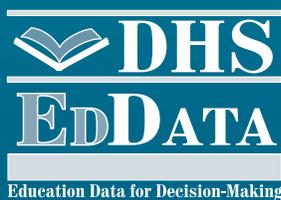


DHS EDData
EDUCATION PROFILE

South Africa
1998



DHS EdData Education Profiles

DHS EdData Education Profiles

This series of country education profiles uses internationally comparable data from USAID's Demographic and Health Surveys (DHS) to characterize children's participation in primary and secondary schooling and adults' schooling attainment and literacy. These profiles provide information that, combined with other country-specific data, can inform education decision-making. Although the DHS began collecting education data in 1984, there was no systematic effort to analyze and present these data in a format accessible to education planners and policy-makers until the DHS EdData Activity began in 1999.

In 2000, the DHS EdData Education Profiles for Africa were produced for nine sub-Saharan African countries. The current set of profiles updates those original profiles with data from recent DHS surveys, and adds to the number of countries profiled. In addition to the thirteen country profiles for sub-Saharan Africa (Benin, Ethiopia, Ghana, Guinea, Kenya, Malawi, Mali, Namibia, Nigeria, Rwanda, South Africa, Uganda, and Zambia), the current series includes profiles for countries in the ANE (Bangladesh, Cambodia, Egypt, India, and Nepal), LAC (Guatemala, Haiti, Nicaragua, and Peru), and E&E (Kazakhstan and Uzbekistan) regions.

Data Presented in the Profiles

These profiles present data from nationally representative household surveys, which provide data at the household and individual levels. The data include educational attainment and schooling status of household members, which allow for the calculation of net and gross attendance ratios (disaggregated by sex, urban/rural residence, and region); the percentage of students under age, on time, and over age, by grade; age-specific schooling status of youth (attending, dropped out, never attended); and adult primary and secondary school completion rates and educational attainment. Recent surveys provide data on repetition, dropout, and survival rates by primary school grade. The DHS also provides information on men's and women's literacy rates for a selected age range.

A Supplement to Other Sources of Education Data

The DHS measures of children's school attendance rates differ from, and supplement, traditional sources of international statistics, such as those produced by ministries of education or UNESCO. Statistics on children's participation in schooling usually are derived from country data on children's school enrollment, which are collected from school records and used to produce net and gross enrollment ratios (NER and GER).

DHS, on the other hand, measures children's participation in schooling using data on school attendance, collected from a representative sample of households. Net and gross attendance ratios (NAR and GAR) are calculated based on questions about whether children attend (or go to) school. While the NAR and GAR may be seen as proxies for the more commonly used NER and GER, discrepancies between attendance and enrollment ratios can be expected.

DHS EdData

The DHS EdData Activity is supported primarily by USAID's Office of Education in the Bureau for Economic Growth, Agriculture and Trade, with additional support from USAID's Africa Bureau. DHS EdData is closely linked to the population and health sector DHS. In addition to analyzing the education data collected by the DHS, DHS EdData conducts various data collection activities, including in-depth household education surveys in a subset of DHS households.

The DHS EdData household survey focuses on issues surrounding the household demand for schooling in order to provide information about the decisions households make about how much of what kind of education to invest in for household members. Specific topics in the core survey include: the reasons for school-age children never having attended school or having dropped out of school, household expenditures on schooling, parent/guardians' perceptions of the benefits of schooling and of school quality, distances and travel times to schools, and the frequency of and reasons for student absenteeism.

Data on these topics, together with the information from the DHS, provide information useful for education policy and program planning and for monitoring USAID basic education activities. The linkage between the DHS EdData and the DHS surveys allows for an analysis of the relationships between education and health, nutrition, family planning, and other individual and household characteristics.

South Africa

DHS EdData Education Profile: 1998

A South Africa Demographic and Health Survey (DHS) was conducted in 1998.¹

Key Findings

In 1998, rates of primary attendance were high.

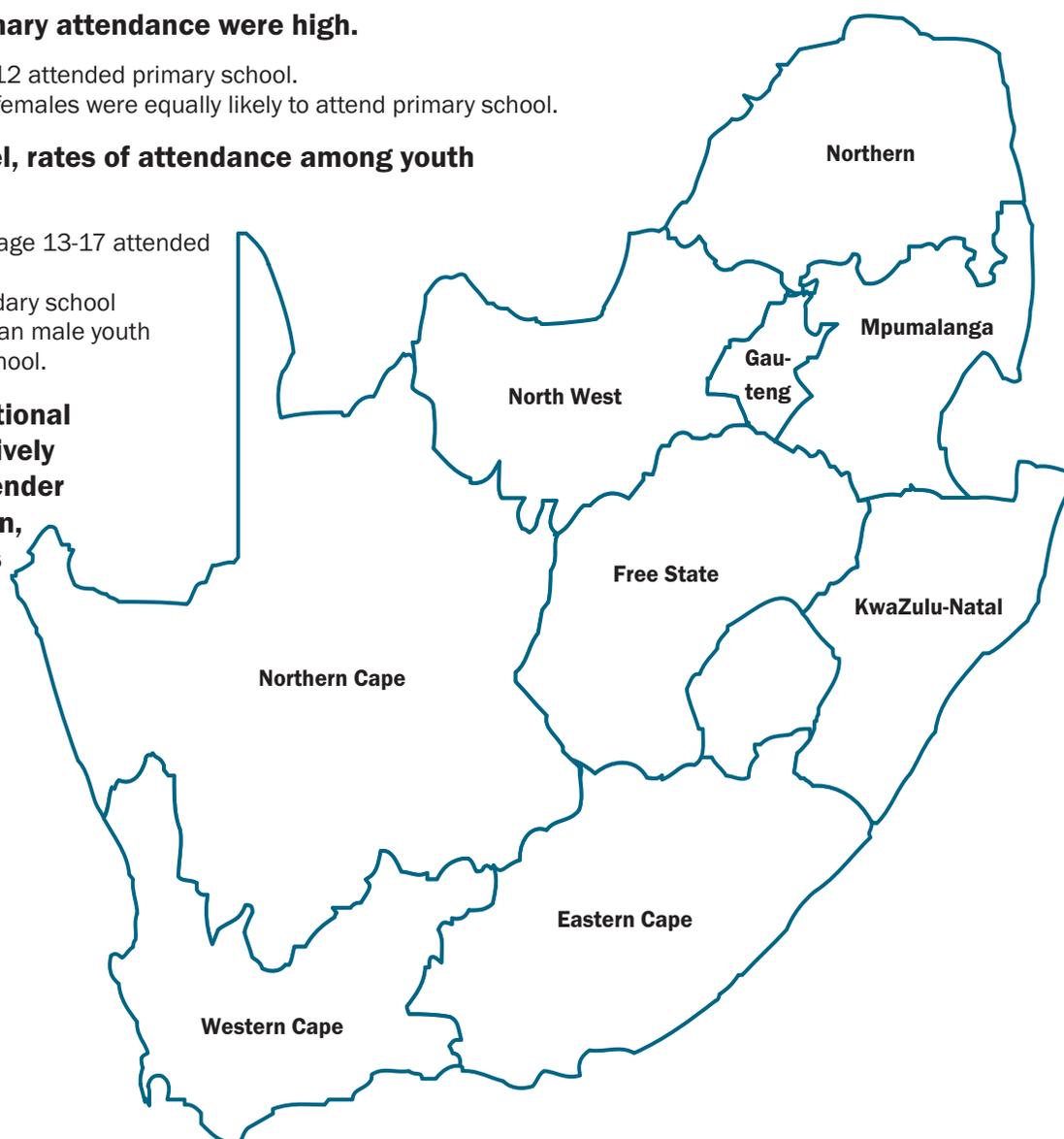
- 88% of children age 6-12 attended primary school.
- School-age males and females were equally likely to attend primary school.

At the secondary level, rates of attendance among youth age 13-17 were high.

- In 1998, 62% of youth age 13-17 attended secondary school.
- Female youth of secondary school age were more likely than male youth to attend secondary school.

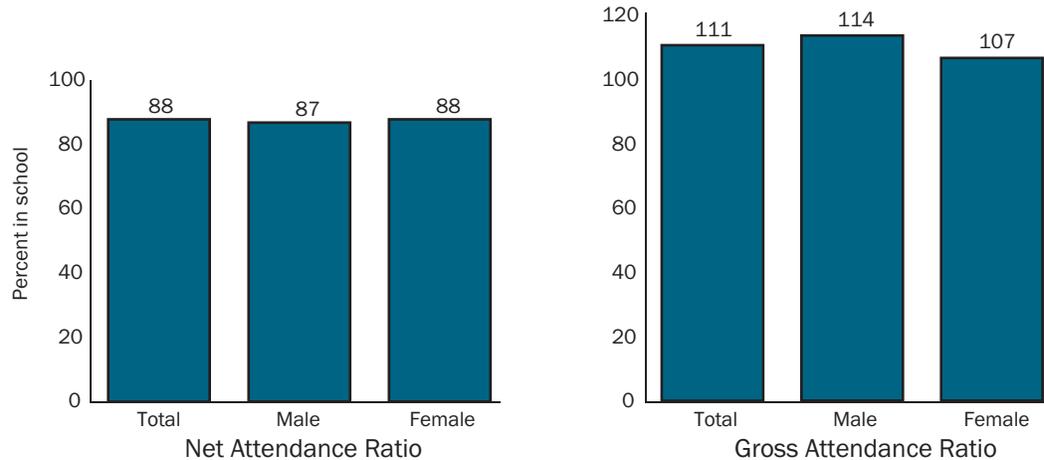
In 1998, adult educational attainment was relatively high, with minimal gender disparities. In addition, women's literacy was very high.

- 68% of the population age 15 and older had completed primary school, with men slightly more likely to have completed that level.
- 27% of men and 22% of women age 20 and older had completed secondary school.
- 93% of women age 15-49 could read.



¹ The 1998 survey was administered to 12,247 households and 11,735 women age 15-49 from those households.

Primary School Attendance Ratios: 1998



Source: SADHS 1998

The net attendance ratio (NAR) is the percentage of the official primary school-age population (age 6-12 in South Africa) that attends primary school. The gross attendance ratio (GAR) is the total number of students attending primary school—regardless of age—expressed as a percentage of the official primary school-age population.

Primary Net Attendance Ratio (NAR)

In 1998, 9 in 10 children age 6-12 attended primary school.

- 88% of school-age children in South Africa attended primary school.

School-age males and females were equally likely to attend primary school.

Primary Gross Attendance Ratio (GAR)

In 1998, 1 in 5 children attending primary school was outside of the official age range (as reflected in the difference between net and gross attendance ratios).

- Students over or under the official primary school age range made up 21% ($(\text{GAR } 111 - \text{NAR } 88) / \text{GAR } 111$) of the primary school population.

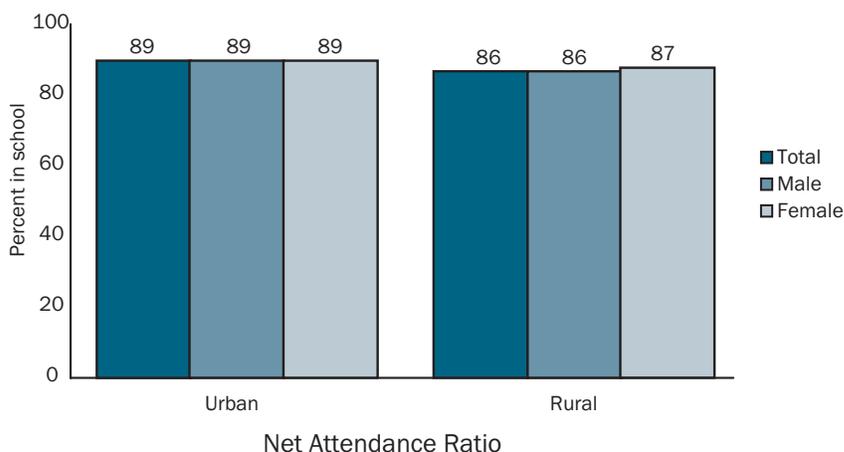
Among youth of all ages, males were slightly more likely than females to attend primary school.

- In 1998, the gross attendance ratio (GAR) among males was 114, compared with 107 among females.

Primary School Net Attendance Ratio (NAR) by Urban/Rural: 1998

In 1998, children age 6-12 in urban and rural areas were almost equally likely to attend primary school.

- 89% of children age 6-12 in urban and 86% in rural areas attended primary school.



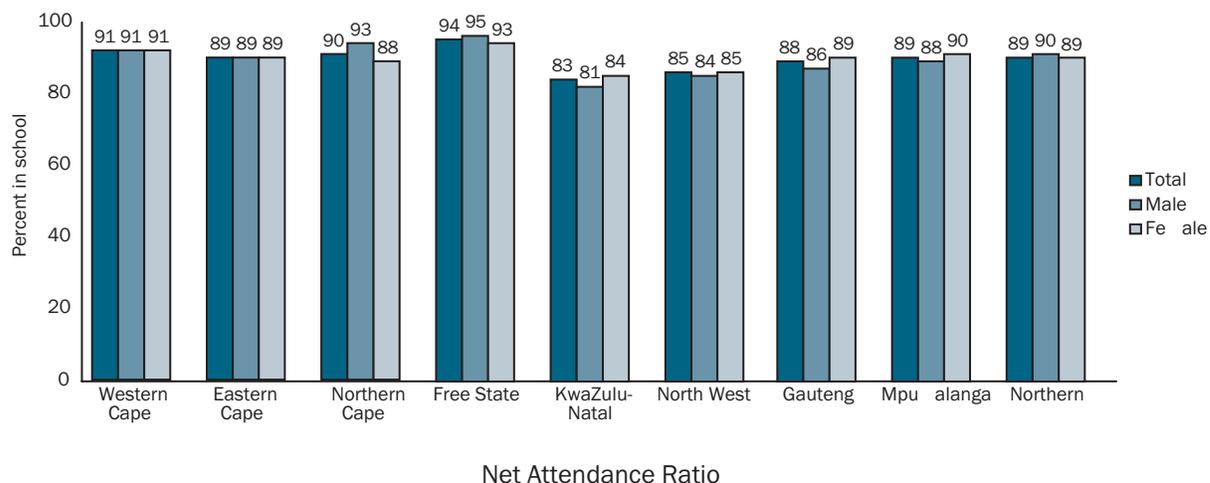
Source: SADHS 1998

Primary School Net Attendance Ratio (NAR) by Province: 1998

In 1998, there were slight provincial disparities in primary school attendance in South Africa.

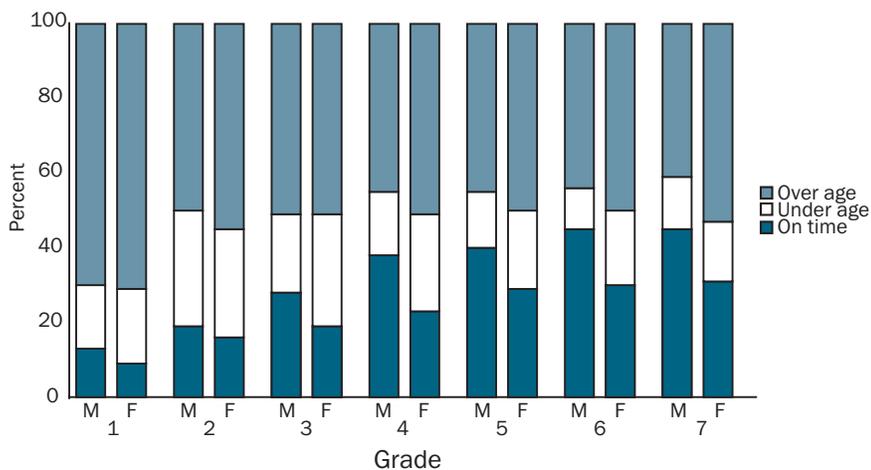
- The rate of primary school attendance was highest in the Free State (94%) and lowest in KwaZulu-Natal (83%).

Across provinces, there was virtual gender parity in the percentage of school-age children attending primary school. In the Northern Cape, there was a small gender gap in favor of males.



Source: SADHS 1998

Over-Age, Under-Age, and On-time Students in Primary School: 1998



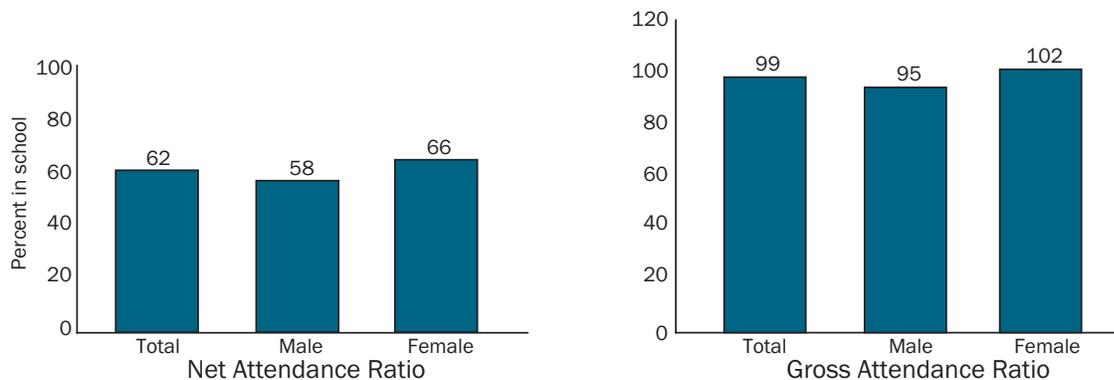
In 1998, 11% of grade 1 and 38% of grade 7 students were over age for the grade attended.

- In each grade, male students were more likely than female students to be over age for the grade attended.

Source: SADHS 1998

Students are considered to be over age if they are two or more years older, and under age if they are one or more years younger, than the official age for their grade. Students are considered to be on time if they are of the official age, or are one year older than the official age for their grade. Since the official age of entry to grade 1 is age 6 in South Africa, a grade 1 student who is age 6 or 7 is considered to be on time, a student age 8 or older is over age, and a student age 5 or younger is under age. This indicator—under age, on time, or over age for grade—differs from the percentage of primary school students outside the primary school age range (see page 2) in that the proportion of students over age, on time, and under age is calculated for each primary school grade, rather than for primary school overall.

Secondary School Attendance Ratios: 1998



Source: SADHS 1998

The net attendance ratio (NAR) is the percentage of the official secondary school-age population (age 13-17 in South Africa) that attends secondary school. The gross attendance ratio (GAR) is the total number of students attending secondary school—regardless of age—expressed as a percentage of the official secondary school-age population.

Secondary School Net Attendance Ratio (NAR)

In 1998, 62% of youth age 13-17 attended secondary school.

- Female youth of secondary school age were more likely than male youth to attend secondary school (NAR of 66% for females versus 58% for males).

Secondary Gross Attendance Ratio (GAR)

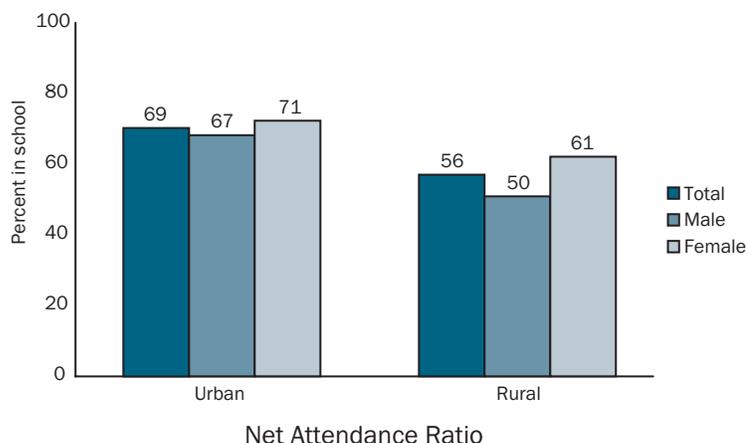
Among students of all ages (gross attendance), the rate of secondary attendance was 99, with a slight gender gap in favor of female youth.

- In 1998, the gross attendance ratio (GAR) among females was 102, compared with 95 among males.
- In 1998, 37% of youth were outside the official range ($[(GAR\ 99 - GAR\ 62) / GAR\ 99]$).

Secondary School Net Attendance Ratio (NAR) by Urban/Rural: 1998

In 1998, youth age 13-17 in urban areas were more likely than those in rural areas to attend secondary school.

- 69% of youth age 13-17 in urban areas attended secondary school, compared to 56% in rural areas.



Source: SADHS 1998

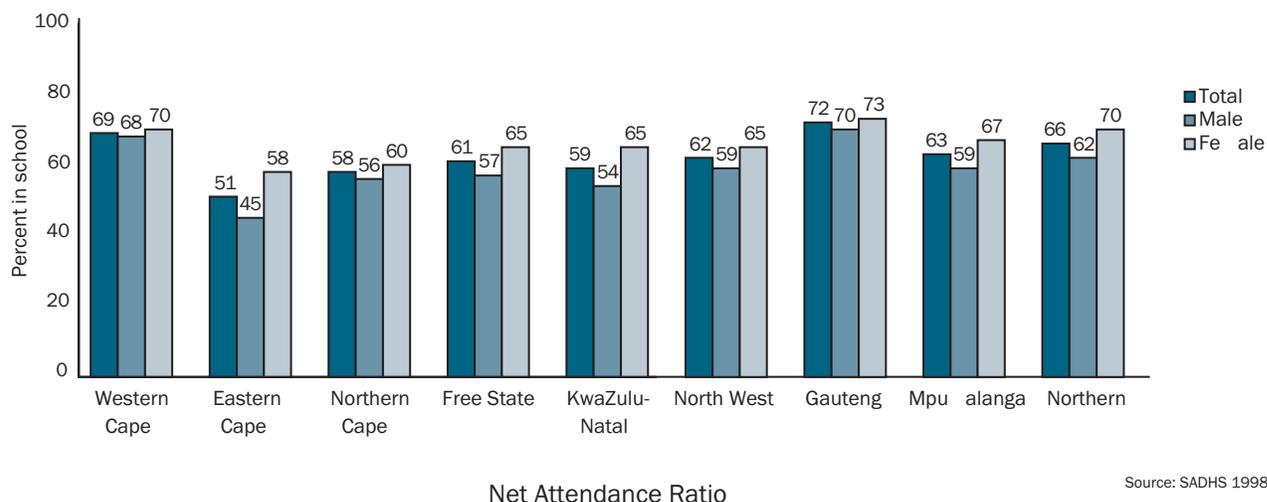
Secondary School Net Attendance Ratio (NAR) by Province: 1998

In 1998, there were notable differences in the secondary school net attendance ratio (NAR) by province.

- The secondary NAR was lowest in the Eastern Cape (51%), and highest in Gauteng (72%).

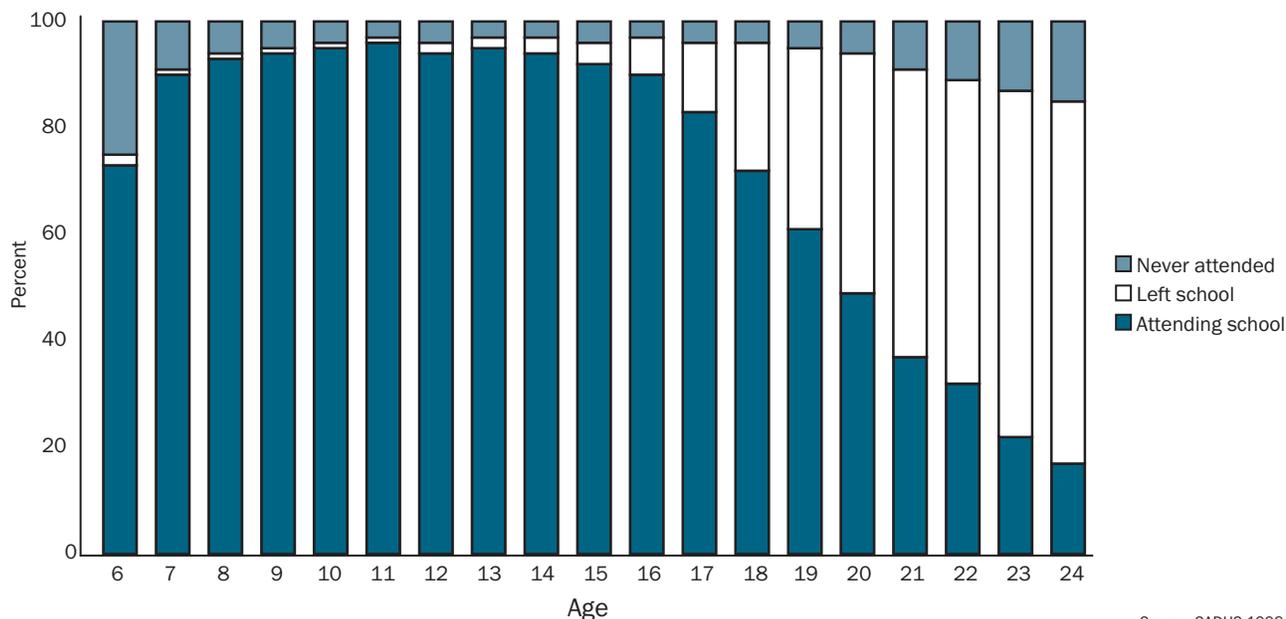
In all provinces, attendance ratios among youth age 13-17 were higher for females than for males.

- The gender gap was widest in the Eastern Cape, with an NAR of 58% for females and 45% for males.



Source: SADHS 1998

Schooling Status of Youth Age 6-24: 1998



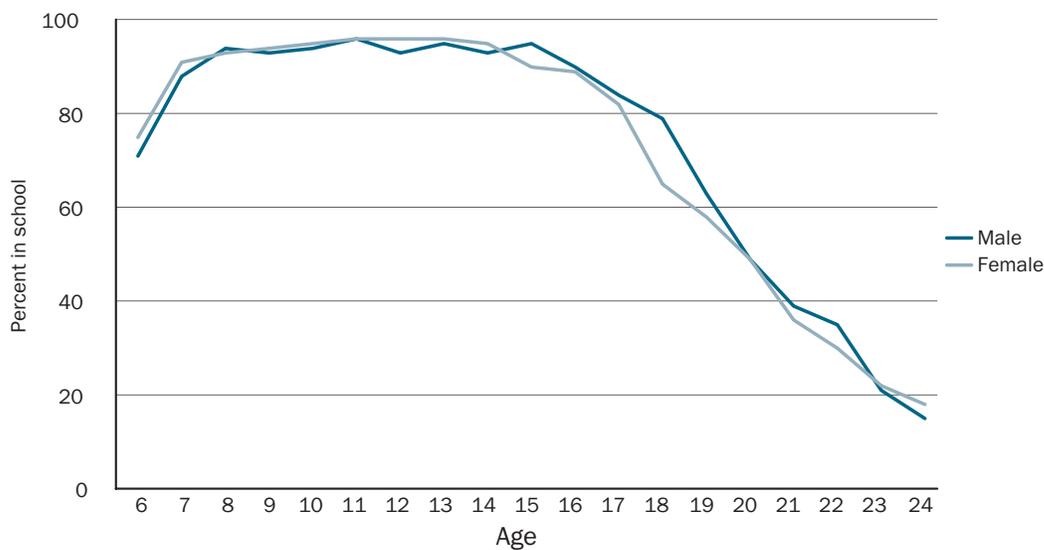
In 1998, at each age from 6 to 19, the vast majority of youth attended school at the pre-primary, primary, secondary, or post-secondary levels.

- The peak age of attendance was at age 11, with 96% of children age 11 attending school; the peak age range was 7-16.
- Less than half of youth at each age from 20 to 24 attended school at any level.

Age-Specific Attendance Rate by Sex: 1998

In 1998, at most ages from 6 to 24, there was rough gender parity in school attendance at any level.

- Attendance peaked at age 11 for males (96%) and at age 11 and 12 for females (96% for both ages).
- In terms of percentage points, the largest gender gap was at age 18, with male attendance at 79% and female attendance at 65%.



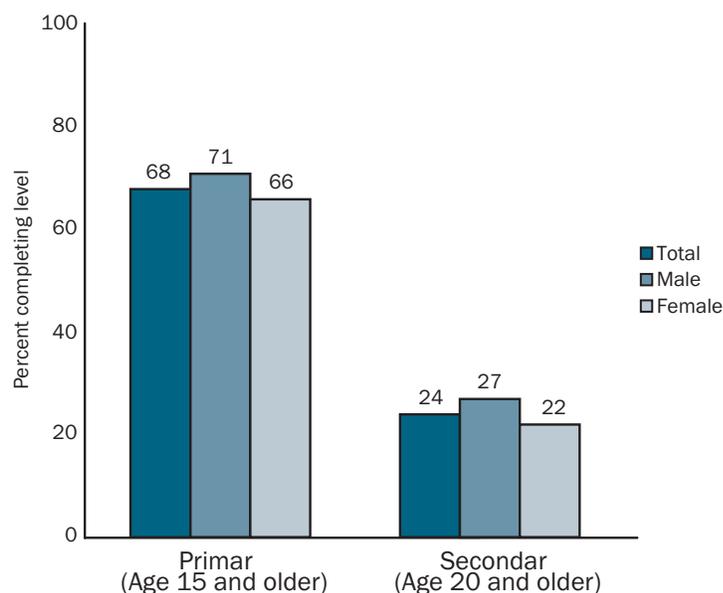
Adult Primary and Secondary School Completion Rates: 1998

In 1998, 68% of the population age 15 and older had completed primary school.

- Men were slightly more likely than women to have completed primary school (71% versus 66%).

In 1998, 24% of the population age 20 and older had completed secondary school.

- Men were slightly more likely than women to have completed secondary school: 27% of men and 22% of women age 20 and older had completed secondary school.



Source: SADHS 1998

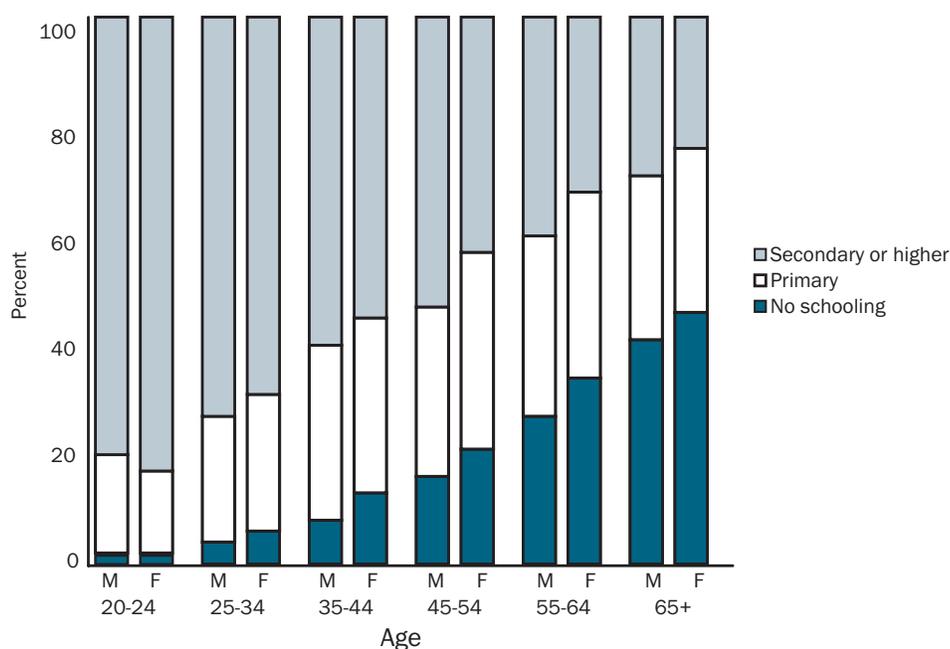
Adult Educational Attainment: 1998

Educational attainment has been increasing steadily for men and women age 20 and older in South Africa.

- In 1998, 97% of men age 20-24 had attended primary school or higher, compared to 59% of men age 65 and older.
- At the same point in time, 98% of women age 20-24 and 54% of women age 65 and older had attended school.

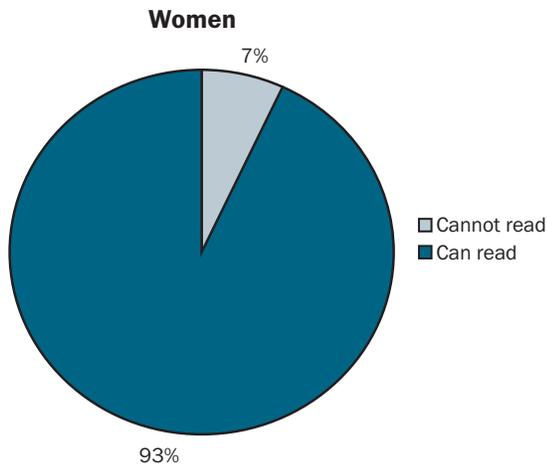
In 1998, educational attainment among men and women was comparable.

- Among men age 20 and older, 87% had attended primary school or higher. Among women age 20 and older, 82% had attended primary school or higher.
- 61% of men age 20 and older had attended secondary school or higher, compared with 54% of women.



Source: SADHS 1998

Literacy Among Women Age 15-49: 1998



Literacy among women was very high in 1998.

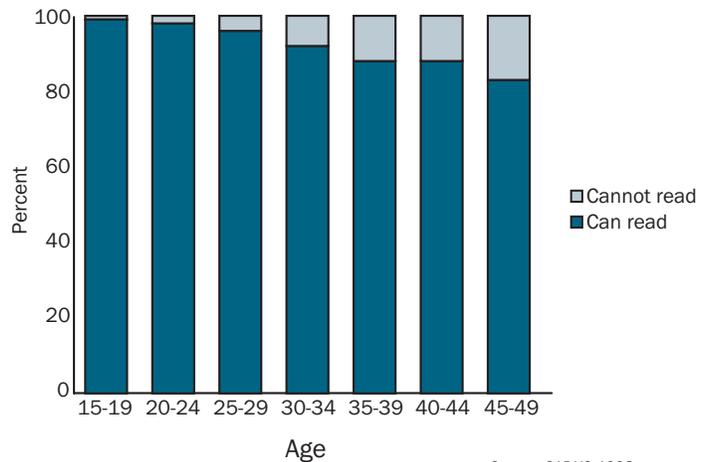
- 93% of women age 15-49 could read.²

² Among women who never attended school and those who attended primary school, literacy was self-reported. Women who attended secondary school or higher were assumed to be literate. As a consequence, the percentage literate includes both those who attended secondary school or higher, and those who reported themselves to be literate.

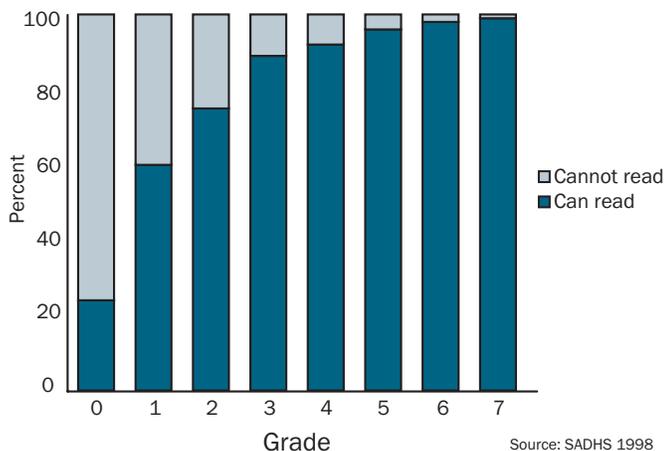
Women's Literacy by Age: 1998

Women's literacy has been increasing over the past 30 years.

- In 1998, 99% of women age 15-19 could read, compared with 84% of women age 45-49.



Women's Literacy by Years of Primary School Completed: 1998



In 1998, 92% of women who had completed grade 4 could read and 99% of those who had completed grade 7 could read.

Main Reason for Leaving School Among Women Age 15-24, by Highest Level of Schooling Attended: 1998

The most common reason women gave for leaving primary school was pregnancy (30%).

- 1 in 4 women cited the inability to pay school fees as the main reason for leaving primary school.
- Other reasons for leaving primary school were not liking school (8%) and marriage (8%).

23% of women cited pregnancy as the main reason they left secondary school or higher.

- Other common reasons for leaving secondary school or higher were the inability to pay school fees (21%), and having finished school or having completed enough schooling (20%).

	Left during primary %	Left during secondary or higher %	Total %
Got pregnant	30	23	25
Got married	8	5	5
Needed to take care of children	3	2	2
Family needed help	1	1	1
Could not pay for schooling	26	21	22
Needed to earn money	5	11	10
Graduated/Had enough schooling	0.4	20	16
Failed exams	1	3	2
Did not like school	8	4	5
School not accessible	1	1	1
Other/Don't know	16	10	11

Source: SADHS 1998

Appendix: Indicator Specifications

The methods used to calculate the indicators presented in the education profiles are described below.

Net Attendance Ratio (NAR)

Primary level:

$$\frac{\text{number of students of primary school age attending primary school}}{\text{number of people of primary school age in the population}}$$

Secondary level:

$$\frac{\text{number of students of secondary school age attending secondary school}}{\text{number of people of secondary school age in the population}}$$

The Net Attendance Ratio (NAR) is the percentage of children in the target age range for the specified level of schooling attending that level of schooling, and is calculated separately for primary and secondary school. A primary NAR of 95% would indicate that nearly all of the children of primary school age attend primary school. A primary NAR of only 38%, on the other hand, would indicate that a majority, or 62%, of the children of primary school age do not attend primary school. By definition, the NAR cannot exceed 100%.

Gross Attendance Ratio (GAR)

Primary level:

$$\frac{\text{number of students attending primary school, regardless of age}}{\text{number of people of primary school age in the population}}$$

Secondary level:

$$\frac{\text{number of students attending secondary school, regardless of age}}{\text{number of people of secondary school age in the population}}$$

The Gross Attendance Ratio (GAR) for a given school level is the total number of students attending at that level, divided by the population of the official age range for that school level. The GAR is calculated separately for primary and secondary school. Unlike the NAR, the GAR can exceed 100.

Both a GAR greater than 100 and a GAR greater than the NAR indicate the presence in the classroom of children who are either older or younger than the official age range for the school level. The magnitude of difference between the NAR and GAR indicates the extent of over-age/under-age attendance. For instance, if the primary NAR is 35% and the GAR is 65, then 54% (35/65) of the primary school students are of primary school age, while 46% are either older or younger than the official age range. In some countries, where there is a substantial difference between the GAR and the NAR, the number and proportion of over-age and/or under-age students burdens the school system, absorbing resources that might otherwise be spent on children in the official age range for the level.

Primary School Under Age, On Time, and Over Age

Students in each grade of primary school are either under age, on time, or over age for the grade attended. Students are under age for the grade if they are younger than the official target age for the grade. Students are on time if they are at the official age for the grade, or are one year older than the official age. Students are over age if they are two or more years older than the official age for the grade. For example, if the official entry age for grade 1 is 6, a student age 5 or younger is under age, a student age 6-7 is on time, and a student age 8 or older is over age.

The percentage of students on time for the grade attended is calculated as follows:

$$\frac{\text{number of grade X students who are at the target entry age for the grade or one year older}}{\text{total number of students attending grade X}}$$

Schooling Status of Youth Age 6-24

For each age, from age 6-24, the percentage attending school:

$$\frac{\text{number of people age 6 attending school, at any level}}{\text{number of people age 6 in the population}}$$

For each age, from age 6-24, the percentage who have left school:

$$\frac{\text{number of people age 6 who used to attend school, but have dropped out}}{\text{number of people age 6 in the population}}$$

For each age, from age 6-24, the percentage who have never attended school:

$$\frac{\text{number of people age 6 who have never attended school}}{\text{number of people age 6 in the population}}$$

Schooling status indicates the percentage of children and youth, by age, who attend school (at any level), have dropped out of school, or who have never attended school. Added together, these percentages total 100% for each age.

Age-Specific Attendance Rate (ASAR)

For each age, from age 6-24:

$$\frac{\text{number of people age 6 attending school, at any level}}{\text{number of people age 6 in the population}}$$

The ASAR indicates the percentage of a given age cohort attending school—regardless of the level attended (primary, secondary, or higher). The ASAR cannot exceed 100%, and the closer it is to 100%, the higher the participation of that age group in the population.

Adult Primary and Secondary School Completion Rates

Primary

$$\frac{\text{number of people age 15 or older who have completed the last grade of primary (or higher)}}{\text{number of people age 15 or older in the population}}$$

Secondary

$$\frac{\text{number of people age 20 or older who have completed the last grade of secondary (or higher)}}{\text{number of people age 20 or older in the population}}$$

The completion rates presented here are indicators of the level of primary or secondary school completion among those who are beyond primary or secondary school age. Those in the numerator have either completed the specified level of schooling or attended school at a higher level. In other words, the percentage of adults who have completed primary school includes those who have attended secondary school or a higher level of schooling. Note that the calculation of this indicator differs from the calculation of the Primary and Secondary Completion Rates.

Adult Educational Attainment by Level of Schooling Attended

For each level of attainment:

$$\frac{\text{number of people age 20 or older who never attended school}}{\text{number of people in the population age 20 or older}}$$

These indicators present the percentage of the adult population age 20 or older that has never attended school, attended primary school, or attended secondary school or higher. Results are presented in five-year age ranges, and for age 65 or older. Within each age range, the percentages, added together, total 100%. This indicator is useful in tracking changes in attainment by age group, gender, and other sub-groups.

Adult Literacy

Women (and in many countries, also men) age 15-49¹ who never attended school and those who left school before reaching secondary school were asked to assess their literacy or to demonstrate literacy. If respondents were asked to report on their literacy, the question was: “Can you read and understand a letter or newspaper easily, with difficulty, or not at all?” People who said they can read easily or with difficulty were grouped together as literate. If literacy was tested, which is the case with most recent surveys, respondents were asked to read (in a language in which they were likely to be literate) a short simple statement about everyday life. If the respondent could read part or all of the sentence, or had attended secondary school or higher, the respondent was classified as literate.

¹ The age range for men is often different from that of women, and is most commonly age 15-54 or 15-59.

Contact Information

Information about DHS EdData may be obtained from several sources, including:

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Tracy Brunette, USAID/AFR/SD, 1300 Pennsylvania Ave, NW, Washington, DC 20523-4600 (Telephone: 202-712-1847; Email: tbrunette@usaid.gov).

Additional information about DHS EdData and these country education profiles may be obtained by writing to: DHS EdData, ORC Macro, 11785 Beltsville Drive, Suite 300, Calverton, MD 20705 (Telephone: 301-572-0200; Fax: 301-572-0983; Email: reports@orcmacro.com; Website: <http://www.dhseddata.com>).

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