

**NATIONAL ASSEMBLY**

**WRITTEN REPLY**

**QUESTION 737.**

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**INTERNAL QUESTION PAPER: 08/2023**

**737.. Dr W J Boshoff (FF Plus) to ask the Minister of Basic Education: to ask the Minister of Basic Education:**

- (1) As schools were divided into five quintiles according to the income of the communities where they are located a number of years ago, and as there were socio-economic shifts as well as school closures in the meantime, what is the current total number of schools in each quintile for each province;
- (2) what was the budget for each of the quintiles for the 2021-22 financial year in each province;
- (3) whether the quintiles ever get reviewed; if not, why not; if so, what are the relevant details?

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#### Response

(1) As schools were divided into five quintiles according to the income of the communities where they are located a number of years ago, and as there were socio-economic shifts as well as school closures in the meantime, what is the current total number of schools in each quintile for each province;

PED	No fee schools					Fee Paying schools			Total Fee Paying Schools	Total Schools
	Q1 Schools	Q2 Schools	Q3 Schools	Voluntary Q4 schools	Voluntary Q5 schools	Total No Fee schools	Q4	Q5		
EC	1 903	1 443	1 596	-	-	4 942	79	114	193	5 135
FS	313	183	232	-	-	728	67	83	150	878
GT	274	260	417	393	64	1 408	85	577	662	2 070
KZN	2 051	1 737	1 312	-	-	5 100	384	327	711	5 811
LP	1 481	1 566	571	-	-	3 618	30	66	96	3 714
MPU	870	532	128	-	-	1 530	73	57	130	1 660
NC	169	119	118	-	-	406	76	62	138	544
NW	515	300	487	-	-	1 302	134	8	142	1 444
WC	271	168	206	216	27	888	141	421	562	1 450
<b>TOTAL</b>	<b>7 847</b>	<b>6 308</b>	<b>5 067</b>	<b>609</b>	<b>91</b>	<b>19 922</b>	<b>1 069</b>	<b>1 715</b>	<b>2 784</b>	<b>22 706</b>

(2) what was the budget for each of the quintiles for the 2021-22 financial year in each province;

PED	No fee Budget						Fee Paying Budget			Total Budget
	Q1	Q2	Q3	Voluntary Q4	Voluntary Q5	Total No Fee schools Budget	Q4	Q5	Total Fee Paying schools Budget	
EC	R446 015 070	R268 702 980	R615 532 830	R0	R0	R1 330 250 880	R20 761 012	R11 307 484	R32 068 496	R1 362 319 376
FS	R296 589 312	R241 457 664	R296 406 528	R0	R0	R834 453 504	R31 677 800	R16 143 540	R47 821 340	R882 274 844
GT	R466 441 618	R482 651 180	R573 660 460	R282 379 650	R57 743 070	R1 862 875 978	R68 690 160	R452 241 825	R520 931 985	R2 383 807 963
KZN	R554 310 650	R657 046 685	R815 802 065	R0	R0	R2 027 159 400	R149 679 324	R43 312 988	R192 992 312	R2 220 151 712
LP	R902 633 472	R1 023 419 904	R553 161 216	R0	R0	R2 479 214 592	R17 102 470	R13 248 130	R30 350 600	R2 509 565 192
MPU	R441 719 286	R368 656 295	R95 534 968	R0	R0	R905 910 549	R25 275 402	R8 044 848	R33 320 250	R939 230 799
NC	R78 789 201	R78 873 997	R84 541 612	R0	R0	R242 204 810	R39 481 138	R14 097 286	R53 578 424	R295 783 234
NW	R366 369 792	R252 143 616	R508 271 616	R0	R0	R1 126 785 024	R75 197 430	R1 845 774	R77 043 204	R1 203 828 228
WC	R158 853 120	R222 673 920	R290 122 752	R240 783 214	R9 262 404	R921 695 410	R151 175 906	R131 802 858	R282 978 764	R1 204 674 174
<b>TOTAL</b>	<b>R3 711 721 521</b>	<b>R3 595 626 241</b>	<b>R3 833 034 047</b>	<b>R523 162 864</b>	<b>R67 005 474</b>	<b>R11 730 550 147</b>	<b>R579 040 642</b>	<b>R692 044 733</b>	<b>R1 271 085 375</b>	<b>R13 001 635 522</b>

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(3) whether the quintiles ever get reviewed; if not, why not; if so, what are the relevant details?

The Department of Basic Education (DBE) does not decide which quintile a school should be placed in. Schools are placed in quintiles by the Provincial Education Departments (PEDs). Paragraph 107 of the National Norms and Standards for School Funding state that PEDs must on an annual basis, subject to the availability of new data which is sufficiently reliable, consider reviewing the quintile of a school and make the necessary adjustments to effect equity. It is thus expected of all the PEDs to have a process in place that should be followed in their respective provinces to deal with this aspect. Such a process should allow the initiator to either be the school or the PED, depending on the circumstances.