General Household Survey

(GHS): Focus on Schooling 2022

Date: March 2024

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

2030 NDP

30 YEARS OF FREEDOM

General Household Survey

(GHS): Focus on Schooling 2022

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ACRONYMS

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

1. INTRODUCTION

The General Household Survey (GHS) is 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 assess its mandate to provide basic education, including adult basic education, to all citizens regardless of geographical or economic factors.

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. 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 the sector plan, "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 Strategic Framework (MTSF).

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 2022. 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 2022 was again about 20,000 households.

Margin of 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. 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).

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. This change in methodology has the potential to affect comparability of responses to certain questions. A major disadvantage of this method is 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, many of the statistics reported here appear remarkably stable compared to previous years. The questionnaires were also somewhat reduced compared to previous years, presumably to keep telephonic interviews to an acceptable time, and this has meant that certain educational statistics are 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, are 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. South Africa has participated in TIMSS since 1995 and the latest round of assessment was conducted in 2019. The 2019 result showed that there has been a substantive improvement in the Mathematics and Science performance of Grade 9 learners. In 2003, merely 10.5% of Grade 9 learners performed at or above a minimum proficiency level in Mathematics, whereas in 2019 this has increased to 41%. The PIRLS results between 2006 and 2016 similarly showed that South Africa is at a fast rate of improvement by international standards and had the steepest improvement after Morocco and Oman (Gustafsson, 2020).

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 turns out that these areas were not in fact significantly negatively 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 results.

The results from the National Senior Certificate (NSC) examinations of 2020, 2021 and 2022 attest to the higher participation of older learners in school during the pandemic. Although the NSC pass rates were slightly lower in 2020 and 2021 than in 2019, there were more candidates, more passes and more bachelor 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, perhaps reveals 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. It should also be noted that grade 12 was least affected by school closures and that government implemented an unusually intensive set of support interventions in an attempt to give these learners the best chance of a fair opportunity in the NSC examinations. There was however an increase in grade repetition rates in 2022, 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) have all pointed to substantial learning losses. The Early Grade Reading Study (EGRS) data from the North West 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. These negative impacts on early learning outcomes 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.

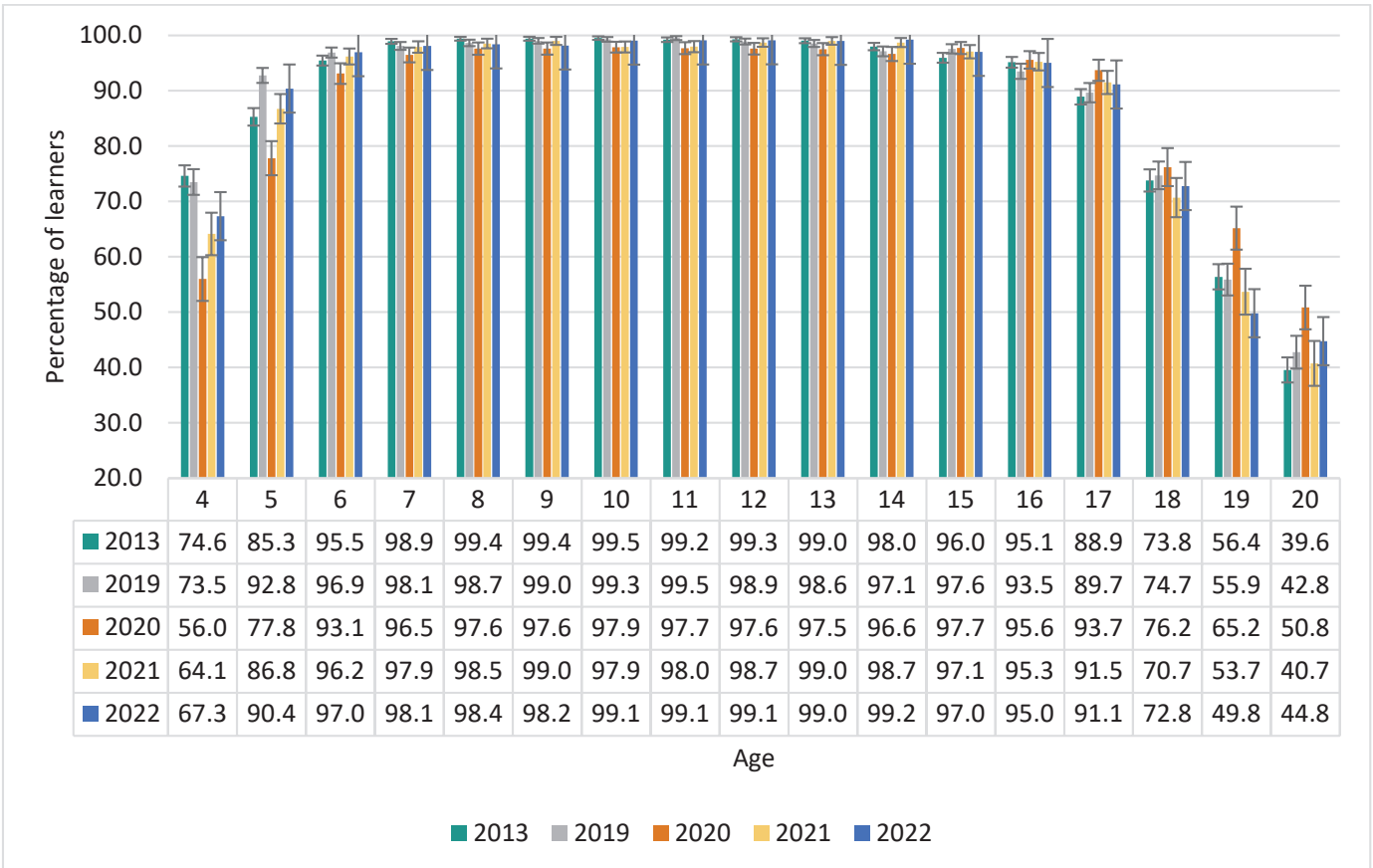
5. PARTICIPATION IN EDUCATION INSTITUTIONS

Figure 1 shows Age-Specific Enrolment Rates (ASER) by single age group for 2013, 2019, 2020, 2021 and 2022. It is evident that participation in educational institutions increased between 2013 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 2020-2022 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 2022 to levels similar to 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 and further recovery in 2022. 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 a 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 a large number of them will not employed.

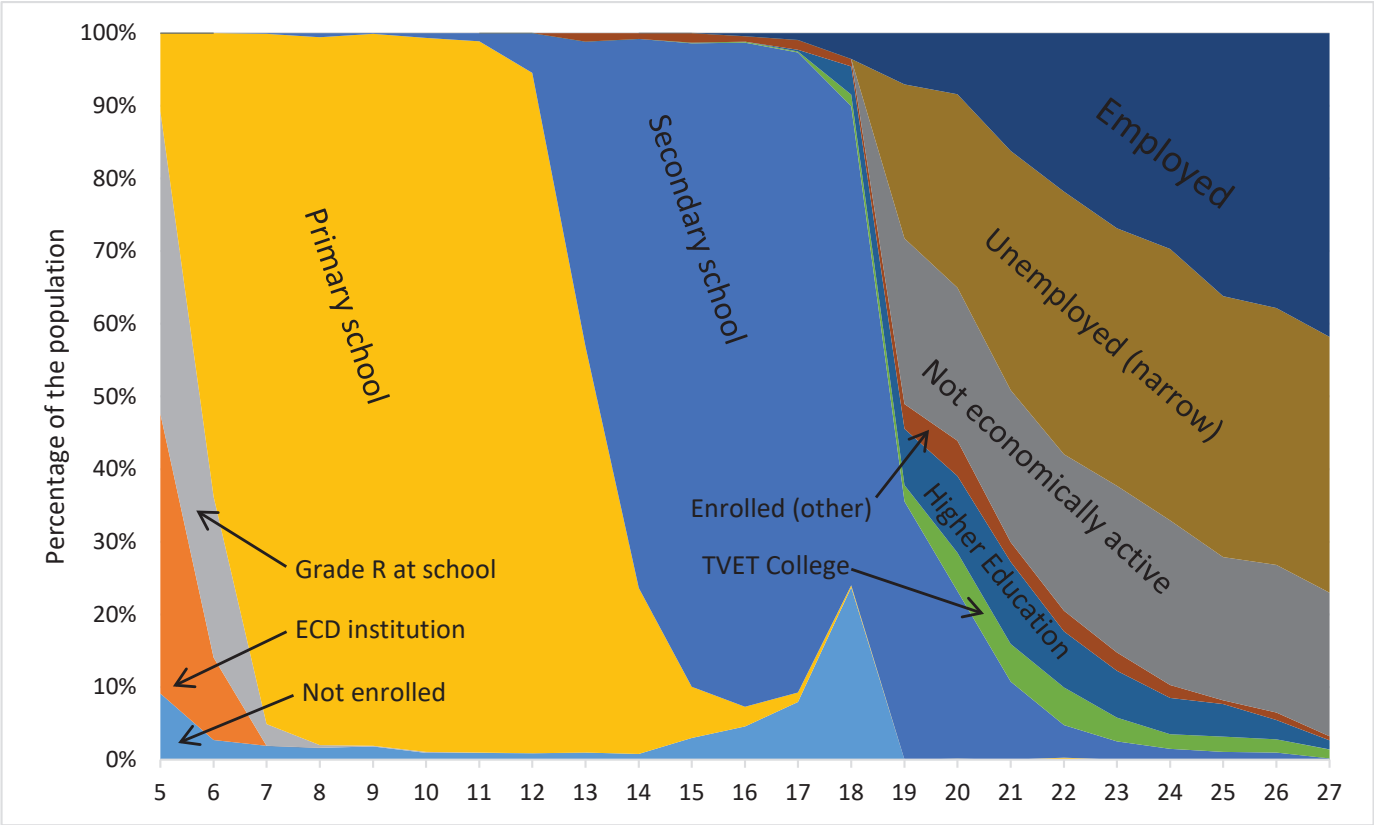
Figure 1: Overall summary participation in educational institutions



	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
2013	74.6	85.3	95.5	98.9	99.4	99.4	99.5	99.2	99.3	99.0	98.0	96.0	95.1	88.9	73.8	56.4	39.6
2019	73.5	92.8	96.9	98.1	98.7	99.0	99.3	99.5	98.9	98.6	97.1	97.6	93.5	89.7	74.7	55.9	42.8
2020	56.0	77.8	93.1	96.5	97.6	97.6	97.9	97.7	97.6	97.5	96.6	97.7	95.6	93.7	76.2	65.2	50.8
2021	64.1	86.8	96.2	97.9	98.5	99.0	97.9	98.0	98.7	99.0	98.7	97.1	95.3	91.5	70.7	53.7	40.7
2022	67.3	90.4	97.0	98.1	98.4	98.2	99.1	99.1	99.1	99.0	99.2	97.0	95.0	91.1	72.8	49.8	44.8

***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. **Notes:** 95% confidence intervals shown.*

5.1 Participation in Early Childhood Development programmes.

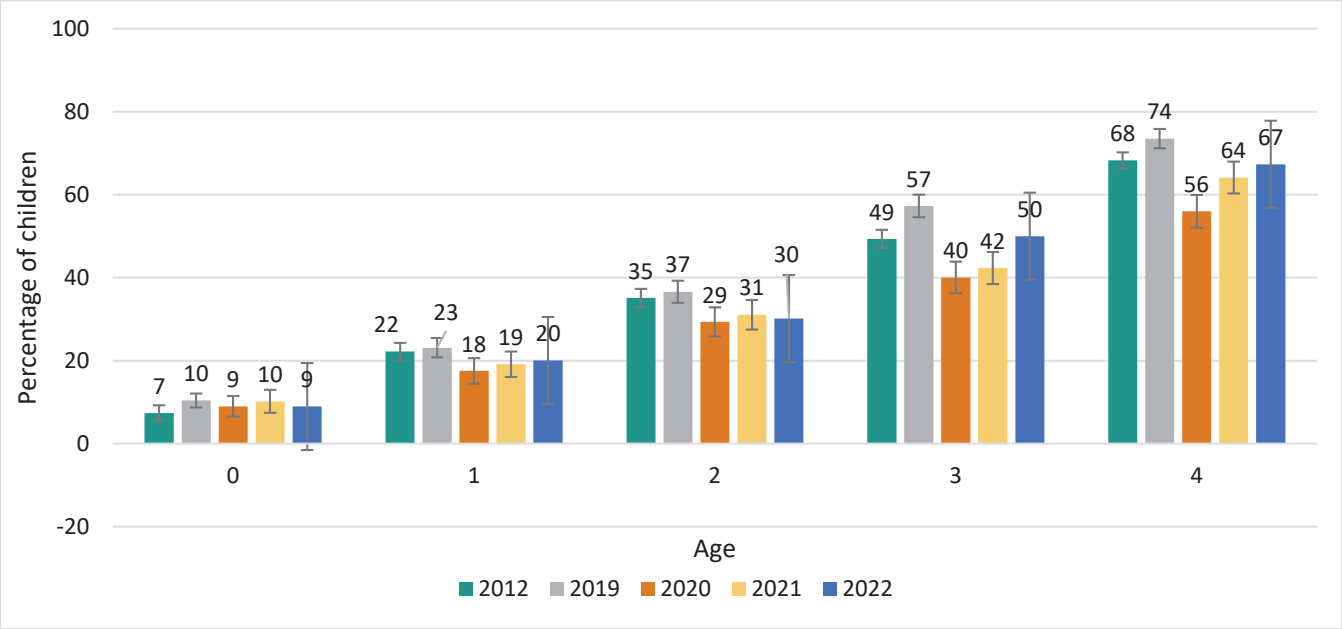
The early years of a child's life are critical for the acquisition of concepts, skills and attitudes that lay the foundation for lifelong learning. These include acquiring language, perceptual and motor skills required for learning to read and write, basic numeracy concepts and skills, problem-solving 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 in 2021 and 2022 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 2022 compared to the decline in 2020.

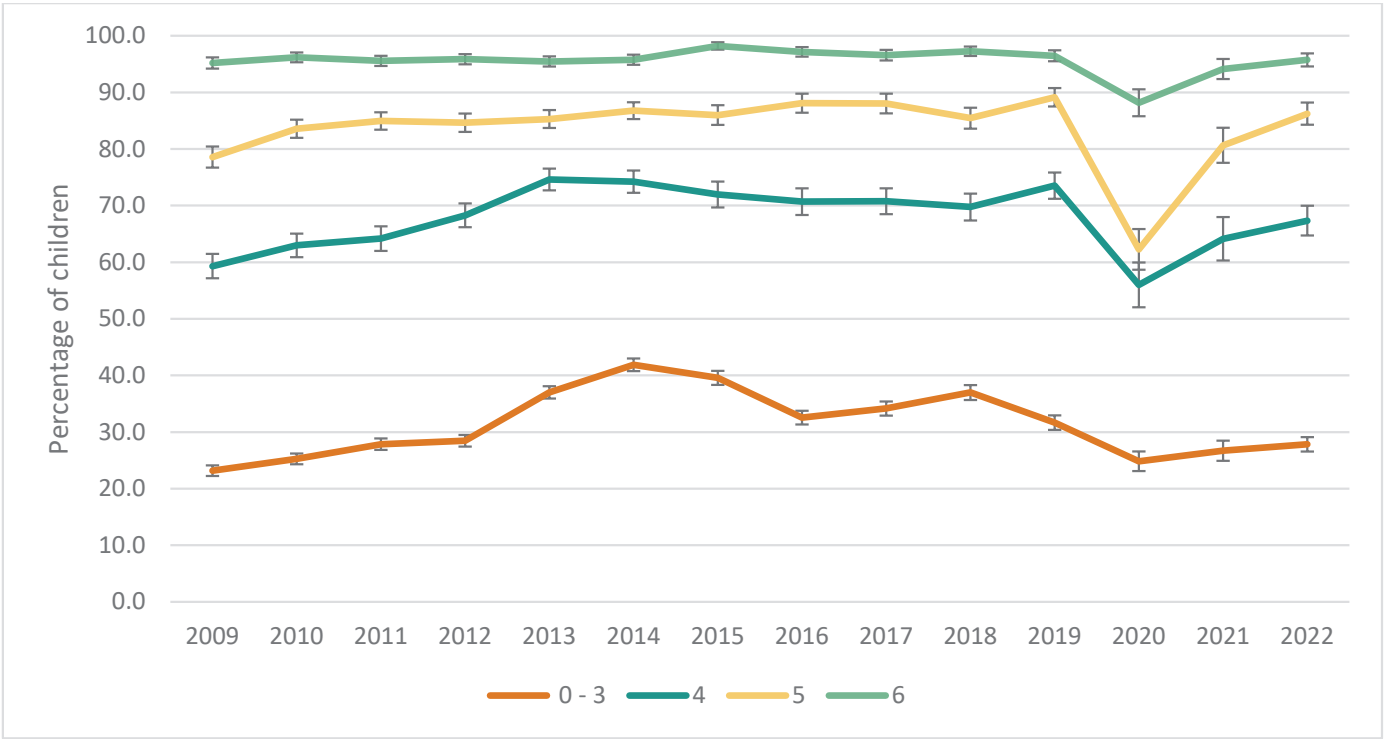
Tables 16-18 in the Appendix show educational attendance amongst young children by province, population group and gender. Eastern Cape, Gauteng, Limpopo and Free-State generally have the largest proportions of children attending early learning opportunities with the lowest participation rates occurring 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 were no significant difference in participation by gender.

Figure 3: Percentage of 0-4-year-olds attending ECD facilities, 2010-2022



***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, 2009-2022



***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.[1]

5.3 Compulsory education

The South African Schools Act of 1996 stipulates that children aged 7 to 15 should attend compulsory education which is from Grade 1 to Grade 9 (Republic of South Africa, 1996). Again the ASER was used to obtain trends in educational participation amongst this age group. The ASER in this instance denotes the percentage of the population aged 7 to 15 years old attending some form of education. Over 98% of learners in this age group have been attending educational institutions since 2009, highlighting the near-universal attendance rates for compulsory education in South Africa. There is no significant difference in the attendance of compulsory education when disaggregated by province, population group or gender.[2]

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 2010, with the participation rate in 2019 being 91% (Figure 5). Over the past ten years, Limpopo and the Free-State had the highest participation rate, while for most years the Western Cape had the lowest participation rate. These results are further analysed in section 5.5 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.[3] 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.

1 Disaggregated results are reported in table 19 in the Appendix.
2 Disaggregated results are reported in table 20 in the Appendix.
3 Disaggregated results are reported in tables 21 in the Appendix.

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 2010 over 80% of 16 to 18-year-olds were attending education institutions (Figure 5).[4] 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.

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 2010. 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

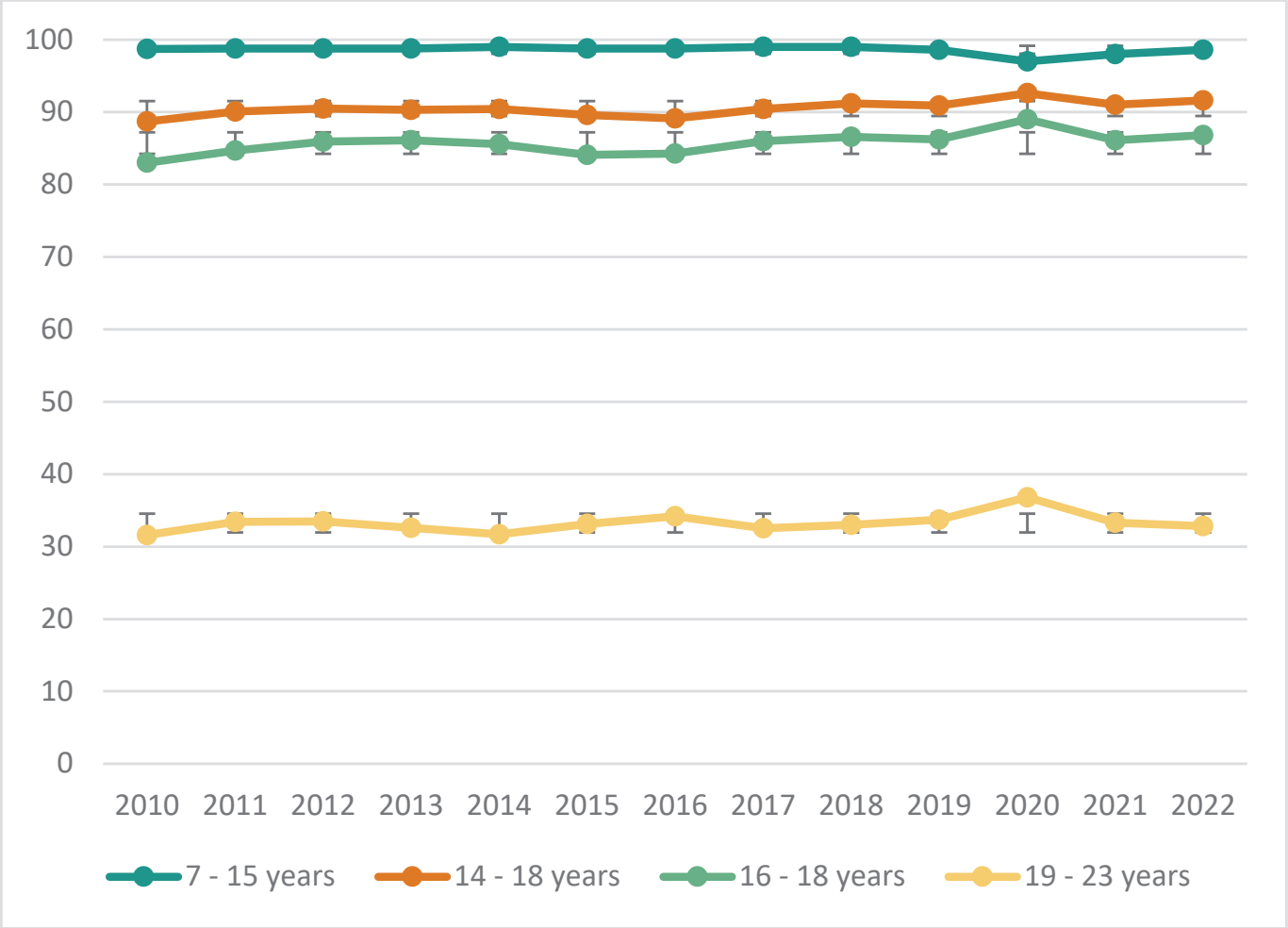
Households with a Father present as household head tend to be more common in higher socio-economic contexts, and we do observe slightly higher rates of educational participation in such households compared to those where a mother is the household head (Table 1).

Table 1: Age-specific enrolment rate for different age groups, 2013 - 2022

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Father as Household head										
7 - 15 years	99	99,4	99,1	98,8	99	99,2	98,8	97,2	98,6	98,9
14 - 18 years	91,8	92,5	91,7	91,2	92,7	92,8	92,3	92	92,6	93,2
16 - 18 years	87,8	87,8	87	87,7	89,9	88,4	88,1	88,7	88,6	89,2
19 - 23 years	36,3	35,4	38,5	37,1	37,1	36,6	36,8	43,7	39,3	39,5
Mother as Household Head										
7 - 15 years	99	99	98,6	99,2	98,9	98,8	98,7	98,1	98,4	98,3
14 - 18 years	92,3	90,5	89,1	89,2	89,3	91,2	91,3	93,4	90	91,7
16 - 18 years	88,7	85,8	83,5	83,9	84,6	87,2	86,5	90,1	84,3	87,9
19 - 23 years	33,7	30,7	32,9	33,4	30,8	33,5	33,7	37,1	35,4	29,6

4 Disaggregated results are reported in table 22 in the Appendix.

Figure 5: Age-specific enrolment rates for different age groups, 2010 - 2022



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

6. HIGHEST LEVEL OF EDUCATION[5]

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.

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

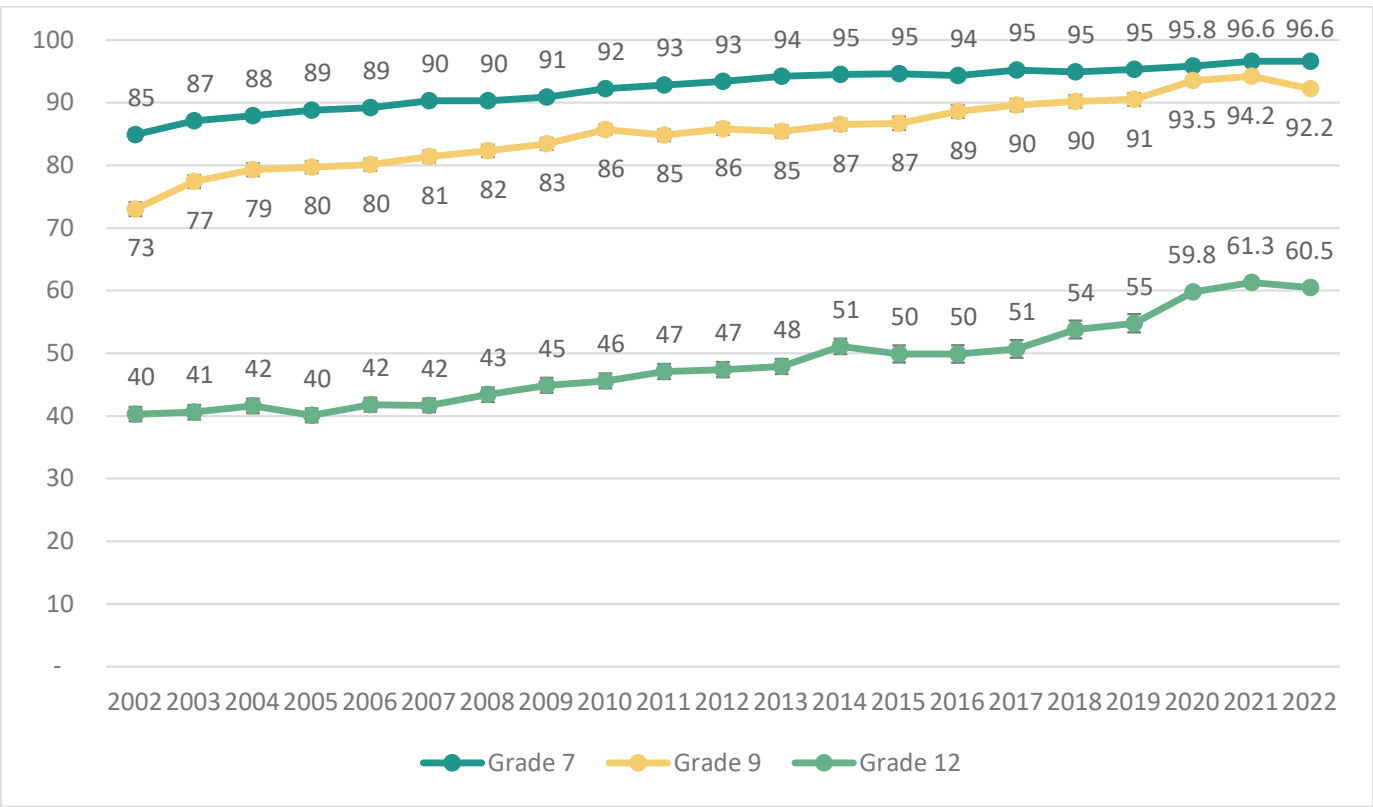
6.2 Grade 9 attainment

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 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 with a slight drop in the Northern Cape in 2022, although these provinces still have the lowest percentage of individuals who completed Grade 9 in 2019. 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. 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 (72,2%) consistently has the highest proportion of 22 to 25-year-olds having attained Grade 12, with the Eastern Cape (41,3%) and Limpopo (49,7%) 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.

Figure 6: Completion rates of Grade 7, Grade 9 and Grade 12 between 2002-2022



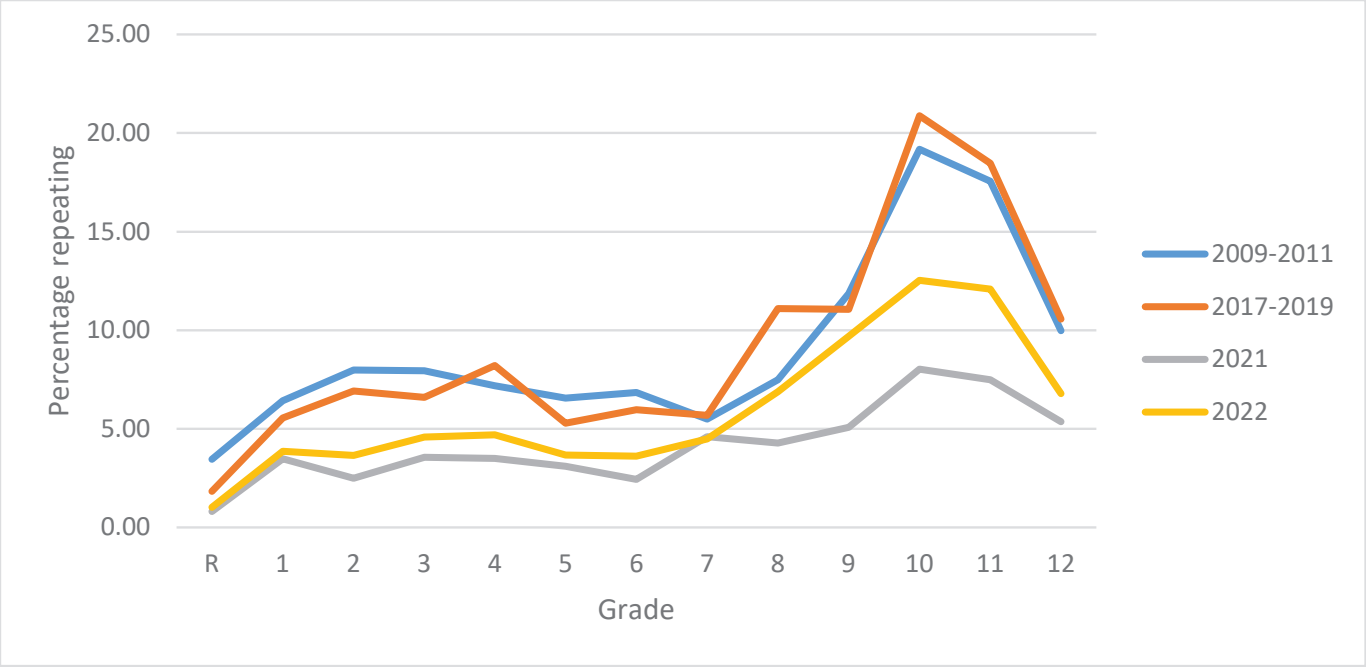
***Source**: Statistics South Africa, General Household Survey (GHS), own calculations. **Notes:** 95% confidence intervals shown.*

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 7 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 7 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 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.[6] Figures 7-9 indicate that repetition rates tended to be higher in 2022 across all provinces compared to the levels in 2021 in secondary schools, the same trend can be observed for primary schools in all provinces except Northern Cape, Free State and Gauteng where the repetition rates are lower in 2022 compared to 2021.

Figure 10 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.

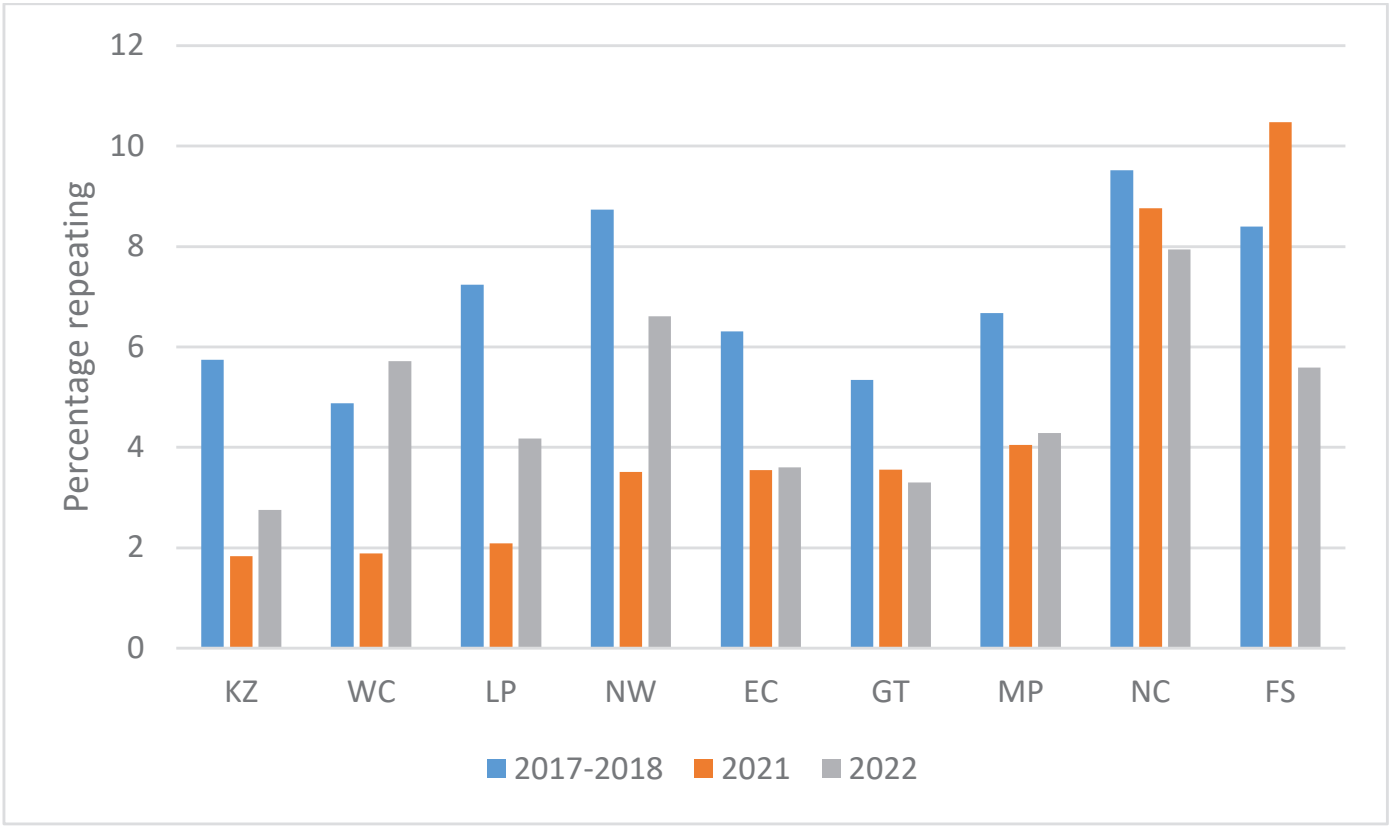
Figure 7: percentage of learners repeating the current grade



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

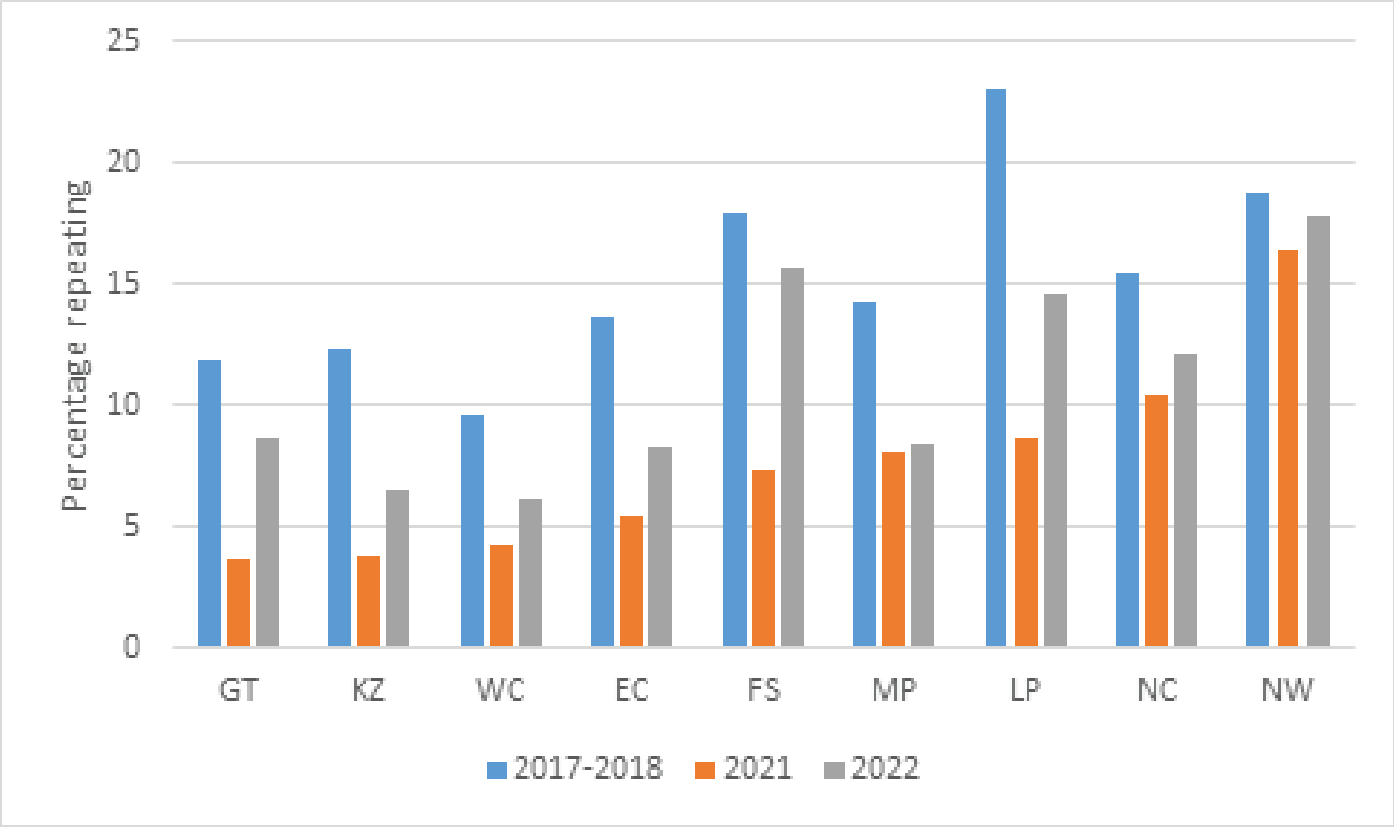
6 DBE Circular S7 of 2020, titled 'Revised promotion requirements for Grade 10 and 11 for the 2020 academic year'. The applicability of the changes to promotions at the end of 2021 are detailed in DBE Circular S17 of 2021.

Figure 8: Percentage of Primary School learners repeating the current grade



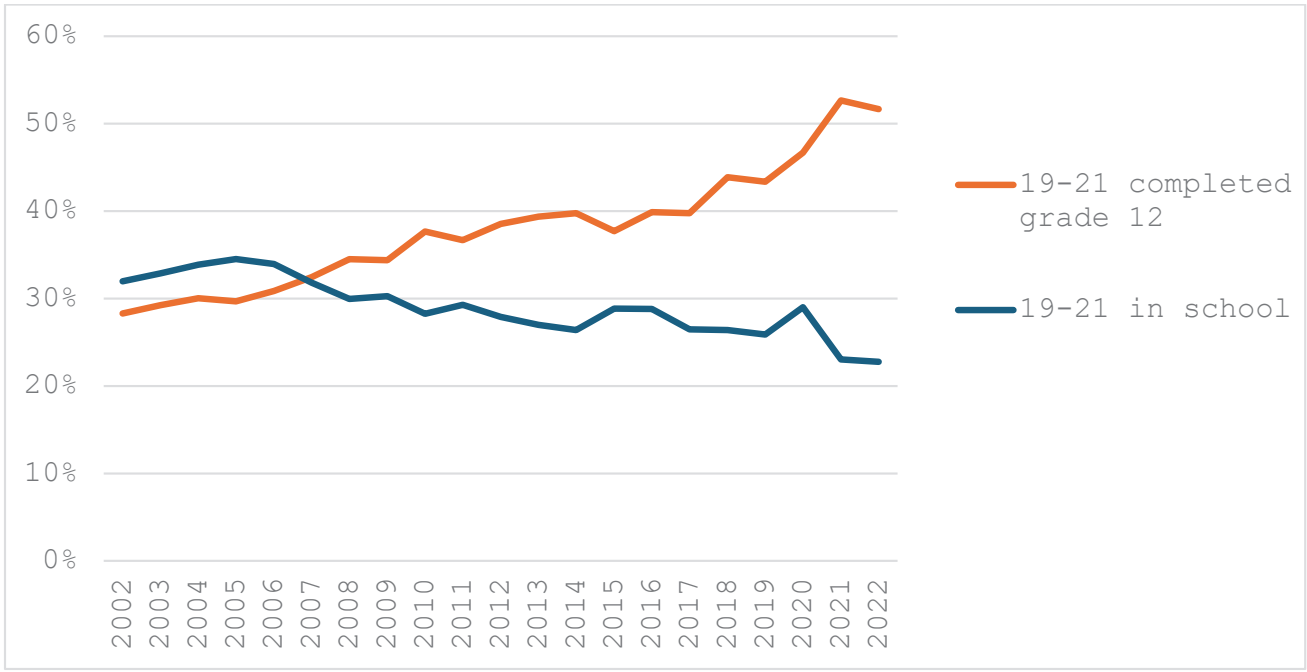
***Source**: Statistics South Africa, General Household Survey (GHS), own calculations.*

Figure 9: Percentage of Secondary School learners repeating the current grade



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

Figure 10: 19-21-year-olds in school vs completed grade 12



8. EARLY CHILDHOOD DEVELOPMENT

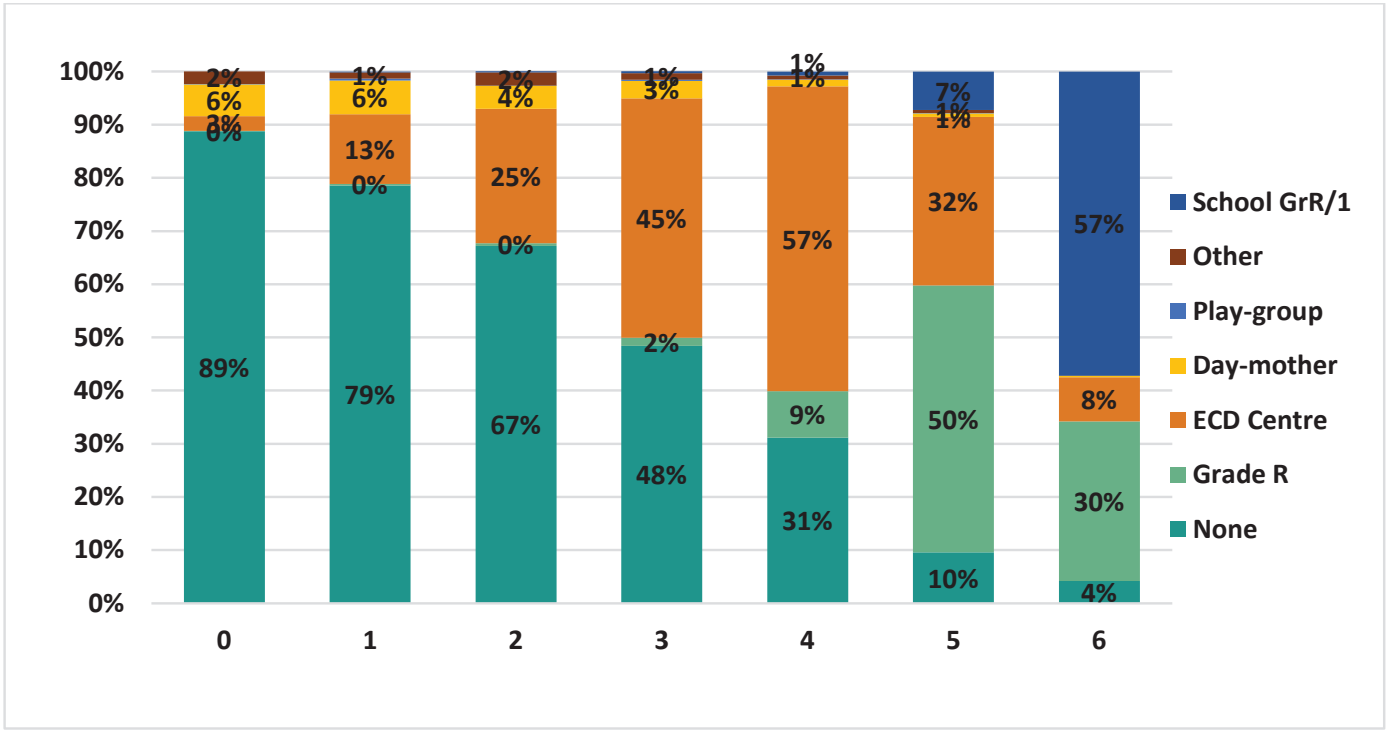
The National Integrated Early Childhood Development Policy (Department of Basic Education, 2015) guides the different age- and developmentally appropriate Early Learning Programme modalities for children below the age of 6 years. Figure 11 shows the proportion of children at different developmental stages, attending different ECD programmes. In 2019, 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 care-giving 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 care-givers 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 2022. 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 care-givers.

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 13 shows that only about 30% of parents are not paying any ECD fees, relative to 73% of parents benefitting from the no-fee school policy for children of school-going age.

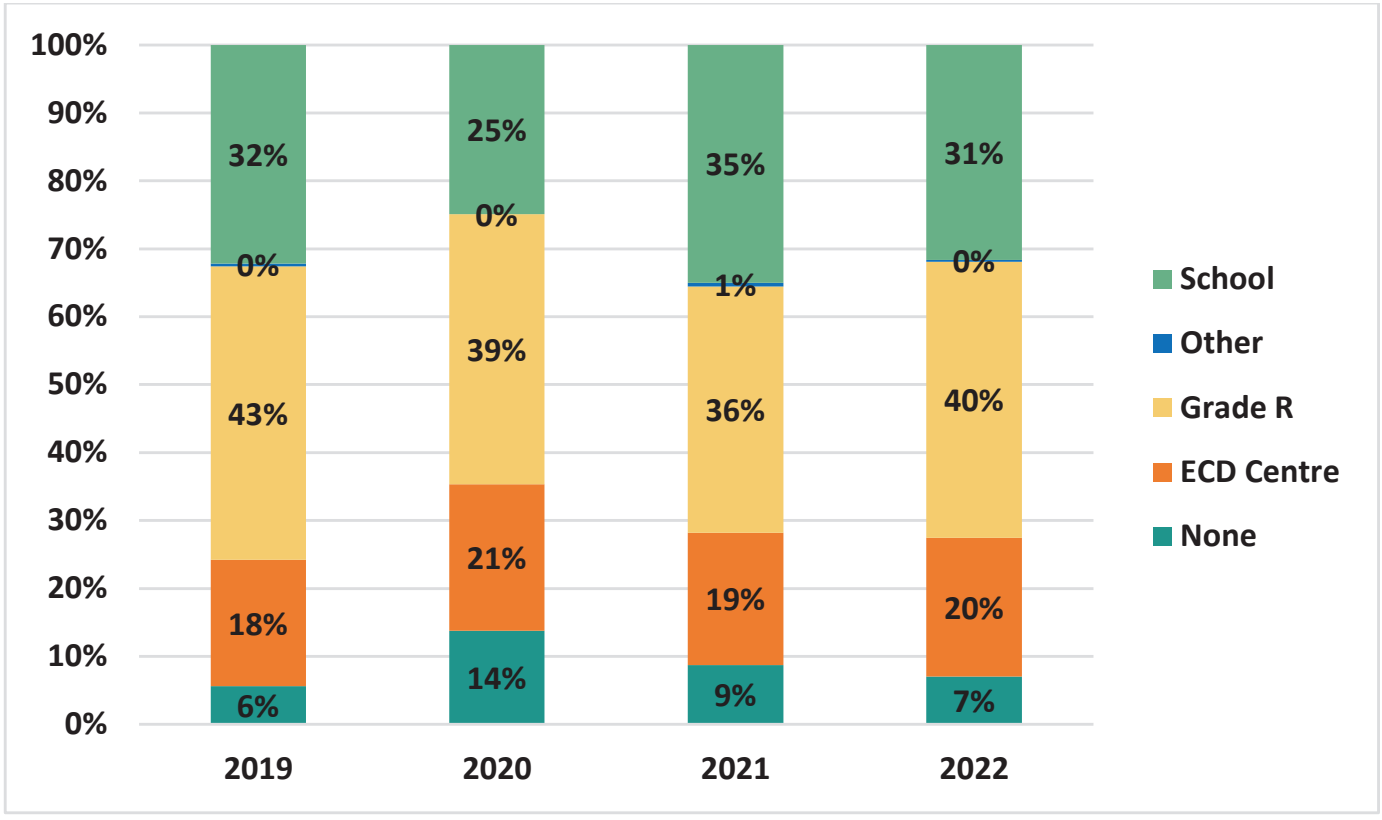
Figure 14 distinguishes between learners that are attending grade R at an ECD centre (Grade_R_Other) and those attending grade R at a school (Grade_R_School). Figure 14 shows that the share of learners attending grade R at an ECD facility has been gradually decreasing over the years 2016 – 2022, more learners are leaning towards attending grade R at a school, this increase in learners attending grade R at a school instead of an ECD centre may be due to the existing policy making Grade R compulsory from school additionally this increase could be due to the fact that fees are more likely to paid with grade R at an ECD centre as seen in Figure 15.

Figure 11: Percentage of 0 to 6-year olds attending different ECD modalities, 2022



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

Figure 12: Type of educational participation amongst 5-6-year-olds, 2019-2022



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

Table 2: Reasons for not attending Early Learning Programmes among 0-3 year-olds, 2019-2022

	2019	2020	2021	2022
Attending	27%	19%	23%	26%
Prefer that the child stay at home	58%	74%	71%	71%
These facilities do not exist in our area	2%	1%	2%	2%
Too expensive	8%	3%	2%	0%
Other	5%	3%	3%	0%
Total	**100%**	**100%**	**100%**	**100%**

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, 2019-2022

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
Attending	87%	78%	84%	87%
Prefer that the child stay at home	9%	16%	14%	12%
These facilities do not exist in our area	1%	0%	1%	1%
Too expensive	2%	4%	1%	0%
Other	1%	1%	1%	0%
Total	**100%**	**100%**	**100%**	**100%**

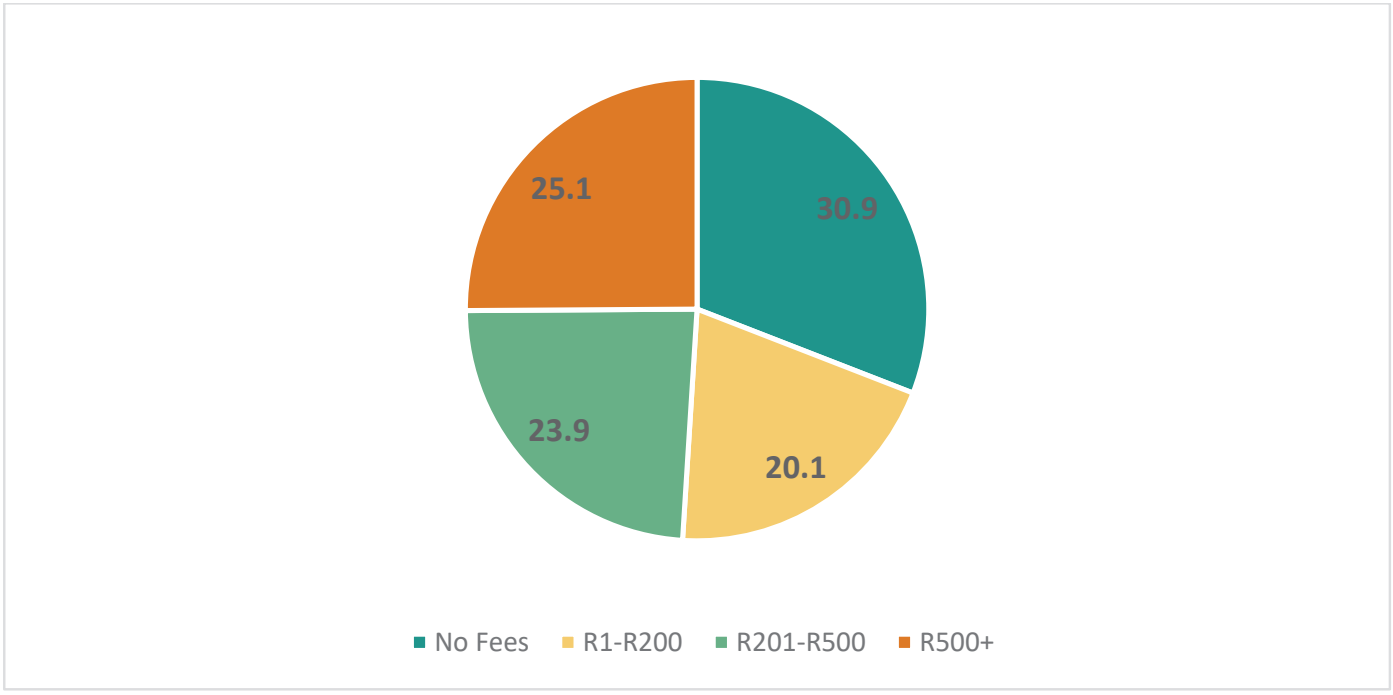
Table 4: Alternative care if 0-3 year-olds were not attending an Early Learning Programme, 2019-2022

	2019	2020	2021	2022
At home with parent, foster parent or guardian	85%	85%	87%	86%
At home with another adult	13%	11%	11%	12%
At home with someone younger than 18 years	0%	0%	0%	0%
At someone else's dwelling	2%	2%	2%	2%
Other	0%	1%	0%	0%
Total	**100%**	**100%**	**100%**	**100%**

Table 5: Alternative care if 4-6 year-olds were not attending an Early Learning Programme, 2019-2021

	2019	2020	2021	2022
At home with parent, foster parent or guardian	83%	83%	84%	82%
At home with another adult	11%	11%	12%	12%
At someone else's dwelling	1%	1%	2%	1%
Other	4%	4%	2%	5%
Total	**100%**	**100%**	**100%**	**100%**

Figure 13: Percentage of children paying fees to attend an Early Learning Programme, 2022



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

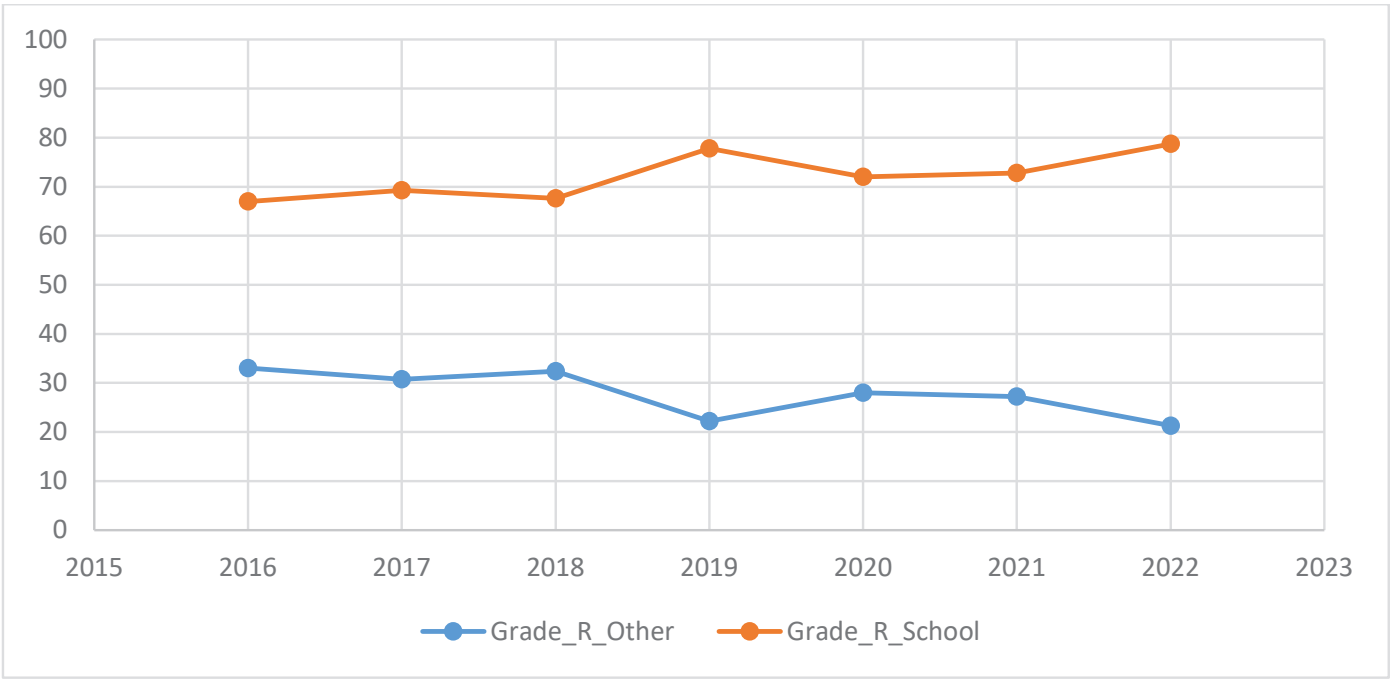
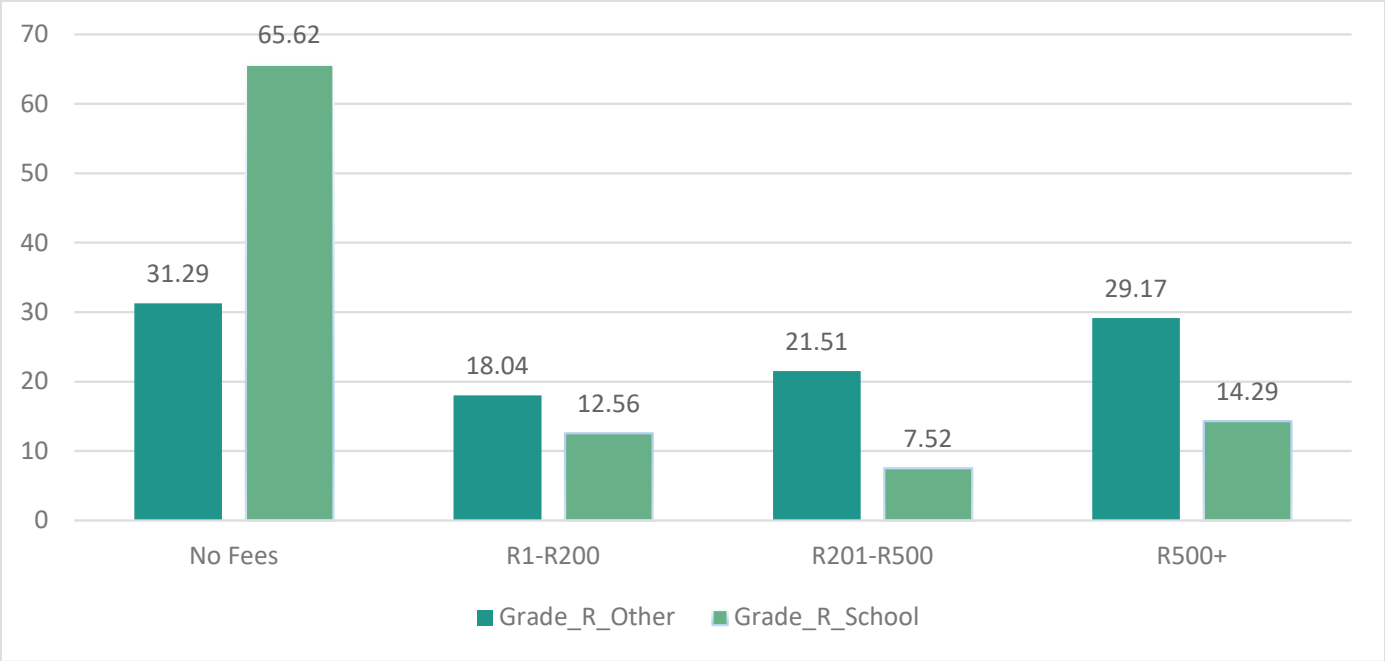


Figure 15: Percentage of learners who paid ECD fees



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 serve to ensure that education is accessible to all, regardless of any barriers that one may encounter.

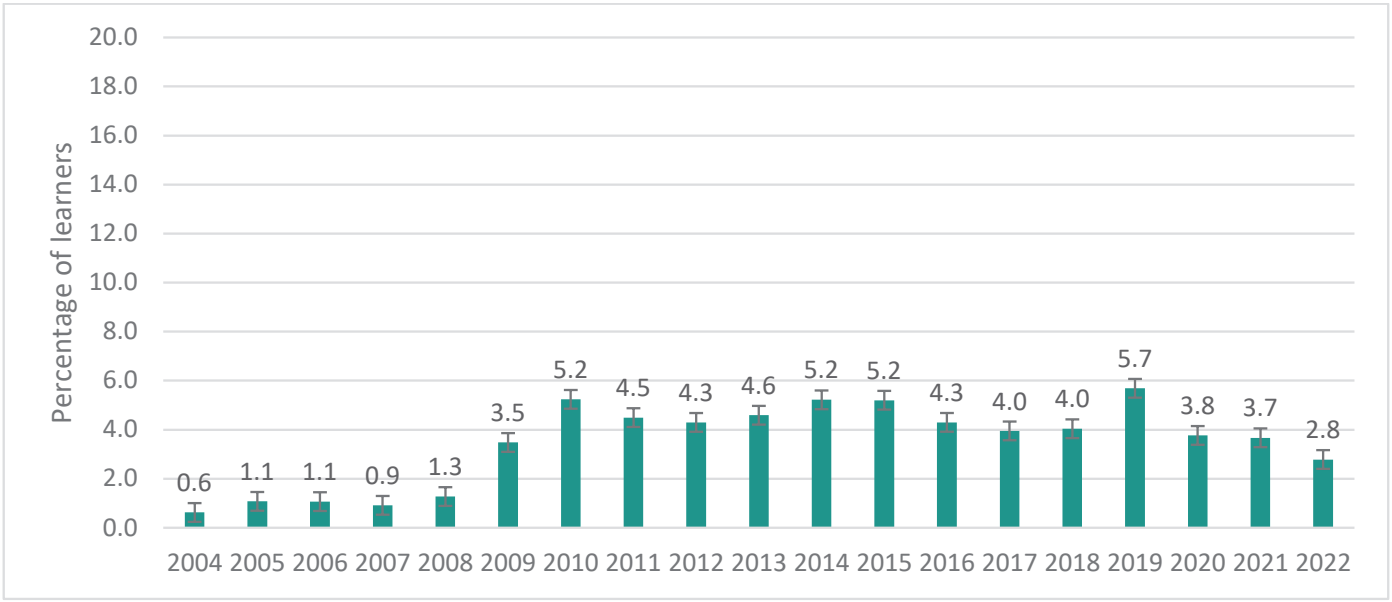
Over the period reported, the GHS changed the definition used to classify someone as disabled. Between 2002 and 2008, the GHS defined disability as an "impediment or impairment that limits a person from performing regular daily activities, and that has lasted for at least six months or more". In 2009 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 16 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.[7]

Overall, we observe an increase between 2004 and 2022 in the percentage of children who are disabled and attending schools, but this trend is mainly driven by the changes in the classification of "disabled", as discussed above. 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.

7 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.

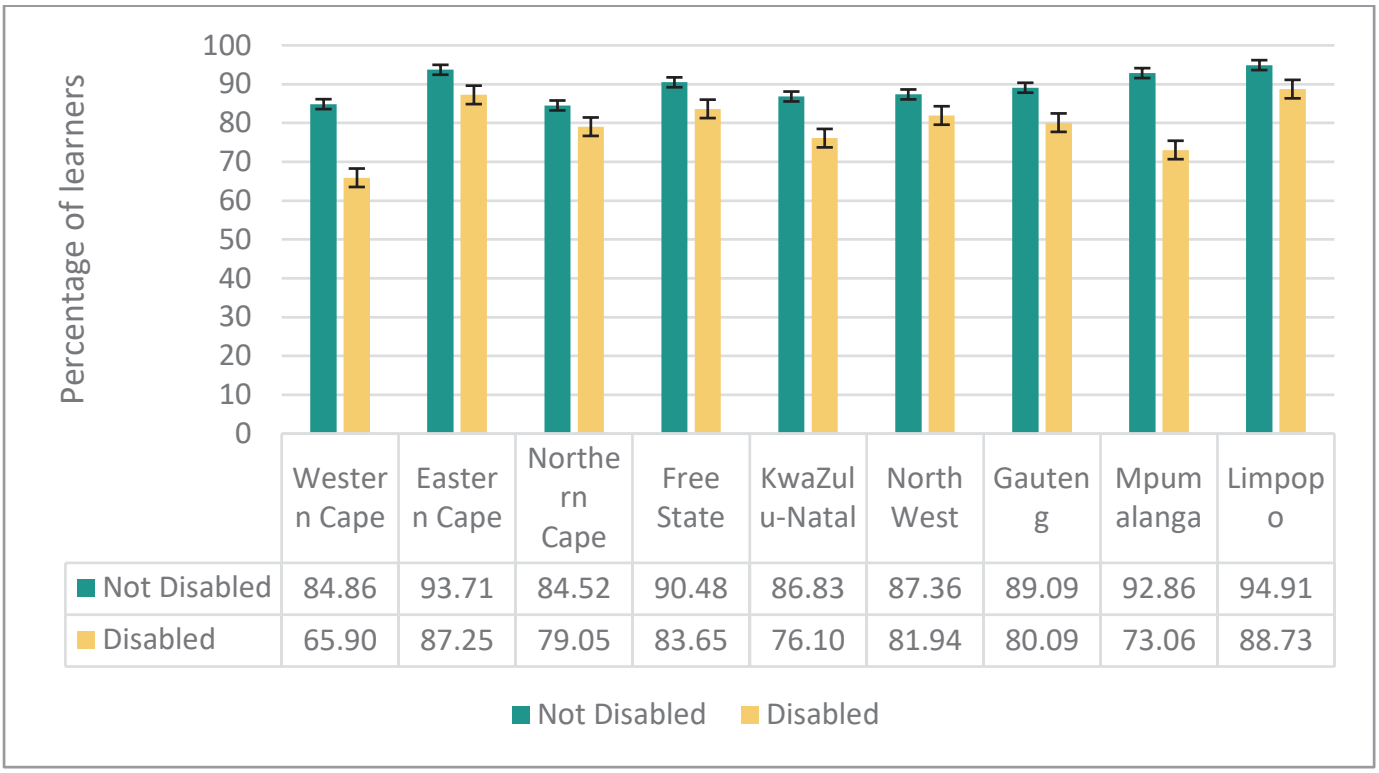
Figures 17-19 show the attendance rates for those with and without a disability for 5- and 6-year-olds, 7-15-year-olds and 16-18-year-olds across the years 2016 -2022, respectively. Across all age groups, those children with a disability were less likely to be attending school, although the gap was largest for 16-18-year-olds. Mpumalanga 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.

Figure 16: Percentage of children with disabilities as a total percentage of children attending schools, 2004-2022



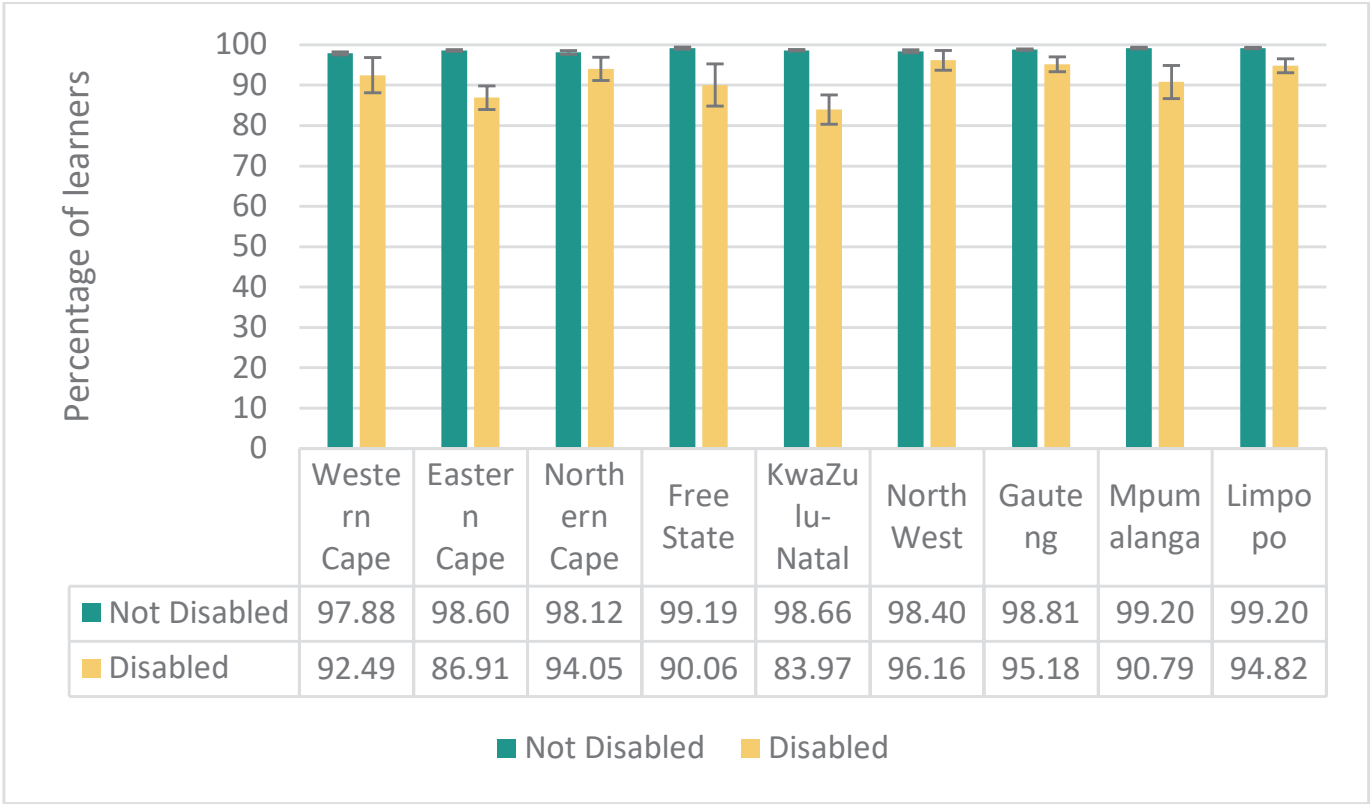
***Source**: Statistics South Africa, General Household Survey (GHS), own calculations. **Notes:** 95% confidence intervals shown.*

Figure 17: Percentage of 5 to 6-year-old with disabilities and those without disabilities attending educational institutions by province, 2016-2022



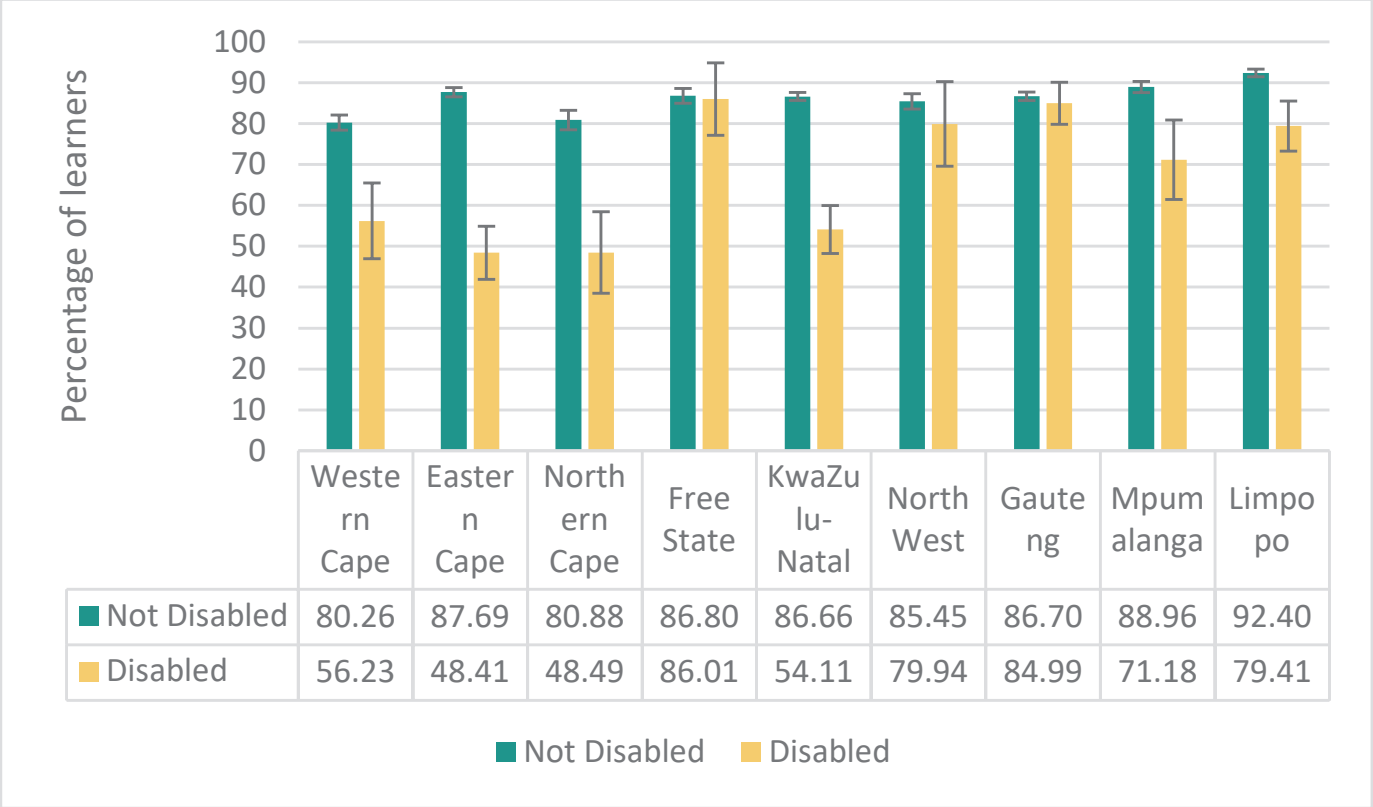
***Source**: Statistics South Africa, General Household Survey (GHS), own calculations. **Note**: Data for 2016 to 2022 has been pooled together to overcome small sample challenges. 95% confidence intervals shown.*

Figure 18: Percentage of 7 to 15-year-olds with disabilities and those without disabilities attending educational institutions by province, 2016-2022



***Source**: Statistics South Africa, General Household Survey (GHS), own calculations. **Note**: Data for 2016 to 2022 has been pooled together to overcome small sample challenges. 95% confidence intervals shown.*

Figure 19:Percentage of 16 to 18-year-olds with disabilities and without disabilities attending educational institutions by province, 2016-2022



	Western Cape	Eastern Cape	Northern Cape	Free State	KwaZulu-Natal	North West	Gauteng	Mpumalanga	Limpopo
Not Disabled	80.26	87.69	80.88	86.80	86.66	85.45	86.70	88.96	92.40
Disabled	56.23	48.41	48.49	86.01	54.11	79.94	84.99	71.18	79.41

***Source**: Statistics South Africa, General Household Survey (GHS), own calculations. **Note**: Data for 2016 to 2022 has been pooled together to overcome small sample challenges. 95% confidence intervals shown.*

10. OUT OF SCHOOL CHILDREN[8]

"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 20 indicates that there has been a downward trend among out of school learners who are of the official school age. In 2011, around 470,000 children aged 7 to 18 years old were out of school, but this figure decreased to around 407,832 children in 2022. 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 and 2022.

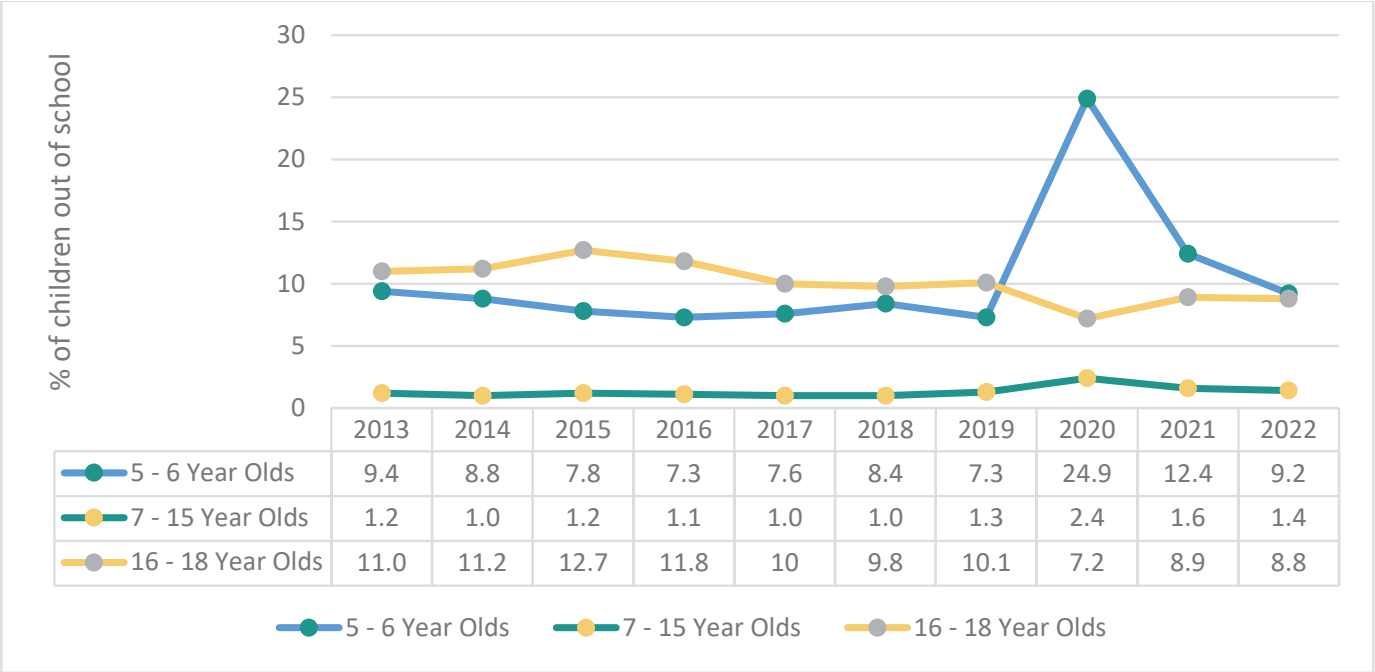
Looking at those of the compulsory school age, it is evident that 1.2% of 7 to 15-year-olds were out of school in 2011 (around 104,000 children). This percentage has remained consistent ever since, although during the pandemic (2020) there was a slight increase in the number of 7-15-year-olds who were not attending school, and as seen earlier this was mostly driven by younger children, i.e. 7-year-olds however in 2021 and 2022 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. African 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 2011, around 366,000 (13%) learners in this age group were out of school, whereas about 260,024

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

(8.8%) learners were out of school in 2022. 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.

Figure 20: Children who are not attending educational institutions, 2013 – 2022



	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
5 - 6 Year Olds	9.4	8.8	7.8	7.3	7.6	8.4	7.3	24.9	12.4	9.2
7 - 15 Year Olds	1.2	1.0	1.2	1.1	1.0	1.0	1.3	2.4	1.6	1.4
16 - 18 Year Olds	11.0	11.2	12.7	11.8	10	9.8	10.1	7.2	8.9	8.8

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

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

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
5 - 6 Year Olds										
%	9,4	8,8	7,8	7,3	7,6	8,4	7,3	24,9	12,4	9,2
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
7 - 18 Year Olds										
%	3,6	3,4	3,7	3,5	3	2,9	3,1	3,4	3,1	3
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
16 - 18 Year Olds										
%	11,0	11,2	12,7	11,8	10	9,8	10,1	7,2	8,9	8,8
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
7 - 15 Year Olds										
%	1,2	1,0	1,2	1,1	1,0	1,0	1,3	2,4	1,6	1,4
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

***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 1987-1989 (and surveyed between 2011-2013), and those born during 1996-1998 (and surveyed between 2020-2022). 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 2022, for example, 21.3% 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 41%, for those born between 1979-1981, to 56,8% for those born between 1996-1998.

Table 7: Survival and drop-out rates by grade

	2003-2005 (Born 1979 - 1981)		2011-2013 (Born 1987 - 1989)		2020-2022 (Born 1996 - 1998)	
	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
Total cohort	**100%**		**100%**		**100%**	
No schooling		1,8%		0,7%		0,6%
Grade 1	98%	0,3%	99,3%	0,4%	99,4%	0,2%
Grade 2	98%	0,5%	98,9%	0,5%	99,2%	0,1%
Grade 3	97%	0,9%	98,4%	0,4%	99,1%	0,3%
Grade 4	97%	1,5%	98,0%	0,7%	98,9%	0,4%
Grade 5	95%	1,9%	97,3%	1,0%	98,5%	1,1%
Grade 6	93%	3,2%	96,3%	1,5%	97,4%	1,6%
Grade 7	90%	5,5%	94,9%	3,0%	95,9%	2,8%
Grade 8	85%	7,9%	92,1%	5,1%	93,2%	4,5%
Grade 9	79%	11,2%	87,3%	8,9%	89,0%	9,4%
Grade 10	70%	18,2%	79,6%	17,3%	80,6%	10,4%
Grade 11	57%	28,1%	65,8%	26,7%	72,2%	21,3%
Grade 12	41%		48,2%		56,8%	

***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 and 2022. 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 "Too old/young" than those provided as response options in the questionnaire were the main drivers behind 7-15-year-old learners not attending. After this, disability 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 90% of learners with disabilities do attend an educational institution. Encouragingly, no respondents in this age group stated that pregnancy or leaving school due to covid-19 are reasons for not attending any educational institution. A small minority of the learners stated that they are not attending an educational institution, due to not having been accepted for enrolment. For 32% of 16 to 18-year-olds not attending educational institutions in 2022, the main reason was that of a lack of money for fees. For a further 13%, the reason was that they have completed their education or are satisfied with their level of education. As a society, however, it is concerning that among both 7 to 15-year-olds and 16 to 18-year-olds there was a small proportion of out of school learners who stated that the reason for not attending is because they regard education as being of no value to them.

The GHS also asks whether school-going children are attending the nearest institution, and if not, why not.[9] Figure 21 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.

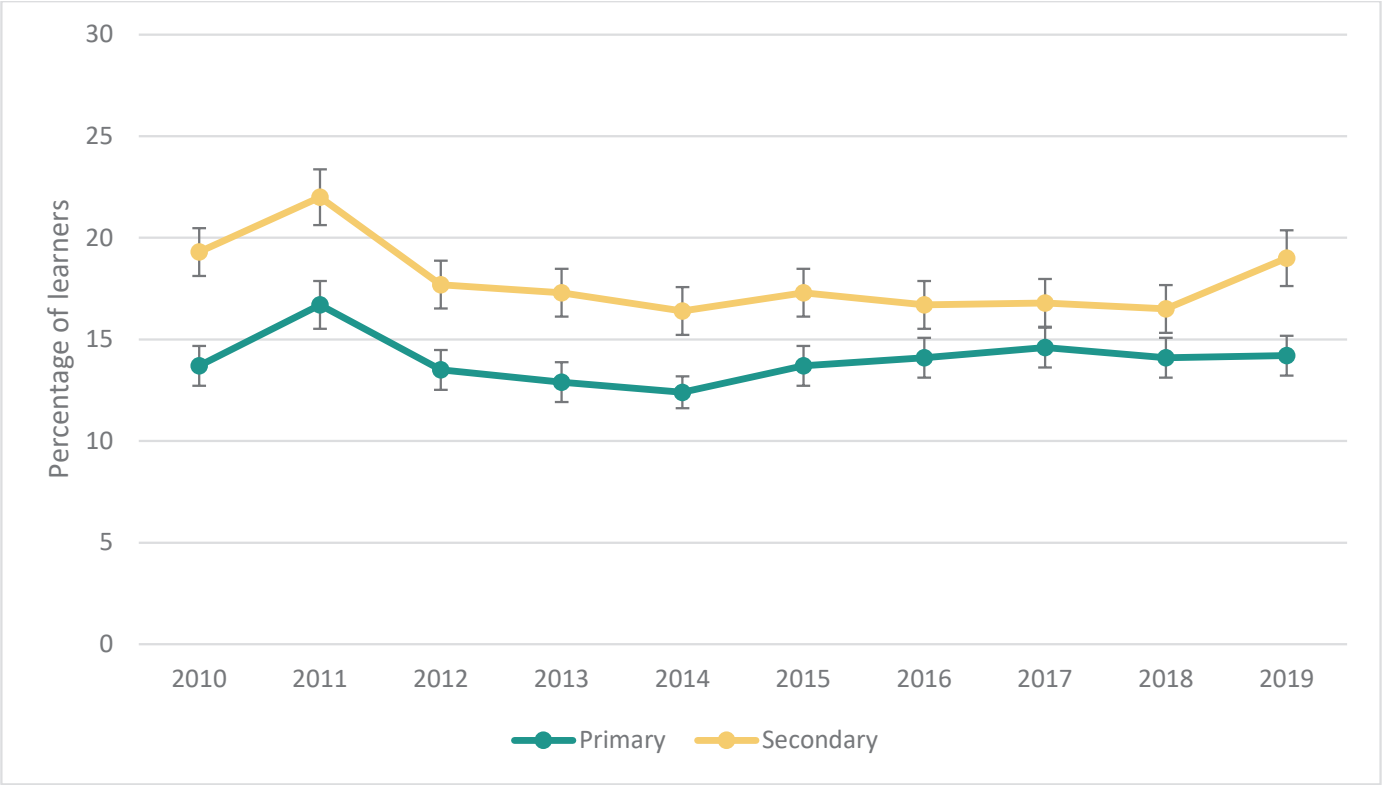
9 All disaggregated results in this section are reported in table 32 in the Appendix.

Table 8: Reasons for non-attendance of educational institutions, 2022

	7 - 15 years old	16 - 18 years old
Too old/young	19,2	2,3
Has completed education/satisfied with my level of education/do not want to study	9,9	13,2
School/education institution is too far	6,4	1,1
Difficulties to get to school (transport)	0,6	0,4
No money for fees	8,6	31,8
He or she is working at home or business/job	1,1	5
Left school due to covid-19	0	1,1
Family commitment (e.g. child minding)	2,3	4,3
Education is useless or not interesting	5	6,6
Unable to perform at school	7,4	10,7
Illness	9,2	2,2
Pregnancy	0	3,7
Failed exams	4,8	4,9
Got married	1	0
Disability	18	3,4
Violence at school	1	0,3
Not accepted for enrolment	4	7,3
Other	1,7	1,8
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 21: 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
Total	**100.0**	**100.0**

***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

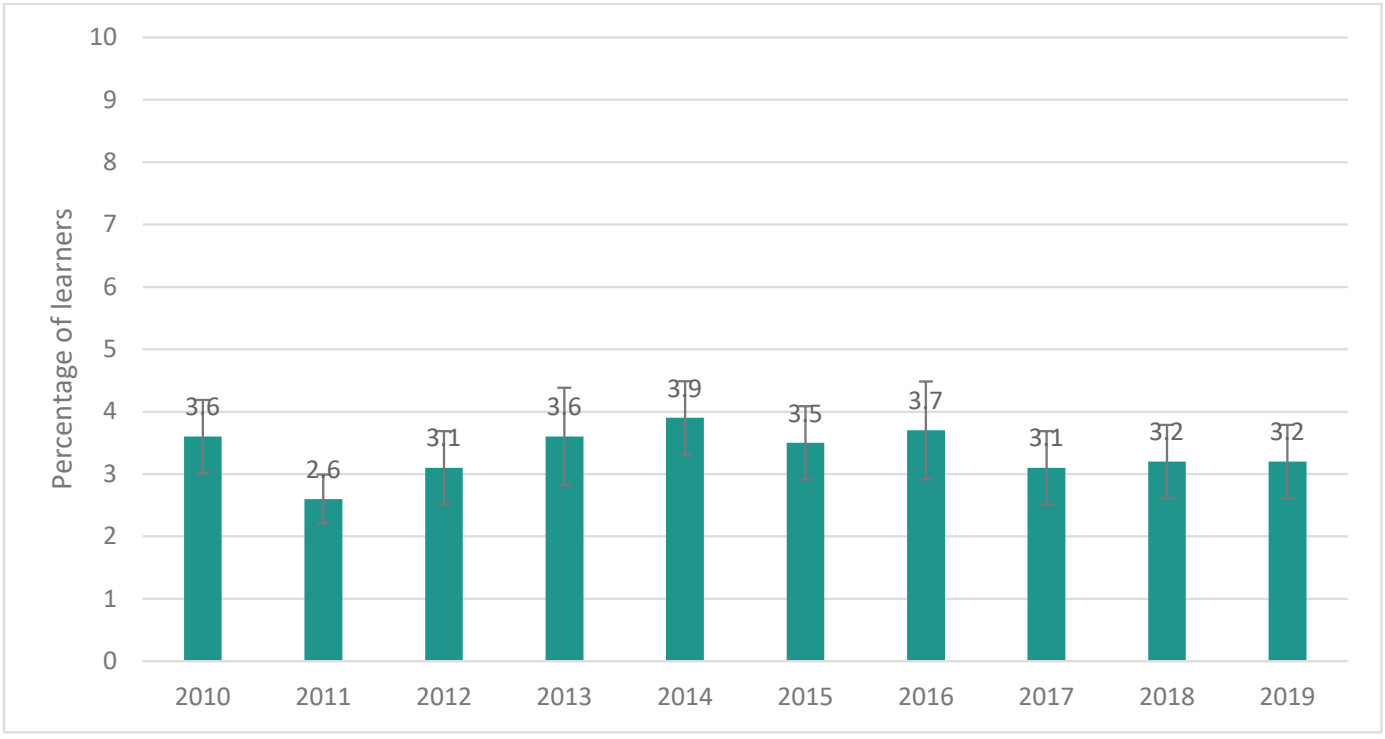
Pregnancy continues to be a significant obstacle preventing girls from attending educational institutions. The GHS collects data on whether a person in the household became pregnant in the previous twelve months. This information helps the Department in measuring the prevalence of learner pregnancy in 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. Unfortunately, questions on pregnancy were not included in the shortened questionnaires of 2020, 2021 and 2022. Therefore, the information presented in this section is only up to 2019.

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 22). As expected, the pregnancy rate is highest in Grades 10 to 12 (Figure 23). In 2019, Mpumalanga and Limpopo had the highest proportion of girls aged 14 and older who reported being pregnant.

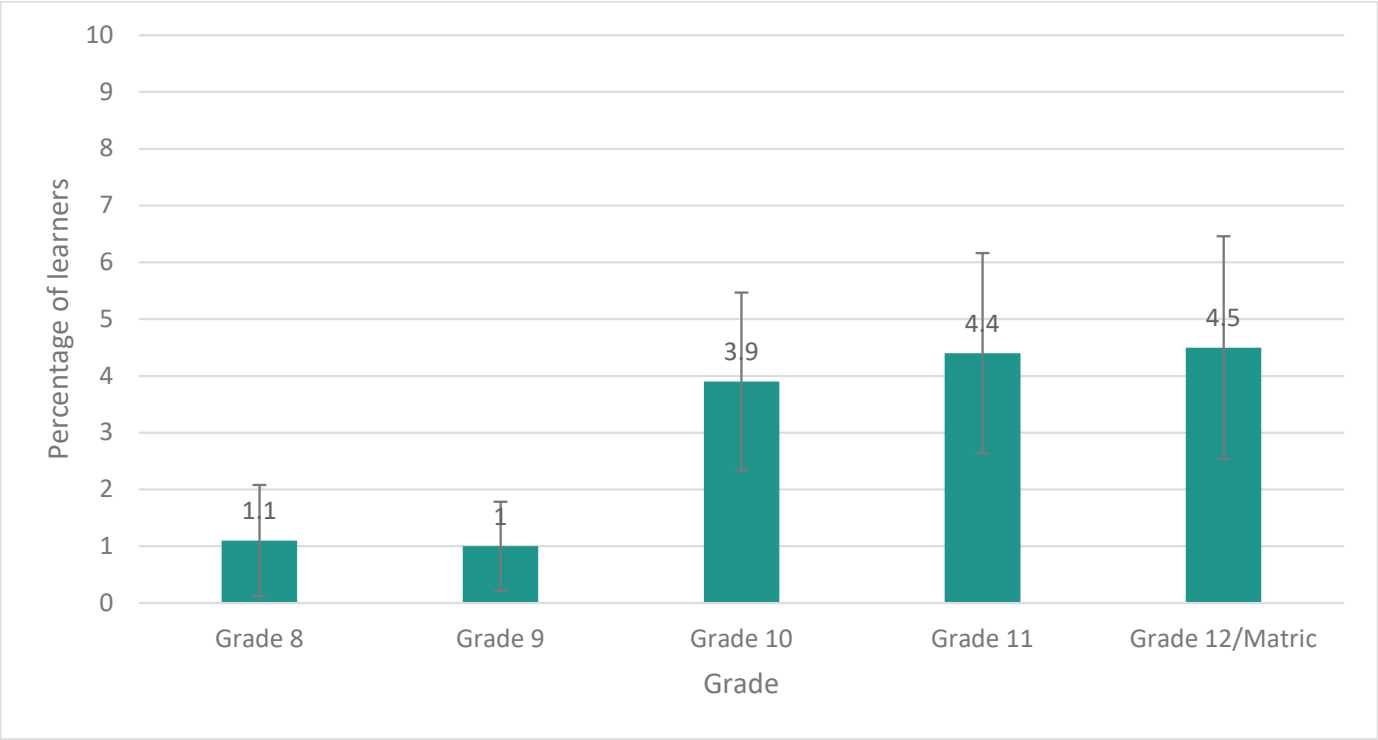
Nevertheless, these figures are substantially higher than the pregnancy rates reported in the Annual School Survey reports. It is important to bear in mind that school principals fill out the Annual School Survey, and they are unlikely to be aware of all learners who become pregnant in their schools. 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 22: Percentage of female learners age 14 and older who reported being pregnant in the past 12 months, 2010 – 2019



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

Figure 23: Percentage of female learners per grade who reported being pregnant



***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

	2015		2016		2017		2018		2019	
	N	*Mean*	*N*	*Mean*	*N*	*Mean*	*N*	*Mean*	*N*	*Mean*
Western Cape	261	1.5	241	3.1	225	3.4	207	0.0	194	3.2
Eastern Cape	523	3.9	488	1.5	454	4.6	443	2.6	456	3.0
Northern Cape	148	2.9	138	1.1	142	2.1	161	3.9	128	1.9
Free State	185	1.4	203	2.4	201	2.9	202	2.8	201	2.9
KwaZulu-Natal	700	3.2	611	3.8	613	3.2	650	4.2	620	2.7
North West	220	5.7	189	2.5	170	1.8	183	1.2	196	3.6
Gauteng	547	2.6	511	3.2	531	1.3	475	2.5	578	2.7
Mpumalanga	339	2.6	320	4.8	341	2.2	319	5.4	305	4.4
Limpopo	557	6.3	547	7.3	505	5.0	463	4.2	466	4.4
National	**3 480**	**3.5**	**3 248**	**3.7**	**3 182**	**3.1**	**3 103**	**3.2**	**3 144**	**3.2**

***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, 2021 and 2022. Therefore, the information presented in this section is only up to 2019.

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 5% and 8.5% of school-going learners, with a rate of 5.3% in the week preceding data collection in 2019. Since 2017, Northern Cape and North West 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).[10]

Reasons for absenteeism were disaggregated by primary and secondary school attendance (see Table 12). For primary school learners, "other reasons" were cited most frequently, followed by "illness/injury". Interestingly, exams were the main reason given for secondary school absenteeism.

An alternative way of analyzing 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 22 and 23 below show the average daily absenteeism rate separately for primary and secondary schools. Figures 24 and 25 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 2019, the average daily absenteeism rate was 2.2% in primary schools and 3.5% in secondary schools. When excluding learners who cited exams as the reason for absenteeism, the average daily absenteeism rate dropped significantly to 1.5% in primary schools and 1.9% 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, 2010-2019

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
0 days	70.9	93.7	91.7	93.7	93.5	93.4	94.5	95.5	95.0	94.7
1 day	3.8	3.6	4.5	3.0	2.9	2.7	2.3	1.7	1.6	2.0
2 days	7.3	1.5	2.0	1.5	1.3	1.5	1.2	1.2	1.2	1.2
3 days	2.8	0.4	0.8	0.5	0.6	0.6	0.6	0.4	0.5	0.6
4 days	2.0	0.2	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
5 days	13.1	0.6	0.7	1.0	1.6	1.6	1.2	0.9	1.3	1.2
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**

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

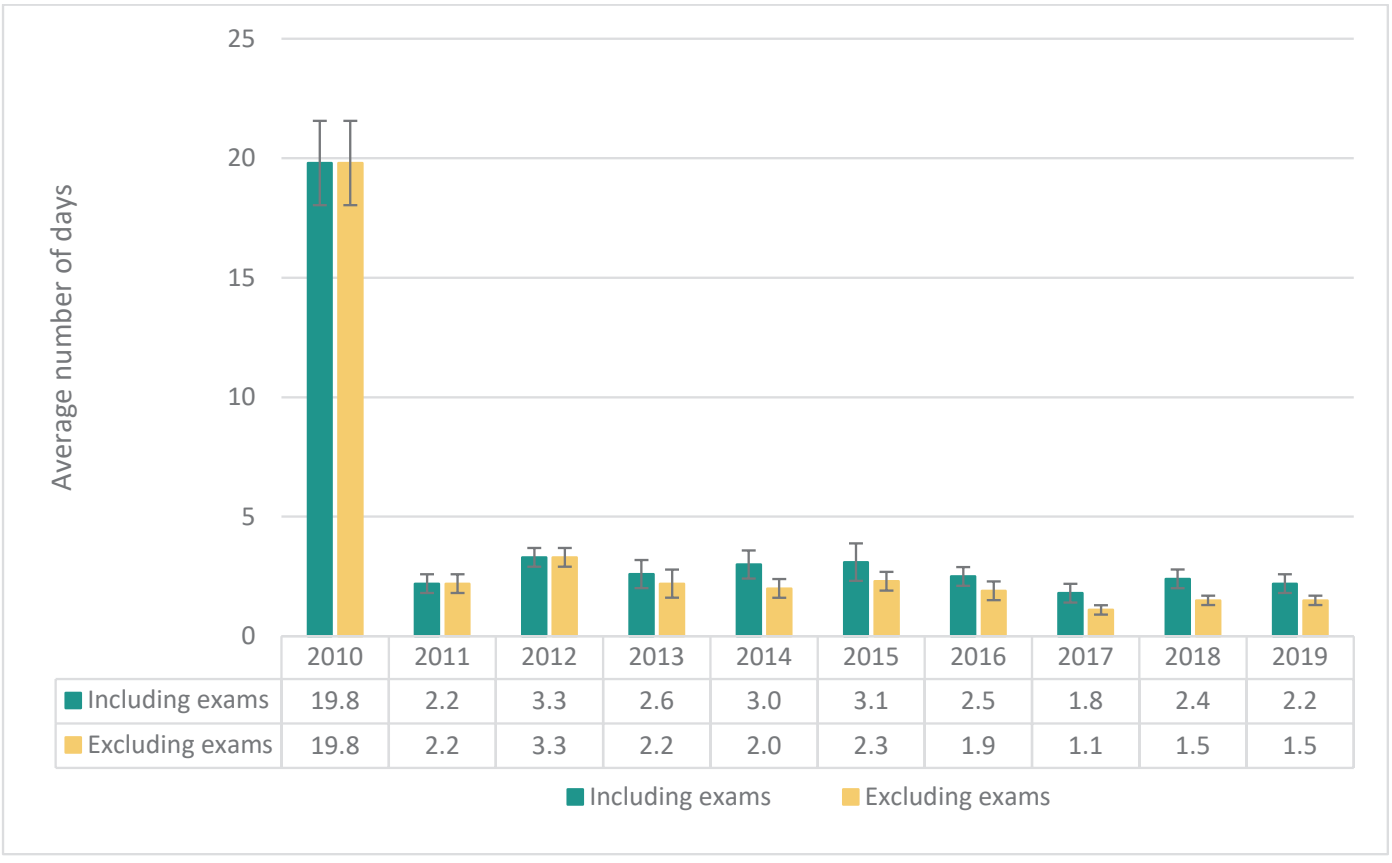
10 All results in this section are reported in Table 33 in the Appendix.

Table 12: Reasons for absenteeism

	Primary	Secondary	Total
Other	42.6	27.9	35.8
Writing exams	2.5	40.0	30.6
Illness/injury	24.4	19.4	22.1
Did not want to go to school	4.6	5.1	4.8
The weather was bad	3.2	2.3	2.8
Do not know	1.5	1.8	1.6
Need to take care of someone else at home	0.1	1.4	0.7
Lack of transport/problems with transport	0.6	0.8	0.7
No money for transport	0.2	1.0	0.6
Doing household chores	0.3	0.0	0.1
Does not feel safe at school	0.0	0.3	0.1
Total	**100.0**	**100.0**	**100.0**

***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.*

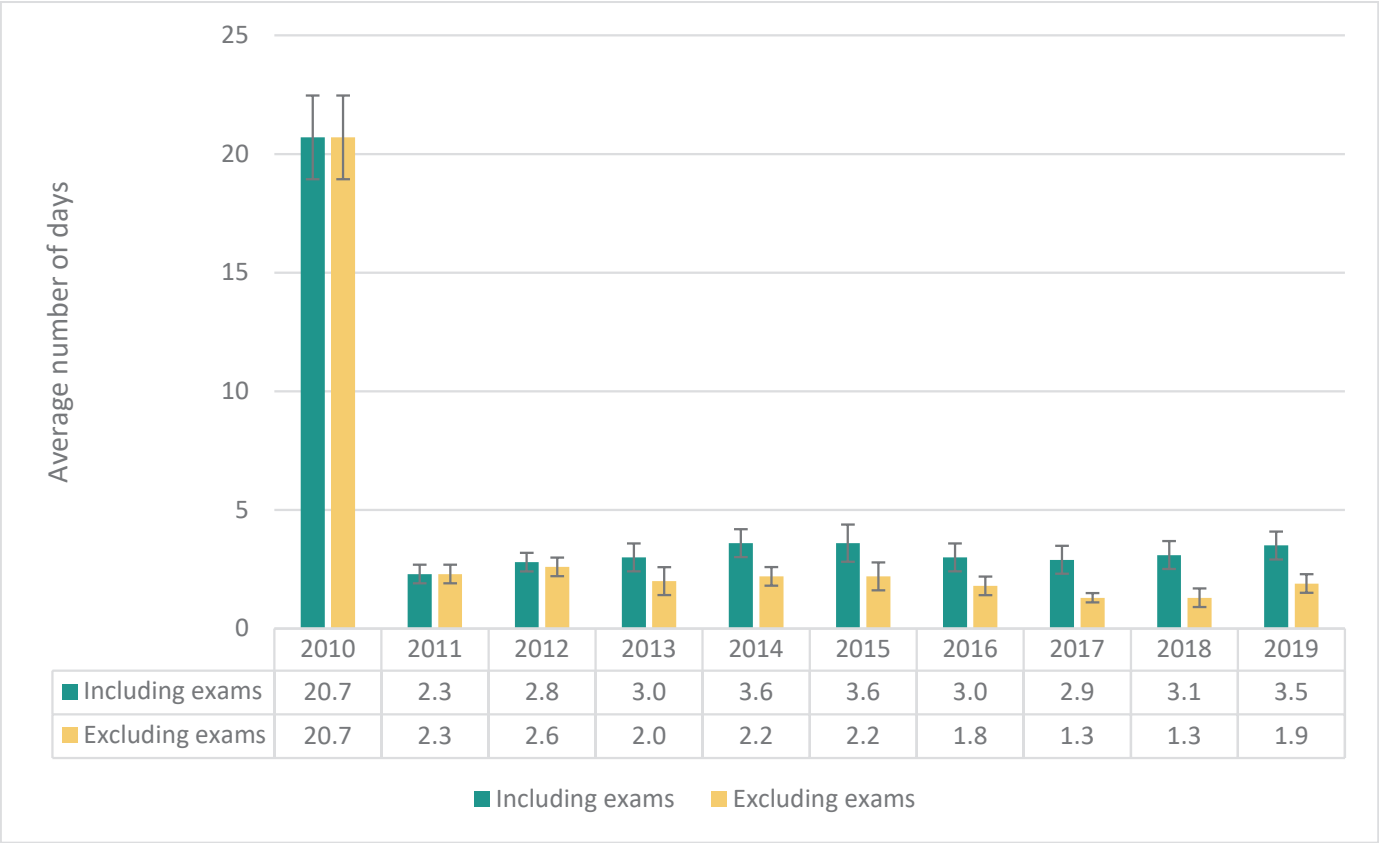
Figure 24: Average daily absenteeism rate in primary school, 2010-2019



***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.*

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

Figure 25: Average daily absenteeism rate in secondary school, 2010-2019



	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Including exams	20.7	2.3	2.8	3.0	3.6	3.6	3.0	2.9	3.1	3.5
Excluding exams	20.7	2.3	2.6	2.0	2.2	2.2	1.8	1.3	1.3	1.9

***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.*

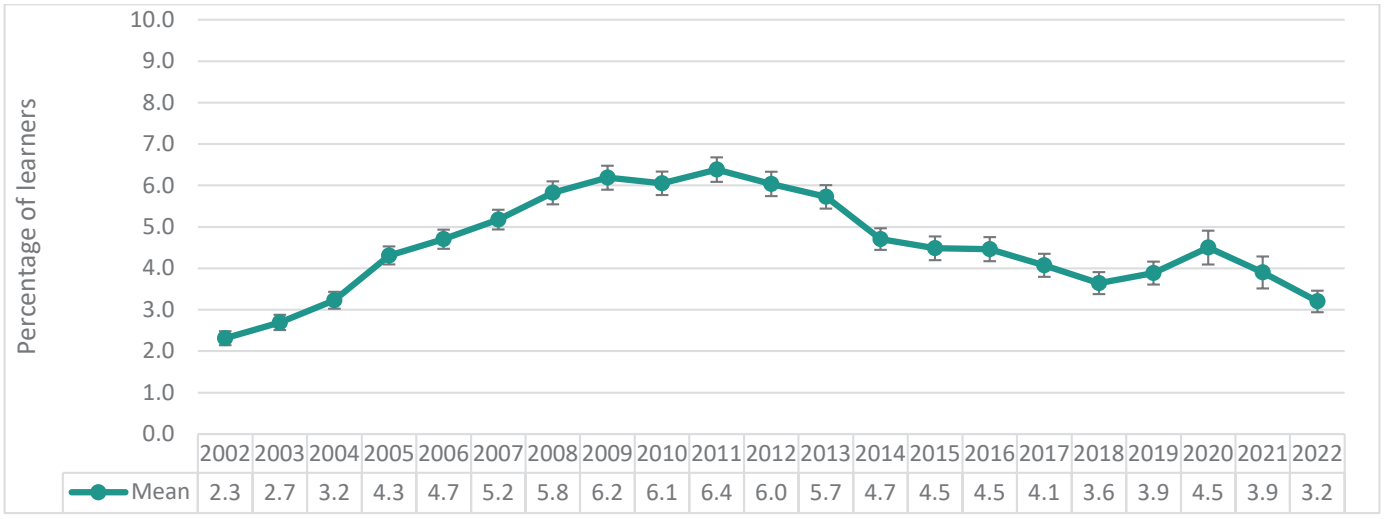
Note: The figure shows absenteeism rates both including- and excluding- those citing examinations as a reason for being absent from school.

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 2022 it was at around 3% (Figure 26). 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 27).[11]

11 All results in this section are reported in Table 34 in the Appendix.

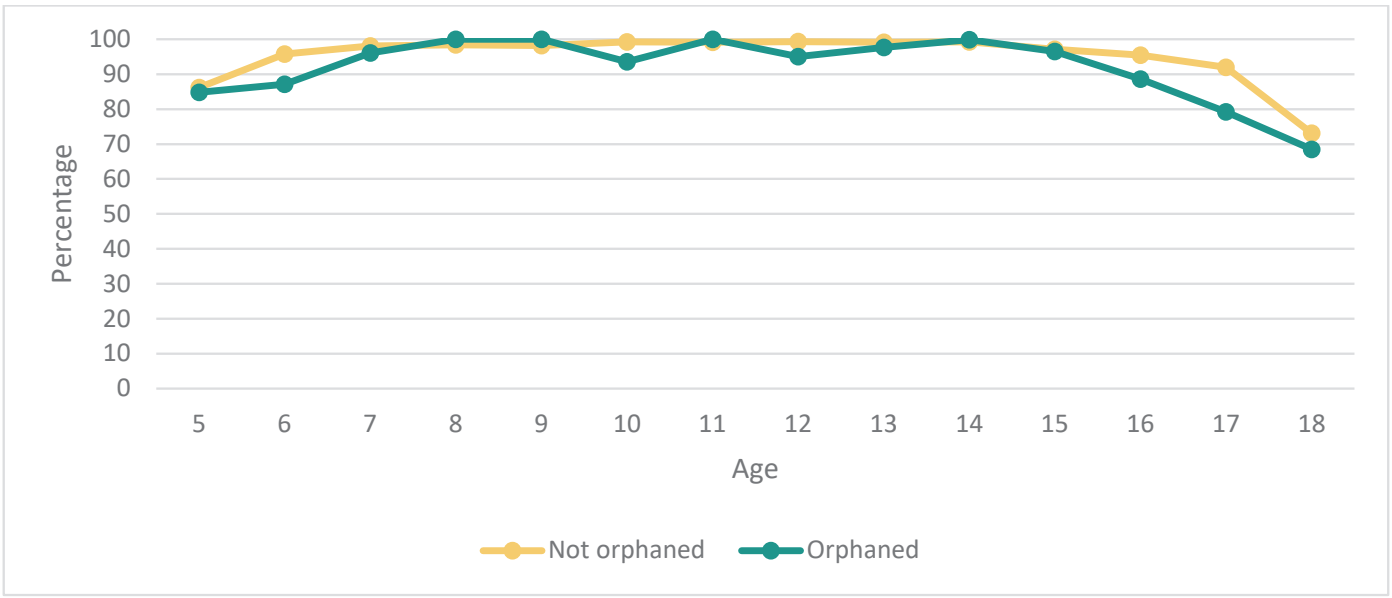
Figure 26: Percentage of children attending schools who are orphans, 2002-2022



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Mean	2.3	2.7	3.2	4.3	4.7	5.2	5.8	6.2	6.1	6.4	6.0	5.7	4.7	4.5	4.5	4.1	3.6	3.9	4.5	3.9	3.2

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

Figure 27: Age-Specific Enrolment (ASER) Status by orphanage status, 2022



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

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. Unfortunately, questions on learner transport were not included in the shortened questionnaires for 2020, 2021 and 2022, so the information presented in this report only covers up to 2019. In 2019, 5.5% of learners used a minibus taxi to travel to school, while approximately 13.5% used a vehicle hired by a group of parents. Only 2% 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 7 to 18 years old reported walking to their educational institutions, with less than 15 minutes being the typical duration. In 2019, 7% of 5 and 6-year-olds, 11% of 7 to 15-year-olds, and 16% of 16 to 18-year-olds walked to school for more than 30 minutes. Compared to 2009, the percentage of learners walking for more than 30 minutes decreased for 5 and 6-year-olds (from 11% to 7%) and for 7 to 15-year-olds (from 15% to 11%).

KwaZulu-Natal has the highest percentage of learners who walk for more than 30 minutes to educational institutions, while 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, North West, and Mpumalanga had the highest proportion of learners who benefited from government-provided learner transport, whereas KwaZulu-Natal, Eastern Cape, and Limpopo had the lowest proportion of learners accessing government-provided learner transport.[12]

Table 13: Proportions of 7 to 18-year-olds that use different modes of transport, 2010-2019

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Walking	73.6	74.1	71.8	72.3	72.0	69.4	69.4	67.0	67.3	65.0
Vehicle hired by group of parents	5.2	6.6	8.5	7.5	8.4	9.8	9.9	11.6	12.0	13.5
Own car or other private vehicle	8.1	7.5	8.5	8.7	8.2	8.3	8.4	9.0	8.4	9.0
Minibus taxi/sedan taxi/bakkie	6.9	6.1	5.7	5.1	4.9	5.4	5.3	5.0	5.0	5.5
Bus	3.1	3.0	2.5	3.2	3.2	3.4	3.3	3.3	3.4	4.5
Minibus/bus provided by institution / government	2.2	1.8	1.9	1.9	1.8	2.4	2.5	2.8	2.8	2.0
Bicycle/motorcycle	0.4	0.5	0.6	0.7	0.8	0.8	0.7	0.8	0.7	0.2
Other	0.1	0.1	0.1	0.2	0.1	0.3	0.3	0.1	0.2	0.2
Train	0.4	0.4	0.5	0.4	0.4	0.3	0.2	0.3	0.2	0.1
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**

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

12 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
Province										
Western Cape	4.8	3.4	3.7	4.6	4.1	4.8	4.9	5.5	4.7	3.8
Eastern Cape	3.3	1.2	1.8	1.5	2.1	3.3	3.6	4.0	3.9	1.2
Northern Cape	4.4	4.0	5.2	4.8	4.0	5.5	3.8	4.9	6.2	2.3
Free State	0.9	0.9	2.3	1.9	0.8	1.2	1.9	1.5	1.6	1.8
KwaZulu-Natal	0.9	0.6	0.9	1.0	0.8	0.8	1.0	1.3	1.7	1.3
North West	1.8	1.5	1.0	1.9	1.0	3.1	1.7	1.9	1.8	3.3
Gauteng	2.0	3.4	1.7	1.6	1.6	2.4	2.6	3.1	3.1	2.2
Mpumalanga	4.1	2.2	4.0	3.1	4.9	3.8	4.3	3.6	4.1	3.2
Limpopo	0.4	0.6	0.8	0.8	0.4	0.9	1.2	1.6	1.4	0.8
National	**2.2**	**1.8**	**1.9**	**1.9**	**1.8**	**2.4**	**2.5**	**2.8**	**2.8**	**2.0**

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

17. VIOLENCE AT SCHOOLS

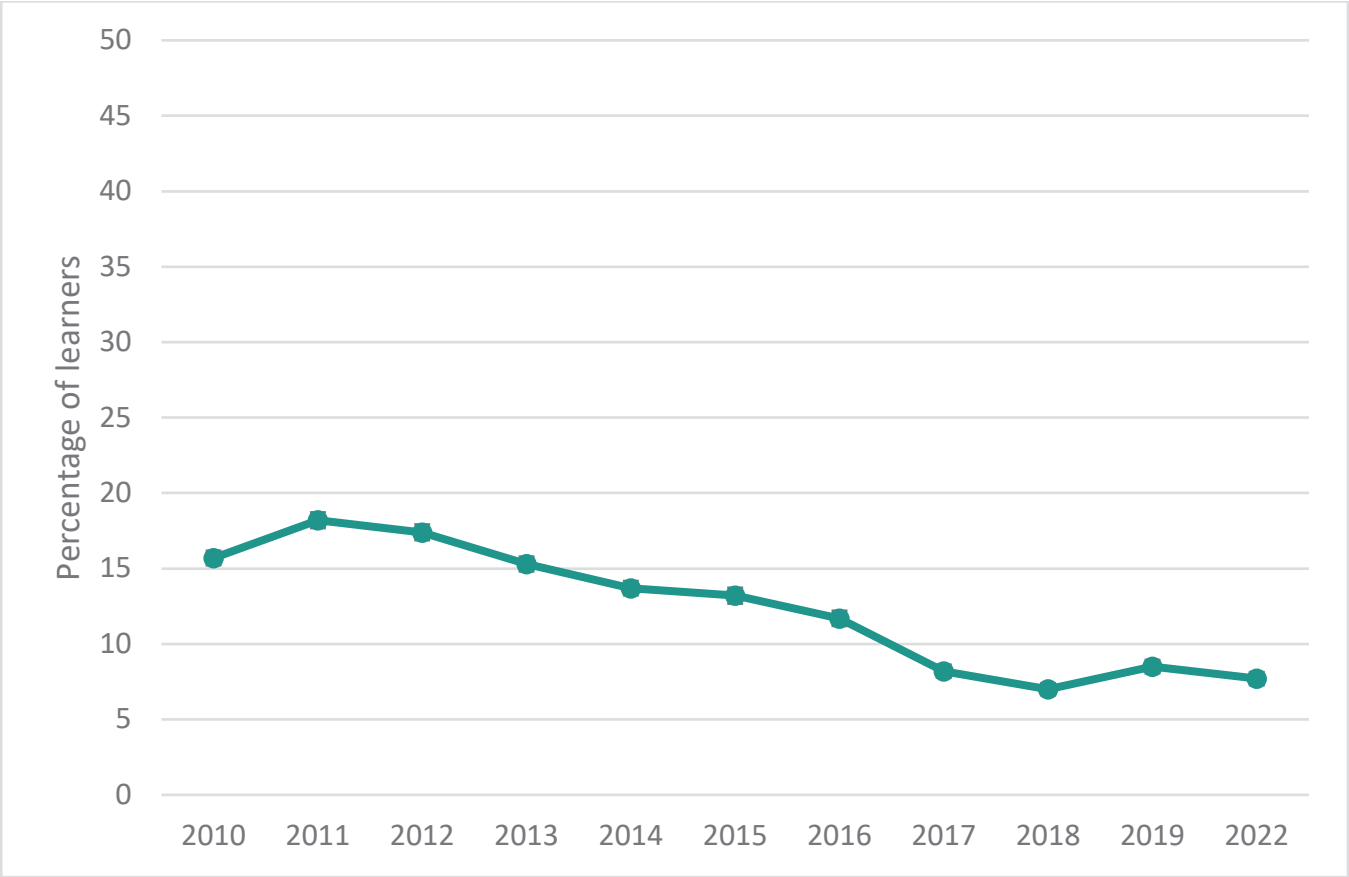
The Republic of South Africa has promulgated acts and policies that protect the dignity and rights of a child. Amongst other legislation, these acts and policies are encapsulated in the Constitution of the Republic of South Africa No 108 of 1996; the South African Schools Act No 84 of 1996; the National 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, whereas in 2022 Gauteng, Western Cape, Limpopo and Mpumalanga had the lowest prevalence.[13] 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 28).

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 2022. 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.

13 All results in this section are reported in Table 38 in the Appendix.

Figure 28: Percentage of learners who have experienced violence, 2010-2022



***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, 2022

	No violence experienced	Corporal punishment or verbal abuse	Physical Violence by teacher
Western Cape	95,2	4,8	0,1
Eastern Cape	88,1	11,9	0,4
Northern Cape	94,7	5,3	0,1
Free State	89,9	10,1	0,2
KwaZulu-Natal	85,3	14,7	0,1
North West	89,6	10,4	1,2
Gauteng	97	3	0,3
Mpumalanga	95	5	0,1
Limpopo	97,9	2,1	0,4
Total	92,3	7,7	0,3

***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.*

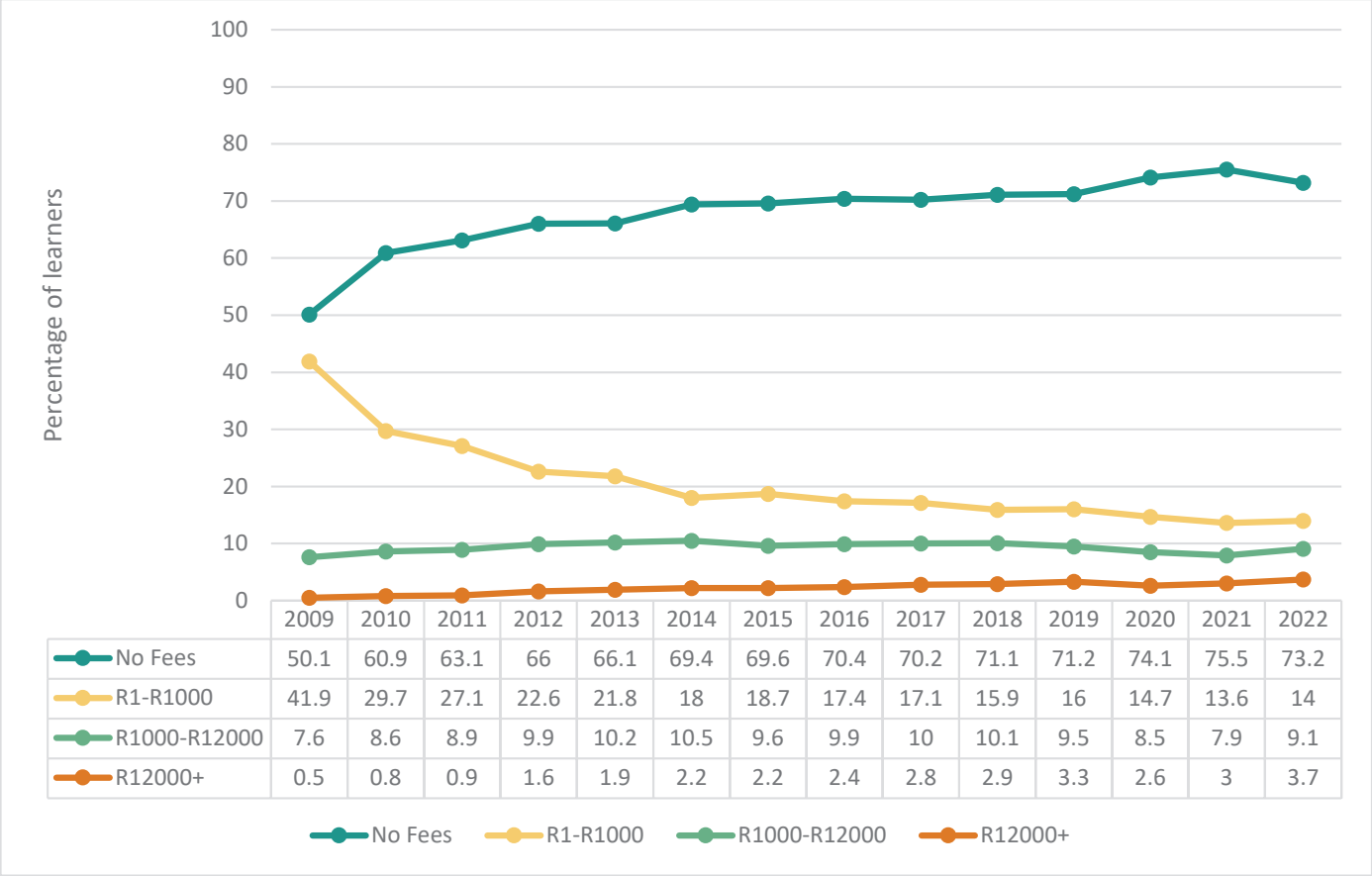
18. SCHOOL FEES

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 73% in 2022 (Figure 29). 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. 74% of households that pay no school fees are households with the mother as the household head, as seen in Figure 32 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 (97,5%) given for not paying fees by learners in public schools was that the school did not ask for fees, only 0,7% of learners are not paying for fees `because they got a fee exemption (Figure 30).

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 31).

Figure 29: Percentage of learners who paid school fees (Public Schools), 2009-2022



	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
No Fees	50.1	60.9	63.1	66	66.1	69.4	69.6	70.4	70.2	71.1	71.2	74.1	75.5	73.2
R1-R1000	41.9	29.7	27.1	22.6	21.8	18	18.7	17.4	17.1	15.9	16	14.7	13.6	14
R1000-R12000	7.6	8.6	8.9	9.9	10.2	10.5	9.6	9.9	10	10.1	9.5	8.5	7.9	9.1
R12000+	0.5	0.8	0.9	1.6	1.9	2.2	2.2	2.4	2.8	2.9	3.3	2.6	3	3.7

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

Figure 30: Reasons for not paying fees

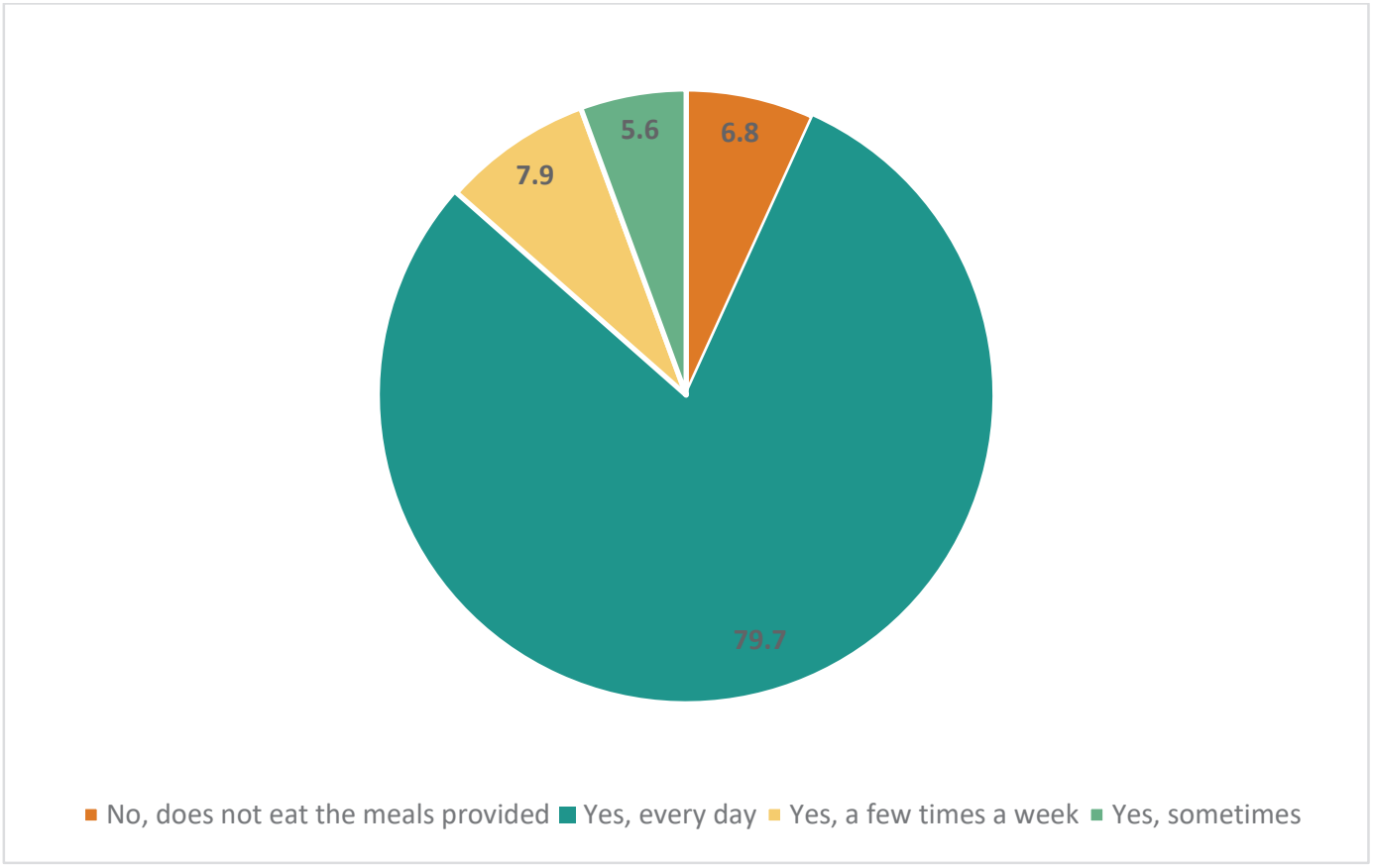
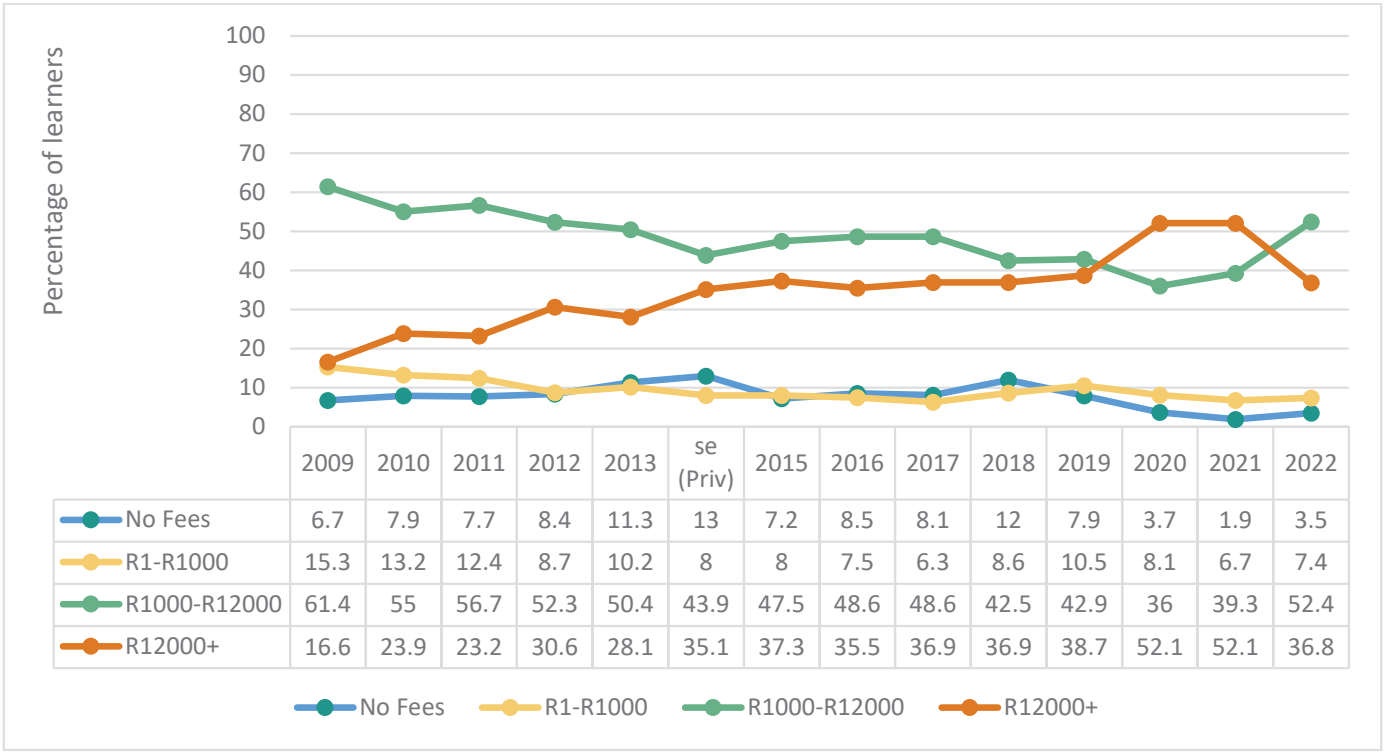


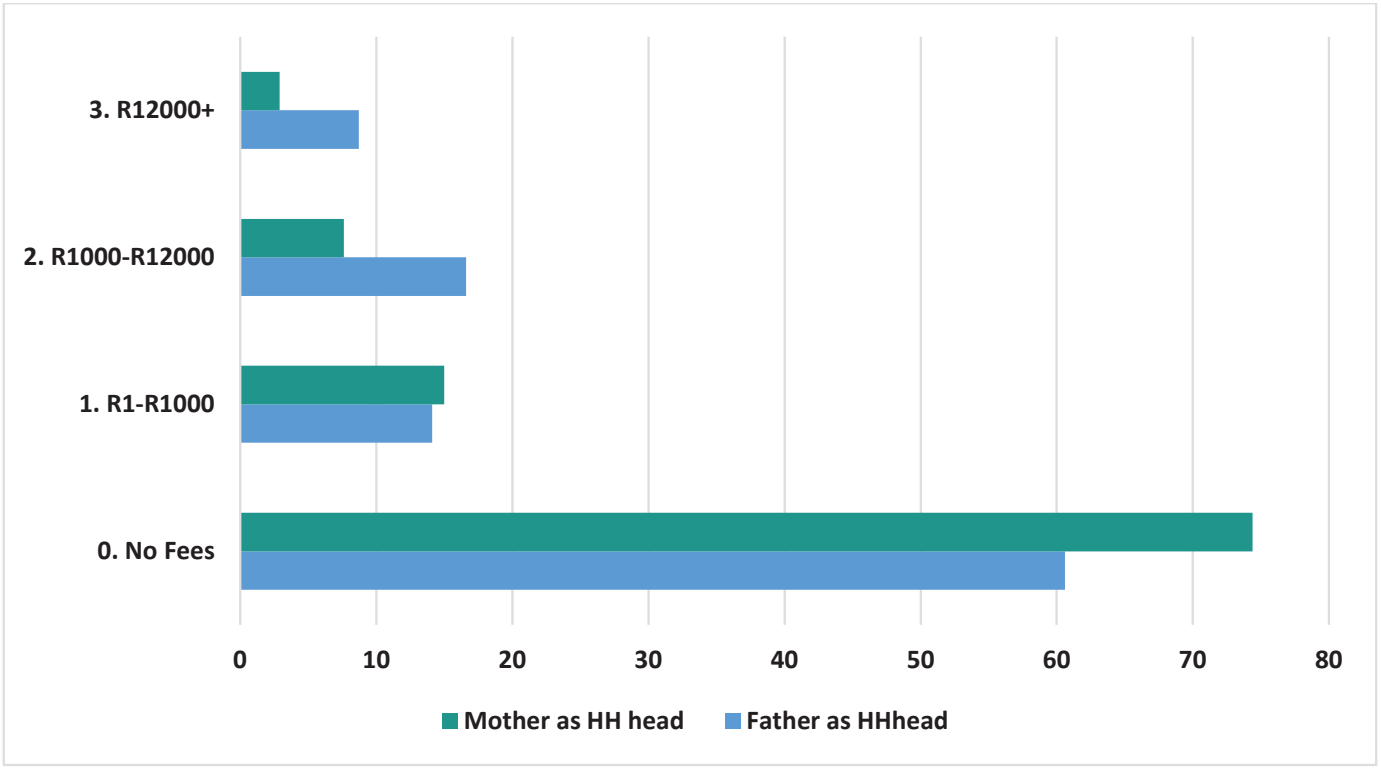
Figure 31: Percentage of learners who paid school fees (Private Schools), 2009-2022



	2009	2010	2011	2012	2013	se (Priv)	2015	2016	2017	2018	2019	2020	2021	2022
No Fees	6.7	7.9	7.7	8.4	11.3	13	7.2	8.5	8.1	12	7.9	3.7	1.9	3.5
R1-R1000	15.3	13.2	12.4	8.7	10.2	8	8	7.5	6.3	8.6	10.5	8.1	6.7	7.4
R1000-R12000	61.4	55	56.7	52.3	50.4	43.9	47.5	48.6	48.6	42.5	42.9	36	39.3	52.4
R12000+	16.6	23.9	23.2	30.6	28.1	35.1	37.3	35.5	36.9	36.9	38.7	52.1	52.1	36.8

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

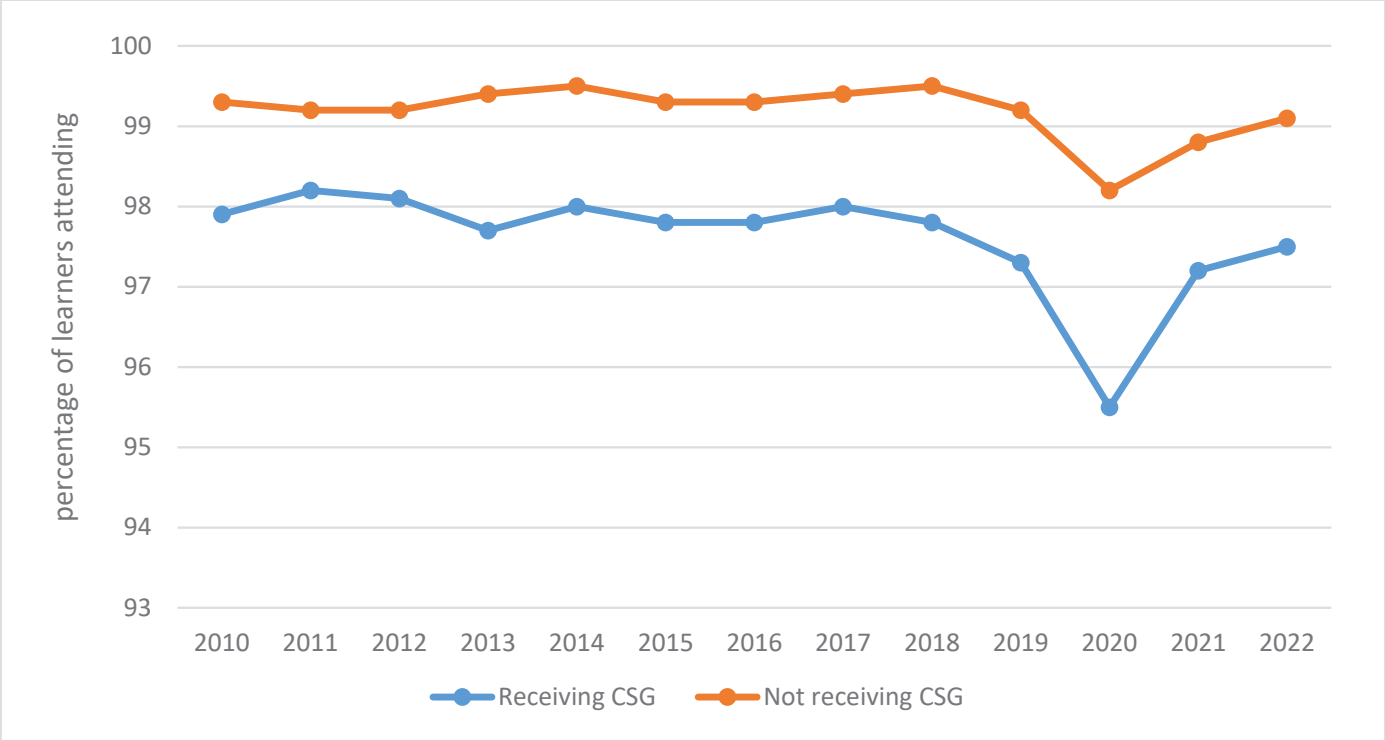
Figure 32: Percentage of learners who paid school fees based on Household heads (Public schools)



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 33 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 33: 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.*

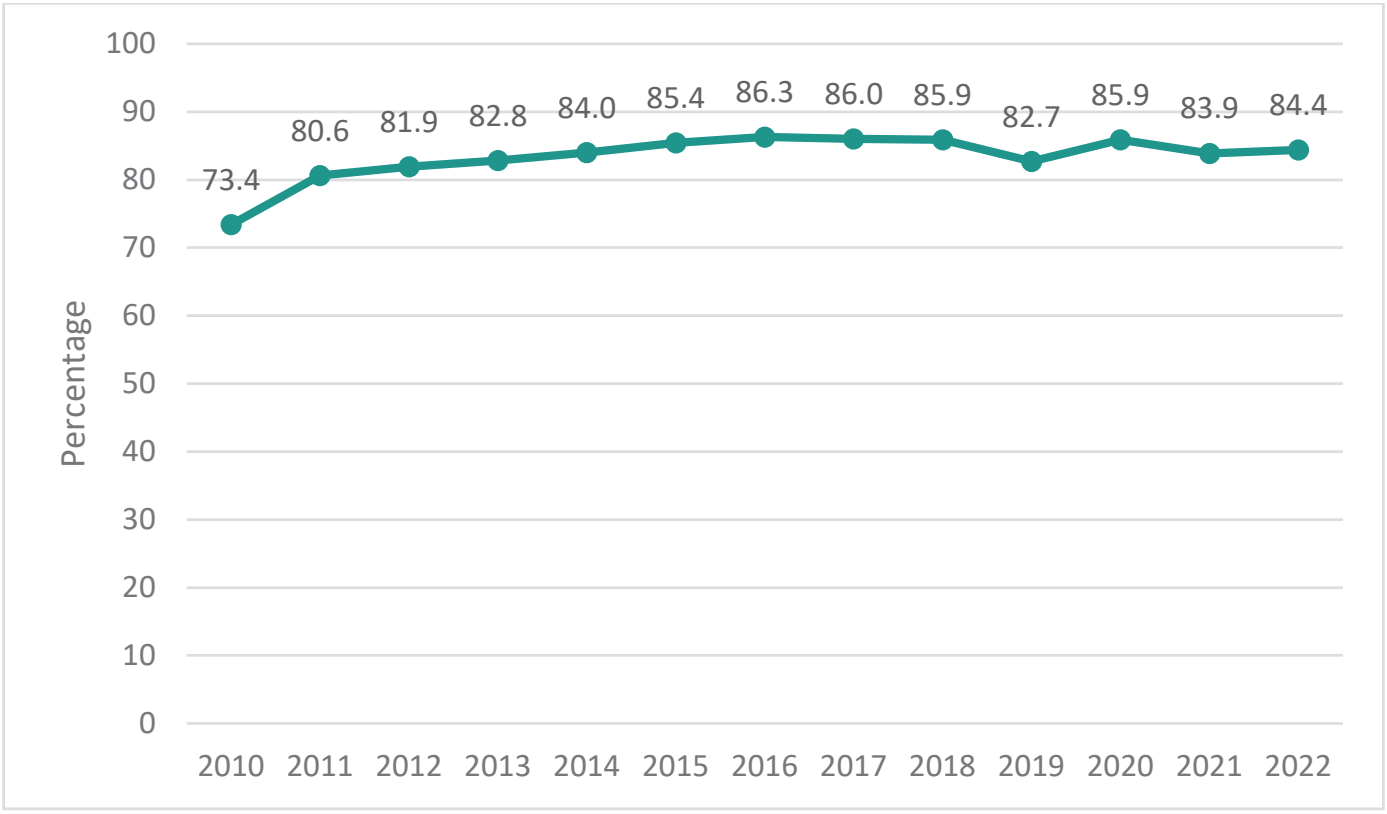
20. NATIONAL SCHOOL NUTRITION PROGRAMME (NSNP)

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 84,4% in 2022 (Figure 34). The highest proportions of learners benefiting from the NSNP are found in those provinces that are regarded as mostly rural and where the need is no doubt greatest. Limpopo and the Eastern Cape have the highest percentage of learners benefiting from NSNP (around 93% and 91% respectively) while Gauteng and the Western Cape has the lowest percentage (around 73%). 95% of learners benefiting from NSNP are from Traditional areas and around 76% are from urban areas (Figure 36). In 2022, around 80% 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 35).[14]

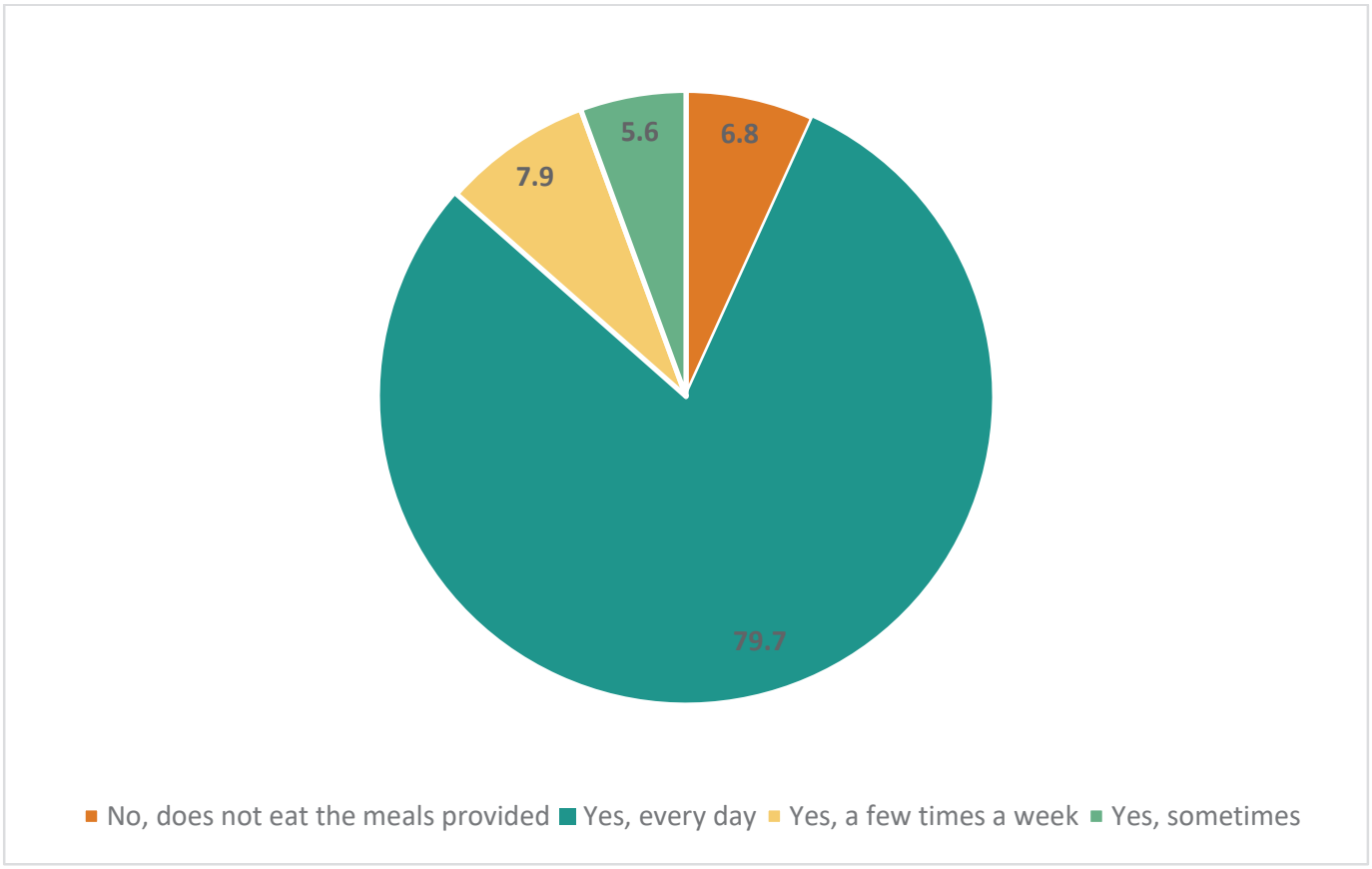
14 All results in this section are reported in table 39 in the Appendix.

Figure 34: Percentage of learners benefitting from the NSNP by province, 2010-2022



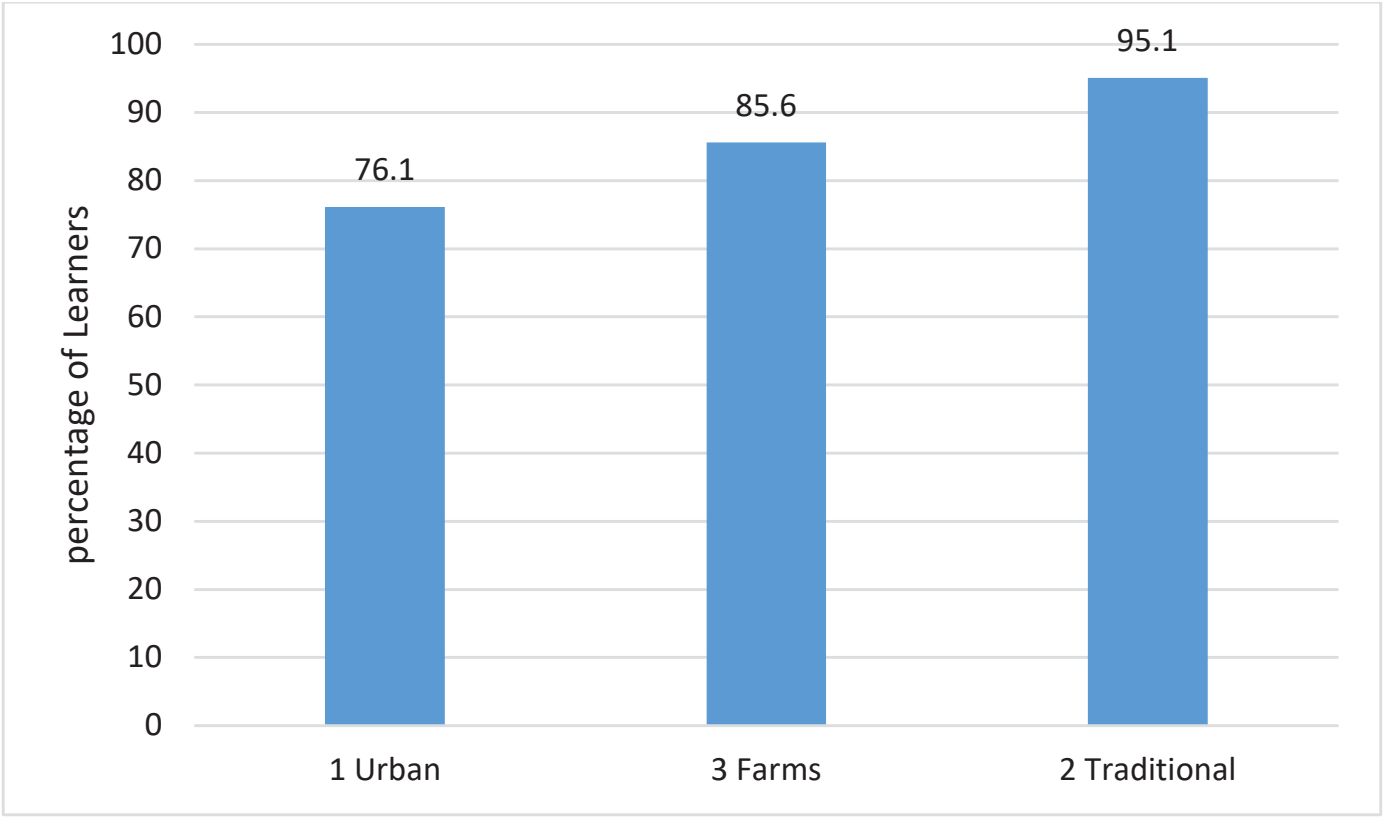
***Source**: Statistics South Africa, General Household Survey (GHS), own calculations. **Notes:** 95% confidence intervals shown.*

Figure 35: Frequency of eating the meals provided, 2022



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

Figure 36: Percentage of learners benefiting 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 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 2022 results show that there is continued partial recovery however, there is a need for continued monitoring and support 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, 2012-2022

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Province											
Western Cape	32,9	40,7	42,4	42,6	30,8	42,2	46,3	35,7	32,4	42,6	40,6
Eastern Cape	26,4	26,5	34,1	27,0	26,7	27,2	28,9	22,9	18,3	20,2	22,7
Northern Cape	19,2	28,8	34,6	26,1	28,4	31,8	26,9	21,5	11,7	17,7	27,9
Free State	37,4	51,5	54,3	51,7	36,3	42,6	43,8	42,1	39,4	40,8	36,3
KwaZulu-Natal	22,7	33,1	40,5	34,2	23,3	22,7	22,7	21,1	20	18,6	17,9
North West	24,5	28,7	23,5	24,2	23,4	27,8	26,8	22,7	19,5	12,4	16,4
Gauteng	36,9	52,1	63,2	60,1	48,0	47,7	51,3	44,6	30,9	37,9	34,2
Mpumalanga	20,6	25,9	24,7	29,0	30,5	30,4	32,3	28,1	15,8	16,2	18,9
Limpopo	28,6	37,2	35,7	39,1	33,8	32,7	41,0	35,0	28,7	26,2	35,1
Population group											
African/Black	27,8	35,8	41,2	39,3	33,0	33,2	36,2	31,1	23,2	25,6	27,3
Coloured	24,4	33,3	33,2	34,0	22,8	34,5	31,9	27,1	25,3	22	26,4
Indian/Asian	23,9	45,5	52,3	35,5	27,5	31,4	46,0	32,9	24,6	29,1	14,6
White	47,4	60,4	68,2	57,3	43,5	56,4	60,4	54,2	63,3	57,4	51,4
Gender											
Male	28,6	36,9	42,4	38,8	33,7	34,5	36,8	32,7	22,8	28,4	27,7
Female	28,3	37,1	41,4	40,3	31,4	33,8	37,1	30,6	26,8	24,9	27,9
Total	**28,5**	**37,0**	**41,9**	**39,6**	**32,5**	**34,1**	**37,0**	**31,7**	**24,8**	**26,7**	**27,8**

Table 17: Percentage of 4-year-olds attending an Early Learning Programme, 2012-2022

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Province											
Western Cape	64,8	66,9	65,1	69,8	62,4	64,9	73,9	70,3	43,7	70,3	70,4
Eastern Cape	76,5	80,4	76,6	70,1	75,0	75,2	72,4	76,1	57,6	55,6	62,7
Northern Cape	49,2	63,7	65,8	68,4	75,4	54,2	71,6	58,9	41,7	45,6	49,3
Free State	82,7	86,5	87,1	86,5	77,5	79,8	81,9	78,2	76,4	72,8	84,2
KwaZulu-Natal	49,3	64,0	66,3	58,4	60,3	54,7	51,2	60,4	43,1	54,7	63,1
North West	62,9	66,1	63,8	68,7	66,6	67,2	60,2	73,7	51,1	58,6	60,5
Gauteng	81,9	86,3	88,1	83,4	80,3	83,8	82,3	84,2	65,7	69,6	66,4
Mpumalanga	61,0	63,5	64,4	63,8	63,8	69,7	69,5	72,0	61,6	62,3	68,3
Limpopo	77,2	83,3	75,9	82,0	77,4	81,1	76,0	78,0	67,1	75	78,7
Population group											
African/Black	69,1	75,5	75,7	73,4	71,9	72,4	69,2	75,8	57,5	64,3	67,8
Coloured	49,0	58,2	57,2	53,7	56,2	53,0	65,0	57,4	42,1	49,2	53
Indian/Asian	52,8	71,6	62,4	58,7	69,7	28,3	81,1	38,6	48,1	100	45,7
White	90,8	93,4	83,4	83,3	78,5	85,0	90,9	73,9	61,6	86,8	93,1
Gender											
Male	69,2	73,3	74,4	72,4	71,0	70,2	69,6	74,7	49,2	60,7	66,2
Female	67,5	75,9	74,1	71,5	70,4	71,3	69,9	72,4	63,4	67,4	68,4
Total	**68,3**	**74,6**	**74,2**	**72,0**	**70,7**	**70,8**	**69,7**	**73,5**	**56,0**	**64,1**	**67,3**

Table 18: Percentage of 5 and 6-year-olds attending an Early Learning Programme, 2012-2022

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Province											
Western Cape	83,6	83,9	81,2	86,3	90,3	83,9	85,2	90,6	59,9	83,8	87,9
Eastern Cape	94,9	95,2	95,5	94,1	95,5	96,1	93,1	92,1	90,5	94,7	92,0
Northern Cape	81,2	91,0	88,2	85,7	88,4	90,0	87,6	84,1	68,0	76,3	86,1
Free State	92,0	91,2	92,9	93,1	93,4	95,9	98,2	94,8	64,2	88,5	90,3
KwaZulu-Natal	86,4	88,9	92,2	89,5	88,9	89,5	89,2	92,5	73,9	81,9	87,8
North West	93,0	90,2	85,7	91,2	92,3	86,8	91,1	92,0	67,1	89,4	92,3
Gauteng	90,5	90,2	90,7	94,0	93,0	94,5	92,1	91,8	72,7	89,2	91,1
Mpumalanga	91,5	87,9	92,9	92,7	94,4	91,8	90,2	93,7	91,1	88,3	93,7
Limpopo	96,2	97,6	95,6	96,9	96,9	98,6	97,7	97,4	81,6	93,2	94,9
Population group											
African/Black	90,9	91,8	92,4	92,8	93,2	93,5	92,7	93,3	79,1	89,0	91,3
Coloured	82,5	80,7	80,0	87,7	87,6	83,0	83,4	85,4	56,9	94,7	86,6
Indian/Asian	84,2	92,9	86,7	88,6	82,3	84,3	77,8	88,7	33,9	52,6	83,3
White	95,7	84,7	90,5	90,9	96,2	93,6	89,6	97,0	40,1	71,9	91,9
Gender											
Male	90,4	90,3	91,2	91,2	93,2	92,8	91,2	92,8	74,9	87,1	91,0
Female	90,2	90,9	91,3	93,2	92,3	92,0	92,0	92,7	75,2	88,1	90,7
Total	**90,3**	**90,6**	**91,2**	**92,2**	**92,7**	**92,4**	**91,6**	**92,7**	**75,1**	**87,6**	**90,8**

Table 19: Table 21: Percentage of 7 to 13-year-olds attending an educational institution, 2012-2022

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Province											
Western Cape	99,4	99,0	99,6	99,3	99,3	99,0	98,5	98,1	98,1	94,9	97,9
Eastern Cape	99,0	99,1	99,3	99,1	99,3	98,7	99,3	98,8	98,8	98,7	98,6
Northern Cape	99,4	99,3	99,9	98,6	98,8	98,3	98,3	98,6	98,6	98,3	99,2
Free State	99,5	98,7	98,2	98,6	99,0	99,4	99,8	99,3	99,3	98,1	98,6
KwaZulu-Natal	99,1	99,0	99,2	98,8	99,4	99,3	98,9	99,2	99,2	96	98,3
North West	98,9	99,2	98,8	98,2	98,5	98,9	99,5	99,2	99,2	98,7	99,2
Gauteng	99,0	99,7	99,2	99,7	99,6	99,6	99,1	98,7	98,7	98,3	99
Mpumalanga	99,4	99,4	99,2	99,7	99,1	99,5	99,6	99,3	99,3	97,8	99,2
Limpopo	99,5	99,5	99,5	99,5	99,7	99,9	99,4	98,6	98,6	98,3	99
Population group											
African/Black	99,2	99,3	99,2	99,1	99,3	99,3	99,2	99,1	99,1	97,6	98,7
Coloured	99,1	98,5	99,5	99,2	99,2	98,6	98,3	97,3	97,3	95,7	98,4
Indian/Asian	99,3	99,7	100,0	99,1	100,0	100,0	99,2	96,1	96,1	100	98
White	99,8	99,4	99,8	99,6	99,6	99,7	99,5	97,7	97,7	98,1	99,3
Gender											
Male	99,0	99,1	99,1	99,2	99,3	99,3	99,1	98,6	98,6	97,3	98,5
Female	99,4	99,4	99,4	99,2	99,4	99,3	99,2	99,1	99,1	97,7	98,9
Total	**99,2**	**99,3**	**99,2**	**99,2**	**99,3**	**99,3**	**99,2**	**98,9**	**97,5**	**98,4**	**98,7**

Table 20: Percentage of 7 to 15-year-olds attending an educational institution, 2012-2022

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Province											
Western Cape	98,2	98,1	98,7	98,6	98,3	98,2	98,4	97,7	95,5	98,6	97,9
Eastern Cape	98,4	98,1	98,9	98,6	99,0	98,1	99,0	98,6	97,4	96,9	98,4
Northern Cape	98,6	98,9	99,3	98,0	98,4	97,9	97,0	97,7	98,7	96,4	98,5
Free State	99,2	98,4	98,1	97,9	98,5	99,2	99,7	99,2	98,2	99	98,9
KwaZulu-Natal	98,8	98,6	99,1	98,7	99,0	99,2	98,8	98,8	96,3	98,1	98,4
North West	98,8	98,3	98,1	97,0	97,5	98,1	99,3	98,7	98,4	97,4	98,6
Gauteng	99,0	99,5	99,2	99,6	99,1	99,5	98,9	98,4	98,5	98,7	98,6
Mpumalanga	99,0	99,2	99,2	99,3	98,7	99,0	99,4	99,2	97,9	99,5	99,3
Limpopo	99,2	99,2	99,4	99,4	99,6	99,9	99,4	98,3	97,8	99,1	99,1
Population group											
African/Black	98,8	98,9	98,9	98,8	98,9	99,0	99,1	98,8	97,6	98,3	98,6
Coloured	97,8	96,9	98,8	98,5	97,8	97,7	97,9	96,8	95,9	98,4	98
Indian/Asian	99,1	99,7	99,7	99,3	100,0	100,0	99,3	96,2	100	95,9	98,5
White	99,8	99,0	99,8	99,5	99,3	99,6	99,2	97,7	95,1	99,3	99,5
Gender											
Male	98,5	98,6	98,8	98,8	98,8	98,9	98,9	98,3	97,5	98,4	98,4
Female	99,1	98,9	99,1	98,8	98,9	99,1	99,1	98,8	97,4	98,2	98,8
Total	**98,8**	**98,8**	**99,0**	**98,8**	**98,8**	**99,0**	**99,0**	**98,6**	**97,4**	**98,3**	**98,6**

Table 21: Percentage of 14 to 18-year-olds attending an educational institution, 2012-2022

	2012	2013	2014	2015	2016	2017	2018	2019	2021	2021	2022
Province											
Western Cape	86,3	85,0	86,2	82,1	82,2	83,6	86,3	88,2	90,7	85,6	85,7
Eastern Cape	89,5	88,6	88,1	88,5	88,7	89,2	91,3	90,4	92,2	92,7	90,2
Northern Cape	86,2	88,7	84,2	82,8	81,5	83,1	85,8	84,1	89,6	93,9	86,2
Free State	91,3	90,8	93,6	91,7	90,1	91,6	94,0	93,5	92,1	90,7	92
KwaZulu-Natal	90,7	91,5	90,9	89,1	88,5	92,1	91,8	90,9	91,8	89	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
Gauteng	90,5	90,1	91,6	90,9	89,2	90,5	91,8	91,1	91,8	92,6	91,2
Mpumalanga	90,3	89,7	91,7	91,4	91,6	91,6	93,0	90,5	97	93,5	92,4
Limpopo	95,8	95,8	95,1	95,4	96,1	96,8	94,5	93,7	94	94,4	95
Population group											
African/Black	91,1	91,4	91,2	90,8	89,8	91,3	92,1	91,9	93,4	91,4	91,5
Coloured	84,2	81,0	81,8	78,5	81,9	80,3	82,9	81,7	88,4	83	82,3
Indian/Asian	89,1	83,4	85,2	81,2	83,8	96,1	91,2	85,6	89,9	92,4	88,2
White	91,1	91,0	95,1	93,2	92,2	92,0	89,8	91,0	86,9	97,2	92,5
Gender											
Male	91,1	91,0	91,1	89,9	89,3	90,8	92,1	91,3	94	92,2	91,3
Female	89,8	89,6	89,7	89,3	88,9	90,0	90,3	90,6	91,2	89,8	90,1
Total	**90,5**	**90,3**	**90,4**	**89,6**	**89,1**	**90,4**	**91,2**	**90,9**	**92,6**	**91**	**90,7**

Table 22: Percentage of 16 to 18-year-olds attending an educational institution, 2012-2022

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Province											
Western Cape	80,4	78,6	80,2	70,6	75,3	77,8	79,5	82,2	86,1	80,7	79,2
Eastern Cape	85,1	84,4	82,1	82,7	82,8	85,3	86,1	84,5	92,1	89,4	85,7
Northern Cape	80,6	82,7	76,4	74,2	69,1	74,1	82,1	76,3	81,6	89,5	79,1
Free State	87,2	86,4	91,1	88,8	85,7	87,1	89,7	89,1	87,2	82,9	87,4
KwaZulu-Natal	85,3	87,7	86,0	82,9	83,4	88,1	87,9	85,7	87,5	83,1	86
North West	81,9	84,5	79,5	86,3	83,9	79,9	79,6	88,5	93	84,5	84,7
Gauteng	85,7	85,0	87,1	85,4	84,6	85,4	87,6	87,0	86,2	88,3	86,5
Mpumalanga	85,4	84,4	86,3	86,5	87,9	88,0	88,9	84,4	95,9	88	87,9
Limpopo	94,2	94,5	92,9	92,9	94,3	95,0	91,5	91,1	92,2	90,5	92,6
Population group											
African/Black	86,8	87,5	86,7	86,1	85,2	87,1	87,9	87,6	89,9	86,3	87,2
Coloured	77,2	74,3	72,9	66,6	74,7	73,1	75,7	72,6	81,6	76,3	74,3
Indian/Asian	83,2	76,3	76,5	68,6	75,6	93,9	86,8	81,5	87,5	100	83,3
White	86,3	88,2	92,7	88,8	89,7	88,2	85,4	86,4	87,6	95,8	89,6
Gender											
Male	87,2	87,4	86,8	84,7	84,5	86,7	88,1	86,7	91	88	87,1
Female	84,6	84,9	84,5	83,4	84,1	85,4	85,1	85,6	86,8	84,3	85,1
Total	**85,9**	**86,1**	**85,6**	**84,1**	**84,3**	**86,0**	**86,6**	**86,2**	**89**	**86,1**	**86,1**

Table 23: Percentage of 19 to 23-year-olds attending an educational institution, 2012-2022

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Province											
Western Cape	22,9	22,4	21,5	18,2	21,0	19,3	19,9	23,6	26,3	29,3	29,6
Eastern Cape	37,2	36,2	33,0	35,9	39,0	37,4	38,6	33,5	29,9	30	30,4
Northern Cape	20,4	20,6	17,1	25,1	27,6	16,6	20,1	20,2	30,3	23,3	19,9
Free State	31,4	32,1	33,4	35,1	34,7	33,6	39,7	36,1	36,4	43,6	36,1
KwaZulu-Natal	32,0	31,9	30,0	32,7	31,8	29,2	33,3	32,4	34,2	34,1	29,8
North West	26,9	30,0	31,8	27,8	26,9	27,0	31,3	30,4	49,4	38,4	24,3
Gauteng	34,2	31,0	32,9	33,7	33,4	34,8	31,7	35,0	40,4	32,4	37,5
Mpumalanga	33,4	30,6	30,1	32,1	35,3	34,2	30,8	32,7	34,4	29,6	29,9
Limpopo	45,9	46,2	43,0	48,6	52,2	45,5	46,3	49,0	48,7	40,3	41,4
Population group											
African/Black	34,7	34,0	32,4	34,7	35,4	33,5	34,8	34,5	38,2	34,2	33,4
Coloured	17,6	15,5	14,9	14,0	17,4	15,4	14,8	17,0	22,1	17,4	18,6
Indian/Asian	27,6	21,7	29,1	38,2	35,9	35,9	24,3	42,6	49,2	45,3	50,6
White	40,7	40,1	45,3	36,7	40,5	41,8	37,5	46,6	34,5	40,2	40,9
Gender											
Male	34,9	33,4	32,5	34,0	35,6	32,4	33,2	34,7	37	35,7	32,3
Female	32,1	31,7	30,8	32,3	32,7	32,6	32,9	32,7	36,6	30,9	33,2
Total	**33,5**	**32,6**	**31,7**	**33,1**	**34,2**	**32,5**	**33,0**	**33,7**	**36,8**	**33,3**	**32,8**

Table 24: Percentage of 16-18-year-olds who have completed Grade 7 or above, 2012-2022

Grade 7	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Province											
Western Cape	97,3	97,1	97,0	96,3	96,6	97,1	97,1	97,6	96,2	97,9	96
Eastern Cape	87,3	88,9	89,5	89,9	87,2	89,4	88,9	91,6	91,4	97,1	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
Free State	94,7	94,2	94,3	95,6	92,8	93,9	92,2	95,3	95,7	91,3	95,7
KwaZulu-Natal	91,5	94,0	95,8	94,8	94,8	96,4	95,4	95,5	96,2	96,3	96,7
North West	89,4	94,1	91,4	91,8	92,1	90,5	90,3	92,9	96,6	93,9	93,4
Gauteng	98,3	97,4	96,8	98,3	97,9	98,2	98,0	96,9	96	98,2	98,4
Mpumalanga	93,2	93,1	91,8	93,8	93,5	94,4	94,8	95,1	97,2	96	97,7
Limpopo	95,9	95,6	95,7	95,0	96,4	96,7	96,7	95,5	97,6	97	98
Population group											
African/Black	92,4	93,7	94,0	94,2	93,8	94,7	94,5	95,0	95,5	96,4	96,8
Coloured	97,4	95,4	94,4	94,6	94,1	95,2	95,5	94,6	94,2	96,3	93,7
Indian/Asian	100,0	96,5	97,8	96,6	98,4	100,0	100,0	100,0	100	100	94,6
White	98,9	99,2	99,8	98,7	100,0	100,0	98,9	100,0	100	100	100
Gender											
Male	91,5	92,0	92,6	92,2	92,2	93,4	94,0	93,7	93,8	95,6	95,8
Female	95,3	96,4	96,3	96,9	96,3	97,0	95,8	96,8	97,9	97,6	97,5
Total	**93,4**	**94,2**	**94,5**	**94,6**	**94,3**	**95,2**	**94,9**	**95,3**	**95,8**	**96,6**	**96,6**

Table 25: Percentage of 19-21-year-olds who have completed Grade 9 or above, 2012-2022

Grade 9	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Province											
Western Cape	85,1	84,7	88,2	85,9	88,1	89,8	91,9	89,2	94,1	98,7	94,4
Eastern Cape	75,9	77,3	76,0	77,4	82,1	81,6	82,8	82,3	86,8	89,8	84,5
Northern Cape	81,6	79,5	78,7	73,4	82,5	76,6	77,0	84,5	86,3	88,6	79,5
Free State	86,5	81,6	86,6	85,6	87,0	87,0	89,4	91,6	94,9	96,3	88,2
KwaZulu-Natal	87,8	87,4	89,0	90,0	90,7	92,7	90,6	91,9	92,4	94	94,3
North West	83,0	80,2	81,0	80,5	83,8	87,0	86,7	86,0	98,2	86,3	85,8
Gauteng	93,3	94,5	95,7	92,7	93,5	93,9	95,4	95,5	96,1	97,8	96,1
Mpumalanga	83,5	84,5	84,2	85,0	86,7	88,5	88,4	88,2	94,8	94,2	90,5
Limpopo	83,4	81,4	78,8	87,8	88,2	90,0	90,6	91,4	93,1	91,8	94,4
Population group											
African/Black	84,7	84,7	85,8	86,3	88,0	89,0	89,8	90,5	93,3	93,5	92,4
Coloured	84,6	82,1	82,4	82,3	86,8	87,7	89,0	86,2	89,8	97,4	85,9
Indian/Asian	94,4	93,4	99,3	100,0	100,0	100,0	96,2	92,4	99,9	93,5	100
White	97,5	95,7	98,2	95,7	96,4	98,6	96,7	98,9	98,7	100	96,5
Gender											
Male	83,1	81,8	83,1	83,6	86,6	86,9	87,3	87,9	92,7	92,7	91
Female	88,5	89,2	89,7	89,8	90,5	92,4	93,2	93,2	94,2	95,7	93,4
Total	**85,8**	**85,4**	**86,5**	**86,7**	**88,6**	**89,6**	**90,2**	**90,5**	**93,5**	**94,2**	**92,2**

Table 26: Percentage of 22-25-year-olds who have completed Grade 12 or above, 2012-2022

Grade 12	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Province											
Western Cape	48,5	47,0	47,5	51,3	53,2	50,9	53,2	59,8	66,4	73,5	63,3
Eastern Cape	25,8	28,2	32,4	32,1	34,2	39,1	37,7	37,5	39,7	46,4	41,3
Northern Cape	45,2	46,0	42,7	43,1	38,4	48,2	51,4	51,6	56,9	50,8	49,7
Free State	48,9	45,3	46,4	48,8	46,9	48,5	60,3	47,3	58	58,5	60,9
KwaZulu-Natal	52,3	53,2	54,1	50,7	51,4	50,1	55,1	53,8	58,4	60,6	61,3
North West	44,2	45,4	45,8	40,7	42,2	44,5	49,3	55,3	64,1	64,1	53,1
Gauteng	59,5	61,6	65,0	63,4	62,3	64,0	64,0	65,6	69,2	67,1	72,2
Mpumalanga	44,2	41,9	46,5	49,4	46,3	47,6	53,5	53,2	54,2	62,7	58,3
Limpopo	38,4	37,9	40,9	37,9	37,7	36,6	42,0	44,8	52,6	51,4	49,9
Population group											
African/Black	43,6	44,4	48,5	47,1	47,0	48,8	51,6	51,7	56,7	58,1	59
Coloured	46,7	45,5	45,9	48,9	49,9	45,8	52,5	56,6	67,3	72,5	55,8
Indian/Asian	74,6	81,8	80,6	78,4	87,8	81,3	81,9	90,4	97,1	82,5	79,5
White	89,0	86,9	88,0	85,7	83,6	79,2	81,1	89,9	83,5	95,6	90,1
Gender											
Male	44,5	44,9	47,4	46,0	46,3	47,4	51,3	50,3	57,8	59,4	57,3
Female	50,3	51,0	54,8	53,7	53,4	54,0	56,3	59,3	61,8	63,3	63,7
Total	**47,4**	**47,9**	**51,1**	**49,9**	**49,9**	**50,7**	**53,8**	**54,8**	**59,8**	**61,3**	**60,5**

Table 27: Percentage of 5-6-year-olds with disabilities attending educational institutions, 2012-2022

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Province											
Western Cape	77,0	66,0	74,3	87,0	91,7	80,9	77,6	82,6	41,1	53,2	81,2
Eastern Cape	91,0	95,2	93,3	95,3	93,7	92,8	83,5	86,2	79,5	90,4	90,3
Northern Cape	72,7	88,6	85,8	78,4	93,3	85,7	75,5	75,2	58,7	80,3	87,4
Free State	89,1	80,0	90,7	84,0	94,6	90,3	100,0	89,4	27,3	84,2	100
KwaZulu-Natal	82,0	85,0	90,3	84,3	79,6	79,7	89,3	89,5	64,5	69,1	68,8
North West	92,9	88,7	81,0	86,7	94,0	85,8	85,3	85,7	64,7	84,4	71,2
Gauteng	88,9	90,4	81,6	85,4	91,3	93,1	90,6	83,2	58,5	86,9	75,5
Mpumalanga	89,9	82,6	81,0	70,1	75,7	67,0	65,6	80,1	81,8	65,7	89,9
Limpopo	96,3	94,8	90,7	94,2	93,9	98,3	98,9	97,6	54,8	93,2	93,7
African/Black	89,1	89,9	88,8	87,5	89,5	87,5	88,8	87,9	66,1	83,8	81,7
Coloured	71,8	65,3	62,4	95,0	84,0	70,5	79,6	72,6	41,9	76,2	84,9
Indian/Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	60,7
White	91,7	74,9	75,0	84,1	100,0	95,3	82,2	100,0	19,6	100	100
Gender											
Male	86,0	87,7	85,9	86,4	91,2	88,0	87,4	86,2	57,7	80,4	84,4
Female	90,5	88,0	87,4	88,9	87,4	86,0	88,3	87,7	60,8	75,5	79
Total	**88,1**	**87,8**	**86,7**	**87,7**	**89,3**	**87,0**	**87,8**	**86,9**	**59,1**	**78,1**	**81,9**

Table 28: Percentage of 7-15-year-olds with disabilities attending educational institutions, 2012-2022

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Province											
Western Cape	87,5	95,6	94,7	85,4	88,8	95,2	100,0	93,5	92,7	93,4	81,7
Eastern Cape	88,9	90,1	95,2	91,0	89,7	83,8	85,7	88,9	88	84,9	86,2
Northern Cape	98,0	90,7	98,8	83,0	89,2	88,8	83,6	92,2	100	100	95,2
Free State	94,8	91,1	89,2	85,2	81,8	91,8	95,5	91,6	89,5	84,8	92,5
KwaZulu-Natal	96,1	91,6	95,3	83,5	89,3	81,6	77,2	89,0	81,4	83,1	89
North West	96,5	97,7	93,9	92,2	92,5	97,2	100,0	98,4	94,7	87,9	97,7
Gauteng	87,2	96,8	92,8	96,5	95,4	97,8	89,8	96,3	97,1	93,2	93,7
Mpumalanga	95,5	92,1	92,1	98,0	80,8	92,3	97,3	94,0	92,2	95,1	81,5
Limpopo	87,7	86,7	93,6	94,6	95,6	99,4	97,7	94,8	93,6	97	89,6
Population group											
African/Black	92,8	92,4	93,7	91,2	92,1	91,9	91,1	93,6	92	91,2	90,3
Coloured	86,7	92,6	94,0	84,8	88,8	90,3	92,8	91,1	90,1	100	92,2
Indian/Asian		86,9	100,0	77,7	100,0	100,0	100,0	100,0	100	100	56,5
White	92,4	96,6	100,0	89,1	82,8	100,0	97,7	100,0	100	74,3	100
Gender											
Male	91,5	90,7	93,2	91,4	89,7	93,4	90,3	93,8	90,9	90,1	85,5
Female	93,5	94,6	94,5	90,0	93,4	91,1	93,5	93,3	93,3	92,5	93,7
Total	**92,4**	**92,5**	**93,8**	**90,7**	**91,5**	**92,3**	**91,8**	**93,6**	92	91,2	90,1

Table 29: Percentage of 16-18-year-olds with disabilities attending educational institutions, 2012-2022

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Province											
Western Cape	82,4	87,6	66,1	67,6	44,1	72,8	24,1	60,9		68,7	63,1
Eastern Cape	40,2	34,5	16,9	67,7	52,0	64,1	34,8	41,7	38,2	100	50,9
Northern Cape	73,8	49,2	100,0	72,5	39,2	0,0	53,6	54,8	60,7	42,6	54,9
Free State	89,5	88,8	81,9	100,0	72,1	100,0	89,6	100,0	100	100	53
KwaZulu-Natal	69,3	74,2	62,2	75,6	76,6	75,5	72,0	30,0	69,6	24	51,6
North West	50,4	78,0	72,0	15,5	63,4	40,0	60,4	100,0	100	100	68,1
Gauteng	74,4	92,1	90,0	78,1	90,1	63,8	100,0	89,6	75,1	100	83,5
Mpumalanga	85,7	58,5	34,8	46,1	62,2	65,8	100,0	72,0		56,9	82,3
Limpopo	87,5	43,9	18,8	68,3	62,6	61,9	87,4	81,0	100	65,5	83
Population group											
African/Black	62,4	67,1	53,6	67,6	68,8	62,7	75,8	60,2	70,8	71,8	69,2
Coloured	76,2	82,6	37,3	100,0	47,3	66,5	30,5	60,0	100	23,6	48,9
Indian/Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100
White	80,4	94,1	100,0	71,6	100,0	100,0	100,0	100,0			0
Gender											
Male	71,0	73,6	51,9	80,2	78,2	58,5	73,0	67,8	66,1	67,8	61
Female	63,1	65,5	58,0	59,7	53,4	71,5	69,8	54,7	77,6	69,9	70,6
Total	**66,7**	**70,3**	**54,4**	**68,6**	**66,5**	**64,3**	**71,5**	**61,0**	**71,8**	**68,8**	**65,4**

Table 30: Percentage of 7-15-year-olds who are not attending educational institutions, 2013-2022

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Province										
Western Cape	1,9	1,3	1,4	1,7	1,8	1,6	2,3	4,5	1,4	2
Eastern Cape	1,9	1,1	1,4	1	1,9	1	1,4	2,6	3,1	1,6
Northern Cape	1,1	0,7	2	1,6	2,1	3	2,3	1,3	3,6	1,5
Free State	1,6	1,9	2,1	1,5	0,8	0,3	0,8	1,8	1	1,1
KwaZulu-Natal	1,4	0,9	1,3	1	0,8	1,2	1,2	3,4	1,4	1,6
North West	1,7	1,9	3	2,4	1,9	0,7	1,3	1,6	2,6	1,4
Gauteng	0,5	0,8	0,4	0,8	0,5	1,1	1,6	1,4	1,3	1,4
Mpumalanga	0,8	0,8	0,7	1,3	1	0,6	0,8	1,9	0,5	0,7
Limpopo	0,8	0,6	0,6	0,4	0,1	0,6	1,7	2,1	0,9	0,9
Population group										
African/Black	1,1	1,1	1,2	1,1	1	0,9	1,2	2,2	1,6	1,4
Coloured	3,1	1,2	1,5	2,2	2,3	2,1	3,2	4,1	1,6	2
Indian/Asian	0,3	0,3	0,7	0	0	0,7	3,8	0	0	1,5
White	1	0,2	0,5	0,7	0,4	0,8	2,3	4,9	0,7	0,5
Gender										
Male	1,4	1,2	1,2	1,2	1,1	1,1	1,7	2,4	1,5	1,6
Female	1,1	0,9	1,2	1,1	0,9	0,9	1,2	2,5	1,7	1,2
Geographical area										
Urban			1,2	1,2	1	1,2	1,4	2	1,2	1,6
Traditional			1	1	1	0,8	1,2	2,6	2,1	1,1
Farms			2,6	1,8	0,9	1,3	1,8	7,6	1,9	1
Total			1,2	1,1	1	1	1,3	2,4	1,6	1,4

Table 31: Percentage of 16-18-year-olds who are not attending educational institutions, 2013-2022

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Province										
Western Cape	17.5	16.7	25	20.2	18	15.8	15.4	9.9	11.1	16,8
Eastern Cape	14	15.7	14.9	17	12.7	12.4	11.5	6.8	7	8,3
Northern Cape	15.1	19.4	23.5	28.2	23	14.8	20.8	15.6	10.2	15
Free State	13	7.5	8.6	12.8	9.3	8.3	10.8	6.1	11	10,6
KwaZulu-Natal	8.5	9.2	11.8	10.3	8.7	7.2	9.7	8.2	10.7	6,8
North West	14.1	17.3	12.7	14.4	18	18.8	11.1	3.9	10.5	11,9
Gauteng	10.1	8.3	11.2	8.4	6.6	6.8	8	7.4	7.9	7,4
Mpumalanga	12.8	11.5	10.6	9.6	7.9	9	9.7	3	6.9	5,8
Limpopo	4.4	6.2	5.8	3.9	3.8	6.1	5.9	6.4	6.7	6,1
Population group										
African/Black	10.2	10.3	11.3	11.2	9.2	8.9	9.2	7.1	9.3	7,9
Coloured	22.2	24.8	28.9	22.8	22.6	18.9	23.5	12.9	13.1	20,3
Indian/Asian	10.2	8.3	18.4	6.7	3.1	5.5	9	0	0	11,1
White	6.6	1.8	6.4	4.8	4.1	9.1	3.2	1.7	0	3,7
Gender										
Male	10.3	10.9	12.5	11.8	10.2	9	9.7	6.7	8.8	9,8
Female	11.6	11.4	12.9	11.8	9.8	10.6	10.5	7.7	9.1	7,9
Geographical area										
Urban		9,7	13,5	12,5	10,5	9,8	10,1	7,1	8,4	9,2
Traditional		15,9	10,2	9,8	8,3	9	9,1	7,2	8,9	7,3
Farms			30,7	23,3	20,5	15,1	23,6	7,4	18,7	19
Total	11.0	11.2	12.7	11.8	10.0	9.8	10.1	7.2	8.9	8,8

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

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Province										
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
Population group										
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
Gender										
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
Total	**16.0**	**18.9**	**15.2**	**14.6**	**14.1**	**15.1**	**15.1**	**15.5**	**15.1**	**16.0**

Table 33: Percentage of learners who indicated they were absent in the past 5 days, 2010-2019

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

Table 34: Percentage of learners attending school who are orphans, 2012-2022

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Province											
Western Cape	1,8	1,6	1,1	1,4	1,7	0,7	0,6	1,6	1,4	2,4	2,2
Eastern Cape	8,6	7,2	5,3	5,9	5,6	6,1	4,3	6,1	5,4	6,2	4,4
Northern Cape	4,7	5,3	4,2	3,6	3,2	3,0	3,3	4,0	3,8	3,4	3,1
Free State	8,3	9,4	7,2	4,4	5,3	4,9	5,6	4,3	3,2	4,8	3,6
KwaZulu-Natal	8,7	8,4	6,5	6,3	5,9	5,2	4,5	5,1	4,3	4,9	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
Gauteng	3,7	3,0	3,5	3,0	3,3	3,2	3,3	2,1	5,6	2,6	2,8
Mpumalanga	5,8	6,4	5,9	5,0	5,1	5,2	4,3	4,0	4,1	3,5	2,7
Limpopo	4,0	4,3	3,2	4,2	4,4	3,3	3,2	3,4	4,5	4,6	3
Population group											
African/Black	6,9	6,6	5,3	5,1	5,0	4,6	4,1	4,3	4,8	4,4	3,5
Coloured	1,4	0,7	1,2	1,0	1,3	0,8	0,9	1,6	1,7	1,3	1,7
Indian/Asian	1,0	0,1	0,6	1,1	0,4	0,8	0,7	1,1	0	0,1	0
White	0,1	0,3	0,1	0,3	0,0	0,2	0,0	0,4	3,8	0,5	0
Gender											
Male	6,2	5,9	4,8	4,5	4,3	3,9	3,5	4,1	4,6	4,2	3,4
Female	5,8	5,6	4,6	4,5	4,6	4,2	3,8	3,6	4,4	3,8	3
Total	**6,0**	**5,7**	**4,7**	**4,5**	**4,5**	**4,1**	**3,6**	**3,9**	4,5	4	3,2

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

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

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

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Province										
Western Cape	2.6	3.1	1.8	3.0	1.2	1.0	3.7	1.6	0.7	1.4
Eastern Cape	16.3	13.0	13.1	17.3	13.5	14.2	11.5	11.4	11.2	9.4
Northern Cape	3.9	5.4	9.1	9.8	9.5	9.3	7.0	5.7	4.2	5.9
Free State	10.9	9.8	7.8	9.7	7.8	8.8	8.5	8.0	8.3	8.8
KwaZulu-Natal	26.5	24.6	23.7	24.0	23.3	23.3	21.3	20.9	21.4	19.5
North West	11.6	14.6	15.5	12.0	10.1	11.2	11.1	11.0	10.9	8.1
Gauteng	6.0	5.4	5.4	6.9	3.8	4.5	6.5	4.8	3.6	3.8
Mpumalanga	12.5	7.8	9.5	7.6	7.4	6.3	9.0	9.6	7.8	10.7
Limpopo	14.8	12.3	12.2	9.6	9.9	10.0	9.8	8.6	9.2	7.3
Population group										
African/Black	16.0	14.3	14.3	14.6	12.7	13.2	12.6	11.9	11.5	10.5
Coloured	2.7	2.2	1.4	3.8	1.7	0.9	3.1	2.0	0.7	1.6
Indian/Asian	2.4	0.7	0.0	0.0	2.0	1.1	1.4	0.0	0.0	0.0
White	4.6	0.0	4.4	0.0	2.1	0.0	1.1	0.0	3.2	13.4
Gender										
Male	14.5	13.1	12.9	12.5	11.4	12.0	12.0	10.8	11.0	9.6
Female	15.0	13.1	13.3	14.5	12.1	12.0	11.3	11.2	10.1	10.1
National	**14.8**	**13.1**	**13.1**	**13.5**	**11.7**	**12**	**11.7**	**11**	**10.6**	**9.8**

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

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Province										
Western Cape	4.8	1.5	2.1	6.4	0.8	1.3	9.6	1.4	2.0	5.0
Eastern Cape	21.5	16.5	22.2	26.8	19.8	22.3	16.2	20.2	17.9	18.6
Northern Cape	7.3	8.5	8.2	6.3	10.8	14.6	7.3	9.7	9.9	10.2
Free State	15.0	14.1	13.4	12.1	14.5	11.0	11.7	11.3	10.8	19.5
KwaZulu-Natal	34.7	29.7	30.4	33.1	33.9	33.1	30.5	34.5	33.2	28.8
North West	19.9	24.6	22.3	21.9	12.4	20.8	16.0	16.2	13.1	12.9
Gauteng	7.0	7.3	11.2	9.2	9.9	10.5	9.8	9.0	5.0	7.8
Mpumalanga	13.8	11.4	18.4	14.7	13.9	14.9	14.4	16.2	12.0	12.8
Limpopo	21.5	21.2	19.5	21.1	19.9	21.3	14.5	16.5	13.9	16.4
Population group										
African/Black	21.6	19.1	21.3	22.4	20.6	21.5	18.4	19.4	17.2	17.4
Coloured	3.9	3.0	1.0	6.3	1.4	2.6	7.7	4.7	1.7	7.3
Indian/Asian	5.6	10.2	0.0	3.3	2.1	4.1	3.6	0.0	0.0	0.0
White	0.0	0.0	0.0	16.6	7.5	1.6	0.0	9.1	0.0	0.0
Gender										
Male	19.3	15.9	18.5	20.2	17.8	18.5	17.6	18.9	15.5	16.1
Female	21.1	19.9	20.8	21.9	20.2	21.7	17.1	17.3	16.3	17.4
National	**20.1**	**17.9**	**19.6**	**21.0**	**19.0**	**20.0**	**17.4**	**18.2**	**15.9**	**16.7**

Table 38: Percentage of learners who experienced violence, corporal punishment or verbal abuse, 2010-2022

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2022
Province											
Western Cape	7,3	9,9	11,3	6,6	8,5	8,5	6,3	4,6	4,0	5,1	4,8
Eastern Cape	24,5	31,1	31,0	25,0	21,7	17,6	18,9	13,1	12,3	11,5	11,9
Northern Cape	19,4	19,2	13,7	12,7	14,2	13,1	13,8	11,7	9,4	6,8	5,3
Free State	17,1	21,9	19,9	18,7	13,8	15,5	18,1	15,7	13,9	10,9	10,1
KwaZulu-Natal	23,0	23,3	22,5	24,1	22,7	21,5	16,7	10,7	7,7	14,0	14,7
North West	24,6	19,7	17,3	13,7	12,0	16,2	13,7	9,3	10,5	12,2	10,4
Gauteng	8,6	8,0	6,0	5,5	5,1	4,7	4,5	3,1	3,0	4,7	3
Mpumalanga	7,2	8,7	13,8	12,2	6,6	8,6	6,9	8,0	4,8	6,2	5
Limpopo	9,5	19,5	16,3	12,4	11,8	12,0	9,8	5,3	5,3	3,3	2,1
Population group											
African/Black	17,6	20,0	19,5	17,2	15,1	14,2	12,7	8,9	7,6	9,3	8,1
Coloured	8,0	12,6	10,9	7,8	8,8	9,7	7,5	5,5	5,4	4,0	6,3
Indian/Asian	8,8	5,9	2,1	4,2	3,6	2,6	3,7	5,1	2,4	1,6	8,9
White	2,6	3,2	2,6	2,1	2,6	4,8	3,6	1,9	1,0	3,2	2
Gender											
Male	15,7	18,3	17,7	15,5	13,5	12,3	11,6	7,8	7,1	8,2	8
Female	15,7	18,0	17,1	15,2	13,9	14,1	11,8	8,5	6,9	8,8	7,5
Total	**15,7**	**18,2**	**17,4**	**15,3**	**13,7**	**13,2**	**11,7**	**8,2**	**7,0**	**8,5**	**7,7**

Table 39: Percentage of learners in public schools benefitting from NSNP, 2012-2022

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Province											
Western Cape	67,7	70,0	70,3	71,5	72,7	73,3	69,7	73,1	67,9	67,5	73,3
Eastern Cape	88,1	90,0	90,6	91,6	92,7	93,4	92,5	**89,5**	89,7	90	91,1
Northern Cape	91,4	87,6	89,3	92,9	93,3	92,4	90,4	86,5	84	81	87,9
Free State	82,6	82,1	83,4	86,1	87,4	86,8	87,4	85,4	87,2	87,5	82,9
KwaZulu-Natal	81,0	81,9	80,6	83,0	84,7	84,9	86,4	80,6	88,8	86	86,6
North West	86,9	86,6	89,2	88,4	87,5	87,8	87,6	86,6	88,8	90	87,2
Gauteng	63,6	66,7	73,2	75,3	77,5	75,6	76,7	72,5	78,8	73,6	73,1
Mpumalanga	90,3	90,9	92,0	92,3	93,1	92,8	93,9	**90,5**	92,1	92,4	91,8
Limpopo	96,6	96,7	96,8	96,6	95,6	95,2	94,4	**91,3**	94,6	92,5	93,2
Population group											
African/Black	87,7	88,2	89,3	89,9	90,7	90,1	90,0	86,7	90,7	89	88,2
Coloured	65,4	71,3	68,3	73,0	75,8	74,8	76,8	71,7	64,2	61,5	71,9
Indian/Asian	19,1	18,8	10,6	28,1	20,2	26,1	31,3	27,7	52,1	37,9	29,5
White	9,8	9,2	13,7	16,8	20,4	16,6	13,7	16,5	17,7	9,8	19,4
Gender											
Male	82,0	83,2	84,0	85,9	86,3	86,3	86,0	82,8	86,3	83,9	85,1
Female	81,8	82,5	84,0	84,8	86,2	85,6	85,9	82,6	85,4	83,9	83,8
Total	**81,9**	**82,8**	**84,0**	**85,4**	**86,3**	**86,0**	**85,9**	**82,7**	**85,9**	**83,9**	**84,5**

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222 Struben Street

Private Bag X895, Pretoria, 0001

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