

**NATIONAL ASSEMBLY**

**ORAL REPLY**

**QUESTION 718.**

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**INTERNAL QUESTION PAPER: 41/2022**

**718. Mrs N R Mashabela (EFF) to ask the Minister of Basic Education: to ask the Minister of Basic Education:**

- (1) What total number of the pupils who enrolled for Grade 1 in 2011 are now registered to write their matric examination in 2022;
- (2) whether her department has investigated the reasons for a particular grade being the grade where most of the pupils dropped out; if not, why not; if so, what are the reasons?

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### QUESTION 718.

#### Response

Please find attached response to the PQ.

Grades	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Grade 1	1,177,089											
Grade 2		1,074,788										
Grade 3			1,025,185									
Grade 4				1,036,378								
Grade 5					979,360							
Grade 6						947,015						
Grade 7							924,167					
Grade 8								995,994				
Grade 9									930,960			
Grade 10										1,104,452		
Grade 11											954,069	
Grade 12												775,630

Note: Please note that this table does not demonstrate a measurement of learner dropout. It indicates number of learners who were registered in a specific grade for a specific year. Learners can move to FET colleges or other vocational institutions or can be repeating a grade.

Note: Please note that aggregated survey data was collected until 2016 and from 2017, collection of unit level data commenced, limiting the response to the question.

The Department of Basic Education routinely monitor drop-out rates which tend to be higher in the secondary grades, although these drop-out rates have declined in recent years according to education analysts working with data from within the sector. There is evidence that excessive repetition leads to demotivation and eventual drop out from school. Drop out is therefore linked to weak learning outcomes in the earlier grades. As a result the department's work on boosting learning in the foundation phase, the quality of Early Childhood Development, and work to improve the time on task, and implement structured learning programmes in primary schools at scale is important in this regard.