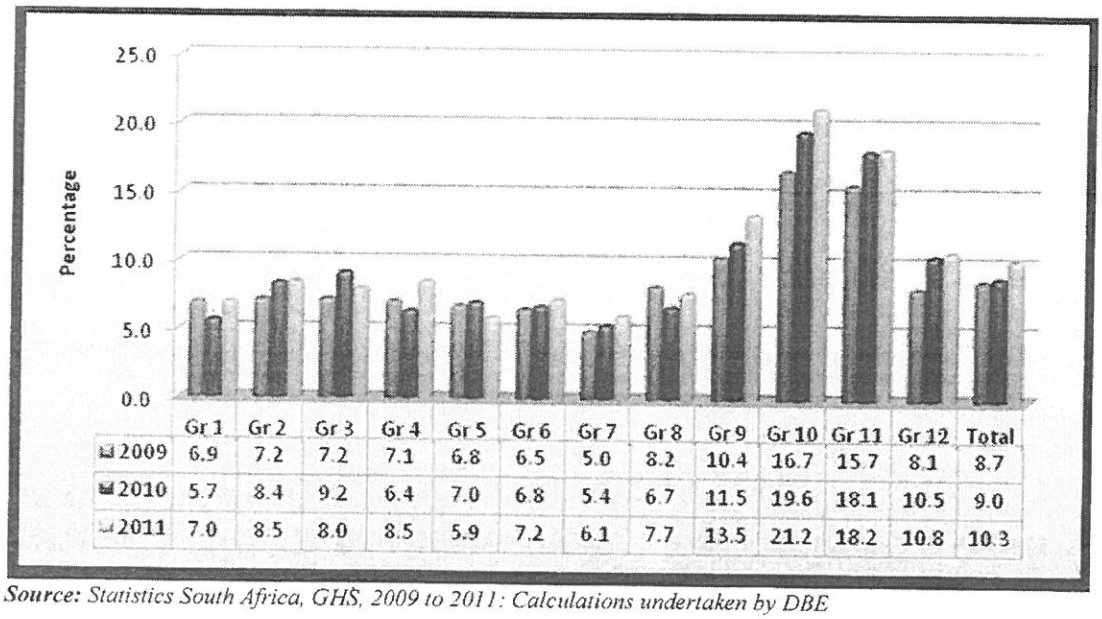
(2) how many of the learners enrolled in each grade (a) are repeating the grade or (b) have repeated a grade in the same phase in each province;

RESPONSE: (2) (a) (b)

The repetition in schools is best calculated from independent sources such as General Household Survey. Figure 1 below provides the percentage of repeaters in the schooling system from 2009 to 2011.

Figure 1: Percentage of repeaters by grade: 2009 to 2011



	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Total
2009	6.9	7.2	7.2	7.1	6.8	6.5	5.0	8.2	10.4	16.7	15.7	8.1	8.7
2010	5.7	8.4	9.2	6.4	7.0	6.8	5.4	6.7	11.5	19.6	18.1	10.5	9.0
2011	7.0	8.5	8.0	8.5	5.9	7.2	6.1	7.7	13.5	21.2	18.2	10.8	10.3

Source: Statistics South Africa, GHS, 2009 to 2011: Calculations undertaken by DBE

(3) for the 2012 academic year, what were the rates of retention, progression and promotion, expressed as the number of learners and the percentage of total learners, in each province in each grade from Grade 1 to Grade 12 in ordinary public schools? NW2623E

RESPONSE: (3)

The calculation of efficiency in the schooling system cannot be properly calculated from Annual School Survey (ASS) due to data limitations. The Department construct drop-out rates (and conversely survival rates) for each grade using GHS data to further investigate these patterns. Table below shows drop-out rates and survival rates for three age cohorts (those born during 1981-1983, those born in 1984-1986 and those born in 1987-1989) in order to identify whether there are discernible time trends in these outcomes. Data for each of these cohorts was taken

from different years of the GHS to ensure that they were of the same age when measured. The table shows for every 1000 children born into each of the three cohorts how many reached each subsequent grade. This indicates the survival rate to each grade and conversely the drop-out rate after each grade.

Table 2: Survival rates and drop-out rates associated with each grade

GHS years	**2003-2005**		**2006-2008**		**2009-2011**	
Birth Cohort	**1979-1981**		**1982-1984**		**1985-1987**	
Birth	Survival per 1000	Percentage dropping out with this grade attained	Survival per 1000	Percentage dropping out with this grade attained	Survival per 1000	Percentage dropping out with this grade attained
Zero education	1000	2.0	1000	1.8	1000	1.1
Grade 1	980	0.3	983	0.2	989	0.2
Grade 2	977	0.4	980	0.4	987	0.3
Grade 3	973	0.9	976	0.5	985	0.6
Grade 4	964	1.3	971	1.1	979	0.9
Grade 5	951	1.8	961	1.6	970	1.3
Grade 6	935	3.1	945	3.1	957	1.9
Grade 7	906	5.2	916	5.2	939	3.7
Grade 8	858	7.5	868	7.4	904	5.7
Grade 9	793	11.1	804	11.3	853	9.9
Grade 10	705	18.5	713	17.5	769	17.5
Grade 11	575	27.6	588	28.3	634	28.3
Grade 12	416		422		455	

Source: General Household Surveys: 2003-2011

For the most recent cohort in Table 2, those born between 1985 and 1987, we see that 989 children per 1000 completed Grade 1. As seen in the table, the dropout rate increases with each grade level. Indeed, the drop-out rates peak in Grades 10 and 11: 17.5% of those who attain Grade 10 achieve no more education, and 28.3% of those who attain Grade 11 do not attain matric.

When comparing trends between the three age cohorts it is encouraging that for most grades the drop-out rates have decreased somewhat over time. For example, 904 per 1000 people in the most recent cohort attained Grade 8 while only 858 per 1000 amongst those in the oldest cohort achieved Grade 8. Survival to achieving a matric also increased from 416 per 1000 to 455 per 1000. This increase in Grade 12 attainment is probably partly a reflection of the fact that more recent cohorts contain fewer over-aged learners. For example, amongst those born during 1979 – 1981 some 22 year-olds may have still been completing matric at the time of the survey, thus causing the estimate of 416 per 1000 achieving matric to be a slight underestimate. The best way

to estimate Grade 12 attainment is therefore to use household survey data and to restrict the analysis to an age category that is old enough to be unlikely to contain many members still completing Grade 12 but young enough so as to reflect relatively recent trends.