



# Report on the 2009 General Household Report: Focus on Schooling



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## ACRONYMS

<b>DBE</b>	Department of Basic Education
<b>DoE</b>	Department of Education
<b>EC</b>	Eastern Cape
<b>ECD</b>	Early Childhood Development
<b>FS</b>	Free State
<b>GHS</b>	General Household Survey
<b>GP</b>	Gauteng
<b>GPI</b>	Gender Parity Index
<b>KZN</b>	KwaZulu-Natal
<b>LP</b>	Limpopo
<b>MP</b>	Mpumalanga
<b>NC</b>	Northern Cape
<b>NW</b>	North-West
<b>OOS</b>	Out of School
<b>STATS SA</b>	Statistics South Africa
<b>WC</b>	Western Cape

# Report on the 2009 General Household Survey: Focus on Schooling

## 1. INTRODUCTION

This report presents key findings on school-associated matters as obtained from the General Household Survey (GHS) which is conducted annually by Statistics South Africa. The report covers the period 2002-2009.

The report examines, among others, attendance at education institutions as well as levels of education attainment in the population. The report has been developed for use by government departments, researchers and the public in general. It is hoped that the report will be utilised as one of many information sources for planning, reporting, accountability and decision-making, as well as provide a platform for further research.

This report broadly covers the following areas:

- access to schooling and early childhood education
- reasons why children do not attend an education institution
- problems experienced by children at schools
- learner pregnancy, learner transport, school fees
- gender parity
- level of education attainment

### 1.1 BACKGROUND TO THE GENERAL HOUSEHOLD SURVEY

The General Household Survey is conducted by Statistics South Africa (Stats SA) in approximately 30 000 households. It has been undertaken annually 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 targets all independent households as well as residents in workers' hostels in all nine provinces of South Africa. It does not, however, include other collective living quarters such as students hostels, old-age homes, hospitals, prisons and military barracks. It is therefore representative of non-institutional and non-military persons or households in South Africa.

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 information and analysis provided in this report is therefore based on weighted data.

This report disaggregates key GHS data by population group ("race"). The GHS utilises pre-1994 categories to identify population groups, with the aim of assessing equity and redress by tracking changes in the conditions of households. The survey asks household members to self-identify race, in order to monitor changes in living standards among population groups.

## 1.2 DATA REVISIONS

Following the release of the 2009 GHS data, Stats SA reweighted the GHS survey data as of 2002 to-date.

Further details related to the methodology of the survey can be obtained from the Stats SA website ([info@statssa.gov.za](mailto:info@statssa.gov.za)) or its telephonic user information service (012 310 8660/4892/8390).

## 1.3 CAUTION ON METHOD AND POPULATION DATA

The sample size of the GHS permits for data to be disaggregated to provincial level only; hence GHS data cannot be disaggregated to district level.

It is also not always possible to obtain accurate data based on too many disaggregations. For instance, data that is disaggregated by more than two variables may not be very accurate.

It is important for the reader to bear in mind that much of the information obtained for the GHS is self-reported (*albeit* mediated by an interviewer); this report and the data therein should therefore be interpreted within this context.

## 2. ATTENDANCE AT EDUCATION INSTITUTIONS

This section examines the extent and patterns of attendance of household members at education institutions. The GHS defines an education institution as a school, university, college, crèche, pre-school, nursery school, ABET centre or similar such institutions, whether public or independent. It interprets “attendance at education institutions” as enrolment in an education programme that is at least six months long. The survey asks the question: *Is ..... attending an education institution?*

### 2.1 EARLY CHILDHOOD DEVELOPMENT

This sub-section examines the extent to which 0 to 4 year old children have access to pre-school education and care. The GHS asks the household Head to indicate whether any household member who is 0-4 years old, is attending any of the following kinds of institutions: a day care centre, crèche, early childhood development (ECD) Centre, play group, nursery school or a pre-primary school.

### 2.2 ATTENDANCE OF 0 TO 4 YEAR OLD CHILDREN AT EDUCATION INSTITUTIONS

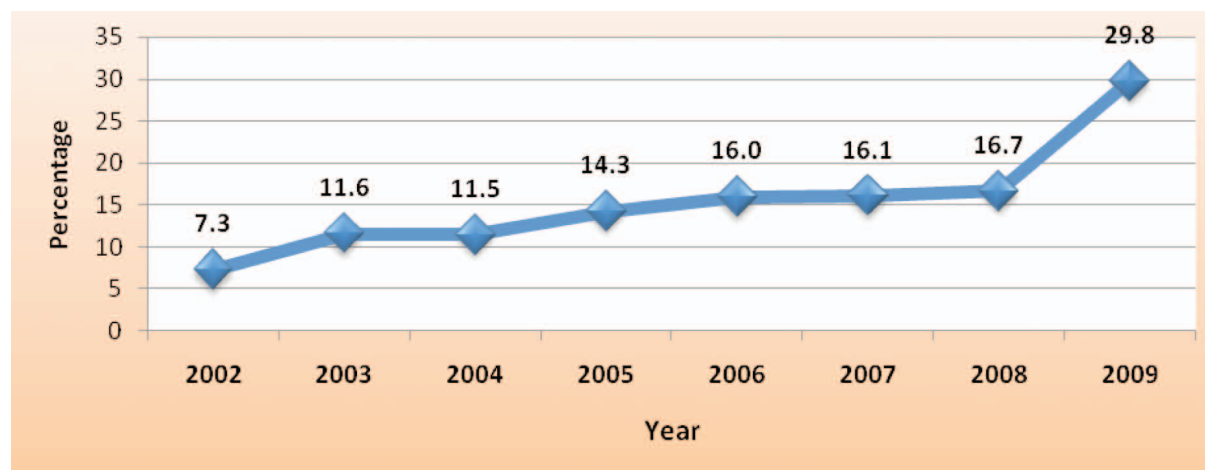
Figure 1 shows the percentage of children aged 0 to 4 years old, attending education institutions over the 2002-2009 period.

Access to ECD programmes by 0 to 4 year old children increased significantly from 7% in 2002 to 30% in 2009. Although these figures do not provide any indication about the quality of care or education received by these children, they are indicative, in a simple way, of both increased supply and demand. For instance, it can be inferred from Figure 1 that the capacity of the country to provide care/education for 0-4 year old children has increased significantly since 2002, and similarly, that demand for these services by the community has also increased substantially.



Figure 1 also indicates an unusually high increase of almost 15% in the proportion of 5-year-olds in the country attending an educational institution between 2008 and 2009. Since government had committed earlier to ensuring that all children aged 5 are attending educational institutions by 2010, the significant increase between 2008 and 2009 may be attributed to the intervention aimed at realising this commitment.

**Figure 1: Percentage of 0 to 4 years old children attending education institutions, 2002-2009**



**Source:** Statistics South Africa, General Household Survey, 2002-2009, DBE own analysis

Table 1 shows the attendance at education institutions of 0-4 year old boys and girls. It shows that, by 2009, 0-4 year old girls and boys participated equally in education programmes.

**Table 1: Percentage of 0 to 4 year old children attending education institutions by gender, 2002-2009**

Gender	2002	2003	2004	2005	2006	2007	2008	2009
Male	6.8	11.4	11.4	13.7	16.0	16.5	16.6	29.4
Female	7.7	11.8	11.5	14.9	16.1	15.7	16.7	29.4
Total	7.3	11.6	11.5	14.3	16.0	16.1	16.7	29.8
GPI	1.14	1.04	1.01	1.09	1.01	0.95	1.01	1.00

**Source:** Statistics South Africa, General Household Survey, 2002-2009, DBE own analysis

Table 2 shows the percentage of 0 to 4 year old children attending education institutions, by province. In 2009, Gauteng and the Free State provinces had the highest percentage of 0 to 4 year old children accessing formal ECD programmes, at 44% and 37% respectively. The Northern Cape and North-West provinces had the lowest participation of 0 to 4 year olds participating in formal ECD programmes, at 19% and 22% respectively. In general though, significant increases in the participation of 0 to 4 year old children in formal ECD programmes are evident across all provinces over the 2002-2009 period.



**Table 2: Percentage of 0 to 4 years old children attending education institutions by province, 2002-2009**

Provinces	2002	2003	2004	2005	2006	2007	2008	2009
Eastern Cape	9.4	14.0	12.1	17.8	19.0	19.3	20.3	29.5
Free State	6.5	10.6	10.4	19.6	19.4	20.9	18.0	36.8
Gauteng	11.4	18.0	16.9	20.5	26.9	24.1	25.4	43.5
KwaZulu-Natal	4.3	7.4	6.8	7.0	7.2	9.8	11.7	23.7
Limpopo	5.5	9.9	11.5	13.3	17.8	14.5	14.5	27.9
Mpumalanga	4.8	7.4	12.5	10.0	12.1	12.7	16.2	28.1
North-West	6.4	10.5	8.4	10.5	7.7	14.0	8.0	21.8
Northern Cape	3.0	5.2	5.3	8.8	7.6	12.5	10.6	19.3
Western Cape	10.4	14.9	15.1	19.6	16.6	14.2	14.4	27.6
<b>National</b>	<b>7.3</b>	<b>11.6</b>	<b>11.5</b>	<b>14.3</b>	<b>16.0</b>	<b>16.1</b>	<b>16.7</b>	<b>29.8</b>

*Source: Statistics South Africa, General Household Survey, 2002-2009, DBE own analysis*

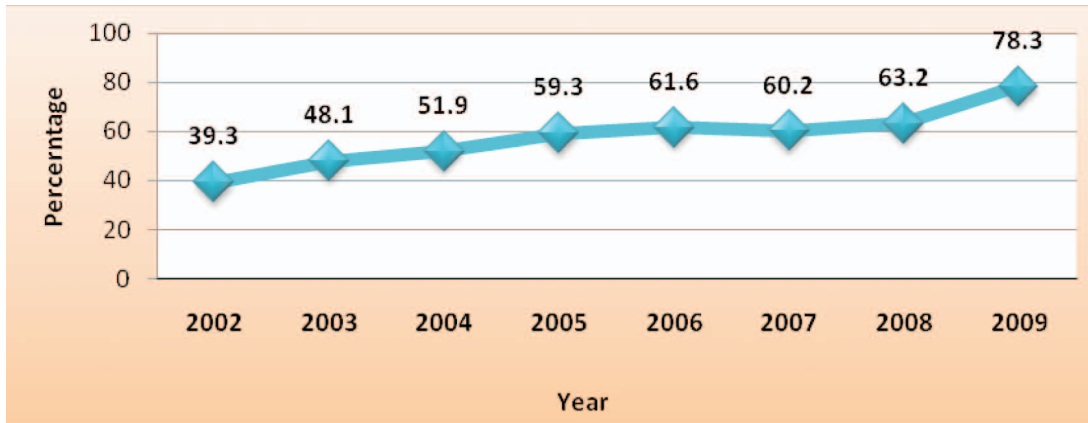
### 2.3 PARTICIPATION OF 5 YEAR OLDS IN EDUCATION

The policy priority on Early Childhood Education (ECD) addressed in White Paper 5 (DoE, 2001a) is the establishment of a national system of provision of the Reception Year for children aged 5 years that combines a large public and smaller independent component. The amendment to the regulations specifying entry age for schooling referred to above means that the theoretical entry age for Grade 1 can be 5, 6 or 7. Because the cut-off date for intake into school is exactly in the middle of the year, half the children enrolling in Grade 1 for the first time should be turning 6 during the year and half of them should be turning 7. Therefore it is important to measure the participation rate of 5 and 6 year olds in educational institutions.

In 2009, close to 80% of 5 year old children attended an education institution. The percentage of 5 year olds attending education institutions actually doubled from 39% in 2002 to 78% in 2009 as depicted in Figure 2. This expansion was facilitated by substantial increases in budget and the .

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**Figure 2: Percentage of 5 year old children attending education institution, 2002-2009**



**Source:** Statistics South Africa, General Household Survey, 2002-2009, DBE own analysis

Table 4 shows the percentage of 5 year old children accessing education institutions, by province, between 2002 and 2009. It reveals that Limpopo province had the highest proportion of 5 year old children accessing education institutions in 2009, at 93%, while North-West province had the lowest percentage of 5 years old attending education institutions, at 69% in 2009. However, the trend in increased participation in education programmes among 5 year old children is evident across all provinces.

**Table 3: Percentage of 5 year old children attending education institutions by province, 2002-2009**

Provinces	2002	2003	2004	2005	2006	2007	2008	2009
Eastern Cape	49.6	52.7	60.8	69.0	70.9	69.3	80.3	85.4
Free State	33.3	54.7	56.3	55.6	59.2	61.3	60.4	86.0
Gauteng	45.9	59.2	51.3	60.0	60.9	64.3	61.3	73.3
KwaZulu-Natal	33.4	35.0	38.7	50.1	54.3	51.5	57.5	70.1
Limpopo	43.1	55.7	68.4	73.2	76.6	71.8	74.3	92.7
Mpumalanga	28.9	37.9	60.1	55.5	57.0	63.6	65.1	83.2
North-West	36.6	42.8	48.2	47.4	50.5	45.7	53.2	66.8
Northern Cape	21.5	34.2	25.9	55.2	46.7	59.1	50.0	80.1
Western Cape	41.2	53.7	49.6	63.3	65.7	52.2	53.5	79.1
<b>National</b>	<b>39.3</b>	<b>48.1</b>	<b>51.9</b>	<b>59.3</b>	<b>61.6</b>	<b>60.2</b>	<b>63.2</b>	<b>78.3</b>

**Source:** Statistics South Africa, General Household Survey, 2002-2009, DBE own analysis

Table 5 shows the percentage of 5 year olds attending educational institutions by gender. It indicates that significantly more five year old females as compared to five year old males attended education institutions in 2009.

**Table 4: GPI of 5 year olds attending education institutions, 2002-2009**

	2002	2003	2004	2005	2006	2007	2008	2009
<b>Male</b>	39.8	48.5	49.8	58.9	62.5	62.2	60.7	76.5
<b>Female</b>	38.8	47.7	54.0	59.6	60.5	58.3	65.9	80.2
<b>GPI</b>	<b>0.97</b>	<b>0.98</b>	<b>1.08</b>	<b>1.01</b>	<b>0.97</b>	<b>0.94</b>	<b>1.12</b>	<b>1.05</b>

*Source: Statistics South Africa, General Household Survey, 2002-2009, DBE own analysis*

## 2.4 ATTENDANCE OF 6 YEAR OLD CHILDREN AT EDUCATION INSTITUTIONS

Table 6 shows the percentage of 6 year old children attending education institutions between 2002 and 2009 by province.

Access of six year olds to education institutions has increased remarkably between 2002 and 2009. This is evident across all provinces.

In 2009, 95% of 6 year old children in South Africa attended education institutions. This figure represents a massive increase since 2002, when only 69% of six year old children in South Africa attended education institutions. In 2009, Northern Cape had the lowest participation of 6 year old children in education (at 83%), while Limpopo had the highest (at 99%).

**Table 5: Percentage of 6 year old children attending education institution by province, 2002-2009**

Provinces	2002	2003	2004	2005	2006	2007	2008	2009
Eastern Cape	70.6	73.6	80.0	81.7	86.6	85.8	92.1	93.8
Free State	54.2	83.6	83.6	87.3	80.1	92.3	84.0	94.7
Gauteng	75.9	80.1	80.1	94.4	85.0	90.7	87.7	97.2
KwaZulu-Natal	65.6	74.8	83.5	82.0	84.5	81.6	84.5	93.3
Limpopo	76.6	88.5	91.9	96.2	89.5	89.9	95.0	98.7
Mpumalanga	65.6	59.6	85.7	86.4	80.4	91.4	75.4	94.4
North-West	61.5	66.3	81.3	66.7	72.6	92.0	83.3	89.8
Northern Cape	49.1	53.4	70.5	82.6	88.5	79.3	83.4	83.2
Western Cape	72.0	80.7	82.9	86.9	87.7	86.8	85.1	95.9
<b>National</b>	<b>68.8</b>	<b>75.6</b>	<b>67.8</b>	<b>85.6</b>	<b>84.5</b>	<b>87.4</b>	<b>86.6</b>	<b>94.8</b>

*Source: Statistics South Africa, General Household Survey, 2002-2009, DBE own analysis*

The massive expansion in the provisioning of Grade R in schools and the introduction of a regulation in 2004 that allowed children to enrol in Grade 1 if they were 5 turning 6 by 30 June in the year of admission, has resulted in a substantial improvement in access to education for 5-year and 6-year olds.

## 2.5 PARTICIPATION IN EDUCATION BY AGE GROUPS

### 2.5.1 Participation of 7 to 15 year old children in education

In terms of the South African Schools Act (1996), all children aged 7 to 15 are of compulsory school-going age (unless they have completed Grade 9). The GHS findings indicate that in 2009, 98% of 7 to 15 year old children in the country attended an education institution.

Table 7 shows that in 2009, the high levels of participation in education by 7 to 15 year olds are consistent across all provinces.

Since 2002, the percentage of 7 to 15 year old children in South Africa attending education institutions remained steady at above 96%, with an increase of 2% between 2002 and 2009.

**Table 6: Percentage of 7 to 15 years old children attending Education Institutions, 2002-2009**

Province	2002	2003	2004	2005	2006	2007	2008	2009
Eastern Cape	95.5	95.9	97.0	97.4	97.3	97.7	97.6	97.8
Free State	97.5	96.8	97.0	97.5	98.7	98.7	98.2	98.7
Gauteng	98.1	98.9	98.9	98.5	97.7	97.5	98.3	98.5
KwaZulu-Natal	94.8	96.4	97.0	97.7	97.2	97.5	97.9	98
Limpopo	97.4	98.0	98.8	99.0	98.9	98.5	98.2	98.8
Mpumalanga	97.2	98.1	98.6	97.9	98.1	97.9	98.2	98.3
North-West	95.4	96.7	97.7	96.3	95.9	96.9	97.3	97.6
Northern Cape	93.6	95.7	96.6	97.5	97.6	97.5	97.5	98.5
Western Cape	97.3	97.1	98.1	98.2	97.6	98.2	97.0	98.1
<b>National</b>	<b>96.3</b>	<b>97.1</b>	<b>97.8</b>	<b>97.9</b>	<b>97.7</b>	<b>97.8</b>	<b>97.9</b>	<b>98.2</b>

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

Table 8 shows the percentage of 7 to 15 year old children attending education institutions, by gender. In general, attendance of both boys and girls in this age group has been almost equal over the 2002-2009 period.

**Table 7: Percentage of 7 to 15 year old children attending education institutions by gender, 2002-2009**

	2002	2003	2004	2005	2006	2007	2008	2009
<b>Male</b>	96.0	96.7	97.4	97.6	97.4	97.6	97.8	98.3
<b>Female</b>	96.6	97.6	98.1	97.9	97.8	98.2	98.1	98.6
<b>Total</b>	96.3	97.2	97.7	97.8	97.6	97.9	97.9	98.5

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

Table 9 demonstrates the percentage of 7 to 15 year old children attending education institutions by population group. The survey found that in 2009, the attendance of 7-15 year old African and Coloured children at education institutions (although high at 98%) was slightly lower in comparison to White and Indian children. However, as Table



7 shows, there has been an encouraging increase in the participation of 7-15 year old African and Coloured children in education over the 2002-2009 period, by about 2%, respectively.

**Table 8: Percentage of 7 to 15 years old children attending education institutions by population group, 2002-2009**

	2002	2003	2004	2005	2006	2007	2008	2009
<b>African/Black</b>	96.0	96.9	97.5	97.7	97.5	97.9	97.9	98.4
<b>Coloured</b>	95.9	97.4	98.0	97.5	97.6	97.5	97.4	98.2
<b>Indian/Asian</b>	99.5	98.9	99.2	99.5	94.7	98.1	100.0	99.9
<b>White</b>	99.6	99.4	99.7	99.5	99.9	99.6	98.3	99.0

*Source: Statistics South Africa, General Household Survey, 2002-2009, DBE own analysis*

### 2.5.2 Gender parity in education access for 7 to 15 year old children

Table 10 indicates that equity in education access has been achieved between male and female children aged 7-15 years old. Between 2002 and 2009 there is approximately equal participation in education for both sexes.

**Table 9: GPI <sup>1</sup> of 7 to 15 year olds, 2002-2009**

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

*Source: Statistics South Africa, General Household Survey 2002-2009, DBE own analysis*

### 2.5.3 Attendance at education institutions by 16 to 18 year olds

The 16 to 18 year old age group corresponds to the post-compulsory stage of schooling. It also corresponds to the age norm for Grades 10, 11 and 12 for the school system as well as equivalent programmes at Further and Education Training (FET) Colleges. The 2009 Medium Term Strategic Framework (MTSF) Expenditure Framework (RSA, 2009) commits government to improve the retention of learners up to Grade 12. It is therefore useful to assess the extent to which children in this age group attend education institutions.

Table 11 shows the participation of 16 to 18 old children in education, by province, over the 2002-2009 period. Nationally, at least 83% of children in this age group attended education institutions in 2009. However, participation in education programmes has remained static in the 16 – 18 year old age group, over the past eight years.

Limpopo had the highest percentage of children aged 16 to 18 attending education institutions, at 92% in 2009. Of interest is that Northern Cape and Western Cape provinces recorded the lowest participation levels, at 73% and 74% respectively in 2009.

<sup>1</sup> A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favour of boys/men and a value greater than 1 indicates disparity in favour of girls/women.

**Table 10: Percentage of 16 to 18 year old children attending Education Institutions, 2002-2009**

Province	2002	2003	2004	2005	2006	2007	2008	2009
Eastern Cape	83.0	78.5	78.5	80.9	83.9	85.4	83.0	80.9
Free State	85.4	86.0	86.6	88.7	83.3	90.7	85.8	83.8
Gauteng	87.7	86.5	85.6	84.2	80.6	82.2	85.6	87.2
KwaZulu-Natal	79.3	81.9	82.0	81.4	83.3	83.7	84.6	80.7
Limpopo	88.2	89.3	91.5	87.4	89.3	92.1	90.0	91.5
Mpumalanga	86.2	57.7	88.1	86.7	85.5	93.2	87.1	84.5
North-West	81.2	80.8	84.3	83.9	84.1	81.6	79.1	81.4
Northern Cape	71.0	67.7	68.8	75.4	71.9	77.8	76.0	73.4
Western Cape	72.6	73.2	72.6	69.7	66.0	73.7	71.6	73.7
<b>National</b>	<b>82.9</b>	<b>79.3</b>	<b>83.3</b>	<b>82.4</b>	<b>82.5</b>	<b>85.0</b>	<b>83.9</b>	<b>82.9</b>

*Source: Statistics South Africa, General Household Survey, 2002-2009, DBE own analysis*

Table 12 shows that a slightly higher proportion of 16 to 18 year old males (84%) as compared to the same aged females (83%) attended education institutions in 2009. However the gap in attendance at education institutions between 16 – 18 year old boys and girls has decreased significantly over the years between 2002 and 2009. A major factor contributing to a higher proportion of males being in the system is that males tend to repeat more than females, resulting in males remaining longer in the education system (DBE: 2010).

**Table 11: Percentage of 16 to 18 year old children attending education institutions by gender, 2002-2009**

	2002	2003	2004	2005	2006	2007	2008	2009
<b>Male</b>	85.7	85.4	85.8	85.2	84.3	86.6	84.5	84.1
<b>Female</b>	79.1	80.2	79.3	79.0	80.5	83.7	83.1	82.5
<b>Total</b>	82.4	82.8	82.5	82.2	82.5	85.2	83.8	83.3

*Source: Statistics South Africa, General Household Survey, 2002-2009, DBE own analysis*

Table 13 shows the attendance of 16 to 18 year old children at education institutions, by population group, between 2002 and 2009.

It reveals that, in 2009, while the participation of African and White 16-18 year olds in education were similar (at 85% and 87% respectively), that of Coloured children in this age group was fairly low, at 68%.

Table 13 shows relatively low levels of participation in education among 16-18 year old Indian children (80%), but given what is known from other research, it is very probable that this low figure is due to the relatively small sample size of the survey.

**Table 12: Percentage of 16 to 18 years old children attending education institutions by population group, 2002-2009**

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

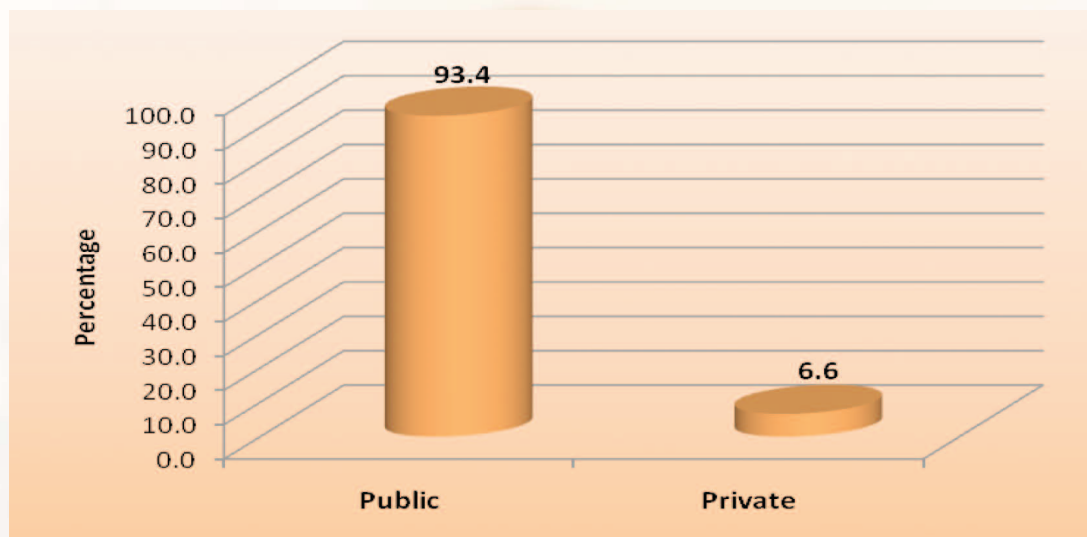
*Source: Statistics South Africa, General Household Survey, 2002-2009, DBE own analysis*

### 3. DISTRIBUTION OF LEARNERS IN PUBLIC AND INDEPENDENT SCHOOLS

Like any other country South Africa, is comprised of educational institutions that are both publicly as well as independently owned.

Figure 3 shows the enrolment of children by school sector. As evident from the graph, a high proportion of learners are enrolled in public or government schools (93%), whilst 7% of learners are enrolled in independent or independent schools. However, data obtained from Department's *Snap Survey in Ordinary Schools* (DBE, 2009) shows that only 3% of learners attending schools are in independent schools. The fairly large discrepancy between the findings of the GHS and the Department's *SNAP Survey* could be attributed to two possible factors, namely, that many independent schools are not registered with provincial education departments as is required by the law, or that the number of learners attending independent schools are too small to be correctly obtained via the GHS given the sample size of the GHS.

**Figure 3: Percentage of learners attending either public or independent schools, 2009**



*Source: Statistics South Africa, General Household Survey, 2009, DBE own analysis*

Table 14 indicates that Gauteng province has the highest percentage of its learners enrolled in independent schools at 22%. Northern Cape has the lowest enrolment rate of its learners in independent schools at 2%.

**Table 13: Percentage learners attending either public or independent schools by province, 2009**

Province	Educational institution type	
	Public	Independent
Eastern Cape	95.6	4.4
Free State	95.3	4.7
Gauteng	79.6	20.4
KwaZulu-Natal	97.1	2.9
Limpopo	96.7	3.3
Mpumalanga	93.3	6.7
North-West	94.8	5.2
Northern Cape	97.7	2.3
Western Cape	94.8	5.2
<b>National</b>	<b>93.4</b>	<b>6.6</b>

*Source: Statistics South Africa, General Household Survey, 2009, DBE own analysis*

#### 4. OUT OF SCHOOL (OOS) CHILDREN

“Out of school children” refers to children in the official school age range who are not enrolled in either primary or secondary schools (UIS, 2009). The purpose of measuring out of school children is to identify the size of the population of the official primary school age range who should be targeted for policies and efforts in achieving universal primary and secondary education. This indicator is calculated by subtracting the number of school-age learners attending school from the total population of the official school age range.

Table 15 below shows the percentage of 7 to 15 year old children who were out of school over the 2002 to 2009 period, by gender.

In 2009, about 1.5% of 7 to 15 year old children in the country were out of school. A slightly higher proportion of 7-15 year old males, as opposed to females, were out of school.

Nationally the percentage of out of children of the compulsory school age group, has decreased from 4% in 2002 to 2% in 2009.

**Table 14: Percentage of 7 to 15 years old children out of school by gender, 2002-2009**

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

*Source: Statistics South Africa, General Household Survey, 2009, DBE own analysis*



Table 16 shows the percentage of out of school children by population group, from 2002 to 2009.

In 2009, more Coloured and Black African children aged 7 to 15 were out of school ( 2% respectively), as compared to White and Indian children.

However, an encouraging sign is that a lower proportion of 7-15 year old African and Coloured children were out of school in 2009, as compared to 2002, when the figure stood at about 4% for both population groups.

**Table 15: Percentage of 7 to 15 year old out of school children by population group, 2002-2009**

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

*Source: Statistics South Africa, General Household Survey, 2002-2009, DBE own analysis*

## 5. YOUTH NOT ATTENDING EDUCATION INSTITUTIONS

Tables 17 and 18 show the percentage of youth aged 16 to 18 who were not attending education institutions, by gender and population group over the 2002 to 2009 period.

Nationally, more females than males in the 16-18 year age group were not attending education institutions in 2009. However, it is encouraging to note that the proportion of 16 to 18 year old female youth not attending education institution decreased from 18% in 2002 to 17% in 2009.

One has to be cautious though, when interpreting these figures. It would be simplistic to assume from these figures that education access is higher amongst males than females. As indicated in this report (see Table 22), as well as in the Department's (DoE, 2009), repetition is generally higher among males than females, particularly in the lower grades, resulting in higher proportions of 16 to 18 year old males remaining in school, as compared to females who leave school at an earlier age.

A second dimension to this phenomenon is that more 18 year old females tend to complete Grade 12 as compared to 18 year old males

**Table 16: Percentage of 16 to 18 years old youth not attending education institutions by gender, 2002-2009**

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

*Source: Statistics South Africa, General Household Survey, 2002-2009, DBE own analysis*

Table 18 shows the proportion of children aged 16 to 18 years who are out of school by population group. There are considerable disparities in the proportion of out of school 16 to 18 year old children, across population groups.

It reveals that a higher proportion of Coloured children aged 16 to 18 year olds are not attending education institution (at 32% in 2009), as compared to that in other population groups. The proportion of Indian/Asian youth not attending education institutions is 20% in 2009. However there is fluctuation of proportion of Indian/Asian since 2002. This could be the result of sample size.

Of interest to note is the significant increase in the percentage of White children aged 16 to 18 not attending education institution, since 2002 there has been an increase from 8% in 2002 to 13% in 2009. Given the importance of this observation, it is evident that it requires further investigation, both in terms of data verification, as well as to probe the locality and reasons for this phenomenon .

While the proportion of 16-18 year olds White children not attending education institution has increased over the 2002 to 2009 period, the reverse is the case for African/Black children. While 17% of African children in the 16-18 year old age group were not attending education institutions in 2002, 15% of children in this category were not attending education institutions in 2009.

**Table 17: Percentage of 16 to 18 years old children out of school by population group, 2002-2009**

	2002	2003	2004	2005	2006	2007	2008	2009
<b>African/Black</b>	16.9	16.0	16.3	17.4	15.9	13.7	14.8	15.4
<b>Coloured</b>	32.5	35.1	33.8	33.1	36.7	29.3	30.6	32.0
<b>Indian/Asian</b>	19.7	20.7	19.5	12.0	30.9	17.9	19.3	20.3
<b>White</b>	8.1	9.5	10.9	7.9	11.6	10.3	16.2	13.4

*Source: Statistics South Africa, General Household Survey, 2002-2009, DBE own analysis*

## 6. REASONS FOR NON-ATTENDANCE AT EDUCATION INSTITUTIONS

The GHS asks respondents to indicate the main reason why a household member who is 5 years and older, is not attending an education institution.

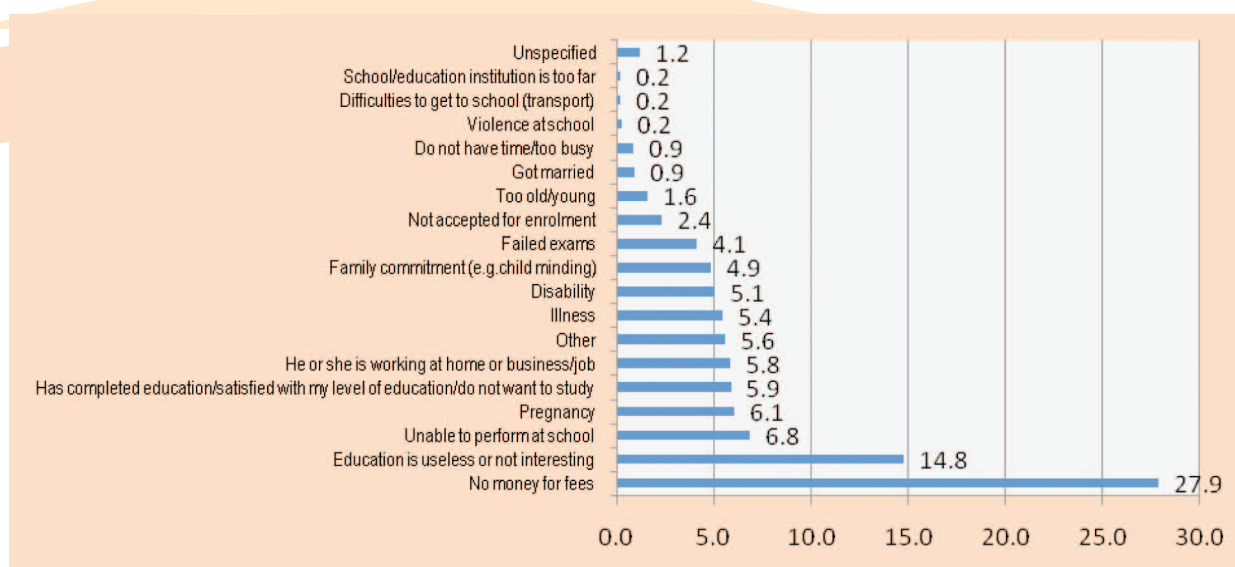
Table 19 selects responses in relation to persons who are of school-going age, namely, those who are 7 to 18 years old.

Of the 7 to 18 year olds indicating that they were not attending an education institution for reasons outside the ones indicated above, in 2009, “no money for fees” remained the most prominent reason (28%), followed by “education is useless or uninteresting” (15%),

In 2009, other significant reasons for 7 to 18 year olds not attending an education institution include unable to perform at school (7%) “pregnancy” (6%), working at home/job (6%) and “illness”, at 5%.

Figure 4 below summarises the range of reasons given by children aged 7 to 18 that were not attending education institution in 2009.

**Figure 4: Reason for not attending education institutions, 2009**



**Source:** Statistics South Africa, General Household Survey, 2009, DBE own analysis

Although “no money for fees” remained the dominant reason why 7 to 18 year old children were not attending an attending institution in 2009, this explanation has been in decline since 2002. While 39% of persons in this category identified “no money for fees” as a reason for not attending an education institution in 2002 (see Table 19), 28% did so in 2009.

Given the introduction of no-fee schools in the country since 2007, it is surprising that a high proportion of 7 to 18 year olds continue to point to “no money for fees” as the reason for not attending an education institution. It is highly probable though, that many of these children, especially those who are older than 15 years, do not wish to attend school, but rather an FET or any other College, or even University (if they have already completed Grade 12). Alternatively, these results could be reflecting delays in the implementation of the no-fee policy in Quintile 3 schools.

**Table 18: reasons for 7 to 18 year old children not attending education institutions, 2002-2009**

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

**Source:** Statistics South Africa, General Household Survey, 2002-2009, DBE own analysis

## 7. PROBLEMS EXPERIENCED AT SCHOOLS

The General Household Survey asks the household head if a person in the household attending an education institution, experienced any problems at the institution over the last six months. The question lists nine options and the respondent was expected to select one or more of the options provided.

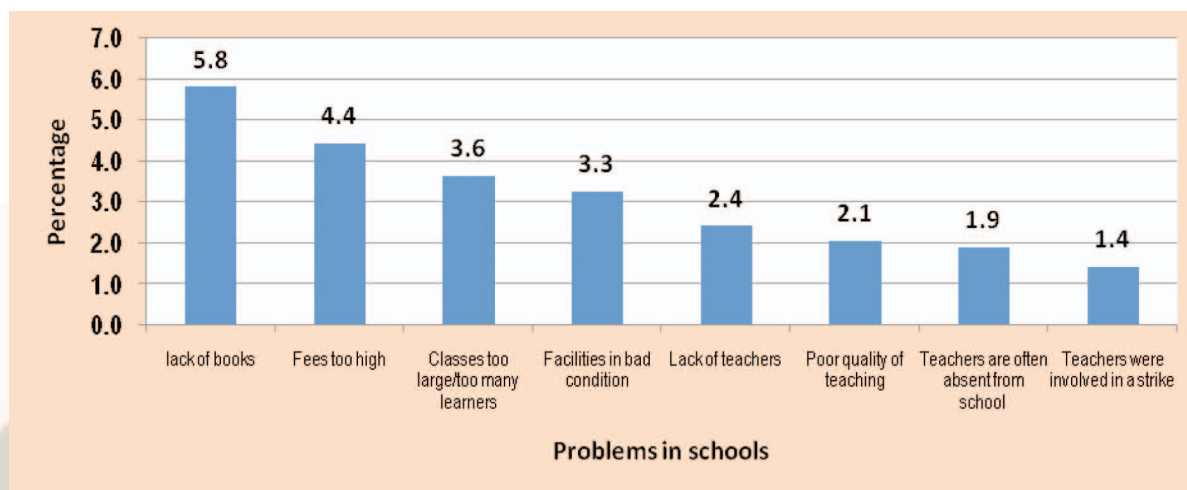
In 2009 (according to household heads), 75% of children attending schools indicated that they did not experience any problems at the school they attended.

Overall the reported problems experienced by children at schools have decreased significantly over the 2002 to 2009 period – from 64.7% to 25%.

In 2009, of the school-going children who did indicate that they experienced a problem, the majority (6%) indicated lack of books as being a problem, while 4% indicated “fees too high” and “facilities in bad condition”, respectively as being problems.

Figure 5 highlights problems experienced at schools in 2009, while Table 20 summarises problems experienced in schools from 2002 to 2009.

**Figure 5: Problems experienced at schools, 2009**



**Source:** Statistics South Africa, General Household Survey, 2009, DBE own analysis

Although lack of books is a significant problem experienced by learners over the years, there is a considerable decrease in the percentage of learners experiencing this problem. The proportion of children claiming “lack of books” as a problem declined massively, from 21% in 2002, to 6% in 2009. Similarly, while 18% of respondents indicated that “fees too high” was a problem in 2002, only 4% indicated fees as a problem in 2009.



**Table 19: Problems experienced at schools, 2002-2009**

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

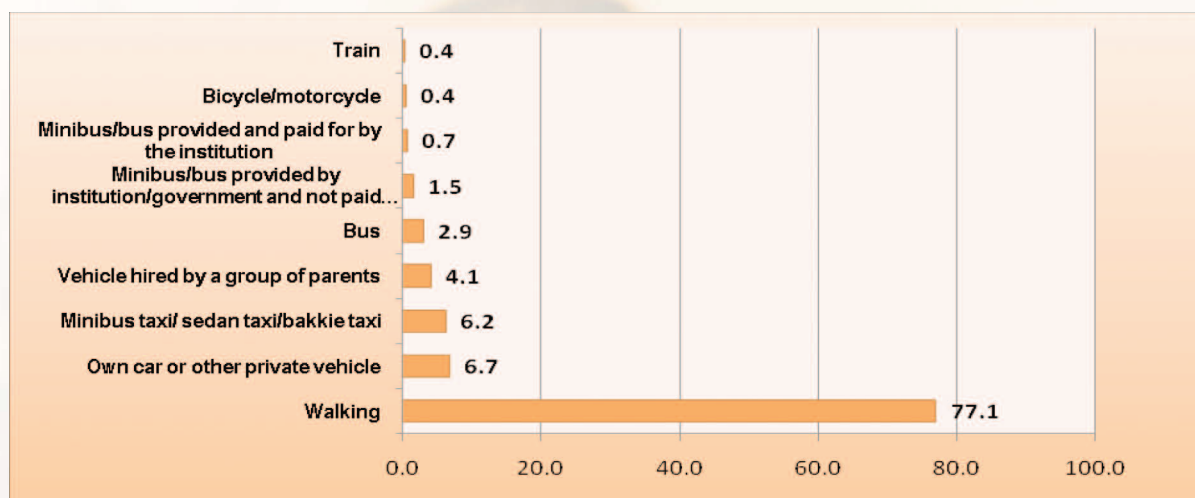
*Source: Statistics South Africa, General Household Survey, 2002-2009, DBE own analysis*

## 8. MEANS OF TRANSPORT

For many learners, especially in rural South Africa, access to education is hampered in part by the long distances that learners have to travel between home and school.

Figure 6 shows that of all the learners that are attending schools, 77% walk to school, 7% use their own or private transport, 6% uses taxis or minibuses, 4% use vehicles hired by parents, 3% uses a bus, at least 2% uses the transport that is not paid or provided by an institution or government and the remaining 1% use trains, bicycles and motorcycle.

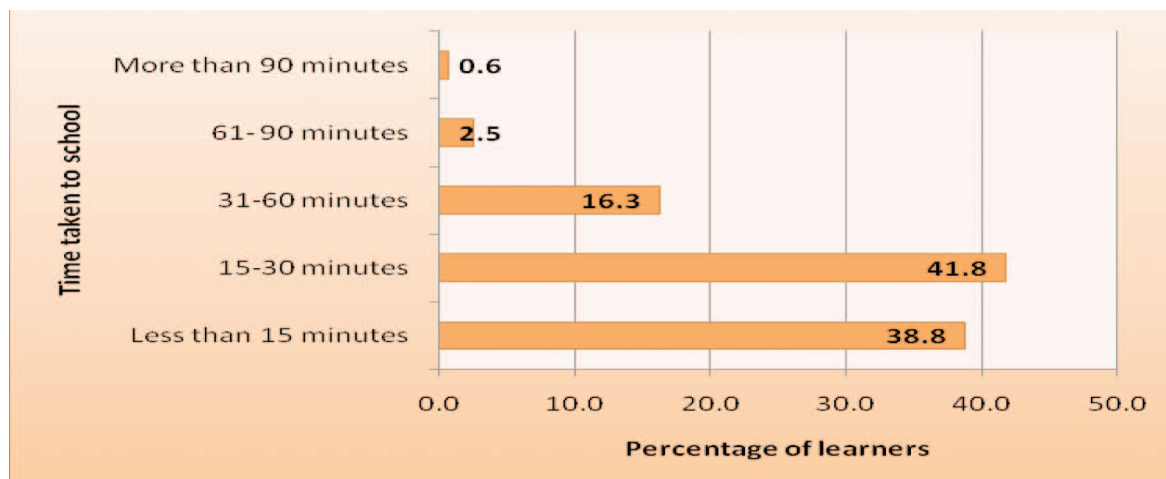
**Figure 6: Mode of transport to school, 2009**



*Source: Statistics South Africa, General Household Survey, 2009, DBE own analysis*

The GHS asks respondents about the time taken by learners to travel to the school they attend. The findings in Figure 7 indicate that 81% of learners take less than 30 minutes to commute to school. This shows that, in general, high proportion of learners do not have difficulties to access their schools. However, the 19% of learners that are still taking more than 30 minutes to travel to school is a cause of concern.

**Figure 7: Time taken by learners to school, 2009**



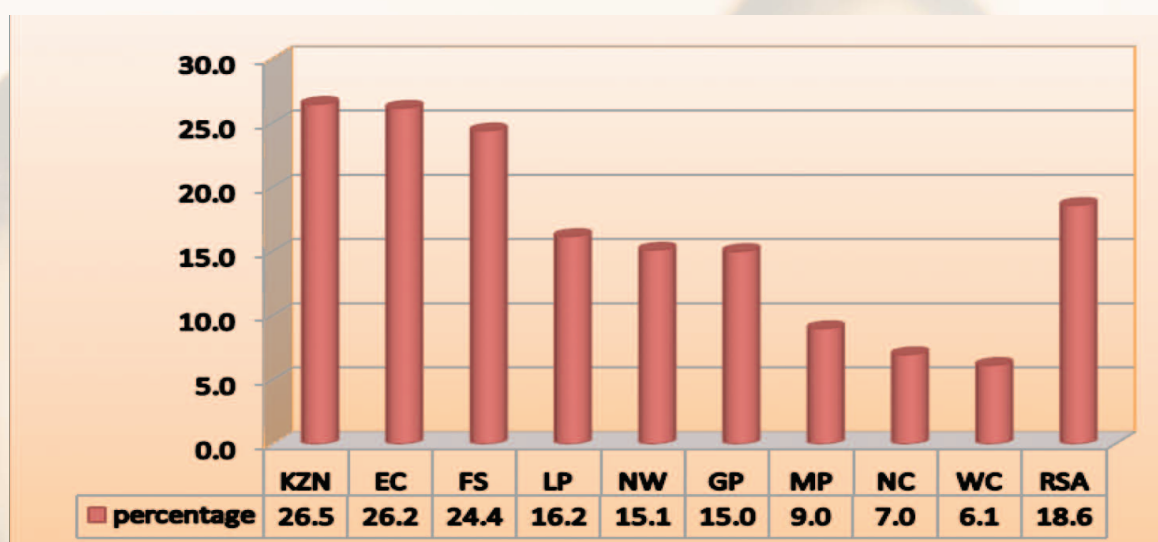
*Source: Statistics South Africa, General Household Survey, 2009, DBE own analysis*

## 9. SCHOOL VIOLENCE

Figure 8 summarises the prevalence of violence experienced by children at school during January and June 2009. The GHS defines violence to include categories such as corporal punishment or verbal abuse at schools.

In 2009, 19% of children indicated that they experienced some form of violence at schools. KwaZulu-Natal province has the highest percentage of children who experienced violence at schools in 2009 (at 27%), followed by Eastern Cape and Free State provinces at 26% and 24% respectively. The low level of violence experienced by children in Western Cape schools (at 6% in 2009) is surprising, given frequent media reports of incidents of school-gang related violence. It is important that this matter be investigated further.

**Figure 8: % of children attending school that have experienced violence, 2009**



*Source: Statistics South Africa, General Household Survey, 2009, DBE own analysis*

## 10. LEARNER PREGNANCY

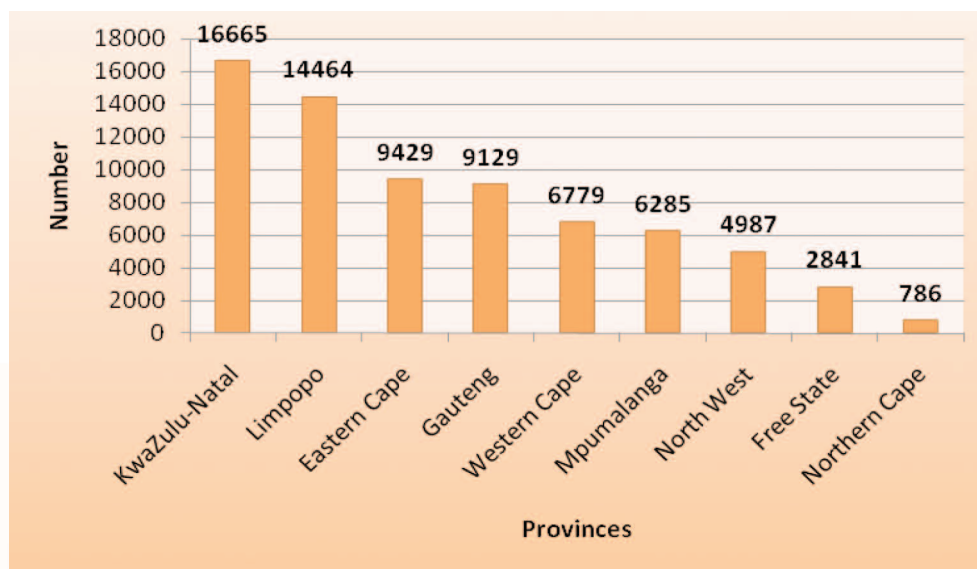
Pregnancy remains a major barrier to girls attending education institutions.

The GHS asks respondents whether a person in the household has fallen pregnant in the previous twelve months. Since the survey was conducted in July 2009, the pregnancy figures refer to learners who fell pregnant between July 2008 and July 2009.

According to household heads, 71 364 learners attending schools fell pregnant between July 2008 and July 2009.

Figure 9 shows the prevalence of learner pregnancy by province over this period. The findings indicate that a high proportion of learners who fell pregnant during July 2008 and July 2009, are in KwaZulu-Natal, at approximately 17 000 learners. This figure is followed by Limpopo at over 14 000.

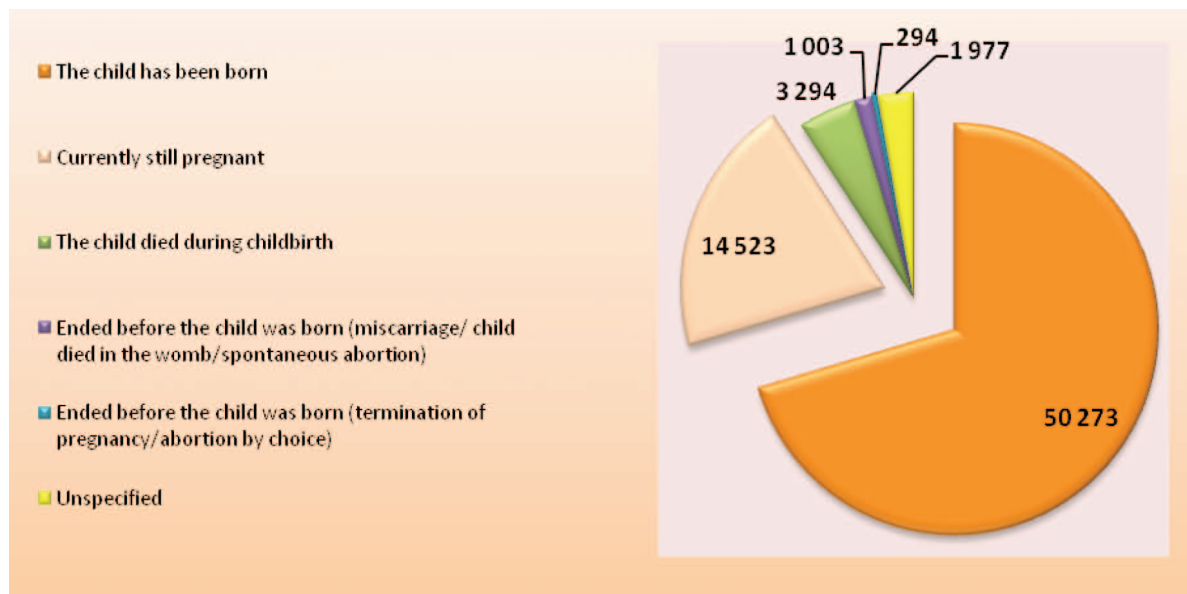
**Figure 9: Number of learners attending school who fell pregnant between July 2008 and July 2009**



**Source:** Statistics South Africa, General Household Survey, 2009, DBE own analysis

The GHS also asks the status of the pregnancy of the respondents. Figure 10 sums the prevalence of learner pregnancy and status of learner pregnancy in 2008 and 2009. Of the 71 364 learners who indicated that they fell pregnant in the previous 12 months whilst attending schools, a child was born to 50 273 learners, 14 523 were still pregnant, 3 294 babies died during birth and a further 3 274 learners had terminated the pregnancy.

**Figure 10: Status of pregnancy of learners who had fallen pregnant in the past twelve months, 2009**



**Source:** Statistics South Africa, General Household Survey, 2009, DBE own analysis

## 11. TUITION FEES

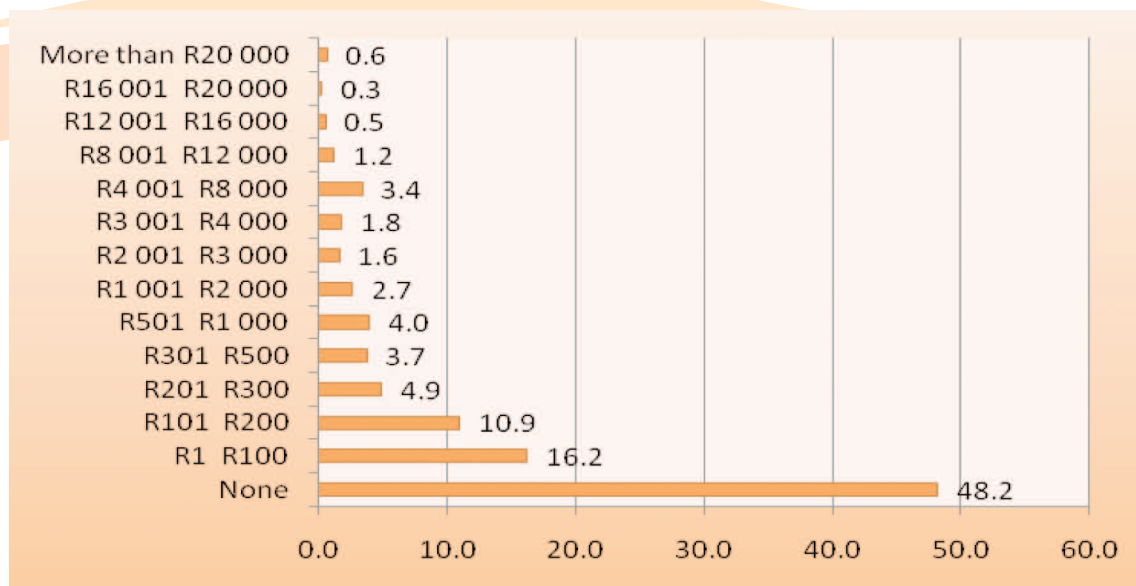
Figure 11 shows the percentage of children aged 7 to 18 years by tuition fees status.

In 2009, 48% of children attending schools indicated that they did not pay school fees. In terms of the policy of the Department of Basic Education, this figure should have been over 60% of learners. The reasons for this shortfall are twofold: firstly, that the revised no-fee school policy may not have been implemented in some schools at the time the survey was undertaken; secondly, that respondents could have paid monies to schools for reasons other than school fees, but reported this as payment for school fees. If we combine the proportion of learners who do not pay any school fees and those that pay fees of between R1 and R100 (those that would have been included in the amended policy), we obtain a figure of 64%, which makes it closer to the norm.

In 2009, the majority of fee-paying learners paid annual fees of less than R300 (32%), while a very low proportion of children (0.6%) paid fees of more than R20 000 per annum. It is also worthwhile pointing out that approximately 2% of children paid annual fees of between R8 001 to R20 000, in 2009.



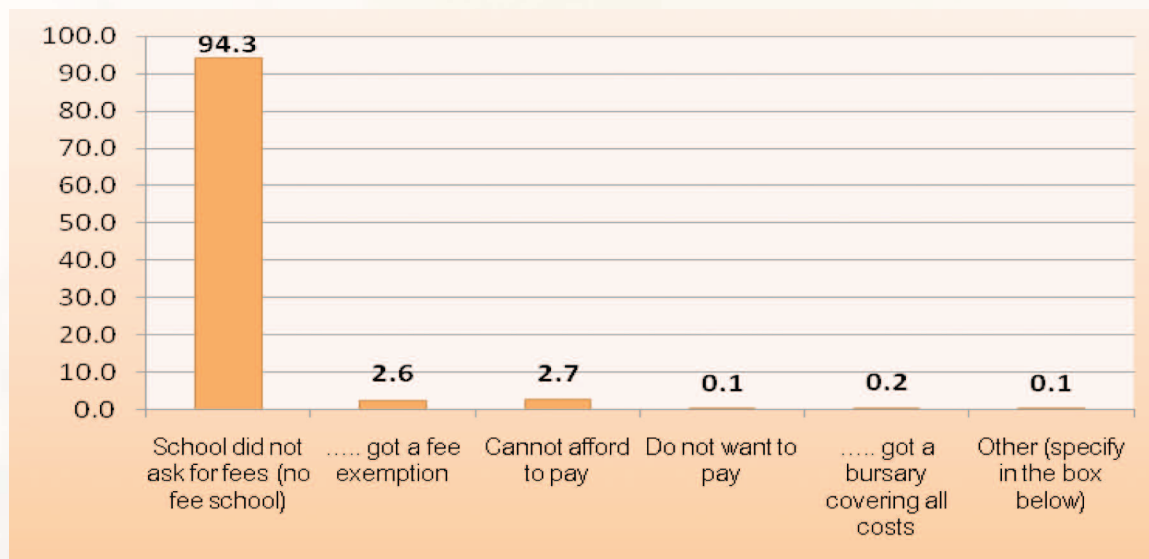
**Figure 11: Total amount of tuition fees paid by learners attending schools, 2009**



**Source:** Statistics South Africa, General Household Survey, 2002-2009, DBE own analysis

In 2009, the follow-up question in the GHS checked the reasons for none payment of school fees. Figure 12 shows the reasons why children did not pay school fees. Of the all learners who indicated that they did not pay schools fees in 2009 (see Figure 12), 94% of them indicated that they did not pay because their school was a no-fee school policy, 3% of learners indicated that they could not afford to pay fees schools, while another 3% indicated that they obtained a fee exemption.

**Figure 12: Reason for non-payment of school fees, 2009**



**Source:** Statistics South Africa, General Household Survey, 2002-2009, DBE own analysis

Table 21 shows the trend in annual tuition fees trend between 2002 and 2009. The trend confirms the impact of the no-fee school policy. The proportion of children who paid fees of between R1 to R100 decreased from 58% in 2002 to 16% in 2009, probably because they were enrolled in no-fee schools.

For other categories, the annual tuition fees did not reveal a consistent trend over the years, probably because of low sample sizes in these categories, but the figures have remained within a 2% margin over the years.

**Table 20: Annual tuition fees paid by children attending schools, 2002-2009**

	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
<b>2002</b>	58.1	22.2	3.5	3.9	2.7	2.2	3	1.5	1.3
<b>2003</b>	56.1	24.2	3.3	3.6	2.8	2.2	3.2	1.2	1.2
<b>2004</b>	54.6	25.6	3.9	3.2	2.6	2.2	3.2	1.5	1.7
<b>2005</b>	50.7	26.6	4.6	3.3	2.9	2.3	3.8	1.8	2
<b>2006</b>	48.8	27.1	4.9	3.5	2.5	2.3	3.4	1.8	2.1
<b>2007</b>	33.8	24.3	4.7	3.6	2.5	2.3	3.5	1.9	2.5
<b>2008</b>	23.3	21.5	5	3.6	2.8	2.3	4.1	2.4	3.5
<b>2009</b>	15.9	19.0	4.1	2.7	1.7	2.0	3.7	1.4	1.9

*Source: Statistics South Africa, General Household Survey, 2002-2009, DBE own analysis*

## 12. SCHOOL NUTRITION PROGRAMME (SCHOOL FEEDING SCHEME)

The GHS asks household heads about children attending schools: ***Does.... get free food at school as part of the school feeding scheme/Government nutrition program? If yes, specify how regularly food is given.***

1 = No

2 = Yes, every day

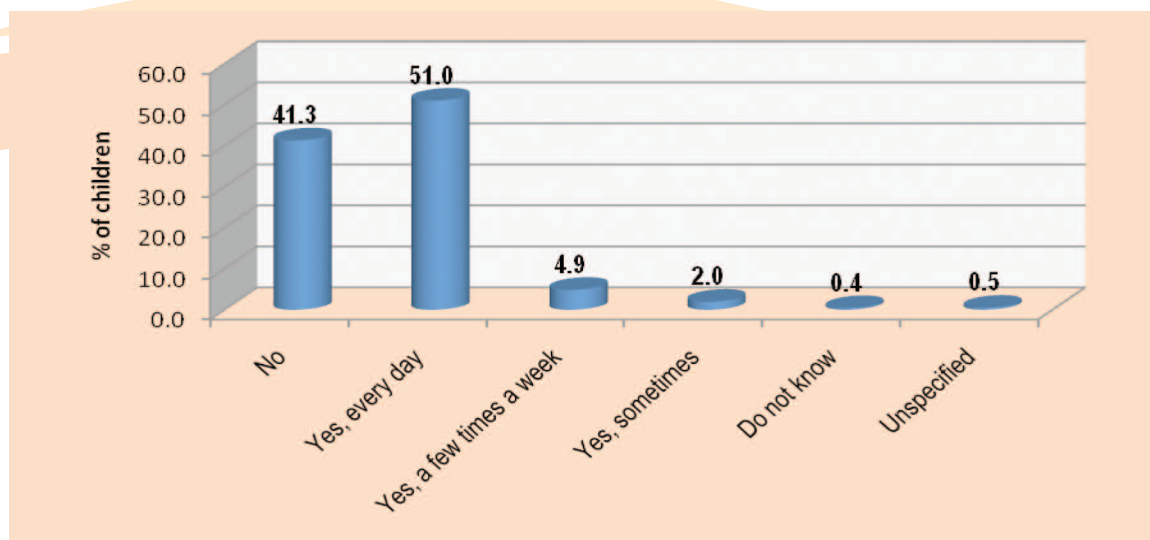
3 = Yes, a few times a week

4 = Yes, sometimes

5 = Do not know

Figure 13 shows the percentage of children in the country attending schools who benefit from the government's national school nutrition programme. Overall, 58% of children attending schools indicated that they benefitted from the school nutrition programme in 2009. This percentage is almost in-line with the Department's figures which record that over 60% of learners benefitted from the school feeding scheme in 2009. The 2% shortfall reflected in the GHS could reflect ignorance on the part of household heads who respond to the GHS on behalf of the children. Further, it could be that during the time of the survey, the school feeding programme in some schools had not yet been implemented. The percentage of respondents who not know and unspecified is negligible.

**Figure 13: % of children attending school benefiting from school feeding scheme, 2009**



*Source: Statistics South Africa, General Household Survey, 2009, DBE own analysis*

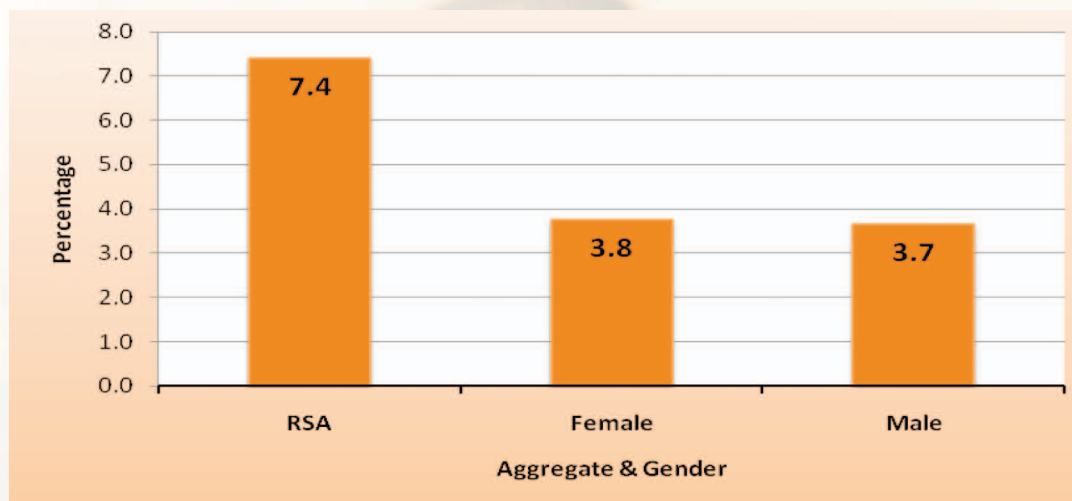
### 13. LEARNER ABSENTEEISM

The GHS asks the household head to indicate whether a school-going person in the household, had been absent from school in the past calendar school week

In 2009, 7.4% of learners were reported as being absent from school in the previous week.

As Figure 14 reveals, gender does not appear to be a factor influencing the extent of absenteeism among learners.

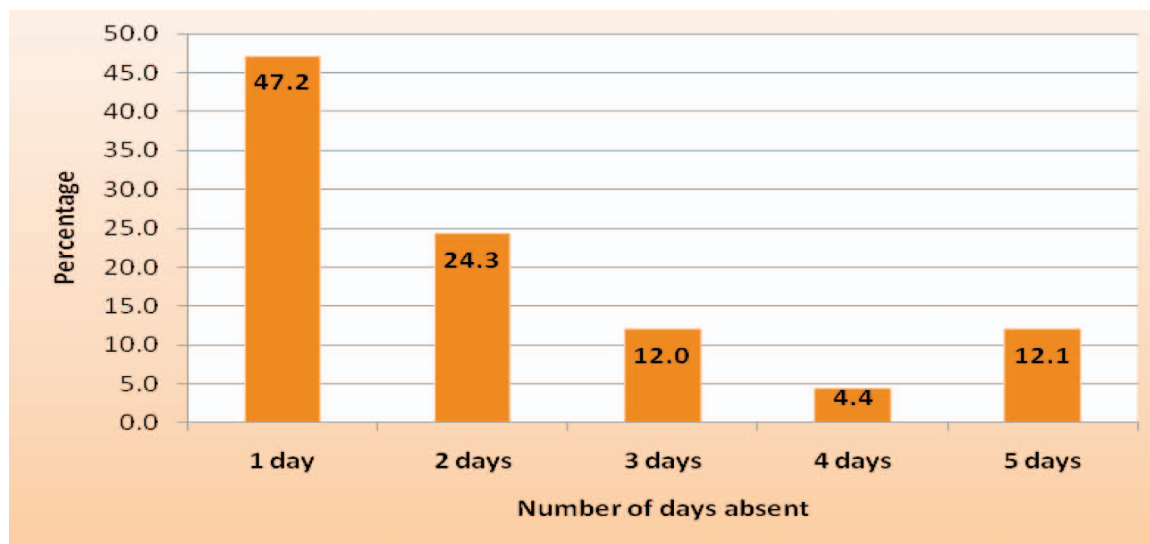
**Figure 14: Absenteeism by gender, 2009**



*Source: Statistics South Africa, General Household Survey, 2009, DBE own analysis*

Of those learners who indicated they had been absent in the previous week, 47% had been absent for one day only (see Figure 15). This was followed by learners who were absent for 2 days. It is of concern though, that 12% of learners had been absent from school for a full school week, in the week before the survey was conducted.

**Figure 15: percentage of learners absent from schools, 2009**

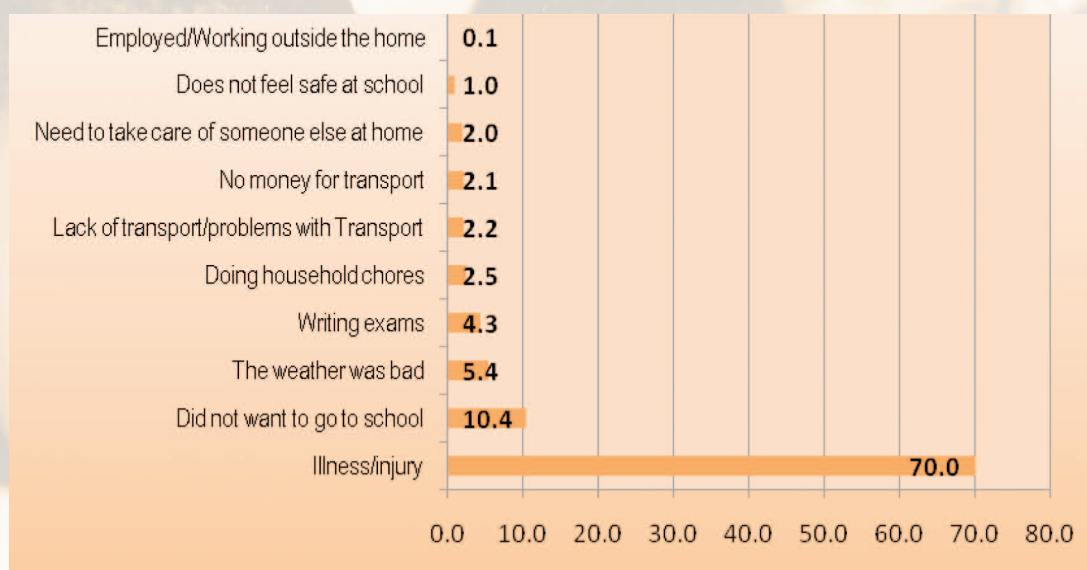


**Source:** Statistics South Africa, General Household Survey, 2009, DBE own analysis

The GHS provides a number of reasons why learners had been absent from school. These include: illness, the need to care for someone at home, money for transport, weather, household chores, safety, writing exams and unwillingness to go to school.

In 2009, 70% learners were absent from school in the previous week due to “illness” while 10% of learners were absent because they “did not want to go to school”. The latter reason is of interest as it is suggestive of deeper issues related to either the school system or socio-emotional issues affecting learners. In this regard, it is probably worthwhile for this phenomenon to be investigated further. Other reasons for being absent included bad weather (5%), writing exams (4%), doing household chores (3%), lack of transport and lack of money for transport (4%), taking care of some else at home (2%), did not feel safe at school (1%) and less than a percentage of learners were absent from school because they had been working.

**Figure 16: Main reason for learners being absent from school, 2009**



**Source:** Statistics South Africa, General Household Survey, 2009, DBE own analysis



## 14. PERCENTAGE OF REPEATERS

For the first time in 2009, the GHS included questions about the grade a school-going learner was in, and whether the learner was repeating the same grade he/she had been in, in the previous year.

The percentage of repeaters is a measure of the rate at which pupils from a cohort repeat a grade, and its effect on the internal efficiency of educational systems. It is one of the key indicators for analysing and projecting pupil flows from grade to grade within the educational cycle.

The percentage of repeaters is calculated by dividing the number of pupils (or students) repeating a given grade in a given school-year by the number of pupils or students enrolled in the same grade in the same school-year and multiply by 100 (UIS, 2009).

Table 22 shows the percentage of repeaters by grade. It reveals that repetition is highest in Grade 9, 10 and 11, in comparison to other grades. The relatively low percentage of repeaters in Grade 12 reflects only repeaters enrolled in schools and does not include learners enrolled in Adult Basic Education and Training Centres or Further and Education and Training Colleges, to prepare for their Grade 12 examinations.

The percentage of repeaters in Grade 1 is high. This could be explained by the enrolment of many under-age learners in schools, particularly in schools where the lack of Grade R classes may result in under-age learners registered into Grade 1. Additionally, in some areas, children register early in Grade 1 to access free meals provided by schools in terms of the school nutrition programme.

Table 22 also indicates that male learners tend to repeat more than female learners. This phenomenon is evident in all grades, with the exception of Grades 11 and 12.

**Table 21: Percentage of Repeaters by Grade and gender, 2009**

	% of male repeaters	% of female repeaters	Total % of repeaters
Grade 1	8.2	6.1	7.2
Grade 2	8.3	6.5	7.4
Grade 3	10.4	4.3	7.4
Grade 4	8.7	5.3	7.1
Grade 5	9.0	4.6	6.9
Grade 6	7.7	5.7	6.7
Grade 7	5.7	4.4	5.1
Grade 8	10.4	6.4	8.4
Grade 9	12.3	9.0	10.7
Grade 10	18.7	15.7	17.2
Grade 11	15.9	16.5	16.2
Grade 12/Matric	6.9	9.2	8.2
<b>Total (overall)</b>	<b>10.2</b>	<b>7.7</b>	<b>9.0</b>

**Source:** Statistics South Africa, General Household Survey, 2009, DBE own analysis

## 15. DISABILITY

The Department's White Paper 6 (DoE, 2001) outlines government's commitment to the provision of education opportunities to learners who experience or have experienced barriers to learning and development.

The General Household Survey defines disability as a "physical or mental handicap which has lasted for six months or more which prevents the person from carrying out daily activities independently, or from participating fully in educational, economic or social activities".

### 15.1 CHILDREN IN SCHOOLS THAT HAVE A DISABILITY: 2002-2009

Figure 17 below illustrates the proportion of children enrolled in schools that have a disability, over the period 2002 to 2009.

In 2009, approximately 4% of all children attending school, had a disability. However the trend of school attendance by children with disabilities between 2002 and 2009 is irregular. The absence of an observable pattern could be attributed to the small number of learners in this category that were sampled in the survey.

**Figure 17: Percentage of children attending schools that are disabled (irrespective of age) that are disabled, 2002-2009**



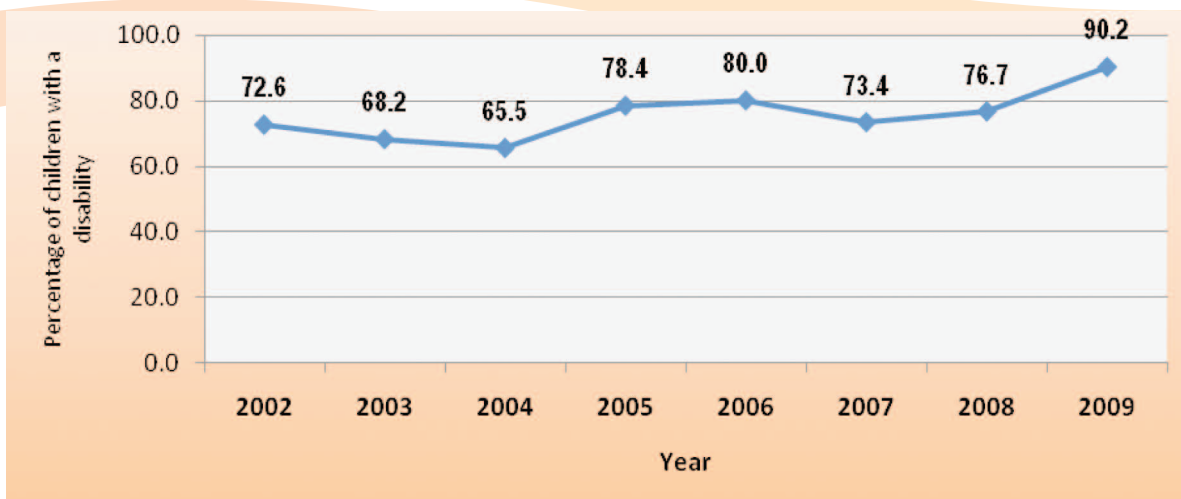
**Source:** Statistics South Africa, General Household Survey: 2002 – 2009, DBE own analysis

### 15.2 PERCENTAGE OF 7 TO 15 YEAR OLD CHILDREN WITH A DISABILITY, WHO ATTEND EDUCATIONAL INSTITUTIONS

Figure 18 below indicates the percentage of 7 to 15-year-olds, with a disability, attending education institutions. In 2009, approximately 90% of 7 to 15-year-old children who suffered from a disability, attended education institutions. While this figure is a positive indication of inclusiveness in schooling, it also means that 10% of 7 to 15 year-old children who have a disability, do not attend school. Clearly this is the group of children who should be targeted for support to ensure that their right to basic education is realised.

Figure 18 below indicates that the overall trend of school attendance by children in this category has not been consistent since 2002. This could be due to the statistical effect of the small sample of persons in this category. Nonetheless, the overall trend does show that a higher proportion of 7 to 15 year old children with a disability attended school in 2009 (90%), compared to that in 2002 (73%).

**Figure 18: Percentage of 7 to 15 year-old children with disabilities, attending educational institutions, 2002 – 2009**



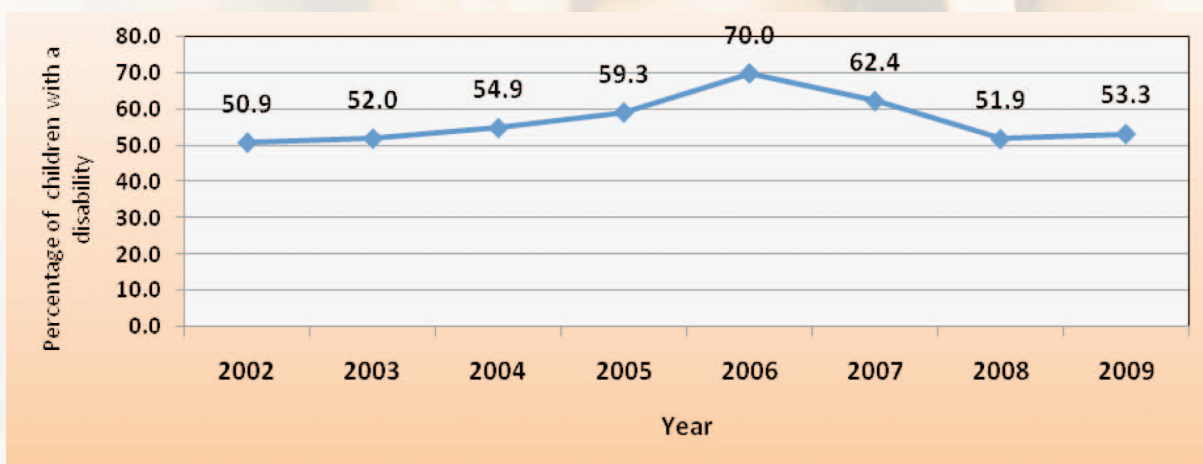
**Source:** Statistics South Africa, General Household Survey: 2002 – 2009, DBE own analysis

### 15.3 PERCENTAGE OF 16 TO 18 YEAR-OLDS, WITH A DISABILITY, WHO ATTEND EDUCATIONAL INSTITUTIONS

Figure 19 below indicates the participation of 16 to 18 year-olds, with a disability, who attend an educational institution. In 2009, only 53% of 16-to-18-year-olds with a disability attended an educational institution. This implies that a significant proportion of 16 to 18 year old children with a disability (47%), are not participating in any form of education. The trend of attendance in this category of children over the years has not been consistent since 2002. As is the case in relation to Figure 18, this inconsistency could be due to sample error. This somewhat erratic trend suggests that the sample size of this category of children may be too small to arrive at clear conclusions about trends in this phenomenon.

Nonetheless, the overall figures do suggest that a considerable proportion of children, aged 16 to 18, with a disability, do not attend an education institution.

**Figure 19: Percentage of 16 to 18 year old children suffering from disabilities, attending educational institutions, 2002 – 2009**



**Source:** Statistics South Africa, General Household Survey; 2002 – 2009, DBE own analysis

## 16. ORPHANS IN THE SCHOOLING SYSTEM

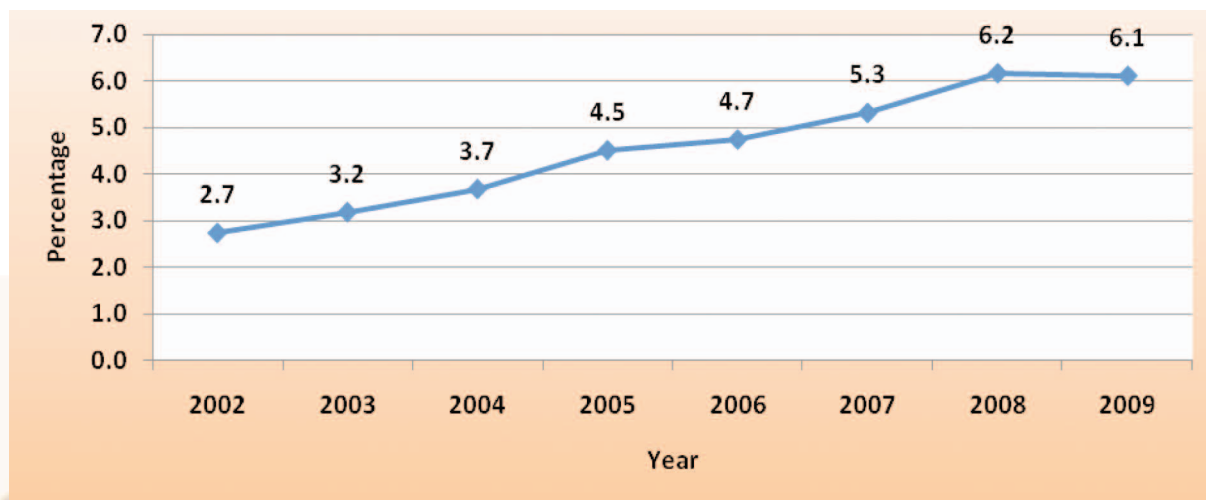
For the purpose of this report, an orphan is defined as a child who has lost both parents.

Figure 20 below indicates the percentage of children, attending school, whose parents are no longer alive. In 2009, 6% of children attending school were orphans. This figure represents a substantial increase since 2002, when about 3% of children attending schools were orphans.

This increase could be attributed to a number of reasons, including: changes in the way households report on this phenomenon; an increase in the extent of maternal and paternal deaths, and improved opportunities for orphans to attend school, owing to the no-fee schools policy.

The high proportion of orphans in the schooling system is of major concern. This phenomenon calls for greater social support for such learners, both in the home, as well as at school. Departments of education at both national and provincial level need to therefore strengthen existing interventions aimed at supporting vulnerable children.

**Figure 20: Percentage of children who are orphans attending school, 2002 – 2009**



*Source: Statistics South Africa, General Household Survey: 2002 – 2009, DBE own analysis*

## 17. SOCIAL ASSISTANCE

Figure 21 shows the percentage of school-going children aged 7 to 15 years, who receive a social grant<sup>2</sup>. It indicates that more than half of 7 – 15 old children attending school are social grant beneficiaries.

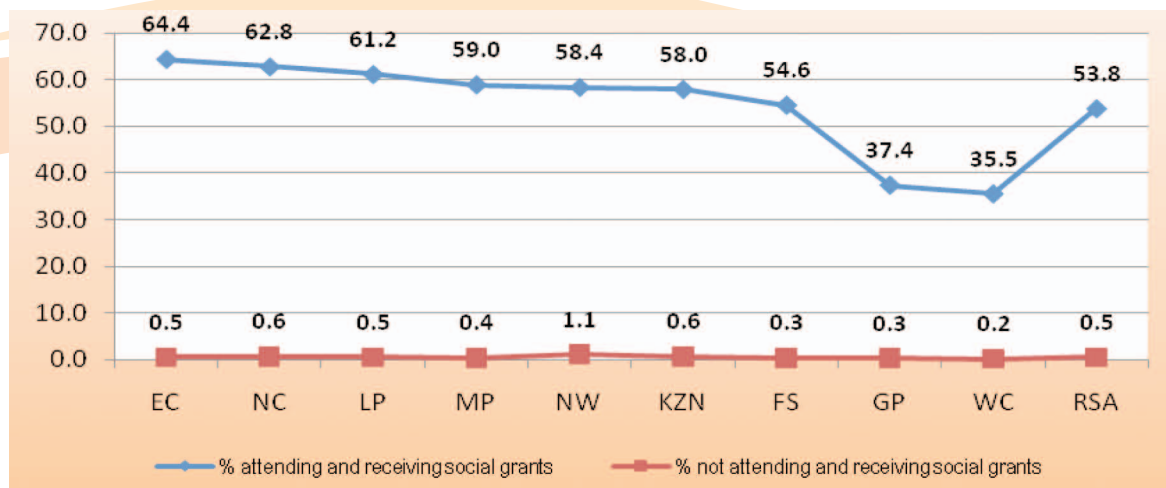
The highest proportion of social grant beneficiaries can be found in the Eastern Cape and Northern Cape provinces, while the lowest proportion are found in Western Cape and Gauteng.

Figure 21 also indicates that less than 1% of 7-15 year old children who receive social grants, do not attend school. This reflects a high correlation between school attendance among 7-15 year old social grant beneficiaries

<sup>2</sup> Social Grant for children include; Disability Grant, Child Support grant, Care Dependency Grant, Foster Care Grant.



**Figure 21: Percentage of 7 to 15 year old children benefiting from social grants, by school attendance, 2009**



**Source:** Statistics South Africa, General Household Survey, 2009, DBE own analysis

## 18. LEVEL OF EDUCATION ATTAINMENT

An important measure of the outcomes of an education system is the level of education attainment of its citizens.

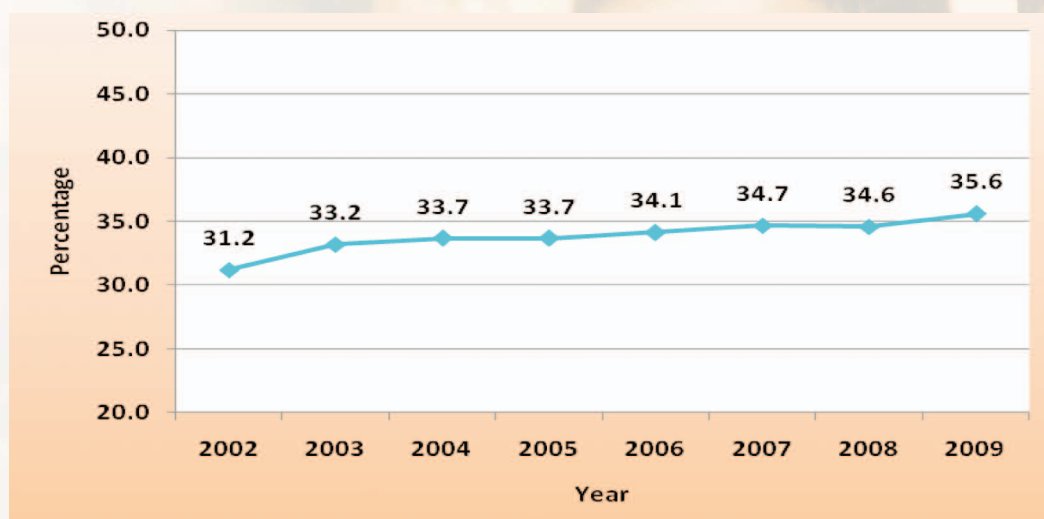
### 18.1 COMPLETION OF GRADE 12

In South Africa, although education is only compulsory up to Grade 9, the most important exit point of the schooling system Grade 12. The public attaches great importance to the completion of Grade 12 since it is a pre-requisite for entry into higher education institutions, and provides a basis for improved job opportunities.

Figure 25 shows the trend in the completion of Grade 12 by persons aged 20 and above (adults) from 2002 to 2009.

In 2009, 36% of adults (persons aged 20 and above) had completed Grade 12. This figure represents a steady and significant increase since 2002, when Grade 12 completion was at 31% among adults.

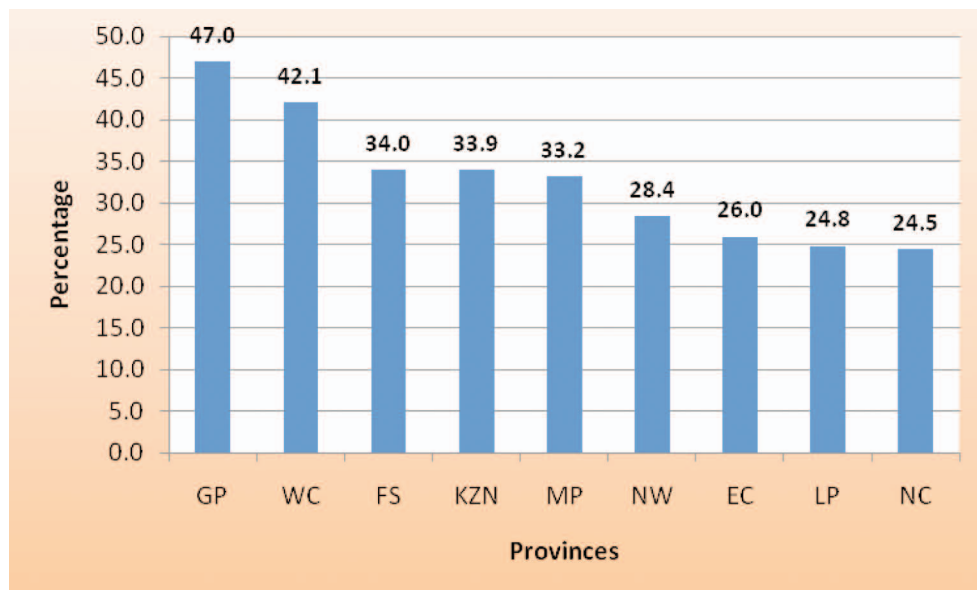
**Figure 22: Percentage of adults (persons aged 20 years and above) who have completed Grade 12 and above by Province, 2002-2009**



**Source:** Statistics South Africa, General Household Survey, 2002- 2009, DEB own analysis

Completion of Grade 12 by adults at provincial level reveals that Gauteng has the highest completion rate at 47%, followed by Western Cape at 42% (see Figure 26). Limpopo and Northern Cape provinces have the lowest Grade 12 attainment at 25% apiece.

**Figure 23: Percentage of adults 20 years and above who have completed Grade 12 and above by province, 2009**



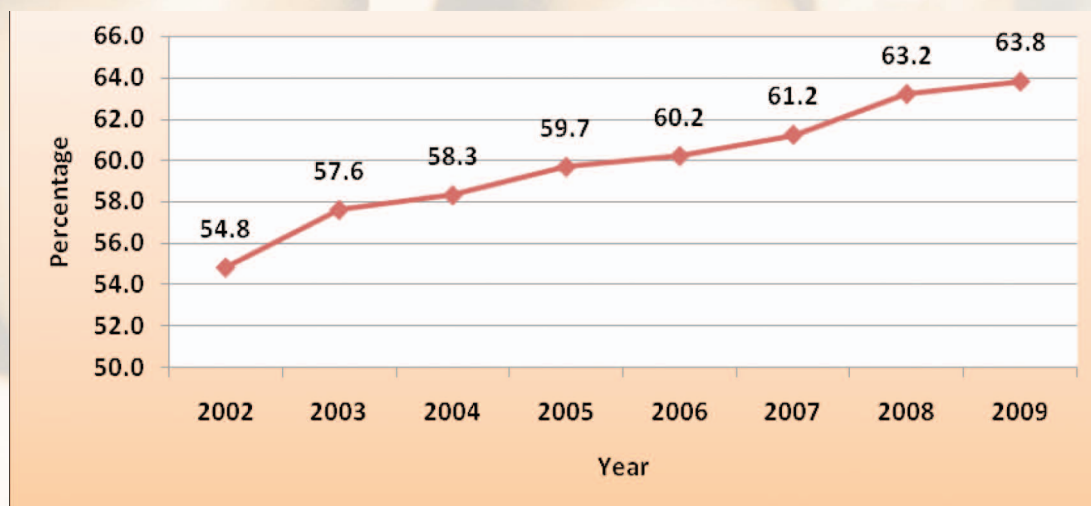
**Source:** Statistics South Africa, General Household Survey, 2009, DBE own analysis

## 18.2 COMPLETION OF GRADE 9

In South African law, education is compulsory for children aged 7 to 15 or completion of Grade 9, whichever comes first.

Figure 27 depicts the percentage of adults (persons aged 20 years and above) that have attained Grade 9 and above. Levels of education attainment among adults at Grade 9 and above have increased steadily and substantially from 55% in 2002 to 64% in 2009. Overall the attainment is on the ascending slope since 2002.

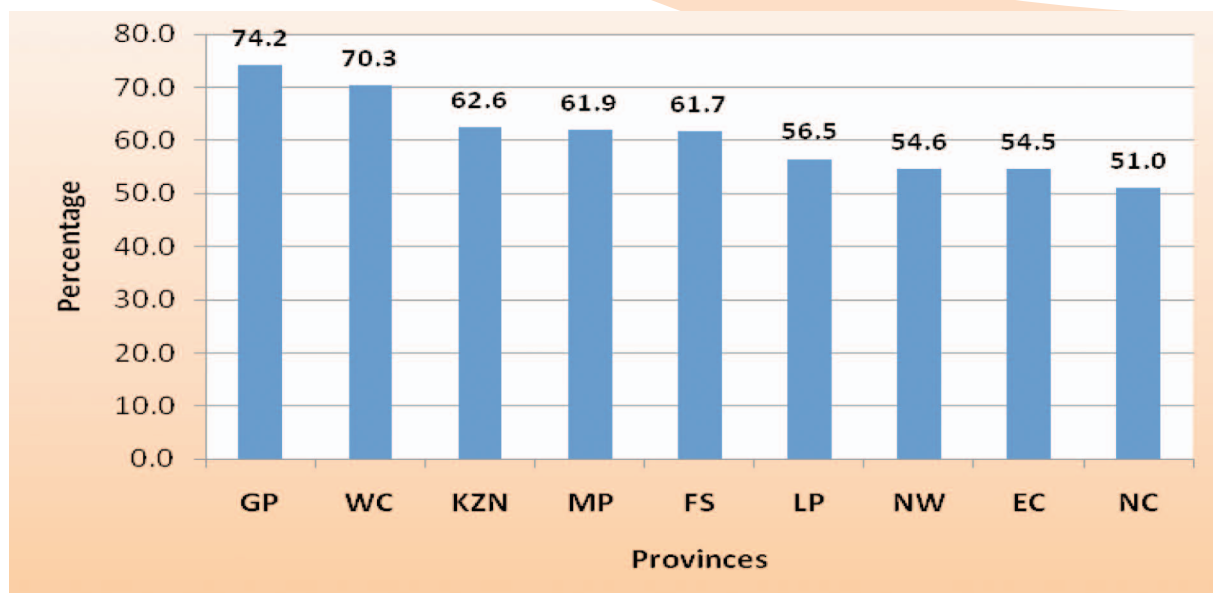
**Figure 24: Percentage of adults 20 years and above who completed Grade 9 and above, 2002-2009**



**Source:** Statistics South Africa, General Household Survey, 2002- 2009 , DBE own analysis

At provincial level, in 2009, Gauteng housed the highest percentage of adults that have attained Grade 9, at 74% , whilst Western Cape province came second, with 70% of adults that have attained Grade 9. Northern Cape province recorded the lowest Grade 9 attainment at 51%.

**Figure 25: Percentage of adults 20 years and above who completed Grade 9 and above by province, 2009**



**Source:** Statistics South Africa, General Household Survey, 2009, DBE own analysis

## 19. LITERACY RATES

This report uses the completion of the primary level of schooling (Grade 7) as a proxy measure of literacy.

### 19.1 ADULT LITERACY

This report defines adults as persons aged 20 years old and above. Adult literacy rate refers to adults who completed Grade 7 and above.

Table 23 indicates that in 2009, the national adult literacy rate stood at 79%. This means that 21% of adults (approximately 5.5 m adults) in the country had not completed Grade 7.

Furthermore 7% of the adult population (people aged 20 and above) had no schooling (that is, had received no education at all) and 12% of the adult population was, to varying degrees, functionally illiterate, as they had dropped out of school before completing Grade 7. This translates to approximately 19% of adults (5.5 million adults) that were either totally or functionally illiterate in 2009. There is a 2% of adults who did not specify their level of educational attainment.

**Table 22: Number and proportion of the population aged 20 and over by level of education, 2002-2009**

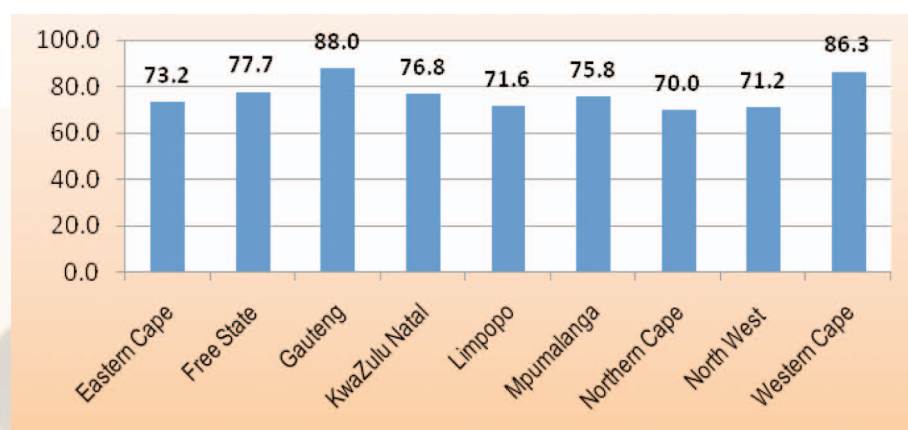
Year	No schooling	Some primary schooling	Completed Grade 7 and higher
2002	11.8	17.5	70.7
2003	11.2	16.2	72.6
2004	10.8	15.9	73.3
2005	10.4	15.4	74.2
2006	10.5	14.6	75.0
2007	9.0	14.2	74.1
2008	8.7	13.7	76.7
2009	7.4	12.3	79.4

**Source:** Statistics South Africa, General Household Survey, 2002-2009, DBE own analysis

**Note:** Data excludes unspecified or 'other' educational level.

Literacy rates vary between provinces. Figure 22 shows the literacy rates by province in 2009. Gauteng province had the highest adult literacy rate (88%), followed by Western Cape (86%), while Northern Cape, North-West and Limpopo had the lowest adult literacy rates.

**Figure 26: Percentage of adults who have completed Grade 7 and above by province, 2009**

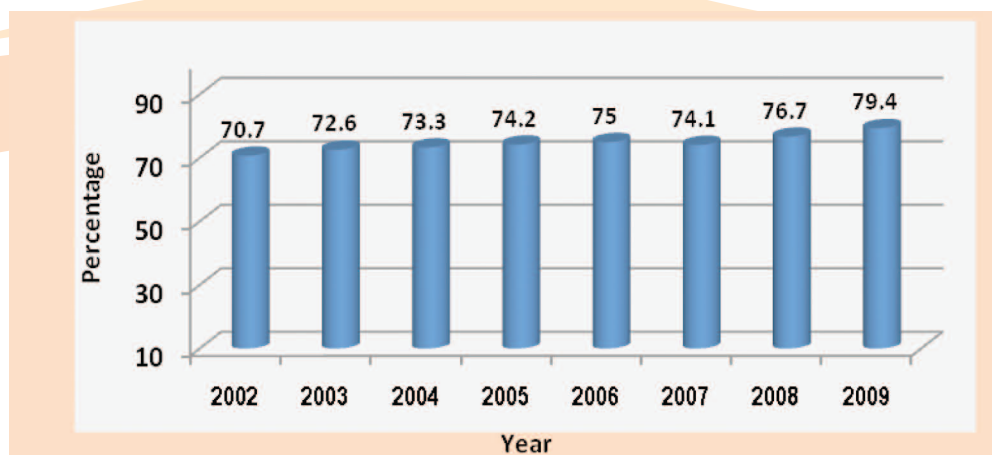


**Source:** Statistics South Africa, General Household Survey, 2009, DBE own Analysis

Figure 23 shows that nationally, the adult literacy rate increased from 71% in 2002 to 79% in 2009. This trend reflects the combined effects of improved access to education, adult literacy campaigns and the Adult Basic Education programme.



**Figure 27: Percentage of adults 20 years and above who completed Grade 7 and above, 2002-2009**



**Source:** Statistics South Africa, General Household Survey, 2002-2009, DBE own Analysis

## 19.2 LITERACY BY POPULATION GROUP

Table 24 shows adult literacy rates by population group in 2009. It indicates that adult literacy rates are significantly higher in the White and Indian/Asian population groups as compared to the African/Black and Coloured population groups.

**Table 23: Adult literacy rates by population group, 2009**

Population group	No schooling	Some Primary	Completed Grade 7 and higher
African/Black	9.2%	14.8%	75.0%
Coloured	3.4%	10.6%	83.9%
Indian/Asian	2.3%	1.6%	95.5%
White	0.1%	0.2%	99.8%

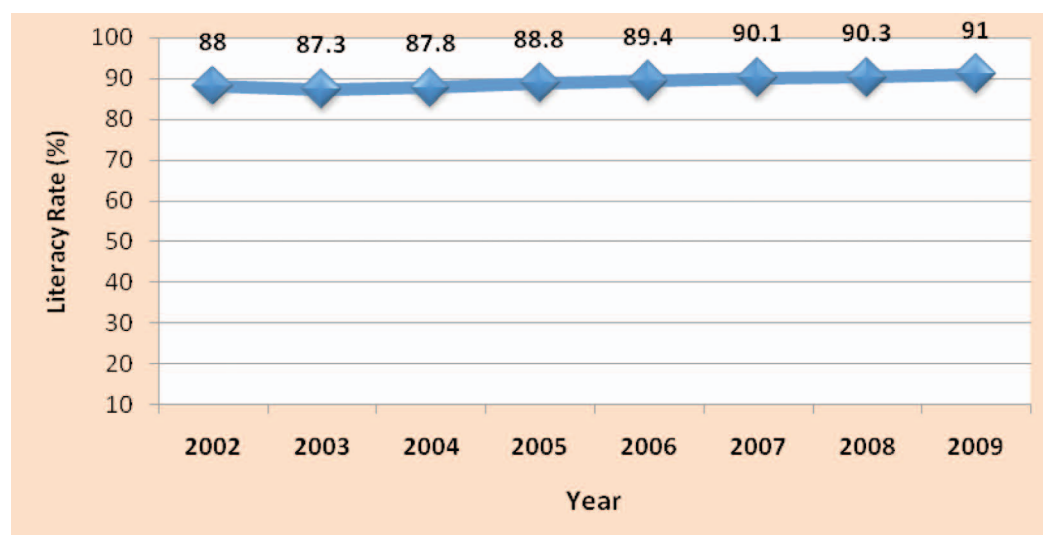
**Source:** Statistics South Africa, General Household Survey, 2009, DBE own Analysis

## 19.3 YOUTH LITERACY RATE

As is the case with adult literacy, youth are regarded as literate if they have completed Grade 7 and above in South Africa. For the purposes of this report, “youth” are defined as persons aged 15 to 24 years old.

Figure 24 shows that the percentage of 15 to 24-year old that are not literate has been decreasing steadily from 12% in 2002 to 9% in 2009. This decrease has been steady throughout the years. The decrease in the percentage of illiterate youth may be the result of policies such as the “no fee” school policy and other government initiatives aimed at retaining learners in the schooling system.

**Figure 28: Literacy Rates of 15 to 24 years old, 2002-2009**



**Source:** Statistics South Africa, General Household Survey, 2002-2009, DBE own Analysis

Table 25 depicts the youth literacy by gender. It reveals that the youth literacy rate among females is higher than that of males over the 2002 to 2009 period. The percentage literacy of female youth increased from 88% in 2002 to 93% in 2009.

The youth literacy rate among males stood at 89% in 2009. Although it was lower than that among females, it increased at almost the same pace since 2002.

**Table 24: Youth Literacy Rate by gender, 2002-2009**

	2002	2003	2004	2005	2006	2007	2008	2009
<b>Male</b>	83.4	84.7	84.9	86.6	87.3	87.7	88.6	89.0
<b>Female</b>	88.4	89.7	90.5	91.0	91.4	91.4	92	93.1
<b>GPI</b>	<b>1.06</b>	<b>1.06</b>	<b>1.07</b>	<b>1.05</b>	<b>1.05</b>	<b>1.04</b>	<b>1.04</b>	<b>1.05</b>

**Source:** Statistics South Africa, General Household Survey, 2002-2009, DBE own Analysis

## 20. CONCLUSION

This report provides a descriptive analysis of key aspects about schooling in South Africa as reported by household heads in the General Household Survey (GHS), which is conducted annually by Stats SA.

The 2009 GHS confirms that most compulsory school-aged children attend an education institution, and that attendance at education institutions among 16 to 18 year old children remains high, though not optimal. It also confirms that boys and girls alike have equitable access to education. The country is therefore characterised by a small percentage of out of school children among the 7 to 15 year old age group, and higher proportions among older children. Although the school system is characterised by relatively high enrolment rates, the same cannot be said about completion rates, especially at Grade 12 level, where just over one-third of the adult population has completed Grade 12. However, completion rates among adults (persons aged 20 and above) for both Grade 9 and Grade 12 are on the ascending slope, although the pace is slow. The GHS also reveals that while enrolment rates in schools are high, the daily attendance rate of children is not optimal. It is worrying that about 7% of learners are absent from school on an average school day.

The GHS identifies interesting reasons as to why children are not enrolled at an education institution. Financial barriers, “schooling is uninteresting” and failing a grade are key reasons why children do not attend school or any other education institution.

Household heads confirm the high proportion of school-going children that benefit from the school nutrition programme. The survey also confirms increased benefits experienced by households with respect to school-fees as a result of the no-fee school policy. However, households reported that their children experienced the following problems at school: lack of books, poor teaching, poor facilities and overcrowded classes. However, the proportion of learners purported to be experiencing these problems is generally quite low. A worrying phenomenon from the findings is the prevalence of violence against learners in the form of verbal abuse and corporal punishment by both the educators and other learners. An additional problem is that close to one-fifth of learners take more than one hour to travel to school.

The basic quantitative information reflected in this report provides a macro-perspective and an overview of some aspects of schooling in South Africa. It provides a useful basis for further and deeper analysis of the GHS itself and lays a good foundation for deeper and more qualitative research.



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