020g).

The Action Plan cautions that, despite an increase in the access to books, many of the most recent statistics on access to books remain a concern. Beyond the effective distribution of books, it identifies the effective retrieval and reallocation of books annually at every school and learners’ appreciation of the use and educational value of the books.

Continued monitoring should go beyond the mere numbers of distributed learning material items and should take into account their quality. This issue has been receiving attention with several initiatives having been undertaken in recent years to improve the quality of textbooks. The Action Plan (p. 39) states that:

“Apart from the national workbooks, the DBE has developed other Foundation Phase (grades R to 3) materials, in particular graded readers and Big Books, to strengthen alignment to the CAPS. These materials draw from recent evidence on best classroom practices. Official national catalogues of approved books help to ensure that poor quality materials are kept out of public schools.”

Goal 19 in the Action Plan formulates Indicator 19 as “The percentage of learners having access to the required textbooks and workbooks for the entire school year”. The primary data source for this indicator is the School Monitoring Survey (SMS). In the current ToR for the SMS 2021/2022, Indicator 19 is referenced as Indicator 4.

Indicator 4

2. Indicator definition and data collection

The ToR for the SMS 2021/2022 states that information about workbooks and supplementary textbooks is to be gathered so that it is possible to evaluate how far there is access to appropriate materials at the various grades and to differentiate between textbooks provided by the DBE and by others.

This requires counting in classrooms those who have and do not have books; why they do not have them; and how sharing is dealt with in cases where not every learner has the required item/s. It also requires an assessment of how national workbooks and textbooks complement one another.

While the approach used in the SMS 2022 was in many respects similar to that of the SMS 2017, there were some material changes. These are covered below.

The LTSM Questionnaire did not form part of the SMS 2022. Certain aspects of the LTSM Questionnaire of 2017 were incorporated into the other questionnaires in the SMS 2022. For example, in the SMS 2022, information on access to workbooks and textbooks all formed part of the Educator Questionnaire/s.

In 2022, the questions pertaining to access to textbooks and workbooks were primarily focused on specific subjects (listed below). No information was collected on textbooks and workbooks of other subjects (that had previously formed part of the LTSM Interview Schedule in 2017):

- Grade 3 – Mathematics and Home Language
- Grade 6 and 9 – (English) Home Language, (English) First Additional Language, and Mathematics
- Grade 12 – (English) Home Language, (English) First Additional Language, Mathematics and Mathematical Literacy

In 2022 (and 2017), for Grade 3, the interview was conducted with the selected educator and the observation of the workbook counts were conducted with learners in the classroom of the selected educator. All information was recorded as part of the Grade 3 Education Interview Schedule.

For grades 6, 9 and 12, interviews were conducted with the randomly selected grade subject teachers for (English) Language, Mathematics/Maths Literacy. As part of the series of questions pertaining to workbooks and textbooks, the educators estimated the proportion of learners that had access to them.

Consistent with the approach taken in 2017, in the SMS 2022, participants were first asked in yes/no format if the school was using each item (subject list reduced in 2022 as explained above), and whether learners could take it home before indicating the percentage categories. To calculate the access indicator percentages among learners in a classroom, the results from counting the number of learners in a particular classroom were recorded using the two Educator Questionnaires (for Foundation Phase Grade 3; and for grades 6, 9 and 12) using the appropriate items.

Indicator 4

3. Status of indicator in 2022

Figure 4.1 shows the access to all four workbooks for Grade 3 learners with a national average of 85 percent. Only the Eastern Cape and North West were below the national average with 72% and 76%, respectively. Limpopo recorded the highest access to workbooks with 96%; while over 90% of learners in the Free State, Mpumalanga and Northern Cape have access to all four workbooks.

Figure 4.1 Percentage of Grade 3 learners that have access to both workbooks 1 and 2 for Language and Mathematics, by Province, 2022.

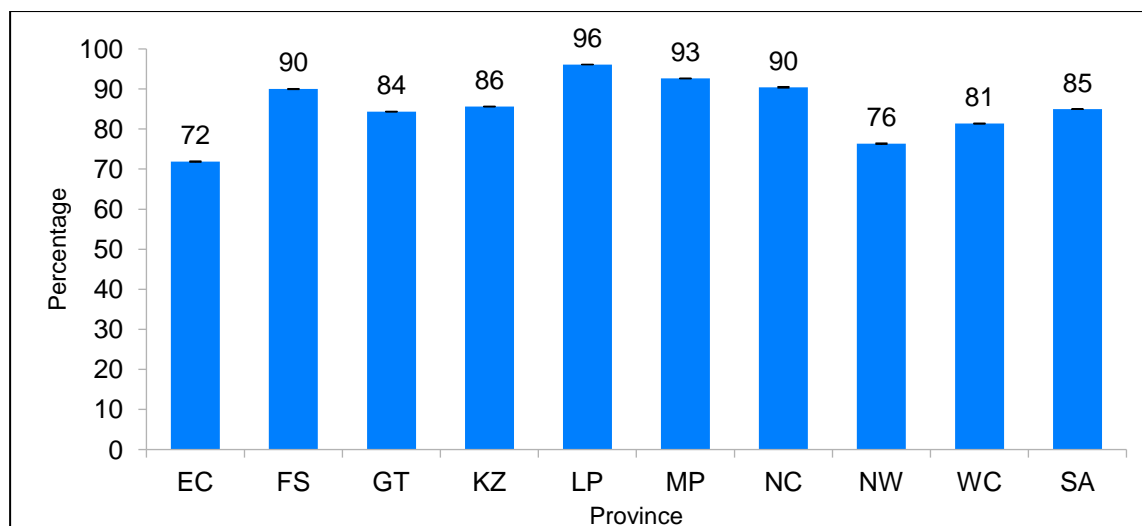


Figure 4.2 shows the access to workbooks for Grade 3 were similar across all quintiles the range between 81 and 87% similar to that of the national average of 85 percent.

Figure 4.2 Percentage of Grade 3 learners that have access to both workbooks 1 and 2 for Language and Mathematics, by quintile, 2022.

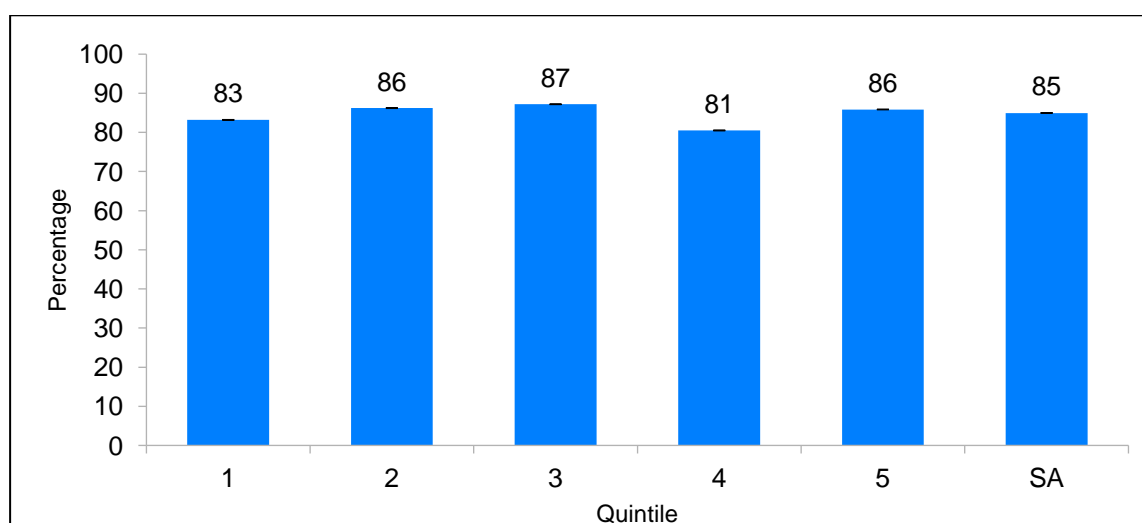
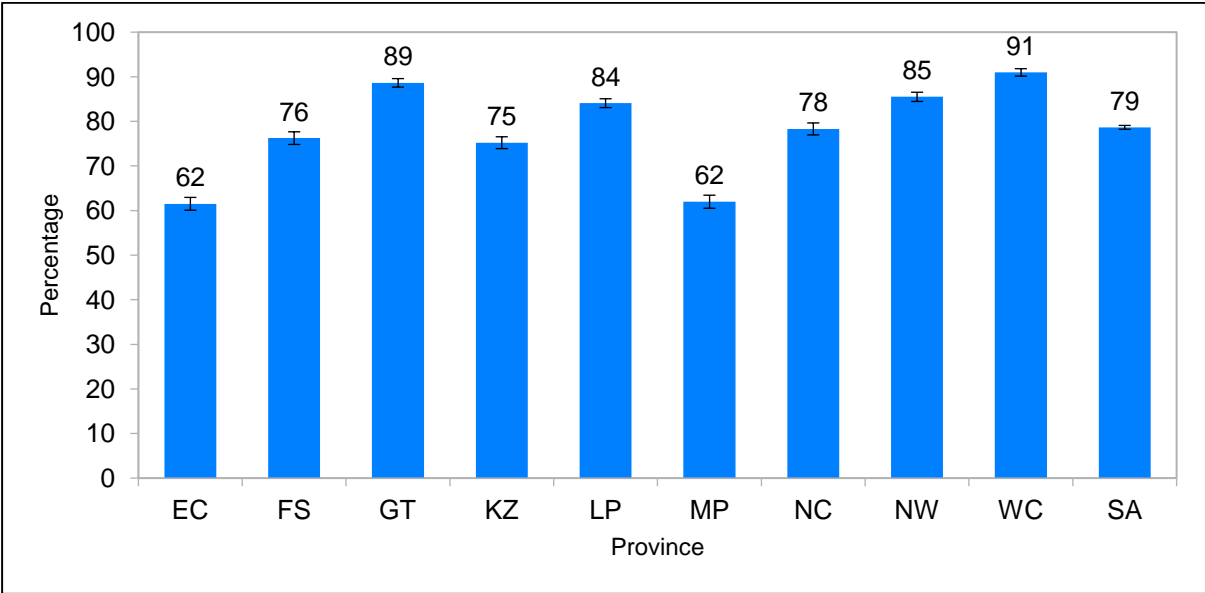


Figure 4.3 indicate that 79% percentage of learners in grades 6, 9 and 12 have access to their specified textbooks. The Eastern Cape and Mpumalanga had the lowest percentages, both at 62%, respectively. Gauteng, Limpopo, North West and the Western Cape are above the national

Indicator 4

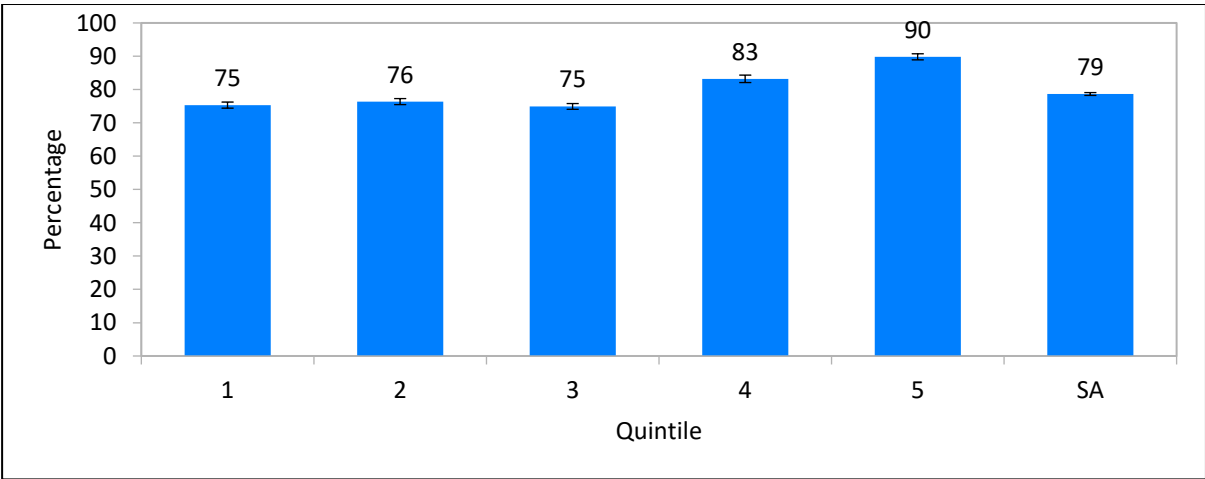
average with 89%, 84% 85% and 91% respectively while the remaining provinces, Free State, KwaZulu-Natal and the Northern Cape are in close range of the national average of 79 percent.

Figure 4.3 Percentage of learners in grades 6, 9, and 12 that have access to Home Language, First Additional Language and Mathematics textbooks, by province, 2022



A review of the results by quintile (Figure 4.4) indicates that learner access to textbooks in quintiles 4 and 5 schools were above the national average at 83% and 90% respectively. Only three quarters of learners in quintiles 1-3 schools had access to textbooks.

Figure 4.4 Percentage of learners in grades 6, 9, and 12 that have access to Home Language, First Additional Language and Mathematics textbooks, by quintile, 2022



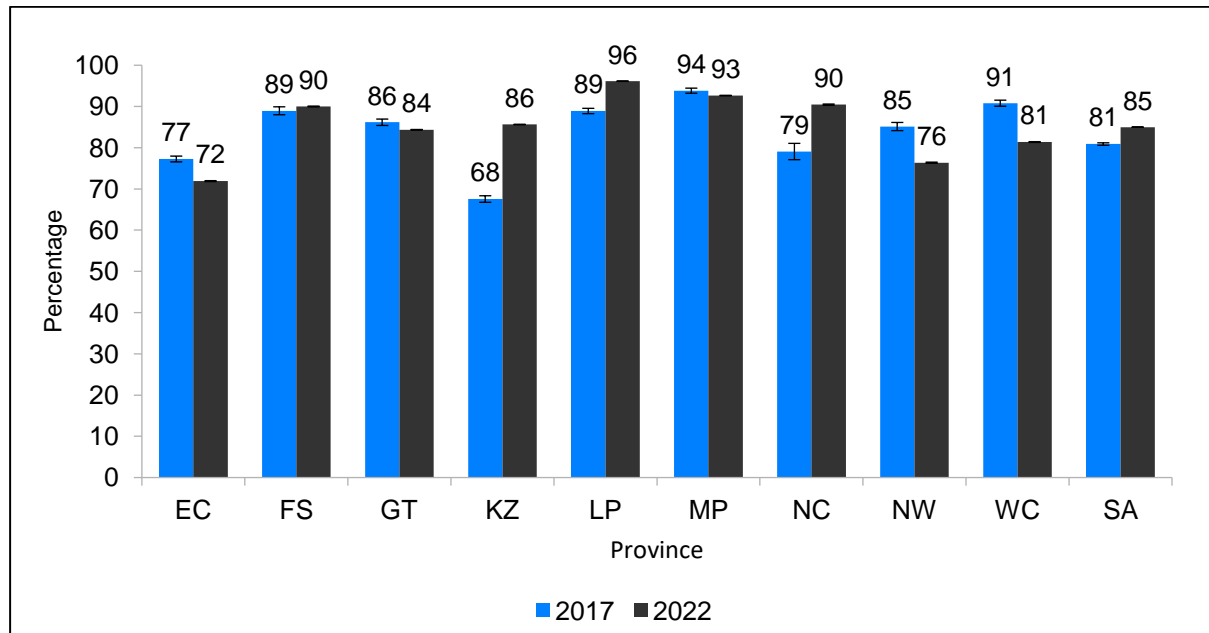
4. Changes between 2017 and 2022 in access to textbooks and workbooks

Figure 4.5 shows a slight overall increase in percentages of learners that have access to textbooks between 2017 and 2022. Specifically, increases in the percentages of learners that have access to textbooks were noted in KwaZulu-Natal (18 percentage points), Limpopo (7

Indicator 4

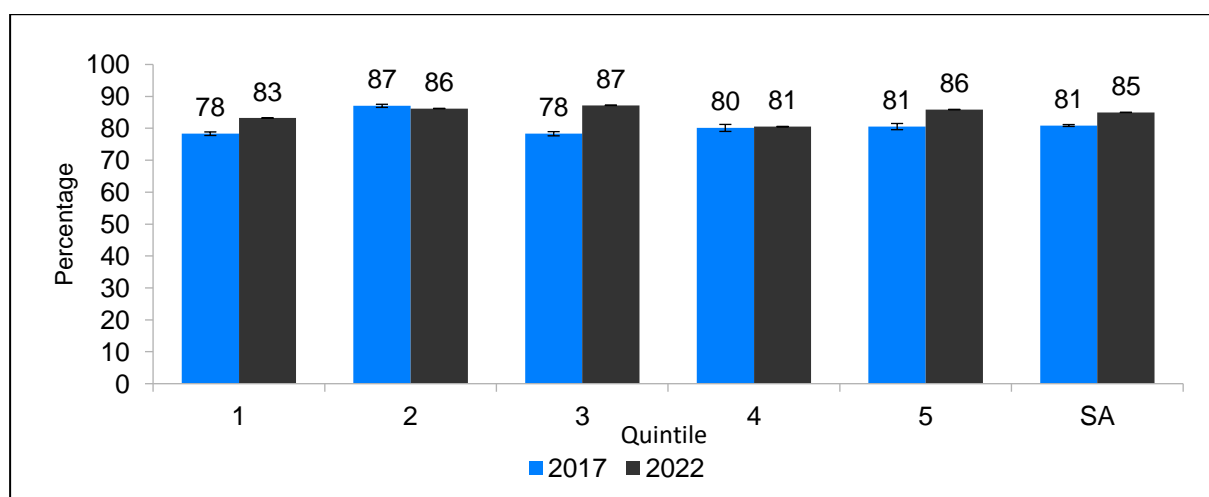
percentage points), and the Northern Cape (11 percentage points). However, decreases were noted in the Eastern Cape (5 percentage points), North West (9 percentage points) and the Western Cape (10 Percentage points).

Figure 4.5 Percentage of Grade 3 learners that have access to both workbooks 1 and 2 for Language and Mathematics, by province, 2017-2022.



Similar trends were noted in the findings regarding quintile categories with increase percentages of learners accessing all four workbooks noted in Quintile 1 schools (5 percentage points); Quintile 3 schools (9 percentage points) and Quintile 5 schools (5 percentage points).

Figure 4.6 Percentage of Grade 3 learners that have access to both workbooks 1 and 2 for Language and Mathematics, by quintile, 2017-2022.

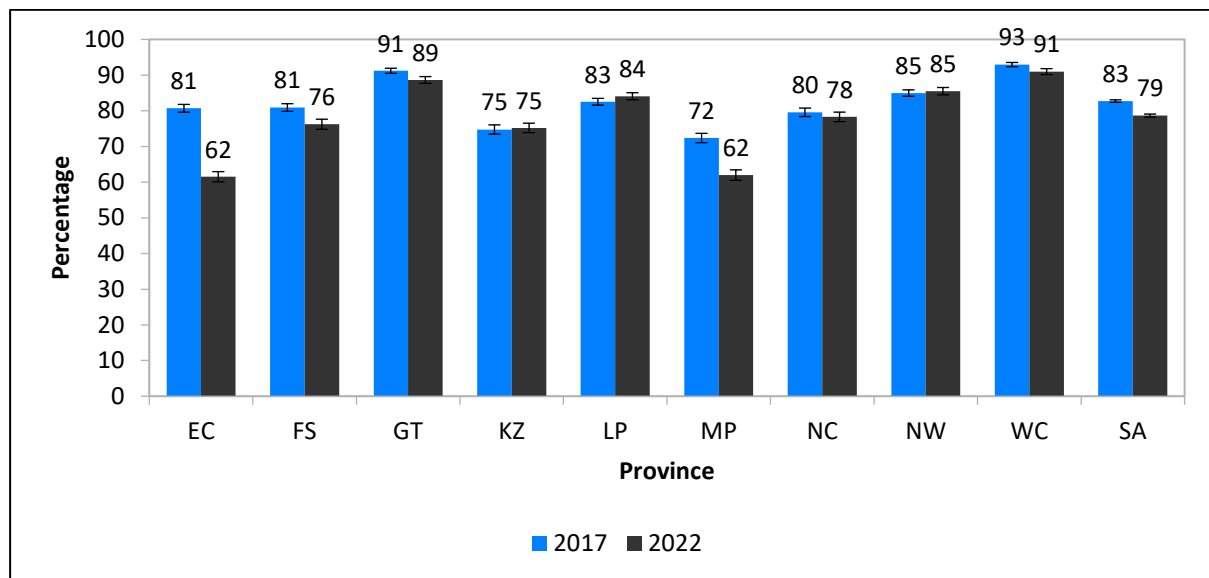


With regards to textbooks for grades 6, 9 and 12 learners, the overall percentage of learners that had access decreased by 4 percentage points, from 83% in 2017 to 79% in 2022. Substantial decreases were noted for the Eastern Cape (19 percentage points) and Mpumalanga (10

Indicator 4

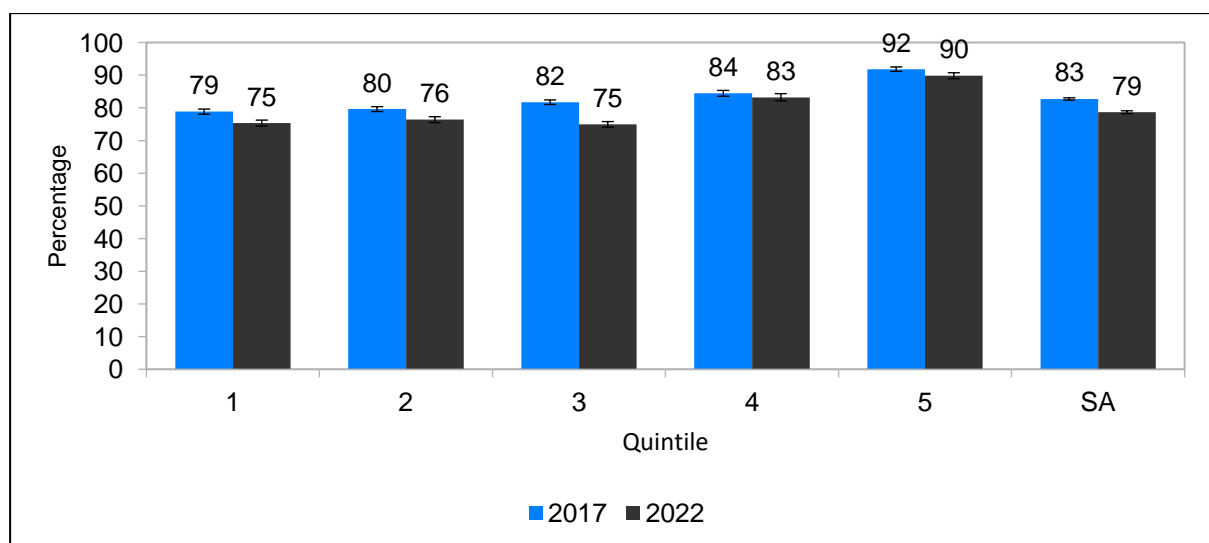
percentage points), and smaller differences were noted in Free State (five percentage points) and Gauteng (three percentage points).

Figure 4.7 Percentage of learners in grades 6, 9, and 12 that have access to Home Language, First Additional Language and Mathematics textbooks, by province, 2017-2022



In terms of quintile categories, lower percentages of learners had access to textbooks across all categories in 2022 as compared to 2017 with the largest decrease noted for learners attending Quintile 3 schools (7 percentage points). For learners in quintile 4 and 5 schools, decreases of 1 and 2 percentage points, respectively, were noted.

Figure 4.8 Percentage of learners in grades 6, 9, and 12 that have access to Home Language, First Additional Language and Mathematics textbooks, by quintile, 2017-2022



Tables 16 to 23 provides further details of percentage access to workbooks and textbooks per grade (3, 6, 9, and 12) at a provincial and quintile level.

Indicator 4

Grade 3, percentage access to Workbooks for Mathematics and Home Language as outlined in Tables 16 and 17 show that the status of access has improved slightly from 2017 to 2022, in most instances with percentage access in the upper 90% at provincial and quintile level.

Table 16: Percentage of Grade 3 learners with access to workbooks by province, 2022

Province	2022 (%)				2017 (%)			
	Maths WB1	Maths WB2	HL WB1	HL WB2	Maths WB1	Maths WB2	HL WB1	HL WB2
EC	92,15	92,11	93,15	93,06	92,85	97,84	88,37	92,98
FS	99,10	98,60	98,74	99,12	99,42	98,90	98,83	99,75
GT	97,03	97,18	95,87	93,97	99,26	99,00	98,26	97,87
KZ	96,49	96,53	96,32	94,92	91,66	95,50	90,56	95,40
LP	99,62	99,84	99,32	97,16	96,47	95,64	96,64	96,76
MP	98,00	97,50	97,71	97,68	99,41	99,09	98,56	99,01
NC	98,14	96,91	97,73	96,75	98,35	96,58	98,67	98,57
NW	94,72	95,59	93,65	95,14	96,64	95,10	96,58	96,41
WC	97,59	96,77	99,49	97,28	99,60	98,80	99,30	99,19
SA	96,84	96,77	96,73	95,62	95,56	97,12	94,14	96,30

Table 17: Percentage of Grade 3 learners with access to workbooks by quintile, 2022

Quintile	2022 (%)				2017 (%)			
	Maths WB1	Maths WB2	HL WB1	HL WB2	Maths WB1	Maths WB2	HL WB1	HL WB2
1	94,71	94,18	96,84	96,53	92,44	96,28	89,74	96,24
2	96,94	96,86	95,63	93,87	96,71	96,59	96,07	94,56
3	97,49	97,96	97,28	96,14	96,83	98,34	95,83	97,64
4	97,52	97,58	98,02	98,25	97,76	96,88	96,78	96,58
5	98,14	97,72	96,14	93,75	98,34	98,68	97,98	97,76
SA	96,84	96,77	96,73	95,62	95,56	97,12	94,14	96,30

Grade 6 (Table 18 and 19) shows access to First Additional Language, Home Language and Math textbooks has improved nationally: from 57,9% to 61,2% (FAL), 70,6% to 75,3% (HL) and 64% to 68,4% (Math). However, some provinces have shown a decline, where the Eastern Cape has seen a sharp decline in access for all textbooks, whilst Limpopo has a decline in Home language from 85% to 33% and Mpumalanga a slight decline in First Additional Language. There is a general improvement at a quintile level nationally. However, there was a decline in access to textbooks in Quintile 3 for FAL and HL and in Quintile 5 for FAL and Mathematics.

Indicator 4

Table 18: Percentage of Grade 6 learners with access to textbooks by province, 2022

Province	2022 (%)			2017 (%)		
	FAL	HL	FAL	HL	FAL	HL
EC	30.2	59.1	35.6	52.3	68.4	57.9
FS	61.4	86.7	66.3	45.7	76.2	58.1
GT	86.3	89.4	85.9	76.1	79.1	82.5
KZ	70.4	76.9	73.1	59.8	65.2	69.9
LP	52.6	33.3	71.2	52.0	85.7	47.1
MP	41.8	62.5	48.5	45.9	50.0	35.2
NC	65.6	68.4	65.6	41.2	68.2	57.4
NW	76.2	91.7	81.2	65.1	64.2	72.2
WC	81.8	73.2	84.2	86.4	76.2	83.0
SA	61.2	75.3	68.4	57.9	70.6	64.0

Table 19: Percentage of Grade 6 learners with access to textbooks by quintile, 2022

Quintile	2022 (%)			2017 (%)		
	FAL	HL	FAL	HL	FAL	HL
1	57.1	66.7	64.5	50.6	50.0	53.8
2	58.9	60.0	65.3	53.9	48.5	56.9
3	59.9	69.2	62.3	62.0	72.9	60.8
4	74.5	76.4	77.1	60.3	73.4	75.4
5	89.3	82.8	84.7	91.3	80.6	89.0
SA	61.2	75.3	68.4	57.9	70.6	64.0

Grade 9 learners (tables 20 and 21) have experienced a sharp decline in access to all textbooks between 2017 and 2022: declining from 65.4% to 51% for Mathematics textbooks, from 70.7% to 61.4% for HL and from 52.6 to 37.8 for FAL. The Eastern Cape showed the biggest decline, from 70.7% to 26.4 for Maths, from 68.8% to 40% for HL, and from 45.6% to 20% for FAL. A similar declining trend is evident at all quintile levels for access to textbooks for Grade 9 learners.

Table 20: Percentage of Grade 9 learners with access to textbooks by province, 2022

Province	2022 (%)			2017 (%)		
	FAL	HL	FAL	HL	FAL	HL
EC	20.0	40.0	26.4	45.6	68.8	70.7
FS	35.1	54.5	52.6	46.0	73.7	63.3
GT	47.5	75.0	69.8	63.5	81.5	81.2
KZ	23.2	36.4	42.0	33.0	65.2	31.2
LP	53.6	80.0	62.6	53.7	83.3	67.6
MP	22.7	35.3	21.1	39.0	50.0	52.6
NC	39.1	70.0	44.9	54.2	73.3	59.4
NW	42.9	50.0	62.1	58.8	50.0	68.7
WC	65.9	69.4	74.2	73.1	83.8	78.4
SA	37.8	61.4	51.0	52.6	70.7	65.4

Indicator 4

Table 21: Percentage of Grade 9 learners with access to textbooks by quintile, 2022

Quintile	2022 (%)			2017 (%)		
	FAL	HL	FAL	HL	FAL	HL
1	34.1	28.6	38.2	48.1	27.3	61.0
2	28.7	56.2	43.5	48.5	57.9	49.1
3	36.6	40.9	42.2	49.0	58.7	59.9
4	48.1	53.8	61.2	48.7	59.7	68.8
5	75.0	74.4	81.6	91.1	85.0	89.2
SA	37.8	61.4	51.0	52.6	70.7	65.4

Grade 12 learners (tables 22 and 23) experienced a similar sharp decline in access to textbooks from 2017 to 2022 with a drop from 83.8% to 70.6% for Mathematical Literacy, from 76.6% to 62.2% for Mathematics, from 86.6% to 77.8% for HL, and from 74.7% to 52.9% for FAL (difference of 22%). Similarly, whilst schools at all quintiles showed a decline in access to textbooks, quintiles 4 and 5 recorded higher percentages than learners at schools in quintile 1, 2 and 3.

Table 22: Percentage of Grade 12 learners with access to textbooks by province, 2022

Province	2022 (%)				2017 (%)			
	FAL	HL	FAL	HL	FAL	HL	FAL	HL
EC	22.1%	77.8	40.0	48.9	67.2	100.0	87.5	77.4
FS	55.9	87.5	33.3	71.2	71.2	95.7	100.0	86.2
GT	68.9	85.3	83.3	81.8	92.0	90.2	87.5	98.5
KZ	50.6	75.0	100.0	71.9	66.7	83.3	25.0	73.3
LP	59.4	77.8	33.3	79.4	70.1	75.0	72.5	81.3
MP	27.8	55.6	0.00	45.0	62.1	90.9	50.0	61.5
NC	50.0	58.8	75.0	75.3	74.7	86.7	66.7	84.4
NW	74.7	83.3	100.0	76.3	78.8	69.6	65.0	88.7
WC	82.0	81.8	76.9	89.7	91.3	92.2	90.9	96.6
SA	52.9	77.8	62.2	70.6	74.7	86.6	76.6	83.8

Table 23: Percentage of Grade 12 learners with access to textbooks by quintile, 2022

Quintile	2022 (%)				2017 (%)			
	FAL	HL	Math	Ma Lit	FAL	HL	Math	Ma Lit
1	47.2	63.6	33.3	62.0	67.2	50.0	85.2	75.1
2	51.2	55.6	40.0	64.1	69.1	92.9	64.7	76.8
3	46.9	50.0	72.7	66.8	78.7	73.8	69.8	84.5
4	64.2	80.0	87.5	79.5	78.3	93.8	91.3	90.9
5	89.1	88.5	85.7	89.4	94.7	89.9	83.3	94.7
SA	52.9	77.8	62.2	70.6	74.7	86.6	76.6	83.8

Indicator 4

5. Summary

Nationally, the percentage of learners with access to Home Language, First Additional Language, Mathematical Literacy, and Mathematics textbooks is 74 percentage.

Eastern Cape and Mpumalanga had the lowest percentages at 51% and 57%, respectively. Gauteng, North West and Western Cape are well above the national average with 87%, 82% and 88% while the remaining provinces are equal to or in close range of the national average of 74 percent.

The percentage access to textbooks by quintile shows that whilst quintile 1-3 all recorded 69% (5% below national average), quintiles 4 and 5 are considerably above the national average (74%), with 82 and 91%, respectively.

Besides Limpopo Province, primary schools in all provinces have more access to textbooks than do secondary schools. In the Eastern Cape and Mpumalanga, primary and secondary schools have less access to textbooks than the national average, while Gauteng, the North West and Western Cape are considerably above the national average. KwaZulu-Natal has the biggest difference (18%), between primary and secondary schools.

When comparing access to textbooks at a quintile level, Quintile 4 and 5 schools recording percentages well above the national average, while quintile 1-3 schools slightly below the national average of 79% for primary schools, and 70% for secondary schools.

The difference in access to textbooks between 2017 and 2022 shows all provinces recording a decline in access with the national average declining from 83% to 74% (nine percentage points). The Eastern Cape and Mpumalanga have the biggest margins, declining by 30 and 15 percentage points, respectively, while Gauteng, Limpopo, North West and Western Cape have recorded access to textbooks either equal to or above the national averages in both times.

Difference in access to textbooks between 2017 and 2022 by quintile shows that all quintiles depict a decline, however, it is only marginal at quintile 4 and 5 (1 and 2 percentage points), whilst the decline at quintile 1, 2 and 3 is 10 percentage points and above.

The percentage of learners in grades 6, 9, and 12 that have access to Home Language, First Additional Language and Mathematics textbooks is 57 percent. Gauteng, the North West and Western Cape are well above the national average in the 70% range, and the Eastern Cape at 33%, and Mpumalanga at 36%, are well below the national average.

Access to textbooks per quintile shows quintiles 4 and 5 well above the national average at 66% and 75%, respectively. Quintiles 1-3 are slightly below the national average at 52% for quintile 1 and 2 and 51% for Quintile 3.

The access to workbooks for Grade 3 learners has a national average of 85 percent. Only the Eastern Cape and North West are below the national average with 72% and 76%, respectively. Limpopo records the highest access to workbooks with 96%. At a quintile level for Grade 3, all quintiles are within the range of the national average of 85 percent.

Comparisons between 2017 and 2022 on the access to textbooks by grades 6, 9, and 12 learners show an upward trend for most provinces besides the Eastern Cape that declined from 49% to 33% and Mpumalanga with a drop of one percent. The Western Cape and Gauteng recorded

Indicator 4

percentages well above the national average. At a quintile level, access to textbooks at quintiles 3 and 4 are well above the national average. Besides Quintile 3 with a single percentage point drop, all other quintiles have increased significantly. Quintiles 4 and 5 have increased access by 9 percentage points from 2017 to 2022.

Access to workbooks for Grade 3 between 2017 and 2022 shows that while most provinces have maintained the status or increased access, the Eastern Cape, North West and Western Cape have recorded a decline. KwaZulu-Natal has recorded the highest increase, from 68% to 85 percent. There is no significant difference between the quintiles with all recording a slight increase whilst there was a one percentage point decline in Quintile 2.

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

Fact Sheet

All schools are required to maintain a core (minimum) set of management documents throughout the school year. For the 2022 SMS information was collected on nine set of documents. The same data was available in the 2021 and 2017 surveys.

Indicator value: 49% of schools produced the minimum set of management documents

Source: Document Analysis (schedule)

Weight: School weight

Variables and calculations:

Compliance with the indicator required that each set of documents in the nine categories (i) were available; (ii) had been seen and examined by the interviewer/s; and (iii) were up to date to the required standard. The stringent conditions applied for calculating the indicator meant that any document that was not presented at the time of the visit was recorded being unavailable at the school.

Verbatim formulation of questions:

- Question 4: “Have you seen the school improvement plan/school development plan for 2022?” [A1=No, A2=Yes]
- Question 10: “Have you seen a summary academic performance/term report for 2022?” [A1=Quarter 1 report seen, A2=Quarter 2 report seen, A3=No report seen]
- Question 12: “Have you seen an annual budget for the school for 2022?” [A1=Not seen, A2=Seen but Not signed, A3=Seen and Signed]
- Question 14: “Have you seen financial statements for 2021?” [A1=No, A2=Yes]
- Question 32: “Have you seen the educator attendance register?” [A1=No, A2=Yes]
- Questions 44a or 48a or 52a or 56a (as relevant): “Have you seen the [Grade 3] [Grade 6] [Grade 9] [Grade 12] class register?” [A1=No, A2=Yes, A3=School does not have Grade]
- Question 60: “Have you seen a non-textbook asset register or inventory for 2022?” [A1=No, A2=Yes]
- Question 61: “Have you seen an inventory for learning and teaching support materials (LTSM) for 2022?” [A1=No, A2=Yes]
- Question 63: “Have you seen minutes of SGB meetings held in 2022?” [A1=Minutes for first quarter seen, A2= Minutes for second quarter seen, A3= Minutes for third quarter seen, A4=No minutes seen] (At least one set of minutes, at this point in the year, had to be present.)

All interviewers were provided with a set of guiding notes to help them identify the document/s in question and to guide their compliance ratings. The said documents (and specific pages thereof) also had to be photographed by the interviewer.

Indicator 6

1. Importance of indicator

Goal 21 of the Action Plan to 2024 (DBE, 2020g) translates into Indicator 6 of the SMS, which assesses the school's ability to produce a minimum set of management documents. These documents provide a reasonable form of evidence that schools have management processes in place that contribute towards a functional school environment.

Autonomy and leadership are considered strong components of good school management. In this regard, The Action Plan to 2024 cites the National Development Plan to justify the empowerment of capable school principals. This should include the following components (p.310 of the NDP, as cited in DBE, 2020g, p. 116):

“Gradually give principals more administrative powers as the quality of school leadership improves, including in financial management, the procurement of textbooks and other educational material, and human resources management. These delegations ensure that principals are held accountable for their schools. Provincial departments will remain the employer of educators, and wages will continue to be centrally determined.”

The Action Plan takes into account that school management is dependent on:

“...the leadership and management skills of the principal, the ability of the provincial and district authorities to provide support and run effective accountability systems, and the level of trust and agreement between various local actors, including school governing body members and local teacher union representatives” (DBE, 2020, p. 116).

To this end, the DBE has recently implemented competency assessments for new district directors with over 50 candidates having undergone assessments for these positions in 2019 (DBE, 2020). It engenders to extend the competency assessment to school principals as well, dispensing with the need to implement performance contracts for (new) school principals (DBE, 2020g, p. 12).

Some of the key concerns highlighted in the Action Plan to 2024 are (i) the appointment of competent principals (as addressed above); (ii) improving financial management systems in schools; and (iii) streamlining the various processes and documents school principals need to work with.

In terms of financial management, many provinces still do not have the capacity to fulfil their responsibilities in terms of South African Schools Act (SASA) which requires the DBE to play a more proactive role to address this. Financial systems need to function well to enhance trust among school-level stakeholders and to ensure that more time can be devoted to educational issues (DBE, 2020g).

The Action Plan cites the relationship between the school improvement plan and the school's academic improvement plan as an ongoing concern, with the differentiation between the two not being clearly understood. It further notes the greater likelihood of smaller schools not able to show either plan.

Indicator 6

2. Indicator definition and data collection

To enable direct comparisons over time, the indicator ultimately came to be defined as the nine documents listed in the fact sheet and the text below. The information was collected through the Document Analysis schedule by fieldworkers who check for the availability of the documents, seeing them physically, examining the documents (e.g. do they meet required standard), and then taking photographs of them.

The initial list of documents specified in the ToR and drawn from both the 2011 and 2017 surveys comprised: (i) a school improvement or development plan; (ii) an academic improvement plan; (iii) summary academic performance report/s; (iv) an annual budget; (v) financial statements of the previous year (2021 in this instance); (vi) a teacher attendance register; (vii) class registers by grade; (viii) a non-textbook asset register; (ix) an LTSM inventory; and (x) SGB meeting minutes. The school has not complied with the minimum standards if one or more of these items are missing. School weights were applied in the analysis of the data and the overall indicator. However, for the 2022 analysis, the DBE reported the provision of an academic improvement plan has been removed from the list of documents, given that not all schools are required to submit an annual Academic Improvement Plan. Thus, to ensure comparability, findings for this indicator were reanalysed for 2011 and 2017.

Section 58B of the South African Schools Act requires the provincial head of department (HOD) to identify a school as ‘underperforming’ in circumstances where there is a threat to the safety of pupils or staff, or the standard of performance is below the standards prescribed in the National Curriculum Statement, or the management and governance of the school is prejudicing, or likely to prejudice performance. According to a Gauteng Department of Education circular,⁸ primary schools are identified as underperforming if performance based on relevant assessment results (e.g. the common examinations) is below 50 percent. Similarly, secondary schools are deemed to be underperforming if the pass rate in the National Senior Certificate examination falls below 60%.

Section 58B authorises the Head of Department (of a PED) to identify an underperforming school. It sets out the steps the Head of Department can and must take after identifying an ‘underperforming’ school to improve the performance of the school. In brief, principals of underperforming schools are required to prepare and submit annually (at the beginning of the year) their plans for improving the academic performance of their schools (the academic performance improvement plan). The academic performance improvement plan should form part of the overall school improvement plan, focusing on: (i) curriculum provisioning and resources; (ii) learner achievement; and (iii) quality of teaching and learning and teacher development. The academic performance school improvement plan must first be presented to the school governing body in a meeting before it is submitted to the PED. The principals of the affected schools must submit written reports by 30 June on the progress made in implementing the academic performance improvement plans to the school governing body and the PED.

For the SMS 2022, to ensure availability of the required documents at the time of the survey visit, schools were informed in advance about the documents they needed to have ready. All sampled schools were sent a letter about the SMS 2022. This was to mitigate situations in which schools would state that (some of) the requisite documents were available, but not on the school premises.

⁸ Gauteng Province Education. Circular 02/2015, 12 March 2015. Compliance with Section 16a and 58b of the South African Schools Act, 1996 with regard to school performance and the procedures to be followed by and for underperforming primary and secondary schools.

Indicator 6

To address the concern about the quality of the documents, all interviewers were provided with a set of guiding notes to help them identify the document/s in question and to guide their compliance ratings. The said documents (and specific pages thereof) also had to be photographed by the interviewers as part of the data collection process.

Notwithstanding the aforesaid, the subjectivity involved in making evaluations of whether a document is of the required standard, remains a concern, and improvements in the process should be considered.

3. Status of indicator in 2022

The minimum set of nine management documents was observed in 49% of schools.

Figure 6.1 shows the overall 2022 indicator scores in relation to the percentages of primary and secondary schools combined with the necessary school management documents. Schools in Gauteng, Mpumalanga, the North West, and the Western Cape with averages in the 60% range were substantially above the national average. Schools in the Eastern Cape (34%), KwaZulu-Natal (42%) and the Northern Cape (46%) were below the national average.

Figure 6.1 The percentage of schools producing the minimum set of required management documents in primary and secondary schools combined by province, 2022

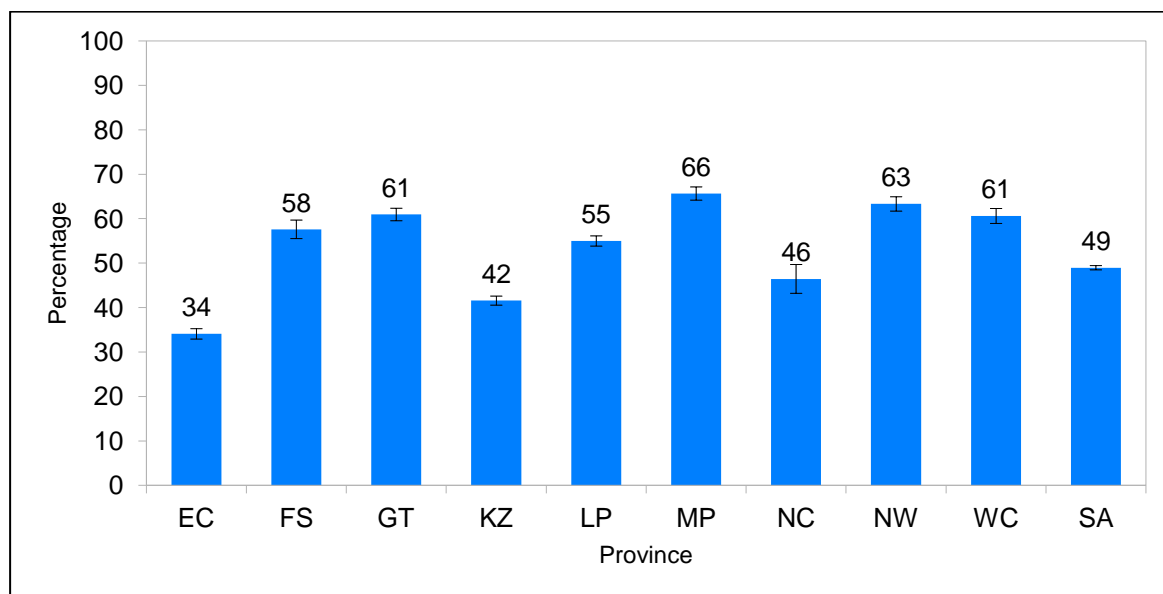
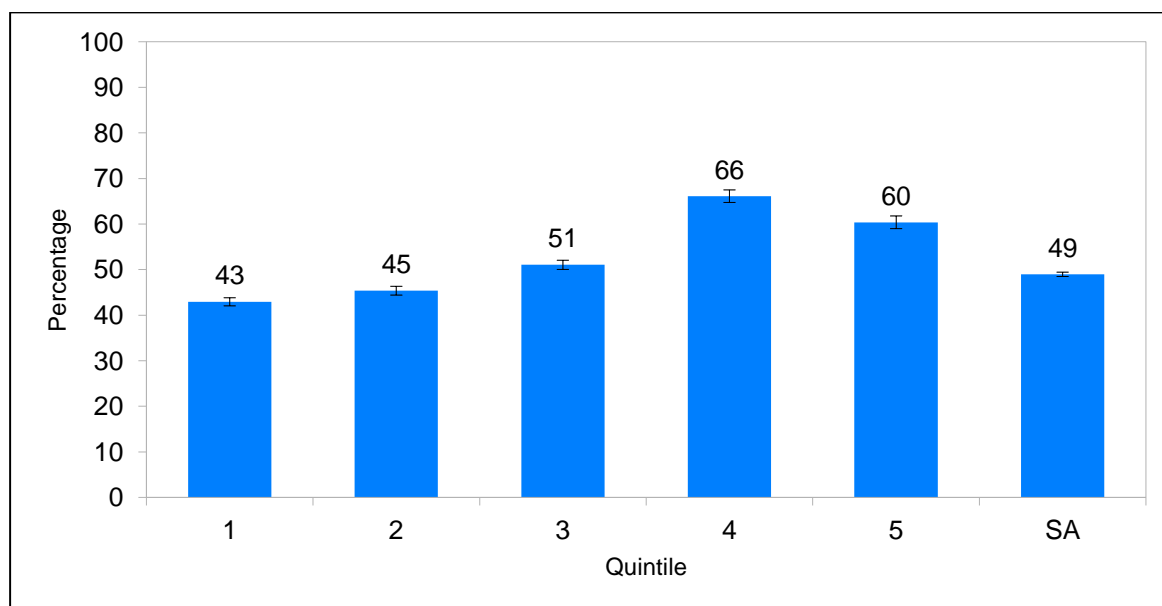


Figure 6.2 shows the association between quintile status of primary and secondary schools combined and compliance with the presence of the minimum set of required management documents. Schools in quintiles 1 and 2 were below the national average. Quintile 4 schools had the highest compliance (with 66%), followed by Quintile 5 schools; both well above the national average.

Indicator 6

Figure 6.2 The percentage of schools producing the minimum set of required management documents in primary and secondary schools combined by quintile, 2022



The differences between primary and secondary schools in terms of the presence of the required school management documents is reflected in Figure 6.3. The national average of primary schools that had the full set of the nine required management documents was 53% and for secondary schools it was 39 percent.

Primary schools in the Eastern Cape and KwaZulu-Natal fared the worst with indicator values of 35% and 46%, respectively. Primary schools in the North West (73%) had the highest compliance value, followed by schools in Gauteng, Mpumalanga, Limpopo, the Free State and the Western Cape, with averages in the 60% range.

The national average of secondary schools that had the full set of required management documents was 39%, lower than the average for primary schools. Secondary schools in the Eastern Cape, KwaZulu-Natal, and the Northern Cape had compliance values ranging between 29 and 31% while Mpumalanga (64%) had the highest compliance.

With a 31percentage point difference, schools in the North West had the largest difference between primary schools (73%) and secondary schools (42%) in producing the full set of required management documents. Schools in the Free State, Gauteng, KwaZulu-Natal, Limpopo Province and the Northern Cape had similar disparate trends between primary and secondary schools within the province. In all these instances, compliance levels by secondary schools were substantially lower than that of primary schools. Schools in the Eastern Cape and KwaZulu-Natal fared the worst for both primary and secondary schools.

Indicator 6

Figure 6.3 The percentage of schools producing the minimum set of required management documents in primary versus secondary schools by province, 2022

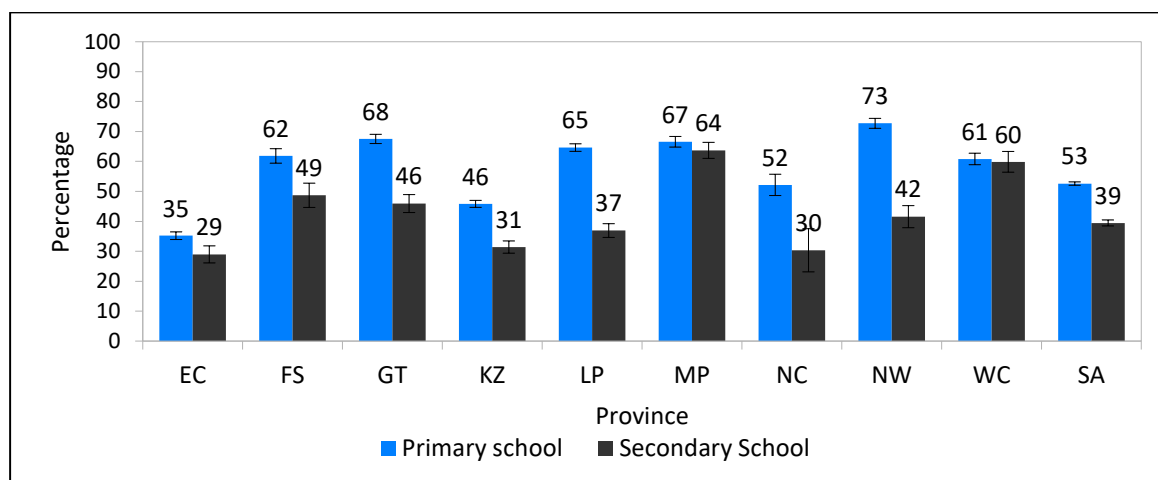


Figure 6.4 shows the association between the quintile status of primary and secondary schools and compliance with the presence of the minimum set of required management documents. The trends for primary and secondary schools were similar across the quintiles with increasing compliance values from Quintile 1 to Quintile 4. Schools in quintiles 4 and 5 were the best faring schools. Quintile 4 schools had the largest difference between primary and secondary schools with compliance values of 73% and 52%, respectively.

Figure 6.4 The percentage of schools producing the minimum set of required management documents in primary versus secondary schools by quintile, 2022

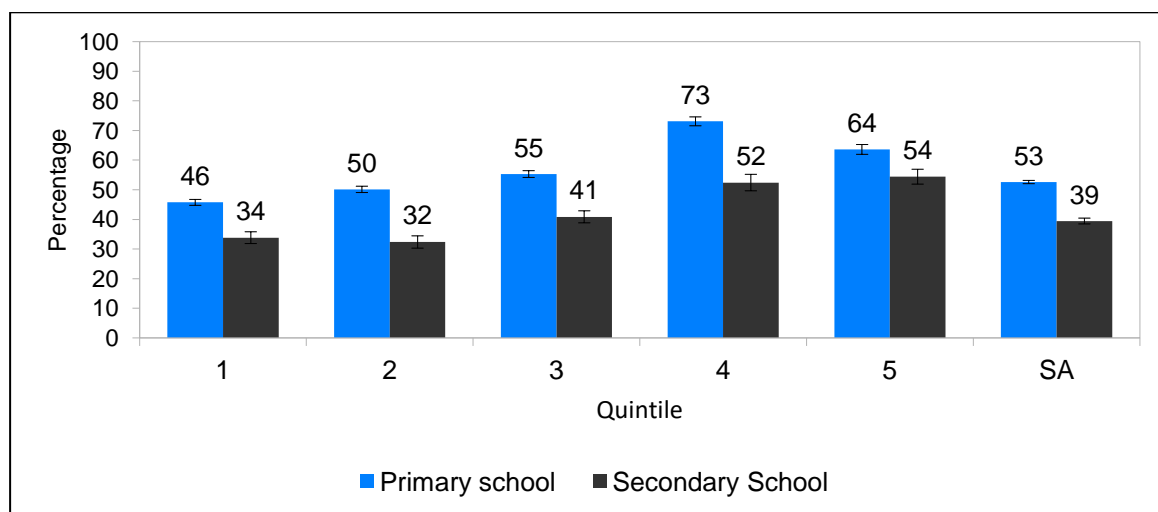


Figure 6.5 provides additional details on the specific management documents that primary and secondary schools could provide. Attendance registers for teachers were available in almost every school (98% compliance) as well as class registers (96 and 93% compliance). The majority of the schools were able to produce their academic performance reports (between 88-89% compliance). For primary schools, the LTSM asset register, the non-textbook asset register, and the school improvement plan were the three documents that schools were most

Indicator 6

likely not able to produce (lower levels of being able to produce this). This was similar for secondary schools, but with the addition of lower levels of producing annual budgets.

Figure 6.5 The percentage of primary versus secondary schools that could produce each management document, 2022

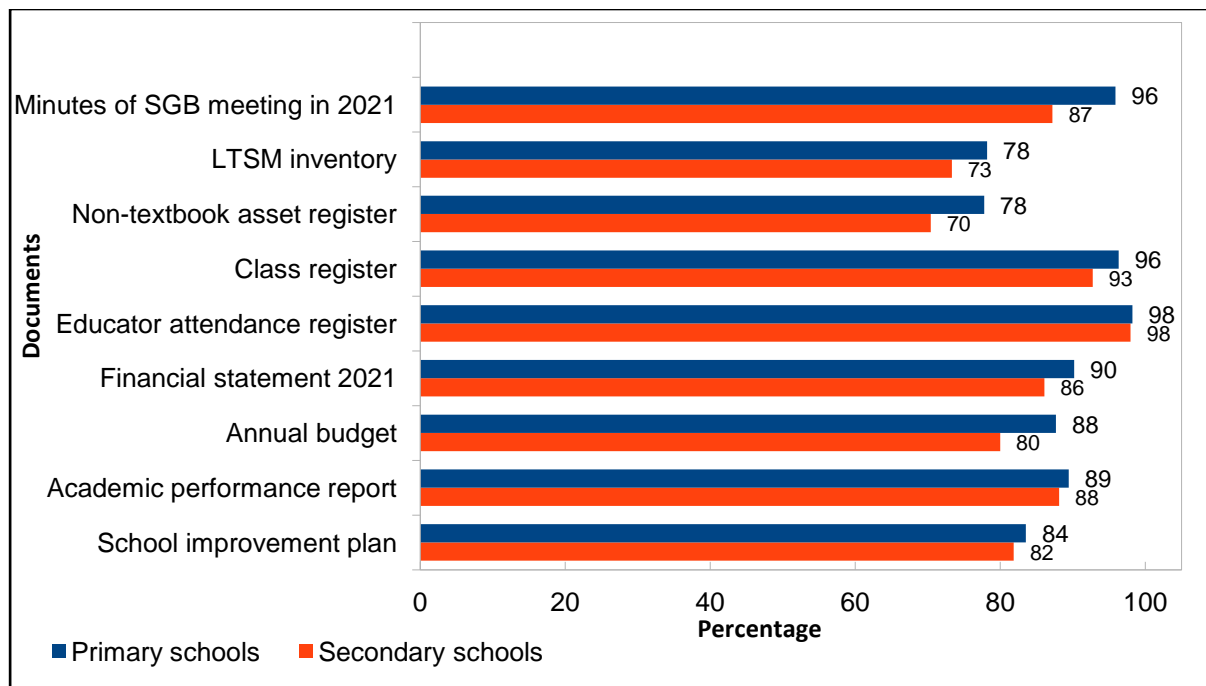
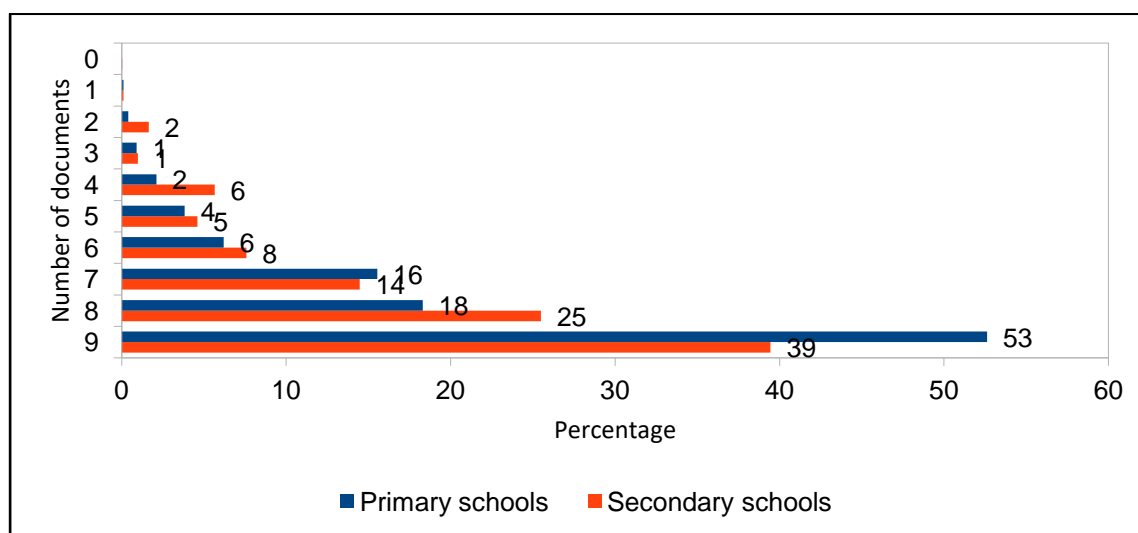


Figure 6.6 shows the percentages of primary and secondary schools that were able to produce some, or all the requirement management documents (i.e., from 0 to 9 documents). Fifty-three percent (53%) percent of primary schools and 39% of secondary schools had all nine of the required documents. Fourteen (14%) percent of primary schools and 22% of secondary schools had less than seven of the required documents.

Figure 6.6 The percentage of primary versus secondary schools that could produce the indicated number of management documents, 2022



4. Changes between 2011, 2017 and 2022 in effective school management

Trends over time at the provincial level over the three rounds of the survey, for primary and secondary schools combined, are shown in Figure 6.7. At the national level, compliance to produce the full set of required management documents, showed a small increase from compliance of 44% in 2017 to 49% in 2022, but still lower than the compliance levels of 58% in 2011. When looking at the provincial picture, there are some indications of an upward trend from previous lower levels of 2011 or 2017, but this is not consistent across all provinces.

Mpumalanga shows an upward trend from 59% (in 2011), 58% (in 2017) and 66% in 2022. The Free State (58%) and the North West (63%) are showing signs of strong upward movement in 2022 after declines in 2017. KwaZulu-Natal and the Western Cape are showing downward trends with progressive declines from 2011 to 2022. The Eastern Cape has the weakest performing schools, with compliance levels below the national averages of each round of the survey.

Figure 6.7 The percentage of schools producing the minimum set of required management documents in primary and secondary schools combined by province, 2011-2022

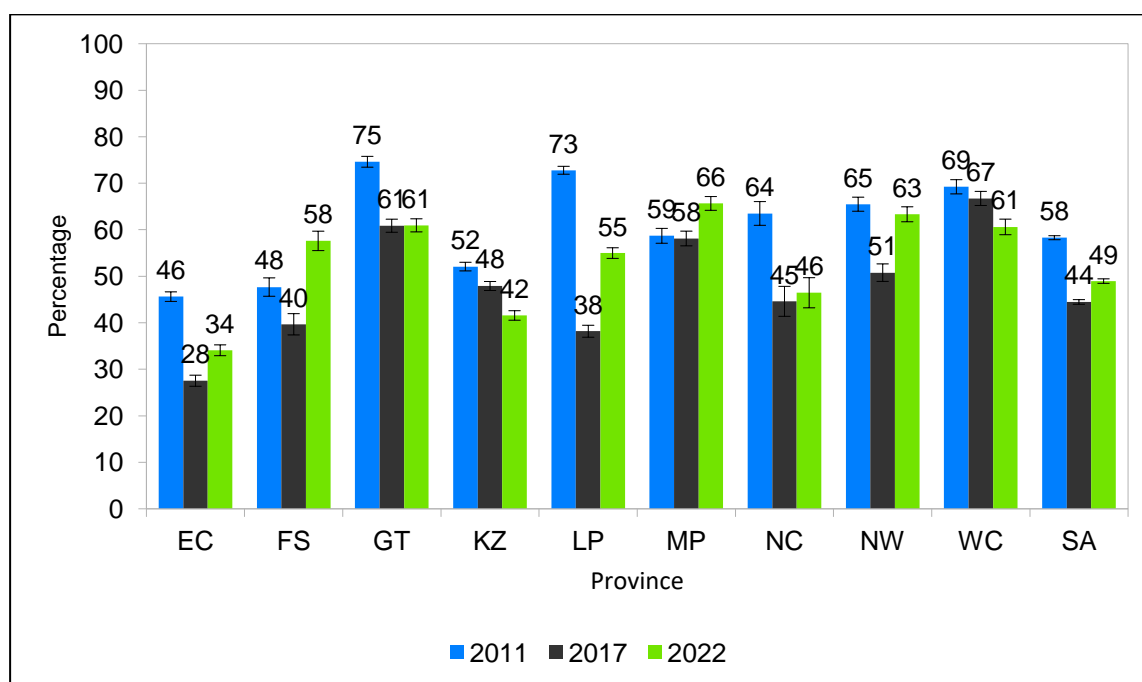
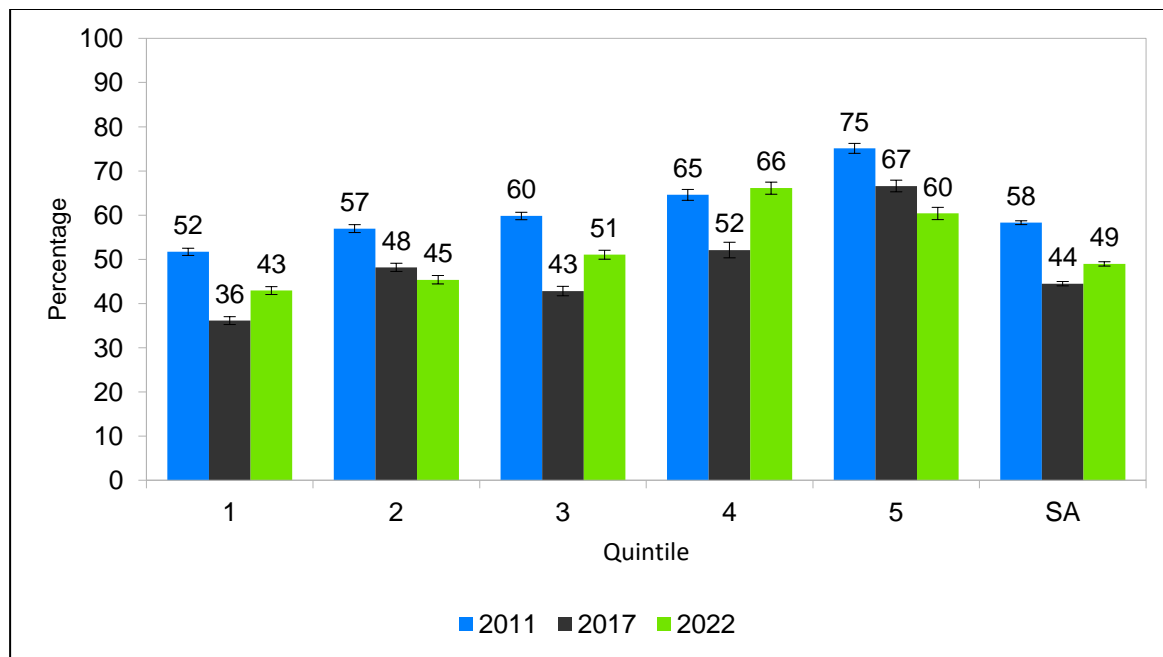


Figure 6.8 shows the trends over time at the quintile level across the three rounds of the survey for primary and secondary schools combined, and compliance with the presence of the minimum set of required management documents.

Only Quintile 4 schools have showed an increase above their 2011 and 2017 compliance levels from 65% (in 2011) and 52% (in 2017) to 66% in 2022. Schools in Quintile 2 and Quintile 5 are showing downward trends with declines at each round of the survey. Although showing an increase in 2022 (from 2017), Quintile 1 schools have compliance levels below the national averages of each round of the survey.

Figure 6.8 The percentage of schools producing the minimum set of required management documents in primary and secondary schools combined by quintile, 2011-2022



A review of the findings for primary and secondary schools by province and quintile revealed similar trends as those reported for the combined schools. Tables 24 to 27 provide additional details.

Table 24: The percentage of primary schools producing the minimum set of required management documents by province, 2011-2022

Province	2011		2017		2022	
	%	se	%	se	%	se
EC	44.3	1.10	27.9	1.31	35.2	1.27
FS	47.5	2.19	43.2	2.51	61.9	2.41
GT	77.3	1.30	71.5	1.43	67.5	1.54
KZ	56.1	1.05	48.9	1.12	45.8	1.17
LP	75.7	1.00	45.6	1.51	64.6	1.25
MP	60.0	1.84	64.7	1.69	66.6	1.77
NC	64.1	2.92	48.8	3.42	52.2	3.56
NW	69.4	1.68	52.6	2.06	72.7	1.66
WC	70.4	1.68	71.9	1.57	60.8	1.93
SA	59.0	0.49	47.7	0.56	52.6	0.55

Table 25: The percentage of primary schools producing the minimum set of required management documents by quintile, 2011-2022

Quintile	2011		2017		2022	
	%	se	%	se	%	se
1	51.0	0.92	38.5	0.97	45.7	1.98
2	56.8	1.03	53.2	1.04	50.1	2.06
3	62.6	0.94	45.7	1.22	55.3	2.03
4	69.5	1.33	59.3	1.95	73.1	2.79
5	76.6	1.31	71.5	1.47	63.6	2.51
SA	59.0	0.49	47.7	0.56	52.6	1.00

Table 26: The percentage of secondary schools producing the minimum set of required management documents by province, 2011-2022

Province	2011		2017		2022	
	%	se	%	se	%	se
EC	54.8	2.66	25.9	2.87	28.9	2.85
FS	48.5	4.46	26.9	5.40	48.7	4.06
GT	67.9	2.45	35.7	3.31	45.9	3.00
KZ	41.2	2.00	45.3	1.93	31.4	2.03
LP	67.4	1.57	25.3	2.35	36.9	2.29
MP	55.1	3.23	38.7	3.83	63.7	2.68
NC	61.8	5.24	25.6	8.74	30.3	7.21
NW	55.3	3.29	43.6	4.49	41.6	3.69
WC	64.7	3.66	47.8	4.12	59.9	3.46
SA	55.9	0.90	34.8	1.07	39.5	1.00

Table 27: The percentage of secondary schools producing the minimum set of required management documents by quintile, 2011-2022

Quintile	2011		2017		2022	
	%	se	%	se	%	se
1	54.4	1.76	26.2	2.16	33.8	1.98
2	57.5	1.80	35.3	1.97	32.4	2.06
3	51.6	1.83	35.1	2.19	40.9	2.03
4	50.7	2.85	35.3	3.75	52.4	2.79
5	71.8	2.13	55.6	2.74	54.4	2.51
SA	55.9	0.90	34.8	1.07	39.5	1.00

Indicator 6

5. Summary

The minimum set of nine management documents was observed in 49% of schools.

Schools in Gauteng, Mpumalanga, the North West, and the Western Cape, with averages in the 60% range, were substantially above the national average. Schools in the Eastern Cape, KwaZulu-Natal, and the Northern Cape were below the national average. Quintile 4 schools had the highest compliance (with 66%), followed by Quintile 5 schools, both well above the national average.

The national average of primary schools that had the full set of the nine required management documents, was 53% and for secondary schools it was 39 percent. Primary schools in the Eastern Cape and KwaZulu-Natal fared the worst with indicator values of 35% and 46%, respectively. Primary schools in the North West (73%) had the highest compliance value followed by schools in Gauteng, Mpumalanga, Limpopo, Free State, and the Western Cape with averages in the 60% range. Secondary schools in the Eastern Cape, KwaZulu-Natal, and the Northern Cape had compliance values 29 and 31% while Mpumalanga (64%) had the highest compliance.

The North West had the largest difference between primary schools (73%) and secondary schools (42%) in producing the full set of required management documents. Schools in the Free State, Gauteng, KwaZulu-Natal, Limpopo Province, and the Northern Cape had similar disparate trends between primary and secondary schools within the province. In all these instances, compliance levels by secondary schools were substantially lower than that of primary schools.

The trends for primary and secondary schools were similar across the quintiles with increasing compliance values from Quintile 1 to Quintile 4. Quintile 4 schools had the largest difference between primary and secondary schools with compliance values of 73% and 52%, respectively.

At the national level, compliance to produce the full set of required management documents showed a small increase from compliance of 44% in 2017 to 49% in 2022, but still lower than the compliance levels of 58% in 2011. Mpumalanga is showing an upward trend from 59% in 2011, 58% (in 2017) and 66% in 2022. The Free State and the North West are showing signs of strong upward movement in 2022 after declines in 2017. The Eastern Cape is the weakest performing school with compliance levels below the national averages of each round of the survey. Only Quintile 4 schools have showed an increase in compliance from their 2011 (65%) and 2017 (52%) to 66% in 2022. Schools in Quintile 2 and Quintile 5 are showing downward trends with declines at each round of the survey.

In terms of performance on each of the specific management documents in 2022, attendance registers for teachers were available in almost every school (98% compliance) as well as class registers (96% for primary and 93% for secondary schools). Both primary schools and secondary schools had lower levels of compliance with being able to produce school improvement plans, LTSM asset registers, and non-textbook asset registers. In general, primary schools performed better than secondary schools in terms of being able to produce the requisite management documents.

Indicator 7

Indicator 7. The percentage of schools where the School Governing Body meets the minimum criteria in terms of effectiveness

Fact Sheet

This indicator measures the extent to which SGBs are improving governance in schools, fulfilling their basic administrative duties and whether the required documentation and procedures are in place.

Indicator value: In 2022, 64% of schools the SGB met the minimum criteria in terms of effectiveness.

Source: Principal Interview and Document Analysis

Weight: School weight

Variables and calculations:

An indicator of a functional and efficient SGB was constructed based on (i) positive responses by the principal to questions about the functioning of the SGB and (ii) the presence of at least SGB minutes for two quarters.

Verbatim formulation of questions:

Question 110 (Principal Interview): “Please indicate whether you strongly agree, agree, disagree, or strongly disagree with the following statements about the SGB:

- (S 1) The SGB has promoted the best interest of the school and strived to ensure its development through the provision of quality education at the school.
- (S 2) The SGB has supported the principal, educators, and other staff of the school in the performance of their professional functions.
- (S 3) The SGB has administered and controlled the school property, and buildings and grounds occupied by the school, including school hostels, if applicable.
- (S 4) The SGB has encouraged parents, learners, educators and other staff to render voluntary services to the school.”

Question 63 (Document Analysis): “Have you seen the minutes of SGB meetings held in 2022? SGB meetings should be held at least once a quarter.

Select all relevant blocks.

- [A 1 Minutes for first quarter seen]
- [A 2 Minutes for second quarter seen]
- [A 3 Minutes for third quarter seen]
- [A 4 No minutes seen].”

NOTE: Data for this survey was collected over a 12-week period beginning on 17 August 2022, For the 2017 and 2011 surveys, data was collected in October and November. Given the different periods over which data was collected, it is highly likely that minutes for the third quarter were not available and/or meetings were not yet held, which would result in schools not meeting the required criteria of three sets of minutes. Thus, the criteria used in 2022 was revised to the minutes of the first two quarters only. To ensure comparability, calculations for 2011 and 2017 were also revised in line with these criteria.

Indicator 7

1. Importance of indicator

The Action Plan to 2024 promotes strong SGBs that play a key role in improving the quality of schooling. Goal 22 of the Action Plan to 2024 (DBE, 2020g, p.42) highlights the importance of community participation in the running of schools: “parent and community participation in the governance of schools, partly by improving access to important information via the e-Education strategy”.

The plan cites the successful running of School Governing Body (SGB) elections as a demonstration of the schooling system’s ongoing commitment to involving parents and communities in educational improvement in public schools. SGBs embody the commitment of society towards improving education quality through strengthening schools by empowering parents to be an integral part of improving teaching and learning in schools as well as to become involved in the progress of learners and school activities.

Indicator 22 is formulated to enable the monitoring of the school’s achievement with reference to a set of minimum criteria reflecting evidence of SGB effectiveness. The SGB effectiveness indicator is intended to determine how well the SGB system is established through knowing if these bodies are properly constituted, meet regularly (4 times per year), and have enough parents and other community representatives as members. It further emphasises the role that SGBs can play in encouraging parents and caregivers to be more involved in the education process by monitoring their children’s progress and giving feedback on the performance of the school.

2. Indicator definition and data collection

The ToR of this 2022 study once again underscores the importance of determining the extent to which SGBs fulfil their basic administrative duties. This would be visible in the degree to which the requisite enabling documentation and procedures are in place. Specific SGB duties involve overseeing the implementation of the school improvement plan, handling staff vacancies, and making optimal use of assessment results. Evidence should be credible, that is, more than mere responses to questionnaires, for instance through sampling meeting registers, minutes, and other key documents.

The four sub-items from the Principal Interview (as delineated in the fact sheet section of this chapter) as well as the one on the availability of SGB minutes from the Document Analysis were the questions retained for the 2022 survey. For an SGB to be deemed effective, principals had to (i) provide positive responses (‘agree’ or ‘strongly agree’) to the four statements about the functioning of the SGB and (ii) interviewers had to confirm the presence of SGB minutes for two quarters of the school year. The latter involved seeing (evidence) of SGB meetings being held and the minutes thereof and taking photographs of pages of the minutes of the meetings held in each quarter. It is important to note that the 2022 data was collected in Term 3 compared to the previous rounds where data was collected in Term 2. Given the different periods over which data was collected, it is highly likely that minutes for the third quarter were not available or could not be shared as these minutes were not yet approved, and/or meetings were not yet held, which would result in schools not meeting the required criteria of three sets of minutes. Thus, the criteria used in 2022 was revised to the minutes of the first two quarters only.

Indicator 7

Equivalence in calculating the indicator across the three surveys (2011, 2017 and 2022) could be achieved because the same items appeared in all three years of the survey. To ensure comparability, calculations for 2011 and 2017 were also revised in line with the criteria for 2022. School weights were applied in the analysis of the data.

3. Status of indicator in 2022

Nationally, the SGBs of 62% of schools were evaluated as meeting the minimum conditions of SGB effectiveness. This evaluation of the effectiveness of how SGBs function in primary and secondary schools combined at provincial level is reflected in Figure 7.1 and at quintile level in Figure 7.2.

Schools in the Eastern Cape, Limpopo Province, Mpumalanga, and the North West had compliance levels above the national average with the highest reported for the Limpopo at 71%. Schools in all quintiles, besides Quintile 4, were generally in proximity of the national average of 62 percent.

Figure 7.1 Percentage of schools with the required SGB effectiveness in primary and secondary schools combined by province, 2022

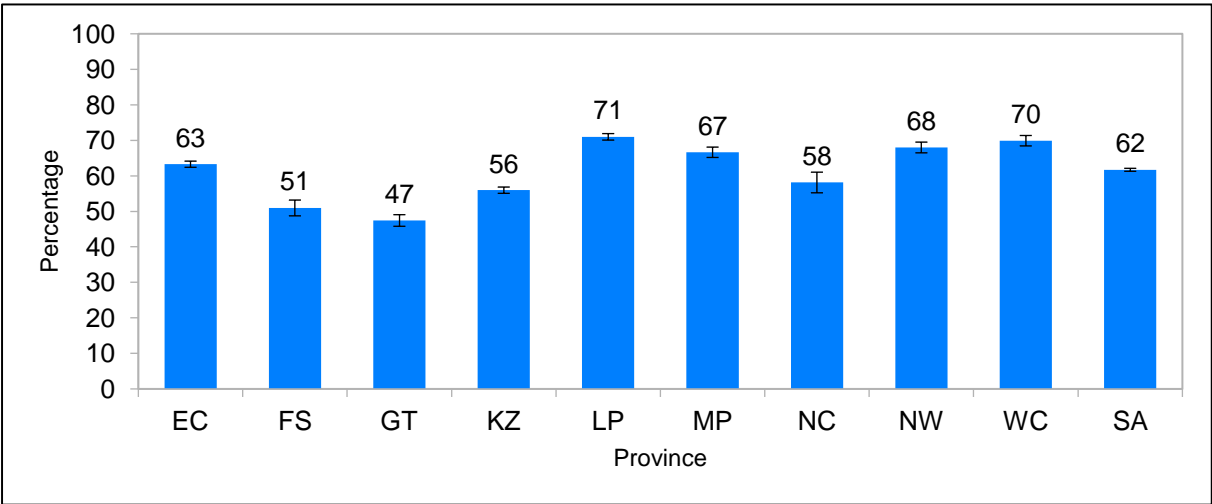
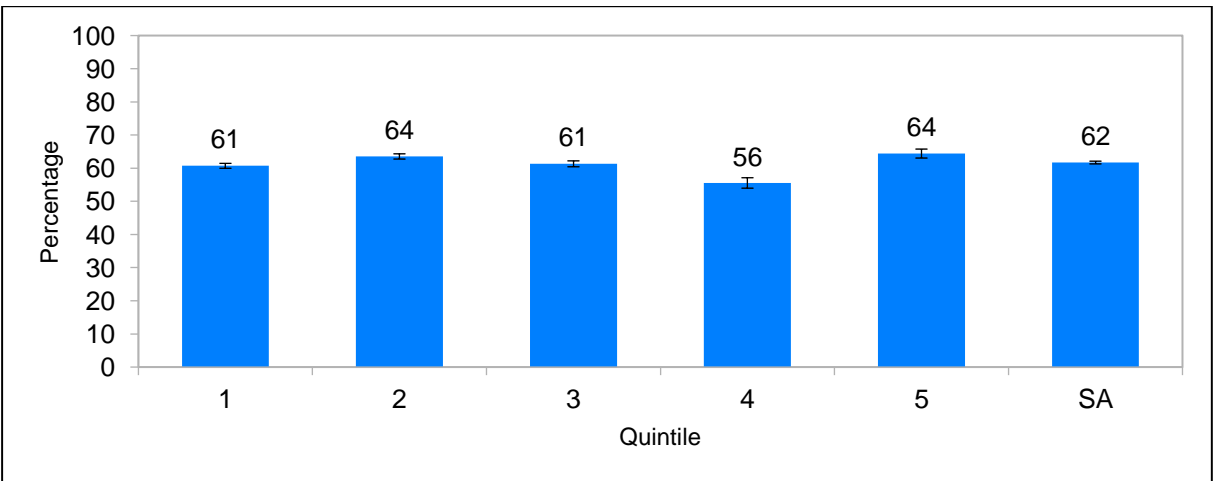


Figure 7.2 Percentage of schools with the required SGB effectiveness in primary and secondary schools combined by quintile, 2022



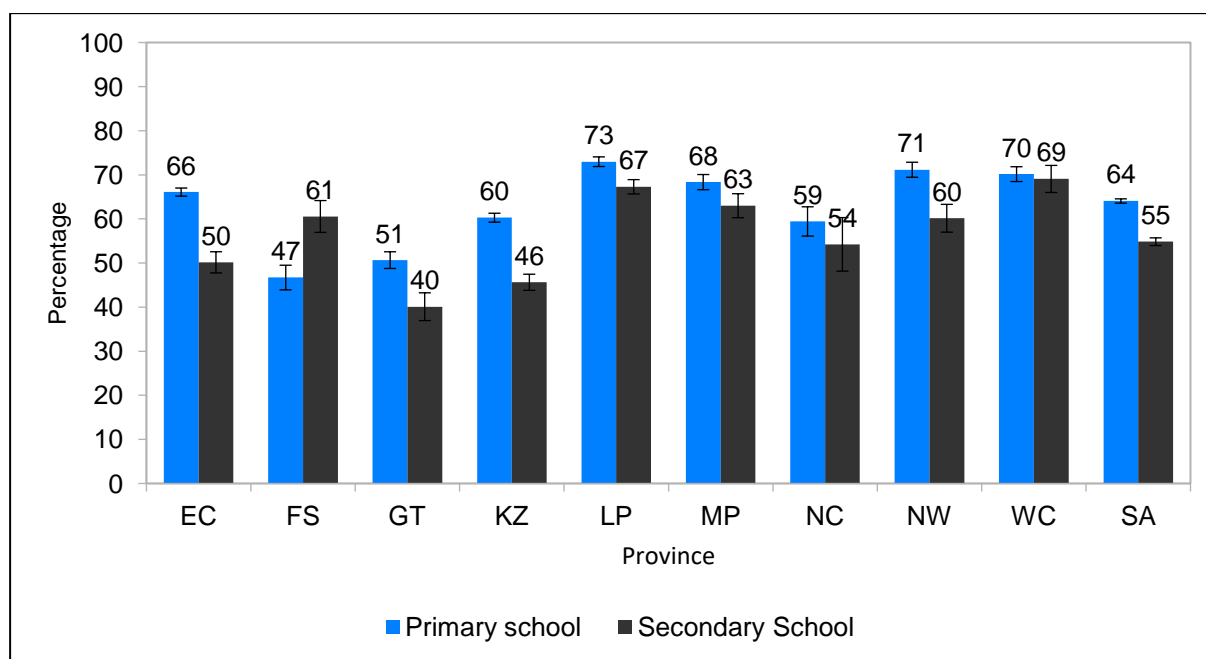
Indicator 7

SGBs at 64% of primary schools met the minimum criteria in terms of effectiveness, as shown in Figure 7.3. Primary schools in the Eastern Cape, Limpopo, Mpumalanga, and the North West reported the highest percentages for SGB effectiveness ranging 68 to 71 percent. SGBs at primary schools in the Free State and Gauteng fared the worst with both reporting a minimum SGB effectiveness compliance of 47 and 51%, respectively.

SGBs at secondary schools fared worse than the primary schools with an average of 56% in terms of meeting the minimum criteria of SGB effectiveness. Only secondary schools in three provinces were substantially higher than the national average: Free State, Limpopo, and Mpumalanga. Secondary schools in Gauteng had the lowest (28%) followed by the Western Cape (34%) and KwaZulu-Natal (33%).

Schools in Mpumalanga had the smallest difference between primary and secondary schools while schools in the Eastern Cape and KwaZulu-Natal showed the largest differences. In Limpopo both primary schools averaging 71% and secondary schools 67% were substantially above the national average.

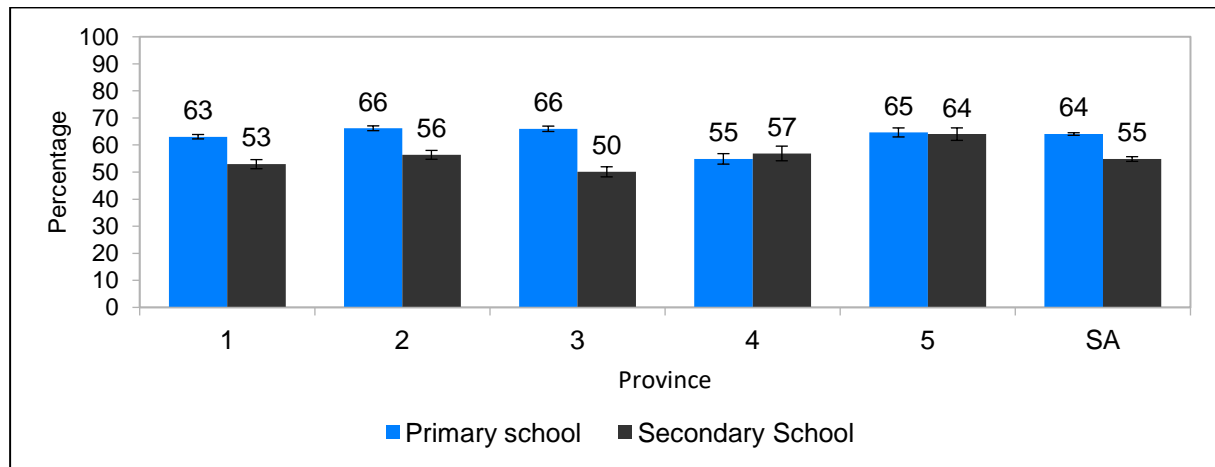
Figure 7.3 Percentage of primary versus secondary schools with the required SGB effectiveness by province, 2022



SGBs at primary schools across quintiles 2, 3, and 5 were all higher than their counterparts in secondary schools with percentages above 60% (Figure 7.4). While SGBs at secondary schools in all the quintiles besides Quintile 5 were in close range of the national average of 55%. They were all lower in performance than that of primary schools in all the quintiles.

Indicator 7

Figure 7.4 Percentage of primary versus secondary schools with the required SGB effectiveness by quintile, 2022



Tables 28 and 29 reveal that significantly less schools were able to produce minutes in the third quarter given the caveat noted above regarding the data collection dates, which meant that most schools did not yet convene their SGB meetings or had made the minutes available.

Table 28: Percentage of schools that were able to produce at least three sets of SGB meeting minutes by province, 2022

Province	First quarter		Second quarter		Third quarter	
	%	se	%	se	%	se
EC	78,87	2,85	83,96	2,78	86,75	3,11
FS	90,19	2,55	81,71	3,07	66,45	4,27
GT	76,07	3,58	76,88	3,41	55,12	4,56
KZ	80,02	3,15	82,37	2,87	62,10	4,06
LP	84,80	2,53	85,72	2,45	78,31	3,35
MP	83,94	2,98	85,85	2,80	77,10	3,34
NC	84,64	3,50	84,06	3,54	68,16	4,49
NW	85,38	2,87	85,83	2,90	69,11	4,13
WC	92,98	2,20	92,09	2,10	60,61	4,54
SA	82,10	0,97	83,71	0,96	71,21	1,33

Table 29: Percentage of schools that were able to produce at least three sets of SGB meeting minutes by quintile, 2022

Quintile	First quarter		Second quarter		Third quarter	
	%	se	%	se	%	se
1	80,38	1,93	84,20	1,93	68,52	2,71
2	86,73	2,02	85,15	1,97	76,82	2,74
3	78,17	2,02	81,19	1,99	75,17	2,47
4	79,20	3,00	83,33	2,84	62,95	4,02
5	87,66	2,22	85,97	2,28	63,79	3,73
SA	82,10	0,97	83,71	0,96	71,21	1,33

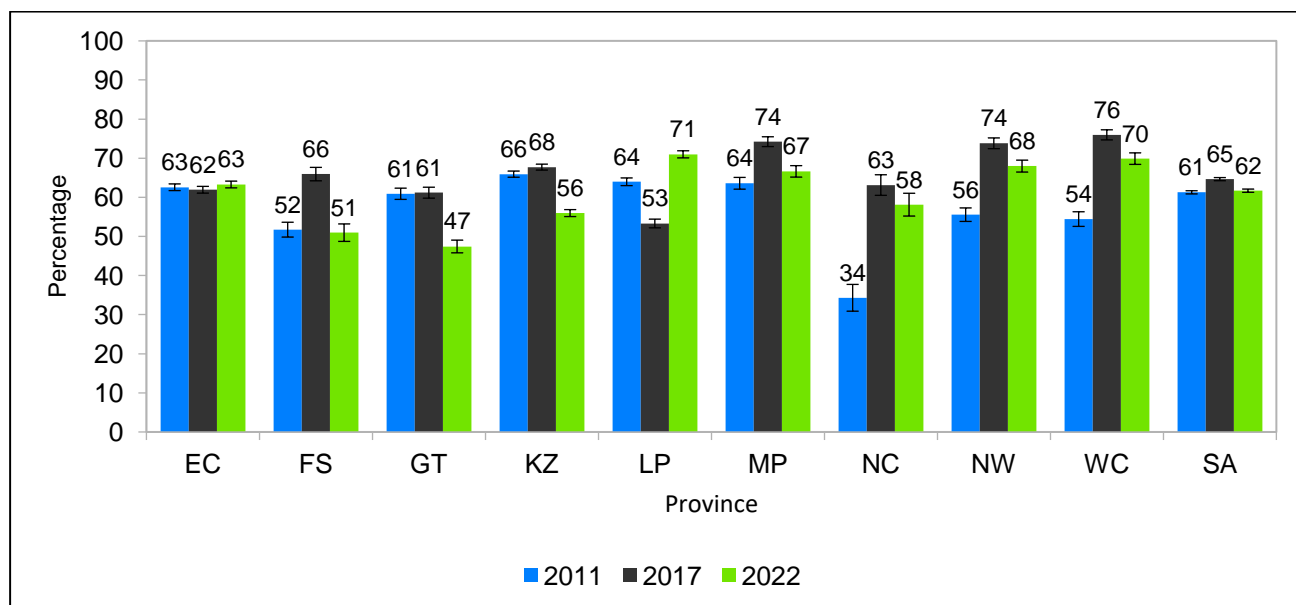
4. Changes between 2011, 2017 and 2022 in SGB effectiveness

Trends over time at the provincial level are shown in Figure 7.5 for primary and secondary schools for the three survey years of 2011, 2017 and 2022.

Compliance of schools in terms of SGB effectiveness revealed minimum change between 2011 (61%) and 2022 (62%) in the national average. However, substantial variations were evident across the provinces within the different rounds of the SMS.

Although showing a slight dip in 2022, schools in the Eastern Cape remained relatively stable averaging about 60% across the three rounds. Limpopo, after a decline in 2017, moved up from a compliance of 53% in 2017 to 71% in 2022. Substantial changes were also noted in the Northern Cape, from 34% in 2011 to 63% in 2017 and 58% in 2022. Similar trends were noted for the North West as well as the Western Cape. In Gauteng, however, a substantial drop was noted from a SGB effectiveness compliance level of 61% (2011 and 2017) to 47% in 2022.

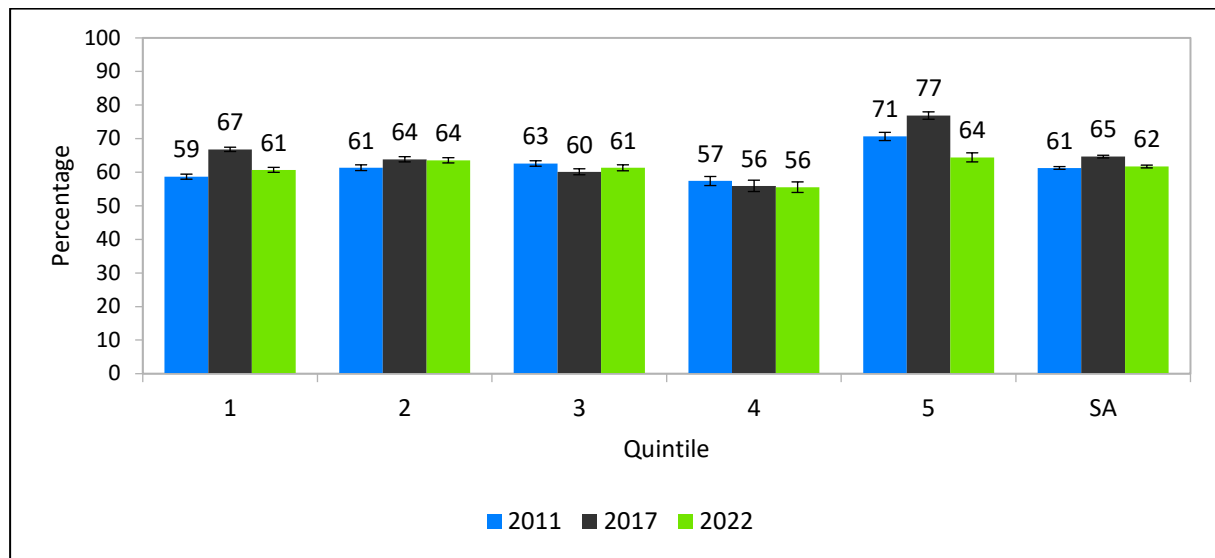
Figure 7.5 Percentage of schools with the required SGB effectiveness in primary and secondary schools combined by province, 2011-2022



Changes in the SGB effectiveness indicator by quintile, as can be seen in Figure 7.6, show consistency from 2011 to 2022 across all quintiles, besides in Quintile 5 schools where the percentages ranged from 71% (i2011) to 77% (2017) and 64% in 2022.

Indicator 7

Figure 7.6 Percentage of schools with the required SGB effectiveness in primary and secondary schools combined by quintile, 2011-2022



A review of the findings for primary and secondary schools by province and quintile revealed similar trends as those reported for the combined schools. Tables 30 to 33 provide additional details.

Table 30: Percentage of primary schools with the required SGB effectiveness by province, 2011 - 2022

Province	2011		2017		2022	
	%	se	%	se	%	se
EC	66,67	0,85	63,61	0,93	66,09	0,92
FS	51,8	2,1	68,09	1,88	46,7	2,8
GT	63,12	1,65	65,99	1,57	50,65	1,89
KZ	69,7	0,87	71,41	0,83	60,28	1,01
LP	64,97	1,2	53,15	1,4	72,97	1,09
MP	65,19	1,71	77,35	1,35	68,34	1,72
NC	29,13	4,1	68,3	2,69	59,43	3,31
NW	56,45	2	77,18	1,43	71,15	1,7
WC	51,85	2,15	79,23	1,35	70,15	1,68
SA	63,34	0,46	67,54	0,44	64,06	0,48

Table 31: Percentage of primary schools with the required SGB effectiveness) by quintile, 2011 - 2022

Quintile	2011		2017		2022	
	%	se	%	se	%	se
1	58,78	0,85	70,21	0,67	63,07	0,82
2	64,34	0,94	65,56	0,89	66,19	0,88
3	65,88	0,9	62,93	1,01	66	1
4	61,82	1,49	58,43	1,97	54,89	1,93
5	72,39	1,43	81,1	1,2	64,64	1,67
SA	63,34	0,46	67,54	0,44	64,06	0,48

Table 32: Percentage of secondary schools with the required SGB effectiveness by province, 2011-2022

Province	2011		2017		2022	
	%	se	%	se	%	se
EC	33,33	3,23	54,07	2,26	50,14	2,41
FS	51,52	4,33	58,2	4,09	60,55	3,61
GT	55,36	2,89	50,01	2,9	40,09	3,15
KZ	55,67	1,74	57,45	1,7	45,63	1,83
LP	62,11	1,7	53,6	1,85	67,28	1,63
MP	59,18	3,08	64,98	2,89	62,99	2,72
NC	50	5,99	40,02	7,85	54,23	6,07
NW	53,19	3,37	60,39	3,76	60,15	3,15
WC	64,71	3,66	64,02	3,41	69,06	3,07
SA	54,76	0,91	56,01	0,88	54,83	0,87

Table 33: Percentage of secondary schools with the required SGB effectiveness by quintile, 2011-2022

Quintile	2011		2017		2022	
	%	se	%	se	%	se
1	58,29	1,68	52,77	1,72	52,93	1,68
2	52,05	1,91	59,43	1,56	56,37	1,64
3	52,99	1,81	52,57	1,87	50,09	1,87
4	44,81	3,01	50,21	3,26	56,89	2,71
5	66,84	2,31	67,47	2,34	64,02	2,3
SA	54,76	0,91	56,01	0,88	54,83	0,87

5. Summary

Nationally, the SGBs of 64% of schools were evaluated as meeting the minimum conditions of SGB effectiveness.

Schools in the Eastern Cape, Limpopo, Mpumalanga, and the North West had compliance levels above the national average with the highest reported for the Limpopo (71%). Schools in all quintiles, besides Quintile 4, were generally in proximity of the national average of 62 percent.

Compliance of schools in terms of SGB effectiveness revealed minimum change between 2011 (61%) and 2022 (62%) in the national average. However, substantial variations were evidence across the provinces within the different rounds of the SMS.

SGBs at primary schools in quintiles 2, 3 and 5 were the best performing; with averages of 56%, 58% and 51%, respectively. While SGBs at secondary schools in all the quintiles were in close range of the national average of 43%. They were all lower in performance than that of primary schools in all the quintiles.

Compliance of schools in terms of SGB effectiveness increased substantially between 2011 and 2017 (58% to 62%), but declined to 50% in 2022. Schools in the Eastern Cape remained relatively stable averaging about 60% across the three periods. Schools in the Western Cape

Indicator 7

and the Free State showed the largest decline from 2017 to 2022: from 72% to 44% and 65% to 37% respectively.

Changes in the SGB effectiveness indicator by quintile showed a decline for schools in all of the quintiles. Quintile 5 schools had the worst drop from 69% in 2011 and 76% in 2017 to 48% in 2022.

A review of the findings for primary and secondary schools by province and quintile revealed similar trends as those reported for the combined schools.

Indicator 8

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

Fact Sheet

This indicator is informed by the Norms and Standards for School Funding which sets out the minimum monetary target for the school allocation in terms of the quintile ranking of the school. The minimum standard for this indicator is whether schools received funding per learner that was in line with the determined allocation in the previous school year given that this was the most reliable indicator of funds received.

It is important to note that, while the DBE Norms and Standards for School Funding provide guidelines regarding the per learner allocation across the different quintile categories, it is the provinces that determine the final allocation for each financial year.

During interviews for the SMS 2022, school principals were requested to: (i) provide information on the actual allocations they had received in the previous school year; (ii) the actual funds that were transferred in the current school year; and (iii) share their views on the sufficiency of the allocations.

Additional information was also obtained about the indicative and final notifications they had received from the Provincial Department of Education about the budget allocated to the school for the 2021 and 2022 school years.

As part of the Document Analysis phase of the survey, interviewers would request the allocation notification letters, confirm the details, and take photographs thereof.

Indicator value: 73% of learners in schools that were funded at the minimum level in 2021.

Source: Principal interviews

Weight: Learner weight

Variables (and calculations):

For funds received by the school in 2021 PQ32a

For funds transferred to date in the 2022 school year, PQ137

Verbatim formulation of questions:

Indicator value based on the following question for the previous year.

PQ132a: "With respect to the actual transfer of funds to the school in 2021, which one of these apply?" [A1 Less money than expected was transferred. A2 The expected amount of money was transferred. A3 More money than expected was transferred. A4 Not applicable. A5 Don't know]"

PQ138: "With respect to the actual transfer of funds for 2022 how much of your allocation have you received to date?"

A1=None received, A2=1-30% received, A3=31-50% received, A4=51-99% received, A5=100%, 6=Not applicable

This question provides current context regarding how much of the allocation was received.

Indicator 8

1. Importance of indicator

The National Norms and Standards for School Funding policy provides a statutory basis for school funding. Public schools in South Africa are divided into five quintile rankings, with quintiles 1 to 3 classified as "no fee-paying" schools and Quintile 4 to 5 schools as "fee paying" schools. This policy ensures that schools serving poorer communities (low-income households) receive more state funding than schools serving better-off communities.

Non-personnel funding in the form of the annual per learner allocations that schools receive form part of government's strategies to alleviate poverty and are intended to lift some of the burden of schooling costs from poorer households.

Section 39(7) of SASA requires the DBE (Minister of Education) to annually determine the national quintiles for public schools or part of such quintiles by notice in the Government Gazette. These, in turn, must be used by the Provincial Education Departments when allocating funds to the schools and to identify schools that may not charge school fees.⁹

The SASA, however, also links the question of school fees to the budget of the school by directing SGBs at public schools to fulfil financial functions as well. Amongst others, this requires SGBs to engage in measures to supplement the funds the state provides.

The current reality is that schools have been experiencing financial pressures even before the advent of the COVID-19 pandemic. The Action Plan to 2024 (DBE, 2020g) states that "...many schools previously considered quintile 4 or 5 schools, have been reclassified at quintiles 1 to 3 schools" (p. 120). The provinces mostly affected are the Eastern Cape, Free State, Limpopo, Mpumalanga and North West.

Goal 23 of the Action Plan to 2024 (DBE, 2020g) states "Ensure that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively" (p. 119).

Goal 23 is translated into two indicators (p. 120) as stated below:

- Indicator 23.1: The percentage of learners in schools that are funded at the minimum level.
- Indicator 23.2: The percentage of schools that have acquired the full set of financial management responsibilities based on an assessment of their financial management capacity.

In the SMS 2022, Indicator 23.1 was used as Indicator 8 (as referenced in the ToR for this study). In line with its conceptualisation, this indicator focuses on the per-learner allocation to schools and does not cover the funding of physical infrastructure and educator salaries.

"The School Monitoring Survey (SMS) of 2017 found that 74% of learners were funded at the minimum level, lower than the 79% figure emerging from the previous SMS 2011. The decline reflects to a large degree the worsening budget situation when SMS 2017 was run" (as cited in the Action Plan to 2024, DBE 2020, p. 120).

⁹ Kgoboko Makhafola CA(SA), *Focus: Funding of South African public schools explained* | Source: <https://www.accountancysa.org.za/focus-funding-of-south-african-public-schools-explained/>

Indicator 8

2. Indicator definition and data collection

The ToR states that the minimum standard for this indicator is whether schools received funding per learner in line with the national allocation. The national allocation is informed by the Norms and Standards for School Funding which sets out the minimum monetary target for the quintile ranking of each school. However, these targets are guidelines that the DBE Norms and Standards for School Funding provide regarding the per learner allocation across the different quintile categories. It is the provinces that determine the final allocation for each financial year.

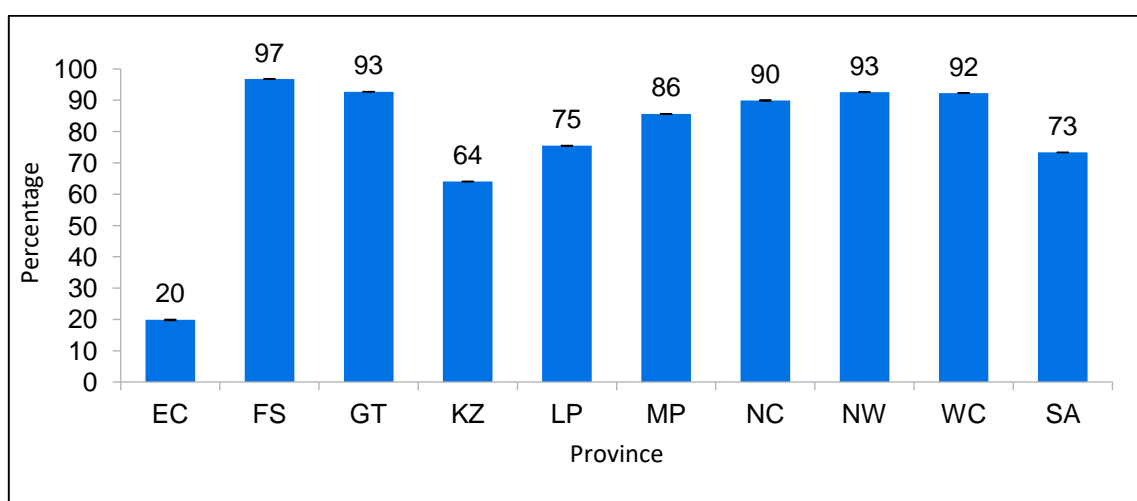
Principals provided information about the extent to which they received the expected allocations for the 2021 school year. This was used to calculate the indicator. As the survey took place during August and October 2022, it was still possible to encounter schools where part of the allocation may still have been outstanding for 2022. For this reason, information regarding the percentage of funds that have been transferred to the schools at the time when the data was collected is also reported.

3. Status of indicator in 2021 and 2022

The degree to which schools received their allocation by the Provincial Departments of Education for 2022 is reflected in Figure 8.1 for provinces and in Figure 8.2 for Quintiles. Nationally, less money than expected was received by schools providing for 73% of learners in 2021. In the Eastern Cape only 20% of learners were in schools that had already received their expected allocation or more for 2021, significantly less than the national average of 73 percent. Similarly, 64% and 75% of learners in KwaZulu-Natal and Limpopo, respectively, were in schools that received the expected allocated amounts.

A review of Figure 8.2 reveals that across all quintiles, besides Quintile 4, approximately a quarter were in schools that did not receive their full allocated amounts. For quintile 4 this amount was 15 percent.

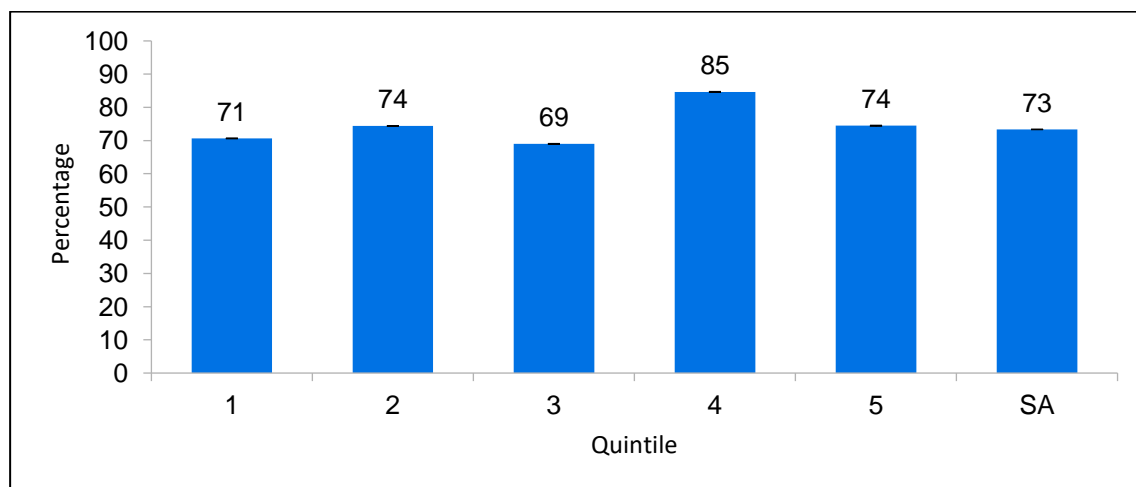
Figure 8.1 Percentage of learners in schools that received their financial allocation by province, for 2022¹⁰



¹⁰ See Appendix B for additional information on the Eastern Cape

Indicator 8

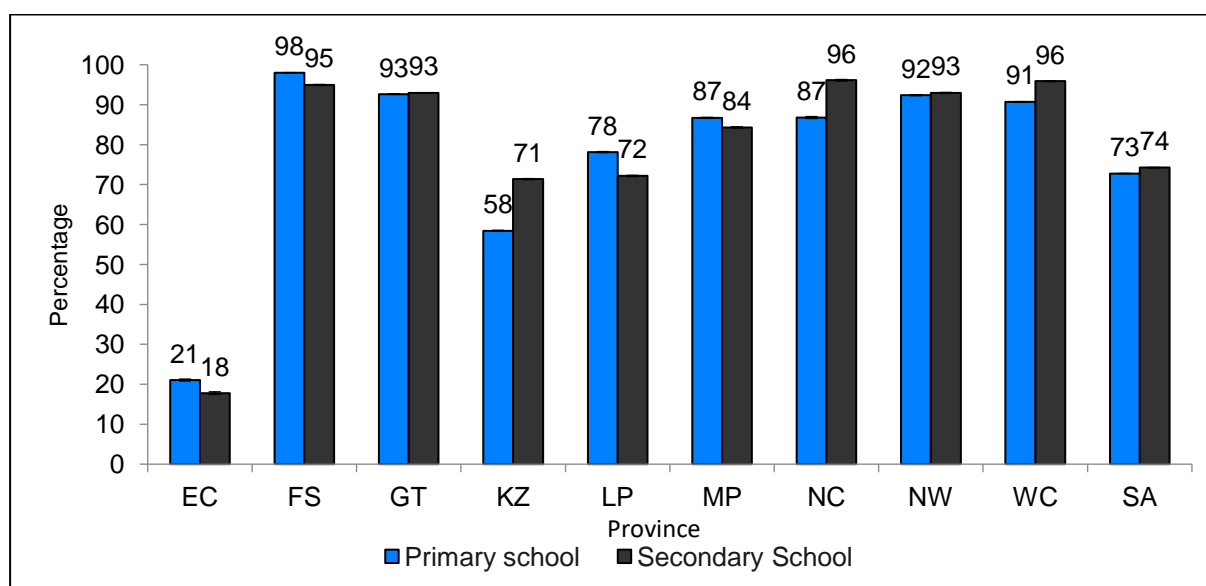
Figure 8.2 Percentage of learners in schools that received their financial allocation by quintile, for 2022



A comparison of primary and secondary schools that received their full financial allocation revealed similar trends with minimal differences noted between the school types across most provinces. In KwaZulu-Natal (13%) and the Northern Cape (9%) more learners were in secondary schools that had received their allocated funding while the reverse of this trend was noted in Limpopo (6%).

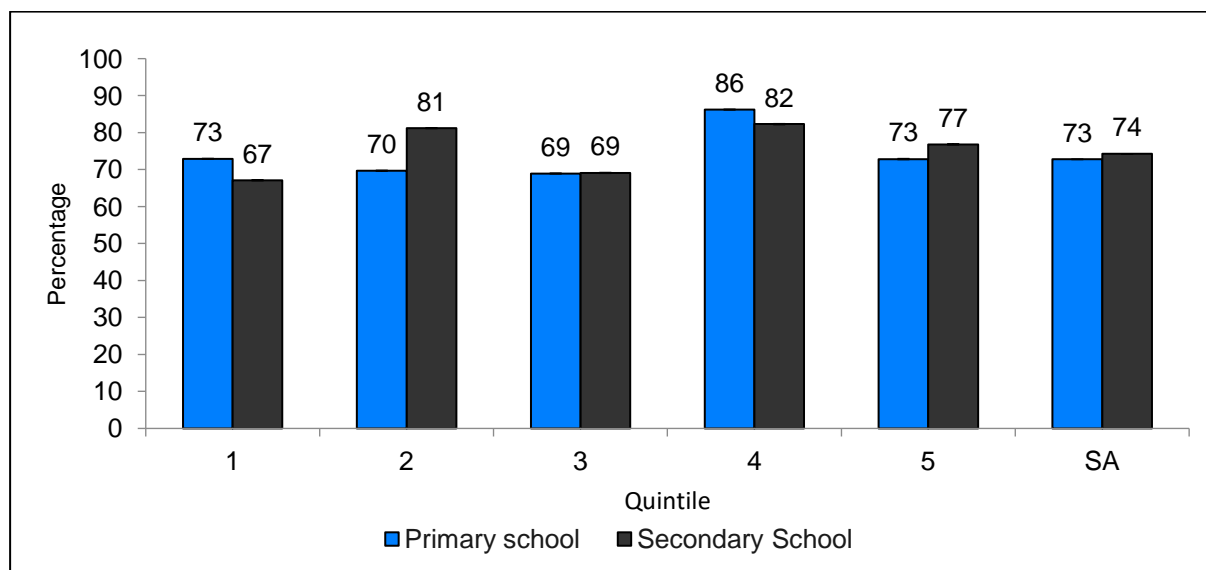
A comparison between school type and quintile category indicates that higher percentages of learners in secondary schools that received their allocated financial amounts were in Quintile 2 (11%) and Quintile 5 (4%) and higher percentages for primary schools in Quintile 1 (6%) and Quintile 4 (4%).

Figure 8.3 Percentage of learners in schools that received their financial allocation in primary versus secondary school, by province, 2022



Indicator 8

Figure 8.4 Percentage of learners in schools that received their financial allocation in primary versus secondary school, by quintile, 2022



4. Changes between 2010, 2016 and 2021 in funding learners at a minimum level

In each survey year, schools (principals) were asked about actual transfer of funds to the school with respect to the previous year. For the SMS 2022 that will be transfers in 2021 and for the previous two surveys, it will be transfers in 2016 and 2010.

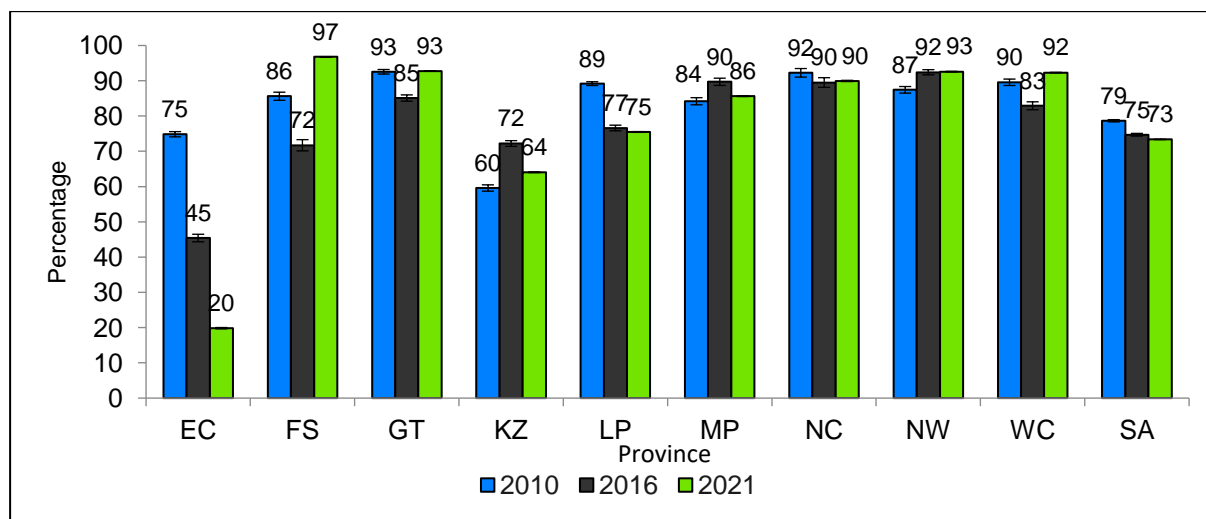
Trends over time at the provincial level are shown in Figure 8.5 for primary and secondary schools combined with respect to the full (expected or more) allocation of funds schools received in their respective previous years.

Schools receiving their previous year allocations showed moderate decreases between 2010 (79%), 2016 (75%) and 2021 (73%).

Schools in the Eastern Cape had the worst trend with rapid declines and dropping to an all-time low of 20% of schools receiving their allocations. Allocations to schools in the Northern Cape and the North West have remain stabled. The Free State had a substantial rise from 72% in 2016 to 97% in 2021 in receiving their transfers.

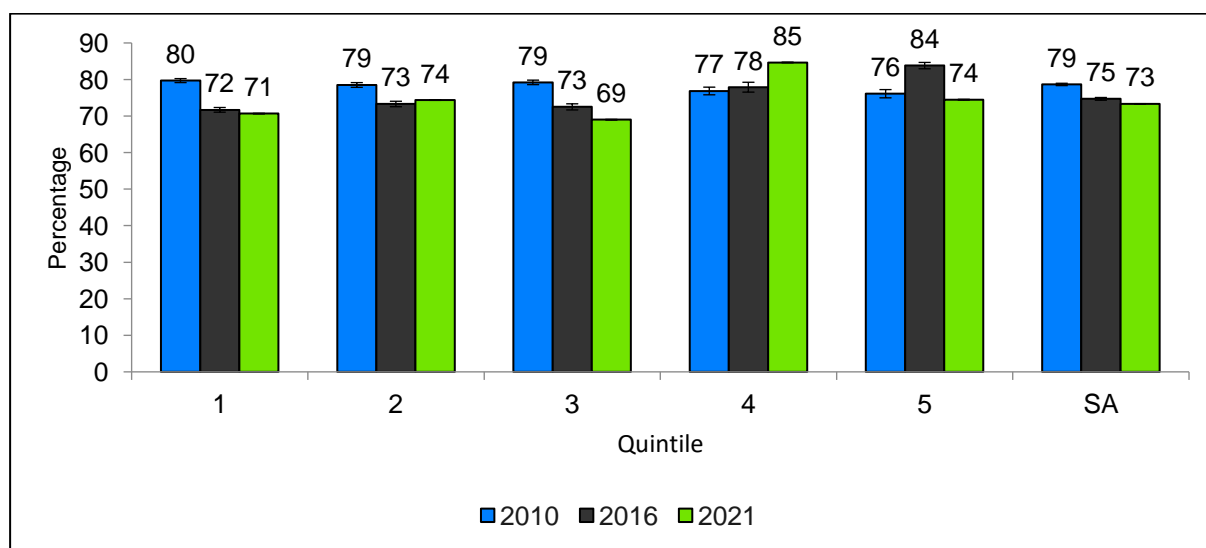
Indicator 8

Figure 8.5 Percentage of learners in primary and secondary schools combined that received their financial allocations from Provincial Departments by province, 2010-2021



Trends over time at the quintile level are shown in Figure 8.6. When looking at the combined picture for primary and secondary schools at quintile level, none of the quintiles have reached 90% or above. Only schools in Quintile 4 showed increases in receiving the expected (or more) allocations in 2021 (with 85%). Quintile 3 schools are showing a progressive decline, 79% in 2010, 73% in 2016 and 69% in 2021. This is followed by Quintile 5 schools with a drop from 84% (in 2016) to 74% in 2021.

Figure 8.6 Percentage of learners in primary and secondary schools combined that received their financial allocations from Provincial Departments by quintile, 2010-2021



A review of the findings for primary and secondary schools by province and quintile revealed similar trends as those reported for the combined schools for the three survey periods. Figures 8.7 to 8.10 provide additional details.

Indicator 8

Figure 8.7 Percentage of learners in primary schools that received their financial allocations from Provincial Departments by province, 2010-2021

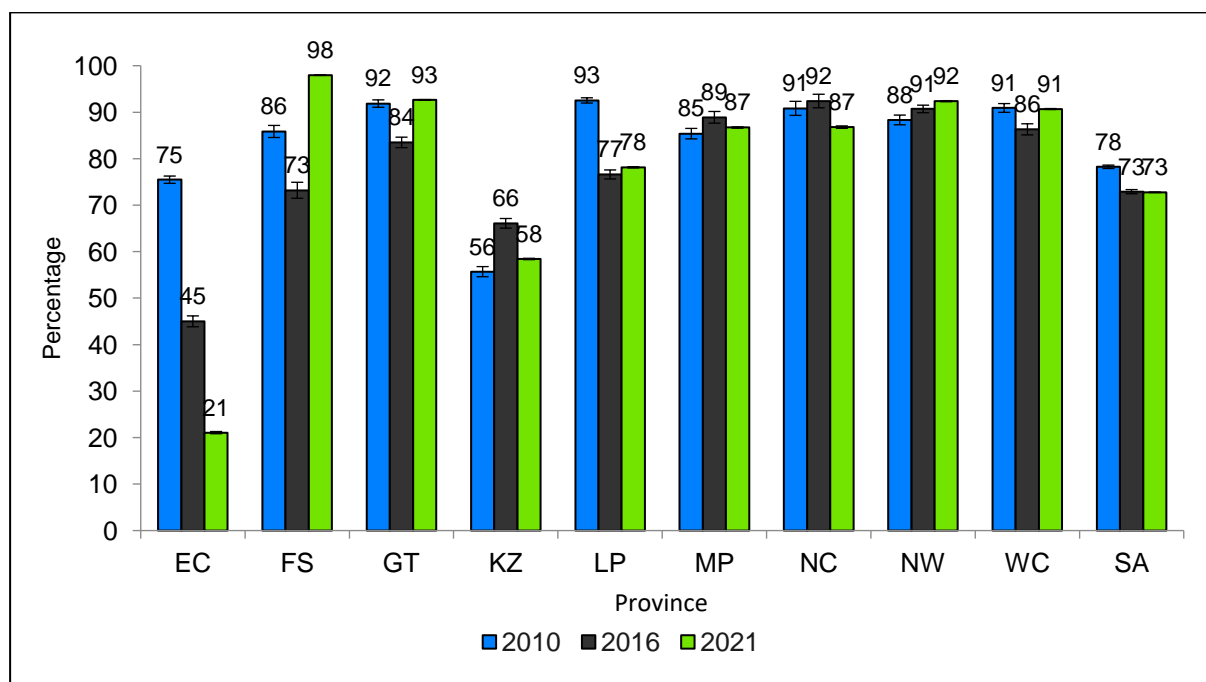
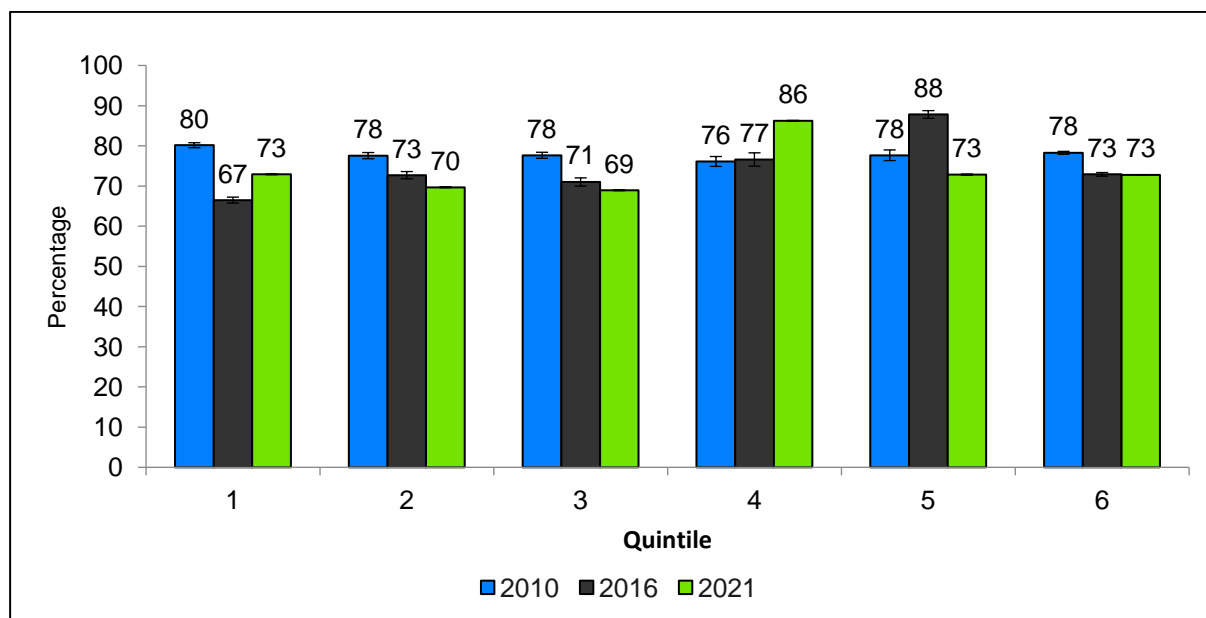


Figure 8.8 Percentage of learners in primary schools that received their financial allocations from Provincial Departments by quintile, 2010-2021



Indicator 8

Figure 8.9 Percentage of learners in secondary combined that received their financial allocations from Provincial Departments by province, 2010-2021

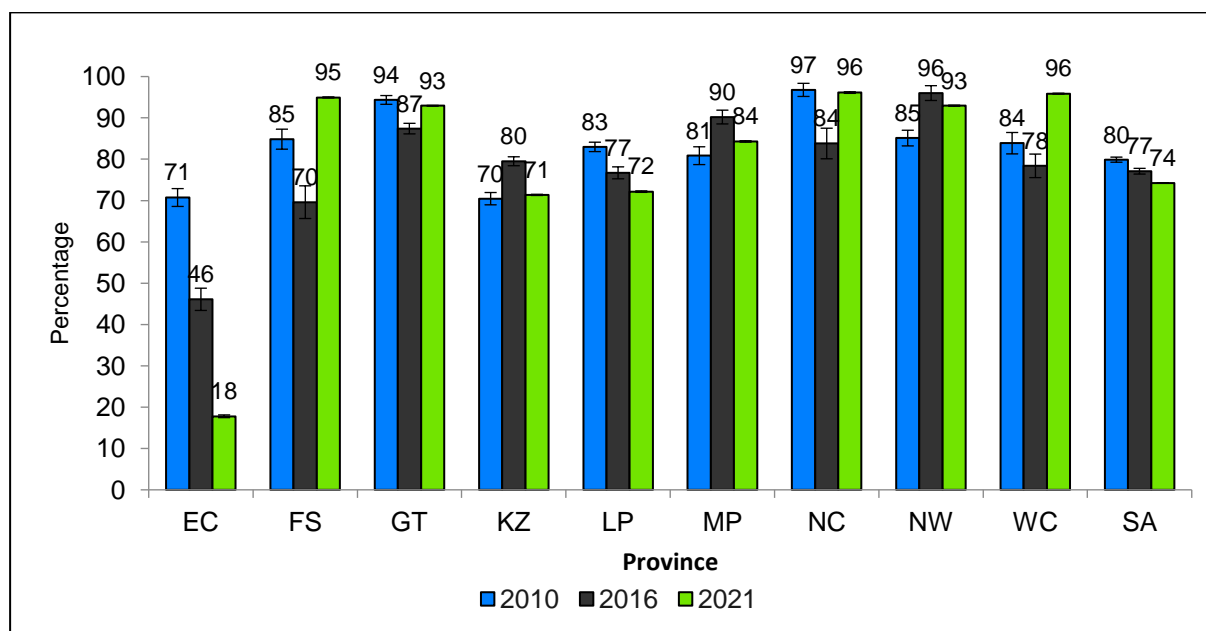
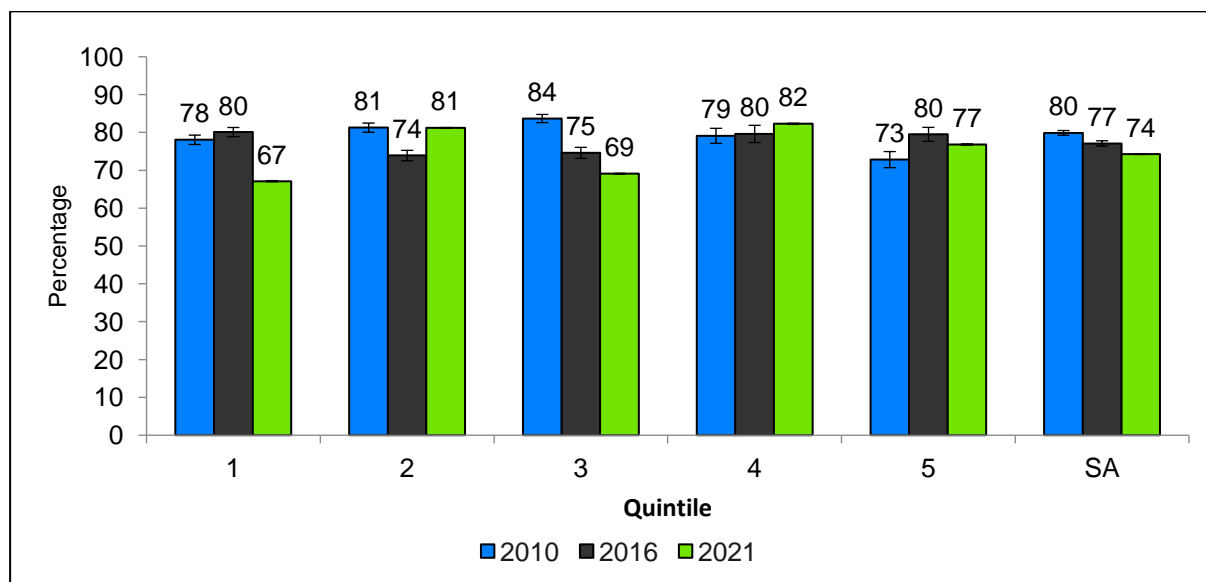


Figure 8.10 Percentage of learners in secondary schools that received their financial allocations from Provincial Departments by quintile, 2010-2021



5. Summary

For 2021 73% of learners were in schools where the expected amount or more had been transferred.

In the Eastern Cape, only 20% of learners were in schools that had already received their expected allocation. With the exception of the Eastern Cape and KwaZulu-Natal, learners in schools in all the other provinces received allocations above the national average. Quintile 4

Indicator 8

fares the best with only 15% of learners in those schools not receiving their full allocated amounts.

A comparison of primary and secondary schools that received their full financial allocation revealed similar trends with minimal differences noted between the school types across most provinces. The largest difference in allocations between primary and secondary schools, was in Quintile 2 (70% versus 81%).

Learners in schools receiving their previous year allocations showed moderate decreases between 2010 (79%), 2016 (75%) and 2021 (73%). Schools in the Eastern Cape had the worst trend with rapid declines and dropping to an all-time low of 20% of schools receiving their allocations. Quintile 3 schools are showing a progressive decline from 79% in 2010, 73% in 2016 down to 69% in 2021.

A review of the findings for primary versus secondary schools by province and quintile revealed similar trends as those reported for the combined schools for the three survey periods.

Indicator 9. The percentage of schools compliant with nationally-determined minimum physical infrastructure standards

Fact Sheet

The Norms and Standards for minimum school infrastructure Regulation 920 of 2013¹¹ lists the following standards and basic features as the minimum physical infrastructure requirements that all schools need to have in place: running water; working electricity; separate toilets for boys, girls, and educators; and adequate classrooms (can accommodate all learners at the school with a maximum of 40 learners per classroom) (DBE, 2014).

As with the SMS 2011 and the SMS 2017, during the SMS 2022 interviewers collected information on these facilities by physically verifying the presence and the condition of these amenities.

For SMS 2022, the survey also included a question on combined toilets for boys and girls, as well as questions regarding the condition of the toilets. Given the increasing frequency of electricity loadshedding in the country, a question was also included to record the presence of loadshedding at the time of the school visit.

Indicator value: 67% of schools comply with the nationally determined minimum physical infrastructure standards based on the three-component 2016 targets and 43% of schools comply with the 2020 targets based on four infrastructure components.

Source: Principal Interview and School Observation (schedules)

Weight: School weight

Variables and calculations:

Regulation 920 of 2013 defines sanitation facilities as acceptable when separate toilets are available for boys, girls, and staff. Flush toilets and Ventilated pit latrine and Enviro-loo toilets are considered appropriate.

Adequacy of classrooms (that is, having enough functional classrooms in the school for the number of learners) was calculated by dividing the school enrolment by the norm of 40 learners per class and establishing if the observed number of classrooms was equal to or more than the required number just calculated.

Verbatim formulation of questions:

- Question 8 (School Observation): “Is there running water in the school on the day of the visit?” (Extensive notes provided about what qualifies as sufficient in relation to each item, as well as how to verify its presence). [A1 No, A2 Yes]
- Question 9 (School Observation): “Is there electricity supply in the school?” [A1 No, A2 Yes]

¹¹ Government Gazette No. 37081, Government Notice No. R 920 of 29 November 2013

Indicator 9

- Question 9b (School Observation): “Is there loadshedding currently at the school while completing this schedule? [A1 No, A2 Yes]
- Question 9c (School Observation): “Is there working electricity at the school on the day of the visit?” [A1 No. A2 Yes] Question 9c is conditional upon Q9.
- Question 12 (School Observation): “Which sanitation facilities available on the school site for ... [S 1 Boys] [S 2 Girls] [S 3 Separate toilets for educators] [S 4 Sanitation facilities are used by BOTH boys and girls] with response options for [A 1 Flush toilets] [A 2 Ventilated pit latrine and Enviro-loo toilets] [A 3 Other types of sanitation] [A 4 No toilets]”
- Question 13 (School Observation): “What is the total number of ordinary classrooms in the school?”
- Question 7 (Principal Interview): “Please indicate how many LEARNERS were enrolled in your school at the end of February 2022?” [Numeric response]

For all the School Observation questions, extensive notes were provided about what qualifies as sufficient in relation to each item as well as how to verify its presence, condition, and/or whether it was in working state on the day of the observation (survey visit).

Three-component (2016 target) Indicator

Indicator values are reported for those infrastructure components included in the three-year targets (that is, by 2016) that were set in Regulation 920 of 2013. The computation was based on meeting minimum standards with respect to: (i) water, (ii) adequate toilets for boy learners, girl learners, and teachers, and (iii) electricity.

Four-component (2020 target) Indicator

Indicator values are also reported for those infrastructure components included in the seven-year targets (that is, by 2020) that were set in Regulation 920 of 2013. The indicator computation was based on meeting minimum standards with respect to: (i) water; (ii) adequate toilets for boy learners, girl learners, and teachers; (iii) electricity; and (iv) a minimum number of classrooms (relative to enrolments).

Questions pertaining to internet connectivity and perimeter fencing that both form part of the 2020 goals/targets were included in the 2022 survey, but not included in the ‘minimum infrastructure standards’ indicator computation.

Additional Information/Observations

Additional information relevant to this indicator that impact on the effective functioning of schools included:

- Question 74 (Principal Interview): “Does your school have access to the internet?” [A1 No, A2 Yes]
- Question 10 (School Observation): “Is the school’s premises fenced?” [A1 No, A2 Yes]

Indicator 9

1. Importance of indicator

In the Foreword of the Action Plan to 2024 (DBE, 2020g) by the Minister of Education, the importance of an infrastructure development plan focussing on delivery and regular maintenance is listed as one of the six priorities identified by the Council of Education Ministers (CEM) in 2020. This is not a new priority area but is indicative of its importance that it has been raised again.

Goal 24 of the Action Plan to 2024 (p. 121) concerns the physical infrastructure and environment of schools. It aims to ensure that these two elements inspire learners and teachers to want to come to school.

Expenditure on infrastructure development in the education sector has dropped in real terms between 2015 and 2020 by 23% (DBE, 2020g, p. 121). Notwithstanding this, the challenge remains to ensure that funds are spent as efficiently as possible and that delays in specific projects are attended to.

The Action Plan further states that “The closure of non-viable schools, which tended to have particularly poor physical infrastructure, can be considered part of government’s efforts to improve access to adequate school infrastructure” (DBE, 2020g, p. 121). Monitoring of the construction of existing and new schools has been strengthened in line with the Education Infrastructure Grant flows and the ‘Norms and Standards’ 2013 regulations.

The Norms and Standards for school infrastructure as gazetted in Regulation 920 of 2013 envisages meeting minimum standards for four key goals achievable by all schools by the following dates with respect to:

- water, toilets, electricity and the materials used for school buildings (2016 targets);
- a minimum number of classrooms, relative to enrolments; electronic connectivity; and perimeter fencing (2020 targets);
- the required libraries and laboratories (2023 targets);
- and all remaining standards governing, for instance, sporting facilities (2030).

The first goal’s targets were due to have been achieved before the SMS 2017 data was collected.

The Action Plan states that the lack of change in the minimum physical infrastructure standards indicator values from 2011 to 2017, as reported in the 2017 School Monitoring Survey (SMS) reports, came as a disappointment.

Using the three-component standards which all schools should have reached by 2016 (namely, power supply, water supply and sanitation), the SMS 2017 concludes that schools complying with all these basic standards remained unchanged between 2011 and 2017, at 59% (as cited in the Action Plan to 2024, DBE, 2020g, p. 121).

Some of the positives and negatives identified from the 2017 SMS reports are: the presence of electricity and toilets improved, the percentage of learners in schools with the required type of toilets was 91% in both 2011 and 2017, the percentage of learners in schools with enough classrooms increased from 51% in 2011 to 55% in 2017 and, schools with running water declined from 82% to 76% between the two survey years (DBE, 2020g). These results should be read in context as they are impacted by various developments within provinces and a host of other factors that can influence the physical environment of schools.

2. Indicator definition and data collection

The ToR for the 2022 study,¹² stipulated that measurement of this indicator was to be informed by Regulation 920 of 2013 and that the definitions of electricity, water and sanitation and other features were to be in line with the National Education Infrastructure Management System (NEIMS).

This required accounting for the specified standards for running water; working electricity; and separate toilets for boy learners, girl learners, and teachers, including flush toilets and VIP or Enviro-loos (but excluding bucket, chemical and mobile toilets). In addition, information was also collected regarding the prevalence of loadshedding at the time when the school observation schedule was being administered.

These stipulations were adhered to when the data-collection instruments were being developed and when fieldworkers were being trained and deployed. Furthermore, the data collection process required fieldworkers to report on the presence of each infrastructure item to the set minimum standard after physically verifying their nature and condition at each school.

For three of the four infrastructure requirements, the indicator has been computed in the same manner as done in 2017: (i) running water; (ii) adequate classrooms, that is classrooms that could accommodate all learners at the school with a maximum of 40 learners per classroom; and (iii) separate toilets for boy learners, girl learners, and teachers.

With regards to the fourth requirement, namely, working electricity, the impact of loadshedding was also considered. Similar to the methodology applied in 2017 and 2011, any school where the electricity was not working at the time of data collection (the fieldworker had to turn the light switch on to determine if the electricity was working), was classified as having no access to working electricity. To align the determination of working electricity with the 2011 and 2017 approach, the 116 schools where loadshedding was observed and electricity was not working, were reclassified as ‘missing’ on both loadshedding (Question 9b) and working electricity (Question 9c) in the 2022 survey. In addition, the 46 schools which indicated that they did not have any source electricity (Question 9) were classified as ‘not having working electricity’ on the day of the school visit. Thus, of the total 1972 schools that formed part of the SMS 2022 Observation Schedule, 116 schools were not included in the computation of working electricity.

With regards to the third requirement, classroom adequacy, thirty-four (34) schools were excluded from the calculation. These schools did not participate in the Principal Interview. Thus, no number of learners enrolled at the school in 2022 (Question 7 in the Principal Interview) were available. In the absence of this information, it meant that classroom adequacy could not be determined for these 34 schools.

Both the three-component and four-component indicators were computed using school weights.

3. Status of indicator in 2022

Nationally, 67% of schools complied with the determined minimum physical infrastructure standards set for 2016 and 43% for the standards set for 2020.

¹² The ToR for the SMS 2021/2022 and for the SMS 2017, for this indicator, were exactly the same.

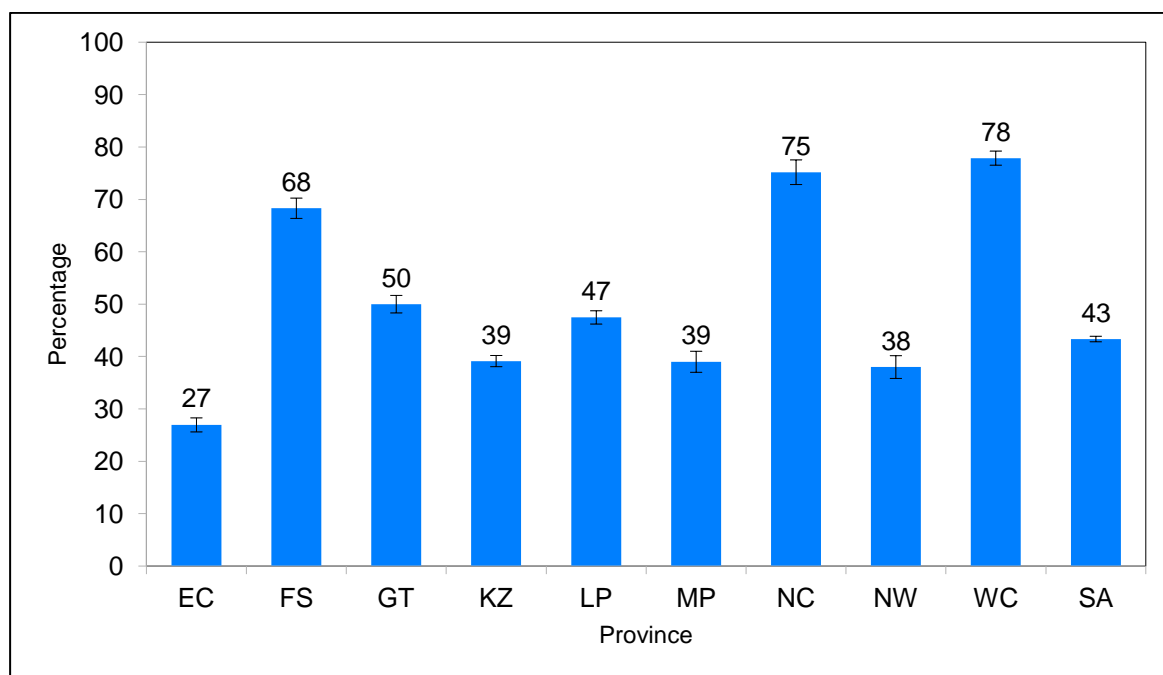
Indicator 9

Schools had to have all three components to be considered to have sufficient infrastructure ('2016 targets') and all four components for the 2020 targets. The four components are listed again to guide these set of results to follow: (i) sanitation (toilets) were acceptable when separate toilets were available for boys, girls, and staff. (flush toilets and Enviro-loo toilets were the only forms of toilet considered to be appropriate); (ii) schools also had to have active electricity; and (iii) running water connections on the day of the visit; and (iv) learner-to-classroom ratios had to be at or above the prescribed norm (having enough functional classrooms in the school for the number of learners enrolled with a maximum of 40 learners per classroom).

The results are presented in separate graphs (and tables) for the overall level of compliance with the suite of infrastructure requirements for (the 2022 four-component standards as well as for the 2016 three-component standards).

Figure 9.1 shows the overall level of compliance with the four-component 2022 infrastructure specifications at provincial level for primary and secondary schools combined. Schools in the Western Cape (at 78%) had the highest levels of compliance, followed by the Northern Cape (75%) and Free State (68%). Schools in the Eastern Cape, KwaZulu-Natal, the North West and Mpumalanga had compliance levels lower than the national average ranging between 27% and 39%.

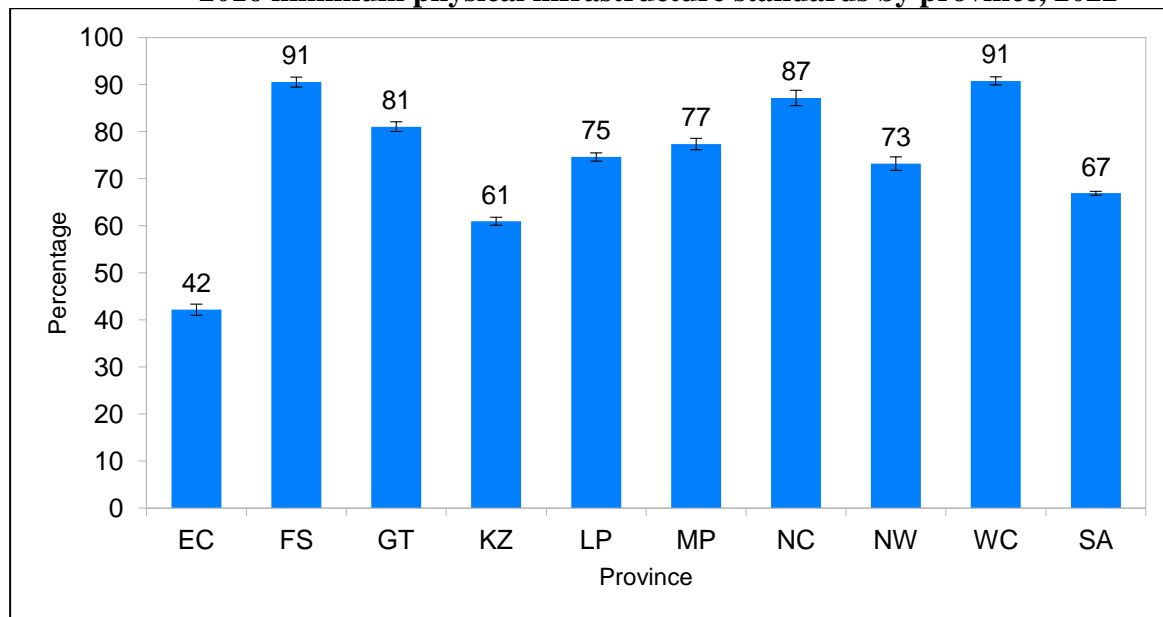
Figure 9.1 Percentage of primary and secondary schools combined adhering to the 2020 minimum physical infrastructure standards by province, 2022



Adherence to the infrastructure requirements set for 2016 (active electricity, running water, and sanitation) is shown in Figure 9.2. Free State, Gauteng, the Northern Cape and the Western Cape had infrastructure compliance above 80 percent. Only the Eastern Cape (42%) and KwaZulu-Natal (61%) had compliance below the national average of 67%.

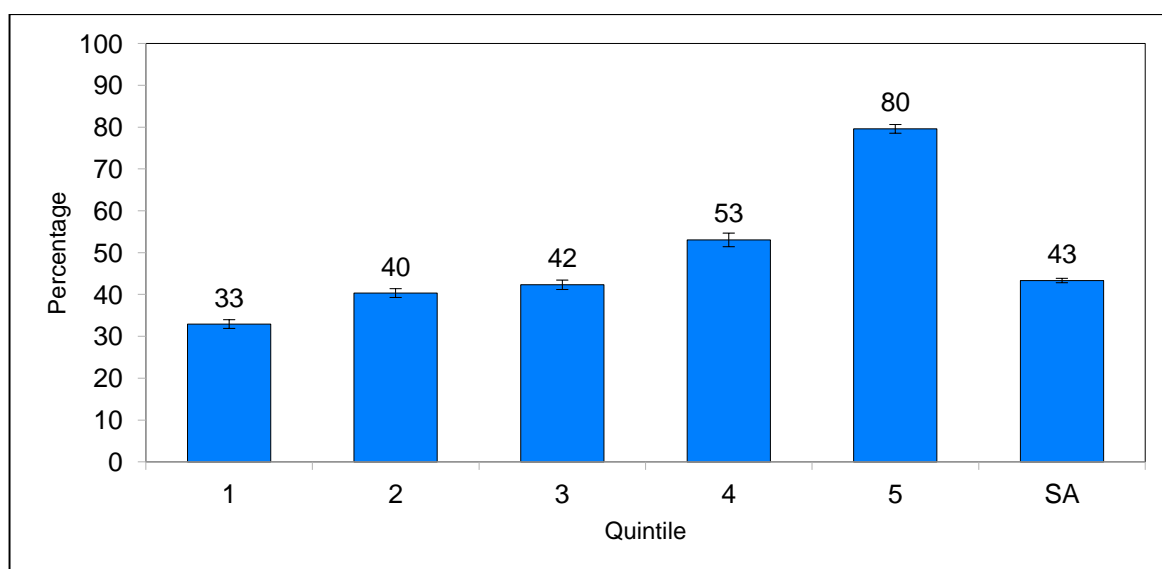
Indicator 9

Figure 9.2 Percentage of primary and secondary schools combined adhering to the 2016 minimum physical infrastructure standards by province, 2022



Figures 9.3 and 9.4 show the compliance with minimum physical infrastructure by school quintile status as set for 2016 and 2020 specifications, respectively. Schools in Quintile 5 had the highest compliance (80%) for the minimum 2020 school infrastructure requirements, substantially above the national average as shown in Figure 9.3. Quintile 1 to 3 schools had compliance levels lower than the national average of 43 percent.

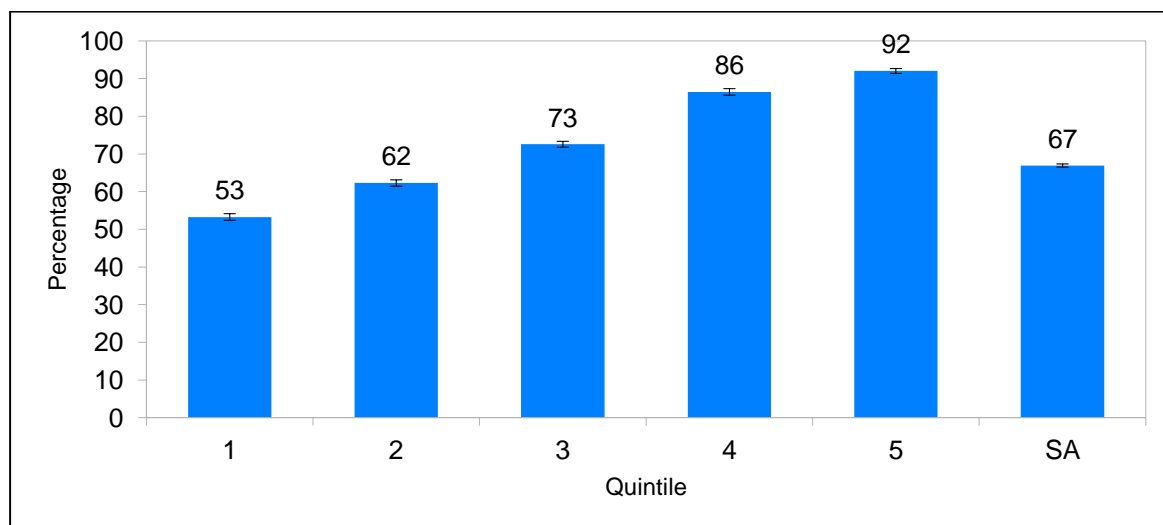
Figure 9.3 Percentage of primary and secondary schools combined adhering to the 2020 minimum physical infrastructure standards by quintile, 2022



The higher the schools' quintile status the greater their tendency to comply with the minimum 2016 school infrastructure requirements. Quintile 3 to 5 schools exceeded the national average (of 67%) as shown in Figure 9.4.

Indicator 9

Figure 9.4 Percentage of primary and secondary schools combined adhering to the 2016 minimum physical infrastructure standards by quintile, 2022



Additional details regarding the specific type of infrastructure that comprised the indicator (water, electricity, adequate sanitation), and adequate classrooms are reported in Tables 34 (by province) and 35 (by school quintile status). The results for active electricity, running water, and adequate sanitation apply to both the 2016 and 2020 infrastructure standards, whereas classroom adequacy only applies to the 2020 infrastructure standard.

Across all provinces, the findings indicate that 93% of the schools had electricity, about 81% had access to running water, except for the Eastern Cape and KwaZulu-Natal (74% and 68%, respectively), and about 87% had adequate sanitation facilities except for the Eastern Cape (74%). The national average for adequate classrooms was 68% with the lowest percentages, between 52% and 57%, noted in Gauteng, Mpumalanga, and the North West. Higher percentages of adequate classrooms were reported in the Eastern Cape (72%), Free State (77%), the Northern Cape (84%), and the Western Cape (86%).

Table 34: Percentage of schools adhering to the minimum physical infrastructure standards as aligned with Regulation 920 by province, 2022

Province	Electricity	Water	Sanitation / Toilets	Adequate Classrooms
EC	86,5	74,2	73,7	72,1
FS	96,2	95,3	91,6	77,5
GT	97,2	86,5	94,7	57,4
KZ	94,2	67,7	91,1	68,4
LP	97,5	85,7	84,6	67,0
MP	92,1	88,4	92,7	52,2
NC	95,1	96,2	95,4	84,2
NW	89,3	91,7	86,8	55,8
WC	95,9	98,7	96,1	86,5
SA	93,2	80,7	86,8	67,9

Indicator 9

Schools in the higher quintile categories had higher compliance levels for electricity, water, and sanitation. With regards to classrooms, 88% of Quintile 5 schools had adequate classrooms compared to quintile 1 and 2 schools averaging just under 70 percent.

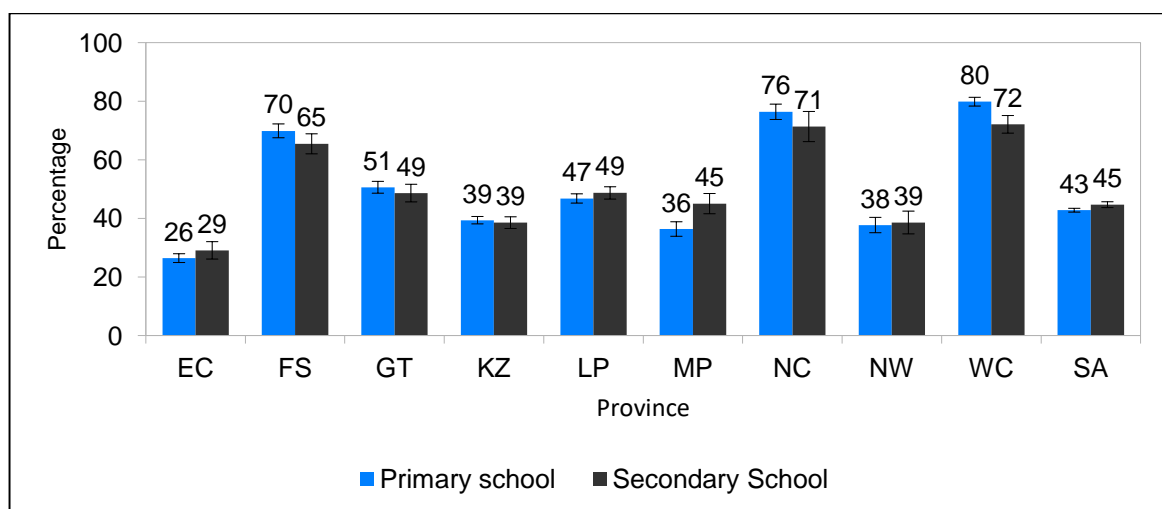
Table 35: Percentage of schools adhering to the minimum physical infrastructure standards as aligned with Regulation 920 by quintile, 2022

Quintile	Electricity	Water	Sanitation / Toilets	Adequate Classrooms
1	91,8	72,8	80,5	69,8
2	91,9	77,8	88,5	68,4
3	92,9	84,5	86,8	59,3
4	95,9	92,7	95,9	60,5
5	99,0	96,7	95,3	87,6
SA	93,2	80,7	86,8	67,9

Figures 9.5 and 9.6 show the levels of compliance to the minimum physical infrastructure for primary and secondary schools by province as set for 2016 and 2020 standards, respectively. Figure 9.5 indicates that the levels of compliance to the minimum physical infrastructure standards for 2020 was 43% for primary schools and 45% for secondary schools. The Western Cape fared the best with compliance levels of 80% (primary schools) and 72% (secondary schools) followed by schools in the Northern Cape (76% and 71%) and Free State (70% and 65%). The Eastern Cape (26% and 29%) had the lowest compliance followed by KwaZulu-Natal and the North West that were below the national averages for primary and secondary schools.

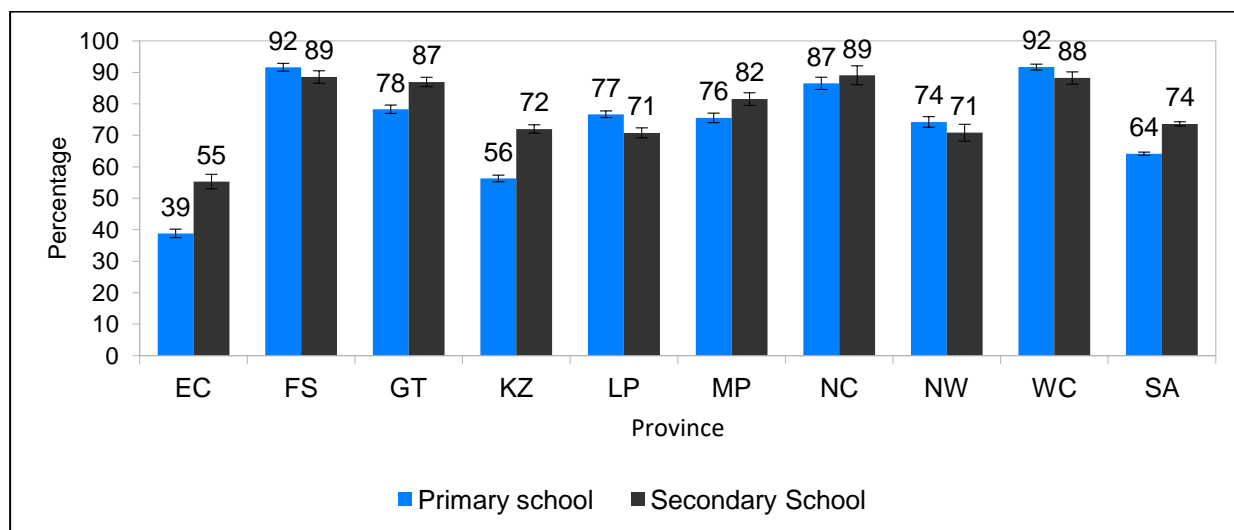
Figure 9.6 shows that the levels of compliance to the minimum physical infrastructure standards for 2016 was 64% for primary schools and 74% for secondary schools. Primary and secondary schools in the Western Cape, Free State, and the Northern Cape also had compliance levels substantially higher than the national averages. Despite higher compliance for the 2016 standards, the Eastern Cape remained the province with the lowest compliance and substantially below the national averages (for both primary and secondary schools).

Figure 9.5 Percentage of primary and secondary schools adhering to the 2020 minimum physical infrastructure standards by province, 2022



Indicator 9

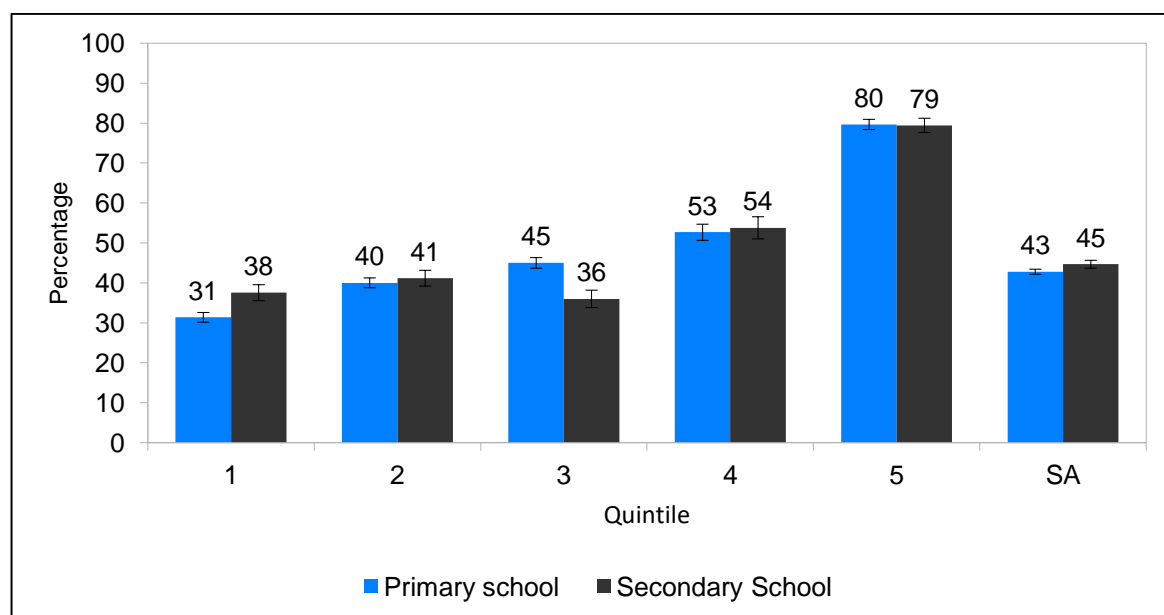
Figure 9.6 Percentage of primary and secondary schools adhering to the 2016 minimum physical infrastructure standards by province, 2022



Figures 9.7 and 9.8 shows the levels of compliance to the minimum physical infrastructure for primary and secondary schools by quintile status as set for 2016 and 2020 standards, respectively. Primary and secondary schools in Quintile 5 were substantially above their respective national averages as shown in Figure 9.8. Quintile 1 and 2 schools were below the respective national averages for primary and secondary schools.

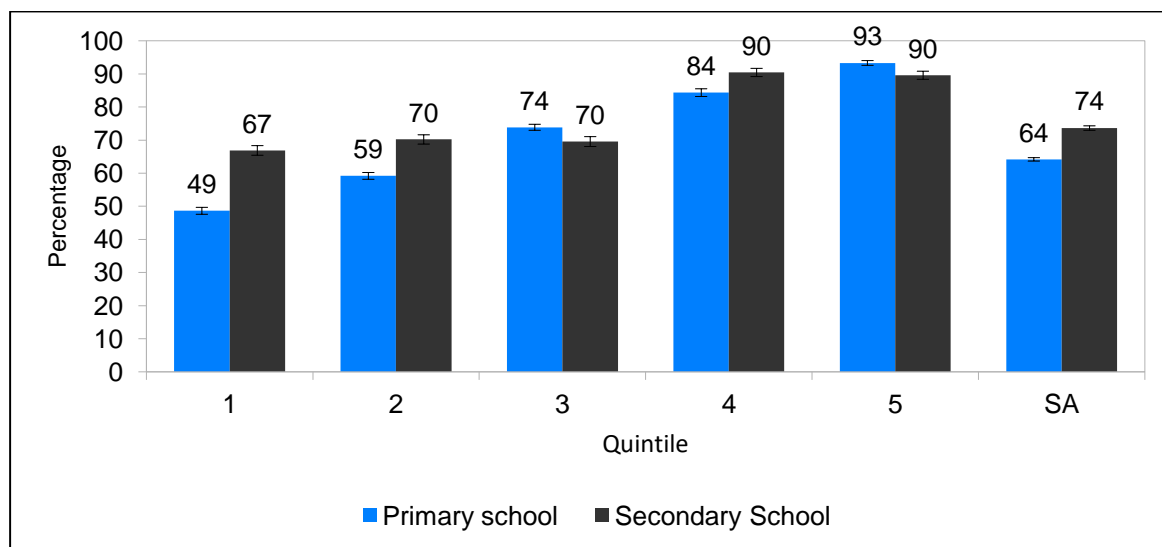
Quintile 4 and 5 primary and secondary schools exceeded the national average for the 2016 targets as shown in Figure 9.8. Quintile 1 (49% and 67%) and Quintile 2 (59% and 70%) schools had substantive differences in compliance between primary and secondary schools.

Figure 9.7 Percentage of primary and secondary schools adhering to the 2020 minimum physical infrastructure standards by quintile, 2022



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Figure 9.8 Percentage of primary and secondary schools adhering to the 2016 minimum physical infrastructure standards by quintile, 2022



4. Changes in adherence to the minimum physical infrastructure standards: 2011, 2017 and 2022

Trends of compliance in minimum infrastructure over time at the provincial level are shown in Tables 36 and 37 as well as in Figures 9.9 to 9.12 for primary and secondary schools combined across the three rounds of the survey.

The minimum infrastructure standard for electricity is trending upwards from 86% in 2011, 90% in 2017 to 93% in 2022. Mpumalanga, the Northern Cape, and the Western Cape showed marginal declines from 2017.

Compliance with minimum infrastructure standards for water has remained stable over the three rounds of the survey with levels of 81% in 2011, 76% in 2017, and 81% in 2022. The Free State showed a substantial increase with 95% compliance followed by the North West with 92%.

The minimum infrastructure standard for adequate sanitation showed an upward trend with 74% in 2011, 80% in 2017, and 87% compliance in 2022. The Free State (92%), KwaZulu-Natal (91%), and Limpopo Province (85%) all had substantial increases in 2022.

The minimum infrastructure standard for adequate classrooms, has remained stagnant over the three rounds of the survey with compliance levels of 69% in 2011, 68% in 2017, and 68% in 2022. It should, however, be noted that Gauteng (69%, 65%, and 57%) and Mpumalanga (62%, 55%, and 52%) showed downward trends over the three rounds of the survey.

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Table 36: Percentage of schools adhering to the minimum physical infrastructure standards by province, 2011-2022

Province	Electricity			Water			Sanitation / Toilets			Adequate Classrooms		
	2011	2017	2022	2011	2017	2022	2011	2017	2022	2011	2017	2022
EC	73.2	79.6	86.5	65.3	74.4	74.2	65.5	69.8	73.7	66.3	75.5	72.1
FS	86.0	96.3	96.2	83.6	78.7	95.3	76.7	71.8	91.6	87.8	71.9	77.5
GT	99.0	95.0	97.2	99.5	95.9	86.5	94.4	98.4	94.7	69.4	64.7	57.4
KZ	80.2	86.9	94.2	78.5	54.5	67.7	73.7	77.6	91.1	60.9	67.3	68.4
LP	95.2	98.2	97.5	87.5	87.4	85.7	64.0	77.0	84.6	75.4	60.3	67.0
MP	90.1	94.2	92.1	86.9	80.2	88.4	83.6	91.8	92.7	62.3	55.3	52.2
NC	98.5	99.4	95.1	89.1	91.0	96.2	86.1	89.1	95.4	82.5	83.0	84.2
NW	95.3	87.1	89.3	88.9	76.8	91.7	77.2	82.4	86.8	69.0	53.6	55.8
WC	99.4	98.7	95.9	98.2	94.2	98.6	94.1	96.3	96.1	88.2	82.9	86.5
SA	86.0	89.9	93.2	81.2	76.0	80.7	73.7	80.0	86.8	69.0	67.7	67.9

Table 37 shows the percentages of primary and secondary schools combined at quintile level where specific basic facilities were in place at schools between 2011, 2017, and 2022.

With the exception of Quintile 4 schools, all other quintiles showed an incline in compliance with minimum infrastructure standards for electricity. The inclines were on average between 2 and 5 percentage points. The strongest upward trend was for Quintile 1 schools, from 77% in 2011, 87% in 2017 to 92% in 2022. Quintile 4 schools declined from about 100% in 2017 to 96% in 2022.

With the exception of Quintile 4 schools, all other quintiles showed an increase from their 2017 compliance levels for water, with the largest increase for Quintile 2 schools up from 68% in 2017 to 78% in 2022.

All quintiles showed an increase from their 2011 compliance levels for adequate sanitation with the largest increasing trend for Quintile 2 schools up from 70% in 2011, to 77% in 2017 and 89% in 2022.

In terms of meeting the minimum standards for adequate classrooms, schools across all the quintiles have remained stable except for Quintile 4 schools that show a declining trend from 71% in 2011, down to 68% in 2017 and then 61% in 2022. Quintile 5 schools are showed a slight upward trend from 84% in 2011, 86% in 2017, and 88% in 2022.

Table 37: Percentage of schools adhering to the minimum physical infrastructure standards by quintile, 2011-2022

Quintile	Electricity			Water			Sanitation / Toilets			Adequate Classrooms		
	2011	2017	2022	2011	2017	2022	2011	2017	2022	2011	2017	2022
1	77.1	86.5	91.8	78.4	71.1	72.8	66.6	74.6	80.5	65.8	70.3	69.8
2	87.5	89.7	91.9	73.7	68.0	77.8	69.7	77.0	88.5	68.0	63.9	68.4
3	90.1	89.9	92.9	81.2	81.1	84.5	74.7	81.9	86.8	68.1	60.7	59.3
4	90.5	99.8	95.9	94.2	94.9	92.7	89.5	94.5	95.9	71.2	67.7	60.5
5	95.6	97.1	99.0	98.3	92.8	96.6	90.3	96.5	95.3	84.0	86.4	87.6
SA	86.0	89.9	93.2	81.2	76.0	80.7	73.7	80.0	86.8	69.0	67.7	67.9

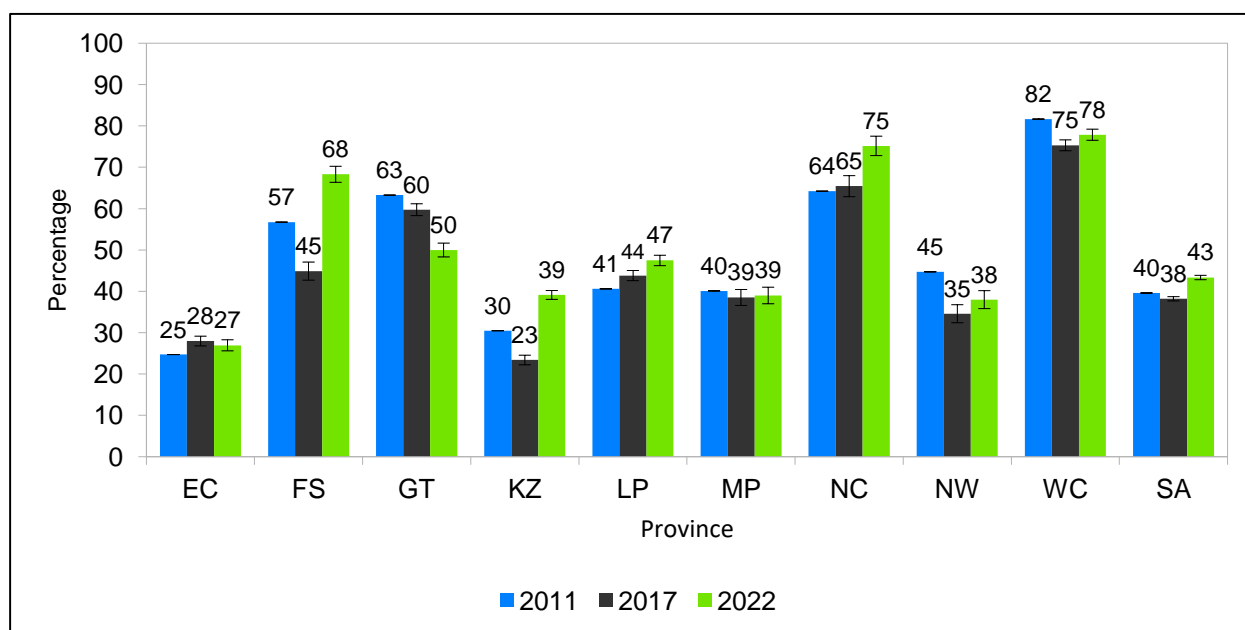
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The extent to which schools complied with minimum infrastructure requirements at an overall infrastructure compliance indicator level and their comparative trends between 2011 and 2022 are explored below. Figures 9.9 and 9.10 provide information by province for primary and secondary schools combined in relation to the four 2020 targets and the three 2016 targets, respectively.

Compliance with the 2020 minimum infrastructure standards showed a slight increase in 2022 with national averages of 40% in 2011, 38% in 2017 (decline), and 43% (incline) in 2022. This reflects a stable state and a slight upward trend in compliance levels over the three rounds of the survey.

Free State, KwaZulu-Natal, and the Northern Cape have showed substantive increases from their 2017 levels. The Free State increased from 45% (2017) to 68% (2022), KwaZulu-Natal from 23% (2017) to 39% (2022), and the Northern Cape from 65% (2017) to 75% (in 2022). Gauteng declined from 60% in 2017 to 50% in 2022. The Eastern Cape has the lowest compliance levels- ranging between 25% and 28percent.

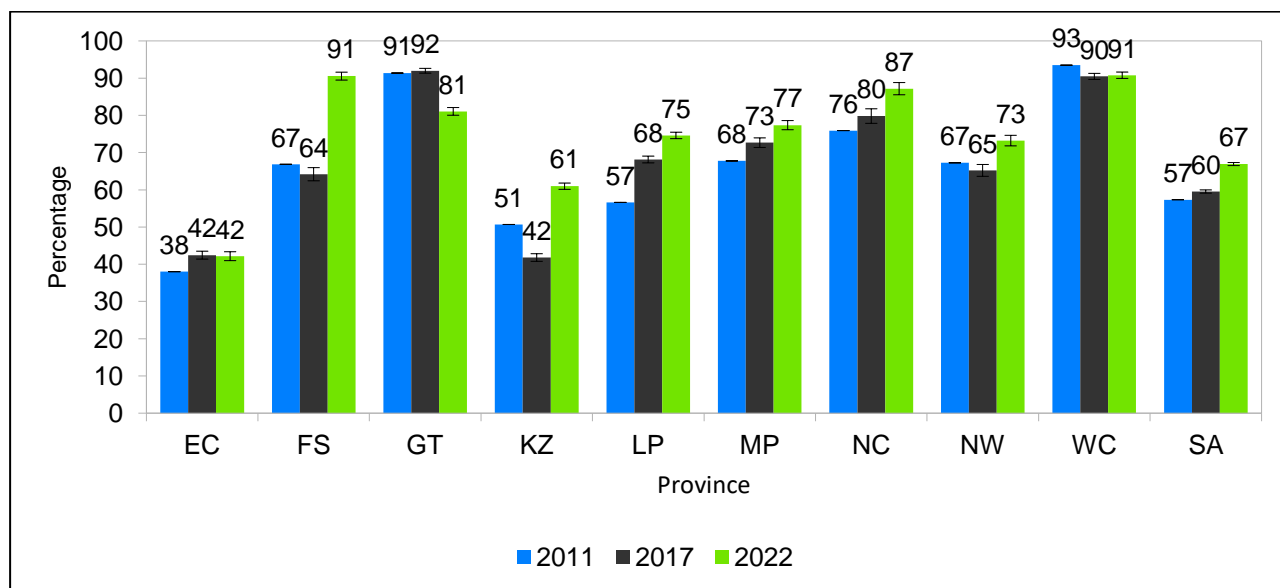
Figure 9.9 Percentage of primary and secondary schools combined adhering to the 2020 minimum physical infrastructure standards by province, 2011-2022



Compliance with the 2016 minimum infrastructure requirements showed a steady upward trend from 2011 to 2022, with 57% in 2011, 60% in 2017 and 67% in 2022 as shown in Figure 9.10. The 2016 pattern was fairly similar when compared to that of the 2020 targets with the exception that the North West showed a stronger growth (65% in 2017 to 73% in 2022) for the three 2016 infrastructure targets. The Eastern Cape also had better compliance to the 2016 targets (38%, 42%, and 42% respectively) in contrast to the 2020 targets (25%, 28%, and 27%) which indicates that classroom adequacy negatively impacts compliance.

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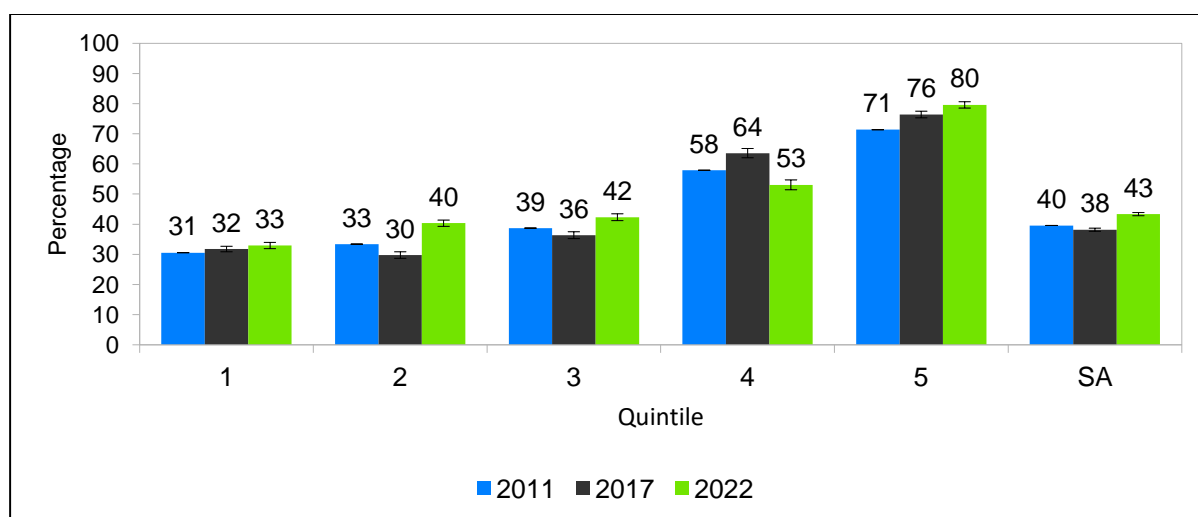
Figure 9.10 Percentage of primary and secondary schools combined adhering to the 2016 minimum physical infrastructure standards by province, 2011-2022



Trends over time by school quintile status are shown in Figure 9.11 for primary and secondary schools combined, across the three rounds of the surveys, for compliance with the 2020 minimum infrastructure standards. Except for Quintile 4 schools, all the schools showed an increase in compliance in 2022 from their 2011 and/or 2017 levels. Quintile 4 schools had a notable decline of 11 percentage points, from compliance levels of 64% in 2017 to 53% in 2022.

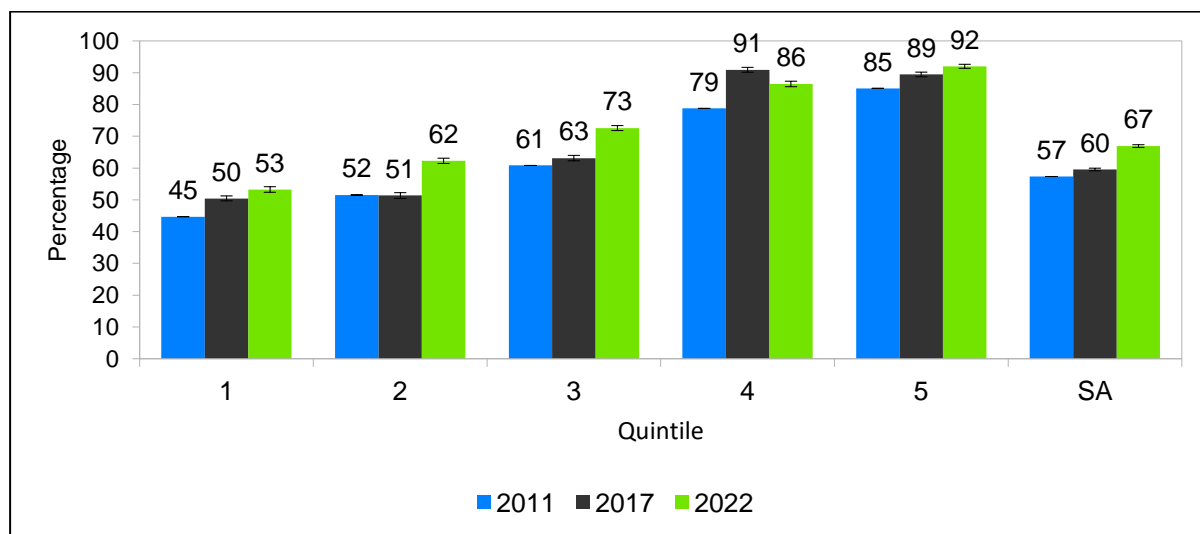
Figure 9.11 reveals similar trends when using the three 2016 infrastructure standards. Quintile 2 and 3 schools had increases of 11 and 10 percentage points in 2022.

Figure 9.11 Percentages of primary and secondary schools combined adhering to the 2020 minimum physical infrastructure standards by quintile, 2011-2022



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Figure 9.12 Percentages of primary and secondary schools combined adhering to the 2016 minimum physical infrastructure standards by quintile, 2011-2022



A review of the findings for primary and secondary schools by province and quintile revealed similar trends as those reported for the combined schools. Tables 38 to 41 provide details for the four 2020 and three 2016 infrastructure standards by province and quintiles respectively for primary schools. Similarly, Tables 42 to 45 provided details for secondary schools.

Table 38: Percentage of schools adhering to the minimum physical infrastructure standards by quintile, 2011-2022

Province	2011		2017		2022	
	%	se	%	se	%	se
EC	24.2	0.01	27.0	1.32	26.4	1.5
FS	51.5	0.07	40.2	2.58	69.9	2.36
GT	60.7	0.02	56.7	1.78	50.6	2.02
KZ	32.2	0.01	21.2	1.38	39.4	1.27
LP	41.8	0.02	43.4	1.54	46.8	1.57
MP	36.8	0.07	40.6	2.19	36.4	2.47
NC	68.9	0.03	67.9	2.72	76.4	2.63
NW	41.5	0.02	33.5	2.44	37.7	2.62
WC	82.2	0.01	74.4	1.5	79.9	1.49
SA	39.2	0.01	36.7	0.61	42.8	0.64

Table 39: Percentage of primary schools adhering to the 2020 minimum physical infrastructure standards by quintile, 2011-2022

Quintile	2011		2017		2022	
	%	se	%	se	%	se
1	31.2	0.01	30.6	1.03	31.4	1.22
2	33.0	0.01	27.6	1.29	40.0	1.23
3	38.2	0.01	37.6	1.31	45.0	1.32
4	57.2	0.02	62.2	1.88	52.7	2.02
5	72.4	0.02	73.4	1.42	79.7	1.28
SA	39.2	0.01	36.7	0.61	42.8	0.64

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Table 40: Percentage of primary schools adhering to the 2016 minimum physical infrastructure standards by province, 2011-2022

Province	2011		2017		2022	
	%	se	%	se	%	se
EC	36.3	0.01	40.0	1.19	38.9	1.36
FS	61.2	0.06	61.4	2.07	91.7	1.24
GT	92.2	0.01	93.7	0.68	78.3	1.33
KZ	52.7	0.01	38.9	1.22	56.3	1.07
LP	57.6	0.01	65.8	1.2	76.7	1.04
MP	61.2	0.06	73.6	1.46	75.6	1.53
NC	82.5	0.02	81.3	2.07	86.5	1.95
NW	62.1	0.02	64.2	1.79	74.3	1.68
WC	91.9	0.01	91.0	0.89	91.7	0.95
SA	56.4	0.01	57.4	0.5	64.2	0.5

Table 41: Percentage of primary schools adhering to minimum physical infrastructure standards for the 2016 specification by quintile, 2011-2022

Quintile	2011		2017		2022	
	%	se	%	se	%	se
1	44.6	0.01	48.0	0.89	48.6	1.05
2	51.2	0.01	49.5	1.08	59.2	1.02
3	60.3	0.01	62.8	1.01	73.9	0.91
4	77.5	0.01	90.6	0.94	84.3	1.16
5	83.8	0.01	88.5	0.94	93.3	0.72
SA	56.4	0.01	57.4	0.5	64.2	0.5

Table 42: Percentage of secondary schools adhering to the 2020 minimum physical infrastructure standards by province, 2011-2022

Province	2011		2017		2022	
	%	se	%	se	%	se
EC	28.6	0.03	32.8	2.75	29.1	2.96
FS	78.8	0.09	62.2	3.92	65.4	3.42
GT	69.6	0.02	66.9	2.38	48.6	3.02
KZ	25.8	0.02	29.6	2.2	38.5	1.99
LP	38.3	0.02	44.6	2.03	48.7	2.09
MP	49.0	0.11	32.3	4.02	45.0	3.46
NC	50.0	0.06	54.3	6.85	71.4	5.15
NW	53.2	0.03	39.1	4.8	38.6	3.9
WC	79.4	0.03	78.7	2.62	72.1	3
SA	40.8	0.01	42.8	1.01	44.7	0.99

Table 43: Percentage of secondary schools adhering to the 2020 minimum physical infrastructure standards by quintile, 2011-2022

Quintile	2011		2017		2022	
	%	se	%	se	%	se
1	28.2	0.02	36.7	2.00	37.5	2.00
2	34.8	0.02	35.6	1.98	41.2	1.97
3	40.2	0.02	33.0	2.23	36.0	2.18
4	59.8	0.03	66.8	2.69	53.8	2.77
5	68.8	0.02	83.0	1.7	79.4	1.78
SA	40.8	0.01	42.8	1.01	44.7	0.99

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Table 44: Percentage of secondary schools adhering to the 2016 minimum physical infrastructure standards by province, 2011-2022

Province	2011		2017		2022	
	%	se	%	se	%	se
EC	50.0	0.03	54.2	2.27	55.3	2.32
FS	90.9	0.06	74.3	3.23	88.5	1.96
GT	89.3	0.01	87.9	1.43	87.0	1.51
KZ	45.4	0.02	50.2	1.85	72.0	1.32
LP	54.7	0.02	72.3	1.43	70.8	1.58
MP	85.7	0.06	69.9	2.68	81.5	2.00
NC	55.9	0.06	73.0	5.27	89.1	3.02
NW	80.9	0.02	69.6	3.39	70.9	2.68
WC	100.0	0.00	88.6	1.92	88.2	1.93
SA	60.3	0.01	66.0	0.78	73.6	0.67

Table 45: Percentage of secondary schools adhering to the 2016 minimum physical infrastructure standards by quintile, 2011-2022

Quintile	2011		2017		2022	
	%	se	%	se	%	se
1	45.2	0.02	60.7	1.58	66.9	1.45
2	52.6	0.02	56.3	1.63	70.2	1.39
3	62.5	0.02	64.1	1.63	69.6	1.49
4	82.4	0.02	91.7	1.34	90.4	1.24
5	88.2	0.02	91.7	1.19	89.6	1.23
SA	60.3	0.01	66.0	0.78	73.6	0.67

Additional infrastructure requirements: 2020 Targets

Table 46 and 47 report on the additional infrastructure requirements relevant to the 2020 targets. These are internet connectivity, perimeter fencing at schools, and toilets adapted for wheelchair access. As loadshedding affected schools as well, data is also provided about loadshedding having occurred on the day of the school visit when fieldwork was conducted for the SMS 2022.

Table 46 shows the percentages of primary and secondary schools combined where additional facilities were in place at schools between 2011, 2017, and 2022. Internet connectivity shows a strong upward trend from 35% in 2011, 56% in 2017 to 67% in 2022. Except for the North West and the Western Cape, the upward trend in internet connectivity is prevalent for all the provinces. Free State, Gauteng, Northern Cape and Western Cape reported the highest levels of internet connectivity in 2022 all averaging in the upper 90 percent. Schools in the Eastern Cape and KwaZulu-Natal have the lowest level of internet connectivity, with percentages of 54% and 40% in 2022, respectively.

An upward trend was also seen in meeting the standards of perimeter fencing at schools with virtually all schools in provinces having some of form perimeter fencing in place in 2022. The largest increases in the three cycles were for schools in the Eastern Cape (80%, 82% and 95%), Free State (77%, 78% and 100%), and Mpumalanga (81%, 79% and 100%).

For schools with toilets adapted for wheelchair access and use for learners the national average in 2011 was 8 percent. This increased to 31% in 2017 and has remained stable at 30% in 2022. Meeting this standard varied across provinces with schools in Mpumalanga and the Northern

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Cape reporting the highest percentages of 58% and 42%, respectively. The North West (16%) had the lowest percentage followed by Gauteng (18%) and the Western Cape (21%).

The national average for schools experiencing loadshedding during the period of survey was 41%. It is important to note that the findings across the provinces varied as a function of the specific loadshedding schedules that were in place during the time when the data was collected.

Table 46: Percentage of schools adhering to the additional physical infrastructure standards as aligned with Regulation 920 by province, 2011-2022

Province	Internet			Fencing			Toilets: Wheelchair			Loadshedding		
	2011	2017	2022	2011	2017	2022	2011	2017	2022	2011	2017	2022
EC	27.4	44.9	53.8	79.5	82.0	95.4	5.6	25.4	32.0	-	-	46.7
FS	33.8	77.6	96.9	76.6	78.3	100.0	20.0	20.5	27.2	-	-	42.4
GT	56.7	89.0	96.5	99.5	97.6	99.4	11.8	22.1	18.1	-	-	41.7
KZ	21.4	30.2	39.9	89.3	89.9	98.2	7.5	34.6	26.1	-	-	43.3
LP	13.2	55.9	80.7	98.1	86.2	99.8	4.5	31.8	38.9	-	-	37.8
MP	22.2	66.7	81.6	80.9	78.5	99.6	13.1	37.1	57.6	-	-	39.7
NC	28.0	76.6	91.8	81.6	92.6	98.6	18.6	41.3	41.9	-	-	31.4
NW	17.1	71.9	68.9	88.3	93.4	99.5	12.1	35.1	16.1	-	-	36.4
WC	76.8	98.4	98.0	90.5	92.8	99.8	15.5	35.1	20.9	-	-	31.7
SA	34.8	56.1	67.0	89.0	87.2	98.3	8.3	30.6	30.4	-	-	41.2

Table 47 shows the percentages of primary and secondary schools combined at quintile level where additional facilities were in place at schools between 2011, 2017, and 2022.

Schools in higher quintiles had higher percentages of internet connectivity compared to the lower quintile schools. Perimeter fencing had increased across all quintile categories in 2022. Quintile 4, at 14%, had the lowest percentage of schools having toilets adapted for wheelchair access. In terms of loadshedding, quintile 4 and 5 schools had the lowest incidences of loadshedding during the period of the survey in 2022.

Table 47: Percentage of schools adhering to the additional physical infrastructure standards as aligned with Regulation 920 by quintile, 2011-2022

Quintile	Internet			Fencing			Toilets: Wheelchair			Loadshedding		
	2011	2017	2022	2011	2017	2022	2011	2017	2022	2011	2017	2022
1	20.7	43.6	54.7	85.1	78.3	97.8	4.0	30.1	33.6	-	-	44.6
2	21.8	51.9	61.1	87.9	92.0	98.1	7.4	30.1	34.8	-	-	43.9
3	28.6	57.8	70.3	89.6	90.3	99.1	8.8	31.1	28.0	-	-	42.7
4	46.0	80.4	92.5	94.9	93.5	99.5	14.5	30.2	14.8	-	-	31.9
5	65.0	98.2	96.6	99.0	96.7	97.9	14.6	33.8	26.5	-	-	27.0
SA	34.8	56.1	67.0	89.0	87.2	98.3	8.3	30.6	30.4	-	-	41.2

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5. Summary

In 2022 43% of schools complied with the 2020 minimum physical infrastructure standards and 67% with the 2016 infrastructure standards.

Schools in the Western Cape had the highest levels of compliance to the 2020 minimum physical infrastructure standards at 78% followed by the Northern Cape (75%) and Free State (68%). Schools in the Eastern Cape, KwaZulu-Natal, North West and Mpumalanga had compliance levels lower than the national average, ranging between 27% and 39%. Schools in quintile 5 had the highest compliance (80%) with the minimum school infrastructure requirements which was almost double the national average.

The levels of compliance to the 2020 minimum physical infrastructure for primary schools was 43% and 45% for secondary schools. The Eastern Cape and KwaZulu-Natal had the lowest compliance for both primary and secondary schools and were also below their respective national averages. The Western Cape, Northern Cape, and Free State fared the highest compliance levels well above the national averages for primary and secondary schools. Primary and secondary schools in quintiles 4 and 5 were above their respective national averages.

The pattern by province and school quintile status for the three infrastructure standards set for 2016 were fairly similar to those of the 2020 standards. The levels of compliance to the minimum physical infrastructure for primary schools was 64% and 74% for secondary schools.

In terms of national average trends in compliance with the 2020 minimum infrastructure requirements there was an increase in 2022 to 43% from the 2017 38% and 2011 40%. This reflects a stable state and a slight upward trend in compliance levels over the three rounds of the survey to the four targets sets for 2020. A similar pattern emerged for compliance with the 2016 standards with a steady upward trend from 2011 to 2022: with 57% in 2011, 60% in 2017, and 67% in 2022.

Across the quintile categories, higher quintile schools had higher compliance levels for electricity, water, and sanitation in 2022. These were above their respective national infrastructure averages.

The minimum infrastructure standards for electricity increased to 93% in 2022. Compliance with minimum infrastructure standards for water has remained stable averaging slightly under 80% over the three rounds of the survey. The minimum infrastructure standard for sanitation has shown an upward trend with 87% compliance in 2022. The minimum infrastructure standards for adequate classrooms have also remained stable averaging about 68% over the three rounds of the survey.

Internet connectivity shows a strong upward trend from 35% in 2011 to 67% in 2022 with schools in higher quintile levels having higher percentages of internet connectivity than their lower-level quintile counterparts. Virtually all schools (98%) in all provinces had some form of perimeter fencing in place in 2022. For schools with toilets adapted for wheelchair access and use, compliance varied across provinces with a national average of 30% in 2022.

The national average for schools experiencing loadshedding during the period of the 2022 survey was 41 percent.

Indicator 10. The percentage of schools with at least one educator who has received specialised training in the identification and support of learners experiencing learning barriers

Fact Sheet

The indicator suggested by the DBE (2014) was that (i) formal qualifications in Special or Remedial Education and (ii) formal/informal training on identifying and supporting LSEN was to be understood as specialised training in identifying learning barriers and supporting learners who are experiencing learning barriers. This principle was followed when constructing the indicator for the SMS 2017 and retained for the SMS 2022.

Information was obtained through interviews conducted with the school-based support teacher responsible for inclusive education at the school. In the absence thereof, principals were requested to nominate the member of staff who was best qualified in remedial, special, or inclusive education.

Indicator: 78% of schools had at least one educator who has received specialised training in the identification and support of learners experiencing learning barriers.

Source: Inclusive Education Questionnaire (previously, the LSEN Questionnaire).

Weight: School weight

Variables and calculations:

An overall indicator was constructed using a combination of two sets of responses: (i) formal/informal training or (ii) an LSEN qualification to indicate an LSEN specialisation. Details are given below.

The verbatim questions:

- Question 6: “Do you have a specific qualification in Special or Remedial Education? [S 1 Tertiary (degree, post-matric diploma, post-graduate diploma) in special or remedial education] [S 2 ACE (Advance Certificate in Education) in special or remedial education] [S 3 Accredited Short Courses in special or remedial education] [S 4 Qualifications in inclusive education (e.g., ACE in Inclusive Education or Learner Support)” (With yes/no response format for each of the four types of qualification.)
- Question 8: “Have you received any formal/informal training on identifying/supporting learners experiencing learning barriers?” [This could include training provided by the school district, PED or courses that you self-initiated.”] (With no/yes response format)

1. Importance of indicator

The Action Plan to 2024 (DBE, 2020g, pp. 125-126) sets as Goal 26 to “Increase the number of schools that effectively implement the inclusive education policy and have access to centres that offer specialist services.”

Indicator 10

It further states that “...an increasing percentage of learners are in schools which have formally adopted a structure to deal with the issues of special needs learners. This reflects the success of various initiatives, involving funding and training, to advance the inclusive education philosophy.” (p. 125). The plan, however, cautions that there are challenges ahead as a quarter of learners are in schools which still lack the necessary arrangements to provide inclusive education and fulfil the requirements of special needs learners. A further challenge is that full-service schools are not sufficiently equipped to deal with the new responsibilities vis-à-vis serious special needs within a (developing) inclusive environment (DBE, 2020g).

A key challenge is to utilise existing capacity among teachers in schools properly. Principals need to ensure that time, structures, and physical resources are allocated to this end. Formal content was given to the foregoing in 2014 with the release of Government Notice 293. This aligned with a draft policy document on screening, identification, assessment, and support for special needs education and in support of standardised educational support services in line with the integrated school health policy. School and district-based support teams, full-service schools, and special schools serving as resource centres are all prominent role players in this regard although post-provisioning needs much more attention.

The context and principles described above are concretised in the Action Plan to 2024’s required indicator (DBE, 2020g) and formulated exactly as Indicator 10 in the SMS 2022. Measuring the indicator was also informed by adherence across the whole schooling system to Education White Paper 6 on Special Needs Education (DoE, 2001).

2. Indicator definition and data collection

Indicator 10 set of core questions did not change for the SMS 2022 (in comparison to the SMS 2017) except that Q6 had an additional response option (S4 Qualifications in inclusive education) and editorial changes were made to questions to change ‘learners *with* learning barriers’ to ‘learners *experiencing* learning barriers’.

As part of the SMS 2022, interviews were conducted with the school-based support teacher responsible for inclusive education at the school. If this person was not available, the principal would advise on the educator best qualified in remedial, special, or inclusive education to conduct the inclusive education interview.

The SMS 2022 Inclusive Education questionnaire collected information on teachers’ specific qualifications in special or remedial education in the form of tertiary degrees, advanced certificates or accredited short courses. Additional questions were also asked about any informal or formal training received on supporting and supporting learners experiencing: (i) learning barriers; and (ii) physical disabilities; (iii) curriculum differentiation; and (iv) setting assessments for learners experiencing learning barriers.

An overall indicator was constructed from a combination of two sets of responses: (i) formal/informal training; or (ii) an LSEN qualification (in any of the individual qualifications surveyed). As with the SMS 2011 and the SMS 2017; principals in the 2022 SMS also had to answer questions on identifying and supporting learners experiencing learning barriers.

3. Status of indicator in 2022

Nationally, 78% of schools had at least one educator with formal/informal training or an inclusive education qualification, thus confirming that they had received specialised training in

Indicator 10

the identification of learning barriers and support of learners who are experiencing learning barriers.

Schools in the Eastern Cape (65%) and the Limpopo Province (72%) had the lowest compliance in relation to the national average (see Figure 10.1). Schools in the Free State, Gauteng, and the Western Cape all reported indicator levels in the 90% range.

Figure 10.1 Percentage of primary and secondary schools combined having a teacher who had received specialised training in inclusive education by province, 2022

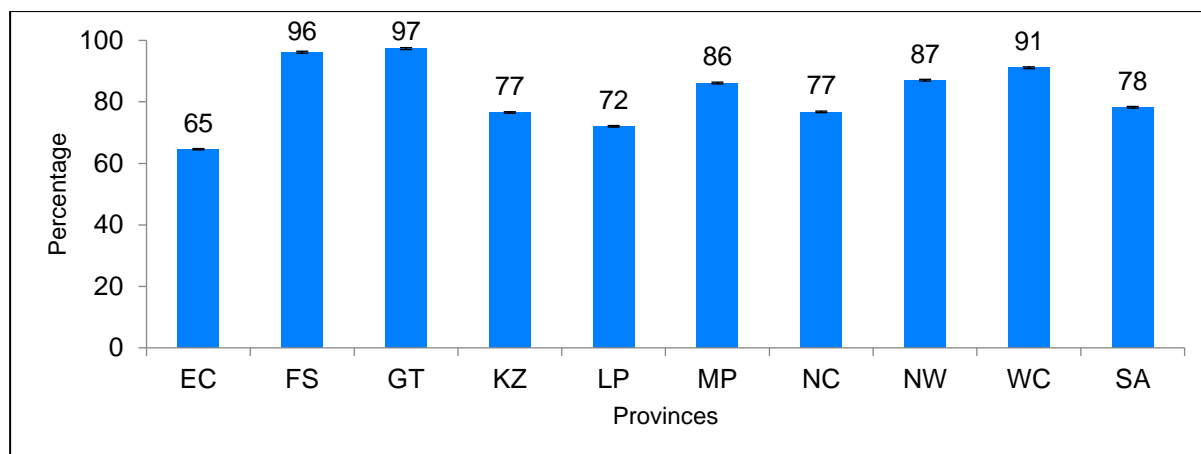
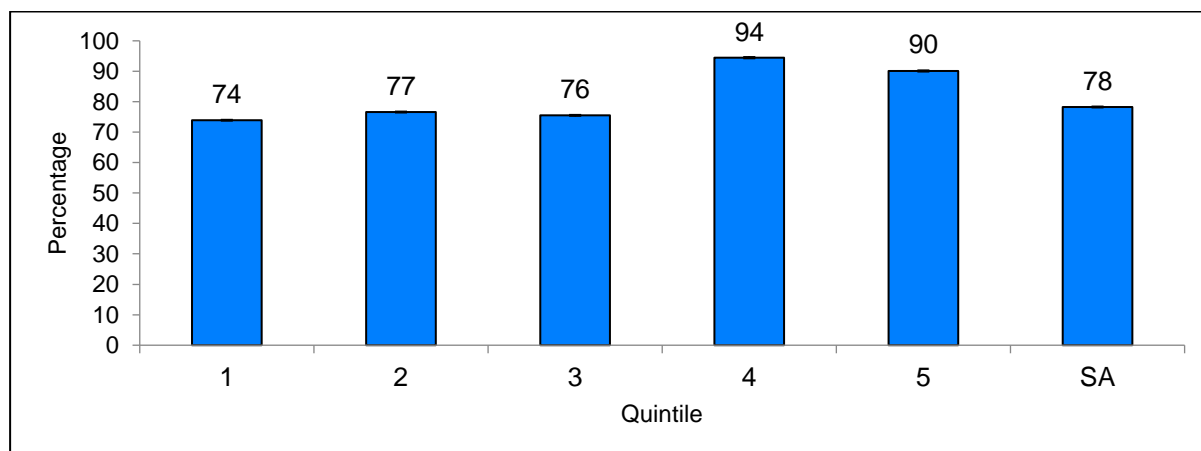


Figure 10.2 shows the percentage of primary and secondary schools combined per quintile, of having at least one educator who had received formal/informal training or an LSEN qualification. Schools in quintiles 4 and 5 had compliance percentages in the 90% range whereas percentages in quintiles 1 to 3 schools ranged were in the mid 70% range and slightly below the national average.

Figure 10.2 Percentage of primary and secondary schools combined having a teacher who had received specialised training in inclusive education by quintile, 2022



When the findings were analysed by school level, notable differences emerged between primary schools and secondary schools across the provinces (see Figure 10.3). Notwithstanding these differences however, the overall pattern was that primary schools had higher percentages than

Indicator 10

secondary schools, with the national average for primary schools being 79% and secondary schools at 75 percent.

Secondary schools in the Eastern Cape (56%), Mpumalanga (73%) and the Northern Cape (64%) had lower levels of compliance in comparison to primary schools in these provinces. Their percentages were also lower than the national average of 75% for secondary schools.

Figure 10.3 Percentage of primary versus secondary schools having a teacher who had received specialised training in inclusive education by province, 2022

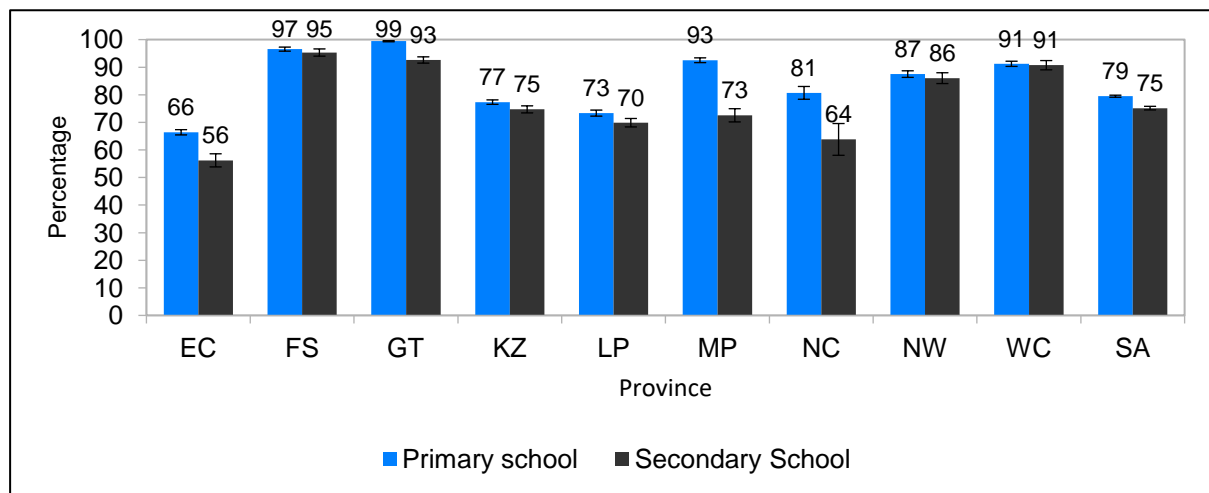
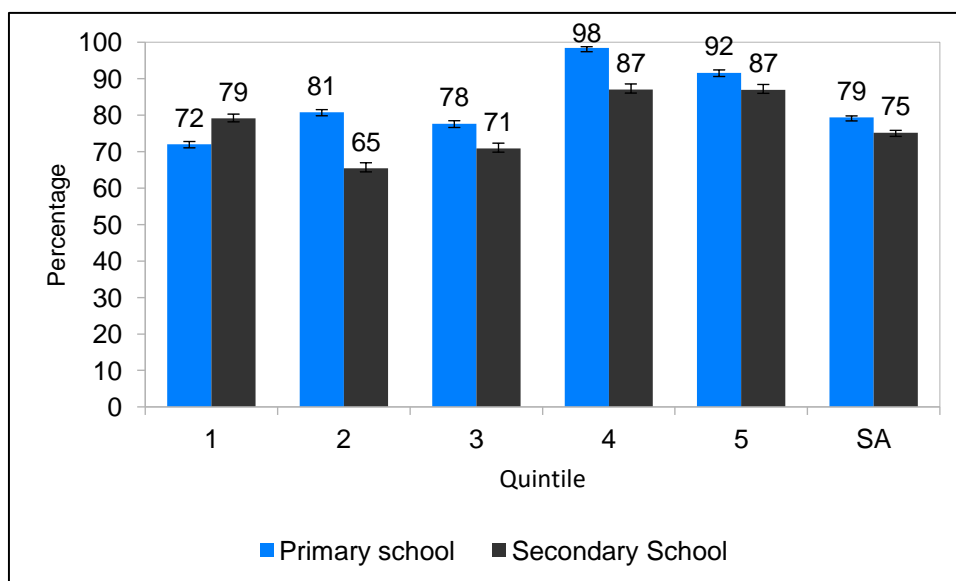


Figure 10.4 shows the findings for primary schools and secondary schools at quintile level. In Quintile 2, there were substantial differences between primary schools (81%) and secondary schools (65%) having at least one educator who had received formal/informal training or an LSEN qualification. Only schools in Quintile 1 had results where the compliance of secondary schools was higher than that of primary schools, albeit it marginal.

Figure 10.4 Percentage of primary versus secondary schools having a teacher who had received specialised training in inclusive education by quintile, 2022



4. Changes between 2017 and 2022 in training for teachers in identifying and supporting learners experiencing learning barriers

As the selection of the respondent to the questions on LSEN was different between in the SMS 2011 and that of the 2017 and 2022 surveys, a comparison of all three rounds was not possible. The comparisons are thus only between 2017 and 2022.

Figure 10.5 shows trends between 2017 and 2022 for provinces and Figure 10.6 for quintiles. At a national level, there was no change between 2017 and 2022; both reported an average of 78%. Trends across provinces revealed notable increases in three provinces: North West, Limpopo, and Northern Cape, while decreases were noted in Eastern Cape and KwaZulu-Natal. For schools in the different quintile categories, uptrends were noted in quintiles 4 and 5 and a downward trend noted in Quintile 3.

Figure 10.5 Percentage of primary and secondary schools combined having a teacher who had received specialised training in inclusive education by province, 2017-2022

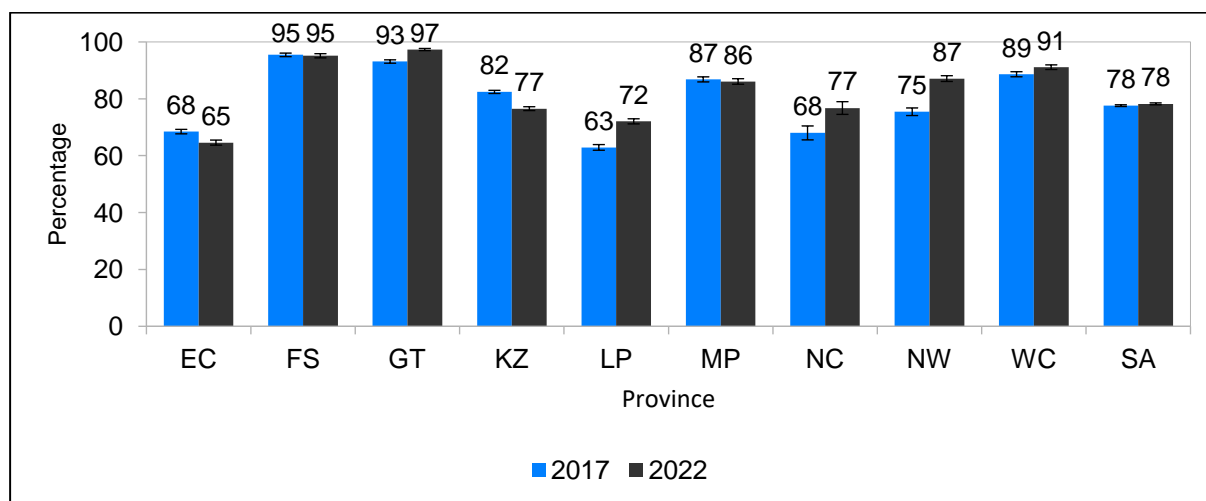
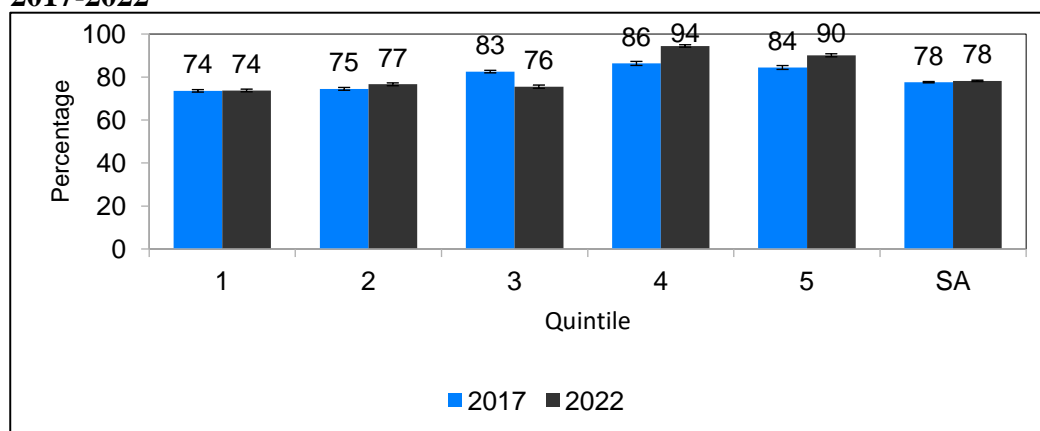


Figure 10.6 Percentage of primary and secondary schools combined having a teacher who had received specialised training in inclusive education by quintile, 2017-2022



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A review of the findings for primary and secondary schools by province and quintile revealed similar trends as those reported for the combined schools. Tables 48 to 51 provide additional details.

Table 48: Percentage of primary schools having a teacher who had received specialised training in inclusive education by province, 2017-2022

Province	2017		2022	
	%	se	%	se
EC	67.9	0.87	66.4	0.96
FS	96.1	0.68	96.6	0.74
GT	96.5	0.50	99.4	0.21
KZ	90.4	0.49	77.3	0.80
LP	65.0	1.21	73.4	1.10
MP	92.5	0.80	92.5	0.86
NC	68.9	2.77	80.7	2.32
NW	79.3	1.42	87.5	1.19
WC	94.0	0.75	91.2	0.94
SA	80.9	0.34	79.5	0.37

Table 49: Percentage of primary schools having a teacher who had received specialised training in inclusive education by quintile, 2017-2022

Quintile	2017		2022	
	%	se	%	se
1	74.8	0.63	72.3	0.74
2	78.9	0.70	80.8	0.69
3	88.8	0.56	77.6	0.86
4	88.7	1.08	98.4	0.37
5	90.4	0.88	91.5	0.81
SA	80.9	0.34	79.5	0.37

Table 50: Percentage of secondary schools having a teacher who had received specialised training in inclusive education by province, 2017-2022

Province	2017		2022	
	%	se	%	se
EC	71.3	1.82	56.2	2.38
FS	93.8	1.43	95.3	1.30
GT	85.5	1.54	92.6	1.13
KZ	63.5	1.48	74.7	1.28
LP	59.2	1.73	69.9	1.54
MP	73.8	2.27	72.5	2.40
NC	65.2	5.17	63.8	5.76
NW	64.6	3.12	86.0	1.96
WC	72.8	2.73	90.7	1.68
SA	68.8	0.71	75.2	0.66

Indicator 10

Table 51: Percentage of secondary schools having a teacher who had received specialised training in LS inclusive education EN by quintile, 2017-2022

Quintile	2017		2022	
	%	se	%	se
1	69.1	1.33	79.2	1.14
2	63.4	1.46	65.5	1.50
3	67.4	1.49	70.9	1.47
4	82.4	1.75	86.8	1.51
5	73.5	1.99	87.2	1.43
SA	68.8	0.71	75.2	0.66

5. Summary

Nationally in 2022, 78% of schools had at least one educator with formal/informal training in identifying and supporting learners experiencing learning barriers or an LSEN qualification. There was no change in the national average between 2017 and 2022.

Schools in the Eastern Cape (65%) and the Limpopo Province (72%) had the lowest indicator level, while in the Free State, Gauteng and the Western Cape all reported indicator levels in the 90% range. Similarly, schools in quintiles 4 and 5 showed indicator levels in the 90% range, whereas schools in quintiles 1 to 3 were slightly below the national average.

The overall pattern was that primary schools had higher percentages than secondary schools across the provinces with the national average for primary schools being 79% and secondary schools at 75 percent.

Secondary schools in the Eastern Cape (56%), Mpumalanga (73%) and the Northern Cape (64%) had lower levels of having at least one educator who had received formal/informal training or an LSEN qualification in comparison to primary schools in these provinces. Their percentages were also lower than the national average of 75% for secondary schools.

In Quintile 2, there were substantial differences between primary schools and secondary schools, with compliance levels of 81% and 65%, respectively. Only schools in Quintile 1 had results where the compliance of secondary schools was higher than that of primary schools, albeit it marginal.

The general overall trend indicates that there has been an increase of schools having at least one educator who had received formal/informal training or an LSEN qualification from 2017 to 2022 with the exception of the Eastern Cape and KwaZulu-Natal showing small declines. The upward trend is similar for quintile 4 and 5 schools but Quintile 3 showing a decline from 2017 to 2022.

A review of the findings for primary and secondary schools by province and quintile revealed similar trends between 2017 and 2022 as those reported for the combined schools.

Indicator 11. The percentage of schools visited at least twice a year by district officials for monitoring and support purposes

Fact Sheet

According to the Policy on the Organisation, Roles and Responsibilities of Education Districts published in the Government Gazette of 3 April 2013, among the responsibilities of the district office is to assist school principals and educators to improve the quality of teaching and learning through school visits, classroom observation, consultation, cluster meetings, suitable feedback reports and other means.

Indicator value: 84% of schools were visited at least twice by district officials for monitoring and support purposes in 2022.

Source: Principal Interview, Educator interview

Weight: School weight

Variables and calculations:

In the SMS 2022, principals were requested to report on the number of visits from district officials that they received during the 2022 school year. Principals had to select one of the six ‘number of visits’ options given (as reported below). At least two visits were required to be received during the year (DBE, 2015).

Verbatim formulation of questions:

- Question 167: “How many visits has this school received from district officials for monitoring and support purposes in the 2022 school year?”

Please exclude visits and meetings not relating to monitoring or support activities e.g., delivery visits, visits relating to grievance procedures or visits only to deliver correspondence.” (The response categories provided were: 0*, 1, 2, 3-6, 7-12, More than 12.) *The response ‘0’ represents ‘no visits’ from district officials (which is the same as a ‘No’ response to Q166 in the SMS 2017).

- Questions 166 and 167 in the 2017 SMS covered the same information.

Indicator 12 is treated in conjunction with the present one (Indicator 11),¹³ because the former relates to how satisfied schools are with the support services provided by district offices. The information presented here is therefore not repeated in detail in the corresponding section for Indicator 12.

¹³ The Terms of Reference (ToR) for SMS 2021/2022 provides the Indicator numbers for the current SMS study. The Indicator ‘*The percentage of schools having received at least two monitoring and support visits*’ is listed as Indicator 11 and the Indicator ‘*The percentage of school principals rating the support services of districts as satisfactory*’ as Indicator 12.

Indicator 11

Education questionnaire:

Q51. Have you been visited this year by a subject/curriculum advisor for monitoring and support purposes in the 2022 school year? Please exclude visits and meetings not relating to monitoring or support activities e.g., delivery visits, visits relating to grievance procedures or visits only to deliver correspondence. [Yes, No]

Q52. How many visits have you received this year for monitoring and support purposes? [Important: exclude meetings, delivery visits and visits relating to grievance procedures]

A 1 One visit

A 2 Two visits

A 3 Three visits

A 4 Four visits

A 5 More than four visits

Q53. Why did the subject (curriculum) advisor visit you?

S 1 Check whether I have implemented the assessment guidelines correctly

S 2 Check how far I am with the coverage of my curriculum (in any grade or subject)

S 3 Check whether I have undertaken lesson (and other types of) planning

S 4 Check my teaching practice in the classroom

S 5 Give me advice on how to improve my teaching practice

S 6 Help me to improve my subject content knowledge

S 7 Support me on setting tests / exams

S 8 Support me on classroom assessment practices

1. Importance of indicator

Districts' use of assessment information, strengthening the capacity of districts and generating a greater variety of standard monitoring and management reports have been identified in the Action Plan to 2019¹⁴ (DBE, 2015) as key issues to address.

The Action Plan to 2024 (DBE, 2020g), citing the National Development Plan 2030, states that school weaknesses reflect district weaknesses. The district offices policy, finalised in 2013 (described in more detail later), is perhaps the best example of what the DBE has been doing to remedy deficiencies in the situation.

Indicators (sub-goals) 27.1 and 27.2 from the Action Plan to 2024 (DBE, 2020g) were used as Indicators 11 and 12 for the SMS 2022 (which remained unchanged from the Action Plan to 2019). The two sub-goals focus on districts' monitoring and support task, carried out through the district office as key role player in relation to assessment policy, practice and use; accountability and reporting; monitoring curriculum coverage (in line with Goal 18 of the Action Plan 2024); and enhancing inclusive education through district-based support teams (in line with Goal 26).

¹⁴ Many of the basic education sector priorities outlined in the Action Plan to 2019 are reiterated in the Action Plan to 2024 (DBE, 2020).

Indicator 11

In response to directives in the National Development Plan, the Action Plan (DBE, 2020g) suggests short- to medium-term deployment of district multidisciplinary support teams as an important strategy towards alleviating schooling quality issues. Improved communication platforms and frequencies, especially between national and district structures, as well as between district offices, were also said to have started to yield results from about 2010; all the time improving districts' ability to support schools. Following on from the National Education Policy Act (27 of 1996), Government Notice 300 of 2013, in particular ("Policy on the Organisation, Roles and Responsibilities of Education Districts"), was claimed to have played a major role. One of the tasks given to district offices was to increase assistance to schools in developing school improvement plans and to principals and teachers in improving the quality of teaching and learning. Section 20.2 (2) identifies school visits, classroom observation, consultation, cluster meetings, suitable feedback reports and other approaches as appropriate. Section 50 identifies assistance with curriculum, management (and governance), learner assessment and operations support teams. Understandably, the policy focuses to a large extent on issues such as human and other resources; appropriate district, circuit and school ratios; delegations; and accountability.

The Action Plan for 2019 and 2024 also underscores the importance of involving teacher unions, parent associations and the private sector in supporting improvements in schooling quality and innovation, pivotally through district mechanisms. The intention of the National Education Collaboration Trust (NECT), established in 2013, is to lead this initiative as part of its institutional capacitation thrust.

2. Indicator definition and data collection

The 2011 SMS included 10 questions on principals' satisfaction with district monitoring and support (Indicator 13) as well as questions about the frequency and purposes of district officials' visits to schools, principals, and teachers (Indicator 12).

The national statistic for Indicator 11 (the percentage of schools having received at least two monitoring and support visits)¹⁵, was retained over the three surveys (from 2011 to 2022) to allow for analysis and monitoring of trends over time.

To generate the national indicator in 2017 and 2022 the data were collected by fieldworkers through interview questions put to school principals. These covered whether schools had been visited by district or circuit officials; how many visits there had been (with the questions giving frequency of visits categories); the designation or identity of the visitor; the topics covered during visits as related to monitoring of compliance; the topics covered during support visits and who at the school was visited. The response options for the frequency of visits question were the same for the SMS 2011, 2017, and 2022 except that for SMS 2011 and 2017, the first category was 1 (visit) and for SMS 2022 the first category was 0 (visits) [which means 'no visit' by a district official]. SMS 2011 and SMS 2017 had a preceding question dealing with whether a school had been visited by district or circuit officials.

For each province, the number of schools in each visit frequency category was converted to a percentage. Percentages per category were then reported by province and school quintile status. School weights were applied in estimating the national numbers of visits.

¹⁵ The Terms of Reference (ToR) for SMS 2021/2022 provides the Indicator numbers for the current SMS. The Indicator '*The percentage of schools having received at least two monitoring and support visits*' is listed as Indicator 11.

Indicator 11

3. Status of indicator in 2022

For primary and secondary schools combined at the national level, 84% of schools reported having been visited at least twice a year by district officials for monitoring and support purposes.

In the Eastern Cape, only two-thirds of schools received at least two visits. This was substantially lower than the national average of 84% (Figure 11.1).

The schools in the other eight provinces were all either in close range of or above the national average of 84%. In six provinces, namely, Free State, Gauteng, Limpopo, Mpumalanga, Northern Cape, and Western Cape, over 90% of schools reported that they received the required minimum number of visits.

Figure 11.1 Percentage of primary and secondary schools combined having received at least two visits from district officials by province, 2022

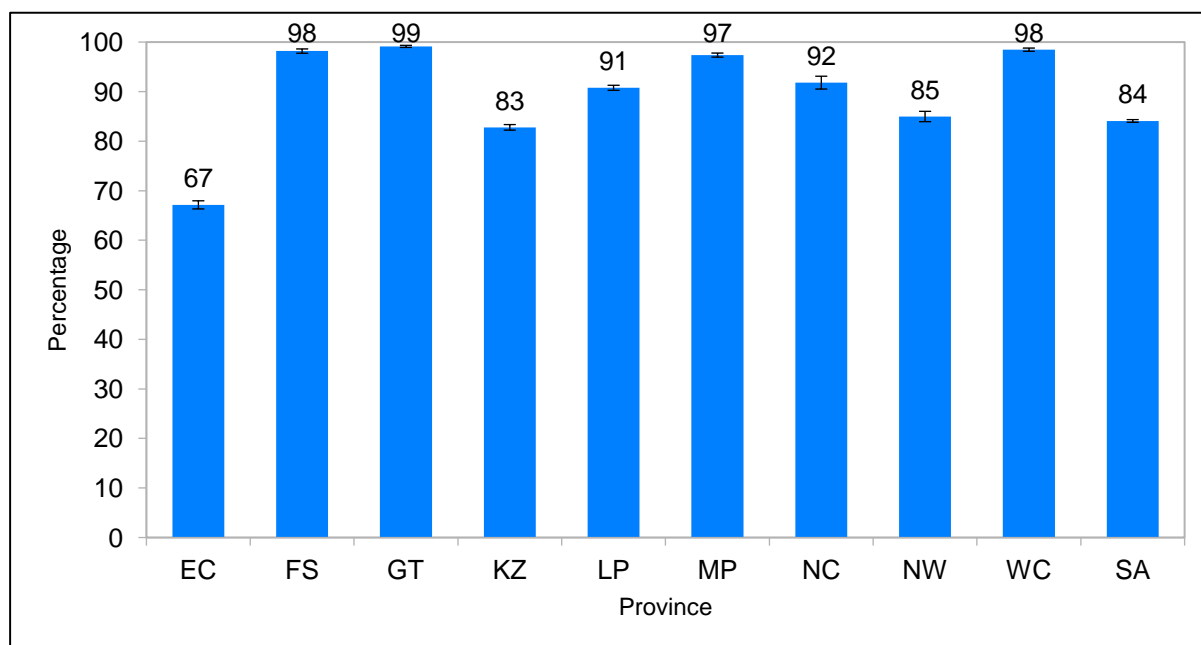
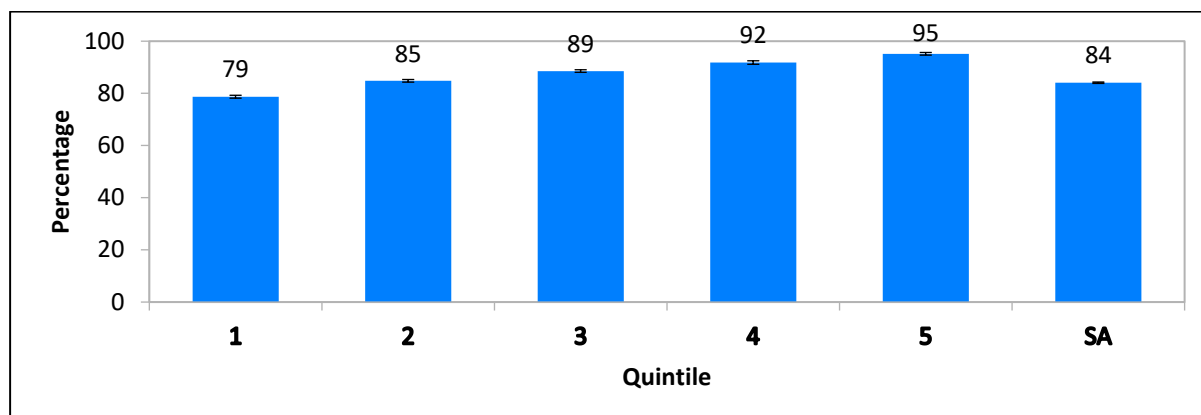


Figure 11.2 shows the percentage of schools per quintile that reported receiving the required minimum of two monitoring and/or support visits in 2022 from district officials. Only Quintile 1 schools were below the national average at 79%.

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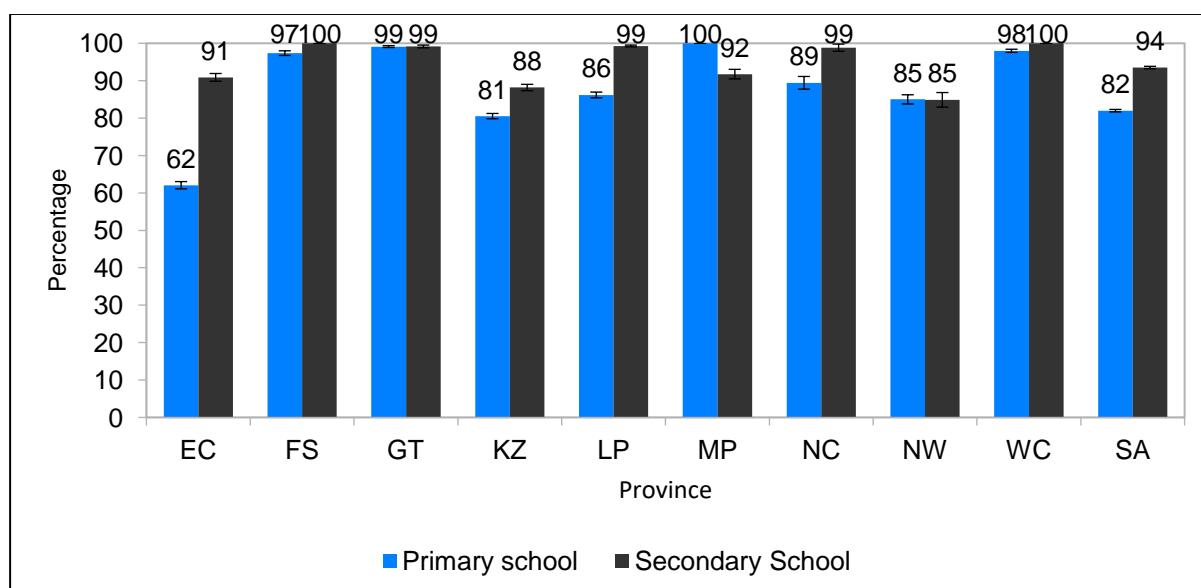
Figure 11.2 Percentage of primary and secondary schools combined having received at least two visits from district officials by quintile, 2022



When analysis was done at school level (Figure 11.3), the findings indicated that a larger percentage of secondary schools (94%) received at least two visits from district officials in 2022 compared with 82% for primary schools. The differences between the percentages of primary and secondary schools having received two visits within a province were substantial for schools in the Eastern Cape (62% vs. 91%), and to a lesser extent for schools in Limpopo (86% vs. 99%) and the Northern Cape (89% vs. 99%).

Primary schools in the Free State, Gauteng, Mpumalanga, and the Western Cape reported figures well above the national average with over 90% of schools reporting receiving at least two support visits. One hundred percent (100%) of primary schools in Mpumalanga reported having received two or more school visits from district officials. Data from primary schools in the Eastern Cape showed that 38% had not received at least two monitoring and support visits from district officials compared to 9% in secondary schools. This does not compare well with the national average for primary schools where 18% had not received two or more visits in 2022.

Figure 11.3 Percentage of primary versus secondary schools having received at least two visits from district officials by province, 2022

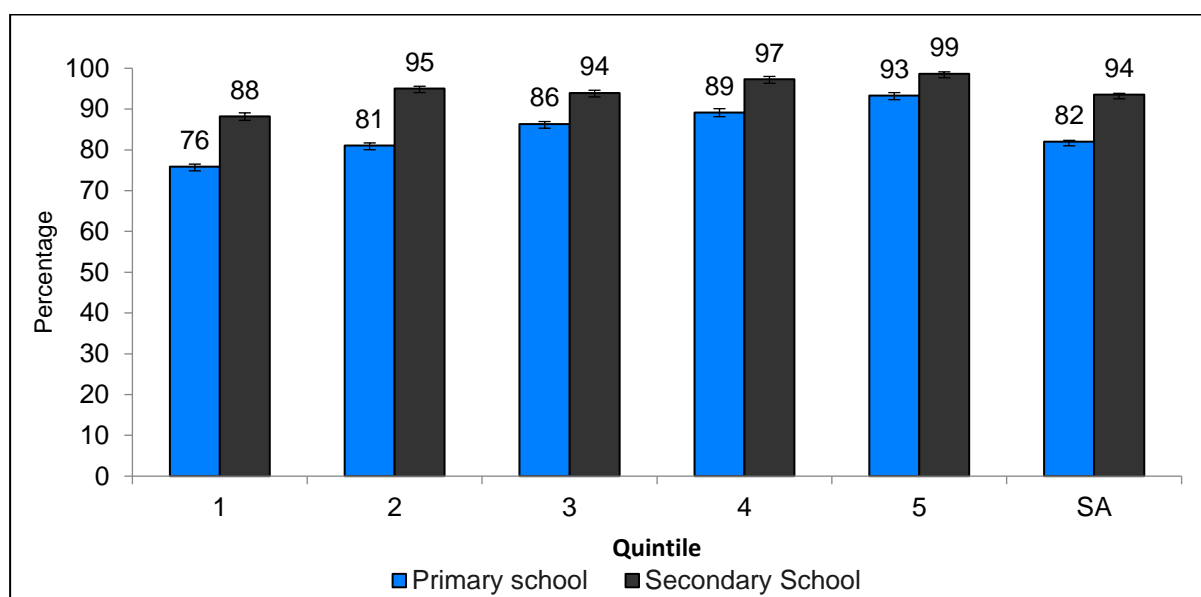


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Figure 11.4 reveals that primary and secondary schools in quintiles 4 and 5 reported higher percentages of two or more monitoring and support visits from district officials than primary and secondary schools in quintiles 1 to 3. The largest differences between primary and secondary schools were noted for schools in quintiles 1 and 2. Moreover, quintile 1 and 2 primary schools generally received fewer visits compared with the national average number of visits. Only secondary schools in Quintile 1 had a ‘two or more visits’ percentage lower than the national average for secondary schools.

Quintiles 3-5 primary and secondary schools also had averages equal to- or higher than the national average.

Figure 11.4 Percentage of primary versus secondary schools having received at least two visits from district officials by quintile, 2022



The results reported in Table 52 and 53 provide additional details on the percentage of Grade 3, 6, 9, and 12 educators who received at least one or more visits by district officials for monitoring and support purpose. A clear trend noted is that higher percentages at Grade 3 (49%) and 6 (54%) teachers reported that they did not receive any visits from district officials compared to Grade 9 (40%) and 12 teachers (25%). However, the patterns across district varied widely. The Eastern Cape, KwaZulu-Natal and Limpopo all reflected the highest percentages, ranging from 61% to 69% while the lowest percentages were recording for Gauteng and North West at 20%.

Across all provinces, Grade 12 teachers reported the highest percentage of receiving two or more visits. Here too, large variations were noted with Eastern Cape at 39% and Gauteng and North West at 77%. However, at least a quarter of Grade 12 teachers reported that they did not receive any visits.

Table 52: Percentage of grades 3, 6, 9, and 12 educators who received at least one or more monitoring and support visits from district officials by province, 2022

Prov	Grade 3			Grade 6			Grade 9			Grade 12		
	No visits	One visit	Two or more visits	No visits	One visit	Two or more visits	No visits	One visit	Two or more visits	No visits	One visit	Two or more visits
EC	69	16	14	74	6	19	50	26	24	47	14	39
FS	26	34	40	50	22	28	27	27	46	14	14	73
GT	20	27	52	26	27	47	24	18	58	9	15	77
KZN	64	21	15	59	16	24	43	25	31	34	15	51
LP	61	15	24	54	19	27	48	12	40	23	25	52
MP	30	28	42	38	22	39	28	27	45	18	18	64
NC	34	22	44	45	18	37	34	20	46	15	17	67
NW	20	23	57	37	17	46	33	18	49	11	13	77
WC	29	10	61	47	13	41	33	25	43	20	18	61
SA	49	20	31	54	16	30	40	22	39	25	17	57

The trend across the different quintile categories varied widely. For Grade 3 teachers, between 29% and 39% reported that they received two or more visits compared to a range between 25% and 36% for Grade 6; 33% to 46% for Grade 9 and 47% to 61% for Grade 12. Grade 3 and 6 teachers in quintile 1 and 2 schools reported that they had not received any visits for monitoring and support purposes compared to their grade 9 and 12 counterparts and the other quintile categories (Table 53).

Table 53: Percentage of grades 3, 6, 9, and 12 educators who received at least one or more monitoring and support visits from district officials by quintile, 2022

Quint	Grade 3			Grade 6			Grade 9			Grade 12		
	No visits	One visit	Two or more visits	No visits	One visit	Two or more visits	No visits	One visit	Two or more visits	No visits	One visit	Two or more visits
1	52	19	29	53	15	32	43	21	36	28	17	55
2	54	18	28	62	13	25	35	20	46	21	18	61
3	44	24	32	47	17	36	39	24	36	27	16	57
4	43	18	39	49	22	28	38	21	41	15	19	66
5	41	24	35	53	22	25	45	23	33	36	18	47

4. Changes between 2011, 2017 and 2022 in district monitoring and support visits

For primary and secondary schools combined, the national percentage of schools receiving at least two monitoring and support visits from district officials revealed no substantial differences from 2011 to 2022, with percentages ranging between 84% and 85% over this period. Figure 11.5 shows trends between 2011, 2017 and 2022 for provinces, and Figure 11.6 for quintiles.

Although the status quo was maintained over the period, differential upward and downward trends were noted across the provinces. In the Eastern Cape and KwaZulu-Natal, a small downward trend was noted. The North West also showed a downward trend, from 92% in 2017 down to 85% in 2022. The Northern Cape and Limpopo both showed appreciable upward trends with both moving into the 90% range in 2022. Schools in the Free State, Gauteng, Mpumalanga, and Western Cape remained steady in the upper 90 percent.

Figure 11.6 shows changes between 2011 and 2022 in relation to schools' quintile status. For Quintile 2 schools a slight upward trend was noted while schools in Quintile 3, from a previous

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downward trend in 2017 (81%), are now trending upwards in 2022 (89%). Quintiles 4 and 5 schools, that had previously shown increases in 2011 to 2017 were now reporting similar decreases in 2022 although the averages still remained high in the 90% range.

Figure 11.5 Percentage of primary and secondary schools combined having received at least two visits from district officials by province, 2011-2022

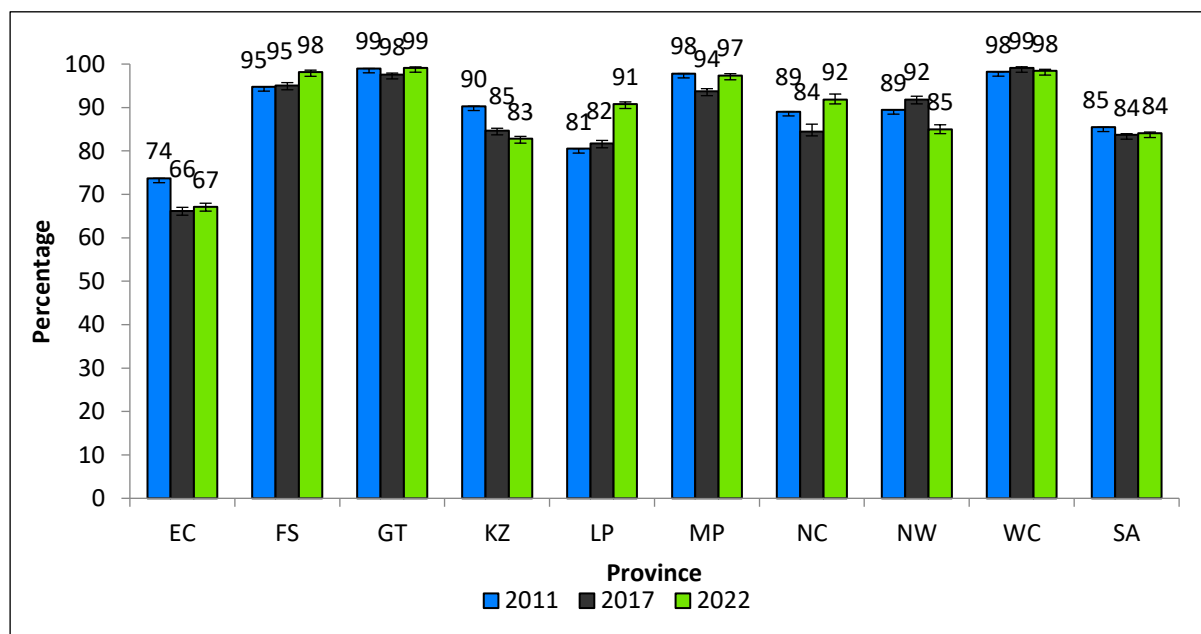
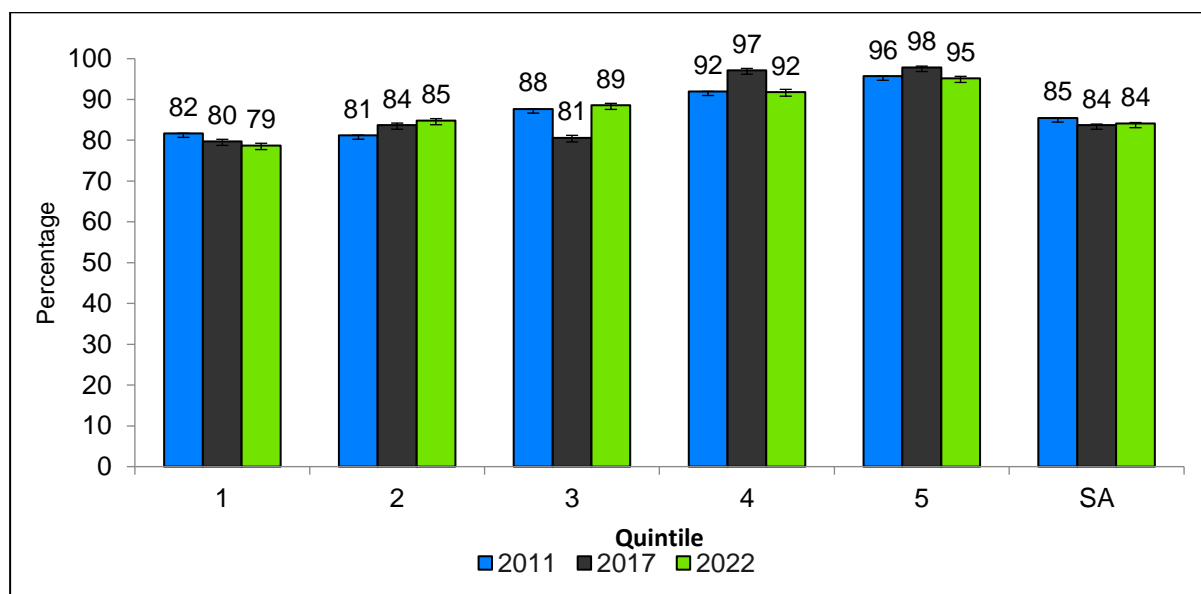


Figure 11.6 Percentages of primary and secondary schools combined having received at least two visits from district officials by quintile, 2011-2022



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A review of the findings for primary and secondary schools by province and quintile revealed similar trends as those reported for the combined schools. Tables 54 to 57 provide additional details.

Table 54: Percentage of primary schools having received at least two visits from district officials by province, 2011-2022

Province	2011		2017		2022	
	%	se	%	se	%	se
EC	70.0	0.01	60.3	0.97	62.1	0.97
FS	93.5	0.02	94.6	0.77	97.4	0.62
GT	98.6	0.00	98.1	0.38	99.1	0.25
KZ	89.4	0.01	81.0	0.68	80.5	0.71
LP	76.3	0.01	79.5	0.93	86.2	0.78
MP	97.8	0.01	92.1	0.80	100.0	0.00
NC	89.3	0.02	81.0	2.09	89.5	1.69
NW	89.5	0.01	92.3	0.83	85.0	1.23
WC	97.8	0.00	98.9	0.31	98.0	0.43
SA	82.9	0.00	80.5	0.34	82.0	0.34

Table 55: Percentage of primary schools having received at least two visits from district officials by quintile, 2011-2022

Quintile	2011		2017		2022	
	%	se	%	se	%	se
1	79.7	0.01	76.4	0.6	75.9	0.66
2	77.6	0.01	81.4	0.66	81.0	0.66
3	84.8	0.01	75.7	0.82	86.3	0.63
4	91.0	0.01	97.7	0.46	89.1	0.95
5	95.1	0.01	97.3	0.45	93.3	0.72
SA	82.9	0.00	80.5	0.34	82.0	0.34

Table 56: Percentage of secondary schools having received at least two visits from district officials by province, 2011-2022

Province	2011		2017		2022	
	%	se	%	se	%	se
EC	100	0.00	94.2	0.81	90.9	1.03
FS	100	0.00	96.7	1.14	100	0.00
GT	100	0.00	96.5	0.77	99.2	0.37
KZ	92.8	0.01	95.0	0.58	88.2	0.85
LP	88.4	0.01	85.6	1.03	99.3	0.24
MP	98.0	0.02	98.6	0.59	91.8	1.28
NC	88.2	0.03	100.0	0.00	98.9	0.96
NW	89.4	0.02	89.8	1.91	84.9	1.94
WC	100	0.00	100.0	0.00	100	0.00
SA	93.4	0.00	93.2	0.35	93.5	0.33

Table 57: Percentage of secondary schools having received at least two visits from district officials by quintile, 2011-2022

Quintile	2011		2017		2022	
	%	se	%	se	%	se
1	89.2	0.01	93.3	0.65	88.2	0.84
2	92.7	0.01	89.7	0.78	95.0	0.55
3	96.2	0.01	93.9	0.67	94.0	0.65
4	94.7	0.01	96.0	0.92	97.3	0.68
5	97.1	0.01	99.0	0.42	98.7	0.44
SA	93.4	0.00	93.2	0.35	93.5	0.33

5. Summary

Eighty four percent (84%) of the schools reported that they received at least two visits from the district for monitoring and support purposes which was similar to 2011 and 2017.

In the Eastern Cape only two-thirds of schools received at least two visits which was substantially below the national average. In six provinces, namely, Free State, Gauteng, Limpopo, Mpumalanga, Northern Cape, and Western Cape, over 90% of schools reported that they received the required minimum number of visits. With regards to quintile categories, only Quintile 1 schools (79%) were below the national.

Indicator 11

Data from primary schools in the Eastern Cape showed that 38% had not received at least two monitoring and support visits from district officials. This does not compare well to the national average for primary schools where 18% had not received two or more visits in 2022. Primary schools in the Free State, Gauteng, Mpumalanga, and the Western Cape reported figures well above 90% which was higher than the national average of 82% of primary schools reporting receiving at least two support visits.

A substantially larger percentage of secondary schools received at least two visits from district officials in 2022 than primary (national averages of 94% compared to 82%). These differences were substantial for schools in the Eastern Cape (62% vs. 91%), and to a lesser extent for schools in Limpopo (86% vs. 99%), the Northern Cape (89% vs. 99%), and KwaZulu-Natal (81% vs. 88%).

Findings for grades 3, 6, 9 and 12 educators who received at least one or more visits by district officials for monitoring and support purpose indicate that higher percentages at grades 3 (49%) and 6 (54%) teachers reported that they did not receive any visits from district officials compared to grades 9 (40%) and 12 teachers (25%). However, the patterns across district varied widely. Across all the grades and provinces, the highest percentage who reported receiving two or more visits were Grade 12 teachers. Here too large variations were noted across grades and between provinces.

A review of the national trend revealed no substantial differences from 2011 to 2022, with percentages ranging between 84% and 85% over the three-wave period.

A small downward trend was noted in the Eastern Cape and KwaZulu-Natal. The North West also showed a downward trend from 92% in 2017 down to 85% in 2022. Northern Cape and Limpopo both showed appreciable upward trends both moving into the 90% range in 2022. Schools in the Free State, Gauteng, Mpumalanga, and Western Cape remained very steady in the upper 90 percent.

The percentage of district monitoring and support visits show a slight downward trend for quintile 1 school and conversely, a slight upward trend for Quintile 2 schools. Schools in Quintile 3 increased to 89% from a previous downward trend in 2017 (81%). Quintile 4 and 5 schools, which had previously shown increases in 2011 to 2017, re now reported decreases in 2022 although the averages remain in the 90% range.

A review of the findings for primary and secondary schools by province and quintile revealed similar trends as those reported for the combined schools. However, note should be taken of schools in the Eastern Cape and KwaZulu-Natal. The overall averages in these provinces are adversely affected by the lower averages reported for primary schools. Primary schools in these were more likely to report lower number of visits from district officials in contrast to their secondary school counterparts.

Indicator 12. The percentage of school principals rating the support services of districts as satisfactory

Fact Sheet

Information on the satisfaction of school principals regarding the support provided by district office officials is important for understanding the relationship between schools and district offices.

Only those principals that reported having received any visits district officials for monitoring and support purposes were requested to indicate the extent to which they were satisfied with these visits.

Indicator values: 87% of school principals rated the support services of districts as satisfactory.

Source: Principal Interview

Weight: School weight

Variables and calculations:

In the SMS 2022, principals who indicated that they received at least one visit from the district office (Question 167) were asked to indicate their degree of satisfaction (Q175) with these visits, using the following four options:

- A 1 Not satisfied
- A 2 Somewhat satisfied
- A 3 Satisfied
- A 4 Very satisfied

Principals who responded with '0' visit were excluded from the analysis. Options A 1 and A 2 were interpreted as degrees of dissatisfaction, while options A 3 and A 4 were interpreted as degrees of satisfaction. This led to two categories: Satisfied and Dissatisfied.

Verbatim formulation of questions:

- Question 167: "How many visits has this school received from district officials for monitoring and support purposes in the 2022 school year? (With "0", "1, 2", "3-6", "7-12", and "More than 12" response format.)
- Question 175: "How satisfied were you with the visits from the District Official? By satisfied we are referring to the effectiveness and quality of support received, not personal liking or preferences for specific district officials."

1. Importance of indicator

Indicator 11 focuses on the number and purpose of visits culminating in an indicator comprising the percentage of schools visited at least twice in the year by district officials for monitoring and support purposes. Indicator 12 then focuses on the intended school beneficiaries' satisfaction with district officials' school monitoring and support visits culminating in an indicator comprising just that.

Indicator 12

In broad principle, the rating of the district officials' visits is against the background of the number and purpose of the visits, and the (supportive) nature of thereof. The various motivations and background information can be consulted under Indicator 11 as it describes the background and context against which to view Indicator 12.

The information collected for Indicator 12 is less objective than for Indicator 11 in that it is the recipients' perceptions of the intended benefits and about how well the district officials succeeded in their task. There is also a greater emphasis on gaps and challenges and on possible remedies proposed by the intended beneficiaries.

The background provided by the Action Plan to 2024 (DBE, 2020g)¹⁶ and by the ToR for this 2022 study, as introduced in the discussion of Indicator 11, apply here and can be consulted in those documents.

2. Indicator definition and data collection

Most of the information about data-collection instruments, participants, procedures at schools and instrument items presented under Indicator 11 remains relevant here.

As noted in the SMS 2017 Main Report (DBE, 2019) and repeated earlier in this chapter, an important shift of emphasis in Indicator 12 was the preference to obtain "subjective" (and intuitive) information from principals and teachers about how well district officials' visits helped to increase proficiency and the ability to improve education quality at school level through school management and functioning, and in particular, through improved teaching and learning.

In the SMS 2011, principals were asked to rate their degree of satisfaction with districts' services on about 24 items related to compliance monitoring and support. The DBE's 2011 and 2013 reports proposed various composites of these ratings in search of enhanced indicator veracity. The DBE report (2013c, p.42) suggested arriving at an overall picture of satisfaction with district support, which "is often best done through questions dealing with overall satisfaction". Consequently, SMS 2017 replaced many questions in the SMS 2011 with one broad question (Q175). This approach was repeated for the SMS 2022.

The principals who indicated that they received at least one visit from a district official in 2022 were requested to indicate their degree of satisfaction with these visits using the following four options: 1. Not satisfied, 2. Somewhat satisfied, 3. Satisfied and 4. Very satisfied.

In reports based on 2011 survey data, (DBE, 2011, 2013), options 1 and 2 are interpreted as degrees of 'dissatisfaction' and options 3 and 4 as degrees of 'satisfaction'. This leads to two categories, "Satisfied" and "Dissatisfied", used in reporting on the 2022 main indicator. The results for the two major response categories are reported and discussed in the sub-sections that follow.

¹⁶ Many of the basic education sector priorities outlined in the Action Plan to 2019 are reiterated in the Action Plan to 2024 (DBE, 2020).

3. Status of indicator in 2022

Nationally, 87% of principals of primary and secondary schools were satisfied with the visits from district officials for monitoring and support purposes.

Figure 12.1 shows the percentage of principals from primary and secondary schools combined who were satisfied with the district visits. Compared with the national average of 87%, a substantially lower percentage of Eastern Cape principals (78%) were satisfied with the visits. In contrast, the Free State, Gauteng, and, Mpumalanga, had higher percentages of principals who were satisfied with the visits, reporting figures of 90% and above.

Figure 12.1 Percentage of primary and secondary schools combined who were satisfied with the support visits by district officials by province, 2022

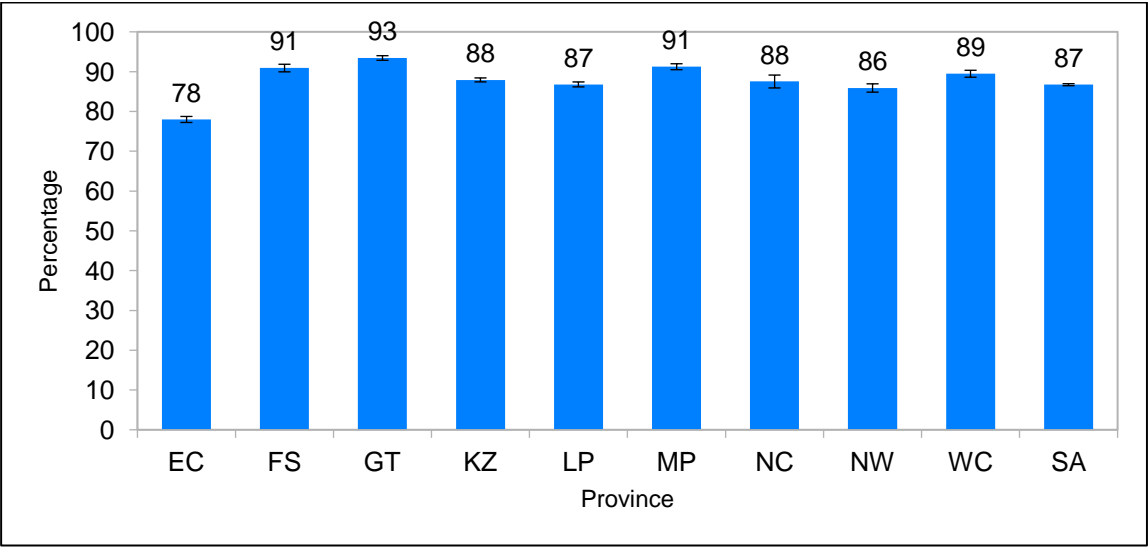
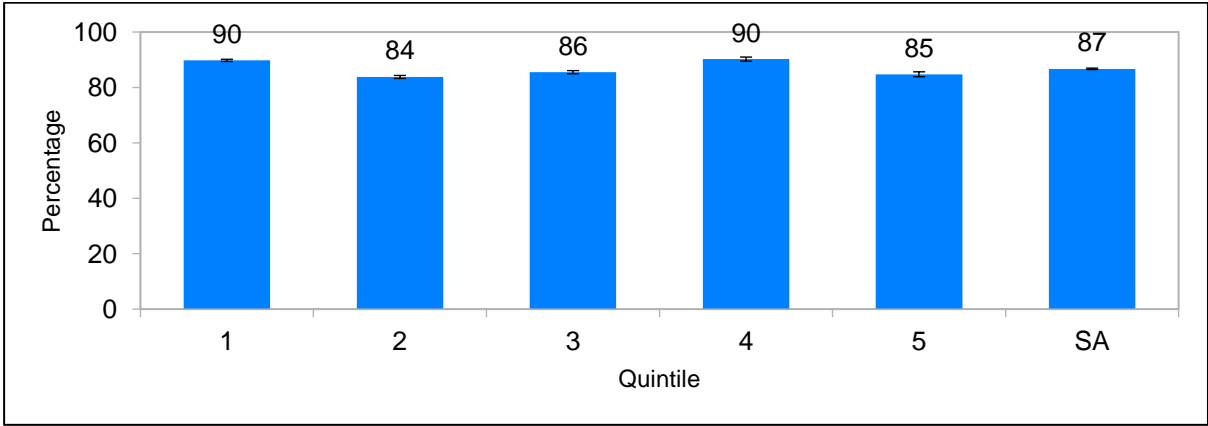


Figure 12.2 shows the percentage of principals from primary and secondary schools combined per quintile, who were satisfied with the district visits. Quintile 1 and Quintile 4 schools had the highest percentage of satisfaction (90%). The other quintile categories all had satisfaction percentages within the range of the national average, ranging between 84% and 86%.

Figure 12.2 Percentage of primary and secondary schools combined who were satisfied with the support visits by district officials by quintile, 2022



Indicator 12

Figure 12.3 shows that the principals' ratings of their satisfaction with district support visits were not substantially different between principals of primary schools and those at secondary schools. Only the Eastern Cape had satisfaction ratings where both primary schools (79%), and secondary schools (73%) were substantially different and additionally lower than that of the national averages for primary schools and secondary schools.

Figure 12.3 Percentage of primary versus secondary school principals who were satisfied with the support visits by district officials by province, 2022

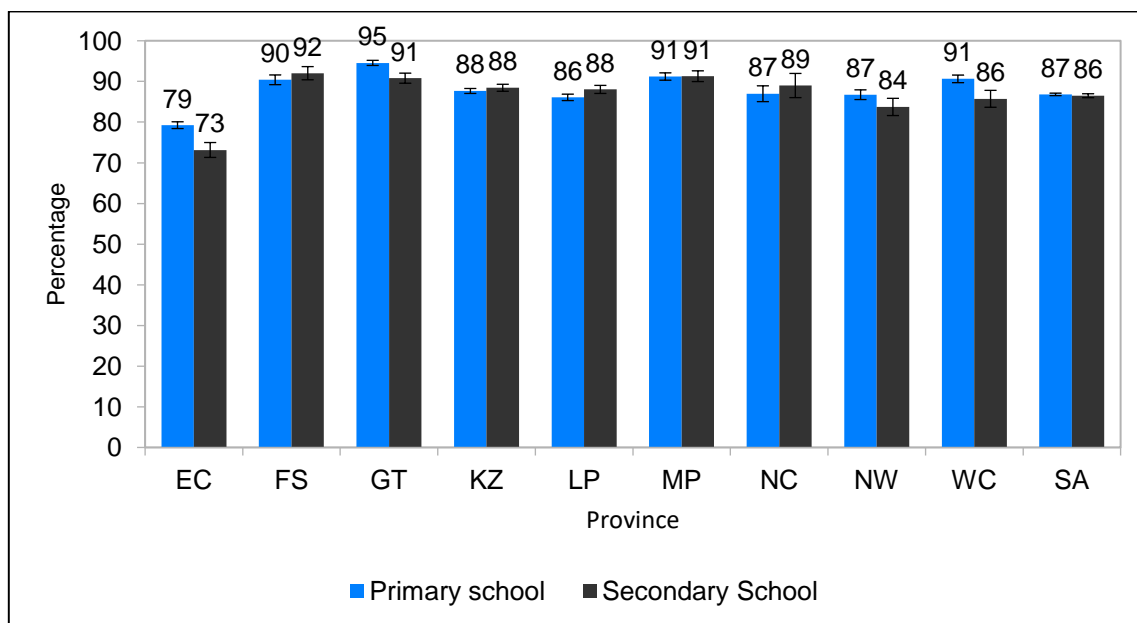
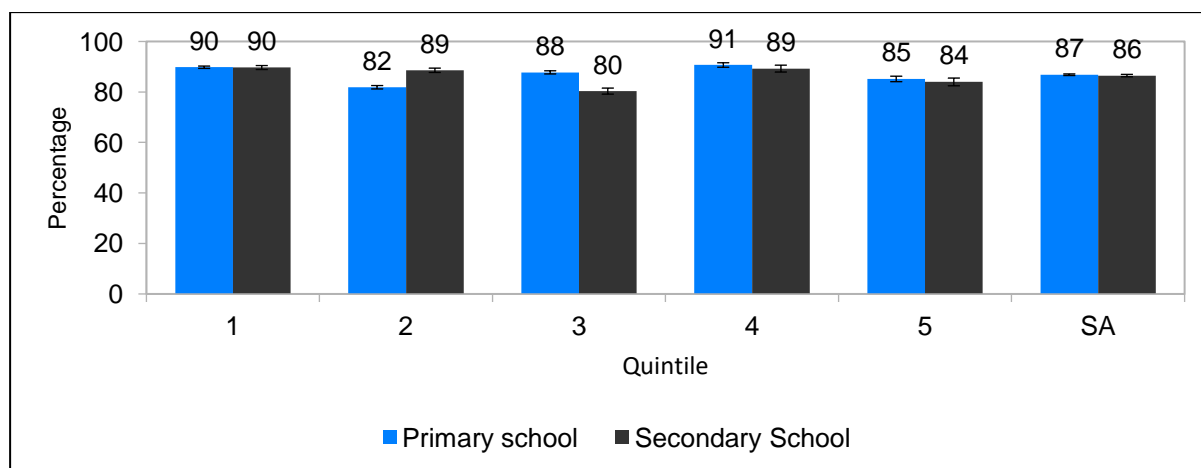


Figure 12.4 shows the differences between the principals of primary schools and secondary schools and their ratings of their satisfaction with district support visits. Quintiles 2 and 3 schools had the largest difference between primary schools and secondary schools. Primary school ratings in Quintile 2 were lower than those of secondary schools (82% vs 89%) and the inverse seen in Quintile 3 schools (88% vs 80%).

Figure 12.4 Percentage of primary versus secondary schools who were satisfied with the support visits by district officials by quintile, 2022



Indicator 12

4. Changes from 2017 to 2022 in satisfaction with support visits by district officials

Trends over time for Indicator 12 could not be explored between 2011 vs. 2017 and 2011 vs. 2022 as there were considerable differences in the data collection instruments in the 2011 survey. Trend analysis will thus only be on changes between 2017 and 2022.

Figure 12.5 shows trends between 2017 and 2022 for provinces and Figure 12.6 for quintiles. For primary and secondary schools combined, principals' satisfaction with support visits by district officials showed a substantial difference from 2017 to 2022 with an increase from 77% to 87%.

Several provinces showed notable increases from 2017 to 2022, with the largest increases from principals of schools in the Eastern Cape (63% to 78%) and Limpopo (71% to 87%), followed by Northern Cape, KwaZulu-Natal, Mpumalanga, and North West. The Free State, Gauteng, and Mpumalanga all moved into the 90% range in 2022.

Figure 12.5 Percentage of primary and secondary schools combined who were satisfied with the support visits by district officials by province, 2017-2022

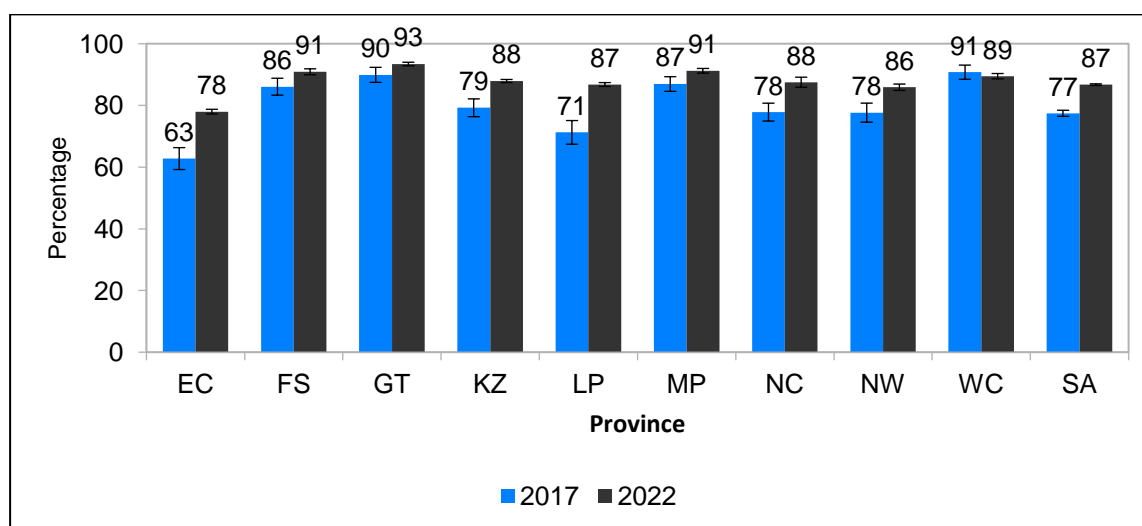
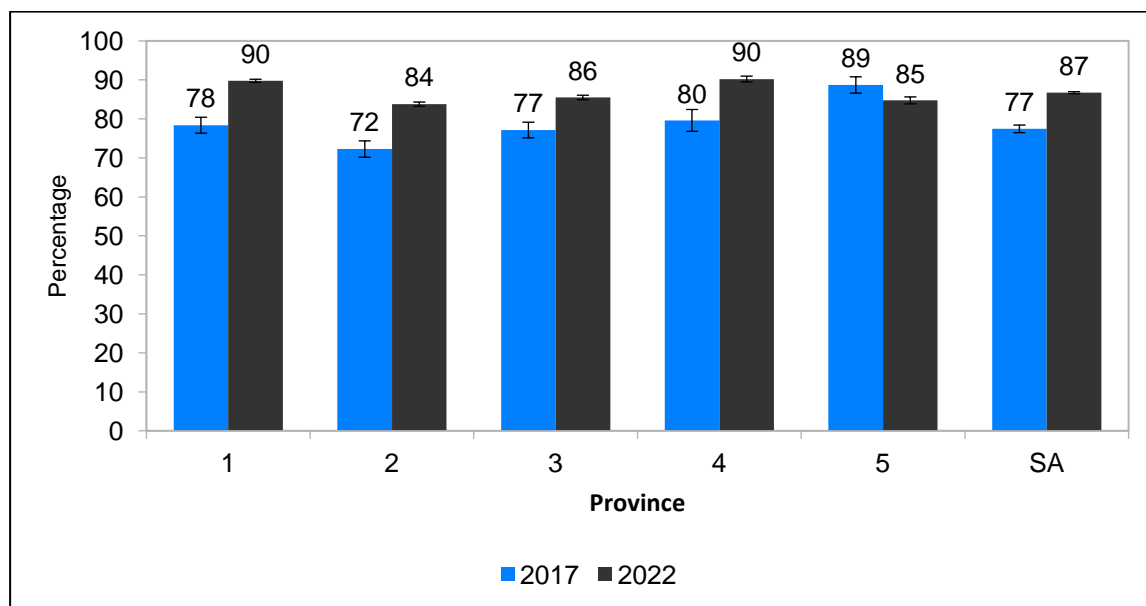


Figure 12.6 shows the changes between 2017 and 2022 per quintile of principals who were satisfied with the district visits. Except for Quintile 5 schools, a substantial increase in levels of principal satisfaction were noted for quintiles 1 to 4 schools. The largest increases were noted for Quintile 1 where satisfaction moved from 78% to 90% and Quintile 2 from 72% to 84%. Both quintile 1 and 4 districts reached satisfaction ratings of 90% in 2022.

Indicator 12

Figure 12.6 Percentage of primary and secondary schools combined who were satisfied with the support visits by district officials by quintile, 2017-2022



A review of the findings for primary and secondary schools by province and quintile also revealed differences between 2017 and 2022. The results are provided in Tables 58 to 61.

The national averages for principals' satisfaction with the district visits for primary schools showed a substantial increase from 77% to 87%. A similar trend was noted for secondary schools (78% to 87%).

Save for schools in the Western Cape, principals' satisfaction with the district visits had increases from 2017 to 2022, for both primary schools and secondary schools in all the other provinces as seen in Tables 58 and 60.

Primary schools in the Eastern Cape showed the largest increases from 2017 to 2022 (60% to 79%) and KwaZulu-Natal (75% to 88%), followed by Limpopo, Northern Cape, and North West. Gauteng and Western Cape remained stable over this period with satisfaction percentages of upwards of 90%.

Secondary schools that had the largest increases from 2017 to 2022 were in the Limpopo (58% to 88), Northern Cape (78% to 89%), and North West (71% to 84%). Secondary schools in the Western Cape showed a small decline from 89% to 86% in 2022.

A comparison of the results of primary schools (Table 59) to those of secondary schools (Table 61), showed that principals' satisfaction with the district visits had increased from 2017 to 2022, in all the quintiles except Quintile 5.

Primary schools in Quintile 4 had the largest increase from 77% in 2017 to 91% in 2022 followed by schools in Quintile 1 (78% to 90%). Quintile 5 schools showed a six percent decline in principals' satisfaction with the district visits to 85%.

Indicator 12

For secondary schools, principals' satisfaction with the district visits, Quintile 2 schools had the largest increase from 73% to 89%, followed by schools in Quintile 1 (79% to 90%). Quintile 5 schools remained stable at 84% in both 2017 and 2022.

Table 58: Percentage of primary schools who were satisfied with the support visits by district officials by province, 2017-2022

Province	2017		2022	
	%	se	%	se
EC	60.3	5.30	79.3	0.83
FS	84.0	4.81	90.4	1.19
GT	92.7	2.86	94.6	0.63
KZ	74.7	4.47	87.7	0.61
LP	79.4	5.20	86.1	0.79
MP	87.4	3.18	91.2	0.90
NC	77.8	3.95	87.0	1.94
NW	79.9	3.70	86.7	1.19
WC	91.4	3.25	90.6	0.94
SA	77.2	1.38	86.8	0.31

Table 59: Percentage of primary schools who were satisfied with the support visits by district officials by quintile, 2017-2022

Quintile	2017		2022	
	%	se	%	se
1	78.2	0.64	89.8	0.47
2	71.9	0.83	81.9	0.68
3	77.0	0.87	87.8	0.63
4	77.4	1.53	90.7	0.89
5	91.4	0.84	85.2	1.09
SA	77.2	0.39	86.8	0.31

Indicator 12

Table 60: Percentage of secondary schools who were satisfied with the support visits by district officials by province, 2017-2022

Province	2017		2022	
	%	se	%	se
EC	72.0	4.77	73.2	1.83
FS	92.0	2.69	92.0	1.62
GT	83.7	3.89	90.8	1.24
KZ	89.2	3.62	88.5	0.86
LP	57.6	5.60	88.0	0.99
MP	85.8	3.55	91.3	1.32
NC	77.9	4.24	89.0	2.97
NW	70.9	5.00	83.7	2.12
WC	88.8	3.25	85.7	2.08
SA	78.0	1.39	86.5	0.48

Table 61: Percentage of secondary schools who were satisfied with the support visits by district officials by quintile, 2017-2022

Quintile	2017		2022	
	%	se	%	se
1	79.0	1.11	89.7	0.79
2	73.1	1.27	88.6	0.86
3	77.5	1.27	80.4	1.20
4	83.5	1.72	89.3	1.36
5	83.7	1.56	84.0	1.54
SA	78.0	0.61	86.5	0.48

5. Summary

Eighty-seven percent of principals of primary and secondary schools across the nation reported that they were satisfied with the monitoring and support visits from district officials although a substantially lower percentage of 78% was seen in the Eastern Cape. The Free State, Gauteng, and Mpumalanga, had the highest percentage of principal satisfaction with district support reporting figures of 90%. Similar levels of satisfaction were seen in schools in quintiles 1 and 4.

Indicator 12

Principals' ratings were not substantially different between primary and secondary schools. Quintile 2 and Quintile 3 schools had the largest difference between primary schools and secondary schools.

For primary and secondary schools combined, principals' satisfaction with support visits by district officials showed a substantial difference from 2017 to 2022 with an increase from 77% to 87%. Eight (8) of the nine provinces showed increases in principals' satisfaction in 2022.

A review of the findings for primary and secondary schools by province and quintile also revealed differences between 2017 and 2022. The national averages for principals' satisfaction with the district visits for primary schools showed a substantial increase from 77% to 87%. Secondary schools had a similar increase from 78% to 87% in 2022.

Priority Area 1: Education assistants

Fact Sheet

The DBE, in collaboration with PEDs, implemented Phase I of the Basic Education Employment Initiative (BEEI) as part of the Presidential Youth Employment Initiative (PYEI) from 1st December 2020 to 30th April 2021. This was followed by Phase II from 1st November 2021 to 31st March 2022 and Phase III from 1st April 2022-31st August 2022. Phase IV of the BEEI-PYEI will begin in February 2023.

The purpose of the research in this priority area the SMS 2022 is to determine whether primary and secondary schools had employed General School Assistants and Education Assistants in any of the first three phases of the and to then focus on intakes relevant for 2022. In instances where schools employed these assistants, SMS sought to understand the overall perceptions of the BEEI; the tasks performed by the Education Assistants and the schools' (i.e., principals, teachers and HoDs); and perception around the usefulness of the Education Assistants.

Interviews were conducted with principals and educators.

Source: Principal interviews

Weight: School Weight

Verbatim formulation of questions:

PQ227. "In the past two years (from December 2020), did your school have any General Schools Assistants or Education Assistants that were employed as part of the Presidential Youth Employment Initiative (PYEI), also known as the Basic Education Employment Initiative (BEEI)? [1=Yes, 2=No]"

PQ228. "What is the total number of General Schools Assistants and Education Assistants CURRENTLY employed in your school in 2022?" [Numeric]

PQ234. "How many of the following assistants are CURRENTLY employed in your school as part of the PYEI (in 2022)?

[S1 Assistant - Curriculum, S2 Assistant - ICT/e-Cadres, S3 Assistant - Reading Champions, S4 Assistant - Child & Youth Care Worker, S5 Assistant - Handy person, S6 Assistant - Sports and Enrichment Agent] [Numeric for each category]

PQ238. "Do you think that the Department of Basic Education should continue with the Basic Education Employment Initiative (BEEI) to have Education Assistants employed at schools? [1=Yes, 2=No]"

Source: Educator interviews

Weight: School Weight

Verbatim formulation of questions:

EQ181/EQ119. “Please indicate which of the following assistants you worked with and if so, whether they were very helpful, somewhat helpful, or not helpful at all in supporting you to improve your teaching? [S1 Education assistant - Curriculum, S2 Education assistant - ICT/e-Cadres, S3 Education Assistant - Reading Champions] A1 Did not work with, A2 Not helpful, A3 Somewhat helpful, A4 Very helpful.”

EQ183/EQ121. “Which of the following tasks did the education assistants help you with? [S1 Assist with administrative tasks, S2 Assist with marking, S3 Assist learners with independent work, S4 Assist learners with group activities, S5 Organise classroom(s), S6 Teach a class, S7 Read aloud to learners, S8 Play mathematics games with learners, S9 Help make LTSMs (Learning and Teaching Support Material), S10 Play language games with learners] 1=Yes, 2=No”

EQ185/EQ124. “Did the assistants that you worked with, have the relevant skills for the TASKS that they carried out in your classroom? A1 Yes, most of them, A2 Some of them, A3, None of them, A4 Do not know]”

EQ186/EQ124a. “Do you think that the assistants that you worked with, received adequate training for this role? [A1 Yes, most of them, A2 Some of them, A3, None of them, A4 Do not know]”

EQ187/EQ125. “Do you think that the Department of Basic Education should continue with the Basic Education Employment Initiative (BEEI) to have education assistants employed at schools? [1=Yes, 2=No]”

1. Importance of priority area

The detail in this section provides the context and background to the Basic Education Employment Initiative (BEEI) implemented by the DBE. The information was collated from official government publications.¹⁷

In April 2020, President Cyril Ramaphosa announced a R100 billion fiscal stimulus package, which amongst other things, was meant to support job creation. This formed part of the Presidential Employment Stimulus Programme (PESP), which sought to address the devastating impact that COVID-19 had on the economy, and by extension, on jobs and livelihoods.

The BEEI forms part of the Presidential Youth Employment Initiative (PYEI). The DBE in collaboration with PEDs implemented Phase I of the Basic Education Employment Initiative (BEEI) from 1 December 2020 to 30 April 2021.

The BEEI forms part of Government’s priority interventions to expand public employment, creating decent jobs, reducing youth unemployment, alleviating poverty in communities, support livelihoods, and retaining existing jobs. It also responds to the economic impact of COVID-19 and seeks to support job creation and expand support for vulnerable households.

¹⁷ Closeout Report: Presidential Youth Employment Initiative (PYEI) implemented as the Basic Education Employment Initiative (BEEI). 01 December 2020 to 30 April 2021. [Report by the Department of Basic Education].

Basic Education Employment Initiative (BEEI): Minister’s Meeting – 20 November 2019. National Development Plan 2030. [PowerPoint Presentation]

The employment opportunities were specifically targeted at young people in South Africa, within the 18-35 age cohort. Through the BEEI, about 200 000 Education Assistants (EAs) and 100 000 General School Assistants (GSAs) were placed in public schools across the country.

The appointment of the youth assisted in addressing challenges in schools arising out of the COVID-19 outbreak in South Africa and the subsequent national lockdowns. EAs supported teachers in the classroom while GSAs assisted with maintaining the school infrastructure. School Governing Bodies (SGBs) managed the recruitment and appointment process and submitted the recommended/successful candidates for approval to the PED.

The DBE drafted an orientation manual for the schools to orientate the Assistants upon their resumption of duty. All assistants also had to be orientated towards the Standard Operating Procedures for the management of COVID-19 and the National School Safety Framework (NSSF). Over and above the compulsory orientation, successful candidates were provided with training in line with the roles they had been assigned in schools. An inventory of training programmes was drafted to guide implementation.

PEDs provided training in five key areas: Curriculum, Reading, Psychosocial Support, Information and Communication Technology (ICT) and Infrastructure. Among the category of GSAs were Reading Champions, eCadres, Child and Youth Care Workers (CYCW) and handymen. Training in curriculum was provided to the EAs. The DBE provided manuals to facilitate training in various areas.

2. Priority area definition and data collection

Structured interview schedule questions were formulated for administration with principals and teachers at schools.

These questions were direct and structured to produce straightforward responses about the General Schools Assistants (GSAs) and Education Assistants (EAs) employed by the school as part of Presidential Youth Employment Initiative (PYEI), also known as the Basic Education Employment Initiative (BEEI).

With the principal interview, the information centred on whether the school had employed any assistants since the inception of the BEEI in December 2020, the number of assistants employed, the category of assistants employed, and whether the DBE should continue with the BEEI.

With the teacher interviewers, the focus was on the engagement the teacher had with the assistants, assessment of how useful they were in a teaching context, how the assistant/s were assigned to them (if any), the tasks the assistant were assigned, whether the assistants had the relevant skills and training for the required tasks, and whether the DBE should continue with the BEEI.

The survey enables some comparison of the views of the principals versus that of the teachers around the BEEI initiative.

3. Status of priority area in 2022

In the past two years, from December 2020, 98% of primary and secondary schools combined, employed General School Assistants and Education Assistants, as shown in Figure P1.1 and Figure P1.2.

Schools in all the provinces had employment averages of over 90 percent. At quintile level, only schools at Quintile level 5 had below 90% with an 84% employment average of general school assistants and education assistants over the past two years.

Figure P1.1 Percentages of primary and secondary schools that employed General School Assistants and Education Assistants in the past two years by province, 2022

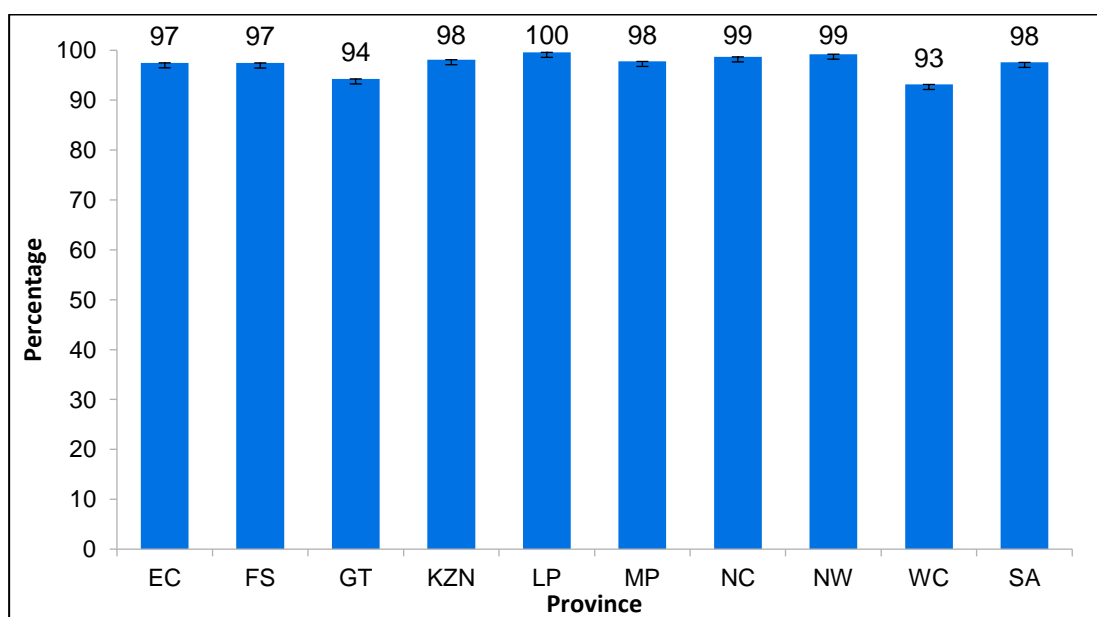


Figure P1.2 Percentages of primary and secondary schools that employed General School Assistants and Education Assistants in the past two years by quintile, 2022

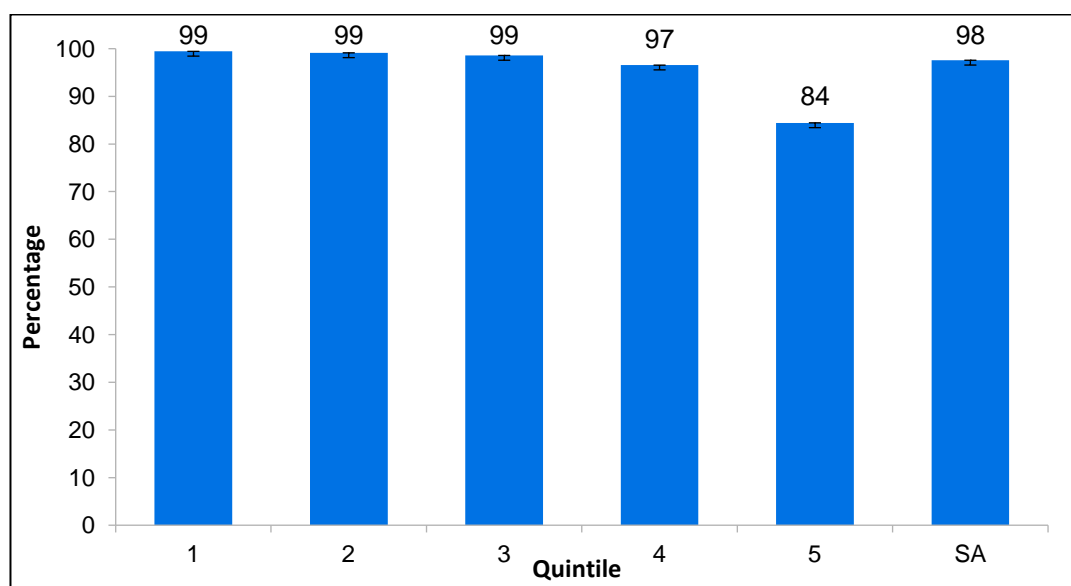


Table 62 shows the number of General School Assistants and Education Assistants currently employed at primary and secondary schools combined in 2022. This in all likelihood refers to employment in terms of Phase III of the BEEI/PYEI which commenced on 1st April 2022 (until 31st August 2022). Nationally, 62% of schools had employed one or more assistants in 2022.

Schools in the Western Cape (95%) and Limpopo Province (78%) had the highest percentage of employing assistants in 2022, followed by the Eastern Cape (69%) and Free State (64%). The North West had the lowest with 41% of schools employing assistants.

Most schools were more likely to employ between 1 and 15 assistants, with fewer schools employing 16 or more assistants. The Eastern Cape and Limpopo Province had the highest percentage of employing between 1-5 assistants and 6-10 assistants. The Free State had high percentages for employing between 16-20 assistants and 21-25 assistants.

It does appear that employing between 11-15 assistants is generally what most schools can deal with.

Table 62: Percentages of General School Assistants and Education Assistants currently employed at primary and secondary schools combined by province, 2022

Province	0 GSAs and EAs	1 - 5 GSAs and EAs	6 - 10 GSAs and EAs	11 - 15 GSAs and EAs	16 - 20 GSAs and EAs	21 - 25 GSAs and EAs	26 - 39 GSAs and EAs
	%	%	%	%	%	%	%
EC	31.5	37.6	24.9	4.7	1.3	0.0	0.0
FS	35.9	2.4	2.6	29.4	21.4	6.7	1.6
GT	50.3	6.2	4.6	5.1	11.4	11.1	11.3
KZ	49.1	8.2	10.6	29.8	1.7	.6	0.0
LP	22.4	33.2	27.0	15.0	2.4	0.0	0.0
MP	45.6	8.9	6.6	18.9	19.6	.4	0.0
NC	40.1	7.2	20.5	24.6	6.7	.9	0.0
NW	58.9	10.8	6.5	23.1	.8	0.0	0.0
WC	5.0	17.0	30.7	11.3	20.3	13.4	2.2
SA	37.8	19.2	16.5	17.1	5.9	2.3	1.2

Table 63 shows the number of General School Assistants and Education Assistants currently employed, at quintile level.

Quintile 4 schools had the highest percentage of employment at 70%, followed by Quintile 1 (67%) and Quintile 2 (61%). Schools in Quintiles 1, 2, 3 and 5 had a fair distribution of employing between 1-5, 6-10 and 11-15 assistants. Quintile 4 schools, in contrast, were able to stretch across 6-10, 11-15, and 16-20 assistants.

Table 63: Percentages of General School Assistants and Education Assistants currently employed at primary and secondary schools combined by province, 2022

Province	0 GSAs and EAs	1 - 5 GSAs and EAs	6 - 10 GSAs and EAs	11 - 15 GSAs and EAs	16 - 20 GSAs and EAs	21 - 25 GSAs and EAs	26 - 39 GSAs and EAs
	%	%	%	%	%	%	%
1	33.2	25.4	17.0	18.7	3.9	0.9	0.9
2	38.8	20.7	19.5	14.6	4.2	1.5	0.6
3	43.9	12.2	15.2	16.7	6.8	3.6	1.7
4	30.4	8.3	11.1	24.7	16.0	6.1	3.3
5	43.7	19.2	13.3	11.7	8.0	3.3	0.8
SA	37.8	19.2	16.5	17.1	5.9	2.3	1.2

Table 64 shows the tasks the education assistants, assisted educators with at provincial level.

The tasks which education assistants were most likely to assist educators with were: (i) assist learners with group activities (76%); (ii) administrative tasks (75%); (iii) organise classrooms (74%); and (iv) assist learners with independent work (74%). The activity which education assistants were least likely to be tasked with was to teach a class (22%).

Table 64: Percentages of tasks the Education Assistants assisted Educators by province, 2022

Tasks	EC	FS	GT	KZ	LP	MP	NC	NW	WC	SA
	%	%	%	%	%	%	%	%	%	%
Assist with administrative tasks	62.2	76.8	76.9	73.5	90.8	74.5	61.1	76.4	77.5	75.1
Assist with marking	63.2	38.1	36.5	70.3	63.3	63.1	26.0	29.5	14.1	54.5
Assist learners with independent work	73.0	69.1	62.8	78.7	78.6	75.4	67.2	79.9	57.0	73.6
Assist learners with group activities	75.8	71.4	67.1	81.6	83.1	73.6	63.5	79.5	57.3	76.0
Organise classroom(s)	72.3	72.9	67.7	74.1	86.6	74.6	52.5	76.7	59.4	73.9
Teach a class	35.9	19.2	9.7	23.9	26.7	15.2	13.2	9.0	4.7	21.7
Read aloud to learners	70.5	61.3	48.9	66.3	70.3	56.4	57.6	67.8	41.6	63.2
Play mathematics games with learners	45.4	42.0	38.5	45.0	45.7	43.3	37.1	41.7	33.2	43.0
Play language games with learners	55.2	47.0	44.1	53.7	56.3	47.9	43.7	51.9	32.3	50.9
Help make LTSMs	63.5	72.2	64.0	64.8	81.0	70.2	60.9	72.7	67.2	68.7

Table 65 shows the tasks the education assisted educators with at quintile level.

In addition to not assigning education assistants with ‘teaching a class’, educators at Quintile 4 and 5 schools also had the lowest percentages for assigning ‘assist with marking’ to education assistants.

Table 65: Percentages of tasks the Education Assistants assisted Educators by quintile, 2022

Instruments	1	2	3	4	5	SA
	%	%	%	%	%	%
Assist with administrative tasks	77.1	79.4	75.1	71.6	61.8	75.1
Assist with marking	64.8	64.7	50.0	35.1	24.7	54.5
Assist learners with independent work	80.3	80.8	72.0	62.0	49.4	73.6
Assist learners with group activities	83.6	81.0	75.8	62.4	52.8	76.0
Organise classroom(s)	82.3	82.1	73.5	59.3	41.9	73.9
Teach a class	28.0	26.4	17.1	7.8	13.3	21.7
Read aloud to learners	72.1	71.2	60.0	45.5	39.4	63.2
Play mathematics games with learners	43.8	50.8	45.0	33.6	25.3	43.0
Play language games with learners	52.4	59.9	53.7	36.2	30.7	50.9
Help make LTSMs	72.2	73.4	69.7	62.5	49.6	68.7

Only 33% of educators were of the view that ‘most’ of the education assistants had the relevant skills for the tasks they had to carry out in the classroom, as shown in Table 66 This perception was consistent across the provinces with percentages ranging between 29% and 40 percent.

Table 67 shows that the picture was similar at quintile level, with very little differentiation across the quintiles in terms of the view that ‘most’ of the education assistants had the relevant skills for the tasks they had to carry out in the classroom. Percentages ranged between 29% and 40%.

Table 66: Percentages of skills of the Education Assistants as per educator perception, by province, 2022

Province	Yes, most of them	Some of them	None of them	Do not know
	%	%	%	%
EC	29.4	49.4	6.9	14.3
FS	39.6	41.4	9.1	9.9
GT	35.8	42.9	8.1	13.2
KZ	35.3	49.8	8.0	6.9
LP	28.6	60.2	4.3	6.9
MP	34.3	47.4	8.1	10.1
NC	35.3	38.8	12.1	13.8
NW	32.9	51.3	7.1	8.7
WC	36.8	42.9	7.4	12.9
SA	33.1	49.6	7.2	10.0

Table 67: Percentage of the skills of the education assistants as per educators' perception, by quintile, 2022

Quintile	Yes, most of them	Some of them	None of them	Do not know
	%	%	%	%
1	29.4	58.1	6.1	6.3
2	36.1	51.2	4.8	7.9
3	34.9	46.6	7.5	11.1
4	32.8	40.5	12.5	14.1
5	33.3	34.7	11.3	20.7
SA	33.1	49.6	7.2	10.0

Only 27% of educators were of the view that 'most' of the education assistants had received adequate training for their role, as shown in Table 68. There was little differentiation across the provinces, with percentages ranging between 22% and 35 percent.

The perception was similar at quintile, as shown in Table 69, where percentages ranged between 22% and 30% about the adequacy of the training the education assistants had received to support educators in the classroom.

Table 68: Percentages of the training the education assistants had received as per educators' perception by province, 2022

Province	Yes, most of them	Some of them	None of them	Do not know
	%	%	%	%
EC	21.8	47.4	13.0	17.8
FS	29.1	36.7	19.0	15.2
GT	30.8	38.3	13.9	17.1
KZ	35.3	40.1	11.6	13.0
LP	22.6	51.9	11.7	13.8
MP	28.4	40.0	15.5	16.1
NC	25.0	33.1	20.1	21.8
NW	23.2	48.3	14.0	14.5
WC	22.2	39.7	16.4	21.7
SA	27.3	43.6	13.5	15.7

Table 69: Percentages of the training the education assistants had received as per educators' perception, by quintile, 2022

Quintile	Yes, most of them	Some of them	None of them	Do not know
	%	%	%	%
1	27.0	47.5	12.1	13.4
2	30.3	47.3	10.8	11.7
3	27.9	39.7	15.2	17.2
4	23.9	39.5	17.5	19.1
5	22.1	34.2	17.0	26.7
SA	27.3	43.6	13.5	15.7

Both principals and teachers were equally supportive of the view that the DBE ought to continue with the BEEI to have education assistants employed at schools, as can be seen in Figure P1.3 and P1.4.

The national average of principals was 93% and that of teachers 91% for the continuation of the BEEI. Although some provinces had slightly lower support, it was still in the upper 80% range.

At quintile level, Quintile 4 and 5 schools, were less supportive of the continuation of the BEEI, with 77% of principals at Quintile level in support.

Figure P1.3 Percentage of principals and teachers in all schools who agree with the continuation of the BEEI by province, 2022

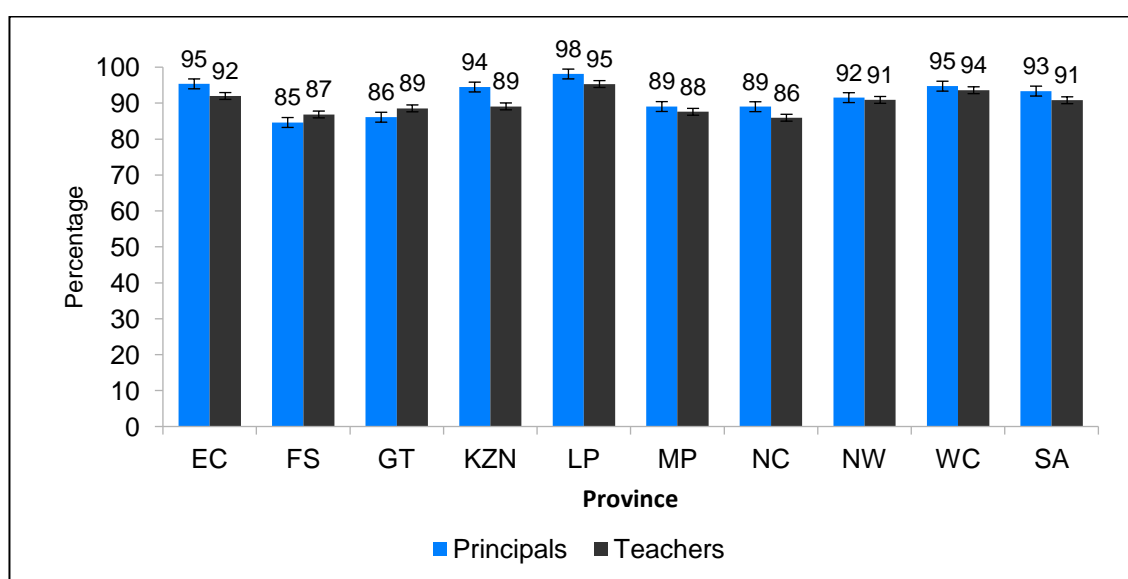
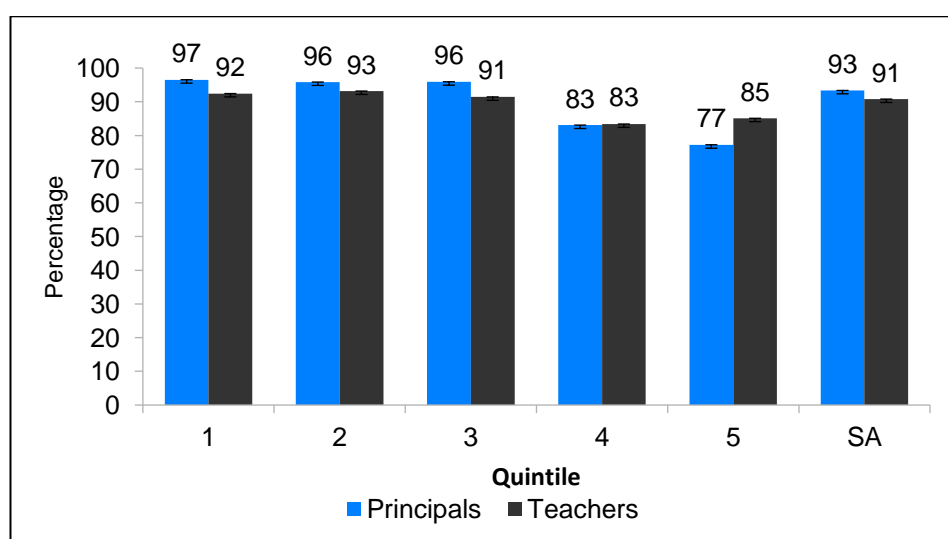


Figure P1.4 Percentage of principals and teachers in all schools who agree with the continuation of the BEEI by quintile, 2022



4. Summary

Schools in all the provinces had employment averages of over 90% of the employment of general school assistants and education assistants over the past two years. Only schools at Quintile level 5 had below 90% with an 84% employment average.

Nationally, 62% of schools had employed one or more general school assistants and education assistants in 2022. Schools in the Western Cape and Limpopo Province had the highest percentage of employing assistants in 2022 (95% and 78%). The North West had the lowest with 41% of schools employing assistants.

Most schools were more likely to employ between 1 and 15 assistants, with fewer schools employing more than 15 assistants.

The tasks that education assistants were most likely to assist educators with included assisting learners with group activities, administrative tasks, organising classrooms, and assisting learners with independent work. The activity that education assistants were least likely to be tasked with was to teach a class.

Only 33% of educators were of the view that ‘most’ of the education assistants had the relevant *skills* for the tasks they had to carry out in the classroom and 27% of educators were of the view that ‘most’ of the education assistants had received adequate *training* for their role. This perception was consistent across the provinces in the former and little differentiation in the latter. Both principals (93%) and teachers (91%) were unwaveringly supportive of the view that the DBE should continue with the BEEI to have education assistants employed at schools.

Priority Area 2: Reading

Fact Sheet

In the SMS 2022, Grade 3 teachers interviewed were asked to respond to a number of questions of their experiences and views regarding home language reading at their school. The questions covered availability of daily lesson plans, a classroom library/reading corner in their classroom, the number of books in the classroom library/reading corner, the tools teachers use to assess learners' reading ability, and the reading programmes teachers participate in.

Source: Grade 3 Educator interviews

Weight: School Weight

Verbatim formulation of questions:

EQ189. "Do you have access to detailed daily HOME LANGUAGE lesson plans? [1=Yes, 2=No]"

EQ192. "How useful do you find these lesson plans? [A1=Not Useful, A2=Somewhat Useful, A3=Very Useful]"

EQ197. "Do you have a classroom library/reading corner in your classroom and are books available for learners to read? [1=Yes, 2=No]"

EQ198. "Indicate MORE OR LESS how many books you have in the classroom library/reading corner? [A1=0-25 books, A2=26-50 books, A3=51-75 books, A4=76-100 books, A5=More than 100 books]"

EQ201. "Indicate which of the following instruments you use to assess learners' level of reading ability? S1 A rubric provided by DBE, S2 A rubric developed by the school, S3 A rubric developed by myself, S4 A checklist, S5 A rating scale, S6 A vocabulary test, S7 A word counter scale, S8 EGRA (Early Grade Reading Assessment) [1=Yes, 2=No]"

EQ205. "Which of the following reading-related programmes do YOU participate in, and how useful did you find these programmes for improving reading amongst your learners? S1 Drop everything and read, S2 PSRIP (Primary School Reading Improvement Programme), S3 Other [1=Did not participate, 2=Not useful, 3=Somewhat useful, 4=Very Useful]"

1. Importance of priority area

In the Foreword, by the Minister of Basic Education, to the Action Plan to 2024 (DBE, 2020g), the foundational skills of numeracy and literacy, especially reading" are among the six priorities identified by the Council of Education Ministers (CEM).

The current Action Plan has added early grade reading as a key area of innovation. It refers to the Curriculum and Assessment Policy Statement (CAPS) and the recognition "that there is a critical need to provide Foundation Phase teachers with better guidance and materials to help

them teach reading properly” as reading is poorly taught in the early grades (DBE, 2020g, pp. 23-24).

The DBE, along with partner organisations, has undertaken research to produce South Africa-specific knowledge about early grade reading. The research project, known as the Early Grade Reading Study (EGRS) aims to build evidence about what works to improve the learning and teaching of early grade reading in South African schools.

The EGRS is linked to the DBE’s vision and mission by focussing on Goal 1 and 16 of the Action Plan to 2024:

- Goal 1: Increase the number of learners in Grade 3 who, by the end of the year, have mastered the minimum language and numeracy competencies for Grade 3.
- Goal 16: Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.

Peter Rule, interviewed in an article on the crisis of reading in South Africa¹⁸ by Inside Education, adds another perspective to the reading challenge:

"The emphasis is on reading aloud, fluency, accuracy and correct pronunciation. There is very little emphasis on reading comprehension and actually making sense of the written word. If you were to stop the children and ask them what the story is about, many would look at you blankly. Pronunciation, accuracy, and fluency are important in reading. But they have no value without comprehension. Countries around the world are paying increasing attention to reading comprehension, as indicated by improving results in international literacy tests."

Rule identifies the following areas to improve the situation:

1. The first is to get reading education in pre-service teacher training right. Universities need to teach reading as a process that involves decoding and understanding text in its context, not just as a “mechanical skill”.
2. The second “fix” concerns in-service training. The Department of Basic Education has a crucial role to play here. Teachers need to reflect on how they themselves were taught to read and to understand the shortcomings of an oratorical approach.
3. The school environment is also crucial. According to the PIRLS interviews with principals, 62% of South African primary schools do not have school libraries.
4. Schools should develop strategies such as Drop Everything and Read slots in the timetable, library corners in classrooms, prizes for reading a target number of books and writing about them, and creating learners’ reading clubs. Learners can draw on local oral traditions by gathering stories from elders, writing them and reading them to others.
5. Finally, the home environment is vital. The PIRLS research showed that children with parents who read, and especially read to them, do better at reading. Our research found that children with parents who attended adult classes were highly motivated to learn and read with their parents.

¹⁸ Mmadifedile Mofokeng (July 11, 2021). South Africa has a reading crisis: why, and what can be done about it. Source: <https://insideeducation.co.za/2021/07/11/south-africa-has-a-reading-crisis-why-and-what-can-be-done-about-it/>

2. Priority area definition and data collection

The questions relating to reading formed part of the Grade 3 Educators Interview schedule. These questions were direct and mostly structured to produce straightforward yes/no responses and/or rating scale questions to measure perceptions.

The primary focus of the questions was about home language reading at the school directed to the Grade 3 educator selected for the survey. Information gathered concerned access to daily lesson plans, the provider of these lesson plans, the usefulness of these plans, whether the teacher had a classroom library in their class, the number of books in their classroom library, instruments use to assess learners' level of reading ability, and participation in and usefulness of reading related programmes in which the teachers participated.

3. Status of priority area in 2022

The national average for Grade 3 teachers at primary schools having access to daily home language lessons at provincial level is 92%, as shown in Figure P2.1.

Grade 3 teachers across all the provinces reported having access to daily home language lessons with seven of provinces above the national average of 92%, and KwaZulu-Natal and Mpumalanga at 90 percent.

The results at quintile level are shown in Figure P2.2. Quintile 3 (96%) and Quintile 5 schools were above the national average.

Figure P2.1 Percentages of Grade 3 teachers at primary schools having access to daily home language lesson plans by province, 2022

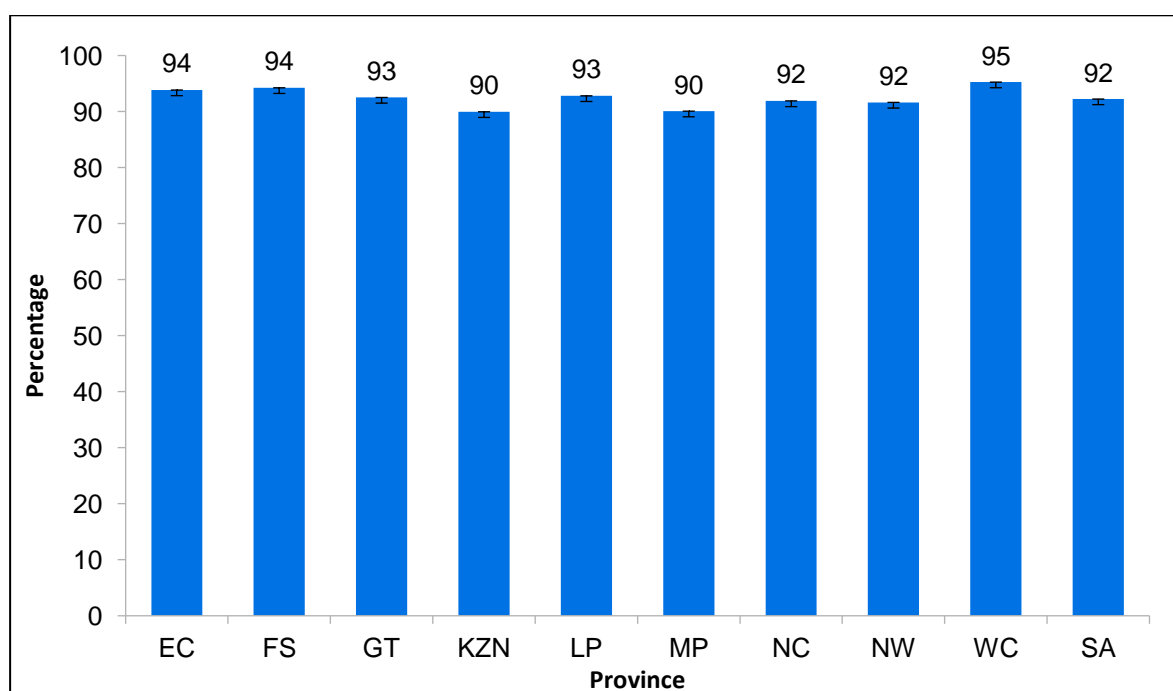


Figure P2.2 Percentages of Grade 3 teachers at primary schools having access to daily home language lesson plans by quintile, 2022

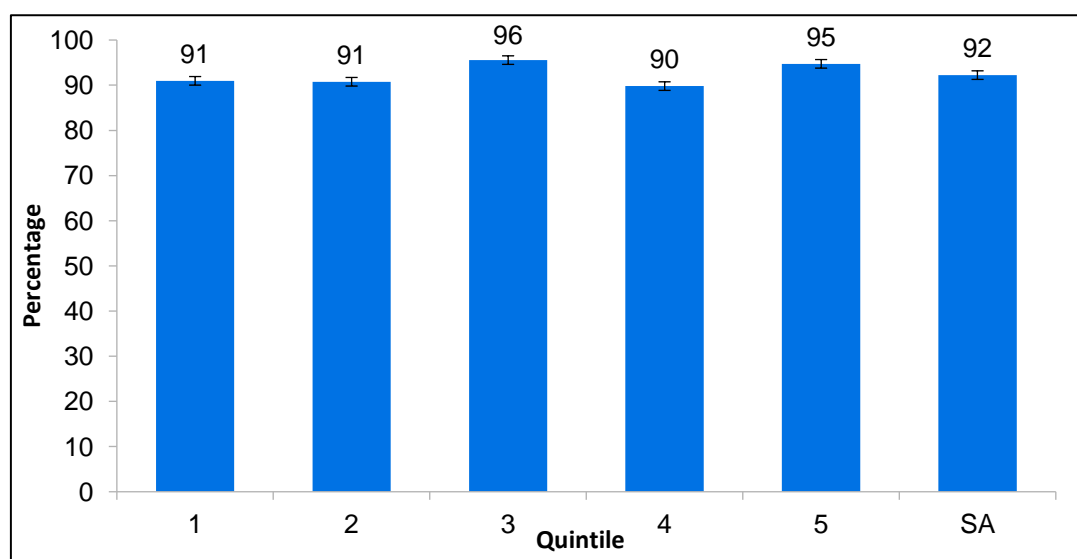


Table 70 indicates who provided Grade 3 teachers with daily home language daily lesson plans. There were two primary sources of these plans: the DBE (61%) and teachers developing their own lesson plans (34%).

About 70% of Grade 3 teachers in schools in the Eastern Cape, KwaZulu-Natal and Limpopo stated the DBE as the provider of the daily lesson plans, whereas 60% of teachers in the Free State stated they developed their own lesson plans. For the other provinces it is about a 50/50 split between ‘developing their own lesson plans and plans from the DBE.

Table 70: Grade 3 teachers’ source of daily home language daily lesson plans by province, 2022.

Province	I developed my own lesson plans	DBE	NGOs /Universities	Commercial Providers	Others
	%	%	%	%	%
EC	24.4	70.7	3.0	0.4	1.4
FS	60.0	39.0	0.5	0.0	0.5
GT	48.9	47.9	0.6	0.9	1.7
KZ	24.8	69.2	2.7	2.3	1.1
LP	22.4	73.3	0.6	0.5	3.3
MP	48.0	42.4	7.1	2.0	0.4
NC	52.9	44.9	0.9	0.5	0.8
NW	48.6	36.5	12.5	0.0	2.4
WC	37.1	59.6	0.7	0.8	1.8
SA	33.8	60.7	2.9	1.0	1.6

Table 71 indicates who provided Grade 3 teachers with daily home language daily lesson plans at quintile level. A greater percentage of Grade 3 teachers at Quintile 1 to 3 level schools stated the DBE as the provider of the lesson plans, averaging over 60 percent. For teachers at Quintile 4 and 5 level schools, there is about a 50/50 split between ‘developing their own lesson plans’ and plans from the DBE.

Table 71: Grade 3 teachers' source of daily home language daily lesson plans by quintile, 2022

Quintile	I developed my own lesson plans	DBE	NGOs /Universities	Commercial Providers	Others
	%	%	%	%	%
1	34.0	60.3	3.4	0.0	2.4
2	32.6	62.2	3.8	0.1	1.3
3	26.9	69.3	2.9	0.7	0.2
4	43.6	52.1	2.2	0.3	1.8
5	42.9	46.5	0.1	7.3	3.1
SA	33.8	60.7	2.9	1.0	1.6

The prevailing view was that the Grade 3 teachers found the daily lesson plans 'very useful' (79%) with some variations across provinces, but all within or above the 70% range. The trend was fairly similar at quintile level, as shown in Table 73.

Table 72: Grade 3 teachers' views on the usefulness of the daily lesson plans, by province, 2022

Province	Not Useful	Somewhat Useful	Very Useful
	%	%	%
EC	0.90	23.2	75.9
FS	1.04	14.9	84.0
GT	0.80	21.5	77.7
KZ	0.00	25.3	74.7
LP	0.00	17.5	82.5
MP	0.86	13.2	86.0
NC	0.00	30.0	70.0
NW	0.57	13.4	86.1
WC	1.25	22.3	76.5
SA	0.52	20.9	78.6

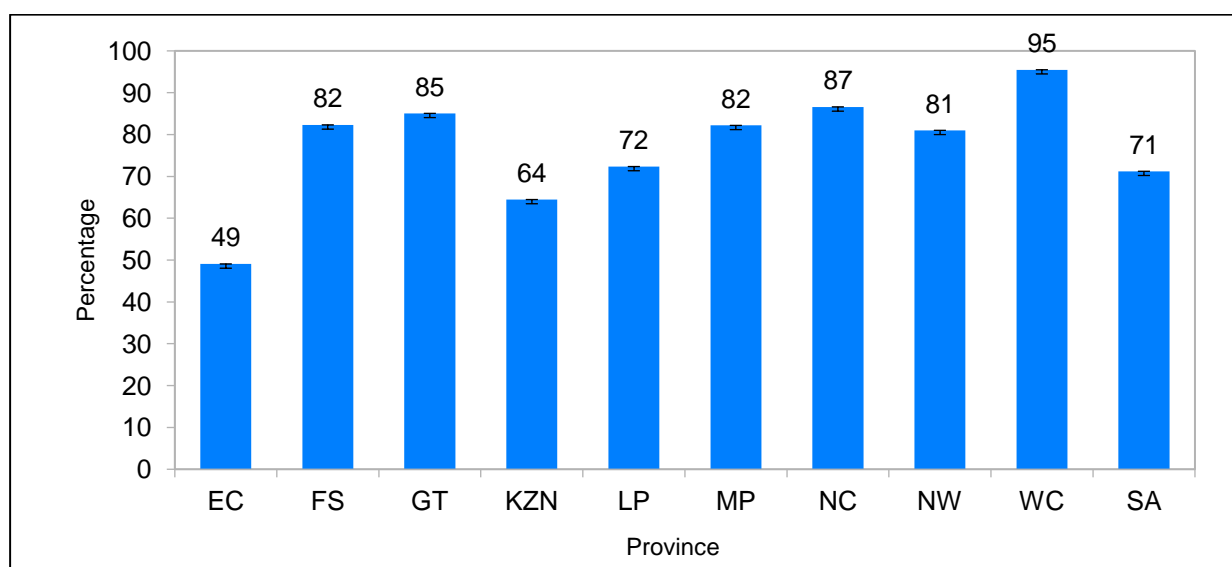
Table 73: Grade 3 teachers' views on the usefulness of daily lesson plans by quintile, 2022

Quintile	Not Useful	Somewhat Useful	Very Useful
	%	%	%
1	0.37	20.7	78.9
2	0.06	24.8	75.1
3	1.25	17.6	81.2
4	0.26	23.8	76.0
5	0.72	16.5	82.7
SA	0.52	20.9	78.6

About 71% of Grade 3 teachers stated that they had a classroom library or reading corner in their classroom, as shown in Figure P 2.3.

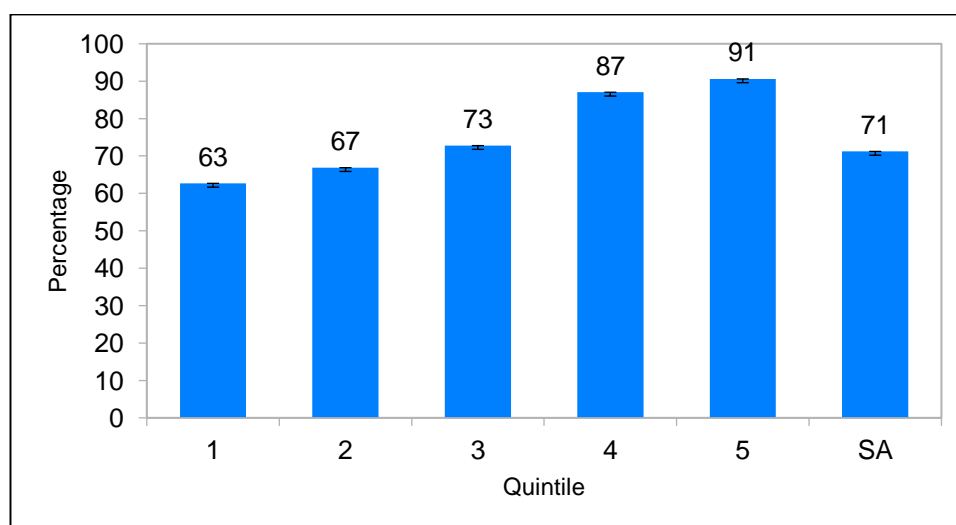
Seven of the provinces were above the national average, and the Western Cape reported the highest percentage at 95 percent. The Eastern Cape (at 49%) and KwaZulu-Natal (at 64%) were the lowest.

Figure P2.3 Percentages of Grade 3 teachers with a classroom library or a reading corner in their classroom by province, 2022



At quintile level, as shown in Figure PA2.4, Grade 3 teachers at Quintile 4 (at 87%) and 5 (at 91%) schools, reported the highest percentage of the presence of a classroom library or reading corner in their classrooms.

Figure P2.4 Percentages of Grade 3 teachers with a classroom library or a reading corner in their classroom by quintile, 2022



The number of books in the classroom library/reading corner varied considerably, as shown in Table 73. The general trend was that there was a higher proportion of a smaller number of books and a lower proportion of a larger number of books. On average, 28% of Grade 3 teachers

mentioned that there were 0-25 books in the classroom library and 27% reported that there were 26-50 books. The remaining 45% indicated having quantities ranging from 51-75 books, 76-100 books, to more than 100 books. Classroom libraries of Grade 3 teachers in Gauteng had the largest number of books, followed by the Western Cape and the North West. KwaZulu-Natal had the smallest number of books.

Table 74: Percentage Grade 3 teachers with the number of books in their classroom library/reading corner by province, 2022

Province	0 - 25 Books	26 - 50 Books	51 - 75 Books	76 - 100 Books	> 100 Books
	%	%	%	%	%
EC	39.6	22.2	10.4	16.8	10.9
FS	22.9	37.2	15.9	17.2	6.8
GT	9.7	15.8	22.2	23.4	28.9
KZ	31.5	39.4	11.3	9.7	8.1
LP	44.1	22.0	14.6	9.8	9.5
MP	34.0	28.0	18.9	11.1	8.0
NC	29.9	27.0	13.1	13.4	16.7
NW	18.5	24.1	20.2	19.8	17.3
WC	9.7	24.3	25.8	18.3	22.0
SA	28.2	26.9	16.3	14.8	13.7

Table 75 shows that classroom libraries of Grade Three teachers at quintile 3-5 schools, had a slightly larger number of books.

Table 75: Percentage Grade 3 teachers with the number of books in their classroom library/reading corner by quintile, 2022

Quintile	0 - 25 Books	26 - 50 Books	51 - 75 Books	76 - 100 Books	> 100 Books
	%	%	%	%	%
1	34.6	25.1	17.5	11.6	11.2
2	29.3	28.2	16.6	14.2	11.6
3	28.2	26.5	16.8	13.9	14.6
4	17.7	30.6	12.8	19.8	19.2
5	22.1	25.9	15.4	19.7	16.9
SA	28.2	26.9	16.3	14.8	13.7

Table 76 (provincial level) and Table 77 (quintile level) shows the number of instruments used by Grade 3 teachers to assess learners' level of reading ability. On average, about 72% of teachers used 6-8 instruments.

Table 76: Number of instruments used by Grade 3 teachers to assess learners' level of reading ability by province, 2022

Province	0 - 3 Instruments	4 - 5 Instruments	6 - 8 Instruments
	%	%	%
EC	6.1	23.5	70.4
FS	7.3	26.3	66.4
GT	3.6	22.2	74.2
KZ	13.4	22.9	63.6
LP	7.2	16.7	76.1
MP	6.5	17.5	76.0
NC	4.9	17.2	78.0
NW	3.1	13.3	83.6
WC	7.9	17.4	74.6
SA	7.7	20.5	71.8

Table 77: Number of instruments used by Grade 3 teachers to assess learners' level of reading ability by quintile, 2022

Province	0 - 3 Instruments	4 - 5 Instruments	6 - 8 Instruments
	%	%	%
1	9.4	22.6	68.1
2	7.2	20.7	72.0
3	5.4	14.5	80.1
4	2.9	23.3	73.7
5	13.6	24.0	62.5
SA	7.7	20.5	71.8

The range of instruments used by Grade 3 teachers to assess learners' level of reading ability is shown in Table 78. The instruments with the lowest percentage of use were A rubric developed by the school' (60%) and 'A word counter scale' (67%).

Table 78: Instruments used by Grade 3 teachers to assess learners' level of reading ability by province, 2022

Instruments	EC	FS	GT	KZ	LP	MP	NC	NW	WC	SA
	%	%	%	%	%	%	%	%	%	%
A rubric provided by DBE	86.7	83.1	72.5	90.0	91.3	74.8	89.6	89.7	69.3	84.5
A rubric developed by the school	53.8	56.2	72.2	54.4	65.9	63.7	60.3	58.2	68.8	60.3
A rubric developed by myself	83.4	81.0	82.1	60.9	82.6	88.8	78.3	86.7	82.1	78.0
A checklist	91.4	90.6	88.7	84.8	83.4	91.5	91.7	95.4	85.7	88.1
A rating scale	84.9	59.2	81.0	72.0	82.4	82.6	79.6	72.1	73.5	77.7
A vocabulary test	87.4	90.0	89.1	87.5	86.7	88.8	84.6	93.7	91.4	88.4
A word counter scale	58.5	63.4	72.5	61.6	73.4	75.9	73.5	84.0	61.9	67.1
EGRA (Early Grade Reading Assessment)	72.2	92.0	85.9	78.3	80.8	82.0	91.7	93.2	96.6	82.0

Table 79 shows the range of instruments used by Grade 3 teachers to assess learners' level of reading ability for each quintile level. Grade 3 teachers at Quintile 5 schools also reported a lower usage of 'A rubric provided by DBE' (65%) in addition to 'A rubric developed by the school' (68%) and 'A word counter scale' (68%).

Table 79: Instruments used by Grade 3 teachers to assess learners' level of reading ability by quintile, 2022

Instruments	1	2	3	4	5	SA
	%	%	%	%	%	%
A rubric provided by DBE	90.4	88.4	85.2	73.6	65.1	84.5
A rubric developed by the school	54.5	58.9	64.6	65.5	67.8	60.3
A rubric developed by myself	73.4	79.1	81.0	80.4	80.9	78.0
A checklist	89.6	87.8	89.2	92.0	78.4	88.1
A rating scale	69.5	82.6	82.3	79.5	78.4	77.7
A vocabulary test	87.4	88.1	90.1	97.0	81.2	88.4
A word counter scale	63.5	66.1	73.3	66.3	67.6	67.1
EGRA (Early Grade Reading Assessment)	80.5	79.1	85.8	84.5	83.7	82.0

Table 80 shows the reading programmes in which Grade 3 teachers participated. The results are reported separately for 'Drop everything and read' programme and the 'Primary School Reading Improvement Programme' (PSRIP).

The table is further structured in two parts: the first part reports the percentage of teachers that did not participate in a programme. The second part, based on the sample that did participate, are the Grade 3 teachers' perception of the usefulness of the specific reading programme in which they participated.

About 16% of Grade 3 teachers did not participate in the 'Drop everything and read' programme. The Western Cape, with 52%, had the highest number of teachers that did not participate in the programme. About 67% of teachers rated the 'Drop everything and read' programme as 'very useful'. Seventy-nine (79%) percent of Limpopo Province teachers found

the programme ‘very useful’, whereas 56% of Western Cape teachers found it ‘somewhat useful.’

About 23% of Grade 3 teachers did not participate in the ‘Primary School Reading Improvement Programme’ (PSRIP). The Western Cape, with 43%, had the highest number of teachers that did not participate in the programme, followed by the Northern Cape with 39 percent. About 67% of teachers rated the ‘Primary School Reading Improvement Programme’ as ‘very useful’. Seventy-six (76%) percent of Eastern Cape teachers found the programme ‘very useful’, whereas 55% of Northern Cape teachers found it ‘somewhat useful’.

Table 80: Reading programmes Grade 3 teachers participate in by province, 2022

Province	Drop everything and read				Primary School Reading Improvement Programme (PSRIP)			
	Did not participate	Not useful	Somewhat useful	Very Useful	Did not participate	Not useful	Somewhat useful	Very Useful
	%	%	%	%	%	%	%	%
EC	14.4	3.7	21.0	75.4	24.9	2.5	21.9	75.6
FS	11.4	2.8	24.5	72.6	18.0	3.0	27.9	69.1
GT	5.5	2.6	22.7	74.7	18.6	5.9	21.6	72.5
KZ	15.5	1.9	44.8	53.3	24.8	1.4	40.4	58.2
LP	14.3	1.2	20.0	78.8	11.7	1.9	28.5	69.6
MP	18.5	2.5	24.9	72.6	12.1	2.7	24.6	72.6
NC	25.1	6.5	48.4	45.1	39.3	3.8	55.0	41.2
NW	3.6	2.2	27.9	69.9	29.2	2.7	22.7	74.6
WC	52.1	9.4	56.3	34.3	43.4	2.1	53.3	44.6
SA	16.3	2.8	30.0	67.2	22.9	2.6	30.5	67.0

Table 81 shows the reading programmes Grade 3 teachers participated in at quintile level.

Grade 3 teachers at Quintile 1 to 3 schools gave higher ratings for the ‘Drop everything and read’ programme, ranging from 65% to 74% for finding the programme ‘very useful’. In contrast, 44% of teachers at Quintile 4 to 5 schools found the programme ‘somewhat useful’.

A similar trend appeared for the ‘Primary School Reading Improvement Programme’ with higher ratings by teachers at Quintile 1 to 3 schools, ranging from 68% to 76% for finding the programme ‘very useful’.

Table 81: Reading programmes Grade 3 teachers participate in by quintile, 2022

Quintile	Drop everything and read				Primary School Reading Improvement Programme (PSRIP)			
	Did not participate	Not useful	Somewhat useful	Very Useful	Did not participate	Not useful	Somewhat useful	Very Useful
	%	%	%	%	%	%	%	%
1	18.2	2.2	26.6	71.2	21.1	2.5	29.8	67.7
2	9.2	1.7	24.1	74.2	16.9	1.3	29.8	68.9
3	15.8	3.9	31.4	64.7	23.5	1.8	22.1	76.1
4	20.7	3.8	43.7	52.5	30.8	1.1	43.9	55.0
5	26.3	4.8	43.8	51.5	35.6	10.4	44.0	45.6
SA	16.3	2.8	30.0	67.2	22.9	2.6	30.5	67.0

4. Summary

Approximately 92% of Grade 3 teachers at primary schools have access to daily home language lessons. The primary sources of the daily lesson plans were the DBE (61%) and teachers developing their own lesson plans (34%).

About 70% of Grade 3 teachers in schools in the Eastern Cape, KwaZulu-Natal and Limpopo stated the DBE as the provider of the daily lesson plans. A greater percentage of teachers at Quintile 1 to 3 level schools stated the DBE as the provider of the lesson plans, averaging above 60 percent. For teachers at Quintile 4 and 5 level schools, it is about a 50/50 split between 'developing their own lesson plans' and plans from the 'DBE'.

About 79% of the Grade 3 teachers found the daily lesson plans 'very useful' with some variations across provinces, but within the 70+% range for 'very useful'.

About 71% of Grade 3 teachers stated that they had a classroom library or reading corner in their classroom. Seven of the provinces were above the national average, with the Western Cape reporting the highest percentage at 95 percent. The Eastern Cape (at 49%) and KwaZulu-Natal (at 64%) were the lowest. Grade 3 teachers at Quintile 4 (at 87%) and 5 (at 91%) schools, reported the highest percentage of the presence of a classroom library or reading corner in their classrooms.

The number of books in the classroom library/reading corner varied considerably. The general trend, however, was that there was a higher proportion of a smaller number of books and a lower proportion of a larger number of books.

On average, 28% of Grade 3 teachers stated that there were 0-25 books and 27% stated that there were 26-50 books. The classroom libraries of Grade 3 teachers in Gauteng had the largest number of books, followed by the Western Cape and the North West. KwaZulu-Natal had the smallest number of books. Grade 3 teachers at Quintile 3-5 schools, had a slightly larger number of books.

On average, about 72% of Grade 3 teachers used 6-8 instruments to assess learners' level of reading ability. The instruments with the lowest percentage of use were 'a rubric developed by the school' (60%) and 'a word counter scale' (67%).

In terms of reading programmes, about 16% of Grade 3 teachers did not participate in the 'Drop everything and read' programme. The Western Cape, with 52%, had the highest number of teachers that did not participate in the programme. About 67% of teachers rated the 'Drop everything and read' programme as 'very useful'.

About 23% of Grade 3 teachers did not participate in the 'Primary School Reading Improvement Programme' (PSRIP). The Western Cape again had the highest number of teachers that did not participate in the programme (with 43%), followed by the Northern Cape with 39 percent. About 67% of teachers rated the 'Primary School Reading Improvement Programme' as 'very useful'.

Priority Area 3: History as a subject taught in schools

Fact Sheet

History as a subject taught in schools and Decolonisation of the curriculum

Source Documents: Report of the History Ministerial Task Team

For this priority area, information was obtained from FET teachers as well as principals regarding the teaching of history and their views on whether history should be made compulsory. In addition, participants were also asked to share their views about decolonising the curriculum.

Source: Grades 6, 9, and 12 educators

Weight: School Weight

Verbatim formulation of questions:

PQ249. Does your school provide History as a subject at the FET Phase?
[1=Yes, 2=No]

PQ250. How many learners at your school, are enrolled to study History in Grade 10, 11 and 12?

PQ251. How many qualified History teachers does your school have available to teach history?

PQ252. Do you think History should be compulsory subject for Grades 10 to 12?
[1=Yes, 2=No]

Q253. Which ONE of the following changes do YOU think would be most beneficial for South African education?

S1 Making history compulsory as a subject for all learners

S 2 Revising the content of the current History curriculum

S3 Increasing the use of African languages as languages of instruction beyond the Foundation

PQ254. Many education experts have indicated that Decolonising the Curriculum is important for improving learning and teaching in South African schools. To what extent do you agree with this view? Do you agree, strongly agree, disagree or strongly agree? Or are you not aware of this debate?

A 1 I am not aware of this debate

A 2 Strongly Agree

A 3 Agree

A 4 Disagree

A 5 Strongly Disagree

EQ128. Please indicate the extent to which you agree or disagree with the following statements.

S 1 Issues of decolonisation should be taught at school for all learners in all grades (including FET phase)

S 2 Decolonising the curriculum in South Africa can help address key challenges in the country.

S 3 The decolonisation of the curriculum can address how issues of inequality in South Africa are understood.

1. Importance of priority area

It was during the 2015/2016 Budget Speech that the desirability of making the teaching of History as a compulsory subject for all learners was first mooted. This was because many in the public were concerned that history was not a subject that was compulsory at the FET band, yet the country sought to focus more closely on how to advance the ideals of a democratic South Africa through fostering better social understanding and social cohesion. Many felt History could be a critical subject to advance this goal. The DBE subsequently set up the History Ministerial Task Team (MTT) in 2015 that provided a 151-page report in 2018 on whether history should be made a compulsory subject taught in schools, more specifically at the FET phase, given that History was already a compulsory-taught component of social sciences in the Grade 1-9 phases. The History MTT was tasked with exploring the implications, and international lessons that could be applied, of making History a compulsory subject for all school learners, and what the financial, infrastructural and human resource implications could be in designating it as such.

The MTT recommended in 2018 that history be made a compulsory subject in *all schools* as part of the overall focus on decolonising the school curriculum, and as part of enabling learners to become more active and critical citizens by being able to engage critically with the influence and impact of colonialism, apartheid, and the liberation struggle on their lives. The MTT made this recommendation, keeping in mind the greater goal to empower young South Africans with values, attitudes and behaviours that could better contribute to nation-building, social cohesion and national reconciliation, and that would embed a body of knowledge that would enable the 21st century generation with the skills to comprehend how they become both national and global citizens.

A key focus was also on emphasising the role of history teaching in the development of learning skills such as writing, comprehension, interpretation, synthesis, problem-solving and analysis when engaging with areas of life that are contentious, understood differently, and tied to different life experiences and contexts.

Through this process, it was recommended that should history be made compulsory at the grade 10-12 phase, and that all the various contextual factors and concerns be carefully considered, including issues of capacity, teacher training, curriculum content, textbook alignment, school planning, and budgetary and cost implications. A further recommendation was for a phased approach that allowed for teachers to be (re)trained, and for history to be introduced as compulsory at FET phase after five years of careful planning. Two final points from the MTT report are important here. Firstly, while the MTT acknowledged that the CAPS curriculum had serious limitations and needed to be strengthened, it recommended that a better synergy be sought between the CAPS focus on content and the previous RNCS/NCS focus on teaching approaches. This focus on content and teaching approach has significant implications for the decolonisation of curriculum drive. Secondly, the MTT noted that Africa-centredness needed to become the standard principle when revisiting the content of the curriculum. It is this latter

point that feeds into the current focus on the decolonisation of History as a subject taught in schools.

2. Priority area definition and data collection

Based on the importance of the indicators, information obtained for this Priority Area sought to obtain views and perceptions of teachers, primarily from secondary schools regarding:

- the current status of History in secondary schools;
- making history as a compulsory subject in the FET phase given that it is already taught until Grade 9;
- on the importance of decolonising the curriculum; and
- their knowledge and understanding of the decolonisation of the curriculum debate and the importance thereof.

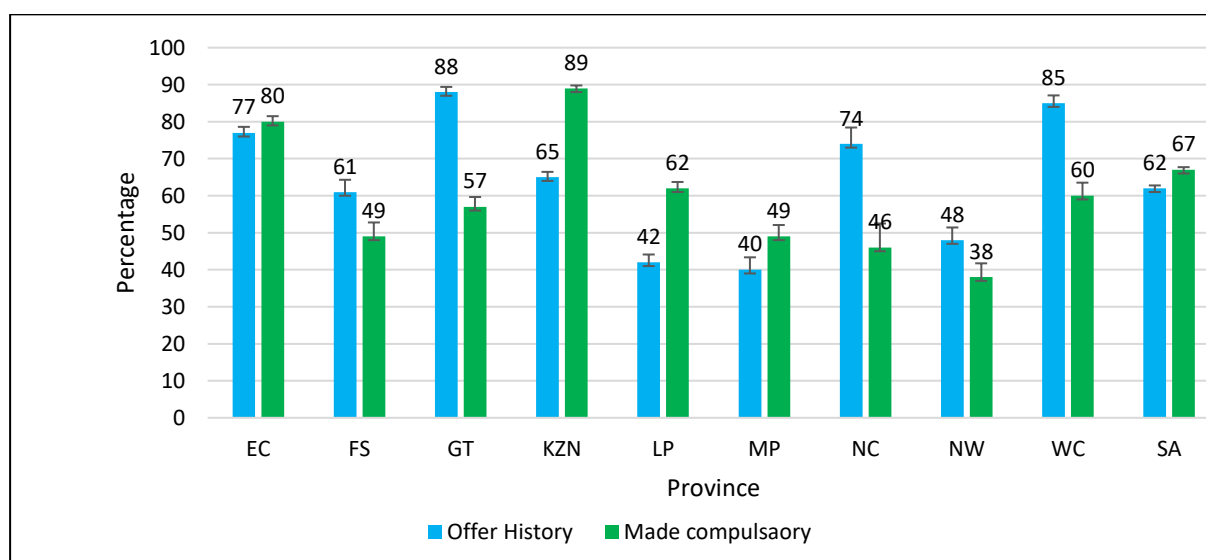
3. Status of Priority Area

Figure P3.1 shows that 62% of schools offer history at the FET phase and 67% of principals express the view that History should be a compulsory subject for Grades 10 to 12. Gauteng (88%), the Western Cape (85%), the Eastern Cape (77%) and the Northern Cape (74%) have the highest proportions of schools that offer history. Limpopo, Mpumalanga and the North West have the lowest proportions of schools that offer history, all under 50 percent.

The view that History should be made a compulsory subject at FET phase does not enjoy strong support. The strongest support comes from principals in the Eastern Cape (80%) and KwaZulu-Natal (89%), with the next strongest support at 62% from Limpopo Province.

Only the Eastern Cape has a strong association between offering History and support for History being a compulsory subject at FET phase (77% vs. 80%). In contrast, schools with the highest percentage that offer history, express much weaker support for History to be made a compulsory, for example, Gauteng (88% vs. 57%), Northern Cape (74% vs. 46%) and the Western Cape (85% vs. 60%).

Figure P3.1 Percentage of secondary schools that offer History and principals that feel History should be made a compulsory subject by province, 2022



There is an inverse relationship at quintile level, between schools that offer History and principals that support history being made a compulsory subject, as can be seen in Figure P3.2.

Quintile 1 and 2 schools have lower proportions of offering History at their schools, but stronger levels of support for History being made a compulsory subject. In contrast, Quintile 4 and 5 schools have higher proportions of offering History being made a compulsory subject.

Figure P3.2 Percentage of secondary schools that offer History and principals that feel History should be made a compulsory subject by quintile, 2022

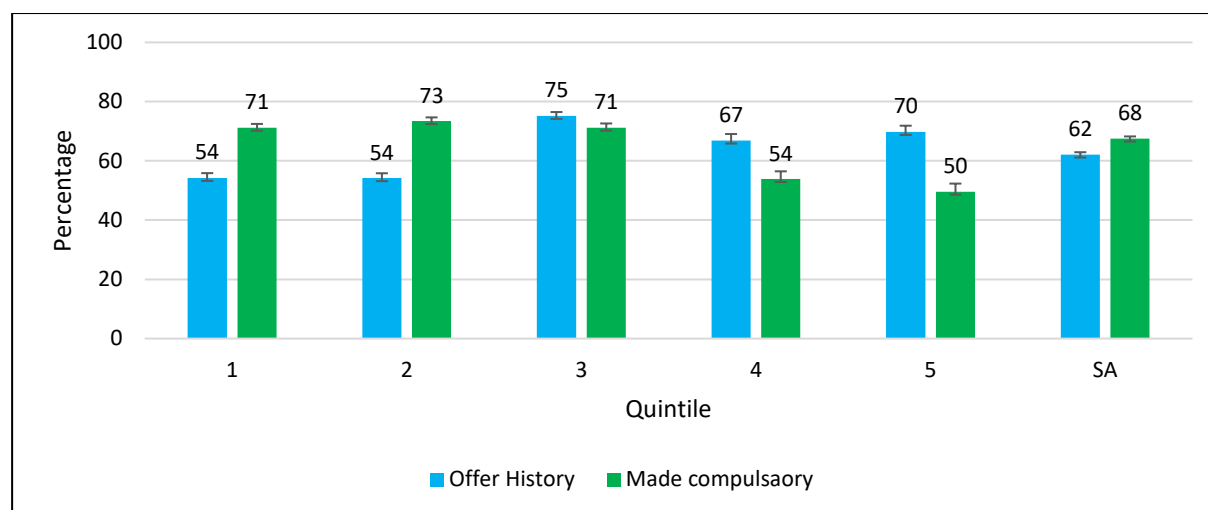


Table 82 explores the relationship between schools that offer and do not offer History, and principals' support for History being made a compulsory subject.

Of the schools that *offer* History as a subject at FET Phase, 72% of principals support history being made a compulsory subject. In contrast, of the schools that *do not offer History* as a subject, 60% of principals support history being made a compulsory subject.

The provinces where principals support history being made a compulsory subject regardless of whether history is offered or not, are the Eastern Cape and KwaZulu-Natal. With the exception of the Eastern Cape and KwaZulu-Natal, all other provinces show a decrease in support for History being made a compulsory subject in provinces that do not offer it.

Table 82: Percentage of secondary schools that offer history by principals that feel History should be made a compulsory subject by province, 2022

Question	History should be made compulsory				
	Province	Yes		No	
School offers history as a subject		%	se	%	Se
	EC	77%	1,6%	23%	1,6%
	FS	58%	3,3%	42%	3,3%
	GT	59%	2,1%	41%	2,1%
	KZN	87%	1,0%	13%	1,0%
	LP	67%	2,0%	33%	2,0%
	MP	68%	3,2%	32%	3,2%
	NC	53%	5,1%	47%	5,1%
	NW	62%	3,3%	38%	3,3%
	WC	61%	2,9%	39%	2,9%
	SA	72%	0,7%	28%	0,7%
School DOES NOT offer history as a subject	EC	92%	1,9%	8%	1,9%
	FS	35%	4,0%	65%	4,0%
	GT	48%	5,9%	52%	5,9%
	KZN	94%	1,0%	6%	1,0%
	LP	58%	1,8%	42%	1,8%
	MP	36%	2,7%	64%	2,7%
	NC	24%	7,4%	76%	7,4%
	NW	16%	2,4%	84%	2,4%
	WC	55%	7,2%	45%	7,2%
	SA	60%	1,0%	40%	1,0%

Table 83 explores the relationship between schools that offer and do not offer History, and principals' support for History being made a compulsory subject, at quintile level.

Principals at Quintile 2 schools showed a strong support for History being made a compulsory subject regardless of whether history is offered or not at their schools.

Principals at Quintile 5 schools had the weakest support for History being made a compulsory subject at schools that offer History. At schools that do not offer history, principals at Quintile 4 and 5 schools have the weakest support for history being made a compulsory subject.

Table 83: Percentage of secondary schools that offer history by principals that feel History should be made a compulsory subject by quintile, 2022

Question	History should be made compulsory				
	Quintile	Yes		No	
		%	se	%	se
School offers history as a subject	1	75%	1,4%	25%	1,4%
	2	73%	1,5%	27%	1,5%
	3	76%	1,3%	24%	1,3%
	4	67%	2,2%	33%	2,2%
	5	55%	2,3%	45%	2,3%
	SA	72%	0,7%	28%	0,7%
School DOES NOT offer history as a subject	1	66%	1,7%	34%	1,7%
	2	74%	1,6%	26%	1,6%
	3	53%	2,6%	47%	2,6%
	4	27%	3,0%	73%	3,0%
	5	37%	3,4%	63%	3,4%
	SA	60%	1,0%	40%	1,0%

Table 84 shows that, on average, schools have 1,6 qualified History teachers per school; 86 learners enrolled for History at Grade 10 per school, 70 learners at Grade 11 and 59 learners at Grade 12. The Gauteng Province has the highest number of qualified History teachers (3.4 teachers per school). Limpopo (1,1) and Mpumalanga (1,8) the lowest number of qualified History teachers per school.

Gauteng has the largest enrolment of learners for History across Grades 10, 11 and 12; with the next largest being schools in the Western Cape. Limpopo has the smallest enrolment of learners for History.

Table 84: Average number of qualified history teachers and grade 10, 11, 12 history learners in schools offering history by province, 2022

Province	Qualified History teachers?			Number of learners: Grade 10			Number of learners: Grade 11			Number of learners: Grade 12		
	Mean	N	se	Mean	N	se	Mean	N	se	Mean	N	se
EC	1,79	686	0,05	71	686	2,50	58	686	2,06	49	686	2,22
FS	2,28	223	0,08	78	223	3,47	45	223	2,11	40	223	2,22
GT	3,59	533	0,06	140	522	3,58	106	522	2,67	90	522	2,19
KZN	2,15	1086	0,03	85	1081	1,64	75	1081	1,45	57	1081	1,37
LP	1,94	542	0,03	56	542	1,63	45	542	1,37	40	542	1,53
MP	1,74	215	0,07	61	215	4,12	59	215	3,22	57	215	4,12
NC	2,42	96	0,13	99	96	6,77	69	96	4,81	58	96	3,90
NW	2,51	213	0,07	91	213	4,40	72	213	3,17	61	213	2,70
WC	3,28	277	0,09	102	277	4,23	91	277	3,43	79	277	2,81
SA	2,35	3873	0,02	86	3857	1,06	70	3857	0,85	59	3857	0,80

Table 85 shows that Quintile 4 and 5 schools have about two qualified History teachers per school, with Quintile 1 and 2 schools having less than 1,5 teachers per school. Quintile 4 schools have the largest enrolment of learners for history per school across Grades 10, 11 and 12; and Quintile 1 schools, the smallest enrolment.

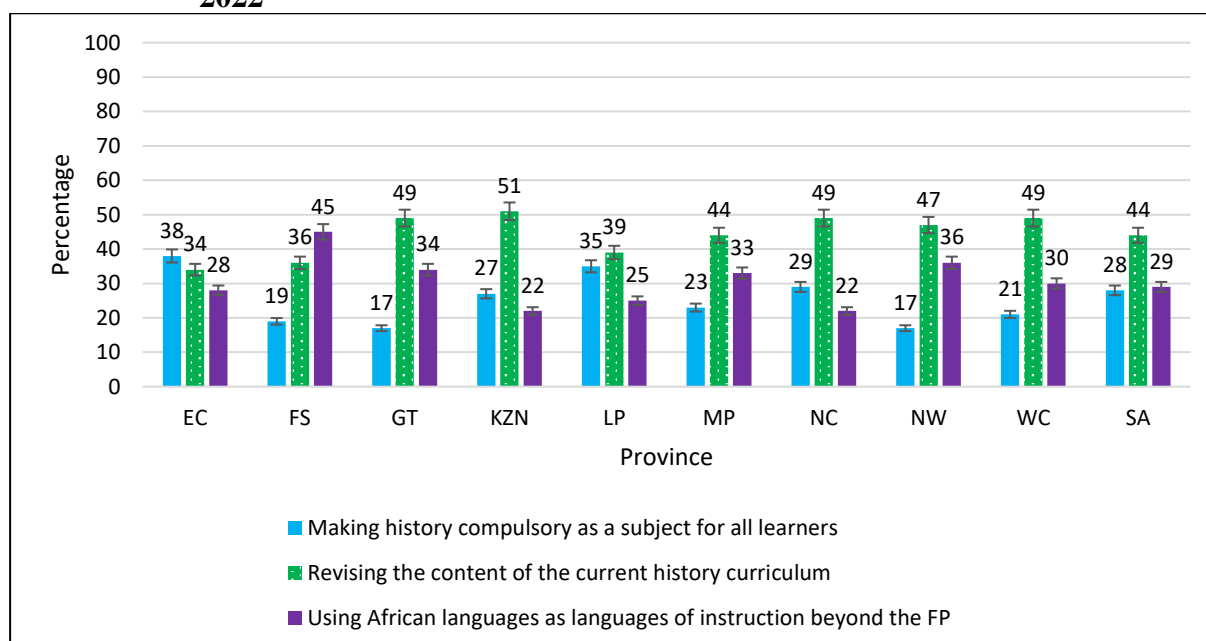
Table 85: Average number of qualified History teachers and grade 10, 11, 12 history learners in schools offering history by province, 2022

Quintile	Qualified History teachers?			Number of learners: Grade 10			Number of learners: Grade 11			Number of learners: Grade 12		
	Mean	N	se	Mean	N	se	Mean	N	se	Mean	N	se
1	2,06	949	0,03	72	949	1,90	60	949	1,44	47,49	949	1,39
2	2,34	905	0,04	90	905	2,23	68	905	1,66	57,86	905	1,59
3	2,37	1086	0,04	99	1081	2,07	81	1081	1,74	61,48	1081	1,35
4	2,69	457	0,08	102	452	3,60	86	452	2,80	73,10	452	2,35
5	2,55	475	0,06	59	469	2,15	55	469	2,03	62,00	469	3,23
SA	2,35	3873	0,02	86	3857	1,06	70	3857	0,85	58,61	3857	0,80

Figure P3.3 reflects the views of principals about what action would be most beneficial for South African education. Principals were required to choose between one of three choices: (i) making History compulsory as a subject for all learners; (ii) revising the content of the current History curriculum; and (iii) increasing the use of African languages as languages of instruction beyond the Foundation Phase.

Revising the content of the current History curriculum received the most support from principals, but it was not a strong one, at a national average of 44 percent. The averages across provinces also only ranged between 34% (Eastern Cape) and 51% (KwaZulu-Natal). Making history compulsory as a subject for all learners, had very weak support, with a national average of 28%, a high of 38% (Eastern Cape) and a low of 17% (Gauteng and the North West). Increasing the use of African languages as languages of instruction beyond the Foundation Phase had the strongest support from principals in schools in the Free State (45%).

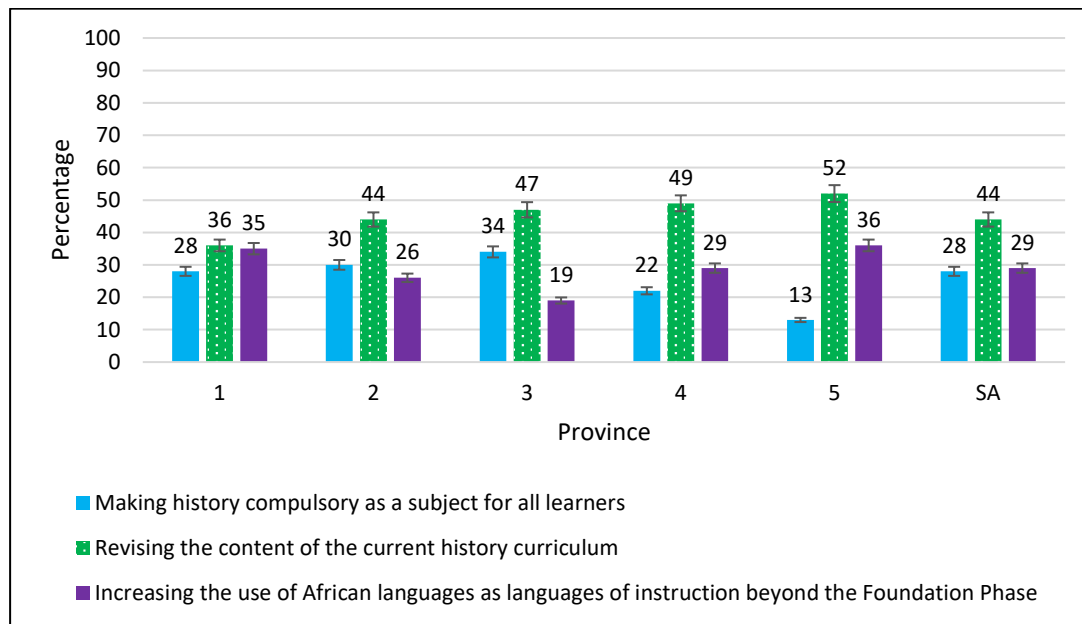
Figure P3.3 Principal views on changes regarding the History curriculum by province, 2022



At quintile level (Figure P3.4), revising the content of the current history curriculum, received the most support from principals at Quintile 5 (52%) schools, with the lowest support from Quintile 1 (36%) schools. At 13%, principals at Quintile 5 schools were least likely to support making history compulsory as a subject for all learners.

The strongest support for increasing the use of African languages as languages of instruction beyond the Foundation Phase, came from principals at Quintile 1 (35%) and Quintile 5 (36%) schools.

Figure P3.4 Principal views on changes regarding the history curriculum by quintile, 2022



The principal and teacher views on the importance of decolonising the curriculum for improving learning and teaching in South African schools were more neutral, as shown in Table 86.

About 45% of principals and, on average, 42% of Grade 6, 9 and 12 teachers ‘agreed’ with this view. In general, about 19% of principals and, on average, 24% of educators reported that they were not aware of the ‘decolonising the curriculum’ debate.

Table 86: Principal and teacher views on the importance of the decolonising the curriculum for improving learning and teaching in South Africa, 2022

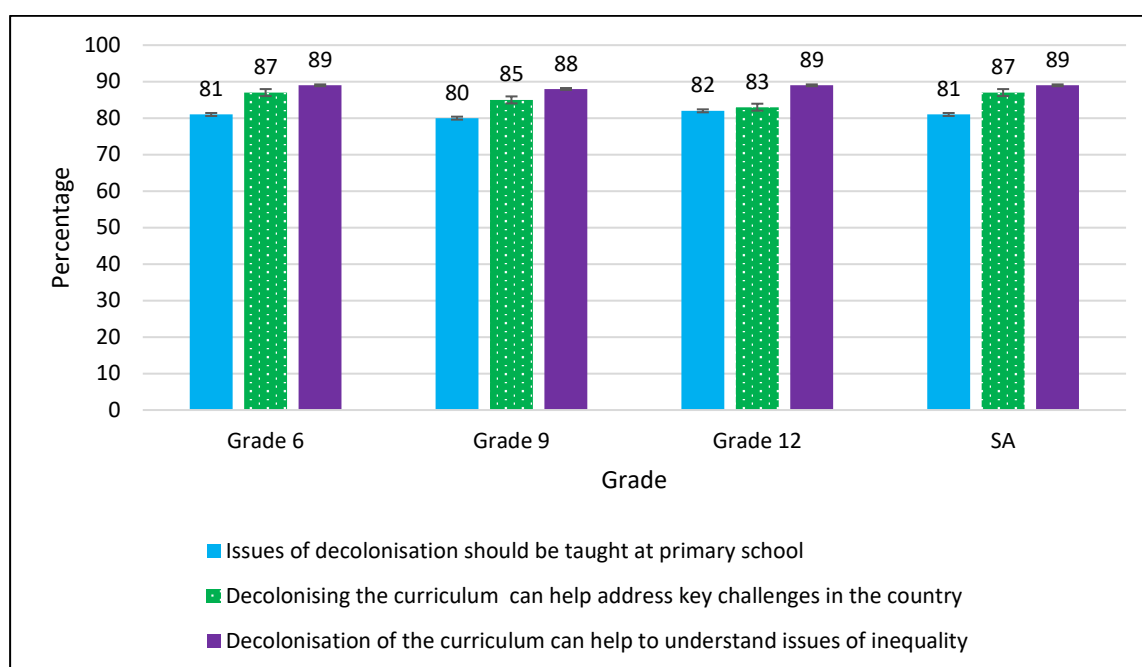
Grade	I am not aware of this debate		Strongly Agree		Agree		Disagree		Strongly Disagree	
	%	se	%	se	%	se	%	se	%	se
Principals	19	0,1	25	0,3	45	0,3	7,7	0	4,2	0,1
Grade 6	29	0,3	20	0,2	43	0,3	6	0	2	0,1
Grade 9	21	0,4	24	0,4	43	0,5	9	0	4	0,2
Grade 12	22	0,4	24	0,4	41	0,5	9	0	5	0,2

Of the Grade 6, 9 and 12 teachers who had a view on ‘decolonising the curriculum’, there was high level of agreement (‘agree’ and ‘strongly agree’) on all three perspectives about decolonising the curriculum:

- Issues of decolonisation should be taught at school for learners in primary school (81%)
- Decolonising the curriculum in South Africa can help address key challenges in the country (87%)
- The decolonisation of the curriculum can address how issues of inequality in South Africa are understood (89%)

The trend was consistent across all three grades, all in the upper 80% of agreement for all three perspectives.

Figure P3.5 Grade 6, 9 and 12 teacher views related to the decolonising the curriculum (agree and strongly agree), 2022



4. Summary

About 62% of schools offer history at the FET phase and 67% of principals express the view that history should be a compulsory subject for Grades 10 to 12.

Gauteng (88%), the Western Cape (85%), the Eastern Cape (77%) and the Northern Cape (74%) have the highest proportions of schools that offer history. Limpopo, Mpumalanga and the North West have the lowest proportions of schools that offer history, all under 50 percent.

The view that history should be made a compulsory subject at FET phase does not enjoy strong support. The strongest support mainly comes from principals in the Eastern Cape and KwaZulu-Natal and to a lesser extent, from Limpopo Province. Only the Eastern Cape has a strong association between offering history and support for history being a compulsory subject at FET phase (77% vs. 80%).

Quintile 4 and 5 schools show higher proportions of offering history at their schools, but weaker levels of support from principals for history being made a compulsory subject.

Of the schools that offer history as a subject at FET Phase, 72% of principals support history being made a compulsory subject. In contrast, of the schools that do not offer history as a subject, 60% of principals support history being made a compulsory subject.

The provinces where principals support history being made a compulsory subject regardless of whether history is offered or not, are the Eastern Cape and KwaZulu-Natal. All other provinces show a decrease in support for history being made a compulsory subject in provinces that do not offer history.

Principals at Quintile 5 schools had the weakest support for history being made a compulsory subject at schools that offer history. At schools that do not offer history, principals at Quintile 4 and 5 schools have the weakest support for history being made a compulsory subject.

On average, schools have 1,6 qualified History teachers per school; 86 learners enrolled for History at Grade 10 per school, 70 learners at Grade 11 and 59 learners at Grade 12.

Gauteng Province has the highest number of qualified History teachers per school, with Limpopo Province and Mpumalanga the lowest. Gauteng has the largest enrolment of learners for History across Grades 10, 11 and 12, and Limpopo the smallest.

Quintile 4 and 5 schools have about two qualified History teachers per school. Quintile 4 schools have the largest enrolment of learners for history per school across Grades 10, 11 and 12; and Quintile 1 schools, the smallest enrolment.

Revising the content of the current history curriculum received the most support from principals, but it was not a strong one at a national average of 44 percent. Making history compulsory as a subject for all learners had very weak support, with a national average of 28%, a high of 38% and a low of 17 percent. Increasing the use of African languages as languages of instruction beyond the Foundation Phase had the strongest support from principals in schools in the Free State.

Revising the content of the current history curriculum received the most support from principals at Quintile 5 schools, with the lowest support from Quintile 1 schools. Principals at Quintile 5 schools were least likely to support making history compulsory as a subject for all learners. The strongest support for increasing the use of African languages as languages of instruction beyond the Foundation Phase, came from principals at Quintile 1 and Quintile 5 schools.

Principal and teacher views on the importance of the decolonising the curriculum for improving learning and teaching in South African schools, had more neutral views. About one fifth of principals and educators reported that they were not aware of the ‘decolonising the curriculum’ debate.

Of the Grade 6, 9 and 12 teachers who had a view on ‘decolonising the curriculum’, there was high level of agreement (‘agree’ and ‘strongly agree’) with all three suggestions about decolonising the curriculum. The trend was consistent across all three grades, all in the upper 80% of agreement for all three perspectives.

Priority Area 4: Assessment in the schooling sector

Fact Sheet

This priority area focused primarily on the perceptions and practices regarding the use of assessments data, and the recently announced Assessment for Learning Pedagogical Strategy for all schools. Information was also obtained on views regarding the formative assessment guidelines and its use in schools as well as educator and principals views regarding the value of the planned national assessment, at the end of Grade 9 regarding the introduction of the General Education Certificate.

Source: Principal, Educator Grade 3; Educator Grade 6, 9, 12

Weight: School Weight

Verbatim formulation of questions:

PQ203. Please indicate whether you agree, strongly agree, disagree or strongly disagree with the following statements regarding national examinations?

S 1 Introducing a national examination in Grade 9 for promotion purposes is a good idea.

S 10 Introducing a national examination in Grade 9 for diagnostic purposes is a good idea.

S 13 Introducing a national examination in Grade 9 for providing information to select subjects in Grade 10 is a good idea.

S 2 Introducing a national examination in Grade 6 for promotion purposes is a good idea.

S 11 Introducing a national examination in Grade 6 for diagnostic purposes is a good idea.

S 3 Introducing a national reading assessment in Grade 3 for diagnostic purposes is a good idea.

S 12 Introducing a national NUMERACY assessment in Grade 3 for diagnostic purposes is a good idea.

PQ255 What learner assessment data do YOU as a principal use most for monitoring learner performance at your school? Select one option.

A 1 Class tests

A 2 End of term tests

A 3 June and end of year exams

A 4 Common exams provided by the District

A 5 Other assessment changes (please specify)

A 6 Do not use assessment data

PQ258. Did your school receive the National Assessment Circular 02 of 2020 in which the Assessment for Learning strategy are listed? Show image of the Circular to the Principal [Yes, No]

PQ 260 Would teachers in your school need any support to implement this new Assessment for Learning (AFL) pedagogical strategy?

A 1 Most of them

A 2 Some of them

A 3 None of them

PQ262. Would teachers in your school need any support to implement this new Assessment for Learning (AFL) Pedagogical strategy?

- A 1 Most of them
- A 2 Some of them
- A 3 None of them

PQ262a. In your view, which ONE of the following indicates the purpose of Formative Assessment?

- A 1 To improve the formal assessments in schools
- A 2 To improve learning and teaching during lessons
- A 5 To improve planning process of teachers
- A 6 To improve monitoring of teachers' lessons

PQ267. Please share your views regarding the following: Test and exam (School-based assessment) results should be used ...

- S 1 to hold the SCHOOL responsible for learner performance
- S 2 to hold INDIVIDUAL TEACHERS responsible for learner performance
- S 3 to COMPARE school performance
- S 4 by PARENTS to select schools for their children
- A 1 Yes
- A 2 No

The exact questions, albeit with different numbers were used in the educator questionnaires.

1. Importance of priority area

The current initiative within the Department of Basic Education (DBE) for improving the assessment system focuses on the implementation of a National Integrated Assessment Framework comprising three complementary tiers: systemic evaluation, examinations and school-based assessment. The introduction of this framework is intended to address several limitations that hinder the effective use of assessment data for improving learning and teaching within the General and Further Education and Training Band (DBE, 2017; Mweli 2018; Chetty 2019). These include the dominant role of examinations, the limited use of assessment for learning (AfL) approaches, the poor quality of school-based assessment and the lack of a reliable indicator of system performance. The renewed emphasis on improving the assessment system, in particular enhancing the implementation of AfL approaches, is a positive step that has the potential to significantly impact improvements in teaching and learning.

A critical policy shift was seen during the covid pandemic, as an opportunity to usher in key measures and guidelines to address long standing curriculum and assessment challenges impacting on the system to mitigate learning loss in schools. Two key initiatives introduced to mitigate the impact of the pandemic include the implementation of the Assessment for Learning as a pedagogical strategy (DBE, 2021) and the provision of detailed formative assessment guidelines (DBE, 2020d; 2020e; 2020f) for supporting teachers enhance their pedagogical practices. However, limited information is available on the extent to which these initiatives have impacted on schools and, in particular on teachers' perceptions, understandings and practices regarding assessment in the classroom.

The recent announcement for the implementation a three-streams model, which would allow learners to progress into a “vocational”, “occupational,” or “academic” stream the end of Grade 9 assessment, has also allowed for new and different assessment practices to be implemented. In this regard, it was key to determine perceptions and views of principals and teachers on assessment issues related to the new Grade 9 assessment.

2. Priority area definition and data collection

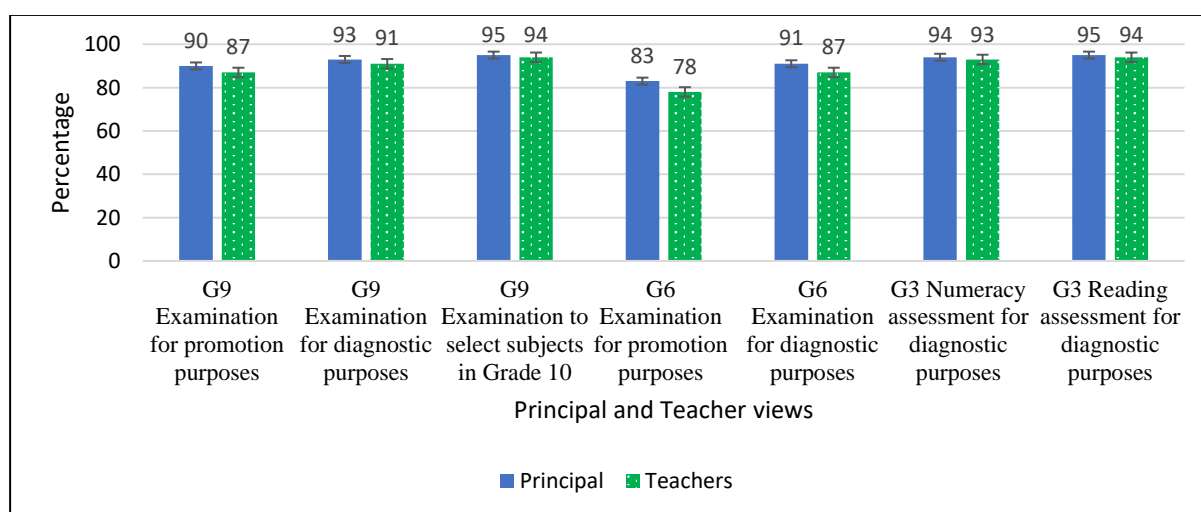
The key focus of this priority area is to obtain information on the extent to which recent DBE policy initiatives as well as guidelines are known by principals and teachers and their perceptions regarding it value for teaching and learning.

Information relating to this priority area was obtained from principals well as well as grade 3, 6, 9, and 12 educators. These questions were mostly structured to produce responses on the availability and use of the relevant policy circulars, participants understanding of formative assessment, as well as their views regarding the new Grade 9 assessment and the use of school-based assessment results.

3. Status of priority area in 2022

A review of Figure P4.1 indicates significant approval for the use of national examinations for diagnostic purposes for grades 6 and 9 approximately 90%, and Grade 3 (approximately 94%) of both teachers and principals indicating that they agreed/strongly agreed with this view. Similarly, over 90% of supported the use of Grade 9 and approximately 80% for Grade 6 examinations for promotion purpose while approximately 94% of teachers and principals supported the use of a national Grade 9 examination to assist learners to select subjects for Grade 10. In practice, this result bodes well for the introduction of the new General Education Certificate, expected to be introduced at the end of Grade 9 in 2025.

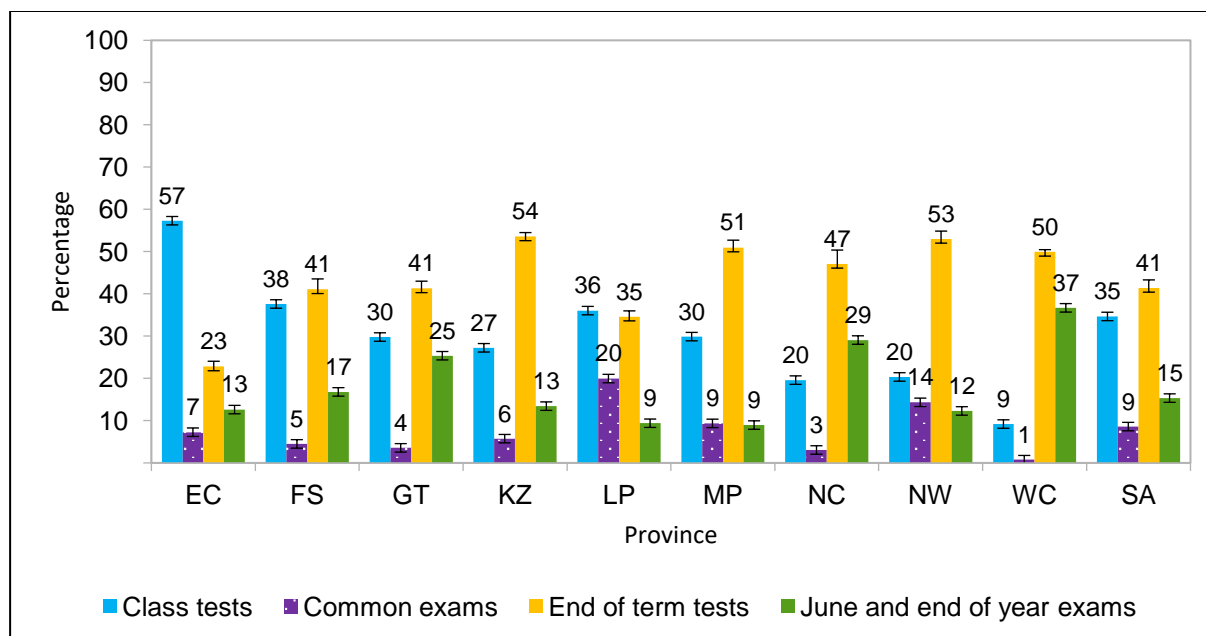
Figure P4.1 Principal and teacher views regarding the use of examinations for promotion and diagnostic purposes at grades 3, 6 and 9, 2022



When asked to indicate what assessment results they used most often to monitor learner performance at their school, the majority of principals in all provinces, except the Eastern Cape, noted that they used the results of end-of-term test. In the Eastern Cape, the majority of

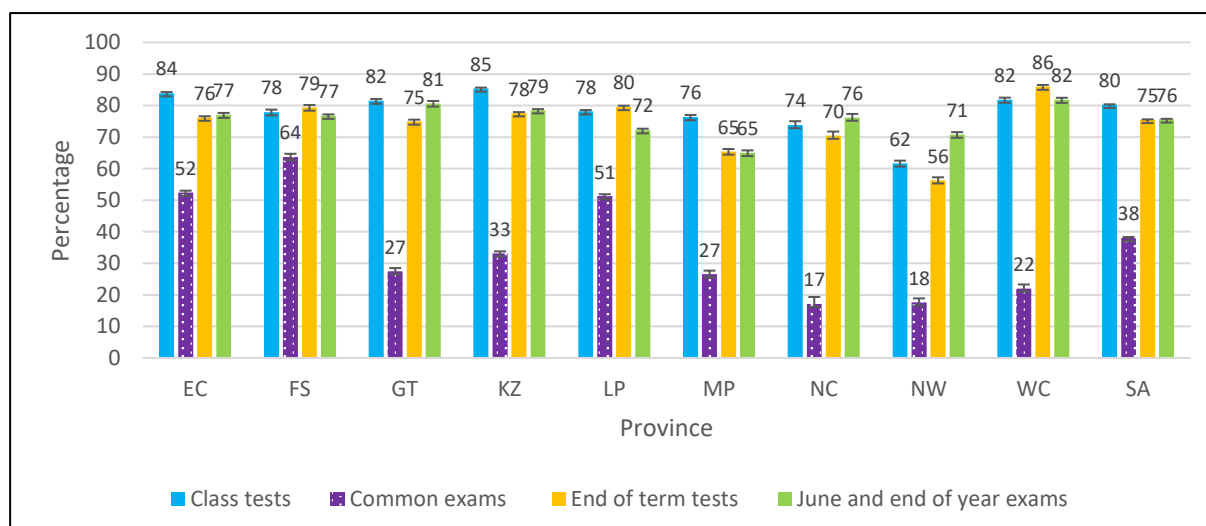
principals reported the use of results of class tests. The use of results from class-tests, common examinations and/or June/end-of-year examinations varied by province.

Figure P4.2 Assessment data used most frequently by school principals for monitoring learner performance by province, 2022¹⁹



In contrast to principals, the majority of teachers reported that they used a range of results from class tests, end of term tests as well as June/end-of-year examinations. Nationally, a majority of teachers use class tests the most followed by end of term or June/End of year examinations.

Figure P4.3 Different assessment data used by teachers for monitoring learner performance by province, 2022



In terms of quintiles, the use of class tests and common district examination was the most common for principals in all quintile categories, with higher percentages of principals in quintile 4 and 5 schools also using end of year examinations results. With regards to teachers

¹⁹ Data for "Other" category omitted.

in the different quintile categories, similar trends were noted as those reported for the provinces. Here too, higher percentages in quintile 4 and 5 schools made use of the June and end of year examinations results to monitor performance of their learners.

Figure P4.4 Assessment data used most frequently by school principals for monitoring learner performance by quintile, 2022²⁰

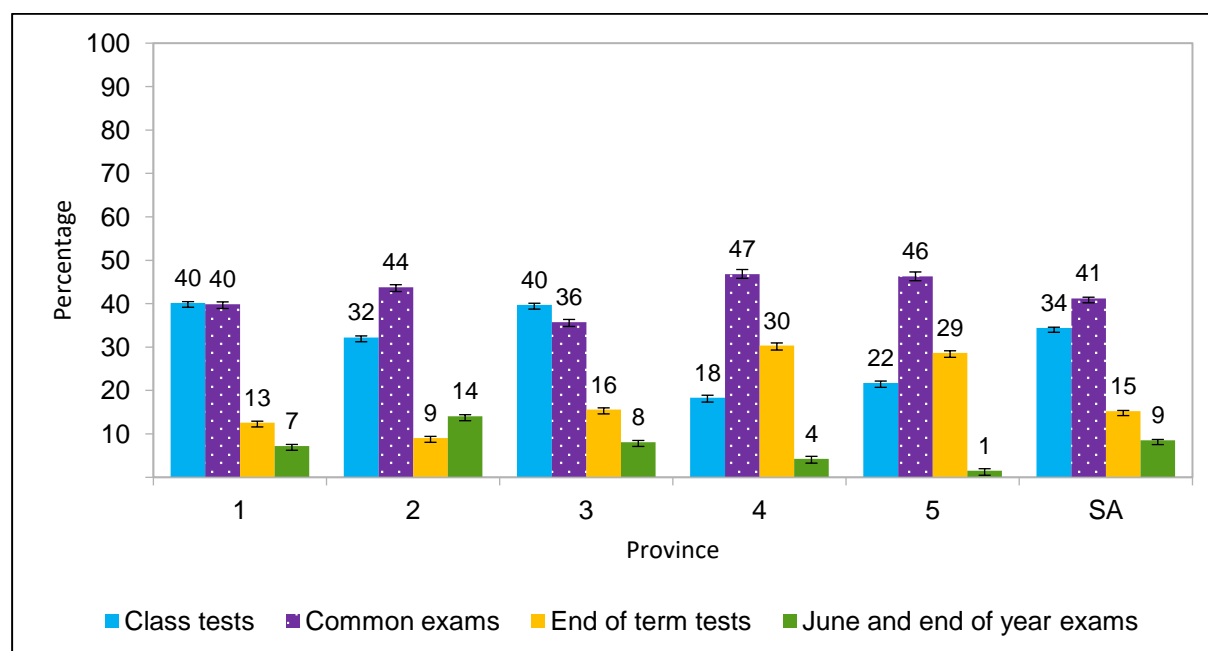
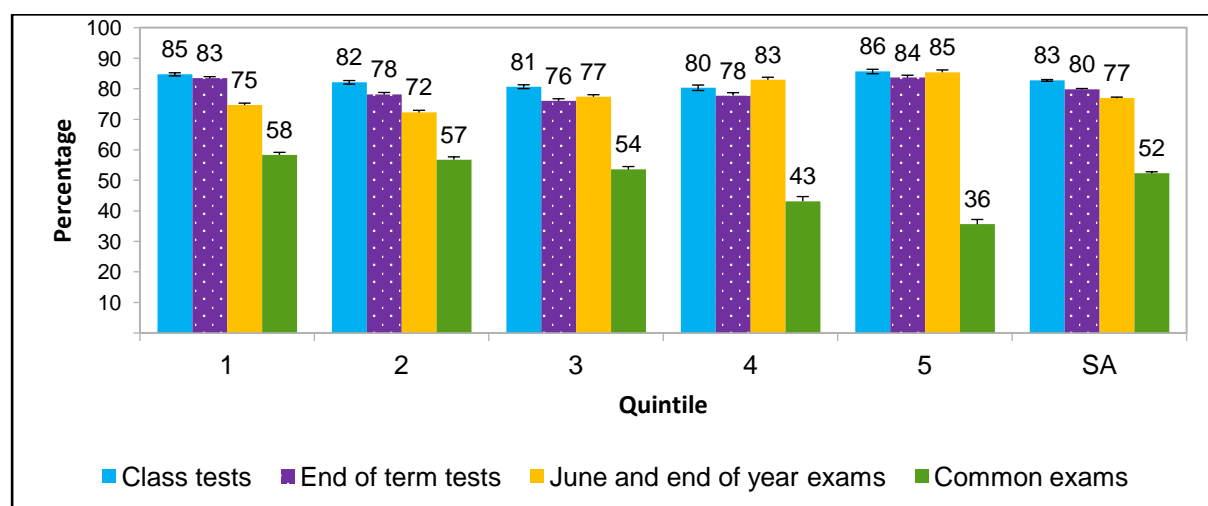


Figure P4.5 Different assessment data used by teachers for monitoring learner performance by quintile, 2022



Assessment for learning pedagogical strategy

To determine whether principals and teachers were aware of the Assessment for Learning pedagogical strategy introduced by the DBE, they were asked to indicate whether they had received the national assessment circular 02 that outlined the AfL pedagogical strategy.

²⁰ Data for "Other" category omitted.

As indicated in Table 87, the national figure for primary schools was 87% and 90% for secondary schools. For primary and secondary schools in Eastern Cape, only 73 and 69% respectively of principals reported that they received this circular.

Table 87: Primary and Secondary school principal response regarding receipt of the Assessment for Learning Strategy circular by province, 2022

Province	Primary		Secondary	
	%	se	%	se
EC	73	0,7	69	1,6
FS	95	0,8	94	1,4
GT	96	0,5	95	0,9
KZN	88	0,5	88	0,8
LP	96	0,4	95	0,6
MP	94	0,7	98	0,7
NC	90	1,5	87	3,0
NW	98	0,4	97	0,9
WC	89	0,9	99	0,6
SA	87	0,3	90	0,4

As noted in Table 88, a large percentage of primary and secondary schools, 87 and 90% respectively had received the circular outlining the AfL pedagogical circular. However, only 84% of Quintile 1 primary and Quintile 3 secondary school reported that they received this circular.

Table 88: Primary and Secondary school principal response regarding receipt of the Assessment for Learning Strategy circular by quintile, 2022

Quintile	Primary		Secondary	
	%	se	%	se
1	84	0,5	94	0,6
2	88	0,5	86	0,9
3	90	0,5	84	1,0
4	94	0,7	94	0,9
5	89	0,9	96	0,7
SA	87	0,3	90	0,4

Compared to principals, substantially less teachers across Grades 3, 6, 9, and 12 reported they had received the AfL circular, i.e., approximately three quarters. This finding is of concern as it is teachers that are required to implement the strategy and call for greater communication between principals and teachers. Here too, the Eastern Cape registered the lowest percentages across all grades, i.e., approximately 60 percent.

Table 89: Grade 3, 6, 9, and 12 teachers' response regarding receipt of the Assessment for Learning Strategy circular by province, 2022

Province	Grade 3		Grade 6		Grade 9		Grade 12	
	%	se	%	se	%	se	%	se
EC	57	0,7	61	1,0	59	1,3	61	1,3
FS	83	1,1	71	1,8	66	2,1	76	1,9
GT	85	0,7	88	0,8	72	1,4	81	1,1
KZN	72	0,6	73	0,8	64	0,9	71	0,8
LP	87	0,6	88	0,7	79	1,1	81	1,1
MP	84	0,9	86	1,0	74	1,5	84	1,2
NC	78	1,6	84	2,1	66	3,2	72	2,9
NW	74	1,1	83	1,1	66	1,7	80	1,5
WC	78	1,0	74	1,3	73	1,8	84	1,5
SA	75	0,3	77	0,4	68	0,5	75	0,4

With regards to teachers across the different grades in each quintile category, more teachers in quintile 4 and 5 schools reported that they had received this circular.

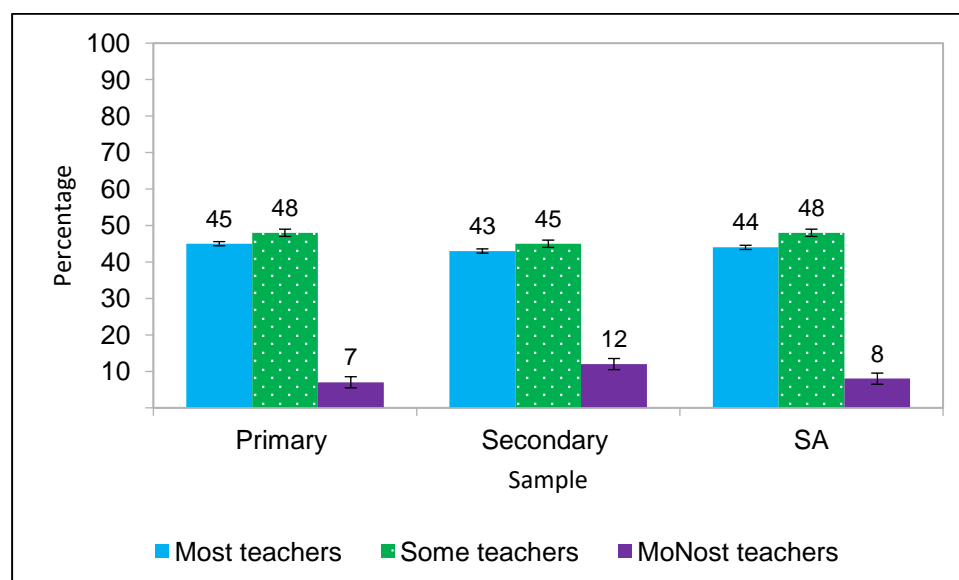
Table 90: Grade 3, 6, 9, and 12 teachers' response regarding receipt of the Assessment for Learning Strategy circular by quintile, 2022

Quintile	Grade 3		Grade 6		Grade 9		Grade 12	
	%	se	%	se	%	se	%	se
1	73	0,5	78	0,6	66	0,9	69	0,9
2	72	0,6	71	0,8	65	1,0	80	0,8
3	77	0,6	76	0,7	67	1,0	69	0,9
4	79	0,9	85	1,0	72	1,3	80	1,2
5	83	0,8	86	0,9	77	1,2	89	0,9
SA	75	0,3	77	0,4	68	0,5	75	0,4

With regards to the need for additional support by schools and teachers to implement the AfL pedagogical strategy, similar percentage principals in primary and secondary schools noted that

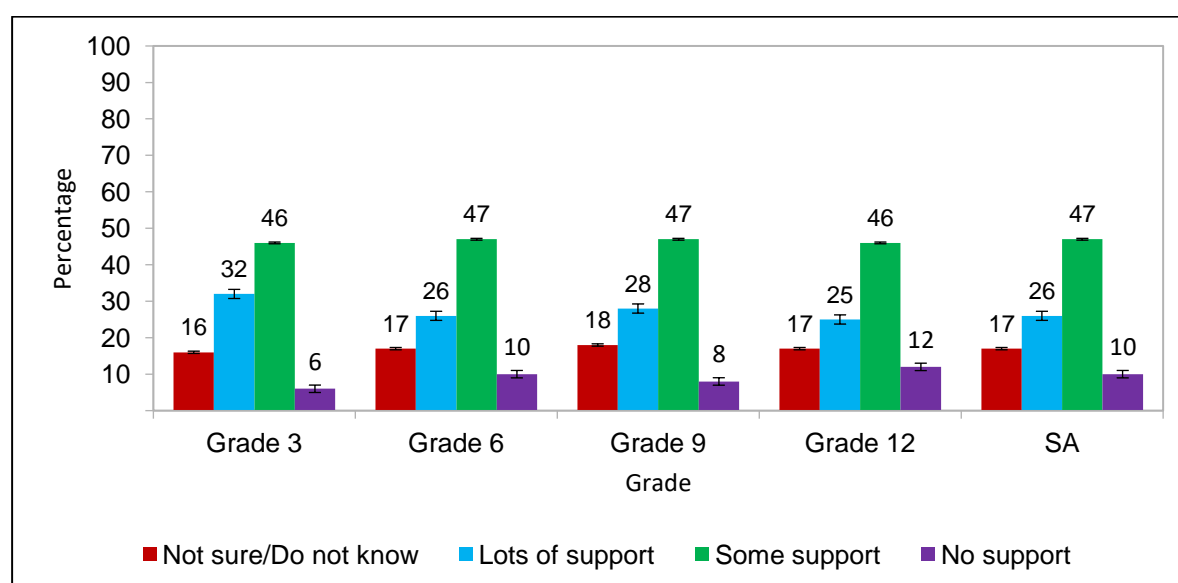
most of their teachers need support. However, approximately 8% noted that no support was required.

Figure P4.6 Principal perceptions regarding the support required by teachers to implement the Assessment for Learning pedagogical strategy by school sample, 2022



When asked to indicate whether they would need any support to implement the AfL pedagogical strategy, similar response rates were noted among teachers. However, a higher percentage of Grade 3 teachers indicated that they would need a great deal of support. Of concern is that approximately 17% of teachers across all grades were not sure, or did not know whether they needed any support to implement this strategy.

Figure P4.7 Grades 3, 6, 9, and 12 teachers' views regarding the support they require to implement the Assessment for Learning pedagogical strategy by grade, 2022



Understanding of formative assessment and use of assessment results

Principals and teachers were also asked to indicate whether they understood the primary purpose of formative assessment. As noted in the Table 91, just over half of the principals in both primary (53%) and secondary (54%) schools correctly indicated “*to improve learning and teaching during the lesson*”. The rest of the principals identified responses that were related to summative assessment, teacher planning, and monitoring.

Table 91: Primary and secondary school principal understanding of the purpose of formative assessment, 2022

Question	Primary		Secondary	
	%	se	%	se
1.To improve the formal assessments in schools	27	0,40	23	0,50
2.To improve learning and teaching during lessons	53	0,60	54	0,40
3.To improve planning process of teachers	17	0,50	11	0,20
4.To improve monitoring of teachers' lessons	7	0,30	8	0,20

While similar trends as that noted for principals were noted in the results for teachers, 60% of Grade 3 and 58% of Grade 9 selected the correct response (#2) compared to 51% of Grade 6 and 12 teachers, respectively. A key concern reflected in these finding is that between 28 and 38% percent of teachers, conflated formative assessment with formal assessment. This finding reiterates the need for additional capacity development and support for teachers to ensure that the DBE’s AfL pedagogical strategy is effectively implemented to ensure learners across all quintile categories and all provinces benefit from improvements in the teaching and learning process.

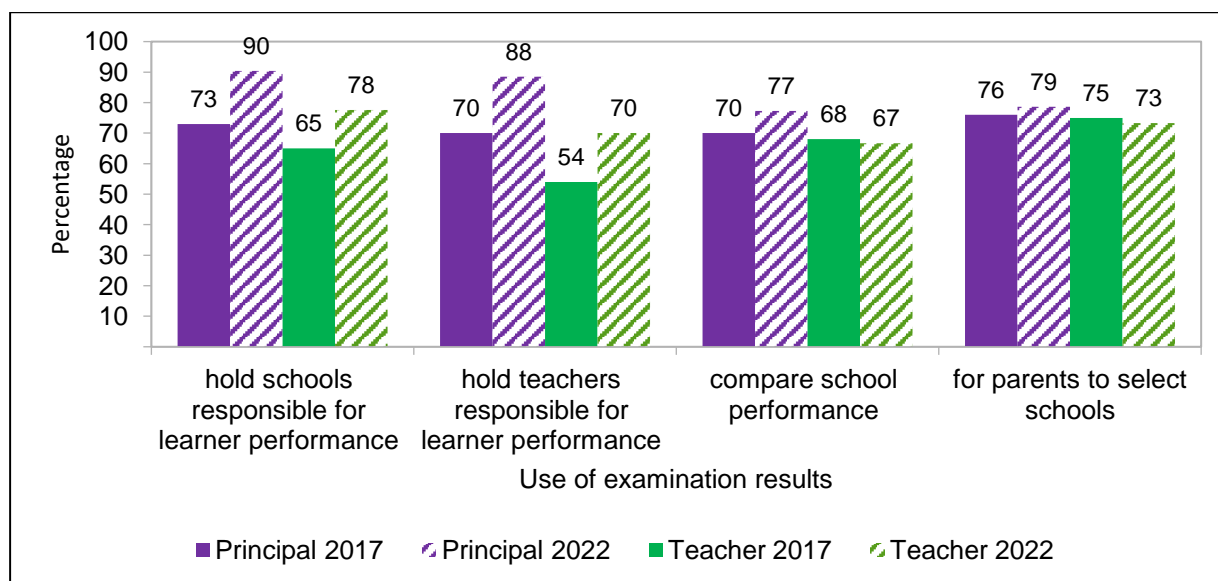
Table 92: Grade 3, 6, 9, and 12 teachers’ understanding of the purpose of formative assessment, 2022

Question	Grade 3		Grade 6		Grade 9		Grade 12	
	%	se	%	se	%	se	%	se
1. To improve the formal assessments in schools	28	0,30	34	0,40	34	0,10	38	0,10
2. To improve learning and teaching during lessons	61	0,30	51	0,40	58	0,70	51	0,60
3. To improve planning process of teachers	7	0,20	7	0,20	5	0,30	8	0,30
4. To improve monitoring of teachers' lessons	5	0,10	8	0,20	2	0,20	3	0,10

Figure P4.8 provides results available for both 2017 and 2022 regarding principal and teacher views on the use of examinations results. The percentage of principals who felt that schools should be held responsible for learner performance increased substantially (from 73 to 90%, i.e., an increase of 17 percentage points) and by 13 percentage points for teachers. Similarly, with regards to holding teachers responsible for learner performance, principals again showing

an increase of 12 percentage points, and teachers an increase of 16 percentage points between 2017 and 2022. Regarding the use of examination results for comparing the performance of schools, a 7-percentage point increase was noted from among principals and with no differences noted among teachers. With regards to the use of examination results by parents to select schools for their children, minor differences were noted with between principals and teachers.

Figure P4.8 Views of principals and teachers regarding the use of examinations results, 2017 vs 2022



4. Summary

This priority area focused primarily on the perceptions and practices regarding the use of assessments data, and the recently announced Assessment for Learning Pedagogical Strategy for all schools. Information was also obtained on views regarding the formative assessment guidelines and its use in schools as well as educator and principals views regarding the value of the planned national assessment, at the end of Grade 9 regarding the introduction of the General Education Certificate.

The findings indicate significant approval for the use of national examinations for diagnostic purposes for grades 9 and 6, as well as the use of a national Grade 9 examination to assist learners to select subjects for Grade 10. In practice, this result bodes well for the introduction of the new General Education Certificate, expected to be introduced at the end of Grade 9 in 2025.

The majority of principals in all provinces, except the Eastern Cape, noted that they used the results of end-of-term test most often to monitor performance of learners in their schools. In contrast, the majority of teachers reported that they used results from class tests, end of term tests as well as June/end-of-year examinations.

A large percentage of principals that teachers reported that they had received the DBE circular outlining the Assessment for Learning Pedagogical Strategy.

Compared to principals (approximately 88%), substantially less teachers across grades 3, 6, 9, and 12 (approximately 75%), reported they had received the AfL circular, i.e., approximately three quarters. This finding is of concern as it is teachers that are required to implement the strategy and call for greater communication between principals and teachers.

As indicated in Table 87, the national figure for primary schools was 87% and 90% for secondary schools. For primary and secondary schools in Eastern Cape, only 73 and 69% respectively of principals reported that they received this circular.

When asked to indicate they had received the circular, approximately three quarters of teachers across grades 3, 6, 9, and 12 had received this circular. Here too, the Eastern Cape registered the lowest percentages across all grades, i.e., approximately 60 percent.

With regards to the need for additional support by schools and teachers to implement the AfL pedagogical strategy, a similar percentage of principals in primary and secondary schools noted that most of their teachers need support. However, a higher percentage of Grade 3 teachers indicated that they would need lots of support. Of concern is that approximately 17% of teachers across all grades were not sure or did not know whether they needed any support to implement this strategy.

Principals and teachers were also asked to indicate their understanding regarding the primary purpose of formative assessment. Just over half of the principals in both primary and secondary schools selected the correct response. In contrast, 60% of Grade 3 and 58% of Grade 9 teachers selected the correct response compared to 51% of Grade 6 and 12 teachers, respectively. A key concern reflected in these finding is that approximately half of the principals and a third of teachers conflated formative assessment as a formal assessment. What this finding does reiterate is the need for additional capacity development and support for teachers to ensure that the DBE's AfL pedagogical strategy is effectively implemented and that learners across all quintile categories, and all provinces benefit from improvements in the teaching and learning process.

Views of principals and teachers regarding the use of examinations results differed substantially for each of the questions listed. When compared to the 2017 findings, the percentage of principals who felt that schools should be held responsible for learner performance decreased substantially (from 90 to 73%, i.e., a 17-percentage point drop) while for the same question, the percentage of teachers increased by 13 percentage points. Similar trends were noted regarding the question as to whether teachers should be held responsible for learner performance, with principals again showing a drop of 12 percentage points and teachers an increase of 16 percentage points.

Priority Area 5: COVID and Learning Loss

Fact Sheet

The focus of this indicator is to understand the extent to which the COVID-19 pandemic impacted on teaching and learning across schools, focussing on loss of learning and teaching time, and how schools mitigated the impact of the pandemic.

Source: Principal interview

Weight: School Weight

Verbatim formulation of questions:

PQ273. At the CURRENT TIME, are ALL learners in ALL grades allowed to attend classes every day of the week at your school?

PQ275. Have you received a copy of the DBE School Recovery Plan?

PQ278_1. There was less pressure from the District Office for our school to improve learner test scores.

PQ278_2. Following the trimmed curriculum (ATPs) our school could spend more time on supporting learners understand the content.

PQ278_3. Following the trimmed curriculum (ATPs), our school did NOT have to focus on improving learner test scores.

PQ278_4. District subject advisors DID NOT focus on whether teachers had completed the curriculum.

PQ281. Relative to a normal pre-COVID school year, what percentage of learning and teaching days were lost in the 2021 schooling year at YOUR school?

PQ283. Please indicate the extent to which the following have contributed to the loss of learning and teaching time at your school. Did it have a significant/large impact, a limited impact, little to no impact or does not apply.

Statements

- S 1 School closures as per government regulations
- S 2 Regional/District hotspot closure
- S 3 Learners absent when they should be in school
- S 4 Teachers absent when they should be in school
- S 5 Staff infected by COVID-19
- S 6 Learners infected by COVID-19

1. Importance of priority area

While the covid pandemic created substantial disruptions and brought about significant hardships across all sectors of society, the world over and has highlighted existing inequities, it has also forced us to engage with new ways of seeing and doing. Within the education sector, there is consensus that the pandemic provides a unique opportunity for developing and implementing a new vision for education, one in which the key challenges of quality and equity are adequately addressed.

However, while the impact of the health and safety measures implemented by schools and universities to mitigate the effects of the pandemic are well known and regularly reported on, limited information is available on the impact of teachers and lecturers' pedagogical practices. Moreover, less information is available regarding the impact of existing disparities on learners' and students' learning.

Within the schooling sector, the DoE released the *School Recovery Plan in Response to COVID-19* (June 2020) that outlined the key implications for health and safety as well as learning and teaching regarding the reopening of schools. The underlying assumptions of the School Recovery Plan is that the unprecedented nature of the pandemic will result in substantial loss of learning and teaching, and that it is possible to mitigate the impact of the pandemic for all learners in Grades R to 11 by: (i) ensuring effective coverage of the curriculum and recovering lost learning and teaching time in the 2020 school year; and (ii) remediation of learning gaps in subsequent grades and years.

At the school level, the interventions implemented include: (i) the revision of the school calendar to increase the number of available schooling days; and (ii) allowing for a rotational time-tabling model that caters for three groups of learners, viz. (a) learners that attend school daily or every other day (b) learners that attend school weekly or every two weeks or (c) learners that are being schooled at home. Similarly, at the classroom level: the DBE has provided: (i) revised Annual Teaching Plans (ATPs) that outline the 'trimmed' or 'reduced' curriculum, focusing on the core concepts to be covered for each subject and grade; and (ii) revised assessment guidelines that decreased the number of formal assessments required and allowed schools to cancel several scheduled examinations. In addition, these guidelines also required teachers to administer diagnostic tests to identify learning gaps of learners and to revise teaching plans and practices to address these gaps, and to enhance their use of formative assessment in order to achieve the learning outcomes of each grade and subject. However, with regard to subsequent years and grades, limited information is available on how the learning needs of learners will be addressed.

In developing a 'new' post-COVID education system, it is critical to obtain empirical evidence regarding the impact of the pandemic on schools, and in particular the experiences of teachers. Specifically, relevant and detailed information is required on teachers' pedagogical practices as well as information on learners' learning. Moreover, there is a need for additional information on how existing disparities across fee and no fee-paying schools impact upon teaching and learning.

2. Priority area definition and data collection

The primary questions for the Priority Area were obtained from the Principal Interview regarding the extent to which the pandemic resulted in learning losses, the factors that

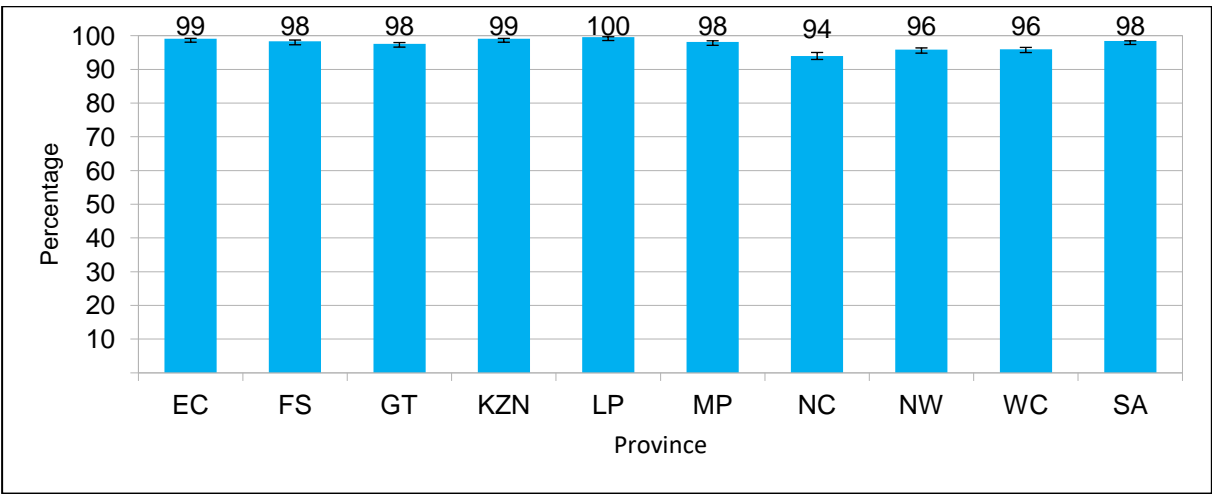
contributed to the losses within schools, and the extent to which the DBE’s School Recovery Plan supported schools to mitigate the impact of the pandemic.

3. Status of Priority Area

During the survey period (August to October 2022), learners in all grades at 98% of all schools were attending classes, as shown in Figure P5.1.

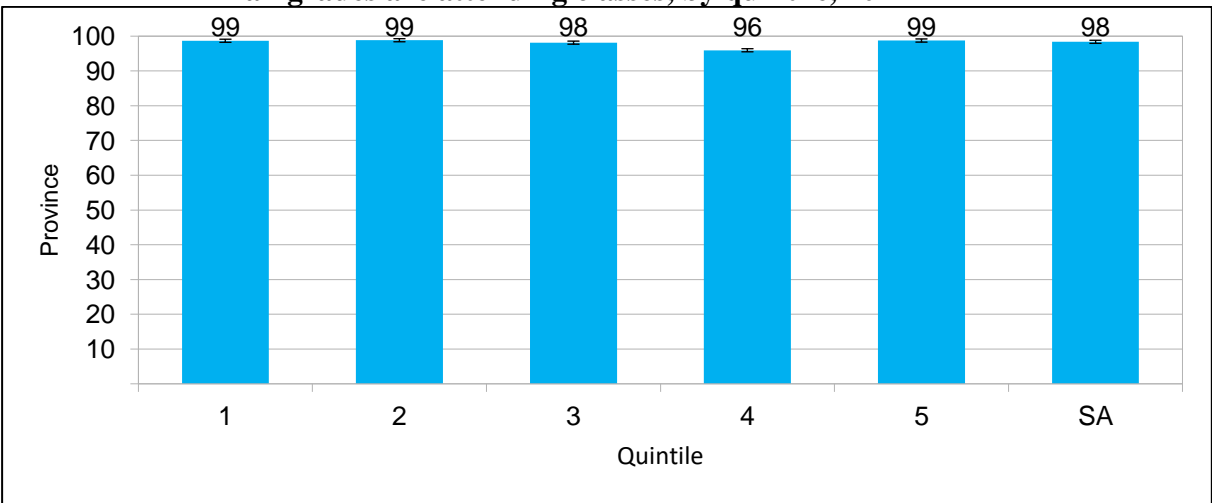
This was the situation across all provinces with class attendance ranging between 94% and 100%. Class attendance was slightly lower at schools in the Northern Cape (94%) and the North West (96%).

Figure P5.1 Percentage of primary and secondary schools combined, where all learners in all grades are attending classes, by province, 2022



As can be expected, this situation was no different at quintile level. Figure P5.2 shows that only Quintile 4 had a slightly lower, class attendance (96%), with all other quintiles having class attendance at 98% and above.

Figure P5.2 Percentage of primary and secondary schools combined where all learners in all grades are attending classes, by quintile, 2022



Nationally, 84% of principals affirmed that that their schools had received the DBE School Recovery Plan, as shown in Figure P5.3.

While all schools were above the national average, the Eastern Cape (at 64%) was substantively lower, followed by the North West (at 79%).

Figure P5.3 Percentage of primary and secondary schools combined that have received a copy of DBE School Recovery Plan, by province, 2022

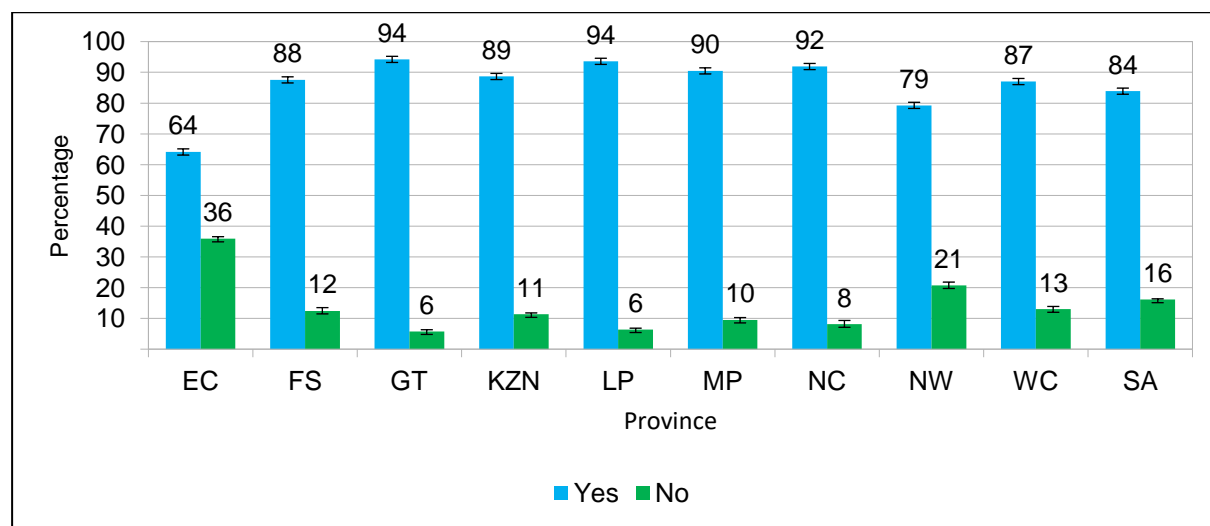
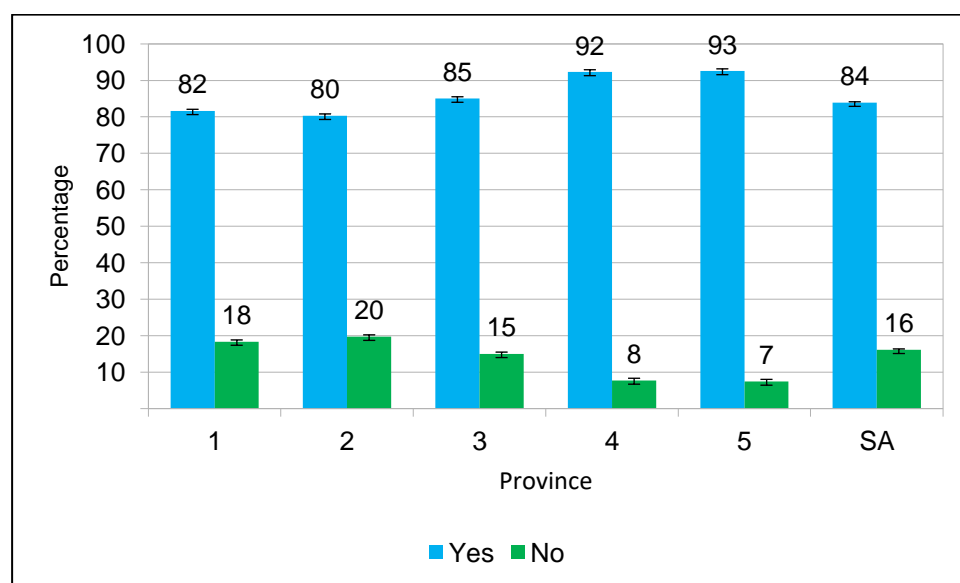


Figure P5.4 shows that more than 90% of Quintile 4 and 5 schools had received the School Recovery Plan, whereas the range for Quintile 1 to 3 schools was between 80% and 85 percent.

Figure P5.4 Percentage of primary and secondary schools combined that have received a copy of DBE School Recovery Plan, by quintile, 2022

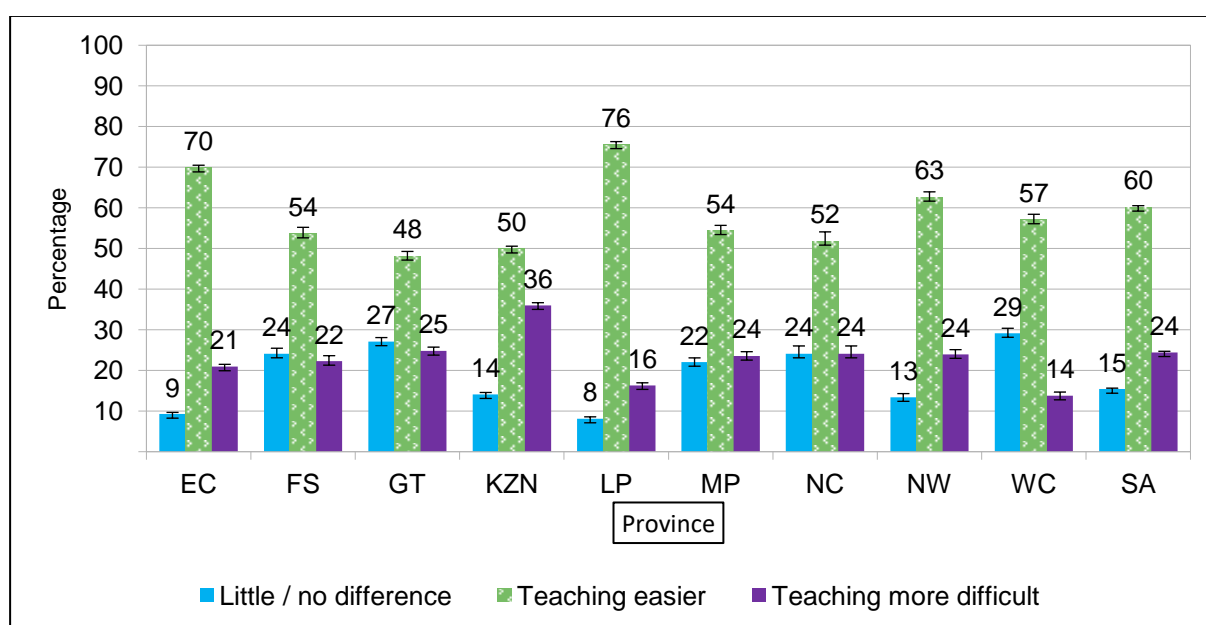


Sixty (60%) percent of schools indicated that the School Recovery Plan over a three-year period ‘will make teaching easier’.

The picture at provincial level, as shown in Figure P5.5, is to some degree more varied. Schools in Limpopo Province (78%) and the Eastern Cape (70%) had the highest agreement with the position that the School Recovery Plan will make teaching easier. Schools in Gauteng (48%), KwaZulu-Natal (50%) the Northern Cape (52%), the Free State (54%) and Mpumalanga (54%), expressed lower expectations of the impact of the School Recovery Plan making teaching easier.

More than a third of schools in KwaZulu-Natal held the view that the School Recovery Plan would make teaching more difficult. About 29% of schools in the Western believed that the plan would make little or no difference.

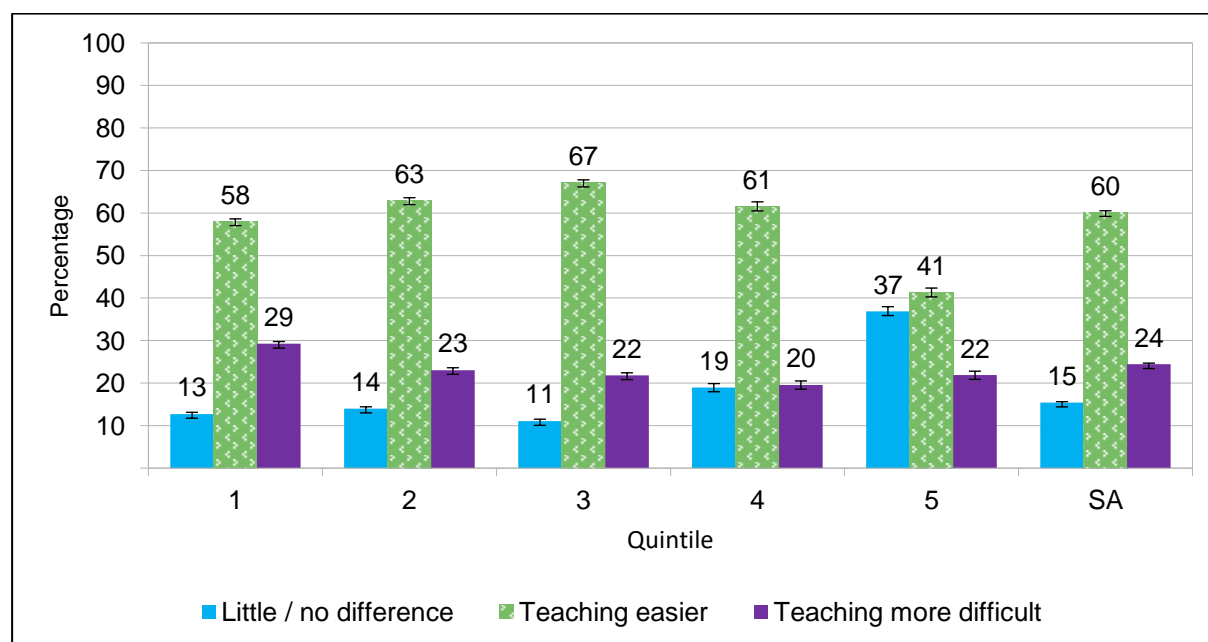
Figure P5.5 Principle views on the impact of the School Recovery Plan on teaching, by province, 2022



About two-thirds of schools in Quintiles 2 to 4 indicated that the School Recovery Plan, over a three-year period, would make teaching easier, as shown in Figure P5.6.

Views about the impact of the plan were more contrasting at Quintile 5 schools, with (i) 37% stating that would make little or no difference; (ii) 41% stating that it would make teaching easier; and (iii) 22% stating that it would make teaching more difficult. About 29% of Quintile 1 schools believed that the plan would make teaching more difficult.

Figure P5.6 Principle views on the impact of the School Recovery Plan on teaching, by province, 2022



About three-quarters (76%) of schools were in agreement (‘agree’) that the trimmed curriculum (ATPs), would enable schools to spend more time on supporting learners understanding the content. The picture was fairly consistent across provinces, as shown in Table 93, with all schools showing a stronger inclination to ‘agree’ or ‘strongly agree’ with the aforesaid view.

Table 93: Principal views on the impact of the trimmed curriculum advocated in the School Recovery Plan by province, 2022

Province	Following the trimmed curriculum (ATPs) our school could spend more time on supporting learners understand the content				Following the trimmed curriculum (ATPs), our school did NOT have to focus on improving learner test scores			
	SA	A	D	SD	SA	A	D	SD
EC	11	84	5	0	4	35	54	7
FS	14	70	10	6	6	32	54	8
GT	22	53	17	9	8	27	51	13
KZN	6	81	11	3	3	44	46	7
LP	15	78	6	2	4	48	33	15
MP	19	70	9	2	9	35	46	11
NC	11	67	19	3	5	44	47	5
NW	18	73	6	3	10	40	43	7
WC	7	81	11	2	3	43	49	5
SA	12	76	9	3	5	40	47	9

In contrast, views were divided as to whether the ATPs enabled schools to not have to focus on improving learner test scores. This pattern held across all provinces. Forty (40%) percent

‘agreed’ that they did not have to focus on test scores, but 45% ‘disagreed’ with this view. In fact, the tilt was strong on the disagree side with 56% (‘disagree’ and ‘strongly disagree’), disagreeing that the ATPs would lessen a focus on learner test scores. Limpopo Province was the only province where the view was slightly more in favour of agreeing that the ATPs would lessen focus on improving learner test scores.

At quintile level, as shown in Table 94, schools in all quintiles were in agreement (‘agree’ and ‘strongly agree’) that the trimmed curriculum (ATPs), would enable schools to spend more time on supporting learners understanding the content.

The opposing views about the impact of the ATPs in terms of not having to focus on improving learner test scores, was evident across all quintiles. Quintiles 4 (59%) and 5 (66%) schools displaying more disagreement (‘disagree’ and ‘strongly disagree’) that the trimmed ATPs would lessen a focus on test scores.

Table 94: Principal views on the impact of the trimmed curriculum advocated in the School Recovery Plan by quintile, 2022

Quintile	Following the trimmed curriculum (ATPs) our school could spend more time on supporting learners understand the content				Following the trimmed curriculum (ATPs), our school did NOT have to focus on improving learner test scores			
	SA	A	D	SD	SA	A	D	SD
1	13	79	7	1	5	41	45	8
2	11	79	8	2	5	40	46	9
3	10	78	9	3	4	42	44	10
4	12	70	13	4	6	35	52	7
5	18	62	15	5	6	28	53	13
SA	12	76	9	3	5	40	47	9

Slightly over 60% of schools were in agreement (‘agree’ and ‘strongly agree’) that there was less pressure from the District Office for schools to improve learner test scores as a result of the School Recovery Plan.

Table 95 shows that there were some provincial variations. Gauteng had a 50/50 split on agreement (‘agree’ and ‘strongly agree’) and disagreement (‘disagree’ and ‘strongly disagree’). Forty-six (46%) of schools in the Free State disagreed (‘disagree’ and ‘strongly disagree’) that less pressure came from the District Office about improving test scores.

Once again, a divided perspective emerged concerning whether District subject advisors had lessened the focus on teachers completing the curriculum in light of the School Recovery Plan. The opinions were evenly split, with 42% in agreement and 42% in disagreement regarding the District subject advisors' focus.

In the majority of provinces, schools displayed less support of the idea that District subject advisors had eased their emphasis on ensuring teachers' completion of the curriculum. Sixty-seven (67%) of schools in the Northern Cape did not agree (‘disagree’ and ‘strongly disagree’) that the focus of District subject advisors was less about the completion of the curriculum.

Thus, although there was less pressure from the District Office for schools to improve learner test scores, there still was the perception that the focus of District subject advisors had not eased in terms of completing the curriculum.

Table 95: Principal views on the impact of the district office during the pandemic by province, 2022

Province	There was less pressure from the District Office for our school to improve learner test scores				District subject advisors DID NOT focus on whether teachers had completed the curriculum			
	SA	A	D	SD	SA	A	D	SD
EC	6	62	29	3	2	44	43	11
FS	13	41	39	7	3	47	42	8
GT	11	39	36	14	7	31	42	20
KZN	5	58	32	5	6	41	45	7
LP	6	66	15	13	6	54	28	12
MP	8	53	31	8	9	40	40	11
NC	4	64	22	9	2	31	61	6
NW	8	51	32	9	5	34	47	14
WC	4	59	28	8	2	38	52	7
SA	7	57	29	8	5	42	42	11

As shown in Table 96, Quintile 4 and 5 schools were slightly lower in agreement ('agree' and 'strongly agree') that there was less pressure from the District Office for schools to improve learner test scores.

Quintile 5 schools demonstrated a greater inclination to express disagreement (including both 'disagree' and 'strongly disagree') with the view that District subject advisors had relaxed their focus on teachers' completion of the curriculum. Only 34% ('agree' and 'strongly agree') believed that District subject advisors did not focus on curriculum completion.

Table 96: Principal views on the impact of the district office during the pandemic by quintile, 2022

Quintile	There was less pressure from the District office for our school to improve learner test scores				District Subject advisors DID NOT focus on whether teachers had completed the curriculum			
	SA	A	D	SD	SA	A	D	SD
1	8	59	26	6	6	43	43	9
2	6	54	31	9	6	44	39	10
3	4	64	25	7	3	46	39	13
4	6	51	35	8	4	43	45	8
5	9	46	33	12	7	28	49	17
SA	7	57	29	8	5	42	42	11

At a national level, 32% of principals stated that between 40-60% of learning and teaching days had been lost in the 2021 schooling year, whereas 30% stated that it was between 21-40% of days lost.

The view across provinces varies considerably, as shown in Figure P5.7. In the Western Cape, 51% of schools expressed that between 40-60% learning and teaching days had been lost in the 2021 schooling year, with 42% in Northern Cape and 41% in Limpopo Province holding the same view.

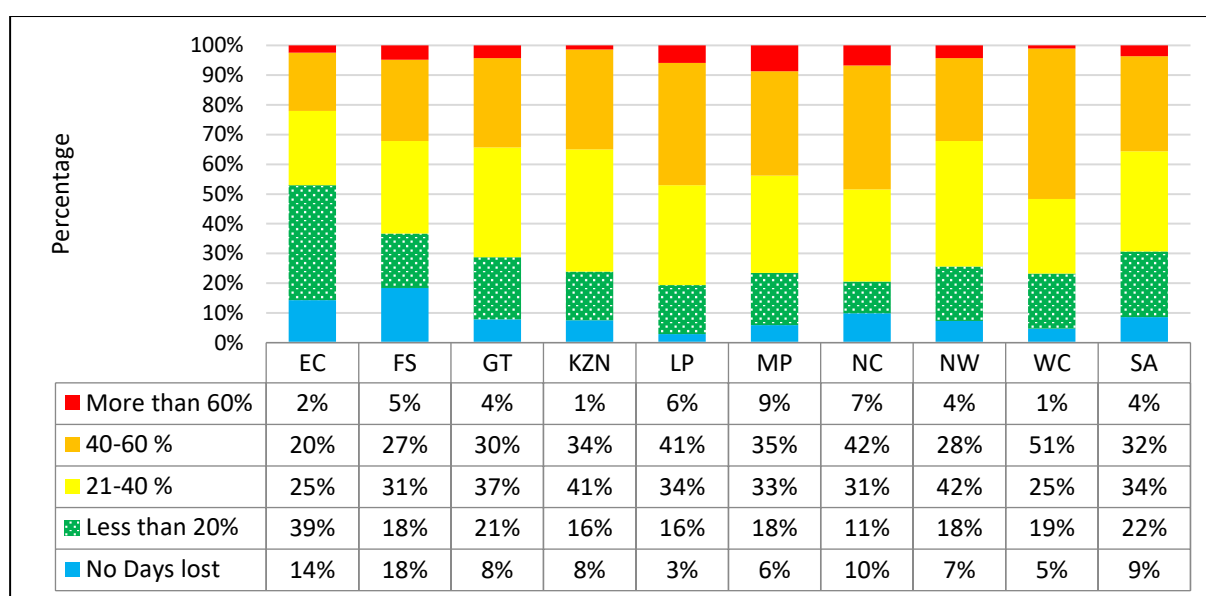
KwaZulu-Natal (41%) and the North West (42%) were slightly more inclined to believe that the loss was between 21-40% of learning and teaching days lost.

The Eastern Cape had a different picture from all of the other provinces, with 39% stating that less than 20% of learning and teaching days had been lost in the 2021 schooling year, 20% between 40-60% days lost, and 25% between 21-40% days lost.

The Free State had the highest percent (18%) of 'no days lost' in the 2021 schooling year. Mpumalanga stated that 9% of 'more than 60%' of learning and teaching days had been lost in the 2021 schooling year.

The Western Cape and the Northern Cape can be considered as the provinces with the highest percent of days lost, the Western with 52% for between '40%-60%' and 'more than 60%' days lost and the Northern Cape 49% for the same losses.

Figure P5.7 Principle estimates on percentage of learning and teaching days lost in the 2021 schooling year by province



Quintile 5 schools appear to have the least percent of days lost, as shown in Figure P5.8. with 15% of 'no days lost' and 28% of 'less than 20%' of learning and teaching days lost in the 2021 schooling year.

The trends for Quintiles 2 (39%) and 3 (38%) were fairly similar with a higher percent stating that between '21-40%' of days lost.

Figure P5.8 Principle estimates on percentage of learning and teaching days lost in the 2021 schooling year by quintile

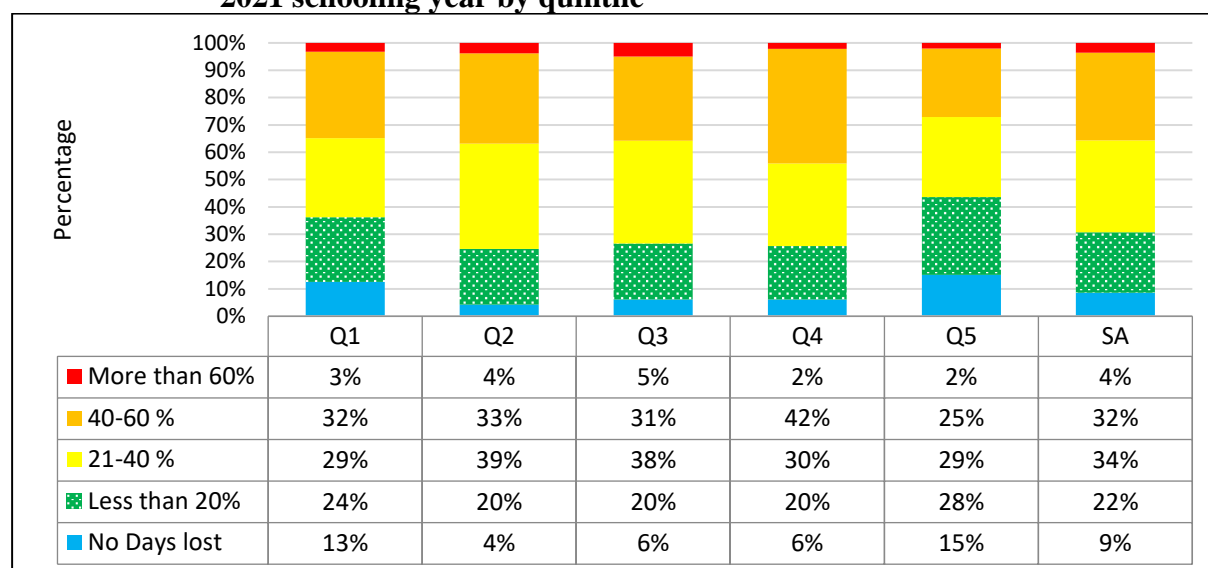
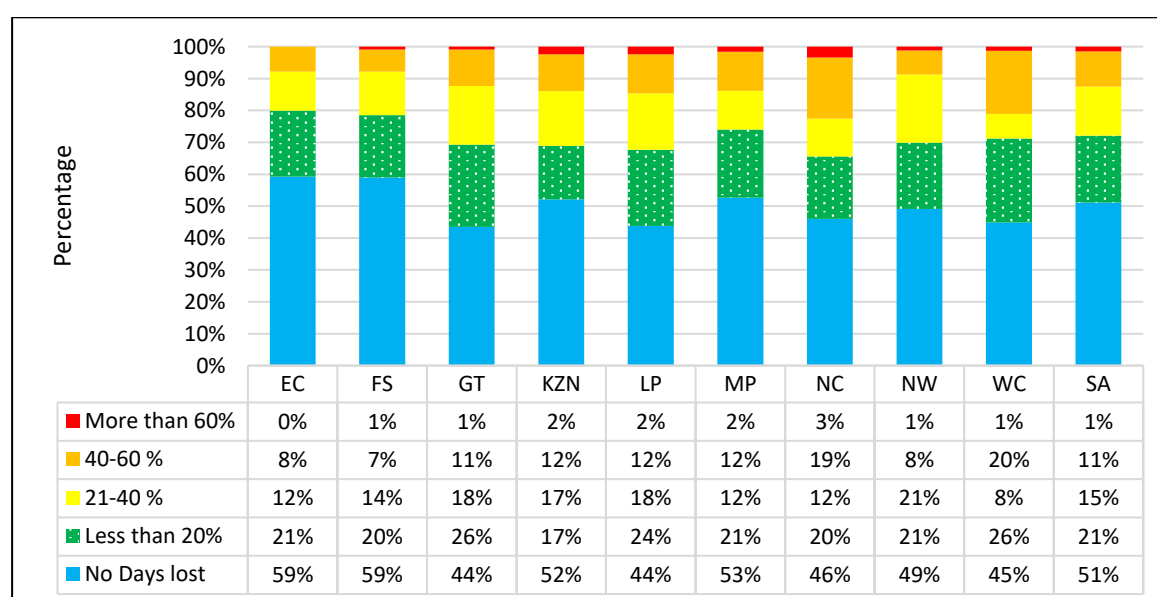


Figure P5.9 shows that the number of days lost had considerably reduced when schools reopened in 2022 (after the lifting of COVID restrictions). Nationally, 51% of schools stated that there were ‘no days lost’ in Term 1 and Term 2 of the 2022 schooling year.

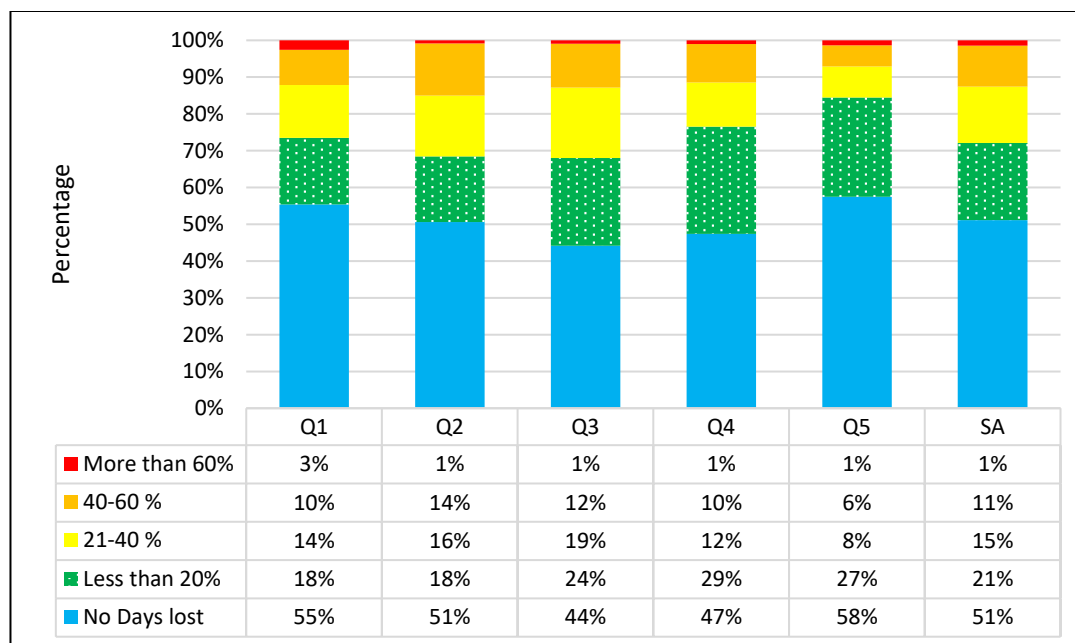
The Eastern Cape and the Free State appear to be the provinces with least days lost in Term 1 and Term 2 of the 2022 schooling year, with both reporting 59% of ‘no days lost’. The Western Cape (20%) and the Northern Cape (19%) still had a fair amount of between ‘40-60%’ days lost at the inception of the 2022 schooling year.

Figure P5.9 Principle estimates on percentage of learning and teaching days lost during Term 1 and Term 2 of the 2022 schooling year by province



Fifty-eight (58%) percent of Quintile 5 schools had ‘no days lost’ in Term 1 and Term 2 of the 2022 schooling year, followed by Quintile 1 schools with 55% of ‘no days lost’.

Figure P5.10 Principle views on percentage of learning and teaching days lost during Term 1 and Term 2 of the 2022 schooling year by quintile



‘Learners being absent when they should be at school’ was stated by 64% of principals as one of the factors having a ‘strong impact’ on the loss of learning and teaching time, as shown in Table 97.

Seventy-four (74%) percent of schools in KwaZulu-Natal reported that ‘Learners being absent when they should be at school’ had a ‘strong impact’ on the loss of learning and teaching time.

‘Learners infected by COVID-19’ appeared to have lower impact as 39% of schools stated that it had a ‘strong impact’, 24% a ‘low impact’, and 24% ‘no impact’ on the loss of learning and teaching time.

The ‘strongest impact’ of ‘Learners infected by COVID-19’ was felt by 44% of schools in the Northern Cape and the North West, while only 27% of schools in the Western Cape stated that it had a ‘strong impact’.

‘Teachers absent when they should be in school’ was stated by 54% of principals as having a ‘strong impact’ on the loss of learning and teaching time. Only 34% of schools in the Western Cape stated that it had a ‘strong impact’ and 31% ‘no impact’, whereas 62% in the North West stated that it had a ‘strong impact’.

Forty-eight (48%) of schools stated that ‘Staff infected by COVID-19’ had a strong impact on the loss of learning and teaching time. The Western Cape had overall the lowest impact on loss due to ‘Staff infected by COVID-19’ with 31% stating ‘strong impact’, 36% ‘low impact’ and 29% ‘no impact’.

Table 97: Principal views on the extent to which the following learner and teacher factors contributed to the loss of learning and teaching time by province, 2022

Prov	Learners absent when they should be in school				Learners infected by COVID-19				Teachers absent when they should be in school				Staff infected by COVID-19			
	NA	SI	LI	NI	NA	SI	LI	NI	NA	SI	LI	NI	NA	SI	LI	NI
EC	13	53	20	14	28	34	18	21	17	48	20	16	21	38	24	17
FS	6	57	21	16	11	37	38	15	13	43	32	11	7	46	36	11
GT	3	66	23	7	7	41	30	23	5	60	24	11	5	55	28	12
KZN	3	74	17	5	9	43	26	22	5	60	16	19	4	56	22	18
LP	5	67	17	11	14	40	16	30	8	59	20	13	10	50	14	25
MP	4	64	18	14	9	36	27	28	4	54	20	22	6	42	28	23
NC	5	64	19	11	11	44	26	19	15	52	20	14	10	54	21	14
NW	4	69	14	12	6	44	27	22	4	62	22	12	13	52	15	20
WC	4	57	27	11	5	27	38	31	11	34	25	31	4	31	36	29
SA	6	64	19	11	13	39	24	24	9	54	20	16	10	48	23	19

Quintile 5 schools reported the lowest impact on the loss of learning and teaching time due to ‘Learners being absent when they should be at school’, as shown in Table 98, with 47% stating ‘strong impact’, 31% ‘low impact’ and 14% ‘no impact’. Quintiles 1-4 were all in the 60% range for stating learner absence as a ‘strong impact’ on loss.

Across the quintile levels, ‘Learners infected by COVID-19’ remained constant around the national average of 39% of ‘strong impact’ on loss. Quintile 5 schools had the lowest impact on loss due to ‘Teachers absent when they should be in school’ and ‘Staff infected by COVID-19’.

Table 98: Principal views on the extent to which the following learner and teacher factors contributed to the loss of learning and teaching time by quintile, 2022

Quintile	Learners absent when they should be in school				Learners infected by COVID-19				Teachers absent when they should be in school				Staff infected by COVID-19			
	NA	SI	LI	NI	NA	SI	LI	NI	NA	SI	LI	NI	NA	SI	LI	NI
Q1	9	64	18	9	19	37	19	25	12	54	17	18	15	45	18	22
Q2	5	67	18	10	16	40	19	25	5	59	21	15	12	51	21	16
Q3	2	68	18	13	7	42	26	26	6	56	21	17	4	50	25	21
Q4	6	67	18	9	7	40	36	17	9	55	21	14	5	50	30	15
Q5	8	47	31	14	7	33	45	15	16	36	29	19	5	38	41	16
SA	6	64	19	11	13	39	24	24	9	54	20	16	10	48	23	19

‘School closures as per government regulations’ contributed considerably to the loss of learning and teaching time at schools, as 60% of schools stated that it had a ‘strong impact’, as shown in Table 99.

In contrast, only 40% of schools reported that a ‘District hotspot closure’ had a ‘strong impact’ on the loss of learning and teaching time at their schools. Across the provinces, this ranged under 50% for ‘strong impact’.

Table 99: Principal views on the extent to which school closures contributed to the loss of learning and teaching time by province, 2022

Province	School closures - government regulations				District hotspot closure			
	NA	SI	LI	NI	NA	SI	LI	NI
EC	10	64	15	11	26	35	26	12
FS	15	52	23	10	20	43	26	11
GT	7	58	18	17	16	42	20	23
KZN	4	64	14	18	15	46	25	13
LP	5	52	26	17	10	38	27	25
MP	2	55	17	26	15	37	25	22
NC	13	59	14	14	19	43	19	19
NW	4	56	26	14	12	43	26	20
WC	5	66	17	12	19	39	22	20
SA	6	60	18	16	17	40	25	17

Quintile 5 schools had the lowest impact on loss due to ‘School closures as per government regulations’ and ‘District hotspot closure’, as shown in Table 100

Table 100: Principal views on the extent to which the following learner and teacher factors contributed to the loss of learning and teaching time by quintile, 2022

Quintile	School closures - government regulations				District hotspot closure			
	NA	SI	LI	NI	NA	SI	LI	NI
Q1	6	62	18	14	17	42	26	15
Q2	5	57	20	17	13	42	26	20
Q3	6	64	14	17	17	41	26	17
Q4	9	61	16	14	17	47	19	17
Q5	11	50	22	18	30	23	25	21
SA	6	60	18	16	17	40	25	17

4. Summary

Currently, learners in all grades at 98% at all schools were attending classes. This was the situation across all provinces with class attendance ranging between 94% and 100 percent.

Sixty (60%) percent of schools indicated that the School Recovery Plan over a three-year period 'will make teaching easier'. The picture at provincial level is to some degree more varied. Schools in Limpopo Province (78%) and the Eastern Cape (70%) had the highest agreement with the position that the School Recovery Plan will make teaching easier. About two-thirds of schools in Quintiles 2 to 4 indicated that the School Recovery Plan would make teaching easier.

About three-quarters (76%) of schools were in agreement ('agree') that the trimmed curriculum (ATPs), would enable schools to spend more time on supporting learners understanding the content. The picture was fairly consistent across provinces.

There was divided opinion as to whether the ATPs enabled schools to not have to focus on improving learner test scores. This pattern was observed across all provinces. Specifically, 40% expressed agreement with the notion that schools were not obligated to focus on test scores, whereas 45% disagreed with this view.

Schools in all quintiles were in agreement ('agree' and 'strongly agree') that the trimmed curriculum (ATPs) would enable schools to spend more time on supporting learners understanding the content.

The opposing views about the impact of the ATPs in terms of not having to focus on improving learner test scores, was evident across all quintiles.

Slightly over 60% of schools were in agreement ('agree' and 'strongly agree') that there was less pressure from the District Office for schools to improve learner test scores as a result of the School Recovery Plan. Provincial variations were evident. In Gauteng, where the opinions were evenly divided. Half of the schools expressed agreement through either 'agree' or 'strongly agree', while the other half disagreed by choosing either 'disagree' or 'strongly disagree'.

Opinions were evenly split, with 42% in agreement and 42% in disagreement regarding the District subject advisors' focus on teachers completing the curriculum in light of the School Recovery Plan.

Although there was less pressure from the District Office for schools to improve learner test scores, there remained the perception that the focus of District subject advisors had not eased in terms of completing the curriculum.

At a national level, 32% of principals stated that between 40-60% of learning and teaching days had been lost in the 2021 schooling year, whereas 30% stated that it was between 21-40% of days lost. The view across provinces varied considerably. The Eastern Cape stood out from the other provinces, presenting a different picture, where 39% indicated that less than 20% of learning and teaching days were lost during the 2021 school year. Meanwhile, 20% reported a loss of 40-60% of days, and 25% reported a loss of 21-40% of days.

Nationally, 51% of schools stated that there were 'no days lost' in Term 1 and Term 2 of the 2022 schooling year. The Eastern Cape and the Free State appear to be the provinces with the

least days lost in Term 1 and Term 2 of the 2022 schooling year, with both reporting 59% of 'no days lost'.

'Learners being absent when they should be at school' was stated by 64% of principals having a 'strong impact' on the loss of learning and teaching time.

'Learners infected by COVID-19' appeared to have a lower impact, as 39% of schools indicated that it had a 'strong impact', 24% a 'low impact', and 24% 'no impact' on the loss of learning and teaching time.

'Teachers absent when they should be in school' was stated by 54% of principals as having a 'strong impact' on the loss of learning and teaching time.

Forty-eight (48%) of schools stated that 'Staff infected by COVID-19' had a strong impact on the loss of learning and teaching time.

Quintile 5 schools reported the lowest impact on the loss of learning and teaching time due to 'Learners being absent when they should be at school.'

Across the quintile levels, 'Learners infected by COVID-19' remained fairly constant, around the national average of 39% of 'strong impact' on loss.

Quintile 5 schools had the lowest impact on loss due to 'Teachers absent when they should be in school' and 'Staff infected by COVID-19'.

'School closures as per government regulations' contributed considerably to the loss of learning and teaching time at schools, as 60% of schools stated that it had a 'strong impact'.

Only 40% of schools reported that a 'District hotspot closure' had a 'strong impact' the loss of learning and teaching time at their schools. Across the provinces, this ranged under 50% for 'strong impact'. Quintile 5 schools had the lowest impact on loss due to 'School closures as per government regulations' and 'District hotspot closure'.

Priority Area 6: Early Childhood Development

Fact Sheet

As was the case with the SMS 2017, in a similar vein, key information about the human and financial resources devoted to Grade R, was surveyed in the SMS 2022. This, amongst others, covered questions about the number of primary schools that offer Grade R, enrolment numbers, source of funding for Grade R learners, and Grade R fees. Trend analysis is possible for 2017 and 2022.

Source: Principal interviews

Weight: School Weight (as per SMS 2017)

Verbatim formulation of questions:

PQ151. "Does the school offer Grade R? [1=Yes, 2=No]"

PQ152. "How many Grade R classes are offered at your school? [Numeric]"

PQ153. "How many Grade R learners are there in your school this year?" [Numeric]"

PQ155. "How many Grade R educators does the school have?" [Numeric]"

PQ156. "What is the total per learner annual fee / Donation charged for Grade R learners in 2022?" [Numeric]"

PQ157. "Does the school receive separate funding from the Provincial Education Department for Grade R? [1=Yes, 2=No]"

PQ159. "Do you know what the stated per learner allocation is for Grade R for 2022? [1=Yes, 2=No]"

PQ160. "What amount was allocated per learner for Grade R in 2022? [Numeric]"

PQ161. "With respect to the actual transfer of the subsidy for Grade R to the school in 2022, please choose one of the options provided. [A1 Less money than expected was transferred, A2, The expected amount of money was transferred, A3, More money than expected was transferred, A4 Not applicable]"

1. Importance of priority area

In the Minister of Education's Foreword to the Action Plan to 2024, one of the six priorities identified by the Council of Education Ministers (CEM) early in 2020, refers to the migration of education services for 0- to 4-year-olds from the Department of Social Development (DSD) to the Department of Basic Education (DBE) and the access of two years of Early Childhood Development (ECD) before Grade 1 (DBE, 2020g). The migration took effect from 1 April 2022.

This change gives effect to the position that ECD is more of an early learning function and less of a child protection function. The Action Plan, however, states that “strengthening the educational aspects will not mean that health and psycho-social aspects are neglected” (DBE, 2022, p. 92).

As part of the process of integrating Early Learning Programmes (ELP) into the DBE’s Education Management Information System (EMIS), in 2021, the DBE (in partnership with Lego Foundation) initiated an ECD Census to undertake the mapping of Early Learning Programmes (ELP) in South Africa. The ECD Census 2021 was conducted between August 2021 and February 2022.

According to the ECD Census 2021 report, 42 420 ELPs were captured during fieldwork and over 1.6 million children enrolled in ELPs were counted during the census (DBE, 2022, p. 7). In her foreword to the report, the Minister of Education acknowledged the significance of the first ECD Census stating that “the data on children accessing ECD services and the number of practitioners providing those services, is instrumental for our planning and will allow us to prioritise the poorest children most in need of public assistance” (DBE, 2022, p. 2).

In the context of the SMS, additional information on Grade R was first obtained in the SMS 2017. The SMS 2022 represents the second round of information collected on the state of Grade R within DBE primary schools.

2. Priority area definition and data collection

The primary questions for the Grade R component of the Principal Interview are covered in the Fact Sheet section of this chapter.

These questions were direct and structured to produce straightforward yes/no responses, exact numbers and monetary amounts. The questions in 2022 are the same as those asked in the 2017 survey.

School weights were applied to the data. Consistent with the SMS 2017 study. For the SMS 2022, no weights were applied to the section dealing with school funding.

Also, due to anomalies in the data, 17 primary schools were re-classified as ‘not offering Grade R’. This was based on two schools having conflicting responses about the presence of Grade R or not at the school, and 15 schools where the responses were 0-2 Grade learners in the school.

3. Grade R in 2022

The presence of Grade R classes in primary schools

Table 101 (by province) and Table 102 (by quintile) shows the status of Grade R in primary schools for 2017 and 2022.

Table 101 shows that nationally 89% of primary schools had at least one Grade R class in 2022. For primary schools that have Grade R classes, (i) the average number of classes was 1.7 per school, with (ii) an average of 50 learners and (iii) 1.7 teachers per school.

In comparison, in 2017, 91% of primary schools had at least one Grade R class. Nationally, (i) the average number of classes was 1.6 per school; with (ii) an average of 50 learners, and (iii) 1.5 teachers per school.

The aforesaid comparison shows that there has not been a substantive change between 2017 and 2022 in terms of the above variables.

In 2022, primary schools in Gauteng on average had the most learners at Grade R level, with 80 learners per school in the province. The average number of learners per Grade R teacher was about 29 learners per teacher. Limpopo Province had the highest learner: teacher ratio of 40:1 (40 learners per teacher) and the lowest being the Eastern Cape, with 23 learners per teacher.

In 2017, primary schools in Gauteng had on average the most learners at Grade R level, of 74 learners per school. The average number of learners per Grade R teacher was close to 30 for most provinces. The exceptions were Limpopo with a very high learner to teacher ratio of 75 and the North West with a ratio of 45.

In terms of the comparison between 2017 and 2022, the learner-teacher ratio, at a national level, had decreased from 34 (in 2017) learners to 29 learners (in 2022) per teacher. At a provincial level, Limpopo dropped from 75 learners to 40 learners per teacher, and the North West from 45 learners to 33 learners per teacher. Table 101: Percentage of primary schools with Grade R classes and the average number of learners and teachers by province, 2017-2022

Province	% of primary schools with Gr R		Average number of Gr R classes per school		Average number of Gr R learners per school		Average number of Gr R teachers per school		Average number of Gr R learners per teacher	
	2017	2022	2017	2022	2017	2022	2017	2022	2017	2022
EC	97.9	91.2	1.3	1.2	32.6	28.1	1.1	1.1	28.9	23.1
FS	76.2	89.5	2.0	2.1	64.6	54.0	1.9	2.1	33.4	24.3
GT	93.3	84.8	2.5	2.9	73.7	80.4	2.7	3.0	27.5	28.0
KZ	90.7	91.2	1.5	1.7	47.4	49.5	1.4	1.8	34.0	27.2
LP	82.0	87.0	1.3	1.4	54.0	55.9	0.7	1.4	74.5	40.0
MP	91.2	85.1	2.0	2.2	63.4	68.0	1.9	2.2	32.7	32.6
NC	78.1	72.4	1.8	2.0	50.5	53.0	1.8	2.0	28.3	25.2
NW	93.7	96.7	1.5	1.6	57.4	54.0	1.3	1.6	44.7	33.4
WC	93.3	91.1	2.2	2.5	63.0	67.3	2.2	2.5	28.2	26.8
SA	90.9	89.4	1.6	1.7	50.0	50.4	1.5	1.7	34.2	28.7

Table 102 shows that, on average, 90% of primary schools in Quintiles 1, 3 and 4 have Grade R classes in 2022. The percentages are slightly lower for Quintile 2 schools (with 87%) and Quintile 5 schools (with the lowest at 85%). Primary schools in Quintile 4 and 5, had on average, almost three Grade R classes per school. Class sizes across the quintiles were within range of the national average of approximately 29 learners per teacher.

In 2017, about 90% of schools with Quintile 1 to 4 status have Grade R classes, while the percentage is slightly lower at 85% for Quintile 5 schools. Class sizes are larger in schools with Quintile 2 and 3 status than for those with Quintile 1, 4 and 5 status.

In terms of the comparison between 2017 and 2022 at quintile level, Quintile 2 schools showed a substantive drop in the percentage of schools with Grade R, from 96% to 87 percent. The average number of classes remained roughly equivalent, as well as the number of

Grade R teachers per school, although slightly more teachers in 2022. Quintile 4 schools showed an increase in the number of Grade R learners from 74 to 81 learners. Quintile 2 and 3 schools showed the largest decreases in the average number of Grade R learner to teachers, from a ratio of 39 to 29 (for Quintile 2) and 38 to 31 (for Quintile 3), learners per teacher.

Table 102: Percentage of primary schools with Grade R classes and the average number of learners and teachers by quintile, 2017-2022

Quintile	% of primary schools with Gr R		Average number of Gr R classes per school		Average number of Gr R learners per school		Average number of Gr R teachers per school		Average number of Gr R learners per teacher	
	2017	2022	2017	2022	2017	2022	2017	2022	2017	2022
1	89.7	92.2	1.3	1.4	39.2	37.9	1.3	1.4	31.0	27.4
2	96.0	87.1	1.4	1.6	46.6	45.3	1.2	1.5	38.9	28.9
3	88.7	89.8	1.9	1.9	61.2	59.3	1.6	1.9	37.7	30.8
4	91.1	89.9	2.3	2.8	73.7	80.8	2.2	2.8	33.0	29.5
5	85.1	84.5	2.4	2.6	69.0	70.4	2.5	2.6	28.0	27.3
SA	90.9	89.4	1.6	1.7	50.0	50.4	1.5	1.7	34.2	28.7

School funding for Grade R

Table 103 shows the means, minimums and maximums provided by principals for: (i) the annual 'fee' charged for each Grade R learner in 2022; and (ii) the annual per learner allocation provided by the PED in 2022. The same data is also shown in Table 104 by quintile status.

The data reported on in this section was not weighted as only a limited number of principals responded. Of the 876 primary schools that offered Grade R, 543 principals (62%) indicated zero Rand (0) as the annual 'fee' charged for each Grade R learner by the school. It is not clear from this response whether zero meant 'zero rand' or zero meant, in some instances, that the principals 'did not know'. The data in the first part of Table 103 is based on the 333 schools, where principals indicated an amount above zero rand.

According to the information provided by principals, the annual fees charged varied from R12 to R39 3200 per year. In Limpopo only 10 principals responded, with amounts ranging from R60 to R4 000. Based on the amounts provided by the principals, it is not clear how valid these responses were.

For the second part of Table 103, principals that indicated that they had received separate funding for Grade R from the Provincial Education Department, were further asked if they knew what the stated per learner allocation was for Grade R for 2022. If they responded in the affirmative, they were then asked to indicate the annual amount allocated to each learner by the PED. Only 404 of the 876 principals (46%) were able to provide a response to this question.

In Limpopo, one principal responded to the question about the allocation of funds for Grade R by the DBE in 2022, four principals in the Eastern Cape and 13 principals in Mpumalanga. In terms of the allocation of funds from the DBE, the amounts reported by the principals ranged from R93 to R6 400.

In summary, based on the data, the average annual per learner fee charged by schools was R2 308 per learner, and the average amount received from the DBE per learner was R2 035.

As a result of the low response rate in most provinces and/or the proliferation of ‘zero’ as a response, it is not advised to make provincial comparisons. Table 103: Annual fees charged by schools and money allocated per Grade R learner by province (not weighted), 2022

Province	The total PER LEARNER annual fee charged for Grade R learners in 2022					The total PER LEARNER annual amount allocated for Grade R learners in 2022				
	N	Mean	SD	Min	Max	N	Mean	SD	Min	Max
EC	36	1 086	3 275	50	19 920	4	381	303	115	794
FS	47	1 673	3 111	100	18 150	54	1 000	291	100	1 752
GT	50	3 769	5 387	50	23 980	77	1 765	425	93	4 800
KZ	35	2 109	6 568	30	39 320	31	986	1 625	104	6 000
LP	10	1 354	1 171	60	4 000	1	1 026		1 026	1 026
MP	28	1 408	3 363	40	14 850	13	1 109	1 599	175	6 400
NC	40	2 073	3 439	50	13 200	62	776	336	125	1 494
NW	41	1 369	2 629	50	16 200	84	1 457	246	266	1 602
WC	46	4 269	7 528	12	37 500	78	5 307	1 702	93	6 400
SA	333	R2 308	R4 829	R12	R39 320	404	R2 035	R1 894	R93	R6 400

Table 104 shows the means, minimums and maximums provided by principals regarding: (i) the annual ‘fee’ charged for each Grade R learner in 2022; and (ii) the annual per learner allocation provided by the PED in 2022, by quintile status.

Regarding the annual fees charged, only three principals of Quintile 1 schools responded. Based on the data, Quintile 4 and 5 schools had higher annual fees than did Quintile 1 to 3 schools.

A similar trend emerges in terms of the per learner annual amount allocated to Grade R Learners by the DBE, the mean values indicate lower allocations at lower quintile levels and higher mean values at higher quintile levels. This, however, appears to be inconsistent with the maximum allocation, where the amount was R6 400 at each quintile level.

As indicated previously, the veracity of the responses by the principals remains in question, as such, the data should be interpreted with caution.

Table 104: Annual fees charged by schools and money allocated per Grade R learner by quintile (not weighted), 2022

Quintile	The total PER LEARNER annual fee charged for Grade R learners in 2022					The total PER LEARNER annual amount allocated for Grade R learners in 2022				
	N	Mean	SD	Min	Max	N	Mean	SD	Min	Max
1	3	605	468	140	1 075	90	1 629	1 489	100	6 400
2	53	414	571	50	3 700	89	1 853	1 854	111	6 400
3	112	658	581	12	1 790	106	1 906	1 782	93	6 400
4	71	1 657	2 626	23	19 920	58	2 519	2 430	93	6 400
5	94	5 886	7 668	30	39 320	61	2 660	1 909	175	6 400
SA	333	R2 308	R4 829	R12	R39 320	404	R2 035	R1 894	R93	R6 400

The principals that stated that they had received separate funding for Grade R from the Provincial Education Department (69%), were asked whether they received the amount allocated.

Table 105 shows that for primary schools in the Free State, Gauteng, North West and the Western Cape, the expected amount of money was transferred, was in the region of 90%, and with the Eastern Cape reporting the lowest with 29 percent. Only one principal in Limpopo Province responded to this question.

Table 105: Percentage of funds received by the school for Grade R by province (not weighted), 2022

Province	Less money than expected		The expected amount		More money than expected		Not applicable		Total	
	N	%	N	%	N	%	N	%	N	%
EC	23	37.1	18	29.0	0	0.0	21	33.9	62	100
FS	3	5.2	52	89.7	0	0.0	3	5.2	58	100
GT	8	8.9	82	91.1	0	0.0	0	0.0	90	100
KZ	20	22.5	53	59.6	0	0.0	16	18.0	89	100
LP	0	0.0	1	100	0	0.0	0	0.0	1	100
MP	7	13.2	43	81.1	0	0.0	3	5.7	53	100
NC	5	6.9	59	81.9	5	6.9	3	4.2	72	100
NW	6	6.6	81	89.0	1	1.1	3	3.3	91	100
WC	5	5.7	79	90.8	2	2.3	1	1.1	87	100
SA	77	12.8	468	77.6	8	1.3	50	8.3	603	100

Table 106 shows the responses by principals as to whether they received the funds allocated to the school for Grade R, by quintile. All quintiles were in range of the national average of having received ‘the expect amount’, with responses ranging between 74% and 87 percent.

Table 106: Percentage of funds received by the school for Grade R by quintile (not weighted), 2022

Quintile	Less money than expected		The expected amount		More money than expected		Not applicable		Total	
	N	%	N	%	N	%	N	%	N	%
1	19	12.9	110	74.8	1	0.7	17	11.6	147	100
2	21	15.4	101	74.3	4	2.9	10	7.4	136	100
3	19	12.1	122	77.7	0	0.0	16	10.2	157	100
4	12	14.0	68	79.1	1	1.2	5	5.8	86	100
5	6	7.8	67	87.0	2	2.6	2	2.6	77	100
SA	77	12.8	468	77.6	8	1.3	50	8.3	603	100

Table 107 shows the sources of funding for the payment of Grade R practitioners or teachers’ salaries. The majority of principals (87%) at primary schools with Grade R indicated that salaries were paid by the Provincial Department of Education (PED) via PERSAL or a subsidy to the school. The Western Cape had the lowest percentage (66%) of having salaries paid via PERSAL or a subsidy to the school.

Table 108 shows the sources of funding for the payment of Grade R practitioners or teachers’ salaries at quintile level. The contribution by the PED towards salaries decreases as Quintile level increases. Schools in Quintile 5 reporting the lowest percentage (52%) of having salaries paid via PERSAL or a subsidy to the school.

Table 107: Percentage of sources of funding for Grade R practitioners or teachers’ salaries by province, 2022

Province	PDE via PERSAL or subsidy to the school	SGB financing salaries on its own	Both - PDE and the SGB	Other
	%	%	%	%
EC	82.5	7.8	1.5	8.3
FS	97.4	0.0	2.6	0.0
GT	91.3	3.9	4.8	0.0
KZ	95.5	1.4	2.8	0.4
LP	85.9	7.7	0.4	6.0
MP	88.2	3.2	7.1	1.5
NC	90.8	0.0	9.2	0.0
NW	82.2	14.2	0.7	2.9
WC	65.6	15.0	17.9	1.5
SA	87.0	6.0	3.5	3.5

Table 108: Percentage of sources of funding for Grade R practitioners or teachers' salaries by quintile, 2022

Quintile	PDE via PERSAL or subsidy to the school	SGB financing salaries on its own	Both - PDE and the SGB	Other
	%	%	%	%
1	91.0	4.5	0.8	3.6
2	95.7	1.7	0.6	2.1
3	84.8	5.7	2.1	7.3
4	77.9	6.8	14.5	0.8
5	52.4	27.9	19.7	0.0
SA	87.0	6.0	3.5	3.5

Support for Grade R

Figure P6.1 shows that 64% of principals (or deputy principals or the Foundation Phase Head of Departments)²¹ at primary schools had received training to support Grade R teachers.

Eight of the provinces were equal to or above the national average. Gauteng had the highest percentage of principals (or deputy principals or the Foundation Phase Head of Department) who had received training at 93%, while the lowest was the Eastern Cape at 40 percent.

Figure P6.1 Percentages of Principals (or Deputy Principals / Foundation Phase HoDs) that had training received to support Grade R teachers by province, 2022

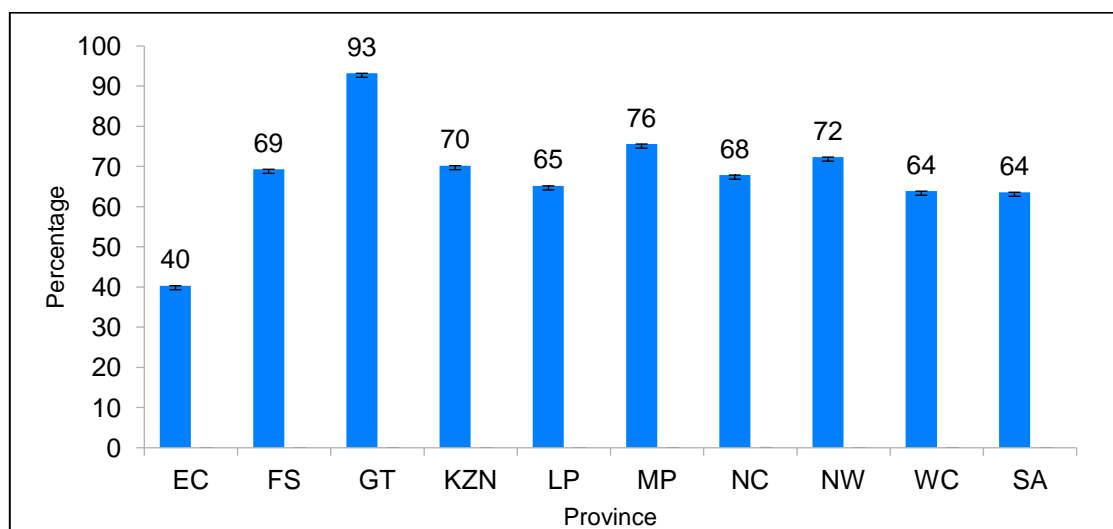


Figure P6.2 shows that Quintile 4 (83%) and Quintile 5 (72%) schools had the highest percentage of principals that had received training to support Grade R teachers. Quintile 1 schools had the lowest at 54 percent.

²¹ This refers to training received by the person that was interviewed for the Principal Interview and/or the person that is the Foundation Phase Head of Department.

Figure P6.2 Percentages of Principals (or Deputy Principals / Foundation Phase HoDs) that had training received to support Grade R teachers by quintile, 2022

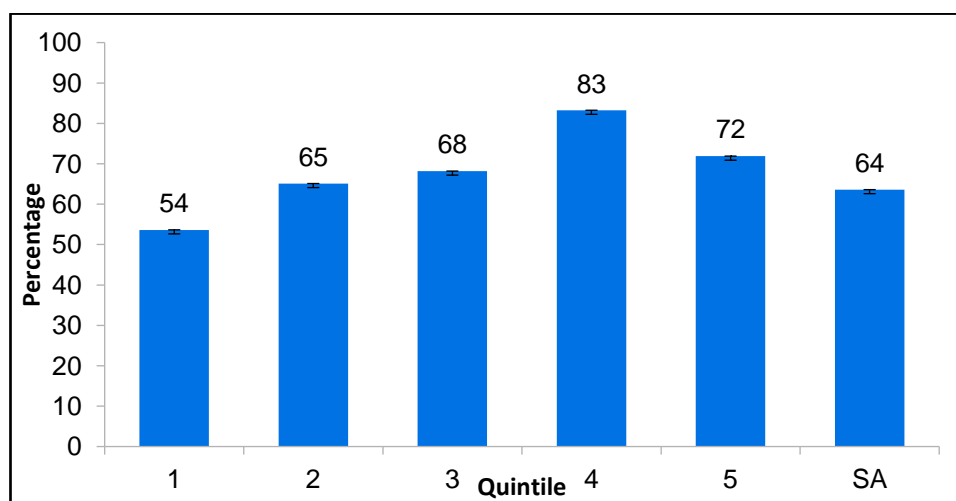


Table 109 (by province) and Table 110 (by quintile) shows the year during which training to support Grade R teachers was offered. Of those who had indicated that training had been received (in the previous table), 45% stated that training was offered in 2022, 21% stated that it was in 2021, and 13% indicated that it was before 2018.

Table 109: The year in which training to support Grade R teachers was offered by province, 2022

Province	2022	2021	2020	2019	2018	Before 2018	Don't Know
	%	%	%	%	%	%	%
EC	32.3	21.2	5.3	3.8	4.6	25.0	7.7
FS	55.3	21.5	6.3	10.9	3.3	2.8	0.0
GT	29.2	37.2	10.2	8.5	4.4	7.6	3.0
KZ	49.1	19.3	8.1	5.4	3.2	9.4	5.3
LP	59.4	20.3	1.2	7.6	0.0	11.4	0.0
MP	53.6	16.9	4.2	12.4	2.9	4.8	5.2
NC	47.7	17.3	13.3	10.0	2.5	7.9	1.3
NW	54.3	19.5	5.9	7.5	4.5	3.9	4.4
WC	30.8	9.1	5.9	6.6	10.6	34.2	2.8
SA	45.2	21.1	6.3	7.0	3.7	12.7	4.1

Table 110: The year in which training to support Grade R teachers was offered by quintile, 2022

Quintile	2022	2021	2020	2019	2018	Before 2018	Don't Know
	%	%	%	%	%	%	%
1	41.9	21.9	3.5	7.6	4.4	17.1	3.6
2	49.4	18.1	7.2	7.4	4.7	12.7	.5
3	53.1	24.7	4.6	5.9	.2	3.9	7.6
4	37.2	16.1	10.6	8.4	9.3	12.7	5.7
5	31.0	24.5	13.0	4.7	.7	20.4	5.7
SA	45.2	21.1	6.3	7.0	3.7	12.7	4.1

Table 111 (by province) and Table 112 (by quintile) shows the organisations or people that had provided the training to support Grade Teachers. The major provider of the training was the district office with 79% of schools receiving training in 2022.

Table 111: Providers of training to support Grade R teachers by province, 2022

Province	DBE / PED	District office	Teacher Unions	Principal / SMT	HoDs	Other Teachers	University / NGOs	Other
	%	%	%	%	%	%	%	%
EC	28.4	69.2	6.9	23.9	16.1	0.8	11.9	0.0
FS	13.5	87.7	1.1	9.0	11.2	4.3	5.2	8.0
GT	44.6	80.7	4.4	9.9	12.3	1.6	4.0	0.6
KZ	39.9	81.3	3.5	13.9	12.7	2.3	1.3	2.6
LP	55.0	85.2	6.3	25.2	17.3	4.0	6.5	2.9
MP	37.9	64.2	1.6	9.2	1.0	0.0	9.9	4.0
NC	40.4	71.4	1.0	9.8	10.4	6.4	8.7	0.0
NW	33.4	81.0	3.1	13.3	15.5	9.9	4.8	2.7
WC	15.8	90.6	0.0	9.0	11.7	3.4	4.5	3.2
SA	37.2	79.2	4.0	15.6	13.0	2.9	5.6	2.3

Table 112: Providers of training to support Grade R teachers by quintile, 2022

Quintile	DBE / PED	District office	Teacher Unions	Principal / SMT	HoDs	Other Teachers	University / NGOs	Other
	%	%	%	%	%	%	%	%
1	35.7	80.3	2.6	18.5	10.3	3.2	5.3	1.0
2	36.2	83.3	4.1	12.1	11.0	1.9	4.4	0.0
3	37.8	79.9	2.7	19.7	19.7	3.7	8.5	5.5
4	34.1	70.6	5.5	6.0	10.6	2.0	5.6	6.8
5	47.9	70.7	10.4	17.6	13.7	3.8	2.7	0.6
SA	37.2	79.2	4.0	15.6	13.0	2.9	5.6	2.3

Table 113 (by province) and Table 114 (by quintile) shows the perception about the Foundation Phase Head of Department's experience of Grade R.

About 26% of principals of primary schools that offer Grade R, were of the view that the Foundation Phase HoD had 'no experience of Grade R'. Gauteng had the highest rating, with 64% of principals of the view that the Foundation Phase HoD had 'Good experience of Grade R'. At quintile level, Quintile 4 and 5 schools had higher ratings of 'Good experience of Grade R', both around 50%, in contrast to Quintile 1 to 3 schools, with much lower ratings.

Table 113: Foundation Phase HoD (Head of Department) experience of Grade R by province, 2022

Province	Good experience of Grade R	Some experience of Grade R	Limited experience of Grade R	No experience of Grade R
	%	%	%	%
EC	21.1	15.1	20.1	43.7
FS	33.5	27.2	18.9	20.4
GT	63.6	24.0	8.8	3.5
KZ	36.7	22.4	13.8	27.1
LP	32.4	22.2	20.5	24.9
MP	48.2	19.0	14.1	18.7
NC	53.0	24.2	7.3	15.4
NW	30.0	29.0	33.0	8.0
WC	36.2	36.4	17.9	9.5
SA	34.7	22.0	17.7	25.6

Table 114: Foundation Phase HoD (Head of Department) experience of Grade R by quintile, 2022

Quintile	Good experience of Grade R	Some experience of Grade R	Limited experience of Grade R	No experience of Grade R
	%	%	%	%
1	20.7	23.6	21.8	33.9
2	37.7	17.9	18.4	26.0
3	41.1	21.5	15.9	21.5
4	51.4	25.5	11.5	11.5
5	53.9	27.4	7.5	11.2
SA	34.7	22.0	17.7	25.6

Table 115 (by province) and Table 116 (by quintile) shows the year when last a school had received a support visit from a Curriculum Advisor regarding Grade R. Forty (40%) percent of primary schools that offer Grade R, had received a support visit from a curriculum advisor regarding Grade R in 2022. Primary schools in Gauteng (70%), Mpumalanga (79%) and the Northern Cape (72%), as well as Quintile 5 schools, had the highest percentage of visits in 2022. Visits in previous years (2021 and before) averaged under 20 percent.

Table 115: Support visit from a Curriculum Advisor regarding Grade R by province, 2022

Province	In 2022	In 2021	In 2020 or before	Never	Don't Know
	%	%	%	%	%
EC	23.2	16.2	27.1	24.8	8.7
FS	57.6	17.7	17.5	5.3	2.0
GT	69.6	22.8	5.5	0.8	1.4
KZ	29.2	20.3	25.1	22.4	3.0
LP	37.0	18.6	12.6	26.8	5.0
MP	78.8	11.0	6.0	0.0	4.2
NC	71.5	20.9	6.3	0.6	0.7
NW	45.0	19.6	8.8	19.3	7.3
WC	53.6	11.1	17.8	3.6	13.9
SA	40.1	17.8	18.7	17.8	5.7

Table 116: Support visit from a Curriculum Advisor regarding Grade R by quintile, 2022

Quintile	In 2022	In 2021	In 2020 or before	Never	Don't Know
	%	%	%	%	%
1	35.4	17.3	15.8	26.1	5.4
2	40.5	20.0	20.1	14.1	5.3
3	39.4	17.9	20.3	15.0	7.5
4	45.7	19.3	23.5	6.8	4.7
5	57.0	11.3	17.8	10.4	3.6
SA	40.1	17.8	18.7	17.8	5.7

Learning resources for Grade R

Table 117 (by province) and Table 118 (by quintile) shows the percentages of Grade R classroom adequately resourced with learner teacher support materials (LTSM) for children's stimulation and learning, as expressed by principals of primary schools.

About 72% of Grade R classrooms were adequately resourced or more (i.e., 'adequately resourced' and 'more than adequately resourced' together). The 'better' resourced Grade R classrooms were in schools in the Free State, Gauteng, Northern Cape, North West and the Western Cape. Schools in the Eastern Cape (37%) and Limpopo Province (41%) had the highest percentages for Grade R classrooms 'not adequately resourced'.

The ‘better’ resourced Grade R classrooms were in Quintiles 3 to 5 and conversely, schools in Quintiles 1 and 2 had the highest percentages for Grade R classrooms ‘not adequately resourced’.

Table 117: Percentages of Grade R classroom adequately resourced with learner teacher support materials (LTSM) by province, 2022

Province	More than adequately resourced	Adequately resourced	Not adequately resourced	Not sure
	%	%	%	%
EC	8.8	54.6	36.6	0.0
FS	11.9	67.5	20.5	0.0
GT	37.3	54.0	8.7	0.0
KZ	16.7	53.2	30.2	0.0
LP	12.2	47.0	40.8	0.0
MP	26.7	50.5	21.5	1.4
NC	13.6	69.9	16.5	0.0
NW	13.4	58.6	28.0	0.0
WC	31.2	67.4	1.0	0.4
SA	16.8	54.8	28.2	0.1

Table 118: Percentages of Grade R classroom adequately resourced with learner teacher support materials (LTSM) by quintile, 2022

Quintile	More than adequately resourced	Adequately resourced	Not adequately resourced	Not sure
	%	%	%	%
1	10.3	52.3	37.1	0.3
2	17.5	52.3	30.2	0.0
3	13.1	63.5	23.4	0.0
4	26.3	55.0	18.5	0.3
5	46.0	51.1	2.9	0.0
SA	16.8	54.8	28.2	0.1

Fifty-eight (58%) percent of primary schools offering Grade R, stated they had an appropriate outdoor fenced-off space where Grade R children can play, separately from older learners, as shown in Figure P6.3 (by province) and Figure P6.4 (by quintile).

The Western Cape (at 88%) and Gauteng (at 80%) had the highest percentage of schools with the appropriate outdoor fenced-off space, followed by North West (at 74%) and the Free State (at 72%).

At quintile level, the higher the quintile, the greater the percentage of schools with the appropriate outdoor fenced-off space, and vice versa. Quintile 5 schools had the highest with 92% and Quintile 1 the lowest with 45 percent.

Figure P6.3 Percentages of schools with an appropriate outdoor fenced-off space where Grade R children can play, by province, 2022

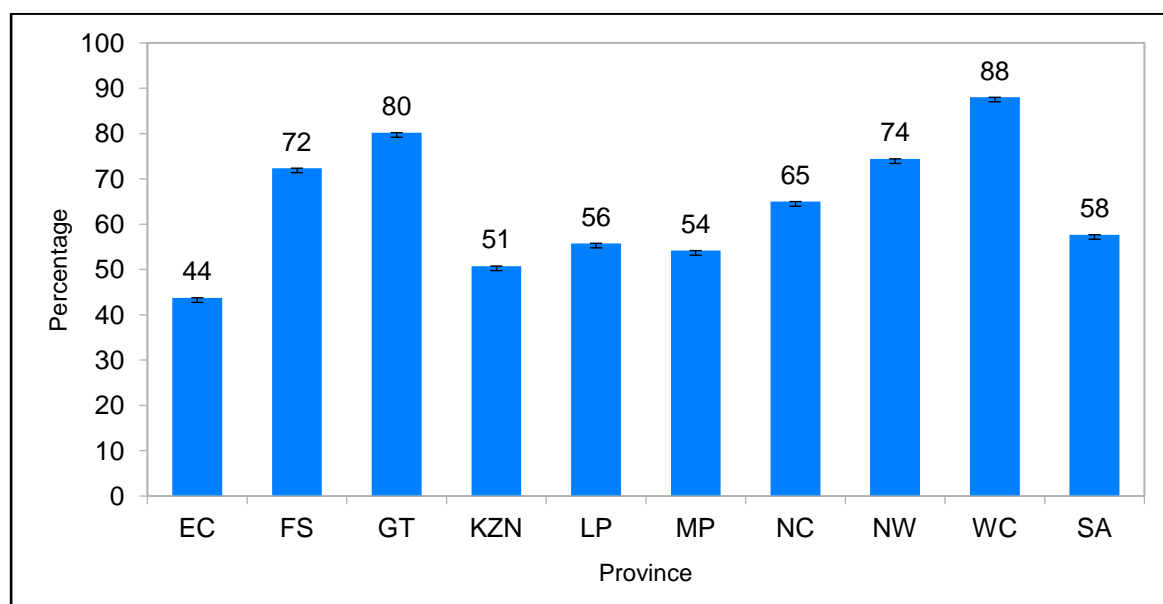
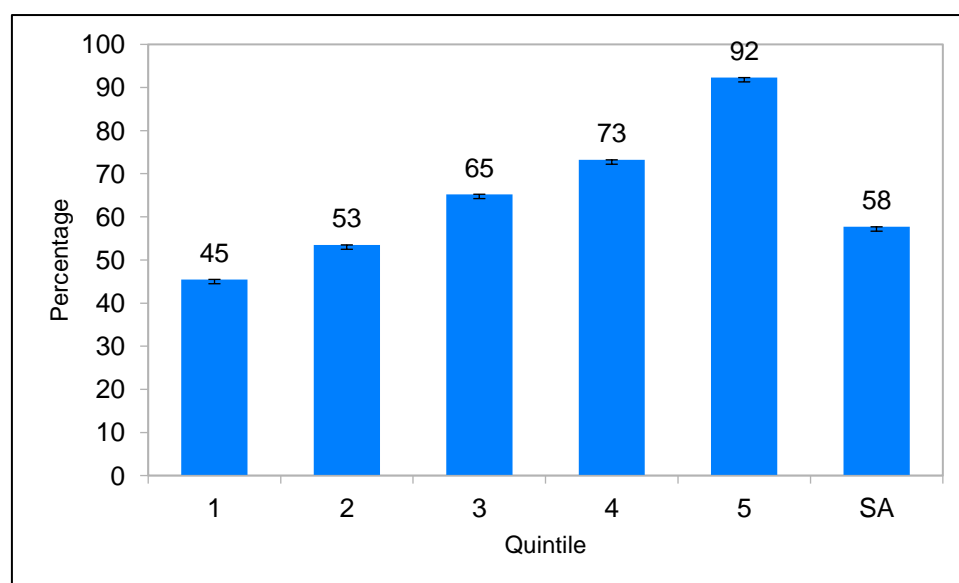


Figure P6.4 Percentages of schools with an appropriate outdoor fenced-off space where Grade R children can play, by quintile, 2022



4. Summary

Nationally 89% of schools had at least one Grade R class in 2022.

In terms of the comparison between 2017 and 2022, the learner-teacher ratio, at a national level, had decreased from 34 learners (in 2017) to 29 learners (in 2022) per teacher. At quintile level, Quintile 2 schools showed a substantive drop in the percentage of schools with Grade R, from 96% (in 2017) to 87% (in 2022). The average number of classes remained roughly equivalent, as well as the number of Grade R teachers per school, although slightly more teachers in 2022.

A majority of principals (87%) at primary schools with Grade R, indicated that salaries were paid by Provincial Department of Education (PED) via PERSAL or a subsidy to the school.

Sixty-four (64%) percent of principals at primary schools had received training to support Grade R teachers. Eight of the provinces were equal to or above the national average.

The major provider of the training to support Grade R teachers was the district office with 79% of schools receiving training in 2022.

About 26% of principals of primary schools that offer Grade R, were of the view that the Foundation Phase HoD had 'no experience of Grade R'. Gauteng had the highest rating, with 64% of principals of the view that the Foundation Phase HoD had 'Good experience of Grade R'.

Forty (40%) percent of primary schools that offer Grade R, had received a support visit from a curriculum advisor regarding Grade R in 2022. Primary schools in Gauteng (70%), Mpumalanga (79%) and the Northern Cape (72%), as well as Quintile 5 schools, had the highest percentage of visits in 2022.

About 72% of Grade R classrooms were adequately resourced or more (i.e., 'adequately resourced' and 'more than adequately resourced' together). The 'better' resourced Grade R classrooms were in schools in the Free State, Gauteng, Northern Cape, North West and the Western Cape.

Fifty-eight (58%) percent of primary schools offering Grade R, stated they had an appropriate outdoor fenced-off space where Grade R children can play, separately from older learners.

Priority Area 7: School violence and safety

Fact Sheet

This priority area sought to uncover issues linked to the acts of violence and bullying in and around schools involving school staff and learners, exposure of learners to dangerous weapons at school, number of learners in contact with the justice system, and the number of cases experienced by learners on their way to or from school. It is envisaged that this information can be collected by conducting document reviews of National School Safety Framework and the school's own Safety Plan, principal and teacher questionnaires and observations.

Source: Principal interview, Educator interview

Weight: School Weight

Verbatim formulation of questions:

Principal Interview

Q296. How many cases has your school had this year of learners carrying dangerous weapons at school?

Q297. How many cases have occurred this year where a child experienced some form of violence while walking on the way to or from school?

Q298. Please indicate how many reported incidents of violence or bullying, between learners, you had in your school in this year?

Q299. Please indicate how many of these reported learner incidents, of violence or bullying, had to involve any disciplinary hearings?

Q300. Please indicate how many of these reported learner incidents, of violence or bullying in the school, had to involve the South African Police Services (SAPS)?

Q301. Thinking about the current situation in your school, please indicate whether you agree, strongly agree, disagree or strongly disagree with the following statements...

S 1 Staff feel safe at our school

S 2 Learners feel safe at our school

Education questionnaire

Q183. Thinking about the current situation in your school, to what extent do you agree or disagree with the following statements...

S1 - I feel safe at our school...

1. Importance of priority area

The provision of safe schools for all learners in South Africa comprises a key part of the National Development Plan's objective, calls for all "people living in South Africa... feel safe at home, at school and at work, and they enjoy an active community life free of fear" (NDP 2030, 2012, p. 73). However, over recent years, the increase in number of acts of violence in schools, between and among learners and teachers has been a growing concern impacting all role players in South Africa.

The Centre for Justice and Prevention defines school violence as

"any acts of violence that take place inside an educational institution, when travelling to and from school or a school-related event, or during such an event. These school-based acts of violence can be both physical and non-physical and may or may not result in bodily or emotional harm to the victim. This violence typically takes the form of learner-on-learner, learner-on-educator, educator-on-educator, and educator-on-learner violence and severely disrupts the normal functioning of the schooling system." (p. 5)

In their study on learner perspectives on school safety, Hoschfeld et al. (2022) note that approximately 22% of learner's report experiences of violence in the school context with some having been victimised multiple times. The occurrence of acts of violence varies, and can take place during school hours, in after-school programmes, and on the way to and from school. Kreifels and Warton (n.d.) argue that addressing school violence is critical, as it violates the rights of both the child and the educator; it negatively impacts on the educator's ability to teach and on the child's ability to learn; and has it has a negative impact on surrounding communities. Specifically, the authors call for addressing the problem of school violence that the focus is not only on actual incidents of crime and violence but also the fear thereof and the impact this fear has on learner and educator well-being, school attendance, and the ability to teach and learn.

2. Priority area definition and data collection

This priority area sought to uncover issues linked to the acts of violence and bullying in and around schools involving school staff and learners, exposure of learners to dangerous weapons at school, number of learners in contact with the justice system, and the number of cases experienced by learners on their way to or from school. It is envisaged that this information can be collected by conducting document reviews of National School Safety Framework and the school's own Safety Plan, principal and teacher questionnaires and observations.

Data for this priority area was obtained from school principals as well as educators regarding their feeling safe within the school environment as well as the number of incidents that have occurred in schools regarding act of violence, bullying, carrying and using of weapons, as well as acts of violence experienced by learners on their way to and from schools. In addition, information was also obtained on the state of the physical environment within which the school was located.

3. Status of school violence and safety in schools

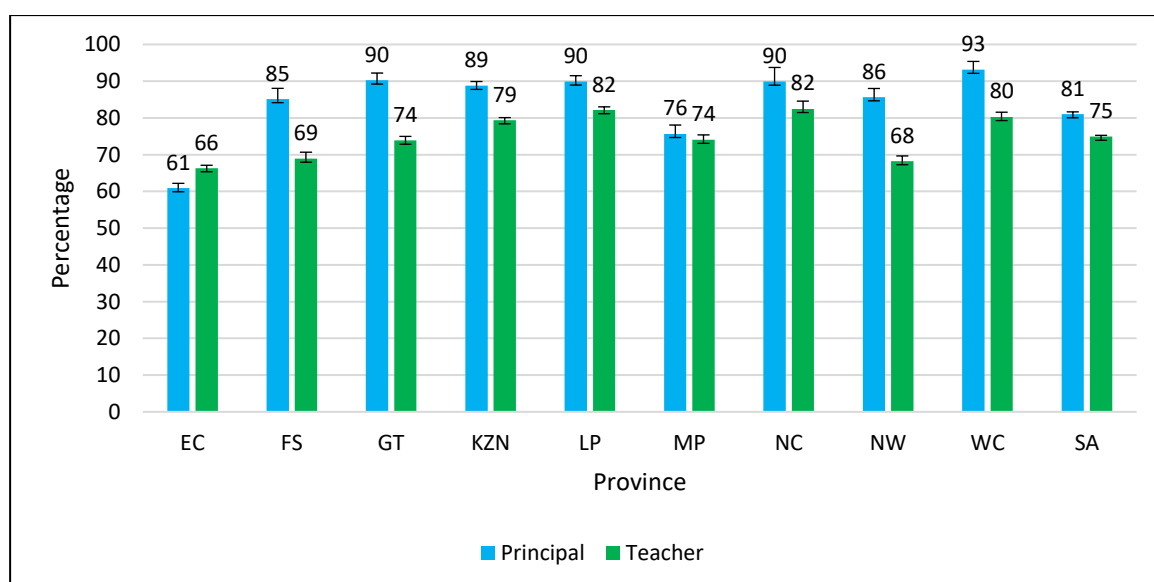
Eighty-one (81%) percent of principals at primary schools and 75% of teachers at primary schools reported feeling safe at their schools, as shown in Figure P7.1.

With the exception of the Eastern Cape (at 61%), on average more than 80% of principals at primary schools reported feeling safe, across all the provinces. The picture was different for teachers at primary schools. In seven of the nine provinces, marginally less primary school teachers felt safe than primary school principals.

Primary schools in Limpopo Province (82%) and the Northern Cape (82%) had the highest figures for teachers feeling safe, and the Eastern Cape (66%), Northwest (68%) and Free State (69%), the lowest figures.

The biggest difference between the views of principals and that of teachers at primary schools were in the Free State (85% vs. 69%) and KwaZulu-Natal (89% vs. 79%).

Figure P7.1 Primary school principal and teachers views of feeling safe at school by province, 2022



Seventy-three (73%) percent of principals and 62% of teachers at secondary schools reported feeling safe at their schools, as shown in Figure P7.2. Secondary schools in Free State (76%), Limpopo Province (78%), the Northern Cape (76%), and the Western Cape (85%) had the highest proportion of principals feeling safe.

Secondary schools in Limpopo (75%) had the highest proportion of teachers who reported that they were feeling safe, and Eastern Cape (56%) and KwaZulu-Natal (57%) the lowest.

The biggest difference between the views of principals and that of teachers at secondary schools were in Free State (76% vs. 61%) and the Western Cape (85% vs. 68%).

Figure P7.2 Secondary school principal and teachers views of feeling safe at school by province, 2022

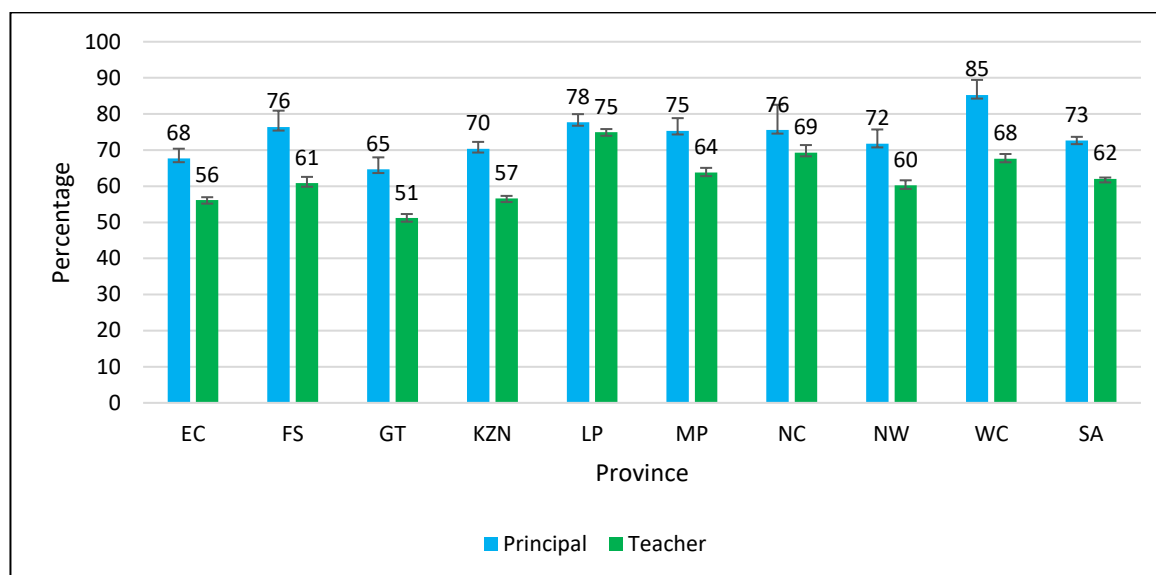


Figure P7.3 shows that more principals of primary schools, across all quintiles, felt safe in comparison to teachers at primary schools. The largest gap of feeling safe between principals and teachers, was present at Quintile 4 (87% vs. 75%) schools.

Figure P7.3 Primary school principal and teachers views of feeling safe at school by quintile, 2022

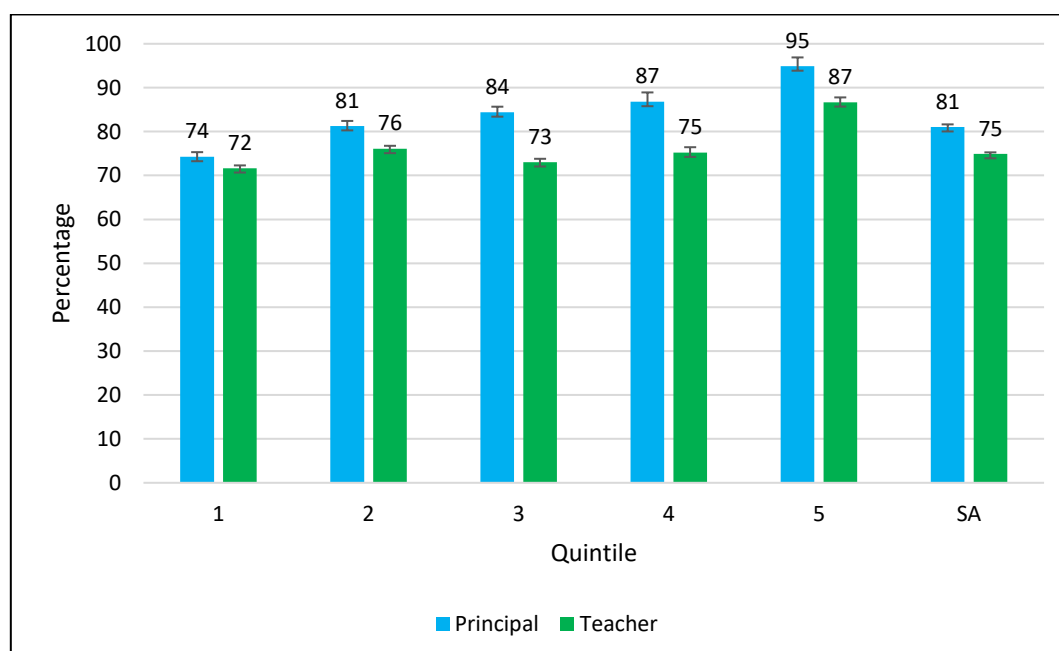


Figure P7.4 shows that more principals of secondary schools, across all quintiles, felt safe in comparison to teachers at secondary schools. Quintile 5 had the highest proportion of both principals and teachers at secondary schools feeling safe.

Figure P7.4 Secondary school principal and teachers views of feeling safe at school by quintile, 2022

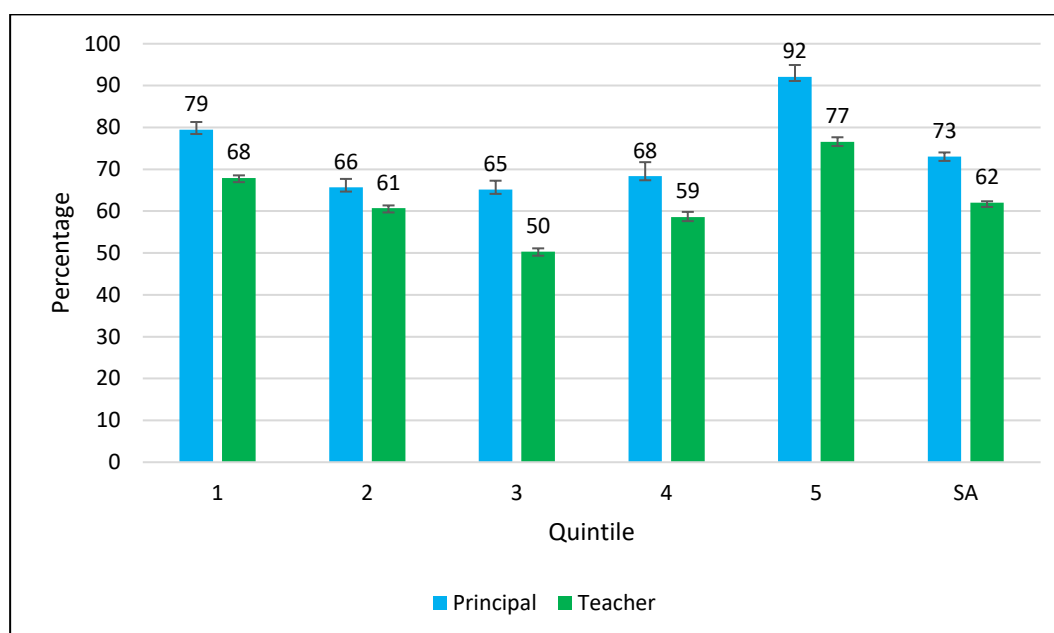


Figure P7.5 shows the incidents of safety affecting learners at primary and secondary schools, and the extent to which this is a problem at schools in 2022.

The following is explored: learners carrying dangerous weapons, a learner experienced some form of violence while walking on the way to or from school, reported incidents of violence or bullying between learners, reported learner incidents that had to involve disciplinary hearings, and reported learner incidents had to involve the South African Police Services (SAPS).

The profile of primary schools and secondary schools differ from one another in terms of the abovementioned list of incidents. As would be expected, the number of incidents at primary schools are substantively lower than that at secondary schools.

Below is a summary of the key findings for incidents at primary schools:

- Seventy-three (73%) percent of primary schools did not have any learners that carried weapons;
- Seventy-two (72%) percent of primary schools did not have any learners that experienced some form of violence while walking to or from school;
- Sixty-six (66%) percent of primary schools did not have any reports of violence or bullying between learners;
- For reported learner incidents of violence or bullying, 83% of primary schools stated that it did not involve disciplinary hearings;
- For reported learner incidents of violence or bullying, 92% of primary schools stated that it did not involve the South African Police Services (SAPS).

In terms of the extent of incidents that did occur at primary schools, the following was found:

- Twenty-four (24%) percent of primary schools reported 1-5 incidents of learners that carried weapons;

- Twenty-six (26%) percent of primary schools reported 1-5 incidents of learners that experienced some form of violence while walking to or from school;
- Twenty-nine (29%) percent of primary schools reported 1-5 incidents of learners that experienced violence or bullying between learners;
- For reported learner incidents of violence or bullying, 16% of primary schools stated that 1-5 incidents involved disciplinary hearings; and
- For reported learner incidents of violence or bullying, 8% of primary schools stated that 1-5 incidents involved the South African Police Services (SAPS).

Below is a summary of the key findings for incidents at secondary schools:

- Forty-two (42%) percent of secondary schools did not have any learners that carried weapons;
- Thirty-nine (39%) percent of secondary schools did not have any learners that experienced some form of violence while walking on the way to or from school;
- Thirty-five (35%) percent of secondary schools did not have any reports of violence or bullying between learners;
- For reported learner incidents of violence or bullying, 51% of secondary schools stated that it did not involve disciplinary hearings; and
- For reported learner incidents of violence or bullying, 64% of secondary schools stated that did not involve the South African Police Services (SAPS).

In terms of the extent of incidents that did occur at secondary schools, the following was found:

- Forty-six (46%) percent of secondary schools reported 1-5 incidents of learners that carried weapons;
- Forty-seven (47%) percent of secondary schools reported 1-5 incidents of learners that experienced some form of violence while walking to or from school;
- Forty-eight (48%) percent of secondary schools reported 1-5 incidents of learners that experienced violence or bullying between learners;
- For reported learner incidents of violence or bullying, 41% of secondary schools stated that 1-5 incidents involved disciplinary hearings; and
- For reported learner incidents of violence or bullying, 33% of secondary schools stated that 1-5 incidents involved the South African Police Services (SAPS).

A comparison of results shows that the level of incidents is higher at secondary schools. Some examples are shown:

- Seventy-three (73%) percent of primary schools versus 42% of secondary schools did not have any learners that carried weapons;
- Seventy-two (72%) percent of primary schools versus 39% of secondary schools did not have any learners that experienced some form of violence while walking on the way to or from school;
- For reported learner incidents of violence or bullying, 8% of primary schools versus 33% of secondary schools stated that 1-5 incidents involved the South African Police Services (SAPS).

Figure P7.5 Percentage of incidents of violence in primary and secondary schools, 2022

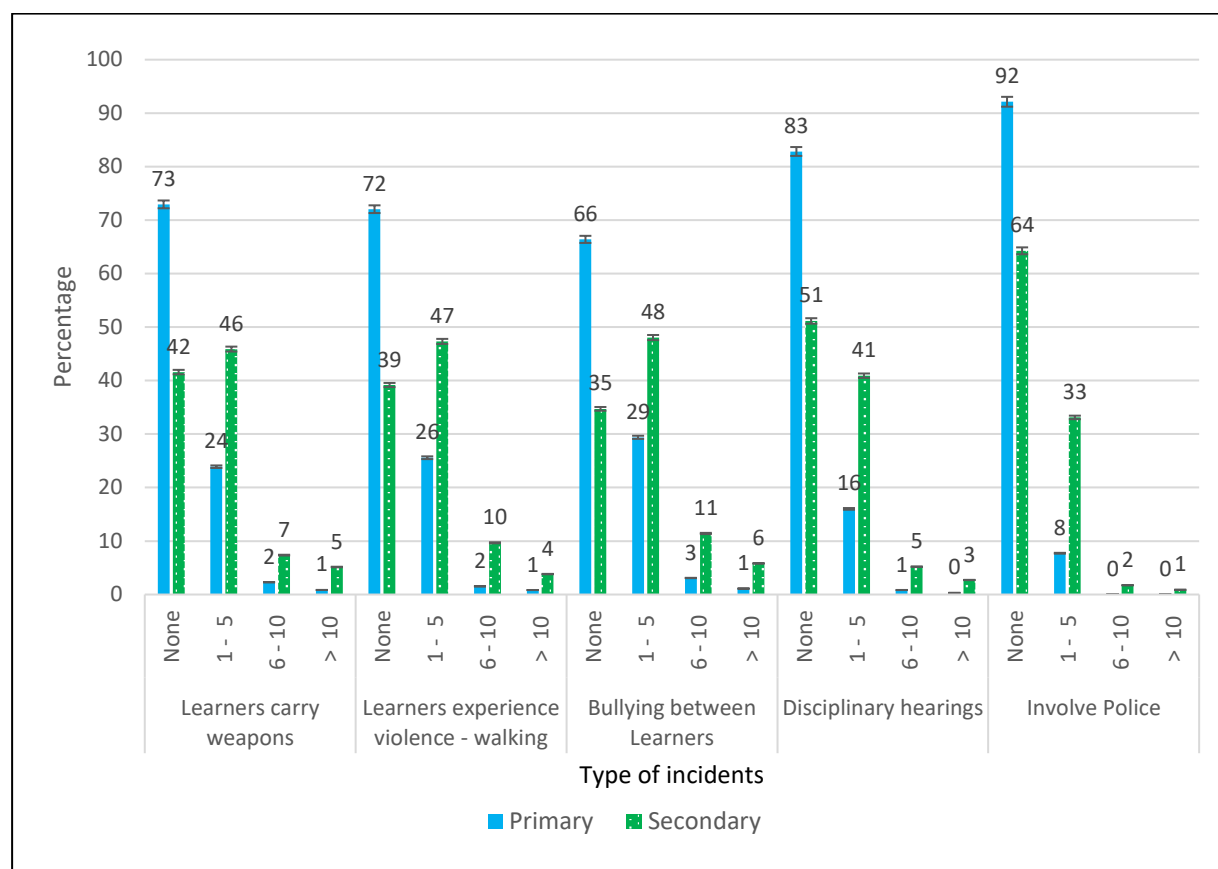


Table 119 shows the views of primary and secondary school principals of the extent to which different forms of violence, the safety environment of the school, and the presence of liquor outlets in the proximity of school affected teachers at their schools.

In general, for both primary and secondary schools, from the viewpoint of the principals, none of the issues listed in the table posed any considerable problem for and among teachers. The ‘not a problem’ response ranged from 87% to 96% for primary school principals, and from 81-93% for secondary school principals. The exception was ‘Liquor outlets within proximity to the school’, where both primary and secondary school principals had a lower response to ‘not a problem’ of 65% and 63%, indicating that this was or could be a potential challenge to schools.

Table 119: Primary and Secondary school principals views on the extent to which the following acts of violence impact on staff at the school, 2022

Act of violence		Primary		Secondary	
		%	se	%	se
Intimidation or verbal abuse of staff	Not a problem	87	0,3	79	0,5
	Minor problem	11	0,2	16	0,5
	Moderate problem	1	0,1	2	0,2
	Serious problem	1	0,1	2	0,2
	Do not know	0	0	1	0,1
Physical injury to staff by other of staff	Not a problem	96	0,1	93	0,3
	Minor problem	2	0,1	5	0,3
	Moderate problem	0	0	1	0,1
	Serious problem	1	0,1	1	0,1
	Do not know	0	0	0	0,1
Intimidation based on teacher's sexual orientation	Not a problem	96	0,2	92	0,3
	Minor problem	3	0,1	6	0,3
	Moderate problem	1	0,1	1	0,1
	Serious problem	0	0	1	0,1
	Do not know	0	0,1	0	0,1
Physical environment of the school	Not a problem	87	0,3	81	0,5
	Minor problem	8	0,2	8	0,4
	Moderate problem	2	0,1	2	0,2
	Serious problem	3	0,1	8	0,3
	Do not know	0	0,1	1	0,1
Liquor outlets within proximity to school.	Not a problem	65	0,4	63	0,6
	Minor problem	10	0,2	11	0,4
	Moderate problem	5	0,2	6	0,3
	Serious problem	19	0,3	19	0,5
	Do not know	1	0,1	1	0,1

Figure P7.6 shows the views of primary and secondary school teachers of the extent to which different forms of violence; whether of a physical, emotional or psychological nature, is a problem among learners.

The general picture is that a higher proportion of ‘problems’ are associated with secondary school learners than with primary school learners.

Primary school teachers were of the view that ‘intimidation among learners’ was not an issue (none=31%) or was merely a minor problem (minor=41%). In contrast, the perspective of secondary school teachers was different from that of their learners. Twenty-two (22%) of teachers viewed ‘intimidation among learners’ as a ‘moderate problem’ and 27% viewed it as a ‘serious problem’.

In terms of ‘physical injury to other learners’, primary school teachers did not view this as a problem with ‘none’ being 34% and ‘minor problem’ being 45 percent. For secondary school teachers, ‘physical injury to other learners’ was marginally different. Lower proportions were

report for ‘none’ and ‘minor problem’, but marginally higher for ‘moderate problem’ (17%) and ‘serious problem’ (15%).

Sixty-two (62%) of primary school teachers stated that ‘intimidation based on learner's sexual orientation’ was ‘not a problem’ (none) and 27% said it was a ‘minor problem’. In contrast, only 37% of secondary school teachers viewed ‘intimidation based on learner's sexual orientation’ among learners as not a problem, 36% viewed it as a minor problem, while 23% viewed it as a ‘moderate-to-serious problem’.

It is thus apparent that the shift from primary school to secondary does come with increasing challenges for both learners and teachers as different forms of violence, from the perspective of teachers, has the propensity for a higher prevalence at secondary schools.

Figure P7.6 Primary and secondary teacher views on the extent to which violence is a problem for learners, 2022

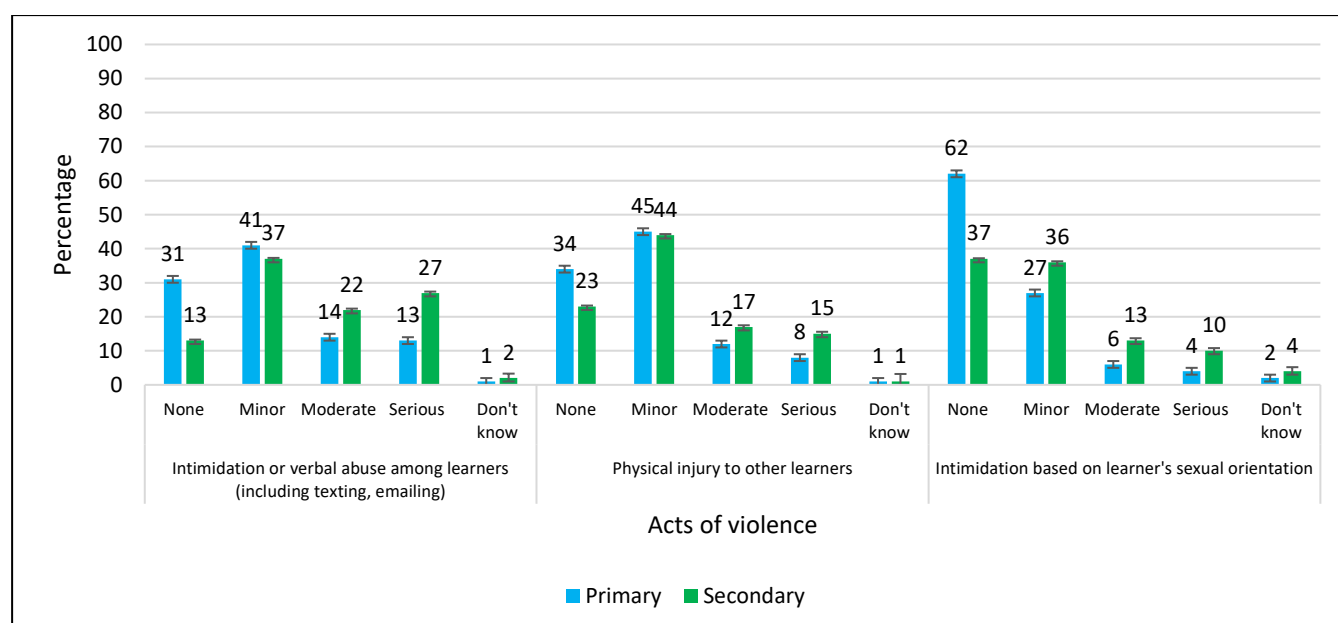


Table 119 shows the views of primary and secondary school teachers regarding the extent to which different forms of violence, the safety environment of the school, and the presence of liquor outlets in the proximity of school affected them as teachers at the school.

In general, for both primary and secondary school teachers, none of the issues listed in the table posed any considerable problem among teachers or for teachers. The ‘not a problem’ response was in the 80% and 90% range for three of the four issues listed. The exception was ‘physical environment of the school (e.g., lack of fences, gates; poor condition of building, etc.)’, where both primary and secondary school teachers had a lower response of 66% and 62% for ‘not a problem’.

Table P7.1 Primary and Secondary teachers' views on the extent to which acts of violence impact on staff at the school, 2022

Act of violence		Primary		Secondary	
		%	se	%	se
Intimidation or verbal abuse of teachers or staff (including texting, emailing, etc.) by other members of staff	Not a problem	87	0,2	80	0,2
	Minor problem	9	0,6	13	0,6
	Moderate problem	2	1,2	4	1,2
	Serious Problem	2	1,2	4	1,2
Physical injury to teachers or staff by other members of staff	Not a problem	96	0,2	92	0,2
	Minor problem	2	1,0	5	1,0
	Moderate problem	1	2,1	1	2,1
	Serious Problem	1	1,7	1	1,7
Physical environment of the school (e.g., lack of fences, gates; poor condition of building, etc.)	Not a problem	66	0,2	62	0,2
	Minor problem	13	0,5	14	0,5
	Moderate problem	9	0,6	10	0,6
	Serious Problem	12	0,5	14	0,5
Liquor outlets within proximity to the school.	Not a problem	90	0,2	82	0,2
	Minor problem	6	0,7	10	0,7
	Moderate problem	2	1,3	3	1,3
	Serious Problem	2	1,1	4	1,1

4. Summary

Eighty-one (81%) percent of principals at primary schools and 74% of teachers at primary schools reported feeling safe at their schools. With the exception of the Eastern Cape (at 61%), on average more than 80% of principals at primary schools reported feeling safe, across all the provinces. The picture was different for teachers at primary schools. In seven of the nine provinces, marginally less primary school teachers felt safe than primary school principals.

Secondary schools in Free State, Limpopo Province, the Northern Cape and the Western Cape (85%) had the highest proportion of principals feeling safe. Secondary schools in KwaZulu-Natal and the Northern Cape had the highest proportion of teachers feeling safe. The biggest difference between the views of principals and that of teachers at secondary schools were in Free State (76% vs. 61%) and the Western Cape (85% vs. 68%).

Seventy-three (73%) percent of principals at primary schools and 62% of teachers at secondary schools reported feeling safe at their schools.

More principals of primary schools, across all quintiles, felt safe in comparison to teachers at primary schools. The largest gap of feeling safe between principals and teachers, was present at Quintile 4 (87% vs. 75%) schools.

More principals of secondary schools, across all quintiles, felt safe in comparison to teachers at secondary schools. Quintile 5 had the highest proportion of both principals and teachers at secondary schools feeling safe.

In all categories of the incidents of safety affecting learners, the number of incidents at secondary schools is substantively higher than that at primary schools. Key areas to monitor at secondary schools would be the number of reported incidents that involve disciplinary hearings and those that involve the South African Police Services (SAPS).

The views of primary and secondary school principals of the extent to which different forms of violence, the safety environment of the school, and the presence of liquor outlets in the proximity of school affected teachers at their schools, did not differ substantively from one another.

In general, for both primary and secondary schools, from the viewpoint of the principals, none of the issues posed any considerable problem for and among teachers. The exception was 'liquor outlets within proximity to the school', where both primary and secondary school principals responded in manner that would be indicative of this being a potential challenge to schools.

Teachers at primary and secondary schools have slightly differing views about the extent to which different forms of violence; whether of a physical, emotional, or psychological nature, are a problem among learners, at their respective schools. The general picture is that a higher proportion of 'problems' are associated with secondary school learners than with primary school learners.

The shift from primary school to secondary does come with increasing challenges for both learners and teachers as different forms of violence, from the perspective of teachers, has the propensity for a higher prevalence at secondary schools.

The views of primary and secondary school teachers of the extent to which different forms of violence, the safety environment of the school, and the presence of liquor outlets in the proximity of school affected them as teachers at the school, did not differ substantively from one another. In general, for both primary and secondary school teachers, none of the issues posed any considerable problem among teachers or for teachers. The exception was 'physical environment of the school (e.g., lack of fences, gates; poor condition of building, etc.)', where both primary and secondary school teachers identified it as more of problem than any of the other issues.

Priority Area 8: Inclusive education

Fact Sheet

The purpose of the Inclusive Education interviews was to obtain information on the extent to which the school is able to identify and support learners experiencing specific learning barriers. Information was obtained through interviews conducted with the School-Based Support Team (SBST) coordinator responsible for Inclusive Education at the school. In the absence thereof, principals were requested to nominate the member of staff who was best qualified in remedial, special, or inclusive education.

The interviews, amongst others, covered the training received by the designated Inclusive Education educator, how better the district office can support schools and the overall school environment to identify and support learners experiencing learning barriers and and/or experiencing physical disabilities.

Source: Inclusive Education interviews

Weight: School Weight

Verbatim formulation of questions:

IE_Q8. “Have you received any formal/ “informal” training on identifying/supporting learners experiencing learning barriers? This could include training provided by the school district, PED or courses that you self-initiated. [1=Yes, 2=No]”

IE_Q8b. “Have you received any formal/ “informal” training on identifying /supporting learners experiencing physical disabilities? This could include training provided by the school district, PED or courses that you self-initiated. [1=Yes, 2=No]”

IE_Q9. “Have you ever received any formal/ informal training on curriculum differentiation for learners experiencing learning barriers? [1=Yes, 2=No]”

IE_Q10. “Have you ever received any formal / informal training on setting assessments for learners experiencing learning barriers? [1=Yes, 2=No]”

IE_Q13. “How confident are you in dealing with learners experiencing learning barriers? [A1 Not confident, A2 Somewhat confident, A3 Confident, A4 Very confident]”

IE_Q14. “Please rank the THREE most important improvements that need to be made at the district level to better support schools. Rank these in order of preference. [A1 More specialised staff in the school, A2 More training for teachers, A3 More district support, A4 More specialised materials, A5 More specialised infrastructure, A6 Easier referral system] 1st, 2nd, 3rd - Most important”

IE_Q16d. “Does your school have any individualised education programme (IEP) in place for learners experiencing learning barriers in your classroom/school? [1=Yes, 2=No]”

1. Importance of priority area

The importance of Inclusive Education has been dealt with in the section of this report that involves Indicator 10 ‘The percentage of schools with at least one educator who has received specialised training in the identification and support of learners who are experiencing learning barriers’.

The current chapter on Inclusive Education has a broader focus beyond that of the Indicator 10 section, in line with Goal 26 of the Action Plan to 2024, to “Increase the number of schools that effectively implement the inclusive education policy and have access to centres that offer specialist services” (DBE, 2020g, pp. 125-126).

2. Priority area definition and data collection

As indicated previously, the purpose of the Inclusive Education interviews was to obtain information on the extent to which schools are able to identify and support learners experiencing specific learning difficulties.

The primary questions reported on for the Inclusive Education interviews are covered in the Fact Sheet section.

3. Priority area in 2022

For this priority area, interviewers were directed to interview the School-Based Support Team (SBST) coordinator responsible for inclusive education at the school. In the absence thereof, principals were requested to nominate the member of staff who was best qualified in remedial, special, or inclusive education.

Data for the 2022 SMS was obtained from the following people:

- Primary Schools: LSEN Educator (33%), Deputy Principal (4%), Principal (14%), SBST Coordinator (35%), Other (13%)
- Secondary Schools: LSEN Educator (30%), Deputy Principal (5%), Principal (6%), SBST Coordinator (39%), Other (20%)

Figure P8.1 shows the percentage of primary schools with an educator who has received training in identifying and providing support for a range of learning barriers.

It is important to note that all provinces had educators that had received training in identifying and providing support for a range of learning barriers, albeit that the proportions vary substantively across provinces.

Sixty-eight (68%) percent of educators at primary schools had received training on identifying/supporting learners experiencing learning barriers, 38% on identifying/ supporting learners experiencing physical disabilities, 54% on curriculum differentiation for learners experiencing learning barriers, and 40% on setting assessments for learners experiencing learning barriers.

Provinces that had a large percentage of primary schools with an educator that had received training on identifying/supporting learners experiencing learning barriers were Free State, Gauteng, Mpumalanga, the North West and the Western Cape, ranging from 77% to 96 percent.

The Free State (80%) and Gauteng (90%) also had a large percentage of primary schools with an educator that had received training on curriculum differentiation for learners experiencing learning barriers.

To a lesser degree, educators at primary schools across all provinces had received training on identifying/supporting learners experiencing physical disabilities and on training on setting assessments for learners experiencing learning barriers.

Figure P8.1 Percentage of primary schools with an educator who has received training on identifying and providing support for a range of learning barriers, by province, 2022

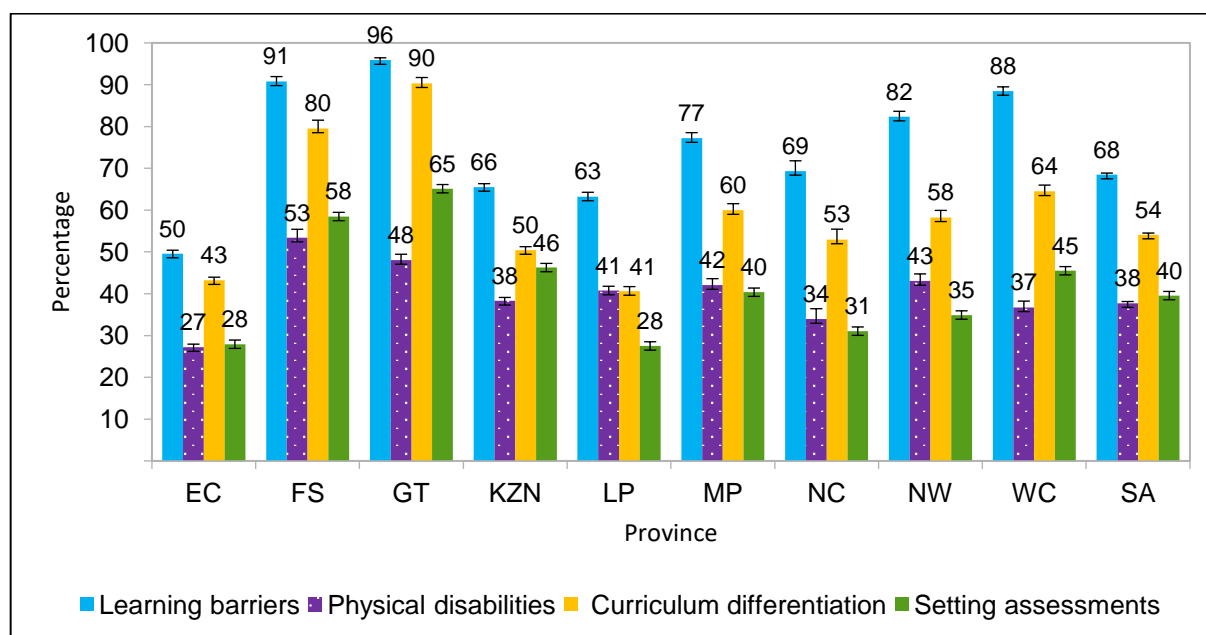


Figure P8.2 shows the percentage of secondary schools with an educator who has received training in identifying and providing support for a range of learning barriers.

The national averages of secondary schools were marginally lower than that of primary schools. The trend, however, is similar, with learning barriers at 59%, curriculum differentiation at 42%, physical disabilities at 33% and setting assessments at 27 percent.

Provinces that had a large percentage of secondary schools with an educator that had received training on identifying/supporting learners experiencing learning barriers were Free State, Gauteng, the North West and the Western Cape, ranging from 79% to 87 percent.

The Free State (68%) and Gauteng (64%) also had a substantial percentage of secondary schools with an educator that had received training on curriculum differentiation for learners experiencing learning barriers.

Figure P8.2 Percentage of secondary schools with an educator who has received training in providing support for a range of learning barriers, by province, 2022

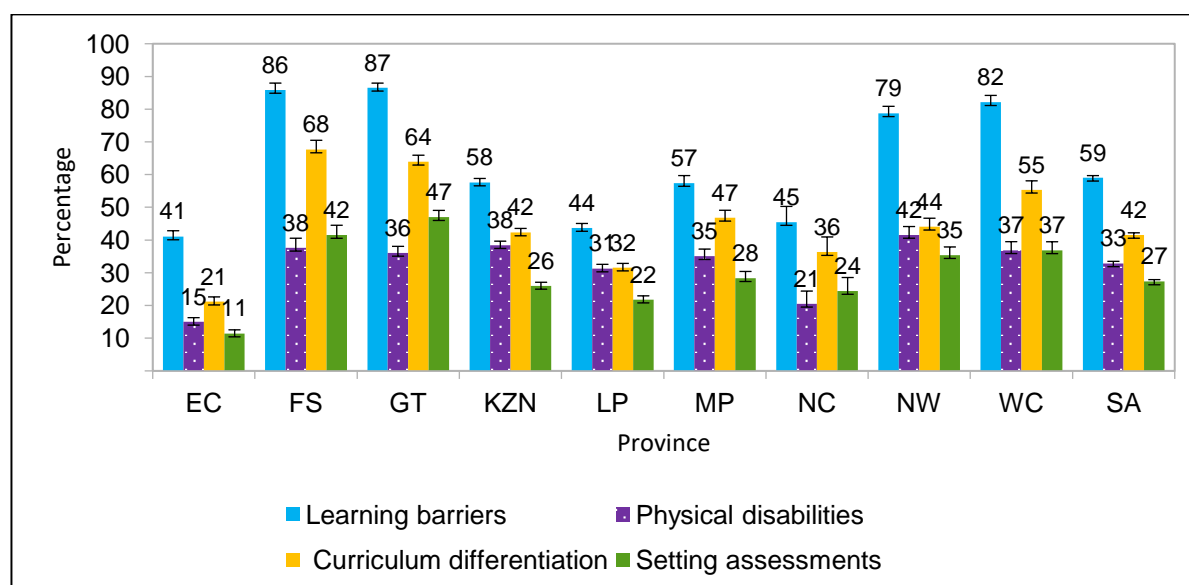


Figure P8.3 shows the percentage of primary schools with an educator who has received training in identifying and providing support for a range of learning barriers, at quintile level.

Quintile 4 and Quintile 5 primary schools had the highest proportions in all four areas of training, with training on identifying/supporting learners experiencing learning barriers and training on curriculum differentiation for learners experiencing learning barriers leading the way.

Figure P8.3 Percentage of primary schools with an educator who has received training in providing support for a range of learning barriers, by province, 2022

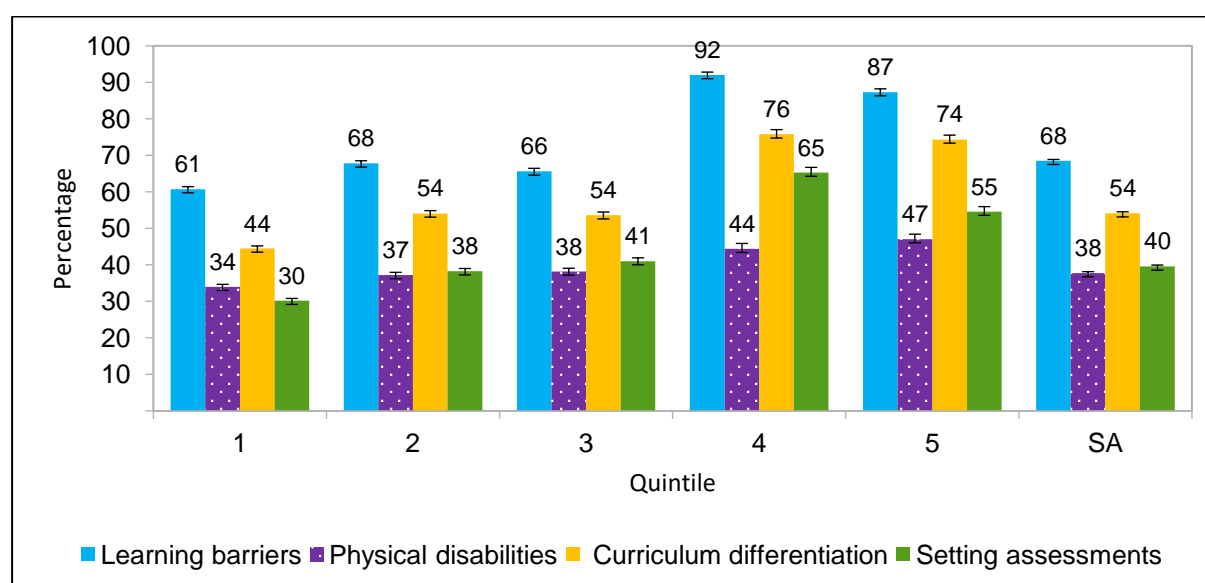


Figure P8.4 shows the percentage of secondary schools with an educator who has received training in identifying and providing support for a range of learning barriers, at quintile level.

Similar to the picture for primary schools, Quintile 4 and Quintile 5 secondary schools had the highest proportions in all four areas of training, with training on identifying/supporting learners experiencing learning barriers and training on curriculum differentiation for learners experiencing learning barriers, once again, taking the leading.

Figure P8.4 Percentage of secondary schools with an educator who has received training in providing support for a range of learning barriers, by quintile, 2022

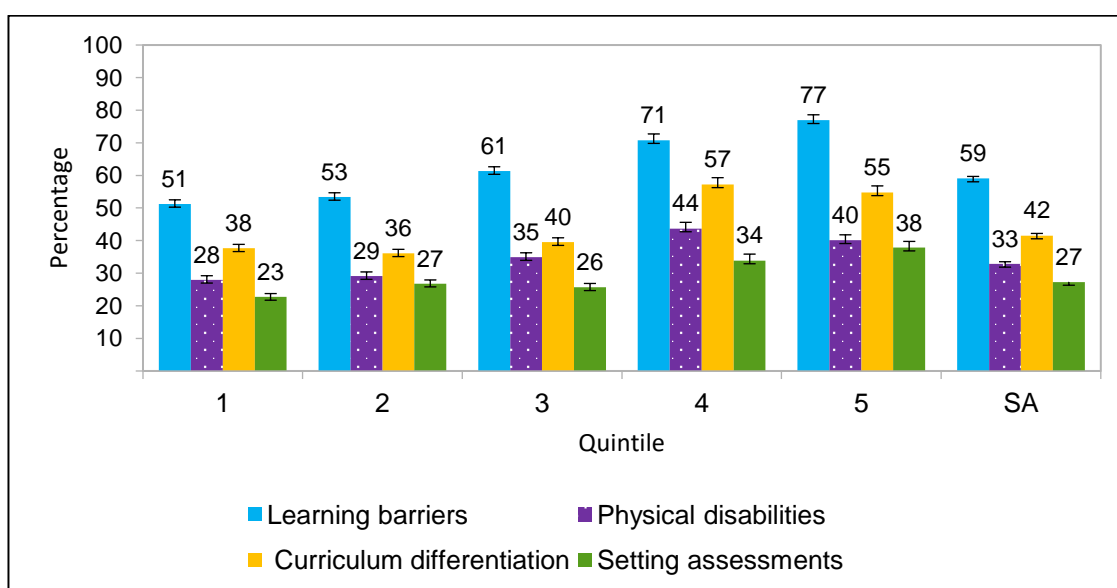


Figure P8.5 reports on how confident the person interviewed was in dealing with learners experiencing learning barriers.

Fifty-two (52%) of respondents interviewed were ‘confident’ and ‘very confident’ (combined), while a further 17% were ‘somewhat confident’. Gauteng (83%) and the Western Cape (70%) had the highest percentage of confident /very confident educators. Limpopo Province (39%) had the lowest percentage of confident /very confident educators.

Figure P8.6 shows the same results at quintile level. The highest level of confidence was for Quintile 4 (71%) and Quintile 5 (73%) schools.

Figure P8.5 Percentage of primary and secondary schools combined with an educator who is confident in dealing with learners experiencing learning barriers, by province, 2022

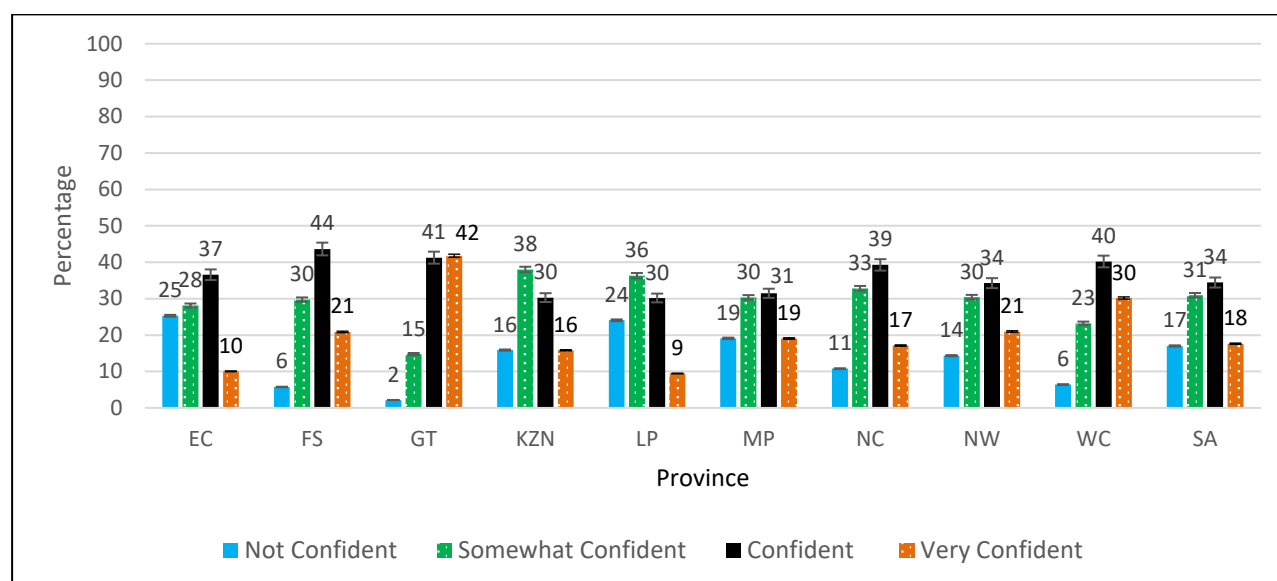
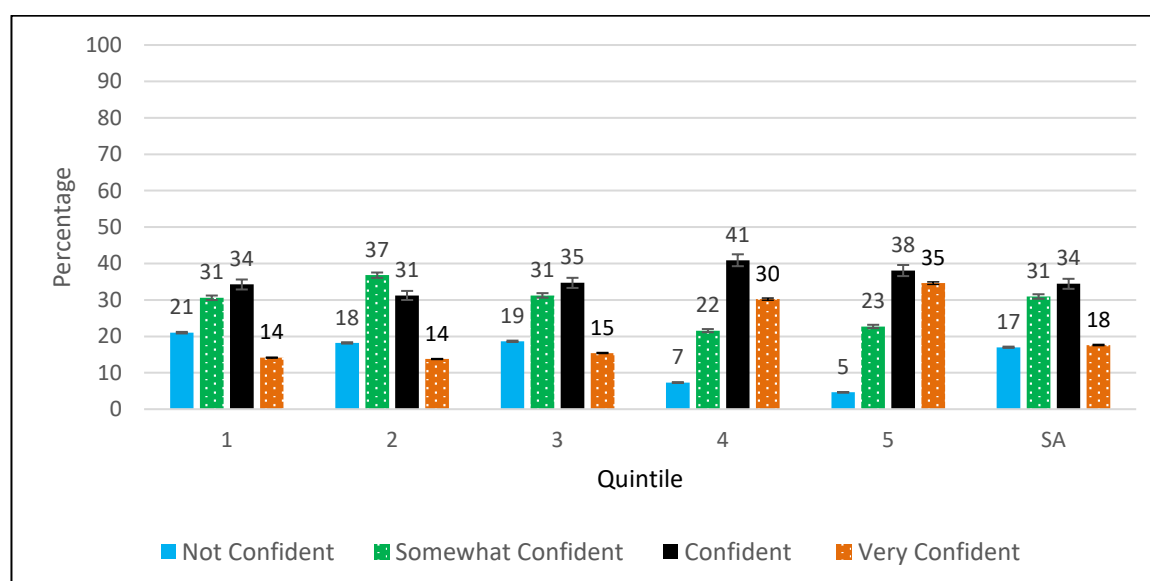


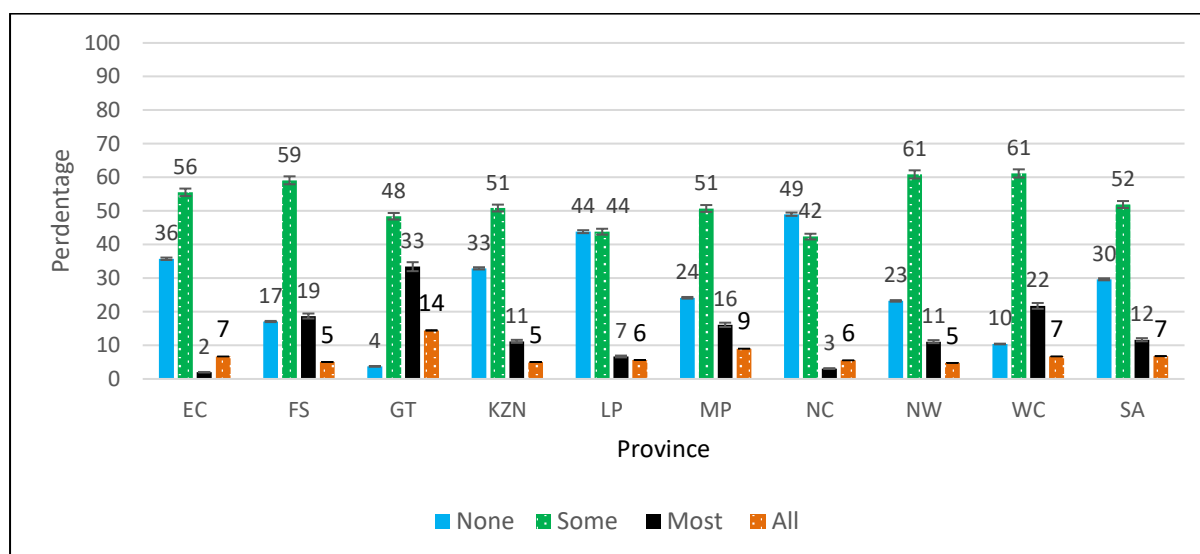
Figure P8.6 Percentage of primary and secondary schools combined with an educator who is confident in dealing with learners experiencing learning barriers, by quintile, 2022



With regards to being able to screen learners for learning difficulties or barriers, as shown in Figure P8.7, at the national level, 52% indicated they were able to screen ‘some’ learners while 30% indicated ‘none’ (not being able to screen any learners). Across all provinces, the majority of schools were able to screen some learners with less than 10% reporting that all learners were screened to identify any learning barriers.

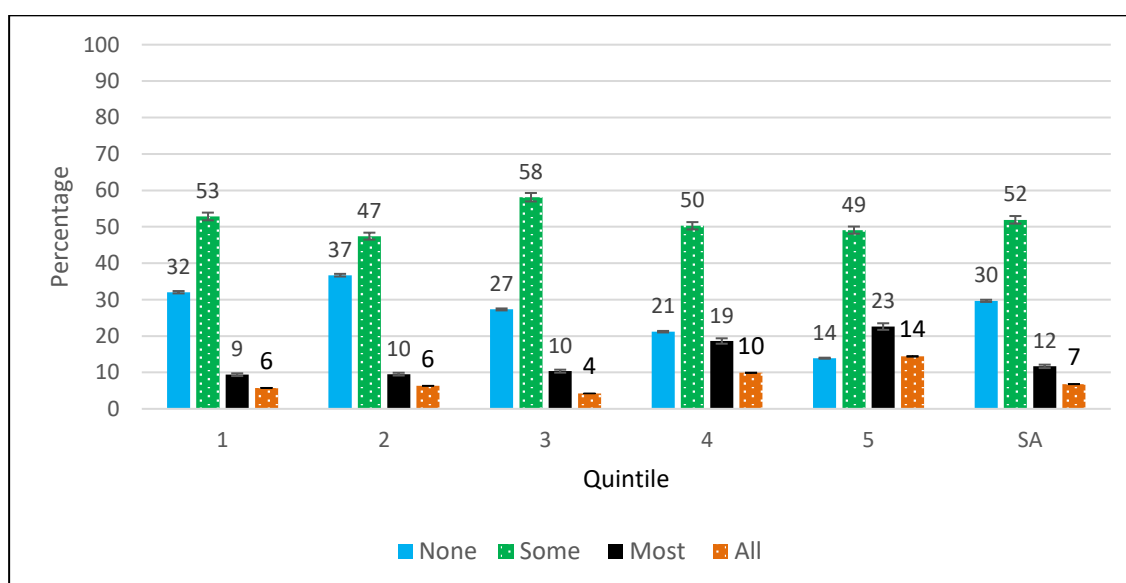
Gauteng, the North West and the Western Cape had the highest screening profile. The Eastern Cape (36%), Limpopo Province (44%) and the Northern Cape (49%) had very large percentages of ‘no screening’ of learners.

Figure P8.7 Percentage of primary and secondary schools combined that have been able to screen learners for learning barriers by province, 2022



At quintile level (Figure P8.8), Quintile 1 to 3 schools had notable percentages of ‘no screening’ of learners, ranging from 27% to 32 percent.

Figure P8.8 Percentage of primary and secondary schools combined that have been able to screen learners for learning barriers by quintile, 2022



Thirty-four (34%) percent of primary schools and 23% of secondary schools have an individualised education programme (IEP) in place for learners experiencing learning barriers, as shown in Figure P8.9. Primary and secondary schools in the Free State (45% vs. 42%), Gauteng (65% vs. 36%) and the Western Cape (71% vs. 40%), had the highest percentage of having an IEP.

Primary and secondary schools at Quintile 4 (62% vs. 24%) and Quintile 5 (68% vs. 46%) level had the highest percentage of having an IEP, as shown in Figure P8.10.

Figure P8.9 Percentage of primary and secondary schools that with an individualised education programme (IEP) in place for learners experiencing learning barriers, by province, 2022

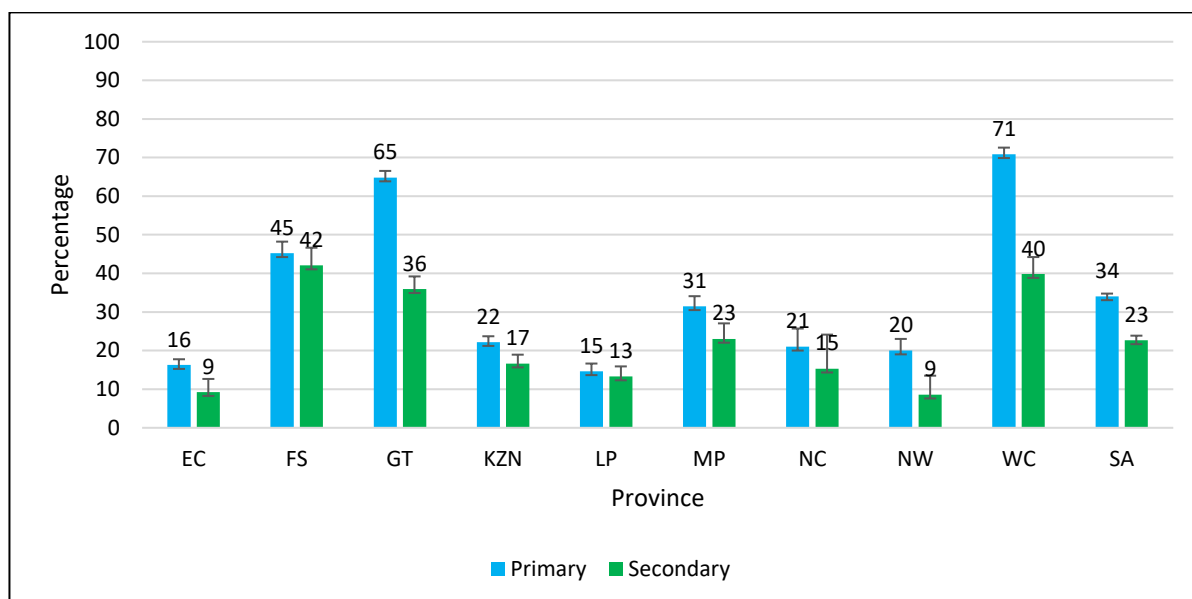


Figure P8.10 Percentage of primary and secondary schools that with an individualised education programme (IEP) in place for learners experiencing learning barriers, by quintile, 2022

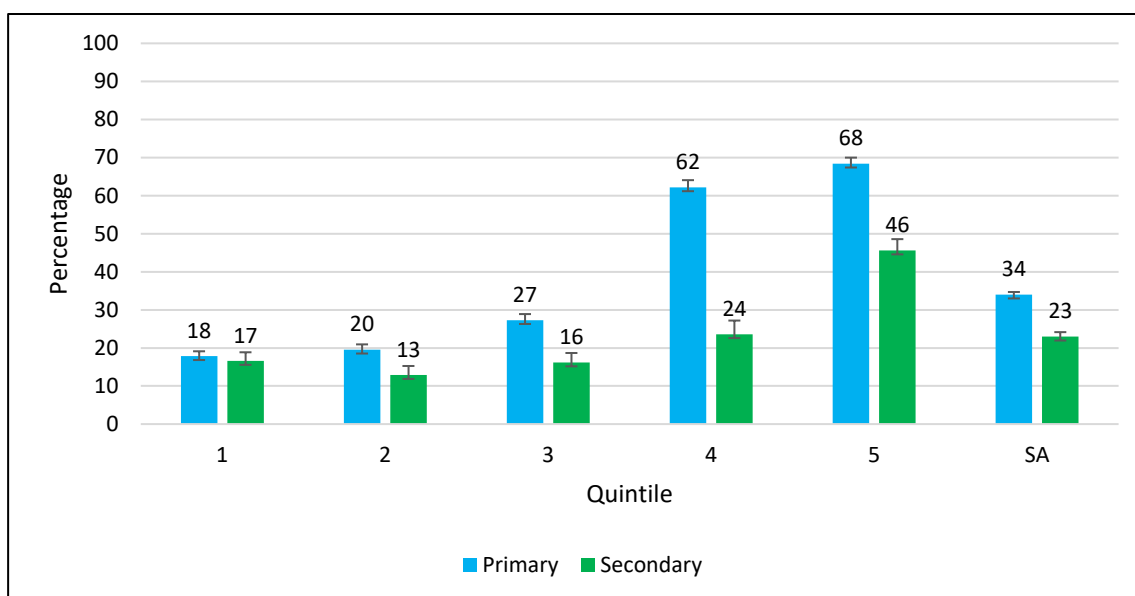


Table 120 shows the percentage of primary and secondary schools with learners experiencing various types of learning barriers.

Some of the key findings were:

- 74% of schools had learners who experienced learning difficulties or difficulties with remembering and concentrating;
- 62% of schools had learners who experienced communication difficulties (understanding others, and making themselves understood);

- 44% of schools had learners who experienced difficulty with fine motor skills such as writing, fastening buttons on clothes;
- 54% of schools had learners who experienced severe behavioural difficulties or very poor social skills;

Differences between primary and secondary schools were marginal. Table 120: Percentage of Primary and Secondary schools with learners who experience the following learning barriers , 2022

Learning barrier		Primary		Secondary		SA	
		%	se	%	se	%	se
Learning difficulties, or difficulties with remembering and concentrating	No	11	1,7	14	1,9	12	1,3
	Yes	76	2,3	69	2,6	74	1,8
	Unsure	13	1,8	17	2,1	14	1,4
Communication difficulties (understanding others, and making themselves understood)	No	25	2,3	30	2,6	26	1,8
	Yes	64	2,6	56	2,8	62	2,0
	Unsure	11	1,7	14	2,0	12	1,4
Difficulty seeing or hearing	No	29	2,4	32	2,6	30	1,9
	Yes	54	2,7	54	2,8	54	2,1
	Unsure	17	2,0	13	1,9	16	1,5
Difficulty walking or climbing stairs	No	69	2,5	69	2,6	69	1,9
	Yes	27	2,4	25	2,4	26	1,8
	Unsure	4	1,1	6	1,4	5	0,9
Difficulty with fine motor skills such as writing, fastening buttons on clothes	No	43	2,7	51	2,8	45	2,1
	Yes	48	2,7	36	2,7	44	2,1
	Unsure	9	1,6	12	1,8	10	1,3
Severe behavioural difficulties or very poor social skills	No	40	2,6	34	2,6	38	2,0
	Yes	53	2,7	56	2,8	54	2,1
	Unsure	7	1,4	11	1,7	8	1,2
Chronic health problems	No	36	2,6	24	2,4	32	1,9
	Yes	45	2,7	55	2,8	48	2,1
	Unsure	19	2,1	22	2,3	20	1,7
Mental health problems	No	57	2,7	52	2,8	56	2,1
	Yes	22	2,2	25	2,4	23	1,7
	Unsure	21	2,2	22	2,3	21	1,7

4. Summary

At a national level, 68% percent of educators at primary schools had received training on identifying/supporting learners experiencing learning barriers, and 54% on curriculum differentiation for learners experiencing learning barriers.

The national averages of secondary schools were marginally lower than that of primary schools. The trend, however, is similar, with learning barriers at 59% and curriculum differentiation at 42%.

Quintile 4 and Quintile 5 primary schools and secondary schools had the highest proportions in all four areas of training, with training on identifying/supporting learners experiencing learning barriers and training on curriculum differentiation for learners experiencing learning barriers leading the way.

Fifty-two (52%) of educators were ‘confident’ and ‘very confident’ (combined), while a further 17% were ‘somewhat confident’ in dealing with learners experiencing learning barriers.

At the national level, 52% of schools indicated they were able to screen ‘some’ learners and 30% indicated ‘none’ (not being able to screen any learners). Quintile 1 to 3 schools had large percentages of ‘no screening’ of learners, ranging from 27% to 32%. Quintile 1 to 3 schools had notable percentages of ‘no screening’ of learners, ranging from 27% to 32 percent.

Thirty-four (34%) percent of primary schools and 23% of secondary schools have an individualised education programme (IEP) in place for learners experiencing learning barriers.

Seventy-four (74%) of schools had learners who experienced learning difficulties or difficulties with remembering and concentrating, and 62% of schools had learners who experienced communication difficulties (understanding others and making themselves understood).

Conclusion

In 2020, the Minister of Basic Education approved the release of an updated sector plan, the Action Plan 2024 (DBE, 2020g) that reiterates many of the priorities outlined in the previous plan, yet incorporates recent sector developments, lessons learnt, and the President's strategic priorities towards the NDP. To measure education sector performance since the SMS 2011/12, the DBE commissioned the second SMS in 2017 (DBE, 2017) and the third SMS in 2021 (DBE, 2021).

The SMS 2022 focused on the following 12 indicators, for which the key findings are summarised in Table 121.

Table 121: Key findings for the 12 indicators

Indicator	Trend results 2011 to 2017	Trend results 2017 to 2022
1. The percentage of schools where allocated teaching posts are all filled.	No comparable data	No change - 78% to 78%
2. The average number of hours per year that teachers spend on professional development activities.	Improved: 36 hours to 40 hours	Improved: 40 to 45 hours
3. The percentage of teachers absent from school on an average day.	Decline: 8% to 10%	Improved 10% to 5%
4. The percentage of learners with access to the required workbooks and textbooks for the entire school year.	No comparable data	Workbooks: Improved from 81% to 85% Textbooks: Decline from 83% to 79%;
6. The percentage of schools with the minimum set of management documents at the required standard.	Decline	No significant change from 2011 to 2017 to 2022: 58% to 44% to 49%
7. The percentage of schools where the School Governing Body (SGB) meets the minimum criteria of effectiveness.	No change	No significant change from 2011 to 2017 to 2022: 61% to 65% to 62%
8. The percentage of learners in schools that are funded at the minimum level.	Decline	Decline from 2010 to 2016 to 2021: 79% to 75% to 73%
9. The percentage of schools which comply with nationally determined minimum physical infrastructure standards.	Improved	Improved from 2011 to 2017 to 2022: 40% to 38% to 43%
10. The percentage of schools with at least one educator who has received specialised training in the identification and support of special needs.	No change	No change from 2017 to 2022: 78% to 78%
11. The percentage of schools visited at least twice a year by district officials for monitoring and support purposes;	No change	No change from 2011 to 2017 to 2022: 85% to 84% to 84%
12. The percentage of school principals rating the support services of districts as being satisfactory.	Improved	Improved from 2017 to 2022: 77% to 87%

In addition to the 12 key indicators, the SMS 2022 also gathered information on eight priority areas, key findings for which are summarised in Table 122:

Table 122: Key findings for 8 priority indicators

Priority area	Key findings
1. Education Assistants	In the past two years, from December 2020, 98% of primary and secondary schools employed general school assistants and education assistants.
2. Reading	The national average for Grade 3 teachers having access to daily home language lesson plans is 92%. However, 71% of Grade 3 teachers reported that they had a classroom library or reading corner in their classroom.
3. Decolonisation of History as a subject	Nationally, 62% of secondary school principals reported that they offer history at the FET phase, while 67% also expressed the view that history should be a compulsory subject for Grades 10 to 12.
4. Assessments in schools	There was significant consensus (approximately 90%) across the different grades for the use of national examinations for diagnostic purposes, and for using results of the national Grade 9 examination to assist learners to select subjects for Grade 10.
5. COVID learning losses and dropout	At a national level, 4% of principals reported that more than 60% of learning and teaching days were lost in the 2021 school year, 32% stated that between 40-60% of days had been lost, 34% stated between 21-40%, 22% indicated less than 20 days were lost and, 9% noted no days were lost.
6. The ECD migration	Nationally 89% of primary schools had at least one Grade R class in 2022. Of these schools, the average number of Grade R classes was 1.7 per school, and an average of 50 learners and 1.7 teachers per school.
7. School violence and safety	Principals from 81% of primary schools and 73% of secondary school reported feeling safe at their schools, compared to 74% of primary school teachers and 62% of secondary school teachers.
8. Inclusive Education	With regards to the training that teachers has received, 68% of teachers in primary schools and 59% in secondary schools had received training on identifying and supporting learners experiencing learning barriers, 38% primary and 33% secondary on identifying and supporting learners experiencing physical disabilities, 54% primary and 59% secondary on curriculum differentiation for learners experiencing learning barriers, and 40% primary and 27% secondary on setting assessments for learners experiencing learning barriers.

The data reported on the key indicators and priority areas provide valuable information for monitoring progress regarding the effective functioning of the schooling system in South Africa. More importantly, this information also provides a basis for policy makers and other education role players to identify areas in need of improvement within the education system as well as to determine the extent to which key issues of teaching and learning are addressed.

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Appendix A:

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

This appendix contains information to explain the data collection anomaly which resulted in incorrect information obtained regarding the recording of the existence of a school library or media centre.

In the administration of the 2022 survey, the question on the existence of a central library (and/or media centre) and mobile library was programmed alongside an additional question added to the 2022 survey regarding the existence of classroom libraries for each specific grade: Grade 3, 6, 9 and 12.

Thus, it was not possible to report on this indicator nor compare any trend analysis.

Figure A1. Script copy of Question 25 regarding school libraries

SCRIPTER (do not show to interviewer)		Show ALL Code 1 or 2 or 3 or 4 cannot be selected if code 5 or 6 is selected.											
Q_TYPE (do not show to interviewer)		Grid - MULTI select											
Q25		Does the school have one of the following types of libraries?											
Interviewer Instruction		<p>• Classroom library refers to a set of books or resources within classroom/s - sometimes also referred to as a book corner. This could also include a "trolley" library that travels from class to class.</p> <p>• Mobile library refers to a vehicle equipped with library resources, which travels to the school on a regular basis.</p> <p>• Central school library refers to a dedicated room in the school with library resources and which all learners and educators have access to.</p> <p>• Municipal libraries: refers to a local library the school has access to, not located on the school premises.</p> <p>Instructions: Please ask to be taken to see the central library and/or classroom libraries if these exist. (It is only necessary to see one example of a classroom library from each of the following Grades in the school (if that grade is offered in the school); Grade 3, 6, 9 and 12.</p>											

		A1		A2		A3		A4		A5		A6	
		Classroom library (refers to a set of books or resources within classroom/s - sometimes also referred to as a book corner. This could also include a "trolley" library that travels from class to class).		Central school library refers to a dedicated room in the school with library resources and which all learners and educators have access to.		Mobile library refers to a <u>vehicle</u> equipped with library resources, which travels to the school on a regular basis.		Municipal libraries (local library the school has access to, not located on school premises.		No Library		Grade Not offered at school	
		Selected	Not selected	Selected	Not selected	Selected	Not selected	Selected	Not selected	Selected	Not selected	Selected	Not selected
S1	Grade 3	1	0	1	0	1	0	1	0	1	0	1	0
S2	Grade 6	1	0	1	0	1	0	1	0	1	0	1	0
S3	Grade 9	1	0	1	0	1	0	1	0	1	0	1	0
S4	Grade 12	1	0	1	0	1	0	1	0	1	0	1	0

The consequence was that a large percentage of fieldworkers conflated access to a central library for all learners with access to the central library for only learners from the specific grades 3, 6, 9 and 12. These fieldworkers, thus, selected the 'No library' even in instances when a central library/media centre was available for all learners in the school.

Appendix B

Appendix B provides additional information for the Eastern Cape regarding responses to the SMS questions that focus on learner allocations. At an un-weighted sample level, 225 Principals in the Eastern Cape were interviewed: 113 primary schools and 112 secondary schools.

The results for these questions are very consistent painting a picture of schools in the Eastern Cape not getting their 'full' Learner allocations (in 2021) and a similar trend appearing in 2022 where results for the EC is vastly different from the other provinces.

Table B1 shows that of the 225 schools in the Eastern Cape, only 130 had a 'Yes' response to all three PQ128 statements (funds for school maintenance, educational resources, services). The Eastern Cape had the lowest percentage (of 3 'Yes' responses) of all provinces.

Table B1. PQ128 | Section 21 (a) functions | 'Yes' - get money from PED

PQ128 Section 21 (a) functions Yes - get money from PED * PROVINCE Cross-tabulation											
Does the school use public funds transferred to it by the Provincial Education Department to		PROVINCE									Total
		EC	FS	GT	KZN	LP	MP	NC	NW	WC	
0 No	Count	4	5	4	6	0	1	3	0	3	26
	%	1.8	2.4	1.8	2.6	0.0	.5	1.6	0.0	1.4	1.3
1 Yes (maintain and improve the school property, building(s) and grounds)	Count	18	7	10	10	9	5	2	3	4	68
	%	8.0	3.3	4.4	4.3	4.0	2.3	1.1	1.4	1.8	3.5
2 Yes (purchase its own textbooks, educational materials or equipment for the school)	Count	73	45	31	57	35	66	9	67	20	403
	%	32.4	21.3	13.7	24.7	15.4	30.0	4.9	31.2	9.2	20.6
3 Yes (pay for services provided: e.g., telephone, electricity, water, etc.)	Count	130	154	182	158	183	148	171	145	191	1462
	%	57.8	73.0	80.2	68.4	80.6	67.3	92.4	67.4	87.6	74.6
TOTAL	Count	225	211	227	231	227	220	185	215	218	1959
	%	100	100	100	100	100	100	100	100	100	100

Table B2 shows that of the 225 schools in the Eastern Cape, 158 principals responded that the Provincial Education Department purchased goods on behalf of the school in 2021 (PQ139). The Eastern Cape had the highest percentage of all provinces.

Table B2. Did the Provincial Education Department purchase goods on behalf of the school in 2021?

PQ139. Thinking back to 2021. Did the Provincial Education Department purchase goods on behalf of the school in 2021? (i.e., where funds are not transferred to the school's bank account for goods and services). * PROVINCE Cross-tabulation											
		PROVINCE									Total
		EC	FS	GT	KZN	LP	MP	NC	NW	WC	
Yes	Count	158	86	79	124	102	116	49	118	86	918
	%	70.2	40.8	34.8	53.7	44.9	52.7	26.5	54.9	39.4	46.9
No	Count	67	125	148	107	125	104	136	97	132	1041
	%	29.8	59.2	65.2	46.3	55.1	47.3	73.5	45.1	60.6	53.1
Total	Count	225	211	227	231	227	220	185	215	218	1959
	%	100	100	100	100	100	100	100	100	100	100

Table B3 shows that of the 225 schools in the Eastern Cape, 177 principals responded that they *did not know* what the stated allocation PER LEARNER was for 2021 (PQ131). The Eastern Cape had the highest percentage of principals stating that they do not know their schools Learner Allocations for 2021.

Table B3. Do you know what the stated allocation PER LEARNER was for 2021 by Province?

PQ131. Do you know what the stated allocation PER LEARNER was for 2021? * PROVINCE Cross-tabulation											
		PROVINCE									Total
		EC	FS	GT	KZN	LP	MP	NC	NW	WC	
No	Count	177	28	40	82	43	169	31	16	31	617
	%	78.7	13.3	17.6	35.5	18.9	76.8	16.8	7.4	14.2	31.5
Yes	Count	48	183	187	149	184	51	154	199	187	1342
	%	21.3	86.7	82.4	64.5	81.1	23.2	83.2	92.6	85.8	68.5
	Count	225	211	227	231	227	220	185	215	218	1959
	%	100	100	100	100	100	100	100	100	100	100