

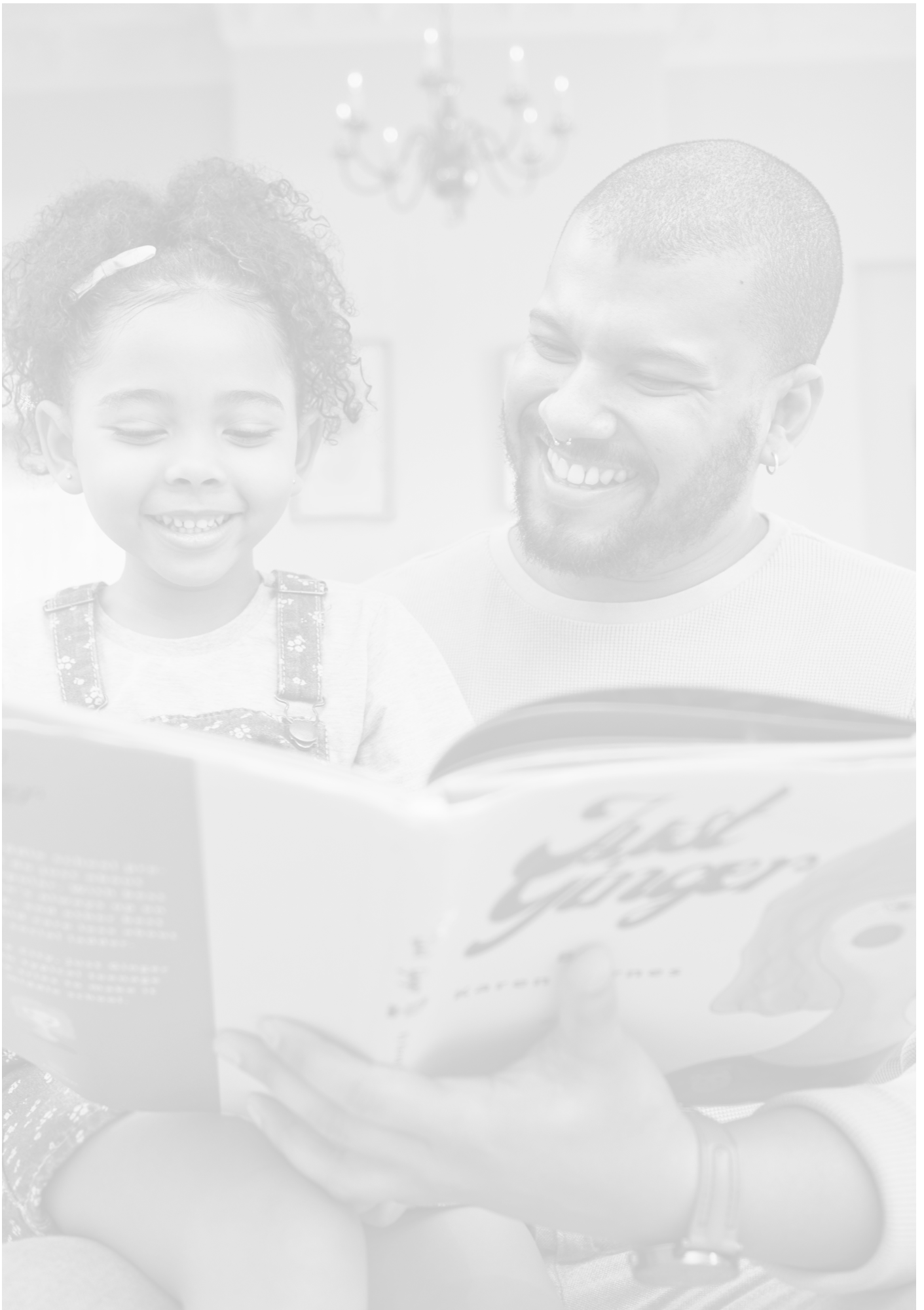
## The Impact of Basic Education on South Africans:

Report on the 2023 General Household Survey



May 2025





**GENERAL HOUSEHOLD SURVEY**  
**(GHS): MAY 2025**

**The impact of basic education on South Africans: Report on the  
2023 General Household Survey**

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## ACRONYMS

|          |   |
|----------|---|
| AIR      | Apparent Intake Rate  |
| ASER     | Age Specific Enrolment Rate   |
| BELA     | Basic Education Laws Amendment                                      |
| CAPS     | Curriculum and Assessment Policy Statement                          |
| CSG      | Child Support Grant   |
| DBE      | Department of Basic Education                                       |
| DOH      | Department of Health  |
| ECD      | Early Childhood Development   |
| FET      | Further Education and Training                                      |
| GHS      | General Household Survey  |
| LTSM     | Learning and Teaching Support Material                              |
| MTDP     | Medium Term Development Plan  |
| NER      | Net Enrolment Ratio   |
| NSC      | National Senior Certificate   |
| NSNP     | National School Nutrition Programme                                 |
| PIRLS    | Progress in International Reading Literacy Study                    |
| SEACMEQ  | Southern & East African Consortium for Monitoring Education Quality |
| SDG      | Sustainable Development Goals                                       |
| STATS SA | Statistics South Africa   |
| TIMSS    | Trends in International Mathematics and Science Study               |
| TVET     | Technical and Vocational Education and Training                     |
| UN       | United Nations  |



## 1. INTRODUCTION

The General Household Survey (GHS) is an annual survey conducted by Statistics South Africa (Stats SA) in approximately 22,000 households to measure various aspects of South African households' living circumstances. This survey, first compiled in 2002, provides a platform for assessing the quality of service delivery in several key service sectors over nearly two decades. One of these key sectors is education, and the Department of Basic Education (DBE) has a close working relationship with Stats SA. Over the years, the education-related section of the questionnaire has expanded considerably to provide useful information on the performance of the sector. The DBE uses GHS data to gauge the impact of the school system on South African households and the children living there.

The GHS is one of the key sources of information on learner enrolment, school nutrition programmes, learner repetition, learner pregnancy, access to Early Childhood Development (ECD) programmes, and age-grade enrolment rates, among other indicators of interest. Whereas DBE administrative data contains information about children enrolled in school, one great strength of household survey data is that it contains information about children who are not attending school and about people who have completed school. This means it is possible to calculate statistics like age-specific enrolment rates and grade completion rates, and it is possible to compare educational outcomes between people of different generations. The GHS therefore provides a unique opportunity to assess the impact of the school system on the full population of South Africa, and to see how this has changed over the years.

While the GHS has certain advantages over other data sources such as administrative data or school-based surveys, it also has some limitations. Nevertheless, the consistent methodology used since 2002 enables the analysis of trends over time, which is particularly important for evaluating policy effectiveness.

This report focuses on schooling information, including the participation of children in ECD programmes, learner attendance in schools and other educational institutions, learner repetition rates, highest educational attainment, tuition fees, orphanhood, problems learners face at schools, and the prevalence of pregnancy among learners. Most of the information is disaggregated by province, population group, and gender, and the report provides useful insights into the state of certain indicators in education for programme managers, decision-makers, researchers, and other government departments. Additionally, the report assists in tracking and monitoring some of the goals and indicators in education plans like the “Action Plan to 2024: Towards the Realisation of Schooling 2030,” and fulfils various national and international education reporting obligations, including the Sustainable Development Goal Number 4 (SDG4) and government's Medium Term Development Plan (MTDP).

## 2. METHODOLOGY

### **Data Collection and Analysis:**

The data for this report was collected from the General Household Survey (GHS) by Statistics South Africa (Stats SA) between 2002 and 2023. The GHS is a nationally representative sample survey of South African households, and the estimates of population characteristics are inherently made with some margin of error. The information was analysed using STATA, a data management software.

### **Reporting:**

The information is reported in percentages as far as possible. It is recommended that any indicators reported on absolute numbers should be interpreted with caution since the GHS data is based on a sample. More information on the data collected on other key service sectors can be obtained from Stats SA, as the data presented in this report are based on the analysis done by the Department of Basic Education (DBE) and specifically focuses on education indicators.

### **Sample Size:**

The sample size of the GHS has declined over the years, with the number of households declining from over 25,000 in 2002-2007 to approximately 20,000 in 2019. The sample size was substantially lower in 2020 and 2021 (just under 10,000 households) as these years were impacted by methodological changes forced by the COVID-19 pandemic. The sample size for 2023 was just over 20,000 households.

### **Margin of Error:**

All statistics in this report are *estimates* about the population based on the sample in the GHS. This means that every statistic has a potential margin for error. The margin of error can be calculated through statistical formulae, and in some instances in this report, the margin of error is indicated through confidence intervals – usually 95% confidence intervals. A 95% confidence interval indicates the range in which we can be 95% sure that the true population statistic lies. For example, we may estimate and report that 82% of 5-year-olds were attending an educational institution, but the 95% confidence interval. However, the margin of error is not always indicated, in which case the reader should be careful when comparing differences between estimates, especially when such differences are quite small or when the analysis is based on a small subset of the sample.

### **The shift to electronic data collection:**

For the 2019 GHS data, Stats SA migrated to electronic data collection which allowed for new methods of data verification being done by the data collection software. These methods include incorporating skip-patterns to allow only certain individuals to be asked specific questions based on previous responses. While this is a powerful method for ensuring the internal validity of the data, it can also introduce some complications if the skip patterns were incorrectly set up initially. For example, a problem with the skip patterns in 2019 and 2020 meant that we are unable to calculate grade repetition rates for those years. After the pandemic, in 2022, the GHS reintroduced the Computer Assisted Personal Interviews (CAPI). The 2023 data was also collected through the CAPI.

### **Methodological Changes in 2020 and 2021 forced by the pandemic:**

The COVID-19 pandemic disrupted the usual way in which the GHS was administered, and the survey in both 2020 and 2021 was administered telephonically. A major disadvantage of this method was household non-response, which is unlikely to be a random process and could therefore lead to biased statistics. The

response rates were 39.4% in 2020 and 40.1% in 2021. Despite these major methodological changes affecting 2020 and 2021, most of the education-related statistics appear remarkably stable compared to previous and subsequent years. The questionnaires for 2020 and 2021 were also somewhat reduced compared to previous years, presumably to keep telephonic interviews to an acceptable time, and this meant that certain educational statistics were not available for 2020 and 2021.

### **3. PROGRESS IN THE SCHOOLING SYSTEM AND THE IMPACT OF THE PANDEMIC**

In recent decades, the basic education sector in South Africa has made significant progress towards transformation along six internationally acknowledged dimensions: access, redress, equity, quality, efficiency and inclusivity. There is now near-universal access to schooling as measured, for instance, by the attendance rate amongst learners of the compulsory school-going age (7 to 15-year-olds), which has been above 98% ever since about 2009. Household survey data, such as the GHS, has been valuable for understanding these trends of improved access to schooling, since household data has the advantage of containing information about children both attending school and not attending school.

The major challenge regarding South Africa's education is now widely understood to be the quality of learning, in particular the quality of foundational learning in areas such as reading and mathematics in the early grades. The most reliable measurements of the country's learning outcomes have been provided by international assessments of learning, including the Trends in International Mathematics and Science Study (TIMSS), the Progress in International Reading Literacy Study (PIRLS) and the Southern and East African Consortium for Monitoring Education Quality (SEACMEQ). These surveys are independent, based on large nationally representative sample surveys, and allow valid comparisons of outcomes over time. All three of these international assessment programmes have revealed significant improvements in the learning of South African children since about 2002, albeit off a base of extremely low levels of learning.

The disruptions to schooling all around the world caused by the COVID-19 pandemic are well known. In South Africa, school closures and rotational timetabling (to accommodate social distancing at school) meant that in the worst affected schools and grades up to 60% of school days were lost in 2020 and 50% in 2021. Although much concern was initially raised about the possible impacts on dropping out of school and on the NSC results, it turned out that these areas were not significantly affected. The GHS data from 2020 and 2021, as well as DBE administrative data, show that education participation rates in 2020 and 2021 amongst 8–15-year-olds were hardly affected by the pandemic, while participation was in fact higher than before amongst 16–18 year-olds, but significantly lower amongst 4–7 year-olds. It seems that the pandemic caused lower attendance of young children at ECD programmes, and delayed entry for some children into the school system. Importantly, these patterns cannot be characterised as dropping out of school. A significant recovery of educational participation amongst young children can be seen in the 2022 and 2023 results.

The results from the National Senior Certificate (NSC) examinations of 2020 to 2024 attest to the higher participation of older learners in school during the pandemic. Since the pandemic, there have been more NSC candidates, more passes and more bachelor-level passes than ever before. The main reason for this appears to be that grade repetition policies were relaxed in response to the disruptions of 2020 – indeed the GHS data reported here shows much lower rates than usual of children repeating a grade in 2021 – and this may have encouraged more candidates than usual to remain in school and write the NSC examination. The fact that many of these “additional” NSC candidates ultimately passed, suggests that the traditional patterns

of high-grade repetition in grades 10 and 11, and selectivity in who enters the NSC examinations may have been inefficient. There was however an increase in grade repetition rates in 2022 and 2023, though they were still lower than in 2019.

The most negative impact of the pandemic on education has been the learning that was foregone due to substantial losses in available teaching time in 2020 and 2021. The DBE has led the way, not only locally but also internationally, in measuring and reporting on the impacts of the pandemic on learning outcomes. Several large datasets (though none nationally representative) all pointed to substantial learning losses. The Early Grade Reading Study (EGRS) data from the Northwest Province, for example, showed that reading outcomes for grade 4 children in 2021 were lower than reading outcomes on the exact same metric were for grade 3 children in 2018 (before the pandemic). This implies that more than a full years' worth of learning was foregone as a result of the pandemic. Data from the Western Cape systemic assessments also suggest large learning losses in the early grades, especially in mathematics and in lower quintile schools where remote learning options were less likely to be available during the pandemic. South Africa's performance in the Progress in International Reading Literacy Study (PIRLS) of 2021 was lower than it had been in 2016, confirming the negative impact of the pandemic-related disruptions on learning. The negative impact on ECD attendance, as shown in this report, may also have had a negative effect on early learning. It is encouraging to note that the latest TIMSS results of 2023 did not reflect as much of a negative trend as the 2021 PIRLS results showed, and in fact the grade 9 mathematics achievement improved since 2019 – perhaps reflective of a degree of learning recovery between 2021 and 2023. Nevertheless, the negative impacts on early learning outcomes on specific cohorts of children will probably be the most enduring legacy of the pandemic on education in South Africa and may impact on dropping out and NSC results in years to come.

#### **4. INTERVENTIONS DRIVEN BY THE DEPARTMENT OF BASIC EDUCATION**

The Department of Basic Education (DBE) recognizes that effective learning requires a holistic approach, including factors beyond the delivery of curriculum. For this reason, the DBE collaborates with Provincial Departments and other National Departments to deliver integrated services on health, nutrition, transport, early childhood education, and learning and teaching support materials (LTSM) to learners in South Africa.

One of the key interventions is the Integrated School Health Programme, jointly implemented by the Departments of Basic Education and Health since 2012. The programme provides a comprehensive package of services to learners in primary and secondary schools, including health education, health screening for vision, hearing, oral health, and tuberculosis, as well as deworming and immunization services. The health education component focuses on age-appropriate topics, such as sexual and reproductive health, personal hygiene, safety, and drug and substance abuse.

The National School Deworming Programme, launched in 2016, is another critical intervention led by the DBE. Health Programme officials administer deworming tablets to learners in Grade R to Grade 7 in Quintile 1-3 schools to improve their health, reduce health barriers to learning, and promote quality education.

The DBE has also successfully implemented the National School Nutrition Programme (NSNP), which provides one nutritious meal per day to primary and secondary learners in Quintile 1-3 schools. A recent evaluation of the NSNP implementation suggests positive effects on punctuality, regular school attendance, concentration, and the general well-being of participating learners.



The DBE Workbook Programme is another crucial initiative, ensuring that all public-school learners have access to workbooks in Literacy up to Grade 6 and Numeracy up to Grade 9. The workbooks are available in all 11 official home languages, and Mathematics workbooks are available up to Grade 3 in all 11 languages and up to Grade 9 in English and Afrikaans. The workbooks provide learners with the opportunity to practice language and numeracy skills required by the Curriculum and Assessment Policy Statements (CAPS).

Lastly, The Scholar Transport programme is a recent collaboration between the DBE and the Department of Transport, aimed at providing safe transport solutions to learners who live far away from their nearest school. The programme ensures that all learners have access to education, regardless of their geographical location. Through dedicated transport services, the Scholar Transport programme caters to the needs of learners, providing them with a safe and reliable means of transportation to and from school.

In South Africa, learners face various challenges that hinder their pursuit of quality education. The DBE is committed to addressing these challenges and meeting the needs of learners to ensure that they can fully utilize the opportunities provided and reach for a better future.

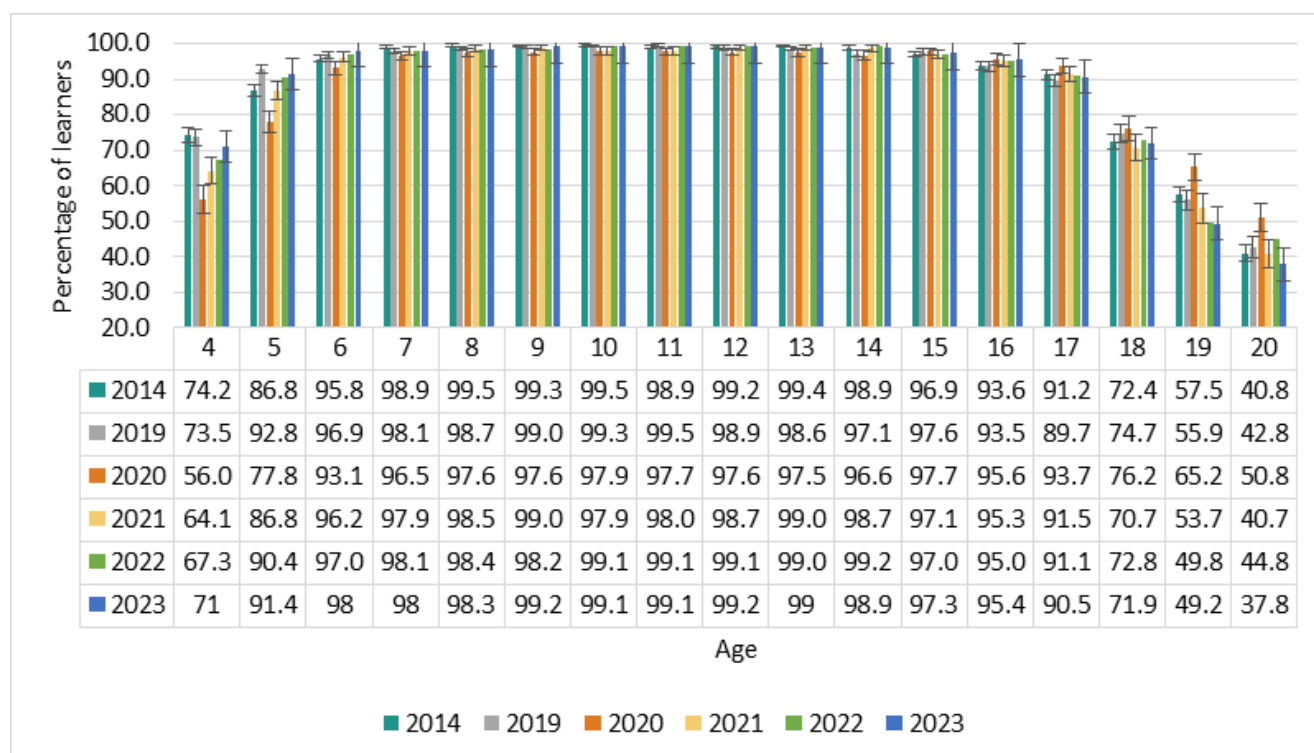
## 5. PARTICIPATION IN EDUCATION INSTITUTIONS

Figure 1 shows Age-Specific Enrolment Rates (ASER) by single age group for 2014, 2019, 2020, 2021, 2022 and 2023. It is evident that participation in educational institutions increased between 2014 and 2019 – the continuation of a long and steady trend from before that. The increase in participation was sharpest among younger children, reflecting increasing access to ECD Programmes and Grade R.

There was considerable interest in the impact of the pandemic on educational participation, including on dropout. Figure 1 indicates that participation in 2020-2023 for 8–15-year-olds remained high (above 97%) and was only slightly lower than in 2019. For 16-20-year-olds, perhaps surprisingly, participation rates actually increased in 2020, before dropping back down in 2023 to levels similar if not lower than those of 2019. It is not clear why this happened. One possibility could be that with the partial shutting down of the economy in 2020, fewer job opportunities presented themselves to 16-20-year-olds attending school. There was, however, a clear drop in educational participation for younger children. For 4-, 5- and 6-year-olds, there was a substantial drop in attendance in 2020 followed by a partial recovery in 2021, 2022 and further recovery in 2023. We can therefore conclude that the main negative impact of the pandemic on educational participation was amongst young children. Rather than causing learners to drop out of school, the pandemic caused lower, and perhaps delayed, educational participation amongst young children.

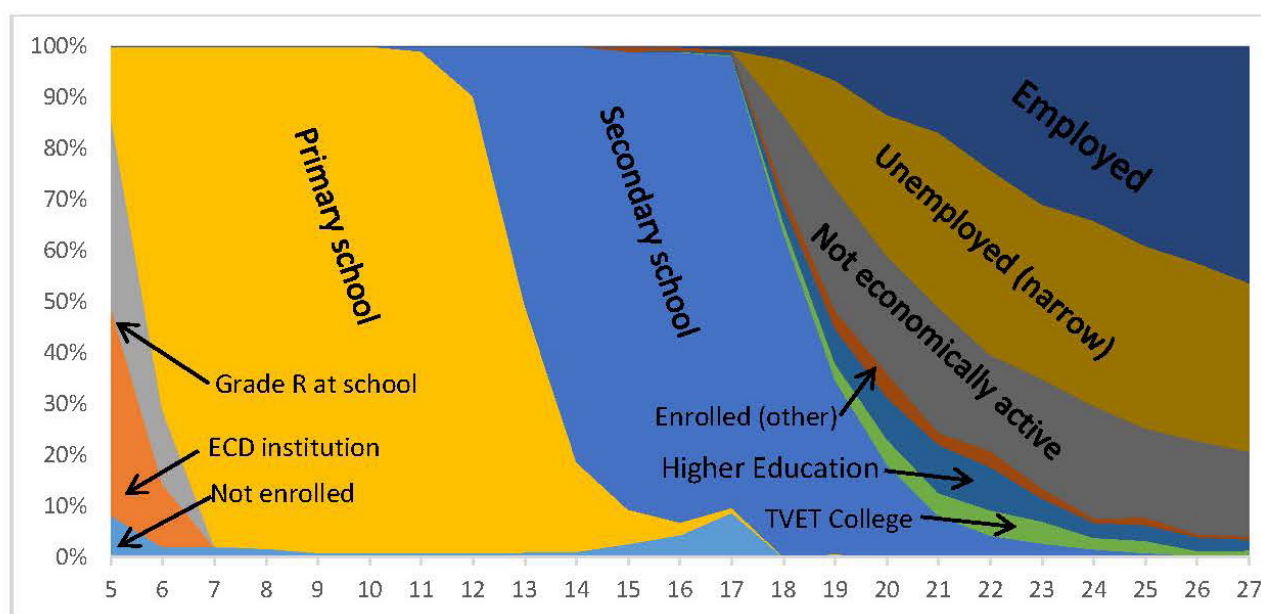
Figure 2 gives an overall picture of the proportions of children engaged in specific activities for every age cohort. This figure highlights a number of facts about the activities of South African children and youths. Non-enrolment is a clear problem. At most 3% of any age cohort between the ages 7 – 15 is not enrolled in school. The figure also shows us that there is still a considerable number of old learners attending school. A very small proportion of the youth is attending TVET colleges or other forms of non-school education besides higher education institutions. The left-hand side of the graph gives more positive outlook in that most children attend school; however, the right side of the graph shows that the future of many children is not as satisfying in that a small number of children participate in Higher education and many of them will not be employed.

**Figure 1: Overall summary participation in educational institutions**



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

**Figure 2: The educational and employment activities of various age groups**



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

## 5.1 Participation in Early Childhood Development programmes.

The early years of a child's life are critical for the acquisition of concepts, skills and attitudes that lay the foundation for lifelong learning. These include acquiring language, perceptual and motor skills required for learning to read and write, basic numeracy concepts and skills, problem-solving and a love of learning. In South Africa, the importance of this critical period of development is recognised, with the National Development

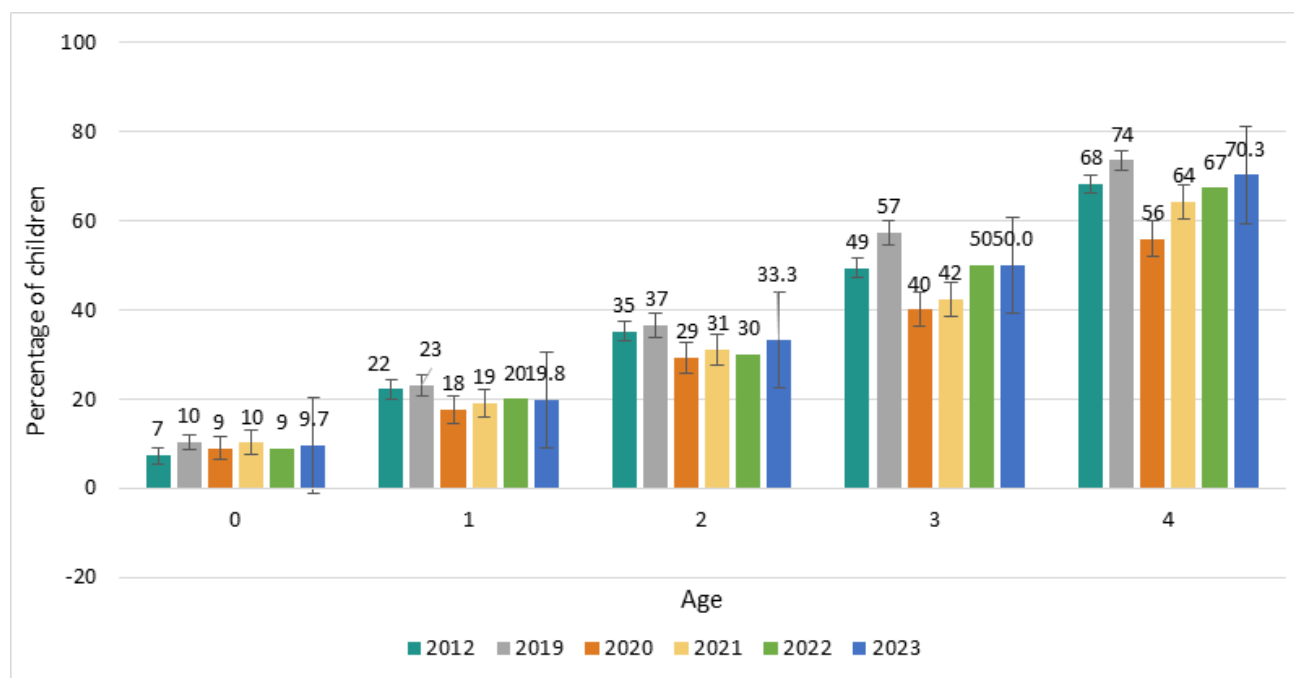
Plan stating that two years of quality preschool enrolment for 4- and 5-year-olds should be made compulsory before Grade 1. This section will attest to the large strides made in reaching both the goal of universal access to Grade R and the doubling of participation in ECD programmes.

For this analysis, ECD is defined as specified in section 91(1) of the South African Children's Act (Act No. 38 of 2005) and will therefore consider children in educational institutions from birth to 6 years old. ECD programmes captured in the GHS questionnaires include day-care centres, crèches, playgroups, nursery schools, day-care-mother or gogo, and pre-primary schools.

Figure 3 shows how the attendance of ECD facilities amongst 0-4 year-olds increased substantially between 2012 and 2019 but then dropped sharply in 2020 as the COVID-19 pandemic hit. Attendance was better from 2021 to 2023 but still not as high as it was in 2019. The same overall patterns are seen in Figure 4, in which 0-3-year-olds are grouped together and 4, 5 and 6-year-olds are also shown. Clearly, educational attendance for these young age groups was strongly negatively affected by the pandemic, however a recovery from the impact of the pandemic can be observed in the increase in the percentage of 0–6-year-olds attending an educational institution in 2023 compared to the decline in 2020.

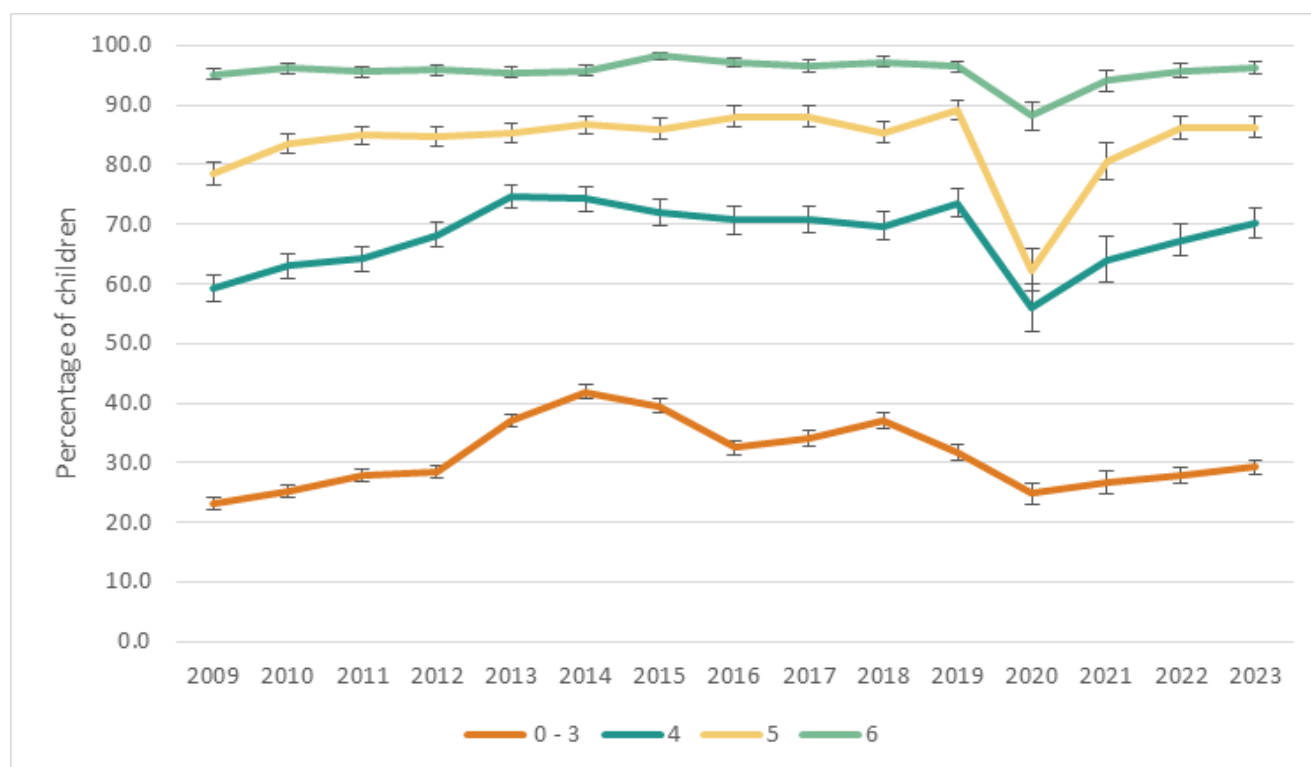
Tables 16-18 in the Appendix show educational attendance amongst young children by province, population group and gender. Eastern Cape, Gauteng, Limpopo and Free-State generally have the largest proportions of children attending early learning opportunities with the lowest participation rates occurring in the Northern Cape and KwaZulu-Natal. White children were generally most likely to attend an early learning programme across most years and age groups, while there was no significant difference in participation by gender.

**Figure 3: Percentage of 0-4-year-olds attending ECD facilities, 2010-2023**



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

**Figure 4: Percentage of 0-6-year-olds attending an educational institution, 2009-2023**



**Source:** Statistics South Africa, General Household Survey (GHS), own calculations. **Notes:** 95% confidence intervals shown. **Note:** Several slight changes in the questionnaires over the years mean that year-on-year trends in this graph should be interpreted with caution.

## 5.2 Primary Education

Several indicators can be used to track access to primary education. These include Age-Specific Enrolment Rates (ASER), the Net Enrolment Ratio (NER) and the Apparent Intake Rate (AIR). The indicator used for this section is the ASER which is defined as the enrolment of a specific age, irrespective of the level of education, as a percentage of the population of the same age (UNESCO Institute for Statistics, 2009). The age group typically used to measure ASERs for primary education is 7 to 13 years old.

The ASER for primary education in South Africa has been over 99% since 2010 (Figure 5). There is not much of a difference in the attendance rate when disaggregating by province, gender or population group. However, it is necessary to note that some of these learners could potentially be enrolled in secondary education because of early enrolment in educational institutions.<sup>1</sup>

## 5.3 Compulsory education

The South African Schools Act of 1996 stipulates that children aged 7 to 15 should attend compulsory education which is from Grade 1 to Grade 9 (Republic of South Africa, 1996). The recently passed Basic Education Laws Amendment (BELA) Act further made Grade R compulsory and stipulates that children must start to attend school in the year they turn six. Again, the ASER was used to obtain trends in educational participation amongst this age group. The ASER in this instance denotes the percentage of the population aged 7 to 15 years old attending some form of education. Over 98% of learners in this age group have been attending ed-

<sup>1</sup> Disaggregated results are reported in table 19 in the Appendix.



educational institutions since 2009, highlighting the near-universal attendance rates for compulsory education in South Africa. There is no significant difference in the attendance of compulsory education when disaggregated by province, population group or gender.<sup>2</sup>

## 5.4 Secondary Education

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

The participation rate for secondary education has been around 90% since 2012, with the participation rate in 2019 being 91% (Figure 5). Over the past twelve years, Limpopo and the Free-State had the highest participation rate, while for most years the Western Cape had the lowest participation rate except for 2023 where Northern Cape had the lowest participation rate. These results are further analysed in section 5.5 and should therefore be interpreted in conjunction with the discussions in those sections. Over the period included in the analysis, males in this age group were slightly more likely than females in the same age group to be attending educational institutions. The higher participation among males can largely be ascribed to delayed progression through school rather than better access to schooling compared to females – as later sections show, school completion rates are higher for females than for males. Coloured learners in this age group were the least likely to be attending educational institutions, with no difference between the likelihood of White and African/Black learners attending educational institutions.<sup>3</sup> This last point is noteworthy because there is a significant difference in secondary school completion rates between these two groups, as will be presented later in this report.

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

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

Since 2012 over 80% of 16 to 18-year-olds were attending education institutions (Figure 5).<sup>4</sup> Across the reported years, Limpopo has had the highest participation rate, while the participation rate was lowest in Northern Cape and Western Cape. This observation needs to be interpreted in conjunction with the fact that completion rates are not necessarily lower in the Western Cape. It can rather be a result of other provinces keeping learners in school for longer but not being more likely to produce Grade 12 passes. The Western Cape is also relatively unique in its social context with gangsterism as well as more technical work opportunities providing an alternative to leave school.

<sup>2</sup> Disaggregated results are reported in table 20 in the Appendix.

<sup>3</sup> Disaggregated results are reported in tables 21 in the Appendix.

<sup>4</sup> Disaggregated results are reported in table 22 in the Appendix.

## 5.6 Post-school Education

This section looks at enrolment rates for different age groups. Figure 5 shows that participation in post-school educational institutions (with looking at the participation of 19 – 23 year olds) is a little above 30% since 2012. The large proportion of individuals in this age group who are not enrolled in any educational institution is a concern and warrants further investigation into the activities which these individuals are involved with.

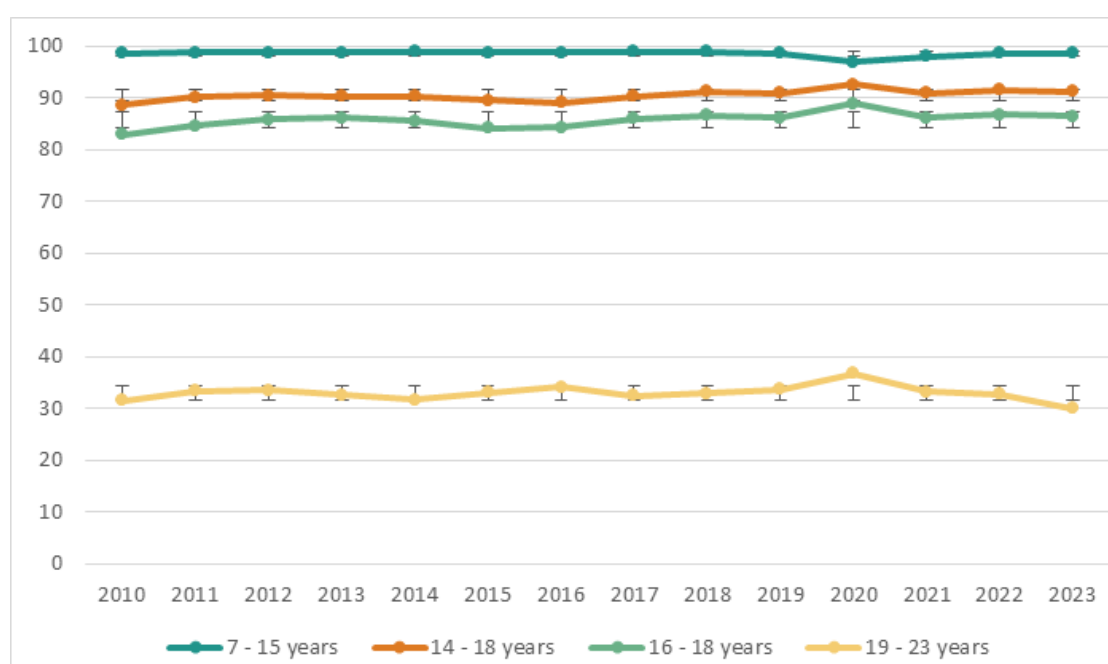
## 5.7 Household structure and educational participation

Households with a father present as household head tend to be more common in higher socio-economic contexts, and we do observe slightly higher rates of educational participation in such households compared to those where a mother is the household head (Table 1).

**Table 1: Age-specific enrolment rate for different age groups, 2013 - 2023**

|   | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|---|------|------|------|------|------|------|------|------|------|------|------|
| <b>Father as Household Head</b>         |      |      |      |      |      |      |      |      |      |      |      |
| 7 - 15 years                            | 99   | 99.4 | 99.1 | 98.8 | 99   | 99.2 | 98.8 | 97.2 | 98.6 | 98.9 | 99   |
| 14 - 18 years                           | 91.8 | 92.5 | 91.7 | 91.2 | 92.7 | 92.8 | 92.3 | 92   | 92.6 | 93.2 | 94   |
| 16 - 18 years                           | 87.8 | 87.8 | 87   | 87.7 | 89.9 | 88.4 | 88.1 | 88.7 | 88.6 | 89.2 | 89.8 |
| <b>Mother as Household Head</b>         |      |      |      |      |      |      |      |      |      |      |      |
| 7 - 15 years                            | 99   | 99   | 98.6 | 99.2 | 98.9 | 98.8 | 98.7 | 98.1 | 98.4 | 98.3 | 98.6 |
| 14 - 18 years                           | 92.3 | 90.5 | 89.1 | 89.2 | 89.3 | 91.2 | 91.3 | 93.4 | 90   | 91.7 | 91.3 |
| 16 - 18 years                           | 88.7 | 85.8 | 83.5 | 83.9 | 84.6 | 87.2 | 86.5 | 90.1 | 84.3 | 87.9 | 86.2 |
| <b>Other Guardian as Household Head</b> |      |      |      |      |      |      |      |      |      |      |      |
| 7 - 15 years                            | 98.2 | 98.5 | 98.3 | 98.3 | 98.9 | 99   | 98.4 | 97.1 | 97.9 | 98.3 | 98.1 |
| 14 - 18 years                           | 87.8 | 88.1 | 87.5 | 86.6 | 88.9 | 88.8 | 88.8 | 92.7 | 88.8 | 88.5 | 88.4 |
| 16 - 18 years                           | 83.2 | 83.4 | 82.2 | 81.7 | 84.2 | 84.1 | 83.5 | 89.3 | 83.8 | 82.6 | 83.2 |

**Figure 5: Age-specific enrolment rates for different age groups, 2010 - 2023**



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

## 6. HIGHEST LEVEL OF EDUCATION<sup>5</sup>

This report also provides the levels of educational attainment for various age categories, population groups and gender. The level of educational attainment is used as a proxy to measure literacy levels within the country. The GHS confirms that there have been consistent increases over time in the percentages of individuals who completed Grades 7, 9 and 12 (Figure 6). The strongest increases have been among Black and Coloured youths, although racial gaps persist in the likelihood of completing Grade 12.

### 6.1 Grade 7 attainment

Considering individuals aged 16 to 18 as being of the relevant age to have already completed Grade 7, it can be seen that in recent years over 95% of individuals have completed Grade 7. Moreover, it is good to note that the gap between the Eastern Cape and other provinces has gradually been reducing over the years. Focusing on the same age group, it is evident that there are no significant gender and population group differences in terms of the completion of Grade 7.

### 6.2 Grade 9 attainment

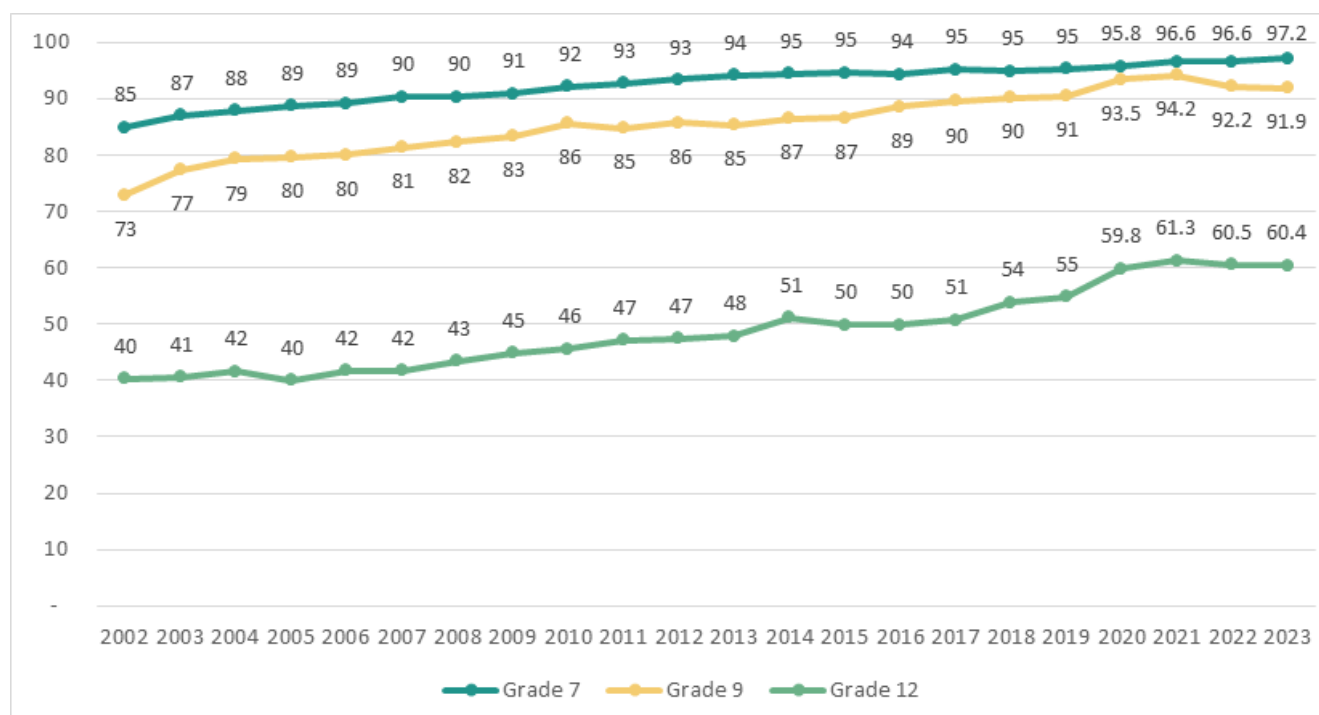
Overall, there has been an increase in individuals aged 19 to 21 that completed Grade 9. The particular increase in grade 9 completion rates in 2021 and then a decrease in 2022 & 2023 could reflect the increase in grade promotion at the end of 2020 that was caused by the pandemic, followed by a return to normality at the end of 2021. There has been a significant increase in the percentage of learners attaining Grade 9 in both the Northern Cape and the Eastern Cape, although these provinces still have the lowest percentage of individuals who completed Grade 9 in 2023. Gauteng has consistently had the highest percentage of learners who completed Grade 9. However, if we look at the individuals that completed Grade 9 disaggregated by population group, it can be seen that more White and Indian or Asian learners in this age group have completed Grade 9 compared to African and Coloured learners.

### 6.3 Grade 12 attainment

The percentage of individuals who completed Grade 12 has also steadily been increasing since 2002. The same pattern observed for Grade 9 attainment is observed with Grade 12 attainment with the large increase in 2020 and 2021 due to covid-19 and the decline back to 2019 levels in 2022 and 2023. There remains, however, a substantial racial gap, as significantly more White and Indian or Asian individuals in this age group (22 to 25-year-olds) have completed Grade 12 compared to Black or African and Coloured individuals. This pattern has remained consistent across the years. Females have consistently been more likely than males to have completed Grade 12. Gauteng (71.9%) consistently has the highest proportion of 22 to 25-year-olds having attained Grade 12, with the Eastern Cape (44.3%) and Northern Cape (45.5%) consistently being the provinces with the lowest proportion of 22 to 25-year-olds who have attained Grade 12. The estimates probably slightly underestimate the percentage of youths completing matric since some 22 and 23-year-olds may still be completing matric.

<sup>5</sup> Disaggregated results corresponding to this section are reported in tables 24 to 26 in the Appendix.

**Figure 6: Completion rates of Grade 7, Grade 9 and Grade 12 between 2002-2023**



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

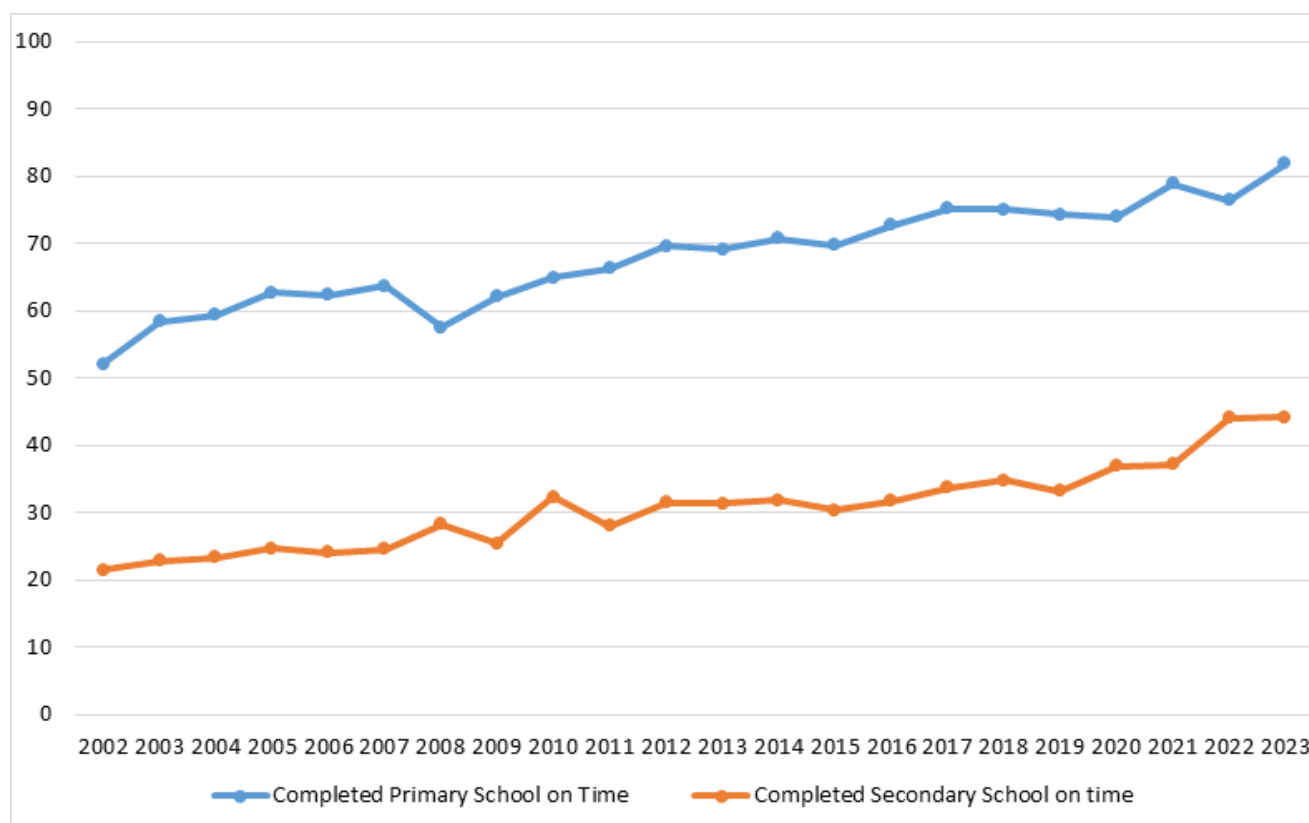
## 6.4 Primary and Secondary Completion on Time

Figure 7 below shows the percentage of learners who completed primary school by the age of 14 and secondary school by the age of 19 within the expected timeframe. By 2023, more than 80% of students completed primary school on time however only 44.2% completed secondary school on time. The primary school completion rate has increased over time from 52.1% in 2002 to 81.9% in 2023. An increase over time is also observed for the high school completion rate from 21.5% in 2002 to 44.2% in 2023. Figures 8 and 9 show the primary and high school completion rates over time across male and female learners. In both primary and secondary both male and female completion rates have increased over time between 2002 and 2023. Females consistently outperform males in completion rates across all years.

A significant increase in female secondary school completion rates is observed in 2023, where female completion rates went from 37.2% in 2020 to 56.8% in 2023. While the exact cause of this sharp rise remains unclear, a similar trend is evident in the 2019 and 2022 National Senior Certificate (NSC) results, which also show a notable increase in Grade 12 completion among female learners. However, the magnitude of the increase in the NSC results is not as large as the rise depicted in Figure 9 below.

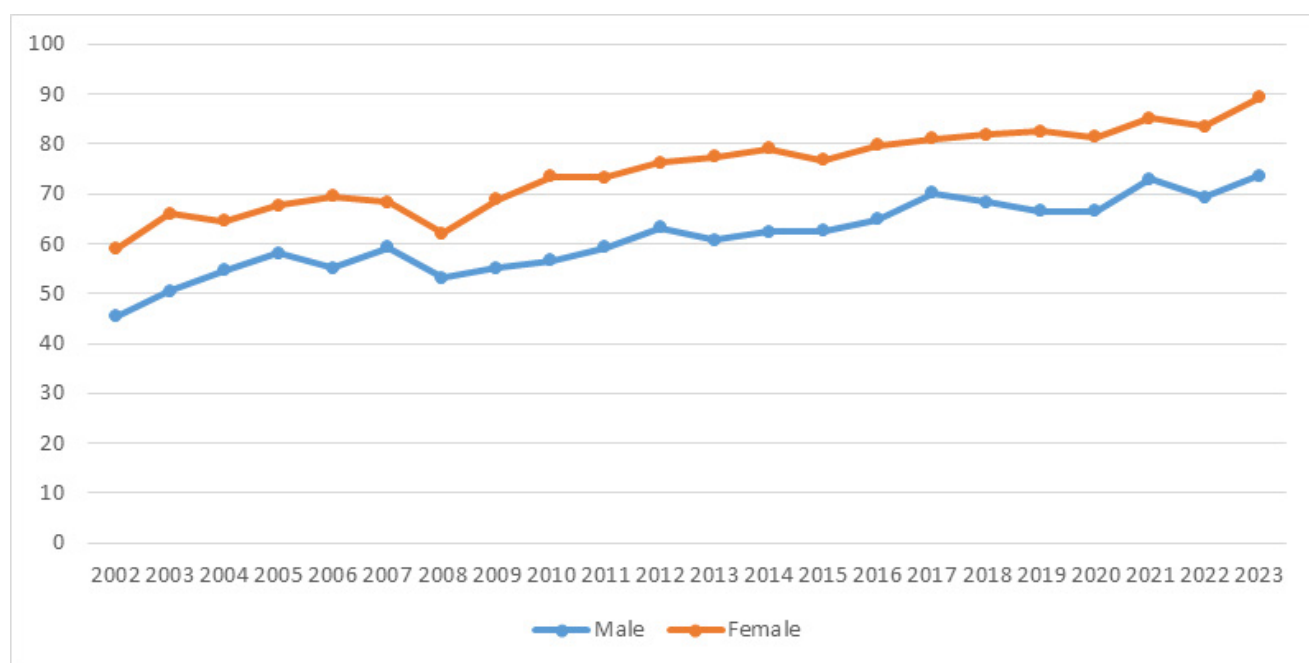


**Figure 7: Percentage of Learners completing primary and secondary school on time between 2002 - 2023**



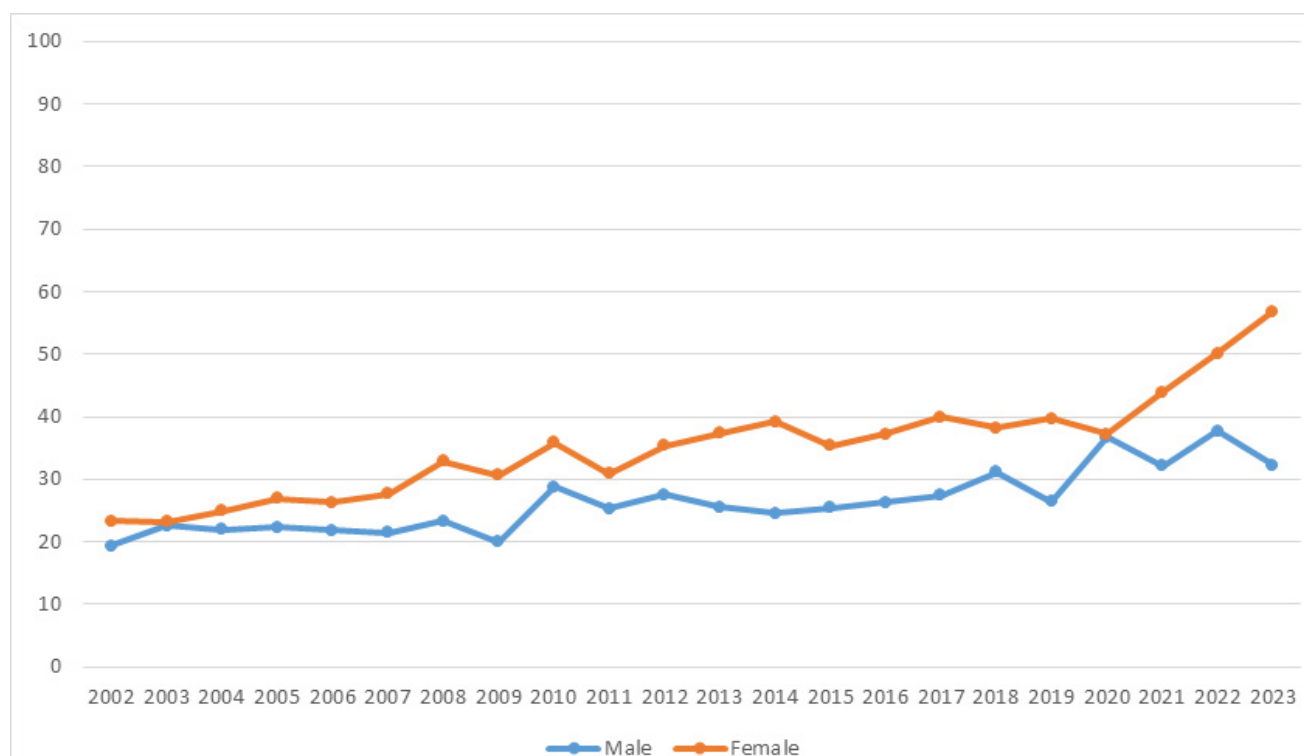
**Source:** Statistics South Africa, General Household Survey (GHS), own calculations. **Notes:** 95% confidence intervals shown.

**Figure 8: Percentage of Male and Female learners completing primary school on time between 2002 - 2023**



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

**Figure 9: Percentage of Male and Female learners completing secondary school on time between 2002 - 2023**



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

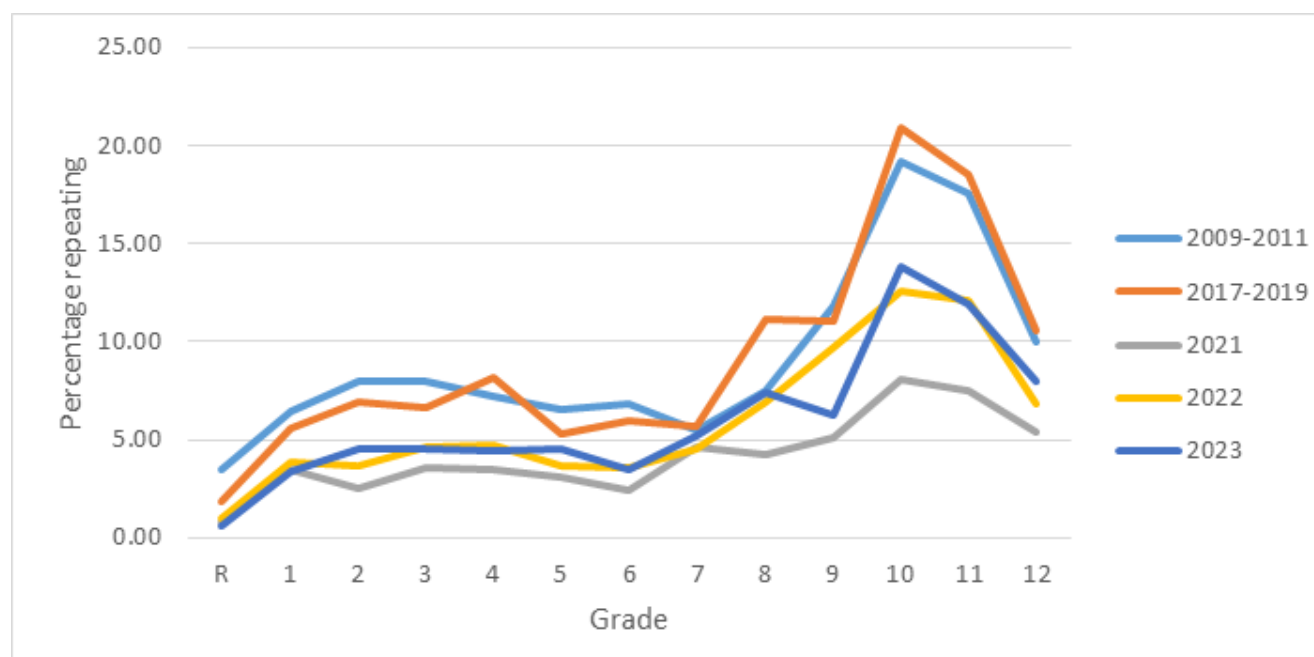
## 7. REPETITION

Grade repetition rates can be measured using the GHS by calculating the percentage of all children in a particular grade that were in the same grade in the previous year. Unfortunately, this information was not available in the 2020 GHS. As Figure 10 shows, repetition rates have typically been higher in secondary school than in primary school, peaking in grades 10 and 11 at almost 20%. It is also worth noting that the repetition rates found in GHS data, are possibly underestimates, since DBE administrative datasets are suggestive of higher rates, especially in Grade 1. However, the GHS data has the advantage that we can measure repetition rates using the same methodology over a number of years. Figure 10 shows that grade repetition rates were remarkably similar in 2009-2011 and 2017-2019, almost a decade later. However, the percentage of children who were repeating a grade in 2022 and 2023 was higher than in 2021 however much lower than in previous years before 2021. This is due to the restoration of much stricter grade promotion requirements after they were relaxed in response to the pandemic-related disruptions the 2020 school year.<sup>6</sup> Figures 11 and 12 show repetition rates by province, for primary school grades and secondary school grades, respectively.

Figure 13: Shows the long-term improvement in the efficiency of the South African school system: At the same time as the percentage of 19-21-year-olds attending schools has been gradually declining, the percentage of those same 19-21-year-olds who have successfully completed 12 years of education rose significantly.

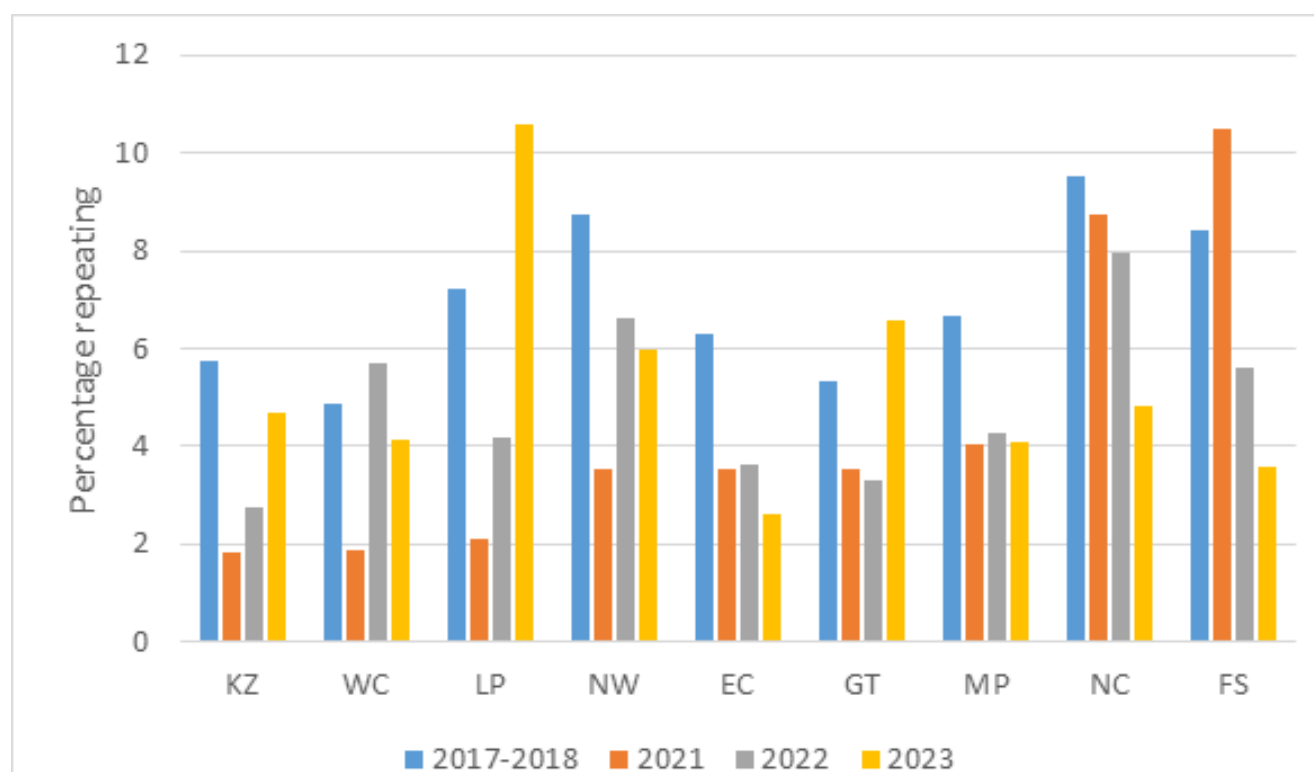
<sup>6</sup> DBE Circular S7 of 2020, titled 'Revised promotion requirements for Grade 10 and 11 for the 2020 academic year'. The applicability of the changes to promotions at the end of 2021 are detailed in DBE Circular S17 of 2021.

**Figure 10: percentage of learners repeating the current grade**



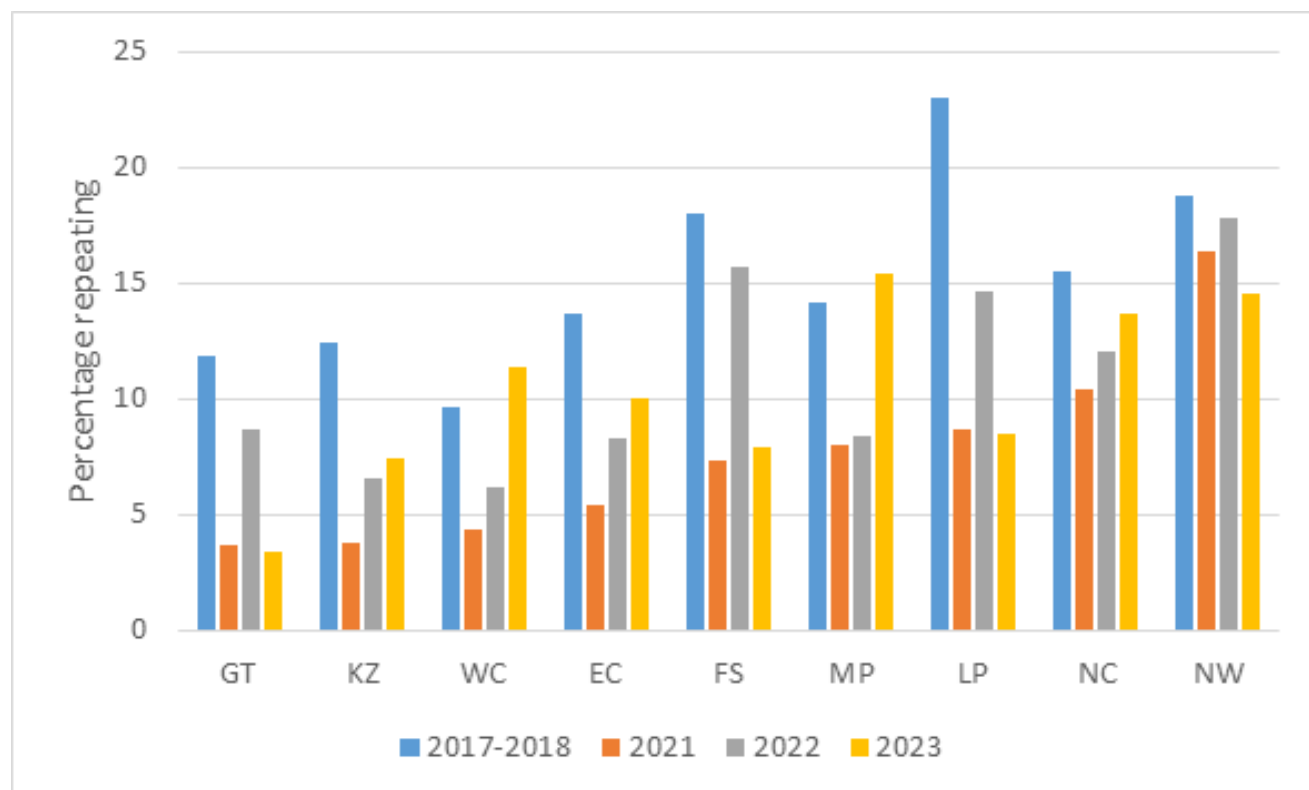
**Source:** Statistics South Africa, General Household Survey (GHS), own calculations.

**Figure 11: Percentage of Primary School learners repeating the current grade**



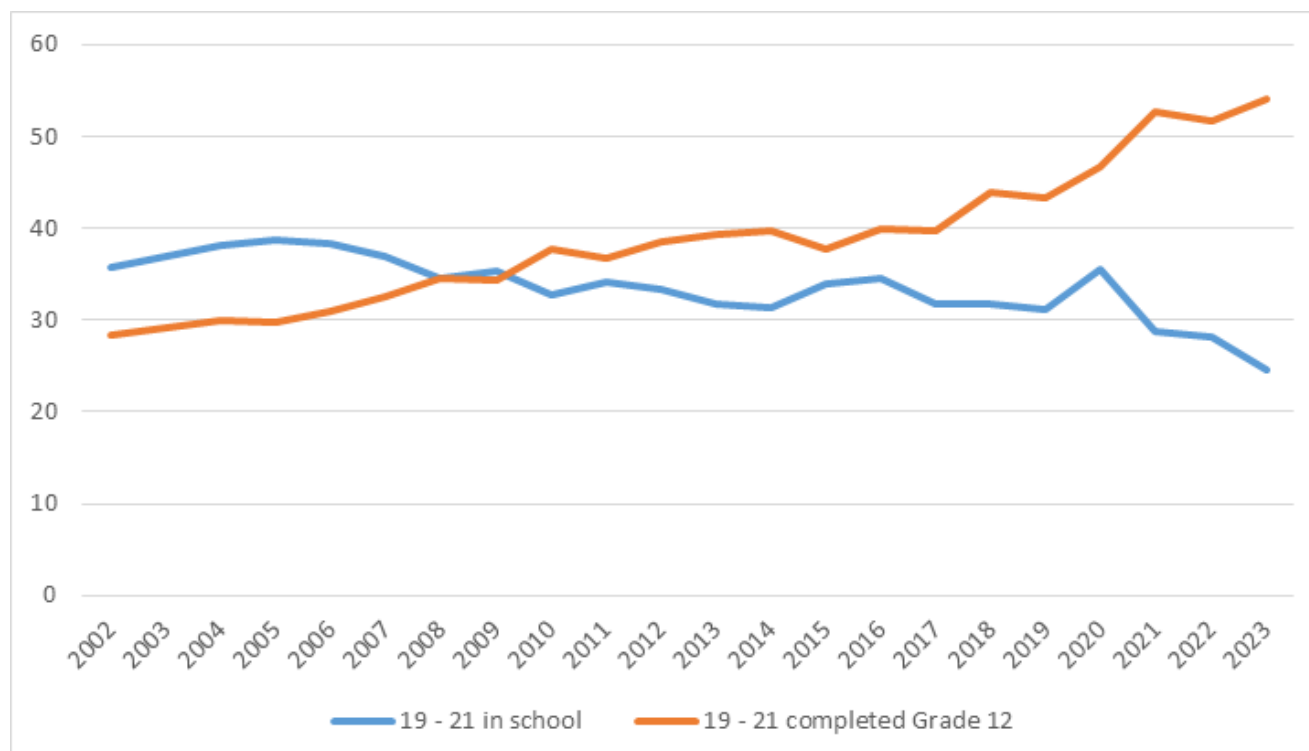
**Source:** Statistics South Africa, General Household Survey (GHS), own calculations.

**Figure 12: Percentage of Secondary School learners repeating the current grade**



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

**Figure 13: 19-21-year-olds in school vs completed grade 12**



8.

## 8. EARLY CHILDHOOD DEVELOPMENT

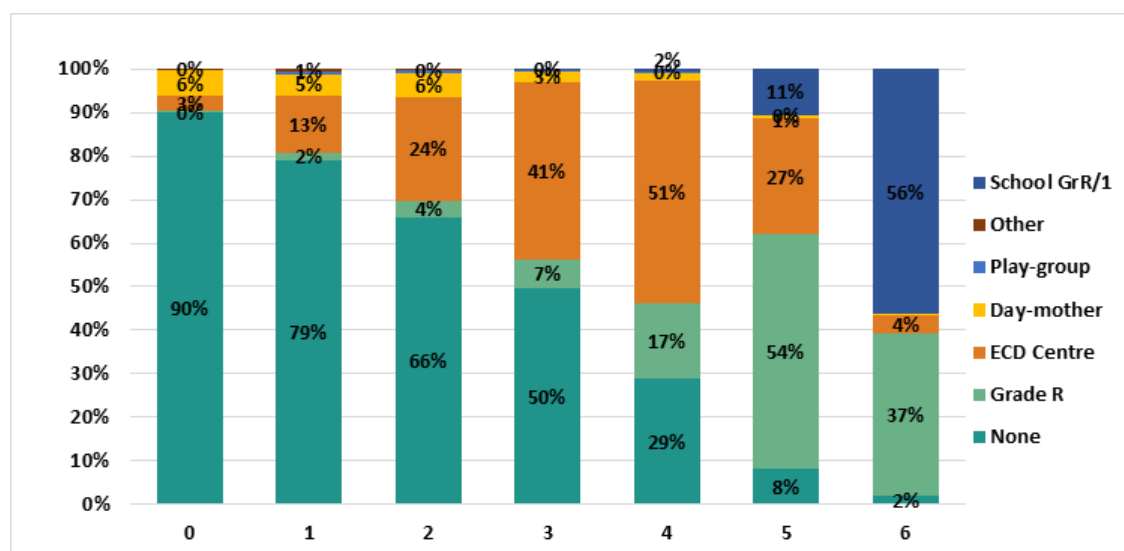
The National Integrated Early Childhood Development Policy (Department of Basic Education, 2015) guides the different age- and developmentally appropriate Early Learning Programme modalities for children below the age of 6 years. Figure 14 shows the proportion of children at different developmental stages, attending different ECD programmes. In 2023, children in the 0- to 2-year-old age group were more likely not to be participating in any form of institutionalised ECD, whereas 3- and 4-year-olds were much more likely to be attending a preschool or an ECD centre. From age 5, it is clear that learners start entering Grade R and the formal schooling sector.

Children aged 3-years old and younger have different caregiving and stimulation needs than children aged 4-years old and older. Recognising this, Table 2 shows the reasons for children not attending an Early Learning Programme by the two different age-groups. In interpreting the results, it is important to recognise that just less than a quarter of children 3-years old and younger attended an Early Learning Programme, whereas 87% of children aged 4-6 attended an Early Learning Programme. Among the younger age-group, the largest majority of caregivers reported that they prefer that their child stays at home or with some-one else. About 2% of respondents also mentioned that facilities do not currently exist in their area in 2023. In a follow-up question, respondents were asked who is looking after the children if they are not attending an Early Learning Programme. The largest majority of children who are not attending an Early Learning Programme are being looked after by their caregivers.

The payment of fees could be a major determining factor for these preferences. Currently, only a proportion of ECD programmes qualify for receiving a government subsidy from the Department of Social Development. This means that parents or caregivers are still required to pay fees for sending their children to an Early Learning Programme. Figure 16 shows that only about 29.7% of parents are not paying any ECD fees, relative to 72% of parents benefitting from the no-fee school policy for children of school-going age.

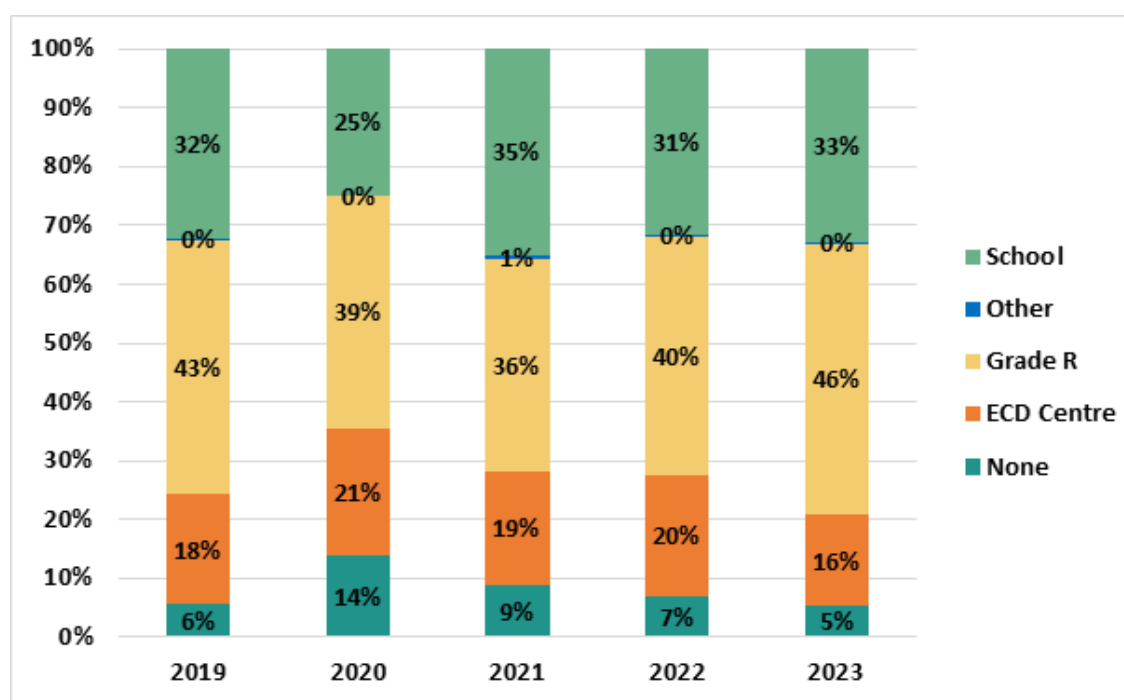
Figure 17 distinguishes between learners who are attending grade R at an ECD centre (Grade\_R\_Other) and those attending grade R at a school (Grade\_R\_School). Ever since 2016, roughly 70% of Grade R learners are attending a school with the remaining 30% attending a Grade R programme at some other ECD centre or Early learning Institution. With the recent BELA Act making Grade R part of compulsory schooling, it will be interesting to observe any impact on the percentage of Grade R learners attending school-based versus other Grade R programmes.

**Figure 14: Percentage of 0 to 6-year olds attending different ECD modalities, 2023**



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

**Figure 15: Type of educational participation amongst 5-6-year-olds, 2019-2023**



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

**Table 2: Reasons for not attending Early Learning Programmes among 0-3 year-olds, 2019-2023**

|   | 2019        | 2020        | 2021        | 2022        | 2023        |
|---|-------------|-------------|-------------|-------------|-------------|
| Attending                                 | 27%         | 19%         | 23%         | 26%         | 25%         |
| Prefer that the child stay at home        | 58%         | 74%         | 71%         | 71%         | 63%         |
| These facilities do not exist in our area | 2%          | 1%          | 2%          | 2%          | 2%          |
| Too expensive                             | 8%          | 3%          | 2%          | 0%          | 0%          |
| Other                                     | 5%          | 3%          | 3%          | 0%          | 10%         |
| <b>Total</b>                              | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> |

**Notes:** Respondents who were at a day-mother or a home-based play group was excluded from this analysis because they are considered to have attended a form of ELP.



**Table 3: Reasons for not attending Early Learning Programmes among 4-6 year-olds, 2019-2023**

|   | 2019        | 2020        | 2021        | 2022        | 2023        |
|---|-------------|-------------|-------------|-------------|-------------|
| Attending                                 | 85%         | 85%         | 87%         | 86%         | 87%         |
| Prefer that the child stay at home        | 13%         | 11%         | 11%         | 12%         | 11%         |
| These facilities do not exist in our area | 0%          | 0%          | 0%          | 0%          | 0%          |
| Too expensive                             | 2%          | 2%          | 2%          | 2%          | 2%          |
| Other                                     | 0%          | 1%          | 0%          | 0%          | 0%          |
| <b>Total</b>                              | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> |

**Notes:** Respondents who were at a day-mother or a home-based play group was excluded from this analysis because they are considered to have attended a form of ELP.

|   | 2019        | 2020        | 2021        | 2022        | 2023        |
|---|-------------|-------------|-------------|-------------|-------------|
| Attending                                 | 85%         | 85%         | 87%         | 86%         | 87%         |
| Prefer that the child stay at home        | 13%         | 11%         | 11%         | 12%         | 11%         |
| These facilities do not exist in our area | 0%          | 0%          | 0%          | 0%          | 0%          |
| Too expensive                             | 2%          | 2%          | 2%          | 2%          | 2%          |
| Other                                     | 0%          | 1%          | 0%          | 0%          | 0%          |
| <b>Total</b>                              | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> |

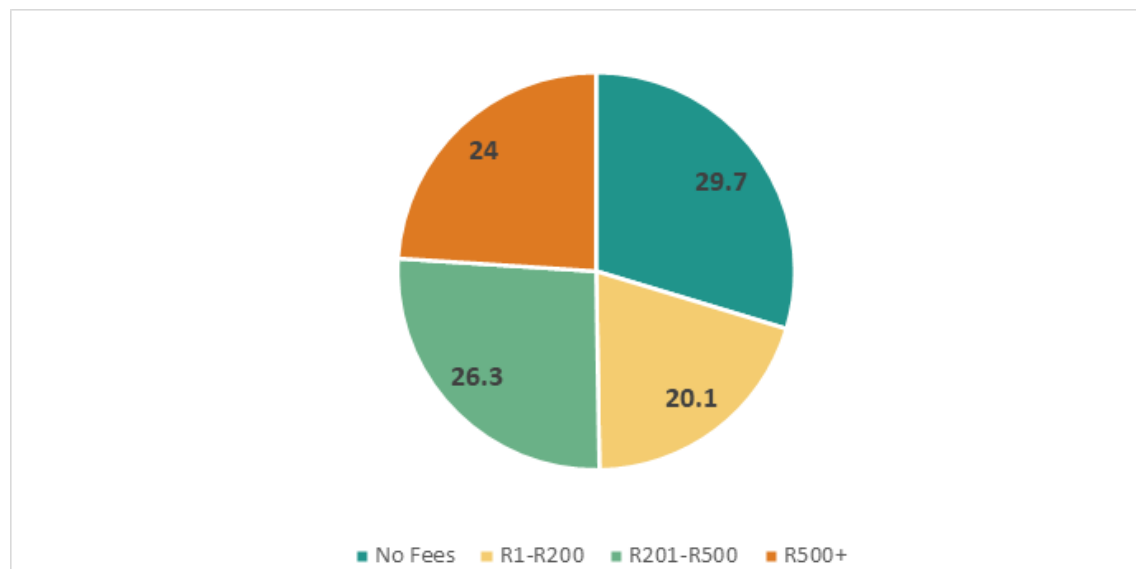
**Table 4: Alternative care if 0-3 year-olds were not attending an Early Learning Programme, 2019-2023**

|  | 2019        | 2020        | 2021        | 2022        | 2023        |
|--|-------------|-------------|-------------|-------------|-------------|
| At home with parent, foster parent or guardian | 87%         | 78%         | 84%         | 87%         | 86%         |
| At home with another adult                     | 9%          | 16%         | 14%         | 12%         | 10%         |
| At home with someone younger than 18 years     | 1%          | 0%          | 1%          | 1%          | 1%          |
| At someone else's dwelling                     | 2%          | 4%          | 1%          | 0%          | 0%          |
| Other  | 1%          | 1%          | 1%          | 0%          | 3%          |
| <b>Total</b>                                   | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> |

**Table 5: Alternative care if 4-6 year-olds were not attending an Early Learning Programme, 2019-2023**

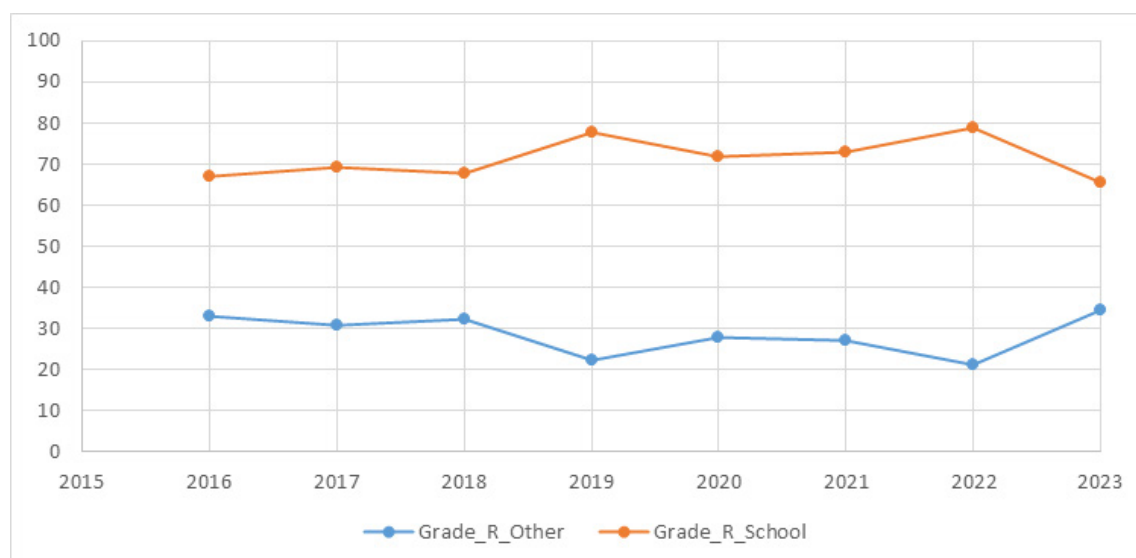
|  | 2019        | 2020        | 2021        | 2022        | 2023        |
|--|-------------|-------------|-------------|-------------|-------------|
| At home with parent, foster parent or guardian | 83%         | 84%         | 84%         | 82%         | 85%         |
| At home with another adult                     | 11%         | 11%         | 12%         | 12%         | 13%         |
| At someone else's dwelling                     | 1%          | 1%          | 2%          | 1%          | 0%          |
| Other  | 4%          | 4%          | 2%          | 5%          | 1%          |
| <b>Total</b>                                   | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> |

**Figure 16: Percentage of children paying fees to attend an Early Learning Programme, 2023**

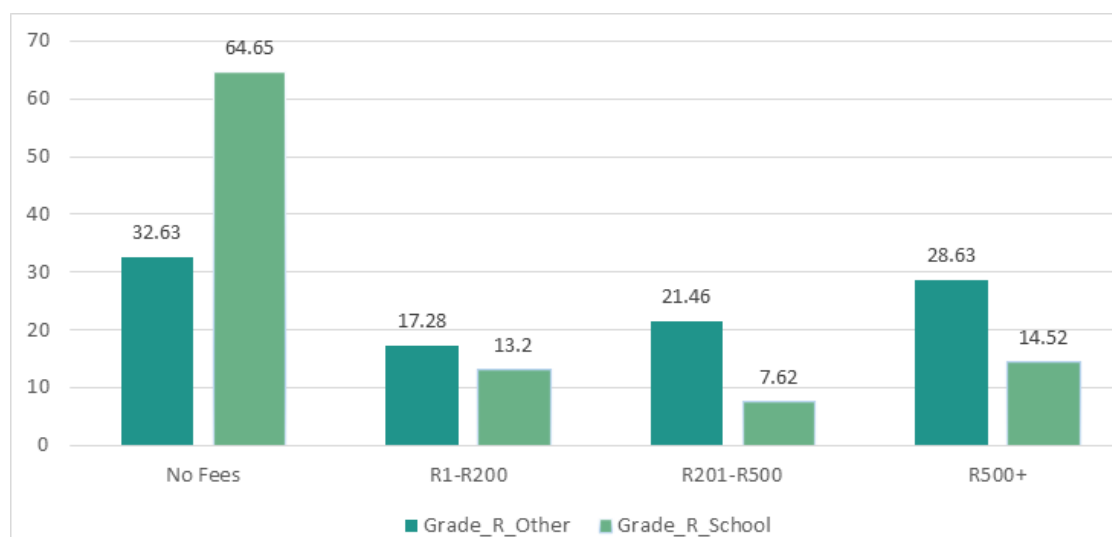


**Source:** Statistics South Africa, General Household Survey (GHS), own calculations.  
**Note:** This figure includes only 0-6-year-olds who are attending ECD facilities

**Figure 17: Percentage of Grade R learners attending at a School versus at an ECD centre**



**Figure 18: Percentage of learners who paid ECD fees**



## 9. CHILDREN WITH DISABILITIES

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

### **White Paper 6 outlines that government will:**

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

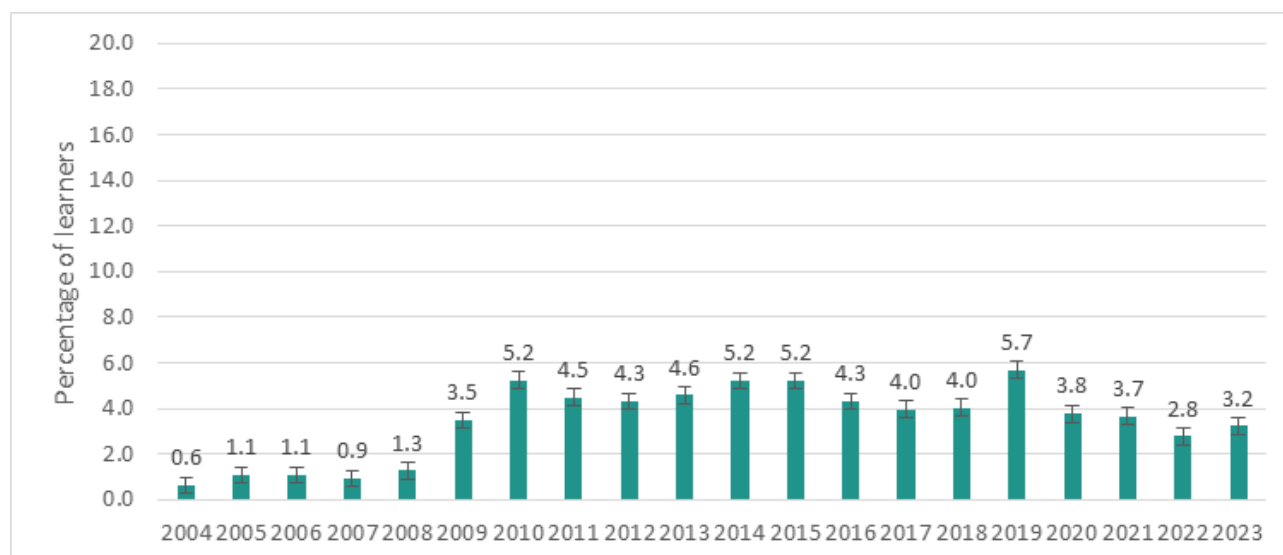
Over the period reported, the GHS changed the definition used to classify someone as disabled. Between 2002 and 2008, the GHS defined disability as an "impediment or impairment that limits a person from performing regular daily activities, and that has lasted for at least six months or more". In 2009 the definition was changed to the United Nations (UN) definition that classifies a disability using six categories (these include any impairment concerning seeing, hearing, walking, communicating, memory and concentration). Using this definition, an individual is classified as disabled if the individual experiences 'some difficulty' in two or more of the six functions or has 'a lot of difficulty or are unable to do' one or more of the functions. Using the new definition, a larger percentage of learners are classified as "disabled" ever since 2009, as Figure 19 shows. Since the sample size of people with disabilities in the GHS is rather small, the data for the period 2016 to 2022 were pooled together for some of the analysis in this section.<sup>7</sup>

Overall, we observe an increase between 2004 and 2023 in the percentage of learners (attending school) who are disabled, but this trend is mainly driven by the changes in the classification of "disabled", as discussed above. Aside from the discontinuity in the trend caused by the definitional change in 2009, there is no consistent trend in the percentage of learners who have a disability. Year to year changes are probably caused by sampling variation rather than a significant change in the underlying population.

Figures 20-22 show the attendance rates for those with and without a disability for 5- and 6-year-olds, 7-15-year-olds and 16-18-year-olds across the years 2016 -2023, respectively. Across all age groups, those children with a disability were less likely to be attending school, although the gap was largest for 16-18-year-olds. Eastern Cape and KwaZulu-Natal appear to have the largest gaps in attendance rates between those with and without a disability. All additional results for learners with disabilities are reported in Tables 27 - 29 in the Appendix.

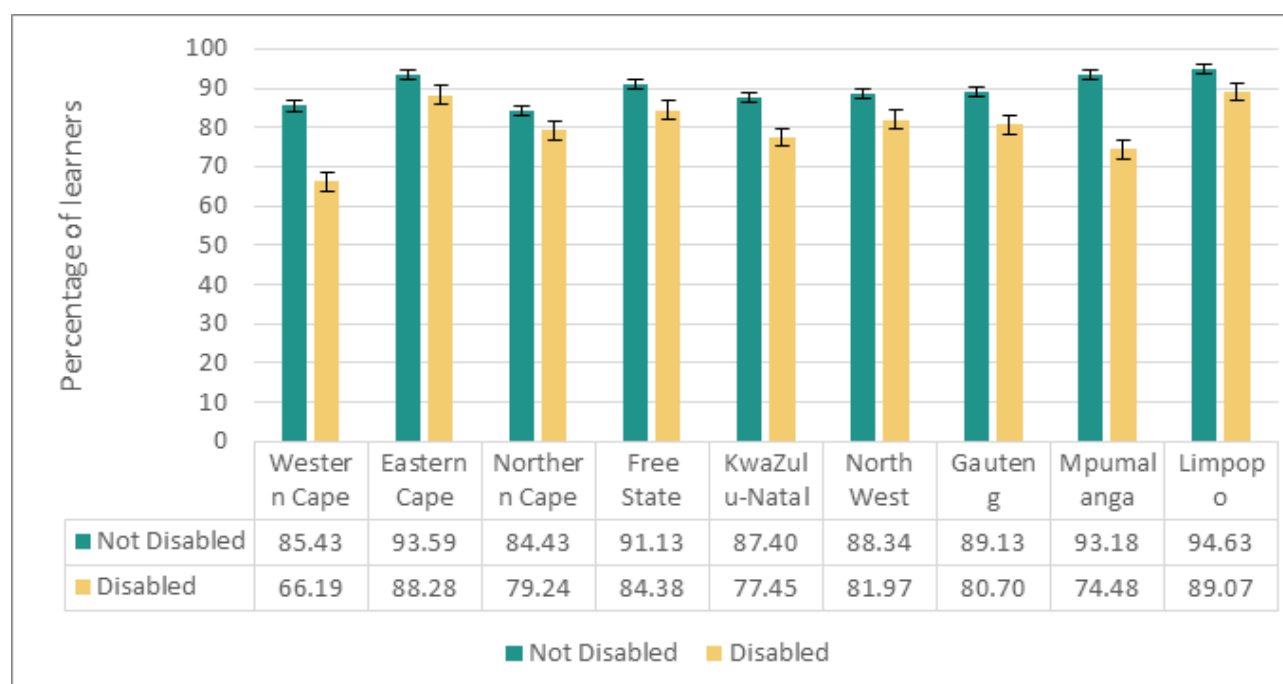
<sup>7</sup> It is not expected that the trend will vary dramatically in this period, and the pooled data provides a larger sample to draw more precise inferences from.

**Figure 19: Percentage of children with disabilities as a total percentage of children attending schools, 2004-2023**



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

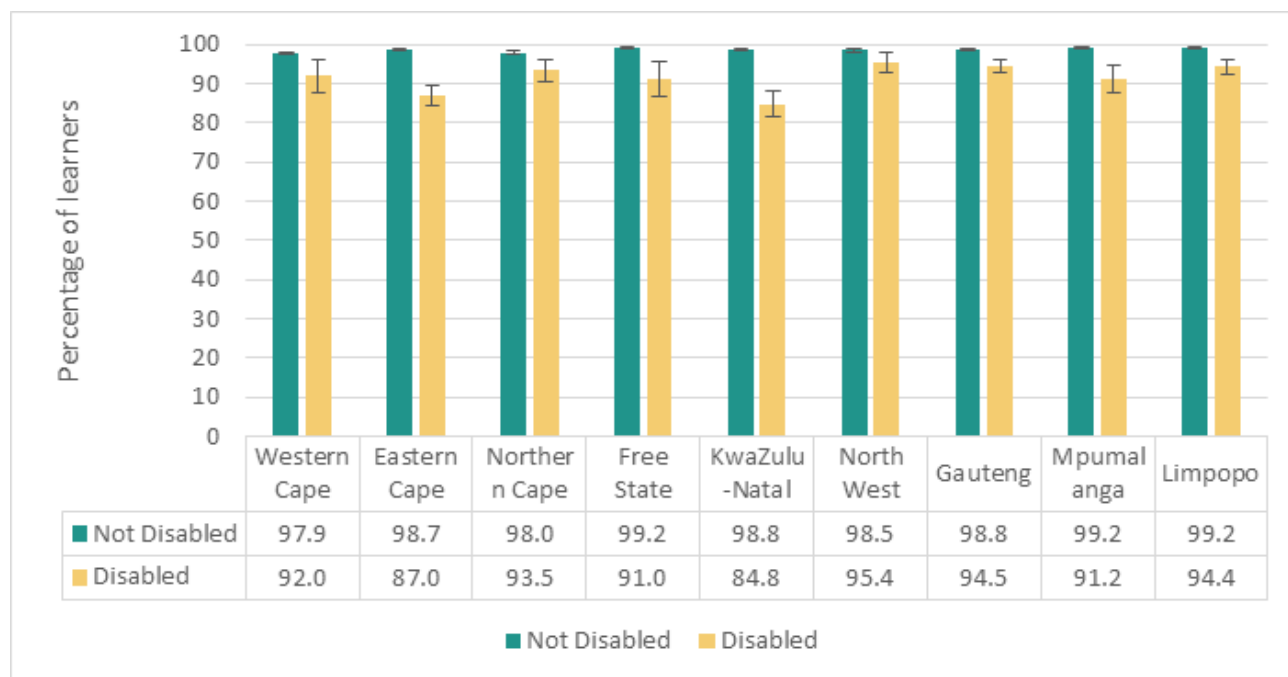
**Figure 20: Percentage of 5 to 6-year-old with disabilities and those without disabilities attending educational institutions by province, 2016-2023**



**Source:** Statistics South Africa, General Household Survey (GHS), own calculations. **Note:** Data for 2016 to 2023 has been pooled together to overcome small sample challenges. 95% confidence intervals shown.

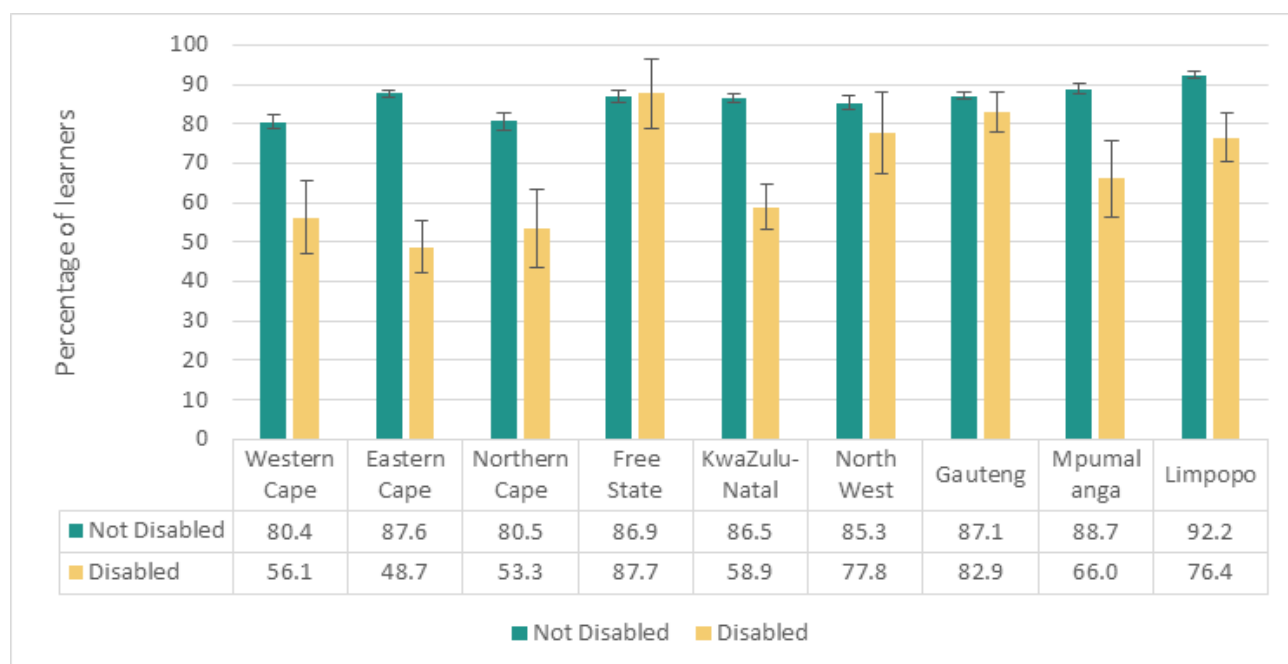
**Figure 21: Percentage of 7 to 15-year-olds with disabilities and those without disabilities attending educational institutions by province, 2016-2023**

## institutions by province, 2016-2023



**Source:** Statistics South Africa, General Household Survey (GHS), own calculations. **Note:** Data for 2016 to 2023 has been pooled together to overcome small sample challenges. 95% confidence intervals shown.

**Figure 22: Percentage of 16 to 18-year-olds with disabilities and without disabilities attending educational institutions by province, 2016-2023**



**Source:** Statistics South Africa, General Household Survey (GHS), own calculations. **Note:** Data for 2016 to 2023 has been pooled together to overcome small sample challenges. 95% confidence intervals shown.

## 11. OUT OF SCHOOL CHILDREN<sup>8</sup>

“Out of school children” refers to children who fall in the range of the official school-going age, which is 7 to 18 years old, but who are not enrolled in an educational institution. The GHS asked all individuals whether they are attending an educational institution currently. The value for out of school children was therefore calculated by observing the number of individuals aged 7 to 18 years old who reported that they are not currently attending any educational institution. The drop-out problem in South Africa is mainly among older learners and the out-of-school rate was, therefore, disaggregated to consider the rate for learners aged 7-15 and for learners aged 16-18 separately.

Figure 23 indicates that there has been a downward trend among out of school learners who are of the official school age. In 2013, around 435,292 children aged 7 to 18 years old were out of school, but this figure decreased to around 382,017 children in 2023. For learners aged 5-6 years old there is a steady decline over the years followed by a steep increase in out of school children of this age with a significant recovery in 2021, 2022 and 2023.

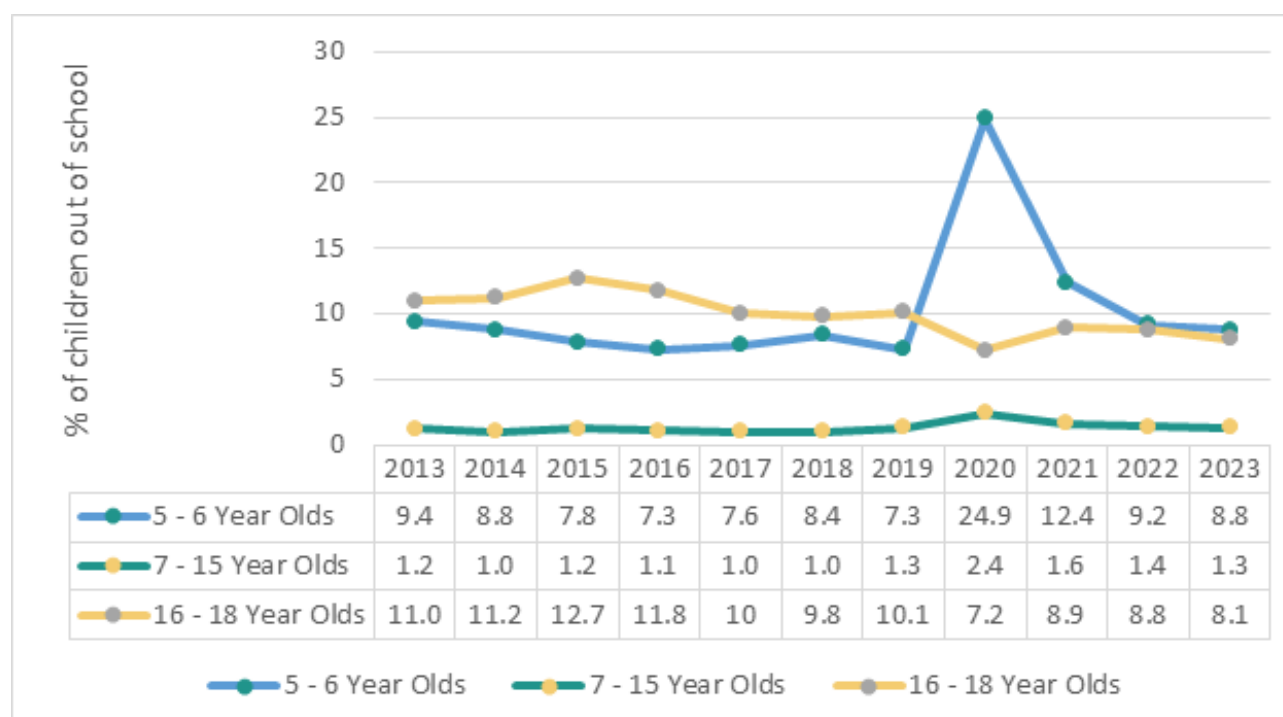
Looking at those of the compulsory school age, it is evident that 1.2% of 7 to 15-year-olds were out of school in 2013 (around 110,126 children). This percentage has remained consistent ever since, although during the pandemic (2020) there was a slight increase in the number of 7-15-year-olds who were not attending school, and as seen earlier this was mostly driven by younger children, i.e. 7-year-olds however from 2021 - 2023 a slight recovery can be observed. The Western Cape and the Northern Cape had the highest percentage of 7-15-year-olds who were not attending school. White learners were least likely to be out-of-school in this age group, with coloured learners being the most likely to have been out-of-school. There is no statistical difference when disaggregated across gender.

For those aged 16 to 18 years old, there has been a steady decline in the number and proportion of learners who were out of school. In 2013, around 325,166 (11%) learners in this age group were out of school, whereas about 243,976 (8.1%) learners were out of school in 2023. Across the years Northern Cape, North West and Western Cape recorded the highest percentage of learners out of school in this age group, while Limpopo recorded the lowest percentage. In this age group, more Coloured learners were out of school than African/Black and White learners. Due to the small sample size, not much can be said about the Indian/Asian population group. There is no significant difference when disaggregated by gender.

<sup>8</sup> All results referred to in this section are reported in Tables 30 and 31 in the Appendix.



**Figure 23: Children who are not attending educational institutions, 2013 – 2023**



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

**Table 6: Estimated Number and percentage of children who are out of school**

|                          | 2013       | 2014       | 2015       | 2016       | 2017       | 2018       | 2019       | 2020       | 2021       | 2022       | 2023       |
|--------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| <b>5 - 6 Year Olds</b>   |            |            |            |            |            |            |            |            |            |            |            |
| %                        | 9.4        | 8.8        | 7.8        | 7.3        | 7.6        | 8.4        | 7.3        | 24.9       | 12.4       | 9.2        | 8.8        |
| Total                    | 195,363.70 | 190,655.50 | 172,383.10 | 157,167.20 | 161,522.40 | 187,954.30 | 168,407.60 | 575,377.40 | 279,045.60 | 207,115.80 | 204,674.40 |
| <b>7 - 18 Year Olds</b>  |            |            |            |            |            |            |            |            |            |            |            |
| %                        | 3.6        | 3.4        | 3.7        | 3.5        | 3          | 2.9        | 3.1        | 3.4        | 3.1        | 3          | 2.8        |
| Total                    | 435 291,9  | 391 853,3  | 432 231,6  | 412 684,7  | 359 903,6  | 353 262,4  | 389 901,2  | 440 190,8  | 414 409,8  | 407 832,2  | 382,017.40 |
| <b>16 - 18 Year Olds</b> |            |            |            |            |            |            |            |            |            |            |            |
| %                        | 11.0       | 11.2       | 12.7       | 11.8       | 10         | 9.8        | 10.1       | 7.2        | 8.9        | 8.8        | 8.1        |
| Total                    | 325,166.00 | 302,693.50 | 325,256.40 | 308,006.80 | 265,229.20 | 254,563.60 | 254,797.90 | 188,321.30 | 248,848.20 | 260,024.70 | 243,976.20 |
| <b>7 - 15 Year Olds</b>  |            |            |            |            |            |            |            |            |            |            |            |
| %                        | 1.2        | 1.0        | 1.2        | 1.1        | 1.0        | 1.0        | 1.3        | 2.4        | 1.6        | 1.4        | 1.3        |
| Total                    | 110,125.80 | 89,159.80  | 106,975.30 | 104,677.90 | 94,674.40  | 98,698.80  | 135,103.30 | 251,869.50 | 165,561.60 | 147,807.50 | 138,041.20 |

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

## 11. DROP-OUT AND SURVIVAL RATES

Since most out-of-school children in South Africa are older learners, it is important to consider drop-out and survival rates. The survival rate per grade is the percentage of a cohort of learners enrolled in the first grade in a given school year who are expected to reach a given grade, (UNESCO Institute for Statistics, 2009). In this section we use GHS data to estimate survival rates to each grade, although we have used as the denominator all children in an age-specific cohort, rather than all children who enter grade 1. In other words, this includes the small percentage of people who report having no schooling. We also construct drop-out rates for each grade, defined as the percentage of all people who complete a particular grade who then complete no further education (assumed to have dropped out after that grade).

Table 7 shows the drop-out rates and survival rates for three different cohorts: those born during 1979-1981 (and surveyed between 2003-2005), those born during 1988 - 1990 (and surveyed between 2012-2014), and those born during 1997-1999 (and surveyed between 2021-2023). For each cohort, three years of GHS

surveys have been pooled together for the sake of increasing the sample size, thus improving the precision of the estimated statistics. These years of birth and years of survey were selected to allow a comparison of three different cohorts of 22-26-year-olds. This age range is convenient because such individuals are old enough to be unlikely to still be completing school, but young enough as to reflect relatively recent trends in school completion.

Consistently across all three cohorts, dropout rates are low in the primary school grades and increase with each grade, peaking after Grade 11. In the most recent cohort of youth surveyed between 2020 and 2023, for example, 31% of those who reported having completed Grade 11 did not complete any further education and are thus assumed to have dropped out of school. The table also shows that survival rates have been improving for more recent cohorts of youths. Conversely, dropout rates have been reducing over time. The percentage of 22-26-year-olds completing Grade 12 has increased from 38%, for those born between 1979-1981, to 54.2% for those born between 1997-1999.

**Table 7: Survival and drop-out rates by grade**

|                      | 2003-2005<br>(Born 1979 - 1981) |  | 2012 - 2014<br>(Born 1988 - 1990) |  | 2021-2023<br>(Born 1997 - 1999) |  |
|----------------------|---------------------------------|--|-----------------------------------|--|---------------------------------|--|
|                      | Survival Rate                   | Percentage dropping out with this Grade attained | Survival Rate                     | Percentage dropping out with this Grade attained | Survival Rate                   | Percentage dropping out with this Grade attained |
| <b>Total cohort</b>  | <b>100%</b>                     |  | <b>100%</b>                       |  | <b>100%</b>                     |  |
| <b>No school-ing</b> |                                 | 1.8%   |                                   | 0.7%   |                                 | 0.5%   |
| <b>Grade 1</b>       | 98%                             | 0.3%   | 99.3%                             | 0.4%   | 99.5%                           | 0.0%   |
| <b>Grade 2</b>       | 98%                             | 0.4%   | 98.9%                             | 0.4%   | 99.5%                           | 0.1%   |
| <b>Grade 3</b>       | 98%                             | 0.9%   | 98.5%                             | 0.4%   | 99.4%                           | 0.1%   |
| <b>Grade 4</b>       | 97%                             | 1.3%   | 98.1%                             | 0.5%   | 99.3%                           | 0.4%   |
| <b>Grade 5</b>       | 95%                             | 1.7%   | 97.7%                             | 0.7%   | 98.9%                           | 0.6%   |
| <b>Grade 6</b>       | 94%                             | 2.9%   | 97.0%                             | 1.1%   | 98.4%                           | 1.1%   |
| <b>Grade 7</b>       | 91%                             | 4.9%   | 95.9%                             | 2.6%   | 97.3%                           | 2.0%   |
| <b>Grade 8</b>       | 87%                             | 6.9%   | 93.4%                             | 4.3%   | 95.3%                           | 2.9%   |
| <b>Grade 9</b>       | 81%                             | 10.3%  | 89.4%                             | 8.4%   | 92.6%                           | 5.5%   |
| <b>Grade 10</b>      | 72%                             | 16.8%  | 81.9%                             | 15.0%  | 87.5%                           | 10.2%  |
| <b>Grade 11</b>      | 60%                             | 36.3%  | 69.6%                             | 36.3%  | 78.5%                           | 31.0%  |
| <b>Grade 12</b>      | 38%                             |  | 44.4%                             |  | 54.2%                           |  |

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

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

In this section, we try to understand the reasons why children are not attending educational institutions. We also look at the reasons why children are not attending the nearest education institution. Unfortunately, the questions on the reasons for not attending the nearest institution were not included in the shortened questionnaires of 2020, 2021, 2022 and 2023. Therefore, the information presented in this section for that question is from 2019.

For children who are not attending school, the GHS asks: "What is the main reason why [this child] is not

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

Table 8 shows that reasons “Disability” than those provided as response options in the questionnaire were the main drivers behind 7-15-year-old learners not attending. After this, “Has completed education/satisfied with my level of education/do not want to stud” is the main reason given why children aged 7 to 15 years old were not attending any educational institution. However, this should be read in the context that around 87% of learners with disabilities do attend an educational institution. Encouragingly, no respondents in this age group stated that Getting Married or Difficulty getting to school (transport) are reasons for not attending any educational institution. A small minority of the learners stated that they are not attending an educational institution, due to not having not having time/too busy. For 22% of 16 to 18-year-olds not attending educational institutions in 2023, the main reason was that of a lack of money for fees. For a further 14%, the reason was that they have not been accepted for enrolment. As a society, however, it is concerning that among both 7 to 15-year-olds and 16 to 18-year-olds there was a small proportion of out of school learners who stated that the reason for not attending is because they regard education as being of no value to them.

The GHS also asks whether school-going children are attending the nearest institution, and if not, why not.<sup>9</sup> Figure 24 shows that there are more learners at the secondary level (19%) than at the primary level (14%) who do not attend the nearest educational institution. The Western Cape and Gauteng have the highest proportion of learners who are not attending the nearest institution at both the primary and secondary levels. Various factors may play a role in this trend, but most likely the density of schools, as well as the prevalence of better-performing schools in these provinces means that parents have the option of sending their children to an institution other than the closest institution. Table 9 shows that the main reason why those enrolled at the primary and secondary level are not attending the nearest institutions is that they believe that their current institutions are better than the closest institutions. Some individuals indicated that the quality of teaching is poor or that their preferred course or subjects are not offered at the nearest institution. This evidence points to the fact that in areas where the option for better quality education is available, parents are choosing to send their children to obtain a higher quality of education. A small percentage of learners who are not attending the nearest institution indicated that they were not accepted for enrolment at the nearest institution.

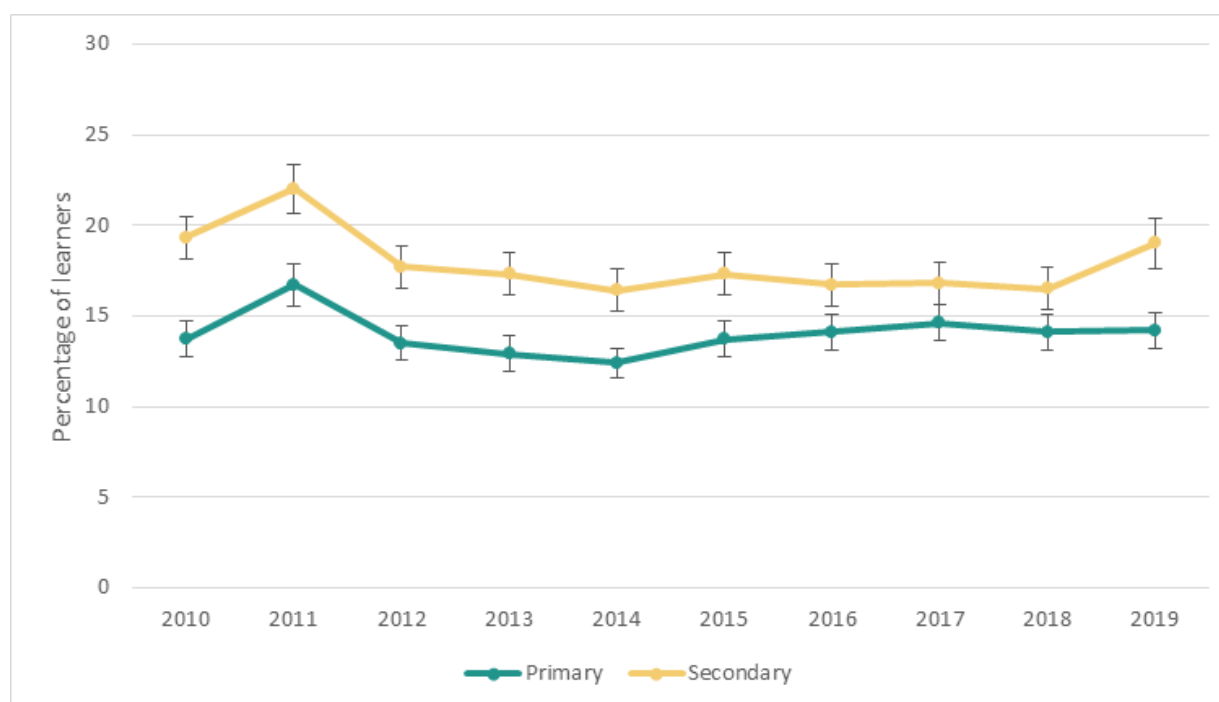
<sup>9</sup> All disaggregated results in this section are reported in table 32 in the Appendix.

**Table 8: Reasons for non-attendance of educational institutions, 2023**

|  | 7 - 15 years old | 16 - 18 years old |
|--|------------------|-------------------|
| 1. Too old/young   | 10.1             | 1.4               |
| 2. Has completed education/satisfied with my level of education/<br>do not want to study | 15.8             | 11.6              |
| 3. School/education institution is too far   | 3.8              | 0.1               |
| 4. Difficulties to get to school (transport)   | 0                | 0.3               |
| 5. No money for fees   | 11.1             | 22.1              |
| 6. He or she is working at home or business/job  | 1.6              | 1.8               |
| 7. Family commitment (e.g. child minding)  | 0.6              | 5.8               |
| 8. Education is useless or not interesting   | 3.3              | 5.2               |
| 9. Unable to perform at school   | 3.9              | 12.1              |
| 10. Illness  | 4.4              | 2.7               |
| 11. Pregnancy  | 2.1              | 2.9               |
| 12. Failed exams   | 0.5              | 2.6               |
| 13. Got Married  | 0                | 0                 |
| 14. Disability   | 18.6             | 2.7               |
| 15. Violence in school   | 0.7              | 0.2               |
| 16. Not accepted for enrolment   | 10.9             | 14.2              |
| 17. Do not have time/too busy  | 0.2              | 1.1               |
| 18. Other reason for not attending an educational institution                            | 12.4             | 13.4              |
| Total  | 100              | 100               |

**Source:** Statistics South Africa, General Household Survey (GHS), own calculations. **Note:** Calculation based on the population of 7 to 15-year-olds and 16 to 18-year-olds.

**Figure 24: Proportion of learners not attending nearest institutions, 2019**



**Source:** Statistics South Africa, General Household Survey (GHS), own calculations. **Note:** Primary refers to Grade R to Grade 7 while Secondary refers to Grade 8 to Grade 12. 95% confidence intervals shown.

**Table 9: Reasons for not attending the nearest institution, 2019**

|   | Primary      | Secondary    |
|---|--------------|--------------|
| Current institution better than closest | 28.7         | 28.8         |
| The quality of teaching is poor         | 20.0         | 17.5         |
| Preferred courses/subject not offered   | 14.4         | 16.9         |
| Other                                   | 11.0         | 10.1         |
| Not accepted for enrolment              | 9.0          | 10.5         |
| Lack of resources/equipment             | 7.7          | 5.9          |
| Overcrowded classes                     | 4.9          | 3.6          |
| Inadequate facilities                   | 1.4          | 1.2          |
| Lack of discipline                      | 0.9          | 2.7          |
| Lack of safety                          | 0.7          | 1.1          |
| No/too few extra-mural activities       | 0.7          | 0.6          |
| Weak management                         | 0.5          | 0.8          |
| Lack of services                        | 0.2          | 0.3          |
| <b>Total</b>                            | <b>100.0</b> | <b>100.0</b> |

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

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

### 13. LEARNER PREGNANCY

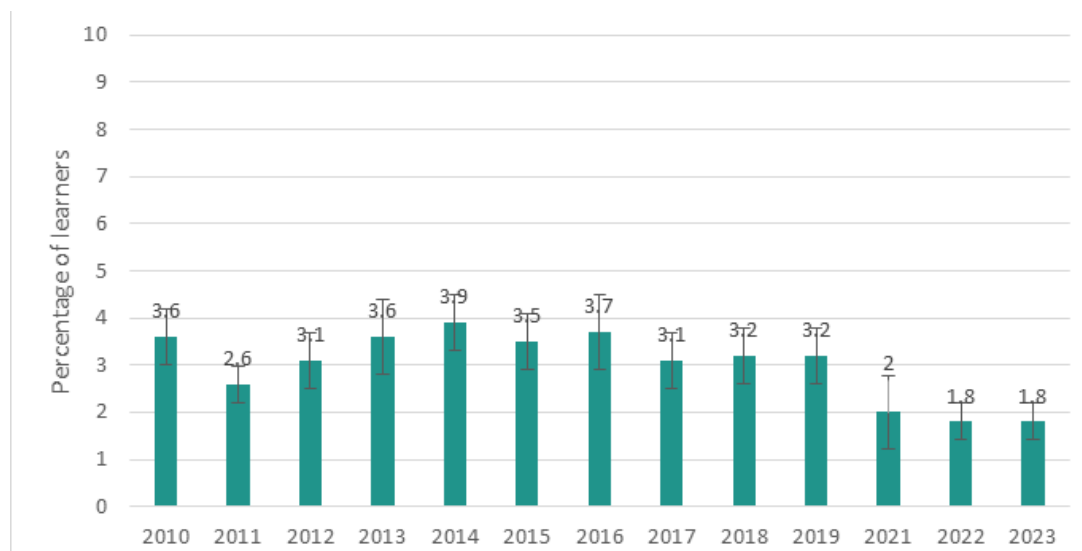
Pregnancy continues to be a significant obstacle preventing girls from attending educational institutions. The GHS collects data on whether a person in the household became pregnant in the previous twelve months. This information helps the Department in measuring the prevalence of learner pregnancy in the schooling system and developing interventions to address it as a barrier to education. However, it is important to note that accurately capturing information on the exact number of school-going learners who are pregnant can be challenging.

The GHS survey is usually filled out by a guardian or parent on behalf of learners who are present in school during the data collection visit, and they might not be aware of a learner being pregnant. Societal norms about teenage pregnancy may also prevent learners from reporting that they are pregnant, resulting in under-reporting of teenage pregnancy.

For individuals aged 14 or older, the percentage of learners who reported being pregnant has been consistently below 4% since 2010. The number of pregnant learners seems to have remained stable over the past decade, with 2014 and 2016 recording the highest number of pregnancies among female learners. However, it is essential to note that there have been no significant differences in this percentage in the past ten years (Figure 25). Figure 25 shows that the percentage of learners who reported being pregnant has been relatively consistent between 2010 and 2019, followed by a sharp decline in 2021 with even lower percentages in 2022 and 2023. As expected, the pregnancy rate is highest in Grades 10 to 12 (Figure 26). Between 2021 and 2023, the Eastern Cape and Limpopo had the highest proportion of girls aged 14 and older who reported being pregnant.

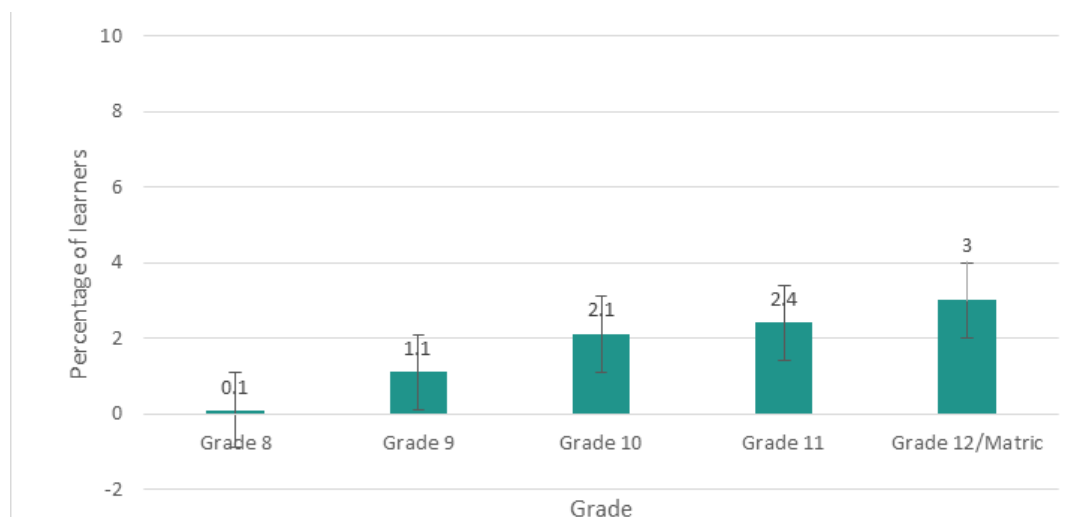
Nevertheless, these figures are substantially higher than the pregnancy rates reported in the Annual School Survey reports. It is important to bear in mind that school principals fill out the Annual School Survey, and they are unlikely to be aware of all learners who become pregnant in their schools. The challenges of measuring pregnancy rates, demonstrated by the difference in these data sources, highlight the need to interpret these pregnancy statistics with caution, as there is most likely some under-reporting of the numbers.

**Figure 25: Percentage of female learners aged 14 and older who reported being pregnant in the past 12 months, 2010 – 2023**



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

**Figure 26: Percentage of female learners per grade who reported being pregnant (2023)**



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

**Table 10: Number and percentage of learners who reported being pregnant**

|               | 2009 - 2012   |      | 2013 - 2016   |      | 2017 - 2019   |      | 2021 - 2023   |      |
|---------------|---------------|------|---------------|------|---------------|------|---------------|------|
|               | Mean Pregnant | SE   | Mean Pregnant | SE   | Mean Pregnant | SE   | Mean Pregnant | SE   |
| Western Cape  | 1.6           | -0.4 | 2.3           | -0.5 | 2.3           | -0.7 | 1.3           | -0.6 |
| Eastern Cape  | 3.2           | -0.4 | 3.7           | -0.5 | 3.4           | -0.6 | 2.8           | -0.5 |
| Northern Cape | 2             | -0.4 | 2.4           | -0.6 | 2.7           | -0.9 | 1             | -0.4 |
| Free State    | 1.6           | -0.3 | 3.1           | -0.5 | 2.9           | -0.8 | 2             | -0.8 |
| KwaZulu-Natal | 2.8           | -0.3 | 3.8           | -0.4 | 3.4           | -0.4 | 1.9           | -0.3 |
| North West    | 2.7           | -0.5 | 3.8           | -0.7 | 2.2           | -0.6 | 2.4           | -0.8 |
| Gauteng       | 2.6           | -0.4 | 2.8           | -0.4 | 2.2           | -0.4 | 0.8           | -0.2 |
| Mpumalanga    | 3.6           | -0.4 | 4.4           | -0.7 | 4             | -0.7 | 2.6           | -0.7 |
| Limpopo       | 4.3           | -0.4 | 5.2           | -0.5 | 4.5           | -0.6 | 2.8           | -0.6 |
| Total         | 3             | -0.1 | 3.7           | -0.2 | 3.2           | -0.2 | 1.9           | -0.2 |

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

**Note:** The numbers in this table are population estimates based on the GHS sample.



## 14. ABSENTEEISM

The GHS collected information on learner absenteeism by asking the household head to indicate whether a school-going person in the household was absent from school in the preceding school calendar week. If the response was positive, the questionnaire asked the respondent to indicate the number of days the learner was absent. The resulting percentage of absent learners represents the proportion of learners currently attending school who reported being absent during the previous school week. Unfortunately, the questions on absenteeism were not included in the shortened questionnaires of 2020 and 2021.

In 2010, learner absenteeism was unusually high, which coincided with the year South Africa hosted the FIFA World Cup. It is possible that the tournament contributed to the high rate of absenteeism that year. Data collection may also have been affected during that period. Across the other years, learner absenteeism varied between 4% and 8.5% of school-going learners, with a rate of 4.6% in 2023. Since 2017, Northern Cape and Eastern Cape provinces recorded the highest percentage of absent learners. Most of the absent learners missed school for one day, while few were absent for three days or more (see Table 11).<sup>10</sup>

Reasons for absenteeism were disaggregated by primary and secondary school attendance (see Table 12). For primary school learners, “Other” were cited most frequently, followed by “Illness/Injury”. Interestingly, exams were the main reason given for secondary school absenteeism.

An alternative way of analysing absenteeism is to calculate the average daily absenteeism rate. The questionnaire asked respondents to provide the number of days a learner was absent from school during the past school calendar week, which ranged from one to five days. To obtain the average daily absenteeism rate, the number of days learners were absent was multiplied by the percentage of learners who indicated that they were absent for those number of days, and the total was divided by five (the number of days in a week). Figures 27 and 28 below show the average daily absenteeism rate separately for primary and secondary schools. Figures 27 and 28 illustrate the impact of examinations on the average absenteeism rate, including and excluding learners who cited exams as the reason for being absent.

Since 2010, the daily absenteeism rate hovered around 3% of learners, except for 2010, when most learners were absent from school. In 2023, the average daily absenteeism rate was 2.3% in primary schools and 2.6% in secondary schools. When excluding learners who cited exams as the reason for absenteeism, the average daily absenteeism rate dropped significantly to 1.8% in primary schools and 1.6% in secondary schools. The trend shows that examinations have had a significant impact on learner absenteeism in secondary schools since 2014 and primary schools since 2017. It has become common practice for schooling to stop during exam periods, allowing learners to study from home. However, it will be important to monitor the impact of this practice on teacher time in the future.

**Table 11: Percentage of learners absent from school by the number of days absent, 2010-2023**

|              | 2010       | 2011       | 2012       | 2013       | 2014       | 2015       | 2016       | 2017       | 2018       | 2019       | 2022 | 2023 |
|--------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------|------|
| 0 days       | 70.9       | 93.7       | 91.7       | 93.7       | 93.5       | 93.4       | 94.5       | 95.5       | 95         | 94.7       | 94.3 | 95.4 |
| 1 day        | 3.8        | 3.6        | 4.5        | 3          | 2.9        | 2.7        | 2.3        | 1.7        | 1.6        | 2          | 1.6  | 1.7  |
| 2 days       | 7.3        | 1.5        | 2          | 1.5        | 1.3        | 1.5        | 1.2        | 1.2        | 1.2        | 1.2        | 1.2  | 1    |
| 3 days       | 2.8        | 0.4        | 0.8        | 0.5        | 0.6        | 0.6        | 0.6        | 0.4        | 0.5        | 0.6        | 0.7  | 0.5  |
| 4 days       | 2          | 0.2        | 0.3        | 0.3        | 0.3        | 0.3        | 0.3        | 0.3        | 0.3        | 0.3        | 0.3  | 0.1  |
| 5 days       | 13.1       | 0.6        | 0.7        | 1          | 1.6        | 1.6        | 1.2        | 0.9        | 1.3        | 1.2        | 2    | 1.3  |
| <b>Total</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | 100  | 100  |

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

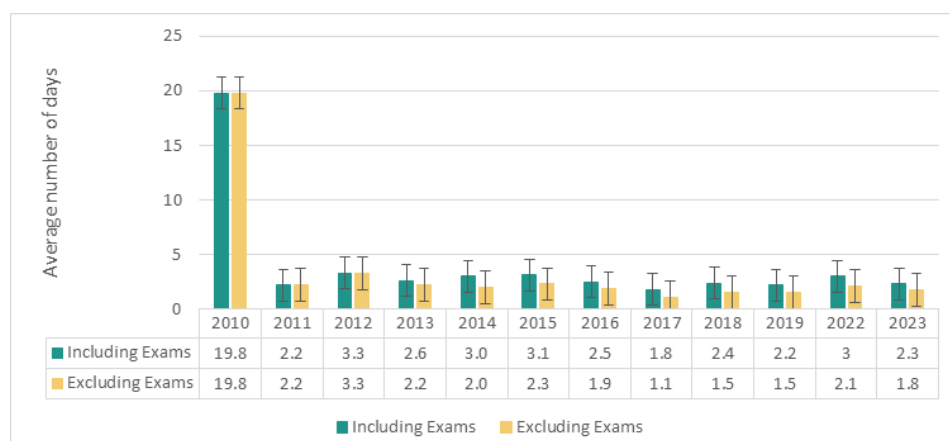
<sup>10</sup> All results in this section are reported in Table 33 in the Appendix.

**Table 12: Reasons for absenteeism**

|   | Primary      | Secondary    | Total        |
|---|--------------|--------------|--------------|
| Illness/injury                            | 30.6         | 20.9         | 26.2         |
| Did not want to go to school              | 3.4          | 3.2          | 3.3          |
| Need to take care of someone else at home | 0            | 3.3          | 1.5          |
| Employed/working outside the home         | 0            | 0.3          | 0.1          |
| Doing household chores                    | 0            | 0.3          | 0.1          |
| The weather was bad                       | 5            | 10.1         | 7.3          |
| No money for transport                    | 0            | 0.4          | 0.2          |
| Lack of transport/problems with transport | 2.5          | 0.8          | 1.7          |
| Writing exams                             | 15.1         | 31.6         | 22.7         |
| Does not feel safe at school              | 2.1          | 0.5          | 1.4          |
| Other                                     | 40.3         | 28.4         | 34.8         |
| Do not know                               | 1            | 0.4          | 0.8          |
| <b>Total</b>                              | <b>100.0</b> | <b>100.0</b> | <b>100.0</b> |

**Source:** Statistics South Africa, General Household Survey (GHS), own calculations. **Note:** Primary refers to Grade R to Grade 7 while secondary refers to Grade 8 to Grade 12.

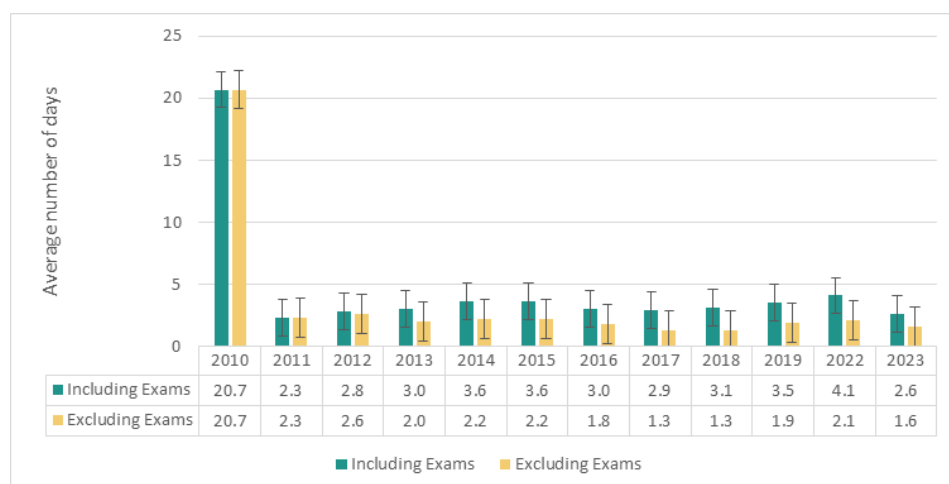
**Figure 27: Average daily absenteeism rate in primary school, 2010-2023**



**Source:** Statistics South Africa, General Household Survey (GHS), own calculations. **Note:** Primary refers to Grade R to Grade 7 while secondary refers to Grade 8 to Grade 12. 95% confidence intervals shown.

**Note:** The figure shows absenteeism rates both including- and excluding- those citing examinations as a reason for being absent from school.

**Figure 28: Average daily absenteeism rate in secondary school, 2010-2023**



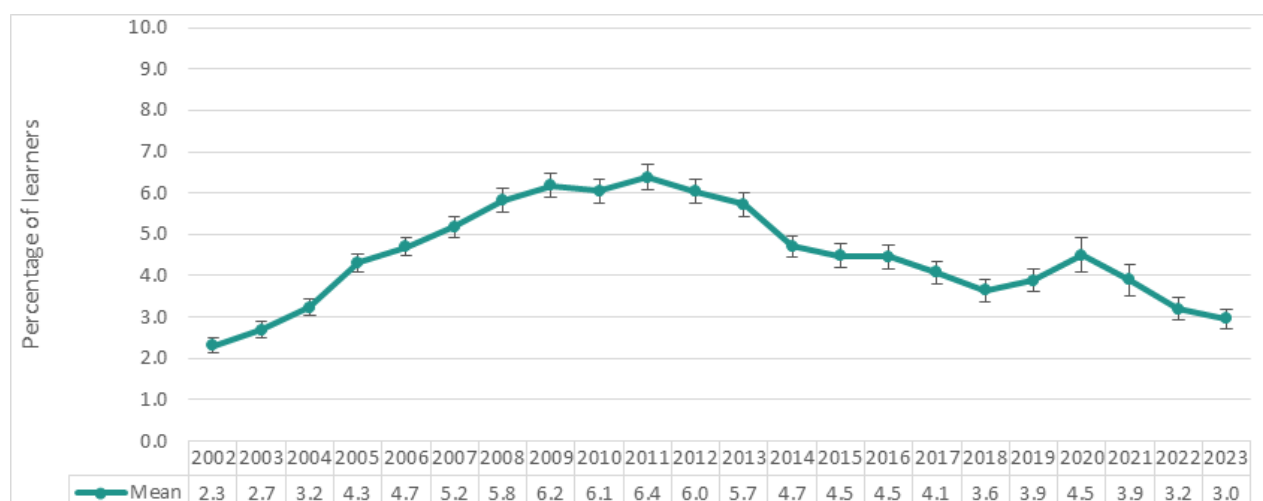
**Source:** Statistics South Africa, General Household Survey (GHS), own calculations. **Note:** Primary refers to Grade R to Grade 7 while secondary refers to Grade 8 to Grade 12. 95% confidence intervals shown.

**Note:** The figure shows absenteeism rates both including- and excluding- those citing examinations as a reason for being absent from school.

## 15. ORPHANS

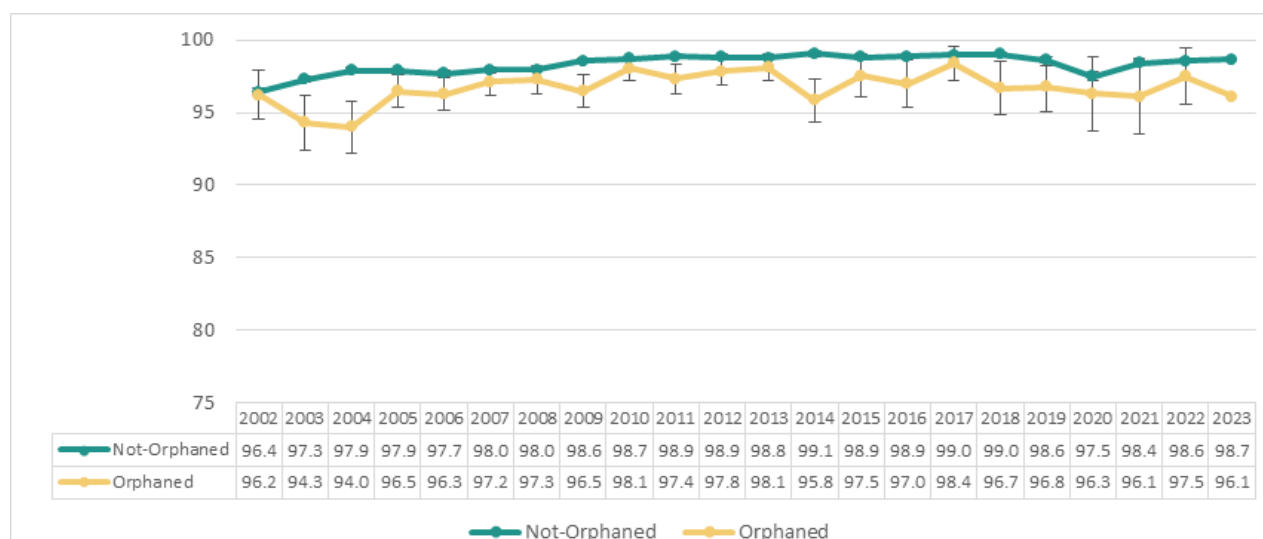
An orphan is defined as someone whose mother and father are deceased. According to the GHS, the percentage of learners who are orphans increased steadily between 2002 and 2011 (from about 2% to over 6%). This trend has since been declining and in 2023 it was at around 3% (Figure 29). This is probably a reflection of HIV-related mortality trends over the period. The percentage of learners who are orphans increases from Grade R through to Grade 12, probably as a result of some learners becoming orphans during their school careers. There is no significant difference amongst orphans when disaggregated by gender. Encouragingly, Age-Specific Enrolment Rates (ASER) are not very different between orphans and non-orphans, (figure 30).<sup>11</sup>

**Figure 29: Percentage of children attending schools who are orphans, 2002-2023**



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

**Figure 30: Age-Specific Enrolment (ASER) Status by orphanage status, 2023**



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

<sup>11</sup> All results in this section are reported in Table 34 in the Appendix.

## 16. SCHOLAR TRANSPORT

Access to education can be a challenge for many learners due to a variety of factors such as long distances to school, safety concerns, and transportation costs. Furthermore, the use of non-roadworthy vehicles for learner transport can lead to tragic accidents. Learner transport implementation and management varies across different provinces in South Africa. To address these issues, the Department of Transport and the DBE recognized the need for a national transport policy to regulate the provision of learner transport (Department of Transport, 2014).

The General Household Survey (GHS) collects data on the mode of transportation and travel time to educational institutions. In 2023, 6% of learners used a minibus taxi to travel to school, while approximately 13.2% used a vehicle hired by a group of parents. Only 1.4% of learners reported using a minibus or bus provided by the school or government (Table 13).

For the purposes of this report, walking for more than 30 minutes is considered a long-distance travelled to attend educational institutions. While most learners reported walking to school, older learners are more likely to walk for over 30 minutes. Most learners aged 16 to 18 years old reported walking to their educational institutions, with less than 15 minutes being the typical duration. In 2023, 7.2% of 5 and 6-year-olds, 11.6% of 7 to 15-year-olds, and 17.1% of 16 to 18-year-olds walked to school for more than 30 minutes. Compared to 2009, the percentage of learners walking for more than 30 minutes decreased for 5 and 6-year-olds (from 10% to 7%) and for 7 to 15-year-olds (from 15% to 12%).

KwaZulu-Natal has the highest percentage of learners who walk for more than 30 minutes to educational institutions except for 16 – 18 year olds where North West had the highest percentage of learners who walk for more than 30 minutes. The Western Cape has the lowest percentage of learners who walk for more than 30 minutes in all age groups. Table 14 shows that the Western Cape, Gauteng, and Mpumalanga had the highest proportion of learners who benefited from government-provided learner transport, whereas KwaZulu-Natal, Free State, and Limpopo had the lowest proportion of learners accessing government-provided learner transport in 2023.<sup>12</sup>

**Table 13: Proportions of 7 to 18-year-olds that use different modes of transport, 2010-2023**

|  | 2012       | 2013       | 2014       | 2015       | 2016       | 2017       | 2018       | 2019       | 2022       | 2023       |
|--|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Walking  | 71.8       | 72.3       | 72.0       | 69.4       | 69.4       | 67.0       | 67.3       | 65.0       | 65.8       | 64.5       |
| Vehicle hired by a group of parents            | 8.5        | 7.5        | 8.4        | 9.8        | 9.9        | 11.6       | 12.0       | 13.5       | 12.2       | 13.2       |
| Own car or other private vehicle               | 8.5        | 8.7        | 8.2        | 8.3        | 8.4        | 9.0        | 8.4        | 9.0        | 9.4        | 9.6        |
| Minibus taxi/sedan taxi/bakkie taxi            | 5.7        | 5.1        | 4.9        | 5.4        | 5.3        | 5.0        | 5.0        | 5.5        | 6.1        | 6          |
| Bus  | 2.5        | 3.2        | 3.2        | 3.4        | 3.3        | 3.3        | 3.4        | 4.5        | 4.5        | 5          |
| Minibus/bus provided by institution/government | 1.9        | 1.9        | 1.8        | 2.4        | 2.5        | 2.8        | 2.8        | 2.0        | 1.7        | 1.4        |
| Bicycle/motorcycle                             | 0.6        | 0.7        | 0.8        | 0.8        | 0.7        | 0.8        | 0.7        | 0.2        | 0.1        | 0.1        |
| Other  | 0.1        | 0.2        | 0.1        | 0.3        | 0.3        | 0.1        | 0.2        | 0.2        | 0.2        | 0.2        |
| Train  | 0.5        | 0.4        | 0.4        | 0.3        | 0.2        | 0.3        | 0.2        | 0.1        | 0          | 0.1        |
| <b>Total</b>                                   | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> |

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

<sup>12</sup> All results in this section are reported in Tables 35 to 37 in the Appendix.

**Table 14: Percentage of learners benefitting from Scholar Transport**

|                  | 2010       | 2011       | 2012       | 2013       | 2014       | 2015       | 2016       | 2017       | 2018       | 2019       | 2022       | 2023       |
|------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| <b>Province</b>  |            |            |            |            |            |            |            |            |            |            |            |            |
| 1. Western Cape  | 4.8        | 3.4        | 3.7        | 4.6        | 4.1        | 4.8        | 4.9        | 5.5        | 4.7        | 3.8        | 2.6        | 2.6        |
| 2. Eastern Cape  | 3.3        | 1.2        | 1.8        | 1.5        | 2.1        | 3.3        | 3.6        | 4.0        | 3.9        | 1.2        | 0.7        | 1.3        |
| 3. Northern Cape | 4.4        | 4.0        | 5.2        | 4.8        | 4.0        | 5.5        | 3.8        | 4.9        | 6.2        | 2.3        | 1          | 0.3        |
| 4. Free State    | 0.9        | 0.9        | 2.3        | 1.9        | 0.8        | 1.2        | 1.9        | 1.5        | 1.6        | 1.8        | 1.6        | 0.5        |
| 5. KwaZulu-Natal | 0.9        | 0.6        | 0.9        | 1.0        | 0.8        | 0.8        | 1.0        | 1.3        | 1.7        | 1.3        | 1.4        | 0.9        |
| 6. North West    | 1.8        | 1.5        | 1.0        | 1.9        | 1.0        | 3.1        | 1.7        | 1.9        | 1.8        | 3.3        | 1          | 1.2        |
| 7. Gauteng       | 2.0        | 3.4        | 1.7        | 1.6        | 1.6        | 2.4        | 2.6        | 3.1        | 3.1        | 2.2        | 2.5        | 2.2        |
| 8. Mpumalanga    | 4.1        | 2.2        | 4.0        | 3.1        | 4.9        | 3.8        | 4.3        | 3.6        | 4.1        | 3.2        | 2.4        | 1.7        |
| 9. Limpopo       | 0.4        | 0.6        | 0.8        | 0.8        | 0.4        | 0.9        | 1.2        | 1.6        | 1.4        | 0.8        | 0.9        | 0.2        |
| <b>National</b>  | <b>2.2</b> | <b>1.8</b> | <b>1.9</b> | <b>1.9</b> | <b>1.8</b> | <b>2.4</b> | <b>2.5</b> | <b>2.8</b> | <b>2.8</b> | <b>2.0</b> | <b>1.7</b> | <b>1.4</b> |

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

## 17. VIOLENCE AT SCHOOLS

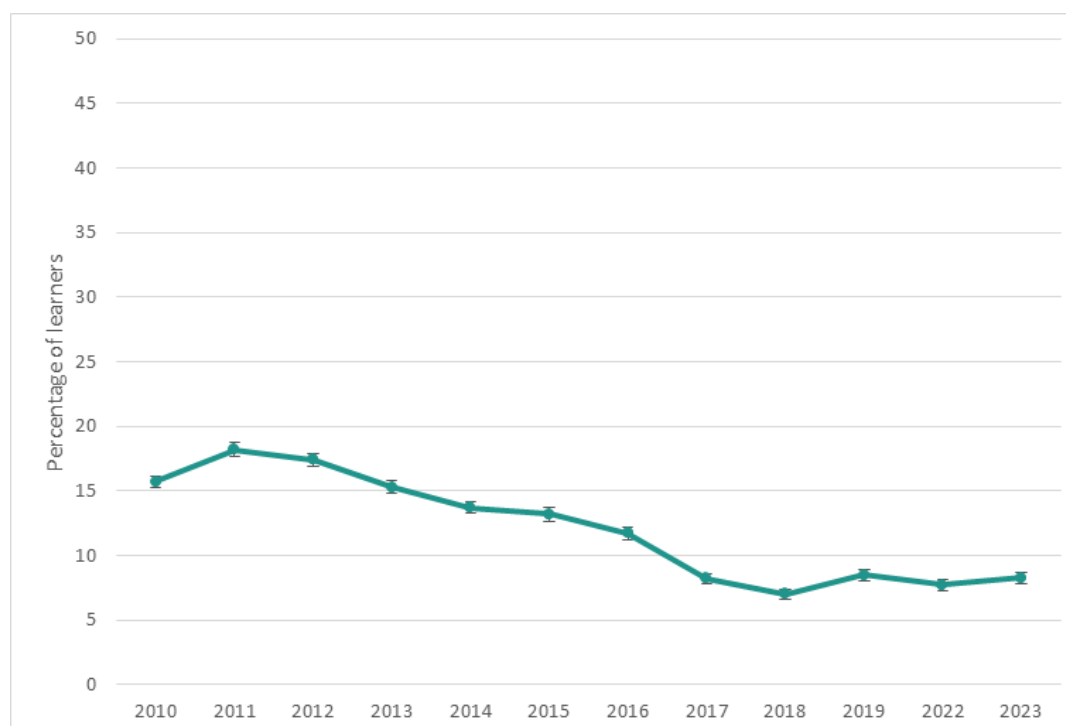
The Republic of South Africa has promulgated acts and policies that protect the dignity and rights of a child. Amongst other legislation, these acts and policies are encapsulated in the Constitution of the Republic of South Africa No 108 of 1996; the South African Schools Act No 84 of 1996; the National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

The GHS asks whether learners have experienced any form of violence, corporal punishment, or verbal abuse at school during the preceding three months and the kind of violence that was experienced. Using this information, it is evident that Eastern Cape, North West, KwaZulu-Natal and Free State are among the provinces that had the highest percentage of learners who reported having had experienced corporal punishment or verbal abuse at school in 2023, whereas Gauteng, Western Cape, Limpopo and Mpumalanga had the lowest prevalence.<sup>13</sup> There is no significant difference between male and female learners in the prevalence of experiencing corporal punishment or verbal abuse at school. It is encouraging to observe, however, that the overall percentage of individuals experiencing violence has been declining (Figure 31).

Focusing on the kinds of violence that learners experienced, we observe that the most commonly reported type of violence was corporal punishment by a teacher in 2023. This trend is evident in all the provinces (Table 15), but the highest prevalence was in KwaZulu-Natal, North West, Eastern Cape and Free State.

<sup>13</sup> All results in this section are reported in Table 38 in the Appendix.

**Figure 31: Percentage of learners who have experienced violence, 2010-2023**



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

**Table 15: Types of violence experienced by learners by province, 2023**

|               | No violence experienced | Corporal punishment by teacher | Physical Violence by teacher | Verbal abuse by teacher | Verbal abuse by learners | Physical Violence by Learner |
|---------------|-------------------------|--------------------------------|------------------------------|-------------------------|--------------------------|------------------------------|
| Western Cape  | 96.9                    | 0.4                            | 0                            | 0.1                     | 2.4                      | 1.6                          |
| Eastern Cape  | 86.9                    | 12.4                           | 0.5                          | 0.3                     | 0.5                      | 0.6                          |
| Northern Cape | 94.5                    | 2.2                            | 0                            | 0.8                     | 2.8                      | 1.8                          |
| Free State    | 92.7                    | 5.7                            | 0.2                          | 0.3                     | 0.9                      | 0.7                          |
| KwaZulu-Natal | 80.2                    | 19.1                           | 0.6                          | 0.4                     | 0.4                      | 0.5                          |
| North West    | 92.4                    | 6.6                            | 1.5                          | 0.3                     | 1.8                      | 1.5                          |
| Gauteng       | 97                      | 0.6                            | 0.2                          | 0.4                     | 1.8                      | 0.6                          |
| Mpumalanga    | 95.9                    | 2.6                            | 0.2                          | 0.1                     | 0.9                      | 0.4                          |
| Limpopo       | 98.2                    | 0.9                            | 0.3                          | 0                       | 0.3                      | 0.4                          |
| Total         | 91.7                    | 6.8                            | 0.4                          | 0.3                     | 1.1                      | 0.7                          |

**Source:** Statistics South Africa, General Household Survey (GHS), DBE own calculation. **Notes:** Respondents could select more than one option of the types of violence experienced.

## 18. SCHOOL FEES

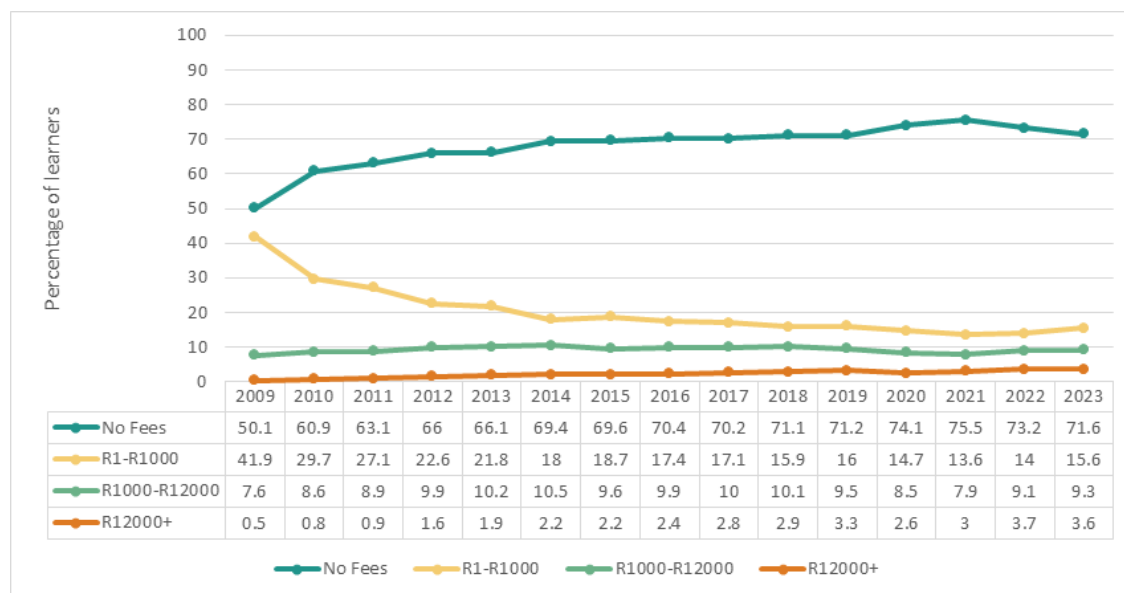
Section 39(1) of the South African Schools Act indicates that school fees may be determined and charged at a public school only if a resolution to do so has been adopted by a majority of parents. However, the introduction and expansion of the no-fee school policy, since 2007, at Quintile 1 to 3 schools has encouraged school attendance for children from poor households and has provided some financial relief to these households, even if children were already attending school. The GHS questioned the respondents if they were benefiting from the no-fee school policy. Below are the findings on school fees in the schooling system.



Across the years the number of learners in public schools who did not pay any amount towards school fees has increased from about 50% in 2009 to about 72% in 2023 (Figure 32). The decrease in the percentage of learners paying less than R1000 over the same period, would suggest that many schools that previously charged relatively low fees decided to eliminate fees to benefit from the higher per-learner subsidies available under the no-fee policy. 73% of households that pay no school fees are households with the mother as the household head, as seen in Figure 35 households where the father is the household head tend to pay more fees. It is also interesting to note that the percentages of learners in the higher fee brackets (R1000-R12,000 and R12,000+) have also been increasing since 2009, and at a rate that is probably faster than one would expect if this was only due to inflation. The main reason (97,3%) given for not paying fees by learners in public schools was that the school did not ask for fees, only 0,9% of learners are not paying for fees `because they got a fee exemption (Figure 33).

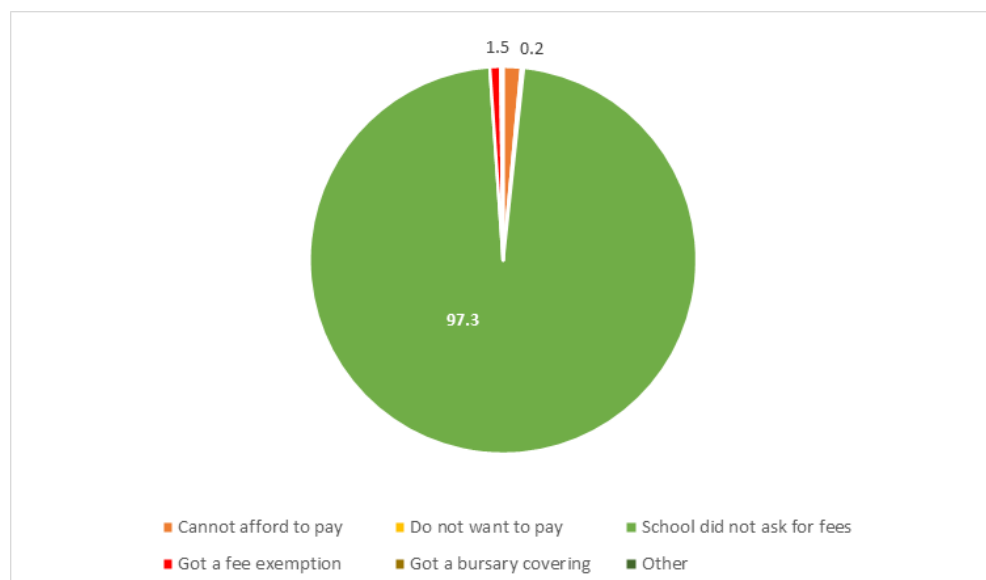
A similarly sharp increase in the percentage of learners in the independent school sector paying high fees has also been seen in recent years (Figure 34).

**Figure 32: Percentage of learners who paid school fees (Public Schools), 2009-2023**

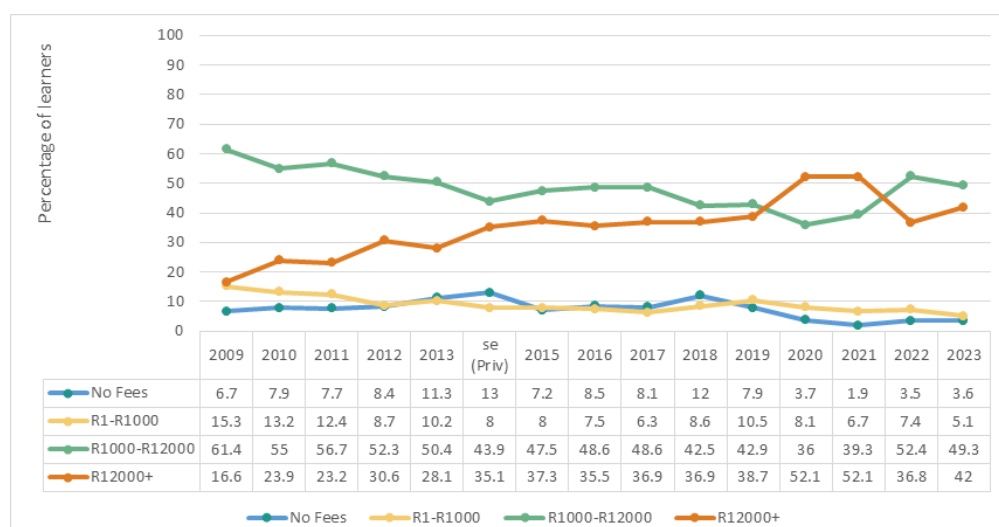


**Source:** Statistics South Africa, General Household Survey (GHS), DBE own calculation. **Notes:** Only considering learners in public schools.

**Figure 33: Reasons for not paying fees**

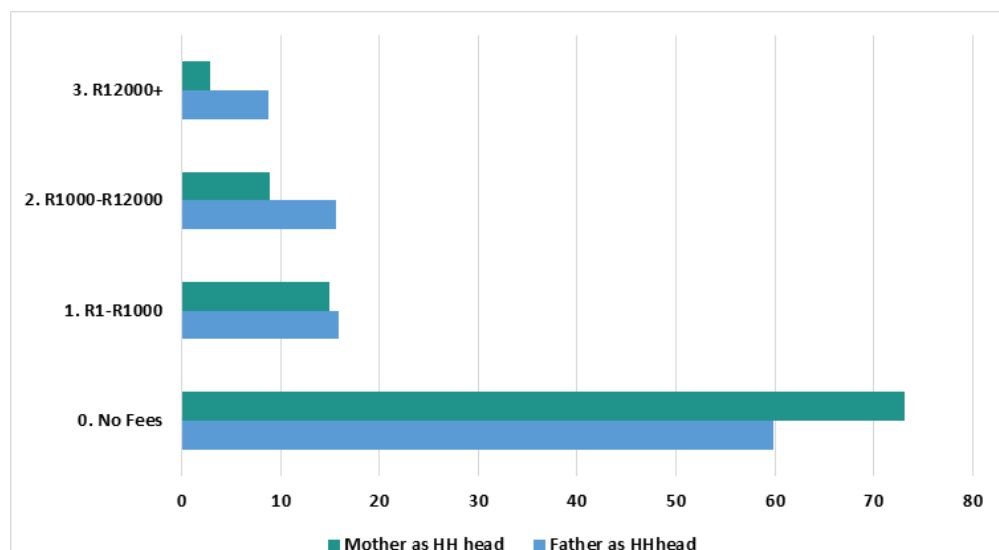


**Figure 34: Percentage of learners who paid school fees (Private Schools), 2009-2023**



**Source:** Statistics South Africa, General Household Survey (GHS), DBE own calculation. **Notes:** Only considering learners in private schools.

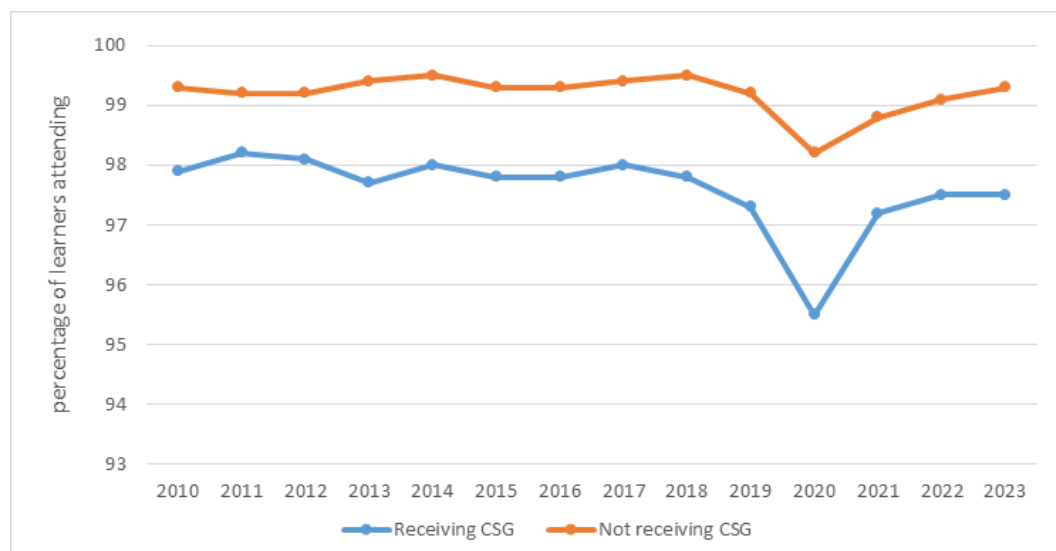
**Figure 35: Percentage of learners who paid school fees based on Household heads in 2023 (Public schools)**



## 19. CHILD SUPPORT GRANT (CSG)

The Child Support Grant (CSG) is a social assistance program provided by the South African government to alleviate poverty among vulnerable and low-income households with children under the age of 18. The grant is intended to improve the living conditions of children, promote their health and nutrition, and increase access to education. It aims to provide financial support to families who are unable to meet the basic needs of their children, including food, clothing, and shelter. Figure 36 shows that attendance rates of children benefiting from a CSG have been slightly lower than for those not receiving a grant. This of course does not reflect a negative impact of the grant, but rather the differing socio-economic contexts between grant beneficiaries and less vulnerable households. It is encouraging that the attendance rates are quite similar.

**Figure 36: Attendance rates of 7-15-year-old recipients and non-recipients of child support grants**



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

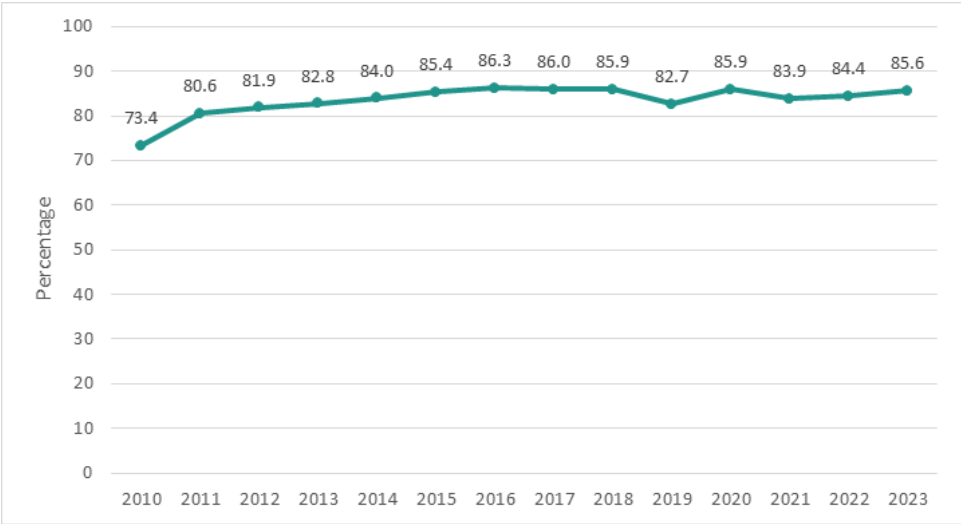
## 20. NATIONAL SCHOOL NUTRITION PROGRAMME (NSNP)

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

Since 2010, the percentage of learners benefiting from NSNP has increased from around 73% in 2010 to around 85.6% in 2023 (Figure 37). The highest proportions of learners benefiting from the NSNP are found in those provinces that are regarded as mostly rural and where the need is no doubt greatest. Mpumalanga and the Eastern Cape have the highest percentage of learners benefiting from NSNP (around 93% and 92% respectively) while Gauteng and the Western Cape has the lowest percentage (around 70% and 75% respectively). 96% of learners benefiting from NSNP are from Traditional areas and around 77% are from urban areas (Figure 39). In 2023, around 78% of learners who receive school meals indicated that they eat the meals provided every day, while around 7% indicated that they never eat the meals provided (Figure 38).<sup>14</sup>

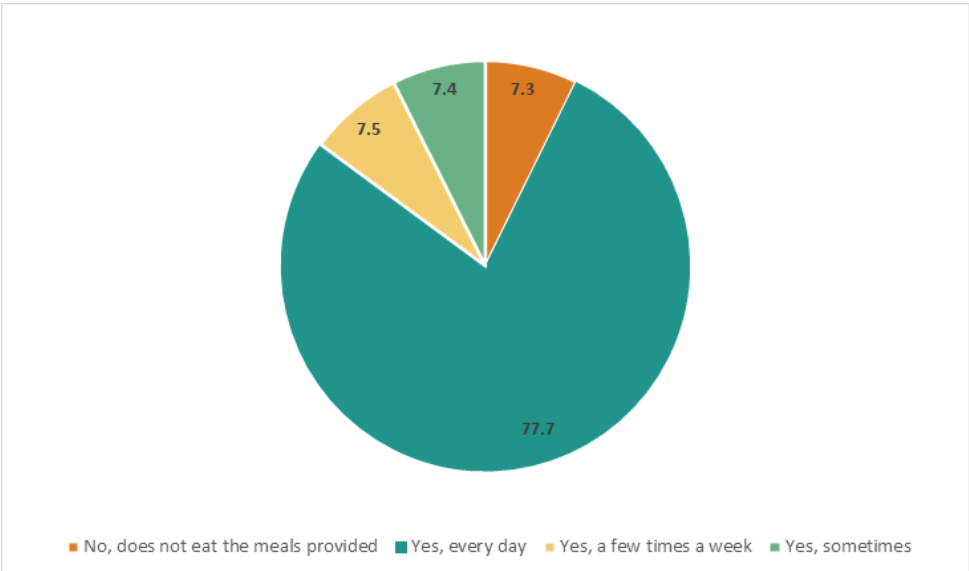
<sup>14</sup> All results in this section are reported in table 39 in the Appendix.

Figure 37: Percentage of learners benefitting from the NSNP by province, 2010-2023



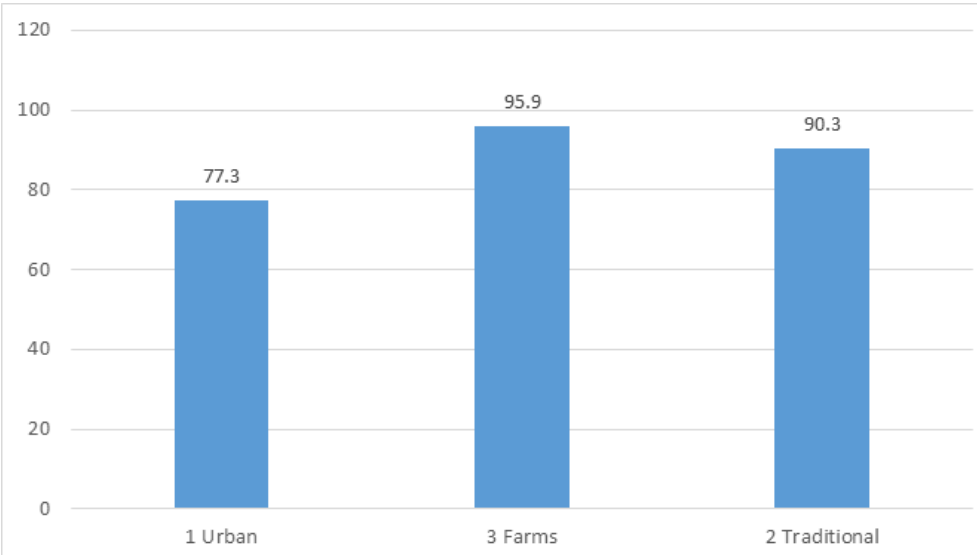
Source: Statistics South Africa, General Household Survey (GHS), own calculations. Notes: 95% confidence intervals shown.

Figure 38: Frequency of eating the meals provided, 2023



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

Figure 39: Percentage of learners benefitting from NSNP by Geographical location



## 21. CONCLUSION

In conclusion, the General Household Survey provides valuable insights into the state of education in South Africa. There have been significant improvements in access to education, with higher attendance rates across age, gender and population groups, as well as increased participation by learners with disabilities. The decrease in reported incidents of violence is also encouraging. However, the pandemic has had a significant impact on education, particularly for young children who experienced a substantial drop in attendance. The 2023 results show that there is continued partial recovery however, there is a need for continued monitoring and support to continue to mitigate the negative effects of the pandemic on education. Furthermore, the report highlights the need for continued efforts towards achieving equity and inclusivity in education, especially for learners from disadvantaged backgrounds. Policymakers can use this report to identify areas that require further attention and investment to ensure that every learner has access to quality education. Overall, the information contained in the General Household Survey is crucial for informed decision-making and can guide policy interventions aimed at improving education outcomes in South Africa.

## APPENDIX

**Table 16: Percentage of 0 to 3-year-olds attending an Early Learning Programme, 2012-2023**

|                         | 2012        | 2013        | 2014        | 2015        | 2016        | 2017        | 2018        | 2019        | 2020        | 2021        | 2022        | 2023 |
|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------|
| <b>Province</b>         |             |             |             |             |             |             |             |             |             |             |             |      |
| Western Cape            | 32.9        | 40.7        | 42.4        | 42.6        | 30.8        | 42.2        | 46.3        | 35.7        | 32.4        | 42.6        | 40.6        | 39.7 |
| Eastern Cape            | 26.4        | 26.5        | 34.1        | 27.0        | 26.7        | 27.2        | 28.9        | 22.9        | 18.3        | 20.2        | 22.7        | 22.7 |
| Northern Cape           | 19.2        | 28.8        | 34.6        | 26.1        | 28.4        | 31.8        | 26.9        | <b>21.5</b> | 11.7        | 17.7        | 27.9        | 20.1 |
| Free State              | 37.4        | 51.5        | 54.3        | 51.7        | 36.3        | 42.6        | 43.8        | 42.1        | 39.4        | 40.8        | 36.3        | 34.8 |
| KwaZulu-Natal           | 22.7        | 33.1        | 40.5        | 34.2        | 23.3        | 22.7        | 22.7        | <b>21.1</b> | 20          | 18.6        | 17.9        | 19.1 |
| North West              | 24.5        | 28.7        | 23.5        | 24.2        | 23.4        | 27.8        | 26.8        | 22.7        | 19.5        | 12.4        | 16.4        | 22.7 |
| Gauteng                 | 36.9        | 52.1        | 63.2        | 60.1        | 48.0        | 47.7        | 51.3        | 44.6        | 30.9        | 37.9        | 34.2        | 36.6 |
| Mpumalanga              | 20.6        | 25.9        | 24.7        | 29.0        | 30.5        | 30.4        | 32.3        | 28.1        | 15.8        | 16.2        | 18.9        | 25.2 |
| Limpopo                 | 28.6        | 37.2        | 35.7        | 39.1        | 33.8        | 32.7        | 41.0        | 35.0        | 28.7        | 26.2        | 35.1        | 36.6 |
| <b>Population group</b> |             |             |             |             |             |             |             |             |             |             |             |      |
| African/Black           | 27.8        | 35.8        | 41.2        | 39.3        | 33.0        | 33.2        | 36.2        | 31.1        | 23.2        | 25.6        | 27.3        | 28.1 |
| Coloured                | 24.4        | 33.3        | 33.2        | 34.0        | 22.8        | 34.5        | 31.9        | 27.1        | 25.3        | 22          | 26.4        | 27.3 |
| Indian/Asian            | 23.9        | 45.5        | 52.3        | 35.5        | 27.5        | 31.4        | 46.0        | 32.9        | 24.6        | 29.1        | 14.6        | 29   |
| White                   | 47.4        | 60.4        | 68.2        | 57.3        | 43.5        | 56.4        | 60.4        | 54.2        | 63.3        | 57.4        | 51.4        | 64.5 |
| <b>Gender</b>           |             |             |             |             |             |             |             |             |             |             |             |      |
| Male                    | 28.6        | 36.9        | 42.4        | 38.8        | 33.7        | 34.5        | 36.8        | 32.7        | 22.8        | 28.4        | 27.7        | 29.9 |
| Female                  | 28.3        | 37.1        | 41.4        | 40.3        | 31.4        | 33.8        | 37.1        | 30.6        | 26.8        | 24.9        | 27.9        | 28.6 |
| <b>Total</b>            | <b>28.5</b> | <b>37.0</b> | <b>41.9</b> | <b>39.6</b> | <b>32.5</b> | <b>34.1</b> | <b>37.0</b> | <b>31.7</b> | <b>24.8</b> | <b>26.7</b> | <b>27.8</b> | 29.2 |

**Table 17: Percentage of 4-year-olds attending an Early Learning Programme, 2012-2023**

|                         | 2013        | 2014        | 2015      | 2016        | 2017        | 2018        | 2019        | 2020      | 2021        | 2022        | 2023        |
|-------------------------|-------------|-------------|-----------|-------------|-------------|-------------|-------------|-----------|-------------|-------------|-------------|
| <b>Province</b>         |             |             |           |             |             |             |             |           |             |             |             |
| Western Cape            | 66.9        | 65.1        | 69.8      | 62.4        | 64.9        | 73.9        | 70.3        | 43.7      | 70.3        | 70.4        | 74.4        |
| Eastern Cape            | 80.4        | 76.6        | 70.1      | 75          | 75.2        | 72.4        | 76.1        | 57.6      | 55.6        | 62.7        | 67.9        |
| Northern Cape           | 63.7        | 65.8        | 68.4      | 75.4        | 54.2        | 71.6        | 58.9        | 41.7      | 45.6        | 49.3        | 71.6        |
| Free State              | 86.5        | 87.1        | 86.5      | 77.5        | 79.8        | 81.9        | 78.2        | 76.4      | 72.8        | 84.2        | 76.9        |
| KwaZulu-Natal           | 64          | 66.3        | 58.4      | 60.3        | 54.7        | 51.2        | 60.4        | 43.1      | 54.7        | 63.1        | 54.2        |
| North West              | 66.1        | 63.8        | 68.7      | 66.6        | 67.2        | 60.2        | 73.7        | 51.1      | 58.6        | 60.5        | 57          |
| Gauteng                 | 86.3        | 88.1        | 83.4      | 80.3        | 83.8        | 82.3        | 84.2        | 65.7      | 69.6        | 66.4        | 79.1        |
| Mpumalanga              | 63.5        | 64.4        | 63.8      | 63.8        | 69.7        | 69.5        | 72          | 61.6      | 62.3        | 68.3        | 68.6        |
| Limpopo                 | 83.3        | 75.9        | 82        | 77.4        | 81.1        | 76          | 78          | 67.1      | 75          | 78.7        | 84.3        |
| <b>Population group</b> |             |             |           |             |             |             |             |           |             |             |             |
| African/Black           | 75.5        | 75.7        | 73.4      | 71.9        | 72.4        | 69.2        | 75.8        | 57.5      | 64.3        | 67.8        | 70.3        |
| Coloured                | 58.2        | 57.2        | 53.7      | 56.2        | 53          | 65          | 57.4        | 42.1      | 49.2        | 53          | 66.1        |
| Indian/Asian            | 71.6        | 62.4        | 58.7      | 69.7        | 28.3        | 81.1        | 38.6        | 48.1      | 100         | 45.7        | 31.2        |
| White                   | 93.4        | 83.4        | 83.3      | 78.5        | 85          | 90.9        | 73.9        | 61.6      | 86.8        | 93.1        | 97.4        |
| <b>Gender</b>           |             |             |           |             |             |             |             |           |             |             |             |
| Male                    | 73.3        | 74.4        | 72.4      | 71          | 70.2        | 69.6        | 74.7        | 49.2      | 60.7        | 66.2        | 68.6        |
| Female                  | 75.9        | 74.1        | 71.5      | 70.4        | 71.3        | 69.9        | 72.4        | 63.4      | 67.4        | 68.4        | 71.9        |
| <b>Total</b>            | <b>74.6</b> | <b>74.2</b> | <b>72</b> | <b>70.7</b> | <b>70.8</b> | <b>69.7</b> | <b>73.5</b> | <b>56</b> | <b>64.1</b> | <b>67.3</b> | <b>70.3</b> |

**Table 18: Percentage of 5 and 6-year-olds attending an Early Learning Programme, 2012-2023**

|                         | 2012        | 2013        | 2014        | 2015        | 2016        | 2017        | 2018        | 2019        | 2020        | 2021        | 2022        | 2023        |
|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>Province</b>         |             |             |             |             |             |             |             |             |             |             |             |             |
| Western Cape            | 83.6        | 83.9        | 81.2        | 86.3        | 90.3        | 83.9        | 85.2        | 90.6        | 59.9        | 83.8        | 87.9        | 86.5        |
| Eastern Cape            | 94.9        | 95.2        | 95.5        | 94.1        | 95.5        | 96.1        | 93.1        | 92.1        | 90.5        | 94.7        | 92.0        | 93.5        |
| Northern Cape           | 81.2        | 91.0        | 88.2        | 85.7        | 88.4        | 90.0        | 87.6        | 84.1        | 68.0        | 76.3        | 86.1        | 83.4        |
| Free State              | 92.0        | 91.2        | 92.9        | 93.1        | 93.4        | 95.9        | 98.2        | 94.8        | 64.2        | 88.5        | 90.3        | 94.7        |
| KwaZulu-Natal           | 86.4        | 88.9        | 92.2        | 89.5        | 88.9        | 89.5        | 89.2        | 92.5        | 73.9        | 81.9        | 87.8        | 91.1        |
| North West              | 93.0        | 90.2        | 85.7        | 91.2        | 92.3        | 86.8        | 91.1        | 92.0        | 67.1        | 89.4        | 92.3        | 92.9        |
| Gauteng                 | 90.5        | 90.2        | 90.7        | 94.0        | 93.0        | 94.5        | 92.1        | 91.8        | 72.7        | 89.2        | 91.1        | 89.2        |
| Mpumalanga              | 91.5        | 87.9        | 92.9        | 92.7        | 94.4        | 91.8        | 90.2        | 93.7        | 91.1        | 88.3        | 93.7        | 94.3        |
| Limpopo                 | 96.2        | 97.6        | 95.6        | 96.9        | 96.9        | 98.6        | 97.7        | 97.4        | 81.6        | 93.2        | 94.9        | 93.1        |
| <b>Population group</b> |             |             |             |             |             |             |             |             |             |             |             |             |
| African/Black           | 90.9        | 91.8        | 92.4        | 92.8        | 93.2        | 93.5        | 92.7        | 93.3        | 79.1        | 89.0        | 91.3        | 91.5        |
| Coloured                | 82.5        | 80.7        | 80.0        | 87.7        | 87.6        | 83.0        | 83.4        | 85.4        | 56.9        | 94.7        | 86.6        | 85.2        |
| Indian/Asian            | 84.2        | 92.9        | 86.7        | 88.6        | 82.3        | 84.3        | 77.8        | 88.7        | 33.9        | 52.6        | 83.3        | 89.3        |
| White                   | 95.7        | 84.7        | 90.5        | 90.9        | 96.2        | 93.6        | 89.6        | 97.0        | 40.1        | 71.9        | 91.9        | 97.6        |
| <b>Gender</b>           |             |             |             |             |             |             |             |             |             |             |             |             |
| Male                    | 90.4        | 90.3        | 91.2        | 91.2        | 93.2        | 92.8        | 91.2        | 92.8        | 74.9        | 87.1        | 91.0        | 92.7        |
| Female                  | 90.2        | 90.9        | 91.3        | 93.2        | 92.3        | 92.0        | 92.0        | 92.7        | 75.2        | 88.1        | 90.7        | 89.7        |
| <b>Total</b>            | <b>90.3</b> | <b>90.6</b> | <b>91.2</b> | <b>92.2</b> | <b>92.7</b> | <b>92.4</b> | <b>91.6</b> | <b>92.7</b> | <b>75.1</b> | <b>87.6</b> | <b>90.8</b> | <b>91.2</b> |

**Table 19: Table 21: Percentage of 7 to 13-year-olds attending an educational institution, 2012-2023**

|                         | 2012        | 2013        | 2014        | 2015        | 2016        | 2017        | 2018        | 2019        | 2020        | 2021        | 2022        | 2023 |
|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------|
| <b>Province</b>         |             |             |             |             |             |             |             |             |             |             |             |      |
| Western Cape            | 99.4        | 99.0        | 99.6        | 99.3        | 99.3        | 99.0        | 98.5        | 98.1        | 98.1        | 94.9        | 97.9        | 98   |
| Eastern Cape            | 99.0        | 99.1        | 99.3        | 99.1        | 99.3        | 98.7        | 99.3        | 98.8        | 98.8        | 98.7        | 98.6        | 98.9 |
| Northern Cape           | 99.4        | 99.3        | 99.9        | 98.6        | 98.8        | 98.3        | 98.3        | 98.6        | 98.6        | 98.3        | 99.2        | 96.7 |
| Free State              | 99.5        | 98.7        | 98.2        | 98.6        | 99.0        | 99.4        | 99.8        | 99.3        | 99.3        | 98.1        | 98.6        | 99.1 |
| KwaZulu-Natal           | 99.1        | 99.0        | 99.2        | 98.8        | 99.4        | 99.3        | 98.9        | 99.2        | 99.2        | 96          | 98.3        | 99.3 |
| North West              | 98.9        | 99.2        | 98.8        | 98.2        | 98.5        | 98.9        | 99.5        | 99.2        | 99.2        | 98.7        | 99.2        | 99.1 |
| Gauteng                 | 99.0        | 99.7        | 99.2        | 99.7        | 99.6        | 99.6        | 99.1        | 98.7        | 98.7        | 98.3        | 99          | 98.7 |
| Mpumalanga              | 99.4        | 99.4        | 99.2        | 99.7        | 99.1        | 99.5        | 99.6        | 99.3        | 99.3        | 97.8        | 99.2        | 99   |
| Limpopo                 | 99.5        | 99.5        | 99.5        | 99.5        | 99.7        | 99.9        | 99.4        | 98.6        | 98.6        | 98.3        | 99          | 98.9 |
| <b>Population group</b> |             |             |             |             |             |             |             |             |             |             |             |      |
| African/Black           | 99.2        | 99.3        | 99.2        | 99.1        | 99.3        | 99.3        | 99.2        | 99.1        | 99.1        | 97.6        | 98.7        | 99   |
| Coloured                | 99.1        | 98.5        | 99.5        | 99.2        | 99.2        | 98.6        | 98.3        | 97.3        | 97.3        | 95.7        | 98.4        | 97.5 |
| Indian/Asian            | 99.3        | 99.7        | 100.0       | 99.1        | 100.0       | 100.0       | 99.2        | 96.1        | 96.1        | 100         | 98          | 94.2 |
| White                   | 99.8        | 99.4        | 99.8        | 99.6        | 99.6        | 99.7        | 99.5        | 97.7        | 97.7        | 98.1        | 99.3        | 100  |
| <b>Gender</b>           |             |             |             |             |             |             |             |             |             |             |             |      |
| Male                    | 99.0        | 99.1        | 99.1        | 99.2        | 99.3        | 99.3        | 99.1        | 98.6        | 98.6        | 97.3        | 98.5        | 98.7 |
| Female                  | 99.4        | 99.4        | 99.4        | 99.2        | 99.4        | 99.3        | 99.2        | 99.1        | 99.1        | 97.7        | 98.9        | 99   |
| <b>Total</b>            | <b>99.2</b> | <b>99.3</b> | <b>99.2</b> | <b>99.2</b> | <b>99.3</b> | <b>99.3</b> | <b>99.2</b> | <b>98.9</b> | <b>97.5</b> | <b>98.4</b> | <b>98.7</b> | 98.8 |

**Table 20: Percentage of 7 to 15-year-olds attending an educational institution, 2012-2023**

|                         | 2012        | 2013        | 2014        | 2015        | 2016        | 2017        | 2018        | 2019        | 2020        | 2021        | 2022        | 2023 |
|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------|
| <b>Province</b>         |             |             |             |             |             |             |             |             |             |             |             |      |
| Western Cape            | 98.2        | 98.1        | 98.7        | 98.6        | 98.3        | 98.2        | 98.4        | 97.7        | 95.5        | 98.6        | 97.9        | 97.7 |
| Eastern Cape            | 98.4        | 98.1        | 98.9        | 98.6        | 99.0        | 98.1        | 99.0        | 98.6        | 97.4        | 96.9        | 98.4        | 98.8 |
| Northern Cape           | 98.6        | 98.9        | 99.3        | 98.0        | 98.4        | 97.9        | 97.0        | 97.7        | 98.7        | 96.4        | 98.5        | 96.6 |
| Free State              | 99.2        | 98.4        | 98.1        | 97.9        | 98.5        | 99.2        | 99.7        | 99.2        | 98.2        | 99          | 98.9        | 99.1 |
| KwaZulu-Natal           | 98.8        | 98.6        | 99.1        | 98.7        | 99.0        | 99.2        | 98.8        | 98.8        | 96.3        | 98.1        | 98.4        | 99.1 |
| North West              | 98.8        | 98.3        | 98.1        | 97.0        | 97.5        | 98.1        | 99.3        | 98.7        | 98.4        | 97.4        | 98.6        | 98.8 |
| Gauteng                 | 99.0        | 99.5        | 99.2        | 99.6        | 99.1        | 99.5        | 98.9        | 98.4        | 98.5        | 98.7        | 98.6        | 98.5 |
| Mpumalanga              | 99.0        | 99.2        | 99.2        | 99.3        | 98.7        | 99.0        | 99.4        | 99.2        | 97.9        | 99.5        | 99.3        | 98.8 |
| Limpopo                 | 99.2        | 99.2        | 99.4        | 99.4        | 99.6        | 99.9        | 99.4        | 98.3        | 97.8        | 99.1        | 99.1        | 98.8 |
| <b>Population group</b> |             |             |             |             |             |             |             |             |             |             |             |      |
| African/Black           | 98.8        | 98.9        | 98.9        | 98.8        | 98.9        | 99.0        | 99.1        | 98.8        | 97.6        | 98.3        | 98.6        | 98.9 |
| Coloured                | 97.8        | 96.9        | 98.8        | 98.5        | 97.8        | 97.7        | 97.9        | 96.8        | 95.9        | 98.4        | 98          | 96.9 |
| Indian/Asian            | 99.1        | 99.7        | 99.7        | 99.3        | 100.0       | 100.0       | 99.3        | 96.2        | 100         | 95.9        | 98.5        | 95.5 |
| White                   | 99.8        | 99.0        | 99.8        | 99.5        | 99.3        | 99.6        | 99.2        | 97.7        | 95.1        | 99.3        | 99.5        | 99.8 |
| <b>Gender</b>           |             |             |             |             |             |             |             |             |             |             |             |      |
| Male                    | 98.5        | 98.6        | 98.8        | 98.8        | 98.8        | 98.9        | 98.9        | 98.3        | 97.5        | 98.4        | 98.4        | 98.5 |
| Female                  | 99.1        | 98.9        | 99.1        | 98.8        | 98.9        | 99.1        | 99.1        | 98.8        | 97.4        | 98.2        | 98.8        | 98.8 |
| <b>Total</b>            | <b>98.8</b> | <b>98.8</b> | <b>99.0</b> | <b>98.8</b> | <b>98.8</b> | <b>99.0</b> | <b>99.0</b> | <b>98.6</b> | <b>97.4</b> | <b>98.3</b> | <b>98.6</b> | 98.7 |



**Table 21: Percentage of 14 to 18-year-olds attending an educational institution, 2012-2023**

|                         | 2012        | 2013        | 2014        | 2015        | 2016        | 2017        | 2018        | 2019        | 2021        | 2021      | 2022        | 2023 |
|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------|-------------|------|
| <b>Province</b>         |             |             |             |             |             |             |             |             |             |           |             |      |
| Western Cape            | 86.3        | 85.0        | 86.2        | 82.1        | 82.2        | 83.6        | 86.3        | 88.2        | 90.7        | 85.6      | 85.7        | 87.3 |
| Eastern Cape            | 89.5        | 88.6        | 88.1        | 88.5        | 88.7        | 89.2        | 91.3        | 90.4        | 92.2        | 92.7      | 90.2        | 91.9 |
| Northern Cape           | 86.2        | 88.7        | 84.2        | 82.8        | 81.5        | 83.1        | 85.8        | 84.1        | 89.6        | 93.9      | 86.2        | 85.9 |
| Free State              | 91.3        | 90.8        | 93.6        | 91.7        | 90.1        | 91.6        | 94.0        | 93.5        | 92.1        | 90.7      | 92          | 92.5 |
| KwaZulu-Natal           | 90.7        | 91.5        | 90.9        | 89.1        | 88.5        | 92.1        | 91.8        | 90.9        | 91.8        | 89        | 90.8        | 90.8 |
| North West              | 88.2        | 88.4        | 85.7        | 88.7        | 87.4        | 86.0        | 86.8        | 91.8        | 94.5        | 88.4      | 88.9        | 89.1 |
| Gauteng                 | 90.5        | 90.1        | 91.6        | 90.9        | 89.2        | 90.5        | 91.8        | 91.1        | 91.8        | 92.6      | 91.2        | 92.6 |
| Mpumalanga              | 90.3        | 89.7        | 91.7        | 91.4        | 91.6        | 91.6        | 93.0        | 90.5        | 97          | 93.5      | 92.4        | 91.5 |
| Limpopo                 | 95.8        | 95.8        | 95.1        | 95.4        | 96.1        | 96.8        | 94.5        | 93.7        | 94          | 94.4      | 95          | 94.1 |
| <b>Population group</b> |             |             |             |             |             |             |             |             |             |           |             |      |
| African/Black           | 91.1        | 91.4        | 91.2        | 90.8        | 89.8        | 91.3        | 92.1        | 91.9        | 93.4        | 91.4      | 91.5        | 92   |
| Coloured                | 84.2        | 81.0        | 81.8        | 78.5        | 81.9        | 80.3        | 82.9        | 81.7        | 88.4        | 83        | 82.3        | 81.9 |
| Indian/Asian            | 89.1        | 83.4        | 85.2        | 81.2        | 83.8        | 96.1        | 91.2        | 85.6        | 89.9        | 92.4      | 88.2        | 93.9 |
| White                   | 91.1        | 91.0        | 95.1        | 93.2        | 92.2        | 92.0        | 89.8        | 91.0        | 86.9        | 97.2      | 92.5        | 93.9 |
| <b>Gender</b>           |             |             |             |             |             |             |             |             |             |           |             |      |
| Male                    | 91.1        | 91.0        | 91.1        | 89.9        | 89.3        | 90.8        | 92.1        | 91.3        | 94          | 92.2      | 91.3        | 91.5 |
| Female                  | 89.8        | 89.6        | 89.7        | 89.3        | 88.9        | 90.0        | 90.3        | 90.6        | 91.2        | 89.8      | 90.1        | 91.1 |
| <b>Total</b>            | <b>90.5</b> | <b>90.3</b> | <b>90.4</b> | <b>89.6</b> | <b>89.1</b> | <b>90.4</b> | <b>91.2</b> | <b>90.9</b> | <b>92.6</b> | <b>91</b> | <b>90.7</b> | 91.3 |

**Table 22: Percentage of 16 to 18-year-olds attending an educational institution, 2012-2023**

|                         | 2012        | 2013        | 2014        | 2015        | 2016        | 2017        | 2018        | 2019        | 2020      | 2021        | 2022        | 2023 |
|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------|-------------|-------------|------|
| <b>Province</b>         |             |             |             |             |             |             |             |             |           |             |             |      |
| Western Cape            | 80.4        | 78.6        | 80.2        | 70.6        | 75.3        | 77.8        | 79.5        | 82.2        | 86.1      | 80.7        | 79.2        | 80.9 |
| Eastern Cape            | 85.1        | 84.4        | 82.1        | 82.7        | 82.8        | 85.3        | 86.1        | 84.5        | 92.1      | 89.4        | 85.7        | 86.7 |
| Northern Cape           | 80.6        | 82.7        | 76.4        | 74.2        | 69.1        | 74.1        | 82.1        | 76.3        | 81.6      | 89.5        | 79.1        | 77.8 |
| Free State              | 87.2        | 86.4        | 91.1        | 88.8        | 85.7        | 87.1        | 89.7        | 89.1        | 87.2      | 82.9        | 87.4        | 88.1 |
| KwaZulu-Natal           | 85.3        | 87.7        | 86.0        | 82.9        | 83.4        | 88.1        | 87.9        | 85.7        | 87.5      | 83.1        | 86          | 85.2 |
| North West              | 81.9        | 84.5        | 79.5        | 86.3        | 83.9        | 79.9        | 79.6        | 88.5        | 93        | 84.5        | 84.7        | 83.8 |
| Gauteng                 | 85.7        | 85.0        | 87.1        | 85.4        | 84.6        | 85.4        | 87.6        | 87.0        | 86.2      | 88.3        | 86.5        | 89   |
| Mpumalanga              | 85.4        | 84.4        | 86.3        | 86.5        | 87.9        | 88.0        | 88.9        | 84.4        | 95.9      | 88          | 87.9        | 86.7 |
| Limpopo                 | 94.2        | 94.5        | 92.9        | 92.9        | 94.3        | 95.0        | 91.5        | 91.1        | 92.2      | 90.5        | 92.6        | 90.6 |
| <b>Population group</b> |             |             |             |             |             |             |             |             |           |             |             |      |
| African/Black           | 86.8        | 87.5        | 86.7        | 86.1        | 85.2        | 87.1        | 87.9        | 87.6        | 89.9      | 86.3        | 87.2        | 87.5 |
| Coloured                | 77.2        | 74.3        | 72.9        | 66.6        | 74.7        | 73.1        | 75.7        | 72.6        | 81.6      | 76.3        | 74.3        | 71.7 |
| Indian/Asian            | 83.2        | 76.3        | 76.5        | 68.6        | 75.6        | 93.9        | 86.8        | 81.5        | 87.5      | 100         | 83.3        | 89.8 |
| White                   | 86.3        | 88.2        | 92.7        | 88.8        | 89.7        | 88.2        | 85.4        | 86.4        | 87.6      | 95.8        | 89.6        | 91   |
| <b>Gender</b>           |             |             |             |             |             |             |             |             |           |             |             |      |
| Male                    | 87.2        | 87.4        | 86.8        | 84.7        | 84.5        | 86.7        | 88.1        | 86.7        | 91        | 88          | 87.1        | 87.2 |
| Female                  | 84.6        | 84.9        | 84.5        | 83.4        | 84.1        | 85.4        | 85.1        | 85.6        | 86.8      | 84.3        | 85.1        | 85.7 |
| <b>Total</b>            | <b>85.9</b> | <b>86.1</b> | <b>85.6</b> | <b>84.1</b> | <b>84.3</b> | <b>86.0</b> | <b>86.6</b> | <b>86.2</b> | <b>89</b> | <b>86.1</b> | <b>86.1</b> | 86.5 |

**Table 23: Percentage of 19 to 23-year-olds attending an educational institution, 2012-2023**

|                         | 2012        | 2013        | 2014        | 2015        | 2016        | 2017        | 2018        | 2019        | 2020        | 2021        | 2022        | 2023      |
|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------|
| <b>Province</b>         |             |             |             |             |             |             |             |             |             |             |             |           |
| Western Cape            | 22.9        | 22.4        | 21.5        | 18.2        | 21.0        | 19.3        | 19.9        | 23.6        | 26.3        | 29.3        | 29.6        | 26.8      |
| Eastern Cape            | 37.2        | 36.2        | 33.0        | 35.9        | 39.0        | 37.4        | 38.6        | 33.5        | 29.9        | 30          | 30.4        | 26.8      |
| Northern Cape           | 20.4        | 20.6        | 17.1        | 25.1        | 27.6        | 16.6        | 20.1        | 20.2        | 30.3        | 23.3        | 19.9        | 18.7      |
| Free State              | 31.4        | 32.1        | 33.4        | 35.1        | 34.7        | 33.6        | 39.7        | 36.1        | 36.4        | 43.6        | 36.1        | 33.2      |
| KwaZulu-Natal           | 32.0        | 31.9        | 30.0        | 32.7        | 31.8        | 29.2        | 33.3        | 32.4        | 34.2        | 34.1        | 29.8        | 28.1      |
| North West              | 26.9        | 30.0        | 31.8        | 27.8        | 26.9        | 27.0        | 31.3        | 30.4        | 49.4        | 38.4        | 24.3        | 22.7      |
| Gauteng                 | 34.2        | 31.0        | 32.9        | 33.7        | 33.4        | 34.8        | 31.7        | 35.0        | 40.4        | 32.4        | 37.5        | 33.9      |
| Mpumalanga              | 33.4        | 30.6        | 30.1        | 32.1        | 35.3        | 34.2        | 30.8        | 32.7        | 34.4        | 29.6        | 29.9        | 26.1      |
| Limpopo                 | 45.9        | 46.2        | 43.0        | 48.6        | 52.2        | 45.5        | 46.3        | 49.0        | 48.7        | 40.3        | 41.4        | 38.7      |
| <b>Population group</b> |             |             |             |             |             |             |             |             |             |             |             |           |
| African/Black           | 34.7        | 34.0        | 32.4        | 34.7        | 35.4        | 33.5        | 34.8        | 34.5        | 38.2        | 34.2        | 33.4        | 29.9      |
| Coloured                | 17.6        | 15.5        | 14.9        | 14.0        | 17.4        | 15.4        | 14.8        | 17.0        | 22.1        | 17.4        | 18.6        | 18.1      |
| Indian/Asian            | 27.6        | 21.7        | 29.1        | 38.2        | 35.9        | 35.9        | 24.3        | 42.6        | 49.2        | 45.3        | 50.6        | 50.3      |
| White                   | 40.7        | 40.1        | 45.3        | 36.7        | 40.5        | 41.8        | 37.5        | 46.6        | 34.5        | 40.2        | 40.9        | 45.7      |
| <b>Gender</b>           |             |             |             |             |             |             |             |             |             |             |             |           |
| Male                    | 34.9        | 33.4        | 32.5        | 34.0        | 35.6        | 32.4        | 33.2        | 34.7        | 37          | 35.7        | 32.3        | 28.8      |
| Female                  | 32.1        | 31.7        | 30.8        | 32.3        | 32.7        | 32.6        | 32.9        | 32.7        | 36.6        | 30.9        | 33.2        | 31.2      |
| <b>Total</b>            | <b>33.5</b> | <b>32.6</b> | <b>31.7</b> | <b>33.1</b> | <b>34.2</b> | <b>32.5</b> | <b>33.0</b> | <b>33.7</b> | <b>36.8</b> | <b>33.3</b> | <b>32.8</b> | <b>30</b> |

**Table 24: Percentage of 16-18-year-olds who have completed Grade 7 or above, 2012-2023**

| <b>Grade 7</b>          | 2012        | 2013        | 2014        | 2015        | 2016        | 2017        | 2018        | 2019        | 2020        | 2021        | 2022        | 2023        |
|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>Province</b>         |             |             |             |             |             |             |             |             |             |             |             |             |
| Western Cape            | 97.3        | 97.1        | 97.0        | 96.3        | 96.6        | 97.1        | 97.1        | 97.6        | 96.2        | 97.9        | 96          | 98.5        |
| Eastern Cape            | 87.3        | 88.9        | 89.5        | 89.9        | 87.2        | 89.4        | 88.9        | 91.6        | 91.4        | 97.1        | 94.3        | 94.3        |
| Northern Cape           | 93.4        | 95.0        | 94.0        | 87.8        | 86.8        | 89.0        | 92.4        | 94.3        | 97          | 91.1        | 93.4        | 90.6        |
| Free State              | 94.7        | 94.2        | 94.3        | 95.6        | 92.8        | 93.9        | 92.2        | 95.3        | 95.7        | 91.3        | 95.7        | 97          |
| KwaZulu-Natal           | 91.5        | 94.0        | 95.8        | 94.8        | 94.8        | 96.4        | 95.4        | 95.5        | 96.2        | 96.3        | 96.7        | 98.1        |
| North West              | 89.4        | 94.1        | 91.4        | 91.8        | 92.1        | 90.5        | 90.3        | 92.9        | 96.6        | 93.9        | 93.4        | 93.9        |
| Gauteng                 | 98.3        | 97.4        | 96.8        | 98.3        | 97.9        | 98.2        | 98.0        | 96.9        | 96          | 98.2        | 98.4        | 98.2        |
| Mpumalanga              | 93.2        | 93.1        | 91.8        | 93.8        | 93.5        | 94.4        | 94.8        | 95.1        | 97.2        | 96          | 97.7        | 98.2        |
| Limpopo                 | 95.9        | 95.6        | 95.7        | 95.0        | 96.4        | 96.7        | 96.7        | 95.5        | 97.6        | 97          | 98          | 97.7        |
| <b>Population group</b> |             |             |             |             |             |             |             |             |             |             |             |             |
| African/Black           | 92.4        | 93.7        | 94.0        | 94.2        | 93.8        | 94.7        | 94.5        | 95.0        | 95.5        | 96.4        | 96.8        | 97.2        |
| Coloured                | 97.4        | 95.4        | 94.4        | 94.6        | 94.1        | 95.2        | 95.5        | 94.6        | 94.2        | 96.3        | 93.7        | 95.2        |
| Indian/Asian            | 100.0       | 96.5        | 97.8        | 96.6        | 98.4        | 100.0       | 100.0       | 100.0       | 100         | 100         | 94.6        | 100         |
| White                   | 98.9        | 99.2        | 99.8        | 98.7        | 100.0       | 100.0       | 98.9        | 100.0       | 100         | 100         | 100         | 100         |
| <b>Gender</b>           |             |             |             |             |             |             |             |             |             |             |             |             |
| Male                    | 91.5        | 92.0        | 92.6        | 92.2        | 92.2        | 93.4        | 94.0        | 93.7        | 93.8        | 95.6        | 95.8        | 96.4        |
| Female                  | 95.3        | 96.4        | 96.3        | 96.9        | 96.3        | 97.0        | 95.8        | 96.8        | 97.9        | 97.6        | 97.5        | 98          |
| <b>Total</b>            | <b>93.4</b> | <b>94.2</b> | <b>94.5</b> | <b>94.6</b> | <b>94.3</b> | <b>95.2</b> | <b>94.9</b> | <b>95.3</b> | <b>95.8</b> | <b>96.6</b> | <b>96.6</b> | <b>97.2</b> |

**Table 25: Percentage of 19-21-year-olds who have completed Grade 9 or above, 2012-2023**

| Grade 9                 | 2012        | 2013        | 2014        | 2015        | 2016        | 2017        | 2018        | 2019        | 2020        | 2021        | 2022        | 2023        |
|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>Province</b>         |             |             |             |             |             |             |             |             |             |             |             |             |
| Western Cape            | 85.1        | 84.7        | 88.2        | 85.9        | 88.1        | 89.8        | 91.9        | 89.2        | 94.1        | 98.7        | 94.4        | 91.7        |
| Eastern Cape            | 75.9        | 77.3        | 76.0        | 77.4        | 82.1        | 81.6        | 82.8        | 82.3        | 86.8        | 89.8        | 84.5        | 85.6        |
| Northern Cape           | 81.6        | 79.5        | 78.7        | 73.4        | 82.5        | 76.6        | 77.0        | 84.5        | 86.3        | 88.6        | 79.5        | 83.5        |
| Free State              | 86.5        | 81.6        | 86.6        | 85.6        | 87.0        | 87.0        | 89.4        | 91.6        | 94.9        | 96.3        | 88.2        | 89.4        |
| KwaZulu-Natal           | 87.8        | 87.4        | 89.0        | 90.0        | 90.7        | 92.7        | 90.6        | 91.9        | 92.4        | 94          | 94.3        | 94.1        |
| North West              | 83.0        | 80.2        | 81.0        | 80.5        | 83.8        | 87.0        | 86.7        | 86.0        | 98.2        | 86.3        | 85.8        | 87.7        |
| Gauteng                 | 93.3        | 94.5        | 95.7        | 92.7        | 93.5        | 93.9        | 95.4        | 95.5        | 96.1        | 97.8        | 96.1        | 94.9        |
| Mpumalanga              | 83.5        | 84.5        | 84.2        | 85.0        | 86.7        | 88.5        | 88.4        | 88.2        | 94.8        | 94.2        | 90.5        | 91.3        |
| Limpopo                 | 83.4        | 81.4        | 78.8        | 87.8        | 88.2        | 90.0        | 90.6        | 91.4        | 93.1        | 91.8        | 94.4        | 92.9        |
| <b>Population group</b> |             |             |             |             |             |             |             |             |             |             |             |             |
| African/Black           | 84.7        | 84.7        | 85.8        | 86.3        | 88.0        | 89.0        | 89.8        | 90.5        | 93.3        | 93.5        | 92.4        | 92          |
| Coloured                | 84.6        | 82.1        | 82.4        | 82.3        | 86.8        | 87.7        | 89.0        | 86.2        | 89.8        | 97.4        | 85.9        | 87.5        |
| Indian/Asian            | 94.4        | 93.4        | 99.3        | 100.0       | 100.0       | 100.0       | 96.2        | 92.4        | 99.9        | 93.5        | 100         | 98.4        |
| White                   | 97.5        | 95.7        | 98.2        | 95.7        | 96.4        | 98.6        | 96.7        | 98.9        | 98.7        | 100         | 96.5        | 96.5        |
| <b>Gender</b>           |             |             |             |             |             |             |             |             |             |             |             |             |
| Male                    | 83.1        | 81.8        | 83.1        | 83.6        | 86.6        | 86.9        | 87.3        | 87.9        | 92.7        | 92.7        | 91          | 89.4        |
| Female                  | 88.5        | 89.2        | 89.7        | 89.8        | 90.5        | 92.4        | 93.2        | 93.2        | 94.2        | 95.7        | 93.4        | 94.5        |
| <b>Total</b>            | <b>85.8</b> | <b>85.4</b> | <b>86.5</b> | <b>86.7</b> | <b>88.6</b> | <b>89.6</b> | <b>90.2</b> | <b>90.5</b> | <b>93.5</b> | <b>94.2</b> | <b>92.2</b> | <b>91.9</b> |

**Table 26: Percentage of 22-25-year-olds who have completed Grade 12 or above, 2012-2023**

| Grade 12                | 2012        | 2013        | 2014        | 2015        | 2016        | 2017        | 2018        | 2019        | 2020        | 2021        | 2022        | 2023        |
|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>Province</b>         |             |             |             |             |             |             |             |             |             |             |             |             |
| Western Cape            | 48.5        | 47.0        | 47.5        | 51.3        | 53.2        | 50.9        | 53.2        | 59.8        | 66.4        | 73.5        | 63.3        | 63.4        |
| Eastern Cape            | 25.8        | 28.2        | 32.4        | 32.1        | 34.2        | 39.1        | 37.7        | 37.5        | 39.7        | 46.4        | 41.3        | 44.3        |
| Northern Cape           | 45.2        | 46.0        | 42.7        | 43.1        | 38.4        | 48.2        | 51.4        | 51.6        | 56.9        | 50.8        | 49.7        | 45.5        |
| Free State              | 48.9        | 45.3        | 46.4        | 48.8        | 46.9        | 48.5        | 60.3        | 47.3        | 58          | 58.5        | 60.9        | 56.4        |
| KwaZulu-Natal           | 52.3        | 53.2        | 54.1        | 50.7        | 51.4        | 50.1        | 55.1        | 53.8        | 58.4        | 60.6        | 61.3        | 61.2        |
| North West              | 44.2        | 45.4        | 45.8        | 40.7        | 42.2        | 44.5        | 49.3        | 55.3        | 64.1        | 64.1        | 53.1        | 54.6        |
| Gauteng                 | 59.5        | 61.6        | 65.0        | 63.4        | 62.3        | 64.0        | 64.0        | 65.6        | 69.2        | 67.1        | 72.2        | 71.9        |
| Mpumalanga              | 44.2        | 41.9        | 46.5        | 49.4        | 46.3        | 47.6        | 53.5        | 53.2        | 54.2        | 62.7        | 58.3        | 55.7        |
| Limpopo                 | 38.4        | 37.9        | 40.9        | 37.9        | 37.7        | 36.6        | 42.0        | 44.8        | 52.6        | 51.4        | 49.9        | 51.2        |
| <b>Population group</b> |             |             |             |             |             |             |             |             |             |             |             |             |
| African/Black           | 43.6        | 44.4        | 48.5        | 47.1        | 47.0        | 48.8        | 51.6        | 51.7        | 56.7        | 58.1        | 59          | 58.1        |
| Coloured                | 46.7        | 45.5        | 45.9        | 48.9        | 49.9        | 45.8        | 52.5        | 56.6        | 67.3        | 72.5        | 55.8        | 58.5        |
| Indian/Asian            | 74.6        | 81.8        | 80.6        | 78.4        | 87.8        | 81.3        | 81.9        | 90.4        | 97.1        | 82.5        | 79.5        | 87.3        |
| White                   | 89.0        | 86.9        | 88.0        | 85.7        | 83.6        | 79.2        | 81.1        | 89.9        | 83.5        | 95.6        | 90.1        | 89.2        |
| <b>Gender</b>           |             |             |             |             |             |             |             |             |             |             |             |             |
| Male                    | 44.5        | 44.9        | 47.4        | 46.0        | 46.3        | 47.4        | 51.3        | 50.3        | 57.8        | 59.4        | 57.3        | 56.6        |
| Female                  | 50.3        | 51.0        | 54.8        | 53.7        | 53.4        | 54.0        | 56.3        | 59.3        | 61.8        | 63.3        | 63.7        | 64.3        |
| <b>Total</b>            | <b>47.4</b> | <b>47.9</b> | <b>51.1</b> | <b>49.9</b> | <b>49.9</b> | <b>50.7</b> | <b>53.8</b> | <b>54.8</b> | <b>59.8</b> | <b>61.3</b> | <b>60.5</b> | <b>60.4</b> |

**Table 27: Percentage of 5-6-year-olds with disabilities attending educational institutions, 2012-2023**

|                         | 2012        | 2013        | 2014        | 2015        | 2016        | 2017        | 2018        | 2019        | 2020        | 2021        | 2022        | 2023        |
|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>Province</b>         |             |             |             |             |             |             |             |             |             |             |             |             |
| Western Cape            | 77.0        | 66.0        | 74.3        | 87.0        | 91.7        | 80.9        | 77.6        | 82.6        | 41.1        | 53.2        | 81.2        | 68.6        |
| Eastern Cape            | 91.0        | 95.2        | 93.3        | 95.3        | 93.7        | 92.8        | 83.5        | 86.2        | 79.5        | 90.4        | 90.3        | 96.9        |
| Northern Cape           | 72.7        | 88.6        | 85.8        | 78.4        | 93.3        | 85.7        | 75.5        | 75.2        | 58.7        | 80.3        | 87.4        | 81.2        |
| Free State              | 89.1        | 80.0        | 90.7        | 84.0        | 94.6        | 90.3        | 100.0       | 89.4        | 27.3        | 84.2        | 100         | 91          |
| KwaZulu-Natal           | 82.0        | 85.0        | 90.3        | 84.3        | 79.6        | 79.7        | 89.3        | 89.5        | 64.5        | 69.1        | 68.8        | 90          |
| North West              | 92.9        | 88.7        | 81.0        | 86.7        | 94.0        | 85.8        | 85.3        | 85.7        | 64.7        | 84.4        | 71.2        | 82.3        |
| Gauteng                 | 88.9        | 90.4        | 81.6        | 85.4        | 91.3        | 93.1        | 90.6        | 83.2        | 58.5        | 86.9        | 75.5        | 87.7        |
| Mpumalanga              | 89.9        | 82.6        | 81.0        | 70.1        | 75.7        | 67.0        | 65.6        | 80.1        | 81.8        | 65.7        | 89.9        | 86          |
| Limpopo                 | 96.3        | 94.8        | 90.7        | 94.2        | 93.9        | 98.3        | 98.9        | 97.6        | 54.8        | 93.2        | 93.7        | 94          |
| <b>Population group</b> |             |             |             |             |             |             |             |             |             |             |             |             |
| African/Black           | 89.1        | 89.9        | 88.8        | 87.5        | 89.5        | 87.5        | 88.8        | 87.9        | 66.1        | 83.8        | 81.7        | 88.1        |
| Coloured                | 71.8        | 65.3        | 62.4        | 95.0        | 84.0        | 70.5        | 79.6        | 72.6        | 41.9        | 76.2        | 84.9        | 70.9        |
| Indian/Asian            | n/a         | n/a         | n/a         | n/a         | n/a         | n/a         | n/a         | n/a         | n/a         | n/a         | 60.7        | 100         |
| White                   | 91.7        | 74.9        | 75.0        | 84.1        | 100.0       | 95.3        | 82.2        | 100.0       | 19.6        | 100         | 100         | 100         |
| <b>Gender</b>           |             |             |             |             |             |             |             |             |             |             |             |             |
| Male                    | 86.0        | 87.7        | 85.9        | 86.4        | 91.2        | 88.0        | 87.4        | 86.2        | 57.7        | 80.4        | 84.4        | 90.8        |
| Female                  | 90.5        | 88.0        | 87.4        | 88.9        | 87.4        | 86.0        | 88.3        | 87.7        | 60.8        | 75.5        | 79          | 84.6        |
| <b>Total</b>            | <b>88.1</b> | <b>87.8</b> | <b>86.7</b> | <b>87.7</b> | <b>89.3</b> | <b>87.0</b> | <b>87.8</b> | <b>86.9</b> | <b>59.1</b> | <b>78.1</b> | <b>81.9</b> | <b>87.9</b> |

**Table 28: Percentage of 7-15-year-olds with disabilities attending educational institutions, 2012-2023**

|                         | 2012        | 2013        | 2014        | 2015        | 2016        | 2017        | 2018        | 2019        | 2020      | 2021        | 2022        | 2023        |
|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------|-------------|-------------|-------------|
| <b>Province</b>         |             |             |             |             |             |             |             |             |           |             |             |             |
| Western Cape            | 87.5        | 95.6        | 94.7        | 85.4        | 88.8        | 95.2        | 100.0       | 93.5        | 92.7      | 93.4        | 81.7        | 85.2        |
| Eastern Cape            | 88.9        | 90.1        | 95.2        | 91.0        | 89.7        | 83.8        | 85.7        | 88.9        | 88        | 84.9        | 86.2        | 88.1        |
| Northern Cape           | 98.0        | 90.7        | 98.8        | 83.0        | 89.2        | 88.8        | 83.6        | 92.2        | 100       | 100         | 95.2        | 88.6        |
| Free State              | 94.8        | 91.1        | 89.2        | 85.2        | 81.8        | 91.8        | 95.5        | 91.6        | 89.5      | 84.8        | 92.5        | 95.7        |
| KwaZulu-Natal           | 96.1        | 91.6        | 95.3        | 83.5        | 89.3        | 81.6        | 77.2        | 89.0        | 81.4      | 83.1        | 89          | 90.4        |
| North West              | 96.5        | 97.7        | 93.9        | 92.2        | 92.5        | 97.2        | 100.0       | 98.4        | 94.7      | 87.9        | 97.7        | 90.3        |
| Gauteng                 | 87.2        | 96.8        | 92.8        | 96.5        | 95.4        | 97.8        | 89.8        | 96.3        | 97.1      | 93.2        | 93.7        | 89.3        |
| Mpumalanga              | 95.5        | 92.1        | 92.1        | 98.0        | 80.8        | 92.3        | 97.3        | 94.0        | 92.2      | 95.1        | 81.5        | 93.4        |
| Limpopo                 | 87.7        | 86.7        | 93.6        | 94.6        | 95.6        | 99.4        | 97.7        | 94.8        | 93.6      | 97          | 89.6        | 87.6        |
| <b>Population group</b> |             |             |             |             |             |             |             |             |           |             |             |             |
| African/Black           | 92.8        | 92.4        | 93.7        | 91.2        | 92.1        | 91.9        | 91.1        | 93.6        | 92        | 91.2        | 90.3        | 90.9        |
| Coloured                | 86.7        | 92.6        | 94.0        | 84.8        | 88.8        | 90.3        | 92.8        | 91.1        | 90.1      | 100         | 92.2        | 68.3        |
| Indian/Asian            |             | 86.9        | 100.0       | 77.7        | 100.0       | 100.0       | 100.0       | 100.0       | 100       | 100         | 56.5        | 0           |
| White                   | 92.4        | 96.6        | 100.0       | 89.1        | 82.8        | 100.0       | 97.7        | 100.0       | 100       | 74.3        | 100         | 100         |
| <b>Gender</b>           |             |             |             |             |             |             |             |             |           |             |             |             |
| Male                    | 91.5        | 90.7        | 93.2        | 91.4        | 89.7        | 93.4        | 90.3        | 93.8        | 90.9      | 90.1        | 85.5        | 88.5        |
| Female                  | 93.5        | 94.6        | 94.5        | 90.0        | 93.4        | 91.1        | 93.5        | 93.3        | 93.3      | 92.5        | 93.7        | 91.9        |
| <b>Total</b>            | <b>92.4</b> | <b>92.5</b> | <b>93.8</b> | <b>90.7</b> | <b>91.5</b> | <b>92.3</b> | <b>91.8</b> | <b>93.6</b> | <b>92</b> | <b>91.2</b> | <b>90.1</b> | <b>89.9</b> |

**Table 29: Percentage of 16-18-year-olds with disabilities attending educational institutions, 2012-2023**

|                         | 2012        | 2013        | 2014        | 2015        | 2016        | 2017        | 2018        | 2019        | 2020        | 2021        | 2022        | 2023        |
|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>Province</b>         |             |             |             |             |             |             |             |             |             |             |             |             |
| Western Cape            | 82.4        | 87.6        | 66.1        | 67.6        | 44.1        | 72.8        | 24.1        | 60.9        |             | 68.7        | 63.1        | 54          |
| Eastern Cape            | 40.2        | 34.5        | 16.9        | 67.7        | 52.0        | 64.1        | 34.8        | 41.7        | 38.2        | 100         | 50.9        | 50.7        |
| Northern Cape           | 73.8        | 49.2        | 100.0       | 72.5        | 39.2        | 0.0         | 53.6        | 54.8        | 60.7        | 42.6        | 54.9        | 75          |
| Free State              | 89.5        | 88.8        | 81.9        | 100.0       | 72.1        | 100.0       | 89.6        | 100.0       | 100         | 100         | 53          | 100         |
| KwaZulu-Natal           | 69.3        | 74.2        | 62.2        | 75.6        | 76.6        | 75.5        | 72.0        | 30.0        | 69.6        | 24          | 51.6        | 83.3        |
| North West              | 50.4        | 78.0        | 72.0        | 15.5        | 63.4        | 40.0        | 60.4        | 100.0       | 100         | 100         | 68.1        | 70.2        |
| Gauteng                 | 74.4        | 92.1        | 90.0        | 78.1        | 90.1        | 63.8        | 100.0       | 89.6        | 75.1        | 100         | 83.5        | 70.6        |
| Mpumalanga              | 85.7        | 58.5        | 34.8        | 46.1        | 62.2        | 65.8        | 100.0       | 72.0        |             | 56.9        | 82.3        | 39.4        |
| Limpopo                 | 87.5        | 43.9        | 18.8        | 68.3        | 62.6        | 61.9        | 87.4        | 81.0        | 100         | 65.5        | 83          | 34.3        |
| <b>Population group</b> |             |             |             |             |             |             |             |             |             |             |             |             |
| African/Black           | 62.4        | 67.1        | 53.6        | 67.6        | 68.8        | 62.7        | 75.8        | 60.2        | 70.8        | 71.8        | 69.2        | 69.5        |
| Coloured                | 76.2        | 82.6        | 37.3        | 100.0       | 47.3        | 66.5        | 30.5        | 60.0        | 100         | 23.6        | 48.9        | 58.7        |
| White                   | 80.4        | 94.1        | 100.0       | 71.6        | 100.0       | 100.0       | 100.0       | 100.0       |             |             | 0           |             |
| <b>Gender</b>           |             |             |             |             |             |             |             |             |             |             |             |             |
| Male                    | 71.0        | 73.6        | 51.9        | 80.2        | 78.2        | 58.5        | 73.0        | 67.8        | 66.1        | 67.8        | 61          | 64          |
| Female                  | 63.1        | 65.5        | 58.0        | 59.7        | 53.4        | 71.5        | 69.8        | 54.7        | 77.6        | 69.9        | 70.6        | 72.2        |
| <b>Total</b>            | <b>66.7</b> | <b>70.3</b> | <b>54.4</b> | <b>68.6</b> | <b>66.5</b> | <b>64.3</b> | <b>71.5</b> | <b>61.0</b> | <b>71.8</b> | <b>68.8</b> | <b>65.4</b> | <b>68.6</b> |

**Table 30: Percentage of 7-15-year-olds who are not attending educational institutions, 2013-2023**

|                          | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|--------------------------|------|------|------|------|------|------|------|------|------|------|------|
| <b>Province</b>          |      |      |      |      |      |      |      |      |      |      |      |
| Western Cape             | 1.9  | 1.3  | 1.4  | 1.7  | 1.8  | 1.6  | 2.3  | 4.5  | 1.4  | 2    | 2.3  |
| Eastern Cape             | 1.9  | 1.1  | 1.4  | 1    | 1.9  | 1    | 1.4  | 2.6  | 3.1  | 1.6  | 1.2  |
| Northern Cape            | 1.1  | 0.7  | 2    | 1.6  | 2.1  | 3    | 2.3  | 1.3  | 3.6  | 1.5  | 3.4  |
| Free State               | 1.6  | 1.9  | 2.1  | 1.5  | 0.8  | 0.3  | 0.8  | 1.8  | 1    | 1.1  | 0.9  |
| KwaZulu-Natal            | 1.4  | 0.9  | 1.3  | 1    | 0.8  | 1.2  | 1.2  | 3.4  | 1.4  | 1.6  | 0.8  |
| North West               | 1.7  | 1.9  | 3    | 2.4  | 1.9  | 0.7  | 1.3  | 1.6  | 2.6  | 1.4  | 1.2  |
| Gauteng                  | 0.5  | 0.8  | 0.4  | 0.8  | 0.5  | 1.1  | 1.6  | 1.4  | 1.3  | 1.4  | 1.4  |
| Mpumalanga               | 0.8  | 0.8  | 0.7  | 1.3  | 1    | 0.6  | 0.8  | 1.9  | 0.5  | 0.7  | 1.2  |
| Limpopo                  | 0.8  | 0.6  | 0.6  | 0.4  | 0.1  | 0.6  | 1.7  | 2.1  | 0.9  | 0.9  | 1.2  |
| <b>Population group</b>  |      |      |      |      |      |      |      |      |      |      |      |
| African/Black            | 1.1  | 1.1  | 1.2  | 1.1  | 1    | 0.9  | 1.2  | 2.2  | 1.6  | 1.4  | 1.1  |
| Coloured                 | 3.1  | 1.2  | 1.5  | 2.2  | 2.3  | 2.1  | 3.2  | 4.1  | 1.6  | 2    | 3.1  |
| Indian/Asian             | 0.3  | 0.3  | 0.7  | 0    | 0    | 0.7  | 3.8  | 0    | 0    | 1.5  | 4.5  |
| White                    | 1    | 0.2  | 0.5  | 0.7  | 0.4  | 0.8  | 2.3  | 4.9  | 0.7  | 0.5  | 0.2  |
| <b>Gender</b>            |      |      |      |      |      |      |      |      |      |      |      |
| Male                     | 1.4  | 1.2  | 1.2  | 1.2  | 1.1  | 1.1  | 1.7  | 2.4  | 1.5  | 1.6  | 1.5  |
| Female                   | 1.1  | 0.9  | 1.2  | 1.1  | 0.9  | 0.9  | 1.2  | 2.5  | 1.7  | 1.2  | 1.1  |
| <b>Geographical area</b> |      |      |      |      |      |      |      |      |      |      |      |
| Urban                    |      |      | 1.2  | 1.2  | 1    | 1.2  | 1.4  | 2    | 1.2  | 1.6  | 1.5  |
| Traditional              |      |      | 1    | 1    | 1    | 0.8  | 1.2  | 2.6  | 2.1  | 1.1  | 0.9  |
| Farms                    |      |      | 2.6  | 1.8  | 0.9  | 1.3  | 1.8  | 7.6  | 1.9  | 1    | 1.8  |
| <b>Total</b>             |      |      | 1.2  | 1.1  | 1    | 1    | 1.3  | 2.4  | 1.6  | 1.4  | 1.3  |

**Table 31: Percentage of 16-18-year-olds who are not attending educational institutions, 2013-2023**

|                          | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|--------------------------|------|------|------|------|------|------|------|------|------|------|------|
| <b>Province</b>          |      |      |      |      |      |      |      |      |      |      |      |
| Western Cape             | 17.5 | 16.7 | 25   | 20.2 | 18   | 15.8 | 15.4 | 9.9  | 11.1 | 16.8 | 15.9 |
| Eastern Cape             | 14   | 15.7 | 14.9 | 17   | 12.7 | 12.4 | 11.5 | 6.8  | 7    | 8.3  | 12   |
| Northern Cape            | 15.1 | 19.4 | 23.5 | 28.2 | 23   | 14.8 | 20.8 | 15.6 | 10.2 | 15   | 18.3 |
| Free State               | 13   | 7.5  | 8.6  | 12.8 | 9.3  | 8.3  | 10.8 | 6.1  | 11   | 10.6 | 9.6  |
| KwaZulu-Natal            | 8.5  | 9.2  | 11.8 | 10.3 | 8.7  | 7.2  | 9.7  | 8.2  | 10.7 | 6.8  | 8.9  |
| North West               | 14.1 | 17.3 | 12.7 | 14.4 | 18   | 18.8 | 11.1 | 3.9  | 10.5 | 11.9 | 12.9 |
| Gauteng                  | 10.1 | 8.3  | 11.2 | 8.4  | 6.6  | 6.8  | 8    | 7.4  | 7.9  | 7.4  | 8    |
| Mpumalanga               | 12.8 | 11.5 | 10.6 | 9.6  | 7.9  | 9    | 9.7  | 3    | 6.9  | 5.8  | 8.5  |
| Limpopo                  | 4.4  | 6.2  | 5.8  | 3.9  | 3.8  | 6.1  | 5.9  | 6.4  | 6.7  | 6.1  | 5.5  |
| <b>Population group</b>  |      |      |      |      |      |      |      |      |      |      |      |
| African/Black            | 10.2 | 10.3 | 11.3 | 11.2 | 9.2  | 8.9  | 9.2  | 7.1  | 9.3  | 7.9  | 9.2  |
| Coloured                 | 22.2 | 24.8 | 28.9 | 22.8 | 22.6 | 18.9 | 23.5 | 12.9 | 13.1 | 20.3 | 21.1 |
| Indian/Asian             | 10.2 | 8.3  | 18.4 | 6.7  | 3.1  | 5.5  | 9    | 0    | 0    | 11.1 | 6.2  |
| White                    | 6.6  | 1.8  | 6.4  | 4.8  | 4.1  | 9.1  | 3.2  | 1.7  | 0    | 3.7  | 4.1  |
| <b>Gender</b>            |      |      |      |      |      |      |      |      |      |      |      |
| Male                     | 10.3 | 10.9 | 12.5 | 11.8 | 10.2 | 9    | 9.7  | 6.7  | 8.8  | 9.8  | 9.8  |
| Female                   | 11.6 | 11.4 | 12.9 | 11.8 | 9.8  | 10.6 | 10.5 | 7.7  | 9.1  | 7.9  | 10   |
| <b>Geographical area</b> |      |      |      |      |      |      |      |      |      |      |      |
| Urban                    |      | 9.7  | 13.5 | 12.5 | 10.5 | 9.8  | 10.1 | 7.1  | 8.4  | 9.2  | 8.1  |
| Traditional              |      | 15.9 | 10.2 | 9.8  | 8.3  | 9    | 9.1  | 7.2  | 8.9  | 7.3  | 7.7  |
| Farms                    |      |      | 30.7 | 23.3 | 20.5 | 15.1 | 23.6 | 7.4  | 18.7 | 19   | 12.2 |
| <b>Total</b>             | 11.0 | 11.2 | 12.7 | 11.8 | 10.0 | 9.8  | 10.1 | 7.2  | 8.9  | 8.8  | 8.1  |

**Table 32: Percentage of learners not attending the nearest institution, 2010-2019**

|                         | 2010        | 2011        | 2012        | 2013        | 2014        | 2015        | 2016        | 2017        | 2018        | 2019        |
|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>Province</b>         |             |             |             |             |             |             |             |             |             |             |
| Western Cape            | 24.0        | 29.0        | 22.7        | 22.0        | 21.1        | 20.4        | 22.9        | 24.5        | 24.5        | 22.3        |
| Eastern Cape            | 12.9        | 14.9        | 13.1        | 11.8        | 11.5        | 11.7        | 10.9        | 10.8        | 11.0        | 15.0        |
| Northern Cape           | 14.8        | 18.1        | 12.7        | 13.7        | 11.3        | 11.5        | 13.2        | 14.7        | 14.6        | 16.5        |
| Free State              | 17.8        | 17.1        | 16.1        | 15.5        | 16.2        | 17.8        | 20.2        | 16.0        | 15.1        | 17.4        |
| KwaZulu-Natal           | 11.2        | 18.5        | 11.0        | 11.7        | 11.3        | 11.7        | 10.8        | 11.4        | 12.5        | 13.5        |
| North West              | 16.7        | 21.8        | 15.3        | 17.2        | 15.0        | 16.2        | 15.0        | 16.8        | 13.8        | 14.0        |
| Gauteng                 | 22.6        | 24.2        | 22.2        | 19.4        | 17.5        | 21.3        | 21.0        | 21.7        | 19.7        | 20.0        |
| Mpumalanga              | 14.5        | 14.5        | 10.9        | 11.1        | 11.4        | 11.6        | 12.0        | 12.3        | 10.9        | 13.0        |
| Limpopo                 | 12.6        | 12.1        | 11.9        | 11.1        | 11.8        | 11.8        | 11.3        | 11.3        | 12.7        | 11.9        |
| <b>Population group</b> |             |             |             |             |             |             |             |             |             |             |
| African/Black           | 15.4        | 18.2        | 14.2        | 14.1        | 13.6        | 14.8        | 14.8        | 15.0        | 14.9        | 15.9        |
| Coloured                | 19.7        | 22.7        | 19.4        | 16.3        | 15.6        | 17.2        | 17.5        | 17.8        | 15.0        | 16.7        |
| Indian/Asian            | 11.5        | 17.3        | 15.7        | 12.2        | 17.3        | 15.2        | 11.5        | 17.0        | 12.0        | 16.4        |
| White                   | 19.9        | 25.0        | 24.1        | 20.5        | 18.2        | 17.4        | 17.4        | 19.4        | 20.3        | 16.2        |
| <b>Gender</b>           |             |             |             |             |             |             |             |             |             |             |
| Male                    | 15.5        | 18.1        | 14.7        | 14.3        | 13.8        | 14.5        | 15.1        | 15.0        | 14.4        | 15.1        |
| Female                  | 16.5        | 19.8        | 15.8        | 15.0        | 14.4        | 15.7        | 15.0        | 16.0        | 15.8        | 16.8        |
| <b>Total</b>            | <b>16.0</b> | <b>18.9</b> | <b>15.2</b> | <b>14.6</b> | <b>14.1</b> | <b>15.1</b> | <b>15.1</b> | <b>15.5</b> | <b>15.1</b> | <b>16.0</b> |

**Table 33: Percentage of learners who indicated they were absent in the past 5 days, 2010-2023**

|                         | 2010        | 2011       | 2012       | 2013       | 2014       | 2015       | 2016       | 2017       | 2018       | 2019       | 2022       | 2023       |
|-------------------------|-------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| <b>Province</b>         |             |            |            |            |            |            |            |            |            |            |            |            |
| Western Cape            | 18.6        | 9.5        | 9.7        | 7.3        | 9.9        | 8.8        | 7.7        | 6.7        | 5.7        | 4.9        | 6.2        | 4.8        |
| Eastern Cape            | 26.8        | 6.2        | 9.9        | 6.3        | 5.9        | 4.8        | 6.2        | 4.7        | 5.1        | 4.1        | 6.4        | 7.2        |
| Northern Cape           | 21.8        | 7.5        | 10.1       | 7.5        | 7.9        | 5.3        | 9.2        | 8.1        | 11.1       | 11.1       | 10.3       | 7.6        |
| Free State              | 24.4        | 5.3        | 8.7        | 5.4        | 5.3        | 4.1        | 4.3        | 5.4        | 4.4        | 4.6        | 4.3        | 2.4        |
| KwaZulu-Natal           | 42.0        | 8.2        | 10.4       | 7.8        | 8.8        | 10.8       | 4.7        | 4.1        | 4.2        | 3.5        | 5.3        | 5.8        |
| North West              | 27.7        | 8.1        | 10.0       | 9.7        | 7.9        | 8.0        | 5.7        | 6.9        | 9.5        | 11.0       | 10.4       | 6.9        |
| Gauteng                 | 22.0        | 4.6        | 7.0        | 4.5        | 7.4        | 6.2        | 6.9        | 6.2        | 7.1        | 6.4        | 5.5        | 3.5        |
| Mpumalanga              | 25.8        | 5.7        | 7.2        | 5.8        | 6.0        | 7.7        | 6.3        | 6.3        | 5.9        | 5.0        | 6.4        | 4.6        |
| Limpopo                 | 36.5        | 4.8        | 4.3        | 6.5        | 6.5        | 5.3        | 6.3        | 3.2        | 2.6        | 4.3        | 3.1        | 1          |
| <b>Population group</b> |             |            |            |            |            |            |            |            |            |            |            |            |
| African/Black           | 32.0        | 6.2        | 8.2        | 6.7        | 7.4        | 7.2        | 5.9        | 5.2        | 5.4        | 5.1        | 5.7        | 4.6        |
| Coloured                | 17.2        | 10.0       | 8.9        | 6.6        | 10.2       | 8.7        | 10.3       | 7.5        | 6.7        | 7.9        | 7.1        | 6.4        |
| Indian/Asian            | 32.8        | 13.1       | 21.4       | 7.0        | 2.4        | 6.5        | 3.8        | 1.2        | 7.5        | 2.4        | 5.5        | 3.4        |
| White                   | 14.0        | 4.4        | 7.2        | 4.8        | 3.9        | 5.2        | 3.9        | 3.6        | 4.7        | 4.1        | 3.8        | 1.5        |
| <b>Gender</b>           |             |            |            |            |            |            |            |            |            |            |            |            |
| Male                    | 30.0        | 6.6        | 8.6        | 7.1        | 7.7        | 7.2        | 5.9        | 4.9        | 5.5        | 5.4        | 5.3        | 4.5        |
| Female                  | 29.7        | 6.5        | 8.3        | 6.0        | 7.1        | 7.3        | 6.3        | 5.5        | 5.5        | 5.1        | 6.1        | 4.7        |
| <b>Total</b>            | <b>29.8</b> | <b>6.5</b> | <b>8.5</b> | <b>6.6</b> | <b>7.4</b> | <b>7.2</b> | <b>6.1</b> | <b>5.2</b> | <b>5.5</b> | <b>5.3</b> | <b>5.7</b> | <b>4.6</b> |

**Table 34: Percentage of learners attending school who are orphans, 2012-2023**

|                         | 2012       | 2013       | 2014       | 2015       | 2016       | 2017       | 2018       | 2019       | 2020       | 2021     | 2022       | 2023     |
|-------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|----------|------------|----------|
| <b>Province</b>         |            |            |            |            |            |            |            |            |            |          |            |          |
| Western Cape            | 1.8        | 1.6        | 1.1        | 1.4        | 1.7        | 0.7        | 0.6        | 1.6        | 1.4        | 2.4      | 2.2        | 1.8      |
| Eastern Cape            | 8.6        | 7.2        | 5.3        | 5.9        | 5.6        | 6.1        | 4.3        | 6.1        | 5.4        | 6.2      | 4.4        | 3.3      |
| Northern Cape           | 4.7        | 5.3        | 4.2        | 3.6        | 3.2        | 3.0        | 3.3        | 4.0        | 3.8        | 3.4      | 3.1        | 3.5      |
| Free State              | 8.3        | 9.4        | 7.2        | 4.4        | 5.3        | 4.9        | 5.6        | 4.3        | 3.2        | 4.8      | 3.6        | 3.3      |
| KwaZulu-Natal           | 8.7        | 8.4        | 6.5        | 6.3        | 5.9        | 5.2        | 4.5        | 5.1        | 4.3        | 4.9      | 3.7        | 3.7      |
| North West              | 6.4        | 5.5        | 5.0        | 3.8        | 3.4        | 3.4        | 3.4        | 4.3        | 5.5        | 2.7      | 2.8        | 2.3      |
| Gauteng                 | 3.7        | 3.0        | 3.5        | 3.0        | 3.3        | 3.2        | 3.3        | 2.1        | 5.6        | 2.6      | 2.8        | 2.3      |
| Mpumalanga              | 5.8        | 6.4        | 5.9        | 5.0        | 5.1        | 5.2        | 4.3        | 4.0        | 4.1        | 3.5      | 2.7        | 3.2      |
| Limpopo                 | 4.0        | 4.3        | 3.2        | 4.2        | 4.4        | 3.3        | 3.2        | 3.4        | 4.5        | 4.6      | 3          | 3.4      |
| <b>Population group</b> |            |            |            |            |            |            |            |            |            |          |            |          |
| African/Black           | 6.9        | 6.6        | 5.3        | 5.1        | 5.0        | 4.6        | 4.1        | 4.3        | 4.8        | 4.4      | 3.5        | 3.3      |
| Coloured                | 1.4        | 0.7        | 1.2        | 1.0        | 1.3        | 0.8        | 0.9        | 1.6        | 1.7        | 1.3      | 1.7        | 1.2      |
| Indian/Asian            | 1.0        | 0.1        | 0.6        | 1.1        | 0.4        | 0.8        | 0.7        | 1.1        | 0          | 0.1      | 0          | 1.5      |
| White                   | 0.1        | 0.3        | 0.1        | 0.3        | 0.0        | 0.2        | 0.0        | 0.4        | 3.8        | 0.5      | 0          | 0.2      |
| <b>Gender</b>           |            |            |            |            |            |            |            |            |            |          |            |          |
| Male                    | 6.2        | 5.9        | 4.8        | 4.5        | 4.3        | 3.9        | 3.5        | 4.1        | 4.6        | 4.2      | 3.4        | 2.9      |
| Female                  | 5.8        | 5.6        | 4.6        | 4.5        | 4.6        | 4.2        | 3.8        | 3.6        | 4.4        | 3.8      | 3          | 3        |
| <b>Total</b>            | <b>6.0</b> | <b>5.7</b> | <b>4.7</b> | <b>4.5</b> | <b>4.5</b> | <b>4.1</b> | <b>3.6</b> | <b>3.9</b> | <b>4.5</b> | <b>4</b> | <b>3.2</b> | <b>3</b> |



**Table 35: Percentage of 5-6-year-olds walking to school for more than 30 minutes a day, 2010 - 2023**

| 5 - 6 year olds         | 2010        | 2011       | 2012       | 2013        | 2014       | 2015       | 2016       | 2017       | 2018       | 2019       | 2022       | 2023       |
|-------------------------|-------------|------------|------------|-------------|------------|------------|------------|------------|------------|------------|------------|------------|
| <b>Province</b>         |             |            |            |             |            |            |            |            |            |            |            |            |
| Western Cape            | 2.5         | 0.7        | 0.8        | 1.1         | 1.3        | 0.0        | 0.5        | 0.0        | 0.0        | 0.0        | 0          | 1.4        |
| Eastern Cape            | 11.9        | 9.2        | 6.4        | 10.2        | 11.1       | 9.2        | 6.4        | 5.9        | 7.4        | 3.6        | 3.5        | 8.9        |
| Northern Cape           | 0.9         | 2.7        | 6.3        | 11.0        | 2.6        | 0.8        | 4.9        | 0.0        | 1.3        | 5.0        | 4.9        | 3.3        |
| Free State              | 6.8         | 4.6        | 4.6        | 3.0         | 4.8        | 6.5        | 7.1        | 2.9        | 5.7        | 3.0        | 3.6        | 6.3        |
| KwaZulu-Natal           | 18.7        | 20.1       | 20.0       | 19.7        | 19.0       | 17.8       | 14.3       | 15.1       | 17.9       | 11.6       | 9.5        | 14.6       |
| North West              | 7.6         | 9.3        | 9.7        | 9.6         | 7.5        | 9.8        | 14.3       | 5.3        | 0.0        | 4.7        | 8.8        | 6.4        |
| Gauteng                 | 2.9         | 1.2        | 2.0        | 8.0         | 3.7        | 3.6        | 4.5        | 2.2        | 0.8        | 1.7        | 2.3        | 2          |
| Mpumalanga              | 4.9         | 7.0        | 5.2        | 6.3         | 2.8        | 3.9        | 7.2        | 4.9        | 6.1        | 3.1        | 12.4       | 12.2       |
| Limpopo                 | 10.7        | 6.8        | 9.6        | 4.8         | 6.2        | 7.5        | 6.6        | 4.6        | 7.3        | 6.0        | 2.5        | 3.5        |
| <b>Population group</b> |             |            |            |             |            |            |            |            |            |            |            |            |
| African/Black           | 11.0        | 9.7        | 9.7        | 10.8        | 9.3        | 8.9        | 8.3        | 6.6        | 7.6        | 5.5        | 5.7        | 7.6        |
| Coloured                | 0.9         | 1.3        | 0.2        | 1.3         | 1.4        | 0.0        | 2.2        | 0.0        | 0.0        | 1.1        | 0.6        | 4.1        |
| Indian/Asian            | 0.0         | 0.0        | 0.0        | 0.0         | 8.2        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0          | 0          |
| White                   | 0.0         | 0.0        | 0.0        | 0.0         | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0          | 0          |
| <b>Gender</b>           |             |            |            |             |            |            |            |            |            |            |            |            |
| Male                    | 8.2         | 8.8        | 9.2        | 8.2         | 8.9        | 9.5        | 8.6        | 6.5        | 7.6        | 5.6        | 6          | 8.1        |
| Female                  | 12.4        | 9.4        | 8.8        | 11.8        | 8.6        | 7.0        | 7.0        | 5.5        | 6.3        | 4.6        | 4.6        | 6.3        |
| <b>Total</b>            | <b>10.3</b> | <b>9.1</b> | <b>9.0</b> | <b>10.0</b> | <b>8.7</b> | <b>8.2</b> | <b>7.8</b> | <b>6.0</b> | <b>7.0</b> | <b>5.1</b> | <b>5.3</b> | <b>7.2</b> |

**Table 36: Percentage of 7-15-year-olds walking to school for more than 30 minutes a day, 2010 - 2023**

| 7 - 15 year olds        | 2010        | 2011        | 2012        | 2013        | 2014        | 2015      | 2016        | 2017      | 2018        | 2019       | 2022        | 2023        |
|-------------------------|-------------|-------------|-------------|-------------|-------------|-----------|-------------|-----------|-------------|------------|-------------|-------------|
| <b>Province</b>         |             |             |             |             |             |           |             |           |             |            |             |             |
| Western Cape            | 2.6         | 3.1         | 1.8         | 3           | 1.2         | 1         | 3.7         | 1.6       | 0.7         | 1.4        | 1.8         | 1.6         |
| Eastern Cape            | 16.3        | 13          | 13.1        | 17.3        | 13.5        | 14.2      | 11.5        | 11.4      | 11.2        | 9.4        | 10.2        | 14.4        |
| Northern Cape           | 3.9         | 5.4         | 9.1         | 9.8         | 9.5         | 9.3       | 7           | 5.7       | 4.2         | 5.9        | 9.2         | 6.2         |
| Free State              | 10.9        | 9.8         | 7.8         | 9.7         | 7.8         | 8.8       | 8.5         | 8         | 8.3         | 8.8        | 8.1         | 11.2        |
| KwaZulu-Natal           | 26.5        | 24.6        | 23.7        | 24          | 23.3        | 23.3      | 21.3        | 20.9      | 21.4        | 19.5       | 21.6        | 19.4        |
| North West              | 11.6        | 14.6        | 15.5        | 12          | 10.1        | 11.2      | 11.1        | 11        | 10.9        | 8.1        | 12.6        | 14.5        |
| Gauteng                 | 6           | 5.4         | 5.4         | 6.9         | 3.8         | 4.5       | 6.5         | 4.8       | 3.6         | 3.8        | 4.7         | 3.8         |
| Mpumalanga              | 12.5        | 7.8         | 9.5         | 7.6         | 7.4         | 6.3       | 9           | 9.6       | 7.8         | 10.7       | 15.7        | 15.3        |
| Limpopo                 | 14.8        | 12.3        | 12.2        | 9.6         | 9.9         | 10        | 9.8         | 8.6       | 9.2         | 7.3        | 5.8         | 8.7         |
| <b>Population group</b> |             |             |             |             |             |           |             |           |             |            |             |             |
| African/Black           | 16          | 14.3        | 14.3        | 14.6        | 12.7        | 13.2      | 12.6        | 11.9      | 11.5        | 10.5       | 11.8        | 12.5        |
| Coloured                | 2.7         | 2.2         | 1.4         | 3.8         | 1.7         | 0.9       | 3.1         | 2         | 0.7         | 1.6        | 2.9         | 1.5         |
| Indian/Asian            | 2.4         | 0.7         | 0           | 0           | 2           | 1.1       | 1.4         | 0         | 0           | 0          | 0           | 0           |
| White                   | 4.6         | 0           | 4.4         | 0           | 2.1         | 0         | 1.1         | 0         | 3.2         | 13.4       | 0           | 0           |
| <b>Gender</b>           |             |             |             |             |             |           |             |           |             |            |             |             |
| Male                    | 14.5        | 13.1        | 12.9        | 12.5        | 11.4        | 12        | 12          | 10.8      | 11          | 9.6        | 10.7        | 11.6        |
| Female                  | 15          | 13.1        | 13.3        | 14.5        | 12.1        | 12        | 11.3        | 11.2      | 10.1        | 10.1       | 11.5        | 11.6        |
| <b>Total</b>            | <b>14.8</b> | <b>13.1</b> | <b>13.1</b> | <b>13.5</b> | <b>11.7</b> | <b>12</b> | <b>11.7</b> | <b>11</b> | <b>10.6</b> | <b>9.8</b> | <b>11.1</b> | <b>11.6</b> |

**Table 37: Percentage of 16-18-year-olds walking to school for more than 30 minutes a day, 2010 - 2023**

| 16 - 18 year olds       | 2010        | 2011        | 2012        | 2013      | 2014      | 2015      | 2016        | 2017        | 2018        | 2019        | 2022        | 2023        |
|-------------------------|-------------|-------------|-------------|-----------|-----------|-----------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>Province</b>         |             |             |             |           |           |           |             |             |             |             |             |             |
| Western Cape            | 4.8         | 1.5         | 2.1         | 6.4       | 0.8       | 1.3       | 9.6         | 1.4         | 2           | 5           | 4.3         | 7.6         |
| Eastern Cape            | 21.5        | 16.5        | 22.2        | 26.8      | 19.8      | 22.3      | 16.2        | 20.2        | 17.9        | 18.6        | 18.2        | 21          |
| Northern Cape           | 7.3         | 8.5         | 8.2         | 6.3       | 10.8      | 14.6      | 7.3         | 9.7         | 9.9         | 10.2        | 7.7         | 20.2        |
| Free State              | 15          | 14.1        | 13.4        | 12.1      | 14.5      | 11        | 11.7        | 11.3        | 10.8        | 19.5        | 15          | 14.5        |
| KwaZulu-Natal           | 34.7        | 29.7        | 30.4        | 33.1      | 33.9      | 33.1      | 30.5        | 34.5        | 33.2        | 28.8        | 27.9        | 22.2        |
| North West              | 19.9        | 24.6        | 22.3        | 21.9      | 12.4      | 20.8      | 16          | 16.2        | 13.1        | 12.9        | 15.6        | 23.1        |
| Gauteng                 | 7           | 7.3         | 11.2        | 9.2       | 9.9       | 10.5      | 9.8         | 9           | 5           | 7.8         | 7.3         | 10          |
| Mpumalanga              | 13.8        | 11.4        | 18.4        | 14.7      | 13.9      | 14.9      | 14.4        | 16.2        | 12          | 12.8        | 27.3        | 22.8        |
| Limpopo                 | 21.5        | 21.2        | 19.5        | 21.1      | 19.9      | 21.3      | 14.5        | 16.5        | 13.9        | 16.4        | 10.2        | 14.7        |
| <b>Population group</b> |             |             |             |           |           |           |             |             |             |             |             |             |
| African/Black           | 21.6        | 19.1        | 21.3        | 22.4      | 20.6      | 21.5      | 18.4        | 19.4        | 17.2        | 17.4        | 17.6        | 17.6        |
| Coloured                | 3.9         | 3           | 1           | 6.3       | 1.4       | 2.6       | 7.7         | 4.7         | 1.7         | 7.3         | 0.5         | 8.6         |
| Indian/Asian            | 5.6         | 10.2        | 0           | 3.3       | 2.1       | 4.1       | 3.6         | 0           | 0           | 0           | 0           | 0           |
| White                   | 0           | 0           | 0           | 16.6      | 7.5       | 1.6       | 0           | 9.1         | 0           | 0           | 11.3        | 34.5        |
| <b>Gender</b>           |             |             |             |           |           |           |             |             |             |             |             |             |
| Male                    | 19.3        | 15.9        | 18.5        | 20.2      | 17.8      | 18.5      | 17.6        | 18.9        | 15.5        | 16.1        | 16.3        | 16.3        |
| Female                  | 21.1        | 19.9        | 20.8        | 21.9      | 20.2      | 21.7      | 17.1        | 17.3        | 16.3        | 17.4        | 16.5        | 18          |
| <b>Total</b>            | <b>20.1</b> | <b>17.9</b> | <b>19.6</b> | <b>21</b> | <b>19</b> | <b>20</b> | <b>17.4</b> | <b>18.2</b> | <b>15.9</b> | <b>16.7</b> | <b>16.4</b> | <b>17.1</b> |

**Table 38: Percentage of learners who experienced violence, corporal punishment or verbal abuse, 2010-2023**

|                         | 2010        | 2011        | 2012        | 2013        | 2014        | 2015        | 2016        | 2017       | 2018       | 2019       | 2022       | 2023       |
|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------|------------|------------|------------|------------|
| <b>Province</b>         |             |             |             |             |             |             |             |            |            |            |            |            |
| Western Cape            | 7.3         | 9.9         | 11.3        | 6.6         | 8.5         | 8.5         | 6.3         | 4.6        | 4.0        | 5.1        | 4.8        | 3.1        |
| Eastern Cape            | 24.5        | 31.1        | 31.0        | 25.0        | 21.7        | 17.6        | 18.9        | 13.1       | 12.3       | 11.5       | 11.9       | 13.1       |
| Northern Cape           | 19.4        | 19.2        | 13.7        | 12.7        | 14.2        | 13.1        | 13.8        | 11.7       | 9.4        | 6.8        | 5.3        | 5.5        |
| Free State              | 17.1        | 21.9        | 19.9        | 18.7        | 13.8        | 15.5        | 18.1        | 15.7       | 13.9       | 10.9       | 10.1       | 7.3        |
| KwaZulu-Natal           | 23.0        | 23.3        | 22.5        | 24.1        | 22.7        | 21.5        | 16.7        | 10.7       | 7.7        | 14.0       | 14.7       | 19.8       |
| North West              | 24.6        | 19.7        | 17.3        | 13.7        | 12.0        | 16.2        | 13.7        | 9.3        | 10.5       | 12.2       | 10.4       | 7.6        |
| Gauteng                 | 8.6         | 8.0         | 6.0         | 5.5         | 5.1         | 4.7         | 4.5         | 3.1        | 3.0        | 4.7        | 3          | 3          |
| Mpumalanga              | 7.2         | 8.7         | 13.8        | 12.2        | 6.6         | 8.6         | 6.9         | 8.0        | 4.8        | 6.2        | 5          | 4.1        |
| Limpopo                 | 9.5         | 19.5        | 16.3        | 12.4        | 11.8        | 12.0        | 9.8         | 5.3        | 5.3        | 3.3        | 2.1        | 1.8        |
| <b>Population group</b> |             |             |             |             |             |             |             |            |            |            |            |            |
| African/Black           | 17.6        | 20.0        | 19.5        | 17.2        | 15.1        | 14.2        | 12.7        | 8.9        | 7.6        | 9.3        | 8.1        | 9          |
| Coloured                | 8.0         | 12.6        | 10.9        | 7.8         | 8.8         | 9.7         | 7.5         | 5.5        | 5.4        | 4.0        | 6.3        | 4.7        |
| Indian/Asian            | 8.8         | 5.9         | 2.1         | 4.2         | 3.6         | 2.6         | 3.7         | 5.1        | 2.4        | 1.6        | 8.9        | 0          |
| White                   | 2.6         | 3.2         | 2.6         | 2.1         | 2.6         | 4.8         | 3.6         | 1.9        | 1.0        | 3.2        | 2          | 2.2        |
| <b>Gender</b>           |             |             |             |             |             |             |             |            |            |            |            |            |
| Male                    | 15.7        | 18.3        | 17.7        | 15.5        | 13.5        | 12.3        | 11.6        | 7.8        | 7.1        | 8.2        | 8          | 8.2        |
| Female                  | 15.7        | 18.0        | 17.1        | 15.2        | 13.9        | 14.1        | 11.8        | 8.5        | 6.9        | 8.8        | 7.5        | 8.3        |
| <b>Total</b>            | <b>15.7</b> | <b>18.2</b> | <b>17.4</b> | <b>15.3</b> | <b>13.7</b> | <b>13.2</b> | <b>11.7</b> | <b>8.2</b> | <b>7.0</b> | <b>8.5</b> | <b>7.7</b> | <b>8.3</b> |

**Table 39: Percentage of learners in public schools benefitting from NSNP, 2012-2023**

|                         | 2012        | 2013        | 2014        | 2015        | 2016        | 2017        | 2018        | 2019        | 2020        | 2021        | 2022        | 2023        |
|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>Province</b>         |             |             |             |             |             |             |             |             |             |             |             |             |
| Western Cape            | 67.7        | 70.0        | 70.3        | 71.5        | 72.7        | 73.3        | 69.7        | 73.1        | 67.9        | 67.5        | 73.3        | 70.4        |
| Eastern Cape            | 88.1        | 90.0        | 90.6        | 91.6        | 92.7        | 93.4        | 92.5        | <b>89.5</b> | 89.7        | 90          | 91.1        | 92.2        |
| Northern Cape           | 91.4        | 87.6        | 89.3        | 92.9        | 93.3        | 92.4        | 90.4        | 86.5        | 84          | 81          | 87.9        | 88.6        |
| Free State              | 82.6        | 82.1        | 83.4        | 86.1        | 87.4        | 86.8        | 87.4        | 85.4        | 87.2        | 87.5        | 82.9        | 84.9        |
| KwaZulu-Natal           | 81.0        | 81.9        | 80.6        | 83.0        | 84.7        | 84.9        | 86.4        | 80.6        | 88.8        | 86          | 86.6        | 91          |
| North West              | 86.9        | 86.6        | 89.2        | 88.4        | 87.5        | 87.8        | 87.6        | 86.6        | 88.8        | 90          | 87.2        | 87.3        |
| Gauteng                 | 63.6        | 66.7        | 73.2        | 75.3        | 77.5        | 75.6        | 76.7        | 72.5        | 78.8        | 73.6        | 73.1        | 75.4        |
| Mpumalanga              | 90.3        | 90.9        | 92.0        | 92.3        | 93.1        | 92.8        | 93.9        | <b>90.5</b> | 92.1        | 92.4        | 91.8        | 92.5        |
| Limpopo                 | 96.6        | 96.7        | 96.8        | 96.6        | 95.6        | 95.2        | 94.4        | <b>91.3</b> | 94.6        | 92.5        | 93.2        | 91.6        |
| <b>Population group</b> |             |             |             |             |             |             |             |             |             |             |             |             |
| African/Black           | 87.7        | 88.2        | 89.3        | 89.9        | 90.7        | 90.1        | 90.0        | 86.7        | 90.7        | 89          | 88.2        | 89.1        |
| Coloured                | 65.4        | 71.3        | 68.3        | 73.0        | 75.8        | 74.8        | 76.8        | 71.7        | 64.2        | 61.5        | 71.9        | 77.2        |
| Indian/Asian            | 19.1        | 18.8        | 10.6        | 28.1        | 20.2        | 26.1        | 31.3        | 27.7        | 52.1        | 37.9        | 29.5        | 40.6        |
| White                   | 9.8         | 9.2         | 13.7        | 16.8        | 20.4        | 16.6        | 13.7        | 16.5        | 17.7        | 9.8         | 19.4        | 8.8         |
| <b>Gender</b>           |             |             |             |             |             |             |             |             |             |             |             |             |
| Male                    | 82.0        | 83.2        | 84.0        | 85.9        | 86.3        | 86.3        | 86.0        | 82.8        | 86.3        | 83.9        | 85.1        | 86          |
| Female                  | 81.8        | 82.5        | 84.0        | 84.8        | 86.2        | 85.6        | 85.9        | 82.6        | 85.4        | 83.9        | 83.8        | 85.1        |
| <b>Total</b>            | <b>81.9</b> | <b>82.8</b> | <b>84.0</b> | <b>85.4</b> | <b>86.3</b> | <b>86.0</b> | <b>85.9</b> | <b>82.7</b> | <b>85.9</b> | <b>83.9</b> | <b>84.5</b> | <b>85.6</b> |

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