



THE EDUCATION OUTCOMES **OF THE CLASS OF 2023 GRADE 12 LEARNERS** **RECEIVING SOCIAL PROTECTION SERVICES**

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FOREWORD: HONOURABLE MINISTER LINDIWE ZULU

In January 2024, the Department of Basic Education announced the National Senior Certificate (NSC) results for the Grade 12 Class of 2023. It is with great pleasure that I share with you the outstanding performance of social grant beneficiaries in the NSC examinations, notably those supported by the Social Development Sector through social grants.

In 2023, over 10 million learners benefited from social grants provided by the Social Development Sector. The results reveal a remarkable achievement, 81.3% of the 556,133 grant beneficiaries who wrote the NSC exams, passing. This signifies a significant improvement compared to the previous year, where 75.2% of grant recipients successfully passed the examinations. The success of these learners is a clear testament to the positive impact of social protection programmes administered by the Social Development Sector. It underscores the crucial role these initiatives play in supporting and uplifting vulnerable individuals within our society.

We must not view these achievements as isolated incidents but rather as part of a broader narrative of empowerment and opportunity for these learners. Their success in the NSC examinations reflects their unwavering determination and resilience in the face of adversity. As we celebrate the accomplishments of these students, it is imperative to address key factors that can further enhance their lives and prospects. I

highlight two critical areas that require our collective attention:

Firstly, as we traverse the second half of the Sixth Administration, there is a pressing need to enhance the quality of the learning process for social grant-receiving learners. We must implement targeted interventions early on and intensify our efforts to improve learner outcomes across all programmes.

Secondly, in light of 2023 being the year of decisive action, the Social Development interventions must focus on addressing learning impediments and strengthening government-wide coordination efforts. Collaboration with partners is essential to enhance the quality of services and experiences for social grant beneficiaries.

The Class of 2023 has overcome numerous challenges to reach this milestone, defying all odds with resilience and determination. Their success is a testament to the collective efforts of families, teachers, schools, communities, and development partners who have supported and guided them on this journey.

In closing, I extend my sincerest gratitude to all involved in nurturing and empowering the Class of 2023. Together, we can continue to create opportunities and shape a brighter future for all learners.

EXECUTIVE SUMMARY

Social protection is an integral aspect of the South African welfare system, and a subject of analysis involving vulnerable part of the population. The Social Assistance policy covers a wide variety of vulnerabilities and where possible, support existing social structures to cope with the socioeconomic burdens afflicting communities and households. In a joint assessment involving the South African government and the World Bank necessitated by the emergence of COVID-19, it was found that overall, the country's welfare system of programmes is well-targeted and provides notable benefits to the most deprived households (World Bank, 2021).

The impact of the social assistance system has been that it effectively reduces poverty and inequality rates, and has positive effects on nutrition and food security, educational attainment of children, health, and livelihoods (World Bank, 2021). In addition to existing social protection interventions in the form of cash transfers, COVID-19 social grants formed an essential instrument of social protection in South Africa, with child-specific grants increasing from approximately 6 million in 2004 and reaching over 10 million South African children by the end of 2023. This substantial growth has primarily been driven by introducing and expanding the Child Support Grant (CSG). Other social protection services for children include the “no-fee” schools in poor communities, school nutrition programmes, free primary health care at public facilities, free basic services, and subsidized housing for poor households.

South African learners continue to experience devastating health, socioeconomic, and psychosocial challenges, which are known to affect their outcomes

in education. Nevertheless, a substantial body of evidence has emerged which proves that social grants continue to be a valuable intervention for improving children's situation in South Africa, more so during a crisis. This report adds to this literature as it presents the academic performance of the 2023 Grade 12 Social Grant Beneficiaries' (SGBs) in the National Senior Certificate (NSC) examination.

This report uses matched NSC, with the social grant pension (SOCPEN) data to identify all learners who have received a social grant at some point in their life and wrote their 2023 Grade 12 examinations. The report makes use of the national population (full dataset across all provinces). 556,133 SGBs wrote the examination in 2023. The report documents positive educational outcomes amongst social grant beneficiaries, with a pass rate of 81.2% in the 2023 NSC examinations representing an impressive 6.1% increase from 2022.

This report outlines the positive developmental effects of social grants on promoting educational outcomes. This further aids the advancement of human capital development, which will in the future assist with reducing risk, vulnerabilities, poverty, and inequality. These results indicate that there is a critical need for structural adjustment in the scope and application of child-specific grants to enable them to successfully complete Grade 12 examinations, as this is a critical educational barometer for the country. This is clearly evidenced by the variations between the active SGBs pass rate (89.4%) against the inactive SGBs (78.7%). Certainly, some learners are “left behind” and that is detrimental to societal development.



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LIST OF ABBREVIATIONS

CCTs	Conditional Cash Transfers	SGBs	Social Grant Beneficiaries
CDG	Care Dependency Grant	SDGs	Sustainable Development Goals
CDC	Care Dependent Child	SOCPEN	Social Pension System
CGF	Conditional Grant Framework	SRD	Social Relief Distress
CSG	Child Support Grant	UCTs	Unconditional Cash Transfers
CPS	Core Packaging System	UNESCO	United Nations Educational, Scientific and Cultural Organization
DBE	Department of Basic Education	UNFPA	United Nations Population Fund
DG	Disability Grant	UN	United Nations
DoRA	Division of Revenue Act	UNICEF	United Nations Children's Fund
DSD	Department of Social Development		
FCG	Foster Child Grant:		
LURITS	The Learner Unit Record Information and Tracking System		
MTSF	Medium Term Strategic Framework		
NDP 2030	National Development Plan 2030		
NACCW	National Association of Child Care Workers		
NISPIS	National Integrated Social Protection Information System		
NSFAS	National Student Financial Aid Scheme		
NSNP	National School Nutrition Programme		
OVC	Orphans and Vulnerable Children		
SACMHF	South African Coalition for Menstrual Health Framework		
SANS	South African National Standards		
SASSA	South African Social Security Agency		





GLOSSARY OF TERMS

Active - Social grant beneficiaries whose grants were still in payment.

Inactive - Social grant beneficiaries whose grants had lapsed mostly due to aging out of the system (those older than 18 years of age).

Conditional cash transfer programs - aim to reduce poverty by making welfare programs conditional upon the receivers' actions. The government (or a charity) only transfers the money to persons who meet certain criteria.

Child - Refers to any person under the age of 18 years.

Child Grant - Refers to Child Support Grant, Care Dependency Grant, and Foster Child Grant.

Child Support Grant - Refers to a grant paid to a primary caregiver of a child who satisfies the criteria in terms of Section 6 of the Social Assistance Act of 2004 (Act No 13 of 2004).

Disability Grant - Refers to a grant paid to a disabled person in terms of Section 9 of the Social Assistance Act of 2004 (Act No 13 of 2004).

Foster Child Grant - Refers to a grant paid to a foster parent in terms of Section 8 of the Social Assistance Act of 2004 (Act No 13 of 2004).

Foster Child - Refers to any child who has been placed in the custody of a foster parent in terms of the Children Act No. 38 of 2005 or Section 290 of the Criminal Procedure Act of 1977 (Act No 51 of 1977).

Foster Parent - In terms of the Children's Act No. 38 of 2005, foster parent means a person who has foster care of a child by order of the children's court and includes an active member of an organization operating a cluster foster care scheme and who has been assigned

responsibility for the foster care of a child.

Grant in Aid - Refers to a grant paid to a person who satisfies the criteria in terms of Section 12 of the Social Assistance Act of 2004 (Act No 13 of 2004).

Grant recipient - Refers to an adult who receives grant in respect of him or herself or behalf of a beneficiary or child. In the case of a child grant, and he or she will be a parent/legal guardian, foster parent or caregiver.

Parent - In terms of the Children's Act of 2004 in relation to a child includes the adoptive parent of a child but excludes the biological father of a child conceived through the rape or incest with the child's mother, a gamete donor, or a parent whose parental rights and responsibilities have been terminated.

Social Grant - Refers to an Old Age Grant, Disability Grant, War Veteran's Grant, Grant in Aid, Care Dependency Grant, Foster Child Grant and Child Support Grant.

Social Grant Beneficiary - Refers to any person who receives social assistance in terms of Sections 6, 7, 8, 9, 10, 11, 12 or 13 of the Social Assistance Act of 2004 (Act No 13 of 2004).

Unconditional cash transfer programs - are philanthropic programs aim to reduce poverty by providing financial welfare without any conditions upon the receivers' actions.



1. INTRODUCTION

The Department of Social Development (DSD) remains steadfast in its mission to create an inclusive, just and prosperous society. By providing social protection services and spearheading collaborative initiatives, the department empowers vulnerable individuals, groups and communities to become self-reliant participants in their own development, in line with the mandates of the Social Assistance Act, 1992 (Act No. 59 of 1992), Child Care Act, 1983 (Act No. 74 of 1983) and the Sustainable Development Goals (SDGs).

Since 1994, the DSD has been dedicated to restoring the human dignity of all individuals in our country, irrespective of their backgrounds. As our revered leader, President Nelson Mandela, eloquently stated in 1996, “as long as people are bound by poverty and as long as they are looked down upon, human rights will lack substance.” These poignant words resonate with the core beliefs that guide actions at the DSD. Central to the DSD’s vision is the recognition that every individual has the right to take ownership of their learning, growth and transformation. In this context, the South Africa National Development Plan (NDP) 2030 underscores the critical role of social protection in addressing the challenges of poverty eradication and inequality reduction, a cause that DSD is committed to advancing.

Extensive research in the field of education, highlighted by Bjerk (2012), Branson and Kahn (2016), and Lund et al. (2018), reveal that the youth who do not attain Grade 12 qualification are more susceptible to challenges in securing employment, facing prolonged periods of unemployment and relying on social assistance and protection systems. To address this concerning trend, it is imperative to acknowledge the significant role that social support mechanisms play in enhancing school retention rates and academic performance.

In particular, the implementation of adaptive social protection initiatives is vital in mitigating the risks associated with incomplete education and enhancing overall schooling outcomes. In this context, the South African Government has taken commendable steps by introducing programmes such as “no-fee” schools, school nutrition initiatives, the Child Support Grant (CSG) and the sanitary dignity programme for girls. These social protection interventions have been instrumental in providing crucial support to vulnerable students and fostering an enabling environment for continuous learning and academic growth. Moving forward, it is essential for policymakers and stakeholders to sustain their efforts in promoting inclusive and effective social protection measures. By continuing to invest in these initiatives, we cannot only address the immediate challenges faced by young individuals but also pave the way for a more prosperous and empowered future generation.

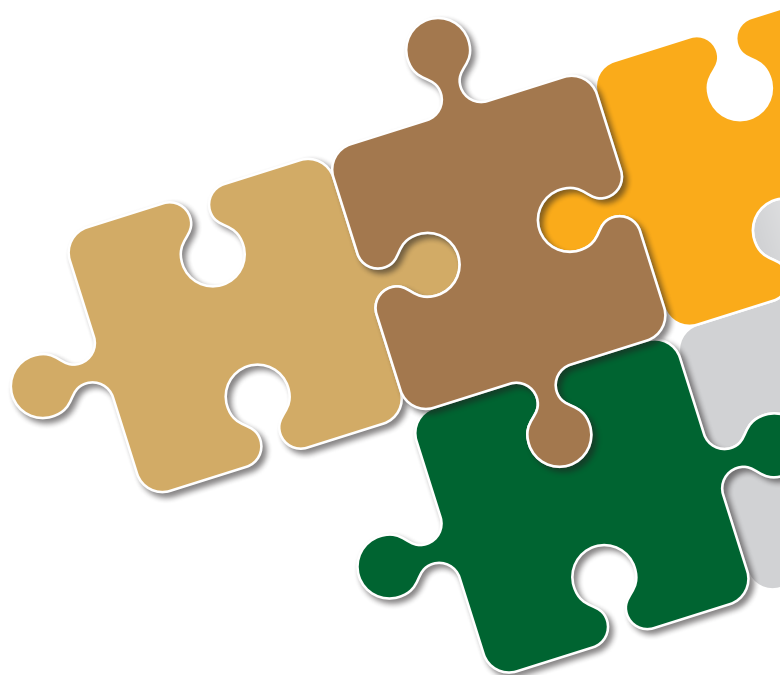




This report presents comprehensive data detailing the academic performance of the social grant beneficiaries (SGBs) who recently completed their Grade 12 academic year and participated in the National Senior Certificate (NSC) examination at the end of 2023. The cohort of learners under consideration was initially registered for Grade 8 in 2019, a year significantly impacted by the far-reaching economic and social effects of the COVID-19 pandemic. The closure of schools in response to the pandemic, which commenced in March 2020, affected various stakeholders, including teachers, learners, parents/guardians, and communities across South Africa. The abrupt interruption of conventional schooling and the ensuing shift to home and online learning brought forth significant social and pedagogical implications. These circumstances also sparked crucial debates regarding the government's handling of the education sector during times of national crisis.

The increased reliance on digital platforms and technologies during the pandemic highlighted existing disparities and accentuated the uneven developmental impact of the fourth industrial revolution on South Africa, as outlined by Brooks (2022). The current cohort of learners continues to grapple with the consequences of the pandemic on their educational journey, particularly given the disruptions they experienced during their critical preparatory senior secondary Grades.

In light of these challenges, it is imperative to analyze the academic performance of the SGBs in Grade 12, considering the unique circumstances they faced. By understanding the broader impacts of the pandemic on their education outcomes, we can better support these learners as they navigate their future academic and professional paths.





2. LITERATURE APPRAISAL

2.1 THE SOCIAL ASSISTANCE PERSPECTIVE

Researchers and commentators have written a lot over the years about the significance of research and policy interest surrounding the relationship between education and social protection, particularly concerning cash transfers commonly known as grants. This topic has garnered extensive attention over the years due to its implications for improving educational outcomes and addressing intergenerational poverty.

The provision of Social Grants articulates the rights to basic services outlined in the South African Constitution (Section 27). Cash transfers, typically targeting low-income households, have been implemented globally to enhance educational access for children. Various studies, including those by Baird et al. (2014), Molina et al. (2019), and Evans et al. (2021), have demonstrated that cash transfers positively impact educational outcomes for beneficiary children in both the short and long term.

The debate between conditional cash transfers (CCTs) and unconditional cash transfers (UCTs) concerning their impact on inter-generational poverty continues. Despite the ongoing discourse, evidence suggests that the efficacy of transfers does not solely depend on the conditions imposed, as similar positive outcomes have been observed with UCTs. Research indicates that the duration of cash transfers is positively correlated with

their impact, with longer-term transfers yielding greater benefits (Budlender, 2014). Moreover, as highlighted by Delany, Grubsoun & Nyokangi (n.d.), social grants play a crucial role in enabling households to invest in their children's health and education, ultimately contributing to long-term poverty alleviation efforts.

According to a study by the Department of Social Development (DSD), South African Social Security Agency (SASSA), and UNICEF in 2012, early receipt of the CSG has been shown to have significant positive effects on a child's educational, nutritional, and health outcomes. This, in turn, contributes to the alleviation of poverty and vulnerability among recipient families. The research indicates that children who receive the CSG at an early age are more likely to experience positive educational outcomes and are less prone to engaging in risky behaviours that could jeopardize their health and well-being. Additionally, adolescents benefiting from the grant are observed to be less involved in child labour activities compared to their counterparts who do not receive the CSG.

Furthermore, studies by Case, Hosegood, and Lund (2005), as well as findings reported by Williams (2007), suggest that CSG recipients have higher school enrolment rates and lower rates of absenteeism. The research also highlights that children enrolled in the CSG from birth tend to complete more grades of schooling than those enrolled later in life. In a nutshell,





the impact assessment underscores the importance of the CSG in promoting positive developmental outcomes for children in South Africa. It is clear that the grant plays a vital role in enhancing educational attainment, reducing vulnerability and improving overall well-being.

The literature consistently highlights that the quality and equitable access to general services play a pivotal role in determining the effectiveness of cash transfers on education outcomes (Lomel, 2008). It is imperative to stress the crucial aspect of supply-side interventions, as children from more deprived backgrounds may require additional educational support to achieve comparable results to their peers from more affluent families (Ferreira & Robalino, 2010; Soares et al., 2010). Furthermore, the integration of complementary interventions, often known as 'cash-plus' or 'cash and care', has been shown to amplify the positive effects of cash transfers, thereby yielding more substantial benefits than cash assistance alone (Patel et al., 2020; Roelen et al., 2017). These additional interventions are instrumental in addressing psychosocial, systemic and structural risks that impact the well-being of children in disadvantaged families, ultimately fostering positive behavioural changes conducive to improved educational outcomes (Patel et al., 2017). In line with this, research done by Fan & Chen (2001) underscores the essential role of parental involvement in a child's education, emphasizing its impact on academic success. Similarly, the work of Latapi & de la Rocha

(2006) stresses the importance of coupling transfers with enhanced service delivery to effectively break the cycle of inter-generational poverty.

Drawing upon existing literature, it is evident that social protection initiatives, when combined with investments in essential services such as education and healthcare, have the potential to break the cycle of poverty and inequality. By providing individuals with access to these basic services, we can empower them to lead healthier, more productive lives and contribute meaningfully to society. As noted by UNICEF in 2014, investing in human capital development through social protection measures can have far-reaching benefits. Not only does it help to reduce dependency on state assistance, but it also lays the foundation for sustainable economic growth and social progress. Furthermore, it is essential to recognize that the outcomes of education and other human capital services are influenced by household demand. This demand is shaped by factors such as access to resources, knowledge, and skills, all of which play a significant role in determining an individual's ability to realize their full potential.

In conclusion, it is clear that a comprehensive approach to social protection, combined with investments in essential public services, is key to promoting human capital development and fostering inclusive growth. By prioritizing these areas, we can create a more equitable and sustainable future for all members of society.

2.2 NATIONAL INTEGRATED SOCIAL PROTECTION INFORMATION SYSTEM

Social protection plays a pivotal role in the implementation of South Africa's National Development Plan (NDP) 2030. With a specific focus on eradicating poverty and reducing inequality, the NDP highlights social protection as a cornerstone in addressing these critical challenges and ensuring that all individuals attain a minimum standard of living.

The essence of social protection extends beyond mere assistance, encapsulating a transformative and developmental approach towards fostering more inclusive growth and development outcomes, particularly for disadvantaged families and their children. As laid out in the NDP 2030, a diverse array of social protection mechanisms is in place within various government departments and agencies.

These mechanisms include, but are not limited to, social grants, the National School Nutrition programme, 'no-fee schools', provision of school uniforms, scholar transport, psycho-social services, primary healthcare support, distribution of sanitary and dignity packs, as well as financial aid for tertiary education students through the National Student Financial Aid Scheme (NSFAS), among others. It is imperative that all stakeholders involved in social protection initiatives align their efforts with the objectives outlined in the NDP 2030. By collaborating effectively and integrating best practices, we can ensure the successful implementation of social protection programmes that directly benefit those in need and contribute towards the overarching goals of poverty eradication and reducing inequality.

Figure 1 below shows the range of social protection programs that the South African Government offer to its citizens from pre-birth until old age aligned to a life cycle approach.

Figure 1: Social Protection Programs Across the Life Cycle

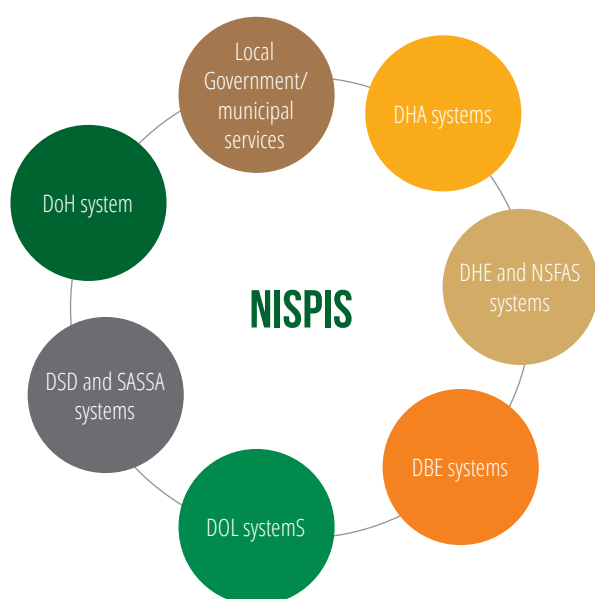
PRE-BIRTH	BIRTH	CHILDREN	YOUTH	ADULTS	OLD AGE
<ul style="list-style-type: none"> Food relief programmes HIV/AIDS programmes 	<ul style="list-style-type: none"> Children's home Adoption services Grant services Care dependency grants Children protection services Forster care grants 	<ul style="list-style-type: none"> Children's home Adoption services Grant services Care dependency grants Children protection services Early Child Development programmes Forster care grants 	<ul style="list-style-type: none"> Grants services Service to youth Service to children in conflict of the law Drug Abuse Centres Children with disabilities services HIV/AIDS programmes 	<ul style="list-style-type: none"> Community services Home-based community based care National food relief programme Service to women and gender issues Drug abuse centres Disabilities services HIV/AIDS programmes 	<ul style="list-style-type: none"> Old age homes Care dependency grants Old age grants Service to old persons with disabilities War veteran grants

It is also important to understand the implementation of the National Integrated Social Protection Information System (NISPIIS) and its alignment with Priority 4: Consolidating the Social Wage through Reliable and Quality Basic Services and Transformed Developmental Social Welfare, as outlined in the 2019-2024 Medium Term Strategic Framework (MTSF). Priority 4 of the MTSF focuses on the development and implementation of NISPIIS, a significant initiative aimed at enhancing social protection data integration. The implementation of NISPIIS has been characterized by a phased approach towards institutionalization, with the initial phase concentrating on measuring the educational outcomes of disadvantaged children. This phase was designed to evaluate the feasibility of sharing and matching social protection interventions, with the objective of determining the potential for sharing administrative data both across and within government departments.



Notably, the collaboration on Educational Outcomes of Learners Receiving Social Protection Services, involving the linking and sharing of administrative data across multiple departments, has been instrumental in providing critical data for decision-making processes. This collaboration has enabled the Social Development Sector to progress towards the realization of NISPIS and has emphasized the importance of data-driven strategies in advancing social welfare objectives. The ongoing efforts to integrate social protection data and ensure the efficient functioning of NISPIS underscore the government's commitment to enhancing the quality and effectiveness of basic services for vulnerable populations. By aligning with Priority 4 of the MTSF, we aim to consolidate the social wage and transform developmental social welfare through informed decision-making and strategic planning. The integration of Government Departments within the system is shown in Figure 2 below.

Figure 2: National Integration of Social Protection Data Systems



In a bid to strengthen the discussion about the significant roles played by social protection systems in government and social welfare policies aimed at alleviating the plight of the disadvantaged members of society, it is important to first understand the meaning of welfare. The concept of welfare is rooted in the idea of achieving the “well-being of society” and, more

importantly, ensuring the welfare and prosperity of individuals.

Over the years, the provision of social services by governments has been viewed as a moral responsibility to address the immediate needs of the less fortunate in our communities. Prof. Spicker’s (2013) insights on social services highlight two key dimensions: the developmental aspect, which underscores the importance of creating enabling environments for individuals to realize their potential through access to essential services like education and healthcare, and the safety net dimension, which aims to mitigate the impact of poverty, old age, and disability by providing a cushion against hardships and uncertainties.

The World Bank (2001) acknowledges the presence of informal community-based safety nets worldwide, complemented by public safety net initiatives in the form of public works programs, interventions, and transfer payments. In light of these observations, the Copenhagen 2021 Initiative has called upon countries and donor communities to allocate a minimum of 20% of their budgets towards primary services to strengthen social protection frameworks and promote inclusive growth.

2.3 THE SOUTH AFRICAN SOCIAL ASSISTANCE SYSTEM

It is widely documented that South Africa stands out as one of the most unequal countries globally, marked by high levels of inequality and structural poverty that have reached unprecedented levels. According to the latest data from the World Bank in 2022, South Africa holds the unsettling title of being “the most unequal country in the world,” ranking first among 164 countries in the World Bank’s global poverty database. These entrenched structural disparities can be traced back to the legacy of the Apartheid era, which systematically perpetuated racial segregation and marginalized Black South Africans. Despite the significant strides made by the democratic government since 1994, poverty and social exclusion continue to persist as inherent features of the South African population. Recognizing this

challenge, the government has been diligent in implementing interventions aimed at restoring dignity and ensuring equal access to fundamental human needs for all citizens. To this end, various social protection mechanisms have been established to narrow the inequality gap that predates the democratic transition.

Of particular importance is the state-funded social protection system, which plays a crucial role in redressing inequities inherited from the apartheid regime. By prioritizing the redistribution of resources and opportunities, this system seeks to create a more inclusive and equitable society for all South Africans. Revenue is mobilized by the state and redistributed to targeted beneficiaries through a social grant system as shown in Table 1 below.

Table1: Typologies of Grants under State-funded Social Assistance Programme

TYPE OF GRANT	BRIEF DESCRIPTION
Disability Grant	Refers to a grant paid to a disabled person in terms of Section 9 of the Social Assistance Act of 2004 (Act No 13 of 2004).
Grant in Aid	Refers to a grant paid to a person who satisfies the criteria in terms of Section 12 of the Social Assistance Act of 2004 (Act No 13 of 2004).
Foster Care Grant	Refers to a grant paid to a foster parent in terms of Section 8 of the Social Assistance Act of 2004 (Act No 13 of 2004).
Care Dependency Grant	Refers to a child under the age of 18 years who require and receives permanent home care due to his or her severe mental or physical disability.
Child Support Grant	Refers to a grant paid to a primary caregiver of a child who satisfies the criteria in terms of Section 6 of the Social Assistance Act of 2004 (Act No 13 of 2004).
Combination Grant	This is when individuals are in receipt of more than one grant
Social Relief of Distress Grant	The grant is aimed at people who find themselves in an unforeseen critical situation, where they are unable to provide for themselves or their dependents. Grants are awarded on a monthly basis of normally three months, but can, in exceptional cases, be awarded for up to six months. This grant can also be awarded in in-kind rather than cash form. For example, SASSA might pay for certain transport costs or provide food parcels.

Source: Brockerhoff, (2013:28-30)

It is argued that the South African social welfare system, when compared to other developing countries, is relatively comprehensive. However, there are identifiable gaps that deserve consideration. One notable issue is the exclusivity of the system. Historically, it did not extend to underemployed or unemployed “able-bodied” individuals aged between 18 and 59. The system’s targeted approach primarily focuses on vulnerable groups within society. Efforts towards inclusivity, such as the introduction of the COVID-19 Social Relief Distress Grant (2020) for unemployed individuals and discussions surrounding a basic income grant, are steps in the right direction to cater to a wider population, especially benefitting children in affected households.

2.4 NATIONAL LEARNER TRANSPORT POLICY

The Department of Transport (DOT), in collaboration with the Department of Basic Education and other relevant stakeholders, established the National Learner Transport Policy (National Policy) with the primary objective improve school access especially for learners who are out of a particular radius. The National Policy empowers school principals to identify qualified beneficiaries for subsidised learner transport services as per the predefined criteria, in consultation with the SGB. While these measures have proven beneficial in facilitating the transportation of



learners over long distances, a distinct issue persists concerning access to educational facilities for a considerable number of South African children. The soaring local transport costs have raised significant barriers and have been associated with an alarming increase in school drop-out rates among students (Hartnack, 2017).

2.5 THE NATIONAL SCHOOL NUTRITION PROGRAMME (NSNP)

The National School Nutrition Programme has been a significant initiative by the South African government since its establishment in 1994. The primary objective of this programme is to ensure that children have access to nutritious meals, thereby enriching their learning experience and upholding their rights in this regard. The implementation of the National School Nutrition Programme is guided by the NSNP Conditional Grant Framework (CGF) and aligns with the UN millennium Sustainable Development Goals (SDGs), particularly focusing on poverty alleviation, health, and nutrition security. Notably, the programme is financially supported through a Conditional Grant and overseen by provinces in accordance with the Division of Revenue Act (DoRA) and associated policies.

As of the latest assessment, the National School Nutrition Programme has been successfully implemented in 21,156 schools across the nation. This encompassed 14,520 Quintiles 1-3 primary schools, 5,554 Quintiles 1-3 secondary schools, 337 special schools, and 747 Quintiles 4 & 5 primary and secondary schools, benefiting approximately 9,689,300 learners. It has been observed that even in more affluent schools, such as those in KwaZulu Natal, Gauteng, Northern Cape and Western Cape, students can experience food insecurity, highlighting the importance of the programme's reach.

It is well recognized globally that school nutrition programmes, like the NSNP, play a vital role in improving the nutritional status of children. For many students, the meal provided at school may be their only nutritious meal of the day, which is particularly crucial for those who may arrive at school hungry. Therefore, ensuring access to nutritious meals is essential for fostering learning outcomes and the holistic development of children, as emphasized by Mafugu (2021).

In a nutshell, the efforts of the Government in enhancing the provision of this essential service and addressing any existing challenges within the programme are paramount to reaching vulnerable children in need and ensuring their well-being. By working collaboratively and diligently, we can further enhance the impact of the National School Nutrition Programme.

2.6 SUPPORTING GIRL LEARNERS WITH THE NATIONAL SANITARY DIGNITY PROGRAMME (SDP)

The South African government continues to create a conducive environment for addressing Menstrual Health comprehensively. One notable initiative is the allocation of over R210 million towards the sanitary dignity programme (SDP) in the fiscal year 2020/21. This funding has facilitated the provision of sanitary dignity packs to approximately 2.3 million learners in no fee-paying, farm and special schools across the country. In support of these efforts, the South African Coalition on Menstrual Health Management (SACMHM) has been established. This coalition plays a crucial role in advocating for the use of safe and high-quality menstrual products. One of its key activities involves providing e-training to women-owned manufacturing social enterprises on adhering to the South African National Standards (SANS) 1812:2020, particularly on washable and reusable sanitary towels. It is noteworthy that the South African government has taken another progressive step by removing value-added taxes on sanitary towels. This move aims to make menstrual hygiene products more affordable and accessible to women and girls across the country.



The introduction of the programme has resulted in a notable reduction in the absenteeism of girl children and a consistent improvement in pass rates for girls. A recent study conducted in 10 schools within the region examined the accessibility of modern sanitary products among female learners and the various challenges they encounter in managing their menstrual periods. The study revealed a correlation between the availability of menstrual products and school attendance. Girls who faced a shortage of products within a three-month period were more likely to miss school compared to those who had an adequate supply of sanitary items. This underscores the significance of initiatives like the Sanitary Dignitary Programme in supporting the educational participation of female learners.

Furthermore, the findings highlighted the importance of integrating menstrual health management (MHM) initiatives within a broader framework of Sexual and Reproductive Health (SRH). The Sanitary Dignitary Programme was recognized as a crucial component of a comprehensive MHM response. However, it was also acknowledged that addressing the menstrual needs of

female learners should be part of a holistic approach to sexual and reproductive health education. It is clear that initiatives like the Sanitary Dignitary Programme play a vital role in promoting gender equality in education and fostering the well-being of female learners. Moving forward, it is essential to continue supporting such programmes and to ensure they are integrated into broader health and education strategies.

2.7 THE IMPACT OF THE SOCIAL PROTECTION SYSTEM ON EDUCATIONAL PERFORMANCE

Research demonstrates a strong link between social security provisions and the academic achievements of students, primarily attributed to the role that social grants play within households. Maitra and Ray (2003) highlight that the sources of income within a household play a crucial role in shaping expenditure patterns. The presence of diverse income sources, such as old-age pensions, household remittances and social grants, directly impact the overall welfare of household. These



financial resources contribute significantly to the household's capacity to provide essential resources for education, including but not limited to food, uniforms, tuition fees, learning materials and transportation.

By receiving social assistance, households are better equipped to access the necessary resources that facilitate school attendance. This, in turn, reduces the likelihood of children missing school to engage in child labour to meet basic needs. Instead, they can focus on their education and skill development, ensuring that they are better prepared to contribute to economic and social development at an appropriate age. Evidence from the South African Income and Expenditure Survey of 2000 and the Labour Force Survey underscores the prevalence of poverty traps in sub-Saharan Africa. Historical matters of dispossession have perpetuated this challenge, which may persist for generations without intentional interventions, such as robust social protection mechanisms.

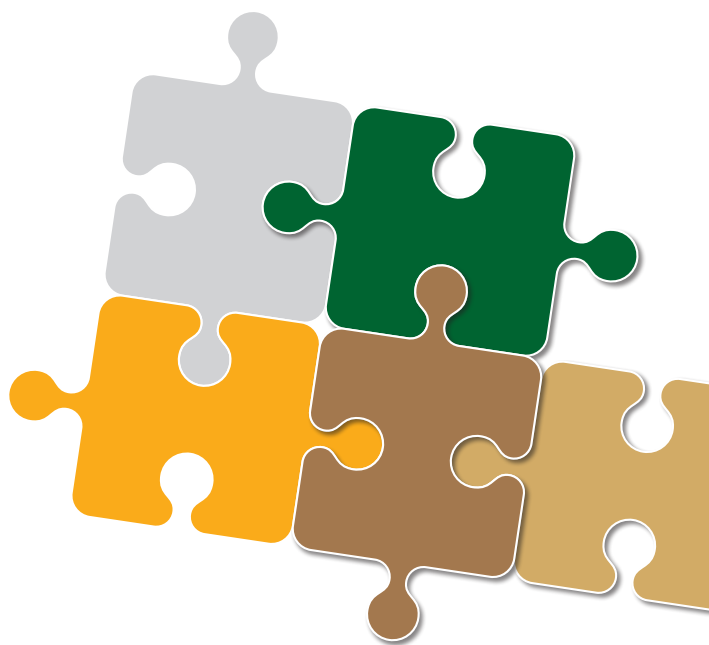
On another note, it is evident that the failure of some households to pay tuition fees has a detrimental effect on schools' financial flows, ultimately hindering their ability to invest in valuable assets and manpower essential for enhancing the academic performance of learners. This financial strain often results in deteriorating physical infrastructure, including inadequate electricity supply, improper sanitation facilities and overcrowded classrooms, all of which significantly affect the well-being and learning environments of students.

Research by Njue et al (2017) highlights the importance of providing students with clean, orderly, well-lit, ventilated, safe and noiseless learning spaces to foster academic motivation and achievement. Furthermore, the implementation of social protection interventions is crucial in establishing stable support systems that shield learners from societal pressures while nurturing their aspirations for personal growth and socio-economic advancement.

Further to this it is important to draw our attention to two complimentary programmes, namely ISIBINDI and the Risiha programme, which play a pivotal role in enhancing social development among children

and youth. The Risiha programme, a community-based initiative, offers a comprehensive Core Package of Services (CPS) with a focus on key domains such as food and nutrition, economic strengthening, educational support, psychosocial assistance, HIV and AIDS awareness, childcare and protection and health promotion. These interventions aim to address the needs of orphans and vulnerable children (OVC) grappling with the adverse effects of poverty, inequality and social marginalization.

Through the collaborative efforts of various professionals, including Child and Youth Care Workers (CYCW), these programmes provide community-based prevention and early intervention services that promote the holistic development of children and families. By enhancing access to essential services and support, we can mitigate instances of abuse, neglect and violence, empower caregivers with crucial life skills, enhance health outcomes related to HIV and AIDS, ensure food security and nutritional well-being, boost household economic potential and ultimately improve educational outcomes for OVCs. In conclusion, it is imperative that as a country we continue to prioritize sustainable income generation initiatives and robust support systems in schools to create a conducive learning environment that fosters academic excellence and holistic development among students.





3. RESULTS

This section outlines the academic performance of active (SGBs whose grants were still in payment) and inactive (SGBs whose grants had lapsed mostly due to aging out of the social system) who wrote their final NSC examinations in October, November, and December of 2023. The analysis provided below is disaggregated by province, grant status, grant type, age, gender, population group, and school quintile. An overview of the number of SGBs who received provisional NSFAS funding to further their higher education studies is also included.

3.1. SGBS ACADEMIC PERFORMANCE IN THE NSC EXAMINATIONS

The table below indicates the total number of SGBs enrolled for the 2022 NSC examination on a full-time basis, compared to the total number of full-time NSC enrolments. Overall, SGBs account for 80.5% of all full-time NSC enrolments. The inactive learners accounted for 75.9% of the total of the SGBs. This is most likely due to the SGBs aging out of the Child Support Grant age limit of 18 years.

Table 2: Total number of full-time SGBs enrolments

PROVINCE	SGBS ENROLMENTS			NSC ENROLMENTS
	ACTIVE	INACTIVE	TOTAL	TOTAL
Eastern Cape	19,680	62,809	82,489	95,697
Free State	5,408	22,251	27,659	34,451
Gauteng	23,667	63,300	86,967	127,697
Kwazulu-Natal	35,449	100,270	135,719	157,911
Limpopo	19,886	62,180	82,066	93,533
Mpumalanga	12,574	43,628	56,202	65,534
North West	7,685	26,723	34,408	41,418
Northern Cape	1,946	8,557	10,503	12,842
Western Cape	7,915	32,205	40,120	62,077
National	134,210	421,923	556,133	691,160

Source: SOCPEN (2023) & NSC (2024)





The table below compares the total number of SGBs who wrote the NSC examinations in 2023, 2022, and 2021, those who passed, and the respective pass rate per province. An overall increase in the pass rate from 74.0% in 2021, 75.2% in 2022 to 81.3% in 2023 is observed. The performance of SGBs increased by 6.1 percentage points between 2022 and 2023.

Table 3(a): SGBs who wrote NSC examinations and passed per province

PROVINCE	2021			2022			2023			DIFF 2023 -2024
	TOTAL WROTE	TOTAL PASSED	PASS RATE	TOTAL WROTE	TOTAL PASSED	PASS RATE	TOTAL WROTE	TOTAL PASSED	PASS RATE	
Eastern Cape	78 360	56 144	71.7%	84 917	62 614	73,7%	82,489	66,449	80.55%	6.82%
Free State	28 070	23 757	84.6%	30 771	25 953	84,3%	27,659	24,406	88.24%	3.90%
Gauteng	87 296	69 486	79.6%	96 632	75 856	78,5%	86,967	71,782	82.54%	4.04%
KwaZulu-Natal	70 484	53 598	76.0%	149 602	116 34	77,8%	135,719	116,223	85.64%	7.87%
Limpopo	92 971	60 973	65.6%	99 567	69 758	70,1%	82,066	64,611	78.73%	8.67%
Mpumalanga	57 873	41 846	72.3%	62,27	44 325	71,2%	56,202	42,413	75.47%	4.28%
North West	34 378	26 393	76.8%	37 779	29 102	77,0%	34,408	27,614	80.25%	3.22%
Northern Cape	10 383	7 138	68.8%	11 565	8 054	69,6%	10,503	7,721	73.51%	3.87%
Western Cape	36 223	27 516	76.0%	40 441	29 485	72,9%	40,120	30,752	76.65%	3.74%
National	496 038	366 851	74.0%	613 544	461 487	75,2%	556,133	451,971	81.27%	6.05%

Source: SOCPEN (2022, 2023) & NSC (2023, 2024)

Table 3(b): Total NSC pass rates per province for 2021, 2022, and 2023

PROVINCE	2021			2022			2023			DIFF 2020- 2021
	TOTAL WROTE	TOTAL PASSED	PASS RATE	TOTAL WROTE	TOTAL PASSED	PASS RATE	TOTAL WROTE	TOTAL PASSED	PASS RATE	
Eastern Cape	91,500	66 770	73.0%	94 993	73 386	77,3%	95,697	77,917	81.42%	4.2%
Free State	35,055	30 037	85.7%	36 607	32 397	88,5%	34,451	30,673	89.03%	0.5%
Gauteng	127,523	105 526	82.8%	133 841	113 006	84,4%	127,697	109,030	85.38%	0.9%
KwaZulu-Natal	166,570	127 990	76.8%	164 308	136 388	83,0%	157,911	136,366	86.36%	3.3%
Limpopo	105,101	70 124	66.7%	110 295	79 493	72,1%	93,533	74,400	79.54%	7.5%
Mpumalanga	66,756	49 133	73.6%	67 367	51 751	76,8%	65,534	50,429	76.95%	0.1%
North West	41,081	32 143	78.2%	43 823	34 960	79,8%	41,418	33,808	81.63%	1.9%
Northern Cape	12,726	9 089	71.4%	13 574	10 072	74,2%	12,842	9,740	75.84%	1.6%
Western Cape	57,709	46 875	81.2%	60 338	49 102	81,4%	62,077	50,620	81.54%	0.2%
National	704,021	537 687	76.4%	725 146	580 555	80,1%	691,160	572,983	82.90%	2.8%

Source: Department of Basic Education (2024)

Table 3a shows the performance of SGBs in 2021, 2022, and 2023, while Table 3b shows the overall performance for all learners who sat for the NSC examination by province. Most provinces saw an increase in the performance of SGBs between 2022 and 2023, shown by the positive difference in the last column.

The results in Table 3(b) show a substantial increase in performance between 2022 and 2023 in all provinces for overall NSC learners. The overall increase was 2.8 percentage points. Limpopo had the highest increase of 7.5 percentage points, followed by the Eastern Cape at 4.2%. Western Cape, Gauteng, and Northern Cape had the least improvements that were below 2% percentage points.

Table 4: 2023 NSC and SGBs provincial performance

PROVINCE	% ACHIEVED NSC	RANKING	% ACHIEVED SGBS	RANKING SGBS
Eastern Cape	81.42%	6	80.55%	4
Free State	89.03%	1	88.24%	1
Gauteng	85.38%	3	82.54%	3
KwaZulu-Natal	86.36%	2	85.64%	2
Limpopo	79.54%	7	78.73%	6
Mpumalanga	76.95%	8	75.47%	8
North West	81.63%	4	80.25%	5
Northern Cape	75.84%	9	73.51%	9
Western Cape	81.54%	5	76.65%	7
National	82.90%		81.27%	

Table 4 compares the performance of SGBs against the total enrolment for all students, and ranks provincial performance. The difference between the overall pass rates compared to that for SGBs may be evidence that socioeconomic status has an impact on the educational outcome if it is assumed that all qualifying children benefit



from social assistance. The ranking of provincial performance varies marginally against total NSC learners compared to the SGBs, probably favouring provinces with the largest beneficiaries. The Free State is the best-performing province, whilst Northern Cape was the lowest-performing province for both SGBs and overall NSC learners. Further analysis of this with demographic and socioeconomic information of recipients may shed more light on social assistance's educational benefits.

Table 5: SGBs who wrote NSC examinations and passed by grant status

PROVINCE	ACTIVE			INACTIVE		
	TOTAL WROTE	TOTAL PASSED	PASS RATE	TOTAL WROTE	TOTAL PASSED	PASS RATE
Eastern Cape	19,680	17,413	88.48%	62,809	49,036	78.07%
Free State	5,408	5,095	94.21%	22,251	19,311	86.79%
Gauteng	23,667	21,357	90.24%	63,300	50,425	79.66%
Kwazulu-Natal	35,449	32,539	91.79%	100,270	83,684	83.46%
Limpopo	19,886	17,584	88.42%	62,180	47,027	75.63%
Mpumalanga	12,574	10,705	85.14%	43,628	31,708	72.68%
North West	7,685	6,955	90.50%	26,723	20,659	77.31%
Northern Cape	1,946	1,641	84.33%	8,557	6,080	71.05%
Western Cape	7,915	6,673	84.31%	32,205	24,079	74.77%
National	134,210	119,962	89.38%	421,923	332,009	78.69%

Source: SOCPEN (2023) & NSC (2024)

The table above reflects the pass rate of SGBs by grant status (active vs. inactive). Active SGBs were found to have a substantially higher pass rate compared to inactive SGBs, with an overall pass rate of 89.38% and 78.69%, respectively. The above table reveals clear evidence of the significant effects of social grants on children's educational outcomes. This remains the case irrespective of the grant amount allocated to the recipient child/caregiver.

The DSD remains concerned about the inactive learners who did not achieve, as this begins to suggest that the removal of cash transfers has a negative effect on their academic performance. This trend has also been observed in previous years. The findings above show that the impact of social grants is likely to be greater the longer the transfer duration. For example, if child-specific grants are kept active until the learner completes their Grade 12, this is likely to improve overall performance levels.

Nonetheless, while the inactive pass rates are lower, it is essential to note that just about 78.7% of inactive SGBs managed to pass their NSC examinations. This highlights the critical role that cash plus interventions, also referred to as cash and care, play in children's wellbeing, specifically focused on educational outcomes. It is also important to note that most of the SGBs still managed to attain entrance into institutions of higher learning to further their studies.

Table 6: SGBs pass rate by grant type

	PASSED	DID NOT PASS	TOTAL	GRANT TYPE	PASS RATE
Care Dependency Grant	2,117	754	2,871	0.52%	73.74%
Child Support Grant	426,207	96,558	522,765	94.02%	81.53%
Combination	321	88	409	0.07%	78.48%
Foster Care Grant	23,228	6,719	29,947	5.39%	77.56%
Total	451,873	104,119	555,992		81.27%

The disaggregation of SGBs learners who sat for the NSC examination and the pass rate by grant type is shown in Table 6 above. 94.02% of the 522,765 SGBs were receiving the Child Support Grant. The learners on the Child Support Grant also have the highest pass rate of 81.53%, followed by those who received the combination grant (78.48%) and Foster Care Grants (77.56%). The least performing SGBs were those receiving the Care Dependency Grants (73.74%).

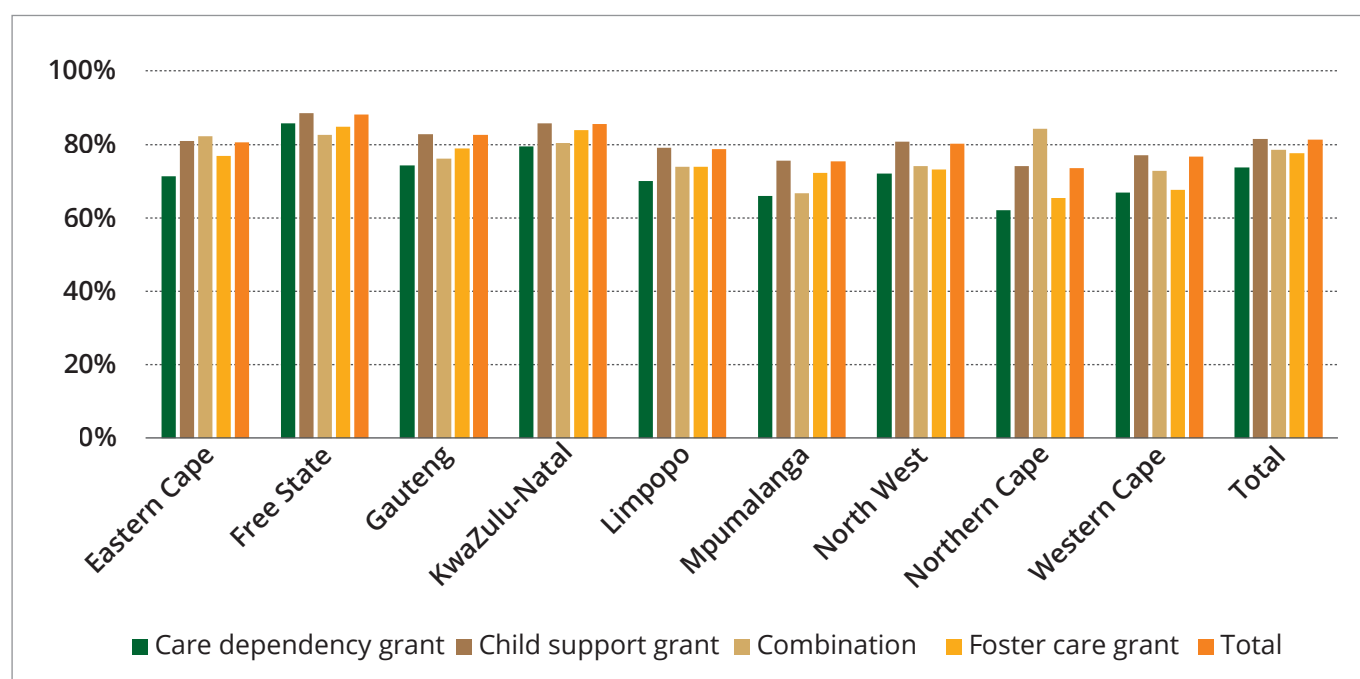
Figure 3: SGB pass rate by grant type and province

Figure 3 further disaggregate the performance of SGBs by province and the type of grant received. The distribution shown on Table 6 is confirmed for most provinces. The highest performing learners are those receiving a combination grant in the Northern Cape.



Figure 4: SGB academic achievement levels

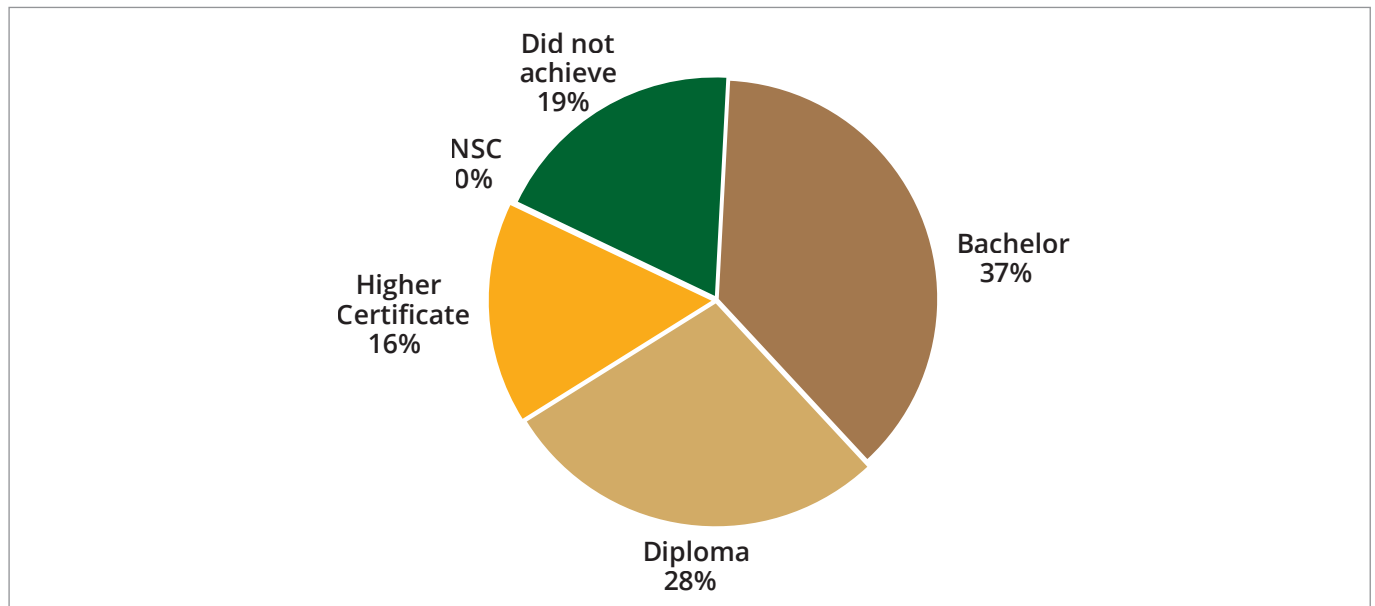


Figure 4 shows the performance of SGBs by overall levels. The figure shows that 207,199 (37.26%) SGBs attained admission to Bachelor Studies, 155,840 (28.02%) achieved admission to Diploma Studies, and 88,719 (15.95%) achieved admission to Higher Certificate Studies. This is an improvement from the performance in 2021, where 33.2% learners attained admission to Bachelor Studies and 26.5% achieved admission to Diploma Studies.

Table 7: SGBs academic performance by achievement category

PROVINCE	BACHELOR		DIPLOMA		HIGHER DEGREE		NSC		TOTAL PASS RATE
	TOTAL WROTE	PASS RATE	TOTAL WROTE	PASS RATE	TOTAL WROTE	PASS RATE	TOTAL WROTE	PASS RATE	
Eastern Cape	30,810	37.35%	22,921	27.79%	12,690	15.38%	28	0.03%	80.55%
Free State	11,487	41.53%	8,605	31.11%	4,273	15.45%	22	0.08%	88.24%
Gauteng	32,982	37.92%	25,196	28.97%	13,548	15.58%	52	0.06%	82.54%
Kwazulu-Natal	59,693	43.98%	38,235	28.17%	18,242	13.44%	53	0.04%	85.64%
Limpopo	28,243	34.41%	21,834	26.61%	14,528	17.70%	6	0.01%	78.73%
Mpumalanga	17,288	30.76%	15,034	26.75%	10,090	17.95%	1	0.00%	75.47%
North West	11,480	33.36%	9,802	28.49%	6,324	18.38%	4	0.01%	80.25%
Northern Cape	2,695	25.66%	3,060	29.13%	1,962	18.68%	1	0.01%	73.51%
Western Cape	12,521	31.21%	11,153	27.80%	7,062	17.60%	13	0.03%	76.65%
National	207,199	37.26%	155,840	28.02%	88,719	15.95%	180	0.03%	81.27%

Source: SOCPEN (2023) & NSC (2024)

The performance of Social Grant beneficiaries by province is shown in Table 7. Learners from KwaZulu-Natal (43.98%), Free State (41.53%), and Gauteng (37.92%) were more likely to receive a bachelor pass compared to other provinces, this pattern is similar to the 2022 performance. Northern Cape had the lowest percentage of SGBs achieving bachelor pass (25.66%), followed by Mpumalanga and Western Cape at 30.76% and 31.21% respectively.

Table 8: SGBs academic performance by gender

PROVINCE	FEMALE			MALE			% DIFF
	TOTAL WROTE	TOTAL PASSED	PASS RATE	TOTAL WROTE	TOTAL PASSED	PASS RATE	
Eastern Cape	47,948	38,446	80.18%	34,541	28,003	81.07%	-0.89%
Free State	15,641	13,690	87.53%	12,018	10,697	89.01%	-1.48%
Gauteng	50,196	41,447	82.57%	36,771	30,331	82.49%	0.08%
KwaZulu-Natal	78,018	66,815	85.64%	57,701	49,408	85.63%	0.01%
Limpopo	46,593	36,423	78.17%	35,473	28,188	79.46%	-1.29%
Mpumalanga	31,983	24,264	75.87%	24,219	18,149	74.94%	0.93%
North-West	19,282	15,459	80.17%	15,126	12,151	80.33%	-0.16%
Northern Cape	5,974	4,340	72.65%	4,529	3,378	74.59%	-1.94%
Western Cape	23,584	18,255	77.40%	16,536	12,494	75.56%	1.85%
Total	319,219	259,139	81.18%	236,914	192,799	81.38%	-0.20%

The table above (Table 8) reflects the pass rate of SGBs by gender. While more females (319,219) sat for their NSC examinations than males (236,914), both groups had a similar pass rate. The overall male pass rate is 81.38% compared to that of females, which is 81.18%, both an average of 81% when rounded up.

Gender parity in performance demonstrates a positive outcome of programs to increase the retention of girls in school and improve their performance. Such programs include sanitary dignity programs that ensure that every girl child and woman in the country can manage their menstruation in a dignified manner. The South African government through the Department of Women, Youth and Persons with Disability committed to addressing the issue through the Sanity Dignity Framework that recognised that “non-provision of adequate sanitary dignity may have a negative impact on indigent persons in terms of health, education and meaningful participation in society” Department of Women, Youth and Persons with Disability (2019: 7).

The framework was developed for the provision of sanitary products to indigent persons in an effort to ensure that such persons are afforded the opportunity to manage menstruation in a knowledgeable, safe and dignified manner. This initiative together with related ones from other stakeholders, have improved retention of girls in school. This, among others, may be the reason for improvements in performance over-time. A recent study that explored menstrual health management and schooling experience amongst female learners in Gauteng found that There was a complex interaction between menstrual-related challenges (physical discomfort, teasing, and feeling distracted in class) experienced by female learners, often amplified or compounded by factors in the school environment (unhygienic sanitation facilities and inadequate rest areas), and schooling participation and attendance.

The study further cautioned on the importance of “...consideration of other complex systemic and structural factors which can negatively impact the Sexual and Reproductive Health (SRH) of learners in the school context, and more broadly. These include the need for increased efforts to provide iterative, high quality and accurate SRH information and support to learners, increasing educator’s reproductive health knowledge, ensuring that school sanitation facilities are hygienic, private and safe” (Crankshaw et al, 2020: 15).



There is a notable variation in the gender gap in performance by province. Five provinces had higher performance for males compared to those for females. These provinces were Eastern Cape, Free State, Limpopo, North West, and Northern Cape. Gauteng, KwaZulu-Natal, Mpumalanga, and Western Cape, SGB females performed better than their male counterparts. What is also important to note are the magnitude of the gender differences in performance. The last column of Table 8 show that provinces where males performed better tended to have larger gap in performance, while those with better performance for females is lower. This explains why males performed better in total, a difference of 0.2 percentage points compared to females.

Figure 5: Achievement levels of SGBs by gender

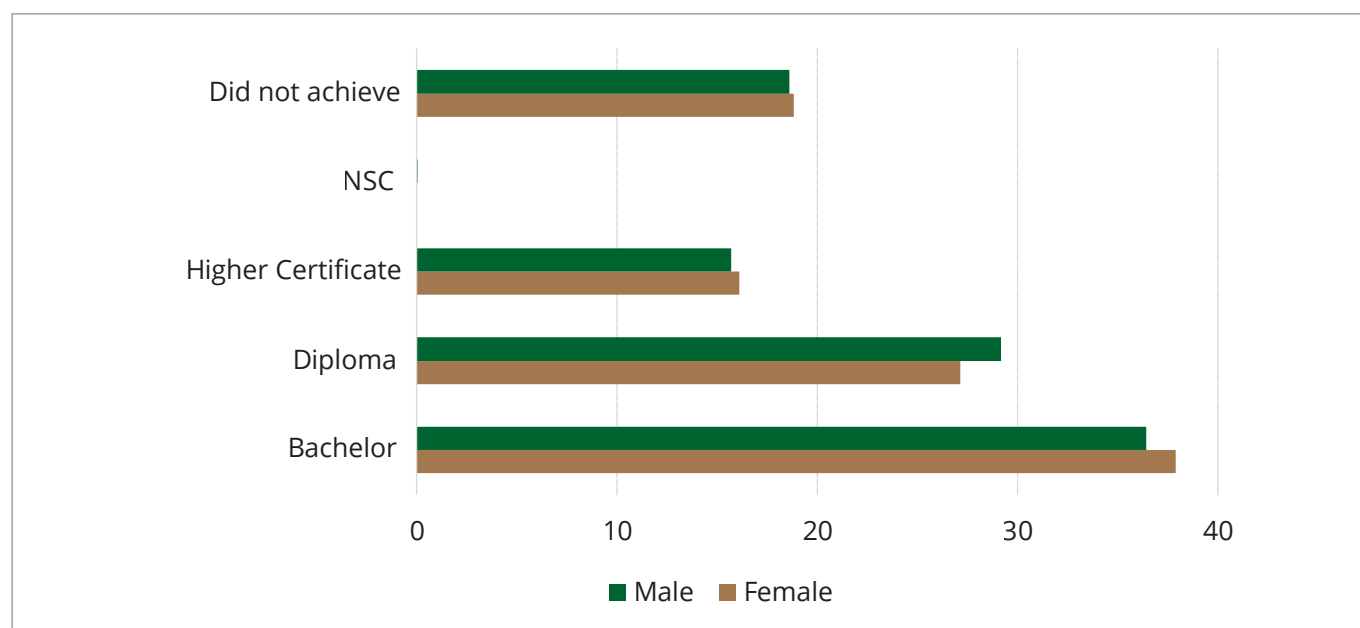


Figure 5 further explores gender differences in the performance of SGBs by achievement levels. Interesting patterns are observed, where more females (37.88%) achieved Bachelor pass compared to males (36.42%). Males (29.19%) were more likely to achieve the Diploma pass compared to their female (27.15%) counterparts. The achievement of Higher Certificates was almost similar for both males (15.7%) and females (16.1%).

Table 9: SGB achievement by age

PROVINCE	AGE CONGRUENT AGE<= 18			AGE 19		OVER-AGE AGE 20+	
	MEAN AGE	WROTE	PASS RATE	WROTE	PASS RATE	WROTE	PASS RATE
Eastern Cape	19.27	31,342	89.58%	22,406	81.18%	28,741	70.22%
Free State	19.28	9,721	95.67%	7,969	90.93%	9,969	78.65%
Gauteng	18.74	44,399	90.60%	24,448	81.36%	18,120	64.35%
KwaZulu-Natal	19.18	59,413	91.86%	32,964	85.31%	43,342	77.35%
Limpopo	19.18	34,373	89.33%	20,927	80.83%	26,766	63.48%
Mpumalanga	19.22	22,157	85.74%	15,145	77.08%	18,900	62.13%
North-West	19.18	13,623	92.29%	9,409	84.12%	11,376	62.61%
Northern Cape	19.28	3,637	87.71%	3,193	77.17%	3,673	56.19%
Western Cape	18.79	18,223	86.32%	13,962	76.56%	7,935	54.54%
Total	19.11	236,888	90.07%	150,423	81.84%	168,822	68.39%

Table 9 shows pass rate by age of the learners. Age-in-grade incongruence has implications for both pedagogy and child development, and these cannot be ignored. Learners may be in one of three positions relative to their age and grade: (a) at the appropriate age for the grade, (b) under-age for the grade, or (c) over-age for the grade. Both the over-age and the under-age status reflect age-in-grade inconsistency or incongruence. Under-age for the grade suggests that the child may have been grade accelerated, whereas over-age suggests that the child was 'held back' or deceleration. Over-age is often a result of late entry into school or repetition of some grades, which is often linked to poorer educational performance (Hossain, 2010).

The categorization of congruent age for Grade 12 used the UNESCO levels that suggest that official ages for this grade are between the ages of 17 and 18 (Statistics South Africa, 2017). Learners who were over this age were considered over-age. The number of SGBs who were 19 years of age was large 150,423 therefore necessitating independent analysis of performance for learners of this age. Results confirm that SGB learners who were age-congruent had higher performance (90.07%) compared to those who were age 19 (81.84%) and older (68.39%). In fact, the learners who were 19 years old had a -8.23 percentage points reduction in their pass rate compared to those who were age-congruent. The learners that were 20 years and older had a -21.7 percentage point reduction in their pass rate compared to the age congruent learners.

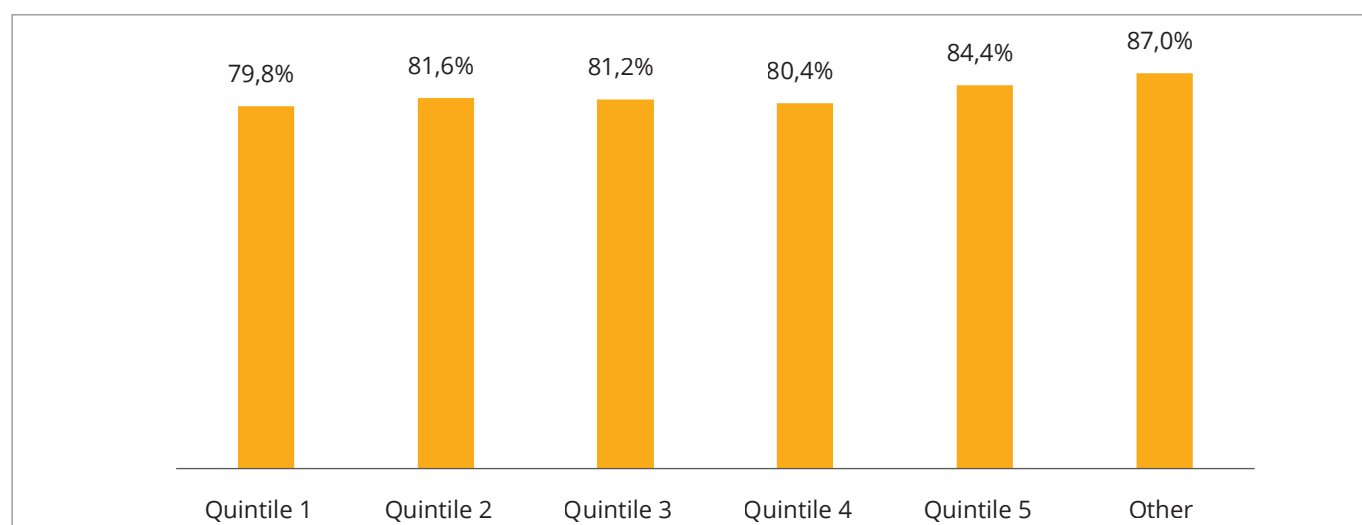
Table 10: SGB achievement by population group

PROVINCE	BLACK/AFRICAN		COLOURED		WHITE		INDIAN/ASIAN	
	TOTAL WROTE	PASS RATE	TOTAL WROTE	PASS RATE	TOTAL WROTE	PASS RATE	TOTAL WROTE	PASS RATE
Eastern Cape	78,625	80.97%	3,615	70.54%	216	93.98%	28	92.86%
Free State	26,781	88.04%	580	89.66%	248	97.98%	49	93.88%
Gauteng	83,077	82.44%	2,535	79.41%	852	95.89%	477	90.57%
KwaZulu-Natal	132,622	85.72%	687	82.82%	141	94.33%	2252	80.86%
Limpopo	81,849	78.70%	59	83.05%	124	95.97%	34	91.18%
Mpumalanga	55,849	75.38%	142	82.39%	158	98.10%	52	80.77%
North-West	33,853	80.13%	302	77.15%	230	98.70%	23	100.00%
Northern Cape	6,366	72.35%	4,046	74.94%	75	93.33%	9	66.67%
Western Cape	20,890	78.26%	18,932	74.55%	224	96.88%	51	98.04%
National	519,912	81.55%	30,898	75.07%	2268	96.30%	2975	83.26%

Differentials of SGBs performance by population group are shown in Table 10 above. The performance is highest among White (96.3%) SGBs, followed by Indians/Asian (83.26%), Black/African (81.55%), and Coloured (75.03%). The difference between the highest-performing population group (White) and the lowest (Coloured) is significant at 21.27 percentage points. Provincial levels also show a similar pattern by population group, except in Northern Cape where Whites performed best at 93.3%, followed by the Coloured (74.9%), Black/African (72.35%), and Indian/Asian (66.67%) population groups. The Coloured population group also performed better than their Black/African counterparts in four provinces, namely, Free State, Limpopo, Mpumalanga, and Northern Cape. The overall variation of performance by population group mirrors the historic socioeconomic variations by in the country. This has also been noted in national data (Population Census 2011), where educational attainment had a similar pattern of highest levels for the White population and lowest for the African/Black population (Statistics South Africa, 2015).



Figure 6: SGBs performance by School Quintile



The performance of SGBs by school quintile is shown in Figure 6. The Department of Basic Education added the school quintile in the report on performance of Grade 12 learners who wrote the NSC examination. All public schools in South Africa are categorized as follows: fee-paying schools (Quintiles 4 and 5), and no fee-paying schools (Quintiles 1, 2, and 3).

There is a decline in performance by school quintile, where learners enrolled in quintile 5 schools performed best at 84.4% and those in Quintile 1 had the lowest level of performance at 79.8%. The difference in performance between the two was 7.2 percentage points.

Table 11: SGBs achievement by school quintile (Pass rates)

PROVINCE	QUINTILE 1	QUINTILE 2	QUINTILE 3	QUINTILE 4	QUINTILE 5	TOTAL
Eastern Cape	81.19%	81.67%	79.25%	76.69%	89.29%	80.55%
Free State	87.47%	87.35%	88.69%	88.30%	91.42%	88.17%
Gauteng	82.39%	82.41%	81.83%	79.75%	85.11%	82.53%
KwaZulu-Natal	87.34%	86.88%	84.39%	85.15%	83.47%	85.64%
Limpopo	76.45%	78.95%	79.58%	82.12%	88.40%	78.73%
Mpumalanga	73.95%	75.33%	77.18%	80.82%	89.12%	75.47%
North-West	78.84%	80.35%	79.60%	82.96%	91.77%	80.24%
Northern Cape	69.21%	72.60%	69.83%	76.57%	87.01%	73.48%
Western Cape	71.86%	77.86%	77.67%	72.71%	80.79%	76.64%
Total	79.83%	81.56%	81.20%	80.40%	84.44%	81.26%

The disaggregation of SGBs performance by school quintiles for each province is shown in Table 11. The general pattern is that of higher performance for learners in fee-paying schools (quintiles 4 and 5) compared to no fee-paying schools (quintiles 1 to 3). There are however provinces where lower Quintiles performed better than higher quintiles. These were Eastern Cape, Free State, Gauteng, and Western Cape where Quintile 3 learners performed better than Quintile 4 learners; including a number of provinces where Quintile 2 learners outperformed their Quintile 3 counterparts.

Table 12: SGBs and NSC achievement at 30% pass rate, by subject

	SGBS				NSC ¹	
	2022		2023		WROTE	% ACHIEVED
	WROTE	% ACHIEVED	WROTE	% ACHIEVED		
Accounting	83,406	70.1%	89,870	72.49%	100,974	76,8%
Business studies	196,128	72.7%	202,932	78.76%	227,632	81,8%
Economics	121,112	68.7%	123,734	71.69%	123,661	74,5%
Geography	323,355	78.1%	331,584	83.61%	344,301	86,2%
History	206,549	85.8%	203,900	86.55%	225,731	87,7%
Life sciences	336,173	68.0%	371,759	72.94%	379,024	75,6%
Mathematical literacy	386,761	82.4%	395,679	79.59%	421,835	82,3%
Mathematics	214,036	48.8%	264,691	60.09%	262,016	63,5%
Physical science	168,552	69.2%	207,490	71.26%	206,399	76,2%

¹Department of Basic Education (2024)

Table 12 above shows the distribution of SGBs and total NSC performance for each of the selected subjects at 30% lower bound achievement per subject. The selected content subject shows lower pass rates for SGBs compared to overall NSC learners for all subjects except. Substantially lower pass rates for Mathematics were observed for SGBs and overall NSC learners, which may be evidence of inadequate resources for this key subject. What is of concern is the reduction in the pass rate for SGBs in Mathematics Literacy between 2022 (82.4%) and 2023 (79.6%). Indeed, evidence shows that South African learners from lower socioeconomic backgrounds perform better in Mathematics when given an opportunity to attend better-resourced schools (quantile 4 and 5) Van der Berg (2008).

Table 13: SGBs achievement at 40% and 50% pass rates, by subject

	2022		2023		2022	2023
	WROTE	% ACHIEVED 40% & ABOVE	WROTE	% ACHIEVED 40% & ABOVE	% ACHIEVED 50% & ABOVE	% ACHIEVED 50% & ABOVE
Accounting	83,406	46.2%	89,870	48.97%	26.8%	30.14%
Business studies	196,128	53.3%	202,932	60.58%	35.6%	42.84%
Economics	121,112	45.2%	123,734	49.1%	25.3%	30.53%
Geography	323,355	50.1%	331,584	59.94%	25.6%	37.42%
History	206,549	67.9%	203,900	67.9%	45.0%	45.66%
Life sciences	336,173	45.8%	371,759	50.91%	27.2%	32.71%
Mathematical literacy	386,761	57.2%	395,679	54.77%	31.8%	32.78%
Mathematics	214,036	30.1%	264,691	41.67%	17.1%	27.55%
Physical science	168,552	45.5%	207,490	48.75%	26.0%	30.88%

Performance of SGBs at 40% and 50% thresholds presented in Table 13 above. Substantially lower performance is observed at these thresholds. Business Studies, Geography, History and Mathematics Literacy were the only subjects we SGBs performed marginally higher in mathematical and physical science when the pass rate is 50% at a threshold of 40% pass levels. No subject was achieved by at least 50% of the SGBs at the 50% pass rate threshold. There is a promising improvement in the pass rate for each subject at a 50% threshold between 2022 and 2023.



4. NSFAS FUNDING IN SUPPORTING POOR AND VULNERABLE YOUTH

This section presents the number of SASSA learners who applied and successfully attained the National Student Financial Aid Scheme (NSFAS) funding to further their post-school education and training.

Interpretation of results shown below should take cognoscente that the data reflect all applicants including those that did not complete Grade 12 in 2023. NSFAS received a total number of 1,155,714 applications. Of these 677,264 (59%) were SASSA applicants, of which a total of 533,368 (79%) were provisionally funded. This is admirable as it provides SGBs pathways to higher education.

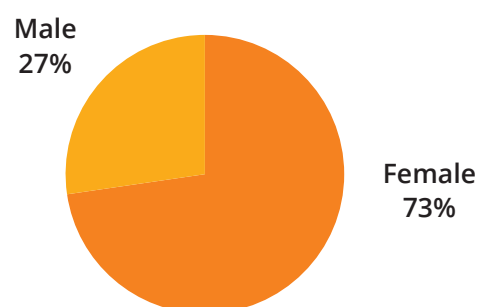
Table 14: NSFAS funded applicants in 2024

SASSA FUNDED	
PROVINCE	
Eastern Cape	156
Free State	205
Gauteng	467
KwaZulu-Natal	581
Limpopo	279
Mpumalanga	143
North-West	141
Northern Cape	28
Western Cape	118
Province unknown	634,264
GENDER	
Female	462,621
Male	173,761

SASSA FUNDED	
PROVINCE	
POPULATION GROUP	
African	2023
Indian/Asian	9
Coloured	75
White	2
Other	634,268
DISABILITY STATUS	
With a disability	1,755
With no disability	634,627

There is a large number of social grant beneficiaries whose population group (634,268) and province (634,264) are not recorded as shown in Table 14. Figure 7 show that more SGBs who received NSFAS funding were female (73%).

Figure 7: NSFAS funded SGBs by gender



The distribution of the SGBs who received NSFAS funding is shown by disability status in Table 14, where a total of 1,755 (3%) learners with disability were funded.



5. PERFORMANCE OF LEARNERS IN NACCW PROGRAMME

This section provides an analysis of the matric results of the learners receiving services from NACCW's Isibindi Ezikoleni Programme. The programme is run in partnership with schools, government departments, implementing partners and donors across four provinces: Free State, KwaZulu-Natal, Northern Cape, and Western Cape. The Isibindi Ezikoleni Programme is a school-based programme that deploys trained CYCWs to support orphaned, vulnerable and learners at risk of dropping out of school.

Isibindi Ezikoleni means "Courage in Schools" in isiZulu. The programme helps learners with their developmental goals in education, health and their development and transition into adulthood. Programme goals include:

- Increased school attendance.
- Reduced school drop-out.
- Improved school performance.
- Improved grade progression.
- Reduced risky behaviour.

Learners receive interventions through individual, group, class, and whole school activities depending on their risk categories, from high, medium, and low risk.

The CYCWs provided various forms of educational support to learners in matric. The services that CYCWs provided were:

- Ensuring that learners were enrolled and attending school regularly.
- Re-integrating learners dropped out of school or with patterns of absenteeism.
- Providing homework/assignment support.
- Co-creating school study timetables and exam preparation routines.
- Ensuring learners had access to virtual and/or face-to-face study groups.
- Ensuring learners had access to past exam papers and study material distributed by NACCW and other stakeholders.
- Motivating and encouraging learners to focus on schoolwork.
- Supporting learners to access tertiary education.

As shown in Table 13 below, there were 367 matric learners across 42 schools and 10 districts supported in the programme. Most of the learners are from KwaZulu-Natal, the first province where Isibindi Ezikoleni started, and where the programme has been run the longest. The support provided to learners is not limited only to their matric year. CYCWs worked with learners in earlier grades prior to 2023





Table 13: Profile of learners in the NACCW program

PROVINCE	DISTRICT	PARTNER	NUMBER OF SCHOOLS	NUMBER OF CYCWS	NUMBER OF MATRIC LEARNERS	PASS RATE
Free State	Lejweleputswa	DGMT	1	3	29	96.6%
Gauteng	Tshwane	MGSLG	23	23	91	81.3 %
KwaZulu-Natal	uMgungundlovu	DGMT	7	14	34	85.3 %
	eThekweni - Pinetown	HWSETA	4	8	47	93.6 %
	eThekweni - Umlazi	HWSETA	8	8	40	85 %
	iLembe	HWSETA	3	4	6	83.3 %
	uGu	HWSETA	4	6	38	94.7 %
	uMgungudnlovu	HWSETA	7	7	36	72.2 %
Northern Cape	Frances Baard	DE BEERS	3	3	23	78.3 %
	Namakwa	MRPSA	1	1	5	100 %
	Z.F. Mgcawu	DGMT	2	5	7	85.7 %
Western Cape	Overberg	Molteno, DSD	2	3	11	90.9 %
Total			65	85	367	85.5%

Table 13 also shows the year in which the programmes started and are currently still in implementation. CYCWs are at present supporting new grade 12 learners as well as learners that have not passed their matric in 2023, and learners in need of support in earlier grades across the schools.

The matric beneficiaries in the NACCW program achieved 85,8% which is above to the national pass rate of 82.9%. This is very impressive given that many beneficiaries are enrolled in the programme due to coming from impoverished areas and challenging circumstances. The provincial results are as follows:

- Overall performance of NACCW beneficiaries in KwaZulu Natal was 72.2% in uMgungundlovu district and 93.6% in eThekweni/Pinetown district. The KZN programme funded by DGMT presented the most improvement across schools compared to 2022, of which several of the schools also had higher pass rates compared to the provincial and/or district pass rates.
- The Free State programme showed a pass rate of 96.6%, which is a increase in matric performance of learners compared to 2022 and compared with the provincial and district pass rates.

- The IE Northern Cape beneficiaries in Frances Baard performed 78.3% pass rate and had more learners (24) compare to previous year in the programme as the programme also commenced in 2023 and is a newly funded expansion of the model. The Northern Cape beneficiaries funded by DGMT performed at 85,7%, which is an improvement compared to 2022 as well as their provincial and district pass rates, although few matric learners were enrolled in the programme for one of the schools.
- The IE Western Cape programme presented few learners (11) in the Metro East as the school started implementation in 2023. The pass rates for Western Cape is 90,9 % and were higher than the provincial and district pass rates, but the small dataset should be taken with caution concerning pass rate analysis owing to the numbers being small for comparing to larger datasets.

There were 168 (53%) learners that had a Bachelor pass, 90 (27%) a Diploma pass, and 57 (18%) a Higher Certificate pass. The national DBE Bachelor pass rate is 40.9%, Diploma 27.2% and Higher Certificate 14.8%. Programme beneficiaries had more Bachelor passes by more than 10% compared to the national proportion, The Diploma pass was the same as the national proportion and Higher Certificate passes more compared to the national proportion.



SERVICE ADVICE
ADVANCEMENT MENTORING
GUIDANCE
ATTENDANCE
SPONSORSHIP NURTURANCE
FACILITATION GRANTS
KINDNESS
EDUCATION
CHARITY **CARE**
PHILOSOPHY
HAND-HOLDING
COUNSEL



6. PERFORMANCE OF LEARNERS IN RISIHA PROGRAM

The RISIHA programme is a community-based initiative, that offers a comprehensive Core Package of Services (CPS) with a focus on key domains such as food and nutrition, economic strengthening, educational support, psychosocial assistance, HIV and AIDS awareness, childcare and protection, and health promotion. These interventions aim to address the needs of orphans and vulnerable children (OVC) grappling with the adverse effects of poverty, inequality, and social marginalization.

The profile of the learners in the RISIHA program is shown in Tables 14 below. All learners in the program were receiving social grants, with 90% receiving the Child Support Grant. 923 (99%) of the learners were Black/African.

Table 14: Profile of RISIHA learners by gender and grant status

PROVINCE	ACTIVE	INACTIVE	% ACTIVE	FEMALE	MALE	% FEMALE	TOTAL
Eastern Cape	66	12	85%	51	29	64%	80
Free State	10	3	77%	11	2	85%	13
Gauteng	244	53	82%	204	98	68%	302
KwaZulu-Natal	73	21	78%	66	28	70%	94
Limpopo	188	44	81%	153	80	66%	233
Mpumalanga	68	17	80%	56	30	65%	86
North West	79	26	75%	64	43	60%	107
Western Cape	16	2	89%	17	1	94%	18
Total	744	178	81%	622	311	67%	933

The profile in Table 14 further shows that the percentage of RISIHA learners who were actively receiving social grants was higher than that of overall SGBs. About 81% of the learners were actively receiving social grants, and the level is above 80% for most provinces. Most of the learners in the program are Females (622, 67%), and this is observed in all provinces.

Table 15: Academic performance of RISIHA learners by achievement category

PROVINCE	BACHELOR		DIPLOMA		HIGHER DEGREE		NSC		TOTAL PASS RATE
	TOTAL WROTE	PASS RATE	TOTAL WROTE	PASS RATE	TOTAL WROTE	PASS RATE	TOTAL WROTE	PASS RATE	
Eastern Cape	25	33.33%	18	24.00%	14	18.67%	-	-	76%
Free State	3	25.00%	4	33.33%	1	8.33%	1	8.33%	75%
Gauteng	112	38.23%	93	31.74%	37	12.63%	-	-	83%
Kwazulu-Natal	37	39.78%	36	38.71%	11	11.83%	-	-	90%
Limpopo	84	36.21%	62	26.72%	39	16.81%	-	-	80%
Mpumalanga	27	32.14%	24	28.57%	14	16.67%	-	-	77%
North West	33	32.04%	33	32.04%	20	19.42%	-	-	83%
Western Cape	5	27.78%	10	55.56%	1	5.56%	-	-	89%
Total	326	35.82%	280	30.77%	137	15.05%	1	0.11%	82%

The performance of RISIHA learners by province is shown in Table 15. Overall, the majority of learners received a Bachelor pass (35.8%), which is close to the 37% achieved by the SGBs. This is followed by Diploma (30.8%), and Senior Certificate (15.1%).

Similar to the overall SGB performance (43.98%), learners from KwaZulu-Natal were more likely to receive a bachelor pass compared to other provinces, at 39.78%. This was followed by learners from Gauteng (38.2%) and Limpopo (36.2%).



A close-up photograph of a person's hands writing in a notebook. The person is wearing a denim vest over a light-colored shirt. The notebook is open, and the person is using a pen to write on the right page. The background is slightly blurred, showing a wooden desk and a cup.

7. CONCLUSION AND RECOMMENDATIONS

The report provides an opportunity to consolidate the existing evidence on the effects of social grants on children's educational outcomes in South Africa. The pass rate was 81.3%. Clearly, social protection had a positive effect on pass rates as shown in the report enabling about 37.3% of SGBs to achieve Bachelor and Diploma passes (28.1%). Some of the learners on protection support had distinctions. The potential effect of cash transfer with a care component is shown by the pass rate of the NACCW programs, which was 85.8%.

The social protection strategy evidently sets the baseline for future service delivery and leadership by giving opportunities to marginalised populations. It is therefore appropriate that government integrate this child-focused intervention as a core function of its inclusive developmental strategies. Nations polarised by poverty cannot be developed or achieve sustainable peace.

It is recommended that further work should look into the:

- Developing early warning systems to mitigate hazardous effects of pandemics such as covid-19, unpredicted climate change events e.g. floods and long drought periods, and social unrest among others.
- Further interrogation of causes of school dropouts and implementing measures to enable all learners to sit for the NSC examinations or

be given a second chance while under support and supervision. Every person must have an opportunity to contribute their inherent skills toward societal development.

- The extension of child-specific grants until learners complete their Grade 12, just as the FCG can be extended to the age of 21 or until the child ends secondary school as a large proportion of learners complete Grade 12 after the age of 18 years.
- Long-term monitoring and evaluating program beneficiaries and communities, as a measure toward achieving UN sustainable development goals of equal access to basic human needs, health, food, and income security.

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APPENDIX: PASS RATE OF SGBS BY DISTRICT

	ACHIEVED	DID NOT ACHIEVE	TOTAL	PASS RATE
ALFRED NZO EAST	4,923	864	5,787	85.07%
ALFRED NZO WEST	7,046	1,346	8,392	83.96%
AMAJUBA	6,492	1,024	7,516	86.38%
AMATHOLE EAST	6,004	1,309	7,313	82.10%
AMATHOLE WEST	3,086	895	3,981	77.52%
BAHANANWA NORTH	353	46	399	88.47%
BAHANANWA SOUTH	216	72	288	75.00%
BAHLALOGA	569	63	632	90.03%
BAKENBERG NORTH	329	51	380	86.58%
BAKENBERG SOUTH	374	74	448	83.48%
BAKONE	99	14	113	87.61%
BALTIMORE	277	22	299	92.64%
BOCHUM EAST	645	161	806	80.02%
BOCHUM WEST	325	72	397	81.86%
BOGWASHA	435	149	584	74.49%
BREYTEN	471	108	579	81.35%
BUFFALO CITY	7,172	1,885	9,057	79.19%
Buhlebesizwe Circuit	489	239	728	67.17%
CHRIS HANI EAST	3,701	716	4,417	83.79%
CHRIS HANI WEST	3,906	991	4,897	79.76%
COTTONDALE	556	273	829	67.07%
Chief Albert Luthul..	233	70	303	76.90%
DILOKONG	348	122	470	74.04%
DIMAMO	492	138	630	78.10%
DIPALESENG	332	47	379	87.60%
DITSOBOTLA SUB DIST..	1,211	390	1,601	75.64%
DRAKENSBERG	285	56	341	83.58%
DRIEKOP	489	129	618	79.13%
DUNDONALD	614	96	710	86.48%
DWAALBOOM	196	27	223	87.89%
DZINDI	563	112	675	83.41%



	ACHIEVED	DID NOT ACHIEVE	TOTAL	PASS RATE
DZONDO	327	72	399	81.95%
EENSAAM	314	120	434	72.35%
EKURHULENI NORTH	6,190	1,668	7,858	78.77%
EKURHULENI SOUTH	8,397	1,619	10,016	83.84%
ELIM	653	145	798	81.83%
ELLISRAS	239	35	274	87.23%
EMAKHAZENI	360	138	498	72.29%
EMALAHLENI 1	777	133	910	85.38%
EMALAHLENI 2	1,010	238	1,248	80.93%
EMALAHLENI 3	606	233	839	72.23%
EMTHANJENI	273	122	395	69.11%
Frances Baard	2,172	910	3,082	70.47%
GAUTENG EAST	5,543	1,276	6,819	81.29%
GAUTENG NORTH	1,592	220	1,812	87.86%
GAUTENG WEST	4,798	912	5,710	84.03%
GLEN COWIE	415	166	581	71.43%
GREATER TAUNG SUB D..	1,839	607	2,446	75.18%
GREENVALLEY	725	302	1,027	70.59%
GROBLERSDAL	277	58	335	82.69%
GROOT LETABA	513	132	645	79.53%
Govan Mbeki Circuit	501	88	589	85.06%
HARRY GWALA	5,566	817	6,383	87.20%
HIGHVELD RIDGE EAST	688	386	1,074	64.06%
HIGHVELD RIDGE WEST	655	217	872	75.11%
HLANGANANI CENTRAL	728	180	908	80.18%
HLANGANANI NORTH	581	189	770	75.45%
HLANGANANI SOUTH	410	116	526	77.95%
HLOGOTLOU	573	259	832	68.87%
ILEMBE	6,674	859	7,533	88.60%
INSIKAZI	1,171	176	1,347	86.93%
JB MARKS SUB DISTRICT	1,389	266	1,655	83.93%
JOE GQABI	3,217	623	3,840	83.78%
JOHANNESBURG CENTRAL	5,974	1,383	7,357	81.20%
JOHANNESBURG EAST	4,401	1,298	5,699	77.22%
JOHANNESBURG NORTH	4,448	968	5,416	82.13%
JOHANNESBURG SOUTH	4,409	904	5,313	82.99%
JOHANNESBURG WEST	4,176	381	4,557	91.64%
KAGISANO MOLOPO SUB..	1,283	211	1,494	85.88%
KGAKOTLOU	792	158	950	83.37%

	ACHIEVED	DID NOT ACHIEVE	TOTAL	PASS RATE
KGETLENG RIVER SUB ..	330	198	528	62.50%
KHUJWANA	442	89	531	83.24%
KHULANGWANE	886	185	1,071	82.73%
KING CETSHWAYO	14,042	2,880	16,922	82.98%
KLEIN LETABA	615	223	838	73.39%
KOLOTI	556	123	679	81.89%
KWAMHLANGA NE	649	330	979	66.29%
KWAMHLANGA SW	736	323	1,059	69.50%
Kamiesberg	93	16	109	85.32%
Karoo Hoogland	163	44	207	78.74%
Kgalagadi	1,611	607	2,218	72.63%
KwaThandeka Circuit	388	60	448	86.61%
LEBOPO	509	80	589	86.42%
LEBOWAKGOMO	672	173	845	79.53%
LEHUKWE	512	234	746	68.63%
LEKWA EAST	110	15	125	88.00%
LEKWA WEST	695	253	948	73.31%
LEKWA-TEEMANE SUB D..	476	193	669	71.15%
LEOLO	385	130	515	74.76%
LEPELLANE	323	106	429	75.29%
LEPELLE 2	297	83	380	78.16%
LEPELLE 4	576	118	694	83.00%
LEPELLE 6	299	87	386	77.46%
LIBANGENI	451	222	673	67.01%
LOBETHAL	326	35	361	90.30%
LUBOMBO	617	226	843	73.19%
LULEKANI	588	146	734	80.11%
LUVUVHU	627	82	709	88.43%
LWAMONDO	464	115	579	80.14%
MABULANE	346	192	538	64.31%
MADIBENG SUB DISTRICT	3,251	706	3,957	82.16%
MAFARANA	265	59	324	81.79%
MAGATLE	389	94	483	80.54%
MAHIKENG SUB DISTRICT	2,535	704	3,239	78.26%
MAHWELERENG	583	184	767	76.01%
MAKHUTSWE	497	87	584	85.10%
MALALANE	820	186	1,006	81.51%
MALAMULELE CENTRAL	1,077	286	1,363	79.02%
MALAMULELE EAST	666	195	861	77.35%



	ACHIEVED	DID NOT ACHIEVE	TOTAL	PASS RATE
MALAMULELE NORTH EAST	583	128	711	82.00%
MALAMULELE SOUTH	620	110	730	84.93%
MALAMULELE WEST	756	305	1,061	71.25%
MALEBOHO CENTRAL	511	91	602	84.88%
MALEBOHO EAST	455	163	618	73.62%
MALEBOHO WEST	318	83	401	79.30%
MALEGALE	363	82	445	81.57%
MALOKELA	293	70	363	80.72%
MAMABOLO	353	67	420	84.05%
MAMAILA	624	194	818	76.28%
MAMUSA SUB DISTRICT	583	256	839	69.49%
MANKWENG	1,160	451	1,611	72.00%
MANOMBE	638	132	770	82.86%
MANTHOLE	475	131	606	78.38%
MANYELETI	999	783	1,782	56.06%
MAPELA	657	188	845	77.75%
MAQUASSI HILLS SUB ..	627	134	761	82.39%
MARABA	357	92	449	79.51%
MARAPYANE	317	109	426	74.41%
MARITE	339	250	589	57.56%
MASEMOLA	329	84	413	79.66%
MASHISHILA	782	151	933	83.82%
MASHISHING CIRCUIT	325	98	423	76.83%
MATLALANE	343	102	445	77.08%
MATLOSANA SUB DISTR..	2,389	609	2,998	79.69%
MAUNE	338	69	407	83.05%
MAWA	282	21	303	93.07%
MBOMBELA	611	128	739	82.68%
MGWENYA	894	308	1,202	74.38%
MKHONDO EAST	824	360	1,184	69.59%
MKHONDO WEST	215	90	305	70.49%
MKHUHLU	831	398	1,229	67.62%
MMAMETLHAKE	323	136	459	70.37%
MMASHADI	501	97	598	83.78%
MODJADJI	525	143	668	78.59%
MOGALAKWENA	217	17	234	92.74%
MOGODUMO	477	76	553	86.26%
MOGOSHI	451	94	545	82.75%
MOHLALETSE	338	152	490	68.98%

	ACHIEVED	DID NOT ACHIEVE	TOTAL	PASS RATE
MOKOPANE	526	100	626	84.03%
MOLETJIE	211	27	238	88.66%
MOLETLANE	489	82	571	85.64%
MOLOTO	273	114	387	70.54%
MOLOTOTSI	280	142	422	66.35%
MORETELE SUB DISTRICT	1,756	347	2,103	83.50%
MOROKE	551	190	741	74.36%
MOSES KOTANE SUB DI..	2,194	369	2,563	85.60%
MOTETEMA	508	272	780	65.13%
MOTUPA	338	88	426	79.34%
MOUTSE CENTRAL	522	234	756	69.05%
MOUTSE EAST	404	282	686	58.89%
MOUTSE WEST	498	91	589	84.55%
MPHAHLELE	547	155	702	77.92%
MPULUZI	1,593	323	1,916	83.14%
MSUKALIGWA 1	574	105	679	84.54%
MSUKALIGWA 2	217	97	314	69.11%
MUDASWALI	303	49	352	86.08%
MUTSHINDUDI	622	151	773	80.47%
MVUDI	628	164	792	79.29%
Maboke Circuit	398	189	587	67.80%
Mafemani Circuit	736	268	1,004	73.31%
Maripe Circuit	391	179	570	68.60%
Matsavana Circuit	564	267	831	67.87%
NABOOMSPRUIT	218	37	255	85.49%
NALEDI SUB DISTRICT	479	160	639	74.96%
NAMAKGALE	514	153	667	77.06%
NELSON MANDELA METRO	6,919	1,704	8,623	80.24%
NGWAABE	514	169	683	75.26%
NGWARITSI	463	125	588	78.74%
NIANI EAST	287	89	376	76.33%
NIANI WEST	243	77	320	75.94%
NKOMAZI CENTRAL	872	216	1,088	80.15%
NKOMAZI EAST	1,074	319	1,393	77.10%
NKOMAZI WEST	1,079	215	1,294	83.38%
NKOWANKOWA	673	114	787	85.51%
NKULULEKO	505	95	600	84.17%
NOKANENG	337	121	458	73.58%
NOKOTLOU	260	71	331	78.55%



	ACHIEVED	DID NOT ACHIEVE	TOTAL	PASS RATE
NSAMI	385	138	523	73.61%
NULL	16,092	4,977	21,069	76.38%
NWANEDZI	294	87	381	77.17%
NYLSTROOM	382	116	498	76.71%
NZHELELE CENTRAL	417	129	546	76.37%
NZHELELE EAST	631	199	830	76.02%
NZHELELE WEST	679	183	862	78.77%
Nama Khoi	156	39	195	80.00%
Ngwaritsane Circuit	313	161	474	66.03%
OR TAMBO INLAND	8,669	2,265	10,934	79.28%
OR Tambo Coastal	9,527	2,622	12,149	78.42%
PALALA NORTH	267	113	380	70.26%
PALALA SOUTH	322	144	466	69.10%
PHOKOANE	500	62	562	88.97%
PIETERSBURG	1,229	222	1,451	84.70%
PINETOWN	11,805	2,220	14,025	84.17%
POTGIETERSRUS	479	89	568	84.33%
Phumula Circuit	626	181	807	77.57%
Pixley Ka Isaka Sem..	444	102	546	81.32%
RAKGWADI	189	116	305	61.97%
RAKWADU 1	363	167	530	68.49%
RAKWADU 2	794	195	989	80.28%
RAMOTSHERE MOILOA S..	1,574	377	1,951	80.68%
RATLOU SUB DISTRICT	910	314	1,224	74.35%
RUSTENBURG SUB DIST..	3,767	694	4,461	84.44%
Region 1	10,748	1,649	12,397	86.70%
Region 2	8,783	1,025	9,808	89.55%
Region 3	4,064	465	4,529	89.73%
Region 4	792	133	925	85.62%
Richtersveld	161	43	204	78.92%
SABIE CIRCUIT	373	97	470	79.36%
SAMBANDOU	147	44	191	76.96%
SARAH BAARTMAN	2,271	820	3,091	73.47%
SCHOONOORD	365	185	550	66.36%
SEDIBENG EAST	1,749	458	2,207	79.25%
SEDIBENG WEST	4,424	1,003	5,427	81.52%
SEKGOSESE CENTRAL	376	194	570	65.96%
SEKGOSESE EAST 1	390	113	503	77.53%
SEKGOSESE EAST 2	337	168	505	66.73%

	ACHIEVED	DID NOT ACHIEVE	TOTAL	PASS RATE
SEKGOSESE NORTH	257	132	389	66.07%
SEKGOSESE WEST	588	145	733	80.22%
SEOTLONG	300	191	491	61.10%
SEPITSI	314	97	411	76.40%
SESHEGO	666	90	756	88.10%
SHAMAVUNGA	684	122	806	84.86%
SHATALE	409	129	538	76.02%
SHILUVANE	433	71	504	85.91%
SIBASA	713	153	866	82.33%
SIKHULILE	763	295	1,058	72.12%
SIYABUSWA	336	67	403	83.37%
SIYABUSWA 2	399	253	652	61.20%
SOUTPANSBERG EAST	604	219	823	73.39%
SOUTPANSBERG NORTH	321	85	406	79.06%
SOUTPANSBERG WEST	666	147	813	81.92%
STEVE TSHWETE 1	560	101	661	84.72%
STEVE TSHWETE 2	565	56	621	90.98%
STEVE TSHWETE 3	342	65	407	84.03%
Siyancuma	182	75	257	70.82%
Siyanda	1,473	401	1,874	78.60%
THABAZIMBI	129	60	189	68.25%
THABINA	692	162	854	81.03%
THULAMAHASHE	1,281	570	1,851	69.21%
TSHILAMBA	617	69	686	89.94%
TSHINANE	479	63	542	88.38%
TSHWANE NORTH	4,827	952	5,779	83.53%
TSHWANE SOUTH	5,674	971	6,645	85.39%
TSHWANE WEST	5,176	1,176	6,352	81.49%
TSIMANYANE	433	279	712	60.81%
TSWAING SUB DISTRICT	1,017	263	1,280	79.45%
TUBATSE	715	252	967	73.94%
TZANEEN	319	65	384	83.07%
Thembelihle	210	37	247	85.02%
Thembisile Hani Eas..	531	252	783	67.82%
Thembisile Hani Wes..	441	199	640	68.91%
UGU	8,473	1,016	9,489	89.29%
UMGUNGUNDLOVU	8,790	1,759	10,549	83.33%
UMJINDI	371	148	519	71.48%
UMKHANYAKUDE	11,987	1,356	13,343	89.84%



	ACHIEVED	DID NOT ACHIEVE	TOTAL	PASS RATE
UMLAZI	12,245	2,363	14,608	83.82%
UMZINYATHI	8,191	1,315	9,506	86.17%
UTHUKELA	8,842	1,884	10,726	82.44%
Ubuntu	133	50	183	72.68%
Umsombomvu	226	101	327	69.11%
VAALWATER	141	84	225	62.67%
VHUMBEDZI	629	128	757	83.09%
VHURONGA 1	636	72	708	89.83%
VHURONGA 2	498	97	595	83.70%
VICTOR KHANYE	500	138	638	78.37%
VLAKFONTEIN	319	47	366	87.16%
WAKKERSTROOM	512	177	689	74.31%
WARMBAD	459	129	588	78.06%
WC1	1,922	529	2,451	78.42%
WC2	1,370	324	1,694	80.87%
WC3	1,547	474	2,021	76.55%
WC33-3	737	91	828	89.01%
WC33-4	620	175	795	77.99%
WC35-8	668	198	866	77.14%
WC36-1	1,756	585	2,341	75.01%
WC37-3	495	149	644	76.86%
WC4	1,500	591	2,091	71.74%
WC5	869	390	1,259	69.02%
WC6	947	274	1,221	77.56%
WC7	676	220	896	75.45%
WC8	594	236	830	71.57%
WC9	1,864	502	2,366	78.78%
WHITE HAZY 1	1,080	151	1,231	87.73%
WHITE HAZY 2	602	114	716	84.08%
WHITE RIVER	416	68	484	85.95%
XIHOKO	298	89	387	77.00%
XIMHUNGWE	769	245	1,014	75.84%
ZULULAND	13,081	1,999	15,080	86.74%
eManzana Circuit	553	104	657	84.17%
eMthambothini Circuit	375	133	508	73.82%
Total	451,938	104,195	556,133	81.26%

The image is a decorative header for a document. It features a background of a network of grey dots connected by thin lines. A dark green horizontal bar at the top contains the text "THE EDUCATION OUTCOMES OF THE CLASS OF 2023 GRADE 12 LEARNERS RECEIVING SOCIAL PROTECTION SERVICES | APRIL 2024" in white. The word "NOTES" is written in large, bold, dark green letters on the left. On the right, there is a green outline icon of a shield with a graduation cap inside.



The image is a decorative header for a document. It features a background of grey dots connected by thin lines, creating a network-like pattern. A dark green horizontal bar at the top contains the text "THE EDUCATION OUTCOMES OF THE CLASS OF 2023 GRADE 12 LEARNERS RECEIVING SOCIAL PROTECTION SERVICES | APRIL 2024" in white. The word "NOTES" is written in large, bold, dark green letters on the left. On the right, there is a green outline icon of a shield with a graduation cap inside.



NOTES

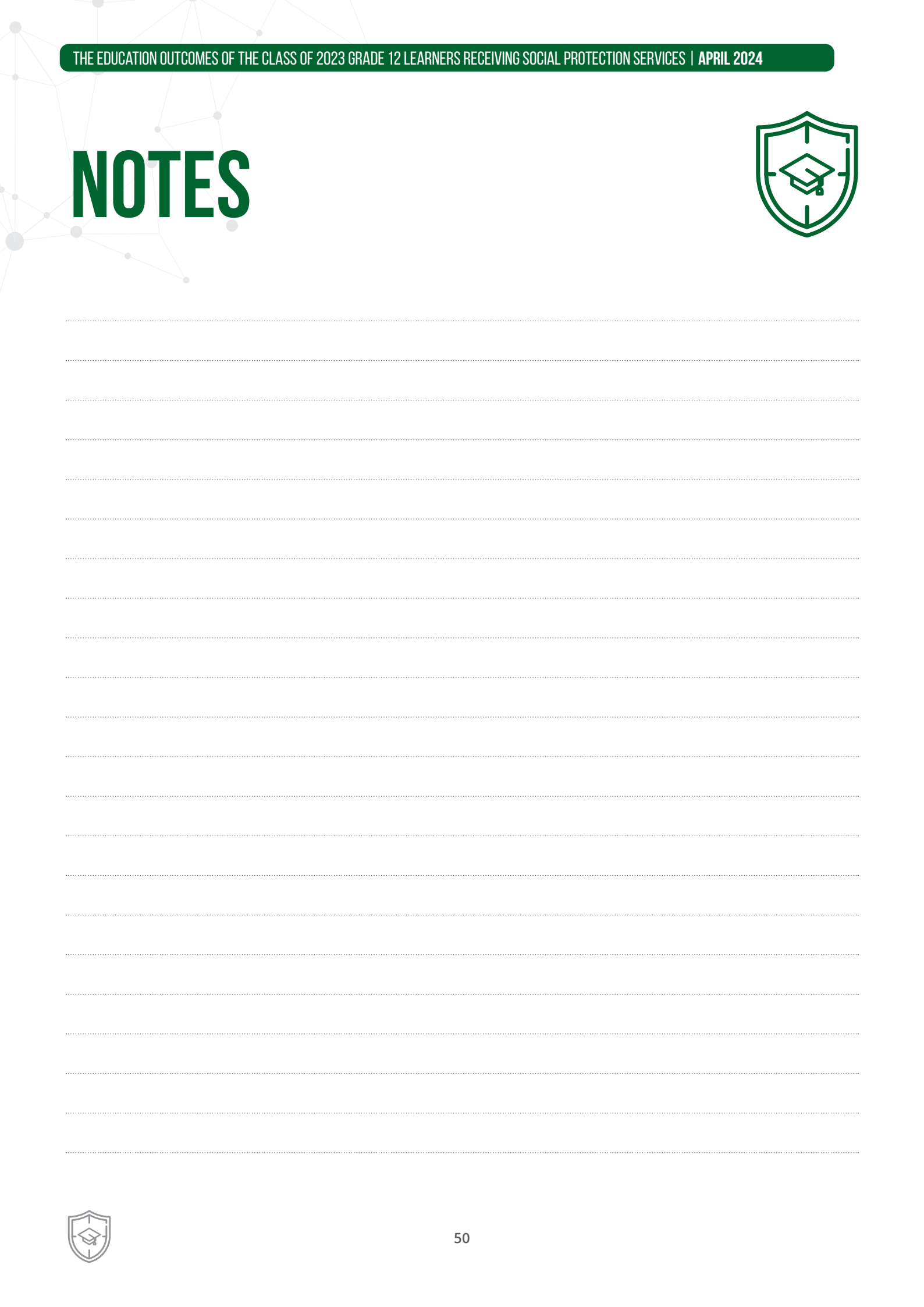


Handwriting practice lines consisting of 20 horizontal dotted lines.

The image is a decorative header for a document. It features a background of grey dots connected by thin lines, creating a network-like pattern. A dark green horizontal bar at the top contains the text "THE EDUCATION OUTCOMES OF THE CLASS OF 2023 GRADE 12 LEARNERS RECEIVING SOCIAL PROTECTION SERVICES | APRIL 2024" in white. The word "NOTES" is written in large, bold, dark green letters on the left. On the right, there is a green outline icon of a shield with a graduation cap inside.



The image shows a green-themed notebook page. At the top, a dark green header bar contains the text "THE EDUCATION OUTCOMES OF THE CLASS OF 2023 GRADE 12 LEARNERS RECEIVING SOCIAL PROTECTION SERVICES | APRIL 2024" in white. Below the header, the word "NOTES" is written in large, bold, green capital letters. To the right of the title is a green outline icon of a graduation cap inside a shield. The page is filled with horizontal green ruling lines. In the top left corner, there is a faint background graphic of a network of grey dots and lines.



NOTES



