2022 School Monitoring Survey TECHNICAL REPORT

September 2023

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Table of Contents

Table of Contents

Table of Contents

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 such as the United Nations Children's Fund (UNICEF) and the World Bank.

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 of 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

Purpose of the Technical Report

The purpose of the technical report is to provide additional information about the methodology and data used in deriving the findings presented in the main report. This information is presented separately for each indicator and includes the fact sheet which provides a brief overview of the indicator/priority area and key findings as well as the questions used, the data used to generate the figures presented in the main report as well the SEs.

The numbering of the tables in this report is intended to facilitate comparison to the figures and tables in the Main Report. Thus, for the indicators, TF 1.1 refers to Figure 1.1 in the Main Report, while TT1.1 refers to Table 1.1. Similarly, TF P and TT P refer to figures and tables for the Priority Areas.

Background

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.

Sampling

The terms of reference (ToR) from the DBE regarding the sampling methodology are presented below. Please note that the numbering is aligned with the actual terms of reference on pages 6 and 7 (of the ToR):

12. For the purposes of the survey, the service provider will be provided with a national sampling frame (complete list of schools in the country) in order to draw a nationally representative sample of schools offering grade 6 and a nationally representative sample of schools offering grade 12, keeping in mind that these two populations overlap to some extent. Effectively, there must be two samples: a sample of 1000 schools offering grade 6 and a sample of 1000 schools offering grade 12. Only schools categorised as public ordinary schools will form part of the sample; 'Special Needs Education Schools', Specialisation Schools and private schools will be excluded.

13. The samples should be stratified by province to ensure that the sample for each province is roughly the same size. Within each province the sample should be stratified by quintile to ensure that the provincial sample is representative of the quintile ratios within the province. The sample should allow for the disaggregation of findings by province and quintile with an acceptable degree of precision. The proposal should provide power calculations, that is to say, estimates of the precision with which findings can be made at the national and provincial level. The sample should include small schools drawn with probability proportional to school size; which is defined by enrolment numbers.

14. At a minimum, the information collected for the SMS 2021 should be collected at grades 3, 6, 9, and 12, and should focus on Literacy/Language and Numeracy/Mathematics.

15. For the sample of schools offering grade 3 and 6 the specific focus should be Home Language Literacy, English First Additional Language (EFAL) and Mathematics.

16. For the sample of schools offering grade 9 the specific focus should be English and Mathematics, and for schools offering grade 12 the specific focus should be English, Mathematics and Mathematical Literacy.

25. **Sample and sampling report.** The service provider will be expected to draw the final samples for both the quantitative survey and the qualitative 90 school survey as well as compile a report detailing the statistical calculations and parameters used to select the sample. The DBE will approve the final sample.

The Database of Learners

The DBE provided the statistical team with the sampling frame of eligible schools from which the sample was drawn. A total of 21 715 schools were included in the sampling frame with the relevant information per school to enable the team to draw the sample as per the specifications and subsequently agreed upon parameters.

As only public ordinary schools are to be included in the survey, a total of 5 specialized schools were identified. By removing these 5 schools from the sample frame the number of public ordinary schools considered were 21 710.

As quintiles had to be considered during the sampling process, a further 30 schools had to be dropped as no quintile information was available for these schools. The population was therefore further adjusted downward from 21 710 to 21 680 schools. Moreover, the different grade combinations of ordinary public schools that had to be considered when drawing the sample are presented in Table 1 below:

Table 1: Grade combinations of ordinary public schools

Grade combination	Number of schools
Grade 12	5 787
Grade 6	15 506
Grade 6 and 12	387
Total	**21 680**

Aligned to the requirements of the terms of reference, 21 680 public ordinary schools offering either grade 6 or 12 or a combination thereof was considered as the total population. For the two samples drawn from Grade 6 and Grade 12, respectively, the grade combinations with number of schools and number of learners are reflected in Table 2:

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

Grade combination	Number of Schools	Number of Learners
Grade 12	5 787	680 250
Grade 6	15 506	992 853
Grade 6 and 12	387	43 141
Total	**21 680**	**1 716 244**

For the grade 6 sample, a population of 15 893 (15 506 + 387) schools were available and for the grade 12 sample a population of 6 174 (5 787 + 387) schools were available.

Methodology

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

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

Table 3: Number of schools by province and grade combination

Number of schools				
Province	**Grade 6**	**Grade 12**	**Combination of Grade 6 and 12**	**Total**
EC	3 981	825	54	**4 860**
FS	619	255	59	**933**
GT	1 374	613	12	**1 999**
KZ	3 839	1 569	110	**5 518**
LP	2 272	1 264	21	**3 557**
MP	1 026	460	49	**1 535**
NC	371	116	20	**507**
NW	989	384	28	**1 401**
WC	1 035	301	34	**1 370**
Total	**15 506**	**5 787**	**387**	**21 680**
Percent	*71.52*	*26.69*	*1.79*	*100.00*

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

Table 4: Number of learners by province and grade combination

Number of learners				
Province	**Grade 6**	**Grade 12**	**Combination of Grade 6 and 12**	**Total**
EC	141 591	91 329	6 423	**239 343**
FS	53 154	33 652	5 359	**92 165**
GT	181 733	118 515	2 713	**302 961**
KZ	214 745	168 914	11 679	**395 338**
LP	128 909	103 867	2 351	**235 127**
MP	82 157	63 823	7 009	**152 989**
NC	22 838	12 450	1 791	**37 079**
NW	68 110	40 904	2 186	**111 200**
WC	99 616	46 796	3 630	**150 042**
Total	**992 853**	**680 250**	**43 141**	**1 716 244**
Percent	*57.85*	*39.64*	*2.51*	*100.00*

Although the Grade 6 and 12 combination comprises only 2.51% of the total population of learners, this Grade 6 and 12 combination schools are included in both instances during the sampling process when considering Grade 6 schools and Grade 12 schools independently.

Methodology

The grade 6 sample:

A random sample of 1 000 schools out of the 15 893 schools (with a learner population of 1 013 241) was drawn. The Grade 6 population of schools and learners by province is shown in Table 5 and Table 6 respectively.

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

Number of schools			
Province	Grade 6	Combination of Grade 6 and 12	Grade 6 population No of Schools
EC	3 981	54	4 035
FS	619	59	678
GT	1 374	12	1 386
KZ	3 839	110	3 949
LP	2 272	21	2 293
MP	1 026	49	1 075
NC	371	20	391
NW	989	28	1 017
WC	1 035	34	1 069
Total	**15 506**	**387**	**15 893**

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

Number of learners			
Province	Grade 6	Combination of Grade 6 and 12 ONLY grade 6 learners	Grade 6 population (No of Learners)
EC	141 591	2 954	144 545
FS	53 154	2 928	56 082
GT	181 733	1 308	183 041
KZ	214 745	4 845	219 590
LP	128 909	1 351	130 260
MP	82 157	3 397	85 554
NC	22 838	962	23 800
NW	68 110	1 158	69 268
WC	99 616	1 485	101 101
Total	**992 853**	**20 388**	**1 013 241**

Calculating the sample size per province:

Aligned to the Terms of Reference requirement the sample size must be more or less equal between provinces, with larger provinces getting a slightly larger sample. The number of learners was used for the allocation of sample size per province.

Methodology

Power allocation:

In order to achieve an acceptable trade-off between equal sample sizes per province and proportional sample sizes per province, power allocations were utilised. A power allocation of 0 provides exactly equal size samples for each province, while a power allocation of 1 would provide sample sizes according to the size of the province (proportionally). According to the Terms of Reference samples should be stratified by province to ensure that the sample for each province is roughlythe same size. To obtain provinces with roughly the same size, a power allocation of 0.07 for Grade 6 was selected.

The number of learners per province were transformed by taking the power of 0.07 (refer to the 'Power of 0.07' column in Table 7). On these transformed values, the sample size by province was then proportionally calculated by taking the transformed value of the province divided by the sum of the transformed values and multiplied by 1 000. The determined sample size allocation per province for the Grade 6 sample is presented in the Sample Size Column which is shaded grey in Table 7.

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

Grade 6				
Province	**Population of learners**	**Power of 0.07**	**Sample size**	**Sampling precision %**
EC	144 545	2.297207445	114	9.18
FS	56 082	2.149896955	107	9.47
GT	183 041	2.335492014	116	9.10
KZ	219 590	2.365445134	118	9.02
LP	130 260	2.280535175	113	9.22
MP	85 554	2.214403822	110	9.34
NC	23 800	2.024698621	101	9.75
NW	69 268	2.181912274	109	9.39
WC	101 101	2.24043775	112	9.26
Total	**1 013 241**	**20.09002919**	**1000**	**3.10**

For Example:

In the Eastern Cape, the 144 545 learners were transformed to a value of 2.297207 (144 545^0.07), while Free State with 56 082 learners were transformed to a value of 2.149897 (56 082^0.07). This resulted in proportional allocation to be far more equal across provinces than using the original number of learners.

The sample size was then proportionally calculated out of the transformed values. Therefore, Eastern Cape became (2.297207/20.090029) *1 000=114.34565. This resulted in the final sample size of 114 schools.

Using this power allocation, 114 schools with grade 6 learners were chosen in Eastern Cape and 107 schools with grade 6 learners in Free State. This is a far more equal allocation than 142 (144 545/1 013 241*1 000) schools for Eastern Cape and 55 (56 082/1 013 241*1 000) schools for the Free State.

Methodology

Calculating the Sample Precision per Province:

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

The sampling precision refers to the 95% confidence interval for the estimated proportion of learners, for example, for the sample size of 114 the precision for Eastern Cape will be 9.18%

Drawing the specific schools per province

For each province, the sample of Grade 6 learners should be proportionally drawn per quintile. The implicit stratification variables consist of district and "natemis" code of the school. The latter will ensure that a representative sample, spread over the whole province is drawn.

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

By way of example, for the Eastern Cape a sample of 114 schools were drawn out of the 4 035 schools utilising the above methodology. The same approach was adopted for the other provinces.

Grade 12 sample:

A random sample of 1 000 schools out of the 6 167 schools (with a learner population of 647 032) was drawn. The Grade 12 population of schools and learners by province is shown in Table 8 and Table 9 respectively.

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

Number of schools			
Province	Grade 12	Combination of Grade 6 and 12	Grade 12 Population No of Schools
EC	825	54	879
FS	255	59	314
GT	613	12	625
KZ	1 569	110	1 679
LP	1 264	21	1 285
MP	460	49	509
NC	116	20	136
NW	384	28	412
WC	301	34	335
Total	**5 787**	**387**	**6 174**

Methodology

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

Number of learners			
Province	Grade 12	Combination of grade 6 and 12 ONLY grade 12 learners	Grade 12 Population (No of Learners)
EC	91 329	3 469	94 798
FS	33 652	2 431	36 083
GT	118 515	1 405	119 920
KZ	168 914	6 834	175 748
LP	103 867	1 000	104 867
MP	63 823	3 612	67 435
NC	12 450	829	13 279
NW	40 904	1 028	41 932
WC	46 796	2 145	48 941
Total	**680 250**	**22 753**	**703 003**

Calculating the sample size per province:

Aligned to the Terms of Reference requirement the sample size must be more or less equal between provinces, with larger provinces getting a slightly larger sample. The number of learners will be used for the allocation of sample size per province.

Power allocation:

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

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

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

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

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

Grade 12				
Province	Population of learners	Power of 0.07	Sample size	Sampling precision %
EC	94 798	2.230365005	114	9.18
FS	36 083	2.084544567	107	9.47
GT	119 920	2.26737009	116	9.10
KZ	175 748	2.328854347	119	8.98
LP	104 867	2.246180844	115	9.14
MP	67 435	2.177819967	112	9.26
NC	13 279	1.943665724	100	9.80
NW	41 932	2.106581134	108	9.43
WC	48 941	2.129497324	109	9.39
Total	**703 003**	**19.514879**	**1 000**	**3.10**

Example:

In the Eastern Cape the 94 798 learners were transformed to a value of 2.2304 (94 798^0.07), while Free State with 36 083 learners were transformed to a value of 2.0845 (36 083^0.07). This resulted in proportional allocation to be far more equal across provinces than using the original number of learners.

The sample size was then proportionally calculated from the transformed values. Therefore, Eastern Cape became (2.2304/19.5149)*1 000=114.2905. This resulted in the final sample size of 114 schools.

Calculating the sample precision per province:

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

Drawing the specific schools per province

For each province, the sample of grade 12 learners should be proportionally drawn per quintile. This was achieved by using quintile as primary implicit stratification variable. Other implicit stratification variables consist of district and "NatEmis" code of the school. The latter will ensure that a representative sample, spread over the whole province is drawn.

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

By way of example, for the Eastern Cape a sample of 114 schools were drawn out of the 879 schools utilising the above methodology. The same approach was adopted for the other provinces.

Methodology

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

Grade 6	Quintile											
	1		2		3		4		5		All	
Province	N	Row %	N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
EC	36	31.58	22	19.30	47	41.23	4	3.51	5	4.39	114	100
FS	33	30.84	28	26.17	30	28.04	6	5.61	10	9.35	107	100
GT	18	15.52	17	14.66	21	18.10	23	19.83	37	31.90	116	100
KZ	25	21.19	30	25.42	34	28.81	15	12.71	14	11.86	118	100
LP	41	36.28	44	38.94	23	20.35	1	0.88	4	3.54	113	100
MP	25	22.73	31	28.18	22	20.00	18	16.36	14	12.73	110	100
NC	22	21.78	25	24.75	25	24.75	16	15.84	13	12.87	101	100
NW	33	30.28	21	19.27	44	40.37	10	9.17	1	0.92	109	100
WC	12	10.71	17	15.18	18	16.07	31	27.68	34	30.36	112	100
All	245	24.50	235	23.50	264	26.40	124	12.40	132	13.20	1000	100

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

Grade 12	Quintile											
	1		2		3		4		5		All	
Province	N	Row %	N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
EC	33	28.95	22	19.30	47	41.23	5	4.39	7	6.14	114	100
FS	33	30.84	21	19.63	31	28.97	6	5.61	16	14.95	107	100
GT	13	11.21	17	14.66	20	17.24	28	24.14	38	32.76	116	100
KZ	22	18.49	31	26.05	35	29.41	16	13.45	15	12.61	119	100
LP	38	33.04	44	38.26	27	23.48	3	2.61	3	2.61	115	100
MP	31	27.68	26	23.21	25	22.32	17	15.18	13	11.61	112	100
NC	22	22.00	16	16.00	25	25.00	20	20.00	17	17.00	100	100
NW	24	22.22	21	19.44	43	39.81	18	16.67	2	1.85	108	100
WC	5	4.59	9	8.26	18	16.51	26	23.85	51	46.79	109	100
All	221	22.10	207	20.70	271	27.10	139	13.90	162	16.20	1000	100

Geographic Representation of Sample

The following maps provide a geographic representation of the location of schools in the sample drawn. The physical location of these schools was not verified.

Methodology

Figure 1: Geographical Representation of all schools sampled
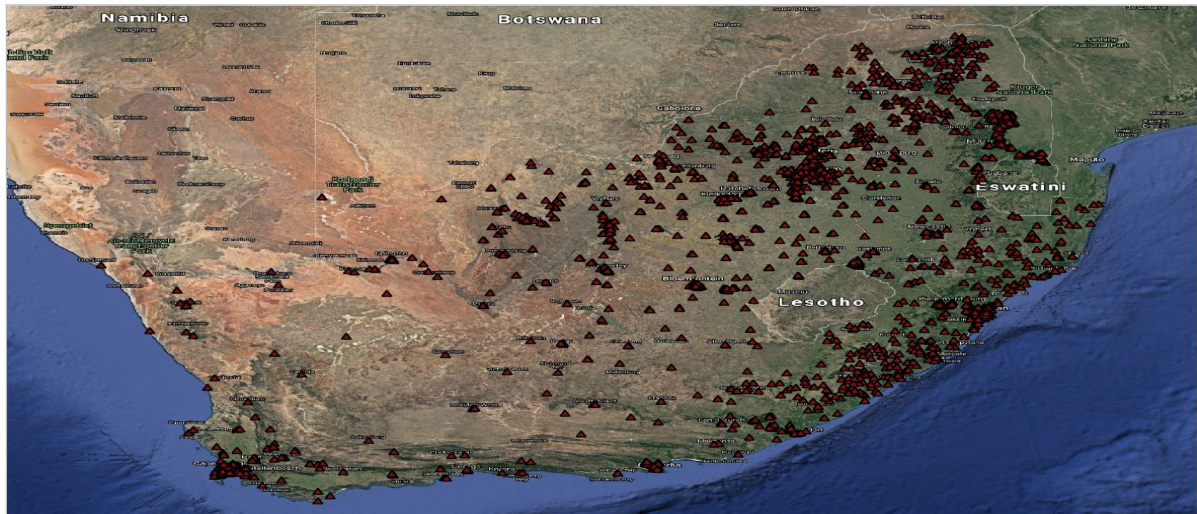
Figure 2: Geographical Representation of Grade 6 school sampled
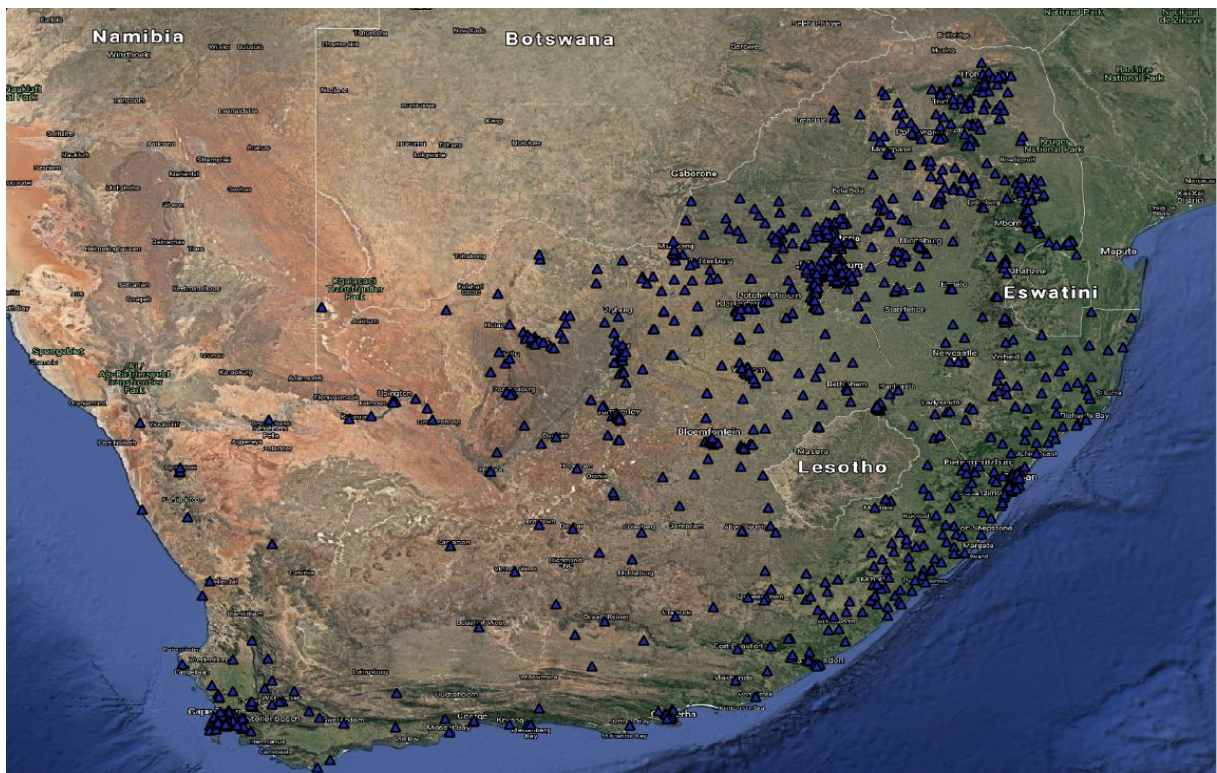
Figure 3: Geographical Representation of Grade 12 school sampled

Methodology
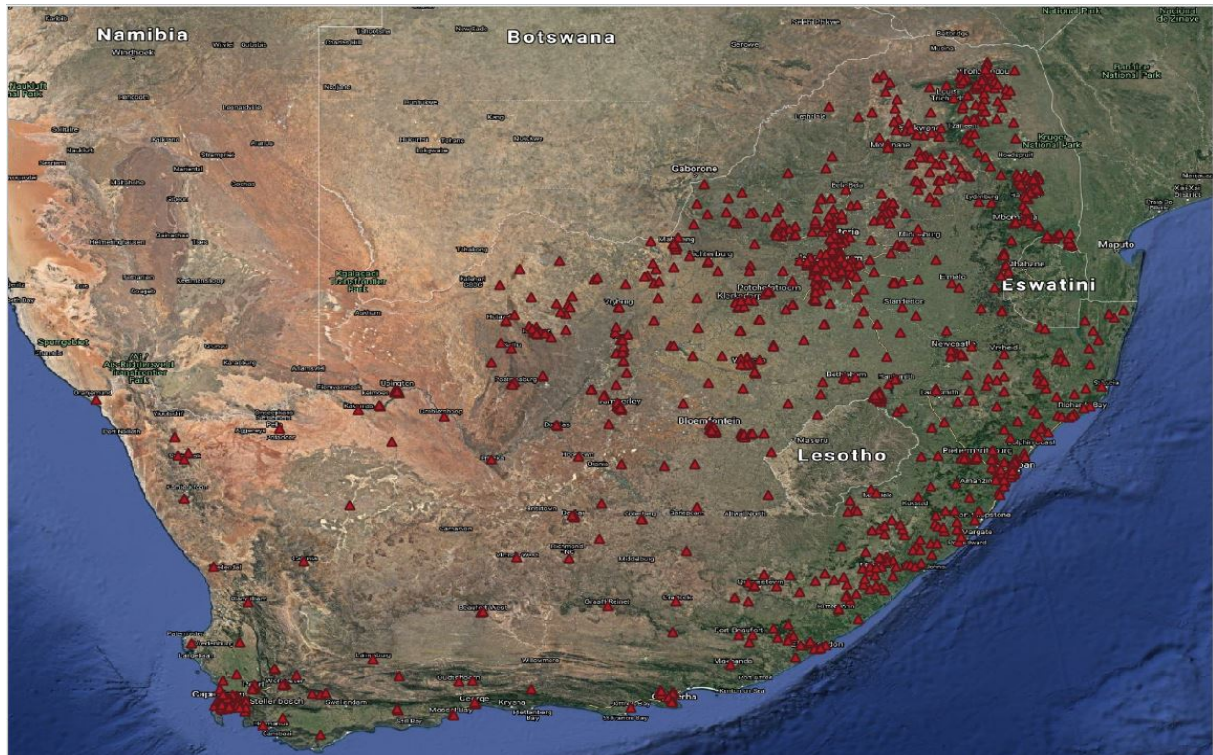
Sampling at a school:

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

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

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

During the analysis phase two weights will be calculated for the school. The choice of weight in the analysis stage will depend on which grade is analysed, i.e. Grade 6 or Grade 12.

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

Methodology

Important notes regarding the two samples:

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

It should be noted that when considering the entire population, proportions sampled differ between the two populations. A proportion of 6.29% (1 000/15 893) of the grade 6 population was chosen while a proportion of 16.2% (1 000/6 174) of the grade 12 was chosen. This was conducted in such manner in compliance with the requirements of the Terms of Reference.

Quintiles:

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

Comparison of Grade 3 or Grade 9:

The following results are based on the data received by the client.

Through the sample approach adopted, it should be noted that overall there were 0.09% (15/15 908) of schools offering Grade 3 that could not be part of the sample due to these schools not having Grade 6.

Similarly, it should be noted that overall, there were 15.1% (1 101/7 275) of schools offering Grade 9 that could not be part of the sample due to these schools not having Grade 12. The overall impact hereof on quintiles can be viewed in table 13.

Table 13: Comparison of only grade 3 and grade 9 with all grades 3 and grade 9 of public ordinary schools

Grade	Quintile					
	1	**2**	**3**	**4**	**5**	**All**
All grade 3	5 460	4 280	3 282	1 210	1 313	15 545
Only grade 3	2	1	5	4	3	15
	0.04%	0.02%	0.15%	0.33%	0.23%	0.1%
All grade 9	2213	1878	1626	661	725	7103
Only grade 9	586	301	169	39	6	1101
	26.48%	16.03%	10.39%	5.90%	0.83%	15.50%

Methodology

Survey Instruments

In developing the instruments for the 2022 SMS, the following brief and the information specified in the ToR[1] 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 used:

- 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 iterations of refinement before being approved by the DBE. This was to ensure 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 were deleted.
- questions that were confusing and ambiguous.
- wording that was not conducive to obtaining consistent data.
- scales and response items 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.
- All instruments underwent two cycles of pilot-testing. Based on pilot responses, further enhancements were made to the instruments.

One key revision noted in the 2022 ToR was that no information for Indicator 9 (that is *"The percentage of schools which have acquired the full set of financial management responsibilities on the basis of an assessment of their financial management capacity"*) that was listed in the 2017 would be reported in 2022.

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[1] See Appendix for Terms of References published by the DBE

Table 14: The 12 indicators and measurement issues specified in the ToR

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

Measurement Issues

It is critical to know and understand where there are vacancies. The following two issues should be part of the key questions, amongst other considerations:

- (teaching) posts that are filled by temporary educators
- (teaching) posts that are filled by permanent educators

Very importantly, a problem in the 2011 SMS questionnaires resulted in it not being possible to gauge when empty posts were publicly paid and when they were privately paid (or paid by the school governing body). It is essential that this distinction be clear. Moreover, the key interest is Grades 1 to 12 teachers. The matter of Grade R teachers should be reported separately.

The key source for this indicator is the School Monitoring Survey 2011/12. Details on the calculation of baseline values can be found in the report *Second detailed indicator report for basic education sector*, completed in 2014.

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

Measurement Issues

According to the Education Labour Relations Council Resolution No. 7 of 1998 on the Workload of Educator, all educators, as part of their conditions of service, should spend 80 hours per year on professional development activities. This should be taken into account when measuring this indicator.

Details should include the types of professional development (self, school and externally-initiated) activities undertaken, amongst other considerations.

Details on the calculation of baseline values can be found in the report *Second detailed indicator report for basic education sector*, completed in 2014.

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

Measurement Issues

It is critical to define "absenteeism" in this context, taking into account "absence from school due to leave".

The current attendance measures linked to PERSAL should be considered for comparability to other attendance measures in the system.

Details on the calculation of baseline values can be found in the report *Second detailed indicator report for basic education sector*, completed in 2014.

Methodology

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

Measurement Issues

The DBE provides selected learner resources including workbooks and supplementary textbooks. It is critical to define what is meant by "access" in this context; to be familiar with which workbooks and textbooks are provided in which grades; and to differentiate between DBE-provided textbooks and other textbooks.

The methodology for counting learners with and without books in the class, and the reasons for not having books, how national workbooks and textbooks are used to complement each other, and how the sharing of books is organised where there is not a one-to-one ratio of books to learners must be indicated.

Information on this indicator must be clearly collected, measured and articulated.

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

Measurement Issues

Measuring this indicator should be informed by the National Guidelines for School Library and Information Services and measured according to the different types of library and media resources indicated. However, the presentation of the question conflated access to a central library for ALL learners with access to the central library for learners within specific grades 3, 6, 9 and 12.

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

Measurement Issues

The management documents referred to in this indicator include a school improvement plan, a school budget, an annual report, attendance registers and learner mark schedules.

This information should be collected in consultation with district offices that oversee school management documentation with a verification sample collected from schools as well as other relevant sources identified.

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

Measurement Issues

It is critical to determine to what extent SGBs are fulfilling their basic administrative duties, and whether the required documentation and procedures are in place. Credible evidence supporting findings on this indicator should be provided in addition to the completion of questionnaires; this could include a sample of SGB meeting registers, minutes and key documentation as well as other relevant documents

Methodology

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

Measurement Issues
Measuring this indicator should be 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. Thus, the minimum standard for this Indicator is whether schools receive funding per learner which is in line with the national allocation.

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

Measurement Issues
Measuring this indicator should be informed by *Regulation 920 of 2013*. Reference should also be made to the *National Education Infrastructure Management System (NEIMS)* definitions of fencing, water and sanitation amongst other sources.

This includes required standards such as running water; working electricity; school premises that are fenced; and separate toilets for boy learners, girl learners and teachers respectively (flush toilet, VIP or Enviro-loo only; bucket, chemical or mobile toilets are not included).

Indicator 10. The percentage of schools with at least one educator who has received specialized training in the identification and support of special needs

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

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

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

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

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

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

The measure should include the following:
- type of support provided and who provides the support
- perceptions of principals about support provided
- perceptions of teachers about support provided
- planning oversight and accountability mechanisms undertaken

Methodology

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 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 field workers by providing the information required. Moreover, the service provider contacted schools to arrange for, and to confirm, visits on dates that suited the schools. In addition, all sample 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,

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 field workers were also programmed onto the tablets. However, field workers 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 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, the field workers had to inform a central information centre about the time of their arrival. Field workers were requested to hand the principal a list of all the documents that would be required during the interview so that s/he could have time to locate these before the administration of the instruments commenced. The two field workers divided the interview and observation 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 Grade 6 in primary schools and teaching grades 9 and 12 in secondary schools, 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 all 2000 schools selected to participate in this study. However, because of a range of difficulties, it was not possible to complete all surveys for the full sample of 2 000 schools (See Table 2.2).

Methodology

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 field workers 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 field workers entry. The mains reason given was that they did not receive any formal notification. For these schools, dates of the 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 15: Realised samples for each instrument for the primary and secondary schools.

Instrument	Grade 6 sample		Grade 12 sample	
	N	%	N	%
Principal	989	99%	972	97%
School Observation	988	99%	984	98%
Document Analysis	983	98%	984	98%
LSEN	925	93%	898	90%
Grade 3	1633	82%	-	-
Grade 6 Language	872	87%	-	-
Grade 6 Mathematics	900	90%	-	-
Grade 9 Language	-	-	861	86%
Grade 9 Mathematics	-	-	873	87%
Grade 12 Language	-	-	911	91%
Grade 12 Mathematics	-	-	897	90%

Data cleaning

After fieldwork, appropriate cleaning of the data was undertaken. 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, sample selection) in instances where manual EMIS numbers were entered by the field workers.

Methodology

In addition, for schools that were surveyed twice due 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.

Analyses were done for all schools, as well as for schools in the Grade 6 sample (primary schools) and schools in the Grade 12 sample (secondary schools) separately. Tables were generated per province and per quintile. Where possible, SEs and confidence intervals were provided for the indicators.

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 2.3 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 on the existence of a central library (and/or media centre) and mobile library was merged with the same question regarding classroom libraries, which focussed on classrooms at Grade 3, 6, 9 and 12. 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.

An additional, relevant question, focussing on whether a smart board was in the central library and/or a media centre was in the questionnaire, this item was thus 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 16: Indicators for which comparisons were compromised for 2011 and 2017/2022

Indicator	Content	Reason
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	In the 2022 survey, the presentation of the question conflated access to a central library for ALL learners with access to the central library for learners within specific 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, several questions were used. In 2017, only one question was used.

In the next section, additional tables are provided for each indicator and priority area.

Methodology

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 exists 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 which are allocated to a school, but are not currently filled, i.e., 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.

*

The percentage of schools where allocated teaching posts are all filled

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

Province	%	SE
EC	79	0,7
FS	82	1,4
GT	78	1,1
KZ	76	0,7
LP	76	0,8
MP	78	1,2
NC	84	1,8
NW	70	1,5
WC	85	1,0
SA	78	0,3

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

Quintile	%	SE
1	80	0,5
2	80	0,6
3	75	0,7
4	67	1,4
5	79	1,1
SA	78	0,3

The percentage of schools where allocated teaching posts are all filled

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

Province	Primary school		Secondary school	
	Hours	**SE**	**Hours**	**SE**
EC	81	0,7	71	1,8
FS	86	1,5	74	2,9
GT	79	1,2	76	2,0
KZ	76	0,8	77	1,2
LP	77	1,0	74	1,5
MP	78	1,4	77	2,1
NC	89	1,7	70	4,9
NW	79	1,5	49	3,6
WC	87	1,1	79	2,5
SA	80	0,4	73	0,7

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

Quintile	Primary school		Secondary school	
	Hours	**SE**	**Hours**	**SE**
1	82	0,6	73	1,3
2	80	0,7	82	1,1
3	79	0,8	66	1,5
4	67	1,6	67	2,4
5	81	1,2	74	2,0
SA	80	0,4	73	0,7

The percentage of schools where allocated teaching posts are all filled

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

Province	2017		2022	
	%	SE	%	SE
EC	64	0,8	79	0,7
FS	78	1,4	82	1,4
GT	84	0,9	78	1,1
KZ	89	0,5	76	0,7
LP	77	0,8	76	0,8
MP	80	1,1	78	1,2
NC	83	1,8	84	1,8
NW	74	1,4	70	1,5
WC	87	1,0	85	1,0
SA	78	0,3	78	0,3

TF 1.6   **Percentage of primary and secondary schools combined that had all their allocated teaching posts filled by quintile, 2017 – 2022**

Quintile	2017		2022	
	%	SE	%	SE
1	79	0,5	80	0,5
2	79	0,6	80	0,6
3	73	0,7	75	0,7
4	80	1,1	67	1,4
5	85	0,9	79	1,1
SA	78	0,3	78	0,3

The percentage of schools where allocated teaching posts are all filled

TT 1.1   **Percentage of primary schools that had all their allocated teaching posts filled by province, 2017 - 2022**

Province	2017		2022	
	%	**SE**	**%**	**SE**
EC	64	0,9	81	0,7
FS	79	1,5	86	1,5
GT	89	0,9	79	1,2
KZ	89	0,5	76	0,8
LP	81	0,9	77	1,0
MP	79	1,3	78	1,4
NC	85	1,9	89	1,7
NW	76	1,5	79	1,5
WC	88	1,0	87	1,1
SA	80	0,4	80	0,4

TT 1.2   **Percentage of primary schools that had all their allocated teaching posts filled by quintile, 2017 - 2022**

Quintile	2017		2022	
	%	**SE**	**%**	**SE**
1	80	0,6	82	0,6
2	81	0,7	80	0,7
3	76	0,8	79	0,8
4	80	1,4	67	1,6
5	87	1,0	81	1,2
SA	80	0,4	80	0,4

The percentage of schools where allocated teaching posts are all filled

TT 1.3 **Percentage of secondary schools that had all their allocated teaching posts filled by province, 2017- 2022**

Province	2017		2022	
	%	**SE**	**%**	**SE**
EC	60	2,1	71	1,8
FS	74	3,2	74	2,9
GT	74	2,1	76	2,0
KZ	87	0,9	77	1,2
LP	69	1,5	74	1,5
MP	81	2,1	77	2,1
NC	76	5,0	70	4,9
NW	64	3,6	49	3,6
WC	82	2,4	79	2,5
SA	74	0,7	73	0,7

TT 1.4 **Percentage of primary schools that had all their allocated teaching posts filled by quintile, 2017 - 2022**

Quintile	2017		2022	
	%	**SE**	**%**	**SE**
1	75	1,3	73	1,3
2	76	1,2	82	1,1
3	65	1,6	66	1,5
4	82	2,0	67	2,4
5	83	1,7	74	2,0
SA	74	0,7	73	0,7

The percentage of schools where allocated teaching posts are all filled

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]

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

- (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 were 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 on 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]

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

TF 2.1   **Average hours a year spent by teachers in primary and secondary schools combined, on professional development by province, 2022**

Province	Hours	SE
EC	46	2,1
FS	41	1,9
GT	43	1,7
KZ	56	2,1
LP	31	1,4
MP	32	1,7
NC	50	2,1
NW	43	1,7
WC	59	2,1
SA	45	0,6

TF 2.2   **Average hours a year spent by teachers in primary and secondary schools combined, on professional development by quintile, 2022**

Quintile	Hours	SE
1	42	1,2
2	43	1,4
3	48	1,3
4	48	1,9
5	47	1,5
SA	45	0,6

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

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

Province	Primary school		Secondary school	
	Hours	**SE**	**Hours**	**SE**
EC	45	3,0	47	3,0
FS	42	2,5	40	2,7
GT	42	2,3	44	2,4
KZ	51	3,1	59	2,9
LP	30	1,8	32	2,0
MP	31	2,1	32	2,5
NC	47	3,0	54	3,0
NW	40	2,2	46	2,6
WC	56	2,7	62	3,1
SA	43	0,9	47	0,9

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

Quintile	Primary school		Secondary school	
	Hours	**SE**	**Hours**	**SE**
1	42	1,7	42	1,7
2	42	1,9	44	2,0
3	45	1,9	50	1,9
4	42	2,3	51	2,7
5	45	2,1	48	2,0
SA	43	0,9	47	0,9

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

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

Province	2011		2017		2022	
	Hours	**SE**	**Hours**	**SE**	**Hours**	**SE**
EC	30	1,5	28	1,5	46	2,1
FS	37	2,2	44	3,1	41	1,9
GT	34	1,8	50	2,4	43	1,7
KZ	44	2,1	26	1,1	56	2,1
LP	27	1,7	35	1,8	31	1,4
MP	35	1,9	37	2,1	32	1,7
NC	33	2,3	36	1,9	50	2,1
NW	35	2,4	24	1,2	43	1,7
WC	50	2,4	76	3,6	59	2,1
SA	36	0,7	40	0,8	45	0,6

TF 2.6   **Average hours a year spent by teachers in primary and secondary schools combined on professional development by quintile, 201 – 2022**

Quintile	2011		2017		2022	
	Hours	**SE**	**Hours**	**SE**	**Hours**	**SE**
1	33	1,2	40	1,8	42	1,2
2	35	1,5	36	1,5	43	1,4
3	34	1,3	34	1,3	48	1,3
4	41	2,1	48	2,4	48	1,9
5	43	2,0	46	2,1	47	1,5
SA	36	0,7	40	0,8	45	0,6

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

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

Hours	2011		2017		2022	
	%	**SE**	**%**	**SE**	**%**	**SE**
0-10	51	0,5	29	0,3	24	0,2
11-20	13	0,1	24	0,2	23	0,2
21-30	8	0,1	12	0,1	11	0,1
31-40	5	0,1	7	0,1	7	0,1
41-50	4	0,0	6	0,1	5	0,1
51-60	3	0,0	4	0,0	4	0,0
61- 70	2	0,0	3	0,0	4	0,0
71 - 80	2	0,0	2	0,0	3	0,0
81 - 90	11	0,1	13	0,1	19	0,2

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

TT 2.1 Average hours a year spent by teachers in primary schools on professional development by province, 2011 - 2022

Province	2011		2017		2022	
	Hours	SE	Hours	SE	Hours	SE
EC	30	1,6	24	2,3	45	3,0
FS	40	2,9	43	5,3	42	2,5
GT	39	2,5	44	3,8	42	2,3
KZ	43	2,5	24	1,7	51	3,1
LP	30	2,3	28	2,9	30	1,8
MP	37	2,7	38	4,1	31	2,1
NC	26	2,2	32	3,2	47	3,0
NW	37	2,9	23	2,0	40	2,2
WC	56	2,9	67	4,6	56	2,7
SA	37	0,8	35	1,2	43	0,9

TT 2.2 Average hours a year spent by teachers in primary schools on professional development by quintile, 2011 – 2022

Quintile	2011		2017		2022	
	Hours	SE	Hours	SE	Hours	SE
1	34	1,5	33	2,2	42	1,7
2	34	1,8	34	2,3	42	1,9
3	36	1,6	29	2,1	45	1,9
4	46	2,6	42	4,2	42	2,3
5	47	2,8	45	3,3	45	2,1
SA	37	0,8	35	1,2	43	0,9

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

TT 2.3 Average hours a year spent by teachers in secondary schools on professional development by province, 2011 - 2022

Province	2011		2017		2022	
	Hours	SE	Hours	SE	Hours	SE
EC	28	3,7	31	2,3	47	3,0
FS	31	3,2	47	4,7	40	2,7
GT	20	2,0	53	3,4	44	2,4
KZ	51	4,2	28	1,6	59	2,9
LP	20	2,5	39	2,6	32	2,0
MP	29	2,5	37	2,9	32	2,5
NC	53	6,6	45	3,4	54	3,0
NW	28	3,4	28	2,0	46	2,6
WC	32	3,9	86	5,8	62	3,1
SA	32	1,3	44	1,2	47	0,9

TT 2.4 Average hours a year spent by teachers in secondary schools on professional development by quintile, 2011 - 2022

Quintile	2011		2017		2022	
	Hours	SE	Hours	SE	Hours	SE
1	30	2,5	49	3,4	42	1,7
2	37	3,5	38	2,4	44	2,0
3	27	1,9	38	1,8	50	1,9
4	31	3,2	52	3,4	51	2,7
5	36	2,9	46	2,8	48	2,0
SA	32	1,3	44	1,2	47	0,9

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

TF 2.8 & 2.10. Average hours a year spent by Grade 3 and 6 teachers on professional development by province, 2011 – 2022

Province	Grade	2011		2017		2022	
		Hours	SE	Hours	SE	Hours	SE
EC	3	38	4,8	30	3,6	35	4,0
FS		48	9,7	38	6,1	29	3,3
GT		44	5,9	50	6,1	44	3,9
KZ		43	6,2	24	2,2	51	4,0
LP		38	8,7	30	3,1	32	2,9
MP		38	5,0	34	4,4	36	3,9
NC		29	4,6	31	2,9	40	3,8
NW		39	6,5	19	1,6	37	3,1
WC		70	8,0	64	6,7	65	4,1
SA		43	2,3	36	1,6	42	1,3
EC	6	22	2,3	24	2,3	44	4,0
FS		29	3,2	43	5,3	42	3,5
GT		31	3,8	44	3,8	42	3,2
KZ		42	4,5	24	1,7	51	4,2
LP		28	3,5	28	2,9	30	2,5
MP		38	5,6	38	4,1	31	2,9
NC		22	3,6	32	3,2	46	4,1
NW		37	6,5	23	2,0	40	3,1
WC		40	4,3	67	4,6	56	3,8
SA		32	1,4	35	1,2	43	1,2

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

TF 2.12 & 2.14. Average hours a year spent by Grade 9 and 12 teachers on professional development by province, 2011 – 2022

Province	Grade	2011		2017		2022	
		Hours	SE	Hours	SE	Hours	SE
EC	9	24	2,1	23	2,3	45	4,3
FS		29	4,0	40	5,2	36	3,5
GT		16	1,7	49	4,5	41	3,6
KZ		43	8,8	27	2,4	57	4,0
LP		22	5,6	31	2,4	25	2,3
MP		17	2,1	35	4,4	26	2,7
NC		30	6,0	48	5,9	52	4,6
NW		22	4,3	25	2,8	40	3,3
WC		23	4,2	78	7,5	55	4,2
SA		25	1,4	39	1,6	43	1,2
EC	12	31	4,9	36	3,5	51	4,3
FS		37	3,9	54	7,6	43	4,1
GT		25	3,6	57	5,0	47	3,3
KZ		59	5,1	29	2,2	61	4,3
LP		21	2,8	46	4,2	39	3,3
MP		33	3,2	39	3,8	39	4,0
NC		64	8,9	42	3,4	56	4,2
NW		37	5,3	31	2,8	52	3,9
WC		37	4,5	94	8,9	69	4,6
SA		37	1,6	48	1,8	51	1,4

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

TF 2.9, 2.11, 2.13 & 2.15. Average hours a year spent by Grade 9 and 12 teachers on professional development by quintile, 2011 – 2022

Quintile	Grade	2011		2017		2022	
		Hours	**SE**	**Hours**	**SE**	**Hours**	**SE**
1	3	41	3,7	34	2,5	36	2,4
2		38	4,7	32	2,5	41	2,7
3		42	5,4	31	3,0	40	2,3
4		45	5,7	44	5,0	46	3,8
5		61	8,4	48	6,3	60	3,7
SA		43	2,3	36	1,6	42	1,3
1	6	30	2,6	33	2,2	41	2,3
2		33	3,2	34	2,3	42	2,6
3		31	2,5	29	2,1	45	2,6
4		37	4,8	42	4,2	42	3,2
5		33	3,4	45	3,3	44	2,9
SA		32	1,4	35	1,2	43	1,2
1	9	25	2,3	48	5,2	39	2,4
2		31	4,5	33	2,6	38	2,6
3		21	2,0	33	2,4	45	2,5
4		22	3,5	47	4,3	47	3,5
5		20	3,1	41	3,6	46	3,1
SA		25	1,4	39	1,6	43	1,2
1	12	33	3,0	50	4,5	46	2,5
2		42	4,3	43	3,8	49	3,0
3		33	2,9	43	2,7	54	2,8
4		39	4,3	58	5,4	56	4,1
5		41	3,5	50	4,3	50	2,7
SA		37	1,6	48	1,8	51	1,4

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

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. The fieldworker 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. S/he 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 having signed in on a given day, but were present at the school

Schools were visited by field workers on any one of the working days over a twelve-week period[2]. 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?[3] 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]

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

[3] 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 for the SMS 2011; the period was 'end of September 2011'

The percentage of teachers absent from school on an average day

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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 <u>signed</u> the register on the day of the visit (Numeric)

** DQ37 = Number of educators who <u>did not sign</u> the register on the day of the visit (Numeric)

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

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

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

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

The percentage of teachers absent from school on an average day

TF 3.1   **Percentage of teachers absent on an average day in primary and secondary schools combined by province, 2011 - 2022**

Province	%	SE
EC	6	0,7
FS	6	0,5
GT	5	0,6
KZ	6	0,7
LP	5	0,7
MP	5	0,7
NC	7	1,2
NW	4	0,5
WC	5	0,8
SA	5	0,2

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

Quintile	%	SE
1	7	0,5
2	6	0,5
3	5	0,4
4	4	0,6
5	4	0,6
SA	5	0,2

The percentage of teachers absent from school on an average day

TF 3.3 **Percentage of teachers absent on an average day in primary schools by province, 2011 – 2022**

Province	Primary school		Secondary school	
	%	SE	%	SE
EC	6	1,0	5	1,0
FS	6	0,8	5	0,6
GT	4	1,0	5	0,6
KZ	6	0,9	6	1,1
LP	5	0,9	6	1,1
MP	5	1,1	5	0,7
NC	8	1,9	7	1,1
NW	4	0,6	5	0,8
WC	6	1,2	4	0,6
SA	5	0,3	5	0,3

TF 3.4 **Percentage of teachers absent on an average day in primary schools by quintile, 2011 – 2022**

Quintile	Primary school		Secondary school	
	%	SE	%	SE
1	7	0,7	6	0,8
2	6	0,8	6	0,7
3	4	0,5	5	0,6
4	4	0,9	5	0,6
5	4	1,1	4	0,5
SA	5	0,3	5	0,3

The percentage of teachers absent from school on an average day

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

Province	2011		2017		2022	
	%	**SE**	**%**	**SE**	**%**	**SE**
EC	10	0,7	12	1,0	6	0,7
FS	6	0,6	8	0,8	6	0,5
GT	8	0,9	10	1,0	5	0,6
KZ	10	0,6	9	1,1	6	0,7
LP	6	0,5	7	0,9	5	0,7
MP	8	0,9	9	1,3	5	0,7
NC	7	1,1	13	1,4	7	1,2
NW	8	1,0	12	1,3	4	0,5
WC	7	1,2	10	1,2	5	0,8
SA	8	0,3	10	0,4	5	0,2

TF 3.6 **Percentage of teachers absent on an average day in primary and secondary schools combined by quintile, 2022**

Quintile	2011		2017		2022	
	%	**SE**	**%**	**SE**	**%**	**SE**
1	8	0,5	10	0,8	7	0,5
2	9	0,6	8	0,7	6	0,5
3	8	0,5	9	0,6	5	0,4
4	8	0,6	9	0,9	4	0,6
5	7	0,9	11	1,3	4	0,6
SA	8	0,3	10	0,4	5	0,2

The percentage of teachers absent from school on an average day

TT 3.1 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

TT 3.2 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

The percentage of teachers absent from school on an average day

Table 3.1   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 3.2   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

The percentage of teachers absent from school on an average day

TF 3.1 a Percentage of teachers absent on an average day in primary and secondary schools combined by province, 2011 - 2022

Province	On the day of visit		On the Wednesday before		On the Friday before	
	%	SE	%	SE	%	SE
	2022					
EC	6	0,7	7	1,0	9	1,2
FS	6	0,5	6	1,1	7	0,9
GT	5	0,6	3	0,6	4	0,6
KZ	6	0,7	6	0,8	7	0,8
LP	5	0,7	4	0,5	4	0,5
MP	5	0,7	4	0,7	5	0,7
NC	7	1,2	6	1,4	8	1,3
NW	4	0,5	4	0,8	5	0,5
WC	5	0,8	5	0,7	6	0,9
SA	5	0,2	5	0,3	6	0,3
	2 017					
EC	12	1,0	8	0,9	12	1,2
FS	8	0,8	5	0,7	6	0,6
GT	10	1,0	6	0,8	8	0,9
KZ	9	1,1	9	1,2	8	1,0
LP	7	0,9	5	0,7	7	0,9
MP	9	1,3	6	1,0	7	1,1
NC	13	1,4	8	1,3	10	1,2
NW	12	1,3	8	1,3	12	1,3
WC	10	1,2	7	1,1	9	1,1
SA	10	0,4	7	0,3	9	0,3
	2 011					
EC	10	0,7	10	0,9	9	0,9
FS	6	0,6	5	0,7	5	0,6
GT	8	0,9	7	0,8	7	0,8
KZ	10	0,6	9	0,6	9	0,6
LP	6	0,5	4	0,4	4	0,4
MP	8	0,9	6	0,7	7	0,9
NC	7	1,1	4	0,6	4	0,6
NW	8	1,0	6	0,6	8	1,0
WC	7	1,2	4	0,9	5	1,0
SA	8	0,3	7	0,3	7	0,3

The percentage of teachers absent from school on an average day

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

Quintile	On the day of visit		On the Wednesday before		On the Friday before	
	%	SE	%	SE	%	SE
2022						
1	7	0,5	6	0,6	8	0,7
2	6	0,5	5	0,7	6	0,6
3	5	0,4	5	0,4	6	0,4
4	4	0,6	3	0,5	5	0,4
5	4	0,6	4	0,8	4	0,7
SA	5	0,2	5	0,3	6	0,3
2 017						
1	10	0,8	7	0,6	10	0,7
2	8	0,7	7	0,7	9	0,8
3	9	0,6	6	0,6	8	0,6
4	9	0,9	7	1,0	8	0,9
5	11	1,3	9	1,4	8	1,1
SA	10	0,4	7	0,3	9	0,3
2 011						
1	8	0,5	8	0,6	8	0,6
2	9	0,6	7	0,5	7	0,5
3	8	0,5	7	0,5	8	0,6
4	8	0,6	7	0,6	6	0,6
5	7	0,9	5	0,6	5	0,7
SA	8	0,3	7	0,3	7	0,3

The percentage of teachers absent from school on an average day

TF 3.3 a   Percentage of teachers absent on an average day in primary schools by province, 2011 - 2022

Province	On the day of visit		On the Wednesday before		On the Friday before	
	%	**SE**	**%**	**SE**	**%**	**SE**
	2022					
EC	6	1,0	8	1,7	10	2,0
FS	6	0,8	7	1,7	7	1,4
GT	4	1,0	3	0,9	4	1,0
KZ	6	0,9	7	1,4	7	1,2
LP	5	0,9	3	0,5	4	0,7
MP	5	1,1	4	1,1	5	1,1
NC	8	1,9	6	2,0	8	2,0
NW	4	0,6	5	1,3	4	0,7
WC	6	1,2	5	1,1	6	1,3
SA	5	0,3	5	0,4	6	0,4
	2 017					
EC	11	1,4	8	1,2	12	1,7
FS	6	0,7	5	1,1	6	0,7
GT	8	0,8	6	1,3	8	1,1
KZ	8	1,4	10	2,0	6	1,2
LP	6	1,4	5	1,3	7	1,5
MP	9	1,7	6	1,2	8	1,6
NC	13	1,9	8	1,8	9	1,4
NW	12	1,9	8	1,6	12	1,7
WC	8	1,2	7	1,3	8	1,2
SA	9	0,5	7	0,5	8	0,5
	2 011					
EC	9	0,8	10	1,0	10	1,1
FS	5	0,5	5	0,8	5	0,7
GT	9	1,1	8	1,1	7	0,9
KZ	9	0,7	10	0,8	10	0,7
LP	5	0,6	4	0,5	4	0,5
MP	6	0,6	6	0,7	6	1,0
NC	5	0,8	3	0,6	3	0,5
NW	9	1,2	6	0,7	6	0,8
WC	4	0,6	3	0,7	4	0,8
SA	8	0,3	7	0,3	7	0,3

The percentage of teachers absent from school on an average day

TF 3.3 b **Percentage of teachers absent on an average day in secondary schools by province, 2011 - 2022**

Province	On the day of visit		On the Wednesday before		On the Friday before	
	%	**SE**	**%**	**SE**	**%**	**SE**
	2022					
EC	5	1,0	4	0,8	7	1,0
FS	5	0,6	5	1,3	6	1,1
GT	5	0,6	3	0,4	4	0,5
KZ	6	1,1	4	0,8	6	1,1
LP	6	1,1	4	1,0	4	0,7
MP	5	0,7	4	0,6	5	0,8
NC	7	1,1	7	1,6	7	1,5
NW	5	0,8	3	0,6	6	0,8
WC	4	0,6	4	0,5	6	1,1
SA	5	0,3	4	0,3	5	0,3
	2017					
EC	14	1,5	9	1,5	12	1,6
FS	10	1,7	5	0,7	7	1,2
GT	12	2,0	4	0,6	8	1,4
KZ	10	1,7	7	1,4	10	1,6
LP	7	1,2	4	0,6	7	1,0
MP	9	1,9	7	1,8	6	1,3
NC	13	2,0	7	1,8	12	2,3
NW	10	1,5	9	2,2	12	1,8
WC	12	2,2	8	1,7	10	2,0
SA	11	0,6	7	0,4	9	0,5
	2011					
EC	12	1,9	8	1,8	6	1,5
FS	8	1,6	6	1,1	5	1,1
GT	6	1,3	4	0,7	6	1,4
KZ	11	1,2	8	1,0	9	1,1
LP	8	0,8	4	0,6	3	0,7
MP	12	2,4	6	1,9	7	2,1
NC	12	3,7	6	1,5	6	1,6
NW	7	1,6	6	1,3	12	2,7
WC	14	4,3	6	2,9	7	3,1
SA	10	0,6	6	0,4	7	0,5

The percentage of teachers absent from school on an average day

TF 3.4 a   Percentage of teachers absent on an average day in primary schools combined by quintile, 2022

Quintile	On the day of visit		On the Wednesday before		On the Friday before	
	%	SE	%	SE	%	SE
	2022					
1	7	0,8	36	3,1	9	7
2	6	0,9	38	3,2	6	6
3	5	0,6	45	3,1	6	5
4	4	0,9	37	4,5	5	4
5	5	1,2	30	4,1	5	5
SA	6	0,4	38	1,6	6	6
	2017					
1	11	1,2	8	1,1	11	1,1
2	13	1,6	6	0,8	8	1,0
3	13	1,4	8	1,2	10	1,1
4	12	1,7	7	1,4	8	1,1
5	12	2,0	7	1,5	7	1,4
SA	12	0,7	7	0,5	9	0,5
	2011					
1	10	0,5	10	0,7	9	0,7
2	10	0,8	8	0,7	8	0,7
3	9	0,6	9	0,7	8	0,6
4	7	0,5	7	0,6	6	0,6
5	5	0,5	4	0,6	4	0,6
SA	9	0,3	8	0,3	8	0,3

The percentage of teachers absent from school on an average day

TF 3.4 b   Percentage of teachers absent on an average day in secondary schools combined by quintile, 2022

Quintile	On the day of visit		On the Wednesday before		On the Friday before	
	%	SE	%	SE	%	SE
2022						
1	6	0,8	4	0,5	6	0,6
2	6	0,7	5	0,7	6	0,6
3	5	0,6	5	0,6	6	0,7
4	5	0,6	3	0,4	5	0,7
5	4	0,5	3	0,4	4	0,7
SA	5	0,3	4	0,3	5	0,3
2 017						
1	10	1,1	8	0,9	11	1,1
2	10	1,3	5	0,7	8	1,0
3	11	1,1	6	0,9	9	0,9
4	11	1,5	7	1,3	9	1,5
5	11	1,8	7	1,5	8	1,5
SA	11	0,6	7	0,4	9	0,5
2 011						
1	10	1,0	6	0,7	8	0,9
2	9	1,0	6	1,0	6	1,0
3	9	0,9	5	0,7	7	1,1
4	10	1,8	7	1,5	7	1,6
5	11	2,5	6	1,5	7	1,7
SA	10	0,6	6	0,4	7	0,5

The percentage of teachers absent from school on an average day

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 Grade 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 to reduce the time spent in schools collecting data from educators.

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 workbook[4] 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 (Foundation Phase Grade 3) (as observed in the classroom)

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] ***

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

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[4] Grade 3 textbook access was not covered in any detail, in the SMS 2022, as over 96% of schools used the workbooks provided by the DBE.

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

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]

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

TF 4.1. **Percentage of learners in grades Six, Nine and 12 that have access to Home Language, First Additional Language and Mathematics textbooks, by province, 2022.**

Province	%	SE
EC	72	0,1
FS	90	0,1
GT	84	0,1
KZ	86	0,1
LP	96	0,0
MP	93	0,1
NC	90	0,2
NW	76	0,1
WC	81	0,1
SA	85	0,0

TF 4.2. **Percentage of learners in grades Six, Nine and 12 that have access to Home Language, First Additional Language and Mathematics textbooks, by quintile, 2022**

Quintile	%	SE
1	83	0,1
2	86	0,1
3	87	0,1
4	81	0,1
5	86	0,1
SA	85	0,0

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

TF 4.3. **Percentage of learners in grades Six, Nine and 12 that have access to Home Language, First Additional Language and Mathematics textbooks, by province, 2022**

Province	%	SE
EC	62	1,4
FS	76	1,4
GT	89	0,9
KZ	75	1,3
LP	84	1,0
MP	62	1,5
NC	78	1,3
NW	85	1,0
WC	91	0,8
SA	79	0,4

TF 4.4. **Percentage of learners in grades Six, Nine and 12 that have access to Home Language, First Additional Language and Mathematics textbooks, by quintile, 2022**

Quintile	%	SE
1	75	0,9
2	76	0,9
3	75	0,9
4	83	1,1
5	90	0,9
SA	79	0,4

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

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

Province	2017		2022	
	%	**SE**	**%**	**SE**
EC	77	0,7	72	0,1
FS	89	1,0	90	0,1
GT	86	0,8	84	0,1
KZ	68	0,8	86	0,1
LP	89	0,7	96	0,0
MP	94	0,6	93	0,1
NC	79	2,0	90	0,2
NW	85	1,0	76	0,1
WC	91	0,7	81	0,1
SA	81	0,3	85	0,0

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

Quintile	2017		2022	
	%	**SE**	**%**	**SE**
1	78	0,6	83	0,1
2	87	0,5	86	0,1
3	78	0,7	87	0,1
4	80	1,1	81	0,1
5	81	1,0	86	0,1
SA	81	0,3	85	0,0

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

TF 4.7. **Percentage of learners in grades Six, Nine and 12 that have access to Home Language, First Additional Language and Mathematics textbooks, by province, 2017-2022**

Province	2017		2022	
	%	**SE**	**%**	**SE**
EC	81	1,1	62	1,4
FS	81	1,1	76	1,4
GT	91	0,7	89	0,9
KZ	75	1,3	75	1,3
LP	83	0,9	84	1,0
MP	72	1,3	62	1,5
NC	80	1,2	78	1,3
NW	85	0,9	85	1,0
WC	93	0,6	91	0,8
SA	83	0,3	79	0,4

TF 4.8. **Percentage of learners in grades Six, Nine and 12 that have access to Home Language, First Additional Language and Mathematics textbooks, by quintile, 2017-2022**

Quintile	2017		2022	
	%	**SE**	**%**	**SE**
1	79	0,8	75	0,9
2	80	0,7	76	0,9
3	82	0,7	75	0,9
4	84	0,9	83	1,1
5	92	0,7	90	0,9
SA	83	0,3	79	0,4

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

TT 4.1.   Percentage of Grade 3 learners that have access to both workbooks 1 and 2 for Language and Mathematics, by province, 2017-2022.

	Maths workbook 1		Maths workbook 2		Home Language workbook 1		Home Language workbook 2	
	%	**SE**	**%**	**SE**	**%**	**SE**	**%**	**SE**
				2022				
EC	92	2,0	92	2,0	93	1,8	93	1,9
FS	99	0,4	99	0,7	99	0,7	99	0,4
GT	97	1,0	97	1,0	96	1,3	94	1,5
KZ	96	1,4	97	1,3	96	1,3	95	1,5
LP	100	0,3	100	0,1	99	0,6	97	1,2
MP	98	1,0	98	1,1	98	1,1	98	1,1
NC	98	0,8	97	1,1	98	1,0	97	1,2
NW	95	1,4	96	1,3	94	1,7	95	1,4
WC	98	0,9	97	1,2	99	0,2	97	1,1
SA	97	0,4	97	0,4	97	0,4	96	0,5
				2 017				
EC	93	1,8	98	0,9	88	1,9	93	1,9
FS	99	0,4	99	0,7	99	0,6	100	0,1
GT	99	0,3	99	0,3	98	0,5	98	0,5
KZ	92	1,7	96	0,9	91	1,9	95	1,0
LP	96	1,0	96	1,2	97	1,0	97	0,9
MP	99	0,4	99	0,6	99	0,6	99	0,5
NC	98	0,4	97	0,8	99	0,5	99	0,6
NW	97	1,1	95	1,4	97	1,1	96	1,1
WC	100	0,2	99	0,6	99	0,2	99	0,3
SA	96	0,4	97	0,3	94	0,5	96	0,3

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

TT 4.2. **Percentage of Grade 3 learners that have access to both workbooks 1 and 2 for Language and Mathematics, by quintile, 2017-2022.**

	Maths workbook 1		Maths workbook 2		Home Language workbook 1		Home Language workbook 2	
	%	SE	%	SE	%	SE	%	SE
	2022							
1	95	1,0	94	1,1	97	0,8	97	0,8
2	97	0,8	97	0,8	96	1,0	94	1,1
3	97	0,7	98	0,6	97	0,7	96	0,9
4	98	0,8	98	0,8	98	0,7	98	0,7
5	98	0,7	98	0,9	96	1,2	94	1,5
SA	97	0,4	97	0,4	97	0,4	96	0,5
	2 017							
1	92	1,1	96	0,7	90	1,2	96	0,7
2	97	0,7	97	0,7	96	0,8	95	1,0
3	97	0,6	98	0,4	96	0,7	98	0,4
4	98	0,8	97	0,9	97	0,9	97	0,8
5	98	0,5	99	0,3	98	0,4	98	0,4
SA	96	0,4	97	0,3	94	0,5	96	0,3

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

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 20211 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.

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

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

Province	%	SE
EC	34	1,2
FS	58	2,1
GT	61	1,4
KZ	42	1,0
LP	55	1,1
MP	66	1,5
NC	47	3,2
NW	63	1,6
WC	61	1,7
SA	49	0,5

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

Quintile	%	SE
1	43	0,9
2	45	1,0
3	51	1,0
4	66	1,4
5	60	1,4
SA	49	0,5

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

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

Province	Primary school		Secondary school	
	%	SE	%	SE
EC	35	1,3	29	2,9
FS	62	2,4	49	4,1
GT	68	1,5	46	3,0
KZ	46	1,2	31	2,0
LP	65	1,3	37	2,3
MP	67	1,8	64	2,7
NC	52	3,6	30	7,2
NW	73	1,7	42	3,7
WC	61	1,9	60	3,5
SA	53	0,6	39	1,0

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

Quintile	Primary school		Secondary school	
	%	SE	%	SE
1	46	1,0	34	2,0
2	50	1,1	32	2,1
3	55	1,1	41	2,0
4	73	1,5	52	2,8
5	64	1,7	54	2,5
SA	53	0,6	39	1,0

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

TF 6.5. **The percentage: of primary versus secondary schools that could produce each management document, 2022**

School type		%
Primary schools	School improvement plan	84
	Academic performance report	89
	Annual budget	88
	Financial statement 2021	90
	Educator attendance register	98
	Class register	88
	Non-textbook asset register	78
	LTSM inventory	78
	SGB minutes	96
Secondary schools	School improvement plan	82
	Academic performance report	88
	Annual budget	80
	Financial statement 2021	86
	Educator attendance register	98
	Class register	81
	Non-textbook asset register	70
	LTSM inventory	73
	SGB minutes	87

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

TF 6.6. **The percentage: of primary versus secondary schools that could produce the indicated number of management documents, 2022**

School type	Number of documents	%	Cumulative %
Primary schools	9	53	100
	8	18	47
	7	16	29
	6	6	14
	5	4	7
	4	2	4
	3	1	1
	2	0	0
	1	0	0
	0	0	0
Secondary schools	9	39	100
	8	25	57
	7	14	34
	6	8	21
	5	5	13
	4	6	8
	3	1	3
	2	2	2
	1	0	0
	0	0	0

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

TF 6.7. **The percentage of schools producing the minimum set of required management documents in primary and secondary schools combined by province, 2011 – 2022**

Province	2011		2017		2022	
	%	SE	%	SE	%	SE
EC	46	1,0	28	1,2	34	1,2
FS	48	2,0	40	2,3	58	2,1
GT	75	1,2	61	1,4	61	1,4
KZ	52	0,9	48	1,0	42	1,0
LP	73	0,9	38	1,3	55	1,1
MP	59	1,6	58	1,6	66	1,5
NC	64	2,6	45	3,2	47	3,2
NW	66	1,5	51	1,9	63	1,6
WC	69	1,5	67	1,5	61	1,7
SA	58	0,4	44	0,5	49	0,5

TF 6.8. **The percentage of schools producing the minimum set of required management documents in primary and secondary schools combined by quintile, 2011 – 2022**

Quintile	2011		2017		2022	
	%	SE	%	SE	%	SE
1	52	0,8	36	0,9	43	0,9
2	57	0,9	48	0,9	45	1,0
3	60	0,8	43	1,1	51	1,0
4	65	1,2	52	1,8	66	1,4
5	75	1,1	67	1,3	60	1,4
SA	58	0,4	44	0,5	49	0,5

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

TT 6.1. **The percentage of primary schools producing the minimum set of required management documents by province, 2011-2017**

Province	2011		2017		2022	
	%	SE	%	SE	%	SE
EC	44	1,1	28	1,3	35	1,3
FS	47	2,2	43	2,5	62	2,4
GT	77	1,3	72	1,4	68	1,5
KZ	56	1,0	49	1,1	46	1,2
LP	76	1,0	46	1,5	65	1,3
MP	60	1,8	65	1,7	67	1,8
NC	64	2,9	49	3,4	52	3,6
NW	69	1,7	53	2,1	73	1,7
WC	70	1,7	72	1,6	61	1,9
SA	59	0,5	48	0,6	53	0,6

TT 6.2. **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	0,9	39	1,0	46	2,0
2	57	1,0	53	1,0	50	2,1
3	63	0,9	46	1,2	55	2,0
4	69	1,3	59	1,9	73	2,8
5	77	1,3	72	1,5	64	2,5
SA	59	0,5	48	0,6	53	1,0

TT 6.3. **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	55	2,7	26	2,9	29	2,9
FS	48	4,5	27	5,4	49	4,1
GT	68	2,4	36	3,3	46	3,0
KZ	41	2,0	45	1,9	31	2,0
LP	67	1,6	25	2,3	37	2,3
MP	55	3,2	39	3,8	64	2,7
NC	62	5,2	26	8,7	30	7,2
NW	55	3,3	44	4,5	42	3,7
WC	65	3,7	48	4,1	60	3,5
SA	56	0,9	35	1,1	39	1,0

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

TT 6.4. **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	1,8	26	2,2	34	2,0
2	58	1,8	35	2,0	32	2,1
3	52	1,8	35	2,2	41	2,0
4	51	2,8	35	3,8	52	2,8
5	72	2,1	56	2,7	54	2,5
SA	56	0,9	35	1,1	39	1,0

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

Indicator 7.   The percentage of schools where the School Governing Body (SGB) 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 minutes 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.

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

Province	%	SE
EC	63	0,9
FS	51	2,2
GT	47	1,6
KZ	56	0,9
LP	71	0,9
MP	67	1,5
NC	58	2,9
NW	68	1,5
WC	70	1,5
SA	62	0,4

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

Quintile	%	SE
1	61	0,7
2	64	0,8
3	61	0,9
4	56	1,6
5	64	1,4
SA	62	0,4

?

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

Province	Primary school		Secondary school	
	%	**SE**	**%**	**SE**
EC	66	0,9	50	2,4
FS	47	2,8	61	3,6
GT	51	1,9	40	3,2
KZ	60	1,0	46	1,8
LP	73	1,1	67	1,6
MP	68	1,7	63	2,7
NC	59	3,3	54	6,1
NW	71	1,7	60	3,2
WC	70	1,7	69	3,1
SA	64	0,5	55	0,9

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

Province	Primary school		Secondary school	
	%	**SE**	**%**	**SE**
1	63	0,8	53	1,7
2	66	0,9	56	1,6
3	66	1,0	50	1,9
4	55	1,9	57	2,7
5	65	1,7	64	2,3
SA	64	0,5	55	0,9

TT 7.1. **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	79	2,9	84	2,8	87	3,1
FS	90	2,6	82	3,1	67	4,3
GT	76	3,6	77	3,4	55	4,6
KZ	80	3,2	82	2,9	62	4,1
LP	85	2,5	86	2,5	78	3,4
MP	84	3,0	86	2,8	77	3,3
NC	85	3,5	84	3,5	68	4,5
NW	85	2,9	86	2,9	69	4,1
WC	93	2,2	92	2,1	61	4,5
SA	**82**	**1,0**	**84**	**1,0**	**71**	**1,3**

TT 7.2. **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	1,9	84	1,9	69	2,7
2	87	2,0	85	2,0	77	2,7
3	78	2,0	81	2,0	75	2,5
4	79	3,0	83	2,8	63	4,0
5	88	2,2	86	2,3	64	3,7
SA	**82**	**1,0**	**84**	**1,0**	**71**	**1,3**

TF 7.5. **Percentage of schools with the required SGB effectiveness in primary and secondary schools combined by province, 2011 – 2022**

Province	2011		2017		2022	
	%	**SE**	**%**	**SE**	**%**	**SE**
EC	63	0,9	62	0,9	63	0,9
FS	52	1,9	66	1,7	51	2,2
GT	61	1,4	61	1,4	47	1,6
KZ	66	0,8	68	0,8	56	0,9
LP	64	1,0	53	1,1	71	0,9
MP	64	1,5	74	1,3	67	1,5
NC	34	3,4	63	2,6	58	2,9
NW	56	1,7	74	1,4	68	1,5
WC	54	1,9	76	1,3	70	1,5
SA	61	0,4	65	0,4	62	0,4

TF 7.6. **Percentage of schools with the required SGB effectiveness in primary and secondary schools combined by quintile, 2011 – 2022**

Quintile	2011		2017		2022	
	%	**SE**	**%**	**SE**	**%**	**SE**
1	59	0,8	67	0,6	61	0,7
2	61	0,9	64	0,8	64	0,8
3	63	0,8	60	0,9	61	0,9
4	57	1,4	56	1,7	56	1,6
5	71	1,2	77	1,1	64	1,4
SA	61	0,4	65	0,4	62	0,4

TT 7.3.   Percentage of primary schools with the required SGB effectiveness by province, 2011 - 2022

Province	2011		2017		2022	
	%	SE	%	SE	%	SE
EC	67	0,9	64	0,9	66	0,9
FS	52	2,1	68	1,9	47	2,8
GT	63	1,7	66	1,6	51	1,9
KZ	70	0,9	71	0,8	60	1,0
LP	65	1,2	53	1,4	73	1,1
MP	65	1,7	77	1,4	68	1,7
NC	29	4,1	68	2,7	59	3,3
NW	56	2,0	77	1,4	71	1,7
WC	52	0,9	79	1,4	70	1,7
SA	**63**	**0,5**	**68**	**0,4**	**64**	**0,5**

TT 7.4.   Percentage of primary schools with the required SGB effectiveness) by quintile, 2011 - 2022

Quintile	2011		2017		2022	
	%	SE	%	SE	%	SE
1	59	0,9	70	0,7	63	0,8
2	64	0,9	66	0,9	66	0,9
3	66	0,9	63	1,0	66	1,0
4	62	1,5	58	2,0	55	1,9
5	72	1,4	81	1,2	65	1,7
SA	**63**	**0,5**	**68**	**0,4**	**64**	**0,5**

TT 7.5. Percentage of secondary schools with the required SGB effectiveness by province, 2011 - 2022

Province	2011		2017		2022	
	%	SE	%	SE	%	SE
EC	33	3,2	54	2,3	50	2,4
FS	52	4,3	58	4,1	61	3,6
GT	55	2,9	50	2,9	40	3,2
KZ	56	1,7	58	1,7	46	1,8
LP	62	1,7	54	1,9	67	1,6
MP	59	3,1	65	2,9	63	2,7
NC	50	6,0	40	7,9	54	6,1
NW	53	3,4	60	3,8	60	3,2
WC	65	3,7	64	3,4	69	3,1
SA	**55**	**0,9**	**56**	**0,9**	**55**	**0,9**

TT 7.6. Percentage of secondary schools with the required SGB effectiveness by quintile, 2011 - 2022

Quintile	2011		2017		2022	
	%	SE	%	SE	%	SE
1	58	1,7	53	1,7	53	1,7
2	52	1,9	59	1,6	56	1,6
3	53	1,8	53	1,9	50	1,9
4	45	3,0	50	3,3	57	2,7
5	67	2,3	68	2,3	64	2,3
SA	**55**	**0,9**	**56**	**0,9**	**55**	**0,9**

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 which is 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.

TF 8.1.   Percentage of learners in schools that received their financial allocation by province, for 2022[5]

Province	%	SE
EC	20	0,2
FS	97	0,1
GT	93	0,1
KZ	64	0,1
LP	75	0,1
MP	86	0,1
NC	90	0,2
NW	93	0,1
WC	92	0,1
SA	73	0,0

TF 8.2.   Percentage of learners in schools that received their financial allocation by Quintile, for 2022

Quintile	%	SE
1	71	0,1
2	74	0,1
3	69	0,1
4	85	0,1
5	74	0,1
SA	73	0,0

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[5] See Appendix A for additional information on Eastern Cape

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

Province	Primary school	SE	Secondary School	SE
EC	21	0,2	18	0,3
FS	98	0,1	95	0,1
GT	93	0,1	93	0,1
KZ	58	0,1	71	0,1
LP	78	0,1	72	0,2
MP	87	0,1	84	0,2
NC	87	0,3	96	0,2
NW	92	0,1	93	0,1
WC	91	0,1	96	0,1
SA	73	0,1	74	0,1

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

Quintile	Primary school	SE	Secondary School	SE
1	73	0,1	67	0,2
2	70	0,1	81	0,1
3	69	0,1	69	0,1
4	86	0,1	82	0,2
5	73	0,2	77	0,2
SA	73	0,1	74	0,1

TF 8.5.   **Percentage of learners in primary and secondary schools combined that received their financial allocations from Provincial Departments by province, 2010 – 2021**

Province	2010		2016		2021	
	%	SE	%	SE	%	SE
EC	75	0,7	45	1,1	20	0,2
FS	86	1,2	72	1,6	97	0,1
GT	93	0,6	85	0,9	93	0,1
KZ	60	0,9	72	0,8	64	0,1
LP	89	0,5	77	0,8	75	0,1
MP	84	1,0	90	1,0	86	0,1
NC	92	1,2	90	1,4	90	0,2
NW	87	0,9	92	0,7	93	0,1
WC	90	0,9	83	1,1	92	0,1
SA	79	0,3	75	0,4	73	0,0

TF 8.6.   **Percentage of learners in primary and secondary schools combined that received their financial allocations from Provincial Departments by quintile, 2010 – 2021**

Quintile	2010		2016		2021	
	%	SE	%	SE	%	SE
1	80	0,6	72	0,6	71	0,1
2	79	0,7	73	0,8	74	0,1
3	79	0,6	73	0,8	69	0,1
4	77	1,1	78	1,4	85	0,1
5	76	1,1	84	0,9	74	0,1
SA	79	0,3	75	0,4	73	0,0

TF 8.7.   **Percentage of learners in primary an schools that received their financial allocations from Provincial Departments by province, 2010 – 2021**

Province	2010		2016		2021	
	%	SE	%	SE	%	SE
EC	75	0,8	45	1,2	21	0,2
FS	86	1,3	73	1,7	98	0,1
GT	92	0,8	84	1,1	93	0,1
KZ	56	1,1	66	1,0	58	0,1
LP	93	0,6	77	1,0	78	0,1
MP	85	1,1	89	1,3	87	0,1
NC	91	1,5	92	1,5	87	0,3
NW	88	1,1	91	0,8	92	0,1
WC	91	0,9	86	1,2	91	0,1
SA	78	0,4	73	0,5	73	0,1

TF 8.8.   **Percentage of learners in primary schools that received their financial allocations from Provincial Departments by quintile, 2010 – 2021**

Quintile	2010		2016		2021	
	%	SE	%	SE	%	SE
1	80	0,6	67	0,7	73	0,1
2	78	0,8	73	0,9	70	0,1
3	78	0,8	71	1,0	69	0,1
4	76	1,2	77	1,7	86	0,1
5	78	1,3	88	1,0	73	0,2
SA	78	0,4	73	0,5	73	0,1

TF 8.9. **Percentage of learners in secondary schools that received their financial allocations from Provincial Departments by province, 2010 – 2021**

Province	2010		2016		2021	
	%	**SE**	**%**	**SE**	**%**	**SE**
EC	71	2,2	46	2,7	18	0,3
FS	85	2,4	70	4,0	95	0,1
GT	94	1,1	87	1,3	93	0,1
KZ	70	1,5	80	1,1	71	0,1
LP	83	1,1	77	1,4	72	0,2
MP	81	2,2	90	1,7	84	0,2
NC	97	1,6	84	3,7	96	0,2
NW	85	1,9	96	1,8	93	0,1
WC	84	2,6	78	2,9	96	0,1
SA	80	0,6	77	0,7	74	0,1

TF 8.10. **Percentage of learners in secondary schools that received their financial allocations from Provincial Departments by quintile, 2010 – 2021**

Quintile	2010		2016		2021	
	%	**SE**	**%**	**SE**	**%**	**SE**
1	78	1,2	80	1,2	67	0,2
2	81	1,2	74	1,4	81	0,1
3	84	1,1	75	1,5	69	0,1
4	79	2,0	80	2,3	82	0,2
5	73	2,1	80	1,8	77	0,2
SA	80	0,6	77	0,7	74	0,1

TF 8.11. **Percentages of learners in schools receiving their specified financial allocation by province**

Province	Less money than expected was transferred			The expected amount of money was transferred			More money than expected was transferred		
	2010	2016	2021	2010	2016	2021	2010	2016	2021
	Primary schools								
EC	25	55	79	74	45	21	2	0	0
FS	14	26	2	86	75	96	0	0	2
GT	8	16	8	89	84	91	3	0	2
KZ	44	34	42	54	66	55	2	1	4
LP	8	23	22	92	70	77	1	6	1
MP	15	11	13	84	86	85	2	3	2
NC	9	9	14	89	88	77	2	4	9
NW	12	8	8	83	85	91	5	7	1
WC	9	14	9	86	81	83	5	5	8
SA	19	22	22	79	75	75	2	3	3
	Secondary schools								
EC	29	54	82	68	46	18	2	0	0
FS	15	33	5	85	66	92	0	1	3
GT	6	13	7	91	86	92	4	1	1
KZ	30	20	29	71	78	68	0	2	4
LP	17	23	28	80	69	70	3	8	2
MP	19	9	16	81	90	84	0	1	0
NC	3	17	5	90	81	87	7	3	8
NW	15	5	7	81	88	91	4	7	2
WC	16	22	4	84	76	88	0	2	8
SA	18	22	20	80	75	77	2	3	3
	Combined schools								
EC	25	55	81	73	46	20	2	0	0
FS	14	29	4	86	71	94	0	1	3
GT	7	15	7	89	85	91	3	1	2
KZ	40	28	35	58	71	61	1	1	4
LP	11	23	25	88	70	74	2	7	1
MP	16	10	15	83	87	85	1	2	1
NC	8	12	10	89	85	82	3	3	9
NW	13	7	7	83	87	91	5	7	2
WC	10	18	7	85	78	85	4	4	8
SA	19	22	21	79	75	76	2	3	3

TF 8.12.   Percentages of learners in schools receiving their specified financial allocation by quintile

Quintile	Less money than expected was transferred			The expected amount of money was transferred			More money than expected was transferred		
	2010	**2016**	**2021**	**2010**	**2016**	**2021**	**2010**	**2016**	**2021**
Primary schools									
1	18	25	23	81	73	76	1	2	2
2	20	23	25	78	72	73	2	5	3
3	20	23	24	77	76	74	3	1	2
4	21	21	13	78	74	82	1	5	5
5	16	12	21	79	85	74	5	3	5
SA	19	22	22	79	75	75	2	3	3
Secondary schools									
1	20	20	26	79	78	72	1	2	3
2	16	24	17	81	73	79	3	3	4
3	15	26	25	81	71	73	3	4	2
4	18	17	12	82	81	85	0	3	3
5	23	20	17	73	78	79	3	2	4
SA	18	22	20	80	75	77	2	3	3
Combined schools									
1	18	23	24	81	75	74	1	2	2
2	19	23	21	78	73	76	2	4	3
3	18	24	24	78	74	74	3	2	2
4	20	19	12	79	77	83	1	4	4
5	19	16	19	77	82	76	4	3	5
SA	19	22	21	79	75	76	2	3	3

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

Fact Sheet

The Norms and Standards for minimum school infrastructure Regulation 920 of 2013[6] 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, that is classrooms that could accommodate all learners at the school with a maximum of 40 learners per classroom (see 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 load-shedding in the country, a question was also included to record the presence of load-shedding 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]

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[6] Government Gazette No. 37081, Government Notice No. R 920 of 29 November 2013

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

- 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, which 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]

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

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

Province	%	SE
EC	27	1,3
FS	68	1,9
GT	50	1,7
KZ	39	1,1
LP	47	1,3
MP	39	2,0
NC	75	2,4
NW	38	2,2
WC	78	1,4
SA	43	0,5

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

Province	%	SE
EC	42	1,2
FS	91	1,1
GT	81	1,0
KZ	61	0,9
LP	75	0,9
MP	77	1,2
NC	87	1,6
NW	73	1,4
WC	91	0,9
SA	67	0,4

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

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

Quintile	%	SE
1	33	1,0
2	40	1,1
3	42	1,1
4	53	1,6
5	80	1,0
SA	43	0,5

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

Quintile	%	SE
1	53	0,9
2	62	0,8
3	73	0,8
4	87	0,9
5	92	0,6
SA	67	0,4

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

TT 9.1 **Percentage of schools adhering to the minimum physical infrastructure standards as aligned with Regulation 920 by province, 2022**

Province	Electricity	SE	Running water	SE	Adequate toilets	SE	Adequate classrooms	SE
EC	87	0,5	74	0,6	74	0,6	72	0,7
FS	96	0,6	95	0,7	92	0,9	78	1,3
GT	97	0,4	87	0,8	95	0,5	57	1,1
KZ	94	0,3	68	0,6	91	0,4	68	0,6
LP	98	0,3	86	0,6	85	0,6	67	0,8
MP	92	0,7	88	0,8	93	0,7	52	1,3
NC	95	1,0	96	0,9	95	0,9	84	1,6
NW	89	0,8	92	0,7	87	0,9	56	1,3
WC	96	0,5	99	0,3	96	0,5	87	0,9
SA	93	0,2	81	0,3	87	0,2	68	0,3

TT 9.2 **Percentage of schools adhering to the minimum physical infrastructure standards as aligned with Regulation 920 by quintile, 2022**

Quintile	Electricity		Running water		Adequate toilets		Adequate classrooms	
	%	SE	%	SE	%	SE	%	SE
1	92	0,3	73	0,5	81	0,5	70	0,5
2	92	0,4	78	0,5	89	0,4	68	0,6
3	93	0,4	85	0,5	87	0,5	59	0,7
4	96	0,5	93	0,6	96	0,5	61	1,1
5	99	0,2	97	0,4	95	0,5	88	0,7
SA	93	0,2	81	0,3	87	0,2	68	0,3

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

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

Province	Primary school		Secondary school	
	%	**SE**	**%**	**SE**
EC	26	1,5	29	3,0
FS	70	2,4	65	3,4
GT	51	2,0	49	3,0
KZ	39	1,3	39	2,0
LP	47	1,6	49	2,1
MP	36	2,5	45	3,5
NC	76	2,6	71	5,2
NW	38	2,6	39	3,9
WC	80	1,5	72	3,0
SA	43	0,6	45	1,0

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

Province	Primary	SE	Secondary	SE
EC	39	1,4	55	2,3
FS	92	1,2	89	2,0
GT	78	1,3	87	1,5
KZ	56	1,1	72	1,3
LP	77	1,0	71	1,6
MP	76	1,5	82	2,0
NC	87	2,0	89	3,0
NW	74	1,7	71	2,7
WC	92	1,0	88	1,9
SA	64	0,5	74	0,7

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

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

Province	Primary school		Secondary school	
	%	**SE**	**%**	**SE**
1	31	1,2	38	2,0
2	40	1,2	41	2,0
3	45	1,3	36	2,2
4	53	2,0	54	2,8
5	80	1,3	79	1,8
SA	43	0,6	45	1,0

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

Quintile	Primary school		Secondary school	
	%	**SE**	**%**	**SE**
1	49	1,1	67	1,5
2	59	1,0	70	1,4
3	74	0,9	70	1,5
4	84	1,2	90	1,2
5	93	0,7	90	1,2
SA	64	0,5	74	0,7

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

TT 9.3   **Percentage of schools adhering to the minimum physical infrastructure standards by province, 2011-2022**

Province	Electricity		Running water		Adequate toilets		Adequate classrooms	
	%	SE	%	SE	%	SE	%	SE
2022								
EC	87	0,5	74	0,6	74	0,6	72	0,7
FS	96	0,6	95	0,7	92	0,9	78	1,3
GT	97	0,4	87	0,8	95	0,5	57	1,1
KZ	94	0,3	68	0,6	91	0,4	68	0,6
LP	98	0,3	86	0,6	85	0,6	67	0,8
MP	92	0,7	88	0,8	93	0,7	52	1,3
NC	95	1,0	96	0,9	95	0,9	84	1,6
NW	89	0,8	92	0,7	87	0,9	56	1,3
WC	96	0,5	99	0,3	96	0,5	87	0,9
SA	93	0,2	81	0,3	87	0,2	68	0,3
2017								
EC	80	0,6	74	0,6	70	0,6	76	0,6
FS	96	0,6	79	1,2	72	1,3	72	1,3
GT	95	0,5	96	0,5	98	0,3	65	1,1
KZ	87	0,5	55	0,7	78	0,6	67	0,6
LP	98	0,2	87	0,5	77	0,7	60	0,8
MP	94	0,6	80	1,0	92	0,7	55	1,2
NC	99	0,3	91	1,2	89	1,4	83	1,6
NW	87	0,9	77	1,1	82	1,0	54	1,4
WC	99	0,3	94	0,6	96	0,5	83	1,0
SA	90	0,2	76	0,3	80	0,3	68	0,3
2011								
EC	73	2,4	65	2,6	66	2,6	66	2,6
FS	86	2,7	84	2,8	77	3,2	88	2,5
GT	99	0,7	100	0,5	94	1,6	69	3,3
KZ	80	2,1	79	2,2	74	2,3	61	2,6
LP	95	1,3	88	2,0	64	2,9	75	2,6
MP	90	2,2	87	2,5	84	2,8	62	3,6
NC	99	1,0	89	2,7	86	3,0	83	3,3
NW	95	1,6	89	2,4	77	3,2	69	3,6
WC	99	0,6	98	1,0	94	1,8	88	2,5
SA	86	0,7	81	0,8	74	0,9	69	1,0

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

TT 9.4 **Percentage of schools adhering to the minimum physical infrastructure standards by quintile, 2011-2022**

Quintile	Electricity		Running water		Adequate toilets		Adequate classrooms	
	%	SE	%	SE	%	SE	%	SE
2022								
1	92	0,3	73	0,5	81	0,5	70	0,5
2	92	0,4	78	0,5	89	0,4	68	0,6
3	93	0,4	85	0,5	87	0,5	59	0,7
4	96	0,5	93	0,6	96	0,5	61	1,1
5	99	0,2	97	0,4	95	0,5	88	0,7
SA	93	0,2	81	0,3	87	0,2	68	0,3
2017								
1	87	0,4	71	0,5	75	0,5	70	0,5
2	90	0,4	68	0,6	77	0,5	64	0,6
3	90	0,4	81	0,6	82	0,6	61	0,7
4	100	0,1	95	0,6	95	0,6	68	1,2
5	97	0,4	93	0,6	97	0,4	86	0,8
SA	90	0,2	76	0,3	80	0,3	68	0,3
2011								
1	77	1,6	78	1,6	67	1,8	66	1,8
2	88	1,4	74	1,9	70	2,1	68	2,2
3	90	1,2	81	1,7	75	1,9	68	2,1
4	91	1,7	94	1,4	90	2,0	71	3,1
5	96	1,1	98	0,7	90	1,9	84	2,5
SA	86	0,7	81	0,8	74	0,9	69	1,0

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

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

Province	2011		2017		2022	
	%	**SE**	**%**	**SE**	**%**	**SE**
EC	25	0,1	28	1,2	27	1,3
FS	56	0,1	45	2,2	68	1,9
GT	63	0,1	60	1,4	50	1,7
KZ	30	0,1	23	1,2	39	1,1
LP	40	0,1	44	1,2	47	1,3
MP	40	0,1	39	1,9	39	2,0
NC	64	0,1	65	2,6	75	2,4
NW	44	0,1	35	2,2	38	2,2
WC	82	0,1	75	1,3	78	1,4
SA	39	0,1	38	0,5	43	0,5

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

Province	2011		2017		2022	
	%	**SE**	**%**	**SE**	**%**	**SE**
EC	38	0,0	42	1,1	42	1,2
FS	67	0,1	64	1,8	91	1,1
GT	91	0,0	92	0,6	81	1,0
KZ	51	0,0	42	1,0	61	0,9
LP	57	0,0	68	0,9	75	0,9
MP	68	0,0	73	1,3	77	1,2
NC	76	0,0	80	2,0	87	1,6
NW	67	0,0	65	1,6	73	1,4
WC	94	0,0	91	0,8	91	0,9
SA	57	0,0	60	0,4	67	0,4

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

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

Quintile	2011		2017		2022	
	%	**SE**	**%**	**SE**	**%**	**SE**
1	30	0,1	32	0,9	33	1,0
2	33	0,1	30	1,1	40	1,1
3	39	0,1	36	1,1	42	1,1
4	58	0,1	64	1,5	53	1,6
5	71	0,1	76	1,1	80	1,0
SA	39	0,1	38	0,5	43	0,5

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

Quintile	2011		2017		2022	
	%	**SE**	**%**	**SE**	**%**	**SE**
1	45	0,0	50	0,8	53	0,9
2	52	0,0	51	0,9	62	0,8
3	61	0,0	63	0,9	73	0,8
4	79	0,0	91	0,8	87	0,9
5	85	0,0	90	0,7	92	0,6
SA	57	0,0	60	0,4	67	0,4

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

TT 9.5 **Percentage of primary schools adhering to the 2020 minimum physical infrastructure standards by province, 2011 - 2022**

Province	2011		2017		2022	
	%	SE	%	SE	%	SE
EC	24	0,0	27	1,3	26	1,5
FS	52	0,1	40	2,6	70	2,4
GT	61	0,0	57	1,8	51	2,0
KZ	32	0,0	22	1,4	39	1,3
LP	42	0,0	43	1,5	47	1,6
MP	37	0,1	41	2,2	36	2,5
NC	69	0,0	68	2,7	76	2,6
NW	42	0,0	34	2,4	38	2,6
WC	82	0,0	74	1,5	80	1,5
SA	39	0,0	37	0,6	43	0,6

TT 9.6 **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	0,0	31	1,0	31	1,2
2	33	0,0	28	1,3	40	1,2
3	39	0,0	38	1,3	45	1,3
4	57	0,0	62	1,9	53	2,0
5	72	0,0	73	1,4	80	1,3
SA	39	0,0	37	0,6	43	0,6

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

TT 9.7 **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	0,0	40	1,2	39	1,4
FS	61	0,1	61	2,1	92	1,2
GT	92	0,0	94	0,7	78	1,3
KZ	53	0,0	39	1,2	56	1,1
LP	58	0,0	66	1,2	77	1,0
MP	61	0,1	74	1,5	76	1,5
NC	83	0,0	81	2,1	87	2,0
NW	62	0,0	64	1,8	74	1,7
WC	92	0,0	91	0,9	92	1,0
SA	56	0,0	57	0,5	64	0,5

TT 9.8 **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	45	0,0	48	0,9	49	1,1
2	51	0,0	50	1,1	59	1,0
3	60	0,0	63	1,0	74	0,9
4	78	0,0	91	0,9	84	1,2
5	84	0,0	89	0,9	93	0,7
SA	56	0,0	57	0,5	64	0,5

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

TT 9.9   **Percentage of secondary schools adhering to the 2020 minimum physical infrastructure standards by province, 2011 - 2022**

Province	2011		2017		2022	
	%	**SE**	**%**	**SE**	**%**	**SE**
EC	29	0.0	32	2.7	29	3
FS	79	0.1	61	3.9	65	3,4
GT	70	0.0	67	2.3	49	3,0
KZ	26	0.0	30	2.2	39	2
LP	39	0.0	45	2.0	49	2,1
MP	49	0.1	32	4.0	45	3,5
NC	50	0.1	54	6.9	71	5,2
NW	53	0.0	37	4.8	39	3,9
WC	79	0.0	79	2.6	72	3,8
SA	41	0.0	43	1.0	45	0,9

TT 9.10   **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	0.0	37	2,0	38	2,,0
2	36	0.0	35	2,0	41	2,0
3	40	0.0	33	2,2	36	2,2
4	60	0.0	67	2,7	53	2,8
5	69	0.0	83	1,7	79	1,8
SA	41	0.0	43	1,0	45	1,0

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

TT 9.11 **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	54	2,3	55	2,3
FS	91	0,1	74	3,2	89	2,0
GT	89	0,0	88	1,4	87	1,5
KZ	45	0,0	50	1,9	72	1,3
LP	55	0,0	72	1,4	71	1,6
MP	86	0,1	70	2,7	82	2,0
NC	56	0,1	73	5,3	89	3,0
NW	81	0,0	70	3,4	71	2,7
WC	100	0,0	89	1,9	88	1,9
SA	60	0,0	66	0,8	74	0,7

TT 9.12 **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	0,0	61	1,6	67	1,5
2	53	0,0	56	1,6	70	1,4
3	63	0,0	64	1,6	70	1,5
4	82	0,0	92	1,3	90	1,2
5	88	0,0	92	1,2	90	1,2
SA	60	0,0	66	0,8	74	0,7

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

TT 9.13   Percentage of schools with access to the minimum physical infrastructure standards as aligned with Regulation 920 by province, 2011 - 2022

Province	Internet		Fencing		Toilets: Wheelchair		Loadshedding	
	%	se	%	se	%	se	%	se
2022								
EC	72	0,6	54	0,7	95	0,3	32	0,7
FS	77	1,3	97	0,6	100	0,2	27	1,4
GT	57	1,1	96	0,4	99	0,2	18	0,9
KZ	68	0,6	40	0,7	98	0,2	26	0,6
LP	67	0,8	81	0,7	100	0,1	39	0,8
MP	52	1,3	82	1,0	100	0,2	58	1,2
NC	84	1,6	92	1,2	99	0,5	42	2,2
NW	56	1,3	69	1,2	99	0,2	16	1,0
WC	87	0,9	98	0,4	100	0,1	21	1,1
SA	68	0,3	67	0,3	98	0,1	30	0,3
2017								
EC	76	0,6	45	0,7	82	0,5	-	-
FS	72	1,3	78	1,2	78	1,2	-	-
GT	65	1,1	89	0,7	98	0,3	-	-
KZ	67	0,6	30	0,6	90	0,4	-	-
LP	60	0,8	56	0,8	86	0,6	-	-
MP	55	1,2	67	1,2	79	1,0	-	-
NC	83	1,6	77	1,8	93	1,1	-	-
NW	54	1,3	72	1,2	93	0,7	-	-
WC	83	1,0	98	0,3	93	0,7	-	-
SA	68	0,3	56	0,3	87	0,2	-	-
2011								
EC	66	2,6	27	5,3	80	2,2	-	-
FS	88	2,5	34	5,4	77	3,2	-	-
GT	69	3,3	57	4,2	99	0,5	-	-
KZ	61	2,6	21	3,5	89	1,6	-	-
LP	75	2,6	13	4,7	98	0,8	-	-
MP	62	3,6	22	4,9	81	2,9	-	-
NC	82	3,3	28	5,2	82	3,3	-	-
NW	69	3,5	17	4,5	88	2,5	-	-
WC	88	2,5	77	4,0	90	2,3	-	-
SA	69	1,0	35	1,7	89	0,7	-	-

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

TT 9.14   Percentage of schools with access to the minimum physical infrastructure standards as aligned with Regulation 920 by quintile, 2011 - 2022

Province	Internet		Fencing		Toilets: Wheelchair		Loadshedding	
	%	se	%	se	%	se	%	se
2022								
1	55	0,6	98	0,2	34	0,6	45	0,6
2	61	0,6	98	0,2	35	0,6	44	0,6
3	70	0,7	99	0,1	28	0,6	43	0,7
4	93	0,6	99	0,2	15	0,8	32	1,1
5	97	0,4	98	0,3	27	1,0	27	1,0
SA	67	0,3	98	0,1	30	0,3	41	0,3
2017								
1	44	0,6	78	0,5	30	0,5	-	-
2	52	0,6	92	0,4	30	0,6	-	-
3	58	0,7	90	0,4	31	0,7	-	-
4	80	1,0	93	0,6	30	1,2	-	-
5	98	0,3	97	0,4	34	1,1	-	-
SA	56	0,3	87	0,2	31	0,3	-	-
2011								
1	21	3,3	85	1,6	4	1,1	-	-
2	22	3,5	88	1,5	7	1,6	-	-
3	29	3,2	90	1,4	9	1,5	-	-
4	46	4,7	95	1,6	14	2,5	-	-
5	65	3,9	99	1,0	15	2,6	-	-
SA	35	1,7	89	0,7	8	0,7	-	-

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

Indicator 10. The percentage of schools with at least one educator who has received specialized training in the identification and support of special needs

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 "No"/ "Yes" 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)

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

104

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

Province	%	SE
EC	65	0,9
FS	96	0,7
GT	97	0,4
KZ	77	0,7
LP	72	0,9
MP	86	1,0
NC	77	2,2
NW	87	1,0
WC	91	0,8
SA	78	0,3

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

Quintile	%	SE
1	74	0,6
2	77	0,7
3	76	0,8
4	94	0,6
5	90	0,7
SA	78	0,3

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

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

Province	Primary school	SE	Secondary School	SE
EC	66	1,0	56	2,4
FS	97	0,7	95	1,3
GT	99	0,2	93	1,1
KZ	77	0,8	75	1,3
LP	73	1,1	70	1,5
MP	93	0,9	73	2,4
NC	81	2,3	64	5,8
NW	87	1,2	86	2,0
WC	91	0,9	91	1,7
SA	79	0,4	75	0,7

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

Quintile	Primary school	SE	Secondary School	SE
1	72	0,7	79	1,1
2	81	0,7	65	1,5
3	78	0,9	71	1,5
4	98	0,4	87	1,5
5	92	0,8	87	1,4
SA	79	0,4	75	0,7

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

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

Province	2017		2022	
	%	SE	%	SE
EC	68	0,8	65	0,9
FS	95	0,6	96	0,7
GT	93	0,6	97	0,4
KZ	82	0,6	77	0,7
LP	63	1,0	72	0,9
MP	87	0,9	86	1,0
NC	68	2,5	77	2,2
NW	75	1,3	87	1,0
WC	89	0,9	91	0,8
SA	78	0,3	78	0,3

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

Quintile	2017		2022	
	%	SE	%	SE
1	74	0,6	74	0,6
2	75	0,7	77	0,7
3	83	0,6	76	0,8
4	86	0,9	94	0,6
5	84	0,9	90	0,7
SA	78	0,3	78	0,3

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

TT 10.1.   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	68	0.9	66	01
FS	96	0.7	97	0.7
GT	97	0.5	99	0.2
KZ	90	0.5	77	0.8
LP	65	1.2	73	1.1
MP	93	0.8	93	0.9
NC	70	2.8	81	2.3
NW	79	1.4	88	1.2
WC	94	0.8	91	0.9
SA	81	0.3	80	0.4

TT 10.2.   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	75	0.6	72	0.7
2	79	0.7	81	0.7
3	89	0.6	78	0.9
4	89	1.1	98	0.4
5	90	0.9	92	0.8
SA	81	0.3	80	0.4

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

TT 10.3. **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	1.8	56	2.4
FS	94	1.4	95	1.3
GT	86	1.5	93	1.1
KZ	64	1.5	75	1.3
LP	60	1.7	70	1.5
MP	74	2.3	73	2.4
NC	65	5.2	68	5.8
NW	66	3.1	86	2
WC	73	2.7	91	1.7
SA	69	0.7	75	0.7

TT 10.4. **Percentage of secondary schools having a teacher who had received specialised training in inclusive education by quintile, 2017 - 2022**

Quintile	2017		2022	
	%	SE	%	SE
1	69	1.3	79	1.1
2	63	1.5	66	1.5
3	67	1.5	71	1.5
4	82	1.8	87	1.5
5	74	2.0	87	1.4
SA	69	0.8	75	0.7

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

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 a year.

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)[7] 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.

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[7] 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.
The percentage of schools visited at least twice a year by district officials for monitoring and support purposes.

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

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

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

Province	%	SE
EC	67	0,8
FS	98	0,4
GT	99	0,2
KZ	83	0,6
LP	91	0,5
MP	97	0,4
NC	92	1,3
NW	85	1,0
WC	98	0,3
SA	84	0,3

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

Quintile	%	SE
1	79	0,6
2	85	0,5
3	89	0,5
4	92	0,7
5	95	0,5
SA	84	0,3

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

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

Province	Primary School	SE	Secondary School	SE
EC	62	1,0	91	1,0
FS	97	0,6	100	0,0
GT	99	0,3	99	0,4
KZ	81	0,7	88	0,9
LP	86	0,8	99	0,2
MP	100	0,0	92	1,3
NC	89	1,7	99	1,0
NW	85	1,2	85	1,9
WC	98	0,4	100	0,0
SA	82	0,3	94	0,3

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

Quintile	Primary School	SE	Secondary School	SE
1	76	0,7	88	0,8
2	81	0,7	95	0,6
3	86	0,6	94	0,7
4	89	1,0	97	0,7
5	93	0,7	99	0,4
SA	82	0,3	94	0,3

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

TF 11.5. **Percentage of primary and secondary schools combined having received at least two visits from district officials by province, 2011 – 2022**

Province	2011		2017		2022	
	%	SE	%	SE	%	SE
EC	74	0,0	66	0,8	67	0,8
FS	95	0,0	95	0,7	98	0,4
GT	99	0,0	98	0,4	99	0,2
KZ	90	0,0	85	0,5	83	0,6
LP	81	0,0	82	0,7	91	0,5
MP	98	0,0	94	0,6	97	0,4
NC	89	0,0	84	1,7	92	1,3
NW	89	0,0	92	0,8	85	1,0
WC	98	0,0	99	0,3	98	0,3
SA	85	0,0	84	0,3	85	0,3

TF 11.6. **Percentages of primary and secondary schools combined having received at least two visits from district officials by quintile, 2011 – 2022**

Quintile	2011		2017		2022	
	%	SE	%	SE	%	SE
1	82	0,01	80	0,5	79	0,6
2	81	0,01	84	0,5	85	0,5
3	88	0,00	81	0,6	89	0,5
4	92	0,01	97	0,4	92	0,7
5	96	0,00	98	0,3	95	0,5
SA	**85**	**0**	**84**	**0,3**	**85**	**0,3**

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

TT 11.1.   Percentage of of Three, Six, Nine and 12 educators who received at least one or more monitoring and support visits from district officials by province, 2022

Province	Grade 3 visits						Grade 6						Grade 9						Grade 12					
	None		One		Two or more		None		One		Two or more		None		One		Two or more		None		One		Two or more	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
EC	69	0,7	16	0,6	14	0,5	74	0,6	6	0,3	19	0,5	50	1,2	26	1,1	24	1,0	47	1,3	14	0,9	39	1,3
FS	26	1,3	34	1,4	40	1,5	50	1,5	22	1,2	28	1,3	27	1,9	27	1,9	46	2,2	14	1,5	14	1,5	73	1,9
GT	20	0,8	27	0,9	52	1,0	26	0,9	27	0,9	47	1,0	24	1,3	18	1,2	58	1,5	9	0,8	15	1,0	77	1,2
KZN	64	0,7	21	0,6	15	0,5	59	0,6	16	0,5	24	0,5	43	0,9	25	0,8	31	0,9	34	0,9	15	0,7	51	0,9
LP	61	0,8	15	0,6	24	0,7	54	0,8	19	0,6	27	0,7	48	1,0	12	0,7	40	1,0	23	0,9	25	0,9	52	1,0
MP	30	1,1	28	1,1	42	1,2	38	1,1	22	0,9	39	1,1	28	1,5	27	1,5	45	1,7	18	1,2	18	1,3	64	1,6
NC	34	1,9	22	1,7	44	2,0	45	1,9	18	1,5	37	1,8	34	3,2	20	2,7	46	3,3	15	2,3	17	2,4	67	3,0
NW	20	1,0	23	1,1	57	1,3	37	1,1	17	0,9	46	1,1	33	1,6	18	1,3	49	1,8	11	1,1	13	1,2	77	1,5
WC	29	1,1	10	0,7	61	1,2	47	1,2	13	0,8	41	1,2	33	1,9	25	1,7	43	2,0	20	1,6	18	1,6	61	2,0
Total	49	0,0	20	0	31	0	54	0	16	0	30	0	40	0	22	0	39	0	25	0	17	0,9	57	1,3

TT 11.2.   Percentage of of Three, Six, Nine and 12 educators who received at least one or more monitoring and support visits from district officials by quintile, 2022

Quintile	Grade 3 visits						Grade 6						Grade 9						Grade 12					
	None		One		Two or more		None		One		Two or more		None		One		Two or more		None		One		Two or more	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
1	52	0,6	19	0,5	29	0,5	53	0,5	15	0,4	32	0,5	43	0,9	21	0,7	36	0,8	28	0,8	17	0,7	55	0,9
2	54	0,6	18	0,5	28	0,6	62	0,6	13	0,4	25	0,5	35	0,9	20	0,8	46	1,0	21	0,8	18	0,7	61	0,9
3	44	0,7	24	0,6	32	0,7	47	0,7	17	0,5	36	0,6	39	1,0	24	0,9	36	1,0	27	0,9	16	0,7	57	1,0
4	43	1,1	18	0,8	39	1,1	49	1,1	22	0,9	28	1,0	38	1,4	21	1,2	41	1,4	15	1,0	19	1,1	66	1,3
5	41	1,0	24	0,9	35	1,0	53	1,0	22	0,8	25	0,9	45	1,4	23	1,2	33	1,3	36	1,3	18	1,0	47	1,4
Total	49	0,0	20	0,3	31	0,3	54	0,3	16	0,2	30	0,3	40	0,5	22	0,4	39	0,5	25	0,4	17	0,4	57	0,5

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

TT 11.3. 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	60	1,0	62	1,0
FS	94	0,0	95	0,8	97	0,6
GT	99	0,0	98	0,4	99	0,3
KZ	89	0,0	81	0,7	81	0,7
LP	76	0,0	79	0,9	86	0,8
MP	98	0,0	92	0,8	100	0,0
NC	89	0,0	81	2,1	89	1,7
NW	90	0,0	92	0,8	85	1,2
WC	98	0,0	99	0,3	98	0,4
SA	83	0,0	81	0,3	82	0,3

TT 11.4. 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	80	0,0	76	0,6	76	0,7
2	78	0,0	81	0,7	81	0,7
3	85	0,0	76	0,8	86	0,6
4	91	0,0	98	0,5	89	1,0
5	95	0,0	97	0,5	93	0,7
SA	83	0,0	81	0,3	82	0,3

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

TT 11.5. **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	0,0	94	0,8	91	1,0
FS	100	0,0	97	1,1	100	0,0
GT	100	0,0	97	0,8	99	0,4
KZ	93	0,0	95	0,6	88	0,9
LP	88	0,0	86	1,0	99	0,2
MP	98	0,0	99	0,6	92	1,3
NC	88	0,0	100	0,0	99	1,0
NW	89	0,0	90	1,9	85	1,9
WC	100	0,0	100	0,0	100	0,0
SA	93	0,0	93	0,4	94	0,3

TT 11.6. **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	0,0	93	0,7	88	0,8
2	93	0,0	90	0,8	95	0,6
3	96	0,0	94	0,7	94	0,7
4	95	0,0	96	0,9	97	0,7
5	97	0,0	99	0,4	99	0,4
SA	93	0,0	93	0,4	94	0,3

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

Indicator 12. The percentage of school principals rating the support services of districts as being 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."

The percentage of school principals rating the support services of districts as being satisfactory

TF 12.1.   **Percentage of primary and secondary schools combined who were satisfied with the support visits by district officials by province, 2022**

Province	%	SE
EC	78	0,8
FS	91	1,0
GT	93	0,6
KZ	88	0,5
LP	87	0,6
MP	91	0,8
NC	88	1,6
NW	86	1,0
WC	89	0,9
SA	87	0,3

TF 12.2.   **Percentage of primary and secondary schools combined who were satisfied with the support visits by district officials by quintile, 2022**

Quintile	%	SE
1	90	0,4
2	84	0,6
3	86	0,6
4	90	0,8
5	85	0,9
SA	87	0,3

The percentage of school principals rating the support services of districts as being satisfactory

TF 12.3. **Percentage of primary versus secondary school principals who were satisfied with the support visits by district officials by province, 2022**

Province	Primary schools	
	%	**SE**
EC	79	0,8
FS	90	1,2
GT	95	0,6
KZ	88	0,6
LP	86	0,8
MP	91	0,9
NC	87	1,9
NW	87	1,2
WC	91	0,9
SA	87	0,3
	Secondary schools	
EC	73	1,8
FS	92	1,6
GT	91	1,2
KZ	88	0,9
LP	88	1,0
MP	91	1,3
NC	89	3,0
NW	84	2,1
WC	86	2,1
SA	86	0,5

The percentage of school principals rating the support services of districts as being satisfactory

TF 12.4. Percentage of primary versus secondary schools who were satisfied with the support visits by district officials by quintile, 2022

Quintile	Primary schools	
	%	**SE**
1	90	0,5
2	82	0,7
3	88	0,6
4	91	0,9
5	85	1,1
SA	87	0,3
	Secondary schools	
1	90	0,8
2	89	0,9
3	80	1,2
4	89	1,4
5	84	1,5
SA	86	0,5

The percentage of school principals rating the support services of districts as being satisfactory

TF 12.5.   **Percentage of primary and secondary schools combined who were satisfied with the support visits by district officials by province, 2017 – 2022**

Province	2017		2022	
	%	SE	%	SE
EC	63	3,6	78	0,8
FS	86	2,8	91	1,0
GT	90	2,4	93	0,6
KZ	79	2,9	88	0,5
LP	71	3,8	87	0,6
MP	87	2,4	91	0,8
NC	78	2,9	88	1,6
NW	78	3,1	86	1,0
WC	91	2,3	89	0,9
SA	77	1,0	87	0,3

TF 12.6.   **Percentage of primary and secondary schools combined who were satisfied with the support visits by district officials by quintile, 2017 – 2022**

Quintile	2017		2022	
	%	SE	%	SE
1	78	2,0	90	0,4
2	72	2,1	84	0,6
3	77	2,0	86	0,6
4	80	2,8	90	0,8
5	89	2,1	85	0,9
SA	77	1,0	87	0,3

The percentage of school principals rating the support services of districts as being satisfactory

TT 12.1   **Percentage of primary schools having received at least two visits from district officials by province, 2017 - 2022**

Province	2017		2022	
	%	**SE**	**%**	**SE**
EC	60	5,3	79	0,8
FS	84	4,8	90	1,2
GT	93	2,9	95	0,6
KZ	75	4,5	88	0,6
LP	79	5,2	86	0,8
MP	87	3,2	91	0,9
NC	78	4,0	87	1,9
NW	80	3,7	87	1,2
WC	91	3,3	91	0,9
SA	77	1,4	87	0,3

TT 12.2   **Percentage of primary schools having received at least two visits from district officials by quintile, 2017 - 2022**

Quintile	2017		2022	
	%	**SE**	**%**	**SE**
1	78	0,6	90	0,5
2	72	0,8	82	0,7
3	77	0,9	88	0,6
4	77	1,5	91	0,9
5	91	0,8	85	1,1
SA	77	0,4	87	0,3

The percentage of school principals rating the support services of districts as being satisfactory

TT 12.3 **Percentage of secondary schools having received at least two visits from district officials by province, 2017 - 2022**

Province	2017		2022	
	%	SE	%	SE
EC	72	4,8	73	1,8
FS	92	2,7	92	1,6
GT	84	3,9	91	1,2
KZ	89	3,6	88	0,9
LP	58	5,6	88	1,0
MP	86	3,6	91	1,3
NC	78	4,2	89	3,0
NW	71	5,0	84	2,1
WC	89	3,3	86	2,1
SA	78	1,4	86	0,5

TT 12.4 **Percentage of secondary schools having received at least two visits from district officials by quintile, 2017 - 2022**

Quintile	2017		2022	
	%	SE	%	SE
1	79	1,1	90	0,8
2	73	1,3	89	0,9
3	78	1,3	80	1,2
4	83	1,7	89	1,4
5	84	1,6	84	1,5
SA	78	0,6	86	0,5

The percentage of school principals rating the support services of districts as being satisfactory

Priority Area 1: Education assistants

Fact Sheet

The DBE in collaboration with PEDs implemented Phase I of the Basic Education Employment Initiative (BEEI), also known as 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 the SMS 2022 is to determine whether primary and secondary schools had employed General School Assistants and Education Assistants in any of the three phases of the BEEI (Phase I to Phase III) and then focus on 2022 specifically. Understand the overall perceptions of the BEEI, the tasks performed by the Education Assistants and the schools' (i.e., principals, teachers and HoDs) 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]"

TF P1.1   Percentages of primary and secondary schools that employed General School Assistants and Education Assistants in the past two years by province, 2022

Combined	Yes		No	
Province	%	SE	%	SE
EC	97	0,2	3	1,4
FS	97	0,5	3	3,2
GT	94	0,5	6	2,2
KZN	98	0,2	2	1,3
LP	100	0,1	0	1,7
MP	98	0,4	2	2,5
NC	99	0,5	1	4,5
NW	99	0,2	1	2,7
WC	93	0,7	7	2,6
SA	98	0,1	2	0,7

TF P1.2   Percentages of primary and secondary schools that employed General School Assistants and Education Assistants in the past two years by quintile, 2022

Combined	Yes		No	
Quintile	%	SE	%	SE
1	99	0,1	1	1,2
2	99	0,1	1	1,3
3	99	0,2	1	1,4
4	97	0,4	4	2,3
5	84	0,9	16	2,1
SA	98	0,1	2	0,7

Priority Area 1: Education assistants

TT P1.1   Percentages of General School Assistants and Education Assistants currently employed at primary and secondary schools combined by province, 2022

Province	0 assistants in 2022		1 - 5 assistants in 202		6 - 10 assistants in 202		11 - 15 assistants in 2022		16 - 20 assistants in 202		21 - 25 assistants in 2022		26 - 39 assistants in 202	
EC	32	1,2	38	1,1	25	1,3	5	1,4	1	1,4	0	0,0	0	0,0
FS	36	2,6	2	3,2	3	3,2	29	2,7	21	2,9	7	3,1	2	3,2
GT	50	1,6	6	2,2	5	2,3	5	2,3	11	2,2	11	2,2	11	2,2
KZ	49	1,0	8	1,3	11	1,3	30	1,1	2	1,3	1	1,4	0	0,0
LP	22	1,5	33	1,4	27	1,4	15	1,6	2	1,7	0	0,0	0	0,0
MP	46	1,9	9	2,4	7	2,5	19	2,3	20	2,3	0	2,5	0	0,0
NC	40	3,5	7	4,4	21	4,0	25	3,9	7	4,4	1	4,5	0	0,0
NW	59	1,7	11	2,5	6	2,6	23	2,3	1	2,7	0	0,0	0	0,0
WC	5	2,7	17	2,5	31	2,3	11	2,6	20	2,5	13	2,6	2	2,7
SA	38	0,5	19	0,6	17	0,6	17	0,6	6	0,7	2	0,7	1	0,7

TT P1.2   Percentages of General School Assistants and Education Assistants currently employed in primary and secondary schools combined by quintile, 2022

Quintile	0 assistants in 2022		1 - 5 assistants in 202		6 - 10 assistants in 202		11 - 15 assistants in 2022		16 - 20 assistants in 202		21 - 25 assistants in 2022		26 - 39 assistants in 202	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
1	33	1,0	25	1,0	17	1,1	19	1,1	4	1,2	1	1,2	1	1,2
2	39	1,0	21	1,2	20	1,2	15	1,2	4	1,3	2	1,3	1	1,3
3	44	1,1	12	1,4	15	1,3	17	1,3	7	1,4	4	1,4	2	1,4
4	30	2,0	8	2,3	11	2,3	25	2,1	16	2,2	6	2,3	3	2,4
5	44	1,9	19	2,2	13	2,3	12	2,3	8	2,4	3	2,4	1	2,5
SA	38	0,5	19	0,6	17	0,6	17	0,6	6	0,7	2	0,7	1	0,7

Priority Area 1: Education assistants

TT P1.3   Percentages of tasks the Education Assistants assisted Educators with by province, 2022

Province		Primary				Secondary				Combined			
		Yes		No		Yes		No		Yes		No	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
EC	Assist with administrative tasks	63	0,6	37	0,8	59	1,3	41	1,6	62	0,5	38	0,7
	Assist with marking	69	0,5	31	0,8	38	1,6	62	1,2	63	0,5	37	0,7
	Assist learners with independent work	78	0,5	22	0,9	51	1,4	50	1,4	73	0,5	27	0,7
	Assist learners with group activities	81	0,4	19	0,9	53	1,4	47	1,5	76	0,4	24	0,8
	Organise classroom(s)	75	0,5	25	0,8	59	1,3	42	1,5	72	0,5	28	0,7
	Teach a class	39	0,8	61	0,6	22	1,8	78	0,9	36	0,7	64	0,5
	Read aloud to learners	77	0,5	23	0,8	41	1,5	59	1,3	70	0,5	30	0,7
	Play mathematics games with learners	52	0,7	48	0,7	16	1,9	84	0,8	45	0,6	55	0,6
	Play language games with learners	67	0,6	33	0,8	48	1,5	52	1,4	55	0,5	45	0,7
	Help make LTSMs (Learning and Teaching Support Material)	62	0,6	38	0,8	26	1,7	75	1,0	63	0,6	37	0,6
FS	Assist with administrative tasks	77	1,0	23	1,9	76	1,5	25	2,6	77	0,8	23	1,5
	Assist with marking	46	1,6	54	1,5	21	2,7	79	1,4	38	1,4	62	1,1
	Assist learners with independent work	78	1,0	22	1,9	52	2,1	48	2,2	69	1,0	31	1,5
	Assist learners with group activities	83	0,9	17	2,0	50	2,1	50	2,1	71	0,9	29	1,5
	Organise classroom(s)	77	1,0	23	1,9	67	1,7	34	2,5	73	0,9	27	1,5
	Teach a class	23	1,9	78	1,0	12	2,8	88	1,1	19	1,6	81	0,8
	Read aloud to learners	73	1,1	27	1,8	40	2,3	61	1,9	61	1,1	39	1,4
	Play mathematics games with learners	53	1,5	47	1,6	21	2,7	79	1,4	42	1,3	58	1,1
	Play language games with learners	61	1,3	39	1,7	75	1,5	26	2,6	47	1,0	53	1,4
	Help make LTSMs (Learning and Teaching Support Material)	67	1,2	33	1,8	29	2,5	71	1,6	72	1,2	28	1,3
GT	Assist with administrative tasks	79	0,7	21	1,3	73	1,1	27	1,8	77	0,6	23	1,0
	Assist with marking	44	1,1	56	1,0	19	1,9	81	0,9	36	0,9	64	0,7
	Assist learners with independent work	72	0,8	28	1,2	42	1,6	58	1,4	63	0,7	37	0,9

Priority Area 1: Education assistants

Province		Primary				Secondary				Combined			
		Yes		No		Yes		No		Yes		No	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
	Assist learners with group activities	78	0,7	23	1,3	44	1,6	56	1,4	67	0,7	33	1,0
	Organise classroom(s)	72	0,8	28	1,2	58	1,4	42	1,6	68	0,7	32	1,0
	Teach a class	9	1,4	91	0,4	10	2,0	90	0,7	10	1,1	90	0,4
	Read aloud to learners	57	0,9	43	1,1	30	1,8	70	1,2	49	0,8	51	0,8
	Play mathematics games with learners	50	1,0	50	1,0	13	2,0	87	0,8	39	0,9	61	0,7
	Play language games with learners	61	0,9	39	1,1	64	1,3	36	1,7	44	0,7	56	0,9
	Help make LTSMs (Learning and Teaching Support Material)	58	0,9	42	1,1	20	1,9	80	0,9	64	0,9	36	0,8
KZ	Assist with administrative tasks	72	0,5	28	0,8	76	0,6	24	1,1	73	0,4	27	0,7
	Assist with marking	80	0,4	20	0,8	50	0,9	50	0,9	70	0,4	30	0,6
	Assist learners with independent work	84	0,4	16	0,9	67	0,8	33	1,1	79	0,4	21	0,7
	Assist learners with group activities	88	0,3	12	0,9	69	0,7	31	1,1	82	0,3	18	0,7
	Organise classroom(s)	78	0,4	22	0,8	66	0,8	34	1,1	74	0,4	26	0,7
	Teach a class	23	0,8	77	0,4	26	1,1	74	0,7	24	0,7	76	0,4
	Read aloud to learners	76	0,5	24	0,8	47	1,0	53	0,9	66	0,4	34	0,6
	Play mathematics games with learners	54	0,6	46	0,7	27	1,1	73	0,7	45	0,6	55	0,5
	Play language games with learners	65	0,6	35	0,7	56	0,9	44	1,0	54	0,5	46	0,6
	Help make LTSMs (Learning and Teaching Support Material)	67	0,5	33	0,8	36	1,1	65	0,8	65	0,5	35	0,6
LP	Assist with administrative tasks	92	0,3	8	1,1	89	0,5	11	1,4	91	0,3	9	0,9
	Assist with marking	71	0,6	29	1,0	50	1,0	50	1,0	63	0,5	37	0,7
	Assist learners with independent work	85	0,4	15	1,1	68	0,8	32	1,2	79	0,4	21	0,8
	Assist learners with group activities	89	0,4	11	1,1	73	0,8	27	1,2	83	0,4	17	0,8
	Organise classroom(s)	89	0,4	11	1,1	83	0,6	17	1,3	87	0,3	13	0,8
	Teach a class	28	1,0	73	0,6	26	1,3	75	0,7	27	0,8	73	0,5
	Read aloud to learners	78	0,5	22	1,0	58	1,0	43	1,1	70	0,5	30	0,8
	Play mathematics games with learners	57	0,8	44	0,9	28	1,2	72	0,8	46	0,7	54	0,6

Priority Area 1: Education assistants

Province		Primary				Secondary				Combined			
		Yes		No		Yes		No		Yes		No	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
	Play language games with learners	77	0,6	24	1,0	80	0,7	21	1,3	56	0,4	44	0,8
	Help make LTSMs (Learning and Teaching Support Material)	72	0,6	28	1,0	40	1,1	60	0,9	81	0,6	19	0,7
MP	Assist with administrative tasks	76	0,8	24	1,4	72	1,2	28	2,0	75	0,7	25	1,2
	Assist with marking	74	0,8	26	1,4	42	1,8	58	1,5	63	0,8	37	1,1
	Assist learners with independent work	82	0,7	19	1,5	63	1,4	37	1,9	75	0,7	25	1,2
	Assist learners with group activities	79	0,8	21	1,5	63	1,4	37	1,9	74	0,7	26	1,2
	Organise classroom(s)	78	0,8	22	1,5	67	1,4	33	1,9	75	0,7	25	1,2
	Teach a class	16	1,5	85	0,6	15	2,2	85	0,9	15	1,2	85	0,5
	Read aloud to learners	64	1,0	36	1,3	41	1,8	59	1,5	56	0,9	44	1,0
	Play mathematics games with learners	54	1,1	46	1,2	21	2,1	79	1,1	43	1,0	57	0,9
	Play language games with learners	68	0,9	32	1,4	58	1,5	42	1,8	48	0,8	52	1,1
	Help make LTSMs (Learning and Teaching Support Material)	68	0,9	32	1,4	25	2,0	76	1,2	70	0,9	30	1,0
NC	Assist with administrative tasks	60	1,8	40	2,2	64	2,8	36	3,7	61	1,5	39	1,9
	Assist with marking	32	2,3	68	1,6	10	4,4	90	1,4	26	2,1	74	1,2
	Assist learners with independent work	77	1,3	23	2,4	39	3,6	61	2,9	67	1,4	33	2,0
	Assist learners with group activities	73	1,4	27	2,4	36	3,7	64	2,8	64	1,4	36	1,9
	Organise classroom(s)	58	1,8	42	2,1	37	3,6	63	2,8	53	1,7	47	1,7
	Teach a class	16	2,6	84	1,1	6	4,5	94	1,2	13	2,2	87	0,9
	Read aloud to learners	68	1,6	32	2,3	29	3,9	71	2,5	58	1,6	42	1,8
	Play mathematics games with learners	46	2,0	54	1,9	12	4,3	88	1,6	37	1,9	63	1,5
	Play language games with learners	61	1,7	39	2,2	47	3,3	53	3,2	44	1,6	56	1,8
	Help make LTSMs (Learning and Teaching Support Material)	58	1,8	42	2,1	16	4,2	84	1,9	61	1,7	39	1,6
NW	Assist with administrative tasks	77	0,8	23	1,5	75	1,3	25	2,2	76	0,7	24	1,3
	Assist with marking	34	1,4	66	1,0	20	2,3	80	1,1	29	1,2	71	0,8

Priority Area 1: Education assistants

	Province	Primary				Secondary				Combined			
		Yes		No		Yes		No		Yes		No	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
	Assist learners with independent work	89	0,6	11	1,6	60	1,6	40	2,0	80	0,6	20	1,3
	Assist learners with group activities	87	0,6	13	1,6	64	1,6	37	2,1	80	0,6	20	1,3
	Organise classroom(s)	83	0,7	17	1,6	63	1,6	37	2,0	77	0,7	23	1,3
	Teach a class	10	1,6	91	0,5	9	2,5	91	0,8	9	1,4	91	0,4
	Read aloud to learners	76	0,9	24	1,5	51	1,8	49	1,8	68	0,8	32	1,2
	Play mathematics games with learners	51	1,2	49	1,2	22	2,3	78	1,2	42	1,1	58	0,9
	Play language games with learners	71	0,9	29	1,4	68	1,5	33	2,1	52	0,8	48	1,2
	Help make LTSMs (Learning and Teaching Support Material)	66	1,0	34	1,4	31	2,1	69	1,4	73	1,0	27	1,1
WC	Assist with administrative tasks	82	0,7	18	1,5	64	1,7	37	2,3	77	0,7	23	1,3
	Assist with marking	18	1,5	82	0,7	3	2,8	98	0,5	14	1,3	86	0,5
	Assist learners with independent work	69	0,9	31	1,4	22	2,5	78	1,3	57	1,0	43	1,1
	Assist learners with group activities	68	1,0	32	1,4	27	2,4	73	1,5	57	0,9	43	1,1
	Organise classroom(s)	68	1,0	32	1,4	35	2,3	65	1,7	59	0,9	41	1,1
	Teach a class	5	1,6	95	0,4	4	2,8	96	0,6	5	1,4	95	0,3
	Read aloud to learners	52	1,2	48	1,2	12	2,7	88	1,0	42	1,1	58	0,9
	Play mathematics games with learners	43	1,3	57	1,1	5	2,8	95	0,6	33	1,2	67	0,8
	Play language games with learners	65	1,0	35	1,4	47	2,1	54	1,9	32	0,9	68	1,1
	Help make LTSMs (Learning and Teaching Support Material)	49	1,2	51	1,2	10	2,7	90	0,9	67	1,1	33	0,9
SA	Assist with administrative tasks	75	0,2	25	0,4	63	0,6	37	0,8	75	0,2	25	0,3
	Assist with marking	62	0,3	38	0,4	75	0,3	25	0,6	55	0,3	45	0,3
	Assist learners with independent work	80	0,2	20	0,4	38	0,5	63	0,4	74	0,2	26	0,3
	Assist learners with group activities	83	0,2	17	0,4	58	0,4	42	0,5	76	0,2	24	0,3
	Organise classroom(s)	78	0,2	22	0,4	60	0,4	40	0,5	74	0,2	26	0,3
	Teach a class	23	0,4	77	0,2	66	0,4	34	0,6	22	0,3	78	0,2
	Read aloud to learners	72	0,2	28	0,4	19	0,6	81	0,3	63	0,2	37	0,3

Priority Area 1: Education assistants

Province	Primary				Secondary				Combined			
	Yes		No		Yes		No		Yes		No	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Play mathematics games with learners	52	0,3	48	0,3	44	0,5	56	0,5	43	0,3	57	0,3
Play language games with learners	67	0,3	33	0,4	22	0,6	78	0,3	51	0,2	49	0,3
Help make LTSMs (Learning and Teaching Support Material)	64	0,3	36	0,4	62	0,4	38	0,5	69	0,3	31	0,3

Priority Area 1: Education assistants

TT P1.4   Percentages of tasks the Education Assistants assisted Educators with by quintile, 2022

Quintile	Activities	Primary				Secondar				Combine			
		Yes		No		Yes		No		Yes		No	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
1	Assist with administrative tasks	76	0,4	24	0,7	80	0,6	20	1,2	77	0,3	23	0,6
	Assist with marking	68	0,4	32	0,7	55	0,9	45	1,0	65	0,4	35	0,5
	Assist learners with independent work	83	0,3	17	0,7	72	0,7	28	1,1	80	0,3	20	0,6
	Assist learners with group activities	87	0,3	13	0,7	74	0,7	26	1,1	84	0,3	16	0,6
	Organise classroom(s)	85	0,3	16	0,7	76	0,6	24	1,1	82	0,3	18	0,6
	Teach a class	29	0,7	71	0,4	26	1,1	74	0,7	28	0,6	72	0,4
	Read aloud to learners	78	0,4	22	0,7	57	0,9	43	1,0	72	0,4	28	0,6
	Play mathematics games with learners	50	0,6	50	0,6	26	1,1	74	0,7	44	0,5	56	0,4
	Play language games with learners	68	0,4	32	0,7	68	0,7	32	1,1	52	0,4	48	0,6
	Help make LTSMs (Learning and Teaching Support Material)	64	0,5	36	0,6	37	1,0	63	0,8	72	0,4	28	0,5
2	Assist with administrative tasks	79	0,4	22	0,8	82	0,6	18	1,2	79	0,3	21	0,7
	Assist with marking	71	0,5	29	0,7	49	1,0	51	1,0	65	0,4	35	0,6
	Assist learners with independent work	85	0,3	15	0,8	70	0,8	30	1,1	81	0,3	19	0,7
	Assist learners with group activities	85	0,3	16	0,8	73	0,7	27	1,2	81	0,3	19	0,7
	Organise classroom(s)	85	0,3	15	0,8	75	0,7	25	1,2	82	0,3	18	0,7
	Teach a class	26	0,7	74	0,4	27	1,2	73	0,7	26	0,6	74	0,4
	Read aloud to learners	77	0,4	23	0,8	57	0,9	43	1,0	71	0,4	29	0,6

Priority Area 1: Education assistants

Quintile	Activities	Primary				Secondar				Combine			
		Yes		No		Yes		No		Yes		No	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
	Play mathematics games with learners	60	0,6	40	0,7	28	1,2	73	0,7	51	0,5	49	0,5
	Play language games with learners	71	0,5	29	0,7	71	0,7	29	1,2	60	0,4	40	0,6
	Help make LTSMs (Learning and Teaching Support Material)	72	0,5	28	0,7	38	1,1	62	0,8	73	0,5	27	0,6
3	Assist with administrative tasks	76	0,5	24	0,8	74	0,7	26	1,2	75	0,4	25	0,7
	Assist with marking	60	0,6	40	0,7	28	1,2	72	0,7	50	0,6	50	0,6
	Assist learners with independent work	81	0,4	20	0,9	54	1,0	47	1,0	72	0,4	28	0,7
	Assist learners with group activities	85	0,4	15	0,9	56	0,9	44	1,1	76	0,4	24	0,7
	Organise classroom(s)	77	0,5	23	0,8	67	0,8	34	1,2	74	0,4	26	0,7
	Teach a class	18	0,9	82	0,4	14	1,3	86	0,5	17	0,7	83	0,3
	Read aloud to learners	71	0,5	29	0,8	36	1,1	64	0,9	60	0,5	40	0,6
	Play mathematics games with learners	56	0,6	44	0,7	21	1,3	79	0,7	45	0,6	55	0,5
	Play language games with learners	71	0,5	29	0,8	61	0,9	39	1,1	54	0,5	46	0,7
	Help make LTSMs (Learning and Teaching Support Material)	68	0,6	32	0,8	29	1,2	71	0,8	70	0,5	30	0,6
4	Assist with administrative tasks	73	0,8	27	1,3	69	1,1	31	1,7	72	0,7	28	1,0
	Assist with marking	44	1,2	56	1,0	20	1,8	80	0,9	35	1,0	65	0,7
	Assist learners with independent work	74	0,8	26	1,3	42	1,6	58	1,3	62	0,8	38	1,0

Priority Area 1: Education assistants

Quintile	Activities	Primary				Secondar				Combine			
		Yes		No		Yes		No		Yes		No	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
	Assist learners with group activities	74	0,8	26	1,3	43	1,5	57	1,3	62	0,8	38	1,0
	Organise classroom(s)	64	0,9	36	1,2	51	1,4	49	1,5	59	0,8	41	1,0
	Teach a class	7	1,5	94	0,4	11	1,9	89	0,7	8	1,2	92	0,4
	Read aloud to learners	54	1,1	46	1,1	32	1,7	69	1,1	45	0,9	55	0,8
	Play mathematics games with learners	45	1,1	55	1,0	14	1,9	86	0,8	34	1,0	66	0,7
	Play language games with learners	60	1,0	40	1,2	53	1,4	47	1,5	36	0,8	64	0,9
	Help make LTSMs (Learning and Teaching Support Material)	54	1,0	46	1,1	20	1,8	80	0,9	63	0,9	37	0,8
5	Assist with administrative tasks	64	0,9	36	1,2	58	1,3	42	1,5	62	0,7	38	0,9
	Assist with marking	34	1,2	66	0,8	9	1,9	91	0,6	25	1,0	75	0,6
	Assist learners with independent work	63	0,9	37	1,2	25	1,7	75	1,0	49	0,8	51	0,8
	Assist learners with group activities	66	0,8	34	1,2	28	1,6	72	1,0	53	0,8	47	0,8
	Organise classroom(s)	46	1,1	54	1,0	34	1,6	66	1,1	42	0,9	58	0,8
	Teach a class	17	1,3	83	0,6	6	1,9	94	0,5	13	1,1	87	0,4
	Read aloud to learners	53	1,0	47	1,1	15	1,8	85	0,7	39	0,9	61	0,7
	Play mathematics games with learners	34	1,2	66	0,9	9	1,9	91	0,6	25	1,0	75	0,6
	Play language games with learners	50	1,0	50	1,0	43	1,5	57	1,3	31	0,8	69	0,8
	Help make LTSMs (Learning and Teaching Support Material)	45	1,1	55	1,0	10	1,8	90	0,6	50	1,0	50	0,7

Priority Area 1: Education assistants

Quintile	Activities	Primary				Secondar				Combine			
		Yes		No		Yes		No		Yes		No	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
SA	Assist with administrative tasks	75	0,2	25	0,4	75	0,3	25	0,6	75	0,2	25	0,3
	Assist with marking	62	0,3	38	0,4	38	0,5	63	0,4	55	0,3	45	0,3
	Assist learners with independent work	80	0,2	20	0,4	58	0,4	42	0,5	74	0,2	26	0,3
	Assist learners with group activities	83	0,2	17	0,4	60	0,4	40	0,5	76	0,2	24	0,3
	Organise classroom(s)	78	0,2	22	0,4	66	0,4	34	0,6	74	0,2	26	0,3
	Teach a class	23	0,4	77	0,2	19	0,6	81	0,3	22	0,3	78	0,2
	Read aloud to learners	72	0,2	28	0,4	44	0,5	56	0,5	63	0,2	37	0,3
	Play mathematics games with learners	52	0,3	48	0,3	22	0,6	78	0,3	43	0,3	57	0,3
	Play language games with learners	67	0,3	33	0,4	62	0,4	38	0,5	51	0,2	49	0,3
	Help make LTSMs (Learning and Teaching Support Material)	64	0,3	36	0,4	30	0,6	70	0,4	69	0,3	31	0,3

Priority Area 1: Education assistants

TT P1.5   **Percentages of educators' perception of the skills of the Education Assistants by province, 2022**

Combined	Yes, most of them		Some of them		None of them		Do not know	
Province	%	SE	%	SE	%	SE	%	SE
EC	29	0,7	49	0,6	7	0,8	14	0,8
FS	40	1,4	41	1,3	9	1,7	10	1,7
GT	36	1,0	43	0,9	8	1,1	13	1,1
KZN	35	0,6	50	0,5	8	0,7	7	0,7
LP	29	0,8	60	0,6	4	0,9	7	0,9
MP	34	1,1	47	1,0	8	1,3	10	1,3
NC	36	1,9	39	1,9	12	2,2	14	2,2
NW	33	1,2	51	1,0	7	1,4	9	1,4
WC	37	1,2	43	1,1	7	1,4	13	1,4
SA	33	0,3	50	0,3	7	0,4	10	0,4

TT P1.6   **Percentages of educators' perception of the skills of the Education Assistants by quintile, 2022**

Combined	Yes, most of them		Some of them		None of them		Do not know	
Quintile	%	SE	%	SE	%	SE	%	SE
1	29	0,6	58	0,4	6	0,7	6	0,7
2	36	0,6	51	0,5	5	0,7	8	0,7
3	35	0,6	47	0,6	8	0,8	11	0,8
4	33	1,0	41	1,0	13	1,2	14	1,1
5	33	1,0	35	0,9	11	1,1	21	1,0
SA	33	0,3	50	0,3	7	0,4	10	0,4

Priority Area 1: Education assistants

TT P1.7   **Percentages of educators' perception of the training the Education Assistants had received by province, 2022**

Combined	Yes, most of them		Some of them		None of them		Do not know	
Province	%	SE	%	SE	%	SE	%	SE
EC	22	0,8	47	0,6	13	0,8	18	0,8
FS	29	1,5	37	1,4	19	1,6	15	1,6
GT	31	1,0	38	0,9	14	1,1	17	1,1
KZN	35	0,6	40	0,6	12	0,7	13	0,7
LP	23	0,8	52	0,6	12	0,8	14	0,8
MP	28	1,1	40	1,0	16	1,2	16	1,2
NC	25	2,1	33	2,0	20	2,1	22	2,1
NW	24	1,3	48	1,0	14	1,3	15	1,3
WC	22	1,3	40	1,1	16	1,3	22	1,3
SA	27	0,3	44	0,3	14	0,4	16	0,3

TT P1.8   **Percentages of educators' perception of the training the Education Assistants had received by quintile, 2022**

Combined	Yes, most of them		Some of them		None of them		Do not know	
Quintile	%	SE	%	SE	%	SE	%	SE
1	27	0,6	48	0,5	12	0,6	13	0,6
2	30	0,6	47	0,5	11	0,7	12	0,7
3	28	0,7	40	0,6	15	0,7	17	0,7
4	24	1,1	39	1,0	17	1,1	19	1,1
5	22	1,0	34	0,9	17	1,1	27	1,0
SA	27	0,3	44	0,3	14	0,4	16	0,3

Priority Area 1: Education assistants

TF P1.3   **Percentage of principals and teachers in all schools who agree with the continuation of the BEEI by province, 2022**

Combined	Principals		Teachers	
Province	**%**	**SE**	**%**	**SE**
EC	95	0,3	92	0,0
FS	85	0,6	87	0,0
GT	86	0,4	89	0,0
KZN	94	0,3	89	0,0
LP	98	0,2	95	0,0
MP	89	0,5	88	0,0
NC	89	0,9	86	0,0
NW	92	0,4	91	0,0
WC	95	0,4	94	0,0
SA	93	0,1	91	0,0

TF P1.4   **Percentage of principals and teachers in all schools who agree with the continuation of the BEEI by quintile, 2022**

Combined	Principals		Teachers	
Quintile	**%**	**SE**	**%**	**SE**
1	97	0,3	92	0,0
2	96	0,6	93	0,0
3	96	0,4	91	0,0
4	83	0,3	83	0,0
5	77	0,2	85	0,0
SA	93	0,5	91	0,0

Priority Area 1: Education assistants

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 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]"

TF P2.1   Percentages of Grade 3 teachers at primary schools having access to daily home language lesson plans by province, 2022

Province	Yes		No	
	%	**SE**	**%**	**SE**
EC	94	0,4	6	1,5
FS	94	0,7	6	3
GT	93	0,6	8	2
KZN	90	0,4	10	1,3
LP	93	0,5	7	1,6
MP	90	0,8	10	2,3
NC	92	1,2	8	3,9
NW	92	0,7	8	2,4
WC	95	0,5	5	2,3
SA	92	0,2	8	0,6

TF P2.2   Percentages of Grade 3 teachers at primary schools having access to daily home language lesson plans by quintile, 2022

Quintile	Yes		No	
	%	**SE**	**%**	**SE**
1	91	0,4	9	1,1
2	91	0,4	9	1,2
3	96	0,3	4	1,4
4	90	0,7	10	2,1
5	95	0,5	5	2
SA	92	0,2	8	0,6

Priority Area 2: Reading

TT P2.1 Grade 3 teachers' source of daily home language daily lesson plans by province, 2022

Province	I developed my own lesson plans		Department of Education		NGOs/ Universities		Commercial Providers		Others, please specify	
	%	SE	%	SE	%	SE	%	SE	%	SE
EC	24	1,3	71	0,8	3	1,5	0	1,5	1	1,5
FS	60	2	39	2,5	1	3,2	0	0	1	3,2
GT	49	1,5	48	1,5	1	2,1	1	2,1	2	2,1
KZN	25	1,2	69	0,8	3	1,4	2	1,4	1	1,4
LP	22	1,5	73	0,9	1	1,8	1	1,8	3	1,7
MP	48	1,8	42	1,9	7	2,4	2	2,5	0	2,5
NC	53	2,9	45	3,1	1	4,2	1	4,2	1	4,2
NW	49	1,9	37	2,1	13	2,5	0	0	2	2,6
WC	37	1,9	60	1,6	1	2,4	1	2,4	2	2,4
SA	34	0,6	61	0,4	3	0,7	1	0,7	2	0,7

TT P2.2 Grade 3 teachers' source of daily home language daily lesson plans by quintile, 2022

Quintile	I developed my own lesson plans		Department of Education		NGOs/ Universities		Commercial Providers		Others, please specify	
	%	SE	%	SE	%	SE	%	SE	%	SE
1	34	1	60	0,8	3	1,2	0	0	2	1,2
2	33	1,1	62	0,8	4	1,3	0	1,4	1	1,3
3	27	1,2	69	0,8	3	1,4	1	1,4	0	1,4
4	44	1,7	52	1,6	2	2,3	0	2,3	2	2,3
5	43	1,6	47	1,6	0	2,1	7	2	3	2,1
SA	34	0,6	61	0,4	3	0,7	1	0,7	2	0,7

TT P2.3 Grade 3 teachers views on the usefulness of the daily lesson plans by province, 2022

Province	Not Useful		Somewhat Useful		Very Useful	
	%	**SE**	**%**	**SE**	**%**	**SE**
EC	1	1,5	23	1,4	76	0,8
FS	1	3,2	15	2,9	84	1,3
GT	1	2,1	22	1,9	78	1,0
KZN	0	0,0	25	1,2	75	0,7
LP	0	0,0	18	1,6	83	0,7
MP	1	2,5	13	2,3	86	0,9
NC	0	0,0	30	3,5	70	2,3
NW	1	2,7	13	2,5	86	1,0
WC	1	2,4	22	2,2	77	1,2
SA	1	0,7	21	0,6	79	0,3

TT P2.4 Grade 3 teachers views on the usefulness of daily lesson plans by quintile, 2022

Quintile	Not Useful		Somewhat Useful		Very Useful	
	%	**SE**	**%**	**SE**	**%**	**SE**
1	0	1,3	21	1,1	79	0,6
2	0	1,4	25	1,2	75	0,7
3	1	1,4	18	1,3	81	0,6
4	0	2,3	24	2,0	76	1,1
5	1	2,1	17	1,9	83	0,9
SA	1	0,7	21	0,6	79	0,3

Priority Area 2: Reading

TF P2.3 **Percentages of Grade 3 teachers with a classroom library or a reading corner in their classroom by province, 2022**

Province	Yes		No	
	%	**SE**	**%**	**SE**
EC	49	1,1	51	1,1
FS	82	1,3	18	2,8
GT	85	0,8	15	1,9
KZN	65	0,8	36	1,1
LP	72	0,9	28	1,4
MP	82	1,0	18	2,2
NC	87	1,5	13	3,8
NW	81	1,1	19	2,3
WC	96	0,5	5	2,3
SA	71	0,4	29	0,6

TF P2.4 **Percentages of Grade 3 teachers with a classroom library or a reading corner in their classroom by quintile, 2022**

Quintile	Yes		No	
	%	**SE**	**%**	**SE**
1	63	0,7	37	1,0
2	67	0,7	33	1,1
3	73	0,7	27	1,2
4	87	0,8	13	2,1
5	91	0,6	9	2,0
SA	71	0,4	29	0,6

Priority Area 2: Reading

TT P2.5 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		More than 100 books	
	%	SE	%	SE	%	SE	%	SE	%	SE
EC	40	1,7	22	1,9	10	2,0	17	2,0	11	2,0
FS	23	3,0	37	2,7	16	3,1	17	3,1	7	3,3
GT	10	2,1	16	2,0	22	2,0	23	1,9	29	1,9
KZN	32	1,4	39	1,3	11	1,6	10	1,6	8	1,6
LP	44	1,5	22	1,8	15	1,8	10	1,9	10	1,9
MP	34	2,1	28	2,2	19	2,4	11	2,5	8	2,5
NC	30	3,6	27	3,7	13	4,1	13	4,1	17	4,0
NW	19	2,6	24	2,5	20	2,5	20	2,5	17	2,6
WC	10	2,3	24	2,1	26	2,1	18	2,2	22	2,2
SA	28	0,7	27	0,7	16	0,7	15	0,7	14	0,7

TT P2.6 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		More than 100 books	
	%	SE	%	SE	%	SE	%	SE	%	SE
1	35	1,2	25	1,3	18	1,4	12	1,4	11	1,4
2	29	1,3	28	1,3	17	1,5	14	1,5	12	1,5
3	28	1,4	27	1,4	17	1,5	14	1,5	15	1,5
4	18	2,1	31	2,0	13	2,2	20	2,1	19	2,1
5	22	1,9	26	1,9	15	2,0	20	2,0	17	2,0
SA	28	0,7	27	0,7	16	0,7	15	0,73	14	0,7

Priority Area 2: Reading

TT P2.7 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	
	%	SE	%	SE	%	SE
EC	6	1,5	24	1,3	70	0,8
FS	7	3	26	2,6	66	1,8
GT	4	2	22	1,8	74	1
KZ	13	1,3	23	1,2	64	0,8
LP	7	1,6	17	1,5	76	0,8
MP	7	2,3	18	2,2	76	1,2
NC	5	3,9	17	3,7	78	1,9
NW	3	2,5	13	2,4	84	1
WC	8	2,3	17	2,2	75	1,2
SA	8	0,6	21	0,6	72	0,4

TT P2.8   Number of instruments used by Grade 3 teachers to assess learners' level of reading ability by quintile, 2022

Quintile	0 - 3 Instruments		4 - 5 Instruments		6 - 8 Instruments	
	%	SE	%	SE	%	SE
1	9	1,1	23	1,1	68	0,7
2	7	1,2	21	1,2	72	0,7
3	5	1,4	15	1,3	80	0,6
4	3	2,2	23	1,9	74	1,1
5	14	1,9	24	1,8	63	1,3
SA	8	0,6	21	0,6	72	0,4

TT P2.9   Instruments used by Grade 3 teachers to assess learners' level of reading ability by province, 2022

PROVINCE	EC		FS		GT		KZN		LP		MP		NC		NW		WC		SA	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
A rubric provided by DBE	87	13	83	17	73	28	90	10	91	9	75	25	90	10	90	10	69	31	85	16
SE	0,6	1,4	1,3	2,8	1,1	1,7	0,4	1,3	0,5	1,6	1,2	2,1	1,3	3,8	0,8	2,4	1,3	2	0,3	0,6
A rubric developed by the school	54	46	56	44	72	28	54	46	66	34	64	36	60	40	58	42	69	31	60	40
SE	1	1,1	2	2,3	1,1	1,7	0,9	1	1	1,4	1,4	1,9	2,6	3,1	1,6	1,9	1,3	2	0,4	0,5
A rubric developed by myself	83	17	81	19	82	18	61	39	83	17	89	11	78	22	87	13	82	18	78	22
SE	0,6	1,4	1,3	2,8	0,9	1,9	0,9	1,1	0,7	1,5	0,8	2,3	1,9	3,6	0,9	2,4	1	2,2	0,3	0,6
A checklist	91	9	91	9	89	11	85	15	83	17	92	9	92	8	96	5	86	14	88	12
SE	0,4	1,4	1	2,9	0,7	1,9	0,5	1,3	0,7	1,5	0,7	2,3	1,2	3,9	0,5	2,5	0,9	2,2	0,2	0,6
A rating scale	85	15	59	41	81	19	72	28	82	18	83	17	80	20	72	28	74	27	78	22
SE	0,6	1,4	2	2,4	0,9	1,8	0,7	1,2	0,7	1,5	1	2,2	1,8	3,6	1,3	2,2	1,2	2,1	0,3	0,6
A vocabulary test	88	13	90	10	89	11	88	13	87	13	89	11	85	15	94	6	91	9	88	12
SE	0,5	1,4	1	2,9	0,7	1,9	0,5	1,3	0,6	1,6	0,8	2,3	1,6	3,7	0,6	2,5	0,7	2,3	0,2	0,6
A word counter scale	59	42	63	37	73	28	62	38	73	27	76	24	74	27	84	16	62	38	67	33
SE	1	1,2	1,9	2,5	1,1	1,7	0,9	1,1	0,9	1,5	1,2	2,1	2,1	3,5	1	2,3	1,5	1,9	0,4	0,6
EGRA (Early Grade Reading Assessment)	72	28	92	8	86	14	78	22	81	19	82	18	92	8	93	7	97	3	82	18
SE	0,8	1,3	0,9	3	0,8	1,9	0,6	1,2	0,7	1,5	1	2,2	1,2	3,9	0,7	2,5	0,4	2,4	0,3	0,6

Priority Area 2: Reading

TT P2.10 Instruments used by Grade 3 teachers to assess learners' level of reading ability by quintile, 2022

Quintile	1		2		3		4		5		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
A rubric provided by DBE	90	10	88	12	85	15	74	26	65	35	85	16
SE	0,4	1,1	0,4	1,2	0,5	1,3	1,1	1,9	1,2	1,7	0,3	0,6
A rubric developed by the school	55	46	59	41	65	35	66	35	68	32	60	40
SE	0,8	0,9	0,8	1	0,8	1,1	1,3	1,8	1,2	1,7	0,4	0,5
A rubric developed by myself	73	27	79	21	81	19	81	20	81	19	78	22
SE	0,6	1	0,6	1,2	0,6	1,3	1	2	0,9	1,9	0,3	0,6
A checklist	90	10	88	12	89	11	92	8	78	22	88	12
SE	0,4	1,1	0,5	1,2	0,5	1,3	0,6	2,1	1	1,8	0,2	0,6
A rating scale	70	31	83	17	82	18	80	21	78	22	78	22
SE	0,7	1	0,5	1,2	0,6	1,3	1	2	1	1,8	0,3	0,6
A vocabulary test	87	13	88	12	90	10	97	3	81	19	88	12
SE	0,7	1	0,5	1,2	0,6	1,3	1	2	1	1,8	0,3	0,6
A word counter scale	64	37	66	34	73	27	66	34	68	32	67	33
SE	0,7	1	0,8	1,1	0,7	1,2	1,3	1,8	1,2	1,7	0,4	0,6
EGRA (Early Grade Reading Assessment)	81	20	79	21	86	14	85	16	84	16	82	18
SE	0,5	1,1	0,6	1,2	0,5	1,3	0,9	2	0,8	1,9	0,3	0,6

Priority Area 2: Reading

TT P2.11 Reading programmes Grade 3 teachers participate in by province, 2022

| | 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 | |
Province	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
EC	14	1,4	4	1,6	21	1,4	75	0,8	25	1,3	3	1,71	22	1,53	76	0,85
FS	11	2,9	3	3,2	25	2,9	73	1,7	18	2,8	3	3,36	28	2,89	69	1,89
GT	6	2,0	3	2,1	23	1,8	75	1,1	19	1,8	6	2,19	22	2	73	1,18
KZN	16	1,3	2	1,5	45	1,1	53	1,0	25	1,2	1	1,56	40	1,22	58	1,02
LP	14	1,6	1	1,8	20	1,6	79	0,8	12	1,6	2	1,78	29	1,52	70	0,99
MP	19	2,2	3	2,6	25	2,3	73	1,4	12	2,2	3	2,51	25	2,21	73	1,33
NC	25	3,5	7	4,5	48	3,4	45	3,5	39	3,2	4	5,1	55	3,48	41	3,98
NW	4	2,5	2	2,6	28	2,2	70	1,4	29	2,1	3	2,98	23	2,66	75	1,52
WC	52	1,7	9	3,3	56	2,3	34	2,8	43	1,8	2	3,15	53	2,18	45	2,37
SA	16	0,6	3	0,7	30	0,6	67	0,4	23	0,6	3	0,75	31	0,63	67	0,44

TT P2.12 Reading programmes Grade 3 teachers participate in by quintile, 2022

| | Drop everything and read | | | | | | | | PSRIP (Primary School Reading Improvement Programme) | | | | | | | |
| | Did not participate | | Not useful | | Somewhat useful | | Very Useful | | Did not participate | | Not useful | | Somewhat useful | | Very Useful | |
Quintile	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
1	18,2	1,1	2	1,3	27	1,1	71	0,7	21	1,1	3	1,3	30	1,1	68	0,8
2	9	1,2	2	1,4	24	1,2	74	0,7	17	1,2	1	1,4	30	1,2	69	0,8
3	16	1,3	4	1,5	31	1,3	65	0,9	24	1,2	2	1,6	22	1,4	76	0,8
4	21	2,0	4	2,4	44	1,9	53	1,7	31	1,8	1	2,6	44	2,0	55	1,8
5	26	1,8	5	2,4	44	1,8	52	1,7	36	1,7	10	2,4	44	1,9	46	1,9
SA	16	0,6	3	0,7	30	0,6	67	0,4	23	0,6	3	0,8	31	0,6	67	0,4

Priority Area 2: Reading

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: Grade 12 as well as Grade 6 and 9 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?
S 1 Making history compulsory as a subject for all learners
S 2 Revising the content of the current history curriculum
S 3 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

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TF P3.1   Percentage of secondary schools that offer History and principals that feel history should be made a compulsory subject by province, 2022

| Province | History as a subject at the FET phase | | | | History should be a compulsory for Grades 10 to 12 | | | |
| | Yes | | No | | Yes | | No | |
	%	SE	%	SE	%	SE	%	SE
EC	77	1,6	23	2,9	80	1,5	20	3,0
FS	60	3,3	40	4,1	48	3,8	52	3,6
GT	88	1,4	12	3,8	57	2,7	43	3,1
KZN	65	1,4	35	2,0	90	0,8	11	2,3
LP	42	2,1	58	1,8	62	1,7	38	2,2
MP	41	3,4	59	2,8	51	3,1	50	3,1
NC	75	4,4	25	7,6	46	6,5	55	6,0
NW	48	3,4	52	3,3	38	3,7	62	2,9
WC	86	2,1	14	5,2	60	3,5	40	4,3
SA	62	0,8	38	1,0	67	0,7	33	1,0

TF P3.2   Percentage of secondary schools that offer History and principals that feel history should be made a compulsory subject by quintile, 2022

| Quintile | History as a subject at the FET phase | | | | History should be a compulsory for Grades 10 to 12 | | | |
| | Yes | | No | | Yes | | No | |
	%	SE	%	SE	%	SE	%	SE
1	54	1,6	46	1,8	71	1,3	29	2,0
2	54	1,7	46	1,8	73	1,3	27	2,1
3	75	1,3	25	2,3	71	1,4	29	2,2
4	67	2,2	33	3,1	54	2,6	46	2,8
5	70	2,1	30	3,2	50	2,7	50	2,7
SA	62	0,8	38	1,0	67	0,7	33	1,0

Priority Area 3: History as a subject taught in schools

TT P3.1 **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		
		%	SE	%	SE	
School offers history as a subject	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	

Priority Area 3: History as a subject taught in schools

TT P3.2   **Percentage of secondary schools that offer History by principals that feel history should be made a compulsory subject by quintile, 2022**

| Question | Quintile | History should be made compulsory | | | |
| | | 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

Priority Area 3: History as a subject taught in schools

TT P3.3   **Average number of qualified History teachers and grade 10, 11, 12 history learners in schools offering history by province, 2022**

Province	Qualified History teachers?			Record number of learners: Grade 10			Record number of learners: Grade 11			Record 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**

TT P3.4   **Average number of qualified History teachers and grade 10, 11, 12 history learners in schools offering history by province, 2022**

Quintile	Qualified History teachers?			Record number of learners: Grade 10			Record number of learners: Grade 11			Record 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**

Priority Area 3: History as a subject taught in schools

TF P3.3   **Principal views on changes regarding the History curriculum by province, 2022**

Province	Making history compulsory as a subject for all learners		Revising the content of the current history curriculum		Increasing the use of African languages as languages of instruction beyond the Foundation Phase	
	%	SE	%	SE	%	SE
EC	38	2,6	34	2,7	28	2,8
FS	18	4,8	37	4,2	45	3,9
GT	17	3,7	49	2,9	34	3,3
KZN	27	2,1	51	1,7	23	2,2
LP	35	2,2	39	2,2	25	2,4
MP	24	3,8	42	3,3	34	3,6
NC	29	7,5	49	6,3	22	7,8
NW	17	4,3	47	3,5	36	3,8
WC	21	4,9	49	4,0	29	4,7
SA	28	1,1	44	1,0	29	1,1

TF P3.4   **Principal views on changes regarding the History curriculum by quintile, 2022**

Quintile	Making history compulsory as a subject for all learners		Revising the content of the current history curriculum		Increasing the use of African languages as languages of instruction beyond the Foundation Phase	
	%	SE	%	SE	%	SE
1	28	2,0	36	1,9	35	1,9
2	30	2,1	44	1,8	26	2,1
3	34	2,1	47	1,9	19	2,4
4	22	3,4	49	2,7	29	3,2
5	13	3,6	52	2,7	36	3,1
SA	28	1,1	44	1,0	29	1,1

Priority Area 3: History as a subject taught in schools

TT P3.5   **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	0,4	25	0,4	45	0,4	8	0,5	4	0,5
Grade 6	29	0,4	20	0,4	43	0,3	6	0,4	2	0,4
Grade 9	21	0,6	24	0,6	43	0,5	9	0,6	4	0,7
Grade 12	22	0,6	24	0,6	41	0,5	9	0,7	5	0,7

TF P3.5   **School principals and Grade 6, 9 and 12 teacher views related to the decolonising the curriculum, 2022**

Grade	Response	Issues of decolonisation should be taught at school for learners in primary school		Decolonising the curriculum in South Africa can help address key challenges in the country		The decolonisation of the curriculum can address how issues of inequality in South Africa are understood	
		%	SE	%	SE	%	SE
Grade 6	Strongly agree	19	0,5	21	0,5	23	0,5
	Agree	63	0,3	66	0,3	66	0,3
	Disagree	15	0,5	11	0,5	9	0,5
	Strongly disagree	3	0,5	2	0,5	2	0,5
Grade 9	Strongly agree	21	0,7	26	0,7	26	0,7
	Agree	59	0,5	60	0,5	62	0,5
	Disagree	16	0,7	11	0,7	9	0,7
	Strongly disagree	4	0,7	3	0,7	3	0,7
Grade 12	Strongly agree	20	0,7	25	0,7	29	0,6
	Agree	61	0,5	63	0,5	60	0,5
	Disagree	13	0,7	9	0,7	8	0,7
	Strongly disagree	5	0,7	3	0,8	3	0,8
SA	Strongly agree	20	0,3	23	0,3	25	0,3
	Agree	61	0,2	64	0,2	64	0,2
	Disagree	15	0,3	10	0,4	9	0,4
	Strongly disagree	4	0,4	3	0,4	2	0,4

Priority Area 3: History as a subject taught in schools

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

Q255 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 data (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

Priority Area 4: Assessment in the schooling sector

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

TF P4.1   Principal and teacher views regarding the use of examinations for promotion and diagnostic purposes at Grades 3, 6 and 9, 2022

Introducing a national examination		Principal				Educator			
		Primary		Secondary		Primary		Secondary	
		%	SE	%	SE	%	SE	%	SE
in Grade 9 for promotion purposes is a good idea	Strongly Agree	33	0,4	48	0,5	38	0,6	49	0,9
	Agree	53	0,3	40	0,5	52	0,6	41	1,0
	Disagree	11	0,4	9	0,7	7	0,8	9	1,2
	Strongly Disagree	3	0,4	3	0,7	2	0,8	1	1,3
in Grade 9 for diagnostic purposes is a good idea	Strongly Agree	33	0,4	44	0,5	37	0,6	42	1,0
	Agree	58	0,3	49	0,5	57	0,5	52	0,9
	Disagree	7	0,4	6	0,7	5	0,8	5	1,3
	Strongly Disagree	2	0,5	1	0,7	2	0,8	1	1,3
in Grade 9 for providing	Strongly Agree	43	0,3	58	0,4	46	0,6	50	0,9

Priority Area 4: Assessment in the schooling sector

Introducing a national examination		Principal		Secondary		Educator Primary		Secondary	
		Primary		**Secondary**		**Primary**		**Secondary**	
		%	**SE**	**%**	**SE**	**%**	**SE**	**%**	**SE**
information to select subjects in Grade 10 is a good idea	Agree	50	0,3	38	0,5	49	0,6	45	1,0
	Disagree	5	0,4	3	0,7	4	0,8	4	1,3
	Strongly Disagree	2	0,5	1	0,7	1	0,8	1	1,3
in Grade 6 for promotion purposes is a good idea	Strongly Agree	30	0,4	30	0,6	32	0,7	33	1,1
	Agree	49	0,3	45	0,5	52	0,6	50	0,9
	Disagree	17	0,4	19	0,6	14	0,7	14	1,2
	Strongly Disagree	4	0,4	6	0,7	2	0,8	3	1,3
in Grade 6 for diagnostic purposes is a good idea	Strongly Agree	32	0,4	32	0,6	34	0,7	32	1,1
	Agree	56	0,3	52	0,5	58	0,5	57	0,9
	Disagree	10	0,4	12	0,6	7	0,8	10	1,2
	Strongly Disagree	2	0,5	3	0,7	1	0,8	2	1,3
Introducing a national READING assessment in Grade 3 for diagnostic purposes is a good idea	Strongly Agree	45	0,3	47	0,5	45	0,6	42	1,0
	Agree	49	0,3	44	0,5	50	0,6	51	0,9
	Disagree	5	0,4	7	0,7	4	0,8	4	1,3
	Strongly Disagree	1	0,5	2	0,7	1	0,8	2	1,3
Introducing a national NUMERACY assessment in Grade 3 for diagnostic purposes is a good idea	Strongly Agree	43	0,3	46	0,5	44	0,6	43	1,0
	Agree	51	0,3	46	0,5	50	0,6	51	0,9
	Disagree	6	0,4	5	0,7	5	0,8	3	1,3
	Strongly Disagree	1	0,5	2	0,7	1	0,8	2	1,3

Priority Area 4: Assessment in the schooling sector

TF P4.2   Assessment data used most frequently by school principals for monitoring learner performance by province, 2022

Province	Learner Assessment	%	SE
EC	Class tests	57	0,9
	End of term tests	23	1,3
	June and end of year exams	13	1,3
	Common exams provided by the District	7	1,4
	Other assessment data	0	0,0
	Do not use assessment data	0	0,0
FS	Class tests	38	2,5
	End of term tests	41	2,5
	June and end of year exams	17	2,9
	Common exams provided by the District	5	3,1
	Other assessment data	1	3,2
	Do not use assessment data	0	0,0
GT	Class tests	30	1,9
	End of term tests	41	1,7
	June and end of year exams	25	1,9
	Common exams provided by the District	4	2,2
	Other assessment data	1	2,2
	Do not use assessment data	0	0,0
KZN	Class tests	27	1,2
	End of term tests	53	0,9
	June and end of year exams	13	1,3
	Common exams provided by the District	6	1,3
	Other assessment data	1	1,3
	Do not use assessment data	0	0,0
LP	Class tests	36	1,4
	End of term tests	35	1,4
	June and end of year exams	9	1,6
	Common exams provided by the District	20	1,5
	Other assessment data	0	1,7
	Do not use assessment data	0	0,0
MP	Class tests	29	2,1
	End of term tests	51	1,8
	June and end of year exams	9	2,4
	Common exams provided by the District	9	2,4
	Other assessment data	1	2,5
	Do not use assessment data	0	2,5
NC	Class tests	19	4,0
	End of term tests	47	3,3
	June and end of year exams	29	3,8
	Common exams provided by the District	3	4,4
	Other assessment data	2	4,5
	Do not use assessment data	0	0,0

Priority Area 4: Assessment in the schooling sector

Province	Learner Assessment	%	SE
NW	Class tests	20	2,4
	End of term tests	53	1,8
	June and end of year exams	12	2,5
	Common exams provided by the District	14	2,5
	Other assessment data	0	0,0
	Do not use assessment data	0	0,0
WC	Class tests	9	2,6
	End of term tests	50	1,9
	June and end of year exams	37	2,1
	Common exams provided by the District	1	2,7
	Other assessment data	3	2,6
	Do not use assessment data	0	0,0
SA	Class tests	34	0,6
	End of term tests	41	0,5
	June and end of year exams	15	0,6
	Common exams provided by the District	9	0,7
	Other assessment data	1	0,7
	Do not use assessment data	0	0,7

Priority Area 4: Assessment in the schooling sector

TF P4.3   Different assessment data used by teachers for monitoring learner performance by province, 2022

Province	Learner Assessment	%	SE
EC	Class tests	84	0,4
	End of term tests	76	0,4
	June and end of year exams/Continuous assessment	77	0,4
	Common exams provided by the District	52	0,6
	Other assessment data	6	0,8
FS	Class tests	78	0,8
	End of term tests	79	0,8
	June and end of year exams/Continuous assessment	81	0,8
	Common exams provided by the District	64	1,1
	Other assessment data	5	1,7
GT	Class tests	82	0,5
	End of term tests	75	0,6
	June and end of year exams	77	0,6
	Common exams provided by the District	28	1,0
	Other assessment data	5	1,2
KZN	Class tests	85	0,3
	End of term tests	78	0,4
	June and end of year exams/Continuous assessment	79	0,4
	Common exams provided by the District	33	0,6
	Other assessment data	5	0,7
LP	Class tests	78	0,4
	End of term tests	80	0,4
	June and end of year exams/Continuous assessment	72	0,5
	Common exams provided by the District	51	0,6
	Other assessment data	6	0,9
MP	Class tests	76	0,7
	End of term tests	65	0,8
	June and end of year exams/Continuous assessment	65	0,8
	Common exams provided by the District	27	1,2
	Other assessment data	4	1,3
NC	Class tests	74	1,2
	End of term tests	71	1,3
	June and end of year exams/Continuous assessment	76	1,2
	Common exams provided by the District	17	2,2
	Other assessment data	7	2,3
NW	Class tests	62	0,9
	End of term tests	56	0,9
	June and end of year exams/Continuous assessment	71	0,8
	Common exams provided by the District	18	1,3
	Other assessment data	3	1,4

Priority Area 4: Assessment in the schooling sector

Province	Learner Assessment	%	SE
WC	Class tests	80	0,2
	End of term tests	75	0,2
	June and end of year exams/Continuous assessment	76	0,2
	Common exams provided by the District	38	0,3
	Other assessment data	5	0,4
SA	Class tests	82	0,6
	End of term tests	86	0,5
	June and end of year exams/Continuous assessment	82	0,6
	Common exams provided by the District	22	1,3
	Other assessment data	5	1,4

Priority Area 4: Assessment in the schooling sector

TF P4.4   Assessment data used most frequently by school principals for monitoring learner performance by quintile, 2022

Quintile	Learner Assessment	%	SE
1	Class tests	40	0,3
	End of term tests	40	0,3
	June and end of year exams	13	0,3
	Common exams provided by the District	7	0,5
2	Class tests	32	0,3
	End of term tests	44	0,4
	June and end of year exams	9	0,4
	Common exams provided by the District	14	0,6
3	Class tests	40	0,3
	End of term tests	36	0,4
	June and end of year exams	16	0,4
	Common exams provided by the District	8	0,6
4	Class tests	18	0,6
	End of term tests	47	0,6
	June and end of year exams	30	0,6
	Common exams provided by the District	4	1,0
5	Class tests	22	0,5
	End of term tests	46	0,5
	June and end of year exams	29	0,5
	Common exams provided by the District	1	1,0
SA	Class tests	34	0,2
	End of term tests	41	0,2
	June and end of year exams	15	0,2
	Common exams provided by the District	9	0,3

Priority Area 4: Assessment in the schooling sector

TF P4.5   Different assessment data used by teachers in secondary schools for monitoring learner performance by quintile, 2022

Secondary Schools			
Quintile	**Learner Assessment**	**%**	**SE**
1	Class tests	85	0,5
	End of term tests	83	0,5
	June and end of year exams/Continuous assessment	75	0,7
	Common exams provided by the District	58	0,8
	Other assessment data	9	1,2
2	Class tests	82	0,6
	End of term tests	78	0,6
	June and end of year exams/Continuous assessment	72	0,7
	Common exams provided by the District	57	0,9
	Other assessment data	3	1,3
3	Class tests	81	0,6
	End of term tests	76	0,7
	June and end of year exams	77	0,7
	Common exams provided by the District	54	1,0
	Other assessment data	8	1,4
4	Class tests	81	0,9
	End of term tests	77	1,0
	June and end of year exams/Continuous assessment	82	0,9
	Common exams provided by the District	43	1,5
	Other assessment data	6	2,0
5	Class tests	86	0,7
	End of term tests	84	0,8
	June and end of year exams/Continuous assessment	86	0,7
	Common exams provided by the District	36	1,6
	Other assessment data	10	1,9
SA	Class tests	83	0,3
	End of term tests	80	0,3
	June and end of year exams/Continuous assessment	77	0,3
	Common exams provided by the District	52	0,5
	Other assessment data	7	0,7

Priority Area 4: Assessment in the schooling sector

TT P4.1 **Primary and Secondary school principal response regarding receipt of the Assessment for Learning Strategy circular by province, 2022**

Province	Primary				Secondary			
	Yes		No		Yes		No	
	%	SE	%	SE	%	SE	%	SE
EC	73	0,8	27	1,3	69	1,9	32	2,8
FS	95	0,8	5	3,8	94	1,5	6	5,6
GT	96	0,5	4	2,7	95	0,9	5	4,0
KZN	88	0,6	12	1,5	88	0,9	12	2,3
LP	96	0,4	4	2,1	95	0,6	5	2,8
MP	94	0,8	6	3,0	98	0,7	2	4,4
NC	90	1,6	10	4,9	87	3,2	13	8,4
NW	98	0,5	2	3,1	97	0,9	3	4,9
WC	89	1,0	11	2,9	99	0,6	1	5,5
SA	87	0,3	13	0,7	90	0,4	10	1,2

TT P4.2 **Primary and Secondary school principal response regarding receipt of the Assessment for Learning Strategy circular by quintile, 2022**

Quintile	Primary				Secondary			
	Yes		No		Yes		No	
	%	SE	%	SE	%	SE	%	SE
1	84	0,5	16	1,2	94	0,6	6	1,1
2	88	0,5	12	1,4	86	0,9	14	1,2
3	90	0,6	10	1,6	84	1,1	16	1,4
4	94	0,7	7	2,8	94	1,0	6	2,3
5	89	0,9	11	2,6	94	0,8	4	2,2
SA	87	0,3	13	0,7	90	0,4	10	0,6

TT P4.3   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			
	Yes		No		Yes		No		Yes		No		Yes		No	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
EC	57	1,0	43	1,1	61	1,0	39	1,0	59	1,3	41	2,0	61	1,3	39	2,1
FS	83	1,3	17	2,8	71	1,8	29	2,5	66	2,1	34	3,5	76	1,9	24	3,8
GT	85	0,8	15	1,9	88	0,8	12	1,9	72	1,4	28	2,6	81	1,1	19	2,6
KZN	72	0,7	28	1,2	73	0,8	27	1,0	64	0,9	36	1,5	71	0,8	29	1,6
LP	87	0,6	13	1,6	88	0,7	12	1,4	79	1,1	21	1,8	81	1,1	19	1,9
MP	84	0,9	16	2,2	86	1,0	14	2,1	74	1,5	26	2,9	84	1,2	16	3,0
NC	79	1,9	21	3,6	84	2,1	16	3,5	66	3,2	34	5,5	72	2,9	28	5,5
NW	74	1,3	26	2,2	83	1,1	17	2,1	66	1,7	34	2,9	80	1,5	20	3,3
WC	78	1,1	22	2,1	74	1,3	26	2,0	73	1,8	27	3,4	84	1,5	16	3,7
SA	75	0,3	25	0,6	77	0,4	23	0,5	68	0,5	32	0,8	75	0,4	25	0,8

TT P4.4   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			
	Yes		No		Yes		No		Yes		No		Yes		No	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
1	73	0,6	27	1,0	78	0,6	22	0,9	66	0,9	34	1,5	69	0,9	31	1,5
2	72	0,7	28	1,1	71	0,8	29	1,0	65	1,0	35	1,5	80	0,8	20	1,7
3	77	0,7	23	1,2	76	0,7	24	1,1	67	1,0	33	1,7	69	0,9	31	1,6
4	79	1,0	21	2,0	85	1,0	15	2,0	72	1,3	28	2,4	80	1,2	20	2,5
5	83	0,9	17	1,9	86	0,9	14	1,9	77	1,2	23	2,4	89	0,9	11	2,6
SA	75	0,3	25	0,6	77	0,4	23	0,5	68	0,5	32	0,8	75	0,4	25	0,8

Priority Area 4: Assessment in the schooling sector

TF P4.6   **Principal perceptions regarding the support required by teachers to implement the Assessment for Learning pedagogical strategy by school sample, 2022**

Province	Most teachers		Some teachers		No teachers	
	%	**SE**	**%**	**SE**	**%**	**SE**
EC	62	0,9	34	1,2	4	1,4
FS	42	2,4	53	2,2	5	3,1
GT	29	1,9	60	1,4	11	2,1
KZN	47	1,0	44	1,0	9	1,3
LP	38	1,3	55	1,1	7	1,6
MP	40	1,9	48	1,8	12	2,4
NC	25	3,9	58	2,9	16	4,1
NW	41	2,0	54	1,8	4	2,6
WC	26	2,3	59	1,7	15	2,5
SA	44	0,5	47	0,5	8	0,6

Quintile	Most teachers		Some teachers		No teachers	
	%	**SE**	**%**	**SE**	**%**	**SE**
1	48	0,9	46	0,9	6	1,1
2	48	0,9	45	1,0	8	1,2
3	48	1,0	48	1,0	4	1,4
4	32	1,9	58	1,5	10	2,2
5	21	2,0	53	1,5	25	2,0
SA	44	0,5	47	0,5	8	0,6

Priority Area 4: Assessment in the schooling sector

TF P4.7   Grade 3, 6, 9 and 12 teachers' views regarding the support they require to implement the Assessment for Learning pedagogical strategy by province, 2022

Province	Grade 3							
	Not sure/Do not know		Lots of support		Some support		No support	
	%	SE	%	SE	%	SE	%	SE
EC	24	1,3	40	1,2	33	1,2	3	1,5
FS	11	2,9	34	2,5	41	2,4	14	2,9
GT	10	1,9	19	1,8	58	1,3	13	1,9
KZN	22	1,2	31	1,1	44	1,0	3	1,4
LP	5	1,7	42	1,3	50	1,2	3	1,7
MP	8	2,3	27	2,0	54	1,6	10	2,3
NC	22	3,6	20	3,6	49	2,9	9	3,9
NW	13	2,4	39	2,0	36	2,0	11	2,4
WC	18	2,2	11	2,3	62	1,5	10	2,3
SA	16	0,6	32	0,6	46	0,5	6	0,7

Province	Grade 6							
	Not sure/Do not know		Lots of support		Some support		No support	
	%	SE	%	SE	%	SE	%	SE
EC	31	1,1	23	1,2	38	1,0	7	1,3
FS	9	2,8	38	2,3	40	2,3	13	2,8
GT	6	1,9	19	1,8	57	1,3	18	1,8
KZN	22	1,1	26	1,1	41	1,0	10	1,2
LP	6	1,5	39	1,2	51	1,1	4	1,5
MP	5	2,2	35	1,8	44	1,7	16	2,1
NC	16	3,5	17	3,5	51	2,7	16	3,5
NW	9	2,2	23	2,1	63	1,4	6	2,3
WC	28	2,0	6	2,3	56	1,6	11	2,2
SA	17	0,6	26	0,5	47	0,5	10	0,6

Priority Area 4: Assessment in the schooling sector

Province	Grade 9							
	Not sure/Do not know		Lots of support		Some support		No support	
	%	SE	%	SE	%	SE	%	SE
EC	31	2,1	24	2,2	40	1,9	6	2,4
FS	22	3,8	32	3,6	39	3,4	7	4,2
GT	13	2,8	20	2,7	53	2,1	14	2,8
KZN	22	1,6	20	1,7	50	1,3	8	1,8
LP	7	2,0	49	1,5	42	1,6	3	2,1
MP	14	3,1	26	2,9	53	2,3	8	3,2
NC	20	6,0	21	6,0	45	5,0	14	6,2
NW	20	3,2	27	3,1	50	2,5	4	3,5
WC	19	3,6	10	3,8	49	2,8	22	3,5
SA	18	0,9	28	0,8	46	0,7	8	0,9

Province	Grade 12							
	Not sure/Do not know		Lots of support		Some support		No support	
	%	SE	%	SE	%	SE	%	SE
EC	33	2,2	22	2,4	34	2,2	11	2,5
FS	18	3,9	25	3,8	45	3,2	13	4,0
GT	12	2,8	14	2,7	56	1,9	18	2,7
KZN	19	1,7	26	1,6	42	1,4	12	1,7
LP	10	1,9	33	1,7	52	1,4	5	2,0
MP	16	3,0	24	2,9	47	2,4	14	3,0
NC	18	5,8	24	5,6	37	5,1	21	5,7
NW	11	3,5	27	3,2	51	2,6	12	3,5
WC	16	3,7	10	3,8	51	2,8	23	3,5
SA	17	0,9	25	0,8	46	0,7	12	0,9

Priority Area 4: Assessment in the schooling sector

TT P4.5   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	0,4	23	0,5
2. To improve learning and teaching during lessons	53	0,6	54	0,4
3. To improve planning process of teachers	17	0,5	11	0,2
4. To improve monitoring of teachers' lessons	7	0,3	8	0,2

TT P4.6   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	0,3	34	0,4	34	0,1	38	0,1
2. To improve learning and teaching during lessons	61	0,3	51	0,4	58	0,7	51	0,6
3. To improve planning process of teachers	7	0,2	7	0,2	5	0,3	8	0,3
4. To improve monitoring of teachers' lessons	5	0,1	8	0,2	2	0,2	3	0,1

TF P4.8   Views of principals and teachers regarding the use of examination results,, 2022

Examination results should be used:	Principal				Teacher			
	2017		2022		2017		2022	
	%	SE	%	SE	%	SE	%	SE
To hold the SCHOOL responsible for learner performance	73	0,0	90	0,2	65	0,6	78	0,2
To hold INDIVIDUAL TEACHERS responsible for learner performance	70	0,0	88	0,2	54	0,6	70	0,2
To COMPARE school performance	70	0,0	77	0,3	68	0,5	67	0,2
By PARENTS to select schools for their children	76	0,0	79	0,3	75	0,5	73	0,2

Priority Area 4: Assessment in the schooling sector

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

TF P5.1   **Percentage of primary and secondary schools combined where all learners in all grades are attending classes by province, 2022**

	Yes		No	
Province	**%**	**SE**	**%**	**SE**
EC	99	0,1	1	1,4
FS	98	0,4	2	3,2
GT	98	0,4	2	2,2
KZN	99	0,1	1	1,3
LP	100	0,1	0	1,7
MP	98	0,3	2	2,5
NC	94	1,1	6	4,4
NW	96	0,5	4	2,6
WC	96	0,5	4	2,6
SA	98	0,1	2	0,7

TF P5.2   **Percentage of primary and secondary schools combined where all learners in all grades are attending classes by quintile, 2022**

	Yes		No	
Quintile	**%**	**SE**	**%**	**SE**
1	99	0,1	1	1,2
2	99	0,1	1	1,3
3	98	0,2	2	1,4
4	96	0,5	4	2,3
5	99	0,3	1	2,3
SA	98	0,1	2	0,7

Priority Area 5: COVID and Learning Loss

TF P5.3 **Percentage of primary and secondary schools combined that have received a copy of the DBE School Recovery Plan by province, 2022**

	Yes		No	
Province	**%**	**SE**	**%**	**SE**
EC	64	0,9	36	1,2
FS	88	1,1	12	3,0
GT	94	0,5	6	2,2
KZN	89	0,5	11	1,3
LP	94	0,4	6	1,6
MP	90	0,8	10	2,4
NC	92	1,3	8	4,3
NW	79	1,2	21	2,4
WC	87	1,0	13	2,5
SA	84	0,3	16	0,6

TF P5.4 **Percentage of primary and secondary schools combined that have received a copy of the DBE School Recovery Plan by quintile, 2022**

	Yes		No	
Quintile	**%**	**SE**	**%**	**SE**
1	82	0,5	18	1,1
2	80	0,6	20	1,2
3	85	0,6	15	1,3
4	92	0,7	8	2,3
5	93	0,6	7	2,2
SA	84	0,3	16	0,6

Priority Area 5: COVID and Learning Loss

TF P5.5 **Principle views on the impact of the School Recovery Plan on teaching, by province, 2022**

Province	Will make little or no difference		Will make teaching easier		Will make teaching more difficult	
	%	**SE**	**%**	**SE**	**%**	**SE**
EC	9	1,4	70	0,8	21	1,3
FS	24	2,8	54	2,2	22	2,8
GT	27	1,9	48	1,6	25	2,0
KZN	14	1,3	50	1,0	36	1,1
LP	8	1,6	76	0,8	16	1,5
MP	22	2,2	54	1,7	24	2,2
NC	24	3,9	52	3,1	24	3,9
NW	13	2,5	63	1,6	24	2,3
WC	29	2,3	57	1,8	14	2,5
SA	15	0,6	60	0,4	24	0,6

TF P5.6 **Principle views on the impact of the School Recovery Plan on teaching, by province, 2022**

Quintile	Will make little or no difference		Will make teaching easier		Will make teaching more difficult	
	%	**SE**	**%**	**SE**	**%**	**SE**
1	13	1,1	58	0,8	29	1,0
2	14	1,2	63	0,8	23	1,1
3	11	1,4	67	0,8	22	1,3
4	19	2,1	62	1,5	20	2,1
5	37	1,8	41	1,7	22	2,0
SA	15	0,6	60	0,4	24	0,6

TT P5.1   Principal views on the impact of the trimmed curriculum advocated in the School Recovery Plan by province, 2022

Following the trimmed curriculum (ATPs) our school could spend more time on supporting learners understand the content.								
	Strongly Agree		**Agree**		**Disagree**		**Strongly Disagree**	
Province	%	SE	%	SE	%	SE	%	SE
EC	11	1,4	84	0,6	5	1,4	0	1,4
FS	14	3,0	70	1,8	10	3,0	6	3,1
GT	22	2,0	53	1,6	17	2,1	9	2,2
KZN	6	1,3	81	0,6	11	1,3	3	1,3
LP	15	1,6	78	0,8	6	1,6	2	1,7
MP	19	2,3	70	1,4	10	2,4	2	2,5
NC	11	4,2	67	2,6	19	4,0	3	4,4
NW	18	2,4	73	1,4	6	2,6	3	2,6
WC	7	2,6	81	1,2	11	2,5	2	2,7
SA	12	0,6	76	0,3	9	0,7	3	0,7

Following the trimmed curriculum (ATPs), our school did NOT have to focus on improving learner test scores								
	Strongly Agree		**Agree**		**Disagree**		**Strongly Disagree**	
Province	%	SE	%	SE	%	SE	%	SE
EC	4	1,4	35	1,2	54	1,0	7	1,4
FS	6	3,1	32	2,6	54	2,2	8	3,1
GT	8	2,2	27	1,9	51	1,6	14	2,1
KZN	3	1,3	44	1,0	46	1,0	7	1,3
LP	4	1,7	48	1,2	33	1,4	15	1,6
MP	9	2,4	35	2,0	46	1,9	11	2,4
NC	5	4,4	44	3,4	47	3,3	5	4,4
NW	10	2,5	40	2,1	43	2,0	7	2,6
WC	3	2,6	43	2,0	49	1,9	5	2,6
SA	5	0,7	40	0,5	47	0,5	9	0,7

Priority Area 5: COVID and Learning Loss

TT P5.2   Principal views on the impact of the trimmed curriculum advocated in the School Recovery Plan by quintile, 2022

Following the trimmed curriculum (ATPs) our school could spend more time on supporting learners understand the content.

Quintile	Strongly Agree %	SE	Agree %	SE	Disagree %	SE	Strongly Disagree %	SE
1	13	1,1	79	0,5	7	1,1	1	1,2
2	11	1,2	79	0,6	8	1,2	2	1,3
3	10	1,4	78	0,7	9	1,4	3	1,4
4	12	2,2	70	1,3	13	2,2	4	2,3
5	18	2,1	62	1,4	15	2,1	5	2,2
SA	12	0,6	76	0,3	9	0,7	3	0,7

Following the trimmed curriculum (ATPs), our school did NOT have to focus on improving learner test scores

Quintile	Strongly Agree %	SE	Agree %	SE	Disagree %	SE	Strongly Disagree %	SE
1	13	1,1	79	0,5	7	1,1	1	1,2
2	11	1,2	79	0,6	8	1,2	2	1,3
3	10	1,4	78	0,7	9	1,4	3	1,4
4	12	2,2	70	1,3	13	2,2	4	2,3
5	18	2,1	62	1,4	16	2,1	5	2,2
SA	12	0,6	76	0,3	9	0,7	3	0,7

Priority Area 5: COVID and Learning Loss

TT P5.3   Principal views on the impact of the district office during the pandemic by province, 2022

There was less pressure from the District office for our school to improve learner test scores								
	Strongly Agree		**Agree**		**Disagree**		**Strongly Disagree**	
Province	**%**	**SE**	**%**	**SE**	**%**	**SE**	**%**	**SE**
EC	6	1,4	62	0,9	30	1,2	3	1,4
FS	13	3,0	41	2,5	39	2,5	7	3,1
GT	11	2,1	39	1,8	36	1,8	14	2,1
KZN	5	1,3	58	0,9	32	1,1	5	1,3
LP	6	1,6	66	1,0	15	1,6	13	1,6
MP	8	2,4	53	1,7	31	2,1	8	2,4
NC	4	4,4	64	2,7	22	4,0	9	4,3
NW	9	2,6	51	1,9	32	2,2	9	2,5
WC	4	2,6	59	1,7	28	2,3	8	2,6
SA	7	0,7	57	0,4	29	0,6	8	0,7

District Subject advisors DID NOT focus on whether teachers had completed the curriculum								
	Strongly Agree		**Agree**		**Disagree**		**Strongly Disagree**	
Province	**%**	**SE**	**%**	**SE**	**%**	**SE**	**%**	**SE**
EC	2	1,4	44	1,1	43	1,1	11	1,4
FS	3	3,1	47	2,3	42	2,4	8	3,1
GT	7	2,2	31	1,9	42	1,7	20	2,0
KZN	6	1,3	41	1,0	45	1,0	8	1,3
LP	6	1,6	54	1,1	28	1,4	12	1,6
MP	9	2,4	41	1,9	40	2,0	11	2,4
NC	2	4,5	31	3,7	61	2,8	6	4,4
NW	5	2,6	34	2,2	47	1,9	14	2,5
WC	3	2,7	38	2,1	52	1,9	7	2,6
SA	5	0,7	42	0,5	42	0,5	11	0,6

Priority Area 5: COVID and Learning Loss

TT P5.4   Principal views on the impact of the district office during the pandemic by quintile, 2022

There was less pressure from the District office for our school to improve learner test scores								
	Strongly Agree		Agree		Disagree		Strongly Disagree	
Quintile	%	SE	%	SE	%	SE	%	SE
1	8	1,1	59	0,8	27	1,0	6	1,1
2	6	1,3	54	0,9	31	1,1	9	1,2
3	4	1,4	64	0,9	25	1,2	7	1,4
4	6	2,3	51	1,7	35	1,9	8	2,3
5	9	2,2	46	1,7	33	1,9	12	2,1
SA	7	0,7	57	0,4	29	0,6	8	0,7

District Subject advisors DID NOT focus on whether teachers had completed the curriculum								
	Strongly Agree		Agree		Disagree		Strongly Disagree	
Quintile	%	SE	%	SE	%	SE	%	SE
1	6	1,2	43	0,9	43	0,9	9	1,1
2	6	1,3	44	1,0	39	1,0	10	1,2
3	3	1,4	46	1,1	39	1,1	13	1,3
4	4	2,3	43	1,8	45	1,7	8	2,3
5	7	2,2	28	1,9	49	1,6	17	2,1
SA	5	0,7	42	0,5	42	0,5	11	0,6

TF P5.7   **Principle estimates on percentage of learning and teaching days lost in the 2021 schooling year by province**

	No Days lost		Less than 20%		21-40%		40-60%		> 60%	
Province	**%**	**SE**	**%**	**SE**	**%**	**SE**	**%**	**SE**	**%**	**SE**
EC	14	1,3	39	1,1	25	1,2	20	1,3	3	1,4
FS	18	2,9	18	2,9	31	2,7	27	2,7	5	3,1
GT	8	2,2	21	2,0	37	1,8	30	1,9	4	2,2
KZN	8	1,3	16	1,2	41	1,0	34	1,1	1	1,3
LP	3	1,7	17	1,5	34	1,4	41	1,3	6	1,6
MP	6	2,4	18	2,3	33	2,1	35	2,0	9	2,4
NC	10	4,3	11	4,3	31	3,7	42	3,4	7	4,3
NW	7	2,6	18	2,4	42	2,0	28	2,3	4	2,6
WC	5	2,6	19	2,4	25	2,3	51	1,9	1	2,7
SA	9	0,7	22	0,6	34	0,6	32	0,6	4	0,7

TF P5.8   **Principle estimates on percentage of learning and teaching days lost in the 2021 schooling year by quintile**

	No Days lost		Less than 20%		21-40%		40-60%		> 60%	
Province	**%**	**SE**	**%**	**SE**	**%**	**SE**	**%**	**SE**	**%**	**SE**
1	13	1,1	24	1,0	29	1,0	32	1,0	3	1,2
2	4	1,3	20	1,2	39	1,0	33	1,1	4	1,3
3	6	1,4	20	1,3	38	1,1	31	1,2	5	1,4
4	6	2,3	20	2,1	30	2,0	42	1,8	2	2,3
5	15	2,1	28	1,9	29	1,9	25	2,0	2	2,2
SA	9	0,7	22	0,6	34	0,6	32	0,6	4	0,7

Priority Area 5: COVID and Learning Loss

TF 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**

Province	No Days lost		Less than 20%		21-40%		40-60%		> 60%	
	%	SE	%	SE	%	SE	%	SE	%	SE
EC	59	0,9	21	1,3	12	1,3	8	1,4	0	0,0
FS	59	2,1	20	2,9	14	3,0	7	3,1	1	3,2
GT	44	1,7	26	1,9	18	2,0	11	2,1	1	2,2
KZN	52	0,9	17	1,2	17	1,2	12	1,3	2	1,3
LP	44	1,3	24	1,5	18	1,5	12	1,6	2	1,7
MP	53	1,7	21	2,2	12	2,4	12	2,4	2	2,5
NC	46	3,3	20	4,0	12	4,2	19	4,0	4	4,4
NW	49	1,9	21	2,4	21	2,4	8	2,6	1	2,7
WC	45	2,0	26	2,3	8	2,6	20	2,4	1	2,7
SA	51	0,5	21	0,6	15	0,6	11	0,6	2	0,7

TF 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**

Quintile	No Days lost		Less than 20%		21-40%		40-60%		> 60%	
	%	SE	%	SE	%	SE	%	SE	%	SE
1	55	0,8	18	1,1	14	1,1	10	1,1	3	1,2
2	51	0,9	18	1,2	17	1,2	14	1,2	1	1,3
3	44	1,1	24	1,3	19	1,3	12	1,4	1	1,4
4	47	1,7	29	2,0	12	2,2	11	2,2	1	2,3
5	58	1,5	27	1,9	9	2,2	6	2,2	1	2,3
SA	51	0,5	21	0,6	15	0,6	11	0,6	2	0,7

Priority Area 5: COVID and Learning Loss

TT P5.5   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

Learners absent when they should be in school

Province	Does not apply		Significant/Large Impact		Limited Impact		Little or no impact	
	%	SE	%	SE	%	SE	%	SE
EC	13	1,3	53	1,0	20	1,3	14	1,3
FS	6	3,1	57	2,1	21	2,8	16	2,9
GT	3	2,2	66	1,3	23	2,0	7	2,2
KZN	3	1,3	74	0,7	17	1,2	6	1,3
LP	5	1,6	67	1,0	17	1,5	11	1,6
MP	4	2,5	64	1,5	18	2,3	14	2,3
NC	6	4,4	64	2,7	19	4,1	11	4,2
NW	5	2,6	69	1,5	14	2,5	13	2,5
WC	4	2,6	57	1,8	27	2,3	11	2,5
SA	6	0,7	64	0,4	19	0,6	11	0,6

Learners infected by COVID-19

Province	Does not apply		Significant/Large Impact		Limited Impact		Little or no impact	
	%	SE	%	SE	%	SE	%	SE
EC	28	1,2	34	1,2	18	1,3	21	1,3
FS	11	3,0	37	2,5	38	2,5	15	3,0
GT	7	2,2	41	1,7	30	1,9	23	2,0
KZN	9	1,3	43	1,0	26	1,2	22	1,2
LP	14	1,6	40	1,3	16	1,5	30	1,4
MP	9	2,4	36	2,0	27	2,2	28	2,1
NC	11	4,3	44	3,4	26	3,9	19	4,0
NW	6	2,6	44	2,0	27	2,3	22	2,4
WC	5	2,6	27	2,3	38	2,1	31	2,2
SA	13	0,6	39	0,5	24	0,6	24	0,6

Teachers absent when they should be in school

Province	Does not apply		Significant/Large Impact		Limited Impact		Little or no impact	
	%	SE	%	SE	%	SE	%	SE
EC	17	1,3	48	1,0	20	1,3	16	1,3
FS	13	3,0	43	2,4	32	2,6	12	3,0
GT	6	2,2	60	1,4	24	2,0	11	2,1
KZN	5	1,3	60	0,9	16	1,2	19	1,2
LP	8	1,6	59	1,1	20	1,5	13	1,6
MP	4	2,5	54	1,7	20	2,3	22	2,2
NC	15	4,2	52	3,1	20	4,0	14	4,2
NW	4	2,6	62	1,6	22	2,4	12	2,5
WC	11	2,5	34	2,2	25	2,3	31	2,2
SA	9	0,7	54	0,5	20	0,6	17	0,6

Priority Area 5: COVID and Learning Loss

Staff infected by COVID-19								
	Does not apply		Significant/Large Impact		Limited Impact		Little or no impact	
Province	%	SE	%	SE	%	SE	%	SE
EC	21	1,3	39	1,1	24	1,3	17	1,3
FS	7	3,1	46	2,4	36	2,6	11	3,0
GT	5	2,2	55	1,5	28	1,9	12	2,1
KZN	4	1,3	56	0,9	22	1,2	18	1,2
LP	10	1,6	50	1,2	14	1,6	25	1,5
MP	6	2,4	42	1,9	28	2,1	23	2,2
NC	10	4,3	54	3,0	21	4,0	14	4,2
NW	13	2,5	52	1,8	15	2,5	20	2,4
WC	4	2,6	32	2,2	36	2,2	29	2,3
SA	10	0,6	48	0,5	23	0,6	19	0,6

Priority Area 5: COVID and Learning Loss

TT P5.6   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

Learners absent when they should be in school								
	Does not apply		Significant/Large Impact		Limited Impact		Little or no impact	
Quintile	%	SE	%	SE	%	SE	%	SE
1	9	1,1	9	1,1	18	1,1	9	1,1
2	5	1,3	5	1,3	18	1,2	10	1,2
3	2	1,4	2	1,4	18	1,3	13	1,3
4	6	2,3	6	2,3	18	2,1	9	2,2
5	8	2,2	8	2,2	31	1,9	14	2,1
SA	6	0,7	6	0,7	19	0,6	11	0,6

Learners infected by COVID-19								
	Does not apply		Significant/Large Impact		Limited Impact		Little or no impact	
Quintile	%	SE	%	SE	%	SE	%	SE
1	19	1,1	37	0,9	19	1,1	25	1,0
2	16	1,2	40	1,0	19	1,2	25	1,1
3	7	1,4	42	1,1	26	1,2	26	1,2
4	7	2,3	40	1,8	36	1,9	17	2,1
5	7	2,2	33	1,9	45	1,7	15	2,1
SA	13	0,6	39	0,5	24	0,6	24	0,6

Teachers absent when they should be in school								
	Does not apply		Significant/Large Impact		Limited Impact		Little or no impact	
Quintile	%	SE	%	SE	%	SE	%	SE
1	12	1,1	54	0,8	17	1,1	18	1,1
2	6	1,3	59	0,8	21	1,2	15	1,2
3	6	1,4	56	1,0	21	1,3	17	1,3
4	9	2,2	55	1,6	21	2,1	14	2,2
5	16	2,1	36	1,8	29	1,9	19	2,0
SA	9	0,7	54	0,5	20	0,6	16	0,6

Staff infected by COVID-19								
	Does not apply		Significant/Large Impact		Limited Impact		Little or no impact	
Quintile	%	SE	%	SE	%	SE	%	SE
1	15	1,1	45	0,9	18	1,1	22	1,0
2	12	1,2	51	0,9	21	1,2	17	1,2
3	4	1,4	50	1,0	25	1,3	21	1,3
4	5	2,3	50	1,7	30	2,0	15	2,2
5	5	2,2	38	1,8	41	1,7	16	2,1
SA	10	0,6	48	0,5	23	0,6	19	0,6

Priority Area 5: COVID and Learning Loss

TT P5.7   Principal views on the extent to which school closures contributed to the loss of learning and teaching time by province, 2022

School closures as per government regulations								
	Does not apply		Significant/Large Impact		Limited Impact		Little or no impact	
Province	%	SE	%	SE	%	SE	%	SE
EC	10	1,4	64	0,9	15	1,3	11	1,4
FS	15	3,0	52	2,2	23	2,8	10	3,0
GT	7	2,2	58	1,5	18	2,0	17	2,1
KZN	4	1,3	64	0,8	14	1,3	18	1,2
LP	5	1,6	52	1,2	26	1,5	17	1,5
MP	2	2,5	55	1,7	18	2,3	26	2,2
NC	14	4,2	59	2,9	14	4,2	14	4,2
NW	4	2,6	56	1,8	26	2,3	14	2,5
WC	5	2,6	66	1,6	17	2,4	12	2,5
SA	7	0,7	60	0,4	18	0,6	16	0,6

Regional/District hotspot closure								
	Does not apply		Significant/Large Impact		Limited Impact		Little or no impact	
Province	%	SE	%	SE	%	SE	%	SE
EC	26	1,2	35	1,2	26	1,2	12	1,3
FS	20	2,9	43	2,4	27	2,7	11	3,0
GT	16	2,1	42	1,7	20	2,0	23	2,0
KZN	15	1,2	46	1,0	26	1,2	13	1,3
LP	10	1,6	38	1,3	27	1,4	25	1,5
MP	15	2,3	37	2,0	26	2,2	22	2,2
NC	19	4,1	43	3,4	19	4,1	19	4,0
NW	12	2,5	43	2,0	26	2,3	20	2,4
WC	19	2,4	40	2,1	22	2,4	20	2,4
SA	17	0,6	41	0,5	25	0,6	17	0,6

Priority Area 5: COVID and Learning Loss

TT P5.8   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

School closures as per government regulations								
	Does not apply		Significant/Large Impact		Limited Impact		Little or no impact	
Quintile	%	SE	%	SE	%	SE	%	SE
1	7	1,1	62	0,7	19	1,1	14	1,1
2	5	1,3	57	0,9	20	1,2	18	1,2
3	6	1,4	64	0,9	14	1,3	17	1,3
4	9	2,2	61	1,5	16	2,2	14	2,2
5	11	2,1	50	1,6	22	2,0	18	2,1
SA	7	0,7	60	0,4	18	0,6	16	0,6

Regional/District hotspot closure								
	Does not apply		Significant/Large Impact		Limited Impact		Little or no impact	
Quintile	%	SE	%	SE	%	SE	%	SE
1	17	1,1	42	0,9	26	1,0	15	1,1
2	13	1,2	42	1,0	26	1,1	20	1,2
3	17	1,3	41	1,1	26	1,2	17	1,3
4	17	2,1	47	1,7	19	2,1	17	2,1
5	30	1,9	23	2,0	25	2,0	21	2,0
SA	17	0,6	41	0,5	25	0,6	17	0,6

Priority Area 5: COVID and Learning Loss

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, cover 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]"

TT P6.1   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	98	91	1	1	33	28	1	1	29	23
FS	76	90	2	2	65	54	2	2	33	24
GT	93	85	3	3	74	80	3	3	28	28
KZ	91	91	2	2	47	50	1	2	34	27
LP	82	87	1	1	54	56	1	1	75	40
MP	91	85	2	2	63	68	2	2	33	33
NC	78	72	2	2	51	53	2	2	28	25
NW	94	97	2	2	57	54	1	2	45	33
WC	93	91	2	3	63	67	2	3	28	27
SA	91	89	2	2	50	50	2	2	34	29

TT P6.2   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	90	92	1	1	39	38	1	1	31	27
2	96	87	1	2	47	45	1	2	39	29
3	89	90	2	2	61	59	2	2	38	31
4	91	90	2	3	74	81	2	3	33	30
5	85	85	2	3	69	70	3	3	28	27
SA	91	89	2	2	50	50	2	2	34	29

Priority Area 6: Early Childhood Development

TT P6.3   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**

TT P6.4   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**

Priority Area 6: Early Childhood Development

TT P6.5   **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	18	29	0	0	21	34	62	100
FS	3	5	52	90	0	0	3	5	58	100
GT	8	9	82	91	0	0	0	0	90	100
KZ	20	23	53	60	0	0	16	18	89	100
LP	0	0	1	100	0	0	0	0	1	100
MP	7	13	43	81	0	0	3	6	53	100
NC	5	7	59	82	5	7	3	4	72	100
NW	6	7	81	89	1	1	3	3	91	100
WC	5	6	79	91	2	2	1	1	87	100
SA	77	13	468	78	8	1	50	8	603	100

TT P6.6   **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	13	110	75	1	1	17	12	147	100
2	21	15	101	74	4	3	10	7	136	100
3	19	12	122	78	0	0	16	10	157	100
4	12	14	68	79	1	1	5	6	86	100
5	6	8	67	87	2	3	2	3	77	100
SA	77	13	468	78	8	1	50	8	603	100

Priority Area 6: Early Childhood Development

TT P6.7   **Percentage of sources of funding for Grade R practitioners or teachers' salaries by province, 2022**

Province	Provincial Department of Education via PERSAL (provincial payroll) / Subsidy to school		The School Governing Body (SGB financing salaries on its own)		Both - Provincial Department of Education and the SGB		Other – please specify	
	%	SE	%	SE	%	SE	%	SE
EC	83	0,7	8	1,6	2	1,6	8	1,6
FS	97	0,7	0	0,0	3	4,0	0	0,0
GT	91	0,9	4	2,9	5	2,9	0	0,0
KZN	96	0,4	1	1,7	3	1,7	0	1,7
LP	86	0,8	8	2,2	0	2,2	6	2,2
MP	88	1,1	3	3,3	7	3,2	2	3,3
NC	91	1,9	0	0,0	9	5,8	0	0,0
NW	82	1,3	14	3,0	1	3,2	3	3,2
WC	66	1,9	15	3,0	18	2,9	2	3,2
SA	87	0,3	6	0,8	4	0,8	4	0,8

TT P6.8   **Percentage of sources of funding for Grade R practitioners or teachers' salaries by quintile, 2022**

Quintile	Provincial Department of Education via PERSAL (provincial payroll) / Subsidy to school		The School Governing Body (SGB financing salaries on its own)		Both - Provincial Department of Education and the SGB		Other – please specify	
	%	SE	%	SE	%	SE	%	SE
1	91	0,4	5	1,4	1	1,4	4	1,4
2	96	0,3	2	1,6	1	1,6	2	1,6
3	85	0,7	6	1,7	2	1,8	7	1,7
4	78	1,4	7	2,9	15	2,8	1	3
5	52	2,1	28	2,6	20	2,7	0	0
SA	87	0,3	6	0,8	4	0,8	4	0,8

Priority Area 6: Early Childhood Development

TF P6.1.   Percentages of Principals (or Deputy Principals / Foundation Phase HoDs) who had training received to support Grade R teachers by province, 2022

	Yes		No	
Province	%	SE	%	SE
EC	40	1,3	60	1
FS	69	2,2	31	3,4
GT	93	0,8	7	2,8
KZN	70	0,9	30	1,4
LP	65	1,3	35	1,8
MP	76	1,6	24	2,9
NC	68	3,5	32	5
NW	72	1,7	28	2,7
WC	64	1,9	36	2,6
SA	64	0,5	36	0,7

TF P6.2.   Percentages of Principals (or Deputy Principals / Foundation Phase HoDs) who had training received to support Grade R teachers by quintile, 2022

	Yes		No	
Quintile	%	SE	%	SE
1	54	1	46	1
2	65	1	35	1,3
3	68	1	32	1,5
4	83	1,2	17	2,7
5	72	1,6	28	2,6
SA	64	0,5	36	0,7

TT P6.9   The year in which training to support Grade R teachers was offered by province, 2022

	2022		2021		2020		2019		2018		Before 2018		Don't Know	
Province	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
EC	32	2,1	21	2,3	5	2,5	4	2,6	5	2,5	25	2,3	8	2,5
FS	55	3,3	22	4,3	6	4,7	11	4,6	3	4,8	3	4,8	0	0,0
GT	29	2,6	37	2,4	10	2,9	9	2,9	4	3,0	8	2,9	3	3,0
KZN	49	1,4	19	1,8	8	1,9	5	2,0	3	2,0	9	1,9	5	2,0
LP	59	1,8	20	2,5	1	2,8	8	2,7	0	0,0	11	2,6	0	0,0
MP	54	2,6	17	3,5	4	3,7	12	3,6	3	3,8	5	3,7	5	3,7
NC	48	5,4	17	6,7	13	6,9	10	7,0	3	7,3	8	7,1	1	7,4
NW	54	2,5	20	3,4	6	3,7	8	3,6	5	3,7	4	3,7	4	3,7
WC	31	3,4	9	3,8	6	3,9	7	3,9	11	3,8	34	3,3	3	4,0
SA	45	0,8	21	0,9	6	1,0	7	1,0	4	1,0	13	1,0	4	1,0

TT P6.10   The year in which training to support Grade R teachers was offered by quintile, 2022

	2022		2021		2020		2019		2018		Before 2018		Don't Know	
Quintile	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
1	42	1,5	22	1,7	4	1,9	8	1,8	4	1,9	17	1,8	4	1,9
2	49	1,4	18	1,8	7	1,9	7	1,9	5	2,0	13	1,9	1	2,0
3	53	1,5	25	1,9	5	2,1	6	2,1	0	2,2	4	2,1	8	2,1
4	37	2,6	16	3,0	11	3,1	8	3,2	9	3,1	13	3,1	6	3,2
5	31	3,0	25	3,1	13	3,4	5	3,5	1	3,6	20	3,2	6	3,5
SA	45	0,8	21	0,9	6	1,0	7	1,02	4	1,0	13	1,0	4	1,0

Priority Area 6: Early Childhood Development

TT P6.11   Providers of training to support Grade R teachers by province, 2022

Province	PROVINCE																		
	EC		FS		GT		KZN		LP		MP		NC		NW		WC		SA	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
The Department of Basic Education (DBE) or Provincial Education Department	28	72	14	87	45	55	40	60	55	45	38	62	40	60	33	67	16	84	37	63
SE	2,2	1,4	4,5	1,8	2,3	2	1,6	1,3	1,9	2,1	3	2,3	5,7	4,7	3,1	2,2	3,7	1,6	0,8	0,6
The District office	69	31	88	12	81	19	81	19	85	15	64	36	71	29	81	19	91	9	79	21
SE	1,4	2,2	1,7	4,6	1,3	2,7	0,9	1,8	1,1	2,6	2,3	3	4	6,3	1,6	3,4	1,2	3,8	0,5	0,9
Teacher Unions	7	93	1	99	4	96	4	97	6	94	2	98	1	99	3	97	0	100	4	96
SE	2,5	0,7	4,8	0,5	3	0,6	2	0,4	2,7	0,7	3,8	0,5	7,4	0,8	3,7	0,7	0	0	1	0,2
The school (i,e,, Principal or SMT	24	76	9	91	10	90	14	86	25	75	9	91	10	90	13	87	9	91	16	84
SE	2,3	1,3	4,7	1,5	2,9	1	1,9	0,7	2,4	1,4	3,6	1,2	7	2,3	3,5	1,4	3,8	1,2	1	0,4
The HoDs	16	84	11	89	12	88	13	87	17	83	1	99	10	90	16	85	12	88	13	87
SE	2,4	1	4,6	1,6	2,8	1,1	1,9	0,7	2,5	1,2	3,8	0,4	7	2,4	3,5	1,5	3,8	1,4	1	0,4
Other teachers	1	99	4	96	2	98	2	98	4	96	0	100	6	94	10	90	3	97	3	97
SE	2,6	0,2	4,8	1	3	0,4	2	0,3	2,7	0,6	0	0	7,2	1,9	3,6	1,2	4	0,7	1	0,2
University / Non-Governmental Organisations	12	88	5	95	4	96	1	99	7	94	10	90	9	91	5	95	5	96	6	94
SE	2,4	0,9	4,7	1,1	3	0,6	2	0,2	2,7	0,7	3,6	1,2	7,1	2,2	3,7	0,8	3,9	0,8	1	0,2
Other	0	100	8	92	1	99	3	97	3	97	4	96	0	100	3	97	3	97	2	98
SE	0	0	4,7	1,4	3	0,2	2	0,3	2,7	0,5	3,7	0,8	0	0	3,7	0,6	4	0,7	1	0,2

Priority Area 6: Early Childhood Development

TT P6.12   Providers of training to support Grade R teachers by quintile, 2022

	Quintile											
	1		**2**		**3**		**4**		**5**		**SA**	
Quintile	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**
The (DBE) or Provincial DE	36	64	36	64	38	62	34	66	48	52	37	63
SE	1,5	1,2	1,6	1,2	1,7	1,3	2,7	1,9	2,6	2,5	0,8	0,6
The District office	80	20	83	17	80	20	71	30	71	29	79	21
SE	0,9	1,7	0,8	1,8	1	2	1,8	2,8	2	3	0,5	0,9
Teacher Unions	3	97	4	96	3	97	6	95	10	90	4	96
SE	1,9	0,3	2	0,4	2,2	0,4	3,2	0,8	3,4	1,2	1	0,2
The school (i,e,, Principal or SMT	19	82	12	88	20	80	6	94	18	83	16	84
SE	1,7	0,8	1,9	0,7	2	1	3,2	0,8	3,3	1,5	1	0,4
The HoDs	10	90	11	89	20	80	11	89	14	86	13	87
SE	1,8	0,6	1,9	0,7	2	1	3,1	1,1	3,3	1,3	1	0,4
Other teachers	3	97	2	98	4	96	2	98	4	96	3	97
SE	1,9	0,3	2	0,3	2,1	0,4	3,3	0,5	3,5	0,7	1	0,2
University / Non-Governmental Organisations	5	95	4	96	9	92	6	94	3	97	6	94
SE	1,9	0,4	2	0,4	2,1	0,6	3,2	0,8	3,5	0,6	1	0,3
Other	1	99	0	100	6	95	7	93	1	99	2	98
SE	1,9	0,2	0	0	2,1	0,5	3,2	0,9	3,6	0,3	1,0	0,16

Priority Area 6: Early Childhood Development

TT P 6.13   Foundation Phase HoD (Head of Department) experience of Grade R by province, 2022

	Good experience of Grade R		Some experience of Grade R		Limited experience of Grade R		No experience of Grade R	
Province	**%**	**SE**	**%**	**SE**	**%**	**SE**	**%**	**SE**
EC	21	1,5	15	1,5	20	1,5	44	1,2
FS	34	3,3	27	3,5	19	3,7	20	3,6
GT	64	1,8	24	2,6	9	2,8	4	2,9
KZN	37	1,3	22	1,5	14	1,6	27	1,4
LP	32	1,8	22	2,0	21	2,0	25	1,9
MP	48	2,4	19	3,0	14	3,1	19	3,0
NC	53	4,2	24	5,3	7	5,9	16	5,6
NW	30	2,7	29	2,7	33	2,6	8	3,1
WC	36	2,6	36	2,6	18	2,9	10	3,1
SA	35	0,7	22	0,7	18	0,8	26	0,7

TT P6.14   Foundation Phase HoD (Head of Department) experience of Grade R by quintile, 2022

	Good experience of Grade R		Some experience of Grade R		Limited experience of Grade R		No experience of Grade R	
Quintile	**%**	**SE**	**%**	**SE**	**%**	**SE**	**%**	**SE**
1	21	1,3	24	1,2	22	1,2	34	1,1
2	38	1,3	18	1,5	18	1,5	26	1,4
3	41	1,4	22	1,6	16	1,7	22	1,6
4	51	2,1	26	2,6	12	2,8	12	2,8
5	54	2,1	27	2,6	8	2,9	11	2,9
SA	35	0,7	22	0,7	18	0,8	26	0,7

Priority Area 6: Early Childhood Development

TT P6.15   Support visit from a Curriculum Advisor regarding Grade R by province, 2022

Province	2022		2021		In 2020 or before		Never		Don't Know	
	%	**SE**	**%**	**SE**	**%**	**SE**	**%**	**SE**	**%**	**SE**
EC	23	1,5	16	1,5	27	1,4	25	1,4	9	1,6
FS	58	2,6	18	3,7	18	3,7	5	4,0	2	4,0
GT	70	1,6	23	2,6	6	2,9	1	2,9	1	2,9
KZN	29	1,4	20	1,5	25	1,5	22	1,5	3	1,7
LP	37	1,8	19	2,0	13	2,1	27	1,9	5	2,2
MP	79	1,5	11	3,1	6	3,2	0	0,0	4	3,2
NC	72	3,3	21	5,4	6	5,9	1	6,1	1	6,1
NW	45	2,4	20	2,9	9	3,1	19	2,9	7	3,1
WC	54	2,2	11	3,0	18	2,9	4	3,2	14	3,0
SA	40	0,7	18	0,8	19	0,8	18	0,8	6	0,8

TT P 6.16   Support visit from a Curriculum Advisor regarding Grade R by quintile, 2022

Quintile	2022		2021		In 2020 or before		Never		Don't Know	
	%	**SE**	**%**	**SE**	**%**	**SE**	**%**	**SE**	**%**	**SE**
1	35	1,1	17	1,3	16	1,3	26	1,2	6	1,4
2	41	1,3	20	1,5	20	1,5	14	1,5	5	1,6
3	39	1,4	18	1,6	20	1,6	15	1,7	8	1,7
4	46	2,2	19	2,7	24	2,6	7	2,9	5	2,9
5	57	2,0	11	2,9	18	2,8	10	2,9	4	3,0
SA	40	0,7	18	0,8	19	0,8	18	0,8	6	0,8

Priority Area 6: Early Childhood Development

TT P6.17   Percentages of Grade R classroom adequately resourced with learner teacher support materials (LTSM) by province, 2022

Province	More that adequately resourced		Adequately resourced		Not adequately resourced		Not sure	
	%	SE	%	SE	%	SE	%	SE
EC	9	1,6	55	1,1	37	1,3	0,0	0,0
FS	12	3,8	68	2,3	21	3,6	0,0	0,0
GT	37	2,3	54	2,0	9	2,8	0,0	0,0
KZN	17	1,5	53	1,2	30	1,4	0,0	0,0
LP	12	2,1	47	1,6	41	1,7	0,0	0,0
MP	27	2,8	51	2,3	22	2,9	1,4	3,3
NC	14	5,7	70	3,4	17	5,6	0,0	0,0
NW	13	3,0	59	2,1	28	2,7	0,0	0,0
WC	31	2,7	67	1,8	1	3,2	0,4	3,2
SA	17	0,8	55	0,6	28	0,7	0,1	0,8

TT P6.18   Percentages of Grade R classroom adequately resourced with learner teacher support materials (LTSM) by quintile, 2022

Quintile	More that adequately resourced		Adequately resourced		Not adequately resourced		Not sure	
	%	SE	%	SE	%	SE	%	SE
1	10	1,3	52	1,0	37	1,1	0	1,4
2	18	1,5	52	1,1	30	1,4	0	0,0
3	13	1,7	64	1,1	23	1,6	0	0,0
4	26	2,6	55	2,0	19	2,7	0	3,0
5	46	2,2	51	2,1	3	3,0	0	0,0
SA	17	0,8	55	0,6	28	0,7	0	0,8

Priority Area 6: Early Childhood Development

TF P6.3. **Percentages of schools with an appropriate outdoor fenced-off space where Grade R children can play, by province, 2022**

Province	Yes		No	
	%	**SE**	**%**	**SE**
EC	44	1,2	56	1,1
FS	72	2,1	28	3,5
GT	80	1,3	20	2,6
KZN	51	1,2	49	1,2
LP	56	1,5	44	1,7
MP	54	2,2	46	2,4
NC	65	3,6	35	4,9
NW	74	1,6	26	2,8
WC	88	1,1	12	3,0
SA	58	0,6	42	0,6

TF P6.4. **Percentages of schools with an appropriate outdoor fenced-off space where Grade R children can play, by quintile, 2022**

Quintile	Yes		No	
	%	**SE**	**%**	**SE**
1	46	1,0	55	1,0
2	54	1,1	47	1,2
3	65	1,1	35	1,5
4	73	1,6	27	2,6
5	92	0,9	8	2,9
SA	58	0,6	42	0,6

Priority Area 6: Early Childhood Development

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…

TF P7.1   Primary school principal and teachers views of feeling safe at school by province, 2022

PRINCIPAL

Primary School	Strongly Agree		Agree		Disagree		Strongly Disagree	
Province	%	SE	%	SE	%	SE	%	SE
EC	12	1,5	49	1,1	31	1,3	8	1,5
FS	36	3,1	49	2,7	11	3,6	4	3,8
GT	45	2,0	45	2,0	6	2,6	3	2,7
KZN	17	1,5	72	0,9	8	1,5	4	1,6
LP	38	1,6	52	1,5	7	2,0	3	2,1
MP	37	2,4	38	2,4	22	2,7	3	3,0
NC	29	4,4	61	3,3	7	5,0	3	5,1
NW	33	2,6	53	2,2	11	3,0	3	3,1
WC	43	2,3	50	2,2	6	3,0	1	3,1
SA	26	0,7	55	0,5	15	0,7	4	0,8

TEACHER

Primary School	Strongly Agree		Agree		Disagree		Strongly Disagree	
Province	%	SE	%	SE	%	SE	%	SE
EC	17	0,9	50	0,7	26	0,8	8	0,9
FS	25	1,9	44	1,6	24	1,9	7	2,1
GT	27	1,2	47	1,0	19	1,3	8	1,4
KZN	23	0,8	57	0,6	11	0,9	10	0,9
LP	30	1,0	52	0,8	13	1,1	5	1,1
MP	23	1,4	51	1,1	20	1,5	6	1,6
NC	27	2,4	56	1,9	13	2,6	4	2,7
NW	21	1,5	47	1,3	26	1,5	6	1,7
WC	29	1,4	51	1,2	14	1,6	6	1,6
SA	24	0,4	51	0,3	18	0,4	7	0,4

Priority Area 7: School violence and safety

TF P7.2   Secondary school principal and teachers views of feeling safe at school by province, 2022

PRINCIPAL

Secondary School	Strongly Agree		Agree		Disagree		Strongly Disagree	
Province	%	SE	%	SE	%	SE	%	SE
EC	10	3,2	58	2,2	25	2,9	7	3,3
FS	33	4,7	43	4,3	23	5,1	1	5,7
GT	25	3,5	40	3,2	25	3,5	10	3,9
KZN	8	2,4	62	1,5	24	2,2	6	2,4
LP	28	2,4	50	2,0	13	2,7	10	2,7
MP	28	3,8	48	3,2	20	4,0	5	4,4
NC	19	8,1	57	5,9	18	8,1	7	8,7
NW	20	4,5	52	3,5	21	4,4	7	4,8
WC	42	4,2	44	4,1	11	5,2	4	5,4
SA	20	1,2	53	0,9	21	1,2	7	1,3

TEACHER

Primary School	Strongly Agree		Agree		Disagree		Strongly Disagree	
Province	%	SE	%	SE	%	SE	%	SE
EC	12	1,9	44	1,5	30	1,7	14	1,9
FS	18	2,7	43	2,3	26	2,6	14	2,8
GT	14	2,0	37	1,7	29	1,8	20	1,9
KZN	12	1,2	45	1,0	32	1,1	11	1,2
LP	22	1,3	53	1,0	17	1,3	8	1,4
MP	15	2,2	49	1,7	28	2,0	9	2,2
NC	19	4,1	50	3,3	19	4,1	12	4,3
NW	17	2,3	43	1,9	29	2,2	11	2,4
WC	25	2,5	42	2,2	24	2,5	9	2,7
SA	16	0,6	46	0,5	27	0,6	11	0,6

Priority Area 7: School violence and safety

TF P7.3 **Primary school principal and teachers views of feeling safe at school by quintile, 2022**

PRINCIPAL

	Strongly Agree		Agree		Disagree		Strongly Disagree	
Quintile	%	SE	%	SE	%	SE	%	SE
1	24	1,1	50	1,0	21	1,2	5	1,3
2	22	1,3	59	1,0	13	1,4	6	1,5
3	22	1,5	63	1,0	13	1,6	3	1,7
4	36	2,2	51	2,0	10	2,7	3	2,8
5	55	1,8	40	2,2	5	2,7	0	0,0
SA	26	0,6	55	0,5	15	0,7	4	0,8

TEACHER

	Strongly Agree		Agree		Disagree		Strongly Disagree	
Quintile	%	SE	%	SE	%	SE	%	SE
1	19	0,7	53	0,5	22	0,7	6	0,8
2	25	0,8	51	0,6	15	0,8	9	0,8
3	20	0,9	53	0,7	19	0,9	8	0,9
4	19	1,4	56	1,0	18	1,4	6	1,5
5	45	1,1	42	1,1	8	1,4	5	1,4
SA	24	0,4	51	0,3	18	0,4	7	0,4

Priority Area 7: School violence and safety

TF P7.4 **Secondary school principal and teachers views of feeling safe at school by quintile, 2022**

PRINCIPAL

Secondary School	Strongly Agree		Agree		Disagree		Strongly Disagree	
Quintile	%	SE	%	SE	%	SE	%	SE
1	18	2,2	62	1,5	18	2,2	3	2,4
2	18	2,3	47	1,8	23	2,2	11	2,4
3	12	2,5	53	1,8	25	2,3	10	2,5
4	22	3,7	47	3,0	26	3,5	5	4,0
5	44	2,9	48	2,8	5	3,7	3	3,8
SA	20	1,2	53	0,9	21	1,2	7	1,3

TEACHER

Secondary School	Strongly Agree		Agree		Disagree		Strongly Disagree	
Quintile	%	SE	%	SE	%	SE	%	SE
1	11	1,2	58	0,8	22	1,1	10	1,2
2	16	1,3	45	1,0	25	1,2	14	1,3
3	12	1,3	38	1,1	37	1,1	13	1,3
4	17	1,9	41	1,6	31	1,7	11	1,9
5	36	1,6	40	1,5	14	1,8	9	1,9
SA	16	0,6	46	0,5	27	0,6	11	0,6

Priority Area 7: School violence and safety

TF P7.5 Percentage of incidents of violence in primary and secondary schools, 2022

Primary Schools Type of Incidents	None %	SE	1-5 incidents %	SE	6 -10 incidents %	SE	> 10 incidents %	SE
Learners carrying dangerous weapons at school	73	0,4	24	0,7	2	0,8	1	0,8
Learners experienced some form of violence while walking on the way to or from school	72	0,4	26	0,7	2	0,8	1	0,8
Reported incidents of violence or bullying, between learners	66	0,5	29	0,7	3	0,8	1	0,8
Reported learner incidents, of violence or bullying, had to involve disciplinary hearings	83	0,3	16	0,7	1	0,8	0	0,8
Reported learner incidents, violence or bullying, had to involve the Police Services (SAPS)	92	0,2	8	0,8	0	0,8	0	0,8

Secondary Schools Type of Incidents	None %	SE	1-5 incidents %	SE	6 -10 incidents %	SE	> 10 incidents %	SE
Learners carrying dangerous weapons at school	42	1,0	46	1,0	7	1,2	5	1,3
Learners experienced some form of violence while walking on the way to or from school	39	1,0	47	0,9	10	1,2	4	1,3
Reported incidents of violence or bullying, between learners	35	1,1	48	0,9	11	1,2	6	1,3
Reported learner incidents, of violence or bullying, had to involve disciplinary hearings	51	0,9	41	1,0	5	1,3	3	1,3
Reported learner incidents, of violence or bullying, had to involve the South African Police Services (SAPS)	64	0,8	33	1,1	2	1,3	1	1,3

Priority Area 7: School violence and safety

TT P7.1 **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		SA	
		%	**SE**	**%**	**SE**	**%**	**SE**
Intimidation or verbal abuse of staff	Not a problem	87	0,3	79	0,6	85	0,3
	Minor problem	11	0,8	16	1,2	12	0,6
	Moderate problem	1	0,8	2	1,3	2	0,7
	Serious problem	1	0,8	2	1,3	1	0,7
	Do not know	0	0,8	1	1,3	0	0,7
Physical injury to staff by other of staff	Not a problem	96	0,2	93	0,4	95	0,2
	Minor problem	3	0,8	5	1,3	3	0,7
	Moderate problem	0	0,8	1	1,3	0	0,7
	Serious problem	1	0,8	1	1,3	1	0,7
	Do not know	0	0,8	0	1,3	0	0,7
Intimidation based on teacher's sexual orientation	Not a problem	96	0,2	92	0,4	95	0,2
	Minor problem	3	0,8	6	1,3	4	0,7
	Moderate problem	1	0,8	1	1,3	1	0,7
	Serious problem	0	0,8	1	1,3	1	0,7
	Do not know	0	0,8	0	1,3	0	0,7
Physical environment of the school	Not a problem	65	0,5	63	0,8	65	0,4
	Minor problem	10	0,8	11	1,2	10	0,6
	Moderate problem	6	0,8	7	1,3	6	0,7
	Serious problem	19	0,7	19	1,2	19	0,6
	Do not know	1	0,8	1	1,3	1	0,7
Liquor outlets within proximity to school,	Not a problem	87	0,3	81	0,6	85	0,3
	Minor problem	8	0,8	9	1,2	8	0,7
	Moderate problem	2	0,8	2	1,3	2	0,7
	Serious problem	3	0,8	8	1,2	4	0,7
	Do not know	0	0,8	1	1,3	1	0,7

Priority Area 7: School violence and safety

TF P7.6   Primary and secondary teachers' views on the extent to violence is a problem for learners, 2022

		Primary		Secondary	
		%	**SE**	**%**	**SE**
Intimidation or verbal abuse among learners (including texting, emailing, etc.).	Not a problem	31	0,3	13	0,3
	Minor problem	41	0,3	37	0,3
	Moderate problem	14	0,4	22	0,4
	Serious Problem	13	0,4	27	0,4
	Don't know	1	0,9	2	1,3
Physical injury to other learners	Not a problem	34	0,3	23	0,3
	Minor problem	45	0,3	44	0,3
	Moderate problem	12	0,5	17	0,5
	Serious Problem	8	0,6	15	0,6
	Don't know	1	2,2	1	2,2
Intimidation based on learner's sexual orientation	Not a problem	62	0,2	37	0,2
	Minor problem	27	0,3	36	0,3
	Moderate problem	6	0,7	13	0,7
	Serious Problem	4	0,8	10	0,8
	Don't know	2	1,2	4	1,2

Priority Area 7: School violence and safety

TT P7.2   Primary and secondary teachers views on the extent to which the following acts of violence impact on staff at the school, 2022

Act of violence		Primary		Secondary		SA	
		%	**SE**	**%**	**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	0,3	85	0,2
	Minor problem	9	0,4	13	0,6	10	0,4
	Moderate problem	2	0,5	4	0,7	2	0,4
	Serious Problem	2	0,5	4	0,7	2	0,4
Physical injury to teachers or staff by other members of staff	Not a problem	96	0,1	92	0,2	95	0,1
	Minor problem	3	0,4	5	0,7	3	0,4
	Moderate problem	1	0,5	1	0,7	1	0,4
	Serious Problem	1	0,5	1	0,7	1	0,4
Physical environment of the school (e,g, lack of fences, gates; poor condition of building, etc,)	Not a problem	66	0,3	62	0,4	65	0,2
	Minor problem	13	0,4	14	0,6	13	0,4
	Moderate problem	9	0,4	10	0,7	10	0,4
	Serious Problem	12	0,4	15	0,6	13	0,4
Liquor outlets within proximity to the school,	Not a problem	90	0,1	82	0,3	88	0,1
	Minor problem	6	0,4	11	0,7	7	0,4
	Moderate problem	2	0,5	3	0,7	2	0,4
	Serious Problem	2	0,4	4	0,7	3	0,4

Priority Area 7: School violence and safety

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 individualized Education Program (IEP) in place for learners experiencing learning barriers in your classroom/school? [1=Yes, 2=No]"

TF 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

Primary Schools	Learning Barriers		Physical Disabilities		Curriculum Differentiation		Setting Assessments	
Province	%	SE	%	SE	%	SE	%	SE
EC	50	1,2	27	1,4	43	1,2	28	1,4
FS	91	1,2	53	2,7	80	1,8	58	2,6
GT	96	0,6	48	2,0	90	0,9	65	1,6
KZN	66	1,0	38	1,3	51	1,2	46	1,2
LP	63	1,3	41	1,7	40	1,7	27	1,8
MP	77	1,5	42	2,4	60	2,0	40	2,4
NC	69	2,9	34	4,3	53	3,6	31	4,4
NW	82	1,4	43	2,6	58	2,2	35	2,7
WC	89	1,1	37	2,5	65	1,9	46	2,3
SA	68	0,5	38	0,7	54	0,6	40	0,6

TF 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

Secondary Schools	Learning Barriers		Physical Disabilities		Curriculum Differentiation		Setting Assessments	
Province	%	SE	%	SE	%	SE	%	SE
EC	41	2,8	15	3,3	21	3,2	11	3,4
FS	86	2,3	37	4,8	67	3,5	42	4,6
GT	87	1,5	36	3,3	64	2,5	47	3,0
KZN	58	1,7	38	2,0	42	1,9	26	2,2
LP	44	2,1	31	2,3	32	2,3	22	2,5
MP	57	3,0	35	3,7	47	3,4	28	3,9
NC	46	7,0	20	8,6	37	7,6	24	8,3
NW	80	2,3	44	3,8	42	3,9	38	4,0
WC	82	2,4	38	4,4	54	3,7	35	4,5
SA	59	0,8	33	1,1	42	1,0	27	1,1

Priority Area 8: Inclusive education

TF 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**

Primary School	Learning Barriers		Physical Disabilities		Curriculum Differentiation		Setting Assessments	
Quintile	%	SE	%	SE	%	SE	%	SE
1	61	0,9	34	1,1	44	1,1	30	1,2
2	68	0,9	37	1,2	54	1,1	38	1,2
3	66	1,1	38	1,4	54	1,2	41	1,4
4	92	0,9	44	2,2	76	1,5	65	1,8
5	87	1,0	47	2,0	74	1,4	55	1,9
SA	68	0,5	38	0,7	54	0,6	40	0,6

TF 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**

Secondary School	Learning Barriers		Physical Disabilities		Curriculum Differentiation		Setting Assessments	
Quintile	%	SE	%	SE	%	SE	%	SE
1	51	1,7	28	2,1	38	2,0	23	2,2
2	53	1,7	29	2,2	36	2,0	27	2,2
3	61	1,7	35	2,2	40	2,1	26	2,3
4	72	2,2	45	3,1	56	2,8	36	3,3
5	77	1,9	41	3,1	54	2,7	37	3,2
SA	59	0,8	33	1,1	42	1,0	27	1,1

Priority Area 8: Inclusive education

TF 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**

Combined	Not confident		Somewhat confident		Confident		Very confident	
Province	**%**	**SE**	**%**	**SE**	**%**	**SE**	**%**	**SE**
EC	25	1,3	28	1,3	37	1,2	10	1,4
FS	5	3,3	30	2,8	44	2,5	21	3,0
GT	2	2,3	15	2,1	41	1,8	42	1,8
KZN	16	1,3	38	1,1	30	1,2	16	1,3
LP	24	1,5	36	1,4	30	1,4	9	1,6
MP	19	2,3	30	2,2	32	2,1	19	2,3
NC	11	4,4	33	3,8	39	3,6	17	4,2
NW	14	2,6	30	2,4	34	2,3	21	2,5
WC	6	2,6	23	2,4	41	2,1	30	2,3
SA	17	0,6	31	0,6	34	0,6	18	0,6

TF 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**

Combined	Not confident		Somewhat confident		Confident		Very confident	
Quintile	**%**	**SE**	**%**	**SE**	**%**	**SE**	**%**	**SE**
1	21	1,1	31	1,0	34	1,0	14	1,1
2	18	1,2	37	1,1	31	1,1	14	1,2
3	19	1,4	31	1,3	35	1,2	15	1,4
4	7	2,3	21	2,2	42	1,9	30	2,0
5	5	2,2	23	2,0	38	1,8	35	1,8
SA	17	0,6	31	0,6	34	0,6	18	0,6

TF P8.7   **Percentage of primary and secondary schools combined that have been able to screen learners for learning barriers by province, 2022**

Combined	None of the learners		Some of the learners		Most of the learners		All of the learners	
Province	%	SE	%	SE	%	SE	%	SE
EC	36	1,2	56	1,0	2	1,5	7	1,5
FS	17	3,0	59	2,1	19	3,0	5	3,3
GT	4	2,3	48	1,7	33	1,9	14	2,1
KZN	33	1,1	51	1,0	11	1,3	5	1,4
LP	44	1,3	44	1,3	7	1,6	6	1,7
MP	24	2,3	51	1,8	16	2,4	9	2,5
NC	49	3,3	43	3,5	3	4,6	6	4,5
NW	23	2,5	61	1,8	11	2,7	5	2,8
WC	11	2,6	62	1,7	21	2,4	7	2,6
SA	30	0,6	52	0,5	12	0,7	7	0,7

TF P8.8   **Percentage of primary and secondary schools combined that have been able to screen learners for learning barriers by quintile, 2022**

Combined	None of the learners		Some of the learners		Most of the learners		All of the learners	
Quintile	%	SE	%	SE	%	SE	%	SE
1	32	1,0	53	0,8	9	1,2	6	1,2
2	37	1,1	47	1,0	10	1,3	6	1,3
3	27	1,3	58	1,0	10	1,4	4	1,5
4	21	2,2	51	1,7	19	2,2	10	2,3
5	14	2,1	49	1,6	22	2,0	15	2,1
SA	30	0,6	52	0,5	12	0,7	7	0,7

Priority Area 8: Inclusive education

TF P8.9   **Percentage of primary and secondary schools that with an Individualized Education Programme (IEP) in place for learners experiencing learning barriers, by province, 2022**

	Primary Schools		Secondary School	
Province	%	SE	%	SE
EC	16	1,5	9	3,4
FS	45	3,0	42	4,6
GT	65	1,7	36	3,3
KZN	22	1,5	17	2,3
LP	15	2,0	13	2,6
MP	31	2,6	23	4,0
NC	21	4,7	15	8,8
NW	20	3,0	9	4,9
WC	71	1,7	44	4,4
SA	34	0,7	23	1,2

TF P8.10   **Percentage of primary and secondary schools that with an Individualized Education Programme (IEP) in place for learners experiencing learning barriers, by quintile, 2022**

	Primary Schools		Secondary School	
Quintile	%	SE	%	SE
1	18	1,3	17	2,3
2	20	1,4	13	2,4
3	27	1,6	16	2,5
4	62	1,9	23	3,6
5	68	1,6	46	3,0
SA	34	0,7	23	1,2

Priority Area 8: Inclusive education

TT P8.1 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	0,8	14	1,2	12	0,7
	Yes	76	0,4	69	0,7	74	0,4
	Unsure	13	0,8	17	1,2	14	0,7
Communication difficulties (understanding others, and making themselves understood)	No	25	0,7	30	1,1	26	0,6
	Yes	64	0,5	56	0,9	62	0,4
	Unsure	11	0,8	14	1,2	12	0,7
Difficulty seeing or hearing	No	29	0,7	32	1,1	30	0,6
	Yes	54	0,6	54	0,9	54	0,5
	Unsure	17	0,8	13	1,2	16	0,6
Difficulty walking or climbing stairs	No	69	0,5	69	0,7	69	0,4
	Yes	27	0,7	25	1,2	26	0,6
	Unsure	4	0,8	6	1,3	5	0,7
Difficulty with fine motor skills such as writing, fastening buttons on clothes	No	43	0,6	52	0,9	45	0,5
	Yes	48	0,6	36	1,1	45	0,5
	Unsure	9	0,8	12	1,2	10	0,7
Severe behavioural difficulties or very poor social skills	No	40	0,6	33	1,1	38	0,6
	Yes	53	0,6	56	0,9	54	0,5
	Unsure	7	0,8	11	1,3	8	0,7
Chronic health problems	No	36	0,7	23	1,2	32	0,6
	Yes	45	0,6	55	0,9	48	0,5
	Unsure	19	0,7	22	1,2	20	0,6
Mental health problems	No	57	0,5	52	0,9	56	0,5
	Yes	22	0,7	25	1,1	23	0,6
	Unsure	21	0,7	22	1,2	21	0,6

Priority Area 8: Inclusive education

Appendix A: Instruments used in the 2022 SMS

SCHOOL MONITORING SURVEY 2022
Version 19

PRINCIPAL INTERVIEW SCHEDULE

SCRIPTER	ASK ALL
Q_TYPE	Introduction
	Good morning/Good afternoon, Sir/ Madam My name is ……………and I would like to thank you for agreeing to participate in the Department of Basic Education's School Monitoring Survey. I trust by now you would have received our letter that explains the purpose of this visit and the procedures that we will be following. The School Monitoring Survey 2021/22 is used 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 and the Delivery Agreement for Outcome 1: Improved quality of basic education. We will be collecting information from schools to produce provincial and national statistics, specifically information that is not available in other systems such as the EMIS. Therefore this is a quantitative survey and not a reflection of the performance of the school or yourself. The results of this survey will therefore be used to review current policies with a view of improving the education system in our country. All information that you provide will be treated with utmost confidentiality. At no stage will the names of the school, the school principal or the educators be used in any reports. Moreover, details on individual schools will not be shared with provincial departments or district offices. The questionnaire should take about 90 minutes to complete. May I begin?

| Interviewer Instruction | • Please ask the principal to make time for the interview.
• If the principal is not available, please interview the deputy principal.
• If both the principal and deputy principal are unavailable, please interview the HOD.
• Please follow the instructions for each question.
• All questions must be read out in full. Do not use your own words. If the respondent seems to be unclear then read out the question again.
• Response options must be read out only where the question instruction says **READ OUT.** Otherwise the interview will take too long to complete. |

SCRIPTER	ASK ALL
Q_TYPE	Single Select
Q5	**Interviewer: please indicate which School Management Team member is being interviewed?**

A1	Principal	12
A2	Deputy principal	1
A3	Head of Department	2
A4	No one available	3

SCRIPTER	ASK ALL Numeric text box
Q_TYPE	Single Select
Q5A	In which year were you appointed to this post?

Record year of appointment to post	

SCRIPTER	ASK ALL
Q_TYPE	Multi Select
Q6	I would like to start off by asking you about the grades that are taught at this school. Please indicate **which grades are taught at this school?**
Interviewer Instruction	**Please ensure that you select ALL the relevant grades taught at this school.** **This must be verified as Q6 is a critical question.** **We are asking various sets of questions depending on which grades are offered at the school. If you miss out on ticking/ selecting a grade that is taught at the school then we will miss out on important questions and be completed to redo the entire questionnaire.** **Grade R has been introduced as a compulsory offering as from 2022. Please check if the school offers grade R**

		Select	Not Selected
A1	Grade R	1	0
A2	Grade 1	1	0
A3	Grade 2	1	0
A4	Grade 3	1	0
A5	Grade 4	1	0
A6	Grade 5	1	0
A7	Grade 6	1	0
A8	Grade 7	1	0
A9	Grade 8	1	0
A10	Grade 9	1	0
A11	Grade 10	1	0

		Select	Not Selected
A12	Grade 11	1	0
A13	Grade 12	1	0

SCRIPTER	**SHOW if Q6=11,12 or 13 (Grade 10,11 or 12)**
Q_TYPE	Multi - select
Q6a	Which subjects are offered at this school **at FET PHASE?**
Interviewer Instruction	**DO NOT READ OUT THE LIST.** **Select/tick all the FET PHASE SUBJECTS mentioned by the Principal**

		Selected	Not Selected
S1	English Home language;	1	0
S2	Afrikaans Home language,	1	0
S3	English First Additional Language	1	0
S4	Afrikaans First Additional Language	1	0
S5	Accounting	1	0
S6	Agricultural Management Practices	1	0
S7	Agricultural Sciences	1	0
S8	Agricultural Technology	1	0
S9	Arts and Culture	1	0
S10	Business Studies	1	0
S11	Civil Technology	1	0
S12	Civil Technology (Specialisation)	1	0
S13	Computer Applications Technology	1	0
S14	Consumer Studies	1	0
S15	Creative Arts	1	0
S16	Dance Studies	1	0
S17	Design Studies	1	0
S18	Dramatic Arts	1	0
S19	Economics	1	0
S20	Economic Management and Sciences	1	0
S21	Electrical Technology	1	0
S22	Engineering Graphics and Design	1	0
S23	Geography	1	0
S24	History	1	0
S25	Hospitality Studies	1	0
S26	Information Technology	1	0
S27	Life Orientation	1	0
S28	Life Sciences	1	0
S29	Marine Sciences	1	0
S30	Maritime Economics	1	0
S31	Mathematics	1	0

		Selected	Not Selected
S32	Mathematical Literacy	1	0
S33	Mathematics: Technical Mathematics	1	0
S34	Mechanical Technology	1	0
S35	Music	1	0
S36	Natural sciences	1	0
S37	Physical Sciences	1	0
S38	Religious Studies	1	0
S39	Social Science	1	0
S40	Sports and Exercise Science	1	0
S41	Technical Mathematics	1	0
S42	Technical: Civil Technology	1	0
S43	Technical: Electrical Technology	1	0
S44	Technical: Mechanical Technology	1	0
S45	Technical Science	1	0
S46	Technology	1	0
S47	Tourism	1	0
S48	Visual Arts	1	0
S49	Other specify	1	0

SCRIPTER	ASK ALL
Q_TYPE	Numeric
Q7	Now we would like to ask about the number of **LEARNERS** enrolled in your school as **at the end of February 2022?** Please indicate how many **LEARNERS** were enrolled in your school **at the end of February 2022?**
Interviewer Instruction	**Record number and re- enter number of learners to verify that the number is correct. Please emphasise that we are referring specifically to the number of learners enrolled at the end of February 2022?**

SCRIPTER		Numeric	Numeric verification
		Record number	Verify number
Q7	Number of **LEARNERS** enrolled at the end of February 2022		

SCRIPTER	ASK ALL
Q_TYPE	Numeric
Q8	And how many **EDUCATORS** were employed at your school as at the **end of February 2022?** Educators include **both SGB and state-employed educators** and **includes the 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.

Interviewer Instruction	**Read the question in full, especially the explanation of who is included and who is excluded from our definition of an educator.** **Record number and re- enter number of EDUCATORS to verify that the number is correct.** **Please emphasise that we are referring specifically to the number of EDUCATORS employed at the end of February 2022?**		

SCRIPTER		Numeric	Numeric verification
		Record number	Verify number
Q8	Number of **EDUCATORS** employed at school at end of February 2022		

SCRIPTER	ASK ALL
Q_TYPE	Grid – Multi select
Q9	Now we would like to ask you about the **languages taught in your school.**
Interviewer Instruction	**Read out the questions and select the languages mentioned.**

		Q9a		Q9b		Q9c	
		Which languages are taught AS HOME LANGUAGES?		**Which languages are taught as FIRST ADDITIONAL LANGUAGES?**		**Which languages are taught as SECOND ADDITIONAL LANGUAGES?**	
		Selected	**Not selected**	**Selected**	**Not selected**	**Selected**	**Not selected**
S1	Afrikaans	1	0	1	0	1	0
S2	English	1	0	1	0	1	0
S3	isiXhosa	1	0	1	0	1	0
S4	isiZulu	1	0	1	0	1	0
S5	Ndebele	1	0	1	0	1	0
S6	Sepedi	1	0	1	0	1	0
S7	Sesotho	1	0	1	0	1	0
S8	Setswana	1	0	1	0	1	0
S9	siSwati	1	0	1	0	1	0
S10	Tshivenda	1	0	1	0	1	0
S11	Xitsonga	1	0	1	0	1	0
S13	French	■	■	1	0	1	0
S14	Mandarin	■	■	1	0	1	0
S12	Other please specify	1	0	1	0	1	0

SCRIPTER	**ASK ALL**
Q_TYPE	Numeric Single Select
Q12	How many **Educators** in your school have received training in identifying and supporting learners **EXPERIENCING LEARNING BARRIERS?**

A2	Number of **EDUCATORS** who received training in identifying and supporting learners EXPERIENCING LEARNING BARRIERS?	
A1	Don't Know	-9999

SCRIPTER	ASK ALL
Q_TYPE	Numeric
Q14 – Q17	We are now going to ask about **state-funded/state- employed PRINCIPAL posts.**
Interviewer Instruction	**Please read out the text and explanations in FULL for the following questions. Please read out the FULL explanation about VACANT posts. If necessary repeat the questions. Record and check numbers to ensure they are correct.**

SCRIPTER		Numeric
		Record number
Q14	What is the number of **state- funded Principal posts ALLOCATED** to the school by the Provincial Education Department?	
Q15	What is the number of state- funded **Principal posts** occupied by **PERMANENT** employees?	
Q16	What is the number of state- funded **Principal posts** occupied by **TEMPORARY** employees?	
Q17	What is the number of **VACANT** state- funded **Principal posts**? For the purpose of this question, vacant posts are posts which are allocated to a school, but are not currently filled i.e. there is NO person in the post. If someone is appointed as **ACTING** in the post, that post should be counted as **vacant** However, if someone is **employed on a temporary basis** against a post, that post should **NOT** be counted as vacant.	

SCRIPTER	ASK ALL
Q_TYPE	Numeric
Q18 – Q20	We are now going to ask about state- funded **DEPUTY -PRINCIPAL posts.**
Interviewer Instruction	**Please read out the text and explanations in FULL for the following questions. Record and check numbers to ensure they are correct. Please read out the FULL explanation about VACANT posts. If necessary repeat the questions.**

SCRIPTER		Numeric
		Record number
Q18	What is the number of state- funded **Deputy Principal** posts **ALLOCATED** to the school by the Provincial Education Department?	
Q19	What is the number of state- funded **Deputy Principal** posts occupied by **PERMANENT EMPLOYEES?**	
Q20	What is the number of state- funded **Deputy Principal** posts occupied by **TEMPORARY EMPLOYEES?**	
Q21	What is the number of **VACANT** state- funded **Deputy Principal** posts?	

SCRIPTER		Numeric
	Vacant posts are posts which are allocated to a school, but are not currently filled i.e. there is NO person in post. If someone is appointed as **ACTING** in the post, that post should be counted as **vacant** However, if someone is **employed on a temporary basis** against a post, that post should **NOT** be counted as vacant.	

SCRIPTER	ASK ALL
Q_TYPE	Numeric
Q22 – Q24	We are now going to ask about state- funded **HEAD(S) OF DEPARTMENT (HOD) posts.**
Interviewer Instruction	Record number and check that the number is correct

SCRIPTER		Numeric
		Record number
Q22	What is the number of state- funded **Head(s) of Department (HOD)** posts **ALLOCATED** to the school by the Provincial Education Department?	
Q23	What is the number of state- funded **HOD)** posts occupied by **PERMANENT employees?**	
Q24	What is the number of state- funded **HOD** posts occupied by **TEMPORARY employees?**	
Q25	What is the number of **VACANT** state- funded **HOD** posts? Vacant posts are posts which are allocated to a school, but are not currently filled i.e. there is NO person in post. If someone is appointed as **ACTING** in the post, that post should be counted as **vacant** However, if someone is **employed on a temporary basis** against a post, that post should **NOT** be counted as vacant.	

SCRIPTER	ASK ALL
Q_TYPE	Numeric
Q26 – Q29	Now we are going to ask **about** state- funded **EDUCATOR posts.**
Interviewer Instruction	**Please read out the text and explanations in FULL for the following questions. Please ensure that Educator Posts are understood as Post level 1 posts - and that it excludes the principal, deputy principal/s, HoDs and Grade R practitioners) posts. Record number and re- enter number in order to verify the numbers are correct.**

SCRIPTER		Numeric	Numeric verification
		Record number	Verify number
Q26	What is the number of **Educator** posts (that is Post Level 1) excluding principal, deputy principal/s, HoDs and Grade R practitioners) that have been **ALLOCATED** to the school by the Provincial Education Department.		
Q27	What is the number of **Educator** posts (that is Post Level 1) excluding principal, deputy principal/s, HoDs and Grade R practitioners) **occupied by PERMANENT employees?**		
Q28	Number of **Educator** posts (excluding principal, deputy principal/s, HoDs and Grade R practitioners) occupied by **TEMPORARY employees?**		
Q29	What is the number of **VACANT Educator** posts (excluding principal, deputy principal/s, HoDs and Grade R practitioners) posts i.e. where no one is occupying the post? Vacant posts are posts which are allocated to a school, but are not currently filled i.e. there is NO person in post. If someone is appointed as **acting** in the post, that post should be counted as **vacant** However, if someone is **employed on a temporary basis** against a post, that post should **NOT** be counted as vacant.		

SCRIPTER	**If Q6 = 1 (Grade R) show Q31, Q32 and Q33** **If Q6 ≠1 (Grade R is not selected in Q6) skip to Q35**
Q_TYPE	Numeric
Q31 – Q33	We are now going to ask about **state-funded GRADE R PRACTITIONER posts**. This includes **Grade R Practitioners and Grade R teachers who are state-employed.**
Interviewer Instruction	**For these questions Grade R practitioner includes Grade R teachers. Please read out the text and explanations in FULL for the following questions. Please make sure that Grade R practitioners or Grade R teachers who are funded by the SGB are excluded from this number. We will come to SGB funded educators later.**

SCRIPTER		Numeric
		Record number
Q31	What is the number of **state-funded Grade R practitioner** posts that have been **ALLOCATED** to the school by the Provincial Education Department?	

Q32	What is the number of **state-funded Grade R practitioner** posts occupied by **PERMANENT EMPLOYEES?**	
Q33	What is the number of **state-funded Grade R practitioner** posts occupied by **TEMPORARY EMPLOYEES?**	
Q34	What is the number of **VACANT state-funded Grade R practitioner** posts? Vacant posts are posts which are allocated to a school, but are not currently filled i.e. there is NO person in post. If someone is appointed as **acting** in the post, that post should be counted as **vacant** However, if someone is **employed on a temporary basis** against a post, that post should **NOT** be counted as vacant.	

SCRIPTER	**Show Q37 if Q6 = 1, 2, 3, or 4 (Grades R, 1, 2 or 3)**
Q_TYPE	**Numeric**
Q37	Now we would like to talk more about the **state-employed EDUCATOR POSTS (POST LEVEL 1)** THAT ARE **VACANT TODAY** for the **DIFFERENT PHASES.** How many state-employed educator posts are **vacant at your school in the FOUNDATION Phase?**
Interviewer Instruction	**Ask for day of visit. Record number and check that the number is correct.**

SCRIPTER		Numeric
Q37	How many state-employed educator posts are **vacant at your school in the FOUNDATION Phase?**	Record number

SCRIPTER	**Show Q39 if Q6 = 5, 6 or 7 (Grades 4, 5 or 6)**
Q_TYPE	**Numeric**
Q39	
Interviewer Instruction	**Ask for day of visit. Record number and check that the number is correct.**

SCRIPTER		Numeric
Q39	How many state-employed educator posts are **vacant at your school in the INTERMEDIATE Phase?**	Record number

SCRIPTER	**Show Q41 if Q6 = 8, 9 or 10 (Grades 7, 8 or 9)**
Q_TYPE	**Numeric**
Q41	How many state-employed educator posts are **vacant at your school in the SENIOR Phase?**
Interviewer Instruction	**Ask for day of visit. Record number and check that the number is correct.**

SCRIPTER		Numeric
Q41	How many state-employed educator posts are **vacant at your school in the SENIOR Phase?**	Record number

SCRIPTER	**Show Q43 if Q6 = 11, 12 or 13 (Grades 10, 11 or 12)** **Pipe in subjects that were mentioned by the principal in Q6a** **Each subject should have either a Yes or a No response code**
Q_TYPE	**Grid - Single select**
Q43	Does your school have state-employed teaching posts that are **vacant** (on the day of the visit) for the following subjects in the **FET Phase?**
Interviewer Instruction	**Read out each FET subject and select either Yes or No.**

	Scripter auto fill FET **subjects selected in Q6a**	Yes	No
		1	2
		1	2
		1	2
		1	2
		1	2
		1	2
		1	2
		1	2
		1	2
		1	2

SCRIPTER	**ASK ALL**
Q_TYPE	**Numeric**
Q45	How many **Educators does the SGB (School Governing Body) pay for** at the school **at this time?**
Interviewer Instruction	**Record the number of educators paid by the SGB on the day of the visit.**

SCRIPTER		Numeric
		Record number
Q45	Number of Educators that the **SGB (School Governing Body) pays for**	

SCRIPTER	**Ask All**
Q_TYPE	Single Select
Q74	Thank you for your response so far. **We are now moving on the next section where we will focus on facilities in the school.** Does your school have **access to the internet?**

A1	Yes	1
A2	No	2

SCRIPTER	Show if Q74 = 1
Q_TYPE	Grid - Single select
Q75	Is the Internet made available to………
Interviewer Instruction	**Read out each statement with all the response options.**

		A1	A2
		Yes	**No**
S1	Teachers	1	2
S2	Learners	1	2
S3	Administrative staff	1	2
S4	Other staff (ground staff)	1	2

SCRIPTER	Show if Q74 = 1
Q_TYPE	Single Select
Q76	To what extent do you use the internet (even if accessed through private means) for management related purposes?
	READ OUT

A1	Never	1
A2	Occasionally	2
A3	Often	3
A4	Always	4

SCRIPTER	**ASK ALL**
Q_TYPE	Information
Q77	The next set of questions will be about the **educator attendance register**. May I see the register please?
Interviewer Instruction	• Ask the principal for the educator attendance register and go through the register. • Check the **number of educators who have signed in today** • Check the **number of educators who have NOT signed** in today. • Q78 and 79 must be completed by the interviewer and must NOT be asked of the principal.

SCRIPTER	**Ask All**
Q_TYPE	Single Select

Q78	Interviewer: please indicate if ALL the educators signed the educator attendance register today?
Interviewer Instruction	**To be completed by interviewer – do not ask principal.**

A1	Yes	1
A2	No	2

SCRIPTER	Show if Q78 = 2
Q_TYPE	Numeric
Q79	Interviewer: please record the number of educators who **DID NOT SIGN** the Register for **TODAY?**
Interviewer Instruction	**To be completed by interviewer – do not ask principal.**

SCRIPTER		Numeric
		Record number
Q79	Number of Educators who DID NOT SIGN the Register TODAY	

SCRIPTER	Show if Q78 = 2 [Scripter: PIPE IN number from Q79]
Q_TYPE	Single Select
Q80	In the register, I notice that [Scripter: PIPE IN number from Q79] educators have not signed the register today. **Does this mean that these educators are absent today?**
	ASK PRINCIPAL

A1	Yes	1
A2	No	2

SCRIPTER	Show if Q78 = 2
Q_TYPE	Numeric
Q89 and Q90	
Interviewer Instruction	**Read out the questions below and record the number.**

Item		Enter number
Q89	How many educators are **away on official work** (e.g. visit to district office, training programme, meeting, collection of post, etc.)	
Q90	How many educators have **not signed in yet**, but **are at the school today**	

SCRIPTER	ASK ALL
Q_TYPE	Grid - Single select
Q110	Please indicate whether you agree, strongly agree, disagree or strongly disagree with the following statements about the SGB:
Interviewer Instruction	**Read out each statement with all the response options. Example** *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 – do you agree, strongly agree, disagree or strongly disagree with this statement?*

		A1	A2	A3	A4
		Strongly agree	**Agree**	**Disagree**	**Strongly disagree**
S1	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	1	2	3	4
S2	The SGB has supported the principal, educators and other staff of the school in the performance of their professional functions.	1	2	3	4
S3	The SGB has administered and controlled the school property, and buildings and grounds occupied by the school, including school hostels if applicable.	1	2	3	4
S4	The SGB has encouraged parents, learners, educators and other staff at the school to render voluntary services to the school.	1	2	3	4

SCRIPTER	ASK ALL
Q_TYPE	Single select
Q111a	When was the **current SGB ELECTED**? Indicate the YEAR.

A1	2022	1
A2	2021	2
A3	2020	3
A4	2019	4
A5	2018	5
A6	2017	6
A7	Other (please Specify)	7

SCRIPTER	ASK ALL
Q_TYPE	Single Select
Q111b	What procedure was followed to **ELECT** the current SGB?
Interviewer Instruction	**Read out each response option but do not read out OTHER**

A1	Mandated election with sufficient quorum	1
A2	Second meeting held	2
A3	No formal process	3
A4	Other	4

SCRIPTER	**ASK ALL** **If Q111a = 2021 (code 1) then cannot select A1 in Q111c**
Q_TYPE	Multi Select
Q111c	What challenges, if any, did you encounter in administering the mandated election in 2021?
Interviewer Instruction	**More than one response can be selected**

		Selected	Not Selected
A1	No challenges (not applicable if answer is 2021)	1	0
A2	COVID related challenges	1	0
A3	Minimum / lack of parent participation	1	0
A4	Moved election to 2022	1	0
A5	Did not know about the 2021 elections	1	0
A6	Other	1	0

SCRIPTER	**ASK ALL**
Q_TYPE	Numeric
Q113	Please indicate how many currently serving SGB members attended training in the following areas. Currently serving includes both newly elected and re-elected.
Interviewer Instruction	**If no SGB member attended training in a particular area record as zero (0)**

		A2	A1
		Record number of SGB members who attended training	**Don't Know**
Q114	Number of currently serving SGB members who attended Training in School Finance either before 2021 or in the last two years?		-9999
Q116	Number of currently serving SGB members attended who Training in School Governance either before 2021 or in the last two years?		-9999

SCRIPTER	ASK ALL
Q_TYPE	Single Select
Q117a	How was the functioning of the SGB affected by the Covid 19 pandemic?
Interviewer Instruction	**Read out each response option but do not read out OTHER**

A1	Did not meet regularly as usual	1
A2	Met regularly, but unable to fulfil some of the responsibilities	2
A3	Not impacted at all	3
A4	Other	4

SCRIPTER	ASK ALL
Q_TYPE	Information
	Thank you for your response so far. We are really progressing well. In the next section, we will focus on information regarding finances and budget allocation to this school and the financial management functions in terms of Section 21 of the South African Schools Act.

SCRIPTER	Ask All
Q_TYPE	Single Select
Q126	Does the school have **audited financial statements for 2021?**

A1	Yes	1
A2	No	2
A3	Don't Know	3

SCRIPTER	Show if Q126 = 2 or 3
Q_TYPE	Grid - Single select
Q127	You said the school does not have audited financial statements for 2021 - What are the reasons for this?
Interviewer Instruction	**Do not read the responses below.** **On the basis of any of the principal's response, please select YES if the reasons listed below are provided. If the response is not raised by the principal, please select NO.** **If other responses are given that are not listed below, please record this as "Other"**

		A1	A2	A3
		Yes	**No**	**Don't Know**
S1	The school did not know we had to do an audit.	1	2	3
S2	The school could not find an auditor	1	2	3
S3	The audit is not yet complete	1	2	3
S4	The school does not have funds to undertake an audit.	1	2	3
S5	The SGB did not appoint/authorise the appointment of an auditor	1	2	3
S6	The school follows an alternative verification process.	1	2	3
S7	Other	1	2	3

SCRIPTER	ASK ALL
Q_TYPE	Grid - Single select
Q128	Does the school…?
Interviewer Instruction	**Read out each statement with all the response options.**

		A1	A2
		Yes	**No**
S1	Does the school use public funds transferred to it by the Provincial Education Department **to maintain and improve the school's property, building(s) and grounds** occupied by the school (i.e. Section 21 **(a)** functions)?	1	2
S2	Does the school use public funds transferred to it by the Department to **purchase its own textbooks, educational materials or equipment for the school** (i.e. Section 21 **(c)** functions)?	1	2
S3	Does the school use public funds transferred to it by the Department to **pay for services (e.g. telephone, electricity, water, etc.)** provided to the school (i.e. Section 21 **(d)** functions)?	1	2

SCRIPTER	**ASK ALL**
Q_TYPE	Information
	We will now focus on the budget allocation for the **2021 school year**. After this we will then discuss the budget allocation for **current 2022 school year**.

SCRIPTER	ASK ALL
Q_TYPE	Single Select
Q129	Did you receive notification from the Provincial Education Department about your school's **INDICATIVE** budget allocation/ initial allocation for the **2021 school year?** And if so **WHEN** did you receive the **INDICATIVE** notification/ **initial allocation** letter?

A1	Yes - received the initial allocation letter **in 2020 for 2021 school year**	1
A2	Yes - received the indicative/initial allocation letter **in 2021 for the 2021 school year**	2
A3	No - did not receive the indicative allocation letter for 2021 school year	3
A4	Don't know	4

SCRIPTER	ASK ALL
Q_TYPE	Single Select
Q129a	Did you receive notification from the Provincial Education Department about your school's **FINAL** budget allocation for the **2021 school year?** And if so **WHEN** did you receive the final 2021 budget allocation notification?

A1	Yes, we received the final allocation letter in **2020 for 2021 school year**	1
A2	Yes, we received the final allocation letter in **2021 for 2021 school year**	2
A3	No, we did not receive the final allocation letter for 2021 school year.	3
A4	I don't know	4

SCRIPTER	ASK ALL
Q_TYPE	Single Select
Q131	Do you know what the stated allocation PER LEARNER was **for 2021**?

A1	No	1
A2	Yes	2

SCRIPTER	Show if Q131 = 1 Add a verification question
Q_TYPE	Numeric
Q132	What was the **PER LEARNER allocation** for **2021**?
Interviewer Instruction	Record Amount and re- enter amount in order to check that the amount is correct

	Record amount	Verify amount
PER LEARNER allocation for 2021		

SCRIPTER	**ASK ALL** If Q 128 S1=2 and S2=2 and S3 = 2 then Q132A should be autofilled as code 4 i.e. "Not applicable".
Q_TYPE	Single Select
Q132a	With respect to the actual transfer of funds to the school **in 2021**, which one of these apply?
Interviewer Instruction	**Read out each response option but do not read out OTHER** Please note this question will be autofilled as NOT APPLICABLE if the schools does not carry out any Section 21 functions in Q128.

A1	Less money than expected was transferred	1
A2	The expected amount of money was transferred	2
A3	More money than expected was transferred	3
A4	Not applicable	4
A5	Don't Know	5

SCRIPTER	**ASK ALL**
Q_TYPE	Single Select
Q132c	We will now focus on the **BUDGET ALLOCATION FOR THE CURRENT 2022 SCHOOL YEAR.** Did you receive notification from the Provincial Education Department about your school's **INDICATIVE** budget allocation/ initial allocation for the **2022 school year?** And if so **WHEN** did you receive the **INDICATIVE** notification/ **initial allocation** letter?
	Read out each response option but do not read out DON'T KNOW. **Don't know should only be selected if the respondent says they don't know or can't remember.**

A1	**YES** - received the initial allocation letter **in the 2021 school year**	1
A2	**YES -** received the indicative/initial allocation letter **in 2022 for the 2022 school year**	2
A3	**NO -** did not receive the indicative allocation letter for the 2022 school year	3
A4	Don't Know	4

SCRIPTER	**ASK ALL**
Q_TYPE	Single Select
Q132d	Did you receive notification from the Provincial Education Department about your school's **FINAL** budget allocation for the **2022 school year?** And if so **WHEN** did you receive the final 2022 budget allocation notification?

	Read out each response option but do not read out DON'T KNOW. **Don't know should only be selected if the respondent says they don't know or can't remember.**

A1	**YES** - received the final allocation letter in 2021 for 2022 school year	1
A2	**YES** - received the final allocation letter in 2022 for 2022 school year	2
A3	**NO** - did not receive the final allocation letter for 2022 school year	3
A4	Don't Know	4

SCRIPTER	ASK ALL
Q_TYPE	Single Select
Q135	Do you know what the **stated allocation PER LEARNER** is for **2022**?

A1	No	1
A2	Yes	2

SCRIPTER	Show if Q135 = 2
Q_TYPE	Numeric
Q136	What is the **PER LEARNER allocation** for **2022**?
Interviewer Instruction	Record Amount and re- enter amount in order to check that the amount is correct

	Record amount	Verify amount
PER LEARNER allocation for **2022**		

SCRIPTER	ASK ALL If Q 128 S1=2 and S2=2 and S3 = 2 then Q137 should be autofilled as code 4 i.e. "Not applicable".
Q_TYPE	Single Select
Q137	With respect to the actual transfer of funds to the school **in 2022**, which one of these apply?
Interviewer Instruction	**This question will be autofilled as NOT APPLICABLE if the schools does not carry out any Section 21 functions in Q128.**

A1	Less money than expected was transferred	1
A2	The expected amount of money was transferred	2
A3	More money than expected was transferred	3
A4	Not applicable	4
A5	Don't Know	5

SCRIPTER	ASK ALL If Q 128 S1=2 and S2=2 and S3 = 2 then Q138 should be autofilled as code 6 i.e. "Not applicable".
Q_TYPE	Single Select
Q138	With respect to the actual transfer of funds **for 2022** what PERCENTAGE of your allocation have you received to date?
Interviewer Instruction	**READ OUT OPTIONS** Please note this question will be autofilled as NOT APPLICABLE if the schools does not carry out any Section 21 functions in Q128.

A1	None received	1
A2	1 - 30% received	2
A3	31 - 50% received	3
A4	51 - 99% received	4
A5	100% received	5
A6	Not applicable	6

SCRIPTER	ASK ALL
Q_TYPE	Single Select
Q139	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 schools bank account for goods and services).

A1	Yes	1
A2	No	2

SCRIPTER	ASK ALL
Q_TYPE	Single Select
Q139a	In 2021, did the Provincial Education Department **purchase services** on behalf of the school in 2021? (I.e. where funds are not transferred to the schools bank account for goods and services).

A1	Yes	1
A2	No	2

SCRIPTER	ASK ALL
Q_TYPE	Grid - Single select
Q149	Please rate the efficiency of the **delivery of GOODS** by the Provincial Education Department **in 2021.** For each statement I read out I would like you to indicate if this is **never, occasionally, often or always.**
Interviewer Instruction	**Read out each statement with all the response options.** **Example:** *Goods are delivered on time - please indicate if this is never, occasionally, often, always or if it not applicable.* **If goods are not delivered to the school then select Not applicable**

		A1	A2	A3	A4	A5
		Never	**Occasionally**	**Often**	**Always**	**Not applicable**
S1	Goods are delivered on time	1	2	3	4	5

		A1	A2	A3	A4	A5
S2	Incorrect goods are delivered	1	2	3	4	5
S3	Insufficient number of goods are delivered	1	2	3	4	5
S4	No goods are delivered	1	2	3	4	5

SCRIPTER	ASK ALL
Q_TYPE	Grid - Single select
Q149a	Now I would like you to rate the efficiency of the **delivery of SERVICES** by the Provincial Education Department **in 2021.** For each statement I read out I would like you to indicate if this is **never, occasionally, often or always.**
Interviewer Instruction	**Read out each statement with all the response options.** **Example:** *Services are delivered on time - please indicate if this is never, occasionally, often, always or if it not applicable.* **If services are not delivered to the school then select Not applicable**

		A1	A2	A3	A4	A5
		Never	**Occasionally**	**Often**	**Always**	**Not applicable**
S1	Services are delivered on time	1	2	3	4	5
S2	Incorrect services are delivered	1	2	3	4	5
S3	Insufficient number of services are delivered	1	2	3	4	5
S4	No services are delivered	1	2	3	4	5

SCRIPTER	ASK ALL
Q_TYPE	Grid - Single select
Q150	Please indicate to what extent the following factors affect your ability to manage your school effectively? To a **large extent, to some extent or not at all?**
Interviewer Instruction	**Read out each statement with all the response options.** **Example:** *Please indicate to what extent "Restrictions placed by the Provincial Education Department "affect your ability to manage your school effectively? – is it to large extent, to some extent or not at all?*

		A1	A2	A3
		To a large extent	**To some extent**	**Not at all**
S1	Restrictions placed by the Provincial Education Department	1	2	3
S2	Late payment of budget allocation	1	2	3
S3	Non-payment of budget allocation	1	2	3

S4	Unclear information on what the school is entitled to	1	2	3

SCRIPTER	If Q6 = 1 (grade R) then show Q152, Q153, Q154, Q155, Q156, Q157, Q158, Q159, Q160 and Q161 If Q6 ≠ 1 (Grade R is not selected in Q6) then skip to Q167 HIDE Q151
Q_TYPE	Single Select
Q151	Does the school offer Grade R?

A1	Yes	1
A2	No	2

SCRIPTER	If Q6 = 1 (grade R) then show Q152, Q153, Q154, Q155, Q156, Q157, Q158, Q159, Q160 and Q161
Q_TYPE	Numeric
Q152 – Q155	Now I would like to ask you a few more questions about Grade R at your school.
Interviewer Instruction	Record Amount and re- enter amount in order to check that the amount is correct

SCRIPTER		Numeric	Numeric verification
		Record number	Verify number
Q152	How many Grade R **CLASSES** are offered at your school?		
Q153	How many Grade R **LEARNERS** are there in your school this year?		
Q155	How many Grade R **EDUCATORS** does the school have?		

SCRIPTER	If Q6 = 1 (grade R) then show Q156
Q_TYPE	Numeric
Q156	What is the total PER LEARNER annual fee / Donation charged for Grade R learners **in 2022**?
Interviewer Instruction	Here we are referring to the fees charged or donation that has to be made by a Grade R learner for the year. Please record the ANNUAL amount – not monthly fees - If monthly sum is provided ask what the amount is for the year.

SCRIPTER		Numeric	Numeric verification
		Record number	Verify number
Q156	Total PER LEARNER **annual fee / Donation charged for Grade R learners in 2022**		

SCRIPTER	If Q6 = 1 (grade R) then show Q157
Q_TYPE	Single Select
Q157	Does the school receive **separate funding** from the Provincial Education Department for Grade R?

A1	Yes	1
A2	No	2

SCRIPTER	If Q6 = 1 (grade R) and Q157=1 ask Q158
Q_TYPE	Single Select
Q158	Did the school receive notification from the Provincial Education Department about the **indicative amount of funding it would receive for Grade R in 2022?**

A1	Yes	1
A2	No	2

SCRIPTER	If Q6 = 1 (grade R) and Q157=1 ask Q159
Q_TYPE	Single Select
Q159	Do you know what the **stated PER LEARNER allocation** is for Grade R for 2022?

A1	Yes	1
A2	No	2

SCRIPTER	If Q6 = 1 (grade R) and Q159 =1 ask Q160
Q_TYPE	Numeric
Q160	What amount was allocated PER LEARNER for Grade R **in 2022**?
Interviewer Instruction	**Here we are referring to the amount per learner allocated by the Provincial DBE.**

SCRIPTER		Numeric	Numeric verification
		Record number	Verify number
Q160	Amount allocated PER LEARNER for Grade R in 2022		

SCRIPTER	If Q6 = 1 (grade R) and Q157=1 ask Q161
Q_TYPE	Single Select
Q161	With respect to the actual transfer of the subsidy for Grade R to the school **in 2022**, please choose one of the options provided.
Interviewer Instruction	**READ OUT OPTIONS**

A1	Less money than expected was transferred	1
A2	The expected amount of money was transferred	2
A3	More money than expected was transferred	3
A4	Not applicable	4

SCRIPTER	**ASK ALL**
Q_TYPE	Single Select
Q167	**Now we would like to discuss school visits from district officials for monitoring and support purposes.** 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.
	READ OUT OPTIONS

A1	0	1
A2	1	2
A3	2	3
A4	3-6	4
A5	7-12	5
A6	More than 12	6

SCRIPTER	ASK ALL
Q_TYPE	Single Select
Q167a	How many visits has the school received in the **2022 school year** from district officials for monitoring and support purposes?

A1	0	1
A2	1	2
A3	2	3
A4	3-6	4
A5	7-12	5
A6	More than 12	6

SCRIPTER	ASK ALL
Q_TYPE	Grid - Single select
Q168	Which of the following **persons/committees from the district/circuit office** came to visit the school during the **2022 school year**?
Interviewer Instruction	Read out each statement and record if Yes or No

		A1	A2
		Yes	**No**
S1	District director	1	2
S2	Circuit manager (Institutional)	1	2
S3	Curriculum /subject advisor	1	2
S13	Assessment coordinator/advisor	1	2
S4	Human Resource official (HR)	1	2
S5	Educator development official (i.e. officials responsible for professional development of educators, but who are not subject advisors)	1	2
S6	Finance official	1	2
S7	Supply chain official, e.g. asset management official (officials dealing with school furniture)	1	2
S8	Learning and Teaching Support Material (LTSM) coordinator or official (e.g. officials monitoring the ordering, management and retrieval of textbooks)	1	2
S9	ICT or e-learning official	1	2
S10	Health officials/school health programme	1	2
S11	Psychologists, therapists, district-based support team (DBST) / educational learning support officials /inclusive education specialists	1	2
S12	Other	1	2

SCRIPTER	Show only if S12 =1 (other) in Q168 ,
Q_TYPE	Open text
Q169	Please specify other:
Interviewer Instruction	**Please type in the exact words of the respondent**

SCRIPTER	**ASK ALL**
Q_TYPE	Information
Q170	Thank you again for the information. We are now moving on to discuss the support you received from the **District or Circuit office.**

SCRIPTER	**ASK ALL**
Q_TYPE	Grid - Single select
Q171	Now we would like to talk about compliance visits. Compliance visits include checking, which is defined as the systematic collection and recording of information in order to track progress towards the achievement of the objectives of an intervention, and identify the need for corrective action. Which of the following issues were addressed during visits by District or Circuit officials to **monitor compliance in 2022**?
Interviewer Instruction	**Read out each statement and record if Yes or No. Do not read out Don't Know option**

		A1	A2	A3
		Yes	**No**	**Don't Know (do not read out)**
S1	Checking educator assessment records	1	2	3
S2	Checking school infrastructure (including maintenance)	1	2	3
S3	Checking LTSM management (ordering, control and retrieval)	1	2	3
S4	Validation of SA-SAMS (or CMIS in Western Cape) information	1	2	3
S5	Checking HR matters (e.g. staff appointments, grievance matters)	1	2	3
S6	Checking for implementation of COVID Health and Safety protocols	1	2	3
S7	Checking for implementation of the School Reform Plan guidelines	1	2	3

SCRIPTER	ASK ALL
Q_TYPE	Grid - Single select
Q173	**Now we would like to talk about support visits. Support visits include visits for the purpose of orientation, providing interventions and developmental activities, done at the specific school.** Which of the following purposes were addressed during **support visits**?
Interviewer Instruction	**Read out each statement and record if Yes or No. Do not read out the DONT KNOW option**

		A1	A2	A3
		Yes	**No**	**Don't Know**
S1	Supporting educators in his/her class teaching	1	2	3
S2	Supporting and assisting principal in performing the duties of school principal	1	2	3
S3	Supporting and assisting HoDs	1	2	3
S4	Supporting of school-based support team (SBST)/institutional level support team (ILST) to identify learners experiencing learning barriers	1	2	3
S5	Supporting of school assessment	1	2	3
S6	Support with using SA-SAMS (or CMIS in Western Cape)	1	2	3

SCRIPTER	ASK ALL Auto fill Q173a with all the statements marked as "YES" (code 1) in Q173 Respondent can only select one of the statements.
Q_TYPE	Single select
Q173a	From the issues that you selected, which **ONE** was the most important?
Interviewer Instruction	**Read out statements and ask respondent to select the most important issue**

S1	Supporting educators in his/her class teaching	1
S2	Supporting and assisting principal in performing the duties of school principal	2
S3	Supporting and assisting HoDs	3
S4	Supporting of school-based support team (SBST)/institutional level support team (ILST) to identify learners experiencing learning barriers	4
S5	Supporting of school assessment	5
S6	Support with using SA-SAMS (or CMIS in Western Cape)	6

SCRIPTER	ASK ALL
Q_TYPE	Information
	The next set of questions explores how the visit of the District or Circuit official came about.

SCRIPTER	ASK ALL
Q_TYPE	Single Select
Q173c	Who initiated the visit to the school by the District or Circuit official?

A1	District/Circuit	1
A2	School	2

SCRIPTER	ASK ALL
Q_TYPE	Single Select
Q175	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.
	Read out each option

A1	Not satisfied	1
A2	Somewhat satisfied	2
A3	Satisfied	3
A4	Very satisfied	4

SCRIPTER	ASK ALL
Q_TYPE	Single Select
Q177	Please select the **most important improvement** that need to be made at the district level to better support schools.
Interviewer Instruction	**Read out each option**

A1	More staff at the district (or circuit) office.	1
A2	Better training of district officials	2
A3	A better attitude amongst district officials	3
A4	Better organization / planning amongst district officials	4

SCRIPTER	ASK ALL
Q_TYPE	Single Select
Q177a	Has your school been identified as an underperforming schools by the PED (Provincial Education Department) in the last two years?

A1	Yes	1
A2	No	2
A3	Don't Know	3

SCRIPTER	**ASK ALL**
Q_TYPE	Single Select
Q178	Does the school use the **SA-SAMS system?**

A1	No	1
A2	Yes	2

SCRIPTER	Show if Q178=2
Q_TYPE	Grid - Single select
Q179	Does the school use the SA-SAMS system for the following purposes?
Interviewer Instruction	**Read out each statement and record if Yes or No.** **Do not read out the DONT KNOW option**

		A1	A2	A3
		Yes	**No**	**Don't Know**
S1	Learner registration and records	1	2	3
S2	Recording and reporting	1	2	3
S3	Financial managements	1	2	3
S4	Human Resources Management assessment	1	2	3

SCRIPTER	Ask All
Q_TYPE	Single Select
Q180	Does the school use management software other than the SA-SAMS?

A1	No	1
A2	Yes	2

SCRIPTER	Show if Q178 = 2
Q_TYPE	Single Select
Q181a	How do you submit information for SA-SAMS to the District/Department?

A1	Online (upload to a directory)	1
A2	On CD or on a USB flash-drive / memory stick	2
A3	Via email	3

SCRIPTER	ASK ALL
Q_TYPE	Information
Q184	"Thank you, Sir/Madam, – We are making good progress." In the next section, we are going to discuss your views about **ASSESSMENT AND EXAMINATIONS.**

SCRIPTER	ASK ALL
Q_TYPE	Grid - Single select
Q185	I am going to read out some statements about tests and assessments and I would like you to indicate if you agree, strongly agree, disagree or strongly disagree with the statements.
Interviewer Instruction	**Read out each statement and ask – do you agree, strongly agree, disagree or strongly disagree?** **EXAMPLE:** *Information from the National tests can help teachers improve their teaching practices – do you agree, strongly agree, disagree or strongly disagree.* **NB. Please note that S1 & S2 must be read out together before selecting a response i.e. National tests for ALL learners in ALL grades will provide useful information to schools or National tests for ALL learners in SOME grades will provide useful information to schools**

		A1	A2	A3	A4
		Strongly agree	**Agree**	**Disagree**	**Strongly disagree**
S1	National tests for ALL learners in ALL grades will provide useful information to schools	1	2	3	4
S2	National tests for ALL learners in SOME will provide useful information to schools	1	2	3	4
S3	It is important for school principals to be able to compare their schools' performance in tests with that of other schools	1	2	3	4
S4	Information from the National tests can help teachers improve their teaching practices	1	2	3	4
S5	Information from the National tests can help parents understand what their children are learning	1	2	3	4
S9	Diagnostic assessments should be provided by the DBE to assist teachers to identify learners' gaps	1	2	3	4

SCRIPTER	ASK ALL
Q_TYPE	Information
Q195	In the next section, we are going to discuss **COMMON EXAMINATIONS**. Common Examinations refers to examinations similar to the Matric exams, which are provided by the District or Province, These exams are written by all learners **in selected grades** and subjects and are also **used by schools for promotion purposes**

SCRIPTER	ASK ALL
Q_TYPE	Single Select
Q196	Has your school participated in common examinations **other than Grade 12?**

A1	No	1
A2	Yes	2

SCRIPTER	Ask if Q196 = 2 Pipe in grades from Q6
Q_TYPE	Multiple Select
Q196A	In which **GRADES** have **common examinations** been administered in your school?

		select	Not Selected
A1	Grade R	1	0
A2	Grade 1	1	0
A3	Grade 2	1	0
A4	Grade 3	1	0
A5	Grade 4	1	0
A6	Grade 5	1	0
A7	Grade 6	1	0
A8	Grade 7	1	0
A9	Grade 8	1	0
A10	Grade 9	1	0
A11	Grade 10	1	0
A12	Grade 11	1	0
A13	Grade 12	1	0

SCRIPTER	Ask if Q196 = 2
Q_TYPE	Multiple Select
Q197	In which of the following periods were these exams conducted?
	READ OUT

A1	Mid-year 2021	**select**	**Not Selected**
A2	End of year 2021	1	0
A3	Mid-year 2022	1	0

SCRIPTER	Ask if Q196 = 2
Q_TYPE	Single Select
Q198	How useful are the common examinations for your school?
Interviewer Instruction	READ OUT

A1	Not useful	1
A2	Somewhat useful	2
A3	Useful	3
A4	Very useful	4

SCRIPTER	Ask if Q196 = 2
Q_TYPE	Single select
Q199	Does your school plan to participate in the **end of year common examinations in 2022?**

A1	No	1
A2	Yes	2

SCRIPTER	ASK ALL
Q_TYPE	Information
Q200	In the next section, we are going to discuss YOUR VIEWS about **PROVINCIAL, NATIONAL AND INTERNATIONAL ASSESSMENTS.** These assessments refer to testing of learners, similar to the ANAs, conducted by the Department (either the Province or National, to monitor learners' performance. Usually, these assessments do not count for the learner's final marks – similar to the ANAs.

SCRIPTER	ASK ALL
Q_TYPE	Grid - Single select
Q201	How useful do you think the following programmes are for improving education in South Africa? For each program I read out please indicate if you think it's very useful, useful, of some use, or of no use.
Interviewer Instruction	**Read out each statement with all the response options.** **Example: *National Assessments (Systemic Evaluations), would you say it is very useful, useful, of some use, or of no use.* if the program is not relevant to the school then mark under A5 or if it is unknown to the respondent mark under A6.**

		A1	A2	A3	A4	A5	A6
		Very useful	**Useful**	**Of some use**	**Of no use**	**Not relevant for my School**	**Unknown to me**
S1	National Assessments (Systemic Evaluations)	1	2	3	4	5	6
S2	Provincial assessments	1	2	3	4	5	6
S3	Trends in International Maths and Science Study (TIMSS)	1	2	3	4	5	6
S4	Progress in International Reading Literacy Study (PIRLS)	1	2	3	4	5	6
S5	Southern African Consortium for Monitoring Education Quality (SACMEQ)	1	2	3	4	5	6

SCRIPTER	ASK ALL
Q_TYPE	Information
Q202	Now we would to discuss YOUR VIEWS about **NATIONAL EXAMINATIONS**. National Examinations refers to examinations similar to the Matric exams. These exams are provided by the National or Department of Education and can be used by schools for promotion purposes. Please note that at the moment we do not have these National Examinations for any other grade besides Matric/Grade 12.

SCRIPTER	ASK ALL
Q_TYPE	Grid - Single select
Q203	Please indicate whether you agree, strongly agree, disagree or strongly disagree with the following statements regarding **national examinations?**
Interviewer Instruction	**Read out each statement and ask – do you agree, strongly agree, disagree or strongly disagree?** **EXAMPLE:** *Introducing a national examination in Grade 9 for promotion purposes is a good idea – do you agree, strongly agree, disagree or strongly disagree.*

		A1	A2	A3	A4
		Strongly agree	**Agree**	**Disagree**	**Strongly disagree**
S1	Introducing a national examination in **Grade 9** for **promotion purposes** is a good idea	1	2	3	4
S10	Introducing a national examination in **Grade 9** for **diagnostic purposes** is a good idea	1	2	3	4
S13	Introducing a national examination in **Grade 9** for **providing information to select subjects in Grade 10** is a good idea	1	2	3	4
S2	Introducing a national examination in **Grade 6** for **promotion purposes** is a good idea	1	2	3	4
S11	Introducing a national examination in **Grade 6** for **diagnostic purposes** is a good idea	1	2	3	4
S3	Introducing a national **READING assessment in Grade 3 for diagnostic purposes** is a good idea	1	2	3	4
S12	Introducing a national **NUMERACY assessment in Grade 3** for **diagnostic purposes** is a good idea	1	2	3	4
S7	Results of national examination should be used to hold **individual teachers accountable for learner performance**	1	2	3	4
S8	National examination results should be used to **compare schools**	1	2	3	4
S9	Results from national examinations/tests should be used to **provide parents with information about school performance**	1	2	3	4

SCRIPTER	Ask All
Q_TYPE	Single select
Q204	Does your school have a **Professional Learning Community (PLC)?**
	Do not explain what a Professional Learning Community (PLC) is. A school will know whether they have a PLC or not. If the respondent does not know then mark as DON'T KNOW

A1	No	1
A2	Yes	2
A3	Do not know	99

SCRIPTER	Ask if Q204=2
Q_TYPE	Multi Select
Q205	How is the Professional Learning Community (PLC) composed?
	READ OUT

		Selected	Not Selected
A1	By phase	1	0
A2	By subject	1	0
A3	By grade	1	0
A4	Don't Know	1	0
A5	Other: please specify	1	0

SCRIPTER	Ask if Q204=2
Q_TYPE	Single select
Q206	How often does the Professional Learning Community (PLC) meet?
	READ OUT

A1	Every week	1
A2	Every two weeks	2
A3	Once monthly	3
A4	Don't Know	4

SCRIPTER	Ask if Q204=2
Q_TYPE	Single select
Q207	How often do you participate in these PLC meetings?

	READ OUT

A1	Never	1
A2	Occasionally	2
A3	Often	3
A4	Always	4

SCRIPTER	Ask All
Q_TYPE	Single select
Q207a	Does your school / educators participate in any other Professional Learning Community (PLC meetings involving other schools)?

A1	No	1
A2	Yes	2

SCRIPTER	Ask if Q207A =2
Q_TYPE	Single select
Q207b	**In 2022**, how many Professional Learning Community (PLC) meetings involving other schools, did your school / educators attend?

1	
2	
3	
4	
5	
6	
7	
8	
9	
10 or more	

SCRIPTER	SHOW ALL
Q_TYPE	Information
Q208	In this section we going to discuss **professional development activities for 2022. Professional development** refers to activities that develop an educator's skills and expertise as an educator.

SCRIPTER	Ask All
Q_TYPE	Single select
Q209	Did you participate in any in **SELF-INITIATED** professional development activities in **2022**? **By Self-initiated** we are referring to professional development activities initiated by yourself to further enhance your own development as an educator, for example reading new books, or initiating discussion groups with other educators; developing learning materials; participating in professional associations.
	READ THE QUESTION AND EXPLANATION IN FULL

A1	No	1
A2	Yes	2

SCRIPTER	Ask if Q209=2
Q_TYPE	Numeric
Q210	What is the Estimated number of hours you spent on **SELF-INITIATED** professional development activities in **2022**?
Interviewer Instruction	**Ask Principal to estimate the hours.**

SCRIPTER		Numeric	
		Record number	
Q210	Number of hours		

SCRIPTER	Ask All
Q_TYPE	Single select
Q212	Did you participate in any **SCHOOL-INITIATED** professional development activities in **2022**? **School-initiated professional development** refers to activities initiated **by your school** to further enhance your own development as an educator. Activities could include participating in school workshops on curriculum, teaching, assessment, classroom management or management in general. professional learning community meetings; attending cluster meetings,
	READ THE QUESTION AND EXPLANATION IN FULL

A1	No	1
A2	Yes	2

SCRIPTER	Show if Q212 = 2
Q_TYPE	Numeric
Q213	What were the Estimated number of hours you spent on **SCHOOL-INITIATED** professional development activities in **2022**?
Interviewer Instruction	**Ask Principal to estimate the hours.**

SCRIPTER		Numeric
		Record number
Q213	Number of hours	

SCRIPTER	Ask All
Q_TYPE	Single select
Q215	Now we would like to talk about **Externally initiated professional development activities.** **Externally initiated professional development activities refers** to activities initiated by the Provincial Education Department, District Offices, the National Department of Basic Education, the union, or a professional association to further enhance your own development as an educator. Did you participate in professional development activities provided by **the DBE (district / province / national) in 2022?**
	READ THE QUESTION AND EXPLANATION IN FULL

A1	No	1
A2	Yes	2

SCRIPTER	Show if Q215 = 2
Q_TYPE	Numeric
Q216	What were the Estimated number of hours you spent on professional development activities provided by **the DBE (district / province / national) in 2022?**
Interviewer Instruction	**Ask Principal to estimate the hours.**

SCRIPTER		Numeric
		Record number
Q216	Number of hours	

SCRIPTER	Ask All
Q_TYPE	Single select
Q218	Did you participate in professional development activities provided by the **unions/professional associations** in 2022?

A1	No	1
A2	Yes	2

SCRIPTER	Show if Q218 = 2
Q_TYPE	Numeric
Q219	What were the Estimated number of hours you spent on professional development activities **provided by the unions/professional associations** in 2022?
Interviewer Instruction	**Ask Principal to estimate the hours.**

SCRIPTER		Numeric
		Record number
Q219	Number of hours	

SCRIPTER	Ask All
Q_TYPE	Single select
Q221	Did you participate in professional development activities **provided by other institutions in 2022 (e.g. Universities, NGOs)?**

A1	No	1
A2	Yes	2

SCRIPTER	Show if Q221 = 2
Q_TYPE	Numeric
Q222	What were the Estimated number of hours you spent on professional development activities **provided by other institutions in 2022 (e.g. Universities, NGOs)?**
Interviewer Instruction	**Ask Principal to estimate the hours.**

SCRIPTER		Numeric
		Record number
Q222	Number of hours	

SCRIPTER	**Ask All**
Q_TYPE	Single select
Q223a	Which **ONE** of the different types of professional development activities (Self-initiated, School initiated, Externally initiated) did you find the **MOST USEFUL**?
	READ OUT

A1	Self-initiated	1
A2	School initiated	2
A3	Externally initiated	3

SCRIPTER	Ask All
Q_TYPE	Grid - Single select
Q224	**In 2022**, approximately how much time have you spent on Professional Development during……
Interviewer Instruction	Read out each statement with the response options.

		A1	A2	A3	A4
		0 days	**1 day**	**2-5 days**	**More than 5 days**
S1	School holidays/weekends/after school hours	1	2	3	4
S2	During school hours	1	2	3	4

SCRIPTER	Ask All
Q_TYPE	Single select
Q225	Have you received any **TRAINING ON IDENTIFYING / SUPPORTING LEARNERS EXPERIENCING LEARNING BARRIERS**?

A1	No	1
A2	Yes	2

SCRIPTER	Ask All
Q_TYPE	A4 must be a text box
SCRIPTER	Single select
Q226	How MANY **professional development points** do you currently have?

A1	Have not applied	1
A2	Don't know	2
A3	Am waiting for SACE response	3
A4	Write in number of points	4

SCRIPTER	**Q226 B and Q226 C are asked only of schools which offer Foundation Phase (GRADE R, 1, 2 or 3) and/or Intermediate phases (Grades 4, 5 or 6)** **If Q6 = 1, 2, 3, 4, 5, 6 or 7 (GRADE R, 1, 2, 3, 4, 5 or 6) ask Q226b**
Q_TYPE	Single select
Q226b	I am now going to ask you about **professional development opportunities for teachers** at your school. In which of the following areas does your school require the most amount of professional development?
Interviewer Instruction	**Read out each option and ask respondent to select one**

A1	Foundation Phase Language	1
A2	Foundation Phase Numeracy	2
A3	Intermediate Phase Language	3
A4	Intermediate Phase Mathematics	4

SCRIPTER	If Q6 = 1, 2, 3, 4, 5, 6 or 7 (GRADE R, 1, 2, 3, 4, 5 or 6) ask Q226C
Q_TYPE	Single select
Q226c	In which of the following areas does teachers at your school participate most frequently?
Interviewer Instruction	**Read out each option and ask respondent to select one**

A1	Foundation Phase Language	1
A2	Foundation Phase Numeracy	2
A3	Intermediate Phase Language	3
A4	Intermediate Phase Mathematics	4

SCRIPTER	Ask All
Q_TYPE	Single select and Numeric
Q227	We will now focus on questions relating to **Educator and General Assistants that schools could employ as part of the Presidential Youth Employment Initiative (PYEI).** 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)?

A1	Yes	1
A2	No	2

SCRIPTER	Ask if Q227=1
Q_TYPE	Grid | Numeric per category
Q228 – 230	
Interviewer Instruction	**Number of males and females must add up to total number of General and Education Assistants CURRENTLY employed in the school**

Q228	What is the **total number** of General Schools Assistants and Education Assistants **CURRENTLY** employed in your school in 2022?	**record number**
Q229	How many of them are **MALES**	Numeric ranging from 0
Q230	How many of them are **FEMALES**	Numeric ranging from 0
		Q229 + Q230 must be = Q228

SCRIPTER	Ask if Q227=1
Q_TYPE	Grid | Numeric per category
Q231 – Q233	Please provide the **total number of** people with disabilities employed by the school. And how many of them are **males** and how many are **females.**
Interviewer Instruction	**Disability refers to any physical or mental disabilities.** **The number of males and females must add up to total number of People with Disabilities employed as Education/General School Assistants at the in 2022?**

		record number
Q231	How many **people with disabilities** are employed as Education/General School Assistants at your school as part of the PYEI in **2022?**	Numeric ranging from 0 S1 can be = or < than Q228
Q232	How many **people with disabilities** are employed as Education/General School Assistants are **Males**	Numeric ranging from 0
Q233	How many **people with disabilities** are employed as Education/General School Assistants are **Females**	Numeric ranging from 0
		Q232 + Q233 must be = Q231

SCRIPTER	Ask if Q227=1
Q_TYPE	Grid | Numeric per category
Q234	How many of the following assistants are **CURRENTLY** employed in your school as part of the PYEI **(in 2022)?**
Interviewer Instruction	**Read out and record number next to each category**

		Numeric ranging from 0 (if none per category)
		record number
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	

SCRIPTER	Ask if Q227=1
Q_TYPE	Single Select
Q237	In the past two years (from December 2020), were the number of assistants that your school received too few, too many or just enough?

A 1	Too many	1
A 2	Too few	2
A 3	Just about enough	3

SCRIPTER	ASK ALL
Q_TYPE	Single select
Q238	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?
	READ OUT

A1	Yes	1
A2	No	2

SCRIPTER	Ask Q240 if Q6 = 1, 2, 3, 4, 5, 6, 7 or 8 (Grades R, 1, 2, 3, 4, 5, 6 or 7)
Q_TYPE	Grid - Single select
Q240	We will now focus on questions relating to **Reading. For each statement I read out please indicate if this is Excellent, good or poor.**
Interviewer Instruction	**Read out each statement with all the response options.** **Example: *How would you rate the quality of reading instruction methods used by the teachers at your school? Excellent, good or poor.***

		A1	A2	A3	A4
		Excellent	**Good**	**Poor**	**Very poor**
S1	How would you rate the quality of reading instruction methods used by the teachers at your school?	1	2	3	4
S2	How would you rate the reading abilities of the learners at your school?	1	2	3	4

SCRIPTER	Q249 to Q253 are asked only of schools that offer FET Phase (i.e. Grades 10, 11 or 12).

SCRIPTER	
Q_TYPE	Single select
Q249	**We will now focus on questions relating to the subject, History, and the Decolonisation of the History Curriculum.** Does your school provide History as a subject at the **FET phase?**

A1	Yes	1
A2	No	2

SCRIPTER	
Q_TYPE	Numeric ranging from 0 (if none per Grade)
Q250	How many **learners at your school,** are enrolled to study History in Grade 10, 11 and 12?
Interviewer Instruction	**Read out each grade and record number of leaners** **Put in a Zero (0) if there is none in a grade**

		record number of learners
S1	Grade 10	
S2	Grade 11	
S3	Grade 12	

SCRIPTER	
Q251	How many **qualified History teachers** does your school have available to teach **HISTORY?**

		record number
	Number of qualified History teachers	

SCRIPTER	
Q252	Do you think History should be a **compulsory subject for Grades 10 to 12?**
	READ OUT

A1	Yes	1
A2	No	2

SCRIPTER	Ask Q253 if Q6 = 11, 12, or 13 (Grades 10, 11 or 12)
Q_TYPE	Single select
Q253	Which **ONE** of the following changes do YOU think would be most beneficial for South African education?
	READ OUT

A1	Making history compulsory as a subject for all learners	1
A2	Revising the content of the current history curriculum	2
A3	Increasing the use of African languages as languages of instruction beyond the Foundation Phase	3

SCRIPTER	**ASK ALL**
Q_TYPE	Single Select
Q254	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?

A3	Agree	3
A2	Strongly Agree	2
A4	Disagree	4
A5	Strongly Disagree	5
A1	I am not aware of this debate	1

SCRIPTER	**ASK ALL**
Q. TYPE	Information
	We will now focus on questions relating to Assessment and the use of assessment results

SCRIPTER	
Q_TYPE	Single Select
Q255	What **learner assessment data** do YOU as a principal **use MOST for monitoring learner performance at your school?**
Interviewer Instruction	**Read out and ask respondent to select one option.**

A 1	Class tests	1
A 2	End of term tests	2
A 3	June and end of year exams	3
A 4	Common exams provided by the District	4
A 5	Other assessment changes (please specify)	5
A6	Do not use assessment data	6

SCRIPTER	Ask All
Q_TYPE	Grid | Single Select
Q256	How often do you use assessment data for the following purposes? Please indicate if you never, seldom, sometimes or often use it.
	Example: For reporting to the District – do you never, seldom, sometimes or often use assessment data for this purpose.

		A1	A2	A3	A4	A5
		Does not apply	**Never use**	**Seldom**	**Sometimes**	**Often**
S1	For reporting to the District	1	2	3	4	5
S2	For reporting to parents	1	2	3	4	5
S3	To identify learner strengths and weaknesses	1	2	3	4	5
S 4	To improve teaching in the school	1	2	3	4	5
S 5	Other purposes (please specify)	1	2	3	4	5

SCRIPTER	Ask All
Q_TYPE	Single Select
Q257	Which ONE of the following do you use **MOST OFTEN** to ANALYSE learner data at your school?
Interviewer Instruction	**Read out each response and select one**

S1	I analyse the marks manually (using a calculator)	1	
S2	I analyse marks on Excel	2	
S 5	I use SA-SAMS (CMIS for Western Cape)	3	
S6	I use the Data Driven District (DDD) Dashboard	4	

SCRIPTER (do not show to interviewer)	Show a pic of the National Assessment Circular **02 of 2020** front page

SCRIPTER	Ask All
Q_TYPE	Single select
Q258	

	Did your school receive the **National Assessment Circular 02 of 2020** in which the **Assessment for Learning strategy** is listed?

A1	Yes	1
A2	No	2

SCRIPTER	**Ask All**
Q_TYPE	Single select
Q259	Are your teachers equipped to apply the **AFL (Assessment for Learning) strategy**?

A1	Not sure/Do not know	1
A2	Not equipped	2
A3	Somewhat equipped	3
A4	Fully equipped	4

SCRIPTER	**Ask All**
Q_TYPE	Single Select
Q260	Would teachers in your school need any support to implement this new Assessment for Learning (AFL) Pedagogical strategy?
	READ OUT

A1	Most of them	1
A2	Some of them	2
A3	None of them	3

SCRIPTER	Ask All
Q_TYPE	Grid – Single Select
Q261	Please indicate how the following assessment changes, implemented over the last **FIVE** years, have affected teaching in your school. Let's start with **'Cancelling exams'** – did it make teaching in your school easier, difficult or did it make no difference?
Interviewer Instruction	**Read out each statement and repeat the response option scale. Do not read out DOES NOT APPLY but select where relevant.**

		A1	A2	A3	A4
	ASSESSMENT CHANGES	**Does not apply**	**Made little or no difference**	**Made teaching easier**	**Made teaching difficult**
S1	Cancelling exams	1	2	3	4
S2	Decreasing the number of formal assessments	1	2	3	4
S3	Policy on condoning learners (promoting learners to the next grade)	1	2	3	4
S4	The new formative assessment guidelines provided by the DBE – National Assessment Circular 03 of 2020	1	2	3	4
S5	Other assessment changes (please specify)	1	2	3	4

SCRIPTER (do not show to interviewer)	Show a pic of the National Assessment Circular **03 of 2020** in which the Formative Assessment guidelines are listed.

SCRIPTER	Ask All
Q_TYPE	Single select
Q262	Did your school receive the National Assessment Circular **03 of 2020** in which the **Formative Assessment guidelines** are listed?

A1	Yes	1
A2	No	2

Q262a	In your view, which **ONE** of the following indicates the purpose of Formative Assessment?
Interviewer Instruction	**READ OUT THE RESPONSES**

S1	To improve the formal assessments in schools	1
S2	To improve learning and teaching during lessons	2
S 5	To improve planning process of teachers	3
S6	To improve monitoring of teachers' lessons	4

SCRIPTER	ASK ALL
Q_TYPE	Grid - Single Select
Q263	Please share your views regarding the following statements on **Formative Assessment** …
Interviewer Instruction	**Read out each statement with all the response options. Single answer per statement**

		A1	A2	A3	A4
		Agree/yes	**Unsure**	**Disagree/No**	**Do not know**
S1	I have read the National Assessment Circular 03 of 2020 in which the formative assessment guidelines are listed	1	2	3	4
S2	The formative assessment guidelines are easy to understand	1	2	3	4

SCRIPTER	ASK ALL
Q_TYPE	Single select
Q264	Did teachers at your school receive any support with **implementing the Formative Assessment guidelines?**

A1	Yes	1
A2	No	2

SCRIPTER	Ask if Q264 = 1
Q_TYPE	Multi select
Q265	Who provided the training supporting the implementation of **Formative Assessment?**

		Selected	Not Selected
A1	The Department of Basic Education (DBE) or Provincial Education Department	1	0
A2	The district office	1	0
A3	Teacher unions	1	0
A4	The school (i.e. the principal or SMT)	1	0

A5	The HoDs	1	0
A6	Other Teachers	1	0
A7	Other, (Please specify)	1	0

SCRIPTER	Ask all
Q_TYPE	Single select
Q266	Please indicate if teachers in your school need additional support to implement the Formative Assessment guidelines. Would you say ….?

A4	They need a great deal of support	4
A3	They need some support	3
A2	They do not need any support	2
A1	Don't know **(do not read out)**	1

SCRIPTER	Ask All
Q_TYPE	Grid - Single Select
Q267	Please share your views regarding Test / exam (School based assessment) results
Interviewer Instruction	Read out 'Test / exam (School based assessment) results should be used' - before each statement. **Example: Test / exam (School based assessment) results should be used…….** *to hold the SCHOOL responsible for learner performance.*

		A1	A2
		Yes	**No**
S1	To hold the SCHOOL responsible for learner performance	1	2
S2	To hold INDIVIDUAL TEACHERS responsible for learner performance	1	2
S3	To COMPARE school performance	1	2
S4	By PARENTS to select schools for their children	1	2
S5	To REWARD the SCHOOL	1	2
S6	To REWARD INDIVIDUAL TEACHERS	1	2
S7	By District/ Subject Advisors to monitor performance of teachers/schools	1	2
S8	By Districts/ Subject Advisors to SUPPORT teachers/schools	1	2
S9	Test / exam (School based assessment) results should be made available to the public	1	2

SCRIPTER	Ask All
Q_TYPE	Grid - Single Select
Q268	Please share your views regarding the use of **Grade 12 (Matric) results.** In your view should **Grade 12 (Matric) results** be used ………..

		A1	A2
		Yes	**No**
S1	To hold the SCHOOL responsible for learner performance	1	2
S2	To hold INDIVIDUAL TEACHERS responsible for learner performance	1	2
S3	To COMPARE school performance	1	2
S4	By PARENTS to select schools for their children	1	2
S5	To REWARD the SCHOOL	1	2
S6	To REWARD INDIVIDUAL TEACHERS	1	2
S7	By District/ Subject Advisors to monitor performance of teachers/schools	1	2
S8	By Districts/ Subject Advisors to SUPPORT teachers/schools	1	2
S9	Grade 12 (Matric) results should be made available to the public	1	2

SCRIPTER	Ask All
Q_TYPE	Single select
Q269	How often, if ever, does the District use the **school-based assessment (SBA)** to **make comparisons of learning outcomes at your school with those of other schools?**

A2	Never	2
A3	Sometimes	3
A4	Often	4
A1	Don't know	1

SCRIPTER	Ask ALL
Q_TYPE	Grid – Single Select
Q270	Now we would like to know what **emphasis the District places on the use of the SBA results for the following.**
Interviewer Instruction	Read out each statement with all the response options.

		A1	A2	A3	A4
	Please indicate if the District places **a lot of emphasis, some emphasis, a little emphasis or no emphasis on the use of the SBA results ………**	**No emphasis**	**A little emphasis**	**Some emphasis**	**Lot of emphasis**
S1	To monitor the performance of learners	1	2	3	4
S2	To check if the SCHOOL is underperforming	1	2	3	4
S3	To check if TEACHERS are underperforming	1	2	3	4
S4	To identify what support teachers need to address learners' learning needs	1	2	3	4
S5	To ensure that teachers focus on improving learner marks	1	2	3	4

SCRIPTER	Ask All
Q_TYPE	Single select
Q271	Do you believe that the District needs better data to monitor learning outcomes in your school?

A1	Yes	1
A2	No	2

SCRIPTER	Ask All
Q_TYPE	Grid - Single Select
Q272	How would you rate the following options for improving the current system for monitoring the performance of schools? Very important, important, somewhat important or not important.
Interviewer Instruction	**Read out each statement with all the response options.**

		A1	A2	A3	A4	A5
		Very Important	**Important**	**Somewhat Important**	**Not Important**	**Don't know**
S1	More external assessment by DBE	1	2	3	4	5
S2	Improve moderation of current SBA	1	2	3	4	5

SCRIPTER	Ask All
Q_TYPE	Information
	We will now focus on questions relating to Learning Losses and DBE Recovery Plan Measures during the COVID-19 pandemic

SCRIPTER	Ask All
Q_TYPE	Single select
Q273	At the **CURRENT TIM**E, are **ALL** learners in **ALL** grades allowed to attend classes every day of the week at your school.

A1	Yes	1
A2	No	2

SCRIPTER	Ask All A7 text box
Q_TYPE	**SINGLE** Select
Q274	Please indicate which **Rotation format** was used **PRIMARILY** in your school in **2021** (please exclude Grade 7 and/or Grade 12)?
Interviewer Instruction	**Grade 7 and Grade 12 are excluded as the policy was all Grade 7 and 12 learners should be exempt from rotation. Thus the rotation format did not impact learners in Grade 7 and 12.**

A1	No rotation was implemented, all learners in all grade's attended classes on a regular basis	1
A2	Learners attend every alternate day	**2**
A3	Learners attend every alternate week	3
A4	Learners attend every alternate TWO weeks	4
A5	Learners from different grades attend on different days	5
A6	Learners attend in shifts / platoon system (morning and afternoon)	6
A7	Other approach – please specify	7

SCRIPTER	Ask All
Q_TYPE	Single select
Q275	Have you received a copy of the **DBE School Recovery Plan?**

A1	Yes	1
A2	No	2

SCRIPTER	Ask All
Q_TYPE	Single select
Q276	Please indicate how the approach of extending the School Recovery Plan over a three-year period will affect teaching at your school?
Interviewer Instruction	**Read out**

A2	Will make little or no difference	2
A3	Will make teaching easier	3
A 4	Will make teaching more difficult	4

SCRIPTER	Ask All
Q_TYPE	Grid - Single select for each statement in Q227A Single select for each statement in Q227B
Q277 A and B	Please indicate if the following **teaching -related issues occurred at your school during 2021. If so, what was the impact on teaching at your school?** Did it make teaching easier or more difficult or did it not make little/no difference?
Interviewer Instruction	**Read out each statement with all the response options.**

		A1	A2		A1	A2	A3
Q277A	Please indicate if the following **TEACHER RELATED issues occurred at your school during 2021**?				Q277B **What the impact of …………on teaching**?		
		Yes	**NO**		**Made little or no difference**	**Made teaching easier**	**Made teaching difficult**
S10	Teachers worked together more often	1	2		1	2	3
S11	Teachers had to teach smaller classes	1	2		1	2	3
S17	Teachers had to teach different subjects	1	2		1	2	3
S18	Teachers had to teach different grades	1	2		1	2	3
S8	Parents/Guardians gave more support to the learners	1	2		1	2	3
S9	Learners were absent more often	1	2		1	2	3
S12	The stress and fear of getting the virus	1	2		1	2	3
S16	Dealing with learner's psychological and social needs	1	2		1	2	3

SCRIPTER	Ask All
Q_TYPE	Grid - Single Select
Q278	Please share YOUR views regarding the **impact of the School Recovery Plan measures on teachers' daily practice.** I am going to read out some statements about the **School Recovery Plan measures** and I would like you to tell me if you agree, strongly agree, disagree or strongly disagree with the statement.
Interviewer Instruction	**Read out each statement with all the response options.** **Example:** *There was less pressure from the District office for our school to improve learner test scores.* Do you agree, strongly agree, disagree or strongly disagree?

		A1	A2	A3	A4
		Strongly agree	**Agree**	**Disagree**	**Strongly disagree**
S1	There was less pressure from the District office for our school to improve learner test scores.	1	2	3	4
S2	Following the trimmed curriculum (ATPs) our school could spend more time on supporting learners understand the content.	1	2	3	4
S3	Following the trimmed curriculum (ATPs), our school did NOT have to focus on improving learner test scores	1	2	3	4
S4	District Subject advisors DID NOT focus on whether teachers had completed the curriculum	1	2	3	4
S5	I feel more accountable for teaching and learning in my school.	1	2	3	4

SCRIPTER	Ask All
Q_TYPE	Grid - Single Select
Q279	Now we would like to ask about **support your school received for improving teaching and learning during the COVID 19 pandemic?** For each of the following please indicate if your school received a great deal of support, some support, limited support or no support.
Interviewer Instruction	**Read out each statement with all the response options.** **Example:** Additional teaching and learning materials – did you receive a great deal of support, some support, limited support or no support?

		A1	A2	A3	A4
		A great deal of support	**Some support**	**Limited support**	**No support**
S1	Additional teaching and learning materials	1	2	3	4
S2	Access to online resources	1	2	3	4
S3	Improving teaching practices	1	2	3	4
S4	Teaching a different subject	1	2	3	4
S5	Teaching a different grade	1	2	3	4
S6	Providing learners with extra assistance	1	2	3	4
S7	Other support, please specify	1	2	3	4

SCRIPTER	Ask All
Q_TYPE	Multi Select
Q280	What was the **primary source/s of support** YOUR SCHOOL received for improving teaching and learning during the COVID 19 pandemic?
Interviewer Instruction	**Read Out. Select all that applies**

		Selected	Not Selected
A1	From the Department of Basic Education (DBE) or Provincial Education Department	1	0
A2	From the District office	1	0
A3	From the SGB	1	0
A4	From the teacher union	1	0
A5	From the community	1	0
A6	Other, (DO NOT SPECIFY)	1	0

SCRIPTER		Ask All
Q_TYPE		Single Selection
Q281		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? Please include all days lost due to rotational learning as well as school closures.
		Read Out

A1	No Days lost	1
A2	Less than 20 percent of days were lost	2
A3	21-40 percent of days were lost	3
A4	40-60 percent of days were lost	4
A5	> 60 percent of days were lost	5

SCRIPTER	Ask All
Q_TYPE	Single Selection
Q282	Relative to a normal pre-COVID school year, what percentage of **learning and teaching days** were lost in **Term 1 and Term 2 of the 2022** schooling year at YOUR school? Please include all days lost due to rotational learning as well as school closures.

A1	No Days lost	1
A2	Less than 20 percent	2
A3	21-40 percent of	3
A4	40-60 percent of	4
A5	Greater than 60 percent	5

SCRIPTER	Ask All
Q_TYPE	Grid - Single Select
Q283	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 or little to no impact.
Interviewer Instruction	Read out each statement with all the response options. **Example: *School closures as per government regulations – did this have significant/large impact, limited impact or little to no impact on the loss of learning and teaching time at your school.*** **Select DOES NOT APPLY if relevant**

		A1	A2	A3	A4
		Does not apply	**Significant/Large Impact**	**Limited Impact**	**Little or no impact**
S1	School closures as per government regulations	1	2	3	4
S2	Regional/District hotspot closure	1	2	3	4
S3	Learners absent when they should be in school	1	2	3	4
S4	Teachers absent when they should be in school	1	2	3	4
S5	Staff infected by COVID-19	1	2	3	4
S6	Learners infected by COVID-19	1	2	3	4

SCRIPTER	Ask All
Q_TYPE	Grid – Single Select
Q284	Please indicate what proportion of your learners have access to the following resources/facilities in their **HOME** environment. I am going to read out the list and I would like you to tell me if all, more than half, about half, less than half, very few or none of your learners have access to this resource/facility.
Interviewer Instruction	**Read out each statement with all the response options.** **Example: *Access to the Internet –* do all, more than half, about half, less than half, very few or none of your learners have access to the internet?**

		A1	A2	A3	A4	A5	A6
		All	**More than half**	**About half**	**Less than half**	**Very few**	**None**
S1	Access to the Internet	1	2	3	4	5	6
S2	Computers (laptop or Desktop)	1	2	3	4	5	6
S3	Smart phones	1	2	3	4	5	6
S4	Access to data	1	2	3	4	5	6
S5	Television	1	2	3	4	5	6
S6	Radio	1	2	3	4	5	6

SCRIPTER	**Q287, Q288, Q289, Q290, Q291, Q292, Q293, Q294 and Q295 are asked if Q6 = 1 (Grade R)** **If Q6 = 1 (Grade R) ask Q287**
Q_TYPE	numeric
Q287	**Now we would like to l ask you a few more questions about Grade R at your school.** Please indicate the **highest qualification levels** that have been obtained by each Grade R practitioner/ teacher at your school and the Number of Grade R practitioners/ teachers who have this level as their highest qualification.

		Number of Grade R practitioners/ teachers who have this as their HIGHEST QUALIFICATION
A 1	Bachelor in Education (Foundation Phase)	
A 2	National Diploma	
A 3	Diploma in Grade R	
A 4	Early Childhood Certificate-Level 5	
A 5	Early Childhood Certificate-Level 4	
A 6	No ECD qualification	
A 7	If other, please specify	
Scripter	Total must add to number of Grade R practitioners or Grade R teachers in Q	

SCRIPTER	**If Q6 = 1 (Grade R) ask Q288**
Q_TYPE	Single Select
Q288	Who pays the Grade R practitioners or teachers' salaries in your school?
	READ OUT

A 1	Provincial Department of Education **via PERSAL** (provincial payroll)	1
A 2	Provincial Department of Education **via subsidy to the school**	2
A 3	The **School Governing Body** (SGB financing salaries on its own)	3
A 4	**Both** - Provincial Department of Education and the SGB	4
A5	Other – please specify	5

SCRIPTER	If Q6 = 1 (Grade R) ask Q289
Q_TYPE	Single Select
Q289	Have **you** or **the Foundation Phase HoD (Head of Department)** ever received training to support Grade R teachers in your school?

A 1	Yes	1
A 2	No	2

SCRIPTER	ask Q290 if Q6 = 1 and Q289 =1
Q_TYPE	Single select
Q290	**When** was this training, to support Grade R teachers, offered?
Interviewer Instruction	Provide the year

A1	2022	1
A2	2021	2
A3	2020	3
A4	2019	4
A5	2018	5
A6	Before 2018	6
A7	Don't Know	7

SCRIPTER	ask Q291 if Q6 = 1 and Q289 =1
Q_TYPE	Multi Select
Q291	**Who** provided this training (to support Grade R teachers) ?
	DO NOT READ OUT

		Selected	Not selected
A 1	The Department of Basic Education (DBE) or Provincial Education Department	1	0
A 2	The District office	1	0
A 3	Teacher Unions	1	0
A 4	The school (i.e., Principal or SMT)	1	0
A 5	The HoDs	1	0
A 6	Other teachers	1	0
A 7	University / Non-Governmental Organisations	1	0
A8	Other - Please specify	1	0

SCRIPTER	If Q6 = 1 (Grade R) ask Q292
Q_TYPE	Single Select
Q292	Does your Foundation Phase HoD (Head of Department) have appropriate experience of Grade R?

A 1	Good experience of Grade R	1
A 2	Some experience of Grade R	2
A 3	Limited experience of Grade R	3
A 4	No experience of Grade R	4

SCRIPTER	If Q6 = 1 (Grade R) ask Q293
Q_TYPE	Single select
Q293	When was the last time that your school **received a support visit from a Curriculum Advisor** regarding Grade R ? Provide the year.

A1	In 2022	1
A2	In 2021	2
A3	In 2020 or before	3
A4	Never	4
A5	Don't know	5

SCRIPTER	If Q6 = 1 (Grade R) ask Q294
Q_TYPE	Single Select
Q294	Is your Grade R classroom adequately resourced with learner teacher support materials (LTSM) for children's stimulation and learning?

A 1	More that adequately resourced	1
A 2	Adequately resourced	2
A 3	Not adequately resourced	3
A4	Not sure	4

SCRIPTER	If Q6 = 1 (Grade R) ask Q295
Q_TYPE	Single Select
Q295	Is there an **appropriate outdoor fenced-off space** where Grade R children can play, **separately from older learners?**

A 1	Yes	1
A 2	No	2

SCRIPTER	
Q_TYPE	Numerical
Q296 – Q300	**We will now be focusing on questions relating to School Safety**
Interviewer Instruction	**If any cases occurred then record the number.** **If no cases or not applicable record a zero (0).**

SCRIPTER		Numeric
		Record number
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 learner experienced some form of violence **while walking on the way to or from school**?	
Q298	How many reported incidents of **violence or bullying, between learners**, have you had in your school in this year?	
Q299	How many of these reported learner incidents, of violence or bullying, had to involve **disciplinary hearings**?	
Q300	How many of these reported learner incidents, of violence or bullying in the school, had to involve the **South African Police Services (SAPS)?**	

SCRIPTER	**ASK ALL**
Q_TYPE	Single Select
Q300 A	Do you keep an **Incidents Report?**

A 1	Yes	1
A 2	No	2

SCRIPTER	Ask All
Q_TYPE	Grid - Single Select
Q301	Thinking about the current situation in your school, please indicate whether you agree, strongly agree, disagree or strongly disagree with the following statements.
Interviewer Instruction	Read out each statement with all the response options

		A1	A2	A3	A4
		Strongly Agree	**Agree**	**Disagree**	**Strongly disagree**
S1	Staff feel safe at our school.	1	2	3	4
S2	Learners feel safe at our school.	1	2	3	4

SCRIPTER	Ask All
Q_TYPE	Grid - Single Select
Q305	Which of the following policies does your school have to address the issue of School Safety?
Interviewer Instruction	**Read out each statement with all the response options.**

		A1	A2
		Yes	**No**
S1	Sexual Abuse	1	2
S2	Discipline	1	2
S3	Anti-Bullying	1	2
S4	Drugs & Substance Abuse	1	2
S5	Access Control	1	2
S6	Online Safety	1	2
S7	Disaster Risk Management (Emergency / crisis intervention / Evacuation Plan)	1	2

SCRIPTER	Ask All
Q_TYPE	Grid - Single Select
Q302	To what extent are the following issues **a problem affecting LEARNERS at your school?** For each statement I read out, please indicate if this is a serious problem, a moderate problem, a minor problem or not a problem at your school.
Interviewer Instruction	**Read out each statement with the response options. Do not read out DON'T KNOW.**

		A1	A2	A3	A4	A5
		Not a problem	**Minor problem**	**Moderate problem**	**Serious Problem**	**Don't know**
S1	Arriving late at school	1	2	3	4	5
S2	Absenteeism (i.e., unjustified absences)	1	2	3	4	5
S3	Classroom disturbance	1	2	3	4	5
S4	Cheating among learners (e.g., tests, exams, assignments, etc.)	1	2	3	4	5
S5	Profanity and swearing among learners	1	2	3	4	5
S6	Vandalism by learners	1	2	3	4	5
S7	Theft among learners	1	2	3	4	5
S8	Intimidation or verbal abuse among learners (including texting, emailing, etc.).	1	2	3	4	5
S9	Physical injury to other learners	1	2	3	4	5
S10	Intimidation based on learner's sexual orientation	1	2	3	4	5
S11	Physical environment of the school (lack of fences, gates, poor condition of buildings, etc).	1	2	3	4	5
S12	Liquor outlets within proximity to the school.	1	2	3	4	5

SCRIPTER	Ask All
Q_TYPE	Grid - Single Select
Q303	To what extent are the following issues **a problem affecting TEACHERS at your school?** For each statement I read out, please indicate if this is a serious problem, a moderate problem, a minor problem or not a problem.
Interviewer Instruction	**Read out each statement with the response options. Do not read out DON'T KNOW.**

		A1	A2	A3	A4	A5
		Not a problem	**Minor problem**	**Moderate problem**	**Serious Problem**	**Don't know**
S1	Intimidation or verbal abuse of teachers or staff (including texting, emailing, etc.) by other members of staff	1	2	3	4	5
S2	Physical injury to teachers or staff by other members of staff	1	2	3	4	5
S3	Intimidation based on teacher's sexual orientation	1	2	3	4	5
S4	Physical environment of the school (lack of fences, gates, poor condition of buildings, etc).	1	2	3	4	5
S5	Liquor outlets within proximity to the school.	1	2	3	4	5

SCRIPTER	Ask All
Q_TYPE	Single Select
Q304	Do you think that **Sports and Enrichment programmes** can be used to improve the safety of schools for learners and teachers?
Interviewer Instruction	**READ OUT**

A 1	Not at all	1
A 2	To a little extent	**2**
A 3	To some extent	**3**
A 4	To a large extent	

SCRIPTER	Ask All
Q_TYPE	Text Box
	Thank you. We are at the end of the survey. Are there any other comments or inputs that you would like to make.

SCRIPTER	
Q_TYPE	Information
	Thank you again for agreeing to participate in the Department of Basic Education's School Monitoring Survey. We appreciate your feedback and time. Please note that the results of this survey will be used to improve policy and practices in our schools. The results will be released sometime next year and will be made available on the Internet.

Good morning/Good afternoon Sir/ Madam

My name is …………… and I would like to thank you for agreeing to participate in the Department of Basic Education's School Monitoring Survey for 2022.

The School Monitoring Survey 2021/22 is used 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 and the Delivery Agreement for Outcome 1: Improved quality of basic education.

The results of this survey will be used to review current policies with a view of improving the education system in our country.

We will be collecting information from schools to produce provincial and national statistics, specifically information that is not available in other systems such as the EMIS. Therefore this is a quantitative survey and not a reflection of the performance of the school or yourself.
The purpose of the Grade 3 interview is to gather important information on teaching practices, professional development activities, and the support received from subject advisors and HoDs as well as your views about assessments and examinations.

All information that you provide will be treated with utmost confidentiality. At no stage will the names of the school, the principal or the educators be used in any reports. Moreover, details on individual schools will not be shared with provincial departments or district offices.

This questionnaire should take about 60 minutes to complete. At the end of this questionnaire   we will also have to ask you to take us into your classroom so that we can ask your learners a few questions about the workbooks they use. This should take about 15 minutes and we would appreciate your assistance with this information exercise please.

May I begin please?

SCRIPTER	ASK ALL
Q_TYPE (do not show to interviewer)	Single Select
Q5	For which grade was this teacher selected?
Interviewer	DO NOT ASK

A1	Grade 3	1

SCRIPTER	ASK ALL
Q_TYPE (do not show to interviewer)	Single Select
Q6	What is your **position** in this school?

Deputy principal P3	1
HoD (P2)	2
Educator (P1)	3
Principal (P3)	4

SCRIPTER	ASK ALL Single Select
Q7	Now I would like to ask you about your highest **education qualification** and your highest **teaching qualification.** What is your **highest education qualification** by selecting the appropriate option below:
Interviewer	Here we ask about their highest education qualification and in the next question we ask specifically about their highest teaching qualification. An undergraduate degree is usually your first university or tertiary degree, such as a Bachelor's degree. You cannot undertake a postgraduate degree without first completing an undergraduate qualification. You can undertake postgraduate study after you have completed an undergraduate degree or have equivalent work experience. The postgraduate degree or programme allows you to specialise or acquire a specific skill set. Postgraduate courses include Postgraduate Certificates, Postgraduate Diplomas, Masters Degree and a PhD. READ OUT the list below and ask respondent to select one answer.

A1	Lower than Matric	1
A2	Matric	2
A3	Diploma	3
A4	First Degree (Undergraduate Degree)	4

A5	Postgraduate degree	5

SCRIPTER	ASK ALL Single Select
Q7a	What is your highest **TEACHING QUALIFICATION**?
Interviewer	Here we are interested only in their highest **teaching qualification.** READ OUT the list below and ask respondent to select one answer.

A1	None	1
A2	Diploma in Education	2
A3	Postgraduate Diploma in Education (e.g. PGCE)	3
A4	B Ed (Bachelor's degree in education)	4
A5	B Ed Honours	5
A6	Master's in Education	6
A7	Doctorate in Education	7
A8	Other (specify)	8

SCRIPTER	ASK ALL Single Select
Q8	Did you take **mathematics or mathematics literacy** at Grade12/Matric level?

A1	Mathematics	1
A2	Mathematics Literacy	2
A3	Did not take mathematics or mathematics literacy at Grade12/Matric level	3

SCRIPTER	ASK ALL Multi Select
Q9	Please indicate what **Phase/s** you have been trained to teach.
Interviewer Instruction	More than one answer can be selected

		Selected	Not Selected
A1	Foundation Phase (Grades R to 3)	1	0
A2	Intermediate Phase (Grades 4 to)	1	0
A3	Senior Phase (Grades 7 to 9)	1	0
A4	FET Phase (Grades 10-12)	1	0

SCRIPTER	**ASK ALL**	Multi Select
Q10	Do you teach any other grades? If yes, which ones?	
Interviewer Instruction	More than one answer can be selected	

		Selected	Not Selected
A1	No	1	0
A2	Grade 1	1	0
A3	Grade 2	1	0
A4	Grade 4	1	0
A5	Grade 5	1	0
A6	Grade 6	1	0
A7	Grade 7	1	0
A8	Grade 8	1	0
A9	Grade 9	1	0
A10	Grade 10	1	0
A11	Grade 11	1	0
A12	Grade 12	1	0

SCRIPTER	**ASK ALL** Grid – Single select
Q11	
Interviewer Instruction	Read out each statement but DO NOT read out the response options.

		A1	A2	A3	A4
		Numeracy	**Life Skills**	**Home Language**	**First Additional Language**
S1	Which of the following Foundation Phase subjects do you enjoy teaching the MOST?	1	2	3	4
S2	Which of the following Foundation Phase subjects do you enjoy teaching the LEAST?	1	2	3	4

SCRIPTER	**ASK ALL** Numeric
Q12	What is the **number of years** that you have been **teaching in this Phase (Foundation Phase)**?

SCRIPTER		Numeric
		Record number
Q12	Number of years teaching in this Phase	

SCRIPTER	**ASK ALL** Grid – Single select
Q15	Please indicate **how often** you use the following in your class… Do you use if often, sometimes, do not use it or do not have it.
Interviewer Instruction	Read out each statement with all the response options. Single answer per statement

		A1	A2	A3	A4
		Do not have	**Do not use**	**Use sometimes**	**Use often**
S1	Graded Readers	1	2	3	4
S2	Big Books	1	2	3	4

SCRIPTER	**ASK ALL** Single select
Q16	Which language is taught as a **home language** in **YOUR class**?

S1	Afrikaans	1
S2	English	2
S3	isiXhosa	3
S4	isiZulu	4
S5	Ndebele	5
S6	Sepedi	6
S7	Sesotho	7
S8	Setswana	8
S9	siSwati	9
S10	Tshivenda	10
S11	Xitsonga	11

SCRIPTER	**ASK ALL**
Q_TYPE (do not show to interviewer)	Single select
Q16a	**How confident** are you in teaching this language? Very confident, confident, somewhat confident or not confident?

S1	Not confident	1
S2	Somewhat confident	2
S3	Confident	3
S4	Very confident	4

SCRIPTER	**ASK ALL** **Cannot select the same language mentioned in Q16**
Q_TYPE (do not show to interviewer)	Single select
Q16b	Which language is taught as a **FIRST ADDITIONAL language** in **YOUR class**?

S1	Afrikaans	1
S2	English	2
S3	isiXhosa	3
S4	isiZulu	4
S5	Ndebele	5
S6	Sepedi	6
S7	Sesotho	7
S8	Setswana	8
S9	siSwati	9
S10	Tshivenda	10
S11	Xitsonga	11

SCRIPTER	ASK ALL
Q_TYPE (do not show to interviewer)	Single select
Q16c	How **confident** are you in teaching this language? Are you very confident, confident, somewhat confident or not confident?
Interviewer Instruction	Read out each option.

S1	Not confident	1
S2	Somewhat confident	2
S3	Confident	3
S4	Very confident	4

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Numeric
Q18	How large is **your class this year**? (Number of learners in 2022)

SCRIPTER		Numeric
Q18	Number of learners in the class for this year	Record number

SCRIPTER	ASK ALL
Q_TYPE (do not show to interviewer)	Single select
Q19	Are you teaching a multi-grade class? A multi-grade class refers to learners **at different grade level** in the **same classroom**.

A1	No	1
A2	Yes	2

SCRIPTER	ASK ALL

Q_TYPE (do not show to interviewer)	Single select
Q20	Have you received training in multi-grade teaching?

A1	No	1
A2	Yes	2

SCRIPTER	ASK ALL
Q_TYPE (do not show to interviewer)	Grid - Single select
Q21	Have you used **detailed lesson plans provided by the following institutions / providers**? Detailed lesson plans refers to **lesson plans that ALREADY contain all the information** for implementing a lesson.
Interviewer Instruction	**Read out each statement with all the response options.** **Commercial providers are organisation that provide material that has to be paid for.**

		A1	A2
		Yes	**No**
S1	Department of Education	1	2
S2	NGOs/Universities	1	2
S3	Commercial providers (paid for)	1	2

SCRIPTER	ASK ALL
Q_TYPE (do not show to interviewer)	Single select
Q28	How would you rate your computer literacy? Excellent, good, moderate or poor?

A1	Poor	1
A2	Moderate	2
A3	Good	3
A4	Excellent	4

SCRIPTER	ASK ALL
Q_TYPE (do not show to interviewer)	Single select
Q29	Do you use the internet?

A1	Yes	1
A2	No	2

SCRIPTER	Ask if Q29=1

Q_TYPE (do not show to interviewer)	Single select
Q30	How often do you use the internet to obtain curriculum related materials (extra resources for teaching)?
Interviewer Instruction	Read out all response options.

A1	Never	1
A2	Sometimes	2
A3	Often	3
A4	Always	4

SCRIPTER	ASK ALL
Q_TYPE (do not show to interviewer)	Grid - Single select
Q30a	In the last two years have you participated in any **professional development sessions** that focussed on:
Interviewer Instruction	**Read out each statement.**

		A1	A2
		Yes	**No**
S1	Teaching Reading	1	2
S2	Teaching Numeracy	1	2
S3	Teaching Home Language	1	2
S4	Teaching First Additional Language	1	2

SCRIPTER	ASK ALL
Q_TYPE (do not show to interviewer)	Information
	In this section we going to discuss **PROFESSIONAL DEVELOPMENT ACTIVITIES FOR 2022. Professional development** refers to activities that develop an educator's skills and expertise as an educator.

SCRIPTER	ASK ALL
Q_TYPE (do not show to interviewer)	Single select
Q31	Did you participate in any in **SELF-INITIATED** professional development activities in **2022**? **By Self-initiated** we are referring to professional development activities initiated by yourself to further enhance your own development as an educator, for example reading new books, or initiating discussion groups with other educators; developing learning materials; participating in professional associations.
Interviewer	**READ THE QUESTION AND EXPLANATION IN FULL**

A1	No	1
A2	Yes	2

SCRIPTER	Show only if Q32=2
Q_TYPE (do not show to interviewer)	Numeric
Q33	What is the Estimated number of hours you spent on **SELF-INITIATED** professional development activities in **2022**?
Interviewer Instruction	**You may have to assist educator to estimate the hours.**

SCRIPTER		Numeric
		Record number
Q33	Hours	

SCRIPTER	ASK ALL
Q_TYPE (do not show to interviewer)	Single select
Q35	Did you participate in any **SCHOOL-INITIATED** professional development activities in **2022**? **School-initiated professional development** refers to activities initiated **by your school** to further enhance your own development as an educator. Activities could include participating in school workshops on curriculum, teaching, assessment, classroom management or management in general. professional learning community meetings; attending cluster meetings,
Interviewer Instruction	**READ THE QUESTION AND EXPLANATION IN FULL**

A1	No	1
A2	Yes	2

SCRIPTER	Show if Q35=2
Q_TYPE (do not show to interviewer)	Numeric
Q36	What were the Estimated number of hours you spent on **SCHOOL-INITIATED** professional development activities in **2022**?
Interviewer Instruction	**You may have to assist educator to estimate the hours.**

SCRIPTER		Numeric
		Record number
Q36	Hours	

SCRIPTER	ASK ALL

Q_TYPE (do not show to interviewer)	Single select
Q38	Now we would like to talk about **Externally initiated professional development activities.** **Externally initiated professional development activities refers** to activities initiated by the Provincial Education Department, District Offices, the National Department of Basic Education, the union, or a professional association to further enhance your own development as an educator. Did you participate in professional development activities provided by **the DBE (district / province / national) in 2022?**
Interviewer Instruction	**READ THE QUESTION AND EXPLANATION IN FULL**

A1	No	1
A2	Yes	2

SCRIPTER	**Show if Q38=2**
Q_TYPE (do not show to interviewer)	Numeric
Q39	What is the **estimated number of hours** you have spent on professional development activities by the DBE **district / province / national) in 2022?** **You may have to assist educator to estimate the hours.**

SCRIPTER		Numeric
		Record number
Q39	Hours	

SCRIPTER	**ASK ALL**
Q_TYPE (do not show to interviewer)	Single select
Q41	Did you participate in professional development activities provided by the **unions/professional associations** in 2022?

A1	No	1
A2	Yes	2

SCRIPTER	Show if Q41=2
Q_TYPE (do not show to interviewer)	Numeric
Q42	What is the **estimated number of hours** you have spent on professional development activities provided by the unions/professional associations

SCRIPTER		Numeric
		Record number
Q42	Hours	

SCRIPTER	ASK ALL
Q_TYPE (do not show to interviewer)	Single select
Q44	Did you participate in professional development activities **provided by other institutions in 2022 (e.g. Universities, NGOs)?**

A1	No	1
A2	Yes	2

SCRIPTER	Show if Q44=2
Q_TYPE (do not show to interviewer)	Numeric
Q45	What were the Estimated number of hours you spent on professional development activities **provided by other institutions in 2022 (e.g. Universities, NGOs)?**

SCRIPTER		Numeric
Q45	Hours	Record number

SCRIPTER	Ask All
Q_TYPE	Single select
Q46	Which **ONE** of the different types of professional development activities (Self-initiated, School initiated, Externally initiated) did you find the **MOST USEFUL**?
	READ OUT

A1	Self-initiated	1
A2	School initiated	2
A3	Externally initiated	3

SCRIPTER	ASK ALL
Q_TYPE (do not show to interviewer)	Grid - Single select
Q47	**In 2022,** approximately how much time have you spent **on Professional Development** during:
Interviewer Instruction	Read out each statement with the response options.

		A1	A2	A3	A4
		0 days	**1 day**	**2-5 days**	**More than 5 days**
S1	School holidays/weekends/after school hours	1	2	3	4
S2	During school hours	1	2	3	4

SCRIPTER	ASK ALL
Q_TYPE (do not show to interviewer)	Single select
Q48	Have you received any **TRAINING ON IDENTIFYING / SUPPORTING LEARNERS EXPERIENCING LEARNING BARRIERS**?

A1	No	1
A2	Yes	2

SCRIPTER	ASK ALL A4 must be a text box
Q_TYPE (do not show to interviewer)	Single select
Q49	How many **professional development points** do you currently have?

A1	Have not applied	1
A2	Don't know	2
A3	Am waiting for SACE response	3
A4	Interviewer: Write in number of points	4

SCRIPTER	ASK ALL
Q_TYPE (do not show to interviewer)	Single select
Q50	Does your school have a **Professional Learning Community (PLC)?**
	Do not explain what a Professional Learning Community (PLC) is. A school will know whether they have a PLC or not. If the respondent does not know then mark as DON'T KNOW

A1	No	1
A2	Yes	2
A3	Do not know	3

SCRIPTER	Ask if Q50=2
Q_TYPE (do not show to interviewer)	Single select
Q51	**In 2022**, **how many times have you participated** in a Professional Learning Community (PLC) meeting in your school?
	DO NOT READ OUT

A1	1-2 times	1
A2	Between 3 to 6 times	2
A3	Between 7 to 10 times	3
A4	More than 10 times	4

SCRIPTER	ASK ALL
Q_TYPE (do not show to interviewer)	Single select
Q51a	Do you participate in any other Professional Learning Community (PLC) meetings **involving OTHER schools?**

A1	No	1
A2	Yes	2

SCRIPTER	Ask if Q51a =2
Q_TYPE (do not show to interviewer)	Single select
Q51b	In 2022, how many Professional Learning Community (PLC) meetings involving OTHER schools, did you attend?

1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10 or more	10

SCRIPTER	ASK ALL
Q_TYPE (do not show to interviewer)	Single select
Q52	**Now we would like to discuss school visits from district officials for monitoring and support purposes.** 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.

A1	No	1
A2	Yes	2

SCRIPTER	Ask if Q52=2
Q_TYPE (do not show to interviewer)	Single select
Q53	How many visits have you **received this year (2022)** for **monitoring and support purposes**? Please exclude meetings, delivery visits and visits relating to grievance procedures.

A1	One visit	1
A2	Two visits	2
A3	Three visits	3
A4	Four visits	4
A5	More than four visits	5

SCRIPTER	**Ask if Q52=2**
Q_TYPE (do not show to interviewer)	Grid - Single select
Q54	**Why** did the subject (curriculum) advisor visit you?
Interviewer Instruction	**Read out each statement and record if Yes or No.**

		A1	A2
		Yes	**No**
S1	Check whether I have implemented the assessment guidelines correctly	1	2
S2	Check how far I am with the coverage of my curriculum (in any grade or subject)	1	2
S3	Check whether I have undertaken lesson (and other types of) planning	1	2
S4	Check my teaching practice in the classroom	1	2
S5	Give me advice on how to improve my teaching practice	1	2
S6	Help me to improve my subject content knowledge	1	2
S7	Support me on setting tests / exams	1	2
S8	Support me on classroom assessment practices	1	2

SCRIPTER	**Ask if Q52=2** Single select
Q56	How **satisfied** were you with the visits from the District Official? By satisfied we are referring to the effectiveness and quality of support you received, not personal liking or preferences for specific district officials.
	Read out each option

A1	Not satisfied	1
A2	Somewhat satisfied	2
A3	Satisfied	3
A4	Very satisfied	4

SCRIPTER	**Ask if Q52=2** Single select
Q58	Who initiated the visit?
	DO NOT READ OUT

A1	Principal	1
A2	SMT	2

A3	Subject Advisor	3
A4	I did (i.e., teacher being interviewed)	4
A5	Other (Specify)	5

SCRIPTER	**ASK ALL** - Single select
Q61	Have you been **visited this year** by your **Head of Department / your Senior (principal/deputy principal)** for **monitoring and support purposes**?

A1	No	1
A2	Yes	2

SCRIPTER	**Ask if Q61=2** Single select
Q62	**How many visits from the HoD/ your Senior** have you received this year for monitoring and support purposes? Please exclude meetings relating to grievance procedures.

A1	One visit	1
A2	Two visits	2
A3	Three visits	3
A4	Four visits	4
A5	More than four visits	5

SCRIPTER	**Ask if Q61=2**
Q_TYPE (do not show to interviewer)	Grid - Single select
Q63	**Why** did YOUR **HoD/ your Senior** visit you?
Interviewer Instruction	**Read out each statement and record if Yes or No.**

		A1	A2
		Yes	**No**
S1	Check whether I have implemented the assessment guidelines correctly	1	2
S2	Check how far I am with the coverage of my curriculum (in any grade or subject)	1	2
S3	Check whether I have undertaken lesson (and other types of) planning	1	2
S4	Check my teaching practice in the classroom	1	2
S5	Give me advice on how to improve my teaching practice	1	2
S6	Help me to improve my subject content knowledge	1	2
S7	Support me on setting tests / exams	1	2
S8	Support me on classroom assessment practices	1	2
S10	Support for implementing the COVID-19 School Recovery Plan guidelines	1	2

SCRIPTER	**Ask if Q61=2** Single select
Q66	From the issues that were identified, **how satisfied** were you with the visits from your HoD / your Senior? Satisfaction indicates effectiveness and quality the visit, not personal liking or preferences for specific district officials.

A1	Not satisfied	1
A2	Somewhat satisfied	2
A3	Satisfied	3
A4	Very satisfied	4

SCRIPTER	**SHOW ALL** Information
	In the next section, we are going to discuss **COMMON EXAMINATIONS**. Common Examinations refers to examinations similar to the Matric exams, which are provided by the District or Province, These exams are written by all learners **in selected grades** and subjects and are also **used by schools for promotion purposes**

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Single select
Q81	Has your class **participated in common examinations**?

A1	No	1
A2	Yes	2

SCRIPTER	**Ask if Q81=2**
Q_TYPE (do not show to interviewer)	Multi Select – Drop down list
Q82	**Which subjects** were examined?
Interviewer Instruction	**More than one answer can be selected. Do not read out the list.**

		Selected	Not Selected
A1	Home Language	1	0
A2	Numeracy	1	0
A3	First Additional Language	1	0
A4	Life Skills	1	0

SCRIPTER	**Ask if Q81=2**
Q_TYPE (do not show to interviewer)	Multiple select
Q83	In which of the following periods were these exams conducted?
	READ OUT

		Selected	Not Selected
A1	Mid-year 2021	1	0
A2	End of year 2021	1	0
A3	Mid-year 2022	1	0

SCRIPTER	**Ask if Q81=2**
Q_TYPE (do not show to interviewer)	Single select
Q85	Is your class participating in the **end of year common examinations in 2022?**

A1	No	1
A2	Yes	2

SCRIPTER	**SHOW ALL**
Information	In the next section, we are going to discuss YOUR VIEWS about **PROVINCIAL, NATIONAL AND INTERNATIONAL ASSESSMENTS.** These assessments refer to testing of learners, similar to the ANAs, conducted by the Department (either the Province or National, to monitor learners' performance. Usually, these assessments do not count for the learner's final marks – similar to the ANAs.

SCRIPTER	**ASK ALL** Grid - Single select
Q87	How useful do you think the following programmes are for improving education in South Africa? For each program I read out please indicate if you think it's very useful, useful, of some use, or of no use.
Interviewer Instruction	**Read out each statement with all the response options.** **Example:** *National Assessments (Systemic Evaluations), would you say it is very useful, useful, of some use, or of no use.* **if the program is not relevant to the school then mark under A5 or if it is unknown to the respondent mark under A6.**

		A1	A2	A3	A4	A5
		Very useful	**Of some use**	**Of no use**	**Unknown to me**	**Irrelevant for my classes**
S1	Systemic Evaluation (like ANA)	1	2	3	4	5
S2	Provincial assessments	1	2	3	4	5

S3	Trends in International Maths and Science Study (TIMSS)	1	2	3	4	5
S4	Progress in International Reading Literacy Study (PIRLS)	1	2	3	4	5
S5	SACMEQ Southern African Consortium for Monitoring Education Quality (SACMEQ)	1	2	3	4	5

SCRIPTER	ASK ALL
Information	Now we would to discuss YOUR VIEWS about **NATIONAL EXAMINATIONS**. National Examinations refers to examinations similar to the Matric exams. These exams are provided by the National or Department of Education and can be used by schools for promotion purposes. Please note that at the moment we do not have these National Examinations for any other grade besides Matric/Grade 12.

SCRIPTER	ASK ALL
Q_TYPE (do not show to interviewer)	Grid - Single select
Q89	Please indicate whether you agree, strongly agree, disagree or strongly disagree with the following statements regarding **national examinations?**
Interviewer Instruction	**Read out each statement and ask – do you agree, strongly agree, disagree or strongly disagree?** **EXAMPLE:** *Introducing a national examination in Grade 9 for promotion purposes is a good idea – do you agree, strongly agree, disagree or strongly disagree.*

		A1	A2	A3	A4
		Strongly agree	**Agree**	**Disagree**	**Strongly disagree**
S1	Introducing a national examination in **Grade 9 for promotion purposes** is a good idea	1	2	3	4
S10	Introducing a national examination in **Grade 9 for diagnostic purposes** is a good idea	1	2	3	4
S13	Introducing a national examination in **Grade 9 for providing information to select subjects in Grade 10** is a good idea	1	2	3	4
S2	Introducing a national examination in **Grade 6 for promotion purposes** is a good idea	1	2	3	4
S11	Introducing a national examination in **Grade 6 for diagnostic purposes** is a good idea	1	2	3	4
S3	Introducing a national **READING assessment in Grade 3 for diagnostic purposes** is a good idea	1	2	3	4
S12	Introducing a national **NUMERACY assessment in Grade 3 for diagnostic purposes** is a good idea	1	2	3	4

		A1	A2	A3	A4
S7	Results of national examination should be used to hold **individual teachers accountable for learner performance**	1	2	3	4
S8	National examination results should be used to **compare schools**	1	2	3	4
S9	Results from national examinations/tests should be used to **provide parents with information about school performance**	1	2	3	4

SCRIPTER	ASK ALL
Q_TYPE (do not show to interviewer)	Grid - Single select
Q91	I am going to read out some assessment activities and I would like you to tell me if you always, often, sometimes or never use/do these.
Interviewer Instruction	**Read out the scale with the assessment activity.** EXAMPLE: Do you **always, often, sometimes or don't use "test/examination results to report to parents"** .

		A1	A2	A3	A4	A5
		Don't know	Don't Use	Sometimes	Often	Always
S2	test/examination results to report to parents	1	2	3	4	5
S3	test/ examination results to identify learning gaps among my learners	1	2	3	4	5
S4	test/examination results to improve my teaching	1	2	3	4	5

SCRIPTER	ASK ALL
Q_TYPE (do not show to interviewer)	Information
Q96	**This set of questions is designed to elicit information on the use of textbooks and workbooks in your class.** **Later, we will also need to ask learners questions about textbooks and/or the DBE workbooks.**
Interviewer Instruction	• A **"textbook" is** a published book in which learners should **not be writing**. Textbooks exclude readers, fiction or non-fiction books, novels, prose books, poetry books, etc. Textbooks for Language usually contain grammar exercises and reading comprehension exercises. Textbooks can be used for multiple years. • A **"workbook" is** a published book in which learners should be writing. **Workbooks should only be used for one year.** Collections of worksheets or exercises compiled by educators or the school are not considered textbooks or workbooks

SCRIPTER	ASK ALL
Q_TYPE (do not show to interviewer)	Single select
Q100	**In this section we will discuss the DBE Workbook for MATHEMATICS. We are only talking about Mathematics for this schooling year - that is 2022** Which **DBE Mathematics workbooks** have been used to teach **Mathematics** in this **class THIS YEAR**?
Interviewer Instruction	READ OUT

A1	**Both** workbook 1 and workbook 2 is used	1
A2	**Only workbook 1** is used	2
A3	**Only Workbook 2** is used	3
A4	**Neither** workbook 1 nor workbook 2 are used	4

SCRIPTER (do not show to interviewer)	Ask if Q100 =1 or 2
Q_TYPE (do not show to interviewer)	Single select
Q100a	You mentioned that the **DBE Mathematics workbook 1 is still being used**, can you please tell me why this is so**?**
Interviewer Instruction	**Do not read out the responses below. Select the reasons given by the educator. More than one reason can be given**

A1	For remedial purposes, e.g. some learners haven't mastered the concepts in the first workbook yet.	1
A2	We have not completed all the exercises in DBE mathematics workbook 1 because they arrived late.	2
A4	Not being used	4
A3	Other – please specify	3

SCRIPTER	Ask if Q100 =1,2, or 3
Q_TYPE (do not show to interviewer)	Single select
Q101	How often do you use the **DBE maths workbook** in your class?

A1	Everyday	1
A2	Once or twice a week	2
A3	Every second day	3
A4	Once a week	4

SCRIPTER	Ask if Q100 =1,2, or 3
Q_TYPE (do not show to interviewer)	Single select
Q103	What is the **MAIN PURPOSE** for which you use the **DBE maths workbooks?**
Interviewer Instruction	READ OUT

A1	For classwork	1
A2	For homework	2
A3	Using selected examples for demonstration during lessons	3

SCRIPTER	Ask if Q100 =1,2, or 3
Q_TYPE (do not show to interviewer)	Single select
Q105	How **satisfied** are you with the **quality of the DBE maths workbooks**?
	READ OUT

A1	Not satisfied	1
A2	Somewhat satisfied	2
A3	Satisfied	3
A4	Very satisfied	4

SCRIPTER	Ask if Q100 =1,2, or 3
Q_TYPE (do not show to interviewer)	Single select
Q108	How much do you agree or disagree with the following statement… **"The DBE maths workbooks** are sufficient on their own, **one does not need a textbook".**
	READ OUT

A1	Strongly Agree	1
A2	Agree	2
A3	Disagree	3
A4	Strongly Disagree	4

SCRIPTER	Ask if Q100 = 4 A11 must have a text box

Q_TYPE (do not show to interviewer)	Multi Select
Q109	Why are you are **NOT using the DBE MATHEMATICS workbook?** Please indicate the reasons.
Interviewer Instruction	**Do not read out the responses below. Select the reasons given by the educator. More than one reason can be given.**

		Selected	Not Selected
A1	The school did not receive DBE workbook 1 from the DBE.	1	0
A2	The school did not receive DBE workbook 2 from the DBE.	1	0
A3	Some or all of DBE workbook 1 received were in the incorrect language.	1	0
A4	Some or all of DBE workbook 2 received were in the incorrect language.	1	0
A5	The school received the DBE workbooks, but is not using them	1	0
A6	The school received the DBE workbooks, but is using their own selection of worksheets or exercises	1	0
A7	The school received the DBE workbooks, but is using another workbook.	1	0
A8	The school received either Workbook 1 and/or 2 workbooks too late.	1	0
A9	There were not enough Workbook 1 and/or 2 workbooks for all learners.	1	0
A10	The DBE workbook(s) was at the incorrect language level	1	0
A11	Other - Please specify	1	0

SCRIPTER	ASK ALL
Q_TYPE (do not show to interviewer)	Single select
Q114	In this section we will discuss the **DBE Workbook for LANGUAGES** Which **DBE Language workbooks** have been used to teach Language in this class **THIS YEAR**?

A1	**Both** workbook 1 and workbook 2 is used	1
A2	**Only workbook 1** is used	2
A3	**Only Workbook 2** is used	3
A4	**Neither** workbook 1 nor workbook 2 are used	4

SCRIPTER (do not show to interviewer)	**Ask if Q114 =1,2, or 3**

	Single select
Q115	How often do you use the **DBE language workbook** in your class?
Interviewer Instruction	**Read out each response option**

A1	Everyday	1
A2	Once or twice a week	2
A3	Every second day	3
A4	Once a week	4

	Ask if Q114 =1,2, or 3
	Single select
Q117	What is the **main purpose** for which you use the **DBE language workbooks** in your class?**?**

A1	For classwork	1
A2	For homework	2
A3	Using selected examples for demonstration during lessons	3

	Ask if Q114 =1,2, or 3
	Single select
Q119	How **satisfied** are you with the quality of the **DBE language workbooks**?
Interviewer Instruction	**Read out each response option**

A1	Not satisfied	1
A2	Somewhat satisfied	2
A3	Satisfied	3
A4	Very satisfied	4

	Ask if Q114 =1 or 2
	Single select
Q121	You mentioned that the **DBE language workbook 1 is still being used**, can you please tell me why this is so**?**

	Do not read out the responses below. Select the reasons given by the educator. More than one reason can be given	

A1	For remedial purposes, e.g. some learners haven't mastered the concepts in the first workbook yet.	1
A2	We have not completed all the exercises in DBE language workbook 1 because they arrived late.	2
A3	Not being used	3
A4	Other – please specify	4

SCRIPTER (do not show to interviewer)	**Ask if Q114 =1,2,or 3**
Q_TYPE (do not show to interviewer)	Single select
Q122	How much do you agree or disagree with the following statement… **The DBE language workbooks** are sufficient on their own, **one does not need a textbook**
interviewer	**READ OUT**

A1	Strongly Agree	1
A2	Agree	2
A3	Disagree	3
A4	Strongly Disagree	4

SCRIPTER (do not show to interviewer)	**Ask if Q114 = 4** **A11 must have a text box**
Q_TYPE (do not show to interviewer)	Multi Select
Q123	Why are you are **NOT using the DBE language workbooks?** Please indicate the reasons.
Interviewer Instruction	**Do not read out the responses below. Select the reasons given by the educator. More than one reason can be given.**

		Selected	Not Selected
A1	The school did not receive DBE language workbook 1 from the DBE.	1	0
A2	The school did not receive DBE language workbook 2 from the DBE.	1	0
A3	Some or all of DBE language workbook 1 received were in the incorrect language.	1	0
A4	Some or all of DBE language workbook 2 received were in the incorrect language.	1	0
A5	The school received the DBE language workbooks, but is not using them	1	0

		Selected	Not Selected
A6	The school received the DBE language workbooks, but is using their own selection of worksheets or exercises	1	0
A7	The school received the DBE language workbooks, but is using another workbook.	1	0
A8	The school received either DBE language Workbook 1 and/or 2 too late.	1	0
A9	There were not enough DBE language Workbook 1 and/or 2 for all learners.	1	0
A10	The DBE language workbook(s) was at the incorrect language level	1	0
A11	Other: Please specify	1	0

SCRIPTER (do not show to interviewer)	**ASK ALL** Grid - Single Select
Q181	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?
Interviewer Instruction	**Read out each statement with all the response options.** Example: *Education Assistant – Curriculum: **were they very helpful, somewhat helpful or not helpful at all. Or did you not work with them?***

		A1	A2	A3	A4
		Did not work with	**Not helpful**	**Somewhat helpful**	**Very helpful**
S1	Education Assistant - Curriculum	1	2	3	4
S2	Education Assistant - ICT/e-Cadres	1	2	3	4
S3	Education Assistant - Reading Champions	1	2	3	4

SCRIPTER (do not show to interviewer)	**ASK ALL** **A5 textbox**
Q_TYPE (do not show to interviewer)	Single Selection
Q182	What was the **primary mode** of how the **Education Assistants were assigned** to support the school/teachers?

	Do not read out	

A1	The Education Assistants were assigned to specific teachers (each teacher had their own Assistant)	1
A2	The Education Assistants were assigned to support a group of teachers (Assistants were shared among teachers)	2
A3	The Education Assistants were assigned to support a Department	3
A4	A combination of A1, A2 or A3	4
A5	Other: Please specify	5

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Grid - Single Select
Q183	Which of the following tasks did the **education assistants help you with?**
Interviewer Instruction	Read out each statement with all the response options

		A1	A2
		Yes	**No**
S1	Assist with administrative tasks	1	2
S2	Assist with marking	1	2
S3	Assist learners with independent work	1	2
S4	Assist learners with group activities	1	2
S5	Organise classroom(s)	1	2
S6	Teach a class	1	2
S7	Read aloud to learners	1	2
S8	Play mathematics games with learners	1	2
S9	Play language games with learners	1	2
S10	Help make LTSMs (Learning and Teaching Support Material)	1	2

SCRIPTER (do not show to interviewer)	**ASK ALL** Only show Statements that were selected (Yes) code 1 in Q183
Q_TYPE (do not show to interviewer)	Single Select
Q183a	For which **ONE** of these tasks did the education assistant do **MOST FREQUENTLY**?

S1	Assist with administrative tasks	1
S2	Assist with marking	2
S3	Assist learners with independent work	3
S4	Assist learners with group activities	4
S5	Organise classroom(s)	5
S6	Teach a class	6
S7	Read aloud to learners	7
S8	Play mathematics games with learners	8
S9	Play language games with learners	9
S10	Help make LTSMs (Learning and Teaching Support Material)	10

SCRIPTER (do not show to interviewer)	**ASK ALL** Single select
Q185	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	1
A2	Some of them	2
A3	None of them	3
A4	Do not know	4

SCRIPTER (do not show to interviewer)	**ASK ALL** Single select
Q186	Do you think that the assistants that YOU worked with, received **adequate training** for this role?

A1	Yes, most of them	1
A2	Some of them	2
A3	None of them	3
A4	Do not know	4

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Single select
Q187	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?**

A1	Yes	1
A2	No	2

Q188	In the next section, we will be discussing your experiences and views **regarding issues** of HOME LANGUAGE READING at your school.

Q189	Do you have access to **detailed daily HOME LANGUAGE lesson plans**?

A1	Yes	1	Ask Q190 and Q192
A2	No	2	Skip to Q197

Q190	**Who** provided these lesson plans?

A1	I developed my own lesson plans	1
A2	Department of Education	2
A3	NGOs/Universities	3
A4	Commercial Providers	4
A5	Others, please specify	5

Q192	How **useful** do you find these lesson plans?

A1	Not Useful	1
A2	Somewhat Useful	2
A3	Very Useful	3

Q197	Do you have a classroom library/reading corner in your classroom and are books available for learners to read?

A1	Yes	1	Ask Q198
A2	No	2	Skip to Q201

SCRIPTER (do not show to interviewer)	Ask if Q197 = 1
Q_TYPE (do not show to interviewer)	Single select
Q198	Indicate **MORE OR LESS how many books** you have in the classroom library/reading corner?

A1	0-25 books	1
A2	26 - 50 books	2
A3	51 - 75 books	3
A4	76 - 100 books	4
A5	More than 100 books	5

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Grid – Single Select
Q201	Indicate which of the following **instruments** you use to **assess learners' level of reading ability?**

		A1	A2
		Yes	**No**
S1	A rubric provided by DBE	1	2
S2	A rubric developed by the school	1	2
S3	A rubric developed by myself	1	2
S4	A checklist	1	2
S5	A rating scale	1	2
S6	A vocabulary test	1	2
S7	A word counter scale	1	2
S8	EGRA (Early Grade Reading Assessment)	1	2

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Grid – Single Select
Q205	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?

		A1	A2	A3	A4
		Did not participate	**Not useful**	**Somewhat useful**	**Very Useful**
S1	Drop everything and read	1	2	3	4

		A1	A2	A3	A4
S2	PSRIP (Primary School Reading Improvement Programe)	1	2	3	4
S3	Other - Please Specify	1	2	3	4

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Information
	In this section we going to focus on issues related to Assessment

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Multi Select
Q211	**For the 2021 school year**, please indicate **what learner assessment data you used** for **monitoring learner performance** in your classroom?
Interviewer Instruction	Select all options that apply

		Selected	Not Selected
A1	Class tests	1	0
A2	End of term tests	1	0
A3	June and end of year exams/Continuous assessment	1	0
A4	Common exams provided by the district	1	0
A5	Other assessment changes (please specify)	1	0

SCRIPTER (do not show to interviewer)	**ASK ALL** **S7 text box**
Q_TYPE (do not show to interviewer)	Grid - Single Select
Q212	How often do you use **ASSESSMENT DATA** for the following purposes?
Interviewer Instruction	Select all options that apply

		A1	A2	A3	A4
		Does not apply	**Not at all**	**Sometimes**	**Often**
S1	For reporting to the district	1	2	3	4
S2	For reporting to parents	1	2	3	4
S3	For reporting to my HoD/the SMT Teacher	1	2	3	4
S4	To identify learner strength and weaknesses	1	2	3	4
S5	To improve my lesson planning	1	2	3	4
S6	To improve my teaching	1	2	3	4
S7	Other purposes (please specify)	1	2	3	4

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Grid - Single Select
Q214	Now we want to establish the challenges you experience in the effective use of your learners' assessment results. I am going to read out some statements and I would like you to tell me if this happens often, sometimes, rarely or never or if it is not applicable.
Interviewer Instruction	Read out each statement with all the response options. Example: "*High quality tests are not available*" – Is this often, sometimes, rarely or never or is it applicable

			A2	A3	A4	A5
			Does not apply	**Not at all/Rarely**	**Sometimes**	**Often**
S1	High quality tests are not available		2	3	4	5
S2	I need more experience in developing high quality tests		2	3	4	5
S3	Undertaking additional analysis is too time consuming		2	3	4	5
S4	There are limited resources to assist me to analyse assessment results		2	3	4	5

SCRIPTER (do not show to interviewer)	Show a pic of the **National Assessment Circular 02 of 2020** front page

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Single select
Q215	Have you received the National Assessment Circular 02 of 2020 in which the **Assessment for Learning** strategy are listed?

A1	Yes	1
A2	No	2

Q216	Please indicate how this "**Assessment for Learning (AfL) Pedagogical** strategy has/will impact YOUR daily teaching at your school?

A1	Not sure/Do not know	1
A2	Makes my teaching easier	2
A3	Makes my teaching more difficult	3
A4	Makes little to no difference	4

Q217	Would you need **any support to implement** this Assessment for Learning (AfL) Pedagogical strategy?

A1	Not sure/Do not know	1
A2	Lots of support	2
A3	Some support	3
A4	No support	4

Q219	Please indicate **how the following assessment changes** implemented **during the Covid-19 Pandemic period** are affecting your teaching?
Interviewer Instruction	Read out each statement with all the response options. Example: "*cancelling Exams*" – does this make teaching easier, more difficult or does it make little/ no difference.

		A1	A2	A3	A4
		Does not apply	**Makes my teaching easier**	**Makes my teaching more difficult**	**Makes little to no difference**
S1	Cancelling exams	1	2	3	4
S2	Decreasing the number of formal assessments	1	2	3	4
S3	Policy on condoning learners (promoting learners to the next grade)	1	2	3	4
S4	Applying the new Formative assessment guidelines	1	2	3	4
S5	Teachers have less information on learner performance	1	2	3	4
S6	Teachers can now focus on improving learning instead on test scores	1	2	3	4
S7	Other assessment changes (please specify)	1	2	3	4

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Single select
Q220	Have YOU participated in any **formative assessment** capacity development (training) programmes?

A1	Yes	1
A2	No	2

SCRIPTER (do not show to interviewer)	**Ask if Q220=1**
Q_TYPE (do not show to interviewer)	Single select
Q221	Please indicate the year

Q221	**Year**	
	2022	1
	2021	2
	2020	3
	2019	4
	2018	5

Q221	Year	
	Before 2018	6

A1	The DBE/Province	1
A2	The district office	2
A3	Teacher unions	3
A4	The school (i.e. the principal or SMT)	4
A5	Your HoD	5
A6	Other Teachers	6
A7	Other, Please specify	7

Q222a	In your view, which **ONE** of the following indicates the purpose of **Formative Assessment**?
Interviewer Instruction	**Read out the responses**

S1	To improve the formal assessments in schools	1
S2	To improve learning and teaching during lessons	2
S 5	To improve planning process of teachers	3
S6	To improve monitoring of teachers' lessons	4

A1	Yes	1
A2	No	2

	ASK ALL
Q_TYPE (do not show to interviewer)	Grid - Single Select
Q225	Please share your views regarding the following statements **regarding the National Assessment Circular 03 of 2020?**
Interviewer Instruction	Read out each statement with all the response options.

		A1	A2	A3	A4
		Agree/YES	**Unsure**	**Disagree/NO**	**Do not know**
S1	I have read the National Assessment Circular 03 of 2020 in which the formative assessment guidelines are listed	1	2	3	4
S2	The formative assessment guidelines are easy to understand	1	2	3	4
S3	The use of formative assessment will help teachers in my school to improve their teaching and learning	1	2	3	4
S4	The use of formative assessment will help learners to improve their learning	1	2	3	4
S5	Teachers in my school need more support to implement the formative assessment guidelines	1	2	3	4

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Single select
Q226	Did **YOU** receive any **support for implementing the FORMATIVE ASSESSMENT guidelines**?

A1	Yes	1
A2	No	2

SCRIPTER (do not show to interviewer)	**Ask if Q226=1** **A7 text box**
Q_TYPE (do not show to interviewer)	Multiple select
Q227	Please indicate **who provided the support?**
Interviewer Instruction	More than one response can be selected

		Selected	Not Selected
A1	The DBE/Province	1	0

A2	The district office	1	0
A3	Teacher unions	1	0
A4	The school (i.e. the principal or SMT)	4	
A5	Your HoD	5	
A6	Other Teachers	6	
A7	Other, Please specify	7	

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Single select
Q228	Please indicate whether **YOU need ADDITIONAL SUPPORT** to implement the FORMATIVE assessment guidelines?

A1	I do not know	1
A2	I do not need any support	2
A3	I need some support	3
A4	I need a great deal of support	4

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Grid - Single Select
Q229	Please share your views regarding Test / exam (School based assessment) results
Interviewer Instruction	Read out Test / exam (School based assessment) results should be used…before each statement. Example: Test / exam (School based assessment) results should be used *to hold the SCHOOL responsible for learner performance*

			A1	A2
	Test / exam (School based assessment) results should be used….		**Yes**	**No**
S1	To hold the SCHOOL responsible for learner performance		1	2
S2	To hold INDIVIDUAL TEACHERS responsible for learner performance		1	2
S3	To COMPARE school performance		1	2
S4	By PARENTS to select schools for their children		1	2
S5	To REWARD the SCHOOL		1	2
S6	To REWARD INDIVIDUAL TEACHERS		1	2
S7	By District/ Subject Advisors to monitor performance of teachers/schools		1	2
S8	By Districts/ Subject Advisors to SUPPORT teachers/schools		1	2
S9	Test / exam (School based assessment) results should be made available to the public		1	2

Q232	Now we would like to know what **emphasis the District places on the use of the School-based Assessment, i.e. SBA, results for the following.**
Interviewer Instruction	Read out each statement with all the response options.

		A1	A2	A3	A4
	Please indicate if the District places a lot of emphasis, some emphasis, a little emphasis or no emphasis on the use of the SBA results ………	**No emphasis**	**A little emphasis**	**Some emphasis**	**Lots of emphasis**
S1	To monitor the performance of learners	1	2	3	4
S2	To check if the SCHOOL is underperforming	1	2	3	4
S3	To check if TEACHERS are underperforming	1	2	3	4
S4	To identify what support teachers need to addressing learners' learning needs	1	2	3	4
S5	To ensure that teachers focus on improving learner marks	1	2	3	4

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Grid - Single Select
Q234	How would you rate the following options **for improving the current system for monitoring the performance of schools?** Very important, important, somewhat important or not important?
Interviewer Instruction	Read out each statement with all the response options.

		A1	A2	A3	A4
		Very Important	**Important**	**Somewhat Important**	**Not Important**
S1	More external assessment by DBE	1	2	3	4
S2	Improve moderation of current SBA	1	2	3	4

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Information
Q235	**In this set of questions, we will focus on issues related to Learning Losses and the DBE School Recovery Plan in response to the COVID-19 Pandemic**

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Single select
Q236	At the **CURRENT TIME**, in **YOUR class**, are **ALL learners** allowed to attend every day?

A1	Yes	1
A2	No	2

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Single mention
Q236a	Please indicate which **Rotation timetable format WAS PRIMARILY** used for <u>**YOUR Grade 3 CLASS in 2021?**</u>

A1	No rotation was implemented, all learners in **MY CLASS** attended classes on a regular basis	1
A2	Learners attend every alternate day	**2**
A3	Learners attend every alternate week	3
A4	Learners attend every alternate TWO weeks	4
A5	Learners from different grades attend on different days	5
A6	Learners attend in shifts / platoon system (morning and afternoon)	6
A7	Other approach (NOT TO SPECIFY)	7
A8	Do not know	8

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Single select
Q238	Are you aware of the DBE approach that the **School Recovery Plan should be different (i.e. contextualised) for each school?**

A1	Yes	1
A2	No	2

SCRIPTER (do not show to interviewer)	**Show if Q238 = 1**
Q_TYPE (do not show to interviewer)	Single select
Q239	Please indicate how this approach of having the **School Recovery Plan different for each school** has impacted on your daily teaching?
Interviewer Instruction	Read out

A1	Makes my teaching easier	1
A2	Makes my teaching more difficult	2
A3	Makes little to no difference	3

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Single select
Q240	Are you aware of the DBE approach that the **School Recovery Plan should be extended over a 3-year period?**

A1	Yes	1
A2	No	2

SCRIPTER (do not show to interviewer)	**Show if Q240=1**
Q_TYPE (do not show to interviewer)	Single select
Q241	Please indicate how this approach of extending the **School Recovery Plan over 3 years will affect your daily teaching?**
Interviewer Instruction	Read out

A1	Makes my teaching easier	1
A2	Makes my teaching more difficult	2
A3	Makes little to no difference	3

SCRIPTER (do not show to interviewer)	**Ask All**
Q_TYPE (do not show to interviewer)	Grid - Single select for each statement in Q242A Single select for each statement in Q242B
Q242 A and B	Please indicate if the following **TEACHER RELATED** issues occurred during 2021 and HOW it affected your teaching and presentation of lessons in 2021?
Interviewer Instruction	**Read out each statement with all the response options. Single answer per statement**

		A1	A2	**Q242B** How did .... **affect your teaching and presentations of lessons in 2021?**		
		A1	A2	A1	A2	A3
Q242A	Please indicate if the following **issues occurred at your school during 2021**?	**Yes**	**NO**	**Made little or no difference**	**Made my teaching easier**	**Made my teaching difficult**
S1	Teaching smaller classes because of the learner rotation	1	2	1	2	3
S2	Following the trimmed curriculum (ATPs)	1	2	1	2	3
S3	Applying the revised assessment guidelines	1	2	1	2	3
S4	Using online teaching	1	2	1	2	3
S5	Repeating lessons due to the rotation of learners	1	2	1	2	3
S6	I had more support from my HoD	1	2	1	2	3
S11	We teachers worked together more often	1	2	1	2	3
S12	I used more online resources	1	2	1	2	3
S13	The stress from fear of getting the virus	1	2	1	2	3
S15	Trying out new teaching methods and strategies	1	2	1	2	3

SCRIPTER (do not show to interviewer)	**Ask All**
Q_TYPE (do not show to interviewer)	Grid - Single select for each statement in Q242A Single select for each statement in Q242B
Q242a A and B	Please indicate if any of the following **LEARNER RELATED** issues occurred during 2021 and HOW it affected your teaching and presentation of lessons in 2021?
Interviewer Instruction	**Read out each statement with all the response options.**

		A1	A2		A1	A2	A3
Q242A	Please indicate if any of the following **issues occurred at your school during 2021**?	Yes	NO		**Q242B** How did each of the following **affect your teaching and presentations of lessons in 2021?**		
					Made little or no difference	**Made my teaching easier**	**Made my teaching difficult**
S7	Learners had to do more work at home	1	2		1	2	3
S8	Parents/Guardians gave more support to the learners	1	2		1	2	3
S9	Learners had difficulty recalling/remembering the work	1	2		1	2	3
S10	Learners were absent more often	1	2		1	2	3
S14	Preparing work for learners to complete at home	1	2		1	2	3
S16	Less contact time with learners in class	1	2		1	2	3
S17	Dealing with learner's psychological and social needs	1	2		1	2	3

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Grid - Single Select
Q243	Please share YOUR views regarding the **impact of the School Recovery Plan measures on teachers' daily practice.** I am going to read out some statements about the **School Recovery Plan measures** and I would like you to tell me if you agree, strongly agree, disagree or strongly disagree with the statement.
Interviewer Instruction	**Read out each statement with all the response options.** **Example:** *There was less pressure from the District office for our school to improve learner test scores.* Do you agree, strongly agree, disagree or strongly disagree?

		A1	A2	A3	A4
		Strongly agree	**Agree**	**Disagree**	**Strongly disagree**
S1	There was less pressure from the District office for teachers to improve learner test scores.	1	2	3	4
S2	Following the trimmed curriculum (ATPs), teachers could spend more time on **supporting learners understand the content**	1	2	3	4
S3	Following the trimmed curriculum (ATPs), teachers could spend **more time focusing on improving test scores**	1	2	3	4
S4	Three years for learners to catch up learning losses is NOT enough	1	2	3	4
S5	District Subject advisors were LONGER NO LONGER b focusing on whether teachers have completed the curriculum	1	2	3	4
S6	Teachers felt more accountable for teaching and learning.	1	2	3	4
S7	Less formal assessments (and exams) allowed teachers to spend more time on teaching	1	2	3	4

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Grid - Single Select
Q244	Now we would like to ask about the **support YOU received** for **improving teaching and learning during the COVID 19 pandemic in 2020 and 2021?** For each of the following please indicate if your school received a great deal of support, some support, limited support or no support.
	Read out each statement and provide either a YES or NO response. Interviewer Instruction

		A1	A2
		Yes	**No**
S1	Additional teaching and learning materials	1	2
S2	Access to online resources	1	2
S4	Teaching a different subject/grade	1	2
S5	Providing learners with extra assistance	1	2

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Single Select
Q245	What was the **primary source/s of support** YOU received for improving teaching and learning during the COVID 19 pandemic?

A1	From the DBE/Province	1
A2	From the district office	2
A3	From the school (principal or SMT)	3
A4	From your HoD	4
A5	From other teachers	5
A6	From the SGB	6
A7	From the Community	7
A8	Other (DO NOT SPECIFY)	8

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Grid - Single Select
Q247	During the COVID 19 pandemic, what did YOU do to support learning in your class?
Interviewer Instruction	Read out each statement with all the response options.

		A1	A2
		Yes	**No**
S1	I provided learning packs for learners to work at home	1	2
S2	I provided extra classes for learners	1	2
S3	I provided online teaching	1	2
S4	I focused on greater Involvement of parents to support their children at home	1	2
S5	I improved my teaching practices to ensure all my learners are learning	1	2
S6	I collaborated more with other teachers in lesson planning and presentation	1	2
S7	I created WhatsApp groups with learners' parents	1	2

SCRIPTER (do not show to interviewer)	Pipe in all items selected as Q247 =1
Q_TYPE (do not show to interviewer)	Single Select
Q247a	Which **ONE** of these made the biggest difference

S1	I provided learning packs for learners to work at home	1
S2	I provided extra classes for learners	2
S3	I provided online teaching	3
S4	I focused on greater Involvement of parents to support their children at home	4
S5	I improved my teaching practices to ensure all my learners are learning	5
S6	I collaborated more with other teachers in lesson planning and presentation	6
S7	I created WhatsApp groups with learners' parents	7

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Grid – Single Select
Q251	Please indicate what proportion of your learners have access to the following resources/facilities in their **HOME** environment. I am going to read out the list and I would like you to tell me if all, more than half, about half, less than half, very few or none of your learners have access to this resource/facility.
Interviewer Instruction	**Read out each statement with all the response options.** **Example:** *Aaccess to the Internet* **– do all, more than half, about half, less than half, very few or none of your learners have access to the internet?**

		A1	A2	A3	A4	A5	A6
		All	**More than half**	**About half**	**Less than half**	**Very few**	**None**
S1	Internet	1	2	3	4	5	6
S2	Computers (laptop or Desktop)	1	2	3	4	5	6
S3	Smart phones	1	2	3	4	5	6
S4	Access to data	1	2	3	4	5	6
S5	Television	1	2	3	4	5	6
S6	Radio	1	2	3	4	5	6

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Single Mention
Q255	**We are almost at the end of interview and would like to ask about issues related to School Safety.** To what extent is **violence/bullying amongst learners a problem** in your class?
Interviewer Instruction	**Read out**

S1	To a great extent	1
S2	To some extent	2
S3	To a little extent	3
S4	Not at all	4

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Grid - Single Select
Q261	Thinking about the current situation in your school, to what extent do you agree or disagree with the following statements.
Interviewer Instruction	Read out each statement with all the response options. **Example: "I feel safe at our school". Do you agree, strongly agree, disagree or strongly disagree?**

		A1	A2	A3	A4
		Strongly disagree	**Disagree**	**Agree**	**Strongly Agree**
S1	I feel safe at our school.	1	2	3	4
S2	My Learners feel safe at our school	1	2	3	4
S3	The SMT (School Management Team) supports me to create a safe school environment.	1	2	3	4
S4	The school has a safety plan that is well implemented	1	2	3	4

SCRIPTER (do not show to interviewer)	**Ask All**
Q_TYPE (do not show to interviewer)	Grid - Single Select
Q263	To what extent are the following issues a problem affecting **learners at your school?** For each statement I read out, please indicate if this is a serious problem, a moderate problem, a minor problem or not a problem at your school.
Interviewer Instruction	**Read out each statement with the response options. Do not read out DON'T KNOW.**

		A1	A2	A3	A4	A5
		Not a problem	**Minor problem**	**Moderate problem**	**Serious Problem**	**Don't know**
S1	Arriving late at school	1	2	3	4	5
S2	Absenteeism (i.e., unjustified absences)	1	2	3	4	5
S3	Classroom disturbance	1	2	3	4	5
S4	Cheating among learners (e.g., tests, exams, assignments, etc.)	1	2	3	4	5
S5	Profanity and swearing among learners	1	2	3	4	5
S6	Vandalism by learners	1	2	3	4	5
S7	Theft among learners	1	2	3	4	5
S8	Intimidation or verbal abuse among learners (including texting, emailing, etc.).	1	2	3	4	5
S9	Physical injury to other learners	1	2	3	4	5
S10	Intimidation based on learner's sexual orientation	1	2	3	4	5
S11	Physical environment of the school (e.g. lack of fences, gates; poor condition of building, etc.)	1	2	3	4	5
S12	Liquor outlets within proximity to the school.	1	2	3	4	5

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Grid – Single Select
Q264	To what extent are the following issues a problem **AFFECTING TEACHERS** at your school**?** For each statement I read out, please indicate if this is a serious problem, a moderate problem, a minor problem or not a problem at your school.
Interviewer Instruction	**Read out each statement with the response options. Do not read out DON'T KNOW.**

		A1	A2	A3	A4
		Not a problem	**Minor problem**	**Moderate problem**	**Serious Problem**
S1	Intimidation or verbal abuse of teachers or staff (including texting, emailing, etc.) by other members of staff	1	2	3	4
S2	Physical injury to teachers or staff by other members of staff	1	2	3	4
S3	Physical environment of the school (e.g. lack of fences, gates; poor condition of building, etc.)	1	2	3	4
S4	Liquor outlets within proximity to the school.	1	2	3	4

SCRIPTER (do not show to interviewer)	**SHOW ALL**
interviewer read out	**Thank you so much for your valuable time and feedback. Your input will make a contribution to the review of current policies with the view of improving the education system in our country.** **For the final section of the Grade 3 Educator schedule we have to go to your classroom to ask your learners a few questions about the DBE workbooks, text books and exercise books for Grade 3.** **The questions are mainly to see which workbooks the learners are using and how many of them have workbooks.** **We would appreciate it if you would please assist us with introducing us and reassuring the learners that this is not a test, that there are no right or wrong answers and that we only want to see which workbooks they are using.** We will start off by asking about **the DBE maths workbooks** being used to teach **Mathematics** in this class.

SCRIPTER (do not show to interviewer)	**Show ALL**
Q_TYPE (do not show to interviewer)	Numeric
Interviewer:	**Count and record the number of learners present in this Grade 3 Foundation Phase class.**

SCRIPTER		Numeric
		Count Number of learners
Q129	Count and record the **number of learners present in this class**	

SCRIPTER (do not show to interviewer)	**ASK ALL** **If Q100 =1,2 or 3 then show Q131**
Q_TYPE (do not show to interviewer)	Single select
Q131	Is the **DBE maths workbooks** being used to teach **Mathematics** in this class?

Interviewer Instruction	Ask learners **AND** confirm with Grade 3 Teacher.

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	Show a picture of the **DBE maths workbook 1**

SCRIPTER (do not show to interviewer)	**Show if Q131 = 2** **Cannot be > Q129**
Q_TYPE (do not show to interviewer)	Numeric
Q132	Did you receive a **DBE maths workbook 1**? "Please raise your hand if you received a DBE Maths workbook 1"
Interviewer Instruction	The next set of questions must be asked to the learners in the class. Count the number of learners saying yes by show of hands.

SCRIPTER		Numeric
		Count Number of learners
Q132	Number of learners who received a **DBE Maths workbook 1?**	

SCRIPTER (do not show to interviewer)	**Show a picture of the DBE Maths Workbook 2**

SCRIPTER (do not show to interviewer)	**Show if Q131 = 2** **Cannot be > Q129**
Q_TYPE (do not show to interviewer)	Numeric
Q133	Did you receive a **DBE Maths Workbook 2?** "Please raise your hand if you received a DBE Maths workbook 2"
Interviewer Instruction	**Count the number of learners saying yes by show of hands.**

SCRIPTER		Numeric
Q133	Number of learners who received a **DBE Maths Workbook 2?**	**Count and record Number of learners**

SCRIPTER (do not show to interviewer)	**Show if Q131 = 2** **The total number of learners for Q136 and Q137 combined, cannot be > Q129**
Q_TYPE (do not show to interviewer)	Numeric
Q136	Please raise your hand if you **have the DBE Maths workbook with you today**?
Interviewer Instruction	**Count the number of learners who are able to show you the Grade 3 DBE workbooks.**

	Only count the DBE workbooks. Do NOT count workbooks that were published by an organisation other than the DBE or which are photocopied, that are in a language other than the one specified above, or that is used by learners not currently present in the class.

SCRIPTER		Numeric
		Count Number of learners
Q136	Number of learners who are **able to show you the Grade 3 DBE workbooks.**	

SCRIPTER (do not show to interviewer)	**Show if Q131 = 2** **The total number of learners for Q136 and Q137 combined, cannot be > Q129**
Q_TYPE (do not show to interviewer)	Numeric
Q137, Q138 and Q139	The next few questions are only for learners who **DO NOT HAVE** their **DBE Maths workbooks with them here today**. May I ask you to PUT YOUR HAND UP please?
Interviewer Instruction	**READ OUT - Please put up your hands if you DID NOT receive the DBE Maths workbook.** • *Interviewer: Count and record the number of learners who DID NOT receive the DBE Maths workbook.* **READ OUT - Please put up your hands if you received a DBE maths workbook but lost it .** *Interviewer: Count and record the number of learners who received a DBE maths workbook but lost it* **READ OUT - Please put up your hands if you received a DBE maths workbook but left it at home** *Interviewer: Count and record the number of learners who received a DBE maths workbook but left it at home*

		Count and record Number of learners
Q137	Number of learners who **DID NOT receive the DBE Maths workbook.**	
Q138	Number of learners who **received a DBE Maths workbook but lost it**	
Q139	Number of learners who **received a DBE Maths workbook but left it at home**	

SCRIPTER (do not show to interviewer)	Show a picture of the **EXERCISE BOOK** that the **learners do their Mathematics work in**.

SCRIPTER (do not show to interviewer)	**ASK ALL** **The total number of learners for Q152 and Q153 combined, cannot be > Q129**
Q_TYPE (do not show to interviewer)	Numeric

Q152 and Q153	Do you have any **exercise books where you do your Mathematics work** in?
	1. Please raise your hand if **you have an exercise book where you do your mathematics work in**.
	2. Please raise your hand if you **DO NOT have an exercise book** where you do your mathematics work in"
Interviewer Instruction	**Count and record the number of learners saying YES by show of hands.** **Count and record the number of learners saying NO by show of hands.**

SCRIPTER		Numeric
		Count Number of learners
Q152	Number of learners who **have an exercise book where you do your mathematics work in**.	
Q153	Number of learners who **DO NOT have an exercise book where you do your mathematics work in**.	

SCRIPTER (do not show to interviewer)	**ASK ALL** **If Q114 =1,2 or 3 then Q155 must be shown**
Q_TYPE (do not show to interviewer)	Single select
Q155	We are now looking at **DBE LANGUAGE Workbooks** Are the **DBE language workbooks** being used to teach **Language** in this class?
Interviewer Instruction	**Ask learners and confirm with Grade 3 Teacher.**

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	Show a picture of the **DBE LANGUAGE workbook 1**
Interviewer Instruction	**The next set of questions must be asked to the learners in the class.**

SCRIPTER (do not show to interviewer)	**Show if Q155 = 2**
Q_TYPE (do not show to interviewer)	Numeric
Q156	Did you receive a **DBE LANGUAGE workbook 1**? Please raise your hand if you received a DBE LANGUAGE workbook 1.
Interviewer Instruction	**Count the number of learners saying yes by show of hands.**

SCRIPTER		Numeric
		Count Number of learners
Q156	Number of learners who received a DBE LANGUAGE workbook 1?	

	Show a picture of the **DBE LANGUAGE workbook 2**

	Show if Q155 = 2
	Numeric
Q157	Did you receive a **DBE LANGUAGE workbook 2?** Please raise your hand if you received a DBE LANGUAGE workbook 2"
Interviewer Instruction	Count the number of learners saying yes by show of hands.

SCRIPTER		Numeric
		Count Number of learners
Q157	Number of learners who received a DBE LANGUAGE workbook 2?	

	Show if Q155 = 2 **Cannot be > Q129** **The total number of learners for Q159 and Q162 combined, cannot be > Q129**
	Numeric
Q159	Please raise your hand if you **have the DBE LANGUAGE workbook with you today**?
Interviewer Instruction	Count the number of learners who are **able to show you the Grade 3 DBE Language workbook.** **Only count the DBE workbooks.** Do NOT count workbooks that were published by an organisation other than the DBE, that were photocopied, that are in a language other than the one specified above, or that is used by learners not currently present in the class.

SCRIPTER		Numeric
		Count Number of learners
Q159	Number of learners who are **able to show you the Grade 3 DBE workbooks.**	

	Show if Q155 = 2
	Numeric
Q162, Q163 and Q164	**READ OUT:** The next few questions are only for learners who **DO NOT HAVE** their **DBE LANGUAGE workbook with them here today**. May I ask you to PUT YOUR HAND UP please?

		Count Number of learners
	Interviewer Instruction	READ OUT - Please put up your hands if you DID NOT receive the DBE LANGUAGE workbook. *Interviewer: Count and record the number of learners who DID NOT receive the* **DBE LANGUAGE workbook** READ OUT - Please put up your hands if you received a DBE LANGUAGE workbook but lost it . *Interviewer: Count and record the number of learners who **received a DBE** DBE LANGUAGE workbook **but lost it*** READ OUT - Please put up your hands if you received a DBE LANGUAGE workbook but left it at home *Interviewer: Count and record the number of learners who received a DBE* **LANGUAGE workbook** *but left it at home*

		Count Number of learners
Q162	Number of learners who **DID NOT receive the DBE LANGUAGE workbook.**	
Q163	Number of learners who **received a DBE LANGUAGE workbook but lost it**	
Q164	Number of learners who **received a DBE LANGUAGE workbook but left it at home**	

SCRIPTER (do not show to interviewer)	Show a picture of **THE EXERCISE BOOK** that the learners do their **Language work** in.

SCRIPTER (do not show to interviewer)	ASK ALL The total number of learners for Q177 and Q178 combined, cannot be > Q129
Q_TYPE (do not show to interviewer)	Numeric
Q177 and Q178	Do you have **any exercise books** where you do your **Language** work in?
Interviewer Instruction	• Count the number of learners saying YES by show of hands. • Count the number of learners saying NO by show of hands.

SCRIPTER		Numeric
		Count Number of learners
Q177	Number of learners who **have an exercise book** where you do your **Language** work in	
Q178	Number of learners who **DO NOT HAVE an exercise book** where you do your **Language** work in.	

SCRIPTER (do not show to interviewer)	ASK ALL Q178a cannot be more than Q129
Q_TYPE (do not show to interviewer)	Numeric
Q178a	Please put your hand up if you have **taken a story book home from school this week or last week.**

Interviewer Instruction	Count the number of learners with their hands raised.

SCRIPTER		Numeric
		Count Number of learners
Q178a	Number of learners who took a story book home this week or last week	

SCRIPTER	Ask All
Q_TYPE	Text Box
	Thank you. We are at the end of the survey. Are there any other comments or inputs that you would like to make.

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Text
Q265	**Thank you again for agreeing to participate in the Department of Basic Education's School Monitoring Survey. We appreciate your feedback and time. Please note that the results of this survey will be used to improve policy and practices in our schools. The results will be released sometime next year and will be made available on the Internet.**
Interviewer Instruction	Please thank the learners and educator for their time.
SCRIPTER NEXT ITEM	End

GRADE 6, 9 and 12 EDUCATOR INTERVIEW SCHEDULE

Good morning/Good afternoon Sir/ Madam

My name is …………… and I would like to thank you for agreeing to participate in the Department of Basic Education's School Monitoring Survey for 2022.

The School Monitoring Survey 2021/22 is used 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 and the Delivery Agreement for Outcome 1: Improved quality of basic education.

The results of this survey will be used to review current policies with a view of improving the education system in our country.

We will be collecting information from schools to produce provincial and national statistics, specifically information that is not available in other systems such as the EMIS. Therefore this is a quantitative survey and not a reflection of the performance of the school or yourself.

The purpose of the Grade 3 interview is to gather important information on teaching practices, professional development activities, and the support received from subject advisors and HoDs as well as your views about assessments and examinations.

All information that you provide will be treated with utmost confidentiality. At no stage will the names of the school, the principal or the educators be used in any reports. Moreover, details on individual schools will not be shared with provincial departments or district offices.

This questionnaire should take about 60 minutes to complete. May I begin please?

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Single Select
Q5	For which grade was this teacher selected?
Interviewer	DO NOT ASK

A1	Grade 6	1
A2	Grade 9	2
A3	Grade 12	3

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Single Select
Q6	For which subject was this teacher selected?
Interviewer	DO NOT ASK

A1	Mathematics	1
A2	Maths Literacy	2
A3	English Home Language	3
A4	English First Additional Language	4

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Single Select
Q7	What is your **position** in this school?

Deputy principal	1
HoD (P2)	2
Educator (P1)	3
Principal (P3)	4

Q8	Now I would like to ask you about your highest **education qualification** and your highest **teaching qualification.** What is your **highest education qualification** by selecting the appropriate option below:
Interviewer	Here we ask about their highest education qualification and in the next question we ask specifically about their highest teaching qualification. An undergraduate degree is usually your first university or tertiary degree, such as a Bachelor's degree. You cannot undertake a postgraduate degree without first completing an undergraduate qualification. You can undertake postgraduate study after you have completed an undergraduate degree or have equivalent work experience. The postgraduate degree or programme allows you to specialise or acquire a specific skill set. Postgraduate courses include Postgraduate Certificates, Postgraduate Diplomas, Masters Degree and a PhD. READ OUT the list below and ask respondent to select one answer.

A1	Lower than Matric	1
A2	Matric	2
A3	Diploma	3
A4	First Degree	4
A5	Postgraduate degree	5

Q8a	What is your highest **TEACHING QUALIFICATION**?
Interviewer	Here we are interested only in their highest **teaching qualification.** READ OUT the list below and ask respondent to select one answer.

A1	None	1
A2	Diploma in Education	2
A3	Postgraduate Diploma in Education (e.g. PGCE)	3
A4	B Ed	4
A6	Master's in Education	5
A7	Doctorate in Education	6

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Single Select
Q9	Did you take **mathematics or mathematics literacy at Grade12/Matric level?**

A1	Mathematics	1
A2	Mathematics literacy	2
A3	Did not take mathematics or mathematics literacy at Grade12/Matric level	3

SCRIPTER (do not show to interviewer)	ASK ALL Multi Select
Q10	Please indicate what **Phase/s** you have been trained to teach.
Interviewer Instruction	More than one answer can be selected

		Selected	Not Selected
A1	Foundation Phase (Grades R to 3)	1	0
A2	Intermediate Phase (Grades 4 to)	1	0
A3	Senior Phase (Grades 7 to 9)	1	0
A4	FET Phase (Grades 10-12)	1	0

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Multi Select
Q11	Do you teach any other grades? If yes, which ones?
Interviewer Instruction	More than one answer can be selected

		Selected	Not Selected
A1	No	1	0
A2	Grade 1	1	0
A3	Grade 2	1	0
A4	Grade 3	1	0
A5	Grade 4	1	0
A6	Grade 5	1	0
A7	Grade 6	1	0
A8	Grade 7	1	0
A9	Grade 8	1	0

		Selected	Not Selected
A10	Grade 9	1	0
A11	Grade 10	1	0
A12	Grade 11	1	0
A13	Grade 12	1	0

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Multi Select – Drop Down list
Q12	What other **subjects** do you teach?
Interviewer Instruction	Interviewer NOTE: DO NOT READ OUT THE LIST. Select/Tick ALL the subjects MENTIONED BY THE EDUCATOR.

		Selected	Not Selected
S50	None	1	0
S1	English Home language;	1	0
S2	Afrikaans Home language,	1	0
S3	English First Additional Language	1	0
S4	Afrikaans First Additional Language	1	0
S5	Accounting	1	0
S6	Agricultural Management Practices	1	0
S7	Agricultural Sciences	1	0
S8	Agricultural Technology	1	0
S9	Arts and Culture	1	0
S10	Business Studies	1	0
S11	Civil Technology	1	0
S12	Civil Technology (Specialisation)	1	0
S13	Computer Applications Technology	1	0
S14	Consumer Studies	1	0
S15	Creative Arts	1	0
S16	Dance Studies	1	0
S17	Design Studies	1	0
S18	Dramatic Arts	1	0
S19	Economics	1	0
S20	Economic Management and Sciences	1	0
S21	Electrical Technology	1	0
S22	Engineering Graphics and Design	1	0
S23	Geography	1	0
S24	History	1	0
S25	Hospitality Studies	1	0

		Selected	Not Selected
S26	Information Technology	1	0
S27	Life Orientation	1	0
S28	Life Sciences	1	0
S29	Marine Sciences	1	0
S30	Maritime Economics	1	0
S31	Mathematics	1	0
S32	Mathematical Literacy	1	0
S33	Mathematics: **Technical Mathematics**	1	0
S34	Mechanical Technology	1	0
S35	Music	1	0
S36	Natural sciences	1	0
S37	Physical Sciences	1	0
S38	Religious Studies	1	0
S39	Social Science	1	0
S40	Sports and Exercise Science	1	0
S41	Technical Mathematics	1	0
S42	Technical: Civil Technology	1	0
S43	Technical: Electrical Technology	1	0
S44	Technical: Mechanical Technology	1	0
S45	Technical Science	1	0
S46	Technology	1	0
S47	Tourism	1	0
S48	Visual Arts	1	0
S49	Other specify	1	0

SCRIPTER (do not show to interviewer)	**ASK ALL**	Numeric
Q13	What is the **number of years** that you have been **teaching in this Phase / Subject**?
Interviewer Instruction	Record number and re- enter number in order to check that the number is correct

SCRIPTER		Numeric
		Record number of years
Q13	Number of years teaching in this Phase / Subject	

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Numeric
Q17	What is **the largest class that you teach this year** (i.e. 2022 - number of Learners)

Interviewer Instruction	Record number

SCRIPTER		Numeric	Numeric verification
		Record number	Verify number
Q17	Number of learners in the largest class taught for 2022		

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Single select
Q18	Are you teaching a **multi-grade class**? A multi-grade class refers to learners **at different grade level** in the **same classroom**.

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Single select
Q19	Have you received training in multi-grade teaching?

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Grid - Single select
Q20	Please indicate if you are using any **detailed daily lesson plans**, and who provided these lesson plans. Detailed lesson plans refers to **lesson plans that ALREADY contain all the information** for implementing a lesson.
Interviewer Instruction	**Read out each statement with all the response options.** **Commercial providers are organisation that provide material that has to be paid for.**

		A1	A2
		No	**Yes**
S1	Department of Education	1	2
S2	NGOs/Universities	1	2
S3	Commercial providers (paid for)	1	2

SCRIPTER (do not show to interviewer)	ASK ALL

	Single select
Q27	How would you rate your computer literacy? Excellent, good, moderate or poor?

A1	Poor	1
A2	Moderate	2
A3	Good	3
A4	Excellent	4

	ASK ALL
	Single select
Q28	Do you use the internet?

A1	Yes	1
A2	No	2

	Ask if Q28=1
	Single select
Q29	How often do you use the internet to obtain curriculum related materials (extra resources for teaching)?
Interviewer Instruction	Read out all response options.

A1	Never	1
A2	Sometimes	2
A3	Often	3
A4	Always	4

	ASK ALL
	Information
	In this section we going to discuss **PROFESSIONAL DEVELOPMENT ACTIVITIES FOR 2022. Professional development** refers to activities that develop an educator's skills and expertise as an educator.

	ASK ALL
	Single select
Q31	Did you participate in any in **SELF-INITIATED** professional development activities in **2022**?

	By Self-initiated we are referring to professional development activities initiated by yourself to further enhance your own development as an educator, for example reading new books, or initiating discussion groups with other educators; developing learning materials; participating in professional associations.
Interviewer	**READ THE QUESTION AND EXPLANATION IN FULL**

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	**Show if Q31=2**
Q_TYPE (do not show to interviewer)	Numeric
Q32	What is the Estimated number of hours you spent on **SELF-INITIATED** professional development activities in **2022**?
Interviewer Instruction	**You may have to assist educator to estimate the hours.**

SCRIPTER		Numeric	
		Record number	
Q32	Number of hours		

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Single select
Q34	Did you participate in any **SCHOOL-INITIATED** professional development activities in **2022**? **School-initiated professional development** refers to activities initiated **by your school** to further enhance your own development as an educator. Activities could include participating in school workshops on curriculum, teaching, assessment, classroom management or management in general. professional learning community meetings; attending cluster meetings,
Interviewer Instruction	**READ THE QUESTION AND EXPLANATION IN FULL**

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	**Show if Q34=2**
Q_TYPE (do not show to interviewer)	Numeric
Q35	What were the Estimated number of hours you spent on **SCHOOL-INITIATED** professional development activities in **2022**?
Interviewer Instruction	**You may have to assist educator to estimate the hours.**

SCRIPTER		Numeric
Q35	Number of hours	

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Single select
Q37	Now we would like to talk about **Externally initiated professional development activities.** **Externally initiated professional development activities refers** to activities initiated by the Provincial Education Department, District Offices, the National Department of Basic Education, the union, or a professional association to further enhance your own development as an educator. Did you participate in professional development activities provided by **the DBE (district / province / national) in 2022?**
Interviewer Instruction	**READ THE QUESTION AND EXPLANATION IN FULL**

A1	No	1	Skip to Q40
A2	Yes	2	Ask Q38

SCRIPTER (do not show to interviewer)	Show if Q37=2
Q_TYPE (do not show to interviewer)	Numeric
Q38	What is the **estimated number of hours** you have spent on professional development activities by the DBE **district / province / national) in 2022?**
Interviewer Instruction	**READ THE QUESTION AND EXPLANATION IN FULL**

SCRIPTER		Numeric
Q38	Number of hours	Record number

SCRIPTER (do not show to interviewer)	Ask All Single select
Q40	Did you participate in professional development activities provided by the **unions/professional associations** in 2022?

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	Show if Q40=2
Q_TYPE (do not show to interviewer)	Numeric

Q41	What is the **estimated number of hours** you have spent on professional development activities provided by the **unions/professional associations**

SCRIPTER		Numeric
Q41	Number of hours	Record number

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Single select
Q43	Did you participate in professional development activities **provided by other institutions in 2022 (e.g. Universities, NGOs)?**

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	Show if Q43=2
Q_TYPE (do not show to interviewer)	Numeric
Q44	What were the Estimated number of hours you spent on professional development activities **provided by other institutions in 2022 (e.g. Universities, NGOs)?**

SCRIPTER		Numeric
Q44	Number of hours	Record number

SCRIPTER	Ask All
Q_TYPE	Single select
Q45	Which **ONE** of the different types of professional development activities (Self-initiated, School initiated, Externally initiated) did you find the **MOST USEFUL**?
	READ OUT

A1	Self-initiated	1
A2	School initiated	2
A3	Externally initiated	3

SCRIPTER (do not show to interviewer)	Ask All
Q_TYPE (do not show to interviewer)	Grid - Single select
Q46	**In 2022,** approximately how much time have you spent **on Professional Development** during:
Interviewer Instruction	Read out each statement with the response options.

		A1	A2	A3	A4
		0 days	**1 day**	**2-5 days**	**More than 5 days**
S1	School holidays/weekends/after school hours	1	2	3	4
S2	During school hours	1	2	3	4

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Single select
Q47	Have you received any **training** on **identifying / supporting learners with learning barriers?**

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	**ASK ALL** A4 must be a numeric box
Q_TYPE (do not show to interviewer)	Single select
Q48	How many **professional development points** do you currently have? (That is in the current cycle)

A1	Have not applied	1
A2	Don't know	2
A3	Am waiting for SACE response	3
A4	Interviewer: Write in number of points	4

SCRIPTER (do not show to interviewer)	**Ask All**
Q_TYPE (do not show to interviewer)	Single select
Q49	Does your school have a **Professional Learning Community (PLC)?**
	Do not explain what a Professional Learning Community (PLC) is. A school will know whether they have a PLC or not. If the respondent does not know then mark as DON'T KNOW

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	**Ask if Q49=2**
Q_TYPE (do not show to interviewer)	Single select
Q50	**In 2022**, **how many times have you participated** in a Professional Learning Community (PLC) meeting in your school?

	DO NOT READ OUT

A1	1-2 times	1
A2	Between 3 to 6 times	2
A3	Between 7 to 10 times	3
A4	More than 10 times	4

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Single select
Q50a	Do you participate in any other Professional Learning Community (PLC) meetings **involving OTHER schools**?

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	**Ask if Q50a =2**
Q_TYPE (do not show to interviewer)	Single select
Q50b	**In 2022**, how many **Professional Learning Community (PLC) meetings involving OTHER schools**, did you attend?

1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10 or more	10

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Single select
Q51	**Now we would like to discuss school visits from district officials for monitoring and support purposes.** 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.

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	**Ask if Q51=2**
Q_TYPE (do not show to interviewer)	Single select
Q52	How many **visits** have you received this year for **monitoring and support purposes**?
Interviewer Instruction	Remind educator to exclude meetings, delivery visits and visits relating to grievance procedures.

A1	One visit	1
A2	Two visits	2
A3	Three visits	3
A4	Four visits	4
A5	More than four visits	5

SCRIPTER (do not show to interviewer)	**Ask if Q51=2**
Q_TYPE (do not show to interviewer)	Grid - Single select
Q53	Why did the **subject (curriculum) advisor** visit you?
Interviewer Instruction	**Read out each statement and record if Yes or No.**

		A1	A2
		Yes	**No**
S1	Check whether I have implemented the assessment guidelines correctly	1	2
S2	Check how far I am with the coverage of my curriculum (in any grade or subject)	1	2
S3	Check whether I have undertaken lesson (and other types of) planning	1	2
S4	Check my teaching practice in the classroom	1	2
S5	Give me advice on how to improve my teaching practice	1	2
S6	Help me to improve my subject content knowledge	1	2
S7	**Support** me on setting tests / exams	1	2
S8	**Support** me on classroom assessment practices	1	2

SCRIPTER (do not show to interviewer)	**Ask if Q51=2**
Q_TYPE (do not show to interviewer)	Single select
Q56	How **satisfied** were you with the visits from the District Official? By satisfied we are referring to the effectiveness and quality of support you received, not personal liking or preferences for specific district officials.

	Read out each option

A1	Not satisfied	1
A2	Somewhat satisfied	2
A3	Satisfied	3
A4	Very satisfied	4

SCRIPTER (do not show to interviewer)	**Ask if Q51=2**
Q_TYPE (do not show to interviewer)	Single select
Q58	Who initiated the visit?

A1	Principal	1
A2	SMT (Senior Management Team)	2
A3	Subject Advisor	3
A4	I did (i.e., teacher being interviewed)	4

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Single select
Q61	Have you been **visited this year** by your **Head of Department / your Senior (principal/deputy principal)** for **monitoring and support purposes**?

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	**Ask if Q61=2**
Q_TYPE (do not show to interviewer)	Single select
Q62	**How many visits from the HoD/ your Senior** have you received this year for monitoring and support purposes? Please exclude meetings relating to grievance procedures.

A1	One	1
A2	Two	2
A3	Three	3
A4	Four	4
A5	More than four	5

SCRIPTER (do not show to interviewer)	Ask if Q61=2
Q_TYPE (do not show to interviewer)	Grid - Single select
Q63	**Why did YOUR HoD / your Senior visit you?**
Interviewer Instruction	**Read out each statement and record if Yes or No.**

		A1	A2
		Yes	**No**
S1	Check whether I have implemented the assessment guidelines correctly	1	2
S2	Check how far I am with the coverage of my curriculum (in any grade or subject)	1	2
S3	Check whether I have undertaken lesson (and other types of) planning	1	2
S4	Check my teaching practice in the classroom	1	2
S5	Give me advice on how to improve my teaching practice	1	2
S6	Help me to improve my subject content knowledge	1	2
S7	Support me on setting tests / exams	1	2
S8	Support me on classroom assessment practices	1	2
S10	Support for implementing the COVID-19 School Recovery Plan guidelines	1	2

SCRIPTER (do not show to interviewer)	Ask if Q61=2
Q_TYPE (do not show to interviewer)	Single select
Q66	From the issues that were identified, **how satisfied** were you with the visits from your HoD / your Senior? By satisfied we are referring to the effectiveness and quality of support you received, not personal liking or preferences for specific district officials.

A1	Not satisfied	1
A2	Somewhat satisfied	2
A3	Satisfied	3
A4	Very satisfied	4

SCRIPTER (do not show to interviewer)	ASK ALL Information
Q80	In the next section, we are going to discuss **COMMON EXAMINATIONS**. Common Examinations refers to examinations similar to the Matric exams, which are provided by the District or Province, These exams are written by all learners **in selected grades** and subjects and are also **used by schools for promotion purposes**

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Single select
Q81	Has your class participated in **common examinations**?

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	Ask if Q81=2
Q_TYPE (do not show to interviewer)	Multi Select – Drop down list
Q82	Which subjects were examined?
Interviewer Instruction	More than one answer can be selected. Do not read out the list.

		Selected	Not Selected
S1	English Home language;	1	0
S2	Afrikaans Home language,	1	0
S3	English First Additional Language	1	0
S4	Afrikaans First Additional Language	1	0
S5	Accounting	1	0
S6	Agricultural Management Practices	1	0
S7	Agricultural Sciences	1	0
S8	Agricultural Technology	1	0
S9	Arts and Culture	1	0
S10	Business Studies	1	0
S11	Civil Technology	1	0
S12	Civil Technology (Specialisation)	1	0
S13	Computer Applications Technology	1	0
S14	Consumer Studies	1	0
S15	Creative Arts	1	0
S16	Dance Studies	1	0

		Selected	Not Selected
S17	Design Studies	1	0
S18	Dramatic Arts	1	0
S19	Economics	1	0
S20	Economic Management and Sciences	1	0
S21	Electrical Technology	1	0
S22	Engineering Graphics and Design	1	0
S23	Geography	1	0
S24	History	1	0
S25	Hospitality Studies	1	0
S26	Information Technology	1	0
S27	Life Orientation	1	0
S28	Life Sciences	1	0
S29	Marine Sciences	1	0
S30	Maritime Economics	1	0
S31	Mathematics	1	0
S32	Mathematical Literacy	1	0
S33	Mathematics: **Technical Mathematics**	1	0
S34	Mechanical Technology	1	0
S35	Music	1	0
S36	Natural sciences	1	0
S37	Physical Sciences	1	0
S38	Religious Studies	1	0
S39	Social Science	1	0
S40	Sports and Exercise Science	1	0
S41	Technical Mathematics	1	0
S42	Technical: Civil Technology	1	0
S43	Technical: Electrical Technology	1	0
S44	Technical: Mechanical Technology	1	0
S45	Technical Science	1	0
S46	Technology	1	0
S47	Tourism	1	0
S48	Visual Arts	1	0
S49	Other specify	1	0

SCRIPTER (do not show to interviewer)	Ask if Q81=2
Q_TYPE (do not show to interviewer)	Multiple select
Q83	In which of the following periods were these exams conducted?
	READ OUT

		Selected	Not Selected
A1	Mid-year 2021	1	0
A2	End of year 2021	1	0
A3	Mid-year 2022	1	0

SCRIPTER (do not show to interviewer)	Ask if Q81=2
Q_TYPE (do not show to interviewer)	Single select
Q85	Is your class participating in **end of year common examinations in 2022**?

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Information
	In the next section, we are going to discuss YOUR VIEWS about **PROVINCIAL, NATIONAL AND INTERNATIONAL ASSESSMENTS.** These assessments refer to testing of learners, similar to the ANAs, conducted by the Department (either the Province or National, to monitor learners' performance. Usually, these assessments do not count for the learner's final marks – similar to the ANAs.

SCRIPTER (do not show to interviewer)	ASK ALL Grid - Single select
Q87	How useful do you think the following programmes are for improving education in South Africa? For each program I read out please indicate if you think it's very useful, useful, of some use, or of no use.
Interviewer Instruction	Read out each statement with all the response options. Example: *National Assessments (Systemic Evaluations), would you say it is very useful, useful, of some use, or of no use.* if the program is not relevant to the school then mark under A5 If it is unknown to the respondent mark under A6.

		A1	A2	A3	A4	A5
		Very useful	**Of some use**	**Of no use**	**Unknown to me**	**Irrelevant for my classes**
S1	Systemic Evaluation (E.G. Like the ANAs)	1	2	3	4	5
S2	Provincial assessments	1	2	3	4	5
S3	Trends in International Maths and Science Study (TIMSS)	1	2	3	4	5
S4	Progress in International Reading Literacy Study (PIRLS)	1	2	3	4	5
S5	SACMEQ Southern African Consortium for Monitoring Education Quality (SACMEQ)	1	2	3	4	5

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Information
	Now we would to discuss YOUR VIEWS about **NATIONAL EXAMINATIONS**. National Examinations refers to examinations similar to the Matric exams. These exams are provided by the National or Department of Education and can be used by schools for promotion purposes. Please note that at the moment we do not have these National Examinations for any other grade besides Matric/Grade 12.

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Grid - Single select
Q89	Please indicate whether you agree, strongly agree, disagree or strongly disagree with the following statements regarding **national examinations?**
Interviewer Instruction	**Read out each statement and ask – do you agree, strongly agree, disagree or strongly disagree?** **EXAMPLE:** *Introducing a national examination in Grade 9 for promotion purposes is a good idea – do you agree, strongly agree, disagree or strongly disagree.*

		A1	A2	A3	A4
		Strongly agree	**Agree**	**Disagree**	**Strongly disagree**
S1	Introducing a national examination in **Grade 9 for promotion purposes** is a good idea	1	2	3	4
S10	Introducing a national examination in **Grade 9 for diagnostic purposes** is a good idea	1	2	3	4
S13	Introducing a national examination in **Grade 9 for providing information to select subjects in Grade 10** is a good idea	1	2	3	4
S2	Introducing a national examination in **Grade 6 for promotion purposes** is a good idea	1	2	3	4
S11	Introducing a national examination in **Grade 6 for diagnostic purposes** is a good idea	1	2	3	4

		A1	A2	A3	A4
S3	Introducing a national **READING assessment in Grade 3 for diagnostic purposes** is a good idea	1	2	3	4
S12	Introducing a national **NUMERACY assessment in Grade 3 for diagnostic purposes** is a good idea	1	2	3	4
S7	Results of national examination should be used to hold **individual teachers accountable for learner performance**	1	2	3	4
S8	National examination results should be used to **compare schools**	1	2	3	4
S9	Results from national examinations/tests should be used to **provide parents with information about school performance**	1	2	3	4

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Grid - Single select
Q91	I am going to read out some assessment activities and I would like you to tell me if you always, often, sometimes or never use/do these.
Interviewer Instruction	**Read out the scale with the assessment activity.** EXAMPLE: Do you **always, often, sometimes or Don't use** *"Report test/examination results to parents".*

		A1	A2	A3	A4	A5
		Don't know	**Don't Use**	**Sometimes**	**Often**	**Always**
S2	test/examination results to report to parents	1	2	3	4	5
S3	test/examination results to identify learning gaps among my learners	1	2	3	4	5
S4	test/examination results to improve my teaching	1	2	3	4	5

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Information
Q96	**This set of questions is designed to elicit information on the use of textbooks and workbooks in your class.**
Interviewer Instruction	• A **"textbook" is** a published book in which learners should **not be writing**. Textbooks exclude readers, fiction or non-fiction books, novels, prose books, poetry books, etc. Textbooks for Language usually contain grammar exercises and reading comprehension exercises. Textbooks can be used for multiple years. • A **"workbook" is** a published book in which learners should be writing. **Workbooks should only be used for one year.** Collections of worksheets or exercises compiled by educators or the school are not considered textbooks or workbooks

SCRIPTER (do not show to interviewer)	**ASK ALL** Autofill from Q5 and Hide this question from the interviewer
Q_TYPE (do not show to interviewer)	Single select
Q97	Sample Grade

A1	Grade 6	1
A2	Grade 9	2
A3	Grade 12	3

SCRIPTER (do not show to interviewer)	ASK if Q97=1 or 2
Q_TYPE (do not show to interviewer)	Information
Q98	**In this section we will discuss the DBE Workbook THAT YOU USE FOR (Maths/Language) in 2022.**
Interviewer Instruction	**Please refer to the GRADE and the SUBJECT that the respondent has been selected for.** **For example if you are interviewing a Grade 6 MATHS teacher then these questions will refer to the Grade 6 DBE MATHS workbook.** **If you are interviewing a Grade 9 LANGUAGE teacher then refer to the Grade 9 DBE LANGUAGE workbook.** **Workbooks are not used in Grade 12 for MATHS or languages - only textbooks. Hence the questions on workbooks are not asked of Grade 12 educators.**

SCRIPTER (do not show to interviewer)	ASK if Q97=1 or 2
Q_TYPE (do not show to interviewer)	Single select

Q99	Which DBE workbooks been used to teach your class this year?

A1	**Both** workbook 1 and workbook 2 is used	1
A2	**Only workbook 1** is used	2
A3	**Only Workbook 2** is used	3
A4	**Neither** workbook 1 nor workbook 2 are used	4

SCRIPTER (do not show to interviewer)	ASK if Q97=1 or 2 and Q99 = 4 A11 must have a text box
Q_TYPE (do not show to interviewer)	Multi Select
Q100	Why are you are **NOT using the DBE workbooks?** Please indicate the reasons.
Interviewer Instruction	**Do not read out the responses below.** **Select the reasons given by the educator.**

		Selected	Not Selected
A1	The school did not receive DBE workbook 1 from the DBE.	1	0
A2	The school did not receive DBE workbook 2 from the DBE.	1	0
A3	Some or all of DBE workbook 1 received were in the incorrect language.	1	0
A4	Some or all of DBE workbook 2 received were in the incorrect language.	1	0
A5	The school received the DBE workbooks, but is not using them	1	0
A6	The school received the DBE workbooks, but is using their own selection of worksheets or exercises	1	0
A7	The school received the DBE workbooks, but is using another workbook.	1	0
A8	The school received either Workbook 1 and/or 2 workbooks too late.	1	0
A9	There were not enough Workbook 1 and/or 2 workbooks for all learners.	1	0
A10	The DBE workbook(s) was at the incorrect language level	1	0
A11	Other - Please specify	1	0

SCRIPTER (do not show to interviewer)	**ASK if Q97=1 or 2 if Q99=1,2,or 3**
Q_TYPE (do not show to interviewer)	Single select
Q101	**How often** do you use the DBE workbook in your class?
Interviewer Instruction	**Read out each response option**

A1	Never	1
A2	Occasionally	2
A3	Often	3
A4	Always	4

SCRIPTER (do not show to interviewer)	**ASK if Q97=1 or 2 if Q99=1,2,or 3**
Q_TYPE (do not show to interviewer)	Single select
Q103	Indicate the **main purpose** for which you use the DBE workbooks in your class?

A1	For classwork	1
A2	For homework	2
A3	Using selected examples for demonstration during lessons	3

SCRIPTER (do not show to interviewer)	**ASK if Q97=1 or 2**
Q_TYPE (do not show to interviewer)	Single select
Q105	How satisfied are you with the quality of the DBE workbooks?
Interviewer Instruction	**Read out each response option**

A1	Not satisfied	1
A2	Somewhat satisfied	2
A3	Satisfied	3
A4	Very satisfied	4

SCRIPTER (do not show to interviewer)	**ASK if Q97=1 or 2**
Q_TYPE (do not show to interviewer)	Single select
Q108	How much do you agree or disagree with the following statement…

	The DBE workbooks are sufficient on their own, **one does not need a textbook**
interviewer	**READ OUT**

A1	Strongly Agree	1
A2	Agree	2
A3	Disagree	3
A4	Strongly Disagree	4

SCRIPTER (do not show to interviewer)	**ASK if Q97=1, 2 or 3**
information	**In this section we will discuss MATHS**/ ENGLISH **textbooks.**
interviewer	**If you have been selected as a MATHS teacher we will ask about MATHS textbook.** **if you are interviewing a LANGUAGE teacher ask about LANGUAGE textbook** **Please refer to the GRADE and the SUBJECT that the educator has been selected for.** **For example if you are interviewing a Grade 6 MATHS teacher then these questions will refer to the Grade 6 DBE MATHS TEXTBOOKS.** **If you are interviewing a Grade 9 LANGUAGE teacher then refer to the Grade 9 DBE LANGUAGE TEXTBOOKS** **Textbooks are used in Grade 12 for MATHS and Languages. Hence the questions on textbooks have to be asked of all Grade 6,9 and 12 educators.**

SCRIPTER (do not show to interviewer)	**ASK if Q97=1, 2 or 3**
Q_TYPE (do not show to interviewer)	Single select
Q109	Is a **textbook** being used to teach Mathematics/English in this class?

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	ASK if Q97=1, 2 or 3 A5 text box
Q_TYPE (do not show to interviewer)	Multi select
Q110	Why are you are **NOT using** a textbook to teach Mathematics/English**?** Please indicate the reasons.
Interviewer Instruction	**Do not read out the responses below.** On the basis of the educator's response, select the reason given by the educator. More than one reason can be selected.

		Selected	Not Selected
A1	I do not need a textbook	1	0
A1a	The school did not receive ordered textbooks.	1	0
A2	Some or all textbooks received were in the incorrect language.	1	0
A3	Some or all textbooks received were at the incorrect language level.	1	0
A4	There were not enough textbooks for all learners.	1	0
A5	Other: Please specify	1	0

SCRIPTER	ASK if Q97=1, 2 or 3 and Q109 =1 or 2
Q_TYPE (do not show to interviewer)	Single select
Q111	How much do you agree or disagree with the following statement… **Textbooks are sufficient on their own, one does not need to use the DBE workbooks**
	READ OUT

A1	Strongly Agree	1
A2	Agree	2
A3	Disagree	3
A4	Strongly Disagree	4
A5	Do not know (have not seen workbooks)	5

SCRIPTER (do not show to interviewer)	ASK if Q97=1, 2 or 3 and Q109 =2
Q_TYPE (do not show to interviewer)	Single select
Q113	Do learners **take the textbook home?**
	If you are interviewing a Grade 6, 9 or 12 LANGUAGE teacher then refer to the Grade 6, 9 or 12 LANGUAGE TEXTBOOK. **If you are interviewing a Grade 6, 9 or 12 MATHS teacher then refer to the Grade 6, 9 or 12 MATHS TEXTBOOK.**

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	ASK if Q97=1, 2 or 3 and Q109 =2
Q_TYPE (do not show to interviewer)	Single select
Q114	Does **every learner** in your class have a textbook?
	If you are interviewing a Grade 6, 9 or 12 LANGUAGE teacher then refer to the Grade 6, 9 or 12 LANGUAGE TEXTBOOK. **If you are interviewing a Grade 6, 9 or 12 MATHS teacher then refer to the Grade 6, 9 or 12 MATHS TEXTBOOK.**

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	ASK if Q97=1, 2 or 3 and Q114 =1
Q_TYPE (do not show to interviewer)	Single select
Q115	Approximately how many learners have a textbook.
	If you are interviewing a Grade 6, 9 or 12 LANGUAGE teacher then refer to the Grade 6, 9 or 12 LANGUAGE TEXTBOOK. **If you are interviewing a Grade 6, 9 or 12 MATHS teacher then refer to the Grade 6, 9 or 12 MATHS TEXTBOOK.** **Read out options below**

A1	About three quarters of my learners	1
A2	About half of my learners	2
A3	About a quarter of my learners	3
A4	None of my learners	4

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Information
	In the next section, we will be discussing your experiences with the General and Education Assistants that were employed at your school as part of the Presidential Youth Employment Initiative (PYEI)

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Grid - Single Select
Q119	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?
Interviewer Instruction	**Read out each statement with all the response options.** Example: *Education Assistant – Curriculum:* ***were they very helpful, somewhat helpful or not helpful at all. Or did you not work with them?***

		A1	A2	A3	A4
		Did not work with	**Not helpful**	**Somewhat helpful**	**Very helpful**
S1	Education Assistant - Curriculum	1	2	3	4
S2	Education Assistant - ICT/e-Cadres	1	2	3	4
S3	Education Assistant - Reading Champions	1	2	3	4

SCRIPTER (do not show to interviewer)	ASK ALL A5 textbox
Q_TYPE (do not show to interviewer)	Single Selection
Q120	What was the **primary mode** of how the Education Assistants were assigned to support the school/teachers?
	Do not read out

A1	The Assistants were assigned to specific teachers (each teacher had their own Assistant)	1.
A2	The Assistants were assigned to **support** a group of teachers(Assistants were shared among teachers)	2.
A3	The Assistants were assigned to **support** a Department	3.

A4	A combination of A1, A2 or A3		4.
A5	Other: Please specify		5.

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Grid - Single Select
Q121	Which of the following tasks has the **education assistant helped you with?**
Interviewer Instruction	Read out each statement with all the response options.

		A1	A2
		Yes	**No**
S1	Assist with administrative tasks	1	2
S2	Assist with marking	1	2
S3	Assist learners with independent work	1	2
S4	Assist learners with group activities	1	2
S5	Organise classroom(s)	1	2
S6	Teach a class	1	2
S7	Read aloud to learners	1	2
S8	Play mathematics games with learners	1	2
S10	Play language games with learners	1	2
S9	Help make LTSMs (Learning and Teaching Support Material)	1	2

SCRIPTER (do not show to interviewer)	**ASK ALL** Only show Statements that were selected (Yes) code 1 in Q121
Q_TYPE (do not show to interviewer)	Single Select
Q122	Which **ONE** of these tasks did the education assistant do **MOST FREQUENTLY**?

S1	Assist with administrative tasks	1
S2	Assist with marking	2
S3	Assist learners with independent work	3
S4	Assist learners with group activities	4
S5	Organise classroom(s)	5
S6	Teach a class	6
S7	Read aloud to learners	7
S8	Play mathematics games with learners	8
S9	Play mathematics games with learners	9
S10	Help make LTSMs (Learning and Teaching Support Material)	10

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Single select
Q124	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	1
A2	Some of them	2
A3	None of them	3
A4	Do not know	4

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Single select
Q124a	Do you think that the assistants that YOU worked with, received **adequate training** for this role?

A1	Yes, most of them	1
A2	Some of them	2
A3	None of them	3
A4	Do not know	4

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Single select
Q125	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?**

A1	Yes	1
A2	No	2

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Single Select
Q127	**The next set of questions will focus on the topic of Decolonisation of the History Curriculum** 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 disagree?
Interviewer Instruction	Do not read out – *I am not aware of this debate.* This option should be selected only if respondent indicates that he/she does do not know enough to say.

A1	I am not aware of this debate	1
A2	Strongly Agree	2
A3	Agree	3
A4	Disagree	4
A5	Strongly Disagree	5

SCRIPTER (do not show to interviewer)	**ASK if Q 127= 2,3,4,or5**
Q_TYPE (do not show to interviewer)	Grid - Single Select
Q128	Please indicate the extent to which you agree or disagree with the following statements …
Interviewer Instruction	**Read out each statement with all the response options.** Example: *"Issues of decolonization should be taught at school for learners in primary school"* . Do Do you agree, strongly agree, disagree or strongly disagree*?*

		A2	A3	A4	A5
		Strongly agree	**Agree**	**Disagree**	**Strongly disagree**
S1	Issues of decolonisation should be taught at school for learners in primary school	2	3	4	5
S2	Decolonising the curriculum in South Africa can help address key challenges in the country.	2	3	4	5
S3	The decolonisation of the curriculum can address how issues of inequality in South Africa are understood	2	3	4	5

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Information
	In this section we going to focus on issues related to Assessment

SCRIPTER (do not show to interviewer)	**ASK ALL**

Q_TYPE (do not show to interviewer)	Multi Select
Q131	For **the 2021 school year**, please indicate what **learner assessment data** you used for monitoring learner performance in your classroom?
Interviewer Instruction	Select all options that apply

		Selected	Not Selected
A1	Class tests	1	0
A2	End of term tests	1	0
A3	June and end of year exams/Continuous assessment	1	0
A4	Common exams provided by the district	1	0
A5	Other assessment changes (please specify)	1	0

SCRIPTER (do not show to interviewer)	ASK ALL S7 text box
Q_TYPE (do not show to interviewer)	Grid - Single Select
Q132	How **OFTEN** do you use **ASSESSMENT DATA** for the following purposes?
Interviewer Instruction	Select all options that apply. Single answer per statement

		A1	A2	A3	A4
		Does not apply	**Not at all**	**Sometimes**	**Often**
S1	For reporting to the district	1	2	3	4
S2	For reporting to parents	1	2	3	4
S3	For reporting to my HoD/the SMT	1	2	3	4
S4	To identify learner strength and weaknesses	1	2	3	4
S5	To improve my lesson planning	1	2	3	4
S6	To improve my teaching	1	2	3	4
S7	Other purposes (please specify)	1	2	3	4

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Grid - Single Select
Q134	Please share the challenges you experience in the effective use of your learners' assessment results.
Interviewer Instruction	Read out each statement with all the response options. Example: "*High quality tests are not available*" – Is this often, sometimes, rarely or never or is it applicable

		A1	A2	A3	A4
		Does not apply	**Not at all/Rarely**	**Sometimes**	**Often**
S1	High quality tests are **NOT** available	1	2	3	4
S2	I need more experience in developing high quality tests	1	2	3	4
S3	Undertaking additional analysis is too time consuming	1	2	3	4
S4	There are limited resources to assist me to analyse assessment results	1	2	3	4

SCRIPTER (do not show to interviewer)	Show a pic of the National Assessment Circular 02 of 2020 front page

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Single select
Q135	Have **YOU** received the **National Assessment Circular 02 of 2020** in which the Assessment for Learning strategy are listed?

A1	Yes	1
A2	No	2

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Single Select
Q137	Please indicate how this "**Assessment for Learning (AfL) Pedagogical** strategy has/will impact YOUR daily teaching at your school?

A1	Not sure/Do not know	1
A2	Makes my teaching easier	2
A3	Makes my teaching more difficult	3
A4	Makes little to no difference	4

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Single Select
Q138	Would you need any **support to implement this Assessment for Learning** (AfL) Pedagogical strategy?

A1	Not sure/Do not know	1
A2	Lots of support	2
A3	Some support	3
A4	No support	4

SCRIPTER (do not show to interviewer)	**ASK ALL** S7 text box
Q_TYPE (do not show to interviewer)	Grid - Single Select
Q140	Please indicate **how the following assessment changes** implemented **during the Covid-19 Pandemic period** are affecting your teaching?
Interviewer Instruction	Read out each statement with all the response options. Example: "*cancelling Exams*" – does this make teaching easier, more difficult or does it make little/ no difference.

		A1	A2	A3	A4
		Not sure/Do not know	**Makes my teaching easier**	**Makes my teaching more difficult**	**Makes little to no difference**
S1	Cancelling exams	1	2	3	4
S2	Decreasing the number of formal assessments	1	2	3	4
S3	Policy on condoning learners (promoting learners to the next grade)	1	2	3	4
S4	Applying the new Formative assessment guidelines	1	2	3	4
S5	Teachers have less information on learner performance	1	2	3	4
S6	Teachers can now focus on improving learning instead on test scores	1	2	3	4
S7	Other assessment changes (please specify)	1	2	3	4

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Single select
Q141	Have YOU participated in any formative assessment capacity development (training) programmes?

A1	Yes	1
A2	No	2

SCRIPTER (do not show to interviewer)	**Ask if Q141=1**

	Single select
Q142	Please indicate what year

Year	
2022	1
2021	2
2020	3
2019	4
2018	5
Before 2018	6

SCRIPTER (do not show to interviewer)	Ask if Q141=1 A4 text box
Q_TYPE (do not show to interviewer)	Single Select
Q143	Who provided the training?

A1	The DBE/Province	1
A2	The district office	2
A3	Teacher unions	3
A4	The school (i.e. the principal or SMT)	4
A5	Your HoD	5
A6	Other Teachers	6
A7	Other, Please specify	7

Q222a	In your view, which **ONE** of the following indicates the purpose of **Formative Assessment**?
Interviewer Instruction	Read out the responses

S1	To improve the formal assessments in schools	1
S2	To improve learning and teaching during lessons	2
S 5	To improve planning process of teachers	3
S6	To improve monitoring of teachers' lessons	4

SCRIPTER (do not show to interviewer)	Show a pic of the **National Assessment Circular 03 of 2020** front page

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Single select
Q146	Have **YOU** received a copy the **National Assessment Circular 03 of 2020** in which the formative assessment guidelines are listed?

A1	Yes	1
A2	No	2

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Grid - Single Select
Q147	Please share your views regarding the following statements about the **National Assessment Circular 03 of 2020?**
Interviewer Instruction	Read out each statement with the response options.

		A1	A2	A3	A4
		Agree/YES	**Unsure**	**Disagree/NO**	**Do not know**
S1	I have read the National Assessment Circular 03 of 2020 in which the formative assessment guidelines are listed	1	2	3	4
S2	The formative assessment guidelines are easy to understand	1	2	3	4
S3	The use of formative assessment will help teachers in my school to improve their teaching and learning	1	2	3	4
S4	The use of formative assessment will help learners to improve their learning	1	2	3	4
S5	Teachers in my school need more **support** to implement the formative assessment guidelines	1	2	3	4

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Single select
Q148	Did YOU receive any **SUPPORT** for implementing the FORMATIVE ASSESSMENT guidelines?

A1	Yes	1
A2	No	2

SCRIPTER (do not show to interviewer)	**Ask if Q148=1** A7 text box
Q_TYPE (do not show to interviewer)	Multiple select
Q149	Please indicate who provided the support?
Interviewer Instruction	More than one response can be selected

A1	The DBE/Province	1
A2	The district office	2
A3	Teacher unions	3
A4	The school (i.e. the principal or SMT)	4
A5	Your HoD	5
A6	Other Teachers	6
A7	Other, Please specify	7

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Single select
Q150	Please indicate whether YOU need **ADDITIONAL SUPPORT** to implement the FORMATIVE assessment guidelines?

A1	I do not know	1
A2	I do not need any support	2
A3	I need some support	3
A4	I need a great deal of support	4

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Grid - Single Select
Q151	Please share your views regarding Test / exam (School based assessment – SBA) results
Interviewer Instruction	Read out 'Test / exam (School based assessment) results should be used' - before each statement. **Example: Test / exam (School based assessment) results should be used……. *to hold the SCHOOL responsible for learner performance.***

		A1	A2
	Test / exam (School based assessment) results should be used….	**Yes**	**No**
S1	To hold the SCHOOL responsible for learner performance	1	2
S2	To hold INDIVIDUAL TEACHERS responsible for learner performance	1	2
S3	To COMPARE school performance	1	2
S4	By PARENTS to select schools for their children	1	2
S5	To REWARD the SCHOOL	1	2
S6	To REWARD INDIVIDUAL TEACHERS	1	2
S7	By District/ Subject Advisors to monitor performance of teachers/schools	1	2
S8	By Districts/ Subject Advisors to **SUPPORT** teachers/schools	1	2
S9	Test / exam (School based assessment) results should be made available to the public	1	2

		A1	A2	A3	A4
	Please indicate if the District places **a lot of emphasis, some emphasis, a little emphasis or no emphasis on the use of the SBA results ………**	**No emphasis**	**A little emphasis**	**Some emphasis**	**Lots of emphasis**
S1	To monitor the performance of learners	1	2	3	4
S2	To check if the SCHOOL is underperforming	1	2	3	4
S3	To check if TEACHERS are underperforming	1	2	3	4
S4	To identify what support teachers need to address learners' learning needs	1	2	3	4
S5	To ensure that teachers focus on improving learner marks	1	2	3	4

		A1	A2	A3	A4
		Very Important	**Important**	**Somewhat Important**	**Not Important**
S1	More external assessment by DBE	1	2	3	4
S2	Improve moderation of current SBA	1	2	3	4

Interviewer Instruction: Read out each statement with all the response options. Single answer per statement

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Information
Q157	**In this set of questions we will focus on issues related to Learning Losses and DBE School Recovery Plan in response to the COVID-19 Pandemic**

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Single select
Q158	At the **CURRENT TIME**, in **YOUR** class, are **ALL** learners in **ALL** grades allowed to attend daily.

A1	Yes	1
A2	No	2

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Single select
Q158a	Please indicate which **Rotation timetable format WAS PRIMARILY** used for your grade in **2021**?

A1	No rotation was implemented, all learners in my grade attended classes on a regular basis	1
A2	Learners attend every alternate day	2
A3	Learners attend every alternate week	3
A4	Learners attend every alternate TWO weeks	4
A5	Learners from different grades attend on different days	5
A6	Learners attend in shifts / platoon system (morning and afternoon)	6
A7	Other approach (NOT TO SPECIFY)	7
A8	Do not know	8

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Single select
Q160	Are you aware of the DBE approach that the **School Recovery Plan should be different (i.e. contextualised) for each school?**

A1	Yes	1
A2	No	2

SCRIPTER (do not show to interviewer)	**Show if Q160 = 1**
Q_TYPE (do not show to interviewer)	Single select
Q161	Please indicate how this approach of having the **School Recovery Plan different for each school** has impacted on your daily teaching?
Interviewer Instruction	Read out

A1	Makes my teaching easier	1
A2	Makes my teaching more difficult	2
A3	Makes little to no difference	3

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Single select
Q162	Are you aware of the DBE approach that the **School Recovery Plan** should be **extended over a 3-year period?**

A1	Yes	1
A2	No	2

SCRIPTER (do not show to interviewer)	Show if Q162=1
Q_TYPE (do not show to interviewer)	Single select
Q163	Please indicate how this approach of extending the **School Recovery Plan** over **3 years will your affect daily teaching?**
Interviewer Instruction	Read out

A1	Makes my teaching easier	1
A2	Makes my teaching more difficult	2
A3	Makes little to no difference	3

SCRIPTER (do not show to interviewer)	Ask All
Q_TYPE (do not show to interviewer)	Grid - Single select for each statement in Q164A Single select for each statement in Q164B
Q164 A and B	Please indicate if the following **TEACHER RELATED** issues occurred during 2021 and HOW it affected your teaching and presentation of lessons in 2021?
Interviewer Instruction	**Read out each statement with all the response options.**

Q164A	Please indicate if any of the following **TEACHER RELATED** issues occurred at your school during **2021**?			Q164B How did each of the following **affect your teaching and presentations of lessons in 2021?**		
		A1	*A2*	*A1*	*A2*	*A3*
		Yes	**NO**	**Made little or no difference**	**Made my teaching easier**	**Made my teaching difficult**
S1	Teaching smaller classes because of the learner rotation	1	2	1	2	3
S2	Following the trimmed curriculum (ATPs)	1	2	1	2	3
S3	Applying the revised assessment guidelines	1	2	1	2	3
S4	Using online teaching	1	2	1	2	3
S5	Repeating lessons due to the rotation of learners	1	2	1	2	3
S6	I had more support from my HoD	1	2	1	2	3
S11	We teachers worked together more often	1	2	1	2	3
S12	We used more online resources	1	2	1	2	3
S13	The stress due to the fear of getting the virus	1	2	1	2	3
S15	Trying out new teaching methods and strategies	1	2	1	2	3

		SCRIPTER (do not show to interviewer)	Ask All

Q242A	Please indicate if any of the following **LEARNER RELATED issues occurred at your school during 2021**?				**Q242B** How did each of the following affect your teaching and presentations of lessons in 2021?		
		A1	*A2*		*A1*	*A2*	*A3*
		Yes	**NO**		**Made little or no difference**	**Made my teaching easier**	**Made my teaching difficult**
S7	Learners had to do more work at home	1	2		1	2	3
S8	Parents/Guardians gave more support to the learners	1	2		1	2	3
S9	Learners had difficulty recalling/remembering the work	1	2		1	2	3
S10	Learners were absent more often	1	2		1	2	3
S14	Preparing work for learners to complete at home	1	2		1	2	3
S16	Less contact time with learners in class	1	2		1	2	3
S17	Dealing with learner's psychological and social needs	1	2		1	2	3

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Grid - Single Select
Q165	Please share YOUR views regarding the **impact of the School Recovery Plan measures on teachers' daily practice.** I am going to read out some statements about the **School Recovery Plan measures** and I would like you to tell me if you agree, strongly agree, disagree or strongly disagree with the statement.
Interviewer Instruction	**Read out each statement with all the response options.** **Example:** *There was less pressure from the District office for our school to improve learner test scores.* Do you agree, strongly agree, disagree or strongly disagree?

		A1	A2	A3	A4
		Strongly agree	**Agree**	**Disagree**	**Strongly disagree**
S1	There was less pressure from the District office for teachers to improve learner test scores.	1	2	3	4
S2	Following the trimmed curriculum (ATPs), teachers could spend more time on supporting learners understand the content.	1	2	3	4
S3	Following the trimmed curriculum (ATPs), teachers could spend more time focusing on improving test scores	1	2	3	4
S4	Three years for learners to catch up learning losses is NOT enough	1	2	3	4
S5	District Subject advisors were NO LONGER focusing on whether teachers have completed the curriculum	1	2	3	4
S6	Teachers felt more accountable for teaching and learning.	1	2	3	4
S7	Less formal assessments (and exams) allowed teachers to spend more time on teaching.	1	2	3	4

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Grid - Single Select
Q166	Now we would like to ask about the **support YOU received** for **improving teaching and learning during the COVID 19 pandemic in 2020 and 2021?** For each of the following please indicate if your school received a great deal of support, some support, limited support or no support.
Interviewer Instruction	**Read out each statement and provide either a YES or NO response.** **Interviewer Instruction**

		A1	A2
		Yes	**No**
S1	Additional teaching and learning materials	1	2
S2	Access to online resources	1	2
S4	Teaching a different subject/grade	1	2
S5	Providing learners with extra assistance	1	2

	ASK ALL
Q_TYPE (do not show to interviewer)	Multi Select
Q167	Please indicate the **primary source/s of support** you received for improving teaching and learning during the pandemic?
Interviewer Instruction	**Read Out. Select all that applies**

		Selected	Not Selected
A1	From the Department of Basic Education (DBE) or Provincial Education Department	1	0
A2	From the district office	1	0
A3	From the school (principal or SMT)	1	0
A4	From your HoD	1	0
A5	From other teachers	1	0
A6	From the SGB	1	0
A7	From the Community	1	0
A8	Other (DO NOT SPECIFY)	1	0

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Grid - Single Select
Q169	During the pandemic, what did YOU do to support learning in your class?
Interviewer Instruction	Read out each statement with all the response options.

		A1	A2
		Yes	**No**
S1	I provided learning packs for learners to work at home	1	2
S2	I provided extra classes for learners	1	2
S3	I provided online teaching	1	2
S4	I focused on greater Involvement of parents to support their children at home	1	2
S5	I improved my teaching practices to ensure all my learners are learning	1	2
S6	I collaborated more with other teachers	1	2
S7	I created WhatsApp groups with learners' parents	1	2

SCRIPTER (do not show to interviewer)	**Pipe in all items selected as "Yes" (Code 1) in Q169**
Q_TYPE (do not show to interviewer)	Single Select
Q169a	Which **ONE** of these made the biggest difference
Interviewer Instruction	**Read out each statement and ask responded to select ONE** that made the biggest difference

S1	I provided learning packs for learners to work at home	1
S2	I provided extra classes for learners	2
S3	I provided online teaching	3
S4	I focused on greater Involvement of parents to support their children at home	4
S5	I improved my teaching practices to ensure all my learners are learning	5
S6	I collaborated more with other teachers	6
S7	I created WhatsApp groups with learners' parents	7

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	Grid – Single Select
Q173	Please indicate what proportion of your learners have access to the following resources/facilities in their **HOME** environment. I am going to read out the list and I would like you to tell me if all, more than half, about half, less than half, very few or none of your learners have access to this resource/facility.
Interviewer Instruction	**Read out each statement with all the response options.** **Example:** *Aaccess to the Internet* **– do all, more than half, about half, less than half, very few or none of your learners have access to the internet?**

		A1	A2	A3	A4	A5	A6
		All	**More than half**	**About half**	**Less than half**	**Very few**	**None**
S1	Internet	1	2	3	4	5	6
S2	Computers (laptop or Desktop)	1	2	3	4	5	6
S3	Smart phones	1	2	3	4	5	6
S4	Access to data	1	2	3	4	5	6
S5	Television	1	2	3	4	5	6
S6	Radio	1	2	3	4	5	6

Q177	**We are almost at the end of interview and would like to ask about issues related to School Safety.** To what extent is **violence/bullying amongst learners a problem** in your class?

A1	To a great extent	1
A2	To some extent	2
A3	To a little extent	3
A4	Not at all	4

Q183	Thinking about the current situation in your school, to what extent do you agree or disagree with the following statements.
Interviewer Instruction	Read out each statement with all the response options. **Example: "I feel safe at our school". Do you agree, strongly agree, disagree or strongly disagree?**

		A1	A2	A3	A4
		Strongly disagree	**Disagree**	**Agree**	**Strongly Agree**
S1	I feel safe at our school.	1	2	3	4
S2	My Learners feel safe at our school.	1	2	3	4
S3	The SMT **supports** me to create a safe school environment.	1	2	3	4
S4	The school has a safety plan that is well implemented	1	2	3	4

		A1	A2	A3	A4	A5
		Not a problem	**Minor problem**	**Moderate problem**	**Serious Problem**	**Don't know**
S1	Arriving late at school	1	2	3	4	5
S2	Absenteeism (i.e., unjustified absences)	1	2	3	4	5
S3	Classroom disturbance	1	2	3	4	5
S4	Cheating among learners (e.g., tests, exams, assignments, etc.)	1	2	3	4	5
S5	Profanity and swearing among learners	1	2	3	4	5
S6	Vandalism by learners	1	2	3	4	5
S7	Theft among learners	1	2	3	4	5
S8	Intimidation or verbal abuse among learners (including texting, emailing, etc.).	1	2	3	4	5
S9	Physical injury to other learners	1	2	3	4	5
S10	Intimidation based on learner's sexual orientation	1	2	3	4	5
S11	Physical environment of the school (lack of fences, gates, poor condition of buildings, etc).	1	2	3	4	5
S12	Liquor outlets within proximity to the school.	1	2	3	4	5

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Grid - Single Select
Q186	To what extent are the following issues a problem **AFFECTING TEACHERS** at your school**?**
Interviewer Instruction	**Read out each statement with the response options. Do not read out DON'T KNOW.**

		A1	A2	A3	A4
		Not a problem	**Minor problem**	**Moderate problem**	**Serious Problem**
S1	Intimidation or verbal abuse of teachers or staff (including texting, emailing, etc.) by other members of staff	1	2	3	4
S2	Physical injury to teachers or staff by other members of staff	1	2	3	4
S3	Physical environment of the school (e.g. lack of fences, gates; poor condition of building, etc.)	1	2	3	4
S4	Liquor outlets within proximity to the school.	1	2	3	4

SCRIPTER	Ask All
Q_TYPE	Text Box
	Thank you. We are at the end of the survey. Are there any other comments or inputs that you would like to make.

SCRIPTER (do not show to interviewer)	ASK ALL Text
Q187	**Thank you again for agreeing to participate in the Department of Basic Education's School Monitoring Survey. We appreciate your feedback and time. Please note that the results of this survey will be used to improve policy and practices in our schools. The results will be released sometime next year and will be made available on the Internet.**
SCRIPTER NEXT ITEM	End

SCHOOL MONITORING SURVEY 2022

SCHOOL OBSERVATION SCHEDULE

SCRIPTER	
THE FOLLOWING SAMPLING INFORMATION WILL BE UPLOADED TO THIS SCHEDULE	
Institution Name	
NatEMIS Number	
Province	
Quintile	
Phase PED	
Phase PED: Primary School	
Phase PED: Secondary School (High School)	
Phase PED: Combined School	
District	
District Municipality	
Local Municipality	
GPS Coordinates Lat1	
GPS Coordinates Long1	
Field Manager	
Supervisor	
Interviewer Name and Surname	
Interviewer Number	

The purpose of the School Observation Schedule is to identify whether the school's infrastructure and facilities are meeting the minimum expected standards. This is a very important verification exercise and it can only be done through observation.

- While you will ask some questions of the person who is escorting you around the school, it is essential that you complete this schedule according to what you have actually observed - and not what the person is telling you.
- You must let the principal know that you will be doing this and will require someone to accompany you. If possible, try to have a knowledgeable staff member as well as caretaker as part of this section. This could be anyone whom the school nominates. However, it's best to be escorted by a member of the School Management Team - i.e. either the Principal, Deputy Principal, or a HoD and NOT only the caretaker / groundsman.
- Do not walk on the premises on your own.
- This interview MUST NOT be conducted before school or during break time (particularly for the Bathrooms)
- For a big school consisting of a number of buildings, it would go much quicker if the person escorting you was briefed about the facilities you need to see in order to complete the schedule.
- Discussions between fieldworkers regarding observations made must be done in private and not within hearing distance of staff/ learners.

SCRIPTER (do not show to interviewer)	**Show All**
Q_TYPE (do not show to interviewer)	**Introduction to Principal and person escorting you around the school premises**
Q1	Good morning/Good afternoon, Sir/ Madam Thank you again for agreeing to participate in the Department of Basic Education's School Monitoring Survey. My name is ……………. We have been tasked by the Department of Basic Education (DBE) to undertake the 2021/22 School Monitoring Survey. The school infrastructure schedule is designed to elicit information on whether the school's infrastructure and facilities are meeting the minimum expected standards. Please note that this is a quantitative survey and not a reflection of performance of the school or yourself. The questionnaire should take between 45 minutes to complete, depending on the size of the schools' grounds. **ALL information provided will be kept confidential** and neither your name nor the school's name, will be used in any form or format for reporting.

SCRIPTER (do not show to interviewer)	**Show All**
Q_TYPE (do not show to interviewer)	**Single Select per statement**
Q6 A and B	

		A1	A2
Interviewer	**Do not ask. Complete from observation**		

		A1	A2
		No	**Yes**
Q6A	Are there steps to the main entrance of the school building?	1	2
Q6B	Are there steps leading to classrooms?	1	2

SCRIPTER (do not show to interviewer)	**Show All**
Q_TYPE (do not show to interviewer)	**Single Select per statement**
Q7	
Interviewer	**Do not ask. Complete from observation**

		A1	A2
		No	**Yes**
S1	Is there a ramp to the **main entrance** of the school building?	1	2
S2	Is there a ramp **leading to classrooms?**	1	2
S3	Are / is the ramp/s in **good condition**?	1	2
S4	Is the slope shallow enough that it could be **used by a person in a wheelchair?**	1	2

SCRIPTER (do not show to interviewer)	**Show if Q7, S1 = 2**
Q_TYPE (do not show to interviewer)	**Photo capture**
Q7_b	Please take a photo of the ramp to the main entrance of the school building.

SCRIPTER (do not show to interviewer)	**Show if Q7, S2 = 2**
Q_TYPE (do not show to interviewer)	**Photo capture**
Q7_c	Please take a photo of the ramp leading to classrooms.

SCRIPTER (do not show to interviewer)	**Ask All**
Q_TYPE (do not show to interviewer)	**Single Select**
Q8	Is there running water in the school on the day of the visit?
Interviewer Instruction	• **Running water in the school refers to water coming out of a tap on the school premises, regardless of the source of the water (e.g., borehole, rainwater tank or municipality).**

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	Show if Q8= 2 All codes i.e. S1, S2, S3 and S4 cannot be = 1 (No) At least one water source must be YES. Either S1 or S2 or S3 or S4 must = 2
Q_TYPE (do not show to interviewer)	Grid - Single Select
Q8a	What is the water source?
Interviewer	Ask the person escorting you

		A1	A2
		No	Yes
S1	Municipal Connection	1	2
S2	Dedicated Borehole	1	2
S3	Rainwater harvesting (tank used to catch water - from gutters / rainwater)	1	2
S4	On site Storage tank (e.g. JOJO tank)	1	2

SCRIPTER (do not show to interviewer)	Ask All
Q_TYPE (do not show to interviewer)	Single Select
Q9	Is there electricity supply in the school?
Interviewer	**Do not ask. Complete from observation** Electricity refers to power supplied through the Eskom grid or by solar panels or a generator.

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	Show if Q9 = 2 All codes i.e. S1 and S2 and S3 and S4 and S5 cannot be = 1 (No) At least one source of electricity must be YES. Either S1 or S2 or S3 or S4 or S5 must = 2
Q_TYPE (do not show to interviewer)	Grid - Single Select

Q9a	What is the source of electricity?
Interviewer	**Ask the person escorting you**

		A1	A2
		No	**Yes**
S1	Municipal/Eskom	1	2
S2	Generator	1	2
S3	Solar panels	1	2
S4	Wind turbine	1	2
S5	Any other	1	2

SCRIPTER (do not show to interviewer)	**Show if Q9 = 2**
Q_TYPE (do not show to interviewer)	**Single Select**
Q9b	Is there loadshedding currently at the school while completing this schedule?
Interviewer	**Do not ask. Complete from observation**

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	**Show if Q9 = 2**
Q_TYPE (do not show to interviewer)	**Single Select**
Q9c	Is there working electricity at the school on the day of the visit?
Interviewer Instruction	• Tell the person showing you around the school that you want to confirm that the school has electricity. • Ask to be taken to a classroom where you can check that the lights are working. • Go to a light switch in the selected classroom. Switch on the lights. • If the lights come on select YES. • If no lights come on, or if electricity is not available at all, then select NO.

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	**Show if Q9a, S2 or S3 or S4 or S5 = 2**
Q_TYPE (do not show to interviewer)	**Photo capture**
Q9d	Please take a photo of any alternative sources - solar, generator, wind turbines or other sources.

SCRIPTER (do not show to interviewer)	**Show ALL**

Q_TYPE (do not show to interviewer)	Single Select
Q10	Is the school's premises fenced?
Interviewer Instruction	• Fencing refers to any perimeter protection (School grounds). This could be a mesh fence, palisade fence, brick wall or a mud wall. • A lack of fencing means that there is no fence at all, or a gate and fence are in such poor condition that they do not provide adequate protection. • Look at the perimeter of the school and check if there is a fence and gate of some kind. • If the fence is in good condition, has a locking gate and provides protection, select **Yes - fence is in good condition.** • If the fence is not in a good condition, does not have a locking gate and offers little or no protection, then select **Yes - fence is in poor condition.** • If the fence is very low (up to the fieldworker's waist or chest height) thereby offering little or no protection, select **NO.**

A1	Yes - fence is in good condition	1
A2	Yes - fence is in poor condition	2
A3	No	3

SCRIPTER (do not show to interviewer)	Show ALL
Q_TYPE (do not show to interviewer)	Single Select
Q10a	Is there a person that is managing access into the school?
Interviewer	**Do not ask. Complete from observation**

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	Show ALL
Q_TYPE (do not show to interviewer)	Numeric
Q10b	How many entrances are there to this school?
Interviewer	**Do not ask. Complete from observation**

SCRIPTER		Record number	re-enter number
Q10b	**Number of entrances to the school**		

SCRIPTER (do not show to interviewer)	Show ALL
Q_TYPE (do not show to interviewer)	Grid - Multi Select

Q12	Now we are going to look at the SANITATION FACILITIES available at the school.
Interviewer	**Do not ask. Complete from observation** **If the school has more than one type of sanitation facility, select all where applicable e.g.** a school may have both flush toilets and pit latrines. • **Flush toilets -** can be municipal flush toilets or toilets with a septic tank, where water is used to remove human waste from the toilet. • A mobile flush toilet that uses water to remove human waste can be considered a flush toilet. • **Ventilated pit latrines and Enviro-loo toilets - t**hese are improved waterless toilets with proper ventilation. They have a pipe behind to remove the smell of human waste underground. • A **bucket toilet -** a bucket is used to collect human waste which is emptied on a regular basis. • A **pit latrine -** a waterless toilet without proper ventilation (i.e. does not have a pipe at the back to remove the smell of human waste underground). • A **chemical toilet –** toilet can be moved. It is not a fixed structure. Chemicals are used to dispose of human waste in these toilets. **If the school has more than one type of sanitation facility, select all where applicable.** For example, a school may have both flush toilets and pit latrines.

		A1		A2		A3		A4	
		Flush toilets		**Ventilated pit latrine and Enviro-loo Toilets**		**Other types of sanitation**		**No Toilets**	
		Selected	Not selected	Selected	Not selected	Selected	Not selected	Selected	Not selected
S1	Which sanitation facilities available on the school site for **Boys**	1	0	1	0	1	0	1	0
S2	Which sanitation facilities available on the school site for **Girls**	1	0	1	0	1	0	1	0
S3	Are there **separate toilets for educators** i.e. educator toilet facilities that are separate	1	0	1	0	1	0	1	0

	from the learners' toilet facilities?								
S4	Which sanitation facilities are **used by BOTH boys and girls**	1	0	1	0	1	0	1	0

SCRIPTER (do not show to interviewer)	**Show if Q12, S2 (girls) = 1 or 2 or3**	
Q_TYPE (do not show to interviewer)	**Numeric**	
Interviewer	**Do not ask. Complete from observation** **NB. It is very important to note that, in this context, SEATS in the toilet refers to a toilet that one can SIT on – it does not pertain to whether the toilet has a seat or no seat on it.** **A urinal is a toilet generally used by males as you have to stand when using it.** **A flat toilet (also referred to as an Asian toilet) requires one to squat.** **When counting seats in the toilets you must count all toilets that you can sit on – irrespective of whether it has a plastic or wooden seat or not.**	

	Girls Toilets	**Record Numbers**
Q12a	In how many **buildings** are there toilets for girls?	
Q12b	What is the **number of seats** in the toilets **for girls?**	

SCRIPTER (do not show to interviewer)	**Show if Q12, S2 (girls) = 1 or 2 or 3**
Q_TYPE (do not show to interviewer)	**Grid - Single Select**
Q12c	Is the following available in the toilets **for girls?**
Interviewer	**Do not ask. Complete from observation**

		A1	A2
	Girls Toilets	**No**	**Yes**
S1	Soap in toilet to wash hands	1	2
S2	Working basins/running taps	1	2
S3	Sanitary bins	1	2
S4	Doors on toilet cubicles	1	2

	Boys Toilets	**Record Numbers**
Q12d	In how many **buildings** are there toilets for boys?	
Q12e	What is the **number of seats** in the toilets for boys	
Q12f	What is the **number of urinals** in the toilets for boys	

		A1	A2
	Boys Toilets	**No**	**Yes**
S1	Soap in toilet to wash hands	1	2
S2	Working basins/running taps	1	2
S3	Doors on cubicles	1	2

	Combined Boys and Girl's Toilets	**Record Numbers**
Q12i	In how many **buildings** are these combined toilets for boys and girls?	
Q12j	What is the **number of seats** in the combined toilets for boys and girls?	
Q12k	What is the **number of urinals** in the combined toilets for boys and girls?	

	Combined Boys and Girl's Toilets	A1	A2
		No	**Yes**
S1	Soap in toilet to wash hands	1	2
S2	Working basins/running taps	1	2
S3	Sanitary bins	1	2
S4	Doors on cubicles	1	2

SCRIPTER (do not show to interviewer)	**Show ALL** **Cannot select A4 if A1, A2 or A3 has been selected**
Q_TYPE (do not show to interviewer)	**Multi-select**
Q12h	Please indicate if there is **at least one toilet in the school** that has been adapted for use by **learners who use wheelchairs? If so, also indicate what type of toilet/s it is.**
Interviewer Instruction	This question can only be answered YES if all of the following are available: • **A sturdy railing in the toilet to assist the person in getting on and off the toilet;** • **The doorway to the toilet is wide enough for a wheelchair; and** • **There are no steps to get to the toilet.** **If any one of the above is not available e.g. there is a toilet for learners who use a wheel chair but there are steps to get into the toilet then you must select -** **No toilet** for learners who use wheelchairs.

	Toilets for learners who use wheelchairs	Selected	Not Selected
A1	Yes - Flush toilets	**1**	**0**
A2	Yes - Ventilated pit latrine and Enviro-loo Toilets	1	0
A3	Yes - Other types of sanitation	1	0
A4	**No toilet** for learners who use wheelchairs	1	0

SCRIPTER (do not show to interviewer)	**Show if Q12h = 1, 2 or 3**
Q_TYPE (do not show to interviewer)	**Photo capture**
Q12h_photo	Please take a photo of the **toilet for learners who use a wheelchair**

SCRIPTER (do not show to interviewer)	Show ALL
Q_TYPE (do not show to interviewer)	Numeric
Q13	What is the total number of **ordinary classrooms** in the school?
Interviewer Instruction	• An ordinary classroom is one that can accommodate a maximum of 40 learners for normal teaching and learning, where no special facilities are needed. • It must also have space for the educator's furniture and space for the educator to use the writing board. Walk around the school and count the number of classrooms. Record the number in the space provided

SCRIPTER		Record number
Q13	**Number of ordinary classrooms** in the school	

SCRIPTER (do not show to interviewer)	Show ALL
Q_TYPE (do not show to interviewer)	Numeric
Q14	What is the total number of **Specialised classrooms** in the school?
Interviewer	Specialised classrooms include workshops, laboratories, consumer rooms, etc.

SCRIPTER		Record number
Q15	Science Labs	
Q16	Workshops for technical subjects	
Q17	Computer labs	
Q18	Duplication / Photocopy Rooms	

SCRIPTER (do not show to interviewer)	Show ALL
Q_TYPE (do not show to interviewer)	Numeric
Q19	What is the total number of **OTHER spaces** where teaching is taking place in the school regularly?
Interviewer	This includes spaces that were not built for teaching, such as storerooms, kitchens, hallways, staffrooms, principal's office, or school hall.

SCRIPTER		Record number
Q19	**Number of OTHER spaces where teaching takes place**	

SCRIPTER (do not show to interviewer)	Show ALL
Q_TYPE (do not show to interviewer)	Numeric
Q20	What is the total number of **classrooms used for another purpose** in the school?

Interviewer Instruction	• Any rooms which were built for the purpose of a classroom but are being used for another purpose (e.g. classroom used as a storeroom) must also be counted. • Mobile classrooms and containers converted into classrooms should also be counted as a classroom.

SCRIPTER		Record number
Q20	**Number** of **classrooms used for another purpose** in the school.	

SCRIPTER (do not show to interviewer)	**Show ALL**
Q_TYPE (do not show to interviewer)	**Numeric**
Q21	What is the total number of **mobile classrooms** used in the school?
Interviewer Instruction	Mobile classrooms and containers converted into classrooms should also be counted in this category.

SCRIPTER		Record number
Q21	**Number** of **mobile classrooms** used in the school	

SCRIPTER (do not show to interviewer)	**Show ALL**
Q_TYPE (do not show to interviewer)	**Single Select**
Q22	Are there any **Smart boards in the school?**

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	**Show if Q22 = 2**
Q_TYPE (do not show to interviewer)	**Multi Select**
Q22a	Where are the smartboards installed?
Interviewer	**Do not ask. Complete from observation**

		Selected	Not Selected
A1	Classroom(s)	1	0
A2	Library/Media Center	1	0

SCRIPTER (do not show to interviewer)	**Show if Q22 = 2**
Q_TYPE (do not show to interviewer)	**Numeric**
Q22b	How many smart boards are there in the school?

SCRIPTER		Record number
Q22b	**Number** of **smart boards at the school**	

SCRIPTER (do not show to interviewer)	**Show if Q22 = 2**
Q_TYPE (do not show to interviewer)	**Photo capture**
Q22c	Please take a photo of at least ONE Smartboard.

SCRIPTER (do not show to interviewer)	**Show if Q22 = 2**
Q_TYPE (do not show to interviewer)	**Single Select**

Q23	Do they use the smart boards?
Interviewer	**Do not ask. Complete from observation**

A1	Yes	1
A2	No	2
A3	Not Sure	3

SCRIPTER (do not show to interviewer)	**Show ALL**
Q_TYPE (do not show to interviewer)	**Single Select**
Q24	Comments on the basic physical infrastructure:
Interviewer Instruction	Please select one of the following responses that best describes the basic physical infrastructure i.e. the state of the buildings
Interviewer	**Do not ask. Complete from observation**

A1	Strong state of disrepair	1
A2	Moderate signs of disrepair	2
A3	Minor signs of disrepair	3
A4	Well maintained	4
A5	Other	5

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	• **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. • **Mobile library** refers to a vehicle equipped with library resources, which travels to the school on a regular basis. • **Central school library** refers to a dedicated room in the school with library resources and which all learners and educators have access to. . **Municipal libraries:** refers to a local library the school has access to, not located on the school premises. **Instructions:** Please ask to be taken to see the central library and/or classroom libraries if these exist. (It is only necessary to see one example of a classroom library from each of the following Grades in the school (if that grade is offered in the school); Grade 3, 6, 9 and 12.

		A1	A2	A3	A4	A5	A6
		Classroom library (refers to a set of books or	**Central school library** refers to a dedicated	**Mobile library** refers to a vehicle equipped with	**Municipal libraries** (local library the school has	**No Library**	**Grade Not offered at school**

		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).		room in the school with library resources and which all learners and educators have access to.		library resources, which travels to the school on a regular basis.		access to, not located on school premises.					
		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

	Show if S1 or S2 or S3 or S4 in Q25= 1
Q_TYPE (do not show to interviewer)	**Multi Select**
Q25a	Please indicate for which of the following grades **was the classroom library/book corner** observed.

		Selected	Not Selected
A1	Grade 3	1	0
A2	Grade 6	1	0
A3	Grade 9	1	0
A4	Grade 12	1	0

SCRIPTER (do not show to interviewer)	**Show if Q25a = 1**
Q_TYPE (do not show to interviewer)	**Photo capture**
Q25b	Please capture take a photo of the **GRADE 3 classroom library/book corner observed**.

SCRIPTER (do not show to interviewer)	**Show if Q25a = 2**
Q_TYPE (do not show to interviewer)	**Photo capture**
Q25c	Please capture take a photo of the **GRADE 6 classroom library/book corner observed**.

SCRIPTER (do not show to interviewer)	**Show if Q25a = 3**
Q_TYPE (do not show to interviewer)	**Photo capture**
Q25d	Please capture take a photo of the **GRADE 9 classroom library/book corner observed**.

SCRIPTER (do not show to interviewer)	**Show if Q25a = 4**
Q_TYPE (do not show to interviewer)	**Photo capture**
Q25e	Please capture take a photo of the **GRADE 12 classroom library/book corner observed**.

SCRIPTER (do not show to interviewer)	**Show if Q25, S1 or S2 or S3 or S4 = 1** **Show A4 if Q25, S1 = 1** **A4 (Code 4)can only be selected for Grade 3** **Auto select "Not Applicable" in A5 if Q25, S1 or S2 or S3 or S4 = 5 or 6** **Auto select "Not Applicable" in A5 if Q25, S1, S2, S3 or S4 ≠ 1**
Q_TYPE (do not show to interviewer)	**Grid – Multi select**
Q27	What kinds of materials are available in the **classroom library/libraries?**
Interviewer	**Instructions:** • In a primary school with a classroom library/classroom libraries, randomly select a Grade 3 and Grade 6 (Language) classroom. • In a secondary school with a classroom library/classroom libraries, randomly select a Grade 9 (Language) and Grade 12 (Language) class. • A box box, reading corner or reading bag with classroom reading resources (includes, fiction, non-fiction, magazines and newspapers) which learners can access at any time • A shelf/cupboard with reading resources (includes, fiction, non-fiction, magazines and newspapers) which is not accessible to learners without teacher's permission • African language materials and storybooks • Graded reading books in Home Language - ONLY RELEVANT FOR Grade 3 **Do not ask. Complete from observation**

		A1		A2		A3		A4		A5	
		Box, reading corner or reading bag with classroom reading resources		Shelf/cupboard with reading resources		African language materials and storybooks		Graded reading books in Home Language - ONLY RELEVANT FOR Grade 3		**Not Applicable (NO Class Library/ies)**	
		Select ed	Not select ed	Selecte d	Not select ed	Selected	Not selecte d	Selected	Not selecte d	Selected	Not selecte d

S1	**Grade 3**	1	0	1	0	1	0	1	0	1	0
S2	Grade 6	1	0	1	0	1	0			1	0
S3	Grade 9	1	0	1	0	1	0			1	0
S4	**Grade 12**	1	0	1	0	1	0			1	0

SCRIPTER (do not show to interviewer)	**Show if Q25, S1 or S2 or S3 or S4 = 2**
Q_TYPE (do not show to interviewer)	**Multi Select**
Q26	What kinds of materials are available in the **central school library/media centre?**
Interviewer	**Do not ask. Complete from observation**

		Selected	Not Selected
A1	Reference material (encyclopedias, etc.)	1	0
A2	Fiction books	1	0
A3	Non-fiction books	1	0
A4	Magazines	1	0
A5	Newspapers	1	0
A6	Children's Books	1	0
A7	Internet access	1	0
A8	Audio-visual (e.g. projector or smart board)	1	0
A9	Computers	1	0

SCRIPTER (do not show to interviewer)	**Show ALL**
Q_TYPE (do not show to interviewer)	**Single Select**
Q29	Is there any visibility of **NATIONAL SYMBOLS** anywhere in the school?
Interviewer	National symbols would include symbols such as the South African flag, the South African Coats of Arms, the national flower i.e. the Protea, the Springbok, the Blue Crane etc. These symbols could be seen/displayed on the outside walls, signposts, inside classroom, staff room, school offices, etc. **Do not ask. Complete from observation**

A1	Yes	1
A2	No	2

		A1		A2		A3		A4		A5		A6	
		Outside walls		**Signposts or Billboards**		**Inside classroom**		**Staff room**		**School offices**		**Did not see this national symbol**	
		Selected	Not selected	Selected	Not selected	Selected	Not selected	Selected	Not selected	Selected	Not selected	Selected	Not selected
S1	National Coat of Arms	1	0	1	0	1	0	1	0	1	0	1	0
S2	National Anthem	1	0	1	0	1	0	1	0	1	0	1	0
S3	National Flag	1	0	1	0	1	0	1	0	1	0	1	0
S4	Protea	1	0	1	0	1	0	1	0	1	0	1	0
S5	Springbok	1	0	1	0	1	0	1	0	1	0	1	0
S6	Are there any other national symbols anywhere in the school? These symbols could be seen/displayed on the outside walls, signposts, inside classroom, staff room, school offices, etc.	1	0	1	0	1	0	1	0	1	0	1	0

SCRIPTER (do not show to interviewer)	**Show ALL**
Q_TYPE (do not show to interviewer)	**Open Text**
Q34	Are there any additional comments that you would like to make about the school infrastructure?

SCHOOL MONITORING SURVEY 2022
V9
INCLUSIVE EDUCATION QUESTIONNAIRE

EMIS NUMBER	**SCRIPTER: Show to Interviewer**
INSTITUTION NAME	**SCRIPTER: Show to Interviewer**
PHASE_PED	**SCRIPTER: Show to Interviewer**
PROVINCE	**SCRIPTER: Show to Interviewer**

SURVEY NAME	**INCLUSIVE EDUCATION**

INTRODUCTION TO SCHOOL

Good morning/Good afternoon, Sir/ Madam

Thank you again for agreeing to participate in the Department of Basic Education's School Monitoring Survey. My name is ……………. We have been tasked by the Department of Basic Education (DBE) to undertake the 2021/22 School Monitoring Survey.

The purpose of this survey to obtain information on the extent to which the school is able to identify and support learners experiencing specific learning difficulties. Information from this survey will be used to improve the Inclusive Education Policy in South Africa. The questionnaire should take between 20 to 30 minutes to complete. **ALL information provided will be kept confidential** and neither your name nor the school's name, will be used in any form or format for reporting.

INSTRUCTION TO THE FIELDWORKER

This survey should be completed by interviewing the School Based Support Teach Facilitator responsible for Inclusive Education at the school.
If this person is not available the principal should be asked to select the person who is best qualified in remedial, special, or inclusive education to complete this questionnaire. **This person should be a member of the school-based support team, if there is one in the school.**

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	**Single Select**
Q4	Who are you interviewing?

A1	LSEN educator	1
A2	Deputy Principal	2
A3	The Principal	3
A4	SBST coordinator	4
A5	Other (Specify)	5

SCRIPTER (do not show to interviewer)	**Ask All**
Q_TYPE (do not show to interviewer)	**Single Select**
Q4a	Do you also serve as a teacher in the school?

A1	No	1	Skip to Q5
A2	Yes	2	Ask Q4b

SCRIPTER (do not show to interviewer)	**Show if Q4a = 2**
Q_TYPE (do not show to interviewer)	**Multi Select**
Q4b	Which grades do you teach?
Interviewer Instruction	More than one answer can be selected

		Selected	Not Selected
A1	Grade R	1	0
A2	Grade 1	1	0
A3	Grade 2	1	0
A4	Grade 3	1	0
A5	Grade 4	1	0
A6	Grade 5	1	0
A7	Grade 6	1	0
A8	Grade 7	1	0
A9	Grade 8	1	0

		Selected	Not Selected
A10	Grade 9	1	0
A11	Grade 10	1	0
A12	Grade 11	1	0
A13	Grade 12	1	0

SCRIPTER (do not show to interviewer)	**Show if Q4a = 2**
Q_TYPE (do not show to interviewer)	**Multi Select – Drop Down list**
Q4c	Which **subjects** do you teach?
Interviewer Instruction	**Interviewer NOTE: DO NOT READ OUT THE LIST.** **Select/Tick ALL the subjects MENTIONED BY THE EDUCATOR.**

		Selected	Not Selected
S1	English Home language;	1	0
S2	Afrikaans Home language,	1	0
S3	English First Additional Language	1	0
S4	Afrikaans First Additional Language	1	0
S5	Accounting	1	0
S6	Agricultural Management Practices	1	0
S7	Agricultural Sciences	1	0
S8	Agricultural Technology	1	0
S9	Arts and Culture	1	0
S10	Business Studies	1	0
S11	Civil Technology	1	0
S12	Civil Technology (Specialisation)	1	0
S13	Computer Applications Technology	1	0
S14	Consumer Studies	1	0
S15	Creative Arts	1	0
S16	Dance Studies	1	0
S17	Design Studies	1	0
S18	Dramatic Arts	1	0
S19	Economics	1	0
S20	Economic Management and Sciences	1	0
S21	Electrical Technology	1	0
S22	Engineering Graphics and Design	1	0
S23	Geography	1	0
S24	History	1	0
S25	Hospitality Studies	1	0
S26	Information Technology	1	0

S27	Life Orientation	1	0
S28	Life Sciences	1	0
S29	Marine Sciences	1	0
S30	Maritime Economics	1	0
S31	Mathematics	1	0
S32	Mathematical Literacy	1	0
S33	Mathematics: **Technical Mathematics**	1	0
S34	Mechanical Technology	1	0
S35	Music	1	0
S36	Natural sciences	1	0
S37	Physical Sciences	1	0
S38	Religious Studies	1	0
S39	Social Science	1	0
S40	Sports and Exercise Science	1	0
S41	Technical Mathematics	1	0
S42	Technical: Civil Technology	1	0
S43	Technical: Electrical Technology	1	0
S44	Technical: Mechanical Technology	1	0
S45	Technical Science	1	0
S46	Technology	1	0
S47	Tourism	1	0
S48	Visual Arts	1	0
S49	Other specify	1	0

Q5	Is this a full-service school? A Full-service school is one which has all the facilities and resources to support learners experiencing learning barriers

A1	No	1
A2	Yes	2

Q6	Do you have a specific qualification in Special or Remedial Education such as?

		A1	A2
		No	**Yes**

		A1	A2
S1	**Tertiary** (degree, post-matric diploma, post-graduate diploma) in special or remedial education	1	2
S2	**ACE (Advance Certificate in Education)** in special or remedial education	1	2
S3	**Accredited Short Courses** in special or remedial education	1	2
S4	**Qualifications in inclusive education** (e.g., ACE in Inclusive Education or Learner Support)	1	2

Q7	Now we would like to talk about **training on identifying and supporting learners experiencing learning barriers**

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.

A1	No	1	Skip to Q8b
A2	Yes	2	Ask Q8a

Q8a	Please indicate **who provided the training?**

		Selected	Not Selected
A1	The DBE/Province	1	0
A2	The district office	1	0
A3	Teacher unions	1	0
A4	The school (i.e. the principal or SMT)	1	0
A5	Your HoD	1	0
A6	Other Teachers	1	0
A8	LSEN Teacher	1	0
A7	Other, Please specify	1	0

SCRIPTER (do not show to interviewer)	Ask All
Q_TYPE (do not show to interviewer)	Single Select
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.]

A1	No	1	Skip to Q9
A2	Yes	2	Ask Q8c

SCRIPTER (do not show to interviewer)	Show if Q8b = 2
Q_TYPE (do not show to interviewer)	Multi Select
Q8c	Please indicate who provided the training?

		Selected	Not Selected
A1	The DBE/Province	1	0
A2	The district office	1	0
A3	Teacher unions	1	0
A4	The school (i.e. the principal or SMT)	1	0
A5	Your HoD	1	0
A6	Other Teachers	1	0
A8	LSEN Teacher	1	0
A7	Other, Please specify	1	0

SCRIPTER (do not show to interviewer)	Ask All
Q_TYPE (do not show to interviewer)	Single Select
Q9	Have you ever received any formal/ informal training on **curriculum differentiation** for learners experiencing learning barriers?

A1	No	1	Skip to Q10
A2	Yes	2	Ask Q9a

SCRIPTER (do not show to interviewer)	Show if Q9 = 2
Q_TYPE (do not show to interviewer)	Single Select

Q9a	When did you receive this training?

A1	Last 12 months	1
A2	1-2 years ago	2
A3	3-5 year ago	3
A4	More than 5 years ago	4

	Show if Q9 = 2
	Multi Select
Q9b	Please indicate who provided the training?

		Selected	Not Selected
A1	The DBE/Province	1	0
A2	The district office	1	0
A3	Teacher unions	1	0
A4	The school (i.e. the principal or SMT)	1	0
A5	Your HoD	1	0
A6	Other Teachers	1	0
A8	LSEN Teacher	1	0
A7	Other, Please specify	1	0

	Show if Q9 = 2
	Single Select
Q9c	Please rate the usefulness of this training. Was it…

A1	Not useful	1
A2	Somewhat useful	2
A3	Useful	3
A4	Very useful	4

	Ask All
	Single Select
Q10	Have you ever received any formal / informal training on **setting assessments** for learners experiencing learning barriers?

A1	No	1	Skip to Q13
A2	Yes	2	Ask Q10a

SCRIPTER (do not show to interviewer)	Show if Q10 = 2
Q_TYPE (do not show to interviewer)	Single Select
Q10a	When did you receive this training?

A1	Last 12 months	1
A2	1-2 years ago	2
A3	3-5 year ago	3
A4	More than 5 years ago	4

SCRIPTER (do not show to interviewer)	Show if Q10 = 2
Q_TYPE (do not show to interviewer)	Multi Select
Q10b	Please indicate who provided the training?

		Selected	Not Selected
A1	The DBE/Province	1	0
A2	The district office	1	0
A3	Teacher unions	1	0
A4	The school (i.e. the principal or SMT)	1	0
A5	Your HoD	1	0
A6	Other Teachers	1	0
A8	LSEN Teacher	1	0
A7	Other, Please specify	1	0

SCRIPTER (do not show to interviewer)	Show if Q10 = 2
Q_TYPE (do not show to interviewer)	Single Select
Q11	Please rate the usefulness of this training. Was it…

A1	Not useful	1
A2	Fairly useful	2
A3	Useful	3
A4	Very useful	4

	Show if Q10 = 2
	Single Select
Q12	How often are you applying the skills or knowledge that you received from your formal/ informal training programme/s?

A1	Not at all	1
A2	Sometimes	2
A3	Often	3
A4	All the time	4

	Ask All
	Single Select
Q13	How confident are you in dealing with learners experiencing learning barriers?

A1	Not confident	1
A2	Somewhat confident	2
A3	Confident	3
A4	Very confident	4

	Ask All **1st response cannot be repeated in 2nd or 3rd response** **1st and 2nd response cannot be repeated in 3rd response**
	Grid -Single Select
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.
Interviewer Instruction	Read out each statement to the respondent and only then do you select the 3 most important improvements.

		S1	S2	S3
		1st Most important	**2nd Most important**	**3rd Most important**
A1	More specialised staff in the school	1	2	3
A2	More training for teachers	1	2	3
A3	More district support	1	2	3
A4	More specialised materials	1	2	3
A5	More specialised infrastructure	1	2	3
A6	Easier referral system	1	2	3

SCRIPTER (do not show to interviewer)	Ask All
Q_TYPE (do not show to interviewer)	Numeric
Q15	For how many learners has the school completed the SIAS-forms (Support Needs Assessment/ Health and Disabilities/ ISP etc.)?

SCRIPTER		Record number	Verify number
Q15	Number of learners for whom the school completed the SIAS-forms		

SCRIPTER (do not show to interviewer)	Ask All
Q_TYPE (do not show to interviewer)	Single Select
Q16a	Has your school been able to screen learners for learning difficulties?

A1	None of the learners	1
A2	Some of the learners	2
A3	Most of the learners	3
A4	All of the learners	4

SCRIPTER (do not show to interviewer)	Ask All
Q_TYPE (do not show to interviewer)	Single Select
Q16b	When last was this school visited by health officials/school nurse/school health programme to do health screening of Grade 1s or Grade 8s?

A1	2018 or earlier	1
A2	2019	2
A3	2020	3
A4	2021	4
A5	2022	5

SCRIPTER (do not show to interviewer)	Ask All
Q_TYPE (do not show to interviewer)	Multi Select
Q16c	At this health screening visit, did they check …

		Selected	Not Selected
A1	The learners' vision	1	0
A2	The learners' hearing	1	0
A3	The learners' general health	1	0

SCRIPTER (do not show to interviewer)	**Ask All**
Q_TYPE (do not show to interviewer)	**Single Select**
Q16d	Does your school have any individualized Education Program (IEP) in place for learners experiencing learning barriers in your classroom/school?

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	**Ask All**
Q_TYPE (do not show to interviewer)	**Grid -Single Select**
Q19a	Are there currently any learners in this school who, relative to children of the same age, have:

		A1	A2	A3
		No	**Yes**	**Unsure**
S1	Learning difficulties, or difficulties with remembering and concentrating	1	2	3
S2	Communication difficulties (understanding others, and making themselves understood)	1	2	3
S3	Difficulty seeing or hearing	1	2	3
S4	Difficulty walking or climbing stairs	1	2	3
S5	Difficulty with fine motor skills such as writing, fastening buttons on clothes	1	2	3
S6	Severe behavioural difficulties or very poor social skills	1	2	3
S7	Chronic health problems	1	2	3
S8	Mental health problems	1	2	3

SCRIPTER (do not show to interviewer)	Ask if Q19, S1 OR S2 OR S3 OR S4 OR S5 OR S6 OR S7 OR S8 = 2 or 3
Q_TYPE (do not show to interviewer)	Single Select
Q19b	Have you, or other teachers in your school, adapted learning materials, to allow these learners (the learners you have just mentioned) to complete a task? By adapted I mean, have you, or other teachers in your school ever changed or adjusted the learning materials, for example, by using large print for a learner who has poor vision or by simplifying the content and providing simplified instructions for learners who have learning or intellectual difficulties.

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	Ask if Q19, S1 OR S2 OR S3 OR S4 OR S5 OR S6 OR S7 OR S8 = 2 or 3
Q_TYPE (do not show to interviewer)	Single Select
Q19c	How often have you, or other teachers in your school, made changes in your classroom to allow the learners you just mentioned to learn more effectively? These could be changes to the way the classroom is set up or changes to how you teach.

A1	Never	1
A2	Almost never	2
A3	Occasionally/Sometimes	3
A4	Almost every time	4
A5	Every time	5

SCRIPTER (do not show to interviewer)	Ask All
Q_TYPE (do not show to interviewer)	Single Select
Q20	Are there steps to the main entrance of the school?

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	Ask All
Q_TYPE (do not show to interviewer)	Single Select
Q21a	Does the school have a ramp that could be used by a person in the wheelchair?

A1	No	1	Go to Q22
A2	Yes	2	Ask Q21

SCRIPTER (do not show to interviewer)	**Show if Q21a = 2**
Q_TYPE (do not show to interviewer)	**Single Select**
Q21	In your opinion, is there a ramp in a good condition that is not too steep, that could be used by a person in a wheelchair?

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	**ASK ALL** **Cannot select A4 if A1,A2 or A3 has been selected**
Q_TYPE (do not show to interviewer)	**Multi-select**
Q22	Are there sanitation facilities available on the school site for educators and learners with physical disabilities?
Interviewer Instruction	This question can only be answered YES if there is a sturdy railing in the toilet, to assist the person in getting on/off the toilet; if the doorway to the toilet is wide enough for a wheelchair and if there are no steps to get to the toilet.

		Selected	Not Selected
A1	**Yes - Flush toilets**	1	0
A2	**Yes - Ventilated pit latrine and Enviro-loo Toilets**	1	0
A3	**Yes - Other types of sanitation**	1	0
A4	**No toilet for children who use wheelchairs**	1	0

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	**Information**
Q23	Thank you for participating in this interview.

Nexia SAB&T
accountants | auditors | consultants

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Citizen Surveys

SCHOOL MONITORING SURVEY 2022
V8
DOCUMENT ANALYSIS SCHEDULE

EMIS NUMBER	SCRIPTER: Show to Interviewer
INSTITUTION NAME	SCRIPTER: Show to Interviewer
PHASE_PED	SCRIPTER: Show to Interviewer
PROVINCE	SCRIPTER: Show to Interviewer

SURVEY NAME	DOCUMENT ANALYSIS

SCRIPTER (do not show to interviewer)	ASK ALL
Q_TYPE (do not show to interviewer)	Good morning/Good afternoon, Sir/ Madam Thank you again for agreeing to participate in the Department of Basic Education's School Monitoring Survey. My name is .... We have been tasked by the Department of Basic Education (DBE) to undertake the 2021/22 School Monitoring Survey. Please note the results of this survey will be used to review current policies with a view of improving the education system in our country. The purpose of this schedule is to obtain evidence regarding the availability and use of the different documents that were referred to in the interview. Note also that this is a quantitative survey and not a reflection of performance of the school or yourself. The questionnaire should take between 60 to 90 minutes to complete. **ALL information provided will be kept confidential** and neither your name nor the school's name, will be used in any form or format for reporting.
Interviewer Instruction	**By this stage, you should already have access to the relevant documents to reviewed as these would have been requested from the school via a letter BEFORE the school visit and in the morning when you first visit the School Principal**

CRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	**Single Select**
Q4	Have you seen the **SCHOOL IMPROVEMENT PLAN/SCHOOL DEVELOPMENT PLAN FOR 2022?**
Interviewer Instruction	**A school improvement plan/school development plan is a road map that sets out the changes or improvements a school needs to make in terms of educator development and learner achievement, and shows how and when these changes will be made.** **• It usually details activities for 1 year.** **• In some schools a school improvement plan (1 year) may be part of the school development plan (3-5 year plan).**

A1	No	1	Skip to Q7
A2	Yes	2	Ask Q5

SCRIPTER (do not show to interviewer)	**Show if Q4=2**
Q_TYPE (do not show to interviewer)	**Photo capture**
Q5	Take a photo of the first **2 pages of the School improvement plan/school development plan**.

SCRIPTER (do not show to interviewer)	**Show if Q4=2**
Q_TYPE (do not show to interviewer)	**Numeric**
Q6	Please **count the number of pages of the school's improvement plan / development plan** of **2022.**

SCRIPTER		Record number	Verify number
Q6	Number of pages of the school's improvement plan / development plan of 2022		

SCRIPTER (do not show to interviewer)	**Ask All**
Q_TYPE (do not show to interviewer)	**Single Select**
Q7	Have you seen an **ACADEMIC IMPROVEMENT PLAN FOR 2022?**

Interviewer Instruction	**This is usually part of the school improvement plan or the school development plan, although it could also be a separate document.** **The academic improvement plan focuses on how the school aims to improve its areas of weakness which may have been identified using results from a range of assessments, and may could include the matric results by subject (in secondary schools.**

A1	No	1	Skip to Q9
A2	Yes	2	Ask Q8

SCRIPTER (do not show to interviewer)	**Show if Q7 = 2** **Extend numeric range to 1000**
Q_TYPE (do not show to interviewer)	**Numeric**
Q8	Count the number of pages for this **academic improvement plan for 2022.** **Note Please take a picture of the plan for Grades 3, 6, 9 and 12**

SCRIPTER		Record number	Verify number
Q8	Number of pages for this academic improvement plan for 2022.		

SCRIPTER (do not show to interviewer)	**Ask All**
Q_TYPE (do not show to interviewer)	**Single Select**
Q9	Are the **School Improvement Plan** and **Academic Development Plan** one document?

A1	No	1
A2	Yes	2
A3	Did not see the School Improvement nor the Academic Development Plan	3

SCRIPTER (do not show to interviewer)	**Ask All** **A3 cannot be selected if A1 or A2 is selected**
Q_TYPE (do not show to interviewer)	**Multi Select**

Q10	Have you seen **a SUMMARY ACADEMIC PERFORMANCE/TERM REPORT for 2022?**
Interviewer Instruction	**Note:** **• The academic performance report is a report of learner achievements that is submitted each quarter by the school to the Provincial Education Department.**

A1	Quarter 1 report seen	1	Ask to Q11
A2	Quarter 2 report seen	2	Ask to Q11
A3	No report seen	3	Go to Q12

SCRIPTER (do not show to interviewer)	**Show if Q10 = 1 or 2**
Q_TYPE (do not show to interviewer)	**Photo capture**
Q11	Please take a photo of the **Summary academic performance/term report for 2022**

SCRIPTER (do not show to interviewer)	**Ask All**
Q_TYPE (do not show to interviewer)	**Single Select**
Q12	Have you seen **the Annual Budget for the School for 2022?**
Interviewer Instruction	**The budget of a school must have been approved by parents during an Annual General Meeting (AGM) and have been signed by the SGB chairperson. This type of budget is most frequently used and deals with estimated income and expense.**

A1	Not seen	1	Go to Q14
A2	Seen but Not signed	2	Ask Q13
A3	Seen and Signed	3	Ask Q13

SCRIPTER (do not show to interviewer)	**Show if Q12 = 2 or 3**
Q_TYPE (do not show to interviewer)	**Photo capture**
Q13	Please take a photo of the **ANNUAL BUDGET** for the school for 2022

SCRIPTER (do not show to interviewer)	**ASK ALL**
Q_TYPE (do not show to interviewer)	**Single Select**
Q14	Have you seen **financial statements for 2021?**
Interviewer Instruction	• A set of statements consisting of at least (a) a balance sheet; (b) an income statement; (c) a cash-flow statement; (d) any other statements that may be prescribed; and (e) any notes to the statements. • This is a set of financial documents in which assets, liabilities, income and expenses are recorded and is prepared annually by or for the school. • **Note that the 2022 Financial statements will not be available yet**

A1	No	1	Skip to Q18a
A2	Yes	2	Q15

SCRIPTER (do not show to interviewer)	**Show if Q14 = 2**
Q_TYPE (do not show to interviewer)	**Single Select**
Q15	Have the financial statements for 2021 been **signed off by an auditor or registered accountant?**

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	**Show if Q14 = 2**
Q_TYPE (do not show to interviewer)	**Photo capture**
Q16	Please take a photo of the front page of the **financial statements for 2021.**

SCRIPTER (do not show to interviewer)	Show if Q15=2
Q_TYPE (do not show to interviewer)	Photo capture
Q16a	Please take a photo of the page containing the **signed auditor's report in the financial statements for 2021.**

SCRIPTER (do not show to interviewer)	Show if Q14 = 2
Q_TYPE (do not show to interviewer)	Single Select
Q17	Have the financial statements for 2021 **been signed by a department official (e.g. circuit/district manager)?**

A1	No	1	Go to Q18a
A2	Yes	2	Ask Q18
A3	Not seen	3	Go to Q18a

SCRIPTER (do not show to interviewer)	Show if Q17=2
Q_TYPE (do not show to interviewer)	Photo capture
Q18	Please take a photo of the **financial statements for 2021 signed by a department official** (e.g. circuit/district manager)

SCRIPTER (do not show to interviewer)	Ask All
Q_TYPE (do not show to interviewer)	Information
Q18a	A school usually receives TWO letters regarding their budget allocation for 2022. The first is an **indicative letter** from the Provincial Education Department which informs the school of its financial allocation for 2022, and should have arrived at the school during September / October 2021 so that schools can use this information to budget for the next schooling year. In some provinces, however, the letter may have been sent to the school later. The second is the **final letter** confirming the financial allocation for the schools, which is usually issued by the province by March 2022.

SCRIPTER (do not show to interviewer)	Ask All
Q_TYPE (do not show to interviewer)	Single Select
Q18b	Have you seen the **indicative letter** which should have been sent by the Provincial Education Department about the school's financial **allocation for 2022?** Some schools may have received this letter towards the end of the 2021 school year while other schools may have received this letter in the 2022 school year.

A1	No	1	Go to Q19
A2	Yes	2	Ask Q18b_1

SCRIPTER (do not show to interviewer)	Show if Q18b=2
Q_TYPE (do not show to interviewer)	Photo capture
Q18b_1	Please capture take a photo of the **indicative letter**.

SCRIPTER (do not show to interviewer)	Show if Q18b = 2
Q_TYPE (do not show to interviewer)	Single Select
Q18c	Does the indicative letter state the **per learner allocation for 2022?**

A1	No	1	Go to Q19
A2	Yes	2	Ask Q18d

SCRIPTER (do not show to interviewer)	Show if Q18c = 2
Q_TYPE (do not show to interviewer)	Numeric
Q18d	What was the **PER LEARNER ALLOCATION** stated in the indicative letter for 2022?

SCRIPTER		Record number	Verify number
Q18d	**PER LEARNER ALLOCATION** stated in the indicative letter for 2022?		

SCRIPTER (do not show to interviewer)	Show if Q18c = 2
Q_TYPE (do not show to interviewer)	Photo capture
Q18d_1	Take a photo of the **PER LEARNER ALLOCATION** stated in the indicative letter for 2022?

SCRIPTER (do not show to interviewer)	Ask All
Q_TYPE (do not show to interviewer)	Single Select
Q19	Have you seen the **FINAL** notification from the Provincial Education Department about the school's financial allocation for 2022? **This letter should have arrived at the school by March 2022.**

A1	No	1	Go to Q24
A2	Yes	2	Ask Q19_1

SCRIPTER (do not show to interviewer)	Show if Q19 = 2
Q_TYPE (do not show to interviewer)	Photo capture
Q19_1	Take a photo of the **FINAL** notification from the Provincial Education Department

SCRIPTER (do not show to interviewer)	Show if Q19 = 2
Q_TYPE (do not show to interviewer)	Single Select
Q20	Does the **FINAL notification** letter state the **PER LEARNER ALLOCATION** for 2022?

A1	No	1	Go to Q22
A2	Yes	2	Ask Q21

SCRIPTER (do not show to interviewer)	Show if Q20 = 2
Q_TYPE (do not show to interviewer)	Numeric
Q21	What was the **PER learner allocation stated in the FINAL LETTER** for 2022?

SCRIPTER		Record number	Verify number
Q21	**PER learner allocation stated in the FINAL LETTER** for 2022		

SCRIPTER (do not show to interviewer)	Show if Q19 = 2
Q_TYPE (do not show to interviewer)	Single Select
Q22	Does the letter state a **TOTAL ALLOCATION** for the school for 2022?

A1	No	1	Go to Q24
A2	Yes	2	Ask Q23

SCRIPTER (do not show to interviewer)	Show if Q22 = 2
Q_TYPE (do not show to interviewer)	Numeric
Q23	What was the **TOTAL ALLOCATION** for 2022?

SCRIPTER		Record number	Verify number
Q23	**TOTAL ALLOCATION** for 2022?		

SCRIPTER (do not show to interviewer)	Show if Q22 = 2
Q_TYPE (do not show to interviewer)	Photo capture
Q23_1	Take a photo of the **TOTAL ALLOCATION** for 2022

SCRIPTER (do not show to interviewer)	Ask All
Q_TYPE (do not show to interviewer)	Single Select
Q24	Have you seen the **indicative notification** from the Provincial Education Department about its financial allocation **for 2023?**

A1	No	1	Go to Q32
A2	Yes	2	Ask Q25

SCRIPTER (do not show to interviewer)	Show if Q24 =2
Q_TYPE (do not show to interviewer)	Single Select
Q25	Does the letter state, the **per learner allocation for 2023?**

A1	No	1	Go to Q27
A2	Yes	2	Ask Q26

SCRIPTER (do not show to interviewer)	Show if Q25 = 2
Q_TYPE (do not show to interviewer)	Numeric
Q26	What was the **stated per learner allocation for 2023?**

SCRIPTER		Record number	Verify number
Q26	**Stated per learner allocation for 2023?**		

SCRIPTER (do not show to interviewer)	Show if Q25 = 2
Q_TYPE (do not show to interviewer)	Photo capture
Q26a	Take a photo of the **Stated per learner allocation for 2023**

SCRIPTER (do not show to interviewer)	Show if Q24 =2
Q_TYPE (do not show to interviewer)	Single Select
Q27	Does the letter state a **total allocation for the school for 2023?**

A1	No	1	Go to Q32
A2	Yes	2	Ask Q28

SCRIPTER (do not show to interviewer)	Show if Q27 = 2
Q_TYPE (do not show to interviewer)	Numeric
Q28	What was the **TOTAL stated allocation for 2023?**

SCRIPTER		Record number	Verify number
Q28	**TOTAL stated allocation for 2023?**		

Q28a	**Take a photo of the TOTAL stated allocation for 2023**

Q32	Have you seen the **EDUCATOR ATTENDANCE REGISTER?**
Interviewer Instruction	**An educator attendance register is a book or form that records the attendance of educators on a daily basis.** **If the educator is present on the day, the educator needs to sign in next to his / her name. If he / she is absent, the register will not be signed.**

A1	No	1	Go to Q44
A2	Yes	2	Ask Q33

Q33	Please take a photo of the **Educator attendance register**

SCRIPTER (do not show to interviewer)	Show if Q32=2
Q_TYPE (do not show to interviewer)	Numeric
Q34	Total number of educators employed at the school
Interviewer Instruction	Count the number of educators that are listed in the attendance register. Look through the register and count the number of educator names that are listed. These do not have to be marked as present or absent but should reflect the total number of educators employed at the school.

SCRIPTER		Record number	Verify number
Q34	Total number of educators employed at the school as listed in the register		

SCRIPTER (do not show to interviewer)	Show if Q32=2
Q_TYPE (do not show to interviewer)	Grid - Single Select
Q35	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, select not seen.

		No	Yes	Not seen
S1	The day of the visit?	1	2	3
S2	The Wednesday of the week before you visited.	1	2	3
S3	The Friday of the week before you visited.	1	2	3
S4	Any future days	1	2	3

		Record Numbers	
Q36	**Total number of educators** who signed the register on the **DAY OF THE VISIT?**		
Q37	Number of educators **who did not sign** the register on the **DAY OF THE VISIT?**		

		Record Numbers	
Q38	Total number of educators in the register on **the Wednesday of the week before you visited.**		
Q39	Number of educators who did not sign the register on **the Wednesday of the week before you visited?**		

		Record Numbers	
Q42	**Total number** of educators in the register on the **Friday of the week before you visited**.		
Q43	Number of educators who **did not sign** the register on the **Friday of the week before you visited.**		

SCRIPTER (do not show to interviewer)	Ask all
Q_TYPE (do not show to interviewer)	Single Select
Q44a	Please check the **GRADE 3 CLASS** register for the following information: Note - this MUST be the register of one of the Grade 3 teachers that was/will be interviewed Have you seen the Grade 3 Class register?

A 1	No	1	Go to Q48a
A 2	Yes	2	Ask Q45
A 3	School does not have Grade 3	3	Go to Q48a

SCRIPTER (do not show to interviewer)	Show if Q44a =2
Q_TYPE (do not show to interviewer)	Photo capture
Q45	Please take a photo of the Grade 3 Class Register

SCRIPTER (do not show to interviewer)	Show if Q44a =2
Q_TYPE (do not show to interviewer)	Single Select
Q44	What system is used to capture learner attendance in the **Grade 3 class register**?

A1	Paper based system	1
A2	Electronic system	2
A3	Both	3

SCRIPTER (do not show to interviewer)	Show if Q44a =2
Q_TYPE (do not show to interviewer)	Single Select
Q46	Is the Grade 3 class register up to date?

A1	No	1

A2	Yes		2

A1	No	1
A2	Yes	2

A1	No	1	Go to Q52a
A2	Yes	2	Ask Q49
A3	School does not have Grade 6	3	Go to Q52a

A1	Paper based system	1

A2	Electronic system	2
A3	Both	3

SCRIPTER (do not show to interviewer)	**Show if Q48a =2**
Q_TYPE (do not show to interviewer)	**Single Select**
Q50	Is the Grade 6 class register up to date?

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	**Show if Q48a =2**
Q_TYPE (do not show to interviewer)	**Single Select**
Q51	Has the Grade 6 class register been completed in advance?

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	**Ask All**
Q_TYPE (do not show to interviewer)	**Single Select**
Q52a	Please check the GRADE 9 CLASS register for the following information: **Note - this MUST be the register of one of the Grade 9 teachers that was/will be interviewed** Have you seen the **Grade 9 Class register**?

A1	No	1	Go to Q56a
A2	Yes	2	Ask Q53
A3	School does not have Grade 9	3	Go to Q56a

SCRIPTER (do not show to interviewer)	**Show if Q52a =2**
Q_TYPE (do not show to interviewer)	**Photo capture**
Q53	Please take a photo of the Grade 9 Class Register

SCRIPTER (do not show to interviewer)	**Show if Q52a =2**
Q_TYPE (do not show to interviewer)	**Single Select**
Q52	What system is used to capture learner attendance in the **Grade 9 class register**?

A1	Paper based system	1
A2	Electronic system	2
A3	Both	3

SCRIPTER (do not show to interviewer)	**Show if Q52a =2**
Q_TYPE (do not show to interviewer)	**Single Select**
Q54	Is the Grade 9 class register up to date?

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	**Show if Q52a =2**
Q_TYPE (do not show to interviewer)	**Single Select**
Q55	Has the Grade 9 class register been completed in advance?

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	Ask All
Q_TYPE (do not show to interviewer)	Single Select
Q56a	Please check the GRADE 12 CLASS register for the following information: **Note - this MUST be the register of one of the Grade 12 teachers that was/will be interviewed** Have you seen the Grade 12 Class register?

A1	No	1	Go to Q60
A2	Yes	2	Ask Q57
A3	School does not have Grade 12	3	Go to Q60

SCRIPTER (do not show to interviewer)	Show if Q56a =2
Q_TYPE (do not show to interviewer)	Photo capture
Q57	Please take a photo of the Grade 12 Class Register

SCRIPTER (do not show to interviewer)	Show if Q56a =2
Q_TYPE (do not show to interviewer)	Single Select
Q56	What system is used to capture learner attendance in the **GRADE 12 CLASS REGISTER?**

A1	Paper based system	1
A2	Electronic system	2
A3	Both	3

SCRIPTER (do not show to interviewer)	Show if Q56a =2
Q_TYPE (do not show to interviewer)	Single Select
Q58	Is the Grade 12 class register up to date?

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	Show if Q56a=2
Q_TYPE (do not show to interviewer)	Single Select
Q59	Has the Grade 12 class register been completed in advance?

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	Ask All
Q_TYPE (do not show to interviewer)	Single Select
Q60	Have you seen a **NON-TEXTBOOK ASSET REGISTER OR INVENTORY** for 2022?
Interviewer Instruction	• A non-textbook asset register is an inventory that a school is supposed to keep which details all the non-consumables or tangible assets that the school possesses. For example, any equipment, furniture, blackboards, vehicles or any other non-consumables that the school owns. • It does not include consumables such as chemicals for the lab, stationery, textbooks or any other Learning and Teaching Support Materials. • A file of invoices is not an asset register.

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	Ask All
Q_TYPE (do not show to interviewer)	Single Select
Q61	Have you seen an **INVENTORY FOR LEARNING AND TEACHING SUPPORT MATERIALS (LTSM)** for 2022? **This is also known as a textbook register.**

A1	No	1
A2	Yes	2

SCRIPTER (do not show to interviewer)	Ask All
Q_TYPE (do not show to interviewer)	Single Select
Q62	How many SIAS forms have the school completed in the 2022 school year?

Enter number	
Don't Know	999

SCRIPTER (do not show to interviewer)	Ask All
Q_TYPE (do not show to interviewer)	Single Select
Q62C	Where are SIAS forms kept in the school

A1	In the Principal 's office
A2	With the SBST facilitator
A3	Each teacher keeps their own SIAS forms different teacher
A4	Don't know

SCRIPTER (do not show to interviewer)	Ask All
Q_TYPE (do not show to interviewer)	Single Select
Q62D	Now we would like to see the SIAS-forms (Support Needs Assessment/ Health and Disabilities/ ISP etc.) that have been completed for learners at this school. May we see the SIAS Forms? OR at least ONE SIAS form from each Grade 3. 6, 9 12. If none available – then indicate None and ask to see any ONE SIAS form

A1	SIAS forms not seen	1	Skip to Q63
A2	SIAS forms seen	2	Ask Q62a

SCRIPTER (do not show to interviewer)	Ask if Q62 =2
Q_TYPE (do not show to interviewer)	Numeric
Q62a	Count the number of SIAS forms you've seen

SCRIPTER		Record number	Verify number
Q62a	**Number of SIAS forms seen**		

SCRIPTER (do not show to interviewer)	Show if Q56a =2
Q_TYPE (do not show to interviewer)	Photo capture
Q62b	Take a photo of ONE SIAS form for Grade 3, ONE for Grade 6, ONE for Grade 9 and ONE for Grade 12.

SCRIPTER (do not show to interviewer)	Ask All
Q_TYPE (do not show to interviewer)	Multi Select
Q63	Have you seen **MINUTES OF SGB MEETINGS** held in 2022? • SGB meetings should be held at least once a quarter. • Select all relevant blocks.

A1	Minutes for first quarter seen	1
A2	Minutes for second quarter seen	2
A3	Minutes for third quarter seen	3
A4	No minutes seen	4

SCRIPTER (do not show to interviewer)	Ask All
Q_TYPE (do not show to interviewer)	Multi Select
Q63a	We are now looking for information regarding visits from education officials.

	Education officials refers to National Provincial, District and/or Circuit officials. However, in most schools, visit will be conducted by District of Circuit officials. Does the school have a different logbook for education officials?

A1	Yes	1
A2	No	2

SCRIPTER (do not show to interviewer)	**Ask All**
Q_TYPE (do not show to interviewer)	**Single Select**
Q64	Have you seen the **SCHOOL VISITORS' LOG BOOK** for 2022?

A1	No	1	Go to Q68
A2	Yes	2	Ask Q65

SCRIPTER (do not show to interviewer)	**Show if Q64=2**
Q_TYPE (do not show to interviewer)	**Single Select**
Q65	Has the log book been signed by **education officials** for 2022? NOTE – Please page through the Log book to check for this information.

A1	No	1	
A2	Yes	2	

SCRIPTER (do not show to interviewer)	**Show if Q65=2**
Q_TYPE (do not show to interviewer)	**Photo capture**
Q65a	Take a photo of the log book containing information regarding visits by any **officials** for 2022

SCRIPTER (do not show to interviewer)	Ask All
Q_TYPE (do not show to interviewer)	Single Select
Q66	Is the **purpose of the visits of the education officials(**)indicated in the **log book?**

A1	No	1
A2	Yes, sometimes	2
A3	Yes, always	3
A4	Not applicable	4

SCRIPTER (do not show to interviewer)	Ask All
Q_TYPE (do not show to interviewer)	Single Select
Q68	Have you seen a copy of the Department of Basic Education's **SCHOOL RECOVERY PLAN** to mitigate the impact of the COVID-19 pandemic

This is not the School's plan but the Policy document that the DBE sent |

A1	No	1	Go to Q70
A2	Yes	2	Ask Q69

SCRIPTER (do not show to interviewer)	Show if Q68 =2
Q_TYPE (do not show to interviewer)	Photo capture
Q69	Take a photo of the Department of Basic Education's SCHOOL RECOVERY PLAN

SCRIPTER (do not show to interviewer)	Ask All
Q_TYPE (do not show to interviewer)	Single Select
Q70	Have you seen a copy of the **NATIONAL ASSESSMENT CIRCULAR 02 OF 2020?**

A1	No	1	Go to Q72
A2	Yes	2	Ask Q71

SCRIPTER (do not show to interviewer)	**Show if Q70 =2**
Q_TYPE (do not show to interviewer)	**Photo capture**
Q71	Please take a **photo of the National Assessment Circular 02 of 2020**

SCRIPTER (do not show to interviewer)	**Ask All**
Q_TYPE (do not show to interviewer)	**Single Select**
Q72	Have you seen a copy of the **NATIONAL ASSESSMENT CIRCULAR 03 OF 2020?** (The one that focuses on Formative Assessment Guidelines)

A1	No	1	Skip to Q74
A2	Yes	2	Ask Q73

SCRIPTER (do not show to interviewer)	**Show if Q72 =2**
Q_TYPE (do not show to interviewer)	**Photo capture**
Q73	Please take a photo of the National Assessment Circular 03 of 2020?

SCRIPTER (do not show to interviewer)	**Ask All**
Q_TYPE (do not show to interviewer)	**Single Select**
Q74	Have you seen a copy of the **INCIDENT Report ?**

A1	No	1	Go to Q76
A2	Yes	2	Ask Q75

SCRIPTER (do not show to interviewer)	**Show if Q74 =2**
Q_TYPE (do not show to interviewer)	**Photo capture**
Q75	Please take a **photo of Incident Report**

SCRIPTER (do not show to interviewer)	**Ask All**
Q_TYPE (do not show to interviewer)	**Open**
Interviewer Instruction	Are there any additional comments that you would like to make?

SCRIPTER (do not show to interviewer)	**Ask All**
Q_TYPE (do not show to interviewer)	**Information**
Interviewer Instruction	Thank the person working with you and Press Finish
SCRIPTER NEXT ITEM (do not show to interviewer)	Close and submit