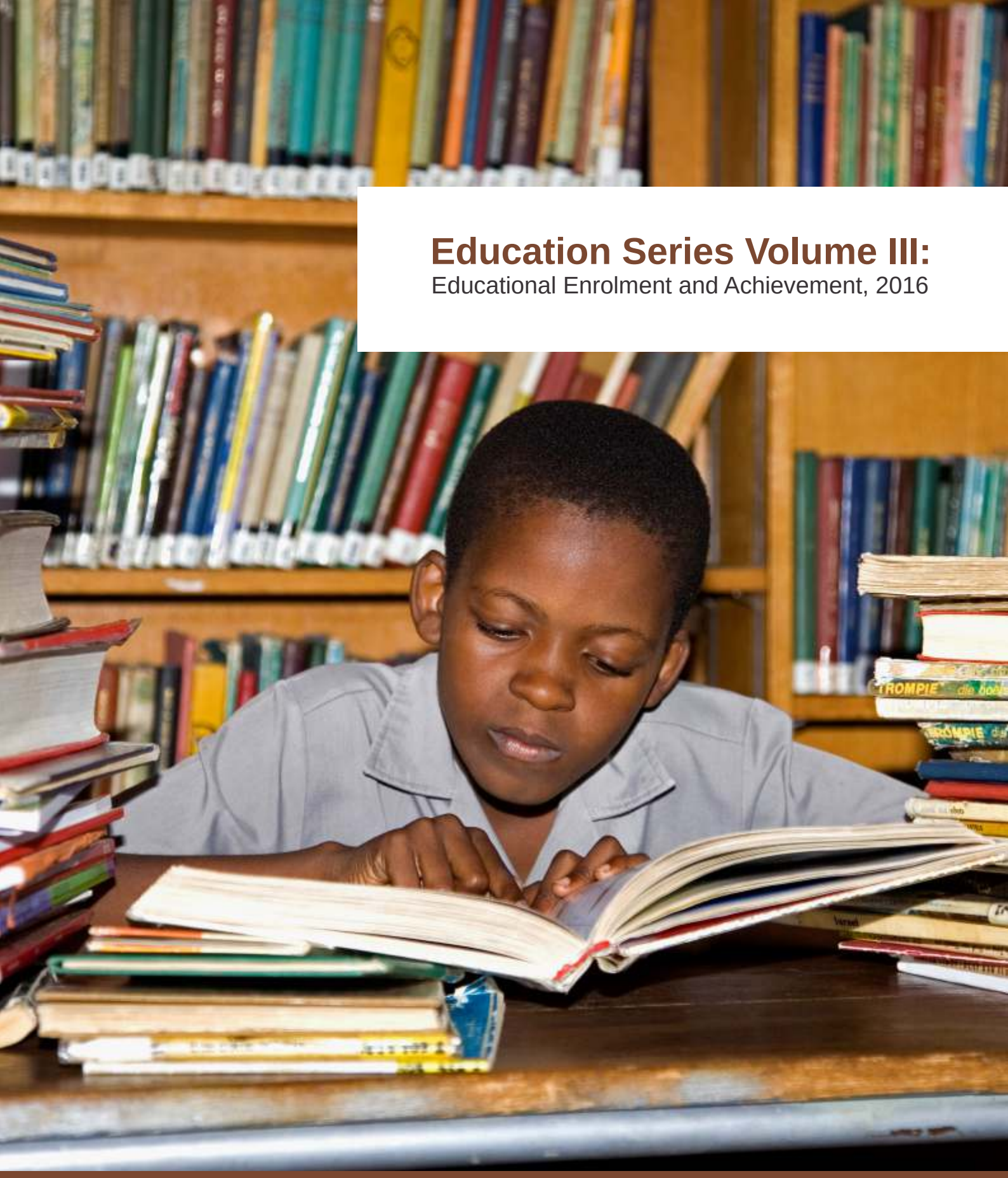

Education Series Volume III:

Educational Enrolment and Achievement, 2016

THE SOUTH AFRICA I KNOW, THE HOME I UNDERSTAND

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Education Series Volume III
Educational Enrolment and Achievement, 2016

Statistics South Africa

PJ Lehohla
Statistician-General

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Abbreviations and acronyms

WC	Western Cape
EC	Eastern Cape
NC	Northern Cape
FS	Free State
KZN	KwaZulu-Natal
NW	North West
GP	Gauteng
MP	Mpumalanga
LP	Limpopo
RSA	South Africa
ABET	Adult Basic Education and Training
AET	Adult Education and Training
ANA	Annual National Assessment
ASS	Annual School Survey
CET	Community Education and Training
CS	Community Survey
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DoE	Department of Education
DU	Dwelling unit
ECD	Early childhood development
EMIS	Education Management Information System
FET	Further Education and Training
GER	Gross enrolment rate
GET	General Education and Training
GHS	General Household Survey
LURITS	Learner Unit Record Information and Tracking System
MDGs	Millennium Development Goals
MTSF	Medium Term Strategic Framework
MYS	Mean years of schooling
NCV	National certificate vocational
NDP	National Development Plan
NSFAS	National Student Financial Aid Scheme
NQF	National Qualification Framework
NSC	National Senior Certificate
NTC	National Technical Certificate
QLFS	Quarterly Labour Force Survey
SAQA	South African Qualification Authority
SLE	School-life expectancy
STATS SA	Statistics South Africa
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund

Glossary of concepts

Average years of schooling/mean years of schooling (MYS)	Average number of completed years of education of a country's population, excluding years spent repeating individual grades.
Disability	Disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others.
Dropout rate	Proportion of pupils from a cohort enrolled in a given grade at a given school year who are no longer enrolled in the following school year.
Early childhood development (ECD)	The process of emotional, cognitive, sensory, spiritual, moral, physical and social and communication development of children from birth to school-going age. In South Africa this usually refers to the age group 0–6 years.
Expected years of schooling or school life expectancy (SLE)	The total number of years of schooling that a child of a certain age can expect to receive in the future, assuming that the probability of his or her being enrolled in school at any particular age is equal to the current enrolment ratio for that age.
Farms/traditional	Farms cover an extensive area. The land is cultivated and the field size is usually quite large. Farm boundaries can be easily distinguished on aerial photos, and are normally fence lines, edges of the fields, roads or rivers. The fields tend to be cultivated with a variety of crops and the crops may differ from season to season and from area to area. The field size will vary and may be affected by the size of the farm, local climate (rainy or not) and the amount of mechanisation on the farm. Most fields on farms are large. Cattle, sheep and other livestock (horses, ostriches and game on a smaller scale) are also reared on farms. These farms have large fenced grazing areas (paddocks) with grass cover grazing.
Further Education and Training (FET)	Includes Grades 10–12 as well as non-higher education vocational training facilities.
General Education and Training (GET)	Includes Grade R/0 plus Grades 1 to 9.
Gross enrolment rate (GER)	Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year.

Household head/acting household head	The household head is the person identified by the household as the head of that household and must (by definition of 'household') be a member of the household. If there is difficulty in identifying the head, the head must be selected in order of precedence as the person who either: • Owns the household accommodation; • Is responsible for the rent of the household accommodation; • Has the household accommodation as an allowance (entitlement), etc.; • Has the household accommodation by virtue of some relationship to the owner, lessee, etc. who is not in the household; or • Makes the most decisions in the household. If two or more persons have equal claim to be head of the household, or if people state that they are joint heads or that the household has no head, then the eldest person in the household is considered the head. If only children are in a household (child-headed household), the eldest or the one taking responsibility is considered the head.
Learner	A person who regularly attends a pre-school institution, a school, a college, a Technikon or any other tertiary education or training institution.
Literacy	The ability to read and write in at least one language.
Lower secondary	Takes place after primary education and is more subject focused. This level consists of Grades 8 and 9.
Out-of-school children	Children in the official primary school age range who are not enrolled in either primary or secondary schools.
Primary	A school for children between the ages of about five and thirteen years old.
Private/independent school	Private schools, also known as independent schools, non-governmental, or non-state schools, are not administered by local, state or national governments; thus, they retain the right to select their students and are funded in whole or in part by charging their students tuition fees.
Public school	Any school that was established or was deemed to have been established in terms of any law governing school education in the Republic of South Africa and that existed immediately prior to the commencement of this Act, other than a private school referred to in section 53, is deemed to be a public school.
Rate of completion/completion rate	Completion rate is the percentage of students completing the Grade or the last year for post-secondary qualification. e.g Post-secondary completion rate is the percentage of students completing the last year of post-secondary school. It is calculated by taking the total number of students in the last grade of post-secondary school, divided by the total number of children of official graduation age.
Rural	Any area that is not classified as urban. Rural areas may comprise one or more of the following: tribal areas, commercial farms and informal settlements.

Secondary	A school for children between the ages of about fourteen and eighteen years old.
University	An institution of higher (or tertiary) education and research that grants academic degrees in various subjects.
Upper secondary	The final stage of secondary education, which consists of Grade 10 right up to Grade 12.
Urban	All areas classified as urban formal or urban informal according to the Census 2001 geographic classification, excluding areas classified as metropolitan by the Municipal Demarcation Board.

Foreword

This publication is the 3rd Volume of the Education series and draws on the data from the Community Survey 2016, but also other sources from Statistics South Africa and government departments responsible for the provision of education services. The publication contains information on a variety of subjects in the field of education statistics, including educational attainment, literacy, average years of education received by school phases, enrolments, mode of transport used to get to educational institutions and intergenerational educational mobility. Supplemental information on factors that influence educational outcomes, education characteristics of the youth in comparison to their parents, and the relationship between educational outcomes of parents and their children are also provided.

The report contains four chapters: Introduction, Educational output, Access to education, and Intergenerational educational mobility. The introduction provides a brief overview of current trends in South African education. Attendance of pre-school has increased from an estimated 949 000 in 2002 to 2 059 000 in 2015; attendance of Grade R has increased from an estimated 686 000 in 2010 to 1 222 000 in 2015 indicating that policy measures aimed at increasing participation in early childhood development are beginning to bear fruit. The completion of Grade 12 by population aged 15 and more has increased from an estimated 3,7 million in 1996 to 11,6 million in 2016; and completion of higher educational institution by population aged 15 and more has increased from an estimated 1,3 million in 1996 to 3,6 million in 2016.

Educational attainment among adults aged 25-64 have been confined to substantial growth in completion of Grade 12 (68%) compared to 12% of adults in this age group who completed post-secondary institutions. Metros have the lowest percentage of individuals with no schooling, while City of Tshwane, City of Johannesburg and Buffalo City have the highest percentage of individuals with post-secondary education. In this age group, individuals with disability were less likely to have post-secondary qualifications. Upper secondary completion rates by population aged 15 and above was the highest in Gauteng (59,9%) and among Indians (61,2%); and lowest in Northern Cape (47,6%) and among coloureds (52,7%). Among TVET qualification holders, the most popular fields of study were management and engineering which accounted for almost one third of all qualifications. The field of agriculture had the lowest percentage of graduates (1,0%). University graduates with computer and information science qualifications were mostly aged between 20 to 34 (51,8%) whereas 63,4% of graduates in mathematics and statistics were aged 35 or more. The science fields were largely dominated by whites with 48,4% white graduates in life sciences, 49,6% in physical sciences and 47% in mathematics and statistics. Whites have 3,678 times greater odds of high levels of education than black Africans. Comparing gender differentials the odds were 0,956 times lower for males whereas those with disability had 0,311 times lower odds of achieving higher educational levels. Among languages spoken at home, English and Tshivenda speakers had higher chances of higher educational achievements with 2,609 and 1,47 times greater odds given all the other variables are held constant.

Early childhood development phase education in South Africa reached only about (39%) of the eligible population according to the GHS 2015. The national average gross enrolment ratio in primary school was high (123%) indicating that the number of pupils participating is closer to the number required for full enrolment of the targeted age group. However, a large number of these enrolments were by learners outside the school age range. Similar results were observed for secondary school enrolment. In addition, enrolment in post-secondary education reached only about (3,6%) of the eligible population according to the GHS 2015. The overall mean years of schooling for South Africa in 2016 was 10,5 years. Black Africans spend on average the shortest time in schooling (8,3 years), while whites had the longest duration in schools, with an average of 11,4 years of schooling. The majority (64%) of school goers walked to school; the second principal mode of transportation used by students to go to school was the use of communally hired vehicles (9%) while close to 8% used private vehicles.

Overall, close to 70% of individuals aged 20-34 who were attending post-secondary educational institutions were first generation post-secondary-education participants while the parents of the rest

(28%) hold a post-secondary qualification. Parents with upper secondary or who completed post-secondary education were most likely to have children that were attending post-secondary education (46,5%). Three quarters of black African young adults aged 20-34 that completed secondary education were first generation high school graduates; similarly close to 70% coloured young adults that completed secondary education were first generation high school graduates whereas this is only true for approximately 47% Indians and 23% whites. While most white children with post-secondary qualification also had parents with similar qualifications (56%), intergenerational transmission of similar qualifications was achieved by 28% coloureds, 27% Indians and 24% black Africans. The largest escalation in upward mobility was observed among black Africans who lifted their children from their own at most primary level attainment to achieve post-secondary qualification (25,7%).

If South Africa is to meet the required skills and qualifications needed to meet the current and future needs of the economy, government not only needs to focus on access to post-secondary education and training but also adjust the education system so that it increases its intake in the relevant fields of study. These include the fields of engineering, physical and health sciences.

Dr Pali Lehohla
Statistician-General

Chapter 1: Introduction

1.1 Objective of the report

This thematic report provides an overview of the status of the South African education system. Using the Community Survey (CS) 2016 data, we present information on access to education, educational attainment and intergenerational educational mobility. The report includes the participation of learners at the primary/secondary and post-secondary phases, the number of high school and post-secondary graduates, and historical trends that compare various census data points to the CS 2016. The report includes regional variations on attendance and attainment as well as enrolment by types of institution and fields of studies. Some of the information is supplemented by data sourced from the General Household Survey (GHS), the Quarterly Labour Force Survey (QLFS) and administrative records.

The CS 2016 is a household survey conducted by Statistics South Africa (Stats SA) in 2016. The data collection reference period is the night of 29 February to 1 March 2016[1]. The sampling frame is based on the Stats SA geo-referenced dwelling frame. Each point on the dwelling frame is assigned to a structure, stand or a yard depending on the settlement type. Only points classified as dwelling units (DUs) were considered for CS 2016 sampling, since these points would include households that are part of the target population. The sample design is based on a single-stage sample with the sample sizes of the enumeration areas (EAs) set at around eight per cent of the total DU population within an EA. The sampling fraction in some smaller EAs and very large EAs was slightly adjusted to give a reasonable sample size for data collection. The lower limit for an EA sample size was set at five while the upper limit for an EA sample size was set at 66 DUs per EA. This was because of fieldwork operational feasibility, and it resulted in an average EA sample size of fourteen DUs nationally. Overall, the total sample size consists of 1 370 809 DUs. Data collection was done using assisted personal interviewing (CAPI) by means of tablets[2] (Stats SA, 2016c).

The use of household surveys data in education statistics has some limitations as it only measures attendance but not enrolment. Administrative data are better in measuring enrolment as these records reflect both enrolment and actual attendance. Furthermore, data on school type and educational phases are best captured by school based information systems as the schools would be captured as categorised administratively. In this report, school phases are constructed based on the highest level of education reported by survey participants.

1.2 Background

The South African education system consists of three phases: primary, secondary, and post-secondary. Learners may spend one to two years in early childhood development centres, and one year in Grade R/0, which is currently part of the primary schooling system. Grade R/0 programmes may be attended either at early childhood development centres or at primary schools. By law, children have to start attending school the year before the calendar year in which they turn seven (age of compulsory schooling). Therefore, they should reach Grade 1 by age seven, and spend eight years in primary school, which ends in Grade 7. The primary school phase is followed by five years of secondary school, which should be completed by the time the children reach age 18. The duration of the phase is from Grade 8 to Grade 12.

[1] Using a combination of de facto (for newly born babies, for individuals who died on the reference night and visitors) and de jure (for household members who were absent overnight working, travelling, at an entertainment venue or religious gathering).
[2] For the purpose of this report, the version 1 of the data that was weighted against the original municipal and provincial boundaries was used.

Table 1. 1: South African school phases

National Technical Certificate	National N Certificates/Diplomas	National Certificate Vocational (Occupational)	National Qualification Framework levels	Level equivalents
NTC 1	N1 (4 months)			
NTC 2	N2 (4 months)			
NTC 3	N3 (4 months) combined is 1 year			
		NCV 1	NQF Level 1	Grade 9
		NCV 2 (1 year)	NQF Level 2	Grade 10
		NCV 3	NQF Level 3	Grade 11
		NCV 4	NQF Level 4	Grade 12
NTC 4	N4 (4 to 6 months)		5 combined	Higher education
NTC 5	N5 (4 to 6 months)		5 combined	Higher education
NTC 6[3]	N6 (4 to 6 months)		5 combined	Higher education

Compulsory schooling ends at age 15 or at the completion of Grade 9, depending on which event occurs first. Education at secondary phase level is provided by a range of institutional settings to cater mostly for school dropouts who did not complete high school. School dropouts who would like to continue their education can enrol at Technical Vocational Education Training (TVET) institutes that were formerly known as Further Education and Training (FET) colleges. These vocational training schools usually differ in their admission requirements and the length of the courses. National technical certificates (NTC1, NTC2, NTC3) and national N diplomas (N1, N2, N3) are equivalent but do not have an NQF level. The N-courses (N4, N5 and N6) combined lead to an NQF level 5 qualification, which culminates to an NQF level 6 qualification upon completion of 18 to 24 months' practical workplace training (SAQA).

Table 1. 2: Adult Basic Education and Training school level

ABET level	Grade level	Band	NQF level
Level 0	Pre-ABET	GET	1
Level 1	Grade 3	GET	1
Level 2	Grade 5	GET	1
Level 3	Grade 7	GET	1
Level 4	Grade 9	GET	1
	Grade 10	FET	2
	Grade 11	FET	3
	Grade 12	FET	4

Adult Basic Education and Training (ABET) or Adult Education and Training (AET) is used interchangeably. The most recent expression used is ABET. The programme is designed for adults who would like to finish their education or for those who would like to improve their basic education. The programme equips participants in reading, writing and numeracy skills. Umalusi accredits private education and training providers on the General Education and Training (GET) and FET. The institution also monitors the quality of the qualifications and curricula used in public schools, FET and AET centres, and the National Senior Certificate assessment system.

[3] Depending on the credits of the courses, total credits of 240 lead to shorter durations (4 months) with lower credits per course but longer duration of practical experience (24 months); and total credits of 180 lead to longer durations (6 months) with higher credits per course but shorter duration of the practical experience (18 months).

Table 1. 3: Course equivalence

Phase	Grades covered	Official age	UNESCO level
Primary	Grade R – Grade 6	5–12	Incomplete primary
	Grade 7	12, 13	Primary
Lower secondary	Grade 8	13, 14	Incomplete lower secondary
	Grade 9	14, 15	Completed lower secondary
Upper secondary	Grade 10 – Grade 11	15–17	Incomplete upper secondary
	Grade 12	17–18	Completed upper secondary

1.3 The National Development Plan in relation to education outcomes

The quality of education in South Africa remains very poor mostly in the historically deprived areas; the schools do not even meet the basic learning infrastructure requirements such as access to laboratories, libraries and Internet connections; schools have less qualified educators. As a result, learners experience learning deprivation, higher-grade repetition and dropout rates (Statistics South Africa, 2015 and 2016). A ministerial committee[4] was appointed in 2007 to investigate the extent of learner retention and dropout in the schooling system following reports of high dropout rates by the media. Their analysis, based on the Education Management Information System (EMIS) data, showed that there was a significant increase in dropout rates from Grade 9 onwards, reaching 24% in Grade 11 for the 1980–1984 birth cohorts. In addition, the report indicated that major dropout problems did not happen before the age of 16 for the majority of the learners; however, problems of repetition and slow progression through the school system were major occurrences. Several recommendations were made by the committee to improve learner retention and grade transition. Grade repetition was suggested as a very costly remedial action for school retention and instead, a recommendation was made for early entry of learners into the educational system by exposing them to ECD programmes and the introduction of minimum pre-primary schooling. This was believed to provide a stronger basis for learners at the foundation base, which would in turn enhance their competence in later grades.

The 20-year review published by the Presidency summarises the achievements and failures of 20 years of democratic rule in South Africa since 1994. After the start of the second phase of the democratic transition, the newly adopted National Development Plan (NDP) was set to serve as a blueprint to plan a more efficient and effective pathway for the socioeconomic growth of the country. The NDP is structured around 14 priority outcomes, which include quality basic education and the development of skills and infrastructure required by the economy. Chapter nine of the NDP document prioritises the improvement in education and training outcomes. The plan sets out targets and actions for 2030 for each phase of the education system: early childhood development, primary and secondary schooling, further education and training, and higher education. Five actions out of the total 17 proposed actions by the NDP are worth noting:

- About 80% of schools and learners achieve 50% and more in literacy, mathematics and science in Grades 3, 6, 9;
- At least 80% of students should complete 12 years of schooling. Learner retention rates should increase;
- Achievement of universal access to two years of early childhood development exposure before Grade 1;
- Regular testing of teachers in the subjects they teach to determine level of knowledge and competence and link teachers' pay to learners' performance;
- Consideration in extending the length of first degrees to four years on a voluntary basis for historically disadvantaged students (National Planning Commission, 2011).

[4] Ministerial Committee On Learner Retention In The South African Schooling System appointed by the then Minister of Education Ms Pandor (http://resep.sun.ac.za/wp-content/uploads/2012/07/DOe-2008-Learner-Retention-report.pdf)

In 2012, the MTSF 2014–2019 was approved by Cabinet to implement the policies set by the NDP. The MTFS focuses on all government priorities and breaks targets set by the NDP down into manageable programmes. The MTFS targets include the achievement of the following by 2017:

- All children between the ages of 7 and 18 should be in school, and 65% of learners should be in class groups appropriate to their age;
- 60% of each cohort should receive either NSC or an alternative vocational or further education and training qualification;
- 75% of learners in Grades 3, 6 and 9 tested through the ANA should achieve above 50% in literacy and numeracy;
- The number of learners qualifying for university entrance should be 250 000;
- The number of students enrolled at university to increase to 1,07 million;
- The number of students enrolled at TVET colleges to increase to 1,238 million;
- 24 000 artisans must be produced every year;
- 20 000 teachers must be produced every year;
- 3 000 PhD graduates must be produced;
- 57 000 graduates in engineering must be produced;
- 45 000 human and animal health graduates must be produced;
- 36 000 natural and physical sciences graduates must be produced; and
- The number of entry-level academic staff receiving teaching and research development opportunities from the Teaching and Research Development Grant will increase to 400 academics (MTFS 2014–2019).

The NDP has set universal access to ECD programmes as one of the vehicles to achieve long-term improvement in the quality of education in the country. It has been shown that the introduction of a compulsory Grade R attendance policy (or any pre-school enrolment) has substantially increased Grade 1 participation over the years, but Grade R repetition seems high (Department of Basic Education, 2016). On the other hand, recent ANA results show improved learner performance at the foundation phase level, which can loosely be linked to rising pre-school enrolment levels (Department of Basic Education, 2014). Subsequently, in December 2015, government approved the National Integrated Policy for ECD. The policy is comprehensive and covers the well-being of children right from conception and identifies eight essential services that focus on early learning, food security, communication, standard of living, playing sport and participating in cultural activities, social protection, parent support, health and nutrition. Some of the components have been prioritised for immediate realisation while others are planned for progressive realisation. The policy recognises that the opportunity for early learning is currently not universally available and needs to be rolled out by 2030 to reach every child in South Africa, especially those living in historically excluded areas, children in under-served rural and urban areas, children living in poverty, and children with disabilities (Republic of South Africa, 2015).

1.4 The Sustainable Development Goals and Education 2030 agenda

As with its predecessor (the Millennium Development Goals agenda), the vision of the SDGs is to transform lives through education. Goal 4 of the SDG reads: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". This goal has 7 targets and a number of proposed indicators. The targets are as follows:

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes;
4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education;
4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university;
4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship;

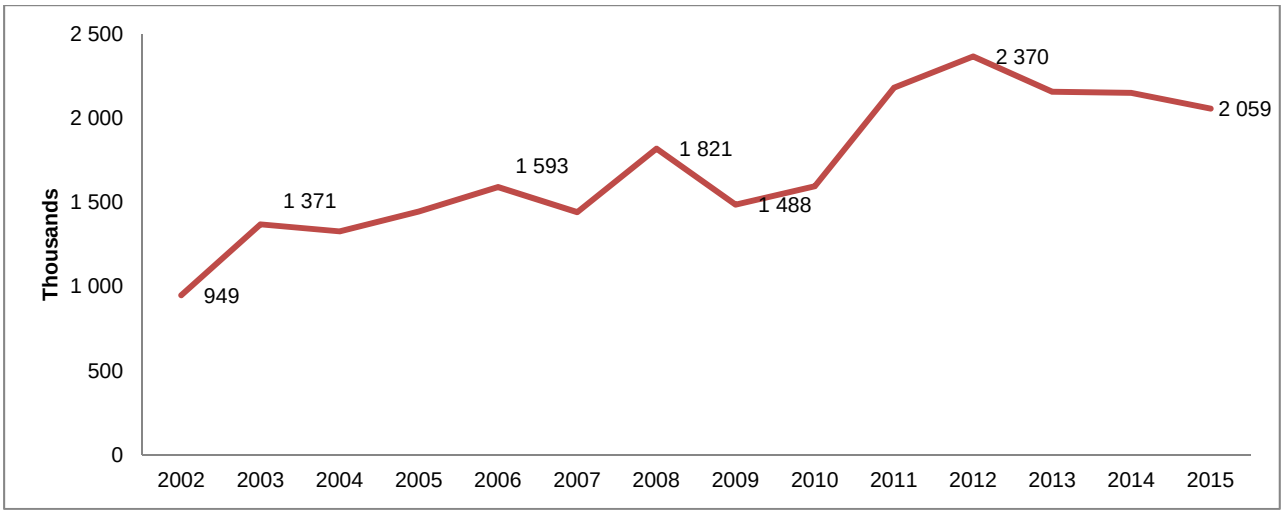
4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations;
4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy;
4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development;
4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all;
4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, Small Island Developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries; and
4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and Small Island Developing States.

Fortunately, the synergy between the proposed global goals and the key education elements of the NDP is extremely good. The two agendas both recognise education as the main driver for development, and the means of implementation of the NDP will work towards the implementation of the SDGs.

1.5 Trends in enrolment

A pattern of annual increases in total primary and secondary school attendance has been observed over the years. The growth in primary school attendance is partly due to the expansion in attendance in Grade R. Although there is a slow uptake in pre-primary attendance, there has been some expansion of pre-primary attendance.

Figure 1. 1: Attendance of pre-school, 2002–1015

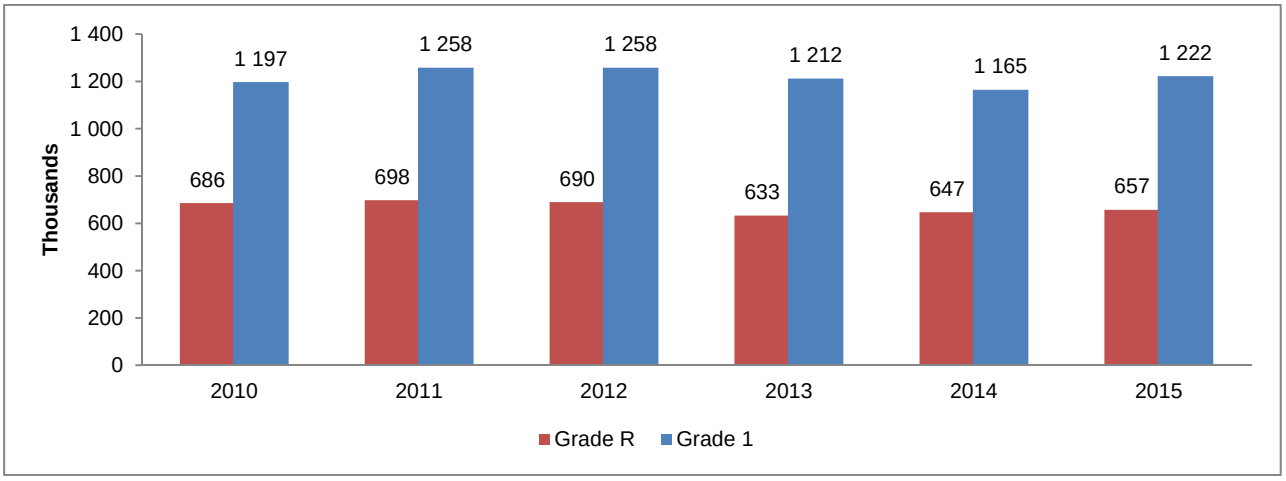


General Household Survey, 2002-2015

Enrolment in pre-school has increased widely over the past fourteen, from an estimated 949 000 in 2002 to 2 059 000 in 2015. However, as shown in the graph below, there has been a much higher uptake of

Grade 1 enrolments from 2010 to 2015 compared to Grade R attendance. In fact, in 2015, more than 600 000 children were enrolled in Grade R, whereas about 1,2 million children were enrolled in Grade 1.

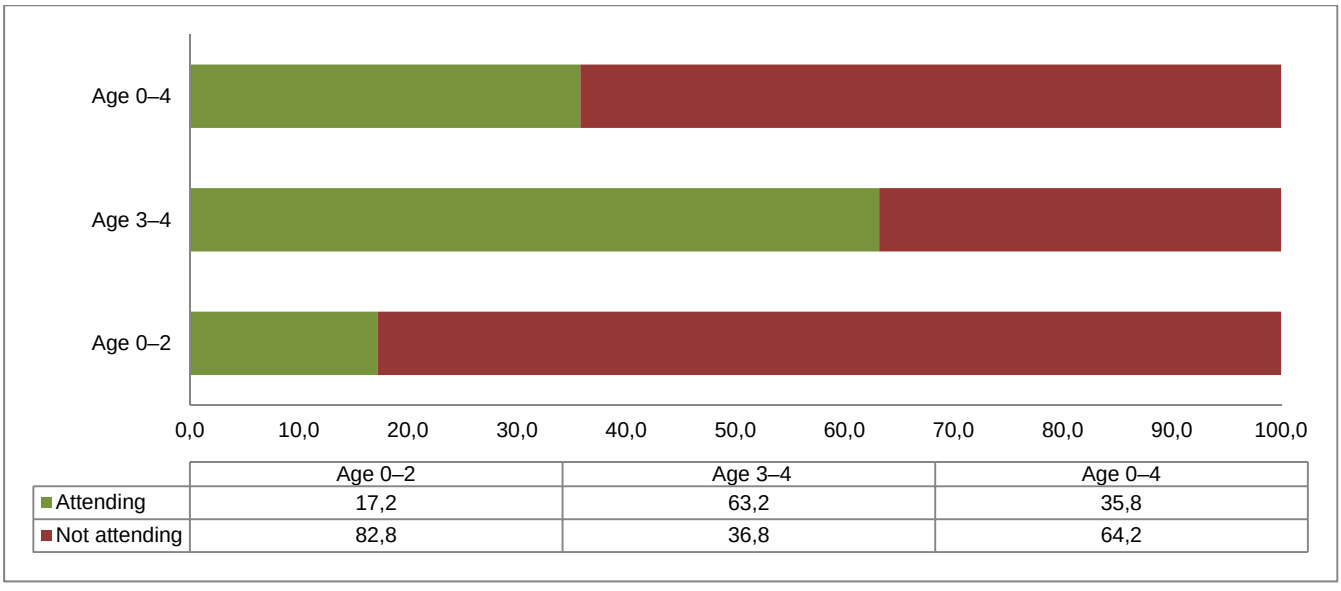
Figure 1. 2: Attendance of Grade R and Grade 1, 2010–2015



General Household Survey, 2010-2015

An analysis conducted by the Department of Basic Education on the age distribution in the Learner Unit Record Information and Tracking System (LURITS) of young learners enrolled in Grade R shows that most Grade R learners were aged 4,5 to 5,5 years at the start of the school year, with only a few older learners (aged 5,5 and 6,0) having been enrolled for Grade R (Department of Basic Education, 2016). This shows the high level of age compliance by schools during enrolment.

Figure 1. 3: Attendance of pre-school by children aged 0–4, 2016



	Age 0–2	Age 3–4	Age 0–4
Attending	17,2	63,2	35,8
Not attending	82,8	36,8	64,2

Source: Community Survey, 2016

In 2016, among the total 3,6 million children aged 0–2, close to 17% were attending some sort of ECD facility (out-of-home early learning programme) at a pre-school, ECD centre, day care, playgroup or nursery school. Among those aged 3–4, 37% were not attending any facility. Out of the total 6 million children in the age group 0–4, close to 2,1 million (35,8%) were attending pre-school or other ECD

facilities. Despite the proposal of universal ECD attendance, only 36% of all children in the age group 0–4 were attending such facilities.

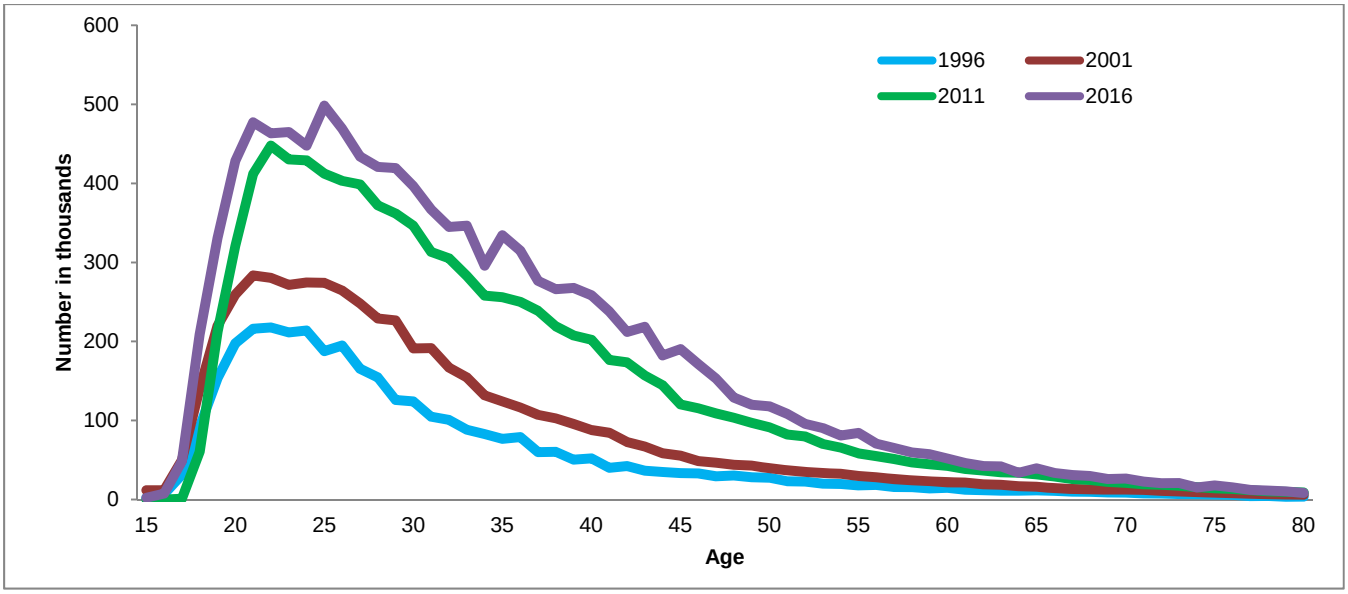
Table 1. 4: Attendance of pre-school by children aged 0–4 by population group, 2016

Age	Population Group	Statistics	Not attending	Attending	All
Age 0-2	Black African	Number	2 569 349	531 378	3 100 727
		Percentage	82,9	17,1	100,0
	Coloured	Number	220 550	34 641	255 191
		Percentage	86,4	13,6	100,0
	Indian/Asian	Number	49 706	5 794	55 500
		Percentage	89,6	10,4	100,0
	White	Number	106 213	40 480	146 693
		Percentage	72,4	27,6	100,0
Age 3-4	Black African	Number	749 650	1 344 510	2 094 160
		Percentage	35,8	64,2	100,0
	Coloured	Number	84 643	85 348	169 991
		Percentage	49,8	50,2	100,0
	Indian/Asian	Number	23 006	20 244	43 250
		Percentage	53,2	46,8	100,0
	White	Number	31 619	74 461	106 080
		Percentage	29,8	70,2	100,0
Age 0-4		**Number**	**3 834 736**	**2 136 855**	**5 971 591**
		Percentage	**64,2**	**35,8**	**100,0**

Source: Community Survey, 2016

Proportionally more white children aged 3–4 attended ECD facilities compared to the other population groups (70,2%). The same is true about the younger age group 0–2 with 27,6% white children in this age group attend ECD facilities compared to 17,1% black Africans, 13,6% coloureds and 10,4% Indians.

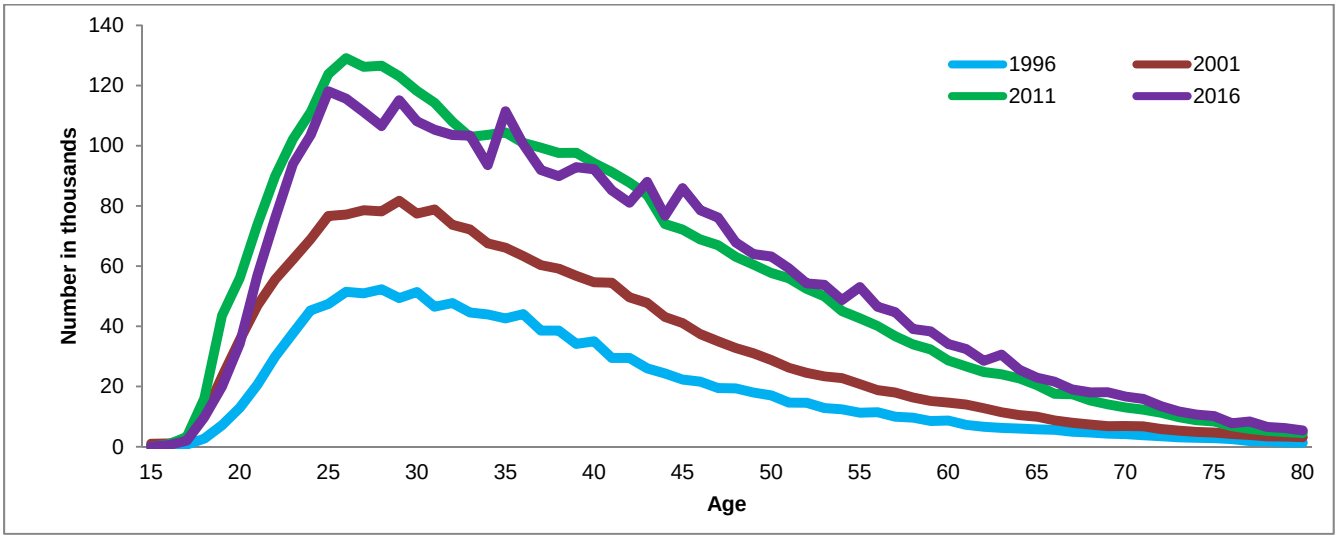
Figure 1. 4: Distribution of people aged 15 and above who have completed Grade 12 by single age



Sources: Census 1996, 2001, 2011 and Community Survey 2016

The number of individuals 15 years and older completing Grade 12 and higher education has been rising. Between 1996 and 2016, the number of the population aged 15 years and older who completed matric increased from 3,7 million in 1996 to 11,6 million in 2016. This is almost a 211% increase over the 20-year period. Furthermore, looking at the period-on-period increase, the largest increase occurred between 2001 and 2011, with close to 69% growth in the number of individuals who achieved a matric certification as their highest level of education.

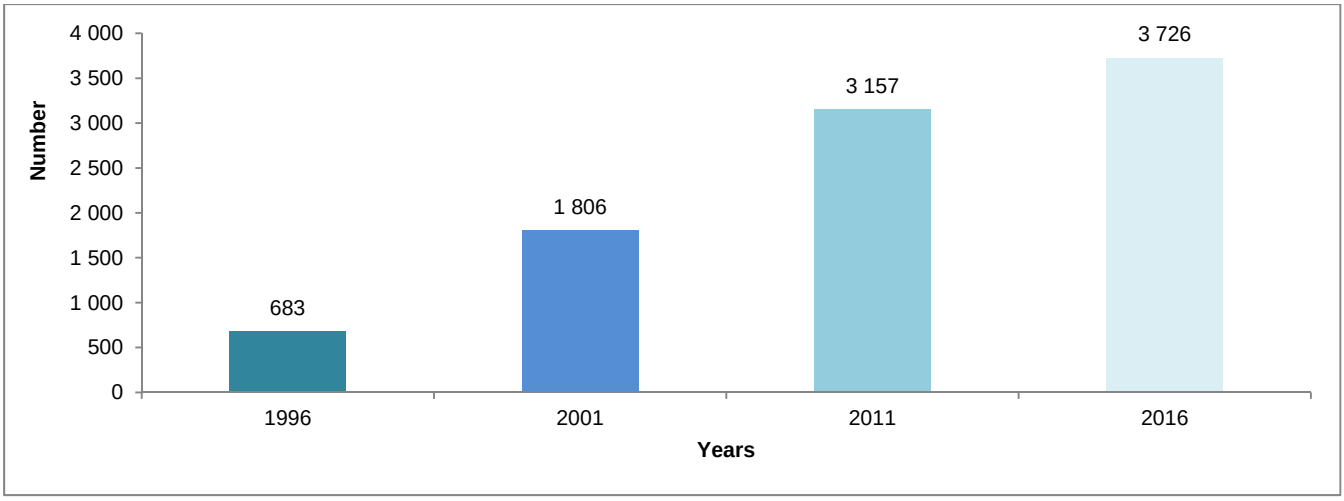
Figure 1. 5: Distribution of people aged 15 and above who have completed post-secondary schooling by single age



Source: Census 1996, 2001, 2011 and Community Survey 2016

In 2016, close to 3,6 million individuals aged 15 and older completed a higher education qualification (certificate, diploma or degree). Whereas substantial increases in achievement were observed between 1996 and 2011, there was a two-percentage-point drop in achievement between 2011 and 2016.

Figure 1. 6: Number of students enrolled in post-secondary education in a given academic year per 100 000 inhabitants



Source: Census 1996, 2001, 2011 and Community Survey 2016

Total attendance in post-secondary institutions per 100 000 population reached 3 726 in 2016. Attendance increases have been driven by increases in population, and by increases in enrolment rates for the African population groups. In the 20 years since 1996, attendance in post-secondary institutions per 100 000 population grew by close to 445,5% or at a rate of 22,3% annually.

The report examines various age brackets depending on the focus of the analysis.

Age	Further breakdown	Reason
15 and older	20 and older	Population beyond compulsory schooling age and start of working age -To examine the educational distribution of the working age and older population - To examine the educational distribution of the population which has completed secondary education and older population
15–64	17-40 25-64	Working age population -To examine the educational distribution of the working age population by excluding or including those who could still be in education
15–34	15–25 20–34	Youth -To examine the educational distribution of population aged between the compulsory school age and the age at which one is expected to complete a tertiary qualification -To examine the educational distribution of the youth by excluding those who could still be in secondary school
35–64		Adult working age population

1.6 Progression ratios

Censuses and surveys are time machines. They provide a lived experience of generations and provide a rich historical perspective of these in time and space. A time plot works where a population experience is temporally unidirectional and cumulative. That is when people have acquired or attained an education level and that status remains with them forever. It is unlike a time plot of employment where, an employment status changes, whereby you are not permanently attaining a status employed. We have deployed time plot analysis to understand education performance. As will be seen time plots provide deep temporal insights in the relative progress of different population groups in South Africa.

This section thus summarizes progression rates through the education system using time plot techniques for the different population groups. Following the method proposed by Feeney[5] (1995, 2009), the time at which a particular educational level was completed was calculated using the following procedure:

$$\text{Time}=\text{Census}_t(2001,275) - (\text{age}_x + 0{,}5)+\text{age}_e$$

In the formula ,Census_t represents the calendar time at which Census 2001 data collection begun; age_x represents the age of persons completing a particular education level; and age_e represents the age at which most of the persons complete that particular educational level e.g. Grade 9. Even though there has been an improvement in the relationship between expected age and completion of key educational milestones in for example the black African population group, the historical average age at completion of key grades were also taken into consideration when determining the age_e to be used in the analysis. Regardless of the year of data collection we opted to use age 25 years for completion of at least Grade 9, 30 years for completion of at least a Bachelor degree and 35 for completion of at least a Certificate.

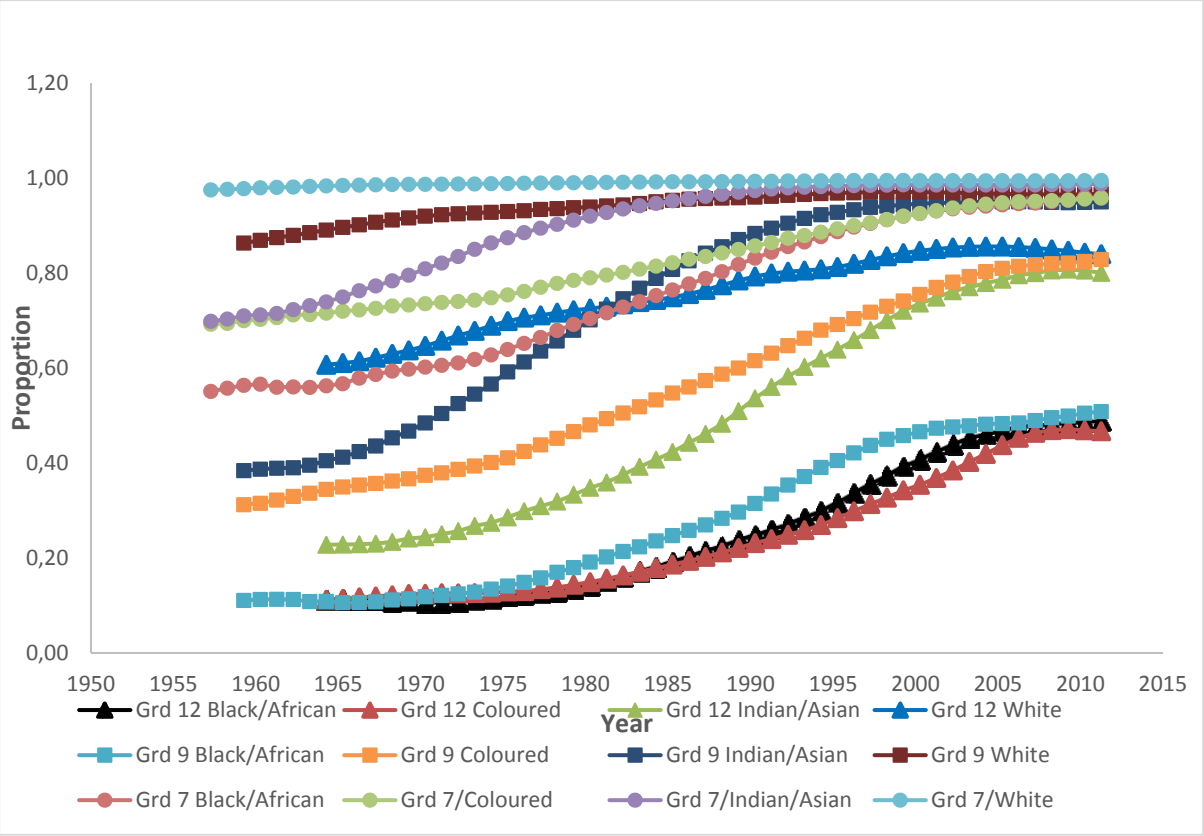
The actual attainment ratios are calculated using the number of individuals who attained a particular grade or qualification divided by the number who attained the previous qualification. So for example completing Grade 9 after competing grade 3 is calculated as follows: Ratio Grd9_Grd3=Number of students of a particular age who completed at least Grade 9/number of students who completed at least Grade 3.

Note that all individuals who reported that they completed an educational level by means of attending other education systems were excluded from the analysis, as it was unclear to determine how the educational levels were achieved (Stats SA 2015c).

A comparison of time plots using data from the different Census years and the CS 2016 indicates a good degree of correspondence, which confirms the quality of the data. Since the CS 2016 is a sample survey, the number of observations for post-secondary education in the coloured and Indian/Asian population groups was relatively small and some variability is noted for the earlier years of the CS 2016 time plots. Such level of variability is however not observed in the time plots from the censuses.

[5] Given a population, a class of events that may occur to members of a population, and a cohort of persons born to this population at some time T. Q denotes the average number of events per person in the cohort, such as attainment of some educational level and the average age at which these events occur to members of the cohort. The latter are defined by a point in time such as Census 2001; such a point is used as the reference time. The horizontal axis represents the time at which members of the cohort reach age M. The best way to apply this method is by the use of large sample or census data in order to generate time plots from data collected at a point in time, with birth cohorts specified by age group (Feeney, 2009).

Figure 1.7: Progression ratio plots for individuals who completed Grade 7, 9, 12 after completing Grade 3, by population group, for 2011



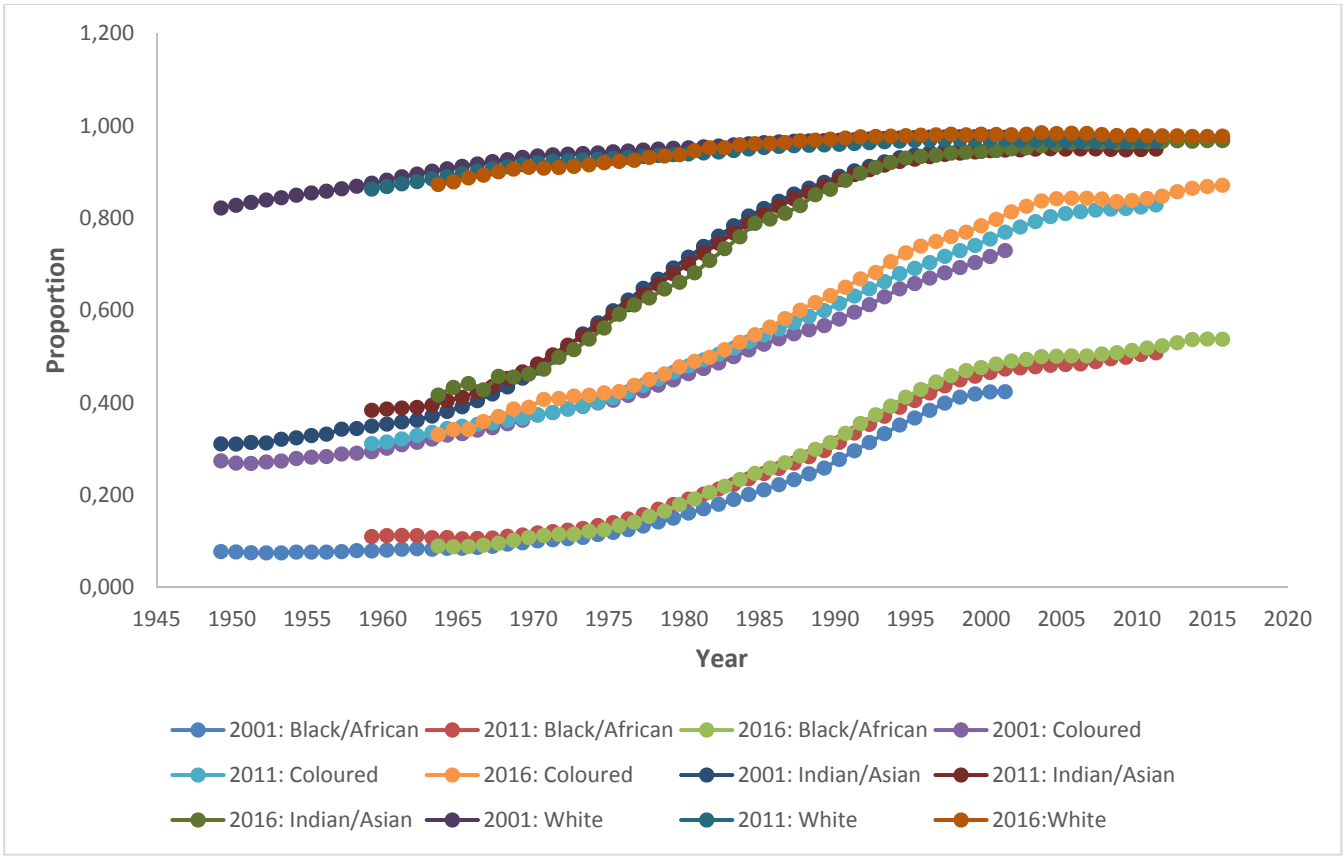
Source: Census 2011

Since the 1950's there have been significant increases in throughput in the school system for black Africans, Indians/Asians and coloureds, as progression ratios have nearly doubled. As evidenced by the steep gradients of their time plots, the most significant improvements since the 1950s have been noted for the Indian population where progression ratios have more than tripled for achieving Grade 12 after completing Grade 3. Their progress has also been greatest compared to other population groups for the transition from Grade 3 to Grade 7 and 9.

Progression ratios for black Africans for completing 9, after having completed Grade 3, are lower than for all other population groups. For progression from Grade 3 to Grade 7, a significant improvement is noted for black Africans with near parity with the coloured population reached in 2011. In the case of Grade 12, similar, albeit slightly higher progression ratios have been found for black African students than for coloured students.

Progression ratios for whites have been consistently higher than for all other population groups over time. In the case of Grade 7 and Grade 9, once Grade 3 has been achieved, the trends stabilized for the white population between the mid-1980s and the early 2000's. A slight decline in the transition to Grade 9 and 12 after completing Grade 3 has been found for whites towards 2011.

Figure 1.8: Progression ratio plots for individuals who completed Grade 9 after completing Grade 3, by population group, for 2001, 2011 and 2016

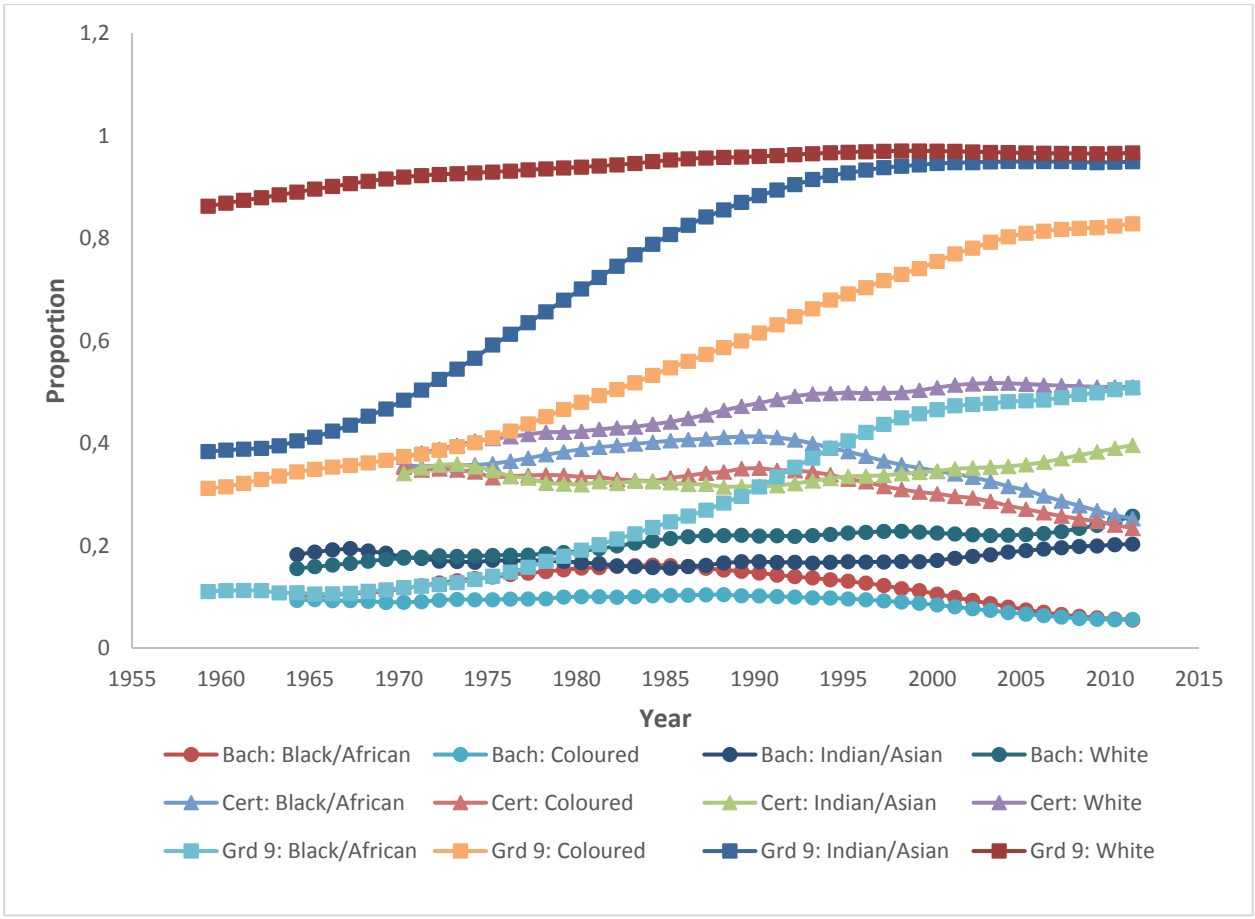


Source: Census 2001, Census 2011, and Community Survey 2016

The above graph presents time plots of Grade 9 achievement data after completing Grade 3 from the 2001 and 2011 population censuses and the 2016 Community Survey. The first observation that needs to be made when looking at this graph is that there is great consistency between the different data sources for all population groups. This reconfirms the quality of the Census as well as community survey data.

Grade 9 achievement after completing Grade 3, amongst whites were higher than for all the other population groups throughout the three time periods. The gap in throughput between whites and Indians declined dramatically between 1950 and 2016. Even though there was also a significant narrowing of the gap between the whites and coloureds there is still a gap. Progression ratios among Indians started to separate rapidly from those of the coloured population from the early 1970s, even though they started from a similar base in the 1950s. It is evident from the graph that black Africans started from the lowest base and even though their rate of catching up mirrors that of the coloured population as evidenced by the similar gradient of their lines, they remain behind when computing attainment ratios for Grade 9 after completing Grade3.

Figure 1.9: Progression ratio plots for completion of Grade 9 after Grade 3, at least certificate and at least a Bachelor after completing Grade 12, by population group, 2011



Source: Census 2011

Figure 1.9 shows the attainment ratios for black Africans who completed at least a certificate or at least a Bachelor degree after completing Grade 12. Firstly, the graph shows that throughput for Grade 9, at least a certificate and at least a Bachelor degree is highest for the white population group. The lowest throughput for Grade 9 was amongst black Africans and for at least a certificate for coloureds. Throughput for a Bachelor degree was equally low for black Africans and coloureds. The second primary observation from his graph is that the possibility of completing at least a certificate after completing Grade 12, has been consistently higher than that of completing at least a Bachelor degree after completing Grade 12 for all population groups. Thirdly whereas throughput for at least certificate and at least a Bachelor degree has increased over time for whites and Indians/Asians, it has decreased for black Africans and Coloureds.

For black Africans and the coloured population, an initial increase in throughput or attainment ratios was observed for both qualifications in the period between 1950 to the mid-1980s. This increase started to reverse gradually during the mid-1980s until its current levels, which are even lower than what was achieved in the 1950s.

As indicated elsewhere in the report, the numbers and percentages of black Africans completing Grade 12, at least a certificate or a Bachelor degree increased significantly since 1996 and it can be confusing to then see that the actual throughput from Grade 12 to post-secondary has decreased for both coloureds and black Africans. The reduced throughput of coloureds and black Africans from secondary to post-secondary education, as found in the time plot on the previous page, can most likely be attributed to:

1) The post-secondary education system could not accommodate the rapidly growing numbers of persons with a Grade 12 qualification; either through a lack of physical capacity in the system or through a lack of affordability on the part of the prospective students.
2) Even in cases where the post-secondary education system could accommodate Grade 12 graduates, high drop-out rates at post-secondary level precluded them from achieving their post-secondary qualification after enrollment. High drop-out rates in post school education have also been attributed to poor educational foundations received throughout the schooling system, but especially at primary school level, as well as the affordability of post- secondary education.
3) Other studies done by Statistics South Africa, such as for example the social profiles of vulnerable groups, suggest that large numbers of children may not be in home environments conducive to studying. Social problems related to household composition and after school care, weak study skills and homework support may also contribute towards poor educational foundations, which then negatively influence post-secondary outcomes later in life.

In relation to the white and Indian/Asian population the throughput rates from Grade 12 to post-secondary have been consistently increasing since the 1950s, with a bigger gradient for at least a certificate than for at least a Bachelor indicating a higher rate of growth for the former.

1.7 Summary and conclusion

This introduction provides an overview of current trends in South African education, highlighting key data that are presented in more detail later in this report. Steady, but insufficient progress has been made. The data shows significant increases since 1994 in enrolment and participation, especially amongst black Africans. However, large inequalities between the different population groups remain. In relation to participation ratios, there has been a deterioration of transition from Grade 12 to tertiary education in recent years for both black Africans and coloureds. Transition for black Africans from Grade 3 to Grade 9 also remains well below that of the other population groups.

Given the deprived home background of most South Africans, educational and other authorities have achieved a lot in increasing primary and secondary school attendance rates with interventions such as for example providing free education, free meals, free transport and social grants. Further improvements in the quality of education is needed, through interventions such as smaller classes and better-trained teachers could improve the quality of education. We always focus on the obvious returns to schooling such as better economic outcomes; however, externalities associated with schooling have additional impacts for a society by increasing inclusion, bringing about social cohesion and political stability.

Chapter 2: Educational output

2.1 Introduction

This chapter contains tables comparing the educational attainment of the entire population by age, population group and geography. Moreover, this chapter shows how disabled individuals are positioned in the educational output. The fields of study are amongst outputs presented in this chapter. There have been reports of shortages of professionals in the fields of physical sciences, engineering, medical sciences and finance. The results of this chapter confirm the low graduate outputs in these fields of study. The youth unemployment trap is determined by the lack of skills or employability of the youth. Low post-secondary attendance of the youth would result in greater opportunities for those with higher education qualifications.

2.2 Educational attainment

Wage income accounts for 70% of income in South Africa and labour income accounts for 85% of inequality (Liebbrandt et al., 2010). Thus income poverty and inequality are mostly due to inequality in qualifications and skills. Educational attainment by demographic profiles and geography is presented below.

Table 2. 1: Educational attainment among individuals aged 25–64 by population group, 2016

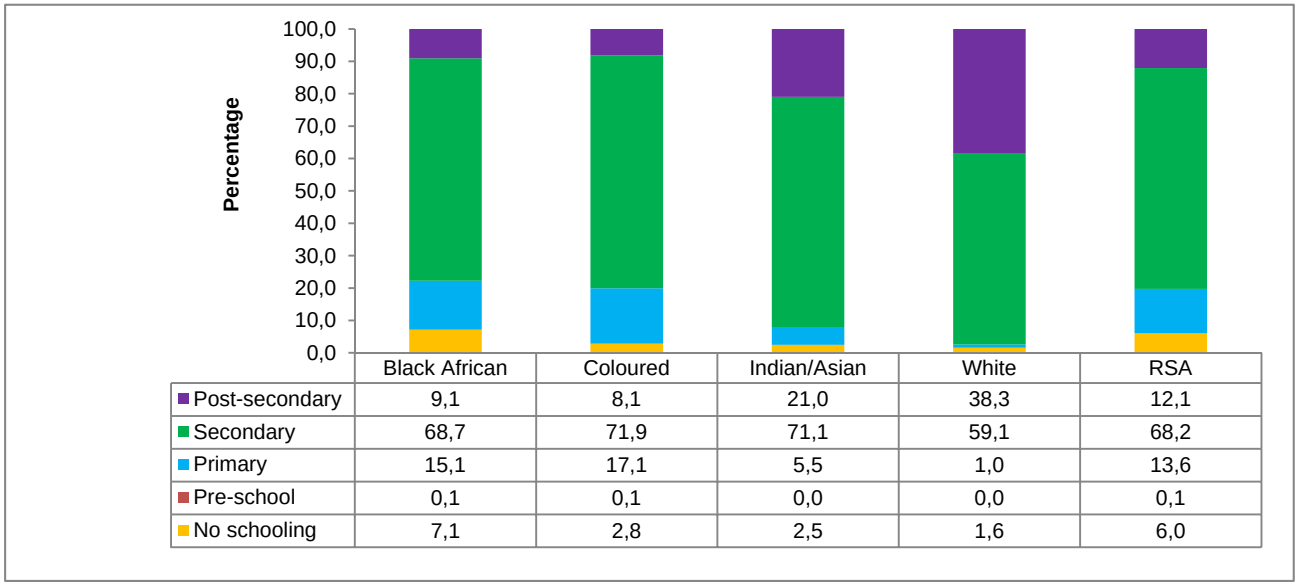
Highest level of education[6]	Statistics	Black African	Coloured	Indian/Asian	White	Total
No schooling	Number	1 382 153	67 135	18 800	37 381	**1 505 469**
	Per cent	91,8	4,5	1,3	2,5	
Pre-school	Number	18 448	1 379	191	257	**20 276**
	Per cent	91,0	6,8	0,9	1,3	
Primary	Number	2 928 677	408 773	41 334	22 879	**3 401 663**
	Per cent	86,1	12,0	1,2	0,7	
Secondary	Number	13 359 575	1 720 847	538 247	1 384 799	**17 003 467**
	Per cent	78,6	10,1	3,2	8,1	
Post-secondary	Number	1 763 207	194 589	158 919	898 018	**3 014 733**
	Per cent	58,5	6,5	5,3	29,8	
Total	Number	**19 452 060**	**2 392 723**	**757 491**	**2 343 334**	**24 945 608**
	Per cent	**78,0**	**9,6**	**3,0**	**9,4**	**100,0**

Source: Community Survey, 2016

Table 2.1 presents the highest level of education attained by adults aged 25–64 by population group. The individuals in this age group constitute largely the labour force of the country. Overall, only close to 12% of these individuals have some post-secondary qualification. The table shows that even though some progress has been made in educational attainment in general, the black African population still lags behind in terms of higher educational attainment compared to other population groups, with close to nine per cent of black Africans having some post-secondary qualification. Whites and Indians have the highest proportion of post-secondary graduates, while both population groups have the lowest proportion of individuals at the lowest end of the education spectrum. There are still a large number of individuals among black Africans (3 million) who dropped out of school after having reached only some primary education level, while the majority of individuals (13,4 million) in this population group and age group (25–64) have reached a secondary educational level.

[6] Those that reported other educational levels, those who did not know their educational level as well as those who did not specify their highest education level were excluded in the analysis.

Figure 2. 1: Educational attainment among individuals aged 25–64 by population group, 2016

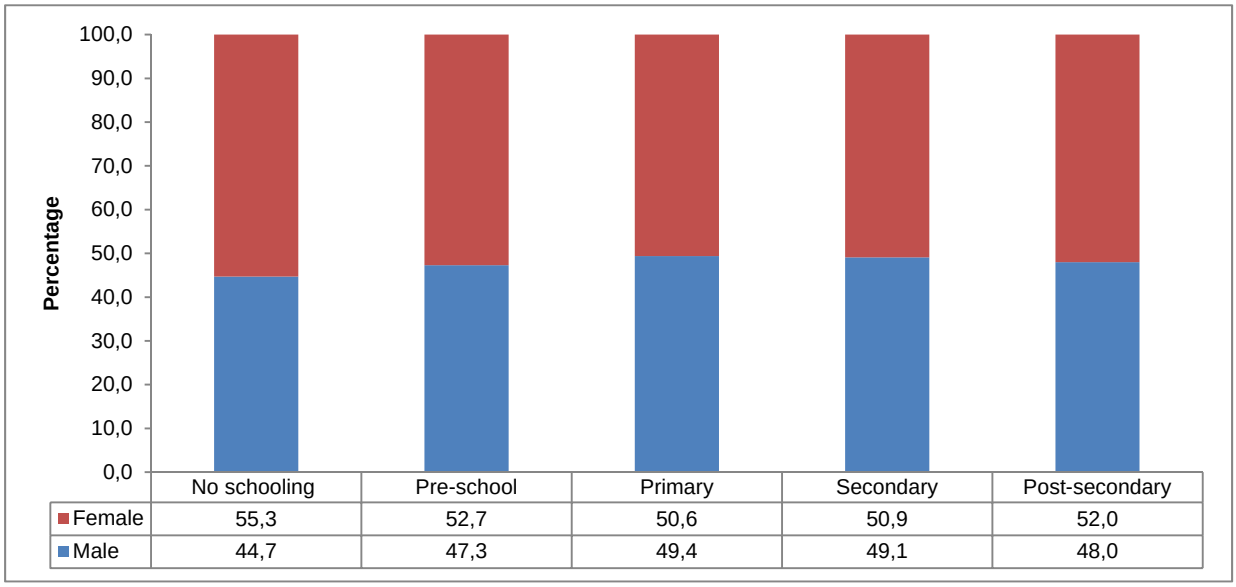


	Black African	Coloured	Indian/Asian	White	RSA
Post-secondary	9,1	8,1	21,0	38,3	12,1
Secondary	68,7	71,9	71,1	59,1	68,2
Primary	15,1	17,1	5,5	1,0	13,6
Pre-school	0,1	0,1	0,0	0,0	0,1
No schooling	7,1	2,8	2,5	1,6	6,0

Source: Community Survey, 2016

According to Figure 2.1 educational attainment was the highest among whites with 38,3% having post-secondary education. Post-secondary attainment among black Africans and coloureds was below the national average with 9,1% and 8,1% respectively. In addition, close to 15% of black Africans and 17% of coloureds dropped out of school with only some primary education.

Figure 2. 2: Educational attainment among individuals aged 25–64 by gender, 2016



	No schooling	Pre-school	Primary	Secondary	Post-secondary
Female	55,3	52,7	50,6	50,9	52,0
Male	44,7	47,3	49,4	49,1	48,0

Source: Community Survey, 2016

According to Figure 2.2, females constitute the largest proportion among those who had no schooling (55,3%) compared to males (44,7%). The same pattern was observed across all levels of education.

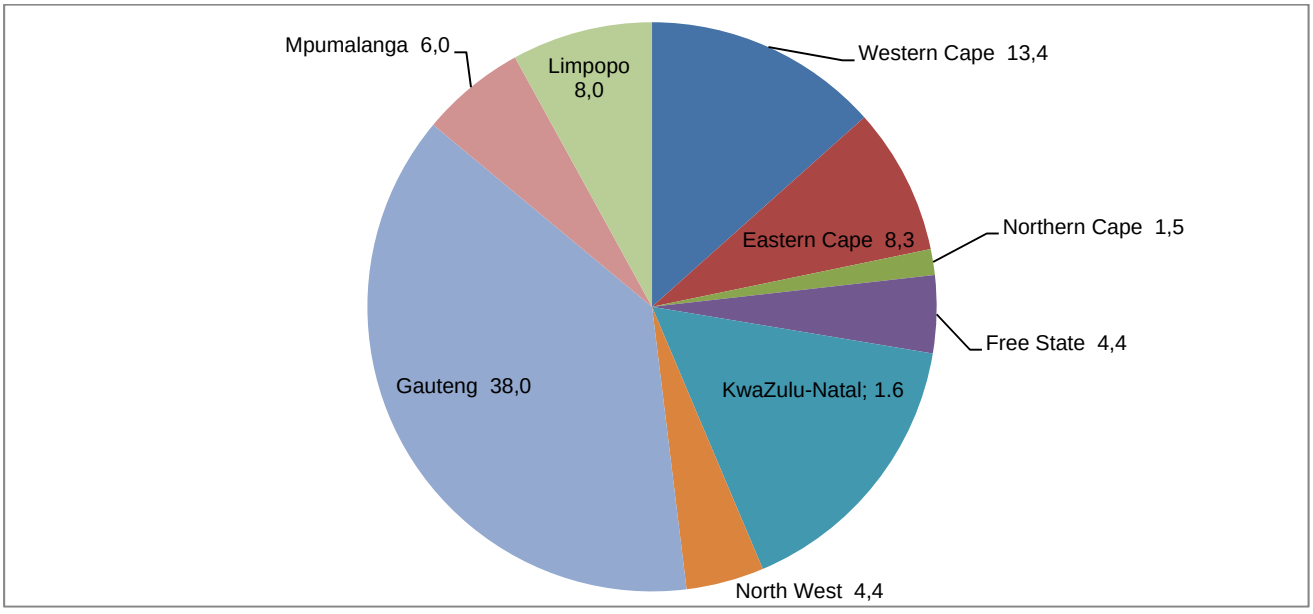
Table 2. 2: Educational attainment among individuals aged 25–64 by province, 2016

Province[7]	Statistics	No schooling	Pre-school	Primary	Secondary	Post-secondary	Total
Western Cape	Number	68 753	1 742	432 090	2 192 178	403 994	**3 098 757**
	Per cent	2,2	0,1	13,9	70,7	13,0	
Eastern Cape	Number	172 495	4 898	497 428	1 712 201	251 528	**2 638 550**
	Per cent	6,5	0,2	18,9	64,9	9,5	
Northern Cape	Number	38 919	594	107 122	351 351	44 212	**542 198**
	Per cent	7,2	0,1	19,8	64,8	8,2	
Free State	Number	65 751	1 507	225 034	882 593	133 159	**1 308 044**
	Per cent	5,0	0,1	17,2	67,5	10,2	
KwaZulu-Natal	Number	337 536	4 057	602 373	3 063 328	482 577	**4 489 871**
	Per cent	7,5	0,1	13,4	68,2	10,7	
North West	Number	137 420	1 637	316 346	1 114 824	133 459	**1 703 686**
	Per cent	8,1	0,1	18,6	65,4	7,8	
Gauteng	Number	250 265	2 823	657 431	4 963 820	1 144 955	**7 019 295**
	Per cent	3,6	0,0	9,4	70,7	16,3	
Mpumalanga	Number	182 502	1 406	260 939	1 268 051	179 934	**1 892 834**
	Per cent	9,6	0,1	13,8	67,0	9,5	
Limpopo	Number	251 827	1 613	302 900	1 455 120	240 915	**2 252 375**
	Per cent	11,2	0,1	13,4	64,6	10,7	
RSA	**Number**	**1 505 469**	**20 276**	**3 401 663**	**17 003 467**	**3 014 733**	**24 945 608**
	Per cent	**6,0**	**0,1**	**13,6**	**68,2**	**12,1**	**100,0**

Source: Community Survey, 2016

Table 2.2 presents educational attainment of the population aged 25–64 by province. The overall percentage of individuals classified as having no education (among the total of 25 million individuals aged 25–64) is 6,0%. Free State, Gauteng and Western Cape have the lowest proportion of such individuals with 5,0%, 3,6% and 2,2%, respectively. By contrast, Western Cape and Gauteng have a higher proportion of post-secondary graduates compared to the national average (13,0% and 16,3%, respectively). Northern Cape and North West have the lowest proportion of post-secondary graduates (8,2% and 7,8%, respectively).

Figure 2. 3: Post-secondary educational attainment among individuals aged 25–64 by province, 2016



Source: Community Survey, 2016

[7] Those that reported other educational levels, those who did not know their educational level as well as those who did not specify their highest education level were excluded in the analysis.

Figure 2.3 illustrates the overall distribution of post-secondary educational attainment among individuals aged 25–64 years by province. Gauteng has the highest percentage of individuals with post-secondary education (38%) compared to other provinces. Northern Cape has the lowest percentage of individuals with post-secondary qualifications (1,5%) whereas North West and Free State have similar percentages with 4,4% each.

Table 2. 3: Ten districts with highest educational attainment among individuals aged 25–64, 2016

District[8]	Statistics	No schooling	Pre-school	Primary	Secondary	Post-secondary	Total
Buffalo City	Number	12 182	427	45 029	263 754	59 716	**381 108**
	Per cent	3,2	0,1	11,8	69,2	15,7	
City of Cape Town	Number	38 219	1 095	218 076	1 434 884	309 986	**2 002 261**
	Per cent	1,9	0,1	10,9	71,7	15,5	
City of Johannesburg	Number	83 425	875	228 286	1 862 326	420 595	**2 595 506**
	Per cent	3,2	0,0	8,8	71,8	16,2	
City of Tshwane	Number	66 887	399	133 489	1 099 538	369 446	**1 669 760**
	Per cent	4,0	0,0	8,0	65,9	22,1	
Ekurhuleni	Number	66 455	1 159	178 236	1 339 370	241 999	**1 827 219**
	Per cent	3,6	0,1	9,8	73,3	13,2	
eThekwini	Number	71 409	690	170 468	1 325 742	216 068	**1 784 377**
	Per cent	4,0	0,0	9,6	74,3	12,1	
Mangaung	Number	16 405	238	48 503	228 818	52 383	**346 347**
	Per cent	4,7	0,1	14,0	66,1	15,1	
Nelson Mandela Bay	Number	12 572	298	60 901	440 217	70 836	**584 823**
	Per cent	2,2	0,1	10,4	75,3	12,1	
Sedibeng	Number	17 417	225	51 962	340 127	62 823	**472 555**
	Per cent	3,7	0,1	11,0	72,0	13,3	
West Rand	Number	16 081	165	65 458	322 459	50 091	**454 254**
	Per cent	3,5	0,0	14,4	71,0	11,0	

Source: Community Survey, 2016

The above table represents the top ten district municipalities with the largest percentage of residents aged 25–64 who have at least a secondary schooling. Among the municipalities displayed, close to 74% residents of eThekwini in this age group have a secondary education (1 325 742) and 12% have a post-secondary qualification. In Sedibeng, of the 500 000 residents in this age group, 72% have some secondary education. Most of the metros recorded the lowest percentage of individuals with no schooling, while the City of Tshwane, the City of Johannesburg and Buffalo City have the highest percentages of individuals with a post-secondary education (22,1%, 16,2% and 15,7%, respectively).

[8] Those that reported other educational levels, those who did not know their educational level as well as those who did not specify their highest education level were excluded in the analysis.

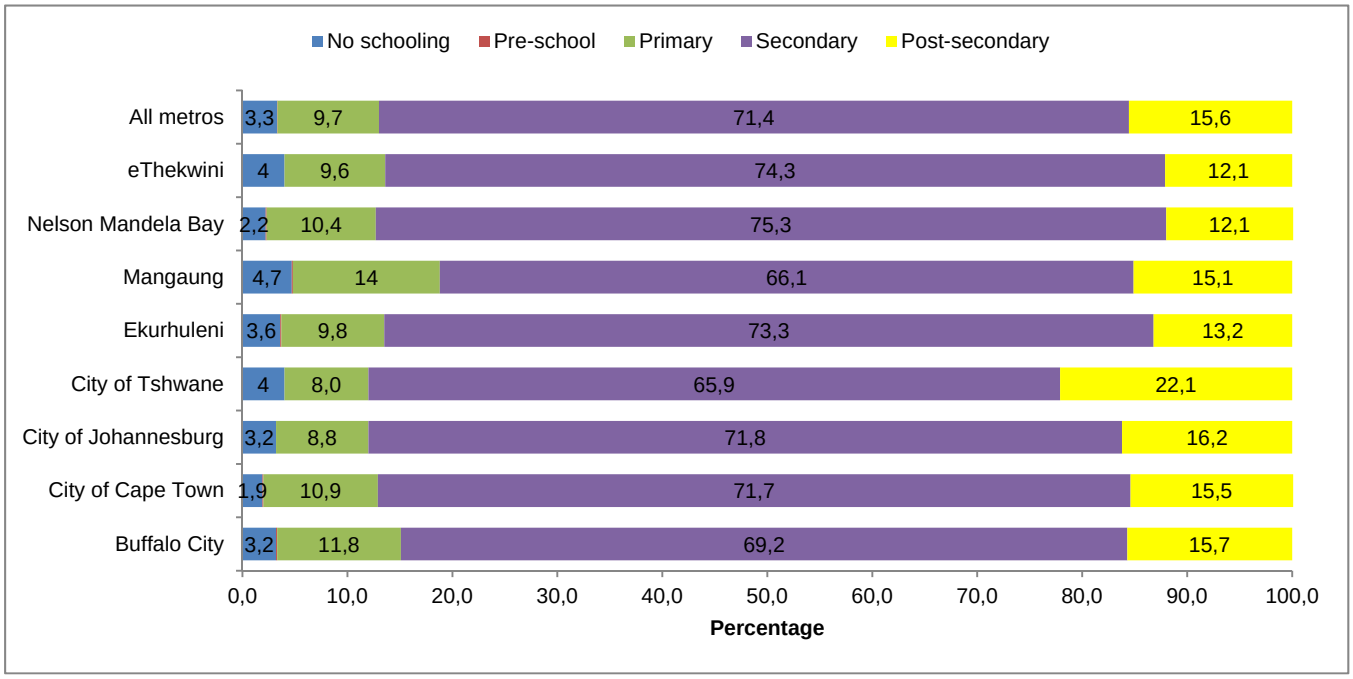
Table 2. 4: Ten districts with the lowest educational attainment among individuals aged 25–64, 2016

District	Statistics	No schooling	Pre-school	Primary	Secondary	Post-secondary	Total
Chris Hani	Number	27 912	375	62 179	167 619	22 237	**280 323**
	Per cent	10,0	0,1	22,2	59,8	7,9	
Dr Ruth Segomotsi Mompati	Number	26 237	221	41 560	99 316	9 551	**176 885**
	Per cent	14,8	0,1	23,5	56,2	5,4	
Ehlanzeni	Number	84 013	490	99 519	452 372	64 096	**700 490**
	Per cent	12,0	0,1	14,2	64,6	9,2	
Greater Sekhukhune	Number	55 556	222	55 363	296 410	33 129	**440 680**
	Per cent	12,6	0,1	12,6	67,3	7,5	
Mopani	Number	71 542	579	65 776	289 412	46 049	**473 357**
	Per cent	15,1	0,1	13,9	61,1	9,7	
O.R. Tambo	Number	55 714	983	99 968	264 361	35 432	**456 458**
	Per cent	12,2	0,2	21,9	57,9	7,8	
Umkhanyakude	Number	37 932	233	36 393	134 306	18 489	**227 354**
	Per cent	16,7	0,1	16,0	59,1	8,1	
Umzinyathi	Number	37 221	209	27 522	97 696	15 162	**177 810**
	Per cent	20,9	0,1	15,5	54,9	8,5	
Uthungulu	Number	41 666	601	49 093	223 107	38 896	**353 363**
	Per cent	11,8	0,2	13,9	63,1	11,0	
Vhembe	Number	58 877	281	75 598	330 196	60 950	**525 902**
	Per cent	11,2	0,1	14,4	62,8	11,6	

Source: Community Survey, 2016

The ten district municipalities presented in the above table have the largest percentage of residents aged 25–64 who had the lowest level of qualification in the country. In Ehlanzeni (the largest municipality in the table), close to 12% of the residents (84 013) have no schooling. Umzinyathi, Umkhanyakude and Mopani are the districts with the highest proportion of individuals with no schooling at 20,9%, 16,7% and 15,1%, respectively.

Figure 2. 4: Educational attainment among individuals aged 25–64 by metropolitan municipality, 2016

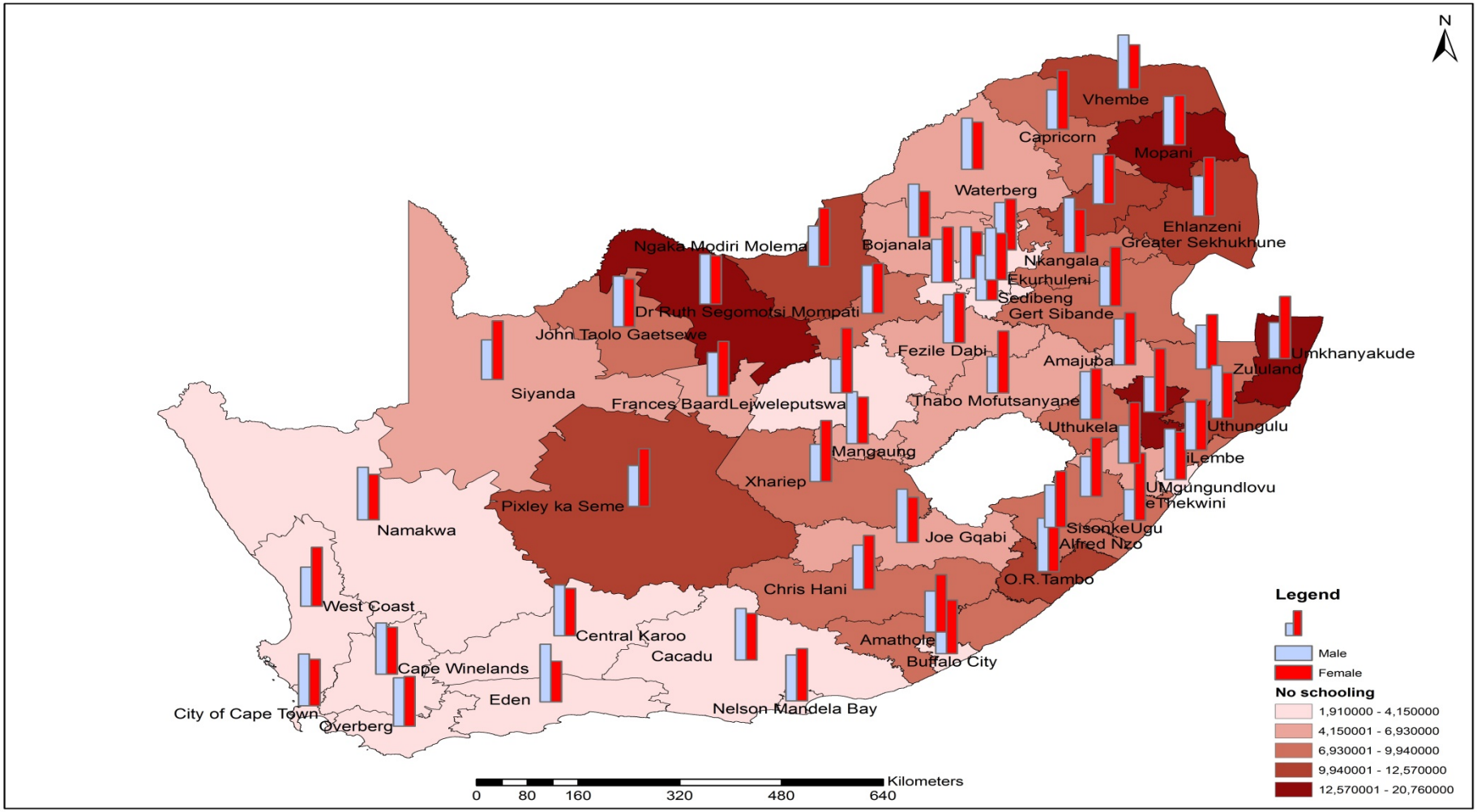


Source: Community Survey, 2016

Post-secondary educational attainment among individuals aged 25-64 residing in all the metros was higher on average (15, 6%) compared to the national average of 12,1% depicted in Table 2.2. However, City of Tshwane had by far the largest percentage of individuals in this age group that had a post-secondary qualification.

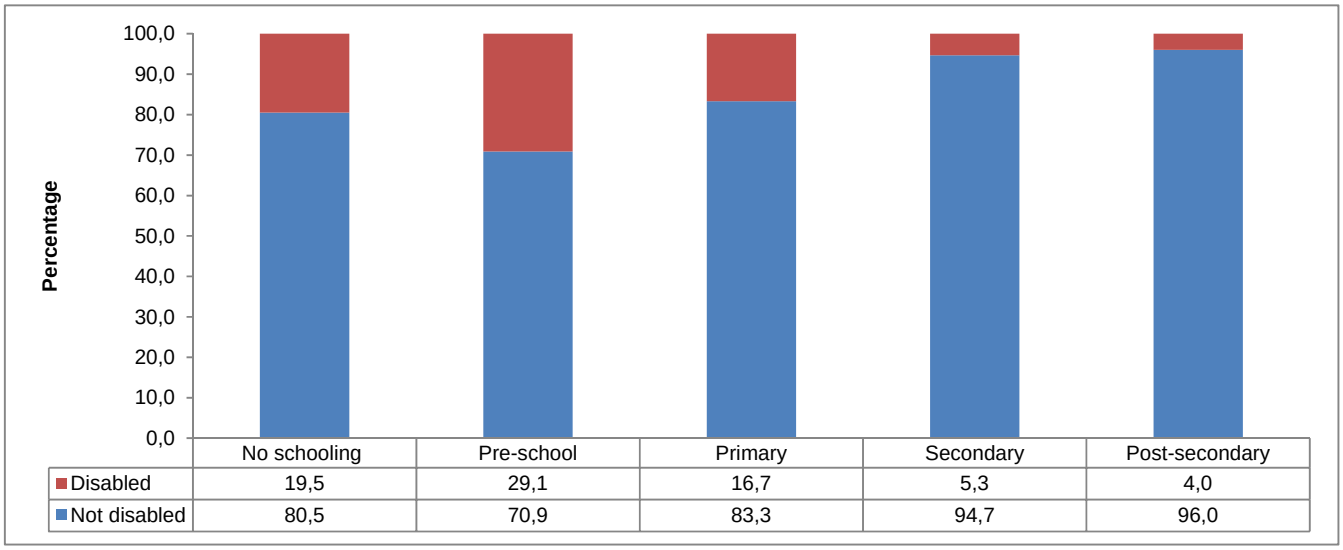
Map 1 shows the distribution of individuals aged 25–64 who had no schooling by district and by gender. The map shows that most of these individuals were found in Dr Ruth Segomotsi Mompati, Mopani, Umkhanyakude and O.R. Tambo districts. The map also shows that more women than men were affected in KwaZulu-Natal and Limpopo. Districts in the Western Cape were less likely to share these characteristics.

Map 1: Individuals aged 25–64 with no schooling by district and gender, 2016



Source: Community Survey, 2016

Figure 2. 5: Educational attainment among individuals aged 25–64 by disability status, 2016

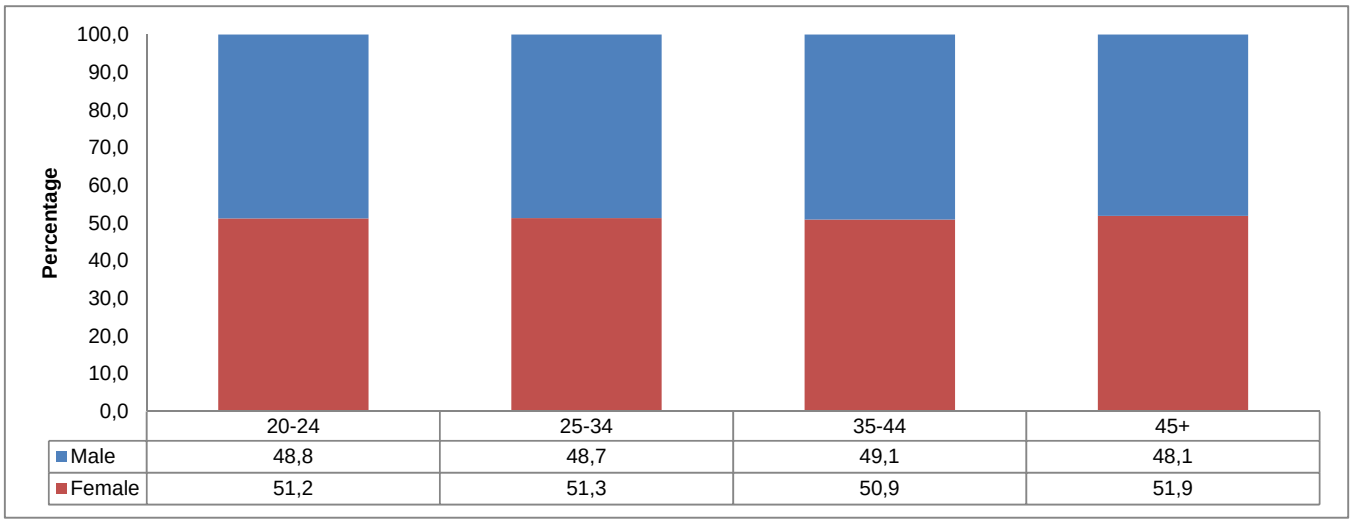


	No schooling	Pre-school	Primary	Secondary	Post-secondary
Disabled	19,5	29,1	16,7	5,3	4,0
Not disabled	80,5	70,9	83,3	94,7	96,0

Source: Community Survey, 2016

Figure 2.5 describes educational attainment among individuals aged 25–64 by disability status. In general, individuals with a disability are less likely to obtain a post-secondary qualification compared to others. Amongst individuals with no schooling, close to 20% had a disability whilst close to 29% of those with only pre-school education had a disability. The percentage of individuals with primary educational attainment who reported having a disability is higher than the percentage of individuals with secondary and post-secondary qualifications.

Figure 2. 6: Percentage of adults aged 20 and more who attained an upper secondary education by age group and gender, 2016

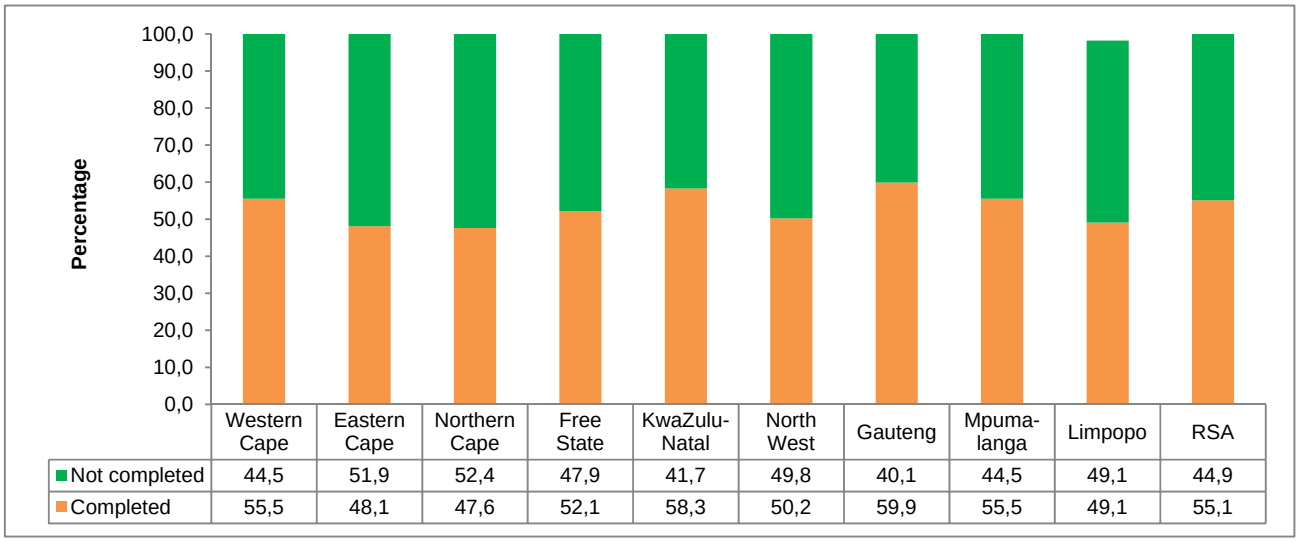


	20-24	25-34	35-44	45+
Male	48,8	48,7	49,1	48,1
Female	51,2	51,3	50,9	51,9

Source: Community Survey, 2016

Upper secondary levels include Grades 10, 11 and 12. More female adults attained an upper secondary education than males in all age groups. At the lowest age group (20–24), 51,2% of women attained an upper secondary level education, compared to 48,8% of males who attained this level of education. The percentage difference among the genders is higher among older age groups (3,8%).

Figure 2. 7: Upper secondary completion rate by population aged 15 and older by province, 2016

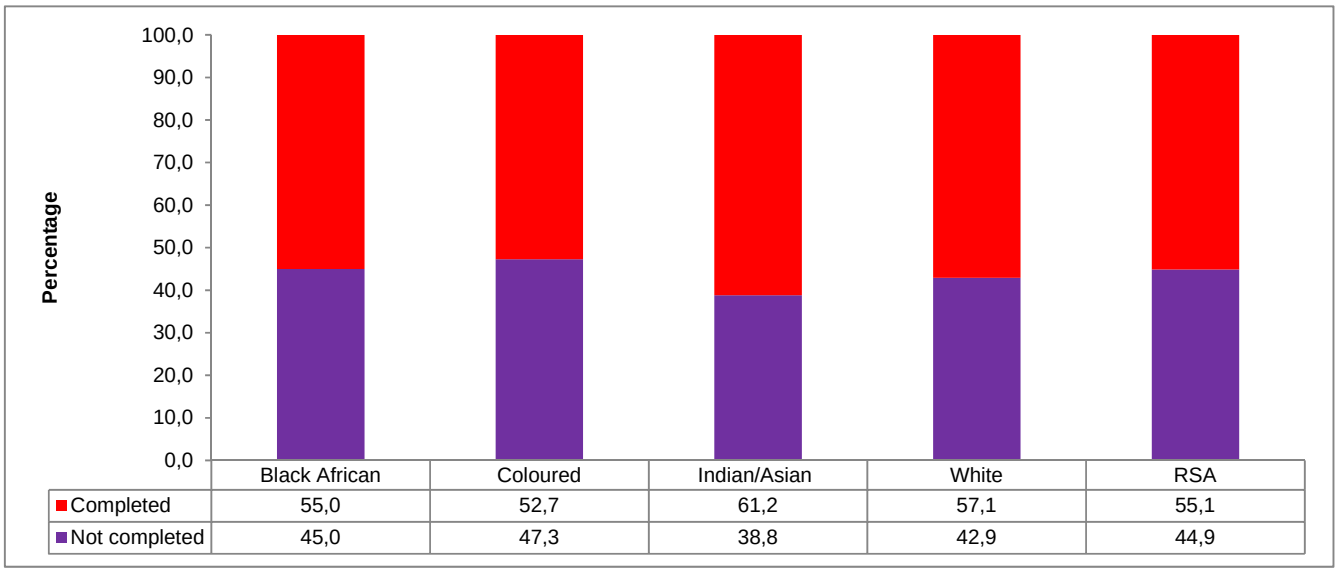


	Western Cape	Eastern Cape	Northern Cape	Free State	KwaZulu-Natal	North West	Gauteng	Mpuma-langa	Limpopo	RSA
Not completed	44,5	51,9	52,4	47,9	41,7	49,8	40,1	44,5	49,1	44,9
Completed	55,5	48,1	47,6	52,1	58,3	50,2	59,9	55,5	49,1	55,1

Source: Community Survey, 2016

Upper secondary completion rate is the percentage of students completing the last year of high school (Grade 12). It is calculated by taking the total number of students in Grade 12, divided by the total number of children of the official Grade 12 age. This above figure shows that in South Africa, nearly six in ten individuals aged 15 years or more had at least completed some upper secondary qualification (55,1%). Moreover, Gauteng and KwaZulu-Natal had upper secondary completion rates slightly above the national average. However, Eastern Cape and Northern Cape had the highest percentage of those who have not completed an upper secondary qualification (close to 52%).

Figure 2. 8: Upper secondary completion rate by population aged 15 and older by population group, 2016

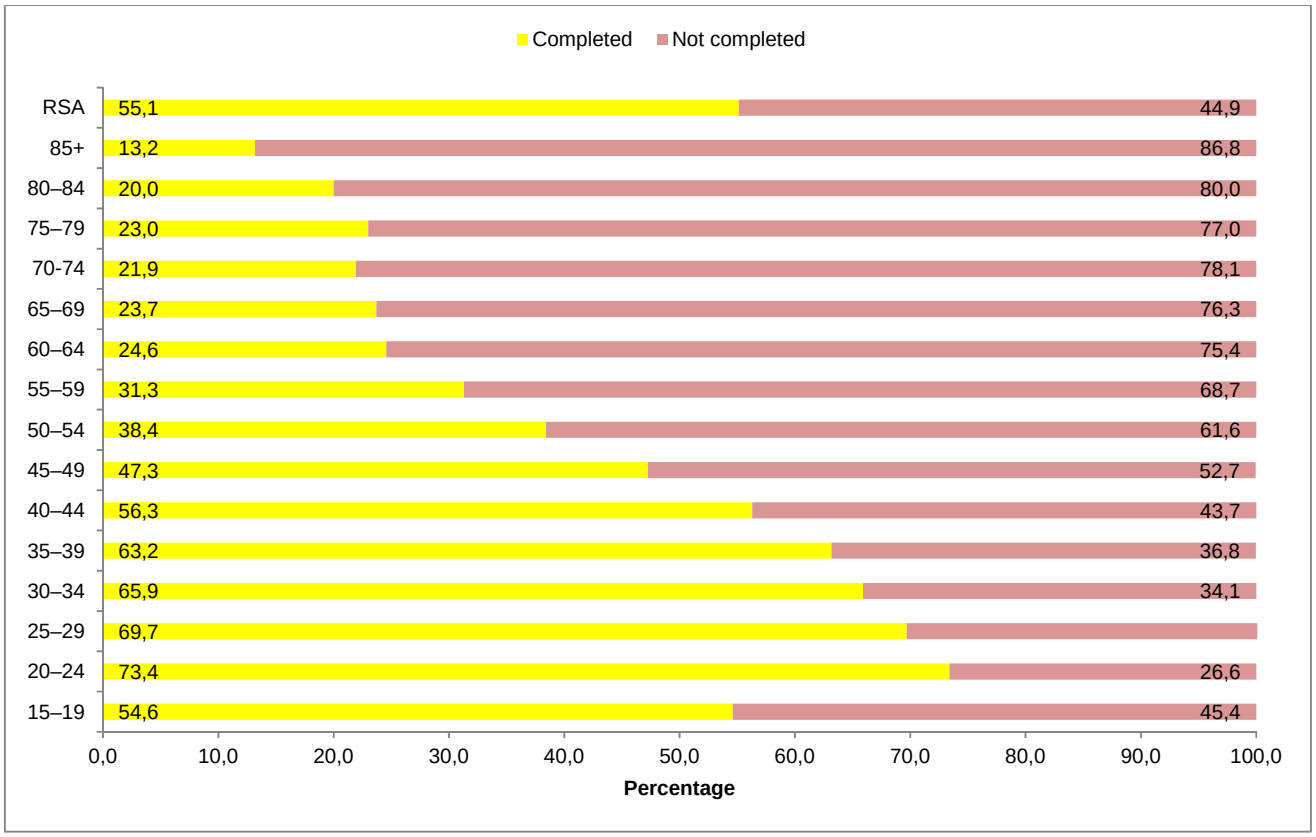


	Black African	Coloured	Indian/Asian	White	RSA
Completed	55,0	52,7	61,2	57,1	55,1
Not completed	45,0	47,3	38,8	42,9	44,9

Source: Community Survey, 2016

The breakdown of upper secondary completion rate by population group reveals that the Indian/Asian population group was more likely to complete some upper secondary qualification (61,2%) compared to other population groups. On the flipside of things, coloureds were less likely to complete (47,3%) this level of education compared to other population groups. This shows that coloureds were more likely to have fewer chances of being employable or even furthering their studies.

Figure 2. 9: Upper secondary completion rate by age, 2016

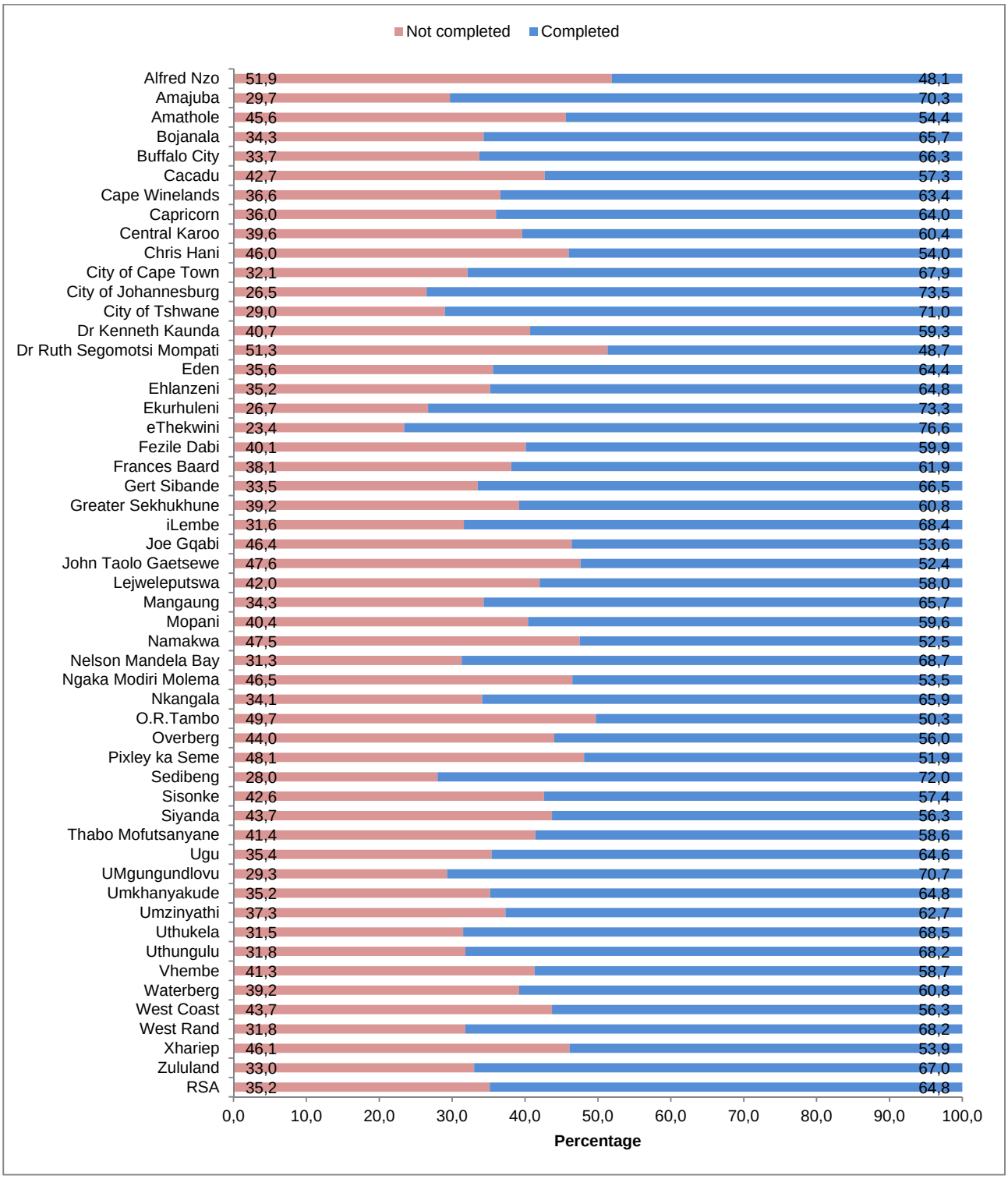


Source: Community Survey, 2016

According to the above figure, the youth were more likely than other age groups to have completed an upper secondary qualification. This finding reflects greater accessibility to secondary education, post-1994. The poor completion rates among the elderly can be associated with the old Bantu education system that did not favour the majority population, and which resulted in poor completion rates among the older generation.

Generally, in South Africa, a little more than half of the individuals aged 15 years and older had successfully completed some upper secondary qualification in 2016. This analysis excludes those who mentioned other types of educational qualification as their highest level of education, those who did not know, or those who did not specify.

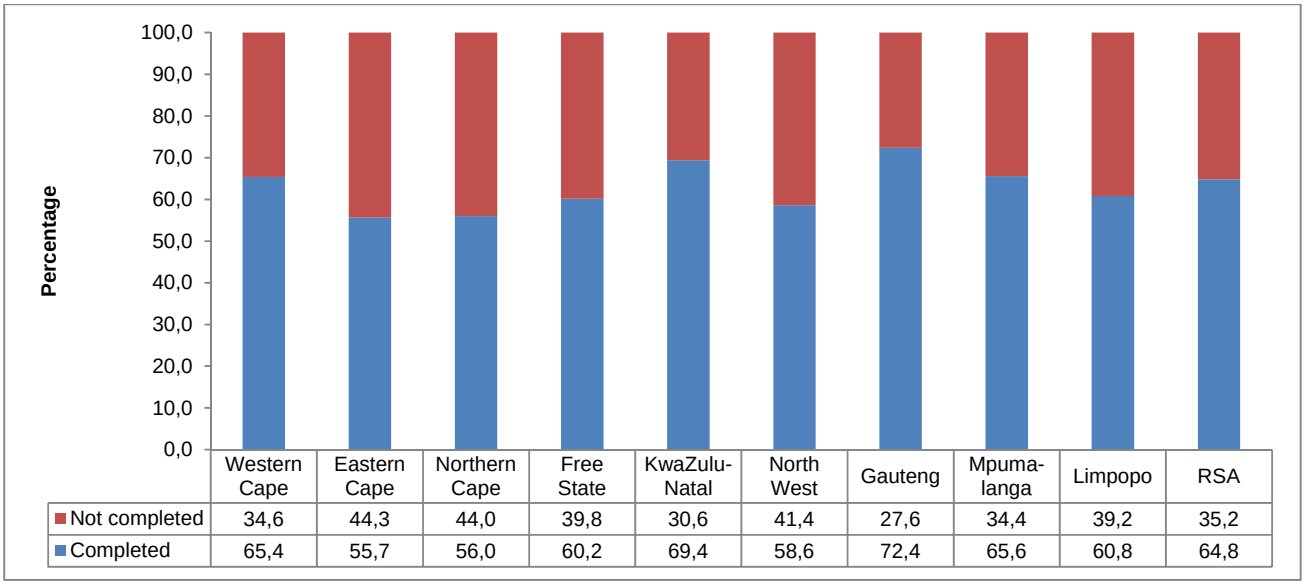
Figure 2. 10: Upper secondary completion rate among individuals aged 25 years and younger by metro and district, 2016



Source: Community Survey, 2016

The above figure shows that individuals aged 25 and younger who had completed some upper secondary qualification were more likely to come from districts in Gauteng. Whereas the national upper secondary non-completion rates amongst this age group is 35,2%, none of the metros have that level of attainment. Mangaung, Buffalo City, the City of Cape Town and Nelson Mandela Bay have an upper secondary non-completion rate of 34,3%, 33,7%, 32,1% and 31,3%, respectively. The largest proportion of individuals who did not complete an upper secondary education reside in Alfred Nzo and Dr Ruth Segomotsi Mompati.

Figure 2. 11: Upper secondary completion rate among individuals aged 25 years and younger by province, 2016



	Western Cape	Eastern Cape	Northern Cape	Free State	KwaZulu-Natal	North West	Gauteng	Mpuma-langa	Limpopo	RSA
Not completed	34,6	44,3	44,0	39,8	30,6	41,4	27,6	34,4	39,2	35,2
Completed	65,4	55,7	56,0	60,2	69,4	58,6	72,4	65,6	60,8	64,8

Source: Community Survey, 2016

Figure 2.10 depicted the upper secondary completion rate by district, and Figure 2.11 serves to confirm the provinces in which these districts are situated. It was evident that Gauteng (72,4%) had the highest upper secondary completion rate among those aged 15–25 years. Moreover, KwaZulu-Natal, Mpumalanga and Western Cape were the only provinces that surpassed the national average completion rate of 64,8%. Upper secondary completion gives one an opportunity to enter into the labour force or even further one's studies. This graph shows that roughly a third of individuals aged 15–25 might miss these opportunities, thus increasing in the unemployment in the country. This was evident for most individuals who were located in Eastern Cape, Northern Cape and North West.

Table 2. 5: Percentage of adults aged 20 and more who have attained post-secondary TVET qualification by type of programme and age group, 2016

Field of TVET post-school qualification[9]	Statistics	20–24	25–34	35–44	45+	Total
Management	Number	31 909	57 119	34 747	21 687	**145 462**
	Per cent	21,94	39,27	23,89	14,91	
Marketing	Number	10 995	24 773	17 991	9 152	**62 911**
	Per cent	17,48	39,38	28,6	14,55	
Information Technology and Computer Science	Number	12 344	36 500	17 418	7 075	**73 336**
	Per cent	16,83	49,77	23,75	9,65	
Finance, Economics and Accounting	Number	10 324	26 187	15 366	15 696	**67 574**
	Per cent	15,28	38,75	22,74	23,23	
Office Administration	Number	11 210	29 648	23 028	18 502	**82 387**
	Per cent	13,61	35,99	27,95	22,46	
Electrical Infrastructure Construction	Number	7 122	16 080	11 173	11 127	**45 502**
	Per cent	15,65	35,34	24,55	24,45	
Civil Engineering and Building Construction	Number	6 374	12 193	6 631	8 132	**33 331**
	Per cent	19,12	36,58	19,9	24,4	
Engineering	Number	24 550	51 813	30 830	28 015	**135 208**
	Per cent	18,16	38,32	22,8	20,72	
Primary Agriculture	Number	1 098	2 247	1 252	4 067	**8 664**
	Per cent	12,68	25,93	14,45	46,95	
Hospitality	Number	6 171	16 094	10 363	8 550	**41 179**
	Per cent	14,99	39,08	25,17	20,76	
Tourism	Number	4 815	9 674	4 091	1 727	**20 307**
	Per cent	23,71	47,64	20,14	8,51	
Safety in Society	Number	2 887	9 231	8 379	8 287	**28 784**
	Per cent	10,03	32,07	29,11	28,79	
Mechatronics	Number	1 040	3 450	2 586	2 512	**9 589**
	Per cent	10,85	35,98	26,97	26,2	
Education and Development	Number	3 631	10 124	17 567	54 122	**85 444**
	Per cent	4,25	11,85	20,56	63,34	
Total	**Number**	**134 472**	**305 131**	**201 422**	**198 652**	**839 677**
	Per cent	**16,0**	**36,3**	**24,0**	**23,7**	**100,0**

Source: Community Survey, 2016

The table above summarises information of adults aged 20 and older who attained a post-secondary TVET qualification by type of TVET programme. In total, 839 677 individuals aged 20 and older were holding TVET qualifications, which generally shows a very slow uptake of this qualification. The most popular fields of study were management and engineering, which accounts for almost one-third of all the qualifications listed in the table. Agriculture had the lowest number of graduates. Note that in this analysis, the proportion of young adults aged 25–34 was the largest. Hence, they may appear to constitute the largest representation in almost all of the fields of study, ranging from 35% to 40%.

[9] Those who did not specify their field of study and those with unknown fields of education were excluded in the analysis.

However, close to 50% of young adults aged 25–34 had qualifications in information technology and computer science. Similarly, close to 48% of individuals in the same age group, had qualifications in tourism. By contrast, qualifications in fields such as primary agriculture and education were most likely held by older individuals (45 years and older).

Table 2. 6: Percentage of adults aged 20 and older who have attained a post-secondary TVET qualification by type of programme and population group, 2016

Field of TVET post-school qualification[10]	Statistics	Black African	Coloured	Indian/ Asian	White	Total
Management	Number	112 107	9 091	4 449	19 815	145 462
	Per cent	77,1	6,3	3,1	13,6	
Marketing	Number	41 492	3 989	2 626	14 804	62 911
	Per cent	66,0	6,3	4,2	23,5	
Information Technology and Computer Science	Number	53 453	3 759	3 242	12 882	73 336
	Per cent	72,9	5,1	4,4	17,6	
Finance, Economics and Accounting	Number	41 142	5 337	3 743	17 352	67 574
	Per cent	60,9	7,9	5,5	25,7	
Office Administration	Number	55 098	6 484	2 995	17 809	82 387
	Per cent	66,9	7,9	3,6	21,6	
Electrical Infrastructure Construction	Number	29 902	2 463	1 647	11 489	45 502
	Per cent	65,7	5,4	3,6	25,3	
Civil Engineering and Building Construction	Number	22 229	1 630	1 300	8 171	33 331
	Per cent	66,7	4,9	3,9	24,5	
Engineering	Number	92 928	5 745	3 696	32 838	135 208
	Per cent	68,7	4,3	2,7	24,3	
Primary Agriculture	Number	3 908	409	122	4 225	8 664
	Per cent	45,1	4,7	1,4	48,8	
Hospitality	Number	25 631	2 793	1 249	11 505	41 179
	Per cent	62,2	6,8	3,0	27,9	
Tourism	Number	14 776	1 196	750	3 585	20 307
	Per cent	72,8	5,9	3,7	17,7	
Safety in society	Number	20 492	2 409	414	5 470	28 784
	Per cent	71,2	8,4	1,4	19,0	
Mechatronics	Number	4 639	1 040	495	3 414	9 589
	Per cent	48,4	10,9	5,2	35,6	
Education and Development	Number	53 158	9 539	2 195	20 552	85 444
	Per cent	62,2	11,2	2,6	24,1	
Total	**Number**	**570 955**	**55 887**	**28 923**	**183 912**	**839 677**
	Per cent	**68,0**	**6,7**	**3,4**	**21,9**	**100,0**

Source: Community Survey, 2016

The above table shows the total number and percentages of individuals aged 20 and older who attained a post-secondary qualification by type of programme and population group. Black Africans mostly had qualification in management (77,1%), information technology and computer science (72,9%), tourism (72,8%), and in safety in society (71,2%). However, a lower proportion of black Africans received qualifications in agriculture compared to whites. Although black Africans are less inclined to acquire qualifications in finance and related fields, black African holders of such qualifications constitute more than half of the total number of graduates in this field.

[10] Those who did not specify their field of study and those with unknown fields of education were excluded in the analysis.

Table 2. 7: Percentage of adult individuals aged 20 and older who have attained a post-secondary university qualification by type of qualification and population group, 2016

Type of qualification		Black African	Coloured	Indian/Asian	White	Total
Certificates/diplomas	Number	449 218	54 756	37 931	215 200	757 104
	Per cent	42,3	42,1	29,4	27,4	
Degrees	Number	613 820	75 336	91 125	569 114	1 349 394
	Per cent	57,7	57,9	70,6	72,6	
Total	**Number**	**1 063 038**	**130 091**	**129 056**	**784 313**	**2 106 498**

Source: Community Survey, 2016

Table 2.7 shows the breakdown of the qualification obtained at university. Among black African university graduates, while 58% had a degree the rest 42,3% either had diplomas or certificates. However, close to 73% of white graduates had degrees and only 27% had lesser qualifications. However out of the total 2,1 million university qualification holders, 36% only achieved certificates.

Table 2. 8: Percentage of adult individuals aged 20 and older who have attained a post-secondary university qualification by type of programme and age group, 2016

Field of education[11]	Statistics	20–24	25–34	35–44	45+	Total
Agriculture, Agricultural Operations & Related Sciences	Number	5 108	16 173	12 844	26 322	**60 447**
	Per cent	8,5	26,8	21,3	43,6	
Architecture and the Built Environment	Number	3 432	11 403	10 970	16 085	**41 890**
	Per cent	8,2	27,2	26,2	38,4	
Arts (Visual and Performing ARTS)	Number	3 573	9 346	6 851	10 382	**30 152**
	Per cent	11,9	31,0	22,7	34,4	
Business, Economics and Management Sciences	Number	39 979	136 455	123 374	136 911	**436 719**
	Per cent	9,2	31,3	28,3	31,4	
Communication, Journalism and Related Studies	Number	6 805	19 300	15 087	15 874	**57 065**
	Per cent	11,9	33,8	26,4	27,8	
Computer and Information Sciences	Number	11 952	46 479	33 700	20 745	**112 875**
	Per cent	10,6	41,2	29,9	18,4	
Education	Number	22 223	76 014	112 618	292 241	**503 096**
	Per cent	4,4	15,1	22,4	58,1	
Engineering	Number	19 590	69 214	56 556	73 646	**219 007**
	Per cent	8,9	31,6	25,8	33,6	
Health Professions and related clinical sciences	Number	13 210	54 817	58 827	94 267	**221 121**
	Per cent	6,0	24,8	26,6	42,6	
Family Ecology and Consumer Sciences	Number	1 530	3 767	2 821	4 425	**12 542**
	Per cent	12,2	30,0	22,5	35,3	
Languages, Linguistics or Literature	Number	1 659	3 843	3 327	11 646	**20 474**
	Per cent	8,1	18,8	16,3	56,9	
Law	Number	8 626	28 249	29 801	37 095	**103 772**
	Per cent	8,3	27,2	28,7	35,8	
Life Sciences	Number	2 763	6 297	4 832	8 291	**22 183**
	Per cent	12,5	28,4	21,8	37,4	
Physical Sciences	Number	2 442	7 593	6 106	10 736	**26 877**
	Per cent	9,1	28,3	22,7	40,0	
Mathematics and Statistics	Number	1 944	4 749	4 377	7 206	**18 276**
	Per cent	10,6	26,0	24,0	39,4	

[11] Those who did not specify their field of study and those with unknown fields of education were excluded in the analysis.

Field of education[11]	Statistics	20–24	25–34	35–44	45+	Total
Military Sciences	Number	191	1 200	1 844	3 926	**7 162**
	Per cent	2,7	16,8	25,8	54,8	
Philosophy, Religion and Theology	Number	1 533	3 708	4 993	12 674	**22 908**
	Per cent	6,7	16,2	21,8	55,3	
Psychology	Number	6 065	14 856	11 989	19 096	**52 007**
	Per cent	11,7	28,6	23,1	36,7	
Public Management and Services	Number	7 868	27 031	25 635	22 631	**83 166**
	Per cent	9,5	32,5	30,8	27,2	
Social Sciences	Number	5 731	16 355	14 018	18 656	**54 759**
	Per cent	10,5	29,9	25,6	34,1	
Total	**Number**	**166 224**	**556 849**	**540 571**	**842 855**	**2 106 499**
	Per cent	**7,9**	**26,4**	**25,7**	**40,0**	**100,0**

Source: Community Survey, 2016[12]

The table above shows that out of 2,1 million adults aged 20 years and older who attained a tertiary qualification at a university, 166 224 (close to 8%) were aged 20–24, whereas more than half (close to 52%) were between 25 and 44 years old. This may be due to either the slow progress of students in the higher education system or the late entry of students in the higher education system. Computer and information sciences are mostly majors for younger graduates between 20 and 34 years old (close to 52%), whereas the field of education mostly had graduates aged 35 years and older (close to 81%). Although close to 50% of graduates in the physical sciences and mathematics and statistics fields are in the age group 25–44, the low percentage of younger graduates in these fields of study is worrying.

Table 2. 9: Percentage of adult individuals aged 20 and older who have attained a post-secondary university qualification by type of programme and population group, 2016

Field of education	Statistics	Black African	Coloured	Indian/ Asian	White	Total
Agriculture, Agricultural Operations & Related Sciences	Number	23 594	1 673	1 602	33 578	**60 447**
	Per cent	39,0	2,8	2,7	55,6	
Architecture and the Built Environment	Number	13 634	2 143	3 101	23 011	**41 890**
	Per cent	32,6	5,1	7,4	54,9	
Arts (Visual and Performing ARTS)	Number	9 463	2 143	1 160	17 386	**30 152**
	Per cent	31,4	7,1	3,9	57,7	
Business, Economics and Management Sciences	Number	207 365	27 665	28 965	172 725	**436 719**
	Per cent	47,5	6,3	6,6	39,6	
Communication, Journalism and Related Studies	Number	27 750	3 299	3 316	22 701	**57 065**
	Per cent	48,6	5,8	5,8	39,8	
Computer and Information Sciences	Number	58 434	6 356	9 432	38 654	**112 875**
	Per cent	51,8	5,6	8,4	34,2	
Education	Number	315 095	35 087	24 100	128 815	**503 096**
	Per cent	62,6	7,0	4,8	25,6	
Engineering	Number	99 848	9 587	14 139	95 433	**219 007**
	Per cent	45,6	4,4	6,5	43,6	
Health Professions and related clinical sciences	Number	105 785	15 133	17 438	82 764	**221 121**
	Per cent	47,8	6,8	7,9	37,4	
Family Ecology and Consumer Sciences	Number	4 634	889	1 065	5 954	**12 542**
	Per cent	37,0	7,1	8,5	47,5	
Languages, Linguistics or Literature	Number	6 240	550	1 116	12 568	**20 474**
	Per cent	30,5	2,7	5,5	61,4	
Law	Number	46 759	7 151	7 153	42 709	**103 772**
	Per cent	45,1	6,9	6,9	41,2	

[12] Those who did not specify their field of study and those with unknown fields of education were excluded in the analysis.

Life Sciences	Number	8 796	1 329	1 315	10 742	**22 183**
	Per cent	39,7	6,0	5,9	48,4	
Physical Sciences	Number	10 002	1 135	2 421	13 319	**26 877**
	Per cent	37,2	4,2	9,0	49,6	
Mathematics and Statistics	Number	7 143	1 361	1 175	8 598	**18 276**
	Per cent	39,1	7,5	6,4	47,0	
Military Sciences	Number	3 346	500	223	3 093	**7 162**
	Per cent	46,7	7,0	3,1	43,2	
Philosophy, Religion and Theology	Number	9 435	1 403	860	11 210	**22 908**
	Per cent	41,2	6,1	3,8	48,9	
Psychology	Number	16 599	4 280	3 692	27 435	**52 007**
	Per cent	31,9	8,2	7,1	52,8	
Public Management and Services	Number	58 666	4 678	3 999	15 823	**83 166**
	Per cent	70,5	5,6	4,8	19,0	
Social Sciences	Number	30 451	3 729	2 784	17 796	**54 759**
	Per cent	55,6	6,8	5,1	32,5	
Total	**Number**	**1 063 038**	**130 092**	**129 055**	**784 313**	**2 106 498**
	Per cent	**50,5**	**6,2**	**6,1**	**37,2**	**100,0**

Source: Community Survey, 2016

Table 2.8 shows that 2,1 million adults aged 20 and older attained a tertiary qualification. Although black Africans constitute half of the graduates, this group still lags behind in terms of educational attainment compared to whites (who constitute 37,2% of the graduates), and Indians/Asians and coloured (with both groups constituting 6,1% of the graduates). High participation levels were observed among black Africans in the fields of business, economics and management sciences, education, health professions and related clinical sciences. Engineering was equally dominated by both black Africans and whites with 99 848 and 95 433 individuals respectively in this field. The science fields were largely dominated by whites, with 48,4% white graduates in life sciences, 49,6% white graduates in physical sciences and 47% white graduates in mathematics and statistics. The rest of the fields that were traditionally dominated by the white population group, remained the same, with close to 56% of qualification holders in agriculture and related fields being white; close to 58% white graduates in arts; close to 62% white graduates in languages and related fields, and lastly, 53% white graduates in psychology.

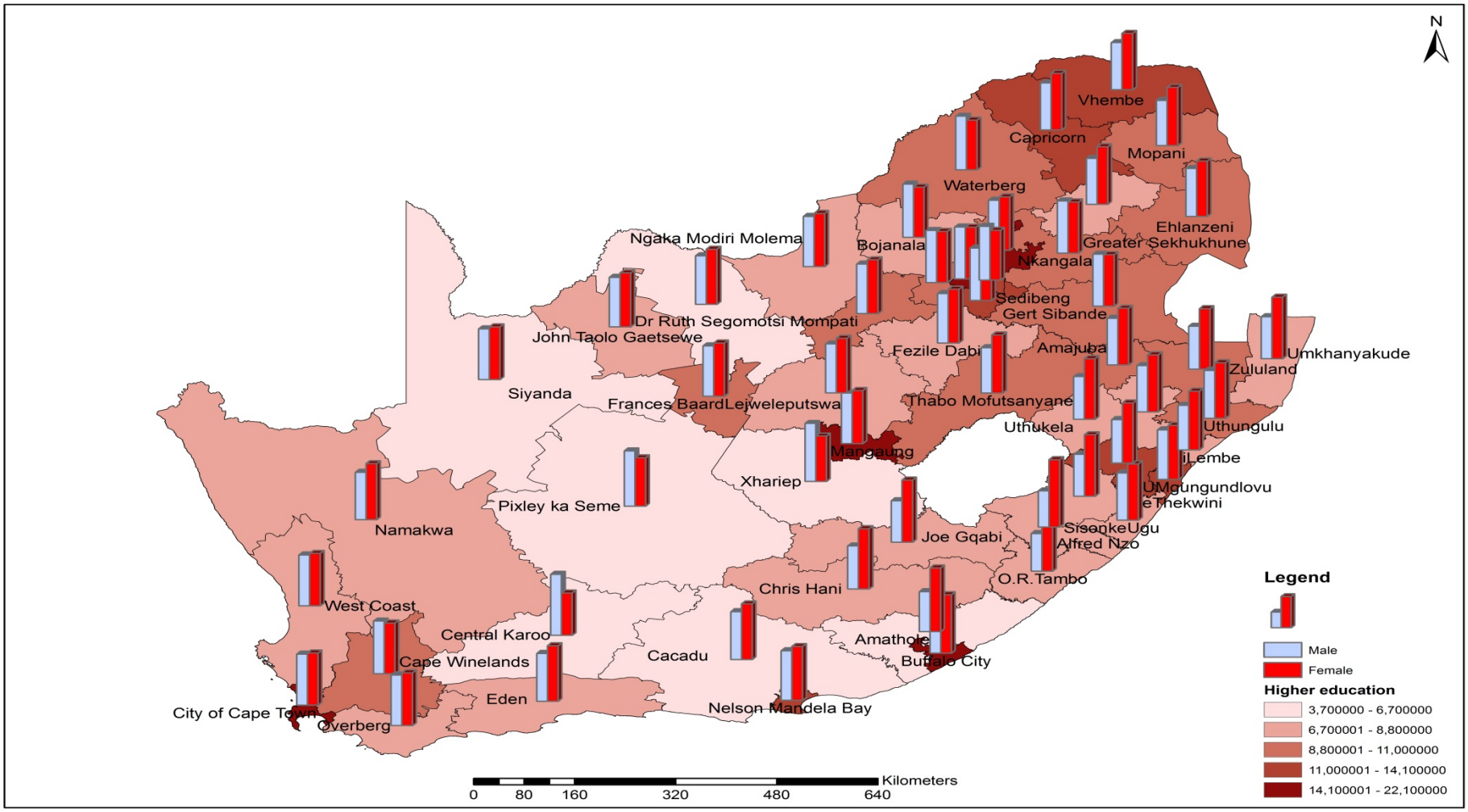
Table 2. 10: Percentage of adult individuals aged 20 and older who have attained a post-secondary university degree by type of programme and age group, 2016

Field of education	Statistics	20–24	25–34	35–44	45+	Total
Agriculture, Agricultural Operations & Related Sciences	Number	2 730	10 158	8 106	16 629	**37 623**
	Per cent	7,3	27,0	21,6	44,2	
Architecture and the Built Environment	Number	1 989	7 340	7 089	10 610	**27 028**
	Per cent	7,4	27,2	26,2	39,3	
Arts (Visual and Performing ARTS)	Number	1 896	5 832	4 205	7 553	**19 486**
	Per cent	9,7	29,9	21,6	38,8	
Business, Economics and Management Sciences	Number	22 230	78 185	75 351	96 028	**271 794**
	Per cent	8,2	28,8	27,7	35,3	
Communication, Journalism and Related Studies	Number	4 164	11 894	9 239	11 112	**36 409**
	Per cent	11,4	32,7	25,4	30,5	
Computer and Information Sciences	Number	5 501	24 007	17 385	12 676	**59 569**
	Per cent	9,2	40,3	29,2	21,3	
Education	Number	14 591	49 593	70 127	185 296	**319 608**
	Per cent	4,6	15,5	21,9	58,0	
Engineering	Number	8 167	35 489	31 457	46 124	**121 236**
	Per cent	6,7	29,3	26,0	38,0	
Health Professions and related clinical sciences	Number	7 679	34 462	38 979	62 806	**143 925**
	Per cent	5,3	23,9	27,1	43,6	

Family Ecology and Consumer Sciences	Number	813	2 357	1 921	2 860	**7 951**
	Per cent	10,2	29,7	24,2	36,0	
Languages, Linguistics or Literature	Number	1 134	2 544	2 560	9 925	**16 164**
	Per cent	7,0	15,7	15,8	61,4	
Law	Number	6 741	22 039	24 125	30 424	**83 329**
	Per cent	8,1	26,5	29,0	36,5	
Life Sciences	Number	2 318	4 814	3 575	6 888	**17 594**
	Per cent	13,2	27,4	20,3	39,2	
Physical Sciences	Number	1 561	5 974	5 277	9 206	**22 018**
	Per cent	7,1	27,1	24,0	41,8	
Mathematics and Statistics	Number	1 342	4 127	3 246	6 314	**15 029**
	Per cent	8,9	27,5	21,6	42,0	
Military Sciences	Number	105	445	1 001	2 166	**3 716**
	Per cent	2,8	12,0	26,9	58,3	
Philosophy, Religion and Theology	Number	950	2 618	3 656	10 398	**17 622**
	Per cent	5,4	14,9	20,8	59,0	
Psychology	Number	4 766	12 842	10 307	17 246	**45 161**
	Per cent	10,6	28,4	22,8	38,2	
Public Management and Services	Number	3 412	11 273	12 161	12 876	**39 722**
	Per cent	8,6	28,4	30,6	32,4	
Social Sciences	Number	4 373	12 669	10 961	16 405	**44 408**
	Per cent	9,9	28,5	24,7	36,9	
Total	Number	96 463	338 664	340 726	573 541	**1 349 394**
	Per cent	7,1	25,1	25,3	42,5	**100,0**

According to the map below (Map 2), most individuals aged 25–64 with a higher educational attainment were found in the metros. Although women and men were mostly evenly distributed around the country, some districts in the Eastern Cape and KwaZulu-Natal had higher proportions of qualified women compared to males. Districts in the Northern Cape had the fewest individuals with a higher educational attainment.

Map 2: Individuals aged 25–64 with post-secondary educational attainment by metro, district and gender, 2016



Source: Community Survey, 2016

2.3 Literacy

Literacy is typically described as the ability to read and write. For the United Nations Educational, Scientific and Cultural Organization (UNESCO), literacy is the ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Statistics South Africa defines literacy as the ability to read and write in at least one language.

Table 2. 11: Adult (age 35–64) literacy rates by province, 2016

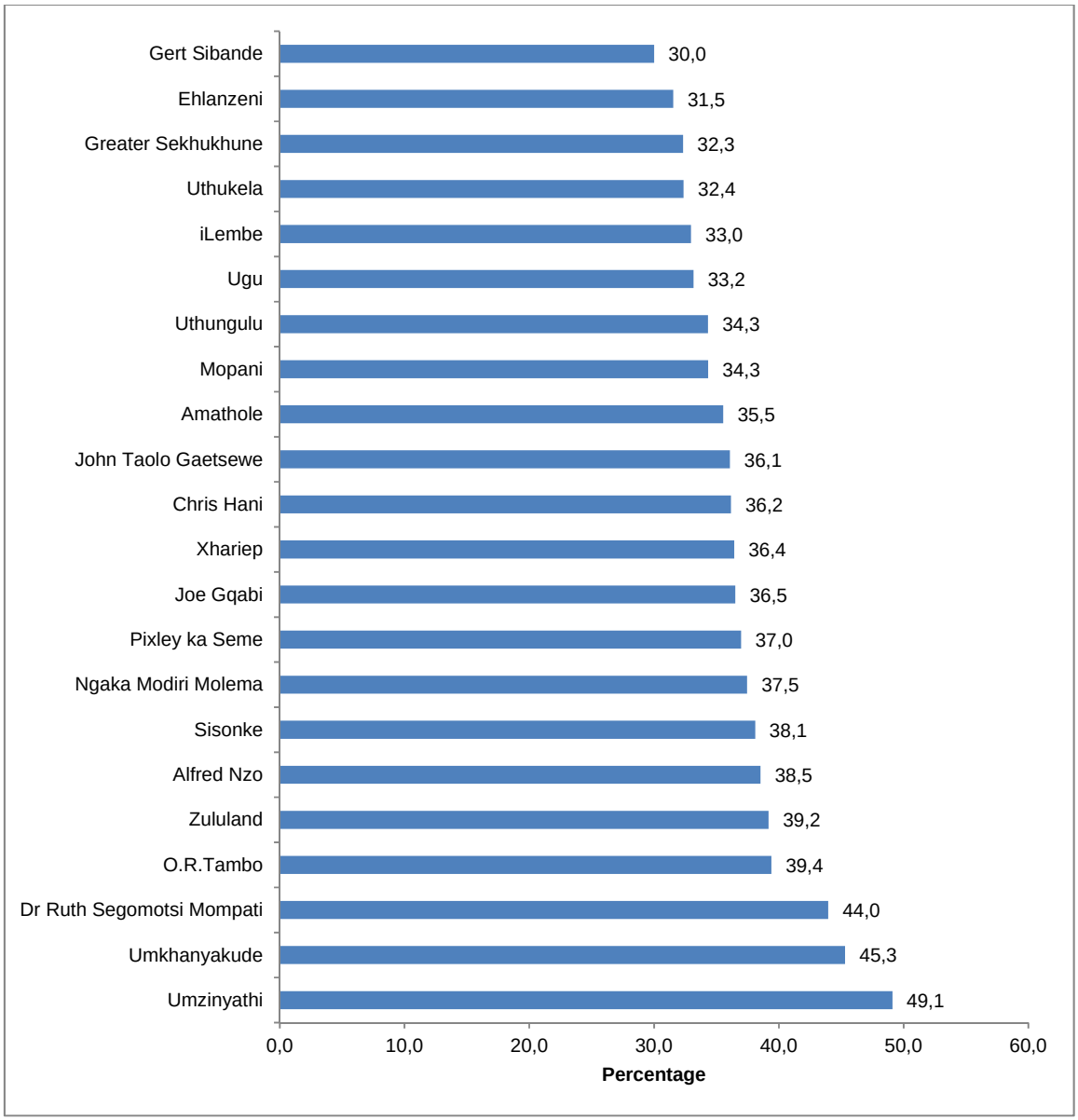
Province[13]	Statistics	Not literate	Literate	Total
Western Cape	Number	288 918	1 762 494	**2 051 412**
	Per cent	14,1	85,9	
Eastern Cape	Number	393 954	1 120 567	**1 514 521**
	Per cent	26,0	74,0	
Northern Cape	Number	94 552	244 282	**338 834**
	Per cent	27,9	72,1	
Free State	Number	192 933	609029	**801 962**
	Per cent	24,1	75,9	
KwaZulu-Natal	Number	650 033	1 956 497	**2 606 530**
	Per cent	24,9	75,1	
North West	Number	299 994	760 068	**1 060 062**
	Per cent	28,3	71,7	
Gauteng	Number	575 371	4 013 463	**4 588 834**
	Per cent	12,5	87,5	
Mpumalanga	Number	312 273	784 347	**1 096 620**
	Per cent	28,5	71,5	
Limpopo	Number	372 090	922 171	**1 294 261**
	Per cent	28,7	71,3	
Total	**Number**	**3 180 117**	**12 172 919**	**15 353 036**
	Per cent	**20,7**	**79,3**	**100,0**

Source: Community Survey, 2016

Table 2.10 highlights the distribution of literacy levels among adult individuals aged 25–64 across all provinces. The province with the highest proportion of literate adults was Gauteng at 87,5%, followed by Western Cape (85,9%) and Free State (75,9%). Although some variations in literacy were observed across provinces, the percentages were comparable among similar provinces such as mostly traditional or mostly urban provinces. By contrast, as expected, these provinces were likely to have the highest number of adults who were not literate, namely North West (71,7%), followed by Northern Cape (72,1%) and Limpopo (71,3%).

[13] Those that reported other educational levels, those who did not know their educational level and those who did not specify their highest educational level were excluded in the analysis.

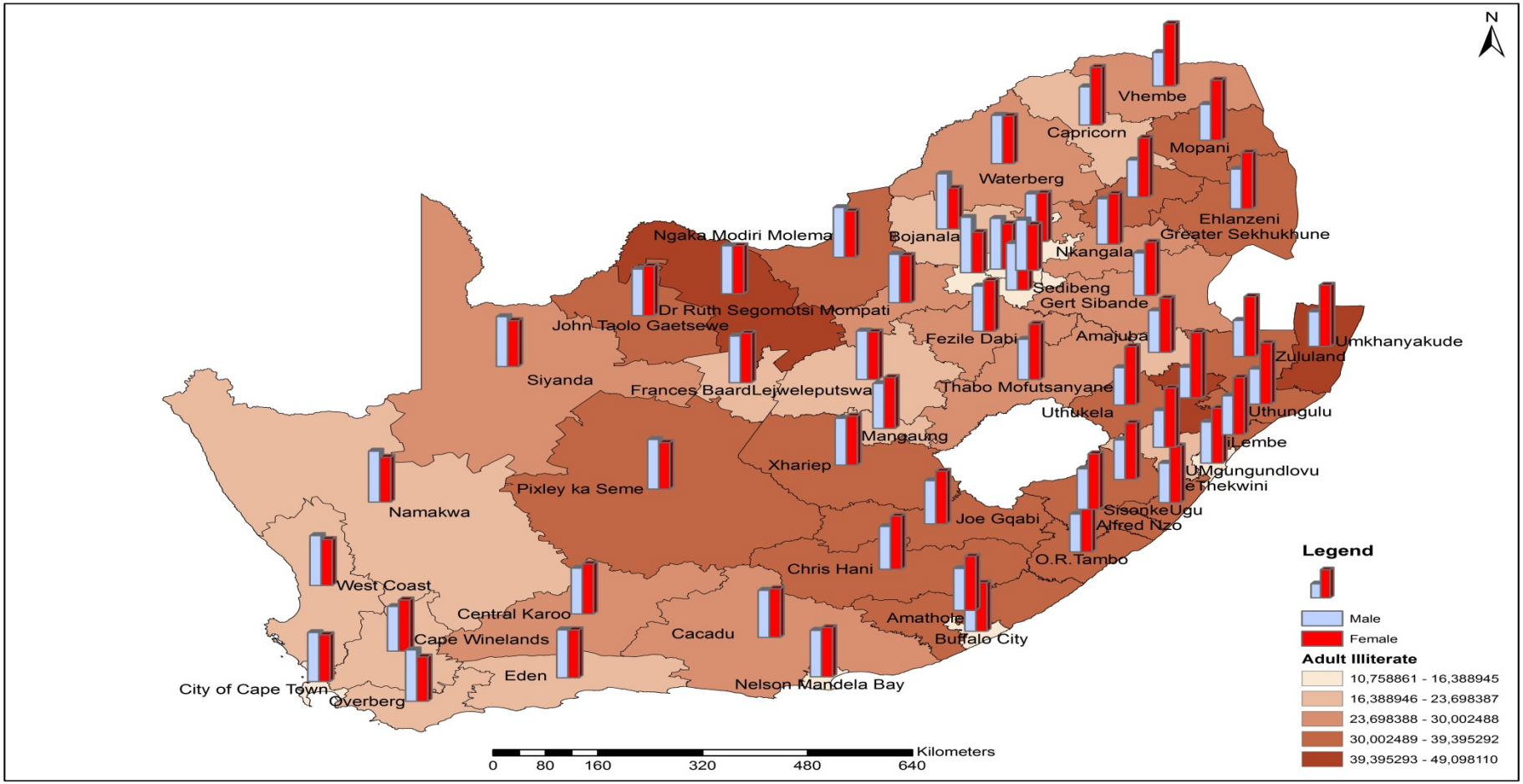
Figure 2. 12: Highest illiteracy rates for adults aged 35–64 by district, 2016



Source: Community Survey, 2016

According to CS 2016, the metros that reported the highest literacy rates were the City of Cape Town with 91,5%, followed by the City of Johannesburg (91,3%) and the City of Tshwane (90,7%). Conversely, the districts with the highest level of adult illiteracy (30% and higher) were Umzinyathi in KwaZulu-Natal at (49,1%), UMkhanyakude (45,3%) and Dr Ruth Segomotsi Mompati in North West (44,0%).

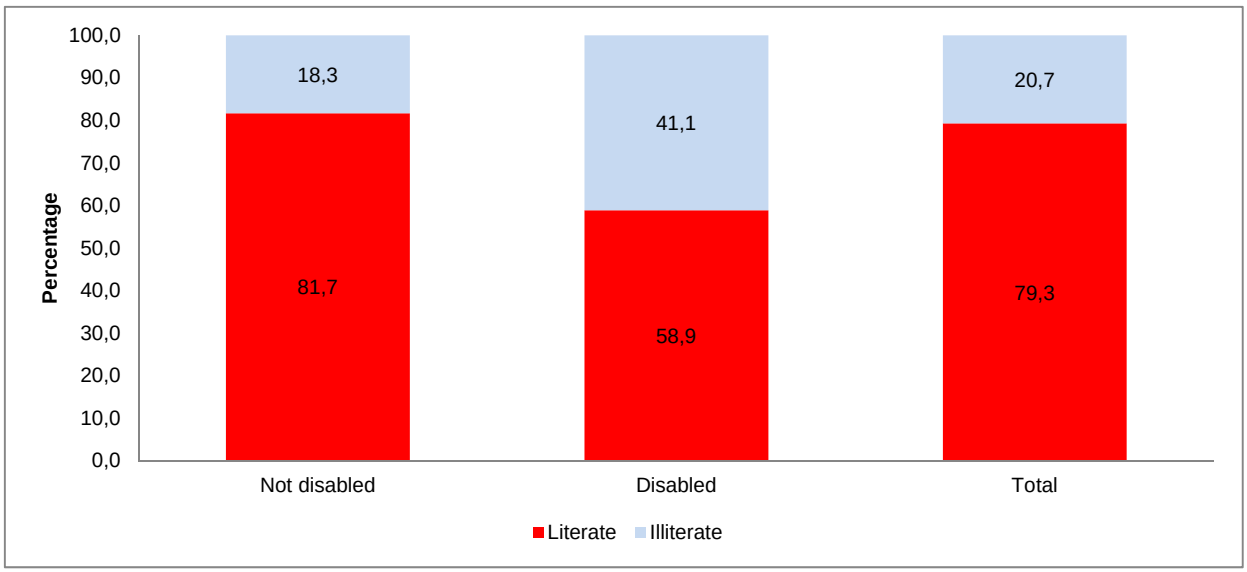
Map 3: Distribution of illiterate adults aged 35–64 by metro, district and gender, 2016



Source: Community Survey, 2016

Map 3 shows the distribution of illiterate adults aged 25–64 by district and gender. The majority of adults who were illiterate were found in Dr Ruth Segomotsi Mompati, Umkhanyakude and Mopani. In Umkhanyakude, females were more likely to be illiterate compared to males. Furthermore, the majority districts in KwaZulu-Natal, Limpopo and Eastern Cape had more illiterate females than males. Adults in the Western Cape were less likely to be illiterate.

Figure 2. 13: Adult (age 35–64) literacy rates by disability status, 2016



Source: Community Survey, 2016

Nationally, the proportion of adults aged 35–64 who indicated that they were literate was 79,3%; whilst those who indicated they were illiterate was 20,7%. Despite this pattern nationally, there was a notable difference in the proportion of individuals who indicated they were literate and lived with a disability, and those who were literate and did not live with a disability. The proportion of those who were classified as not disabled and literate was 81,7%, while the percentage of those classified as not disabled and illiterate was 18,3%. The percentage of adults who were literate and lived with a disability was 58,9%, while the percentage of those who were classified as disabled and illiterate was 41,1%. This high level of functional illiteracy amongst adults living with a disability is the consequence of the lack of educational opportunities for children with disabilities.

Table 2. 12: Distribution of the adult population aged 25–64 by language and literacy status, 2016

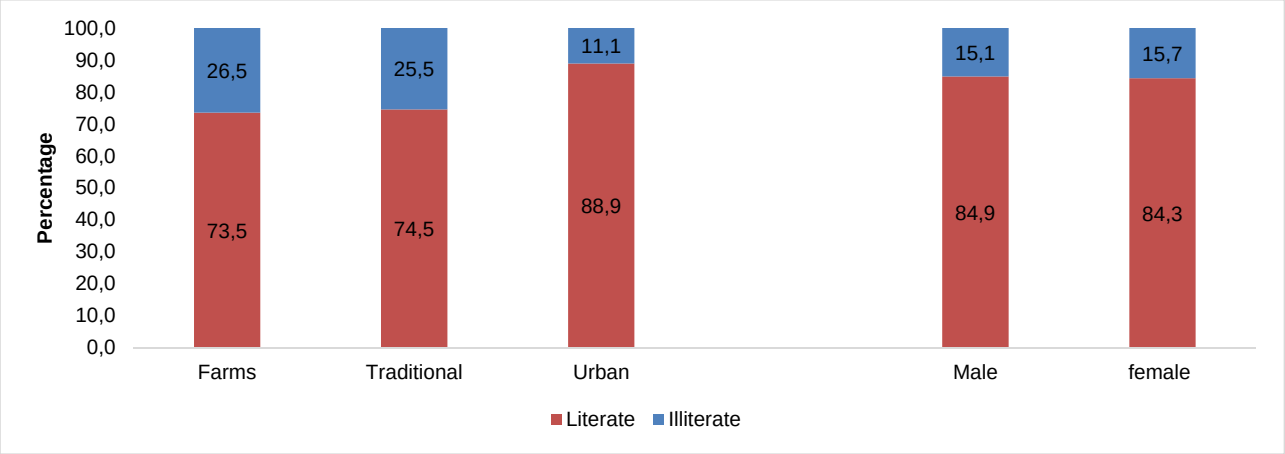
Language most spoken in the household[14]	Statistics	Illiterate[15]	Literate	Total
Afrikaans	Number	348 482	3 015 775	**3 364 257**
	Per cent	10,4	89,6	
English	Number	86 633	2 301 380	**2 388 013**
	Per cent	3,6	96,4	
IsiNdebele	Number	79 428	347 966	**427 394**
	Per cent	18,6	81,4	
IsiXhosa	Number	716 567	3 154 223	**3 870 790**
	Per cent	18,5	81,5	
IsiZulu	Number	999 559	4 725 506	**5 725 065**
	Per cent	17,5	82,5	
Sepedi	Number	358 703	1 929 447	**2 288 150**
	Per cent	15,7	84,3	
Sesotho	Number	329 106	1 767 652	**2 096 758**
	Per cent	15,7	84,3	
Setswana	Number	409 066	1 807 815	**2 216 881**
	Per cent	18,5	81,5	
Sign Language	Number	1 418	2 301	**3 719**
	Per cent	38,1	61,9	
SiSwati	Number	122 989	484 014	**607 003**
	Per cent	20,3	79,7	
Tshivenda	Number	84 072	480 205	**564 277**
	Per cent	14,9	85,1	
Xitsonga	Number	267 980	804 596	**1 072 576**
	Per cent	25,0	75,0	
Khoi, Nama and San Languages	Number	1 848	5 165	**7 013**
	Per cent	26,4	73,6	
Total	**Number**	**3 805 851**	**20 826 045**	**24 631 896**
	Per cent	**15,5**	**84,5**	**100,0**

Source: Community Survey, 2016

According to the above table, of the 24,6 million adult individuals aged 25–64, approximately 20,8 million indicated that they could speak, write and read in their respective languages. IsiZulu was the language most spoken at home at 5,7 million, of which 4,7 million individuals indicated they could speak, write and read in this language (literate). The second most spoken language was IsiXhosa, which was spoken by 3,8 million adult individuals aged 25–64 years, of which 3,1 million individuals were literate. English was generally understood across the country, being the language of business, politics and the media, and is regarded as the country's lingua franca. However, it only ranked fourth as a home language.

[14] Those who did not specify the language they speak mostly in their households were excluded in the analysis.
[15] Those with unknown literacy levels were excluded in the analysis.

Figure 2. 14: Distribution of the adult population aged 25–64 by gender, geo-type and literacy status, 2016



Source: Community Survey, 2016

The above chart shows a relatively higher proportion of males (84,9%) compared to females (84,3%) who indicated that they were literate among the population aged 25–64. Furthermore, slightly more females (15,7%) compared to males (15,1%) were illiterate. There was a significant variation across geographic locations among adults who indicated that they were literate. About 88,9% of urban adults indicated that they were literate as opposed to 74,5% residing in traditional areas, and 73,5% of the individuals resident in farm areas were literate.

Table 2. 13: Youth (age 15–34) literacy rates by province, 2016

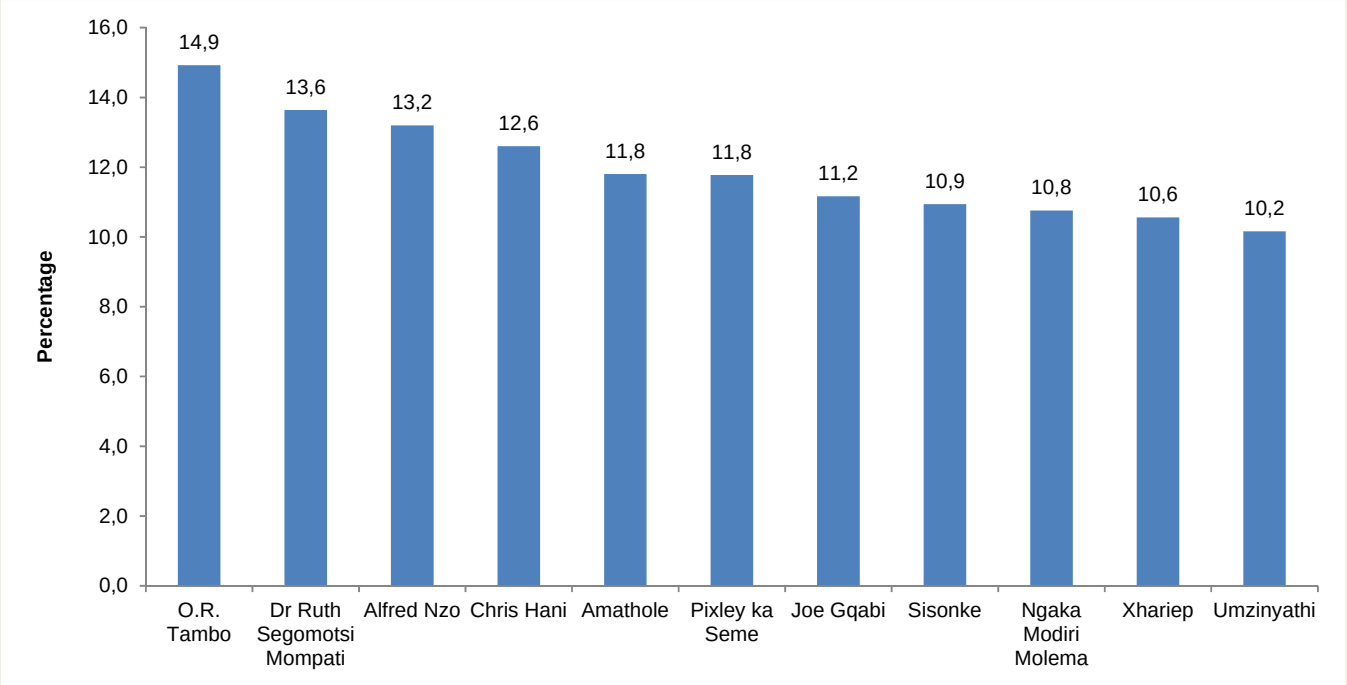
Province[16]	Statistics	Illiterate	Literate	Total
Western Cape	Number	88 512	2 005 079	**2 093 591**
	Per cent	4,2	95,8	
Eastern Cape	Number	271 276	2 332 764	**2 604 040**
	Per cent	10,4	89,6	
Northern Cape	Number	33 905	394 742	**428 647**
	Per cent	7,9	92,1	
Free State	Number	59 809	987 645	**1 047 454**
	Per cent	5,7	94,3	
KwaZulu-Natal	Number	225 543	3 793 001	**4 018 544**
	Per cent	5,6	94,4	
North West	Number	114 099	1 217 499	**1 331 598**
	Per cent	8,6	91,4	
Gauteng	Number	162 285	4 346 284	**4 508 569**
	Per cent	3,6	96,4	
Mpumalanga	Number	103 869	1 539 819	**1 643 688**
	Per cent	6,3	93,7	
Limpopo	Number	159 572	2 060 253	**2 219 825**
	Per cent	7,2	92,8	
Total	**Number**	**1 218 870**	**18 677 087**	**19 895 957**
	Per cent	**6,1**	**93,9**	**100,0**

Source: Community Survey, 2016

[16] Those with unknown literacy levels were excluded in the analysis.

Overall, the youth literacy rate in the country was close to 94%. Among the 1,2 million youth who indicated that they were illiterate, the majority (496 819) resided in two provinces, namely Eastern Cape and KwaZulu-Natal. The provinces with the lowest proportion of illiterate youth were Gauteng and Western Cape.

Figure 2. 15: Highest illiteracy rates for youth aged 15–34 by district, 2016



Source: Community Survey, 2016

The graph above shows the distribution of youth literacy by districts of high occurrence in the country. The districts with illiteracy levels of 10% and higher were O.R. Tambo in Eastern Cape (14,9%), followed by Dr Ruth Segomotsi Mompati in North West (13,6%), Alfred Nzo in Eastern Cape (13,2%) Chris Hani in Eastern Cape (12,6%), Pixley ka Seme in Northern Cape (11,8%), and Amathole (11,8%) in Eastern Cape.

Table 2. 14: Distribution of the population aged 15–34 by literacy status and language, 2016

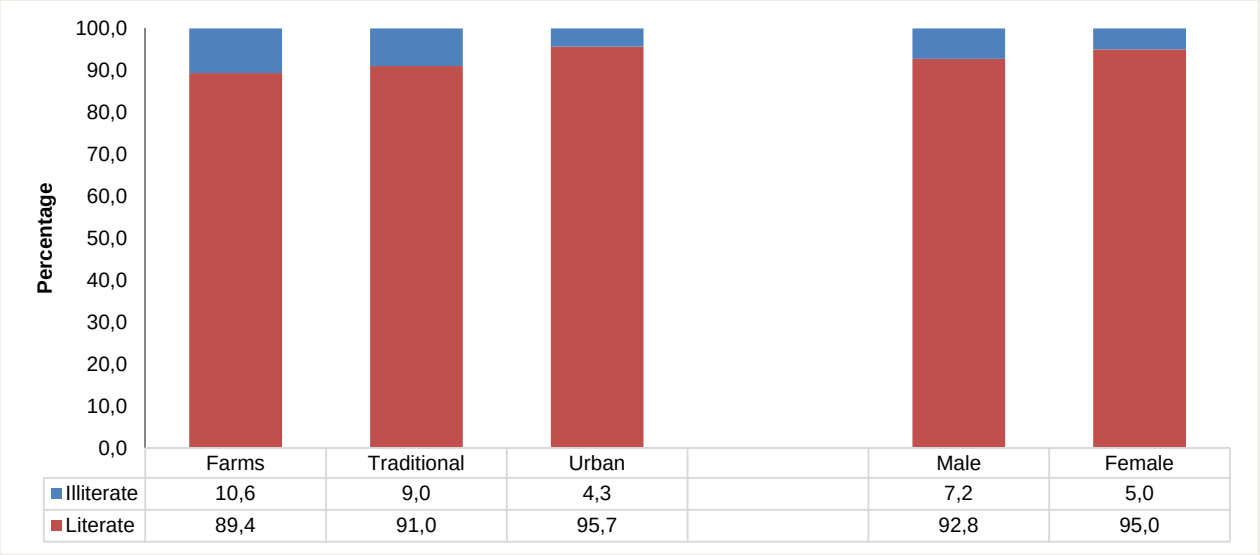
Language most spoken in the household[17]	Statistics	Illiterate[18]	Literate	Total
Afrikaans	Number	93 245	1 958 330	2 051 575
	Per cent	4,5	95,5	
English	Number	26 226	1289410	1 315 636
	Per cent	2,0	98,0	
IsiNdebele	Number	16 067	312 599	328 666
	Per cent	4,9	95,1	
IsiXhosa	Number	318704	3 293 485	3 612 189
	Per cent	8,8	91,2	
IsiZulu	Number	261 927	4 808 909	5 070 836
	Per cent	5,2	94,8	
Sepedi	Number	105 044	1 907 531	2 012 575
	Per cent	5,2	94,8	
Sesotho	Number	86 539	1 515 551	1 602 090
	Per cent	5,4	94,6	
Setswana	Number	115 942	1 583 127	1 699 069
	Per cent	6,8	93,2	
Sign Language	Number	793	1 876	2 669
	Per cent	29,7	70,3	
SiSwati	Number	40 109	506 773	546 882
	Per cent	7,3	92,7	
Tshivenda	Number	25 076	483 165	508 241
	Per cent	4,9	95,1	
Xitsonga	Number	91 662	791 333	882 995
	Per cent	10,4	89,6	
Khoi, Nama and San Languages	Number	1 468	4391	5 859
	Per cent	25,1	74,9	
Other	Number	35 849	218 136	253 985
	Per cent	14,1	85,9	
South Africa	**Number**	**1 218 651**	**18 674 616**	**19 893 267**
	Per cent	**6,1**	**93,9**	**100,0**

Source: Community Survey, 2016

According to the above table, of the 19,9 million youth aged 15–34, approximately 18,7 million indicated that they were literate: they could speak, write and read in their respective languages. According to the CS 2016, the most frequently cited language was IsiZulu with 5 million speakers, followed by IsiXhosa with 3,6 million speakers. It is interesting to note that, although English was spoken by a much smaller number of individuals compared to the other major languages, nearly all of them (98%) indicated that they could speak, write and read in this language. Besides the 11 official languages scores of other African, European, and Asian languages are spoken in South Africa, as the country lies at the crossroads of southern Africa.

[17] Those who did not specify the language they speak most in their households were excluded in the analysis.
[18] Those with unknown literacy levels were excluded in the analysis.

Figure 2. 16: Distribution of the population aged 15–34 by geo-type, gender and literacy status, 2016



	Farms	Traditional	Urban		Male	Female
Illiterate	10,6	9,0	4,3		7,2	5,0
Literate	89,4	91,0	95,7		92,8	95,0

Source: Community Survey, 2016

The above figure shows that youth literacy rates differ by geographical type and gender. Youth literacy rates are much higher in urban areas (95,7%) compared to traditional areas (91%). The proportion of illiterate youth is higher in farm areas (10,6%). Close to 93% of male and 95% of female youth are literate.

2.4 Labour market outcomes

The working age population comprises of population aged 15–64 and falls into three labour market categories: employed, unemployed and not economically active. The employed persons are those who were engaged in market production activities[19] in the week prior to the QLFS interview (even if only for one hour) as well as those who were temporarily absent from their activities (Stats SA, 2015a). For a person to fall in the 'unemployed' category according to the official definition, a person must be completely without work, currently available for work and taking active steps to find work. The total numbers of people who are unemployed and employed constitute the labour force. The unemployment rate measures the proportion of the labour force that is trying to find work. The labour force participation rate measures the proportion of the working age population that engages actively in the labour market, either by working or looking for work. The absorption rate measures the proportion of the population that is employed (Stats SA, 2015a).

The South African working age population increased from 32,4 million in 2009 to 36 million in 2015. While overall the employed constituted the largest share of the working age population in 2015, they also constitute the largest share among the white population 63,7% compared to 40,6% among black Africans. Furthermore, in 2015, close to 77% of post-secondary qualification holders within the working age population were employed (Stats SA, 2015a). Higher educational attainments as well as possession of work–related skills increase the chances of employment. This section relates to labour force characteristics of working age population by educational attainment using the QLFS data.

[19] Market production employment include those who : a)worked for a wage, salary, commission or payment in kind; b)ran any kind of business, big or small, on their own or with one or more partner; c) helped without being paid in a business run by another household member.

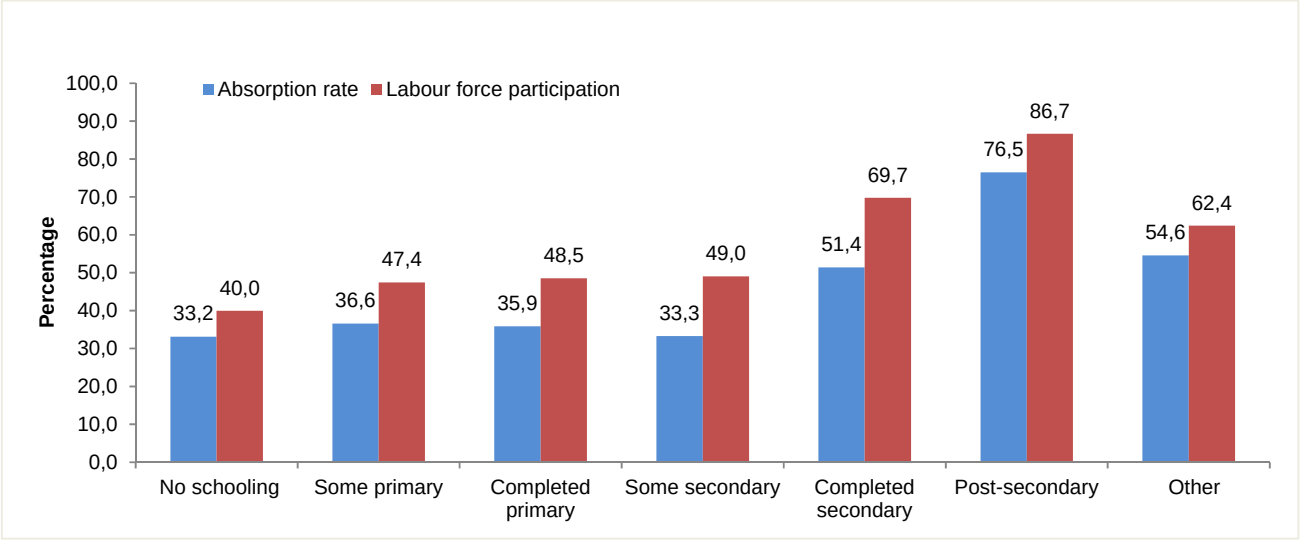
Table 2. 15: Unemployment rate by level of education among population aged 15–64, 2008–2015

Educational levels	2008	2009	2010	2011	2012	2013	2014	2015
No schooling	15,0	16,9	16,6	17,4	16,7	16,8	16,9	17,1
Some primary	21,6	22,2	24,3	21,9	22,8	20,9	22,9	22,8
Completed primary	23,4	23,2	24,1	25,5	25,0	23,4	26,5	26,1
Some secondary	28,8	30,2	31,3	31,5	31,7	31,9	32,1	32,1
Completed secondary	23,7	25,4	26,7	27,0	26,3	26,3	25,8	26,3
Post-secondary	7,6	8,3	9,1	8,7	9,4	9,9	10,8	11,7
Other	15,4	17,2	16,8	14,3	14,7	15,6	14,4	12,5

Source: Quarterly Labour Force Survey, 2008-2015

Table 2.14 shows that, over the period 2008–2015, unemployment rates were the lowest among post-secondary qualification holders and the highest among those who dropped out without completing secondary schooling. The data also shows that the completion of secondary schooling did only slightly lower the risks of unemployment since the share of unemployment among those who only completed secondary schooling in 2015 (26,3%) was almost twice that of persons who completed post-secondary education (11,7%). This shows that the completion of secondary schooling is not enough to secure a job as was in the past.

Figure 2. 17: Labour force participation and absorption rates by level of education among population aged 15–64, 2015



Source: Quarterly Labour Force Survey, 2015

The disparities by educational attainment of the labour force participation and absorption rates point to the poor labour market outcomes for those with very low education levels. The high proportions in labour force participation and absorption rates among post-secondary graduates indicate that their belter qualification and skill profiles enables them to fair better compared to the rest of the labour force participants.

2.5 Ordered logit analysis

In this section, we investigate factors that influence educational outcomes for individuals aged 25–64 using an ordered logistic model. Educational levels were ranked into eight categories from the lowest to the highest in the following order: no schooling (0); some primary (1); completed primary (2); some secondary (3); some secondary but with diploma or certificate (4); completed secondary (5); short-cycle tertiary (6); received a degree (7); and postgraduate degree (8). There are some qualitative differences in these categories that would not be captured by years of education. One can also see that the number of years is not equal from one category to another, but there is a definite ordering that we wouldn't want to disregard. We analyse educational attainment, controlling for gender, population group, marital status, disability status, home language, province of residence and geographical type, importance given to education by the household, size of household, and type of tenure of the dwelling of residence (the construction of these variables is explained in the Appendix).

The ordered logit model explains the relationship between the predictor variables (the independent variables) and the propensity to be in each higher ordered category of the response variable (the educational levels). Hence, the model describes how each predictor variable uniquely affects the odds of being in category 1 or higher compared to category 0; being in category 2 or higher compared to being in categories 0 or 1; up to being in category 8 compared to being in categories 0, 1, 2, 3, 4, 5, 6, or 7. The regression coefficients represent the relationship of each predictor (independent variable) to the odds that an individual would be in each category or above compared to all lower categories. Positive coefficients correspond to a positive relationship and negative coefficients correspond to a negative relationship for educational level. This means that increased values of the predictor variable produce higher or lower levels of educational attainment; thus the dependent variable level is expected to change based on the values of the regression coefficients.

All variables included were statistically highly significant at the five per cent level. Furthermore, all measurements used to assess the model fit were significant, indicating that the proportional odds assumptions seem to hold. Presented below are some variables with positive or negative effects. The rest of the analysis is found in the Appendix.

Table 2. 16: Predictor variables affecting educational attainment

Parameter[20]	Estimate	Standard error	Wald Chi-Square	Pr > ChiSq
Category "completed secondary" or higher versus categories 0, 1, 2, 3 or 4	0,3099	0,00144	46564,69	<,0001
Category "some secondary but with diploma or certificate" or higher versus categories 0, 1, 2 or 3	0,3379	0,00144	55341,74	<,0001
Category "some secondary" or higher versus categories 0, 1, or 2	2,0772	0,0015	1906228	<,0001
Category "completed primary" or higher versus categories 0 or 1	2,4067	0,00153	2476477	<,0001
Category "some primary" or higher versus category 0	3,5189	0,00167	4418041	<,0001
Coloured	-0,3876	0,00313	15298,6	<,0001
Indian	-0,0512	0,00356	207,1626	<,0001
White	1,3023	0,00307	179759	<,0001
Married	-0,1009	0,000854	13966,7	<,0001
Cohabiting	-0,4555	0,00124	135446,1	<,0001
Separated	-0,6246	0,00157	158900,5	<,0001
Male	-0,0445	0,00074	3623,137	<,0001

[20] Reference variables used are in the model: no schooling, single, black African, female, IsiZulu, Gauteng, urban, perception on education (very important), household size of less than 4 people; staying in a dwelling owned by the household.

Parameter[20]	Estimate	Standard error	Wald Chi-Square	Pr > ChiSq
Disability status	-1,1689	0,0014	700402,1	<,0001
Afrikaans	0,1718	0,00324	2805,502	<,0001
English	0,959	0,00307	97812	<,0001
Sepedi	0,2225	0,00186	14365,68	<,0001
Setswana	0,215	0,00192	12490,77	<,0001
SiSwati	0,1765	0,00283	3885,497	<,0001
Tshivenda	0,3852	0,0029	17687,95	<,0001
Household size of four	0,1114	0,00104	11440,31	<,0001
Rented dwelling	0,0852	0,0011	6021,453	<,0001

Source: Own estimates based on Community Survey Data, 2016

The intercept values (estimate column in Table 2.15) reflect the estimated model regardless of the predictors, when the independent variables are evaluated at zero. The estimate/coefficient column provides the predicted log-odds that something will occur. All the estimates in the table have p values of less than 0,001 and they are therefore statistically significantly different from 0 at a 99% significance level. The presence of a negative or positive coefficient indicates whether the estimate relates to a positive or negative change. If it is a positive coefficient (estimate), that particular educational category is more likely to occur than the ones it is being compared to. For example, individuals in the dataset are more likely to attain primary education or higher compared to some primary schooling or no schooling (2,4067). In the same way, some primary and higher versus no education (3,5189) is more likely to occur.

Furthermore, comparing black African to white, we expect a positive 1,3023 unit increase in the expected value of the educational level while the other variables in the model are kept constant, whereas for coloureds and Indians, unit decreases in the expected value of the educational level are likely. Married, cohabiting and separated people have decreased educational attainment by 0,1009; 0,4555 and 0,6246 units respectively. Disability also decreases the expected value of educational qualification by -1,1689 units. In terms of the languages, individuals with English home language have a 0,959-unit increase in the expected value of the educational level; those with Tshivenda have a 0,3852-unit increase in the expected value of the educational level, while the other variables in the model are kept constant. A household size of four also has a positive effect as well as renting the dwelling.

Table 2. 17: Odds ratio estimates affecting educational attainment

Effect	Odds ratio	95% Wald Confidence limits	
Married	0,904	0,902	0,906
Cohabiting	0,634	0,633	0,636
Separated	0,535	0,534	0,537
Coloured	0,679	0,675	0,683
Indian	0,950	0,943	0,957
White	3,678	3,656	3,700
Male	0,956	0,955	0,958
Disability status	0,311	0,310	0,312
Afrikaans	1,187	1,180	1,195
English	2,609	2,593	2,625
IsiNdebele	0,831	0,826	0,836
IsiXhosa	0,817	0,814	0,820
Sepedi	1,249	1,245	1,254
Sesotho	0,928	0,925	0,931
Setswana	1,240	1,235	1,244
Sign language	0,676	0,638	0,717
Khoi	0,615	0,590	0,642
SiSwati	1,193	1,186	1,200

Effect	Odds ratio	95% Wald Confidence limits	
Tshivenda	1,470	1,462	1,478
Xitsonga	0,755	0,752	0,759
Other languages	0,854	0,848	0,860
Western Cape	0,807	0,805	0,810
Eastern Cape	0,816	0,813	0,819
Northern Cape	0,611	0,608	0,614
Free State	0,775	0,772	0,778
KwaZulu-Natal	0,927	0,924	0,929
North West	0,657	0,655	0,660
Mpumalanga	0,88	0,877	0,883
Limpopo	0,846	0,843	0,849
Traditional area	0,544	0,543	0,545
Farm area	0,46	0,459	0,462
Education is important	0,814	0,812	0,816
Education is not important	0,8	0,793	0,806
Household size of four	1,118	1,116	1,12
Household size of more than four	0,849	0,847	0,85
Rented dwelling	1,089	1,087	1,091
Free dwelling	0,672	0,671	0,674

Source: Own estimates based on Community Survey Data, 2016

The above table shows the proportional odds ratios for each of the independent variables included in the model summarised in Table 2.13. These are used to predict the likelihood of an individual having a high versus low level of education. The odds of high levels of education versus the combined effect of all other education groups are 0,904 for married individuals; 0,634 for cohabiting individuals; and 0,535 for separated individuals, given that the other variables are held constant. This means that married individuals have a better prospect of higher levels of education when compared to those who are cohabiting or separated.

Whites have 3,678 times greater odds of high levels of education than black Africans (the reference category), whereas Indians and coloureds respectively have 0,95 and 0,679 times lower odds of higher levels of education. Comparing gender differentials, the odds are 0,956 times lower for males whereas those with a disability have 0,311 times lower odds of achieving higher educational levels. Among languages spoken at home, English and Tshivenda speakers have a greater chance of higher educational achievements with 2,609 and 1,47 times greater odds respectively, given all the other variables are held constant. Individuals residing in provinces other than Gauteng all have lower odds of achieving higher educational levels.

2.5 Summary and conclusion

The government's political will to effect equal access to education is mostly confined to access to the pre-primary, primary and secondary phases. The expansion of access to higher education as well as improved attainment has been restricted by limiting the number of places that are provided by public institutions of higher learning. This potentially lowers the prevalence of unemployed university graduates, but increases the products of unemployed high school graduates. The cost of producing a high school qualification is less than the cost of producing a post-secondary qualification; hence, this resource could be diverted to creating job opportunities to all but specially to those with lower skills, which makes them less marketable. Furthermore, access to higher education should focus on enrolments in TVET and other colleges, as the need for more specific skills for existing jobs is immediate. This will also open up possibilities for self-employment.

Chapter 3: Access to education

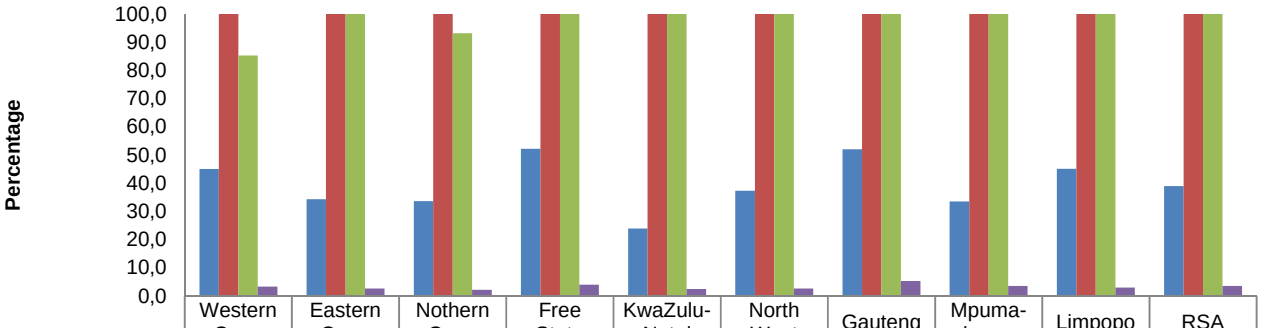
3.1 Introduction

This chapter contains an analysis of attendance statistics at pre-primary, primary, secondary and post-secondary levels. Gross enrolment rates in primary schools increased from 88,1% in 2002 to 94,2% in 2015[21]. Similarly, gross enrolment rates in secondary schools increased from 94,5% in 2002 to 89,0% in 2015 (GHS 2002,GHS 2015). This chapter also provides an overview of the latest statistics on post-secondary education, including data on enrolment at various types of post-secondary institutions and programmes. The chapter also covers the extent to which children either drop out of school or experience late entry into the education system. Data are presented on current educational attendance by young people by the educational attainment of the household head. Furthermore, we compare the school attendance status of young people aged 15–24 by parental co-residence. The estimated duration of schooling for all the school phases is also presented. Lastly, we present data on the mode of transport used to access educational institutions.

3.2 Enrolment at educational institutions

Participation in all the educational phases varies by region and population group in South Africa. Primary and secondary education are relatively well developed and almost within reach to most South Africans. By contrast, pre-primary education and post-secondary-level education are underdeveloped and population group disparities in enrolment rates are more pronounced.

Figure 3. 1: Gross enrolment rate in ECD, primary, secondary and post-secondary institutions by province, 2015



	Western Cape	Eastern Cape	Nothern Cape	Free State	KwaZulu-Natal	North West	Gauteng	Mpuma-langa	Limpopo	RSA
ECD	45,0	34,3	33,7	52,3	24,0	37,3	52,1	33,5	45,1	39,0
Primary	119,1	137,1	124,9	122,4	118,0	124,9	116,4	125,5	128,1	123,0
Secondary	85,3	100,5	93,2	108,4	117,5	101,4	103,3	110,9	132,1	108,3
Post-secondary	3,4	2,6	2,2	4,0	2,5	2,7	5,3	3,6	3,0	3,6

Source: General Household Survey, 2015

[21] Age 3-4 years, age 7-13 years and age 14-18 years have been used for computation of gross enrolment rate at ECD, primary and secondary levels.

The figure above illustrates the gross enrolment rate (GER) in ECD, primary, secondary, and post-secondary institutions. GER displays the enrolment rate for the different educational phases or grades as compared to the eligible population. Gross enrolment rate includes all learners (also those that may be under or over the official age of a specific educational phase). It is calculated by taking total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year. Hence, it would include grade repeaters. ECD education in South Africa reached only about 39% of the eligible population according to the GHS 2015. In Eastern Cape, Northern Cape, KwaZulu-Natal, North West and Mpumalanga, gross enrolment in ECD was below the national average of 39%. Free State and Gauteng were the two provinces where the ECD enrolment rate was above 50%. The national average GER for primary school was high, indicating that the number of pupils participating is closer to the number required for full enrolment of the targeted age group. However, a large number of these enrolments were by learners outside the school-age range especially in the Eastern Cape which experienced the highest GER at primary school level (137,1%). Furthermore, Limpopo experienced the highest gross enrolment rate for secondary-level education (132,1%), pointing towards the high number of pupils outside the official secondary school-age range enrolled in secondary school, and the high impact of grade repetition. These results confirm the poor transition rates published previously for these province (Stats SA, 2015b and 2016b).Levels of participation in post-secondary education were higher in Gauteng (5,3%) and Free State (4%). Post-secondary education in South Africa reached only about 3,6% of the eligible population according to the GHS 2015.

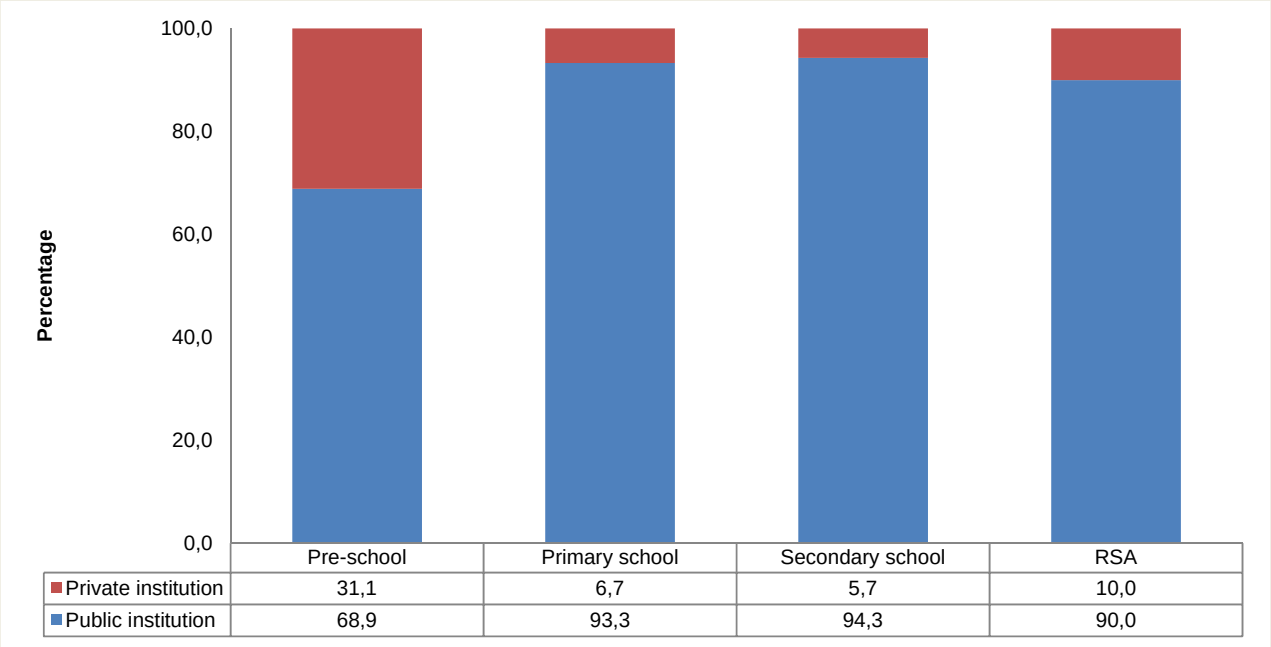
Table 3. 1: Gross enrolment rate in ECD, primary, secondary and post-secondary institutions by population group, 2015

	Population group			
Educational level	**Black African**	**Coloured**	**Indian/Asian**	**White**
ECD	39,0	30,9	28,6	55,1
Primary	124,3	115,1	115,9	116,7
Secondary	112,1	82,8	85,9	99,7
Post-secondary	3,5	2,4	5,6	4,5

General Household Survey, 2015

Table 3.1 provides the gross enrolment rate (GER) for children 5 years and older by educational level and population group. The gross enrolment rate for black Africans in primary school was 124,3% showing the high number of enrolment of learners outside the school-age range. More white children enrol in ECD institutions compared to the other population groups. Enrolment rates for post-secondary educational institutions were higher among the Indian population (5,6%), followed by the white population group (4,5%). These result in larger attainment levels among Indians (21%) and Whites (38%) in the age group 25-64 compared to 9% among black Africans and coloureds (8%) as shown in chapter 2.

Figure 3. 2: Percentage attendance at pre-primary, primary, and secondary institutions by institution type, 2016



	Pre-school	Primary school	Secondary school	RSA
Private institution	31,1	6,7	5,7	10,0
Public institution	68,9	93,3	94,3	90,0

Source: Community Survey, 2016

During 2016, nine in ten scholars attended public, and one in ten attended private institutions. More than two-thirds of pre-school scholars attended school at public institutions and less than a third at private institutions. The majority of primary- and secondary-school scholars were attending public institutions.

Table 3. 2: Type of educational institution attended by geographical area and gender, 2016

Area	Statistics	Public (Government)			Private (Independent)		
		Male	Female	Total	Male	Female	Total
Urban	Number	4 556 471	4 630 195	**9 186 665**	883 970	922 362	**1 806 332**
	Per cent	49,6	50,4	**100,0**	48,9	51,1	**100,0**
Tribal/ Traditional	Number	3 710 109	3 669 585	**7 379 694**	162 560	184 291	**346 851**
	Per cent	50,3	49,7	**100,0**	46,9	53,1	**100,0**
Farm	Number	279 894	278104	**557 998**	30422	27 775	**58 197**
	Per cent	50,2	49,8	**100,0**	52,3	47,7	**100,0**
South Africa[22]	Number	**8 546 474**	**8 577 883**	**17 124 357**	**1 076 952**	**1 134 428**	**2 211 380**
	Per cent	**49,9**	**50,1**	**100,0**	**48,7**	**51,3**	**100,0**

Source: Community Survey, 2016

Table 3.2 shows the attendance rates in the various schooling phases by type of institution, gender and geographical area. Nationally in 2016, there were nearly 19,4 million scholars; the majority were residing in urban areas and were mostly attending public schools. Among those who were attending private institutions, nearly 82% were residing in urban areas. Although there is an even distribution between the genders among those who were attending at public intuitions, there were proportionally more females attending at private institutions compared to males.

[22] Excluding those who did not report their geographical area and type of school.

Table 3. 3: Type of educational institution attended by geographical area, 2016

Educational institution[23]	Statistics	Urban	Tribal/Traditional	Farm	South Africa
Pre-school	Number	1 572 245	809 119	57 188	**2 438 552**
	Per cent	14,2	10,5	9,4	**12,6**
Primary school	Number	4 886 598	3 658 676	314 371	**8 859 646**
	Per cent	44,3	47,3	51,4	**45,7**
Secondary school	Number	2 895 527	2 583 820	181 816	**5 661 163**
	Per cent	26,2	33,4	29,8	**29,2**
TVET including private colleges	Number	480 981	239 982	14 429	**735 392**
	Per cent	4,4	3,1	2,4	**3,8**
Other college	Number	194 849	71 270	6 933	**273 053**
	Per cent	1,8	0,9	1,1	**1,4**
Higher educational institution	Number	797 685	236 671	30 900	**1 065 256**
	Per cent	7,2	3,1	5,1	**5,5**
Community education and training College	Number	94 327	86 472	899	**187 698**
	Per cent	0,9	1,1	0,1	**0,9**
Home-based education/home schooling	Number	15 056	3 779	996	**19 831**
	Per cent	0,1	0,0	0,2	**0,1**
Other	Number	98 611	38 229	3 543	**140 383**
	Per cent	0,9	0,5	0,6	**0,7**
Total	**Number**	**11 035 879**	**7 728 018**	**611 075**	**19 374 972**
	Per cent	**100,0**	**100,0**	**100,0**	**100,0**

Source: Community Survey, 2016

A further breakdown of the educational institutions attended by geographical area shows that overall, more individuals were attending primary schools in 2016 in South Africa (45,7%). Among the total of 8,9 million learners who attended primary schools, 4,9 million resided in urban areas; they constituted close to 44% of the total students residing in urban areas. Secondary school attendees constituted the second largest proportion in all geographical areas (26,2% in urban, 33,% in traditional and 29,8% in farm areas). Pre-school attendance was more prominent in urban areas, which is confirmed by the attendance of close to 1,6 million pre-school scholars in 2016. Furthermore, attendance of higher educational institutions (universities, TVET and other colleges) predominantly occurred among residents in urban areas.

Table 3. 4: Individuals aged 15–24 by school attendance status and disability status, 2016

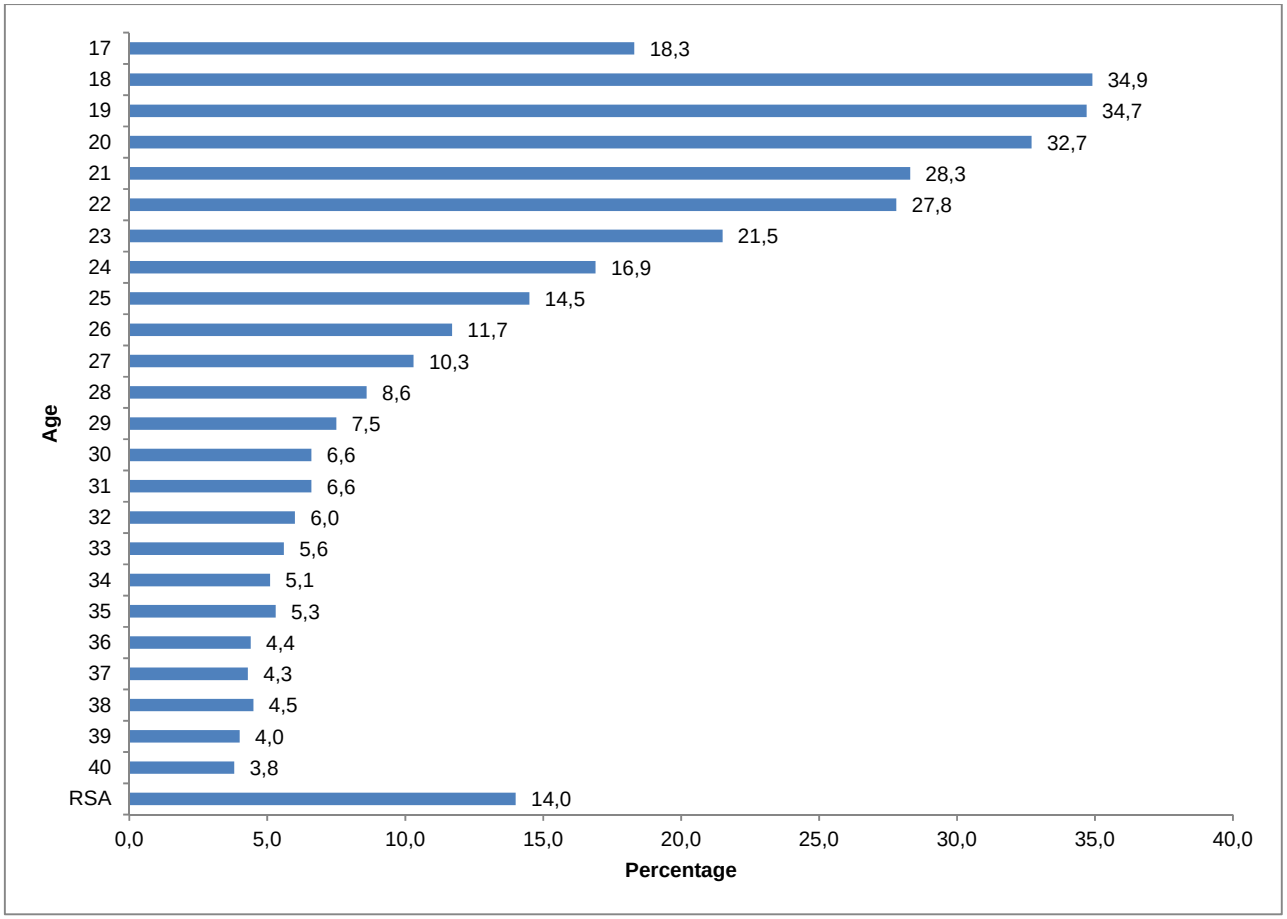
Disability status[24]	Statistics	Attending	Not attending	Total
Not disabled	Number	5 456 468	4 676 143	10 132 610
	Per cent	53,9	46,1	100,0
Disabled	Number	124 501	133 282	257 782
	Per cent	48,3	51,7	100,0
Total	Number	**5 580 969**	**4 809 424**	**10 390 393**
	Per cent	**53,7**	**46,3**	**100,0**

Source: Community Survey, 2016

[23] Those who did not know their educational level as well as those who did not specify their highest educational level were excluded in the analysis.
[24] Those who did not specify any difficulty in terms of seeing, hearing, walking, remembering, self-care or communicating were excluded from the analysis.

According to the Community Survey 2016, the number of individuals aged 15–24 was roughly 10,3 million, of which 2,5% (257 782) were classified as disabled. Among young individuals with disabilities, 48,3% were attending an educational institution, while 51,7% were not attending any educational institution.

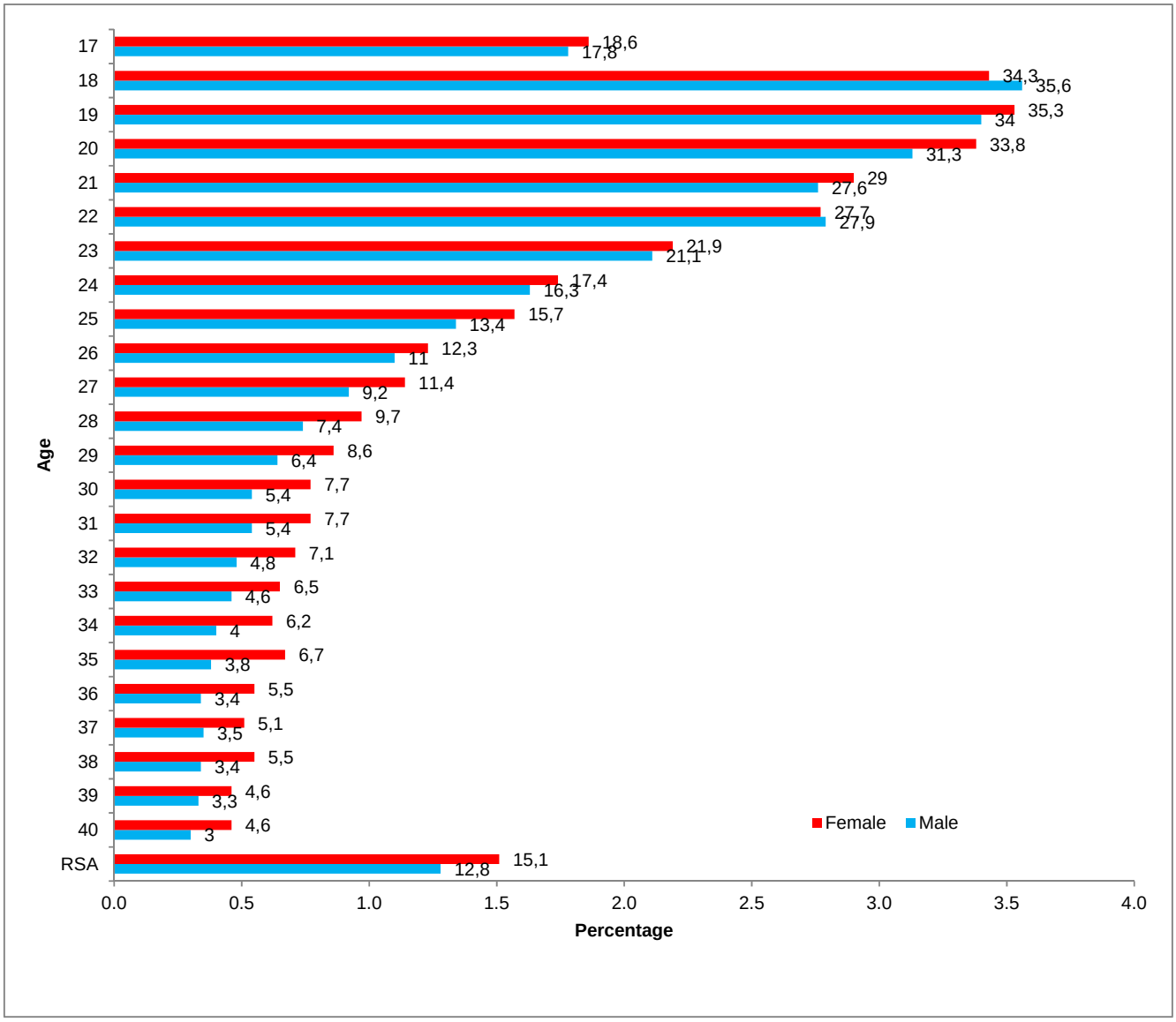
Figure 3. 3: Current attendance at post-secondary institutions for individuals aged 17–40 by age, 2016



Source: Community Survey, 2016

Enrolment at post-secondary education after the completion of matric or the national senior certificate for individuals aged 17–40 in South Africa was 14%. Enrolment rates varied by age. Among young individuals aged 17, 18,3% were attending post-secondary educational institutions. The peak in enrolment levels occurred among young individuals aged 18–19, with close to 70% of them attending some post-secondary institutions. A decline is observed in enrolment levels from 20-year-olds and older, with a sharp decline after age 23. Enrolment levels at post-secondary education institutions among young adults aged 25–30 were quite low, with only 14,5% of 25-year-olds and 6,6% of 30-year-olds participating in post-secondary education.

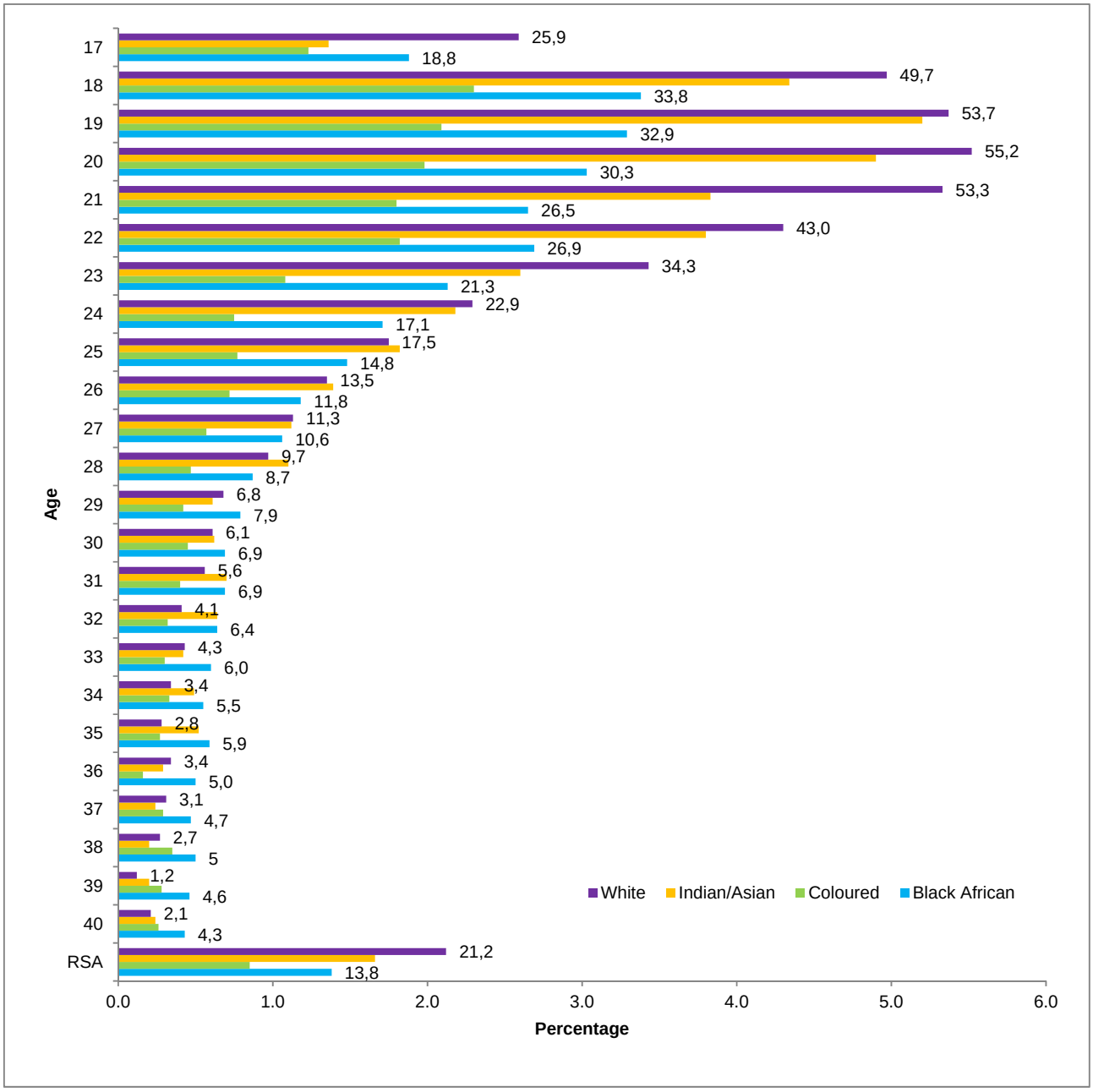
Figure 3. 4: Current attendance at post-secondary institutions among individuals aged 17–40 by gender, 2016



Source: Community Survey, 2016

The graph above shows current post-secondary attendance among individuals aged 17–40 by gender. Overall, current post-secondary attendance was higher among females aged 17–40 compared to males (15,1% and 12,8%, respectively). Females also tend to enter into post-secondary education at a much earlier age than males, with 18,7% of females enrolled at age seventeen. Both genders reach their highest level of enrolment between 18 and 20 years of age. By age 24, only half of the enrolment levels reached at age 18 are sustained. This shows that very few individuals actually pursue post-secondary qualifications that would typically require more than three to four years to complete.

Figure 3. 5: Current attendance at post-secondary institutions for individuals aged 17–40 by population group, 2016



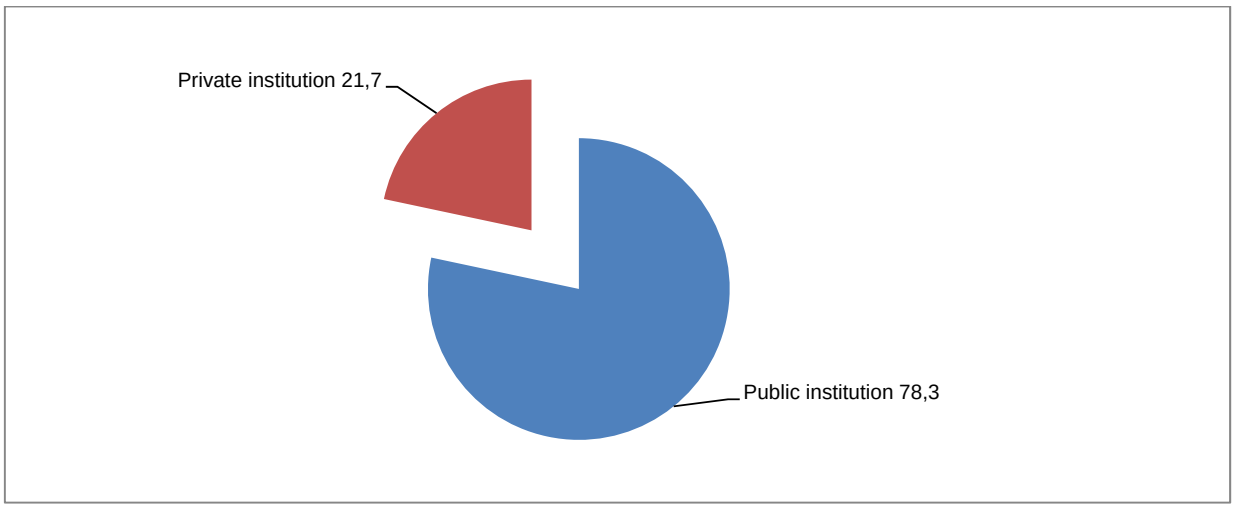
Source: Community Survey, 2016

The above chart provides information on current post-secondary institution attendance among individuals aged 17–40 by population group. Current post-secondary institution attendance rates among individuals aged 17–40 varied by population group and were the highest among the white population (21,2%). Similarly, close to 17% of Indians in this age group participated in higher education. Despite the large number of black African students at higher educational institutions, the percentage of black Africans aged 17–40 who were enrolled at post-secondary institutions remains disproportionally low (13,8%). Among 20-year-old whites, more than 55% were enrolled at post-secondary institutions, while only close to 30% of

black Africans in the same age group were enrolled. These enrolment patterns remained similar for most young adults, indicating that whites and Indians completed their higher education qualification much earlier in their lives compared to the rest of the population groups.

Post-secondary or tertiary education in South Africa includes academic, career, technical and professional education programmes after high school. In 2016, there were 25 public universities and 50 registered and accredited public TVET colleges in South Africa. These institutions are all subsidised by the state but are also fee-paying institutions. This makes it very costly for South African learners[25]. Student support is 'means-tested' and works through the National Student Financial Aid Scheme (NSFAS[26]). The fund was intended to support close to 405 000 first-time students in 2016 at a cost of R4,5 billion in the 2016/17 financial year. At the same time, the fund is expected to continue to support those already in the system. Other funding systems such as the National Skills Fund also support funding undergraduate and postgraduate bursaries in scarce and critical skills. In 2016, this fund was expected to support the full cost of study for over 13 500 undergraduate and 1 200 postgraduate students enrolled in various programmes (DHET, 2016). In order to meet their financial obligations, universities continue to charge fees that are mostly unaffordable to working- and middle-class families whose children do not qualify for such funding (families that earn above the NSFAS threshold)[27]. In 2015, the largest cost incurred by higher educational institutions was on compensation of employees (51%), followed by purchases of goods and services (31%). The rest of the costs (17%) were spent on the purchasing of non-financial assets, machinery and equipment and other fixed assets (Stats SA, 2016a).

Figure 3. 6: Percentage of students at post-secondary institutions by type of institution, 2016



Source: Community Survey, 2016

[25]The white paper for post-school education and training published in 2013 sets out plans for improving and standardising the post-secondary education system in such a way that they complement each other. Expansion of access is a primary agenda of the policy and hence, youth and adults attending community colleges would be fully funded, whether by the DHET or from other sources. Furthermore, fees for such colleges would be kept very low to ease affordability. Students from poor families who are attending TVET colleges are also beneficiaries of government support. University education is expensive as students experience annual fee increases. Universities cannot meet their running costs through government finances only and hence, have to charge fees. Government is working towards the progressive introduction of free higher education for the poor.

[26]NSFAS is a financial aid scheme that was designed to redress access of previously disadvantaged students to higher education. It provides loans and bursaries to academically deserving but financially poor students. Beneficiaries of the aid are expected to repay the loans upon entry in the labour market. The scheme struggles to recover outstanding debt; hence, government remains the biggest source of funding.

[27]Every year university councils decide on their respective fee increases for the academic year. This is increasingly making higher education quite expensive. In September 2016, following the "fees must fall" movement" a Ministerial Task Team was appointed to come up with a best approach to fund institutions of higher education. Although ultimate resolutions were not reached yet, government has decided that it will fund the fee increase for the coming academic year.

Of the two million post-secondary education students reported during 2016 in South Africa by the CS, 78,3% were enrolled at a public institution, whereas 21,7% attended private institutions.

Table 3. 5: Student headcount enrolments from 2009 to 2015 at public universities[28]

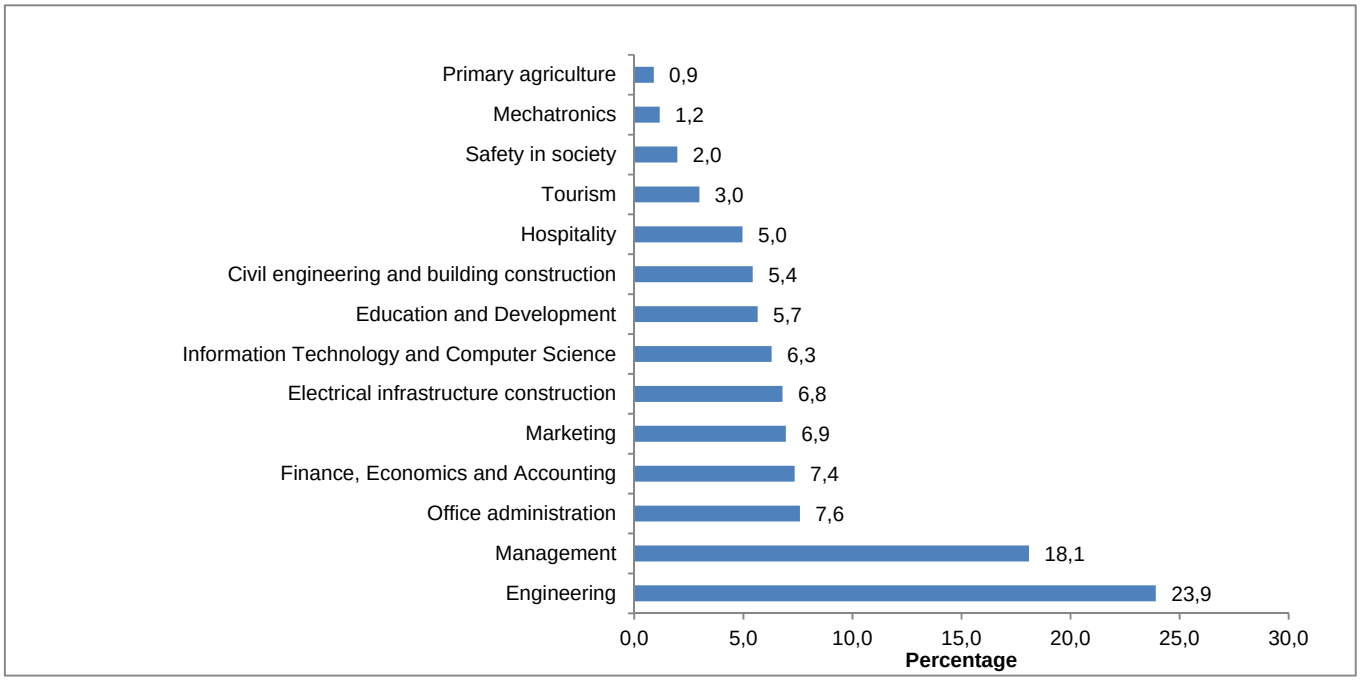
Higher educational institutions	2009	2010	2011	2012	2013	2014	2015
Cape Peninsula University of Technology	30 958	32 167	32 506	33 509	33 477	33 186	32 674
University of Cape Town	23 787	24 772	25 301	25 805	26 118	26 357	27 809
Central University of Technology	12 205	12 583	12 644	12 724	13 303	14 352	14 193
Durban University of Technology	24 026	25 184	24 840	24 875	26 059	26 472	27 023
University of Fort Hare	10 016	10 741	11 144	12 044	12 315	13 063	13 458
University of Free State	27 241	29 901	31 586	32 375	31 877	31 032	30 418
University of Johannesburg	49 315	48 315	50 528	48 769	48 386	49 789	49 452
University of KwaZulu-Natal	38 864	41 224	41762	41 864	44002	45 465	45 506
University of Limpopo	16 299	18 205	20 504	22 249	22 914	23 384	18 907
Mangosuthu University of Technology	9 677	10 033	10 286	10 802	11 375	11 377	11 518
Nelson Mandela Metropolitan University	25 497	26 119	26 256	26 597	26 361	26 510	26 305
North West University	50 589	55 732	56 641	58 752	60 975	63 135	64 070
University of Pretoria	55 734	57 114	58 128	57 508	57 553	56 376	55 984
Rhodes University	7 012	7 169	7 278	7 395	7 485	7 519	8 007
University of South Africa	263 559	29 3437	328 864	336 286	355 240	328 491	337 944
Stellenbosch University	25 693	27 344	27 266	27 510	27 418	28 869	29 613
Tshwane University of Technology	52 688	51 785	50 075	51 711	54 159	56 785	57 246
Vaal University of Technology	19 407	21 416	21 861	21 201	20 633	19 319	17 678
University of Venda	11 125	10 679	10 342	10 323	11 818	13 497	14 146
Walter Sisulu University	25 356	26 734	27 029	24 613	24 122	23 946	25 993
University of Western Cape	16 203	18 059	18 764	19 591	20 383	20 582	20 382
University of the Witwatersrand	29 234	29 498	29 004	30 436	31 134	32 721	33 777
University of Zululand	13 291	14 725	15 592	16 434	16 591	16 663	16 891
University of Mpumalanga						140	816
Sol Plaatje University						124	328
Total enrolment	**837 776**	**892 936**	**938 201**	**953 373**	**983 698**	**969 154**	**982 212**
First-time enrolment	**164 518**	**168 388**	**179 105**	**169 765**	**158 389**	**168 356**	**171 930**
Full-time equivalent enrolment	**569 706**	**600 002**	**628 410**	**634 549**	**665 857**	**666 946**	**678 845**
Total graduates	**145 428**	**153 327**	**160 630**	**165 995**	**180 822**	**185 373**	**191 524**

Source: Department of Higher Education and Training, 2016

[28] Sefako Makgatho Health Sciences University was not included.

The above table shows that in total, 982 212 students were enrolled in 2015 at the 25 universities presented in the table. Similarly, there were 702 383 enrolments at TVET institutions in 2014 (amounting to a total enrolment figure of 1 771 537 at public higher education institutions in 2014) (DHET). While UNISA experienced the most dramatic increase in enrolment since 2009, North West University, the University of KwaZulu-Natal and Limpopo also experienced a substantial growth in enrolments. On the other hand, some universities such as Walter Sisulu University and the Vaal University of Technology experienced a drop in their overall enrolment figures in 2014. Generally, overall first-time enrolment has decreased. In 2014, there were 10 749 than the 2011 intake. While most universities kept their first-time enrolment levels steady over the years, UNISA enrolled 34 897 first-time students in 2014, which amounts to a 15% decrease from the 2009 first-time enrolment figures. Similarly, in 2014, the University of Johannesburg enrolled close to 10% less first-time university students compared to 2009 figures. On the other hand, North West University more than doubled its 2014 first-time student intake compared to its 2009 intake, and the University of KwaZulu-Natal increased its 2014 intake by close to 32%. During the same period, universities also experienced a rise in their full-time equivalent (FTE[29]) enrolment. Overall, the FTE enrolment rose from 569 706 to 678 845 (close to 19%) between 2009 and 2015. This means that the school workload of the students has increased. Of the 982 212 students enrolled in 2015, some 44% were taking distance education courses.

Figure 3. 7: Distribution of TVET attendance by field of study, 2016

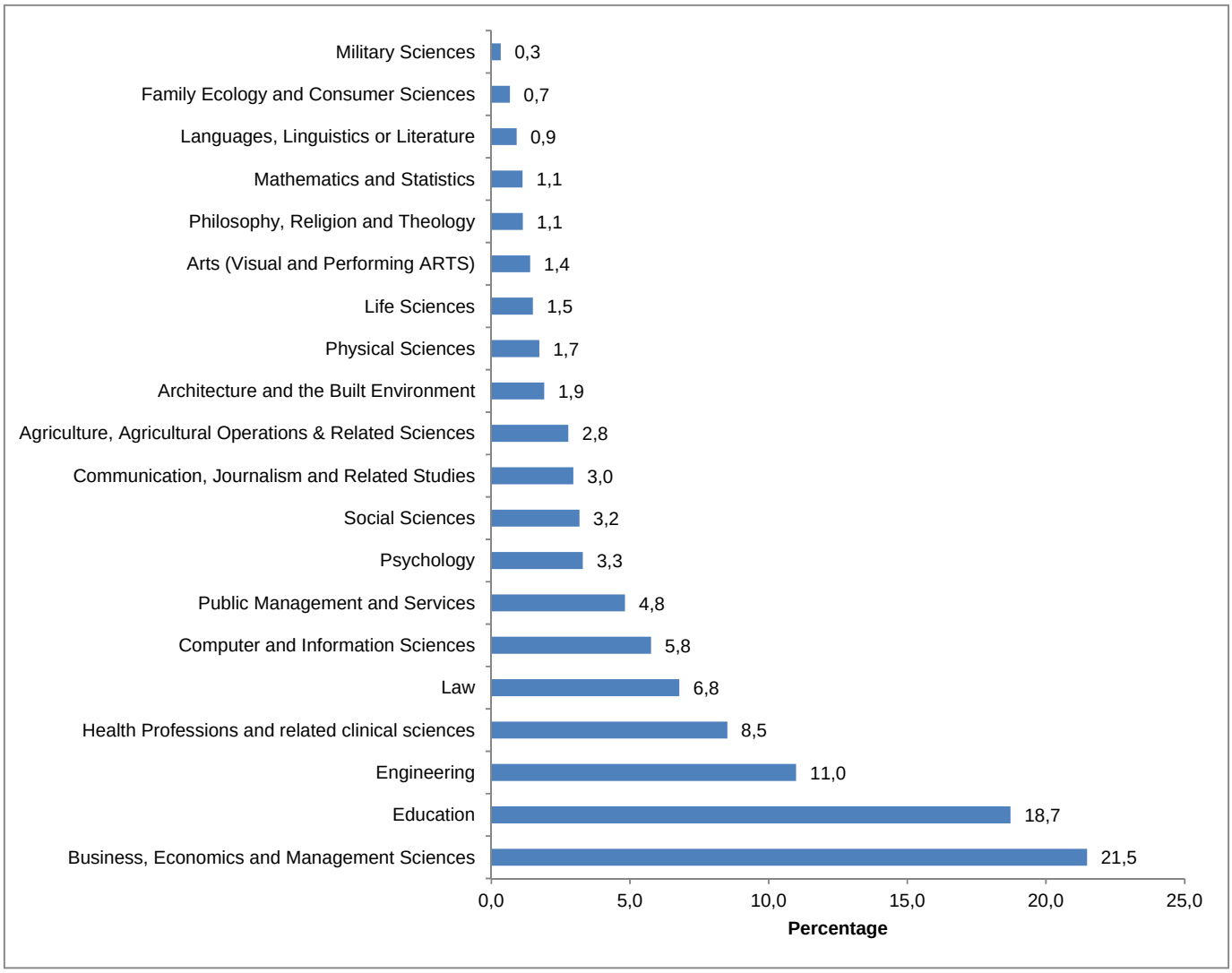


Source: Community Survey, 2016

The graph above displays the field of education among those enrolled in TVET colleges in 2016. Close to 24% of individuals chose engineering as a field of study. A sizeable number of students were registered for a qualification in management (18,1%), office administration (7,6%), and finance, economics and accounting (7,4%); however, a qualification in agriculture was the lesser choice of field of study (1%).

[29] The number of students who would be attending if they were all enrolled in full-time education. It is calculated by taking into account the total credits taken by the students.

Figure 3. 8: Distribution of university attendance by field of education, 2016



Source: Community Survey, 2016

Figure 3.8 represents university attendance by field of education[30]. Apart from engineering, the major fields of study do not match the scarce skills areas in professions such as animal health, human health, and natural and physical sciences. The highest percentage of individuals studied business, economics and management sciences (21,5%), followed by individuals who studied education (18,7%). Engineering as a university field of study was not as popular a choice as at TVETs, with an enrolment figure of only 11% of university students in the field. Close to 9% were enrolled in health related qualifications, whereas law and computer sciences account for 6,8% and 5,8% of enrolments, respectively. The science fields (physical science, life sciences, and mathematics and statistics) only have a combined enrolment rate of close to 3%.

[30] This figure excludes those who did not specify their field of education at university.

Since 2014, the Department of Higher Education and Training (DHET) has been gazetting a list of occupations in high demand in the country. While the main purpose of the list is to support planning, resource allocation and career advice by the DHET, other stakeholders involved in the sector are also expected to use the list to back their own planning and operations. The DHET defines occupation in high demand as "those occupations that show relatively strong employment growth, or are experiencing shortages in the labour market" (DHET, 2016). Stakeholders were invited to propose the inclusion of occupations in high demand, with supporting evidence. In total, 331 jobs were listed, which are:

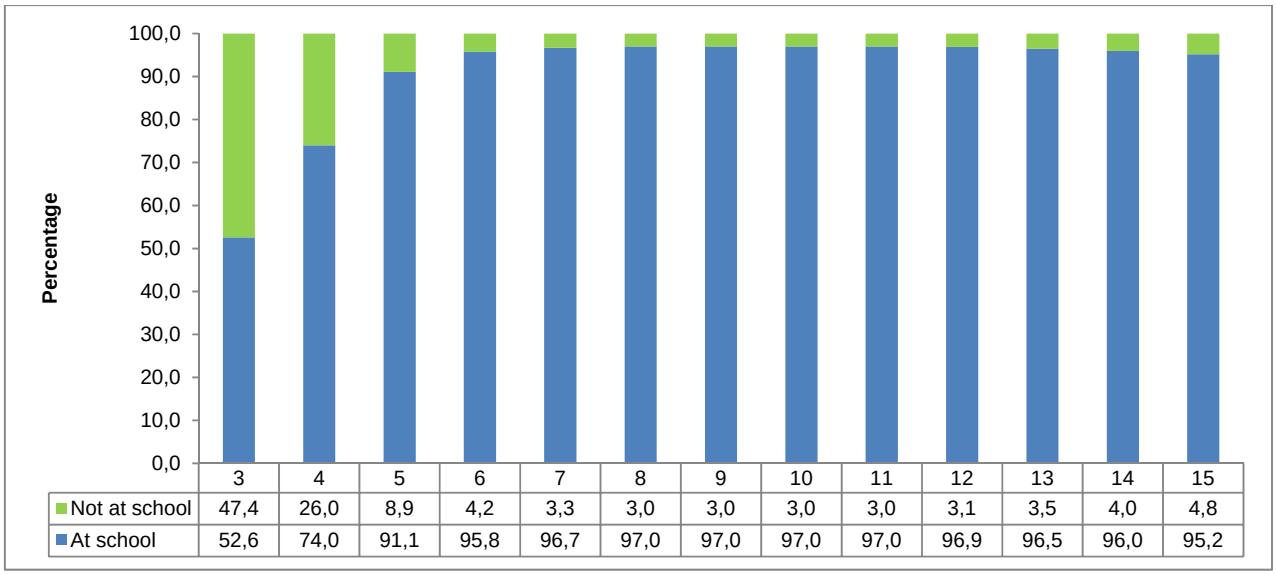
- Managers: 32 jobs;
- Professionals: 153 jobs;
- Technicians and associate professionals: 60 jobs;
- Clerical support workers: 10 jobs;
- Service and sales workers: 7 jobs;
- Skilled agricultural, forestry, fishery, craft and related trades workers: 35 jobs; and
- Plant and machine operators and assemblers: 34 jobs.

Most of the jobs listed in the professional category consisted of jobs in the medical field (e.g. medical doctors and specialists, nurses, paramedics and pharmacists), various fields of engineering, and teachers.

3.3 Out-of-school children

Late entry into the education system and early exit from educational institutions are related to a number of negative outcomes. Proponents of early childhood development programmes in the school system emphasise the importance of access to play and learning materials for young children as part of their early stimulation process when the brain has the maximum capacity to develop. However, the returns to investment in ECD are not obvious to either parents or policymakers and hence, were not given much importance until recently. The figure below shows the inequalities in early learning opportunities among young children in South Africa.

Figure 3. 9: Out-of-school children aged 3–15 years by single age, 2016

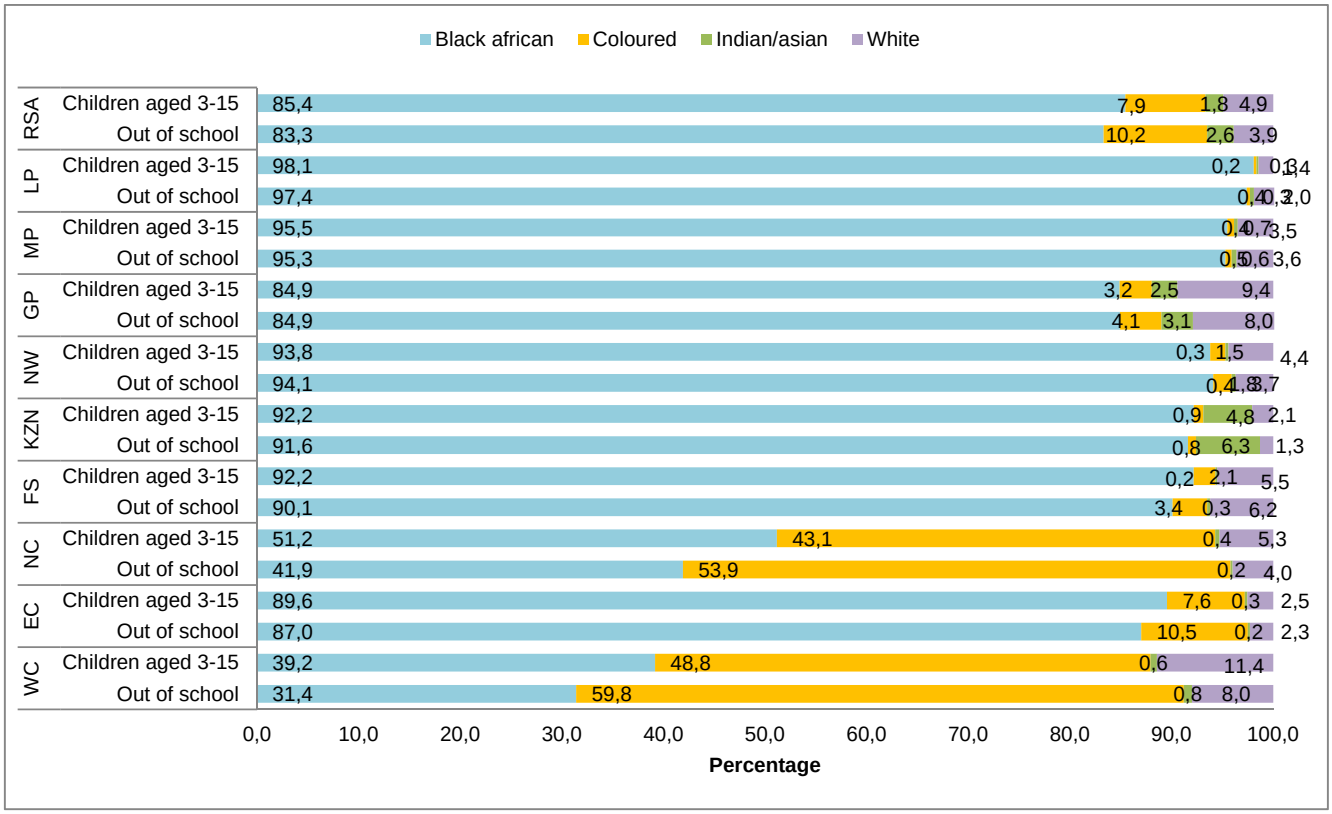


	3	4	5	6	7	8	9	10	11	12	13	14	15
Not at school	47,4	26,0	8,9	4,2	3,3	3,0	3,0	3,0	3,0	3,1	3,5	4,0	4,8
At school	52,6	74,0	91,1	95,8	96,7	97,0	97,0	97,0	97,0	96,9	96,5	96,0	95,2

Source: Community Survey, 2016

Figure 3.9 above displays the proportion of children aged 3–15 years by school attendance status. Children aged 3–6 years are expected to attend ECD learning centres, whereas those aged 7–13 are expected to be enrolled in primary school, and those in the age bracket 14–15 are expected to be enrolled in secondary school. According to the Community Survey 2016, close to 47% of three-year-olds and 26,2% of four-year-olds were not enrolled at any educational institution. Furthermore, close to 9% of five-year-olds were less likely to attend school. While school attendance was the highest among children aged 7–13, the attendance rate dropped to 95% among children aged 15.

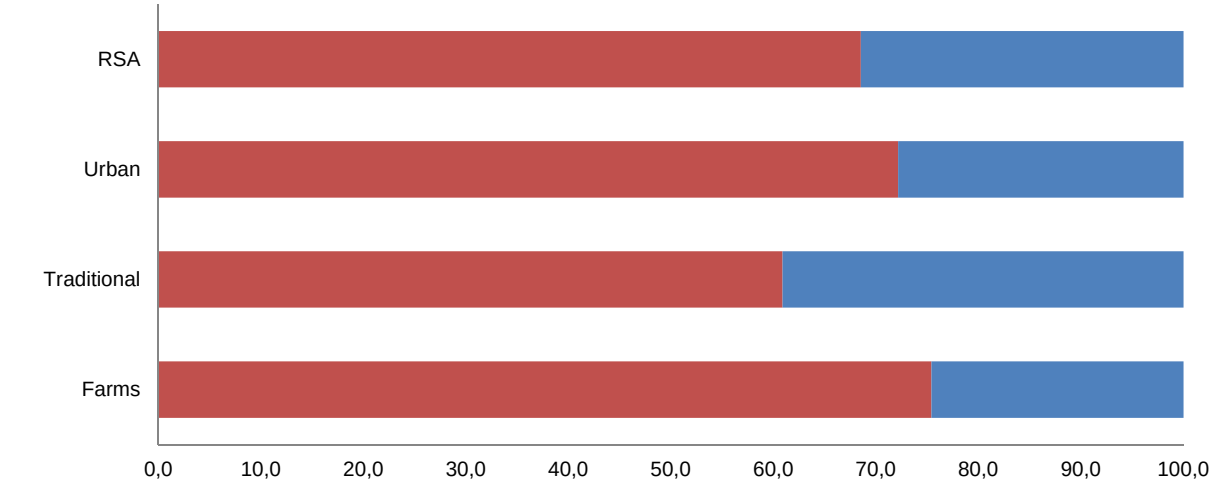
Figure 3. 10: Out-of-school children aged 3–15 years compared to total children by population group and province, 2016



Source: Community Survey, 2016

The figure above shows the percentage of out-of-school children aged 3–15 years. Most out-of-school children aged 3–15 years in South Africa were black African (83,3%), followed by coloureds (10,2%). Indian and white out-of-school children together constitute the remaining 6,4%. Looking at the provincial breakdown, close to 60% of those not attending school in the Western Cape were coloureds, 31,4% were black African and 8,0% were whites. In Eastern Cape, black Africans were most likely to be out of school (87%), as compared to one in ten coloureds. In the same province, fewer white and Indian/Asian children were out of school (2,3% and 0,2%, respectively). Similar patterns are observed in Northern Cape, where more than half of out-of-school children are coloured (53,9%) and 41,9% are black African.

Figure 3. 11: Percentage of individuals aged 15–34 by enrolment status and type of settlement, 2016

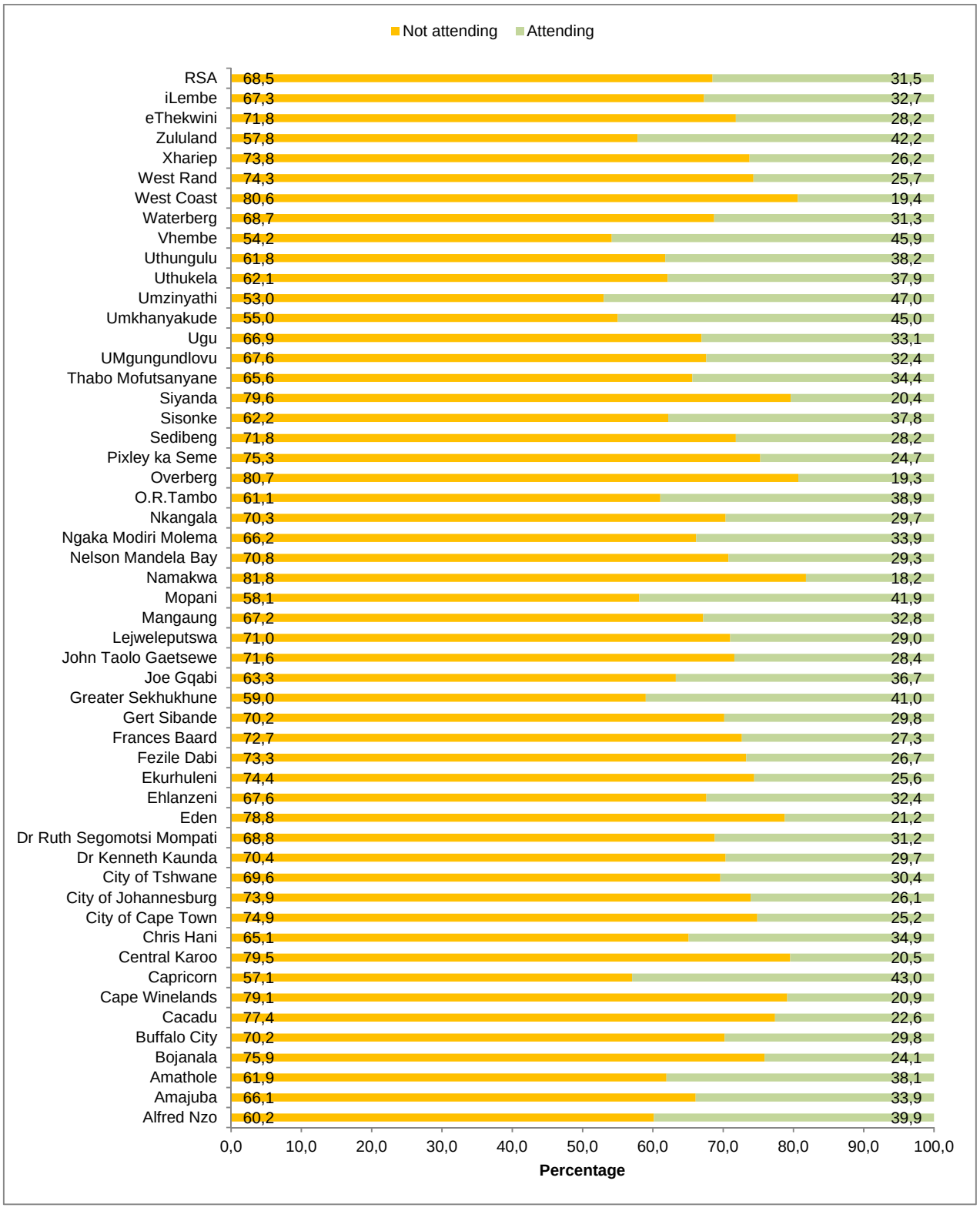


	Farms	Traditional	Urban	RSA
Not attending	75,4	60,9	72,2	68,5
Attending	24,6	39,1	27,8	31,5

Source: Community Survey, 2016

In 2016, according to the analysis of individuals in the age range 15–34, 31,5% were attending educational institutions. The highest rates of enrolment were disproportionately found among individuals residing in traditional areas, where about 39% were enrolled at an educational institution. This is understandable, as young individuals between the ages of 15 and 24 constitute more than half of the 15–34-year-old population in these areas, whilst a sizeable percentage (close to 27%) were children aged 15–19. Among urban dwellers aged 15–34, close to 28% were attending educational institutions. While the percentage of the population aged 15–19 in urban areas was 18%, the population aged 25–34 comprise 62% of this population and would less likely be enrolled at any educational institution. Hence, a similar notion would apply while looking at a further geographical disaggregation of the place of residence, as shown below.

Figure 3. 12: Percentage of individuals aged 15–34 by enrolment status, metro and district, 2016



Source: Community Survey, 2016

The above chart represents the enrolment status of individuals aged 15–34 by district of residence. Umzinyathi district had the highest percentage (47%) of individuals in the age range 15–34 attending an educational institution, while the district with the lowest percentage of individuals attending educational institutions was Namakwa district with 18,2%.

Figure 3. 13: Trends in the percentage of enrolments of individuals aged 15–34 by enrolment status, 1996–2016

	2016	2011	2001	1996
Not attending	68,5	66,9	66,5	61,6
Attending	31,5	33,1	33,5	38,4

Source: Census 1996, 2001 and 2011 and Community Survey, 2016

Between 1996 and 2016, the proportion of people in the age interval 15–34 enrolled at an educational institution had declined by seven percentage points. In 1996, close to 38% were attending an educational institution; however, this percentage was reduced to 33,5% within five years. Although the proportion of enrolments remained unchanged for ten years between 2001 and 2011, it was reduced by two percentage points between 2011 and 2016.

3.4 Enrolment by educational attainment of the household head

Socioeconomic disparities play a role in children's school attendance. The introduction of programmes such as the child support grant, no-fee schools, school nutrition programmes and scholar transport programmes was intended to alleviate some of the disparities and to create an environment for inclusive human development. However, research has shown that not all eligible children access these programmes, and, most of the eligible children with illiterate caregivers do not receive the grant (DSD, SASSA and UNICEF, 2016). Research has also shown that children living in households whose head had at least a primary school education benefited particularly from additional years of schooling (UNESCO, 2005). In this section, we compare the educational attainment of the household head to the dependents staying in the household.

Table 3. 6: Individuals aged 15–24 by school attendance status and level of education of the household head, 2016

Level of education of the household head[31]	Attending	Not attending	Total
No schooling	806 021	620 305	1 426 325
	14,8	13,2	14,1
Primary school	1 137 104	1 132 775	2 269 879
	20,9	24,2	22,4
Secondary school	2 923 636	2 689 858	5 613 494
	53,8	57,4	55,5
Post-secondary	572 171	240 439	812 610
	10,5	5,1	8,0
South Africa	**5 438 932**	**4 683 377**	**10 122 308**
	100,0	**100,0**	**100,0**

Source: Community Survey, 2016

Table 3.6 shows the proportion of young people aged 15–24 by the level of education of the household head. There were more than ten million individuals between the ages of 15 and 24 in South Africa, of whom over half (55,5%) resided in households where the household head's educational attainment was secondary education; 22,4% of the household heads had some primary schooling; 8,0% had some post-secondary qualification and the rest (14,1%) had no schooling. Of the 15–24-year-olds who were enrolled at an educational institution, close to 21% were members of a household that was headed by individuals with primary school as the highest level of education; close to 54% had household heads with secondary schooling as the highest level of education; and close to 15% were members of a household of which the household head did not have any schooling. Household heads with post-secondary qualifications were more likely to have young household members aged 15–24 enrolled at an educational institution (11%) than those who did not have post-secondary qualification.

[31] Those that reported other educational levels, those who did not know their educational level as well as those who did not specify their highest educational level were excluded in the analysis.

Table 3. 7: Individuals aged 15–24 by educational institution attendance status and relationship with the household head, 2016

Relation to head	Attending	Not attending	Total
Head/Acting Head	34,9	65,1	**1 024 710**
Husband/Wife/ Partner	10,4	89,6	**240 175**
Son/Daughter[32]	57,5	42,5	**5 625 042**
Adopted Son/Daughter	59,7	40,3	**72 666**
Stepchild	58,1	41,9	**94 431**
Brother/Sister	46,9	53,1	**704 491**
Grandchild/Great Grandchild[33]	64,1	35,9	**1 674 863**
Son-in-law/Daughter-in-law[34]	31,3	68,7	**115 687**
Brother-in-law/Sister-in-law	39,6	60,4	**54 257**
Other relative (e.g. aunt/uncle)	53,1	46,9	**641 647**
Non-related person	45,2	54,8	**148 530**
South Africa	**53,7**	**46,3**	**10 396 500**

Source: Community Survey, 2016

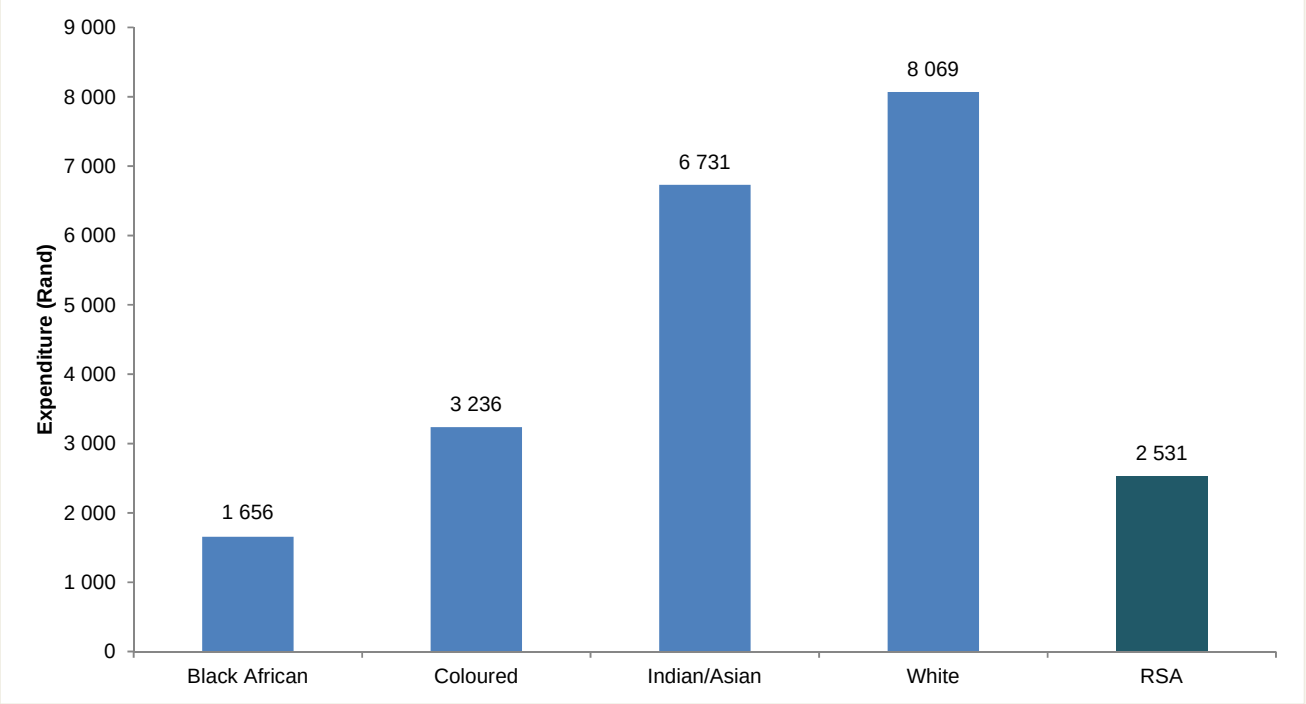
Table 3.7 shows the attendance status of individuals aged 15–24 by their relationship to the household head. Young people within this age category would less likely attend school if they themselves were the household head (65,1%), a spouse or partner to the head of the household (89,6%), a son- or daughter-in-law (68,7%) or a brother- or sister-in-law (60,4%). Young people who had grandparents as head of their household were proportionately more likely to attend an educational institution; likewise, those of whom the household heads were their parents/adoptive parents were also more likely to attend an educational institution.

[32] Those who responded as parents (father/mother) were converted to son/daughter as this was considered a misinterpretation of the relationship (77 314 records).
[33] Those who responded as grandparents were converted to grandchildren as this was considered a misinterpretation of the relationship (121 293 records).
[34] Those who responded as parents-in-law were converted to son/daughter-in-law as this was considered a misinterpretation of the relationship (16 018 records).

3.4 Expenditure on education

According to the Living Conditions Survey (LCS) 2014/15, on average a South African household spent R2 531 per annum on education. This shows that education accounted for 2,45% of the total household consumption expenditure in South Africa. The education expenditure group consists of spending on pre-primary, primary, secondary and tertiary education.

Figure 3. 14: Household expenditure on education by population group of household head, 2015



Source: Living Conditions Survey, 2014/2015

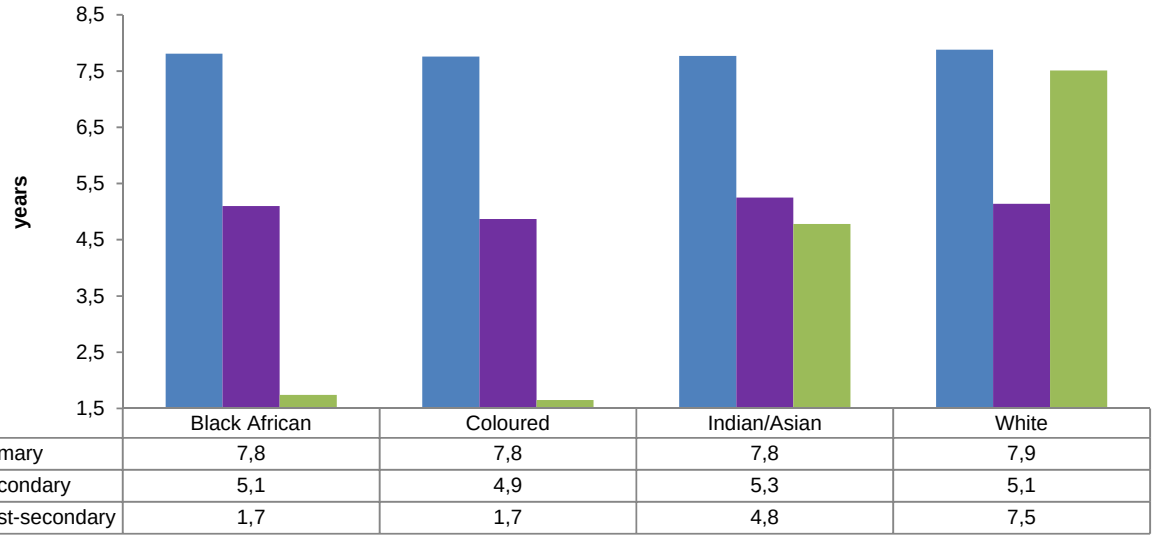
Figure 3.14 presents average total household consumption expenditure attributed to education by population group of household head. The chart shows that on average, households in South Africa spent about R2 531 per annum on education. White-headed households spent three times as much on education as compared to the national average. Indian/Asian- and coloured-headed households spent approximately R6 731 and R3 236, respectively. In 2015, black African-headed households had the lowest average annual expenditure at R1 656, and were the only households to spend less than the national average of R2 531 per annum (Stats SA, 2017).

3.5 Estimated duration of schooling

The typical duration of schooling is based on full-time attendance and normal progression through the education system without repeating grades or taking time off (dropping out of school). School life expectancy or expected years of schooling are the number of years during which a child entering school, can expect to spend in full-time and part-time schooling in the course of their life cycle, based on the school enrolment rates of the time (UNESCO). The estimation is age specific and includes time spent on repetition. The indicator gives children educational prospects from the starting age of compulsory education

and is expected to increase, given recent government policies of at least one year of pre-primary education for all children in South Africa.

Figure 3. 15: Expected years of schooling for primary, secondary and post-secondary levels by population group, 2016

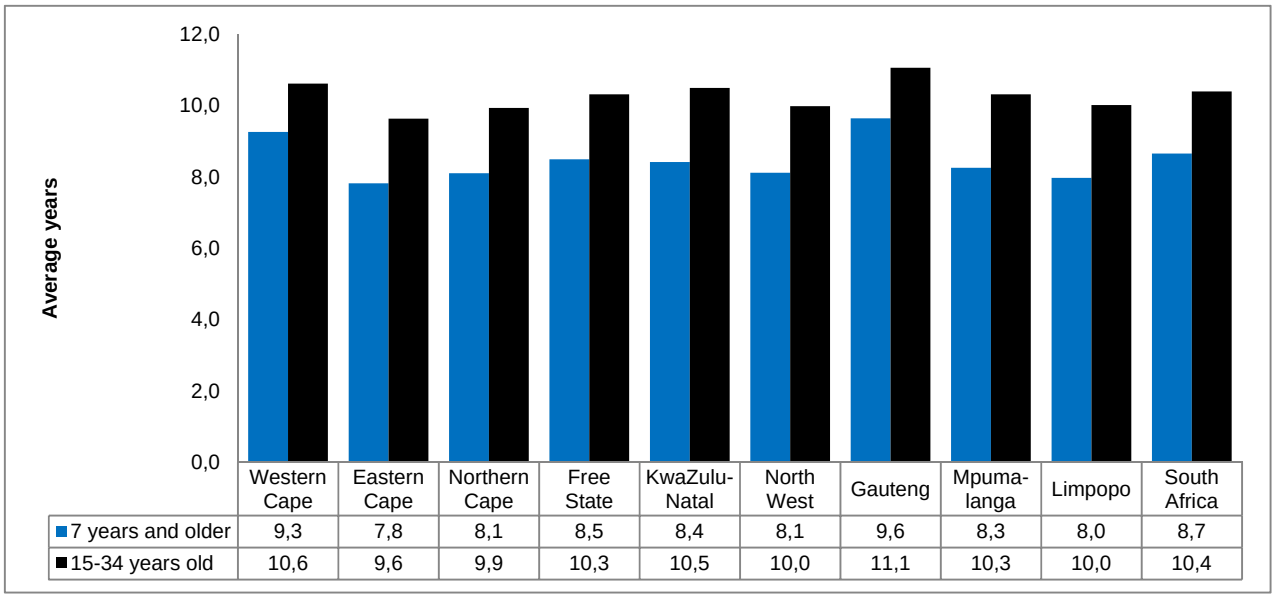


	Black African	Coloured	Indian/Asian	White
Primary	7,8	7,8	7,8	7,9
Secondary	5,1	4,9	5,3	5,1
Post-secondary	1,7	1,7	4,8	7,5

Source: Community Survey, 2016

Figure 3.15 displays the expected years of schooling, calculated from age 5 to 13 years for primary education, 13 to 18 years for secondary education, and above 18 years for post-secondary education for South Africa, based on the CS data. The duration for primary school completion was assumed to be eight years; five years for secondary school completion; and two years or more for post-secondary education. The interpretation of this indicator is that for a white child who starts schooling at the age of five, the estimated duration of primary school education is approximately 7,88 years; for black Africans the estimate is 7,81 years; and the estimate for both Indian/Asian and coloured children is 7,77 years. Black Africans are likely to spend 5,10 years in secondary schooling; whites 5,14 years; and coloureds 4,87 years. White students are expected to spend about 7,51 years in post-secondary education, whilst black Africans and coloureds are likely to spend around 1,74 years and 1,64 years in post-secondary education respectively. Hence, this indicator shows that whites and Indians/Asians have better prospects of receiving further years of schooling in the course of their life cycle compared to the other population groups.

Figure 3. 16: Mean years of schooling by province, 2016

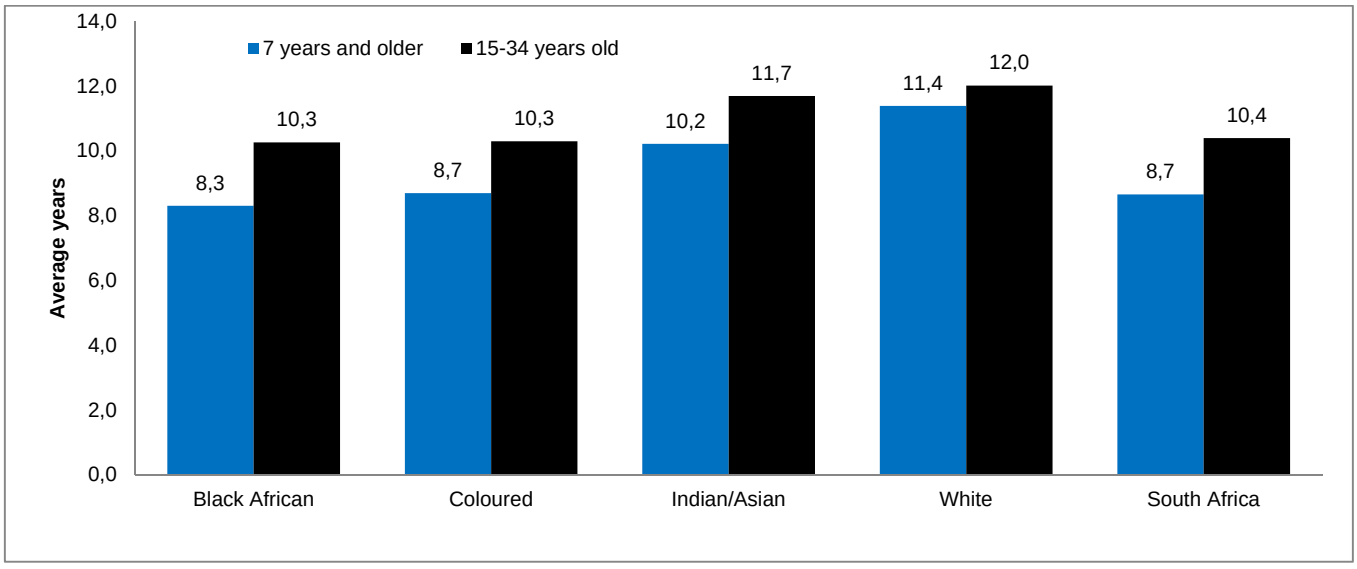


	Western Cape	Eastern Cape	Northern Cape	Free State	KwaZulu-Natal	North West	Gauteng	Mpuma-langa	Limpopo	South Africa
7 years and older	9,3	7,8	8,1	8,5	8,4	8,1	9,6	8,3	8,0	8,7
15-34 years old	10,6	9,6	9,9	10,3	10,5	10,0	11,1	10,3	10,0	10,4

Source: Community Survey, 2016

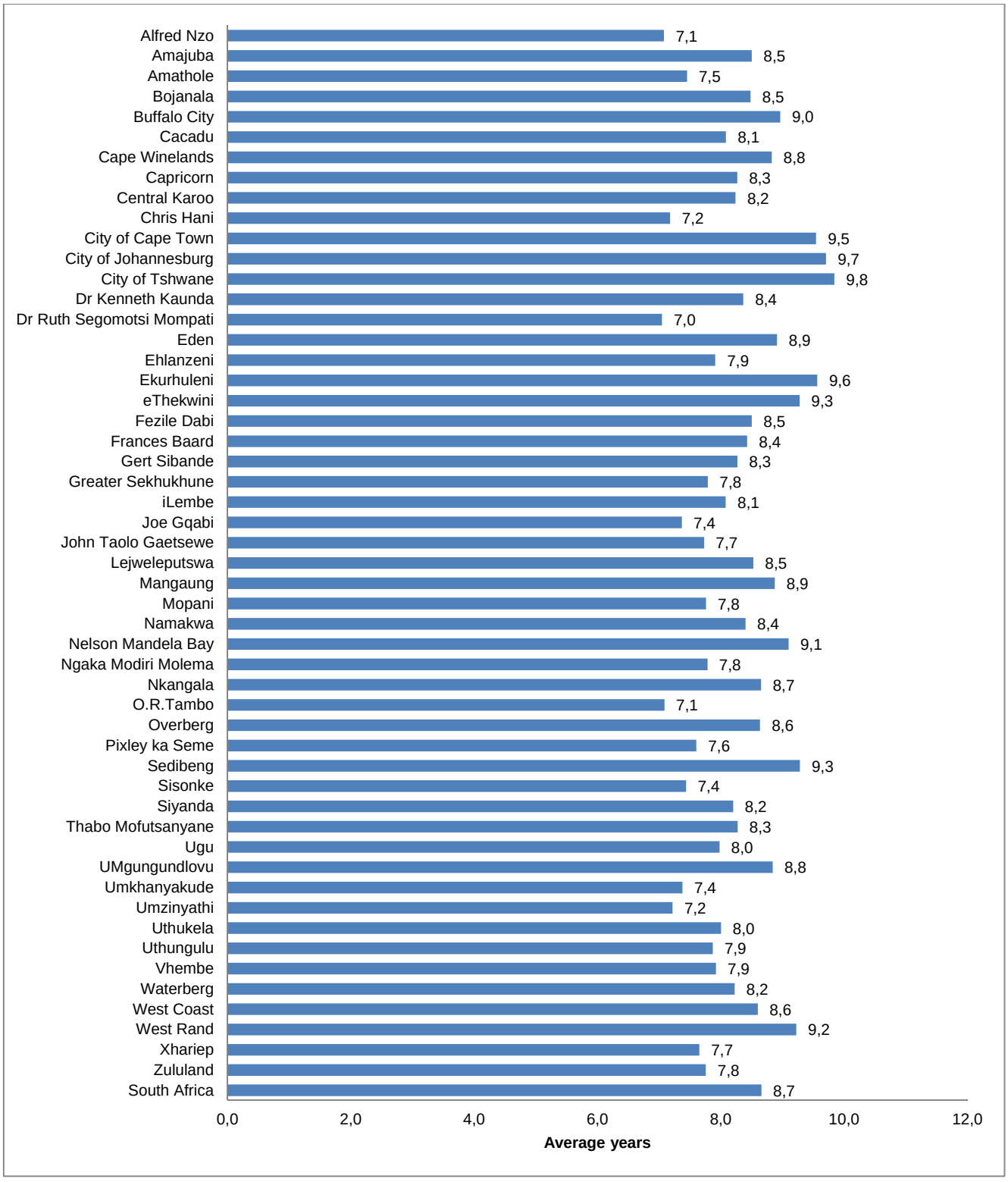
The mean years of schooling is the average number of years spent in attending an educational institution. The overall mean years of schooling for South Africa in 2016 is 10,5 years. Eastern Cape had the lowest average years of schooling as compared to the rest of the provinces, while Gauteng had the highest average, with learners spending on average 9,6 years at an educational institution. Looking at different population groups (Figure 3.16 below), black Africans spend on average the shortest time in schooling (8,3 years) compared to other population groups. Whites spent the longest period at an educational institution, with an average of 11,4 years of schooling.

Figure 3. 17: Mean years of schooling by population group, 2016



Source: Community Survey, 2016

Figure 3. 18: Mean years of schooling by metro and district, 2016



Source: Community Survey, 2016

Duration of schooling in the metros is relatively higher compared to the other districts and the national average. Individuals in the City of Tshwane and the City of Johannesburg had the longest average length of schooling with 9,8 and 9,7 years, respectively. Furthermore all the districts with the highest rates of illiteracy shown in Figure 2.11 also display the lowest average duration of schooling.

3.6 Mode of transport used to go to educational institutions

In this section, we present the mode of transport used by scholars to go to an educational institution and the time taken to reach educational institutions by the selected mode of transport. The data are presented by the geographical location of the household where the child resides and comprise provinces and geographical type.

Table 3. 8: Mode of transport used by students to get to educational institutions, 2016

Mode of transport[35]	Statistics	Geographical area			Total
		Urban	Traditional	Farm	
Walking	Number	6 191 721	5 884 287	291 390	12 367 398
	Per cent	50,1	47,6	2,4	100,0
Bicycle	Number	40 921	28 053	2 764	71 738
	Per cent	57,0	39,1	3,9	100,0
Motorcycle/scooter	Number	45 023	25 870	3 527	74 419
	Per cent	60,5	34,8	4,7	100,0
Minibus taxi/sedan taxi	Number	1 046 607	307 004	32 645	1 386 256
	Per cent	75,5	22,2	2,4	100,0
Bakkie taxi	Number	115 892	151 104	13 788	280 783
	Per cent	41,3	53,8	4,9	100,0
Metered taxi	Number	132 059	61 991	3 658	197 708
	Per cent	66,8	31,4	1,9	100,0
Bus (Public)	Number	606 886	280 947	78 741	966 574
	Per cent	62,8	29,1	8,2	100,0
Train (Metrorail/Gautrain)	Number	140 696	14 677	1 522	156 894
	Per cent	89,7	9,35	0,97	100,0
Vehicle provided by institution	Number	101 708	27 817	9 513	139 039
	Per cent	73,15	20,0	6,84	100,0
Vehicle provided by government for free	Number	103 631	97 858	51 039	252 528
	Per cent	41,04	38,75	20,21	100,0
Vehicle hired by group of parents/student	Number	1 138 718	515 116	51 352	1 705 186
	Per cent	66,8	30,2	3,0	100,0
Own car/private vehicle	Number	1 334 828	71 826	75 392	1 482 046
	Per cent	90,07	4,85	5,09	100,0
Animal-drawn transport (horseback)	Number	24 396	9 283	1 067	34 746
	Per cent	70,21	26,72	3,07	100,0
Other	Number	145 947	33 713	9 401	189 062
	Per cent	77,2	17,8	5,0	100,0
Total	**Number**	**11 169 033**	**7 509 546**	**625 799**	**19 304 377**
	Per cent	**57,9**	**38,9**	**3,2**	**100,0**

Source: Community Survey, 2016

The above table shows the various options used by schoolgoers in South Africa to reach educational institutions. The majority (12, 4 million) of schoolgoers walked to school. The second principal mode of transportation used by students to go to school is the use of communally hired vehicles (1, 7 million) while

[35] Analysis excludes those who did not specify the mode of transport used.

close to 1,5 million used private vehicles. Of those who used taxis to go to school, 7,1% used minibus taxis, 1,5% used bakkie taxis, and 1% used metered taxis. Among those who used other forms of public transport, 5,0% used buses while less than 1% used trains.

Table 3. 9: Time taken (in minutes) walking to educational institutions by type of geographical area, 2016

Geographical area[36]	Statistics	< 15 min	15–30 min	31–60 min	61–90 min	> 90 min	All
Urban	Number	2 398 453	3 018 041	642 563	86 120	25 939	**6 171 115**
	Per cent	38,9	48,9	10,4	1,4	0,4	**100,0**
Tribal/Traditional	Number	1 344 579	2 972 435	1 191 241	231 757	113 075	**5 853 087**
	Per cent	23,0	50,8	20,4	4,0	1,9	**100,0**
Farm	Number	81 583	128 164	60 560	12 204	8 395	**290 906**
	Per cent	28,0	44,1	20,8	4,2	2,9	**100,0**
South Africa	**Number**	**3 824 615**	**6 118 639**	**1 894 365**	**330 081**	**147 409**	**12 315 109**
	Per cent	**31,1**	**49,7**	**15,4**	**2,7**	**1,2**	**100,0**

Source: Community Survey, 2016

Among the 12,3 million students who indicated that they walked to educational institutions, close to 81% indicated that it takes them at most half an hour to get to school; 15,4% took between 30 minutes to an hour, and almost 4% took more than an hour to walk to school. Among those who took the longest to reach educational institutions, the largest percentages are located in traditional areas. On average, almost half of the learners in urban areas took 15 minutes to half an hour to walk to educational institutions, whereas 38,9% of learners in urban areas took less than fifteen minutes to walk to educational institutions, which is an indication that they most probably attend educational institutions in their vicinity.

Table 3. 10: Time taken (in minutes) to drive to educational institutions using hired vehicles, by geographical area, 2016

Geographical area	Statistics	< 15 min	15–30 min	31–60 min	61–90 min	> 90 min	All
Urban	Number	218 347	628 534	235 975	33 781	9 638	1 126 276
	Per cent	19,4	55,8	21,0	3,0	0,9	100,0
Tribal/Traditional	Number	69 378	279 985	126 337	21 175	13 210	510 084
	Per cent	13,6	54,9	24,8	4,2	2,6	100,0
Farm	Number	6 219	29 065	13 122	1 892	978	51 277
	Per cent	12,1	56,7	25,6	3,7	1,9	100,0
South Africa	**Number**	**293 945**	**937 585**	**375 434**	**56 848**	**23 825**	**1 687 637**
	Per cent	**17,4**	**55,6**	**22,2**	**3,4**	**1,4**	**100,0**

Source: Community Survey, 2016

Of the 1,7 million students who indicated that they used vehicles hired by their parents or that they drive themselves to educational institutions, 73% indicated that it takes them at most half an hour to get to educational institutions; 22,2% took between 30 minutes to an hour, and 4,8% took more than an hour to drive to educational institutions. Among those who live in urban areas, the largest percentage (56%) took

[36] Those who did not specify the time taken to reach educational institutions were excluded from the analysis.

between 15 to 30 minutes to drive to school whereas 21% took between 30 minutes and one hour. In traditional areas, close to 4% drove up to one and a half hours to reach educational institutions.

Table 3. 11: Time taken (in minutes) to drive to educational institutions using private vehicles, by geographical area, 2016

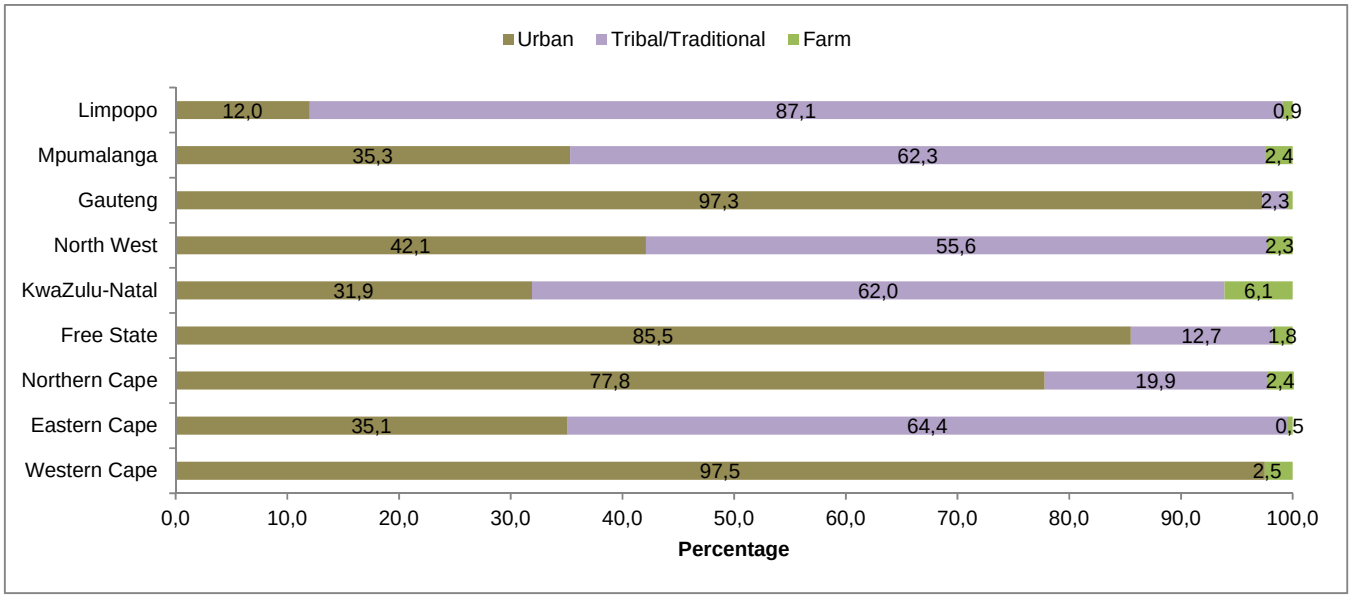
Geographical area[37]	Statistics	< 15 min	15–30 min	31–60 min	61–90 min	> 90 min	All
Urban	Number	515 119	543 079	200 549	40 082	20 841	**1 319 670**
	Per cent	39,0	41,2	15,2	3,0	1,6	**100,0**
Tribal/Traditional	Number	15 260	31 050	15 604	3 981	4 277	**70 172**
	Per cent	21,7	44,2	22,2	5,7	6,1	**100,0**
Farm	Number	12 855	37 883	18 038	3 444	2 341	**74 560**
	Per cent	17,2	50,8	24,2	4,6	3,1	**100,0**
South Africa	**Number**	**543 233**	**612 012**	**234 191**	**47 506**	**27 458**	**1 464 402**
	Per cent	**37,1**	**41,8**	**16,0**	**3,2**	**1,9**	**100,0**

Source: Community Survey, 2016

Among the 1,5 million students who indicated that they used private vehicles to drive to school, close to 79% indicated that it takes them at most half an hour to get to school; close to 16% took between 30 minutes and an hour, and just over 5% took more than an hour to drive to educational institutions. Among those who live in urban areas, the largest percentage (41%) took between 15 to 30 minutes to drive to school, whereas close to 15% took between 30 minutes to one hour. In farm areas, more than half of the learners (almost 51%) took on average between 15 to 30 minutes to reach educational institutions.

[37] Those who did not specify the time taken to get to school were excluded from the analysis.

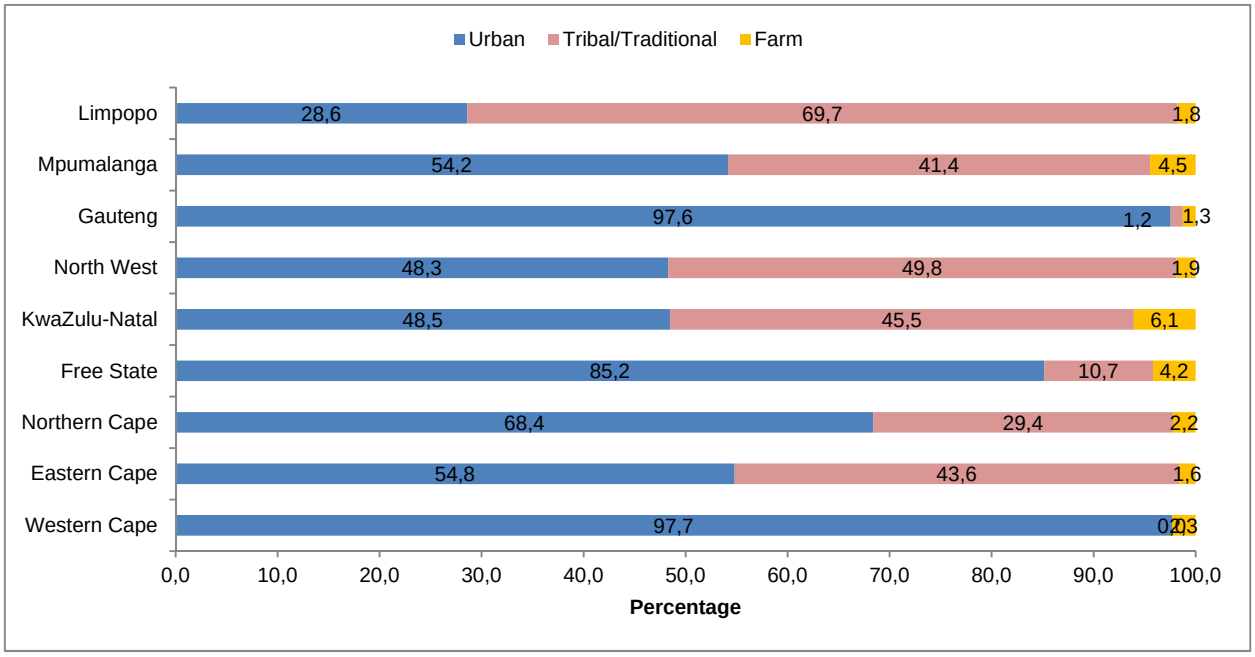
Figure 3. 19: Percentage of students who walked to educational institutions by geographical area and province, 2016



Source: Community Survey, 2016

The above graph reflects the distribution of students who walked to educational institutions by province and geographical type of their area of residence. As expected, provinces with large traditional areas also have the largest proportion of students who walked to educational institutions. This is prevalent typically in provinces like Limpopo (87,1%) followed by Eastern Cape (64,4%), and lastly KwaZulu-Natal and Mpumalanga, with both having 62% of learners in tribal areas who reported walking to school. North West has a relatively smaller traditional area compared to the previous provinces; however, close to 56% of learners who walked to educational institutions reside in these areas. Furthermore, 42,1% of learners who walked to educational institutions live in urban areas within the province. Farm dwellers made up the smallest percentage of learners who walked to educational institutions; KwaZulu-Natal has the largest percentage of such learners with 6,1% reporting that they walked to educational institutions. Almost all of the learners in Gauteng and Western Cape who walked to educational institutions resided in urban areas (97,3% and 97,5%, respectively).

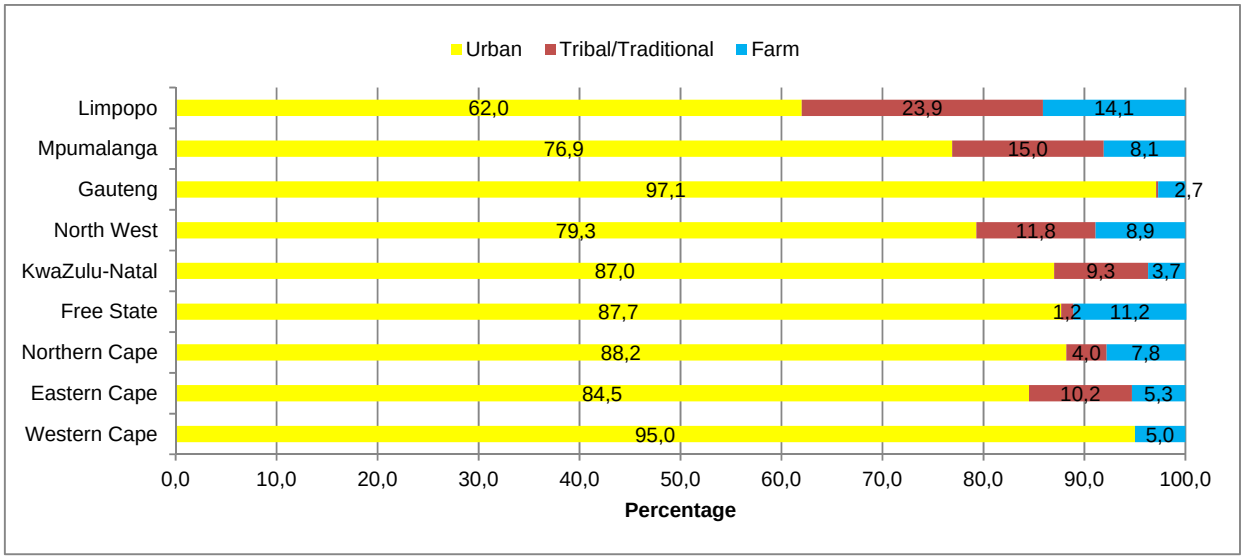
Figure 3. 20: Percentage of students who used a hired vehicle to get to educational institutions by province and geographical area, 2016



Source: Community Survey, 2016

The above graph displays the distribution of learners who used group-hired vehicles to go to educational institutions by province and geographical area of residence. As stated earlier, although learners residing in traditional areas in Limpopo were predominantly walking to educational institutions, a sizable proportion of this group (close to 70%) also used collectively hired vehicles to go to educational institutions. Similarly, close to half of the learners who used group-hired vehicles in North West resided in traditional areas compared to those residing in other geographical areas within the province.

Figure 3. 21: Percentage of students who used a private vehicle to get to educational institutions by province and geographical area, 2016



Source: Community Survey, 2016

The use of a private vehicle was more common in urban areas around Gauteng and Western Cape (97% and 95%, respectively). Close to a quarter of learners in Limpopo who indicated that they used private vehicles to go to educational institutions lived in traditional areas. Overall, learners in farm areas were more likely to use private vehicles compared to the other modes of transport discussed earlier. For example, in Limpopo, close to 14% of learners residing in farm areas drove to educational institutions in private vehicles; similarly, close to 11% of learners in Free state residing in farm areas drove to educational institutions in private vehicles.

Table 3. 12: Percentage of students who walked to educational institutions by province, geographical area and duration, 2016

	Urban				Tribal/Traditional				Farm			
	Time taken to walk to educational institutions in minutes[38]											
Province	**< 15**	**15–30**	**31–60**	**> 61**	**< 15**	**15–30**	**31–60**	**> 61**	**< 15**	**15–30**	**31–60**	**> 61**
Western Cape	49,2	40,1	6,6	1,6	-	-	-	-	1,2	1,1	0,2	0,1
Eastern Cape	14,4	17,2	2,9	0,7	15,8	29,6	13,4	5,6	0,2	0,2	0,1	0,1
Northern Cape	33,3	37,4	6,4	0,7	6,3	10,2	2,7	0,7	1,2	0,8	0,2	0,1
Free State	28,1	44,6	11,1	1,8	3,0	7,5	2,0	0,3	0,6	0,6	0,3	0,3
KwaZulu-Natal	11,1	16,4	3,9	0,6	11,5	31,0	15,0	4,5	1,3	2,8	1,5	0,5
North West	15,2	21,6	4,6	0,7	13,5	30,0	10,1	2,1	0,9	1,0	0,3	0,0
Gauteng	36,8	47,6	11,0	2,1	0,4	1,3	0,5	0,1	0,2	0,2	0,1	0,0
Mpumalanga	11,5	19,1	4,3	0,4	15,4	34,3	11,0	1,7	0,8	1,1	0,5	0,1
Limpopo	4,4	6,4	1,2	0,1	22,2	45,3	15,7	3,9	0,3	0,4	0,2	0,0
South Africa	**19,5**	**24,5**	**5,2**	**0,9**	**10,9**	**24,1**	**9,7**	**2,8**	**0,7**	**1,0**	**0,5**	**0,2**

Source: Community Survey, 2016

[38] Those who did not specify the time taken to get to school were excluded from the analysis.

Overall, regardless in which province they reside, almost a quarter of learners in South Africa residing either in urban or traditional areas take between 15 to 30 minutes to walk to educational institutions. However, close to 20% of learners staying in urban areas take at most 15 minutes to walk to educational institutions, which is also the case with 11% of learners staying in traditional areas. When comparing learners from the various geographical areas, proportionately more learners (12,5%) in traditional areas walk longer (30 minutes to an hour). Western Cape is the only province where the time taken to walk to educational institutions is the shortest, as a little more than 50% of learners take at most 15 minutes to reach educational institutions. In Gauteng, only 37,4% of learners take 15 minutes and less to arrive at educational institutions. In Limpopo, 26,9% of learners took less than 15 minutes to get to educational institutions.

Table 3. 13: Percentage of students who used a vehicle hired by a group of parents/students to drive to educational institution by province, geographical area and duration, 2016

	Urban				Tribal/Traditional				Farm			
	Time taken to drive to educational institutions in minutes											
Province[39]	**< 15**	**15–30**	**31–60**	**> 61**	**< 15**	**15–30**	**31–60**	**> 61**	**< 15**	**15–30**	**31–60**	**> 61**
Western Cape	18,9	52,1	22,5	4,2	-	-	-	-	0,6	1,3	0,4	0,1
Eastern Cape	11,3	32,6	9,0	2,1	3,6	21,2	13,2	5,5	0,2	0,9	0,5	0,1
Northern Cape	21,8	35,0	9,9	1,3	9,9	15,6	3,8	0,3	0,5	1,6	0,1	0,1
Free State	18,6	48,9	14,7	2,8	1,2	6,2	2,7	0,6	0,2	2,2	1,3	0,5
KwaZulu-Natal	10,6	27,6	9,2	1,1	6,7	25,9	10,6	2,2	0,7	3,5	1,6	0,3
North West	9,2	27,7	9,8	1,6	7,6	28,1	11,9	2,2	0,1	1,4	0,4	0,0
Gauteng	16,2	52,4	24,0	5,0	0,0	0,6	0,4	0,2	0,2	0,6	0,4	0,1
Mpumalanga	11,5	32,4	9,5	1,0	6,7	23,5	8,1	2,9	0,2	2,9	1,2	0,1
Limpopo	7,0	18,0	3,2	0,5	9,8	38,5	17,3	3,9	0,2	0,9	0,5	0,1
South Africa	**12,9**	**37,2**	**14,0**	**2,6**	**4,1**	**16,6**	**7,5**	**2,0**	**0,4**	**1,7**	**0,8**	**0,2**

Source: Community Survey, 2016

Close to 5% of students who used a group-hired vehicle to drive to educational institutions took more than an hour to reach educational institutions. These learners reside mostly in urban areas (usually located in Gauteng and Western Cape) or traditional areas (usually located in Eastern Cape and Limpopo). A little more than 17% took less than 15 minutes to get to educational institutions, while the bulk of the learners (56%) took 15 to 30 minutes to reach educational institutions.

[39] Those who did not specify the time taken to get to school were excluded from the analysis.

Table 3. 14: Percentage of students who used private vehicles to drive to educational institutions by province, geographical area and duration, 2016

	Urban				Tribal/Traditional Areas				Farm			
	Time taken to drive to educational institutions in minutes											
Province	**< 15**	**15–30**	**31–60**	**> 61**	**< 15**	**15–30**	**31–60**	**> 61**	**< 15**	**15–30**	**31–60**	**> 61**
Western Cape	45,1	33,3	12,8	3,8	-	-	-	-	1,6	2,3	0,9	0,2
Eastern Cape	34,4	38,4	9,6	2,1	1,6	4,4	2,9	1,3	1,0	2,9	1,0	0,5
Northern Cape	49,9	32,5	3,1	2,7	1,7	1,9	0,2	0,1	1,9	4,2	1,4	0,5
Free State	37,0	40,1	7,3	3,4	0,3	0,6	0,2	0,1	1,8	5,8	2,6	1,0
KwaZulu-Natal	28,7	40,8	14,7	2,9	1,6	4,5	2,4	0,8	0,4	1,8	1,1	0,4
North West	42,1	27,2	6,2	3,9	3,2	5,8	2,0	0,7	1,5	4,9	2,1	0,5
Gauteng	31,3	40,7	19,4	5,7	0,0	0,0	0,1	0,0	0,3	1,2	1,0	0,2
Mpumalanga	35,0	33,4	5,1	3,7	3,8	5,1	2,2	3,5	1,0	4,5	1,9	0,9
Limpopo	30,0	23,2	5,4	3,5	5,8	10,4	5,2	2,4	1,9	8,5	2,6	1,3
South Africa	**35,2**	**37,1**	**13,7**	**4,2**	**1,0**	**2,1**	**1,1**	**0,6**	**0,9**	**2,6**	**1,2**	**0,4**

Source: Community Survey, 2016

Similarly to the above results, close to a little more than 5% of students who used a private vehicle to drive to educational institutions took more than an hour to reach educational institutions. The majority of these learners were staying in urban areas. Mpumalanga and Limpopo had a higher proportion of learners who stayed in traditional areas and who drove more than an hour to reach educational institutions compared to other provinces.

Table 3. 15: Time taken (in minutes) to reach educational institutions by walking, or driving in hired or private vehicles by province, 2016

	Walking					Hired vehicle					Private vehicle				
	< 15	**15-30**	**31-60**	**>61**		**< 15**	**15-30**	**31-60**	**>61**		**< 15**	**15-30**	**31-60**	**>61**	
Western Cape	50,3	41,2	6,8	1,7	100,0	19,4	53,4	23,0	4,2	100,0	46,7	35,6	13,7	4	100,0
Eastern Cape	30,4	47,0	16,3	6,3	100,0	15,0	54,7	22,6	7,7	100,0	37,0	45,6	13,5	3,8	100,0
Northern Cape	40,9	48,4	9,4	1,4	100,0	32,2	52,2	13,8	1,8	100,0	53,5	38,5	4,7	3,4	100,0
Free State	31,6	52,7	13,4	2,3	100,0	20,1	57,3	18,7	3,9	100,0	39,0	46,5	10,1	4,4	100,0
KwaZulu-Natal	23,8	50,2	20,4	5,5	100,0	18,0	57,0	21,3	3,7	100,0	30,6	47,0	18,2	4,2	100,0
North West	29,6	52,6	14,9	2,8	100,0	16,9	57,2	22,1	3,8	100,0	46,9	37,8	10,2	5,2	100,0
Gauteng	37,3	49,0	11,5	2,2	100,0	16,4	53,6	24,8	5,2	100,0	31,7	42,0	20,4	5,9	100,0
Mpumalanga	27,6	54,5	15,7	2,2	100,0	18,4	58,8	18,7	4,0	100,0	39,8	43,0	9,2	8	100,0
Limpopo	26,8	52,1	17	4,1	100,0	17,1	57,4	21	4,6	100,0	37,7	42,0	13,1	7,2	100,0
South Africa	**31,1**	**49,7**	**15,4**	**3,9**	**100,0**	**17,4**	**55,6**	**22,2**	**4,8**	**100,0**	**37,1**	**41,8**	**16,0**	**5,1**	**100,0**

Source: Community Survey, 2016

The above table gives an overall summary of the time taken by learners to reach educational institutions using various modes of transport. Although the bulk of the learners took 15-30 minutes to reach educational institutions regardless of the mode of transport used, close to 29% of learners who walked to educational institutions, 27% who were transported in hired vehicles; and 21,1% who were transported in private vehicles took more than 30 minutes to reach educational institutions.

3.7 Summary and conclusion

Although great strides have been made in terms of enrolment in general, evidence continues to point towards the need for a continued and concentrated focus on enrolment at all levels. First, government needs to be much more active in implementing early childhood development programmes and a good quality basic education that would equip learners with literacy skills for life and that would stimulate further learning. Key policy areas such as learner retention must be addressed to improve learners' progression at all levels and reduce educational institutions dropouts. Second, distance and learners' geographical location in relation to the location of educational institutions must receive attention in order to eliminate barriers to access for vulnerable children. Third, barriers to accessing higher education opportunities must be eliminated in order to create a smooth admission process for those who deserve such entry and to encourage others to aspire to pursue a post-secondary education.

Chapter 4: Intergenerational educational mobility

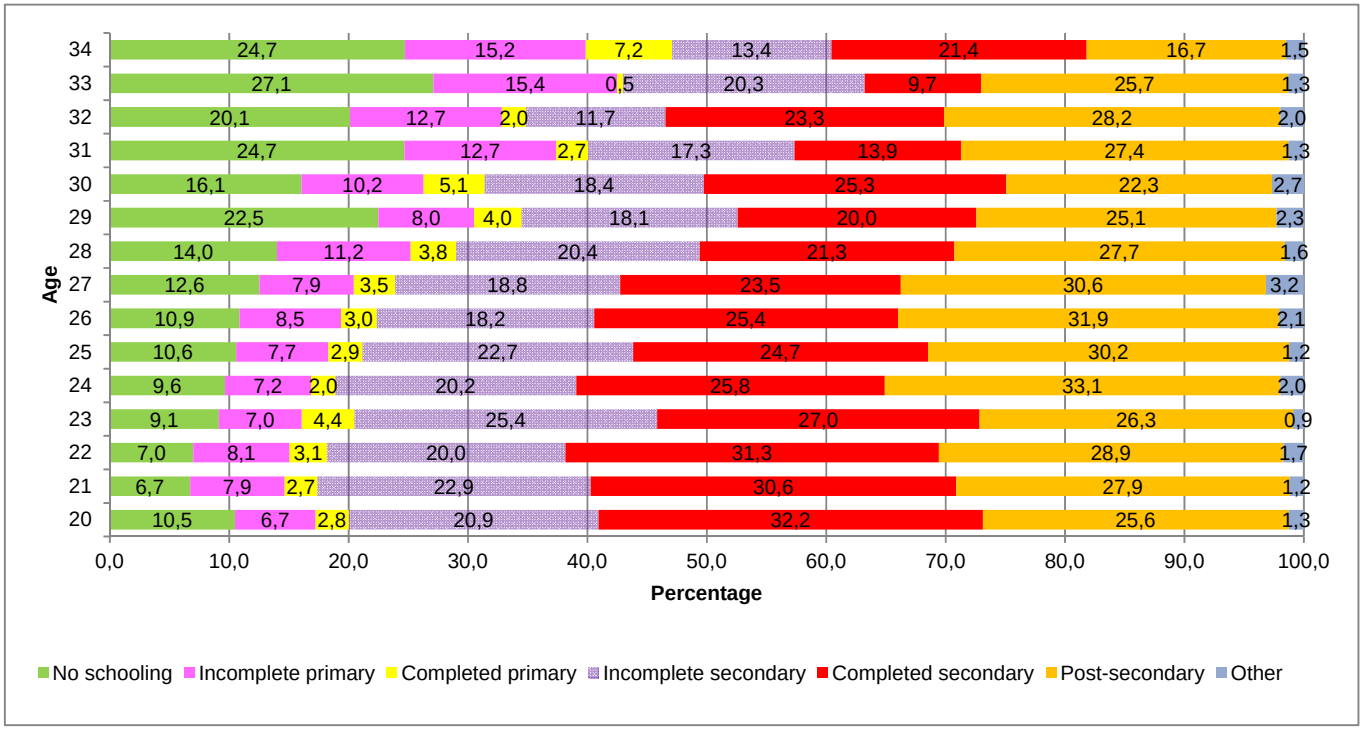
4.1 Introduction

This section focuses on intergenerational mobility in education and describes the impact of parental educational characteristics on their children's educational attainment. The literature on economics of education reflects that "intergenerational mobility is very low at both ends of the income and education spectrum, and under-education traps are at play" (Chusseau and Hellier, 2013). It is realistic to assume that parents with a higher educational attainment would attach more value to education and would be more willing to pay a higher price for the education of their children by investing more time and money. The literature on human capital refers to direct cash transfers from parents to children being the mechanism in which intergenerational education mobility takes place. The reasons for such transfers have also been shown to be the results of altruism, inheritance or borrowing (Galor and Zeira (1993); Maoz and Moav (1999) and Barham et al. (1995)). The decision to participate in education is seldom left to the children alone (at least not in the case of the younger children), and at an older age, the choice is usually made within the family. This is because the activity has a financial implication for the household. In Chapter 3 we discussed participation in educational activities in relation to the household head's level of education. Due to data limitation, we are not able to show the full picture in South Africa using the Community Survey data. We group individuals by age to show the variations in parental educational attainment over time. Our analysis is based on parents of all children surveyed during the Community Survey 2016. We consider youth aged 20–34 for some of the analysis because we consider that they have more or less attained their highest educational level. We construct the dataset used in the analysis by first identifying the head/acting head of the household and linking them to their children (son/daughter, adopter son/daughter and stepchild) residing in the same household. We also linked household heads to their spouses/partners by looking at the relationship categories husband/wife/partner to the head/acting head. Educational levels of both parents were used in the analysis below.

4.2 Participation in post-secondary education by education level of the parents

The reason that policymakers insist on increasing adult literacy rates is because literate parents would more likely send their children to educational institutions. Furthermore, findings of this report have shown that youth aged 15–24 residing in households where the head had a post-secondary level of education would more likely participate in educational activities. In this section, participation in post-secondary level of education among young people aged 20–34 by educational attainment of their parents will be presented. This age bracket was chosen in order to include youth who had achieved their highest educational levels and at the same time would still be residing with their parents. Although the use of the parent's income in the analysis is not possible due to data limitations, linkages between the educational attainment of parents and their children will also be described. The mere participation in post-secondary educational institutions by first-generation post-secondary-education entrants is considered upper educational mobility for such families. To construct the data for the subsequent analysis, household heads were linked to their children (both biological and otherwise) and spouses if they were all co-residents. In the case where no spouse exists, only household heads and their children were included. Educational level of both parents were used and compared to the educational levels of their children.

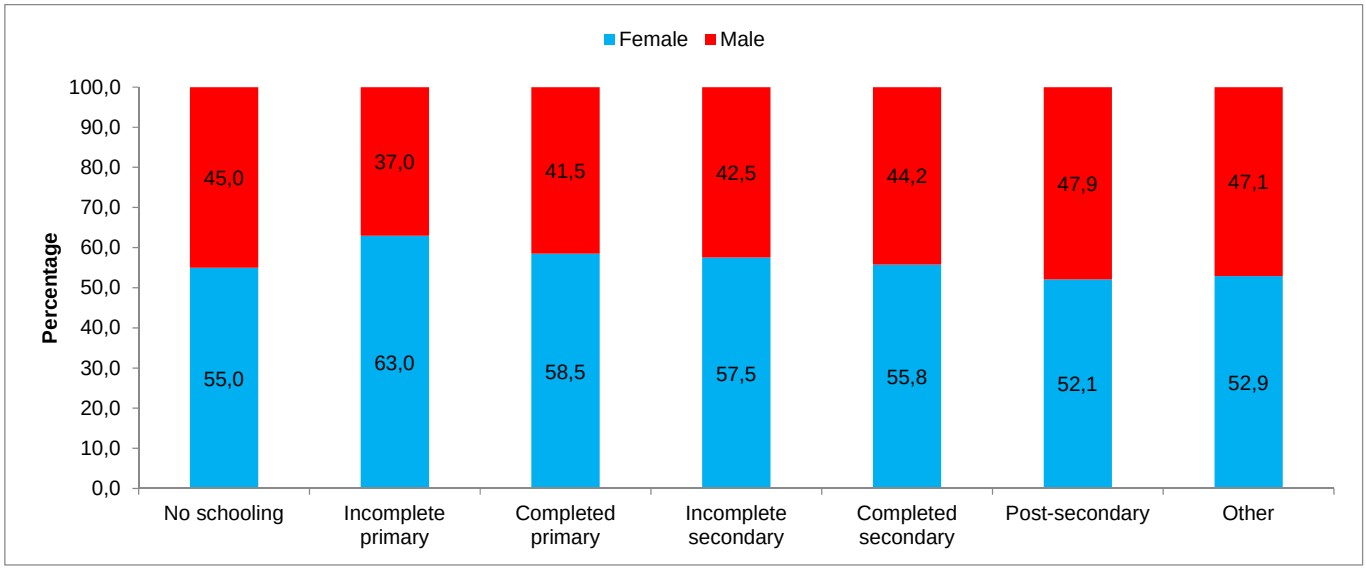
Figure 4. 1: Current participation in post-secondary education among individuals aged 20–34 by their parents' educational attainment, 2016



Source: Community Survey 2016

The above graph shows a general upward educational mobility for all the children currently participating in post-secondary educational institutions. Older post-secondary level participants have proportionately less educated parents. More than a quarter of parents with children aged 20 and 21 who were currently enrolled in post-secondary education also had a post-secondary educational level attainment, whereas a larger number of participants aged 29 years and older had parents without education.

Figure 4. 2: Current participation in post-secondary education among individuals aged 20–34 by their gender and their parents' educational attainment, 2016



Source: Community Survey, 2016

The graph above shows that participants (aged 20–34) in post-secondary education were mostly females. The gender gap in favour of female students is the biggest for students whose parents have educational levels of incomplete secondary or lower. The gap is almost closed for children who have parents with a post-secondary attainment, as almost 52,1% females and 47,9% of males were currently attending post-secondary institutions.

Table 4. 1: Current participation in post-secondary education among individuals aged 20–34 by population group and their parents' educational attainment, 2016

Population group of youth 20-34	Parents' highest level of education							
	No schooling	Incomplete primary	Completed primary	Incomplete secondary	Completed secondary	Post-secondary	Other	Total
Black African	15,9	11,5	4,0	23,5	21,9	21,7	1,6	100,0
Coloured	2,9	4,4	1,9	29,9	28,9	30,3	1,9	100,0
Indian/Asian	2,0	2,2	3,2	15,7	46,7	29,2	1,1	100,0
White	2,5	0,2	0,1	6,7	33,4	55,2	1,9	100,0
South Africa	**11,9**	**8,5**	**3,2**	**20,5**	**26,0**	**28,3**	**1,7**	**100,0**

Source: Community Survey, 2016

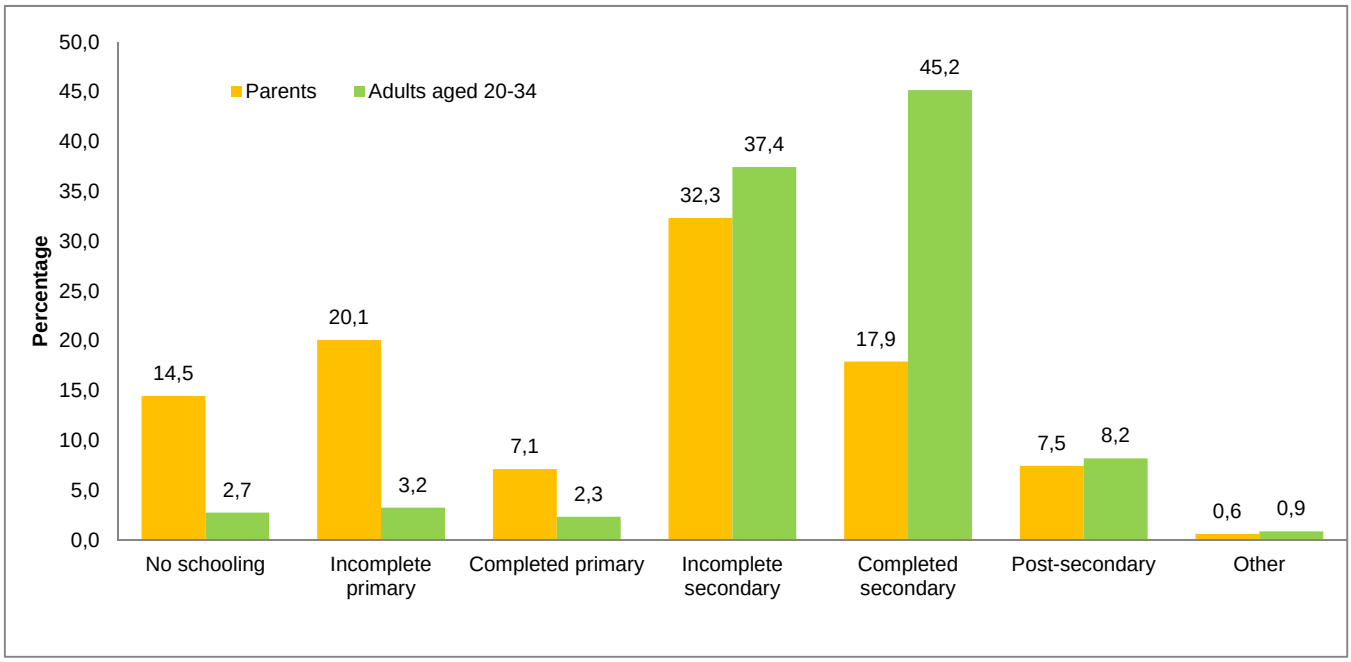
In the table above, close to 70% of individuals aged 20–34 were first-generation post-secondary-education participants, while the parents of the rest (28%) hold a post-secondary qualification. Parents with an upper secondary education or who completed a post-secondary education only would most likely have children who were participating in post-secondary education (46,5%). The distribution of the participants by population group reveals that close to 77% of the first-generation post-secondary-education participants were black Africans, of whom close to 27% had parents who did not complete primary education. Yet again, among black African post-secondary-education participants, 16% had parents who had no schooling. By contrast, more than half of the whites aged 20–34 (55,2%) who were participating in post-

secondary education, also had post-secondary-educated parents. Close to 43% of adult white participants aged 20–34 were first-generation post-secondary-education participants.

4.3 Educational attainment by parents' education level

As discussed in the previous section, literate parents have a better chance accessing continued education opportunities – not only for themselves, but also for their children. In this section, we describe the educational attainment of children in relation to their parents' educational attainment.

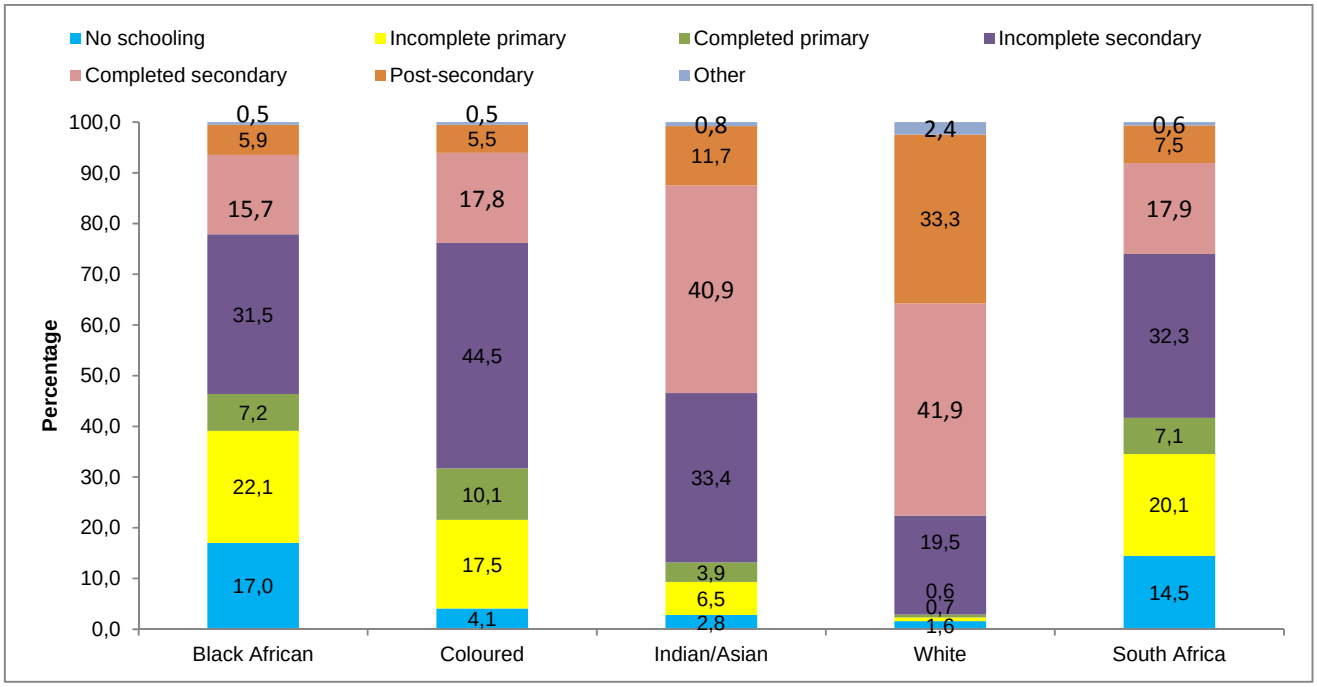
Figure 4. 3: Highest level of education by educational phase of parents and of adults aged 20–34 in South Africa, 2016



Source: Community Survey, 2016

Figure 4.3 describes the educational attainment of parents compared to those of their adult children aged 20–34. The graph shows a positive educational outcome for the younger generation. While 14,5% of parents did not have any schooling, the proportion of children in this category is five times less (2,7%), and although 3,2% of the children did not complete primary education, a considerably larger percentage of parents (20,1%) were found in this category. The largest improvement between the two generations is seen among those who completed secondary education, with at least a 27-percentage-point difference. However, there is not much difference between the generations when comparing post-secondary level achievements.

Figure 4. 4: Parents' highest level of education by population group and education phases in South Africa, 2016



Source: Community Survey, 2016

Figure 4.4 describes educational attainment differentials among parents of youth aged 20–34 by population group. Coloured parents were most likely to be high school dropouts (44%), whereas close to 18% did not complete primary schooling. Both black Africans and coloureds had a small proportion of parents who had attained a post-secondary-level education. One-third of white parents achieved a post-secondary-level education, and 42% completed a secondary-level education.

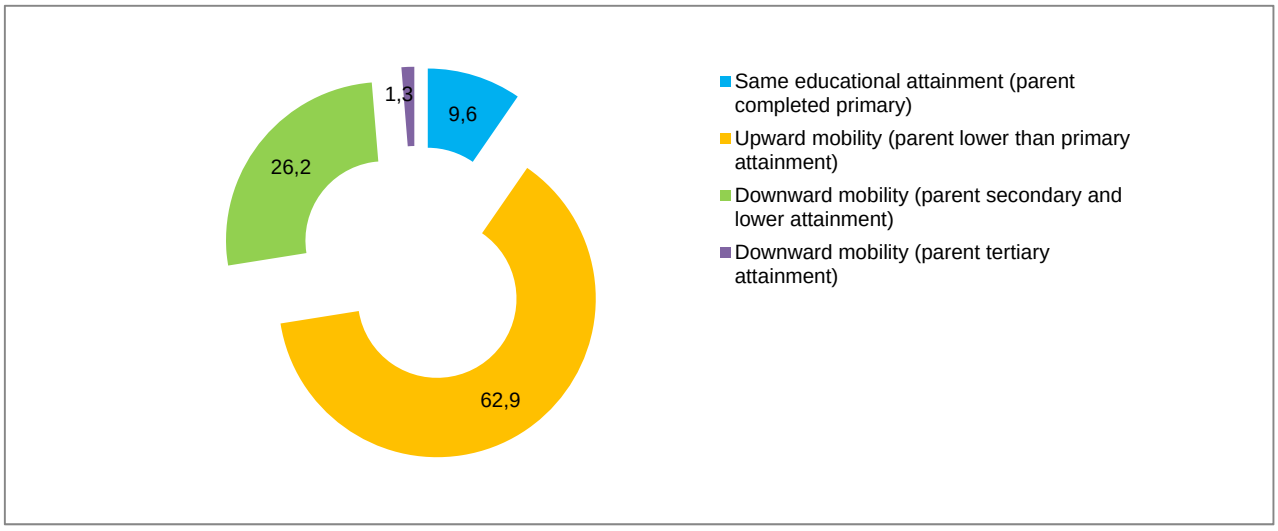
Table 4. 2: Educational attainment among individuals aged 20–34 by parents' educational level, 2016

	Parental education level							
Individual aged 20-34 level of education	**No schooling**	**Incomplete primary**	**Completed primary**	**Incomplete secondary**	**Completed secondary**	**Post-secondary**	**Other**	**Total**
No schooling	72,4	9,0	2,5	9,7	4,0	2,2	0,2	100,0
Incomplete primary	30,6	40,9	8,1	16,9	2,8	0,7	0,1	100,0
Completed primary	26,7	36,2	9,6	21,9	4,2	1,3	0,1	100,0
Incomplete secondary	18,4	26,8	8,9	32,3	10,2	3,1	0,3	100,0
Completed secondary	11,2	17,9	6,7	33,7	22,3	7,6	0,6	100,0
Post-secondary	6,6	9,1	3,6	24,5	25,3	29,4	1,5	100,0
Other	8,6	11,2	4,2	26,1	23,5	18,0	8,4	100,0

Source: Community Survey, 2016

According to Table 4.2, close to 70% of young adults who completed secondary education were first-generation high-school graduates. Similarly, 70,6% of young adults who completed a post-secondary education were first-generation post-secondary qualification holders. Furthermore, 22,3% of young adults who completed secondary education also had parents who completed a similar qualification, whereas 29,4% of young adults who hold post-secondary qualification had parents with similar qualifications.

Figure 4. 5: Intergenerational mobility among individuals aged 20–34 who completed only primary schooling, 2016

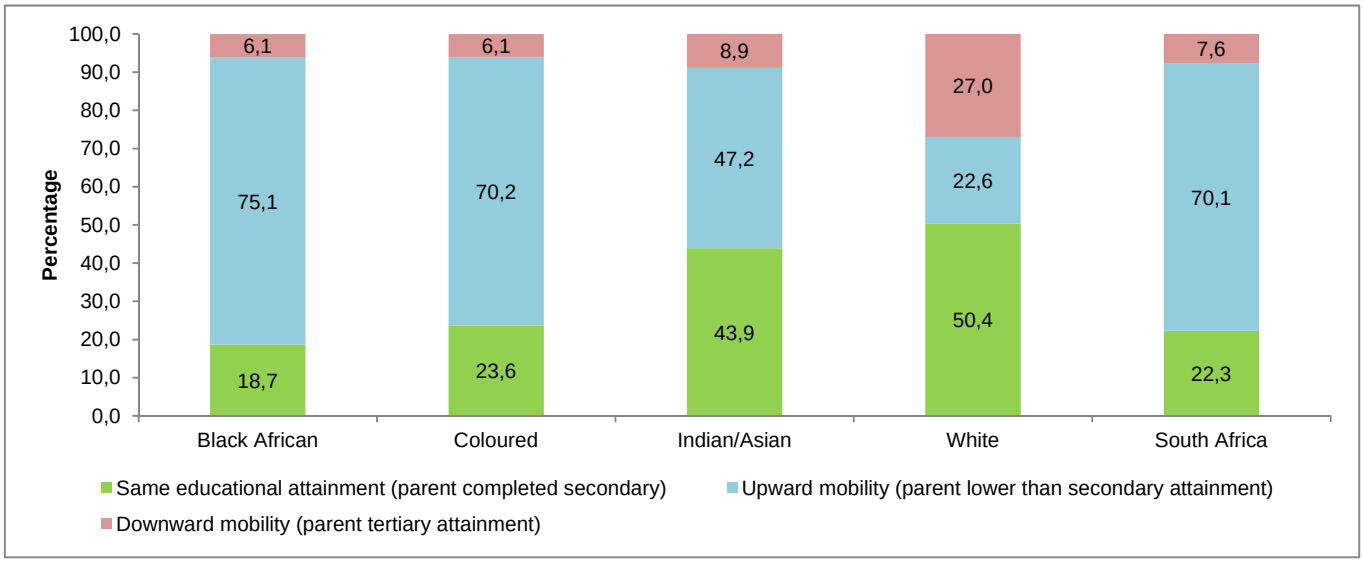


Source: Community Survey, 2016

In the following analysis, parents and youth who completed only a primary education were categorised as having the same educational attainment. Upward mobility was computed by adding the proportion of parents who had no schooling or did not complete primary education, while downward mobility for parents with secondary or lower attainment was computed by adding those parents who had some secondary

education, completed secondary education or other form of qualification; and lastly downward mobility was computed using parents who had a post-secondary qualification. Among individuals aged 20–34 who completed only primary schooling, 63% experienced upward educational mobility (with their parents having lower educational levels), whilst 28% encountered downward mobility.

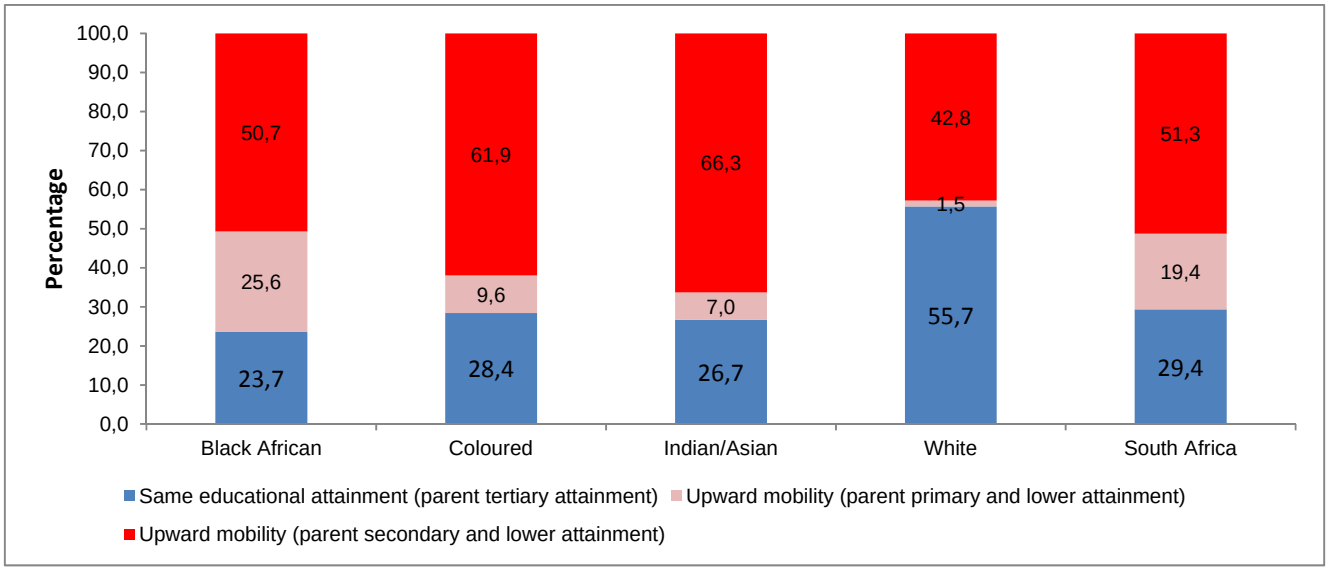
Figure 4. 6: Intergenerational mobility among individuals aged 20–34 who completed only secondary schooling by population group, 2016



Source: Community Survey, 2016

Young adults who completed secondary education were mostly characterised with equal educational attainment or upward educational mobility compared to their parents. The largest gains were observed among black Africans, with 75% of youth being first-time achievers of a secondary school graduation, followed by coloureds (70,3%). However, while whites who completed high school generally maintained similar educational levels as their parents, 23% experienced upward mobility and 27% faced downward mobility.

Figure 4. 7: Intergenerational mobility among individuals aged 20–34 who completed a post-secondary education by population group, 2016



Source: Community Survey, 2016

The above graph shows that children with better-educated parents would receive on average more schooling than those with parents with the least amount of education. Hence, while most white youth with post-secondary qualifications also had parents with similar qualifications (56%), intergenerational transmission of similar qualifications was achieved by 28% coloureds, 27% Indians and 24% black Africans. The largest escalation in intergenerational mobility was observed among black Africans, who lifted their children from their own level of attainment (at most, primary education) to achieve a post-secondary qualification (25,7%).

Table 4. 3: Educational attainment among individuals aged 20–34 by parents' educational level and geography type, 2016

Individual level of education	Geography type	Parents' education level						
		No schooling	Incomplete primary	Completed primary	Incomplete Secondary	Completed Secondary	Post-secondary	Other
No schooling	Farms	60,3	9,7	3,1	15,4	7,0	4,1	0,4
	Traditional	80,2	8,2	2,1	6,2	2,1	1,1	0,2
	Urban	56,8	17,7	2,6	14,4	6,4	2,1	-
Incomplete primary	Farms	19,8	42,0	9,9	23,5	3,9	0,9	0,1
	Traditional	38,4	39,6	6,7	12,5	2,0	0,6	0,1
	Urban	34,9	44,3	8,2	10,3	2,1	0,3	-
Completed primary	Farms	17,2	35,7	12,3	27,7	5,6	1,5	0,1
	Traditional	35,3	36,4	7,1	17,0	3,1	1,0	0,1
	Urban	40,8	38,2	6,2	11,0	2,0	1,9	,
Incomplete Secondary	Farms	9,7	24,0	10,0	39,7	12,9	3,4	0,3
	Traditional	28,1	29,5	7,5	24,5	7,2	2,7	0,4
	Urban	29,0	33,6	8,4	19,9	6,6	2,3	0,2
Completed Secondary	Farms	5,6	14,0	6,4	37,3	26,8	9,4	0,7
	Traditional	22,5	25,8	7,4	27,2	12,8	3,9	0,4
	Urban	19,0	24,4	6,8	22,2	20,0	7,1	0,7
Post-secondary	Farms	2,9	6,2	2,9	24,5	28,3	33,7	1,5
	Traditional	17,9	17,9	5,9	25,1	16,0	16,1	1,1
	Urban	10,7	9,0	2,5	16,3	28,2	29,8	3,5

	Farms	4,7	9,2	3,3	26,9	27,1	19,3	9,6
	Traditional	17,2	16,5	6,6	24,5	15,5	13,4	6,4
Other	Urban	8,8	3,1	0,8	25,4	25,1	34,1	2,8
Total		**16,2**	**21,4**	**7,2**	**30,9**	**16,5**	**7,3**	**0,6**

Source: Community Survey, 2016

According to Table 4.3, among individuals aged 20–34 who resided in traditional areas and who had completed secondary schooling, close to 83% faced upward educational mobility by being the first generation to have completed a secondary education in their family, whereas 13% had achieved similar educational levels as their parents and 4% experienced downward mobility. Downward mobility is the highest among residents of farm areas who completed secondary education, with 9,4% having parents who attained post-secondary qualifications, while residents in urban areas suffered a 7,1% downward mobility.

Table 4. 4: Intergenerational mobility among individuals aged 20–34 who completed post-secondary education by age group, 2016

Age	Same educational attainment (parent post-secondary attainment)	Upward mobility (parent primary and lower attainment)	Upward mobility (parent secondary and lower attainment)	Total
20-24	30,4	14,4	55,2	100,0
25-29	30,6	17,4	52,0	100,0
30-34	27,4	22,8	49,8	100,0

Source: Community Survey, 2016

Almost one in ten individuals aged 20–24 and 25–29 who had post-secondary qualifications were second-generation recipients of such qualifications. Individuals in the older age group (30–34) who had attained a post-secondary qualification had a slightly different educational attainment as that of their parents when compared to the younger age groups. Whereas all individuals in this analysis generally had experienced upward mobility, the youngest age group (20–24) had the largest proportion of parents who had at least achieved more than primary education (55,2%), while the rest (14,4%) had parents who may at most have completed primary schooling.

4.4 Pattern of dependence between parents' and children's educational levels

In this section, we determine whether there is a statistically significant relationship between the educational levels reached by parents and those of their youth aged 20–34. We use log-linear[40] analysis. The effects of the association that are high and statistically significant are presented below.

[40] Log-linear analysis is appropriate if none of the variables in the analysis are considered dependent variables.

Table 4. 5: Association of children's education with parents' education[41], 2016

Parent's education	Child's education	Population group	Estimate	Std. Error	95% confidence interval		Odds ratio
					Lower bound	Upper bound	
Completed primary	Completed primary		5,602	0,150	5,309	5,896	270,43
No schooling	No schooling		5,023	0,069	4,888	5,157	151,41
Some primary	Some primary		4,497	0,119	4,265	4,730	90,017
Some primary	Completed primary		4,332	0,188	3,963	4,700	75,94
Some secondary	Completed primary		3,870	0,095	3.684	4,057	47,94
Completed primary	Some primary		3,563	0,162	3,245	3,881	35,16
Completed primary	Some secondary		3,535	0,096	3,347	3,724	35,16
Some primary	Some secondary		3,115	0,092	2,934	3,296	22,65
Some secondary	Some secondary		3,011	0,022	2,967	3,055	20,29
No schooling	Some primary		2,819	0,143	2,538	3,100	16,78
No schooling	Completed primary	Coloured	7,679	1,424	4,888	10,469	2164,62
No schooling	Completed primary	African	6,124	1,418	3,344	8,904	454,86
Less than secondary	Completed primary	Indian	6,091	1,444	3,261	8,920	441,42
Completed primary	Less than secondary	Indian	5,432	1,426	2,636	8,227	228,15
Completed primary	No schooling	Indian	-5,354	1,428	-8,152	-2,556	0,00
No schooling	Some primary	Coloured	4,732	0,232	4,278	5,186	113,30
Less than secondary	Some primary	African	4,690	1,420	1,908	7,473	108,85
Some secondary	Some primary	Indian	4,456	1,417	1,680	7,233	86,49
Completed secondary	Some primary	Indian	4,275	1,419	1,493	7,056	72,24
Completed primary	Some primary	Indian	4,192	1,427	1,394	6,989	66,02

Source: Own analysis based on Community Survey Data, 2016

The above model confirms largely our findings based on the descriptive statistics. We obtained inference on association between parents' and children's educational attainment and population groups. The estimates of the coefficients presented in the above table are log odds ratios that were converted to odds ratios by exponentiation of the estimates. The interaction effects between lower educational attainments (lower than secondary completion) are quite large, meaning young adults with a lower level of education would most likely follow in their parents' educational paths. However, the odds for upward educational mobility are significant and large, even though the achievements were confined mostly to one level up from their parents' educational achievements. The three-way associations between the educational attainments and population groups show that the effects of educational attainments are different for different population groups. While the educational mobility of black Africans and coloureds was confined largely to upper mobility, some black Africans also experienced downward mobility.

4.5 Levels of association between children's educational levels and demographic and other factors

In this section, we perform factor analysis[42] to identify the determinants of intergenerational educational mobility among young adults aged 20–34 using demographic and other variables. This method of analysis is used to identify association of variables and to reduce a large number of variables to a smaller set of underlying factors that summarise the essential information contained in the variables (Hair et al., 2010).

We perform two analyses. The first analysis is based on all upward mobile young adults aged 20–34 who achieved secondary or post-secondary education levels; the second analysis is based on all most mobile young adults who achieved secondary or post-secondary education levels but whose parents did not

[41] Top 10 two- and three-way interaction effects between educational attainments and population groups.
[42] We use factor analysis to identity influential predictor variables that determined educational attainments of young adults aged 20–34. The technique is also very useful to extract most important factors that influenced the behaviour of the young adults.

complete primary education. Since the results were similar, we are only presenting the results for those who were mobile the most.

We are presenting results on most mobile young adults who achieved secondary or post-secondary education levels but whose parents did not complete primary education. We include the following demographic variables: population group, gender, and home language. We used the following geography type descriptive variables: urban, traditional and farm areas. We also included the disability index. Factor analysis was conducted using one as prior communality estimates and used an orthogonal rotation to extract the components. Only 15 components had eigenvalues greater than one. The results are shown in the Appendix, Table A9. Results of a scree test also suggested that only the 15 components were retained for rotation. These are included in the Appendix. The combined 15 components accounted for 83% of the total variance.

Table 4. 6: Rotated factor patterns in per cent[43]

Variables	Factor1	Factor2	Factor3	Factor4	Factor5	Factor6	Factor7	Factor8	Factor9	Factor10	Factor11	Factor12	Factor13	Factor14	Factor15
Most mobile	-3,852	-13,344	6,953	-3,212	23,419	-15,7	-20,021	-8,969	33,075	18,617	12,653	-10,185	-4,882	-5,781	-1,402
Female	-0,515	-0,811	99,935	-0,777	0,605	-0,756	0,078	0,211	0,594	-0,241	-0,316	-0,16	-0,208	-0,125	-0,059
Male	0,515	0,811	-99,935	0,777	-0,605	0,756	-0,078	-0,211	-0,594	0,241	0,316	0,16	0,208	0,125	0,059
African	-79,247	-16,153	0,808	-46,525	10,71	-28,843	6,683	5,503	7,198	1,342	0,04	0,716	0,647	-0,712	1,664
Coloured	91,959	10,457	-0,066	0,802	-1,256	-17,297	-4,313	-3,062	3,837	0,65	-4,644	1,364	-0,504	-2,355	2,195
Indian	-3,221	5,187	-1,003	86,496	0,399	-10,752	-2,353	-1,762	4,303	0,9	-3,259	1,432	-0,367	1,717	3,853
White	15,136	9,952	-0,571	15,937	-17,009	80,593	-3,986	-4,066	-20,647	-3,832	8,533	-4,103	-0,169	3,134	-8,608
Disability status	-1,117	-3,142	-0,778	-1,021	-0,258	2,303	1,903	-0,831	-3,774	2,264	-5,546	72,018	-1,848	4,383	1,964
Urban	19,515	89,34	-0,792	14,557	-2,816	-9,879	3,68	1,672	-9,577	-13,056	-3,443	-4,484	-8,81	3,901	-2,821
Traditional	-20,498	-87,438	1,19	-10,924	-4,891	-12,509	-2,679	-1,532	-0,567	12,835	9,23	3,335	10,919	-2,556	-1,118
Farms	1,749	-9,137	-1,029	-10,386	20,762	60,386	-2,847	-0,45	27,591	1,182	-15,339	3,277	-5,246	-3,777	10,675
IsiZulu	-19,98	-6,779	0,546	-10,381	88,24	-1,963	-20,571	-15,612	-10,334	-13,328	-11,992	0,099	-9,097	-0,615	-1,759
IsiXhosa	-14,659	-1,347	0,809	-9,226	-13,835	-7,642	93,586	-12,162	-2,195	-2,048	-5,326	-0,748	-5,003	-3,037	0,15
Afrikaans	88,955	12,363	-0,723	-14,435	-7,905	22,382	-5,005	-4,255	-5,112	-1,209	-0,063	-0,498	-0,626	-0,19	-1,077
Sepedi	-13,662	-33,194	0,147	-8,342	-52,963	-15,223	-36,729	-24,996	-10,335	-32,192	-27,141	-5,089	-29,69	0,083	-0,96
Setswana	-9,56	-1,426	0,513	-5,97	-8,985	-3,997	-9,427	97,517	-2,054	-1,815	-3,664	-0,522	-2,987	-1,602	0,048
Sesotho	-28,058	51,794	0,364	-18,808	-26,486	-1,334	-29,462	-19,848	6,573	27,691	3,089	7,899	16,483	-11,044	4,297
English	7,546	10,3	-0,434	89,09	-6,536	15,843	-3,756	-3,086	-4,887	-0,93	0,14	-0,849	-0,341	-2,475	-2,33
Xitsonga	-4,53	-9,408	-0,792	-3,579	-4,71	-3,851	-4,721	-3,539	-0,088	-6,604	94,523	-0,431	-5,477	0,413	1,15
SiSwati	-0,701	-15,566	-0,916	0,536	-5,286	-2,241	-1,63	-1,298	-5,474	88,042	-7,356	-2,153	-8,43	2,71	-1,337
Tshivenda	-1,864	-12,564	-0,383	-0,963	-4,236	-4,192	-4,127	-3,142	-2,716	-8,265	-5,729	-2,814	93,901	0,986	-0,451
IsiNdebele	-2,481	-0,307	-1,027	1,216	-10,294	4,072	2,462	0,752	88,514	-8,677	-2,396	0,729	-0,42	3,158	-2,724
Other	-1,801	2,566	-0,177	-0,611	-0,835	-0,128	-1,906	-1,382	1,297	2,053	0,383	0,676	0,903	98,866	0,485
Sign language	1,224	-0,076	0,554	1,377	0,083	-2,77	-1,932	0,457	2,127	-3,828	5,035	71,017	-0,083	-3,792	-2,568
Khoi	0,303	-0,165	-0,092	1,72	-1,218	0,61	0,105	0,015	-2,634	-1,213	1,081	-0,886	-0,355	0,493	98,714

Source: Own computation based on Community Survey 2016

[43] Meaningful loadings were highlighted.

The above table presents factor loadings for most mobile young adults who achieved secondary or post-secondary education levels but whose parents did not complete primary education. We used 40% or greater values for components to be classified as loading. Using this criterion, three items were found to load for the first component; also, three items did load for the second component, and two items loaded for the third component, etc. The values presented in the table are correlations. Hence, we can discern a very high association between the first component, coloured and Afrikaans (92% and 89%, respectively); the 12th component is strongly associated with disability status (72%) and sign language (71%). According to the above table, factor 1 has a strong population group component, while factor 2 has a strong geography component. Factors 1, 2 and 3 explain 2,55; 2,10 and 2,00, respectively of the common variance.

4.6 Summary and conclusion

Intergenerational mobility is small at the lowest end of the education spectrum, as the primary goal for those who had parents who did not complete primary education is to complete at least secondary education. Differences in intergenerational mobility have remained significant across population groups. The same families constitute the most educated group from one generation to the next. This situation is what economists refer to as the under-education trap, as some families remain unskilled from one generation to the next.

Educational systems are set to promote learners solely on merit that is based on achievements in examinations and tests. Children with the required support, which includes better educated parents, would pass these examinations and tests; hence, they would be better off compared to youth with less educated parents. Consequently, until human capital convergence occurs, the under-education trap would persist. A fair education system would provide a path for upward mobility for the poor families. The South African education system is neither completely closed nor completely open to the poor, but the results of this section show that past structural inequality is still at play in educational mobility.

Conclusion

This report focuses on the coverage of the education system in South Africa, with particular emphasis on upper secondary and post-secondary attainment. It starts by examining the highest levels of school attained by the population including literacy; then reviews the current attendance status of the school-age population as well as the youth, middle-aged and older population. It also discusses the average duration of schooling. The last section of the report examines intergenerational educational mobility.

Overall, results from the CS 2016 show that 13,4 million black African aged 25–64 had reached secondary education level, 3 million black African in the same age group dropped out of school with only some primary education. While about 7% of black Africans had never attended school, the results show that access to education among this population group is improving in terms of its expanding reach, however disparities still exist in post-secondary education attainment as whites and Indians have the highest proportions of such graduates. Sub-national differences in post-secondary attainment among those aged 25-64 were large; Gauteng had by far the highest percentage of individuals with post-secondary graduates (38%) compared to other provinces. Urban residents were advantaged as far as access to secondary school is concerned; most of the metros had the lowest percentage of individuals with no schooling; City of Tshwane, City of Johannesburg and Buffalo city municipalities had the highest percentages of individuals with post-secondary education attainment.

About 89% of the population aged 25–64 residing in urban area are able to read and write in at least one language; whereas the same is true for 75% residing in traditional and 74% residing in farm areas. The districts with the highest levels of youth (aged 15–34) illiteracy were O.R. Tambo in Eastern Cape (14,9%) and Dr Ruth Segomotsi Mompati in North West (13,6%). The highest levels of illiteracy were also observed among speakers of Khoi and sign language.

Comparison between parental educational levels to those of their adults children aged 20–34 revealed that while 14,5% of parents did not have any schooling, the proportion of children in this category was five times less (2,7%). Furthermore, among young adults who completed primary schooling only, 63% experienced upward educational mobility with their parents having lower educational levels whilst 27,5% encountered downward mobility. Among black Africans aged 20–34 who completed secondary schooling, 75,1% were first-generation achievers of such qualification; the same is true for 70,2% coloureds.

Appendix

Table A. 1: Educational attainment among individuals aged 25–64 by district, 2016

District	Statistics	No schooling	Pre-school	Primary	Secondary	Post-secondary	Total
Alfred Nzo	Number	19 400	1 061	68 022	151 807	18 198	**258 487**
	Per cent	7,5	0,4	26,3	58,7	7,0	
Amajuba	Number	10 232	274	29 063	142 596	21 505	**203 671**
	Per cent	5,0	0,1	14,3	70,0	10,6	
Amathole	Number	27 716	772	78 130	202 368	22 223	**331 210**
	Per cent	8,4	0,2	23,6	61,1	6,7	
Bojanala	Number	37 355	193	129 340	562 302	56 504	**785 694**
	Per cent	4,8	0,0	16,5	71,6	7,2	
Buffalo City	Number	12 182	427	45 029	263 754	59 716	**381 108**
	Per cent	3,2	0,1	11,8	69,2	15,7	
Cacadu	Number	7 973	335	50 169	144 038	13 755	**216 270**
	Per cent	3,7	0,2	23,2	66,6	6,4	
Cape Winelands	Number	9 496	205	81 244	282 079	39 070	**412 094**
	Per cent	2,3	0,1	19,7	68,5	9,5	
Capricorn	Number	49 085	224	53 677	328 954	69 437	**501 377**
	Per cent	9,8	0,0	10,7	65,6	13,9	
Central Karoo	Number	1 414	17	7 463	23 666	1 240	**33 800**
	Per cent	4,2	0,1	22,1	70,0	3,7	
Chris Hani	Number	27 912	375	62 179	167 619	22 237	**280 323**
	Per cent	10,0	0,1	22,2	59,8	7,9	
City of Cape Town	Number	38 219	1 095	218 076	1 434 884	309 986	**2 002 261**
	Per cent	1,9	0,1	10,9	71,7	15,5	
City of Johannesburg	Number	83 425	875	228 286	1 862 326	420 595	**2 595 506**
	Per cent	3,2	0,0	8,8	71,8	16,2	
City of Tshwane	Number	66 887	399	133 489	1 099 538	369 446	**1 669 760**
	Per cent	4,0	0,0	8,0	65,9	22,1	
Dr Kenneth Kaunda	Number	30 985	485	58 382	223 233	35 681	**348 766**
	Per cent	8,9	0,1	16,7	64,0	10,2	
Dr Ruth Segomotsi Mompati	Number	26 237	221	41 560	99 316	9 551	**176 885**
	Per cent	14,8	0,1	23,5	56,2	5,4	
Eden	Number	7 587	278	53 665	210 623	24 707	**296 860**
	Per cent	2,6	0,1	18,1	71,0	8,3	
Ehlanzeni	Number	84 013	490	99 519	452 372	64 096	**700 490**
	Per cent	12,0	0,1	14,2	64,6	9,2	
Ekurhuleni	Number	66 455	1 159	178 236	1 339 370	241 999	**1 827 219**
	Per cent	3,6	0,1	9,8	73,3	13,2	
Fezile Dabi	Number	13 727	302	39 706	164 249	20 451	**238 435**
	Per cent	5,8	0,1	16,7	68,9	8,6	
Frances Baard	Number	10 858	232	29 260	117 554	18 344	**176 247**
	Per cent	6,2	0,1	16,6	66,7	10,4	
Gert Sibande	Number	45 677	505	76 315	337 699	47 249	**507 445**
	Per cent	9,0	0,1	15,0	66,6	9,3	
Greater Sekhukhune	Number	55 556	222	55 363	296 410	33 129	**440 680**
	Per cent	12,6	0,1	12,6	67,3	7,5	
Joe Gqabi	Number	9 025	646	33 031	78 038	9 131	**129 871**
	Per cent	7,0	0,5	25,4	60,1	7,0	
John Taolo Gaetsewe	Number	9 451	132	20 155	62 923	8 586	**101 247**
	Per cent	9,3	0,1	19,9	62,2	8,5	
Lejweleputswa	Number	12 649	471	59 933	220 677	25 537	**319 267**
	Per cent	4,0	0,2	18,8	69,1	8,0	
Mangaung	Number	16 405	238	48 503	228 818	52 383	**346 347**
	Per cent	4,7	0,1	14,0	66,1	15,1	

Table A.1: Educational attainment among individuals aged 25–64 by district, 2016 (concluded)

District	Statistics	No schooling	Pre-school	Primary	Secondary	Post-secondary	Total
Mopani	Number	71 542	579	65 776	289 412	46 049	**473 357**
	Per cent	15,1	0,1	13,9	61,1	9,7	
Namakwa	Number	2 143	45	11 710	39 667	5 088	**58 653**
	Per cent	3,7	0,1	20,0	67,6	8,7	
Nelson Mandela Bay	Number	12 572	298	60 901	440 217	70 836	**584 823**
	Per cent	2,2	0,1	10,4	75,3	12,1	
Ngaka Modiri Molema	Number	42 843	737	87 064	229 973	31 723	**392 340**
	Per cent	10,9	0,2	22,2	58,6	8,1	
Nkangala	Number	52 812	412	85 106	477 980	68 589	**684 899**
	Per cent	7,7	0,1	12,4	69,8	10,0	
O.R. Tambo	Number	55 714	983	99 968	264 361	35 432	**456 458**
	Per cent	12,2	0,2	21,9	57,9	7,8	
Overberg	Number	4 325	57	29 910	91 773	12 231	**138 296**
	Per cent	3,1	0,0	21,6	66,4	8,8	
Pixley ka Seme	Number	9 837	82	22 020	51 407	5 363	**88 710**
	Per cent	11,1	0,1	24,8	58,0	6,1	
Sedibeng	Number	17 417	225	51 962	340 127	62 823	**472 555**
	Per cent	3,7	0,1	11,0	72,0	13,3	
Sisonke	Number	14 927	303	38 211	101 847	13 513	**168 800**
	Per cent	8,8	0,2	22,6	60,3	8,0	
Siyanda	Number	6 631	102	23 977	79 799	6 831	**117 341**
	Per cent	5,7	0,1	20,4	68,0	5,8	
Thabo Mofutsanyane	Number	16 811	366	60 361	228 264	30 769	**336 571**
	Per cent	5,0	0,1	17,9	67,8	9,1	
UMgungundlovu	Number	25 814	574	61 409	325 137	67 899	**480 832**
	Per cent	5,4	0,1	12,8	67,6	14,1	
Ugu	Number	22 091	389	51 819	182 137	24 663	**281 099**
	Per cent	7,9	0,1	18,4	64,8	8,8	
Umkhanyakude	Number	37 932	233	36 393	134 306	18 489	**227 354**
	Per cent	16,7	0,1	16,0	59,1	8,1	
Umzinyathi	Number	37 221	209	27 522	97 696	15 162	**177 810**
	Per cent	20,9	0,1	15,5	54,9	8,5	
Uthukela	Number	22 282	288	42 505	173 567	20 209	**258 851**
	Per cent	8,6	0,1	16,4	67,1	7,8	
Uthungulu	Number	41 666	601	49 093	223 107	38 896	**353 363**
	Per cent	11,8	0,2	13,9	63,1	11,0	
Vhembe	Number	58 877	281	75 598	330 196	60 950	**525 902**
	Per cent	11,2	0,1	14,4	62,8	11,6	
Waterberg	Number	16 767	308	52 486	210 147	31 350	**311 057**
	Per cent	5,4	0,1	16,9	67,6	10,1	
West Coast	Number	7 712	90	41 731	149 153	16 760	**215 446**
	Per cent	3,6	0,0	19,4	69,2	7,8	
West Rand	Number	16 081	165	65 458	322 459	50 091	**454 254**
	Per cent	3,5	0,0	14,4	71,0	11,0	
Xhariep	Number	6 159	130	16 531	40 585	4 019	**67 424**
	Per cent	9,1	0,2	24,5	60,2	6,0	
Zululand	Number	28 790	337	49 515	182 730	26 739	**288 110**
	Per cent	10,0	0,1	17,2	63,4	9,3	
eThekwini	Number	71 409	690	170 468	1 325 742	216 068	**1 784 377**
	Per cent	4,0	0,0	9,6	74,3	12,1	
iLembe	Number	25 173	161	46 374	174 462	19 433	**265 603**
	Per cent	9,5	0,1	17,5	65,7	7,3	
Total	**Number**	**1 505 469**	**20 276**	**3 401 663**	**17 003 467**	**3 014 733**	**24 945 605**
	Per cent	**6,0**	**0,1**	**13,6**	**68,2**	**12,1**	**100,0**

Source: Community Survey, 2016

Table A. 2: Adult literacy among individuals aged 35–64 by district, 2016

District	Statistics	Illiterate	Literate	Total
Alfred Nzo	Number	50 163	80 039	**130 202**
	Per cent	38,5	61,5	
Amajuba	Number	27 274	87 814	**115 088**
	Per cent	23,7	76,3	
Amathole	Number	62 376	113 161	**175 537**
	Per cent	35,5	64,5	
Bojanala	Number	105 473	390 105	**495 578**
	Per cent	21,3	78,7	
Buffalo City	Number	34 688	204 833	**239 521**
	Per cent	14,5	85,5	
Cacadu	Number	36 624	98 723	**135 347**
	Per cent	27,1	72,9	
Cape Winelands	Number	52 945	214 213	**267 158**
	Per cent	19,8	80,2	
Capricorn	Number	67 421	222 372	**289 793**
	Per cent	23,3	76,7	
Central Karoo	Number	5 598	16 077	**21 675**
	Per cent	25,8	74,2	
Chris Hani	Number	53 979	95 269	**149 248**
	Per cent	36,2	63,8	
City of Cape Town	Number	145 054	1 190 070	**1 335 124**
	Per cent	10,9	89,1	
City of Johannesburg	Number	189 000	1 517 569	**1 706 569**
	Per cent	11,1	88,9	
City of Tshwane	Number	129 159	941 118	**1 070 277**
	Per cent	12,1	87,9	
Dr Kenneth Kaunda	Number	60 451	164 027	**224 478**
	Per cent	26,9	73,1	
Dr Ruth Segomotsi Mompati	Number	45 484	57 998	**103 482**
	Per cent	44,0	56,0	
Eden	Number	36 782	158 960	**195 742**
	Per cent	18,8	81,2	
Ehlanzeni	Number	127 569	276 894	**404 463**
	Per cent	31,5	68,5	
Ekurhuleni	Number	158 591	1 034 025	**1 192 616**
	Per cent	13,3	86,7	
Fezile Dabi	Number	37 244	112 699	**149 943**
	Per cent	24,8	75,2	
Frances Baard	Number	27 528	89 615	**117 143**
	Per cent	23,5	76,5	
Gert Sibande	Number	88 018	205 351	**293 369**
	Per cent	30,0	70,0	
Greater Sekhukhune	Number	74 177	155 362	**229 539**
	Per cent	32,3	67,7	
Joe Gqabi	Number	24 153	42 009	**66 162**
	Per cent	36,5	63,5	
John Taolo Gaetsewe	Number	20 473	36 278	**56 751**
	Per cent	36,1	63,9	
Lejweleputswa	Number	47 386	153 570	**200 956**
	Per cent	23,6	76,4	
Mangaung	Number	41 750	175 317	**217 067**
	Per cent	19,2	80,8	
Mopani	Number	95 826	183 292	**279 118**
	Per cent	34,3	65,7	

Table A.2: Adult literacy among individuals aged 35–64 by district, 2016 (concluded)

Namakwa	Number	7 718	31 192	**38 910**
	Per cent	19,8	80,2	
Nelson Mandela Bay	Number	41 963	348 069	**390 032**
	Per cent	10,8	89,2	
Ngaka Modiri Molema	Number	88 586	147 938	**236 524**
	Per cent	37,5	62,5	
Nkangala	Number	96 685	302 102	**398 787**
	Per cent	24,2	75,8	
O.R. Tambo	Number	90 008	138 466	**228 474**
	Per cent	39,4	60,6	
Overberg	Number	19 588	72 723	**92 311**
	Per cent	21,2	78,8	
Pixley ka Seme	Number	20 021	34 144	**54 165**
	Per cent	37,0	63,0	
Sedibeng	Number	47 969	262 342	**310 311**
	Per cent	15,5	84,5	
Sisonke	Number	32 039	52 050	**84 089**
	Per cent	38,1	61,9	
Siyanda	Number	18 812	53 053	**71 865**
	Per cent	26,2	73,8	
Thabo Mofutsanyane	Number	51 541	141 236	**192 777**
	Per cent	26,7	73,3	
UMgungundlovu	Number	59 762	221 091	**280 853**
	Per cent	21,3	78,7	
Ugu	Number	48 372	97 531	**145 903**
	Per cent	33,2	66,8	
Umkhanyakude	Number	53 490	64 587	**118 077**
	Per cent	45,3	54,7	
Umzinyathi	Number	45 375	47 042	**92 417**
	Per cent	49,1	50,9	
Uthukela	Number	46 331	96 801	**143 132**
	Per cent	32,4	67,6	
Uthungulu	Number	67 137	128 471	**195 608**
	Per cent	34,3	65,7	
Vhembe	Number	90 113	220 944	**311 057**
	Per cent	29,0	71,0	
Waterberg	Number	44 554	140 202	**184 756**
	Per cent	24,1	75,9	
West Coast	Number	28 950	110 452	**139 402**
	Per cent	20,8	79,2	
West Rand	Number	50 652	258 410	**309 062**
	Per cent	16,4	83,6	
Xhariep	Number	15 011	26 207	**41 218**
	Per cent	36,4	63,6	
Zululand	Number	56 439	87 642	**144 081**
	Per cent	39,2	60,8	
eThekwini	Number	164 445	973 044	**1 137 489**
	Per cent	14,5	85,5	
iLembe	Number	49 369	100 424	**149 793**
	Per cent	33,0	67,0	
South Africa	**Number**	**3 180 117**	**12 172 919**	**15 353 036**
	Per cent	**20,7**	**79,3**	**100**

Source: Community Survey, 2016

Table A. 3: Youth (aged 15–34) literacy rates by district, 2016

District	Statistics	Illiterate	Literate	Total
Alfred Nzo	Number	44 784	294 528	**339 312**
	Per cent	13,2	86,8	
Amajuba	Number	7 097	196 788	**203 885**
	Per cent	3,5	96,5	
Amathole	Number	45 039	336 511	**381 550**
	Per cent	11,8	88,2	
Bojanala	Number	33 545	519 582	**553 127**
	Per cent	6,1	93,9	
Buffalo City	Number	11 711	264 085	**275 796**
	Per cent	4,2	95,8	
Cacadu	Number	11 593	153 610	**165 203**
	Per cent	7,0	93,0	
Cape Winelands	Number	13 673	295 729	**309 402**
	Per cent	4,4	95,6	
Capricorn	Number	30 826	468 719	**499 545**
	Per cent	6,2	93,8	
Central Karoo	Number	1 536	26 081	**27 617**
	Per cent	5,6	94,4	
Chris Hani	Number	38 358	265 987	**304 345**
	Per cent	12,6	87,4	
City of Cape Town	Number	45 952	1 264 354	**1 310 306**
	Per cent	3,5	96,5	
City of Johannesburg	Number	55 551	1 559 785	**1 615 336**
	Per cent	3,4	96,6	
City of Tshwane	Number	41 159	1 090 971	**1 132 130**
	Per cent	3,6	96,4	
Dr Kenneth Kaunda	Number	19 157	233 924	**253 081**
	Per cent	7,6	92,4	
Dr Ruth Segomotsi Mompati	Number	23 053	145 942	**168 995**
	Per cent	13,6	86,4	
Eden	Number	10 594	192 988	**203 582**
	Per cent	5,2	94,8	
Ehlanzeni	Number	51 376	582 612	**633 988**
	Per cent	8,1	91,9	
Ekurhuleni	Number	41 424	1 114 772	**1 156 196**
	Per cent	3,6	96,4	
Fezile Dabi	Number	10 735	167 617	**178 352**
	Per cent	6,0	94,0	
Frances Baard	Number	7 327	117 437	**124 764**
	Per cent	5,9	94,1	
Gert Sibande	Number	24 067	415 746	**439 813**
	Per cent	5,5	94,5	
Greater Sekhukhune	Number	35 445	450 917	**486 362**
	Per cent	7,3	92,7	
Joe Gqabi	Number	16 699	132 850	**149 549**
	Per cent	11,2	88,8	
John Taolo Gaetsewe	Number	8 479	83 926	**92 405**
	Per cent	9,2	90,8	
Lejweleputswa	Number	12 411	226 216	**238 627**
	Per cent	5,2	94,8	
Mangaung	Number	12 754	254 059	**266 813**
	Per cent	4,8	95,2	
Mopani	Number	39 146	410 033	**449 179**
	Per cent	8,7	91,3	

Table A.3: Youth (aged 15–34) literacy rates by district, 2016 (concluded)

District	Statistics	Illiterate	Literate	Total
Namakwa	Number	2 248	35 615	**37 863**
	Per cent	5,9	94,1	
Nelson Mandela Bay	Number	15 182	384 126	**399 308**
	Per cent	3,8	96,2	
Ngaka Modiri Molema	Number	38 344	318 050	**356 394**
	Per cent	10,8	89,2	
Nkangala	Number	28 426	541 461	**569 887**
	Per cent	5,0	95,0	
O.R. Tambo	Number	87 909	501 068	**588 977**
	Per cent	14,9	85,1	
Overberg	Number	6 598	85 539	**92 137**
	Per cent	7,2	92,8	
Pixley ka Seme	Number	9 016	67 547	**76 563**
	Per cent	11,8	88,2	
Sedibeng	Number	10 782	315 713	**326 495**
	Per cent	3,3	96,7	
Sisonke	Number	21 313	173 513	**194 826**
	Per cent	10,9	89,1	
Siyanda	Number	6 835	90 218	**97 053**
	Per cent	7,0	93,0	
Thabo Mofutsanyane	Number	17 888	288 766	**306 654**
	Per cent	5,8	94,2	
UMgungundlovu	Number	17 886	390 114	**408 000**
	Per cent	4,4	95,6	
Ugu	Number	21 878	280 550	**302 428**
	Per cent	7,2	92,8	
Umkhanyakude	Number	21 154	237 675	**258 829**
	Per cent	8,2	91,8	
Umzinyathi	Number	22 370	197 827	**220 197**
	Per cent	10,2	89,8	
Uthukela	Number	13 795	252 813	**266 608**
	Per cent	5,2	94,8	
Uthungulu	Number	22 668	320 891	**343 559**
	Per cent	6,6	93,4	
Vhembe	Number	37 984	491 298	**529 282**
	Per cent	7,2	92,8	
Waterberg	Number	16 171	239 286	**255 457**
	Per cent	6,3	93,7	
West Coast	Number	10 159	140 387	**150 546**
	Per cent	6,7	93,3	
West Rand	Number	13 370	265 043	**278 413**
	Per cent	4,8	95,2	
Xhariep	Number	6 021	50 988	**57 009**
	Per cent	10,6	89,4	
Zululand	Number	19 699	325 662	**345 361**
	Per cent	5,7	94,3	
eThekwini	Number	41 142	1 176 156	**1 217 298**
	Per cent	3,4	96,6	
iLembe	Number	16 540	241 013	**257 553**
	Per cent	6,4	93,6	
Total	**Number**	**1 218 870**	**18 677 087**	**19 895 957**
	Per cent	**6,1**	**93,9**	**100,0**

Source: Community Survey, 2016

Table A. 4: List of variables included in the ordered logit analysis

Variables	Computation
No schooling	Individuals with no schooling
Some primary	Individuals who have highest educational attainment of Grade 0 to 6
Completed primary	Individuals who have highest educational attainment of Grade 7
Some secondary	Individuals who have highest educational attainment of Grade 8 to 11
Some secondary with diploma or certificate	Individuals who have obtained NTC1/N1 or NTC2/N2 or a certificate less than Grade 12/Standard 10 or Diploma with less than Grade 12/Standard 10
Completed secondary	Individuals who have obtained Grade 12/standard 10 or NTC3/N3
Short cycle tertiary	Individuals who have obtained NTC4/N4/occupational certificate NQF level 5 or NTC5/N5/occupational certificate NQF level 5 or NTC6/N6/ occupational certificate NQF level 5 or higher/national/advanced certificate with Grade 12 or Diploma with Grade 12/standard 10/occupational certificate NQF level 6
Received a degree	Individuals who have obtained higher diploma/occupational certificate NQF level 7 or bachelor's degree or honours degree/postgraduate diploma/occupational certificate NQF level 8
Postgraduate degree	Post-higher diploma (Master's, Doctoral Diploma) or Master's/Professional Master's at NQF level 9 degree or PHD (Doctoral degree/Professional doctoral degree at NQF level 10)
Single	Single but have been living together with someone as a husband/wife/partner before. Single and have never been married/never lived together as husband/wife/partner
Married	Individuals legally married (including customary, traditional, religious etc.)
Cohabiting	Individuals living together like husband and wife/partners
Separated	Individuals who were divorced or separated but still legally married or widowed
Rented dwelling	Dwelling rented from private individual/ rented from other (incl. municipality and social housing institution)
Free dwelling	Occupied rent free
Owned dwelling	Dwelling owned but not paid yet paid off, owned and fully paid off
Disability status	If an individual has indicated that they have 'some difficulty' for two or more of the six categories which are: (i) Seeing, (ii) Hearing, (iii) Walking a kilometre/climbing a flight of steps, (iv) Remembering and concentrating, (v) Self-care such as washing or dressing, (vi) Communicating in his/her usual language, including sign language (understanding others and being understood by others) then they are disabled. If an individual has 'a lot of difficulty' or 'unable to do' so for one or more categories, they are classified as disabled.
Languages	Language most spoken by the individual in the household (Afrikaans, English, IsiNdebele, IsiXhosa, IsiZulu, Sepedi, Sesotho, Setswana, Sign language, Khoi, Tshivenda, Xitsonga, Other languages)
Household size	Household size less than 4; Household size of four; Household size more than four
Province of residence	Western Cape; Eastern Cape; Northern Cape; Free State; KwaZulu-Natal; North West; Mpumalanga; and Limpopo
Geography type	Urban, Traditional areas; and Farm areas
Perception on education	Education very important, important or not important

Table A. 5: Predictor variables affecting educational attainment (full analysis)

Parameter	Estimate	Standard Error	Wald Chi-Square	Pr > ChiSq
Category "completed postgraduate degree" versus categories 0, 1, 2, 3, 4, 5, 6 or 7	-3,9679	0,00209	3602364	<,0001
Category "received a degree" or higher versus categories 0, 1, 2, 3, 4, 5 or 6	-2,443	0,00161	2303649	<,0001
Category "completed short cycle tertiary" or higher versus categories 0, 1, 2, 3, 4 or 5	-1,7775	0,00152	1365888	<,0001
Category "completed secondary" or higher versus categories 0, 1, 2, 3 or 4	0,3099	0,00144	46564,69	<,0001
Category "some secondary but with diploma or certificate" or higher versus categories 0, 1, 2 or 3	0,3379	0,00144	55341,74	<,0001
Category "some secondary" or higher versus categories 0, 1, or 2	2,0772	0,0015	1906228	<,0001
Category "completed primary" or higher versus categories 0 or 1	2,4067	0,00153	2476477	<,0001
Category "some primary" or higher versus category 0	3,5189	0,00167	4418041	<,0001
Married	-0,1009	0,000854	13966,7	<,0001
Cohabiting	-0,4555	0,00124	135446,1	<,0001
Separated	-0,6246	0,00157	158900,5	<,0001
Coloured	-0,3876	0,00313	15298,6	<,0001
Indian	-0,0512	0,00356	207,1626	<,0001
White	1,3023	0,00307	179759	<,0001
Male	-0,0445	0,00074	3623,137	<,0001
Disability status	-1,1689	0,0014	700402,1	<,0001
Afrikaans	0,1718	0,00324	2805,502	<,0001
English	0,959	0,00307	97812	<,0001
IsiNdebele	-0,1857	0,00303	3755,997	<,0001
IsiXhosa	-0,2021	0,00179	12764,02	<,0001
Sepedi	0,2225	0,00186	14365,68	<,0001
Sesotho	-0,0748	0,00187	1602,095	<,0001
Setswana	0,215	0,00192	12490,77	<,0001
Sign language	-0,3909	0,0296	174,2063	<,0001
Khoi	-0,4854	0,0217	500,1218	<,0001
SiSwati	0,1765	0,00283	3885,497	<,0001
Tshivenda	0,3852	0,0029	17687,95	<,0001
Xitsonga	-0,2806	0,00216	16949,91	<,0001
Other languages	-0,158	0,00355	1983,243	<,0001
Western Cape	-0,214	0,00161	17711,56	<,0001
Eastern Cape	-0,2029	0,00183	12314,42	<,0001
Northern Cape	-0,4927	0,00274	32249,98	<,0001
Free State	-0,2543	0,00199	16391,08	<,0001
KwaZulu-Natal	-0,0763	0,00144	2810,989	<,0001
North West	-0,4197	0,00188	50055,16	<,0001
Mpumalanga	-0,1279	0,00175	5357,136	<,0001
Limpopo	-0,1673	0,00184	8312,587	<,0001
Traditional areas	-0,6094	0,00109	313722,6	<,0001
Farm areas	-0,7759	0,00188	169808,8	<,0001
Education important	-0,2056	0,00109	35775,59	<,0001
Education not important	-0,2236	0,00418	2866,52	<,0001
Household size of four	0,1114	0,00104	11440,31	<,0001
Household size more than four	-0,1642	0,000851	37188,65	<,0001
Rented dwelling	0,0852	0,0011	6021,453	<,0001
Free dwelling	-0,3972	0,00108	135250,9	<,0001

Table A. 6: Educational attainment among individuals aged 20–24 not currently attending by parents' educational level, 2016

Individual level of education	Parents' level of education						
	No schooling	Incomplete primary	Completed primary	Incomplete Secondary	Completed Secondary	Post-secondary	Other
No schooling	69,5	8,7	2,8	12,0	4,5	2,3	0,2
Incomplete primary	25,0	41,6	9,4	19,8	3,5	0,5	0,1
Completed primary	21,7	37,2	10,3	25,5	4,8	0,5	0,1
Incomplete secondary	14,2	25,8	9,8	37,5	10,8	1,7	0,2
Completed secondary	9,4	17,5	7,1	36,3	24,1	5,1	0,6
Post-secondary	3,7	7,6	3,2	24,7	28,8	30,4	1,7
Other	3,3	8,4	3,7	31,7	26,3	18,5	8,1

Source: Community Survey, 2016

Table A. 7: Educational attainment among individuals aged 25–29 not currently attending by parents' educational level, 2016

Individual level of education	Parents' level of education						
	No schooling	Incomplete primary	Completed primary	Incomplete Secondary	Completed Secondary	Post-secondary	Other
No schooling	74,9	7,8	2,0	9,1	4,1	1,8	0,3
Incomplete primary	31,4	40,7	7,9	16,3	3,1	0,6	0,1
Completed primary	27,3	37,7	9,9	20,8	3,8	0,5	0,0
Incomplete Secondary	18,3	29,4	9,6	32,6	8,3	1,7	0,2
Completed Secondary	11,9	20,3	7,5	35,6	19,6	4,7	0,5
Post-secondary	4,4	9,2	3,8	25,9	24,8	30,6	1,3
Other	5,5	11,1	4,5	26,8	24,0	19,5	8,7

Source: Community Survey, 2016

Table A. 8: Educational attainment among individuals aged 30–34 not currently attending by parents' educational level, 2016

Individual level of education	Parents' level of education						
	No schooling	Incomplete primary	Completed primary	Incomplete secondary	Completed secondary	Post-secondary	Other
No schooling	73,7	10,8	2,7	7,3	3,2	2,3	0,2
Incomplete primary	35,2	40,8	7,0	14,6	1,7	0,6	0,0
Completed primary	31,7	37,1	9,1	18,5	2,5	0,9	0,2
Incomplete secondary	21,9	32,6	9,4	28,7	5,8	1,5	0,2
Completed secondary	14,8	23,2	7,9	33,9	15,6	4,1	0,5
Post-secondary	6,5	11,7	4,6	27,5	21,0	27,4	1,3
Other	10,2	16,0	4,9	26,3	19,9	15,6	7,2

Source: Community Survey, 2016

Table A. 9: Eigenvalues of the correlation matrix

	Eigenvalue	Difference	Proportion	Cumulative
1	3.48418126	1.48123405	0.1394	0.1394
2	2.00294721	0.28666072	0.0801	0.2195
3	1.71628649	0.08258906	0.0687	0.2881
4	1.63369743	0.27522101	0.0653	0.3535
5	1.35847642	0.19010075	0.0543	0.4078
6	1.16837567	0.05232475	0.0467	0.4546
7	1.11605092	0.01470324	0.0446	0.4992
8	1.10134768	0.02121296	0.0441	0.5433
9	1.08013472	0.03059488	0.0432	0.5865
10	1.04953984	0.00792079	0.0420	0.6284
11	1.04161905	0.00848894	0.0417	0.6701
12	1.03313011	0.00870213	0.0413	0.7114
13	1.02442797	0.02177611	0.0410	0.7524
14	1.00265186	0.00197418	0.0401	0.7925
15	1.00067768	0.02677861	0.0400	0.8325
16	0.97389907	0.01975002	0.0390	0.8715
17	0.95414905	0.05347013	0.0382	0.9097
18	0.90067892	0.06552077	0.0360	0.9457
19	0.83515815	0.35892335	0.0334	0.9791
20	0.47623480	0.43001193	0.0190	0.9981
21	0.04622287	0.04611005	0.0018	1.0000
22	0.00011282	0.00011282	0.0000	1.0000
23	0.00000000	0.00000000	0.0000	1.0000
24	0.00000000	0.00000000	0.0000	1.0000
25	0.00000000		0.0000	1.0000

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