Education Series II

Focus on schooling in Eastern Cape, 2013

Statistics South Africa

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Focus on schooling in Eastern Cape

2013

Statistics South Africa

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Statistician-General

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List of acronyms

Acronym	Description
ANA	Annual National Assessment
ASS	Annual School Survey
DBE	Department of Basic Education
DDG	Deputy Director-General
EC	Eastern Cape
ECLECS	Eastern Cape Learner and Educator Census of Schools
EMIS	Education Management Information System
FET	Further Education and Training
GHS	General Household Survey
KZN	KwaZulu-Natal
LP	Limpopo Province
LURIT	Learner Unit Record Information and Tracking System
MDGs	Millennium Development Goals
MEC	Member of the Executive Council
MTEF	Medium Term Expenditure Framework
NERA	Net Adjusted Enrolment Rate
NHTS	Nation Household Travel Survey
NSC	National Senior Certificate
NSNP	National School Nutrition Programme
PED	Provincial Education Departments
RSA	Republic of South Africa
SAPS	South African Police Services
SASSA	South African Social Security Agency
SAMPI	South African Multi-dimensional Poverty Index
SA-SAMS	South African School Administration Management System
SGB	School Governing Body

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Foreword

Over the last decade significant changes have taken place in the life circumstances of the people living in the Eastern Cape. This is primarily due to increased access to various social services of the poor, as well as pro-poor policies with focus on education, nutrition and health accelerated achievements. Between 2002 and 2013 access to a government housing subsidy has risen from 5,5% in 2002 to 9,5% in 2013. During the same time period, households' use of electricity for cooking increased by 157%, the percentage of households that have access to improved sanitation has increased by 113% and households' vulnerability to hunger has decreased by 65%. The percentages of persons and households benefitting from social grants have increased by 157% and 66% respectively from 2002 to 2013. Overall during this period, faster progress was recorded in poorer provinces although progress was uneven within and between provinces. It is against this backdrop that we have also seen significant changes in the education sector. For example the percentage of individuals aged 5 years and older, who attended school and do not pay school fees, has increased from a mere 0,1% in 2002 to 81,1%, in 2013. Educational attainments have also improved. The percentage of persons aged 20 years and older with no formal schooling has reduced by half from 12,5% in 2002 to 5,6% in 2013.

This report is the second in the education series and aims to present a demographic and socio-economic profile relative to implementation of education development over the last decade and especially in 2013 in the Eastern Cape. Demographic data as well as information on living arrangements of children are compared to participation in education as well as achievements. While most of the focus is on learners, information is also provided on variation of school resources by educational districts as well as their effects on learning outcomes.
Due to historical reasons, the north eastern part of the province, which includes the former homeland areas of the Transkei and Ciskei have high levels of poverty and most of the economic activity revolves around subsistence agriculture. Six out of ten individuals in the province have been classified as poor using Census 2011 data, with a poverty gap of 27,2% and poverty severity of 15,3% (Stats SA, 2014). The Eastern Cape is the second poorest in the country after Limpopo.

Understanding the educational outcomes for the learners in the province requires a deeper understanding of their socio-economic conditions.

- Learning outcomes can to some extent be affected by the living arrangements that children experience. In 2013, one third of children aged 7-18 years in Eastern Cape lived with neither of their parents. This compares with 28,5% for South Africa as a whole. Furthermore, among the same age group, 7% were double orphaned as compared to 6% nationally. More than 71% of the children live in extended household types that consist of the nuclear family and extended family members.

- The implementation of several safety nets programmes that have direct impact on the well-being of children has improved school attendance. The province is responsible for one of the largest school nutrition programmes in the country that provides 1,6 million learners free school meals daily. Meanwhile, between 2002 and 2013, the percentage of children aged 17 or younger that experienced hunger has reduced substantially from 50,7% to 14,4%. School fees are major barriers to access to education. In 2002, 16,2% of learners attending school complained about school fee costs; thereafter, this decreased significantly to a mere 0,9% in 2013. The introduction of the school fee exemption policy benefited 81% of the learners in the province. There has been increased access to the child support grant for children who attended school from 3,1% in 2003 to 61,3% in 2013.

How these socio-economic conditions play out in school attendance:

- There is improvement in attendance of educational institutions by individuals aged 7-18 in the province from 92,7% in 2002 to 94,4% in 2013. The principal reasons for non-attendance given by these learners are: lack of money for fees, poor performance, disability and illness. Gender differences are notable in reasons for non-attendance: 8% of females indicated pregnancy, 16,6% family commitment, 2% getting married and 11,2% illness as their main reasons for non-attendance.
- Although there has been great progress over time, the primary school completion rate at age 15 for the province is well below the national average. Progress in the secondary school completion rate among individuals aged 20-24 is rather dismal, with an increase from 19,2% in 2002 to 26,0% in 2013. The completion rate of females is much higher with 32,2% in 2013. The biggest contributing factor to non- completion is the slow grade-age transition with 37,5% of learners still attending school by age 20. Overall, in 2013, close to 69% of learners in the province were older than the expected age per grade; and girls were more likely than boys to be in an appropriate age per grade. Older learners would most likely belong to female headed households, to extended and triple generations households and households more dependent on social grants as a main source of income.

The school environment also plays an important role in educational outcomes.

- Less than half of school managers in the Eastern Cape are females whereas three quarters of the educators are female. One third of the school managers have five or less years of experience. Access to books is generally improving, but still has a long way to go. Individuals who experienced lack of books decreased from 24,4% in 2002 to 7,3% in 2013. In addition, there has also been a large decrease in individuals that experienced bad conditions of school facilities as well as large class sizes. Primary schools with access to the internet are concentrated in the south eastern part (more urbanised area) of the province.
- A deeper understanding of the learning environment requires additional analysis which was done by constructing a learning environment deprivation index by selecting key variables that can contribute to learning outcomes. These include: access to school infrastructure such as libraries and laboratories, access to basic services at the schools such as water and electricity, learner-classroom and learner-teacher ratios as measures of overcrowding, subjects thought and available sporting activities, age of learners as well as parental participation in the running of the school.

- The results are similar for most educational districts as the FET phases appear to be more deprived than the senior, intermediate and foundation phases. This probably shows that the primary schools are better resources compared to the secondary schools in all regions. The hot spots are primarily located in Lusikisiki and Libode districts.
- In spite of these challenges, general educational attainment for the province have exhibited an upward trend since 2002. There has been a nearly 7 percentage point overall decline in individuals with no formal education. Yet, a poor educational base in early years affect the performance of Grades 3, 6 and 9 learners who performed well below the national average in ANA in 2013. The percentage of learners who passed the NSC exams is 65% for the province. However, higher levels of deprivation within schools and educational districts are associated with lower NSC pass rates. Better performing secondary schools are in wards where the primary feeder schools have a higher number of services and facilities, are from upper income quintile feeder areas and have a higher ratio of female primary school managers.

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Statistician-General

Chapter 1: Introduction

One of the key commitments of the newly formed South African government in 1994 is to create a uniform system of education for the whole country where all children in the country would be guaranteed equal access and participation. Section 29 (1) of South Africa's Constitution reads: "Everyone has the right to a basic education, including adult basic education; and to further education, which the state, through reasonable measures, must make progressively available and accessible." According to the South African Schools Act of 1996, schooling is compulsory for all South Africans from the age of seven (Grade 1) to the age of 15, or the completion of Grade 9. The Act also prescribes school life duration of 13 years, from Grade 0/R (Reception) to Grade 12. Grades R to 3 represent the foundation phase, Grades 4 to 6 constitute the intermediate phase, Grades 7 to 9 the senior phase while Grades 10 to 12 constitute the further education and training phase.

As a follow-up to the first democratic elections, the South African government established nine provincial education departments referred to PEDs to implement the delivery of educational services and a National Department of Basic Education to guide the formulation and implementation of the various education legislations and policies. At the regional level, provinces are divided into educational districts which in turn are divided into various school circuits. The organisational arrangement of the PEDs is structured independently from the National Department of Basic Education. The Member of the Executive Council (MEC) responsible for Education is equivalent to the National Minister of Education for the province. The MEC appoints the Superintendent-General who is equivalent to the Director-General in the National Department of Basic Education. The PEDs have in general three branches:

- Education planning, evaluation and monitoring which include strategic management, monitoring and evaluation, curriculum management and education professional services;
- Institutional operation management which include education social support services, vocational education services, institutional development and support and district coordination and management clusters;
- Corporate support system which include human resources management, facilities and infrastructure management, supply chain management and financial management services.

1.1 Education governance and administration

School districts serve as the first level of school administration and are typically involved in the day-to-day delivery of education services; they are designed to provide immediate support to all public schools. The main purpose of this layer of administration is to typically function in the resource delivery of schools such as distribution of textbooks, provide curriculum support, improvement of the learning achievements of the learners and school staffing. District offices are run by district directors who report to the Deputy Director-General responsible for District Coordination. In larger provinces the formal line of accountability may be to a Chief Director who is responsible for several districts under the DDG: Provincial Co-ordination. District offices are demarcated by the MEC for Education of the province (DBE, 2011: Guidelines on the organisation, roles and responsibilities of education districts).

For administrative convenience, districts are further divided into school circuits although the establishment of circuits is not mandatory. The circuits are managed by a circuit manager who reports to the district manager. The size of the districts varies by the number of schools and learners they serve rather than geographic area. A district must not be divided into more than 10 circuits. A circuit generally comprises between 25 and 30 schools which are located within a defined geographic area that forms part of a local municipality and the education district. The

DBE prescribes a maximum norm of 250 schools per school districts for effective management. (DBE, 2011: Guidelines on the organisation, roles and responsibilities of education districts).

Each circuit comprises both high schools and primary schools and, in rural areas, where schools are clustered around villages, there may be three to five schools in one village. In South Africa, school districts do not necessarily overlap with local government districts (district municipalities) and may cross local municipal boundaries. However, the DBE has prescribed alignment of education district boundaries with local municipal boundaries, which is not always practical for the PEDs to work out. In Metropolitan municipalities, the DBE requires that education district boundaries should be aligned with ward or sub-council boundaries.

Schools are governed by schools' elected school governing bodies which are heavily involved in the management of the schools without interfering with the day-today running of the schools for which the school principals take full responsibility. Parents' representatives constitute the majority in these school governing bodies.

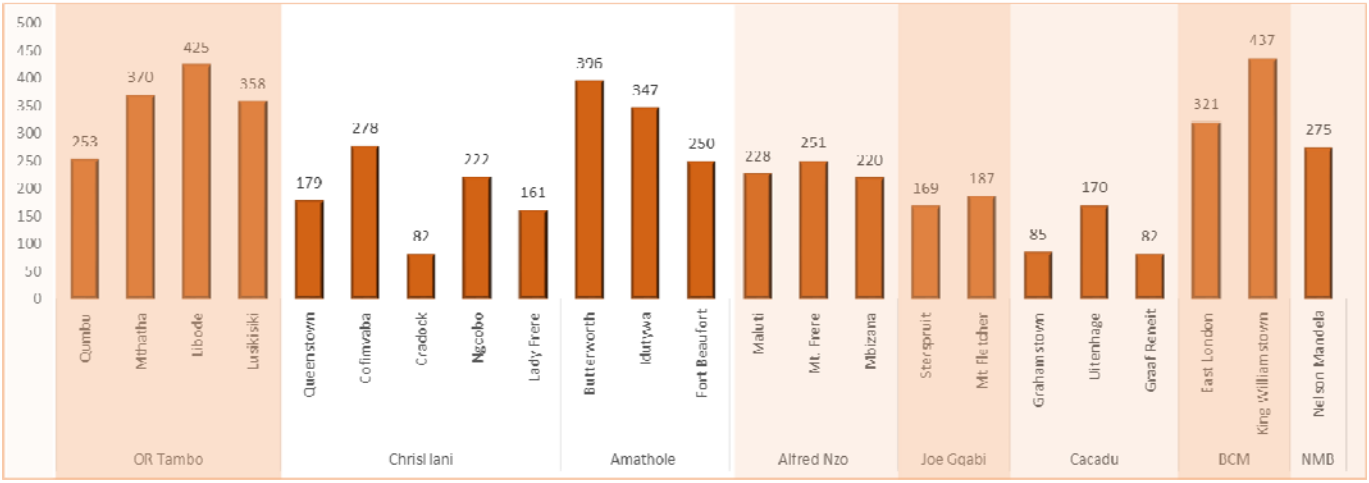
Table 1.1: Number of Eastern Cape schools in the ordinary school sector, by district, 2012

Education district	Combined	Primary	Secondary	Special school	Total	Percentage
Butterworth	256	92	48		396	6,9
Cofimvaba	181	66	31		278	4,8
Cradock	3	61	18		82	1,4
Dutywa	225	87	35		347	6,0
East London	28	208	79	6	321	5,6
Fort Beaufort	9	185	56		250	4,4
Graaff-Reinet	8	61	13		82	1,4
Grahamstown	23	47	13	2	85	1,5
King Williams Town	32	289	112	4	437	7,6
Lady Frere	63	76	22		161	2,8
Libode	252	131	42		425	7,4
Lusikisiki	198	125	34	1	358	6,2
Maluti	132	71	24	1	228	4,0
Mbizana	112	71	34	3	220	3,8
Mt Fletcher	102	66	19		187	3,3
Mt Frere	164	60	26	1	251	4,4
Mthatha	227	75	65	3	370	6,4
Ngcobo	139	57	25	1	222	3,9
Port Elizabeth	50	139	73	13	275	4,8
Queenstown	26	105	47	1	179	3,1
Qumbu	154	69	29	1	253	4,4
Sterkspruit	70	71	26	2	169	2,9
Uitenhage	29	108	30	3	170	3,0
Total	**2 483**	**2 320**	**901**	**42**	**5 746**	**100,0**

Source: Master list of schools 2012, Department of Basic Education

The Eastern Cape is divided into eight district municipalities: Alfred Nzo, Amathole, Buffalo City, Cacadu, Chris Hani, Nelson Mandela Bay, O.R. Tambo and Ukhahlamba. In total, there are 37 local municipalities. The province is divided into 23 educational districts as shown on Table 1. According to the Master list of schools data, there were 5 754 schools in the Eastern Cape in 2012. The highest percentage are located in Butterworth school district (6,9%); King Williams Town (7,6%) and Libode (7,4%). Nine out of the 23 school districts comprise of number of schools larger than the norm prescribed by the DBE in terms of district sizes.

Figure 1.1: Number of schools by educational district and municipal district, 2012



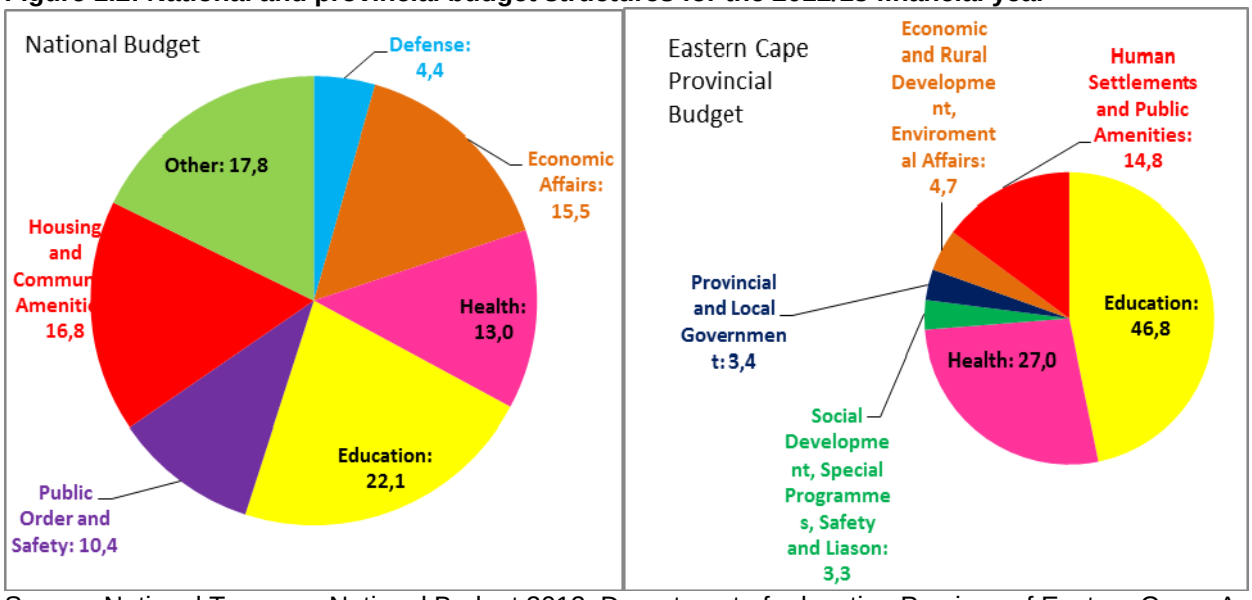
Source: Master list of schools 2012, Department of Basic Education

Figure 1.1 shows the distribution of schools by municipal and school districts. Three school districts account for 22% of all the schools in the province but are located in three different district municipalities.

1.2 Financing the education system

For more than 20 years, public expenditure was the highest in the education sector which led to marked improvements in terms of access and participation. In addition, significant reforms were undertaken in the curricula, teaching capacity and infrastructure to expand the schooling system.

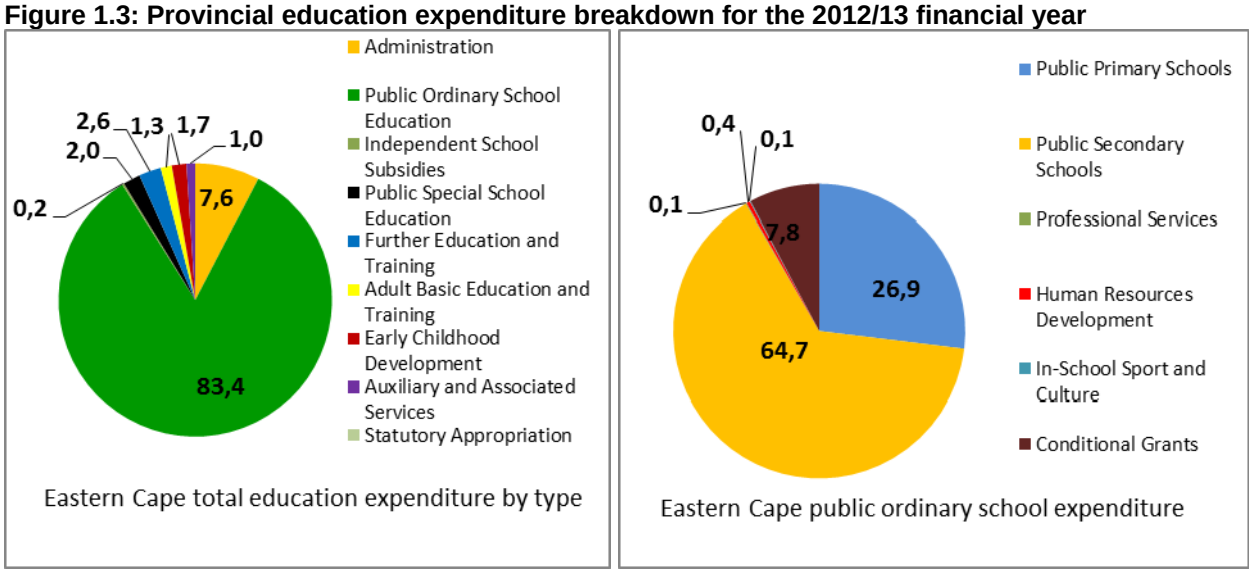
Figure 1.2: National and provincial budget structures for the 2012/13 financial year



Source: National Treasury, National Budget 2012; Department of education Province of Eastern Cape, Annual Report 2012/13

In 2012/13, education was the largest beneficiary of the 2012 national MTEF budget (22% of the total budget). The total provincial budget was R56,2 billion and R179 billion for the MTEF during the financial period. An amount of R26,2 billion was allocated to education and a total amount of R83,1 billion was allocated over the 2012 MTEF. This amounts to 47% of the total provincial budget being allocated to education.

Figure 1.3: Provincial education expenditure breakdown for the 2012/13 financial year



Source: Department of education Province of Eastern Cape, Annual Report 2012/13

As shown in Figure 1.3, the bulk of the education expenditure (close to R22 billion) is spent on public ordinary school education. A further breakdown of the latter provides further insight into the allocation of the amount spent by school phase. Close to 65% of the budget (R14 billion) is spent on public secondary schools while 27% (R6 billion) is spent on public primary schools. Close to 8% of the budget is spent on Conditional Grant Payment. This fund is used to finance school infrastructure development and maintenance, to support the Dinaledi Schools, as well as the National School Nutrition Programme. The fund is also expected to be used for the improvement of existing technical secondary schools and equip them with the necessary workshops.

Provinces which were historically disadvantaged not only lagged in performance but were unable to keep up with new service requirements in the sector. For example, the Eastern Cape PED was unable to provide some of the services normally rendered to scholars in the province such as transportation, nutrition, procurement and delivery of teaching materials as well as failure in the recruitment and appointment of teachers. In addition, the Department faced poor learning results and negative audit outcomes from the Auditor-General. A cabinet decision was passed in March 2011 to place the department under section 100(1)(b) intervention whereby a team from National Treasury was appointed to administer the Department. A task team led by the National Prosecuting Authority and that includes the South African Police Services and the Asset Forfeiture Unit was established to investigate allegations of procurement irregularities, fraud, and mismanagement of funds. The PEDs had also undertaken several internal disciplinary hearings.

1.2 Education statistics in South Africa

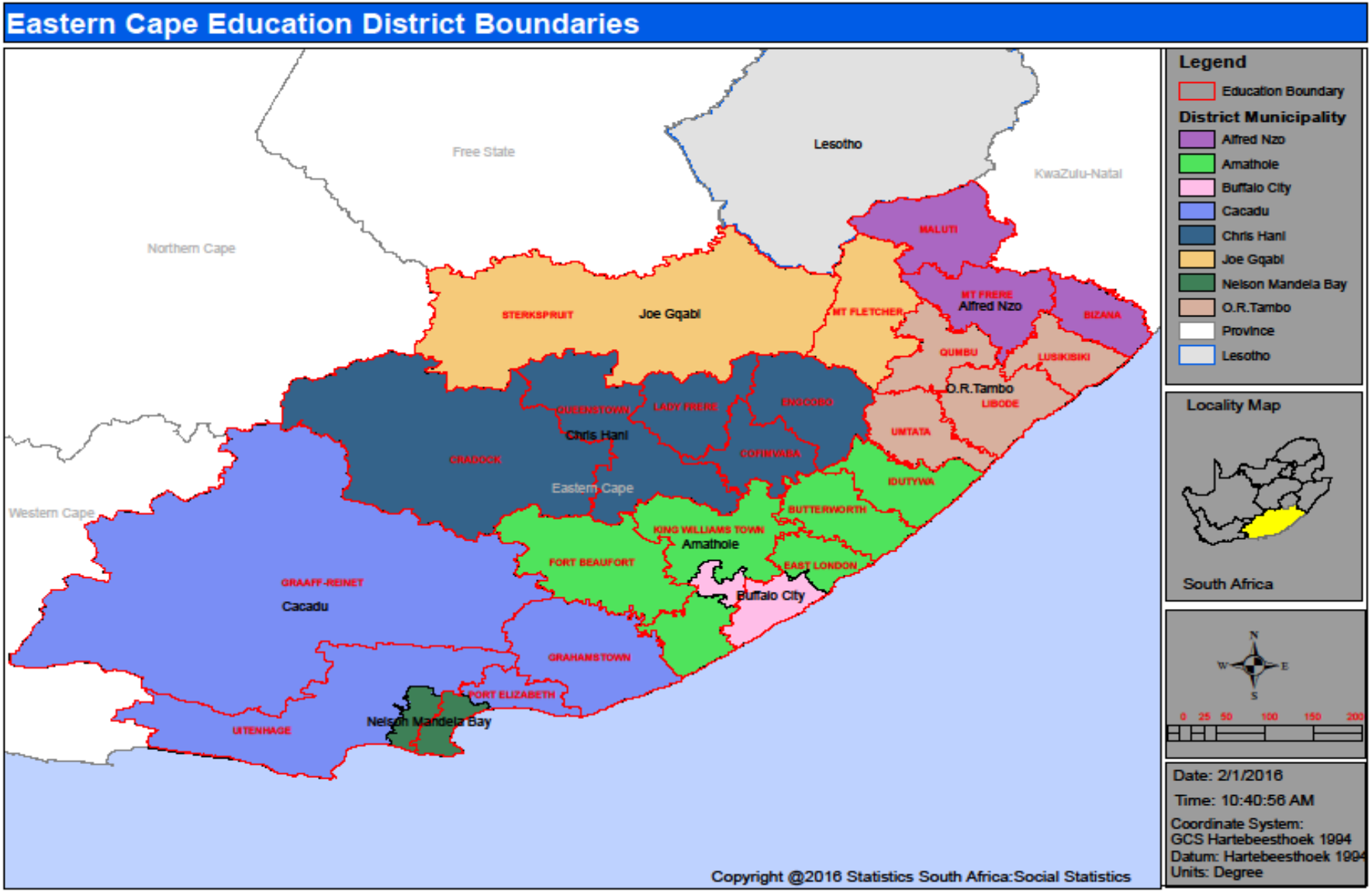
The Electronic Management Information System (EMIS) is a legacy information collection system for education. The system was created by integrating all previous education systems that existed in the past to create a single database of education resources. However, progress was slow due to the different level of development of the PEDs and the limited resources that could be dedicated to improvement of EMIS. Some departments continued to maintain a paper-based system whereas others managed to successfully create advanced electronic systems. In its effort to standardise data collection in education by the PEDs, the National Department of Basic Education pushed for The National Education Information Policy in 2004, legislating education information standards that compel PEDs to follow standard operating procedures for data collection, to perform data quality assurance processes, to adopt common methodology for

database management and use common definitions of key terminologies. The idea was that EMIS would be built from existing school record-keeping systems such as admission forms, daily registers, and class lists. For this purpose, the DBE built the South African School Administration Management System (SA-SAMS) tool which is an excel data collection system used by all schools for data collection. SA-SAMS contains individual learner level information such as age, subjects, parent occupation, as well as school level information such as educators' qualification. In the following years, the DBE rolled out the system to all schools in the country, either by distributing the software for resource rich institutions or providing computers loaded with the system to other schools. SA-SAMS served as the base structure to the national learner unit record system and tracking system (LURIT).

Every school year, the DBE conducts two surveys: the SNAP which is a census of all ordinary schools around the 10th day of school opening and the Annual School Survey (ASS) which is conducted annually during the first quarter of the school term. Until the DBE passed legislations in 2007, there was reluctance in responding to these surveys by the PEDs. The PEDs also often changed the content and format of the survey forms which resulted in lack of standards in the way data were collected. Schools were also accused of creating fictional data that portrays considerably higher number of learners than the real fact. This is because the data are used by the National Treasury for "equitable allocation of budgets" to schools since the formula is driven on "per learner school allocation". The legislations were thus aimed at both curbing most of these irregularities and for ensuring timely delivery of the data to the DBE.

This report will provide an overview of the education system in the province of Eastern Cape using household and school survey data. The analysis is complemented by data from administrative sources. The report is organised as follows: chapter two describes the methodology used for the analysis; chapter three discusses the educational context; chapters four and five focus on patterns in educational participation and educational attainment respectively; and lastly, chapter 6 further depicts the learning environment.

Map 1.1: Geographical demarcation of education district boundaries and municipal boundaries



Chapter 2: Methodology

2.1 Introduction

The General Household Survey (GHS), Census 2011, the National Household Travel Survey (NHTS) 2013, the Learner and Educator Census of ordinary public schools in Eastern Cape (ECLECS-2013) and administrative databases were used in this study to explore schooling in Eastern Cape. Key indicators from these data sources are used to build a comprehensive and integrated picture of the school managers, learners and educators, school infrastructure facilities and performance. Census 2011 data are used in cases where more recent data are not available. All data were analysed using SAS Enterprise Guide version 4.3 and represent own analysis unless stated otherwise.

2.2 General Household Survey

The GHS is a household survey that has been performed annually by Stats SA since 2002. The survey was introduced to address a need identified by the Government of South Africa to determine the level of development in the country and to measure, on a regular basis, the performance of programmes and projects that were implemented to address these needs. The survey is specifically designed to measure issues around education and multiple facets of the living conditions of South African households, as well as the quality of service delivery in a number of key service sectors. The target population of the survey consists of all private households in all nine provinces of South Africa, and residents in workers' hostels. The survey does not cover other collective living quarters such as students' hostels, old-age homes, hospitals, prisons and military barracks, and is therefore only representative of non-institutionalised and non-military persons or households in South Africa.

The 2009 questionnaire, including the education section, was significantly revised in close cooperation with stakeholders. Based on these changes, the Department of Basic Education has been releasing an annual report called "Focus on schooling" which provides a general summary of the status of education as measured by the GHS conducted in the preceding year.

In most instances where changes over time are discussed, data from the whole time series (2002–2013) of the GHS are used. However, some indicators are based on questions that were only introduced in 2009, and in those instances all available data are used. Even though a distinction was made from 2009 onwards between public and private school attendance, for consistency and comparability over the time series all school types were included in the GHS analysis.

Since the GHS is a sample survey and relies on population estimates and a weighting process to extrapolate sample estimates to population estimates, the absolute number of cases does not always correspond with administrative and Census data sources.

2.3 National Household Travel Survey

The National Household Travel Survey (NHTS) was conducted in 2003 and 2013, and is aimed at providing insights into the travel modes, times and costs of South African households. A number of indicators related to scholar travel patterns were included in the survey. As a result of significant provincial boundary changes and the sample design that is firstly based on Travel Analysis Zones and then on administrative boundaries, provincial comparisons between 2003 and 2013 are difficult.

2.4 Eastern Cape Learner and Educator Census of Ordinary Public Schools

The Learner and Educator Census of ordinary public schools in Eastern Cape (ECLECS) was done in order to provide a head-count of educators and learners, as well as information on location and actual conditions of schools in the province and provide additional data for decision-making by the Eastern Cape Treasury (ECT), Eastern Cape Education Department (ECED), the Department of Basic Education (DBE) and National Treasury (NT). Statistics South Africa conducted the survey between 21 January and 20 March 2013 in all 23 education districts in the Eastern Cape province. Four different questionnaire types (for schools, school managers, educators and learners) were administered.

2.5 Administrative data sources

Two administrative data sources were used for the study: the National Senior Certificate results for 2013 and the EMIS master list of schools for 2013. The ECLECS-2013 was not reconciled with other data sources of the department in relation to school record information other than at a high level of editing, where basic school types were compared with the EMIS numbers provided by teachers and learners.

2.6 Methodology used for the development of an index of school environment deprivation

The purpose of this part of the study was to develop indices of deprivation for learners using the ECLECS-2013 datasets. The indices can be used for targeted interventions by education authorities and policy makers in the province of Eastern Cape and were based on learner and school manager records. The concept of space as defined for this part of the study refers to the space of functioning and capabilities. Learners and educators require an enabling environment for effective learning and teaching. Learners require classrooms with ample space for effective and interactive learning, well-equipped computer and science laboratories, sufficiently stocked libraries, and suitably equipped sports facilities for various sporting codes. Teachers on the other hand need good and relevant qualifications and experience to deliver quality education. They also need to be rewarded appropriately for the services they render. Due to the fact that the index was learner centered and learners could not be linked to a specific teacher, teacher attributes were not considered in the construction of the index.

Alkire-Foster's method of Multidimensional Poverty Analysis

The Alkire and Foster (AF) methodology is a general framework for measuring multidimensional poverty, although it is also suitable for measuring other phenomena (OECD 2005, Akire, S. & Roche, J.M. 2012). Even though there are several other methods in use, it was selected for this study because of its ease of use, its production of both the incidence and intensity of deprivation indicators and the fact that it has already been used by Statistics South Africa for the development of the South African Multi-dimensional Poverty Index (SAMPI). With the AF method, many key decisions are left to the user. These include the selection of the purpose, space, unit of analysis, dimensions, deprivation cutoffs (to determine when a person is deprived in a dimension), weights or values (to indicate the relative importance of the different deprivations), and poverty cutoff (to determine when a person has enough deprivations to be considered to be poor). The AF methodology for measuring multidimensional poverty consists of identification and an aggregation method and identifies people as poor using a 'dual-cutoff' counting method. The fundamental step of deciding who is poor is identification. It entails counting the number of dimensions in which people suffer deprivation; the number of dimensions in which they fall below the threshold. A counting approach to identify the poor can be broken down into the following steps:

1. Defining a set of relevant indicators;
2. Defining a threshold of satisfaction (deprivation cutoff) for each indicator such that if the person does not reach it, the person is considered deprived;
3. Creating binary deprivation scores for each person in each indicator, where 1 is being deprived and 0 is non-deprived;
4. Assigning a weight or deprivation value to each considered indicator;
5. Producing a deprivation score by taking weighted sum of deprivations (the number of deprivations, if equally weighted); and
6. Setting a threshold score of poverty (or poverty cutoff) such that if the person has a deprivation score at or above the threshold, the person is considered poor.

Analysis of the learner domain

The learner should be the focus of the learning and teaching environment and must take and pass certain subjects and participate in some sporting activities. Schools must also conform to a minimum set of criteria in-so-far as infrastructure and services are concerned. The indices developed for this study were therefore constructed around the learners and their learning environments as informed by the ECLECS-2013 datasets for school managers and learners. Indicator choices were informed by policies in relation to facilities and learning environments, but also by a study of patterns in the data and discussions with educators and officials of the DBE.

The national policy pertaining to the programme and promotion requirements of the national curriculum statement for Grades R–12 indicated that at least three subjects stand out across all four education phases:

- Home Language and First Additional Language;
- Mathematics or Mathematical Literacy; and
- Life Skills or Life Orientation.

Mathematical Literacy is taken at the FET phase. Life Skills as a subject is taken at the Foundation and Intermediate phases and Life Orientation is taken at the Senior and FET phases. As a result, enrolment for these subjects will play a significant role in the selection of indicators. The unit of analysis under this domain is a learner.

Tables 2.1 and 2.2 summarise the indicators identified for the foundation, intermediate, senior and FET phase. The total weights allocated to each dimension is provided in this table, but more detailed weights at indicator level can be found in Appendix B. In Chapter 6, where the actual index values are provided, a more detailed explanation will be given for the selection of domains and indicators.

Table 2.1: List of learning environment deprivation index indicators/dimensions for the foundation and intermediate educational phase learners with their allocated weights

Dimension	Total weight for dimension	Foundation phase Indicator	Intermediate phase Indicator
Age	0,125	Age > 9	Age > 12
Subjects	0,125	Not taking Mathematics	Not taking Mathematics
		Not taking Life skills	Not taking Life skills
		Not taking any language as a subject	Not taking Home Language and first additional language as subjects
		Taking less than 7 subjects including compulsory subjects	Not taking NST
			Not taking social sciences
			Taking less than 5 subjects including compulsory subjects
Learner-class ratio	0,125	Grade R class ratio > 30 learners per class	Grade 4 class ratio > 40 learners per class
		Grade 1 class ratio > 40 learners per class	Grade 5 class ratio > 40 learners per class
		Grade 2 class ratio >40 learners per class	Grade 6 class ratio >40 learners per class
		Grade 3 class ratio >40 learners per class	
Home language	0,125	Not using Home language as language of teaching and learning	Not using Home language as language of teaching and learning
Sport	0,125	Not taking part in any form of sport	Not taking part in any form of sport
Basic services	0,125	No gardener in school	No gardener in school
		No cleaner in school	No cleaner in school
		No admin clerk in school	No administrative clerk in school
		No security guard in school	No security guard in school
		No piped water in school	No piped water in school
		No toilet facility in school	No toilet facility in school
		No electricity in school	No electricity in school
Infrastructure	0,125	No internet facility	No internet facility
		No library	No library
		No administrative block	No administrative block
		No fencing	No computer laboratory
		No computer laboratory	No fencing
Financial contribution of SGB	0,125	No teachers paid by SGB	No teachers paid by SGB
Total Weight	1,000		

Table 2.2: List of learning environment deprivation index indicators/dimensions for the senior and FET educational phase learners with their allocated weights

Dimension	Total weight for dimension	Senior phase Indicator	FET phase Indicator
Age	0,125	Age > 15	Age > 18
Subjects	0,125	Not taking Mathematics	Not taking Mathematics
		Not taking Life skills	Not taking Life skills
		Not taking Home language and first additional language as subjects	Not taking languages
		Taking less than 7 subjects including compulsory subjects	Taking less than 7 subjects including compulsory subjects
Learner-class ratio	0,125	Grade 7 class ratio > 40 learners per class	Grade 10 class ratio > 40 learners per class
		Grade 8 class ratio > 40 learners per class	Grade 11 class ratio > 40 learners per class
		Grade 9 class ratio > 40 learners per class	Grade 12 class ratio > 40 learners per class
Home language	0,125	Not using Home language as language of teaching and learning	Not using Home language as language of teaching and learning
Sport	0,125	Participates but no interest	Participates but no interest
		Not taking part in any form of sport	Not taking part in any form of sport
Basic services	0,125	No gardener in school	No gardener in school
		No cleaner in school	No cleaner in school
		No administrative clerk in school	No administrative clerk in school
		No security guard in school	No security guard in school
		No piped water in school	No piped water in school
		No toilet facility in school	No toilet facility in school
		No electricity in school	No electricity in school
Infrastructure	0,125	No internet facility	No internet facility
		No library	No library
		No administrative block	No administrative block
		No science laboratory	No science laboratory
		No computer laboratory	No computer laboratory
Financial contribution of SGB	0,125	No teachers paid by SGB	No teachers paid by SGB
Total Weight	1,000		

Deprivation cutoffs per dimension and uncensored head count

The deprivation cutoff of each dimension is the minimum value or achievement Z_j considered necessary in the dimension. It is assumed that such values or levels are positive values. These minimum values are collected in the d-dimension vector: $Z = (Z_1,\ldots,Z_d)$.

When selecting a cutoff, a solely statistical solution is not feasible as other considerations such as the practical use of the index and the general distribution of the deprivation counts have to be taken into consideration as well. In this particular case it was found that if the standard of a third or more deprivations are used in order to determine whether a learner is deprived, more than 90% of all learners would be classified as deprived. However, if the cutoff was set to 50%

for each phase (i.e. if more than half of the indicators for a particular learner indicate deprivation), a much more realistic and practically useful picture emerged.

Data limitations

The ECLECS-2013 was meant to visit all the schools in Eastern Cape and enumerate all the learners, educators, school managers, and basic services and infrastructure that made up a school. Some schools could not be visited and not all learners and educators of schools visited were found at school and hence those who could not be found after four attempts were not enumerated. However, these represent a small percentage of the overall number of schools, learners and educators in the province and have a negligible impact on the overall conclusions of the study. The EMIS dataset from 2012 was used as a frame of schools with required information on data structure; and as such the 2012 EMIS dataset is used as a frame of reference when checking the validity and consistency of the EMIS codes in ECLECS-2013 datasets.

During the ECLECS a total of 5 556 school were enumerated as compared to 5 585 given by the SNAP data for the year 2012. The reason is because between the two survey periods, 13 schools were closed, while in the remaining 16 schools school managers were not numerated. Hence only 5 556 school managers, 57 028 educators and 1 738 154 learners were enumerated in total.

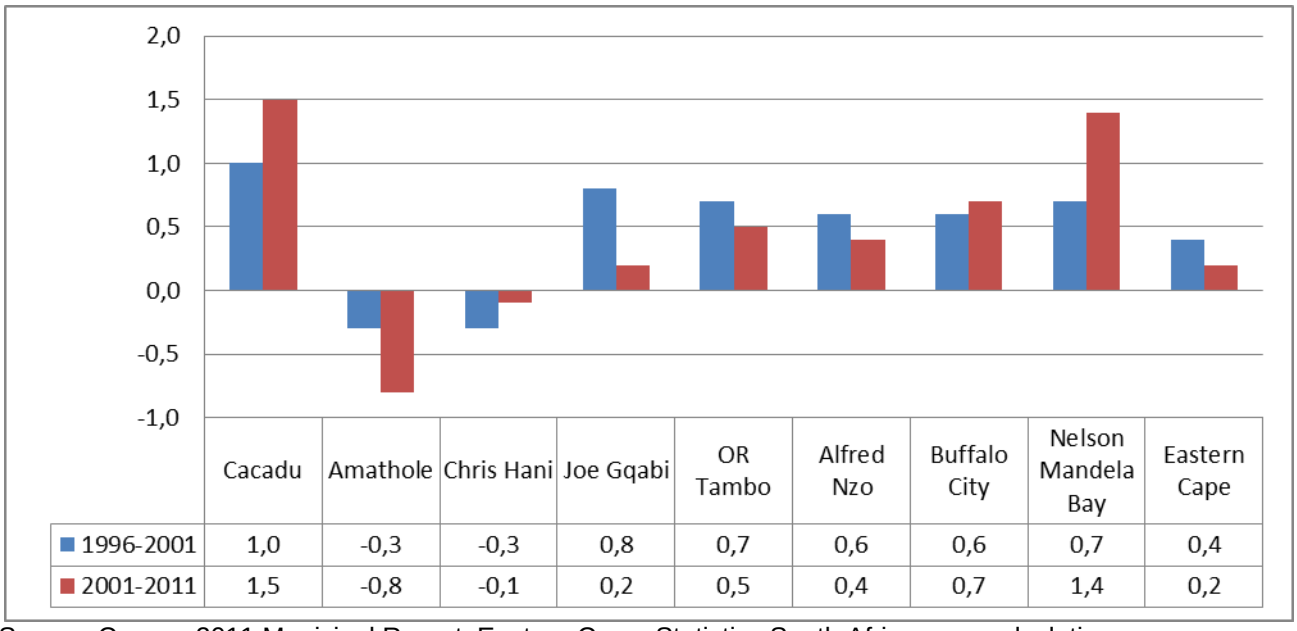
Chapter 3: Educational context

3.1 Introduction

Education is the most important activity that happens in a child's life. The full participation of the child in this activity is determined by the socio-economic conditions surrounding his/her upbringing. Education is considered as a key method for the poor to find opportunities to transform their economic circumstances. Hence improving the quality of and access to education has the potential to increase equality of opportunity for all citizens. In the past 20 years, the South African government has endorsed better social mobility by promoting access to equal education. The various acts and legislations provide for a uniform education system in the country and governance and funding of all schools according to the specific needs of the provinces. Government has made specific efforts in introducing policies that support vulnerable learners and that can reduce the barriers to learning. Such programmes include free schooling, school nutrition and the child support grant. This chapter focuses on recent and past demographic characteristics of the province and the family support structure of the children in the province including their living arrangements. The chapter will also assess the impact of some of the government social programmes in the lives of learners residing in the Eastern Cape.

3.2 The demographic imperatives

Figure 3.1: Annual population growth rates by district municipality, 1996-2001 and 2001-2011



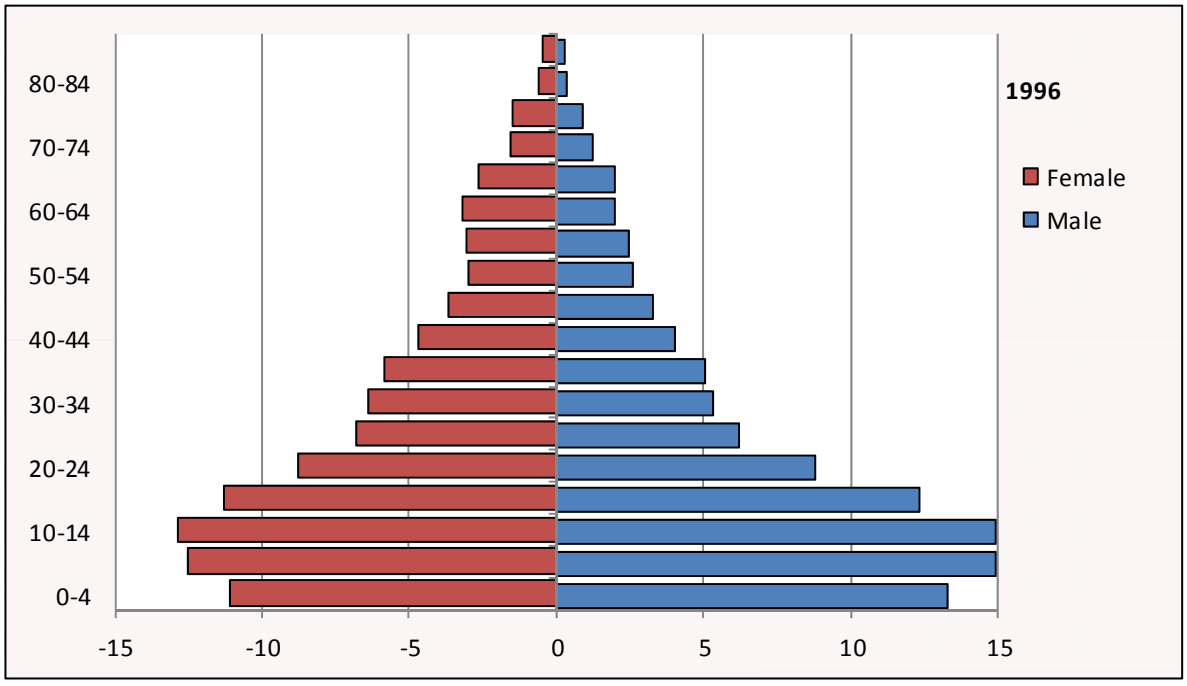
	Cacadu	Amathole	Chris Hani	Joe Gqabi	OR Tambo	Alfred Nzo	Buffalo City	Nelson Mandela Bay	Eastern Cape
1996-2001	1,0	-0,3	-0,3	0,8	0,7	0,6	0,6	0,7	0,4
2001-2011	1,5	-0,8	-0,1	0,2	0,5	0,4	0,7	1,4	0,2

Source: Census 2011 Municipal Report: Eastern Cape, Statistics South Africa, own calculations

The Eastern Cape is one of the provinces in the country with the slowest population growth rates. Between 1996 and 2001, the provincial population growth rates were estimated at 0,4% and this decreased to 0,2% between 2001 and 2011. As a result, the province experienced a noticeable decline in the share of the total population from 15,1% in 1996 to 12,7% in 2011. These low growth rates can partially be attributed to negative net migration figures, meaning

that more people have migrated out of the province than have moved in over time. According to census 2011, 436 466 individuals left the province and only 158 205 individuals came into the province. The province also accounts for the largest number of life-time migrants, individuals who left their province of birth to settle in other provinces. According to census 2011, almost two million individuals had left the Eastern Cape to settle elsewhere in the country, the majority choosing to settle in Western Cape (887 871) followed by Gauteng (528 399). During the last inter-censal period, the highest population growth rates were observed in Cacadu district (1,5%) and Nelson Mandela Bay district (1,4%). The rest of the districts either remained unchanged or experienced a decline in growth with Amathole district experiencing the biggest decline in population growth rates during the 2001–2011 period.

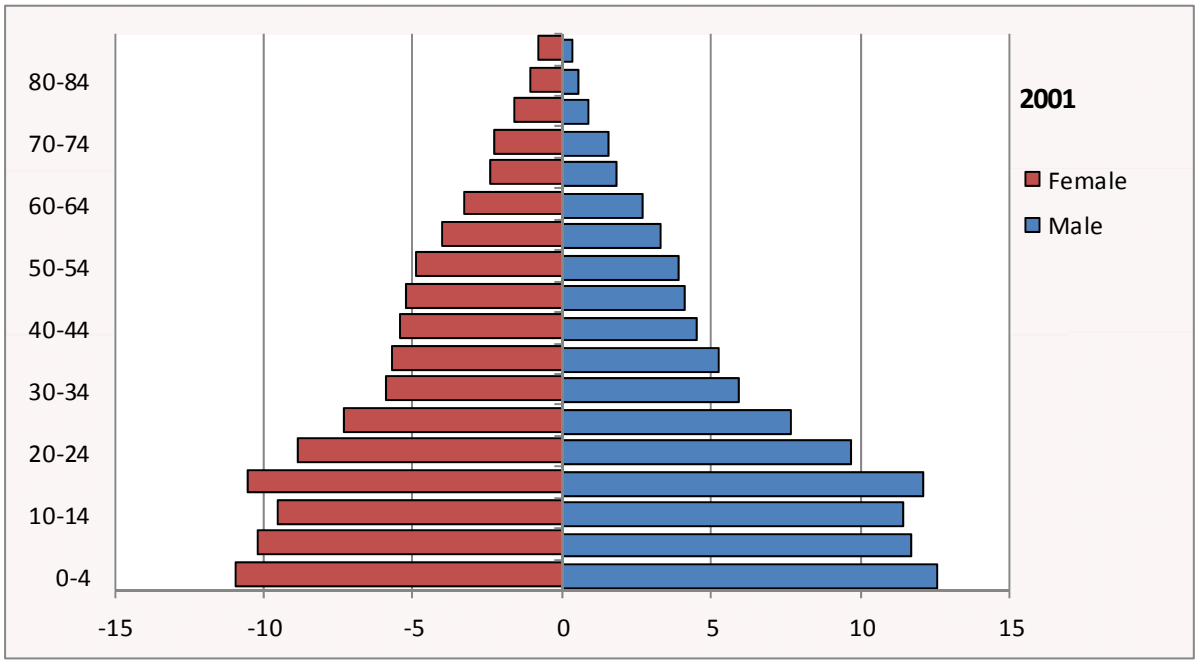
Figure 3.2: Distribution of the population by age and sex, Eastern Cape, 1996



Source: Census 1996

Eastern Cape has the second largest proportion of females to males, following Limpopo. The age - sex distribution in 1996 shows a relatively higher proportion of males compared to females among the child population. The proportions even out among the age groups 20 - 24; and among the population aged 25 and older relatively more females are observed compared to males. The narrow bottom of the age pyramid also explains the low birth rate within the province.

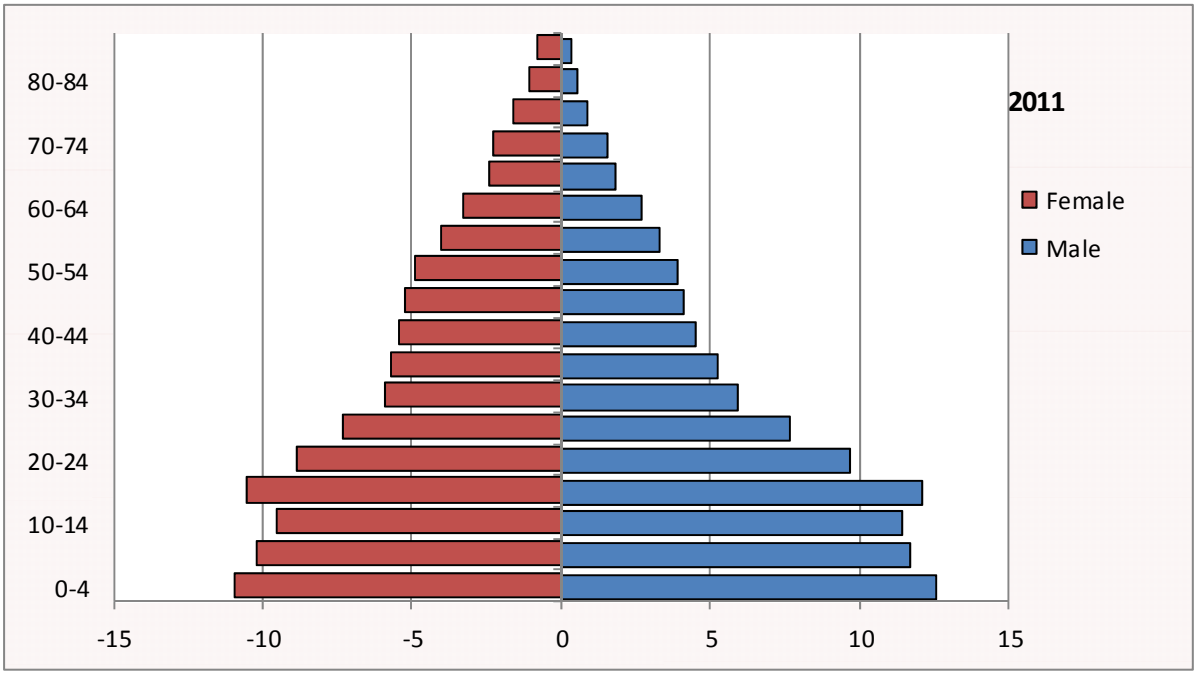
Figure 3.3: Distribution of the population by age and sex, Eastern Cape, 2001



Source: Census 2001

The age pyramid for 2001 shows a change in the distribution of the population from 1996 with a reduced proportion of children aged 0 - 19 for both males and females. The bulge in the age groups 15 - 19 seems to be the result of the higher proportion of children in those age cohorts observed in the 1996 population.

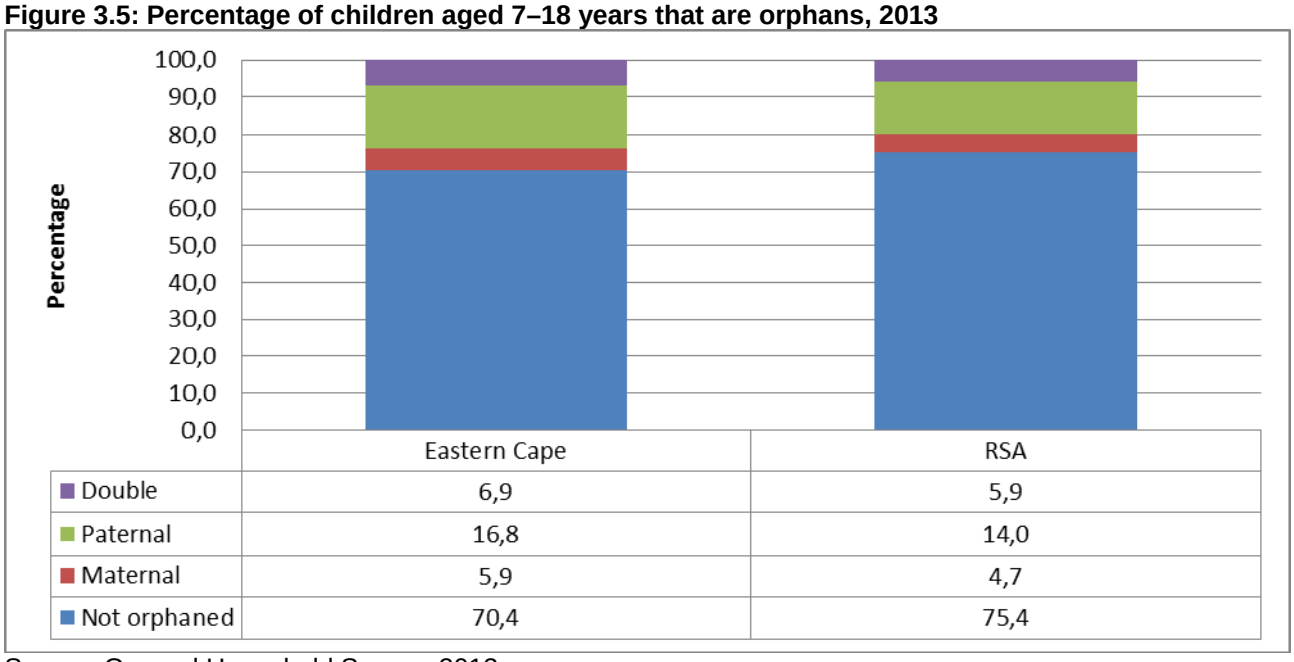
Figure 3.4: **Distribution of the population by age and sex, Eastern Cape, 2011**



Source: Census 2011

The population distribution remained largely unchanged between 2001 and 2011. The narrow base of the pyramid shows the lower proportion of children aged 0–14 in 2011 which could be the result of low birth rates in the province and a high outmigration of families with young children.

Figure 3.5: Percentage of children aged 7–18 years that are orphans, 2013

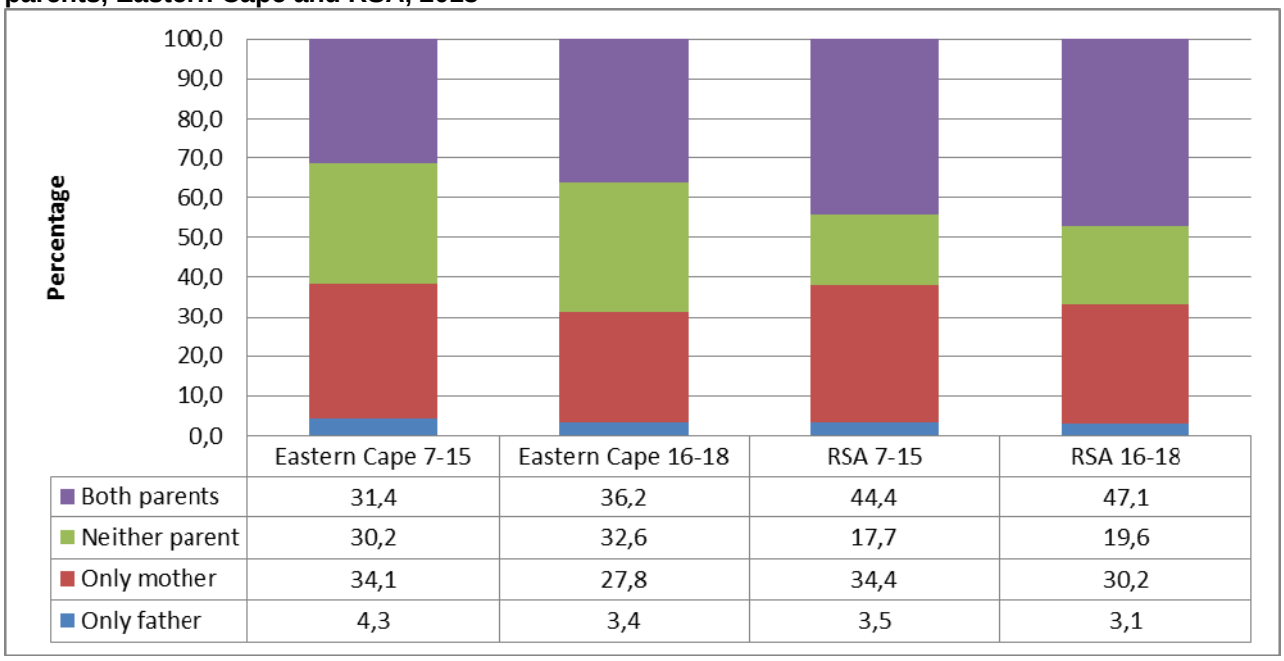


	Eastern Cape	RSA
Double	6,9	5,9
Paternal	16,8	14,0
Maternal	5,9	4,7
Not orphaned	70,4	75,4

Source: General Household Survey, 2013

Children in Eastern Cape are marginally more likely to be double orphaned as compared to the total number of children in the country with approximately 7% of children in Eastern Cape reported to be in this category in 2013. In total, 22,7% of children aged 7–18 in Eastern Cape had lost either one of their parents, compared to 18,7% at national level suggesting once more a higher percentage of maternal/paternal orphan-hood rate for the province. However paternal orphan-hood is much higher compared to maternal orphan-hood (16,8% and 5,9% respectively) and are equivalent to national trends. Seven out of ten children in both Eastern Cape and South Africa are not orphans.

Figure 3.6: Percentage of children aged 7 - 15 and 16 - 18 living with one, both or none of their biological parents, Eastern Cape and RSA, 2013

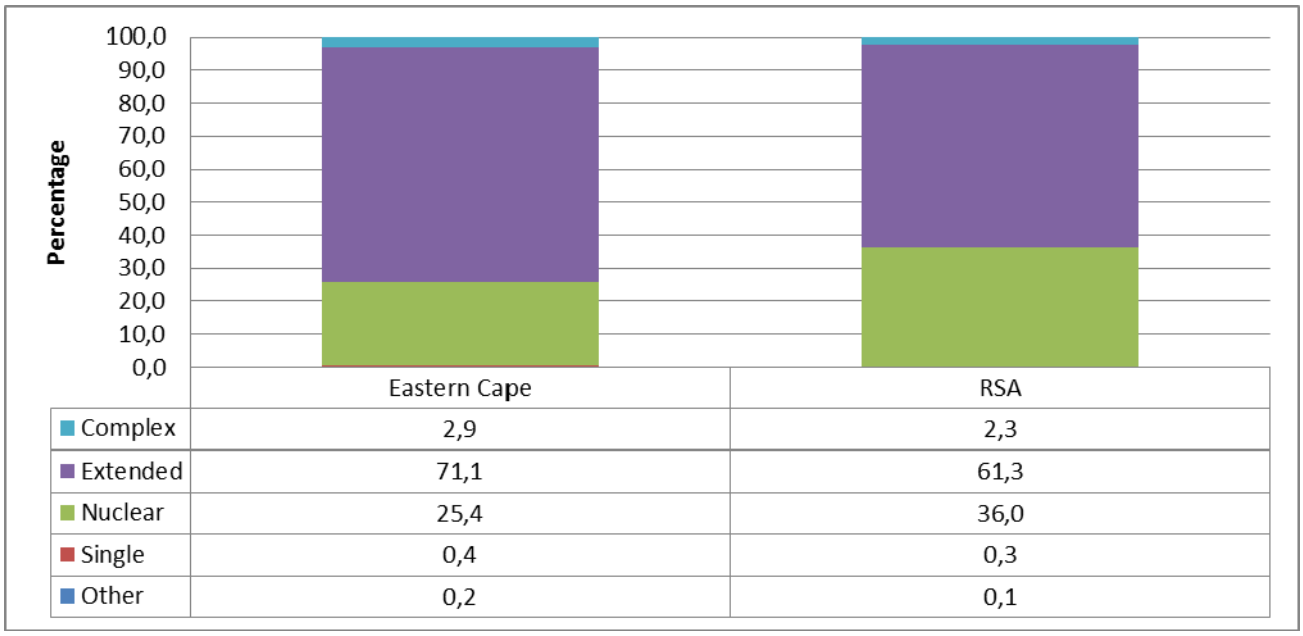


	Eastern Cape 7-15	Eastern Cape 16-18	RSA 7-15	RSA 16-18
Both parents	31,4	36,2	44,4	47,1
Neither parent	30,2	32,6	17,7	19,6
Only mother	34,1	27,8	34,4	30,2
Only father	4,3	3,4	3,5	3,1

Source: General Household Survey, 2013

A large percentage of learners in Eastern Cape aged 7 - 15 (30%) are more likely to live with neither of their biological parents compared to 18% in the country as a whole. Approximately one third of learners in the age group 16 - 18 also do not live with either of their biological parents.

Figure 3.7: Percentage of children aged 7–18 living in different household types, Eastern Cape and RSA, 2013

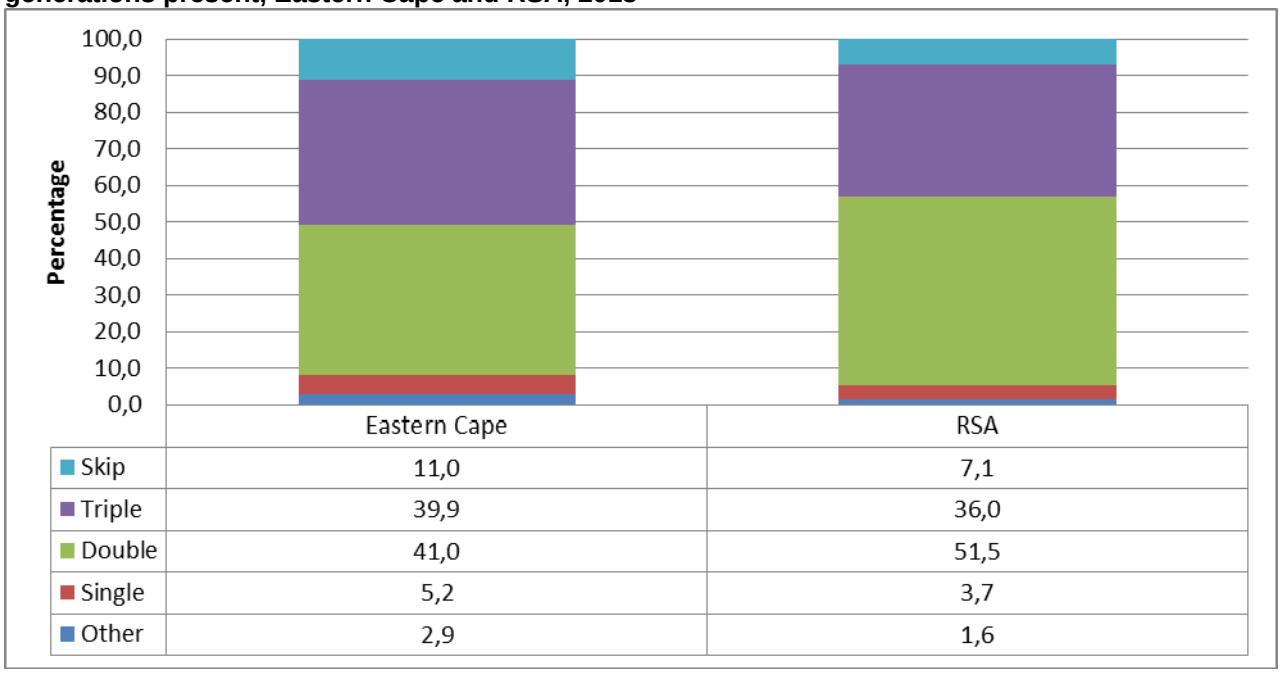


	Eastern Cape	RSA
Complex	2,9	2,3
Extended	71,1	61,3
Nuclear	25,4	36,0
Single	0,4	0,3
Other	0,2	0,1

Source: General Household Survey 2013

Most children aged 7 - 18 in the Eastern Cape live in extended household types (71%). Such household types consist of the heads of the household, their spouses, their children and other relatives. Approximately a quarter of the learners in the province live in nuclear household types which consist of the two parents and children.

Figure 3.8: Percentage of children aged 7–18 living in households types classified according to the generations present, Eastern Cape and RSA, 2013



	Eastern Cape	RSA
Skip	11,0	7,1
Triple	39,9	36,0
Double	41,0	51,5
Single	5,2	3,7
Other	2,9	1,6

Source: General Household Survey 2013

In general, approximately 80% of children aged 7 - 18 in Eastern Cape and South Africa as a whole are living in intergenerational households. These are households that are composed of grand- and great-grandparents. Only 5,2% of children in the Eastern Cape live in single-generation households and 11% live in skip-generation households with their grandparents.

Table 3.1: Living arrangements of children aged 7–18 in relation to their biological parents, Eastern Cape and RSA, 2013

Region	Living Arrangement (percentage)					
	Sex	**Only father**	**Only mother**	**Both**	**Neither**	**Total**
Eastern Cape	Male	4,0	29,2	33,1	33,7	**618 663**
	Female	4,2	36,2	28,3	31,3	**601 757**
	Total	**4,1**	**32,7**	**30,7**	**32,5**	**1 220 420**
RSA	Male	4,0	34,1	32,9	29,1	**6 112 928**
	Female	3,7	36,1	32,3	27,9	**6 068 075**
	Total	**3,9**	**35,1**	**32,6**	**28,5**	**12 181 003**

Source: General Household Survey, 2013

Table 3.1 explains the living arrangements of the children in relation to their biological parents. A third of the children (29,2%) in the Eastern Cape aged 7 - 18 will most likely live with only their biological mothers compared to 4% who only live with their biological fathers. Girls are more likely than boys to only live with their mothers, while boys in the Eastern Cape are more likely to live with both their parents than girls.

3.3 Social safety nets that impact children, their well-being and potentially on education

3.3.1 Introduction

South Africa has implemented a number of pro-poor policies since 1994 which have a direct impact on the well-being of children. The National Plan of Action for children was implemented since 1996 to mainstream child-centered policies and enhances the status given to children and to their care. The Bill of Rights in the South African Constitution guarantees that "the child's best interests are of paramount importance in every matter concerning the child". These rights were recognized to include "the rights to life, survival and development" which can broadly be translated in various policies such as promoting healthy lives, access to quality education, protection from abuse, exploitation and violence[1]. In response to these goals, several social safety nets were introduced:

Safety nets with a direct impact:

- School nutrition programme (the right to access sufficient food)
- School fee exemption policy (the right to education)
- Child support grant (the right to social security)

Safety nets with an indirect impact:

- Free basic water (the right to water)
- Free primary health care (the right to health care services)
- Housing subsidy scheme (the right to basic shelter and housing)

3.3.2 The school nutrition programme

The National School Nutrition Programme (NSNP) is implemented by the Department of Basic Education under the Care and Support for Teaching and Learning programme and in cooperation and close collaboration with the Provincial Education Departments (PEDs). The programme is aimed at effectively addressing hunger and malnutrition as barriers to learning and to optimise the participation of children in education. The NSNP[2] is based on three pillars viz. school feeding where meals are provided on all school days; nutrition education which promotes healthy lifestyles among learners and school communities and; school food gardens which promote food production, teaching schools on how to grow food.

Although the programme has been in existence for close to 20 years and initially was only intended to benefit learners from targeted primary schools it has now expanded to include some secondary and special schools.

[1] National Plan of Action for Children in South Africa 2012-2017
[2] Department of Basic Education, The Best of the National School Nutrition Programme

The programme is funded through a conditional grant that is transferred to PEDs in accordance to relevant Acts and Policies as well as the NSNP conditional grant framework which specify, amongst others, the following minimum feeding requirements[3]:

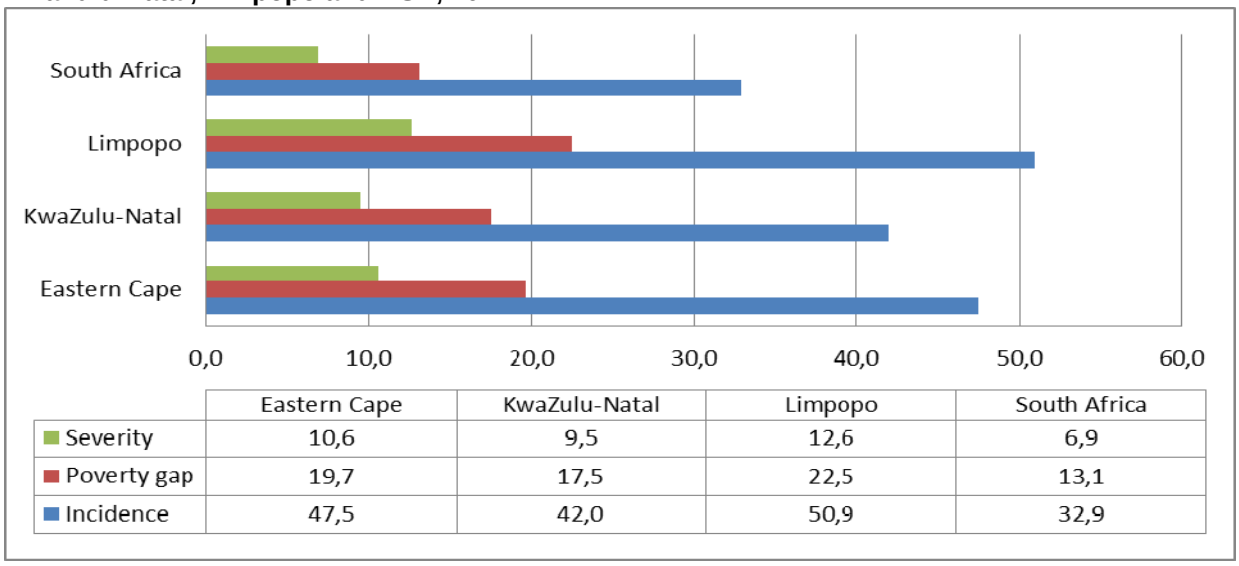
- Provision of nutritious meals to all learners in quintile 1 - 3 primary and secondary schools as well as identified special schools on all school days.
- Provision of food at a pre-determined fixed cost per meal per learner per day.
- Compliance with recommended food specifications and approved menu.

The programme has the following implementation rules[4]:

- Learners receive food on all school days.
- Food is served by 10:00 am. Where a breakfast is served before the school starts, the main meal may be served later.
- Learners eat in a clean environment.
- Food is cooked by unemployed members of the community referred to as volunteer food handlers and appointed by the school governing body.
- The schools are encouraged to have a food garden that can be used to supplement meals.

The school nutrition programme is also part of government's broader poverty alleviation drive and ensures that children living in poor areas are fed healthy meals daily. The Eastern Cape is one of the provinces with a relatively large number of poor households who would most likely benefit from the programme.

Figure 3.9: Poverty incidence, poverty gap and severity of poverty of households in the Eastern Cape, KwaZulu-Natal, Limpopo and RSA, 2011



	Eastern Cape	KwaZulu-Natal	Limpopo	South Africa
Severity	10,6	9,5	12,6	6,9
Poverty gap	19,7	17,5	22,5	13,1
Incidence	47,5	42,0	50,9	32,9

Source: Poverty Trends in South Africa, Statistics South Africa 2014

[3] Department of Basic Education, The Best of the National School Nutrition Programme
[4] NSNP questions and answers, Department of Basic Education

In 2011, Eastern Cape had the second highest poverty levels with 47,5% of the households in that province living below the upper-bound poverty line; the poverty gap stood at 19,7% and the severity of poverty at 10,6%. The National Treasury determined the equitable share of the province for the NSNP programme to be the second highest behind KwaZulu-Natal[5].

Table 3.2: Conditional grant allocation by the National Treasury for NSNP in R'000

	2008/9	2009/10	2010/11	2011/12	2012/13	2013/14
Western Cape	71 109	112 548	173 318	227 433	244 784	260 538
Eastern Cape	339 816	486 695	702 936	845 166	903 644	949 162
Northern Cape	48 483	55 690	84 536	105 116	113 136	119 859
Free State	82 498	122 306	195 194	244 699	261 367	274 552
KwaZulu-Natal	376 435	555 917	855 285	1 070 013	1 151 644	1 206 190
North West	103 144	161 063	249 599	305 935	329 301	348 912
Gauteng	172 111	251 590	388 884	509 798	548 690	585 157
Mpumalanga	136 606	229 534	354 341	440 923	474 560	496 661
Limpopo	252 901	419 185	659 233	829 669	879 338	932 050
Total	**1 583 103**	**2 394 528**	**3 663 326**	**4 578 752**	**4 906 464**	**5 173 081**

Source: Government Gazette 1 April 2008: National School Nutrition Programme Grant

Total government spending on NSNP has increased by more than threefold from 1,6 billion in 2008/9 to 5,2 billion in 2013/14. The largest increases were in the Western Cape, Mpumalanga and Limpopo. However, the distribution of the grant between the provinces remained almost fixed over the years with only a slight variation between 2008/9 and 2013/14.

Table 3.3: The change in the distribution of the conditional grants from 2008/9 to 2013/14

	2008/9	2013/14	Percentage change
Western Cape	4,5	5,0	0,5
Eastern Cape	21,5	18,3	-3,1
Northern Cape	3,1	2,3	-0,7
Free State	5,2	5,3	0,1
KwaZulu-Natal	23,8	23,3	-0,5
North West	6,5	6,7	0,2
Gauteng	10,9	11,3	0,4
Mpumalanga	8,6	9,6	1,0
Limpopo	16,0	18,0	2,0
Total	**100,0**	**100,0**	

Source: Government Gazette 1 April 2008: National School Nutrition Programme Grant

[5] National Treasury, Division of Revenue Act, 2008

The table shows that the Eastern Cape experienced the highest loss in conditional grant allocation between 2008/9 and 2013/14 while Limpopo and Mpumalanga mainly gained from the re-distribution of the allocation. However KwaZulu-Natal remained the highest beneficiary province with Limpopo and the Eastern Cape ranked second in the allocation of the conditional grant earmarked for the NSNP.

In the 2012/2013 financial year, the Eastern Cape Department of Education had a budget of R4,9 billion for the NSNP programme. The cost of feeding learners was fixed at R2,45 for primary and special school learners and R3,36 for secondary school learners. This includes food cooking costs as well as payment made to volunteer food handlers. However, that period was also the period where a collapse in service delivery in 2011 around NSNP and the other programmes especially in the supply and distribution of school supplies such as books and stationary in the province prompted government to put the provincial department under the administration of the National Department of Basic Education and the National Treasury.

Table 3.4: Number of learners and schools benefiting from the NSNP in Eastern Cape (2009–2013)

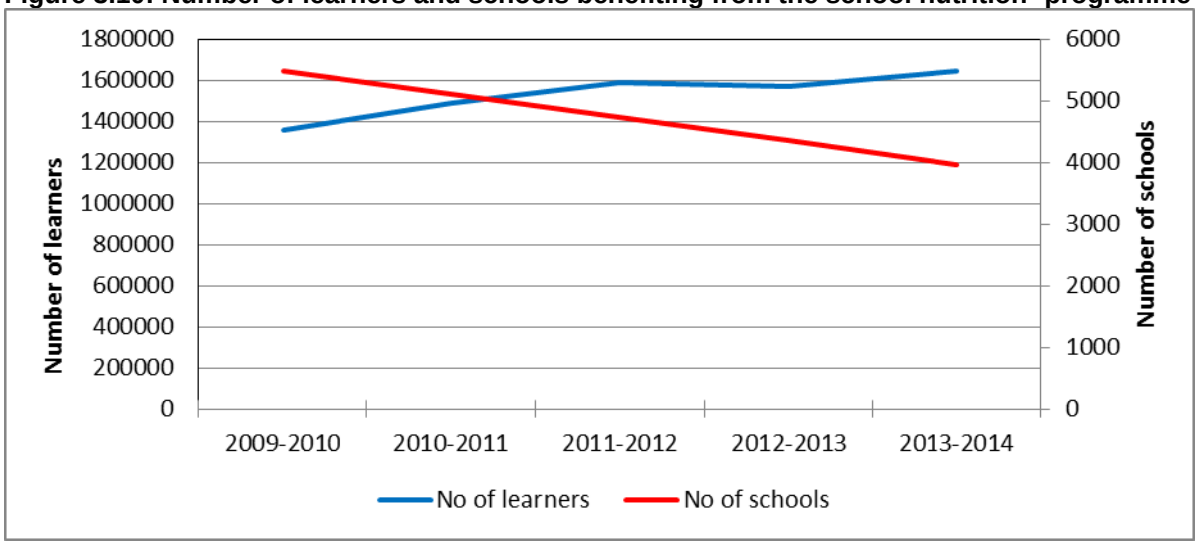
Period	No. of learners	No. of schools
2009–2010	1 355 689	5 491
2010–2011	1 486 502	Not specified [6]
2011–2012	1 589 104	4 730
2012–2013	1 571 580	Not specified
2013–2014	1 646 142	3 968

Source: NSNP annual reports: 2009/2010, 2011/2012, 2013/2014 and Eastern Cape PED annual reports: 2010/2011 and 2012/2013

The NSNP reached 1,6 million learners in 2012/2013 although the target set for the financial year was 1,7 million learners. The deviation from the target was the result of closure of some schools during the process of rationalising schools. This led to the transfers of some of the learners to non-qualifying schools. The programme is expected to target public schools in quintiles 1, 2 and 3 (Grades R–12 in the first two quintiles and Grades R–7 in quintile 3) and is expected to cover all school days.

[6] The NSNP was temporarily suspended during the period January to March 2011

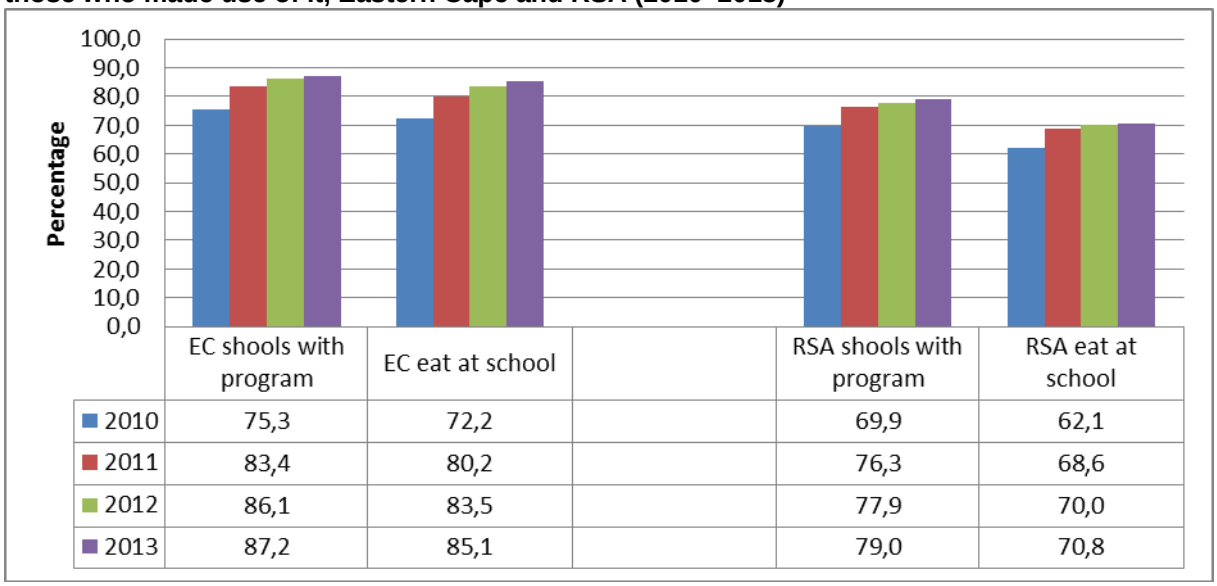
Figure 3.10: Number of learners and schools benefiting from the school nutrition[7] programme (2009–2013)



Source: NSNP annual reports: 2009/2010, 2011/2012, 2013/2014 and Eastern Cape PED annual reports: 2010/2011 and 2012/2013

The Eastern Cape Province continued to be under special administration throughout the 2012/13 financial year. This had a positive effect on the implementation of the NSNP with for example the establishment and sustaining of school vegetable gardens. The Eastern Cape Department of Education reported the establishment of 1 881 vegetable gardens within the province and these are maintained with the assistance and support of various stakeholders. The province also held annual school garden competitions.

Figure 3.11: Percentage of learners attending schools with a nutrition programme and the percentage of those who made use of it, Eastern Cape and RSA (2010–2013)



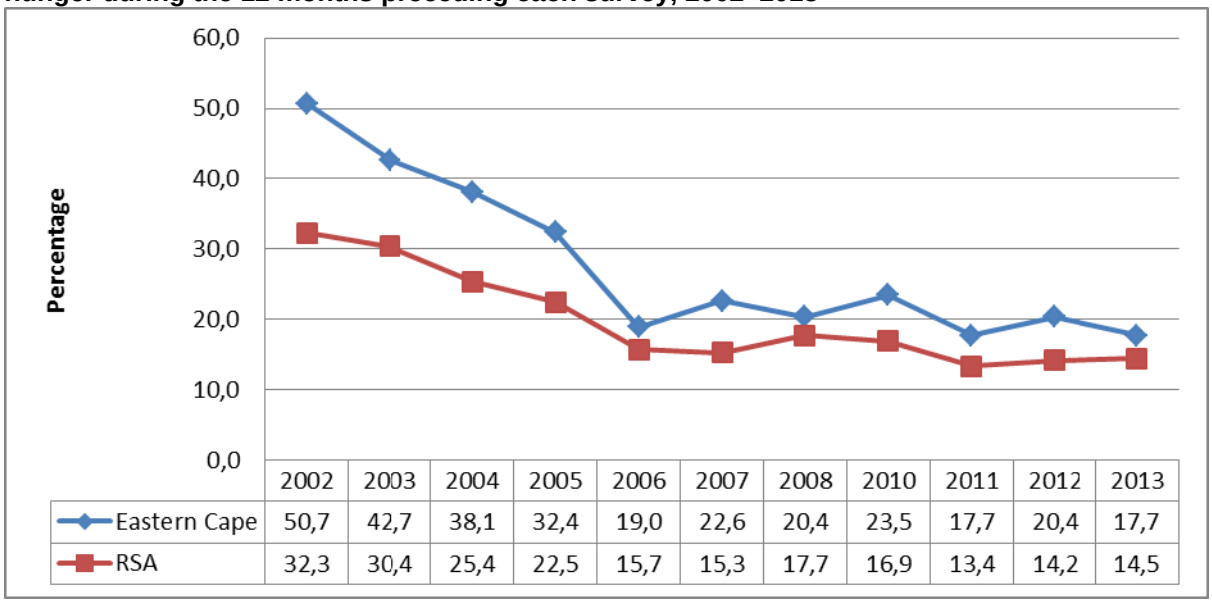
	EC shools with program	EC eat at school		RSA shools with program	RSA eat at school
2010	75,3	72,2		69,9	62,1
2011	83,4	80,2		76,3	68,6
2012	86,1	83,5		77,9	70,0
2013	87,2	85,1		79,0	70,8

Source: General Household Survey 2010-2013

[7] For the purpose of the graph, we assumed that the number of schools will remain the same as the preceding year

The percentage of schools that benefit from the NSNP has increased by 11,9 percentage points between 2010 and 2013 in Eastern Cape. As a result, there is an increase in learners who make use of it, 12,9% between 2010 and 2013. There is also progress made nationally in the percentage of schools that benefit from NSNP and learners who actually make use of it, even though the progress was less than the one made in Eastern Cape alone. Approximately 30% of learners in South Africa did not make use of the NSNP given that approximately 80% of the total public schools in the country benefited from the programme.

Figure 3.12: Percentage of individuals attending school who live in households where adults experienced hunger during the 12 months preceding each survey, 2002–2013

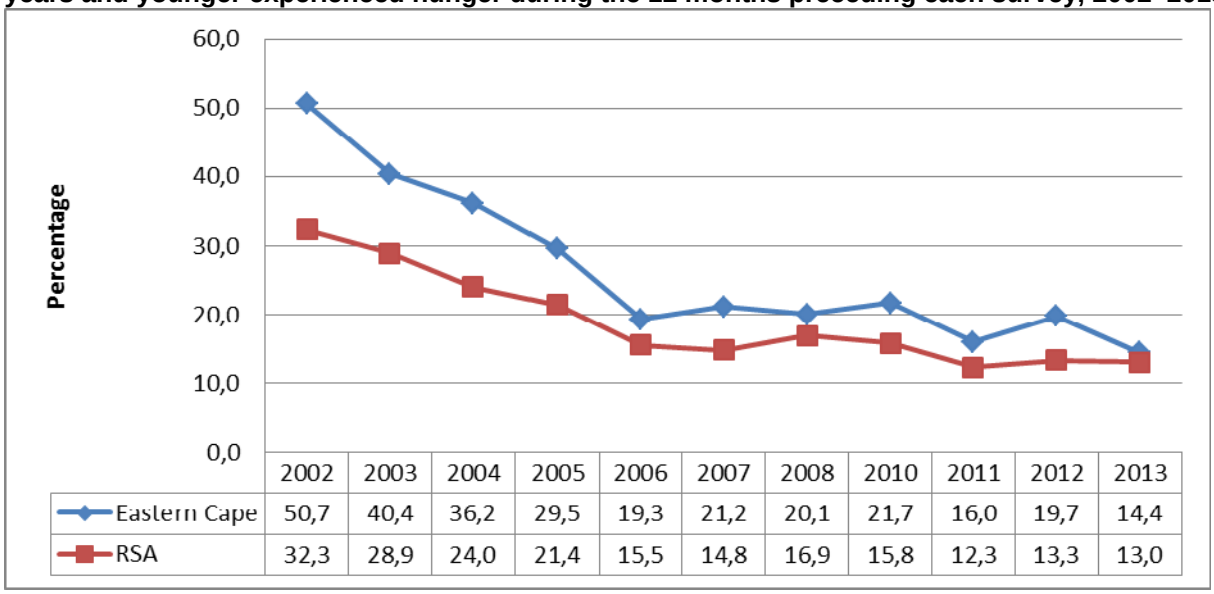


	2002	2003	2004	2005	2006	2007	2008	2010	2011	2012	2013
Eastern Cape	50,7	42,7	38,1	32,4	19,0	22,6	20,4	23,5	17,7	20,4	17,7
RSA	32,3	30,4	25,4	22,5	15,7	15,3	17,7	16,9	13,4	14,2	14,5

Source: General Household Survey 2002-2013

When considering the number of adults that experienced hunger, Eastern Cape has made significant progress in decreasing the number of households where adults experienced hunger (33 percentage points between 2002 and 2013). The progress was also encountered in the country as a whole with a decrease of 17,5 percentage points for households where adults experienced hunger.

Figure 3.13: Percentage of individuals attending school who live in households where children aged 17 years and younger experienced hunger during the 12 months preceding each survey, 2002–2013



	2002	2003	2004	2005	2006	2007	2008	2010	2011	2012	2013
Eastern Cape	50,7	40,4	36,2	29,5	19,3	21,2	20,1	21,7	16,0	19,7	14,4
RSA	32,3	28,9	24,0	21,4	15,5	14,8	16,9	15,8	12,3	13,3	13,0

Source: General Household Survey 2002-2013

Overall, there has been a steady decline in the percentage of learners who live in households where children aged younger than 17 years experienced hunger during the previous 12 months. In Eastern Cape, there has been a great improvement in combatting hunger amongst households with children aged 17 years and younger who attend school, i.e. a decline of 36,3 percentage points between 2002 and 2013. However, there has been a slight increase between 2011 and 2012 in Eastern Cape. South Africa made progress in the decline of the percentage of learners who live in households where children aged younger than 17 years experienced hunger during the previous 12 months. The decrease amounted to 19,3 percentage points between 2002 and 2013.

3.3.3 Pro-poor education support

The South African black African population were facing poverty challenges during the apartheid era and are still faced by poverty even in the post-apartheid years. Thus, the poverty encountered has been impacting the lives of many children at school. Learners who experienced poverty have a higher likelihood to drop out due to the fee associated with their education. Hence the South African government has introduced two programmes aimed at reducing the direct costs of education for disadvantaged families. These programmes were:

- The fee exemption policy,
- No fee schools policy.

The exemption from payment of school fees is a mechanism government has put in place to assist parents to access quality education for their children, irrespective of their background or financial constraints. In this regard, exemptions need to be calculated in the beginning of the year to enable the School Governing Body (SGB) to assess applications of different parents to see if they qualify or not.

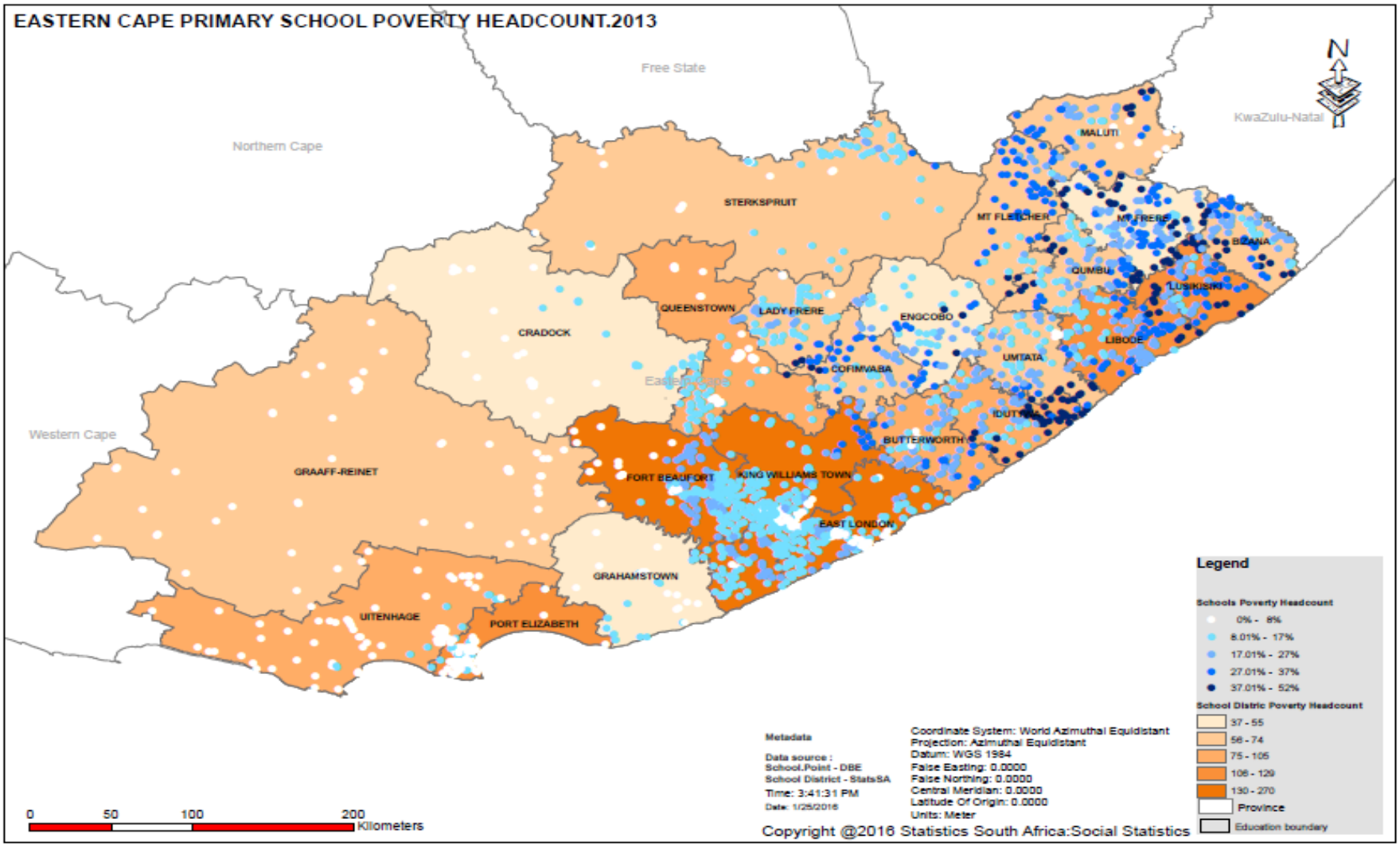
It is the responsibility of any public school to explain the process of applying for partial or full exemption from paying school fees. The SGB is then responsible for giving feedback to respective applicants within seven days. Furthermore, schools are not allowed to charge school fees for orphans.

The “No Fee” School Policy was adopted in 2006 and gives the Minister of Education the power to exempt certain schools from charging fees. These schools would be those declared as the poorest measured by the socio-economics circumstances of the surrounding community. Schools in quintile 1 and quintile 2 were then declared no fee schools as of 2007.

In 2008, the “No Fee” School Policy benefited approximately 5 million learners and 14 264 schools in South Africa. At the time, there were 1 206 316 learners and 3 739 schools that benefited from the “No Fee” School Policy in Eastern Cape (OECD 2008).

Maps 3.1 and 3.2 show the poverty headcounts in percentage as measured through SAMPI and associated with the wards in which primary and secondary schools are situated. Schools in the more densely populated districts in the north east of the province are more likely to be classified as poor than those situated in the west and south west.

Map 3.1: Poverty head count (in percentage) for primary schools



Map 3.2: Poverty head count (in percentage) for secondary schools

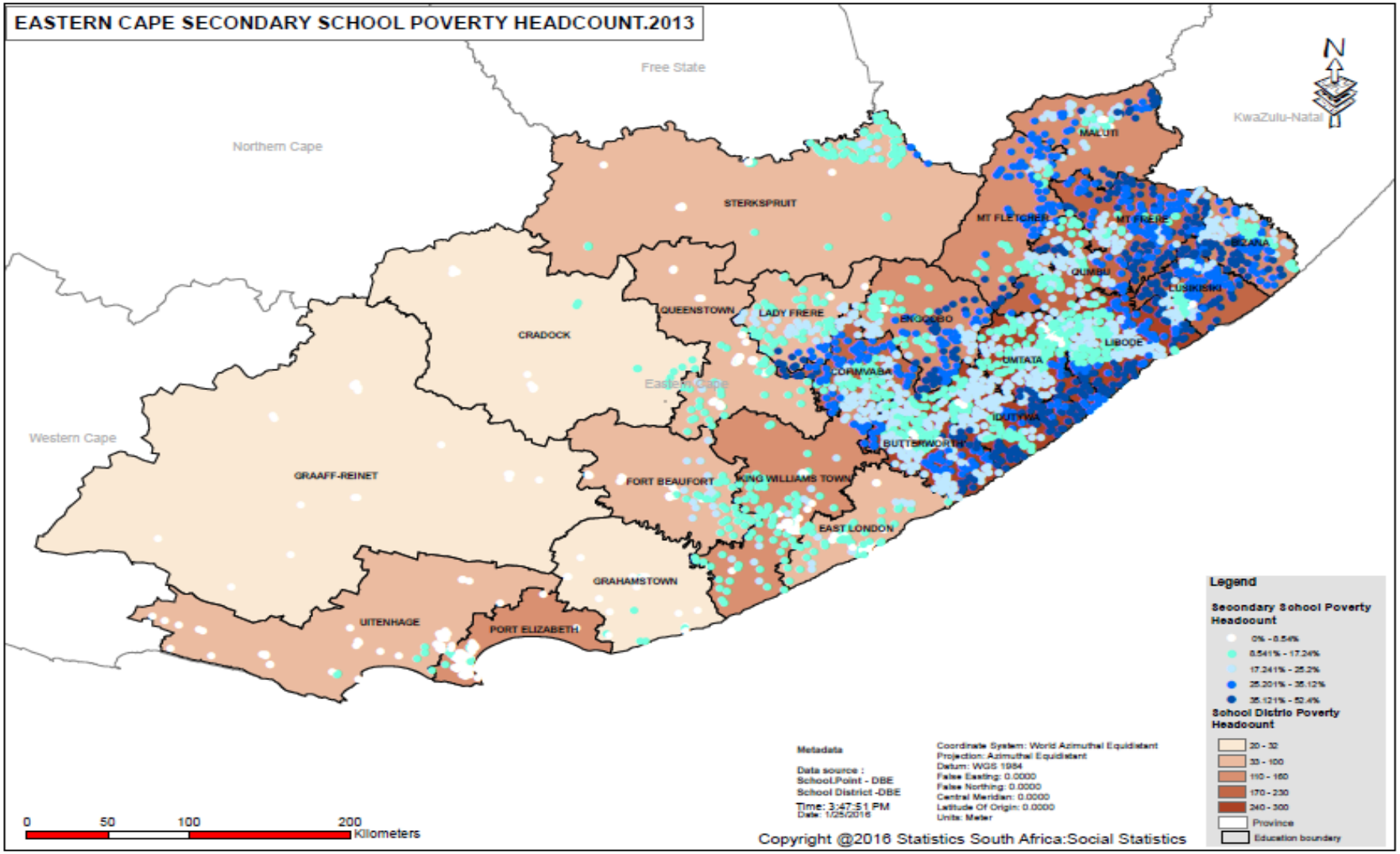


Table 3.5: Key SAMPI statistics per education district and percentage for primary schools with feeder areas below poverty line

Education District	Number of schools included in analysis[8]	Statistics	Headcount for districts: % households in feeder ward who suffer from a third or more deprivations	Intensity: % indicators in index for which households in feeder ward are deprived	SAMPI for feeder wards[9]
Butterworth	90	Min	7,9	39,0	0,031
		Max	37,0	47,3	0,152
		Mean	21,9	41,2	0,090
		STD	7,5	1,4	0,030
Cofimvaba	64	Min	11,2	39,2	0,045
		Max	40,8	42,7	0,163
		Mean	25,5	41,1	0,105
		STD	8,0	0,8	0,033
Cradock	61	Min	0,2	36,8	0,001
		Max	14,7	42,7	0,060
		Mean	7,2	40,9	0,030
		STD	4,7	1,4	0,019
Dutywa	86	Min	11,6	38,5	0,049
		Max	46,0	43,1	0,198
		Mean	29,0	40,9	0,119
		STD	12,6	1,2	0,052
East London	204	Min	0,0	39,3	0,000
		Max	24,6	47,4	0,106
		Mean	10,2	43,0	0,044
		STD	6,2	1,6	0,026
Fort Beaufort	183	Min	3,2	39,6	0,014
		Max	25,0	43,3	0,104
		Mean	15,8	41,4	0,065
		STD	5,9	0,9	0,025
Graaff-Reinet	61	Min	1,6	38,3	0,006
		Max	6,8	44,6	0,028
		Mean	4,2	40,6	0,017
		STD	1,9	1,8	0,007
Grahamstown	44	Min	0,3	35,2	0,001
		Max	11,5	45,1	0,048
		Mean	6,4	41,0	0,027
		STD	3,9	2,4	0,017
King Williams Town	285	Min	3,3	40,0	0,014
		Max	27,9	43,3	0,113
		Mean	13,2	41,5	0,055
		STD	4,7	0,7	0,020

[8] Schools with reliable GIS which could be linked with the education districts and ward-based SAMPI data.

[9] South African Multidimensional Poverty Index (SAMPI) is a composite index based on four dimensions: health, education, standard of living and economic activity. These four dimensions in turn are subdivided into 10 indicators.

Table 3.5: Key SAMPI statistics per education district and percentage for primary schools with feeder areas below poverty line (continue)

Education District	Number of schools included in analysis[10]	Statistics	Headcount for districts: % households in feeder ward who suffer from a third or more deprivations	Intensity: % indicators in index for which households in feeder ward are deprived	SAMPI for feeder wards[11]
Lady Frere	75	Min	6,8	40,4	0,029
		Max	30,7	43,5	0,128
		Mean	16,3	41,5	0,067
		STD	5,1	0,9	0,021
Libode	129	Min	9,1	39,1	0,039
		Max	49,3	44,1	0,208
		Mean	25,6	41,4	0,106
		STD	8,8	1,2	0,038
Lusikisiki	123	Min	11,6	39,6	0,047
		Max	51,5	44,9	0,216
		Mean	32,2	42,3	0,136
		STD	9,8	1,4	0,042
Maluti	69	Min	0,8	38,8	0,003
		Max	45,1	43,5	0,184
		Mean	23,9	41,6	0,100
		STD	10,7	1,2	0,045
Mbizana	68	Min	11,9	40,2	0,051
		Max	50,6	43,2	0,214
		Mean	27,4	41,8	0,115
		STD	9,5	0,8	0,039
Mt Fletcher	66	Min	9,3	39,5	0,040
		Max	45,6	43,3	0,186
		Mean	28,8	40,9	0,118
		STD	8,0	0,9	0,032
Mt Frere	56	Min	14,0	39,9	0,057
		Max	40,7	44,2	0,171
		Mean	28,0	42,3	0,119
		STD	9,2	1,0	0,039
Mthatha	69	Min	0,6	39,1	0,002
		Max	41,8	42,8	0,173
		Mean	21,5	41,2	0,089
		STD	10,1	0,9	0,041
Ngcobo	55	Min	3,7	40,0	0,016
		Max	52,4	43,6	0,222
		Mean	22,9	41,4	0,095
		STD	10,1	0,9	0,042

[10] Schools with reliable GIS which could be linked with the education districts and ward-based SAMPI data.

[11] South African Multidimensional Poverty Index (SAMPI) is a composite index based on four dimensions: health, education, standard of living and economic activity. These four dimensions in turn are subdivided into 10 indicators.

Table 3.5: Key SAMPI statistics per education district and percentage for primary schools with feeder areas below poverty line (conclude)

Education District	Number of schools included in analysis[12]	Statistics	Headcount for districts: % households in feeder ward who suffer from a third or more deprivations	Intensity: % indicators in index for which households in feeder ward are deprived	SAMPI for feeder wards[13]
Port Elizabeth	134	Min	0,0	36,4	0,000
		Max	14,3	48,2	0,066
		Mean	3,7	41,8	0,016
		STD	4,4	2,9	0,020
Queenstown	104	Min	1,5	37,2	0,006
		Max	17,4	46,3	0,071
		Mean	8,5	41,6	0,035
		STD	5,3	1,5	0,022
Qumbu	68	Min	11,5	39,8	0,048
		Max	44,3	44,8	0,181
		Mean	24,4	41,4	0,101
		STD	8,9	1,2	0,038
Sterkspruit	70	Min	2,7	39,8	0,011
		Max	28,5	45,3	0,115
		Mean	12,9	41,6	0,054
		STD	5,2	1,4	0,021
Uitenhage	107	Min	0,1	37,2	0,000
		Max	12,3	48,6	0,057
		Mean	4,8	41,3	0,020
		STD	2,9	2,1	0,012

Table 3.6: Key SAMPI statistics per education district and per percentage for intermediate, combined and secondary schools with feeder areas below poverty line

Education District	Number of schools included in analysis[14]	Statistics	Headcount for districts: % households in feeder ward who suffer from a third or more deprivations	Intensity: % indicators in index for which households in feeder ward are deprived	SAMPI for feeder wards[15]
Butterworth	303	Min	1,2	39,0	0,005
		Max	37,0	47,3	0,152
		Mean	21,6	41,2	0,089
		STD	7,8	1,1	0,031

[12] Schools with reliable GIS which could be linked with the education districts and ward-based SAMPI data.
[13] South African Multidimensional Poverty Index (SAMPI) is a composite index based on four dimensions: health, education, standard of living and economic activity. These four dimensions in turn are subdivided into 10 indicators.
[14] Schools with reliable GIS which could be linked with the education districts and ward-based SAMPI data.
[15] South African Multidimensional Poverty Index (SAMPI) is a composite index based on four dimensions: health, education, standard of living and economic activity. These four dimensions in turn are subdivided into 10 indicators.

Table 3.6: Key SAMPI statistics per education district and per percentage for intermediate, combined and secondary schools with feeder areas below poverty line (continue)

Education District	Number of schools included in analysis[16]	Statistics	Headcount for districts: % households in feeder ward who suffer from a third or more deprivations	Intensity: % indicators in index for which households in feeder ward are deprived	SAMPI for feeder wards[17]
Cofimvaba	212	Min	9,6	39,2	0,040
		Max	40,8	42,7	0,163
		Mean	24,2	41,2	0,100
		STD	7,7	0,8	0,031
Cradock	21	Min	0,2	36,8	0,001
		Max	14,7	42,7	0,060
		Mean	8,5	41,1	0,035
		STD	5,1	1,4	0,021
Dutywa	252	Min	7,7	38,5	0,032
		Max	46,0	43,1	0,198
		Mean	25,7	40,9	0,105
		STD	11,5	1,0	0,047
East London	108	Min	0,0	39,3	0,000
		Max	24,6	47,4	0,106
		Mean	10,4	43,0	0,044
		STD	6,2	1,8	0,026
Fort Beaufort	65	Min	3,2	38,7	0,014
		Max	25,0	43,2	0,104
		Mean	13,9	41,3	0,058
		STD	6,3	0,9	0,026
Graaff-Reinet	21	Min	1,7	38,3	0,007
		Max	6,3	44,6	0,025
		Mean	3,7	41,9	0,016
		STD	1,3	1,8	0,005
Grahamstown	33	Min	0,0	35,2	0,000
		Max	11,5	45,1	0,048
		Mean	4,6	41,0	0,019
		STD	3,8	2,4	0,016
King Williams Town	147	Min	1,9	40,0	0,008
		Max	27,9	43,3	0,113
		Mean	13,6	41,4	0,056
		STD	6,1	0,8	0,025
Lady Frere	85	Min	8,0	40,4	0,033
		Max	38,6	43,5	0,159
		Mean	17,1	41,5	0,071
		STD	6,2	0,8	0,025

[16] Schools with reliable GIS which could be linked with the education districts and ward-based SAMPI data.
[17] South African Multidimensional Poverty Index (SAMPI) is a composite index based on four dimensions: health, education, standard of living and economic activity. These four dimensions in turn are subdivided into 10 indicators.

Table 3.6: Key SAMPI statistics per education district and per percentage for intermediate, combined and secondary schools with feeder areas below poverty line (continue)

Education District	Number of schools included in analysis[18]	Statistics	Headcount for districts: % households in feeder ward who suffer from a third or more deprivations	Intensity: % indicators in index for which households in feeder ward are deprived	SAMPI for feeder wards[19]
Libode	291	Min	9,1	38,7	0,039
		Max	49,3	44,1	0,208
		Mean	23,4	41,3	0,097
		STD	9,7	1,1	0,041
Lusikisiki	228	Min	6,6	39,5	0,027
		Max	51,5	44,9	0,216
		Mean	31,0	42,1	0,130
		STD	9,8	1,3	0,042
Maluti	154	Min	0,8	38,5	0,003
		Max	45,1	43,5	0,184
		Mean	26,2	41,4	0,109
		STD	9,8	1,2	0,040
Mbizana	147	Min	11,9	39,0	0,049
		Max	50,6	43,4	0,214
		Mean	28,1	41,9	0,118
		STD	9,6	1,0	0,041
Mt Fletcher	120	Min	9,3	39,1	0,040
		Max	45,6	43,3	0,186
		Mean	27,4	40,9	0,112
		STD	8,9	0,9	0,035
Mt Frere	188	Min	4,0	39,9	0,017
		Max	42,3	44,2	0,181
		Mean	27,4	42,1	0,116
		STD	8,3	1,0	0,036
Mthatha	276	Min	0,6	39,1	0,002
		Max	46,0	45,6	0,198
		Mean	19,7	41,2	0,081
		STD	9,5	1,3	0,039
Ngcobo	163	Min	3,7	40,0	0,016
		Max	52,4	43,6	0,222
		Mean	25,0	41,4	0,104
		STD	10,7	0,8	0,045
Port Elizabeth	133	Min	0,0	36,4	0,000
		Max	14,3	48,2	0,064
		Mean	3,5	42,1	0,015
		STD	3,9	2,9	0,018

[18] Schools with reliable GIS which could be linked with the education districts and ward-based SAMPI data.

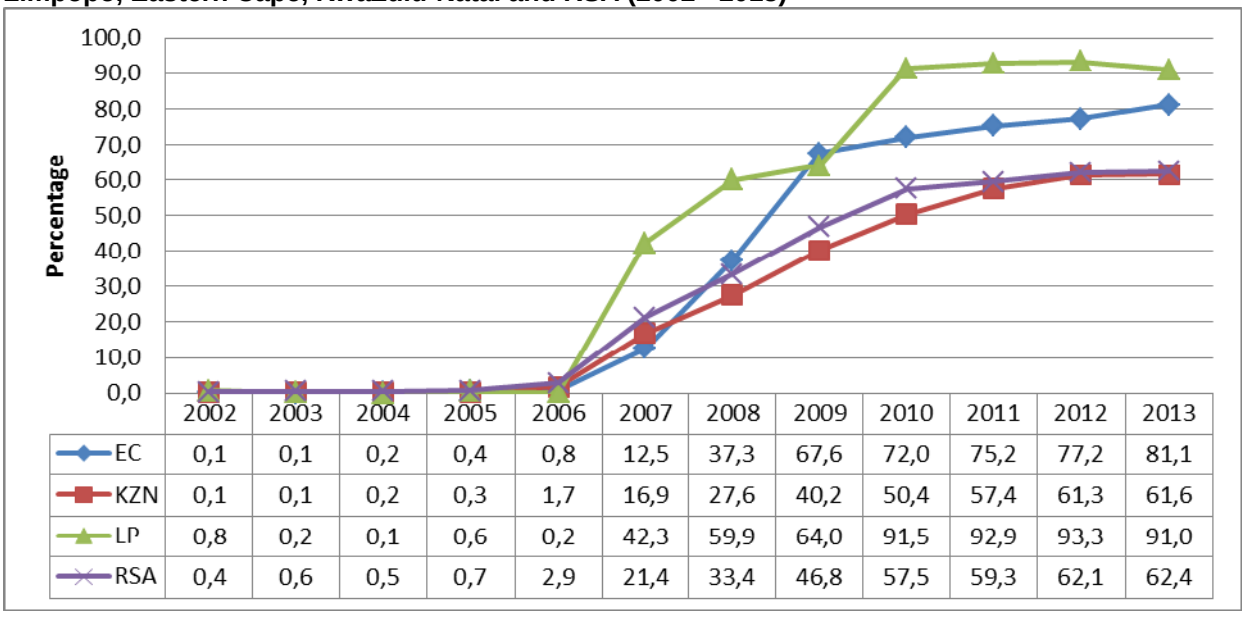
[19] South African Multidimensional Poverty Index (SAMPI) is a composite index based on four dimensions: health, education, standard of living and economic activity. These four dimensions in turn are subdivided into 10 indicators.

Table 3.6: Key SAMPI statistics per education district and per percentage for intermediate, combined and secondary schools with feeder areas below poverty line (conclude)

Education District	Number of schools included in analysis[20]	Statistics	Headcount for districts: % households in feeder ward who suffer from a third or more deprivations	Intensity: % indicators in index for which households in feeder ward are deprived	SAMPI for feeder wards[21]
Queenstown	73	Min	1,5	39,3	0,006
		Max	17,4	46,3	0,071
		Mean	9,4	41,5	0,039
		STD	5,5	1,2	0,023
Qumbu	180	Min	11,5	39,8	0,047
		Max	44,3	44,8	0,181
		Mean	21,6	41,6	0,090
		STD	8,1	1,1	0,034
Sterkspruit	95	Min	2,7	39,0	0,010
		Max	28,5	45,3	0,115
		Mean	13,4	41,5	0,056
		STD	5,0	1,2	0,020
Uitenhage	59	Min	0,3	38,1	0,001
		Max	12,8	45,7	0,059
		Mean	4,0	41,1	0,017
		STD	2,8	1,8	0,012

Source: SAMPI based on Census 2011 data

Figure 3.14: Percentage of learners attending schools who indicate that they do not pay any school fees, Limpopo, Eastern Cape, KwaZulu-Natal and RSA (2002 - 2013)



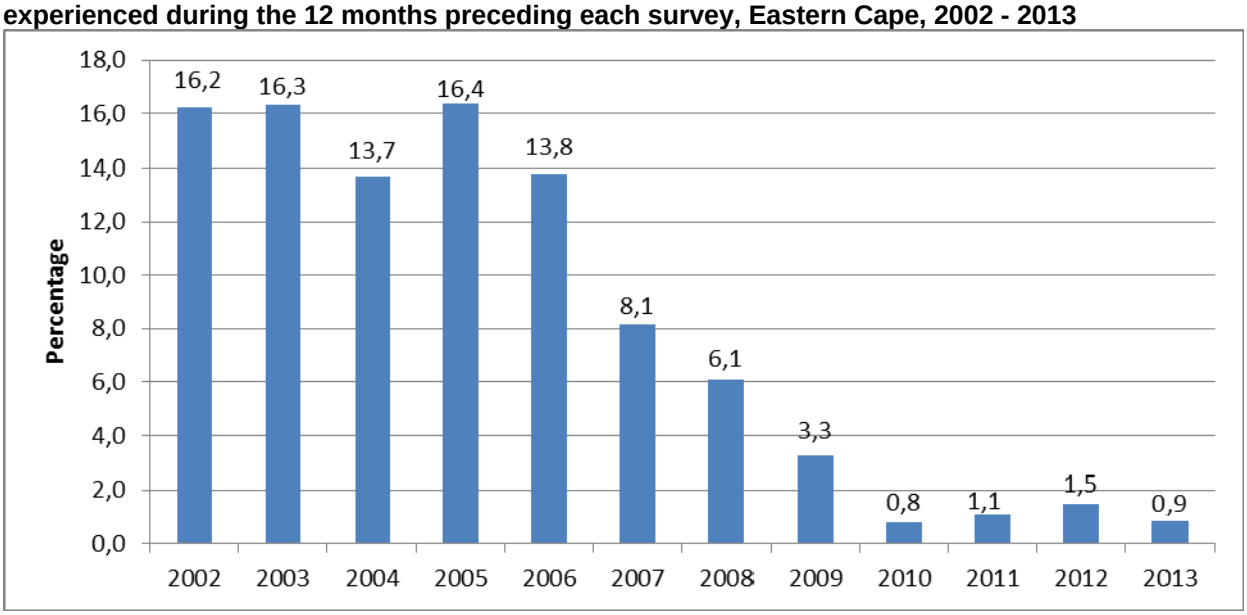
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
EC	0,1	0,1	0,2	0,4	0,8	12,5	37,3	67,6	72,0	75,2	77,2	81,1
KZN	0,1	0,1	0,2	0,3	1,7	16,9	27,6	40,2	50,4	57,4	61,3	61,6
LP	0,8	0,2	0,1	0,6	0,2	42,3	59,9	64,0	91,5	92,9	93,3	91,0
RSA	0,4	0,6	0,5	0,7	2,9	21,4	33,4	46,8	57,5	59,3	62,1	62,4

Source: General Household Survey, 2002 - 2013

[20] Schools with reliable GIS which could be linked with the education districts and ward-based SAMPI data.
[21] South African Multidimensional Poverty Index (SAMPI) is a composite index based on four dimensions: health, education, standard of living and economic activity. These four dimensions in turn are subdivided into 10 indicators.

Between 2002 and 2005, virtually no learner had indicated that they do not pay school fees in Eastern Cape, KwaZulu-Natal, Limpopo and South Africa. Since 2006, the percentage of learners benefiting from the “No Fee” School Policy has increased considerably. In 2013, an average of 80% of learners indicated that they benefit from the “No Fee” School Policy in Eastern Cape and Limpopo which were significantly higher than the KwaZulu-Natal average (61,6%) and the national average (62,4%).

Figure 3.15: Percentage of those attending school who indicated that high school fees were a problem they experienced during the 12 months preceding each survey, Eastern Cape, 2002 - 2013



Source: General Household Survey 2002 - 2013

Eastern Cape has made significant progress in the percentage of learners who indicated that high school fees were a problem during the previous 12 months. Problems related to high school fees started decreasing drastically after the introduction of the “No Fee” School Policy. The percentage of learners having a problem with high school fees decreased by 15,3 percentage points between 2002 and 2013.

3.3.4 Social grants and the child support grant

South Africa has been facing substantial challenges for many years; the most important is probably poverty. South African Social Security System Agency (SASSA) aims to tackle these problems by reducing poverty among groups of people who are not expected to participate fully in the labour market i.e. the elderly, those with disabilities, and children. Secondly, they wanted to increase investment in health, education and nutrition. There are five major social grants in South Africa:

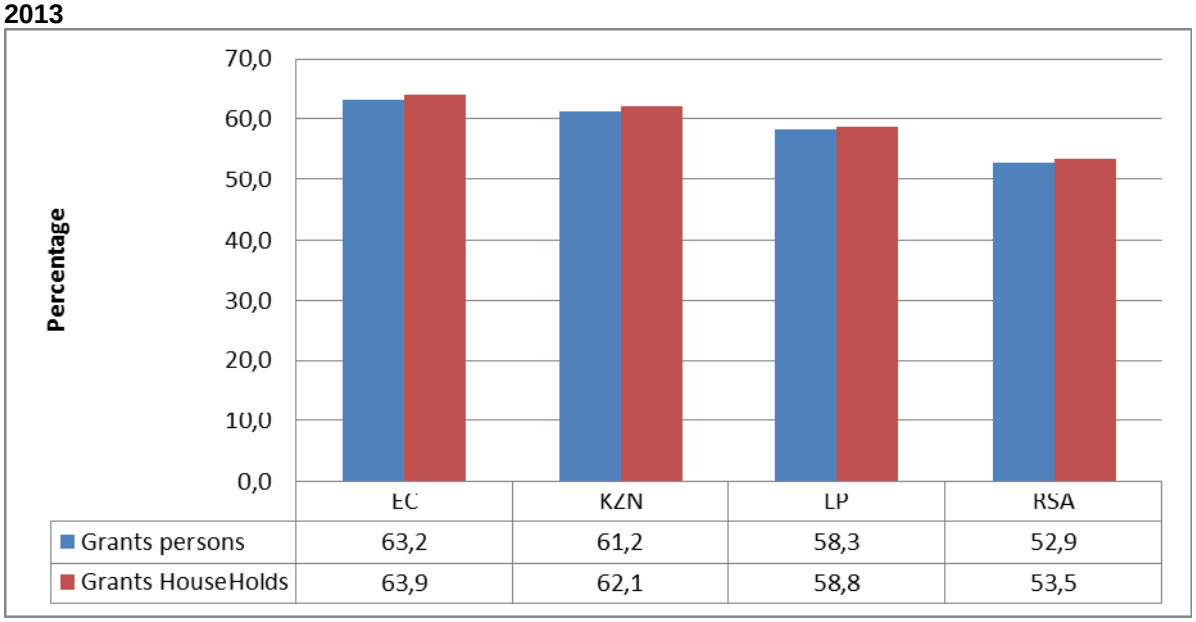
- the State Old Age Pension,
- the Disability Grant,
- the Child Support Grant,
- the Foster Child Grant
- the Care Dependency Grant

These grants are implemented and administered by SASSA to check the eligibility of individuals for different social grants. The Child Support Grant is allocated to children:

- under the age of 18 years
- who are not being cared for in a state institution
- who live with the primary caregiver (e.g. parent, grandparent or a child over 16 heading a family) who is not paid to look after the child

In addition, both the caregiver and the child must be a South African citizen, permanent resident or refugee.

Figure 3.16: Percentage of individuals and households benefiting from social grants for selected provinces, 2013

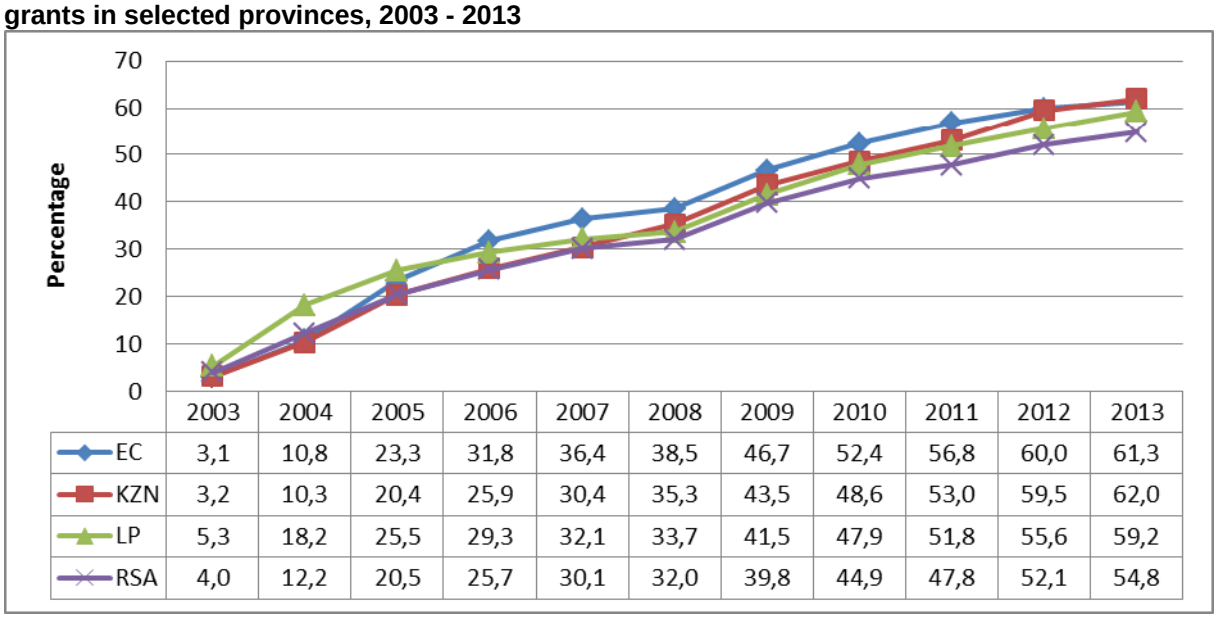


	EC	KZN	LP	RSA
Grants persons	63,2	61,2	58,3	52,9
Grants HouseHolds	63,9	62,1	58,8	53,5

Source: General Household Survey, 2013

In 2013, Eastern Cape had the highest percentage of households and the highest percentage of individuals who received social grants. Residents of the Eastern Cape, KwaZulu-Natal and Limpopo are more likely than residents of any other province to receive social grants.

Figure 3.17: Percentage of individuals aged 5 years and older who attend school and receive child support grants in selected provinces, 2003 - 2013



	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
EC	3,1	10,8	23,3	31,8	36,4	38,5	46,7	52,4	56,8	60,0	61,3
KZN	3,2	10,3	20,4	25,9	30,4	35,3	43,5	48,6	53,0	59,5	62,0
LP	5,3	18,2	25,5	29,3	32,1	33,7	41,5	47,9	51,8	55,6	59,2
RSA	4,0	12,2	20,5	25,7	30,1	32,0	39,8	44,9	47,8	52,1	54,8

Source: General Household Survey, 2003 - 2013

Since 2003, the percentage of individuals aged 5 years and older who attend school and receive social grants increased from 4,0% to 54,8% in South Africa. In general, the provinces in Figure 3.17 made progress in relation to the percentage of individuals attending school and receiving social grants. The proportion of individuals who are receiving social grants while attending school in Eastern Cape is higher than for RSA, 61,3% compared with 54,8%.

3.4 Transport

Transportation of learners to their respective schools has always been one of the challenges confronting government in South Africa. Learners from various parts (urban and rural) of the country have been faced with the difficulty of accessing their schools. However, the Department of Transport and the Department of Basic Education have developed the National Transport Learner Policy. The policy aims to provide a uniform framework and an enabling environment for government and other stakeholders to address learner transport challenges. The policy also addresses issues of safety, accessibility, management and monitoring in the following areas:

- Leaner Planning
- Learner Transport Safety and Security
- Criteria for Learner Transport Beneficiaries for subsidized services
- Service Design for Learner Transport
- Procurement of learner transport services
- Remuneration of learner transport operators
- Funding
- Modal integration
- Universal Design

Table 3.7: Main mode of travel to the educational institution for learners attending school by district municipality, 2013

Mode of travel	Statistics (numbers in thousands)	District municipality								
		Cacadu	Amatole	Chris Hani	Joe Gqabi	O R Tambo	Alred Nzo	Nelson Mandela Bay	Buffalo City	Eastern Cape
Train	Number	*	2	*	*	*	1	1	5	**11**
	Per cent	*	0,6	*	*	*	0,4	0,4	1,8	**0,4**
Bus	Number	2	2	6	*	6	8	20	16	**61**
	Per cent	2,0	0,7	2,0	*	0,9	2,4	6,2	5,6	**2,4**
Taxi	Number	9	22	27	15	75	6	35	70	**259**
	Per cent	7,5	7,3	8,2	13,8	10,9	1,9	10,6	24,6	**10,4**
Bakkie taxi/tambai	Number	3	12	17	*	34	15	3	1	**85**
	Per cent	2,9	3,8	5,1	*	5,0	4,4	0,8	0,4	**3,4**
Car/truck passenger	Number	14	9	22	*	18	11	81	29	**184**
	Per cent	12,6	3,0	6,7	*	2,6	3,4	24,7	10,1	**7,4**
Walking all the way	Number	83	260	259	94	547	288	180	160	**1 870**
	Per cent	73,7	84,2	77,8	84,7	79,6	87,3	55,1	56,2	**75,0**

Table 3.7: Main mode of travel to the educational institution for learners attending school by district municipality, 2013 (conclude)

Mode of travel	Statistics (numbers in thousands)	District municipality								
		Cacadu	Amatole	Chris Hani	Joe Gqabi	O R Tambo	Alred Nzo	Nelson Mandela Bay	Buffalo City	Eastern Cape
Other	Number	1	1	*	1	6	*	7	4	**22**
	Per cent	1,3	0,4	*	1,0	0,9	*	2,1	1,3	**0,9**
Total	Number	113	309	332	111	686	331	327	284	**2 492**
	Per cent	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	**100,0**

Percentage calculated within district municipalities and Eastern Cape.
*Unweighted numbers of 3 and below are too small to provide reliable estimates.
The totals used to calculate percentages excluded unspecified modes of travel.
Source: NHTS 2013

Based on the National Household Travel Survey, most learners walk to their respective educational institutions in all district municipalities and the province. The least used mode of transport for learners was trains (0,4%). Taxis were also used as transport, especially in Buffalo City district where 24,6% of learners used a taxi to go to school.

Table 3.8: Travel time in minutes by main mode of travel to the educational institution for learners attending school by district municipality, 2013

Mode and time travelled	District municipality								
	Cacadu	Amatole	Chris Hani	Joe Gqabi	O R Tambo	Alfred Nzo	Nelson Mandela Bay	Buffalo City	Eastern Cape
Train									
Mean (minutes)	*	47	95	*	24	20	57	81	**54**
1–30	*	37,4	16,1	*	65,1	100,0	27,6	10,9	**31,7**
31–60	*	20,7	*	*	34,9	*	20,4	12,8	**14,2**
61 plus	*	41,9	83,9	*	*	*	52,0	76,3	**54,2**
Total	*	100,0	100,0	*	100,0	100,0	100,0	100,0	**100,0**
Bus									
Mean (minutes)	55	48	47	*	67	70	64	40	**56**
1–30	43,0	*	40,1	*	9,8	6,8	6,0	50,1	**22,8**
31–60	30,1	96,6	40,3	*	40,7	56,4	49,1	46,7	**48,5**
61 plus	26,8	3,4	19,6	*	49,5	36,8	44,9	3,2	**28,7**
Total	**100,0**	**100,0**	**100,0**	*	**100,0**	**100,0**	**100,0**	**100,0**	**100,0**
Taxi									
Mean (minutes)	52	50	35	49	49	59	40	38	**47**
1–30	23,0	31,6	58,0	45,9	43,8	34,3	45,6	52,2	**46,1**
31–60	48,8	55,5	38,8	46,0	32,0	26,9	42,9	37,4	**39,1**
61 plus	28,2	13,0	3,2	8,1	24,2	38,8	11,6	10,4	**14,8**
Total	**100,0**	**100,0**	**100,0**	**100,0**	**100,0**	**100,0**	**100,0**	**100,0**	**100,0**

Table 3.8: Travel time in minutes by main mode of travel to the educational institution for learners attending school by district municipality, 2013 (conclude)

Mode and time travelled	District municipality								
	Cacadu	Amatole	Chris Hani	Joe Gqabi	O R Tambo	Alfred Nzo	Nelson Mandela Bay	Buffalo City	Eastern Cape
Bakkie taxi/ tambai									
Mean (minutes)	43	59	51	*	60	59	60	66	**57**
1–30	45,6	24,4	32,0	*	27,3	24,6	*	36,2	**27,3**
31–60	36,6	39,5	45,5	*	35,6	40,8	68,3	19,2	**40,0**
61 plus	17,8	36,1	22,6	*	37,1	34,6	31,7	44,6	**32,7**
Total	**100,0**	**100,0**	**100,0**	*****	**100,0**	**100,0**	**100,0**	**100,0**	**100,0**
Car/bakkie/truck driver									
Mean (minutes)	43	10	16	15	50	*	41	24	**36**
1–30	70,5	100,0	100,0	100,0	13,0	*	43,7	92,0	**57,0**
31–60	*	*	*	*	*	*	51,5	8,0	**39,6**
61 plus	29,5	*	*	*	*	*	4,7	.	**3,4**
Total	**100,0**	**100,0**	**100,0**	**100,0**	**100,0**	*****	**100,0**	**100,0**	**100,0**
Car/bakkie/truck passenger									
Mean (minutes)	30	36	31	15	50	47	30	38	**35**
1–30	72,2	60,6	55,3	100,0	32,6	26,8	67,6	61,0	**59,2**
31–60	21,7	32,3	41,3	*	45,2	62,3	26,2	26,0	**32,0**
61 plus	6,2	7,1	3,3	*	22,2	10,9	6,2	13,0	**8,8**
Total	**100,0**	**100,0**	**100,0**	**100,0**	**100,0**	**100,0**	**100,0**	**100,0**	**100,0**
Walking all the way									
Mean (minutes)	24	34	31	32	36	32	21	26	**31**
1–30	86,7	67,3	70,8	64,8	62,1	68,7	90,2	75,5	**70,2**
31–60	11,5	22,9	22,2	31,1	29,2	23,5	9,3	22,9	**23,3**
61 plus	1,9	9,7	7,0	4,1	8,7	7,8	0,5	1,7	**6,5**
Total	**100,0**	**100,0**	**100,0**	**100,0**	**100,0**	**100,0**	**100,0**	**100,0**	**100,0**

*Unweighted numbers of 3 and below are too small to provide reliable estimates.
The totals used to calculate percentages excluded unspecified modes of travel and travel time.
Source: NHTS 2013

3.5 Summary

The Eastern Cape is the province where population growth is the slowest with a growth rate of 0,2% between 2001 and 2011. This is attributed to the negative net migration that the province experiences every year. The population distribution for the most recent census (Census 2011) shows a narrow base for the province which depicts the lower proportion of children aged 0 - 14 which could be the result of low birth rates or high outmigration of families with young children. In 2013, close to 7% of children living in the Eastern Cape are double-orphans which is higher than the national average. Close to 30% of children aged 7–15 and close to 33% of children aged 16 - 18 in the Eastern Cape live with neither of their parents.

Close to 71% of children aged 7–18 in the Eastern Cape live in extended family arrangement as compared to 61% of the national average arrangement. Furthermore, 80% of children aged 7–18 in Eastern Cape live in intergenerational households, in triple and double generations. However, close to 33% of both boys and girls in this age group live with neither their fathers nor their mothers.

According to the population Census of 2011, the Eastern Cape had the highest poverty levels with 48% of households in that province living below the upper bound poverty lines. As a result, the province was the second highest recipient of conditional grant for the NSNP in the 2013/14 financial year. During the financial year, the NSNP reached close to 1,6 million pupils and close to 4 000 schools in the province. The NSNP programme has a far-reaching consequence as in 2013 only 14% of learners were reported to have experienced hunger in households with children aged 17 and younger. This is a huge reduction from close to 51% that was reported in 2002. The province is also the second biggest beneficiary of the ‘no fees” school with 81% of learners benefiting from the programme in 2013. Furthermore, close to 61% of the learners in the province received child support grants in 2013; this is a large increase from a mere 3% in 2003. The other purpose of the allocation of conditional grants for all provinces in the country is for provincial departments to provide learners transport where necessary. In the Eastern Cape, in 2013, 75% of learners indicated that they walked to school. Among those who walked to school, close to 30% indicted that they take from 30 minutes to more than an hour to reach school.

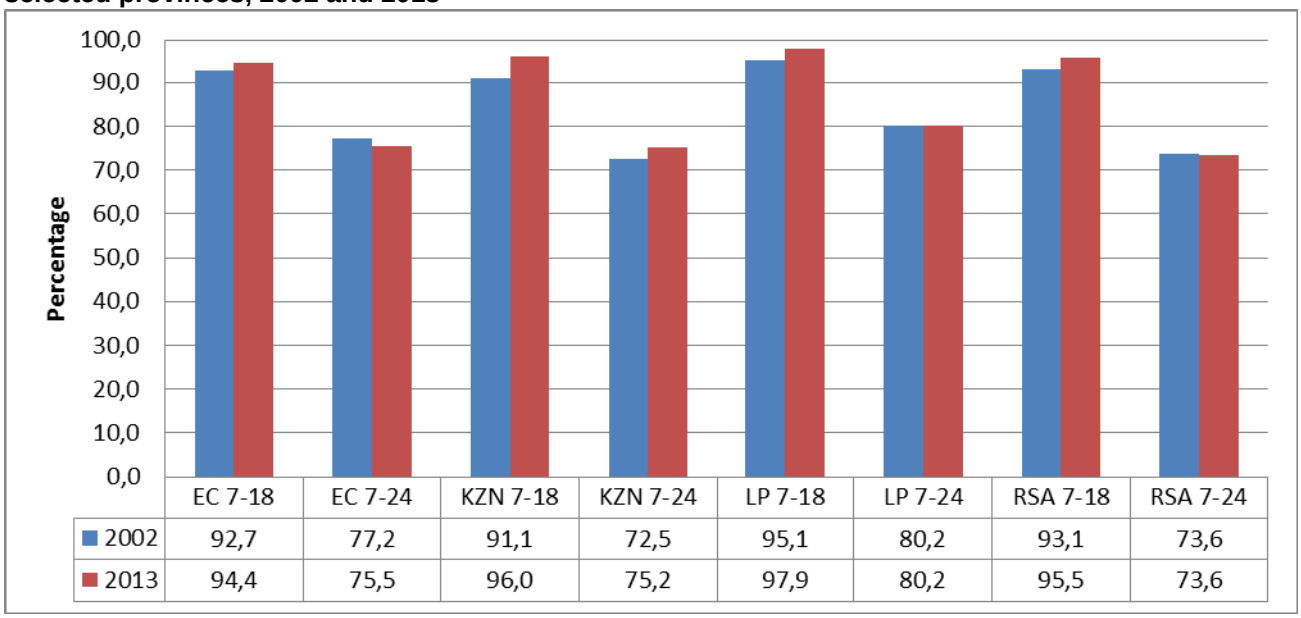
Chapter 4: General patterns of educational institution attendance

4.1 Introduction

School attendance has always been one of the major obstacles faced by many countries across the globe. Hence, several campaigns have been developed in order to improve the status of school attendance i.e. achieving universal primary education, Education for every girl (send a girl child to school) etc. Consequently, it has been important for the Department of Basic Education to monitor progress in school attendance in order to adhere to this goal and/or campaign. The chapter focusses on general attendance, Net Adjusted Enrolment Rates (NERA), gender dynamics of attendance, grade age transition and reasons for non-attendance.

4.2 Attendance

Figure 4.1: Percentage of persons aged 7–18 and 7–24 years who attend educational institutions for selected provinces, 2002 and 2013

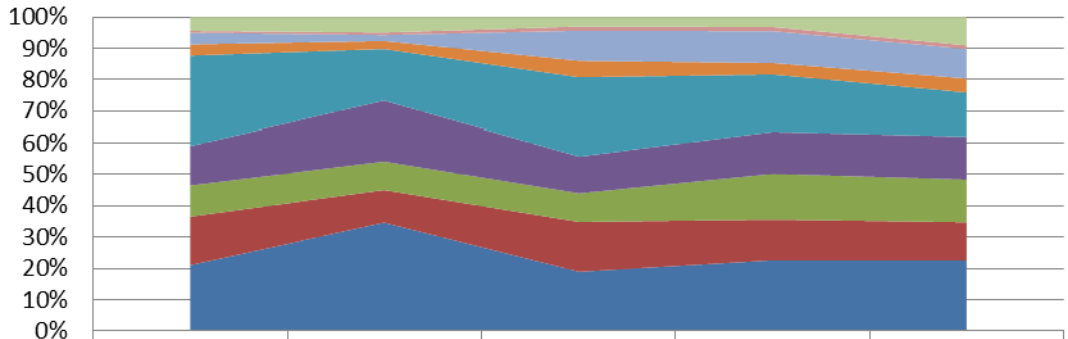


	EC 7-18	EC 7-24	KZN 7-18	KZN 7-24	LP 7-18	LP 7-24	RSA 7-18	RSA 7-24
2002	92,7	77,2	91,1	72,5	95,1	80,2	93,1	73,6
2013	94,4	75,5	96,0	75,2	97,9	80,2	95,5	73,6

Source: General Household Survey 2002–2013

The proportion of persons aged 7–18 who attended educational institution remained stable in the selected provinces (EC, KZN and LP) and in the country as a whole. Between 2002 and 2013, the proportion of persons attending educational institution had improved except in Eastern Cape where there was a decline in the proportion of person's aged 7–24 attending educational institutions. The proportion of persons aged 7–24 remained unchanged in Limpopo and RSA in 2002 and 2013.

Figure 4.2: Reasons for not attending educational institutions for persons aged 7–18 years, Eastern Cape, 2009–2013



	2009	2010	2011	2012	2013
other	4,4	4,9	3,0	3,2	9,0
Getting to school	0,6	0,8	1,4	1,3	1,2
Completed school	3,7	1,9	9,6	10,2	9,5
Working at home	3,6	2,6	5,3	3,7	4,5
Education is useless	28,6	16,5	25,1	18,1	13,9
Poor performance	12,5	19,2	11,7	13,4	13,6
Disability and illness	10,0	9,1	9,2	14,6	13,7
Family commitment	15,5	10,4	15,9	13,0	12,2
No money for fees	21,0	34,7	18,9	22,6	22,6

Source: General Household Survey 2009–2013

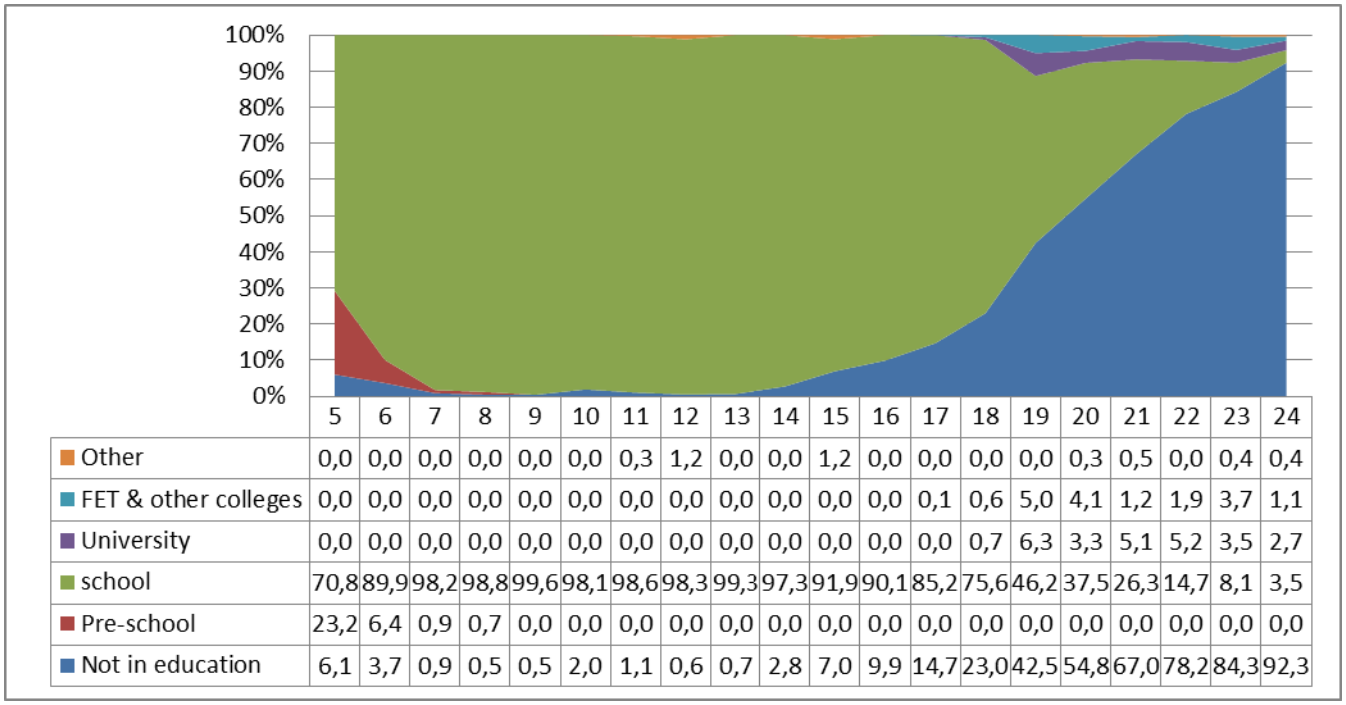
In 2013, individuals aged 7–18 years who were not attending any educational institutions indicated their primary reasons for non-attendance to be that “education is useless”, “poor performance” and “disability or illness”. A large proportion of individuals in 2012 and 2013 (22,6%) gave lack of money for covering school fees as reason for not being able to attend any educational institution.

Figure 4.3: Percentage of persons aged 5–24 years and type of educational institutions attended by age, 2002

	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Other	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,1	0,0	0,0	0,0	0,0	0,2	0,0	0,1	0,1	0,3	0,6	0,0	1,0
FET & other colleges	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,2	1,7	3,5	3,0	3,7	1,7	2,7	4,0
University	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,5	1,1	0,7	0,2	0,6	0,3	1,4	1,3
school	17,9	49,6	85,0	93,8	96,8	97,7	98,1	98,9	97,0	95,0	90,6	88,7	85,1	69,3	53,0	38,6	32,4	17,1	13,2	7,2
Pre-school	31,9	21,5	6,1	0,8	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0
Not in education	50,3	28,9	8,9	5,4	3,3	2,3	1,9	1,0	3,0	5,0	9,4	11,3	14,1	28,0	42,8	58,1	63,1	80,3	82,8	86,6

Source: General Household Survey 2002

Figure 4.4: Percentage of persons aged 5–24 years and type of educational institutions attended by age, 2013

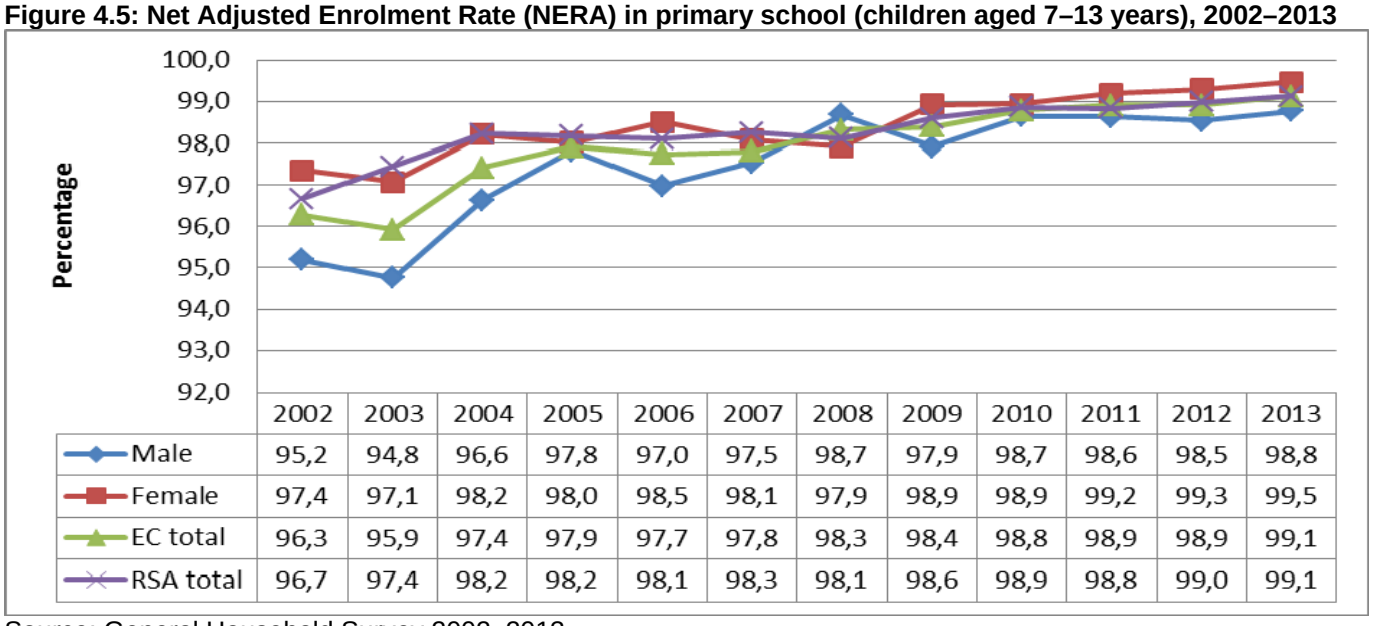


	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Other	0,0	0,0	0,0	0,0	0,0	0,0	0,3	1,2	0,0	0,0	1,2	0,0	0,0	0,0	0,0	0,3	0,5	0,0	0,4	0,4
FET & other colleges	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,1	0,6	5,0	4,1	1,2	1,9	3,7	1,1
University	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,7	6,3	3,3	5,1	5,2	3,5	2,7
school	70,8	89,9	98,2	98,8	99,6	98,1	98,6	98,3	99,3	97,3	91,9	90,1	85,2	75,6	46,2	37,5	26,3	14,7	8,1	3,5
Pre-school	23,2	6,4	0,9	0,7	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0
Not in education	6,1	3,7	0,9	0,5	0,5	2,0	1,1	0,6	0,7	2,8	7,0	9,9	14,7	23,0	42,5	54,8	67,0	78,2	84,3	92,3

Source: General Household Survey 2013

When considering children aged between 7 and 17 years, a large proportion of them are still at school, percentages are greater than 85% for the concerned ages in 2002. The above figures (Figure 4.3 and Figure 4.4) show that success rate is slow in the province, with approximately 38% of persons aged 20 years still in schools and only 7,4% attending either university, FET or other colleges in 2013. This shows that at least three children out of ten would repeat at least two grades if assumed they started school on time.

Figure 4.5: Net Adjusted Enrolment Rate (NERA) in primary school (children aged 7–13 years), 2002–2013

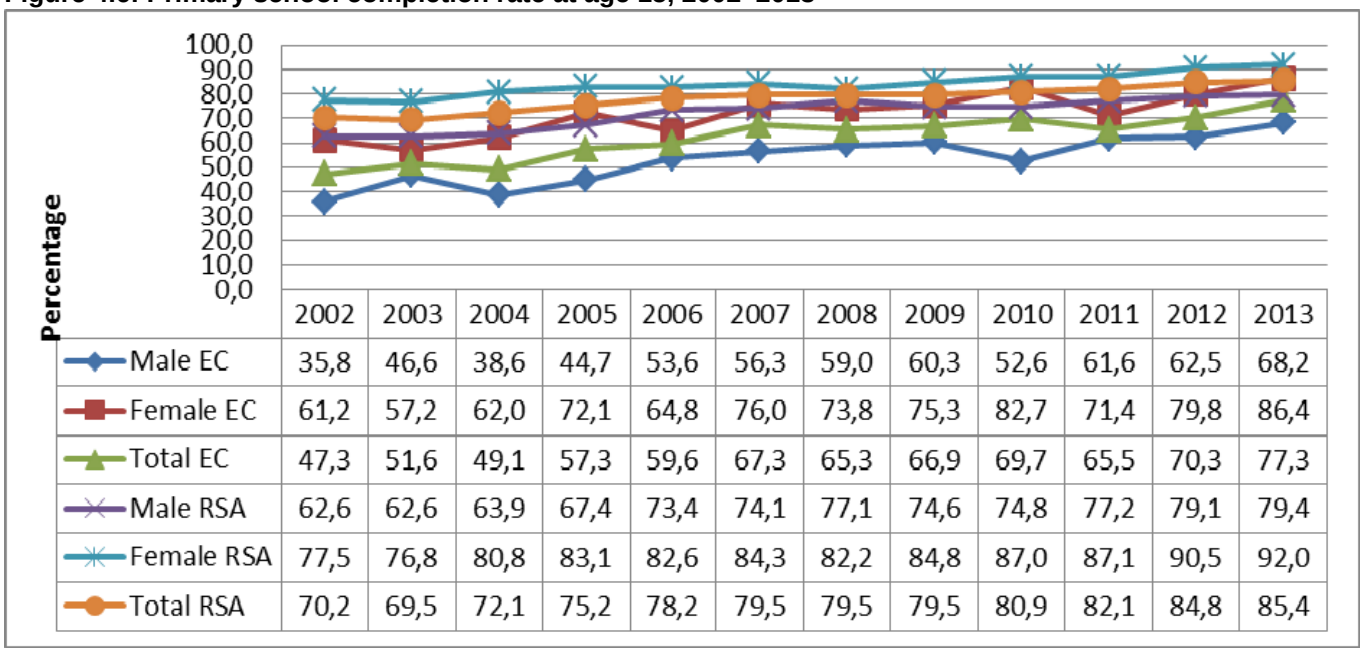


	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Male	95,2	94,8	96,6	97,8	97,0	97,5	98,7	97,9	98,7	98,6	98,5	98,8
Female	97,4	97,1	98,2	98,0	98,5	98,1	97,9	98,9	98,9	99,2	99,3	99,5
EC total	96,3	95,9	97,4	97,9	97,7	97,8	98,3	98,4	98,8	98,9	98,9	99,1
RSA total	96,7	97,4	98,2	98,2	98,1	98,3	98,1	98,6	98,9	98,8	99,0	99,1

Source: General Household Survey 2002–2013

The NERA rates for Eastern Cape were slightly lower than that of South Africa between 2002 and 2012. However, in 2013 both rates were equal with 99,1% for Eastern Cape and South Africa. Female children aged 7–13 years are more likely to be enrolled than male children across all the above years (2002–2013). There was a 3,6 percentage points increase in male NERA as compared with 2,1 percentage points increase in female NERA within a period of 11 years.

Figure 4.6: Primary school completion rate at age 15, 2002–2013

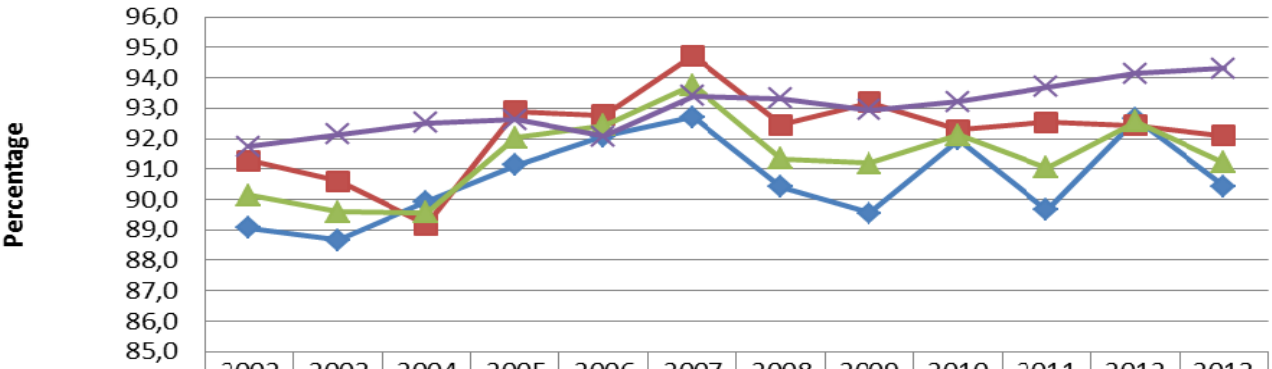


	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Male EC	35,8	46,6	38,6	44,7	53,6	56,3	59,0	60,3	52,6	61,6	62,5	68,2
Female EC	61,2	57,2	62,0	72,1	64,8	76,0	73,8	75,3	82,7	71,4	79,8	86,4
Total EC	47,3	51,6	49,1	57,3	59,6	67,3	65,3	66,9	69,7	65,5	70,3	77,3
Male RSA	62,6	62,6	63,9	67,4	73,4	74,1	77,1	74,6	74,8	77,2	79,1	79,4
Female RSA	77,5	76,8	80,8	83,1	82,6	84,3	82,2	84,8	87,0	87,1	90,5	92,0
Total RSA	70,2	69,5	72,1	75,2	78,2	79,5	79,5	79,5	80,9	82,1	84,8	85,4

Source: General Household Survey 2002–2013

Figure 4.6 presents the primary school completion rate at age 15 in the province and country as a whole. Female learners are more likely to complete primary school at the age of 15 compared to male learners. In addition, female learners in South Africa as a whole have the highest completion rate at age 15 than the rest of the other categories. However, the completion rate of both gender groups has improved significantly between 2002 and 2013. Although the gap is still big between male and female completion rates, male primary school completion rates increased from 35,8% in 2002 to 68,2% in 2013, yet it is the lowest completion rate as compared to other categories.

Figure 4.7: Net Adjusted Enrolment Rate (NERA) in secondary school (children aged 14–17 years), 2002–2013

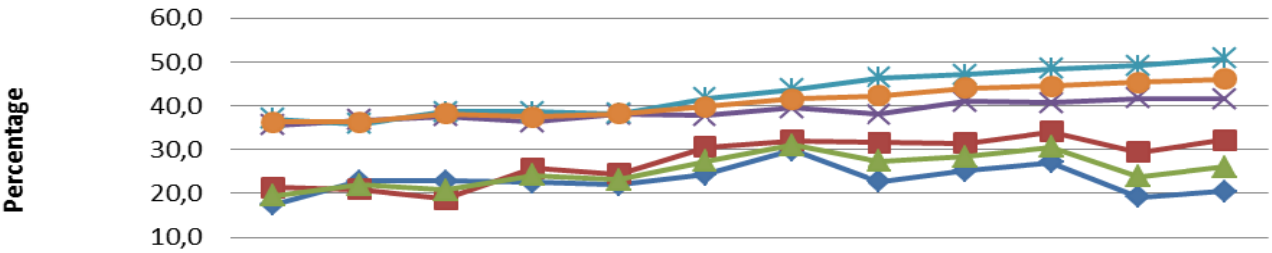


	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Male	89,1	88,7	89,9	91,1	92,1	92,7	90,4	89,6	92,0	89,6	92,7	90,4
Female	91,3	90,6	89,2	92,9	92,8	94,7	92,5	93,2	92,3	92,5	92,4	92,1
EC total	90,1	89,6	89,6	92,0	92,4	93,8	91,3	91,2	92,1	91,0	92,6	91,2
RSA total	91,7	92,1	92,5	92,6	92,1	93,4	93,3	92,9	93,2	93,7	94,1	94,3

Source: General Household Survey 2002–2013

The NERA for male learners aged 14–17 years was lower than that of female learners between 2002 and 2013. There was a 1,3 percentage points increase in male NERA as compared to 0,8 percentage increase in female NERA. Close to 94 % of children aged 14–17 years were enrolled in the country as a whole in 2013 as compared to 91,2 % in Eastern Cape.

Figure 4.8: Secondary school completion rate at age 20–24, 2002–2013



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Male EC	17,4	22,9	22,8	22,5	22,0	24,2	29,8	22,8	25,1	27,1	19,2	20,6
Female EC	21,4	21,0	18,8	25,7	24,4	30,6	32,0	31,6	31,4	34,2	29,4	32,2
Total EC	19,5	22,0	20,8	24,2	23,2	27,4	31,0	27,4	28,3	30,6	23,9	26,0
Male RSA	35,5	36,8	37,6	36,3	38,0	37,8	39,5	38,1	41,0	40,6	41,7	41,5
Female RSA	37,0	35,9	38,7	38,6	38,2	41,7	43,7	46,4	47,2	48,5	49,2	50,7
Total RSA	36,3	36,3	38,2	37,5	38,1	39,7	41,6	42,2	44,1	44,5	45,4	46,1

Source: General Household Survey 2002–2013

Figure 4.8 shows the change over time in secondary completion rates for individuals aged 20–24 years in Eastern Cape and the country as a whole. In 2013, the secondary completion rate for the country was higher by over 20% than that of the Eastern Cape. However, there has been an improvement in secondary completion rates between 2002 and 2013 and more especially the female secondary completion rates increased from 21,4% in 2002 to 32,2% in 2013 for the province and from 37,0% in 2002 to 50,7% in 2013 for the country as a whole.

There was a 10 percentage point difference between male and female secondary completion rates for the province, with approximately three in 10 females and two in 10 males managing to complete their secondary education by age 24. There was a slight drop in the completion rates between 2011 and 2012 in Eastern Cape with a drop of 7,9 percentage points for males and 4,7 percentage points for females. In overall, the female completion rate was higher than that of males and the gap between male and female completion rates has increased from four percentage points in 2002 to 11,6 percentage points in 2013.

According to Figure 4.8, the age grade transition takes place relatively smoothly until Grade 7 when a much wider band of ages are present in a given Grade and the number of students 20 years and older increase significantly. This is confirmed by the ECLECS learner data (Table 4.1) which shows similar trends with significantly older learners in Grade 5–11, with a sudden drop in older students between Grade 11 and 12.

Table 4.1: Age per grade transition

Age	Current Grade													
	0	1	2	3	4	5	6	7	8	9	10	11	12	Total
4	4 063	60	0	0	0	0	0	0	0	0	0	0	0	**4 123**
5	52 658	2 471	2 067	0	0	0	0	0	0	0	0	0	0	**57 196**
6	54 996	50 607	3 104	627	0	0	0	0	0	0	0	0	0	**109 334**
7	6 883	80 780	34 339	1 611	631	0	0	0	0	0	0	0	0	**124 244**
8	1 938	27 555	69 423	24 354	1 608	617	0	0	0	0	0	0	0	**125 495**
9	1 014	5 881	33 322	57 643	20 072	1 425	234	0	0	0	0	0	0	**119 591**
10	0	2 393	10 515	31 077	48 561	16 703	1 727	1 287	0	0	0	0	0	**112 263**
11	0	440	3 620	12 173	31 465	41 903	13 585	975	0	0	0	0	0	**104 161**
12	0	0	598	4 997	16 016	27 696	37 348	11 747	2 248	0	0	0	0	**100 650**
13	0	0	0	2 803	8 793	17 098	28 407	34741	11 594	979	86	0	0	**104 501**
14	0	0	0	480	4 967	9 536	18 618	30 345	32 731	10 624	1 051	416	0	**108 768**
15	0	0	0	0	1 123	4 591	10 114	20 673	26 801	32 814	8 179	874	311	**105 480**
16	0	0	0	0	0	2 767	5 966	14 056	19 775	28 894	31 859	5 877	529	**109 723**
17	0	0	0	0	0	438	2 812	7 930	11 622	21553	29 538	24 677	4 345	**102 915**
18	0	0	0	0	0	0	396	4 349	6 292	13 908	23 681	21 449	19 714	**89 789**
19	0	0	0	0	0	0	0	1 035	3 094	7 824	17 606	19 191	17 458	**66 208**
20	0	0	0	0	0	0	0	0	0	28 55	8 186	11 278	10 037	**32 356**
21	0	0	0	0	0	0	0	0	0	412	4 524	7 244	7 323	**19 503**
22	0	0	0	0	0	0	0	0	0	0	790	4 876	4 291	**9 957**
23	0	0	0	0	0	0	0	0	0	0	0	1203	2971	**4 174**
24	0	0	0	0	0	0	0	0	0	0	0	0	720	**720**
25	0	0	0	0	0	0	0	0	0	0	0	0	309	**309**
Total	**121 552**	**170 187**	**156 988**	**135 765**	**133 236**	**122 774**	**119 207**	**127 138**	**114 157**	**119 863**	**125 500**	**97 085**	**68 008**	**1 611 460**
Perc.	**7,5**	**10,6**	**9,7**	**8,4**	**8,3**	**7,6**	**7,4**	**7,9**	**7,1**	**7,4**	**7,8**	**6,0**	**4,2**	**100,0**

Source: ECLECS, learner data 2013

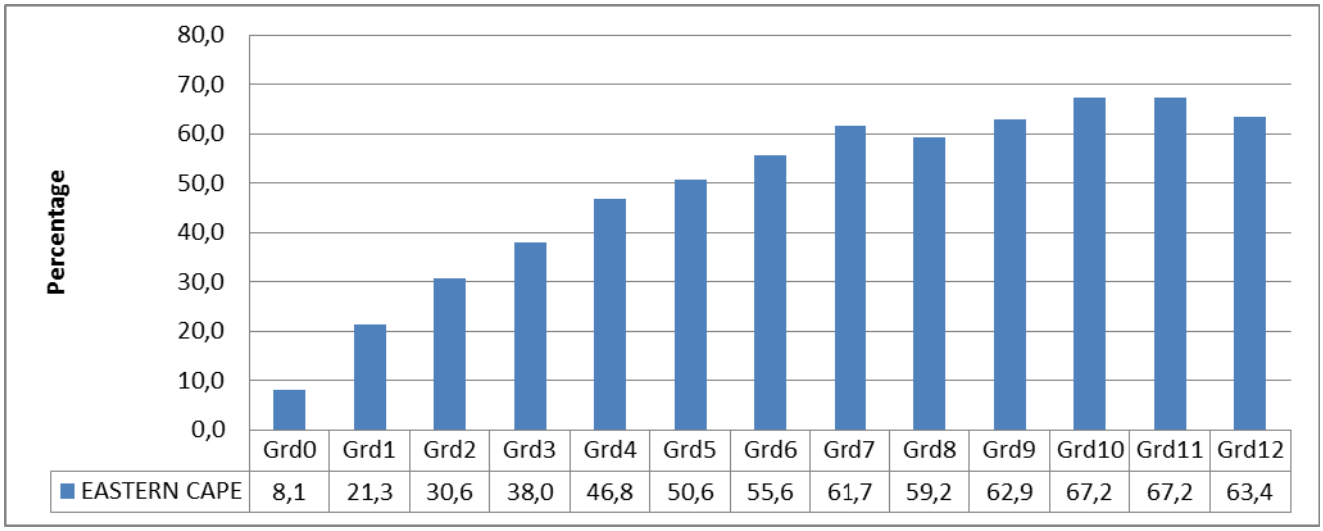
Table 4.2: Percentage of learners per grade who are older than their grade average age

District	Current Grade												
	0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Butterworth	7,5	20,5	30,0	35,8	46,7	52,0	58,8	65,9	62,7	64,1	67,5	69,8	72,2
Cofimvaba	7,4	20,4	28,3	35,5	45,8	48,8	57,0	63,0	61,0	66,6	69,3	69,8	66,9
Cradock	14,0	29,4	38,9	41,9	47,4	49,2	51,0	53,8	55,4	62,2	63,0	63,9	62,3
Dutywa	6,8	26,1	39,8	47,6	60,6	66,2	71,8	75,3	70,5	72,3	75,4	74,8	73,0
East London	9,4	18,2	21,5	26,4	30,2	34,3	38,4	44,7	43,4	52,4	57,7	57,8	53,7
Fort Beaufort	8,9	17,0	23,7	27,6	36,2	39,2	43,9	46,8	50,0	58,5	61,9	64,2	62,5
Graaff-Reinet	5,6	19,5	25,1	31,4	38,6	38,2	40,8	44,6	44,2	55,3	57,8	53,9	46,7
Grahamstown	13,9	27,0	29,9	32,6	38,7	43,8	47,7	54,4	56,6	62,0	60,7	63,3	56,3
King Williams Town	7,9	19,9	25,8	30,3	36,9	41,5	44,9	53,1	52,0	57,7	61,8	64,0	61,5
Lady Frere	8,8	26,1	37,5	44,3	53,3	53,0	58,9	71,4	64,0	70,1	72,9	72,6	68,2
Libode	7,2	21,3	33,0	43,2	54,1	59,6	64,8	70,9	67,4	69,7	75,0	74,3	73,4
Lusikisiki	5,7	18,5	32,2	43,3	56,3	58,9	65,3	70,2	69,2	71,2	77,0	75,8	70,8
Maluti	7,2	19,9	31,2	43,1	49,8	57,1	59,9	71,4	64,4	65,4	72,0	73,5	69,8
Mbizana	6,5	17,0	28,0	36,6	47,5	55,7	61,2	68,1	66,3	68,5	73,6	70,7	68,8
Mt Fletcher	6,6	22,1	32,4	39,1	51,1	57,7	65,8	71,3	65,3	73,4	76,8	76,5	73,3
Mt Frere	6,1	17,4	28,2	38,7	47,6	52,7	58,1	64,8	62,4	63,6	70,7	72,9	69,3
Mthata	9,5	26,1	36,3	45,4	54,1	56,7	63,6	69,2	64,3	66,8	69,4	67,5	63,7
Ngcobo	6,8	21,7	33,1	42,8	54,2	58,8	65,8	69,9	65,8	67,9	72,8	75,9	70,5
Port Elizabeth	8,9	20,7	27,1	31,4	35,5	33,8	36,0	41,3	42,8	49,7	51,1	51,1	46,2
Queenstown	8,3	22,4	30,1	34,5	40,6	42,7	47,5	55,0	50,2	58,5	61,0	63,0	61,3
Qumbu	8,0	20,1	33,5	41,4	49,9	55,0	60,6	66,9	65,6	64,6	74,1	74,4	71,2
Sterkspruit	9,3	22,5	33,1	41,6	50,2	54,8	58,1	65,2	63,1	69,9	74,6	76,6	73,4
Uitenhage	12,0	26,4	33,6	35,9	42,5	40,7	47,7	47,4	51,0	54,4	54,8	52,2	47,2
Eastern Cape	**8,1**	**21,3**	**30,6**	**38,0**	**46,8**	**50,6**	**55,6**	**61,7**	**59,2**	**62,9**	**67,2**	**67,2**	**63,4**

Source: ECLECS, learner data 2013

Table 4.2 illustrates the percentage of learners per grade who are older than their grade average age. According to ECLECS-2013, around 20% of learners enrolled in Grade 1 across all the districts are older than the expected age. Dutywa district had the highest percentage of learners who are older than the expected average age and this was true from Grade 2–12. In addition, by the time learners complete primary school (Grade 7), more than half (50%) of learners were older than the norm in the majority of the districts. The highest percentage was observed in Dutywa (75,3%) and the lowest in Port Elizabeth (41,3%), followed by Graaff-Reinet (44,7%), East London (44,6%) and Fort Beaufort (46,8%).

Figure 4.9: Percentage of learners per grade who are older than the expected age for grade, Eastern Cape, 2013

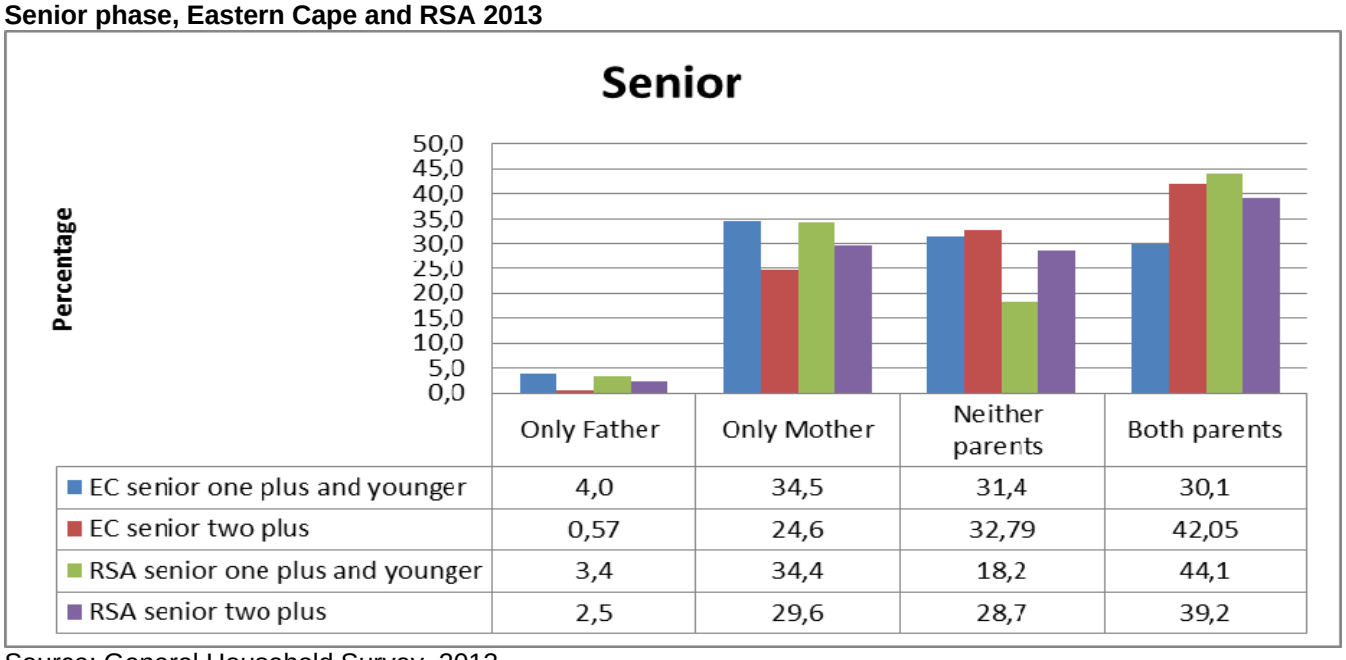


	Grd0	Grd1	Grd2	Grd3	Grd4	Grd5	Grd6	Grd7	Grd8	Grd9	Grd10	Grd11	Grd12
EASTERN CAPE	8,1	21,3	30,6	38,0	46,8	50,6	55,6	61,7	59,2	62,9	67,2	67,2	63,4

Source: ECLECS, learner data file 2013

Figure 4.9 shows that there was a steady upward trend in the percentage of overage learners until the last Grade of primary (Grade 7), with a slight decline in Grade 8 in most districts. There was a slight increase in Grade 9 followed by a constant increase between Grade 10 and 11. The decline in Grade 12 can most probably be attributed to dropout that occurs after Grade 11 and would partly explain the decline in the number of students that sit for their NSC exams over time, whilst the increase in the number of overage pupils per level suggests a relatively high repetition rate. This is confirmed by trends observed in the age per grade transition (Table 4.1) which indicates a significant number of learners older than 20 still attending school in Grade 10 and 11, but not transitioning to Grade 12.

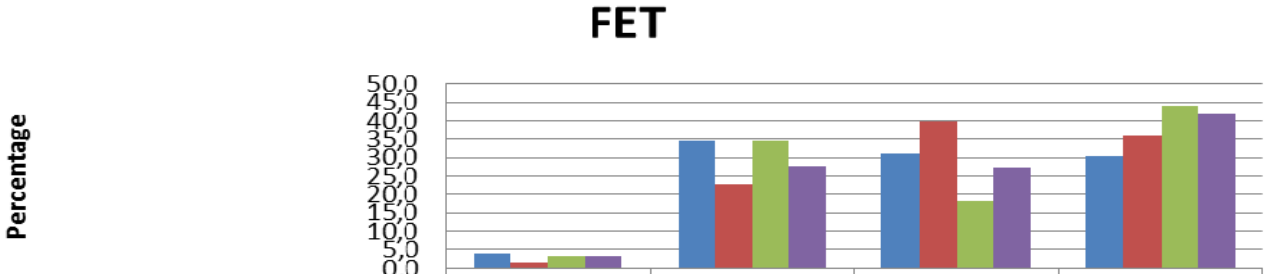
Figure 4.10: Percentage of learners attending school who are older or at the expected age for their grade, Senior phase, Eastern Cape and RSA 2013



	Only Father	Only Mother	Neither parents	Both parents
EC senior one plus and younger	4,0	34,5	31,4	30,1
EC senior two plus	0,57	24,6	32,79	42,05
RSA senior one plus and younger	3,4	34,4	18,2	44,1
RSA senior two plus	2,5	29,6	28,7	39,2

Source: General Household Survey, 2013

Figure 4.11: Percentage of learners attending school who are older or at the expected age for their grade, FET phase, Eastern Cape and RSA 2013

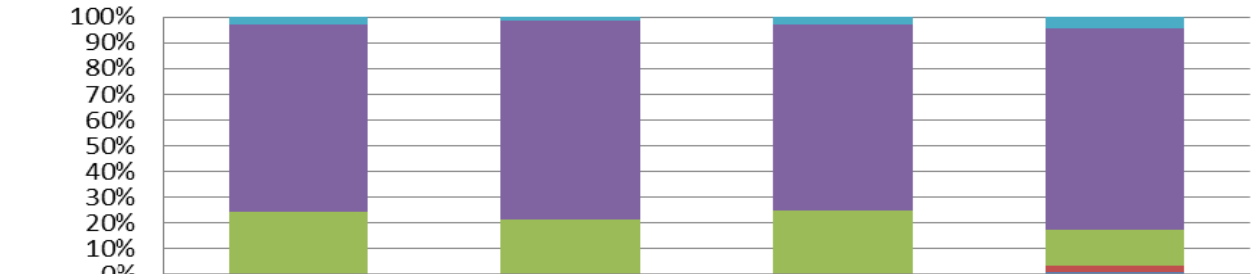


	Only Father	Only Mother	Neither parents	Both parents
EC senior one plus and younger	3,9	34,7	31,0	30,4
EC senior two plus	1,53	22,6	39,87	36
RSA senior one plus and younger	3,3	34,5	18,1	44,0
RSA senior two plus	3,2	27,5	27,3	42,0

Source: General Household Survey, 2013

According to Figure 4.10, in the Eastern Cape, learners in the senior phase who are two years or older are more likely to live with both their biological parents compared to those who are in FET (44% and 36% respectively). Furthermore, those who are one year plus and younger attending senior and FET phases are more likely to live with only their mother (34,4% and 34,5% respectively). Close to 31% of learners in the Eastern Cape in both senior and FET phases who are one year plus and younger live with neither of their parents.

Figure 4.12: Household living arrangements of individuals attending school who are older or at the expected age for their grade Senior and FET phases, Eastern Cape 2013

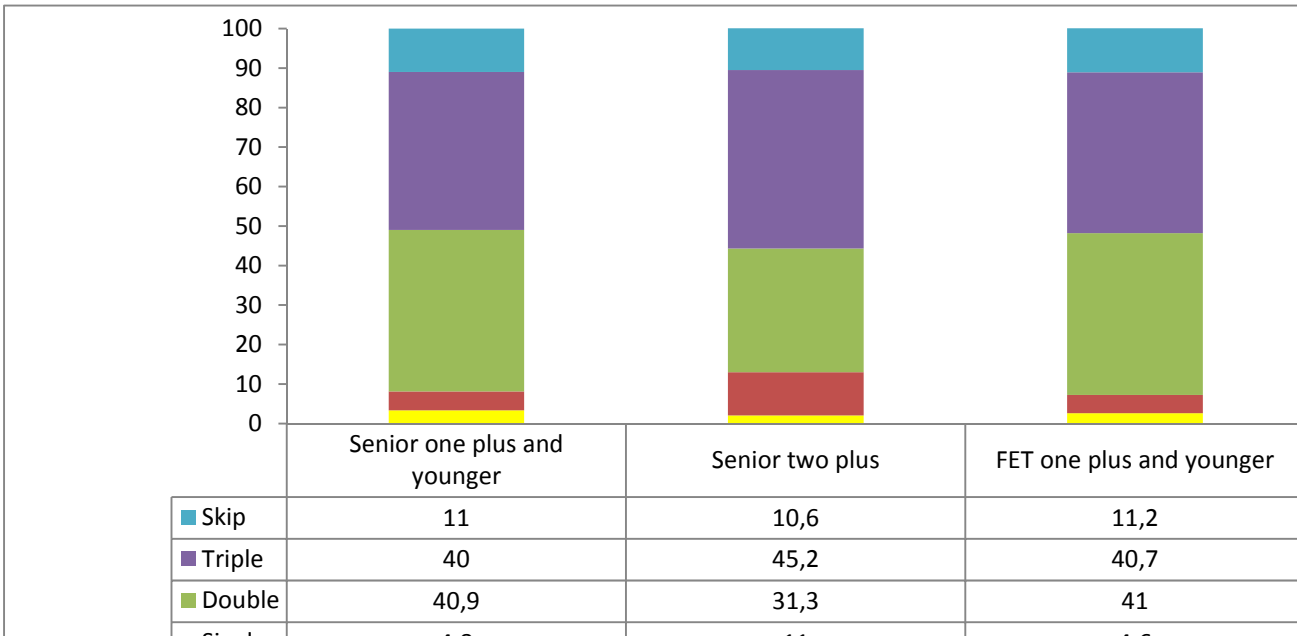


	Senior one plus and younger	Senior two plus	FET one plus and younger	FET two plus
Complex	3,1	1,4	2,9	4,4
Extended	72,4	77,2	72,3	78,0
Nuclear	23,9	20,9	24,5	14,4
Single	0,4	0,5	0,2	2,4
Other	0,2	0,0	0,1	0,8

Source: General Household Survey, 2013

Generally, learners in the senior and FET phases in Eastern Cape are more likely to live in nuclear families and extended families according to Figure 4.12. However, almost 5% of those who are older for their grade and who are attending FET classes are more likely to live in complex households when extended and nuclear families are excluded. In contrast, those who are at the correct age for their grade plus one year and attending the senior phase are more likely to live in complex families.

Figure 4.13: Living arrangements according to generations of individuals attending school who are older or at the expected age for their grade for Senior and FET phases, Eastern Cape, 2013



Source: General Household Survey, 2013

According to Figure 4.13, learners attending the senior and FET phases in Eastern Cape are more likely to live in double and triple generation households. Once students, who are two years or more behind reach the FET phase, they are even more likely to live in a single generation household than their counterparts who are at the expected age for grade or one year older.

Table 4.3: Main income sources and sex of the household head for students who are at or older than expected age for their grade and individuals who have not completed school and are not attending at present, 2013

Indicator		Main source of household income							Sex of household head	
		Salaries/ wages/ commission	Income from business	Remittance	Pension	Grants	Sales of farm products	No Income	Male	Female
Attending Senior (Grd 7,8,9)	Over age by 1 year or not	28,8	3,8	9,2	1,6	56,4	0,2	0,1	42,0	58,0
	Over age by 2 years or more	17,9	5,3	10,7	1,6	64,1	0.4	0,0	47,5	52,5
Attending FET (Grd 10,11,12)	Over age by 1 year or not	28,2	4,0	8,4	1,6	57,7	0,2	0,0	42,6	57,4
	Over age by 2 years or more	26,0	2,8	19,4	1,4	49,2	0,8	0,5	40,1	59,9

Table 4.3: Main income sources and sex of the household head for students who are at or older than expected age for their grade and individuals who have not completed school and are not attending at present, 2013 (conclude)

Indicator		Main source of household income							Sex of household head	
		Salaries/ wages/ commission	Income from business	Remittance	Pension	Grants	Sales of farm products	No Income	Male	Female
Age 15-20: Did not complete school	Attend school	26,5	4,8	13,0	1,3	53,8	0,4	0,2	44,3	55,8
	Do not attend school	27,0	3,7	11,4	0,8	56,8	0,0	0,3	48,1	52,0

Source: General Household Survey 2013

Table 4.3 shows the main income sources and sex of the household head for learners who are at the expected age or older for their grade and individuals who have not completed school and are not attending in 2013. Over 50% of learners who are either attending the senior or FET phases, or those who dropped out are more likely to come from female-headed households whose main source of income is social grants. Learners who are attending the FET phase and are behind by two years or more are more likely to live in households whose main source of income is remittances (19,4%).

4.3 Gender parity

This is one of the important aspects of the Millennium Development Goals (MDGs) and the aim was to eliminate gender disparity in all levels of education no later than 2015. The two biggest and most basic challenges that have to be overcome in relation to gender parity in education in Africa is to enroll more girls in school and once they are there, to retain them (Aikman & Unterhalter, 2007). These are problems elsewhere in Africa, the preceding section indicated that in South Africa, females are nearly as likely as males to attend educational institutions and that once they attend they are more likely than males to complete primary and secondary school.

Table 4.4: Gender and gender parity indexes per grade and age, 2013

	Number of males	% of males older than expected age	Number of females	% of females older than expected age	Total	% of total older than expected age	Gender parity	Gender parity on % older than expected age
0	64 309	8,1	60 079	7,1	124 388	7,6	0,93	0,88
1	90 641	23,4	78 006	17,5	168 647	20,6	0,86	0,75
2	82 188	34,9	72 646	24,1	154 834	29,9	0,88	0,69
3	69 641	44,3	63 493	29,8	133 134	37,4	0,91	0,67
4	70 328	53,4	62 064	36,7	132 392	45,6	0,88	0,69
5	62 846	58,9	57 928	40,3	120 774	50,0	0,92	0,68
6	60 912	63,8	57 009	45,4	117 921	54,9	0,94	0,71
7	66 131	68,2	61 571	51,4	127 702	60,1	0,93	0,75
8	56 190	68,3	55 972	50,1	112 162	59,2	1,00	0,73

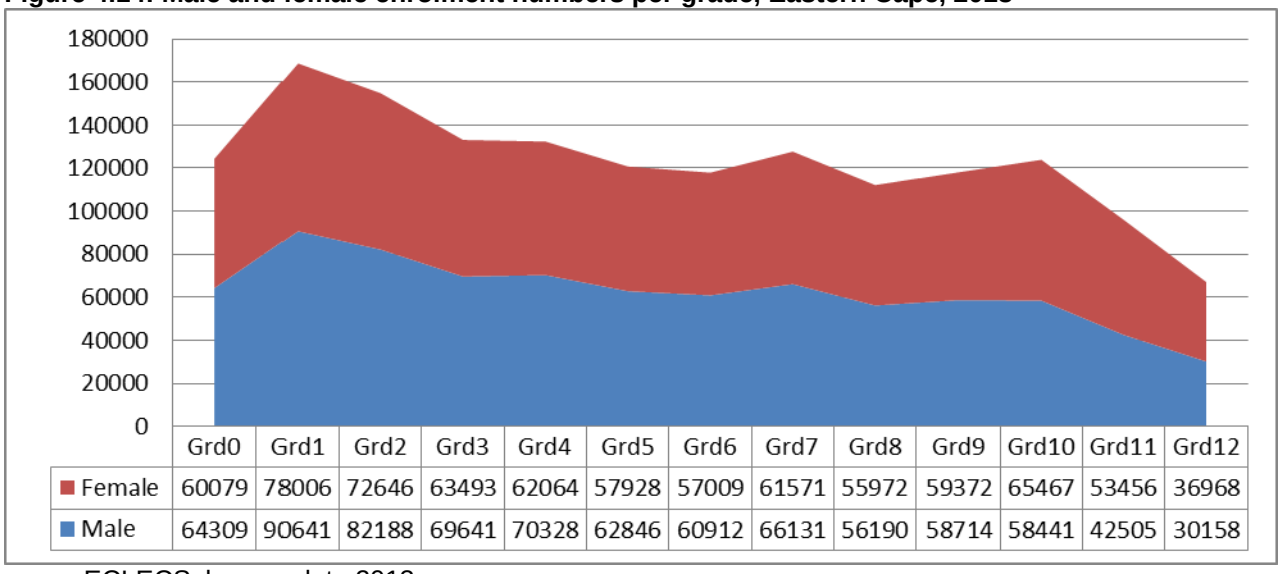
Table 4.4: Gender and gender parity indexes per grade and age, 2013 (conclude)

	Number of males	% of males older than expected age	Number of females	% of females older than expected age	Total	% of total older than expected age	Gender parity	Gender parity on % older than expected age
9	58 714	71,3	59 372	54,5	118 086	62,9	1,01	0,76
10	58 441	74,1	65 467	60,9	123 908	67,2	1,12	0,82
11	42 505	72,7	53 456	62,9	95 961	67,2	1,26	0,87
12	30 158	69,1	36 968	58,7	67 126	63,3	1,23	0,85
Total	**813 004**	**51,6**	**78 4031**	**40,0**	**1 597 035**	**45,9**	**0,96**	**0,77**

Source: ECLECS, learner data 2013

Table 4.4 shows the summary of the key indicators based on attendance and age per grade. According to ECLECS data, boys tend to commence school earlier than girls, but once they reach Grade 9 the girls surpass the boys and they are more likely to remain at school than the male learners. Throughout their school years, female learners are more likely than boys to be of the appropriate age per grade. However, in secondary school girls also begin to fall behind and the gap between them and boys in terms of appropriate age per grade begins to narrow.

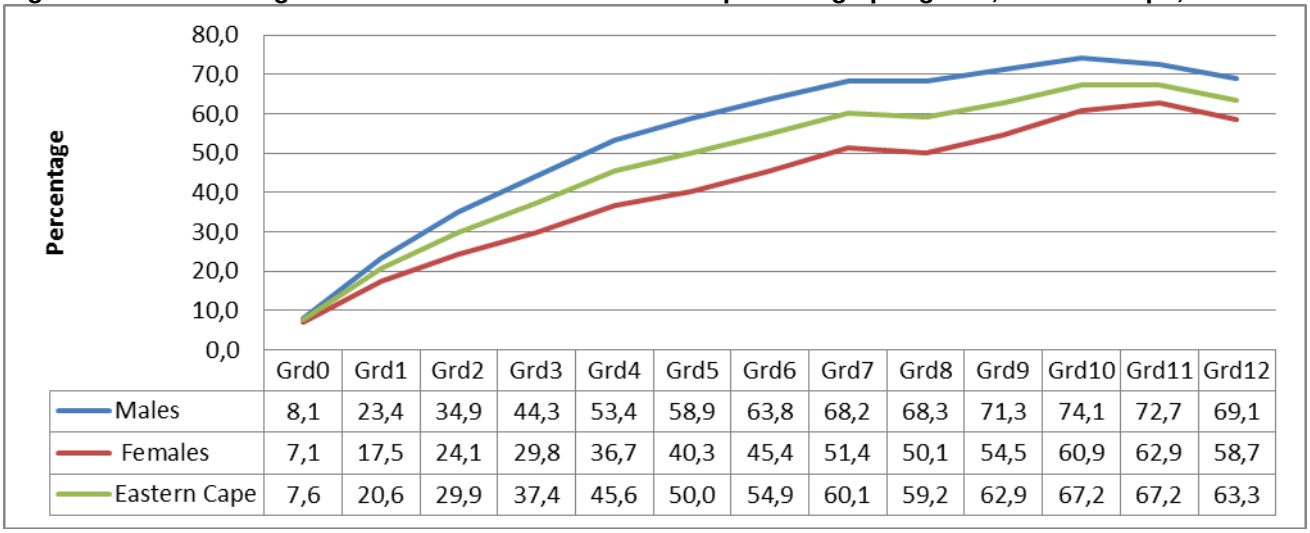
Figure 4.14: Male and female enrolment numbers per grade, Eastern Cape, 2013



Source: ECLECS, learner data 2013

Figure 4.14 shows the number of males and females enrolled in a formal education per grade in Eastern Cape. According to the ECLECS-2013, there were more males than females enrolled until Grade 9. However, this changes in Grade 10 when more girls than boys are enrolled accompanied by a great decline in absolute numbers for both groups for Grades 11 and 12.

Figure 4.15: Percentage males and females older than expected age per grade, Eastern Cape, 2013



	Grd0	Grd1	Grd2	Grd3	Grd4	Grd5	Grd6	Grd7	Grd8	Grd9	Grd10	Grd11	Grd12
Males	8,1	23,4	34,9	44,3	53,4	58,9	63,8	68,2	68,3	71,3	74,1	72,7	69,1
Females	7,1	17,5	24,1	29,8	36,7	40,3	45,4	51,4	50,1	54,5	60,9	62,9	58,7
Eastern Cape	7,6	20,6	29,9	37,4	45,6	50,0	54,9	60,1	59,2	62,9	67,2	67,2	63,3

Source: ECLECS, learner data 2013

Throughout the Eastern Cape learners' school years, girls are more likely than boys to be of an appropriate age per grade according to Figure 4.15. However, in Grade 10 and 11 girls also begin to fall behind in terms of appropriate age per grade. Overall, 63,3% of learners were older than the expected age in Grade 12.

Table 4.5: Percentage of males and females older than expected age per education for the foundation and intermediate phases per education district, Eastern Cape, 2013

Current grade	Number of males	% of males older than expected age	Number of females	% of females older than expected age	Total	% of total older than expected age	Gender parity	Gender parity on % older than expected age
Foundation Phase								
Butterworth	13 350	26,6	11 666	17,5	25 016	22,4	0,87	0,66
Cofimvaba	10 361	26,1	8 833	17,7	19 194	22,2	0,85	0,68
Cradock	3 914	33,3	3 611	26,0	7 525	29,8	0,92	0,78
Dutywa	14 249	34,3	12 674	24,4	26 923	29,6	0,89	0,71
East London	20 507	21,9	19 052	15,8	39 559	19,0	0,93	0,72
Fort Beaufort	6 798	21,4	6 096	15,8	12 894	18,7	0,90	0,74
Graaff-Reinet	4 867	22,6	4 463	18,2	9 330	20,5	0,92	0,81
Grahamstown	4 832	28,7	4 672	21,1	9 504	25,0	0,97	0,74
King Williams Town	16 876	23,7	15 054	16,8	31 930	20,5	0,89	0,71
Lady Frere	6 718	32,9	5 764	23,1	12 482	28,4	0,86	0,70
Libode	26 961	30,1	24 324	20,7	51 285	25,6	0,90	0,69
Lusikisiki	25 361	29,6	22 600	19,8	47 961	25,0	0,89	0,67
Maluti	11 907	29,5	10 288	19,7	22 195	25,0	0,86	0,67
Mbizana	16 402	26,6	14 491	17,3	30 893	22,3	0,88	0,65
Mt Fletcher	6 938	28,5	5 841	19,8	12 779	24,5	0,84	0,69

Table 4.5: Percentage of males and females older than expected age per education for the foundation and intermediate phases per education district, Eastern Cape, 2013 (conclude)

Current grade	Number of males	% of males older than expected age	Number of females	% of females older than expected age	Total	% of total older than expected age	Gender parity	Gender parity on % older than expected age
Foundation Phase								
Mt Frere	11 344	26,8	9 916	17,8	21 260	22,6	0,87	0,67
Mthata	21 114	33,3	18 971	23,8	40 085	28,8	0,90	0,72
Ngcobo	9 747	30,0	8 467	20,6	18 214	25,6	0,87	0,69
Port Elizabeth	29 589	25,3	27 442	18,9	57 031	22,2	0,93	0,75
Queenstown	9 759	27,0	8 777	19,5	18 536	23,4	0,90	0,72
Qumbu	10 763	29,9	8 890	19,5	19 653	25,2	0,83	0,65
Sterkspruit	9 301	29,6	8 570	23,3	17 871	26,6	0,92	0,79
Uitenhage	14 074	28,8	12 911	23,7	26 985	26,4	0,92	0,82
Eastern Cape Foundation	**305 732**	**28,0**	**273 373**	**19,8**	**579 105**	**24,2**	**0,89**	**0,71**
Intermediate Phase								
Butterworth	8 337	61,4	6 970	39,3	15 307	51,3	0,84	0,64
Cofimvaba	6 597	59,6	5 334	37,2	11 931	49,6	0,81	0,62
Cradock	2 345	56,6	2 179	39,7	4 524	48,5	0,93	0,70
Dutywa	9 658	72,1	8 406	55,4	18 064	64,3	0,87	0,77
East London	12 272	40,0	11 671	27,0	23 943	33,7	0,95	0,67
Fort Beaufort	3 763	45,8	3 233	32,0	6 996	39,4	0,86	0,70
Graaff-Reinet	3 065	45,3	3 044	31,6	6 109	38,5	0,99	0,70
Grahamstown	2 789	47,7	2 835	37,5	5 624	42,5	1,02	0,79
King Williams Town	9 286	49,5	8 549	31,0	17 835	40,7	0,92	0,63
Lady frere	3 795	64,0	3 267	42,8	7 062	54,2	0,86	0,67
Libode	17 706	66,6	15 973	47,8	33 679	57,7	0,90	0,72
Lusikisiki	17 005	68,2	15 714	48,5	32 719	58,7	0,92	0,71
Maluti	7 678	64,3	6 815	43,8	14 493	54,7	0,89	0,68
Mbizana	11 752	62,2	10 484	44,2	22 236	53,7	0,89	0,71
Mt fletcher	4 388	67,0	3 642	45,6	8 030	57,3	0,83	0,68
Mt Frere	7 302	62,7	6 631	40,1	13 933	51,9	0,91	0,64
Mthata	14 369	65,7	13 458	47,2	27 827	56,8	0,94	0,72
Ngcobo	6 883	66,8	6 251	48,3	13 134	58,0	0,91	0,72
Port Elizabeth	17 813	41,0	17 367	28,0	35 180	34,6	0,97	0,68
Queenstown	5 787	49,7	5 110	35,5	10 897	43,1	0,88	0,72
Qumbu	6 672	63,8	5971	43,0	12 643	54,0	0,89	0,67
Sterkspruit	6 338	60,9	6104	45,9	12 442	53,6	0,96	0,75
Uitenhage	8 186	49,9	7743	36,0	15 929	43,1	0,95	0,72
Eastern Cape Intermediate	**193 786**	**58,5**	**176 751**	**40,7**	**370 537**	**50,0**	**0,91**	**0,70**

Source: ECLECS, learner data 2013

Table 4.5 shows that male learners are more likely to be older than their grades, in all districts boys are likely to be older than female learners. The number of learners that are older than their age per grade in foundation and intermediate phases is relatively small for both males and females. The districts with the highest percentage of learners older than the expected age in the foundation phase were Cradock (33,3%) and Dutywa (33,3%). Transition of learners to the intermediate phase reveals that the differences between the two genders as well as between districts become significantly bigger. With regards to the Intermediate phase, Dutywa remained a district with the highest percentage of learners older than the expected age for both male (72,1%) and females (55,4%).

Table 4.6: Percentage of males and females older than expected age for the senior and FET phases per education district, Eastern Cape, 2013

Current grade	Number of males	% of males older than expected age	Number of females	% of females older than expected age	Total	% of total older than expected age	Gender parity	Gender parity on % older than expected age
Senior Phase								
Butterworth	8 092	73,1	7 166	53,7	15 258	64,0	0,89	0,73
Cofimvaba	5 975	72,4	5 168	52,1	11 143	63,0	0,86	0,72
Cradock	2 336	64,5	2 257	48,9	4 593	56,8	0,97	0,76
Dutywa	8 070	80,6	8 242	64,3	16 312	72,4	1,02	0,80
East London	12 541	54,6	12 231	38,4	24 772	46,6	0,98	0,70
Fort Beaufort	3 854	61,3	3420	40,9	7 274	51,7	0,89	0,67
Graaff-Reinet	2 823	56,1	2929	40,6	5752	48,2	1,04	0,72
Grahamstown	2 906	63,7	2 920	49,7	5 826	56,7	1,00	0,78
King Williams Town	9 994	63,5	8 947	43,3	18 941	54,0	0,90	0,68
Lady Frere	3 511	77,6	3 158	58,7	6 669	68,6	0,90	0,76
Libode	15 778	77,1	15 879	60,4	31 657	68,7	1,01	0,78
Lusikisiki	13 954	78,1	14 867	61,5	28 821	69,5	1,07	0,79
Maluti	7 500	75,8	7 280	56,8	14 780	66,4	0,97	0,75
Mbizana	9 946	75,4	10 106	58,7	20 052	67,0	1,02	0,78
Mt Fletcher	4 702	77,9	4 051	60,1	8 753	69,6	0,86	0,77
Mt Frere	6 406	73,1	6 217	52,6	12 623	63,0	0,97	0,72
Mthata	13 463	75,0	13 204	57,4	26 667	66,2	0,98	0,77
Ngcobo	6 063	75,3	6 072	59,2	12 135	67,2	1,00	0,79
Port Elizabeth	17 321	52,2	17230	36,2	34 551	44,2	0,99	0,69
Queenstown	5 863	61,6	5 497	46,6	11 360	54,3	0,94	0,76
Qumbu	5 756	75,5	5 640	54,7	11 396	65,2	0,98	0,72
Sterkspruit	5 837	73,1	5 767	58,2	11 604	65,7	0,99	0,80
Uitenhage	8 110	57,8	8 412	43,9	16 522	50,7	1,04	0,76
Eastern Cape Foundation	**180 801**	**69,2**	**176 660**	**52,1**	**357 461**	**60,8**	**0,98**	**0,75**
FET Phase								
Butterworth	6 538	76,4	7 932	63,8	14 470	69,5	1,21	0,83
Cofimvaba	3 667	76,8	4 635	62,8	8 302	69,0	1,26	0,82

Table 4.6: Percentage of males and females older than expected age for the senior and FET phases per education district, Eastern Cape, 2013 (conclude)

Current grade	Number of males	% of males older than expected age	Number of females	% of females older than expected age	Total	% of total older than expected age	Gender parity	Gender parity on % older than expected age
FET Phase								
Cradock	1 476	65,2	1 740	61,1	3216	63,0	1,18	0,94
Dutywa	5 329	80,4	6 862	70,2	12 191	74,7	1,29	0,87
East London	10 274	63,1	12 290	51,4	22 564	56,7	1,20	0,82
Fort Beaufort	3 251	69,9	3 276	55,9	6 527	62,9	1,01	0,80
Graaff-Reinet	1 580	58,9	1 853	49,3	3 433	53,7	1,17	0,84
Grahamstown	1 834	66,6	2 351	55,5	4 185	60,4	1,28	0,83
King Williams Town	8 877	70,1	9 329	55,2	18 206	62,5	1,05	0,79
Lady Frere	2 929	78,9	3 317	65,6	6 246	71,9	1,13	0,83
Libode	10 500	80,3	13 059	69,7	23 559	74,4	1,24	0,87
Lusikisiki	8 557	81,0	10 266	70,7	18 823	75,4	1,20	0,87
Maluti	3 932	79,0	4 704	66,4	8 636	72,1	1,20	0,84
Mbizana	6 266	78,5	7 722	66,0	13 988	71,6	1,23	0,84
Mt Fletcher	3 625	82,2	3 967	70,3	7 592	76,0	1,09	0,86
Mt Frere	4 749	78,7	5 588	65,1	10 337	71,3	1,18	0,83
Mthata	10 837	73,7	13 662	62,6	24 499	67,5	1,26	0,85
Ngcobo	3 591	79,3	4 440	68,6	8 031	73,4	1,24	0,87
Port Elizabeth	13 209	55,7	15 640	44,9	28 849	49,8	1,18	0,81
Queenstown	4 833	67,7	5 203	56,4	10 036	61,8	1,08	0,83
Qumbu	5 189	79,3	6 356	69,0	11 545	73,6	1,22	0,87
Sterkspruit	4 738	79,8	5 059	70,4	9 797	75,0	1,07	0,88
Uitenhage	5 222	57,8	6 485	47,3	11 707	52,0	1,24	0,82
Eastern Cape Intermediate	**131 003**	**72,5**	**155 736**	**61,1**	**286 739**	**66,3**	**1,19**	**0,84**

Source: ECLECS, learner data 2013

Table 4.6 shows the percentage of males and females older than expected age for the senior and FET phases per education district. There is a significant increase in the numbers of both girls and boys who are older than expected age and the gap between phases per district widen even more.

Table 4.7: Gender parity index by phase and education district, Eastern Cape, 2013

District	Foundation		Intermediate		Senior		FET	
	Attendance	% older	Attendance	% older	Attendance	% older	Attendance	% older
Butterworth	0,87	0,66	0,84	0,64	0,89	0,73	1,21	0,83
Cofimvaba	0,85	0,68	0,81	0,62	0,86	0,72	1,26	0,82
Cradock	0,92	0,78	0,93	0,70	0,97	0,76	1,18	0,94
Dutywa	0,89	0,71	0,87	0,77	1,02	0,80	1,29	0,87
East London	0,93	0,72	0,95	0,67	0,98	0,70	1,20	0,82

Table 4.7: Gender parity index by phase and education district, Eastern Cape, 2013 (conclude)

District	Foundation		Intermediate		Senior		FET	
	Attendance	% older	Attendance	% older	Attendance	% older	Attendance	% older
Fort Beaufort	0,90	0,74	0,86	0,70	0,89	0,67	1,01	0,80
Graaff-Reinet	0,92	0,81	0,99	0,70	1,04	0,72	1,17	0,84
Grahamstown	0,97	0,74	1,02	0,79	1,00	0,78	1,28	0,83
King Williams Town	0,89	0,71	0,92	0,63	0,90	0,68	1,05	0,79
Lady Frere	0,86	0,70	0,86	0,67	0,90	0,76	1,13	0,83
Libode	0,90	0,69	0,90	0,72	1,01	0,78	1,24	0,87
Lusikisiki	0,89	0,67	0,92	0,71	1,07	0,79	1,20	0,87
Maluti	0,86	0,67	0,89	0,68	0,97	0,75	1,20	0,84
Mbizana	0,88	0,65	0,89	0,71	1,02	0,78	1,23	0,84
Mt Fletcher	0,84	0,69	0,83	0,68	0,86	0,77	1,09	0,86
Mt Frere	0,87	0,67	0,91	0,64	0,97	0,72	1,18	0,83
Mthata	0,90	0,72	0,94	0,72	0,98	0,77	1,26	0,85
Ngcobo	0,87	0,69	0,91	0,72	1,00	0,79	1,24	0,87
Port Elizabeth	0,93	0,75	0,97	0,68	0,99	0,69	1,18	0,81
Queenstown	0,90	0,72	0,88	0,72	0,94	0,76	1,08	0,83
Qumbu	0,83	0,65	0,89	0,67	0,98	0,72	1,22	0,87
Sterkspruit	0,92	0,79	0,96	0,75	0,99	0,80	1,07	0,88
Uitenhage	0,92	0,82	0,95	0,72	1,04	0,76	1,24	0,82
Eastern Cape	**0,89**	**0,71**	**0,91**	**0,70**	**0,98**	**0,75**	**1,19**	**0,84**

Source: ECLECS, learner data 2013

Table 4.7 shows attendance parity indexes of male and female learners per education phases across all the districts. These attendance parity indexes are very similar across districts with proportionally more males than females attending. Greater variation begins to emerge in the senior and FET phases, with the parity gap between boys and girls widening even further. For the first two phases (foundation and intermediate) boys are nearly likely as girls to be above the expected age for their grade.

In relation to attendance, gender parity declines slightly in the senior phase with boys more likely to attend than girls. However, once they enter the FET phase girls are more likely to attend than boys. Even though girls were less likely than boys to be older than their grades up to the senior phase, the likelihood of them falling behind increases as they enter the FET phase and becomes closer to that of boys.

Table 4.8: Reasons by individuals aged 7–18 years for not attending school by gender, Eastern Cape, 2013

Reason for leaving school	Gender	
	Male	Female
Difficulty to get to school	0,0	1,9
Completed education	10,5	8,0
Disability	10,3	2,5
Education useless/not interested	19,1	6,8
Failed exams	3,4	5,5
Family commitment	1,3	16,6
Got married	0,0	2,0
Illness	3,3	11,2
No money for fees	20,2	25,7
Not accepted for enrolment	2,5	1,1
Pregnancy	0,0	8,1
School too far	0,0	0,8
Too busy	1,4	0,0
Too old/young	0,0	1,0
Unable to perform at school	10,1	3,0
Working at home	6,0	2,4
Other	11,9	3,4

Source: ECLECS, learner data 2013

Table 4.8 presents the reasons by individuals aged 7–18 years for not attending school by gender. The main reason provided by both gender was “no money for education fees” with 20,2% for males and the highest percentage was observed in females with 25,7%. Furthermore, 19,1% of males learners regards education as useless or not interested in education and around 10% of male learners have provided the following reason for not attending school: completed education, disability, unable to perform at school.

With regards to females learners, Aikman & Unterhalter (2007) found that the opportunity cost of education elsewhere in Africa does influence girls’ participation in education significantly, as they often have to perform important household chores such as collecting water and fetching wood. However in the Eastern Cape, unlike boys, young girls have provided family commitment as their second reason for not attending school (16,6%) whereas their third reason is illness (11,2%).

4.4 Summary

This chapter focused on school attendance, transition rates and gender disparities in educational participation rates. In the Eastern Cape, more than 94% of children aged 7–18 attended educational institutions in 2013. Although the province is one of the main beneficiaries of the “no-fees schools” programme, close to 23% of individuals aged 7–18 indicated lack of money for fees as their main reason for non-attendance of any educational institution. An equal proportion of close to 14% each indicated their reasons for non-attendance as “education is useless”, “poor performance” and “disability or illness” respectively. Close to 19% of girls gave family commitment or marriage as reasons for non-attendance and close to 8% gave pregnancy as a reason.

Overall, the primary school completion rate has improved for both boys and girls in Eastern Cape but remained the highest among girls (86,4% in 2013). The age grade transition is slow for the province; the ECLECS-2013 data shows significantly older learners in Grades 5–12. According to the survey, overall, more than 63% of Grade 12 learners are overage, which also shows high repetition rates per grade in the province. Dutywa district had the highest percentage of learners who are older than the expected average age for Grade 12; Port Elizabeth had the lowest (41,3%). According to the GHS 2013 data, among individuals aged 20 residing in the Eastern Cape, close to 38% attend Grade 12, close to 7% attend university or other colleges but 55% are not in education.

Although social grants constitute the bulk of household incomes, it is the main source of income for households where most overage learners attending senior or FET phases belong. Most overage learners stay in female headed households.

Gender parity indexes on attendance across educational districts are similar with proportionately more boys attending than girls in both foundation and intermediate phases. However, the gender parity indexes vary across districts for the senior and FET phases; where more girls than boys are more likely to attend. However, there are no differences between boys and girls in their age per grade performance.

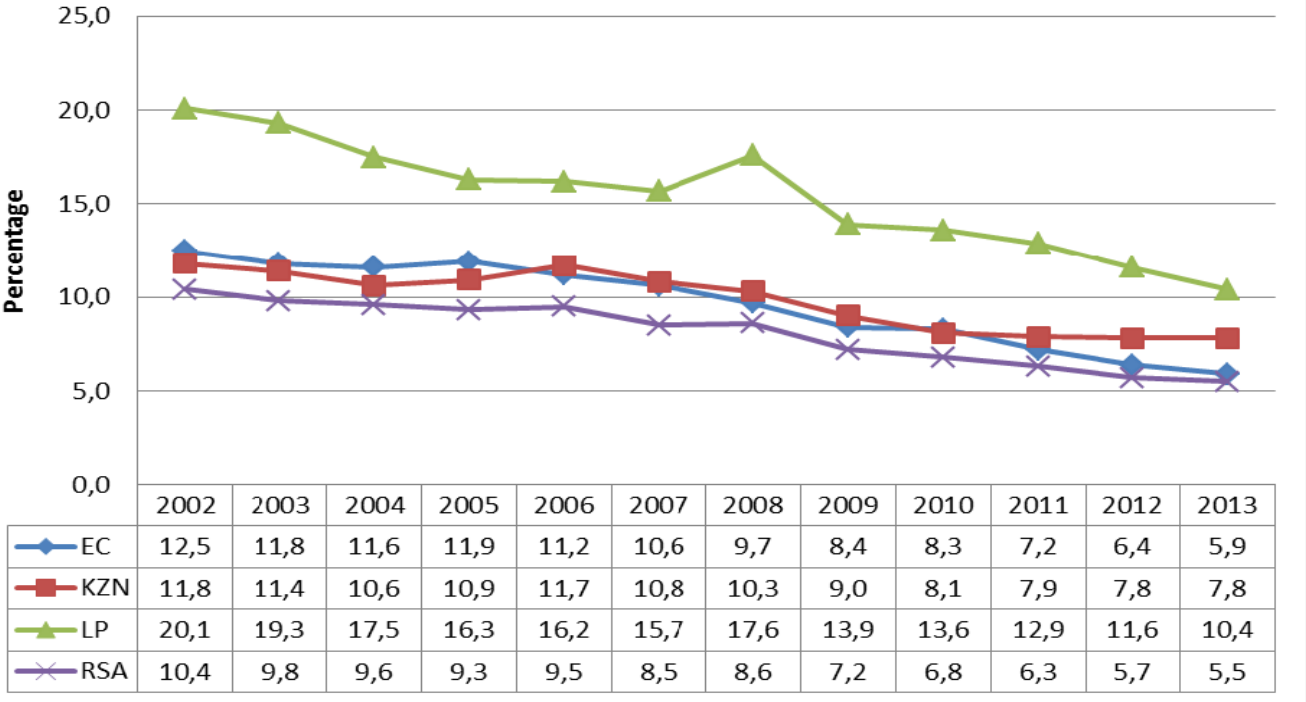
Chapter 5: Educational Attainment

5.1 Introduction

This chapter focuses on the general educational attainment in the province in relation to literacy rates and performance as measured through the Annual National Assessment (ANA) tests and the National Senior Certificate (NSC) exams. The final section of this chapter illustrates the correlation between key variables and NSC outcomes, both from the perspective of the secondary schools that enrolled students for NSC and from the perspective of the primary schools that feed into these secondary schools.

5.2 General educational attainment

Figure 5.1: Percentage of persons aged 20 years and older with no formal education for selected provinces, GHS 2002–2013

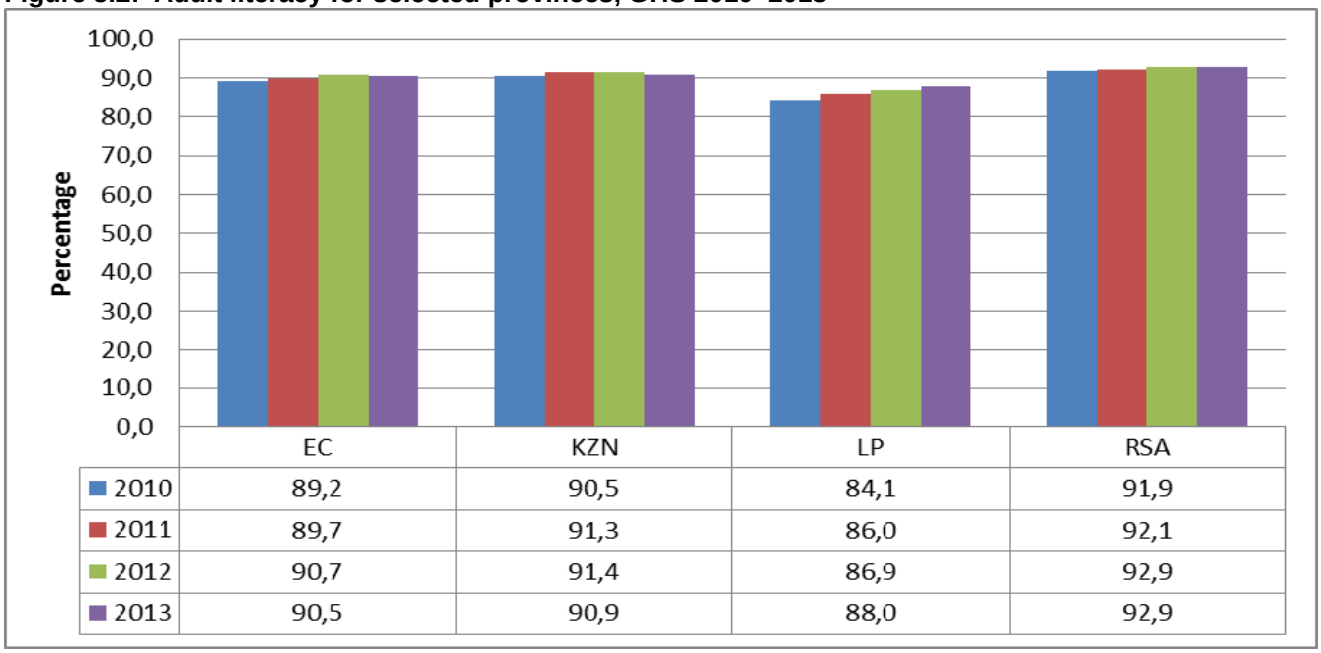


	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
EC	12,5	11,8	11,6	11,9	11,2	10,6	9,7	8,4	8,3	7,2	6,4	5,9
KZN	11,8	11,4	10,6	10,9	11,7	10,8	10,3	9,0	8,1	7,9	7,8	7,8
LP	20,1	19,3	17,5	16,3	16,2	15,7	17,6	13,9	13,6	12,9	11,6	10,4
RSA	10,4	9,8	9,6	9,3	9,5	8,5	8,6	7,2	6,8	6,3	5,7	5,5

Source: General Household Survey 2002–2013

Figure 5.1 presents the change over time in percentage of persons aged 20 years and older with no formal education in Eastern Cape, KwaZulu-Natal, Limpopo and the rest of South Africa between 2002 and 2013. The three provinces are compared as they have relatively high rural populations. Limpopo had the highest percentage (20%) of people aged 20 years and older with no formal education in 2002 as compared to the other two provinces and the country as a whole. Even though the numbers fluctuated over time, the overall decline between 2002 and 2013 of those with no formal education was 6,6 percentage points in Eastern Cape and nearly 10 percentage points in Limpopo. In RSA as a whole, the percentage of individuals aged 20 years and older with no formal education decreased by five percentage points during the same time period.

Figure 5.2: Adult literacy for selected provinces, GHS 2010–2013

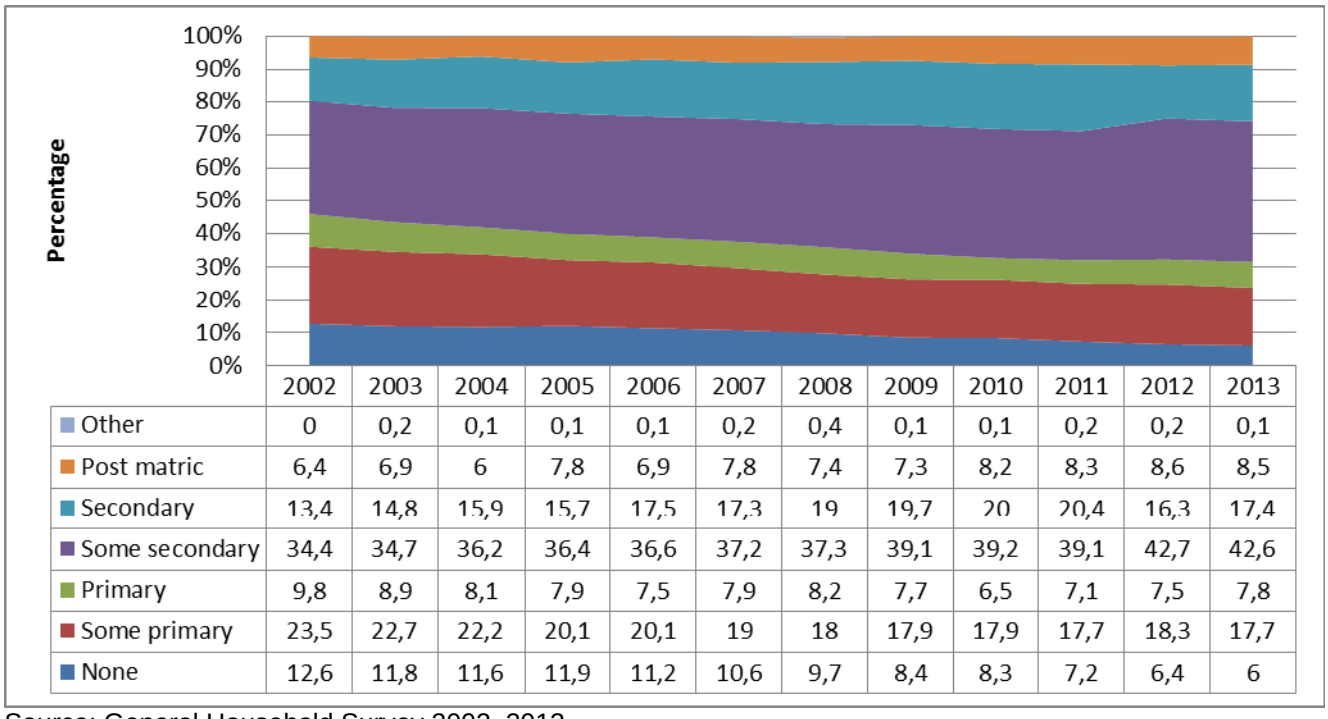


	EC	KZN	LP	RSA
2010	89,2	90,5	84,1	91,9
2011	89,7	91,3	86,0	92,1
2012	90,7	91,4	86,9	92,9
2013	90,5	90,9	88,0	92,9

Source: General Household Survey 2002–2013

Figure 5.2 illustrates the change over time in the adult literacy rate by province according to the findings of the General Household Survey. The adult literacy rate is defined as the percentage of self-reported people ages 15 years and older who can read and write a short sentence. In overall, the adult literacy rate in the country was above 90% and this percentage increased from 92% to 93% between 2010 and 2012, and remained the same between 2012 and 2013. An improvement was also observed in Eastern Cape with a 1,3 percentage points increase in the adult literacy rate within three years. The percentage of adult literates in KwaZulu-Natal remained stable between 2010 and 2013 at approximately 91%. However, Limpopo had the lowest literacy rate in 2010 and 2013.

Figure 5.3:Highest educational achievement for individuals aged 20 years and older, Eastern Cape, GHS 2002–2013



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Other	0	0,2	0,1	0,1	0,1	0,2	0,4	0,1	0,1	0,2	0,2	0,1
Post matric	6,4	6,9	6	7,8	6,9	7,8	7,4	7,3	8,2	8,3	8,6	8,5
Secondary	13,4	14,8	15,9	15,7	17,5	17,3	19	19,7	20	20,4	16,3	17,4
Some secondary	34,4	34,7	36,2	36,4	36,6	37,2	37,3	39,1	39,2	39,1	42,7	42,6
Primary	9,8	8,9	8,1	7,9	7,5	7,9	8,2	7,7	6,5	7,1	7,5	7,8
Some primary	23,5	22,7	22,2	20,1	20,1	19	18	17,9	17,9	17,7	18,3	17,7
None	12,6	11,8	11,6	11,9	11,2	10,6	9,7	8,4	8,3	7,2	6,4	6

Source: General Household Survey 2002–2013

Figure 5.3 shows a slow decline in the percentage of people who were classified as having “no education”, “some primary” and “primary” as their highest level of education between 2002 and 2013 in Eastern Cape. There was an increase in the percentage of individuals aged 20 and above who attained “some secondary” and “secondary” education as their highest educational achievement between 2002 and 2013 (increased by 8,2 and four percentage points respectively). Furthermore, there was a slight increase of 2,1 percentage points in the percentage of individuals with post-matric as their highest level of educational. In 2013, close to 43% of individuals aged 20 and above had reached “some secondary” level, close to 17% had achieved “secondary” level and close to 9% had achieved “post-matric” level.

5.3 Annual National Assessment results

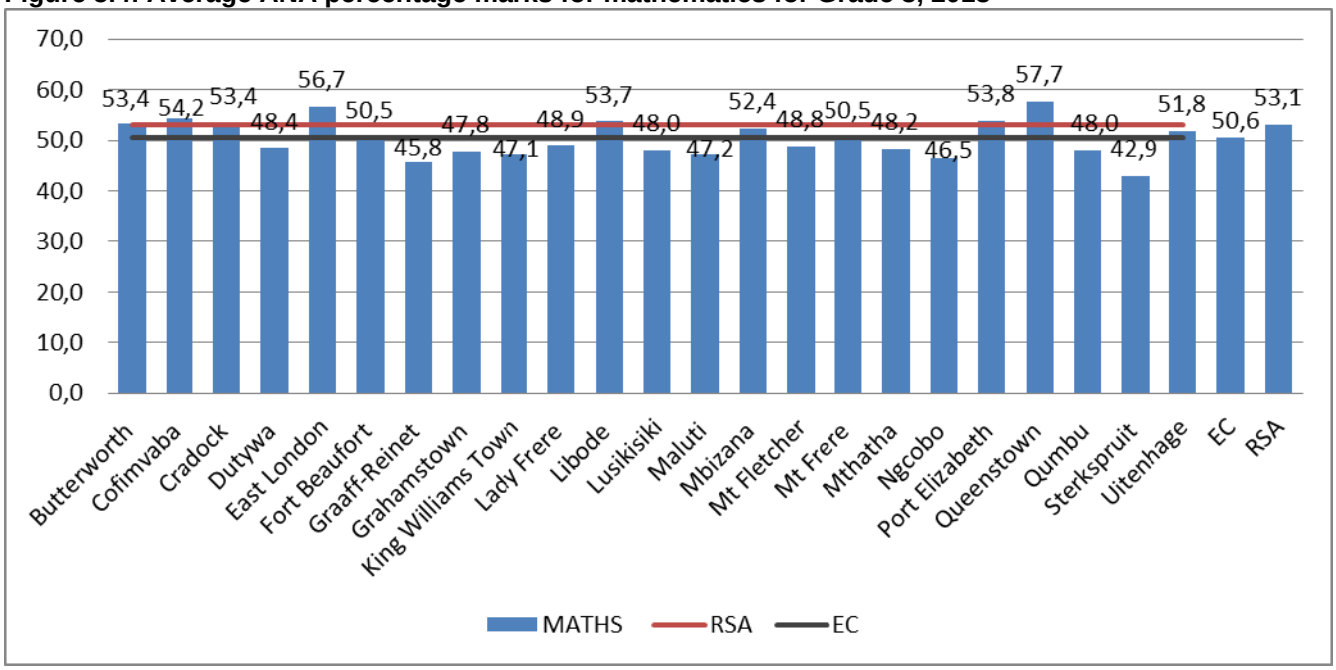
Table 5.1: Average ANA percentage marks by district, Grade 3, 2012–2013

District	Mathematics		Home Language	
	2012	2013	2012	2013
Butterworth	49,2	53,4	57,6	51,5
Cofimvaba	43,0	54,2	53,9	54,7
Cradock	41,1	53,4	50,1	49,3
Dutywa	40,7*	48,4	50,6	39,8
East London	51,9*	56,7	56,1	52,7
Fort Beaufort	44,9	50,5	54,1	50,8
Graaff-Reinet	35,2	45,8	48,2	38,3
Grahamstown	37,8	47,8	48,4	42,7
King Williams Town	39,7	47,1	49,4	43,9
Lady Frere	24,0*	48,9	51,4	47,7
Libode	40,2	53,7	48,2	47,9
Lusikisiki	37,8	48,0	49,0	43,6
Maluti	36,5	47,2	46,5	44,2
Mbizana	41,2	52,4	50,9	49,0
Mt Fletcher	35,1	48,8	46,7	45,3
Mt Frere	44,6	50,5	51,0	48,7
Mthatha	39,0	48,2*	48,2	45,0*
Ngcobo	37,5	46,5	49,7	46,9
Port Elizabeth	43,6	53,8	52,7	48,6
Queenstown	45,0	57,7	53,7	55,6
Qumbu	39,7	48,0	47,9	43,5
Sterkspruit	32,7	42,9	43,9	39,5
Uitenhage	42,4	51,8	52,3	47,5
Eastern Cape	**40,5**	**50,6**	**50,3**	**47,0**
RSA	**41,2**	**53,1**	**52,0**	**50,8**

Source: ANA 2013 report

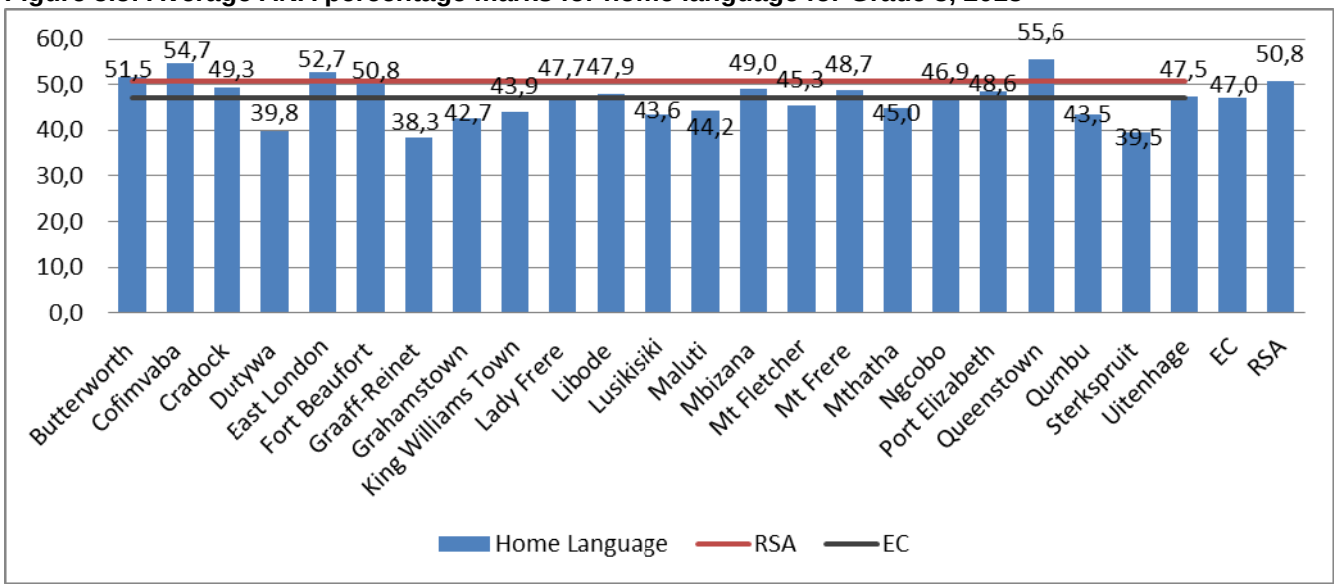
Table 5.1 illustrates the change in the average ANA percentage marks for Grade 3 pupils between 2012 and 2013 in all the Eastern Cape's educational districts. In general, the majority of Grade 3 learners have performed well in home language across all the districts in 2012 as compared to mathematics. Great progress was made by Grade 3 learners with regards to mathematics in 2013 across all the districts. However, there was a drop in the average ANA percentage marks for home language in 2013 for the majority of the districts in the province. By contrast in 2013, their good performance in mathematics has resulted in a slight drop in average ANA percentage marks for home language.

Figure 5.4: Average ANA percentage marks for mathematics for Grade 3, 2013



Source: ANA 2013 report

Figure 5.5: Average ANA percentage marks for home language for Grade 3, 2013



Source: ANA 2013 report

Figures 5.4 and 5.5 present the average annual national assessment (ANA) percentage marks for mathematics and home language for Grade 3 learners in Eastern Cape and RSA in 2013 by districts. Overall, the province has performed well in mathematics as compared to home language. Furthermore, we notice a balance in the average ANA percentage marks for mathematics and home language in certain districts such as Queenstown with 57,7% in mathematics and 55,6% in home language, East London with 56,7% in mathematics and 52,7% in home language, Cofimvaba with 54,2% in mathematics and 54,7% in home language, Butterworth with 53,4% in mathematics and 51,5% in home language and Fort Beaufort with 50,5% in mathematics and 50,8% in home language and the country as whole also has performed well with 53,8% in mathematics and 50,8% in home language.

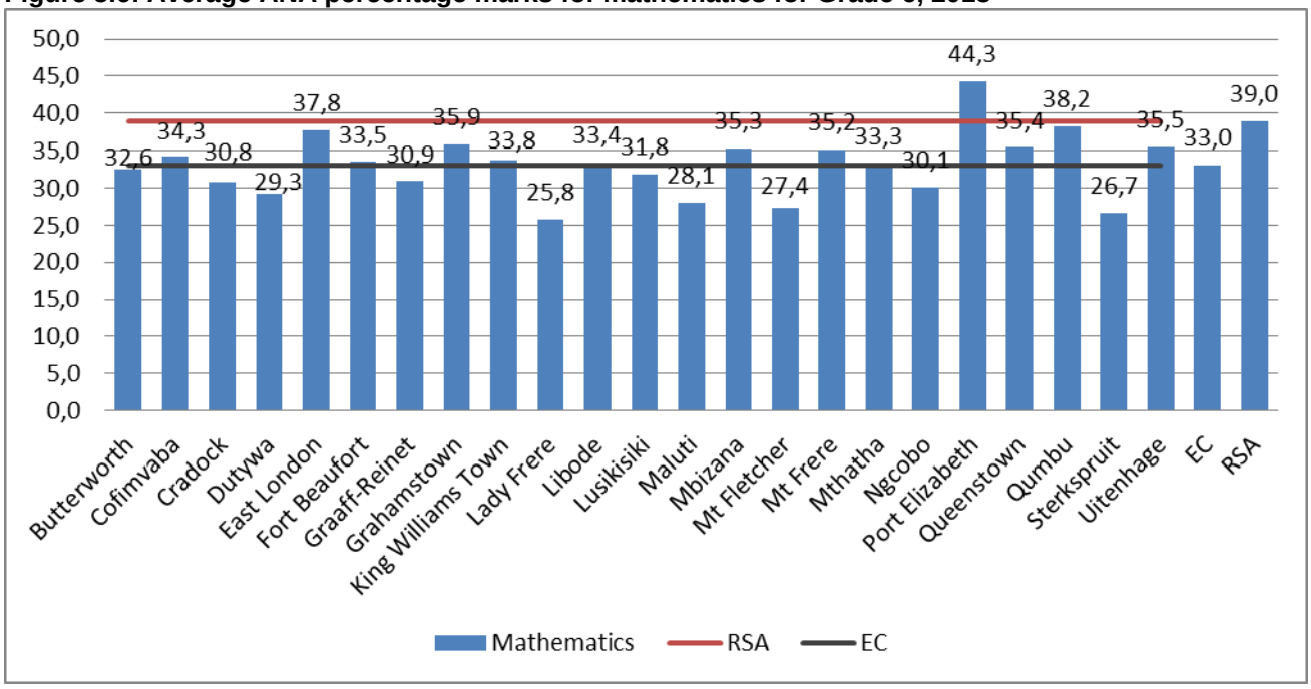
Table 5.2: Average percentage marks for ANA, Grade 6, 2013

District	SUBJECT					
	Mathematics		Home Language		First Additional language	
	2012	2013	2012	2013	2012	2013
Butterworth	29,4	32.6*	29,6	43.6*	39,7	45.9*
Cofimvaba	25,5	34,3	28,5	44,3	36,5	45,2
Cradock	23,5	30,8	39,8	48,8	37,6	39,2
Dutywa	25,7	29,3	27,2	42,3	32,7	36,2
Eeast London	29,4	37,8	49,0	51,0	41,9	49,2
Fort Beaufort	26,9	33,5	48,1	33,0	39,1	43,6
Graaff-Reinet	23,5	30,9	38,2	45,2	35,7	37,3
Grahamstown	25,4	35,9	39,0	51,1	41,9	50,6
King Williams Town	24,9	33,8	34,8	44,7	39,8	45,2
Lady Frere	25,5	25,8	32,7	39,7	36,5	41,7
Libode	23,5	33,4	28,3	39,8	34,3	42,6
Lusikisiki	23,9	31,8	29,3	40,9	33,9	40,5
Maluti	19,9	28,1	30,5	55,8	31,0	38,1
Mbizana	26,7	35,3	27,1	44,8	37,0	44,8
Mt Fletcher	18,4	27,4	33,0	40,1	31,8	38,2
Mt Frere	25,7	35,2	32,8	46,0	34,9	44,7
Mthatha	23,6	33,3	32,6	39,3	36,2	45,6
Ngcobo	22,2	30,1	30,6	44,0	34,3	41,5
Port Elizabeth	26,4	44,3	47,0	50,5	41,5	47,2
Queenstown	23,7	35,4	46,9	55,2	35,5	47,4
Qumbu	28,7	38,2	30,5	46,8	35,9	44,2
Sterkspruit	20,3	26,7	28,3	35,6	32,5	37,8
Uitenhage	25,0	35,5	39,8	45,7	42,5	51,0
Eastern Cape	**24,9**	**33,0**	**38,4**	**44,8**	**36,3**	**43,2**
South Africa	**26,7**	**39,0**	**42,8**	**58,8**	**35,6**	**45,7**

Source: ANA 2013 report

There was a gradual increase in the average ANA percentage in all the subjects across all the districts between 2012 and 2013. A decrease in average ANA percentage marks for home language was observed in only one district namely Fort Beaufort (48,1% in 2012 to 33,0% in 2013). In overall, Grade 6 learners have performed well in the first additional language and the least performance by these learners was in mathematics across all the districts. Furthermore, in 2013, Port Elizabeth achieved above average ANA percentage mark in all the subjects, and in so doing was the best performing district in the province.

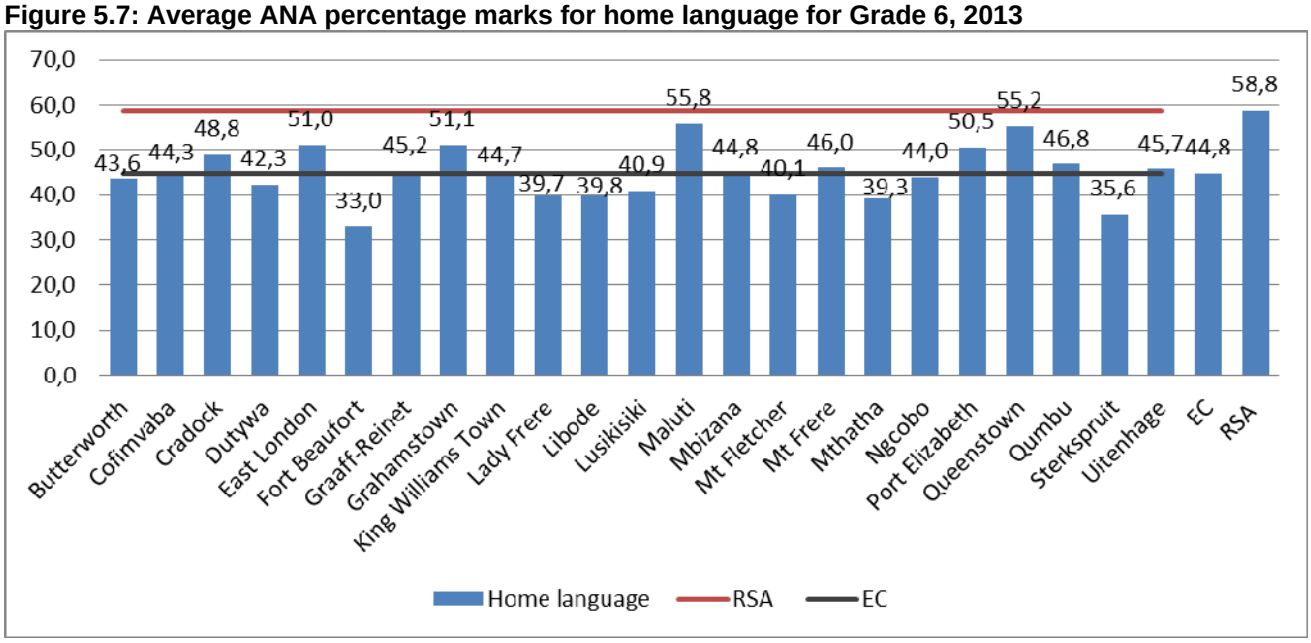
Figure 5.6: Average ANA percentage marks for mathematics for Grade 6, 2013



Source: ANA 2013 report

Figure 5.6 shows the average ANA percentage mark for mathematics for 2013 Grade 6 learners in Eastern Cape. Port Elizabeth pre-dominated all other districts with the average ANA percentage of 44,3% followed by Qumbu and East London respectively with the average ANA percentage mark of 38,2% and 37,8%. However, we notice the lowest average ANA percentage mark of 25,6% for Grade 6 learners in Lady Frere and other districts namely Sterkspruit, Mt Fletcher, Maluti and Dutywa which also achieved an average ANA percentage mark of less than 30%.

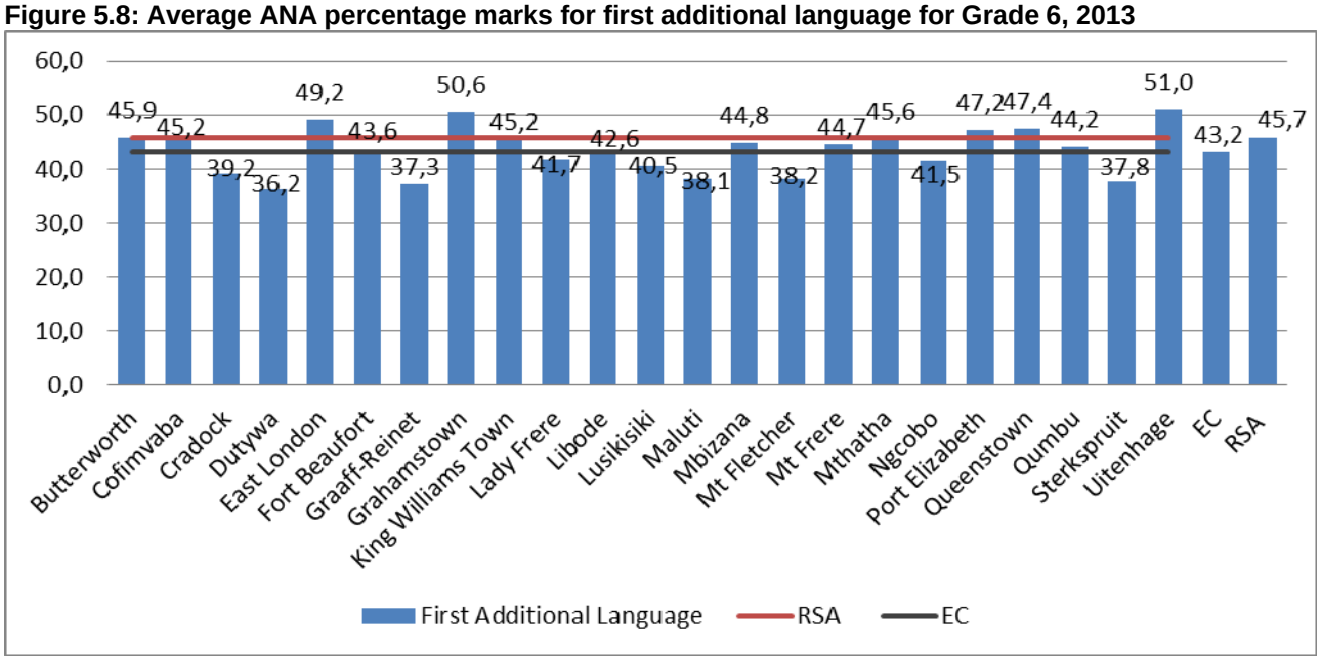
Figure 5.7: Average ANA percentage marks for home language for Grade 6, 2013



Source: ANA 2013 report

Overall, the average ANA percentage marks for home language are around 40% in most of the districts. The highest was obtained in Maluti with 55,8% followed by Queenstown with 55,2%. The lowest average ANA marks for the subject were obtained in Fort Beaufort with 33% and Sterkspruit 35,6%.

Figure 5.8: Average ANA percentage marks for first additional language for Grade 6, 2013



Source: ANA 2013 report

Table 5.2 revealed two observations: there was an increase in the average ANA percentage marks for home language and that Grade 6 learners performed well in languages as compared to mathematics in all the districts between 2012 and 2013. The highest average ANA percentage mark was observed in Uitenhage with 51% followed by Grahamstown with 50,6% and East London with 49,2%. These districts including Port Elizabeth with 47,2% and Queenstown with 47,4% have surpassed the average ANA percentage marks of the country (45,7%).

Table 5.3: Average percentage marks for ANA, Grade 9, 2013

Districts	SUBJECT					
	Mathematics		Home Language		First Additional Language	
	2012	2013	2012	2013	2012	2013
Butterworth	20,2	27.4*	35,1	36.6*	36,3	33.4*
Cofimvaba	18,5	22.6*	34,1	33.3*	36,8	37.1*
Cradock	10,6	10,3	42,8	42,0	33,0	32,1
Dutywa	18,4	17.7*	34,6	35.3*	32,8	28.2*
East London	13,2	13,3	47,7	36,0	35,4	40,3
Fort Beauport	10,3	11,8	28,8	33,3	31,7	16,1
Graaff-Reinet	11,1	9,7	42,4	36,2	36,9	31,3
Grahamstown	13,1	13,2	54,9	32,1	37,6	39,1
King Williams Town	11,3	12,8	41,8	31,4	35,7	32,3
Lady Frere	14,8	15,5	37,7	31,0	33,8	33,1
Libode	16,2	19.0*	33,2	31.8*	33,9	33.4*
Lusikisiki	14,4	17,3	36,3	33,5	33,8	31,2

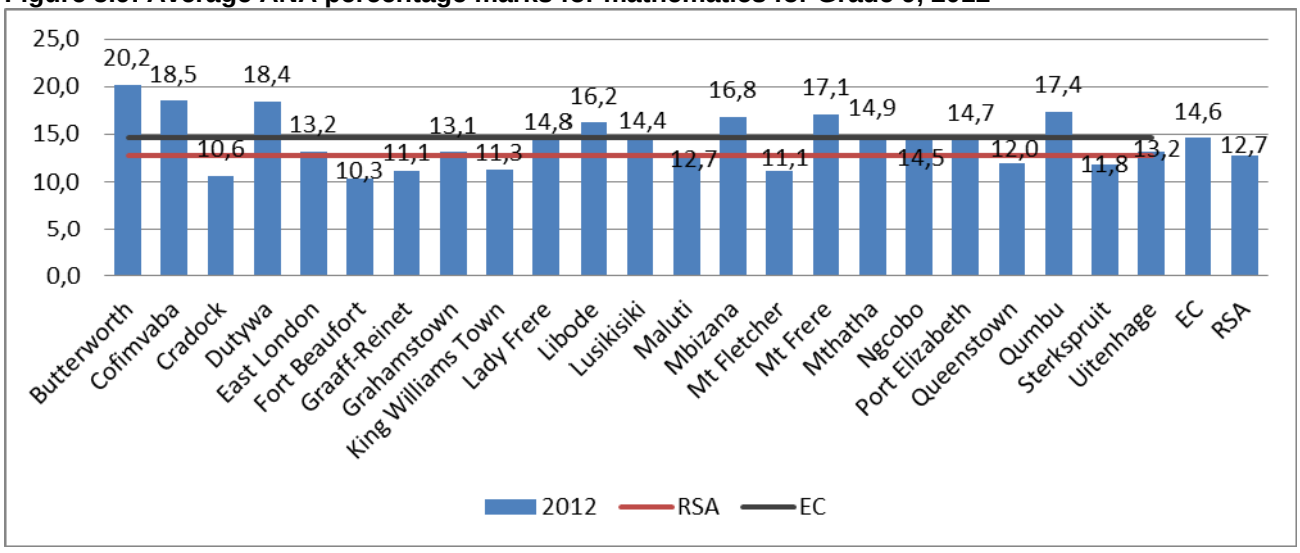
Table 5.3: Average percentage marks for ANA, Grade 9, 2013 (conclude)

Districts	SUBJECT					
	Mathematics		Home Language		First Additional Language	
	2012	2013	2012	2013	2012	2013
Maloti	12,7	13,4	32,5	38,6	32,9	34,2
mbizana	16,8	19,2	32,0	29,0	34,9	28,7
Mt Fletcher	11,1	13,3	37,4	28,6	30,5	33,5
Mt Frere	17,1	21,9	37,2	35,3	35,3	33,1
Mthatha	14,9	18.0*	35,9	31.7*	35,4	36.5*
Ngcobo	14,5	17,0	38,4	34,1	33,6	34,5
Port Elizabeth	14,7	14,2	47,4	42,0	38,4	25,8
Queenstown	12,0	13,3	55,7	45,1	37,9	32,3
Qumbu	17,4	22,2	23,7	37,4	33,7	33,4
Sterkspruit	11,8	13.4*	46,0	34.6*	34,6	37.1*
Uitenhage	13,2	15,7	43,7	44,7	38,0	32,1
Eastern Cape	**14,6**	**15,8**	**42,6**	**35,2**	**35,0**	**34,1**
South Africa	**12,7**	**13,9**	**43,4**	**43,1**	**34,6**	**33,2**

Source: ANA 2013 report

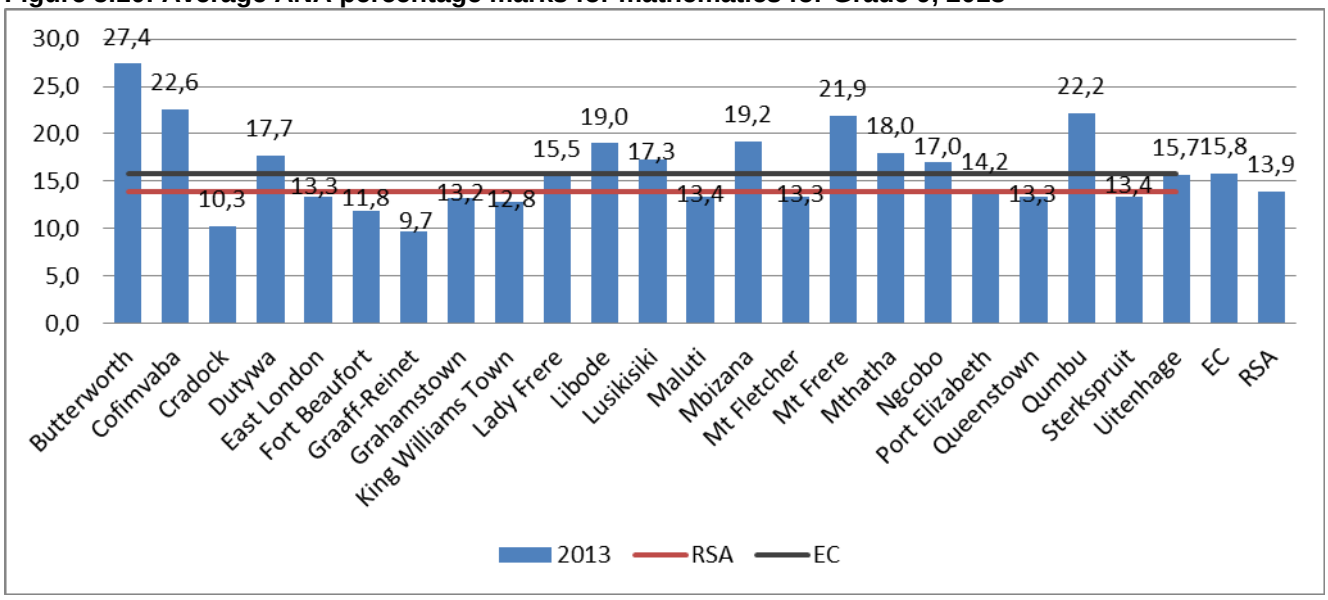
Table 5.3 shows the variations of the average ANA percentage marks obtained in mathematics and languages for Grade 9 between 2012 and 2013. The average ANA percentage for Grade 9 learners in all the subjects across all the districts was lower than the Grade 3's (Table 5.1) and Grade 6's average ANA percentage marks for the same subjects (Table 5.2). There was an increase in the average ANA percentage marks for mathematics between 2012 and 2013 although the majority of the districts obtained a percentage marks less than 20% with the exception of Butterworth with 27,4%, Qumbu with 22,2%, Mt Frere with 21,9%, and Cofimvaba with 22,6% in 2013. However, we observed a decline in ANA percentage marks in home language and first additional language for most of the districts.

Figure 5.9: Average ANA percentage marks for mathematics for Grade 9, 2012



Source: ANA 2013 report

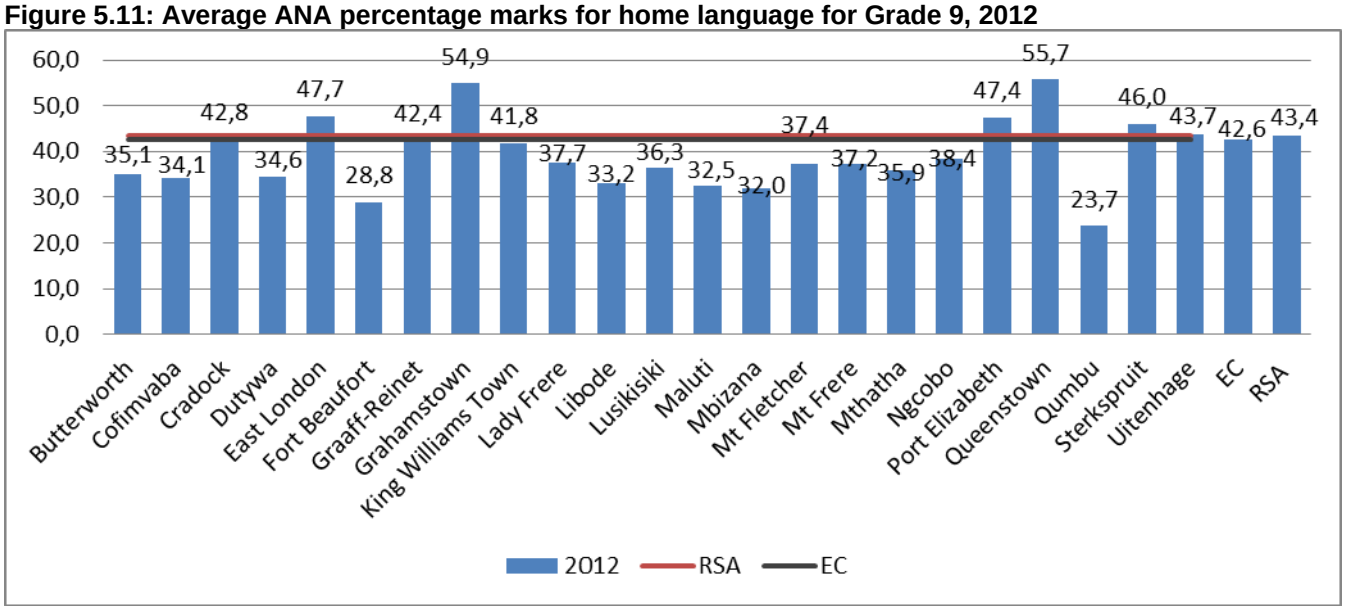
Figure 5.10: Average ANA percentage marks for mathematics for Grade 9, 2013



Source: ANA 2013 report

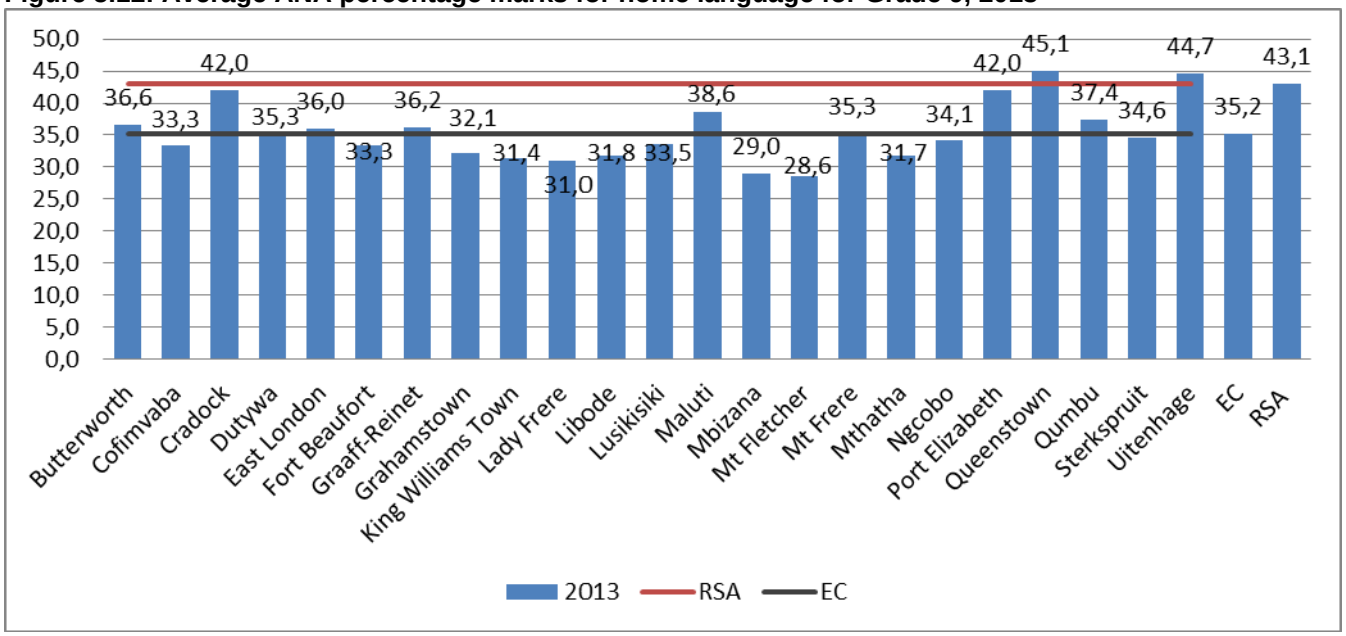
Figure 5.10 shows the highest average ANA percentage marks were observed in Butterworth with 20,2% in 2012 and 27,4% in 2013 followed by Cofimvaba with 18,5% in 2012 and 22,6% in 2013. However, Cradock obtained the lowest in both years (respectively 10,6% and 10,3%). There was an overall increase in the average ANA percentage marks for mathematics for most of the districts although only four districts mentioned above managed to obtain a percentage mark that is over 20% and these districts were classified as well-performing, in the province, in terms of mathematics for Grade 9 in 2013.

Figure 5.11: Average ANA percentage marks for home language for Grade 9, 2012



Source: ANA 2013 report

Figure 5.12: Average ANA percentage marks for home language for Grade 9, 2013



Source: ANA 2013 report

The figures above represents the Grade 9 pupils' average ANA percentage marks for home language between 2012 and 2013 in Eastern Cape. There was a slight drop in most of the districts and the greatest decline of 22,8 percentage points (from 54,9% in 2012 to 32,1% in 2013) was observed in Grahamstown followed by King Williams Town with a 10,4 percentage point decrease. Although the majority of the districts managed to keep the average ANA percentage marks above 30%, Mt Fletcher fell from 37,2% to 28,6% and Mbizana districts fell from 32% to 29%. However, there was a great increase observed in other districts: Qumbu increased from 23,7% to 37,4%, followed by Fort Beaufort with a 4,5 percentage point increase (from 28,8% in 2012 to 33,3% in 2013).

Map 5.1: Hot and cold spot analyses for NSC pass rates in Eastern Cape for 2013

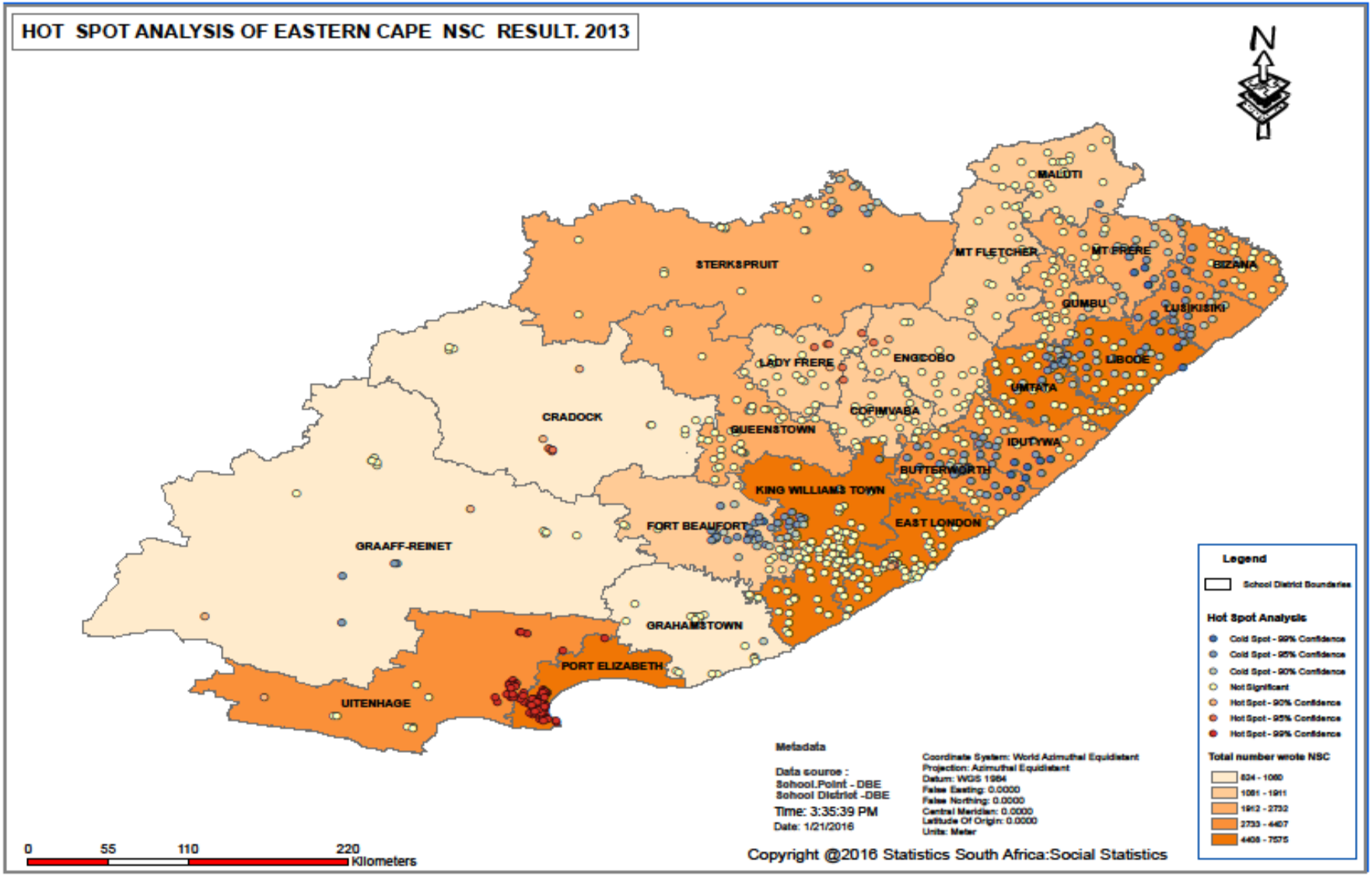
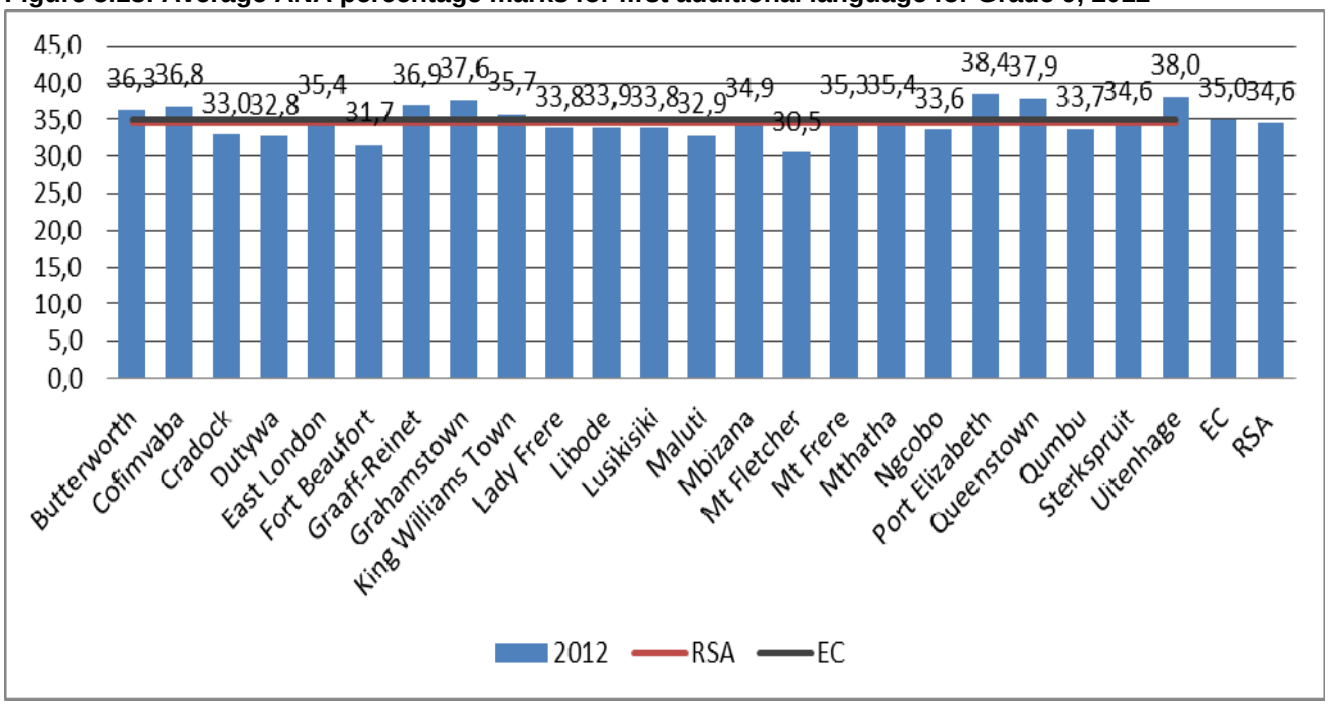
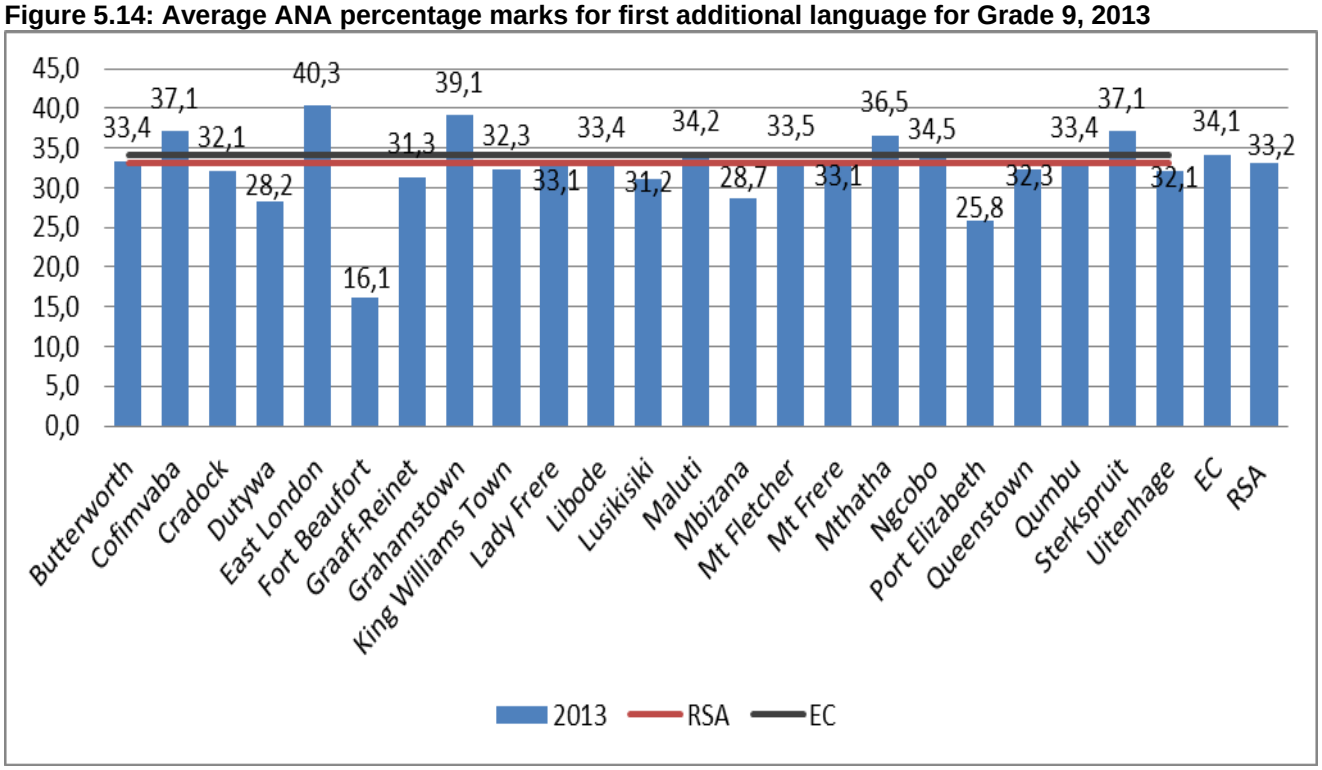


Figure 5.13: Average ANA percentage marks for first additional language for Grade 9, 2012



Source: ANA 2013 report

Figure 5.14: Average ANA percentage marks for first additional language for Grade 9, 2013

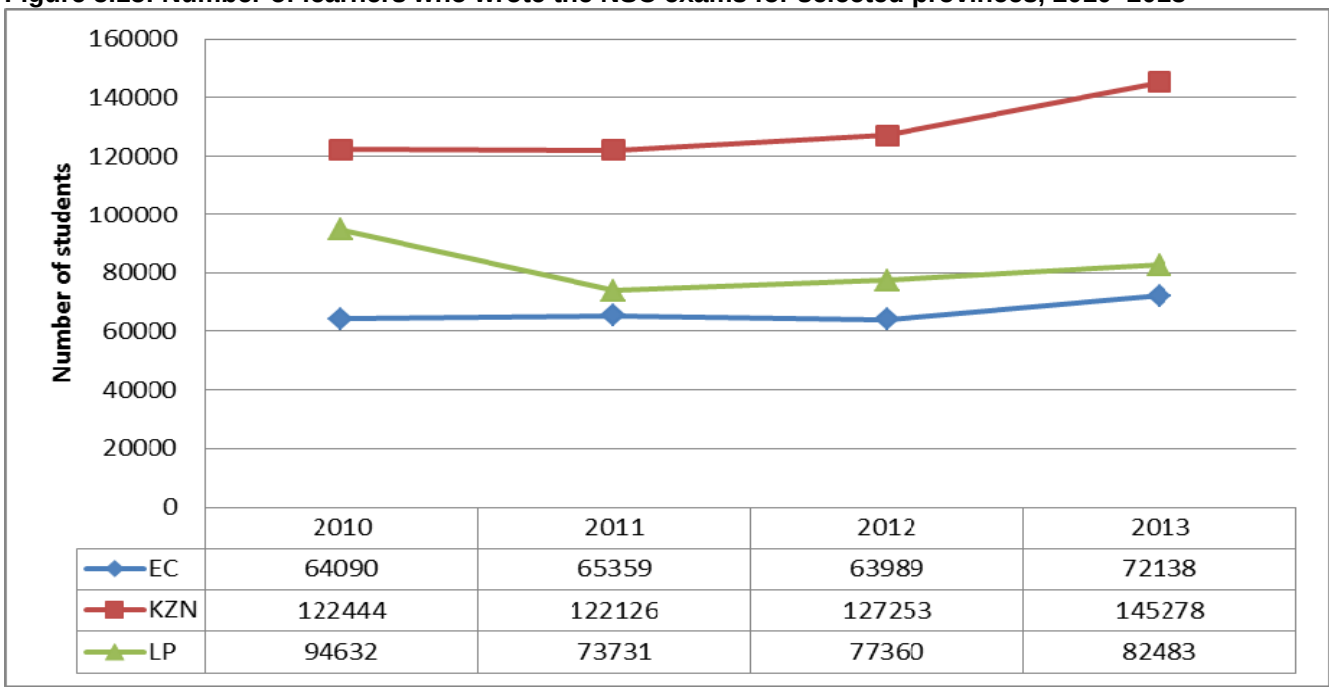


Source: ANA 2013 report

The above figures show the change of the Grade 9's average ANA percentage marks for the subject first additional language between 2012 and 2013. There was a slight decrease in most of the districts, but Fort Beaufort performed the worst with a decline from 31,7% in 2002 to 16,1% in 2013. There was an increase in the average ANA percentage marks in other districts such as Grahamstown which increased from 37,6% in 2012 to 39,1% in 2013 followed by East London, Cofimvaba, Sterkspruit and Mthatha. Furthermore, only East London managed to obtain percentage marks for first additional language that is over 40%, with a 4,9 percentage point increase between 2012 and 2013.

5.4 National Senior Certificate Results

Figure 5.15: Number of learners who wrote the NSC exams for selected provinces, 2010–2013

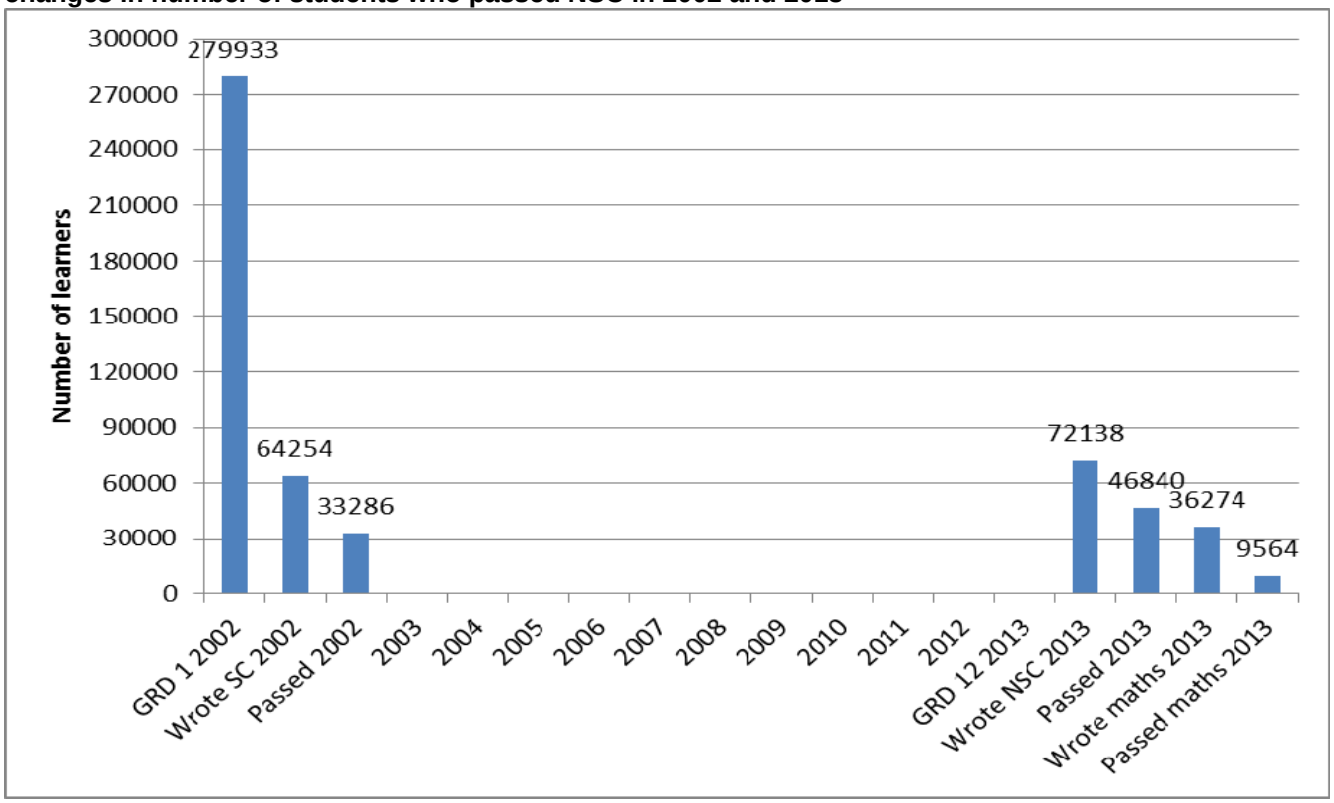


	2010	2011	2012	2013
EC	64090	65359	63989	72138
KZN	122444	122126	127253	145278
LP	94632	73731	77360	82483

Source: NSC technical report 2010-2013

Figure 5.15 represents the change over time in the number of learners that actually wrote the NSC exams between 2010 and 2013 by provinces with large rural populations. In Eastern Cape, the number of learners increased by 1 269 between 2010 and 2011, decreased by 1 370 in 2012 and increased again by 8 149 in 2013. However, between 2010 and 2011, the number of learners who wrote the NSC exams decreased by 318 learners in KwaZulu-Natal and by 20 901 learners in Limpopo. From 2011 onwards, there has been an increase in the number of learners who sat to write the exams. In 2013, all provinces registered a greater number of learners for the NSC exams when compared to the three previous years and the number of students registered to write the NSC increased significantly by 18 025 learners between 2012 and 2013 in KwaZulu-Natal.

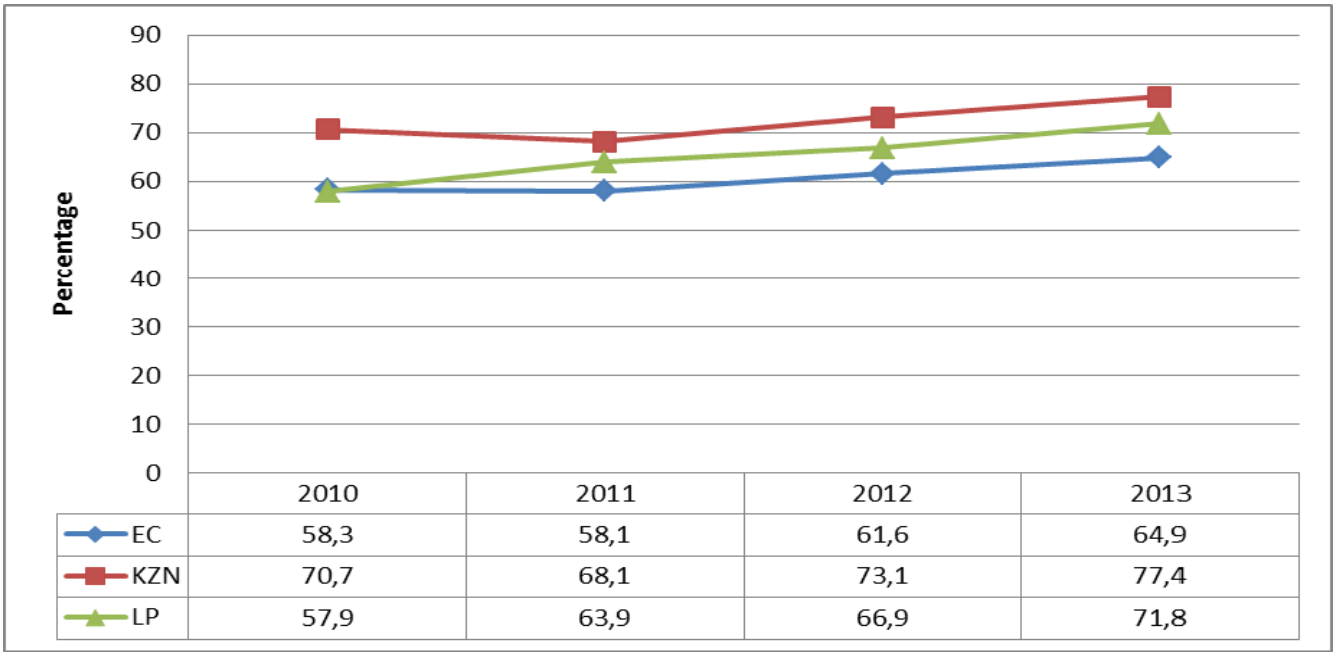
Figure 5.16: Progression from Grade 1 in 2002 to Grade 12 in 2013 in terms of the number of students and changes in number of students who passed NSC in 2002 and 2013



Source: NSC technical report 2002–2013

Figure 5.16 focuses on the number of learners who were enrolled in Grade 1 in the province in 2002 and compared against the number of learners who sat to write the NSC exams in 2013 (12 years later). Only approximately 25,8% of the learners who entered Grade 1 in 2002 and who could potentially have written the NSC in 2013 sat to write the NSC examinations, and only 16,7% passed. In addition, 13% of the 2002 Grade 1 intake wrote the NSC mathematics exams and only 3,4% of them passed. There are many reasons for the attrition of learners including some changes in provincial boundaries and/or provincial migration that might have taken place between 2002 and 2013, many learners repeating grades or dropping out of school.

Figure 5.17: Percentage of learners who passed the NSC exams for selected provinces, 2010–2013



	2010	2011	2012	2013
EC	58,3	58,1	61,6	64,9
KZN	70,7	68,1	73,1	77,4
LP	57,9	63,9	66,9	71,8

Source: NSC technical report 2013

Figure 5.17 shows the percentage of learners who passed the NSC exams in three provinces from 2010 to 2013. Since 2010, the percentage of learners who passed the NSC exams nationwide increased with 10,4 percentage points from 67,8% to 78,2% in 2013. Furthermore, there was a slow increase in terms of the percentage of learners who passed the NSC exams in Eastern Cape during the same period (from 58,3% to 64,9% respectively). Between 2010 and 2011, there was a slight drop of 0,2 percentage points in Eastern Cape and a drop of 2,6 percentage points in KwaZulu-Natal. However, the highest percentage of learners who passed matric was found in KwaZulu-Natal, followed by Limpopo where the pass rate increased by 13,9 percentage points between 2010 and 2013.

Table 5.4: NSC overall pass rates by district, 2013

Education District	Total entered	Total wrote	Total achieved	Pass rate
Butterworth	4 684	4 407	2 596	58,9
Cofimvaba	1 909	1 839	1 300	70,7
Cradock	885	853	627	73,5
Dutywa	3 802	3 540	2 152	60,8
East London	6 329	6 138	4 488	73,1
Fort Beaufort	2 022	1 911	1 082	56,6
Graaff-Reinet	847	824	557	67,6
Grahamstown	1 079	1 060	662	62,5
King Williams Town	5 400	5 232	3 414	65,3
Lady Frere	1 454	1 417	942	66,5
Libode	5 935	5 580	3 356	60,1
Lusikisiki	3 990	3 792	2 240	59,1
Maluti	1 853	1 799	1 267	70,4
Mbizana	3 372	3 210	1 885	58,7
Mt Fletcher	1 691	1 654	1 081	65,4

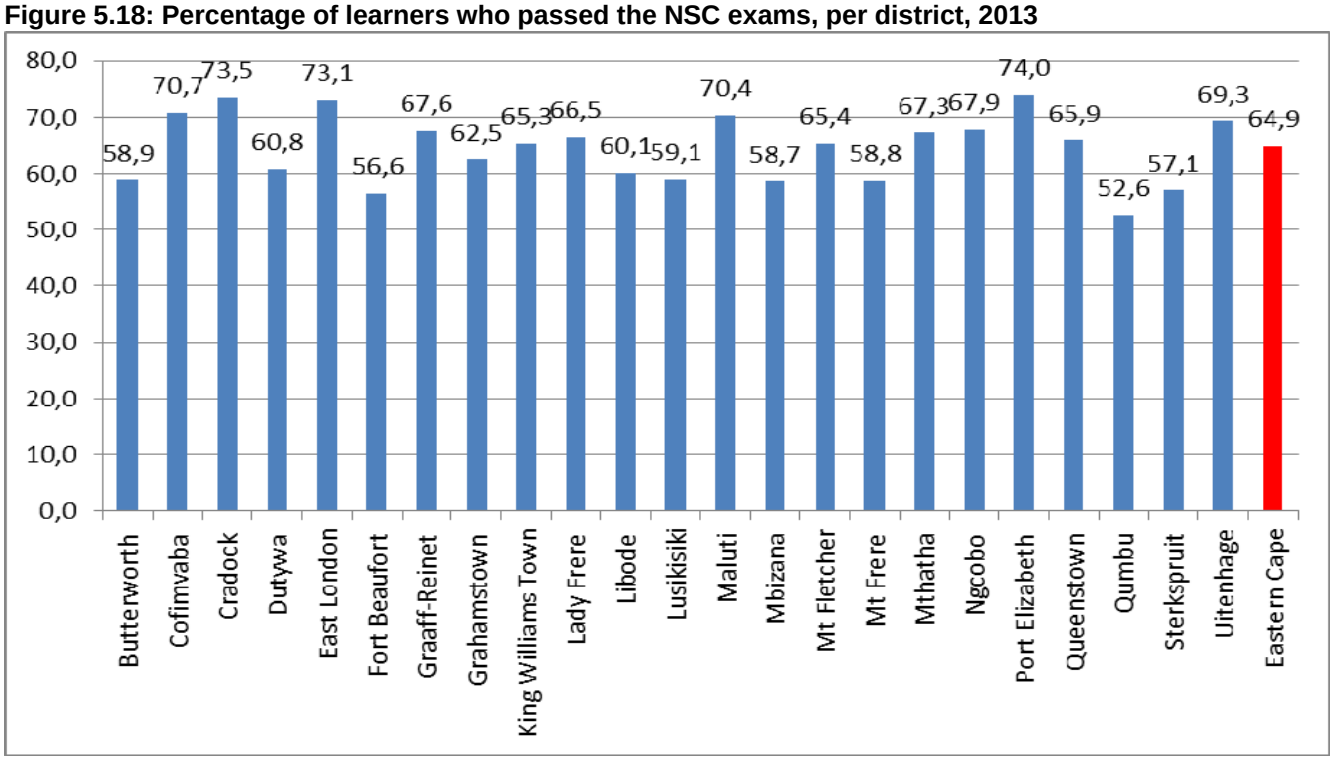
Table 5.4: NSC overall pass rates by district, 2013 (conclude)

Education District	Total entered	Total wrote	Total achieved	Pass rate
Mt Frere	2 442	2 329	1 370	58,8
Mthatha	6 887	6 718	4 518	67,3
Ngcobo	1 809	1 729	1 174	67,9
Port Elizabeth	7 748	7 575	5 609	74,0
Queenstown	2 829	2 732	1 800	65,9
Qumbu	2 641	2 547	1 339	52,6
Sterkspruit	2 210	2 133	1 219	57,1
Uitenhage	3 299	3 119	2 162	69,3
Eastern Cape	**75 117**	**72 138**	**46 840**	**64,9**

Source: NSC data 2013, own calculations

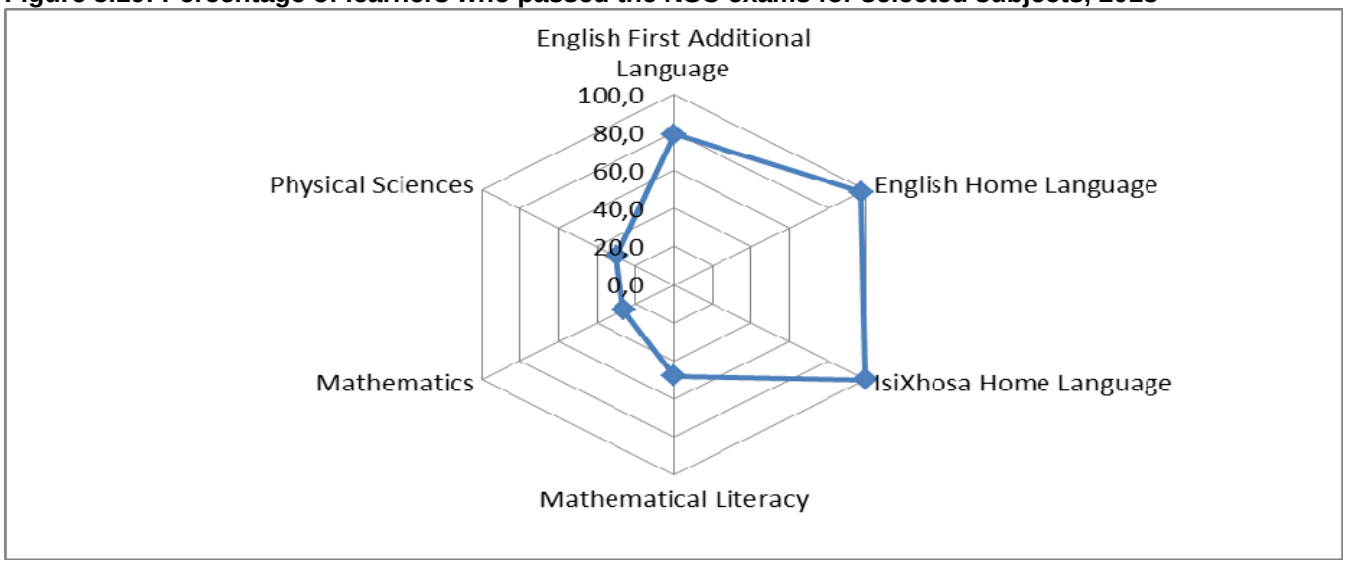
Table 5.4 shows the overall NSC pass rates by districts in 2013. According to this table, there were 72 138 learners who wrote the NSC exams and only 64,9% of those learners passed. There lowest overall pass rates were recorded in Qumbu districts (52,6%) followed by Fort Beaufort district (56,6%). However, all the districts' and Eastern Cape's overall pass rates were above 50% and the highest overall pass rate was recorded in Port Elizabeth with 74%, followed by Cradock (73,5%) and East London (73,1%).

Figure 5.18: Percentage of learners who passed the NSC exams, per district, 2013



Source: 2013 NSC school performance report, DBE

Figure 5.19: Percentage of learners who passed the NSC exams for selected subjects, 2013



Source: NSC data 2013, own calculations

Figure 5.19 shows the percentage of learners who passed the NSC exams for selected core subjects in 2013. According to this figure, overall learners did not perform well in physical sciences and mathematics respectively with a pass rate of only 29,9% and 26,4%. However, there were the best performing districts in certain subjects: Cofimvaba in mathematics with 57,7 %, Graaff-Reinet in physical science (53%), and East London in mathematical literacy (60%) according to Table 5.5.

The districts with the poorest mathematics pass rates (see Table 5.5) were:

- Fort Beaufort (17%)
- Butterworth (19,4%)
- Dutywa (17%)
- Lusikisiki (17,7%)
- Mt Frere (15,4%)
- Sterkspruit (18,7%)
- Mt Fletcher (19,6%)
- Qumbu (14,2%)

The districts with the pass rates less than 20% (see Table 5.5) in both mathematics and physical science were:

- Qumbu with 14,2% and 19,6%
- Fort Beaufort with 17% and 17,9%
- Mt Frere with 15,4% and 13,7%
- Sterkspruit with 18,7% and 19,2%

Table 5.5: NSC overall pass rates for specific subjects by district, 2013

District Name	Subject Description	Total wrote	Achieved 40-100%	Percentage of learners achieved
Butterworth	English First Additional Language	4 310	3 023	70,1
	IsiXhosa Home Language	4 318	4 296	99,5
	Mathematical Literacy	1 951	745	38,2
	Mathematics	2 516	489	19,4
	Physical Sciences	1 835	391	21,3
Cofimvaba	English First Additional Language	1 861	1 501	80,7
	IsiXhosa Home Language	1 859	1 859	100,0
	Mathematical Literacy	640	309	48,3
	Mathematics	1 221	705	57,7
	Physical Sciences	705	297	42,1
Cradock	English First Additional Language	816	684	83,8
	IsiXhosa Home Language	495	495	100,0
	Mathematical Literacy	651	384	59,0
	Mathematics	220	77	35,0
	Physical Sciences	157	68	43,3
Dutywa	English First Additional Language	3 424	2 569	75,0
	IsiXhosa Home Language	3 548	3 544	99,9
	Mathematical Literacy	1 139	478	42,0
	Mathematics	2 443	484	19,8
	Physical Sciences	1 647	425	25,8
East London	English First Additional Language	4 242	3 594	84,7
	IsiXhosa Home Language	4 181	4 175	99,9
	Mathematical Literacy	3 786	2 272	60,0
	Mathematics	2 423	1 021	42,1
	Physical Sciences	1 854	773	41,7
Fort Beaufort	English First Additional Language	1 818	1 314	72,3
	IsiXhosa Home Language	1 737	1 733	99,8
	Mathematical Literacy	1 376	501	36,4
	Mathematics	558	95	17,0
	Physical Sciences	368	66	17,9
Graaff-Reinet	English First Additional Language	735	670	91,2
	IsiXhosa Home Language	205	205	100,0
	Mathematical Literacy	656	337	51,4
	Mathematics	182	69	37,9
	Physical Sciences	100	53	53,0
Grahamstown	English First Additional Language	793	692	87,3
	IsiXhosa Home Language	724	724	100,0
	Mathematical Literacy	817	423	51,8
	Mathematics	253	112	44,3
	Physical Sciences	186	83	44,6

Table 5.5: NSC overall pass rates for specific subjects by district, 2013 (continue)

District Name	Subject Description	Total wrote	Achieved 40-100%	Percentage of learners achieved
King Williams Town	English First Additional Language	4 656	3 760	80,8
	IsiXhosa Home Language	4 651	4 651	100,0
	Mathematical Literacy	3 645	1 597	43,8
	Mathematics	1 629	527	32,4
	Physical Sciences	1 299	407	31,3
Lady Frere	English First Additional Language	1 356	1 080	79,6
	IsiXhosa Home Language	1 352	1 351	99,9
	Mathematical Literacy	745	359	48,2
	Mathematics	682	166	24,3
	Physical Sciences	432	137	31,7
Libode	English First Additional Language	5 589	3 912	70,0
	IsiXhosa Home Language	5 591	5 581	99,8
	Mathematical Literacy	2 178	980	45,0
	Mathematics	3 429	665	19,4
	Physical Sciences	2 276	612	26,9
Lusikisiki	English First Additional Language	3 806	2 716	71,4
	IsiXhosa Home Language	3 805	3 804	100,0
	Mathematical Literacy	1 589	571	35,9
	Mathematics	2 220	393	17,7
	Physical Sciences	1 390	314	22,6
Maluti	English First Additional Language	1 663	1 458	87,7
	IsiXhosa Home Language	1 047	1 047	100,0
	Mathematical Literacy	623	311	49,9
	Mathematics	1 194	287	24,0
	Physical Sciences	769	249	32,4
Mbizana	English First Additional Language	3 219	2 250	69,9
	IsiXhosa Home Language	3 221	3 220	100,0
	Mathematical Literacy	1 436	579	40,3
	Mathematics	1 790	466	26,0
	Physical Sciences	1 338	311	23,2
Mt Fletcher	English First Additional Language	1 572	1 198	76,2
	IsiXhosa Home Language	1 082	1 082	100,0
	Mathematical Literacy	615	314	51,1
	Mathematics	1 041	204	19,6
	Physical Sciences	706	184	26,1
Mt Frere	English First Additional Language	2 347	1 825	77,8
	IsiXhosa Home Language	2 348	2 348	100,0
	Mathematical Literacy	949	420	44,3
	Mathematics	1 400	215	15,4
	Physical Sciences	1 062	145	13,7

Table 5.5: NSC overall pass rates for specific subjects by district, 2013 (conclude)

District Name	Subject Description	Total wrote	Achieved 40-100%	Percentage of learners achieved
Mthatha	English First Additional Language	6 268	5 254	83,8
	IsiXhosa Home Language	6 322	6 318	99,9
	Mathematical Literacy	1 862	767	41,2
	Mathematics	4 878	1 271	26,1
	Physical Sciences	3 318	1 154	34,8
Ngcobo	English First Additional Language	1 699	1 324	77,9
	IsiXhosa Home Language	1 696	1 696	100,0
	Mathematical Literacy	672	301	44,8
	Mathematics	1 064	232	21,8
	Physical Sciences	653	202	30,9
Port Elizabeth	English First Additional Language	4 960	4 630	93,3
	IsiXhosa Home Language	3 703	3 701	99,9
	Mathematical Literacy	4 868	2 935	60,3
	Mathematics	2 747	1 244	45,3
	Physical Sciences	1 866	825	44,2
Queenstown	English First Additional Language	2 237	1 744	78,0
	IsiXhosa Home Language	2 151	2 149	99,9
	Mathematical Literacy	1 768	838	47,4
	Mathematics	993	331	33,3
	Physical Sciences	674	213	31,6
Qumbu	English First Additional Language	2 556	1 666	65,2
	IsiXhosa Home Language	2 552	2 548	99,8
	Mathematical Literacy	917	270	29,4
	Mathematics	1 643	234	14,2
	Physical Sciences	1 187	233	19,6
Sterkspruit	English First Additional Language	1 914	1 481	77,4
	IsiXhosa Home Language	1 535	1 534	99,9
	Mathematical Literacy	1 334	497	37,3
	Mathematics	811	152	18,7
	Physical Sciences	684	131	19,2
Uitenhage	English First Additional Language	2 660	2 470	92,9
	IsiXhosa Home Language	1 342	1 342	100,0
	Mathematical Literacy	2 303	1 329	57,7
	Mathematics	937	405	43,2
	Physical Sciences	712	261	36,7

Source: NSC data 2013, own calculations

The following tables present the correlation between the NSC overall pass rates of secondary and combined schools and some of the characteristics of the primary schools that could be considered feeder schools for these secondary schools by virtue of being in the same wards. Table 5.6 shows the summarised findings per districts, and the summarised findings per selected core subjects are shown in Tables 5.7.

Table 5.6: Correlation between NSC overall pass rates of secondary and combined schools and the means of selected characteristics of the primary schools and their managers in the same ward (feeder schools) by district, 2013

Districts	Mean learner-educator ratio of school	Mean learner-classroom ratio of schools in ward	Mean number of years school managers in position	Mean of number of facilities at schools in ward	Female school manager ratio for the ward	School Quintile	Total number who wrote NSC in school
Butterworth	-0,2331[22]	0,09708	-0,03624	0,12821	0,18022	0,18842	0,02128
	0,001[23]	0,1759	0,614	**0,0733**	**0,0115**	**0,0049**	0,7531
	196[24]	196	196	196	196	221	221
Cofimvaba	0,01286	-0,06954	0,11537	-0,30058	-0,20895	0,12649	0,29551
	0,8859	0,4372	0,1965	**0,0006**	**0,0184**	0,15	**0,0006**
	127	127	127	127	127	131	131
Cradock	0,19242	0,36114	-0,01806	0,47141	-0,09733	0,48639	-0,00483
	0,1132	**0,0023**	0,8829	**<,0001**	0,4263	**<,0001**	0,9686
	69	69	69	69	69	69	69
Dutywa	-0,23034	-0,17894	-0,22605	-0,00296	-0,26252	0,14048	0,18583
	0,0022	**0,0182**	**0,0027**	0,9691	**0,0005**	0,0645	**0,0141**
	174	174	174	174	174	174	174
East London	-0,06115	0,08882	0,17902	0,3846	-0,23859	0,22489	0,22089
	0,2478	0,0929	**0,0007**	**<,0001**	**<,0001**	**<,0001**	**<,0001**
	359	359	354	359	359	368	368
Fort Beaufort	-0,15777	0,0039	-0,16711	0,14221	0,16901	0,30949	0,01542
	0,0276	0,9569	**0,0195**	**0,0474**	**0,0182**	**<,0001**	0,8306
	195	195	195	195	195	195	195
Graaff-Reinet	0,38409	0,61328	-0,20318	0,22513	-0,2108	0,63571	0,19065
	0,0022	**<,0001**	0,1163	0,0811	0,1029	**<,0001**	0,1313
	61	51	61	61	61	64	64
Grahamstown	-0,25285	-0,01863	-0,19526	0,0425	0,23921	0,52954	-0,13858
	0,0265	0,8723	0,0888	0,7136	**0,0362**	**<,0001**	0,1877
	77	77	77	77	77	92	92
King Williams Town	0,09045	0,0649	-0,04881	-0,02269	0,0957	0,21125	0,26357
	0,0618	0,1807	0,3143	0,6401	**0,0481**	**<,0001**	**<,0001**
	427	427	427	427	427	438	438
Lady Frere	-0,0196	0,118	-0,10613	-0,06867	0,13175	0,34237	0,05565
	0,8345	0,2071	0,2569	0,4639	0,1586	**0,0001**	0,5443
	116	116	116	116	116	121	121
Libode	-0,05667	0,1441	0,00501	-0,06443	0,02467	0,189	0,15915
	0,455	0,064	0,9482	0,3956	0,7451	**0,0088**	**0,0279**
	176	166	171	176	176	191	191

22 Correlation coefficient between the mean learner-educator ratio of school and the NSC pass rate
23 P-value of the correlation coefficient. Significant values at 95% have been bolded.
24 Number of schools

Table 5.6: Correlation between NSC overall pass rates of secondary and combined schools and the means of selected characteristics of the primary schools and their managers in the same ward (feeder schools) by district, 2013 (continue)

Districts	Mean learner-educator ratio of school	Mean learner-classroom ratio of schools in ward	Mean number of years school managers in position	Mean of number of facilities at schools in ward	Female school manager ratio for the ward	School Quintile	Total number who wrote NSC in school
Lusikisiki	0,29259	0,22346	-0,11792	-0,0997	0,26778	0,33352	0,14781
	0,0028	**0,0278**	0,2379	0,3188	**0,0065**	**0,0003**	0,1199
	102	97	102	102	102	112	112
Maluti	0,17004	-0,1508	0,30961	0,24137	-0,16319	0,28134	0,28725
	0,0799	0,121	**0,0012**	**0,0123**	0,0931	**0,0021**	**0,0017**
	107	107	107	107	107	117	117
Mbizana	-0,1121	0,03784	-0,09414	0,09414	-0,16145	0,22428	-0,09199
	0,2372	0,6907	0,3213	0,3213	0,0876	**0,0109**	0,3017
	113	113	113	113	113	128	128
Mt Fletcher	0,115	0,32583	-0,30978	0,14737	0,21813	0,29717	0,00511
	0,2805	**0,0009**	**0,0017**	0,1434	**0,0292**	**0,0027**	0,9597
	90	100	100	100	100	100	100
Mt Frere	-0,33944	-0,21931	-0,10857	-0,15694	-0,0589	0,26853	-0,02168
	<,0001	**0,0068**	0,1845	**0,0543**	0,4726	**0,0006**	0,7848
	151	151	151	151	151	161	161
Mthatha	0,08941	0,20421	-0,3017	0,22231	-0,19161	0,37206	0,29402
	0,2717	**0,0125**	**0,0002**	**0,0057**	**0,0177**	**<,0001**	**<,0001**
	153	149	153	153	153	210	210
Ngcobo	-0,48068	0,01429	-0,23837	-0,07339	0,29373	0,18809	0,22259
	<,0001	0,8817	**0,0106**	0,4377	**0,0015**	**0,0451**	**0,0173**
	114	111	114	114	114	114	114
Port Elizabeth	-0,04799	0,00373	0,03308	0,31328	-0,15153	0,56888	0,18268
	0,39	0,9467	0,5568	**<,0001**	**0,0064**	**<,0001**	**0,001**
	323	323	318	323	323	323	323
Queenstown	-0,03924	0,21158	0,07683	0,13136	0,12931	0,46189	0,20667
	0,602	**0,0051**	0,3136	0,0797	0,0845	**<,0001**	**0,0035**
	179	174	174	179	179	198	198
Qumbu	0,00399	-0,13473	0,20732	-0,02496	-0,03715	0,15534	-0,17276
	0,9638	0,1235	0,0171	0,7764	0,6723	0,0753	0,0476
	132	132	132	132	132	132	132
Sterkspruit	-0,33403	-0,0776	-0,05663	0,50078	-0,19906	0,42463	-0,01342
	0,0001	0,3858	0,5271	**<,0001**	**0,0249**	**<,0001**	0,8763
	127	127	127	127	127	137	137

Table 5.6: Correlation between NSC overall pass rates of secondary and combined schools and the means of selected characteristics of the primary schools and their managers in the same ward (feeder schools) by district, 2013 (conclude)

Districts	Mean learner-educator ratio of school	Mean learner-classroom ratio of schools in ward	Mean number of years school managers in position	Mean of number of facilities at schools in ward	Female school manager ratio for the ward	School Quintile	Total number who wrote NSC in school
Uitenhage	0,10317	-0,28342	0,03725	0,29947	-0,01532	0,44351	0,07674
	0,2059	**0,0004**	0,6486	**0,0002**	0,8514	**<,0001**	0,3272
	152	152	152	152	152	165	165
Eastern Cape	0,00308	0,10073	-0,02282	0,17749	-0,05571	0,28398	0,09717
	0,8509	**<,0001**	0,1646	**<,0001**	**0,0007**	**<,0001**	**<,0001**
	3 720	3 693	3 710	3 730	3 730	3 961	3 961

Source: NSC 2013, ECLECS 2013

*Facilities and services included are: computer laboratory, access to internet, library, administrative block, nutrition programme, transport programme, fencing, access to piped water, electricity, toilets.

The findings show no distinct patterns of the correlation coefficients. However, for the majority of the districts, the quintile of the secondary school has a strong positive relationship and it is also statistically significant at 95% confidence interval with the NSC pass rate. In Eastern Cape as a whole, the mean classroom-learner ratio, number of facilities and services, female school manager ratio for the ward, the school quintile and the number of learners who wrote NSC exams are statistically significant at 95% confidence interval with the NSC pass rates although the levels of correlation are not so strong except perhaps for school quintile which have a correlation coefficient of 28%. At the district levels, the highest significant correlation coefficients between NSC outcomes and school quintals are observed in Graaff-Reinet (64%), Port Elisabeth (57%) and Grahamstown (53%), which can be interpreted as the richer the school the higher the NSC pass rate.

Table 5.7: Correlation between NSC outcomes for secondary and combined schools for selected subjects and the means of selected characteristics of the primary schools and their managers in the same ward (feeder schools), 2013

Subject	Mean learner-educator ratio of school	Mean learner-classroom ratio of schools in ward	Mean number of years school managers in position	Mean of number of facilities at schools in ward	Female school manager ratio for the ward	School Quintile	Total number who wrote NSC in school
English First Additional Language	0,05989	0,20623	-0,06779	0,3477	-0,13506	0,12878	0,03045
	0,1006	**<,0001**	0,0633	**<,0001**	**0,0002**	**0,0001**	0,3702
	753	748	751	755	755	868	868
English Home Language	-0,11084	-0,0292	0,10518	0,05702	0,08739	-0,16894	0,19187
	0,2603	0,7697	0,2832	0,5615	0,373	**0,0344**	**0,0161**
	105	103	106	106	106	157	157

Table 5.7: Correlation between NSC outcomes for secondary and combined schools for selected subjects and the means of selected characteristics of the primary schools and their managers in the same ward (feeder schools), 2013 (conclude)

Subject	Mean learner-educator ratio of school	Mean learner-classroom ratio of schools in ward	Mean number of years school managers in position	Mean of number of facilities at schools in ward	Female school manager ratio for the ward	School Quintile	Total number who wrote NSC in school
IsiXhosa Home Language	0,0303	0,01421	-0,06655	0,03216	-0,00092	-0,12614	-0,03611
	0,4266	0,7102	0,0811	0,3983	0,9808	**0,0004**	0,308
	691	686	688	692	692	799	799
Mathematical Literacy	-0,01065	0,09481	-0,05785	0,26244	-0,10333	0,14586	0,04463
	0,775	**0,011**	0,1206	**<,0001**	**0,0054**	**<,0001**	0,196
	723	719	721	725	725	841	841
Mathematics	0,02587	0,13664	0,04137	0,26351	-0,07755	0,15455	0,09437
	0,4822	**0,0002**	0,2617	**<,0001**	**0,0347**	**<,0001**	**0,0057**
	740	734	738	742	742	858	858
Physical Sciences	0,02337	0,12608	-0,00513	0,23272	-0,06868	0,13309	0,11022
	0,5382	**0,0009**	0,8926	**<,0001**	0,0698	**0,0001**	**0,0017**
	696	691	694	698	698	807	807

Source: NSC 2013, ECLECS 2013

*Facilities and services included are: computer laboratory, access to internet, library, administrative block, nutrition programme, transport programme, fencing, access to piped water, electricity, toilets.

Table 5.7 presents the relationship between NSC outcomes for selected subjects and the means of selected characteristics of the primary schools and their managers in the same ward (feeder schools). There is no significant relationship between the NSC outcome for the selected subjects and the average learners-educator ratio as well as the school managers' average years of experience. The NSC performance in English first additional language is positively correlated with the average learners-classroom ratio (21%), with average number of facilities in feeder schools (35%) and school quintiles (13%). However, the NSC outcome for this subject is negatively correlated with female school managers' ratio (14%), although the correlation is weak. The facilities in feeder schools are also positively significantly related to good performance in mathematics, mathematics literacy and physical sciences. Moreover, NSC performance in mathematics is positively correlated with learner-classroom ratio and school quintal.

Table 5.8: Correlation between general NSC outcomes (pass rate) and selected characteristics of the schools and their managers, by education district of secondary and combined schools, by district, 2013

Districts	Mean learner-educator ratio of school	Mean learner-classroom ratio of schools in ward	Mean number of years school managers in position	Mean of number of facilities at schools in ward	Female school manager ratio for the ward	School Quintile	Total number who wrote NSC in school
Butterworth	0,02695	-0,18188	0,02418	0,25934	-0,27856	0,18842	0,02117
	0,6903	**0,0067**	0,7208	**<,0001**	**<,0001**	**0,0049**	0,7543
	221	221	221	221	221	221	221
Cofimvaba	0,12824	0,09484	0,19622	0,24937	0,02698	0,12649	0,29169
	0,1444	0,2813	0,0247	**0,0041**	0,7596	0,15	**0,0007**
	131	131	131	131	131	131	131
Cradock	0,36233	0,40936	0,2477	0,32235	-0,04609	0,48639	-0,04458
	0,0022	**0,0005**	**0,0484**	**0,0069**	0,7068	**<,0001**	0,7161
	69	69	64	69	69	69	69
Dutywa	-0,10062	-0,03511	0,194	0,37168	-0,15378	0,14048	0,18616
	0,1865	0,6455	**0,0103**	**<,0001**	**0,0428**	0,0645	**0,0139**
	174	174	174	174	174	174	174
East London	-0,19851	-0,1316	0,23391	0,29448	-0,15071	0,22489	0,19945
	0,0001	0,0115	<,0001	<,0001	0,0038	<,0001	0,0001
	368	368	368	368	368	368	368
Fort Beaufort	0,0213	-0,31397	-0,13909	0,03878	-0,14204	0,30949	-0,03416
	0,7676	**<,0001**	0,0525	0,5904	**0,0476**	**<,0001**	0,6354
	195	191	195	195	195	195	195
Graaff-Reinet	0,10387	0,29626	-0,25001	0,45257	-0,16739	0,63571	0,17692
	0,414	**0,0204**	**0,05**	**0,0002**	0,1862	**<,0001**	0,162
	64	61	62	64	64	64	64
Grahamstown	-0,12726	0,24971	-0,02101	0,08044	0,02342	0,52954	-0,17364
	0,2267	**0,0164**	0,8424	0,4459	0,8246	**<,0001**	0,0979
	92	92	92	92	92	92	92
Kking Williams Town	-0,01266	0,0135	0,14657	0,23465	-0,06552	0,21125	0,25661
	0,7916	0,7781	**0,0023**	**<,0001**	0,1711	**<,0001**	**<,0001**
	438	438	430	438	438	438	438
Lady Frere	0,30963	-0,01778	-0,29405	0,19421	0,29828	0,34237	0,03986
	0,0005	0,8465	**0,0011**	**0,0328**	**0,0009**	**0,0001**	0,6642
	121	121	121	121	121	121	121
Libode	0,24349	0,03215	-0,01988	-0,03997	0,42227	0,189	0,15816
	0,0007	0,6588	0,7849	0,583	**<,0001**	**0,0088**	**0,0289**
	191	191	191	191	191	191	191

Table 5.8: Correlation between general NSC outcomes (pass rate) and selected characteristics of the schools and their managers, by education district of secondary and combined schools, by district, 2013 (continue)

Districts	Mean learner-educator ratio of school	Mean learner-classroom ratio of schools in ward	Mean number of years school managers in position	Mean of number of facilities at schools in ward	Female school manager ratio for the ward	School Quintile	Total number who wrote NSC in school
	0,00383	-0,19406	-0,09746	0,39291	-0,03097	0,33352	0,14727
Lusikisiki	0,968	**0,0403**	0,3066	**<0,0001**	0,7458	**0,0003**	0,1213
	112	112	112	112	112	112	112
	0,04848	-0,12152	-0,01261	0,13166	-0,19231	0,28134	0,26423
Maluti	0,6037	0,1918	0,8927	0,1571	**0,0378**	**0,0021**	**0,004**
	117	117	117	117	117	117	117
	0,01108	-0,27784	0,04001	-0,24511	-0,05873	0,22428	-0,09194
Mbizana	0,9012	**0,0015**	0,6539	**0,0053**	0,5102	**0,0109**	**0,302**
	128	128	128	128	128	128	128
	-0,06445	-0,09979	0,2122	0,12166	-0,22	0,29717	-0,01864
Mt Fletcher	0,5241	0,3233	**0,034**	0,2279	**0,0279**	**0,0027**	0,854
	100	100	100	100	100	100	100
	0,12841	0,06098	-0,14881	0,03993	-0,01146	0,26853	-0,02177
Mt Frere	0,1045	0,4422	**0,0596**	0,615	0,8853	**0,0006**	0,784
	161	161	161	161	161	161	161
	0,08632	-0,07128	-0,07122	0,40613	0,0984	0,37206	0,2825
Mthatha	0,2128	0,3039	0,3043	**<,0001**	0,1553	**<,0001**	**<,0001**
	210	210	210	210	210	210	210
	0,27423	0,04226	-0,14733	0,37928	0,11031	0,18809	0,21526
Ngcobo	**0,0032**	0,6553	0,1178	**<,0001**	0,2427	**0,0451**	**0,0214**
	114	114	114	114	114	114	114
	-0,2316	0,0849	0,22019	0,33235	-0,07008	0,56888	0,13746
Port Elisabeth	**<,0001**	0,1308	**<,0001**	**<,0001**	0,2091	**<,0001**	**0,0134**
	318	318	317	323	323	323	323
	0,07622	-0,07604	-0,04583	-0,07081	-0,08341	0,44534	0,18929
Queenstown	0,2859	0,287	0,5214	0,3215	0,2427	**<,0001**	**0,0076**
	198	198	198	198	198	198	198
	-0,04542	-0,4137	-0,00696	0,38341	-0,13676	0,15534	-0,17437
Qumbu	0,605	**<,0001**	0,9369	**<,0001**	0,1179	**0,0753**	**0,0455**
	132	132	132	132	132	132	132
	-0,14942	0,16876	0,05657	0,44341	-0,32277	0,42463	-0,05489
Sterkspruit	0,0814	**0,0487**	0,5114	**<,0001**	**0,0001**	**<,0001**	0,5241
	137	137	137	137	137	137	137

Table 5.8: Correlation between general NSC outcomes (pass rate) and selected characteristics of the schools and their managers, by education district of secondary and combined schools, by district, 2013 (conclude)

Districts	Mean learner-educator ratio of school	Mean learner-classroom ratio of schools in ward	Mean number of years school managers in position	Mean of number of facilities at schools in ward	Female school manager ratio for the ward	School Quintile	Total number who wrote NSC in school
Uitenhage	-0,12959	0,20371	-0,07751	0,28042	0,10221	0,44351	0,05054
	0,1003	**0,0087**	0,3269	**0,0003**	0,1914	**<,0001**	0,5191
	162	165	162	165	165	165	165
Eastern Cape	-0,00002	-0,02367	0,05541	0,24078	-0,07349	0,28376	0,08096
	0,9988	0,1369	**0,0005**	**<,0001**	**<,0001**	**<,0001**	**<,0001**
	3 953	3 949	3 937	3 961	3 961	3 961	3 961

Source: NSC 2013, ECLECS 2013

*Facilities and services included are: computer laboratory, access to internet, library, administrative block, nutrition programme, transport programme, fencing, access to piped water, electricity, toilets.

Table 5.8 shows the correlation between general NSC outcomes and selected characteristics of the schools and their managers in secondary and combined schools across all the districts. According to the findings, the school quintile and the mean number of facilities and services are statistically significant and positively correlated with the NSC pass rates in most of the districts (in 20 districts and 15 districts respectively out of the 23 districts). Strong positive correlations with NSC outcomes and school quintals are observed in Graaff-Reinet (64%), Port Elisabeth (57%) and Grahamstown (53%). With regards to the province as a whole, the number of years of experience of the school manager, female school manager ratio, the mean number of facilities at the school, the school quintile as well as the number of students who wrote NSC are statistically significant and all have a slightly positive relationship with NSC outcomes, except for the female school manager ratio which showed a negative (but weak) relation with NSC pass rates.

Table 5.9: Correlation between between NSC outcomes for specific subjects and selected characteristics of secondary and combined schools and their managers, 2013

Subjects	Mean learner-educator ratio of school	Mean learner-classroom ratio of schools in ward	Mean number of years school managers in position	Mean of number of facilities at schools in ward	Female school manager ratio for the ward	School Quintile	Total number who wrote NSC in school
English First Additional Language	0,01074	-0,03099	-0,00669	0,35063	-0,0758	0,12878	0,03045
	0,7616	0,3817	0,8506	**<,0001**	**0,0318**	**0,0001**	0,3702
	800	799	796	802	802	868	868
English Home Language	-0,17778	0,08318	0,07518	0,10847	-0,21035	-0,1689	0,19187
	0,0573	0,3768	0,4266	0,2485	**0,024**	**0,0344**	**0,0161**
	115	115	114	115	115	157	157

Table 5.9: Correlation between NSC outcomes for specific subjects and selected characteristics of secondary and combined schools and their managers, 2013 (conclude)

Subjects	Mean learner-educator ratio of school	Mean learner-classroom ratio of schools in ward	Mean number of years school managers in position	Mean of number of facilities at schools in ward	Female school manager ratio for the ward	School Quintile	Total number who wrote NSC in school
IsiXhosa Home Language	0,02424	0,00244	-0,00303	0,03031	-0,0186	-0,1261	-0,0361
	0,5126	0,9474	0,9348	0,4123	0,6148	**0,0004**	0,308
	732	732	729	734	734	799	799
Mathematical Literacy	-0,03757	-0,04641	-0,02224	0,25786	-0,08243	0,14586	0,04463
	0,3	0,2006	0,5406	**<,0001**	**0,0226**	**<,0001**	0,196
	763	762	759	765	765	841	841
Mathematics	-0,02413	-0,05895	0,00049	0,27735	-0,10284	0,15455	0,09437
	0,4988	0,0986	0,9891	**<,0001**	**0,0038**	**<,0001**	**0,0057**
	788	786	786	789	789	858	858
Physical Sciences	-0,01124	-0,04632	0,08033	0,22253	-0,04429	0,13309	0,11022
	0,7597	0,2072	**0,0288**	**<,0001**	0,2275	**0,0001**	**0,0017**
	743	743	741	744	744	807	807

Source: NSC 2013, ECLECS 2013
*Facilities and services included are: computer laboratory, access to internet, library, administrative block, nutrition programme, transport programme, fencing, access to piped water, electricity, toilets.

In relation to specific subjects, there was a positive relationship between the NSC outcomes for English first additional language, mathematics, mathematical literacy, physical sciences and the mean number of facilities available at schools. However the latter doesn't seem to affect the performance of learners in both home languages (English and IsiXhosa). The quintile of the school was statistically significant in all the selected subjects and it is positively correlated to English first additional language, mathematical literacy, mathematics and physical sciences, whereas it is negatively correlated with both home languages. The female manager ratio was negatively correlated to the NSC pass rates in all the selected subjects and it was statistically significant in English home language, English first additional language, mathematical literacy and mathematics. The number of Grade 12 learners who wrote NSC was statistically significant and had a positive relationship with a good performance in mathematics, physical sciences and English home language.

5.5 Summary

The educational attainment of individuals in the province has been measured through the adult literacy rates, learners' performances in the ANA tests and the NSC exams. The percentage of adults with no formal education in the Eastern Cape declined by more than half from close to 13% in 2002 to six percent in 2013. The adult literacy rates are also among the highest in the country with close to 91% of all adults in the province being able to read and write. However educational attainments are still low in the province with close to 43% of individuals aged 20 years and older only having some secondary education as their highest educational attainments in 2013.

The province performed below the national average in terms of the ANA results for Grade 3 mathematics, although learners in Queenstown educational district had the highest performance levels (55,6%). Learners in the Port Elisabeth district performed the best in ANA mathematics for Grade 6 with an average percentage marks of 44,3%. In 2013, the province average ANA percentage marks for Grade 9 mathematics was higher than the national average, yet none of the educational districts achieved a score of at least 30%.

Out of the 279 933 learners who enrolled in Grade 1 in 2002 in the Eastern Cape, only approximately 26% wrote the NSC in 2013, and only close to 17% were successful. Furthermore, the NSC exams pass rates for the Eastern Cape in 2013 were below the pass rates of KwaZulu-Natal and Limpopo. The best performing districts were Port Elisabeth and Cradock with 74,0% and 73,5% respectively.

The correlation analysis between NSC overall pass rate of secondary and combined schools and a few selected variables for the Eastern Cape reveal that school quintals are positively correlated with NSC pass rate. Furthermore, strong positive correlations with NSC outcomes and school quintals are observed in Graaff-Reinet (64%), Port Elisabeth (57%) and Grahamstown (53%) districts. In terms of specific subjects, NSC performance in mathematics is positively correlated with learner-classroom ratio and school quintals.

Chapter 6: Learning environment

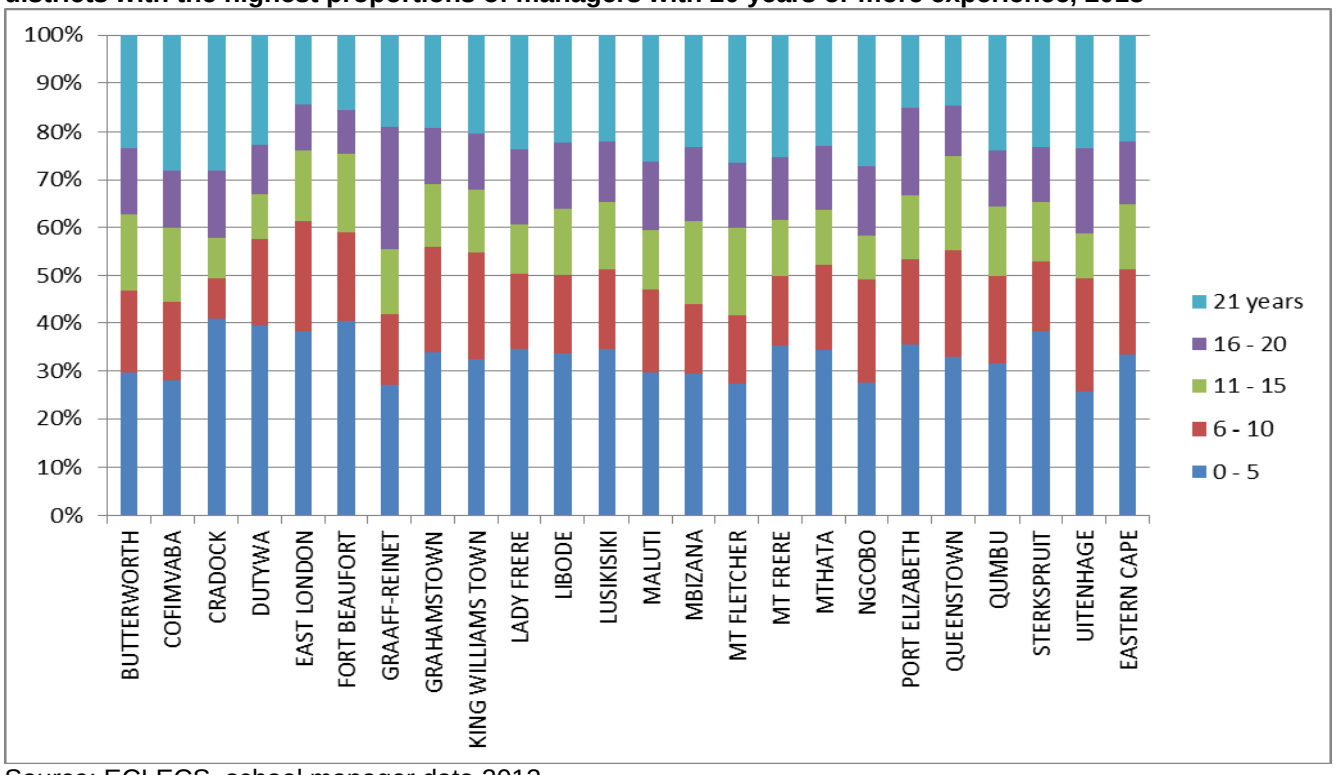
6.1 Introduction

The learning environment is defined as the conditions and influences that affect the growth, health, and progress of someone. Any learning environment that produces positive emotional responses may lead not only to improved learning, but also to a strong emotional attachment to that area. It may become a place where children love to learn, a place they seek when they wish to learn. Carol S. Weinstein (1979) concluded that environmental variables can impact learners indirectly and that the effects of different physical settings often depend on the nature of the task and the learner.

This chapter focuses on managers, educators, learners and school characteristics to produce desired results and creating an effective teaching and learning environment. The last section deals with the learning environment deprivation index.

6.2 General profile of school managers in Eastern Cape

Figure 6.1: Distribution of the number of years of experience of managers for Eastern Cape and the districts with the highest proportions of managers with 20 years or more experience, 2013



Source: ECLECS, school manager data 2013

Figure 6.1 shows the distribution of years of experience of school managers in the province. In Eastern Cape, approximately one third (33,3%) of school managers had between 0–5 years' experience, around 22,0% had more than 21 years' experience and about 18,0% between 6 and 10 years' experience. Cradock and Fort Beaufort were educational districts with the highest proportion of school managers with less than five years' experience, with 40,9% and 40,6% respectively. Over a quarter of school managers in Cofimvaba (28,0%) and Cradock (28,2%) had more than 20 years' experience; while 14,5% of the school managers in East London had more than 20 years' experience.

Table 6.1: Selected characteristics of school managers, 2013

Educational Districts	Statistics	Sex		Population Group					Employment Status				Number of years 'of experience				
		Male	Female	African	Coloured	Indian	White	Other	Perma-nent	Tem pora ry	Substi tute	Other	0-5	6-10	11-15	16-20	21+
Butterworth	Frequency	205	169	371	1	1	2	0	376	0	0	1	99	57	53	46	78
	District%	54,8	45,2	98,9	0,3	0,3	0,5	0,0	99,7	0,0	0,0	0,3	29,7	17,1	15,9	13,8	23,4
Cofimvaba	Frequency	154	116	269	1	0	1	1	267	2	0	0	60	35	33	26	60
	District%	57,0	43,0	98,9	0,4	0,0	0,4	0,4	99,3	0,7	0,0	0,0	28,0	16,4	15,4	12,2	28,0
Cradock	Frequency	36	44	46	11	1	23	0	81	0	0	0	29	6	6	10	20
	District%	45,0	55,0	56,8	13,6	1,2	28,4	0,0	100,0	0,0	0,0	0,0	40,9	8,5	8,5	14,1	28,2
Dutywa	Frequency	181	151	325	4	2	2	0	330	1	0	0	111	51	26	29	64
	District%	54,5	45,5	97,6	1,2	0,6	0,6	0,0	99,7	0,3	0,0	0,0	39,5	18,2	9,3	10,3	22,8
East London	Frequency	149	149	240	14	4	40	0	297	2	0	3	98	59	38	24	37
	District%	50,0	50,0	80,5	4,7	1,3	13,4	0,0	98,3	0,7	0,0	1,0	38,3	23,1	14,8	9,4	14,5
Fort Beaufort	Frequency	110	131	217	10	1	9	0	235	6	1	0	86	39	35	19	33
	District%	45,6	54,4	91,6	4,2	0,4	3,8	0,0	97,1	2,5	0,4	0,0	40,6	18,4	16,5	9,0	15,6
Graaff-Reinet	Frequency	45	35	21	33	0	26	1	81	0	0	1	20	11	10	19	14
	District%	56,3	43,8	25,9	40,7	0,0	32,1	1,2	98,8	0,0	0,0	1,2	27,0	14,9	13,5	25,7	18,9
Grahamstown	Frequency	27	47	48	11	0	16	0	73	1	0	0	23	15	9	8	13
	District%	36,5	63,5	64,0	14,7	0,0	21,3	0,0	98,7	1,4	0,0	0,0	33,8	22,1	13,2	11,8	19,1
King Williams Town	Frequency	202	214	402	7	1	6	0	415	2	4	2	114	79	46	41	72
	District%	48,6	51,4	96,6	1,7	0,2	1,4	0,0	98,1	0,5	1,0	0,5	32,4	22,4	13,1	11,7	20,5
Lady Frere	Frequency	97	60	151	2	1	3	1	157	1	0	0	44	20	13	20	30
	District%	61,8	38,2	95,6	1,3	0,6	1,9	0,6	99,4	0,6	0,0	0,0	34,7	15,8	10,2	15,8	23,6
Libode	Frequency	187	225	409	1	0	2	0	406	6	1	0	105	51	43	43	69
	District%	45,4	54,6	99,3	0,2	0,0	0,5	0,0	98,3	1,5	0,2	0,0	33,8	16,4	13,8	13,8	22,2
Lusikisiki	Frequency	162	180	337	4	0	3	0	343	2	0	1	102	49	41	37	65
	District%	47,4	52,6	98,0	1,2	0,0	0,9	0,0	99,1	0,6	0,0	0,3	34,7	16,7	14,0	12,6	22,1

Source: ECLECS, school manager data 2013

Table 6.1: Selected characteristics of school managers, 2013 (conclude)

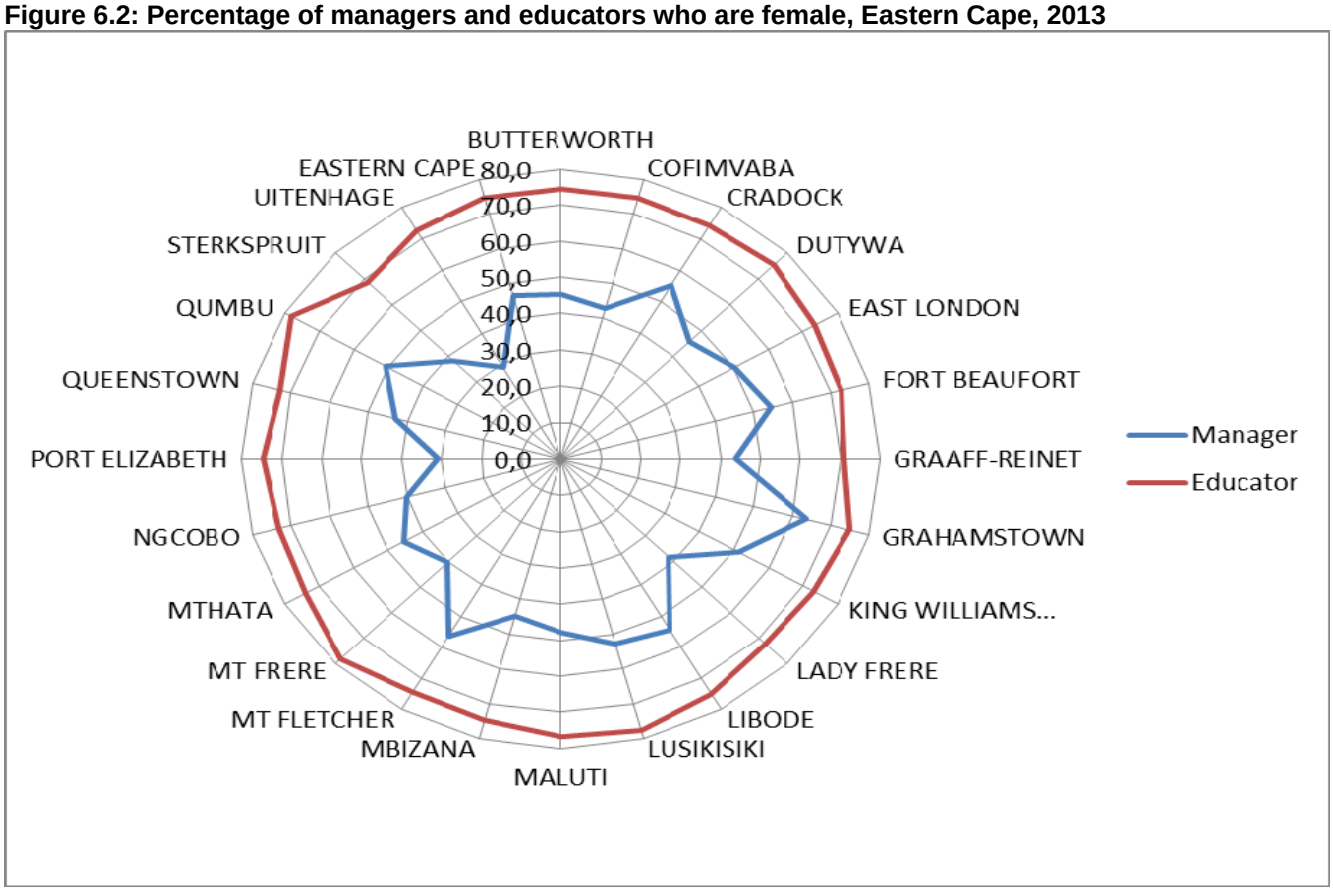
Educational Districts	Statistics	Sex		Population Group					Employment Status				Number of years' of experience				
		Male	Female	African	Coloured	Indian	White	Other	Permanent	Temporary	Substitute	Other	0-5	6-10	11-15	16-20	21+
Maluti	Frequency	113	103	212	4	1	1	0	216	4	0	0	50	29	21	24	44
	District%	52,3	47,7	97,3	1,8	0,5	0,5	0,0	98,2	1,8	0,0	0,0	29,8	17,3	12,5	14,3	26,2
Mbizana	Frequency	115	93	210	0	1	0	1	210	2	0	0	51	25	30	27	40
	District%	55,3	44,7	99,1	0,0	0,5	0,0	0,5	99,1	0,9	0,0	0,0	29,5	14,5	17,3	15,6	23,1
Mt Fletcher	Frequency	80	103	177	1	0	4	1	180	5	0	0	36	19	24	18	35
	District%	43,7	56,3	96,7	0,6	0,0	2,2	0,6	97,3	2,7	0,0	0,0	27,3	14,4	18,2	13,6	26,5
Mt Frere	Frequency	143	97	234	2	0	2	3	239	0	0	0	68	28	23	25	49
	District%	59,6	40,4	97,1	0,8	0,0	0,8	1,2	100,0	0,0	0,0	0,0	35,2	14,5	11,9	13,0	25,4
Mthata	Frequency	183	152	321	0	3	4	0	325	5	0	0	91	47	31	35	61
	District%	54,6	45,4	97,9	0,0	0,9	1,2	0,0	98,5	1,5	0,0	0,0	34,3	17,7	11,7	13,2	23,0
Ngcobo	Frequency	128	86	213	2	0	0	0	207	2	2	1	49	38	16	26	48
	District%	59,8	40,2	99,1	0,9	0,0	0,0	0,0	97,6	0,9	0,9	0,5	27,7	21,5	9,0	14,7	27,1
Port Elizabeth	Frequency	176	79	125	62	7	58	2	254	1	0	0	79	40	30	40	34
	District%	69,0	31,0	49,2	24,4	2,8	22,8	0,8	99,6	0,4	0,0	0,0	35,4	17,9	13,5	17,9	15,3
Queenstown	Frequency	99	75	146	10	2	12	0	171	3	0	0	47	32	28	15	21
	District%	56,9	43,1	85,9	5,9	1,2	7,1	0,0	98,3	1,7	0,0	0,0	32,9	22,4	19,6	10,5	14,7
Qumbu	Frequency	120	124	238	0	2	0	0	233	9	1	4	62	36	29	23	47
	District%	49,2	50,8	99,2	0,0	0,8	0,0	0,0	94,3	3,6	0,4	1,6	31,5	18,3	14,7	11,7	23,9
Sterkspruit	Frequency	100	62	140	10	0	11	0	163	1	0	1	53	20	17	16	32
	District%	61,7	38,3	87,0	6,2	0,0	6,8	0,0	98,8	0,6	0,0	0,6	38,4	14,5	12,3	11,6	23,2
Uitenhage	Frequency	113	46	65	51	0	45	2	162	1	0	0	35	32	13	24	32
	District%	71,1	28,9	39,9	31,3	0,0	27,6	1,2	99,4	0,6	0,0	0,0	25,7	23,5	9,6	17,7	23,5
Eastern Cape	**Frequency**	2 925	2 541	4 917	241	27	270	12	5 421	56	9	14	1 512	818	615	595	998
	Provincial%	53,5	46,5	89,9	4,4	0,5	4,9	0,2	98,6	1,0	0,2	0,3	33,3	18,0	13,6	13,1	22,0

Source: ECLECS, school manager data 2013

Table 6.1 depicts characteristics of school managers by educational districts. There were around 5 000 school managers in the Eastern Cape, over half (53,5%) were male and 46, 5% female. Evidently most districts have a similar gender division, except for Uitenhage where there are a high proportion of male managers and not many female managers and Port Elisabeth where more than two-thirds of school managers (69,0%) were male and 31,0% female. The majority of the managers were black African (89, 9%) followed by five per cent white and 4, 4% coloured. Nine in ten managers were employed permanently. In Mt Frere, all managers (100%) are permanent employees.

6.3 Teaching and teachers

Figure 6.2: Percentage of managers and educators who are female, Eastern Cape, 2013



Source: ECLECS, school manager data 2013

Figure 6.2 shows the percentages of managers and educators who are female. In the Eastern Cape, slightly less than half (46,5%) of the managers and almost three quarters (74,5%) educators were female. There were more female managers in Grahamstown (63,5%) than in Uitenhage (28,9%). Two-thirds of the educators within the districts are female, with the highest percentages observed in Qumbu (78,3%) and Mt Frere (78,1%).

Table 6.2: Selected characteristics of school educators, 2013

Educational Districts	Statistics	Sex		Population Group					Employment Status				Number of years 'of experience				
		Male	Female	African	Coloured	Indian	White	Other	Permanent	Temporary	Substitute	Other	0-5	6-10	11-15	16-20	21+
Butterworth	Frequency	770	2 242	2 978	18	7	8	1	2 609	246	67	90	554	333	212	872	1 132
	District%	25,6	74,4	98,9	0,6	0,2	0,3	0,0	86,6	8,2	2,2	3,0	17,9	10,7	6,8	28,1	36,5
Cofimvaba	Frequency	513	1 507	1 994	9	8	8	1	1 743	197	29	51	438	227	176	572	733
	District%	25,4	74,6	98,7	0,5	0,4	0,4	0,1	86,3	9,8	1,4	2,5	20,4	10,6	8,2	26,7	34,2
Cradock	Frequency	192	564	458	145	5	143	5	636	103	12	5	179	70	47	162	301
	District%	25,4	74,6	60,6	19,2	0,7	18,9	0,7	84,1	13,6	1,6	0,7	23,6	9,2	6,2	21,3	39,7
Dutywa	Frequency	674	2 068	2 711	17	4	7	3	2 324	319	28	71	818	374	192	733	754
	District%	24,6	75,4	98,9	0,6	0,2	0,3	0,1	84,8	11,6	1,0	2,6	28,5	13,0	6,7	25,5	26,3
East London	Frequency	1 045	2 944	2 768	256	83	880	2	3 302	284	307	96	729	422	244	862	1 731
	District%	26,2	73,8	69,4	6,4	2,1	22,1	0,1	82,8	7,1	7,7	2,4	18,3	10,6	6,1	21,6	43,4
Fort Beaufort	Frequency	385	1 018	1 244	90	5	63	1	1 163	169	53	18	317	144	71	345	613
	District%	27,4	72,6	88,7	6,4	0,4	4,5	0,1	82,9	12,1	3,8	1,3	21,3	9,7	4,8	23,2	41,1
Graaff-Reinet	Frequency	252	587	219	431	6	181	2	750	73	8	8	180	73	40	165	442
	District%	30,0	70,0	26,1	51,4	0,7	21,6	0,2	89,4	8,7	1,0	1,0	20,0	8,1	4,4	18,3	49,1
Grahamstown	Frequency	231	681	643	136	8	124	1	804	86	5	17	215	75	66	238	368
	District%	25,3	74,7	70,5	14,9	0,9	13,6	0,1	88,2	9,4	0,6	1,9	22,4	7,8	6,9	24,7	38,3
King Williams Town	Frequency	925	2 476	3 092	127	35	144	3	2 904	290	139	68	534	264	185	930	1 590
	District%	27,2	72,8	90,9	3,7	1,0	4,2	0,1	85,4	8,5	4,1	2,0	15,2	7,5	5,3	26,6	45,4
Lady Frere	Frequency	362	962	1284	6	9	25	0	1 088	170	40	26	210	137	104	374	524
	District%	27,3	72,7	97,0	0,5	0,7	1,9	0,0	82,2	12,8	3,0	2,0	15,6	10,2	7,7	27,7	38,8
Libode	Frequency	1 060	3 203	4 213	12	24	10	4	3 272	663	220	108	1191	885	420	981	945
	District%	24,9	75,1	98,8	0,3	0,6	0,2	0,1	76,8	15,6	5,2	2,5	26,9	20,0	9,5	22,2	21,4
Lusikisiki	Frequency	871	3 087	3 912	17	20	9	0	3 032	548	257	121	1 211	808	465	809	860
	District%	22,0	78,0	98,8	0,4	0,5	0,2	0,0	76,6	13,9	6,5	3,1	29,2	19,5	11,2	19,5	20,7

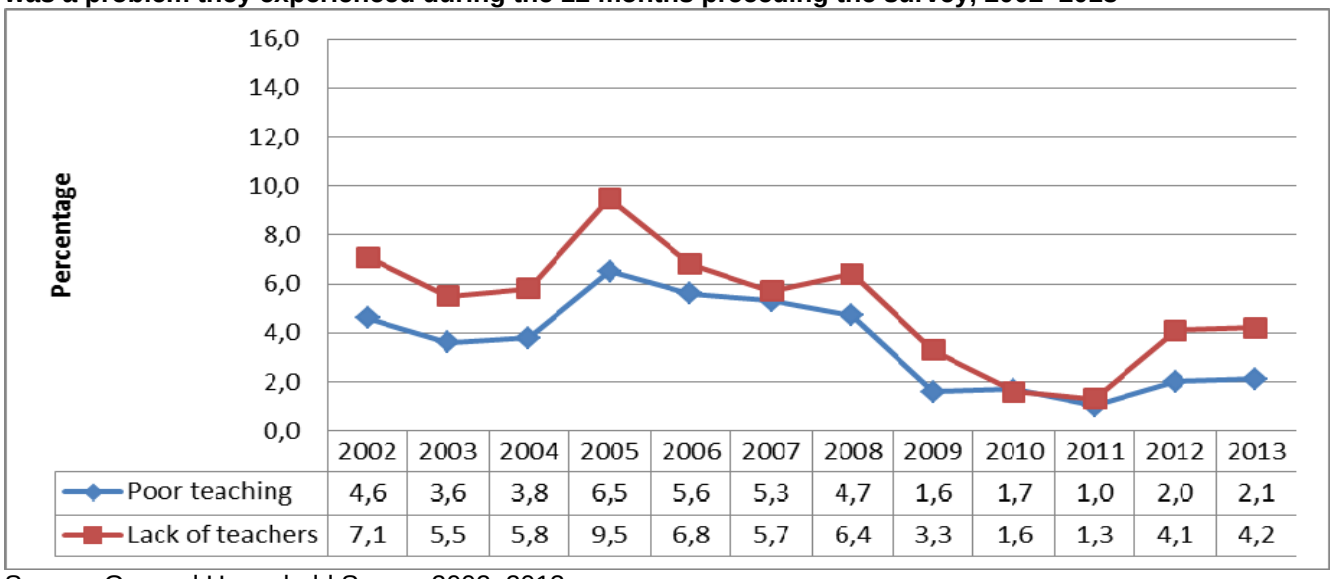
Table 6.2: Selected characteristics of school educators, 2013 (conclude)

Educational Districts	Statistics	Male	Female	African	Coloured	Indian	White	Other	Permanent	Temporary	Substitute	Other	0-5	6-10	11-15	16-20	21+
Maluti	Frequency	473	1 564	1 957	24	21	35	0	1 678	248	20	91	495	233	259	474	621
	District%	23,2	76,8	96,1	1,2	1,0	1,7	0,0	82,4	12,2	1,0	4,5	23,8	11,2	12,4	22,8	29,8
Mbizana	Frequency	712	2 081	2 728	22	36	5	2	2 230	411	48	104	935	262	406	558	658
	District%	25,5	74,5	97,7	0,8	1,3	0,2	0,1	79,8	14,7	1,7	3,7	33,2	9,3	14,4	19,8	23,3
Mt fletcher	Frequency	366	1081	1 374	13	11	48	1	1 190	206	32	19	459	164	178	334	392
	District%	25,3	74,7	95,0	0,9	0,8	3,3	0,1	82,2	14,2	2,2	1,3	30,1	10,7	11,7	21,9	25,7
Mt frere	Frequency	463	1613	2 022	19	16	17	2	1 595	355	16	110	643	177	244	461	643
	District%	22,3	77,7	97,4	0,9	0,8	0,8	0,1	76,8	17,1	0,8	5,3	29,7	8,2	11,3	21,3	29,7
Mthata	Frequency	1 041	3 003	3 946	40	31	25	2	3 157	477	232	178	1172	622	364	989	1 153
	District%	25,7	74,3	97,6	1,0	0,8	0,6	0,1	78,1	11,8	5,7	4,4	27,3	14,5	8,5	23,0	26,8
Ngcobo	Frequency	468	1 296	1 716	16	14	16	2	1 409	215	79	61	392	300	163	436	540
	District%	26,5	73,5	97,3	0,9	0,8	0,9	0,1	79,9	12,2	4,5	3,5	21,4	16,4	8,9	23,8	29,5
Port Elisabeth	Frequency	1 263	3 716	2 340	1 328	67	1 233	11	4 022	304	501	152	1 145	458	269	999	2 274
	District%	25,4	74,6	47,0	26,7	1,4	24,8	0,2	80,8	6,1	10,1	3,1	22,3	8,9	5,2	19,4	44,2
Queenstown	Frequency	486	1 308	1 519	88	29	157	1	1576	117	45	56	362	181	130	413	782
	District%	27,1	72,9	84,7	4,9	1,6	8,8	0,1	87,9	6,5	2,5	3,1	19,4	9,7	7,0	22,1	41,9
Qumbu	Frequency	417	1517	1 912	6	6	9	1	1555	218	99	62	438	277	204	488	606
	District%	21,6	78,4	98,9	0,3	0,3	0,5	0,1	80,4	11,3	5,1	3,2	21,8	13,8	10,1	24,2	30,1
Sterkspruit	Frequency	503	1115	1 382	84	3	148	1	1 434	141	28	15	372	162	164	411	569
	District%	31,1	68,9	85,4	5,2	0,2	9,2	0,1	88,6	8,7	1,7	0,9	22,2	9,7	9,8	24,5	33,9
Uitenhage	Frequency	676	1798	943	900	8	619	4	2 008	168	214	84	649	239	122	488	1 029
	District%	27,3	72,7	38,1	36,4	0,3	25,0	0,2	81,2	6,8	8,7	3,4	25,7	9,5	4,8	19,3	40,7
Eastern Cape	**Frequency**	14 148	41 431	47 355	3 804	456	3 914	50	45 481	6 008	2 479	1 611	13 638	6 887	4 725	13 094	19 260
	Provincial%	25,5	74,5	85,2	6,8	0,8	7,0	0,1	81,8	10,8	4,5	2,9	23,7	12,0	8,2	22,7	33,4

Source: ECLECS, school manager data 2013

According to Table 6.2 one quarter (25,5%) of educators in the province are male and three quarters (74,5%) female. Of the 55 580 educators, 85,2% are black African, 6,8% coloured and 7,0% white. The majority (81,1%) are employed permanently and 10,8% temporary. One-third (33,4%) had more than 21 years of experience and 23,7% less than five years' experience.

Figure 6.3: Percentage of learners attending school who indicated that poor teaching or a lack of teachers was a problem they experienced during the 12 months preceding the survey, 2002–2013



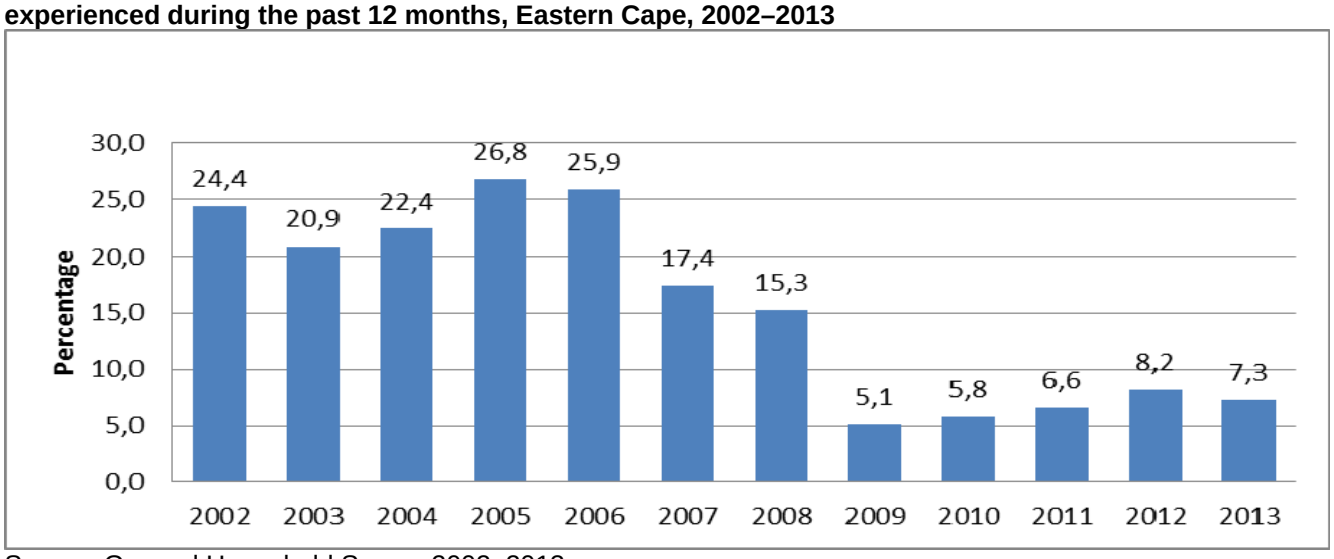
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Poor teaching	4,6	3,6	3,8	6,5	5,6	5,3	4,7	1,6	1,7	1,0	2,0	2,1
Lack of teachers	7,1	5,5	5,8	9,5	6,8	5,7	6,4	3,3	1,6	1,3	4,1	4,2

Source: General Household Survey 2002–2013

Figure 6.3 shows learners who stated that poor teaching and lack of teachers were problems they faced during the 12 months prior to the survey. In 2002, close to 5% of learners faced poor teaching and close to 7% complained about lack of teachers. In 2005, the percentage of learners who indicated that poor teaching was a problem rose by 2% with 6,5% of learners complaining about poor teaching. During the same year, nearly one in ten (9, 5%) complained about lack of teachers in schools. During 2011, fewer learners experienced poor teaching and lack of teachers as a problem, amounting to (1,0%) and (1,3%) respectively.

6.4 Access to workbooks

Figure 6.4: Percentage of learners attending school who indicated that a lack of books was a problem they experienced during the past 12 months, Eastern Cape, 2002–2013



Source: General Household Survey 2002–2013

Figure 6.4 displays learners who indicated lack of books as a problem they faced in the past 12 months, 2002–2013. About one quarter (26,8%) of learners in 2005 indicated that lack of books was a problem they were experiencing. There was a sharp decline from 2005 to 2009, which implied that the problem was addressed. For the period of 2009, fewer learners (5,1%) pointed out lack of books as the problem they faced.

Table 6.3: Percentage of persons aged 5 years and older attending Grade 1–9 in a public school who had access to workbooks by province, 2013

Province	Percentage access to workbooks				
	All his/her subjects	Most of his/her subjects	Some of his/her subjects	None of his/her subjects	Do not know
Western Cape	85,2	4,6	5,3	4,5	0,3
Eastern Cape	90,0	6,7	2,7	0,7	0,0
Northern Cape	91,4	5,2	2,3	1,0	0,2
Free State	95,3	2,1	1,5	0,6	0,5
KwaZulu-Natal	69,1	23,5	5,3	2,0	0,1
North West	82,1	11,0	5,3	1,3	0,3
Gauteng	90,3	5,9	2,7	0,9	0,2
Mpumalanga	80,0	13,8	5,7	0,5	0,0
Limpopo	89,5	6,6	2,1	1,7	0,1
RSA	83,6	10,9	3,8	1,5	0,1

Source: General Household Survey, 2013

Table 6.3 illustrates the percentage of persons aged 5 years and older attending Grades 1–9 in public schools who had access to workbooks. In the Eastern Cape, 90,0% of learners aged 5 years and older attending Grades 1–9 in public schools had access to workbooks for all their subjects, 6,7% had access to workbooks for most of their subjects and only fewer than 3% had access to workbooks for some of their subjects.

Table 6.4: Percentage of persons attending Grade 10–12 in a public school who had access to textbooks by province, 2013

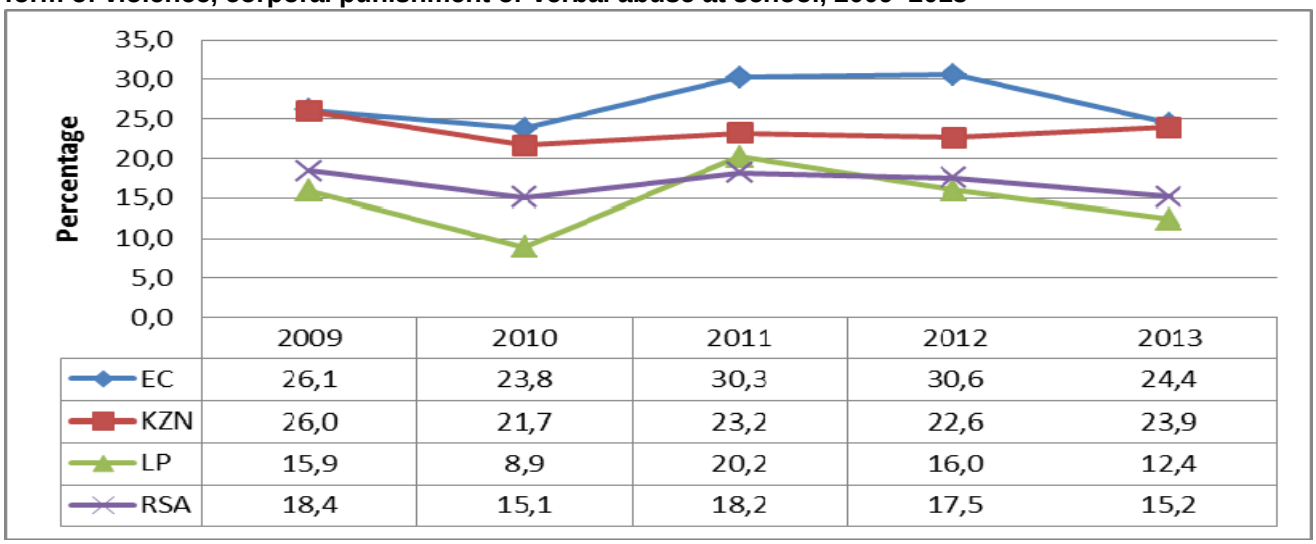
Province	Percentage access to textbooks				
	All his/her subjects	Most of his/her subjects	Some of his/her subjects	None of his/her subjects	Do not know
Western Cape	83,9	5,8	6,9	3,0	0,4
Eastern Cape	79,3	10,1	8,7	1,9	0,0
Northern Cape	87,7	6,8	3,0	2,5	0,0
Free State	93,6	4,8	1,6	0,0	0,0
KwaZulu-Natal	65,4	24,0	8,4	2,1	0,1
North West	78,7	11,3	7,5	2,0	0,6
Gauteng	90,2	6,7	2,7	0,2	0,2
Mpumalanga	82,7	13,9	2,7	0,8	0,0
Limpopo	88,0	7,9	2,7	1,1	0,3
RSA	80,9	12,0	5,5	1,5	0,2

Source: General Household Survey, 2013

Table 6.4 presents learners attending grade 10–12 in public school who have access to textbooks. The majority of students (93,6%) in the Free State had access to text books for all their subjects and about two-thirds (65,4%) in KwaZulu-Natal had access to textbooks. In Eastern Cape, roughly 79% of students had access to textbooks for all their subjects, about 10% had access to textbooks for most of their subjects and close to 9% had access to text textbook for some of their subjects.

6.5 Experience of violence at school

Figure 6.5: Percentage of individuals aged 5 years and older and attending school who experienced some form of violence, corporal punishment or verbal abuse at school, 2009–2013

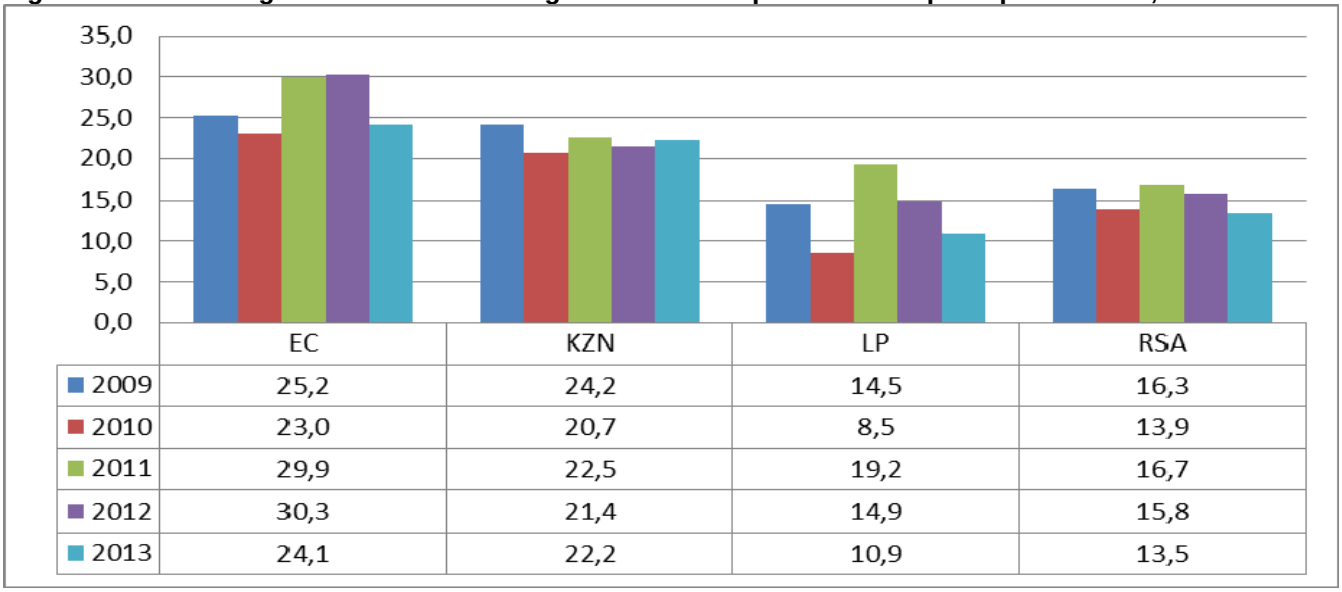


	2009	2010	2011	2012	2013
EC	26,1	23,8	30,3	30,6	24,4
KZN	26,0	21,7	23,2	22,6	23,9
LP	15,9	8,9	20,2	16,0	12,4
RSA	18,4	15,1	18,2	17,5	15,2

Source: General Household Survey 2009–2013

Figure 6.5 shows that in 2009 close to 18% of all learners aged 5 years and older who were attending school in South Africa experienced violence, corporal punishment and verbal abuse at school. The Eastern Cape is the province with high occurrence of such violence and abuse. During the same year, close to 26% of learners in the Eastern Cape were exposed to such violence and abuse. Close to 26% of learners in KwaZulu-Natal and 15% in Limpopo reported similar experiences. The percentage of learners in Eastern Cape who were exposed to violence, corporal punishment and verbal abuse at school rose sharply to almost one third (30, 3%) in 2011. This declined again in 2013 to 2010 levels of approximately 24%.

Figure 6.6: Percentage of learners attending school who experienced corporal punishment, 2009–2013



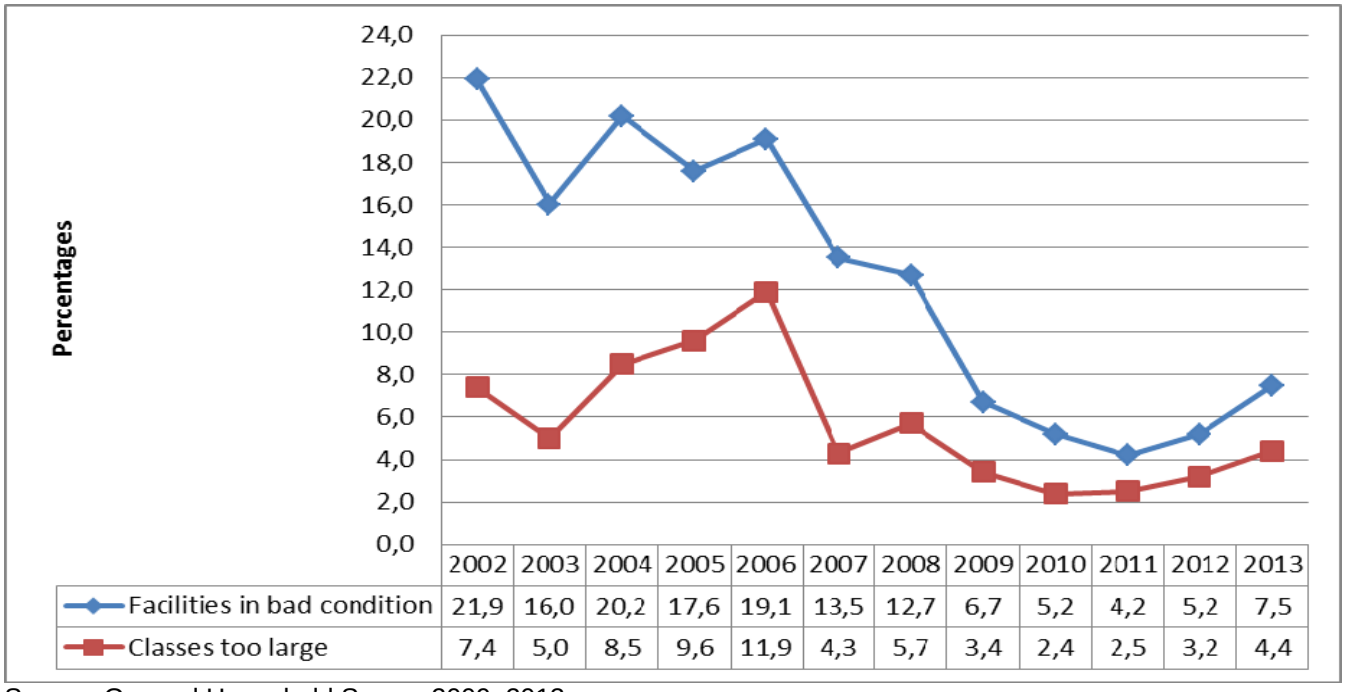
	EC	KZN	LP	RSA
2009	25,2	24,2	14,5	16,3
2010	23,0	20,7	8,5	13,9
2011	29,9	22,5	19,2	16,7
2012	30,3	21,4	14,9	15,8
2013	24,1	22,2	10,9	13,5

Source: General Household Survey 2009–2013

Figure 6.6 shows learners from different provinces who were subjected to corporal punishment, 2009–2013. Learners in the Eastern Cape were more likely than those in KwaZulu-Natal and Limpopo to receive corporal punishment during the reference period. In 2010, there was a decline to 23,0% in learners experiencing corporal punishment. However, there was an increase between 2011 and 2012 in learners who received corporal punishment in Eastern Cape.

6.6 Educational infrastructure and facilities

Figure 6.7: Percentage of learners attending school who indicated that the facilities were in a bad condition or classes were too large a part of problems they experienced during the 12 months preceding the survey, 2002–2013



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Facilities in bad condition	21,9	16,0	20,2	17,6	19,1	13,5	12,7	6,7	5,2	4,2	5,2	7,5
Classes too large	7,4	5,0	8,5	9,6	11,9	4,3	5,7	3,4	2,4	2,5	3,2	4,4

Source: General Household Survey 2009–2013

Figure 6.7 depicts learners who indicated that their schooling facilities were in bad condition and class sizes were too large. During 2002, two in ten (21,9%) learners in the Eastern Cape indicated that facilities are in a bad condition; this declined significantly in 2013 to about seven per cent. Most of this decline took place between 2006 and 2011.

In 2003 about five per cent of learners indicated that their class sizes were too large. The number of learners who experienced these conditions continued to increase to about 12% in 2006, but then started to decline.

Table 6.5: General school amenities and programmes by district

Educational Districts	Statistics	Com puter Lab	Access to Internet	Library	Administ ration Block	Laboratory	Nutrition programme	Scholar transport programme	Fencing	Access to piped water	Elect ricity	Toilet
	Frequency	43	64	21	129	27	368	59	262	127	297	288
Butterworth	District%	10,9	16,3	5,3	32,8	6,9	93,6	15,0	66,7	32,3	75,6	73,3
	Frequency	42	56	15	126	19	265	86	199	141	219	200
Cofimvaba	District%	15,2	20,3	5,4	45,7	6,9	96,0	31,2	72,1	51,1	79,4	72,5
	Frequency	26	28	15	46	14	77	50	56	55	71	61
Cradock	District%	31,7	34,2	18,3	56,1	17,1	93,9	61,0	68,3	67,1	86,6	74,4
	Frequency	43	77	49	145	24	331	81	243	116	245	243
Dutywa	District%	12,7	22,8	14,5	42,9	7,1	97,9	24,0	71,9	34,3	72,5	71,9
	Frequency	86	127	107	154	43	259	88	257	254	282	268
East London	District%	27,6	40,7	34,3	49,4	13,8	83,0	28,2	82,4	81,4	90,4	85,9
	Frequency	65	70	40	74	29	238	63	188	187	219	206
Fort Beaufort	District%	26,2	28,2	16,1	29,8	11,7	96,0	25,4	75,8	75,4	88,3	83,1
	Frequency	27	54	35	44	21	77	23	62	63	69	68
Graaff-Reinet	District%	32,9	65,9	42,7	53,7	25,6	93,9	28,1	75,6	76,8	84,2	82,9
	Frequency	32	43	30	43	20	62	47	49	48	58	62
Grahamstown	District%	41,6	55,8	39,0	55,8	26,0	80,5	61,0	63,6	62,3	75,3	80,5
King Williams	Frequency	75	103	44	127	33	410	114	298	330	381	364
Town	District%	17,4	23,8	10,2	29,4	7,6	94,9	26,4	69,0	76,4	88,2	84,3
	Frequency	33	71	17	60	13	155	32	123	78	141	115
Lady Frere	District%	20,6	44,4	10,6	37,5	8,1	96,9	20,0	76,9	48,8	88,1	71,9
	Frequency	60	40	37	114	39	403	97	240	95	335	271
Libode	District%	14,3	9,5	8,8	27,1	9,3	96,0	23,1	57,1	22,6	79,8	64,5
	Frequency	51	91	26	98	17	342	79	232	69	208	237
Lusikisiki	District%	14,5	25,9	7,4	27,9	4,8	97,4	22,5	66,1	19,7	59,3	67,5

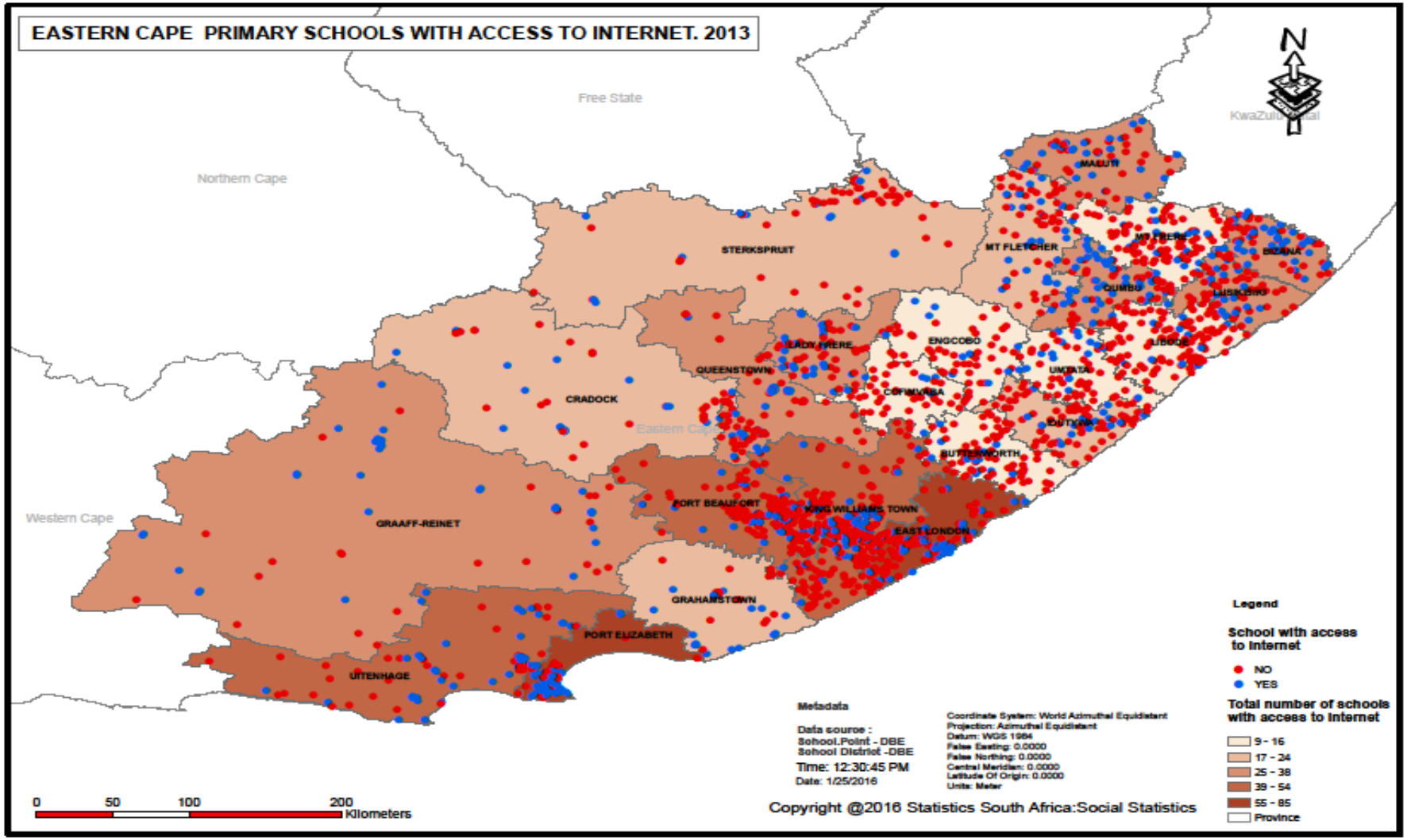
Table 6.5: General school amenities and programmes by district (conclude)

Educational Districts	Statistics	Computer Lab	Access to Internet	Library	Administration Block	Laboratory	Nutrition programme	Scholar transport programme	Fencing	Access to piped water	Electricity	Toilet
Maluti	Frequency	25	117	21	62	17	220	33	158	123	123	173
	District%	11,2	52,5	9,4	27,8	7,6	98,7	14,8	70,9	55,2	55,2	77,6
Mbizana	Frequency	23	122	19	62	17	211	37	152	24	144	150
	District%	10,7	56,7	8,8	28,8	7,9	98,1	17,2	70,7	11,2	67,0	69,8
Mt Fletcher	Frequency	31	85	16	65	12	179	45	127	49	86	129
	District%	16,7	45,7	8,6	35,0	6,5	96,2	24,2	68,3	26,3	46,2	69,4
Mt Frere	Frequency	32	56	12	59	15	239	45	160	117	137	161
	District%	13,1	23,0	4,9	24,2	6,2	98,0	18,4	65,6	48,0	56,2	66,0
Mthata	Frequency	58	85	41	145	41	319	72	221	102	294	229
	District%	16,8	24,6	11,9	42,0	11,9	92,5	20,9	64,1	29,6	85,2	66,4
Ngcobo	Frequency	25	38	14	92	11	213	70	130	81	164	151
	District%	11,5	17,4	6,4	42,2	5,1	97,7	32,1	59,6	37,2	75,2	69,3
Port Elizabeth	Frequency	118	168	104	219	62	183	44	203	241	235	235
	District%	44,2	62,9	39,0	82,0	23,2	68,5	16,5	76,0	90,3	88,0	88,0
Queenstown	Frequency	62	73	30	70	28	156	61	147	133	160	153
	District%	35,0	41,2	17,0	39,6	15,8	88,1	34,5	83,1	75,1	90,4	86,4
Qumbu	Frequency	20	145	15	73	15	238	39	133	111	193	141
	District%	8,1	58,5	6,1	29,4	6,1	96,0	15,7	53,6	44,8	77,8	56,9
Sterkspruit	Frequency	40	47	21	73	18	156	42	123	98	147	120
	District%	24,2	28,5	12,7	44,2	10,9	94,6	25,5	74,6	59,4	89,1	72,7
Uitenhage	Frequency	63	88	40	112	36	133	56	123	129	147	146
	District%	38,0	53,0	24,1	67,5	21,7	80,1	33,7	74,1	77,7	88,6	88,0
Special Schools	Frequency	14	30	18	32	4	33	24	35	35	37	36
Eastern Cape	**Frequency**	1 080	1 848	769	2 192	571	5 234	1 363	3 886	2 771	4 355	4 171
	Provincial%	19,2	32,9	13,7	39,0	10,2	93,1	24,2	69,1	49,3	77,4	74,2

Source: ECLECS, school manager data 2013

Table 6.5 illustrates school amenities by educational districts. A considerable percentage (93,1%) of schools provide nutrition programmes for learners. In terms of other services, 77,4% of the schools have access to electricity,74,2% to toilets and 49,3% access to piped water. About a third (32, 9%) of the schools have access to internet and approximately a quarter (24,2%) have access to scholar transport programmes.

Map 6.1: Access to internet in primary schools



Map 6.1 shows access to internet by primary schools. There is proportionately higher access by schools in the north eastern districts (Mbizana and Qumbu) and south eastern districts (Port Elisabeth).

6.7 Learning environment deprivation index

6.7.1 Introduction

According to the South African Schools Act, 1996 (Act No. 84 of 1996), education is compulsory for children from the age of seven to the age of 15 or Grade 9 (whichever comes first). Government has prioritised service delivery in this sector as it is seen as the primary means to address poverty and unemployment in the country. In spite of the challenges, there has been steady progress in service delivery in education with the Department of Basic Education ensuring the availability of educational resources e.g. classrooms, electricity, water, human resources, etc. and by making education accessible to the growing population of learners in the country. Based on the Eastern Cape census survey of schools, the section addresses issues of school quality as a set of possible influence on the level of education and the contribution to the overall picture of learning deprivation at the educational districts level.

Table 6.6: Division of the South African Education System into education phases: National Curriculum Statement Grades R–12

Education Phase	Grades
Foundation Phase	Grade R and Grades 1–3
Intermediate Phase	Grade 4–6
Senior Phase	Grade 7–9
Further Education and Training (FET) Phase	Grade 10–12

Source: National policy pertaining to the programme and promotion requirement of the national curriculum statement Grades R–12.

In South Africa, the education system is divided into educational phases. The foundation phase which includes learners from Grade R to Grade 3, intermediate phase from Grade 4–6, senior phase from Grade 7–9 and FET phase from Grade 10–12 all fall under the ambit of the Department of Basic Education

In this study, given available data sets, the most important dimensions selected for the construction of a learning environment index were:

- Access to facilities and basic services critical for effective teaching and learning;
- Using home language as a language of teaching and learning and the dominant language used at the school;
- Learner–class ratios as a measure of overcrowding and time a teacher can spend with learners;
- Adequate and relevant subjects taken by learners;
- Participation of learners in sporting activities; and
- Financial involvement of parents in contributing towards the running of the school (SGB funded posts) i.e. if there are no SGB posts, learner–classroom ratios will be high and learners will be affected negatively.

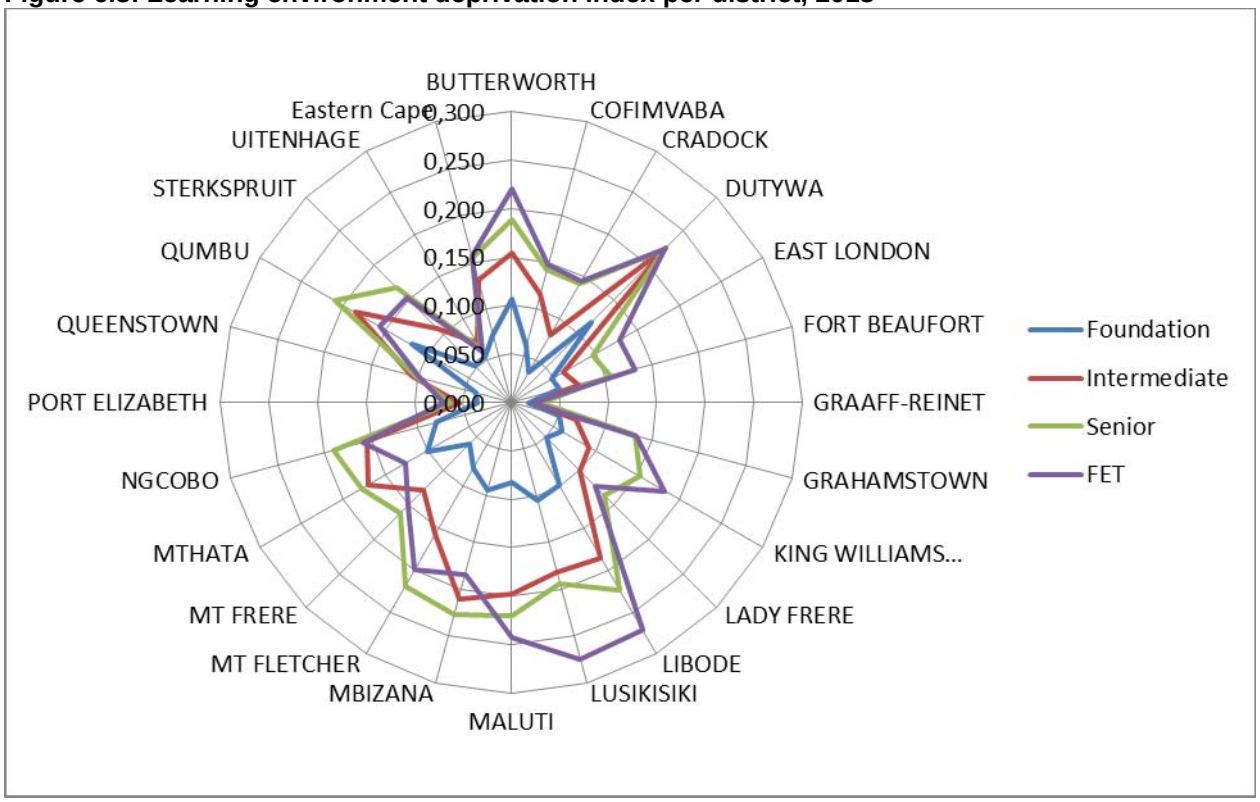
More details about the dimensions, indicators and weights associated with the index can be found in Appendix A.

The methodology used to calculate the index is similar to the one used for the South African Multidimensional Poverty Index (SAMPI). The eight dimensions of learning environment deprivation and their associated indicators received a binary value with a value of 1 if the learner was considered deprived in that respect. The indicators were then multiplied with the weights and all values were added to arrive at a headcount. The percentage of individuals who were deprived, based on a cut-off of 50% (headcount), were then calculated.

These indicators were in turn used to calculate the following MPI measures:

1. **Headcount (H)** – the percentage of learners that are deprived according to the multidimensional deprivation index. The index defines a learner as multi-dimensionally deprived if the composite score for all the indicators is above 50%.
2. **Intensity (A)** – the intensity of deprivation for the deprived learners as indicated by the headcount is measured by the proportion of deprivations those deprived people are experiencing.
3. **Index (HxA)** – a product of the headcount and the intensity.

Figure 6.8: Learning environment deprivation index per district, 2013



Source: ECLECS, 2013

Figure 6.8 shows levels of environmental deprivation index by educational districts. Learners from the FET phase were most likely environmentally deprived than any other school phases, with those in the foundation phase least likely environmentally deprived. Learners who are in the foundation phase in Graaff-Reinet were less likely environmental deprived than learners in Qumbu. Senior learners from Mbizana faced high levels of environment deprivation during the reference period, followed by learners from Dutywa and Libode.

Table 6.7: Learning environment deprivation index per education district for the foundation and intermediate phases

Phase	Education Districts	Number of learners	Sum of deprived pupils	Deprivation ratio(H)	% Deprived	Mean deprivation intensity (A)	Intensity (% of indicators deprived)	Deprivation index(H*A)
Foundation Phase	Butterworth	26 129	6 527	0,250	25,0	0,426	42,6	0,106
	Cofimvaba	20 084	3 139	0,156	15,6	0,388	38,8	0,061
	Cradock	8 024	846	0,105	10,5	0,337	33,7	0,036
	Dutywa	27 758	7 502	0,270	27,0	0,435	43,5	0,118
	East London	40 826	5 493	0,135	13,5	0,358	35,8	0,048
	Fort Beaufort	13 349	1 871	0,140	14,0	0,368	36,8	0,052
	Graaff-Reinet	9 625	599	0,062	6,2	0,275	27,5	0,017
	Grahamstown	9 866	1 414	0,143	14,3	0,357	35,7	0,051
	King Williams Town	32 788	5 152	0,157	15,7	0,385	38,5	0,061
	Lady Frere	13 061	1 765	0,135	13,5	0,380	38,0	0,051
	Libode	53 563	12 591	0,235	23,5	0,419	41,9	0,099
	Lusikisiki	49 918	12 284	0,246	24,6	0,425	42,5	0,105
	Maluti	23 109	4 695	0,203	20,3	0,407	40,7	0,083
	Mbizana	32 180	7 113	0,221	22,1	0,427	42,7	0,094
	Mt Fletcher	13 185	2 629	0,199	19,9	0,397	39,7	0,079
	Mt Frere	22 148	3 541	0,160	16,0	0,382	38,2	0,061
	Mthata	41 588	10 025	0,241	24,1	0,418	41,8	0,101
	Ngcobo	19 165	3 853	0,201	20,1	0,401	40,1	0,081
	Port Elisabeth	59 043	6 222	0,105	10,5	0,334	33,4	0,035
	Queenstown	19 259	2 082	0,108	10,8	0,354	35,4	0,038
	Qumbu	20 056	5 529	0,276	27,6	0,432	43,2	0,119
	Sterkspruit	18 413	2 642	0,143	14,3	0,372	37,2	0,053
	Uitenhage	27 894	4 185	0,150	15,0	0,362	36,2	0,054
	Eastern Cape	**601 031**	**111 699**	**0,186**	**18,6**	**0,391**	**39,1**	**0,073**
Intermediate Phase	Butterworth	15 821	5 394	0,341	34,1	0,451	45,1	0,154
	Cofimvaba	12 422	3 403	0,274	27,4	0,422	42,2	0,116
	Cradock	4 734	1 023	0,216	21,6	0,373	37,3	0,081
	Dutywa	18 311	8 495	0,464	46,4	0,485	48,5	0,225
	East London	24 514	4 237	0,173	17,3	0,355	35,5	0,061
	Fort Beaufort	7 205	1 338	0,186	18,6	0,385	38,5	0,071
	Graaff-Reinet	6 254	534	0,085	8,5	0,288	28,8	0,025
	Grahamstown	5 829	1 117	0,192	19,2	0,361	36,1	0,069
	King Williams Town	18 197	4 213	0,232	23,2	0,401	40,1	0,093
	Lady Frere	7 272	1 773	0,244	24,4	0,407	40,7	0,099
	Libode	34 741	13 855	0,399	39,9	0,464	46,4	0,185
	Lusikisiki	33 458	13 019	0,389	38,9	0,465	46,5	0,181
	Maluti	14 929	6 269	0,420	42,0	0,472	47,2	0,198
	Mbizana	22 824	9 941	0,436	43,6	0,481	48,1	0,210
	Mt Fletcher	8 258	2 912	0,353	35,3	0,446	44,6	0,157

Table 6.7: Learning environment deprivation index per education district for the foundation and intermediate phases (conclude)

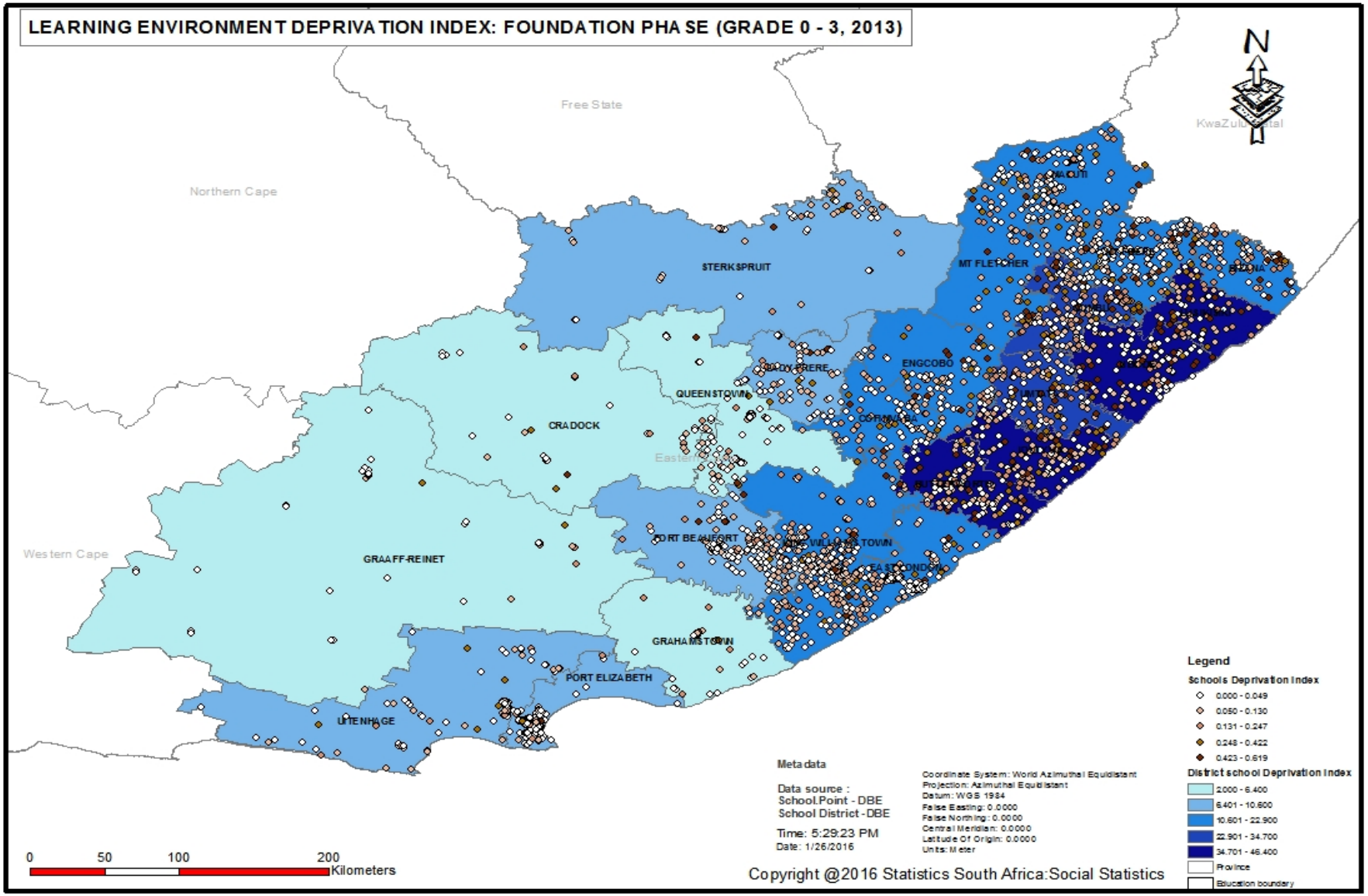
Phase	Education Districts	Number of learners	Sum of deprived pupils	Deprivation ratio(H)	% Deprived	Mean deprivation intensity (A)	Intensity (% of indicators deprived)	Deprivation index(H*A)
	Mt Frere	14 269	4 191	0,294	29,4	0,437	43,7	0,128
	Mthata	28 310	10 597	0,374	37,4	0,456	45,6	0,171
	Ngcobo	13 411	4 630	0,345	34,5	0,447	44,7	0,154
	Port Elisabeth	36 098	5 858	0,162	16,2	0,332	33,2	0,054
	Queenstown	11 229	3 021	0,269	26,9	0,397	39,7	0,107
	Qumbu	12 719	5 059	0,398	39,8	0,468	46,8	0,186
	Sterkspruit	12 586	3 375	0,268	26,8	0,405	40,5	0,109
	Uitenhage	16 359	3 212	0,196	19,6	0,358	35,8	0,070
	Eastern Cape	**379 750**	**117 466**	**0,309**	**30,9**	**0,423**	**42,3**	**0,131**

Source: ECLECS, 2013

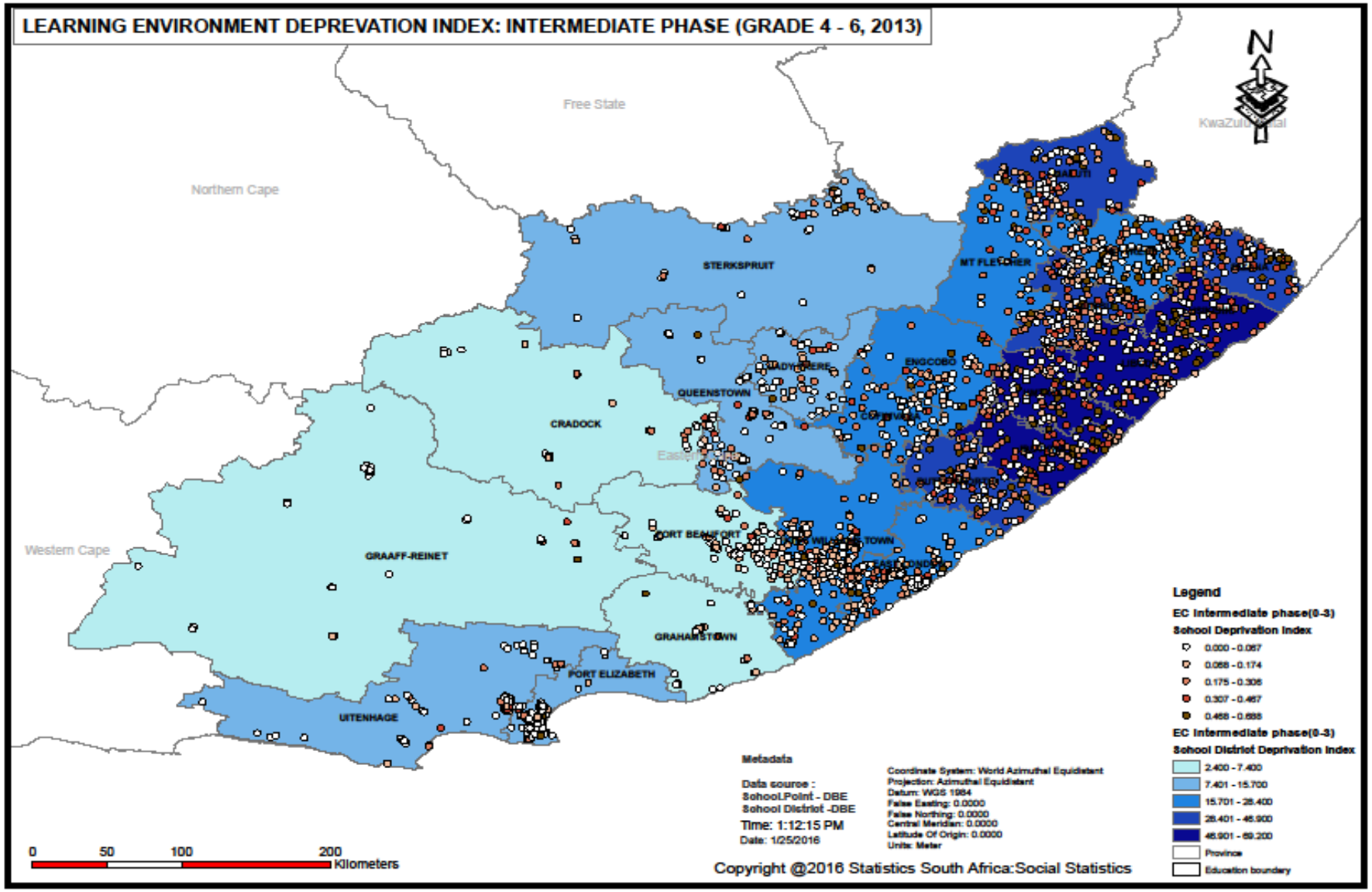
Table 6.7 displays the learning environment deprivation index, deprivation headcount and its intensity per education districts. Of the approximately 601 000 learners in the foundation phase, about two in ten learners were considered deprived with an overall deprivation intensity of 39, 1% in the Eastern Cape. Lusikisiki has the largest number of deprived pupils in the foundation phase with close to a quarter of the total number of learners most likely to be deprived (12 284 deprived learners) at an intensity deprivation of 43,5% and a deprivation index of 0,118. Similarly in Mthata, out of a total of 41 588 foundation phase pupils, an estimated 10 025 learners were considered as deprived with an intensity of 41,8%. The smallest number of deprived learners was observed in Graaff-Reinet (599 deprived learners).

In the intermediate phase, a total of above 117 000 pupils were most likely deprived. This amounts to about 31% of pupils across the educational districts, with a deprivation ratio of 0,309 and a mean deprivation intensity of 0,423. The highest number of deprived learners in this phase are estimated for Libode with 39,9% of the pupils (13 855) estimated to be most likely deprived, with a deprivation intensity of 46,4% and a deprivation index of 0,185.

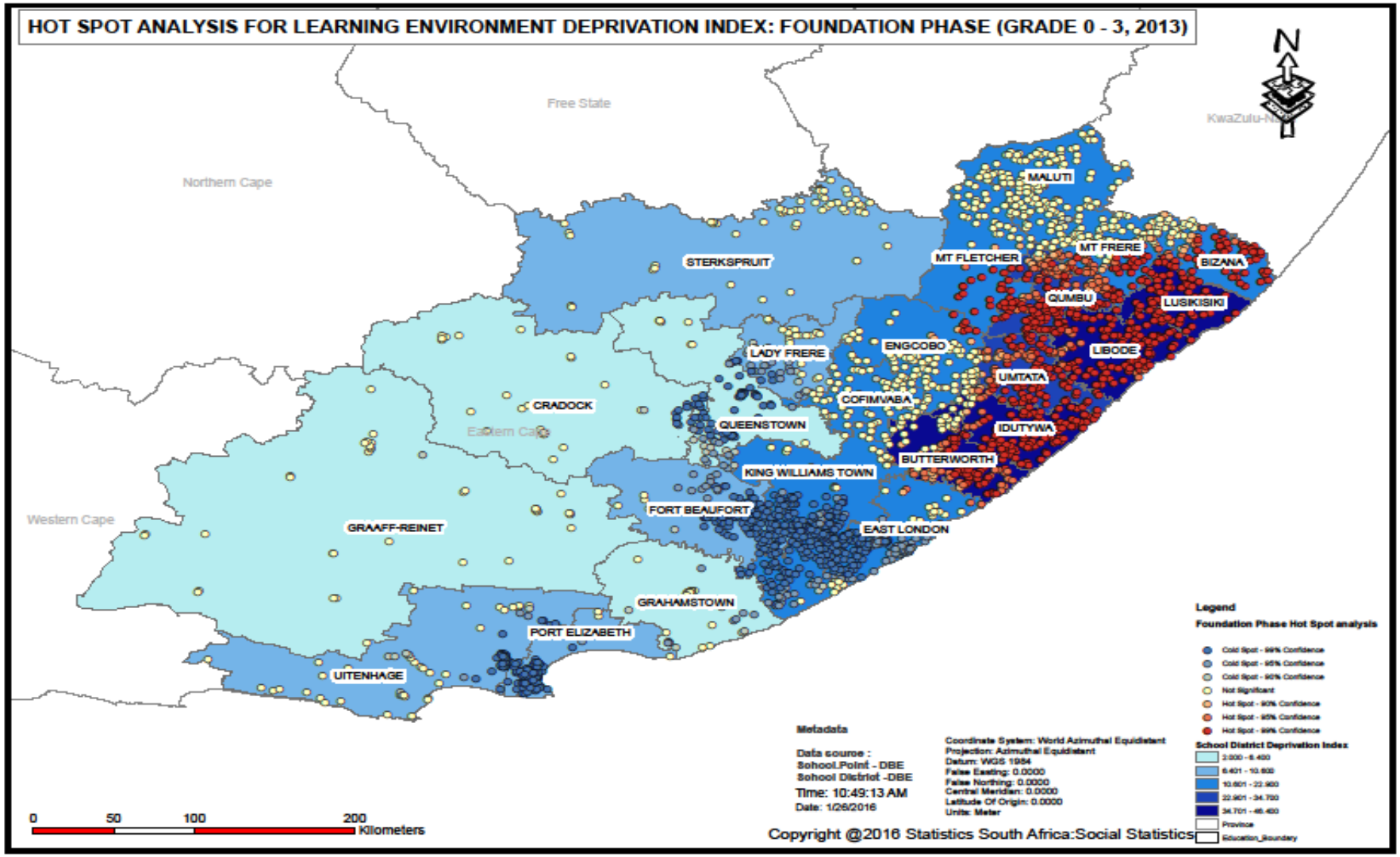
Map 6.2: Learning environment deprivation index: foundation phase



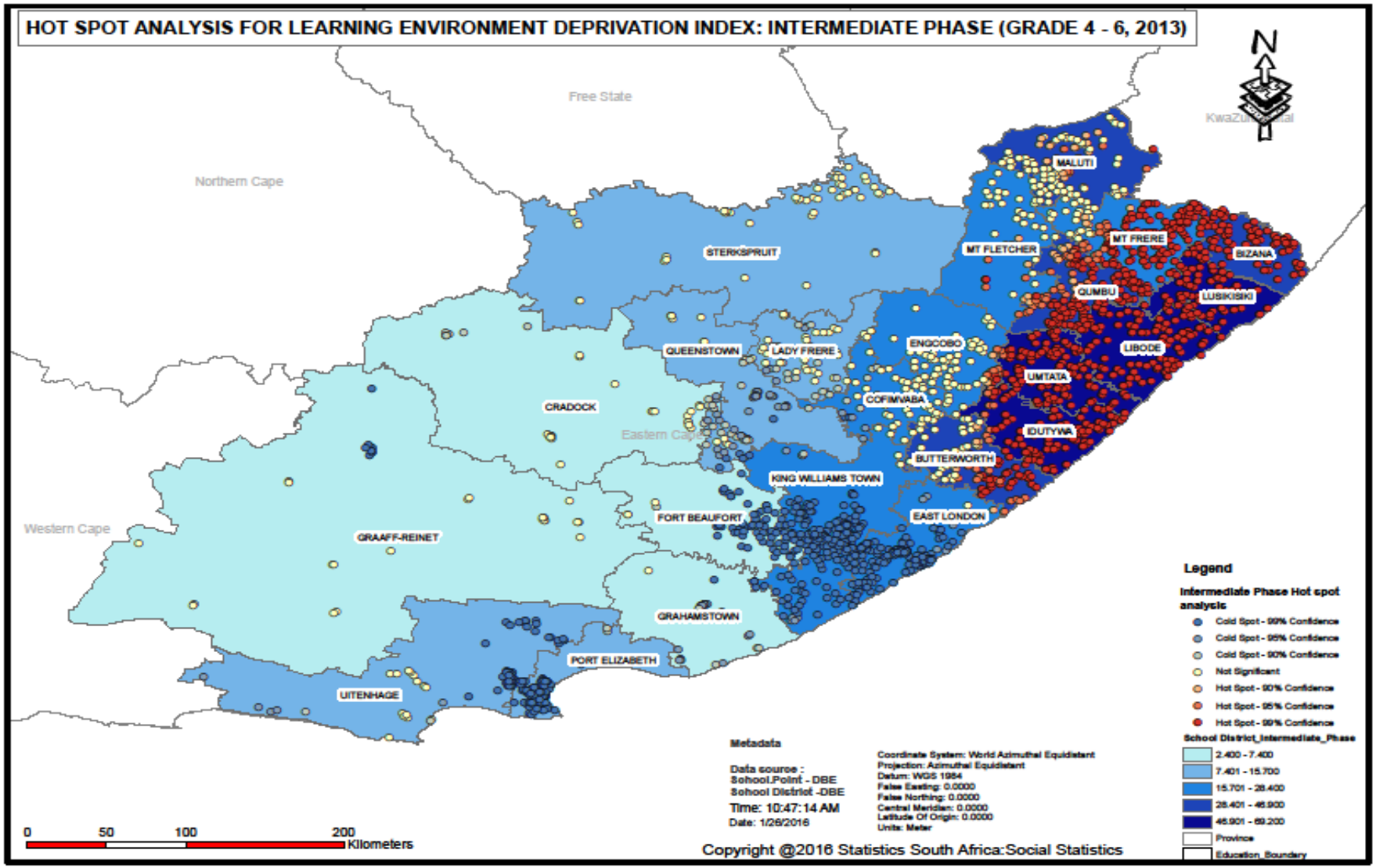
Map 6.3: Learning environment deprivation index: intermediate phase



Map 6.4: Hot spot analysis for the learning environment deprivation index: foundation phase



Map 6.5: Hot spot analysis for the learning environment deprivation index: intermediate phase



Maps 6.2 and 6.3 illustrate the deprivation index and hot spot analysis for individual schools for the foundation and intermediate phases The highest deprivation scores are concentrated in the north east area (dark brown spots). The hot spot analysis also clearly identifies several hot spots (brown spots) in the north east of the province within the districts of Qumbu, Libode, Lusikisiki,Bizana, Umtata, Dutywa and some parts of Butterworth which have relatively higher deprivation scores. Schools clustered within the more urbanised districts in the south east of the province have been identified as cold spots; these include East London, King Williams Town, Fort Beaufort and Port Elisabeth. The western and northern parts of the province have results that are not significant.

Maps 6.4 and 6.5 illustrate the deprivation index and hot spot analysis for individual schools for the intermediate phase. The geographical spreads of the highest deprivation scores follow a similar pattern as for the foundation phase and are located in the north east part of the province. Similarly, the hot spot analysis show similar patterns as the foundation phase where hot spot areas are confined to the north eastern side of the province.

Table 6.8: Learning environment deprivation index per education district for the senior and FET phases

Phase	Education Districts	Number of learners	Sum of deprived pupils	Deprivation ratio(H)	% Deprived	Mean deprivation intensity (A)	Intensity (% of indicators deprived)	Deprivation index(H* A)
Senior Phase	Butterworth	15 580	6 242	0,401	40,1	0,470	47,0	0,188
	Cofimvaba	11 448	3 639	0,318	31,8	0,446	44,6	0,142
	Cradock	4 661	1597	0,343	34,3	0,411	41,1	0,141
	Dutywa	16 168	7 365	0,456	45,6	0,491	49,1	0,224
	East London	25 021	6 462	0,258	25,8	0,378	37,8	0,098
	Fort Beaufort	7 411	1 926	0,260	26,0	0,408	40,8	0,106
	Graaff-Reinet	5 840	576	0,099	9,9	0,313	31,3	0,031
	Grahamstown	5 961	1 947	0,327	32,7	0,404	40,4	0,132
	King Williams Town	19 161	6 630	0,346	34,6	0,442	44,2	0,153
	Lady Frere	6 822	2 108	0,309	30,9	0,438	43,8	0,135
	Libode	32 136	14 733	0,458	45,8	0,488	48,8	0,224
	Lusikisiki	29 130	11 919	0,409	40,9	0,473	47,3	0,194
	Maluti	15 008	6 783	0,452	45,2	0,488	48,8	0,220
	Mbizana	20 402	9 367	0,459	45,9	0,493	49,3	0,226
	Mt Fletcher	8 913	4 046	0,454	45,4	0,484	48,4	0,220
	Mt Frere	12 800	4 577	0,358	35,8	0,454	45,4	0,162
	Mthata	27 012	10 449	0,387	38,7	0,462	46,2	0,179
	Ngcobo	12 283	5 007	0,408	40,8	0,465	46,5	0,190
	Port Elisabeth	35 058	6 539	0,187	18,7	0,338	33,8	0,063
	Queenstown	11 449	2 900	0,253	25,3	0,404	40,4	0,102
	Qumbu	11 436	4 963	0,434	43,4	0,483	48,3	0,210
	Sterkspruit	11 438	4 313	0,377	37,7	0,446	44,6	0,168
	Uitenhage	16 780	3 034	0,181	18,1	0,349	34,9	0,063
	Eastern Cape	**361 918**	**127 122**	**0,351**	**35,1**	**0,438**	**43,8**	**0,154**

Table 6.8: Learning environment deprivation index per education district for the senior and FET phases (conclude)

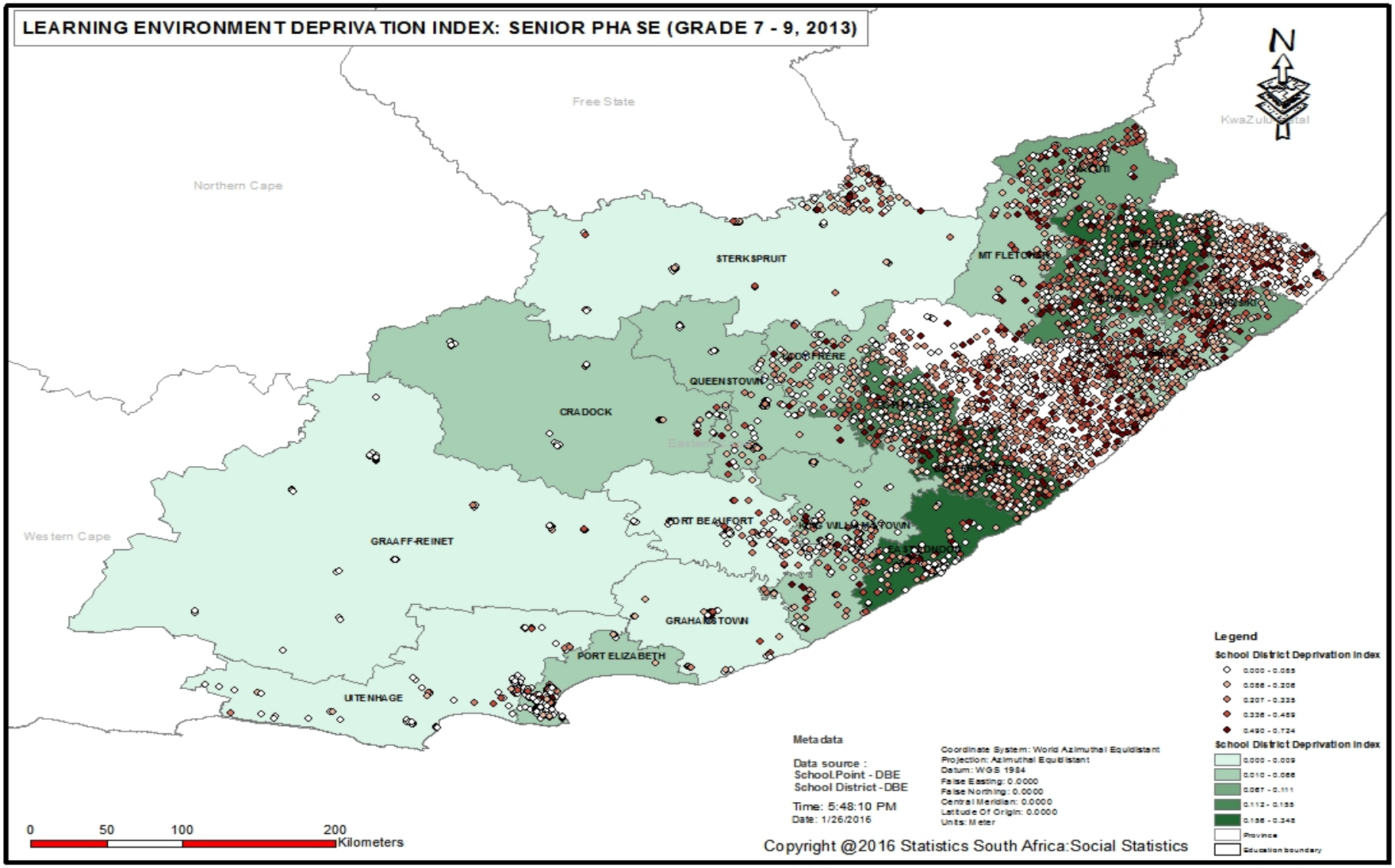
Phase	Education Districts	Number of learners	Sum of deprived pupils	Deprivation ratio(H)	% Deprived	Mean deprivation intensity (A)	Intensity (% of indicators deprived)	Deprivation index(H* A)
FET Phase	Butterworth	14 619	6 565	0,449	44,9	0,491	49,1	0,221
	Cofimvaba	8 411	2 903	0,345	34,5	0,429	42,9	0,148
	Cradock	3 261	1 115	0,342	34,2	0,421	42,1	0,144
	Dutywa	12 319	5 794	0,470	47,0	0,477	47,7	0,224
	East London	22 794	7 252	0,318	31,8	0,404	40,4	0,128
	Fort Beaufort	6 615	2 052	0,310	31,0	0,426	42,6	0,132
	Graaff-Reinet	3 496	267	0,076	7,6	0,301	30,1	0,023
	Grahamstown	4 243	1 338	0,315	31,5	0,422	42,2	0,133
	King Williams Town	18 502	7 339	0,397	39,7	0,461	46,1	0,183
	Lady Frere	6 330	1 817	0,287	28,7	0,427	42,7	0,123
	Libode	23 855	12 566	0,527	52,7	0,515	51,5	0,271
	Lusikisiki	19 158	10 307	0,538	53,8	0,512	51,2	0,275
	Maluti	8 727	4 387	0,503	50,3	0,484	48,4	0,243
	Mbizana	14 152	5 417	0,383	38,3	0,480	48,0	0,184
	Mt Fletcher	7 582	3 204	0,423	42,3	0,472	47,2	0,199
	Mt Frere	10 106	3 329	0,329	32,9	0,456	45,6	0,150
	Mthata	24 763	7 189	0,290	29,0	0,436	43,6	0,127
	Ngcobo	8 135	2 823	0,347	34,7	0,457	45,7	0,159
	Port Elisabeth	29 154	5 921	0,203	20,3	0,344	34,4	0,070
	Queenstown	10 155	2 487	0,245	24,5	0,399	39,9	0,098
	Qumbu	11 485	3 972	0,346	34,6	0,454	45,4	0,157
	Sterkspruit	9 715	3 331	0,343	34,3	0,443	44,3	0,152
	Uitenhage	11 838	2 092	0,177	17,7	0,337	33,7	0,060
	Eastern Cape	**289 415**	**103 467**	**0,358**	**35,8**	**0,441**	**44,1**	**0,158**

Source: ECLECS, 2013

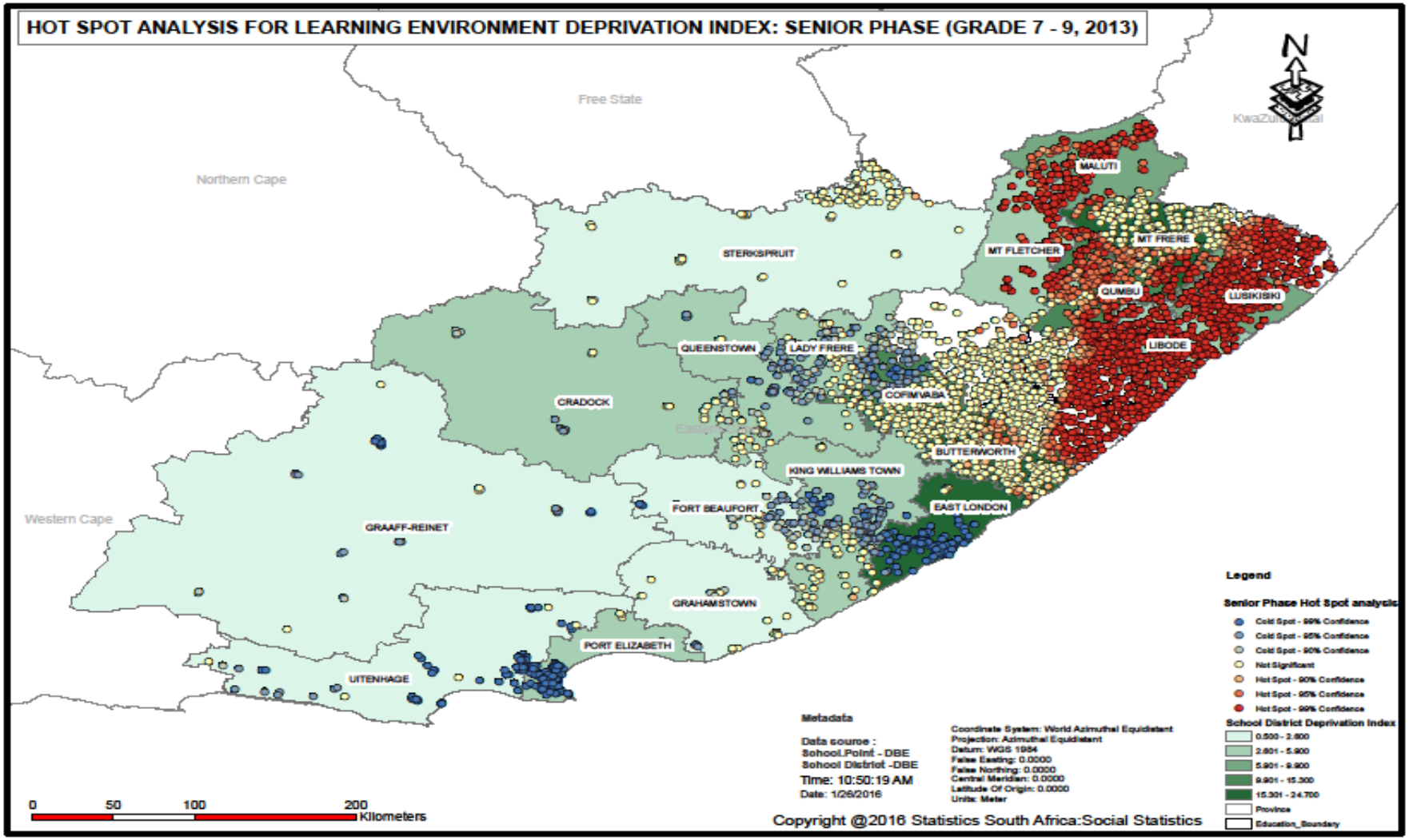
Table 6.8 displays learner environment deprivation index, mean and its intensity for senior and FET learners. Mbizana educational district had the highest score of deprived senior phase learners (45,9%), followed by Libode (45,8%) and Mt Fletcher (45,4%). More than a third (35,1%) of senior phase learners in the Eastern Cape experience learning environment deprivation (127 122 learners). The deprivation intensity was the highest in Mbizana (49,3%), Dutywa (49,1%) and Libode (48,8%), and lowest in Graaff-Reinet (31,3%) and Port Elisabeth (33,8%).

In the FET phase, over a third of learners (35,8%), stood deprived while the deprivation intensity was estimated at (44,1%). In Lusikisiki, more than half (53,8%) of FET phase learners were likely deprived with a deprivation intensity of 51,2% and followed by those in Libode (52,3%) with a deprivation intensity of 51,5%. The lowest number of deprived learners in the FET phase were observed in Graaff-Reinet (267 learners) and Cradock (1 115 learners).

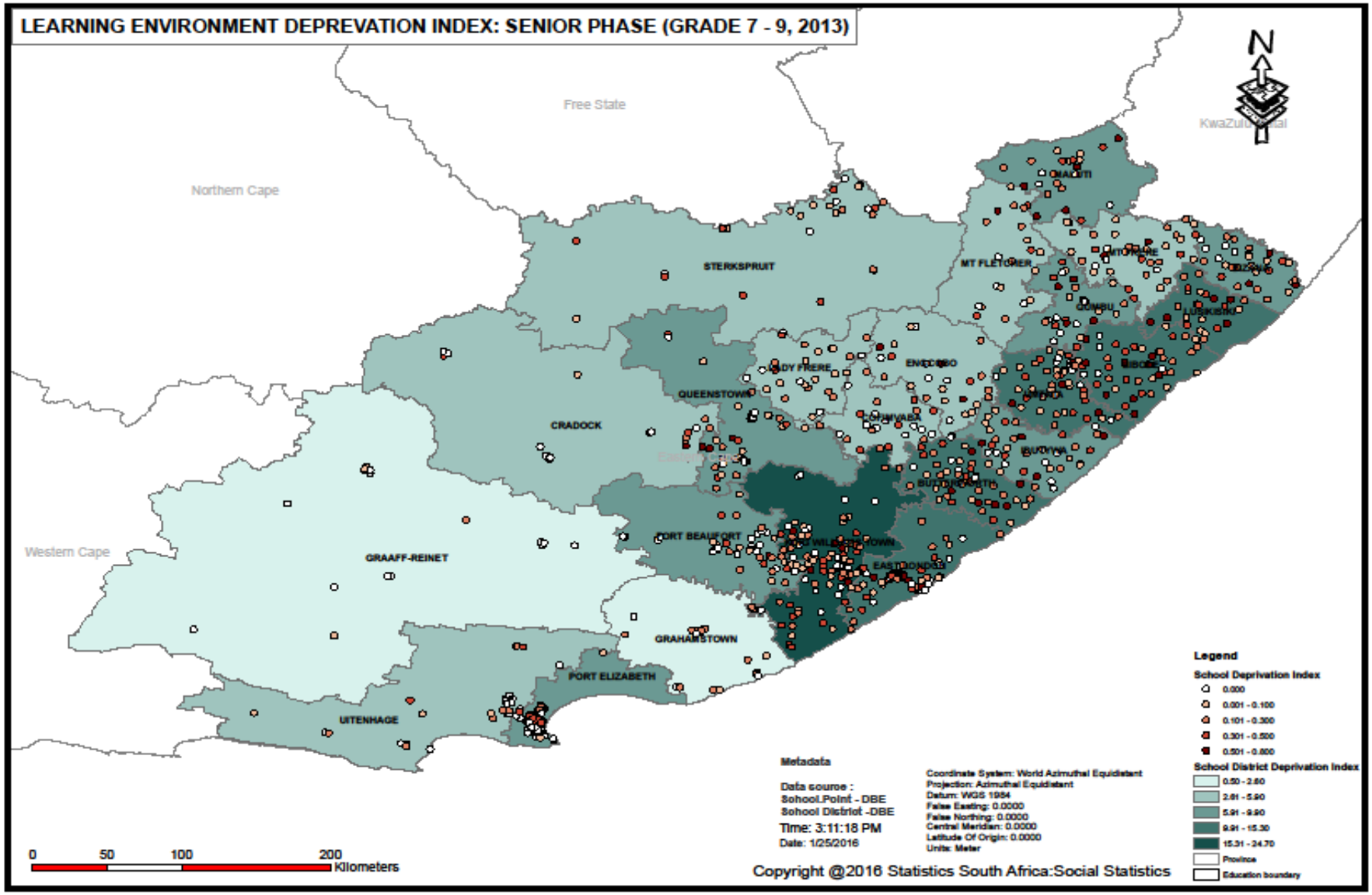
Map 6.6: Learning environment deprivation index: senior phase



Map 6.7: hot spot analysis for the learning environment deprivation index: senior phase



Map 6.8: Learning environment deprivation index: FET phase



Map 6.9: Hot spot analysis for the learning environment deprivation index: FET phase

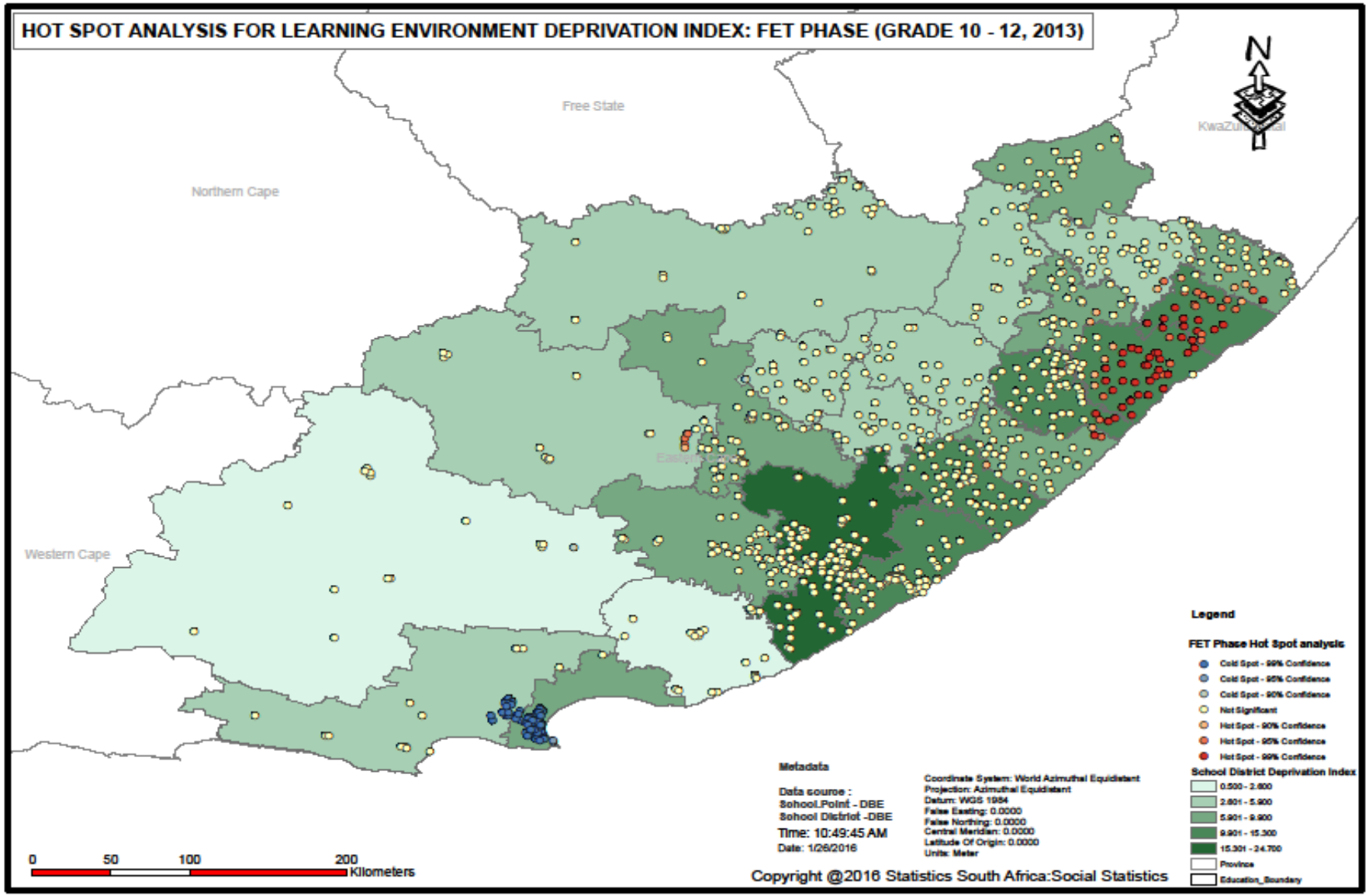


Table 6.9: Number of schools with the highest learning environment deprivation index score per district and phase, 2013

Educational Districts	No of highly deprived schools per education phase				Total	Rank amongst district for 200 most deprived school in province
	Foundation	Intermediate	Senior	FET		
Butterworth	1	2	2	4	**9**	**7**
Cofimvaba	1	1	1	0	**3**	**11**
Cradock	1	0	1	3	**5**	**9**
Dutywa	3	3	2	2	**10**	**6**
East London	0	1	3	5	**9**	**7**
Fort Beaufort	1	0	1	0	**2**	**12**
Grahamstown	1	0	0	0	**1**	**13**
King Williams Town	3	0	2	1	**6**	**8**
Libode	5	8	9	7	**29**	**1**
Lusikisiki	10	6	4	5	**25**	**2**
Maluti	3	7	3	4	**17**	**4**
Mbizana	2	3	2	3	**10**	**6**
Mt Fletcher	3	3	3	1	**10**	**6**
Mt Frere	1	1	0	2	**4**	**10**
Mthata	6	5	5	3	**19**	**3**
Ngcobo	0	0	3	3	**6**	**8**
Port Elisabeth	2	1	4	3	**10**	**6**
Queenstown	0	1	3	2	**6**	**8**
Qumbu	6	4	2	2	**14**	**5**
Sterkspruit	1	3	0	0	**4**	**10**
Uitenhage	0	1	0	0	**1**	**13**
Eastern Cape	**50**	**50**	**50**	**50**	**200**	

Source: ECLECS, 2013

Table 6.9 shows 50 highly deprived schools per education phase among the top 200 most deprived schools in the province. The highest numbers of deprived schools were found in Libode, where there were 29 schools across educational phases that faced deprivation, 21 in Lusikisiki, and 19 in Mthata. In Fort Beaufort, only one school in foundation and one in senior phases experienced high learning deprivation.

Table 6.10: Correlation between NSC overall pass rate of secondary and combined schools and learning environment deprivation index by district, 2013

Education Districts	Pearson Correlation Coefficient	P-value	Number of school	Rank amongst districts for 200 most deprived schools in province
Butterworth	-0,11	0,44	48	7
Cofimvaba	-0,14	0,46	31	11
Cradock	-0,07	0,78	16	9
Dutywa	-0,01	0,94	33	6
East London	-0,29	**0,01**	78	7
Fort Beaufort	-0,19	0,23	44	12

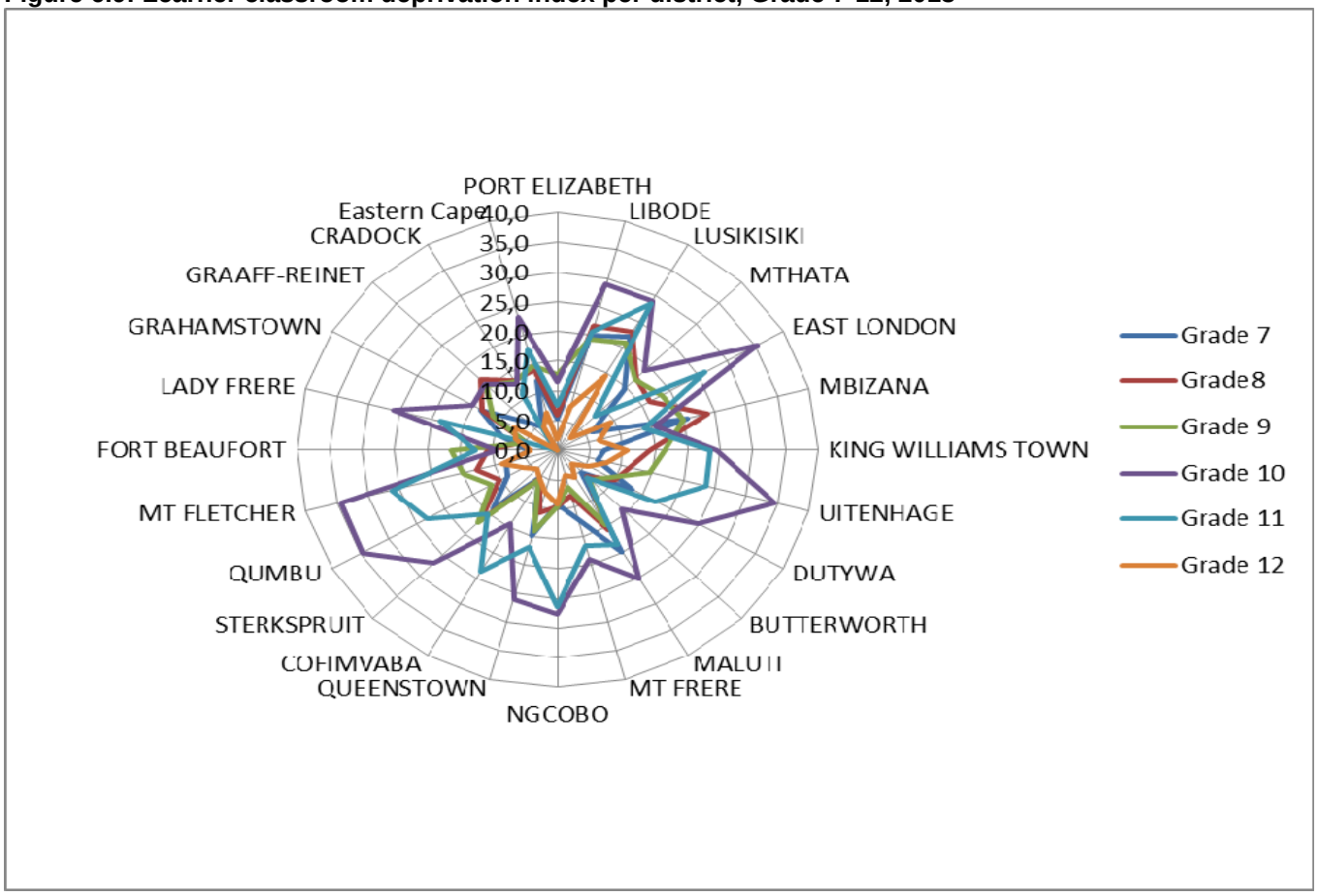
Table 6.10: Correlation between NSC overall pass rate of secondary and combined schools and learning environment deprivation index by district, 2013 (conclude)

Education Districts	Pearson Correlation Coefficient	P-value	Number of school	Rank amongst districts for 200 most deprived schools in province
Graaff-Reinet	-0,09	0,73	16	14
Grahamstown	-0,53	**0,02**	20	13
King Williams Town	-0,21	**0,03**	106	8
Lady Frere	-0,14	0,53	23	14
Libode	0,08	0,61	38	1
Lusikisiki	-0,20	0,27	33	2
Maluti	0,01	0,95	22	4
Mbizana	-0,22	0,27	26	6
Mt Fletcher	-0,31	0,19	20	6
Mt Frere	-0,10	0,66	23	10
Mthata	-0,20	0,19	43	3
Ngcobo	-0,04	0,86	22	8
Port Elisabeth	-0,37	**0,00**	73	6
Queenstown	-0,36	**0,02**	42	8
Qumbu	-0,04	0,86	28	5
Sterkspruit	-0,50	**0,01**	29	10
Uitenhage	-0,52	**0,00**	35	13
Eastern Cape	-0,22	**<,0001**	849	

Source: ECLECS, 2013

Table 6.10 shows the correlation between NSC overall pass rate and the learning environment deprivation index. At the level of the province, there is a significant negative correlation between NSC pass rate and the deprivation index at a 95% confidence level which means overall, the NSC pass rate increases as the learning deprivation index decreases. A negative correlation was observed across all districts except for two districts: Maluti and Libode, although the latter were not statistically significant. Strong statistically significant negative correlations exist in Grahamstown (53%), Uitenhage (52%), Sterkspruit (50%), Port Elisabeth (37%) and Queenstown (36%).

Figure 6.9: Learner classroom deprivation index per district, Grade 7-12, 2013



Source: ECLECS, 2013

Tables C1 to C4 in the appendix summarise the percentage of schools per district that are deprived for each of the indicators that were used to compose the index. Figure 6.9 presents classroom deprivation from Grade 7-12. More often than not, learners in Grade 8 and Grade 9 were more likely classroom deprived than learners in Grade 7. Approximately a quarter (23,2%) of learners in Grade 10 were likely classroom deprived, followed by 17,6% in Grade 11 and 6,6% in Grade 12 within the province. Three in ten (28,6%) learners in Grade 11 from Lusikisiki were more likely classroom deprived and zero per cent in Grahamstown. In East London more than one third (35, 3%) of learners in Grade 10 faced classroom deprivation and a quarter (26, 1%) of Grade 11 pupils faced similar deprivation.

6.8 Summary

In Eastern Cape there were 5 466 school managers in 2013 out of which more than half (53,5%) were males. Uitenhage and Port Elizabeth are educational districts which have disproportionately the highest percentage of school managers who are males (71,1% and 69,0% respectively). Approximately one third (33,3%) of school managers had between 0 to 5 years of experience, about 18,0% between 6 to 10, nearly 14% between 11 to 15 years of experience, and finally around 35% have more than 16 years of experience. In Eastern Cape, there were 55 579 educators in 2013 out of which close to three quarters (74,5%) were females. Eight out of 10 educators were employed permanently while the rest were temporary teachers.

Overall, there has been a steady improvement in the perception of teaching quality in the province as in 2013, only close to 2% of learners complained about poor teaching as compared

to nearly 5% in 2002. Fewer learners in recent years also complained about the lack of teachers in the province as well as access to textbooks as compared to 2002. There are also improvements over time in terms of reduction in class sizes and conditions in school facilities.

Overall, 19% of schools in the province have computer laboratories with 33% having access to internet. Of the approximately 601 000 learners in the foundation phase, about 19% of learners were considered deprived; of the nearly 380 000 learners in the intermediate phase, about 31% of learners were considered deprived; of the nearly 362 000 learners in the senior phase, about 35% of learners were considered deprived; and of the nearly 289 000 learners in the intermediate phase, about 36% of learners were considered deprived. Libode district ranks number one for having the largest number of highly deprived schools in the province.

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Concepts and definitions

Adjusted net enrolment rate (NERA): Number of pupils in the school age group for primary education/secondary education expressed as a percentage of the total population in that age group.

Combined school: A school that offers a selection of grades between Grade R and Grade 12 and usually encompasses the whole range from Grade R to Grade 12.

Intermediate school: A school that offers a selection of grades between Grade R and Grade 12, but such a selection is not in line with the grade limits of either a primary or secondary school.

Marital status refers to the personal status of each individual in relation to the marriage laws or customs of a country.

Marriage is the act, ceremony or process by which the legal relationship of husband and wife is constituted.

Maternal orphans are children whose mothers have passed away, but whose fathers are still alive.

Multiple households occur when two or more households live in the same dwelling unit.
Note: If there are two or more households in the selected dwelling unit and they do not share resources, all households are to be interviewed. The whole dwelling unit has been given one chance of selection and all households located there were interviewed using separate questionnaires.

Non-orphans are children whose biological parents are alive.

Nuclear households are households consisting of heads of households, and/or their spouses and/or offspring.

Old-age grant refers to financial assistance provided by the government to elderly people who comply with the means test.

Older persons are individuals aged 60 years and older.

Orphans are children whose mother, father or both biological parents have died.

Paternal orphans are children whose fathers have passed away, but whose mothers are still alive.

Piped water in dwelling or onsite is piped water inside the household's own dwelling or in their yard. It excludes water from a neighbour's tap or a public tap that is not on site.

Poor or low-income households refer to households that earn less than R765 per month per capita and which fall into the lowest two income quintiles.

Primary school: Institution that offers formal schooling between the range of Grades R to 7.

Public school: A school as defined in Chapter 3 of the South African Schools Act No. 84 of 1996.

Relationship to the head or acting head of the household refers to relationships through blood, marriage, adoption or other circumstances.

School: A public school or an independent school which enrolls learners in one or more grades from Grade R (reception) to Grade 12.

School site refers to the actual physical location of a school. It also entails the total space a school requires to adequately accommodate all its facilities.

Secondary school: Institutions offering a lowest level of Grade 8 and a highest level of Grade 12. There are also institutions included in this group that offer only a selection of grades within these limits.

Separated refers to a situation where a married couple have parted without divorcing, thus allowing for reuniting if they wish at some time in the future.

Single refers to a person who is not married or cohabiting.

Special Needs Education **(SNE):** Education that is specialised in its nature and addresses barriers to learning and development experienced by learners with special education needs (including those with disabilities) in special as well as ordinary schools.

Special schools: Schools resourced to deliver education to learners requiring high intensity educational and other support on either a full-time or a part-time basis. The learners who attend these schools include those who have physical, intellectual or sensory disabilities or serious behavioural and/or emotional problems, and those who are in conflict with the law or whose healthcare needs are complex.

Traditional dwelling is a dwelling/hut/structure made of traditional materials.

Widowed refers to the marital status of a person whose spouse has died and who has not married again.

Youth refers to young persons between the ages of 15 and 24 or 34 or as specified in the specific analysis.

Appendix A: Dimensions, indicators and weights used for the South African Multidimensional Poverty Index

Table A1: The dimensions, indicators and deprivation cut-offs for SAMPI

Dimension	Indicator	Deprivation cut-off	Weight
Health	Child mortality	If any child under the age of 5 has died in the past 12 months	1/4
Education	Highest level of education	Years of schooling if no household member aged 15 or older has completed 5 years of schooling	1/8
	School attendance	If any school-aged child (aged 7-15) is out of school	1/8
Standard of living	Fuel for lighting	If household is using paraffin/candles/nothing/other	1/28
	Fuel for heating	If household is using paraffin/ candles/ wood/ coal/ other/none	1/28
	Fuel for cooking	If household is using paraffin/ candles/ wood/ coal/ other/none	1/28
	Water access	If no piped water in dwelling or on stand. Sanitation type if not a flushed toilet	1/28
	Dwelling type	Informal shack/traditional dwelling/caravan/ tent/ other	1/28
	Asset ownership	If household does not own more than one radio, television, telephone or refrigerator and does not own a car	1/28
Economic activity	Unemployment	If all adults (aged 15-64) in the household are unemployed	1/4

Appendix B: Dimensions, indicators and weights used for the learning environment deprivation index

Table B1: The dimensions, indicators and weights used for the learning environment deprivation index for foundation phase

Dimension	Total weight for dimension		Indicator	Total weight for indicator
Age	0,13	1	Age > 9	0,130
		2	Not taking Maths	0,033
		3	Not taking Life skills	0,033
		4	Not taking any language as a subject	0,033
Subjects	0,13	5	Taking less than 7 subjects including compulsory subjects	0,033
Learner-class ratio	0,13	6	Grade R class ratio >30 learners per class	0,033
		7	Grade 1 class ratio >40 learners per class	0,033
		8	Grade 2 class ratio >40 learners per class	0,033
		9	Grade 3 class ratio >40 learners per class	0,033
Home language	0,13	10	Not using home language as language of teaching and learning	0,130
Sport	0,13	11	Not taking part in any form of sport	0,130
Basic services	0,13	12	No gardener in school	0,019
		13	No cleaner in school	0,019
		14	No admin clerk in school	0,019
		15	No security guard in school	0,019
		16	No piped water in school	0,019
		17	No toilet facility in school	0,019
		18	No electricity in school	0,019
Infrastructure	0,13	19	No internet facility	0,026
		20	No library	0,026
		21	No admin block	0,026
		22	No fencing	0,026
		23	No computer laboratory	0,026
Financial contribution of SGB	0,13	24	No teachers paid by SGB	0,130
	1,00			1,040

Table B2: The dimensions, indicators and weights used for the learning environment deprivation index for intermediate phase

Dimension	Total weight for dimension		Indicator	Total weight for indicator
Age	0,13	1	Age > 12	0,130
Subjects	0,13	2	Not taking Maths	0,021
		3	Not taking Life skills	0,021
		4	Not taking Home Language and first additional language as subjects	0,021
		5	Not taking NST	0,021
		6	Not taking social science	0,021
		7	Taking less than 5 subjects including compulsory subjects	0,021
Learner-class ratio	0,13	8	Grade 4 class ratio >40 learners per class	0,043
		9	Grade 5 class ratio >40 learners per class	0,043
		10	Grade 6 class ratio >40 learners per class	0,043
Home language	0,13	11	Not using home language as language of teaching and learning	0,130
Sport	0,13	12	Deprived in sport	0,130
Basic services	0,13	13	No gardener in school	0,019
		14	No cleaner in school	0,019
		15	No admin clerk in school	0,019
		16	No security guard in school	0,019
		17	No piped water in school	0,019
		18	No toilet facility in school	0,019
		19	No electricity in school	0,019
Infrastructure	0,13	20	No internet facility	0,026
		21	No library	0,026
		22	No admin block	0,026
		23	No computer laboratory	0,026
		24	No fencing	0,026
Financial contribution of SGB	0,13	25	No teachers paid by SGB	0,130
	1,00			1,034

Table B3: The dimensions, indicators and weights used for the learning environment deprivation index for senior phase

Dimension	Total weight for dimension		Indicator	Total weight for indicator
Age	0,13	1	Age > 15	0,130
Subjects	0,13	2	Not taking Maths	0,033
		3	Not taking Life skills	0,033
		4	Not taking Home Language and first additional language as subjects	0,033
		5	Taking less than 7 subjects including compulsory subjects	0,033
Learner-class ratio	0,13	6	Learner-class ratio >40 learner per class	0,130
Home Language	0,13	7	Not using home language as language of teaching and learning	0,130
Sport	0,13	8	Participates but no interest	0,065
		9	Not taking part in any form of sport	0,065
Basic services	0,13	10	No gardener in school	0,019
		11	No cleaner in school	0,019
		12	No admin clerk in school	0,019
		13	No security guard in school	0,019
		14	No piped water in school	0,019
		15	No toilet facility in school	0,019
		16	No electricity in school	0,019
Infrastructure	0,13	17	No internet facility	0,026
		18	No library	0,026
		19	No admin block	0,026
		20	No science laboratory	0,026
		21	No computer laboratory	0,026
Financial contribution of SGB	0,13	22	No teachers paid by SGB	0,130
	1,00			1,040

Table B4: The dimensions, indicators and weights used for the learning environment deprivation index for FET phase

Dimension	Total weight for dimension		Indicator	Total weight for indicator
Age	0,13	1	Age > 18	0,130
Subjects	0,13	2	Not taking Maths	0,033
		3	Not taking Life skills	0,033
		4	Not taking Languages	0,033
		5	Taking less than 7 subjects including compulsory subjects	0,033
Learner-class ratio	0,13	6	Learner-class ratio >40 learner per class	0,130
Home language	0,13	7	Not using home language as language of teaching and learning	0,130
Sport	0,13	8	Participates but no interest	0,065
		9	Not taking part in any form of sport	0,065
Basic services	0,13	10	No gardener in school	0,019
		11	No cleaner in school	0,019
		12	No admin clerk in school	0,019
		13	No security guard in school	0,019
		14	No piped water in school	0,019
		15	No toilet facility in school	0,019
		16	No electricity in school	0,019
Infrastructure	0,13	17	No internet facility	0,026
		18	No library	0,026
		19	No admin block	0,026
		20	No science laboratory	0,026
		21	No computer laboratory	0,026
Financial contribution of SGB	0,13	22	No teachers paid by SGB	0,130
	1,00			1,040

Appendix C: Deprivation scores for each indicator per education phase and district

Table C1: Percentage of learners considered deprived for each of the indicators included in the indexes for the foundation education phase

	Port Elisabeth	Libode	Lusikisiki	Mthata	East London	King Williams Town	Mbizana	Uitenhage	Dutywa	Butterworth	Maluti	Mt Frere	Cofimvaba	Qumbu	Queenstown
Overage	6,3	11,2	11,5	11,6	5,2	6,1	10,0	7,4	12,5	8,2	10,5	9,1	7,7	10,0	6,4
Maths	1,8	0,5	0,4	0,4	0,6	0,4	0,4	0,2	0,5	0,4	0,2	1,0	0,4	0,6	0,6
Life skills	2,2	1,1	1,1	1,0	1,5	1,1	1,5	1,4	1,2	1,7	1,4	1,7	1,5	1,1	1,1
language	1,2	1,5	1,3	1,5	1,4	1,8	1,0	1,5	1,5	1,9	1,1	2,0	1,9	1,9	1,9
Less Subjects	4,1	2,8	2,5	2,7	3,1	3,0	2,5	2,8	2,8	3,6	2,5	4,0	3,5	3,5	3,2
Home language	37,2	26,7	24,4	33,9	37,2	30,7	26,2	29,5	26,2	28,1	31,0	25,1	23,6	27,2	34,6
Sports	85,5	85,6	86,1	86,4	78,8	73,9	90,3	82,3	79,9	78,1	84,1	69,4	78,6	79,0	78,7
Internet access	84,0	96,4	97,9	97,0	84,8	95,5	98,4	91,4	97,7	96,6	95,0	94,1	97,9	96,6	89,0
Grade R	11,8	14,7	14,3	14,1	10,8	11,6	15,8	12,9	9,3	8,2	8,7	7,1	6,7	8,4	9,3
Grade1	12,9	17,2	19,1	13,5	9,6	8,4	18,6	11,9	10,4	4,5	10,8	10,3	4,8	10,7	10,2
Grade 2	8,7	15,5	19,5	11,3	8,2	6,0	17,9	9,0	8,0	2,7	9,1	9,1	5,2	6,8	5,9
Grade 3	6,5	12,3	13,5	10,1	7,4	3,7	17,5	4,7	5,7	2,8	7,0	6,3	2,5	4,4	6,4
Gardener	67,4	79,5	91,5	78,6	62,8	68,4	72,0	66,1	88,3	88,8	87,1	87,4	76,0	89,1	48,7
Admin clerk	34,9	53,0	66,2	58,0	47,3	81,7	56,6	24,8	79,8	72,5	69,4	76,3	56,9	43,1	32,6
Cleaner	40,0	81,9	75,5	65,5	55,4	47,7	76,4	50,5	85,3	85,5	82,4	80,9	74,5	82,2	28,9
Security guard	72,5	53,8	57,5	54,1	63,7	70,0	33,9	97,9	78,4	80,4	39,7	49,7	87,3	65,5	85,9
Computer Lab	52,4	85,5	87,9	83,3	73,9	81,4	92,5	67,1	87,6	87,5	90,0	81,9	82,9	92,6	60,8
Library	58,3	92,2	94,4	89,0	57,9	90,0	90,7	78,9	83,4	96,0	91,5	94,3	94,3	92,1	81,6
Admin Block	12,9	69,8	66,1	58,0	40,3	65,1	72,7	18,3	54,4	65,8	68,2	72,6	50,7	65,4	51,2
Fencing	19,3	38,4	29,7	36,6	14,5	23,0	26,9	22,2	22,6	32,1	27,2	28,6	28,2	43,8	8,0
Piped water	3,8	75,1	78,3	65,0	13,6	15,8	87,2	12,3	70,4	62,6	35,5	47,6	48,0	51,7	13,2
Electricity	5,2	20,7	38,0	13,5	7,4	8,1	32,2	8,2	27,7	19,2	35,6	39,6	19,5	17,9	3,7
Toilets	8,1	32,4	31,0	32,6	11,3	12,5	28,6	9,1	27,2	26,6	21,4	35,9	27,4	41,0	10,9
SGB	36,4	48,2	47,8	49,6	51,0	61,2	50,7	52,9	70,3	67,5	48,6	44,8	54,7	71,9	52,3

Table C1: Percentage of learners considered deprived for each of the indicators included in the indexes for the foundation education phase (conclude)

	Ngcobo	Ssterkspruit	Fort Beaufort	Mt Fletcher	Lady Frere	Grahamstown	Graaff-Reinet	Cradock	Total
Overage	11,4	9,1	5,0	9,7	9,6	8,2	5,9	9,6	**53 767**
Maths	0,9	0,7	0,5	0,7	0,4	0,4	1,0	0,7	**3 717**
Life skills	1,6	2,7	3,2	1,6	1,3	1,7	2,4	1,3	**8 992**
languages	2,3	2,4	1,6	1,7	1,8	1,5	2,4	2,7	**9 551**
Less Subjects	4,4	5,1	4,9	3,7	3,2	3,2	4,3	3,7	**19 616**
Home language	31,6	38,0	34,4	31,0	25,7	41,9	22,1	29,8	**2E+05**
Sports	79,1	72,9	58,4	73,7	74,1	71,9	59,5	65,3	**481 735**
Internet access	94,4	95,7	91,0	96,3	93,9	90,5	92,4	91,7	**562 754**
Grade R	11,3	11,5	7,3	4,7	8,4	10,9	12,9	13,0	**67 135**
Grade1	13,6	11,4	5,3	5,4	8,2	10,1	8,6	7,1	**69 934**
Grade 2	10,8	9,6	5,1	5,8	3,9	7,7	4,5	7,2	**58 470**
Grade 3	6,4	8,6	5,1	4,8	2,2	4,5	7,0	3,8	**45 473**
Gardener	76,4	64,5	80,2	82,8	59,4	69,9	73,9	47,5	**453 812**
Admin clerk	64,0	33,0	67,3	48,5	77,4	24,8	31,9	23,9	**328 981**
Cleaner	70,0	63,4	69,5	74,6	74,2	43,4	30,6	25,7	**392 484**
Security guard	76,5	72,0	82,0	61,5	85,5	58,2	69,4	92,3	**398 081**
Computer Lab	82,8	76,3	69,0	77,1	74,9	45,8	51,2	66,3	**467 472**
Library	91,4	86,0	83,9	83,1	92,7	55,9	42,7	65,2	**498 117**
Admin Block	47,4	45,6	60,9	64,3	59,5	20,6	21,1	23,3	**313 544**
Fencing	42,1	16,3	20,9	26,8	19,4	15,9	9,9	26,5	**158 171**
Piped water	54,7	26,8	24,8	58,3	41,9	12,9	7,7	20,1	**263 456**
Electricity	20,4	2,8	12,0	47,5	7,2	9,1	9,0	3,2	**110 290**
Toilets	28,2	16,3	15,6	26,5	20,2	9,3	6,9	16,5	**134 387**
SGB	44,5	48,2	60,6	56,0	54,4	63,9	36,3	56,5	**311 801**

Table C2: Percentage of learners considered deprived for each of the indicators included in the indexes for the intermediate education phase

	Port Elisabeth	Libode	Lusikisiki	Mthata	East London	King Williams Town	Mbizana	Uitenhage	Dutywa	Butterworth	Maluti	Mt Frere	Cofimvaba	Qumbu	Queenstown
Overage	13,8	31,7	32,9	30,6	14,1	29,3	36,5	18,6	18,6	26,7	28,3	26,1	33,5	27,9	24,6
Maths	0,4	0,3	0,2	0,1	0,1	0,2	0,2	0,2	1,0	0,3	0,2	0,4	0,4	0,2	0,3
Life skills	4,8	3,8	2,7	2,8	5,5	3,1	3,9	5,0	12,1	2,5	3,3	3,3	4,2	4,9	5,5
languages	1,5	1,9	1,3	1,7	1,5	1,6	1,7	1,5	1,4	1,3	1,7	1,8	3,2	1,7	2,6
NST	8,9	4,8	3,9	5,1	11,0	5,6	6,3	9,3	7,3	7,0	7,1	5,5	6,8	5,3	13,4
Social sciences	6,4	3,4	3,9	3,6	7,4	3,5	2,9	6,1	6,1	3,6	3,6	3,8	4,6	4,6	7,3
Less Subjects	16,5	11,0	8,8	9,6	18,8	10,1	11,8	16,6	20,2	11,1	12,0	10,6	13,9	12,6	22,7
Home language	57,0	71,8	71,5	79,7	66,9	77,8	75,9	69,0	46,2	69,0	85,2	79,5	73,8	77,3	68,9
Sports	60,1	52,8	48,9	54,7	50,4	58,6	43,3	37,1	59,5	42,6	58,1	42,6	50,5	42,2	50,2
Internet access	65,5	90,4	94,3	89,6	67,2	94,3	92,5	85,8	75,1	91,7	90,6	89,4	84,8	93,7	87,2
Grade 4	8,4	20,7	21,5	14,0	8,6	23,0	12,0	8,0	9,4	5,8	14,7	8,7	10,7	7,7	15,0
Grade 5	6,9	17,8	18,4	12,1	7,0	20,4	8,8	5,8	6,7	3,7	13,7	8,1	9,9	5,4	12,9
Grade 6	7,4	15,4	17,9	13,6	6,9	20,0	7,0	7,4	8,5	2,5	11,9	6,5	10,4	6,5	8,0
Gardener	68,2	78,9	89,6	76,7	61,6	72,5	88,0	69,1	61,6	88,0	86,1	86,9	74,1	87,6	62,6
Admin clerk	33,7	51,1	64,2	55,3	37,5	55,2	79,4	77,0	21,7	70,1	65,2	76,0	56,9	41,4	30,6
Cleaner	37,9	80,9	74,8	61,9	54,3	74,0	84,3	47,7	49,1	84,2	80,1	78,5	71,7	78,8	62,1
Security guard	73,6	51,1	53,7	53,0	64,7	31,3	77,0	66,8	92,7	77,7	37,2	46,4	74,5	63,1	70,4
Computer Lab	50,6	84,5	85,8	82,0	65,1	90,9	87,4	77,0	65,9	85,7	89,3	80,2	78,6	92,5	71,2
Library	55,0	92,0	93,8	88,8	49,1	90,0	83,3	86,2	75,0	95,7	91,1	93,9	86,9	92,4	85,3
Admin Block	12,6	69,3	66,6	53,8	35,7	68,6	54,4	61,2	19,4	62,8	68,0	72,1	45,0	63,1	42,1
Fencing	22,2	37,3	28,6	36,4	15,2	26,1	21,6	21,0	24,8	31,2	26,6	28,4	40,8	41,3	16,7
Piped water	4,9	74,7	77,8	61,6	11,7	84,8	70,9	14,4	12,7	59,7	34,6	46,2	50,9	49,5	26,1
Electricity	6,4	20,3	35,2	12,4	5,9	31,6	28,1	7,4	10,2	16,7	34,2	38,4	17,4	15,7	2,6
Toilets	9,7	31,0	28,8	31,3	9,4	27,3	26,9	12,3	10,7	24,9	21,7	34,9	28,9	39,9	16,4
SGB	35,3	47,6	46,7	48,2	45,0	51,1	69,6	61,7	45,6	65,8	48,6	44,1	49,0	70,4	47,5

Table C2: Percentage of learners considered deprived for each of the indicators included in the indexes for the intermediate education phase (conclude)

	Ngcobo	Sterkspruit	Fort Beaufort	Mt Fletcher	Lady Frere	Grahamstown	Graaff-Reinet	Cradock	Total
Overage	25,3	18,8	30,3	27,1	17,6	15,9	19,2	22,1	**96 333**
Maths	0,2	0,4	0,1	0,2	0,4	0,1	0,2	0,3	**1 053**
Life skills	6,9	5,7	5,7	5,2	4,1	15,6	5,1	5,5	**17 778**
Languages	1,2	1,0	1,3	1,1	1,0	0,3	1,0	3,8	**6 091**
NST	10,1	10,2	10,5	8,0	13,2	5,4	17,6	7,0	**28 354**
Social sciences	5,5	4,9	5,8	5,7	5,8	2,8	8,5	9,7	**18 491**
Less Subjects	16,9	17,1	16,9	15,1	18,2	19,6	25,6	19,8	**53 662**
Home language	63,8	79,4	72,8	71,9	73,7	29,4	64,9	60,0	**265 401**
Sports	44,8	53,2	50,3	35,6	27,3	47,1	40,6	47,2	**189 729**
Internet access	95,4	77,7	93,2	92,7	81,2	84,9	78,8	75,6	**324 157**
Grade 4	6,3	8,4	6,1	3,3	5,0	15,7	14,2	11,3	**46 619**
Grade 5	3,9	10,0	5,5	1,8	5,8	7,6	8,7	12,2	**39 064**
Grade 6	5,0	9,9	8,0	1,0	3,9	10,1	3,5	5,1	**37 397**
Gardener	76,2	47,1	80,6	59,4	74,9	72,9	65,8	51,8	**284 243**
Admin clerk	55,2	35,1	49,1	77,3	60,8	31,4	23,4	28,4	**198 894**
Cleaner	75,2	28,6	84,4	74,8	62,7	29,5	40,1	31,6	**245 763**
Security guard	86,4	82,1	64,8	86,0	79,1	68,1	58,5	92,9	**242 395**
Computer Lab	80,1	51,6	72,2	74,9	57,9	47,8	41,8	54,4	**285 946**
Library	93,5	81,7	84,1	91,1	78,5	44,6	49,4	70,2	**309 369**
Admin Block	46,9	46,6	56,8	57,4	53,9	20,2	22,6	19,3	**191 853**
Fencing	26,0	8,5	26,2	20,4	15,0	10,1	16,9	16,7	**99 470**
Piped water	47,5	13,3	60,3	42,4	19,0	6,1	12,1	17,9	**167 435**
Electricity	17,7	3,8	49,8	6,4	6,4	8,8	8,1	2,8	**68 181**
Toilets	27,0	9,9	25,4	19,7	10,9	6,4	8,7	14,9	**83 783**
SGB	54,4	53,5	50,0	50,3	62,6	37,1	61,7	58,7	**191 901**

Table C3: Percentage of learners considered deprived for each of the indicators included in the indexes for the senior education phase

	Port Elisabeth	Libode	Lusikisiki	Mthata	East London	king Williams Town	Mbizana	Mitenhage	Dutywa	Butterworth	Maluti	Mt Frere	Cofimvaba	Qumbu	Queenstown
Overage	17,9	35,8	36,1	32,6	19,5	33,6	25,2	20,8	37,7	31,2	35,4	29,2	34,5	23,5	30,4
Maths	0,8	1,2	1,1	0,9	1,3	1,2	0,6	0,9	0,8	1,0	0,9	0,9	1,0	1,1	0,9
languages	2,5	1,6	1,1	0,9	2,8	1,2	1,7	2,2	1,1	1,2	1,2	1,1	2,5	1,8	0,9
NS	5,91	2,59	3,11	2,80	7,44	4,11	6,67	5,62	3,93	3,47	4,56	3,61	5,89	4,71	6,82
Social Science	2,5	2,2	2,4	2,0	3,0	2,1	2,3	5,1	2,2	1,7	2,7	3,0	2,7	2,5	3,3
Technology	5,6	2,4	3,1	2,5	7,0	3,5	6,2	4,1	3,7	3,5	3,9	3,4	5,3	6,6	7,6
EMS	3,9	4,4	3,6	3,3	5,8	5,0	4,9	7,0	3,9	3,6	5,4	6,3	5,9	5,0	5,9
Art	22,8	30,7	29,4	32,3	30,0	25,2	30,4	25,4	26,1	28,4	42,7	39,3	39,2	35,0	34,8
Life Orientation	59,9	70,6	68,4	70,0	70,9	75,4	73,4	54,1	69,5	73,1	74,3	77,0	70,8	75,1	78,1
Less Subject	66,5	77,2	73,9	74,7	80,3	83,0	80,3	62,5	76,4	79,2	81,5	83,8	79,8	83,7	86,0
Home language	60,1	86,7	85,0	88,0	76,4	89,7	82,4	52,4	89,2	81,9	93,6	90,9	83,3	87,5	79,9
Sports	57,0	36,5	31,0	36,5	51,7	37,6	45,5	56,0	25,5	28,9	41,9	29,0	37,2	50,6	31,7
Grade 7	5,4	20,0	22,1	14,5	6,2	20,6	7,3	6,3	13,2	5,2	19,7	11,9	9,2	15,1	5,4
Grade 8	5,9	21,6	23,1	17,2	16,4	23,8	14,2	11,5	10,2	6,3	15,6	8,0	9,5	10,8	5,4
Grade 9	12,6	19,3	20,9	16,9	18,6	20,0	16,5	14,6	9,2	7,0	14,6	6,5	9,5	14,0	5,7
Gardner	61,4	77,1	88,4	77,4	47,3	71,5	74,2	54,8	86,3	87,6	82,1	83,4	74,9	38,5	74,8
Admin Clerk	22,9	44,3	55,6	51,1	18,9	53,2	52,0	15,5	74,0	66,4	60,3	71,8	52,4	24,1	46,6
Cleaner	32,9	78,2	71,1	58,9	38,5	74,8	39,0	40,0	82,5	82,5	73,9	77,3	73,4	39,8	72,3
Security Guard	66,9	46,2	47,6	50,6	55,6	25,2	59,8	78,1	76,7	75,1	29,2	44,4	74,6	83,7	84,1
Piped water	8,1	73,4	75,0	60,8	8,7	84,5	10,6	9,6	68,7	57,2	31,8	44,5	50,6	9,1	44,8
Electricity	11,3	16,7	30,4	9,7	2,6	28,8	4,9	7,0	22,9	13,8	31,1	39,4	18,1	3,5	15,6
Toilets	9,5	31,9	24,8	31,6	7,1	24,5	10,9	4,0	26,5	25,0	18,9	37,6	28,3	4,8	25,5
Internet access	41,7	83,1	87,8	78,2	46,1	81,8	60,2	50,0	81,7	78,3	74,0	78,4	75,1	50,5	84,3
Fencing	28,1	36,2	24,3	38,0	12,4	26,4	19,8	20,1	20,4	29,7	23,3	26,8	39,8	4,6	25,4
Computer Lab	48,1	84,9	79,4	80,0	45,2	88,3	61,6	45,8	86,1	85,4	85,3	77,4	78,2	41,8	75,4
Library	60,1	93,5	89,9	87,5	45,5	89,5	78,6	69,4	77,9	94,5	86,4	90,3	83,7	73,9	93,2
Admin block	8,4	67,1	62,3	50,9	27,0	65,0	51,9	16,1	48,0	58,0	63,6	69,9	42,0	40,8	41,7
SGB	30,5	49,3	44,4	45,5	46,1	52,6	60,9	40,2	67,8	63,9	50,6	41,6	52,7	41,6	54,5

Table C3: Percentage of learners considered deprived for each of the indicators included in the indexes for the senior education phase (conclude)

	Ngcobo	Sterkspruit	Fort Beaufort	Mt Fletcher	Lady Frere	Grahamstown	Graaff-Reinet	Cradock	Total
Overage	30,8	32,2	37,0	23,3	34,3	25,3	19,3	26,1	**105 964**
Maths	1,2	0,6	0,8	0,8	0,8	0,9	0,5	1,2	**3 442**
Language	1,7	0,9	1,2	1,2	0,7	2,1	1,2	2,8	**5 720**
NS	5,03	3.80	5.32	15.52	7.74	11.27	10.24	7.68	**18 643**
Social Science	3,2	2,4	2,1	2,9	4,2	4,2	0,9	3,7	**9 469**
Technology	5,0	3,4	4,7	14,0	6,9	9,9	8,5	6,3	**17 380**
EMS	5,3	4,8	5,1	5,4	7,4	11,0	6,6	7,6	**17 967**
Art	38,1	26,9	41,5	40,5	38,0	23,6	33,6	35,7	**112 485**
Life Orientation	81,9	81,4	80,9	65,9	83,4	45,6	68,5	65,7	**254 890**
Less Subject	88,2	87,0	89,1	81,7	91,4	58,6	74,9	75,7	**281 211**
Home language	84,5	86,0	85,8	78,7	84,1	72,3	32,0	67,8	**289 764**
Sports	39,9	27,2	38,4	34,7	30,4	46,2	52,7	43,7	**145 486**
Grade 7	14,2	8,8	8,1	4,4	8,8	13,5	6,5	4,5	**42 114**
Grade 8	16,7	10,2	12,7	10,7	5,1	13,3	16,8	13,5	**49 490**
Grade 9	17,4	11,7	15,0	16,3	5,0	11,5	15,5	13,3	**51 069**
Gardner	66,9	84,3	85,2	68,2	65,4	64,3	74,9	62,0	**261 032**
Admin Clerk	20,5	38,0	36,6	37,2	68,2	28,5	28,8	28,3	**157 531**
Cleaner	63,9	77,3	77,2	48,9	72,5	44,4	21,2	24,5	**218 003**
Security Guard	73,2	60,4	57,6	71,3	84,2	64,5	71,4	71,1	**214 764**
Piped water	30,2	46,7	60,6	17,2	43,6	15,7	1,7	18,3	**150 961**
Electricity	5,2	12,2	42,2	5,5	6,4	3,7	2,2	6,4	**56 635**
Toilets	21,9	35,6	26,5	11,8	19,3	9,9	12,4	14,9	**74 824**
Internet access	74,9	86,0	82,0	70,0	79,6	48,1	70,8	53,6	**253 203**
Fencing	11,2	35,6	23,9	16,4	15,6	26,7	9,3	19,2	**90 386**
Computer Lab	69,2	90,3	68,6	41,1	69,5	32,7	38,5	51,9	**249 441**
Library	79,3	91,2	84,4	73,7	86,9	51,0	35,8	74,7	**285 534**
Admin block	40,2	59,1	53,9	43,3	52,8	19,2	9,6	17,1	**164 411**
SGB	51,6	69,7	55,7	55,9	42,6	66,9	39,1	70,5	**179 183**

Table C4: Percentage of learners considered deprived for each of the indicators included in the indexes for the FET education phase

	Port Elisabeth	Libode	Lusikisiki	Mthata	East London	King williams Town	Mbizana	Uitenhage	Dutywa	Butterworth	Maluti	Mt frere	Cofimvaba	Qumbu	Queenstown
Overage	16,7	29,2	36,9	22,6	38,0	30,3	35,6	33,5	37,5	17,3	35,9	26,9	34,0	39,2	36,8
Maths	6,1	8,1	7,2	6,2	6,2	4,9	4,7	5,4	6,5	8,2	5,7	5,1	6,0	5,3	7,8
Life orientation	8,5	9,0	7,7	7,6	6,8	6,9	5,5	6,2	7,1	10,2	6,1	6,9	7,0	6,0	8,4
Languages	14,8	12,6	13,7	12,5	11,8	10,0	8,1	9,7	9,9	15,1	9,4	10,4	11,4	11,4	11,6
Less Subjects	17,2	14,1	15,0	14,6	13,0	12,5	9,6	11,1	11,2	17,6	10,6	12,5	12,8	12,8	13,0
Home language	60,8	96,0	93,3	81,2	92,2	90,1	93,9	96,0	94,8	55,6	89,2	91,4	97,5	90,8	97,4
Sports	66,7	59,5	54,7	65,9	57,2	57,5	55,7	61,4	48,9	67,0	58,8	59,1	56,2	61,2	67,7
Internet access	37,3	68,1	81,4	40,9	86,5	52,6	67,0	67,0	70,5	40,8	78,6	44,8	75,8	72,9	62,2
Grade 10	11,5	28,9	29,0	18,9	35,3	15,6	24,4	34,4	25,0	13,9	25,0	18,9	27,6	26,0	14,4
Grade 11	7,5	20,6	28,6	8,1	26,1	13,9	23,4	23,6	17,4	6,4	18,3	16,7	26,4	16,9	23,6
Grade 12	1,7	7,7	14,5	2,8	9,5	6,5	10,6	7,8	5,5	3,2	5,2	4,4	9,2	7,3	5,6
Gardner	55,7	80,4	67,7	45,1	80,7	73,8	80,7	75,5	81,8	47,5	82,8	38,9	49,5	54,6	78,3
Admin clerk	15,4	42,7	26,3	12,1	24,4	36,9	13,6	29,7	27,7	12,4	37,5	28,1	12,0	16,9	21,9
Cleaner	29,3	34,0	53,1	32,7	53,8	28,1	73,0	53,9	58,2	35,1	26,4	30,6	60,2	41,1	59,2
Security guard	63,8	27,3	36,7	53,8	24,1	54,7	42,7	17,2	51,1	67,4	37,0	79,9	24,2	53,6	13,0
Computer Lab	43,8	55,4	67,5	42,5	51,5	51,3	64,5	61,5	59,0	29,2	69,8	30,8	65,6	42,2	50,3
Laboratory	50,5	43,6	63,0	44,6	79,5	63,0	66,8	61,1	66,1	34,4	43,7	34,5	62,3	52,1	54,1
Library	62,3	59,0	77,7	50,7	79,9	69,7	90,9	85,0	87,3	64,2	89,6	68,4	66,5	77,2	73,0
Admin Block	7,9	26,3	64,4	29,8	58,7	43,1	34,7	41,8	33,7	16,1	40,0	27,5	52,8	44,2	55,1
Fencing	31,5	34,0	49,9	10,6	36,1	19,6	17,9	36,8	23,7	15,5	20,9	4,7	33,1	7,0	33,6
Piped water	11,8	41,8	84,7	9,3	73,9	8,0	52,6	85,6	54,8	6,4	55,8	6,2	33,5	36,0	31,1
Electricity	16,0	10,4	9,9	2,3	33,6	2,4	12,3	23,2	5,8	5,2	19,0	6,2	20,1	6,5	18,0
Toilets	11,4	32,1	53,1	10,7	30,6	8,5	26,1	34,5	24,4	0,8	30,3	1,3	42,0	30,9	6,7
SGB	29,3	14,3	29,2	52,1	30,2	63,3	41,7	17,6	43,1	35,5	27,1	30,6	11,1	22,6	41,8

Table C4: Percentage of learners considered deprived for each of the indicators included in the indexes for the FET education phase (conclude)

	Ngcobo	Sterkspruit	Fort Beaufort	Mt Fletcher	Lady Frere	Grahamstown	Graaff-Reinet	Cradock	Total
Overage	30,9	37,0	40,5	29,6	34,2	25,2	16,6	26,6	**88 122**
Maths	4,6	5,9	5,4	6,2	3,4	7,6	6,4	8,3	**17 872**
Life orientation	5,8	6,3	6,4	8,7	4,6	10,7	8,1	10,7	**21 472**
Languages	8,9	10,8	9,7	10,5	7,5	16,2	6,8	17,4	**33 601**
Less Subjects	10,4	11,9	11,2	13,3	9,1	19,6	10,0	20,4	**38 807**
Home Language	94,3	94,1	93,0	87,7	91,9	84,3	37,9	71,4	**250 345**
Sports	55,0	53,9	65,1	52,7	56,3	59,4	60,8	56,9	**172 417**
Internet access	70,2	62,2	67,1	65,0	61,9	36,1	58,6	53,8	**178 914**
Grade 10	26,9	34,6	34,5	9,3	26,1	15,1	15,7	12,7	**63 726**
Grade 11	15,3	23,2	26,2	12,6	18,6	0,0	1,3	10,9	**49 449**
Grade 12	4,4	6,0	8,8	4,3	6,7	7,7	0,0	4,4	**18 711**
Gardner	64,3	41,5	89,5	64,6	71,9	62,8	77,6	56,9	**192 057**
Admin clerk	32,3	14,2	30,0	25,1	30,7	28,8	30,4	25,1	**71 420**
Cleaner	49,7	43,8	36,4	42,7	63,6	33,2	19,8	24,5	**123 785**
Security guard	59,2	48,7	36,4	69,5	54,8	59,6	69,3	65,0	**132 075**
Computer Lab	52,7	67,2	41,3	33,0	38,7	17,2	33,8	50,1	**147 917**
Laboratory	46,1	62,7	48,7	50,9	48,1	19,2	33,6	42,7	**155 287**
Library	80,7	85,8	54,6	72,7	62,2	54,3	32,0	75,8	**205 121**
Admin Block	30,4	33,7	23,8	43,1	33,9	7,5	7,4	20,3	**102 388**
Fencing	14,8	14,5	3,3	19,7	7,0	32,3	9,8	26,3	**71865**
Piped water	30,1	27,7	52,4	17,3	23,8	10,3	0,0	20,4	**108 183**
Electricity	4,6	7,2	23,8	8,1	2,4	0,5	0,0	6,7	**34 150**
Toilets	25,8	10,7	55,9	14,4	15,3	0,0	16,0	16,6	**67 354**
SGB	23,4	23,7	18,3	52,7	23,8	77,0	43,5	64,4	**96 853**

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