



GENERAL HOUSEHOLD SURVEY (GHS) 2010: FOCUS ON SCHOOLING



basic education

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ACRONYMS

DBE:	Department of Basic Education
ECCE:	Early Childhood Care and Education
ECD:	Early Childhood Development
GER:	Gross Enrolment Rate
GHS:	General Household Survey
NSNP:	National School Nutrition Programme
OOS:	Out of School
PSNP:	Primary School Nutrition Programme
RSA:	Republic of South Africa
SASA:	South Africa Schools Act
UIS:	UNESCO Institute of Statistics
UNESCO:	United Nations Educational, Scientific, and Cultural Organization
MoE:	Ministry of Education

1. INTRODUCTION

The General Household Survey (GHS) is conducted by Statistics South Africa (Stats SA) in approximately 30 000 Households. It is conducted every year during the month of July and has been undertaken since 2002. The survey is designed to obtain information on the availability of goods and services in South African households. It covers six broad areas, namely: education, health, work and unemployment, transport, housing and access to other services and facilities.

The survey requests information from an adult in each household, in most instances the household head, through a personal structured interview. Household members are interviewed in their home language or their language of choice by trained fieldworkers. The data obtained from the survey is weighted to population size.

The GHS provides one platform, among others, for the Department of Basic Education (DBE) to assess progress made with regards to its goals of access, quality, efficiency and equity. Furthermore, the GHS serves as a useful source of validation as it provides the basis for data confrontation between its data and that of the Department's.

This report focuses on information pertaining to schooling. It focuses on dimensions such as: enrolment, completion, repetition, literacy, tuition fees, access to social grants, orphanhood, problems experienced by learners in schools and learner pregnancy.

Much of the information in this report is disaggregated to provincial level only. The sample size of the GHS does not permit disaggregation to district or municipality level. The report attempts to disaggregate information by population group and gender in instances where the data permits.

The information in the report is useful for programme managers, decision makers, researchers and other government departments. It is hoped that this report will catalyse deeper and more comprehensive analysis of the GHS data among its users.

2. METHODOLOGY

The GHS data was analysed using the web-based software, NESSTAR, which is provided by Stats SA. A comprehensive tabulation plan was prepared prior to the data analysis being undertaken (see Appendix A).

In the main, the report provides information in percentage format rather than in actual numbers. The use of absolute numbers has, as far as possible, been avoided owing to statistical limitations.

Further information about the GHS can be obtained from Stats SA website www.statssa.gov.za

3. ACCESS TO EARLY CHILDHOOD DEVELOPMENT (ECD) PROGRAMMES

Early Childhood Development (ECD) refers to a comprehensive approach to policies and programmes for children from birth to nine years of age with the active participation of their parents and caregivers. Its purpose

is to protect the child's rights to develop his or her full cognitive, emotional, social and physical potential (DOE, 2001).

Government's White Paper 5 on Early Childhood Development (ECD) (DOE, 2001) promotes the implementation of the pre-school Reception Year (Grade R) for five year olds. The earlier target of the policy was that by 2010, all learners that enter Grade 1 should have participated in an accredited Reception Year. However, this policy target has been shifted to 2014.

The GHS asks the household Head to indicate whether any household member who is 0 to 4 years old is attending any of the following kinds of institutions: a day care centre, crèche, ECD Centre, play group, nursery school or pre-primary school. Attendance at these institutions is defined by the GHS as enrolment in an ECD facility or education programme that is at least six months long.

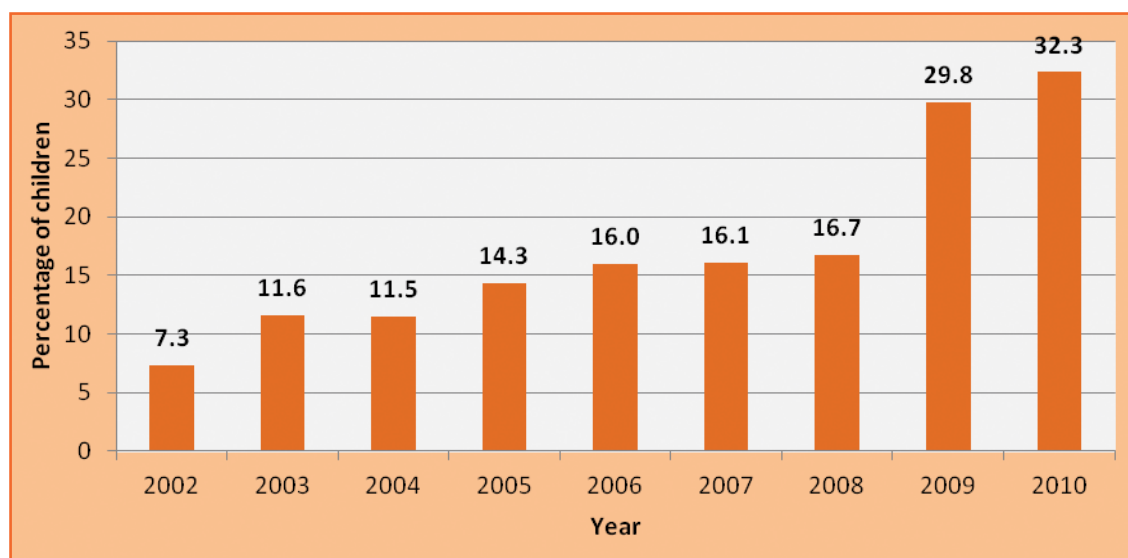
3.1 Children Attending an ECD Facility

Figure 1 shows the percentage of 0 to 4 year old children attending an ECD facility. This indicator is tracked with a view to monitor participation rates in institutionally-based ECD programmes.

As shown in Figure 1 below, in 2010, 32% of children aged 0 to 4 years, attended an ECD facility. This figure reflects a massive increase of 25% since 2002, when attendance was a mere 7%.

The huge jump in the percentage of 0 to 4 year olds attending ECD facilities, especially between 2008 and 2009, can be explained by both greater provisioning in ECD access by government, as well as changes to the design of the GHS questionnaire in 2009. In 2009, the GHS included a separate set of questions directed at children aged 0 to 4 years, and provided a more specific definition for an ECD facility. Between 2002 and 2008, the question on ECD was general and formed part of the question for all ages about attendance of educational institutions. It was left to the discretion of the respondent to decide whether a playgroup or crèche was an educational institution and, in most cases, the respondents probably did not consider that and did not report thereon.

Figure 1: Percentage of 0 to 4 year olds children attending an ECD facility, 2002 – 2010



Source: Statistics South Africa, General Household Survey, 2002-2010, DBE calculations

Table 1 below shows that in 2010, Gauteng province had highest percentage of children aged 0 to 4 years attending an ECD facility, at approximately 43%, followed by Western Cape at 39%. Northern Cape had the lowest percentage of children 0 to 4 year olds attending an ECD facility, at 21%.

The increase in attendance of 0 to 4 year old children attending an ECD facility between 2002 and 2010 across all provinces is evident, as shown in Table 1 below. Notwithstanding the data issues referred to above, this trend reflects growing provisioning of ECD programmes, by both the public and private sectors. It is also a reflection of growing demand by parents for access to ECD facilities and programmes.

Table 1: Percentage of 0 to 4 year old children attending an ECD facility by province, 2002 – 2010

Provinces	2002	2003	2004	2005	2006	2007	2008	2009	2010
Eastern Cape	9.4	14	12.1	17.8	19.0	19.3	20.3	29.5	32.6
Free State	6.5	10.6	10.4	19.6	19.4	20.9	18	36.8	33.4
Gauteng	11.4	18	16.9	20.5	26.9	24.1	25.4	43.5	42.6
KwaZulu-Natal	4.3	7.4	6.8	7.0	7.2	9.8	11.7	23.7	25.1
Limpopo	5.5	9.9	11.5	13.3	17.8	14.5	14.5	27.9	29.6
Mpumalanga	4.8	7.4	12.5	10	12.1	12.7	16.2	28.1	28.5
North West	6.4	10.5	8.4	10.5	7.7	14	8	21.8	26.7
Northern Cape	3.0	5.2	5.3	8.8	7.6	12.5	10.6	19.3	21.1
Western Cape	10.4	14.9	15.1	19.6	16.6	14.2	14.4	27.6	39.4
National	7.3	11.6	11.5	14.3	16.0	16.1	16.7	29.8	32.3

Source: Statistics South Africa, General Household Survey, 2002-2010, DBE calculations

As shown in Table 2 below, there is gender parity with regards to 0 to 4 year old children attending ECD institutions. In broad terms, this trend has generally been fairly consistent since 2002, though favouring female children in the earlier years.

Table 2: Percentage of 0 to 4 year old children attending an ECD facility by gender, 2002 - 2010

	2002	2003	2004	2005	2006	2007	2008	2009	2010
Male	6.8	11.4	11.4	13.7	16.0	16.5	16.6	29.4	32.3
Female	7.7	11.8	11.5	14.9	16.1	15.7	16.7	29.4	32.4
Total	7.3	11.6	11.5	14.3	16.0	16.1	16.7	29.4	32.3
GPI	1.14	1.04	1.01	1.09	1.01	0.95	1.01	1.00	1.00

Source: Statistics South Africa, General Household Survey, 2002-2010, DBE calculations

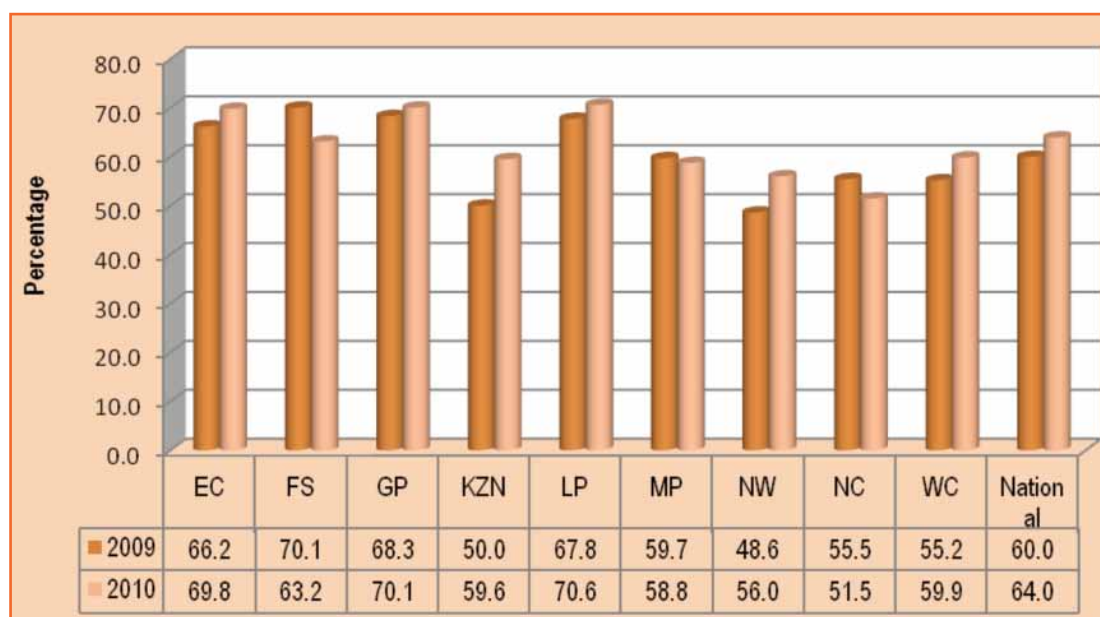
3.2 Attendance at an ECD facility or educational institution¹ by 3 to 5 year old children

An important indicator of pre-school access tracked by the United Nations Educational, Scientific, and Cultural Organization (UNESCO), as part of its monitoring of the goals of *Education for All*, is the percentage of 3-5 year old children who have access to ECD programmes. This indicator's importance is underpinned by research which indicates that access to ECD programmes improves learner retention and performance in subsequent years of schooling.

As Figure 2 below shows, in 2010, about 64% of 3 to 5 year old children attended an ECD facility or an educational institution. This figure reflects an increase of 4% since 2009, when the proportion of 3 to 5 year old children attending ECD facility or educational institution was 60%.

As Figure 2 below shows, in 2010, Limpopo, Eastern Cape and Gauteng provinces had the highest percentage of 3 to 5 year old children attending an ECD facility/educational institution, all at approximately 70%, followed by Free State at 63%. Northern Cape has the smallest percentage of this cohort attending an institution, at approximately 52% in 2010.

Figure 2: Attendance of 3 to 5 year old children in ECD facilities/Educational Institutions



Source: Statistics South Africa, General Household Survey, 2009-2010, DBE calculations

3.3 Grade R Gross Enrolment Rate (GER)

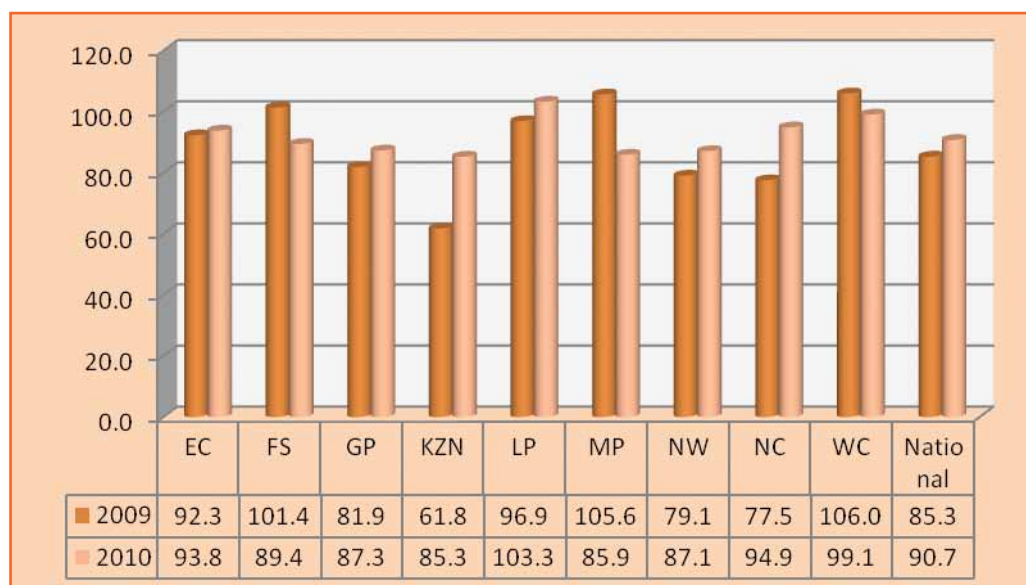
The level of participation of children in Grade R is usually measured by the Grade R Gross Enrolment Rate (GER). It is an indication of a country's capacity to prepare young children for primary education. The GER is the total number of children enrolled in early childhood care and education (ECCE) programmes, regardless of age, expressed as a percentage of the 5 year old population.

¹ According to GHS, educational Institutions include school, technical university, university, home school, pre-school, crèche, day care, distance/correspondence education.

As can be seen in Figure 3 below, in 2010, participation in Grade R stood at approximately **91%**. It means that high proportions of children are participating in Grade R (though not necessarily at the appropriate age). Research has consistently revealed that participation in good quality Grade R programmes will improve the chances of young children doing well in subsequent years of schooling. It is hoped that these high participation rates will translate to improved learning outcomes in later years of schooling.

Grade R participation rates in all provinces stood at over 80% in 2010, with Limpopo having a Grade R participation rate of over 100%. A GER of over 100% means that there are probably many under and over-aged children enrolled in Grade R in the Limpopo province. KwaZulu-Natal had the lowest percentage of children enrolled in Grade R, at 85%.

Figure 3: Grade R Gross Enrolment Rate, 2009-2010



Source: Statistics South Africa, General Household Survey, 2002-2010, DBE calculations

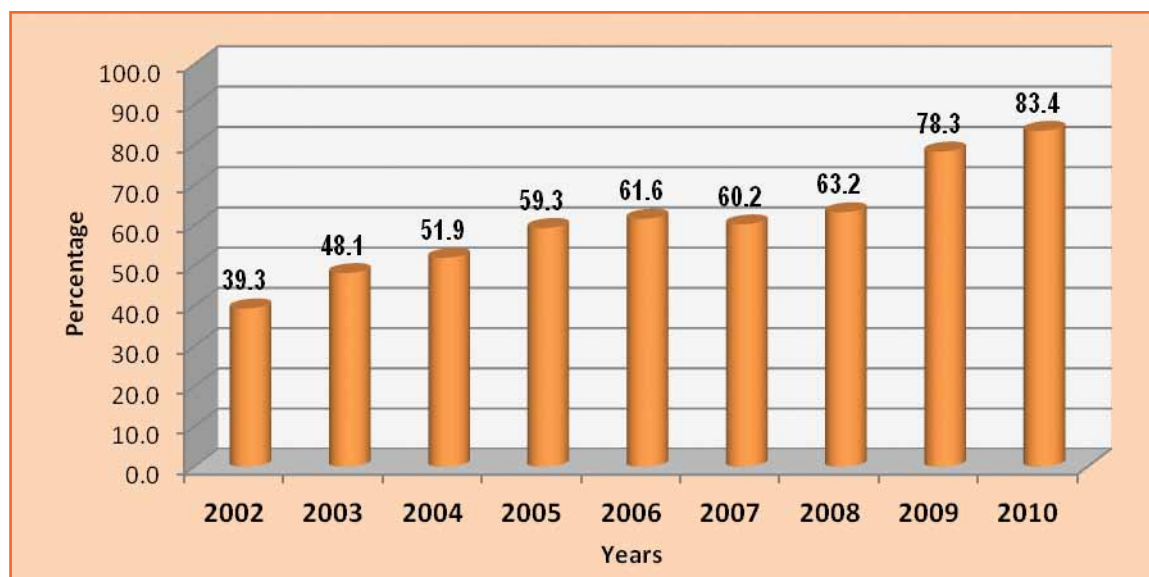
3.4 Participation of 5 year olds in educational institutions

The initial medium-term goal of government was that approximately 85% of all 5 year olds, would be accommodated within primary school-based Reception Year programmes in 2010 (DOE, 2001), and that community-based sites would be provided with an adequate government subsidy up to the level of 135,000 children. The 2010 target was shifted to 2014 by the State President during his 2009 State of the Nation Address.

As shown in Figure 4, in 2010, **83%** of 5 year old children attended an education institution. It is important to note however, that these figures include enrolment of 5 year olds in both schools as well as ECD sites outside of schools. Nonetheless, this figure reflects a massive increase from that of 39% in 2002.

The high increase of learners aged 5 who are attending educational institutions particularly between 2009 and 2010 can be attributed to the following factors: provision of nutrition in public ordinary schools to Grade R learners; increased subsidies to ECD practitioners; cheaper fees paid by parents at public ordinary schools offering Grade R; the automatic acceptance of registered Grade R learners to Grade 1 in public schools; and that the increase in the registration of ECD centres by the Department of Social Development.

Figure 4: Percentage of 5 year olds children attending educational institution, 2002 – 2010



Source: Statistics South Africa, General Household Survey, 2002-2010, DBE calculations

As can be seen from Table 3, there is variation in access to educational institutions by 5 year olds across provinces. In 2010, Limpopo had the highest percentage of children aged 5 attending an educational institution at approximately 96%, followed by Eastern Cape at 92%. Western Cape had the least percentage of 5 year olds attending educational institutions, at approximately 70% in 2010. Further research is required to understand why this is the case in the Western Cape.

Increasing access of 5 year old children to educational institutions is consistent between 2002 and 2010. It is important to highlight that that provinces considered as being “poor”, namely, Limpopo and Eastern Cape, have high proportions of 5 year olds attending educational institutions as compared to “less poor” provinces such as Gauteng and the Western Cape.

Table 3: Percentage of 5 year olds children attending educational institutions by province, 2002 – 2010

Provinces	2002	2003	2004	2005	2006	2007	2008	2009	2010
Eastern Cape	49.6	52.7	60.8	69.0	70.9	69.3	80.3	85.4	92.1
Free State	33.3	54.7	56.3	55.6	59.2	61.3	60.4	86.0	79.1
Gauteng	45.9	59.2	51.3	60.0	60.9	64.3	61.3	73.3	82.5
KwaZulu-Natal	33.4	35	38.7	50.1	54.3	51.5	57.5	70.1	84.8
Limpopo	43.1	55.7	68.4	73.2	76.6	71.8	74.3	92.7	95.9
Mpumalanga	28.9	37.9	60.1	55.5	57	63.6	65.1	83.2	73.1
North West	36.6	42.8	48.2	47.4	50.5	45.7	53.2	66.8	73.8
Northern Cape	21.5	34.2	25.9	55.2	46.7	59.1	50	80.1	78.3
Western Cape	41.2	53.7	49.6	63.3	65.7	52.2	53.5	79.1	69.5
National	39.3	48.1	51.9	59.3	61.6	60.2	63.2	78.3	83.4

Source: Statistics South Africa, General Household Survey, 2002-2010, DBE calculations

In 2010, there was no significant difference by gender in the percentage of 5 year olds attending educational institutions. In 2002, the proportion of 5 year old female children attending an educational institution was less than their male counterparts, but as Table 4 shows below, this situation has changed over subsequent years.

Table 4: Percentage of 5 year olds children attending educational institutions by gender, 2002 – 2010

	2002	2003	2004	2005	2006	2007	2008	2009	2010
Male	39.8	48.5	49.8	58.9	62.6	62.2	60.6	76.5	82.8
Female	38.8	47.7	54.0	59.6	60.5	58.3	65.7	80.2	84.1
Total	39.3	48.1	51.9	59.3	61.6	60.2	63.2	78.3	83.4
GPI	0.97	0.98	1.08	1.01	0.97	0.94	1.08	1.05	1.01

Source: Statistics South Africa, General Household Survey, 2002-2010, DBE calculations

4. PARTICIPATION IN EDUCATIONAL INSTITUTIONS (EXCLUDING ECD FACILITIES)

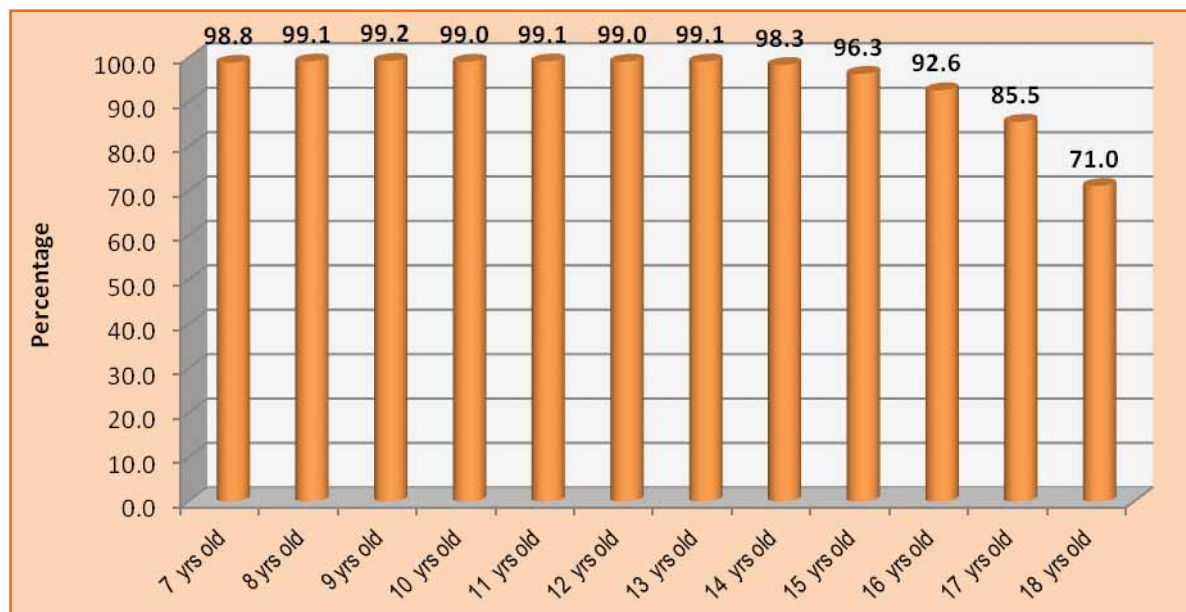
This section deals with the participation of children in the 7 to 18 age band who are attending educational institutions. This age band corresponds to both the compulsory age of schooling, as well as to the Further Education and Training band.

Since 2009, the GHS asks respondents the following question: *Is currently attending any educational institution? E.g. school, technical university, university, home school, pre-school, crèche, day care, distance/ correspondence education.* The respondents were also requested to only mention programmes that were six months and longer.

4.1 Participation in educational institutions by single age

Figure 5 below shows attendance at educational institutions by children aged 7 to 18, by single age. It reveals consistently high levels of attendance at education institutions among children aged 7 to 15, with enrolment dropping from age 16 onwards. Over 90% of children aged 7 to 16, attended an education institution in 2010. The figures were 86% and 71% for children aged 17 and 18 respectively, indicating that up to 30% of 18 year olds did not attend an education institution in 2010.

Figure 5: Percentage of 7 to 18 year old children attending educational institutions (by single age), 2010



Source: Statistics South Africa, General Household Survey, 2010, DBE calculations

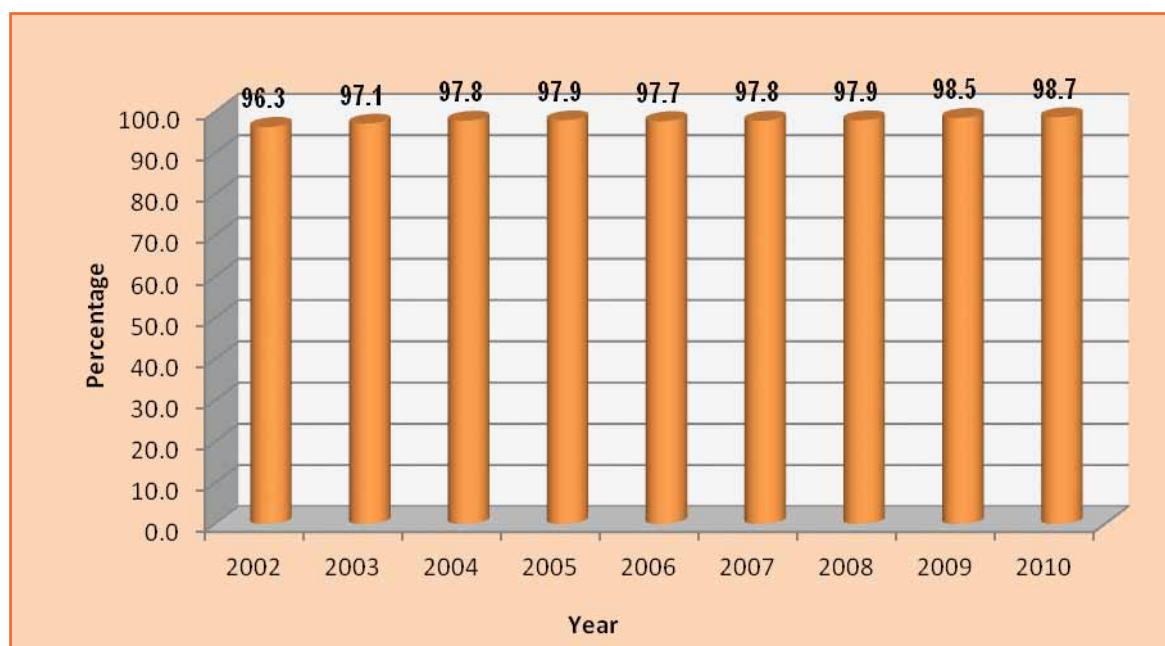
4.2 Participation of 7 to 15 year old children in educational institutions

4.2.1 Children attending educational institutions: 7 to 15 year old

Ages 7 to 15 correspond to the group for which it is compulsory, by the South African Schools Act (RSA, 1996b), for children to be in school (unless they have already completed Grade 9). Even if children in this age group have completed Grade 9, it is important to assess whether they access further education through other kinds of education institutions. This section therefore examines whether children aged 7 to 15 are attending *education institutions* (rather than only schools).

As shown in Figure 6, the participation of 7 to 15 year old children attending educational institutions has increased somewhat since 2002, to reach a high of 99% in 2010. Some children, particularly those aged 14 or 15 may have completed Grade 9, so may not feel compelled to further their education.

Figure 6: Percentage of 7 to 15 year old children attending an educational institution, 2002-2010



Source: Statistics South Africa, General Household Survey, 2002-2010, DBE calculations

As Table 5 shows, all provinces had high proportions of 7 to 15 year olds attending educational institutions between 2002 and 2010. In 2010, all provinces had over 98% of 7 to 15 year olds attending educational institutions.

Table 5: Percentage of 7 to 15 year olds children attending educational institutions by province, 2002-2010

Province	2002	2003	2004	2005	2006	2007	2008	2009	2010
Eastern Cape	95.5	95.9	97.0	97.4	97.3	97.7	97.6	97.8	98.5
Free State	97.5	96.8	97.0	97.5	98.7	98.7	98.2	98.7	98.9
Gauteng	98.1	98.9	98.9	98.5	97.7	97.5	98.3	98.5	98.8
KwaZulu-Natal	94.8	96.4	97	97.7	97.2	97.5	97.9	98.0	98.2
Limpopo	97.4	98.0	98.8	99.0	98.9	98.5	98.2	98.8	99.1
Mpumalanga	97.2	98.1	98.6	97.9	98.1	97.9	98.2	98.3	99.1
North West	95.4	96.7	97.7	96.3	95.9	96.9	97.3	97.6	97.8
Northern Cape	93.6	95.7	96.6	97.5	97.6	97.5	97.5	98.5	98.2
Western Cape	97.3	97.1	98.1	98.2	97.6	98.2	97.0	98.1	99.1
National	96.3	97.1	97.8	97.9	97.7	97.8	97.9	98.5	98.7

Source: Statistics South Africa, General Household Survey, 2002-2010, DBE calculations

Table 6 shows that consistently high proportions of both female and male children attended educational institutions over the 2002 to 2010 period. This means that, despite many gender-related problems prevalent in the education system, gender parity in education enrolment for the 7 to 15 year old age group has been achieved.

Table 6: Percentage of 7 to 15 year old children attending educational institutions by gender, 2002-2010

	2002	2003	2004	2005	2006	2007	2008	2009	2010
Male	96.0	96.7	97.4	97.6	97.4	97.6	97.8	98.3	98.6
Female	96.6	97.6	98.1	97.9	97.8	98.2	98.1	98.6	98.7
Total	96.3	97.2	97.7	97.8	97.6	97.9	97.9	98.5	98.7
GPI	1.01	1.01	1.01	1.00	1.00	1.01	1.00	1.00	1.00

Source: Statistics South Africa, General Household Survey, 2002-2010, DBE calculations

Table 7 shows that over 98% of 7 to 15 year olds of all population groups attended an educational institution in 2010. Attendance at education institutions of this age cohort among African/Black and Coloured children increased since 2002. These figures imply that race has ceased to be a significant barrier for physical access to education institutions among 7 to 15 year old children, though, as research indicates, there are marked differences racial differences in access to *quality* education.

Table 7: Percentage of 7 to 15 year old children attending educational institutions by population group

	2002	2003	2004	2005	2006	2007	2008	2009	2010
African/Black	96.0	96.9	97.5	97.7	97.5	97.9	97.9	98.4	98.6
Coloured	95.9	97.4	98	97.5	97.6	97.5	97.4	98.2	98.5
Indian/Asian	99.5	98.9	99.2	99.5	94.7	98.1	100	99.9	99.8
White	99.6	99.4	99.7	99.5	99.9	99.6	98.3	99.0	99.6

Source: Statistics South Africa, General Household Survey, 2002-2010, DBE calculations

4.2.2 Children who are Out-Of-School: 7 to 15 year olds

Out-of-school children refer to children in the official school age range who are not enrolled in either primary or secondary schools. The purpose of measuring this indicator is to identify the size of the population in the official school age range who should be targeted for policies and efforts in achieving universal access to education (UIS, 2010).

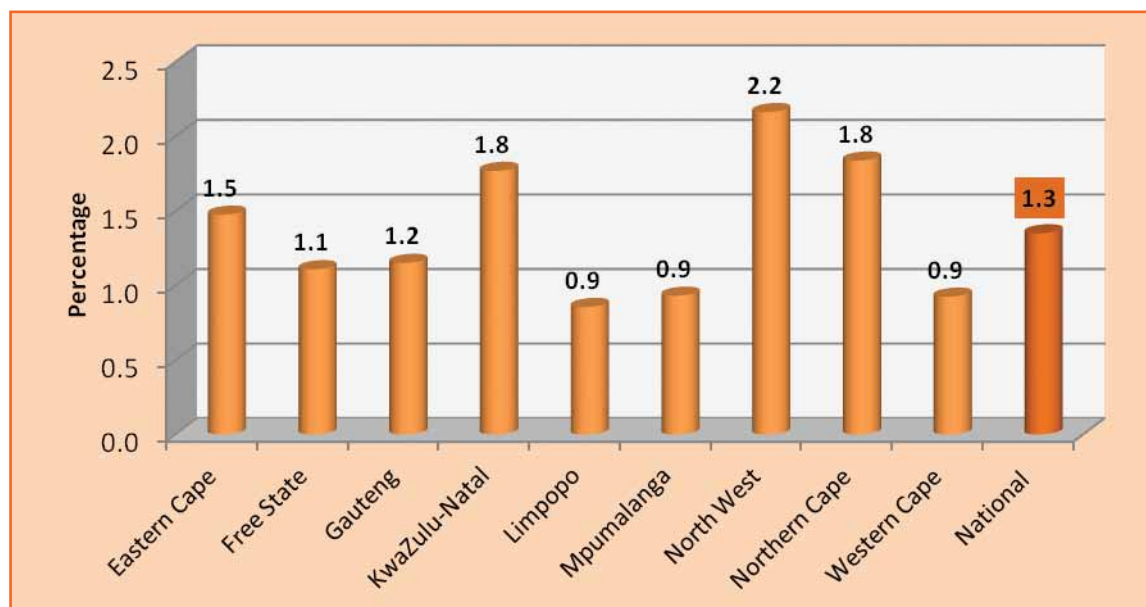
This indicator is measured by subtracting the number of school-age pupils enrolled in either primary or secondary school from the total population of the official school age range.

Figure 8 shows the proportion of 7 to 15 year old children out of school in 2010, by province.

In 2010, nationally, at least 1% of 7 to 15 year old children were out of school. According to GHS weightings, this figure corresponds to a national total of 120 000 children. North West province has the highest proportion of its 7 to 15 year old children out of school, at 2.2%, followed by Northern Cape and KwaZulu-Natal.

Since 2002, the proportion of 7 to 15 year old children not attending an education institution is declining. Table 8 below shows that that the proportion of 7 to 15 year olds out of school decreased from 4% in 2002 to at least 1% in 2010.

Figure 7: Percentage of 7 to 15 year olds children out of school by province, 2010



Source: Statistics South Africa, General Household Survey, 2002-2010, DBE calculations

Table 8 shows relative similarity in the proportions of 7 to 15 year old male and female children who are out of school. In 2010 1.4% of male learners were out of school, while 1.3% of female learners were out of school.

Table 8: Percentage of 7 to 15 year olds children out of school by gender, 2002-2010

	2002	2003	2004	2005	2006	2007	2008	2009	2010
Male	4.0	3.3	2.6	2.4	2.6	2.4	2.2	1.7	1.4
Female	3.4	2.4	1.9	2.1	2.2	1.8	1.9	1.4	1.3
Total	3.7	2.8	2.3	2.2	2.4	2.1	2.1	1.5	1.3

Source: Statistics South Africa, General Household Survey, 2002-2010, DBE calculations

Table 9 shows the proportion of 7 to 15 year old children out of school by population group. Although the figures are not significantly different, it is useful to note that, in 2010 there were more Coloured children of this age group who were out of school at 1.5%, followed by African/Black learners at 1.4%. Indian/Asian and White population groups have the least percentage of children in this age group who are out of school at 0.2% and 0.4% respectively in 2010.

Table 9: Percentage of 7 to 15 year olds children out of school by population group, 2002-2010

	2002	2003	2004	2005	2006	2007	2008	2009	2010
African/Black	4.0	3.1	2.5	2.3	2.5	2.1	2.1	1.6	1.4
Coloured	4.1	2.6	2.0	2.5	2.4	2.6	2.6	1.8	1.5
Indian/Asian	0.5	1.1	0.8	0.5	5.3	0.0	0.0	0.1	0.2
White	0.4	0.6	0.3	0.5	0.1	1.7	1.7	1.0	0.4

Source: Statistics South Africa, General Household Survey, 2002-2009, DBE calculations

4.3 Participation of 16 to 18 year olds in educational institutions

4.3.1 Attending educational institutions: 16 to 18 year olds

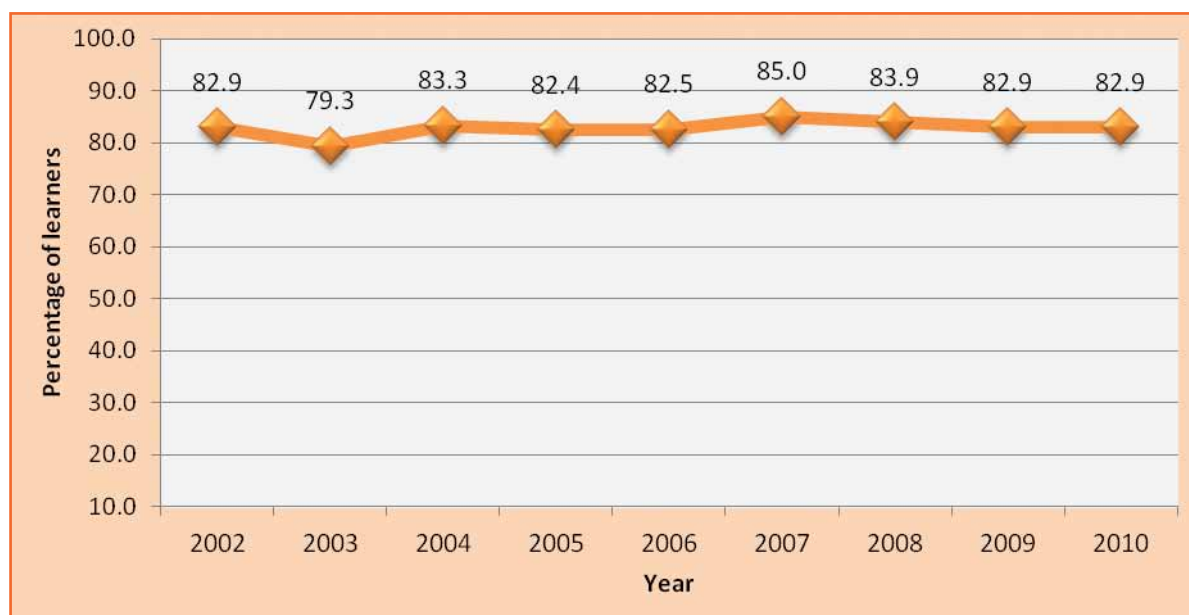
Paragraph 29 of the South African Constitution (RSA, 1996a), commits Government to making Further Education progressively available and accessible through reasonable measures. This level of education corresponds, more or less, to those children who are in the 16 to 18 age band, as suggested in the South African Schools Act (RSA, 1996b). According to the *Admission Policy for Ordinary Public Schools* (RSA, 1998), the statistical age norm per grade is the grade number plus 6. For example:

- Grade 1 + 6 = age 7
- Grade 9 + 6 = age 15
- Grade 12 + 6 = age 18

It is, therefore, important to track whether children in this age band are accessing education. Further Education, as envisioned in the Constitution, is represented on the National Qualifications Framework Act (RSA, 2008), as the Further Education and Training band of the education qualification system and corresponds to Grades 10, 11 and 12 of schooling, as well as equivalent vocational qualifications offered by public and private Further and Education Training colleges.

Figure 8 shows that, in 2010, 83% of children in the 16 to 18 year old age group attended an education institution. It also reveals that the participation of 16 to 18 year olds in educational institutions has hardly changed since 2002.

Figure 8: Percentage of 16 to 18 year olds attending educational institutions, 2002-2010



Source: Statistics South Africa, General Household Survey, 2002-2010, DBE calculations

Table 10 shows that Limpopo had the highest proportion of children aged 16 to 18 attending educational institutions in 2010, at 92%. Eastern Cape, Free State, Gauteng, KwaZulu-Natal and Mpumalanga had attendance rates of between 80% and 85% for the similar age cohort. It remains a concern that Western Cape has the lowest proportion of children in the 16 to 18 old age group attending an educational institution, at approximately 74% in 2010. This figure correlates well with the relatively low attendance of Coloured children in this age cohort at educational institutions (see Tables 11 and 13).

The proportion of 16 to 18 year olds attending educational institutions increased significantly in the Northern Cape between 2002 and 2010, from 71% in 2002, to 80% in 2010. However, slight decreases are evident in provinces such as Gauteng, Eastern Cape, Free State and North West. This could be due to shifts in migration and immigration patterns.

Table 10: Percentage of 16 to 18 year olds attending educational institutions by province, 2002-2010

Province	2002	2003	2004	2005	2006	2007	2008	2009	2010
Eastern Cape	83.0	78.5	78.5	80.9	83.9	85.4	83.0	80.9	81.8
Free State	85.4	86.0	86.6	88.7	83.3	90.7	85.8	83.8	83.9
Gauteng	87.7	86.5	85.6	84.2	80.6	82.2	85.6	87.2	85.1
KwaZulu-Natal	79.3	81.9	82	81.4	83.3	83.7	84.6	80.7	80.5
Limpopo	88.2	89.3	91.5	87.4	89.3	92.1	90.0	91.5	92.0
Mpumalanga	86.2	57.7	88.1	86.7	85.5	93.2	87.1	84.5	85.2
North West	81.2	80.8	84.3	83.9	84.1	81.6	79.1	81.4	79.2
Northern Cape	71.0	67.7	68.8	75.4	71.9	77.8	76.0	73.4	79.6
Western Cape	72.6	73.2	72.6	69.7	66.0	73.7	71.6	73.7	73.6
National	82.9	79.3	83.3	82.4	82.5	85.0	83.9	82.9	82.9

Source: Statistics South Africa, General Household Survey, 2002-2010, DBE calculations

Table 11 reveals significant differences in racial patterns with respect to attendance at educational institutions among 16 to 18 year olds. In 2010, 89% of 16 to 18 year old White children attended an educational institution, followed by 84% African /Black children. Although only 77% of 16 to 18 year old Indian/Asian children attended an education institution in 2010, a high proportion of these (15%) have already completed Grade 12 (see Table 13).

Similarly, of the 11% of the 16 to 18 year old White children not attending an educational institution, about 8% of this age group have already completed Grade 12 (see Table 13). Hence the slight decline in attendance at educational institution among White and Indian/Asian children in this age cohort since 2002, is probably due to more children in this age group having completed Grade 12.

Attendance at educational institutions among 16 to 18 year old Coloured children is the lowest in relation to other population groups, standing at 69% in 2010. Accounting for those children who have already completed Grade 12 will not affect this figure greatly. For instance, of the 31% of Coloured children not attending an education institution, only just over one quarter have completed Grade 12 (see Table 13).

The racial differentials in the participation of 16 to 18 year olds in educational institutions need to be understood in the context of Grade 12 completion by those who are not attending educational institutions (see Table 13). For instance, although participation in education among African/Black 16 to 18 year olds is relatively high, Grade 12 completion rates of those who are not attending educational institutions in this group are low.

Table 11: Percentage of 16 to 18 year olds attending educational institutions by population group, 2002-2010

	2002	2003	2004	2005	2006	2007	2008	2009	2010
African/Black	83.1	84.0	83.7	82.6	84.1	86.3	85.2	84.6	83.9
Coloured	67.5	64.9	66.2	66.5	63.3	70.7	69.4	68.0	69.3
Indian/Asian	80.3	79.3	80.5	88.0	69.1	82.1	80.7	79.7	77.4
White	91.9	90.5	89.1	92.1	88.4	89.7	83.8	86.6	89.3

Source: Statistics South Africa, General Household Survey, 2002-2010, DBE calculations

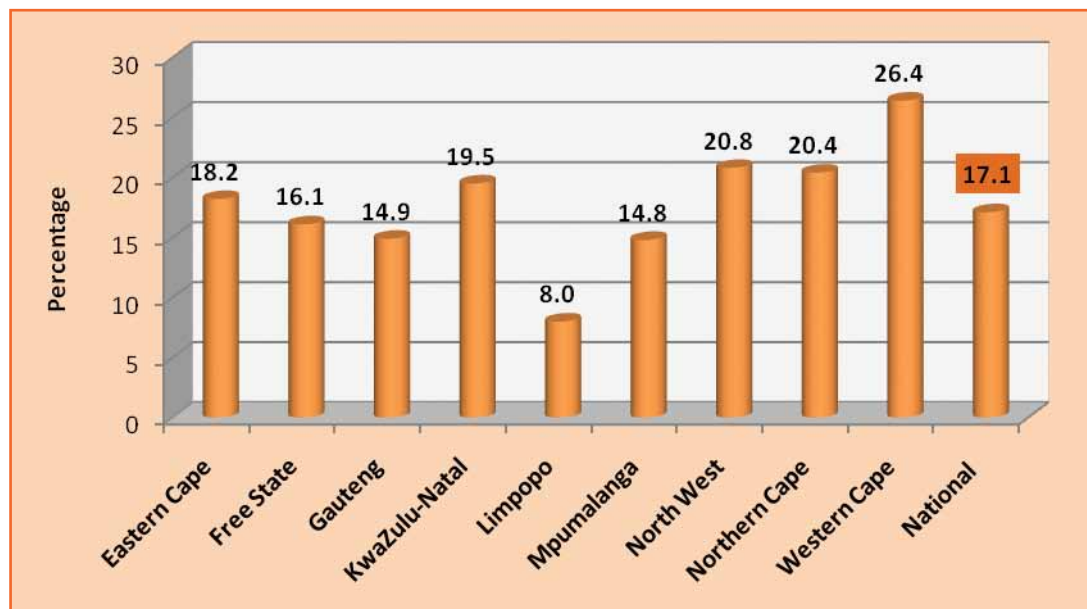
4.3.2 Children not attending an education institution: 16 to 18 year olds

In 2010, **17%** (over half a million) of children in the 16 to 18 year old age group in South Africa were not attending an educational institution. The reasons for these children not doing so are indicated in Figure 10. It is also important to note that some children in the 16 to 18 year old age group who are not attending an educational institution, have already completed Grade 12 (see Table 13). As Table 13 indicates, close to one-third of the 16 to 18 year old children who are not attending an educational institution, have already completed Grade 12.

Western Cape had the highest proportion of children in this age cohort not attending an educational institution, at 26% (close to 270 000), followed by North West and Northern Cape at approximately 21% and 20% respectively. Limpopo had the least proportion of 16 to 18 year olds not attending an educational institution, at 8% in 2010.

When actual numbers are considered however, the Eastern Cape and Gauteng provinces have relatively higher numbers of children in the 16 to 18 year old age group not attending an educational institution, at 92 000 and 76 000, respectively.

Figure 9: Percentage of 16 to 18 year olds not attending educational institutions, 2010



Source: Statistics South Africa, General Household Survey, 2002-2009, DBE calculations

In 2010, almost **19%** of female children aged 16 to 18 years were not attending an educational institution as compared to **15%** of males. There are two possible explanations for this phenomenon: firstly, more females than males in the 16 to 18 year old age group complete Grade 12 (see Figure 36), and secondly, as research has consistently shown, males tend to repeat more than females and therefore stay longer in school.

Table 12: Percentage of 16 to 18 year olds not attending educational institutions by gender, 2002-2010

	2002	2003	2004	2005	2006	2007	2008	2009	2010
Male	14.3	14.6	14.1	14.8	15.7	13.4	15.5	15.9	15.2
Female	20.9	19.8	20.5	20.9	19.5	16.3	16.9	17.5	19.0
Total	17.6	17.2	17.3	17.8	17.5	14.8	16.2	16.7	17.1

Source: Statistics South Africa, General Household Survey, 2002-2009, DBE calculations

4.3.3 Not attending education institutions but have completed Grade 12: 16 to 18 year olds

As explained in the section above, one possible reason for the relatively higher proportion of 16 to 18 year old children Indian/Asian children not attending an education institution is that 15% of this group have already completed Grade 12. Table 13 suggests that children from the Indian/Asian population groups in this age cohort tend to complete Grade 12 at an earlier age, as compared to those in the other population groups.

As Table 13 shows, a similar situation applies to the other population groups, though to a lesser degree. In 2010, approximately 9% of 16 to 18 year old children from the Coloured population group, 8% of White and 5% of African/Black 16 to 18 year old children not attending educational institutions, had completed Grade 12 in 2010.

Table 13: 16 to 18 year olds not attending education institutions and completed Grade 12 by population group, 2002-2010

	2010						
	Total population of 16 to 18 year olds	Number not attending educational institutions	Number completed Grade 12	number of 16 to 18 years old who are not attending educational institutions and have not completed Grade 12	% of 16 to 18 not attending educational institutions	% of 16 to 18 years old not attending educational institutions less those who completed Grade 12	% of 16 to 18 years old not attending but have completed Grade 12
	a	b	c	D	b/a*100	d/a*100	c/a*100
African/Black	2 684 054	432 641	130 992	301 649	16.1	11.2	4.9
Coloured	252 172	77 526	21 338	56 188	30.7	22.3	8.5
Indian/Asian	66 810	15 125	10 188	4 937	22.6	7.4	15.2
White	197 897	21 083	15 233	5 850	10.7	3.0	7.7
Total	3 200 933	546 375	177 751	368 624	17.1	11.5	5.6

Source: Statistics South Africa, General Household Survey, 2010, DBE calculations

5. REASONS FOR NON- ATTENDANCE AT EDUCATIONAL INSTITUTIONS

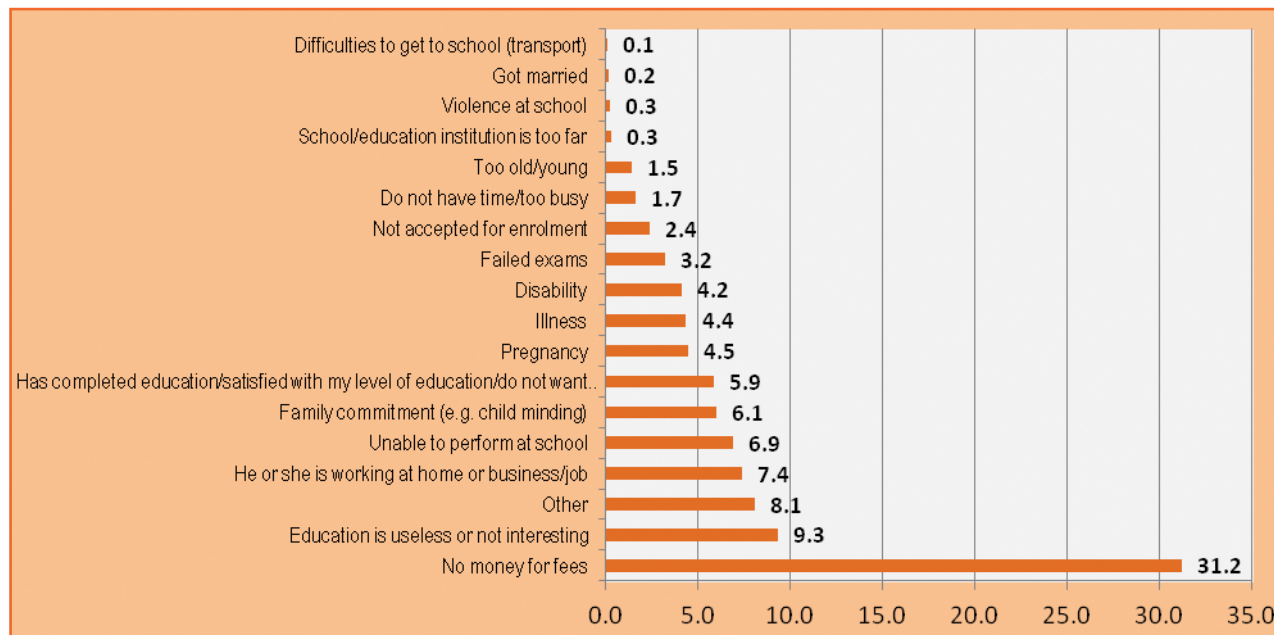
In 2010 , “no money for fees” was the main reason for children aged 7 to 18 not attending an educational institution. This is so, despite most poor children having access to no-fee schools. One explanation for children still having a problem of access to educational institutions owing to “no money for fees”, is that many of these children could already completed Grade 12 (see Table 13 above), and do not have money to pay for fees at further or higher education institutions.

Figure 10 shows additional reasons for not attending an educational institution. These include: “education is useless or not interesting” (9%), working at home or business (7%), unable to perform at school (7%), family commitment (6%) and completed education (6%).

Other reasons for not attending an educational institution include “pregnancy, illness, failed exam, too old/ young, not accepted for enrolment, too busy, school is far, disability, school violence, and lack of transport”.

The relatively high proportion of 7 to 18 year old children indicating that they are not attending an educational institution because they find education “useless or not interesting” suggests the need to explore more deeply what needs to be done to make education more relevant and more inspiring.² Assistance in subject choice and improved pedagogy which is more responsive to the context of the learner are two possible dimensions that can be strengthened.

Figure 10: Reasons for non attendance, 2010



Source: Statistics South Africa, General Household Survey, 2002-2010, DBE calculations

Table 14 shows the trend in selected reasons for not attending school, from 2002 to 2010. Although “No money for fees” has remained the dominant reason for 7 to 18 year old children not attending an educational institution

² It is important to bear in mind that responses to the GHS questionnaire are provided by the “household head” and that these responses may not reflect accurately the thinking of children in this age group.

over the 2002 to 2010 period, the proportion of responses providing this reason has declined significantly since 2002, reflecting to some extent the effects of the no-fee school policy.

Table 14: Selected reasons for 7 to 18 year olds not attending educational institutions, 2002-2010

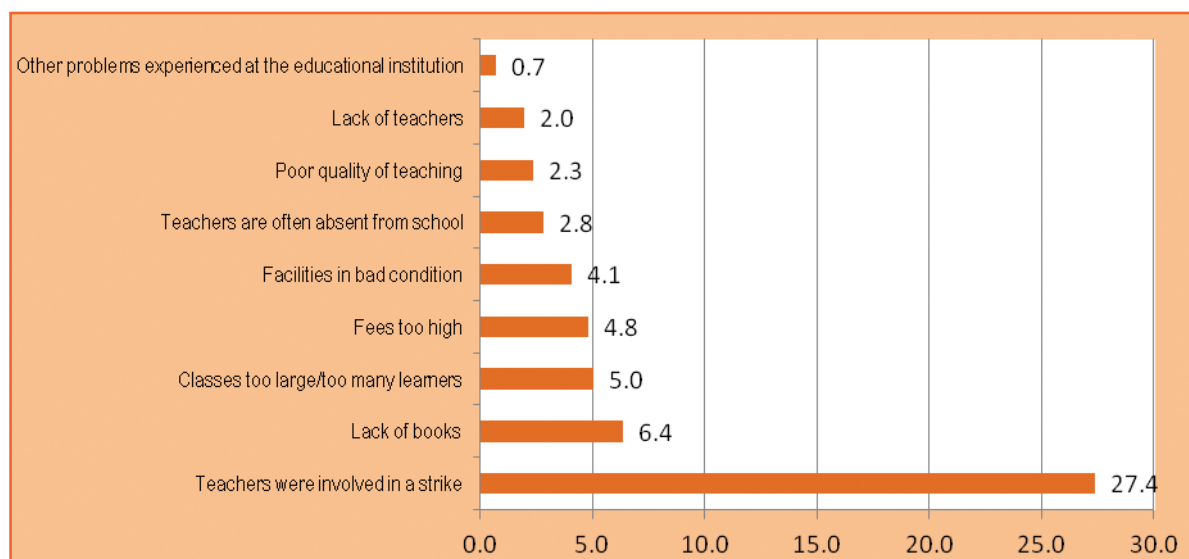
	No money for fees	Education is useless or uninteresting	Illness	Pregnancy	Family commitment (child minding, etc.)	He/she is working (at home or job)	School/education institution is too far away	Failed exams
2002	38.8	12.8	8.2	5.2	5.2	5.0	3.4	2.2
2003	39.5	9.4	8.3	5.1	4.9	4.4	4.0	4.1
2004	35.1	11.8	12.1	8.3	4.8	4.6	2.0	5.9
2005	34.4	12.8	9.2	6.2	7.7	6.2	1.8	6.8
2006	35.2	14.2	9.3	6.6	5.7	6.6	1.7	5.8
2007	32.2	15.1	10.0	5.9	7.1	7.5	1.8	4.4
2008	26.0	12.2	12.3	6.4	4.8	8.0	2.0	7.2
2009	27.9	14.8	5.4	6.1	4.9	5.8	0.2	4.1
2010	31.2	9.3	4.4	4.5	6.1	7.4	0.3	3.2

Source: Statistics South Africa, General Household Survey, 2002-2010, DBE calculations

6. PROBLEMS EXPERIENCED AT SCHOOLS

The General Household Survey asks respondents “***During the past 6 months, what problems, if any, did experience at the educational institution he/she attended?***” The respondents were given options to choose from. In 2010, “teachers were involved in a strike” was reported as being the biggest problem experienced at school. This response is not surprising, given the public service strike that took place in 2010. Other problems cited include, *lack of books (6%), classes too large/too many learners (5%), fees too high (5%), facilities in bad condition (4%), teacher absenteeism (3%), poor quality teaching (2%) and lack of teachers (2%)*.

Figure 11: Problems experienced at schools: 2010



Source: Statistics South Africa, General Household Survey, 2010, DBE calculations

Table 15 shows the trend in problems reportedly experienced by learners at schools from 2002 to 2010. Overall there has been a decrease in the percentage of learners who experienced problems at schools per selected problem between 2002 and 2010.

Although “*lack of books*” remains the dominant problem experienced in schools as reported by respondents, the extent to which this issue remains a problem has declined considerably since 2002. While 21% of respondents indicated “*lack of books*” as a problem in 2002, 6% reported this as a problem in 2010. It seems that attempts by the national DBE and Provincial Departments Of Education to ensure that all children have access to stationery and textbooks are having positive effects. The second problem cited by respondents is “*fees too high*”. However, the proportion of respondents citing this as a problem has decreased from approximately 18% in 2002 to 5% in 2010, suggesting that the new-fee school policy is having positive effects on households.

Other problems reportedly experienced at schools include *facilities in bad condition*, decreased from approximately 11% in 2002 to 5% in 2010; *classes too large*, decreased from approximately 7 % in 2002 to 5% in 2010; *lack of teachers* increased from 5% in 2002 to approximately 9% in 2010 and *poor teaching* remain around 4% between 2002 and 2010. The increase in the proportion of learners reporting *lack of teachers* indicates the need for this problem to be investigated more deeply. The Department of Basic Education has recently undertaken a survey to investigate teaching staff vacancy rates in schools and will use these findings to determine intervention strategies.

Table 15: Trends in problems reported to be experienced at schools, 2002-2010

Year	Lack of books	Fees too high	Facilities in bad condition	Classes too large	Lack of teachers	Poor teaching
2002	20.5	17.8	10.5	6.6	5.1	4.4
2003	18.3	16.7	9.9	6.6	4.2	3.7
2004	14.2	14.4	8.3	7.0	4.0	2.8
2005	15.2	13.6	7.5	6.5	4.5	3.7
2006	13.2	11.8	8.0	7.4	4.0	3.4
2007	10.1	7.0	5.4	4.9	8.5	6.0
2008	9.8	7.7	5.3	4.8	3.8	3.5
2009	5.8	4.4	3.6	3.3	2.4	2.1
2010	6.4	4.8	4.1	5.0	2.0	2.3

Source: Statistics South Africa, General Household Survey, 2002-2010, DBE calculations

7. TRANSPORT AND TIME TAKEN TO GO TO SCHOOL

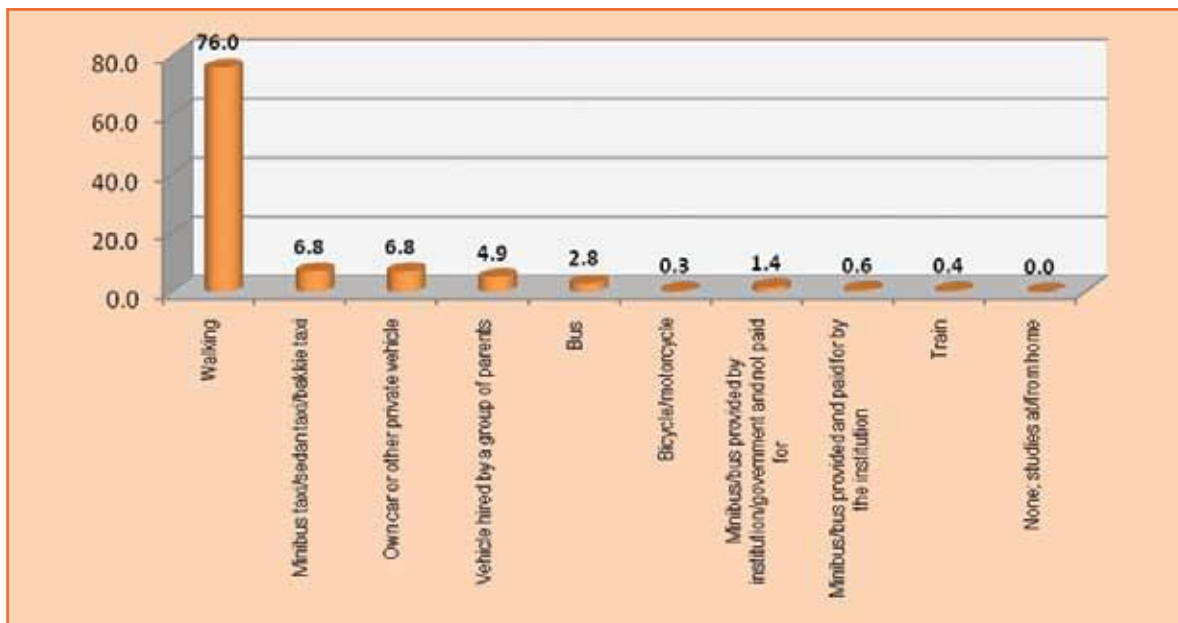
The draft *Minimum Uniform Norms and Standards for School Infrastructure* (DOE, 2008) stipulates norms and standards for the building of schools. At full implementation of the norms, every school will be required to have a catchment area to the radius of up to 3 kms. A total walking distance to and from school will be up to 6 kms. According to the norms, learners who fall beyond the set catchment area will be provided with either transport or hostel accommodation on a progressive phased and pro-poor sequence. The GHS indicates that of the 11 million who walk to school, over 300 000 (3%) walk for more than an hour to school.

7.1 Means of transport for learners attending schools

In 2010, **76%** of learners attending schools walked to their schools, followed about by 7% indicating that they used a minibus taxi. Other modes of transport used by learners include private vehicles, bus, bicycle/motorbikes and trains.

1.4 % (198 000) of learners indicated that they travel to school via transport provided by the government. Meanwhile approximately 1% (85 000) of learners travel to schools by minibus/bus provided and paid for by the institution.

Figure 12: Means of transport for learners attending schools, 2010

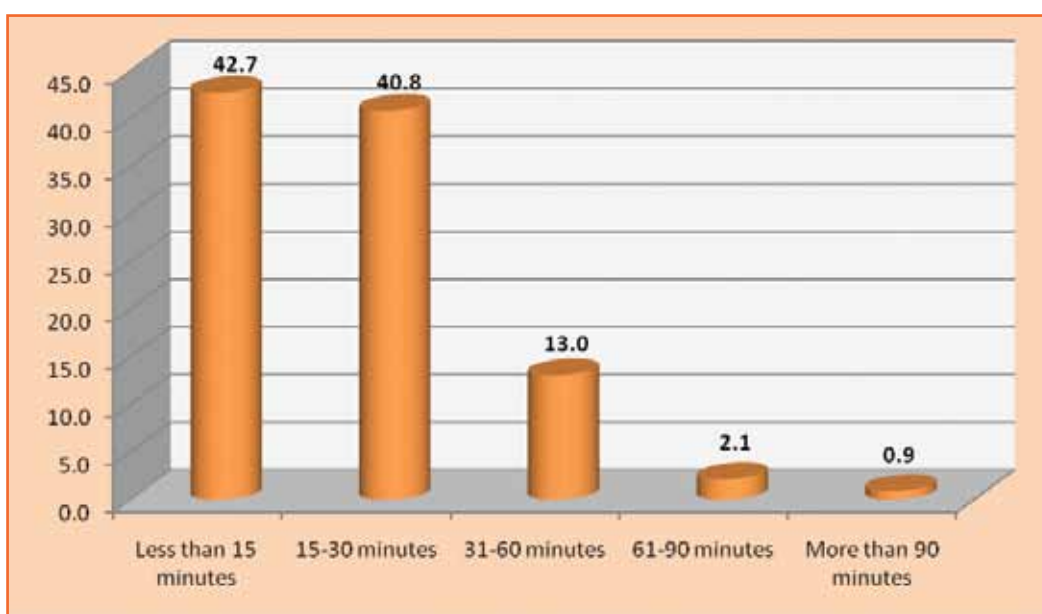


Source: Statistics South Africa, General Household Survey, 2010, DBE calculations

7.2 Time taken to walk to school

As shown in Figure 13, of all learners who walk to school in 2010, approximately 43% of learners took less than 15 minutes to the school, approximately 41% took between 15 to 30 minutes to walk to school while about 13% took more than 31 to 60 minutes to walk to school. Meanwhile 3% of learners took more than an hour to walk to school.

Figure 13: Time taken to walk to school, 2010

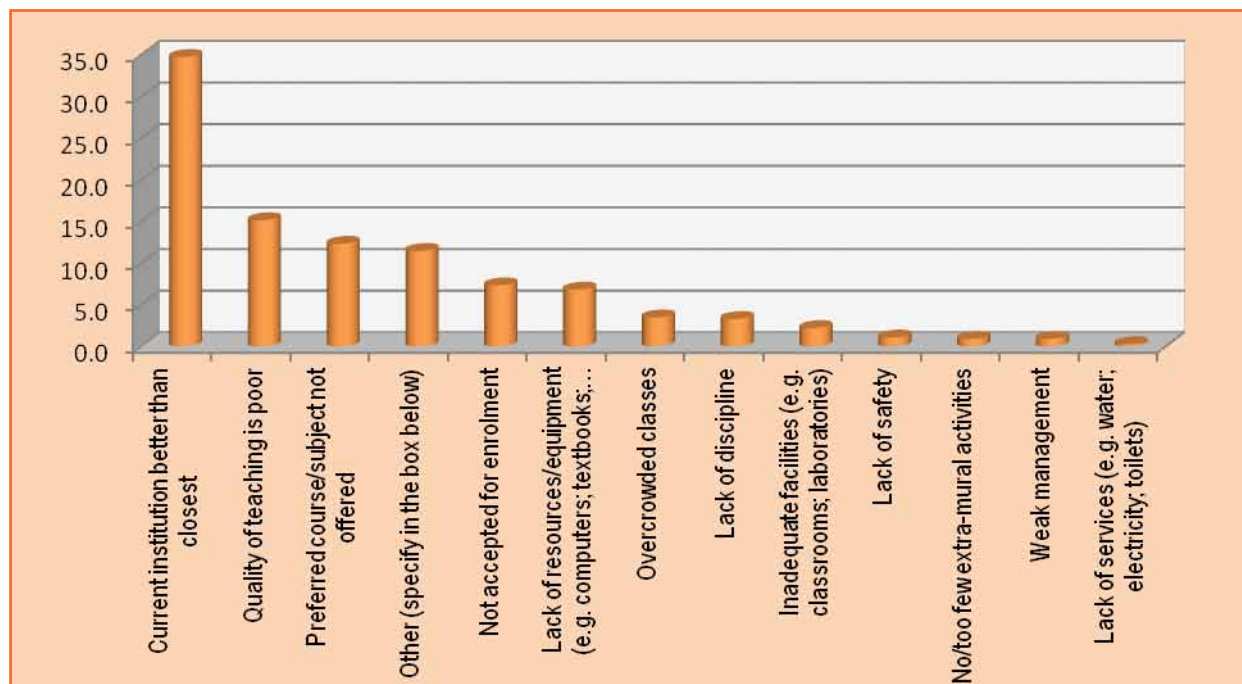


Source: Statistics South Africa, General Household Survey, 2010, DBE calculations

7.2 Attendance at nearest school

In 2010, **13%** of learners indicated that they were not attending a school nearest to where they were staying. The reasons for them not attending the nearest school include: inadequate facilities (e.g. classrooms; laboratories), lack of resources/equipment (e.g. computers; textbooks; laboratory equipment; sport equipment), lack of services (e.g. water; electricity; toilets), poor quality of teaching, overcrowded classes, lack of safety, weak management, lack of discipline, no/too few extra-mural activities, not accepted for enrolment, preferred course/subject not offered and current institution better than closest. Figure 14 below summarises these reasons.

Figure 14: Reasons for not attending the nearest school 2010



Source: Statistics South Africa, General Household Survey, 2010, DBE calculations

8. LEARNER PREGNANCY

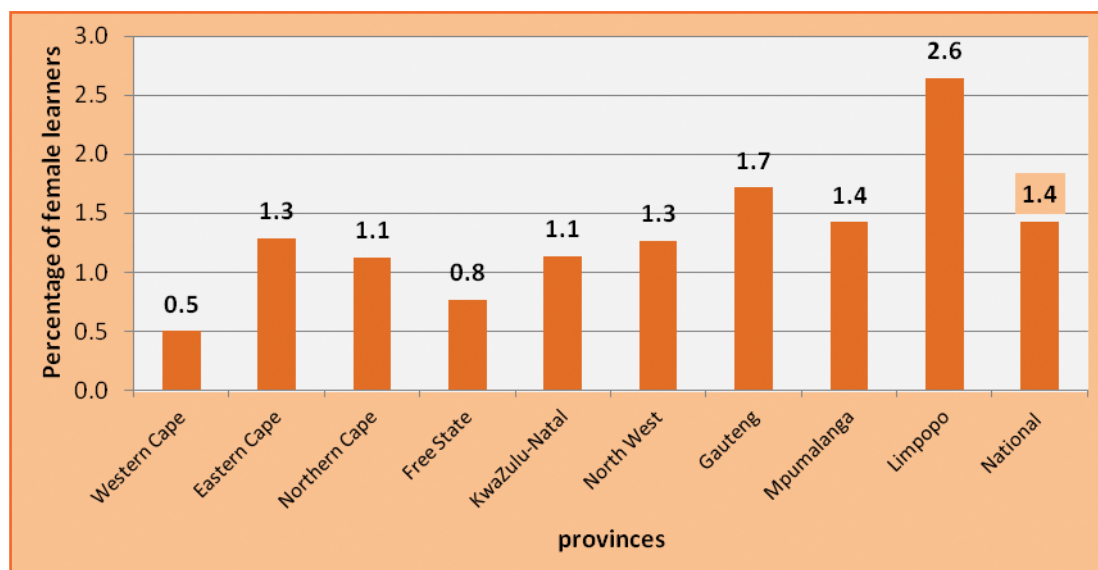
In 2007, the then Department of Education introduced a policy on learner pregnancy, *Measures for the Prevention and Management of Learner Pregnancy in Schools* (DoE, 2007). This policy became necessary owing to public concerns about high levels of pregnancy among school learners. The policy provides a framework for educating and assisting learners to understand and exercise their rights and responsibilities with regards to healthy life-styles, guiding and supporting vulnerable learners and involving all relevant role-players (DOE, 2007).

The GHS asks the respondent: ***Has any female household member been pregnant during the past 12 months?***

As shown in Figure 15, in 2009/10, at least 1% of female learners attending schools fell pregnant. In the provinces, Limpopo has the high proportion of learners, approximately 3%, who fell pregnant in 2009/10,

followed by KwaZulu-Natal, which had approximately 2% of learners who fell pregnant in 2009/10. Western Cape had the lowest percentage of female learners who fell pregnant in 2009/10, at 0.5%.

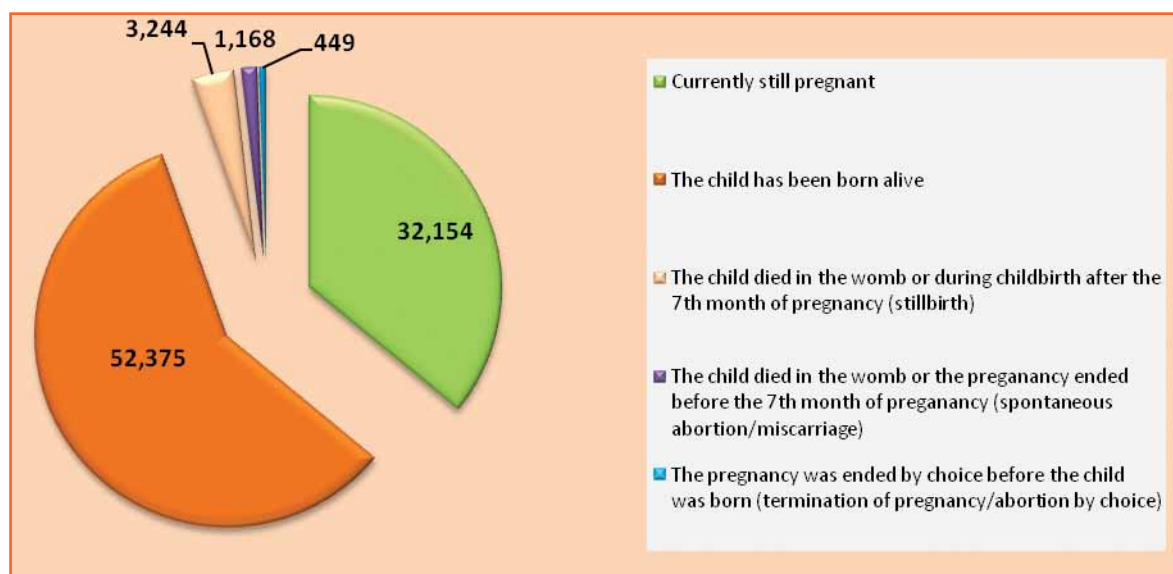
Figure 15: Percentage of female learners that fall pregnancy by province, 2010



Source: Statistics South Africa, General Household Survey, 2010, DBE calculations

Although the use of actual numbers in the GHS is not encouraged, Figure 16 indicates that over 32 000 of learners attending schools were pregnant in 2009/10, and that over 52 000 learners had given birth. 3 244 learners who had been pregnant lost their child during childbirth or during the pregnancy, 1 168 had miscarriages and 449 terminated the pregnancy.

Figure 16: number of learners by status of pregnancy, 2009/10



Source: Statistics South Africa, General Household Survey, 2009-2010, DBE calculations

9. PERCENTAGE OF REPEATERS

The *Admission Policy for Ordinary Public Schools (1998)* makes provision for a learner to repeat a grade only once per school phase (D0E, 1998). The policy thus allows learners to complete a 12 year schooling cycle in 16 years. The policy supports progression with age cohorts and recognises that repetition rarely results in better learning attainment and often has the opposite result. The policy does not allow for automatic promotion and states that the learner's needs must be attended through the efforts of the learner and the teacher, with support from the learner's family and peers.

Percentage of repeaters is defined as the total number of pupils who are enrolled in the same grade as in a previous year, expressed as a percentage of the total enrolment to the specified grade.

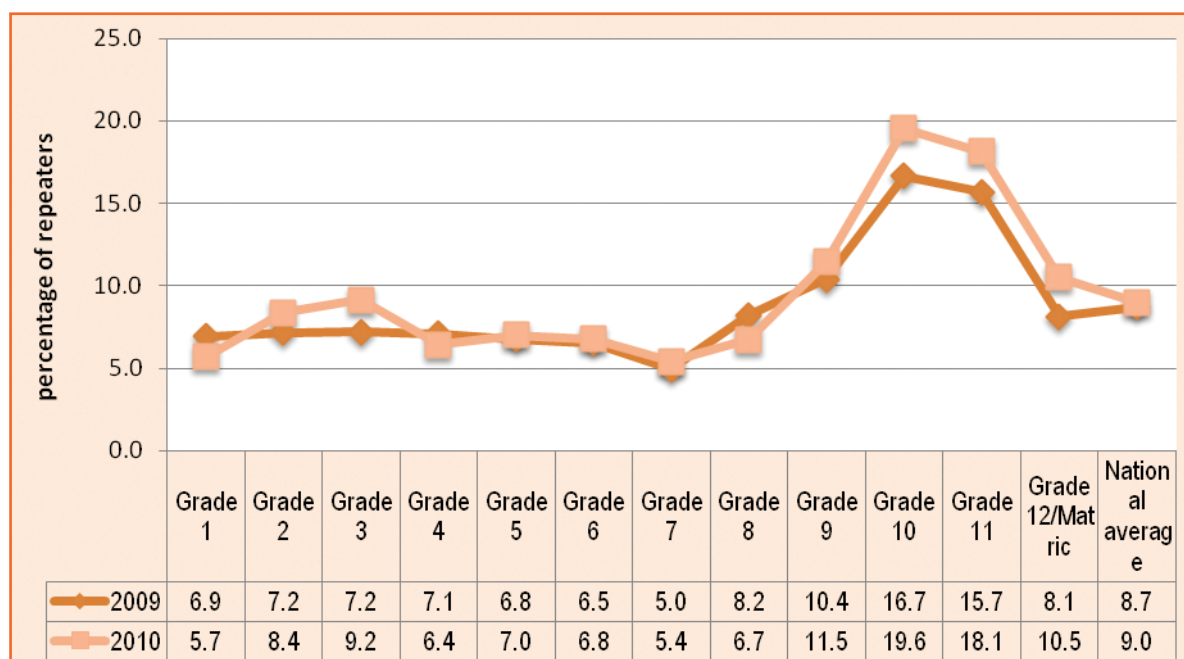
The purpose is to measure the extent and patterns of repetition by grade, as part of the internal efficiency of education system. It is calculated by dividing the number of pupils repeating a given grade in a given school-year by the number of pupils enrolled in the same grade in the same school-year and multiply by 100.

In 2010, **9%** of learners attending a school indicated that they were repeating the grade in which they were currently. Figure 17 shows that grade repetition is highest in Grades 9, 10 and 11, at 12%, 20% and 18% respectively.

Figure 17: Percentage of repeaters

This shows that repetition increased between 2009 and 2010, particularly in Grades 10, 11 and 12.

Figure 17: Percentage of repeaters, 2009-2010



Source: Statistics South Africa, *General Household Survey, 2009-2010*, DBE calculations

10. ABSENTEEISM

Learner absenteeism from school reduces the opportunity to learn, thereby diminishing chances of achieving expected learning outcomes.

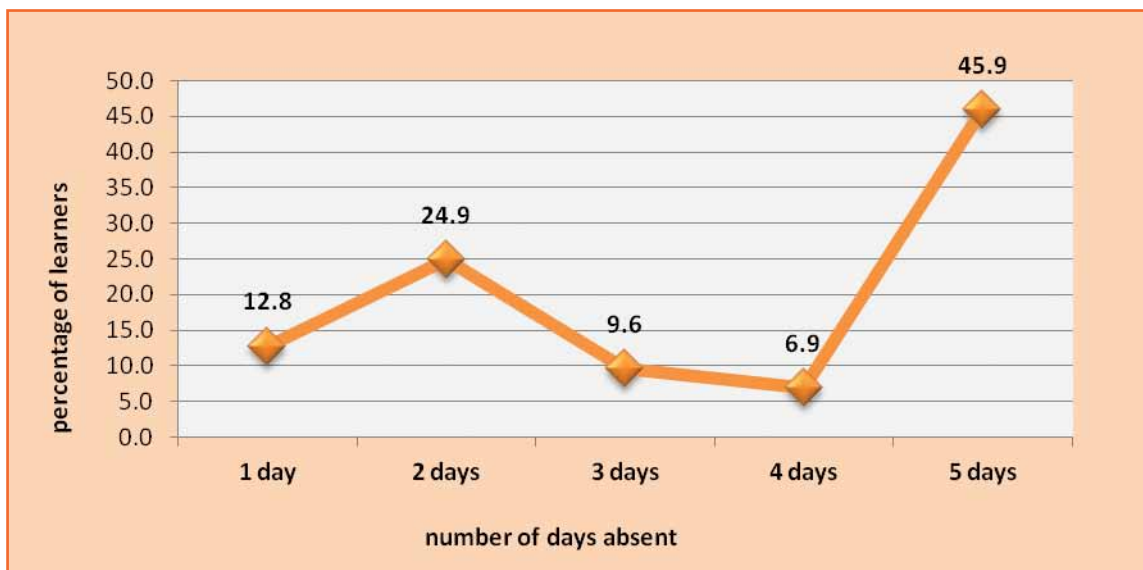
The GHS asks; Has been absent from school during the past school calendar week (Monday to Friday)?

In 2010, **25%** of learners were reportedly absent from school in the week before the survey was conducted. This figure, however, needs to be read in the context of the public service strike that had been going on during this period.

Of all learners who indicated that they were absent from school, approximately 46% of learners indicated that they were absent from school for more than 5 days. This figure corresponds to the period of public service strike that took place in July 2010.

Furthermore, approximately 13% of learners were absent from school for 1 day, 25% were absent for 2 days, 10% were absent for 3 days and 7% were absent for 4 days.

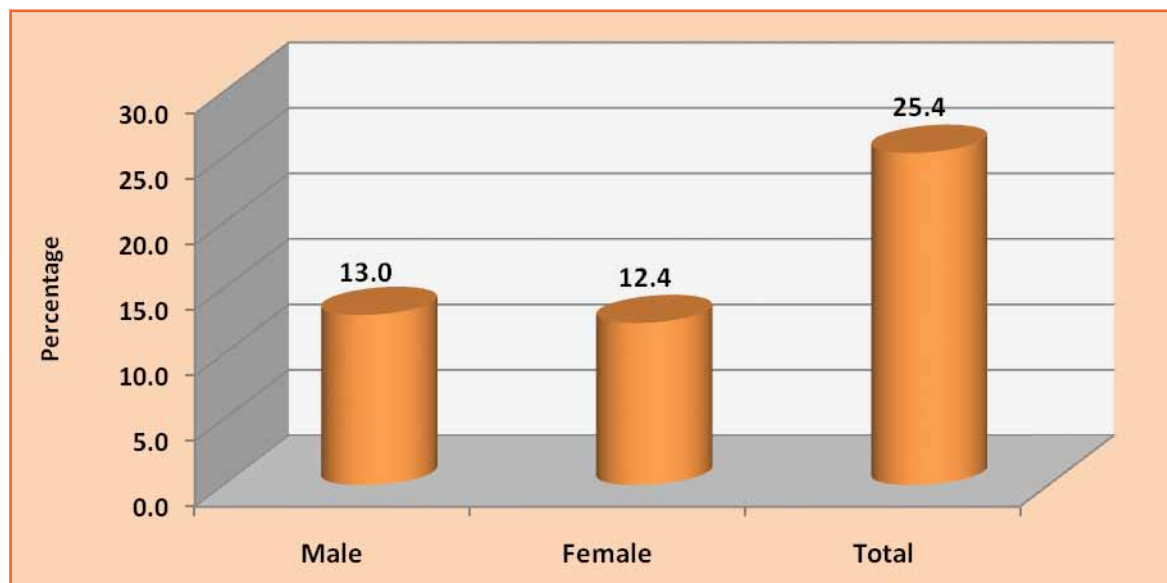
Figure 18: Percentage of learners absent from schools, 2010



Source: Statistics South Africa, General Household Survey, 2010, DBE calculations

Figure 19 shows that in 2010, the levels of absenteeism among both male and female learners were of a similar scale. 13% of male learners were absent from school, while 12% of female learners were also absent from school in the week before the survey.

Figure 19: percentage of learners absent from schools by gender: 2010



Source: Statistics South Africa, General Household Survey, 2010, DBE calculations

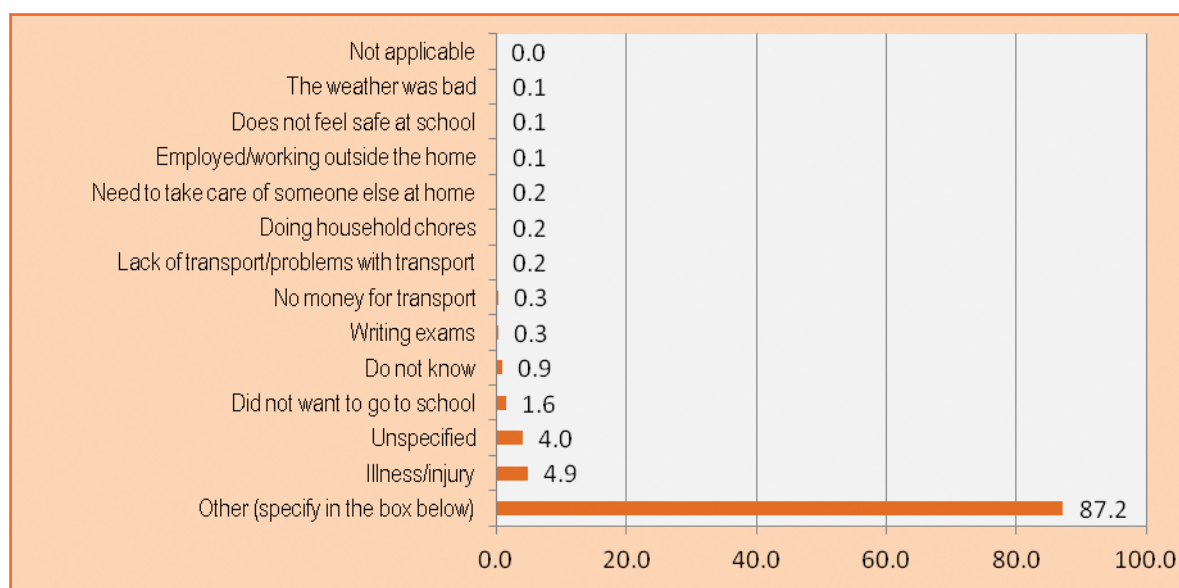
10.1 Main reason for learners absent from school

Figure 20 shows the main reasons for learner absenteeism in 2010.

As shown in Figure 20 the main reason cited for being absent from schools is “other”. It is highly probable that “other” refers largely to the public servant strike action that took place in July 2010, since the strike was not included as an option in the questionnaire.

Illness (5%) and “did not want to go to school” (2%) were also dominant reasons for children being absent from school. Additional reasons include: “writing exams”, “no money for transport”, “doing households chores”, “employed”, “do not feel safe at school” and “weather was bad”.

Figure 20: Main reason for learners absent from school: 2010



Source: Statistics South Africa, General Household Survey, 2010, DBE calculations

11. SCHOOL FEES

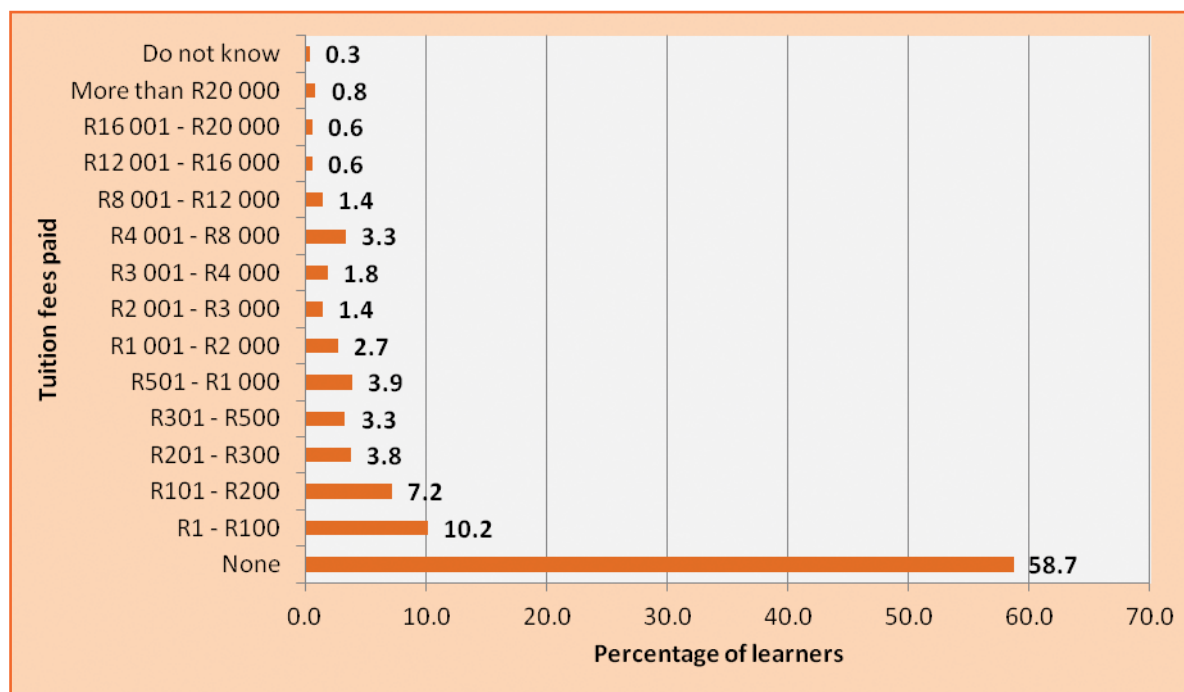
Section 39 of the South African Schools Act (RSA, 1996b) requires the Minister of Education to make regulations about equitable criteria and procedures for exemption of parents who are unable to pay school fees and to identify schools that will be no-fee schools. This section provides the basic principles for governing school fee exemptions and the principles and procedures with respect to no-fee schools. The Act is clear that school fees should not be allowed to become an obstacle in the schooling process, or a barrier preventing access to schools, especially as far as the most marginalised are concerned.

Government adopted policy on “no-fee schools”, to assist learners and parents who could not afford to pay school fees (DOE, 2006). In 2007, quintiles 1 and 2 schools were identified as no-fee schools. As from 2009, the percentage of children in no-fee schools has been extended to learners in secondary schools, and has since increased from 40% of learners to 60%.

As shown in Figure 21, in 2010, approximately **59%** of children attending school did not pay tuition fees, and 10% indicated that they were paying tuition fees between R1 and R100. If the percentage of the respondents who indicated that they did not pay tuition fees and those who paid between R1 and R100 is combined, this figure increases to 69%. This figure corresponds with the information from the Department of Basic Education that indicates that over 60% of learners were not paying school fees in 2010.

Figure 21 also shows that about 18% of learners paid schools fees of less that R500 in 2010 and those small proportions of learners were paying relatively high school fees, presumably in independent schools.

Figure 21: Percentage of learners by payment of school fees, 2010



Source: Statistics South Africa, General Household Survey, 2010, DBE calculations

Figure 22 shows reasons for not paying school fees. In 2010, 97% of learners who did not pay schools fees indicated that schools did not ask for fees or the school was a no-fee paying school. The percentage of learners indicating that they did not pay school fees because their school was a no-fee paying school increased from 94% in 2009 to 97% in 2010. About 3% of respondents indicated that they did not pay school fees because they could not afford to do so.

Figure 22: Reasons for non payment of school fees, 2009-2010



Source: Statistics South Africa, General Household Survey, 2009-2010, DBE calculation

Table 16 shows the trend in school fees paid over the 2002 to 2010 period. It is evident that the school fees paid by learners declined significantly between 2002 and 2010, especially at the lower end of the scale. In 2002, 58% of learners paid fees of between R1 to R100. This figure decreased to 10% in 2010. Similarly, the percentage of those who paid between R101 to R500 decreased from 22% in 2002 to 14% in 2010. However, the proportion of learners paying school fees of more than 12% per annum, increased slightly, from 1% in 2002, to 2% in 2010.

Table 16: Annual tuition fees paid by children attending schools, 2002-2010

	Paid R1 to R100	Paid between R101 to R500	Paid between R501 to R1 000	Paid R1 001 to R2 000	Paid R2001 to R3 000	Paid R3001 to R4 000	Paid R4001 to R8 000	Paid R8001 to R12 000	Paid more than R12 000
2002	58.1	22.2	3.5	3.9	2.7	2.2	3.0	1.5	1.3
2003	56.1	24.2	3.3	3.6	2.8	2.2	3.2	1.2	1.2
2004	54.6	25.6	3.9	3.2	2.6	2.2	3.2	1.5	1.7
2005	50.7	26.6	4.6	3.3	2.9	2.3	3.8	1.8	2
2006	48.8	27.1	4.9	3.5	2.5	2.3	3.4	1.8	2.1
2007	33.8	24.3	4.7	3.6	2.5	2.3	3.5	1.9	2.5
2008	23.3	21.5	5	3.6	2.8	2.3	4.1	2.4	3.5
2009	15.9	19.0	4.1	2.7	1.7	2	3.7	1.4	1.9
2010	10.2	14.3	3.9	2.7	1.4	1.8	3.3	1.4	2.3

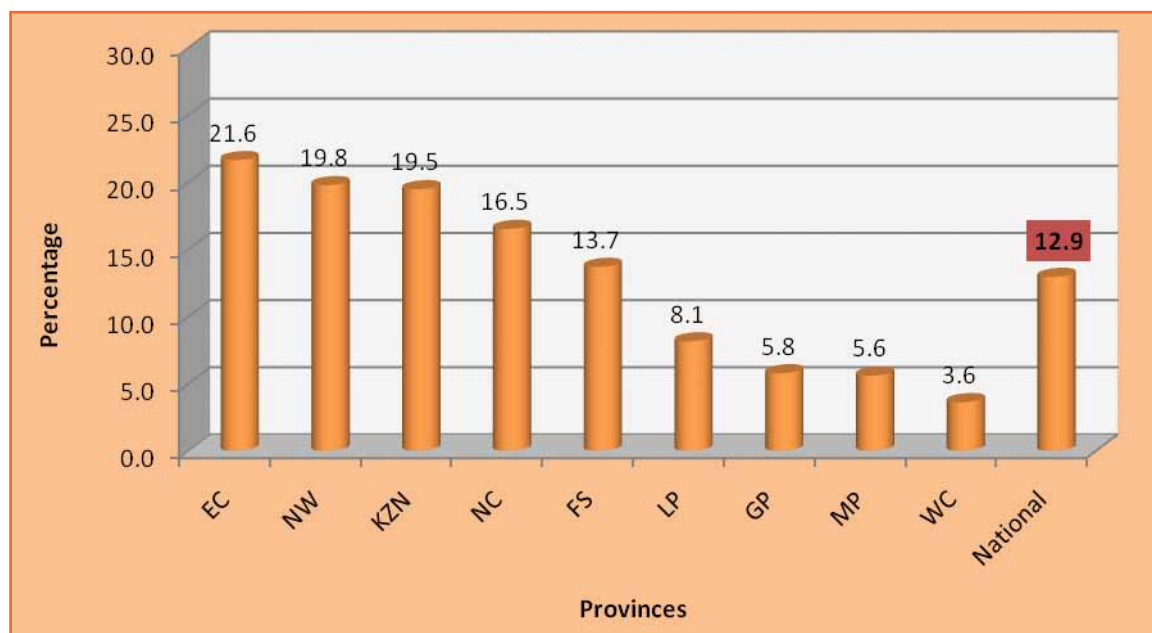
Source: Statistics South Africa, General Household Survey, 2002-2010, DBE calculations

12. SCHOOL VIOLENCE

Corporal punishment in schools is a criminal offence in South Africa. The South African Schools Act (RSA, 1996b) stipulates that “no person may administer corporal punishment at a school to a learner, and that any person who contravenes the subsection is guilty of an offence and liable on conviction to a sentence, which could be imposed for assault”.

Although corporal punishment is outlawed in South Africa, Figure 23 shows that learners are still experiencing corporal punishment at school. Overall, approximately 13% of learners attending schools indicated that they had experienced corporal punishment. Eastern cape has the high proportions of learners who experienced corporal punishment at approximately 22%, followed by North West and KwaZulu Natal at 20% respectively. Western Cape has the least percentage of learners, approximately 4%, who experienced corporal punishment at school.

Figure 23: % of learners who experienced corporal punishment by teacher, 2010



Source: Statistics South Africa, General Household Survey, 2010, DBE calculations

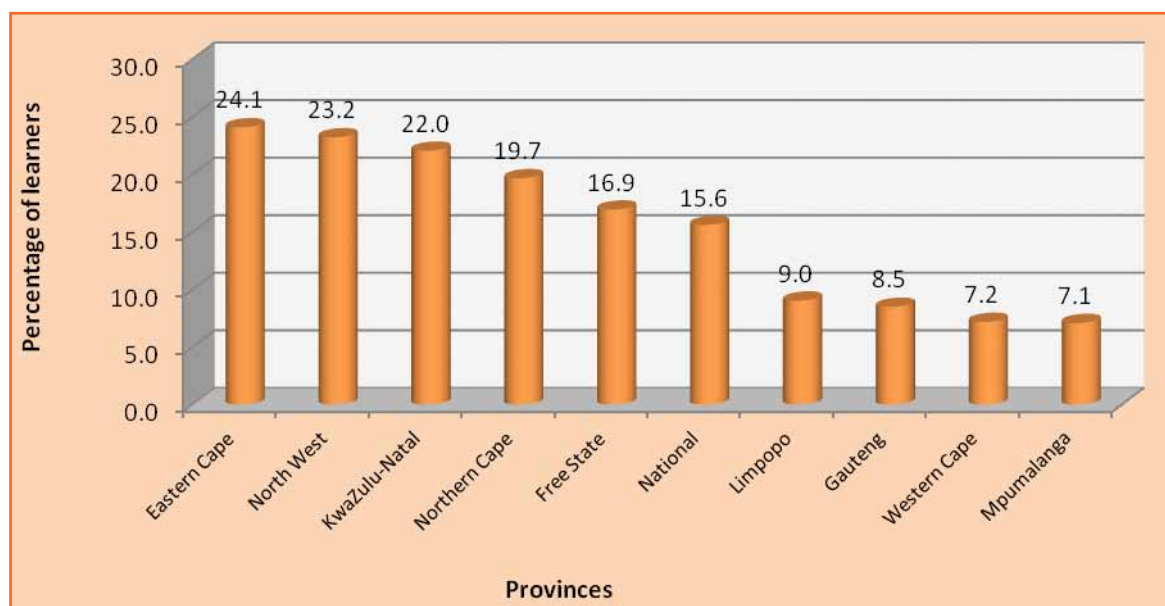
Violence in schools is, however, not confined to corporal punishment alone. It takes many forms and shapes and occurs among learners as well.

The General Household Survey acknowledges the wider context of school violence and asks whether children have experienced some of violence at school, either in the form of physical or verbal abuse from teachers or other learners.

Figure 24 shows that in 2010, approximately 16% of learners indicated that they had experienced some form of violence in schools.

Eastern Cape has the high proportion of learners who have indicated that they had experienced violence at school (24%), followed by North West at 23% and KwaZulu-Natal at 22% in 2010.

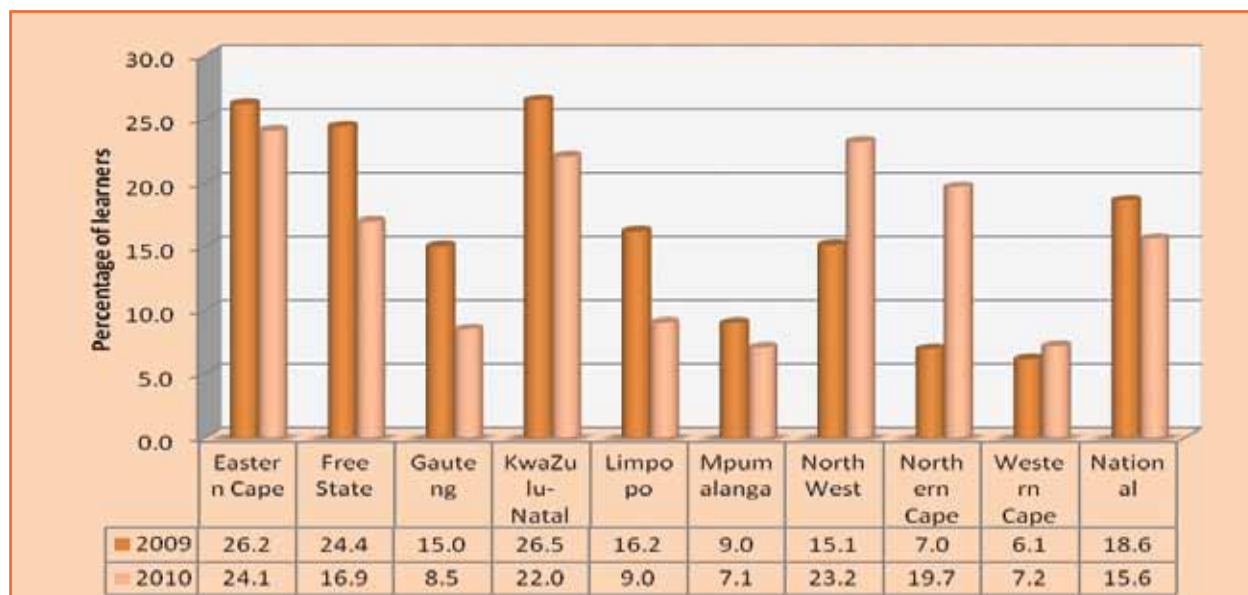
Figure 24: Percentage of learners who experienced violence by province, 2010



Source: Statistics South Africa, General Household Survey, 2010, DBE calculations

On a positive note, the percentage of children reportedly experiencing violence at school has decreased between 2009 and 2010. Overall, the percentage of children who experienced some form of violence at school decreased from approximately 19% in 2009 to 16% in 2010. Violence against learners at school decreased across all provinces, except for North West and Northern Cape.

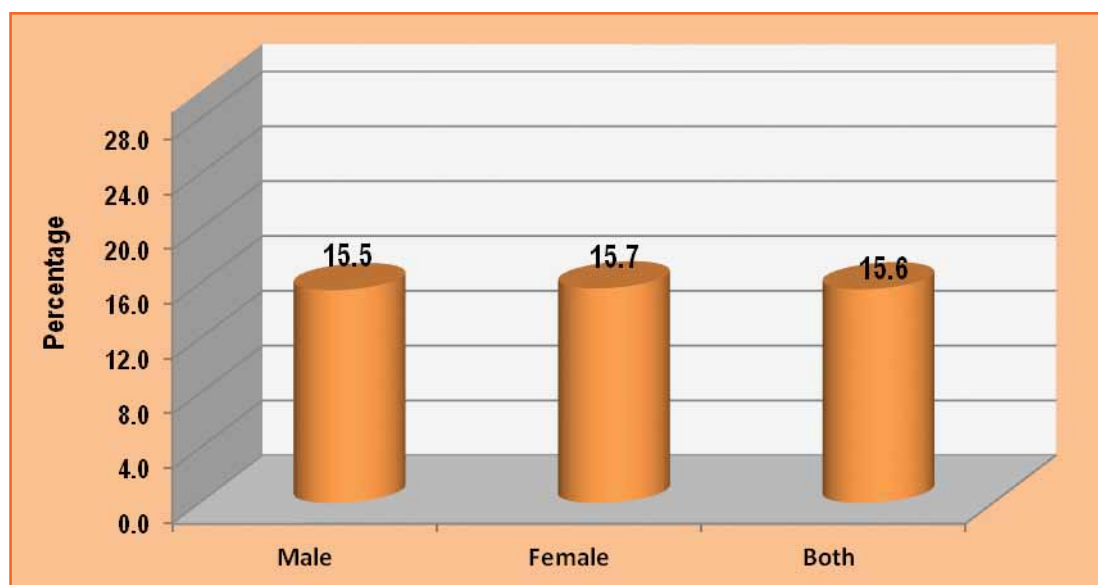
Figure 25: percentage of learners who have experienced violence at school, 2009-2010



Source: Statistics South Africa, General Household Survey, 2009-2010, DBE calculations

As Figure 26 indicates, the proportion of both boys and girls who experienced some form of school violence was about the same in 2010. In 2010, approximately **16%** of both males and females experienced school violence.

Figure 26: School violence by gender 2010



Source: Statistics South Africa, General Household Survey, 2010, DBE calculations

13. SCHOOL FEEDING SCHEME

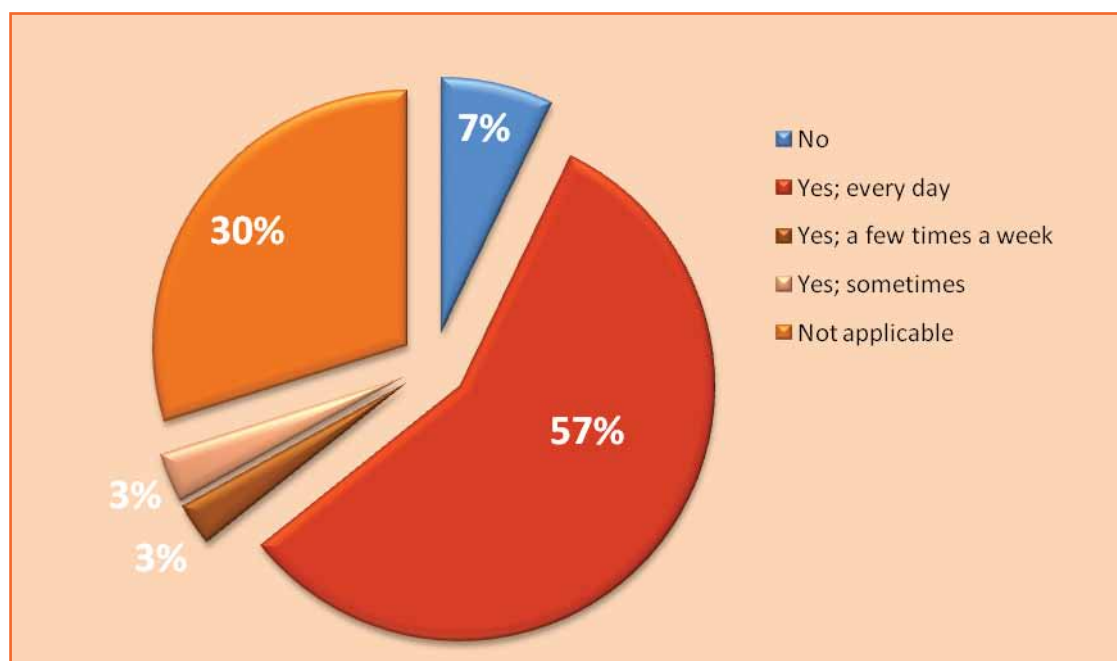
The right to education is one of the social rights enshrined in the Bill of Rights contained in the South African Constitution. However, given the prevalence of poverty in communities across the country, the learning process in school tends to be negatively influenced by factors such as malnutrition and hunger. It was against this background that the democratic government established the Primary School Nutrition Programme (PSNP) in schools in 1994, which was later renamed the National School Nutrition Programme (NSNP), following an intensive review (DBE, 2009).

The NSNP has been an integral part of the overall strategy of government to address the imbalances and inequities in the society. The National School Nutrition Programme (NSNP) aims to foster better quality education. This seeks to achieve by enhancing children’s active learning capacity, alleviating short-term hunger, providing an incentive for children to attend school regularly and punctually, as well as addressing certain micronutrient deficiencies.

This programme has been in place for a number of years, providing one meal a day to mainly primary school learners in poor areas. In addition to promoting the health status of learners, the NSNP also promotes attendance to school by learners. In 2011, approximately 8 million learners, both in primary and secondary schools, were benefiting from this poverty alleviation intervention.

Figure 27 shows that over 63% of learners attending schools participated in the school nutrition programme in 2010. This figure corresponds well to the Department’s target of extending the programme since April 2009 to include secondary schools. The roll-out of the process will be finalised in April 2011. Of the 63% of children who indicated that they are provided food at schools, 57% of them were receiving food on a daily basis, while 3% were receiving food few times a week and another 3% receiving food sometimes.

Figure 27: Percentage of learners who received food at school' 2010



Source: Statistics South Africa, General Household Survey, 2010, DBE calculations

14. ORPHANHOOD IN THE SCHOOLING SYSTEM

For the purpose of this report, an orphan is defined as a learner who has lost both parents.

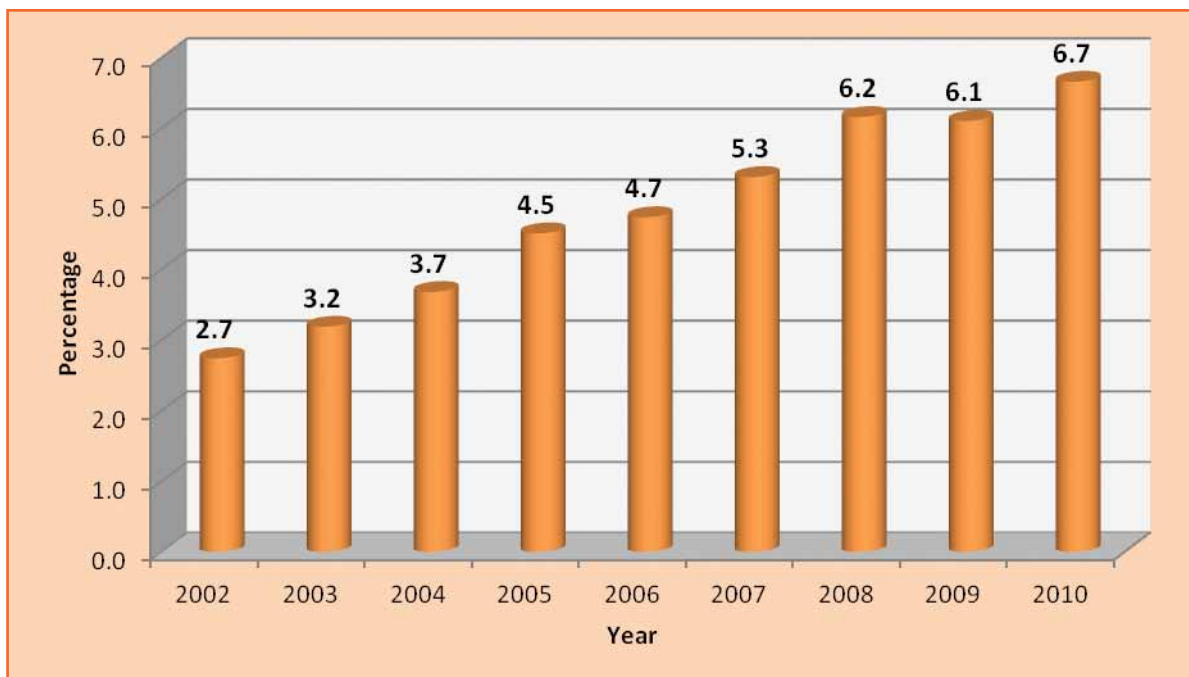
Orphanhood is a significant indicator of child vulnerability and reflects the need for psychosocial and other forms of support required for children to cope in school.

In 2010, approximately 7% of learners attending schools were orphans. Figure 28 shows that the percentage of orphans increased from approximately 3% in 2002 to 7% in 2010.

The increase in the proportion of orphans in the schooling system has been on the increase since 2002. The percentage has remained above 6% since 2008 until 2010.

The increase in the percentage of orphans in the schooling system could be due to the HIV/AIDS pandemic. Orphanhood also places a burden on older children to take care of their younger siblings. As Figure 20, shows some children have to absent themselves from school because they were taking care of someone at home.

Figure 28: Percentage of children attending educational institutions who are orphans, 2002-2010



Source: Statistics South Africa, General Household Survey, 2002-2010, DBE calculations

15. LEARNERS WITH DISABILITY

Education White Paper 6 (DOE, 2001) on Special Needs Education commits government to provide access to education to all learners who have a disability.

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 an emphasis on supporting learners through full-service schools that will have a bias towards particular disabilities depending on need and support;
- indicate how learners with disability will be identified, assessed and incorporated into 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; and
- provide clear signals about how current special schools will serve identified disabled learners on site and also serve as a resource to educators and schools in the area.

15.1 Children with disabilities attending ECD facilities: 0 to 4 years old

In 2010, approximately 32% of 0 to 4 year olds children with disabilities were attending ECD facilities. Table 17 shows that in 2009, 28% of the 0 to 4 year olds children were attending ECD facility and this has increased to 32% in 2010.

As shown in Table 17, in 2010, Gauteng had the highest proportion, approximately 46%, of 0 to 4 year olds children with disabilities attending ECD facilities. Northern Cape and KwaZulu-Natal had the lowest percentage of children 0 to 4 year olds with disabilities attending ECD facilities, at 21% and 22% respectively.

Table 17: Percentage of 0 to 4 year olds children with disability attending ECD Facility, 2009-2010

	2009	2010
Eastern Cape	32.2	35.5
Free State	34.1	34.0
Gauteng	39.7	45.7
KwaZulu-Natal	23.6	21.7
Limpopo	32.0	28.6
Mpumalanga	32.2	27.6
North West	20.8	27.1
Northern Cape	18.8	20.5
Western Cape	18.2	41.0
National	28.3	31.5

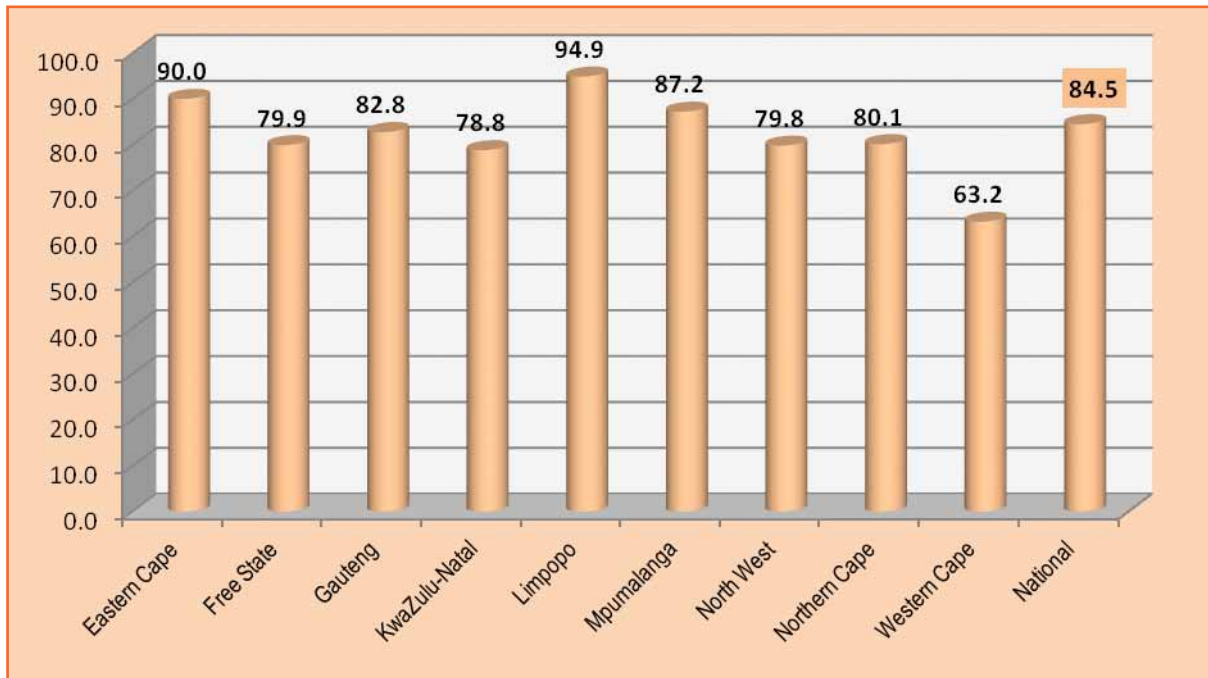
Source: Statistics South Africa, General Household Survey, 2009-2010, DBE calculations

15.2 - 5 year olds children with disabilities attending educational institutions

As shown in Figure 29 shows, in 2010, approximately **85%** of 5 year olds children with disabilities attended an educational institution. Limpopo had the highest proportion of children in this category at approximately 95%, followed by Eastern Cape at 90%. Western Cape had the lowest percentage of 5 year old children with disabilities attending an educational institution, at 63%.

Most provinces had approximately 80% of 5 year old children with disabilities attending educational institutions.

Figure 29: Percentage of 5 year olds children with disability attending educational institutions, 2010

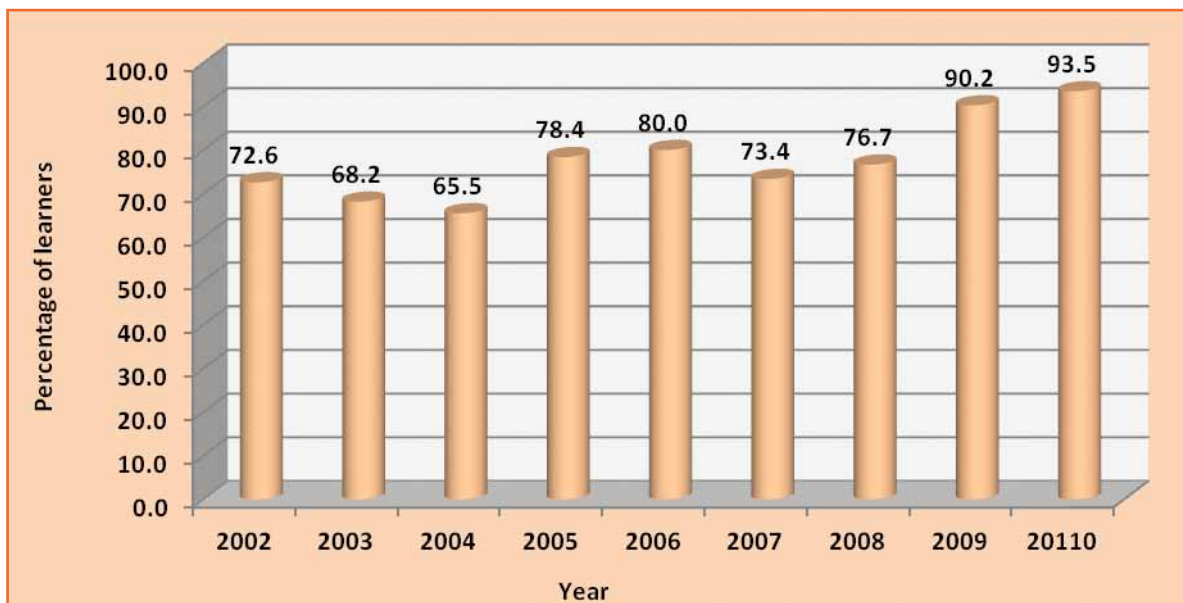


Source: Statistics South Africa, General Household Survey, 2010, DBE calculations

15.3 Children with a disability attending educational institutions: 7 to 15 year olds

As shown in Figure 30, in 2010, approximately 94% of 7 to 15 year old of children with disabilities attended an educational institution. This figure increased significantly from 73% in 2002 to 94% in 2010, reflecting the positive effects of the *Education White Paper 6 (DoE, 2001) on Special Needs Education and inclusion*. However, learners with a disability still have a disadvantage in relation to learners who do not have a disability with respect to physical access to schooling. This gap needs to be closed.

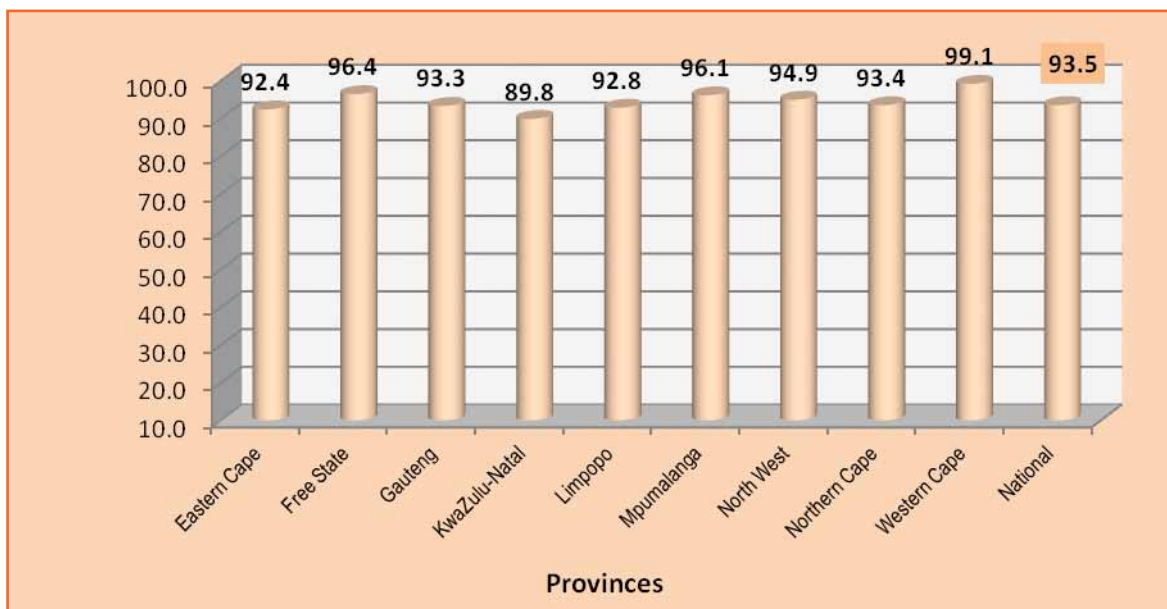
Figure 30: Percentage of 7 to 15 year olds children with a disability attending educational institutions by province, 2010



Source: Statistics South Africa, General Household Survey, 2010, DBE calculations

In 2010, Western Cape had the highest proportion (99%) of 7 to 15 year old learners with disabilities attending an educational institution. All provinces had 90% (and in many cases, well above 90%) of children in this category attending an educational institution.

Figure 31: Percentage of 7 to 15 year old children with a disability attending educational institutions, 2010



Source: Statistics South Africa, General Household Survey, 2010, DBE calculations

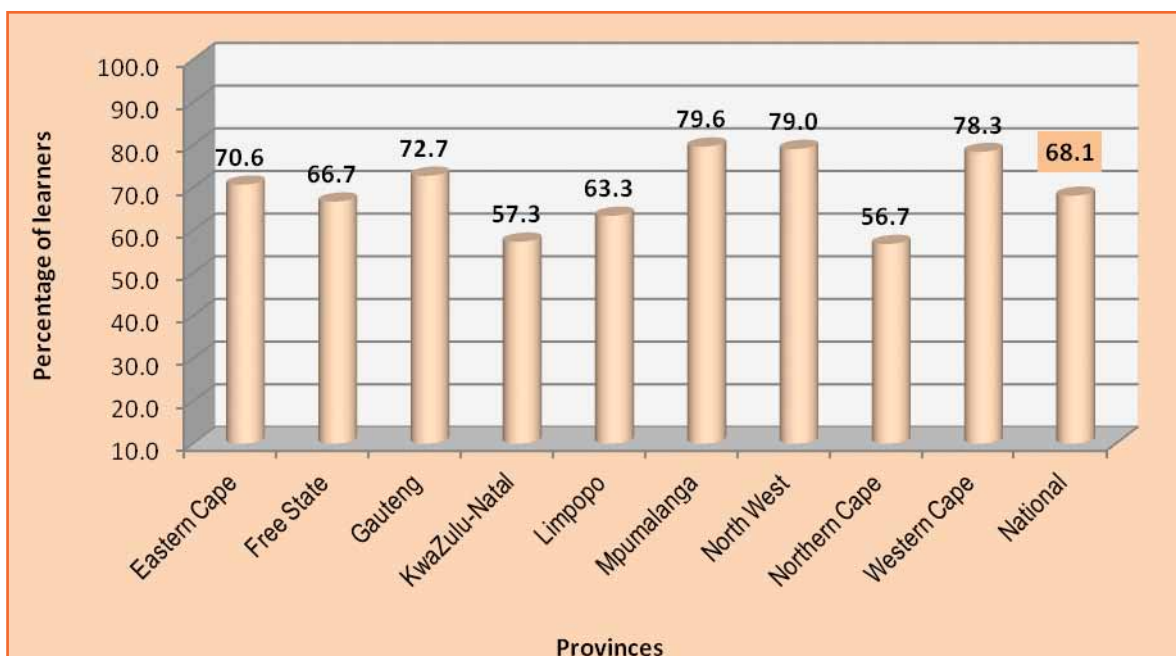
15.4 Children with disabilities attending educational institutions: 16 to 18 year olds

While children with disability in the 7 to 15 year old age group had relatively high levels of physical access to educational institutions, the same cannot be said of children with disabilities in the 16 to 18 year old age group.

In 2010, **68%** of 16 to 18 year old children with disabilities attended an educational institution, compared to the overall figure of 83% for all children this age group. The disparity suggests that disability remains a barrier to education access.

Among provinces, Mpumalanga had highest proportion of children in this category attending an educational institution, at approximately 80%, followed by North West at 79% and Western Cape at 78% in 2010. KwaZulu-Natal and the Northern Cape had very low number of learners in this category attending an education institution, indicating that much more attention needs to be paid to these provinces to improve educational access.

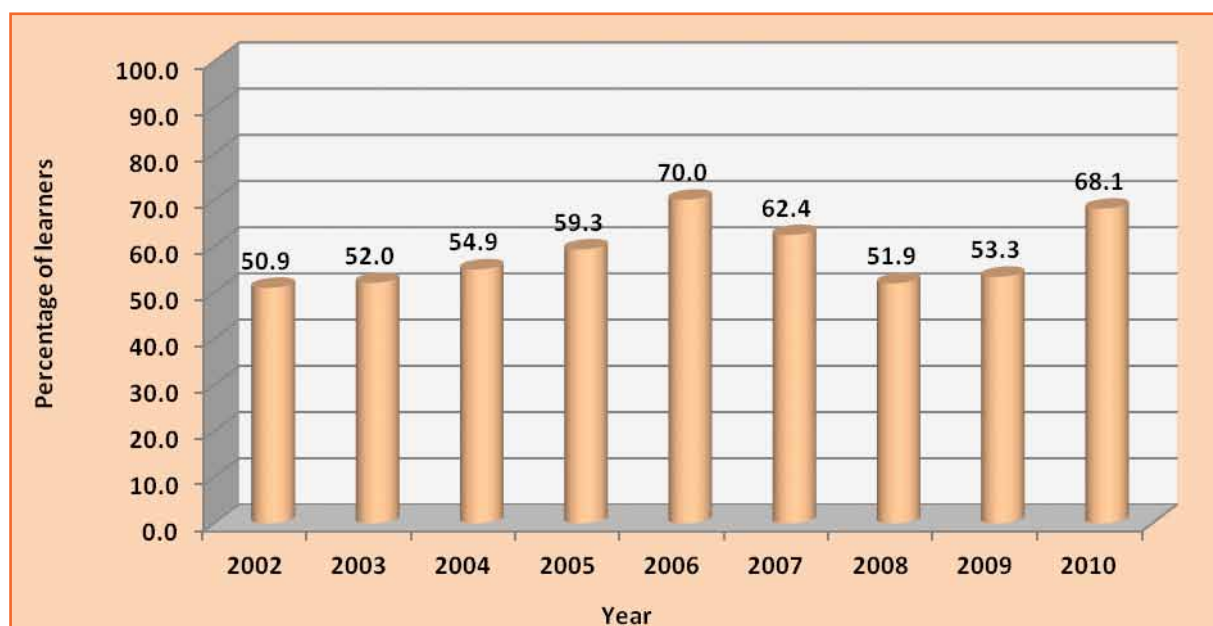
Figure 32: Percentage of 16 to 18 year olds children with a disability attending educational institutions by province, 2010



Source: Statistics South Africa, General Household Survey, 2010, DBE calculations

Figure 33 shows the trend in the participation of 16 to 18 year old children with disabilities in the education system. The participation of this category of children in educational institutions increased significantly from 51% in 2002 to 68% in 2010. However, the pattern between 2002 and 2010 is not consistent. This could be due to the small sample of persons with disabilities in this age group in the survey.

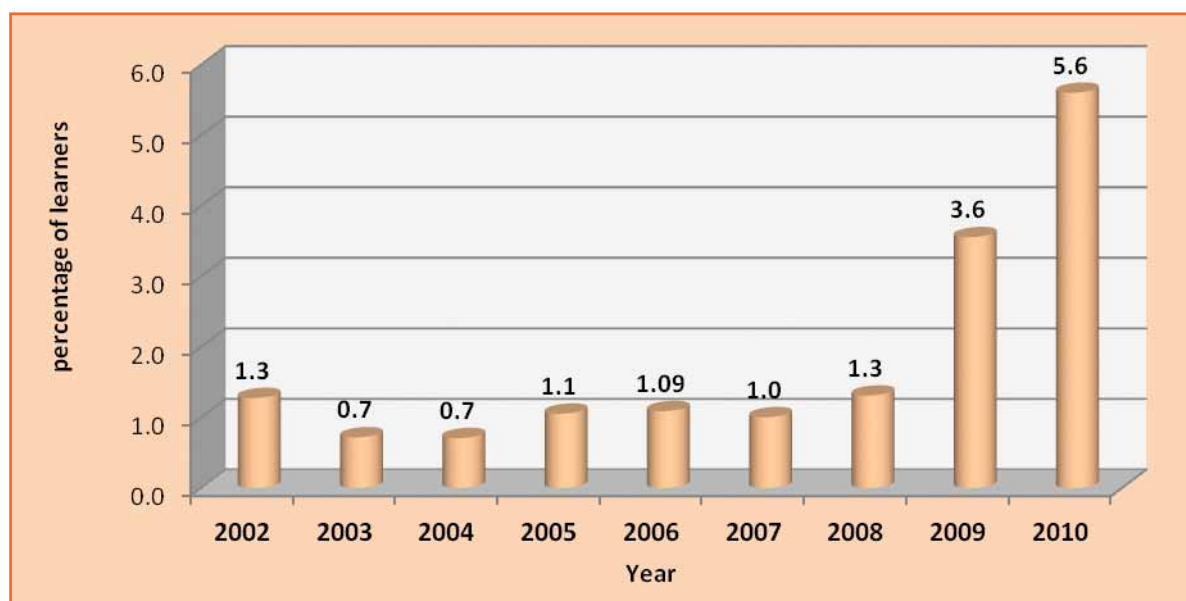
Figure 33: Percentage of 16 to 18 year old children with a disability attending educational institutions, 2002-2010



Source: Statistics South Africa, General Household Survey, 2002-2010, DBE calculations

As Figure 34 shows, in 2010, approximately 6% of children in the schooling system, had a disability. This means that of all learners who were attending schools in 2010, 6% of them were learners with disabilities. The percentage of learners with disabilities as a percentage of all learners attending school has increased from at least 1% in 2002 to approximately 7% in 2010. The huge increase happened in 2009 when the data shows that close to 4% of all learners in schools had a disability. The overall increase could be attributed to the positive effects of the *Education White Paper 6 (DOE, 2001) on Special Needs Education*, which has led to improved measures to ensure that children with disability do not experience barriers to education access.

Figure 34: Percentage of children attending schools who are disabled (irrespective of age), 2002-2010



Source: Statistics South Africa, General Household Survey, 2002-2010, DBE calculations

16. LEVEL OF EDUCATION ATTAINMENT: COMPLETION OF GRADE 12

As shown in Figure 35, in 2010, approximately 36% of adults aged 20 and above had completed Grade 12. This reflects a significant increase from 31% in 2002. This shift is encouraging as it indicates that higher numbers of adults in the population are completing Grade 12.

Figure 35: Percentage of adults aged 20 years and above who completed Grade 12³ and above, 2002-2010



Source: Statistics South Africa, General Household Survey, 2010, DBE calculations

16.1 Completing Grade 12: 24 year olds

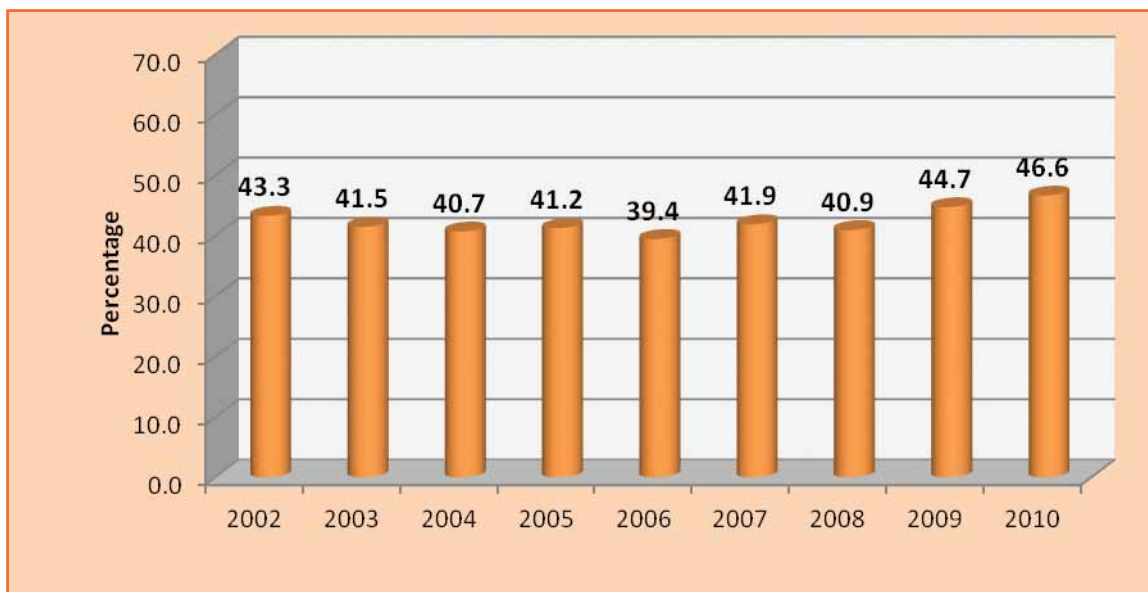
Public concerns about high dropout and low levels of survival to Grade 12 have dominated media reports over many years. However, survival rates to Grade 12 do not take into account that many learners take longer to reach Grade 12 because of repetition, nor do they take into account that many learners write Grade 12 (or equivalent) examinations outside of the formal schooling system.

This report examines the proportion of 24 year olds who have completed Grade 12 and its equivalent qualification. It has selected the age of 24, to allow for repetition, late start in Grade 1 and for those children who may have drop out of schooling for a while and then returned.

As Figure 36 shows, in 2010, approximately 47% of 24 year olds youth had completed Grade 12 and higher. This figure reflects an increase of 4% since 2002, when Grade 12 completion stood at 43%. Nonetheless, Grade 12 completion for this cohort of remains low and needs to be improved upon. Grade 12 completion has been shown to improve employability as well as personal income, and in the context of the low skills base in the country, it is imperative that the status quo improves. The Department of Basic Education, together with provincial education departments, has put in place numerous measures to improve pass rates in Grade 12. The effects of these are already evident in improved pass rates in 2011.

³ The percentage of adults, completed Grade 12 exclude all people who have indicate, that they have completed NTC 1 to 3 as we are not sure whether this is equivalent to Grade 12.

Figure 36: Percentage of 24 year olds who have completed Grade 12, 2010

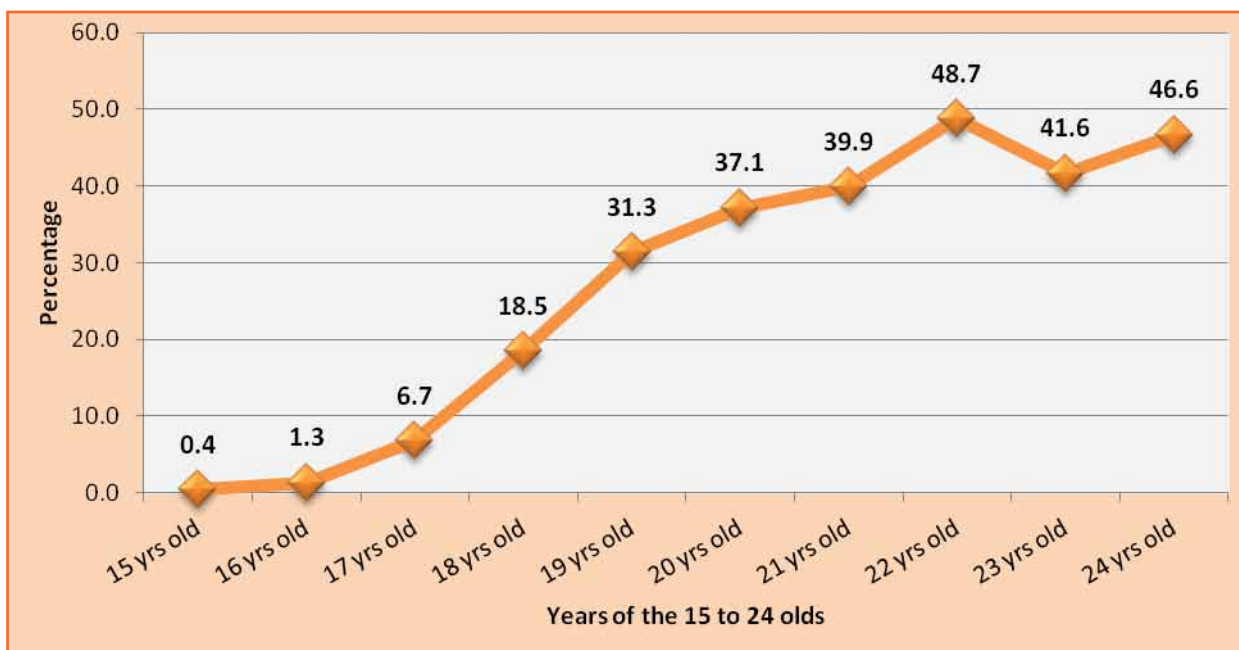


Source: Statistics South Africa, General Household Survey, 2010, DBE calculations

16.2 Completing Grade 12: 15 to 24 year olds

Figure 37 shows the completion of 15 to 24 years old completing Grade 12. In 2010, Grade 12 completion among 19 year olds (the appropriate age for Grade 12 completion) is fairly low at 31%, indicating the need for the system to be more efficient in ensuring throughput. Grade 12 completion is highest among 22 year olds, suggesting that several more years than the norm are required for learners to complete Grade 12.

Figure 37: Percentage of the 15 to 24 year olds that have completed Grade 12 and higher, 2010



Source: Statistics South Africa, General Household Survey, 2010, DBE calculations

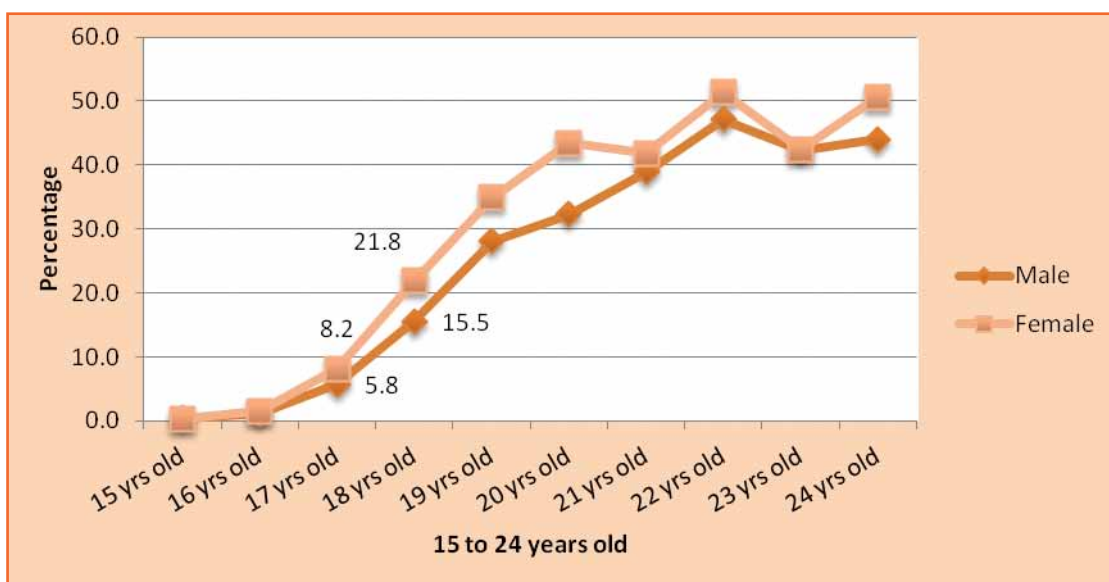
16.3 Completing Grade 12 by gender: 15 to 24 year olds

As shown in Figure 38, in 2010 a higher proportion of 15 to 24 year old females completed Grade 12, as compared to the similar age group of males.

Approximately 22% of 18 year old females have completed Grade 12 and higher, compared to approximately 16% of their male counterparts.

Although Table 12, on the percentage of 16 to 18 year olds not attending educational institutions, indicates that high proportions of females are not attending educational institutions, Figure 37 indicates that some of the reasons for high proportions of 16 to 18 year olds not attending educational institutions but have completed Grade 12 but not studying further.

Figure 38: Percentage of the 15 to 24 year olds who have atleast completed Grade 12 and higher, by gender, 2010



Source: Statistics South Africa, General Household Survey, 2010, DBE calculations

Figure 39 shows the percentage of 15 to 24 year olds who completed Grade 9 and above by single age. In 2010, approximately 87% of 22 year olds had completed Grade 9 and higher. Meanwhile, 23% of 16 year olds had completed Grade 9. This has increased to 53% of 16 year olds and increased for the subsequent ages, 73% of 17 year olds to approximately 85% of 24 year olds in 2010.

Figure 39: Percentage of 15 to 24 year olds who have completed Grade 9 and above, 2010



Source: Statistics South Africa, General Household Survey, 2010, DBE calculations

17. LITERACY

Literacy is defined as the percentage of population of particular age who can both read and write with understanding a short simple statement on his/her everyday life. Generally, 'literacy' also encompasses 'numeracy', the ability to make simple arithmetic calculations. Illiteracy is defined as the percentage of the population aged 15 years and over who cannot both read and write with understanding a short simple statement on his/her everyday life (UIS, 2010).

Literacy is measured to show the accumulated achievement of primary education and literacy programmes in imparting basic literacy skills to the population, thereby enabling them to apply such skills in daily life and to continue learning and communicating using the written word. Literacy represents a potential for further intellectual growth and contribution to economic-socio-cultural development of society (UIS, 2010).

In South Africa the literacy rate is measured by counting the number of persons that have completed Grade 7 and above.

In 2010, **80%** of 20 year olds and above adults were literate. This indicates an increase from approximately 71% in 2002 to 80% in 2010. The percentage increase between 2002 and 2010 is 9%.

17.1 ADULT LITERACY

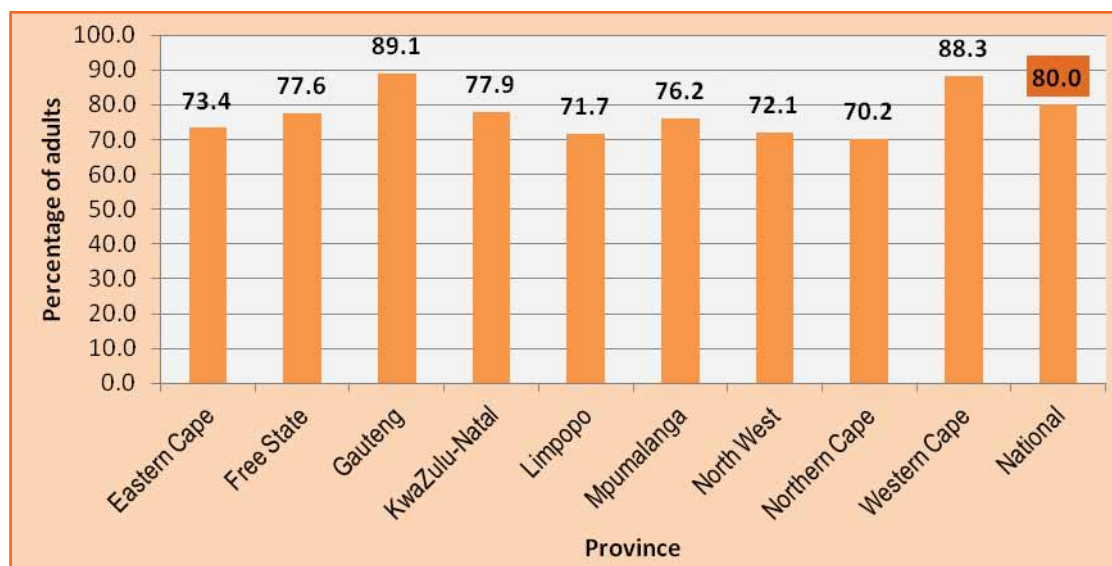
Table 18: Percentage of adults aged 20 years and above who have completed Grade 7 and above, 2002-2010

Year	No schooling	Some primary schooling	Completed Grade 7 and higher
2002	11.8	17.5	70.7
2003	11.2	16.2	72.6
2004	10.8	15.9	73.3
2005	10.4	15.4	74.2
2006	10.5	14.6	75.0
2007	9.0	14.2	74.1
2008	8.7	13.7	76.7
2009	7.4	12.3	79.4
2010	6.9	12.2	80.0

Source: Statistics South Africa, General Household Survey, 2002-2010, DBE calculations

Figure 40 shows the percentage of adults 20 years and above who are literate by province. In 2010, Gauteng has the highest percentage of adults who are literate at 89%, followed by Western Cape at 88%. Northern Cape has the lowest percentage of adults who are literate at 70%.

Figure 40: Percentage of adults aged 20 years and above who completed Grade 7 and above, 2010



Source: Statistics South Africa, General Household Survey, 2010, DBE calculations

Table 19 shows literacy rate by population group. In 2010, 99% of White adults were literate, followed by Indian/Asian at 92%. African/Black has the lowest literacy rate at 76% and Coloured had approximately 86% of adults who were literate in 2010. There has been a slight increase in the literacy rates amongst all population groups, Black/African, Coloured, Indian/Asian and White, between 2009 and 2010.

Table 19: Percentage of adults aged 20 and above who have completed Grade 7 and higher, 2009 - 2010

	2009	2010
African/Black	75.0	76.0
Coloured	83.9	85.5
Indian/Asian	95.5	92.1
White	99.8	98.8
National	79.4	80.0

Source: Statistics South Africa, General Household Survey, 2010, DBE calculations

17.2 YOUTH LITERACY

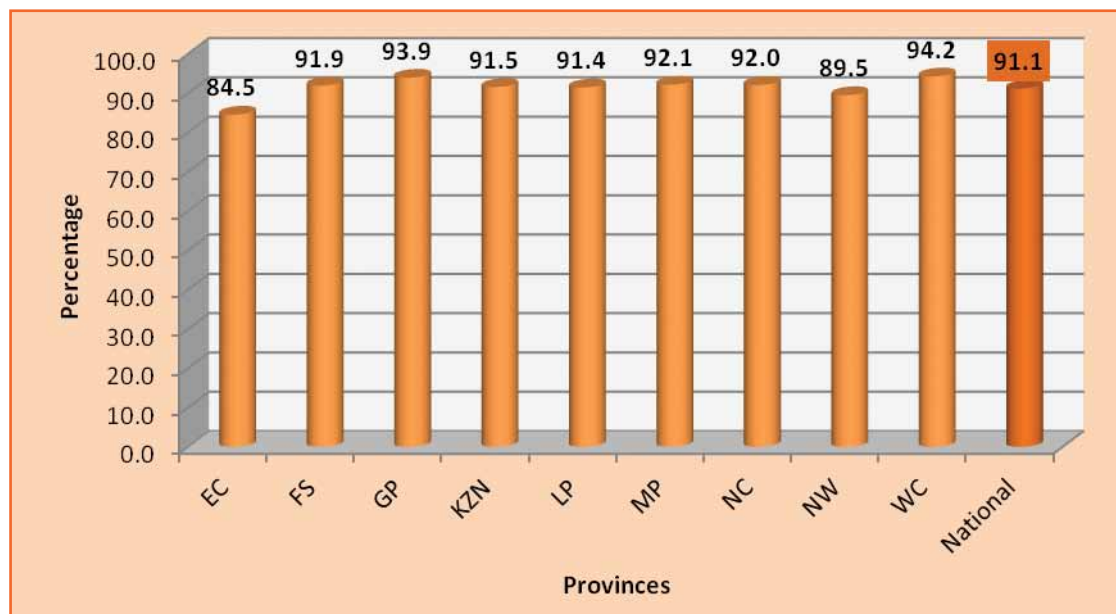
Youth literacy is defined as the number of persons aged 15 to 24 years who can both read and write with understanding a short simple statement on their everyday life, divided by the population in that age group. Generally, 'literacy' also encompasses 'numeracy', the ability to make simple arithmetic calculations.

The purpose of measuring youth literacy is to reflect on recent outcomes of the basic education process. Furthermore, it is a measure of the effectiveness of the education system. Youth literacy rate is calculated by dividing the number of people aged 15 to 24 years who are literate by the total population in the same age group and multiply the result by 100.

As shown in Figure 41, in 2010, 91% of youth aged 15 to 24 year olds were literate. This implies that 91% of 15 to 24 year olds youth had completed Grade 7 and above, in 2010.

In 2010, the provincial literacy rates variation indicates that Gauteng and Western Cape had approximately **94%** of youth who are literate. Eastern Cape had the lowest proportion of youth who are literate at approximately 85% in 2010.

Figure 41: Percentage of 15 to 24 year olds youth who have completed Grade 7 and above by province, 2010



Source: Statistics South Africa, General Household Survey, 2010, DBE calculations

With regards to youth literacy and gender, Table 20 shows that there are more female youth who are literate throughout the reporting period. From 2002 to 2010 higher proportions of female youth aged 15 to 24 were literate or were completing Grade 7 and above, than the proportion of male cohort.

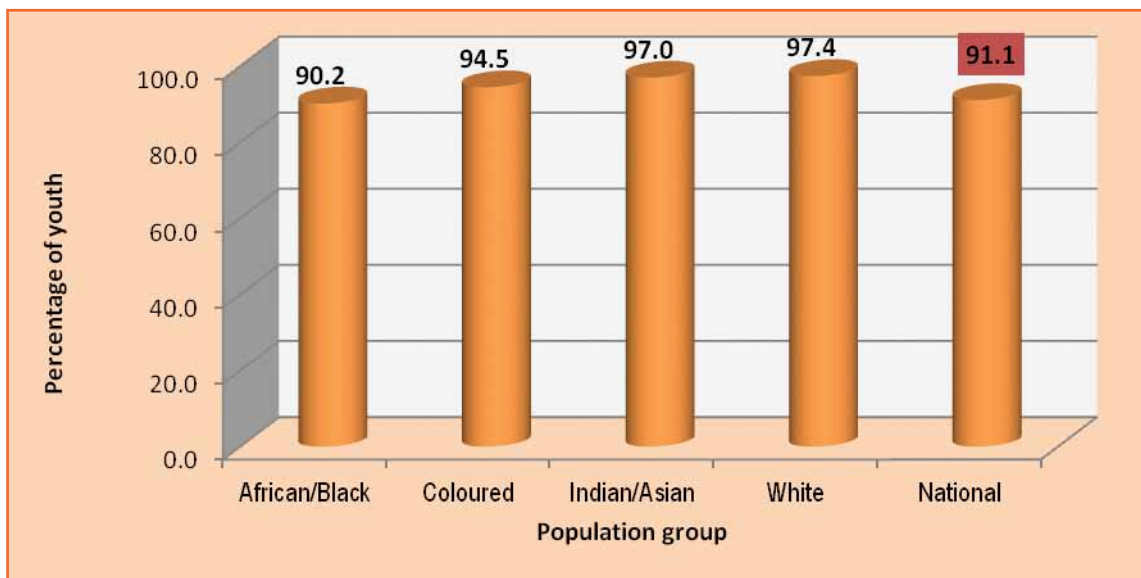
Table 20: Percentage of 15 to 24 year olds youth who have completed Grade 7 and above by gender, 2010

	2002	2003	2004	2005	2006	2007	2008	2009	2010
Male	83.4	84.7	84.9	86.6	87.3	87.7	88.6	89	89.0
Female	88.4	89.7	90.5	91	91.4	91.4	92	93.1	93.3
GPI	1.06	1.06	1.07	1.05	1.05	1.04	1.04	1.05	1.05

Source: Statistics South Africa, General Household Survey, 2010, DBE calculations

Youth literacy rate amongst population groups shows that high proportion of White and Indian/Asian youth are literate, compared to African/Black and Coloured population groups. In 2010, 97% of both White and Indian/Asian youth aged 15 to 24 had completed Grade 7 and higher, compared to 95% and 90% of Coloured and African/Black population groups.

Figure 42: Percentage of 15 to 24 year olds youth who have completed Grade 7 and above by population group, 2010



Source: Statistics South Africa, General Household Survey, 2010, DBE calculations

18. CONCLUSION

This report provides useful information about access, completion, equity and inclusivity with respect to schooling. It also provides valuable contextual information about learners (such as their orphan status), which can assist in policy and planning. It is expected that the findings of the GHS will be interrogated and interpreted further to assist the Department of Basic Education in identifying appropriate responses.

In sum, the following conclusions can be reached:

- a) Participation in ECD programmes outside of the home is increasing among 0 to 4 year old children. Access to Grade R has also improved significantly since 2002, though efforts have to be intensified to ensure that the target of 100% access for 5 year olds by 2014, is reached.
- b) There is almost universal education access for children in the compulsory 7-15 year age-band, but about 120 000 (1%) of children were out of school in 2010.
- c) Attendance at educational institutions among 16 to 18 year olds has remained at about 83% since 2002. However more children in this age group are completing Grade 12 earlier. Education participation of children in this age group is lower in the Western Cape, in comparison to other provinces, and is lower among Coloured children than in other population groups. Although a lower proportion of females in this age cohort attend education institutions as compared to males, it is noteworthy that a higher proportion of these females have already completed Grade 12.
- d) The reasons provided by households as to why their children were not attending an educational institution include, “no money for fees”, “education is useless or uninteresting”, “unable to perform at school”, “family commitments” and “failed exams”. Further investigation is required into understanding

why “*no money for fees*” remains a barrier for non-attendance given the increase in the number of no-fee schools.

- e) Completion of Grade 12 in the adult population, though still not optimal, has increased somewhat since 2002. Similarly, a higher proportion of 24 year olds attained Grade 12 in 2010 (47%) compared to that in 2002 (43%).
- f) Greater proportions of learners with disabilities are accessing educational institutions. Although there are positive improvements since 2002, the relatively low proportion of 16 to 18 year old children accessing an educational institution remains a concern that needs to be addressed.
- g) The adult literacy rate currently stands at 80% - a significant improvement since 2002, when it was 70%.
- h) The prevalence of orphanhood among school-going children is increasing. Currently, about 7% of school-going children are orphans as compared to the 3% in 2002.
- i) While “*fees too high*”, “*lack of books*” and “*large class sizes*” remain key problems experienced by learners in schools, the proportion of learners reporting these as problems has declined significantly since 2002, reflecting the positive effects of the no-fee school policy and improved efforts and budgets in the supply of books to schools.

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APPENDIX A

TABULATION PLAN FOR THE GENERAL HOUSEHOLD SURVEY (GHS): SCHOOLING FOCUS REPORT, 2010

Table & Figures	Question in GHS Questionnaire	Status	
Percentage of children attending education institutions		Table generated	Analysis
% of 0 to 4 year old children attending ECD facility	Q1.7	X	
% of 5 year old children attending educational institutions	Q1.12	X	
% of 7-15 year olds attending schools	Q1.12 & 1.14	X	
% of 7-18 years old attending educational institutions (Single age)	Q1.12 & 1.14	X	
% of 16-18 years attending educational institutions (FET Band)	Q1.12 & 1.14	X	
% of 16-18 children attending colleges	Q1.12 & 1.14	X	
Attendance by sector (Public vs. Private)	Q 1.15	X	
Children with Disability attending educational institutions (Disaggregation by Province and Gender)		Table generated	Analysis
0 to 4 years children with disability attending ECD facility	Q1.7 & 1.34	X	
% of 7-15 year old children with disability attending school/not attending school	1.12 & 1.34	X	
% of 7-18 year old children with disability attending education institution/not attending (Single age)	1.12 & 1.34	X	
Access to schooling		Table generated	Analysis
AIR and NIR in Grade 1	Q 1.23		
Grade R GER	Q 1.23	X	
Primary GER & NER	Q 1.23		
Secondary GER	Q 1.23		
Grade 12 Enrolment	Q 1.23		
Reasons for not attending Schools or any other education institution		Table generated	Analysis
% of 7-18 year old children not attending schools/ educational institutions by reason	1.12	X	

Table & Figures	Question in GHS Questionnaire	Status	
Problems experienced in Schools in the past six months		Table generated	Analysis
Percentage of children that attend school that experienced problems school in the past six months – by problem experienced	Q1.22	X	
Repetition		Table generated	Analysis
Repetition rate by Grade	Q 1.23 -1.24	X	
Nutrition		Table generated	Analysis
Number of children receiving food at school	Q1.25 (a & b)	X	
Social Grants		Table generated	Analysis
% of 7-15 year old children attending schools receiving Social Grants	Q1.36a + Q 1.12	X	
Receiving social grants and not attending education institutions	Q1.36a + Q 1.12	X	
7-15 receiving social grants by type of grant	Q1.36b +Q1.12		
Tuition fees		Table generated	Analysis
% of children that attend school that do not pay any fees at all in a year	Q 1.19	X	
% of children that attend school that pay (by categories) school fees in a year	Q 1.19	X	
Fee exemptions		Table generated	Analysis
% of children that attend school that do not pay school fees	Q 1.19 (00)	X	
Reasons for not paying school fees	Q 1.20 (1-5)	X	
% of children that attend school that benefited from fee reduction and/or partial bursaries	Q 1.21	X	
Orphans and Vulnerable Children		Table generated	Analysis
% of children attending schools who are single orphans	Q 1.3a Q1.4a + Q1.12	X	
% of children attending schools who are double orphans	Q 1.3a Q1.4a + Q1.12	X	

Table & Figures	Question in GHS Questionnaire	Status	
Violence in school			
% of children that have experienced violence at school	Q1.26a	X	
Types of school violence	Q 1.26b	X	
Absenteeism			
Absentee rate	Q 1.27a	X	
Number of days absent in a week	Q1.27b	X	
Reasons for absenteeism	Q 1.27c	X	
Mode of Travel to education institution		Table generated	Analysis
Means of transport for children that attend education institutions	Q1.17a	X	
Distance to education institution	Q1.17b	X	
Whether the educational institution is the nearest to the learner's dwelling place	Q1.18a	X	
Reason of not attending the nearest institution	Q1.18b	X	
Literacy & Completion Rate		Table generated	Analysis
% of persons aged 15-24 that have completed Grade 7	Q 1.6	X	
% of those 20 years and above who have completed Grade 7	Q 1.6	X	
% of adult 20 years and above who have completed Grade 9	Q 1.6	X	
% of adult 20 years and above who have completed Grade 12	Q 1.6	X	
Completion of Grade 7 (by 14 years old)	Q 1.6		
Completion of Grade 9 (by 16 years old)	Q 1.6		
Completion of Grade 12 (by 20-24 years old)	Q 1.6	X	
Relationship between schooling and socio-economic status		Table generated	Analysis
Check attending school and involved in some kind of work (15 to 18 years old)	Q1.12 + Q1.2.1a & 2.1c		
Relationship between salary and level of education attainment (irrespective of age)	Q1.6 +Q 2.2a		
Those that attend school and have access to internet in the household (Household Question)	Q1.12 + Q3.46		

