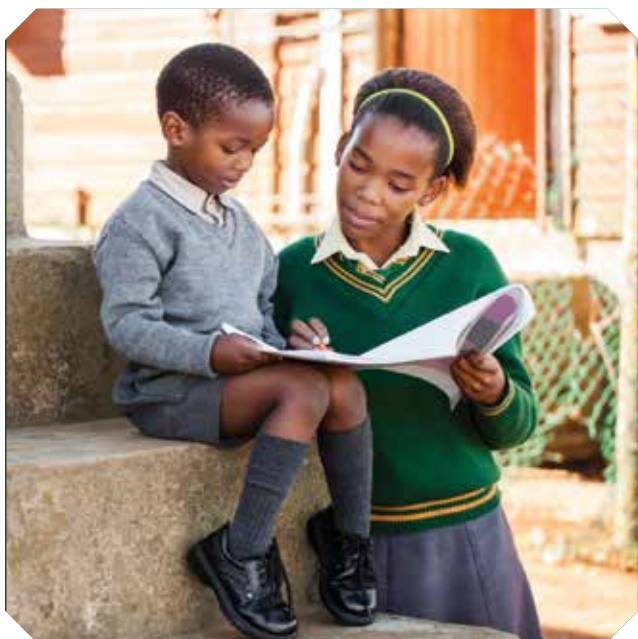


General Household Survey (GHS): Focus on Schooling 2019



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



General Household Survey (GHS): Focus on Schooling 2019

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ACRONYMS

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

1. INTRODUCTION

The General Household Survey (GHS) is 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, which allows us to measure the quality of service delivery in several key service sectors over 18 years (Statistics South Africa, 2020).

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. Over the 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, including adult 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. To evaluate 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 educational attainment, tuition fees, orphanhood, problems learners face at schools and the prevalence of pregnancy among school-aged learners. 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 the 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 statistical report intends to provide programme managers, decision-makers, researchers and other government departments with useful insights into 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 focuses on education indicators. The reporting period is 2002 to 2019, however, to simplify the reporting, some information is provided only for the ten years from 2010 to 2019.

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 subset 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 was approximately 25,000. Since 2015, the number of households has declined to approximately 22,000. 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 was 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.

For the 2019 data, StatsSA migrated to electronic data collection which allowed for new methods of data verification being done by the data collection software. These methods include, for instance, incorporating skip-patterns to allow only certain individuals to only be asked specific questions based on previous responses. While this is quite a powerful method for ensuring the internal validity of the data, it can also introduce some complications if the skip patterns were incorrectly set-up initially. This was the case for the variable where respondents were asked whether they are repeating a grade. This has unfortunately resulted in invalid data being collected which means that we are unable to calculate the grade repetition for 2019. Similarly, as a quality check, the question on the current grade that respondents are attending did not provide respondents with the option similar to their highest level of qualification. This is problematic in terms of calculating the Grade R attendance rate.

Another section that was excluded from the 2019 GHS report was the section on workbooks since these questions were excluded from the 2019 questionnaire. Respondents have consistently reported very high rates of having access to the workbooks and this question has not added any new information regarding service delivery.

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 (7 to 15-year-olds).

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 2019. The 2019 result showed that there has been a substantive improvement in the Mathematics and Science performance of Grade 9 learners. In 2003, merely 10.5% of Grade 9 learners performed at or above a minimum proficiency level¹ in Mathematics, whereas in 2019 this has increased to 41%. In Science, a similar pattern emerged with only 13.1% of Grade 9 learners performing at the Low International Benchmark in 2003, and 36% of Grade 9 learners performing at least at this level in 2019 (Reddy, et al., 2020). Both these studies showed that the performance of South African learners is on an upward trajectory.² The PIRLS results between 2006 and 2016 similarly showed that South Africa is at a fast rate of improvement by international standards and had the steepest improvement after Morocco and Oman (Gustafsson, 2020).

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 409,906 in 2019. 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 186,058 in 2019. 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.

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 to provide 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 immunisation. 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 a quality education.

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.

The DBE has also made inroads in successfully implementing the NSNP nationwide. 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 affecting 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 concerning 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).

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 to the needs of learners.

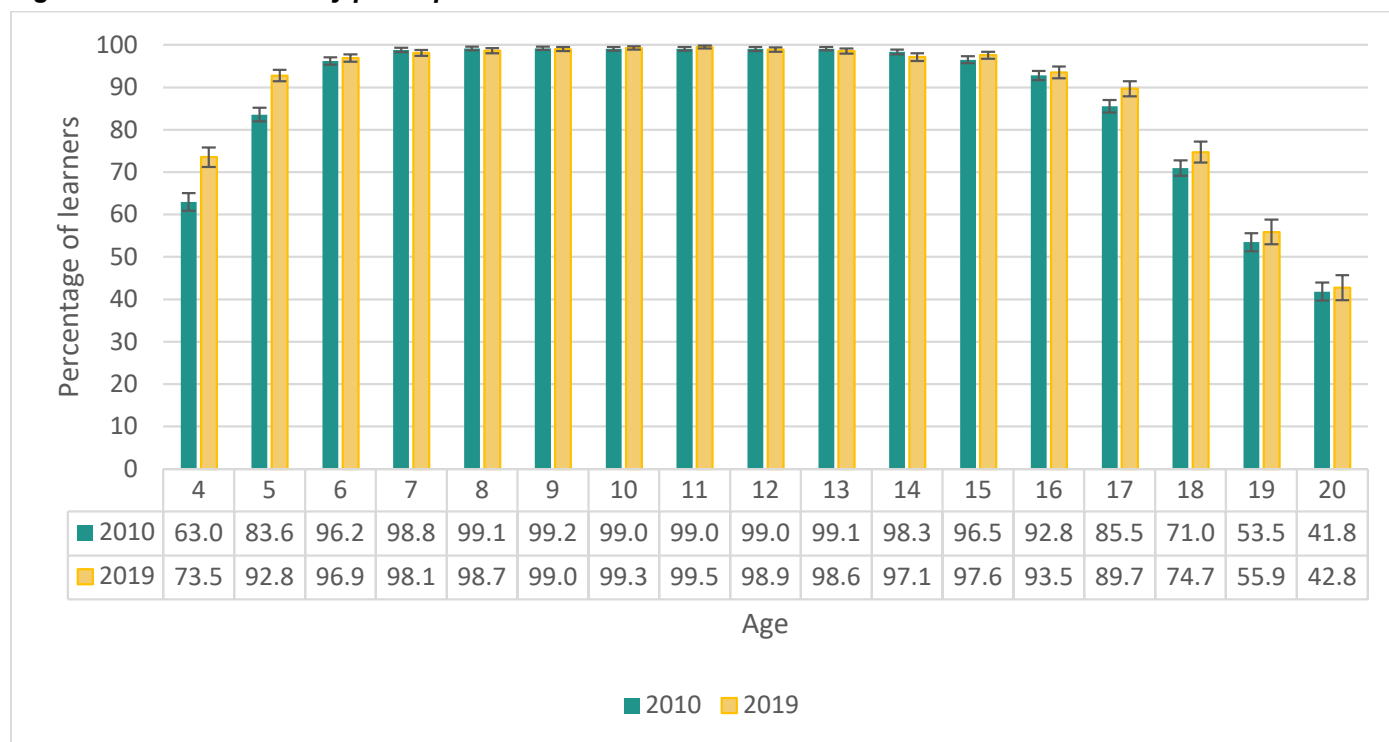
Learners in South Africa face various challenges in their pursuit of quality education. The DBE is therefore striving towards meeting the needs of learners to ensure that they will be able to fully utilise the opportunity of the education provided and to enable them to reach for a better future.

5. PARTICIPATION IN EDUCATION INSTITUTIONS³

Looking at the progress made in the last ten years, the attendance of learners across the age groups has improved from 2010 to 2019 as shown in Figure 1. The attendance has improved most significantly amongst younger children, especially those aged 4 and 5 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. A further significant increase can be seen among learners aged 17 to 19 years old, suggesting that learners are more likely to stay in school longer than in 2010.

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, Home based education/home schooling and Other colleges.

Figure 1: Overall summary participation in educational institutions



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

5.1 Participation in Early Childhood Development programmes.

The early years of a child's life are critical for the acquisition of concepts, skills and attitudes that lay the foundation for lifelong learning. These include acquiring language, perceptual and motor skills required for learning to read and write, basic numeracy concepts and skills, problem-solving and a love of learning. In South Africa, the importance of this critical period of development is recognised, with the National Development Plan stating that two years of quality preschool enrolment for 4 and 5 year-olds should be made compulsory before Grade 1. This section will attest to the large strides made in reaching both the goal of universal access to Grade R and the doubling of participation in ECD programmes.

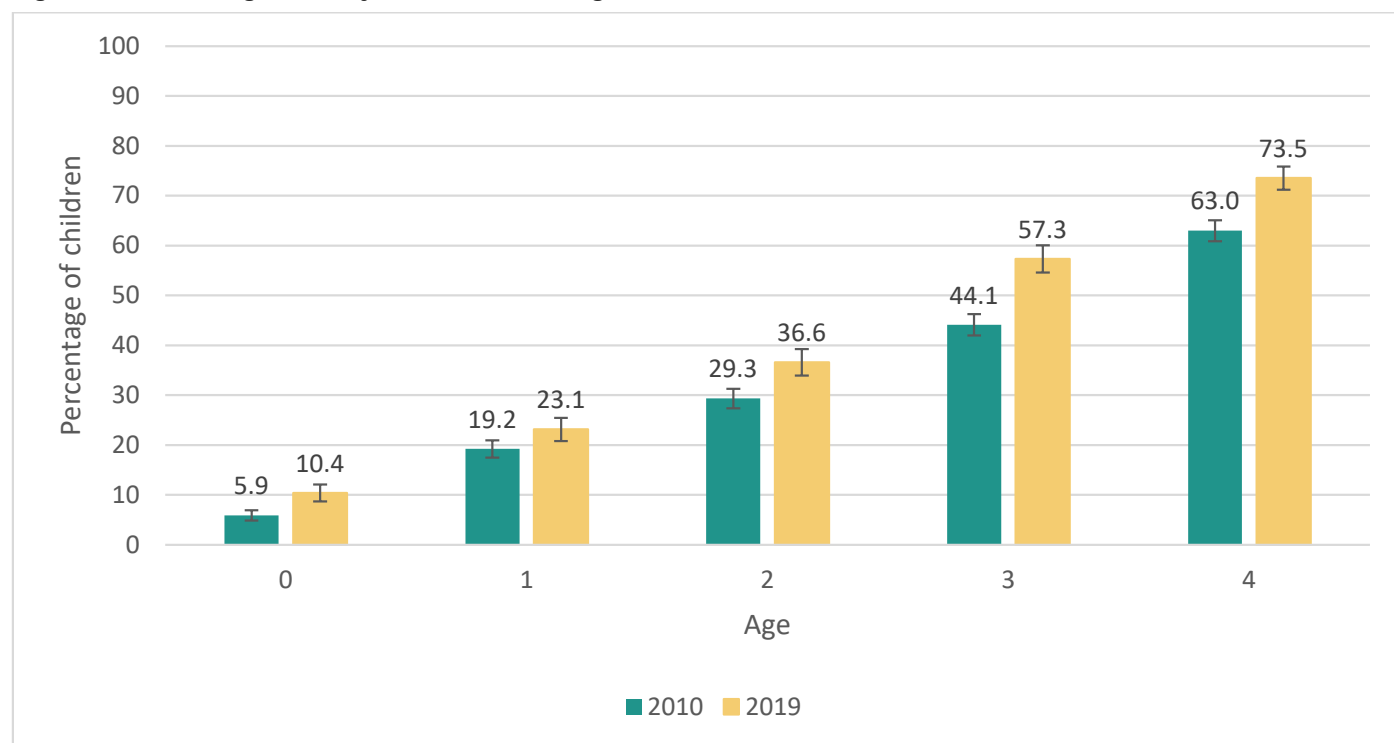
For this analysis, ECD is defined as specified in section 91(1) of the South African Children's Act (Act No. 38 of 2005) and will therefore consider children in educational institutions from birth to 6 years old. ECD programmes captured in the GHS questionnaires include day-care centres, crèches, playgroups, nursery schools, day-care-mother or gogo, and pre-primary schools. Figure 2 shows that the attendance of ECD programmes among 0 to 4 year-olds have increased significantly between 2010 and 2019.

Figure 3 shows the yearly participation rates for children in Early Learning Programmes. Overall the participation rate amongst 4, 5 and 6-year-olds is encouraging. The participation rate for the age-group 0-3 varied significantly over this period and warrant some further research. Among the 4-year olds, there is an upwards trend between 2009 and 2013, but since 2014 that trend is relatively stagnant. For the 5-year-olds, the upwards trend continued until 2016, after which it flattened out. The participation of 6-year olds has reached equilibrium at above 95% participation since 2009.

Gauteng, Limpopo and Free-State have the largest proportion of children attending an Early Learning Programme, regardless of the age-group considered. Among all the age groups, the lowest participation rates are in the Northern Cape, with the participation in KwaZulu-Natal being second-lowest among children 4-years-old and younger. Among the population groups, White children aged 0-3 and 5-6 are more likely to attend an Early Learning Programme, but black children aged 4 are most likely to have attended an Early Learning Programme. There is no significant difference in participation by gender.⁴

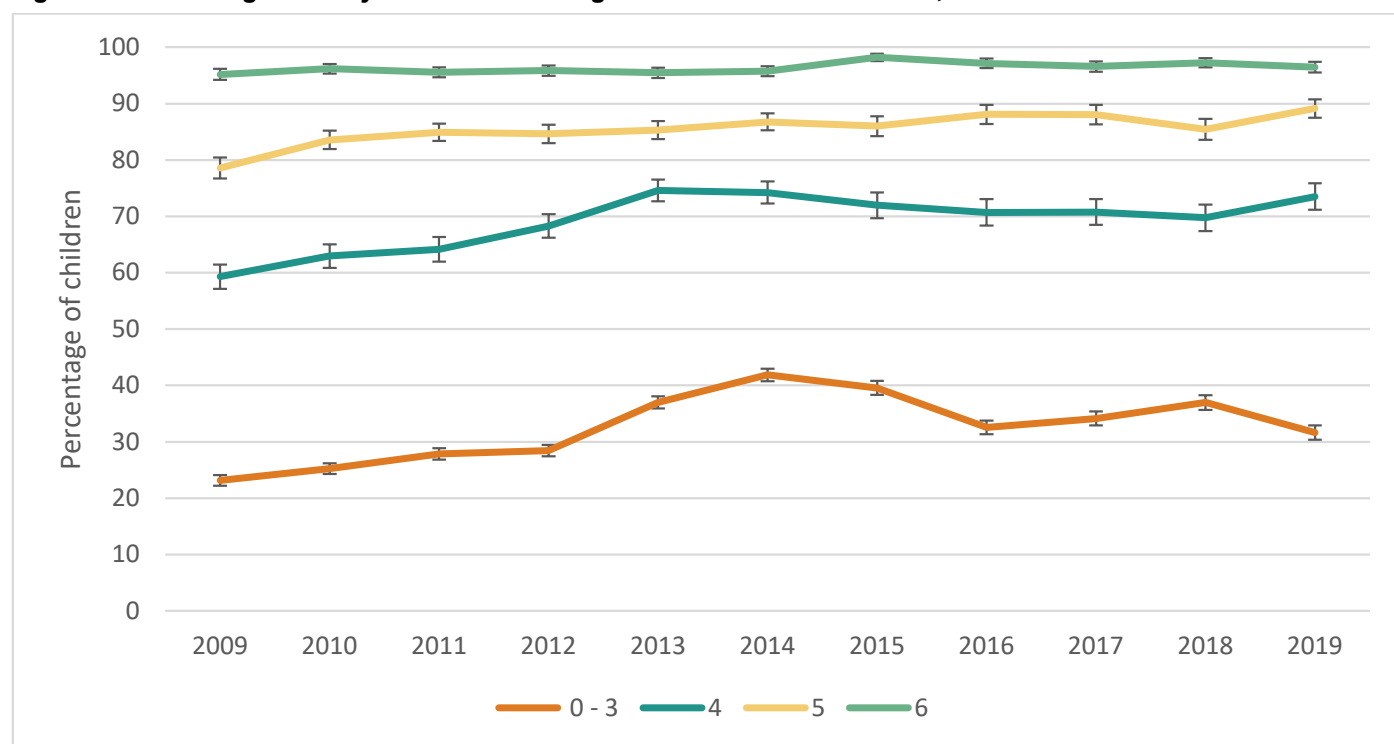
⁴ Results are reported in tables 15 to 17 in the Appendix.

Figure 2: Percentage of 0-4-year-olds attending ECD facilities, 2010-2019



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

Figure 3: Percentage of 0-6-year-olds attending an educational institution, 2009-2019



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

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, 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.

The ASER for primary education in South Africa has been over 99% of learners aged 7 to 13 years old (the official primary education age) since 2010 (Figure 5). There is not much of a difference in the attendance rate when disaggregating by province, gender or population group. However, it is necessary to note that some of these learners could potentially be enrolled in secondary education because of early enrolment in educational institutions.⁵

5.3 Compulsory education

The South African Schools Act of 1996 stipulates that children aged 7 to 15 should attend compulsory education which is from Grade 1 to Grade 9 (Republic of South Africa, 1996). Again the ASER was used to obtain trends in educational participation amongst this age group. The ASER in this instance denotes the percentage of the population aged 7 to 15 years old attending some form of education. Over 98% of learners in this age group have been attending educational institutions since 2009, highlighting the near-universal attendance rates for compulsory education in South Africa. There is no significant difference in the attendance of compulsory education when disaggregated by province, population group or gender.⁶

5.4 Secondary Education

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

The participation rate for secondary education has been around 90% since 2010, with the participation rate in 2019 being 91% (Figure 5). Over the past ten years, Limpopo and the Free-State had the highest participation rate, while for most years the Western Cape had the lowest participation rate. These results are further analysed in section 5.5 and should therefore be interpreted in conjunction with the discussions in those sections. Over the period included in the analysis, males in this age group were slightly more likely than females in the same age group to be attending educational institutions. The historically higher participation among males can largely be ascribed to delayed progression through school rather than better access to schooling 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/Black learners attending educational institutions.⁷ This last point is noteworthy because there is a significant difference in secondary school completion rates between these two groups, as will be presented later in this report.

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

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

Since 2010 over 80% of 16 to 18-year-olds were attending education institutions (Figure 5).⁸ Across the reported years, Limpopo has had the highest participation rate, while the participation rate was lowest in Northern Cape and Western Cape. This observation needs to be interpreted in conjunction with the fact that completion rates are not necessarily

⁵ Results are reported in table 18 in the Appendix

⁶ Results are reported in table 19 in the Appendix

⁷ Results are reported in tables 20 and 21 in the Appendix

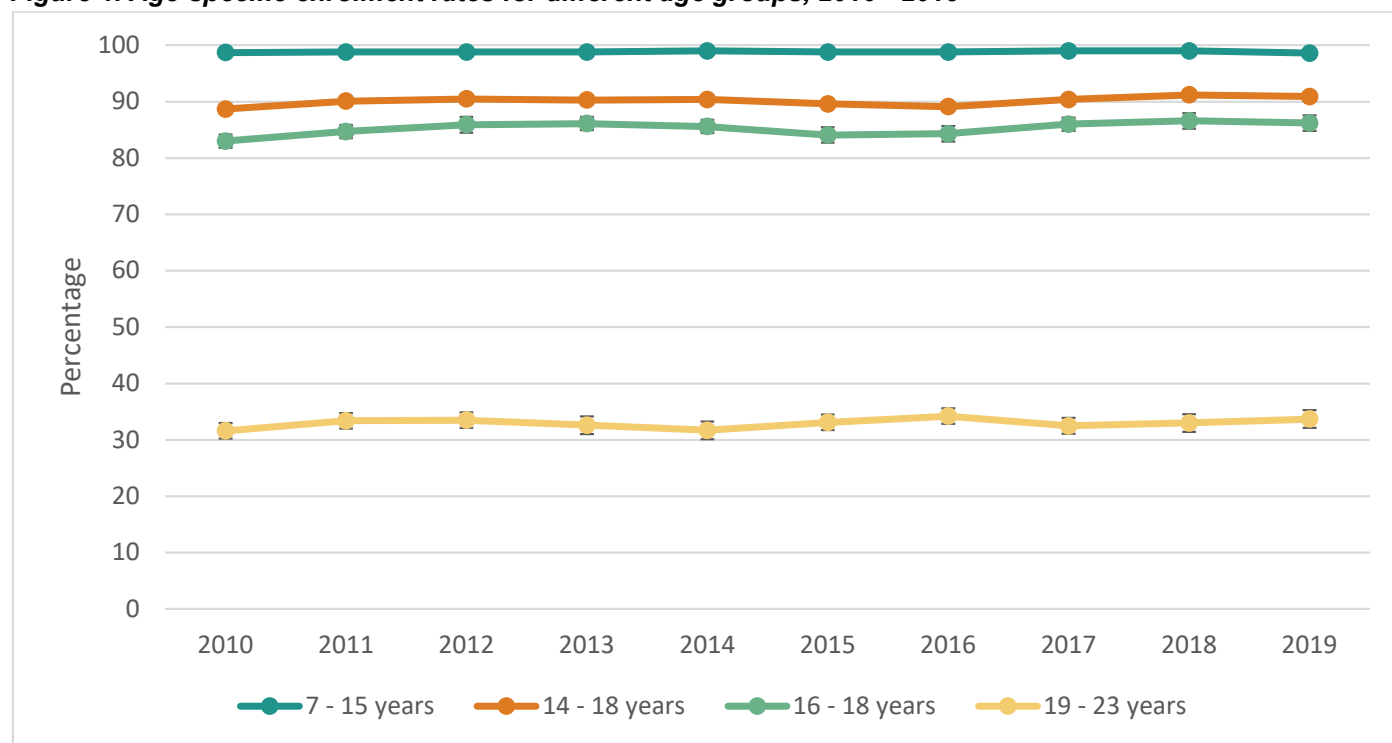
⁸ Results are reported in table 22 in the Appendix

lower in the Western Cape. It can rather be a result of other provinces keeping learners in school for longer, but not being more likely to produce Grade 12 passes. The Western Cape is also relatively unique in its social context with gangsterism as well as more technical work opportunities providing an alternative to leave school.

5.6 Post-school Education

The aim of this section is to track what individuals do after leaving secondary school. To do so, the focus will be on individuals aged 19 to 23 years old as they will likely be completing school and furthering their education at higher education institutions. Figure 4 shows that participation in post-school educational institutions have been hovering at around 32% since 2020. The large proportion of individuals in this age group who are not enrolled in any educational institution is a concern and warrant further investigation into the activities which these individuals are involved with.

Figure 4: Age-specific enrolment rates for different age groups, 2010 - 2019



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

6. HIGHEST LEVEL OF EDUCATION⁹

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

6.1 Grade 7 attainment

Considering individuals aged 16 to 18 as being of the relevant age to have already completed Grade 7, it can be seen that in 2019 over 95% of individuals completed Grade 7. Moreover, it is good to note that the gap between the Eastern Cape and other provinces has gradually been reducing over the years. Focusing on the same age group, it is evident that there are no significant gender and population group differences in terms of the completion of Grade 7.

⁹ All further results in this section are reported in tables 23 to 25 in the Appendix.

6.2 Grade 9 attainment

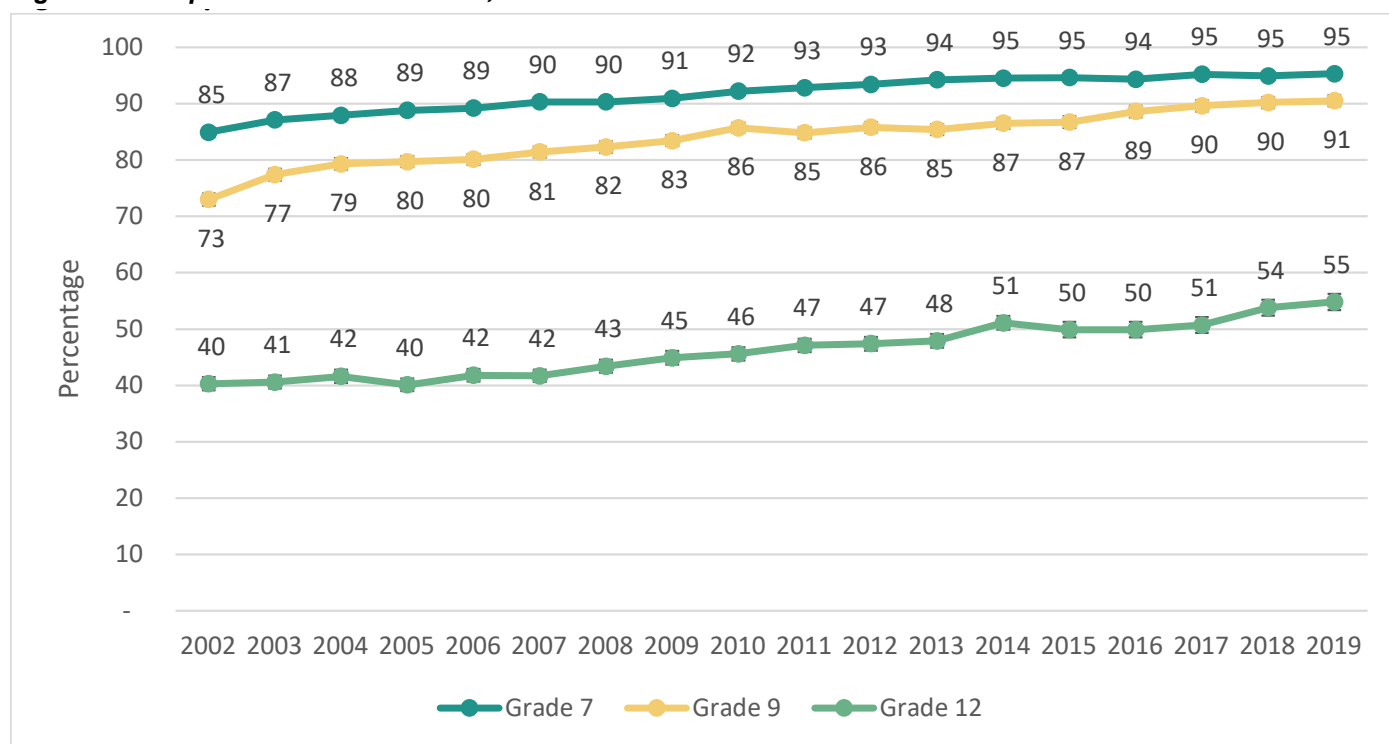
Overall there has been an increase in individuals aged 19 to 21 that completed Grade 9. There has been a significant increase in the percentage of learners attaining Grade 9 in both the Northern Cape and the Eastern Cape, although these provinces still have the lowest percentage of individuals who completed Grade 9 in 2019. Gauteng has consistently had the highest percentage of learners who completed Grade 9 since 2002.

However, if we look at the individuals that completed Grade 9 disaggregated by population group, it can be seen that more White and Indian or Asian learners in this age group have completed Grade 9 compared to African and Coloured learners.

6.3 Grade 12 attainment

The percentage of individuals who completed Grade 12 has also steadily been increasing since 2002. There remains, however, a substantial racial gap, as significantly more White and Indian or Asian individuals in this age group (22 to 25-year-olds) have completed Grade 12 compared to Black or African and Coloured individuals. This pattern has remained consistent across the years. In 2019, females were statistically significantly more likely than males to have completed Grade 12 in this age group. Gauteng (66%) consistently has the highest proportion of 22 to 25-year-olds having attained Grade 12, with the Eastern Cape (38%) and Limpopo (45%) consistently being the provinces with the lowest proportion of 22 to 25-year-olds who have attained Grade 12. The estimates probably slightly underestimate the percentage of youths completing matric since some 22 and 23-year-olds may still be completing matric.

Figure 5: Completion rates of Grade 7, Grade 9 and Grade 12 between 2002-2019



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

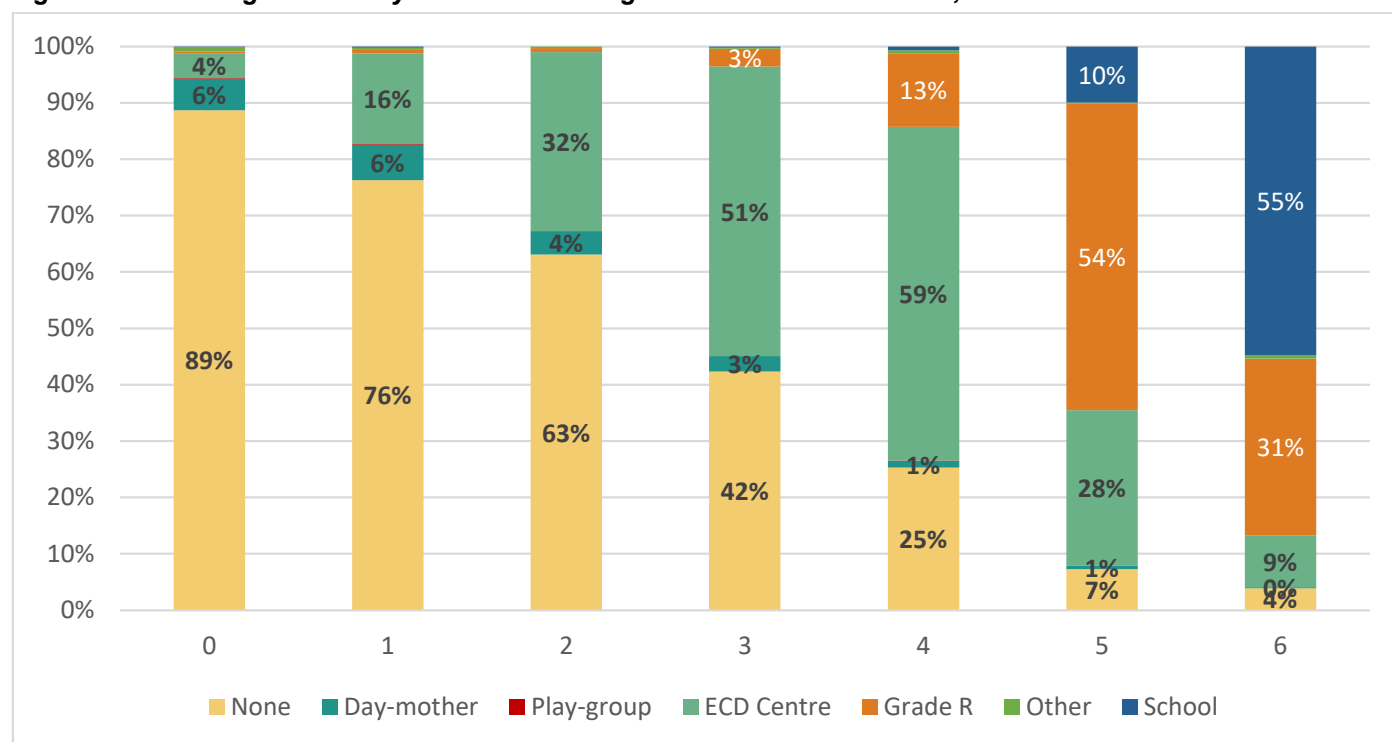
7. EARLY CHILDHOOD DEVELOPMENT

The National Integrated Early Childhood Development Policy (Department of Basic Education, 2015) guides the different age- and developmentally appropriate Early Learning Programme modalities for children below the age of 6 years. Figure 7 shows the proportion of children at different developmental stages, attending different ECD programmes. In 2019, children in the 0 to the 2-year-old age group were more likely not to be participating in any form of institutionalised ECD, whereas 3 and 4-year olds were much more likely to be attending a preschool or an ECD centre. From age 5, it is clear that learners start entering Grade R and the formal schooling sector.

Children aged 3-years old and younger have different care-giving and stimulation needs than children aged 4-years old and older. Recognising this, table 1 shows the reasons for children not attending an Early Learning Programme by the two different age-groups. In interpreting the results, it is important to recognise that just over a quarter of children 3-years old and younger attended an Early Learning Programme, whereas 87% of children aged 4-6 attended an Early Learning Programme. Among the younger age-group, the largest majority of care-givers reported that they prefer that their child stays at home or with some-one else. About 5% of respondents also mentioned that facilities do not currently exist in their area. In a follow-up question, respondents were asked who is looking after the children if they are not attending an Early Learning Programme. The largest majority of children who are not attending an Early Learning Programme are being looked after by their care-givers.

The payment of fees could be a major determining factor for these preferences. Currently, only a proportion of ECD programmes qualify for receiving a government subsidy from the Department of Social Development. This means that parents are still required to pay fees for sending their children to an Early Learning Programme. Figure 8 shows that only about 27% of parents are not paying any ECD fees, this is relative to 71% of parents benefitting from the no-fee school policy for children of school-going age.

Figure 6: Percentage of 0 to 6-year olds attending different ECD modalities, 2019



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

Table 1: Reasons for not attending Early Learning Programmes among 0-6-year-olds, 2019

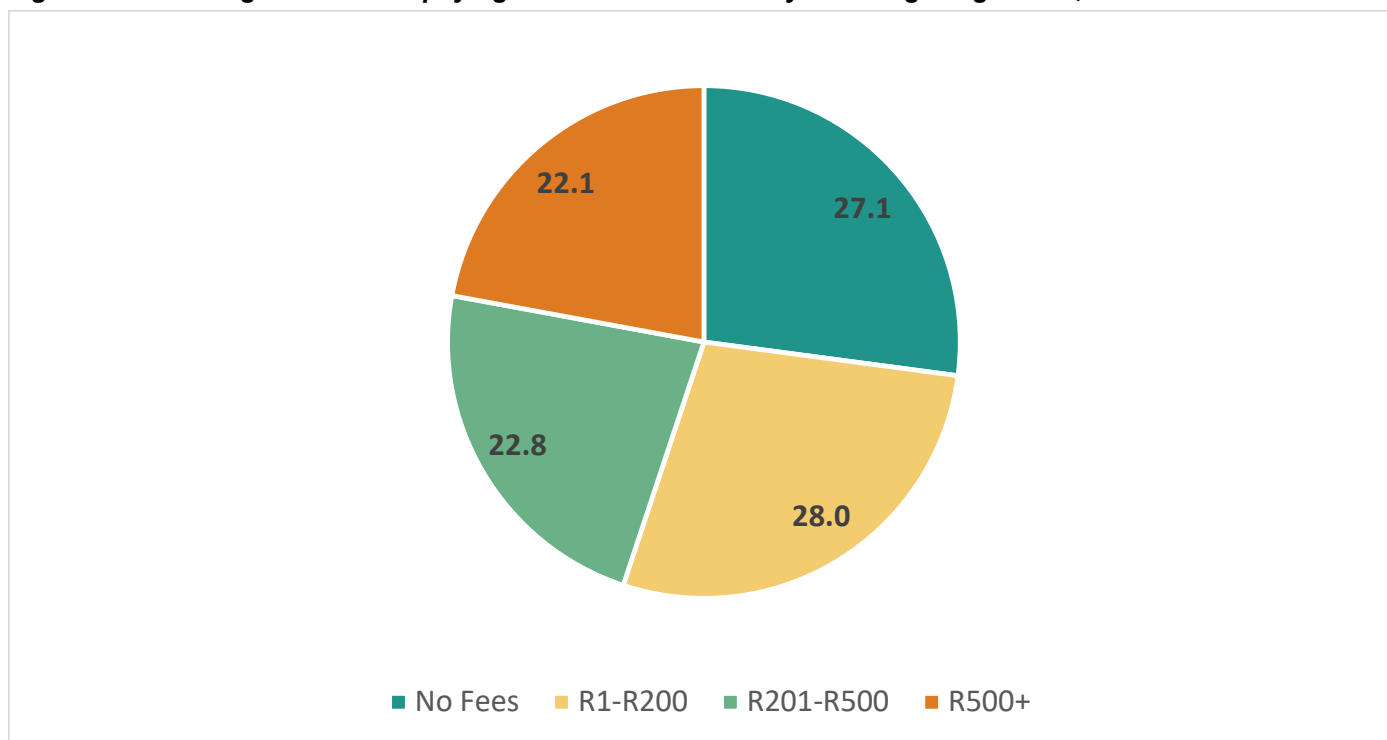
	0 - 3-year-olds	4 - 6-year-olds
Attending ECD	27.1	86.8
Prefer that the child stay at home/with someone else	58.2	8.8
Too expensive	1.7	0.5
Other	8.2	2.3
These facilities do not exist in our area	4.7	1.5
Total	100	100

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

Table 2: Alternative care if children are not attending an Early Learning Programme, 2019

	0 - 3-year-olds	4 - 6-year-olds
At home with a parent, foster parent or guardian	84.6	83.5
At home with another adult	12.8	11.1
At home with someone younger than 18 years	0.1	0.0
At someone else's dwelling	2.1	1.3
Other	0.5	4.1
Total	100	100

Figure 7: Percentage of children paying fees to attend an Early Learning Programme, 2019



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

8. CHILDREN WITH DISABILITIES

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

White Paper 6 outlines that government will:

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

Over the period reported, the GHS changed the definition used to classify someone as disabled. Between 2002 and 2008, the GHS defined disability as an "impediment or impairment that limits a person from performing regular daily activities, and that has lasted for at least six months or more". In 2009 the definition was changed to the United Nations (UN) definition that classifies a disability using six categories (these include any impairment concerning seeing, hearing, walking, communicating, 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 or are unable to do' one or more of the functions. Since the sample size of people with disabilities in the GHS is rather small, the data for the period 2015 to 2019 were pooled together for some of the figures.¹⁰

Overall, we observe an increase between 2002 and 2019 in the percentage of children who are disabled and attending schools, but this trend is mainly driven by the changes in the classification of "disabled", as discussed above. From 2016 to 2018, 4% of the total population of learners attending school were learners with disabilities, whereas this percentage was slightly higher in 2019 (Figure 9). This increase is most likely driven by a small sample size.

There is a constant trend in the attendance rate of disabled 5 to 6-year-olds in some of the provinces (Figure 10), though the decline experienced by the Eastern Cape and Northern Cape is not statistically significant when compared to other years. Figure 15 compares the attendance rate of learners with disabilities with the attendance rate of learners without disabilities for the period 2015 to 2019. From this graph, it is evident that in Gauteng, KwaZulu-Natal, Northern Cape and Mpumalanga there is a statistically significant difference between the attendance rate of learners with disabilities and learners without disabilities. African or Black 5 to 6-year-olds with disabilities are less likely to attend an educational 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, rendering the standard errors and the confidence intervals of these estimates very large.

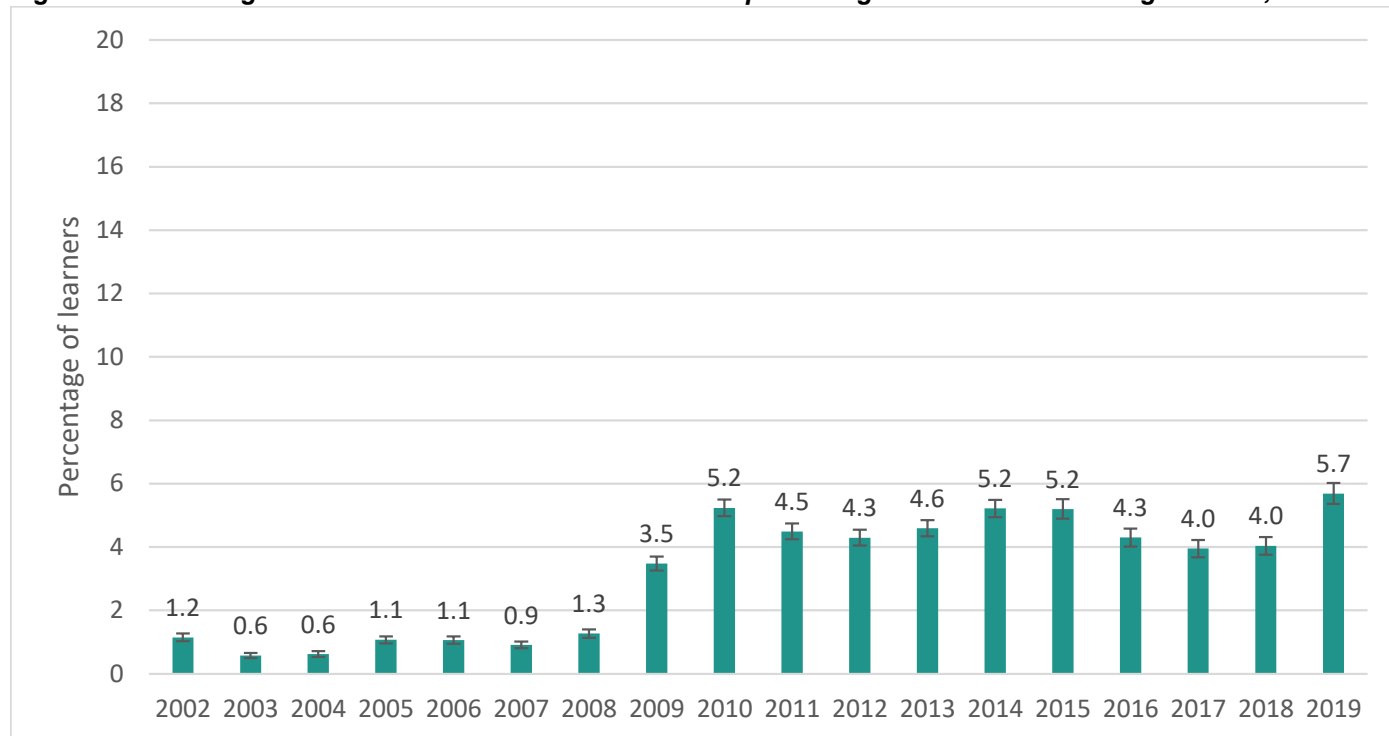
Among the disabled learners who are aged 7 to 15 years old, around 90% were attending an educational institution since 2009. The attendance rate has remained fairly constant between 80% and 90% across eight provinces, with KwaZulu-Natal falling slightly below 80% in 2018, but recovering to 89% in 2019. 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 tends 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

¹⁰ Given the small sample size of learners with disabilities, the data from 2015 – 2019 were pooled. It is not expected that the trend will vary dramatically in this five-year period, and the pooled data provides a larger sample to draw inferences from.

attendance rates of learners with and without disabilities, although this difference is not very precisely measured for the Indian and Asian, and White population groups due to the 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 (Figure 11).

The sample size for learners with disabilities in the age range of 16 to 18 years old is too small and therefore no clear trends are evident among the provinces or between male and females. The very large confidence intervals in figure 12 attest to this problem. Moreover, the small sample size also causes some volatility in the average percentage of 16 to 18-year-olds with disabilities who are attending an educational institution across different years. All results relating to learners with disabilities in this age group should therefore be interpreted with caution.¹¹

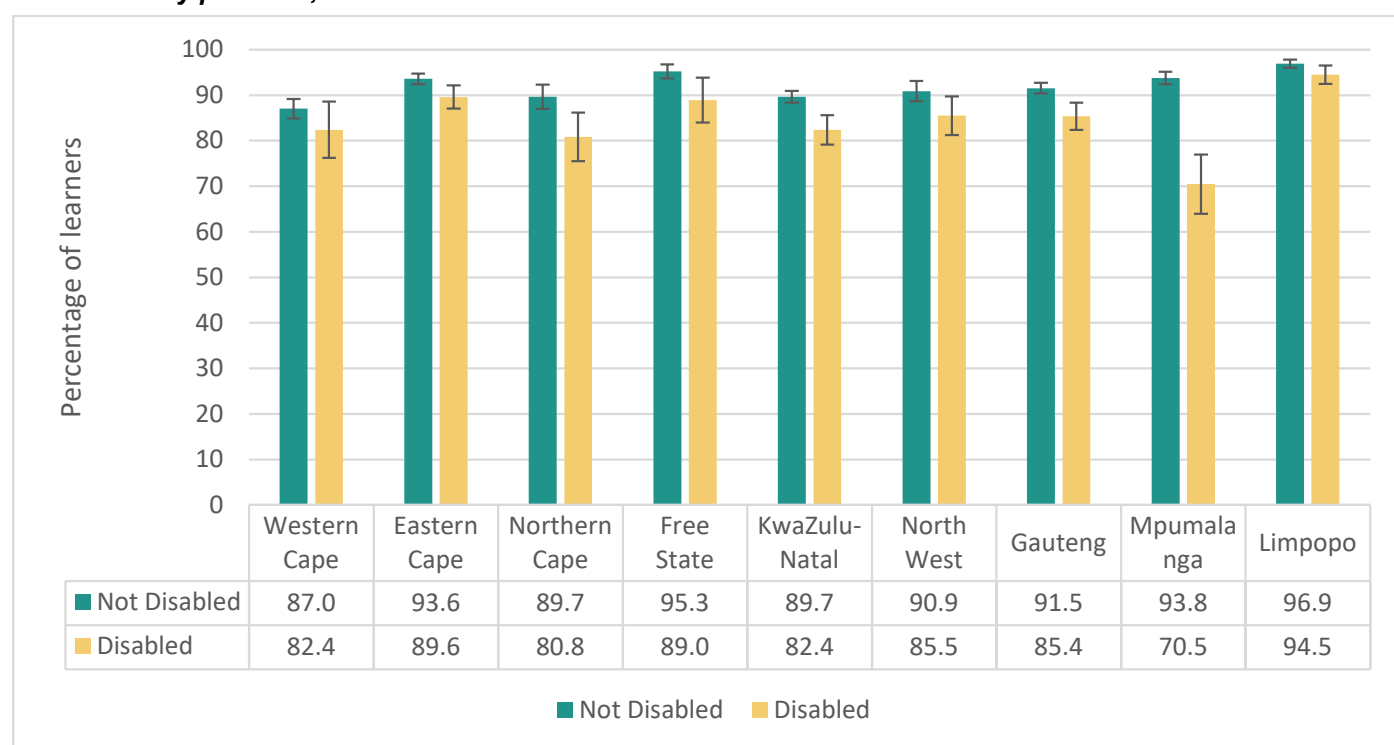
Figure 8: Percentage of children with disabilities as a total percentage of children attending schools, 2002-2019



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

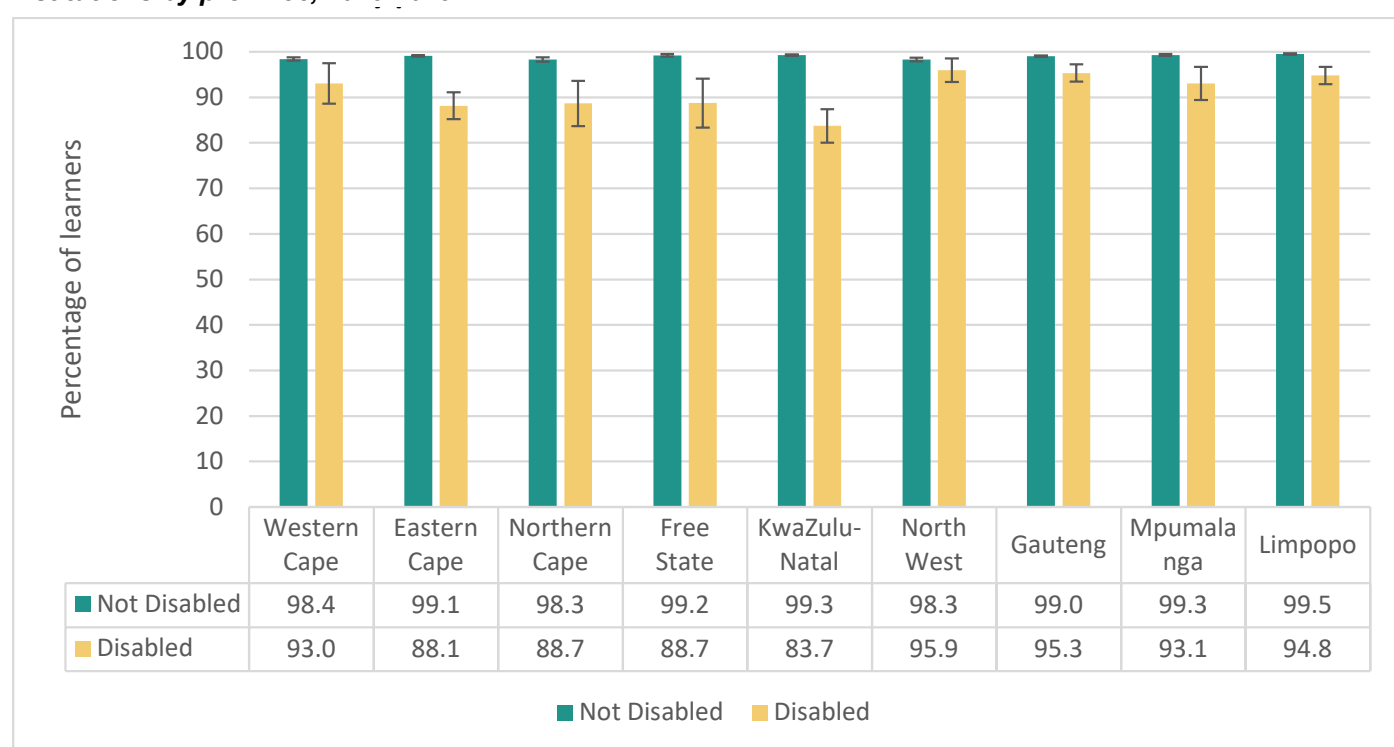
¹¹ All additional results for learners with disabilities are reported in tables 26 - 28 in the Appendix

Figure 9: Percentage of 5 to 6-year-old with disabilities and those without disabilities attending educational institutions by province, 2015-2019



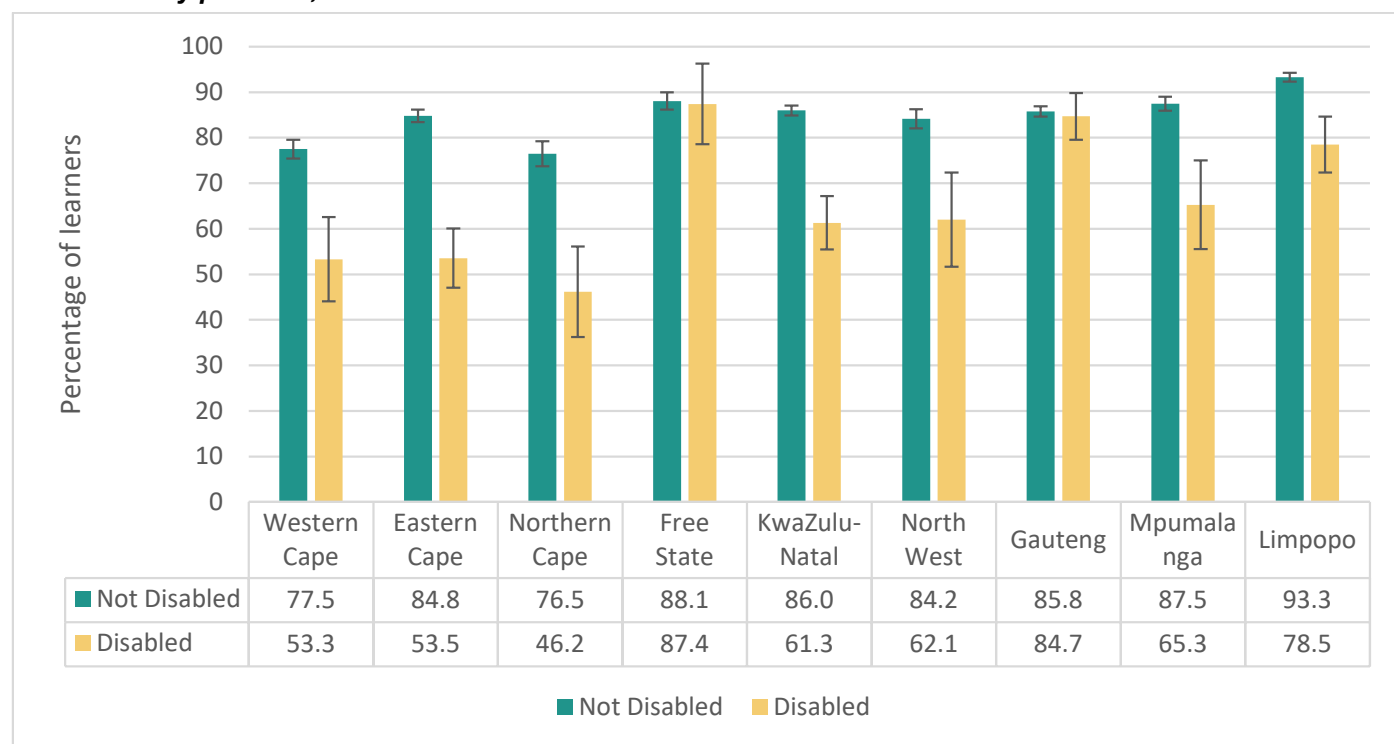
Source: Statistics South Africa, General Household Survey (GHS), own calculations. **Note:** Data for 2015 to 2019 has been pooled together to overcome small sample challenges. 95% confidence intervals shown.

Figure 10: Percentage of 7 to 15-year-olds with disabilities and those without disabilities attending educational institutions by province, 2015-2019



Source: Statistics South Africa, General Household Survey (GHS), own calculations. **Note:** Data for 2015 to 2019 has been pooled together to overcome small sample challenges. 95% confidence intervals shown.

Figure 11: Percentage of 16 to 18-year-olds with disabilities and without disabilities attending educational institutions by province, 2015-2019



Source: Statistics South Africa, General Household Survey (GHS), own calculations. **Note:** Data for 2015 to 2019 has been pooled together to overcome small sample challenges. 95% confidence intervals shown.

9. OUT OF SCHOOL CHILDREN¹²

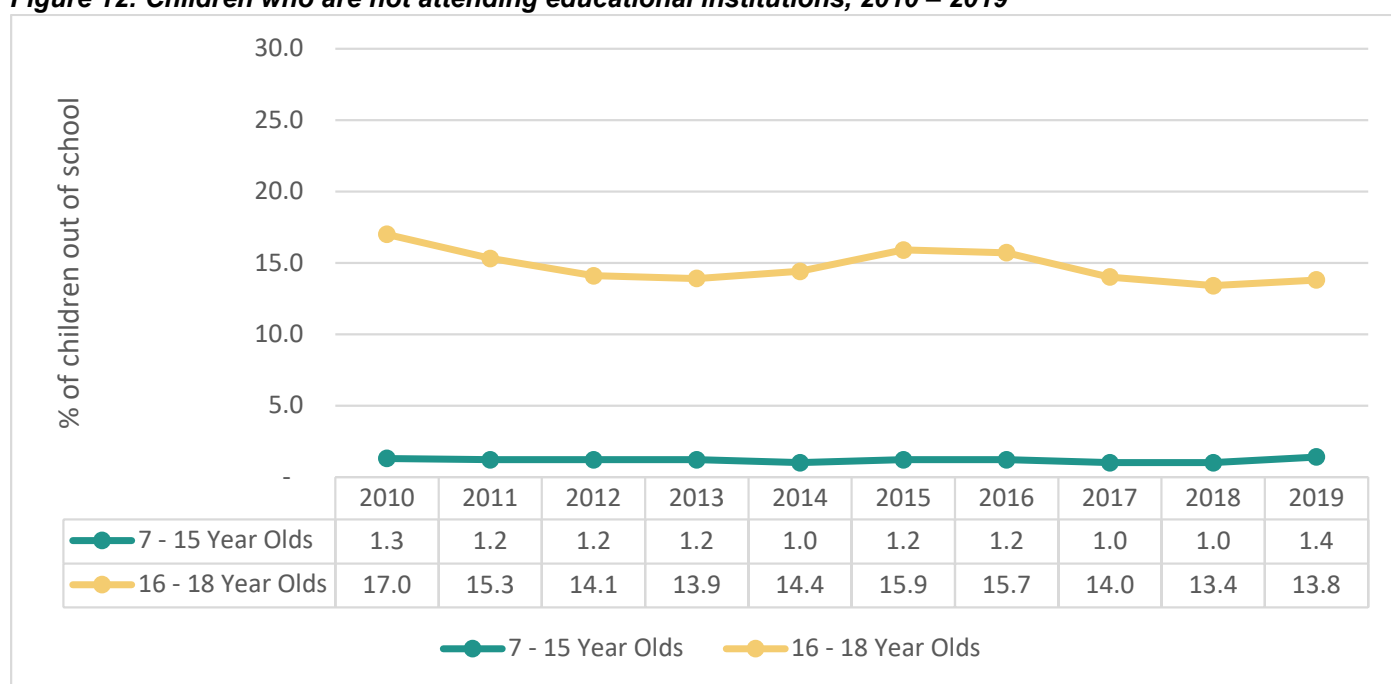
“Out of school children” refers to children who fall in the range of the official school-going age which is 7 to 18 years old, but who are not enrolled in an educational institution. The proportion of children that are “out of school” should form the target for drawing up policies and driving efforts 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 was therefore calculated by observing the number of individuals aged 7 to 18 years old who reported that they are not currently attending any educational institution. In South Africa, we are struggling with a drop-out problem among older learners and the out-of-school rate was disaggregated to consider the rate for learners aged 7-15 and for learners aged 16-18 separately.

Table 13 indicates that there has been a downward trend among out of school learners who are of the official school age. In 2010, around 650,000 children aged 7 to 18 years old were out of school, but this figure has decreased to around 524,000 children in 2019. We also observe that the 2019 percentage is in line with the values in recent years.

Looking at those of the compulsory school age, it is evident that 1.3% of 7 to 15-year-olds were out of school in 2010 (around 119,000 children). This percentage has remained consistent ever since, with 1.4% of learners being out of school in 2019 (Table 13). In 2019, the Western Cape and the Northern Cape had the highest percentage of 7-15-year-olds who were not attending school. African learners were least likely out-of-school in this age group, with coloured learners being the most likely to have been out-of-school. There is no statistical difference when disaggregated across gender.

For those aged 16 to 18 years old, there has been a steady decline in the number and proportion of learners who were out of school. In 2010, around 531,000 (17%) learners in this age group were out of school, whereas 380,000 (13.8%) of learners were out of school in 2019. Across the years Northern Cape, North West and Western Cape recorded the highest percentage of learners out of school in this age group, while Limpopo recorded the lowest percentage. In this age group, more Coloured learners were out of school than African/Black and White learners. Due to the small sample size, not much can be said about the Indian/Asian population group. There is no difference when disaggregated across gender.

Figure 12: Children who are not attending educational institutions, 2010 – 2019



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

¹² All results in this section are reported in table 29 in the Appendix

Table 3: Number and percentage of children who are out of school

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
7-18-Year-Olds										
%	5.3	4.8	4.5	4.5	4.3	4.6	4.6	4.0	3.8	4.1
Total	649 868	582 553	548 776	543 540	507 749	545 914	550 730	495 638	474 078	524 907
16-18-Year-Olds										
%	17.0	15.3	14.1	13.9	14.4	15.9	15.7	14.0	13.4	13.8
Total	531 213	474 278	440 086	430 588	415 719	437 683	443 720	398 858	374 433	380 280
7-15-Year-Olds										
%	1.3	1.2	1.2	1.2	1.0	1.2	1.2	1.0	1.0	1.4
Total	118 655	108 275	108 690	112 952	92 030	108 231	107 009	96 780	99 646	144 627

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

10. DROP-OUT AND SURVIVAL RATES

Since the largest majority of out-of-school children in South Africa are older learners, it is important to consider drop-out and survival rates. The survival rate per grade is the percentage of a cohort of learners enrolled in the first grade in a given school year who are expected to reach a given grade, regardless of repetition (UNESCO Institute for Statistics, 2009). We constructed drop-out rates as the inverse of the survival rates for each grade using GHS data.

Table 4 shows the drop-out rates and survival rates for 2 different age cohorts, those born during 1985-1987 and those born during 1993-1995. The two cohorts were used to ensure that the individuals we are considering are of the same age (between 22 and 26 years old). The specific cohorts were chosen because individuals aged 22 – 26 years old would have completed school in the years during which the GHS data was collected, and we will therefore be able to gauge what percentage of them finished their schooling at which grades. The survival rate in the table below shows the percentage of individuals, born between 1985-1987, or 1993-1995, that reached each subsequent grade. The rate was then converted to show the number of individuals, out of 1000 individuals born into each of the 2 cohorts, that reached each grade. This indicates the survival rate to each grade and, inversely, the drop-out rate after each grade.

For the 2009 to 2011 cohort, 98.9% of children attained Grade 1, which means that 989 out of 1000 children in this cohort attained Grade 1. This in turn means that 1.1% of children dropped-out of school before attaining Grade 1. For the same cohort, 45.8% of children attained Grade 12, which means that 28.5% of Grade 11 learners dropped out before attaining Grade 12. Comparing the survival and drop-out rates to the cohort which was born in 1993-1995 (the 2017-2019 cohort), we note that the drop-out rate has improved to only 24.9% of Grade 11 learners dropping out before completing Grade 12. Out of 1000 learners, this means that 534 reached Grade 12, which is 76 learners more than 8 years ago.

Table 4: Survival and drop-out rates by grade

2009-2011				2017-2019		
	Survival Rate	Survival per 1000 learners	Percentage dropping out with this Grade attained	Survival Rate	Survival per 1000 learners	Percentage dropping out with this Grade attained
Total cohort	100%			100%		
No schooling		1000			1000	
Grade 1	98.9%	989	1.1%	99.4%	994	0.6%
Grade 2	98.7%	987	0.2%	99.3%	993	0.1%
Grade 3	98.5%	985	0.3%	99.1%	991	0.2%
Grade 4	97.9%	979	0.6%	98.8%	988	0.3%
Grade 5	97.0%	970	0.9%	98.4%	984	0.4%
Grade 6	95.8%	958	1.2%	97.8%	978	0.6%
Grade 7	94.0%	940	1.8%	96.5%	965	1.4%
Grade 8	90.6%	906	3.7%	94.0%	940	2.5%
Grade 9	85.5%	855	5.6%	89.9%	899	4.4%
Grade 10	77.2%	772	9.7%	82.3%	823	8.5%
Grade 11	64.1%	641	17.0%	71.1%	711	13.6%
Grade 12	45.8%	458	28.5%	53.4%	534	24.9%

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

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

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

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 5 shows that reasons other than those listed in the questionnaire were the main drivers behind learners not attending disability is the main reported reason why children aged 7 to 15 years old are not attending any educational institution. However, as reported in section 6 above, around 95% 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 educational institution. A small minority of the learners stated that they are not attending an educational institution, due to not having been accepted for enrolment. For 25% of 16 to 18-year-olds not attending educational institutions in 2019, the main reason was that of a lack of money for fees. For a further 9%, the reason was that they have completed their education or are satisfied with their level of education. As a society, however, it is concerning that among both 7 to 15-year-olds and 16 to 18-year-olds there was a small proportion of out of school learners who stated that the reason for not attending is because they regard education as being of no value to them.

The GHS also asks whether school-going children are attending the nearest institution, and if not, why not.¹³ Figure 14 shows that there are more learners at the secondary level (19%) than at the primary level (14%) who do not attend the nearest educational institution. The Western Cape and Gauteng have the highest proportion of learners who are not attending the nearest institution at both the primary and secondary levels. Various factors may play a role in this trend, but most likely the density of schools, as well as the prevalence of better-performing schools in these provinces means that parents have the option of sending their children to an institution other than the closest institution. Table 6 shows that the main reason why those enrolled at the primary and secondary level are not attending the nearest institutions is that they believe that their current institutions are better than the closest institutions. Some individuals indicated that the quality of teaching is poor or that their preferred course or subjects are not offered at the nearest institution. This evidence points to the fact that in areas where the option for better quality education is available, parents are choosing to send their children to obtain a higher quality of education. A small percentage of learners who are not attending the nearest institution indicated that they were not accepted for enrolment at the nearest institution.

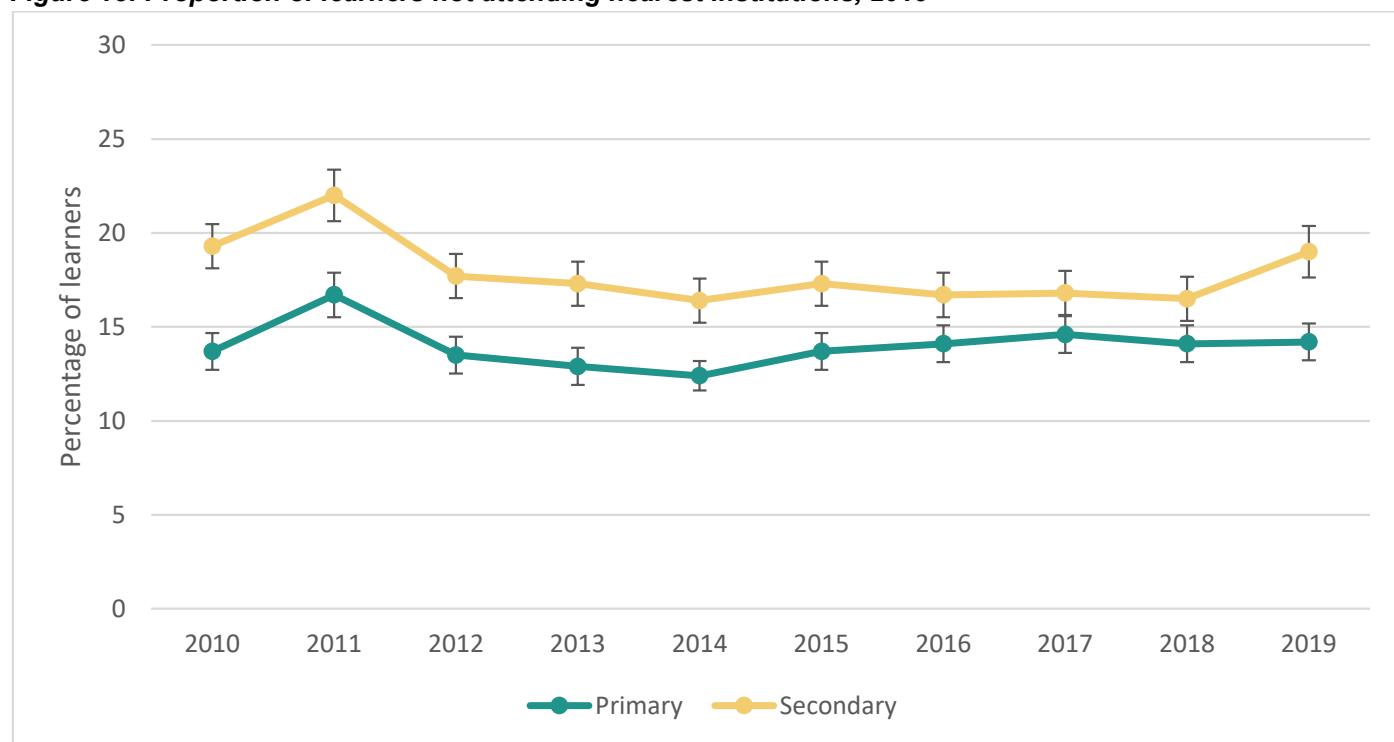
Table 5: Reasons for non-attendance of educational institutions, 2019

	7 - 15 years old	16 - 18 years old
Other	15.0	11.0
Disability	14.3	3.6
No money for fees	13.4	24.7
Too old/young	11.2	0.5
Unable to perform at school	7.4	8.7
Satisfied with my level of education	6.8	9.3
Not accepted for enrolment	6.6	7.2
Education is useless or not interesting	6.3	8.6
Illness	5.2	3.9
He or she is working at home or business/job	3.8	4.4
School/education institution is too far	2.9	0.6
Do not have time/too busy	2.1	0.6
Pregnancy	1.8	4.5
Failed exams	1.8	4.5
Family commitment (child minding)	1.2	6.1
Violence at school	0.3	0.6
Difficulties to get to school (transport)		1.2
Got married		0.2
Total	100	100

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

¹³ All results in this section are reported in table 30 in the Appendix

Figure 13: Proportion of learners not attending nearest institutions, 2019



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

Table 6: Reasons for not attending the nearest institution, 2019

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

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

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

12. 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 eight 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.

It is, however, to be expected that individuals from different backgrounds will complain about different aspects of education. In 2019, when disaggregating household complaints by province, we find that in the Western Cape the main complaint was about class sizes being too large (although we know from other sources that Western Cape does not necessarily have the largest classes). Gauteng, on the other hand, has the highest proportion of complaints about fees being too high, and in Limpopo and Eastern Cape most of the complaints are about a lack of books (Table 7).

It is interesting to note that a lack of books is raised as a complaint among individuals, regardless of whether parents pay school fees or not, but is more pronounced among learners in secondary schools. Similarly, learners from fee-paying households were also more likely to complain about class sizes being too large, despite class sizes in fee-paying school generally being lower than in non-fee paying schools. 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.¹⁴

Table 7: Complaints about education by province, 2019

	Lack of books	Poor quality teaching	Lack of teacher	Facilities in bad conditions	Fees too high	Classes too large	Teachers are often absent	Teachers were involved in a strike
Province								
Western Cape	1.5	1.1	1.2	2.3	4.5	7.1	0.7	0.1
Eastern Cape	7.4	1.2	5.3	2.2	2.5	5.7	0.9	0.2
Northern Cape	4.8	1.3	2.6	2.9	3.1	3.4	1.4	0.3
Free State	9.2	1.6	1.3	7.0	2.5	2.4	1.0	0.4
KwaZulu-Natal	4.8	1.3	1.1	3.4	2.7	4.3	0.7	0.4
North West	5.3	0.6	2.0	4.5	4.0	6.1	1.2	0.1
Gauteng	2.6	1.8	1.2	1.8	6.1	4.7	1.4	0.4
Mpumalanga	8.3	1.4	1.1	3.0	2.9	2.7	0.4	0.7
Limpopo	3.7	0.5	0.4	0.1	0.0	1.0	0.1	0.0
National	4.8	1.3	1.7	2.6	3.3	4.3	0.8	0.3
School Phase								
Primary	3.6	0.9	1.2	2.2	2.7	3.6	0.7	0.3
Secondary	6.9	1.9	2.6	3.3	4.4	5.6	1.1	0.3
Fee-paying status								
No fee	4.7	0.9	1.6	2.5	0.2	3.8	0.6	0.3
Fee paying	5.2	1.9	2.0	2.8	9.5	5.2	1.3	0.4

Source: Statistics South Africa, General Household Survey (GHS), own calculations. **Note:** Primary refers to Grade R to Grade 7 while Secondary refers to Grade 8 to Grade 12. The percentage is based on those individuals who are currently attending educational institutions

¹⁴ All results in this section are reported in table 31 in the Appendix

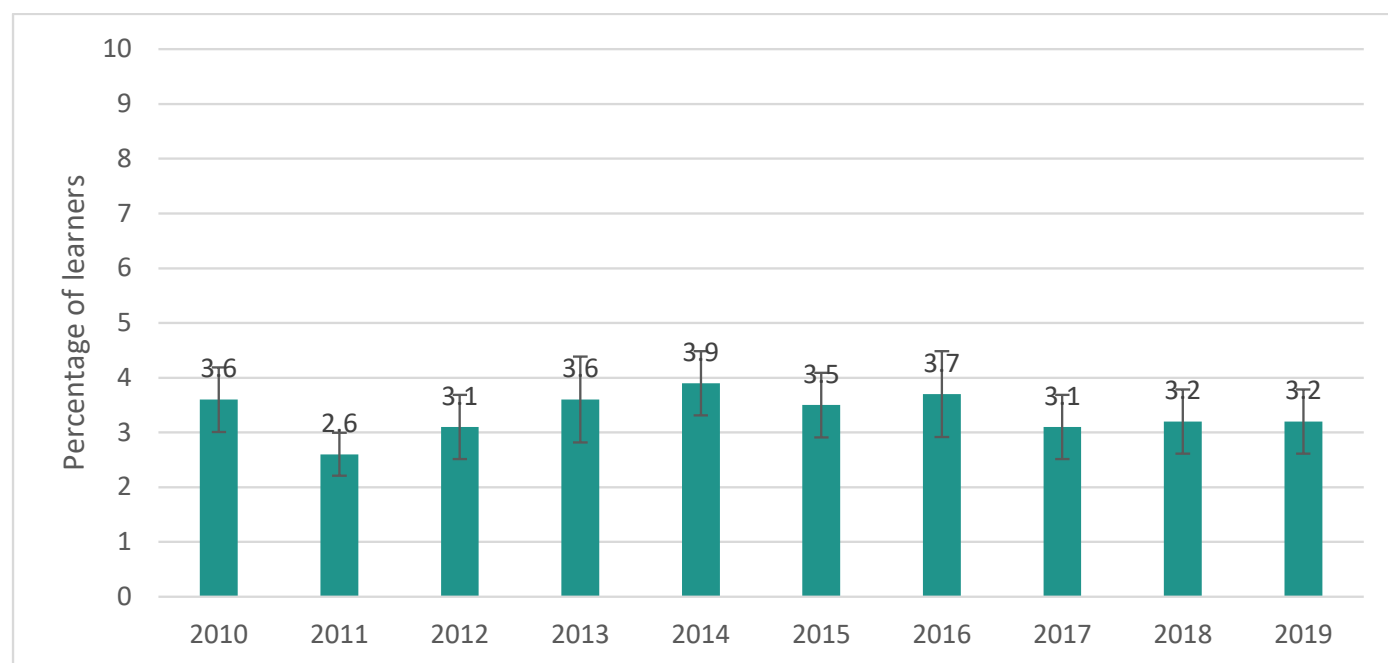
13. LEARNER PREGNANCY

Pregnancy remains a major barrier for girls from 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, the percentage of learners who reported being pregnant has been below 4% since 2010. Learner pregnancy rates seem to have remained stable over the past 10 years, with 2014 and 2016 having recorded the highest number of pregnancies among female learners. However, it must be noted that there have been no statistically significant differences in this percentage in the past decade (Figure 15). As one would expect, the pregnancy rate is highest in Grades 10 to 12 (Figure 16). In 2019, Mpumalanga and Limpopo had the highest proportion of girls aged 14 and older who reported being pregnant.

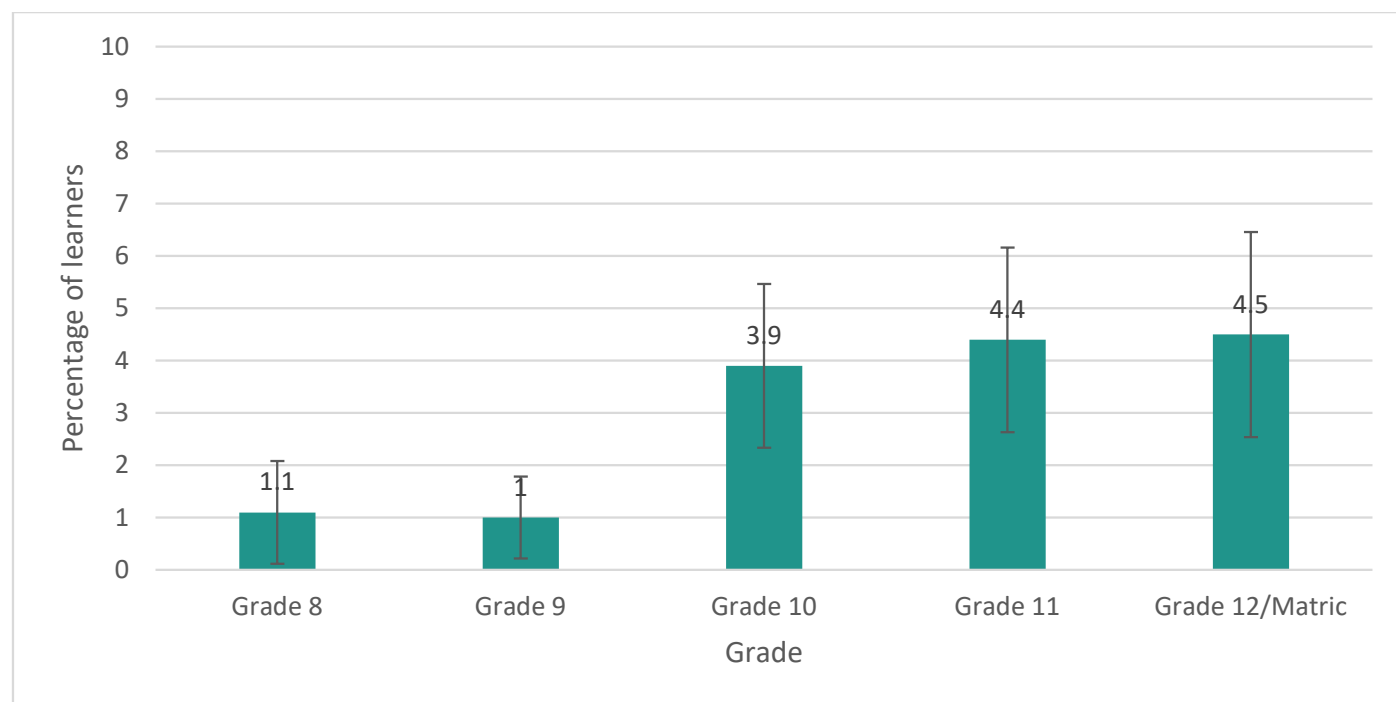
These numbers, however, are much higher than the pregnancy rates that were previously reported in the Annual School Survey reports. Once again it is necessary to keep in mind that the Annual School Survey was filled out by school principals and that they are unlikely to be aware of all the learners who fall pregnant at their schools. 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 14: Percentage of females age 14 and older who reported being pregnant in the past 12 months, 2010 – 2019



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

Figure 15: Percentage of learners per grade who reported being pregnant



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

Table 8: Number and percentage of learners who reported being pregnant

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

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

14. 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 5% and 8.5% of school-going learners, with 5.3% having been absent in the week preceding the data collection in 2019. Since 2017, Northern Cape and North West recorded the highest percentage of absent learners.¹⁵ Of the absent learners, it is evident that they are mostly absent for one day and very few are absent for three days or more (Table 9).

The reasons provided for being absent are disaggregated by primary and secondary school attendance (Table 10). In primary school, other reasons than the ones listed were cited most frequently, whereas illness/ injury was cited second-most. Interestingly though, the main reason provided for being absent from secondary school was due to exams being written.

Another way of looking at absenteeism at schools is to calculate the average daily absenteeism rate. The 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). The average daily absenteeism rate is shown for primary and secondary schools separately in figures 17 and 18 below. Further, to understand the impact of examinations on the average absenteeism rate, figures 17 and 18 show the average rate including and excluding learners who cited exams as the reason for being absent.

These figures show that since 2010, the daily absenteeism rate hovered around 3% of learners with exception of 2010, which is the year where most of the learners were absent from school. In 2019 the average daily absenteeism rate in primary schools was 2.2% and in secondary school 3.5%. Excluding the learners who cited examinations as the reason for not being at school, the average daily absenteeism rate drops significantly to 1.5% in primary schools and 1.9% in secondary schools. The trend shows that examinations have had a significant impact on learner absenteeism in secondary schools since 2014 and primary schools since 2017. It has become common practice for schooling to stop when examinations are taking place and to allow learners to study from home. However, it will be important to track the impact this has on teacher time in future.

Table 9: Percentage of learners absent from school by the number of days absent, 2010-2019

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

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

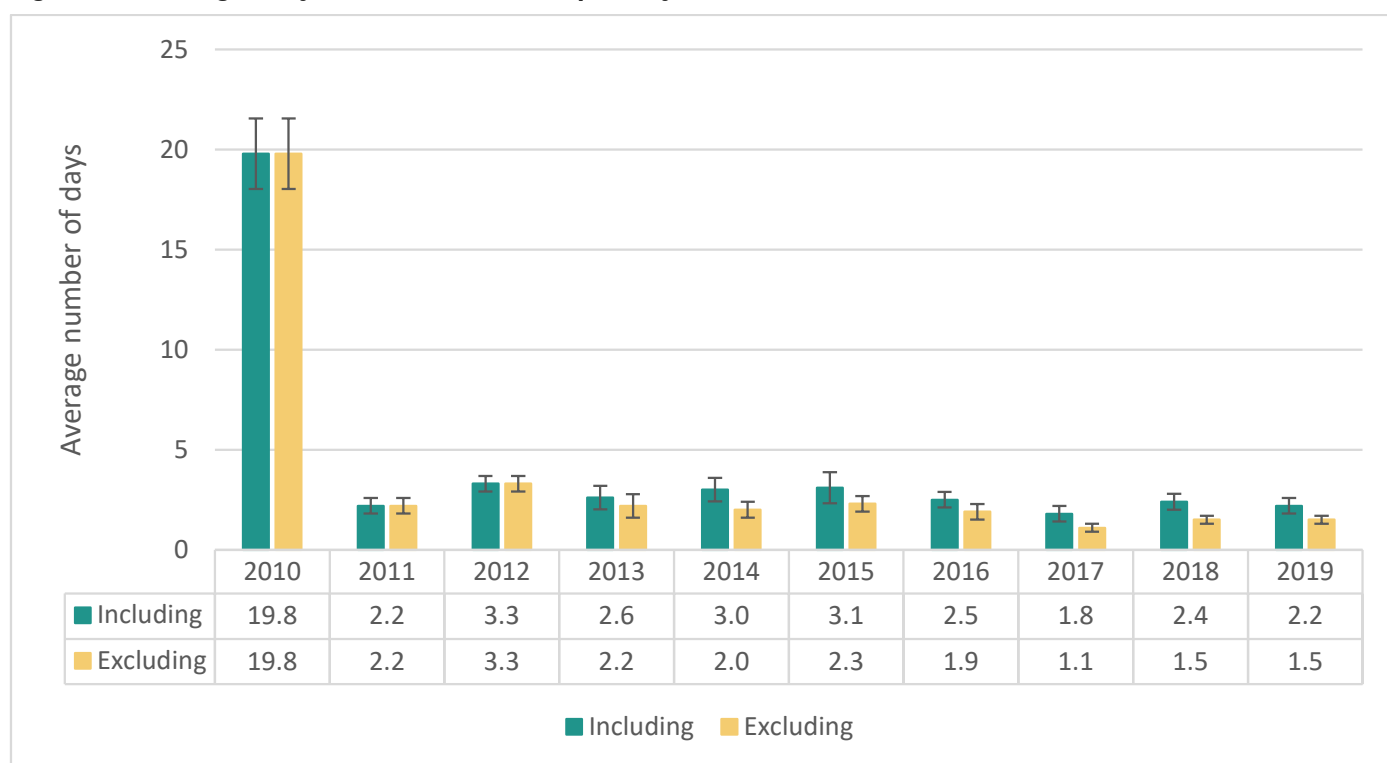
¹⁵ All results in this section are reported in table 32 in the Appendix

Table 10: Reasons for absenteeism

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

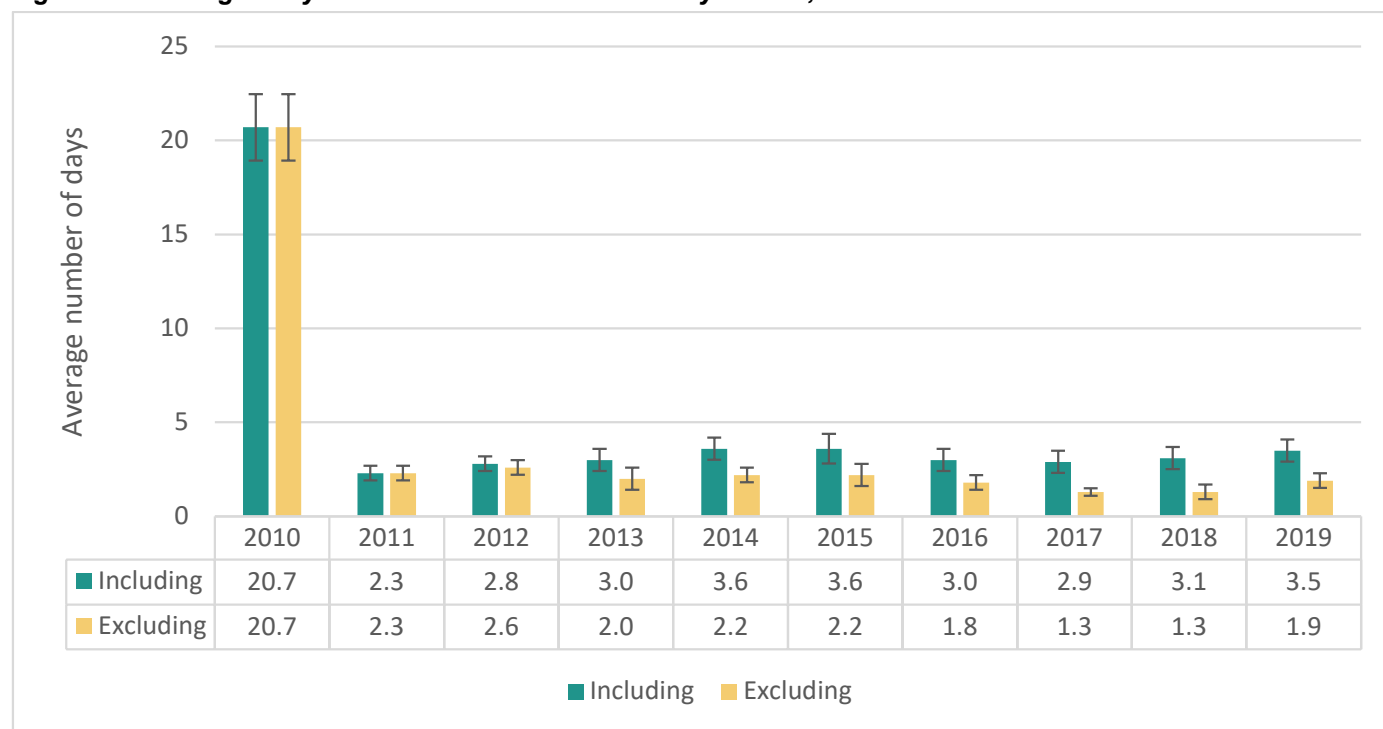
Source: Statistics South Africa, General Household Survey (GHS), own calculations. **Note:** Primary refers to Grade R to Grade 7 while secondary refers to Grade 8 to Grade 12.

Figure 16: Average daily absenteeism rate in primary school, 2010-2019



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

Figure 17: Average daily absenteeism rate in secondary school, 2010-2019

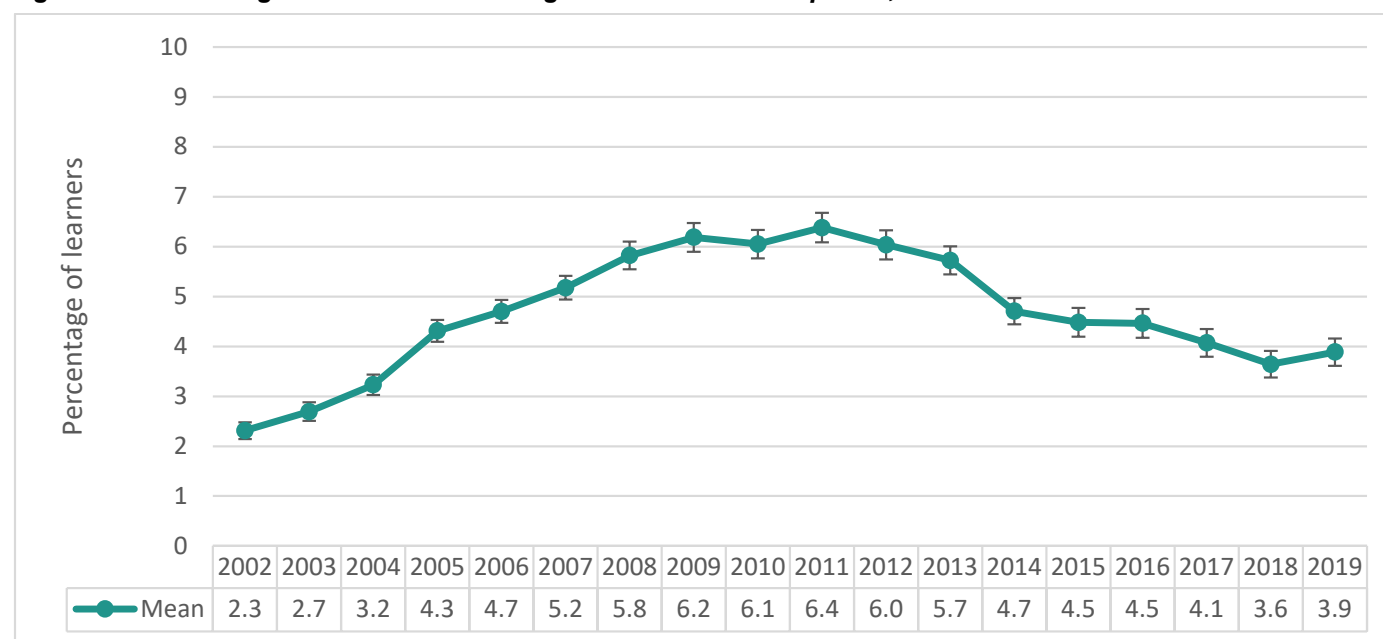


Source: Statistics South Africa, General Household Survey (GHS), own calculations. **Note:** Primary refers to Grade R to Grade 7 while secondary refers to Grade 8 to Grade 12. 95% confidence intervals shown.

15. ORPHANS

An orphan is defined as someone whose mother and father are deceased. According to the GHS, the percentage of learners who are orphans increased steadily between 2002 and 2011 (from about 2% to over 6%). This trend has since been declining and in 2019 it was at around 4% (Figure 19). This is probably a reflection of HIV-related mortality trends over the period. The percentage of learners who are orphans increases from Grade R through to Grade 12, probably as a result of some learners becoming orphans during their school careers. There is no significant difference amongst orphans when disaggregated by gender. Encouragingly, Age-Specific Enrolment Rates (ASER) are not very different between orphans and non-orphans, (figure 28).¹⁶

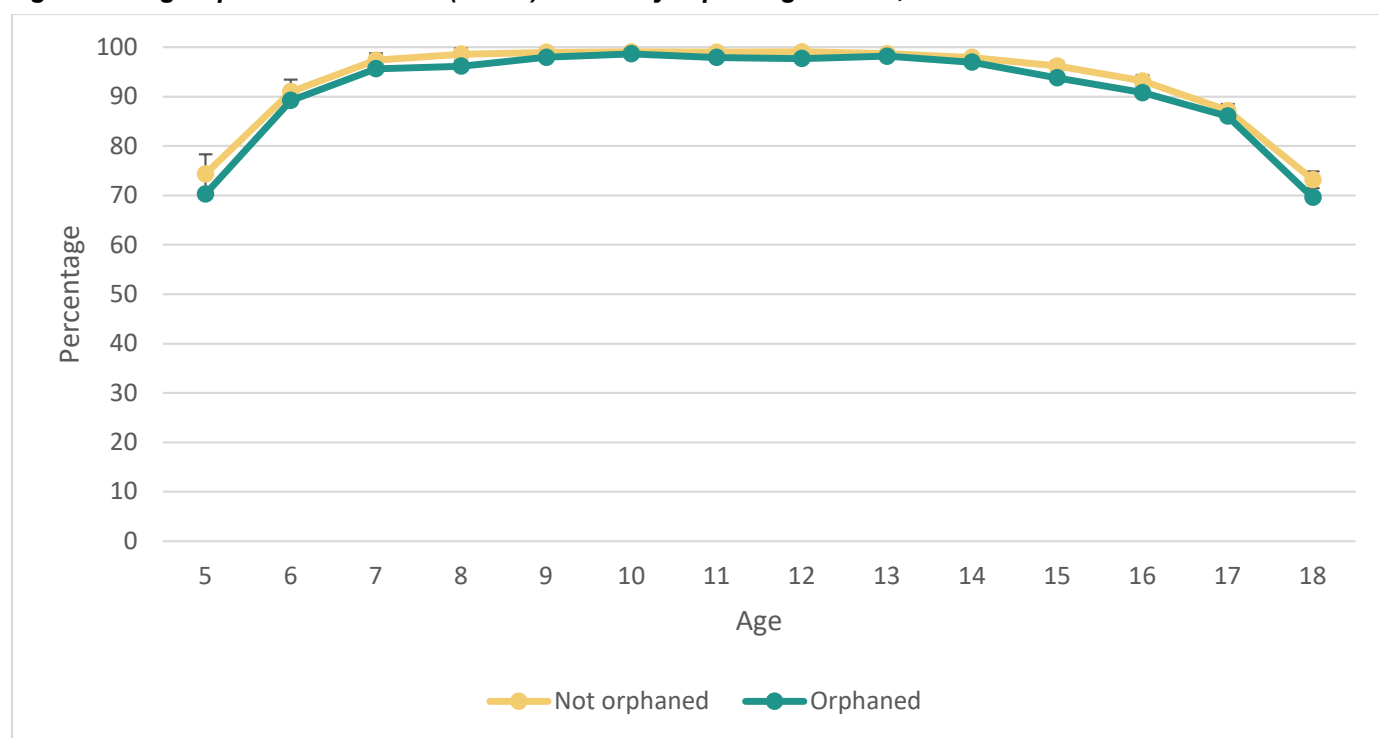
Figure 18: Percentage of children attending schools who are orphans, 2002-2019



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

¹⁶ All results in this section are reported in table 33 in the Appendix

Figure 19: Age-Specific Enrolment (ASER) Status by orphanage status, 2019



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

16. 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 previously resulted in tragic accidents. The implementation and management of learner transport have taken different forms in various provinces. 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). 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. As part of the recommendations to address scholar transport challenges, it was recommended that the National Learner Transport policy be revised to address distance threshold for eligible learners taking into account primary and secondary schools, safety considerations, rural and urban settings as well as learners with special needs.

The GHS questioned the mode of transport to school and the amount of time that it took to travel to school. In 2019, 5.5% of learners travelled to school using a minibus taxi, whereas around 13.5% of learners travelled to school using a vehicle hired by a group of parents (Table 11). Only 2% of learners reported that they are travelling to school using a minibus or bus provided for by the school or the government.

For 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. The majority of individuals aged 7 to 18 years old reported that they walk to their educational institutions, walk for less than 15 minutes. 7% of 5 and 6-year-olds, 11% of 7 to 15-year-olds and 16% of 16 to 18-year-olds walked to school for more than 30 minutes in 2019. For the age group 5 and 6-years old, the proportion of learners walking to school for more than 30 minutes decreased from 11% in 2009, and for the age group 7 to 15 years old it decreased from 15%.

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 in all age groups.¹⁷ Table 12 further shows that Western Cape, North West and Mpumalanga had the highest proportion of learners who benefited from government-provided learner transport, whereas KwaZulu-Natal, Eastern Cape and Limpopo had the lowest proportion of learners accessing government provided learner transport.

Table 11: Proportions of 7 to 18-year-olds that use different modes of transport, 2010-2019

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

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

Table 12: Percentage of learners benefitting from Scholar Transport

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Province										
Western Cape	4.8	3.4	3.7	4.6	4.1	4.8	4.9	5.5	4.7	3.8
Eastern Cape	3.3	1.2	1.8	1.5	2.1	3.3	3.6	4.0	3.9	1.2
Northern Cape	4.4	4.0	5.2	4.8	4.0	5.5	3.8	4.9	6.2	2.3
Free State	0.9	0.9	2.3	1.9	0.8	1.2	1.9	1.5	1.6	1.8
KwaZulu-Natal	0.9	0.6	0.9	1.0	0.8	0.8	1.0	1.3	1.7	1.3
North West	1.8	1.5	1.0	1.9	1.0	3.1	1.7	1.9	1.8	3.3
Gauteng	2.0	3.4	1.7	1.6	1.6	2.4	2.6	3.1	3.1	2.2
Mpumalanga	4.1	2.2	4.0	3.1	4.9	3.8	4.3	3.6	4.1	3.2
Limpopo	0.4	0.6	0.8	0.8	0.4	0.9	1.2	1.6	1.4	0.8
National	2.2	1.8	1.9	1.9	1.8	2.4	2.5	2.8	2.8	2.0

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

¹⁷ All results in this section are reported in tables 34 to 36 in the Appendix

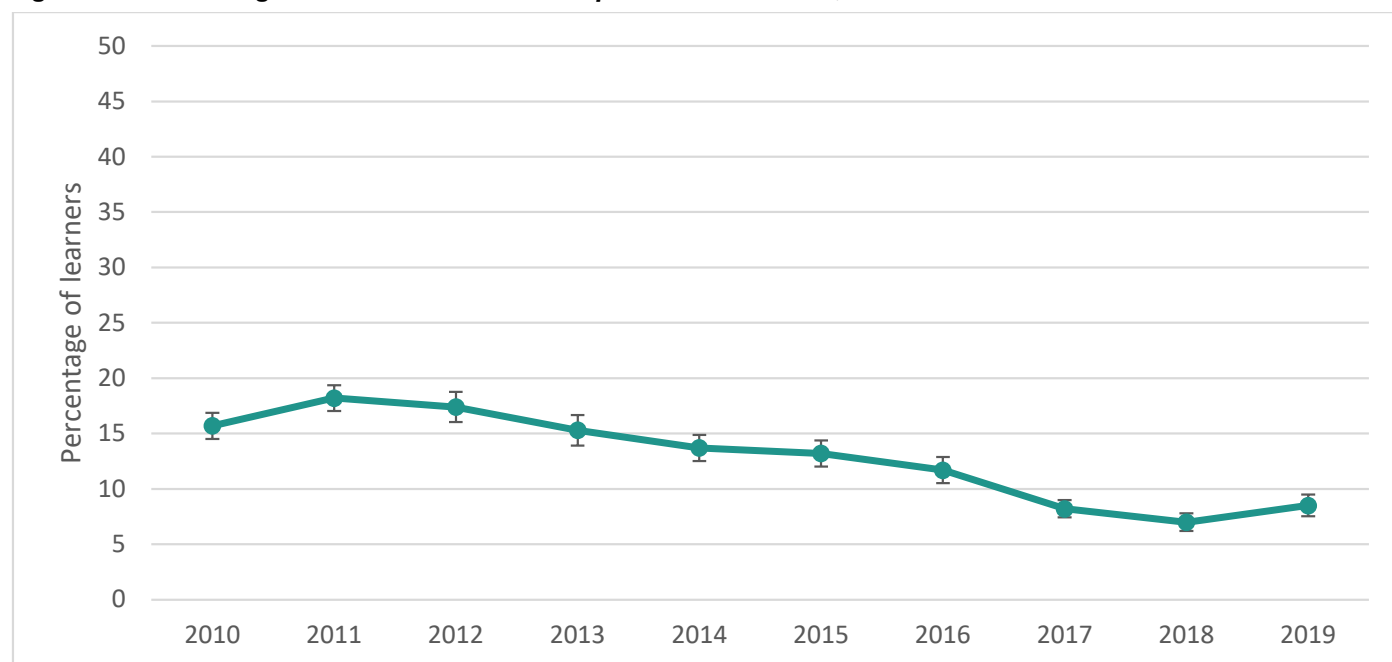
17. VIOLENCE AT SCHOOLS

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

The GHS asks whether learners have experienced any form of violence, corporal punishment or verbal abuse at school during the preceding three months and the kind of violence that was experienced. Using this information, it is evident that Eastern Cape, North West and KwaZulu-Natal are among the provinces that had the highest percentage of learners who reported having had experienced corporal punishment or verbal abuse at school, whereas in recent years Gauteng, Western Cape and Limpopo had the lowest prevalence.¹⁸ There is no significant difference between male and female learners in the prevalence of experiencing corporal punishment or verbal abuse at school. It is encouraging to observe, however, that the overall percentage of individuals experiencing violence has been declining (Figure 21).

Focusing on the kinds of violence that learners experienced, we observe that the most commonly reported type of violence was corporal punishment by a teacher in 2019. This trend is evident in all the provinces (Table 13), but the highest prevalence was in KwaZulu-Natal, North West and Eastern Cape.

Figure 20: Percentage of learners who have experienced violence, 2010-2019



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

¹⁸ All results in this section are reported in table 37 in the Appendix

Table 13: Types of violence experienced by learners by province, 2019

	No violence experienced	Corporal punishment by a teacher	Physical Violence by teacher	Verbal abuse by a teacher	Verbal abuse by learners	Physical Violence by learners
Western Cape	94.9	2.7	0.2	0.6	1.8	1.6
Eastern Cape	88.5	10.9	0.2	0.1	0.6	0.5
Northern Cape	93.2	4.0	0.1	0.4	2.1	2.1
Free State	89.1	9.6	0.5	0.6	1.7	0.9
KwaZulu-Natal	86.0	13.5	0.3	0.4	0.6	0.2
North West	87.8	11.1	2.2	1.7	2.0	1.9
Gauteng	95.3	2.0	0.3	0.7	1.9	1.2
Mpumalanga	93.8	4.6	0.2	0.1	1.0	1.1
Limpopo	96.7	3.0	0.1	0.0	0.2	0.3
National	91.5	7.1	0.4	0.5	1.2	0.9

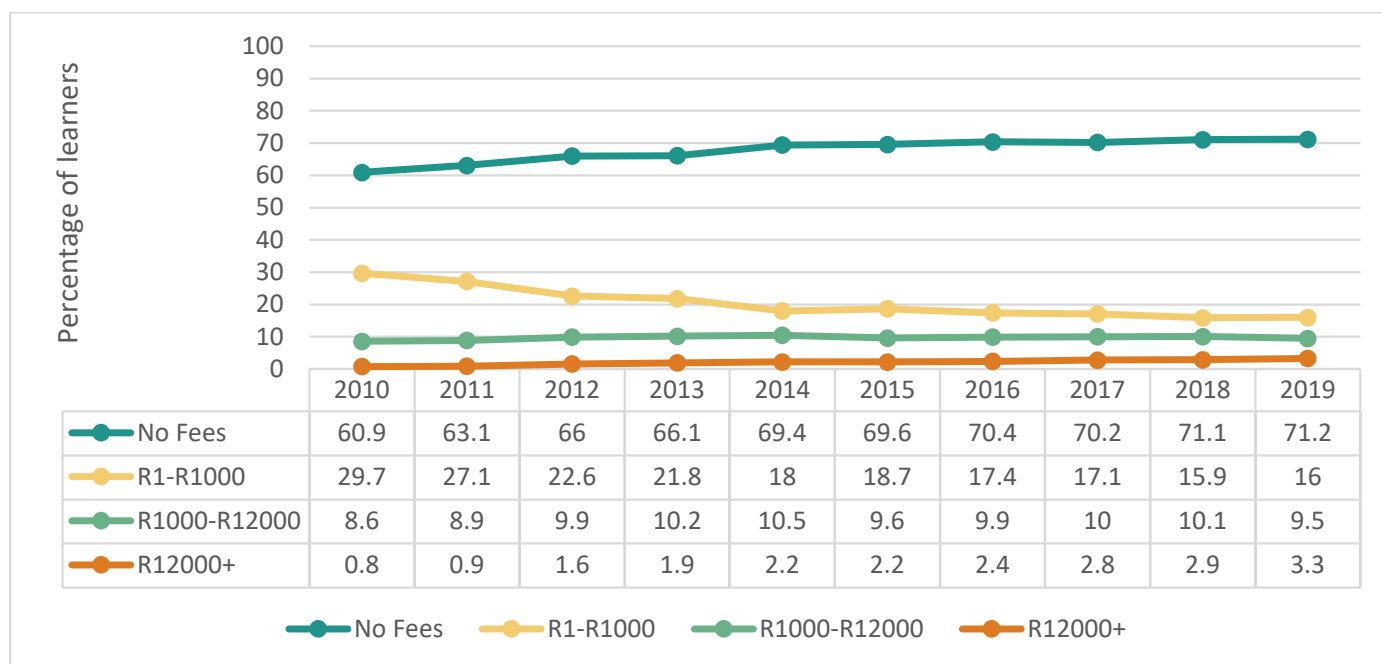
Source: Statistics South Africa, General Household Survey (GHS), DBE own calculation. **Notes:** Respondents could select more than one option of the types of violence experienced.

18. SCHOOL FEES

Section 39(1) of the South African Schools Act indicates that school fees may be determined and charged at a public school only if a resolution to do so has been adopted by a majority of parents. However, the introduction 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 increased from less than 61% in 2010, to about 71.2% in 2019. Similarly, the percentage of learners who were paying in the R1-R1000 band almost halved from 29.7% in 2010 to 16% in 2019, indicating that a higher percentage of learners benefiting from the no-fee policy. This was confirmed with 97% of learners mentioning that they were not paying fees due to schools not charging fees. It is also interesting to note that the percentages of learners in the higher fee brackets (R1000-R12,000 and R12,000+) have also been increasing gradually since 2010.

Table 14: Percentage of learners who paid school fees, 2010-2019



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

19. NATIONAL SCHOOL NUTRITION PROGRAMME (NSNP)

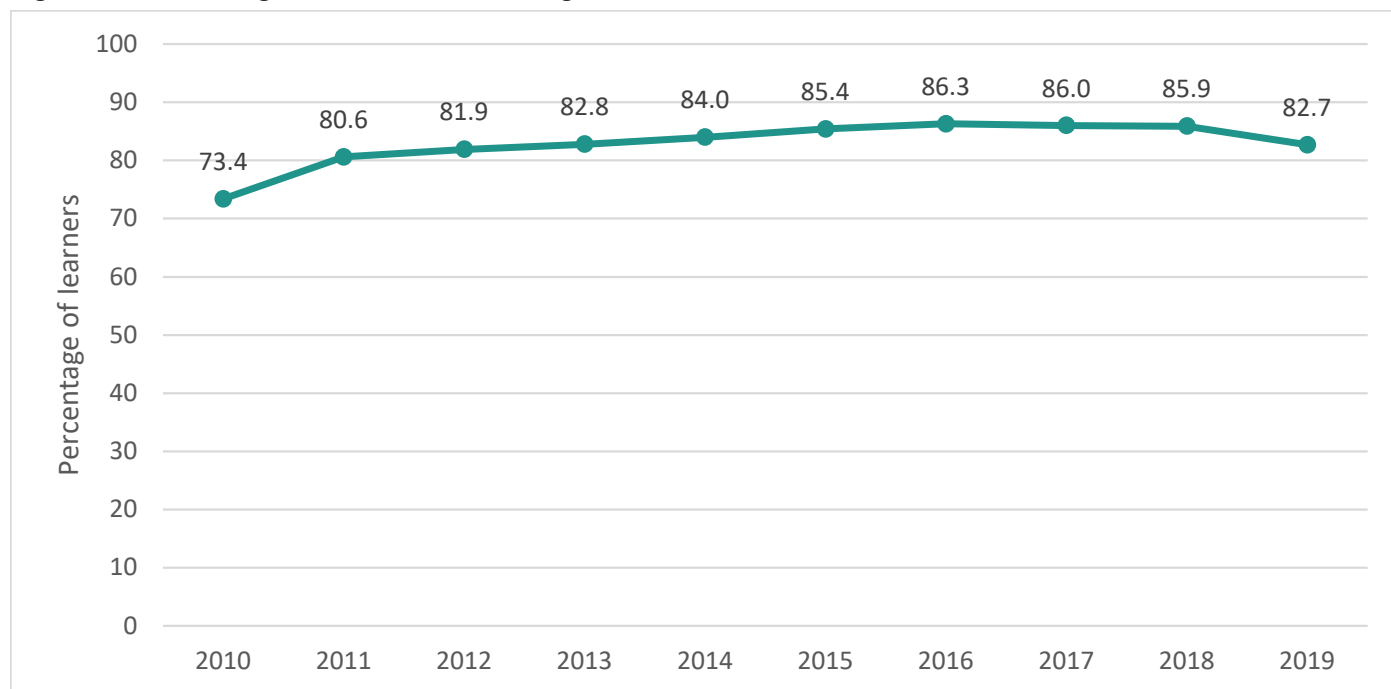
Many young children living in poverty suffer from food deprivation and are therefore not able to develop to their full potential, or are hungry when at school. The National School Nutrition Programme (NSNP) aims to encourage school attendance and enhance the learning capacity of children while at school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

Every quarter the department has a key responsibility to monitor compliance and performance of the programme in all provinces. The monitoring takes place in a sample of schools across provinces. Through this monitoring process, it was found that most of the schools are complying with the programme, although there is still some improvement required in some of the schools. Again it was found that the programme is reaching the intended beneficiaries.

Since 2010 the percentage of learners benefiting from NSNP has increased from around 73% in 2010 to around 83% in 2019 (Figure 21). 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 around 91.3% and 90.5%), while Gauteng and the Western Cape has the lowest percentage (respectively 72.5% and 73.1%). In 2019, around 79% of learners who receive school meals indicated that they eat the meals provided every day, while around 8% indicated that they never eat the meals provided.¹⁹

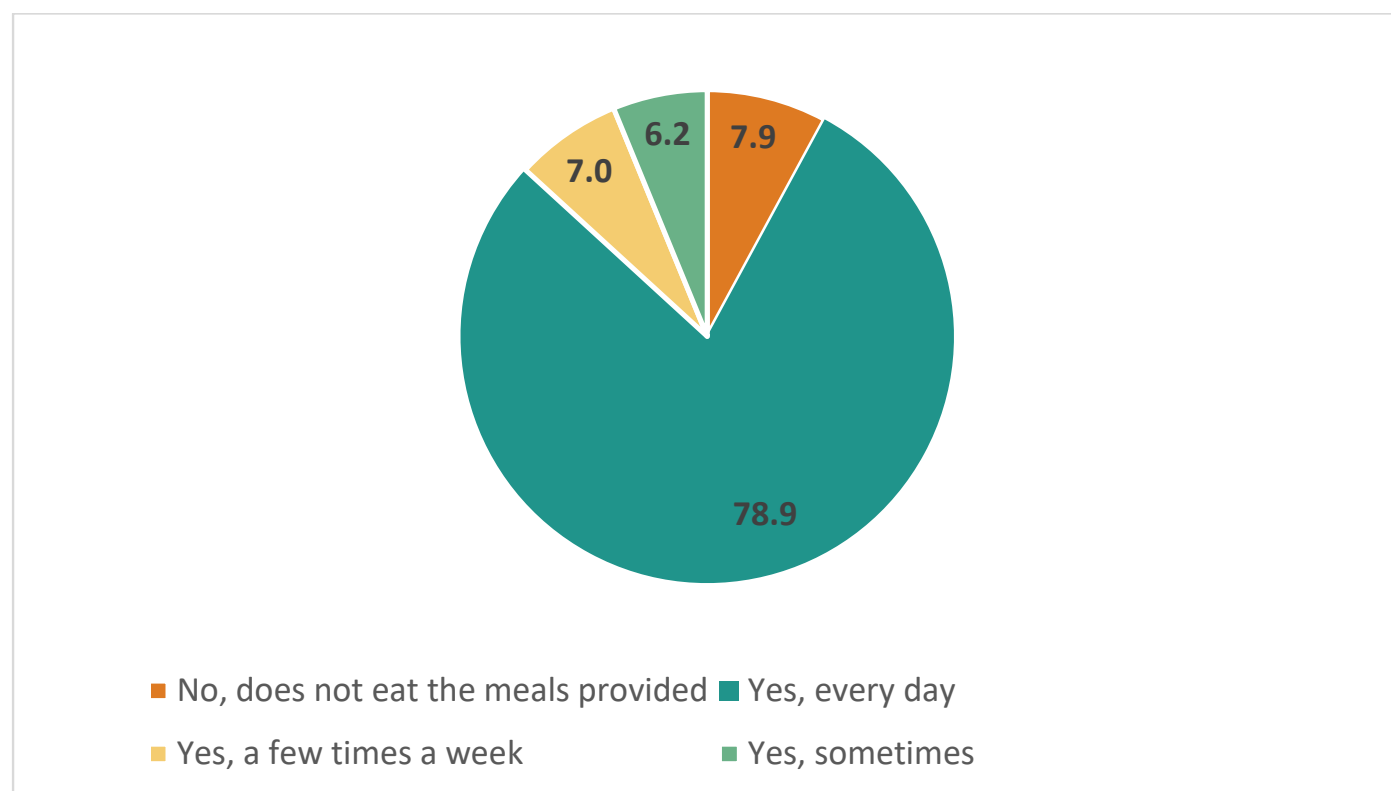
¹⁹ All results in this section are reported in table 38 in the Appendix

Figure 21: Percentage of learners benefitting from the NSNP, 2010-2019



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

Figure 22: Frequency of eating the meals provided, 2019



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

20. CONCLUSION

This report provides useful information about access, completion, equity and inclusivity concerning 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 the 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.

APPENDIX

Table 15: Percentage of 0 to 3-year-olds attending an Early Learning Programme, 2010-2019

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Province										
Western Cape	34.9	32.4	32.9	40.7	42.4	42.6	30.8	42.2	46.3	35.7
Eastern Cape	22.5	23.3	26.4	26.5	34.1	27.0	26.7	27.2	28.9	22.9
Northern Cape	16.8	19.9	19.2	28.8	34.6	26.1	28.4	31.8	26.9	21.5
Free State	27.1	30.8	37.4	51.5	54.3	51.7	36.3	42.6	43.8	42.1
KwaZulu-Natal	17.6	20.6	22.7	33.1	40.5	34.2	23.3	22.7	22.7	21.1
North West	17.8	21.4	24.5	28.7	23.5	24.2	23.4	27.8	26.8	22.7
Gauteng	38.0	37.6	36.9	52.1	63.2	60.1	48.0	47.7	51.3	44.6
Mpumalanga	21.3	23.2	20.6	25.9	24.7	29.0	30.5	30.4	32.3	28.1
Limpopo	19.4	33.3	28.6	37.2	35.7	39.1	33.8	32.7	41.0	35.0
Population group										
African/Black	23.9	27.1	27.8	35.8	41.2	39.3	33.0	33.2	36.2	31.1
Coloured	23.0	21.1	24.4	33.3	33.2	34.0	22.8	34.5	31.9	27.1
Indian/Asian	26.4	25.1	23.9	45.5	52.3	35.5	27.5	31.4	46.0	32.9
White	52.6	51.8	47.4	60.4	68.2	57.3	43.5	56.4	60.4	54.2
Gender										
Male	24.9	27.1	28.6	36.9	42.4	38.8	33.7	34.5	36.8	32.7
Female	25.6	28.6	28.3	37.1	41.4	40.3	31.4	33.8	37.1	30.6
Total	25.3	27.9	28.5	37.0	41.9	39.6	32.5	34.1	37.0	31.7

Table 16: Percentage of 4-year-olds attending an Early Learning Programme, 2010-2019

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Province										
Western Cape	59.0	56.1	64.8	66.9	65.1	69.8	62.4	64.9	73.9	70.3
Eastern Cape	69.4	71.0	76.5	80.4	76.6	70.1	75.0	75.2	72.4	76.1
Northern Cape	42.4	47.8	49.2	63.7	65.8	68.4	75.4	54.2	71.6	58.9
Free State	64.4	75.4	82.7	86.5	87.1	86.5	77.5	79.8	81.9	78.2
KwaZulu-Natal	54.2	48.4	49.3	64.0	66.3	58.4	60.3	54.7	51.2	60.4
North West	54.8	56.5	62.9	66.1	63.8	68.7	66.6	67.2	60.2	73.7
Gauteng	70.4	69.4	81.9	86.3	88.1	83.4	80.3	83.8	82.3	84.2
Mpumalanga	60.5	65.2	61.0	63.5	64.4	63.8	63.8	69.7	69.5	72.0
Limpopo	72.1	80.7	77.2	83.3	75.9	82.0	77.4	81.1	76.0	78.0
Population group										
African/Black	63.6	64.8	69.1	75.5	75.7	73.4	71.9	72.4	69.2	75.8
Coloured	44.0	51.7	49.0	58.2	57.2	53.7	56.2	53.0	65.0	57.4
Indian/Asian	80.0	50.9	52.8	71.6	62.4	58.7	69.7	28.3	81.1	38.6
White	73.2	76.6	90.8	93.4	83.4	83.3	78.5	85.0	90.9	73.9
Gender										
Male	63.6	65.4	69.2	73.3	74.4	72.4	71.0	70.2	69.6	74.7
Female	62.3	62.9	67.5	75.9	74.1	71.5	70.4	71.3	69.9	72.4
Total	63.0	64.2	68.3	74.6	74.2	72.0	70.7	70.8	69.7	73.5

Table 17: Percentage of 5 and 6-year-olds attending an Early Learning Programme, 2010-2019

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Province										
Western Cape	81.3	83.9	83.6	83.9	81.2	86.3	90.3	83.9	85.2	90.6
Eastern Cape	94.7	93.9	94.9	95.2	95.5	94.1	95.5	96.1	93.1	92.1
Northern Cape	87.9	86.9	81.2	91.0	88.2	85.7	88.4	90.0	87.6	84.1
Free State	86.8	88.7	92.0	91.2	92.9	93.1	93.4	95.9	98.2	94.8
KwaZulu-Natal	89.1	87.3	86.4	88.9	92.2	89.5	88.9	89.5	89.2	92.5
North West	83.5	90.4	93.0	90.2	85.7	91.2	92.3	86.8	91.1	92.0
Gauteng	91.5	90.0	90.5	90.2	90.7	94.0	93.0	94.5	92.1	91.8
Mpumalanga	82.9	90.9	91.5	87.9	92.9	92.7	94.4	91.8	90.2	93.7
Limpopo	97.6	96.7	96.2	97.6	95.6	96.9	96.9	98.6	97.7	97.4
Population group										
African/Black	90.6	91.0	90.9	91.8	92.4	92.8	93.2	93.5	92.7	93.3
Coloured	79.0	80.5	82.5	80.7	80.0	87.7	87.6	83.0	83.4	85.4
Indian/Asian	97.0	94.4	84.2	92.9	86.7	88.6	82.3	84.3	77.8	88.7
White	86.3	90.6	95.7	84.7	90.5	90.9	96.2	93.6	89.6	97.0
Gender										
Male	89.1	90.4	90.4	90.3	91.2	91.2	93.2	92.8	91.2	92.8
Female	90.1	89.9	90.2	90.9	91.3	93.2	92.3	92.0	92.0	92.7
Total	89.6	90.1	90.3	90.6	91.2	92.2	92.7	92.4	91.6	92.7

Table 18: Percentage of 7 to 13-year-olds attending an educational institution, 2010-2019

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Province										
Western Cape	99.7	98.7	99.4	99.0	99.6	99.3	99.3	99.0	98.5	98.1
Eastern Cape	99.0	99.0	99.0	99.1	99.3	99.1	99.3	98.7	99.3	98.8
Northern Cape	99.0	99.0	99.4	99.3	99.9	98.6	98.8	98.3	98.3	98.6
Free State	99.3	99.2	99.5	98.7	98.2	98.6	99.0	99.4	99.8	99.3
KwaZulu-Natal	98.7	99.0	99.1	99.0	99.2	98.8	99.4	99.3	98.9	99.2
North West	98.0	98.7	98.9	99.2	98.8	98.2	98.5	98.9	99.5	99.2
Gauteng	99.2	99.1	99.0	99.7	99.2	99.7	99.6	99.6	99.1	98.7
Mpumalanga	99.4	99.4	99.4	99.4	99.2	99.7	99.1	99.5	99.6	99.3
Limpopo	99.2	99.4	99.5	99.5	99.5	99.5	99.7	99.9	99.4	98.6
Population group										
African/Black	99.0	99.0	99.2	99.3	99.2	99.1	99.3	99.3	99.2	99.1
Coloured	99.3	99.0	99.1	98.5	99.5	99.2	99.2	98.6	98.3	97.3
Indian/Asian	99.9	99.3	99.3	99.7	100.0	99.1	100.0	100.0	99.2	96.1
White	99.8	99.0	99.8	99.4	99.8	99.6	99.6	99.7	99.5	97.7
Gender										
Male	99.0	99.0	99.0	99.1	99.1	99.2	99.3	99.3	99.1	98.6
Female	99.1	99.1	99.4	99.4	99.4	99.2	99.4	99.3	99.2	99.1
Total	99.1	99.0	99.2	99.3	99.2	99.2	99.3	99.3	99.2	98.9

Table 19: Percentage of 7 to 15-year-olds attending an educational institution, 2010-2019

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Province										
Western Cape	99.1	98.1	98.2	98.1	98.7	98.6	98.3	98.2	98.4	97.7
Eastern Cape	98.5	98.5	98.4	98.1	98.9	98.6	99.0	98.1	99.0	98.6
Northern Cape	98.1	98.6	98.6	98.9	99.3	98.0	98.4	97.9	97.0	97.7
Free State	99.0	98.8	99.2	98.4	98.1	97.9	98.5	99.2	99.7	99.2
KwaZulu-Natal	98.3	98.7	98.8	98.6	99.1	98.7	99.0	99.2	98.8	98.8
North West	97.7	98.6	98.8	98.3	98.1	97.0	97.5	98.1	99.3	98.7
Gauteng	98.9	99.3	99.0	99.5	99.2	99.6	99.1	99.5	98.9	98.4
Mpumalanga	99.1	99.0	99.0	99.2	99.2	99.3	98.7	99.0	99.4	99.2
Limpopo	99.2	99.2	99.2	99.2	99.4	99.4	99.6	99.9	99.4	98.3
Population group										
African/Black	98.6	98.8	98.8	98.9	98.9	98.8	98.9	99.0	99.1	98.8
Coloured	98.5	97.9	97.8	96.9	98.8	98.5	97.8	97.7	97.9	96.8
Indian/Asian	99.8	99.4	99.1	99.7	99.7	99.3	100.0	100.0	99.3	96.2
White	99.6	99.2	99.8	99.0	99.8	99.5	99.3	99.6	99.2	97.7
Gender										
Male	98.6	98.7	98.5	98.6	98.8	98.8	98.8	98.9	98.9	98.3
Female	98.7	98.9	99.1	98.9	99.1	98.8	98.9	99.1	99.1	98.8
Total	98.7	98.8	98.8	98.8	99.0	98.8	98.8	99.0	99.0	98.6

Table 20: Percentage of 14 to 18-year-olds attending an educational institution, 2010-2019

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Province										
Western Cape	83.4	84.9	86.3	85.0	86.2	82.1	82.2	83.6	86.3	88.2
Eastern Cape	87.7	88.4	89.5	88.6	88.1	88.5	88.7	89.2	91.3	90.4
Northern Cape	85.5	85.3	86.2	88.7	84.2	82.8	81.5	83.1	85.8	84.1
Free State	89.2	91.0	91.3	90.8	93.6	91.7	90.1	91.6	94.0	93.5
KwaZulu-Natal	87.2	90.4	90.7	91.5	90.9	89.1	88.5	92.1	91.8	90.9
North West	85.7	90.2	88.2	88.4	85.7	88.7	87.4	86.0	86.8	91.8
Gauteng	89.9	89.5	90.5	90.1	91.6	90.9	89.2	90.5	91.8	91.1
Mpumalanga	90.5	91.3	90.3	89.7	91.7	91.4	91.6	91.6	93.0	90.5
Limpopo	94.9	95.3	95.8	95.8	95.1	95.4	96.1	96.8	94.5	93.7
Population group										
African/Black	89.3	91.1	91.1	91.4	91.2	90.8	89.8	91.3	92.1	91.9
Coloured	80.2	80.6	84.2	81.0	81.8	78.5	81.9	80.3	82.9	81.7
Indian/Asian	86.7	87.4	89.1	83.4	85.2	81.2	83.8	96.1	91.2	85.6
White	93.0	90.3	91.1	91.0	95.1	93.2	92.2	92.0	89.8	91.0
Gender										
Male	89.8	90.6	91.1	91.0	91.1	89.9	89.3	90.8	92.1	91.3
Female	87.7	89.5	89.8	89.6	89.7	89.3	88.9	90.0	90.3	90.6
Total	88.7	90.1	90.5	90.3	90.4	89.6	89.1	90.4	91.2	90.9

Table 21: Percentage of 16 to 18-year-olds attending an educational institution, 2010-2019

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Province										
Western Cape	74.2	76.9	80.4	78.6	80.2	70.6	75.3	77.8	79.5	82.2
Eastern Cape	81.7	82.7	85.1	84.4	82.1	82.7	82.8	85.3	86.1	84.5
Northern Cape	79.4	77.7	80.6	82.7	76.4	74.2	69.1	74.1	82.1	76.3
Free State	83.6	86.4	87.2	86.4	91.1	88.8	85.7	87.1	89.7	89.1
KwaZulu-Natal	80.4	85.1	85.3	87.7	86.0	82.9	83.4	88.1	87.9	85.7
North West	78.5	84.9	81.9	84.5	79.5	86.3	83.9	79.9	79.6	88.5
Gauteng	85.1	82.4	85.7	85.0	87.1	85.4	84.6	85.4	87.6	87.0
Mpumalanga	85.2	86.8	85.4	84.4	86.3	86.5	87.9	88.0	88.9	84.4
Limpopo	92.1	93.1	94.2	94.5	92.9	92.9	94.3	95.0	91.5	91.1
Population group										
African/Black	83.9	86.3	86.8	87.5	86.7	86.1	85.2	87.1	87.9	87.6
Coloured	69.9	69.8	77.2	74.3	72.9	66.6	74.7	73.1	75.7	72.6
Indian/Asian	76.8	80.2	83.2	76.3	76.5	68.6	75.6	93.9	86.8	81.5
White	89.6	85.4	86.3	88.2	92.7	88.8	89.7	88.2	85.4	86.4
Gender										
Male	84.9	85.6	87.2	87.4	86.8	84.7	84.5	86.7	88.1	86.7
Female	81.0	83.8	84.6	84.9	84.5	83.4	84.1	85.4	85.1	85.6
Total	83.0	84.7	85.9	86.1	85.6	84.1	84.3	86.0	86.6	86.2

Table 22: Percentage of 19 to 23-year-olds attending an educational institution, 2010-2019

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Province										
Western Cape	24.4	23.1	22.9	22.4	21.5	18.2	21.0	19.3	19.9	23.6
Eastern Cape	34.7	37.6	37.2	36.2	33.0	35.9	39.0	37.4	38.6	33.5
Northern Cape	22.3	20.4	20.4	20.6	17.1	25.1	27.6	16.6	20.1	20.2
Free State	34.0	38.0	31.4	32.1	33.4	35.1	34.7	33.6	39.7	36.1
KwaZulu-Natal	29.3	32.9	32.0	31.9	30.0	32.7	31.8	29.2	33.3	32.4
North West	22.7	26.2	26.9	30.0	31.8	27.8	26.9	27.0	31.3	30.4
Gauteng	28.0	30.4	34.2	31.0	32.9	33.7	33.4	34.8	31.7	35.0
Mpumalanga	33.2	34.4	33.4	30.6	30.1	32.1	35.3	34.2	30.8	32.7
Limpopo	49.0	46.3	45.9	46.2	43.0	48.6	52.2	45.5	46.3	49.0
Population group										
African/Black	32.8	34.4	34.7	34.0	32.4	34.7	35.4	33.5	34.8	34.5
Coloured	15.2	15.9	17.6	15.5	14.9	14.0	17.4	15.4	14.8	17.0
Indian/Asian	29.8	32.2	27.6	21.7	29.1	38.2	35.9	35.9	24.3	42.6
White	38.7	42.3	40.7	40.1	45.3	36.7	40.5	41.8	37.5	46.6
Gender										
Male	33.8	35.0	34.9	33.4	32.5	34.0	35.6	32.4	33.2	34.7
Female	29.4	31.7	32.1	31.7	30.8	32.3	32.7	32.6	32.9	32.7
Total	31.6	33.4	33.5	32.6	31.7	33.1	34.2	32.5	33.0	33.7

Table 23: Percentage of 16-18-year-olds who have completed Grade 7 or above, 2010-2019

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Province										
Western Cape	97.6	95.1	97.3	97.1	97.0	96.3	96.6	97.1	97.1	97.6
Eastern Cape	82.5	84.9	87.3	88.9	89.5	89.9	87.2	89.4	88.9	91.6
Northern Cape	93.3	90.9	93.4	95.0	94.0	87.8	86.8	89.0	92.4	94.3
Free State	94.2	94.3	94.7	94.2	94.3	95.6	92.8	93.9	92.2	95.3
KwaZulu-Natal	93.1	94.1	91.5	94.0	95.8	94.8	94.8	96.4	95.4	95.5
North West	90.7	93.1	89.4	94.1	91.4	91.8	92.1	90.5	90.3	92.9
Gauteng	95.6	97.4	98.3	97.4	96.8	98.3	97.9	98.2	98.0	96.9
Mpumalanga	91.5	89.9	93.2	93.1	91.8	93.8	93.5	94.4	94.8	95.1
Limpopo	93.3	93.6	95.9	95.6	95.7	95.0	96.4	96.7	96.7	95.5
Population group										
African/Black	91.0	92.0	92.4	93.7	94.0	94.2	93.8	94.7	94.5	95.0
Coloured	97.2	95.6	97.4	95.4	94.4	94.6	94.1	95.2	95.5	94.6
Indian/Asian	97.8	98.1	100.0	96.5	97.8	96.6	98.4	100.0	100.0	100.0
White	98.2	97.0	98.9	99.2	99.8	98.7	100.0	100.0	98.9	100.0
Gender										
Male	90.0	90.3	91.5	92.0	92.6	92.2	92.2	93.4	94.0	93.7
Female	94.5	95.2	95.3	96.4	96.3	96.9	96.3	97.0	95.8	96.8
Total	92.2	92.8	93.4	94.2	94.5	94.6	94.3	95.2	94.9	95.3

Table 24: Percentage of 19-21-year-olds who have completed Grade 9 or above, 2010-2019

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Province										
Western Cape	88.0	88.9	85.1	84.7	88.2	85.9	88.1	89.8	91.9	89.2
Eastern Cape	74.6	76.5	75.9	77.3	76.0	77.4	82.1	81.6	82.8	82.3
Northern Cape	79.5	80.7	81.6	79.5	78.7	73.4	82.5	76.6	77.0	84.5
Free State	87.4	87.0	86.5	81.6	86.6	85.6	87.0	87.0	89.4	91.6
KwaZulu-Natal	84.5	85.1	87.8	87.4	89.0	90.0	90.7	92.7	90.6	91.9
North West	80.6	80.2	83.0	80.2	81.0	80.5	83.8	87.0	86.7	86.0
Gauteng	93.5	90.7	93.3	94.5	95.7	92.7	93.5	93.9	95.4	95.5
Mpumalanga	87.1	85.3	83.5	84.5	84.2	85.0	86.7	88.5	88.4	88.2
Limpopo	85.4	82.6	83.4	81.4	78.8	87.8	88.2	90.0	90.6	91.4
Population group										
African/Black	84.3	83.5	84.7	84.7	85.8	86.3	88.0	89.0	89.8	90.5
Coloured	84.7	86.7	84.6	82.1	82.4	82.3	86.8	87.7	89.0	86.2
Indian/Asian	97.8	93.5	94.4	93.4	99.3	100.0	100.0	100.0	96.2	92.4
White	99.9	96.1	97.5	95.7	98.2	95.7	96.4	98.6	96.7	98.9
Gender										
Male	83.5	81.7	83.1	81.8	83.1	83.6	86.6	86.9	87.3	87.9
Female	87.8	88.1	88.5	89.2	89.7	89.8	90.5	92.4	93.2	93.2
Total	85.7	84.8	85.8	85.4	86.5	86.7	88.6	89.6	90.2	90.5

Table 25: Percentage of 22-25-year-olds who have completed Grade 12 or above, 2010-2019

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Province										
Western Cape	49.6	49.5	48.5	47.0	47.5	51.3	53.2	50.9	53.2	59.8
Eastern Cape	32.7	33.2	25.8	28.2	32.4	32.1	34.2	39.1	37.7	37.5
Northern Cape	37.7	38.5	45.2	46.0	42.7	43.1	38.4	48.2	51.4	51.6
Free State	47.4	49.1	48.9	45.3	46.4	48.8	46.9	48.5	60.3	47.3
KwaZulu-Natal	45.8	51.7	52.3	53.2	54.1	50.7	51.4	50.1	55.1	53.8
North West	40.6	35.9	44.2	45.4	45.8	40.7	42.2	44.5	49.3	55.3
Gauteng	58.3	60.6	59.5	61.6	65.0	63.4	62.3	64.0	64.0	65.6
Mpumalanga	43.3	44.0	44.2	41.9	46.5	49.4	46.3	47.6	53.5	53.2
Limpopo	32.7	33.0	38.4	37.9	40.9	37.9	37.7	36.6	42.0	44.8
Population group										
African/Black	41.1	43.2	43.6	44.4	48.5	47.1	47.0	48.8	51.6	51.7
Coloured	48.8	43.9	46.7	45.5	45.9	48.9	49.9	45.8	52.5	56.6
Indian/Asian	80.3	84.6	74.6	81.8	80.6	78.4	87.8	81.3	81.9	90.4
White	85.6	89.1	89.0	86.9	88.0	85.7	83.6	79.2	81.1	89.9
Gender										
Male	43.3	42.9	44.5	44.9	47.4	46.0	46.3	47.4	51.3	50.3
Female	48.0	51.2	50.3	51.0	54.8	53.7	53.4	54.0	56.3	59.3
Total	45.6	47.1	47.4	47.9	51.1	49.9	49.9	50.7	53.8	54.8

Table 26: Percentage of 5-6-year-olds with disabilities attending educational institutions, 2010-2019

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Province										
Western Cape	73.0	83.3	77.0	66.0	74.3	87.0	91.7	80.9	77.6	82.6
Eastern Cape	91.4	90.7	91.0	95.2	93.3	95.3	93.7	92.8	83.5	86.2
Northern Cape	86.3	88.4	72.7	88.6	85.8	78.4	93.3	85.7	75.5	75.2
Free State	88.1	78.3	89.1	80.0	90.7	84.0	94.6	90.3	100.0	89.4
KwaZulu-Natal	79.1	80.1	82.0	85.0	90.3	84.3	79.6	79.7	89.3	89.5
North West	82.5	88.0	92.9	88.7	81.0	86.7	94.0	85.8	85.3	85.7
Gauteng	86.3	78.6	88.9	90.4	81.6	85.4	91.3	93.1	90.6	83.2
Mpumalanga	89.5	87.4	89.9	82.6	81.0	70.1	75.7	67.0	65.6	80.1
Limpopo	96.5	94.6	96.3	94.8	90.7	94.2	93.9	98.3	98.9	97.6
Population group										
African/Black	89.3	87.0	89.1	89.9	88.8	87.5	89.5	87.5	88.8	87.9
Coloured	65.0	81.9	71.8	65.3	62.4	95.0	84.0	70.5	79.6	72.6
Indian/Asian	100.0	100.0	68.2	80.7	79.5	70.8	77.6	100.0	0.0	63.4
White	79.7	80.9	91.7	74.9	75.0	84.1	100.0	95.3	82.2	100.0
Gender										
Male	87.7	85.9	86.0	87.7	85.9	86.4	91.2	88.0	87.4	86.2
Female	87.6	87.3	90.5	88.0	87.4	88.9	87.4	86.0	88.3	87.7
Total	87.6	86.6	88.1	87.8	86.7	87.7	89.3	87.0	87.8	86.9

Table 27: Percentage of 7-15-year-olds with disabilities attending educational institutions, 2010-2019

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Province										
Western Cape	98.6	73.1	87.5	95.6	94.7	85.4	88.8	95.2	100.0	93.5
Eastern Cape	91.1	86.3	88.9	90.1	95.2	91.0	89.7	83.8	85.7	88.9
Northern Cape	92.9	95.8	98.0	90.7	98.8	83.0	89.2	88.8	83.6	92.2
Free State	96.8	95.7	94.8	91.1	89.2	85.2	81.8	91.8	95.5	91.6
KwaZulu-Natal	89.1	93.7	96.1	91.6	95.3	83.5	89.3	81.6	77.2	89.0
North West	95.2	89.0	96.5	97.7	93.9	92.2	92.5	97.2	100.0	98.4
Gauteng	92.7	92.9	87.2	96.8	92.8	96.5	95.4	97.8	89.8	96.3
Mpumalanga	95.7	96.9	95.5	92.1	92.1	98.0	80.8	92.3	97.3	94.0
Limpopo	93.1	95.5	87.7	86.7	93.6	94.6	95.6	99.4	97.7	94.8
Population group										
African/Black	93.0	93.0	92.8	92.4	93.7	91.2	92.1	91.9	91.1	93.6
Coloured	94.8	76.3	86.7	92.6	94.0	84.8	88.8	90.3	92.8	91.1
Indian/Asian	100.0	81.5		86.9	100.0	77.7	100.0	100.0	100.0	100.0
White	98.1	98.5	92.4	96.6	100.0	89.1	82.8	100.0	97.7	100.0
Gender										
Male	94.8	91.6	91.5	90.7	93.2	91.4	89.7	93.4	90.3	93.8
Female	91.2	92.9	93.5	94.6	94.5	90.0	93.4	91.1	93.5	93.3
Total	93.2	92.1	92.4	92.5	93.8	90.7	91.5	92.3	91.8	93.6

Table 28: Percentage of 16-18-year-olds with disabilities attending educational institutions, 2010-2019

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Province										
Western Cape	79.1	100.0	82.4	87.6	66.1	67.6	44.1	72.8	24.1	60.9
Eastern Cape	71.0	83.0	40.2	34.5	16.9	67.7	52.0	64.1	34.8	41.7
Northern Cape	57.8	100.0	73.8	49.2	100.0	72.5	39.2	0.0	53.6	54.8
Free State	65.2	79.4	89.5	88.8	81.9	100.0	72.1	100.0	89.6	100.0
KwaZulu-Natal	58.6	58.0	69.3	74.2	62.2	75.6	76.6	75.5	72.0	30.0
North West	77.2	46.2	50.4	78.0	72.0	15.5	63.4	40.0	60.4	100.0
Gauteng	71.3	90.1	74.4	92.1	90.0	78.1	90.1	63.8	100.0	89.6
Mpumalanga	80.7	96.1	85.7	58.5	34.8	46.1	62.2	65.8	100.0	72.0
Limpopo	61.0	83.4	87.5	43.9	18.8	68.3	62.6	61.9	87.4	81.0
Population group										
African/Black	71.3	77.6	62.4	67.1	53.6	67.6	68.8	62.7	75.8	60.2
Coloured	77.2	100.0	76.2	82.6	37.3	100.0	47.3	66.5	30.5	60.0
Indian/Asian	0.0	100.0	100.0	0.0	100.0	100.0	0.0	0.0	0.0	55.5
White	0.0	87.3	80.4	94.1	100.0	71.6	100.0	100.0	100.0	100.0
Gender										
Male	69.1	74.1	71.0	73.6	51.9	80.2	78.2	58.5	73.0	67.8
Female	67.4	85.8	63.1	65.5	58.0	59.7	53.4	71.5	69.8	54.7
Total	68.3	80.7	66.7	70.3	54.4	68.6	66.5	64.3	71.5	61.0

Table 29: Percentage of 7-15-year-olds who are not attending educational institutions, 2010-2019

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Province										
WC	0.9	1.9	1.8	1.9	1.3	1.4	1.7	1.8	1.6	2.3
EC	1.5	1.5	1.6	1.9	1.1	1.4	1.0	1.9	1.0	1.4
NC	1.9	1.4	1.4	1.1	0.7	2.0	1.6	2.1	3.0	2.3
FS	1.0	1.2	0.8	1.6	1.9	2.1	1.5	0.8	0.3	0.8
KZN	1.7	1.3	1.2	1.4	0.9	1.3	1.0	0.8	1.2	1.2
NW	2.3	1.4	1.2	1.7	1.9	3.0	2.5	1.9	0.7	1.3
GP	1.1	0.7	1.0	0.5	0.8	0.4	0.9	0.5	1.1	1.6
MPU	0.9	1.0	1.0	0.8	0.8	0.7	1.3	1.0	0.6	0.8
LP	0.8	0.8	0.8	0.8	0.6	0.6	0.4	0.1	0.6	1.7
Population group										
African	1.4	1.2	1.2	1.1	1.1	1.2	1.1	1.0	0.9	1.2
Coloured	1.5	2.1	2.2	3.1	1.2	1.5	2.2	2.3	2.1	3.2
Indian	0.2	0.6	0.9	0.3	0.3	0.7	0.0	0.0	0.7	3.8
White	0.4	0.8	0.2	1.0	0.2	0.5	0.7	0.4	0.8	2.3
Gender										
Male	1.4	1.3	1.5	1.4	1.2	1.2	1.2	1.1	1.1	1.7
Female	1.3	1.1	0.9	1.1	0.9	1.2	1.1	0.9	0.9	1.2
Total	1.3	1.2	1.2	1.2	1.0	1.2	1.2	1.0	1.0	1.4

Table 30: Percentage of learners not attending the nearest institution, 2010-2019

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

Table 31: Complaints about education service delivery by province, 2010-2019

	Lack of books	Poor quality teaching	Lack of teachers	Facilities in bad conditions	Fees too high	Classes too large	Teachers are often absent	Teachers were involved in a strike
2010	6.2	2.3	2.1	3.9	5.4	4.8	2.6	24.8
2011	6.1	2.9	2.6	4.2	6.0	4.9	2.8	1.8
2012	6.3	2.1	2.8	3.8	3.7	4.4	2.0	0.8
2013	6.5	1.9	2.1	3.6	4.4	4.1	2.0	1.6
2014	3.6	1.8	2.0	2.9	4.1	3.1	1.6	0.9
2015	4.2	1.7	2.7	3.5	4.2	4.2	1.5	1.1
2016	3.5	1.4	2.2	3.1	4.1	3.9	1.4	1.0
2017	4.0	1.5	2.1	2.6	3.4	3.5	1.3	1.0
2018	2.9	1.2	1.5	2.0	3.3	3.2	1.1	0.7
2019	4.8	1.3	1.7	2.6	3.3	4.3	0.8	0.3

Table 32: Percentage of learners who indicated they were absent in the past 5 days, 2010-2019

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

Table 33: Percentage of learners attending school who are orphans, 2010-2019

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Province										
Western Cape	1.5	1.9	1.8	1.6	1.1	1.4	1.7	0.7	0.6	1.6
Eastern Cape	7.8	8.3	8.6	7.2	5.3	5.9	5.6	6.1	4.3	6.1
Northern Cape	4.4	4.0	4.7	5.3	4.2	3.6	3.2	3.0	3.3	4.0
Free State	9.3	9.7	8.3	9.4	7.2	4.4	5.3	4.9	5.6	4.3
KwaZulu-Natal	9.1	9.6	8.7	8.4	6.5	6.3	5.9	5.2	4.5	5.1
North West	5.4	6.2	6.4	5.5	5.0	3.8	3.4	3.4	3.4	4.3
Gauteng	3.6	3.3	3.7	3.0	3.5	3.0	3.3	3.2	3.3	2.1
Mpumalanga	6.6	6.5	5.8	6.4	5.9	5.0	5.1	5.2	4.3	4.0
Limpopo	4.1	4.8	4.0	4.3	3.2	4.2	4.4	3.3	3.2	3.4
Population group										
African/Black	6.9	7.3	6.9	6.6	5.3	5.1	5.0	4.6	4.1	4.3
Coloured	1.6	1.8	1.4	0.7	1.2	1.0	1.3	0.8	0.9	1.6
Indian/Asian	1.0	1.0	1.0	0.1	0.6	1.1	0.4	0.8	0.7	1.1
White	0.1	0.1	0.1	0.3	0.1	0.3	0.0	0.2	0.0	0.4
Gender										
Male	6.2	6.7	6.2	5.9	4.8	4.5	4.3	3.9	3.5	4.1
Female	5.8	6.1	5.8	5.6	4.6	4.5	4.6	4.2	3.8	3.6
Total	6.1	6.4	6.0	5.7	4.7	4.5	4.5	4.1	3.6	3.9

Table 34: Percentage of 5-6-year-olds walking to school for more than 30 minutes a day

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

Table 35: Percentage of 7-15-year-olds walking to school for more than 30 minutes a day

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

Table 36: Percentage of 16-18-year-olds walking to school for more than 30 minutes a day

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

Table 37: Percentage of learners who experienced violence, corporal punishment or verbal abuse, 2010-2019

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

Table 38: Percentage of learners in public schools benefitting from NSNP, 2010-2019

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Province										
Western Cape	69.6	68.0	67.7	70.0	70.3	71.5	72.7	73.3	69.7	73.1
Eastern Cape	77.3	86.3	88.1	90.0	90.6	91.6	92.7	93.4	92.5	89.5
Northern Cape	91.2	93.3	91.4	87.6	89.3	92.9	93.3	92.4	90.4	86.5
Free State	69.6	79.1	82.6	82.1	83.4	86.1	87.4	86.8	87.4	85.4
KwaZulu-Natal	68.5	78.2	81.0	81.9	80.6	83.0	84.7	84.9	86.4	80.6
North West	72.7	83.3	86.9	86.6	89.2	88.4	87.5	87.8	87.6	86.6
Gauteng	61.8	63.1	63.6	66.7	73.2	75.3	77.5	75.6	76.7	72.5
Mpumalanga	78.6	89.6	90.3	90.9	92.0	92.3	93.1	92.8	93.9	90.5
Limpopo	86.9	97.0	96.6	96.7	96.8	96.6	95.6	95.2	94.4	91.3
Population group										
African/Black	77.3	85.6	87.7	88.2	89.3	89.9	90.7	90.1	90.0	86.7
Coloured	69.3	70.2	65.4	71.3	68.3	73.0	75.8	74.8	76.8	71.7
Indian/Asian	15.9	14.6	19.1	18.8	10.6	28.1	20.2	26.1	31.3	27.7
White	14.3	15.1	9.8	9.2	13.7	16.8	20.4	16.6	13.7	16.5
Gender										
Male	73.8	81.0	82.0	83.2	84.0	85.9	86.3	86.3	86.0	82.8
Female	73.1	80.2	81.8	82.5	84.0	84.8	86.2	85.6	85.9	82.6
Total	73.4	80.6	81.9	82.8	84.0	85.4	86.3	86.0	85.9	82.7

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