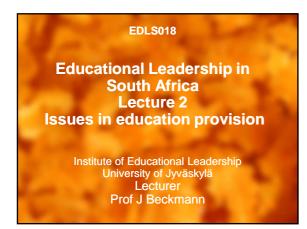
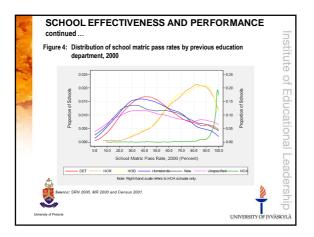
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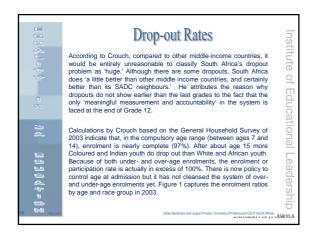
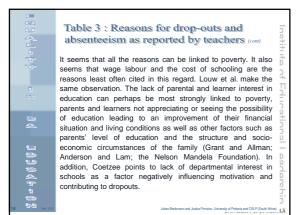
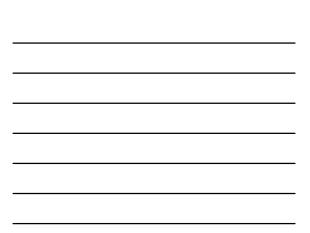


	Table 3 : Reasons for drop-outs and absenteeism as reported by teachers		
4	Reason	% of females who have dropped out	% of males who have dropped out
	Care of siblings	22	7
	Helping parents with domestic work	41	22
a A	Helpings parents with cultivation and livestock	21	41
	Wage labour	4	9
	Lack of parental interest in education	51	48
5	Lack of learner interest in education	30	42
9 8 4 7	Schooling is too expensive	7	8
-	Looking after sick family members	16	12
<u>ه</u>	Pregnancy	29	



	reported reasons for dr	opping out	by 16 to 1
	year olds in 2003.		
	Reason	Male dropouts	Female dropouts
	Too old/young	1%	0%
	Has completed education	7%	5%
2	School too far away	4%	3%
	No money for fees	42%	41%
	Has to work (at home or job)	9%	4%
2	Education is useless or uninteresting	17%	7%
	lliness	8%	5%
	Pregnancy	0%	13%
	Failed exams	7%	4%
	Got married	1%	3
	Family commitments	0%	10%
	Other	3%	5%
	Total	100%	100%
	Percentage not attending	14%	19%



Strategies, policies and activities to counter dropouts There is a multitude of strategies to counter poor learner performance in general and dropouts in particular. We will list some of them and will not elaborate on all of them since they are mostly self-explanatory: White Paper 5 on Early Childhood Education provides that by 2010 all children entering Grade 1 must have participated in an accredited Reception Year Programme (Grade R) offered at primary schools or stand-alone communitybased sites. A learner who failed Grade 11 in 2006 is allowed to continue with Grade 12 as a

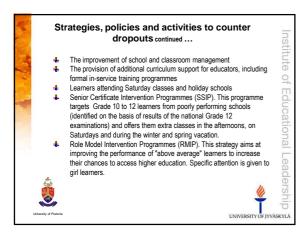
- A rearrier who tailed Grade 11 in 2006 is allowed to continue with Grade 12 as a part-time learner in 2007 and will be able to obtain the senior certificate at the end of 2007. Learners who fail Grade 11 (the penultimate secondary school grade) do not necessarily need to repeat and become bigger dropout risks.
- Learners who failed Grade 11 in 2006 and repeat the Grade in 2007 will encounter two new subjects (inarthematics literacy and life orientation) that they have not been taught before. Additional support is available to assist learners to cope with these two new subjects.

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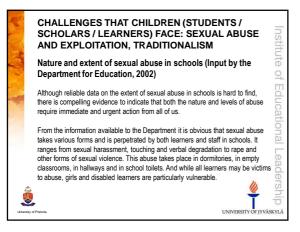
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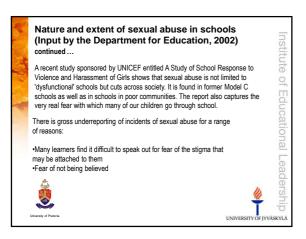


- 1.3% of the South Africa learner population is at ECD sites.
- This is one of the major reasons why the system is under-performing and learners are not performing well. They come out of deprived and poor families and ECD should compensate for poor circumstances and prepare them for school.
- Grade R (reception year) before grade1 will become compulsory soon (2010) but is not funded in terms of the education funding formula.
- The care and education offered to pre-schoolers is generally not well regulated and is not very effective and is often given by grandparents, aunts and uncles and even other siblings.

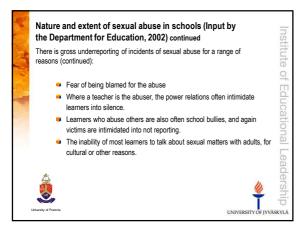


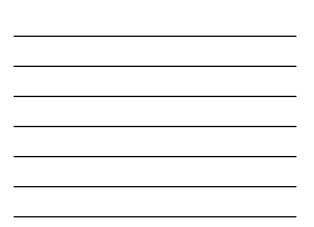
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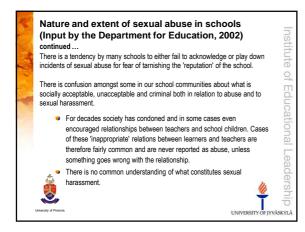


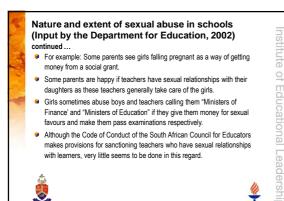


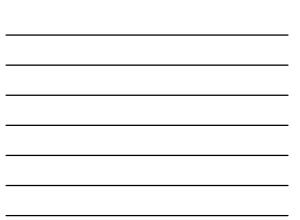












Nature and extent of sexual abuse in schools (Input by the Department for Education, 2002) continued ...

- Some traditional communities are very paternalistic and respect for women and girl children is not common. Some men believe that having sex with a virgin can cure HIV Aids and some initiation schools require boys who have been circumcised at the school soon after the circumcision to have sexual relations with girls who are not their regular girl friends.
- The Human Rights Watch found that it was possible that one in three South African girls will before the age of fifteen or sixteen be sexually molested by either a fellow learner or a teacher.

Educational

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i g d	SUMMARY	
	In this Report we set out to show that -	
1 - + >	 race or associated factors still constitute a major determinant of differential matriculation pass rates, complemented by economic status. 	
5 52	 resources are not the major determinant of the systematically poorer performance of black schools. 	
s A	 even the large shifts in school level resources still leave mainly black schools performing much worse than white schools. 	
	 on their own, further educational resource shifts may have a limited effect in improving educational outcomes. Particularly in rural areas as a result of- 	
0 7 0 4 - 0	 socio-economic status the associated educational status of parents 	
•	••• good teachers harder to come by.	
3 May 2007	Johan Beckmann and Justus Prinsloo, University of Pretoria and CELP (South Afri	

