



Consortium for Research on  
Educational Access,  
Transitions and Equity

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## **CREATE South Africa ComSS Final Report**

**CREATE South Africa Team:**  
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**April 2008**

### **WORK IN PROGRESS**

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**University of Witwatersrand  
Education Policy Unit**



Consortium for Research on  
Educational Access, Transitions & Equity

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The Consortium for Educational Access, Transitions and Equity (CREATE) is a Research Programme Consortium supported by the UK Department for International Development (DFID). Its purpose is to undertake research designed to improve access to basic education in developing countries. It seeks to achieve this through generating new knowledge and encouraging its application through effective communication and dissemination to national and international development agencies, national governments, education and development professionals, non-government organisations and other interested stakeholders.

Access to basic education lies at the heart of development. Lack of educational access, and securely acquired knowledge and skill, is both a part of the definition of poverty, and a means for its diminution. Sustained access to meaningful learning that has value is critical to long term improvements in productivity, the reduction of inter-generational cycles of poverty, demographic transition, preventive health care, the empowerment of women, and reductions in inequality.

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## Acronyms

|           |   |
|-----------|---|
| ASS       | Annual School Survey                                    |
| COSAS     | Congress of South African Students                      |
| ComSS     | Community School Survey                                 |
| DET       | Department of Education and Training (during apartheid) |
| DoE       | Department of Education (national)                      |
| EC        | Eastern Cape  |
| ECD       | Early Childhood Development                             |
| ECDE      | Eastern Cape Department of Education                    |
| EMIS      | Education Management Information Systems                |
| ES        | Ekurhuleni South  |
| GDE       | Gauteng Department of Education                         |
| GT        | Gauteng   |
| HOD       | House of Delegates                                      |
| HOR       | House of Representatives                                |
| JSS       | Junior Secondary School                                 |
| L:E ratio | Learner:educator ratio                                  |
| LSEN      | Learners with Special Educational Needs                 |
| SGB       | School Governing Body                                   |
| SMT       | School Management Team                                  |
| Special   | Schools for Learners with Special Educational Needs     |

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## **Executive Summary**

The Consortium for Research on Educational Access, Transitions and Equity (CREATE) is an international consortium funded by DFID and managed from the Centre for International Education (CIE) at Sussex University. The five-year project has been running since the beginning of 2006 and is a study of access patterns, enrolment, drop-out and drop-in as well as vulnerability to school drop out in basic education. Research is being conducted in Bangladesh, Ghana, India and South Africa.

This report consolidates the findings from two fieldwork site visits for the Consortium for Research on Educational Access, Transitions and Equity (CREATE) project. It begins by sketching the broader access concerns in South Africa. After explaining the methodology, it provides an initial overview and baseline status report on the communities and schools in which fieldwork took place, locating them in their wider context. It then provides a first analysis of children who drop out of school, and of those vulnerable to dropping out.

The research strategy used for CREATE 2007 in South Africa had different aspects. This Community School Survey (ComSS) report includes district wide analysis, district specific analysis and fieldwork in nine case study schools. The district wide analysis covers the community and school mapping in the Eastern Cape and Gauteng provinces. It provides socio-economic indicators, population demographics, labour market status and school-specific indicators. The next level of analysis is the district-specific analysis: in this instance, the districts of Ekurhuleni South (in Gauteng province) and Dutywa (in the Eastern Cape province). The district-specific analysis provides baseline data on the district, including information on school numbers, quintiles status, learner distribution across grades and gender, and the presence in the district of learners from other provinces. It also addresses access-specific issues such as age-grade profiles and repeater data. Parental status is also covered. The next level of analysis is the baseline overview of access in the nine fieldwork schools and this presents both qualitative and quantitative information. Following this is a discussion of the zones relevant to this research. The data collection had certain limitations in terms of what information was available from the district and the schools, as well as the reliability and validity of this information. As far as possible, fieldworkers attempted to verify school level information.

What the district wide analyses show is that the highly urbanised Gauteng province has specific in-school and out-of-school access-related features. These include higher levels of employment, greater household expenditure on education, an influx of learners from outside the province putting pressure on public schooling and possibly leading to internal migration, and some emerging trends of over- and under-enrolment. It is hoped that these initial observations will be strengthened by the findings of the October 2007 community household survey once these are released. The largely rural Eastern Cape, on the other hand, has a very high unemployment rate (63% in the district and 24.6% in the province) and the second lowest household index (HDI 0,51) in South Africa, and is experiencing outward migration. Levels of functional literacy are lower than in the rest of South Africa, particularly in the district under investigation, and it has a high prevalence of HIV/Aids. In the district under investigation, which has the largest numbers of schools in the province, indicators such as learner:educator ratios and pupil enrolment across grades are similar to the national profile.

The district-specific analysis of Ekurhuleni South (ES) reveals that its schools are largely in urban areas, with the greatest proportion in quintiles 3, 4 and 5, slightly higher than the

provincial norm. The access indicators suggest that there are some over-aged learners in the earlier grades. However, the over-age profile increases as the grades progress and repetition takes its toll. Throughout, females are more age-appropriate than their male counterparts, and the gap between male and female learners grows wider as the grades progress. By Grade 9, 68.4% of females are age-appropriate as compared to only 61.7% of males. In the primary schools, Grade 1 has the highest grade of repeaters with the proportion of repeaters in Grade 7 being just over 1%. In the first year of secondary school, Grade 8 repeaters jump to 5.1% and reach a high of 10.9% in Grade 11. Male learners have a higher proportion of repeaters than females (4.2% and 3.2%, respectively). Language, an emerging access issue, is significant with some 128 122 Gauteng learners being taught in English. The parental profile shows that 14.5% of learners in Ekurhuleni South have lost one parent, and orphans account for 3.4% of learners. In all, 16 786 learners received a social grant and a further 8 764 were eligible but were not receiving it.

According to the district-specific analysis of Dutywa, there are a substantial number of over-aged learners in the district. More than a quarter of Grade 1 learners were over-age and, as the grades progress and repetition persists, over-agedness increases. Throughout the grades, females are more age-appropriate than their male counterparts with the gap between them growing wider as the grades progress. By Grade 9, 41% of females are age-appropriate, while this applies to only 30.8% of males. The proportion of repeaters in each primary grade is fairly consistent, ranging between about 4% and 5%. In secondary school the proportion of repeaters drops slightly to under 4% in Grades 8 and 9, but then increases to over 9% from Grade 10. Generally there is a higher proportion of male than female repeaters.

In terms of access indicators for the school level analysis, some general observations can be made. The majority of schools in Gauteng were in the former Department of Education and Training (DET), and the gender profile across schools is fairly even. Two of the Gauteng case study schools were in quintile 3 and two in quintile 4. None were fee-free schools. In Grade 1, the majority of learners (between 89% and 95%) were age-appropriate. In the other grades the situation in the individual case studies varied substantially between schools, between grades and between genders, making it difficult to discern any trends. A similar situation pertains to the repeater status in the schools. Similarly, in the Eastern Cape, all schools formerly fell under the DET, and the gender profile was also fairly even. The quintile ranking of the case study schools was between 1 and 3 with two of the schools being fee-free schools and distinct patterns of over-age, under-age and repetition being apparent.

In relation to the detailed fieldwork that took place in the two provinces and with regard to the nine case study schools, a number of additional important observations can be made:

- First, and most importantly, South Africa, unlike a number of other developing countries, has a culture of schooling. Schooling is institutionalised, learners continue to enjoy significant access to basic education and there are high levels of participation.
- Learners remain in school despite the poor quality of teaching and learning and a limited acquisition of skills. Demand remains high and withdrawal rare, even in the face of what would appear to be overwhelming social and economic pressures, including a paucity of facilities, indifferent teaching and poor quality outcomes. Educators' and principals' views corroborate the view that the quality of learning and

the skills learners are acquiring are limited. This view is supported by the national systemic evaluations (DoE 2005) and other recent research (Fleisch, 2007).

- Opportunity costs are limited in relation to schools. Children continue to be in schools even if they are simply being ‘warehoused’. Unlike other countries child labour is not a significant factor in pulling children out of school. However, in the Eastern Cape, there is a drop-in and drop-out phenomenon related to cycles of agricultural activity.
- Following from the findings of the Analytic Review, the fieldwork shows that there is a negligible percentage of school-age children who have never been to school (though one school in the Eastern Cape reported to know of one child) and therefore Zone 1 is of limited relevance. In the South African context children in Zone 1 are most likely to be those with special education needs. In relation to access and inclusive education, the CREATE research should be vigilant about noting which children are most likely to be in Zone 1. The DoE report on learner retention (2008) found that of the birth cohort of 1990 to 1994 about 990 of every 1000 enrolled in school.
- Policies around admissions have actively supported access to schools with a significant effort being made to ensure that all learners gained access. The Gauteng field study illustrated efforts by schools to ensure that all learners in a particular district were brought to school.
- The seven primary schools in the study reported that, in total, 44 learners had dropped out from Grades 1-7 in 2005. A single school in the Eastern Cape recorded a significant drop-out of 34 learners in grades 1-7 in 2005. Although the principal attributed this high drop-out number to initiation violence, the poor conditions in the school most probably contributed. It is not clear whether these children actually dropped out of the system altogether or whether they transferred to other schools. In the Eastern Cape, the community fieldworker spoke to 18 young people who had dropped out of school, whereas in Gauteng only 16 such drop-outs were found. The reported cases tended to be of children who are severally marginalised by poverty, or living in broken homes or families experiencing domestic violence. The national statistics covered in the Country Analytic report suggest that while there is a drop-out problem across public schooling in South Africa, this is mainly related to the further education phase. The findings here, from the case study schools, have not found a significant amount of drop-out, but it continues to be an area that requires research attention, particularly those factors which create vulnerability to drop-out as well as the drop-out and drop-in phenomenon.
- Zone 3 (vulnerability to drop-out) is indicated through absenteeism, over-age and poor performance. While other national studies have indicated that patterns of drop-out and drop-back-in is a feature of schooling in South Africa, the fieldwork suggests that learner absenteeism was an area that required further investigation. Information in school registers and head counts during field visits differed. However, schooling was disrupted by the teachers’ strike for a month in June 2007 and the COSAS learner stay-away for a week in August. Absenteeism amongst learners was highest on Fridays. In the Eastern Cape, absenteeism rose during winter and periods of intensive agricultural activity.

- Schools recorded some over-age learners (particularly in the Eastern Cape), but the number is reportedly decreasing due to policy measures on progression which specify that learners may only repeat once in a phase. Patterns varied with some schools in Gauteng having repeaters in Grades 4 and 7 with increasing repetition in the Grades 9, 10 and 11. Pattern of repetition in the Dutywa district showed that the proportion of repeaters in each grade was consistent ranging before 4% and 5%. It was difficult to find a pattern in the case study schools. Educators in Gauteng argue that they were pressurised by the district office to pass learners even when they had not achieved grade and learning outcomes. It remains unclear how many learners were over-aged as a result of starting school later than their peers; however, this was less of a problem in Gauteng than in the Eastern Cape. Gender differences in terms of over-agedness and repetition patterns require research attention.

The profile of over-agedness varied widely in our case study schools. In the Eastern Cape there were a small number of under-aged children in the four schools and in the Gauteng schools the over-age phenomenon was higher in specific grades, such as Grade 3 and Grade 7. The average proportion of over-age learners as part of the whole school population varied from as low as 2% to as high as 40% in our case study schools.

- The overwhelming concern from a policy and implementation perspective is the issue of silent exclusion and meaningful access to learning. While we have gathered a baseline on learner performance through a review of school results, the performance of learners is yet to be analysed and tracked. Nevertheless, Gauteng educators have already highlighted poor results as a problem. In the schools in the Eastern Cape, which lack facilities and learning resources, learners pass through to the end of Grade 9 but repeating Grade 10 appears to be the norm. Difficulties with English as a second language were given as the main reason for failing in the senior secondary grades.
- Specific circumstances pertained for the children in Zone 4. There are fewer secondary schools than primary schools in South Africa and there is pressure on places in secondary schools. In addition, learners often have to travel great distances to secondary schools and so school choice is a key factor in informing access. The specific configuration in the Eastern Cape, where schools run up to Grade 9, means that there is no hurdle involved in changing schools. Instead, in this province transition issues occur between Grade 9 and Grade 10. The district office normally intervenes to spread the overflow of learners denied access across schools.
- While the number is small, drop-out begins to increase from Grades 8 and 9 (Zone 5). Gender often helps explain drop-out at this stage. For girls it is the issue of pregnancy and for boys it is the issue of drug abuse or crime. Gender factors require greater exploration in the fieldwork and, in particular, the national picture needs to be tested at the school level. Why is there a higher drop-out rate for boys in comparison with girls? What factors influence boys to leave school? Is there greater retention amongst girls at the senior level, and how do the disrupting influences of pregnancies and the demands for care-giving associated with HIV/Aids influence this?
- Another factor relevant to Zone 5 is the limited degree of cohesion between the school, the family and the community. Older learners are often seen as a disruptive

influence, particularly those who have had social problems, and are shunned by the school community.

- The fieldwork also illustrates the impact of HIV/Aids, reflected in the relatively higher number of learners reported as orphans in schools. HIV/Aids does not necessarily lead to drop-out, however. It may be a factor contributing to high absenteeism and poor performance, and should be investigated further in fieldwork in 2008.
- The profile of schools also shows a number of learners on social grants as well as learners who should be receiving social grants and are not.
- The fee profile differed across provinces. In the Eastern Cape two schools were fee-free schools. Fees clearly are important in facilitating access and meaningful access and creating equitable conditions of learning.
- Concurring with some of the observations from the Country Analytic Review and from national data sets, the district wide analysis, the district-specific analysis and the case study schools also illustrate that:
  - while age grade progression has improved it continues to be a policy concern, with over-age and under-age being a feature of specific school phases. An important area that requires investigation is the relationship between the age grade policy (with its emphasis on greater and improved efficiency and flow) and meaningful access, and what impact the former has had at the classroom level and on teaching and learning. A related issue is how the policy has been administered and monitored by the district officers and provincial departments of education.
  - repetition, whether repetition improves performance, is an aspect for further research attention.
  - the influence of Grade R on performance through the early grades is worth following up, particularly since repetition is higher in these grades.
  - drop-out, while not significant quantitatively, is important because it reveals those most vulnerable in the schooling sector.
  - the pressing issue of the silently excluded must be investigated further, by exploring trends in absenteeism, achievement and age grade progression.
  - the influence of child support grants, single parent households, family status, HIV/Aids and user fees on meaningful access must be scrutinised more closely.

According to the findings in 2007, while Zone 1 does not appear to be a problem and Zone 2 is only a limited one, it is in Zones 3 and 6 where the problems of over-aged children, age-grade progression, silent exclusion and the absence of meaningful access to learning are most apparent. Attendance patterns and school performance and how this contributes to vulnerability and silent exclusion requires further investigation. The focus for 2008 will

therefore be on Zones 3 and 6. However, it is important to continue to keep track of learners who drop out, that is, in Zones 2 and 5. Transition into secondary schools is more difficult to track and will not be a focus area for 2008.

## Introduction

CREATE seeks to identify children who are excluded from basic education, establish the causes of their exclusion, and then explore ways of ensuring that all children successfully complete a full cycle of basic education. The project conceives of access in terms of a model that describes seven zones of exclusion. Zone 0 is Grade R, the (as yet non-compulsory) entry point for learners aged 5 years (or turning 5 before the end of June) into the schooling system. Zone 1 includes children who have never gone to school. The second zone includes those who drop out before the end of primary education (Grade 7), and Zone 3 contains learners who are at risk of dropping out in this same period. Zone 4 is the transition between Grades 7 and 8, or between primary and secondary school. Zone 5 contains those learners who drop out of Grades 8 or 9, and Zone 6 refers to young people of any age who are at risk of exclusion in these two years of lower secondary school.

Access is therefore understood as broader than simple physical access to school. True access includes equitable access to education that is meaningful. Meaningful access to education requires high attendance rates, progression through grades with little or no repetition, and learning outcomes that confirm that basic skills are being mastered.

A review of the literature reveals that most learners in South Africa enrol in and complete primary education, despite numerous barriers to success and poor quality of outcomes. A negligible percentage of children of school-going age have never been to school, and approximately 4% of learners drop out before completing primary school (Grade 7). The data suggests that 92% of learners finish basic education (Grade 9). Enrolment drops dramatically from Grade 10, which is beyond the scope of CREATE, but the causes of this precipitous decline may well lie in the high levels of vulnerability to drop-out rooted in basic education. Vulnerability to drop-out is indicated by three markers: over-age (either because learners started school late or repeated grades), high absenteeism and poor performance.

CREATE fieldwork in the first year aimed in part to validate (at least in the two areas where fieldwork was taking place) the high enrolment figures reflected by national statistics. The interpretation of national data is made difficult by learners repeating grades, transferring between schools and enrolling late. Schools also have much to gain from inflating numbers of learners, since educators are allocated according to admission numbers. The fieldwork aimed to assess learner enrolment rates in two ways. Firstly, admissions policies, including the implementation of fees exemption policies, would be assessed in selected case study schools with reference to ease of access. Secondly, fieldworkers would traverse the feeder areas of the school in search of out-of-school children (who would then be interviewed for the reasons they were not in school). While this method would not provide quantifiable statistics on the numbers out-of-school, it would offer some indication of the scale of the problem. Greater statistical validity would be gained through further analysis of secondary data, such as the surveys conducted by the Birth-to-Twenty study and EMIS data of the districts in which the case studies were taking place.

Besides locating out-of-school learners and interviewing households on the reasons for drop-out, the ComSS in year one also aimed to begin a longer-term process of tracking learners who were vulnerable to dropping out (i.e., those over-age, often absent or performing poorly). The literature review showed that, too often, schooling is interrupted and learning days are lost, that learners' levels of achievement on national assessments and international

comparative studies fall well short of expected outcomes, and that over-age enrolment and progression remain significant. The underlying causes of these indicators of vulnerability include poverty, ill health and the taking on of adult responsibilities at home, as well as in-school factors like the paucity of facilities and learning resources, and indifferent teaching. The ComSS seeks a fuller understanding of the explanatory variables which create vulnerability to drop-out, the specific relationships between these variables, and their order of priority. In addition, a number of studies which have relied on quantitative data to explain why learners are dropping out, and which point to a range of different factors, need to be rigorously tested in a qualitative manner. What is the particular mix of factors that eventually result in a learner dropping out? What are the historical precedents in the process to dropping out? What factors push learners out of schools, and what factors in the home, the community and amongst learners themselves act to pull them out? Some hints might be gleaned from adumbrating factors which attract more learners to certain schools rather than to others (such as school reputation, proximity, fees and parental expectations), particularly in urban areas where learners have greater choice.



# **1. Community and School Mapping**

## **1.1 ComSS Site Selection**

The fieldwork was conducted in two provinces: Gauteng and the Eastern Cape. This choice was partly pragmatic in that the Wits EPU and the Centre for Education Policy Development (CEPD) are both located in Gauteng and the Fort Hare EPU is based in the Eastern Cape. The two provinces, however, offer two different perspectives on the problems of educational access. Gauteng is an urban concentration with much in-migration (from other parts of the country and from other African countries). There is greater school choice since South Africa does not have a strict policy on school feeder zones. The Eastern Cape (and, in particular, the ex-Transkei region) is representative of rural educational access difficulties and shows up the scars of the Bantustan system under apartheid.

Districts within the provinces were selected on the basis that they would reveal difficulties of access. Rather than looking for worst-case schools, ComSS chose typical, average schools in contexts where access (in its broad definition) was a problem. Provincial department officials were consulted in selecting the districts, and EMIS statistics were reviewed to ensure that areas with middling enrolment and drop-out figures were chosen.

In Gauteng, the Katorus area, which includes the townships of Katlehong, Tokoza and Vosloorus, was chosen because we could compare educational access patterns between formal townships, informal settlements and hostels. The Wits EPU conducted a study of out-of-school children here in 1998/99 and some historical data was therefore available. In addition, a director in Gauteng suggested that Ekurhuleni South (previously known as Ekurhuleni West, where the township complex is situated) would show up access problems, mainly because of an influx of new learners. Katorus is situated on the edge of Johannesburg and is a point of entry for migrants from KwaZulu-Natal and the Eastern Cape as well as from Mozambique.

The Dutywa District in the Eastern Cape was chosen as the site for fieldwork because it is located in a region with a history of severe educational backlogs. It is a district in the middling range of statistics for drop-out and repetition (see Appendix 1). The focus fell upon three schools within a five kilometre radius, about 10km from Dutywa town. The site is alongside the N2 national highway and therefore does not necessarily expose all of the many problems of access experienced by the deep rural areas of the former Transkei. However, since the intention was to choose typical rather than extreme Eastern Cape school communities, the Dutywa schools fit the rationale for the ComSS.

## **1.2 Methodology**

Two research processes ran concurrently in 2007: a baseline statistical analysis of provincial and district level statistics and a case study approach in six Gauteng and three Eastern Cape schools.

Schools were visited in the second and third terms of 2007. The purpose of the first fieldwork visit was to inform the schools and district office of the research, establish relations with relevant stakeholders and collect key baseline data including registers, repetition data and new admissions. Fieldworkers collected copies of the Annual Schools Survey (for 2007 and, where possible, for preceding years), admissions policy, school mission, codes of conduct

and other relevant policy in practice. The principals, educators and the district officials were interviewed on key access questions. In order to make tracking of learners more manageable, the emphasis fell on Grades 1, 3, 5 and 7.

An important task of the first visit was to hire a community fieldworker to search for, and collect basic information on, out-of-school children between the ages of 7 and 15 as well as older youth who had not completed grade 9. In the Eastern Cape, the community fieldworker travelled through the feeder villages for the three schools. He found 18 out-of-school youth below 18 years of age, and discovered that most drop-outs had relocated to urban areas, especially Cape Town. In Gauteng, the fieldworkers walked through Holomisa informal settlement (a catchment area of Jongimfundo Primary School) and the formal township around the case study schools, and encountered 22 out-of-school youth. Most were 15 years old or older and had completed Grade 9, and therefore were outside of CREATE's scope of interest. Fieldworkers are still to trace out-of-school learners in the hostels.

### **1.3 Limitations on Data Collection**

The intention behind the second site visit was to follow up on the out-of-school children identified by the community fieldworker for more in-depth interviews. However, the instruments for the first site visit took much longer than intended and the work of the first site visit spilled over into the second. Interviews with principals were completed and the Baseline Data Instrument filled in. But out-of-school youth were not followed up for the more detailed household survey. In three instances in Gauteng, appointments were made to fill in the household questionnaire, but at the last minute parents refused permission for the interviews to go ahead.

In the Eastern Cape, schools did not have good filing systems. The schools did not keep copies of the Annual School Survey, which they sent off to the district office. The district office also had no records of the same, which they had forwarded to the province. There were delays in accessing the data from the province, which did not have the person power to retrieve the information from the case study schools. However, e-mail correspondence with the provincial EMIS department is being followed up.

There were also delays as a result of uncooperative school management. In one case the school was eventually dropped as a case study, which meant additional work in finding a replacement school and collecting baseline data. In another school, fieldworkers had to approach the district office to act as an intermediary in order to gain access. The time needed to build trust and relationships with schools cannot be overestimated.

An additional setback to the fieldwork was the public servants' strike in June 2007. Schools were closed and, in Gauteng, fieldwork was deferred. The Gauteng site visit was further disrupted by a COSAS-initiated strike for two weeks in August and September to demand that learners receive additional marks in the final year exams as compensation for time lost during the teachers' strike. As a result, planned interviews with Eketsang High School were cancelled and GDE regulations prevented fieldworkers from conducting research in the fourth term. We were therefore unable to obtain information from the second (replacement) high school.

In the Eastern Cape, a senior secondary school (offering Grades 10-12) had to be replaced after it was clarified that the research was not to go beyond Grade 9, and this meant that additional time had to be spent collecting baseline data from the replacement school.

The Gauteng team relied on official statistics given by the schools, whereas the Eastern Cape team were able to check the schools' records against their own headcounts – and picked up some discrepancies, particularly with regard to learners' ages.

This report, therefore, provides a preliminary scoping of the fieldwork sites and some thoughts on how the fieldwork should develop. Details on learners in each zone will be filled in during visits in 2008.

#### **1.4 Provincial, District and School Data**

The bulk of the report presents and examines key school and socio-economic statistics at three levels – province, district and school – first for Gauteng and then for the Eastern Cape. The data is based mainly on the Population Census of 2001, but will in the near future be updated using Statistics South Africa's Community Survey 2007. Provincial data in each case includes population, immigration, employment, income and expenditure statistics. This is followed by a more detailed district analysis, for the districts of Ekurhuleni South in Gauteng and Dutywa in the Eastern Cape. The district analysis is structured around key indicators such as the number of schools, educators and learners, the former Education departments responsible for the schools, rural and non-rural schools, numbers of learners from outside the specific province, school poverty rankings and educator qualifications, followed by a consideration of specific access indicators including the age-grade profile of learners, and learners' progression, repetition and drop-out rates and transition from primary to secondary school. Other in-school indicators taken into account are the language of instruction, learner:educator ratios and the numbers of learners with deceased parents or receiving social grants.

The district data is followed by a brief descriptive overview and then a detailed examination of education data from the case study schools (6 in Ekurhuleni South and 3 in Dutywa). Specifically, educator qualifications, the racial and gender breakdown of learners, learners from other provinces or countries and registered in schools for the first time, Grade 1 first time entrants by age, over-age learners, repetition and drop-out numbers, and the number of learners in case study schools who have deceased parents or who are receiving social grants, are considered.

## 2. Provincial Mapping: Gauteng

The province of Gauteng is the economic hub of South Africa and has the highest population density after KwaZulu-Natal. Ekurhuleni is the second largest municipality in Gauteng, with 28.1% of the province's residents.

**Table 1 Population of Gauteng by municipality, 2001**

| Municipality         | Number           | %          |
|----------------------|------------------|------------|
| Metsweding           | 126 436          | 1.4        |
| West Rand            | 683 025          | 7.9        |
| Sedibeng             | 794 605          | 9.0        |
| Ekurhuleni           | 2 480 277        | 28.1       |
| City of Johannesburg | 3 225 812        | 36.5       |
| City of Tshwane      | 1 527 023        | 17.3       |
| <b>Gauteng</b>       | <b>8 837 178</b> | <b>100</b> |

*Statistics South Africa, Population Census 2001.*

Gauteng has a lower proportion of residents below the age of 19, and a higher proportion of working age adults (age groups 20-24 to 55-59), than South Africa as a whole, suggesting that many of these adults are migrating to Gauteng in search of work.

The inflow of new residents into Gauteng is boosted by immigrants. Table 2 shows, for each Gauteng municipality, the number of people not born in South Africa, by population group, in 2001. (Census 2001 actually underestimated the number of foreign-born residents). Ekurhuleni had the second largest number of people who were not born in South Africa.

**Table 2 Number of people in each Gauteng municipality not born in South Africa, by population group, 2001**

| Municipality         | Population group |              |               |                | Total          |
|----------------------|------------------|--------------|---------------|----------------|----------------|
|                      | Black African    | Coloured     | Indian        | White          |                |
| Metsweding           | 2 566            | 40           | 90            | 1 856          | <b>4 552</b>   |
| West Rand            | 58 955           | 93           | 670           | 6 179          | <b>65 897</b>  |
| Sedibeng             | 8 761            | 88           | 504           | 8 400          | <b>17 753</b>  |
| Ekurhuleni           | 64 328           | 577          | 2 414         | 51 498         | <b>118 817</b> |
| City of Johannesburg | 117 807          | 2 120        | 10 298        | 86 489         | <b>216 714</b> |
| City of Tshwane      | 17 053           | 635          | 2 933         | 28 720         | <b>49 341</b>  |
| <b>Gauteng</b>       | <b>269 469</b>   | <b>3 553</b> | <b>16 910</b> | <b>183 143</b> | <b>473 074</b> |

*Statistics South Africa, Population Census 2001.*

Unemployment amongst Africans was 32.2% in 2001. In Ekurhuleni 31.3% of people were unemployed, which was above the mean of 26% for Gauteng during 2001.

**Table 3 Distribution of the population of working age (15-65 years) in each population group by labour market status, Gauteng, 2001**

| Labour market status    | Black African    |            | Coloured       |            | Indian/Asian   |            | White            |            | Total            |
|-------------------------|------------------|------------|----------------|------------|----------------|------------|------------------|------------|------------------|
|                         | No.              | %          | No.            | %          | No.            | %          | No.              | %          | No.              |
| Employed                | 1 878 737        | 39,5       | 104 789        | 44,9       | 89 611         | 55,3       | 821 640          | 64,3       | <b>2 894 777</b> |
| Unemployed              | 1 533 023        | 32,2       | 55 135         | 23,6       | 13 189         | 8,1        | 58 265           | 4,6        | <b>1 659 612</b> |
| Not economically active | 1 346 294        | 28,3       | 73 476         | 31,5       | 59 239         | 36,6       | 398 655          | 31,2       | <b>1 877 664</b> |
| <b>Total</b>            | <b>4 758 054</b> | <b>100</b> | <b>233 400</b> | <b>100</b> | <b>162 039</b> | <b>100</b> | <b>1 278 560</b> | <b>100</b> | <b>6 432 053</b> |

*Statistics South Africa, Population Census 2001.*

Table 4 below illustrates income and expenditure on selected items in Gauteng. The data comes from a Statistics South Africa survey which requested information for the period 1 November 1999 to 31 October 2000. Education expenditure made up 0.7% of spending for the lowest income group and 3.5% of spending in households where annual expenditure was R41 484 and above.

**Table 4 Income and expenditure of Gauteng households, 2000**

| Expenditure                     | Weighted average spent on each item for each income category |                    |                   |                   |                   |       |
|---------------------------------|--|--------------------|-------------------|-------------------|-------------------|-------|
|                                 | R 0 - R 6 480  | R 6 480 - R 11 090 | R11 091 - R19 440 | R19 441 - R41 484 | R41 484 and above | Total |
| Number of households            | 222  | 442                | 812               | 1274              | 1212              | 3962  |
| <b>Items</b>                    |  |                    |                   |                   |                   |       |
| Education                       | 28   | 117                | 240               | 640               | 3929              | 1589  |
| Food                            | 1986   | 3336               | 5107              | 7385              | 15 175            | 8841  |
| Housing                         | 366  | 919                | 1588              | 3476              | 21 658            | 8849  |
| Medical services & requirements | 30   | 46                 | 118               | 320               | 5334              | 1940  |
| Total expenditure               | 4245   | 8208               | 14099             | 26805             | 113431            | 51169 |
| <b>Average income</b>           |  |                    |                   |                   |                   |       |
| Regular income                  | 2996   | 6616               | 11831             | 23024             | 113242            | 48623 |
| Other income                    | 665  | 607                | 1138              | 2208              | 6411              | 3168  |
| Total income                    | 3661   | 7224               | 12970             | 25233             | 119653            | 51792 |

*Statistics South Africa, Income and Expenditure Survey, 13 November 2002.*

### 3. District Mapping: Schools in Ekurhuleni South

#### 3.1 Introduction

According to the 2006 *Annual School Survey* (ASS) database, made available by the EMIS directorate of the Gauteng Department of Education, in 2006 there were 1 763 376 learners in Gauteng enrolled in 2 233 schools and being taught by 55 807 educators.

In the Ekurhuleni South (ES) district of Gauteng, there were 182 132 learners (10.3% of all learners in Gauteng), 184 schools (8.2% of all schools in Gauteng) and 2 233 educators (9.5% of all educators) (Table 5).

**Table 5 Number of educators, learners and schools in Ekurhuleni South in relation to Gauteng as a whole, 2006**

|           | Ekurhuleni South | Gauteng  | ES as % of Gauteng |
|-----------|------------------|----------|--------------------|
| Educators | 5 275            | 55 807   | 9.5                |
| Learners  | 182 132          | 176 8376 | 10.3               |
| Schools   | 184              | 2 233    | 8.2                |

*Annual School Survey, Gauteng Department of Education, 2006.*

#### 3.2 Schools

Of the 184 schools in Ekurhuleni South, just over 10% have been established since 1994. Just over half of the schools (54.9%) in the district were formerly African schools controlled by the apartheid Department of Education and Training (DET). Almost 28% of schools were formerly white schools run by the Transvaal Education Department, while former Indian and coloured schools, previously run by the House of Delegates (HOD) and the House of Representatives (HOR), respectively, together comprise only 7.1% of schools in the district (Table 6).

**Table 6 Schools in Ekurhuleni South by former Education department, 2006**

| District (new) | Former department | Total      | % of total   |
|----------------|-------------------|------------|--------------|
| ES             | DET               | 101        | 54.9         |
| ES             | HOD               | 2          | 1.1          |
| ES             | HOR               | 11         | 6.0          |
| ES             | TED               | 51         | 27.7         |
| ES             | New               | 19         | 10.3         |
| ES             | <b>Total</b>      | <b>184</b> | <b>100.0</b> |

*Annual School Survey, Gauteng Department of Education, 2006.*

Gauteng is highly urbanised, and this is reflected in the fact that 90.9% of all schools in the province are located in non-rural areas (Table 7). In Ekurhuleni South, only 8.5% of schools are in rural areas, slightly less than the provincial average of 9.1%.

**Table 7 Number of rural and non-rural schools in Gauteng, 2006**

| District             | Non-rural   | Rural      | Total       | % Non-rural | % Rural    |
|----------------------|-------------|------------|-------------|-------------|------------|
| Ekurhuleni North     | 190         | 10         | 200         | 95.0        | 5.0        |
| Ekurhuleni South     | 172         | 16         | 188         | 91.5        | 8.5        |
| Gauteng East         | 154         | 10         | 164         | 93.9        | 6.1        |
| Gauteng North        | 48          | 14         | 62          | 77.4        | 22.6       |
| Gauteng West         | 98          | 24         | 122         | 80.3        | 19.7       |
| Johannesburg Central | 227         | 2          | 229         | 99.1        | 0.9        |
| Johannesburg East    | 182         | 5          | 187         | 97.3        | 2.7        |
| Johannesburg North   | 173         | 9          | 182         | 95.1        | 4.9        |
| Johannesburg South   | 128         | 26         | 154         | 83.1        | 16.9       |
| Johannesburg West    | 138         | 6          | 144         | 95.8        | 4.2        |
| Sedibeng East        | 73          | 24         | 97          | 75.3        | 24.7       |
| Sedibeng West        | 123         | 26         | 149         | 82.6        | 17.4       |
| Tshwane North        | 78          | 20         | 98          | 79.6        | 20.4       |
| Tshwane South        | 227         | 8          | 235         | 96.6        | 3.4        |
| Tshwane West         | 69          | 8          | 77          | 89.6        | 10.4       |
| <b>Grand Total</b>   | <b>2080</b> | <b>208</b> | <b>2288</b> | <b>90.9</b> | <b>9.1</b> |

*Annual School Survey, Gauteng Department of Education, 2006.*

In terms of poverty ranking, with the poorest public schools in the country ranked in Quintile 1 and the least poor ranked as Quintile 5 schools, schools in Ekurhuleni South appear to be slightly better off than the province as a whole (Table 8). Only 4.8% of school in ES are ranked in Quintile 1. This is much lower than the provincial average, where 12.1% of schools are ranked among the poorest schools in the country. Almost a quarter (24%) of ES schools are ranked in Quintile 5, compared to 22.8% for the province as a whole.

**Table 8 Number and percentage of public schools in Ekurhuleni South and in Gauteng by quintile, 2006**

| District               | Quintile |     |      |      |      | Total        |
|------------------------|----------|-----|------|------|------|--------------|
|                        | 1        | 2   | 3    | 4    | 5    |              |
| Ekurhuleni South (No.) | 8        | 12  | 60   | 47   | 40   | <b>167</b>   |
| Ekurhuleni South (%)   | 4.8      | 7.2 | 35.9 | 28.1 | 24.0 | <b>100</b>   |
| Gauteng (No.)          | 243      | 189 | 589  | 527  | 458  | <b>2 006</b> |
| Gauteng (%)            | 12.1     | 9.4 | 29.4 | 26.3 | 22.8 | <b>100</b>   |

*Annual School Survey, Gauteng Department of Education, 2006.*

### 3.3 Educators

Of the 55 807 educators captured in the Gauteng *Annual School Survey* for 2006, 5 275 (or 9.5%) were in Ekurhuleni South. ES had the fourth highest number of educators in the province (Table 9). As a result, the average learner:educator ratio in ES was 34.5 (Table 10).

**Table 9 Number and percentage of educators by district, 2006**

| District             | Number of educators | % of total   |
|----------------------|---------------------|--------------|
| Ekurhuleni North     | 5 387               | 9.7          |
| Ekurhuleni South     | 5 275               | 9.5          |
| Gauteng East         | 4 147               | 7.4          |
| Gauteng North        | 969                 | 1.7          |
| Gauteng West         | 3 161               | 5.7          |
| Johannesburg Central | 4 249               | 7.6          |
| Johannesburg East    | 5 449               | 9.8          |
| Johannesburg North   | 4 401               | 7.9          |
| Johannesburg South   | 3 465               | 6.2          |
| Johannesburg West    | 3 048               | 5.5          |
| Sedibeng East        | 1 750               | 3.1          |
| Sedibeng West        | 3 218               | 5.8          |
| Tshwane North        | 2 384               | 4.3          |
| Tshwane South        | 6 190               | 11.1         |
| Tshwane West         | 1943                | 3.5          |
| Unspecified          | 771                 | 1.4          |
| <b>Total</b>         | <b>55 807*</b>      | <b>100.0</b> |

*Annual School Survey, Gauteng Department of Education, 2006.*

\*Possibly an undercount: the DoE publication, *School Realities 2006*, records a total of 57 620 educators for Gauteng.

**Table 10 Learner:educator ratios in Ekurhuleni South, 2006**

| Learners | Educators | Learner:educator ratio |
|----------|-----------|------------------------|
| 182132   | 5275      | 34.5                   |

*Annual School Survey, Gauteng Department of Education, 2006.*

### 3.4 Educator Qualifications

The vast majority of educators (91.7%) were properly qualified with at least a matric plus three years appropriate training. A further 4% had a degree but no appropriate teacher training. The remainder were not properly qualified and there were still six educators teaching who had neither a matric nor any training at all.

**Table 11 Educators in Ekurhuleni South by REQV level, 2006**

| District | REQV Code    | Description                             | Total        | % of total   |
|----------|--------------|---|--------------|--------------|
| ES       |              | Without matric and no training at all   | 6            | 0.1          |
| ES       | 10           | A2 (Matric, no training)                | 17           | 0.3          |
| ES       | 11           | A1 (Std 6, 7, 8 and 9 + 2 yrs training) | 53           | 1.0          |
| ES       | 12           | B (Matric + 1 or 2 yrs training)        | 146          | 2.8          |
| ES       | 13           | C1 (Matric + 3 yrs BA, BSC etc.)        | 205          | 4.0          |
| ES       | 13           | C2 (Matric + 3 yrs teacher training)    | 1 408        | 27.2         |
| ES       | 14           | D (Matric + 4 yrs training)             | 2 170        | 42.0         |
| ES       | 15           | E (Matric + 5 yrs training)             | 748          | 14.5         |
| ES       | 16           | F (Matric + 6 yrs training)             | 297          | 5.7          |
| ES       | 17           | G (Matric + 7 yrs training)             | 118          | 2.3          |
| ES       | <b>Total</b> | <b>Total</b>                            | <b>5 168</b> | <b>100.0</b> |

*Annual School Survey, Gauteng Department of Education, 2006.*



### 3.5 Learners

In 2006, almost eight out of ten learners in Ekurhuleni South were African, while 12.7% were white. Coloured learners comprised 6.8% of all learners and Indians less than 1% (Table 12).

**Table 12 Learners by race in Grades 1-12 and special schools in Ekurhuleni South, 2006**

| District | Race     | Number  | % of total |
|----------|----------|---------|------------|
| ES       | African  | 144 929 | 79.6       |
| ES       | Coloured | 12 390  | 6.8        |
| ES       | Indian   | 1 670   | 0.9        |
| ES       | White    | 23 090  | 12.7       |
| ES       | Other    | 53      | 0.0        |
| ES       | Total    | 182 132 | 100.0      |

*Annual School Survey, Gauteng Department of Education, 2006.*

Male and female learners are almost evenly distributed in Ekurhuleni South, with only a few hundred more male than female learners.

**Table 13 Learners by gender in Grades 1-12 and special schools in Ekurhuleni South, 2006**

| District | Gender | Number  | % of total |
|----------|--------|---------|------------|
| ES       | Female | 90 915  | 49.9       |
| ES       | Male   | 91 217  | 50.1       |
| ES       | Total  | 182 132 | 100.0      |

*Annual School Survey, Gauteng Department of Education, 2006.*

Gauteng experiences a large migration of learners into the province from other provinces and countries. This was evident in Ekurhuleni South where, in 2006, 18 576 learners enrolling in schools for the first time, came from outside the province (Table 14). This amounts to 10% of the total learners enrolled in school in ES.

**Table 14 Number of learners from other provinces and countries registered in schools in Ekurhuleni South for the first time and never before registered in Gauteng, 2006**

| District | Place of origin | Number        | % of total   |
|----------|-----------------|---------------|--------------|
| ES       | Other countries | 1840          | 9.9          |
| ES       | Eastern Cape    | 2164          | 11.6         |
| ES       | Free State      | 180           | 1.0          |
| ES       | KZN             | 2508          | 13.5         |
| ES       | Limpopo         | 9695          | 52.2         |
| ES       | Mpumalanga      | 936           | 5.0          |
| ES       | North West      | 204           | 1.1          |
| ES       | Northern Cape   | 773           | 4.2          |
| ES       | Western Cape    | 276           | 1.5          |
| ES       | <b>Total</b>    | <b>18 576</b> | <b>100.0</b> |

*Annual School Survey, Gauteng Department of Education, 2006.*

### 3.6 Language of Instruction

The most popular language of instruction in Ekurhuleni South was English, with 128 122 learners learning in this language in 2006. This was followed by Afrikaans, with 32 032 learners. IsiZulu was the most popular language of instruction amongst the vernacular

languages. It is interesting to note that for 1 463 secondary school learners, or just less than 1%, the language of instruction was neither English nor Afrikaans.

**Table 15 Language of instruction by grade in Ekurhuleni South, 2006**

| Language     | 1            | 2            | 3            | 4            | 5            | 6            | 7            | 8            | 9            | 10           | 11           | 12               | Total              |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|------------------|--------------------|
| Afrikaans    | 2333         | 2286         | 2384         | 2580         | 2639         | 2483         | 2388         | 3373         | 3279         | 3352         | 2590         | 234<br>5         | <b>32032</b>       |
| English      | 8640         | 8363         | 9309         | 12767        | 12254        | 11523        | 10960        | 12607        | 12435        | 12812        | 10237        | 621<br>5         | <b>12812<br/>2</b> |
| IsiNdebele   | 6            | 7            | 5            | 4            | 5            | 4            | 6            |              |              |              |              |                  | <b>37</b>          |
| IsiXhosa     | 938          | 845          | 733          | 46           | 24           | 49           | 31           | 5            |              |              |              |                  | <b>2671</b>        |
| IsiZulu      | 3625         | 3382         | 3072         | 398          | 246          | 199          | 102          | 128          | 166          | 193          | 169          | 54               | <b>11734</b>       |
| SePedi       | 227          | 228          | 125          | 56           | 50           | 68           | 69           | 44           | 37           | 60           | 56           | 19               | <b>1039</b>        |
| SeSotho      | 1471         | 1399         | 1238         | 327          | 243          | 255          | 199          | 72           | 62           | 119          | 123          | 39               | <b>5547</b>        |
| SeTswana     | 48           | 57           | 47           | 9            | 2            | 12           | 4            | 18           | 26           | 30           | 25           | 18               | <b>296</b>         |
| SiSwati      |              | 5            | 5            | 6            | 5            | 2            |              |              |              |              |              |                  | <b>23</b>          |
| TshiVenda    | 54           | 54           | 60           | 54           | 52           | 45           | 44           |              |              |              |              |                  | <b>363</b>         |
| XiTsonga     | 208          | 157          | 128          | 44           | 29           | 46           | 47           |              |              |              |              |                  | <b>659</b>         |
| <b>Total</b> | <b>17550</b> | <b>16783</b> | <b>17106</b> | <b>16291</b> | <b>15549</b> | <b>14686</b> | <b>13850</b> | <b>16247</b> | <b>16005</b> | <b>16566</b> | <b>13200</b> | <b>869<br/>0</b> | <b>18252<br/>3</b> |

*Annual School Survey, Gauteng Department of Education, 2006.*

### 3.7 Access to Grade 1

Of all the children enrolling in Grade 1 for the first time in 2006, 91.3% were aged 6 or 7, the appropriate age for starting school (Table 16). (Since January 2004, children who were 5 turning 6 before 30 June have been permitted admission to Grade 1. Prior to that, children were expected to turn 7 in the calendar year in which they enrolled in Grade 1 for the first time.) This applied to 91.9% of female and 90.8% of male first-time enrollees.

Only 2.4% of children started school at age 5, while 6.2% started when they were older than 7.

**Table 16 Grade 1 first time entrants by age in Ekurhuleni South, 2006**

| Age                  | Number of females | Number of males | Total number  | % of females | % of males   | % Total      |
|----------------------|-------------------|-----------------|---------------|--------------|--------------|--------------|
| Younger than 5 Years | 1                 | 3               | 4             | 0.0          | 0.0          | 0.0          |
| 5 Years              | 197               | 207             | 404           | 2.4          | 2.4          | 2.4          |
| 6 Years              | 3 871             | 3 916           | 7 787         | 48.0         | 46.2         | 47.0         |
| 7 Years              | 3 540             | 3 788           | 7 328         | 43.9         | 44.6         | 44.3         |
| 8 Years              | 330               | 422             | 752           | 4.1          | 5.0          | 4.5          |
| 9 Years              | 91                | 105             | 196           | 1.1          | 1.2          | 1.2          |
| 10 Years             | 8                 | 25              | 33            | 0.1          | 0.3          | 0.2          |
| 11 Years             | 12                | 11              | 23            | 0.1          | 0.1          | 0.1          |
| 12 Years             | 9                 | 5               | 14            | 0.1          | 0.1          | 0.1          |
| 12+ Years            | 13                | 3               | 16            | 0.2          | 0.0          | 0.1          |
| <b>Total</b>         | <b>8 072</b>      | <b>8 485</b>    | <b>16 557</b> | <b>100.0</b> | <b>100.0</b> | <b>100.0</b> |

*Annual School Survey, Gauteng Department of Education, 2006.*

### 3.8 Age-Grade Norm

Tables 16, 17 and 18 show the number of male, female and total learners, respectively, enrolled in each grade by age in 2006. Tables 19, 20 and 21 show the percentage of learners by gender in each grade by age. It is evident from these tables that the majority of learners (88.1%) enrolled in Grade 1 were 6 or 7 years old – the correct age for this grade. A small percentage (4.6%) of children in Grade 1 were younger than 6, and a slightly higher proportion of children (7.7%) were 8 years or older. However, as the grades progress and repetition takes its toll, the proportion of age-appropriate children in each grade declines. In Grade 7, 71.5% of the learners were the appropriate age for that grade (12 and 13 years old), and in Grade 9, where the appropriate age is 14 or 15 years, this applied to only 65.1% of learners.

Throughout the grades, females are more age-appropriate than their male counterparts. However, the gap between appropriately aged male and female learners grows wider as the grades progress. In Grade 1, 89.3% of female learners were age-appropriate compared to 87% of males. By Grade 7, 75.6% of females and 67.4% of males were age-appropriate. By Grade 9, 68.4% of females were age-appropriate, while this applied to only 61.7% of male learners.

**Table 17 Number of male learners enrolled in public and private ordinary schools in Ekurhuleni South by age and grade, 2006**

| Age          | 1           | 2           | 3           | 4           | 5           | 6           | 7           | 8           | 9           | 10          | 11          | 12          | Elsen     | Total        |
|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------|--------------|
| 5            | 416         | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0         | 416          |
| 6            | 4159        | 411         | 43          | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0         | 4613         |
| 7            | 3793        | 3183        | 364         | 39          | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 1         | 7380         |
| 8            | 633         | 3628        | 2453        | 369         | 38          | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 3         | 7124         |
| 9            | 79          | 1013        | 4118        | 1980        | 290         | 59          | 0           | 0           | 0           | 0           | 0           | 0           | 6         | 7545         |
| 10           | 19          | 131         | 1264        | 3649        | 1888        | 451         | 0           | 0           | 0           | 0           | 0           | 0           | 4         | 7406         |
| 11           | 33          | 26          | 281         | 1376        | 3467        | 1688        | 122         | 0           | 0           | 0           | 0           | 0           | 5         | 6998         |
| 12           | 9           | 35          | 65          | 422         | 1393        | 3243        | 1315        | 208         | 4           | 0           | 0           | 0           | 2         | 6696         |
| 13           | 0           | 11          | 22          | 90          | 493         | 1229        | 3349        | 2003        | 300         | 14          | 0           | 0           | 0         | 7511         |
| 14           | 0           | 1           | 6           | 38          | 123         | 440         | 1475        | 3323        | 1812        | 229         | 49          | 3           | 0         | 7499         |
| 15           | 0           | 0           | 4           | 20          | 31          | 138         | 539         | 1693        | 3014        | 1830        | 322         | 32          | 0         | 7623         |
| 16           | 0           | 0           | 0           | 5           | 12          | 42          | 97          | 745         | 1754        | 2742        | 1344        | 116         | 0         | 6857         |
| 17           | 0           | 0           | 0           | 3           | 3           | 13          | 13          | 189         | 681         | 1965        | 1904        | 974         | 0         | 5745         |
| 18           | 0           | 0           | 0           | 0           | 0           | 3           | 5           | 28          | 223         | 1036        | 1326        | 1491        | 0         | 4112         |
| 19           | 0           | 0           | 0           | 0           | 0           | 0           | 1           | 3           | 31          | 248         | 750         | 688         | 0         | 1721         |
| 20           | 0           | 0           | 0           | 0           | 0           | 0           | 1           | 0           | 5           | 43          | 346         | 389         | 0         | 784          |
| 21           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 10          | 79          | 162         | 0         | 251          |
| 22           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 1           | 9           | 46          | 0         | 56           |
| 23           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 2           | 5           | 0         | 7            |
| 24           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 1           | 2           | 0         | 3            |
| 25           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 3           | 0         | 3            |
| 25+          | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 1           | 0         | 1            |
| <b>Total</b> | <b>9141</b> | <b>8439</b> | <b>8620</b> | <b>7991</b> | <b>7738</b> | <b>7306</b> | <b>6917</b> | <b>8192</b> | <b>7824</b> | <b>8118</b> | <b>6132</b> | <b>3912</b> | <b>21</b> | <b>90351</b> |

*Annual School Survey, Gauteng Department of Education, 2006.*

*Note:* Excludes 5 male learners in Grade 1 whose stated age was 4.

**Table 18 Number of female learners enrolled in public and private ordinary schools in Ekurhuleni South by age and grade, 2006**

| Age          | 1           | 2           | 3           | 4           | 5           | 6           | 7           | 8           | 9           | 10          | 11          | 12          | Elsen     | Total        |
|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------|--------------|
| 5            | 343         | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0         | 343          |
| 6            | 3921        | 511         | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0         | 4432         |
| 7            | 3662        | 3270        | 263         | 69          | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 1         | 7265         |
| 8            | 493         | 3774        | 2759        | 244         | 56          | 1           | 0           | 0           | 0           | 0           | 0           | 0           | 4         | 7331         |
| 9            | 60          | 843         | 4144        | 2309        | 239         | 52          | 0           | 0           | 0           | 0           | 0           | 0           | 6         | 7653         |
| 10           | 10          | 95          | 1079        | 4054        | 2078        | 183         | 10          | 0           | 0           | 0           | 0           | 0           | 3         | 7512         |
| 11           | 1           | 5           | 173         | 1108        | 3898        | 2065        | 134         | 1           | 0           | 0           | 0           | 0           | 0         | 7385         |
| 12           | 1           | 3           | 30          | 215         | 1175        | 3723        | 1601        | 296         | 15          | 0           | 0           | 0           | 1         | 7060         |
| 13           | 0           | 16          | 3           | 56          | 280         | 955         | 3573        | 2652        | 413         | 2           | 0           | 0           | 0         | 7950         |
| 14           | 0           | 75          | 30          | 19          | 59          | 249         | 1071        | 3214        | 2539        | 376         | 61          | 0           | 0         | 7693         |
| 15           | 0           | 41          | 61          | 45          | 16          | 58          | 351         | 1141        | 3027        | 2414        | 381         | 33          | 0         | 7568         |
| 16           | 0           | 14          | 26          | 70          | 24          | 20          | 79          | 465         | 1317        | 3083        | 1940        | 245         | 0         | 7283         |
| 17           | 0           | 0           | 7           | 46          | 62          | 18          | 25          | 72          | 619         | 1510        | 2287        | 1618        | 0         | 6264         |
| 18           | 0           | 0           | 1           | 17          | 21          | 23          | 1           | 20          | 175         | 588         | 1327        | 1728        | 0         | 3901         |
| 19           | 0           | 0           | 0           | 1           | 11          | 7           | 0           | 9           | 18          | 198         | 614         | 675         | 0         | 1533         |
| 20           | 0           | 0           | 0           | 1           | 0           | 0           | 0           | 0           | 16          | 47          | 209         | 315         | 0         | 588          |
| 21           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 1           | 7           | 57          | 115         | 0         | 180          |
| 22           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 17          | 23          | 0         | 40           |
| 23           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 1           | 0           | 5           | 0         | 6            |
| 24           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 3           | 0         | 3            |
| 25           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 1           | 3           | 0         | 4            |
| 25+          | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 1           | 0         | 1            |
| <b>Total</b> | <b>8491</b> | <b>8647</b> | <b>8576</b> | <b>8254</b> | <b>7919</b> | <b>7354</b> | <b>6845</b> | <b>7870</b> | <b>8140</b> | <b>8226</b> | <b>6894</b> | <b>4764</b> | <b>15</b> | <b>91995</b> |

*Annual School Survey, Gauteng Department of Education, 2006.*

*Note: Excludes 50 females in grade 1 whose stated age was 4.*

**Table 19 Total number of learners enrolled in schools in Ekurhuleni South by age and grade, 2006**

| Age          | 1             | 2             | 3             | 4             | 5             | 6             | 7             | 8             | 9             | 10            | 11            | 12           | Els en    | Total          |
|--------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------|-----------|----------------|
| 5            | 759           | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0            | 0         | 759            |
| 6            | 8080          | 922           | 43            | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0            | 0         | 9045           |
| 7            | 7455          | 6453          | 627           | 108           | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0            | 2         | 14645          |
| 8            | 1126          | 7402          | 5212          | 613           | 94            | 1             | 0             | 0             | 0             | 0             | 0             | 0            | 7         | 14455          |
| 9            | 139           | 1856          | 8262          | 4289          | 529           | 111           | 0             | 0             | 0             | 0             | 0             | 0            | 12        | 15198          |
| 10           | 29            | 226           | 2343          | 7703          | 3966          | 634           | 10            | 0             | 0             | 0             | 0             | 0            | 7         | 14918          |
| 11           | 34            | 31            | 454           | 2484          | 7365          | 3753          | 256           | 1             | 0             | 0             | 0             | 0            | 5         | 14383          |
| 12           | 10            | 38            | 95            | 637           | 2568          | 6966          | 2916          | 504           | 19            | 0             | 0             | 0            | 3         | 13756          |
| 13           | 0             | 27            | 25            | 146           | 773           | 2184          | 6922          | 4655          | 713           | 16            | 0             | 0            | 0         | 15461          |
| 14           | 0             | 76            | 36            | 57            | 182           | 689           | 2546          | 6537          | 4351          | 605           | 110           | 3            | 0         | 15192          |
| 15           | 0             | 41            | 65            | 65            | 47            | 196           | 890           | 2834          | 6041          | 4244          | 703           | 65           | 0         | 15191          |
| 16           | 0             | 14            | 26            | 75            | 36            | 62            | 176           | 1210          | 3071          | 5825          | 3284          | 361          | 0         | 14140          |
| 17           | 0             | 0             | 7             | 49            | 65            | 31            | 38            | 261           | 1300          | 3475          | 4191          | 2592         | 0         | 12009          |
| 18           | 0             | 0             | 1             | 17            | 21            | 26            | 6             | 48            | 398           | 1624          | 2653          | 3219         | 0         | 8013           |
| 19           | 0             | 0             | 0             | 1             | 11            | 7             | 1             | 12            | 49            | 446           | 1364          | 1363         | 0         | 3254           |
| 20           | 0             | 0             | 0             | 1             | 0             | 0             | 1             | 0             | 21            | 90            | 555           | 704          | 0         | 1372           |
| 21           | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 1             | 17            | 136           | 277          | 0         | 431            |
| 22           | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 1             | 26            | 69           | 0         | 96             |
| 23           | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 1             | 2             | 10           | 0         | 13             |
| 24           | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 1             | 5            | 0         | 6              |
| 25           | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 1             | 6            | 0         | 7              |
| 25+          | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 2            | 0         | 2              |
| <b>Total</b> | <b>17 632</b> | <b>17 086</b> | <b>17 196</b> | <b>16 245</b> | <b>15 657</b> | <b>14 660</b> | <b>13 762</b> | <b>16 062</b> | <b>15 964</b> | <b>16 344</b> | <b>13 026</b> | <b>8 676</b> | <b>36</b> | <b>18 2346</b> |

*Annual School Survey, Gauteng Department of Education, 2006.*

Note: Excludes 5 male and 50 female learners in grade 1 whose stated age was 4.

**Table 20 Percentage of male learners by age by grade in Ekurhuleni South, 2006**

| Age          | 1    | 2    | 3    | 4    | 5    | 6    | 7    | 8    | 9    | 10   | 11   | 12   | Elsen | Total |
|--------------|------|------|------|------|------|------|------|------|------|------|------|------|-------|-------|
| 5            | 4.6  | 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   |
| 6            | 45.5 | 4.9  | 0.5  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0   | 5.1   |
| 7            | 41.5 | 37.7 | 4.2  | 0.5  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 4.8   | 8.2   |
| 8            | 6.9  | 43.0 | 28.5 | 4.6  | 0.5  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 14.3  | 7.9   |
| 9            | 0.9  | 12.0 | 47.8 | 24.8 | 3.7  | 0.8  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 28.6  | 8.4   |
| 10           | 0.2  | 1.6  | 14.7 | 45.7 | 24.4 | 6.2  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 19.0  | 8.2   |
| 11           | 0.4  | 0.3  | 3.3  | 17.2 | 44.8 | 23.1 | 1.8  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 23.8  | 7.7   |
| 12           | 0.1  | 0.4  | 0.8  | 5.3  | 18.0 | 44.4 | 19.0 | 2.5  | 0.1  | 0.0  | 0.0  | 0.0  | 9.5   | 7.4   |
| 13           | 0.0  | 0.1  | 0.3  | 1.1  | 6.4  | 16.8 | 48.4 | 24.5 | 3.8  | 0.2  | 0.0  | 0.0  | 0.0   | 8.3   |
| 14           | 0.0  | 0.0  | 0.1  | 0.5  | 1.6  | 6.0  | 21.3 | 40.6 | 23.2 | 2.8  | 0.8  | 0.1  | 0.0   | 8.3   |
| 15           | 0.0  | 0.0  | 0.0  | 0.3  | 0.4  | 1.9  | 7.8  | 20.7 | 38.5 | 22.5 | 5.3  | 0.8  | 0.0   | 8.4   |
| 16           | 0.0  | 0.0  | 0.0  | 0.1  | 0.2  | 0.6  | 1.4  | 9.1  | 22.4 | 33.8 | 21.9 | 3.0  | 0.0   | 7.6   |
| 17           | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.2  | 0.2  | 2.3  | 8.7  | 24.2 | 31.1 | 24.9 | 0.0   | 6.4   |
| 18           | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.1  | 0.3  | 2.9  | 12.8 | 21.6 | 38.1 | 0.0   | 4.6   |
| 19           | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.4  | 3.1  | 12.2 | 17.6 | 0.0   | 1.9   |
| 20           | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.1  | 0.5  | 5.6  | 9.9  | 0.0   | 0.9   |
| 21           | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.1  | 1.3  | 4.1  | 0.0   | 0.3   |
| 22           | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.1  | 1.2  | 0.0   | 0.1   |
| 23           | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.1  | 0.0   | 0.0   |
| 24           | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.1  | 0.0   | 0.0   |
| 25           | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.1  | 0.0   | 0.0   |
| 25+          | 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   |
| <b>Total</b> | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100   | 100   |

*Annual School Survey, Gauteng Department of Education, 2006.*

**Table 21 Percentage of female learners by age by grade in Ekurhuleni South, 2006**

| Age          | 1    | 2    | 3    | 4    | 5    | 6    | 7    | 8    | 9    | 10   | 11   | 12   | Elsen | Total |
|--------------|------|------|------|------|------|------|------|------|------|------|------|------|-------|-------|
| 5            | 4.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0   | 0.4   |
| 6            | 46.2 | 5.9  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0   | 4.8   |
| 7            | 43.1 | 37.8 | 3.1  | 0.8  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 6.7   | 7.9   |
| 8            | 5.8  | 43.6 | 32.2 | 3.0  | 0.7  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 26.7  | 8.0   |
| 9            | 0.7  | 9.7  | 48.3 | 28.0 | 3.0  | 0.7  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 40.0  | 8.3   |
| 10           | 0.1  | 1.1  | 12.6 | 49.1 | 26.2 | 2.5  | 0.1  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 20.0  | 8.2   |
| 11           | 0.0  | 0.1  | 2.0  | 13.4 | 49.2 | 28.1 | 2.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0   | 8.0   |
| 12           | 0.0  | 0.0  | 0.3  | 2.6  | 14.8 | 50.6 | 23.4 | 3.8  | 0.2  | 0.0  | 0.0  | 0.0  | 6.7   | 7.7   |
| 13           | 0.0  | 0.2  | 0.0  | 0.7  | 3.5  | 13.0 | 52.2 | 33.7 | 5.1  | 0.0  | 0.0  | 0.0  | 0.0   | 8.6   |
| 14           | 0.0  | 0.9  | 0.3  | 0.2  | 0.7  | 3.4  | 15.6 | 40.8 | 31.2 | 4.6  | 0.9  | 0.0  | 0.0   | 8.4   |
| 15           | 0.0  | 0.5  | 0.7  | 0.5  | 0.2  | 0.8  | 5.1  | 14.5 | 37.2 | 29.3 | 5.5  | 0.7  | 0.0   | 8.2   |
| 16           | 0.0  | 0.2  | 0.3  | 0.8  | 0.3  | 0.3  | 1.2  | 5.9  | 16.2 | 37.5 | 28.1 | 5.1  | 0.0   | 7.9   |
| 17           | 0.0  | 0.0  | 0.1  | 0.6  | 0.8  | 0.2  | 0.4  | 0.9  | 7.6  | 18.4 | 33.2 | 34.0 | 0.0   | 6.8   |
| 18           | 0.0  | 0.0  | 0.0  | 0.2  | 0.3  | 0.3  | 0.0  | 0.3  | 2.1  | 7.1  | 19.2 | 36.3 | 0.0   | 4.2   |
| 19           | 0.0  | 0.0  | 0.0  | 0.0  | 0.1  | 0.1  | 0.0  | 0.1  | 0.2  | 2.4  | 8.9  | 14.2 | 0.0   | 1.7   |
| 20           | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.2  | 0.6  | 3.0  | 6.6  | 0.0   | 0.6   |
| 21           | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.1  | 0.8  | 2.4  | 0.0   | 0.2   |
| 22           | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.2  | 0.5  | 0.0   | 0.0   |
| 23           | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.1  | 0.0   | 0.0   |
| 24           | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.1  | 0.0   | 0.0   |
| 25           | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.1  | 0.0   | 0.0   |
| 25+          | 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   |
| <b>Total</b> | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100   | 100   |

*Annual School Survey, Gauteng Department of Education, 2006.*

**Table 22 Percentage of total learners by age by grade in Ekurhuleni South, 2006**

| Age          | 1     | 2     | 3     | 4     | 5     | 6     | 7     | 8     | 9     | 10    | 11    | 12    | Elsen | Total |
|--------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 5            | 4.3   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.4   |
| 6            | 45.8  | 5.4   | 0.3   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 5.0   |
| 7            | 42.3  | 37.8  | 3.6   | 0.7   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 5.6   | 8.0   |
| 8            | 6.4   | 43.3  | 30.3  | 3.8   | 0.6   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 19.4  | 7.9   |
| 9            | 0.8   | 10.9  | 48.0  | 26.4  | 3.4   | 0.8   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 33.3  | 8.3   |
| 10           | 0.2   | 1.3   | 13.6  | 47.4  | 25.3  | 4.3   | 0.1   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 19.4  | 8.2   |
| 11           | 0.2   | 0.2   | 2.6   | 15.3  | 47.0  | 25.6  | 1.9   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 13.9  | 7.9   |
| 12           | 0.1   | 0.2   | 0.6   | 3.9   | 16.4  | 47.5  | 21.2  | 3.1   | 0.1   | 0.0   | 0.0   | 0.0   | 8.3   | 7.5   |
| 13           | 0.0   | 0.2   | 0.1   | 0.9   | 4.9   | 14.9  | 50.3  | 29.0  | 4.5   | 0.1   | 0.0   | 0.0   | 0.0   | 8.5   |
| 14           | 0.0   | 0.4   | 0.2   | 0.4   | 1.2   | 4.7   | 18.5  | 40.7  | 27.3  | 3.7   | 0.8   | 0.0   | 0.0   | 8.3   |
| 15           | 0.0   | 0.2   | 0.4   | 0.4   | 0.3   | 1.3   | 6.5   | 17.6  | 37.8  | 26.0  | 5.4   | 0.7   | 0.0   | 8.3   |
| 16           | 0.0   | 0.1   | 0.2   | 0.5   | 0.2   | 0.4   | 1.3   | 7.5   | 19.2  | 35.6  | 25.2  | 4.2   | 0.0   | 7.8   |
| 17           | 0.0   | 0.0   | 0.0   | 0.3   | 0.4   | 0.2   | 0.3   | 1.6   | 8.1   | 21.3  | 32.2  | 29.9  | 0.0   | 6.6   |
| 18           | 0.0   | 0.0   | 0.0   | 0.1   | 0.1   | 0.2   | 0.0   | 0.3   | 2.5   | 9.9   | 20.4  | 37.1  | 0.0   | 4.4   |
| 19           | 0.0   | 0.0   | 0.0   | 0.0   | 0.1   | 0.0   | 0.0   | 0.1   | 0.3   | 2.7   | 10.5  | 15.7  | 0.0   | 1.8   |
| 20           | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.1   | 0.6   | 4.3   | 8.1   | 0.0   | 0.8   |
| 21           | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.1   | 1.0   | 3.2   | 0.0   | 0.2   |
| 22           | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.2   | 0.8   | 0.0   | 0.1   |
| 23           | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.1   | 0.0   | 0.0   |
| 24           | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.1   | 0.0   | 0.0   |
| 25           | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.1   | 0.0   | 0.0   |
| 25+          | 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   |
| <b>Total</b> | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

*Annual School Survey, Gauteng Department of Education, 2006.*



### 3.9 Repeaters

Table 23 shows the number of learners repeating each grade in 2006 as well as the percentage of learners repeating each grade. In primary school, Grade 1 had the highest proportion of repeaters (3.2%). As the grades progress the proportion of repeaters declined and in Grade 7 the proportion of repeaters was just over 1%. The proportion of repeaters was much higher in secondary school than in primary school. The proportion of repeaters jumped in the first grade of secondary school (Grade 8) to 5.1% and reached a high of 10.9% in Grade 11.

Male learners had a higher proportion of repeaters than female learners (4.2% and 3.2% respectively). This applied to all grades except Grade 12 where the proportion of male repeaters (2.1%) was marginally less than that for females (2.3%). The biggest gap in the proportion of male and female repeaters was in Grade 8 where 3.8% of females were repeating compared to 6.4% of males.

**Table 23 Number and percentage of learners repeating a grade in Ekurhuleni South, 2006**

| Grade        | Repeaters   |             |             | Enrolment    |              |               | Repeaters in ES |            |            |
|--------------|-------------|-------------|-------------|--------------|--------------|---------------|-----------------|------------|------------|
|              | Female      | Male        | Total       | Female       | Male         | Total         | Female          | Male       | Total      |
| 1            | 220         | 351         | 571         | 8491         | 9141         | 17632         | 2.6             | 3.8        | 3.2        |
| 2            | 167         | 216         | 383         | 8647         | 8439         | 17086         | 1.9             | 2.6        | 2.2        |
| 3            | 162         | 225         | 387         | 8576         | 8620         | 17196         | 1.9             | 2.6        | 2.3        |
| 4            | 125         | 219         | 344         | 8254         | 7991         | 16245         | 1.5             | 2.7        | 2.1        |
| 5            | 82          | 163         | 245         | 7919         | 7738         | 15657         | 1.0             | 2.1        | 1.6        |
| 6            | 51          | 152         | 203         | 7354         | 7306         | 14660         | 0.7             | 2.1        | 1.4        |
| 7            | 63          | 98          | 161         | 6845         | 6917         | 13762         | 0.9             | 1.4        | 1.2        |
| 8            | 301         | 524         | 825         | 7870         | 8192         | 16062         | 3.8             | 6.4        | 5.1        |
| 9            | 172         | 268         | 440         | 8140         | 7824         | 15964         | 2.1             | 3.4        | 2.8        |
| 10           | 824         | 819         | 1643        | 8226         | 8118         | 16344         | 10.0            | 10.1       | 10.1       |
| 11           | 714         | 708         | 1422        | 6894         | 6132         | 13026         | 10.4            | 11.5       | 10.9       |
| 12           | 108         | 81          | 189         | 4764         | 3912         | 8676          | 2.3             | 2.1        | 2.2        |
| <b>Total</b> | <b>2989</b> | <b>3824</b> | <b>6813</b> | <b>91980</b> | <b>90330</b> | <b>182310</b> | <b>3.2</b>      | <b>4.2</b> | <b>3.7</b> |

*Annual School Survey, Gauteng Department of Education, 2006.*

### 3.10 Learners with Deceased Parents

According to Table 24, 26 480 (or 14.5%) learners in Ekurhuleni South had lost either one or both parents. Orphans, who had lost both parents, numbered 6 102 (or 3.4%).

**Table 24 Number of children by grade with deceased parents in Ekurhuleni South, 2006**

| Grade        | Both        | Father       | Mother      | Total        |
|--------------|-------------|--------------|-------------|--------------|
| 1            | 408         | 796          | 655         | <b>1859</b>  |
| 2            | 492         | 801          | 608         | <b>1901</b>  |
| 3            | 458         | 1091         | 657         | <b>2206</b>  |
| 4            | 493         | 1040         | 810         | <b>2343</b>  |
| 5            | 447         | 1223         | 697         | <b>2367</b>  |
| 6            | 541         | 1141         | 675         | <b>2357</b>  |
| 7            | 523         | 1106         | 723         | <b>2352</b>  |
| 8            | 661         | 1146         | 821         | <b>2628</b>  |
| 9            | 516         | 1018         | 738         | <b>2272</b>  |
| 10           | 741         | 1268         | 742         | <b>2751</b>  |
| 11           | 500         | 950          | 604         | <b>2054</b>  |
| 12           | 319         | 668          | 387         | <b>1374</b>  |
| Special      | 3           | 10           | 3           | <b>16</b>    |
| <b>Total</b> | <b>6102</b> | <b>12258</b> | <b>8120</b> | <b>26480</b> |

*Annual School Survey, Gauteng Department of Education, 2006.*

### 3.11 Learners Receiving Social Grants

In 2006, 16 786 learners were receiving a social grant, and a further 8 764 were registered to receive a social grant but were not receiving one. Both figures could be higher than reflected in Table 25 as it is possible that schools were not always aware whether or not learners were receiving, or registered to receive, a social grant.

**Table 25 Learners in Ekurhuleni South receiving social grants, 2006**

| Grade        | Not Received | Received      | Total         |
|--------------|--------------|---------------|---------------|
| 1            | 1 010        | 3 153         | <b>4 163</b>  |
| 2            | 1 076        | 3 160         | <b>4 236</b>  |
| 3            | 1 162        | 2 743         | <b>3 905</b>  |
| 4            | 730          | 2 133         | <b>2 863</b>  |
| 5            | 704          | 1 989         | <b>2 693</b>  |
| 6            | 588          | 1 613         | <b>2 201</b>  |
| 7            | 705          | 998           | <b>1 703</b>  |
| 8            | 797          | 417           | <b>1 214</b>  |
| 9            | 731          | 221           | <b>952</b>    |
| 10           | 559          | 221           | <b>780</b>    |
| 11           | 468          | 98            | <b>566</b>    |
| 12           | 234          | 40            | <b>274</b>    |
| <b>Total</b> | <b>8 764</b> | <b>16 786</b> | <b>25 550</b> |

*Annual School Survey, Gauteng Department of Education, 2006.*

#### 4. Overview of Case Study Schools in Gauteng

**Table 26 Number of learners by grade and gender in the 6 case study schools, Gauteng, 2006**

| Grade              | Chivirikani Primary School |     | Eketsang Secondary School |     | Hleziphi Primary School |     | Jongimfundo Primary School |     | Phumlani Secondary School |     | Vumbeni Primary School |     |
|--------------------|----------------------------|-----|---------------------------|-----|-------------------------|-----|----------------------------|-----|---------------------------|-----|------------------------|-----|
|                    | M                          | F   | M                         | F   | M                       | F   | M                          | F   | M                         | F   | M                      | F   |
| 1                  | 138                        | 102 |                           |     | 95                      | 79  | 48                         | 37  |                           |     | 90                     | 110 |
| 2                  | 150                        | 155 |                           |     | 73                      | 62  | 63                         | 43  |                           |     | 87                     | 87  |
| 3                  | 123                        | 116 |                           |     | 48                      | 48  | 61                         | 80  |                           |     | 97                     | 103 |
| 4                  | 116                        | 104 |                           |     | 45                      | 50  | 53                         | 63  |                           |     | 61                     | 67  |
| 5                  | 92                         | 58  |                           |     | 57                      | 36  | 49                         | 65  |                           |     | 73                     | 54  |
| 6                  | 121                        | 78  |                           |     | 37                      | 43  | 44                         | 60  |                           |     | 57                     | 63  |
| 7                  | 95                         | 97  |                           |     | 36                      | 44  | 56                         | 62  |                           |     | 50                     | 56  |
| 8                  |                            |     | 203                       | 195 |                         |     |                            |     | 190                       | 257 |                        |     |
| 9                  |                            |     | 151                       | 118 |                         |     |                            |     | 164                       | 196 |                        |     |
| 10                 |                            |     | 132                       | 141 |                         |     |                            |     | 152                       | 229 |                        |     |
| 11                 |                            |     | 124                       | 150 |                         |     |                            |     | 91                        | 121 |                        |     |
| 12                 |                            |     | 101                       | 114 |                         |     |                            |     | 119                       | 147 |                        |     |
| Total              | 835                        | 710 | 711                       | 718 | 391                     | 362 | 374                        | 410 | 716                       | 950 | 515                    | 540 |
| <b>Grand Total</b> | <b>1545</b>                |     | <b>1429</b>               |     | <b>753</b>              |     | <b>784</b>                 |     | <b>1666</b>               |     | <b>1055</b>            |     |

*Annual School Survey, Gauteng Department of Education, 2006.*

*Fieldwork data collected from school records*

*Phumlani Secondary School*, in the formal township of Katlehong, accommodates Grades 8-12. The gender differences in the school population are visible up to Grade 11 where girls make up 62% of enrolment, and then drop in matric, where girls constitute 56% of learner numbers. The school is currently “over-full”, according to the principal. He argues that its high enrolment is due to the school's good reputation, the fact that teachers code-switch and because it offers science and commerce subjects.

The school has an admissions committee made up of the School Management Team, SGB members and administration staff, who assess applications for admission. The feeder area is officially Spruitview and Katlehong, but this is not adhered to in practice. Learners refused admission are referred to the district office. In January each year, the district office calls a meeting of principals to try to spread those learners who have not been accommodated in any school, across all schools. Parents put pressure on the school to admit their children, either by visiting the school and arguing their case (“they are rude and insult us”) or by paying the school fees (R1200) into the school account. The principal said that the school did not have a problem of absenteeism – except on Fridays.

*Jongimfundo Primary School*, in the formal township of Vosloorus, has very few local residents attending it. Most learners of this Xhosa-lingual school travel about 5km from an informal settlement, most of whose inhabitants have migrated from the Eastern Cape. Not all classrooms are in use. At the time of the research visit, five classes were being used to accommodate a high school which had been evacuated because of unstable dolomite ground.

Annual schools fees were R150 in 2007. The school appears to be functioning well. After term holidays, it takes two to three days for normal learning to resume and for all learners to have returned. The principal thought that "learners are performing very well" and claimed to have minimal problems with teachers. He conducts quarterly class visits to identify teaching problems and tries to provide support. Teachers attended workshops, cluster meetings and a stress management course in 2007. The SGB also provides incentives and at an end-of-year closing party, tokens, prizes and gifts are handed out to teachers.

The school has a remedial class for learners who are struggling. Class teachers refer these learners, who are pulled out for a quarter and then returned to their class. There were 13 learners in the remedial class in August 2007, ranging from Grade 1 to 3, with one Grade 4 learner. The remedial teacher explained that learning difficulties were mostly related to social problems and that her learners experienced "a lot of violence at home" and "lack extra stimulation at home".

The principal did not consider drop-out to be a problem; however, by August 2007, 12 learners were reported to have dropped out, though the principal was not sure whether they had transferred to another school. Of the 12, four boys had been arrested for house-breaking, and it was believed that others had returned to the Eastern Cape. In addition, four learners were suspended for bad behaviour.

In order to catch up with time lost during the public servants' strike in June, the Department has instituted incentives, paying teachers extra money for additional time at school. School hours were extended to 3pm.

*Hleziphi Primary School* had 753 learners 2006 with a fairly even division between boys and girls. Drop-out was not considered to be a problem and the school recorded four drop-outs in 2006. Teachers noted individual cases – such as a girl who was involved in sex work in KwaZulu-Natal and again after moving to Gauteng. No strict admission policy is applied and learners without birth certificates are admitted. There were 32 learners repeating in the school, though teachers complained that, because of the age-grade norms, the district was insisting on passing learners, who were deemed to have failed. Most learners tended to fall within the age-grade norm. Teachers reported that the norm was for one or two learners to be absent each day. Vulnerability (Zone 3) is clearly a central issue in this school. 352 learners were receiving a social grant; up to 57 learners were double orphans; 62 had lost their mothers and 109 their fathers. Performance was claimed to be poor, although teachers noted that Malawian children were out-performing the other learners.

Hleziphi's schools fees amounted to R70 on average (up to R120 for the higher grades) in 2007. More than half (404) of the learners were granted full exemption from paying fees, 75 had received partial exemption and 214 had conditional exemption.

*Vumbeni Primary School* is located in the Sotho Section of Katlehong. The school's principal, Mr. Rikhotso, has been at the school for over 15 years, and his deputy and the Life Skills Head of Department have each been teaching there for forty years. The overwhelming majority of learners are from Xitshonga-speaking families. The school has a teaching staff of 28 teachers, 19 of whom are female. It caters for learners from grades R to 7. Classrooms are cleaned by learners on Friday afternoons while the school yard is the responsibility of the school gardener. Although the school has reached capacity and has a problem of

overcrowding, there is no room for expansion. Vumbeni highlighted a problem of teacher absenteeism.

The school enjoys the support of parents in the SGB as well as that of the School Based Support Team. These two bodies are responsible for raising funds in order to supplement the funds allocated to the school by the district. Parents and teachers at the school often work together to meet the needs of learners and others within the school community. As a result of the school's extensive programmes aimed at improving the lives of learners as well as the teaching conditions within the school, district allocations often fall short of the amount needed to maintain the school running efficiently.

Vumbeni Primary School works with both the Department of Education and the Department of Social Welfare to provide free uniforms for learners enrolling for Grade 1, as well as to provide transportation for those travelling distances greater than 5 kilometres. School fees at Vumbeni for Grades 1-7 are R150 per annum.

*Chivirikani Primary School* is located in a relatively new section of Katlehong and is surrounded by bonded housing. It is reported that none of the children in the school are from this relatively affluent area of the township. Instead, the majority of learners come from an informal settlement four kilometres away. Researchers were told that a significant number of parents are immigrants from Mozambique; this, however, was not reflected in both annual school surveys. The deputy principal, Mrs. Mawelele, has been a teacher for forty years and has been at Chivirikani for ten years. The majority of the learners are from Xitsonga-speaking families. They have a teaching staff of 41, 30 of whom are female teachers. Although the deputy principal indicated the School Management Team and the School Governing Body meet regularly, no mention was made of the role they play in supporting the school. The school is well provided for in terms of learning and teaching resources, though there is a shortage of classroom space.

Children that may be at risk of dropping out due to family or socio-economic circumstances include 31 learners who have lost their mothers and 31 who have lost their fathers. There are about 33 orphans attending the school. Only 71 of the total learner population had had any exposure to pre-primary education. 176 learners were listed as having difficulties in reading, 179 were seen to have problems with numeracy and a further 199 have problems with language.

*Eketsang Secondary School* was a late replacement for Winile High School, after researchers were unable to secure the cooperation of the latter school's management. An initial meeting took place with Eketsang's principal, to get permission for the study to go ahead, but a scheduled interview had to be postponed after the COSAS strike disrupted schooling in August and September 2007.

## 5. Community School Survey: Education Data on Six Case Study Schools in the Ekurhuleni South District of Gauteng

### 5.1 Introduction

The six Community School Survey case study schools in the Ekurhuleni South district of Gauteng include four primary schools and two secondary schools: Phumlani Secondary School, Jongimfundo Primary School, Hleziphi Primary School, Vumbeni Primary School, Chivirikani Primary School and Eketsang Secondary School.

### 5.2 Schools

During the apartheid period all six case study schools were controlled by the former Department of Education and Training, the department responsible for African schools in South Africa.

Two of the case study schools – Phumlani Secondary and Vumbeni Primary – are ranked in Quintile 3 of the national poverty ranking system (where Quintile 1 is poorest and Quintile 5 least poor), and the other four schools are in Quintile 4 (Table 27).

**Table 27 Quintile ranking of the 6 case study schools, 2006**

| School              | Quintile |
|---------------------|----------|
| Chivirikani Primary | 4        |
| Eketsang Secondary  | 4        |
| Hleziphi Primary    | 4        |
| Jongimfundo Primary | 4        |
| Phumlani Secondary  | 3        |
| Vumbeni Primary     | 3        |

*Annual School Survey, Gauteng Department of Education, 2006.*

### 5.3 Educators

While the average learner:educator ratio in 2006 in Ekurhuleni South was 35.8:1 in primary schools and 32.9:1 in secondary schools (Table 29), for the case study schools learner:educator ratios were higher (Table 28), ranging from 37.3:1 at Jongimfundo Primary School to 45.9:1 at Vumbeni Primary School (when the nationally recommended norm for primary schools is 40:1), and from 35.7:1 at Eketsang Secondary to 38.7:1 at Phumlani Secondary (when the nationally recommended norm for secondary schools is 35:1).

**Table 28 Number of educators and learners, and learner:educator ratios, in the 6 case study schools, 2006**

| Institution Name    | Learners | Educators | L:E ratio |
|---------------------|----------|-----------|-----------|
| Chivirikani Primary | 1545     | 38        | 40.7      |
| Eketsang Secondary  | 1429     | 40        | 35.7      |
| Hleziphi Primary    | 853      | 22        | 38.8      |
| Jongimfundo Primary | 784      | 21        | 37.3      |
| Phumlani Secondary  | 1666     | 43        | 38.7      |
| Vumbeni Primary     | 1055     | 23        | 45.9      |

*Annual School Survey, Gauteng Department of Education, 2006.*

**Table 29 Learner:educator ratios by primary and secondary school in Ekurhuleni South, 2006**

|           | Learners | Educators | L:E ratio |
|-----------|----------|-----------|-----------|
| Primary   | 107141   | 2995      | 35.8      |
| Secondary | 74991    | 2280      | 32.9      |

*Annual School Survey, Gauteng Department of Education, 2006.*

#### 5.4 Educator Qualifications

Almost all educators in Ekurhuleni South (91.7%) are properly qualified (see Table 11 above); similarly, in each of the case study schools, 90% or more of the educators were appropriately qualified, with at least a matric plus three years appropriate training. All educators at Chivirikani and Jongimfundo Primary Schools were appropriately qualified, as were 97.6% of educators at Phumlani Secondary. Hleziphi Primary School had the lowest proportion of qualified educators, and 4.8% of its educators had no matric.

**Table 30 Percentage of educators in the 6 case study schools according to qualification categories, 2006**

| Qualification                        | School              |                    |                  |                     |                    |                 |     | ES   |
|--------------------------------------|---------------------|--------------------|------------------|---------------------|--------------------|-----------------|-----|------|
|                                      | Chivirikani Primary | Eketsang Secondary | Hleziphi Primary | Jongimfundo Primary | Phumlani Secondary | Vumbeni Primary |     |      |
| Neither matric nor training          |                     |                    |                  |                     |                    |                 |     | 0.1  |
| A1 (Std 6,7,8,9 + 2yrs training)     |                     |                    | 4.8              |                     |                    |                 |     | 0.3  |
| A2 (Matric, no training)             |                     |                    |                  |                     |                    |                 |     | 1.0  |
| B (Matric + 1 or 2yrs training)      |                     |                    | 4.8              |                     |                    | 8.7             |     | 2.8  |
| C1 (Matric + 3yrs BA, BSC etc)       |                     | 7.5                |                  |                     | 2.4                |                 |     | 4.0  |
| C2 (Matric + 3 yrs teacher training) | 18.9                | 40.0               | 47.6             | 40.0                | 31.0               | 26.1            |     | 27.2 |
| D (Matric + 4yrs training)           | 56.8                | 30.0               | 14.3             | 40.0                | 38.1               | 56.5            |     | 42.0 |
| E (Matric + 5yrs training)           | 16.2                | 12.5               | 9.5              | 20.0                | 14.3               | 4.3             |     | 14.5 |
| F (Matric + 6yrs training)           | 8.1                 | 10.0               | 4.8              |                     | 11.9               |                 |     | 5.7  |
| G (Matric + 7yrs training)           |                     |                    | 14.3             |                     | 2.4                | 4.3             |     | 2.3  |
| Total                                | 100                 | 100                | 100              | 100                 | 100                | 100             | 100 | 100  |

*Annual School Survey, Gauteng Department of Education, 2006.*

#### 5.5 Learners

In the six case study schools, African learners comprised virtually 100% of total learners (Table 31).

**Table 31 Learners by race in Grades 1-12 in the 6 case study schools, 2006**

| Institution Name    | African | Coloured |
|---------------------|---------|----------|
| Chivirikani Primary | 1545    | 0        |
| Eketsang Secondary  | 1429    | 0        |
| Hleziphi Primary    | 753     | 0        |
| Jongimfundo Primary | 784     | 0        |
| Phumlani Secondary  | 1661    | 5        |
| Vumbeni Primary     | 1055    | 0        |

*Annual School Survey, Gauteng Department of Education, 2006.*

Female and male learners are almost evenly distributed in Ekurhuleni South (Table 32). Among the case study schools two had substantial differences in the numbers of female and male enrollees at Chivirikani Primary School there were substantially more males (54%) than females (46%) while the situation was reversed at Phumlani Secondary School where a far greater proportion of female learners (57%) than male learners (43%) were enrolled.

**Table 32 Learners by gender in Grades 1-12 in the 6 case study schools and in Ekurhuleni South, 2006**

| Institution Name        | Female       | Male         | % Female    | % Male      |
|-------------------------|--------------|--------------|-------------|-------------|
| Chivirikani Primary     | 710          | 835          | 46.0        | 54.0        |
| Eketsang Secondary      | 718          | 711          | 50.2        | 49.8        |
| Hleziphi Primary        | 362          | 391          | 48.1        | 51.9        |
| Jongimfundo Primary     | 410          | 374          | 52.3        | 47.7        |
| Phumlani Secondary      | 950          | 716          | 57.0        | 43.0        |
| Vumbeni Primary         | 540          | 515          | 51.2        | 48.8        |
| <b>Ekurhuleni South</b> | <b>90915</b> | <b>91217</b> | <b>49.9</b> | <b>50.1</b> |

*Annual School Survey, Gauteng Department of Education, 2006.*

In 2006, the number of learners from outside Gauteng who enrolled for the first time in five of the six case study schools, ranged from 47 in Chivirikani Primary to 489 in Phumlani Secondary School (Table 33). (No information was available from Vumbeni Primary School.). While enrolment from outside Gauteng amounted to about 10% of total learners enrolled in schools across Ekurhuleni South, this ranged from a low of 3% of total learners at Chivirikani Primary School to a high of 29% at Phumlani Secondary School. In Ekurhuleni South as a whole, the largest proportion of children from outside Gauteng came from Limpopo. For individual case study schools the predominant area of origin varied: at Chivirikani the majority came from Mozambique, at Eketsang and Jongimfundo from the Eastern Cape, at Hleziphi from KwaZulu-Natal and at Phumlani from Limpopo.

**Table 33 Percentage of learners from other provinces and countries registered in 5 of the 6 case study schools, and in Ekurhuleni South, for the first time and never before registered in Gauteng, 2006**

| Name                               | Chivirikani Primary (n=47) | Eketsang Secondary (n=52) | Hleziphi Primary (n=81) | Jongimfundo Primary (n=84) | Phumlani Secondary (n=489) | ES (n=18 567) |
|------------------------------------|----------------------------|---------------------------|-------------------------|----------------------------|----------------------------|---------------|
| Other countries                    | 53.2                       | 0.0                       | 0.0                     | 0.0                        | 0.0                        | 9.9           |
| Eastern Cape                       | 0.0                        | 50.0                      | 6.2                     | 72.6                       | 0.8                        | 11.6          |
| Free State                         | 0.0                        | 7.7                       | 0.0                     | 1.2                        | 0.2                        | 1.0           |
| KwaZulu-Natal                      | 0.0                        | 25.0                      | 82.7                    | 1.2                        | 4.3                        | 13.5          |
| Limpopo                            | 0.0                        | 0.0                       | 0.0                     | 22.6                       | 86.3                       | 52.2          |
| Mpumalanga                         | 31.9                       | 0.0                       | 0.0                     | 0.0                        | 0.6                        | 5.0           |
| North West                         | 0.0                        | 0.0                       | 0.0                     | 0.0                        | 0.4                        | 1.1           |
| Northern Cape                      | 14.9                       | 13.5                      | 11.1                    | 1.2                        | 7.4                        | 4.2           |
| Western Cape                       | 0.0                        | 3.8                       | 0.0                     | 1.2                        | 0.0                        | 1.5           |
| Total                              | 100                        | 100                       | 100                     | 100                        | 100                        | 100           |
| % of learners from outside Gauteng | 3.0%                       | 3.6%                      | 10.8%                   | 10.7%                      | 29.3%                      | 10.2%         |

*Annual School Survey, Gauteng Department of Education, 2006.*



## 5.6 Language of Instruction

As mentioned above (see Table 15), the most popular language of instruction in Ekurhuleni South was English. The situation was similar in the six case study schools (Table 34). At Chivirikani, Eketsang and Phumlani, English was the only language of instruction. At Hleziphi Primary learners studied in IsiZulu for the first three years and then changed to English in Grade 4. Similarly, at Jongimfundo Primary learners changed to English in Grade 4 after learning in IsiXhosa in Grades 1 to 3, and at Vumbeni Primary, learners switched to English as the language of instruction after three years of learning in Tsonga.

**Table 34 Language of instruction by grade in the 6 case study schools, 2006**

| School              | Language | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | Total |
|---------------------|----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|
| Chivirikani Primary | English  | 240 | 305 | 239 | 220 | 150 | 199 | 192 |     |     |     |     |     | 1545  |
| Eketsang Secondary  | English  |     |     |     |     |     |     |     | 398 | 269 | 273 | 274 | 215 | 1429  |
| Hleziphi Primary    | English  |     |     |     | 95  | 93  | 80  | 80  |     |     |     |     |     | 348   |
| Hleziphi Primary    | IsiZulu  | 174 | 135 | 96  |     |     |     |     |     |     |     |     |     | 405   |
| Jongimfundo Primary | English  |     |     |     | 116 | 114 | 104 | 118 |     |     |     |     |     | 452   |
| Jongimfundo Primary | IsiXhosa | 85  | 106 | 141 |     |     |     |     |     |     |     |     |     | 332   |
| Phumlani Secondary  | English  |     |     |     |     |     |     |     | 447 | 360 | 381 | 212 | 266 | 1666  |
| Vumbeni Primary     | Tsonga   | 200 | 174 | 200 |     |     |     |     |     |     |     |     |     |       |
| Vumbeni Primary     | English  |     |     |     | 128 | 127 | 120 | 106 |     |     |     |     |     | 1055  |

*Annual School Survey, Gauteng Department of Education, 2006*

## 5.7 Access to Grade 1

Of the four primary schools in the case study, the majority of learners enrolling in Grade 1 for the first time in 2006 were 6 or 7 years old, the appropriate age for starting school (Table 35). This ranged from around 88% in Chivirikani Primary School to 98% in Vumbeni Primary School. These compare with 91.3% appropriate-aged first-time Grade 1 enrollees in Ekurhuleni South as a whole (see Table 16 above).

There is some inconsistency in the individual school data. For example, at Jongimfundo Primary School, 100% of boys but only 82% of girls enrolling in Grade 1 for the first time were the appropriate age. It is not unclear whether this is a true reflection of the situation in 2006 or a data error.

**Table 35 Grade 1 first time entrants by age in the 4 primary schools in the case study, 2006**

| School              | Gender | No. 6 Yrs | No. 7 Yrs | No. 8 Yrs | No. 9 Yrs | Total no. | % 6 yrs | % 7 yrs | % 8 yrs | % 9 yrs | Total % |
|---------------------|--------|-----------|-----------|-----------|-----------|-----------|---------|---------|---------|---------|---------|
| Chivirikani Primary | F      | 41        | 46        | 9         | 3         | 99        | 41.4    | 46.5    | 9.1     | 3.0     | 100     |
|                     | M      | 59        | 60        | 14        | 1         | 134       | 44.0    | 44.8    | 10.4    | 0.7     | 100     |
| Hleziphi Primary    | F      | 44        | 23        | 6         |           | 73        | 60.3    | 31.5    | 8.2     |         | 100     |
|                     | M      | 45        | 35        | 6         |           | 86        | 52.3    | 40.7    | 7.0     |         | 100     |
| Jongimfundo Primary | F      | 11        | 26        | 8         |           | 45        | 24.4    | 57.8    | 17.8    |         | 100     |
|                     | M      | 12        | 28        |           |           | 40        | 30.0    | 70.0    |         |         | 100     |
| Vumbeni Primary     | F      | 12        | 98        | 2         |           | 112       | 10.7    | 87.5    | 1.8     |         | 100     |
|                     | M      | 15        | 74        | 1         |           | 90        | 16.7    | 82.2    | 1.1     |         | 100     |

*Annual School Survey, Gauteng Department of Education, 2006.*

## 5.8 Age-Grade Norm

Table 36 shows the percentage of over-aged children by gender enrolled in each of the six case study schools and in Ekurhuleni South as a whole. As can be seen in the tables for the case study schools in Appendix 2 and 3, a large majority of learners in primary school are the appropriate age for their grade. This is in line with the situation in Ekurhuleni South. However, while the percentage of over-aged children in Ekurhuleni South increased in each grade as the effects of repetition took its toll (see Table 17 above), the situation in the individual case studies varied substantially between schools, grades and genders, making it difficult to discern any trends. Generally, the two secondary schools had a higher proportion of over-aged learners than the primary schools, but some of the primary schools had an extremely high proportion of over-aged children. In Hleziphi and Jongimfundo Primary Schools half or more of children in Grade 7 were over-age.

**Table 36 Percentage of over-age learners in the 6 case study schools and in Ekurhuleni South, 2006**

| School                  | Gender/<br>Grade | 1          | 2           | 3           | 4           | 5           | 6           | 7           | 8           | 9           | 10          | 11          | 12          |
|-------------------------|------------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Chivirikani Primary     | M                | 10.1       | 8.0         | 12.2        | 11.2        | 10.9        | 5.0         | 14.7        |             |             |             |             |             |
|                         | F                | 11.8       | 5.2         | 13.8        | 15.4        | 5.2         | 3.8         | 9.3         |             |             |             |             |             |
|                         | T                | 10.8       | 6.6         | 13.0        | 13.2        | 8.7         | 4.5         | 12.0        |             |             |             |             |             |
| Eketsang Secondary      | M                |            |             |             |             |             |             |             | 47.3        | 39.1        | 56.8        | 69.4        | 60.4        |
|                         | F                |            |             |             |             |             |             |             | 30.8        | 39.8        | 38.3        | 49.3        | 4.4         |
|                         | T                |            |             |             |             |             |             |             | 39.2        | 39.4        | 47.3        | 58.4        | 30.7        |
| Hleziphi Primary        | M                | 6.3        | 11.0        | 41.7        | 24.4        | 12.3        | 18.9        | 63.9        |             |             |             |             |             |
|                         | F                | 7.6        | 27.4        | 33.3        | 10.0        | 13.9        | 2.3         | 38.6        |             |             |             |             |             |
|                         | T                | 6.9        | 18.5        | 37.5        | 16.8        | 12.9        | 10.0        | 50.0        |             |             |             |             |             |
| Jongimfundo Primary     | M                | 16.7       | 33.3        | 6.6         | 54.7        | 36.7        | 59.1        | 62.5        |             |             |             |             |             |
|                         | F                | 0.0        | 11.6        | 15.0        | 31.7        | 27.7        | 40.0        | 48.4        |             |             |             |             |             |
|                         | T                | 9.4        | 24.5        | 11.3        | 42.2        | 31.6        | 48.1        | 55.1        |             |             |             |             |             |
| Phumlani Secondary      | M                |            |             |             |             |             |             |             | 13.7        | 14.6        | 23.0        | 36.3        | 24.4        |
|                         | F                |            |             |             |             |             |             |             | 8.2         | 5.6         | 9.2         | 34.7        | 13.6        |
|                         | T                |            |             |             |             |             |             |             | 10.5        | 9.7         | 14.7        | 35.4        | 18.4        |
| Vumbeni Primary*        | M                | 4.8        | 8.2         | 5.0         | 9.3         | 4.5         | 3.0         | 7.4         |             |             |             |             |             |
|                         | F                | 4.6        | 2.2         | 2.4         | 1.3         | 5.4         | 7.1         | 4.8         |             |             |             |             |             |
|                         | T                | 4.7        | 4.8         | 3.8         | 5.3         | 5.0         | 4.9         | 6.0         |             |             |             |             |             |
| <b>Ekurhuleni South</b> | <b>M</b>         | <b>8.5</b> | <b>14.4</b> | <b>19.0</b> | <b>24.5</b> | <b>26.6</b> | <b>25.5</b> | <b>30.8</b> | <b>32.4</b> | <b>34.4</b> | <b>40.7</b> | <b>41.0</b> | <b>33.1</b> |
|                         | <b>F</b>         | <b>6.7</b> | <b>12.6</b> | <b>16.4</b> | <b>19.1</b> | <b>20.8</b> | <b>18.1</b> | <b>22.3</b> | <b>21.7</b> | <b>26.4</b> | <b>28.6</b> | <b>32.3</b> | <b>23.9</b> |
|                         | <b>T</b>         | <b>7.6</b> | <b>13.5</b> | <b>17.7</b> | <b>21.7</b> | <b>23.7</b> | <b>21.8</b> | <b>26.6</b> | <b>27.2</b> | <b>30.3</b> | <b>34.6</b> | <b>36.4</b> | <b>28.1</b> |

*Annual School Survey, Gauteng Department of Education, 2006.*

\*The data for Vumbeni Primary School is for 2007.

## 5.9 Repeaters

Information on the number of learners repeating each grade is available only for four of the case study schools: Eketsang Secondary, Hleziphi Primary, Phumlani Secondary and Vumbeni Primary (Table 37). Hleziphi had repeaters only in Grades 1, 4 and 7 and the percentage of repeaters in Grade 4 was substantially higher than in Grade 1. At Vumbeni, the percentage of repeaters was consistent from Grade 1 to Grade 3 and then decreased in Grade 4 and again in Grade 5. Vumbeni had no repeaters in Grades 6 or 7. Among the secondary schools, Phumlani Secondary School had very few repeaters in Grades 8 and 9 and none in

the subsequent grades, but at Eketsang Secondary, the proportion of learners repeating was much higher, increasing with each grade and reaching a high of 20.4% in Grade 11.

**Table 37 Percentage of learners repeating a grade in the 4 case study schools for which information is available, 2006**

| School             | Gender | 1   | 2   | 3   | 4    | 5   | 6 | 7   | 8   | 9   | 10   | 11   |
|--------------------|--------|-----|-----|-----|------|-----|---|-----|-----|-----|------|------|
| Eketsang Secondary | F      |     |     |     |      |     |   |     | 0.5 | 6.8 | 4.3  | 16.0 |
|                    | M      |     |     |     |      |     |   |     | 4.4 | 3.3 | 10.6 | 25.8 |
|                    | T      |     |     |     |      |     |   |     | 2.5 | 4.8 | 7.3  | 20.4 |
| Hleziphi Primary   | F      |     |     |     | 6.0  |     |   | 2.3 |     |     |      |      |
|                    | M      | 8.4 |     |     | 17.8 |     |   | 2.8 |     |     |      |      |
|                    | T      | 4.6 |     |     | 11.6 |     |   | 2.5 |     |     |      |      |
| Phumlani Secondary | F      |     |     |     |      |     |   |     | 0.8 | 1.5 |      |      |
|                    | M      |     |     |     |      |     |   |     | 0.5 | 1.2 |      |      |
|                    | T      |     |     |     |      |     |   |     | 0.7 | 1.4 |      |      |
| Vumbeni Primary    | F      | 3.6 | 3.4 | 3.9 |      | 1.9 |   |     |     |     |      |      |
|                    | M      | 1.1 | 2.3 | 1.0 | 3.3  |     |   |     |     |     |      |      |
|                    | T      | 2.5 | 2.9 | 2.5 | 1.6  | 0.8 |   |     |     |     |      |      |

*Annual School Survey, Gauteng Department of Education, 2006.*

### 5.10 Drop-out

Table 38 provides the number of learners, at five of the six case study schools, who dropped out during 2005 without completing their final exams, while Table 39 shows the situation for Ekurhuleni South as a whole. These tables do not include data on learners who might have dropped out after writing their final exams. In contrast to Ekurhuleni South as a whole, the case study primary schools only experienced drop-out from Grade 6, and more males than females dropped out. At secondary school level, Eketsang had a much larger number of learners dropping out than Phumlani, and in both these schools more females dropped out than males.

**Table 38 Number of learners who dropped out during the previous academic year (2005) in five of the 6 case study schools without completing the final exam**

| School              | Gender | 6 | 7 | 8 | 9 | 10 | 11 | Total |
|---------------------|--------|---|---|---|---|----|----|-------|
| Chivirikani Primary | F      |   | 2 |   |   |    |    | 2     |
| Chivirikani Primary | M      |   | 2 |   |   |    |    | 2     |
| Eketsang Secondary  | F      |   |   | 9 |   | 5  | 4  | 18    |
| Eketsang Secondary  | M      |   |   | 6 |   | 1  | 3  | 10    |
| Hleziphi Primary    | M      |   | 1 |   |   |    |    | 1     |
| Jongimfundo Primary | M      | 1 |   |   |   |    |    | 1     |
| Phumlani Secondary  | F      |   |   | 2 | 2 | 3  | 2  | 9     |
| Phumlani Secondary  | M      |   |   | 1 |   | 3  | 2  | 6     |

*Annual School Survey, Gauteng Department of Education, 2006.*

**Table 39 Number of learners who dropped out during the previous academic year (2005) in Ekurhuleni South without completing the final exam**

|              | Female     | Male       | Total       |
|--------------|------------|------------|-------------|
| Gr1          | 14         | 21         | <b>35</b>   |
| Gr2          | 24         | 29         | <b>53</b>   |
| Gr3          | 8          | 16         | <b>24</b>   |
| Gr4          | 20         | 18         | <b>38</b>   |
| Gr5          | 4          | 15         | <b>19</b>   |
| Gr6          | 20         | 23         | <b>43</b>   |
| Gr7          | 32         | 25         | <b>57</b>   |
| Gr8          | 147        | 138        | <b>285</b>  |
| Gr9          | 119        | 98         | <b>217</b>  |
| Gr10         | 272        | 280        | <b>552</b>  |
| Gr11         | 151        | 158        | <b>309</b>  |
| Gr12         | 57         | 32         | <b>89</b>   |
| <b>Total</b> | <b>868</b> | <b>853</b> | <b>1721</b> |

*Annual School Survey, Gauteng Department of Education, 2006.*

### 5.11 Learners with Deceased Parents

The percentage of learners of whom either one or both parents were deceased ranged from 13.5% to 39.3% in the case study schools. In Ekurhuleni South as a whole, 14.5% of learners had lost either one or both parents. Only in two of the case study schools (Jongimfundo and Vumbeni), was this proportion lower than for the district as a whole.

In two schools, namely Chivirikani Primary and Eketsang Secondary, more than a third of children had lost one or both parents. At Hleziphi Primary and Phumlani Secondary, this applied to almost one out of every five children. District-wide, 3.4% of children had lost both parents. At Chivirikani Primary and Eketsang Secondary, 12.9% and 15.9% of children respectively were orphans, with both parents deceased.

**Table 40 Learners by gender and grade with deceased parents in the 6 case study schools and Ekurhuleni South as a whole, 2006**

| School                  | Both        | Father       | Mother      | Total        | % lost one or both parents | % lost both parents |
|-------------------------|-------------|--------------|-------------|--------------|----------------------------|---------------------|
| Chivirikani Primary     | 200         | 184          | 151         | 535          | 34.6                       | 12.9                |
| Eketsang Secondary      | 227         | 173          | 162         | 562          | 39.3                       | 15.9                |
| Hleziphi Primary        | 40          | 70           | 72          | 182          | 24.2                       | 5.3                 |
| Jongimfundo Primary     | 11          | 60           | 39          | 110          | 14.0                       | 1.4                 |
| Phumlani Secondary      | 66          | 240          | 99          | 405          | 24.3                       | 4.0                 |
| Vumbeni Primary         | 27          | 71           | 44          | 142          | 13.5                       | 2.6                 |
| <b>Ekurhuleni South</b> | <b>6102</b> | <b>12258</b> | <b>8120</b> | <b>26480</b> | <b>14.5</b>                | <b>3.4</b>          |

*Annual School Survey, Gauteng Department of Education, 2006.*

### 5.12 Learners Receiving Social Grants

Information on the number of learners receiving a social grant was available for only four of the six case study schools. Hleziphi Primary had the largest number children receiving the state grant, and a further 478 children at this school, though registered to receive a grant, were not receiving one. Despite the large number of orphans in Eketsang Secondary, only 33

children received a state grant in 2006. For both Ekurhuleni South and the case study schools the number of children who received or should have received a state grant could be higher than reflected in Table 41, as it is possible that schools were not always aware whether or not learners were receiving, or registered to receive, a grant.

**Table 41 Learners in four of the case study schools and in Ekurhuleni South receiving social grants, 2006**

| Institution Name        | Not Received | Received      |
|-------------------------|--------------|---------------|
| Eketsang Secondary      |              | 33            |
| Hleziphi Primary        | 478          | 375           |
| Jongimfundo Primary     |              | 93            |
| Phumlani Secondary      | 3            | 45            |
| <b>Ekurhuleni South</b> | <b>8 764</b> | <b>16 786</b> |

*Annual School Survey, Gauteng Department of Education, 2006.*

## 6. Provincial Mapping: Eastern Cape

Dutywa is located in the Mbhashe municipality in the Amatole district of the Eastern Cape. The Amatole District contains the urban Buffalo City Local Municipality (East London, King William's Town and Mdantsane), but is mainly rural hinterland derived from ex-homeland areas.



Amatole is the second most populous district in the province, with an estimated population of 1 657 373 in 1999. It has a relatively high population density of 78/square km<sup>2</sup>, due to densification in the major towns and ex-homeland areas. 91% of the population is African, with the remainder coloured (3%) and white (5%).

With regard to the distribution of the Eastern Cape population by age and district municipality, the Amatole district, where Dutywa is located, has one of the lowest proportions of children below 15 years of age (33.5%) and one of the highest proportions of the working-age population (15-65 years) (60.4%) (Table 42). This is probably because of the inclusion of Buffalo City in the district.

**Table 42 Eastern Cape population according to age and district municipality, 2001**

| District municipality | 0-6            |             | 7-14             |             | 15-21            |             | 22-65            |             | 66+            |            | Total            |            |
|-----------------------|----------------|-------------|------------------|-------------|------------------|-------------|------------------|-------------|----------------|------------|------------------|------------|
|                       | N              | %           | N                | %           | N                | %           | N                | %           | N              | %          | N                | %          |
| Cacadu                | 47 671         | 12.3        | 63 112           | 16.3        | 56 026           | 14.4        | 197 537          | 50.9        | 23 858         | 6.1        | <b>388 204</b>   | <b>100</b> |
| Amatole               | 220 600        | 13.3        | 335 526          | 20.2        | 276 590          | 16.6        | 729 309          | 43.8        | 102 231        | 6.1        | <b>1 664 257</b> | <b>100</b> |
| Chris Hani            | 122 908        | 15.2        | 191 939          | 23.7        | 140 010          | 17.3        | 300 971          | 37.1        | 54 473         | 6.7        | <b>810 300</b>   | <b>100</b> |
| Ukhahlamba            | 52 345         | 15.3        | 79 654           | 23.3        | 60 192           | 17.6        | 125 934          | 36.9        | 23 220         | 6.8        | <b>341 345</b>   | <b>100</b> |
| OR Tambo              | 322 398        | 19.2        | 429 155          | 25.6        | 287 076          | 17.1        | 552 944          | 33.0        | 84 910         | 5.1        | <b>1 676 482</b> | <b>100</b> |
| Alfred Nzo            | 100 941        | 18.3        | 141 292          | 25.7        | 93 498           | 17.0        | 183 132          | 33.3        | 31 544         | 5.7        | <b>550 406</b>   | <b>100</b> |
| Nelson Mandela Metro  | 111 420        | 11.1        | 151 797          | 15.1        | 149 098          | 14.8        | 545 253          | 54.2        | 48 207         | 4.8        | <b>1 005 774</b> | <b>100</b> |
| <b>Eastern Cape</b>   | <b>978 282</b> | <b>15.2</b> | <b>1 392 475</b> | <b>21.6</b> | <b>1 062 489</b> | <b>16.5</b> | <b>2 635 081</b> | <b>40.9</b> | <b>368 442</b> | <b>5.7</b> | <b>6 436 769</b> | <b>100</b> |

*Statistics South Africa, Population Census 2001.*

Migration is usually from the Eastern Cape (rather than to it). In the 2001 Census, 254 791 people were lost to the province through migration.

The Eastern Cape had an average HDI of 0.51, the second lowest in South Africa (the average HDI for all provinces in South Africa in 2003 was 0.59).

The ex-homeland areas are mired in poverty, and Buffalo City accounts for 83% of the Amatole district's economic output. Dutywa, like the other ex-homeland areas, are mostly under communal land tenure. Agricultural activity consists of small-scale crop farming and open grazed stock farming, and is mainly for subsistence rather than commercial purposes. Unemployment is high in Amatole at 63% ([www.ecdc.co.za](http://www.ecdc.co.za)), but with considerable differences between rural and urban areas. Just 20.6% were employed in the Amatole district in 2001.

**Table 43 Eastern Cape labour market status by district municipality, 2001**

|                         | Cacadu | Amatole | Chris Hani | Ukhahlamba | OR Tambo | Alfred Nzo | Nelson Mandela Metro | Eastern Cape |
|-------------------------|--------|---------|------------|------------|----------|------------|----------------------|--------------|
| Not economically active | 42.0   | 51.5    | 62.1       | 60.3       | 67.3     | 67.8       | 39.1                 | <b>55.0</b>  |
| Employed                | 37.4   | 20.6    | 15.6       | 18.5       | 11.2     | 10.3       | 32.6                 | <b>20.4</b>  |
| Unemployed              | 20.5   | 28.0    | 22.3       | 21.2       | 21.4     | 21.9       | 28.2                 | <b>24.6</b>  |

*Statistics South Africa, Population Census 2001.*

The Eastern Cape's literacy rate for persons aged 15 years or older (60.1%) in 2001 was lower than the South African average of 68.5%. In the Amatole district, 64.2% of those older than 15 years were literate, but 17.1% had had no schooling.

**Table 44 Proportion of functional literacy for persons aged 15 years and older by district municipality, Eastern Cape, 2001**

|              | Cacadu | Amatole | Chris Hani | Ukhahlamba | OR Tambo | Alfred Nzo | Nelson Mandela Metro | Eastern Cape |
|--------------|--------|---------|------------|------------|----------|------------|----------------------|--------------|
| No schooling | 13.0   | 17.1    | 23.9       | 22.8       | 30.7     | 18.7       | 5.9                  | <b>19.1</b>  |
| Grade 1-6    | 24.2   | 18.7    | 24.5       | 26.8       | 22.8     | 28.9       | 12.7                 | <b>20.8</b>  |
| Literate     | 62.8   | 64.2    | 51.6       | 50.3       | 46.5     | 52.4       | 81.4                 | <b>60.1</b>  |

*Statistics South Africa, Population Census 2001.*

In 2002, 23.6% of pregnant women attending public antenatal clinics in the Eastern Cape were infected with HIV. A slightly higher percentage of 24.1% was recorded for the Amatole district (Eastern Cape Department of Health, HIV and syphilis antenatal sero-prevalence survey, 2002).

Social services and infrastructure reflect the poverty of the district. Some 68% of houses are informal, either on unserviced sites in the former homelands or in the townships of Buffalo City. Only 35% of households have water on site, but 70% have a flush toilet or pit latrine ([www.ecdc.co.za](http://www.ecdc.co.za)). Amatole had the second highest proportion of households living in traditional dwellings in the province (23.5%).

**Table 45 Proportion of households according to type of dwelling and district municipality, Eastern Cape, 2001**

|                           | Cacadu | Amatole | Chris Hani | Ukhahlamba | OR Tambo | Alfred Nzo | Nelson Mandela Metro |
|---------------------------|--------|---------|------------|------------|----------|------------|----------------------|
| Formal dwelling           | 10.1   | 27.7    | 12.9       | 6.6        | 12.8     | 4.3        | 25.6                 |
| Informal dwelling         | 7.4    | 40.9    | 4.9        | 3.6        | 5.6      | 1.7        | 35.9                 |
| Traditional               | 1.8    | 23.5    | 13.9       | 4.9        | 40.1     | 15.1       | 0.7                  |
| Other*                    | 10.9   | 27.0    | 6.2        | 4.2        | 20.5     | 8.6        | 22.6                 |
| Dwelling not housing unit | 10.0   | 31.7    | 10.0       | 5.3        | 19.1     | 5.5        | 18.4                 |

*Statistics South Africa, General Household Survey, 2004.*

\*Note: 'Other' includes caravan or tent, private ship or boat.



## 7. District Mapping: Schools in Dutywa

### 7.1 Introduction

According to *School Realities 2006*, published by the national Department of Education in October 2006, in 2006 there were 2 060 671 learners in the Eastern Cape enrolled in 6 035 schools and being taught by 64 926 educators.

In the Dutywa district of the Eastern Cape, there were 107 018 learners (5.2% of all learners in the Eastern Cape), 351 schools (5.8% of all schools in the Eastern Cape) and 3 243 educators (5% of all educators) (Table 46).

**Table 46 Number of educators, learners and schools in Dutywa in relation to the Eastern Cape, 2006**

|           | Dutywa  | Eastern Cape | Dutywa as % of EC |
|-----------|---------|--------------|-------------------|
| Educators | 3 243   | 64 926       | 5.0               |
| Learners  | 107 018 | 2 060 671    | 5.2               |
| Schools   | 351     | 6 035        | 5.8               |

*Eastern Cape Department of Education EMIS data, 2006, and DoE School Realities 2006, October 2006.*

### 7.2 Educators

The average learner:educator ratio in Dutywa was 33:1 (Table 47). The learner:educator ratio for the Eastern Cape was reported to be 33.3:1 (DoE, 2006), but the figures in Table 46 suggest a ratio of 31.7:1.

**Table 47 Learner:educator ratios in Dutywa, 2006**

| Learners | Educators | L:E ratio |
|----------|-----------|-----------|
| 107 018  | 3 243     | 33.0      |

*Eastern Cape Department of Education EMIS data, 2006.*

### 7.3 Learners

There are more female than male learners enrolled in schools in Dutywa (52.3% and 47.7%, respectively) (Table 48). The situation is similar in the province as a whole although the difference between the numbers of female (50.6%) and male learners (49.4%) is not as great.

**Table 48 Total number of learners in Grade 1 to 12 in Dutywa and the Eastern Cape, 2006**

| Gender       | Dutywa         |            | Eastern Cape     |            |
|--------------|----------------|------------|------------------|------------|
|              | Number         | % of total | Number           | % of total |
| F            | 55 925         | 52.3       | 1 041 960        | 50.6       |
| M            | 51 093         | 47.7       | 1 018 711        | 49.4       |
| <b>Total</b> | <b>107 018</b> | <b>100</b> | <b>2 060 671</b> | <b>100</b> |

*Eastern Cape Department of Education EMIS data, 2006, and DoE School Realities 2006, October 2006.*

## 7.4 Language of Instruction

The most popular language of instruction in the Dutywa district was English, with 66 504 learners learning in this language in 2006. A further 36 341 learners studied in IsiXhosa and 265 in Afrikaans. While for the majority of secondary school learners the language of instruction was English, for some 1 628 learners (or 1.6% of total learners) in Grades 8 to 12 the language of instruction was IsiXhosa.

**Table 49 Language of instruction by grade in Dutywa, 2006**

| Language     | Grade        |              |              |              |             |             |             |             |             |             |             |             | Total         |
|--------------|--------------|--------------|--------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|---------------|
|              | 1            | 2            | 3            | 4            | 5           | 6           | 7           | 8           | 9           | 10          | 11          | 12          |               |
| Afrikaans    | 23           | 24           | 26           | 28           | 33          | 20          | 25          | 25          | 21          | 19          | 12          | 9           | <b>265</b>    |
| English      | 3926         | 3287         | 3152         | 9236         | 8302        | 7631        | 7287        | 6307        | 4816        | 5251        | 4039        | 3270        | <b>66504</b>  |
| IsiXhosa     | 14131        | 8861         | 7943         | 1106         | 968         | 898         | 806         | 825         | 615         | 97          | 60          | 31          | <b>36341</b>  |
| <b>Total</b> | <b>18080</b> | <b>12172</b> | <b>11121</b> | <b>10370</b> | <b>9303</b> | <b>8549</b> | <b>8118</b> | <b>7157</b> | <b>5452</b> | <b>5367</b> | <b>4111</b> | <b>3310</b> | <b>103110</b> |

*Eastern Cape Department of Education EMIS data, 2006.*

## 7.5 Age-Grade Norm

Tables 50, 51 and 52 show the number of female, male and total learners, respectively, by age, enrolled in each grade in 2006. It is important to note that there was an undercount in the number of learners by age and grade. As a result, the total number of learners depicted in these tables is much lower than the number depicted in Table 49. Tables 53, 54 and 55 show the percentage of learners by gender in each grade by age. It is evident from these tables that the majority of learners (69.1%) enrolled in Grade 1 were six or seven years old – the correct age for this grade. A small percentage (2%) of children in Grade 1 were younger than six, and a much higher proportion of children (28.9%) were eight years of age or older. However, from Grade 2 onwards, the proportion of age-appropriate children in each grade declines, most likely as a result of repetition. In Grade 2, just over half of learners (54%) were the appropriate age for the grade (7 or 8 years old) and by Grade 7 only 40.6% of the learners were the appropriate age for that grade (12 and 13 years old). The proportion of appropriately aged children had dropped even further by Grade 9, where only 36.6% of children were the appropriate age of 14 or 15 years.

Throughout the grades, females are more age-appropriate than their male counterparts. However, the gap between appropriately aged male and female learners grows wider as the grades progress. In Grade 1, 70.7% of female learners were age-appropriate compared to 67.6% of males. By Grade 7, 44.4% of females and 36.3% of males were age-appropriate. By Grade 9, 41% of females were age-appropriate, while this applied to only 30.8% of male learners.

**Table 50 Number of female learners enrolled in public and private ordinary schools in Dutywa by age and grade, 2006**

| Age          | 1           | 2           | 3           | 4           | 5           | 6           | 7           | 8           | 9           | 10          | 11          | 12          | LSEN      | Total        |
|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------|--------------|
| 4            | 25          |             |             |             |             |             |             |             |             |             |             |             |           | 25           |
| 5            | 138         |             |             |             |             |             |             |             |             |             |             |             |           | 138          |
| 6            | 2342        | 103         | 8           |             |             |             |             |             |             |             |             |             |           | 2453         |
| 7            | 3473        | 1047        | 85          | 8           |             |             | 6           |             |             |             |             |             |           | 4619         |
| 8            | 1594        | 2076        | 947         | 70          | 2           |             | 6           | 8           |             |             |             |             |           | 4703         |
| 9            | 508         | 1382        | 1800        | 751         | 78          | 6           | 5           | 9           | 7           |             |             |             | 1         | 4547         |
| 10           | 105         | 619         | 1314        | 1448        | 812         | 109         | 11          | 2           | 5           |             |             |             |           | 4425         |
| 11           | 28          | 200         | 642         | 1233        | 1305        | 744         | 103         | 14          | 5           |             |             |             | 1         | 4275         |
| 12           | 12          | 49          | 258         | 672         | 1052        | 1284        | 695         | 102         | 6           |             |             |             | 1         | 4131         |
| 13           | 1           | 23          | 70          | 327         | 644         | 924         | 1102        | 700         | 108         | 2           |             |             |           | 3901         |
| 14           |             | 1           | 24          | 152         | 320         | 618         | 965         | 1000        | 461         | 104         | 1           |             |           | 3646         |
| 15           |             |             | 7           | 46          | 202         | 318         | 609         | 902         | 718         | 456         | 115         | 1           |           | 3374         |
| 16           |             |             |             | 15          | 70          | 124         | 321         | 535         | 673         | 730         | 361         | 70          |           | 2899         |
| 17           |             |             | 1           | 3           | 13          | 61          | 171         | 322         | 484         | 669         | 521         | 237         |           | 2482         |
| 18           |             |             |             | 1           | 2           | 26          | 32          | 109         | 220         | 428         | 487         | 357         | 5         | 1667         |
| 19           |             |             |             | 1           | 3           | 1           | 13          | 42          | 131         | 319         | 317         | 415         | 17        | 1259         |
| 20           |             |             |             |             |             | 3           | 2           | 7           | 32          | 147         | 221         | 287         | 3         | 702          |
| 21           |             |             |             |             |             |             | 1           | 3           | 18          | 79          | 131         | 183         | 3         | 418          |
| 22           |             |             |             |             |             |             | 2           | 1           | 3           | 53          | 64          | 110         | 1         | 234          |
| 23           |             |             |             |             |             |             |             | 1           | 1           | 23          | 43          | 60          |           | 128          |
| 24           |             |             |             |             |             |             |             |             |             | 7           | 17          | 21          | 2         | 47           |
| 25           |             |             |             |             |             |             |             |             |             | 3           | 9           | 20          |           | 32           |
| 25+          |             |             |             |             |             |             |             |             | 1           |             | 5           | 7           |           | 13           |
| <b>Total</b> | <b>8226</b> | <b>5500</b> | <b>5156</b> | <b>4727</b> | <b>4503</b> | <b>4218</b> | <b>4044</b> | <b>3757</b> | <b>2873</b> | <b>3020</b> | <b>2292</b> | <b>1768</b> | <b>34</b> | <b>50118</b> |

*Eastern Cape Department of Education EMIS data, 2006.*

**Table 51 Number of male learners enrolled in public and private ordinary schools in Dutywa by age and grade, 2006**

| Age          | 1           | 2           | 3           | 4           | 5           | 6           | 7           | 8           | 9           | 10          | 11          | 12          | LSEN     | Total        |
|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|----------|--------------|
| 4            | 12          |             |             |             |             |             |             |             |             |             |             |             |          | 12           |
| 5            | 157         |             |             |             |             |             |             |             |             |             |             |             |          | 157          |
| 6            | 2166        | 70          | 22          |             |             |             |             |             |             |             |             |             |          | 2258         |
| 7            | 3665        | 838         | 68          | 3           | 1           | 2           |             |             |             |             |             |             |          | 4577         |
| 8            | 1756        | 2178        | 688         | 52          | 11          |             |             |             |             |             |             |             |          | 4685         |
| 9            | 631         | 1550        | 1694        | 594         | 77          | 6           |             |             |             |             |             |             |          | 4552         |
| 10           | 168         | 742         | 1434        | 1248        | 445         | 102         | 10          |             |             |             |             |             |          | 4149         |
| 11           | 35          | 263         | 833         | 1219        | 1042        | 506         | 48          | 10          |             |             |             |             |          | 3956         |
| 12           | 25          | 98          | 366         | 845         | 1006        | 839         | 411         | 61          | 7           |             |             |             |          | 3658         |
| 13           | 7           | 37          | 166         | 566         | 734         | 865         | 859         | 355         | 39          | 11          |             |             | 2        | 3641         |
| 14           |             | 16          | 70          | 275         | 506         | 607         | 813         | 675         | 221         | 61          | 9           |             | 2        | 3255         |
| 15           |             | 9           | 39          | 87          | 321         | 480         | 641         | 740         | 453         | 189         | 38          | 1           | 1        | 2999         |
| 16           |             |             | 2           | 20          | 92          | 221         | 372         | 542         | 482         | 481         | 168         | 48          |          | 2428         |
| 17           |             |             | 1           | 7           | 39          | 145         | 191         | 289         | 443         | 539         | 302         | 154         |          | 2110         |
| 18           |             |             | 2           | 2           | 11          | 23          | 101         | 140         | 320         | 364         | 361         | 222         |          | 1546         |
| 19           |             |             |             | 1           | 4           | 6           | 35          | 59          | 150         | 232         | 306         | 269         |          | 1062         |
| 20           |             |             |             |             | 1           | 1           | 18          | 17          | 36          | 156         | 194         | 262         |          | 685          |
| 21           |             |             |             |             |             |             |             | 1           | 20          | 88          | 121         | 167         |          | 397          |
| 22           |             |             |             |             |             |             |             | 3           | 9           | 46          | 87          | 108         |          | 253          |
| 23           |             |             |             |             |             |             | 2           | 1           | 6           | 24          | 41          | 74          | 1        | 149          |
| 24           |             |             |             |             |             |             |             |             |             | 6           | 15          | 31          |          | 52           |
| 25           |             |             |             |             |             |             |             |             |             | 7           | 1           | 26          |          | 34           |
| 25+          |             |             |             |             |             |             |             |             |             | 2           | 2           | 11          |          | 15           |
| <b>Total</b> | <b>8622</b> | <b>5801</b> | <b>5385</b> | <b>4919</b> | <b>4290</b> | <b>3803</b> | <b>3501</b> | <b>2893</b> | <b>2186</b> | <b>2206</b> | <b>1645</b> | <b>1373</b> | <b>6</b> | <b>46630</b> |

*Eastern Cape Department of Education EMIS data, 2006.*

**Table 52 Total number of learners enrolled in public and private ordinary schools in Dutywa by age and grade, 2006**

| Age          | 1            | 2            | 3            | 4           | 5           | 6           | 7           | 8           | 9           | 10          | 11          | 12          | LSEN      | Total        |
|--------------|--------------|--------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------|--------------|
| 4            | 37           | 0            | 0            | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0         | 37           |
| 5            | 295          | 0            | 0            | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0         | 295          |
| 6            | 4508         | 173          | 30           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 0         | 4711         |
| 7            | 7138         | 1885         | 153          | 11          | 1           | 2           | 6           | 0           | 0           | 0           | 0           | 0           | 0         | 9196         |
| 8            | 3350         | 4254         | 1635         | 122         | 13          | 0           | 6           | 8           | 0           | 0           | 0           | 0           | 0         | 9388         |
| 9            | 1139         | 2932         | 3494         | 1345        | 155         | 12          | 5           | 9           | 7           | 0           | 0           | 0           | 1         | 9099         |
| 10           | 273          | 1361         | 2748         | 2696        | 1257        | 211         | 21          | 2           | 5           | 0           | 0           | 0           | 0         | 8574         |
| 11           | 63           | 463          | 1475         | 2452        | 2347        | 1250        | 151         | 24          | 5           | 0           | 0           | 0           | 1         | 8231         |
| 12           | 37           | 147          | 624          | 1517        | 2058        | 2123        | 1106        | 163         | 13          | 0           | 0           | 0           | 1         | 7789         |
| 13           | 8            | 60           | 236          | 893         | 1378        | 1789        | 1961        | 1055        | 147         | 13          | 0           | 0           | 2         | 7542         |
| 14           | 0            | 17           | 94           | 427         | 826         | 1225        | 1778        | 1675        | 682         | 165         | 10          | 0           | 2         | 6901         |
| 15           | 0            | 9            | 46           | 133         | 523         | 798         | 1250        | 1642        | 1171        | 645         | 153         | 2           | 1         | 6373         |
| 16           | 0            | 0            | 2            | 35          | 162         | 345         | 693         | 1077        | 1155        | 1211        | 529         | 118         | 0         | 5327         |
| 17           | 0            | 0            | 2            | 10          | 52          | 206         | 362         | 611         | 927         | 1208        | 823         | 391         | 0         | 4592         |
| 18           | 0            | 0            | 2            | 3           | 13          | 49          | 133         | 249         | 540         | 792         | 848         | 579         | 5         | 3213         |
| 19           | 0            | 0            | 0            | 2           | 7           | 7           | 48          | 101         | 281         | 551         | 623         | 684         | 17        | 2321         |
| 20           | 0            | 0            | 0            | 0           | 1           | 4           | 20          | 24          | 68          | 303         | 415         | 549         | 3         | 1387         |
| 21           | 0            | 0            | 0            | 0           | 0           | 0           | 1           | 4           | 38          | 167         | 252         | 350         | 3         | 815          |
| 22           | 0            | 0            | 0            | 0           | 0           | 0           | 2           | 4           | 12          | 99          | 151         | 218         | 1         | 487          |
| 23           | 0            | 0            | 0            | 0           | 0           | 0           | 2           | 2           | 7           | 47          | 84          | 134         | 1         | 277          |
| 24           | 0            | 0            | 0            | 0           | 0           | 0           | 0           | 0           | 0           | 13          | 32          | 52          | 2         | 99           |
| 25           | 0            | 0            | 0            | 0           | 0           | 0           | 0           | 0           | 0           | 10          | 10          | 46          | 0         | 66           |
| 25+          | 0            | 0            | 0            | 0           | 0           | 0           | 0           | 0           | 1           | 2           | 7           | 18          | 0         | 28           |
| <b>Total</b> | <b>16848</b> | <b>11301</b> | <b>10541</b> | <b>9646</b> | <b>8793</b> | <b>8021</b> | <b>7545</b> | <b>6650</b> | <b>5059</b> | <b>5226</b> | <b>3937</b> | <b>3141</b> | <b>40</b> | <b>96748</b> |

*Eastern Cape Department of Education EMIS data, 2006.*

**Table 53 Percentage of female learners enrolled in public and private ordinary schools in Dutywa by age and grade, 2006**

| Age          | 1          | 2          | 3          | 4          | 5          | 6          | 7          | 8          | 9          | 10         | 11         | 12         | LSEN       | Total      |
|--------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| 4            | 0.3        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | <b>0.0</b> |
| 5            | 1.7        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | <b>0.3</b> |
| 6            | 28.5       | 1.9        | 0.2        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | <b>4.9</b> |
| 7            | 42.2       | 19.0       | 1.6        | 0.2        | 0.0        | 0.0        | 0.1        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | <b>9.2</b> |
| 8            | 19.4       | 37.7       | 18.4       | 1.5        | 0.0        | 0.0        | 0.1        | 0.2        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | <b>9.4</b> |
| 9            | 6.2        | 25.1       | 34.9       | 15.9       | 1.7        | 0.1        | 0.1        | 0.2        | 0.2        | 0.0        | 0.0        | 0.0        | 2.9        | <b>9.1</b> |
| 10           | 1.3        | 11.3       | 25.5       | 30.6       | 18.0       | 2.6        | 0.3        | 0.1        | 0.2        | 0.0        | 0.0        | 0.0        | 0.0        | <b>8.8</b> |
| 11           | 0.3        | 3.6        | 12.5       | 26.1       | 29.0       | 17.6       | 2.5        | 0.4        | 0.2        | 0.0        | 0.0        | 0.0        | 2.9        | <b>8.5</b> |
| 12           | 0.1        | 0.9        | 5.0        | 14.2       | 23.4       | 30.4       | 17.2       | 2.7        | 0.2        | 0.0        | 0.0        | 0.0        | 2.9        | <b>8.2</b> |
| 13           | 0.0        | 0.4        | 1.4        | 6.9        | 14.3       | 21.9       | 27.3       | 18.6       | 3.8        | 0.1        | 0.0        | 0.0        | 0.0        | <b>7.8</b> |
| 14           | 0.0        | 0.0        | 0.5        | 3.2        | 7.1        | 14.7       | 23.9       | 26.6       | 16.0       | 3.4        | 0.0        | 0.0        | 0.0        | <b>7.3</b> |
| 15           | 0.0        | 0.0        | 0.1        | 1.0        | 4.5        | 7.5        | 15.1       | 24.0       | 25.0       | 15.1       | 5.0        | 0.1        | 0.0        | <b>6.7</b> |
| 16           | 0.0        | 0.0        | 0.0        | 0.3        | 1.6        | 2.9        | 7.9        | 14.2       | 23.4       | 24.2       | 15.8       | 4.0        | 0.0        | <b>5.8</b> |
| 17           | 0.0        | 0.0        | 0.0        | 0.1        | 0.3        | 1.4        | 4.2        | 8.6        | 16.8       | 22.2       | 22.7       | 13.4       | 0.0        | <b>5.0</b> |
| 18           | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.6        | 0.8        | 2.9        | 7.7        | 14.2       | 21.2       | 20.2       | 14.7       | <b>3.3</b> |
| 19           | 0.0        | 0.0        | 0.0        | 0.0        | 0.1        | 0.0        | 0.3        | 1.1        | 4.6        | 10.6       | 13.8       | 23.5       | 50.0       | <b>2.5</b> |
| 20           | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.1        | 0.0        | 0.2        | 1.1        | 4.9        | 9.6        | 16.2       | 8.8        | <b>1.4</b> |
| 21           | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.1        | 0.6        | 2.6        | 5.7        | 10.4       | 8.8        | <b>0.8</b> |
| 22           | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.1        | 1.8        | 2.8        | 6.2        | 2.9        | <b>0.5</b> |
| 23           | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.8        | 1.9        | 3.4        | 0.0        | <b>0.3</b> |
| 24           | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.2        | 0.7        | 1.2        | 5.9        | <b>0.1</b> |
| 25           | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.1        | 0.4        | 1.1        | 0.0        | <b>0.1</b> |
| 25+          | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.2        | 0.4        | 0.0        | <b>0.0</b> |
| <b>Total</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> |

*Eastern Cape Department of Education EMIS data, 2006.*

**Table 54 Percentage of male learners enrolled in public and private ordinary schools in Dutywa by age and grade, 2006**

| Age | 1    | 2    | 3    | 4    | 5    | 6    | 7    | 8    | 9    | 10   | 11   | 12   | LSEN | Total |
|-----|------|------|------|------|------|------|------|------|------|------|------|------|------|-------|
| 4   | 0.1  | 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   |
| 5   | 1.8  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.3   |
| 6   | 25.1 | 1.2  | 0.4  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 4.8   |
| 7   | 42.5 | 14.4 | 1.3  | 0.1  | 0.0  | 0.1  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 9.8   |
| 8   | 20.4 | 37.5 | 12.8 | 1.1  | 0.3  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 10.0  |
| 9   | 7.3  | 26.7 | 31.5 | 12.1 | 1.8  | 0.2  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 9.8   |
| 10  | 1.9  | 12.8 | 26.6 | 25.4 | 10.4 | 2.7  | 0.3  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 8.9   |
| 11  | 0.4  | 4.5  | 15.5 | 24.8 | 24.3 | 13.3 | 1.4  | 0.3  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 8.5   |
| 12  | 0.3  | 1.7  | 6.8  | 17.2 | 23.4 | 22.1 | 11.7 | 2.1  | 0.3  | 0.0  | 0.0  | 0.0  | 0.0  | 7.8   |
| 13  | 0.1  | 0.6  | 3.1  | 11.5 | 17.1 | 22.7 | 24.5 | 12.3 | 1.8  | 0.5  | 0.0  | 0.0  | 33.3 | 7.8   |
| 14  | 0.0  | 0.3  | 1.3  | 5.6  | 11.8 | 16.0 | 23.2 | 23.3 | 10.1 | 2.8  | 0.5  | 0.0  | 33.3 | 7.0   |
| 15  | 0.0  | 0.2  | 0.7  | 1.8  | 7.5  | 12.6 | 18.3 | 25.6 | 20.7 | 8.6  | 2.3  | 0.1  | 16.7 | 6.4   |
| 16  | 0.0  | 0.0  | 0.0  | 0.4  | 2.1  | 5.8  | 10.6 | 18.7 | 22.0 | 21.8 | 10.2 | 3.5  | 0.0  | 5.2   |
| 17  | 0.0  | 0.0  | 0.0  | 0.1  | 0.9  | 3.8  | 5.5  | 10.0 | 20.3 | 24.4 | 18.4 | 11.2 | 0.0  | 4.5   |
| 18  | 0.0  | 0.0  | 0.0  | 0.0  | 0.3  | 0.6  | 2.9  | 4.8  | 14.6 | 16.5 | 21.9 | 16.2 | 0.0  | 3.3   |
| 19  | 0.0  | 0.0  | 0.0  | 0.0  | 0.1  | 0.2  | 1.0  | 2.0  | 6.9  | 10.5 | 18.6 | 19.6 | 0.0  | 2.3   |
| 20  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.5  | 0.6  | 1.6  | 7.1  | 11.8 | 19.1 | 0.0  | 1.5   |
| 21  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.9  | 4.0  | 7.4  | 12.2 | 0.0  | 0.9   |
| 22  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.1  | 0.4  | 2.1  | 5.3  | 7.9  | 0.0  | 0.5   |
| 23  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.1  | 0.0  | 0.3  | 1.1  | 2.5  | 5.4  | 16.7 | 0.3   |
| 24  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.3  | 0.9  | 2.3  | 0.0  | 0.1   |
| 25  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.3  | 0.1  | 1.9  | 0.0  | 0.1   |
| 25+ | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.1  | 0.1  | 0.8  | 0.0  | 0.0   |
|     | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100   |

*Eastern Cape Department of Education EMIS data, 2006.*

**Table 55 Percentage of total learners enrolled in public and private ordinary schools in Dutywa by age and grade, 2006**

| Age | 1    | 2    | 3    | 4    | 5    | 6    | 7    | 8    | 9    | 10   | 11   | 12   | LSEN | Total |
|-----|------|------|------|------|------|------|------|------|------|------|------|------|------|-------|
| 4   | 0.2  | 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   |
| 5   | 1.8  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.3   |
| 6   | 26.8 | 1.5  | 0.3  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 4.9   |
| 7   | 42.4 | 16.7 | 1.5  | 0.1  | 0.0  | 0.0  | 0.1  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 9.5   |
| 8   | 19.9 | 37.6 | 15.5 | 1.3  | 0.1  | 0.0  | 0.1  | 0.1  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 9.7   |
| 9   | 6.8  | 25.9 | 33.1 | 13.9 | 1.8  | 0.1  | 0.1  | 0.1  | 0.1  | 0.0  | 0.0  | 0.0  | 2.5  | 9.4   |
| 10  | 1.6  | 12.0 | 26.1 | 27.9 | 14.3 | 2.6  | 0.3  | 0.0  | 0.1  | 0.0  | 0.0  | 0.0  | 0.0  | 8.9   |
| 11  | 0.4  | 4.1  | 14.0 | 25.4 | 26.7 | 15.6 | 2.0  | 0.4  | 0.1  | 0.0  | 0.0  | 0.0  | 2.5  | 8.5   |
| 12  | 0.2  | 1.3  | 5.9  | 15.7 | 23.4 | 26.5 | 14.7 | 2.5  | 0.3  | 0.0  | 0.0  | 0.0  | 2.5  | 8.1   |
| 13  | 0.0  | 0.5  | 2.2  | 9.3  | 15.7 | 22.3 | 26.0 | 15.9 | 2.9  | 0.2  | 0.0  | 0.0  | 5.0  | 7.8   |
| 14  | 0.0  | 0.2  | 0.9  | 4.4  | 9.4  | 15.3 | 23.6 | 25.2 | 13.5 | 3.2  | 0.3  | 0.0  | 5.0  | 7.1   |
| 15  | 0.0  | 0.1  | 0.4  | 1.4  | 5.9  | 9.9  | 16.6 | 24.7 | 23.1 | 12.3 | 3.9  | 0.1  | 2.5  | 6.6   |
| 16  | 0.0  | 0.0  | 0.0  | 0.4  | 1.8  | 4.3  | 9.2  | 16.2 | 22.8 | 23.2 | 13.4 | 3.8  | 0.0  | 5.5   |
| 17  | 0.0  | 0.0  | 0.0  | 0.1  | 0.6  | 2.6  | 4.8  | 9.2  | 18.3 | 23.1 | 20.9 | 12.4 | 0.0  | 4.7   |
| 18  | 0.0  | 0.0  | 0.0  | 0.0  | 0.1  | 0.6  | 1.8  | 3.7  | 10.7 | 15.2 | 21.5 | 18.4 | 12.5 | 3.3   |
| 19  | 0.0  | 0.0  | 0.0  | 0.0  | 0.1  | 0.1  | 0.6  | 1.5  | 5.6  | 10.5 | 15.8 | 21.8 | 42.5 | 2.4   |
| 20  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.3  | 0.4  | 1.3  | 5.8  | 10.5 | 17.5 | 7.5  | 1.4   |
| 21  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.1  | 0.8  | 3.2  | 6.4  | 11.1 | 7.5  | 0.8   |
| 22  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.1  | 0.2  | 1.9  | 3.8  | 6.9  | 2.5  | 0.5   |
| 23  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.1  | 0.9  | 2.1  | 4.3  | 2.5  | 0.3   |
| 24  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.2  | 0.8  | 1.7  | 5.0  | 0.1   |
| 25  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.2  | 0.3  | 1.5  | 0.0  | 0.1   |
| 25+ | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.2  | 0.6  | 0.0  | 0.0   |
|     | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100   |

*Eastern Cape Department of Education EMIS data, 2006.*

## 7.6 Repeaters

Table 56 shows the number and percentage of learners repeating each grade in 2006. In the primary grades in the Dutywa district, the proportion of repeaters in each grade was fairly consistent, ranging between about 4% and 5%. In the first two grades of secondary school (Grades 8 and 9), the proportion of repeaters drops slightly to under 4% but then it increases to over 9% from Grade 10. With the exception of Grade 11, the proportion of male repeaters in each grade was higher than the proportion of female repeaters. Only in Grade 9 did the proportion of male repeaters drop below 5%. The biggest gap in the proportion of male and female repeaters was in Grade 8 where 3% of females were repeating compared to 5.2% of males.



**Table 56 Number and percentage of learners repeating a grade in Dutywa, 2006**

| Grade        | Repeaters   |             |             | Enrolment    |              |               | % repeaters in Dutywa |            |            |
|--------------|-------------|-------------|-------------|--------------|--------------|---------------|-----------------------|------------|------------|
|              | Female      | Male        | Total       | Female       | Male         | Total         | Female                | Male       | Total      |
| 1            | 409         | 490         | 899         | 9195         | 9595         | 18790         | 4.4                   | 5.1        | 4.8        |
| 2            | 250         | 362         | 612         | 6301         | 6498         | 12799         | 4.0                   | 5.6        | 4.8        |
| 3            | 241         | 306         | 547         | 5745         | 6001         | 11746         | 4.2                   | 5.1        | 4.7        |
| 4            | 235         | 325         | 560         | 5356         | 5496         | 10852         | 4.4                   | 5.9        | 5.2        |
| 5            | 217         | 247         | 464         | 4936         | 4713         | 9649          | 4.4                   | 5.2        | 4.8        |
| 6            | 176         | 211         | 387         | 4728         | 4139         | 8867          | 3.7                   | 5.1        | 4.4        |
| 7            | 164         | 213         | 377         | 4473         | 3807         | 8280          | 3.7                   | 5.6        | 4.6        |
| 8            | 121         | 164         | 285         | 4079         | 3140         | 7219          | 3.0                   | 5.2        | 3.9        |
| 9            | 91          | 109         | 200         | 3287         | 2350         | 5637          | 2.8                   | 4.6        | 3.5        |
| 10           | 314         | 225         | 539         | 3261         | 2269         | 5530          | 9.6                   | 9.9        | 9.7        |
| 11           | 241         | 150         | 391         | 2517         | 1705         | 4222          | 9.6                   | 8.8        | 9.3        |
| 12           | 259         | 189         | 448         | 2047         | 1380         | 3427          | 12.7                  | 13.7       | 13.1       |
| <b>Total</b> | <b>2718</b> | <b>2991</b> | <b>5709</b> | <b>55925</b> | <b>51093</b> | <b>107018</b> | <b>4.9</b>            | <b>5.9</b> | <b>5.3</b> |

*Eastern Cape Department of Education EMIS data, 2006.*

### 7.7 Drop-out

Table 57 shows the number of learners by gender who dropped out of school in 2005 without completing their final exams. This table does not include those learners who may have completed the year and only then dropped out of school. The drop-out rate in Dutywa in 2005 was fairly high, with 2 583 learners dropping out without completing a grade. Grade 1 had the largest number of learners dropping out; almost 20% (or 508 learners) of all drop-outs in the district were in Grade 1. The number of drop-outs decreased in Grade 2 to 285 and then again in Grade 3 when 154 learners dropped out. The number of drop-outs was comparatively low between Grade 3 and Grade 9, but increased in Grade 10, which is the first year of the non-compulsory phase of schooling.

In terms of gender, more male than female learners dropped out in Grades 1 to 8. From Grade 9 onwards, however, the situation was reversed, with more females than male learners dropping out. Overall in the district, more male learners dropped out of school in 2005 than female learners.

**Table 57 Number of learners who dropped out during the previous academic year (2005) without completing the final exam**

|              | Female      | Male        | Total       |
|--------------|-------------|-------------|-------------|
| Gr1          | 231         | 277         | <b>508</b>  |
| Gr2          | 139         | 146         | <b>285</b>  |
| Gr3          | 53          | 101         | <b>154</b>  |
| Gr4          | 75          | 126         | <b>201</b>  |
| Gr5          | 68          | 108         | <b>176</b>  |
| Gr6          | 90          | 95          | <b>185</b>  |
| Gr7          | 65          | 99          | <b>164</b>  |
| Gr8          | 62          | 69          | <b>131</b>  |
| Gr9          | 85          | 76          | <b>161</b>  |
| Gr10         | 169         | 103         | <b>272</b>  |
| Gr11         | 128         | 78          | <b>206</b>  |
| Gr12         | 86          | 54          | <b>140</b>  |
| <b>Total</b> | <b>1251</b> | <b>1332</b> | <b>2583</b> |

*Eastern Cape Department of Education EMIS data, 2006, and DoE School Realities 2006, October 2006.*

## 8. Overview of Case Study Schools in the Eastern Cape

**Table 58 Numbers of learners by grade and gender, case study schools, Eastern Cape, 2007**

| Grade        | Schools    |            |                 |            |            |            |
|--------------|------------|------------|-----------------|------------|------------|------------|
|              | Candu JSS  |            | Mtshotshisa JSS |            | Sijadu JSS |            |
|              | M          | F          | M               | F          | M          | F          |
| Gr R         |            |            | 14              | 14         |            |            |
| Gr 1         | 32         | 26         | 14              | 21         | 21         | 27         |
| Gr 2         | 24         | 22         | 10              | 10         | 14         | 16         |
| Gr 3         | 23         | 15         | 13              | 12         | 15         | 13         |
| Gr 4         | 12         | 13         | 15              | 19         | 13         | 17         |
| Gr 5         | 18         | 11         | 14              | 18         | 14         | 15         |
| Gr 6         | 19         | 14         | 16              | 14         | 16         | 15         |
| Gr 7         | 23         | 12         | 21              | 25         | 15         | 12         |
| Gr 8         | 19         | 14         | 19              | 26         | 10         | 14         |
| Gr 9         | 14         | 5          | 24              | 21         | 10         | 8          |
| <b>Total</b> | <b>184</b> | <b>132</b> | <b>160</b>      | <b>180</b> | <b>128</b> | <b>137</b> |
| <b>Total</b> | <b>316</b> |            | <b>340</b>      |            | <b>265</b> |            |

*Eastern Cape Department of Education EMIS data, 2006, and DoE School Realities 2006, October 2006.*

*Fieldwork data collected from the case study schools*

*Mtshotshisa Junior Secondary School (Grade R to Grade 9) is situated in a rural village close to the N2 national highway in the former Transkei. It is a public school that was established in the 1960s. The medium of instruction is Xhosa in the Foundation Phase and English is introduced in the Intermediate phase. There is a multigrade class, combining Grade 2 and Grade 3 in the same class, because of the redeployment of an educator. A clinic is about 500 metres away, and the closest feeder primary school is 2 km away. It is 23 km to the district office and a police station. There is no access road to the school which is about 2 km from the N2 highway. Learners walk up to 5 km to attend the school, taking up to an hour to walk there. It is estimated that there is 1 child with sight disability, 1 with a hearing disability, 3 with speaking disabilities, and 5 with learning disabilities.*

*The school building is made of concrete bricks and is in a poor condition. However, there is sufficient lighting and ventilation, and sufficient numbers of chairs and desks. There are no latrines for boys, 5 pit latrines for girls and 5 for staff; all are in an unacceptable condition. The school relies on a rainwater tank for water; clean water is also obtained from community taps. The school has electricity. There is no science or computer laboratory, no library and no school kitchen. The principal's office, staff room, storeroom, playground and covered assembly are in poor condition. The school has no established sporting facilities.*

*The learning materials for Grade R and for the Foundation Phase are unacceptable. The chalkboards are in poor condition in Grades 1, 5, 6 and in Grade R. However, writing materials are available.*

There are 11 permanent teachers at the school. Almost all the teachers have more than 10 years of experience. Eight of them live within a radius of 24 km from the school; the other three live 34, 45 and 50 km away. Most teachers (8) seem to have matric plus 3 years training.

The school day begins at 07h45 and finishes at 15h00. When there are morning classes for the Senior Phase, the school starts at 07h00. The length of teaching periods is 90 minutes for the Foundation Phase, 48 minutes for the Intermediate Phase, and 50 minutes for the Senior Phase. There are 196 periods in a week: 120 for the Senior Phase, 56 for the Intermediate Phase and 20 for the Foundation Phase.

School nutrition is rated as excellent. The school does not have facilities for children with special needs and no teachers have been trained to deal with special educational needs.

The school was declared a no-fee school in 2007. Previously, annual fees amounted to R25 for Grades 1-3, R40 for Grades 4-6 and R65 for Grades 7-9. Parents buy uniforms and pay for tours.

The principal did not think drop-out was a problem beyond a few identifiable cases, such as a pregnant learner who dropped out in 2007 (but was expected to return). Learner absenteeism was also not considered to be an issue. During a CREATE visit on a particularly cold winter's day in May 2007 (a radio announcement on the previous day had asked that people remain indoors), attendance appeared to be quite high (in Grade 8, for example, of the 45 learners, 33 were present; only 9 learners were absent in Grade 5). Educators in the Foundation Phase were attending a cluster workshop, but a few Foundation learners were present (including 7 of the 31 Grade 1 learners). There are a number of over-aged learners, some as old as 20 in Grade 9, both because of late entrance into Grade 1 and because of repetition. According to the principal, "[The quality of education] is quite good. We have competent teachers. The problem is with the learners. Some just come to school because they are going to school – they have no vision after that". The principal also noted that many learners repeated Grade 10 ("because English is a failing subject").

*Candu Junior Secondary School* (Grades 1-9) has far more visible access issues than Mtshotshisa. Its buildings are dilapidated, there are insufficient desks and chairs and a corrugated iron church neighbouring the school is being used temporarily as two classrooms. Ventilation, lighting, chalk and chalkboard in the temporary classes are unacceptable. The number of learners through the grades drops, particularly girls. The principal explained that this was a result of "faction violence", related to the initiation of young boys.

The school is in a rural area in the former Transkei, close to the N2 highway. It is a public school that was established in 1969. The medium of instruction is Xhosa in the Foundation Phase and English from Grade 4 onwards. Throughout the grades, educators use code-switching to facilitate understanding.

The nearest clinic is 7 km away, a hospital 61 km, the district office 27-30 km, a preschool 3 km, a high school 4 km and a police station 30 km. The furthest child travels for 8 km to get to school. It is estimated that one child has a speaking disability, and 10 have learning disabilities.

The school is not secure. There is an adequate supply of textbooks and writing materials. There is no science laboratory, no administration block, no staffroom, no library, no storeroom, no covered assembly area, no playground and no secure fencing. There are 5 pit latrines for boys and 5 for girls; they are in a poor condition. Two latrines reserved for staff are also in a poor condition. There are no facilities for washing hands. The school has electricity but no access to water.

The school has 11 teachers including one seconded by the department. Officially the school starts at 07h50 and finishes at 15h00, although in reality the school day begins at 08h00 and continues until 14h00. Teaching periods are 30 minutes in length for the Foundation Phase, and 1 hour for both the Senior and Intermediate Phases.

The school is a no-fee school. Parents buy uniforms and pay or fundraise for tours.

There are no teachers trained for special needs or who can identify and work with children with disabilities. There are no sick-bay facilities. Common health problems among girls are related to pregnancy.

*Sijadu Junior Secondary School* (Grade R to Grade 9) is in the same vicinity as the other two schools, in a village not far from the N2 highway. It was established in 1981. Because of a shortage of classrooms and teachers, the school has several multigrade classes, combining Grades 1 and 2, Grades 4 and 5 and Grades 7 and 8.

A clinic and a high school are 1 km from the school; the district office is 20 km away. The furthest child travels 3 km to get to school. There is no access road from the N2 to the school.

It is estimated that there are 5 children with sight disabilities, 1 with a speaking disability and 15 with learning disabilities. The school does not have any facilities for children with disabilities. There are no teachers who are trained to identify and work with children with disabilities.

The school buildings are mud structures. There is no space for sports fields in the school. Safety and security at the school is poor. Lighting and ventilation in the classrooms is adequate. There are insufficient chairs and desks for learners and staff and they are in poor condition. The condition of the chalkboards is unacceptable. The provision of learning material in the form of textbooks is excellent and there is sufficient writing material. There is no science laboratory, administration block, staffroom, library, storeroom, covered assembly space, school kitchen, secure fencing or playgrounds. There are no latrines for learners, and one pit latrine for staff which is in poor condition. There are no facilities available for washing hands. There is electricity at the school and the main source of water is from a rainwater tank.

The school is a no-fee school. The only charge is for excursions, which could be between R200 and R250. The school feeding scheme is acceptable.

The school has no facilities to treat sick learners. Common health problems are rashes in children and stress and fever among teachers.

The school has 10 permanent teachers, 7 female and 3 male. All the teachers have a minimum of matric plus a three year qualification. The majority of teachers have more than 10 years

teaching experience. Most teachers stay within a 20 km radius of the school. The principal lives 155 km away from the school.

The school officially starts at 07h45 and finishes at 15h00, but most often it actually starts at 08h00 and finishes at 14h00. The number of teaching periods differs according to the phases: 22 for the Senior Phase, 30 for the Intermediate Phase and 35 for the Foundation Phase. The length of periods for the Senior Phase is 1 hour, and for the Intermediate Phase periods are 50 minutes.

**Note:** *Bashe Senior Secondary School* was included in the first site visit, but was dropped from the project after it was clarified that CREATE's zones of exclusion do not extend beyond Grade 9. Nevertheless, a few remarks on the school are worth adding here because the primary schools feed into this high school. The principal indicated that drop-out was not a problem except as a result of pregnancy. In 2006, of the 131 female learners, 12 pregnant girls dropped out. The number of boys dropping out was estimated at less than 5%. Many of the learners are over-aged: of the 181 learners in Matric, almost 50 were over 18 years of age. The principal described the school's enrolment pattern as a "Coca-Cola" figure. Numbers drop in Grade 11 and increase again in Grade 12. Apparently learners transfer to another school for Grade 11 and return in Grade 12 (although the principal could not explain why). Repetition is high. The principal attributed this to the high failure rate in English. The school's matric pass rate had improved since 2002, when it was a dismal 33%, to 70.3% in 2006. The upturn is attributed to a number of interventions, including vacation programmes and additional English classes over weekends given by a Chief Curriculum Specialist (who is a member of the community). Learner absenteeism is "manageable", according to the principal, and learners are punished (corporally) if they are absent. Teachers were mainly absent as a result of attending workshops (often related to the new curriculum), but with a staff of just 11, a teacher's absence was noticeable.

## 9. Community School Survey: Education Data on Three Case Study Schools in the Dutywa District of the Eastern Cape

### 9.1 Introduction

Three schools in the Dutywa education district of the Eastern Cape, all combined schools from Grades 1 to 9, form part of the Community School Survey. They are: Candu Junior Secondary School, Mtshotshisa Junior Secondary School and Sijadu Junior Secondary School.

### 9.2 Educators

While the average learner:educator ratio in 2006 in Dutywa was 33:1 (see Table 47 above), it was 26.4:1 at Candu JSS and 33.1:1 at Mtshotshisa JSS. Information on the number of educators and the learner:educator ratio was not available for Sijadu JSS.

**Table 59 Number of educators and learners, and learner:educator ratios, in the 3 case study schools in Dutywa, 2006**

|                        | Learners       | Educators    | L:E ratio   |
|------------------------|----------------|--------------|-------------|
| Candu JSS              | 290            | 11           | 26.4        |
| Mtshotshisa JSS        | 331            | 10           | 33.1        |
| Sijadu JSS             | 284            | N/A          | N/A         |
| <b>Dutywa district</b> | <b>107 018</b> | <b>3 243</b> | <b>33.0</b> |

*Eastern Cape Department of Education EMIS data, 2006.*

### 9.3 Learners

In Dutywa as a whole there were more female than male learners (Table 60). At the three schools participating in the ComSS survey, proportions of male and female learners varied: at Candu female learners constituted 51%, at Mtshotshisa 53% and at Sijadu 48%.

**Table 60 Number and percentage of learners by gender in the 3 case study schools in Dutywa, 2006**

|                        | Female        | Male          | % female    | % male      |
|------------------------|---------------|---------------|-------------|-------------|
| Candu JSS              | 147           | 143           | 50.7        | 49.3        |
| Mtshotshisa JSS        | 176           | 155           | 53.2        | 46.8        |
| Sijadu JSS             | 137           | 147           | 48.2        | 51.8        |
| <b>Dutywa district</b> | <b>55 925</b> | <b>51 093</b> | <b>52.3</b> | <b>47.7</b> |

*Eastern Cape Department of Education EMIS data, 2006.*

### 9.4 Age-Grade Norm

Table 61 shows the proportion of over-aged children by gender enrolled in each of the three case study schools in 2007 and in Dutywa in 2006. As shown in Appendix 2 and Appendix 3, the majority of learners, particularly in the primary grades, were the appropriate age for their grade in 2006. However, in Candu and Mtshotshisa a small number of learners in the younger grades are under-age for their grade.

In Dutywa, a large proportion of children in each grade were over-age, and in many grades this applied to more than half the children in that grade. A far higher proportion of boys than

girls were over-age (Table 61). In the three case study schools the situation was not as bad as in the district as a whole. In Candu there were no over-age children until Grade 7 and in Sijadu there were over-aged children only in Grade 9. However, at Mtshotshisa a number of over-aged children were enrolled from Grade 2, and of particular concern is the increase in the number of over-age boys to 71% in Grade 9.

**Table 61 Percentage of over-age learners in the 3 case study schools in 2007 and in Dutywa in 2006**

|                        | Gender/<br>Grade | 1           | 2           | 3           | 4           | 5           | 6           | 7           | 8           | 9           | 10          | 11          | 12          |
|------------------------|------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Candu JSS              | F                | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | N/A         | N/A         | N/A         |
|                        | M                | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 13.0        | 21.1        | 35.7        | N/A         | N/A         | N/A         |
|                        | T                | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 8.6         | 12.1        | 26.3        | N/A         | N/A         | N/A         |
| Mtshotshisa JSS        | F                | 0           | 10.0        | 8.3         | 0.0         | 0.0         | 7.1         | 32.0        | 46.2        | 14.3        | N/A         | N/A         | N/A         |
|                        | M                | 0           | 10.0        | 7.7         | 13.3        | 7.1         | 25.0        | 52.4        | 68.4        | 70.8        | N/A         | N/A         | N/A         |
|                        | T                | 0           | 10.0        | 8.0         | 5.9         | 3.1         | 16.7        | 41.3        | 55.6        | 44.4        | N/A         | N/A         | N/A         |
| Sijadu JSS             | F                | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 37.5        | N/A         | N/A         | N/A         |
|                        | M                | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 30.0        | N/A         | N/A         | N/A         |
|                        | T                | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 33.3        | N/A         | N/A         | N/A         |
| <b>Dutywa district</b> | <b>F</b>         | <b>27.3</b> | <b>41.3</b> | <b>44.9</b> | <b>51.8</b> | <b>51.2</b> | <b>49.2</b> | <b>52.3</b> | <b>51.2</b> | <b>54.4</b> | <b>57.2</b> | <b>56.5</b> | <b>62.4</b> |
|                        | <b>M</b>         | <b>30.4</b> | <b>46.8</b> | <b>54.1</b> | <b>61.4</b> | <b>63.3</b> | <b>61.7</b> | <b>62.1</b> | <b>61.9</b> | <b>67.1</b> | <b>66.4</b> | <b>68.6</b> | <b>69.0</b> |
|                        | <b>T</b>         | <b>28.9</b> | <b>44.1</b> | <b>49.6</b> | <b>56.7</b> | <b>57.1</b> | <b>55.1</b> | <b>56.8</b> | <b>55.8</b> | <b>59.9</b> | <b>61.1</b> | <b>61.5</b> | <b>65.3</b> |

Eastern Cape Department of Education EMIS data, 2006. N/A: Not Applicable.

## 9.5 Repeaters

Table 62 gives the percentages of learners in the three case study schools repeating a grade in 2006. In relation to Dutywa as a whole, the situation varied widely. At Candu, there were no repeaters in Grade 1 or Grade 9, and the number of repeaters from Grades 2 to 7 was higher than the district average (of 4%-5%: see Table 56 above). At Mtshotshisa the number of repeaters in Grades 1 and 9 were lower than the district average. The school had no repeaters in Grades 2 and 3 but in Grades 4 to 8 the number was higher than for Dutywa as a whole. Sijadu had repeaters in every grade, and proportionately much higher than for Dutywa.

**Table 62 Percentage of learners repeating a grade in the 3 case study schools, 2006**

| School          | Gender/<br>Grade | 1   | 2    | 3    | 4    | 5    | 6    | 7    | 8    | 9    |
|-----------------|------------------|-----|------|------|------|------|------|------|------|------|
| Candu JSS       | F                |     |      | 5.3  |      | 18.8 | 27.3 | 12.5 |      |      |
|                 | M                |     | 25.0 | 11.1 | 18.8 | 20.0 | 5.6  | 6.7  | 5.3  |      |
|                 | T                |     | 8.0  | 8.1  | 10.0 | 19.4 | 13.8 | 9.7  | 3.6  |      |
| Mtshotshisa JSS | F                |     |      |      | 5.3  | 5.9  | 6.7  | 3.8  | 4.3  |      |
|                 | M                | 6.3 |      |      | 12.5 | 10.5 | 15.8 | 6.3  | 4.0  | 3.8  |
|                 | T                | 2.9 |      |      | 8.6  | 8.8  | 11.1 | 4.8  | 4.2  | 1.9  |
| Sijadu JSS      | F                | 3.8 | 8.3  | 13.3 | 4.8  | 0.0  | 18.2 | 7.7  | 5.9  | 12.5 |
|                 | M                | 9.5 | 16.7 | 10.0 | 8.3  | 25.0 | 10.5 | 13.3 | 16.7 | 16.7 |
|                 | T                | 6.4 | 13.3 | 11.4 | 6.1  | 11.5 | 13.3 | 10.7 | 11.4 | 15.0 |

Eastern Cape Department of Education EMIS data, 2006.

## 9.6 Drop-out

Table 63 details the number of learners who dropped out of the three case study schools during 2005 without completing their final exams. These tables do not provide data for



learners who may have dropped out after writing their end of year exams. In Dutywa as a whole, 2 583 learners dropped out of school in 2005, including 508 from Grade 1. Of the three case study schools, Candu had the largest number of learners (41) dropping out without writing their final exams, all of them between Grade 1 and Grade 8 (surprisingly, none from Grade 9). Only two children dropped out of Mtshotshisa, one from Grade 7 and one from Grade 9, while five dropped out of Sijadu, from Grades 4, 5, 7 and 9.

**Table 63 Number of learners who dropped out of school in the previous academic year (2005) without completing the final exam**

| Institution     | Gender/ Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Total |
|-----------------|---------------|---|---|---|---|---|---|---|---|---|-------|
| Candu JSS       | F             | 2 | 1 | 1 | 3 | 1 | 3 | 1 | 2 | 0 | 14    |
|                 | M             | 3 | 4 | 4 | 4 | 2 | 3 | 2 | 5 | 0 | 27    |
|                 | T             | 5 | 5 | 5 | 7 | 3 | 6 | 3 | 7 | 0 | 41    |
| Mtshotshisa JSS | F             | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0     |
|                 | M             | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 2     |
|                 | T             | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 2     |
| Sijadu JSS      | F             | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 3     |
|                 | M             | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 2     |
|                 | T             | 0 | 0 | 0 | 2 | 1 | 0 | 1 | 0 | 1 | 5     |

*Eastern Cape Department of Education EMIS data, 2006.*

## 10. Zone Discussions

A major aim of the research in 2007 was to address the relevance of the zones in the CREATE model to South Africa. What was revealed was that:

- That Zone 1 is a limited problem in our case study schools and is a view that is confirmed by district level data (less than 2%). This relates to the policies and practices of active recruitment to schools. It is likely that those who are in zone 1 are learners in need of special education.
- Zone 2 also had limited relevance in our case study schools (around 4% in the districts under investigation). Specific instances of drop-out in primary pertained to the different provinces. The drop-out related largely to learners in the early years of schooling and attendance and poor performance were seen as important precursors to drop-out. Family circumstance and unexpected economic shocks also led to drop-out. In a limited set of instances particularly in Eastern Cape drop-out was related to child labour. The drop-out and drop-in factor was difficult to track and as the fieldwork revealed schools don't have stringent policies about being admitted to schools e.g. school transfer cards are not always present. The district level data reflects drop-out as those learners who are not present in school from one year to the next and those who have not followed the formal transfer procedures.
- Zones 3 and 6 are of great relevance to the South African case and illustrates those learners who are at risk of exclusion from primary and junior secondary. The main indicators of exclusion investigated in the fieldwork were over-age, absenteeism and learner performance. What was revealed was that while over-age learners are present because of policy measures to improve flow and progression these numbers are diminishing. The fieldwork also revealed some under reporting at the schools of over-age learners. The relationship between progression policies, quality and achievement in the case study schools requires further investigation. Districts officials and educators also did not concur about policies which resulted in limited repetition in the primary schools. Educators felt that learners were being "pushed through" without having mastered learning outcomes.

In general attendance in both provinces, from a review of educator registers was high (80% to 90%). The specific reasons for absenteeism related to initiation ceremonies, seasonal need for child labour, holidays, greater absenteeism in specific grades such as Grade 1 and specific activities such as pension days where learners were less likely to be present. Teacher attendance continues to be a problem with teachers not being present on some Fridays and Mondays, for the purposes of municipal and union meetings.

Learner performance has yet to be established. However what was found thus far from the principals' interviews is that learner performance is closely related to absenteeism and over-age. Language of instruction was also raised as an important issue which could have an important influence on learning and performance in general.

- Zone 4 that is, failing to transition to secondary school affected learners in provinces in different ways. Schools in the Eastern Cape go up to Grade 9 so that main transition takes place from Grade 9 and Grade 10 and in Gauteng from Grade 7 to Grade 8. Zone 4

in South Africa raises the issue of school choice since learners want to choose what they perceive to be quality schools. There are fewer primary schools than secondary schools in South Africa so transition may involve travelling greater distances particularly in the rural areas.

- In Zone 5 i.e. drop-outs from junior secondary, a different set of pressures contribute to drop-out. Girls appear to drop-out because of pregnancy and concerns with school safety and gender violence. Other factors were crime, drug addiction and learning disability. Older learners also found it difficult, where the majority learners were younger than them. A combination in school and out of school factors and a perception that there was little support at school and in the home for learning also contributed to drop-out.

### **Zone 1 (never enrolled)**

Education Management Information Systems (EMIS) data suggest that very few (i.e., under 2% of) children never enrol in school. Only one learner in the Eastern Cape was reported by a school to have never enrolled, and principals and district officials were unanimous that zone 1 was not a problem.

A contributing factor in both provinces for high enrolment was that none of the schools appeared to have stringent admission policies. The schools do ask for birth certificates of newcomers, but where one cannot be produced, access is not denied. Alternative documents such as baptismal certificates and clinic cards are used for admission. Indeed, the primary schools in Gauteng were pro-active in registering learners from immigrant families. Two schools (Chirivikani and Vumbeni) claimed to have gone on recruitment drives. A partial explanation for this leniency could be that schools are not full and desire to bolster numbers in order to qualify for public-funded educators. Jongimfundo, for example, had empty classrooms temporarily being used to accommodate a high school.

### **Zone 2 (drop-outs from primary)**

Primary school drop-outs were found to be rare. Often, when a teacher investigated why a child had stopped coming to school, it was discovered that the child had transferred to another school.

In Gauteng, fieldworkers gathered basic data on 16 out-of-school youth. All except two had completed primary school, dropping out in the first two years of secondary school. It is not possible to offer a generalized explanation for why these young people dropped out. One 17-year-old girl, for example, said she dropped out because she was suffering from epilepsy. A 15-year old girl dropped out at the end of grade 7 after her grandmother died and she never received a school report. A 16-year old boy who dropped out in grade 6, claimed he was always getting into trouble at school and often played truant. The principals of the primary schools in Gauteng confirmed that drop-out in zone 2 was rare. They could cite one or two cases a year, with these tending to have resulted from a tragedy in the family. Domestic violence was cited as a reason for learners dropping out. In one case related by the deputy principal at Vumbeni Primary, a sexually abused girl was removed from the school without obtaining a transfer and returned to her family home in Maputo, Mozambique. Having also contracted HIV/AIDS, she committed suicide and was buried during the week that ComSS interviews took place at the school.

In the Eastern Cape, the majority of those who drop out are boys. Candu's relatively high drop-out rate was attributed, by the principal, to violence related to initiation rituals, but the school's physically dilapidated infrastructure and lack of resources may also play a part. The principal of Mtshotshisa said some children come to school at sports times, drop out thereafter and return the following year. Reasons given for drop-out included ill health, death of a bread winner, break-up of a family, family relocation, lack of money to buy a uniform and the need to look after livestock. Schools reported that they follow up on children who drop out by asking the parents to come to the school.

According to the principal of Sijadu Junior Secondary, fewer than 5% of learners dropped out last year, and drop-out occurs mostly in the Senior Phase. There are three important reasons why males drop out: *ubustowuthi*, poor academic performance and being over-age (and mocked by other learners). Females drop out due to pregnancy, poor academic performance and being over-age. The school counsels children to speak out about their problems, and educators and other parents try to help by providing clothes and food. When children have dropped out, the school looks for them and contacts their home or, usually with better results, asks for information from other learners. There are no conditions for re-admission; a learner need only explain where he or she has been. Children at risk of dropping out are said to attend poorly, lack food or clothes, may not sleep at home, show a lack of interest in school and may look lost or reserved; over-age boys may isolate themselves, especially after initiation. The principal said Sijadu keeps records of drop-out.

The principal of Mtshotshisa Junior Secondary also indicated that fewer than 5% of learners dropped out last year, again mostly in the Senior Phase. Reasons for drop-out given in this instance were laziness, the end of the sporting and athletics season, the need to look after livestock and, for girls, pregnancy. The school tries to counteract drop-out by making sure that children are happy at school, are involved in extra-mural activities and – the most effective strategy – are receiving effective tuition (i.e., by ensuring that teachers are in their classes teaching). The school visits children's homes to find out why they have dropped out. Very few learners seek readmission, though there are no conditions for this. Signs of children at risk of dropping out include poor attendance, leaving school before the end of the day (*ukuqhvesha*), and being slow to learn. Class teachers have the main responsibility for dealing with drop-out, and thereafter the principal and the SGB. No separate records of drop-out are kept.

At Candu Junior Secondary, between 5% and 10% of learners are said to drop out, though last year it was less than 5%. Here, learners drop out mainly in Grades 1 and 2. Boys may drop out if no adult, parent or guardian ensures that they attend school, or due to drug abuse; girls drop out due to pregnancy or early marriage. The school's most effective strategy to counteract drop-out is to call the parents, or else to bring in the circuit manager and sometimes the police. The school takes no action when children have dropped out; the fewer than 10% who seek re-admission are required to repeat the class they dropped out of and must promise not to drop out again; they may not be given a testimonial. Poor attendance (or attending only on sports days) and poor academic performance are said to be among the warning signs before dropping out. Responsibility for dealing with drop-out rests with the head teacher, class teachers and the family. No separate records of drop-out are kept.

The community fieldworker in the Eastern Cape interviewed five (4 male, 1 female) of 18 young drop-outs found in the feeder villages of the three case study schools.

Mthetho is 19 years old and left school in 2006 when he was doing Grade 6. He stays with his aunt and his 21 year old brother. He was not sure of the reason why he left school, but said his aunt said he was “stiff”. He would not like to go back to school, saying he will not fit in because he is older than his class mates. Nevertheless, he believes that school is important because it increases your knowledge and gives you more chances to drive government cars. He works from 07h00 until 18h00 for a construction company which is building a nearby school, earning R800 a month. He collects livestock before he goes to sleep.

Lamla is 17 years old. He repeated Grade 4, and dropped out of Grade 6 in 2002 when he was 13 years old. He stays with his mother, and his 16 year old brother and 21 year old sister stay with an aunt in another village. His sister left school in Grade 11 and his younger brother is still at school, doing Grade 8. His mother left school in Standard 4 [Grade 6]. The fieldworker noted that Lamla is a *lithintitha*. He said that on some days, like certain Fridays, he had been unable to attend school because he had been asked to make the kraal, or to go to far-away (*ukuthunywa*) villages. At school he had enjoyed soccer and athletics, being particularly good at 100 m track, but did not like corporal punishment and singing choral music. English and Mathematics were easy for him, but IsiXhosa was difficult. His father passed away in 2003, and he said the reason he left school was that there was no one to educate him, pay school fees or buy school uniforms. The school expenses of his younger brother are paid by *udadobawo*. His mother is at home and is not working. Lamla would like to go back to school as he does not like staying at home alone while others go to school. He works in local construction and is paid R75 a week.

Themba is 13 years old. He left school in 2006 when he was in Grade 5. He stays with his mother and grandmother and a 16 year old sister doing Grade 8. His other sister completed Grade 12. His mother dropped out of school in Standard 8 [Grade 10] and is unemployed. His grandmother, who never went to school, paid for his school expenses. He did not attend school on days when he had to look for sheep, or when he was sick, or on Fridays when he anticipated that the school would break up early. He liked (*Idiva*) school nutrition, markings on his work, and athletics. Xhosa, English and Mathematics were easy subjects for him, while Technology and Natural Science were difficult. He had always been close to the top of the class, in second place most of the time. He dropped out after falling ill in January 2007, with headaches and being unable to walk. Despite having been hospitalised, his leg and arm do not work properly, and he still limps. He would like to go back to school in the form of a special school. At home he makes tea in the morning, releases the sheep, cooks lunch and then collects the sheep in the afternoon.

Xolile is 15 years old, and stays with his aunt and his 20 year old sister who is in Grade 12. His two brothers, aged 12 and 18, are in Cape Town. His aunt has never been to school and is unemployed; his grandmother paid his school expenses. Xolile repeated Grade 3 and left school when in Grade 5, in 2007. He remembers times when there was no money for school fees and when he had to wear torn trousers to school. He did not like being punished at school or being bullied. Xhosa, Mathematics and English were easy, while Life Orientation and Natural Science were difficult. The reason he dropped out of school was because his father did not send money for school uniforms. He would like to go back to school if somebody could pay for uniforms or if he could get a part-time job.

Nomawethu is 16 years old and stays with her mother, her twin sister (still at school), and a 21 year old sister who has left school and has a baby. Her mother has never been to school. Her cousin pays for her twin's school expenses. No one in the household works, and three brothers and another sister are looking for work in Johannesburg or Cape Town. Nomawethu left school when she was 14 years old, doing Grade 5; she left because she had no shoes or uniform to wear. She would like to go back to school if somebody could buy her a uniform. She spends most of her time collecting firewood, cooking and fetching water from the river.

### **Zones 3 and 6 (at risk of exclusion from primary and secondary)**

#### *Over-age*

Schools reported that the problem of over-aged learners (the result of learners starting school late and/or repeating grades) was no longer as acute as it was in the past (an exception being Candu Junior Secondary). It is not clear if this is a result of the policy allowing learners to repeat only once in each phase. There does not seem to be any under-age problem.

In the Eastern Cape, the few over-aged learners were usually also at risk of dropping out, being isolated and often laughed at. Yet school staff feel that some of these children are neat, punctual and sufficiently responsible to be entrusted with the opening and locking of classes and gates. Over-age does not seem to be an obstacle for admission, though some parents specifically motivate for their over-age children to be admitted, on the grounds that they are not staying with their parents and someone needs to ensure that they go to school.

The policy which permits learners to repeat only one grade in each phase was designed to limit the number of over-age learners. District guidelines and recommendations stipulate who can progress and who should repeat, and educators must motivate for the latter. A list of learners likely to repeat has to be produced by the end of the first term. Nevertheless, the majority of learners listed as candidates for retention are often moved forward into the next grade, even though educators argue that, unless learners have achieved the desired outcomes in all learning areas, the problem will merely be compounded in the face of more, and more complex, learning requirements. In other words, the issue is not that children are repeating, but that they are not repeating.

Whereas progression records were used in the past as measures of the level/extent of achievement in previous grades, current progression statistics do not reflect the achievement of learning outcomes and thus do not serve as an indicator of the quality of education attained at the end of a learner's basic school education. On the contrary, continuously thrusting learners forward into the next grade compromises the ability to master basic literacy, numeracy and other skills.

Over-age figures appear to be under-reported in the schools in the Eastern Cape, where researchers found large discrepancies between official records and their own headcounts (a similar check on the official numbers was not undertaken in Gauteng). Various reasons prompted researchers to undertake physical headcounts of learners: sometimes basic education data could not be obtained from a school's own records (having already been submitted to EMIS), or a school recorded many under-age but few over-age learners, or admission registers were not up to date, or lacked dates of birth.

According to information supplied by Candu Junior Secondary, in 2007, out of a total of 316 learners, 245 were under-age, 59 were at the appropriate age, and 12 were over-age. Sijadu officially reported that out of 265 learners, 87 were under-age, 172 were at the correct age and 6 were over-age. Mtshotshisa's records showed a total of 312 learners enrolled, of whom 163 were under-age, 73 at the correct age, and 76 over-age.

However, when researchers did a headcount, the number of over-aged learners was much higher than those officially recorded. At Candu, researchers found 114 over-age learners (79 males and 35 females); at Mshotshisa JS, there were 86 over-age learners (52 males and 34

females); and at Sijadu there were found to be 40 over-age learners (26 males and 14 females). These figures exclude the Foundation Phase (see Appendix 3).

### *Absenteeism*

Learner absenteeism was not reported as a problem in any case study school, and attendance was estimated by principals as between 90% and 100%. The Gauteng schools did note, however, that absenteeism was highest on Fridays, and during winter as a result of 'flu.

In 2007 schooling was disrupted for almost a month in June (26 school days or 13% of annual school time was lost) due to a teachers' strike, followed by student disruptions in August and September.

In the Eastern Cape, researchers were able to access school attendance registers. However, many days of absence are not reflected either in the attendance registers, the time books or the leave registers, which are not always up to date or completed daily. It appears that learner absenteeism rises during harvest time, in winter (especially amongst the lower grades), on livestock dipping days (Wednesdays), for a week or two after school vacations have ended, when there are initiation ceremonies like *ithonto* and *ntonjane*, and generally on Fridays and in the months of January, July and October. Educator absenteeism is noticeable on Fridays (especially amongst teachers who live far away), when workshops are being attended, when there are memorial services for teachers and on pay days (the 20<sup>th</sup> of each month).

According to the principal of Mtshotshisa, attendance at his school averages between 90% and 100%. He said that attendance dropped during harvest time, and during winter, especially amongst the lower grades, because the school lacks heating. The attendance of boys is low on Wednesdays because these are dipping days in the villages, while girls usually attend unless they are sick. Attendance is worst in Grade 8. The school attempts to encourage regular attendance by always having teachers in their classes, and by not administering harsh punishment (only manual work). Teachers inquire about absentee learners from siblings, and write to parents asking them to come to school. The school keeps a daily attendance register, as well as teacher attendance records. Teacher attendance is poor on paydays, amongst teachers who live far from the school, and when there are memorial services, departmental workshops or union meetings.

At Candu, learner attendance is generally between 80% and 90%. Attendance falls in January, February, June, October and November, especially after holidays and during exam time. Wednesdays and Fridays are most affected because of dipping tasks and grant pay days. Attendance is poorest in Grade 1. The principal says that absenteeism among both boys and girls is usually due to dipping, pensions and holidays. The school will call absent learners, inquire about the reasons, warn and reprimand them, and punish them if necessary (punishment is seen as having the greatest impact). A parent or guardian can also be asked to come to the school.

Sijadu's principal also reports a 90% to 100% attendance rate. Attendance falls in January, July and October, depending on when the school reopens after holidays, when initiation ceremonies are held, and during harvest and ploughing times. Attendance also falls on Wednesdays (dipping day) and Fridays (sometimes due to preparations for funerals). Grandmothers may take their grandchildren along with them when fetching their social grants or pensions. On the 20<sup>th</sup> of each month (payday), some teachers do not come to work. No particular grade has a clear attendance problem. Boys may not attend because of *ubustowuthi*,

*ukudada, bathunywa ngabazali, angafuni kuthula unqwazi*; there does not seem to be an attendance problem amongst girls. The school seek to combat non-attendance by calling the parents, and raising the matter at SGB and parents' meetings (the last having the greatest effect). Talking to the individual learner has also proved to be effective.

### *Learner Performance*

Details on poor academic performers are still to be established. Fieldworkers have asked educators of Grades 1, 3, 5 and 7 to record the learners they think are vulnerable to dropping out, and this will be mapped against learner results.

Principals in the Eastern Cape suggested that learner performance is closely related to issues of attendance and over-age. It appears that learners who are over-age and often absent are also the ones who perform least well and ultimately drop out of school. This applies in particular to boys. Parents at Mtshotshisa are said to be sending such of their children for remedial classes. Without any concrete evidence in hand, early impressions of the Eastern Cape are that the quality of teaching and learning at the schools is satisfactory. Teachers were in classes and appeared to be teaching. There is no information as to whether schools are alerting the district and parents about poor performers. It is also not clear whether the widespread use of code-switching (switching between mother-tongue and language of instruction), and the shift from using isiXhosa as language of instruction in the Foundation Phase to using English in all the following phases, have a positive or negative impact on learning and performance in general.

The language of learning and teaching did create a problem in Katorus in Gauteng in terms of some Foundation Phase learners having to travel, usually by foot or else on provincial department-sponsored buses, to schools where they could receive mother-tongue instruction. There is a resulting maze of transport networks, with learners from one area being bussed out while learners from another area are being bussed in. Children from Holomisa informal settlement, for example, were bussed some distance to attend Jongimfundo Primary (where the Foundation Phase language of instruction is isiXhosa), despite the fact that Holomisa boasts two public schools, one built as recently as 2004. One of these schools uses English as language of instruction from Grade 1, and attracts a mix of learners, from the neighbouring Afrikaans-speaking coloured township as well as recent migrants from Lesotho, the Transkei and Mozambique; it also receives children bussed in from Vilaliza informal settlement. In the case study schools, children from the surrounding communities were not attending the schools. There are two possible explanations for this: either parents in the surrounding communities are choosing to send their children elsewhere in search of better quality education (most probably former white schools), or the local schools do not cater for their children's mother-tongue. Chirivikani and Vumbeni were Xitsonga schools surrounded by mainly Sotho-speaking households and Jongimfundo was located in a predominantly Zulu-speaking community.

### **Zone 4 (failing to transition to secondary school)**

There are fewer secondary schools than primary schools in South Africa and so the transition from Grade 7 to Grade 8 requires not only that learners follow the procedure of registering with a new school, but may also involve longer travelling distances, particularly in the rural areas.



The Ekurhuleni South district office pointed out that while there was no access problem at primary school level, there was pressure to accommodate secondary school learners in the district. Classes are packed to capacity and the problem is with the limited supply of schools and classrooms. Competition to get into a previously white secondary school is fierce, and there was also an overflow of learners who, having attended a previously white primary school, now have return to a township school for their secondary education. The district office meets with principals at the beginning and end of each year in order to spread learners, who have not yet found a place, across all district schools. Phumlani High School's classrooms are visibly packed to capacity, and the problem is likely to get worse in the near future.

By contrast, 44% of Eastern Cape schools are 'combined schools', that is, junior secondary schools which run from Grade 1 to Grade 9 (Eastern Cape Qualitative Study, 2006). In the case of these schools, the transition from primary (Grade 7) to lower secondary schooling (Grade 8) does not involve changing schools. Instead, transition issues in the Eastern Cape arise between lower secondary (Grade 9) and upper secondary (Grade 10) schooling.

### **Zone 5 (drop-outs from secondary)**

In secondary schools, populated by teenagers, a slightly different set of pressures contribute to drop-out. The main reason girls drop out is because of pregnancy. It has not yet been established whether they drop back in, because interviews with this group still need to take place. Schools reported looking for drop-outs, calling parents and friends and visiting homes where possible. At Phumlani High School, one Grade 8 girl dropped out in October 2007 after being threatened with assault by a gang of girls in the school. She planned to repeat Grade 8 in another school. One boy transferred to Phumlani after being bullied at another school for being gay.

According to Mpho Mazamani, a volunteer at the Vosloorus Police Station Trauma Unit in Gauteng and an HIV-positive activist who runs an Early Childhood Development Centre from her home, the socio-economic backgrounds of out-of-school drug addicts vary widely. They may have dropped out of school due to frustration both at home and in school, and often have learning disabilities for which they have not received any support.

Most drop-outs in Katlehong are older than the 15 year age limit of this study, and most dropped out in their senior years at secondary school. Only three youths from within Mazamani's programme were 15 or younger. Drop-outs are often seen as an embarrassment to their families, while schools would rather not re-admit them and the local community associates them with criminal activities. After rehabilitation many former addicts express a desire to return to school: those that are over-age are usually referred to Katorus College but those still of school-going age experience difficulties finding a welcoming school.

## **11. Ways Forward**

Below are some of the issues emerging at individual, school, household, community and district levels, all of which will be addressed in the final report.

### **Individual level**

- Incentive to learn
- Motivation and perceived relevance
- Health and nutrition

### **School level**

- Under-age and availability of Grade R
- Impact of Grade R on Grade 1
- Poor infrastructure
- Transport and access
- Absence of effective teaching and learning
- Admission policies, transfers and internal migration
- Over-age retention and policy implementation
- Internal efficiency versus quality
- Learner presence and the absence of epistemic access
- Language
- Direct and indirect costs of schooling
- Teacher absenteeism and teacher contact hours
- Lack of sufficient places at secondary schools

### **Household level**

- Deepen understanding of the relationship between poverty and access
- Distinguish between degrees of marginalisation and their effect on performance
- Opportunity costs
- HIV/Aids
- Effect of social grants on access
- Employment opportunities
- Direct and indirect cost of education
- Prioritising which levels children gain access to
- Family stability and shocks
- Gender and access

### **Community level**

- Community perceptions of under-age and over-age children at schools
- Role of SGBs and their relationship to SMTs
- Community involvement in and responsibility for access
- Private contributions
- Pastoral care
- Community and policy implementation – sanction and rewards

### **District level**

- Quality of available EMIS data
- Little diagnostic analysis
- Repetition and policy on student flows
- Responsibility for resource distribution
- Implementation of policy on access
- School fees policy and no-fee schools
- Teacher deployment and monitoring
- Support for school leadership
- Child tracking and performance

These issues will form a basis for reflection on good and better practice and policy, and for possible interventions by communities and schools.

The fieldwork carried out for this report shows that Zones 3 and 6 are where the main access problems in South African education lie. With regard to the three main indicators of vulnerability to drop-out – absenteeism, over-age and poor performance – the fieldwork suggests that the first is not a problem (though time-on-task may well be), and nor is the second, but the third is clearly an issue. The challenge for the South African CREATE team is to research this 'quality' question as an 'access' question. The key research question for 2008 will be to investigate what are the main determinants which explain why learners do not have meaningful access. To address this question various dimensions will be explored including those that relate to schools e.g. (age grade progression, learner and teacher absenteeism, over-age and performance) and those that relate to household and social factors (poverty, indirect school costs, parental choice and voice). While 2007 focused on mapping access to schools in the districts under investigation, in 2008 a multi-pronged methodology will be used to deepen our understanding. This will include baseline tests for learner performance in specific grades, tracking learners in schools through a survey and more rich textured and detail interviews with learners and parents to understand what contributes to meaningful access. The broad macro perspectives gained in the country analytic review in 2006, the broad map of the zone model in the districts and schools under investigation which we undertook in 2007 will enhance our research in 2008.

Additional thematic studies to take these findings further might include:

- The role of initiation violence in the Eastern Cape on absenteeism and drop-out.
- The impact of HIV/Aids on absenteeism and drop-out.
- Are policies on learner pregnancy adhered to and what is the scale of drop-out as a result of pregnancy?
- Why are boys dropping out (or repeating) more than girls?
- Language issues and access.
- The implications of farm school closures for access
- The role of Grade R and patterns of repetition in the foundation phase
- School fees and access

Lastly, of special interest in 2008 is the pending appearance of the findings of a Social Surveys survey on the "Barriers to Access to Education", which took place in October 2007 and covered 5 400 households. This comprehensive survey includes many of the explanatory

variables identified by CREATE and should offer a broad, statistically rigorous sweep of the problems children and youth have with accessing schools.

## **11.1 Additional Activities for CREATE 2007**

In addition to the fieldwork activity, a number of other activities took place from June onwards. These included the launch of the Analytic Report, "Educational Access in South Africa" which was an extremely successful event with wide representation from government, academics and civil society structures, a meeting with the Ministerial Committee which has been set up to investigate Repetition and Drop Out in secondary schools, (CREATE made a presentation to the committee) and a meeting with the National Department of Education with the Division of Monitoring and Evaluation and the Education Management Information Systems. Both these meetings dealt with concerns related to the reliability of statistical information in particular on access, progression, transition, drop out and repetition.

### **11.1.1 Baseline Secondary Analysis**

The aim of the district baseline analysis is to provide a descriptive overview of the districts in which the community school surveys are being undertaken. Currently there are two sites in Gauteng and two in the Eastern Cape. The baseline statistical analysis seeks to provide an understanding of education in the localities within which the schools in the study (sampled) are based. It covers a broader area than the immediate vicinity of the school and focus on the education district as a whole. It explores the various issues pertaining to inclusion and exclusion, within the district as a whole. In addition to issues of inclusion and exclusion, the BSA also explores the broader socio – economic profile of the education district.

The main data sets used are: the annual school survey; the tenth day snap survey; school funding norms; post-provisioning; LTSM and other relevant data, the 2001 and 2005 census, HEMIS data; health survey; General Household Survey and the limited census survey of 2006 would provide valuable information particularly for household and out of school information. The data to be collected will include information on school status e.g. school size, number of learners, racial profile, educator profile and learner:educator ratio; learner:classroom ratio; infrastructure, quintile ranking of schools; per capita income; HDI, dependency ratio, feeder schools; school fees, repetition by grade, failure by grade, flow through rate, gross and net enrolment rate by school, etc. Information on progression will include number of learners in the academic year by grade, race and gender. Repetition and drop-out should be tracked from year to year.

Paul Kgobe from the CREATE Management Team and Jennifer Shindler are undertaking this work.

### **11.1.2 Thematic studies**

Four thematic studies are currently being undertaken. These are:

- Education of learners with special education needs. Ray Basson a member of the Wits School of Education is undertaking this research.
- Language issues and access. The author is Michel Lafon.
- The closure of farm schools and access – Veerle Dieltiens. This paper was presented at the Kenton Conference, a major education conference in South Africa, in October 2007.

### **11.1.3 Related research activities and research outputs**

- Two papers were presented to the Kenton Conference in October 2007: "the impact of the closure of farm schools in the Free State on access to education" by Veerle Dieltiens and "educational access issues in the Eastern Cape" by Mmeli Macanda and Symphorosa Rembe from the Eastern Cape CREATE team.

- The CREATE team met with Social Surveys, who conducted a survey of over 5400 households in September / October on the "barriers to education access". The results of the survey will be publicly available. We have agreed to collaborate on research outputs.
- A newspaper article entitled 'We must have Equality in our Schools' which dealt with the issues of meaningful access in the Star Newspaper was very well received, it appeared on the 15<sup>th</sup> June and was written by Shireen Motala.
- The Country Analytic Review on access in South Africa went through numerous drafts with detailed and rigorous feedback from the National Reference Group. The final document (Motala et al) has had a good response and is beginning to influence debates and discussions on education access.
- Various conference papers have been presented including at the Ukfiet Conference at Oxford, a policy brief is being prepared on access and two journal articles are ready for submission.

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## Appendix 1

| District            | % Growth 1996 - 2004 | Total population aged 7-18: 2004 | Relative Poverty Rank in 2001<br>Highlights – increasing poverty | Total Schools in Masterlist* | Avg repetition rates grades 1-12 | Net Intake Rate For grade 1 | Average drop-out rates, grades 1-12 |
|---------------------|----------------------|----------------------------------|--|------------------------------|----------------------------------|-----------------------------|-------------------------------------|
| Butterworth         | 9.9%                 | 108 803                          |  | 399                          | 8%                               | 46%                         | 2.8%                                |
| Cofimvaba           | 3.2%                 | 78 210                           | 7  | 287                          | 7%                               | 44%                         | 2.6%                                |
| Cradock             | 10.2%                | 28 713                           | 20   | 100                          | 11%                              | 43%                         | 3.6%                                |
| Dutywa              | 14.6%                | 98 263                           | 2  | 352                          | 7%                               | 62%                         | 3.4%                                |
| East London         | 14.7%                | 146 070                          | 22   | 325                          | 6%                               | 39%                         | 1.7%                                |
| Fort Beaufort       | 0.8%                 | 47 217                           | 17   | 275                          | 6%                               | 44%                         | 1.6%                                |
| Graaff-Reinet       | 9.7%                 | 30 544                           |  | 105                          | 8%                               | 34%                         | 2.0%                                |
| Grahamstown         | 15.9%                | 33 809                           | 21   | 110                          | 6%                               | 37%                         | 2.1%                                |
| King William's Town | 8.7%                 | 128 188                          | 18   | 476                          | 7%                               | 34%                         | 1.6%                                |
| Lady Frere          | 2.0%                 | 45 689                           | 10   | 174                          | 9%                               | 65%                         | 3.1%                                |
| Libode              | 15.7%                | 167 026                          | 5  | 418                          | 11%                              | 59%                         | 3.2%                                |
| Lusikisiki          | 16.9%                | 150 292                          |  | 349                          | 11%                              | 53%                         | 3.6%                                |
| Maluti              | -1.6%                | 55 600                           | 6  | 211                          | 11%                              | 50%                         | 2.9%                                |
| Mbizana             | 14.9%                | 97 190                           | 3  | 213                          | 12%                              | 71%                         | 3.1%                                |
| Mt Fletcher         | 12.6%                | 53 320                           | 4  | 195                          | 11%                              | 45%                         | 2.7%                                |
| Mt Frere            | 17.9%                | 88 454                           | 11   | 250                          | 12%                              | 52%                         | 3.2%                                |
| Mthata              | 16.0%                | 150 870                          |  | 352                          | 7%                               | 44%                         | 2.5%                                |
| Mzimkhulu           | 18.5%                | 67 835                           | 12   | 170                          | 14%                              | 41%                         | 3.6%                                |
| Ngcobo              | 12.0%                | 79 082                           | 8  | 228                          | 9%                               | 45%                         | 3.3%                                |
| Port Elizabeth      | 14.5%                | 193 652                          |  | 285                          | 6%                               | 29%                         | 1.6%                                |
| Queenstown          | 13.9%                | 65 906                           | 16   | 191                          | 8%                               | 35%                         | 2.4%                                |
| Qumbu               | 11.5%                | 76 943                           | 9  | 257                          | 10%                              | 52%                         | 2.9%                                |
| Sterkspruit         | 17.0%                | 69 932                           |  | 215                          | 10%                              | 36%                         | 2.1%                                |
| Uitenhage           | 16.4%                | 88 808                           |  | 180                          | 6%                               | 49%                         | 1.7%                                |
| <b>Total</b>        |                      | <b>2 150 417</b>                 |  | <b>6 117</b>                 |                                  | <b>47%</b>                  | <b>2.6%</b>                         |

Review of Education Indicators 1995-2004, Prepared by EduAction for EMIS, Eastern Cape Department of Education.

## Appendix 2

**Table 1**

| Number of learners enrolled in school in the 6 schools by age and grade and gender, 2006 (excluding grade R and pre-primary) |          |     |            |            |            |            |            |            |            |          |          |          |          |          |             |
|--|----------|-----|------------|------------|------------|------------|------------|------------|------------|----------|----------|----------|----------|----------|-------------|
| Institution Name   | Gender   | Age | 1          | 2          | 3          | 4          | 5          | 6          | 7          | 8        | 9        | 10       | 11       | 12       | Total       |
| Chivirikani Primary School   | M        | 6   | 59         | 0          | 0          | 0          | 0          | 0          | 0          | 0        | 0        | 0        | 0        | 0        | 59          |
| Chivirikani Primary School   | M        | 7   | 65         | 35         | 0          | 0          | 0          | 0          | 0          | 0        | 0        | 0        | 0        | 0        | 100         |
| Chivirikani Primary School   | M        | 8   | 10         | 103        | 28         | 0          | 0          | 0          | 0          | 0        | 0        | 0        | 0        | 0        | 141         |
| Chivirikani Primary School   | M        | 9   | 4          | 12         | 80         | 31         | 0          | 0          | 0          | 0        | 0        | 0        | 0        | 0        | 127         |
| Chivirikani Primary School   | M        | 10  | 0          | 0          | 15         | 72         | 5          | 0          | 0          | 0        | 0        | 0        | 0        | 0        | 92          |
| Chivirikani Primary School   | M        | 11  | 0          | 0          | 0          | 13         | 77         | 3          | 0          | 0        | 0        | 0        | 0        | 0        | 93          |
| Chivirikani Primary School   | M        | 12  | 0          | 0          | 0          | 0          | 10         | 112        | 0          | 0        | 0        | 0        | 0        | 0        | 122         |
| Chivirikani Primary School   | M        | 13  | 0          | 0          | 0          | 0          | 0          | 6          | 81         | 0        | 0        | 0        | 0        | 0        | 87          |
| Chivirikani Primary School   | M        | 14  | 0          | 0          | 0          | 0          | 0          | 0          | 12         | 0        | 0        | 0        | 0        | 0        | 12          |
| Chivirikani Primary School   | M        | 15  | 0          | 0          | 0          | 0          | 0          | 0          | 2          | 0        | 0        | 0        | 0        | 0        | 2           |
| <b>Total</b>   | <b>M</b> |     | <b>138</b> | <b>150</b> | <b>123</b> | <b>116</b> | <b>92</b>  | <b>121</b> | <b>95</b>  | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>835</b>  |
| Chivirikani Primary School   | F        | 6   | 44         | 0          | 0          | 0          | 0          | 0          | 0          | 0        | 0        | 0        | 0        | 0        | 44          |
| Chivirikani Primary School   | F        | 7   | 46         | 57         | 0          | 0          | 0          | 0          | 0          | 0        | 0        | 0        | 0        | 0        | 103         |
| Chivirikani Primary School   | F        | 8   | 9          | 90         | 10         | 0          | 0          | 0          | 0          | 0        | 0        | 0        | 0        | 0        | 109         |
| Chivirikani Primary School   | F        | 9   | 3          | 8          | 90         | 8          | 0          | 0          | 0          | 0        | 0        | 0        | 0        | 0        | 109         |
| Chivirikani Primary School   | F        | 10  | 0          | 0          | 16         | 80         | 14         | 0          | 0          | 0        | 0        | 0        | 0        | 0        | 110         |
| Chivirikani Primary School   | F        | 11  | 0          | 0          | 0          | 16         | 41         | 9          | 0          | 0        | 0        | 0        | 0        | 0        | 66          |
| Chivirikani Primary School   | F        | 12  | 0          | 0          | 0          | 0          | 3          | 66         | 5          | 0        | 0        | 0        | 0        | 0        | 74          |
| Chivirikani Primary School   | F        | 13  | 0          | 0          | 0          | 0          | 0          | 3          | 83         | 0        | 0        | 0        | 0        | 0        | 86          |
| Chivirikani Primary School   | F        | 14  | 0          | 0          | 0          | 0          | 0          | 0          | 9          | 0        | 0        | 0        | 0        | 0        | 9           |
| <b>Total</b>   | <b>F</b> |     | <b>102</b> | <b>155</b> | <b>116</b> | <b>104</b> | <b>58</b>  | <b>78</b>  | <b>97</b>  | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>710</b>  |
| Chivirikani Primary School   | T        | 6   | 103        | 0          | 0          | 0          | 0          | 0          | 0          | 0        | 0        | 0        | 0        | 0        | 103         |
| Chivirikani Primary School   | T        | 7   | 111        | 92         | 0          | 0          | 0          | 0          | 0          | 0        | 0        | 0        | 0        | 0        | 203         |
| Chivirikani Primary School   | T        | 8   | 19         | 193        | 38         | 0          | 0          | 0          | 0          | 0        | 0        | 0        | 0        | 0        | 250         |
| Chivirikani Primary School   | T        | 9   | 7          | 20         | 170        | 39         | 0          | 0          | 0          | 0        | 0        | 0        | 0        | 0        | 236         |
| Chivirikani Primary School   | T        | 10  | 0          | 0          | 31         | 152        | 19         | 0          | 0          | 0        | 0        | 0        | 0        | 0        | 202         |
| Chivirikani Primary School   | T        | 11  | 0          | 0          | 0          | 29         | 118        | 12         | 0          | 0        | 0        | 0        | 0        | 0        | 159         |
| Chivirikani Primary School   | T        | 12  | 0          | 0          | 0          | 0          | 13         | 178        | 5          | 0        | 0        | 0        | 0        | 0        | 196         |
| Chivirikani Primary School   | T        | 13  | 0          | 0          | 0          | 0          | 0          | 9          | 164        | 0        | 0        | 0        | 0        | 0        | 173         |
| Chivirikani Primary School   | T        | 14  | 0          | 0          | 0          | 0          | 0          | 0          | 21         | 0        | 0        | 0        | 0        | 0        | 21          |
| Chivirikani Primary School   | T        | 15  | 0          | 0          | 0          | 0          | 0          | 0          | 2          | 0        | 0        | 0        | 0        | 0        | 2           |
| <b>Total</b>   | <b>T</b> |     | <b>240</b> | <b>305</b> | <b>239</b> | <b>220</b> | <b>150</b> | <b>199</b> | <b>192</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>1545</b> |

**Table 2**

| Percentage of learners enrolled in school in the 6 schools by age and grade and gender, 2006 (excluding grade R and pre-primary) |        |     |      |      |      |      |     |     |     |   |   |    |    |    |       |
|--|--------|-----|------|------|------|------|-----|-----|-----|---|---|----|----|----|-------|
| Institution Name   | Gender | Age | 1    | 2    | 3    | 4    | 5   | 6   | 7   | 8 | 9 | 10 | 11 | 12 | Total |
| Chivirikani Primary School   | M      | 6   | 42.8 | 0.0  | 0.0  | 0.0  | 0.0 | 0.0 | 0.0 |   |   |    |    |    | 7.1   |
| Chivirikani Primary School   | M      | 7   | 47.1 | 23.3 | 0.0  | 0.0  | 0.0 | 0.0 | 0.0 |   |   |    |    |    | 12.0  |
| Chivirikani Primary School   | M      | 8   | 7.2  | 68.7 | 22.8 | 0.0  | 0.0 | 0.0 | 0.0 |   |   |    |    |    | 16.9  |
| Chivirikani Primary School   | M      | 9   | 2.9  | 8.0  | 65.0 | 26.7 | 0.0 | 0.0 | 0.0 |   |   |    |    |    | 15.2  |



|                            |          |    |            |            |            |            |            |            |            |            |          |          |          |          |          |          |          |            |
|----------------------------|----------|----|------------|------------|------------|------------|------------|------------|------------|------------|----------|----------|----------|----------|----------|----------|----------|------------|
| Chivirikani Primary School | M        | 10 | 0.0        | 0.0        | 12.2       | 62.1       | 5.4        | 0.0        | 0.0        |            |          |          |          |          |          |          |          | 11.0       |
| Chivirikani Primary School | M        | 11 | 0.0        | 0.0        | 0.0        | 11.2       | 83.7       | 2.5        | 0.0        |            |          |          |          |          |          |          |          | 11.1       |
| Chivirikani Primary School | M        | 12 | 0.0        | 0.0        | 0.0        | 0.0        | 10.9       | 92.6       | 0.0        |            |          |          |          |          |          |          |          | 14.6       |
| Chivirikani Primary School | M        | 13 | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 5.0        | 85.3       |          |          |          |          |          |          |          | 10.4       |
| Chivirikani Primary School | M        | 14 | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 12.6       |          |          |          |          |          |          |          | 1.4        |
| Chivirikani Primary School | M        | 15 | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 2.1        |          |          |          |          |          |          |          | 0.2        |
| <b>Total</b>               | <b>M</b> |    | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>100</b> |
| Chivirikani Primary School | F        | 6  | 43.1       | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        |          |          |          |          |          |          |          | 6.2        |
| Chivirikani Primary School | F        | 7  | 45.1       | 36.8       | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        |          |          |          |          |          |          |          | 14.5       |
| Chivirikani Primary School | F        | 8  | 8.8        | 58.1       | 8.6        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        |          |          |          |          |          |          |          | 15.4       |
| Chivirikani Primary School | F        | 9  | 2.9        | 5.2        | 77.6       | 7.7        | 0.0        | 0.0        | 0.0        | 0.0        |          |          |          |          |          |          |          | 15.4       |
| Chivirikani Primary School | F        | 10 | 0.0        | 0.0        | 13.8       | 76.9       | 24.1       | 0.0        | 0.0        | 0.0        |          |          |          |          |          |          |          | 15.5       |
| Chivirikani Primary School | F        | 11 | 0.0        | 0.0        | 0.0        | 15.4       | 70.7       | 11.5       | 0.0        | 0.0        |          |          |          |          |          |          |          | 9.3        |
| Chivirikani Primary School | F        | 12 | 0.0        | 0.0        | 0.0        | 0.0        | 5.2        | 84.6       | 5.2        | 0.0        |          |          |          |          |          |          |          | 10.4       |
| Chivirikani Primary School | F        | 13 | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 3.8        | 85.6       |          |          |          |          |          |          |          | 12.1       |
| Chivirikani Primary School | F        | 14 | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 9.3        |          |          |          |          |          |          |          | 1.3        |
| <b>Total</b>               | <b>F</b> |    | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>100</b> |
| Chivirikani Primary School | T        | 6  | 42.9       | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        |          |          |          |          |          |          |          | 6.7        |
| Chivirikani Primary School | T        | 7  | 46.3       | 30.2       | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        |          |          |          |          |          |          |          | 13.1       |
| Chivirikani Primary School | T        | 8  | 7.9        | 63.3       | 15.9       | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        |          |          |          |          |          |          |          | 16.2       |
| Chivirikani Primary School | T        | 9  | 2.9        | 6.6        | 71.1       | 17.7       | 0.0        | 0.0        | 0.0        | 0.0        |          |          |          |          |          |          |          | 15.3       |
| Chivirikani Primary School | T        | 10 | 0.0        | 0.0        | 13.0       | 69.1       | 12.7       | 0.0        | 0.0        | 0.0        |          |          |          |          |          |          |          | 13.1       |
| Chivirikani Primary School | T        | 11 | 0.0        | 0.0        | 0.0        | 13.2       | 78.7       | 6.0        | 0.0        | 0.0        |          |          |          |          |          |          |          | 10.3       |
| Chivirikani Primary School | T        | 12 | 0.0        | 0.0        | 0.0        | 0.0        | 8.7        | 89.4       | 2.6        | 0.0        |          |          |          |          |          |          |          | 12.7       |
| Chivirikani Primary School | T        | 13 | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 4.5        | 85.4       |          |          |          |          |          |          |          | 11.2       |
| Chivirikani Primary School | T        | 14 | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 10.9       |          |          |          |          |          |          |          | 1.4        |
| Chivirikani Primary School | T        | 15 | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 1.0        |          |          |          |          |          |          |          | 0.1        |
| <b>Total</b>               | <b>T</b> |    | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>100</b> |

**Table 3**

| Number of learners enrolled in school in the 6 schools by age and grade and gender, 2006 (excluding grade R and pre-primary) |          |     |          |          |          |          |          |          |          |            |            |            |            |            |             |
|--|----------|-----|----------|----------|----------|----------|----------|----------|----------|------------|------------|------------|------------|------------|-------------|
| Institution Name   | Gender   | Age | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8          | 9          | 10         | 11         | 12         | Total       |
| Eketsang Secondary School  | M        | 12  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 1          | 0          | 0          | 0          | 0          | 1           |
| Eketsang Secondary School  | M        | 13  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 25         | 0          | 0          | 0          | 0          | 25          |
| Eketsang Secondary School  | M        | 14  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 81         | 38         | 3          | 0          | 0          | 122         |
| Eketsang Secondary School  | M        | 15  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 59         | 54         | 28         | 0          | 0          | 141         |
| Eketsang Secondary School  | M        | 16  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 37         | 39         | 26         | 7          | 0          | 109         |
| Eketsang Secondary School  | M        | 17  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0          | 14         | 43         | 31         | 15         | 103         |
| Eketsang Secondary School  | M        | 18  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0          | 6          | 20         | 36         | 25         | 87          |
| Eketsang Secondary School  | M        | 19  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0          | 0          | 9          | 36         | 25         | 70          |
| Eketsang Secondary School  | M        | 20  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0          | 0          | 2          | 13         | 24         | 39          |
| Eketsang Secondary School  | M        | 21  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0          | 0          | 1          | 1          | 10         | 12          |
| Eketsang Secondary School  | M        | 22  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0          | 0          | 0          | 0          | 2          | 2           |
| <b>Total</b>   | <b>M</b> |     | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>203</b> | <b>151</b> | <b>132</b> | <b>124</b> | <b>101</b> | <b>711</b>  |
| Eketsang Secondary School  | F        | 12  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 6          | 0          | 0          | 0          | 0          | 6           |
| Eketsang Secondary School  | F        | 13  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 46         | 4          | 0          | 0          | 0          | 50          |
| Eketsang Secondary School  | F        | 14  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 83         | 30         | 1          | 0          | 0          | 114         |
| Eketsang Secondary School  | F        | 15  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 43         | 37         | 31         | 5          | 0          | 116         |
| Eketsang Secondary School  | F        | 16  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 15         | 33         | 55         | 29         | 0          | 132         |
| Eketsang Secondary School  | F        | 17  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 2          | 12         | 37         | 42         | 89         | 182         |
| Eketsang Secondary School  | F        | 18  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0          | 2          | 11         | 45         | 20         | 78          |
| Eketsang Secondary School  | F        | 19  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0          | 0          | 6          | 19         | 5          | 30          |
| Eketsang Secondary School  | F        | 20  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0          | 0          | 0          | 9          | 0          | 9           |
| Eketsang Secondary School  | F        | 21  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0          | 0          | 0          | 1          | 0          | 1           |
| <b>Total</b>   | <b>F</b> |     | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>195</b> | <b>118</b> | <b>141</b> | <b>150</b> | <b>114</b> | <b>718</b>  |
| Eketsang Secondary School  | T        | 12  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 7          | 0          | 0          | 0          | 0          | 7           |
| Eketsang Secondary School  | T        | 13  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 71         | 4          | 0          | 0          | 0          | 75          |
| Eketsang Secondary School  | T        | 14  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 164        | 68         | 4          | 0          | 0          | 236         |
| Eketsang Secondary School  | T        | 15  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 102        | 91         | 59         | 5          | 0          | 257         |
| Eketsang Secondary School  | T        | 16  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 52         | 72         | 81         | 36         | 0          | 241         |
| Eketsang Secondary School  | T        | 17  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 2          | 26         | 80         | 73         | 104        | 285         |
| Eketsang Secondary School  | T        | 18  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0          | 8          | 31         | 81         | 45         | 165         |
| Eketsang Secondary School  | T        | 19  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0          | 0          | 15         | 55         | 30         | 100         |
| Eketsang Secondary School  | T        | 20  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0          | 0          | 2          | 22         | 24         | 48          |
| Eketsang Secondary School  | T        | 21  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0          | 0          | 1          | 2          | 10         | 13          |
| Eketsang Secondary School  | T        | 22  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0          | 0          | 0          | 0          | 2          | 2           |
| <b>Total</b>   | <b>T</b> |     | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>398</b> | <b>269</b> | <b>273</b> | <b>274</b> | <b>215</b> | <b>1429</b> |

**Table 4**

| Percentage of learners enrolled in school in the 6 schools by age and grade and gender, 2006 (excluding grade R and pre-primary) |          |     |          |          |          |          |          |          |          |            |            |            |            |            |            |
|--|----------|-----|----------|----------|----------|----------|----------|----------|----------|------------|------------|------------|------------|------------|------------|
| Institution Name   | Gender   | Age | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8          | 9          | 10         | 11         | 12         | Total      |
| Eketsang Secondary School  | M        | 12  |          |          |          |          |          |          |          | 0.5        | 0.0        | 0.0        | 0.0        | 0.0        | 0.1        |
| Eketsang Secondary School  | M        | 13  |          |          |          |          |          |          |          | 12.3       | 0.0        | 0.0        | 0.0        | 0.0        | 3.5        |
| Eketsang Secondary School  | M        | 14  |          |          |          |          |          |          |          | 39.9       | 25.2       | 2.3        | 0.0        | 0.0        | 17.2       |
| Eketsang Secondary School  | M        | 15  |          |          |          |          |          |          |          | 29.1       | 35.8       | 21.2       | 0.0        | 0.0        | 19.8       |
| Eketsang Secondary School  | M        | 16  |          |          |          |          |          |          |          | 18.2       | 25.8       | 19.7       | 5.6        | 0.0        | 15.3       |
| Eketsang Secondary School  | M        | 17  |          |          |          |          |          |          |          | 0.0        | 9.3        | 32.6       | 25.0       | 14.9       | 14.5       |
| Eketsang Secondary School  | M        | 18  |          |          |          |          |          |          |          | 0.0        | 4.0        | 15.2       | 29.0       | 24.8       | 12.2       |
| Eketsang Secondary School  | M        | 19  |          |          |          |          |          |          |          | 0.0        | 0.0        | 6.8        | 29.0       | 24.8       | 9.8        |
| Eketsang Secondary School  | M        | 20  |          |          |          |          |          |          |          | 0.0        | 0.0        | 1.5        | 10.5       | 23.8       | 5.5        |
| Eketsang Secondary School  | M        | 21  |          |          |          |          |          |          |          | 0.0        | 0.0        | 0.8        | 0.8        | 9.9        | 1.7        |
| Eketsang Secondary School  | M        | 22  |          |          |          |          |          |          |          | 0.0        | 0.0        | 0.0        | 0.0        | 2.0        | 0.3        |
| <b>Total</b>   | <b>M</b> |     | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> |
| Eketsang Secondary School  | F        | 12  |          |          |          |          |          |          |          | 3.1        | 0.0        | 0.0        | 0.0        | 0.0        | 0.8        |
| Eketsang Secondary School  | F        | 13  |          |          |          |          |          |          |          | 23.6       | 3.4        | 0.0        | 0.0        | 0.0        | 7.0        |
| Eketsang Secondary School  | F        | 14  |          |          |          |          |          |          |          | 42.6       | 25.4       | 0.7        | 0.0        | 0.0        | 15.9       |
| Eketsang Secondary School  | F        | 15  |          |          |          |          |          |          |          | 22.1       | 31.4       | 22.0       | 3.3        | 0.0        | 16.2       |
| Eketsang Secondary School  | F        | 16  |          |          |          |          |          |          |          | 7.7        | 28.0       | 39.0       | 19.3       | 0.0        | 18.4       |
| Eketsang Secondary School  | F        | 17  |          |          |          |          |          |          |          | 1.0        | 10.2       | 26.2       | 28.0       | 78.1       | 25.3       |
| Eketsang Secondary School  | F        | 18  |          |          |          |          |          |          |          | 0.0        | 1.7        | 7.8        | 30.0       | 17.5       | 10.9       |
| Eketsang Secondary School  | F        | 19  |          |          |          |          |          |          |          | 0.0        | 0.0        | 4.3        | 12.7       | 4.4        | 4.2        |
| Eketsang Secondary School  | F        | 20  |          |          |          |          |          |          |          | 0.0        | 0.0        | 0.0        | 6.0        | 0.0        | 1.3        |
| Eketsang Secondary School  | F        | 21  |          |          |          |          |          |          |          | 0.0        | 0.0        | 0.0        | 0.7        | 0.0        | 0.1        |
| <b>Total</b>   | <b>F</b> |     | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> |
| Eketsang Secondary School  | T        | 12  |          |          |          |          |          |          |          | 1.8        | 0.0        | 0.0        | 0.0        | 0.0        | 0.5        |
| Eketsang Secondary School  | T        | 13  |          |          |          |          |          |          |          | 17.8       | 1.5        | 0.0        | 0.0        | 0.0        | 5.2        |
| Eketsang Secondary School  | T        | 14  |          |          |          |          |          |          |          | 41.2       | 25.3       | 1.5        | 0.0        | 0.0        | 16.5       |
| Eketsang Secondary School  | T        | 15  |          |          |          |          |          |          |          | 25.6       | 33.8       | 21.6       | 1.8        | 0.0        | 18.0       |
| Eketsang Secondary School  | T        | 16  |          |          |          |          |          |          |          | 13.1       | 26.8       | 29.7       | 13.1       | 0.0        | 16.9       |
| Eketsang Secondary School  | T        | 17  |          |          |          |          |          |          |          | 0.5        | 9.7        | 29.3       | 26.6       | 48.4       | 19.9       |
| Eketsang Secondary School  | T        | 18  |          |          |          |          |          |          |          | 0.0        | 3.0        | 11.4       | 29.6       | 20.9       | 11.5       |
| Eketsang Secondary School  | T        | 19  |          |          |          |          |          |          |          | 0.0        | 0.0        | 5.5        | 20.1       | 14.0       | 7.0        |
| Eketsang Secondary School  | T        | 20  |          |          |          |          |          |          |          | 0.0        | 0.0        | 0.7        | 8.0        | 11.2       | 3.4        |
| Eketsang Secondary School  | T        | 21  |          |          |          |          |          |          |          | 0.0        | 0.0        | 0.4        | 0.7        | 4.7        | 0.9        |
| Eketsang Secondary School  | T        | 22  |          |          |          |          |          |          |          | 0.0        | 0.0        | 0.0        | 0.0        | 0.9        | 0.1        |
| <b>Total</b>   | <b>T</b> |     | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> |

**Table 5**

| Number of learners enrolled in school in the 6 schools by age and grade and gender, 2006 (excluding grade R and pre-primary) |          |     |            |            |           |           |           |           |           |          |          |          |          |          |            |
|--|----------|-----|------------|------------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|------------|
| Institution Name   | Gender   | Age | 1          | 2          | 3         | 4         | 5         | 6         | 7         | 8        | 9        | 10       | 11       | 12       | Total      |
| Hleziphi Primary School  | M        | 6   | 50         | 0          | 0         | 0         | 0         | 0         | 0         | 0        | 0        | 0        | 0        | 0        | 50         |
| Hleziphi Primary School  | M        | 7   | 39         | 17         | 0         | 0         | 0         | 0         | 0         | 0        | 0        | 0        | 0        | 0        | 56         |
| Hleziphi Primary School  | M        | 8   | 6          | 48         | 11        | 4         | 0         | 0         | 0         | 0        | 0        | 0        | 0        | 0        | 69         |
| Hleziphi Primary School  | M        | 9   | 0          | 8          | 17        | 17        | 12        | 0         | 0         | 0        | 0        | 0        | 0        | 0        | 54         |
| Hleziphi Primary School  | M        | 10  | 0          | 0          | 20        | 13        | 17        | 10        | 0         | 0        | 0        | 0        | 0        | 0        | 60         |
| Hleziphi Primary School  | M        | 11  | 0          | 0          | 0         | 11        | 21        | 11        | 0         | 0        | 0        | 0        | 0        | 0        | 43         |
| Hleziphi Primary School  | M        | 12  | 0          | 0          | 0         | 0         | 7         | 9         | 5         | 0        | 0        | 0        | 0        | 0        | 21         |
| Hleziphi Primary School  | M        | 13  | 0          | 0          | 0         | 0         | 0         | 7         | 8         | 0        | 0        | 0        | 0        | 0        | 15         |
| Hleziphi Primary School  | M        | 14  | 0          | 0          | 0         | 0         | 0         | 0         | 23        | 0        | 0        | 0        | 0        | 0        | 23         |
| <b>Total</b>   | <b>M</b> |     | <b>95</b>  | <b>73</b>  | <b>48</b> | <b>45</b> | <b>57</b> | <b>37</b> | <b>36</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>391</b> |
| Hleziphi Primary School  | F        | 6   | 50         | 0          | 0         | 0         | 0         | 0         | 0         | 0        | 0        | 0        | 0        | 0        | 50         |
| Hleziphi Primary School  | F        | 7   | 23         | 25         | 0         | 0         | 0         | 0         | 0         | 0        | 0        | 0        | 0        | 0        | 48         |
| Hleziphi Primary School  | F        | 8   | 6          | 20         | 23        | 11        | 0         | 0         | 0         | 0        | 0        | 0        | 0        | 0        | 60         |
| Hleziphi Primary School  | F        | 9   | 0          | 17         | 9         | 25        | 3         | 0         | 0         | 0        | 0        | 0        | 0        | 0        | 54         |
| Hleziphi Primary School  | F        | 10  | 0          | 0          | 16        | 9         | 15        | 8         | 0         | 0        | 0        | 0        | 0        | 0        | 48         |
| Hleziphi Primary School  | F        | 11  | 0          | 0          | 0         | 5         | 13        | 20        | 0         | 0        | 0        | 0        | 0        | 0        | 38         |
| Hleziphi Primary School  | F        | 12  | 0          | 0          | 0         | 0         | 5         | 14        | 10        | 0        | 0        | 0        | 0        | 0        | 29         |
| Hleziphi Primary School  | F        | 13  | 0          | 0          | 0         | 0         | 0         | 1         | 17        | 0        | 0        | 0        | 0        | 0        | 18         |
| Hleziphi Primary School  | F        | 14  | 0          | 0          | 0         | 0         | 0         | 0         | 17        | 0        | 0        | 0        | 0        | 0        | 17         |
| <b>Total</b>   | <b>F</b> |     | <b>79</b>  | <b>62</b>  | <b>48</b> | <b>50</b> | <b>36</b> | <b>43</b> | <b>44</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>362</b> |
| Hleziphi Primary School  | T        | 6   | 100        | 0          | 0         | 0         | 0         | 0         | 0         | 0        | 0        | 0        | 0        | 0        | 100        |
| Hleziphi Primary School  | T        | 7   | 62         | 42         | 0         | 0         | 0         | 0         | 0         | 0        | 0        | 0        | 0        | 0        | 104        |
| Hleziphi Primary School  | T        | 8   | 12         | 68         | 34        | 15        | 0         | 0         | 0         | 0        | 0        | 0        | 0        | 0        | 129        |
| Hleziphi Primary School  | T        | 9   | 0          | 25         | 26        | 42        | 15        | 0         | 0         | 0        | 0        | 0        | 0        | 0        | 108        |
| Hleziphi Primary School  | T        | 10  | 0          | 0          | 36        | 22        | 32        | 18        | 0         | 0        | 0        | 0        | 0        | 0        | 108        |
| Hleziphi Primary School  | T        | 11  | 0          | 0          | 0         | 16        | 34        | 31        | 0         | 0        | 0        | 0        | 0        | 0        | 81         |
| Hleziphi Primary School  | T        | 12  | 0          | 0          | 0         | 0         | 12        | 23        | 15        | 0        | 0        | 0        | 0        | 0        | 50         |
| Hleziphi Primary School  | T        | 13  | 0          | 0          | 0         | 0         | 0         | 8         | 25        | 0        | 0        | 0        | 0        | 0        | 33         |
| Hleziphi Primary School  | T        | 14  | 0          | 0          | 0         | 0         | 0         | 0         | 40        | 0        | 0        | 0        | 0        | 0        | 40         |
| <b>Total</b>   | <b>T</b> |     | <b>174</b> | <b>135</b> | <b>96</b> | <b>95</b> | <b>93</b> | <b>80</b> | <b>80</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>753</b> |

**Table 6**

| Percentage of learners enrolled in school in the 6 schools by age and grade and gender, 2006 (excluding grade R and pre-primary) |          |     |            |            |            |            |            |            |            |          |          |          |          |          |            |
|--|----------|-----|------------|------------|------------|------------|------------|------------|------------|----------|----------|----------|----------|----------|------------|
| Institution Name   | Gender   | Age | 1          | 2          | 3          | 4          | 5          | 6          | 7          | 8        | 9        | 10       | 11       | 12       | Total      |
| Hleziphi Primary School  | M        | 6   | 52.6       | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        |          |          |          |          |          | 12.8       |
| Hleziphi Primary School  | M        | 7   | 41.1       | 23.3       | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        |          |          |          |          |          | 14.3       |
| Hleziphi Primary School  | M        | 8   | 6.3        | 65.8       | 22.9       | 8.9        | 0.0        | 0.0        | 0.0        |          |          |          |          |          | 17.6       |
| Hleziphi Primary School  | M        | 9   | 0.0        | 11.0       | 35.4       | 37.8       | 21.1       | 0.0        | 0.0        |          |          |          |          |          | 13.8       |
| Hleziphi Primary School  | M        | 10  | 0.0        | 0.0        | 41.7       | 28.9       | 29.8       | 27.0       | 0.0        |          |          |          |          |          | 15.3       |
| Hleziphi Primary School  | M        | 11  | 0.0        | 0.0        | 0.0        | 24.4       | 36.8       | 29.7       | 0.0        |          |          |          |          |          | 11.0       |
| Hleziphi Primary School  | M        | 12  | 0.0        | 0.0        | 0.0        | 0.0        | 12.3       | 24.3       | 13.9       |          |          |          |          |          | 5.4        |
| Hleziphi Primary School  | M        | 13  | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 18.9       | 22.2       |          |          |          |          |          | 3.8        |
| Hleziphi Primary School  | M        | 14  | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 63.9       |          |          |          |          |          | 5.9        |
| <b>Total</b>   | <b>M</b> |     | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>100</b> |
| Hleziphi Primary School  | F        | 6   | 63.3       | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        |          |          |          |          |          | 13.8       |
| Hleziphi Primary School  | F        | 7   | 29.1       | 40.3       | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        |          |          |          |          |          | 13.3       |
| Hleziphi Primary School  | F        | 8   | 7.6        | 32.3       | 47.9       | 22.0       | 0.0        | 0.0        | 0.0        |          |          |          |          |          | 16.6       |
| Hleziphi Primary School  | F        | 9   | 0.0        | 27.4       | 18.8       | 50.0       | 8.3        | 0.0        | 0.0        |          |          |          |          |          | 14.9       |
| Hleziphi Primary School  | F        | 10  | 0.0        | 0.0        | 33.3       | 18.0       | 41.7       | 18.6       | 0.0        |          |          |          |          |          | 13.3       |
| Hleziphi Primary School  | F        | 11  | 0.0        | 0.0        | 0.0        | 10.0       | 36.1       | 46.5       | 0.0        |          |          |          |          |          | 10.5       |
| Hleziphi Primary School  | F        | 12  | 0.0        | 0.0        | 0.0        | 0.0        | 13.9       | 32.6       | 22.7       |          |          |          |          |          | 8.0        |
| Hleziphi Primary School  | F        | 13  | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 2.3        | 38.6       |          |          |          |          |          | 5.0        |
| Hleziphi Primary School  | F        | 14  | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 38.6       |          |          |          |          |          | 4.7        |
| <b>Total</b>   | <b>F</b> |     | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>100</b> |
| Hleziphi Primary School  | T        | 6   | 57.5       | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        |          |          |          |          |          | 13.3       |
| Hleziphi Primary School  | T        | 7   | 35.6       | 31.1       | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        |          |          |          |          |          | 13.8       |
| Hleziphi Primary School  | T        | 8   | 6.9        | 50.4       | 35.4       | 15.8       | 0.0        | 0.0        | 0.0        |          |          |          |          |          | 17.1       |
| Hleziphi Primary School  | T        | 9   | 0.0        | 18.5       | 27.1       | 44.2       | 16.1       | 0.0        | 0.0        |          |          |          |          |          | 14.3       |
| Hleziphi Primary School  | T        | 10  | 0.0        | 0.0        | 37.5       | 23.2       | 34.4       | 22.5       | 0.0        |          |          |          |          |          | 14.3       |
| Hleziphi Primary School  | T        | 11  | 0.0        | 0.0        | 0.0        | 16.8       | 36.6       | 38.8       | 0.0        |          |          |          |          |          | 10.8       |
| Hleziphi Primary School  | T        | 12  | 0.0        | 0.0        | 0.0        | 0.0        | 12.9       | 28.8       | 18.8       |          |          |          |          |          | 6.6        |
| Hleziphi Primary School  | T        | 13  | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 10.0       | 31.3       |          |          |          |          |          | 4.4        |
| Hleziphi Primary School  | T        | 14  | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 50.0       |          |          |          |          |          | 5.3        |
| <b>Total</b>   | <b>T</b> |     | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>100</b> |

**Table 7**

| Number of learners enrolled in school in the 6 schools by age and grade and gender, 2006 (excluding grade R and pre-primary) |          |     |           |            |            |            |            |            |            |          |          |          |          |          |            |
|--|----------|-----|-----------|------------|------------|------------|------------|------------|------------|----------|----------|----------|----------|----------|------------|
| Institution Name   | Gender   | Age | 1         | 2          | 3          | 4          | 5          | 6          | 7          | 8        | 9        | 10       | 11       | 12       | Total      |
| Jongimfundo Primary School   | M        | 6   | 12        | 0          | 0          | 0          | 0          | 0          | 0          | 0        | 0        | 0        | 0        | 0        | 12         |
| Jongimfundo Primary School   | M        | 7   | 28        | 10         | 0          | 0          | 0          | 0          | 0          | 0        | 0        | 0        | 0        | 0        | 38         |
| Jongimfundo Primary School   | M        | 8   | 8         | 32         | 11         | 0          | 0          | 0          | 0          | 0        | 0        | 0        | 0        | 0        | 51         |
| Jongimfundo Primary School   | M        | 9   | 0         | 21         | 46         | 11         | 0          | 0          | 0          | 0        | 0        | 0        | 0        | 0        | 78         |
| Jongimfundo Primary School   | M        | 10  | 0         | 0          | 4          | 13         | 20         | 0          | 0          | 0        | 0        | 0        | 0        | 0        | 37         |
| Jongimfundo Primary School   | M        | 11  | 0         | 0          | 0          | 16         | 11         | 0          | 0          | 0        | 0        | 0        | 0        | 0        | 27         |
| Jongimfundo Primary School   | M        | 12  | 0         | 0          | 0          | 10         | 14         | 18         | 2          | 0        | 0        | 0        | 0        | 0        | 44         |
| Jongimfundo Primary School   | M        | 13  | 0         | 0          | 0          | 3          | 3          | 16         | 19         | 0        | 0        | 0        | 0        | 0        | 41         |
| Jongimfundo Primary School   | M        | 14  | 0         | 0          | 0          | 0          | 1          | 6          | 16         | 0        | 0        | 0        | 0        | 0        | 23         |
| Jongimfundo Primary School   | M        | 15  | 0         | 0          | 0          | 0          | 0          | 0          | 10         | 0        | 0        | 0        | 0        | 0        | 10         |
| Jongimfundo Primary School   | M        | 16  | 0         | 0          | 0          | 0          | 0          | 4          | 6          | 0        | 0        | 0        | 0        | 0        | 10         |
| Jongimfundo Primary School   | M        | 17  | 0         | 0          | 0          | 0          | 0          | 0          | 1          | 0        | 0        | 0        | 0        | 0        | 1          |
| Jongimfundo Primary School   | M        | 18  | 0         | 0          | 0          | 0          | 0          | 0          | 1          | 0        | 0        | 0        | 0        | 0        | 1          |
| Jongimfundo Primary School   | M        | 19  | 0         | 0          | 0          | 0          | 0          | 0          | 1          | 0        | 0        | 0        | 0        | 0        | 1          |
| <b>Total</b>   | <b>M</b> |     | <b>48</b> | <b>63</b>  | <b>61</b>  | <b>53</b>  | <b>49</b>  | <b>44</b>  | <b>56</b>  | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>374</b> |
| Jongimfundo Primary School   | F        | 6   | 11        | 0          | 0          | 0          | 0          | 0          | 0          | 0        | 0        | 0        | 0        | 0        | 11         |
| Jongimfundo Primary School   | F        | 7   | 26        | 12         | 0          | 0          | 0          | 0          | 0          | 0        | 0        | 0        | 0        | 0        | 38         |
| Jongimfundo Primary School   | F        | 8   | 0         | 26         | 20         | 3          | 0          | 0          | 0          | 0        | 0        | 0        | 0        | 0        | 49         |
| Jongimfundo Primary School   | F        | 9   | 0         | 5          | 48         | 15         | 10         | 0          | 0          | 0        | 0        | 0        | 0        | 0        | 78         |
| Jongimfundo Primary School   | F        | 10  | 0         | 0          | 12         | 25         | 21         | 0          | 0          | 0        | 0        | 0        | 0        | 0        | 58         |
| Jongimfundo Primary School   | F        | 11  | 0         | 0          | 0          | 9          | 16         | 6          | 1          | 0        | 0        | 0        | 0        | 0        | 32         |
| Jongimfundo Primary School   | F        | 12  | 0         | 0          | 0          | 3          | 8          | 30         | 5          | 0        | 0        | 0        | 0        | 0        | 46         |
| Jongimfundo Primary School   | F        | 13  | 0         | 0          | 0          | 4          | 4          | 14         | 26         | 0        | 0        | 0        | 0        | 0        | 48         |
| Jongimfundo Primary School   | F        | 14  | 0         | 0          | 0          | 3          | 4          | 4          | 19         | 0        | 0        | 0        | 0        | 0        | 30         |
| Jongimfundo Primary School   | F        | 15  | 0         | 0          | 0          | 1          | 2          | 2          | 10         | 0        | 0        | 0        | 0        | 0        | 15         |
| Jongimfundo Primary School   | F        | 16  | 0         | 0          | 0          | 0          | 0          | 4          | 1          | 0        | 0        | 0        | 0        | 0        | 5          |
| <b>Total</b>   | <b>F</b> |     | <b>37</b> | <b>43</b>  | <b>80</b>  | <b>63</b>  | <b>65</b>  | <b>60</b>  | <b>62</b>  | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>410</b> |
| Jongimfundo Primary School   | T        | 6   | 23        | 0          | 0          | 0          | 0          | 0          | 0          | 0        | 0        | 0        | 0        | 0        | 23         |
| Jongimfundo Primary School   | T        | 7   | 54        | 22         | 0          | 0          | 0          | 0          | 0          | 0        | 0        | 0        | 0        | 0        | 76         |
| Jongimfundo Primary School   | T        | 8   | 8         | 58         | 31         | 3          | 0          | 0          | 0          | 0        | 0        | 0        | 0        | 0        | 100        |
| Jongimfundo Primary School   | T        | 9   | 0         | 26         | 94         | 26         | 10         | 0          | 0          | 0        | 0        | 0        | 0        | 0        | 156        |
| Jongimfundo Primary School   | T        | 10  | 0         | 0          | 16         | 38         | 41         | 0          | 0          | 0        | 0        | 0        | 0        | 0        | 95         |
| Jongimfundo Primary School   | T        | 11  | 0         | 0          | 0          | 25         | 27         | 6          | 1          | 0        | 0        | 0        | 0        | 0        | 59         |
| Jongimfundo Primary School   | T        | 12  | 0         | 0          | 0          | 13         | 22         | 48         | 7          | 0        | 0        | 0        | 0        | 0        | 90         |
| Jongimfundo Primary School   | T        | 13  | 0         | 0          | 0          | 7          | 7          | 30         | 45         | 0        | 0        | 0        | 0        | 0        | 89         |
| Jongimfundo Primary School   | T        | 14  | 0         | 0          | 0          | 3          | 5          | 10         | 35         | 0        | 0        | 0        | 0        | 0        | 53         |
| Jongimfundo Primary School   | T        | 15  | 0         | 0          | 0          | 1          | 2          | 2          | 20         | 0        | 0        | 0        | 0        | 0        | 25         |
| Jongimfundo Primary School   | T        | 16  | 0         | 0          | 0          | 0          | 0          | 8          | 7          | 0        | 0        | 0        | 0        | 0        | 15         |
| Jongimfundo Primary School   | T        | 17  | 0         | 0          | 0          | 0          | 0          | 0          | 1          | 0        | 0        | 0        | 0        | 0        | 1          |
| Jongimfundo Primary School   | T        | 18  | 0         | 0          | 0          | 0          | 0          | 0          | 1          | 0        | 0        | 0        | 0        | 0        | 1          |
| Jongimfundo Primary School   | T        | 19  | 0         | 0          | 0          | 0          | 0          | 0          | 1          | 0        | 0        | 0        | 0        | 0        | 1          |
| <b>Total</b>   | <b>T</b> |     | <b>85</b> | <b>106</b> | <b>141</b> | <b>116</b> | <b>114</b> | <b>104</b> | <b>118</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>784</b> |

**Table 8**

| Percentage of learners enrolled in school in the 6 schools by age and grade and gender, 2006 (excluding grade R and pre-primary) |          |     |            |            |            |            |            |            |            |          |          |          |          |          |            |
|--|----------|-----|------------|------------|------------|------------|------------|------------|------------|----------|----------|----------|----------|----------|------------|
| Institution Name   | Gender   | Age | 1          | 2          | 3          | 4          | 5          | 6          | 7          | 8        | 9        | 10       | 11       | 12       | Total      |
| Jongimfundo Primary School   | M        | 6   | 25.0       | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        |          |          |          |          |          | 3.2        |
| Jongimfundo Primary School   | M        | 7   | 58.3       | 15.9       | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        |          |          |          |          |          | 10.2       |
| Jongimfundo Primary School   | M        | 8   | 16.7       | 50.8       | 18.0       | 0.0        | 0.0        | 0.0        | 0.0        |          |          |          |          |          | 13.6       |
| Jongimfundo Primary School   | M        | 9   | 0.0        | 33.3       | 75.4       | 20.8       | 0.0        | 0.0        | 0.0        |          |          |          |          |          | 20.9       |
| Jongimfundo Primary School   | M        | 10  | 0.0        | 0.0        | 6.6        | 24.5       | 40.8       | 0.0        | 0.0        |          |          |          |          |          | 9.9        |
| Jongimfundo Primary School   | M        | 11  | 0.0        | 0.0        | 0.0        | 30.2       | 22.4       | 0.0        | 0.0        |          |          |          |          |          | 7.2        |
| Jongimfundo Primary School   | M        | 12  | 0.0        | 0.0        | 0.0        | 18.9       | 28.6       | 40.9       | 3.6        |          |          |          |          |          | 11.8       |
| Jongimfundo Primary School   | M        | 13  | 0.0        | 0.0        | 0.0        | 5.7        | 6.1        | 36.4       | 33.9       |          |          |          |          |          | 11.0       |
| Jongimfundo Primary School   | M        | 14  | 0.0        | 0.0        | 0.0        | 0.0        | 2.0        | 13.6       | 28.6       |          |          |          |          |          | 6.1        |
| Jongimfundo Primary School   | M        | 15  | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 17.9       |          |          |          |          |          | 2.7        |
| Jongimfundo Primary School   | M        | 16  | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 9.1        | 10.7       |          |          |          |          |          | 2.7        |
| Jongimfundo Primary School   | M        | 17  | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 1.8        |          |          |          |          |          | 0.3        |
| Jongimfundo Primary School   | M        | 18  | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 1.8        |          |          |          |          |          | 0.3        |
| Jongimfundo Primary School   | M        | 19  | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 1.8        |          |          |          |          |          | 0.3        |
| <b>Total</b>   | <b>M</b> |     | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>100</b> |
| Jongimfundo Primary School   | F        | 6   | 29.7       | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        |          |          |          |          |          | 2.7        |
| Jongimfundo Primary School   | F        | 7   | 70.3       | 27.9       | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        |          |          |          |          |          | 9.3        |
| Jongimfundo Primary School   | F        | 8   | 0.0        | 60.5       | 25.0       | 4.8        | 0.0        | 0.0        | 0.0        |          |          |          |          |          | 12.0       |
| Jongimfundo Primary School   | F        | 9   | 0.0        | 11.6       | 60.0       | 23.8       | 15.4       | 0.0        | 0.0        |          |          |          |          |          | 19.0       |
| Jongimfundo Primary School   | F        | 10  | 0.0        | 0.0        | 15.0       | 39.7       | 32.3       | 0.0        | 0.0        |          |          |          |          |          | 14.1       |
| Jongimfundo Primary School   | F        | 11  | 0.0        | 0.0        | 0.0        | 14.3       | 24.6       | 10.0       | 1.6        |          |          |          |          |          | 7.8        |
| Jongimfundo Primary School   | F        | 12  | 0.0        | 0.0        | 0.0        | 4.8        | 12.3       | 50.0       | 8.1        |          |          |          |          |          | 11.2       |
| Jongimfundo Primary School   | F        | 13  | 0.0        | 0.0        | 0.0        | 6.3        | 6.2        | 23.3       | 41.9       |          |          |          |          |          | 11.7       |
| Jongimfundo Primary School   | F        | 14  | 0.0        | 0.0        | 0.0        | 4.8        | 6.2        | 6.7        | 30.6       |          |          |          |          |          | 7.3        |
| Jongimfundo Primary School   | F        | 15  | 0.0        | 0.0        | 0.0        | 1.6        | 3.1        | 3.3        | 16.1       |          |          |          |          |          | 3.7        |
| Jongimfundo Primary School   | F        | 16  | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 6.7        | 1.6        |          |          |          |          |          | 1.2        |
| <b>Total</b>   | <b>F</b> |     | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>100</b> |
| Jongimfundo Primary School   | T        | 6   | 27.1       | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        |          |          |          |          |          | 2.9        |
| Jongimfundo Primary School   | T        | 7   | 63.5       | 20.8       | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        |          |          |          |          |          | 9.7        |
| Jongimfundo Primary School   | T        | 8   | 9.4        | 54.7       | 22.0       | 2.6        | 0.0        | 0.0        | 0.0        |          |          |          |          |          | 12.8       |
| Jongimfundo Primary School   | T        | 9   | 0.0        | 24.5       | 66.7       | 22.4       | 8.8        | 0.0        | 0.0        |          |          |          |          |          | 19.9       |
| Jongimfundo Primary School   | T        | 10  | 0.0        | 0.0        | 11.3       | 32.8       | 36.0       | 0.0        | 0.0        |          |          |          |          |          | 12.1       |
| Jongimfundo Primary School   | T        | 11  | 0.0        | 0.0        | 0.0        | 21.6       | 23.7       | 5.8        | 0.8        |          |          |          |          |          | 7.5        |
| Jongimfundo Primary School   | T        | 12  | 0.0        | 0.0        | 0.0        | 11.2       | 19.3       | 46.2       | 5.9        |          |          |          |          |          | 11.5       |
| Jongimfundo Primary School   | T        | 13  | 0.0        | 0.0        | 0.0        | 6.0        | 6.1        | 28.8       | 38.1       |          |          |          |          |          | 11.4       |
| Jongimfundo Primary School   | T        | 14  | 0.0        | 0.0        | 0.0        | 2.6        | 4.4        | 9.6        | 29.7       |          |          |          |          |          | 6.8        |
| Jongimfundo Primary School   | T        | 15  | 0.0        | 0.0        | 0.0        | 0.9        | 1.8        | 1.9        | 16.9       |          |          |          |          |          | 3.2        |
| Jongimfundo Primary School   | T        | 16  | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 7.7        | 5.9        |          |          |          |          |          | 1.9        |
| Jongimfundo Primary School   | T        | 17  | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.8        |          |          |          |          |          | 0.1        |
| Jongimfundo Primary School   | T        | 18  | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.8        |          |          |          |          |          | 0.1        |
| Jongimfundo Primary School   | T        | 19  | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.8        |          |          |          |          |          | 0.1        |
| <b>Total</b>   | <b>T</b> |     | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>100</b> |

**Table 9**

| Number of learners enrolled in school in the 6 schools by age and grade and gender, 2006 (excluding grade R and pre-primary) |          |     |          |          |          |          |          |          |          |            |            |            |            |            |             |
|--|----------|-----|----------|----------|----------|----------|----------|----------|----------|------------|------------|------------|------------|------------|-------------|
| Institution Name   | Gender   | Age | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8          | 9          | 10         | 11         | 12         | Total       |
| Phumlani Secondary School  | M        | 13  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 62         | 5          | 0          | 0          | 0          | 67          |
| Phumlani Secondary School  | M        | 14  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 97         | 57         | 5          | 0          | 0          | 159         |
| Phumlani Secondary School  | M        | 15  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 25         | 78         | 37         | 0          | 0          | 140         |
| Phumlani Secondary School  | M        | 16  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 1          | 20         | 75         | 10         | 0          | 106         |
| Phumlani Secondary School  | M        | 17  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0          | 4          | 29         | 48         | 12         | 93          |
| Phumlani Secondary School  | M        | 18  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0          | 0          | 6          | 20         | 78         | 104         |
| Phumlani Secondary School  | M        | 19  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0          | 0          | 0          | 13         | 10         | 23          |
| Phumlani Secondary School  | M        | 20  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0          | 0          | 0          | 0          | 11         | 11          |
| Phumlani Secondary School  | M        | 21  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0          | 0          | 0          | 0          | 8          | 8           |
| <b>Total</b>   | <b>M</b> |     | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>185</b> | <b>164</b> | <b>152</b> | <b>91</b>  | <b>119</b> | <b>711</b>  |
| Phumlani Secondary School  | F        | 12  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 16         | 0          | 0          | 0          | 0          | 16          |
| Phumlani Secondary School  | F        | 13  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 125        | 22         | 0          | 0          | 0          | 147         |
| Phumlani Secondary School  | F        | 14  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 95         | 96         | 8          | 0          | 0          | 199         |
| Phumlani Secondary School  | F        | 15  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 18         | 67         | 82         | 4          | 0          | 171         |
| Phumlani Secondary School  | F        | 16  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 3          | 6          | 118        | 29         | 5          | 161         |
| Phumlani Secondary School  | F        | 17  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0          | 5          | 19         | 46         | 89         | 159         |
| Phumlani Secondary School  | F        | 18  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0          | 0          | 2          | 32         | 33         | 67          |
| Phumlani Secondary School  | F        | 19  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0          | 0          | 0          | 10         | 10         | 20          |
| Phumlani Secondary School  | F        | 20  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0          | 0          | 0          | 0          | 6          | 6           |
| Phumlani Secondary School  | F        | 21  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0          | 0          | 0          | 0          | 4          | 4           |
| <b>Total</b>   | <b>F</b> |     | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>257</b> | <b>196</b> | <b>229</b> | <b>121</b> | <b>147</b> | <b>950</b>  |
| Phumlani Secondary School  | T        | 12  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 16         | 0          | 0          | 0          | 0          | 16          |
| Phumlani Secondary School  | T        | 13  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 187        | 27         | 0          | 0          | 0          | 214         |
| Phumlani Secondary School  | T        | 14  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 192        | 153        | 13         | 0          | 0          | 358         |
| Phumlani Secondary School  | T        | 15  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 43         | 145        | 119        | 4          | 0          | 311         |
| Phumlani Secondary School  | T        | 16  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 4          | 26         | 193        | 39         | 5          | 267         |
| Phumlani Secondary School  | T        | 17  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0          | 9          | 48         | 94         | 101        | 252         |
| Phumlani Secondary School  | T        | 18  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0          | 0          | 8          | 52         | 111        | 171         |
| Phumlani Secondary School  | T        | 19  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0          | 0          | 0          | 23         | 20         | 43          |
| Phumlani Secondary School  | T        | 20  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0          | 0          | 0          | 0          | 17         | 17          |
| Phumlani Secondary School  | T        | 21  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0          | 0          | 0          | 0          | 12         | 12          |
| <b>Total</b>   | <b>T</b> |     | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>442</b> | <b>360</b> | <b>381</b> | <b>212</b> | <b>266</b> | <b>1661</b> |



**Table 10**

| Percentage of learners enrolled in school in the 6 schools by age and grade and gender, 2006 (excluding grade R and pre-primary) |          |     |          |          |          |          |          |          |          |            |            |            |            |            |            |
|--|----------|-----|----------|----------|----------|----------|----------|----------|----------|------------|------------|------------|------------|------------|------------|
| Institution Name   | Gender   | Age | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8          | 9          | 10         | 11         | 12         | Total      |
| Phumlani Secondary School  | M        | 13  |          |          |          |          |          |          |          | 33.5       | 3.0        | 0.0        | 0.0        | 0.0        | 9.4        |
| Phumlani Secondary School  | M        | 14  |          |          |          |          |          |          |          | 52.4       | 34.8       | 3.3        | 0.0        | 0.0        | 22.4       |
| Phumlani Secondary School  | M        | 15  |          |          |          |          |          |          |          | 13.5       | 47.6       | 24.3       | 0.0        | 0.0        | 19.7       |
| Phumlani Secondary School  | M        | 16  |          |          |          |          |          |          |          | 0.5        | 12.2       | 49.3       | 11.0       | 0.0        | 14.9       |
| Phumlani Secondary School  | M        | 17  |          |          |          |          |          |          |          | 0.0        | 2.4        | 19.1       | 52.7       | 10.1       | 13.1       |
| Phumlani Secondary School  | M        | 18  |          |          |          |          |          |          |          | 0.0        | 0.0        | 3.9        | 22.0       | 65.5       | 14.6       |
| Phumlani Secondary School  | M        | 19  |          |          |          |          |          |          |          | 0.0        | 0.0        | 0.0        | 14.3       | 8.4        | 3.2        |
| Phumlani Secondary School  | M        | 20  |          |          |          |          |          |          |          | 0.0        | 0.0        | 0.0        | 0.0        | 9.2        | 1.5        |
| Phumlani Secondary School  | M        | 21  |          |          |          |          |          |          |          | 0.0        | 0.0        | 0.0        | 0.0        | 6.7        | 1.1        |
| <b>Total</b>   | <b>M</b> |     | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> |
| Phumlani Secondary School  | F        | 12  |          |          |          |          |          |          |          | 6.2        | 0.0        | 0.0        | 0.0        | 0.0        | 1.7        |
| Phumlani Secondary School  | F        | 13  |          |          |          |          |          |          |          | 48.6       | 11.2       | 0.0        | 0.0        | 0.0        | 15.5       |
| Phumlani Secondary School  | F        | 14  |          |          |          |          |          |          |          | 37.0       | 49.0       | 3.5        | 0.0        | 0.0        | 20.9       |
| Phumlani Secondary School  | F        | 15  |          |          |          |          |          |          |          | 7.0        | 34.2       | 35.8       | 3.3        | 0.0        | 18.0       |
| Phumlani Secondary School  | F        | 16  |          |          |          |          |          |          |          | 1.2        | 3.1        | 51.5       | 24.0       | 3.4        | 16.9       |
| Phumlani Secondary School  | F        | 17  |          |          |          |          |          |          |          | 0.0        | 2.6        | 8.3        | 38.0       | 60.5       | 16.7       |
| Phumlani Secondary School  | F        | 18  |          |          |          |          |          |          |          | 0.0        | 0.0        | 0.9        | 26.4       | 22.4       | 7.1        |
| Phumlani Secondary School  | F        | 19  |          |          |          |          |          |          |          | 0.0        | 0.0        | 0.0        | 8.3        | 6.8        | 2.1        |
| Phumlani Secondary School  | F        | 20  |          |          |          |          |          |          |          | 0.0        | 0.0        | 0.0        | 0.0        | 4.1        | 0.6        |
| Phumlani Secondary School  | F        | 21  |          |          |          |          |          |          |          | 0.0        | 0.0        | 0.0        | 0.0        | 2.7        | 0.4        |
| <b>Total</b>   | <b>F</b> |     | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> |
| Phumlani Secondary School  | T        | 12  |          |          |          |          |          |          |          | 3.6        | 0.0        | 0.0        | 0.0        | 0.0        | 1.0        |
| Phumlani Secondary School  | T        | 13  |          |          |          |          |          |          |          | 42.3       | 7.5        | 0.0        | 0.0        | 0.0        | 12.9       |
| Phumlani Secondary School  | T        | 14  |          |          |          |          |          |          |          | 43.4       | 42.5       | 3.4        | 0.0        | 0.0        | 21.6       |
| Phumlani Secondary School  | T        | 15  |          |          |          |          |          |          |          | 9.7        | 40.3       | 31.2       | 1.9        | 0.0        | 18.7       |
| Phumlani Secondary School  | T        | 16  |          |          |          |          |          |          |          | 0.9        | 7.2        | 50.7       | 18.4       | 1.9        | 16.1       |
| Phumlani Secondary School  | T        | 17  |          |          |          |          |          |          |          | 0.0        | 2.5        | 12.6       | 44.3       | 38.0       | 15.2       |
| Phumlani Secondary School  | T        | 18  |          |          |          |          |          |          |          | 0.0        | 0.0        | 2.1        | 24.5       | 41.7       | 10.3       |
| Phumlani Secondary School  | T        | 19  |          |          |          |          |          |          |          | 0.0        | 0.0        | 0.0        | 10.8       | 7.5        | 2.6        |
| Phumlani Secondary School  | T        | 20  |          |          |          |          |          |          |          | 0.0        | 0.0        | 0.0        | 0.0        | 6.4        | 1.0        |
| Phumlani Secondary School  | T        | 21  |          |          |          |          |          |          |          | 0.0        | 0.0        | 0.0        | 0.0        | 4.5        | 0.7        |
| <b>Total</b>   | <b>T</b> |     | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> |

**Table 11**

| Number of learners enrolled in school in the 6 schools by age and grade and gender, 2007 (excluding grade R and pr-primary) |          |     |            |            |            |            |            |            |            |          |          |          |          |          |             |
|---|----------|-----|------------|------------|------------|------------|------------|------------|------------|----------|----------|----------|----------|----------|-------------|
| Institution Name  | Gender   | Age | 1          | 2          | 3          | 4          | 5          | 6          | 7          | 8        | 9        | 10       | 11       | 12       | Total       |
| Vumbeni Primary School  | M        | 6   | 70         |            |            |            |            |            |            |          |          |          |          |          | 70          |
| Vumbeni Primary School  | M        | 7   | 20         | 60         |            |            |            |            |            |          |          |          |          |          | 80          |
| Vumbeni Primary School  | M        | 8   |            | 27         | 67         |            |            |            |            |          |          |          |          |          | 94          |
| Vumbeni Primary School  | M        | 9   |            |            | 30         |            |            |            |            |          |          |          |          |          | 30          |
| Vumbeni Primary School  | M        | 10  |            |            |            | 47         |            |            |            |          |          |          |          |          | 47          |
| Vumbeni Primary School  | M        | 11  |            |            |            | 14         |            |            |            |          |          |          |          |          | 14          |
| Vumbeni Primary School  | M        | 12  |            |            |            |            | 20         | 10         |            |          |          |          |          |          | 30          |
| Vumbeni Primary School  | M        | 13  |            |            |            |            | 53         | 17         | 17         |          |          |          |          |          | 87          |
| Vumbeni Primary School  | M        | 14  |            |            |            |            |            | 22         | 13         |          |          |          |          |          | 35          |
| Vumbeni Primary School  | M        | 15  |            |            |            |            |            | 8          | 20         |          |          |          |          |          | 28          |
| <b>Total</b>  | <b>M</b> |     | <b>90</b>  | <b>87</b>  | <b>97</b>  | <b>61</b>  | <b>73</b>  | <b>57</b>  | <b>50</b>  | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>515</b>  |
| Vumbeni Primary School  | F        | 6   | 100        |            |            |            |            |            |            |          |          |          |          |          | 100         |
| Vumbeni Primary School  | F        | 7   | 10         | 30         |            |            |            |            |            |          |          |          |          |          | 40          |
| Vumbeni Primary School  | F        | 8   |            | 57         | 53         |            |            |            |            |          |          |          |          |          | 110         |
| Vumbeni Primary School  | F        | 9   |            |            | 40         |            |            |            |            |          |          |          |          |          | 40          |
| Vumbeni Primary School  | F        | 10  |            |            | 10         | 24         |            |            |            |          |          |          |          |          | 34          |
| Vumbeni Primary School  | F        | 11  |            |            |            | 43         | 14         | 13         |            |          |          |          |          |          | 70          |
| Vumbeni Primary School  | F        | 12  |            |            |            |            | 30         | 27         |            |          |          |          |          |          | 57          |
| Vumbeni Primary School  | F        | 13  |            |            |            |            | 10         | 23         | 16         |          |          |          |          |          | 49          |
| Vumbeni Primary School  | F        | 14  |            |            |            |            |            |            | 17         |          |          |          |          |          | 17          |
| Vumbeni Primary School  | F        | 15  |            |            |            |            |            |            | 23         |          |          |          |          |          | 23          |
| <b>Total</b>  | <b>F</b> |     | <b>110</b> | <b>87</b>  | <b>103</b> | <b>67</b>  | <b>54</b>  | <b>63</b>  | <b>56</b>  | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>540</b>  |
| Vumbeni Primary School  | T        | 6   | 170        |            |            |            |            |            |            |          |          |          |          |          | 170         |
| Vumbeni Primary School  | T        | 7   | 30         | 90         |            |            |            |            |            |          |          |          |          |          | 120         |
| Vumbeni Primary School  | T        | 8   |            | 84         | 120        |            |            |            |            |          |          |          |          |          | 204         |
| Vumbeni Primary School  | T        | 9   |            |            | 70         |            |            |            |            |          |          |          |          |          | 70          |
| Vumbeni Primary School  | T        | 10  |            |            |            | 71         |            |            |            |          |          |          |          |          | 81          |
| Vumbeni Primary School  | T        | 11  |            |            |            | 57         |            |            |            |          |          |          |          |          | 84          |
| Vumbeni Primary School  | T        | 12  |            |            |            |            | 50         | 37         |            |          |          |          |          |          | 87          |
| Vumbeni Primary School  | T        | 13  |            |            |            |            | 63         | 40         | 33         |          |          |          |          |          | 136         |
| Vumbeni Primary School  | T        | 14  |            |            |            |            |            |            | 30         |          |          |          |          |          | 52          |
| Vumbeni Primary School  | T        | 15  |            |            |            |            |            |            | 43         |          |          |          |          |          | 51          |
| <b>Total</b>  | <b>T</b> |     | <b>200</b> | <b>174</b> | <b>200</b> | <b>128</b> | <b>127</b> | <b>120</b> | <b>106</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>1055</b> |

**Table 12**

| Percentage of learners enrolled in school in the 6 schools by age and grade and gender, 2007 (excluding grade R and pre-primary) |          |     |            |            |            |            |            |            |            |          |          |          |          |          |            |
|--|----------|-----|------------|------------|------------|------------|------------|------------|------------|----------|----------|----------|----------|----------|------------|
| Institution Name   | Gender   | Age | 1          | 2          | 3          | 4          | 5          | 6          | 7          | 8        | 9        | 10       | 11       | 12       | Total      |
| Vumbeni Primary School   | M        | 6   | 77.8       | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        |          |          |          |          |          | 13.6       |
| Vumbeni Primary School   | M        | 7   | 22.2       | 69.0       | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        |          |          |          |          |          | 15.5       |
| Vumbeni Primary School   | M        | 8   | 0.0        | 31.0       | 69.1       | 0.0        | 0.0        | 0.0        | 0.0        |          |          |          |          |          | 18.3       |
| Vumbeni Primary School   | M        | 9   | 0.0        | 0.0        | 30.9       | 0.0        | 0.0        | 0.0        | 0.0        |          |          |          |          |          | 5.8        |
| Vumbeni Primary School   | M        | 10  | 0.0        | 0.0        | 0.0        | 77.0       | 0.0        | 0.0        | 0.0        |          |          |          |          |          | 9.1        |
| Vumbeni Primary School   | M        | 11  | 0.0        | 0.0        | 0.0        | 23.0       | 0.0        | 0.0        | 0.0        |          |          |          |          |          | 2.7        |
| Vumbeni Primary School   | M        | 12  | 0.0        | 0.0        | 0.0        | 0.0        | 27.4       | 17.5       | 0.0        |          |          |          |          |          | 5.8        |
| Vumbeni Primary School   | M        | 13  | 0.0        | 0.0        | 0.0        | 0.0        | 72.6       | 29.8       | 34.0       |          |          |          |          |          | 16.9       |
| Vumbeni Primary School   | M        | 14  | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 38.6       | 26.0       |          |          |          |          |          | 6.8        |
| Vumbeni Primary School   | M        | 15  | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 14.0       | 40.0       |          |          |          |          |          | 5.4        |
| <b>Total</b>   | <b>M</b> |     | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>100</b> |
| Vumbeni Primary School   | F        | 6   | 90.9       | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        |          |          |          |          |          | 18.5       |
| Vumbeni Primary School   | F        | 7   | 9.1        | 34.5       | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        |          |          |          |          |          | 7.4        |
| Vumbeni Primary School   | F        | 8   | 0.0        | 65.5       | 51.5       | 0.0        | 0.0        | 0.0        | 0.0        |          |          |          |          |          | 20.4       |
| Vumbeni Primary School   | F        | 9   | 0.0        | 0.0        | 38.8       | 0.0        | 0.0        | 0.0        | 0.0        |          |          |          |          |          | 7.4        |
| Vumbeni Primary School   | F        | 10  | 0.0        | 0.0        | 9.7        | 35.8       | 0.0        | 0.0        | 0.0        |          |          |          |          |          | 6.3        |
| Vumbeni Primary School   | F        | 11  | 0.0        | 0.0        | 0.0        | 64.2       | 25.9       | 20.6       | 0.0        |          |          |          |          |          | 13.0       |
| Vumbeni Primary School   | F        | 12  | 0.0        | 0.0        | 0.0        | 0.0        | 55.6       | 42.9       | 0.0        |          |          |          |          |          | 10.6       |
| Vumbeni Primary School   | F        | 13  | 0.0        | 0.0        | 0.0        | 0.0        | 18.5       | 36.5       | 28.6       |          |          |          |          |          | 9.1        |
| Vumbeni Primary School   | F        | 14  | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 30.4       |          |          |          |          |          | 3.1        |
| Vumbeni Primary School   | F        | 15  | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 41.1       |          |          |          |          |          | 4.3        |
| <b>Total</b>   | <b>F</b> |     | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>100</b> |
| Vumbeni Primary School   | T        | 6   | 85.0       | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        |          |          |          |          |          | 16.1       |
| Vumbeni Primary School   | T        | 7   | 15.0       | 51.7       | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        |          |          |          |          |          | 11.4       |
| Vumbeni Primary School   | T        | 8   | 0.0        | 48.3       | 60.0       | 0.0        | 0.0        | 0.0        | 0.0        |          |          |          |          |          | 19.3       |
| Vumbeni Primary School   | T        | 9   | 0.0        | 0.0        | 35.0       | 0.0        | 0.0        | 0.0        | 0.0        |          |          |          |          |          | 6.6        |

|                        |   |    |     |     |     |      |      |      |      |   |   |   |   |   |      |
|------------------------|---|----|-----|-----|-----|------|------|------|------|---|---|---|---|---|------|
| Vumbeni Primary School | T | 10 | 0.0 | 0.0 | 5.0 | 55.5 | 0.0  | 0.0  | 0.0  |   |   |   |   |   | 7.7  |
| Vumbeni Primary School | T | 11 | 0.0 | 0.0 | 0.0 | 44.5 | 11.0 | 10.8 | 0.0  |   |   |   |   |   | 8.0  |
| Vumbeni Primary School | T | 12 | 0.0 | 0.0 | 0.0 | 0.0  | 39.4 | 30.8 | 0.0  |   |   |   |   |   | 8.2  |
| Vumbeni Primary School | T | 13 | 0.0 | 0.0 | 0.0 | 0.0  | 49.6 | 33.3 | 31.1 |   |   |   |   |   | 12.9 |
| Vumbeni Primary School | T | 14 | 0.0 | 0.0 | 0.0 | 0.0  | 0.0  | 18.3 | 28.3 |   |   |   |   |   | 4.9  |
| Vumbeni Primary School | T | 15 | 0.0 | 0.0 | 0.0 | 0.0  | 0.0  | 0.0  | 40.6 |   |   |   |   |   | 4.8  |
| Total                  | T |    | 100 | 100 | 100 | 100  | 100  | 93   | 100  | 0 | 0 | 0 | 0 | 0 | 100  |

## Appendix 3

**Table 13**

| Number of learners enrolled in school in the 3 schools by age and grade and gender, 2007 (excluding grade R and pre-primary) |       |                  |    |    |    |    |    |    |    |    |    |       |
|--|-------|------------------|----|----|----|----|----|----|----|----|----|-------|
|  | Age   | Gender/<br>Grade | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | Total |
| Candu JSS  | 5     | F                | 6  |    |    |    |    |    |    |    |    | 6     |
| Candu JSS  | 6     | F                | 13 | 5  | 0  |    |    |    |    |    |    | 18    |
| Candu JSS  | 7     | F                | 7  | 10 | 3  |    |    |    |    |    |    | 20    |
| Candu JSS  | 8     | F                |    | 7  | 7  | 3  | 2  |    |    |    |    | 19    |
| Candu JSS  | 9     | F                |    |    | 5  | 8  | 6  | 3  |    |    |    | 22    |
| Candu JSS  | 10    | F                |    |    |    | 2  | 3  | 7  |    |    |    | 12    |
| Candu JSS  | 11    | F                |    |    |    |    |    | 4  | 2  |    |    | 6     |
| Candu JSS  | 12    | F                |    |    |    |    |    |    | 7  | 2  | 2  | 11    |
| Candu JSS  | 13    | F                |    |    |    |    |    |    | 3  | 8  | 2  | 13    |
| Candu JSS  | 14    | F                |    |    |    |    |    |    | 0  | 4  | 1  | 5     |
| Candu JSS  | 15    | F                |    |    |    |    |    |    |    | 0  | 0  | 0     |
| Candu JSS  | 16    | F                |    |    |    |    |    |    |    |    | 0  | 0     |
| Candu JSS  | Total | F                | 26 | 22 | 15 | 13 | 11 | 14 | 12 | 14 | 5  | 132   |
| Candu JSS  | 5     | M                | 5  |    |    |    |    |    |    |    |    | 5     |
| Candu JSS  | 6     | M                | 20 | 2  | 3  |    |    |    |    |    |    | 25    |
| Candu JSS  | 7     | M                | 7  | 18 | 17 |    |    |    |    |    |    | 42    |
| Candu JSS  | 8     | M                |    | 4  | 3  | 5  | 0  |    |    |    |    | 12    |
| Candu JSS  | 9     | M                |    |    | 0  | 7  | 8  | 0  |    |    |    | 15    |
| Candu JSS  | 10    | M                |    |    |    | 0  | 10 | 7  |    |    |    | 17    |
| Candu JSS  | 11    | M                |    |    |    |    |    | 12 | 2  |    |    | 14    |
| Candu JSS  | 12    | M                |    |    |    |    |    |    | 12 | 0  | 0  | 12    |
| Candu JSS  | 13    | M                |    |    |    |    |    |    | 6  | 7  | 0  | 13    |
| Candu JSS  | 14    | M                |    |    |    |    |    |    | 3  | 8  | 3  | 14    |
| Candu JSS  | 15    | M                |    |    |    |    |    |    |    | 4  | 6  | 10    |
| Candu JSS  | 16    | M                |    |    |    |    |    |    |    |    | 5  | 5     |
| Candu JSS  | Total | M                | 32 | 24 | 23 | 12 | 18 | 19 | 23 | 19 | 14 | 184   |
| Candu JSS  | 5     | T                | 11 |    |    |    |    |    |    |    |    | 11    |
| Candu JSS  | 6     | T                | 33 | 7  | 3  |    |    |    |    |    |    | 43    |
| Candu JSS  | 7     | T                | 14 | 28 | 20 |    |    |    |    |    |    | 62    |
| Candu JSS  | 8     | T                |    | 11 | 10 | 8  | 2  |    |    |    |    | 31    |
| Candu JSS  | 9     | T                |    |    | 5  | 15 | 14 | 3  |    |    |    | 37    |
| Candu JSS  | 10    | T                |    |    |    | 2  | 13 | 14 |    |    |    | 29    |
| Candu JSS  | 11    | T                |    |    |    |    |    | 16 | 4  |    |    | 20    |
| Candu JSS  | 12    | T                |    |    |    |    |    |    | 19 | 2  | 2  | 23    |
| Candu JSS  | 13    | T                |    |    |    |    |    |    | 9  | 15 | 2  | 26    |
| Candu JSS  | 14    | T                |    |    |    |    |    |    | 3  | 12 | 4  | 19    |
| Candu JSS  | 15    | T                |    |    |    |    |    |    |    | 4  | 6  | 10    |
| Candu JSS  | 16    | T                |    |    |    |    |    |    |    |    | 5  | 5     |
| Candu JSS  | Total | T                | 58 | 46 | 38 | 25 | 29 | 33 | 35 | 33 | 19 | 316   |

**Table 14**

| Percentage of learners enrolled in school in the 3 schools by age and grade and gender, 2007 (excluding grade R and pre-primary) |       |                  |      |      |      |      |      |      |      |      |      |       |
|--|-------|------------------|------|------|------|------|------|------|------|------|------|-------|
|  | Age   | Gender/<br>Grade | 1    | 2    | 3    | 4    | 5    | 6    | 7    | 8    | 9    | Total |
| Candu JSS  | 5     | F                | 23.1 |      |      |      |      |      |      |      |      | 4.5   |
| Candu JSS  | 6     | F                | 50.0 | 22.7 |      |      |      |      |      |      |      | 13.6  |
| Candu JSS  | 7     | F                | 26.9 | 45.5 | 20.0 |      |      |      |      |      |      | 15.2  |
| Candu JSS  | 8     | F                |      | 31.8 | 46.7 | 23.1 | 18.2 |      |      |      |      | 14.4  |
| Candu JSS  | 9     | F                |      |      | 33.3 | 61.5 | 54.5 | 21.4 |      |      |      | 16.7  |
| Candu JSS  | 10    | F                |      |      |      | 15.4 | 27.3 | 50.0 |      |      |      | 9.1   |
| Candu JSS  | 11    | F                |      |      |      |      |      | 28.6 | 16.7 |      |      | 4.5   |
| Candu JSS  | 12    | F                |      |      |      |      |      |      | 58.3 | 14.3 | 40.0 | 8.3   |
| Candu JSS  | 13    | F                |      |      |      |      |      |      | 25.0 | 57.1 | 40.0 | 9.8   |
| Candu JSS  | 14    | F                |      |      |      |      |      |      | 0.0  | 28.6 | 20.0 | 3.8   |
| Candu JSS  | 15    | F                |      |      |      |      |      |      |      | 0.0  | 0    |       |
| Candu JSS  | 16    | F                |      |      |      |      |      |      |      |      | 0    |       |
| Candu JSS  | Total | F                | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100   |
| Candu JSS  | 5     | M                | 15.6 |      |      |      |      |      |      |      |      | 2.7   |
| Candu JSS  | 6     | M                | 62.5 | 8.3  | 13.0 |      |      |      |      |      |      | 13.6  |
| Candu JSS  | 7     | M                | 21.9 | 75.0 | 73.9 |      |      |      |      |      |      | 22.8  |
| Candu JSS  | 8     | M                |      | 16.7 | 13.0 | 41.7 |      |      |      |      |      | 6.5   |
| Candu JSS  | 9     | M                |      |      |      | 58.3 | 44.4 |      |      |      |      | 8.2   |
| Candu JSS  | 10    | M                |      |      |      |      | 55.6 | 36.8 |      |      |      | 9.2   |
| Candu JSS  | 11    | M                |      |      |      |      |      | 63.2 | 8.7  |      |      | 7.6   |
| Candu JSS  | 12    | M                |      |      |      |      |      |      | 52.2 |      |      | 6.5   |
| Candu JSS  | 13    | M                |      |      |      |      |      |      | 26.1 | 36.8 |      | 7.1   |
| Candu JSS  | 14    | M                |      |      |      |      |      |      | 13.0 | 42.1 | 21.4 | 7.6   |
| Candu JSS  | 15    | M                |      |      |      |      |      |      |      | 21.1 | 42.9 | 5.4   |
| Candu JSS  | 16    | M                |      |      |      |      |      |      |      | 0.0  | 35.7 | 2.7   |
| Candu JSS  | Total | M                | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100   |
| Candu JSS  | 5     | T                | 19.0 |      |      |      |      |      |      |      |      | 3.5   |
| Candu JSS  | 6     | T                | 56.9 | 15.2 | 7.9  |      |      |      |      |      |      | 13.6  |
| Candu JSS  | 7     | T                | 24.1 | 60.9 | 52.6 |      |      |      |      |      |      | 19.6  |
| Candu JSS  | 8     | T                |      | 23.9 | 26.3 | 32.0 | 6.9  |      |      |      |      | 9.8   |
| Candu JSS  | 9     | T                |      |      | 13.2 | 60.0 | 48.3 | 9.1  |      |      |      | 11.7  |
| Candu JSS  | 10    | T                |      |      |      | 8.0  | 44.8 | 42.4 |      |      |      | 9.2   |
| Candu JSS  | 11    | T                |      |      |      |      |      | 48.5 | 11.4 |      |      | 6.3   |
| Candu JSS  | 12    | T                |      |      |      |      |      |      | 54.3 | 6.1  | 10.5 | 7.3   |
| Candu JSS  | 13    | T                |      |      |      |      |      |      | 25.7 | 45.5 | 10.5 | 8.2   |
| Candu JSS  | 14    | T                |      |      |      |      |      |      | 8.6  | 36.4 | 21.1 | 6.0   |
| Candu JSS  | 15    | T                |      |      |      |      |      |      |      | 12.1 | 31.6 | 3.2   |
| Candu JSS  | 16    | T                |      |      |      |      |      |      |      |      | 26.3 | 1.6   |
| Candu JSS  | Total | T                | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100   |

**Table 15**

| Number of learners enrolled in school in the 3 schools by age and grade and gender, 2007 (excluding grade R and pre-primary) |       |                  |    |    |    |    |    |    |    |    |    |       |
|--|-------|------------------|----|----|----|----|----|----|----|----|----|-------|
|  | Age   | Gender/<br>Grade | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | Total |
| Mtshotshisa JSS  | 5     | F                | 5  |    |    |    |    |    |    |    |    | 5     |
| Mtshotshisa JSS  | 6     | F                | 13 |    |    |    |    |    |    |    |    | 13    |
| Mtshotshisa JSS  | 7     | F                | 3  | 5  |    | 3  |    |    |    |    |    | 11    |
| Mtshotshisa JSS  | 8     | F                |    | 4  | 8  | 4  |    |    |    |    |    | 16    |
| Mtshotshisa JSS  | 9     | F                |    | 1  | 3  | 4  | 2  | 2  |    |    |    | 12    |
| Mtshotshisa JSS  | 10    | F                |    |    | 1  | 8  | 14 | 2  |    |    |    | 25    |
| Mtshotshisa JSS  | 11    | F                |    |    |    | 0  | 2  | 7  | 6  |    |    | 15    |
| Mtshotshisa JSS  | 12    | F                |    |    |    |    | 0  | 2  | 7  | 5  | 1  | 15    |
| Mtshotshisa JSS  | 13    | F                |    |    |    |    |    | 1  | 4  | 4  | 6  | 15    |
| Mtshotshisa JSS  | 14    | F                |    |    |    |    |    | 0  | 3  | 5  | 6  | 14    |
| Mtshotshisa JSS  | 15    | F                |    |    |    |    |    |    | 2  | 5  | 5  | 12    |
| Mtshotshisa JSS  | 16    | F                |    |    |    |    |    |    | 1  | 5  | 3  | 9     |
| Mtshotshisa JSS  | 17    | F                |    |    |    |    |    |    | 1  | 2  | 0  | 3     |
| Mtshotshisa JSS  | 18    | F                |    |    |    |    |    |    | 1  | 0  | 0  | 1     |
| Mtshotshisa JSS  | 19    | F                |    |    |    |    |    |    |    |    | 0  | 0     |
| Mtshotshisa JSS  | 20    | F                |    |    |    |    |    |    |    |    | 0  | 0     |
| Mtshotshisa JSS  | 21    | F                |    |    |    |    |    |    |    |    | 0  | 0     |
| Mtshotshisa JSS  | Total | F                | 21 | 10 | 12 | 19 | 18 | 14 | 25 | 26 | 21 | 166   |
| Mtshotshisa JSS  | 5     | M                | 3  |    |    |    |    |    |    |    |    | 3     |
| Mtshotshisa JSS  | 6     | M                | 9  |    |    |    |    |    |    |    |    | 9     |
| Mtshotshisa JSS  | 7     | M                | 2  | 3  |    | 0  |    |    |    |    |    | 5     |
| Mtshotshisa JSS  | 8     | M                |    | 6  | 9  | 5  |    |    |    |    |    | 20    |
| Mtshotshisa JSS  | 9     | M                |    | 1  | 3  | 4  | 0  | 0  |    |    |    | 8     |
| Mtshotshisa JSS  | 10    | M                |    |    | 1  | 4  | 4  | 5  |    |    |    | 14    |
| Mtshotshisa JSS  | 11    | M                |    |    |    | 2  | 9  | 4  | 2  |    |    | 17    |
| Mtshotshisa JSS  | 12    | M                |    |    |    |    | 1  | 3  | 5  | 0  | 1  | 10    |
| Mtshotshisa JSS  | 13    | M                |    |    |    |    |    | 1  | 3  | 3  | 1  | 8     |
| Mtshotshisa JSS  | 14    | M                |    |    |    |    |    | 3  | 4  | 3  | 1  | 11    |
| Mtshotshisa JSS  | 15    | M                |    |    |    |    |    |    | 4  | 5  | 4  | 13    |
| Mtshotshisa JSS  | 16    | M                |    |    |    |    |    |    | 1  | 3  | 5  | 9     |
| Mtshotshisa JSS  | 17    | M                |    |    |    |    |    |    | 1  | 4  | 5  | 10    |
| Mtshotshisa JSS  | 18    | M                |    |    |    |    |    |    | 1  | 1  | 4  | 6     |
| Mtshotshisa JSS  | 19    | M                |    |    |    |    |    |    |    |    | 2  | 2     |
| Mtshotshisa JSS  | 20    | M                |    |    |    |    |    |    |    |    | 0  | 0     |
| Mtshotshisa JSS  | 21    | M                |    |    |    |    |    |    |    |    | 1  | 1     |
| Mtshotshisa JSS  | Total | M                | 14 | 10 | 13 | 15 | 14 | 16 | 21 | 19 | 24 | 146   |
| Mtshotshisa JSS  | 5     | T                | 8  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 8     |
| Mtshotshisa JSS  | 6     | T                | 22 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 22    |
| Mtshotshisa JSS  | 7     | T                | 5  | 8  | 0  | 3  | 0  | 0  | 0  | 0  | 0  | 16    |
| Mtshotshisa JSS  | 8     | T                | 0  | 10 | 17 | 9  | 0  | 0  | 0  | 0  | 0  | 36    |
| Mtshotshisa JSS  | 9     | T                | 0  | 2  | 6  | 8  | 2  | 2  | 0  | 0  | 0  | 20    |
| Mtshotshisa JSS  | 10    | T                | 0  | 0  | 2  | 12 | 18 | 7  | 0  | 0  | 0  | 39    |
| Mtshotshisa JSS  | 11    | T                | 0  | 0  | 0  | 2  | 11 | 11 | 8  | 0  | 0  | 32    |
| Mtshotshisa JSS  | 12    | T                | 0  | 0  | 0  | 0  | 1  | 5  | 12 | 5  | 2  | 25    |
| Mtshotshisa JSS  | 13    | T                | 0  | 0  | 0  | 0  | 0  | 2  | 7  | 7  | 7  | 23    |
| Mtshotshisa JSS  | 14    | T                | 0  | 0  | 0  | 0  | 0  | 3  | 7  | 8  | 7  | 25    |

|                 |       |   |    |    |    |    |    |    |    |    |    |     |
|-----------------|-------|---|----|----|----|----|----|----|----|----|----|-----|
| Mtshotshisa JSS | 15    | T | 0  | 0  | 0  | 0  | 0  | 0  | 6  | 10 | 9  | 25  |
| Mtshotshisa JSS | 16    | T | 0  | 0  | 0  | 0  | 0  | 0  | 2  | 8  | 8  | 18  |
| Mtshotshisa JSS | 17    | T | 0  | 0  | 0  | 0  | 0  | 0  | 2  | 6  | 5  | 13  |
| Mtshotshisa JSS | 18    | T | 0  | 0  | 0  | 0  | 0  | 0  | 2  | 1  | 4  | 7   |
| Mtshotshisa JSS | 19    | T | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 2  | 2   |
| Mtshotshisa JSS | 20    | T | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0   |
| Mtshotshisa JSS | 21    | T | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 1  | 1   |
| Mtshotshisa JSS | Total | T | 35 | 20 | 25 | 34 | 32 | 30 | 46 | 45 | 45 | 312 |

**Table 16**

| Percentage of learners enrolled in school in the 3 schools by age and grade and gender, 2007 (excluding grade R and pre-primary) |       |              |      |      |      |      |      |      |      |      |      |       |
|--|-------|--------------|------|------|------|------|------|------|------|------|------|-------|
|  | Age   | Gender/Grade | 1    | 2    | 3    | 4    | 5    | 6    | 7    | 8    | 9    | Total |
| Mtshotshisa JSS  | 5     | F            | 23.8 |      |      |      |      |      |      |      |      | 3.0   |
| Mtshotshisa JSS  | 6     | F            | 61.9 |      |      |      |      |      |      |      |      | 7.8   |
| Mtshotshisa JSS  | 7     | F            | 14.3 | 50.0 |      | 15.8 |      |      |      |      |      | 6.6   |
| Mtshotshisa JSS  | 8     | F            |      | 40.0 | 66.7 | 21.1 |      |      |      |      |      | 9.6   |
| Mtshotshisa JSS  | 9     | F            |      | 10.0 | 25.0 | 21.1 | 11.1 | 14.3 |      |      |      | 7.2   |
| Mtshotshisa JSS  | 10    | F            |      |      | 8.3  | 42.1 | 77.8 | 14.3 |      |      |      | 15.1  |
| Mtshotshisa JSS  | 11    | F            |      |      |      | 0.0  | 11.1 | 50.0 | 24.0 |      |      | 9.0   |
| Mtshotshisa JSS  | 12    | F            |      |      |      |      | 0.0  | 14.3 | 28.0 | 19.2 | 4.8  | 9.0   |
| Mtshotshisa JSS  | 13    | F            |      |      |      |      |      | 7.1  | 16.0 | 15.4 | 28.6 | 9.0   |
| Mtshotshisa JSS  | 14    | F            |      |      |      |      |      |      | 12.0 | 19.2 | 28.6 | 8.4   |
| Mtshotshisa JSS  | 15    | F            |      |      |      |      |      |      | 8.0  | 19.2 | 23.8 | 7.2   |
| Mtshotshisa JSS  | 16    | F            |      |      |      |      |      |      | 4.0  | 19.2 | 14.3 | 5.4   |
| Mtshotshisa JSS  | 17    | F            |      |      |      |      |      |      | 4.0  | 7.7  |      | 1.8   |
| Mtshotshisa JSS  | 18    | F            |      |      |      |      |      |      | 4.0  |      |      | 0.6   |
| Mtshotshisa JSS  | 19    | F            |      |      |      |      |      |      |      |      |      | 0.0   |
| Mtshotshisa JSS  | 20    | F            |      |      |      |      |      |      |      |      |      | 0.0   |
| Mtshotshisa JSS  | 21    | F            |      |      |      |      |      |      |      |      |      | 0.0   |
| Mtshotshisa JSS  | Total | F            | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100   |
| Mtshotshisa JSS  | 5     | M            | 21.4 |      |      |      |      |      |      |      |      | 2.1   |
| Mtshotshisa JSS  | 6     | M            | 64.3 |      |      |      |      |      |      |      |      | 6.2   |
| Mtshotshisa JSS  | 7     | M            | 14.3 | 30.0 |      |      |      |      |      |      |      | 3.4   |
| Mtshotshisa JSS  | 8     | M            |      | 60.0 | 69.2 | 33.3 |      |      |      |      |      | 13.7  |
| Mtshotshisa JSS  | 9     | M            |      | 10.0 | 23.1 | 26.7 |      | 0    |      |      |      | 5.5   |
| Mtshotshisa JSS  | 10    | M            |      |      | 7.7  | 26.7 | 28.6 | 31.3 |      |      |      | 9.6   |
| Mtshotshisa JSS  | 11    | M            |      |      |      | 13.3 | 64.3 | 25.0 | 9.5  |      |      | 11.6  |
| Mtshotshisa JSS  | 12    | M            |      |      |      |      | 7.1  | 18.8 | 23.8 | 0    | 4.2  | 6.8   |
| Mtshotshisa JSS  | 13    | M            |      |      |      |      |      | 6.3  | 14.3 | 15.8 | 4.2  | 5.5   |
| Mtshotshisa JSS  | 14    | M            |      |      |      |      |      | 18.8 | 19.0 | 15.8 | 4.2  | 7.5   |
| Mtshotshisa JSS  | 15    | M            |      |      |      |      |      |      | 19.0 | 26.3 | 16.7 | 8.9   |
| Mtshotshisa JSS  | 16    | M            |      |      |      |      |      |      | 4.8  | 15.8 | 20.8 | 6.2   |
| Mtshotshisa JSS  | 17    | M            |      |      |      |      |      |      | 4.8  | 21.1 | 20.8 | 6.8   |
| Mtshotshisa JSS  | 18    | M            |      |      |      |      |      |      | 4.8  | 5.3  | 16.7 | 4.1   |
| Mtshotshisa JSS  | 19    | M            |      |      |      |      |      |      |      |      | 8.3  | 1.4   |
| Mtshotshisa JSS  | 20    | M            |      |      |      |      |      |      |      |      | 0.0  | 0.0   |
| Mtshotshisa JSS  | 21    | M            |      |      |      |      |      |      |      |      | 4.2  | 0.7   |
| Mtshotshisa JSS  | Total | M            | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100   |
| Mtshotshisa JSS  | 5     | T            | 22.9 |      |      |      |      |      |      |      |      | 2.6   |



|                 |       |   |      |      |      |      |      |      |      |      |      |     |      |
|-----------------|-------|---|------|------|------|------|------|------|------|------|------|-----|------|
| Mtshotshisa JSS | 6     | T | 62.9 |      |      |      |      |      |      |      |      |     | 7.1  |
| Mtshotshisa JSS | 7     | T | 14.3 | 40.0 |      |      | 8.8  |      |      |      |      |     | 5.1  |
| Mtshotshisa JSS | 8     | T |      | 50.0 | 68.0 | 26.5 |      |      |      |      |      |     | 11.5 |
| Mtshotshisa JSS | 9     | T |      | 10.0 | 24.0 | 23.5 | 6.3  | 6.7  |      |      |      |     | 6.4  |
| Mtshotshisa JSS | 10    | T |      |      | 8.0  | 35.3 | 56.3 | 23.3 |      |      |      |     | 12.5 |
| Mtshotshisa JSS | 11    | T |      |      |      | 5.9  | 34.4 | 36.7 | 17.4 |      |      |     | 10.3 |
| Mtshotshisa JSS | 12    | T |      |      |      |      | 3.1  | 16.7 | 26.1 | 11.1 | 4.4  |     | 8.0  |
| Mtshotshisa JSS | 13    | T |      |      |      |      |      | 6.7  | 15.2 | 15.6 | 15.6 |     | 7.4  |
| Mtshotshisa JSS | 14    | T |      |      |      |      |      | 10.0 | 15.2 | 17.8 | 15.6 |     | 8.0  |
| Mtshotshisa JSS | 15    | T |      |      |      |      |      |      | 13.0 | 22.2 | 20.0 |     | 8.0  |
| Mtshotshisa JSS | 16    | T |      |      |      |      |      |      | 4.3  | 17.8 | 17.8 |     | 5.8  |
| Mtshotshisa JSS | 17    | T |      |      |      |      |      |      | 4.3  | 13.3 | 11.1 |     | 4.2  |
| Mtshotshisa JSS | 18    | T |      |      |      |      |      |      | 4.3  | 2.2  | 8.9  |     | 2.2  |
| Mtshotshisa JSS | 19    | T |      |      |      |      |      |      |      |      | 4.4  |     | 0.6  |
| Mtshotshisa JSS | 20    | T |      |      |      |      |      |      |      |      | 0.0  |     | 0.0  |
| Mtshotshisa JSS | 21    | T |      |      |      |      |      |      |      |      | 2.2  |     | 0.3  |
| Mtshotshisa JSS | Total | Y | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100 | 100  |

**Table 17**

| Number of learners enrolled in school in the 3 schools by age and grade and gender, 2007 (excluding grade R and pre-primary) |       |                  |    |    |    |    |    |    |    |    |    |       |
|--|-------|------------------|----|----|----|----|----|----|----|----|----|-------|
|  | Age   | Gender/<br>Grade | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | Total |
| Sijadu JSS   | 6     | F                | 18 |    |    |    |    |    |    |    |    | 18    |
| Sijadu JSS   | 7     | F                | 9  | 6  |    |    |    |    |    |    |    | 15    |
| Sijadu JSS   | 8     | F                |    | 10 | 4  |    |    |    |    |    |    | 14    |
| Sijadu JSS   | 9     | F                |    |    | 9  | 5  |    |    |    |    |    | 14    |
| Sijadu JSS   | 10    | F                |    |    |    | 12 | 4  |    |    |    |    | 16    |
| Sijadu JSS   | 11    | F                |    |    |    |    | 11 | 5  |    |    |    | 16    |
| Sijadu JSS   | 12    | F                |    |    |    |    |    | 10 | 3  |    |    | 13    |
| Sijadu JSS   | 13    | F                |    |    |    |    |    |    | 9  | 2  |    | 11    |
| Sijadu JSS   | 14    | F                |    |    |    |    |    |    |    | 12 | 3  | 15    |
| Sijadu JSS   | 15    | F                |    |    |    |    |    |    |    |    | 2  | 2     |
| Sijadu JSS   | 16    | F                |    |    |    |    |    |    |    |    | 2  | 2     |
| Sijadu JSS   | 17    | F                |    |    |    |    |    |    |    |    | 1  | 1     |
| Sijadu JSS   | Total | F                | 27 | 16 | 13 | 17 | 15 | 15 | 12 | 14 | 8  | 137   |
| Sijadu JSS   | 6     | M                | 7  |    |    |    |    |    |    |    |    | 7     |
| Sijadu JSS   | 7     | M                | 14 | 5  |    |    |    |    |    |    |    | 19    |
| Sijadu JSS   | 8     | M                |    | 9  | 3  |    |    |    |    |    |    | 12    |
| Sijadu JSS   | 9     | M                |    |    | 12 | 3  |    |    |    |    |    | 15    |
| Sijadu JSS   | 10    | M                |    |    |    | 10 | 3  |    |    |    |    | 13    |
| Sijadu JSS   | 11    | M                |    |    |    |    | 11 | 3  |    |    |    | 14    |
| Sijadu JSS   | 12    | M                |    |    |    |    |    | 13 | 6  |    |    | 19    |
| Sijadu JSS   | 13    | M                |    |    |    |    |    |    | 9  | 3  |    | 12    |
| Sijadu JSS   | 14    | M                |    |    |    |    |    |    |    | 7  | 4  | 11    |
| Sijadu JSS   | 15    | M                |    |    |    |    |    |    |    |    | 3  | 3     |
| Sijadu JSS   | 16    | M                |    |    |    |    |    |    |    |    | 2  | 2     |
| Sijadu JSS   | 17    | M                |    |    |    |    |    |    |    |    | 1  | 1     |
| Sijadu JSS   | Total | M                | 21 | 14 | 15 | 13 | 14 | 16 | 15 | 10 | 10 | 128   |

|            |       |   |    |    |    |    |    |    |    |    |    |     |
|------------|-------|---|----|----|----|----|----|----|----|----|----|-----|
| Sijadu JSS | 6     | T | 25 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 25  |
| Sijadu JSS | 7     | T | 23 | 11 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 34  |
| Sijadu JSS | 8     | T | 0  | 19 | 7  | 0  | 0  | 0  | 0  | 0  | 0  | 26  |
| Sijadu JSS | 9     | T | 0  | 0  | 21 | 8  | 0  | 0  | 0  | 0  | 0  | 29  |
| Sijadu JSS | 10    | T | 0  | 0  | 0  | 22 | 7  | 0  | 0  | 0  | 0  | 29  |
| Sijadu JSS | 11    | T | 0  | 0  | 0  | 0  | 22 | 8  | 0  | 0  | 0  | 30  |
| Sijadu JSS | 12    | T | 0  | 0  | 0  | 0  | 0  | 23 | 9  | 0  | 0  | 32  |
| Sijadu JSS | 13    | T | 0  | 0  | 0  | 0  | 0  | 0  | 18 | 5  | 0  | 23  |
| Sijadu JSS | 14    | T | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 19 | 7  | 26  |
| Sijadu JSS | 15    | T | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 5  | 5   |
| Sijadu JSS | 16    | T | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 4  | 4   |
| Sijadu JSS | 17    | T | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 2  | 2   |
| Sijadu JSS | Total | T | 48 | 30 | 28 | 30 | 29 | 31 | 27 | 24 | 18 | 265 |

**Table 18**

| Percentage of learners enrolled in school in the 3 schools by age and grade and gender, 2007 (excluding grade R and primary) |       |                  |      |      |      |      |      |      |      |      |      |       |
|--|-------|------------------|------|------|------|------|------|------|------|------|------|-------|
|  | Age   | Gender/<br>Grade | 1    | 2    | 3    | 4    | 5    | 6    | 7    | 8    | 9    | Total |
| Sijadu JSS   | 6     | F                | 66.7 |      |      |      |      |      |      |      |      | 13.1  |
| Sijadu JSS   | 7     | F                | 33.3 | 37.5 |      |      |      |      |      |      |      | 10.9  |
| Sijadu JSS   | 8     | F                |      | 62.5 | 30.8 |      |      |      |      |      |      | 10.2  |
| Sijadu JSS   | 9     | F                |      |      | 69.2 | 29.4 |      |      |      |      |      | 10.2  |
| Sijadu JSS   | 10    | F                |      |      |      | 70.6 | 26.7 |      |      |      |      | 11.7  |
| Sijadu JSS   | 11    | F                |      |      |      |      | 73.3 | 33.3 |      |      |      | 11.7  |
| Sijadu JSS   | 12    | F                |      |      |      |      |      | 66.7 | 25.0 |      |      | 9.5   |
| Sijadu JSS   | 13    | F                |      |      |      |      |      |      | 75.0 | 14.3 |      | 8.0   |
| Sijadu JSS   | 14    | F                |      |      |      |      |      |      |      | 85.7 | 37.5 | 10.9  |
| Sijadu JSS   | 15    | F                |      |      |      |      |      |      |      |      | 25.0 | 1.5   |
| Sijadu JSS   | 16    | F                |      |      |      |      |      |      |      |      | 25.0 | 1.5   |
| Sijadu JSS   | 17    | F                |      |      |      |      |      |      |      |      | 12.5 | 0.7   |
| Sijadu JSS   | Total | F                | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100   |
| Sijadu JSS   | 6     | M                | 33.3 |      |      |      |      |      |      |      |      | 5.5   |
| Sijadu JSS   | 7     | M                | 66.7 | 35.7 |      |      |      |      |      |      |      | 14.8  |
| Sijadu JSS   | 8     | M                |      | 64.3 | 20.0 |      |      |      |      |      |      | 9.4   |
| Sijadu JSS   | 9     | M                |      |      | 80.0 | 23.1 |      |      |      |      |      | 11.7  |
| Sijadu JSS   | 10    | M                |      |      |      | 76.9 | 21.4 |      |      |      |      | 10.2  |
| Sijadu JSS   | 11    | M                |      |      |      |      | 78.6 | 18.8 |      |      |      | 10.9  |
| Sijadu JSS   | 12    | M                |      |      |      |      |      | 81.3 | 40.0 |      |      | 14.8  |
| Sijadu JSS   | 13    | M                |      |      |      |      |      |      | 60.0 | 30.0 |      | 9.4   |
| Sijadu JSS   | 14    | M                |      |      |      |      |      |      |      | 70.0 | 40.0 | 8.6   |
| Sijadu JSS   | 15    | M                |      |      |      |      |      |      |      |      | 30.0 | 2.3   |
| Sijadu JSS   | 16    | M                |      |      |      |      |      |      |      |      | 20.0 | 1.6   |
| Sijadu JSS   | 17    | M                |      |      |      |      |      |      |      |      | 10.0 | 0.8   |
| Sijadu JSS   | Total | M                | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100   |
| Sijadu JSS   | 6     | T                | 52.1 | 0    | 0    | 0    | 0    | 0    | 0    | 0    | 0    | 9.4   |
| Sijadu JSS   | 7     | T                | 47.9 | 36.7 | 0    | 0    | 0    | 0    | 0    | 0    | 0    | 12.8  |
| Sijadu JSS   | 8     | T                | 0    | 63.3 | 25.0 | 0    | 0    | 0    | 0    | 0    | 0    | 9.8   |
| Sijadu JSS   | 9     | T                | 0    | 0    | 75.0 | 26.7 | 0    | 0    | 0    | 0    | 0    | 10.9  |

|            |       |   |     |     |     |      |      |      |      |      |      |      |
|------------|-------|---|-----|-----|-----|------|------|------|------|------|------|------|
| Sijadu JSS | 10    | T | 0   | 0   | 0   | 73.3 | 24.1 | 0    | 0    | 0    | 0    | 10.9 |
| Sijadu JSS | 11    | T | 0   | 0   | 0   | 0    | 75.9 | 25.8 | 0    | 0    | 0    | 11.3 |
| Sijadu JSS | 12    | T | 0   | 0   | 0   | 0    | 0    | 74.2 | 33.3 | 0    | 0    | 12.1 |
| Sijadu JSS | 13    | T | 0   | 0   | 0   | 0    | 0    | 0    | 66.7 | 20.8 | 0    | 8.7  |
| Sijadu JSS | 14    | T | 0   | 0   | 0   | 0    | 0    | 0    | 0    | 79.2 | 38.9 | 9.8  |
| Sijadu JSS | 15    | T | 0   | 0   | 0   | 0    | 0    | 0    | 0    | 0    | 27.8 | 1.9  |
| Sijadu JSS | 16    | T | 0   | 0   | 0   | 0    | 0    | 0    | 0    | 0    | 22.2 | 1.5  |
| Sijadu JSS | 17    | T | 0   | 0   | 0   | 0    | 0    | 0    | 0    | 0    | 11.1 | 0.8  |
| Sijadu JSS | Total | T | 100 | 100 | 100 | 100  | 100  | 100  | 100  | 100  | 100  | 100  |