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Educational expenditure in South Africa: Evidence from the National Income Dynamics Study

by
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& David Lam

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1. Introduction

Differential education expenditure by racial group was a pillar in the architecture of apartheid. School systems diverged by racial group, with large funding and curriculum differences (Fiske and Ladd, 2004). In 1994, spending on white learners was about 1.5 times the spending on urban African learners and more than four times the spending on rural African learners (Fiske and Ladd, 2004). Since 1994 much focus has been paid by government to redress these educational expenditure inequalities with policies such as the National Norms and Standards for School Funding (NNSSF) and the rollout of the no fee schools program disproportionately allocating state funds to low socioeconomic schools and the fee-exemption policy providing low income households and grant recipients access to free education. Little is however known about how these policies have affected household educational expenditure across the income distribution.

The National Income Dynamics Study (NIDS) is the first nationally representative panel study in South Africa. The first wave of NIDS was collected in 2008; with wave 2 following in 2010/2011 and wave 3 in 2012. NIDS presents us with a unique tool to examine educational expenditure in South African households since 2007. The survey collects socioeconomic information at the household and individual level and includes in-depth questions on educational expenditure. Educational expenditure data are collected in different educational components including fees, uniforms, stationary and books, transport and other expenses for the year preceding the survey year. Thus the survey covers the initial period of the rollout of the no fee school program and these data enable us to assess changes in

educational expenditure and the share of household income spent on total educational expenditure over time from the individual perspective.

This report provides an overview of some of the key education information available in the NIDS public data, waves 1 through 3. We start in section 2 with a brief overview of levels of enrolment, progress through school and transitions from school into the labour market. In section 3 we briefly detail the key educational expenditure reforms that have taken place in South Africa since the end of apartheid. Section 4 provides information on the expenditure variables available in NIDS and the sample used in the analysis that follows. In section 5 we map out educational expenditure inequality over the period of the no fee school rollout using each wave of data as a cross section, assess how this has changed the distribution of income spent on education and discuss how the data align with policy guidelines.

2. Educational enrolment and attainment

Figures 1 and 2 summarise the education landscape in South Africa. Enrolment is almost universal up until age 15 (compulsory schooling age) but repetition rates are high throughout the grades and failure to complete secondary school is a severe problem. Figure 1 presents the proportion enrolled in primary and secondary school by their age at 1 January for each of the survey years. It shows enrolment rates above 95% until age 15, with the proportion enrolled dropping quite sharply thereafter.

Figure 2 presents the proportion of learners enrolled in 2008 who had passed four grades by 2012 (pass), failed at least one grade by 2012 but remain enrolled (repeat) or who were not enrolled and had not completed matric by 2012 (dropout). A large percentage of learners repeated at least one grade in the four-year period. For example, close to 40% of male and female learners who were enrolled in grade 7-9 in 2008, and continued to be enrolled in 2012, reported that they had repeated at least one grade by 2012. Dropout increases substantially in the later grades with over 35% of grade 9's in 2008 no longer enrolled in school in 2012 even though they have not completed matric. Of those who dropout, the most common reasons given for dropout relate to economic need: 13.2% say that they 'could not afford to stay in school' while an additional 18.3% said they 'wanted to look for a job'.[1]

Figure 3 shows that dropping out in the hope of finding employment is a low success strategy. Figure 3 presents the status of respondents under 26 who have completed at least grade 10 and are no longer enrolled in secondary school. It shows that the transition into post-secondary education and the labour market is tough and completing grade 12 provides important protection from unemployment and idleness. About 70% of respondents under

[1] Note that the 'reason not enrolled' variable was poorly answered. 37% of those who are classified as dropouts do not have valid responses to this variable.

26 who have completed grade 10 and 11 but are no longer enrolled in secondary school are either unemployed or out of the labour force. This compares to about 40% of those who have completed matric.

There is a distinct premium associated with completing matric, yet large numbers of learners fail to successfully complete grade 12. Cost of education and the need to find employment to supplement the household budget continue to be put forward as primary reasons for dropping out of school. While the decision to drop out is likely to be the end result of a long cumulative process of disadvantage and difficulties in the education system, the fact that economic circumstance continues to be perceived as a substantial hurdle to completing education is of importance. It signals that educational reforms that eliminate schooling costs have the potential to reduce the opportunity cost of remaining in school and hence could increase rates of secondary school completion.

The next section briefly outlines some key educational expenditure reforms that have come into play since 1996 before we explore educational expenditure in South Africa over the period of reform implementation.

3. Educational expenditure reform in South Africa

Post-apartheid education funding is designed to redress past inequalities in funding and, in doing so, work towards providing all learners with high quality education (Schools Act, 1996). Three policies integral to the South African Government's strategy to alleviate poverty, and to redress the imbalances of the past are the school-fee exemption policy, National Norms and Standards for School Funding (NNSSF) and the rollout of no-fee schools.

The right to a basic education is enshrined in the South African constitution and the South African Schools Act (SASA) of 1996 makes education compulsory for all children between the ages of 7 and 15 (or the completion of grade 9). Given that school revenue up until 2007 in all school was comprised of state funds supplemented by school fees, the school-fee exemption policy was instituted to prevent low socioeconomic learners being burdened with school fees. The Exemption of Parents from the Payment of School Fees Regulations of 1998 provides guidelines to exempt, fully or partially, parents from the payment of fees based on their income relative to the school fee amount. In addition, from 2006, children whose primary-caregiver receives a poverty-linked social state grant are automatically exempt from the payment of school fees. Fee-paying schools are not compensated for students that receive fee exemptions, and hence non-paying learners are subsidized by paying learners. This has resulted in low access to fee-exemptions (Hall and Monson, 2006).

The NNSSF assigns all schools a quintile ranking based on the school's neighbourhood income, employment rate and literacy levels calculated from the census 2001. Schools are

allocated non-personnel expenditure budgets based on their quintile ranking, with lower quintile schools receiving a larger allocation per learner.

In August 2006, new National Norms and Standards were established and the no-fee school (NFS) policy was enacted in the South African Schooling Act (SASA). The NFS policy abolishes compulsory school fees in specified schools in order to protect households in the least socio-economically advantaged sections of society. These schools may not charge school fees and are compensated by government via an increased allocation per learner. In December 2006, the Minister of Education declared 13577 (48%) public ordinary schools with about five million learners, to be no-fee schools (No fee schools list 2007, own calculations). This incorporated all learners in quintile 1 and 2 schools. Every October/December no-fee schools for the subsequent year are announced. By 2009, about 60 per cent of ordinary public schools, schools predominately in quintiles 1-3, were classified as no-fee schools and by 2011 this had increased to about 76% (20322 schools) (No fee schools list 2011 and DoE EMIS data Q2 2011, own calculations).

The first wave of NIDS took place in 2008, the year following the initial rollout of the no fee schools program. However, respondents report on their enrolment and educational expenditure in the year preceding the survey year. As such, by wave 3, NIDS has expenditure information for the first year of the NFS rollout, 2007 and for 2009 and 2011. These data provide us with the unique opportunity to examine changes in educational expenditure during the expansion of these educational reforms.

4. Variables and sample

4.1. Educational expenditure variables in NIDS

NIDS collects educational expenditure information in both the household and individual (child and adult) questionnaire. No individual expenditure information is collected for proxy respondents. The household and individual questions differ in that the household questionnaire asks household level educational expenditure in the month preceding the survey, while the individual questionnaire asks individual level expenditure for the year preceding the survey. In wave 2, the household level question asked both about expenditure in the last year and in the last month. Both individual and household questionnaires collected educational expenditure in components – fee, uniforms, books and stationary, transport (in the individual questionnaire only[2]) and other. In waves 1 and 3, all households were asked the hurdle question '*Did anybody in the household spend money on*

[2] Transport *to* school was asked in all the surveys except in the wave 3 child questionnaire which asked transport to and from school.

[...] in the last 30 days?', before details on the amount were collected. The individual level information was collected for individuals who were enrolled in the year prior to the survey[3].

Response rates to the hurdle question in the household question were fairly good (99% and 99.5% of wave 1 and 3 households gave a valid response) with non-response on the actual amount spent decreasing over time (10% in wave 1, 6% in wave 2 and 3% in wave 3). However, the household question is problematic when examining educational expenditure over time due to the fact that it only asked expenditure in the month prior to the survey month in wave 1 and 3. Educational expenditure is not smooth over the calendar year and the distribution of interviews across months differs by wave[4]. Given the higher share of interviews administered in January and February in wave 1, the proportion of household indicating that they had positive educational expenditures is much higher in wave 1 (26%) than in wave 2 and 3 (17% of households in both waves).

Table 1 presents the response rates to the individual education questions. An individual is defined as having missing/don't know/refused information if any of the fee, uniform, books and stationary or transport amounts are missing or the respondent/ respondent's primary caregiver said they did not know or refused to provide information. Other expenditure is excluded from this overall expenditure category given the higher frequency of missing, don't know and refusal responses. Response to the expenditure questions were highest in 2011 and lowest in 2009 – 15% (19%) of child (adult) questionnaire responses were invalid in wave 1, 23% (24%) in wave 2 and 7% (9%) in wave 3.

4.2. Sample of interest

For the analysis, our sample of interest is the school going population in each year. We define this population as any (temporary and core sample members) respondent between age six and twenty, who has not completed grade 12. All analyses in this section are weighted by the wave specific sample weights to make them reflect the population in the year of interest.

Table 2 presents the sample in each year between 2007 and 2012. Between 89% and 97% percent of respondents aged 6-20 have valid information about the highest grade they have attained and the majority have not completed matric. The following three rows present the sample with valid enrolment information, the proportion enrolled and those with valid educational expenditure information in 2007, 2009 and 2011. Row 7 is our sample of interest in the educational expenditure analysis.

[3] For adults this information was collected from the adult respondent themselves, while for children this information was collected from the child's primary caregiver. Henceforth for simplicity, however, we refer to adult and children with individual information as respondents.

[4] Wave 1 took place throughout 2008 with most surveys administrated before May, compared to wave 2 where most surveys took place from May onwards and wave 3 which only started in April and the majority of interviews were done from May onwards.

5. Analysis – educational expenditure inequality over time

5.1 Educational expenditure

Figure 4 presents the distribution of total log educational expenditure in 2007, 2009 and 2011 (We use the natural logarithm of expenditure because the distribution of expenditure is highly skewed. A 0.1 difference in log expenditure is approximately a 10% difference in expenditure). All expenditures are in real terms, expressed in 2012 rands. Total educational expenditure includes fees, uniforms, books and stationary and transport costs. The modal point of log expenditure is around 6.0 (around R400 per annum) in each year and the distribution appears to have narrowed slightly over time. One striking feature of the change in the distribution is that the proportion of individuals with zero educational expenditure increased substantially between 2007 and 2009, with a further increase in 2011.

Figure 5 presents the distribution of log educational expenditure by household income quintile in 2007 and 2011. The stark difference in educational expenditure between individuals in quintile 5 (the richest 20% of the sample) versus the other four income quintiles is clearly evident in the figure. The narrowing of the distribution and the increase in the proportion reporting zero expenditure is especially evident in the lowest three income quintiles, with the poorest quintile having the highest proportion of zero education spenders. In 2007, around 20% of respondents from quintile 1 had zero total educational expenditure; this had increased to close to 45% in 2011.

Figure 6a presents average real educational expenditures by year and income quintile, detailing the separate components of educational expenditure. Figure 6b replicates the first three quintiles of figure 6a on a magnified vertical scale.

Vastly different amounts are spent on education across the income distribution. Average educational expenditure is over R9000 per year in the top income quintile, almost 20 times that in the bottom income quintile where average educational expenditure is around R500 per annum. The figures also show that educational expenditure has, on average, risen over the period in real terms, even among the poorer quintiles where the no fee program was rolled out. It is not clear what has driven this increase, but the reason for the increase differ across income quintiles – for the top two quintile it is a result of rising fees, for the middle quintile it is a results of rising transport costs and for the bottom quintile all expenditure components except fees, have risen slightly. The figures show that while fees are the largest component of educational expenses in the top two quintiles, uniforms present the largest burden in educational expense among low-income individuals.

For schools charging fees, the increase in fees could reflect real increases in teacher salaries post the 2008 teacher strikes, while for lower quintile schools the rise in non-fee related costs could reflect learners sorting into schools with better resources signaled by higher transport and uniform costs.

Figure 7 presents the expenditure components by grade in 2011 for household quintiles 1-4. Learners in household income quintile 5 are excluded as many are likely to attend private schools with substantially higher expenditures. Educational expenditure remains

fairly constant until grade 9, but increases quite substantially thereafter. The main reason educational expenditure is higher in the later grades relates to transport costs. This is consistent with there being fewer secondary schools available, thus learners may need to travel outside their immediate neighbourhood to attend secondary school.

Note that schooling is compulsory up until age 15 or the completion of grade 9 in South Africa. While a learner who progresses through school without any grade failures will complete grade 9 in the year they turn 15, Figure 2 showed that rates of grade repetition are high throughout the schooling system. Thus those in grade 9 are already a select group who are continuing their education beyond the compulsory education stage. Indeed, if Figure 7 is reproduced by age instead of grade, educational expenditures remain constant until the year the learner turns 15, and then increase rapidly. Note also that fees increase from grade 10 onwards, so in the post compulsory education grades. Two possible reasons for the fee increase from grade 10 onwards are that the school fee exemption policy was only meant to apply to grades 1-9 (Hall & Monson, 2006) and that learners in these later grades are in better resourced schools. It is not clear that the school fee exemption policy is restricted to learners in grades 1-9, but if this were the case, average fees would increase as learners who previously were exempt from paying fees during compulsory education begin paying fees from grade 10 onwards. For the second point, the higher fees could reflect selection of learners from better schools. This is a group of learners that continues to be enrolled in education beyond compulsory grade nine.

5.2 Education expenditure as a share of income

Figures 5 and 6 show the huge differences in amounts invested in the education of learners from different household income quintiles. However, in terms of the household budget, it is the share of income spent on education that is important. Table 3 presents the distribution of the share of household income spent on an individual's education in each year and shows that most respondents have less than 1 percent of their household income spent on their education. The table also shows that the percentage spending 0-0.0009% of their income on educational expenses increased between 2007 and 2011 from 7% to 14%. On the other end of the scale, about 13% of individuals get more than 5% of their household income spent on their education in each year. Note that the question did not require that a household member be funding this expenditure, thus school expenditure share can exceed 100%.

Bearing in mind the distribution of expenditure shares presented in Table 3, Table 4a and 4b present the mean educational expenditure shares by household income quintile in each year for total educational expenditure and for fees only. The share of income spent on income is highest among the poorest income quintile in all years. Individuals in the poorest income quintile in 2007 have 4.7% of annual household income spent on their schooling expenses compared to an average of 3.1% overall. This decreases to 3.8% in 2011, a larger decrease than the overall average, suggesting that the rollout of the no fee policy has had some equalizing effects. Indeed examining the share spent on fees only, Table 4b, the

impact of the no fee policy is clearly evident; the proportion of income spent on school fees drops from 2.8% in 2007 to 0.7% in 2011 among the poorest income quintile.

Given that poorer households have on average more children, a more appropriate measure of the burden of education on the household budget is measured at the household level, i.e. the share of household income spent on total educational expenses in the household. Table 5 presents these figures. In Table 5, the inequality in share of income spent on education per household is amplified compared to the individual-level expenditures in Table 4. Richest quintile households spend about 5% of their income on education, while the poorest households spend up to 20% of their income on education. There have however, been some significant improvements in this distribution over time. In 2007, households in quintile 1 spent on average 23.5% of their household income on schooling while the richest households spent 5.5% of their household income on average. By 2011, the poorest household spent on average 14.5%. While this is still a disproportionately larger expense relative to the richer households it is far closer to the average share of 7.5%.

5.3 What do the NIDS expenditure data say about the educational expenditure reform policies?

Mean educational expenditure hides some important aspects of educational expenditure differences across the income distribution in South Africa. The comparison of median and mean values of educational expenditure in Appendix Table A1, shows that the distribution of educational expenditures is very skewed even within household quintile. Examining the median values, it is clear that most individuals in lower income households have zero expenditure for books and transport in all years, and have zero fees from 2009 onwards. This section examines changes in the proportion of respondents reporting zero fees, a proxy for the rollout and implementation of the no fee school and fee exemption policies.

Figure 8 presents the proportion reporting zero fees in 2007 and 2011 by household income quintile. Note that those who report zero fees could be attending no fee schools, be fee exemption learners, bursary recipients or just default on their fee payments. The figure shows what may at first appear to be a surprisingly large increase between 2007 and 2011 in the percentage paying no fees across the income spectrum. In 2007, 28% of learners reported paying zero fees, while in 2011 this had increased to 64%. Yet during this time, the no fee school program was expanded from 48% of schools to 76% of schools serving 42% of learners in 2007 and 70% of learners in 2011 (School realities 2007, 2011 and No fee schools lists 2007, 2011). The figure shows that zero payment of fees, while not universal in household quintiles 1-3, is strongly correlated with income; 79%, 74% and 67% of quintile 1, 2 and 3 learners report zero fees respectively.

Table 6 presents the proportion of learners reporting zero fee expenditure by grant recipient status[5]. The fee exemption policy enables all learners who are social grant recipients or whose parent's income is below a certain threshold to access education for free. In 2007, only 34% of grant recipients reported not paying fees. This is in line with the low fee-exemption take up rates prior to the initial rollout of the NFS policy. The percentage of grantees paying no fees increased to 76% in 2011, with 81% in the poorest households reporting zero fees. Figure 9 and Table 7 shows that grant recipient learners do appear to be largely protected from educational expenses. While Figure 9 shows that at the mean, annual educational expenditure is still relatively high for a household on social welfare, Table 7 shows that with the exception of uniform costs, the majority of grant recipients had zero expenses towards fees, transport, books and other expenses in 2011.

6. Discussion and Conclusion

In this report we have utilized the NIDS data as a series of cross sections to examine changes in individual level educational expenditure during the educational expenditure reforms that took place between 2007 and 2011. We have shown

- The continued large inequalities in household level educational expenditure by household income
- A strong take-up of the no fee school program
- A positive impact of the roll out of the no fee program on the distribution of household income spent on education
- A rapid rise in the percentage of grant recipients receiving free education

In addition, the NIDS data can be used to assess whether concerns raised in qualitative studies about the reform programs are evident in the national data. First, much contention is voiced about whether the use of school quintiles based on neighbourhood characteristics rather than learner population characteristics are appropriate, especially the distinction between schools in quintiles 1-3 (for example Chutgar & Kanjee, 2009; Giese et al., 2009). We show in Figures 5 and 6 that educational expenditure is positively correlated with household income quintile even among the lower income quintiles and, in particular, that learners in quintile 3 are less likely to report paying zero fees than learners in quintile 1. In a previous NIDS report, we used the secure NIDS data to show that the average household characteristics of learners attending quintile 3 schools did indeed differ from the average household characteristics of learners attending quintile 1 schools, but that the difference

[5] Learners whose households are in receipt of a child related social grant on their behalf (child questionnaire classification) or are child support, foster care or care dependency grantees (adult questionnaire classification) are classified as grant recipients.

was not large (Branson et al., 2011). Learners in quintile 4 schools, on the other hand, were found to be quite distinct from learners in both quintiles 3 and 5.

Second, Giese et al. (2009) mention an increase in parents of learners in fee-charging schools not paying fees due to misunderstanding the program or feeling that they have a right to free education. Given that the intention behind differing learner allocation by school quintile is based on the premise that higher quintile schools are better equipped to raise additional funds, this presents a worrying trend as schools in the middle quintiles may not receive sufficient funds to cover costs. We showed in Figure 8 that the proportion of learners reporting paying zero fees has indeed increased quite substantially across the income spectrum. It is not clear from this analysis whether these learners are meant to pay fees, but the rise across the income spectrum provides some evidence of this concern.

Third, the fee-exemption policy is said to have failed because there is no incentive for schools to advertise the policy given that government does not compensate them for fee-exempt learners (Hall and Monson, 2006). We show in Table 6 that the share of grant recipients paying zero fees is higher than the share of non-grant recipients in each income quintile. This is suggestive evidence that the fee-exemption policy is having a protective effect.

Finally, there is anecdotal evidence that no fee schools are charging learners 'fees' under other names or requiring 'voluntary' contributions. We find that the proportion of learners reporting 'other' school fees have increased between 2007 and 2011. The increase is however across the income spectrum.

This report used the NIDS public release data as a first pass at assessing some of the questions raised about the impact of the government educational expenditure reform programs. The secure NIDS data provides a wealth of opportunity to look at the impact of these reform policies in more detail. NIDS codes the name and location of the respondent's school and has information of the household's GPS coordinates in each wave. These data can therefore be augmented with school level data and used to answer some of the questions posed.

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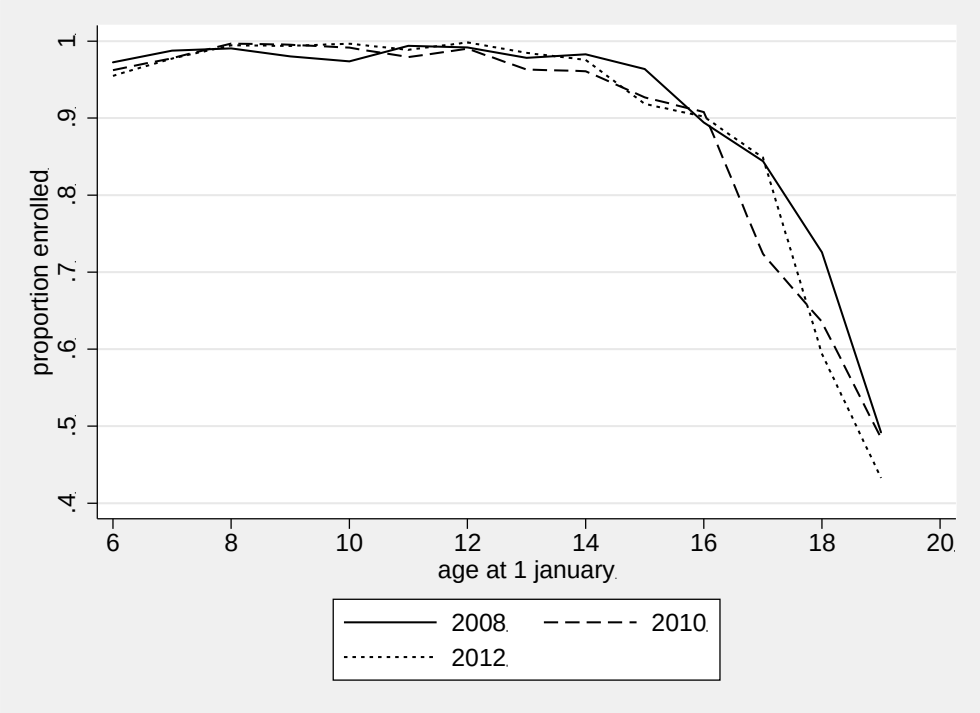
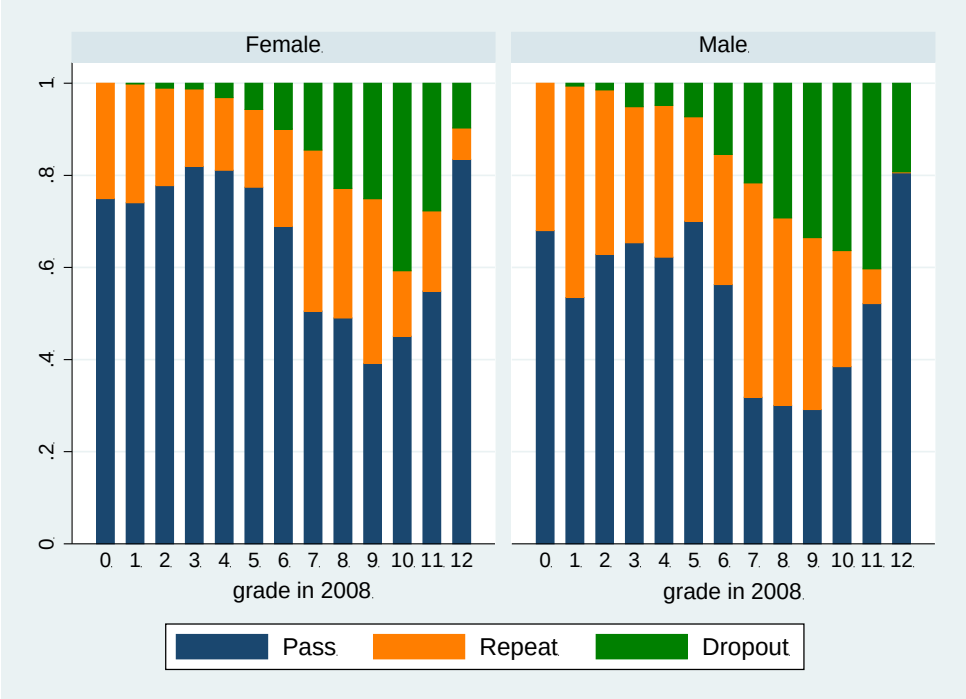
Tables and Figures

Figure 1: Proportion enrolled in primary and secondary education by age at 1 January, 2008, 2010 and 2012



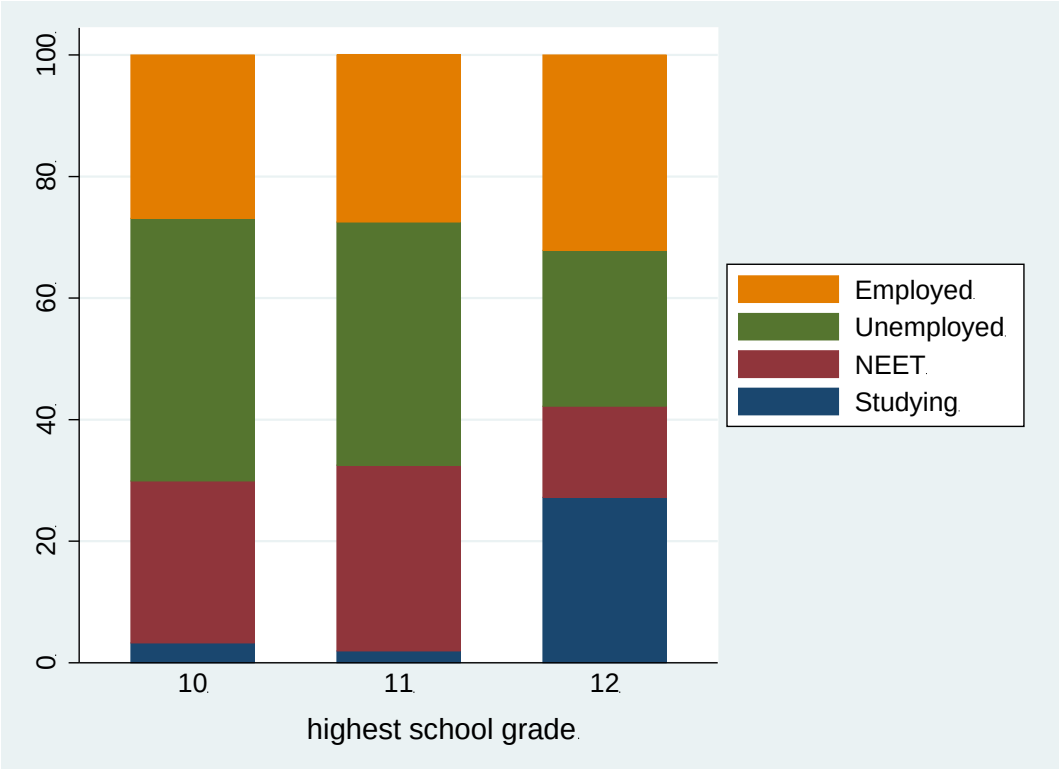
Notes to Figure 1: Sample includes 6-20 year olds as at 1 January in 2008, 2010 and 2012.

Figure 2: Progress through school – 2008 to 2012



Notes to Figure 2: Figure 2 presents the proportion of learners enrolled in 2008 who had passed four grades by 2012 (pass), failed at least one grade by 2012 but remain enrolled (repeat) or who were not enrolled and had not completed matric by 2012 (dropout). Sample includes 6-20 year olds as at 1 January 2008 who were enrolled in school and had not completed matric.

Figure 3: Transitions out of school into post-secondary education and the labour market, by highest grade completed.



Notes to Figure 3: Sample includes respondents under 26 who have completed grade 10, 11 and 12 and are no longer enrolled in school grades. NEET represents those not enrolled and not in the labour force.

Table 1: Educational expenditure in the individual questionnaires - response rates

	Wave 1		Wave 2		Wave 3	
Spend on education of those attending	n	%	n	%	n	%
Child						
Yes	4130	78%	3384	65%	5263	82%
No	356	7%	612	12%	673	11%
Missing/don't know/refused	797	15%	1226	23%	446	7%
Total	5283	100%	5222	100%	6382	100%
Adult						
Yes	2314	75%	2179	63%	2949	76%
No	194	6%	449	13%	576	15%
Missing/don't know/refused	595	19%	818	24%	351	9%
Total	3103	100%	3446	100%	3876	100%

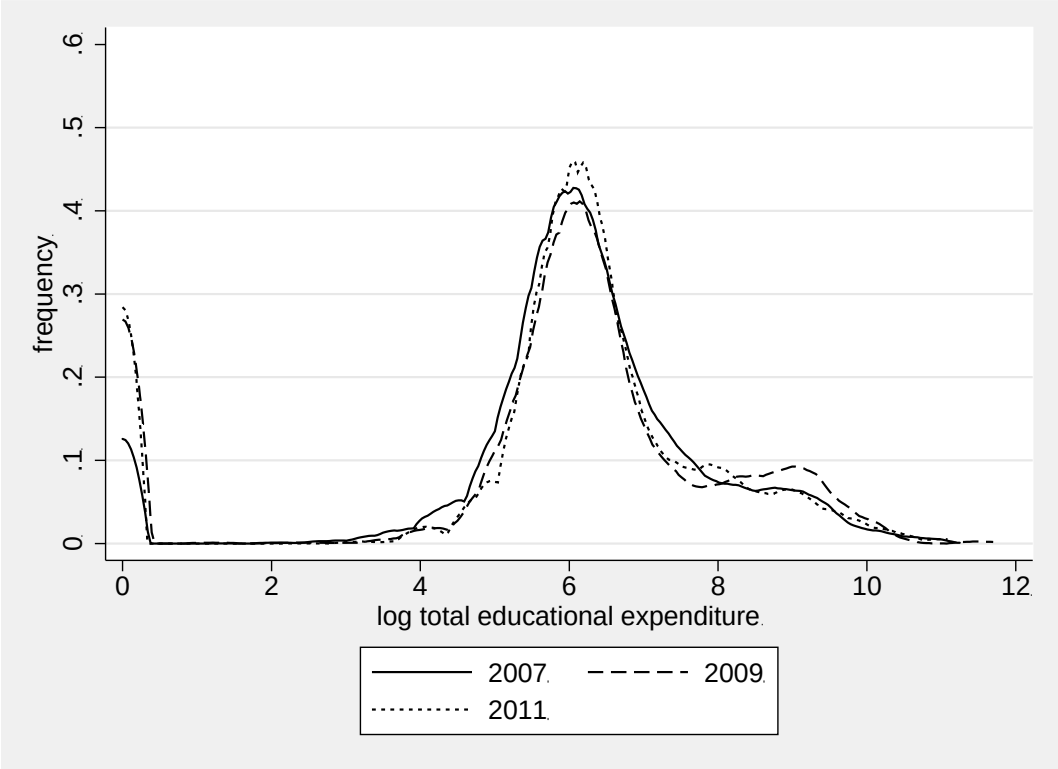
Notes to Table 1: All respondents who were enrolled in the year prior to the survey should have answered the educational expenditure questions. Wave 1 included a code of -5 (no applicable) that is inconsistent with the skip question that only allowed individuals who were enrolled in school to answer the expenditure question. These have been coded as zeros.

Table 2: Sample information

	2007		2008		2009		2010		2011		2012	
Age 6 - 20	9400		9385		9468		12345		11629		11246	
Highest grade information	8625	92%	9066	97%	7821	83%	11596	94%	10297	89%	10611	94%
6-20 without matric	*8404*	*97%*	*8513*	*94%*	*7440*	*95%*	*11059*	*95%*	*9949*	*97%*	*10103*	*95%*
Enrolment information	8236	98%	8461	99%	7064	95%	11023	100%	9709	98%	10077	100%
Enrolled	7507		7776		6345		9758		8931		9212	
Expenditure information	*6275*	*84%*			*4847*	*77%*			*8276*	*93%*		

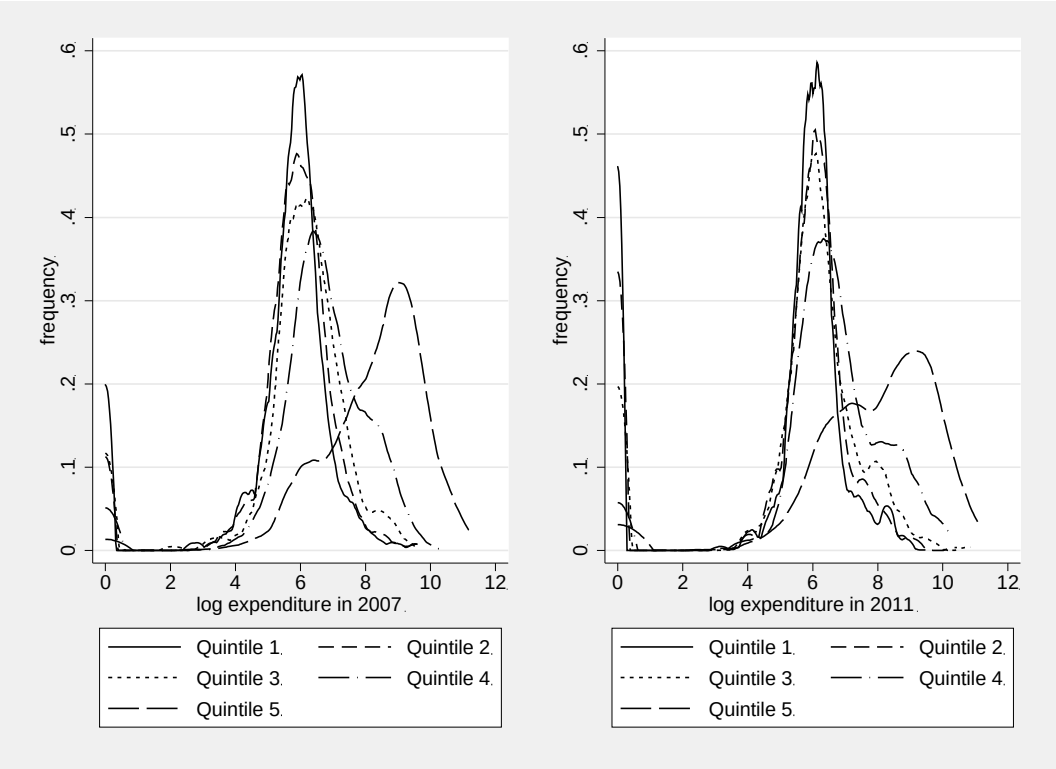
Notes to Table 2: Samples used in the analysis in italics. Complete expenditure information requires valid information on all components of education expenditure except other.

Figure 4: Log of total educational expenditure in 2007, 2009 and 2011 in 2012 rands



Notes to Figure 4: Individuals with zero total educational expenditure assigned expenditures of R1 before logarithm of expenditure calculated.

Figure 5: Log educational expenditure by household income quintile, 2007 and 2011, in 2012 rands



Notes to Figure 5: Individuals with zero total educational expenditure assigned expenditures of R1 before logarithm of expenditure calculated.

Figure 6a: Mean educational expenditure by year and household income quintile in 2012 rands

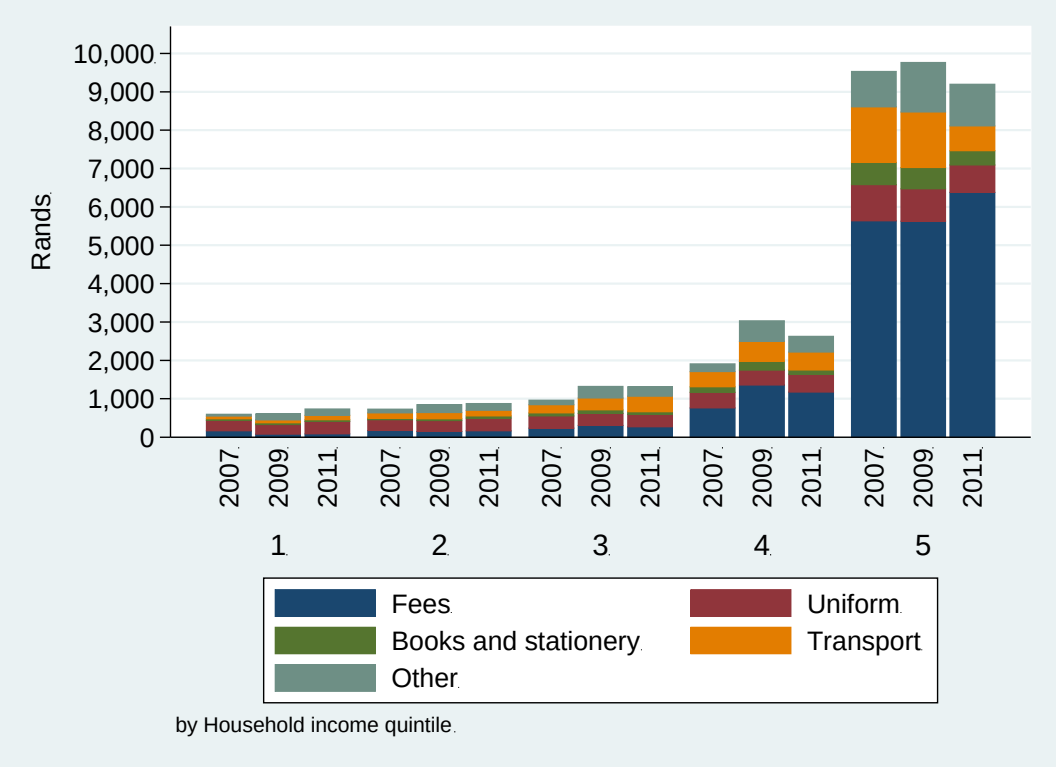


Figure 6b: Mean educational expenditure by year for individuals in quintiles 1-3 in 2012 rands

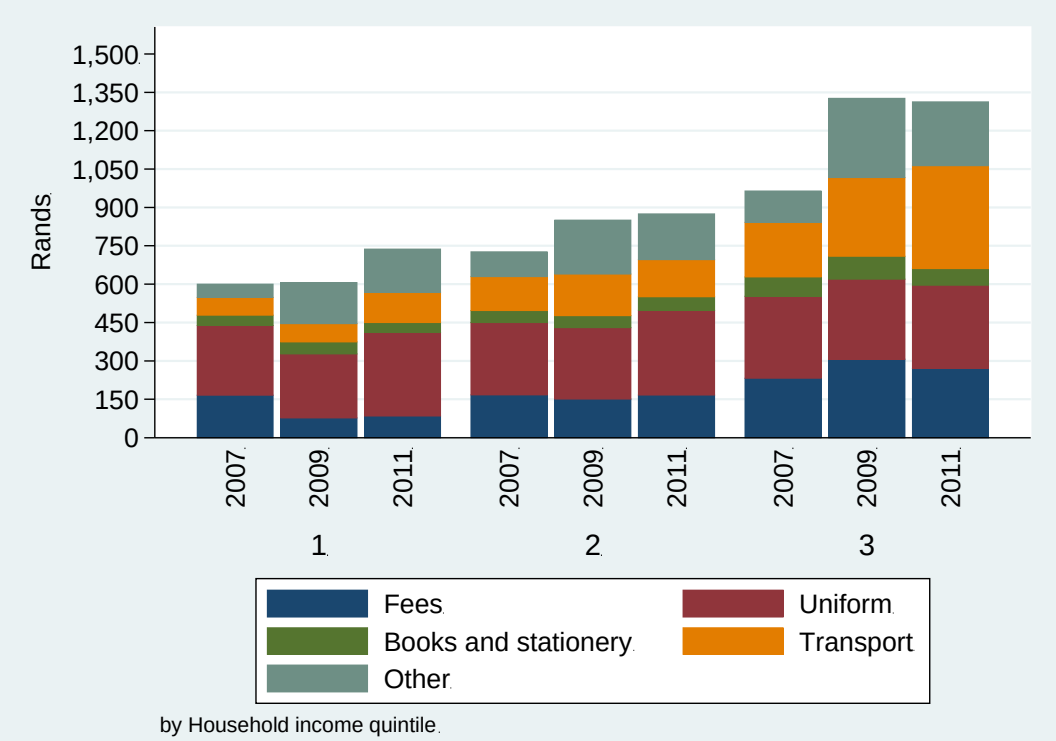


Figure 7: Educational expenditure in 2011 by grade in 2011 – individuals in household income quintiles 1-4, in 2012 rands

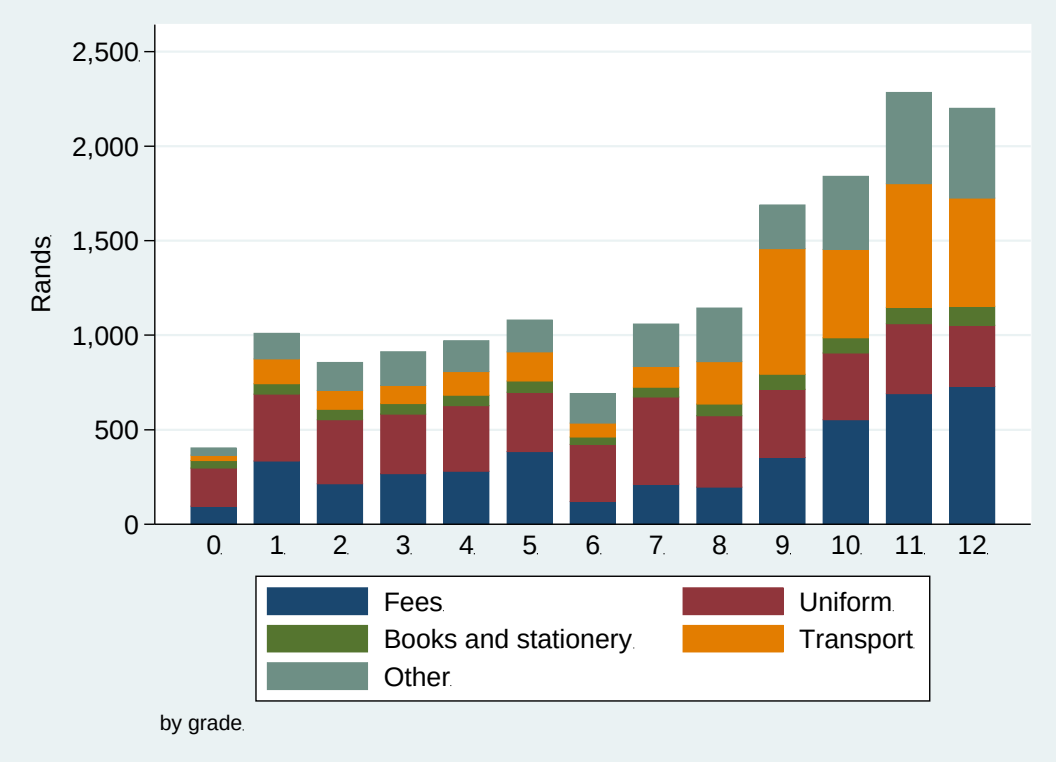


Table 3: Percentage of respondents by share of household income spent and year

Share of income	2007	2009	2011
0-0.009%	0.07	0.16	0.14
0.01%-0.049%	0.13	0.14	0.16
0.5%-0.9%	0.19	0.15	0.18
1%-1.9%	0.23	0.20	0.21
2%-4.9%	0.25	0.22	0.19
5%+	0.14	0.13	0.12
All	0.03	0.03	0.03

Notes to table 3: The table presents the percentage of learners by year within a given share of income category. For example, in 2007, 14% of learners had more than 5% of household income spent on their educational expenses.

Table 4a: Share of household income spent on individual total educational expenses

	2007		2009		2011	
Household income quintile	%	N	%	N	%	N
1	4.7%	1935	3.7%	1442	3.8%	2671
2	2.6%	1839	2.1%	1442	2.2%	2518
3	2.2%	1255	2.1%	1031	2.0%	1616
4	2.2%	793	2.8%	593	2.1%	994
5	3.0%	446	3.4%	315	2.9%	476
All	3.1%	6268	2.8%	4823	2.7%	8275

Table 4b: Share of household income spent on individual education fees

	2007		2009		2011	
Household income quintile	%	N	%	N	%	N
1	2.8%	1890	0.8%	1447	0.7%	2671
2	2.1%	1836	0.5%	1445	0.8%	2518
3	0.7%	1251	0.7%	1033	0.6%	1616
4	2.2%	791	1.8%	597	1.2%	994
5	2.5%	444	3.9%	316	2.7%	476
All	2.1%	6212	1.3%	4838	1.0%	8275

Table 5: Share of household income spent total educational expenses in the household

Household income quintile	2007		2009		2011	
	%	N	%	N	%	N
1	23.5%	759	9.3%	746	14.5%	1036
2	9.8%	904	6.8%	781	6.4%	1113
3	6.5%	793	4.5%	701	5.7%	881
4	7.2%	557	5.1%	461	4.3%	580
5	5.5%	324	7.0%	255	4.9%	307
All	10.7%	3337	6.6%	2944	7.5%	3917

Figure 8: Proportion of learners reporting zero fees by year and household income quintile

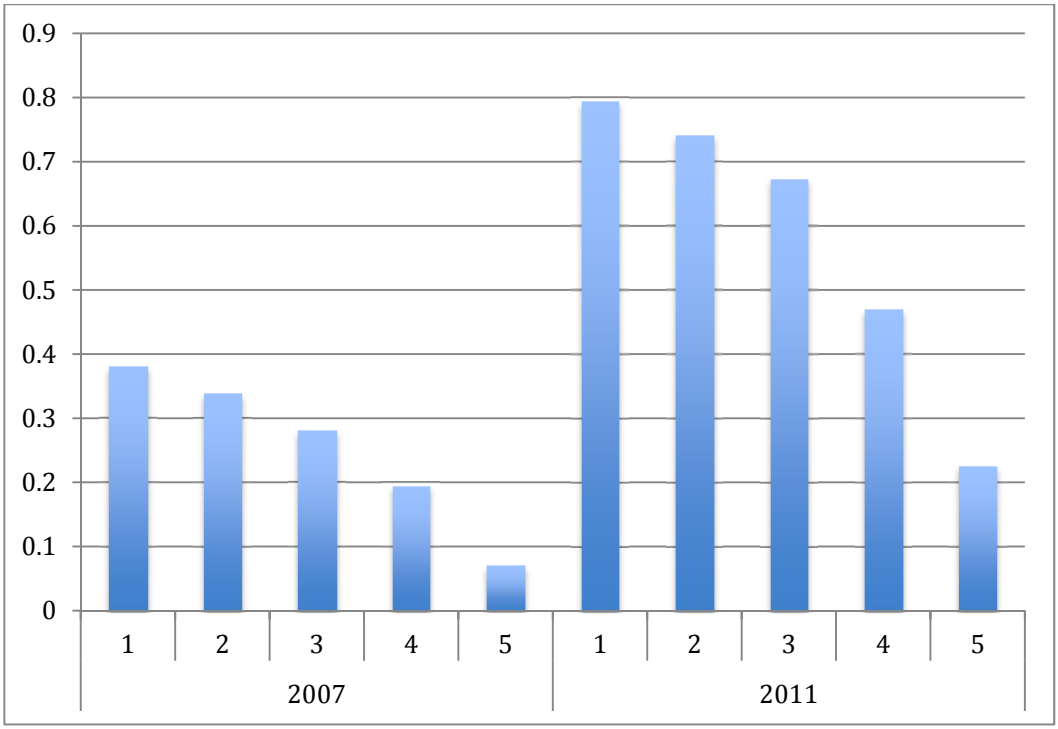


Table 6: Percentage of learners reporting zero fees by grant recipient status

Household quintile	2007					2011				
	Grant recipient		Non grant recipient		All	Grant recipient		Non grant recipient		All
	Mean	N	Mean	N	Mean	Mean	N	Mean	N	Mean
1	39%	961	37%	1161	38%	81%	1803	75%	906	79%
2	36%	955	31%	1057	33%	78%	1643	68%	873	74%
3	27%	648	29%	755	28%	72%	1002	60%	663	67%
4	24%	242	18%	651	19%	58%	407	42%	622	47%
5	28%	46	6%	476	7%	61%	66	20%	430	23%
All	34%	2852	25%	4100	28%	76%	4921	52%	3494	64%

Figure 9: Mean real educational expenditure by year and grant recipient status

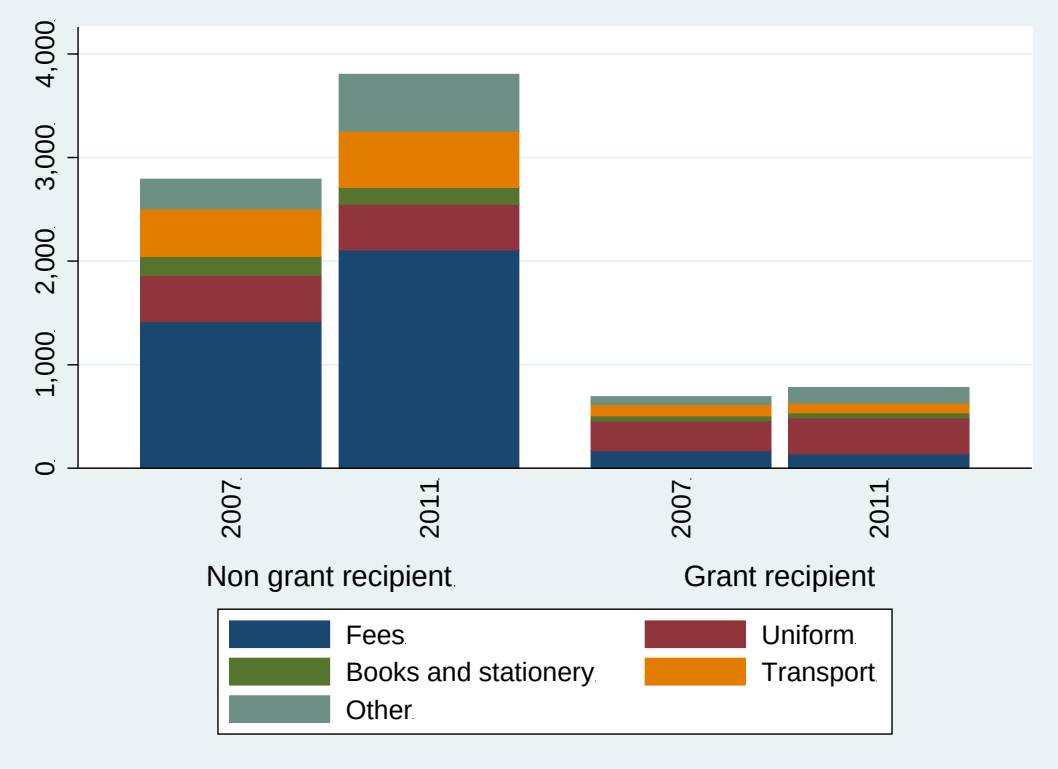


Table 7: Percentage of grant recipient learners reporting zero expenditure by educational component

	% reporting zero educational expenditure					
Household quintile	Fee	Uniform	Books	Transport	Other	Sample
1	81%	20%	78%	92%	61%	1804
2	78%	21%	76%	90%	64%	1643
3	72%	19%	74%	83%	59%	1005
4	58%	14%	72%	78%	39%	410
5	61%	1%	70%	80%	71%	66
All	76%	19%	76%	88%	60%	4928

Appendix

Table A1: Educational summary stats by households quintile

	Household income quintile 1			Household income quintile 3			Household income quintile 5			All		
Fees	2007	2009	2011	2007	2009	2011	2007	2009	2011	2007	2009	2011
Mean	166.11	77.46	84.06	232.58	307.36	270.69	5637.19	5627.27	6382.40	905.06	1101.10	1030.11
Median	47.82	0.00	0.00	84.39	59.10	0.00	2250.35	4137.12	1943.84	84.39	0.00	0.00
% zero	38%	67%	79%	28%	42%	67%	7%	11%	23%	28%	47%	64%
Uniforms												
Mean	272.38	249.69	327.24	319.56	312.67	325.08	943.29	841.21	709.29	382.09	372.27	391.96
Median	281.29	236.41	323.97	281.29	295.51	323.97	703.23	591.02	539.96	281.29	295.51	323.97
% zero	20%	24%	22%	22%	21%	22%	13%	18%	19%	19%	23%	21%
Books and Stationery												
Mean	40.47	46.94	38.64	76.40	89.44	65.18	580.17	553.45	373.11	127.35	152.80	96.96
Median	0.00	0.00	0.00	0.00	0.00	0.00	421.94	236.41	214.90	0.00	0.00	0.00
% zero	79%	75%	78%	66%	65%	71%	29%	36%	47%	65%	63%	70%
Transport												
Mean	69.33	71.22	117.94	213.36	307.28	401.67	1448.28	1447.12	645.39	322.64	398.51	292.18
Median	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
% zero	93%	93%	90%	84%	83%	82%	52%	51%	69%	82%	81%	82%
Total (excl other)												
Mean	548.28	445.32	567.87	841.90	1016.74	1062.63	8608.94	8469.05	8110.19	1737.14	2024.68	1811.20
Median	351.62	330.97	377.97	464.14	472.81	431.97	5625.88	6855.79	3455.72	464.14	472.81	475.16
% zero	9%	20%	17%	7%	13%	12%	2%	2%	5%	6%	14%	13%
sample	1938	1442	2671	1255	1031	1616	446	315	476	6271	4823	8275
Other												
Mean	51.72	160.93	169.52	122.41	309.31	250.32	924.39	1297.72	1086.54	199.12	415.51	327.22
Median	0.00	0.00	0.00	0.00	29.55	0.00	84.39	354.61	215.98	0.00	35.46	0.00
% zero	75%	52%	60%	64%	43%	56%	42%	29%	37%	64%	44%	55%
sample	1806	1383	2561	1172	939	1574	400	287	452	5836	4485	7969

southern africa labour and development research unit

The Southern Africa Labour and Development Research Unit (SALDRU) conducts research directed at improving the well-being of South Africa's poor. It was established in 1975. Over the next two decades the unit's research played a central role in documenting the human costs of apartheid. Key projects from this period included the Farm Labour Conference (1976), the Economics of Health Care Conference (1978), and the Second Carnegie Enquiry into Poverty and Development in South Africa (1983-86). At the urging of the African National Congress, from 1992-1994 SALDRU and the World Bank coordinated the Project for Statistics on Living Standards and Development (PSLSD). This project provide baseline data for the implementation of post-apartheid socio-economic policies through South Africa's first non-racial national sample survey.

In the post-apartheid period, SALDRU has continued to gather data and conduct research directed at informing and assessing anti-poverty policy. In line with its historical contribution, SALDRU's researchers continue to conduct research detailing changing patterns of well-being in South Africa and assessing the impact of government policy on the poor. Current research work falls into the following research themes: post-apartheid poverty; employment and migration dynamics; family support structures in an era of rapid social change; public works and public infrastructure programmes, financial strategies of the poor; common property resources and the poor. Key survey projects include the Langeberg Integrated Family Survey (1999), the Khayelitsha/Mitchell's Plain Survey (2000), the ongoing Cape Area Panel Study (2001-) and the Financial Diaries Project.

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