

**GENERAL HOUSEHOLD SURVEY (GHS):
FOCUS ON SCHOOLING 2016**



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



**General Household Survey (GHS):
Focus on Schooling 2016**

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ACRONYMS

AIR	Apparent Intake Rate
ASER	Age Specific Enrolment Rate
CAPS	Curriculum and Assessment Policy Statement
CPI	Consumer Price Index
DBE	Department of Basic Education
DOH	Department of Health
ECD	Early Childhood Development
FET	Further Education and Training
FPL	Food Poverty Line
GHS	General Household Survey
LBPL	Lower Bound Poverty Line
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
UBPL	Upper Bound Poverty Line
UN	United Nations

1. INTRODUCTION

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

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

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

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

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

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

2. METHODOLOGY

The GHS datasets were analysed using the data management software, STATA. The information is reported in percentages as far as possible and it is recommended that any indicators reported on absolute numbers should be interpreted with caution, since the GHS data is based on a sample. More information on the data collected on other key service sectors can be obtained from Stats SA, as the data presented in this report are based on the analysis done by the DBE and specifically focusses on education indicators. The reporting period is 2002 to 2016, however, to simplify the reporting, some information is provided only from 2007 to 2016.

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

Since 2002, there has been a decline in the number of households in the GHS sample. Between 2002 and 2007 the number of households in the GHS sample was over 25 000, whereas the number of households in the sample between 2009 and 2014 were approximately 25 000. Since 2015, the number of households has declined to approximately 21 000. These declines in the sample are the result of changes in the master sample from which the GHS sample is drawn. The sample of 2002 and 2003 were based on the master sample which was drawn from the database of enumeration areas (EAs), as was established during the demarcation phase of census 1996. From 2004 to 2007 the sample was drawn using the 2003 Stats SA master sample, between 2008 and 2014 the sample was drawn using the 2007 Stats SA master sample, and since 2015 the sample has been drawn using the 2013 Stats SA master sample.

3. OVERVIEW OF PROGRESS IN THE SCHOOLING SYSTEM

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

Looking at quality as measured by learner test scores, we have seen improvements amongst our children in international studies such as the Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS). South Africa has participated in TIMSS since 1995 and the latest round of assessment was conducted in 2015. The 2015 result showed that there has been substantive improvement in the Mathematics and Science performance of Grade 9 learners. In 2003, merely 10.5% of Grade 9 learners performed at or above a minimal proficiency level¹ in Mathematics, whereas in 2015 this has increased to 24.5% in 2011 and 34.4% in 2015. In Science a similar pattern emerged with only 13.1% of Grade 9 learners performing at the Low International Benchmark in 2003, and 32.3% of Grade 9 learners performing at least at this level in 2015 (Reddy, et al., 2016). Both these studies showed that the performance of South African learners is on an upward trajectory.² The 2016 PIRLS results did not show any improvement since 2011, but has shown improvement since 2006. In 2006, South Africa took part in the study at a Grade 5 level. By 2011, the Grade 4 South African sample performed at a higher level than the Grade 5 learners had done in 2006.

Furthermore, results from the National Senior Certificate (NSC) examination also attest to the progress made in the sector. The number of NSC passes has increased from 283,742 in 1995 to 442,672 in 2016. Moreover, the number of learners attaining a Bachelor pass (which would allow them to enrol for a Bachelor's degree) has increased from about 80,000 in 1995 to about 160,000 in 2016 (Gustafsson, 2017). In terms of efficiency, however, we have observed that grade repetition figures remain high and even more so among boys. It is also clear that grade repetition is higher in secondary school than in primary school, with it being especially high in Grades 10 and 11.

Below is an update on the progress that has been made in the sector. The main findings of the report are highlighted below.

- **Participation in the schooling system**
 - **0 to 4 year old children:** Participation of 0 to 4 year olds in ECD programmes has increased from 8% in 2002 to 40% in 2016.
 - **Grade R participation:** over 90% of learners in Grade 1 have attended Grade R since 2009.
 - **Primary education:** The participation of 7 to 13 year olds has remained high at 99% in 2016.
 - **Compulsory education:** The participation of 7 to 15 year olds has remained high at over 97% since 2002.
 - **Secondary education:** The participation of 14 to 18 year olds has remained over 88% since 2002.
 - **Participation in the Further Education and Training (FET) Band:** 85% of 16 to 18 year olds were attending educational institutions in 2016.
 - **Post-school Education:** In 2016, 68% of 19 to 24 year olds were not attending any education institution, 21% were still attending school and about 15% were attending an institution of further training.
 - **Gender Parity** has been achieved on all measures of participation in primary, compulsory and secondary education and in the FET band.
- **Learners with disabilities**
 - In 2016, approximately 4% of the total population of learners attending school were learners with disabilities.
 - 89% of 5 to 6 year olds with disabilities were attending educational institutions in 2016.
 - Around 91% of 7 to 15 year old learners with disabilities were attending educational institutions in 2016.
 - Around 69% of 16 to 18 year old learners with disabilities were attending educational institutions in 2016.
- **Complaints about education**
 - Overall complaints about education have decreased.
 - Complaints about a lack of books have decreased from 20% in 2002 to approximately 4% in 2016.

1 This is the Low International Benchmark (400 points) in the TIMSS assessment. Learners performing at least at this level demonstrated that they have some basic mathematical knowledge.

2 Although the SACMEQ 4 results have not yet been released, DBE internal analysis of the South African data indicates noteworthy improvements in both Grade 6 mathematics and reading between 2007 and 2013.

- Complaints about school fees being too high dropped from almost 18% in 2002 to 4% in 2016.
- Complaints about facilities in bad condition dropped from 10% in 2002 to 3% in 2016.
- **Percentage of Repeaters**
 - The overall percentage of learners repeating a grade has remained the same at approximately 11% since 2014, though some other data sources indicate that grade repetition may be somewhat higher than reported in the GHS.
 - Repetition of Grades 9 to Grade 11 remains particularly high when compared to other grades.
 - The average grade repetition in primary school grades was approximately 8% in 2016.
 - The average grade repetition in secondary school grades was approximately 14% in 2016.
 - More boys repeat in both the primary and secondary grades, than girls.
- **Absenteeism**
 - Since 2013, around 94% of learners were never absent from school.
 - Approximately 3% of learners were absent on average each day.
- **Scholar Transport**
 - In 2016, 69% of individuals aged 7 to 18 years walked to attend an educational institution.
 - In 2016, 12% of those aged 7 to 15 years walked more than 30 minutes to attend educational institutions while 17% of those aged 16 to 18 years walked more than 30 minutes.
- **Corporal Punishment**
 - 11% of learners attending school experienced corporal punishment in 2016 and it has been declining since 2011.
 - Eastern Cape and KwaZulu-Natal has the highest percentage of incidents of corporal punishment at almost 18% and 16% respectively.
- **Orphans**
 - **Almost 5% of learners** attending schools in 2016 were double orphans; that is, these learners had lost both their parents.
- **School fees**
 - 66% of learners attending schools were not paying school fees in 2016.
 - Approximately 5% reported paying between R 1 to R 100 in school fees, although this could include voluntary contributions.
 - Therefore at least 70% of learners could be benefiting from the no-fee school policy.
- **National School Nutrition Programme**
 - Overall, approximately 81% of learners were benefitting from the National School Nutrition Programme (NSNP) in 2016.
 - Limpopo has the highest percentage of learners benefitting from NSNP at 92% in 2016.
 - Gauteng has the lowest percentage of learners partaking in the NSNP at 65% in 2016.
- **Highest level of education**
 - Ever since the 2007 GHS, we observe more than 90% of individuals aged 16 to 18 years old having completed Grade 7.
 - The percentage of individuals aged 19 to 21 years old that completed Grade 9 have increased from around 73% in 2002 to around 89% in 2016.
 - The percentage of individuals aged 22 to 25 years old that completed Grade 12 have increased from around 42% in 2007 to around 50% in 2016.

4. INTERVENTIONS DRIVEN BY THE DEPARTMENT OF BASIC EDUCATION

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

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

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

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

The past 15 years have also seen the rapid expansion of Grade R provisioning with an increased focus to making Grade R universally accessible in South Africa. This drive has seen the enrolment in Grade R more than double from about 242 000 in 2003, to 813 496 in 2016 and has reached an equilibrium where over 95% of Grade 1 learners report having had attended Grade R. This rapid expansion has included the provisioning of additional Grade R classrooms at primary schools, employing and training an entire Grade R teaching force, designing and distributing a Grade R curriculum and the provisioning of developmentally appropriate LTSM. All things considered, coverage and access to Grade R has expanded greatly and this has been the case particularly in poorer schools.

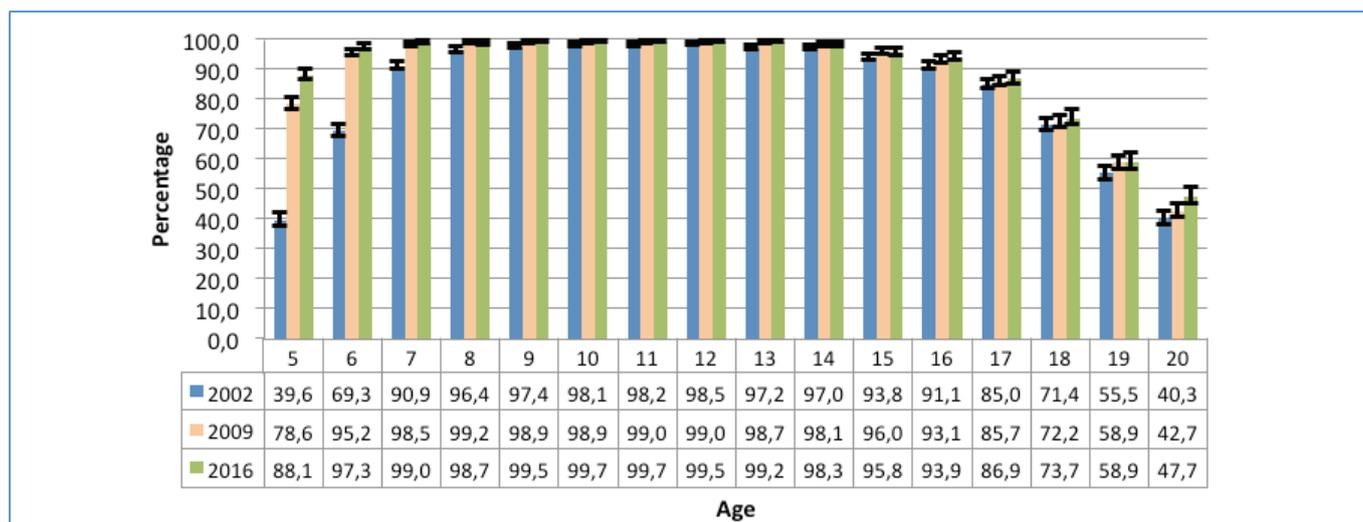
More recently, the DBE, in collaboration with the Department of Transport, has embarked on the Scholar Transport programme. This programme aims to ensure that all learners have access to school despite living relatively far away from the nearest school. The programme provides safe transport to learners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

Learners in South Africa face various challenges in their pursuit of a quality education. The DBE is therefore striving towards meeting the needs of learners to ensure that they will be able to fully utilise the opportunity of the education provided, and to enable them to reach for a better future.

5. PARTICIPATION IN EDUCATION INSTITUTIONS³

Overall, the attendance of learners across the age groups has improved from 2002 to 2016 as shown in figure 1. The attendance has improved most significantly amongst younger children, especially those aged 5 to 6 years old. A reason for the increase in the lower grades can be attributed to the expansion of the supply of ECD programmes in different areas across the country, as well as the universal roll-out of Grade R, whereas the high attendance amongst other ages can be due to policies aimed at reducing drop-out. Between 2002 and 2009 there has also been a slight change in the questionnaire, with the 2009 questionnaire clearly specifying the educational institutions included under the various listed options, whereas the 2002 questionnaire included much less specification. This change is likely to have effected a slight increase in the measured education participation rate, since some individuals who left schools and joined an FET college would now be included.

Figure 1: Overall summary participation in educational institutions



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

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

The early years of a child's life are critical for the acquisition of concepts, skills and attitudes that lay the foundation for lifelong learning. These include acquiring language, perceptual and motor skills required for learning to read and write basic numeracy concepts and skills, problem-solving and a love of learning. In South Africa the importance of this critical period of development is recognised, with the 2001 Education White Paper targeting universal access to Grade R⁴ by 2010 (DOE, 2001). This target was subsequently postponed, with the 2009 Medium Term Strategic Framework (MTSF) of the Presidency planning universal access of Grade R in 2014. The same policy envisaged a doubling in the enrolment of children aged 0 to 4 years by 2014. 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.

ECD programmes captured in the GHS questionnaires include day-care centres, crèches, playgroups, nursery schools, day-care-mother or gogo, and pre-primary schools. Figure 2 shows that the attendance of ECD programmes among 0 to 4 year olds had been increasing over time until 2014, but that there has been a subsequent drop in the participation rate in 2015 and 2016. A part of this decline can be ascribed to the questionnaire change in 2015. This change entailed the addition of a specific module on ECD which asked households with individuals younger than 6 years old which institution their child is attending. When considering the sample size of this age group of learners over the years, it seems as if there have been fewer individuals sampled in this age group in 2015 and 2016, but that they still make up the same proportion of the total sample as in the previous years. This trend therefore warrants further investigation into the sample changes before substantial claims are made. In 2016, the attendance of ECD facilities was higher in Gauteng and Free State than the other provinces. White children were much more likely to attend ECD programmes than children from any of the other population group and there was no significant difference in participation in ECD by gender.⁵

³ Educational Institutions refers to Pre-school (e.g. Day care, Crèche, Play group, Nursery school or pre-primary school), School (Grade R to Grade 12), Adult education and Training learning centre, Literacy classes (e.g. Kha Ri Gude), Higher Educational Institutions (University/ University of Technology) Technical and Vocational Education and Training (TVET) college and Other college.

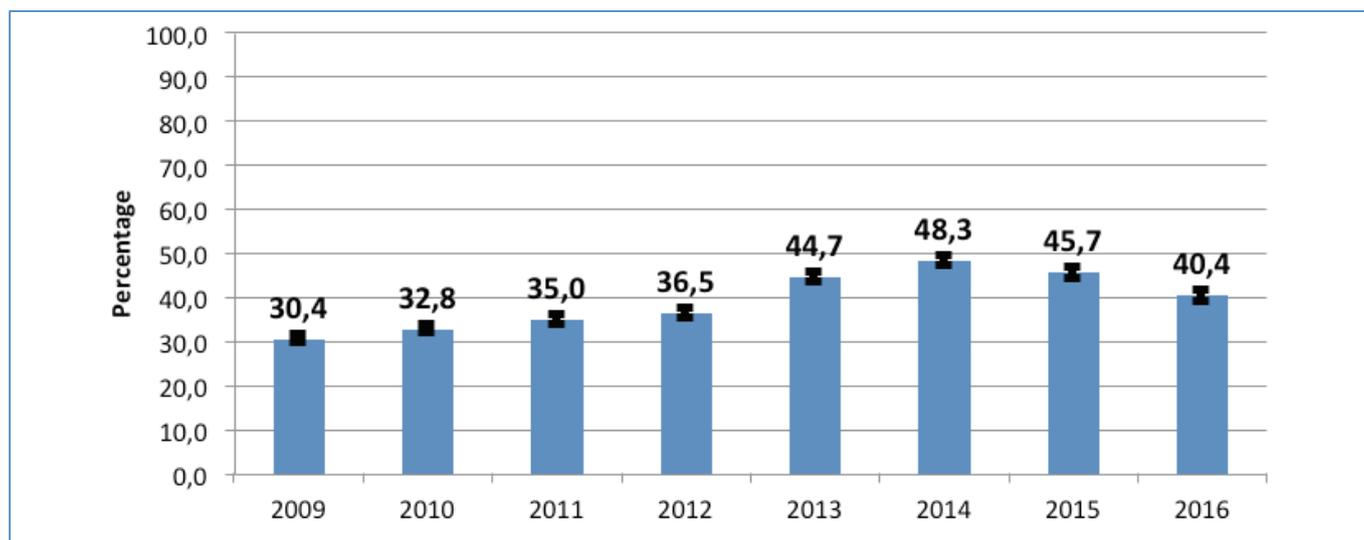
⁴ Grade R is the reception year that immediately precedes Grade 1

⁵ Results are reported in tables 24 and 25, as well as in figure 33 in the Appendix.

Overall the participation rate amongst 5 to 6 year olds is encouraging. Focusing on this age group, we observe an overall upward trend in the participation of learners from both ages, with 6 year olds being more likely to attend educational institutions than 5 year olds (figure 3). In 2016, Limpopo had the highest percentage and KwaZulu-Natal the lowest percentage of 5 to 6 year olds attending educational institutions. Across the years there are no statistical significant difference amongst 5 to 6 year olds attending educational institutions by gender or population group.⁶

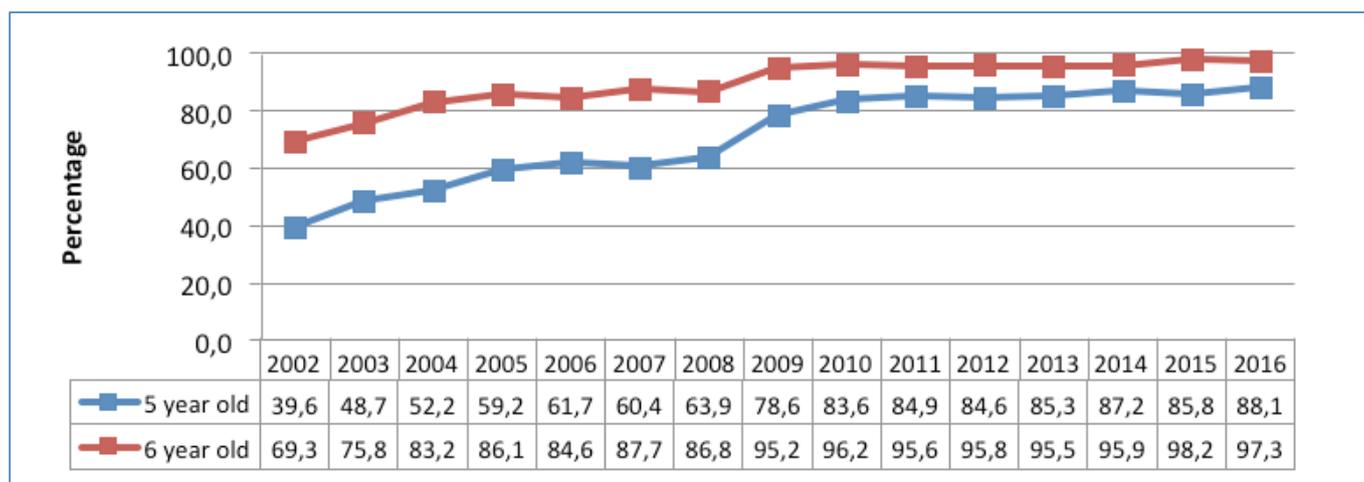
Another way to analyse participation in ECD is to look at those learners in Grade 1 who attended Grade R. The method used to calculate the number of learners who attended Grade R entails dividing the number of Grade 1 learners who reported that their highest grade attained is Grade R, by the number of Grade 1 learners whose highest Grade attained is reported as being either Grade R or 'No Schooling'. Using this method, it is evident that in recent years we have witnessed a fairly constant percentage of Grade 1 learners who have attended Grade R and it has remained above 90% across the past eight years (figure 4). There is little variation across the provinces, except for a rather strange drop in 2012 for Gauteng. Since 2013, however, there have been no anomalies in the provincial trends. When disaggregated by gender it is evident that in some years there has been slightly higher attendance of Grade R amongst boys than girls, but given the already high rate, these differences are not remarkable.⁷

Figure 2: Percentage of 0 to 4 year old attending ECD facilities, 2009-2016



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

Figure 3: Percentage of 5 to 6 year old attending educational institution, 2002-2016

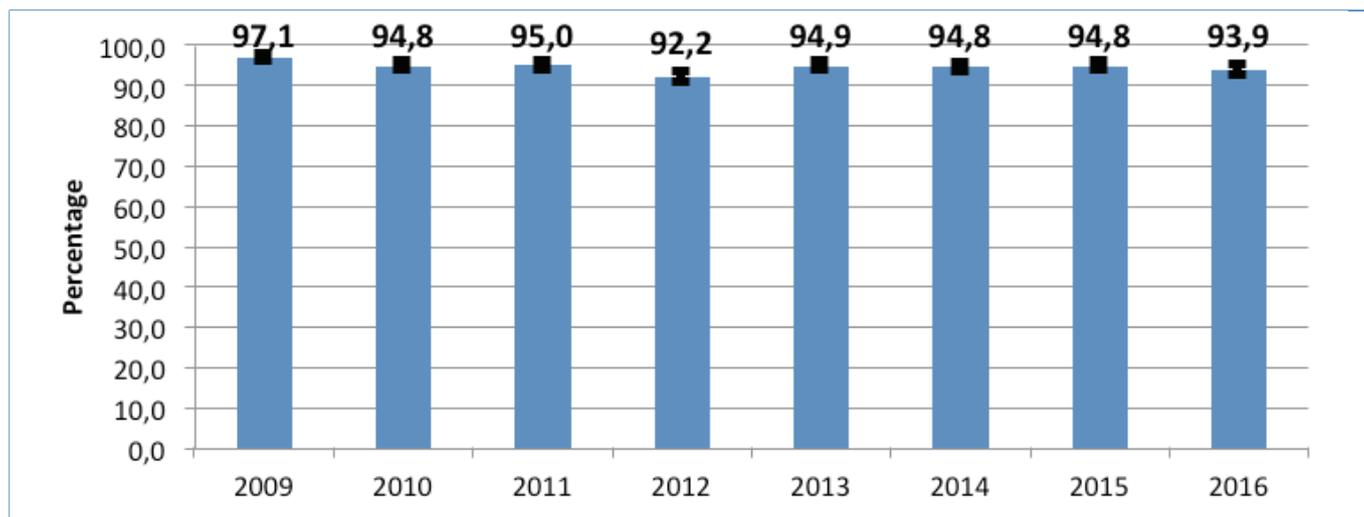


Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

6 Results are reported in tables 26 and 27, as well as figure 34 in the Appendix.

7 Results are reported in tables 28 and 29, as well as figure 35 in the Appendix.

Figure 4: Percentage of learners in Grade 1 who attended Grade R, 2009-2016



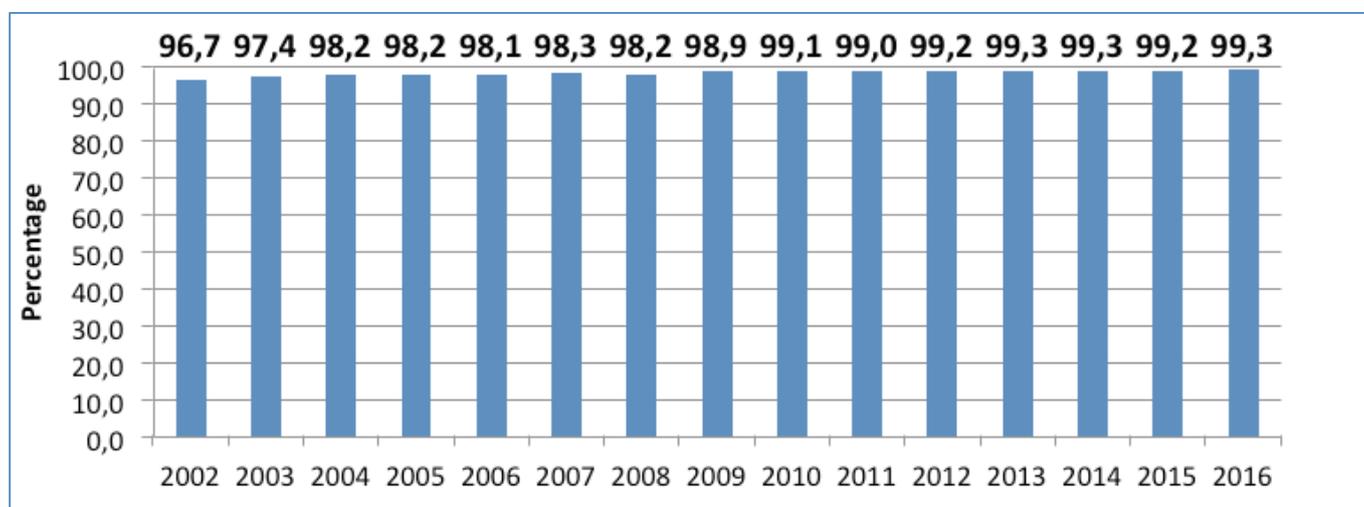
Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

5.2 Primary Education

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

Over 99% of learners aged 7 to 13 years old (the official primary education age) were attending some form of education in 2016, which is consistent with the trend since 2010. 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.⁸

Figure 5: Percentage of 7 to 13 year olds children attending educational institutions, 2002 – 2016



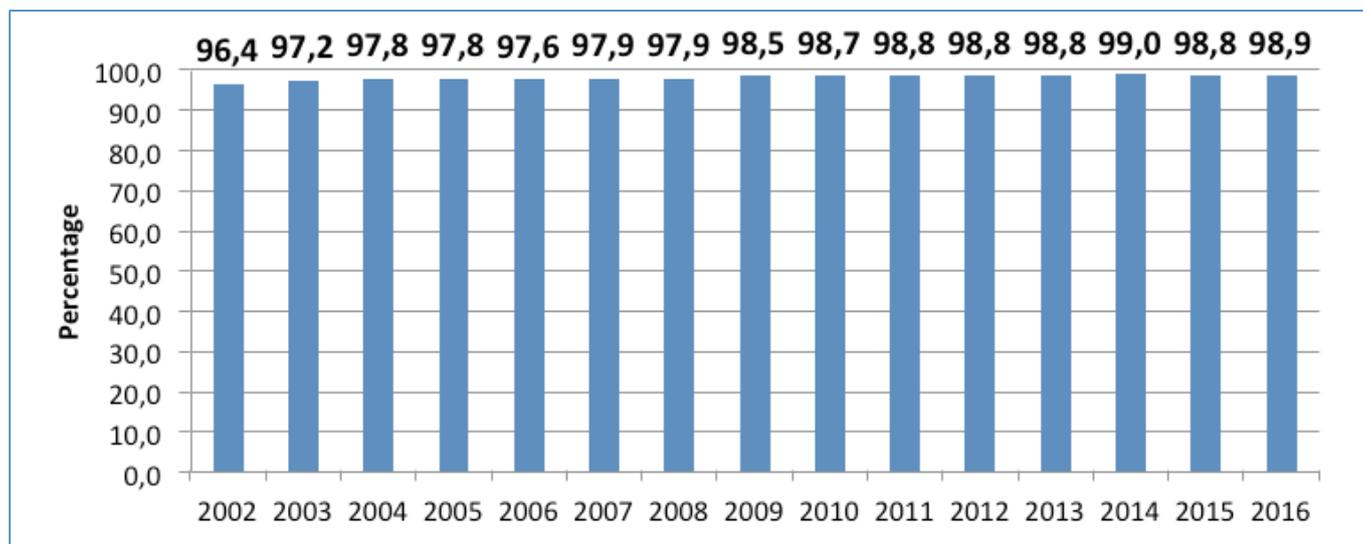
Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

⁸ Results are reported in tables 30-32 in the Appendix

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 denote the percentage of the population aged 7 to 15 years old attending some form of education. Over 97% of learners in this age group have been attending educational institutions since 2002, 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.⁹

Figure 6: Percentage of 7 to 15 year olds children attending educational institutions, 2002-2016



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

5.4 Secondary Education

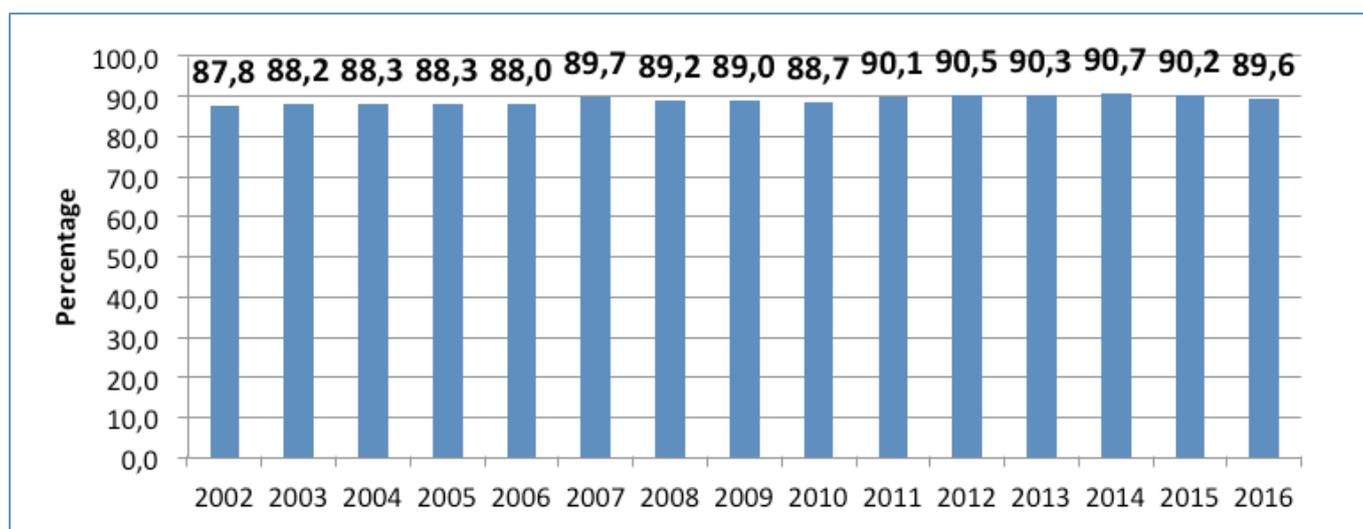
According to the age requirements for admission to an ordinary public school, learners between 14 and 18 years of age are officially regarded as being appropriately aged for secondary education, from Grade 8 to Grade 12 (DOE, 1998). It is likely that a certain percentage of learners in this age group 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 tertiary education level due to early enrolment in educational institutions. The ASER was again used to calculate the trends in secondary education participation rates.

There has been a slight increase in the participation rate since 2002, with the participation rate in 2016 being 89.6%. Over the past ten years, Limpopo had the highest participation rate, while for most years the Western Cape had the lowest participation rate. Over the period included in the analysis, males in this age group were more likely than females in the same age group to be attending educational institutions, but in 2016 we observe equal participation rate amongst males and females. The historic higher participation among men can largely be ascribed to delayed progression through school for males rather than better access to schooling when compared to females. Coloured learners in this age group were the least likely to be attending educational institutions, with no difference between the likelihood of White and African learners attending educational institutions.¹⁰ This last point is significant because there is a significant difference in secondary school completion rates between these two groups, as will be presented later in this report.

⁹ Results are reported in tables 33-35 in the Appendix

¹⁰ Results are reported in tables 36-38 in the Appendix

Figure 7: Percentage of 14 to 18 year olds attending educational institutions, 2002-2016



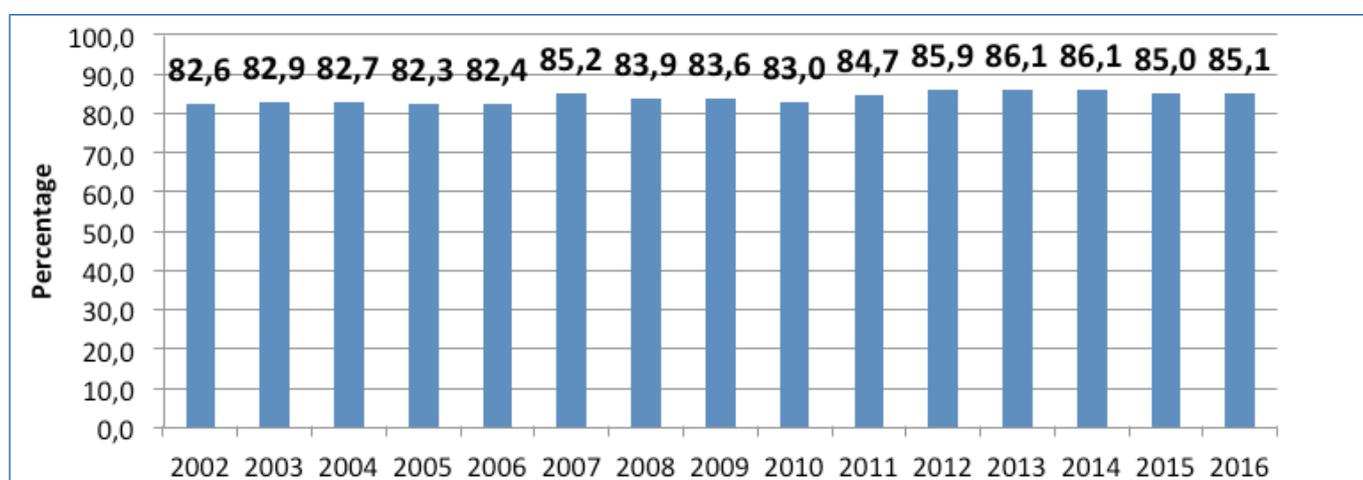
Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

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

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

Since 2002 over 80% of 16 to 18 year olds were attending education institutions (figure 8). Across the reported years Limpopo has had the highest participation rate, while the participation rate was lowest in Western Cape and Northern Cape. This observation needs to be interpreted in conjunction with the fact that completion rates are not necessarily lower in the Western Cape. It can rather be a result of other provinces keeping learners in school for longer, but not being more likely to produce Grade 12 passes. The Western Cape is also relatively unique in its social context with gangsterism as well as more technical work opportunities providing an alternative to leave school. The Gender Parity Index (GPI) is almost 1.00 across the years which shows that there is virtually no significant difference in attending educational institutions when disaggregated by gender¹¹.

Figure 8: Percentage of 16 to 18 year olds attending educational institutions, 2002-2016



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

¹¹ Results are reported in tables 39-41 in the Appendix

5.6 Post-school Education

The aim of this section is to track what individuals do after leaving secondary school. To do so the focus will be on those individuals aged 19 to 23 years old, as individuals in this age group will likely be completing school and furthering their education at higher education institutions. Table 1 shows the particular institutions these individuals are attending and it is evident that in 2016 the majority (about 64%) of 19 to 23 year olds were not attending any educational institution at all. The second largest proportion of individuals were still enrolled in schools and just over 15% of individuals were attending an institution of further training. The large proportion of individuals in this age group who are not enrolled in any education institution is a concern, and warrant further investigation into the activities which these individuals are involved with. The reasons for the proportion of learners still enrolled at school can include late enrolment and grade repetition, and will most likely pertain to learners aged 19 and 20 years old.

Figures 9 and 10 show the gender differences in post-schooling trends over the period 2009-2016. Male individuals aged 19 to 23 were much more likely to still be attending school, whereas female individuals in the same age group were more likely to have been attending an institution of further training.¹² It is also interesting to note that the gender gap has been growing over the time period observed and in 2016, 20% of females were attending an institution of further training, relative to 16% of males.¹³

Across the years Limpopo has had the highest percentage of individuals aged 19 to 23 years old attending an educational institution, followed by the Eastern Cape, Mpumalanga and KwaZulu-Natal. Disaggregating this trend by institution, it is evident that the high rate in Limpopo is mostly driven by individuals who are still in school, with 48% of individuals in this age group still attending school in 2016. The Western Cape, on the other hand is the province with the lowest percentage of individuals in this age group still attending school (7%), however, the Western Cape had the same percentage of individuals aged 19 to 23 attending institutions of further training as Limpopo (17%). These trends signify the varying dynamics in individuals' paths from school to work in the different provinces. The analysis above seems to suggest that learners in the Limpopo province are more likely to spend an additional year in the school system relative to individuals in the Western Cape, but are just as likely to attend an institution of further training as individuals in the Western Cape.

Large differences are also evident in the pathways of individuals from different population groups as shown in table 47 in the appendix. African learners in this age group are more likely than individuals from the other population groups to still attend school. However, there has been an increase over time in the proportion of African individuals who are attending institutions of further training. The likelihood of Coloured individuals aged 19 to 23 to still be in school has increased slightly since 2009, whereas their likelihood of attending an institution of further training seems to have been declining.

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

Table 1: Proportion of 19 to 23 year olds by educational institution, 2009-2016

	2009	2010	2011	2012	2013	2014	2015	2016
Not attending any institution	65%	68%	66%	65%	67%	66%	65%	64%
School (including Grade R to Grade 12 learners who attend a formal school)	22%	20%	21%	19%	19%	19%	21%	21%
Higher Education Institutions (University/University of Technology)	7%	6%	7%	7%	7%	7%	6%	7%
Further Education and Training College	2%	2%	3%	4%	4%	4%	5%	4%
Other	2%	2%	1%	2%	1%	1%	1%	2%

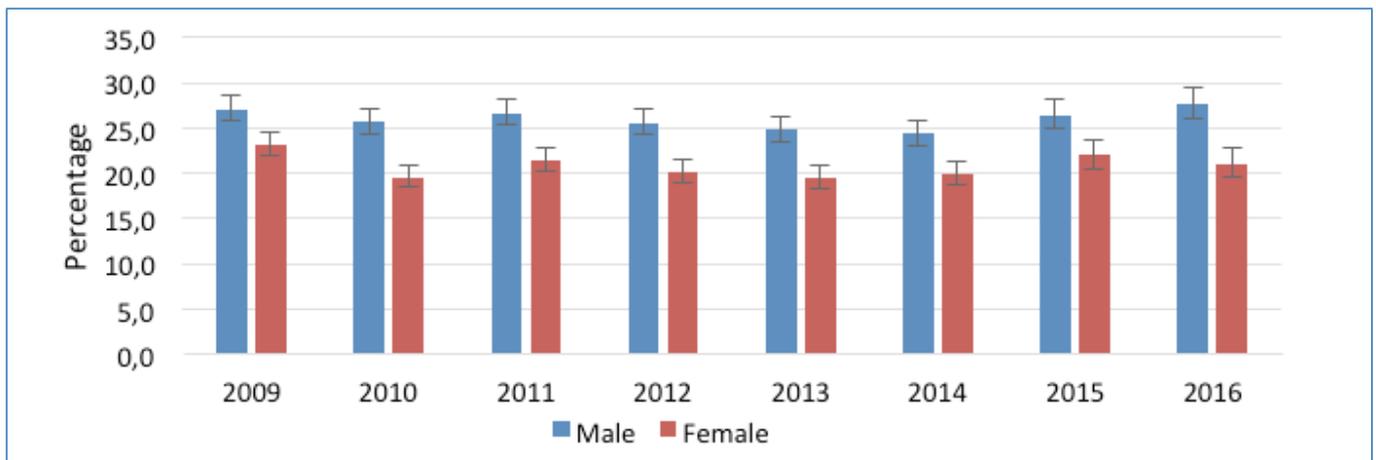
¹² These include Adult Education and Training, Literacy classes, Higher Education Institutions, Further Education and Training Colleges, as well as Other Colleges.

¹³ All results in this section are reported in tables 42-48 in the Appendix

	2009	2010	2011	2012	2013	2014	2015	2016
Unspecified	2%	1%	1%	2%	1%	1%	1%	1%
Adult Education and Training learning Centre (AET Centre)	0%	0%	0%	0%	0%	1%	1%	1%
Literacy classes (e.g. Kha Ri Gude)	0%	0%	0%	0%	0%	0%	0%	0%
Total	100%							

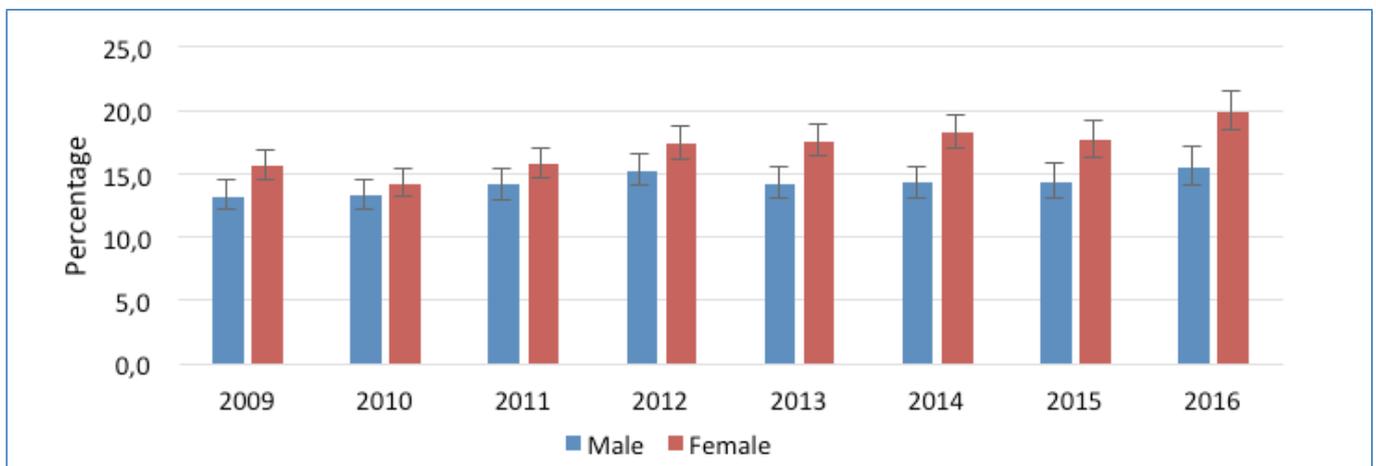
Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

Figure 9: Percentage of 19 to 23 year olds still attending school by gender, 2009-2016



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

Figure 10: Percentage of 19 to 23 year olds attending an institution of further training by gender, 2009-2016



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

6. CHILDREN WITH DISABILITIES

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

White Paper 6 outlines that government will:

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

Over the period reported, the GHS changed the definition used to classify someone as disabled. Between 2002 and 2008, the GHS defined disability as an "impediment or impairment that limits a person from performing regular daily activities, and that has lasted for at least six months or more". In 2009 the definition was changed to the United Nations (UN) definition that classifies a disability using six categories (these include any impairment with regard to seeing, hearing, walking, communicating, and lastly, memory and concentration). Using this definition, an individual is classified as disabled if the individual experiences 'some difficulty' in two or more of the six functions, or has 'a lot of difficulty/unable to do' one or more of the functions. Since the sample sizes of people with disabilities in the GHS are rather small, the data for the period 2014 to 2016 were pooled together for some of the figures.¹⁴

Overall there has been an increase in the attendance rate of disabled individuals, but different trends are observed among the various age groups of learners who are disabled and attending educational institutions. Overall, disabled learners made up 4% of the total learner population in 2016.

There is a constant trend in the attendance rate of disabled 5 to 6 year olds in some of the provinces (Figure 36), though the decline experienced by Mpumalanga and the increase experienced by Western Cape is not statistically significant when compared to other years. Figure 12 compares the attendance rate of learners with disabilities with the attendance rate of learners without disabilities for the period 2014 to 2016. From this graph it is evident that in Gauteng, KwaZulu-Natal, Limpopo and Mpumalanga there is a statistically significant difference between the attendance rate of learners with disabilities and learners without disabilities. African 5 to 6 year olds with disabilities are less likely to attend an education institution than their peers without disabilities. When interpreting the statistics related to the Indian and Asian population group, one needs to be cautious, as the dataset contains only a few observations.¹⁵

Among the disabled learners who are aged 7 to 15 years old, around 90% were attending educational institution since 2009. The attendance rate has remained fairly constant between 80% and 90% across all provinces. In earlier years there was a lot of variation in the attendance rate for each province, but this has stabilised in recent years as the attendance rate for disabled learners tend towards 100%. The change in the definition used for classifying individuals as disabled in 2009 has also resulted in a slightly larger sample of individuals being classified as disabled, which in turn could also be a contributing factor to the stabilisation of the trend.

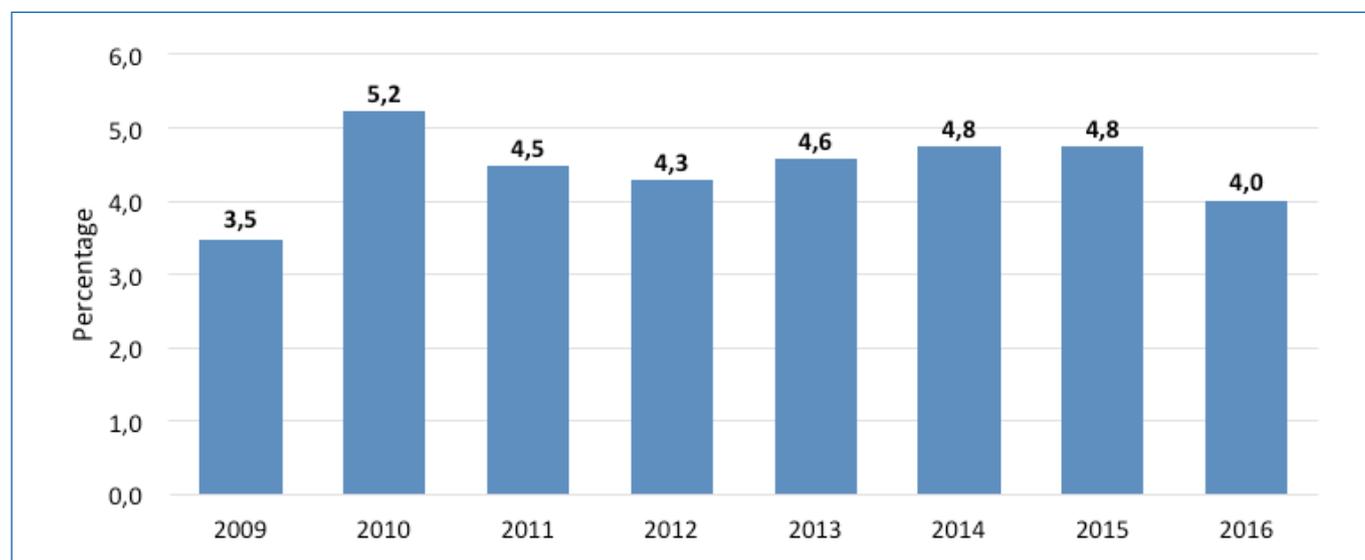
Across all population groups there appear to be noticeable differences between the attendance rates of learners with and without disabilities, although this difference is not very precisely measured for the Indian and White population groups due to small sample size. There are also significant differences in the attendance rate of learners with disabilities and the attendance rate of learners without disabilities in most of the provinces, with the North West being the only province where the difference is not statistically significant (figure 13).

¹⁴ Given the small sample size of learners with disabilities, the data from 2014 – 2016 were pooled. It is not expected that the trend will vary dramatically in this three year period, and the pooled data provides a larger sample to draw inferences from.

¹⁵ All additional results for learners with disabilities are reported in tables 49-52 and figures 36-40 in the Appendix

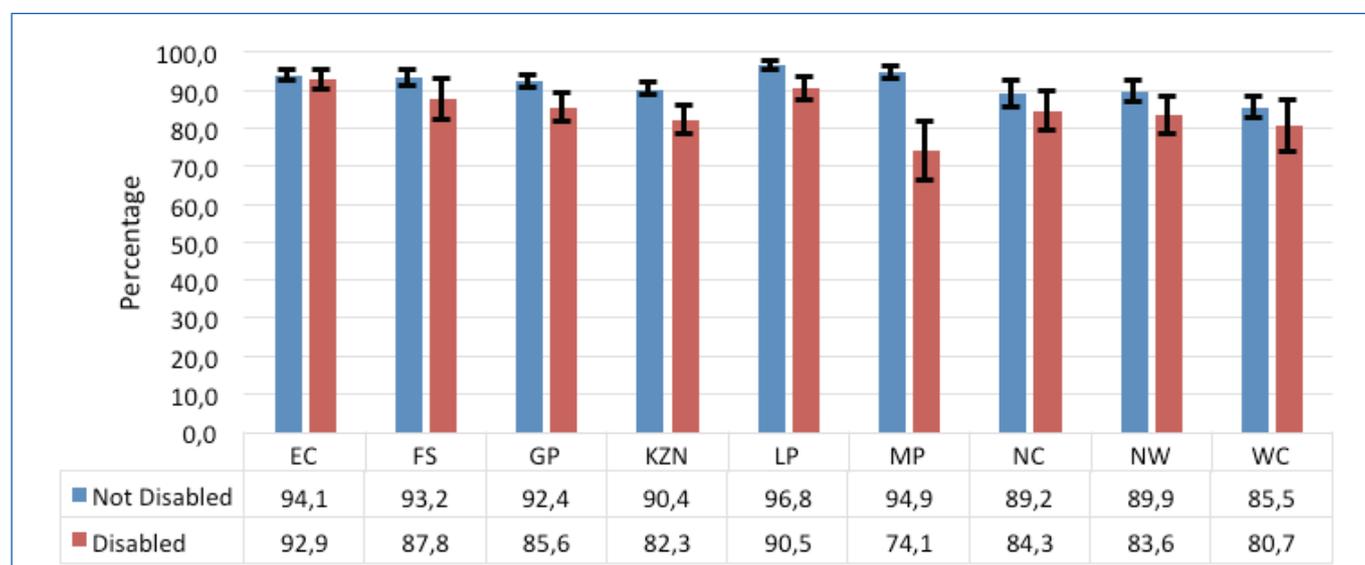
The sample size for learners with disabilities in the age range 16 to 18 years old is too small and therefore no clear trends are evident among the provinces or between girls and boys. The very large confidence intervals in figure 14 attest to this problem. Moreover, the small sample size also cause some volatility in the average percentage of 16 to 18 year olds with disabilities who are attending an education institution across the different years. All results relating to learners with disabilities in this age group should therefore be interpreted with caution.

Figure 11: Percentage of children with disabilities as total percent of children attending schools, 2009-2016



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

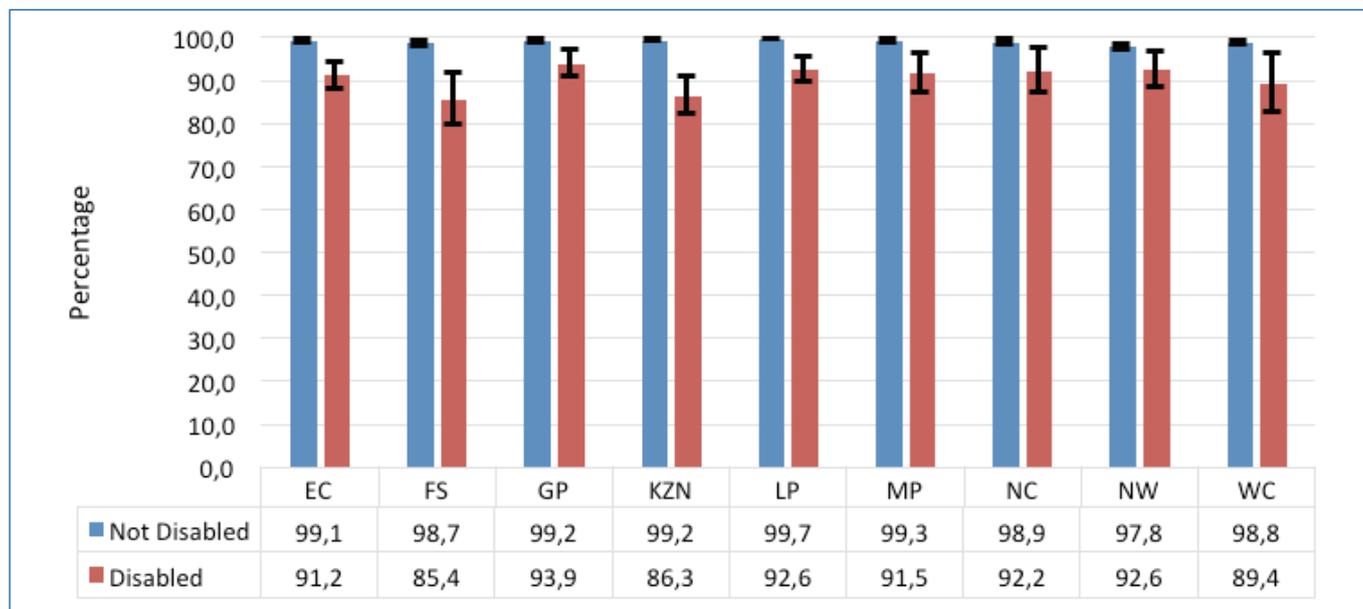
Figure 12: Percentage of 5 to 6 year old with disabilities and those without disabilities attending educational institutions by province, 2014-2016



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

Note: Data for 2014 to 2016 pooled together to overcome small sample challenges

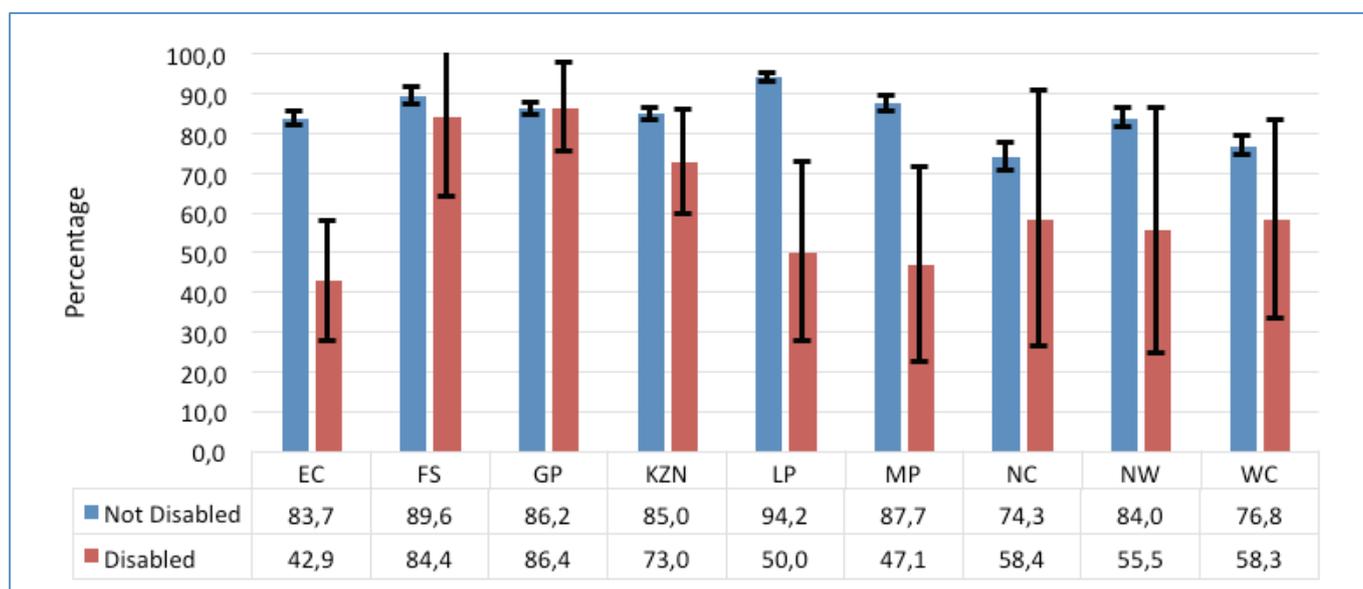
Figure 13: Percentage of 7 to 15 year old with disabilities and those without disabilities attending educational institutions by province, 2014-2016



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

Note: Data for 2014 to 2016 pooled together to overcome small sample challenges

Figure 14: Percentage of 16 to 18 year old with disabilities and those without disabilities attending educational institutions by province, 2014-2016



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

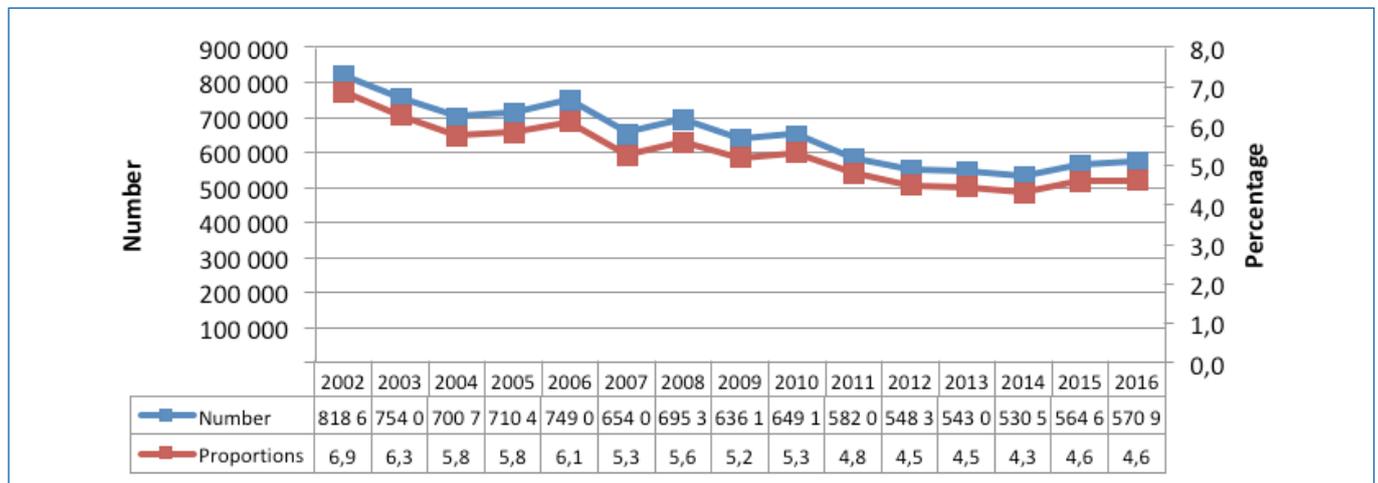
Note: Data for 2014 to 2016 pooled together to overcome small sample challenges

7. OUT OF SCHOOL CHILDREN

“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 educational institution. The proportion of children that are “out of school” should form the target for drawing up policies and driving efforts to achieve universal primary and secondary education. The GHS asked all individuals whether they are attending an educational institution currently. The value for out of school children were therefore calculated by observing the number of individuals aged 7 to 18 years old who reported that they are not currently attending any educational institution.

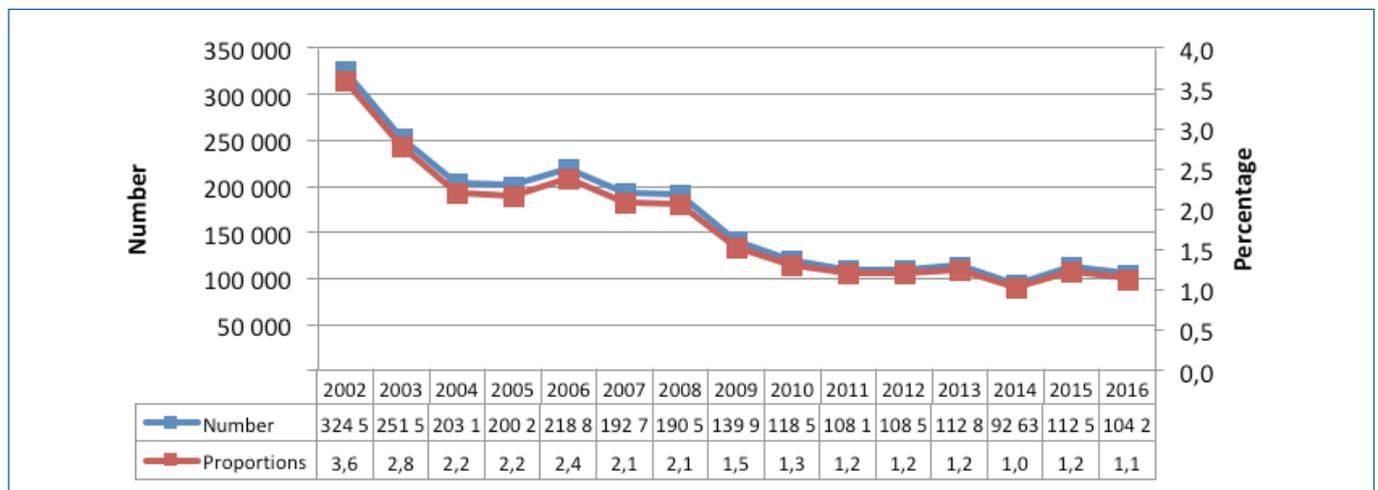
From figure 15 it is evident that there has been a downward trend until 2014 among out of school learners who are of the official school age. In 2002, around 800 000 children aged 7 to 18 years old were out of school, but this figure has decreased to around 570 000 children in 2016. We also observe that the 2015 and 2016 percentages are in line with the 2012 and 2013 percentages. Looking at those of the compulsory school age, it is evident that 3.6% of 7 to 15 year olds were out of school in 2002 (around 324 000 children). This percentage has decreased ever since, with 1.1% of learners (around 104 000 children) being out of school in 2016 (figure 16). For those aged 16 to 18 years old, the picture did not change much as around 494 000 children were out of school in 2002 and around 466 000 were out of school in 2016 (figure 17). It is evident that large improvement has been made in the enrolment of learners of the compulsory school age, but that there has not been any significant change among the 16 to 18 year old learners.

Figure 15: 7 to 18 year old children who are out of school, 2002-2016



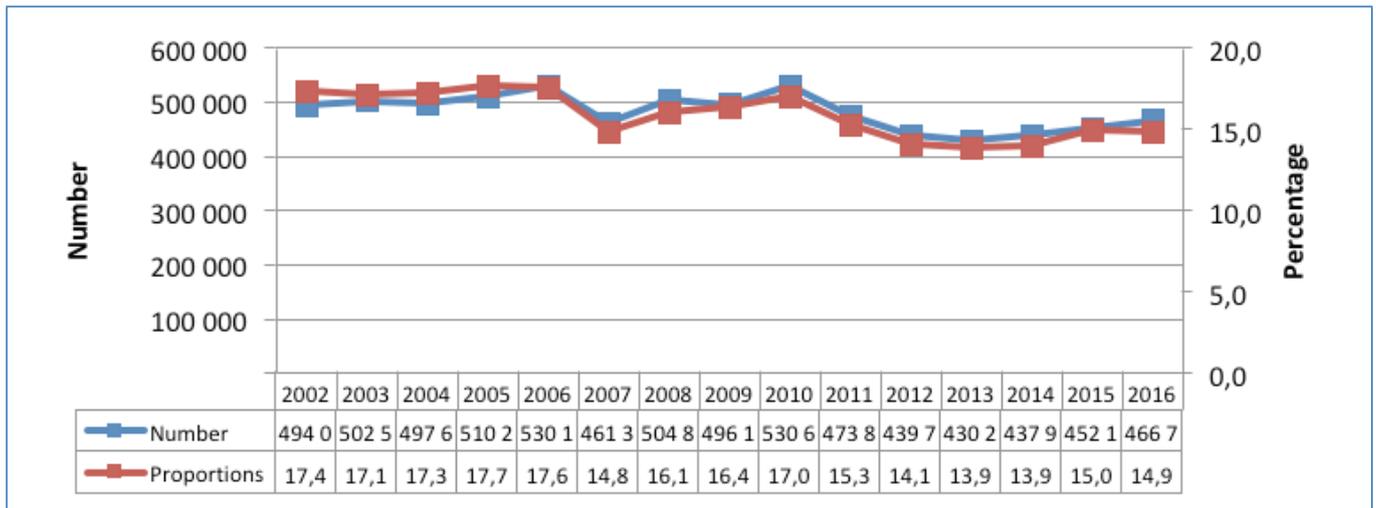
Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

Figure 16: 7 to 15 year old children who are out of school, 2002 – 2016



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

Figure 17: 16 to 18 year old children who are out of school, 2002 – 2016



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

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

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

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

Table 2 shows that disability is the main reported reason on why children aged 7 to 15 years old are not attending any educational institution. However, as reported in section 6 above, around 90% of learners with disabilities are currently attending an educational institution. Encouragingly, no respondents in this age group stated that marriage or lack of transport are reasons for not attending any education institution. A small minority of the learners stated that they are not attending an educational institution, due to not having been accepted for enrolment. For the 15% of 16 to 18 year olds not attending educational institutions, the main reason was because of a lack of money for fees and that they 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 were noteworthy proportions of out of school learners who stated that the reason for not attending is because they regard education as being of no value to them.

The GHS also asks whether school-going children are attending the nearest institution, and if not, why not. Figure 18 shows that there are more learners at the secondary level (16%) than at the primary level (14%) who do not attend the nearest educational institution. The Western Cape, Gauteng and Free State 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 3 shows that the main reason why those enrolled at primary and secondary level are not attending the nearest institutions is because 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 a better quality education is available, parents are choosing to send their children to obtain a higher quality of education. A small percentage of learners who are not attending the nearest institution indicated that they were not accepted for enrolment at the nearest institution.

Table 2: Reasons for non-attendance of educational institutions among, 2016

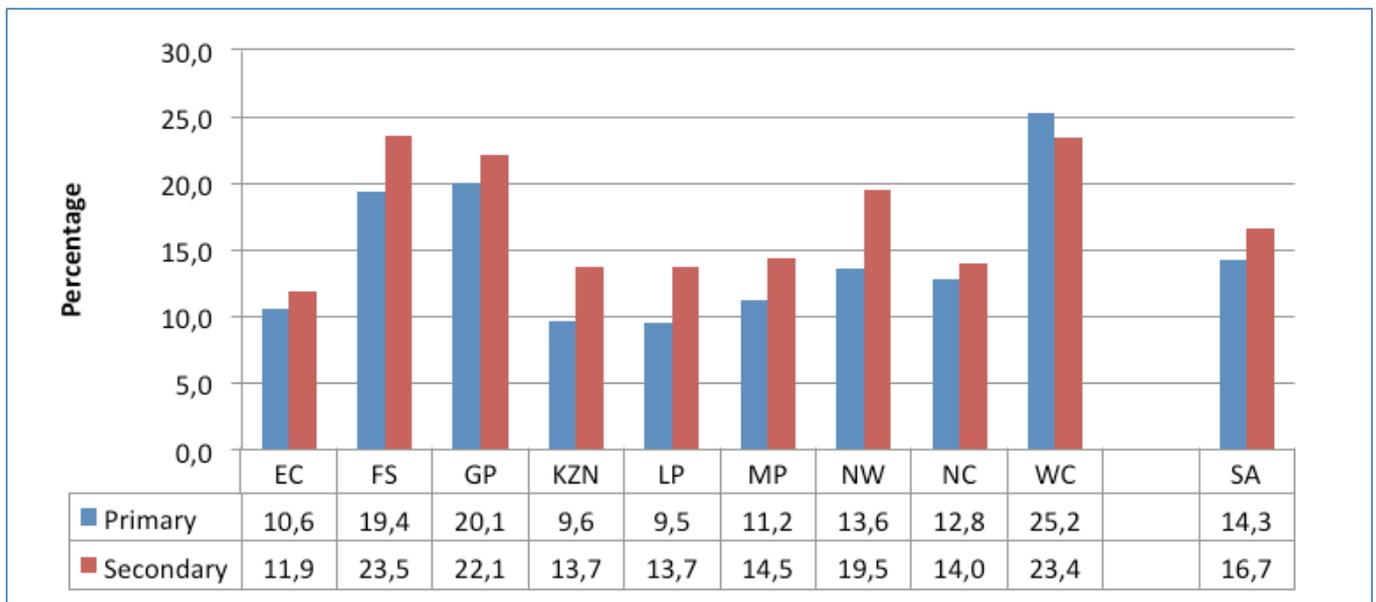
Reason	7 to 15 years	16 to 18 years
No money for fees	6.8	21.4
Other	15.9	14.8
Has completed education/satisfied with my level of education/do not want to study	5.9	13
Education is useless or not interesting	6.5	8.3
Failed exams	2.8	7.7
Family commitment (e.g. child minding)	2.5	7.4
He or she is working at home or business/job	1	7.3
Unable to perform at school	6.3	6.5
Pregnancy	2.2	3.3

Reason	7 to 15 years	16 to 18 years
Not accepted for enrolment	8.6	3
Disability	28	2.2
Illness	7.1	2
Too old/young	3.7	1.2
Do not have time/too busy	1.1	0.7
Got married	0	0.5
Violence at school	1.2	0.4
Difficulties to get to school (transport)	0	0.4
School/education institution is too far	0.4	0.1
Total	100	100

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

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

Figure 18: Proportion of learners not attending nearest institutions, 2016



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

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

Table 3: Reasons for not attending the nearest institution, 2016

Reason	Primary	Secondary	Total
Current institution better than closest	31.3	28.4	30.1
Quality of teaching is poor	19	17	18.1
Preferred courses/subject not offered	14.9	17.9	16.2
Other	8.9	9.1	9
Not accepted for enrollment	8	9.3	8.6
Lack of resources/equipment (e.g. Computers, Textbooks, Laboratory equipment, Sport equipment)	4.9	6.1	5.4
Overcrowded classes	4.6	2.3	3.6
Lack of discipline	2.2	3.5	2.7
Inadequate facilities (e.g. Classroom, Laboratories)	1.4	1.9	1.6
No/too few extra-mural activities	1.6	1.6	1.6
Lack of safety	1.6	1.2	1.5
Weak management	1.2	1	1.1
Lack of services (e.g. Water, Electricity, Toilets)	0.3	0.6	0.5
Total	100	100	100

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

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

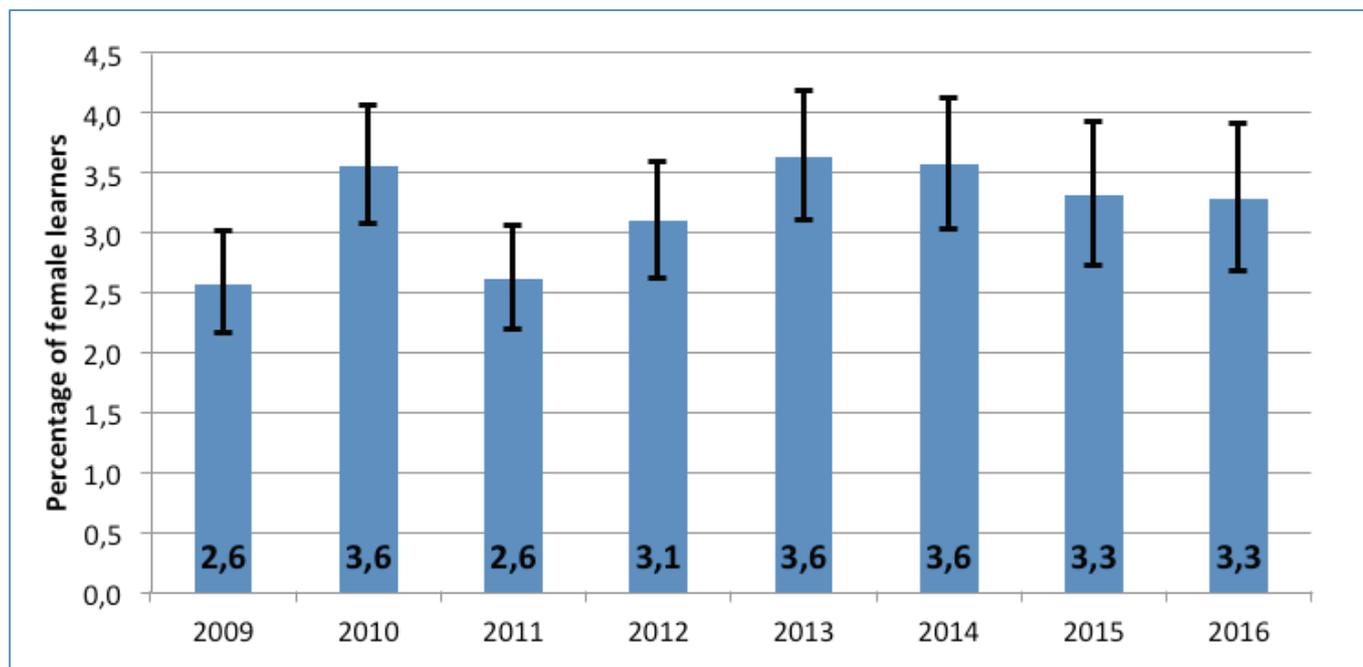
9. LEARNER PREGNANCY

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

Focusing on individuals aged 14 or older, 3.6% of learners reported being pregnant in 2013 and 2014, while in 2015 and 2016 3.3% of learners reported being pregnant. Learner pregnancy rates seem to have remained stable over the past 5 years, with 2013 having recorded the highest number of pregnancies among female learners. However, it must be noted that there has been no statistically significant difference in this percentage in the past 5 years (figure 19). As one would expect, figure 20 shows that the pregnancy rate is highest in Grades 10 to 12.

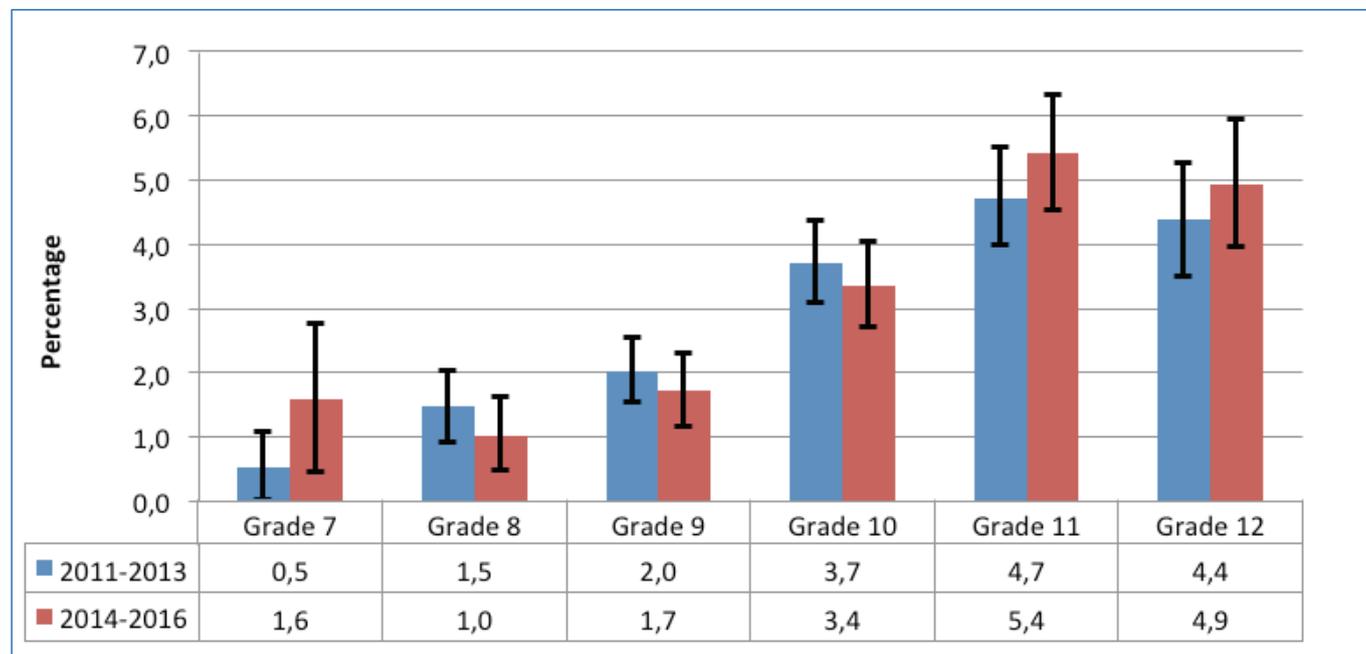
These numbers, however, are much higher than the pregnancy rates that were reported in the Annual School Survey report. Once again it is necessary to keep in mind that the Annual School Survey was filled out by school principals, and that they are unlikely to be aware of all the learners who fall pregnant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

Figure 19: Percentage of females who reported being pregnant in the past 12 months, 2009 – 2016



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

Figure 20: Percentage of females who reported being pregnant in the past 12 months by grade, 2011-2015



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

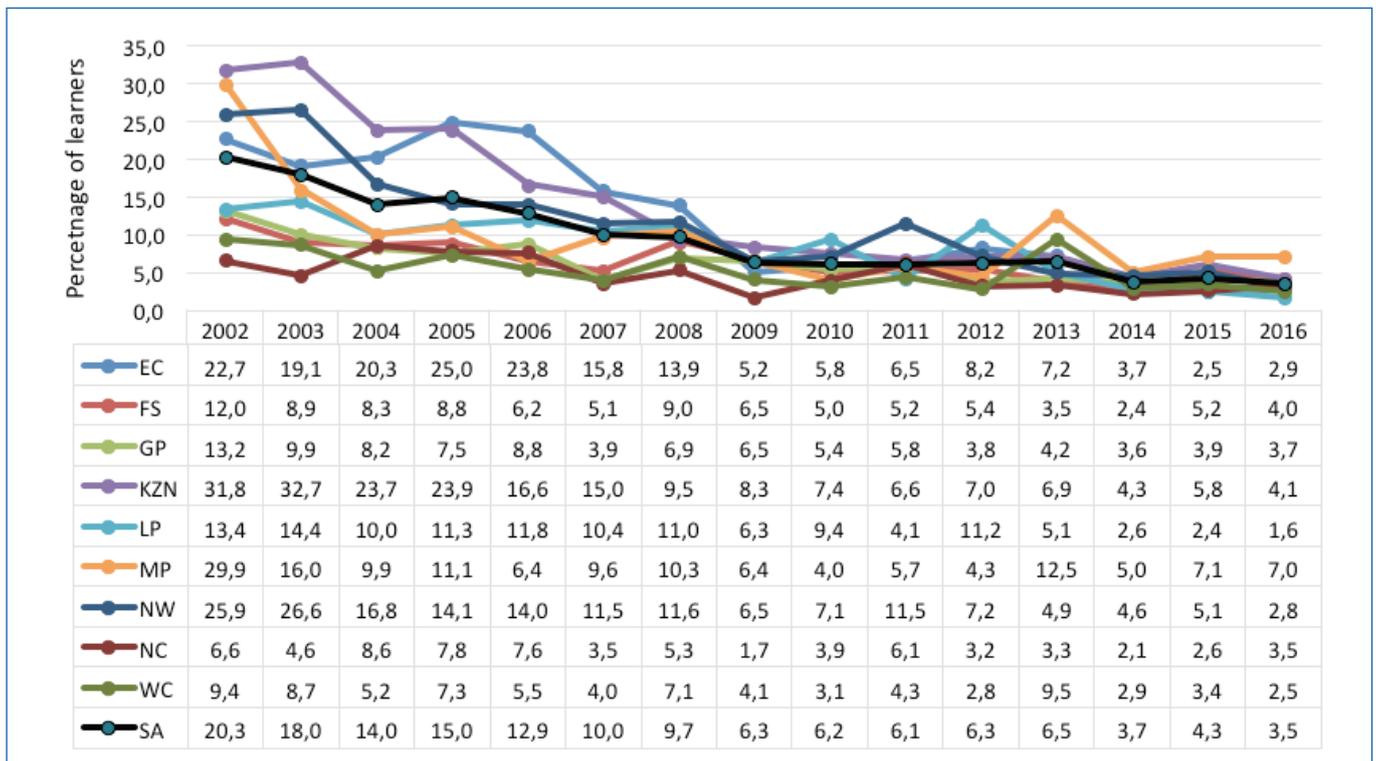
Note: Data for 2011-2013 is pooled to one dataset and also data for 2014-2016 is pooled to one dataset

10. LEARNING AND TEACHING SUPPORT MATERIAL (LTSM)

For quality teaching and learning to take place, all learners should have access to their own textbook for every subject. Goal 19 of the Action Plan to 2019: Towards the Realisation of Schooling 2030 is to ensure that each learner has access to the minimum set of textbooks and workbooks required according to the national policy. In pursuit of quality education to all children, the Department has requested Stats SA to assist by including questions on access to workbooks and textbooks by learners who attend school. The most recent nationally representative data on this indicator can be obtained from the GHS from 2013 to 2016. Questions on access to workbooks and textbooks were included to assist the Department in tracking the delivery of workbooks and textbooks to schools across the country. The main focus with respect to workbooks is on Mathematics and Language in Grades 1 to 9, whereas the focus is on access to all textbooks in Grades 10 to 12. It will be good to note that the question on access to LTSM was asked of households and therefore the indicator is based on their perception of the availability of LTSM, rather than on an audit of schools.

Since 2002 we have witnessed a decline in the percentage of learners who indicated that they have experienced a lack of books in school. This percentage has decreased from around 20% in 2002 to around 4% in 2016, with the largest declines observed in KwaZulu-Natal, Mpumalanga, North West and the Eastern Cape. The overall percentage of learners that have access to workbooks or textbooks is encouraging.¹⁶

Figure 21: Percentage of learners who indicated they had experienced a lack of books at school by province, 2002 – 2016



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

¹⁶ All results in this section are reported in Tables 54 and 55, as well as in Figure 41 in the Appendix.

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

One of the most significant interventions within the education sector in recent years has been the DBE colour printed workbooks. In 2016, over 95% of Grades 1 to 9 learners across the country had access to mathematics and language workbooks, according to responses in the GHS. Across the years over 95% of Grades 1 to 9 learners across all 9 provinces had access to mathematics and language workbooks. The same trend is evident when disaggregated by grade over the years.¹⁷ Based on this analysis the Department did well in providing access to workbooks to all learners. It should be noted that these GHS estimates, which are based on household reports, may differ from data collected through school surveys with audits of books on site.

Table 4: Percentage of learners in Grades 1 to 9, by status of access to Language and Mathematics workbooks, 2016

Province	Mathematics workbooks				Language workbooks			
	Yes	No	Do not know	Total	Yes	No	Do not know	Total
EC	96.8	2.5	0.7	100.0	96.7	2.6	0.7	100.0
FS	98.3	1.7	0.0	100.0	97.5	2.5	0.0	100.0
GP	94.3	5.5	0.2	100.0	94.6	5.3	0.1	100.0
KZN	94.5	5.0	0.5	100.0	96.2	3.4	0.4	100.0
LP	97.6	2.4	0.0	100.0	97.9	2.1	0.0	100.0
MP	96.0	3.9	0.1	100.0	96.7	3.2	0.1	100.0
NW	96.4	3.4	0.2	100.0	97.4	2.6	0.0	100.0
NC	95.7	3.1	1.2	100.0	96.5	3.2	0.3	100.0
WC	98.0	2.0	0.1	100.0	98.1	1.8	0.1	100.0
National	96.0	3.7	0.3	100.0	96.6	3.2	0.3	100.0

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

10.2 Access to Textbooks (Grades 10 to 12)

Among learners in Grades 10 to 12 in 2016, around 79% reported having access to textbooks in all subjects, while around 2% reported no access to textbooks. When disaggregated by province, 92% of learners in Free State had access to textbooks in all subjects, whereas KwaZulu-Natal had the lowest percentage of around 64%. Despite the rudimentary nature of household responses as a measure of textbook access, this analysis indicates that more attention may be required in certain provinces with regards to textbook delivery, as well as school textbook retrieval systems.

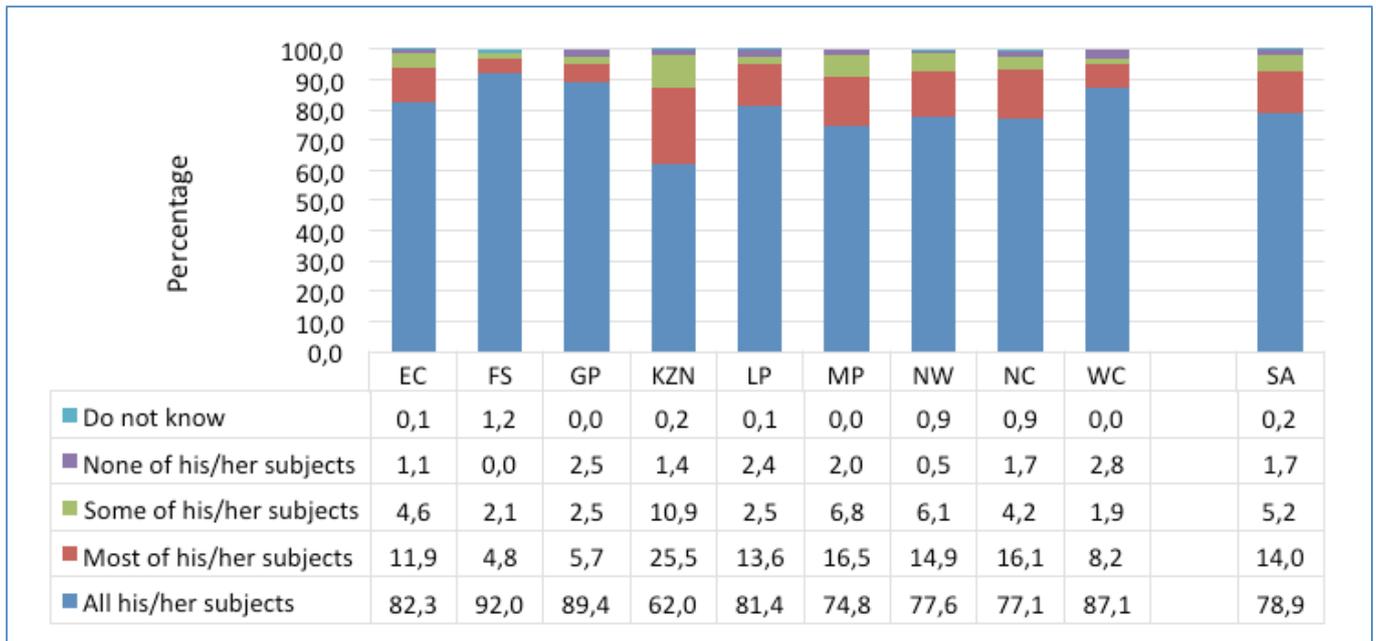
Table 5: Access to textbooks in Grades 10 to 12, by province in 2016

Access to textbooks	2013	2014	2015	2016
All his/her subjects	80.7	77.7	78.7	78.9
Most of his/her subjects	11.8	15.8	15.7	14.0
Some of his/her subjects	5.4	4.5	4.1	5.2
None of his/her subjects	1.9	1.8	1.3	1.7
Do not know	0.2	0.3	0.2	0.2
Total	100.0	100.0	100.0	100.0

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

¹⁷ Please see table 56 in the appendix

Figure 22: Access to Textbooks in Grades 10 to 12 by province, 2016



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

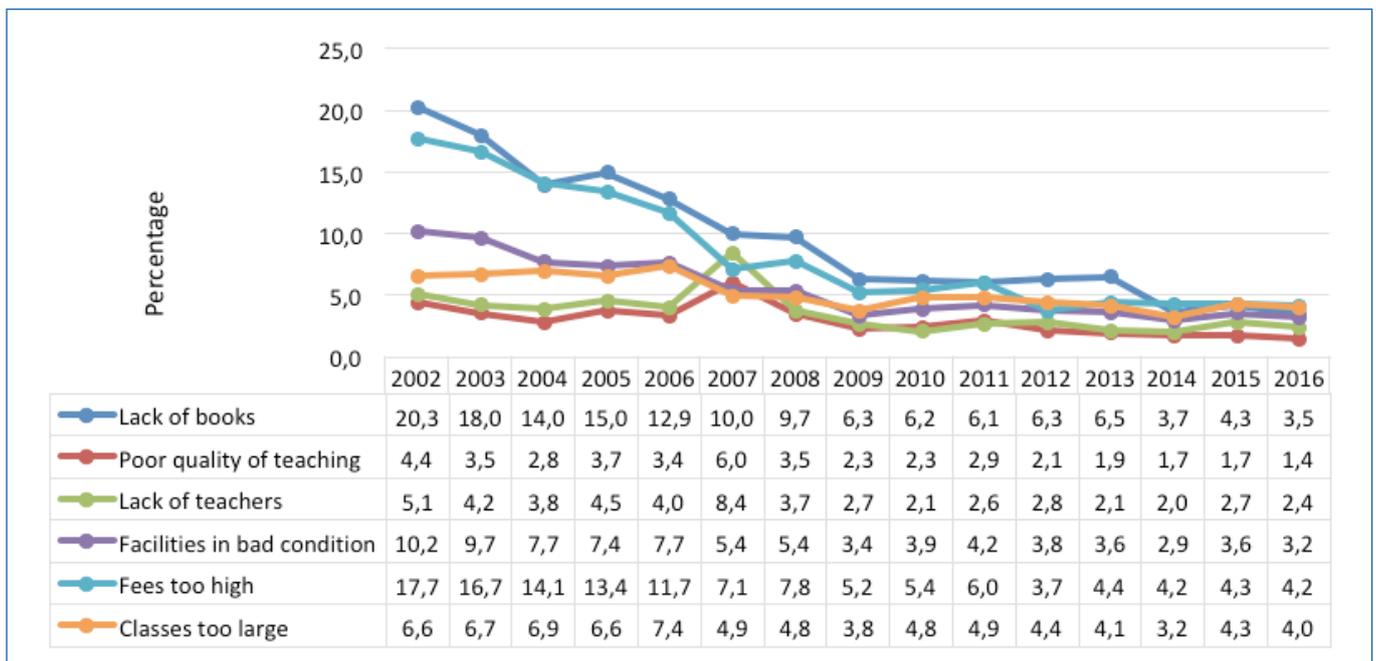
11. COMPLAINTS ABOUT EDUCATION

The GHS asked whether any member in the household who was attending an educational institution, experienced any problems at the institution over the last six months. The question listed nine options and the respondent was expected to select one or more of the options provided.

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

It is, however, to be expected that individuals from different backgrounds will complain about different aspects of education. Disaggregating household complaints by province we find that Western Cape has the highest proportion of complaints about class sizes being too large (although we know from other sources that Western Cape does not necessarily have the largest classes), while Gauteng has the highest proportion of complaints about fees being too high and in Mpumalanga most of the complaints are about a lack of books. It is interesting to note that a lack of books remain a frequent complaint among individuals, regardless of whether parents pay school fees or not. Fee paying parents, however, also complain about the fees being too high, a complaint which was virtually never raised by non-fee paying parents. These trends suggest that the interventions regarding the DBE Workbooks, and the introduction of no-fee schools have been addressing the most serious challenges that learners have been experiencing.

Figure 23: Complaints about education, 2002 – 2016



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

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

Table 6: Complaints about education by province, 2016

Province	Lack of books	Poor quality teaching	Lack of teachers	Facilities in bad condition	Fees too high	Classes too large
EC	2.9	0.8	5.7	4.0	3.7	3.5
FS	4.0	1.3	0.9	2.5	3.9	1.1
GP	3.7	1.8	1.9	2.0	7.9	4.1
KZN	4.1	1.9	1.6	5.4	3.4	3.7

Province	Lack of books	Poor quality teaching	Lack of teachers	Facilities in bad condition	Fees too high	Classes too large
LP	1.6	0.5	0.8	0.9	0.8	1.4
MP	7.0	1.4	1.2	3.2	3.5	4.3
NW	2.8	1.7	4.6	3.2	4.9	6.5
NC	3.5	2.3	2.8	1.8	1.6	4.0
WC	2.5	1.3	1.9	3.3	4.8	9.0
National	3.5	1.4	2.4	3.2	4.2	4.0

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

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

Table 7: Complaints about education by tuition fee status, 2009-2016

Category	Complaints	2009	2010	2011	2012	2013	2014	2015	2016
Household pays tuition fees	Fees too high	8.4	9.7	11.4	7.7	9.6	9.5	9.8	10.0
	Lack of books	7.1	5.8	6.3	4.8	7.1	4.1	4.9	4.4
	Classes too large	4.2	4.4	5.0	4.0	4.8	3.3	4.7	4.2
	Facilities in bad condition	3.5	3.7	3.8	2.2	3.2	2.0	2.9	3.0
	Lack of teachers	3.1	2.2	2.9	1.7	2.1	1.7	2.4	2.2
	Poor quality teaching	2.9	2.7	3.0	2.0	2.2	1.8	2.0	1.4
Household pays no tuition fee	Classes too large	3.3	5.1	4.7	4.8	3.7	3.0	4.0	4.0
	Facilities in bad condition	3.2	3.9	4.5	5.0	3.8	3.5	4.0	3.4
	Lack of books	5.4	6.3	5.9	7.5	6.1	3.5	3.8	2.9
	Lack of teachers	2.2	1.8	2.3	3.7	2.2	2.2	3.0	2.5
	Poor quality teaching	1.6	1.8	2.8	2.2	1.7	1.7	1.5	1.4
	Fees too high	1.0	0.9	1.4	0.8	0.9	1.0	0.9	0.7

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

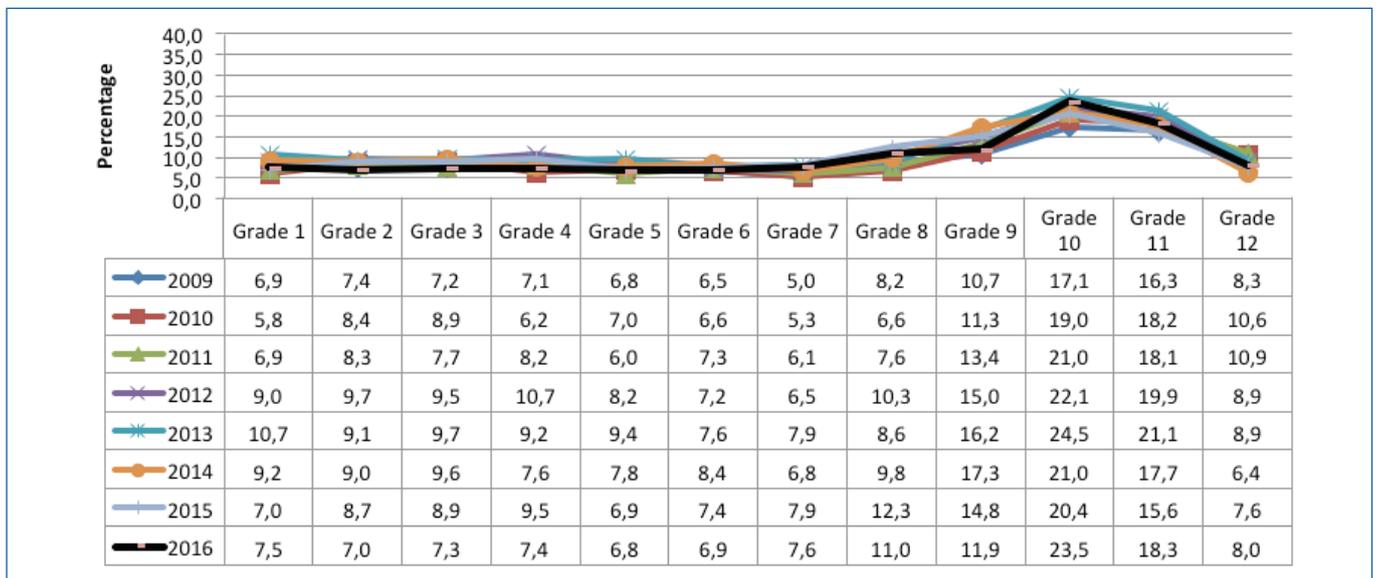
Note: The percentage is based on those individuals who are currently attending educational institutions

12. PERCENTAGE OF REPEATERS

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

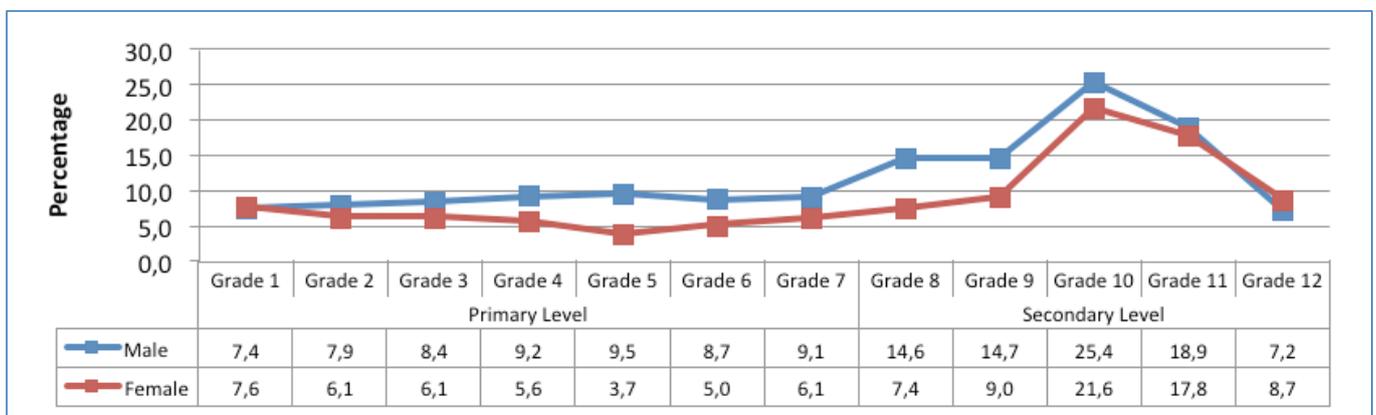
In the South African education system repetition is high from Grade 9 up to Grade 11, with Grade 10 recording the highest levels of grade repetition across the years. For each grade in primary level (Grade 1 to Grade 7), grade repetition is fairly consistently below 11%. There are more male repeaters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

Figure 24: Percentage of learners who repeated a grade, 2009- 2016



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

Figure 25: Percentage of repeaters by grade and gender, 2016



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

13. ABSENTEEISM

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

Learner absenteeism was very high in 2010 which is the year that South Africa hosted the FIFA World Cup and this may well be the reason for high learner absenteeism in that year. It is also suspected that the World Cup might have affected data collection in that year. Across the rest of the years, learner absenteeism varies between 6.5% and 8.5% of school going learners having been absent during the preceding school calendar week. Of the learners that were absent, it is evident that they are mostly absent for one day and very few are absent for four days (table 8). There has been no statistically significant difference in the absenteeism rate for male and females since 2011¹⁸.

Another way of looking at absenteeism at schools is to calculate the average daily absenteeism rate. The 2016 questionnaire asked the respondent to provide the number of days a learner was absent from school during the past school calendar week. The responses to this question can therefore range between one and five. The method used to calculate average daily absenteeism is to multiply the number of days the learners were absent from school by the percentage of learners who indicated that they were absent for those number of days. The average is then obtained by dividing this total by five (the number of days in a week). Table 9 below shows that since 2009 the daily absenteeism rate was around 3% of learners with exception of 2010, which is the year where most of learners were absent from school. Little research has been done in this area, but study conducted by JET Education Service found that approximately 5% of learners are absent from school on average every day (Community Agency for Social Enquiry & Joint Education Trust, 2007). More research is needed on learner absenteeism before we can benchmark the statistics obtain from the GHS data.

Table 8: Percentage of learners absent from school by the number of days absent, 2009 - 2016

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

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

Table 9: Learners daily absenteeism rate, 2009 - 2016

Year	Daily absenteeism rate
2009	3.1
2010	20.1
2011	2.3
2012	3.1
2013	2.7
2014	3.1
2015	3.2
2016	2.7

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

¹⁸ All results in this section are reported in table 57 and figure 42 in the Appendix

14. SCHOLAR TRANSPORT

For many learners the ability to access education is hampered by the long distances they have to travel to get to school, threats to safety and security, as well as the cost of learner transport. The situation is compounded when learners are transported in non-roadworthy vehicles, which have recently resulted in tragic accidents. The implementation and management of learner transport has taken different forms in various provinces. In order to address the problems mentioned above, the Department of Transport, together with the DBE, recognised the need to develop a national transport policy that would change the current learner transport environment. The policy provides a framework to enable and regulate the public provision of learner transport (Department of Transport, 2014). At the time of writing this report the DBE, in collaboration with the Department of Transport and the Department of Planning, Monitoring and Evaluation, has commissioned an implementation evaluation of the Scholar Transport Programme. This evaluation is timely given several tragic road accidents involving learners in early 2017. The evaluation is expected to shed light on how the Scholar Transport Programme can be improved to ensure that more learners attend school regularly, arriving safely and on time.

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

The majority of learners reported that they walk to school, but as learners get older they are more likely to walk for more than 30 minutes to educational institutions. In 2016, around 5.4% of learners travelled to school by means of a minibus taxi, whereas 9.7% of learners travelled to school by means of a vehicle hired by a group of parents. The majority of individuals aged 5 to 18 years old who reported that they walk to their educational institutions, walk for less than 15 minutes, while less than 3% of households reported that learners are traveling to school by means of a minibus or bus provided for by the school or the government.

KwaZulu-Natal has the highest percentage of learners who walk for more than 30 minutes to educational institutions, while Western Cape has the lowest percentage of learners who walk for more than 30 minutes to educational institutions.¹⁹

Table 10: Proportions of 7 to 18 year olds that use different modes of transport, 2009-2016

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

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

¹⁹ All further results in this section are reported in Tables 58 - 63 in the Appendix.

15. CORPORAL PUNISHMENT

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; the Children’s Amendment Act No 41 of 2007 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. Using this information, it is evident that Eastern Cape and KwaZulu-Natal have had the highest percentages of learners who reported having had experienced corporal punishment or verbal abuse at school, whereas in recent years Gauteng, Western Cape and Mpumalanga had the lowest prevalence (Table 11). There does not appear to be much difference between older and younger learners in the prevalence of experiencing corporal punishment or verbal abuse at school. Similarly, there is no significant difference between male and female learners in the prevalence of experiencing corporal punishment or verbal abuse at school²⁰. Since 2011 the percentage of learners who experienced violence, corporal punishment or verbal abuse has been declining.

Table 11: Percentage of learners who experienced violence, corporal punishment or verbal abuse by province, 2009-2016

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

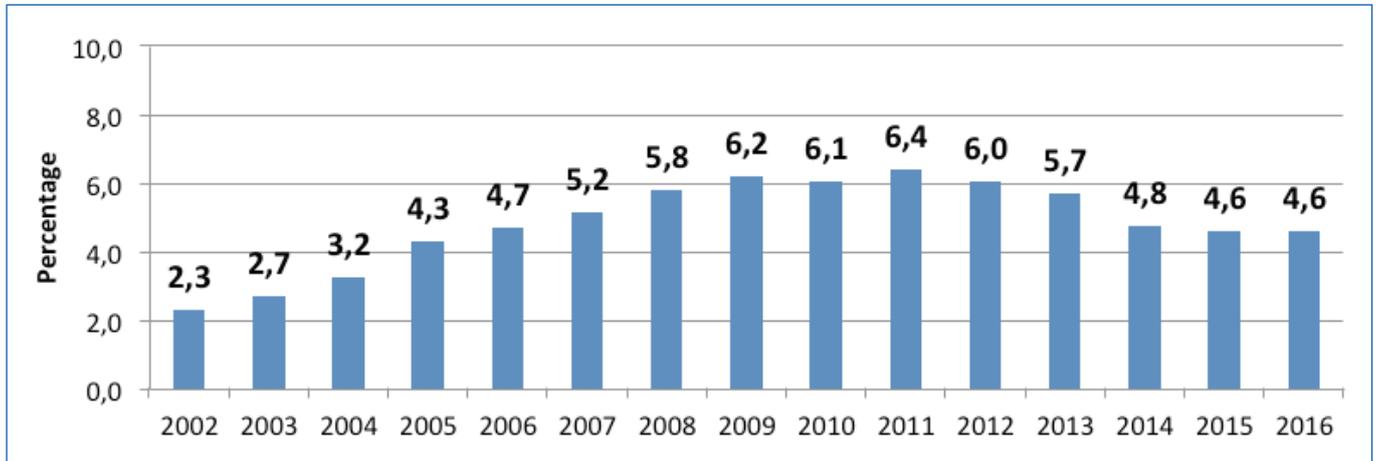
Source: Statistics South Africa, General Household Survey (GHS), DBE own calculation

²⁰ Results in this section are reported in table 64 and figure 43 in the Appendix

16. ORPHANS

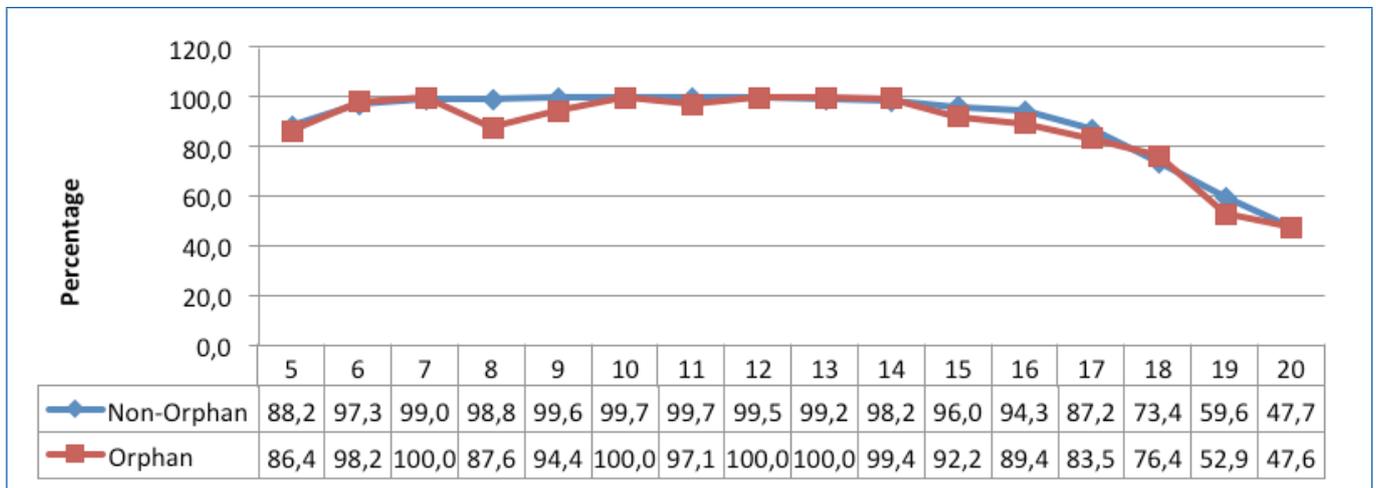
An orphan is defined as someone whose mother and father are deceased. According to the GHS, the percentage of learners who are orphans increased steadily between 2002 and 2011 (from about 2% to over 6%) and has since decreased to under 5%. This is probably a reflection of HIV-related mortality trends 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, but there is a slight difference for those aged 8 years old (figure 27). The reason for this would likely be related to data issues.²¹

Figure 26: Percentage of children attending schools who are orphans, 2002-2016



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

Figure 27: Age Specific Enrolment (ASER) Status by orphanage status, 2016



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

²¹ Further analysis on orphans is reported in Figure 44 and Figure 45 in the appendix.

17. SCHOOL FEES

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

Across the years the number of learners who did not pay any amount towards school fees has been increasing from less than 50% in 2009, to about 66% in 2016. A further 5% of learners are paying between R1 and R100, an amount which could be regarded as a voluntary contribution and tantamount to fee-free schooling.

Table 13 disaggregates the percentage of learners not paying fees by school phase. In the primary phase it is evident that the percentage of learners benefitting from the no-fees policy in public schools increased from 55% in 2009 to 72% in 2016. In the secondary phase, an even more dramatic increase was observed with 45% of secondary school learners in public schools benefitting from the policy in 2009 and 67% in 2016. When looking at the reasons why learners did not pay any school fees, around 95% of households across the years indicated that the school did not ask for fees, indicating the benefits of the no-fee school policy that the Department has introduced.

A method was devised to estimate the mean fee paid within each of the thirteen fee categories in the GHS, which would allow for the estimation of the overall average fee paid. Table 14 provides average fees paid, counting even learners with no fees, across eight years. Values are in terms of 2016 prices, using the Consumer Price Index (CPI). The average annual percentage increases for the entire 2009 to 2016 period are very high largely because of a jump between 2011 and 2012. This jump is likely due to a change in the sample between 2011 and 2016. What seems far more reliable is the 2012 to 2016 annual increases in the last column. The fact that these figures are low, even negative, would in part be due to the fact that even in the 2012 to 2016 period, the percentage of learners not paying fees increased (Table13).

Table 12: Percentage of learners who paid school fees, 2009-2016

Annual Tuition	2009	2010	2011	2012	2013	2014	2015	2016
None	47.0	57.7	59.6	62.6	62.8	66.0	65.2	66.1
R1 - R100	16.2	10.2	8.0	6.6	5.9	4.7	5.4	4.8
R101 - R200	10.9	7.2	7.0	4.9	5.8	4.3	4.1	3.9
R201 - R300	5.0	3.9	3.5	3.1	2.9	2.6	2.5	2.6
R301 - R500	3.8	3.4	3.6	3.3	3.0	2.5	2.7	2.5
R501 - R1 000	4.1	4.0	4.0	4.0	3.5	3.2	3.5	3.1
R1 001 - R2 000	2.8	2.8	2.6	2.6	3.2	3.4	3.0	3.4
R2 001 - R3 000	1.7	1.5	1.6	1.5	1.6	1.3	1.3	1.4
R3 001 - R4 000	1.9	2.0	1.8	1.6	1.7	1.6	1.5	1.3
R4 001 - R8 000	3.7	3.7	4.1	4.5	3.7	3.8	3.7	3.6
R8 001 - R12 000	1.3	1.5	1.8	2.2	2.5	2.6	2.7	2.8
R12 001 - R16 000	0.6	0.6	0.9	1.0	1.2	1.5	1.6	1.8
R16 001 - R20 000	0.3	0.6	0.4	0.8	0.8	1.1	0.9	1.1
More than R20 000	0.8	0.9	1.0	1.5	1.4	1.6	1.8	1.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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

Table 13: Percentage of learners not paying fees by school phase, 2009-2016

	2009	2010	2011	2012	2013	2014	2015	2016
Primary (grades R to 7) – public	55	65	66	68	68	72	72	72
Secondary (grades 8 to 12) – public	45	58	62	64	64	65	66	67
All Grade R in formal schools	47	61	61	63	61	65	63	61
All grades R to 12 in public and indep. schools	48	59	61	63	63	66	66	67

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

Table 14: Average fees paid 2009 to 2016 in 2016 prices

	2009	2010	2011	2012	2013	2014	2015	2016	Avg. annual % increase	
									2009-2016	2012-2016
Primary (grades R to 7) – public	457	567	610	901	859	914	851	897	8	0
Secondary (grades 8 to 12) – public	805	815	858	1,080	1,233	1,144	1,116	1,085	5	-1
All Grade R in formal schools	451	1,067	688	945	929	992	789	735	2	-6
All grades R to 12 in public and indep. schools	1,121	1,190	1,234	1,593	1,529	1,558	1,557	1,483	4	-1

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

Note: Average annual percentage increases are calculated using SLOPE in Excel.

18. NATIONAL SCHOOL NUTRITION PROGRAMME (NSNP)

Many young children living in poverty suffer from food deprivation and are therefore not able to develop to their full potential, or are hungry when at school. The National School Nutrition Programme (NSNP) aims to encourage school attendance and enhance the learning capacity of children while at school by providing a daily nutritious meal at school.

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

Since 2010 the percentage of learners benefiting from NSNP has been increasing from around 70% in 2010 to around 81% in 2016. The highest proportions of learners benefiting from the NSNP are found in those provinces that are regarded as mostly rural and where the need is no doubt greatest. Limpopo and the Eastern Cape have the highest percentage of learners benefiting from NSNP (respectively 92.2% and 90.1%), while Gauteng and the Western Cape has the lowest percentage (respectively 65.4% and 67.8%). Over 90% of learners who receive school meals indicated that meals are provided every day, while less than 5% indicated that school meals are provided only sometimes.

Table 15: Percentage of learners benefiting from the school feeding scheme by province, 2010-2016

Province	2010	2011	2012	2013	2014	2015	2016
EC	75.3	82.9	85.3	86.7	88.3	88.9	90.1
FS	65.8	75.3	77.0	78.7	78.0	80.3	82.1
GP	53.8	55.3	55.3	59.8	63.4	63.1	65.4
KZN	67.5	76.0	79.2	80.5	79.4	81.0	83.4
LP	84.7	94.4	94.7	93.5	94.3	93.9	92.2
MP	75.5	84.2	85.9	85.7	88.8	87.1	89.1
NW	69.6	80.7	83.4	82.8	85.3	85.1	83.4
NC	89.3	89.7	88.0	84.7	84.0	89.3	89.9
WC	66.7	64.0	63.4	66.0	65.0	67.2	67.8
National	69.9	76.2	77.4	78.7	79.7	80.2	81.4

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

Table 16: Frequency of provision of food at school, 2010-2016

Year	Yes, Every Day	Yes, a few times a week	Yes, Sometimes	Total
2010	90.7	4.3	5.1	100.0
2011	92.9	3.5	3.6	100.0
2012	92.2	3.6	4.2	100.0
2013	90.6	4.9	4.5	100.0
2014	90.5	5.1	4.4	100.0
2015	90.4	4.7	4.9	100.0
2016	90.4	4.5	5.1	100.0

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

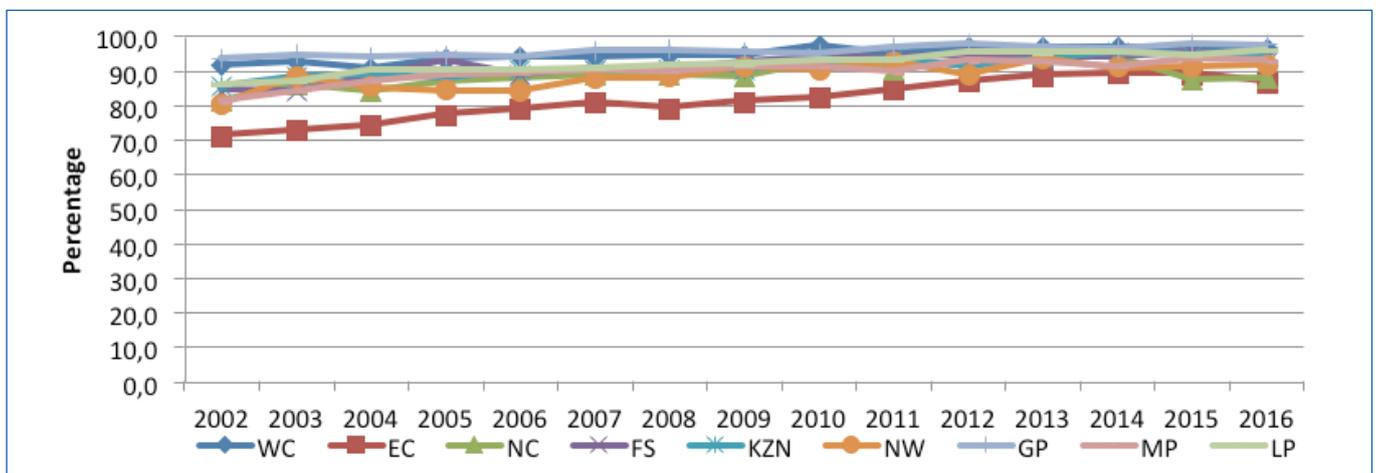
19. HIGHEST LEVEL OF EDUCATION

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

19.1 Grade 7 attainment

Considering individuals aged 16 to 18 as being of the relevant age to have already completed Grade 7, it can be seen that over 70% of individuals across all provinces have completed Grade 7, with the percentage increasing at a slow rate. However, it is good to note that the gap between the Eastern Cape and other provinces has been reducing over the years. Focusing on the same age group, more females than males have completed Grade 7 across all the years. In recent years there has been no significant difference when disaggregating Grade 7 attainment by population group.

Figure 28: Percentage of 16 to 18 year olds who have completed Grade 7 and above by province, 2002-2016



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

Table 17: Percentage of 16 to 18 year olds who have completed Grade 7 and above by gender, 2007-2016

Gender	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Male	87.1	87.5	89.0	90.0	90.3	91.5	92.0	92.6	92.0	91.9
Female	93.7	93.1	92.7	94.5	95.2	95.3	96.4	96.3	96.9	96.3
Total	90.3	90.3	90.9	92.2	92.8	93.4	94.2	94.4	94.4	94.1

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

Table 18: Percentage of 16 to 18 year olds who have completed Grade 7 and above by population group, 2007-2016

Population group	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
African/Black	88.8	89.0	89.7	91.0	92.0	92.4	93.7	94.0	94.0	93.6
Coloured	95.5	94.0	94.9	97.2	95.6	97.4	95.4	94.6	95.2	94.5
Indian/Asian	99.3	95.7	99.2	97.8	98.1	100.0	96.5	97.8	96.1	98.3
White	99.2	99.1	98.2	98.2	97.0	98.9	99.2	99.8	98.7	100.0
Total	90.3	90.3	90.9	92.2	92.8	93.4	94.2	94.4	94.4	94.1

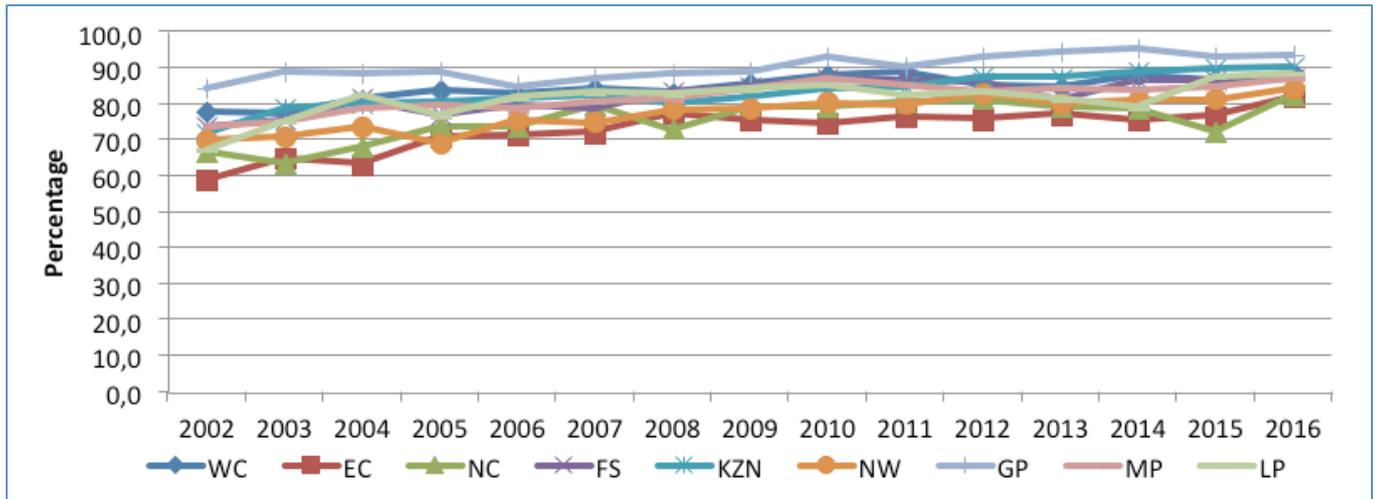
Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

19.2 Grade 9 attainment

Overall there has been an increase in individuals aged 19 to 21 that completed Grade 9. Although there has been a significant increase in the percentage of learners attaining Grade 9 in the Eastern Cape, the province still has the lowest percentage of individuals who completed Grade 9 in 2016. Gauteng has consistently had the highest percentage of learners who completed Grade 9 since 2002.

However, if we look at those that completed Grade 9 based on population group, it can be seen that more White and Indian/Asian learners in this age group have completed Grade 9 compared to Blacks/African and Coloured learners. This pattern is consistent across the years. Focusing on gender we observe that more females than males completed Grade 9 in this age group.

Figure 29: Percentage of 19 to 21 year olds who have completed Grade 9 and above by province, 2002-2016



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

Table 19: Percentage of 19 to 21 year olds who have completed Grade 9 and above by gender, 2007-2016

Gender	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Male	78.0	80.2	80.4	83.5	81.7	83.1	81.8	82.5	83.4	86.5
Female	84.9	84.4	86.3	87.8	88.1	88.5	89.2	89.9	89.9	90.7
Total	81.4	82.3	83.4	85.7	84.8	85.8	85.4	86.2	86.7	88.6

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

Table 20: Percentage of 19 to 21 year olds who have completed Grade 9 and above by population group, 2007-2016

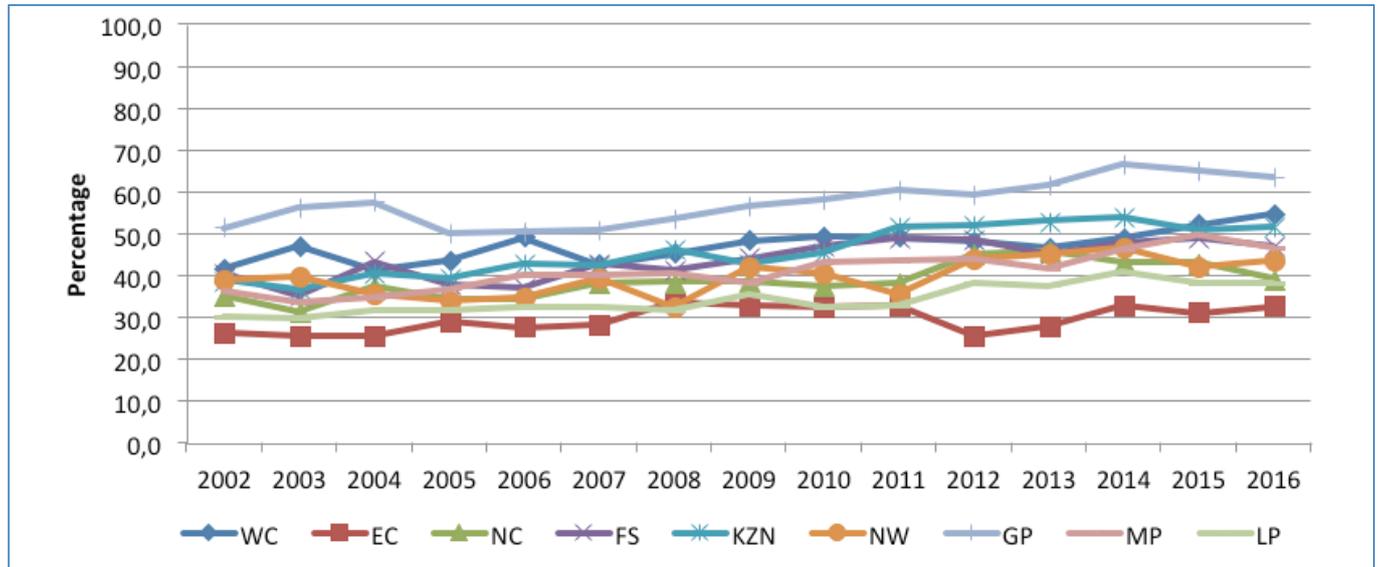
Population group	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
African/Black	79.6	81.1	81.5	84.3	83.5	84.7	84.7	85.3	86.0	87.8
Coloured	84.1	81.0	86.4	84.7	86.7	84.6	82.1	82.5	83.3	87.9
Indian/Asian	93.2	95.7	98.2	97.8	93.5	94.4	93.4	99.5	100.0	100.0
White	96.7	96.0	99.6	99.9	96.1	97.5	95.7	98.2	96.2	96.9
Total	81.4	82.3	83.4	85.7	84.8	85.8	85.4	86.2	86.7	88.6

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

19.3 Grade 12 attainment

Overall there has been an increase in percentage of individuals who completed Grade 12 (matric). There remains, however, a substantial racial gap, as more White and Indian/Asian in this age group (22 to 25 year olds) have completed Grade 12 as compared to Blacks/African and Coloureds. This pattern has remained consistent across the years. Again we observe that more females than males completed Grade 9 in this age group. Gauteng consistently has the highest proportion of 22 to 25 year olds having attained Grade 12, with the Eastern Cape consistently being the province with the lowest proportion of 22 to 25 year olds who have attained Grade 12. The estimates below probably slightly underestimate the percentage of youths completing matric since there are some 22 and 23 year olds who may still be completing matric.

Figure 30: Percentage of 22 to 25 year olds who have completed Grade 12 and above by province, 2002-2016



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

Table 21: Percentage of 22 to 25 year olds who have completed Grade 12 and above by gender, 2007-2016

Gender	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Male	40.0	42.4	41.0	43.3	42.9	44.5	44.9	47.5	45.9	46.1
Female	43.2	44.5	48.8	48.0	51.2	50.3	51.0	55.4	54.5	53.8
Total	41.7	43.4	44.9	45.6	47.1	47.4	47.9	51.4	50.1	50.0

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

Table 22: Percentage of 22 to 25 year olds who have completed Grade 12 and above by population group, 2007-2016

Population group	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
African/Black	37.1	39.3	40.1	41.1	43.2	43.6	44.4	48.4	47.0	46.7
Coloured	41.2	43.0	45.2	48.8	43.9	46.7	45.5	47.6	49.7	51.5
Indian/Asian	77.8	80.0	83.2	80.3	84.6	74.6	81.8	81.2	78.5	86.5
White	83.1	80.2	85.9	85.6	89.1	89.0	86.9	87.9	85.6	83.4
Total	41.7	43.4	44.9	45.6	47.1	47.4	47.9	51.4	50.1	50.0

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

20. POVERTY ANALYSIS AMONGS THOSE ATTENDING SCHOOLS²²

One of the goals outlined in the National Development Plan (NDP) is to eliminate poverty in the country by 2030. As a way to ameliorate some of the effects of poverty in schools, the DBE has introduced various pro-poor policies such as the no-fee schools and the school feeding programme. In this section we try to measure poverty amongst those learners attending school, regardless of their age. The measures used include the Food Poverty Line (FPL), the Lower Bound Poverty Line (LBPL) and the Upper Bound Poverty Line (UBPL). The FPL measures the monetary amount necessary to purchase enough food to meet the basic daily food-energy requirements, estimated to be 2261 Kcal per day. The LBPL is the food poverty line plus the average amount spent on non-food items by households whose total expenditure equals the food poverty line. Finally the UBPL constitutes the food poverty line plus the average amount spent on non-food items by households whose food expenditure equals the food poverty line (Hoogeveen and Ozler, 2006).

Using these three poverty lines when comparing 2016 to 2010 it is evident that poverty has been decreasing. Focusing on learners who are still attending school, it is evident that in 2016 around 33% are living under the FPL, while around 50% and 64% are living under the LBPL and UBPL respectively. The provinces which consist mostly of rural areas, such as the Eastern Cape, KwaZulu-Natal and Limpopo are the provinces with the highest percentage of learners living under the LBPL. When comparing 2010 to 2016 we observe that percentage of learners living under the different poverty lines has been decreasing across all of the provinces. When disaggregated by population groups we observe a higher proportion of African and Coloured learners in all poverty lines compared to learners in the other population groups, which is not surprising given the history of South Africa. When comparing 2010 to 2016 we observe that the percentage of coloured learners living under different poverty lines has been increasing while it has decreased for the African and Indian populations groups. The poverty trends across grades does not present any distinct patterns.

Table 23: Percentage of those attending schools falling under each poverty line by province, 2010-2016

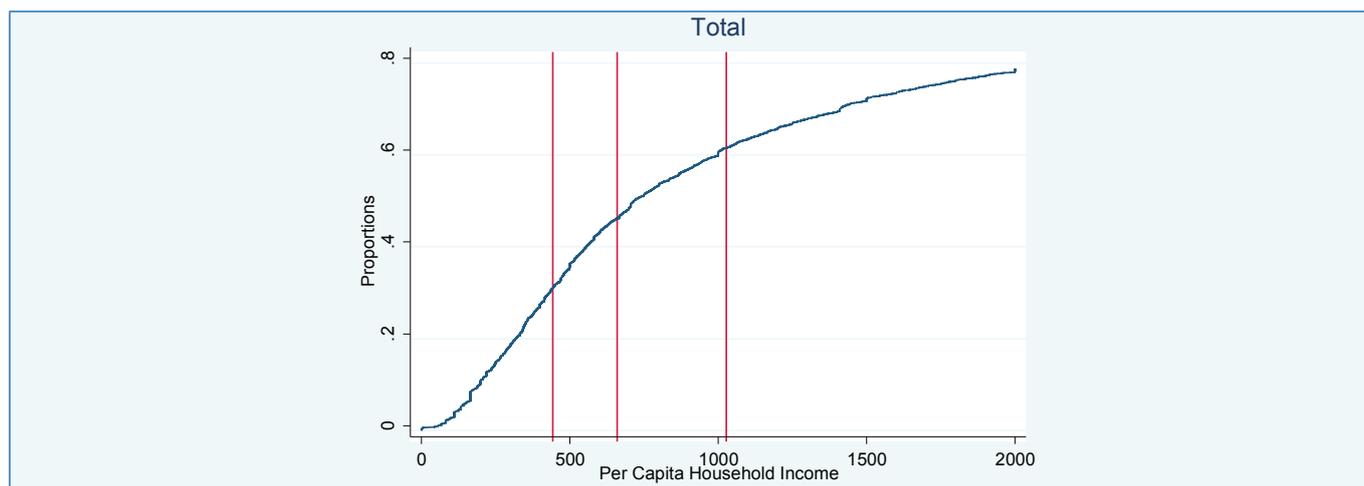
Province	FPL		LBPL		UBPL	
	2010	2016	2010	2016	2010	2016
EC	46.0	38.8	66.2	62.7	79.2	78.6
FS	33.5	29.9	51.0	46.8	68.7	64.9
GP	23.7	21.1	33.6	28.5	45.6	40.5
KZN	44.2	42.6	62.8	62.3	76.3	76.2
LP	50.2	40.6	70.7	61.9	82.4	77.4
MP	36.1	28.4	54.2	47.0	70.4	63.2
NW	33.9	33.6	50.9	51.0	66.5	63.9
NC	36.3	31.1	53.9	44.2	73.4	67.6
WC	15.5	17.8	24.6	25.8	41.2	36.0
National	37.5	32.9	54.2	49.6	68.2	63.9

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

Note: FPL-Food Poverty Line (R442), LBPL-Lower Bound Poverty Line (R660) and UBPL-Upper Bound Poverty Line (R1027). All at 2016 prices

²² This includes all learners attending Grade R to Grade 12.

Figure 31: Percentage of those attending schools by poverty line, 2016



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

Note: FPL-Food Poverty Line (R442), LBPL-Lower Bound Poverty Line (R660) and UBPL-Upper Bound Poverty Line (R1027). All at 2016 prices

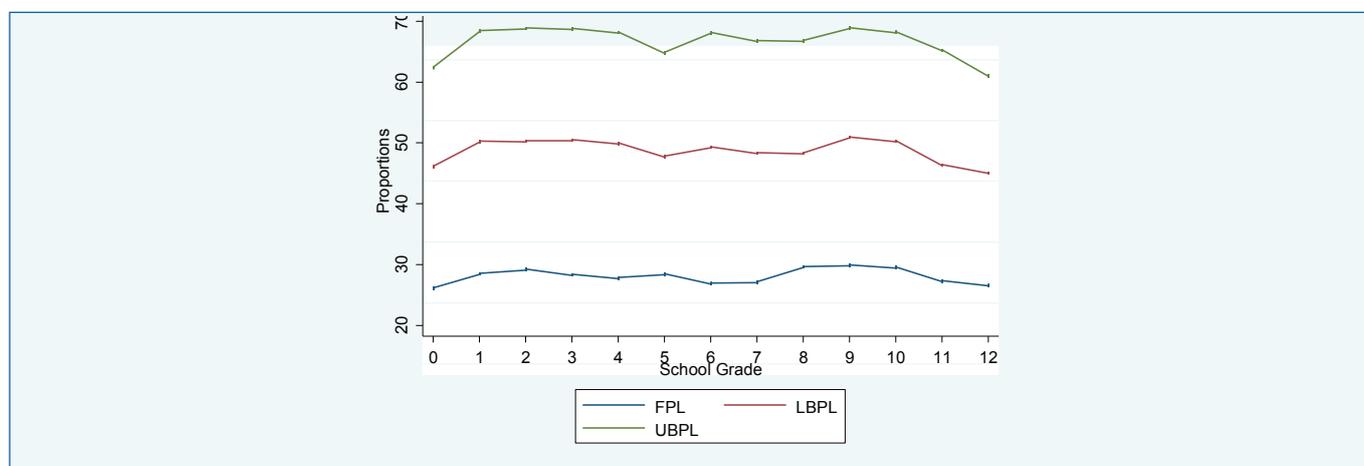
Table 24: Percentage of those attending schools falling under each poverty line by population group, 2010-2016

Population group	FBL		LBPL		UBPL	
	2010	2016	2010	2016	2010	2016
African/Black	42.0	36.3	60.5	54.8	75.0	70.0
Coloured	13.5	19.4	22.1	28.2	39.2	41.5
Indian/Asian	12.4	6.4	18.6	10.7	26.4	14.4
White	1.2	1.2	2.0	2.9	4.4	4.6
Total	37.5	32.9	54.2	49.6	68.2	63.9

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

Note: FPL-Food Poverty Line (R442), LBPL-Lower Bound Poverty Line (R660) and UBPL-Upper Bound Poverty Line (R1027). All at 2016 prices

Figure 32: Percentage of those attending schools according to poverty lines by grade, 2016



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

Note: FPL-Food Poverty Line (R442), LBPL-Lower Bound Poverty Line (R660) and UBPL-Upper Bound Poverty Line (R1027). All at 2016 prices

21. CONCLUSION

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

Overall there have been considerable improvements in the basic education sector, as evidenced through higher attendance at educational institutions across different age groups, between the gender groups and among the population groups. The percentage of learners with disabilities attending educational institutions has been increasing over time and there has been a decrease in percentage of learners who reported that they experience violence, corporal punishment or verbal abuse in school. Unfortunately, in some provinces such as the Eastern Cape a high percentage of learners still experience violence, corporal punishment or verbal abuse in school. Household complaints about education have been declining over time and learner absenteeism also appears to have declined somewhat. There have been increases in the percentages of individuals who complete Grade 7, Grade 9 and Grade 12 with reduced racial gaps. Through poverty analysis in South African schools it is found that overall around 33% of learners are living under the FPL while around 50% and 64% are living under the LBPL and UBPL respectively.

APPENDIX

Table 25: Percentage of 0 to 4 year old attending ECD facilities by gender, 2009-2016

Gender	2009	2010	2011	2012	2013	2014	2015	2016
Male	30.7	32.7	34.6	36.2	44.2	48.8	45.3	41.2
Female	30.2	32.9	35.4	36.9	45.2	47.7	46.1	39.6
Total	30.4	32.8	35.0	36.5	44.7	48.3	45.7	40.4

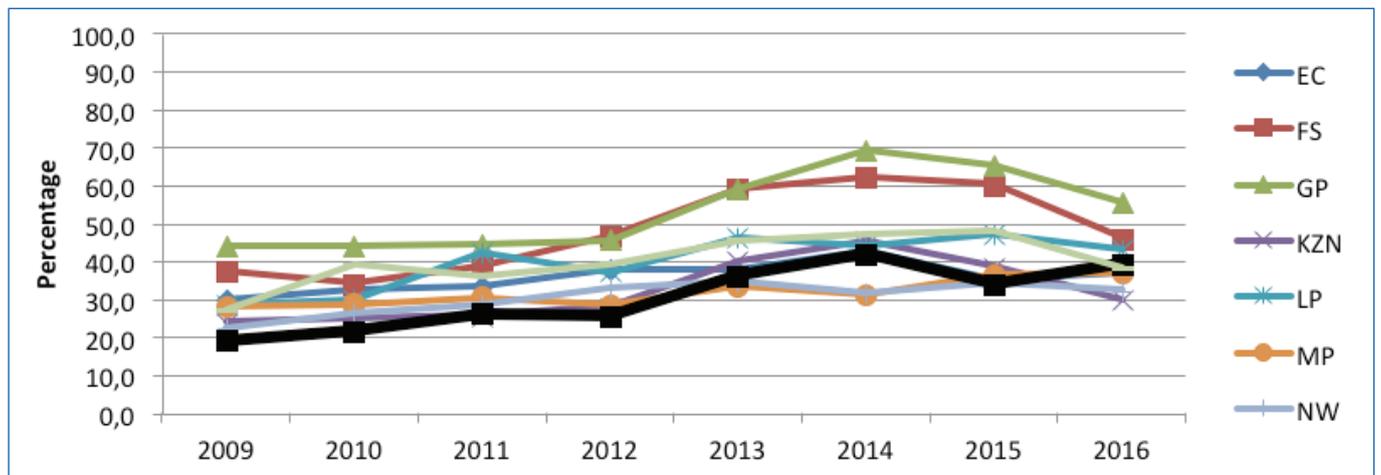
Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

Table 26: Percentage of 0 to 4 year old attending ECD facilities by population group, 2009-2016

Population group	2009	2010	2011	2012	2013	2014	2015	2016
African/Black	29.8	31.8	34.5	36.1	43.9	47.8	45.6	40.8
Coloured	21.7	26.9	27.2	29.8	38.7	38.6	38.1	30.5
Indian/Asian	28.8	36.4	28.8	29.8	53.1	53.4	40.0	39.3
White	53.9	57.5	57.0	57.2	66.2	69.8	62.5	50.3
Total	30.4	32.8	35.0	36.5	44.7	48.3	45.7	40.4

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

Figure 33: Percentage of 0 to 4 year olds attending ECD facilities by province, 2009-2016



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

Table 27: Percentage of 5 to 6 year olds attending educational institution by province, 2007-2016

Province	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
EC	78.0	86.6	89.6	94.7	93.9	94.9	95.2	95.3	94.0	95.8
FS	76.3	72.6	90.6	86.8	88.7	92.0	91.2	93.7	92.2	94.1
GP	78.7	74.6	87.6	91.5	90.0	90.5	90.2	91.9	94.6	93.1
KZN	67.5	71.6	81.9	89.1	87.3	86.4	88.9	92.0	89.5	88.8
LP	80.6	85.3	95.5	97.6	96.7	96.2	97.6	95.9	97.1	97.0
MP	77.3	69.6	88.7	82.9	90.9	91.5	87.9	92.7	92.5	94.3
NW	68.2	68.3	77.0	83.5	90.4	93.0	90.2	86.4	91.3	92.7
NC	68.5	68.1	80.9	87.9	86.9	81.2	91.0	88.5	85.8	89.4

Province	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
WC	72.6	70.6	87.0	81.3	83.9	83.6	83.9	81.8	85.7	90.9
National	74.6	75.3	86.8	89.6	90.1	90.3	90.6	91.5	92.1	92.9

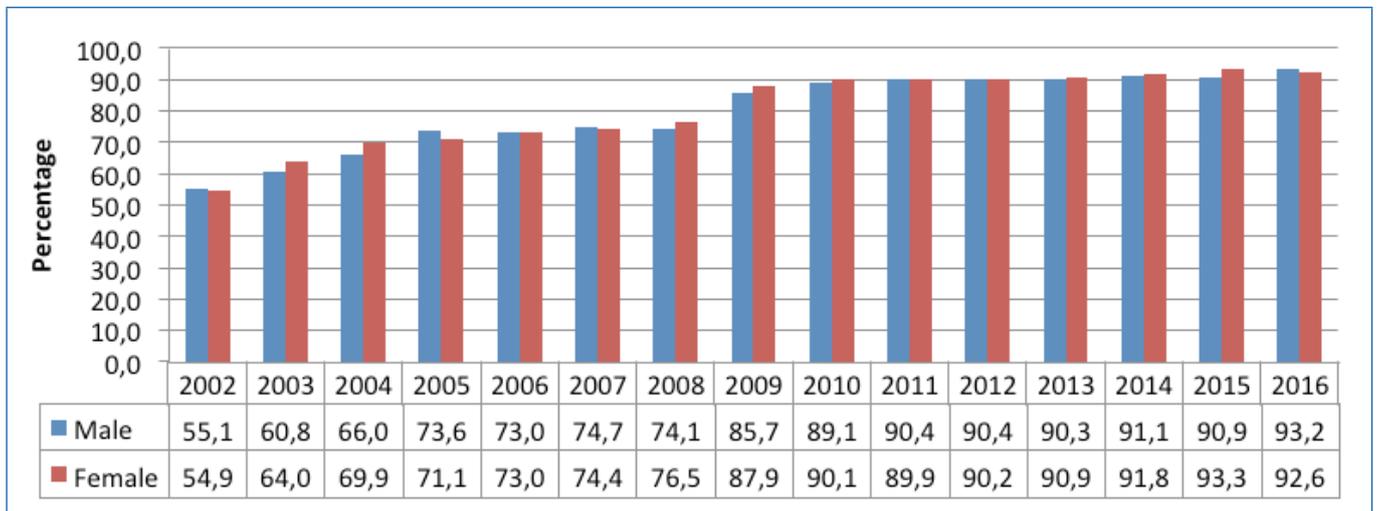
Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

Table 28: Percentage of 5 to 6 year olds attending educational institution by population group, 2007-2016

Population group	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
African/Black	74.6	75.2	86.8	90.6	91.0	90.9	91.8	92.7	92.7	93.3
Coloured	64.8	72.4	87.3	79.0	80.5	82.5	80.7	80.2	87.1	89.2
Indian/Asian	70.7	81.8	94.9	97.0	94.4	84.2	92.9	87.4	89.0	81.7
White	90.7	79.2	84.8	86.3	90.6	95.7	84.7	90.2	90.8	95.4
Total	74.6	75.3	86.8	89.6	90.1	90.3	90.6	91.5	92.1	92.9

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

Figure 34: Percentage of 5 to 6 year olds attending educational institution by gender, 2002-2016



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

Table 29: Percentage of learners in Grade 1 who attended Grade R by Province, 2009-2016

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

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

Table 30: Percentage of learners in Grade 1 who attended Grade R by population group, 2009-2016

Population group	2009	2010	2011	2012	2013	2014	2015	2016
African/Black	97.1	94.9	95.0	92.0	95.2	94.6	94.9	94.2
Coloured	96.0	92.1	95.5	94.3	96.1	96.0	96.8	96.3
Indian/Asian	100.0	97.6	90.7	88.5	96.9	92.3	86.8	83.5
White	98.9	97.0	95.9	93.2	86.5	95.8	91.2	88.8
Total	97.1	94.8	95.0	92.2	94.9	94.8	94.8	93.9

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

Figure 35: Percentage of learners in Grade 1 who attended Grade R by gender, 2009-2016



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

Table 31: Percentage of 7 to 13 year old children attending educational institutions by province, 2007 – 2016

Province	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
EC	97.8	98.3	98.6	99.0	99.0	99.0	99.1	99.4	99.0	99.3
FS	99.1	98.4	99.1	99.3	99.2	99.5	98.7	98.4	98.5	98.9
GP	98.0	98.7	99.0	99.2	99.1	99.0	99.7	99.3	99.7	99.6
KZN	98.2	97.9	98.8	98.7	99.0	99.1	99.0	99.2	98.8	99.4
LP	98.8	98.3	99.3	99.2	99.4	99.5	99.5	99.5	99.4	99.6
MP	97.9	98.1	98.7	99.4	99.4	99.4	99.4	99.2	99.7	99.2
NW	98.0	97.4	98.3	98.0	98.7	98.9	99.2	98.8	98.3	98.4
NC	99.1	98.4	99.1	99.0	99.0	99.4	99.3	99.9	98.9	98.7
WC	99.5	98.0	99.2	99.7	98.7	99.4	99.0	99.6	99.2	99.4
National	98.3	98.2	98.9	99.1	99.0	99.2	99.3	99.3	99.2	99.3

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

Table 32: Percentage of 7 to 13 year old children attending educational institutions by gender, 2007 – 2016

Gender	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Male	98.0	98.1	98.8	99.0	99.0	99.0	99.1	99.1	99.1	99.2
Female	98.6	98.2	99.0	99.1	99.1	99.4	99.4	99.4	99.2	99.4
Total	98.3	98.2	98.9	99.0	99.0	99.2	99.3	99.3	99.2	99.3
GPI	1.01	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00

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

Table 33: Percentage of 7 to 13 year olds attending educational institutions by population group, 2007 – 2016

Population group	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
African/Black	98.1	98.1	98.8	99.0	99.0	99.2	99.3	99.2	99.1	99.3
Coloured	99.1	98.8	99.2	99.3	99.0	99.1	98.5	99.6	99.1	99.4
Indian/Asian	99.9	100.0	100.0	99.9	99.3	99.3	99.7	100.0	99.2	100.0
White	99.5	97.6	99.2	99.8	99.0	99.8	99.4	99.9	99.7	99.6
Total	98.3	98.2	98.9	99.1	99.0	99.2	99.3	99.3	99.2	99.3

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

Table 34: Percentage of 7 to 15 year olds attending educational institutions by province, 2007-2016

Province	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
EC	97.7	97.4	98.0	98.5	98.5	98.4	98.1	98.9	98.5	99.1
FS	98.7	98.4	98.7	99.0	98.8	99.2	98.4	98.3	97.9	98.5
GP	97.9	98.7	98.9	98.9	99.3	99.0	99.5	99.2	99.6	99.2
KZN	97.7	97.9	98.3	98.3	98.7	98.8	98.6	99.1	98.6	99.0
LP	98.6	98.2	99.2	99.2	99.2	99.2	99.2	99.3	99.3	99.5
MP	97.9	98.2	98.5	99.1	99.0	99.0	99.2	99.2	99.3	98.8
NW	97.1	97.2	97.6	97.7	98.6	98.8	98.3	98.1	97.2	97.3
NC	97.4	97.6	98.6	98.1	98.6	98.6	98.9	99.3	98.3	98.2
WC	98.4	97.2	98.4	99.1	98.1	98.2	98.1	98.9	98.6	98.4
National	97.9	97.9	98.5	98.7	98.8	98.8	98.8	99.0	98.8	98.9

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

Table 35: Percentage of 7 to 15 year olds attending educational institutions by gender, 2007-2016

Gender	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Male	97.6	97.8	98.3	98.6	98.7	98.5	98.6	98.8	98.8	98.8
Female	98.2	98.1	98.6	98.7	98.8	99.1	98.9	99.1	98.8	99.0
Total	97.9	97.9	98.5	98.7	98.8	98.8	98.8	99.0	98.8	98.9
GPI	1.01	1.00	1.00	1.00	1.00	1.01	1.00	1.00	1.00	1.00

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

Table 36: Percentage of 7 to 15 year olds attending educational institutions by population group, 2007-2016

Population group	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
African/Black	97.7	97.9	98.4	98.6	98.8	98.8	98.9	98.9	98.8	98.9
Coloured	98.0	97.4	98.3	98.5	97.9	97.8	96.9	99.0	98.5	97.9
Indian/Asian	99.9	100.0	99.9	99.8	99.4	99.1	99.7	99.7	99.4	100.0
White	99.6	98.2	99.0	99.6	99.2	99.8	99.0	99.8	99.6	99.1
Total	97.9	97.9	98.5	98.7	98.8	98.8	98.8	99.0	98.8	98.9

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

Table 37: Percentage of 14 to 18 year olds attending educational institutions by province, 2007-2016

Province	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
EC	90.2	87.6	87.1	87.7	88.4	89.5	88.6	88.3	88.4	89.1
FS	93.3	89.6	90.0	89.2	91.0	91.3	90.8	93.8	92.8	90.7
GP	89.1	91.2	92.5	89.9	89.5	90.5	90.1	92.0	91.9	89.8
KZN	88.9	90.4	87.8	87.2	90.4	90.7	91.5	91.4	89.7	88.9
LP	95.0	92.9	94.6	94.9	95.3	95.8	95.8	95.2	95.5	96.2
MP	94.0	91.0	89.6	90.5	91.3	90.3	89.7	91.7	91.5	91.6
NW	84.9	86.0	86.7	85.7	90.2	88.2	88.4	85.9	89.2	87.5
NC	85.2	82.9	82.4	85.5	85.3	86.2	88.7	84.2	83.6	82.0
WC	81.9	81.2	82.6	83.4	84.9	86.3	85.0	87.1	82.9	83.4
National	89.7	89.2	89.0	88.7	90.1	90.5	90.3	90.7	90.2	89.6

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

Table 38: Percentage of 14 to 18 year olds attending educational institutions by gender, 2007-2016

Gender	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Male	90.3	89.5	89.1	89.6	90.7	91.1	91.0	91.3	90.4	89.6
Female	88.9	88.7	88.5	87.6	89.6	89.8	89.6	90.2	89.9	89.5
Total	89.6	89.1	88.8	88.6	90.2	90.5	90.3	90.7	90.2	89.6
GPI	0.99	0.99	0.99	0.98	0.99	0.99	0.98	0.99	0.99	1.00

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

Table 39: Percentage of 14 to 18 year olds attending educational institutions by population group, 2007-2016

Population group	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
African/Black	90.4	90.2	89.9	89.3	91.1	91.1	91.4	91.4	91.2	90.2
Coloured	79.3	79.0	78.4	80.2	80.6	84.2	81.0	82.7	79.9	83.5
Indian/Asian	89.4	88.1	89.2	86.7	87.4	89.1	83.4	85.6	82.0	84.3
White	93.4	90.0	91.4	93.0	90.3	91.1	91.0	94.8	93.2	91.5
Total	89.7	89.2	89.0	88.7	90.1	90.5	90.3	90.7	90.2	89.6

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

Table 40: Percentage of 16 to 18 year olds attending educational institutions by province, 2007-2016

Province	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
EC	85.9	82.8	81.0	81.7	82.7	85.1	84.4	82.6	82.8	83.7
FS	91.0	84.7	84.7	83.6	86.4	87.2	86.4	91.4	90.5	87.0
GP	83.6	86.5	88.4	85.1	82.4	85.7	85.0	87.5	86.8	85.3
KZN	84.0	84.9	81.6	80.4	85.1	85.3	87.7	86.5	83.9	84.1
LP	93.1	89.9	91.8	92.1	93.1	94.2	94.5	93.2	93.4	94.6
MP	91.4	86.3	84.1	85.2	86.8	85.4	84.4	86.3	87.0	87.9
NW	78.8	79.4	81.4	78.5	84.9	81.9	84.5	79.9	86.8	84.2
NC	80.4	75.0	73.3	79.4	77.7	80.6	82.7	76.3	75.4	70.2
WC	73.2	71.8	75.0	74.2	76.9	80.4	78.6	81.1	71.7	76.7
National	85.2	83.9	83.6	83.0	84.7	85.9	86.1	86.1	85.0	85.1

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

Table 41: Percentage of 16 to 18 year olds attending educational institutions by gender, 2007-2016

Gender	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Male	86.6	84.5	84.1	84.8	85.7	87.2	87.4	87.0	85.4	85.1
Female	83.7	83.1	82.5	81.0	84.0	84.6	84.9	85.1	84.6	85.2
Total	85.2	83.8	83.3	82.9	84.9	85.9	86.1	86.1	85.0	85.1
GPI	0.97	0.98	0.98	0.96	0.98	0.97	0.97	0.98	0.99	1.00

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

Table 42: Percentage of 16 to 18 year olds attending educational institutions by population group, 2007-2016

Population group	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
African/Black	86.4	85.5	84.9	83.9	86.3	86.8	87.5	87.1	86.8	85.9
Coloured	70.0	69.2	68.8	69.9	69.8	77.2	74.3	73.7	68.7	77.0
Indian/Asian	82.7	81.2	80.4	76.8	80.2	83.2	76.3	76.8	70.2	76.2
White	89.7	83.5	87.1	89.6	85.4	86.3	88.2	92.3	89.0	89.0
Total	85.2	83.9	83.6	83.0	84.7	85.9	86.1	86.1	85.0	85.1

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

Table 43: Percentage of 19-23 year olds attending educational institutions by province, 2009-2016

Province	2009	2010	2011	2012	2013	2014	2015	2016
WC	23.03	24.44	23.05	22.88	22.41	22.48	18.27	22.16
EC	36.63	34.74	37.60	37.22	36.20	35.17	36.32	40.34
NC	21.60	22.28	20.38	20.43	20.65	17.14	25.82	27.84
FS	38.10	34.04	38.02	31.41	32.07	34.82	35.43	35.81
KZN	32.43	29.33	32.88	31.97	31.93	31.35	33.82	33.09
NW	23.73	22.73	26.19	26.87	29.99	33.14	29.04	27.88

Province	2009	2010	2011	2012	2013	2014	2015	2016
GP	33.56	28.01	30.42	34.25	31.00	34.10	35.13	34.88
MP	32.54	33.23	34.45	33.36	30.60	31.52	33.25	36.28
LP	50.28	48.98	46.27	45.92	46.21	44.14	49.68	52.85
National	34.07	31.60	33.38	33.53	32.56	33.12	34.32	35.63

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

Table 44: Percentage of 19 to 23 year olds still attending school by population group, 2009-2016

Population group	2009	2010	2011	2012	2013	2014	2015	2016
African	28.18	25.93	27.35	25.97	25.23	24.95	27.47	27.48
Coloured	5.21	5.37	6.07	6.39	6.12	6.45	5.70	9.35
Indian	6.08	3.51	5.03	6.12	2.14	3.58	7.15	1.79
White	8.84	1.68	3.83	3.67	5.96	7.09	7.58	3.43
National	25.11	22.69	24.10	22.88	22.20	22.16	24.29	24.50

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

Table 45: Percentage of 19 to 23 year olds still attending school by gender, 2009-2016

Gender	2009	2010	2011	2012	2013	2014	2015	2016
Male	27.03	25.74	26.62	25.56	24.77	24.34	26.45	27.73
Female	23.18	19.59	21.47	20.08	19.48	19.86	22.01	21.10
National	25.11	22.69	24.10	22.88	22.20	22.16	24.29	24.50

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

Table 46: Percentage of 19 to 23 year olds still attending school by province, 2009-2016

Province	2009	2010	2011	2012	2013	2014	2015	2016
Western Cape	8.55	8.53	8.18	8.35	9.09	8.65	6.87	6.96
Eastern Cape	32.11	30.89	31.30	32.00	30.46	28.48	30.59	33.32
Northern Cape	16.92	18.29	15.80	16.65	13.31	10.61	19.98	20.66
Free State	24.86	21.03	23.47	22.60	19.90	20.82	22.93	24.55
KwaZulu-Natal	26.62	22.70	26.17	24.01	23.69	23.73	27.62	24.44
North West	18.62	15.74	20.25	18.34	18.29	20.87	20.79	19.91
Gauteng	13.23	11.72	14.02	11.01	11.87	13.93	13.39	13.68
Mpumalanga	29.45	25.98	29.08	27.06	24.97	25.44	26.19	27.29
Limpopo	46.02	45.37	41.27	39.81	40.78	38.29	44.23	47.53
National	25.11	22.69	24.10	22.88	22.20	22.16	24.29	24.50

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

Table 47: Percentage of 19 to 23 year olds attending an institution of further training by population group, 2009-2016

Population group	2009	2010	2011	2012	2013	2014	2015	2016
African/Black	12.00	11.61	12.30	14.41	14.48	14.15	14.98	16.40
Coloured	11.31	10.07	11.07	11.96	10.08	9.45	9.18	10.58
Indian/Asian	30.32	27.13	29.70	24.05	20.39	27.27	32.67	35.51
White	38.83	36.69	40.81	38.88	37.23	43.58	32.84	38.76
National	14.46	13.74	14.98	16.36	15.95	16.32	16.11	17.85

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

Table 48: Percentage of 19 to 23 year olds attending an institution of further training by gender, 2009-2016

Gender	2009	2010	2011	2012	2013	2014	2015	2016
Male	13.20	13.25	14.18	15.27	14.25	14.30	14.41	15.56
Female	15.62	14.19	15.74	17.40	17.57	18.25	17.73	19.93
National	14.46	13.74	14.98	16.36	15.95	16.32	16.11	17.85

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

Table 49: Percentage of 19 to 23 year olds attending an institution of further training by province, 2009-2016

Province	2009	2010	2011	2012	2013	2014	2015	2016
Western Cape	16.93	18.00	16.98	16.52	15.53	15.66	12.78	16.74
Eastern Cape	9.22	7.16	12.74	9.32	11.23	11.04	11.12	14.47
Northern Cape	6.59	5.15	6.40	4.86	9.40	7.93	8.95	9.79
Free State	21.08	19.03	23.31	14.01	17.73	20.74	19.28	18.86
KwaZulu-Natal	9.81	10.82	11.70	12.87	13.14	11.70	10.64	13.49
North West	7.22	9.29	9.18	12.31	16.49	17.87	12.17	11.33
Gauteng	24.83	19.27	21.43	27.29	23.23	25.01	26.95	26.46
Mpumalanga	5.55	11.65	9.81	10.86	9.54	9.86	12.13	16.03
Limpopo	10.89	11.24	9.63	14.69	13.73	13.16	15.38	16.65
National	14.46	13.74	14.98	16.36	15.95	16.32	16.11	17.85

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

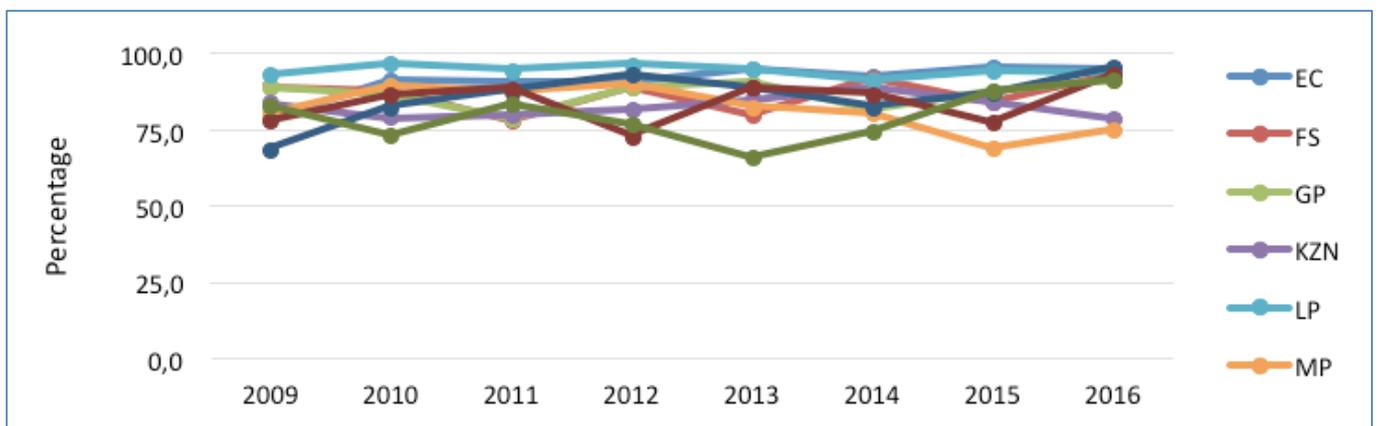
Table 50: Percentage of children with disabilities as total percent of children attending schools, 2002-2016

Year	Not Disabled	Disabled	Unspecified	Total
2002	98.7	1.2	0.2	100
2003	99.4	0.6	0.0	100
2004	99.4	0.6	0.0	100
2005	98.9	1.1	0.0	100

Year	Not Disabled	Disabled	Unspecified	Total
2006	98.9	1.1	0.1	100
2007	98.6	0.9	0.5	100
2008	98.6	1.3	0.1	100
2009	96.1	3.5	0.5	100
2010	94.2	5.2	0.6	100
2011	95.2	4.5	0.3	100
2012	95.4	4.3	0.3	100
2013	94.9	4.6	0.6	100
2014	94.9	4.8	0.4	100
2015	94.8	4.8	0.5	100
2016	95.3	4.0	0.7	100

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

Figure 36: Percentage of 5 to 6 year olds with disabilities attending educational institutions by province, 2009-2016



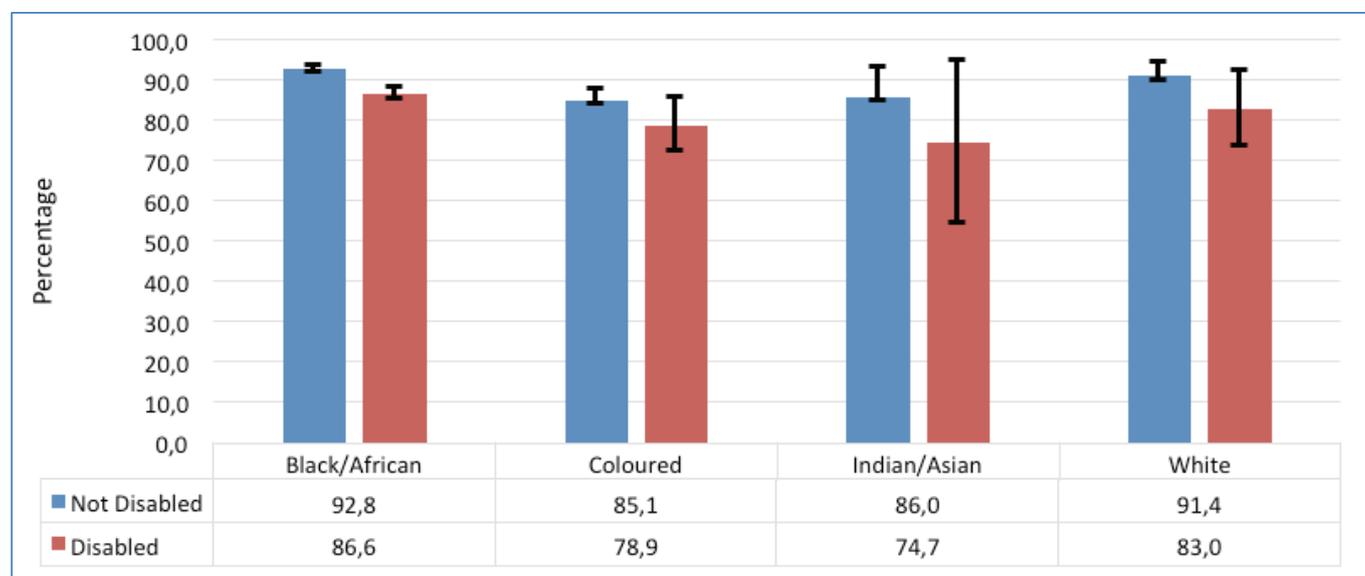
Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

Table 51: Percentage of 5 to 6 year olds with disabilities attending educational institutions by gender, 2009-2016

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

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

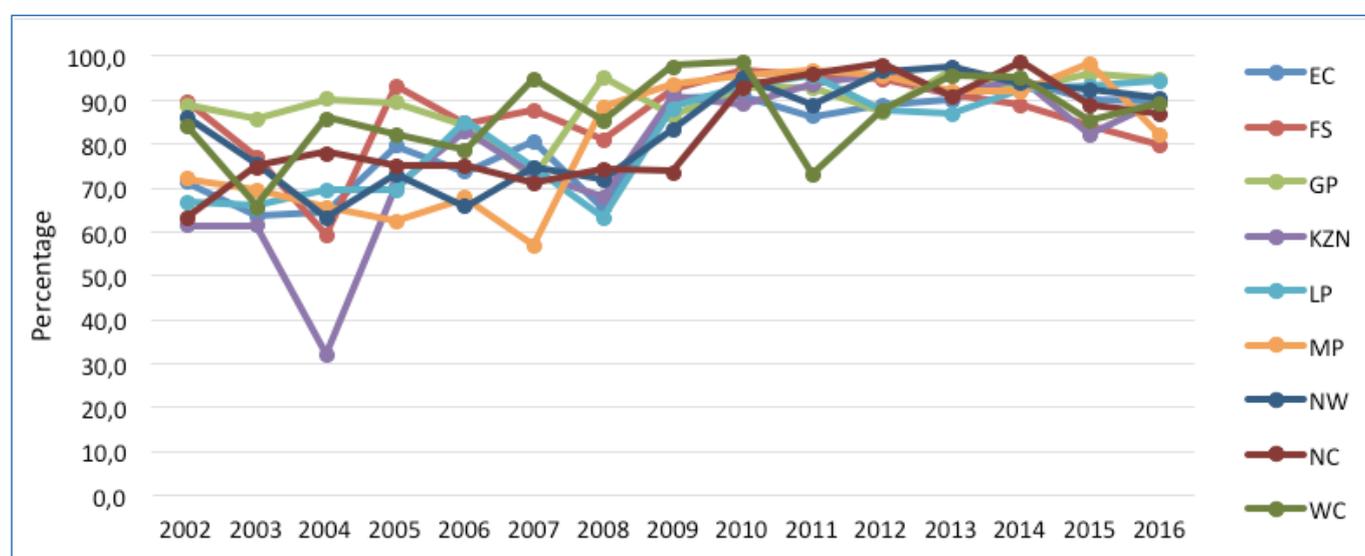
Figure 37: Percentage of 5 to 6 year old with disabilities and those without disabilities attending educational institutions by population group, 2014-2016



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

Note: Data for 2014 to 2016 pooled together to overcome small sample challenges

Figure 38: Percentage of 7 to 15 year old with disabilities attending educational institutions by province, 2002-2016



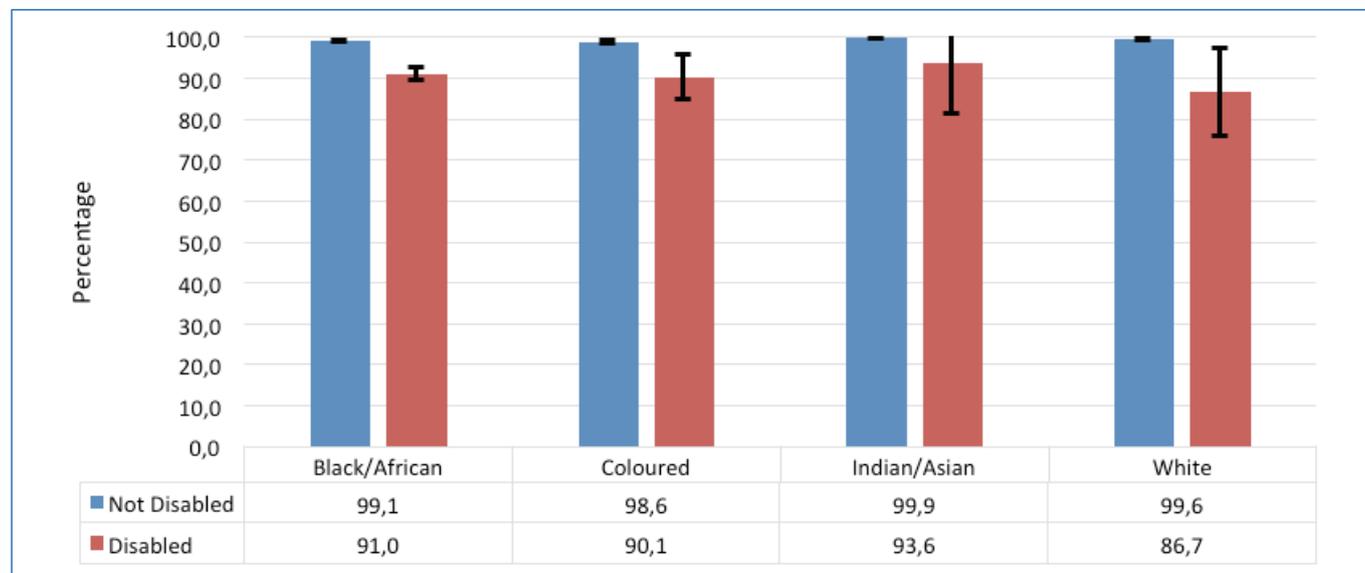
Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

Table 52: Percentage of 7 to 15 year old children with disabilities attending educational institutions by gender, 2007-2016

Gender	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Male	75.0	80.6	87.5	94.8	91.6	91.5	90.7	92.0	90.6	88.6
Female	74.0	71.7	92.3	91.2	92.9	93.5	94.6	94.9	89.3	93.5
Total	74.6	77.0	89.7	93.2	92.1	92.4	92.5	93.4	90.0	90.9

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

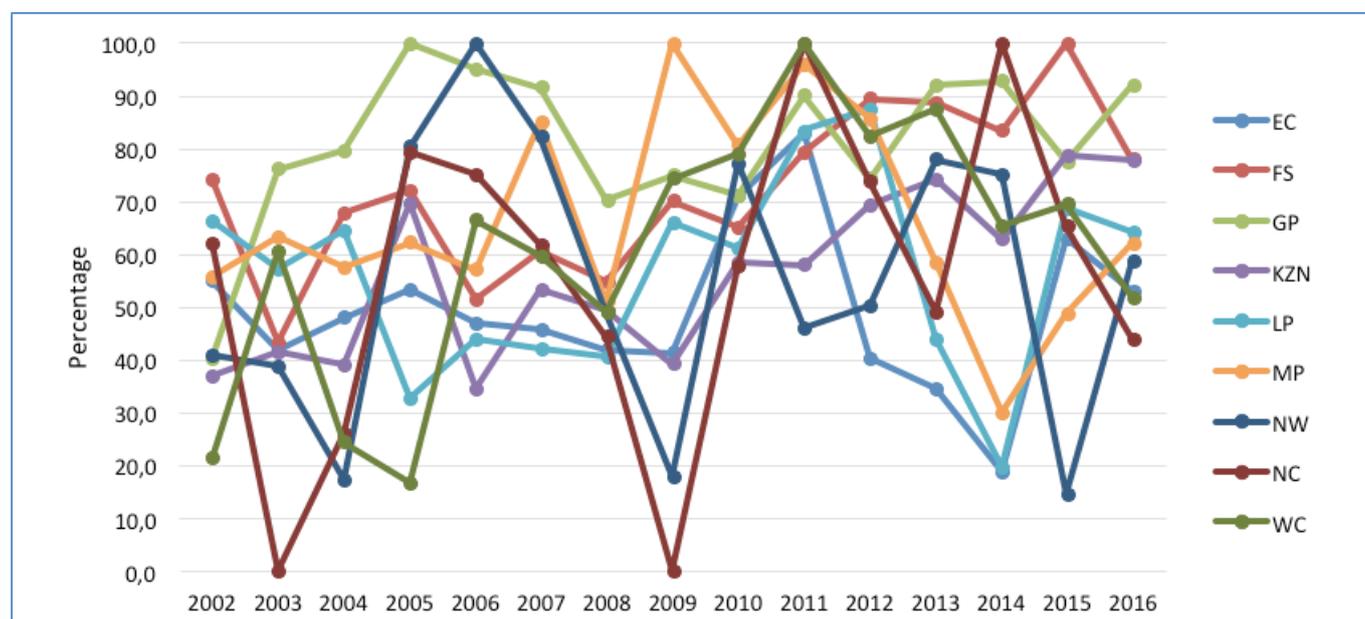
Figure 39: Percentage of 7 to 15 year old with disabilities and those without disabilities attending educational institutions by population group, 2014-2016



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

Note: Data for 2014 to 2016 pooled together to overcome small sample challenges

Figure 40: Percentage of 16 to 18 year old children with disabilities attending educational institutions by province, 2002-2016



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

Table 53: Percentage of 16 to 18 year old children with disabilities attending educational institutions by gender, 2007-2016

Gender	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Male	58.0	50.8	50.7	69.1	74.1	71.0	73.6	50.4	79.2	80.3
Female	72.3	56.4	58.1	67.4	85.8	63.1	65.5	59.0	59.3	55.2
Total	64.6	52.8	54.3	68.3	80.7	66.7	70.3	54.1	68.2	68.9

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

Table 54: Percentage and number of female learners aged 14 years and older in schools that reported being pregnant, 2011-2016

Province	2011		2012		2013		2014		2015		2016	
	No.	%										
EC	16 446	3.9	14 896	3.7	18 150	4.7	15 870	4.2	14 980	3.8	4 955	1.3
FS	1 082	0.7	2 425	1.7	4 309	3.3	6 741	5.1	1 515	1.2	2 545	1.9
GP	7 532	1.7	9 052	2.1	9 428	2.2	11 221	2.6	10 045	2.4	10 784	2.6
KZN	14 428	2.5	18 680	3.3	24 264	4.4	18 533	3.3	18 347	3.3	19 936	3.8
LP	20 752	5.2	11 134	2.8	13 941	3.4	15 151	4.0	21 675	5.6	24 103	5.9
MP	5 377	2.1	13 821	6.2	11 854	5.2	10 181	4.8	5 977	2.5	9 982	4.6
NW	2 822	1.5	6 603	3.8	7 359	4.3	4 512	2.7	8 675	5.0	3 893	2.5
NC	403	0.8	1 338	2.5	1 173	2.3	1 388	2.7	1 311	2.5	537	1.1
WC	1 505	0.7	3 189	1.4	2 778	1.3	7 033	3.0	2 824	1.2	6 219	2.9
National	70 348	2.6	81 139	3.1	93 255	3.6	90 629	3.6	85 349	3.3	82 955	3.3

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

Table 55: Percentage of learners accessing Mathematics and Language workbooks by province, 2014-2016

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

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

Table 56: Percentage of learners accessing Mathematics and Language workbooks by grade, 2014-2016

Grade	Mathematics workbooks			Language workbooks		
	2014	2015	2016	2014	2015	2016
Grade 1	94.8	95.3	95.3	96.2	96.3	96.2
Grade 2	96.5	96.7	96.1	97.0	97.0	96.7
Grade 3	97.5	98.0	96.1	97.8	97.8	96.8
Grade 4	96.7	97.3	96.6	97.1	98.1	96.8

Grade	Mathematics workbooks			Language workbooks		
	2014	2015	2016	2014	2015	2016
Grade 5	97.2	96.0	96.4	97.8	96.3	96.6
Grade 6	96.3	97.3	96.4	96.7	97.7	97.0
Grade 7	96.9	96.6	96.7	97.5	96.1	97.2
Grade 8	95.3	96.3	94.3	95.7	96.1	94.9
Grade 9	95.8	96.9	96.0	95.9	96.6	96.9

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

Figure 41: Access to Textbooks in Grades 10 to 12, by Grade for the period 2013-2016



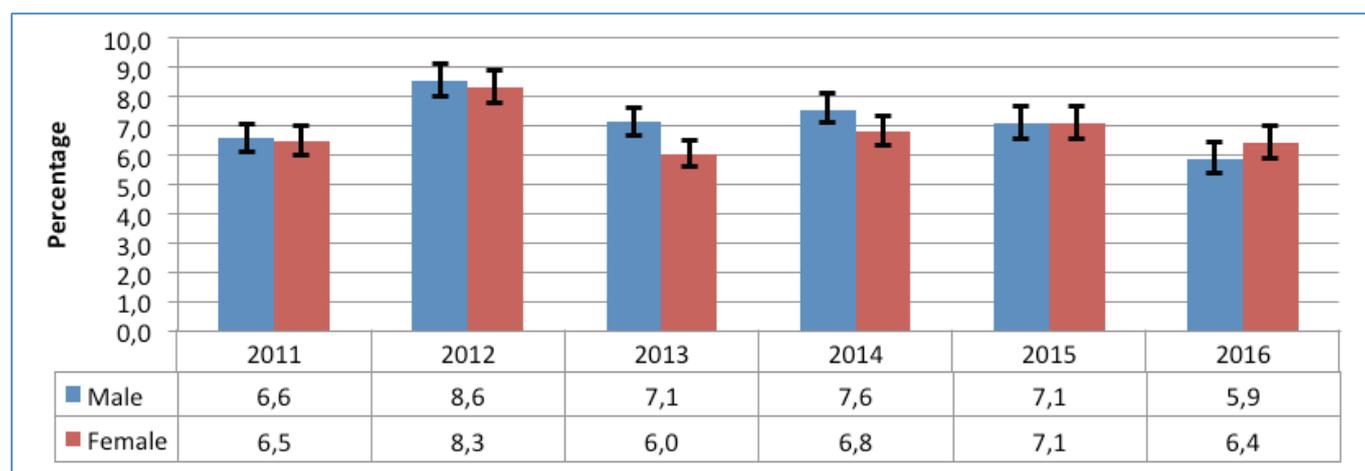
Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

Table 57: Percentage of learners absent from school in the preceding week, 2009-2016

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

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

Figure 42: Percentage of learners absent from school, by gender, 2011-2016



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

Table 58: Percentage of 5 to 6 year olds walking to educational institutions for more than 30 minutes by gender, 2009-2016

Gender	2009	2010	2011	2012	2013	2014	2015	2016
Male	11.1	8.2	8.8	9.2	8.2	8.9	9.5	8.2
Female	10.6	12.4	9.4	8.8	11.8	8.9	6.9	6.6
Total	10.9	10.3	9.1	9.0	10.0	8.9	8.2	7.4

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

Table 59: Percentage of 5 to 6 year olds walking to educational institutions for more than 30 minutes by province, 2009-2016

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

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

Table 60: Percentage of 7 to 15 year olds walking to educational institutions for more than 30 minutes by province, 2009-2016

Province	2009	2010	2011	2012	2013	2014	2015	2016
EC	14.8	16.3	13.0	13.1	17.3	13.4	13.9	11.3
FS	10.9	10.9	9.8	7.8	9.7	7.3	9.0	8.4
GP	12.2	6.0	5.4	5.4	6.9	3.8	4.5	5.4
KZN	28.0	26.5	24.6	23.7	24.0	23.5	23.4	21.3
LP	11.4	14.8	12.3	12.2	9.6	10.2	10.6	10.4
MP	12.6	12.5	7.8	9.5	7.6	7.9	6.0	8.7
NW	10.9	11.6	14.6	15.5	12.0	10.1	11.4	10.8
NC	5.8	3.9	5.4	9.1	9.8	9.3	9.4	7.0
WC	3.2	2.6	3.1	1.8	3.0	1.3	1.0	3.8
National	15.4	14.8	13.1	13.1	13.5	12.0	12.2	11.7

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

Table 61: Percentage of 7 to 15 year olds walking to educational institutions for more than 30 minutes by gender, 2009-2016

Gender	2009	2010	2011	2012	2013	2014	2015	2016
Male	15.0	14.5	13.1	12.9	12.5	11.5	12.1	12.0
Female	15.8	15.0	13.1	13.3	14.5	12.6	12.3	11.4
Total	15.4	14.8	13.1	13.1	13.5	12.0	12.2	11.7

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

Table 62: Percentage of 16 to 18 year olds walking to educational institutions for more than 30 minutes by province, 2009-2016

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

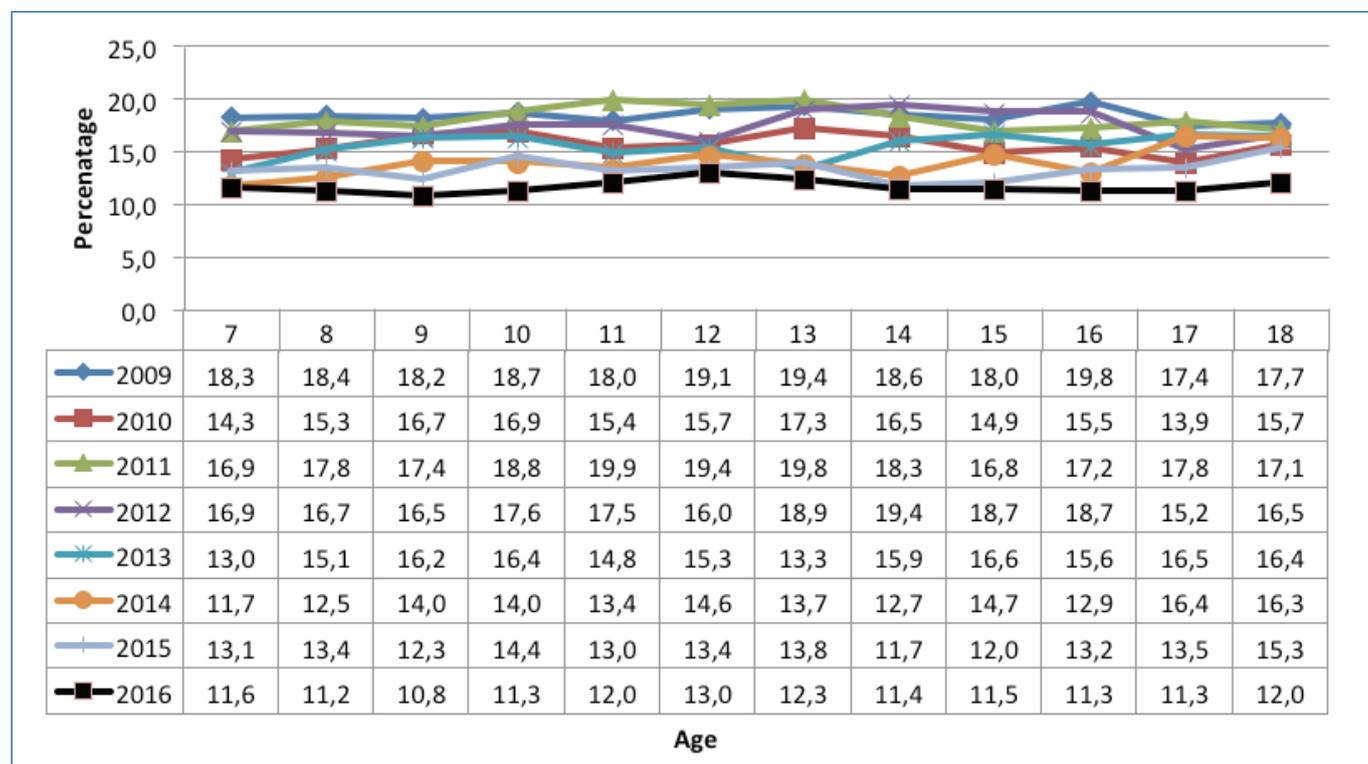
Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

Table 63: Percentage of 16 to 18 year olds walking to educational institutions for more than 30 minutes by gender, 2009-2016

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

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

Figure 43: Percentage of learners who experienced violence, corporal punishment or verbal abuse by age, 2009-2016



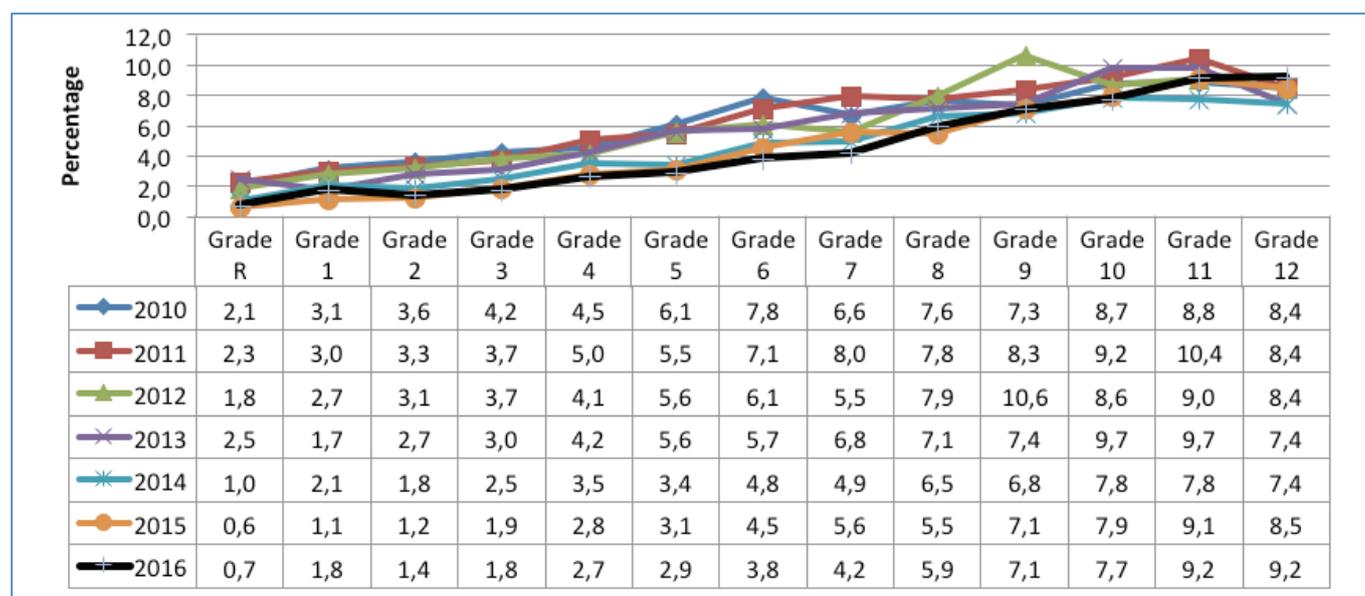
Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

Table 64: Percentage of learners who experienced violence, corporal punishment or verbal abuse by gender, 2009-2016

Year	Male	Female
2009	18.1	17.5
2010	14.9	14.8
2011	17.6	17.6
2012	17.2	16.8
2013	15.1	14.7
2014	13.1	13.6
2015	12.2	13.3
2016	11.1	11.2

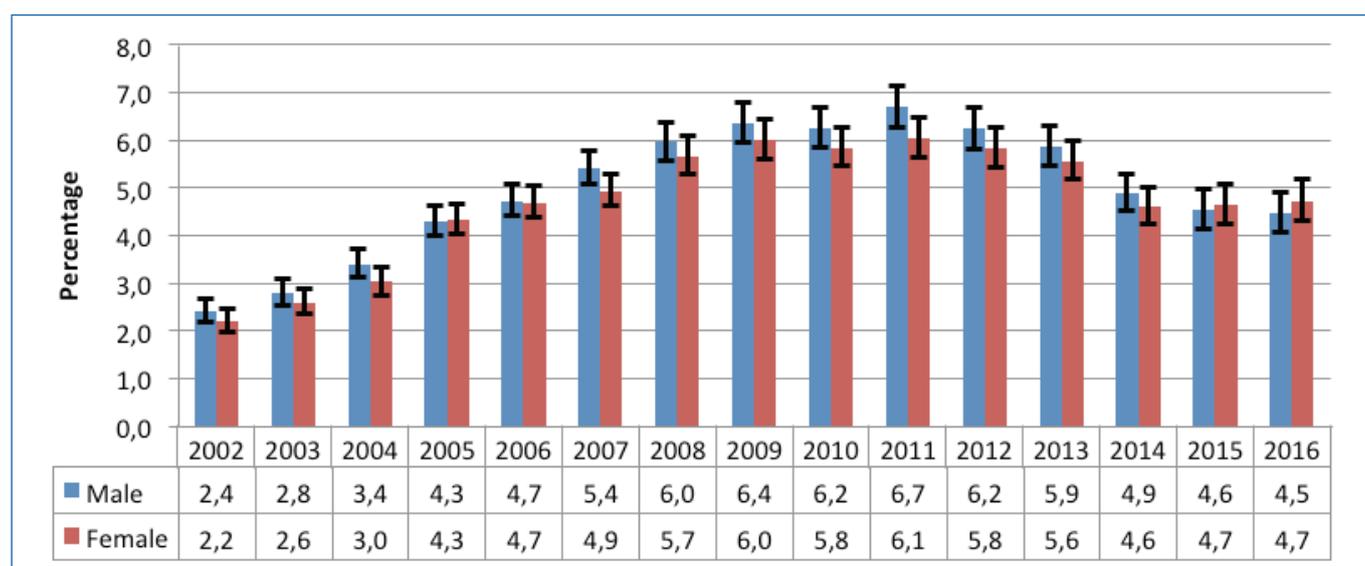
Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

Figure 44: Percentage of children attending schools who are orphans by grade, 2010-2016



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

Figure 45: Percentage of children attending schools who are orphans by gender, 2002-2016



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

Table 65: Reasons for non-payment, 2009 – 2016

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

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

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