



MEDIA RELEASE PSA congratulates 2022 matriculants on achieving 80.1% pass rate

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The Public Servants Association (PSA) welcomes the announcement that 2022 matriculants achieved a pass rate of 80.1%. This makes them only the second group of matriculants to attain a more than an 80% pass rate since the dawn of democracy.

The fact that all provinces registered increases in pass rates is highly commendable. The success can be directly attributed to the dedication and hard work of both committed educators and learners. The PSA congratulates the educators and school administrators for their efforts and success, despite a myriad of challenges. These include overcrowded classes, lack of scholar transport, dilapidated school infrastructure with no proper ablution facilities, and inadequate security at schools. Learners must further be commended for their achievement, despite their preparations being impacted by loadshedding.

The PSA repeats its calls for schools to be resourced adequately as the employment of educators' assistants has proved beneficial to learners and overworked educators. The matric results prove that with the proper departmental support, a high rate of success is possible, and the appointment of educator assistants played a critical role. Investment in their further training is necessary to support learners and educators for best results.

The PSA remains concerned about inequalities in the schooling system and the high drop-out rate, with more than 400 000 learners who started Grade 1 in 2011 not completing their schooling.

A major stumbling block facing learners who have successfully completed their schooling is finding employment as, according to Statistics South Africa, the country is struggling with a youth unemployment rate of 59.6%. Corruption, maladministration, and underutilisation of government resources are some of the factors to be blamed for this desperate situation.

The PSA encourages matriculants who were not successful to continue with their efforts to complete their education and urges the Department of Basic Education to ensure that psychosocial support is provided to these learners to guide and assist them.

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