

DEPARTMENT OF BASIC EDUCATION
GENERAL HOUSEHOLD SURVEY
(GHS) 2012 REPORT:
FOCUS ON SCHOOLING



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GENERAL HOUSEHOLD SURVEY (GHS) 2012: FOCUS ON SCHOOLING



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I. INTRODUCTION

The General Household Survey (GHS) is a sample survey conducted by Statistics South Africa (Stats SA) in approximately 25 000 households. This survey is conducted annually in July and was first compiled in 2002.

The Department of Basic Education (DBE) has a close working relationship with Stats SA. DBE officials were involved in reviewing the GHS questionnaire in 2009 and are in regular consultation with Stats SA officials. The GHS provides a platform for DBE to assess progress made with regard to access, quality, efficiency, equity and expenditure on schooling. Furthermore, GHS assists the Department to do data confrontation¹ with regard to learner enrolment, school nutrition programmes, percentage of repeaters, learner pregnancy, access to Early Childhood Development (ECD) centres and age grade enrolment, among other data variables.

This report focuses particularly on schooling information, including attendance by children in ECD, schools, educational Institutions, completion, repetition, literacy, tuition fees, access to social grants, orphanhood, problems at schools and learners' pregnancy. Most of the information in this report is disaggregated by province. However, information has been disaggregated by population group and gender where data allowed. The GHS cannot be further disaggregated, that is, at district or municipal level.

The information in the report is useful for programme managers, decision makers, researchers and other government departments. Furthermore, the report will assist in tracking and monitoring some of the goals and indicators in the sector plan, *Action Plan to 2014: towards the realisation of schooling 2025*.

2. METHODOLOGY

The information was analysed using the web-based Nesstar data management software. The information is reported in percentages as far as possible. Caution is needed when using absolute numbers. More information on the GHS can be obtained from Stats SA as the figures in this report are based on the analysis done by the DBE.

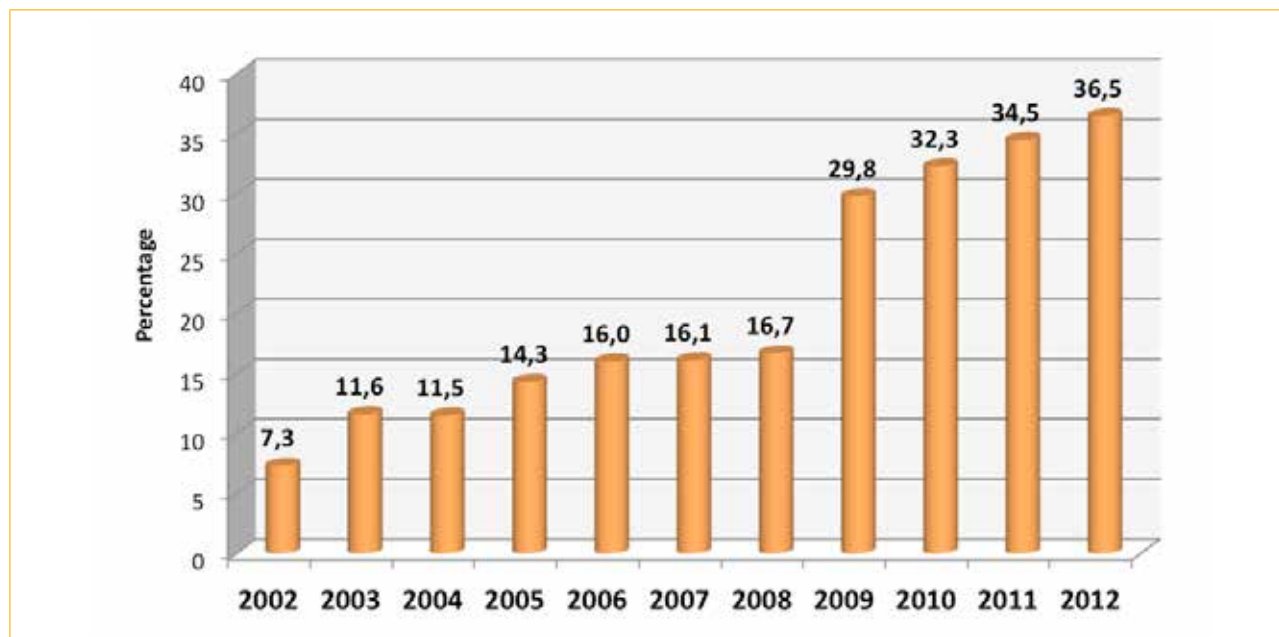
3. CHILDREN ATTENDING ECD FACILITIES

In 2012, approximately 37% of children aged 0 to 4 years old were attending an ECD facility, an increase of 30% since 2002, when approximately 7% of this cohort attended an ECD facility. Gender parity has been reached for this age cohort (see **Table 2**).

It has to be noted that the GHS questionnaire was reviewed in 2009, following which a section was dedicated to the collection of ECD information. The Government's efforts to ensure that children access preschool education also played an important role in the increased percentage of this cohort attending ECD facilities between 2009 and 2010.

¹ Data confrontation is the process of comparing data that has generally been derived from different surveys or other sources, in order to assess their coherency, and the reasons for any identified differences.

Figure 1: Percentage of 0 to 4-year-old children attending ECD facilities, 2002 to 2012



Source: Statistics South Africa, General Household Survey, 2002–2012, DBE own calculations

In 2012, Free State had the highest percentage of children aged 0 to 4-years-old attending ECD facilities at approximately 47%, followed by Gauteng at almost 46%. Northern Cape had the lowest percentage of children aged 0 to 4-years-old attending ECD facilities at nearly 26%. However, across all provinces, over 25% of children were attending some form of ECD facility in 2012. The increase between 2002 and 2012 across provinces is evident and very positive.

Table 1: Percentage of 0 to 4-year-old children attending ECD facilities by province, 2002 to 2012

Province	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Eastern Cape	9.4	14	12.1	17.8	19.0	19.3	20.3	29.5	32.6	32.9	37.8
Free State	6.5	10.6	10.4	19.6	19.4	20.9	18.0	36.8	33.4	38.2	46.7
Gauteng	11.4	18	16.9	20.5	26.9	24.1	25.4	43.5	42.6	43.6	45.7
KwaZulu-Natal	4.3	7.4	6.8	7.0	7.2	9.8	11.7	23.7	25.1	24.9	27.9
Limpopo	5.5	9.9	11.5	13.3	17.8	14.5	14.5	27.9	29.6	42.1	37.3
Mpumalanga	4.8	7.4	12.5	10.0	12.1	12.7	16.2	28.1	28.5	31.0	28.8
North West	6.4	10.5	8.4	10.5	7.7	14.0	8.0	21.8	26.7	29.0	32.9
Northern Cape	3.0	5.2	5.3	8.8	7.6	12.5	10.6	19.3	21.1	26.9	25.6
Western Cape	10.4	14.9	15.1	19.6	16.6	14.2	14.4	27.6	39.4	36.2	39.6
National	7.3	11.6	11.5	14.3	16.0	16.1	16.7	29.8	32.3	34.5	36.5

Source: Statistics South Africa, General Household Survey, 2002–2012, DBE own calculations

With regard to attendance of ECD facilities of this age group by gender, there is gender parity. Although there were more female children in 2002, this changed from 2006 to 2012 where the percentage of children attending ECD facilities by gender is almost equal.

Table 2: Percentage of 0 to 4-year-old children attending ECD facilities by gender, 2002 to 2012

Gender	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Male	6.8	11.4	11.4	13.7	16.0	16.5	16.6	29.4	32.3	34.3	36.2
Female	7.7	11.8	11.5	14.9	16.1	15.7	16.7	29.4	32.4	34.7	36.9
Total	7.3	11.6	11.5	14.3	16.0	16.1	16.7	29.4	32.3	34.5	36.5
GPI	1.14	1.04	1.01	1.09	1.01	0.95	1.01	1.00	1.00	1.01	1.02

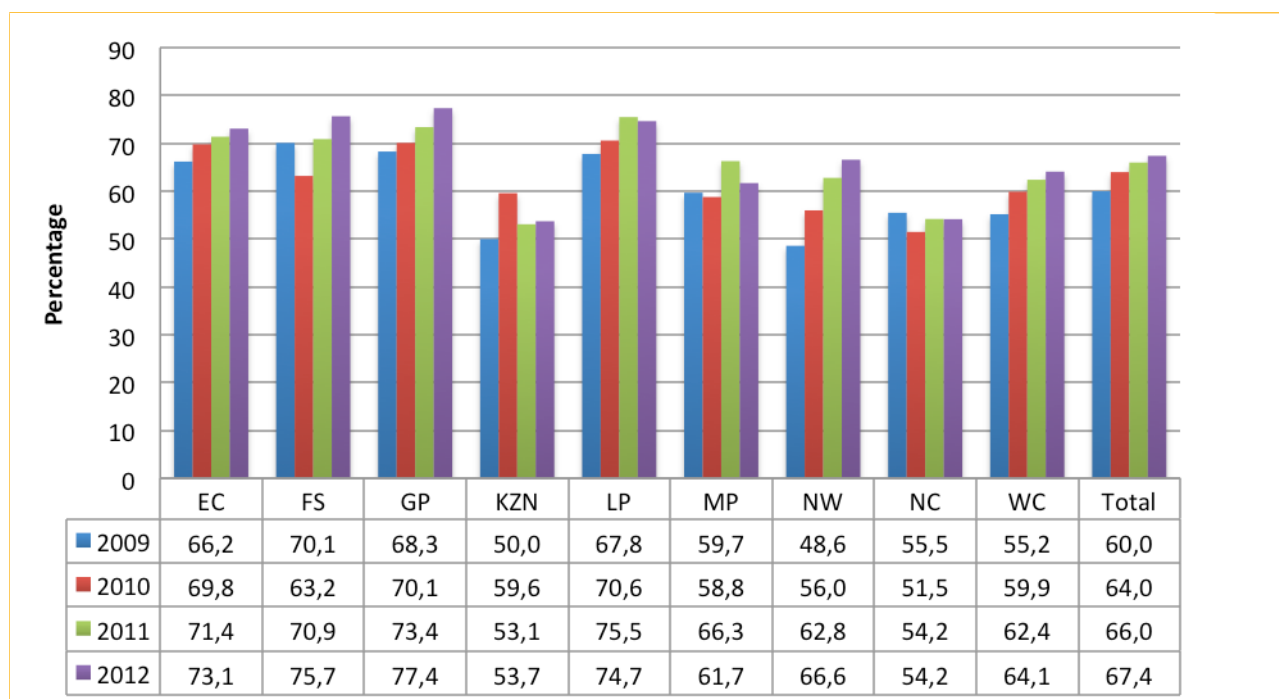
Source: Statistics South Africa, General Household Survey, 2002–2012, DBE own calculations

3.1. Attendance of an ECD facility by 3 to 5-year-old children

The number of 3 to 5-year-old children attending an ECD facility increased from 60% in 2009 to 67% in 2012. This is an *Action Plan to 2014* indicator that is the shared responsibility of the DBE and the Department of Social Development (DSD).

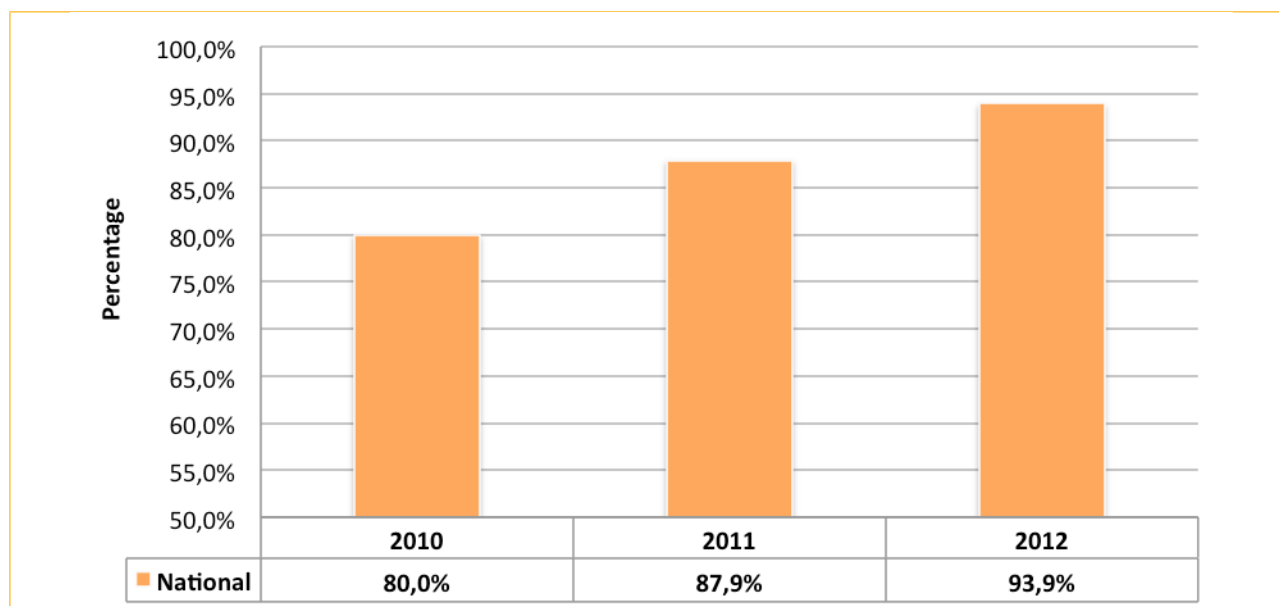
The variation between provinces is not significant. In 2012, Gauteng (77%), Free State (75%) and Limpopo (75%) had the highest percentage of children aged 3 to 5-years-old that were attending an ECD facility. KwaZulu-Natal had the lowest percentage of this cohort attending an ECD facility at approximately 54% in 2012.

Figure 2: Percentage of 3 to 5-year-old children attending an ECD facility by province, 2009 to 2012



Source: Statistics South Africa, General Household Survey, 2009–2012, DBE own calculations

Figure 3: Percentage of Grade 1 learners who have received formal Grade R, 2010 to 2012



Source: Statistics South Africa, General Household Survey, 2010–2012, DBE own calculations

4. PARTICIPATION IN EDUCATIONAL INSTITUTIONS BY SCHOOL-GOING AGE GROUPS

4.1. Number and percentage of 5-year-olds attending educational institutions

The initial medium-term goal of Government for 2010 was that approximately 85% (810 000) of all 5-year-olds would be accommodated in primary school-based Reception Year programmes (DoE, 2001). Government has committed to supporting community-based sites to become part of the public system. During the State of the Nation Address by the President in 2009 the initial target of reaching 85% of 5-year-olds for school-based Grade R was shifted to 2014.

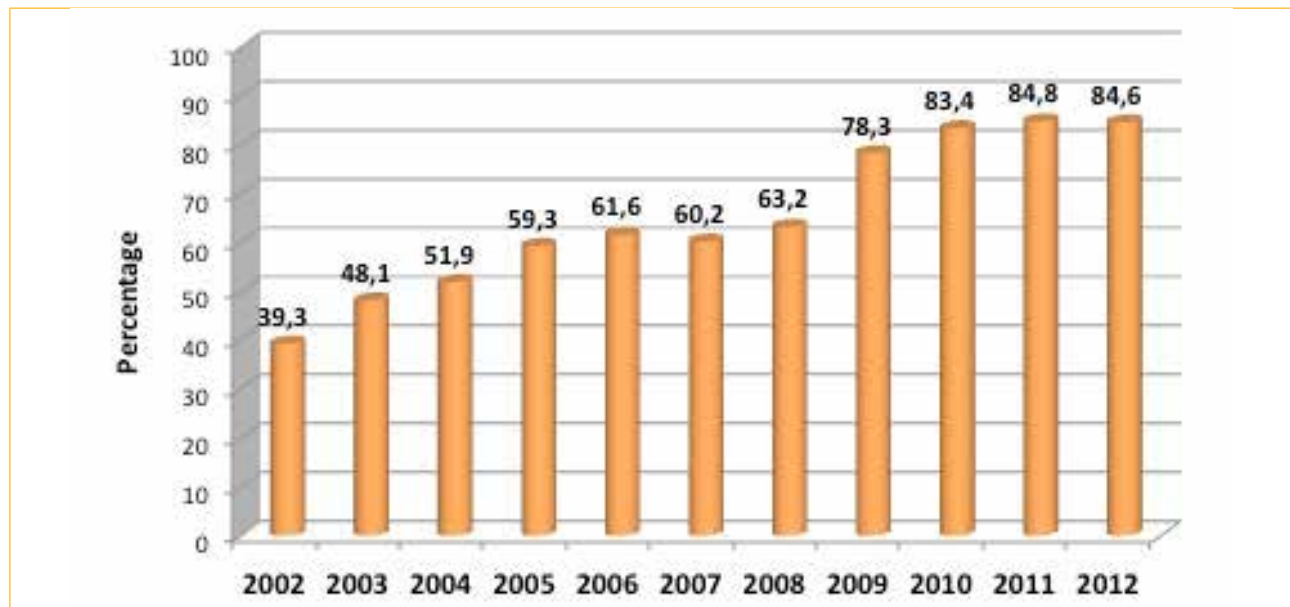
In 2012, approximately 85% of 5-year-old children were attending ECD educational institutions as opposed to 39% in 2002. This indicates an increase of 46% of 5-year-old children attending educational institutions between 2002 and 2012.

The high increase of 5-year-old learners attending educational institutions, particularly between 2009 and 2012, 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 and the automatic acceptance of registered Grade R learners to Grade 1.
- Prioritisation of registration of ECD centres with the DSD.

After the GHS questionnaire was reviewed in 2009, children aged 0 to 4 years were separated from children aged 5 years and above. This has enabled the analysis of this age group to be more consistent. The capturing of information on children aged 5 years and older who were attending educational institutions also became more user friendly.

Figure 4: Percentage of 5-year-old children attending an educational institution, 2002 to 2012



Source: Statistics South Africa, General Household Survey, 2002-2012, DBE own calculations

There is variation in the access to educational institutions by 5-year-old children across the provinces. In 2012, Limpopo had the highest percentage (approximately 94%) of children aged 5 who were attending educational institutions, followed by the Eastern Cape at 93%. Northern Cape had the lowest percentage of 5-year-olds attending educational institutions in 2012 at 71%.

There is a significant increase in the proportion of 5-year-old children accessing educational institutions between 2002 and 2012. Surprisingly, poorer provinces such as Limpopo and the Eastern Cape have a higher percentage of 5-year-olds attending educational institutions, than affluent provinces such as Gauteng and the Western Cape.

Table 3: Percentage of 5-year-old children attending an educational institution by province, 2002 to 2012

Province	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Eastern Cape	49.6	52.7	60.8	69.0	70.9	69.3	80.3	85.4	92.1	91.0	93.1
Free State	33.3	54.7	56.3	55.6	59.2	61.3	60.4	86.0	79.1	81.8	86.4
Gauteng	45.9	59.2	51.3	60.0	60.9	64.3	61.3	73.3	82.5	86.5	86.0
KwaZulu-Natal	33.4	35.0	38.7	50.1	54.3	51.5	57.5	70.1	84.8	78.0	77.1
Limpopo	43.1	55.7	68.4	73.2	76.6	71.8	74.3	92.7	95.9	95.0	93.8
Mpumalanga	28.9	37.9	60.1	55.5	57.0	63.6	65.1	83.2	73.1	86.3	84.5
North West	36.6	42.8	48.2	47.4	50.5	45.7	53.2	66.8	73.8	86.4	89.0
Northern Cape	21.5	34.2	25.9	55.2	46.7	59.1	50.0	80.1	78.3	78.1	71.1
Western Cape	41.2	53.7	49.6	63.3	65.7	52.2	53.5	79.1	69.5	75.9	73.9
National	39.3	48.1	51.9	59.3	61.6	60.2	63.2	78.3	83.4	84.8	84.6

Source: Statistics South Africa, General Household Survey, 2002-2012 DBE own calculations

Table 4 below shows that there is no gender difference in the percentage of 5-year-olds attending educational institutions. In 2002, there were fewer female children aged 5 years attending educational institutions, but this changed between 2004 and 2005, when almost equal numbers of male and female children in this age cohort were in educational institutions. Between 2006 and 2007, there was a drop in the percentage of 5-year-old female children attending educational institutions.

Gender parity was achieved in 2012 among 5-year-old children attending educational institutions at 0.98.

Table 4: Percentage of 5-year-old children attending an educational institution by gender, 2002 to 2012

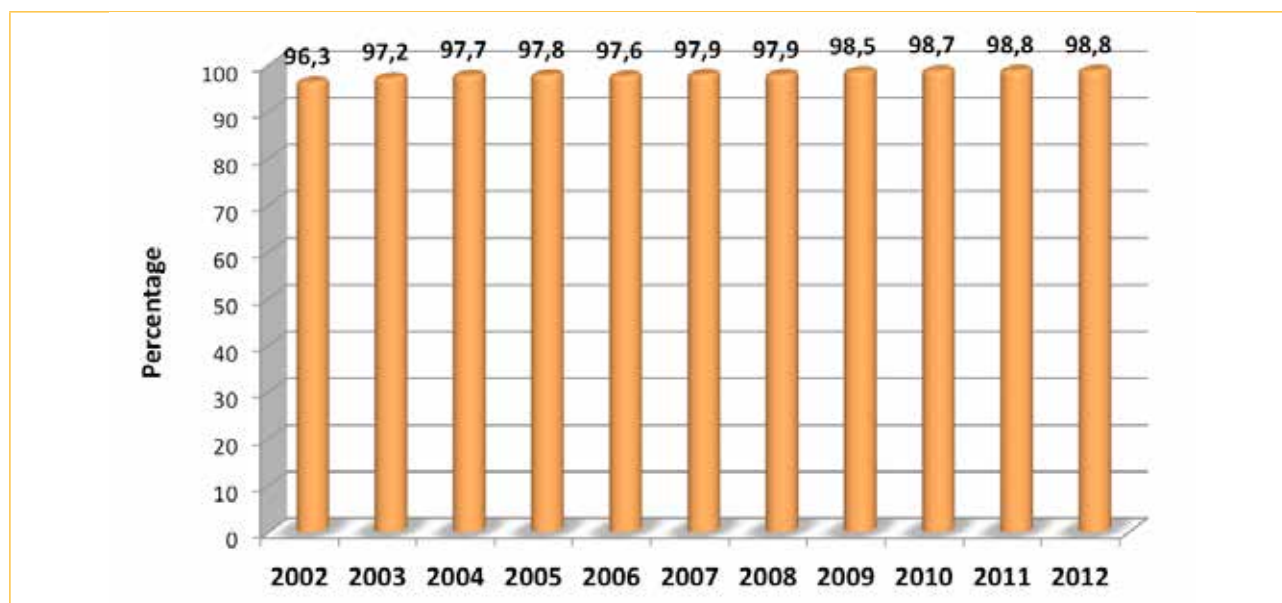
Gender	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Male	39.8	48.5	49.8	58.9	62.6	62.2	60.6	76.5	82.8	84.8	85.5
Female	38.8	47.7	54.0	59.6	60.5	58.3	65.7	80.2	84.1	84.8	83.7
Total	39.3	48.1	51.9	59.3	61.6	60.2	63.2	78.3	83.4	84.8	84.6
GPI	0.97	0.98	1.08	1.01	0.97	0.94	1.08	1.05	1.01	1.00	0.98

Source: Statistics South Africa, General Household Survey, 2002-2012, DBE own calculations

4.2. Number and percentage of 7 to 15-year-olds attending educational institutions

The South African Schools Act, 1996 (Act 84 of 1996) stipulates that children aged 7 to 15 years should attend compulsory education, that is, Grade 1 to Grade 9. Since 2002, the participation of 7 to 15-year-old children in educational institutions has increased from 96% to approximately 99% in 2012. The attendance by this age cohort has consistently remained above 96% since 2002 and this shows stability in terms of children of compulsory school-going age accessing schooling.

Figure 5: Percentage of 7 to 15-year-old children attending an educational institution, 2002 to 2012



Source: Statistics South Africa, General Household Survey, 2002-2012, DBE own calculations

There is a slight variation in the percentage of 7 to 15-year-old children accessing educational institutions across provinces. All provinces have high percentages; in 2012, over 98% of this age cohort was attending educational institutions in all provinces. All provinces recorded high participation rates for 7 to 15-year-olds since 2002.

Table 5: Percentage of 7 to 15-year-old children attending an educational institution by province, 2002 to 2012

Province	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Eastern Cape	95.5	95.9	97.0	97.4	97.3	97.7	97.6	97.8	98.5	98.5	98.4
Free State	97.5	96.8	97.0	97.5	98.7	98.7	98.2	98.7	98.9	98.9	99.2
Gauteng	98.1	98.9	98.9	98.5	97.7	97.5	98.3	98.5	98.8	99.3	99.0
KwaZulu-Natal	94.8	96.4	97.0	97.7	97.2	97.5	97.9	98.0	98.2	98.7	98.8
Limpopo	97.4	98.0	98.8	99.0	98.9	98.5	98.2	98.8	99.1	99.1	99.2
Mpumalanga	97.2	98.1	98.6	97.9	98.1	97.9	98.2	98.3	99.1	99.0	99.0
North West	95.4	96.7	97.7	96.3	95.9	96.9	97.3	97.6	97.8	98.6	98.8
Northern Cape	93.6	95.7	96.6	97.5	97.6	97.5	97.5	98.5	98.2	98.6	98.6
Western Cape	97.3	97.1	98.1	98.2	97.6	98.2	97.0	98.1	99.1	97.9	98.2
National	96.3	97.1	97.8	97.9	97.7	97.8	97.9	98.5	98.7	98.8	98.8

Source: Statistics South Africa, General Household Survey, 2002-2012, DBE own calculations

Table 6 shows the participation of 7 to 15-year-olds in educational institutions by gender. From 2002 to 2004, there were more females than males attending an educational institution. However, between 2008 and 2012, no differences were found between the numbers of males and females in this age group who were attending an educational institution.

Table 6: Percentage of 7 to 15-year-old children attending an educational institution by gender, 2002 to 2012

Gender	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Male	96.0	96.7	97.4	97.6	97.4	97.6	97.8	98.3	98.6	98.7	98.5
Female	96.6	97.6	98.1	97.9	97.8	98.2	98.1	98.6	98.7	98.8	99.1
Total	96.3	97.2	97.7	97.8	97.6	97.9	97.9	98.5	98.7	98.8	98.8
GPI	1.01	1.01	1.01	1.00	1.00	1.01	1.00	1.00	1.00	1.00	1.01

Source: Statistics South Africa, General Household Survey, 2002-2012, DBE own calculations

With regard to participation of 7 to 15-year-olds by population group, **Table 7** shows that almost equal percentages of the four population groups were attending educational institutions in 2012. In 2002, at least 96% of African/Black and Coloured children in this age group were attending educational institutions. This increased to 98% in 2012. Meanwhile the participation of Indian/Asian and White children remains over 99% since 2002.

Table 7: Percentage of 7 to 15-year-old children attending an educational institution by population group, 2002 to 2012

Population Group	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
African/Black	96.0	96.9	97.5	97.7	97.5	97.9	97.9	98.4	98.6	98.8	98.8
Coloured	95.9	97.4	98	97.5	97.6	97.5	97.4	98.2	98.5	97.8	97.8
Indian/Asian	99.5	98.9	99.2	99.5	94.7	98.1	100	99.9	99.8	99.6	99.1
White	99.6	99.4	99.7	99.5	99.9	99.6	98.3	99.0	99.6	99.2	99.8

Source: Statistics South Africa, General Household Survey, 2002-2012, DBE own calculations

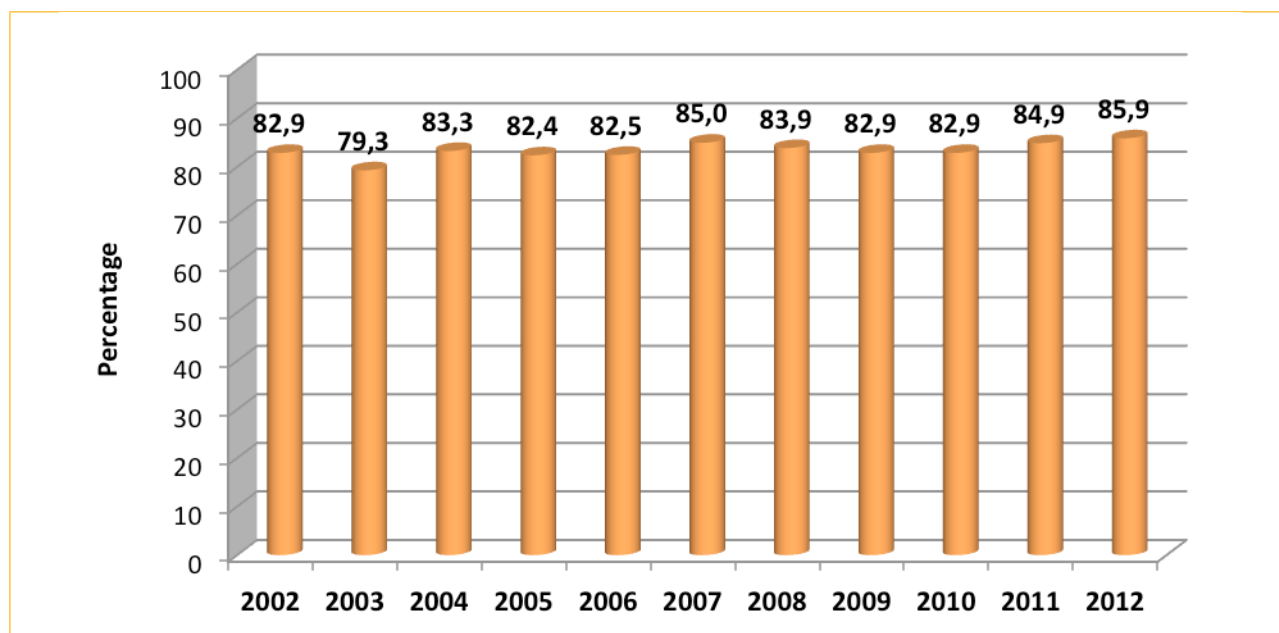
4.3. Number and percentage of 16 to 18-year-olds attending educational institutions

According to the Age Admission Policy, 16 to 18-year-olds are children who are of appropriate age for enrolment in the FET band of schooling, which corresponds to Grades 10, 11 and 12. However, children in this age group are also encouraged to enrol in other educational institutions after completing Grade 9, such as FET colleges, and indeed many do. Hence this section reports not only on school attendance, but on the attendance of 16 to 18-year-olds attending educational institutions in general.

Figure 6 indicates the percentage of children aged 16 to 18 years attending educational institutions in South Africa. Since 2002, trends in enrolment figures reveal that attendance at educational institutions among the 16 to 18-year-old age group has not changed significantly over this period.

In 2012, approximately 86% of 16 to 18-year-olds were attending educational institutions, compared to 83% in 2002. There was a mere 3% increase between 2002 and 2012.

Figure 6: 16 to 18-year-olds attending educational institutions, 2002 to 2012



Source: Statistics South Africa, General Household Survey, 2002-2012, DBE own calculations

In terms of provincial breakdown, Limpopo has the highest percentage of children in this age group participating in educational institutions, at 94% in 2012. Meanwhile, Western Cape has the lowest percentage of 16 to 18-year-olds attending educational institutions, at 80% in 2012, although the Western Cape has increased from nearly 73% in 2002. There was a marginal increase in the participation of this age group in educational institutions across the provinces between 2011 and 2012.

Table 8: 16 to 18-year-olds attending educational institutions by province, 2002 to 2012

Province	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Eastern Cape	83.0	78.5	78.5	80.9	83.9	85.4	83.0	80.9	81.8	83.3	85.1
Free State	85.4	86.0	86.6	88.7	83.3	90.7	85.8	83.8	83.9	86.3	87.2
Gauteng	87.7	86.5	85.6	84.2	80.6	82.2	85.6	87.2	85.1	81.7	85.7
KwaZulu-Natal	79.3	81.9	82.0	81.4	83.3	83.7	84.6	80.7	80.5	85.7	85.3
Limpopo	88.2	89.3	91.5	87.4	89.3	92.1	90.0	91.5	92.0	93.1	94.2
Mpumalanga	86.2	57.7	88.1	86.7	85.5	93.2	87.1	84.5	85.2	86.7	85.4
North West	81.2	80.8	84.3	83.9	84.1	81.6	79.1	81.4	79.2	84.9	81.9
Northern Cape	71.0	67.7	68.8	75.4	71.9	77.8	76.0	73.4	79.6	79.2	80.6
Western Cape	72.6	73.2	72.6	69.7	66.0	73.7	71.6	73.7	73.6	76.4	80.4
National	82.9	79.3	83.3	82.4	82.5	85.0	83.9	82.9	82.9	84.9	85.9

Source: Statistics South Africa, General Household Survey, 2002-2012, DBE own calculations

There are some disparities in the attendance of 16 to 18-year-olds in terms of population group as indicated in **Table 9**. In 2012 a high proportion of African/Black children aged 16 to 18 were attending some form of educational institution, at approximately 87%, followed by Whites at 86% and Indian/Asians at 83%. Only 77% of the Coloured children aged 16 to 18 were attending educational institutions in 2012.

There has been a notable increase in the percentage of 16 to 18 year olds attending educational institution since 2002 among all population groups. However, there has been a decrease of the White children in this age group attending educational institutions from close to 92% in 2002 to 86% in 2012.

Table 9: Percentage of 16 to 18-year-old attending educational institutions by population group, 2002 to 2012

Population Group	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
African/Black	83.1	84.0	83.7	82.6	84.1	86.3	85.2	84.6	83.9	86.4	86.8
Coloured	67.5	64.9	66.2	66.5	63.3	70.7	69.4	68.0	69.3	69.2	77.2
Indian/Asian	80.3	79.3	80.5	88.0	69.1	82.1	80.7	79.7	77.4	81.1	83.2
White	91.9	90.5	89.1	92.1	88.4	89.7	83.8	86.6	89.3	85.7	86.3

Source: Statistics South Africa, General Household Survey, 2002-2012, DBE own calculations

5. OUT-OF-SCHOOL CHILDREN

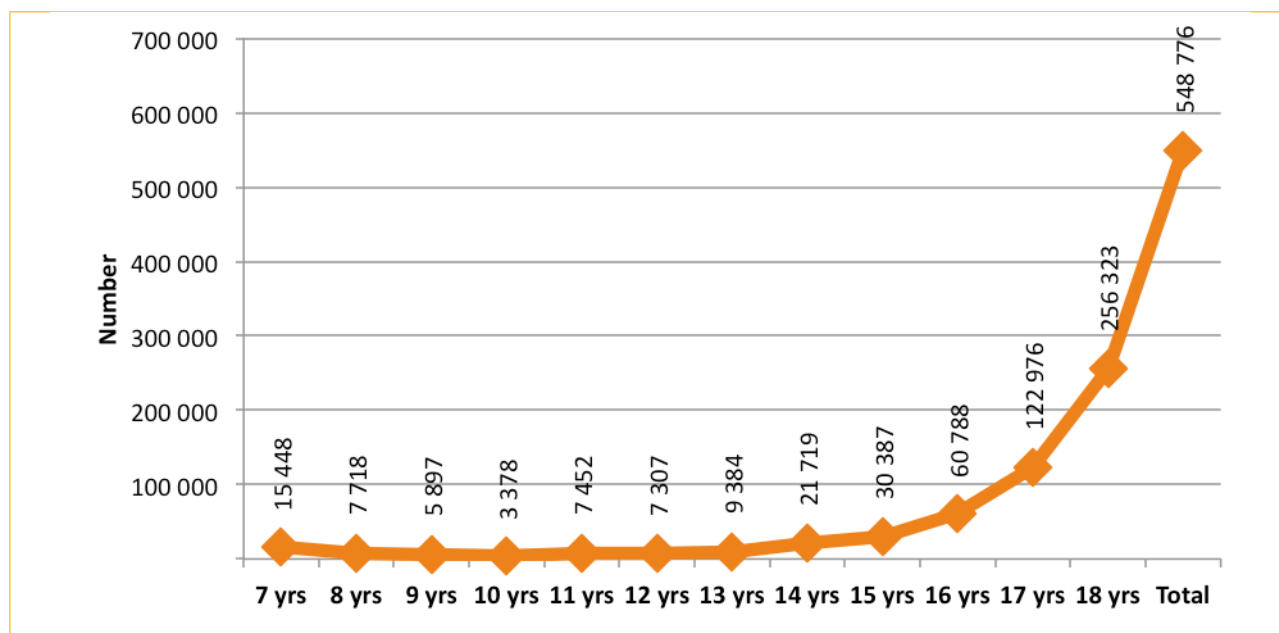
The out-of-school children, or children of school-going age who drop out of school, are a concern to any country because they cost money. Out-of-school children or dropouts are less likely to find and hold jobs that pay enough money to keep them off social welfare. Higher rates of unemployment and lower earnings cost the nation both lost productivity and reduced tax income.

Dropouts cost the nation money in other ways as well. A study undertaken by Rumberger, demonstrated that dropouts are also more likely to have health problems, engage in criminal activities and become dependent on welfare and other government programmes than high school graduates. These problems generate large social costs. Concern for dropouts or out-of-school children is also fuelled by a number of economic, demographic and educational trends that could exacerbate this problem in the future (Rumberger, 2001).

5.1. Percentage of 7 to 18-year-old out-of-school children

The 2012 GHS found that over half a million children aged 7 to 18 years were out of school. That means that they were not attending any form of educational institution. Of the 548 776 children out of school, approximately 440 000 are children between 16 and 18 years. This is a significant decrease from 480 000 youth in 2011. This means that over 40 000 more youth in 2012 were enrolled in educational institutions compared to 2011.

Figure 7: Number of 7 to 18-year-old children that are out of school or not attending any form of educational institution, 2012



Source: Statistics South Africa, General Household Survey, 2002-2012, DBE own calculations

In 2012, the GHS found that at least 1% of 7 to 15-year-olds were out of school or not attending any form of educational institution. There was a decrease of almost 3% between 2002 and 2011. In 2002 almost 4% of this age group were out of school or not attending any form of educational institution

High enrolment rate shows that initiatives such as the No-Fee School Policy and the National School Nutrition Programme introduced by government appear to be bearing fruit. These initiatives ensure that economically disadvantaged learners can attend school without paying school fees and receive meals.

In 2002, more male compared to female children were out of school, with the gap closing between 2010 and 2012. In 2012, almost an equal proportion of female and male children aged 7 to 15 years were out of school.

Table 10: Percentage of 7 to 15-year-old children out of school by gender, 2002 to 2012

Gender	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Male	4.0	3.3	2.6	2.4	2.6	2.4	2.2	1.7	1.4	1.3	1.5
Female	3.4	2.4	1.9	2.1	2.2	1.8	1.9	1.4	1.3	1.2	0.9
Total	3.7	2.8	2.3	2.2	2.4	2.1	2.1	1.5	1.3	1.2	1.2

Source: Statistics South Africa, General Household Survey, 2002-2012, DBE own calculations

Table 11 shows the percentages of out-of-school 7 to 15-year-old children by population group. In 2012, 2% of Coloured children aged 7 to 15 were not attending educational institutions, African/Black children were at 1% and the White and Indian/Asian population groups showed less than 1% of 7 to 15 children were not attending educational institutions.

Table 11: Percentage of 7 to 15-year-old children out of school by population group, 2002 to 2012

Population Group	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
African/Black	4.0	3.1	2.5	2.3	2.5	2.1	2.1	1.6	1.4	1.2	1.2
Coloured	4.1	2.6	2.0	2.5	2.4	2.6	2.6	1.8	1.5	2.2	2.2
Indian/Asian	0.5	1.1	0.8	0.5	5.3	0.0	0.0	0.1	0.2	0.4	0.9
White	0.4	0.6	0.3	0.5	0.1	1.7	1.7	1.0	0.4	0.8	0.2

Source: Statistics South Africa, General Household Survey, 2002-2012, DBE own calculations

5.2. Percentage of out-of-school 16 to 18-year-old children

The trend for not attending any form of educational institution of the 16 to 18 years age group is quite different compared to the 7 to 15 years age group. As shown in **Table 12**, there is a high proportion of 16 to 18-year-olds (14%) not attending any form of educational institution.

In 2012, 14% of 16 to 18-year-olds were out of school or not attending any form of educational institution. Although this has decreased from almost 18% in 2002, this high percentage of children not attending educational institutions is still a cause of concern for both the Departments of Basic Education and Higher Education and Training.

Furthermore, **Table 12** shows that more females are likely to be out of school than males in this age group. In 2011, 15% of females aged 16 to 18 years were not attending an educational institution compared to almost 13% of males in the same age group. While the percentage of females that were not attending educational institutions had decreased from approximately 21% in 2002, the percentage of males remained stable at an average of 14.6% throughout the reporting period.

Table 12: Percentage of 16 to 18-year-old youth not attending education institutions by gender, 2002 to 2012

Gender	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Male	14.3	14.6	14.1	14.8	15.7	13.4	15.5	15.9	15.2	14.3	12.8
Female	20.9	19.8	20.5	20.9	19.5	16.3	16.9	17.5	19.0	16.0	15.4
Total	17.6	17.2	17.3	17.8	17.5	14.8	16.2	16.7	17.1	15.1	14.1

Source: Statistics South Africa, General Household Survey, 2002-2012, DBE own calculations

Further disaggregations of data by population show that more Coloured children aged 16 to 18 years were not attending any form of educational institution between 2002 and 2012.

In 2012, almost 23% of the Coloured population group aged 16 to 18 years did not attend an educational institution. The Indian/Asian population group had the second highest percentage of this age group not attending educational institutions at almost 17% in 2012. Approximately 13% of African/Black and White 16 to 18-year-olds were not attending an educational institution in 2012.

Throughout the reporting period, 2002 to 2012, Coloured children aged 16 to 18 years that were not attending any form of educational institution remained well above 20%. This is a major concern and the cause of such a high proportion of this population and age group not attending any form of educational institution needs further investigation.

Table 13: Percentage of out of school 16 to 18-year-olds by population group, 2002 to 2012

Population Group	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
African/Black	16.9	16.0	16.3	17.4	15.9	13.7	14.8	15.4	16.1	13.6	13.2
Coloured	32.5	35.1	33.8	33.1	36.7	29.3	30.6	32.0	30.7	30.8	22.8
Indian/Asian	19.7	20.7	19.5	12.0	30.9	17.9	19.3	20.3	22.6	18.9	16.8
White	8.1	9.5	10.9	7.9	11.6	10.3	16.2	13.4	10.7	14.3	13.7

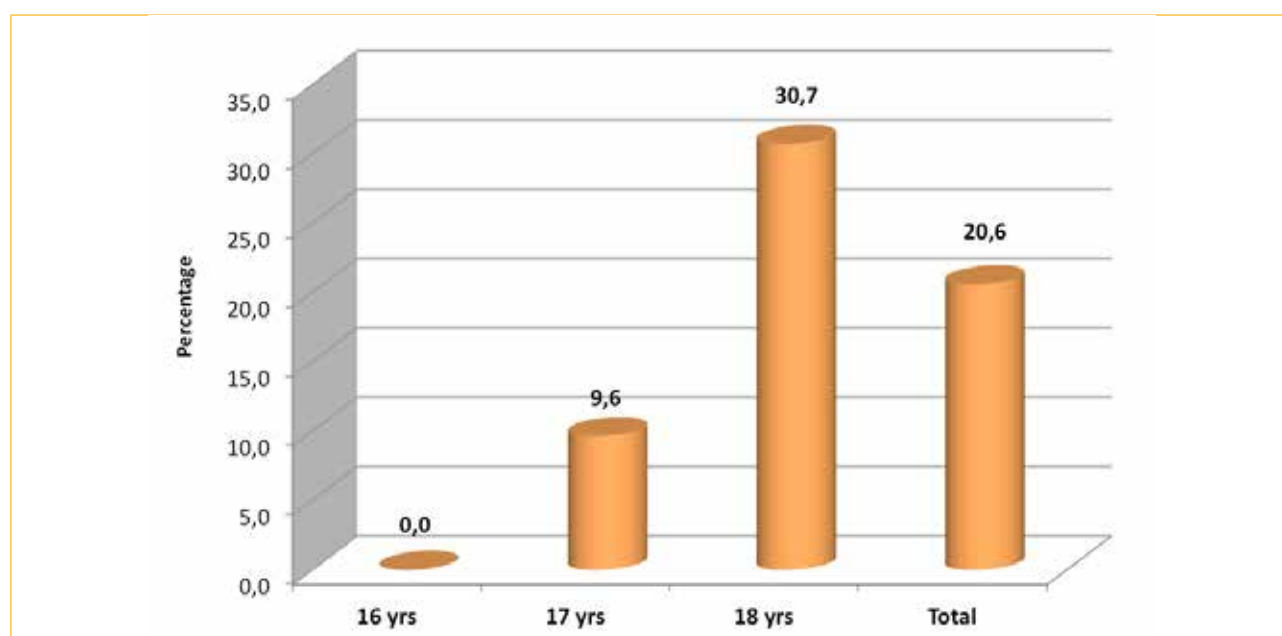
Source: Statistics South Africa, General Household Survey, 2002-2012, DBE own calculations

5.3. Percentage of 16 to 18-year-olds not attending educational institutions but who have completed Grade 12

Although the data shows that 14% (just over 440 000) of 16 to 18-year-olds were not attending educational institutions, **Figure 8** shows that around approximately 21% (90 625) of these out-of-school 16 to 18-year-olds have already completed Grade 12.

Of this age group, a high percentage (31%) of 18-year-olds had completed Grade 12 by 2012.

Figure 8: Percentage of 16 to 18-year-olds with Grade 12 and not attending educational institutions, 2012



Source: Statistics South Africa, General Household Survey, 2012, DBE own calculations

Of the 90 625 children aged 16 to 18 years who were not attending any form of educational institution in 2012 but had completed Grade 12, 46 459 (51.3%) of females and 44 167 (48.7%) of males have matric.

6. REASONS FOR NON-ATTENDANCE AT EDUCATIONAL INSTITUTIONS

This section analyses the reasons for 7 to 18-year-old children not attending educational institutions, despite being the appropriate age for children to attend school.

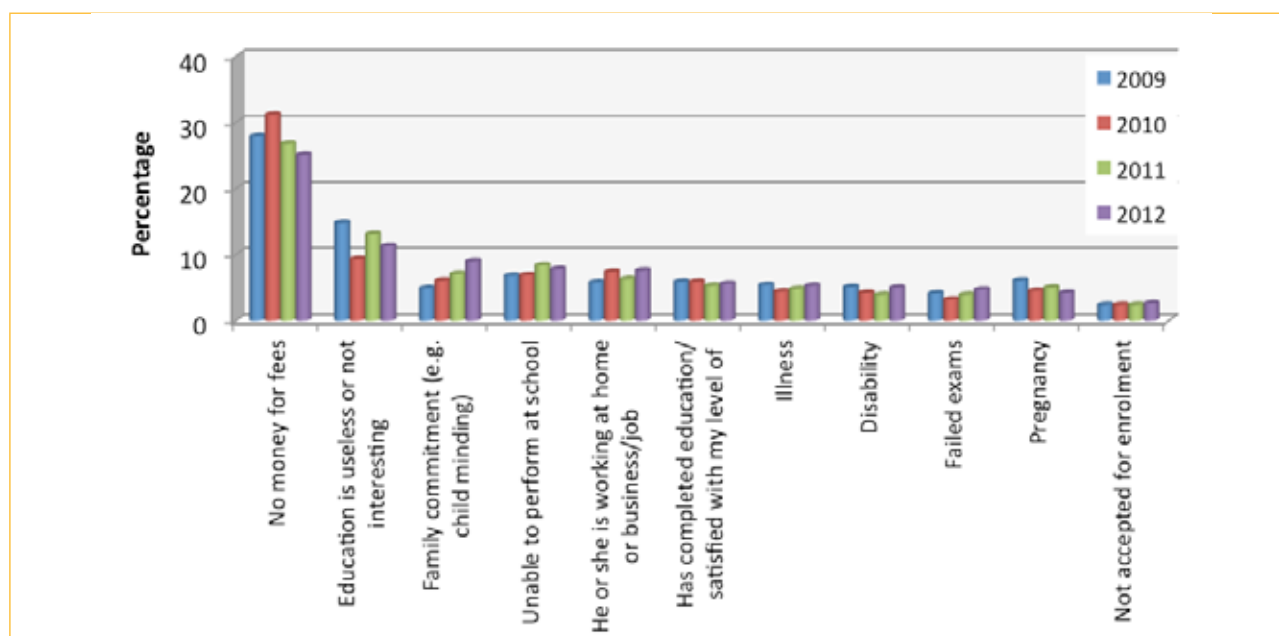
In 2012, “no money for fees” (25%) was the main reason for children aged 7 to 18 years not attending educational institutions. This is despite most poor children having access to no-fee schools. One explanation for children still having a problem of access to educational institutions owing to “no money for fees”, is that many of these children could have already completed Grade 12 (see **Figure 8** above), and do not have money to pay fees at further or higher education institutions.

Figure 9 shows additional reasons for not attending an educational institution. These include: “education is useless or not interesting” (11%), “Family commitment (e.g. child minding)” (9%), “unable to perform at school” (8%), “working at home or business” (almost 8%) and “completed education” (approximately 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” or are “unable to perform at school” suggests the need to explore more deeply how to make education more relevant, assisting learners with special needs and making schooling more inspiring. Ways and means to address this thinking among children needs to be investigated. This could include finding ways to create alternative streams of education.

Figure 9: Selected reasons for non-attendance, 2009 to 2012



Source: Statistics South Africa, General Household Survey, 2009-2012, DBE own calculations

Table 14: Reasons for non-attendance, 2009 to 2012

Reason for non-attendance	2009	2010	2011	2012
No money for fees	27.9	31.2	26.8	25.1
Education is useless or not interesting	14.8	9.3	13.1	11.3
Unable to perform at school	6.8	6.9	8.4	7.8
Family commitment (e.g. child minding)	4.9	6.1	7.1	9.0
He or she is working at home or business/job	5.8	7.4	6.3	7.6
Has completed education/satisfied with my level of education/do not want to study	5.9	5.9	5.3	5.6
Pregnancy	6.1	4.5	5.0	4.2
Illness	5.4	4.4	4.8	5.3
Disability	5.1	4.2	3.9	5.0
Failed exams	4.1	3.2	3.9	4.7
Not accepted for enrolment	2.4	2.4	2.4	2.6
Too old/young	1.6	1.5	1.4	2.2
Do not have time/too busy	0.9	1.7	1.2	0.8
Got married	0.9	0.2	0.8	0.3
Education at home/home schooled	-	-	0.7	7.9
Difficulties to get to school (transport)	0.2	0.1	0.5	0.5
School/education institution is too far	0.2	0.3	0.4	0.2
Violence at school	0.2	0.3	0.3	0.2
Other	5.6	8.1	7.7	-

Source: Statistics South Africa, General Household Survey, 2009 - 2012, DBE own calculations

Table 15 compares the main reasons for not attending educational institutions over the reporting period, from 2002 to 2012. It is evident that no money for fees has been a major problem but it has decreased significantly since 2002, from approximately 39% in 2002 to 25% in 2012.

Table 15: Selected reasons for 7 to 18-year-old children not attending educational institution, 2002 to 2012

Year	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
2011	26.8	13.1	4.8	5.0	7.1	6.3	0.4	3.9
2012	25.1	11.3	5.3	4.2	9.0	7.6	0.2	4.7

Source: Statistics South Africa, General Household Survey, 2002-2012, DBE own calculations

7. DISTRIBUTION OF LEARNERS BY EDUCATIONAL INSTITUTION TYPE (SECTOR): PUBLIC AND INDEPENDENT

The GHS asked the respondents who were attending an educational institution whether it was private or public institution.

In 2012, 94% of all children attending schools were in public or government institutions and 6% were in private independent schools. The status quo has remained relatively the same since 2009, although there are variations between provinces.

In 2012, Gauteng had the highest percentage of learners in independent schools at approximately 15%, followed by Western Cape at 8%. Meanwhile, Limpopo, Eastern Cape and Kwazulu-Natal have the lowest proportions of learners attending independent schools at an average of 3% respectively.

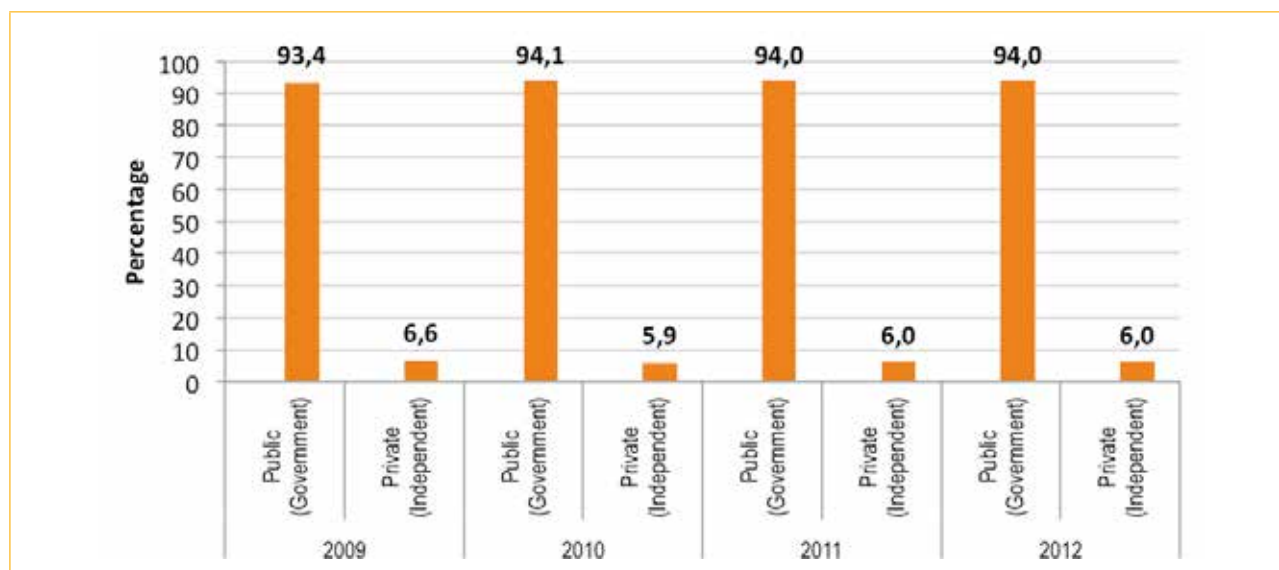
Table 16: Percentage of learners attending either public or independent schools by province, 2010 to 2012

Province	Educational institution type					
	2010		2011		2012	
	Public	Independent	Public	Independent	Public	Independent
Eastern Cape	95.1	4.9	96.3	3.7	97.4	2.6
Free State	97.0	3.0	94.7	5.3	93.4	6.6
Gauteng	98.2	1.8	85.5	14.5	85.4	14.6
KwaZulu-Natal	94.9	5.1	96.6	3.4	96.9	3.1
Limpopo	96.5	3.5	96.8	3.2	97.2	2.8
Mpumalanga	95.1	4.9	93.8	6.2	94.8	5.2
North West	83.7	16.3	95.8	4.2	94.5	5.5
Northern Cape	93.9	6.1	97.4	2.6	96.4	3.6
Western Cape	97.2	2.8	91.9	8.1	91.6	8.4
National	94.1	5.9	94.0	6.0	94.0	6.0

Source: Statistics South Africa, General Household Survey, 2010-2012, DBE own calculations

Figure 10 shows the national distribution of learners in public and private independent schools from 2009 to 2011. It is clear that the figures have remained constant. 94% of learners are attending public or government schools with the remaining 6% of learners attending private independent schools.

Figure 10: Percentage of learners attending either public or independent schools, 2009 to 2012



Source: Statistics South Africa, General Household Survey, 2009-2012, DBE own calculations

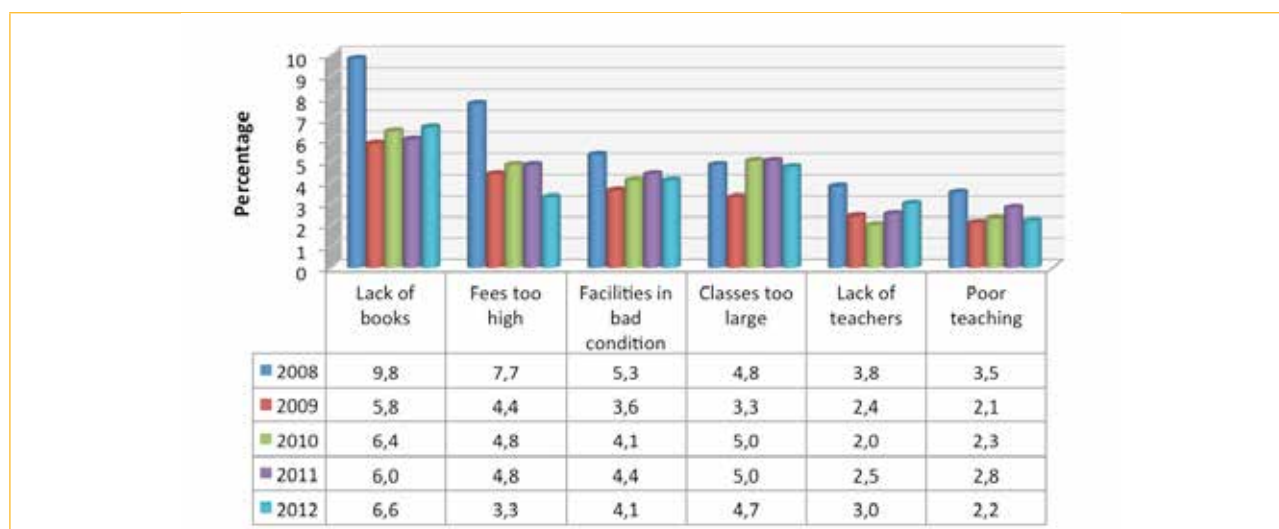
8. PROBLEMS EXPERIENCED AT SCHOOLS

The GHS asked respondents what problems, if any, they had experienced at the educational institution they attended in the preceding 6 months. The respondents were given options from which to choose.

In 2012, “*lack of books*” was reported as being the biggest problem experienced at schools, at approximately 7%. This response is not surprising, as it has been the main reason since 2008, except for 2010 when “*teacher strike*” was reported as the main problem experienced at school.

Other problems cited include, “*classes too large/too many learners*” (almost 5%), “*fees too high*” (5%), “*facilities in bad condition*” (4%), “*lack of teachers*” (3%), and “*poor quality teaching*” (3%).

Figure 11: Problems experienced at schools, 2008 to 2012



Source: Statistics South Africa, General Household Survey, 2008-2012, DBE own calculations

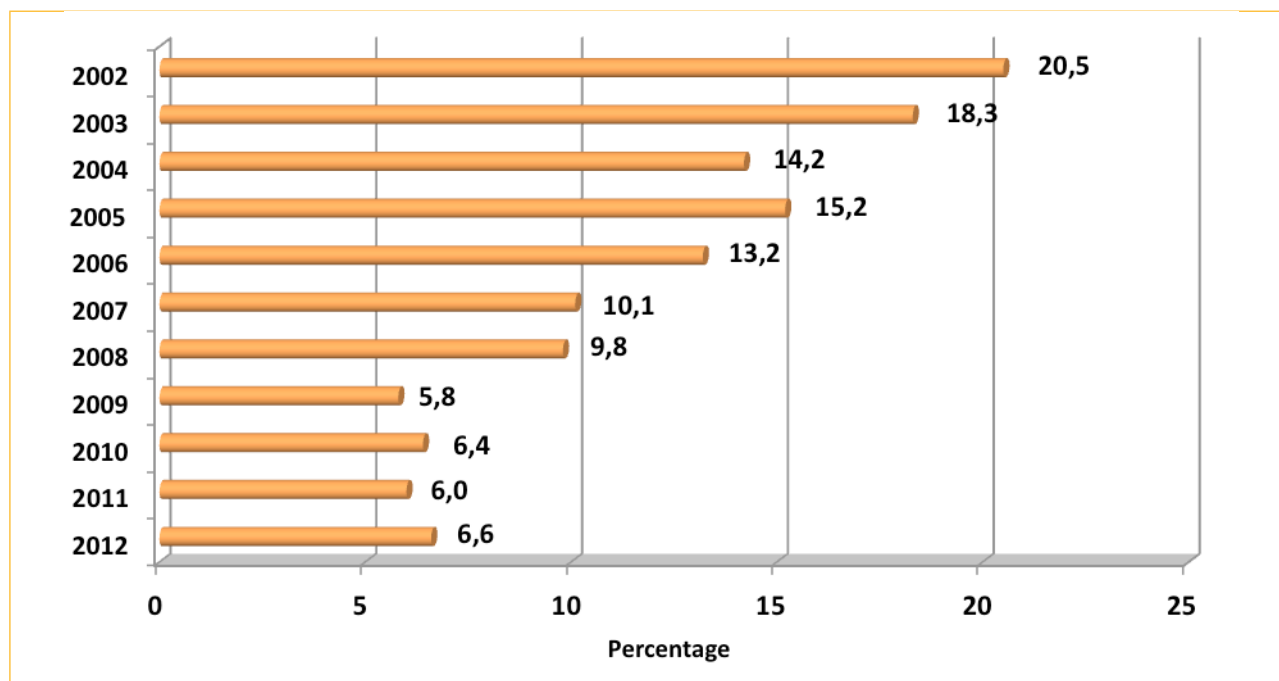
8.1. Lack of books as problems experienced at schools

For a number of years South African learners performed poorly in international and national reading and numeracy tests. A number of studies confirm that given access to comprehensible and interesting reading material, children can increase their reading and numeracy skills. More access to reading results in more reading. This result applies to books in the home, classroom libraries, school libraries and public libraries (Reading is Fundamental, 2010).

Access to textbooks in South Africa came under the spotlight due to issues around delivery of textbooks in Limpopo for the 2012 academic year. In order to assess the extent of lack of access to textbooks by learners in schools, it is important to disaggregate problems experienced at schools by specifically looking at a lack of books as a problem experienced by learners at school.

Figure 12 shows the percentage of learners in schools who indicated that they had experienced the problem of lack of books at school between 2002 and 2012. In 2012 almost 7% of learners nationally indicated they had experienced a shortage of books compared to approximately 21% in 2002. There was a significant decrease in the percentage of learners who reported that they lacked books at schools of almost 14%. This implies that the Department has ensured that a high percentage of learners has access to textbooks and workbooks at schools. The development and distribution of workbooks in 2011 and delivery of textbooks for Grade 10 to 12 made a significant contribution to reducing the lack of books at schools.

Figure 12: Lack of books as a problem experienced at schools, 2002 to 2012

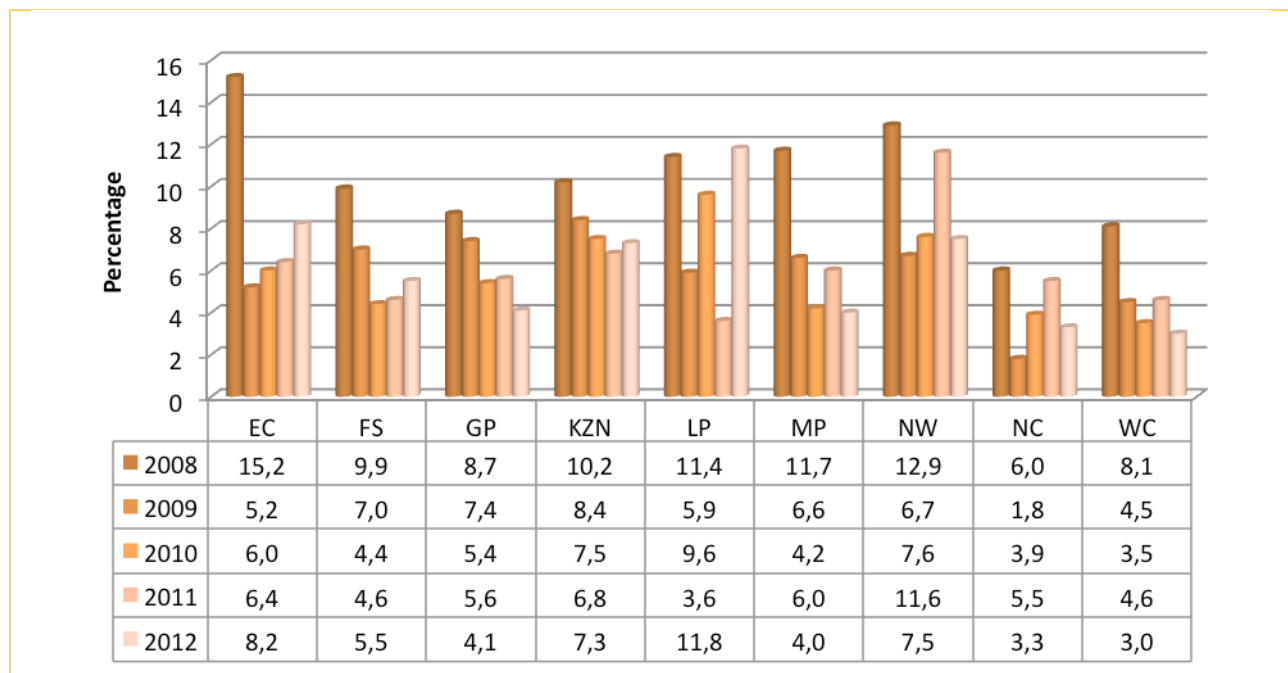


Source: Statistics South Africa, General Household Survey, 2002-2012, DBE own calculations

The disaggregation of the lack of books by province shows that in 2008, the Eastern Cape had the highest percentage at 15%, of learners who experienced a lack of books at schools. This has since decreased to 8% in 2012. North West had the second highest percentage at approximately 13%, of learners who had experienced a lack of books at school in 2008, which has since decreased to approximately 8% in 2012. However, this remains a cause for concern.

In 2012, Limpopo had the highest proportion of learners (almost 12%), followed by the Eastern Cape at almost 8%, who indicated that they did not have access to books at school. The Western Cape had the lowest percentage of learners who experienced lack of books at schools in 2012, at 3%.

Figure 13: Lack of books as a problem experienced at schools by province, 2008 to 2012



Source: Statistics South Africa, General Household Survey, 2008-2012, DBE own calculations

Table 17 provides the comparison of selected problems experienced at school from 2002 to 2012 by province. Although “lack of books” is the main problem experienced at school, it has decreased significantly from approximately 21% in 2002 to approximately 7% in 2012 across all provinces.

Overall, there has been a significant decrease in the percentage of problems experienced in schools between 2002 and 2012. These include “lack of books”, “fees too high”, “facilities in bad condition”, “classes too large”, “lack of teachers” and “poor teaching”.

Table 17: Percentage of selected problems experienced at schools, 2002 to 2012

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	11.4	7.0	5.4	4.9	8.5	6.0
2008	9.8	7.7	5.3	4.8	3.8	3.5
2009	6.6	4.4	3.6	3.3	2.4	2.1

Year	Lack of books	Fees too high	Facilities in bad condition	Classes too large	Lack of teachers	Poor teaching
2010	6.4	4.8	4.1	5.0	2.0	2.3
2011	6.0	4.8	4.4	5.0	2.5	2.8
2012	6.6	3.3	4.1	4.7	3.0	2.2

Source: Statistics South Africa, General Household Survey, 2002-2012, DBE own calculations

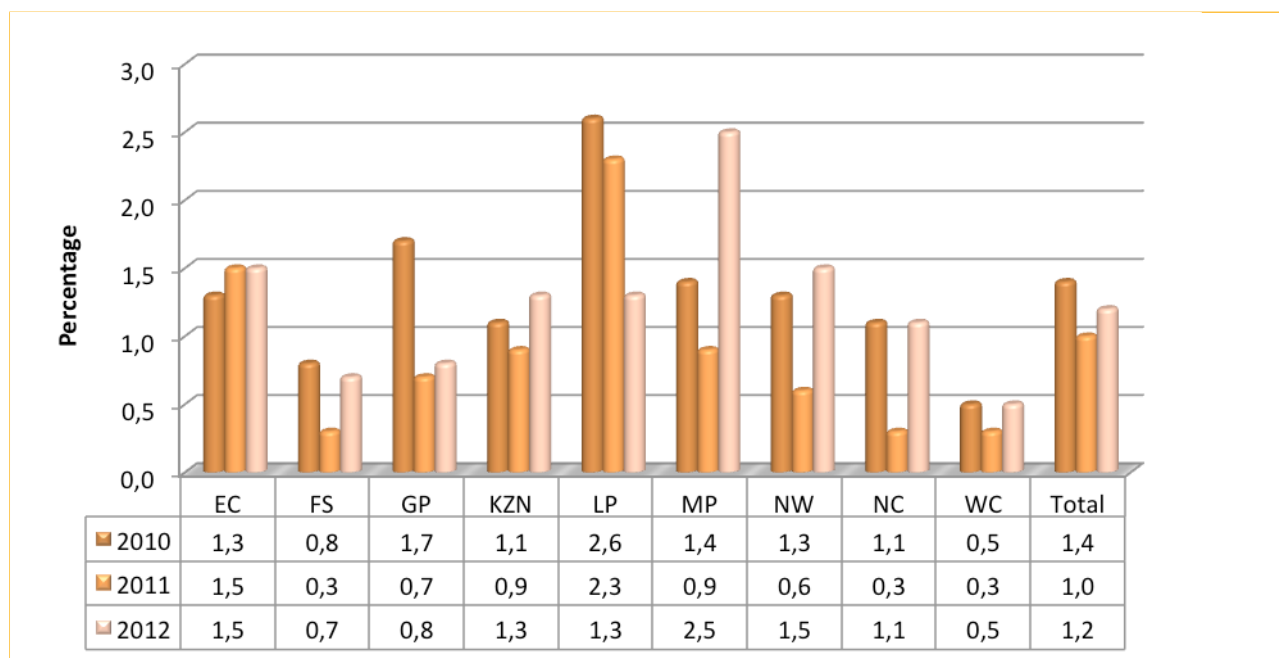
9. LEARNER PREGNANCY

Socio-economic factors such as poverty, unemployment and peer pressure can contribute to learners falling pregnant. The problem of teenage pregnancy among schoolgirls is a major concern in many countries and a constraint in the elimination of gender disparities in education. The repercussions for girls dropping out of school due to pregnancy cannot be underestimated.

Figure 14 shows that in 2012, the percentage of learners attending schools who fell pregnant decreased compared to 2010. In 2010, 1.4% of learners nationally were pregnant in schools compared to 1% in 2012. The Eastern Cape and North West have the highest percentage of learners that fell pregnant in 2012 at approximately 2% respectively.

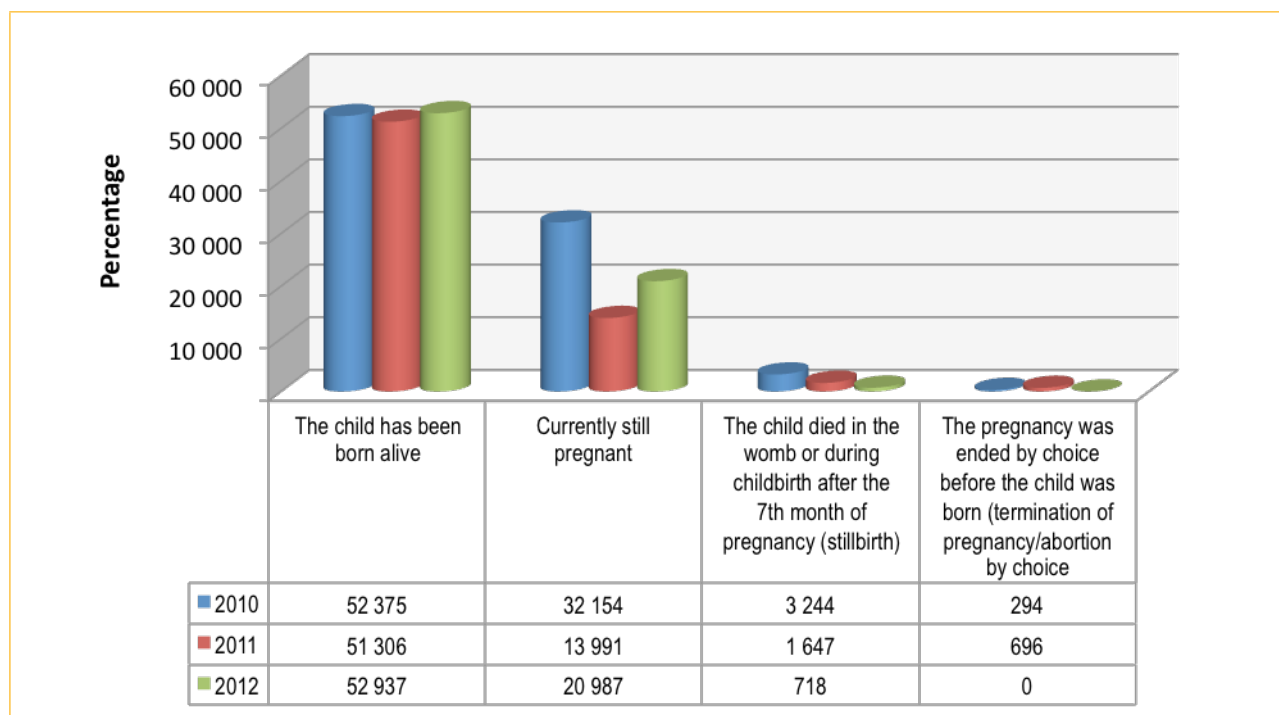
Figure 15 shows that in 2012, just over 52 000 learners attending schools had given birth to a child. This is slightly higher than 2010 where over 52 375 learners indicated that they had given birth to a child. Of all the female learners attending school approximately 20 000 were still pregnant. This was significantly less than in 2010, when over 30 000 learners were pregnant.

Figure 14: Percentage of female learners that fell pregnant, 2010 to 2012



Source: Statistics South Africa, General Household Survey, 2010-2012, DBE own calculations

Figure 15: Status of learner pregnancy, 2010 to 2012



Source: Statistics South Africa, General Household Survey, 2010-2012, DBE own calculations

Please note: no observations in 2012 for “pregnancy was ended by choice before the child was born (termination of pregnancy/abortion by choice)”.

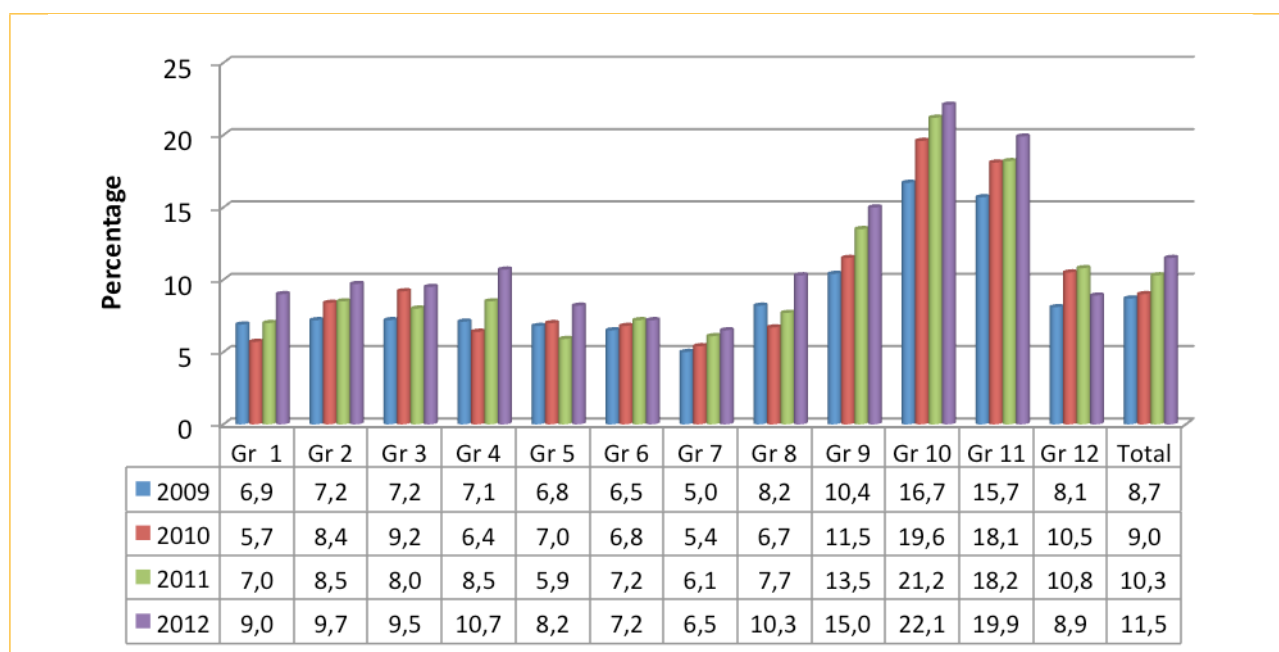
10. PERCENTAGE OF REPEATERS

Percentage of repeaters is defined as the total number of learners who are enrolled in the same grade as in a previous year, expressed as a percentage of the total enrolment to the specified grade. This indicator is used to measure the extent and patterns of repetition by grade, as part of measuring the internal efficiency of the education system.

Figure 16 shows the percentage of learners who repeated grades from 2009 to 2012. It is observed that a high proportion of learners repeated Grades 10 and 11.

In 2012, 22% of learners were repeating Grade 10 and almost 20% were repeating Grade 11. Furthermore 9% of learners were repeating Grade 1 in 2012. On average approximately 12% of learners attending schools were repeating a grade in 2012. This has increased from approximately 9% in 2009.

Figure 16: Percentage of repeaters, 2009 to 2012



Source: Statistics South Africa, General Household Survey, 2009-2012, DBE own calculations

II. ABSENTEEISM

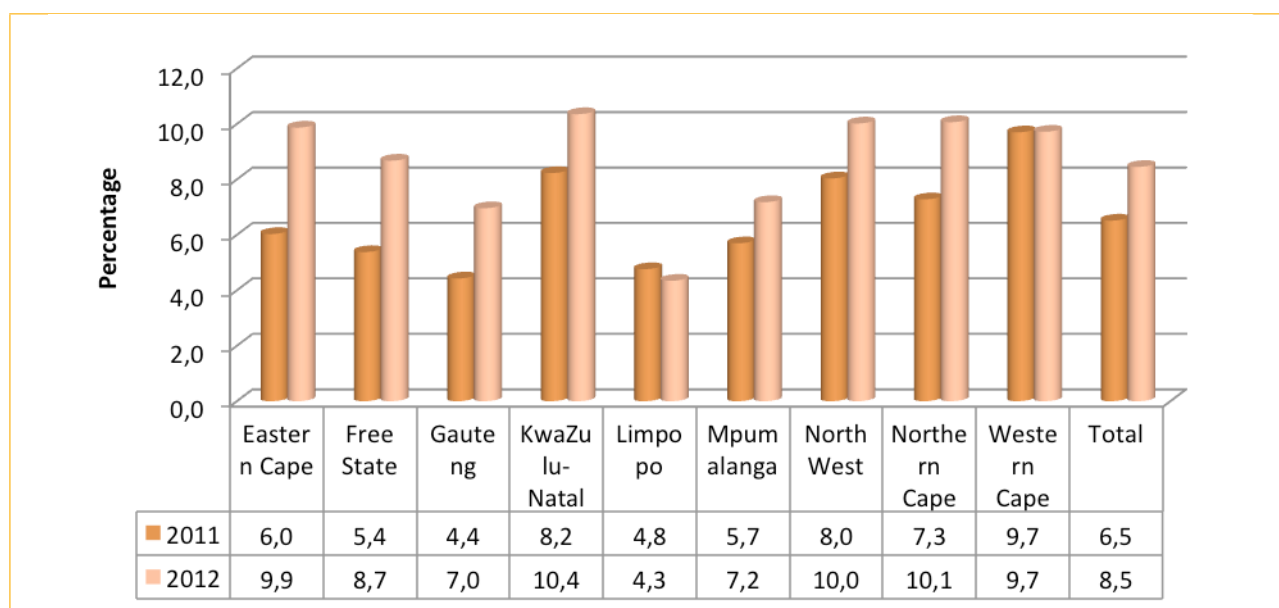
The GHS asked respondents whether the learner had been absent from school during the preceding school calendar week (Monday to Friday).

Although there is a legislative context in terms of the South African Schools Act for learner absenteeism, the Act does not define the term 'learner absenteeism'. In fact, there is a plethora of definitions (and terminology) relating to learner absenteeism. The concept 'learner absenteeism' is often used as a collective term that includes various types of absenteeism. Much of the literature and reports on studies conducted on absenteeism, tend to focus on a particular type of absenteeism. Generally, a learner is considered absent when the learner is not at school for an entire day (DoE, 2007).

Figure 17 shows that, approximately 9% of learners nationally were absent from school in 2012. 10% of learners in KwaZulu-Natal, North West and Northern Cape were absent from school, followed by the Eastern Cape and the Western Cape. Limpopo has the lowest proportion of learners who were absent from schools at 4% in 2012.

Comparison of absenteeism across the provinces indicates that the percentage of learners who indicated that they were absent from school increased between 2011 and 2012, except for the Western Cape and Limpopo. The percentage of learners who were absent from school in Limpopo has decreased from almost 5% in 2011 to 4% in 2012.

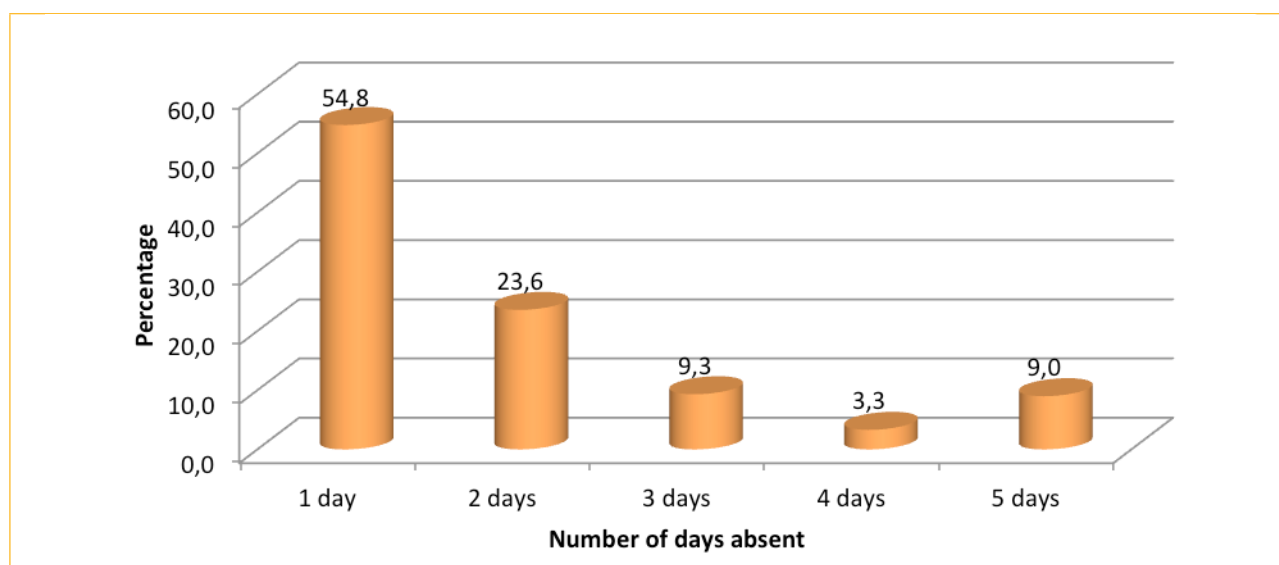
Figure 17: Percentage of learners absent from schools by number of days, 2011 to 2012



Source: Statistics South Africa, General Household Survey, 2012, DBE own calculations

Of the learners who indicated that they had been absent from school, almost 55% were absent for one day and close to 24% were absent for two days. Meanwhile 9% indicated that they were absent for 5 days.

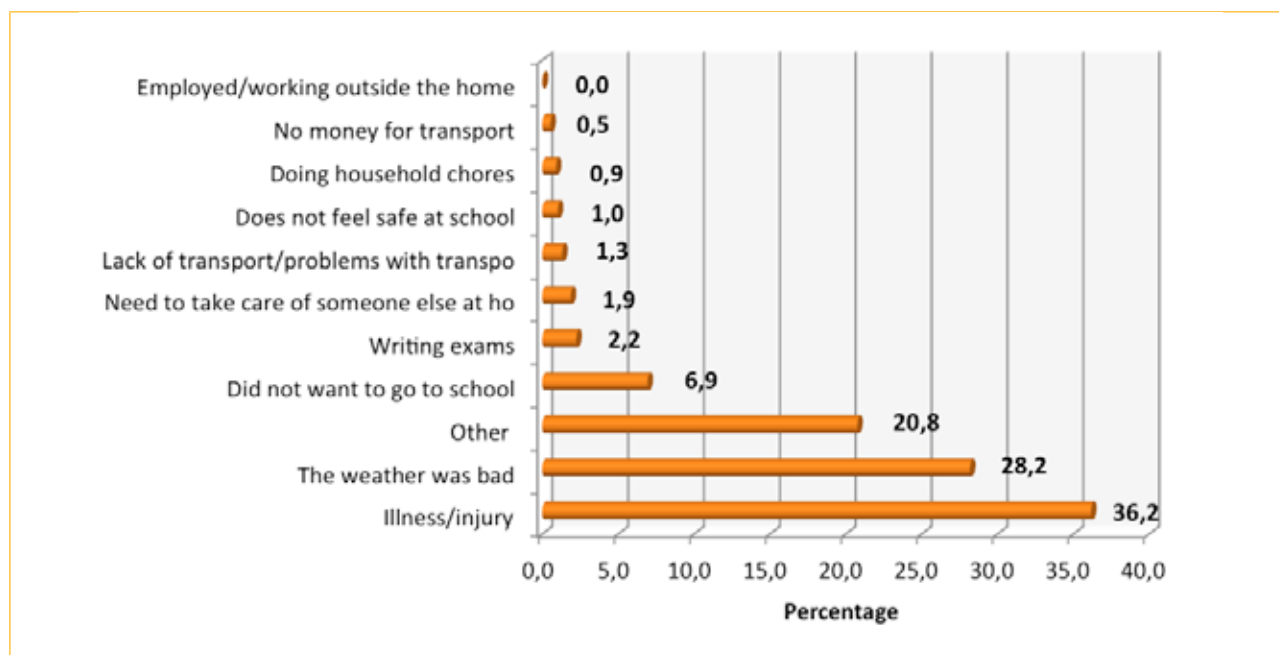
Figure 18: Percentage of learners absent from schools by number of days, 2012



Source: Statistics South Africa, General Household Survey, 2012, DBE own calculations

In 2012, the main reasons provided for being absent from schools included “illness/injury” (36%), “bad weather” (28%), and “did not want to go to school” (7%). Other reasons mentioned include “writing exams” (2%), “lack of transport” (1%), “taking care of a relative at home” (2%), “safety at school” (1%), “doing household chores”, “no money for transport”, and “working”.

Figure 19: Main reason for learners being absent from school, 2012



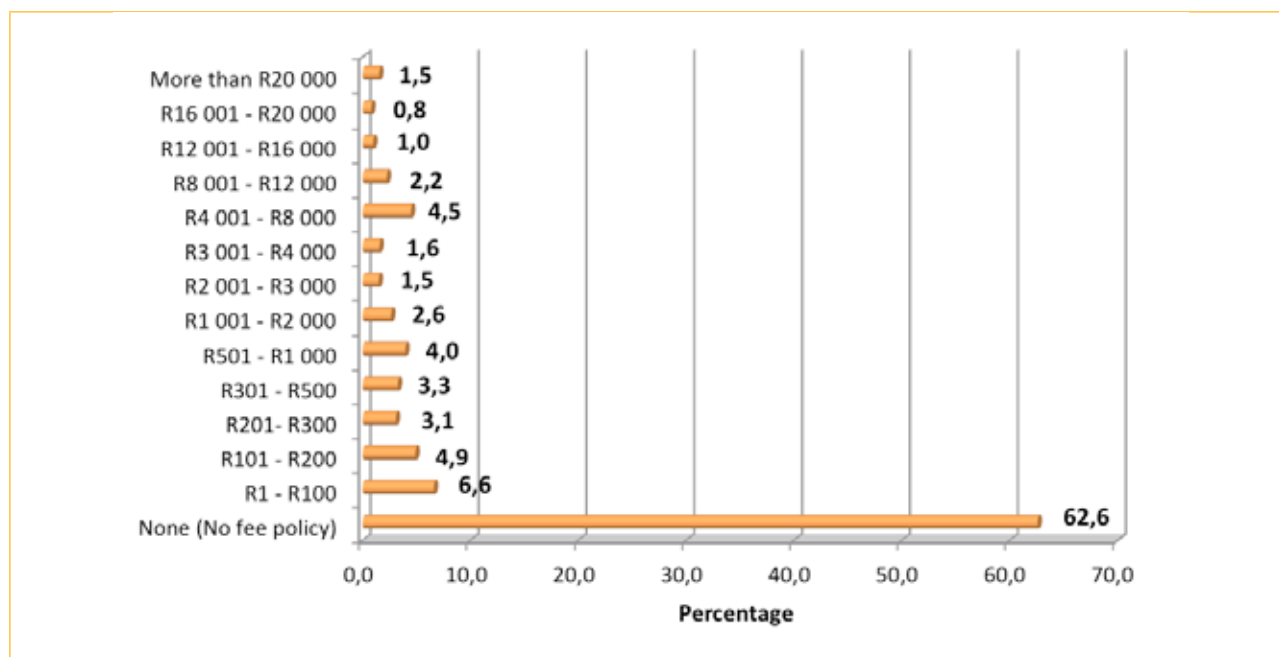
Source: Statistics South Africa, General Household Survey, 2012, DBE own calculations

12. SCHOOL FEES

In 2012, approximately 63% of children attending school did not pay tuition fees and approximately 7% indicated that they were paying tuition fees between R1 and R100. The figure from the GHS is comparable to operational information from the DBE particularly if the percentages of the respondents who indicated that they did not pay tuition fees and those who paid between R1 and R100 were combined, which would cause this figure to increase to 70% in 2012.

It is encouraging to see the small proportion of learners paying school fees above R3 000 per learner per year. This indicates that the initiatives introduced by the Department to make education accessible are beginning to have impact. These include the introduction of the no-fee school policy and school fees exemption policy. Schooling is becoming more accessible to almost all children of school-going age. This is also confirmed by the percentage of 7 to 15-year-old children who were attending educational institutions, that is, approximately 99% in 2012. In addition, “no money for fees” as the reason given for not attending educational institutions has significantly decreased from almost 39% in 2002 to 25% in 2012 (see **Table 15**).

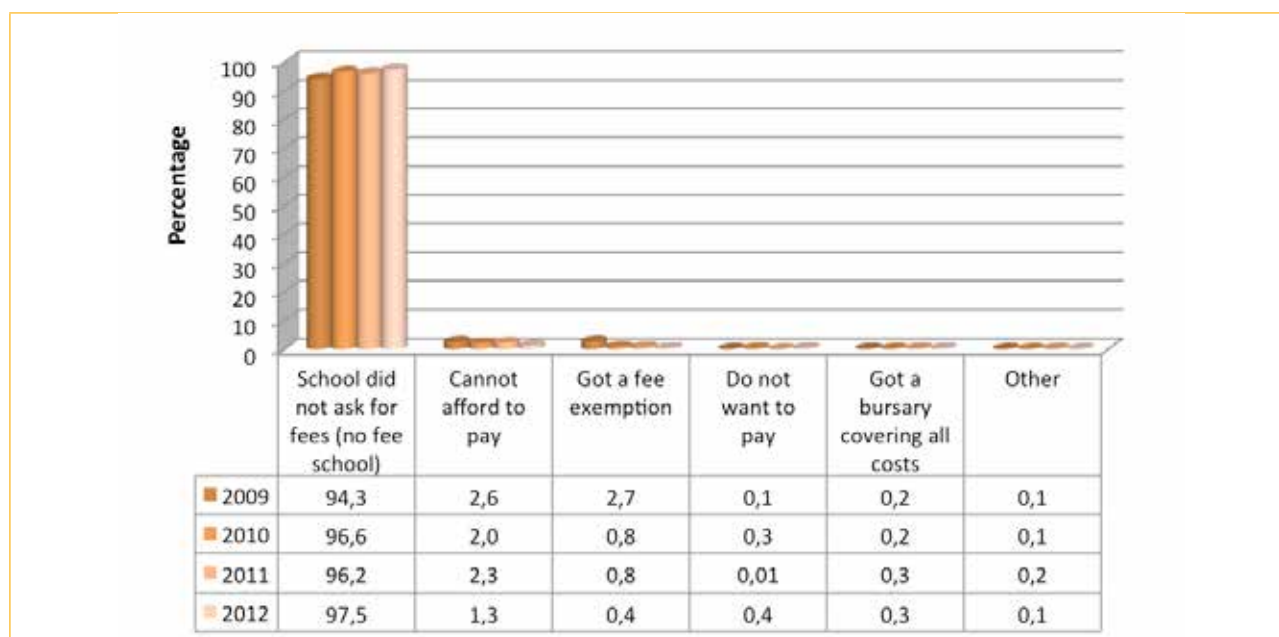
Figure 20: Percentage of learners by payment of school fees, 2012



Source: Statistics South Africa, General Household Survey, 2012, DBE own calculations

Figure 21 shows the reasons for not paying school fees. In 2011, 96% of learners who did not pay school fees indicated that their schools did not ask for fees or the school was a 'no-fee-paying school'. There was an increase in the percentage of children who were not paying school fees from 94% in 2009 to 98% in 2012. The increase in the percentage of learners not paying school fees augurs well for making schooling more accessible through the introduction of no-fee schools, and confirms that the Department's policies are being successfully implemented in the provinces.

Figure 21: Reasons for non-payment of school fees, 2009 to 2012



Source: Statistics South Africa, General Household Survey, 2009-2012, DBE own calculations

Table 18 provides the trends on the annual fees paid by children attending schools from 2002 to 2012. The percentage of learners paying between R1 and R100 has decreased significantly from 58% in 2002 to almost 7% in 2012. However, the percentage of learners paying over R12 000 has increased from 1% in 2002 to 3% in 2012.

Table 18: Annual tuition fees paid by children attending schools, 2002 to 2012

	Paid R1 to R100	Paid between R101 to R500	Paid between R501 to R1000	Paid R1001 to R2000	Paid R2001 to R3000	Paid R3001 to R4000	Paid R4001 to R8000	Paid R8001 to R 12000	Paid more than R 12000
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	2.0
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	5.0	3.6	2.8	2.3	4.1	2.4	3.5
2009	15.9	19.0	4.1	2.7	1.7	2.0	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
2011	8.0	14.0	3.9	2.5	1.5	1.7	3.8	1.6	2.1
2012	6.6	11.2	4.0	2.6	1.5	1.6	4.5	2.2	3.3

Source: Statistics South Africa, General Household Survey, 2002-2012, DBE own calculations

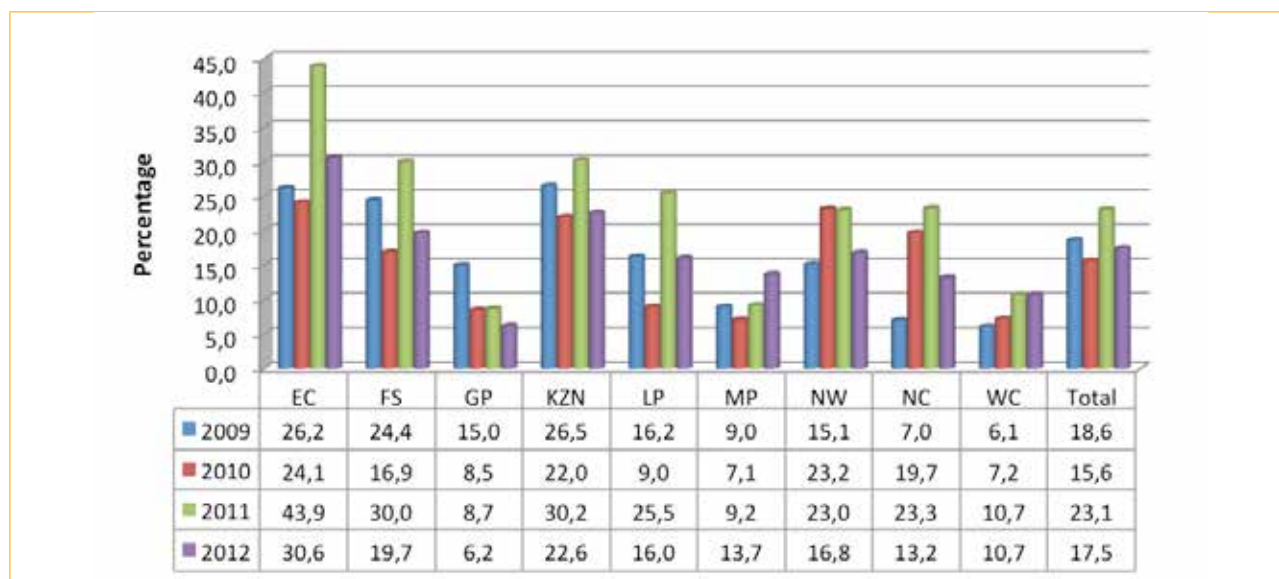
13. SCHOOL VIOLENCE

The GHS asked the respondents whether a child attending school had experienced any form of violence, corporal punishment or verbal abuse at school between January and June of that year.

Figure 22 shows the percentage of children attending school who indicated that they experienced violence. In 2012, over 18% of the close to 14 million learners who were attending schools indicated that they experienced violence, corporal punishment or verbal abuse at school. Although the Department's policies prohibit any form of violence against learners, the percentage of learners experiencing violence at schools has not changed since 2009.

The information has been disaggregated by province. In 2012, the Eastern Cape had the highest percentage of learners who experienced violence at school at approximately 31%. KwaZulu-Natal and Free State had the second highest percentage of learners who experienced violence at school at almost 23% and 20% respectively. Gauteng recorded the lowest percentage at 6% in 2012.

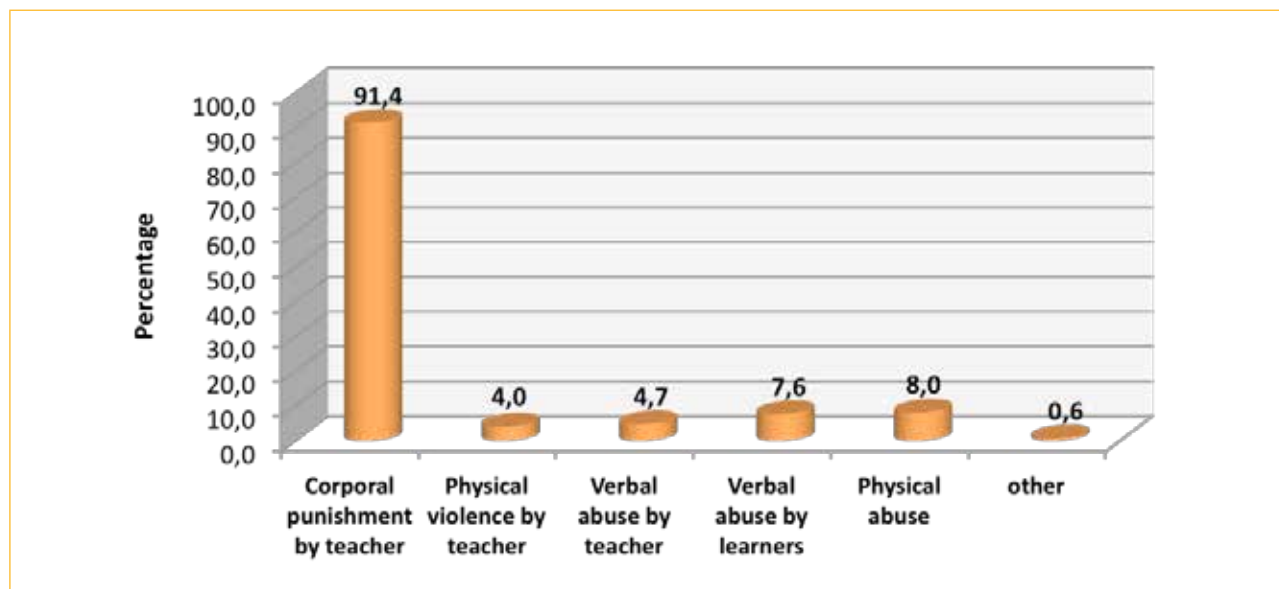
Figure 22: Percentage of learners who experienced violence, corporal punishment or verbal abuse at school by province, 2009 to 2012



Source: Statistics South Africa, General Household Survey, 2009-2012, DBE own calculations

Some learners indicated that they had experienced more than one type of violence at school. The majority (91%) of learners who experienced violence at school indicated that they had experienced corporal punishment by their teachers. Meanwhile, almost 8% experienced verbal abuse by other learners, 8% experienced physical abuse at school, almost 5% experienced verbal abuse by their teacher, and 4% experienced physical violence by their teacher.

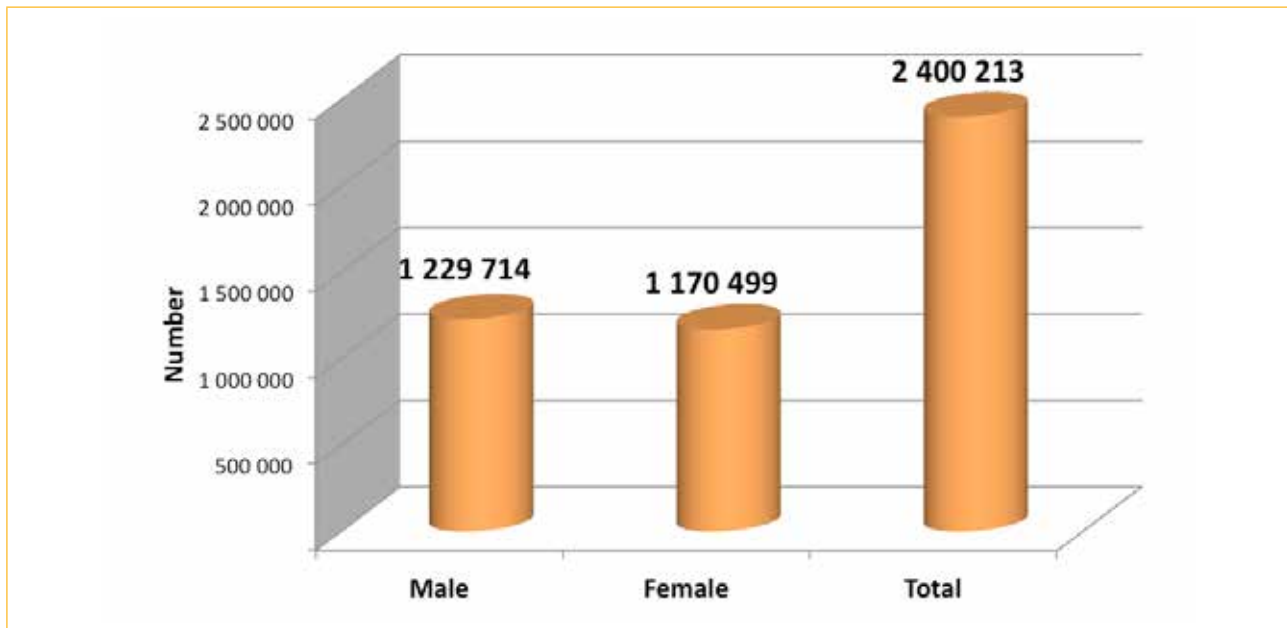
Figure 23: Types of violence experienced by learners at school, 2012



Source: Statistics South Africa, General Household Survey, 2012, DBE own calculations

Figure 24 shows the number of learners who experienced violence at school by gender. Fewer female learners have experienced violence at school compared to male learners. Overall, there is no significant difference in the percentage of learners by gender that have experienced violence in schools in 2012.

Figure 24: School violence by gender, 2012



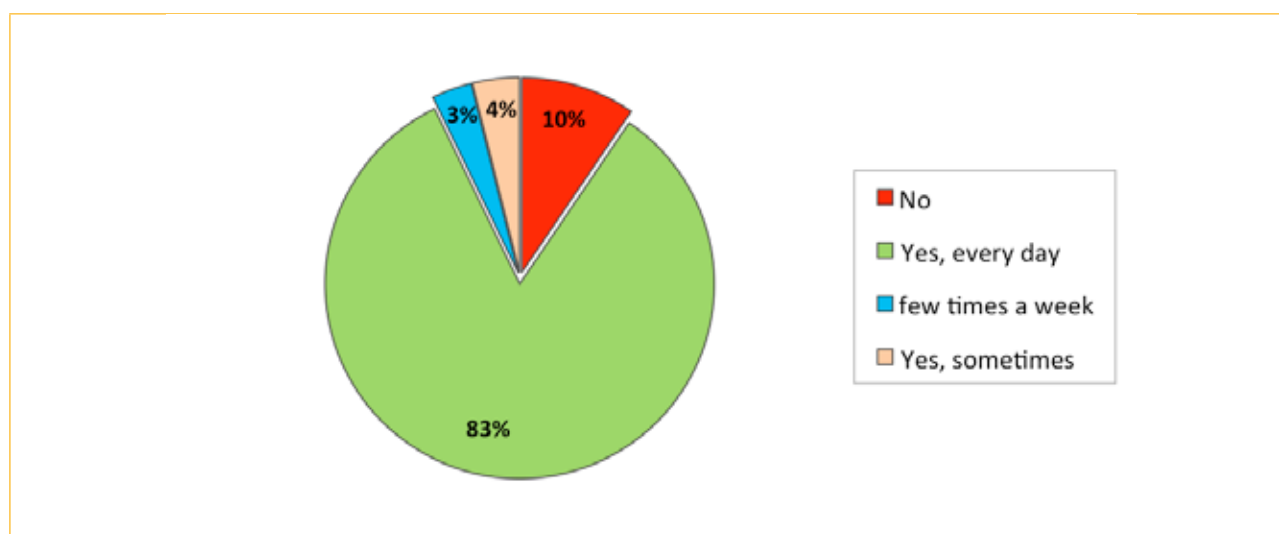
Source: Statistics South Africa, General Household Survey, 2012, DBE own calculations

I4. SCHOOL FEEDING SCHEME

As part of Government's initiatives to curb the scourge of poverty in the country, the National School Nutrition Programme (NSNP) was introduced in 2007. The GHS asked the learners who were attending schools whether they received food at school, through Government's nutrition programme.

In 2012, 83% of learners indicated that they received food at school every day. It is evident that the National School Nutrition Programme is reaching more learners each year.

Figure 25: Percentage of learners who were provided food as part of the school feeding scheme/ Government nutrition programme, 2012



Source: Statistics South Africa, General Household Survey, 2012, DBE own calculations

Table 19 compares the percentage of learners who were provided food as part of the school feeding scheme/ Government nutrition programme between 2010 and 2012. There has been an increase in the number of learners benefiting from school nutrition programmes every day from 81% in 2010 to 83% in 2012. Meanwhile, the percentage of learners receiving food at school “a few times a week” and “sometimes” decreased between 2010 and 2012. This implies that more learners who are eligible to receive food are getting food at school every day at school.

Table 19: Percentage of learners who were provided food as part of the school feeding scheme/ Government nutrition programme, 2010 to 2012

Provision of food at school	2010	2011	2012
No	10.2	9.3	9.5
Yes; every day	81.4	84.4	83.3
Yes; a few times a week	3.9	3.2	3.3
Yes; sometimes	4.5	3.1	3.9

Source: Statistics South Africa, General Household Survey, 2012, DBE own calculations

15. ORPHANHOOD IN THE SCHOOLING SYSTEM

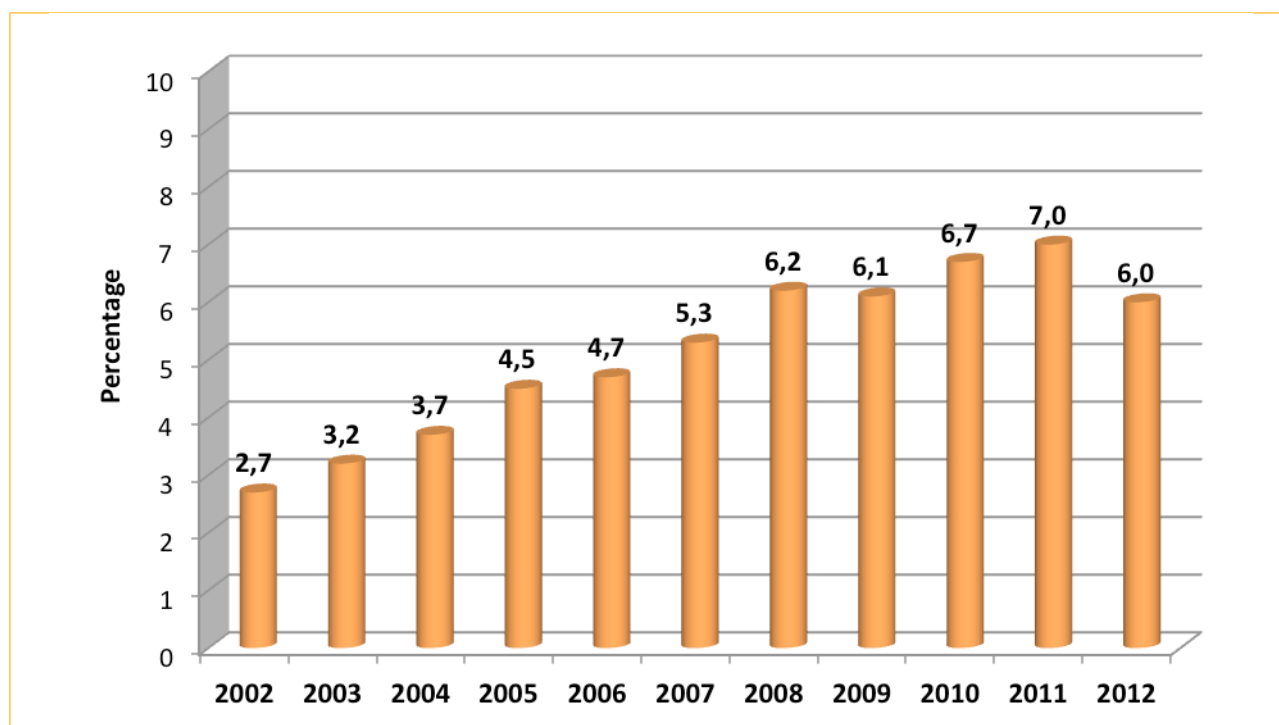
An orphan is defined differently in the literature of various countries with the main variables being age (children up to 15 or 18 years) and parental loss (mother, father or both parents dead).

Skinner et al.(2006), defined an orphan as either a person under 18 years of age, who has lost one or both parents to death, desertion or other means, or a child who has no access to basic needs or rights and is regarded as an orphan or vulnerable child (OVC).

According to Smart (2003) an orphan in Botswana is defined as “a child under the age of 18 who has lost one (single parents) or two (married couples) biological or adoptive parents”.

For the purpose of this report an orphan is defined as a learner who has lost both parents. Thus defined, in 2012, 6% of learners attending school were orphans. This is an increase from approximately 3% in 2002. However, it is encouraging to find children who are orphans attending schools. This also shows that the initiatives introduced to retain learners in the schooling system regardless of their socio-economic status are bearing fruit.

Figure 26: Percentage of children attending schools who are orphans, 2002 to 2012



Source: Statistics South Africa, General Household Survey, 2002-2012, DBE own calculations

16. LEARNERS WITH DISABILITIES

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

White Paper 6 commits Government to:

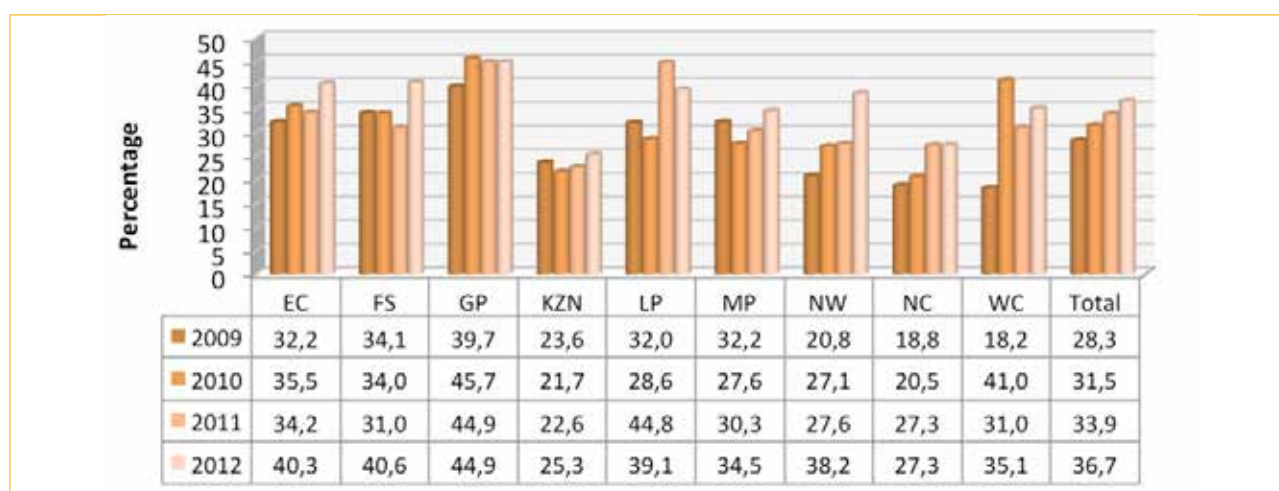
- base the provision of education for learners with disabilities on the intensity of support needed to overcome the debilitating impact of those disabilities;
- place an emphasis on supporting learners through full-service schools that will have a bias towards particular disabilities depending on need 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.

16.1 0 to 4-year-old children with disabilities attending Early Childhood Development Facilities (ECD) facilities

In 2012, approximately 37% of 0 to 4-year-old children with disabilities were attending ECD facilities. This indicates an increase from 28% of this age group attending ECD facilities in 2009.

There is a provincial variation in the provision of ECD to children with disabilities. In 2012, Gauteng, Free State and the Eastern Cape had the highest percentage (over 40%) of children aged 0 to 4 with disabilities accessing ECD facilities. KwaZulu-Natal has the lowest percentage of this age group attending ECD facilities at approximately 25% in 2012.

Figure 27: Percentage of 0 to 4-year-old children with disabilities attending ECD facilities, 2009 to 2012



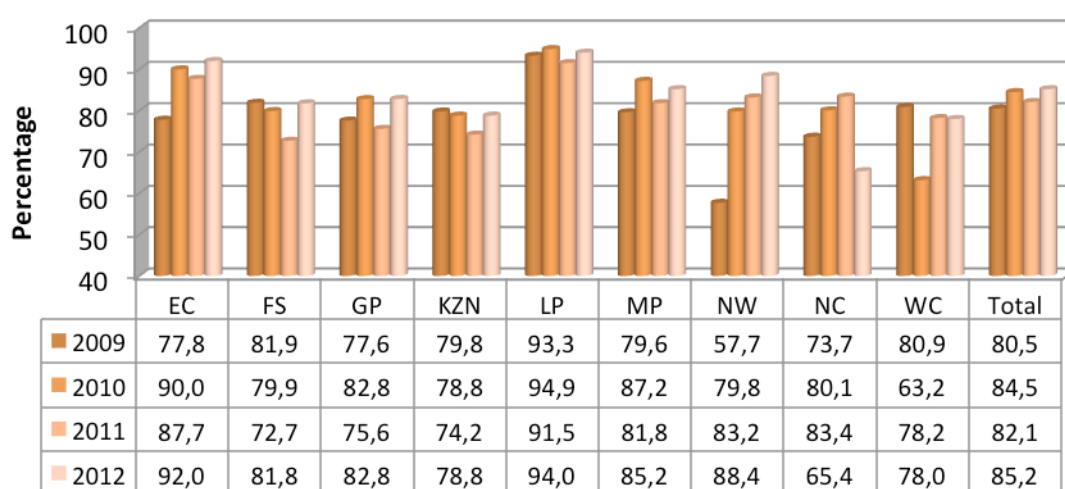
Source: Statistics South Africa, General Household Survey, 2009-2012, DBE own calculations

16.2 5-year-old children with disabilities attending educational institutions

Figure 28 shows the percentage of 5-year-old children attending educational institutions by province between 2009 and 2012. In 2012, 85% of 5-year-old children with disabilities were attending educational institutions.

In 2012, Limpopo had the highest percentage of children in this age group attending educational institutions at approximately 94%, followed by the Eastern Cape at almost 92%. Free State had the lowest percentage of children in this age group attending educational institutions at approximately 65% in 2012. Overall there was a 5% increase in the percentage of 5-year-old children with disabilities attending educational institutions between 2009 and 2012. This augurs well for the determination of government to ensure that all children regardless of their circumstances have access to educational institutions.

Figure 28: Percentage of 5-year-old children with disabilities attending educational institutions, 2009 to 2012

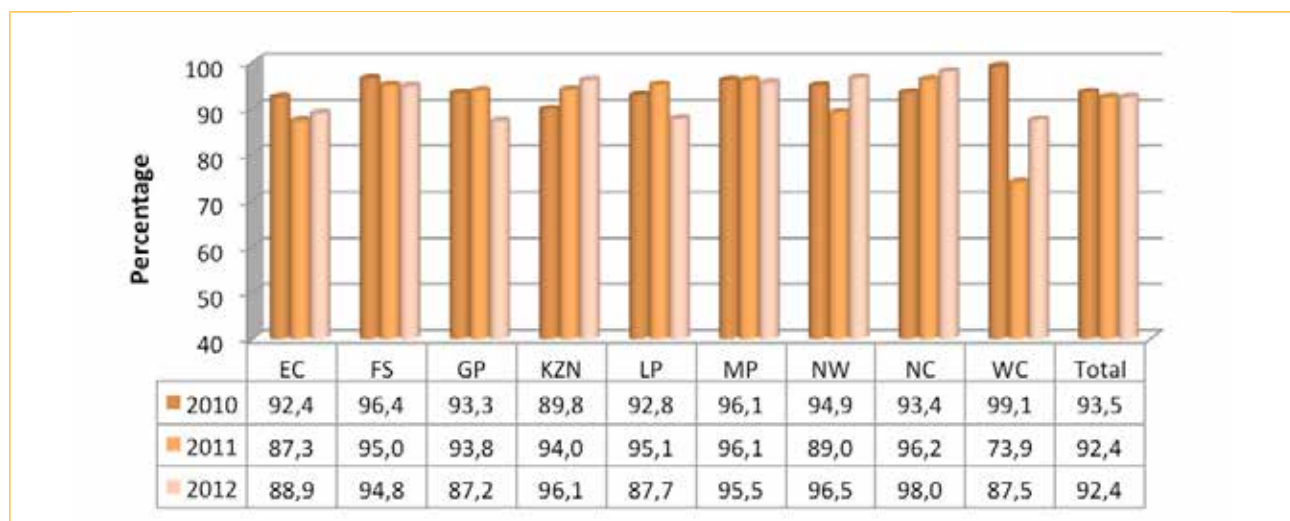


Source: Statistics South Africa, General Household Survey, 2009-2012, DBE own calculations

16.3 7 to 15-year-old children with disabilities attending educational institutions

The participation of children with disabilities in educational institutions for compulsory education as shown in **Figure 29** remained above 90% between 2010 and 2012. The average participation for this age group in educational institutions is well over 88% between provinces between 2010 and 2012.

Figure 29: Percentage of 7 to 15-year-old children with disabilities attending educational institutions, 2010 to 2012



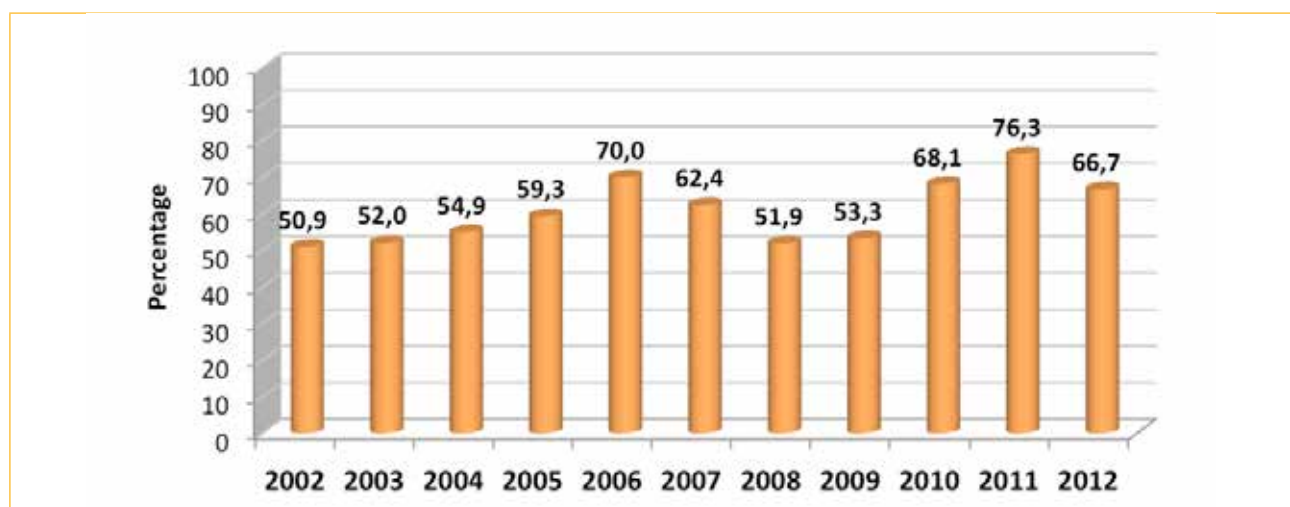
Source: Statistics South Africa, General Household Survey, 2010-2012, DBE own calculations

16.4 16 to 18-year-old children with disabilities attending education institutions

The participation of 16 to 18-year-old children with disabilities in educational institutions is still worrying compared to the participation by other children without disabilities in this age group. In 2012, approximately 67% of 16 to 18-year-old children were attending educational institutions. This indicates an increase from approximately 51% for this age group in 2002.

There has been a significant increase of almost 16 percentage points between 2002 and 2012. This implies that the Policy on Inclusive Education is taking effect and that parents are becoming more committed to ensuring that their children take opportunities to realise their right to education. However, more effort is needed to ensure that more learners with disabilities in this age group attend educational institutions.

Figure 30: Percentage of 16 to 18-year-old children with disabilities attending educational institutions, 2002 to 2012

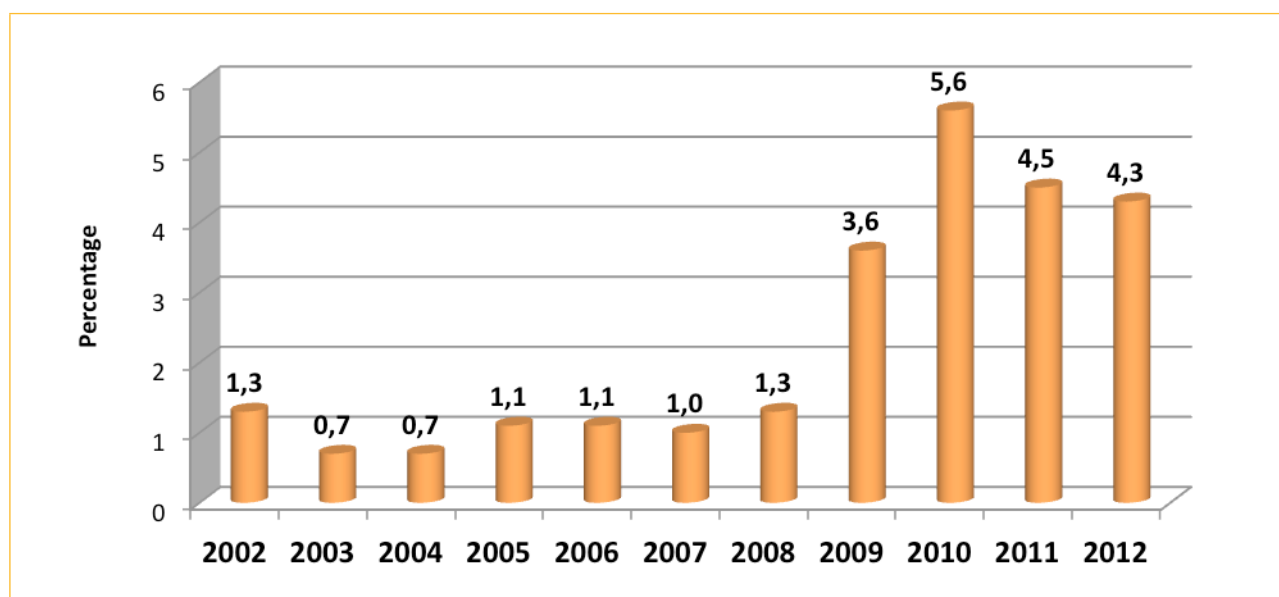


Source: Statistics South Africa, General Household Survey, 2002-2012, DBE own calculations

16.5 Percentage of children with disabilities attending schools as a percentage of the total learners attending schools

Figure 31 depicts the percentage of children with disabilities attending schools as a percentage of the total learners attending schools between 2002 and 2012. In 2012, 4% of learners attending schools were children with disabilities. This is an encouraging figure as at least 1% of learners with disabilities were attending schools in 2002.

Figure 31: Percentage of children attending schools that are disabled (irrespective of age), 2002 to 2012



Source: Statistics South Africa, General Household Survey, 2002-2012, DBE own calculations

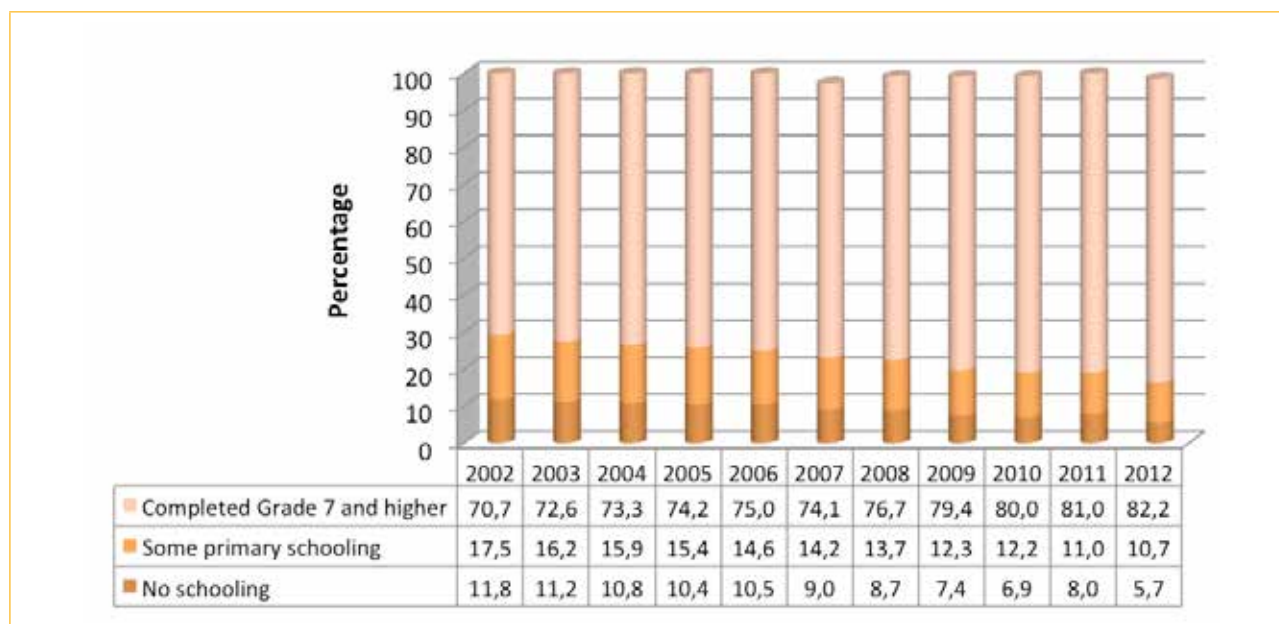
17. LITERACY

For the purpose of this report an adult who has completed Grade 7 and above is regarded as literate. The completion of primary education is used as a proxy for measuring literacy; that is, it is assumed that the person is capable of reading, writing and doing some basic numeracy. This calculation is in line with the UNESCO Institute of Statistics calculations.

17.1 Adult Literacy

A total of 16.4% adults were found to be illiterate in 2012. That is, just under 6% of adults aged 20 years and above were totally illiterate (had never been to school) and almost 11% were to varying degrees functionally illiterate (they had dropped out of school before Grade 7). Overall 82% of adults aged 20 and above were functionally literate in 2012.

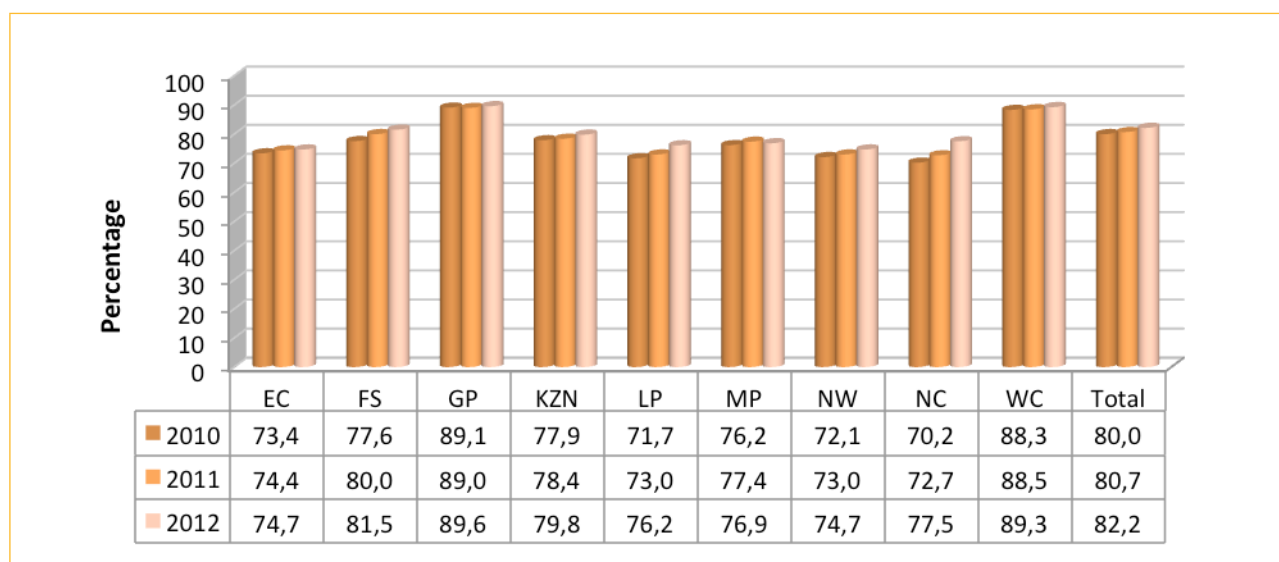
Figure 32: Percentage of illiterate and literate adults aged 20 years and above, 2002 to 2012



Source: Statistics South Africa, General Household Survey, 2002-2012, DBE own calculations

The provinces that had high percentages of adults who were illiterate were the Eastern Cape and North West, and to a lesser extent, Northern Cape and Limpopo. Northern Cape and North West had 27% illiterate and functionally illiterate adults compared to 10% in Gauteng and 11% in the Western Cape.

Figure 33: Percentage of adults aged 20 years and above who completed Grade 7 and above, 2010 to 2012



Source: Statistics South Africa, General Household Survey, 2010-2012, DBE own calculations

There were also variations between population groups with regard to literacy rates. In 2012, the White population group had the highest percentage of literate adults at almost 98%. This was followed by the Indian/Asian group at approximately 92%. The African/Black population group recorded the lowest percentage of adults who are literate at 79% in 2012.

Overall the percentage of adults who are literate across all population groups has increased from 79% in 2009 to approximately 82% in 2012. This may be attributed to the introduction of Adult Basic Education and Training (ABET) now known as Adult Education and Training (AET), the Kha Ri Gude literacy campaign and other initiatives introduced to improve the literacy rates of adults by Government.

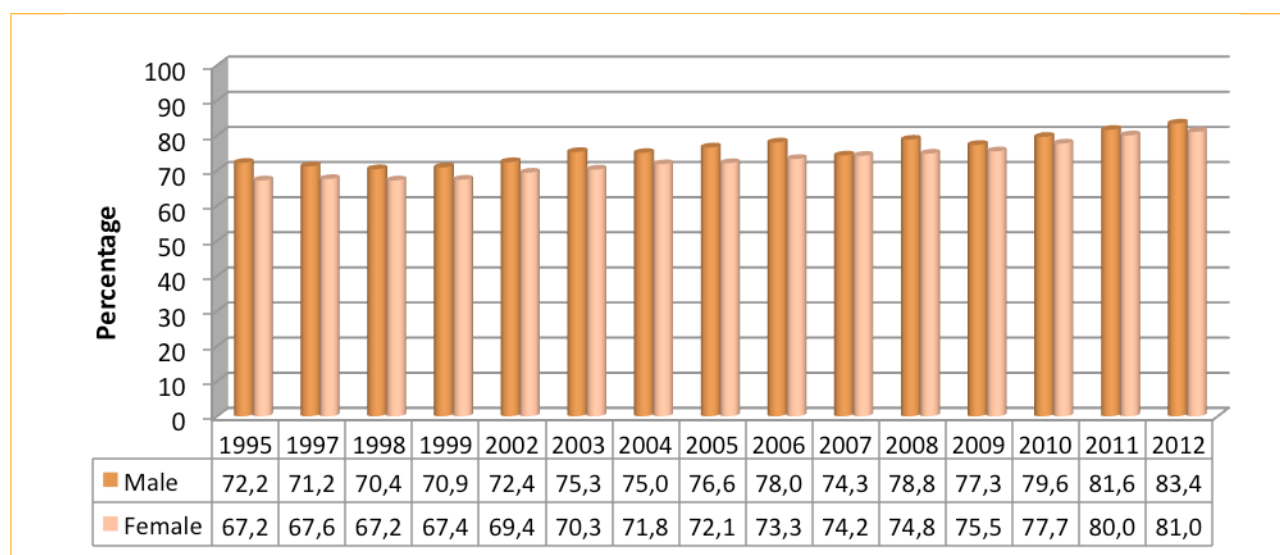
Table 20: Percentage of adults aged 20 years and above who have completed Grade 7 and higher, 2009 – 2012

Population group	2009	2010	2011	2012
African/Black	75.0	76.0	78.9	79.1
Coloured	83.9	85.5	72.3	86.4
Indian/Asian	95.5	92.1	92.6	92.0
White	99.8	98.8	98.0	97.5
National	79.4	80.0	80.7	82.2

Source: Statistics South Africa, General Household Survey, 2009-2012, DBE own calculations

Gender differentiation is not as skewed as it was in 2009 where women represented 33% of the illiterate and functionally illiterate. To some extent, **Figure 34** indicates that a higher percentage of adult men, aged 20 and older, are literate compared to women, when assuming the attainment of a Grade 7 education as a proxy for functional literacy. South Africa therefore has not yet achieved gender parity in terms of literacy among adults, although the 2012 GHS figures suggest that the gap may be closing. However, gender parity in adult literacy is likely to be achieved by 2015.

Figure 34: Percentage of the population aged 20 years and above who completed Grade 7 and above by gender, 1995 to 2012

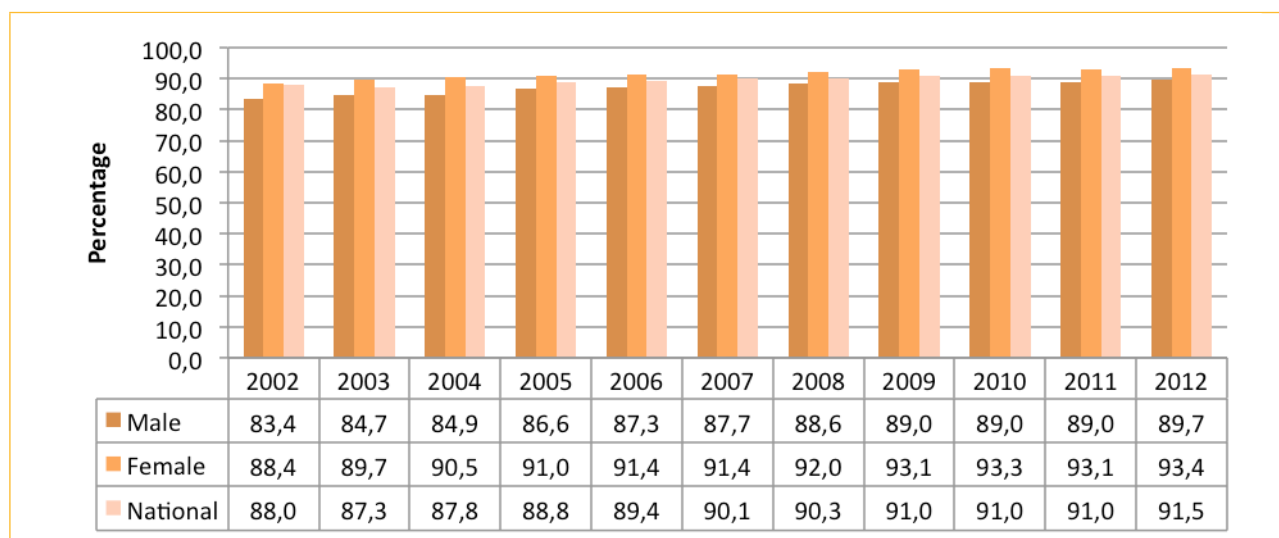


Sources: Statistics South Africa, literacy reports 1995-1999, General Household Survey, 2002-2012, DBE own calculations

17.2. Youth Literacy

The same measurement for adult literacy is used for youth literacy for 15 to 24-year-olds. In 2012, almost 92% of youth aged 15 to 24 years were considered literate, an increase from 88% in 2002.

Figure 35: Percentage of 15 to 24-year-old youth who have completed Grade 7 and above by province, 2010 to 2012



Source: Statistics South Africa, General Household Survey, 2010-2012, DBE own calculations

In contrast with adult literacy where a high percentage of males are literate, more female 15 to 24-year-olds are literate than their male counterparts. In 2012, 93% of females aged 15 to 24 years had completed Grade 7 compared to almost 88% of males. This has been the trend since 2002.

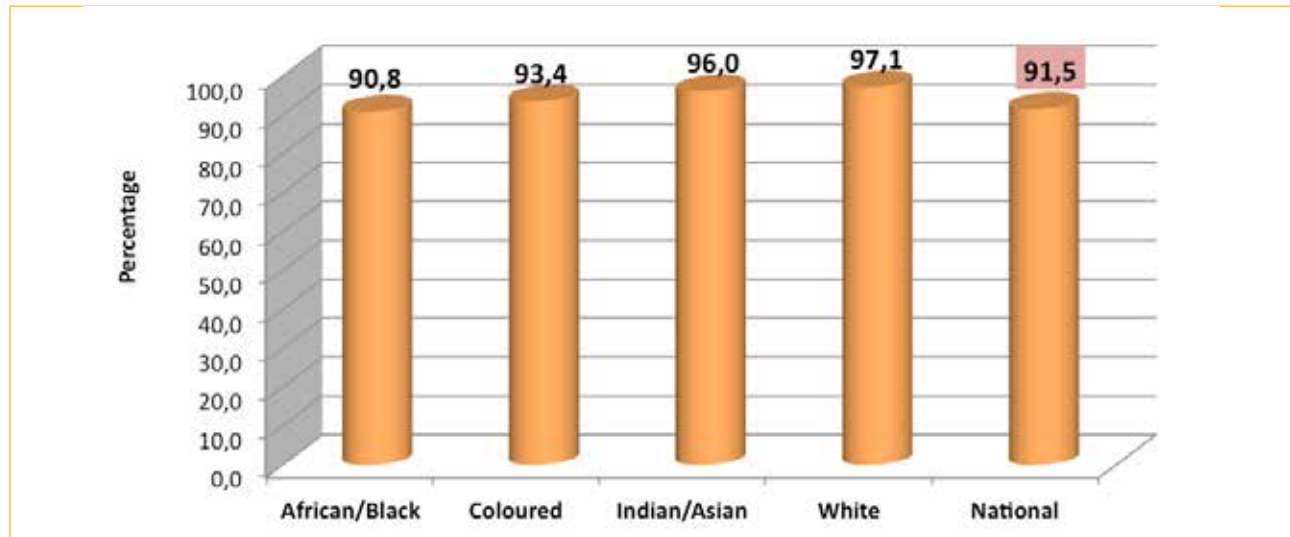
Table 21: 15 to 24-year-old youth who have completed Grade 7 and above by gender, 2002 to 2012

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Male	83.4	84.7	84.9	86.6	87.3	87.7	88.6	89.0	89.0	89.0	89.7
Female	88.4	89.7	90.5	91	91.4	91.4	92	93.1	93.3	93.1	93.4
GPI	1.06	1.06	1.07	1.05	1.05	1.04	1.04	1.05	1.05	1.05	1.04

Source: Statistics South Africa, General Household Survey, 2002-2012, DBE own calculations

Figure 36 shows the percentage of 15 to 24-year-old youth who completed Grade 7 and above by population group in 2012. There were more literate White and Indian/Asian youth at 97% than African/Black and Coloured at almost 91% and 93% respectively.

Figure 36: Percentage of 15 to 24-year-old youth who have completed Grade 7 and above by population group, 2012



Source: Statistics South Africa, General Household Survey, 2012, DBE own calculations

Youth literacy rates by single age group shows that a high percentage of youth aged 17 to 24 has completed Grade 7 and above at approximately 90% between 2010 and 2012. However, this is expected as some of the 15 and 16-year-old youth could be repeating lower grades or might have started schooling late. It is encouraging to see that the completion of Grade 7 among youth is well above 90% for the youth aged 17 to 24 years.

Figure 37: Percentage of 15 to 24-year-old youth who have completed Grade 7 by single age group, 2010 to 2012



Source: Statistics South Africa, General Household Survey, 2010-2012, DBE own calculations

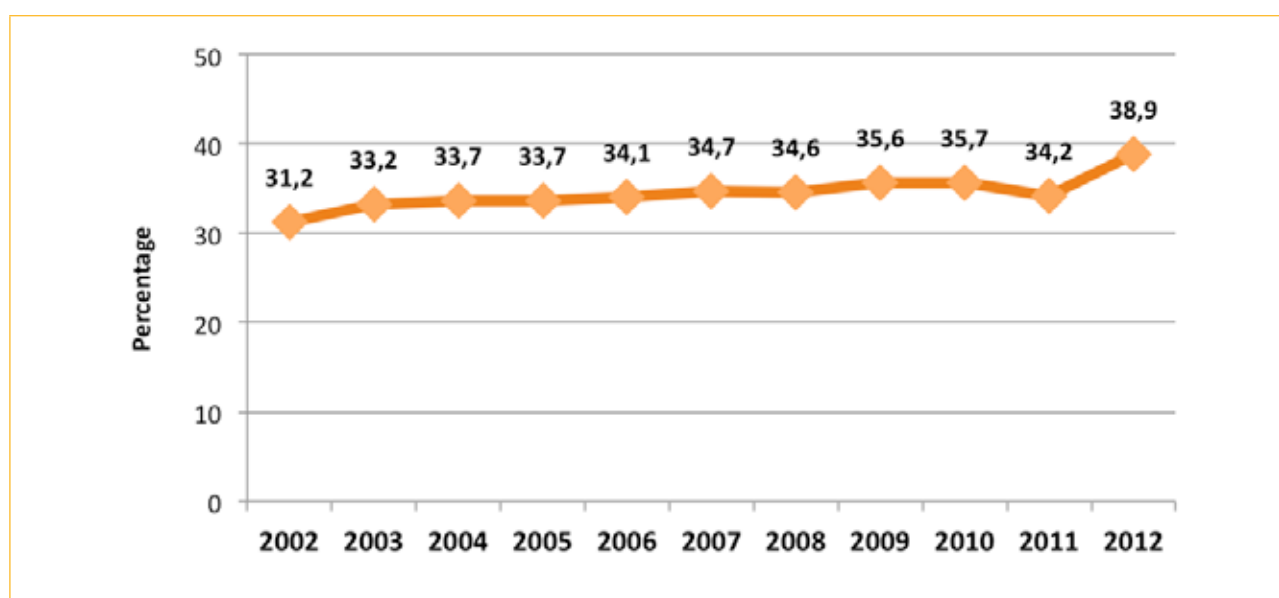
18. LEVEL OF EDUCATION ATTAINMENT

The International Standard Classification of Education (ISCED) of UNESCO defines educational attainment as the highest ISCED level of education an individual has successfully completed. This is usually measured with respect to the highest educational programme successfully completed which is typically certified by a recognised qualification. Recognised intermediate qualifications are classified at a lower level than the programme itself (ISCED, 2011).

This section focuses on the completion of Grade 12 by adults aged 20 years and above and youth aged 15 to 24 years of age.

Figure 38 shows the educational attainment of Grade 12 by adults aged 20 years and above between 2002 and 2012. In 2012, approximately 39% of adults had completed Grade 12 compared to the same age group in 2002. The completion of Grade 12 by adults had been on an upward trend until 2010 where it reached approximately 36% and then declined slightly in 2011 to 34%. The increase in the percentage of adults with matric has been very slow between 2002 and 2012.

Figure 38: Percentage of adults aged 20 years and above who completed Grade 12² and above, 2002 to 2012



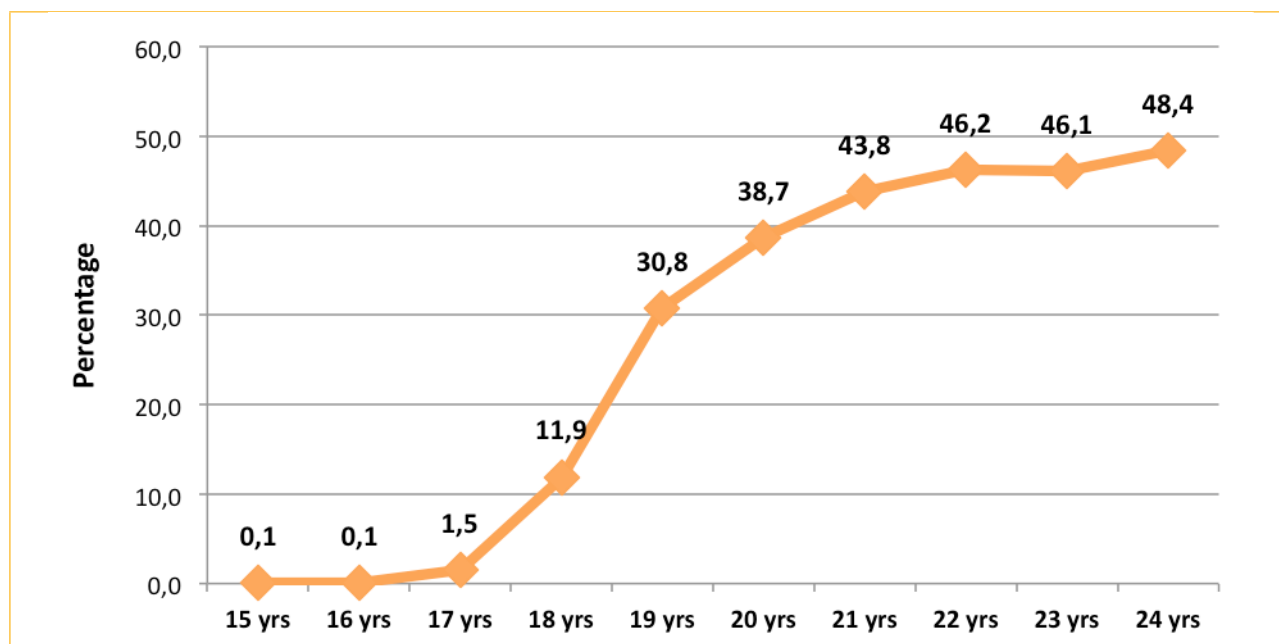
Source: Statistics South Africa, General Household Survey, 2010, DBE own calculations

The disaggregation of educational attainment of Grade 12 or matric for youth by single age reveals an interesting trend. In 2012, 48% of 24-year-olds had completed matric. There is a positive upward transition of the percentage of youth aged 17 to 24 years who have completed matric.

It is not surprising to see that there are no youth aged 15 and 16 years with matric as, in terms of the Age Admission Policy, they would still be expected to be in Grade 10 and 11 respectively.

² The percentage of adults that completed Grade 12 exclude all people who indicated that they have completed NTC 1 to 3 as it is unclear whether this would equate to Grade 12.

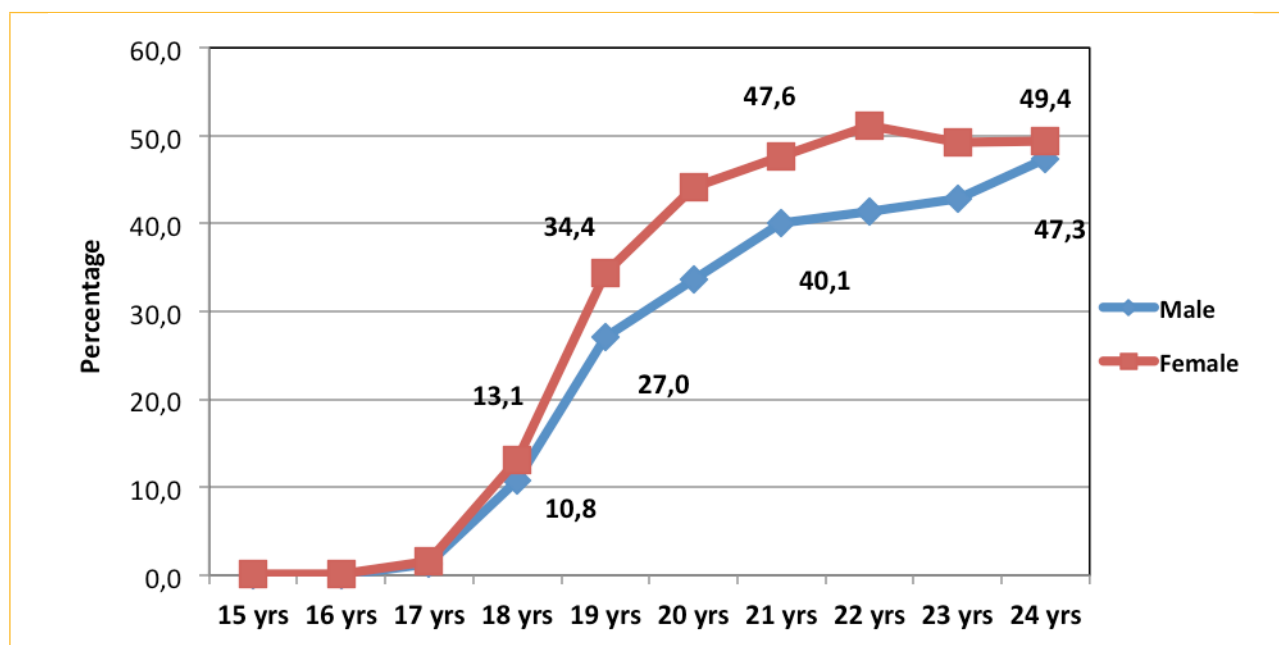
Figure 39: Percentage of 15 to 24-year-olds that have completed Grade 12 and higher, 2012



Source: Statistics South Africa, General Household Survey, 2011, DBE own calculations

Figure 40 shows that more female youth aged 15 to 24 years are completing matric compared to their male counterparts. Approximately 49% of females aged 24 years had matric compared to 47% of males of this age group in 2012.

Figure 40: Percentage of 15 to 24-year-olds that have completed Grade 12 and higher, by gender, 2012

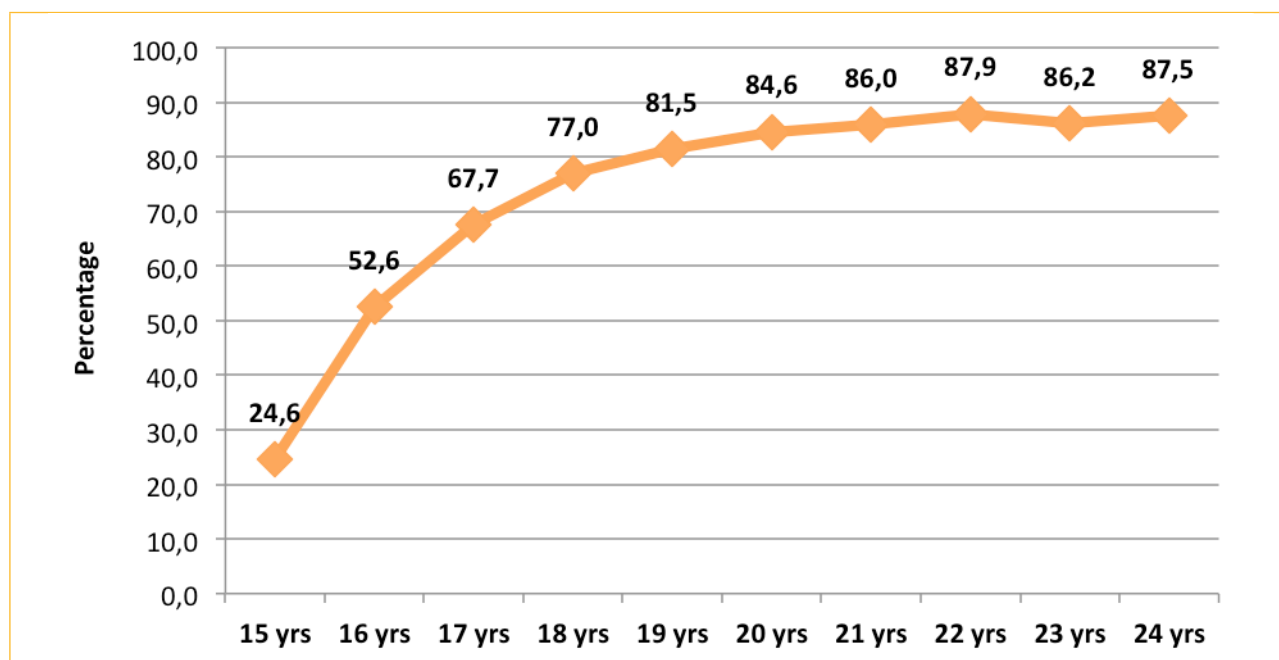


Source: Statistics South Africa, General Household Survey, 2012, DBE own calculations

In terms of the South African Schools Act, education for learners is compulsory for children turning seven until the age of 15 or Grade 9. Although education is not compulsory for learners beyond Grade 9, no learner who wishes to continue to Grade 12 is denied access to schooling. Parents are required by law to ensure that their children attend school from the first school day of the year when they turn seven until the last school day of the year they turn 15, or the end of the ninth grade, whichever occurs first. After the completion of Grade 9, learners have options to continue schooling in the mainstream or they can enrol at the Further Education and Training (FET) colleges. Therefore it is essential to track the educational attainment of Grade 9 learners.

According to the General Household Survey, in 2012 approximately 88% of 24-year-old youth had completed Grade 9. There are also high proportions of youth aged 18 to 23 that have completed basic education. This has remained well above 80%.

Figure 41: Percentage of 15 to 24-year-old youth who have completed Grade 9 and above, 2012



Source: Statistics South Africa, General Household Survey, 2012, DBE own calculations

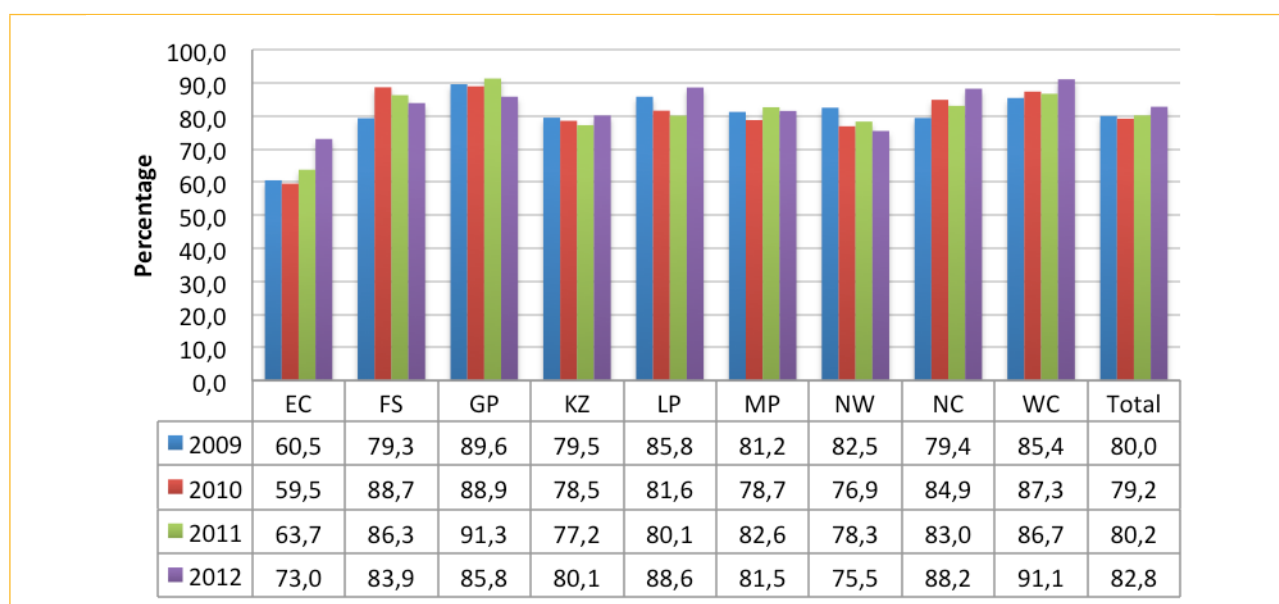
18.1. Improve the grade promotion of learners through Grades 1 to 9

Data on the grade attained and the age of learners has been available for many years through Stats SA surveys such as the GHS. Arguably, however, not enough attention was paid to the inter-related problems of repetition, dropping out and over-aged learners, and how to deal with them effectively. This indicator, which is very similar to one calculated by Stats SA as part of its Census at School programme, is useful insofar as it takes three problems into account within one indicator: late entry into Grade 1, grade repetition and dropping out. If no child entered Grade 1 late, then all children who turned 6 in the previous year would be, as a minimum, in Grade 1. It is possible for such children to be in Grade 2 because the 2002 provisions relating to admission allow for early entrance into Grade 1 for some learners. Similarly, if there is no dropping out or grade repetition at the end of Grade 1, then all children who have turned 7 in the previous year, would be, as a minimum, in Grade 2 (Department of Basic Education, 2011).

Using the same reasoning, it can be stated that all children who turned 9 in the previous year would, in the absence of grade repetition and dropping out, be at least in Grade 4 in the current year. This explains the indicator referred to above. It is unlikely that the value for this indicator would ever be 100%, because some grade repetition is likely to occur for the foreseeable future. However, decreases in this indicator can be expected as fewer children enter Grade 1 late, and fewer children drop out and repeat. Because the indicator deals with all children, whether they are in school or not, it is necessary to use Stats SA household data.

It would be ideal to have the month and year of birth of respondents in the GHS. However, even if this is not possible, a less ideal and modified definition can be used, which looks at the percentage of children aged 10, who have reached Grade 4, at the very least. The important thing is that when comparisons across time are made, the same definition should be used (Department of Basic Education, 2011).

Figure 42: Percentage of children who turned 9 in the previous year who are currently enrolled in Grade 4 (or a higher grade).



Source: Statistics South Africa, General Household Survey, 2009-2012, DBE own calculations

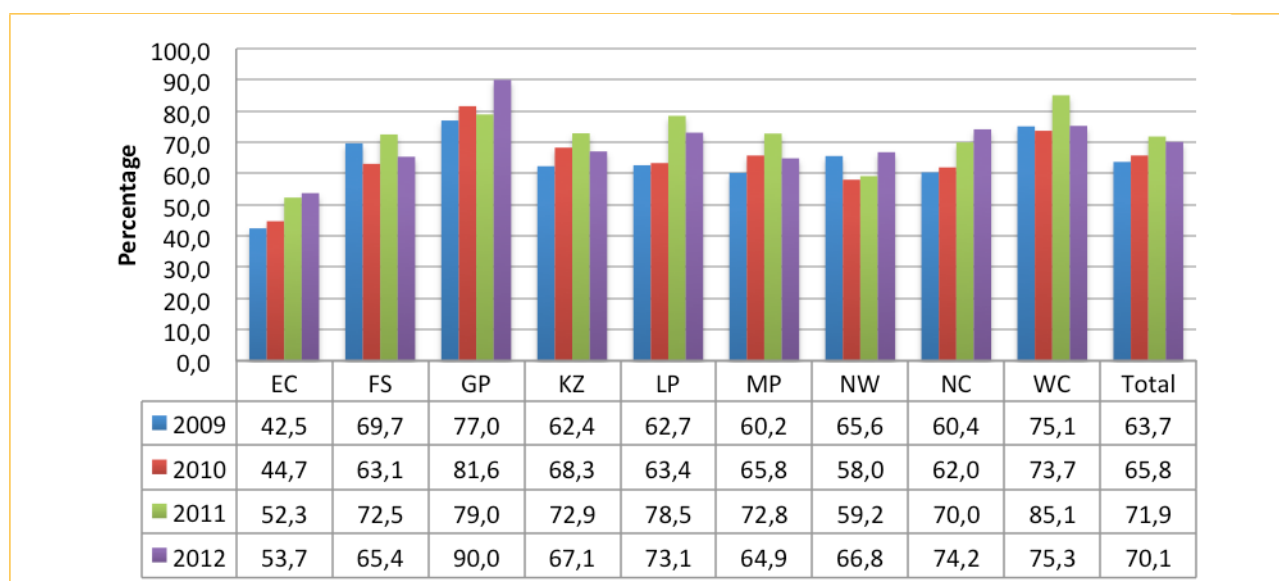
Figure 42 shows the percentage of 10-year-old children who are enrolled in Grade 4 and above. In 2009 80% of these children were enrolled in Grade 4 and this increased to approximately 83% in 2012.

There is variation between provinces with the Western Cape having the highest percentage of this age group enrolled at Grade 4 and above in 2012 at 91%, followed by Limpopo and Northern Cape at 88.6% and 88.2% respectively. The Eastern Cape has the lowest percentage of these children in Grade 4, at 73% in 2012.

Figure 43 shows the percentage of enrolment of learners who are 13 years old enrolled in Grade 7 and above. In 2012 70% of 13-year-old children were enrolled in Grade 7 and above. This is an increase from approximately 64% in 2009.

In 2012 Gauteng had the highest percentage of 13-year-old children enrolled in Grade 7 and above at 90%, followed by the Western Cape at 75%. Mpumalanga and Free State have the lowest percentage of these children at 64.9% and 65.4% respectively.

Figure 43: Percentage of children who turned 12 in the previous year who are currently enrolled in Grade 7 (or a higher grade).



Source: Statistics South Africa, General Household Survey, 2009 - 2012, DBE own calculations

19. KEY FINDINGS

a) Access to Early Childhood Development (ECD) programmes

- In 2012, approximately 37% of children aged 0 to 4 years old were attending an ECD facility. This figure reflects a massive increase of 30% since 2002, when attendance was a mere 7%.
- There is gender parity with regard 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.

b) Attendance of 5-year-olds in educational institution

- In 2012, approximately 85% of 5-year-old children were attending ECD educational institutions. Gender parity has been achieved for 5-year-old children attending educational institutions, at 0.98.

c) Participation in educational institutions (excluding ECD facilities)

- In 2012, approximately 99% of 7 to 15-year-old children were attending educational institutions.
- All provinces have a high percentage of children attending educational institutions. Over 98% in all provinces of this age cohort were attending educational institutions in 2012.
- No differences were found in the proportions of males and females in this age group who were attending an educational institution in 2012.

d) *Participation of 16 to 18-year-olds in educational institutions*

- In 2012, approximately 86% of 16 to 18-year-olds were attending educational institutions, compared to 83% in 2002.
- In 2012, 14% of 16 to 18-year-olds were out of school or not attending any form of education institution.
- Of the 90 625 children aged 16 to 18 years who were not attending any form of educational institution in 2012 but had completed Grade 12, 46 459 (51.3%) were female and 44 167 (48.7%) were male.

e) *Out-of-school children*

- Over half a million children aged 7 to 18 years were out of school. That means they were not attending any form of educational institution.
- The number of children aged 7 to 15 years who are out of school decreased from over 340 000 in 2002 to fewer than 110 000 in 2012.
- Of the 548 776 children aged 7 to 18 years who were out of school, approximately 440 000 were from the 16 to 18-year-old group.

f) *Reasons for non-attendance at educational institutions*

- In 2012, “no money for fees” (25%) was the main reason for children aged 7 to 18 not attending educational institutions. This is so, despite most poor children having access to no-fee schools.
- Additional reasons for not attending an educational institution included: “education is useless or not interesting” (11%), “family commitment (e.g. child minding)” (9%), “unable to perform at school” (8%), “working at home or business” (almost 8%) and “completed education” (approximately 6%).

g) *Distribution of learners by educational institution type (sector): public and independent*

- In 2012, 94% of all children attending schools were in public or government institutions and 6% were in private independent schools.

h) *Problems experienced at schools*

- In 2012 almost 7% of learners nationally indicated they had experienced shortage of books compared to approximately 21% in 2002.
- Other problems cited include, “classes too large/too many learners” (almost 5%), “fees too high” (5%), “facilities in bad condition” (4%), “lack of teachers” (3%), and “poor quality teaching” (3%).

i) *Learner pregnancy*

- In 2012, 1% of female learners nationally were pregnant in schools compared to 1.4% in 2010.
- In 2012, just over 52 000 learners attending schools had given birth to a child.

j) *Percentage of repeaters*

- In 2012, 12% of learners attending a school indicated that they were repeating the same grade as the previous year.
- 22% of learners were repeating Grade 10 and almost 20% repeating Grade 11 in 2012.

k) *Absenteeism*

- In 2012, 9% of learners were reportedly absent from school in the week before the survey was conducted.

l) *School fees*

- In 2012, approximately 63% of children attending school did not pay tuition fees and approximately 7% indicated that they were paying tuition fees between R1 and R100.

m) *School violence*

- In 2012, approximately 18% of learners indicated that they had experienced some form of violence in schools.

n) *School feeding scheme*

- In 2012, 83% of learners indicated they were receiving food at school every day.

o) *Orphanhood in the schooling system*

- In 2012, 6% of learners attending schools were orphans (they had lost both parents).

p) *Learners with disability*

- In 2012, approximately 37% of 0 to 4-year-old children with disabilities were attending ECD facilities.
- In 2012, 85% of 5-year-old children with disabilities were attending educational institutions.
- In 2012, approximately 92% of 7 to 15-year-old children with disabilities attended an educational institution.
- In 2012, 67% of 16 to 18-year-old children with disabilities attended an educational institution, compared to the overall figure of 85% for all children in this age group.
- In 2012, approximately 4% of learners in the schooling system had a disability.

q) *Level of education attainment: Completion of Grade 12*

- In 2012, approximately 39% of adults aged 20 years and above had completed Grade 12.
- In 2012, approximately 48% of 24-year-old youth had completed Grade 12 and higher.

r) *Literacy*

- Overall 82% of adults aged 20 years and above were functionally literate in 2012.
- In 2012, 92% of 15 to 24-year-olds were literate.

20. 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 making and planning.

It is expected that the findings of the GHS will be interrogated and interpreted further to assist the DBE in tracking and monitoring the implementation of policies and programmes. Furthermore, the information from the GHS assists the Department in planning and measuring the reach of interventions to improve the provision of quality education.

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