



**South African Country Report: Progress on the
Implementation of the Regional Education and Training Plan
(integrating the Second Decade of Education in Africa and Protocol
on Education and Training)**

SADC and COMEDAF V

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ACRONYMS

ANA	Annual National Assessment
ASIDI	Accelerated Schools Infrastructure Delivery Initiative
ASS	Annual School Survey
AU	African union
BEM	Boys Education Movement
CAPS	Curriculum and Assessment Policy Statement
COMEDAF	Conference of Ministers of Education of the Africa
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DoE	Department of Education
ECD	Early Childhood Development
EFA	Education for All
ELRC	Education Labour Relations Council
EMIS	Education Management Information System
EU	European Union
FET	further education and training
GDP	Gross Domestic Product
GEM	Girls Education Movement
GER	Gross Enrolment Rate
GHS	General Household Survey
GPI	Gender Parity Index
HCT	HIV Counseling and Testing
HEARD	Health Economics and HIV/Aids Research Division
HEIs	higher education institutions
LER	Learner: educator ratio
LiEP	Language in Education Policy
LURITS	Learner Unit Recording System
M&E	Monitoring and Evaluation
MECs	Members of the Executive Councils
MRC	Medical Research Council
NSC	National Senior Certificate
NSNP	National School Nutrition Programme
PEDs	provincial education departments
PERSAL	Personnel and Salary System
RSA	Republic of South Africa
SA SAMS	School Administration and Management System
SADC	Southern Africa development community
SANAC	South African National AIDS Council
SETAs	Sector Education and Training Authorities
Stats SA	Statistics South Africa
TED	Teacher education and development
UNICEF	United Nations International Children's Emergency Fund
USAID	United States Agency for International Development

INTRODUCTION

Since the dawn of democracy in 1994, South Africa has embarked on massive campaign in ensuring that all children in the country have access to education. This was achieved through country wide programmes and commitment to international agreements such the Southern Africa Development Community (SADC) and African Union (AU) Implementation of the Regional Education and Training Plan also referred to SADC/AU Second Decade Plan of Action.

Currently, the schooling system is characterised by high enrolments rates in compulsory basic education, that comprises Grades 1 to 9 by children aged 7 to 15, is characterised by almost all children in this age group. Furthermore, this age group is characterised by high learner retention through to Grade 9.

The Second Decade of Education Plan of Action has eight priorities. These are: Gender and Culture, Education Management Information Systems, Teacher development, Tertiary education, Technical and Vocational Education and Training, Curriculum and teaching and learning materials, Quality management and Early Childhood Development. The Department of Basic Education (DBE) is focusing on six priorities as other priorities are within the ambit of the Department of Higher Education and Training (DHET). The special emphasis is on the Quality Management priority of the Second Decade Plan of Action. The quality management priority has been integrated into the Department of Basic Education's *Action Plan to 2014: Towards Realisation of the Schooling 2025*. The focus is on improving the quality of education and reducing the financial burden of education costs for parents, to improve access to quality education and to give effect to the right to education.

With regards to other priorities, a lot has been done to this end. DBE has introduced several initiatives to realise all other SADC/AU priorities. These include review of the curriculum, Girls Education Movement (GEM), Boys Education Movement (BEM), national school nutrition programme, scholar transport and no fee school policy amongst others.

This report assesses the progress made in South Africa towards the Implementation of the Regional Education and Training Plan, integrating the Second Decade of Education in Africa and Protocol on Education and Training. It also summarises DBE's interventions and programmes aimed at addressing the six priorities of the SADC/AU Second Decade Plan of Action.

SECTION 1

1.1 Overview of the Education System

The current scope of school education is indicated by the following summary data. Overall, in 2009, the schooling system in South Africa has over 12 million learners enrolled in more than 25 000 schools with over 400 000 educators teaching in South African schools.

Like in other countries, the schooling system comprises of public and independent sector. More than 11 million learners were enrolled in 24 699 public ordinary schools and were taught by 387

837 educators in 2009. While 393 447 learners attended 1 207 independent ordinary schools, and were taught by 25 230 educators.

Table 1: Number of learners, educators and schools in ordinary and independent school sector in 2009

School sector	Learners	Educators	Institutions
Public	11 834 516	387 837	24 699
Independent	393 447	25 230	1 207
South Africa	12 227 963	413 067	25 906

Source: Department of Basic Education, Education Statistics, 2009

Schools in South Africa are classified into four categories namely: Primary, Secondary, Combined and Intermediate schools. There 5 222 Combined and Intermediate schools, with 2 519 412 learners and 89 421 teachers.

Table 2: Number of learners, educators and schools by classification: 2009

School Classification	Learners	Educators	Schools
Primary	5 851 605	181 805	14 380
Secondary	3 856 946	141 841	6 304
Combined	2 158 052	71 035	4 611
Intermediate	361 360	18 386	611
Total	12 227 963	413 067	25 906

Source: Department of Basic Education, Education Statistics, 2009

Template provided bathe SADC/Au Secretariat

Sub-sector	Entry requirement	Duration	No of institutions (2009)	No of Learners (2009)	No of teachers/lectures (2009)	% allocation of education budget (2010)
Pre-primary (Grade R)	4 to 5 years old children	1 year				68.4% (<i>the percentage of total public education expenditure allocated to schooling in 2009/10</i>)
Primary	6 or 7 years old	7 years	14 380	5 851 605	181 805	
Secondary	Completion of Grade 7	5 years	6 304	3 856 946	141 841	

Source: DBE, Educations Statistics in South Africa and Macro Indicator Report, 2009 and 2011 respectively

1.2 Governance and organisation

The SA Constitution (RSA, 1996a) provides for the national government to have exclusive responsibility for tertiary education, whereas responsibility for other levels of education is a concurrent responsibility of the national government and the nine provincial governments.

At a national level, the function of education is administered by two departments, namely the Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET). At provincial level, each of the nine provinces has its own education department.

Within this constitutional framework, schools, adult learning centres and further education and training colleges are administered by the provincial education departments (PEDs) in terms of national policy and legislation, supplemented by provincial policies and legislation.

Following general elections in April 2009 the new government established two new ministries to govern the education and training sector: the Ministry of Basic Education and the Ministry of Higher Education and Training. The new Department of Basic Education (DBE) is responsible for the school system and adult literacy. The new Department of Higher Education and Training (DHET) is responsible for higher education institutions (HEIs), further education and training (FET) colleges and adult learning centres. It is also responsible for the system of workforce skills development, including the National Skills Authority, the Sector Education and Training Authorities (SETAs), trade testing centres and skills development institutes that had previously been developed and managed by the Department of Labour.

The DBE focuses on schooling, from Grade R to Grade 12.

1.3 Initiatives undertaken to improve the Quality of Schooling

Persistently low performance in the academic achievement of learners has forced government to undertake a number of unprecedented initiatives in order to improve the quality of schooling. Education remains a priority of government in terms of both its goals, as well as its budgetary allocation. The system of performance monitoring and evaluation instituted by the Presidency in 2009, serves as a strong measure of accountability for service delivery and is aimed to result in ensuring an appropriate focus on issues that matter. Indeed, the Minister of Basic Education, as well as the Members of the Executive Councils (MECs) of the nine provinces, responsible for education, have already committed themselves to improving the quality of education in the Delivery Agreement signed with the President.

1.3.1 Delivery Agreement with the Presidency

The Delivery Agreement on government's Outcome 1, which is the first of the 12 outcomes approved by Cabinet earlier during 2010, aimed at improving government performance and service delivery, was signed on 29 October 2010. The objective of Outcome 1 is to improve the quality of basic education.

The signatories to the Delivery Agreement are the national Minister of Basic Education, the national Deputy Minister of Basic Education, the nine provincial MECs for Education, and an additional 17 ministers whose departments have a direct or indirect role to play in the improvement of basic education.

1.3.2 Action Plan to 2014: Towards the realisation of schooling 2025 – A long-term plan for transforming basic education in South Africa

The Department is in the process of adopting a five-year plan to improve schooling in South Africa. Called Action Plan to 2014, the plan proposes 27 national goals that lie at the heart of the vision for education. The five-year plan forms part of a longer term plan, called Schooling 2025, which is South Africa's first ever long-term vision for schools.

1.3.3 Review of the curriculum

Following negative public perceptions about Outcomes-based-Education (OBE) in South Africa, the Minister of Basic Education established a Ministerial Committee in 2009 to undertake a review of the curriculum.

In response to the recommendation of the Ministerial Committee to streamline and clarify the curriculum policy, national Curriculum and Assessment Policy Statements (CAPS) have been developed for each subject listed in the National Curriculum Statement (NCS) for Grades R to 12. The Department acknowledges that CAPS is not a panacea to implementation challenges. It asserts thought, that the simplification of the curriculum will go a long way in assisting with other barriers to quality education.

1.3.4 The Workbook Project

In his 2010 State of the Nation Address, President Jacob Zuma committed government to providing learners with easy-to-use workbooks in all 11 official languages of the country.

The idea of workbooks is based on the premise that it touches on the core three Ts of schooling, namely textbooks, teachers and time. Workbooks serve as a kind of textbook to learners; they assist teachers in teaching content knowledge; monitor the tasks that learner; do in the workbooks, and promote effective and efficient use of teaching time. The Department underlines the point that workbooks do not replace textbooks and other resources, but should be regarded as additional to these.

1.3.5 Teacher Development

The Teacher Development Summit, held in July 2009, was a ground-breaking event which, for the first time, brought together all the stakeholders from across the TED sector in South Africa, with the primary goal of addressing the challenges being experienced in TED. The Summit resulted in a declaration, which called for the development of a new, strengthened, integrated plan for teacher development in South Africa. This plan has now been launched, with the involvement of teacher unions, the DBE, the DHET, the Education Labour Relations Council (ELRC); the Education, Training and Development Practices ĩ Sector Education and Training Authority (ETDP-SETA); Higher Education South Africa ĩ Education Deans Forum (HESA-EDF); and SACE.

1.3.6 Accelerated Schools Infrastructure Delivery Initiative (ASIDI)

The Accelerated Schools Infrastructure Delivery Initiative (ASIDI) forms part of a broader infrastructure programme, aimed at achieving a level of optimum functionality in targeted schools over the next five years.

ASIDI aims to fast-track the provision of basic infrastructure to schools that are currently unable to operate properly due to inadequate infrastructure. The emphasis is on the improvement of existing schools infrastructure, rather than the building of new schools. One of the expected benefits is improved infrastructure planning, with a pronounced focus on life cycle planning and maintenance.

1.4 Policies and Acts that were adopted.

South Africa has array of education Acts and Policies. There are no Acts and Policies that were adopted in 2010.

SECTION 2

2. Coordination of Implementation

2.1 Integration of regional and continental commitments into a country strategic/development plan

This section should focus on the priorities of the Second Decade Plan of Action and the SADC Protocol on Education and Training have been integrated into educational development plan /strategic plan.

The five outputs contained in the Department of Basic Education's Strategic Plan for 2011 to 2014 and Delivery Agreement addresses directly itself to the AU Second Decade Plan of Action, as well as the SADC Protocol on Education and Training. The following are such examples:

Quality management: Output 1: Improve the quality of teaching and learning and Output 2: Undertake regular assessment to track progress

Early Childhood Development: Output 3: Improve early childhood development

Education Management Information Systems: Output 4: Ensure a credible outcomes-focused planning and accountability system

Teacher Development: Output 5: Improvements in the capacity of the Department of Basic Education

2.2 TWO of the eight priority areas of the Second Decade of Education Plan of Action, that South Africa is focusing on (this includes where you have made major progress or having difficulties).

2.2.1 Gender and culture

The Girls and Boys Education Movement (GEM/BEM) is an international movement practiced in many other countries in the world. It was first launched in South Africa in 2002, and formalised as a national programme in 2003. The GEM/BEM movement operates through the GEM/BEM clubs in public schools. These are school-based clubs made up of learners who are committed to the promotion of human rights, dignity for all as well as mutual respect between girls and boys.

GEM/BEM clubs involve themselves with issues related to social support for learners, skills development, academic and environmental care. GEM/BEM also plays an advocacy role in school for the provision of sanitary pads to indigent girl learners. The key objective for the GEM/BEM is captured by the phrase "Making education a social issue" espoused by the Social Mobilisation and Support Services Branch of the Department of Basic Education.

At present, the GEM/BEM clubs are in many schools nationally. The clubs are supported by both the National and Provincial Departments of Basic Education and UNICEF. GEM/BEM programmes are also built into the UNICEF and the Government of South Africa's Child Friendly programme.

On 13 April 2011, Dendron High School, based in Dendron, Limpopo Province, launched their first GEM/BEM club. Dendron High School is regarded as one of the top 10 schools in the country. The school produced Limpopo's top performer in the 2010 National Senior Certificate exams and has recorded a 100% National Senior Certificate (NSC) pass rate for the past three years.

2.2.2 Curriculum and teaching and learning materials

Following negative public perceptions about Outcomes-based-Education (OBE) in South Africa, the Minister of Basic Education established a Ministerial Committee in 2009 to undertake a review of the curriculum.

In its report, the *Report of the Task Team for the Review of the Implementation of the National Curriculum Statement* (DBE, 2009), the Ministerial Committee recommended the following:

- a) Teacher workload and administrative burden to be reduced.
- b) Streamline and clarify policies: to develop a single Curriculum and Assessment Policy document for every learning area and subject (by phase).
- c) Clarify the role of subject advisors nationally and specify the exact nature of the in-classroom and school support they should provide to teachers.
- d) Simplify and streamline assessment requirements and improve the quality and status of assessment by making the GET and FET phases consistent.

- e) The concern about the transition from Grade 3 to Grade 4 must be addressed firstly by reducing overload in the Intermediate Phase, by reducing the number of learning areas to six subjects, including two languages.
- f) The quality assurance and catalogue development of textbooks and other learning and teaching material (LTSM) need to be centralised at national level.
- g) The training of teachers to support curriculum implementation should be subject-specific and targeted only where needed.

In response to the recommendation of the Ministerial Committee to streamline and clarify the curriculum policy, national Curriculum and Assessment Policy Statements (CAPS) have been developed for each subject listed in the NCS for Grades R to 12.

2.3 Structures, if any, that have been put in place in support of implementation and monitoring the Second Decade of Education Plan of Action.

The Research Coordination Monitoring and Evaluation directorate was established to strengthen monitoring and evaluation in the Department of Basic Education. The M&E directorate renders the following functions; amongst other functions, coordination, support and setting standards for M&E activities in the department, reporting on the progress made with regards to international commitments.

2.4 Resourcing or funding the government has obtained from donor partners and stakeholders that support the implementation of the eight priority areas

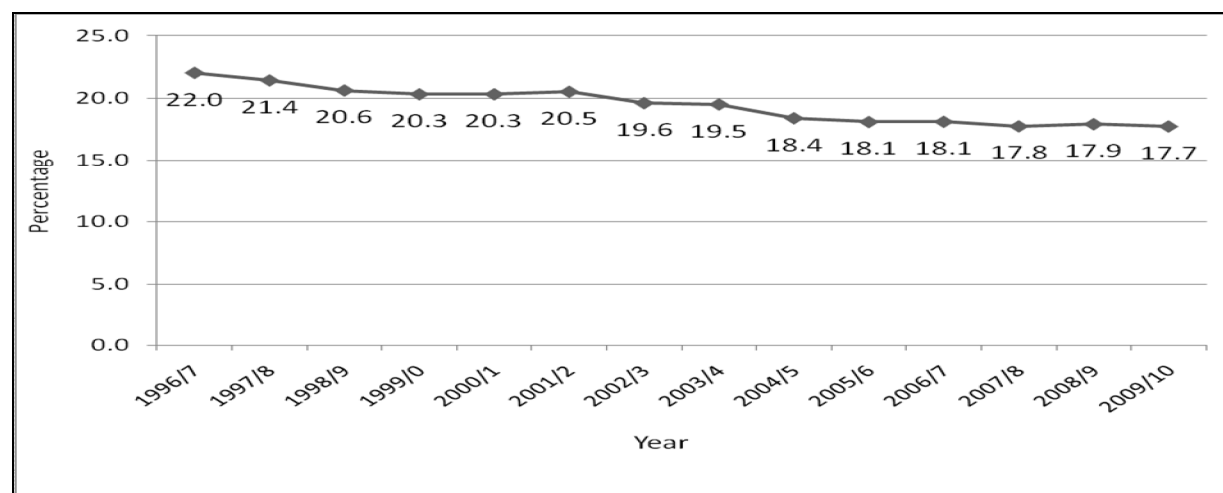
The Department of Basic Education work with donor partners such as the United Nations International Children's Emergency Fund (UNCIEF) and European Union (EU).

2.5 The national education budget as percentage of the total national budget.

2.5.1 Percentage of total public expenditure on education

In 2009/10, almost 18% of total government expenditure was spent on education. This is considered to be appropriate in a developing country like South Africa, where there is a pressing need for improving education quality and supplying skills to drive the country's economic growth and broader development (Macro Indicator Report, 2011).

Figure 1. Percentage of total public expenditure allocated to education, 1996/97 to 2009/10



Source: DBE, Macro Indicator Report, 2011

SECTION 3

3. Progress in implementation of eight priorities

This section focuses on progress made regarding the SADC/AU eight priorities. However, DBE is responsible for six priorities whilst the other two priorities, Tertiary Education and Technical and Vocational Educational and Training, fall under the Department of Higher Education and Training.

A. Gender and Culture

A.1 Gross Enrolment Ratio

Gross Enrolment Ratio of 5-year-olds in education

In 2009, more than 78% of 5-year-olds attended an educational institution. **Table 2** indicates that there was an increase from 61% in 2006 to approximately 78% in 2009 in the number of 5-year-olds attending an educational institution. This translates into an increase of 17% over the 2006 to 2009 period.

Since government had committed earlier to ensuring that all children aged 5 are attending educational institutions by 2010, the significant increase between 2006 and 2009 may be attributed to the intervention aimed at realising this commitment.

Table 3: Percentage of 5-year-olds attending educational institutions: 2006 – 2009

	2006	2007	2008	2009
National	61.6	60.2	63.2	78.3

Source: Statistics South Africa, General Household Survey: 2006 – 2009

A.2 Gender Parity Index

Gender parity in early childhood development (ECD)

The percentage of male learners attending educational institutions were more than female learners between 2006 and 2007. However this has changed between 2008 and 2009, the participation of the group favored female learners. The gap between the male and female is closing.

Table 4: Gender parity index of 5-year-olds attending educational institutions by gender: 2006 – 2009

	2006	2007	2008	2009
Male	62.5	62.2	60.7	76.5
Female	60.5	58.3	65.9	80.2
GPI	0.97	0.94	1.12	1.05

Source: Statistics South Africa, General Household Survey: 2006 – 2009.

A.3 Percentage of Primary Aged School Children Out of School

Table 5: Percentage of primary aged school children out of school: 2006-2009

	2006	2007	2008	2009
Male	1.2	1.9	2.0	1.2
Female	1.0	1.8	1.4	1.0
Total	1.9	1.9	1.8	1.1

Source: Statistics South Africa, General Household Survey: 2006 – 2009

The number of primary age out of school children in South Africa has always been very small. Since 2006, the percentage of primary age out of school children has decreased from 2% to 1% in 2009. This is a result of the several initiatives introduced by the Department to retain learners in the schooling system. These include the introduction of the National School Nutrition Programme, no fee school policy, scholar transport and school fee exemption policy amongst others.

A.4 Percentage of Female Teachers

Table 6: Percentage of Female Teachers

	2006	2007	2008
Percentage of female teachers	67	67	67
Annual growth %			

Source: DoE, , Educator Profile Report , PERSAL, 2009

The gender composition from 2006 to 2008 in South Africa shows that the workforce of school based educators consists of 67% female and 33% male. A marked gender disparity of is noted. female teachers represent the greater proportion of teachers in the country throughout the reporting period.

A.5 Existence of African language Policy

The former Department of Education adopted the Language in Education Policy (LiEP) in 1997, and further clarified this policy in the Revised National Curriculum Statement (NCS) of 2002. The underlying principle of the LiEP is to maintain the use of home language as the LOLT (especially in the early years of learning), while providing access to an additional language(s).

The language policy for schools is guided by principles derived from the Constitution of the Republic of South Africa (RSA, 1996a) and the South African Schools Act (SASA) (RSA, 1996b). The founding provisions of the Constitution note the 11 official languages of the Republic of South Africa as being Sepedi, Sesotho, Setswana, Siswati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa and isiZulu.

In 2010 the Department of Basic Education organised the Language Colloquium, whereby the issue of using home language was discussed with stakeholders. Furthermore the Minister's Meeting with Management (MMM) also reinforced the debate on the use of home language in schools. The issue of using home language as a medium of instruction in schools is still under discussion in the Department and stakeholders.

A.6 Percentage use of African Language as a medium of instruction

In 2007, the language of learning and teaching (LOLT) of Grade 3 learners followed a similar pattern to that of Grade 2 learners, with the majority of these learners learning via the medium of English, followed by isiZulu. However, the proportion of Grade 3 learners learning via the medium of English was higher than for either Grade 1 or Grade 2 learners. While 22% of Grade 1 learners learnt via the medium of English in 2007, the corresponding figures for Grade 2 and Grade 3 learners are 24% and 28% respectively.

Table 7: Percentage of Grade 3 learners by language of learning and teaching: 1998 to 2007

LOLT	Percentage of learners by year									
	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Afrikaans	6.7	7.3	10.0	8.1	10.4	9.9	9.4	9.3	8.4	9.9
English	40.9	40.6	36.0	36.5	44.7	38.1	35.5	33.3	29.1	27.7
isiNdebele	1.0	0.5	0.2	0.7	0.6	0.6	0.5	0.7	0.7	0.8
isiXhosa	10.9	12.5	28.2	21.4	10.1	12.7	12.4	12.6	12.2	14.0
isiZulu	12.9	14.5	10.7	12.9	10.3	16.8	19.2	20.1	20.0	20.1
Sepedi	8.0	6.3	1.4	5.3	6.1	5.8	6.6	6.9	10.2	9.2
Sesotho	5.0	5.8	5.0	5.3	6.0	4.8	4.7	4.6	4.8	4.4
Setswana	9.4	9.1	6.8	5.0	7.1	6.5	6.8	6.7	7.1	6.8
Siswati	0.0	0.6	0.5	0.7	0.7	0.7	0.8	1.3	1.5	1.7
Tshivenda	1.9	0.4	0.1	1.6	1.5	2.0	1.8	1.8	2.4	2.4
Xitsonga	3.1	2.4	0.5	2.4	2.6	2.1	2.4	2.6	3.4	3.1
Total	100	100	100	100	100	100	100	100	100	100

Source: DBE, LOLT Report, 2010d

As indicated in **Table 7**, the trend in data for the period 1998 to 2007 indicates that the proportion of Grade 3 learners, whose LOLT was English, declined from 41% in 1998 to 28% in 2007, while those learning via the medium of Afrikaans, isiZulu and isiXhosa, increased.

Table 8: Percentage of learners by language of learning and teaching and grade: 2007

LOLT	Percentage of learners by LOLT: 2007												
	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	SA
Afrikaans	9.5	9.6	9.9	12.3	12.2	12.2	13.2	13.1	14.0	12.7	12.1	12.8	11.9
English	21.8	23.8	27.7	79.1	81.1	81.6	80.6	80.9	80.0	81.2	82.0	81.4	65.3
isiNdebele	0.7	0.8	0.8	0.3	0.3	0.3	0.3	0.1	0.1	0.1	0.1	0.1	0.4
isiXhosa	16.5	15.0	14.0	3.1	2.5	2.0	1.9	1.6	1.4	1.3	1.2	1.5	5.5
isiZulu	23.4	21.7	20.1	1.5	1.0	1.0	1.0	1.1	1.1	1.1	1.1	1.1	6.8
Sepedi	8.3	9.1	9.2	1.1	0.9	0.9	0.9	0.9	0.9	1.0	1.0	1.0	3.1
Sesotho	4.7	4.8	4.4	0.5	0.4	0.3	0.4	0.4	0.5	0.5	0.4	0.3	1.6
Setswana	7.5	7.4	6.8	0.6	0.5	0.5	0.6	0.6	0.7	0.6	0.5	0.3	2.4
Siswati	2.1	2.1	1.7	0.4	0.3	0.3	0.3	0.1	0.1	0.1	0.1	0.1	0.7
Tshivenda	2.2	2.4	2.4	0.3	0.2	0.2	0.2	0.4	0.5	0.5	0.6	0.5	0.9
Xitsonga	3.1	3.3	3.1	0.7	0.6	0.6	0.6	0.7	0.7	0.8	0.8	0.8	1.4
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Source: DBE, LOLT Report, 2010d

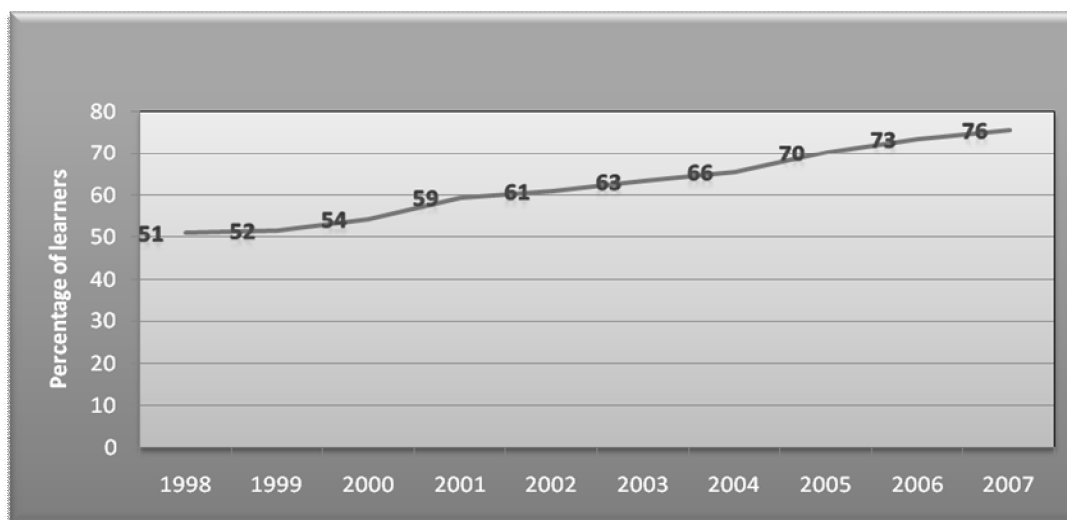
Table 8 indicates that, in 2007, 65% of learners in the school system learnt via the medium of English, while 12% learnt via the medium of Afrikaans and 7% learnt via the medium of isiZulu. Approximately 75% of learners in the school system learnt via the mediums of English and Afrikaans in 2007.

A.7 Percentage use of African Language/s as a subject of instruction

Figure 2 indicates the percentage of **African** home language learners who learnt in their home languages in the Foundation Phase for the period 1998 to 2007. It can be observed that 76% of African home language learners's LOLT was their home language in 2007.

Since 1998, the trend of this phenomenon indicates that significantly greater proportions of African home language learners were learning in their home language in 2007, compared to 1998. Despite this significant shift (since 1998), close to 25% of African home language Foundation Phase learners's LOLT was not their home language in 2007.

Figure 2: Percentage of African home language learners learning in their home language in the Foundation Phase: 1998 to 2007



Source: DBE, LOLT Report, 2010d

B. Education Management Information System (EMIS)

Education Management Information System (EMIS) in the Department of Basic Education is functional and operational. EMIS is tasked with the responsibility to collect, process, analyse and disseminate education data and information in order to support the monitoring and evaluation of the performance of the education system. EMIS is also required to promote the utilisation of data in planning and decision-making. In co-ordination with Provincial Education Departments (PED), the Department of Basic Education (DBE) conducts two surveys annually, namely the Snap and Annual Surveys for ordinary and Special Needs Education schools. Institution managers at these education institutions complete both surveys and circuit or district officials are required to authenticate that the data supplied by the institutions is accurate and complete.

Due to challenges with the quality of data, the EMIS Directorate conduct the Data quality Audit. This is an exercise to verify data Verification checks have to be conducted at all levels to ensure good quality data. However, material and human resource constraints often hamper the

verification and validation of the data supplied by education institutions. The quality of data collected through the annual censuses has been problematic due to the lack of data quality control and quality assurance mechanisms.

C. Teacher Development

In 2009, Teacher Development Summit was held in South Africa and all the stakeholders from across the TED sector in South Africa were represented. The Summit resulted in a declaration, which called for the development of a new, strengthened, integrated plan for teacher development in South Africa. In 2011 an Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, 2011 to 2025 was launched. This plan has been drafted, with the involvement of teacher unions, the DBE, the DHET, the Education Labour Relations Council (ELRC); the Education, Training and Development Practices Sector Education and Training Authority (ETDP-SETA); Higher Education South Africa Education Deans Forum (HESA-EDF); and SACE.

D. Curriculum and teaching and learning materials

In July 2009, the Minister of Basic Education, appointed a panel of experts to review the National Curriculum Statement (NCS) and to develop a set of recommendations designed to improve its implementation. A report of the task team for review of NCS was published in 2009. The recommendations of the Task Team were adopted and the NCS was amended. A single comprehensive Curriculum and Assessment Policy Statement (CAPS) has been developed for each subject to replace the old Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R - 12.

The amendments to the NCS are meant to leave more time for teaching and learning in key learning areas. As stated in the 2010 State of the Nation Address by the President of South Africa the focus in basic education this year is Triple T: Teachers, Textbooks and Time. This means teachers must be in schools on time and all learners must receive the required textbooks in their grades. Thus the Department's proposed changes are in line with the Government's goals.

Over the years, there has been some monitoring and evaluation (M&E) of the curriculum, at both national and provincial levels. However, there has been little coherence on how this occurs. Nor has there been an adequate longitudinal approach to monitoring. Additionally, the revision of the NCS calls for a revision of existing tools used for the monitoring curriculum implementation.

Given this background the Department of Basic Education is going to develop a framework for monitoring and evaluating curriculum implementation in all grades in the schooling system. With regard to this, the terms of reference (TOR) has been developed for the undertaking of the monitoring of the curriculum. This will include the coverage of the topics to be covered within the academic year.

The Workbook Project

The workbook project touches on all three Ts (Textbooks, Teachers and Time) in the strategy; they will provide a kind of textbook to every child for maths and language, they will be a great help to teachers and they will assist the teacher to manage teaching time and to monitor the tasks that children do in the workbooks.

The aim of the workbook project is provide every child with two books of worksheets – one for maths and one for language in the child's mother tongue literacy/language. Each book contains two pages of worksheets a day for four days of the week. The worksheets are intended to assist busy teachers who have large classes and who won't necessarily have resources like photocopiers or stimulating reading materials for children to read. The workbooks will relieve the teacher of having to write up lessons and exercises on the board because of a lack of textbooks, or (particularly in rural areas) of struggling to make their own worksheets when the school doesn't have photocopy facilities.

The worksheets will also be useful for teachers (mainly in urban areas) where they have to teach multilingual classes. Sometimes teachers have up to five different mother tongue languages in one class. Because the books are available in all 11 languages, teachers will find the books useful in mixed language classes – each child can have a book in his or her own language and the teacher can work with the children in language groups.

They will also be helpful for teachers who have to teach more than one grade in a class. Many teachers in South Africa make sterling efforts to teach children of various grades in the same classroom. Because the workbooks are available for learners from grade 1 to 6, it is possible for the teacher to work separately with different grades – giving each grade its own grade specific workbooks. They will also be useful for teaching mixed ability groups -- with each group working on a different worksheet.

There is no need for a special training to use the worksheets, any qualified teacher who has been using any of the commercially available textbooks will easily manage to use the new workbooks. The Department has successfully delivered the Workbooks to the schools in the beginning of 2011.

E. Quality Management

Annual National Assessment (ANA)

The Department introduced universal and standardised testing in Grades 1 to 6 as part of its Annual National Assessments (ANA) programme in 2010. The Department plans to extend ANA to Grade 9 in 2012. It is envisaged that ANA will expand and improve and become a cornerstone of quality improvements in South Africa's schools, providing important information on learning and its context to teachers, parents, district officials and the country as a whole. ANA was written by ALL grade 1 to 6 learners in public ordinary schools in February 2011. An estimated 6.4 million learners wrote these tests. All learners wrote the same Literacy and Numeracy tests, written under close to examination conditions and marked by their teachers (this is referred to as

ñuniversal ANAò). In recognising the probability of biased marking, the Department introduced a system of quality assurance and verification which involved the re-marking of scripts of a sample of 25 learners per school in 1800 schools nationally, by an independent consultant. The objective of this exercise was to verify the ANA results in schools (this is referred to as ñANA verificationò).

The Department did conduct Grade 3 tests among Grade 4 learners in February of this year. According to the Department's monitoring reports, all schools participated in the tests. The tests have been marked by the schools and parents received the report cards and the results of the test were also submitted to the Department. The results of these tests are still outstanding, hence this report is unable to provide an update on progress regarding this priority.

F. Early Childhood Development (ECD)

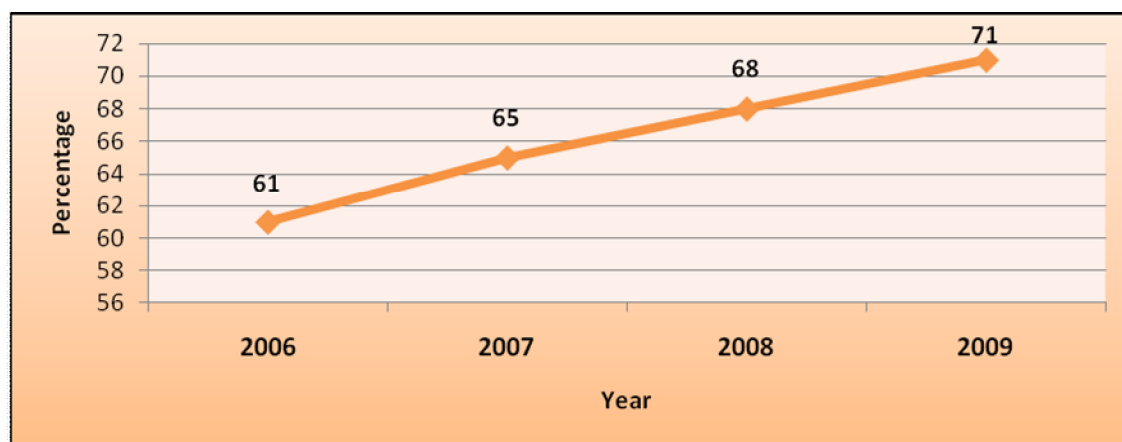
Participation in Grade R programmes

The Department of Basic Education plans to expand public provisioning of Grade R so that every child entering Grade 1 would have participated in an accredited reception year programme by 2014.

Grade R enrolment in ordinary schools rose from 620 000 in 2009 to 707 000 in 2010. However, these figures do not include Grade R enrolment in sites outside of ordinary schools, indicating that the enrolment picture is incomplete.

Figure 3 indicates that the percentage of learners enrolled in Grade 1, who had previously attended a pre-primary programme, increased from 61% in 2004 to 71% in 2009.

Figure 3: Percentage of Grade 1 learners who had attended a pre-primary school programme: 2006 to 2009

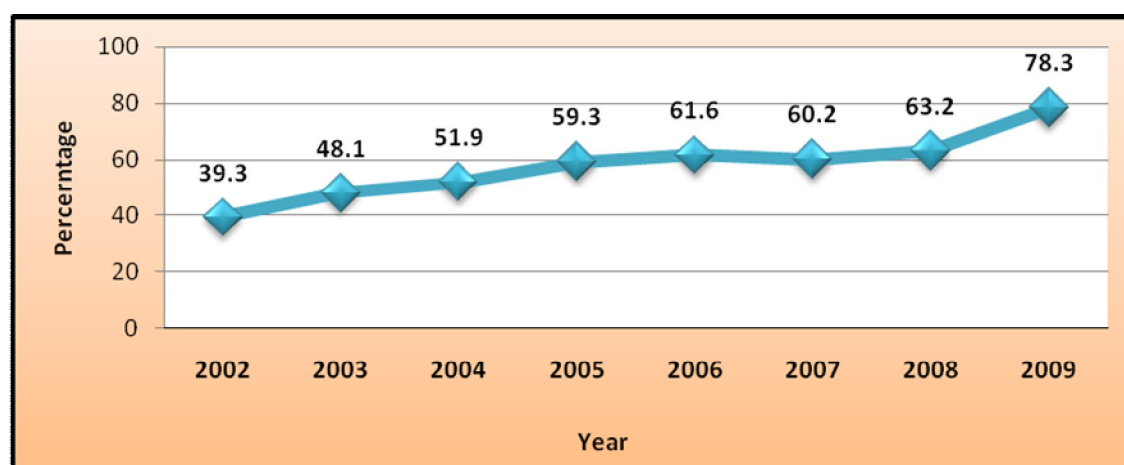


Source: DBE Annual School Surveys Database: 2006 to 2009

The analysis of the 2009 General Household Survey (GHS) shows that 810 457 children aged 5 years old were attending education institutions. Although the usage of absolute numbers from GHS is cautioned, this figure includes learners that are outside the ordinary schools.

Further analysis of this goal shows that the percentage of 5 year olds attending education institutions increased from 39% in 2002 to 78% in 2009 as depicted in Figure 2. This translates into a 39% increase between 2002 and 2009. There is a slight decrease in the participation of 5 year olds in 2007 though which could be attributed to data quality issues. The massive increase in the participation of 5 year olds in education between 2008 and 2009, from 63% to 78%, could, in addition to reflecting improved access, also be due to changes in the way the data was collected by the General Household Survey.

Figure 4: Percentage of 5 years old children attending education institution by Province: 2002-2009



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

G. HIV and AIDS

The South African National HIV Prevalence, Incidence, Behaviour and Communication Survey, conducted by the HSRC in 2008 indicated that HIV prevalence amongst children aged 18 and younger was almost 3%. The age-specific HIV prevalence levels found were as follows: 3.3% amongst children 0-to-4 years; 2.5% amongst children 5-to-11 years; 1.1% among adolescents 12-to-14 years, and 4.5% amongst teenagers 15-to-18 years (Shisana et al., 2010).

In 2010, the MRC conducted the Youth Risk Behaviour Survey. The survey findings regarding sexual behaviour for the three-month period preceding the survey, point to a move towards safer sexual behaviour amongst teenagers. These findings were attributed to the on-going intervention programmes pertaining to HIV and AIDS. However, at least two thirds of sexually active learners did not use condoms consistently, and one fifth reported being pregnant or making someone pregnant (MRC, 2010). Furthermore, the 2010 MRC survey findings indicate that sexual education needs to be tailored to individual group needs, and that a concerted effort is required to increase correct and consistent use of condoms, as well as of contraceptives.

Furthermore the 2010 MRC survey found that a considerable percentage of the children had received HIV/AIDS education at school. The national percentage of learners indicating that they

had been taught about HIV and/or AIDS in school was 65.4%, with no significant difference between male and female learners (MRC, 2010).

The Department of Education's response to HIV and AIDS over the past 10 years has been governed by the *National Policy on HIV/AIDS for Learners and Educators in Schools*, developed in 1999. The Department is therefore currently revising the Integrated Strategy on HIV and AIDS 2012 - 2016. The development of this strategy is done by the Department with the support of United States Agency for International Development (USAID) and Health Economics and HIV/Aids Research Division.

The first draft of the strategy has been approved for wider consultation by Senior Management of the Department of Basic Education.

Recent national prevalence studies have indicated a downturn in HIV prevalence amongst children and youth. Although behaviour change cannot be solely attributed to the life skills programme it has made an invaluable contribution in dramatically improving knowledge of HIV transmission.

South Africa is embarking on a mass HIV Counselling and Testing (HCT) campaign to mobilize all South Africans to get tested. This is based on the magnitude of the epidemic in South Africa and that counselling and testing presents an entry point for prevention and treatment, care and support. While testing will be provided at all health facilities, schools have also been identified as a potential site for testing. This is based on the large numbers of young people located in schools and that many would be ideally placed to receive prevention education (95% of young people aged 16 and below are HIV negative).

A national Task Team was established in July 2010 to develop a strategy for the implementation of the HCT campaign in schools, and guide planning. The Task Team consists of key government departments (Departments of Health, Basic Education, Social Development and Public Service and Administration), the South African National AIDS Council (SANAC), Teacher Unions; Development Partners and NGOs working within the education and youth sector (Love Life, Soul City, etc). The Task Team is co-chaired by the Departments of Health and Basic Education

The task team advocated that a phased approach be adopted towards the campaign starting in secondary schools. The Department of Basic Education has consulted internally on the approach towards the campaign. The strategy was developed to address the concerns during an internal consultation by the Department.

The National School Nutrition Programme (NSNP) was conceptualised primarily as an educational intervention aimed at enhancing the educational experience of primary school learners that are most in need, by promoting punctual school attendance, alleviating short-term hunger, improving concentration and contributing to general health development. Since its inception, the NSNP catered only for learners in public primary schools. However, following the 2006 survey by the Fiscal and Finance Committee, it was confirmed that there was a need to expand the programme to secondary schools. The programme was first implemented in Quintile

1 (Q1) secondary schools in April 2009, and has been phased in into Q2 and Q3 public secondary schools in April 2010 and 2011 respectively.

SECTION 5

5.1 Implementation Challenges and Emerging Issues

- a) Failing in primary objective: **most schools do not have conditions required for effective attainment of learning outcomes.** Key factors contributing to system failure: socio-cultural environment within and outside schools; enabling policy context coupled with capable bureaucracy to support schools effectively; school management and governance; teacher capability and commitment; parental involvement; adequacy of fixed infrastructure; and adequacy of teaching and learning inputs.
- b) Very high repetition rates and unacceptable dropout rates i especially affects poor African learners. The Department still have a long way to go and that the eradication of inequality remains a key priority in the schooling system. Significant challenges in terms of literacy and numeracy attainment by learners.
- c) Biggest challenge is the impact of high income and wealth inequality in country. There is a huge differential in discretionary income used to supplement education spending, this is a major factor in reproducing inequality. South Africa is experiencing a dramatic increase in private education expenditure on school fees and extra classes.
- d) A fragmented legislative and policy framework for ECD, resulting in uncoordinated service delivery; limited access to ECD services; inequities in existing ECD provision; the variable quality of ECD services; a lack of adequate human and financial resources for the high demand by the ECD sector, at national, provincial and local/district level; as well as limited interdepartmental/intersectoral collaboration to ensure adequate, efficient and quality ECD provision for children. The Presidency has identified this challenge and government departments are working towards an integrated ECD approach to the provision of coherent and coordinated programmes for developing young children in South Africa.
- e) Although primary education in South Africa is characterised by very high rates of enrolment and retention. There is a small percentage of children who are still out of school.
- f) It is furthermore evident that compulsory basic education in South Africa is characterised by very high levels of participation. However, a significant proportion of children who suffer from disabilities, are not succeeding in accessing education. A concerted effort is required to target this group of children to ensure education for all.
- g) Assessing progress towards gender equality requires measuring meaningful progress towards the right to education. This requires assessing both quantitative and qualitative information

on a wide range of phenomena that underpin the rights of men and women to, within and via education. A significant challenge is therefore posed by the collection of data, and its interpretation.

There is a challenge of gender violence. However the Department of Basic Education (DBE) published a *Handbook for learners on how to prevent sexual abuse in public schools* in an attempt to tackle the challenge of gender violence. The handbook aims to provide learners, teachers and parents with the necessary knowledge about sexual harassment and violence. It further explains the procedures that need to be followed if learners experience sexual violence in schools.

- h) Although South Africa has done well to systematically expand its educational system and to lengthen the schooling experience of successive learner cohorts, there is little dispute that the quality of its schooling remains an impediment to development.
- i) Teacher absenteeism appears to be a problem in many schools. A study on educator leave undertaken by the Department concludes that the rate of educator leave in South Africa is about 10% and, that in over one-third of schools, the leave rate is higher than 10%. Improving teacher attendance in these schools is clearly a priority.

The Department's Action Plan to 2014 commits the system to ensuring that there is an improvement in the management capacity of schools and promote the proper working of districts. The Department recognises that these are major issues that require systemic and high-level intervention, and will address these as part of the intervention strategy of the system.

- j) Overall the Department acknowledges that there are challenges in the schooling system; therefore a turnaround plan has been introduced. The *Action Plan 2014 towards realisation of Schooling 2025*, has been introduced. It is envisaged that the *Schooling 2025* will assist in improving the quality of education in the long term.

5.2 Achievements to date

- a) Introduced Annual National Assessments for Grade 1 to Grade 6 within a programme called the 'Foundations for Learning Campaign'.
- b) Near universal enrolment with gender parity.
- c) Apartheid inequalities in public funding per learner have been virtually eliminated.
- d) School lunches have become the norm in schools in poorer areas.
- e) Important institutional mechanisms have matured.
- f) Introduction of No Fee schooling for the poorest 60% of learners
- g) School governing bodies on the whole provide an effective mechanism for parent involvement.
- h) Mass literacy programme, *Khazimela*, recognised internationally by Commonwealth of Learning for its outstanding methods.
- i) Average grades of schooling completed by 20 year olds has risen from 9.5 grades in 1995 to 11.2 grades in 2009.

SECTION 6

6.1 Conclusions and Recommendations

6.1.1 Lessons Learnt

South Africa has made remarkable progress in implementing the SADC/AU Implementation of the Regional Education and Training Plan. This is evident from the high percentage of children of school going age that are accessing education regardless of gender. These achievements were made possible through promulgation of regulations and policies to progressively ensure that almost all children have access to some form of educational institution. Evidence from both administrative data and independent surveys depicts an encouraging picture about access to education via enrolment in education institutions in South Africa. Further, access to compulsory basic education, that comprises Grades 1 to 9 by children aged 7 to 15, is characterised by almost all children in this age group. Furthermore, this age group is characterised by high learner retention through to Grade 9.

However, the Department has realised that quality education is still elusive. Through collaboration with donors and all relevant stakeholders it is possible to achieve the desired outcomes. Therefore, the SADC/AU Plan of Action provides the platform for member countries to monitor the progress made by member states in the provision of quality education to children.

Furthermore, the Department acknowledges that there are challenges in the schooling system; therefore a turnaround plan has been introduced. The *Action Plan 2014 towards realisation of Schooling 2025*, has been introduced. It is believed that the *Schooling 2025* will assist in improving the quality of education in the long term.

6.1.2 Comparative Advantage that could benefit countries in the SADC region or Africa

The Department of Basic Education has introduced two innovations that South Africa can lead in the SADC region, namely the School Administration and Management System (SA SAMS) and Learner Unit Recording System (LURITS).

SA SAMS is a robust computer application specifically designed to meet the management, administrative and governance needs of public schools in South Africa. The programme has a strong EMIS focus to assist schools in the completion of the Annual School Survey. Many schools were using different management applications for different school functions, SA SAMS was therefore developed to provide schools with a cost effective, easy to use and fully integrated computer solution containing all aspects of school management requirements. It also incorporates a Timetabling Assistant to assist the schools with the complicated task of allocating educators to subjects to classes. The user interface is specifically adapted to cater for non computer literate users. A button interface and user prompting mechanism is used as opposed to more complicated menu structures.

Furthermore, the Department has developed the LURITS. LURITS contain the data of all learners in ordinary and special schools in South Africa from Grade R to Grade 12. The system

will track the movement of each learner from school to school throughout their school career. The initial records contained in the LURITS are: the registration data of each school; (the national master list of all registered schools), the biographical data of each learner; the learner year end performance and progression data; the biographical data of each educator; the annual teaching load of all educators. Each learner will be assigned a unique learner tracking number that will remain with the learner throughout their school career.

6.1.3 One of the seven priorities that South Africa would like to take lead in the SADC region or South Africa

South Africa can take a lead in Gender and Culture priority. According to the Global Gender Gap Report (2009), South Africa made great strides in closing gender gaps to enter the top 10, at sixth position. In 2008, South Africa was ranked number 22 out of the 138 countries assessed (World Economic Forum, 2009). This achievement is also supported by the data on gender parity presented from different sources.

The primary gender parity has not yet been achieved, but is likely to be achieved by 2015. However, the gap is closing between male and female children accessing primary education. Meanwhile, data on access to ECD programmes and secondary education indicates that there are more female learners accessing education at these levels.

6.1.4 Suggestions & Recommendations

It is suggested that networks for specific priorities be established, for example a network on access to education for girls, EMIS or Teacher Development. In order to enhance collaboration between South Africa, the SADC Secretariat and the African Union it is suggested that joint conferences, seminars, workshops, joint publications and research take place. We need to learn from existing models of interaction within the region and continent that seem to have worked well, for example that of the SADC Technical Committee on Accreditation and Certification.

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APPENDIX 1 - AU COMEDAF Indicators

A. GENDER AND CULTURE

A1. Gross Enrolment Ratio

Table 1: Gross Enrolment Rates (GERs) for Grade R in ordinary schools: 2006 – 2009

Year	Total Grade R GER
2006	44.1
2007	48.8
2008	52.8
2009	60.3

Sources: DBE, Education for All (EFA) Report, 2010

A2. Gender Parity Index for Gross Enrolment Ratio

Year	GER (Female)	GER (Male)	GPI
2006	44.3	44.0	1.0
2007	48.9	48.7	1.0
2008	53.0	52.6	1.0
2009	60.4	60.2	1.0

Sources: DBE, Education for All (EFA) Report, 2010

A.4 Percentage of Female Teachers

A3. Percentage of Primary Aged School Children out of School

Table 2: Percentage of primary aged school children out of school by gender: 2006-2009

	2006	2007	2008	2009
Male	1.2	1.9	2.0	1.2
Female	1.0	1.8	1.4	1.0
Total	1.9	1.9	1.8	1.1

Source: Statistics South Africa, General Household Survey: 2006 – 2009

A4. Percentage of Female Teachers

Table 3: Percentage of Female Teachers: 2006-2009

	2006	2007	2008	2009
Percentage of female teachers	67	67	67	
Annual growth %				

Source: PERSAL

B. EMIS

B1. School Census Return Rate

	2008	2009	2010	2011
SNAP	97%	99%	99%	100%
Annual School Survey (ASS)	98%	98%	n/a	n/a

Please note that the SNAP data has been imputed for the 2010 and 2011 reporting period, hence the effective response rate is approximately 100% for SNAP in 2010 and 2011. However there was no imputation of the ASS data.

B2. Existence of Functional EMIS Systems by Sub-Sectors

C. TEACHER DEVELOPMENT

C1. Pupil Teacher Ratio

Table 4: Learner-educator ratio in public and independent ordinary schools: 2006 to 2009

	2006	2007	2008	2009
Learner-educator ratio (this figure include both primary and secondary schools)	31.9	31.5	30.5	29.6

Source: DBE. Macro Indicator Report, 2011

C2. Percentage of Teachers who qualify to teach according to National Standards

Table 5: Percentage of Qualified Educators: 2002 to 2010

	2006	2007	2008	2009
Percentage of qualified teachers	92.9	93.8	94.4	93.7

Source: PERSAL

C3. Number of Foreign Teachers Teaching in the Country (Inbound Mobility)

C4. Percentage of Female Head Teachers

Table 6: Post level 4 according to gender: 2006 - 2008

	2006	2007	2008	2009
Percentage of female principal	36	36	38	

Source: PERSAL

F.CURRICULUM AND TEACHING AND LEARNING MATERIALS

F1. Primary Mathematics Pupil-Textbook Ratio

F2. Primary Pupil-Textbook Ratio in Reading

G. QUALITY MANAGEMENT

G1. Primary Survival Rate

Table 7: Proportion of 16-year old in the population who have completed Grade 7 and above: 2006 to 2009

	2006	2007	2008	2009
16 year olds that have completed Grade 7 And above	85	86	86	88

Source: DBE, Macro Indicator Report, 2011

G2. Gross Graduation Ratio

Table 8: Grade 12 pass rate: 2006 to 2010

	2006	2007	2008	2009	2010
Grade 12 Pass rate	67	65	63	61	68

Source: DBE, NSC Technical Report: 2010

G3. Gross Completion Rate (First Degree)

G4. Net Enrolment Ratio

Table 9: Percentage of 5-year-olds attending educational institutions: 2006– 2009

	2006	2007	2008	2009
Percentage of 5 years old attending education institutions	61.6	60.2	63.2	78.3

Source: Statistics South Africa, General Household Survey: 2006 – 2009

G5. Adult Literacy Rate

Table 10: Proportion of the population aged 20 and above that have completed Grade 7 and above: 2006 – 2009

	2006	2007	2008	2009
Adult Literacy Rate	75.0	74.1	76.7	79.4

Sources: Statistics South Africa, General Household Survey: 2006 – 2009

Note: Excludes unspecified or “other” educational level

G6. Youth Literacy Rate

Table 11: Proportion of 15 to 24 years old that have completed Grade 7 and above:2006 – 2009

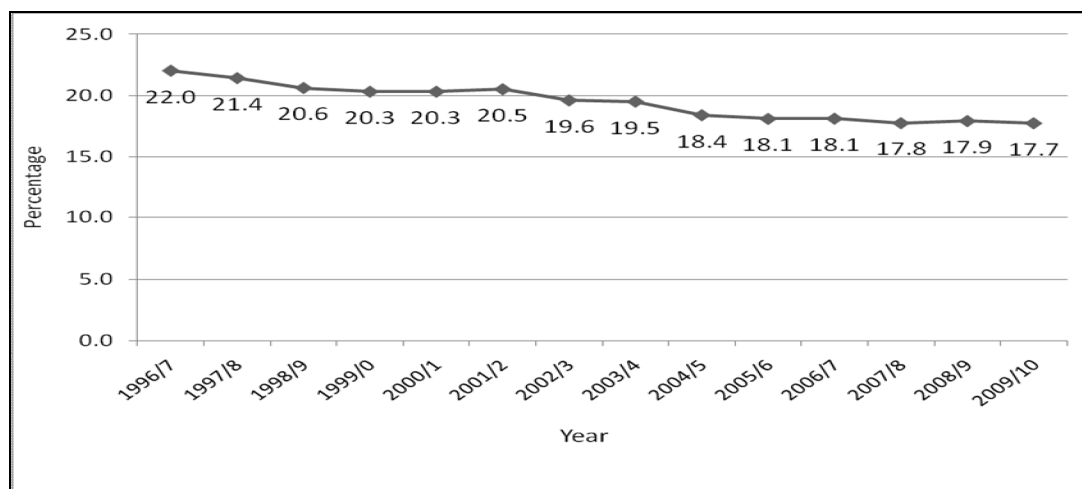
	2006	2007	2008	2009
Youth Literacy Rate	89.4	90.1	90.3	91.0

Sources: Statistics South Africa, General Household Survey: 2006 – 2009

Note: Excludes unspecified or “other” educational level

G7. Public Expenditure on Education as a Percentage of Total Government Expenditure

Figure 5: Percentage of total public expenditure allocated to education, 1996/97 to 2009/10



Source: DBE, Macro Indicator Report, 2011

G8. Public Expenditure on Education per Pupil

Table12: Per learner spending on education by province, 2005/06-2009/10

	2005/06	2006/07	2007/08	2008/09	2009/10	Average annual change
Total	6 295	6 687	7 530	9 160	10 067	12%

Source: DBE, Macro Indicator Report ,2011

Note: This table includes total education expenditure by the province.

Currency: South African Rand (ZAR)

H. EARLY CHILDHOOD DEVELOPMENT

H1. Annual Population Growth Rate of 0-4 Years

Not applicable to Department of Basic Education

H2. Gender Parity Index For Gross Enrolment Ratio

Table 13: Gross Enrolment Rate in Grade R at sites attached to public and independent ordinary schools, 2006 to 2009

Year	Total GER
2006	44.1
2007	48.8
2008	52.8
2009	60.3

Source: DBE, Macro Indicator Report, 2011

H3. Gross Enrolment Ratio in Pre-Primary Education by Gender

Table 14: Gross Enrolment Rate by gender in Grade R at sites attached to public and independent ordinary schools, 2006 to 2009

Year	Female	Male	Total GER	GPI
2006	43.6	44.6	44.1	97.8
2007	48.9	48.7	48.8	100.3
2008	53.0	52.6	52.8	100.7
2009	60.4	60.2	60.3	100.3

Source: DBE, Macro Indicator Report, 2011

H4. Infant Mortality Rate

Not applicable to Department of Basic Education

H5. Net Enrolment Ratio in Pre-Primary

Table15: Percentage of 5-year-olds attending education institutions: 2006 – 2009

	2006	2007	2008	2009
National	61.6	60.2	63.2	78.3

Source: DBE, Education for All (EFA) Country Report, 2010

H6. Percentage of Female Pupils in Pre-Primary Education

Table 16: GPI of 5 year olds attending education institutions, 2002-2009

	2006	2007	2008	2009
Male	62.5	62.2	60.7	76.5
Female	60.5	58.3	65.9	80.2
GPI	0.97	0.94	1.12	1.05

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

H7. Percentage of Female Teachers in Pre-Primary Education

H8. Percentage of Trained Teachers in Pre-Primary Education

H9. Percentage of Under 5 suffering from Stunting Moderate and Severe

H10. Pupil Teacher Ratio in Pre-Primary Education

H11. Under 5 Mortality Rate (%)

Not applicable to Department of Basic Education

H12. Grade 1 Repetition Rate

Table 17: Percentage of repeaters, by gender and grade: 2006 to 2009

Grade	2006			2007			2008			2009		
	Female	Male	2006	Female	Male	2007	Female	Male	2008	Female	Male	2009
Grade 1	5.6	7.4	6.6	6.7	8.7	7.7	7.0	9.3	8.2	7.7	10.2	9.0

Source: DBE, Annual School Survey Report, 2010

H13. Fertility Rate

Not applicable to Department of Basic Education