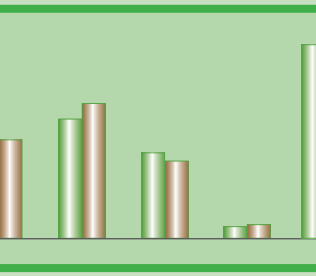

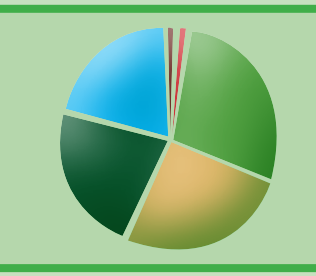

Education Statistics in South Africa 2010

Published by the Department of Basic Education

February 2012

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Education Statistics

in South Africa

2010

Published by the Department of Basic Education

February 2012

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ISBN: 978-0-621-40541-5

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FOREWORD

The Department of Basic Education (DBE) is pleased to release *Education Statistics in South Africa 2010,* the 12th such publication since 1999. The publication contains statistics on national schooling from Grade R to Grade 12, early childhood development (ECD), and schools with special needs subsectors.

Action Plan to 2014, which forms part of the larger South African education vision of Schooling 2025, places a high priority on improved reporting and accountability in education, which relies on quality data and information. It is the responsibility of the education system to ensure that such data and information are available.

Furthermore, the Outcomes-Based Performance Management System, which was adopted by the Presidency to enhance service delivery, accentuates the value of education statistics for planning and monitoring and evaluation. This publication provides the information on which evidence-based decision-making depends.

The availability of education data for the past 12 years facilitates the analysis of trends in the education system over time. The statistics also serve as a measure of the success of education policies, and as proof that the DBE and the provincial education departments (PEDs) have been achieving their objectives.

The publication details the shape and size of the education system in South Africa, specifically in regard to numbers of learners, educators and schools. This means that education planners and decision makers and those entrusted with monitoring, evaluating and accounting for progress in the schooling system will have access to the necessary statistical evidence that will enable them to act in a suitable manner in order to achieve key education objectives and to increase efficiency and effectiveness in the system.

National Treasury is still recognised as the main user of these statistics, which inform the allocation of financial resources to education.

Stakeholders in education, such as researchers, publishers and statutory bodies, are welcome to utilise the information contained in this publication in their endeavours to improve the delivery of education in the country. The education statistics in this publication also form the basis for calculating education indicators reported to UNESCO, which enables South Africa to assess its achievement against the requirements of Education For All (EFA) and the Millennium Development Goals (MDGs) for the Second Decade of Education in Africa.

The content of the publication has been altered slightly to accommodate recent structural changes to government departments. That is, the publication will now report only the information that relates to schooling in the country – namely, public and independent schools, special schools and ECD centres – and will exclude statistics on further education and training (FET) colleges, adult basic education and training (ABET) centres and higher education (HE) institutions, since these institutions are now under the jurisdiction of a separate department, that of Higher Education and Training

Now that there are fewer subsectors on which to report in this publication, we have the opportunity to include other education statistics that are of importance to education stakeholders – for instance, the verification results of the Annual National Assessments (ANA) of Grades 3 and 6. Statistics on staff provision in South African schools are also included.

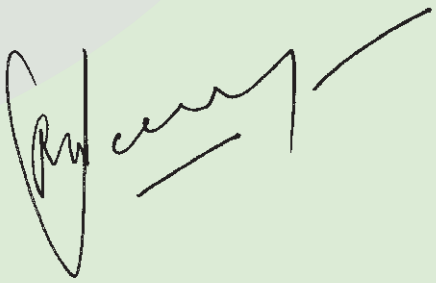
In the quest for improving the quality of education data, a random sample of institutions in the country is selected for external auditing of their data. The results of the audit are reported to the Council of Education Ministers and, via the PEDs, to the institutions. Therefore, I would like to remind all institutions that, as sources of education information, they might be selected at random to have their data audited to determine the accuracy of the information that they keep and on which they report.

The statistical quality of the data provided in the publication has furthermore been improved by ensuring that the systems and techniques for acquiring and processing education information are subjected to annual quality audits and compliancy monitoring.

The report includes several indicators that contribute towards the monitoring and evaluation of education policies and service-delivery programmes. These serve to guide crucial policy interventions and strategies. Indicators such as learner-educator ratio (LER), learner-school ratio (LSR), educator-school ratio (ESR), gross enrolment ratio (GER) and gender parity index (GPI) give an idea of the progress that government is making towards the achievement of access and quality in education.

This publication would not have been possible without the contribution of the heads of the nine provincial Education Management Information Systems (EMIS) units and their staff, regional and district officials, school principals, special school principals, and ECD centre managers, who had the challenging task of setting up, managing and maintaining the management information systems that yielded its contents. We also remain deeply indebted to other partners in the education environment, whose ongoing feedback and recommendations will provide the basis for the further development and improvement of statistical reporting on education in South Africa.

I thank the provinces yet again for their efforts, in 2010, towards the collection of education information.



PB Soobrayan
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Pretoria, South Africa

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ABBREVIATIONS

ANA	Annual National Assessments
ABET	Adult basic education and training
ABET Act	Adult Basic Education and Training Act, No. 52 of 2000
CESM	Classification of education subject matter
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DMA	District management area
EC	Eastern Cape
ECD	Early childhood development
EFA	Education For All
ELSEN	Education for learners with special education needs
EMIS	Education Management Information System
ESR	Educator-school ratio
FET	Further education and training
FETC Act	Further Education and Training Colleges Act, No. 16 of 2006
FS	Free State
FTE	Full-time equivalent
GER	Gross enrolment ratio
GET	General education and training
GP	Gauteng
GPI	Gender parity index
Gr. R	Grade R (reception year, or year prior to Grade 1)
HE	Higher education
HEDCOM	Heads of Education Departments Committee
HEMIS	Higher Education Management Information System
HSRC	Human Sciences Research Council
KZN	KwaZulu-Natal
LER	Learner-educator ratio
LP	Limpopo
LSR	Learner-school ratio
MDGs	Millennium Development Goals
MEC	Member of the Executive Council
MP	Mpumalanga
NC	Northern Cape
NCS	National Curriculum Statement
NSC	National Senior Certificate
NW	North West
PED	Provincial education department
SA	South Africa
SASA	South African Schools Act, No. 84 of 1996
SET	Science, engineering and technology
SGB	School governing body
SNE	Special needs education
WC	Western Cape

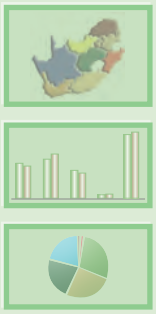
1. INTRODUCTION

The Department of Basic Education (DBE) collects, processes and integrates education-related data obtained from the nine provincial education departments (PEDs). The DBE then analyses these data on learners, educators and institutions throughout the education system and reports on the outcome of the analysis. Education sectors such as ordinary public and independent schools (**hereinafter collectively referred to as ordinary schools**), early childhood development (ECD) centres and special schools, which cater for special needs education (SNE) learners, contributed data for this publication. Adult basic education and training (ABET) centres, further education and training (FET) colleges, and higher education (HE) institutions are now the responsibility of the Department of Higher Education and Training.

In recent years, an effort has been made to improve the turn-around time of reporting so as to produce timely information on the education system. These efforts are bearing fruit in that official publications of EMIS data are available earlier than in previous years.

This publication covers, in the main, data for the 2010 reporting year. However, some data for previous years are provided to allow for comparative analysis over time. The sources of data used for the report are the following:

- Ordinary schools – 2010 SNAP Survey conducted on the 10th school day.
- National Senior Certificate examination – *Report on the National Senior Certificate Examination Results 2010*, DBE (January 2011).
- Annual National Assessments (ANA) – *Report on the Annual National Assessments of 2011,* DBE (June 2011). *The 2011 Grade 3 and 6 Verification Annual National Assessment report,* HSRC (November 2011).
- ECD and SNE: 2010 Annual Surveys, except for the SNE data for North West, which were extracted from the SNAP Survey.
- Population figures – 2010 Statistics South Africa estimates published in July 2011.



2. OVERVIEW OF THE EDUCATION SYSTEM IN SOUTH AFRICA

The centrefold shows that, in South Africa in 2010, there were 30 586 established public and registered independent education institutions that submitted the survey forms. Of these, 25 850 were ordinary schools and 4 736 were other education institutions – namely, ECD centres and special schools.

The figure of 25 850 for ordinary schools comprised the following:

- 14 456 primary schools, with 5 992 863 learners and 187 520 educators;
- 6 231 secondary schools, with 3 821 763 learners and 142 181 educators; and
- 5 163 combined and intermediate schools, with 2 445 473 learners and 88 408 educators.

Figure 1: Percentage distribution of learners in the education system in 2010

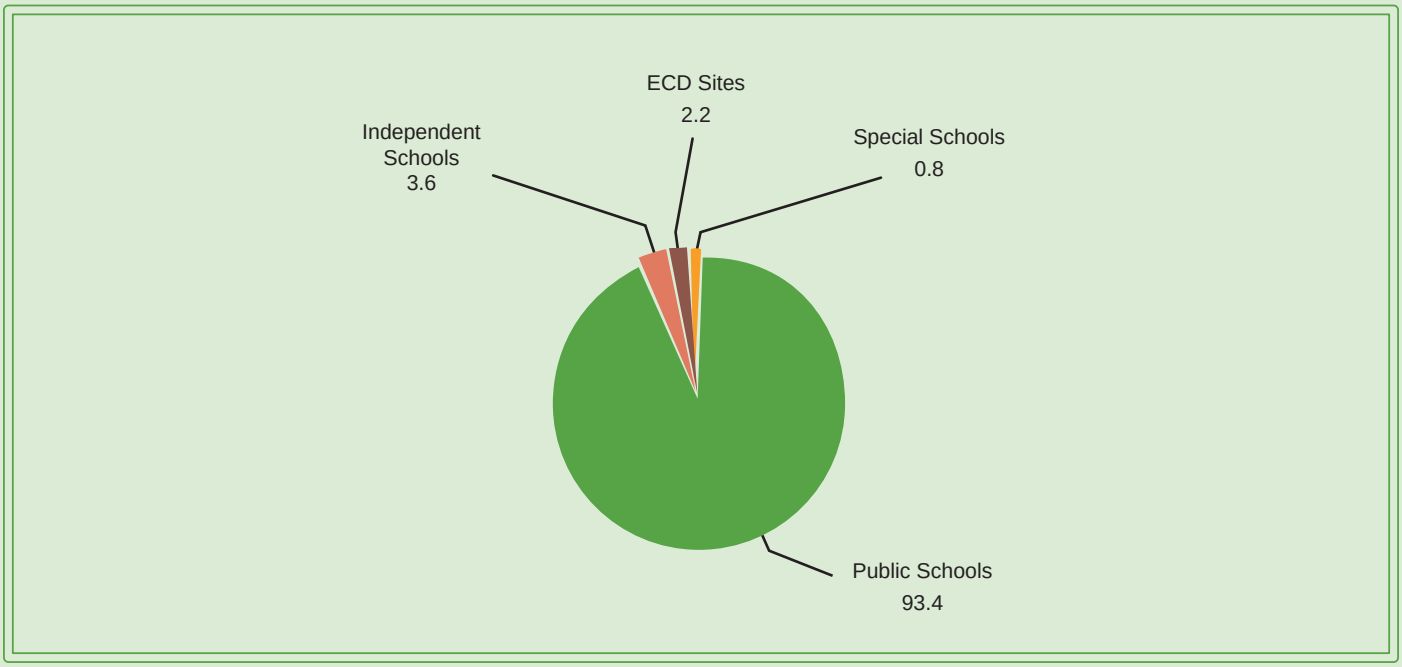


Figure 1, Table 20 and the centrefold show that, of the 12 644 208 learners and students enrolled in all sectors of the basic education system in 2010, 11 810 224 (93.4%) were in ordinary public schools and 449 875 (3.6%) were in ordinary independent schools. Of the learners in other institutions, 279 476 (2.2%) were in ECD centres and 104 633 (0.8%) were in special schools.

In summary, there were 12 644 208 learners and students in the basic education system, who attended 30 586 education institutions and were served by 439 394 educators.

3. ORDINARY PUBLIC AND INDEPENDENT SCHOOLS

3.1 Introduction

The data on ordinary schools were collected via the 2010 SNAP Survey conducted on the 10th school day. Approximately 99.8% of open ordinary schools submitted the survey forms, and imputation was done to establish a data set of 100%. **The figures in this publication are final after the preliminary figures that appeared in the Department's report *School Realities 2010* were updated.**

3.2 Basic school data

Table 1: Number of learners, educators and schools in the ordinary public school sector, by province, in 2010

Province	Learners	Educators	Schools
Eastern Cape	2 003 129	66 626	5 588
Free State	638 756	23 016	1 422
Gauteng	1 777 794	57 463	2 015
KwaZulu-Natal	2 743 979	87 466	5 927
Limpopo	1 660 700	55 992	3 965
Mpumalanga	1 013 760	33 245	1 838
Northern Cape	266 296	8 617	597
North West	746 096	25 074	1 646
Western Cape	959 714	31 870	1 455
South Africa	11 810 224	389 369	24 453

Source: 2010 SNAP Survey (conducted on the 10th school day).

Table 2: Number of learners, educators and schools in the ordinary independent school sector, by province, in 2010

Province	Learners	Educators	Schools
Eastern Cape	49 257	2 392	154
Free State	15 948	834	66
Gauteng	196 272	12 877	470
KwaZulu-Natal	63 009	4 460	220
Limpopo	45 701	2 202	141
Mpumalanga	22 672	1 330	101
Northern Cape	3 096	229	20
North West	13 018	932	55
Western Cape	40 902	3 484	170
South Africa	449 875	28 740	1 397

Source: 2010 SNAP Survey.

Tables 1 and 2 reflect, respectively, the number of ordinary public and ordinary independent schools with their learner and educator numbers, in 2010, while Table 3 combines the information of those two tables.

Table 3: Number of learners, educators and schools, and learner-educator ratio (LER), learner-school ratio (LSR) and educator-school ratio (ESR) in the ordinary public and independent school sector, by province, in 2010

Province	Learners		Educators		Schools		Indicators		
	Number	As % of National Total	Number	As % of National Total	Number	As % of National Total	LER	LSR	ESR
Eastern Cape	2 052 386	16.7	69 018	16.5	5 742	22.2	29.7	357	12.0
Free State	654 704	5.3	23 850	5.7	1 488	5.8	27.5	440	16.0
Gauteng	1 974 066	16.1	70 340	16.8	2 485	9.6	28.1	794	28.3
KwaZulu-Natal	2 806 988	22.9	91 926	22.0	6 147	23.8	30.5	457	15.0
Limpopo	1 706 401	13.9	58 194	13.9	4 106	15.9	29.3	416	14.2
Mpumalanga	1 036 432	8.5	34 575	8.3	1 939	7.5	30.0	535	17.8
Northern Cape	269 392	2.2	8 846	2.1	617	2.4	30.5	437	14.3
North West	759 114	6.2	26 006	6.2	1 701	6.6	29.2	446	15.3
Western Cape	1 000 616	8.2	35 354	8.5	1 625	6.3	28.3	616	21.8
South Africa	12 260 099	100.0	418 109	100.0	25 850	100.0	29.3	474	16.2

Source: 2010 SNAP Survey.

3.2.1 Schools (see Tables 2 and 3)

In 2010, there were 25 850 ordinary schools in South Africa. KwaZulu-Natal (6 147, or 23.8% of the national total) and the Eastern Cape (5 742, or 22.2% of the national total) had the highest and second highest number of ordinary schools, while the Northern Cape (617, or 2.4% of the national total) had the smallest number. Of the 25 850 schools in the country, 1 397 (5.4%) were independent schools.

3.2.2 Learners (see Tables 2 and 3)

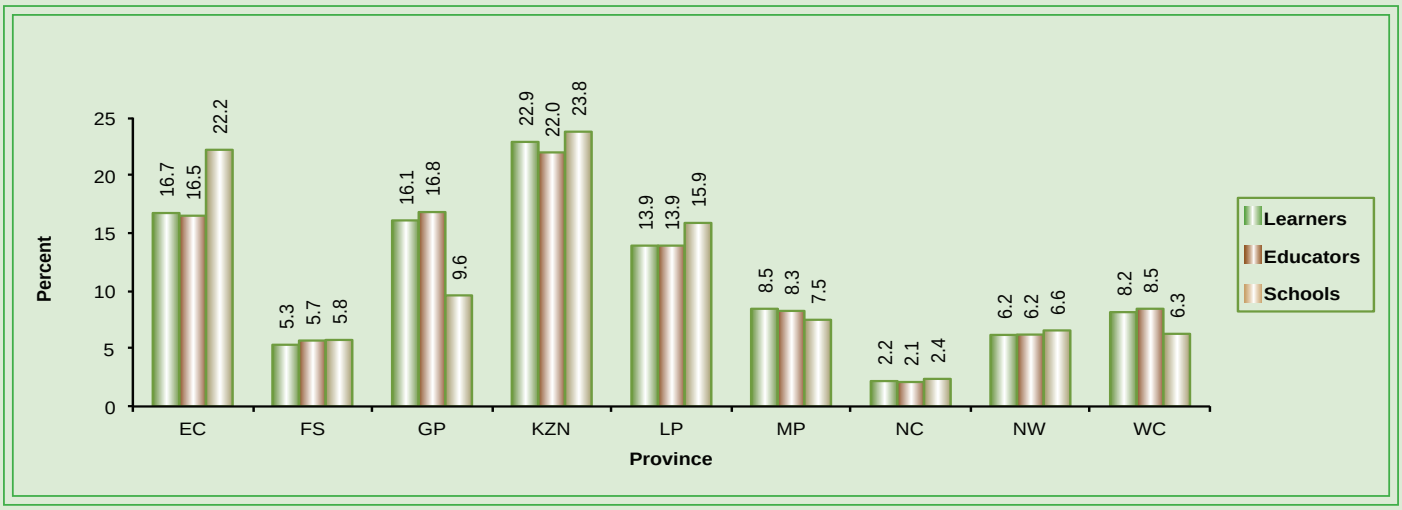
In 2010, there were 12 260 099 learners in ordinary schools in the country as a whole. Three provinces – namely, the Free State, the Northern Cape and North West – showed less than a million learners in ordinary schools. In the Eastern Cape and KwaZulu-Natal more than two million learners were enrolled in ordinary schools, comprising, respectively, 16.7% and 22.9% of the national total. Of the 12 260 099 learners in the country, 449 875 (3.7%) were in independent schools.

3.2.3 Educators (see Tables 2 and 3)

There were 418 109 educators in ordinary schools in South Africa in 2010. KwaZulu-Natal (91 926, or 22.0% of the national total) had the largest number of educators in ordinary schools, while three provinces – namely, the Free State, the Northern Cape and North West – had fewer than 30 000 educators each. Of the 418 109 educators in the country, 28 740 (6.9%) were employed in the independent school sector.

3.2.4 Distribution of learners, educators and schools

Figure 2: Percentage distribution of learners, educators and schools in the ordinary school sector, by province,in 2010



The mainly rural provinces tend to have proportionally more schools with fewer learners than the more urbanised provinces, which tend to have proportionally fewer schools with more learners, an indication of higher population density. Figure 2 shows that, in 2010, the Eastern Cape, one of the more rural provinces, had 22.2% of the national total of ordinary schools serving 16.7% of South Africa's learners, while Gauteng, the most urbanised province, had 9.6% of the national total of ordinary schools serving 16.1% of the country's learners.

Figure 3: Distribution of learners, educators and schools in the independent school sector, as a percentage of provincial totals in the ordinary school sector, by province, in 2010

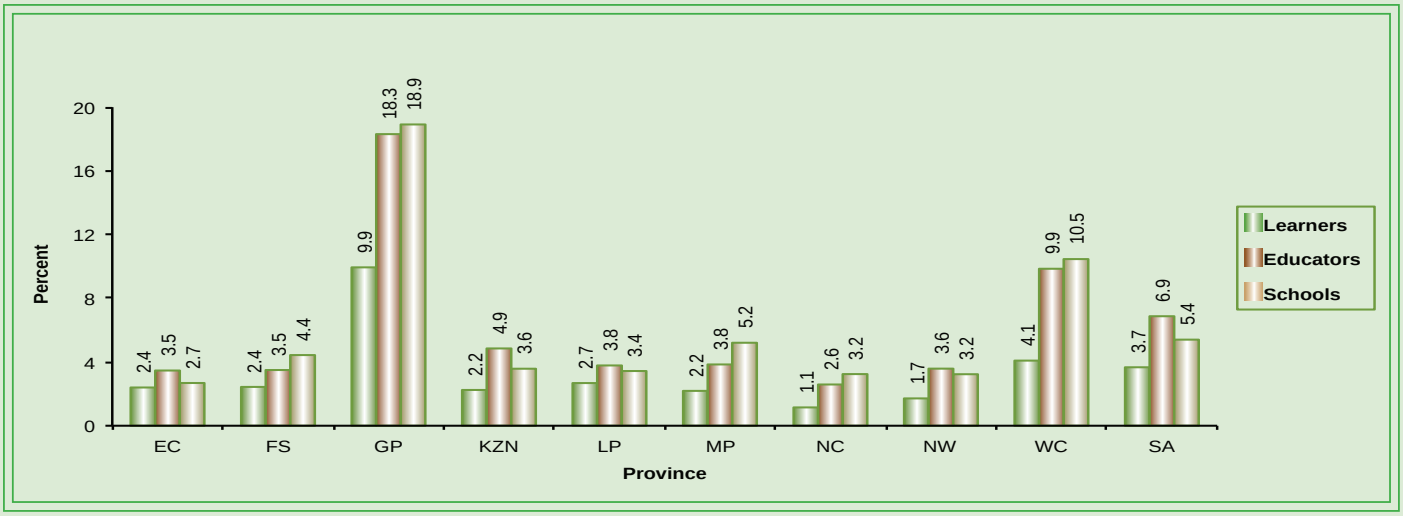


Figure 3, as calculated from Tables 2 and 3, indicates that, in 2010, Gauteng had the largest proportion of learners, educators and schools (9.9%, 18.3% and 18.9%, respectively) in the independent school sector, while the Northern Cape had the smallest proportion of learners and educators (1.1% and 2.6%, respectively), and the Eastern Cape the smallest proportion of schools (2.7%).

3.2.5 Indicators

- **Learner-educator ratio (LER) (see Table 3)**

In 2010, the average LER for ordinary schools in the country was 29.3:1, ranging from 27.5:1 in the Free State to 30.5:1 in KwaZulu-Natal and the Northern Cape.

- **Learner-school ratio (LSR) (see Table 3)**

The average LSR for ordinary schools in South Africa was 474:1 in 2010, ranging from 357:1 in the Eastern Cape to 794:1 in Gauteng. In three provinces (Gauteng, Mpumalanga and the Western Cape), the ratio was higher than the national average.

- **Educator-school ratio (ESR) (see Table 3)**

In 2010, the average ESR for ordinary schools in the country was 16.2:1, ranging from 12.0:1 in the Eastern Cape to 28.3:1 in Gauteng.

- **Gross enrolment ratio (GER) (see Table 4)**

Table 4: Gross enrolment ratio (GER) and gender parity index (GPI) in ordinary schools, by province and gender, in 2010

Province	Gender	School Phases (Gr. 1-12)						School Bands (Gr. R-12)					
		GER (%)			GPI			GER (%)			GPI		
		Primary Phase (Gr. 1-7)	Secondary Phase (Gr. 8-12)	Total (Gr. 1-12)	Primary Phase (Gr. 1-7)	Secondary Phase (Gr. 8-12)	Total (Gr. 1-12)	GET Band (Gr. R-9)	FET Band (Gr. 10-12)	Total (Gr. R-12)	GET Band (Gr. R-9)	FET Band (Gr. 10-12)	Total (Gr. R-12)
Eastern Cape	Female	113	82	100				108	76	100			
	Male	119	72	98				111	61	99			
	Total	116	77	99	0.95	1.15	1.02	109	69	99	0.98	1.24	1.02
Free State	Female	92	89	90				89	84	88			
	Male	95	87	92				92	78	89			
	Total	93	88	91	0.96	1.02	0.99	91	81	88	0.96	1.08	0.99
Gauteng	Female	82	87	84				79	82	80			
	Male	81	81	81				78	75	77			
	Total	81	84	82	1.01	1.07	1.04	78	79	78	1.02	1.10	1.04
KwaZulu-Natal	Female	89	90	90				90	83	88			
	Male	94	86	91				93	77	89			
	Total	92	88	90	0.95	1.05	0.99	91	80	89	0.97	1.08	0.99
Limpopo	Female	93	102	97				94	105	97			
	Male	100	100	100				101	96	100			
	Total	97	101	99	0.92	1.02	0.97	98	100	98	0.93	1.09	0.97
Mpumalanga	Female	94	98	96				93	97	94			
	Male	101	93	98				98	87	96			
	Total	98	95	97	0.93	1.05	0.98	96	92	95	0.95	1.11	0.98
Northern Cape	Female	94	82	89				90	76	87			
	Male	98	76	89				93	66	87			
	Total	96	79	89	0.96	1.09	1.01	92	71	87	0.97	1.16	1.01
North West	Female	91	85	88				88	77	86			
	Male	97	80	90				92	72	88			
	Total	94	82	89	0.94	1.05	0.98	90	74	87	0.96	1.08	0.98
Western Cape	Female	87	82	85				83	74	81			
	Male	85	71	80				81	59	76			
	Total	86	76	82	1.02	1.15	1.06	82	67	79	1.03	1.24	1.06
South Africa	Female	92	89	91				90	84	89			
	Male	96	83	91				93	75	89			
	Total	94	86	91	0.96	1.07	1.00	92	80	89	0.98	1.12	1.00

Source 1: 2010 SNAP Survey.
Source 2: Population estimates, Statistics South Africa (July 2011).
Note 1: Underlying population data not shown in publication.
Note 2: GER values have been rounded off to whole numbers.

Education in ordinary schools could be grouped in terms of either the GET and FET bands or the traditional primary and secondary phases. The GET band (Grades R to 9) caters for the following phases: foundation phase (Grades R to 3), intermediate phase (Grades 4 to 6) and senior phase (Grades 7 to 9). The FET band caters for Grades 10 to 12 and excludes learners in FET colleges.

GER is defined as the number of learners, regardless of age, enrolled in a specific school phase (e.g. primary phase for Grades 1 to 7) as a percentage of the total appropriate school-age population (e.g. seven- to 13-year-olds for the primary phase). For example, a GER of more than 100% indicates that there are more learners in the formal schooling system than in the appropriate school-age population (total potential population), which indicates enrolment of under-aged and over-aged learners owing to early or late entry and grade repetition.

In 2010, as shown in Table 4, the national total GER for the combined GET and FET bands (Grades R to 12) was 89%, which is lower than the GER of 91% for the combined primary and secondary phases (Grades 1 to 12). This is perhaps due, mainly, to the fact that a significant number of Grade R learners of the appropriate school age are not in ordinary primary schools. Some provinces reflected GER values of more than 100% for the various GER groupings, suggesting that inappropriately-aged learners were enrolled in those groupings. For the secondary phase and the FET band, the national GER was higher for females than for males, indicating that, relative to the appropriate school-age population, there were more female learners than male learners in the school system. It could also mean that, for a variety of reasons, female learners remain in the system longer than male learners.

Figure 4: Gross enrolment ratio (GER) for Grades R to 12 in ordinary schools, by province and gender, in 2010

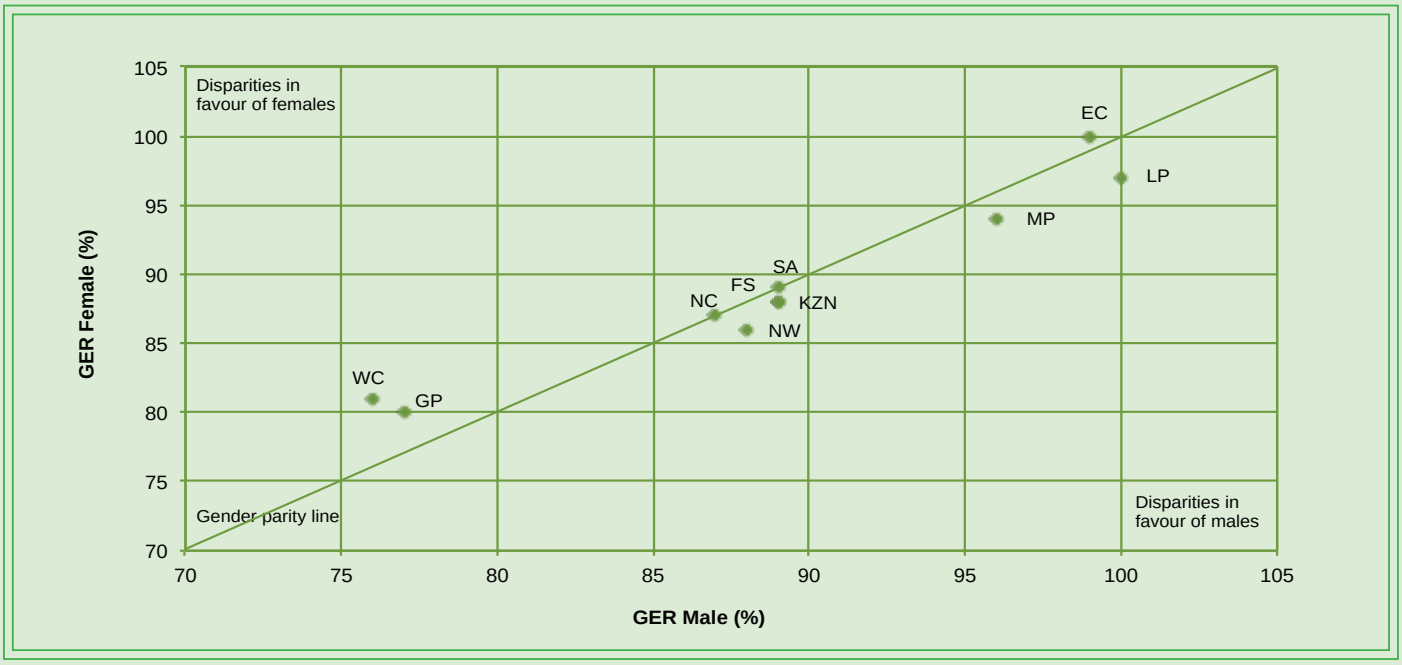


Figure 4 compares the total GER for male and female learners, Grades R to 12, in 2010. If the GER value for a province lies above the gender parity line, this shows that more female learners than male learners of the same appropriate school-age population are enrolled, which indicates a disparity in favour of females. The provinces with the largest gender gap – that is, whose GER values lie furthest from the gender parity line – were the Western Cape in favour of females, and Limpopo in favour of males. One province – namely, the Northern Cape – showed no gender gap.

- **Gender parity index (GPI) (see Table 4)**

GPI is defined as GER for females divided by GER for males. This index is used to indicate the level of access to education that females have, compared to the level of access that males have. For example, a GPI of more than 1 indicates that, in proportion to the appropriate school-age population, there are more females than males in the school system. In 2010, as indicated in Table 4, the national highest GPI (1.12) was reflected in the FET band and the lowest in the primary phase (0.96), confirming that, relative to the appropriate school-age population, there were more female learners in the FET band than there were in the primary phase.

Figure 5: Gender parity index (GPI) for Grades R to 12 in ordinary schools, by province, in 2010

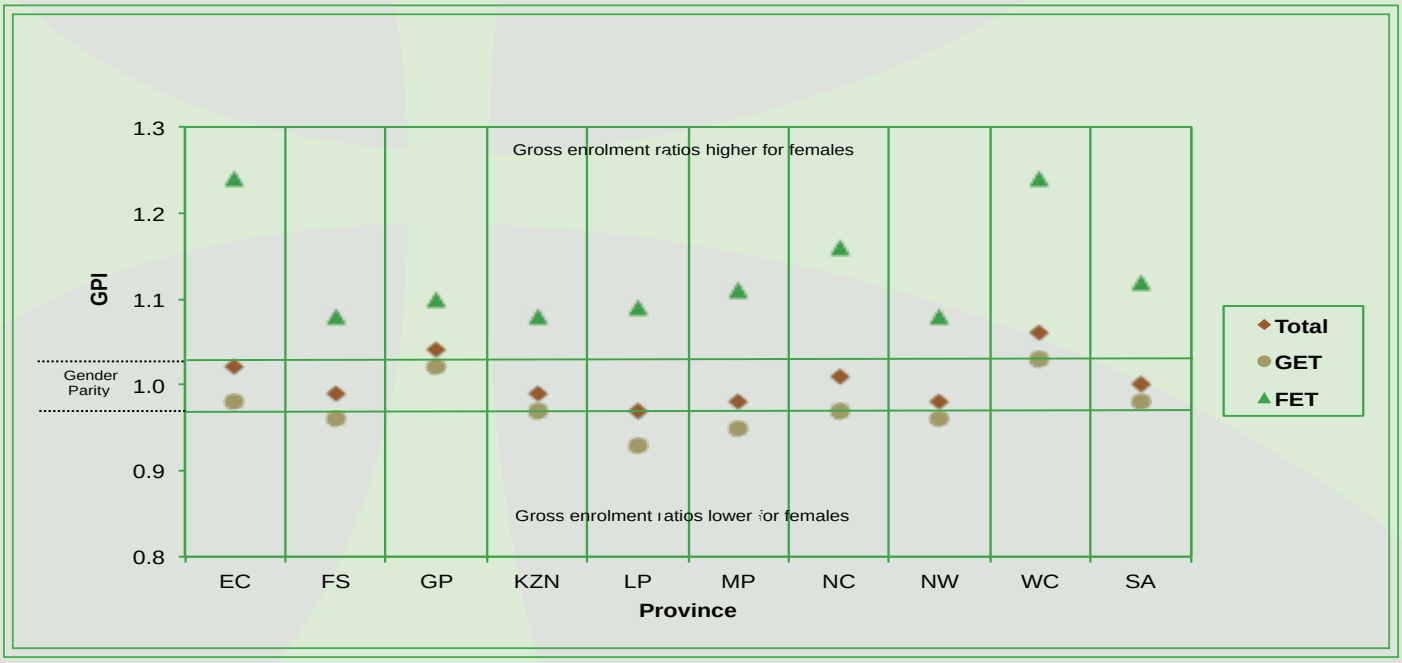


Figure 5 shows the GPI for Grades R to 12 (GET and FET bands), by province, in 2010. Gender parity is considered to have been attained when the GPI lies between 0.97 and 1.03 (Global Education Digest 2005, UNESCO Institute for Statistics). Gender parity in the combined GET and FET bands has been achieved in seven of the nine provinces. However, in Gauteng and the Western Cape the GPI was greater than 1.03. The GPI deviated from the norm most strongly in the FET band. Every province reveals a GPI of greater than 1.03.

3.2.6 Learners, by grade and school phase

Table 5: Number of learners in ordinary schools, by province, sector, gender and grade, in 2010

Province	Sector	Gender	Pre-Grade R Phase	General Education and Training (GET) Band													Total (GET Band)
				Foundation Phase					Intermediate Phase				Senior Phase				
			Pre-Gr. R	Gr. R	Gr. 1	Gr. 2	Gr. 3	Total	Gr. 4	Gr. 5	Gr. 6	Total	Gr. 7	Gr. 8	Gr. 9	Total	
Eastern Cape	Independent	Female	1 047	1 689	2 319	1 976	1 797	7 781	1 798	1 776	1 752	5 326	1 730	1 717	1 615	5 062	18 169
		Total	2 078	3 289	4 634	3 945	3 780	15 648	3 794	3 540	3 432	10 766	3 376	3 365	3 130	9 871	36 285
	Public	Female	6 444	80 435	96 461	82 986	80 512	340 394	81 612	80 883	80 526	243 021	80 043	76 284	70 412	226 739	810 154
		Total	12 663	161 514	201 745	173 010	168 007	704 276	172 544	167 717	163 427	503 688	159 954	151 453	136 931	448 338	1 656 302
	Both	Female	7 491	82 124	98 780	84 962	82 309	348 175	83 410	82 659	82 278	248 347	81 773	78 001	72 027	231 801	828 323
		Male	7 250	82 679	107 599	91 993	89 478	371 749	92 928	88 598	84 581	266 107	81 557	76 817	68 034	226 408	864 264
		Total	14 741	164 803	206 379	176 955	171 787	719 924	176 338	171 257	166 859	514 454	163 330	154 818	140 061	458 209	1 692 587
Free State	Independent	Female	182	376	672	619	601	2 268	607	608	601	1 816	716	687	682	2 085	6 169
		Total	394	711	1 368	1 309	1 251	4 639	1 221	1 196	1 239	3 656	1 345	1 425	1 284	4 054	12 349
	Public	Female	277	13 097	27 299	25 526	25 081	91 003	25 437	24 767	24 837	75 041	25 613	25 849	27 914	79 376	245 420
		Total	562	26 498	57 395	53 138	51 198	188 229	52 463	51 046	50 500	154 009	51 050	51 985	58 786	161 821	504 059
	Both	Female	459	13 473	27 971	26 145	25 682	93 271	26 044	25 375	25 438	76 857	26 329	26 536	28 596	81 461	251 589
		Male	497	13 736	30 792	28 302	26 767	99 597	27 640	26 867	26 301	80 808	26 066	26 874	31 474	84 414	264 819
		Total	956	27 209	58 763	54 447	52 449	192 868	53 684	52 242	51 739	157 665	52 395	53 410	60 070	165 875	516 408
Gauteng	Independent	Female	3 147	4 995	8 906	8 013	7 606	29 520	7 319	7 147	6 671	21 137	6 709	8 383	8 060	23 152	73 809
		Total	6 280	10 057	17 800	16 227	15 333	59 417	14 576	13 825	13 130	41 531	13 211	16 115	15 372	44 698	145 646
	Public	Female	2 501	33 042	79 874	74 899	72 600	260 415	71 149	70 166	71 724	213 039	73 868	75 284	75 247	224 399	697 853
		Total	5 059	66 403	166 060	152 205	147 476	532 144	144 766	142 045	143 324	430 135	146 316	149 891	149 802	446 009	1 408 288
	Both	Female	5 648	38 037	88 780	82 912	80 206	289 935	78 468	77 313	78 395	234 176	80 577	83 667	83 307	247 551	771 662
		Male	5 691	38 423	95 080	85 520	82 603	301 626	80 874	78 557	78 059	237 490	78 950	82 339	81 867	243 156	782 272
		Total	11 339	76 460	183 860	168 432	162 809	591 561	159 342	155 870	156 454	471 666	159 527	166 006	165 174	490 707	1 553 934
KwaZulu-Natal	Independent	Female	1 565	2 146	2 471	2 278	2 199	9 094	2 033	1 869	1 796	5 698	1 957	2 948	3 068	7 973	22 765
		Total	3 102	4 263	4 932	4 459	4 225	17 879	3 877	3 655	3 589	11 121	3 650	5 637	5 724	15 011	44 011
	Public	Female	3 871	84 893	118 333	102 622	101 216	407 064	104 246	103 436	105 179	312 861	106 311	119 686	117 465	343 462	1 063 387
		Total	7 506	171 278	249 554	214 133	211 460	846 425	217 435	212 723	214 730	644 888	216 174	242 410	229 808	688 392	2 179 705
	Both	Female	5 436	87 039	120 804	104 900	103 415	416 158	106 279	105 305	106 975	318 559	108 268	122 634	120 533	351 435	1 086 152
		Male	5 172	88 502	133 682	113 692	112 270	448 146	115 033	111 073	111 344	337 450	111 556	125 413	114 999	351 968	1 137 564
		Total	10 608	175 541	254 486	218 592	215 685	864 304	221 312	216 378	218 319	656 009	219 824	248 047	235 532	703 403	2 223 716
Limpopo	Independent	Female	826	1 609	1 723	1 755	1 594	6 681	1 596	1 582	1 556	4 734	1 638	1 996	1 867	5 501	16 916
		Total	1 621	3 235	3 514	3 382	3 182	13 313	3 206	3 221	3 145	9 572	3 310	3 663	3 540	10 513	33 398
	Public	Female	631	54 617	57 452	55 842	55 492	223 403	58 909	61 023	63 374	183 306	65 667	63 908	70 803	200 378	607 087
		Total	1 234	110 197	120 013	115 983	116 864	463 057	124 412	127 364	131 448	383 224	131 449	131 512	148 601	411 562	1 257 843
	Both	Female	1 457	56 226	59 175	57 597	57 086	230 084	60 505	62 605	64 930	188 040	67 305	65 904	72 670	205 879	624 003
		Male	1 398	57 206	64 352	61 768	62 960	246 286	67 113	67 980	69 663	204 756	67 454	69 271	79 471	216 196	667 238
		Total	2 855	113 432	123 527	119 365	120 046	476 370	127 618	130 585	134 593	392 796	134 759	135 175	152 141	422 075	1 291 241
Mpumalanga	Independent	Female	353	736	1 032	849	884	3 501	860	800	732	2 392	709	669	617	1 995	7 888
		Total	755	1 467	2 055	1 736	1 759	7 017	1 682	1 512	1 478	4 672	1 315	1 275	1 286	3 876	15 565
	Public	Female	1 176	24 964	41 554	37 770	37 727	142 015	39 987	39 737	40 570	120 294	41 781	41 412	40 837	124 030	386 339
		Total	2 330	50 291	87 994	78 692	78 831	295 808	83 371	82 262	82 588	248 221	83 475	84 286	81 937	249 698	793 727
	Both	Female	1 529	25 700	42 586	38 619	38 611	145 516	40 847	40 537	41 302	122 686	42 490	42 081	41 454	126 025	394 227
		Male	1 556	26 058	47 463	41 809	41 979	157 309	44 206	43 237	42 764	130 207	42 300	43 480	41 769	127 549	415 065
		Total	3 085	51 758	90 049	80 428	80 590	302 825	85 053	83 774	84 066	252 893	84 790	85 561	83 223	253 574	809 292
Northern Cape	Independent	Female	96	84	126	108	106	424	57	69	64	190	82	209	197	488	1 102
		Total	170	191	259	215	214	879	128	129	125	382	154	340	324	818	2 079
	Public	Female	396	6 036	12 272	11 347	11 119	40 774	12 067	11 193	10 856	34 116	11 337	10 432	10 222	31 991	106 881
		Total	750	12 196	25 894	23 306	22 656	84 052	25 297	23 140	21 955	70 392	22 522	21 275	20 792	64 589	219 033
	Both	Female	492	6 120	12 398	11 455	11 225	41 198	12 124	11 262	10 920	34 306	11 419	10 641	10 419	32 479	107 983
		Male	428	6 267	13 755	12 066	11 645	43 733	13 301	12 007	11 160	36 468	11 257	10 974	10 697	32 928	113 129
		Total	920	12 387	26 153	23 521	22 870	84 931	25 425	23 269	22 080	70 774	22 676	21 615	21 116	65 407	221 112
North West	Independent	Female	224	395	682	590	594	2 261	557	535	436	1 528	476	499	489	1 464	5 253
		Total	451	827	1 379	1 178	1 165	4 549	1 055	1 042	909	3 006	917	986	974	2 877	10 432
	Public	Female	522	20 427	34 299	31 326	30 759	116 811	31 621	30 173	29 194	90 988	28 340	28 931	31 656	88 927	296 726
		Total	1 101	41 183	71 941	65 420	63 231	241 775	65 855	61 456	58 982	186 293	57 003	58 025	62 291	177 319	605 387
	Both	Female	746	20 822	34 981	31 916	31 353	119 072	32 178	30 708	29 630	92 516	28 816	29 430	32 145	90 391	301 979
		Male	806	21 188	38 339	34 682	33 043	127 252	34 732	31 790	30 261	96 783	29 104	29 581	31 120	89 805	313 840
		Total	1 552	42 010	73 320	66 598	64 396	246 324	66 910	62 498	59 891	189 299	57 920	59 011	63 265	180 196	615 819
Western Cape	Independent	Female	1 266	1 387	1 752	1 496	1 461	6 096	1 420	1 466	1 360	4 246	1 452	1 522	1 581	4 555	14 897
		Total	2 404	2 773	3 426	3 020	2 963	12 182	2 846	2 869	2 715	8 430	2 794	2 980	3 172	8 946	29 558
	Public	Female	548	20 423	46 464	40 902	39 023	146 812	40 792	39 617	40 377	120 786	42 674	38 371	43 568	124 613	392 211
		Total	1 159	40 830	96 936	83 052	79 073	299 891	84 117	80 241	81 300	245 658	82 732	74 557	85 573	242 862	788 411
	Both	Female	1 814	21 810	48 216	42 398	40 484	152 908	42 212	41 083	41 737	125 032	44 126	39 893	45 149	129 168	407 108
		Male	1 749	21 793	52 146	43 674	41 552	159 165	44 751	42 027	42 278	129 056	41 400	37 644	43 596	122 640	410 861
		Total	3 563	43 603	100 362	86 072	82 036	312 073	86 963	83 110	84 015	254 088	85 526	77 537	88 745	251 808	817 969
South Africa	Independent	Female	8 706	13 417	19 683	17 684	16 842	67 626	16 247	15 852	14 968	47 067	15 469	18 630	18 176	52 275	166 968
		Male	8 549	13 396	19 684	17 787	17 030	67 897	16 138	15 137	14 794	46 069	14 603	17 156	16 630	48 389	162 355
		Total	17 255	26 813	39 367	35 471	33 872	135 523	32 385	30 989	29 762	93 136	30 072	35 786	34 806	100 664	329 323
	Public	Female	16 366	337 934	514 008	463 220	453 529	1 768 691	465 820	460 995	466 637	1 393 452	475 634	480 157	488 124	1 443 915	4 606 058
		Male	15 998	342 456	563 524	495 719	485 267	1 886 966	504 440	486 999	481 617	1 473 056	475 041	485 237	486 397	1 446 675	4 806 697
		Total	32 364	680 390	1 077 532	958 939	938 796	3 655 657	970 260	947 994	948 254	2 866 508	950 675	965 394	974 521	2 890 590	9 412 755
	Both	Female	25 072	351 351	533 691	480 904	470 371	1 836 317	482 067	476 847	481 605	1 440 519	491 103	498 787	506 300	1 496 190	4 773 026
		Male	24 547	355 852	583 208	513 506	502 297	1 954 863	520 578	502 136	496 411	1 519 125	489 644	502 393	503 027	1 495 064	4 969 052
		Total	49 619	707 203	1 116 899	994 410	972 668	3 791 180	1 002 645	978 983	978 016	2 959 644	980 747	1 001 180	1 009 327	2 991 254	9 742 078

Source: 2010 SNAP Survey.

Note 1: Data are for ordinary schools only and exclude learners at stand-alone ECD sites and special schools.

Note 2: Owing to a shortage of space in the table, the male enrolment figures for ordinary public and independent schools are intentionally omitted in the provincial data, but they are included in the national data.

Table 5: Number of learners in ordinary schools, by province, sector, gender and grade, in 2010 (concluded)

Province	Sector	Gender	Further Education and Training (FET) Band				Other [1]	Total Primary (Gr. 1-7)	Total Secondary (Gr. 8-12)	Total (Gr. 1-12)	Grand Total
			Gr. 10	Gr. 11	Gr. 12	Total					
Eastern Cape	Independent	Female	1 673	1 794	2 500	5 967	26	13 148	9 299	22 447	25 209
		Total	3 252	3 319	4 256	10 827	67	26 501	17 322	43 823	49 257
	Public	Female	79 009	65 939	37 487	182 435	410	583 023	329 131	912 154	999 443
		Total	148 313	117 784	66 988	333 085	1 079	1 206 404	621 469	1 827 873	2 003 129
	Both	Female	80 682	67 733	39 987	188 402	436	596 171	338 430	934 601	1 024 652
		Male	70 883	53 370	31 257	155 510	710	636 734	300 361	937 095	1 027 734
		Total	151 565	121 103	71 244	343 912	1 146	1 232 905	638 791	1 871 696	2 052 386
Free State	Independent	Female	592	594	454	1 640	0	4 424	3 009	7 433	7 991
		Total	1 207	1 149	849	3 205	0	8 929	5 914	14 843	15 948
	Public	Female	30 855	23 746	14 623	69 224	19	178 560	122 987	301 547	314 940
		Total	60 864	45 280	27 949	134 093	42	366 790	244 864	611 654	638 756
	Both	Female	31 447	24 340	15 077	70 864	19	182 984	125 996	308 980	322 931
		Male	30 624	22 089	13 721	66 434	23	192 735	124 782	317 517	331 773
		Total	62 071	46 429	28 798	137 298	42	375 719	250 778	626 497	654 704
Gauteng	Independent	Female	7 855	7 661	7 458	22 974	242	52 371	39 417	91 788	100 172
		Total	15 257	14 597	14 062	43 916	430	104 102	75 403	179 505	196 272
	Public	Female	79 516	62 078	47 114	188 708	10	514 280	339 239	853 519	889 072
		Total	160 617	118 366	85 444	364 427	20	1 042 192	664 120	1 706 312	1 777 794
	Both	Female	87 371	69 739	54 572	211 682	252	566 651	378 656	945 307	989 244
		Male	88 503	63 224	44 934	196 661	198	579 643	360 867	940 510	984 822
		Total	175 874	132 963	99 506	408 343	450	1 146 294	739 523	1 885 817	1 974 066
KwaZulu-Natal	Independent	Female	2 415	2 668	3 346	8 429	97	14 603	14 445	29 048	32 856
		Total	4 551	5 038	6 122	15 711	185	28 387	27 072	55 459	63 009
	Public	Female	112 830	103 777	70 012	286 619	1 012	741 343	523 770	1 265 113	1 354 889
		Total	225 034	200 165	128 713	553 912	2 856	1 536 209	1 026 130	2 562 339	2 743 979
	Both	Female	115 245	106 445	73 358	295 048	1 109	755 946	538 215	1 294 161	1 387 745
		Male	114 340	98 758	61 477	274 575	1 932	808 650	514 987	1 323 637	1 419 243
		Total	229 585	205 203	134 835	569 623	3 041	1 564 596	1 053 202	2 617 798	2 806 988
Limpopo	Independent	Female	1 791	1 728	2 219	5 738	18	11 444	9 601	21 045	23 498
		Total	3 481	3 296	3 836	10 613	69	22 960	17 816	40 776	45 701
	Public	Female	84 564	73 177	52 369	210 110	23	417 759	344 821	762 580	817 851
		Total	168 764	136 720	96 072	401 556	67	867 533	681 669	1 549 202	1 660 700
	Both	Female	86 355	74 905	54 588	215 848	41	429 203	354 422	783 625	841 349
		Male	85 890	65 111	45 320	196 321	95	461 290	345 063	806 353	865 052
		Total	172 245	140 016	99 908	412 169	136	890 493	699 485	1 589 978	1 706 401
Mpumalanga	Independent	Female	701	849	1 603	3 153	234	5 866	4 439	10 305	11 628
		Total	1 463	1 668	2 852	5 983	369	11 537	8 544	20 081	22 672
	Public	Female	45 051	39 899	28 951	113 901	197	279 126	196 150	475 276	501 613
		Total	88 534	74 990	53 469	216 993	710	577 213	383 216	960 429	1 013 760
	Both	Female	45 752	40 748	30 554	117 054	431	284 992	200 589	485 581	513 241
		Male	44 245	35 910	25 767	105 922	648	303 758	191 171	494 929	523 191
		Total	89 997	76 658	56 321	222 976	1 079	588 750	391 760	980 510	1 036 432
Northern Cape	Independent	Female	179	167	146	492	28	612	898	1 510	1 718
		Total	285	272	240	797	50	1 224	1 461	2 685	3 096
	Public	Female	10 490	8 300	5 681	24 471	0	80 191	45 125	125 316	131 748
		Total	20 544	15 575	10 394	46 513	0	164 770	88 580	253 350	266 296
	Both	Female	10 669	8 467	5 827	24 963	28	80 803	46 023	126 826	133 466
		Male	10 160	7 380	4 807	22 347	22	85 191	44 018	129 209	135 926
		Total	20 829	15 847	10 634	47 310	50	165 994	90 041	256 035	269 392
North West	Independent	Female	400	372	374	1 146	4	3 870	2 134	6 004	6 627
		Total	799	684	641	2 124	11	7 645	4 084	11 729	13 018
	Public	Female	31 486	23 925	16 018	71 429	186	215 712	132 016	347 728	368 863
		Total	63 449	45 961	29 689	139 099	509	443 888	259 415	703 303	746 096
	Both	Female	31 886	24 297	16 392	72 575	190	219 582	134 150	353 732	375 490
		Male	32 362	22 348	13 938	68 648	330	231 951	129 349	361 300	383 624
		Total	64 248	46 645	30 330	141 223	520	451 533	263 499	715 032	759 114
Western Cape	Independent	Female	1 454	1 442	1 583	4 479	94	10 407	7 582	17 989	20 736
		Total	2 918	2 795	3 039	8 752	188	20 633	14 904	35 537	40 902
	Public	Female	38 238	30 095	25 637	93 970	299	289 849	175 909	465 758	487 028
		Total	70 430	54 156	44 769	169 355	789	587 451	329 485	916 936	959 714
	Both	Female	39 692	31 537	27 220	98 449	393	300 256	183 491	483 747	507 764
		Male	33 656	25 414	20 588	79 658	584	307 828	160 898	468 726	492 852
		Total	73 348	56 951	47 808	178 107	977	608 084	344 389	952 473	1 000 616
South Africa	Independent	Female	17 060	17 275	19 683	54 018	743	116 745	90 824	207 569	230 435
		Male	16 153	15 543	16 214	47 910	626	115 173	81 696	196 869	219 440
		Total	33 213	32 818	35 897	101 928	1 369	231 918	172 520	404 438	449 875
	Public	Female	512 039	430 936	297 892	1 240 867	2 156	3 299 843	2 209 148	5 508 991	5 865 447
		Male	494 510	378 061	245 595	1 118 166	3 916	3 492 607	2 089 800	5 582 407	5 944 777
		Total	1 006 549	808 997	543 487	2 359 033	6 072	6 792 450	4 298 948	11 091 398	11 810 224
	Both	Female	529 099	448 211	317 575	1 294 885	2 899	3 416 588	2 299 972	5 716 560	6 095 882
		Male	510 663	393 604	261 809	1 166 076	4 542	3 607 780	2 171 496	5 779 276	6 164 217
		Total	1 039 762	841 815	579 384	2 460 961	7 441	7 024 368	4 471 468	11 495 836	12 260 099

Source: 2010 SNAP Survey.
Note 1: Data are for ordinary schools only and exclude learners at stand-alone ECD sites and special schools.
Note 2: Owing to a shortage of space in the table, the male enrolment figures for ordinary public and independent schools are intentionally omitted in the provincial data, but they are included in the national data.
1) Learners not grouped in any of the grades provided – for example, SNE learners in separate classes (not those in mainstream classes) and post-matric learners..

Figure 6: Percentage distribution of learners in ordinary schools, by phase, in 2010

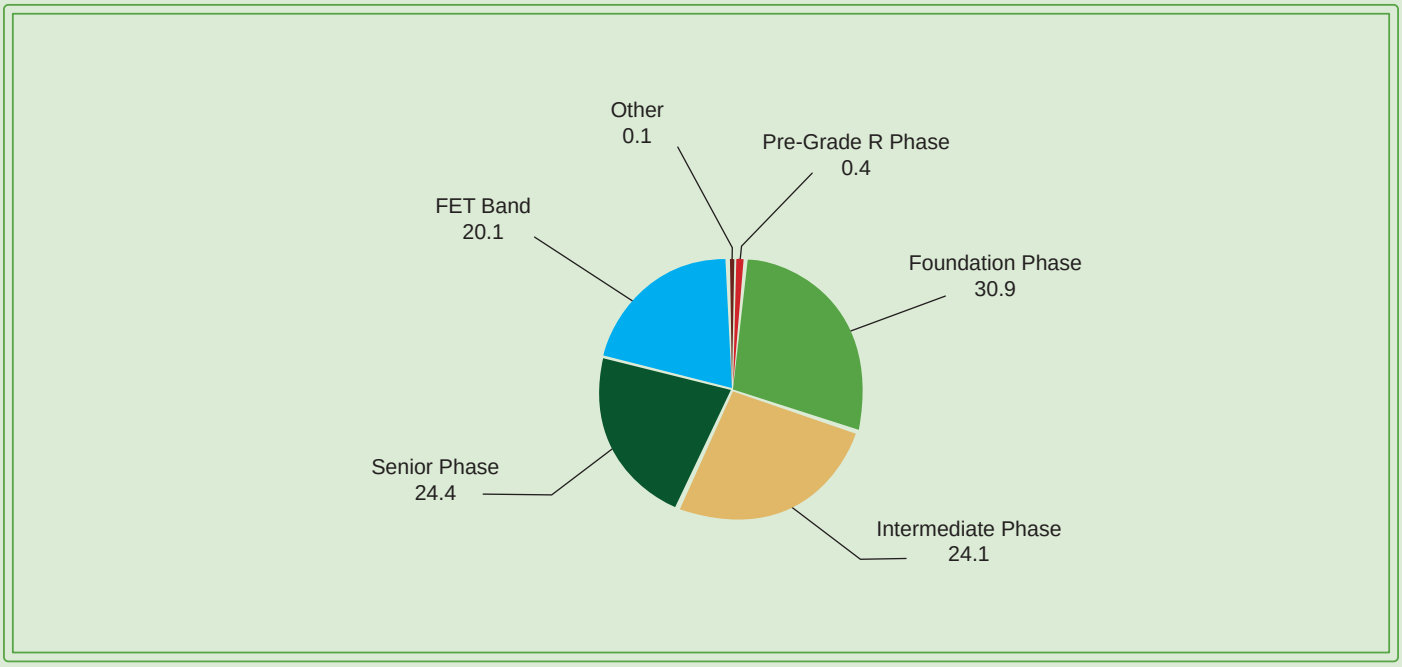


Figure 6 reveals that, in 2010, the highest proportion of learners in ordinary schools was located in the foundation phase (30.9%), while the FET band comprised only 20.1% of learners. The proportion of learners in the pre-Grade R phase was very low (0.4%). This is not surprising, as it is not the policy intent of government to provide pre-Grade R programmes in schools.

Figure 7: Percentage distribution of learners in ordinary schools, by phase and gender, in 2010

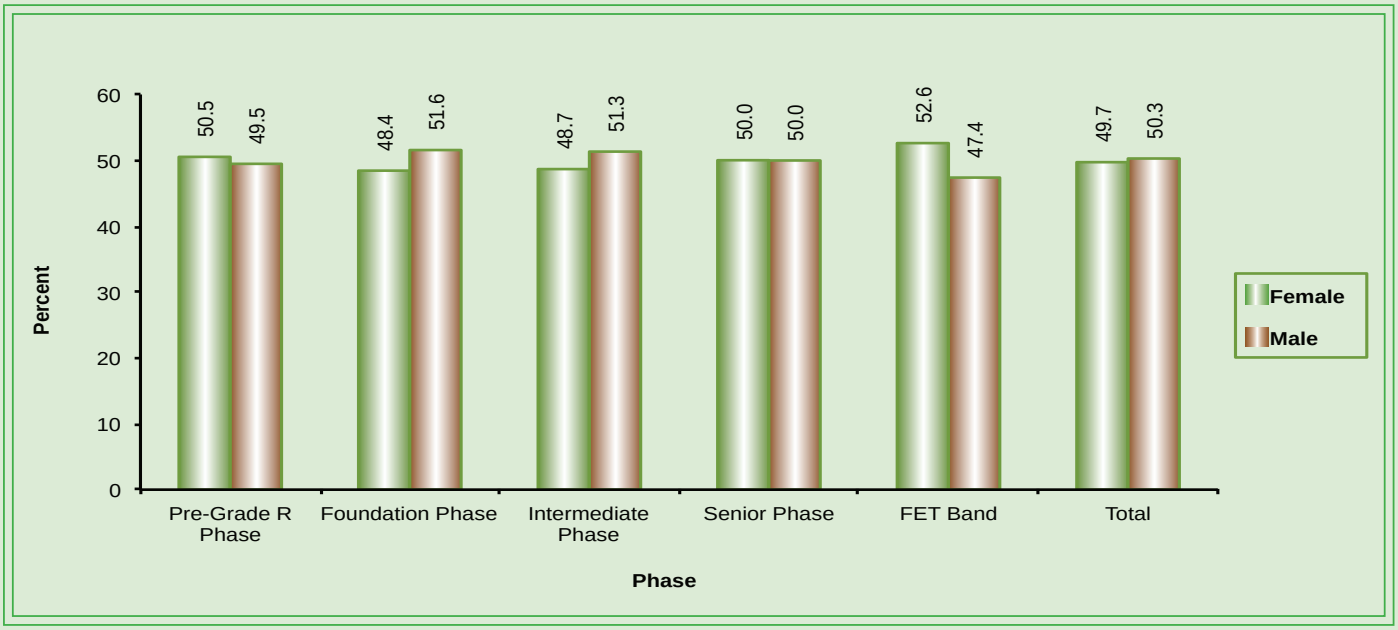


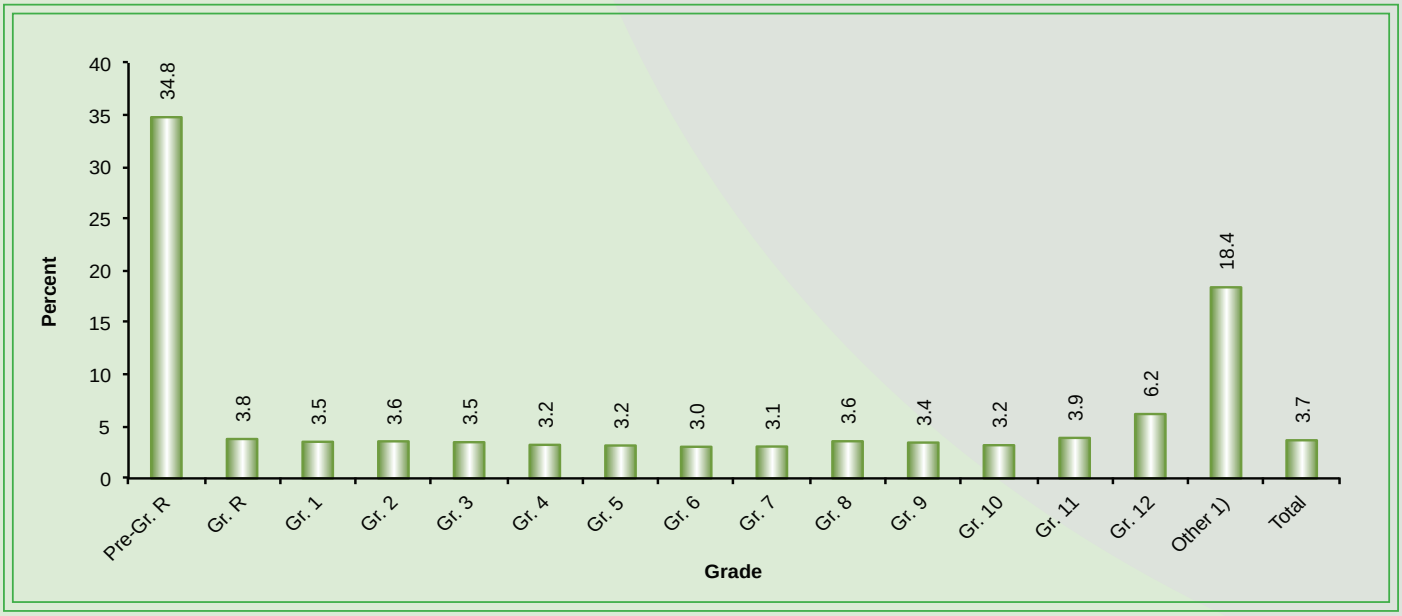
Figure 7 indicates that, in 2010, females and males were almost equally represented in ordinary schools in South Africa (females 49.7% and males 50.3%). There were more males than females in the foundation and intermediate phases, as many males as females in the senior phase, and more females than males in the other two phases. The highest percentage of females (52.6%) was found in the FET band.

Figure 8: Percentage distribution of female learners in ordinary schools, by grade, in 2010

1) Included as a grade in this figure in order to offer a complete picture of all learners in the ordinary school sector.

In 2010, as indicated in Figure 8, there were fewer female than male learners (less than 50%) in Grades R to 6, Grade 8, and Other, while the opposite was true for the other grades. Grade 12 females (54.8%) accounted for the highest female enrolment in all the primary and secondary-level grades. The lowest female enrolment was for Other (39.0%).

Figure 9: Distribution of learners in ordinary independent schools as a percentage of ordinary school learners, by grade, in 2010



1) Included as a grade in this figure in order to offer a complete picture of all learners in the ordinary school sector.

Figure 9 shows that, in 2010, the percentage of learners in independent schools in the ordinary school system was the highest for pre-Grade R (34.8%), the second highest for Other (18.4%), and the lowest for Grade 6 (3.0%). The total national average of learners in independent schools was 3.7%.

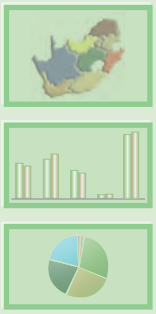
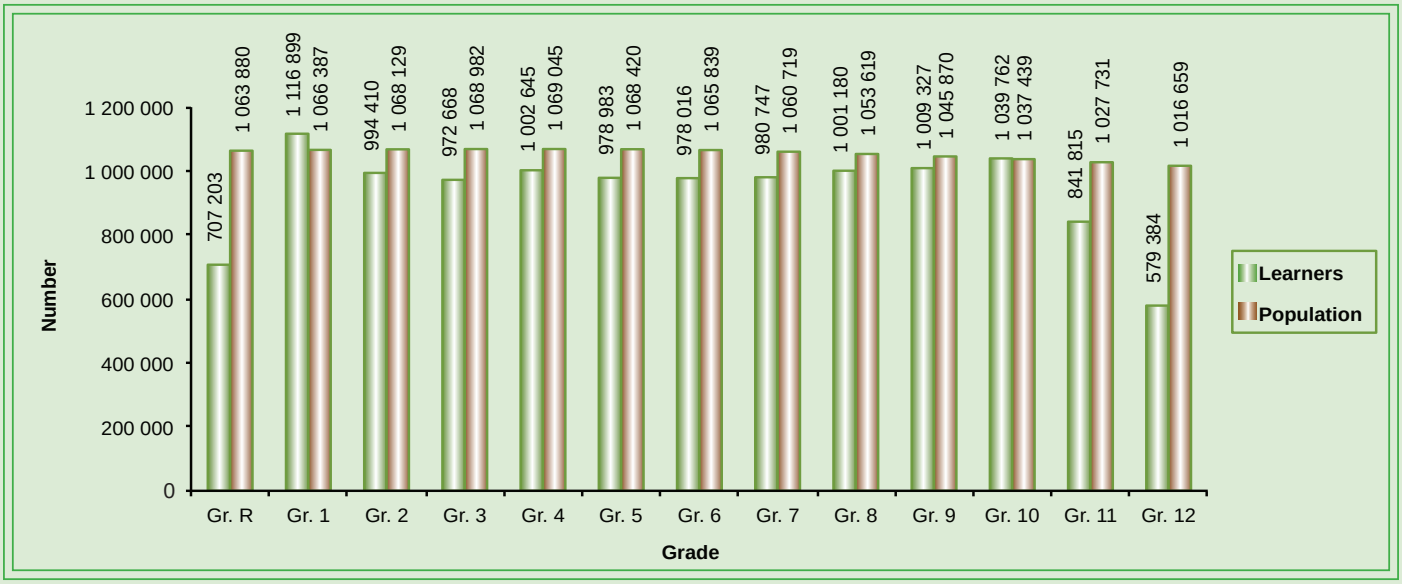


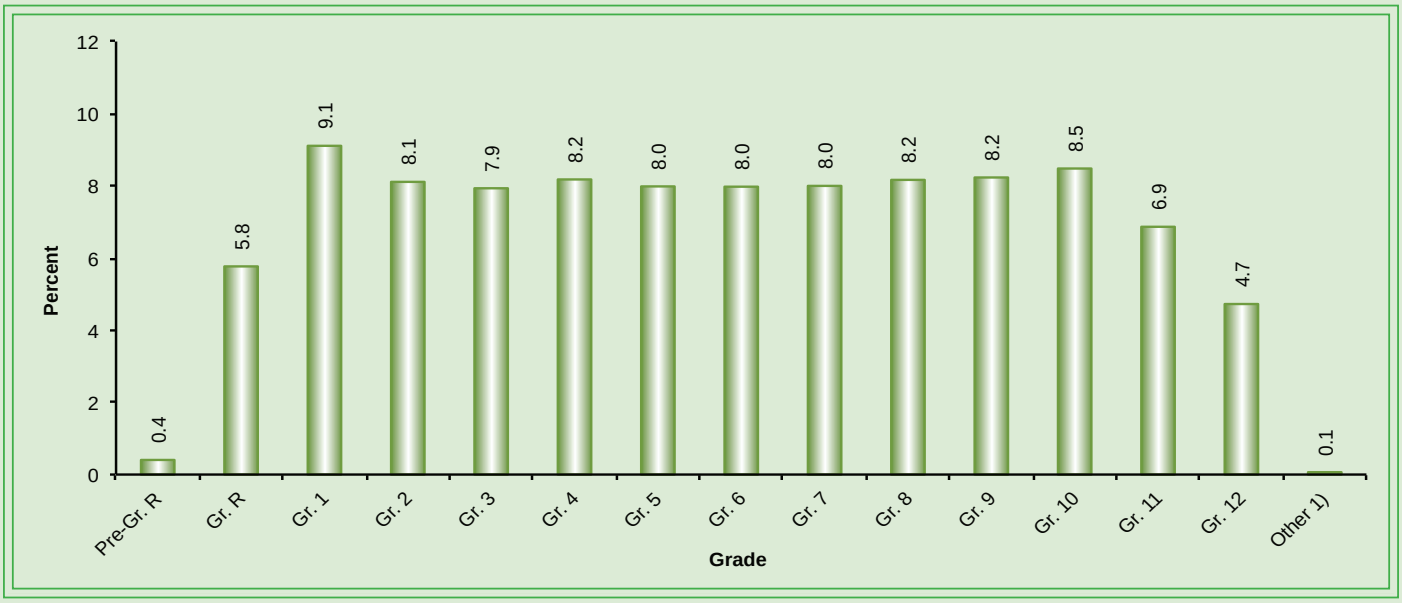
Figure 10: Number of learners in ordinary schools, by grade, compared with the appropriate age group in the population, in 2010



Source: Population estimates, Statistics South Africa (July 2011).

Figure 10 shows learner enrolment in 2010 as compared to the appropriate school-age population for each grade (taking the year in which a learner turns seven as the appropriate age for entry into Grade 1). Grades 1 and 10 were over-enrolled, which probably indicates enrolment of over-aged and under-aged learners. From Grade 11 to Grade 12 there was a significant increase in the degree of under-enrolment. The highest under-enrolment was experienced in Grades R and 12, which reflected an enrolment of 66.5% and 57.0%, respectively, of the appropriate school-age population. It must be noted that some learners who were at the FET band age were also enrolled in FET colleges and that others attended ABET classes, which is not a compulsory schooling phase.

Figure 11: Percentage distribution of learners in ordinary schools, by grade, in 2010



1) Included as a grade in this figure in order to offer a complete picture of all learners in the ordinary school sector.

Figure 11 shows that, not counting pre-Grade R and Other, in 2010, the highest proportion of learners in ordinary schools was enrolled in Grade 1 (9.1%), while the lowest proportion was enrolled in Grade 12 (4.7%). The pattern of enrolment across grades reveals a steady decline in the proportion of learners from Grades 1 to 3, while the enrolment stayed almost the same from Grades 4 to 9. An anomaly occurs in Grade 10, where there was an unexpected increase in the proportion of learners. This could possibly be explained by higher levels of retention in Grade 10 than in other grades. The decline in the proportion of learners from Grade 11 to Grade 12 is significant, suggesting possible dropout or movement out of the schooling system to other education institutions.

3.2.7 Comparison of the years 2007 to 2010

- **Learners, educators and schools (see Table 6)**

Table 6: Comparing number of learners, educators and schools in the ordinary school sector, by province, from 2007 to 2010

Province	Learners				Educators				Schools			
	2007	2008	2009	2010	2007	2008	2009	2010	2007	2008	2009	2010
Eastern Cape	2 136 713	2 079 994	2 076 400	2 052 386	66 163	66 536	69 620	69 018	5 834	5 825	5 809	5 742
Free State	680 777	670 588	651 785	654 704	23 570	23 383	23 741	23 850	1 744	1 675	1 595	1 488
Gauteng	1 883 538	1 894 027	1 903 838	1 974 066	63 216	64 307	66 351	70 340	2 397	2 405	2 390	2 485
KwaZulu-Natal	2 848 652	2 771 420	2 827 335	2 806 988	88 042	86 983	89 377	91 926	6 057	5 938	6 091	6 147
Limpopo	1 816 230	1 764 669	1 707 280	1 706 401	54 769	57 083	58 563	58 194	4 140	4 122	4 105	4 106
Mpumalanga	1 054 085	1 051 531	1 035 637	1 036 432	32 276	33 644	35 221	34 575	1 973	1 959	1 934	1 939
Northern Cape	265 647	265 866	267 709	269 392	8 580	9 019	9 115	8 846	613	617	617	617
North West	747 248	779 260	777 285	759 114	25 701	26 620	26 697	26 006	1 780	1 784	1 768	1 701
Western Cape	968 327	962 008	980 694	1 000 616	31 908	33 378	34 382	35 354	1 527	1 550	1 597	1 625
South Africa	12 401 217	12 239 363	12 227 963	12 260 099	394 225	400 953	413 067	418 109	26 065	25 875	25 906	25 850

Sources:
2007-2009: As published in *Education Statistics in South Africa.*
2010: SNAP Survey.

As can be seen in Table 6, between 2007 and 2010, learner numbers showed a net decrease of 1.1% (12 401 217 to 12 260 099), and educator numbers showed a net increase of 6.1% (394 225 to 418 109). The number of schools decreased by 0.8% (26 065 to 25 850) in the same period.

- **Learners in independent schools as a percentage of all learners (see Table 7)**

Table 7: Comparing the share of learners in ordinary independent schools, and learner-educator ratio (LER), learner-school ratio (LSR) and educator-school ratio (ESR) in the ordinary school sector, by province, from 2007 to 2010

Province	Independent				Public and Independent											
	Learners in Independent Schools as % of All Learners				LER				LSR				ESR			
	2007	2008	2009	2010	2007	2008	2009	2010	2007	2008	2009	2010	2007	2008	2009	2010
Eastern Cape	1.7	2.0	2.1	2.4	32.3	31.3	29.8	29.7	366	357	357	357	11.3	11.4	12.0	12.0
Free State	2.1	2.2	2.2	2.4	28.9	28.7	27.5	27.5	390	400	409	440	13.5	14.0	14.9	16.0
Gauteng	9.1	9.4	9.6	9.9	29.8	29.5	28.7	28.1	786	788	797	794	26.4	26.7	27.8	28.3
KwaZulu-Natal	1.8	1.6	1.6	2.2	32.4	31.9	31.6	30.5	470	467	464	457	14.5	14.6	14.7	15.0
Limpopo	1.6	1.6	2.1	2.7	33.2	30.9	29.2	29.3	439	428	416	416	13.2	13.8	14.3	14.2
Mpumalanga	1.3	1.6	1.8	2.2	32.7	31.3	29.4	30.0	534	537	535	535	16.4	17.2	18.2	17.8
Northern Cape	1.1	1.0	1.1	1.1	31.0	29.5	29.4	30.5	433	431	434	437	14.0	14.6	14.8	14.3
North West	1.6	1.7	1.6	1.7	29.1	29.3	29.1	29.2	420	437	440	446	14.4	14.9	15.1	15.3
Western Cape	2.2	2.5	3.7	4.1	30.3	28.8	28.5	28.3	634	621	614	616	20.9	21.5	21.5	21.8
South Africa	2.8	3.0	3.2	3.7	31.5	30.5	29.6	29.3	476	473	472	474	15.1	15.5	15.9	16.2

Sources:
2007-2009: As published in Education Statistics in South Africa.
2010: SNAP Survey.

Table 7 shows that, from 2007 to 2010, the percentage of learners in ordinary independent schools nationally increased from 2.8% to 3.7%, a net increase of 32.1%.

- **Learner-educator ratio (LER) (see Table 7)**

Table 7 shows that, from 2007 to 2010, the average LER for ordinary schools in the country decreased from 31.5:1 to 29.3:1, a net decrease of 7.0%.

- **Learner-school ratio (LSR) (see Table 7)**

Table 7 shows that, from 2007 to 2010, the average LSR for ordinary schools in the country decreased from 476:1 to 474:1, a net decrease of 0.4%.

- **Educator-school ratio (ESR) (see Table 7)**

Table 7 shows that, from 2007 to 2010, the average ESR for ordinary schools in the country increased from 15.1:1 to 16.2:1, a net increase of 7.3%.

- **Gross enrolment ratio (GER) (see Table 8)**

Table 8: Comparing gross enrolment ratio (GER) and gender parity index (GPI) in the ordinary school sector, by province, from 2007 to 2010

Province	Gender	Primary and Secondary (Gr. 1-12)								School Bands (Gr. R-12)							
		GER (%)				GPI				GER (%)				GPI			
		2007	2008	2009	2010	2007	2008	2009	2010	2007	2008	2009	2010	2007	2008	2009	2010
Eastern Cape	Female	106	104	104	100					105	104	104	100				
	Male	97	97	98	98					96	97	99	99				
	Total	102	100	101	99	1.09	1.07	1.06	1.02	100	100	101	99	1.09	1.07	1.05	1.02
Free State	Female	89	88	87	90					85	84	84	88				
	Male	90	90	90	92					86	86	87	89				
	Total	89	89	89	91	0.99	0.98	0.97	0.99	85	85	86	88	0.99	0.98	0.97	0.99
Gauteng	Female	90	87	82	84					85	83	78	80				
	Male	90	87	83	81					84	82	78	77				
	Total	90	87	82	82	1.00	1.00	0.99	1.04	84	82	78	78	1.01	1.01	1.00	1.04
KwaZulu-Natal	Female	95	91	92	90					92	88	90	88				
	Male	95	92	92	91					92	89	90	89				
	Total	95	91	92	90	1.00	0.99	1.00	0.99	92	89	90	89	1.00	0.99	1.00	0.99
Limpopo	Female	108	106	102	97					105	104	100	97				
	Male	101	101	98	100					99	99	97	100				
	Total	104	103	100	99	1.07	1.05	1.04	0.97	102	101	98	98	1.06	1.05	1.03	0.97
Mpumalanga	Female	100	98	97	96					95	94	94	94				
	Male	100	100	98	98					95	96	95	96				
	Total	100	99	98	97	1.00	0.98	0.99	0.98	95	95	95	95	1.00	0.98	0.99	0.98
Northern Cape	Female	86	86	88	89					82	82	85	87				
	Male	86	86	87	89					82	82	85	87				
	Total	86	86	87	89	1.00	1.00	1.01	1.01	82	82	85	87	1.00	1.00	1.00	1.01
North West	Female	83	87	92	88					78	82	88	86				
	Male	90	93	98	90					85	88	94	88				
	Total	87	90	95	89	0.92	0.94	0.94	0.98	81	85	91	87	0.92	0.93	0.94	0.98
Western Cape	Female	81	79	83	85					76	75	80	81				
	Male	80	79	83	80					76	75	79	76				
	Total	80	79	83	82	1.01	1.00	1.00	1.06	76	75	79	79	1.00	1.00	1.01	1.06
South Africa	Female	95	93	92	91					91	90	90	89				
	Male	94	92	92	91					90	89	89	89				
	Total	94	93	92	91	1.01	1.01	1.00	1.00	91	90	90	89	1.01	1.01	1.01	1.00

Sources:
2007-2009: As published in Education Statistics *in South Africa*.
2010: SNAP Survey, and Statistics South Africa population estimates published in July 2010.
Note: Underlying population data for 2010 not shown in publication.

Table 8 shows that the total national average GER for Grades 1 to 12 decreased over the four-year period 2007 to 2010 – namely, from 94% to 91%. Although the inclusion of Grade R had a decreasing effect on the GER (Grades R to 12) values for the same period, the national averages remained almost the same – namely, 90% in two of the four years, and 89% and 91% in the remaining years.

- **Gender parity index (GPI) (see Table 8)**

Table 8 shows that, from 2007 to 2010, the national average GPI for Grades 1 to 12 remained almost the same – namely, 1.01 in two of the four years and 1.00 in the remaining years. In the same four-year period, the national average GPI for Grades R to 12 remained almost the same – namely, 1.01 in three of the four years and 1.00 in the remaining year.

Eastern Cape		Learners	Educators	Institutions
Public Schools [1]	Primary [3]	540 079	17 591	2 209
	Secondary	417 125	16 113	861
	Combined	1 010 680	31 524	2 466
	Intermediate	35 245	1 398	52
	Total (Public)	2 003 129	66 626	5 588
Independent Schools [2]	Primary [3]	10 344	472	45
	Secondary	5 725	341	22
	Combined	19 555	848	55
	Intermediate	13 633	731	32
	Total (Independent)	49 257	2 392	154
Total (Public and Independent)		2 052 386	69 018	5 742
Other Education Sectors	ECD	19 298	763	366
	SNE [4]	9 034	729	40
	Total (Other)	28 332	1 492	406
Grand Total		2 080 718	70 510	6 148

Limpopo		Learners	Educators	Institutions
Public Schools [1]	Primary [3]	952 756	29 950	2 524
	Secondary	669 759	24 757	1 358
	Combined	22 998	800	61
	Intermediate	15 187	485	22
	Total (Public)	1 660 700	55 992	3 965
Independent Schools [2]	Primary [3]	9 731	365	38
	Secondary	4 968	223	18
	Combined	10 012	494	29
	Intermediate	20 990	1 120	56
	Total (Independent)	45 701	2 202	141
Total (Public and Independent)		1 706 401	58 194	4 106
Other Education Sectors	ECD	136 273	6 352	2 382
	SNE [4]	7 606	494	27
	Total (Other)	143 879	6 846	2 409
Grand Total		1 850 280	65 040	6 515

Free State		Learners	Educators	Institutions
Public Schools [1]	Primary [3]	306 012	10 176	898
	Secondary	213 114	8 500	294
	Combined	102 716	3 587	200
	Intermediate	16 914	753	30
	Total (Public)	638 756	23 016	1 422
Independent Schools [2]	Primary [3]	3 469	137	17
	Secondary	2 390	107	8
	Combined	5 396	284	26
	Intermediate	4 693	306	15
	Total (Independent)	15 948	834	66
Total (Public and Independent)		654 704	23 850	1 488
Other Education Sectors	ECD	28 104	1 173	435
	SNE [4]	5 862	549	20
	Total (Other)	33 966	1 722	455
Grand Total		688 670	25 572	1 943

Gauteng		Learners	Educators	Institutions
Public Schools [1]	Primary [3]	1 055 214	31 394	1 328
	Secondary	651 528	23 985	610
	Combined	57 154	1 626	66
	Intermediate	13 898	458	11
	Total (Public)	1 777 794	57 463	2 015
Independent Schools [2]	Primary [3]	44 836	2 585	147
	Secondary	25 776	1 861	84
	Combined	32 002	1 870	84
	Intermediate	93 658	6 561	155
	Total (Independent)	196 272	12 877	470
Total (Public and Independent)		1 974 066	70 340	2 485
Other Education Sectors	ECD	30 513	1 303	361
	SNE [4]	38 074	3 385	126
	Total (Other)	68 587	4 688	487
Grand Total		2 042 653	75 028	2 972

KwaZulu-Natal		Learners	Educators	Institutions
Public Schools [1]	Primary [3]	1 477 792	44 149	3 711
	Secondary	939 969	32 893	1 569
	Combined	239 209	7 720	526
	Intermediate	87 009	2 704	121
	Total (Public)	2 743 979	87 466	5 927
Independent Schools [2]	Primary [3]	14 350	848	67
	Secondary	10 731	790	43
	Combined	10 154	708	53
	Intermediate	27 774	2 114	57
	Total (Independent)	63 009	4 460	220
Total (Public and Independent)		2 806 988	91 926	6 147
Other Education Sectors	ECD	5 579	230	90
	SNE [4]	14 755	1 053	67
	Total (Other)	20 334	1 283	157
Grand Total		2 827 322	93 209	6 304

Mpumalanga		Learners	Educators	Institutions
Public Schools [1]	Primary [3]	560 867	17 197	1 178
	Secondary	324 124	11 852	446
	Combined	99 805	3 247	149
	Intermediate	28 964	949	65
	Total (Public)	1 013 760	33 245	1 838
Independent Schools [2]	Primary [3]	7 796	418	42
	Secondary	4 258	227	13
	Combined	10 117	660	43
	Intermediate	501	25	3
	Total (Independent)	22 672	1 330	101
Total (Public and Independent)		1 036 432	34 575	1 939
Other Education Sectors	ECD	19 572	689	208
	SNE [4]	3 813	237	19
	Total (Other)	23 385	926	227
Grand Total		1 059 817	35 501	2 166

EDUCATION IN SOUTH AFRICA: A GLOBAL PICTURE FOR 2010

Northern Cape		Learners	Educators	Institutions
Public Schools [1]	Primary [3]	130 802	3 989	347
	Secondary	74 536	2 745	135
	Combined	51 701	1 554	99
	Intermediate	9 257	329	16
	Total (Public)	266 296	8 617	597
Independent Schools [2]	Primary [3]	531	47	6
	Secondary	129	10	1
	Combined	1 375	66	7
	Intermediate	1 061	106	6
	Total (Independent)	3 096	229	20
Total (Public and Independent)		269 392	8 846	617
Other Education Sectors	ECD	4 726	171	56
	SNE [4]	1 593	160	10
	Total (Other)	6 319	331	66
Grand Total		275 711	9 177	683

North West		Learners	Educators	Institutions
Public Schools [1]	Primary [3]	395 349	12 148	945
	Secondary	243 106	9 254	487
	Combined	93 231	3 118	192
	Intermediate	14 410	554	22
	Total (Public)	746 096	25 074	1 646
Independent Schools [2]	Primary [3]	3 476	177	18
	Secondary	548	56	4
	Combined	4 014	336	18
	Intermediate	4 980	363	15
	Total (Independent)	13 018	932	55
Total (Public and Independent)		759 114	26 006	1 701
Other Education Sectors	ECD	4 810	239	74
	SNE [4]	5 237	424	32
	Total (Other)	10 047	663	106
Grand Total		769 161	26 669	1 807

Western Cape		Learners	Educators	Institutions
Public Schools [1]	Primary [3]	470 108	15 226	879
	Secondary	229 279	7 995	250
	Combined	247 689	8 133	305
	Intermediate	12 638	516	21
	Total (Public)	959 714	31 870	1 455
Independent Schools [2]	Primary [3]	9 351	651	57
	Secondary	4 698	472	28
	Combined	7 297	706	46
	Intermediate	19 556	1 655	39
	Total (Independent)	40 902	3 484	170
Total (Public and Independent)		1 000 616	35 354	1 625
Other Education Sectors	ECD	30 601	1 584	341
	SNE [4]	18 659	1 750	82
	Total (Other)	49 260	3 334	423
Grand Total		1 049 876	38 688	2 048

South Africa		Learners	Educators	Institutions
Public Schools [1]	Primary [3]	5 888 979	181 820	14 019
	Secondary	3 762 540	138 094	6 010
	Combined	1 925 183	61 309	4 064
	Intermediate	233 522	8 146	360
	Total (Public)	11 810 224	389 369	24 453
Independent Schools [2]	Primary [3]	103 884	5 700	437
	Secondary	59 223	4 087	221
	Combined	99 922	5 972	361
	Intermediate	186 846	12 981	378
	Total (Independent)	449 875	28 740	1 397
Total (Public and Independent)		12 260 099	418 109	25 850
Other Education Sectors	ECD	279 476	12 504	4 313
	SNE [4]	104 633	8 781	423
	Total (Other)	384 109	21 285	4 736
Grand Total		12 644 208	439 394	30 586

Sources:

1. Ordinary public and independent schools: 2010 SNAP Survey.

2. ECD and SNE: 2010 Annual Surveys, except for the SNE data for North West, which were extracted from the SNAP Survey.

Note 1: Data include only registered institutions.

Note 2: School level, e.g. primary and secondary, is according to the distribution of learners in grades and not necessarily as originally registered.

Note 3: Institution count is based on open institutions that submitted the survey forms.

1) and 2) Including SNE learners.

3) Including learners and educators associated with pre-primary classes at primary schools.

4) Including stand-alone special schools and those attached to ordinary public and independent schools.

3.3 Region and district data on learners, educators and schools

Table 9: Number of learners, educators and schools in the ordinary school sector, by province, region and district, in 2010

Region	District	Learners							Educators		Schools		
		Pre-Gr. R	Gr. R	Primary (Gr. 1-7)	Secondary (Gr. 8-12)	Other[1)]	Female	Total	Female	Total	Public	Independent	Total
Eastern Cape													
n.a.	Butterworth	852	9 393	62 228	34 330	0	53 416	106 803	2 717	3 830	383	14	397
n.a.	**Cofimvaba**	730	5 838	40 858	21 113	0	33 713	68 539	1 850	2 662	278	4	282
n.a.	Cradock	178	1 909	14 189	8 282	0	12 099	24 558	622	894	86	1	87
n.a.	Dutywa	883	10 271	75 371	30 509	0	59 641	117 034	2 679	3 710	344	6	350
n.a.	East London	1 203	9 219	68 467	47 654	222	63 150	126 765	3 465	4 853	298	13	311
n.a.	Fort Beaufort	213	3 665	23 586	14 038	0	20 127	41 502	1 142	1 704	252	3	255
n.a.	Graaff-Reinet	55	1 883	15 962	7 669	0	12 698	25 569	574	873	86	0	86
n.a.	Grahamstown	241	1 855	16 198	10 768	159	14 592	29 221	828	1 192	75	9	84
n.a.	King Williams Town	435	8 752	55 807	37 861	21	49 750	102 876	2 863	4 096	434	6	440
n.a.	Lady Frere	317	3 633	22 832	13 374	16	19 667	40 172	1 031	1 514	162	0	162
n.a.	Libode	632	16 135	116 982	50 269	0	92 207	184 018	3 934	5 325	419	3	422
n.a.	Lusikisiki	1 142	14 365	110 901	42 419	0	85 142	168 827	3 654	4 817	347	10	357
n.a.	Maluti	537	5 928	47 235	21 617	0	37 250	75 317	1 742	2 427	227	3	230
n.a.	Mbizana	240	9 618	76 805	31 192	0	59 128	117 855	2 357	3 215	208	3	211
n.a.	Mt Fletcher	621	4 037	30 522	16 305	0	25 581	51 485	1 295	1 806	188	1	189
n.a.	Mt Frere	899	6 556	48 793	23 357	0	40 048	79 605	1 957	2 663	246	5	251
n.a.	Mthata	1 355	12 945	97 597	54 004	2	84 158	165 903	3 773	5 297	338	22	360
n.a.	Ngcobo	372	6 530	46 826	18 467	0	35 852	72 195	1 668	2 377	220	0	220
n.a.	Port Elizabeth	1 745	10 693	96 759	62 093	500	86 113	171 790	4 437	6 183	243	23	266
n.a.	Queenstown	859	4 708	34 028	22 024	17	30 187	61 636	1 545	2 243	171	12	183
n.a.	Qumbu	442	6 458	44 606	23 402	0	37 074	74 908	1 878	2 540	250	5	255
n.a.	Sterkspruit	353	4 232	36 437	20 976	124	31 172	62 122	1 337	2 008	172	3	175
n.a.	Uitenhage	437	6 180	49 916	27 068	85	41 887	83 686	1 920	2 789	161	8	169
Total		14 741	164 803	1 232 905	638 791	1 146	1 024 652	2 052 386	49 268	69 018	5 588	154	5 742
Free State													
n.a.	Fezile Dabi	108	4 101	64 521	42 305	0	54 855	111 035	2 684	4 065	259	11	270
n.a.	Lejweleputswa	155	4 367	83 105	54 140	42	70 547	141 809	3 559	5 223	287	10	297
n.a.	Motheo	480	7 718	105 977	72 132	0	92 023	186 307	4 467	6 720	306	21	327
n.a.	Thabo Mofutsanyana	207	9 317	103 405	71 899	0	90 475	184 828	4 464	6 691	488	20	508
n.a.	Xhariep	6	1 706	18 711	10 302	0	15 031	30 725	796	1 151	82	4	86
Total		956	27 209	375 719	250 778	42	322 931	654 704	15 970	23 850	1 422	66	1 488
Gauteng													
n.a.	Ekurhuleni North	1 682	6 703	99 111	68 399	0	88 888	175 895	5 092	6 731	149	57	206
n.a.	Ekurhuleni South	487	5 037	116 455	72 867	3	97 716	194 849	4 545	6 267	171	25	196
n.a.	Gauteng East	533	6 716	89 346	53 967	0	75 059	150 562	3 396	4 733	154	15	169
n.a.	Gauteng North	510	2 015	26 544	13 667	4	21 415	42 740	1 210	1 658	50	18	68
n.a.	Gauteng West	683	5 278	82 731	50 787	20	70 479	139 499	3 351	4 722	156	10	166
n.a.	Johannesburg Central	342	6 676	84 875	57 900	0	74 632	149 793	3 244	4 670	206	10	216
n.a.	Johannesburg East	1 770	4 517	94 472	57 884	217	79 739	158 860	5 116	7 169	116	89	205
n.a.	Johannesburg North	1 441	5 552	79 377	48 952	179	68 836	135 501	4 014	5 473	137	51	188
n.a.	Johannesburg South	243	4 466	79 362	48 698	27	66 302	132 796	3 094	4 576	92	62	154
n.a.	Johannesburg West	675	3 911	62 792	34 654	0	50 939	102 032	2 556	3 545	124	21	145
n.a.	Sedibeng East	360	2 507	31 010	20 125	0	27 047	54 002	1 389	1 943	68	20	88
n.a.	Sedibeng West	265	4 553	59 791	44 484	0	54 279	109 093	2 372	3 489	136	7	143
n.a.	Tshwane North	519	5 251	67 117	47 529	0	60 450	120 416	2 800	4 032	136	17	153
n.a.	Tshwane South	1 365	7 455	104 724	71 587	0	92 299	185 131	5 509	7 410	178	56	234
n.a.	Tshwane West	464	5 823	68 587	48 023	0	61 164	122 897	2 774	3 922	142	12	154
Total		11 339	76 460	1 146 294	739 523	450	989 244	1 974 066	50 462	70 340	2 015	470	2 485

Source: 2010 SNAP Survey.
Note 1: Data are for ordinary schools only and exclude learners, educators and institutions associated with stand-alone ECD sites and special schools.
Note 2: Owing to a shortage of space in the table, the figures for male learners and male educators are intentionally omitted.
Note 3: n.a. = not applicable.
1) Learners not grouped in any of the grades provided – for example, SNE learners in separate classes (not those in mainstream classes) and post-matric learners.

Table 9: Number of learners, educators and schools in the ordinary school sector, by province, region and district, in 2010 (concluded)

Region	District	Learners							Educators		Schools		
		Pre-Gr. R	Gr. R	Primary (Gr. 1-7)	Secondary (Gr. 8-12)	Other[1)]	Female Total	Total	Female	Total	Public	Independent	Total
KwaZulu-Natal													
Ethekwini	Ilembe	475	11 250	97 323	62 900	0	84 903	171 948	3 735	5 416	429	3	432
	Pinetown	1 362	20 238	191 339	133 034	699	170 331	346 672	8 505	11 714	500	43	543
	Umlazi	1 679	15 395	176 171	140 873	825	168 250	334 943	8 917	12 175	461	53	514
Ukhahlamba	Amajuba	716	8 105	74 135	50 880	203	65 428	134 039	3 008	4 243	242	7	249
	Othukela	836	13 267	116 574	74 178	23	100 802	204 878	4 377	6 498	442	12	454
	Umzinyathi	429	11 632	107 562	61 244	13	89 876	180 880	3 743	5 587	479	6	485
Umgungundlovu	Port Shepstone	684	14 447	120 413	82 125	573	108 456	218 242	5 084	7 202	491	16	507
	Sisonke	383	11 009	91 478	52 833	287	77 011	155 990	3 601	5 052	445	6	451
	Umgungundlovu	1 041	13 735	129 821	93 513	374	116 540	238 484	5 885	8 454	503	45	548
Zululand	Empangeni	1 117	20 173	165 119	110 330	12	147 178	296 751	6 514	9 378	658	15	673
	Obonjeni (Umkhanyakude)	1 054	16 962	134 749	82 488	17	116 028	235 270	4 756	7 199	538	6	544
	Vryheid	832	19 328	159 912	108 804	15	142 942	288 891	5 997	9 008	739	8	747
Total		10 608	175 541	1 564 596	1 053 202	3 041	1 387 745	2 806 988	64 122	91 926	5 927	220	6 147
Limpopo													
n.a.	Capricorn	398	25 706	198 810	162 494	48	190 416	387 456	8 114	13 049	920	26	946
n.a.	Greater Sekhukhune	902	25 673	192 179	144 115	88	179 024	362 957	7 433	12 402	907	25	932
n.a.	Mopani	603	22 937	183 742	148 864	0	176 725	356 146	7 107	12 131	701	25	726
n.a.	Vhembe	815	28 432	222 156	178 551	0	211 667	429 954	7 662	14 693	967	53	1 020
n.a.	Waterberg	137	10 684	93 606	65 461	0	83 517	169 888	3 759	5 919	470	12	482
Total		2 855	113 432	890 493	699 485	136	841 349	1 706 401	34 075	58 194	3 965	141	4 106
Mpumalanga													
Bohlabela	n.a.	58	11 865	100 473	76 182	0	93 337	188 578	3 769	6 240	337	10	347
Ehlanzeni	n.a.	1 168	14 837	173 002	115 955	482	151 598	305 444	6 547	10 040	420	55	475
Gert Sibande	n.a.	1 203	10 955	149 292	93 099	302	126 173	254 851	5 854	8 578	547	18	565
Nkangala	n.a.	656	14 101	165 983	106 524	295	142 133	287 559	6 659	9 717	534	18	552
Total		3 085	51 758	588 750	391 760	1 079	513 241	1 036 432	22 829	34 575	1 838	101	1 939
Northern Cape													
n.a.	Frances Baard	270	3 458	50 524	31 167	44	42 495	85 463	1 955	2 829	120	6	126
n.a.	John Taolo Gaetsewe	93	2 003	41 371	21 158	6	31 815	64 631	1 503	2 116	202	4	206
n.a.	Namakwa	76	1 605	14 137	7 479	0	11 459	23 297	571	851	80	6	86
n.a.	Pixley Ka Seme	298	2 610	27 687	13 109	0	21 698	43 704	923	1 433	96	2	98
n.a.	Siyanda	183	2 711	32 275	17 128	0	25 999	52 297	1 048	1 617	99	2	101
Total		920	12 387	165 994	90 041	50	133 466	269 392	6 000	8 846	597	20	617
North West													
Bojanala	Letlhabile	290	2 789	23 278	16 323	38	20 934	42 718	1 014	1 464	86	0	86
	Madibeng	192	2 163	23 547	13 866	0	19 691	39 768	1 079	1 476	77	6	83
	Moretele	0	3 181	24 438	16 702	43	21 597	44 364	1 097	1 576	130	0	130
	Moses Kotane East	0	2 053	14 683	10 569	0	13 586	27 305	710	970	71	1	72
	Moses Kotane West	0	1 080	7 512	5 111	0	6 751	13 703	416	589	78	0	78
	Rustenburg	295	4 726	52 248	33 546	17	44 869	90 832	2 399	3 203	133	18	151
Dr Kenneth Kaunda	Maquassi Hills	119	1 889	20 081	9 424	18	15 598	31 531	654	1 002	62	2	64
	Matlosana	240	3 741	48 015	28 565	139	40 179	80 700	1 973	2 802	100	8	108
	Potchefstroom	41	1 353	25 775	14 841	85	21 131	42 095	1 090	1 530	85	6	91
Dr Ruth Segomotsi Mompati	Greater Delareyville	0	1 996	26 070	13 188	0	20 183	41 254	853	1 312	98	0	98
	Greater Taung	0	2 706	28 716	15 589	6	23 223	47 017	1 053	1 562	122	1	123
	Kagisano Molopo	2	1 664	19 646	8 864	5	15 042	30 181	642	954	88	1	89
	Taledi	11	2 791	29 600	14 922	50	23 406	47 374	1 078	1 542	92	2	94
Ngaka Modiri Molema	Kgetleng River	49	1 569	14 640	6 885	26	11 327	23 169	582	810	57	1	58
	Lichtenburg	105	1 412	23 068	12 693	53	18 648	37 331	885	1 254	92	1	93
	Mafikeng	101	2 560	27 073	16 588	0	23 118	46 322	1 091	1 508	87	7	94
	Rekopantswe	31	2 151	22 472	12 755	4	18 462	37 413	844	1 203	94	1	95
	Zeerust	76	2 186	20 671	13 068	36	17 745	36 037	891	1 249	94	0	94
Total		1 552	42 010	451 533	263 499	520	375 490	759 114	18 351	26 006	1 646	55	1 701
Western Cape													
n.a.	Cape Winelands	662	7 755	86 485	50 168	147	72 416	145 217	3 418	5 174	275	16	291
n.a.	Eden And Central Karoo	479	4 110	74 285	38 386	143	59 118	117 403	2 646	4 025	228	17	245
n.a.	Metro Central	720	7 244	83 103	54 308	180	74 389	145 555	4 055	5 905	211	48	259
n.a.	Metro East	112	4 383	89 981	55 403	103	76 311	149 982	3 403	4 868	136	22	158
n.a.	Metro North	987	8 402	108 491	63 091	157	92 149	181 128	4 632	6 379	202	30	232
n.a.	Metro South	364	6 951	100 592	53 894	50	83 104	161 851	3 871	5 472	189	15	204
n.a.	Overberg	179	1 847	26 061	12 346	64	20 261	40 497	1 028	1 456	82	14	96
n.a.	West Coast	60	2 911	39 086	16 793	133	30 016	58 983	1 395	2 075	132	8	140
Total		3 563	43 603	608 084	344 389	977	507 764	1 000 616	24 448	35 354	1 455	170	1 625
South Africa		49 619	707 203	7 024 368	4 471 468	7 441	6 095 882	12 260 099	285 525	418 109	24 453	1 397	25 850

Source: 2010 SNAP Survey.
Note 1: Data are for ordinary schools only and exclude learners, educators and institutions associated with stand-alone ECD sites and special schools.
Note 2: Owing to a shortage of space in the table, the figures for male learners and male educators are intentionally omitted.
Note 3: n.a. = not applicable.
1) Learners not grouped in any of the grades provided – for example, SNE learners in separate classes (not those in mainstream classes) and post-matric learners.

3.4 District municipality and metropolitan municipality data on learners, educators and schools

Table 10: Number of learners, educators and schools in the ordinary school sector, by province, district municipality and metropolitan municipality, in 2010

District and Metropolitan Municipality	Learners							Educators		Schools		
	Pre-Gr. R	Gr. R	Primary (Gr. 1-7)	Secondary (Gr. 8-12)	Other[1]	Female Total	Total	Female	Total	Public	Independent	Total
Eastern Cape												
Alfred Nzo	1 436	12 484	96 028	44 974	0	77 298	154 922	3 699	5 090	473	8	481
Amatole	3 586	41 300	285 459	164 392	243	246 084	494 980	12 866	18 193	1 711	42	1 753
Cacadu	403	6 239	55 243	27 209	199	44 665	89 293	2 203	3 254	251	14	265
Chris Hani	2 456	22 618	158 733	83 260	33	131 518	267 100	6 716	9 690	917	17	934
DMA[2]	165	220	1 255	1 223	14	1 493	2 877	211	276	0	15	15
Nelson Mandela Bay Metro	1 910	14 152	122 337	79 166	531	109 132	218 096	5 345	7 507	314	11	325
Oliver Tambo	3 811	59 521	446 891	201 286	2	357 709	711 511	15 596	21 194	1 562	43	1 605
Ukhahlamba	974	8 269	66 959	37 281	124	56 753	113 607	2 632	3 814	360	4	364
Total	14 741	164 803	1 232 905	638 791	1 146	1 024 652	2 052 386	49 268	69 018	5 588	154	5 742
Free State												
Fezile Dabi	108	4 101	64 521	42 305	0	54 855	111 035	2 684	4 065	259	11	270
Lejweleputswa	155	4 367	83 105	54 140	42	70 547	141 809	3 559	5 223	287	10	297
Motheo	480	7 718	105 977	72 132	0	92 023	186 307	4 467	6 720	306	21	327
Thabo Mofutsanyane	207	9 317	103 405	71 899	0	90 475	184 828	4 464	6 691	488	20	508
Xhariep	6	1 706	18 711	10 302	0	15 031	30 725	796	1 151	82	4	86
Total	956	27 209	375 719	250 778	42	322 931	654 704	15 970	23 850	1 422	66	1 488
Gauteng												
City of Johannesburg Metro	4 471	25 122	400 878	248 088	423	340 448	678 982	18 024	25 433	675	233	908
City of Tshwane Metro	2 348	18 529	240 428	167 139	0	213 913	428 444	11 083	15 364	456	85	541
Ekhuruleni Metro	2 702	18 456	304 912	195 233	3	261 663	521 306	13 033	17 731	474	97	571
Metsweding	510	2 015	26 544	13 667	4	21 415	42 740	1 210	1 658	50	18	68
Sedibeng	625	7 060	90 801	64 609	0	81 326	163 095	3 761	5 432	204	27	231
West Rand	683	5 278	82 731	50 787	20	70 479	139 499	3 351	4 722	156	10	166
Total	11 339	76 460	1 146 294	739 523	450	989 244	1 974 066	50 462	70 340	2 015	470	2 485
KwaZulu-Natal												
Amajuba	716	8 105	74 135	50 880	203	65 428	134 039	3 008	4 243	242	7	249
eThekwini Metro	3 041	35 633	367 510	273 907	1 524	338 581	681 615	17 422	23 889	961	96	1 057
iLembe	475	11 250	97 323	62 900	0	84 903	171 948	3 735	5 416	429	3	432
Sisonke	383	11 009	91 478	52 833	287	77 011	155 990	3 601	5 052	445	6	451
Ugu	684	14 447	120 413	82 125	573	108 456	218 242	5 084	7 202	491	16	507
uMgungundlovu	1 041	13 735	129 821	93 513	374	116 540	238 484	5 885	8 454	503	45	548
uMkhanyakude	1 054	16 962	134 749	82 488	17	116 028	235 270	4 756	7 199	538	6	544
Umzinyathi	429	11 632	107 562	61 244	13	89 876	180 880	3 743	5 587	479	6	485
uThukela	836	13 267	116 574	74 178	23	100 802	204 878	4 377	6 498	442	12	454
uThungulu	1 117	20 173	165 119	110 330	12	147 178	296 751	6 514	9 378	658	15	673
Zululand	832	19 328	159 912	108 804	15	142 942	288 891	5 997	9 008	739	8	747
Total	10 608	175 541	1 564 596	1 053 202	3 041	1 387 745	2 806 988	64 122	91 926	5 927	220	6 147
Limpopo												
Capricorn	398	25 706	198 810	162 494	48	190 416	387 456	8 114	13 049	920	26	946
Greater Sekhukhune	902	25 673	192 179	144 115	88	179 024	362 957	7 433	12 402	907	25	932
Mopani	603	22 937	183 742	148 864	0	176 725	356 146	7 107	12 131	701	25	726
Vhembe	815	28 432	222 156	178 551	0	211 667	429 954	7 662	14 693	967	53	1 020
Waterberg	137	10 684	93 606	65 461	0	83 517	169 888	3 759	5 919	470	12	482
Total	2 855	113 432	890 493	699 485	136	841 349	1 706 401	34 075	58 194	3 965	141	4 106
Mpumalanga												
Ehlanzeni	1 226	26 702	273 475	192 137	482	244 935	494 022	10 316	16 280	757	65	822
Gert Sibande	1 203	10 955	149 292	93 099	302	126 173	254 851	5 854	8 578	547	18	565
Nkangala	656	14 101	165 983	106 524	295	142 133	287 559	6 659	9 717	534	18	552
Total	3 085	51 758	588 750	391 760	1 079	513 241	1 036 432	22 829	34 575	1 838	101	1 939
Nothern Cape												
Frances Baard	270	3 458	50 524	31 167	44	42 495	85 463	1 955	2 829	120	6	126
John Taolo Gaetsewe	93	2 003	41 371	21 158	6	31 815	64 631	1 503	2 116	202	4	206
Namakwa	76	1 605	14 137	7 479	0	11 459	23 297	571	851	80	6	86
Pixley Ka Seme	298	2 610	27 687	13 109	0	21 698	43 704	923	1 433	96	2	98
Siyanda	183	2 711	32 275	17 128	0	25 999	52 297	1 048	1 617	99	2	101
Total	920	12 387	165 994	90 041	50	133 466	269 392	6 000	8 846	597	20	617
North West												
Bojanala	826	17 450	159 044	102 537	104	137 850	279 961	7 243	10 008	621	26	647
Bophirima	13	7 161	77 962	39 375	61	61 671	124 572	2 773	4 058	302	4	306
Central	320	11 067	129 114	72 897	113	105 656	213 511	4 903	7 042	498	11	509
Southern	393	6 332	85 413	48 690	242	70 313	141 070	3 432	4 898	225	14	239
Total	1 552	42 010	451 533	263 499	520	375 490	759 114	18 351	26 006	1 646	55	1 701

Source: 2010 SNAP Survey.
Note 1: Data are for ordinary schools only and exclude learners, educators and institutions associated with stand-alone ECD sites and special schools.
Note 2: Owing to a shortage of space in the table, the figures for male learners and male educators are intentionally omitted.
1) Learners not grouped in any of the grades provided – for example, SNE learners in separate classes (not those in mainstream classes) and post-matric learners.
2) DMA = District management area, which may include a nature reserve, a game reserve or a wildlife sanctuary.

Table 10: Number of learners, educators and schools in the ordinary school sector, by province, district municipality and metropolitan municipality, in 2010 (concluded)

District and Metropolitan Municipality	Learners							Educators		Schools		
	Pre-Gr. R	Gr. R	Primary (Gr. 1-7)	Secondary (Gr. 8-12)	Other[1)]	Female Total	Total	Female	Total	Public	Independent	Total
Western Cape												
Cape Winelands	662	7 755	86 485	49 635	147	72 158	144 684	3 389	5 118	275	15	290
Central Karoo	0	421	9 436	4 470	31	7 168	14 358	277	449	28	0	28
City of Cape Town Metro	2 183	26 980	382 167	227 229	490	326 211	639 049	15 990	22 680	738	116	854
Eden	479	3 689	64 849	33 916	112	51 950	103 045	2 369	3 576	200	17	217
Overberg	179	1 847	26 061	12 346	64	20 261	40 497	1 028	1 456	82	14	96
West Coast	60	2 911	39 086	16 793	133	30 016	58 983	1 395	2 075	132	8	140
Total	3 563	43 603	608 084	344 389	977	507 764	1 000 616	24 448	35 354	1 455	170	1 625
South Africa	49 619	707 203	7 024 368	4 471 468	7 441	6 095 882	12 260 099	285 525	418 109	24 453	1 397	25 850

Source: 2010 SNAP Survey.
Note 1: Data are for ordinary schools only and exclude learners, educators and institutions associated with stand-alone ECD sites and special schools.
Note 2: Owing to a shortage of space in the table, the figures for male learners and male educators are intentionally omitted.
1) Learners not grouped in any of the grades provided – for example, SNE learners in separate classes (not those in mainstream classes) and post-matric learners.

3.5 Staff Complement

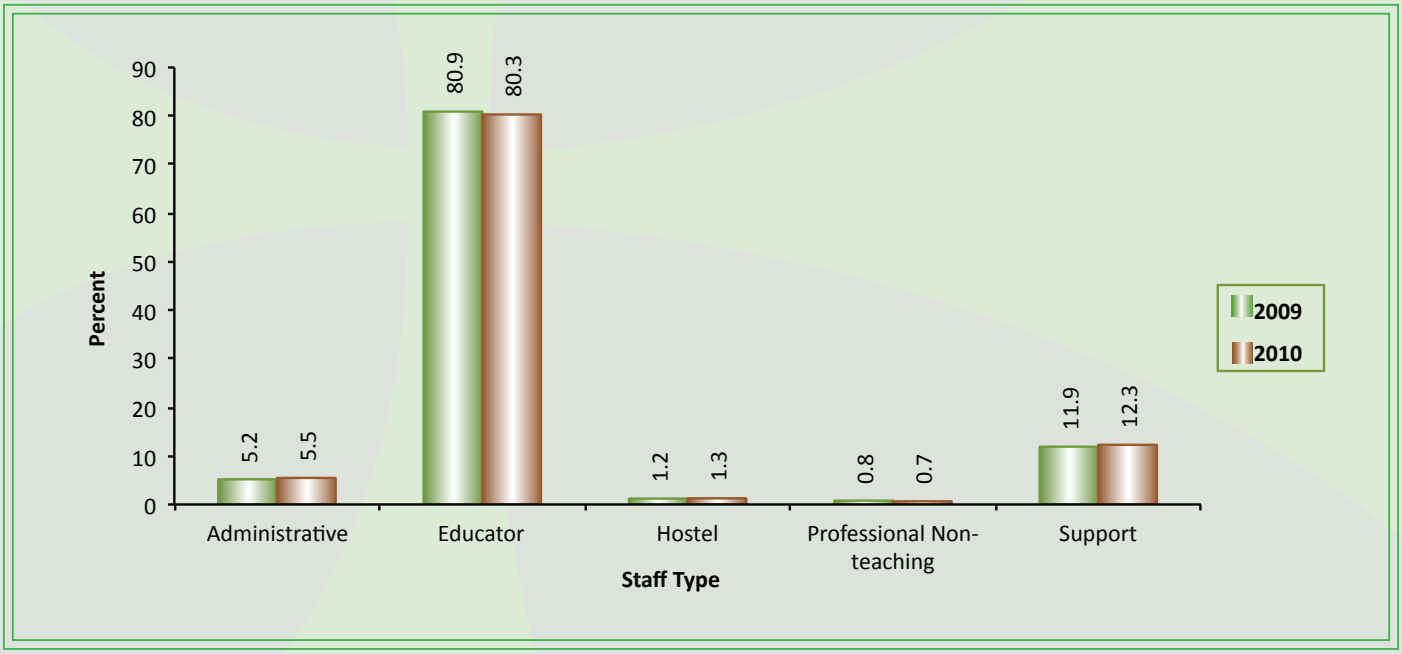
Table 11: Number of staff in ordinary schools, by province and staff type, in 2009 and 2010

Province	Year	Staff Type					
		Administrative	Educator	Hostel	Professional Non-teaching	Support	Total
Eastern Cape	2009	2 340	69 620	1 189	479	7 820	81 448
	2010	3 135	69 018	1 402	436	7 266	81 257
Free State	2009	1 715	23 741	587	196	2 281	28 520
	2010	1 793	23 850	619	197	2 609	29 068
Gauteng	2009	7 463	66 351	363	1 676	13 959	89 812
	2010	7 896	70 340	435	1 620	14 939	95 230
KwaZulu-Natal	2009	4 990	89 377	907	445	10 737	106 456
	2010	5 506	91 926	907	494	11 707	110 540
Limpopo	2009	1 419	58 563	580	165	10 248	70 975
	2010	1 480	58 194	606	91	11 615	71 986
Mpumalanga	2009	2 790	35 221	354	216	5 703	44 284
	2010	2 848	34 575	376	144	5 767	43 710
Northern Cape	2009	819	9 115	571	77	1 806	12 388
	2010	683	8 846	518	80	1 556	11 683
North West	2009	1 567	26 697	586	130	2 506	31 486
	2010	1 692	26 006	679	71	2 504	30 952
Western Cape	2009	3 323	34 382	1 043	667	5 709	45 124
	2010	3 431	35 354	1 064	287	6 007	46 143
South Africa	2009	26 426	413 067	6 180	4 051	60 769	510 493
	2010	28 464	418 109	6 606	3 420	63 970	520 569

Source: 2009 and 2010 SNAP Surveys.
Note: These data exclude substitute staff.

Table 11 reflects the staff complement in ordinary schools in 2009 and 2010. Figure 12 shows the percentage distribution of the various staff types in the country for the same period. The figure indicates that the percentage distributions stayed almost the same for 2009 and 2010. It further shows that educators comprised approximately 80% of all staff members, and support staff approximately 12%.

Figure 12: Percentage distribution of staff in ordinary schools, by staff type, in 2009 and 2010



3.6 National Senior Certificate examination

3.6.1 Introduction

The National Senior Certificate (NSC) examination of 2008 was the first that was based on the National Curriculum Statement (NCS), which requires all learners in Grades 10 to 12 to take seven subjects. Two of these subjects must be South African languages, one of which must be the language of teaching and learning. In addition to two languages, all learners must offer Life Orientation and either Mathematics or Mathematical Literacy. In addition to these four compulsory subjects, learners must choose three subjects from a list of approved subjects.

To obtain an NSC a candidate must, depending on the minimum requirements, achieve either 40% or 30% in six subjects. In the seventh subject a candidate is allowed to achieve less than 30%.

3.6.2 Overall results of full-time candidates

Table 12: National Senior Certificate examination results, by province and gender, in 2010

Province	Gender	Candidates Who Wrote		Candidates Who Failed/Did Not Achieve		Candidates Who Passed/Achieved									
						Admission to Higher Education						No Admission to Higher Education		Total	
						Qualified for Bachelor's Programme		**Qualified for Diploma** Programme		**Qualified for Higher Certificate** Programme		with NSC			
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Eastern Cape	Female	35 894	56.0	15 328	42.7	5 681	15.8	8 208	22.9	6 629	18.5	48	0.1	20 566	57.3
	Male	28 196	44.0	11 398	40.4	4 544	16.1	7 073	25.1	5 082	18.0	99	0.4	16 798	59.6
	Total	64 090		26 726	41.7	10 225	16.0	15 281	23.8	11 711	18.3	147	0.2	37 364	58.3
Free State	Female	14 327	51.9	4 405	30.7	3 203	22.4	3 956	27.6	2 744	19.2	19	0.1	9 922	69.3
	Male	13 259	48.1	3 682	27.8	2 687	20.3	4 224	31.9	2 623	19.8	43	0.3	9 577	72.2
	Total	27 586		8 087	29.3	5 890	21.4	8 180	29.7	5 367	19.5	62	0.2	19 499	70.7
Gauteng	Female	50 710	55.0	10 717	21.1	18 284	36.1	15 170	29.9	6 537	12.9	2	0.0	39 993	78.9
	Male	41 531	45.0	8 987	21.6	13 017	31.3	13 768	33.2	5 753	13.9	6	0.0	32 544	78.4
	Total	92 241		19 704	21.4	31 301	33.9	28 938	31.4	12 290	13.3	8	0.0	72 537	78.6
KwaZulu-Natal	Female	65 981	53.9	19 584	29.7	17 380	26.3	18 131	27.5	10 767	16.3	119	0.2	46 397	70.3
	Male	56 463	46.1	16 304	28.9	14 086	24.9	16 577	29.4	9 370	16.6	126	0.2	40 159	71.1
	Total	122 444		35 888	29.3	31 466	25.7	34 708	28.3	20 137	16.4	245	0.2	86 556	70.7
Limpopo	Female	51 583	54.5	23 603	45.8	7 356	14.3	10 629	20.6	9 943	19.3	52	0.1	27 980	54.2
	Male	43 049	45.5	16 220	37.7	7 401	17.2	10 842	25.2	8 535	19.8	51	0.1	26 829	62.3
	Total	94 632		39 823	42.1	14 757	15.6	21 471	22.7	18 478	19.5	103	0.1	54 809	57.9
Mpumalanga	Female	27 613	53.4	12 506	45.3	4 233	15.3	5 992	21.7	4 834	17.5	48	0.2	15 107	54.7
	Male	24 082	46.6	9 807	40.7	3 914	16.3	5 963	24.8	4 342	18.0	56	0.2	14 275	59.3
	Total	51 695		22 313	43.2	8 147	15.8	11 955	23.1	9 176	17.8	104	0.2	29 382	56.8
Northern Cape	Female	5 594	54.9	1 578	28.2	1 192	21.3	1 595	28.5	1 229	22.0	0	0.0	4 016	71.8
	Male	4 588	45.1	1 238	27.0	960	20.9	1 406	30.6	981	21.4	3	0.1	3 350	73.0
	Total	10 182		2 816	27.7	2 152	21.1	3 001	29.5	2 210	21.7	3	0.0	7 366	72.3
North West	Female	15 502	53.6	4 050	26.1	4 349	28.1	4 423	28.5	2 680	17.3	0	0.0	11 452	73.9
	Male	13 407	46.4	2 983	22.2	3 672	27.4	4 514	33.7	2 237	16.7	1	0.0	10 424	77.8
	Total	28 909		7 033	24.3	8 021	27.7	8 937	30.9	4 917	17.0	1	0.0	21 876	75.7
Western Cape	Female	25 981	56.8	6 347	24.4	8 284	31.9	7 325	28.2	4 021	15.5	4	0.0	19 634	75.6
	Male	19 783	43.2	4 293	21.7	6 128	31.0	6 428	32.5	2 934	14.8	0	0.0	15 490	78.3
	Total	45 764		10 640	23.2	14 412	31.5	13 753	30.1	6 955	15.2	4	0.0	35 124	76.8
South Africa	Female	293 185	54.5	98 118	33.5	69 962	23.9	75 429	25.7	49 384	16.8	292	0.1	195 067	66.5
	Male	244 358	45.5	74 912	30.7	56 409	23.1	70 795	29.0	41 857	17.1	385	0.2	169 446	69.3
	Total	537 543		173 030	32.2	126 371	23.5	146 224	27.2	91 241	17.0	677	0.1	364 513	67.8

Source: *Report on the National Senior Certificate Examination Results 2010*, DBE (January 2011).

In 2010, as indicated in Table 12, the overall national pass rate in the NSC examination was 67.8%. In all the provinces more females than males wrote the NSC examination. However, in relative terms, as indicated in Table 12 and Figure 13, the national pass rate of male candidates (69.3%) was higher than the national pass rate of female candidates (66.5%). A similar trend was seen in eight of the nine provinces, the exceptions being Gauteng. In all the provinces, more female than male candidates passed. Furthermore, Table 12 shows that the overall pass rate, by province, varied from 78.6% in Gauteng to 56.8% in Mpumalanga.

Figure 13: Percentage distribution of the National Senior Certificate examination results, by gender, in 2010

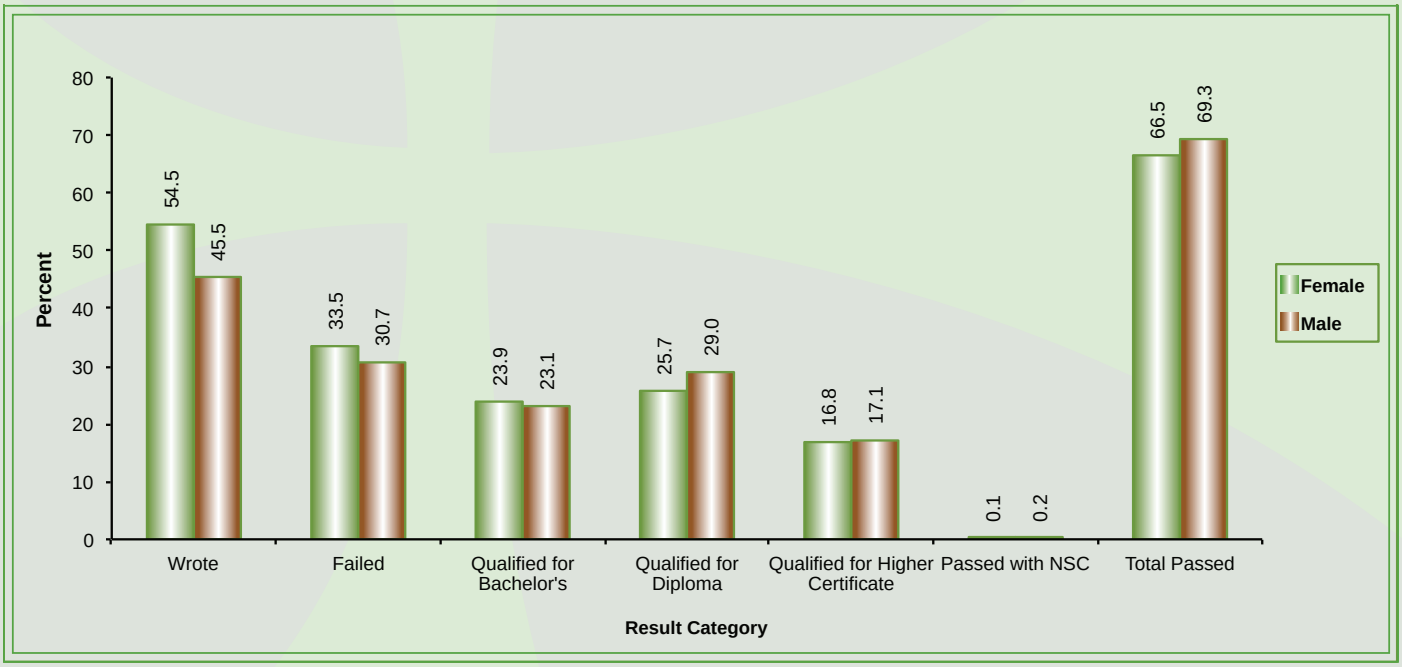


Table 13: Comparing pass rates of the National Senior Certificate examination, by province, in 2009 and 2010

Province	Pass Rates (%)	
	2009	2010
Eastern Cape	51.0	58.3
Free State	69.4	70.7
Gauteng	71.8	78.6
KwaZulu-Natal	61.1	70.7
Limpopo	48.9	57.9
Mpumalanga	47.9	56.8
Northern Cape	61.3	72.3
North West	67.5	75.7
Western Cape	75.7	76.8
South Africa	60.6	67.8

Source: *Report on the National Senior Certificate Examination Results 2010*, DBE (January 2011).

Table 13 shows that the national pass rate of the NSC examination increased from 60.6% in 2009 to 67.8% in 2010. A similar increasing trend was seen in all provinces, albeit to different degrees.

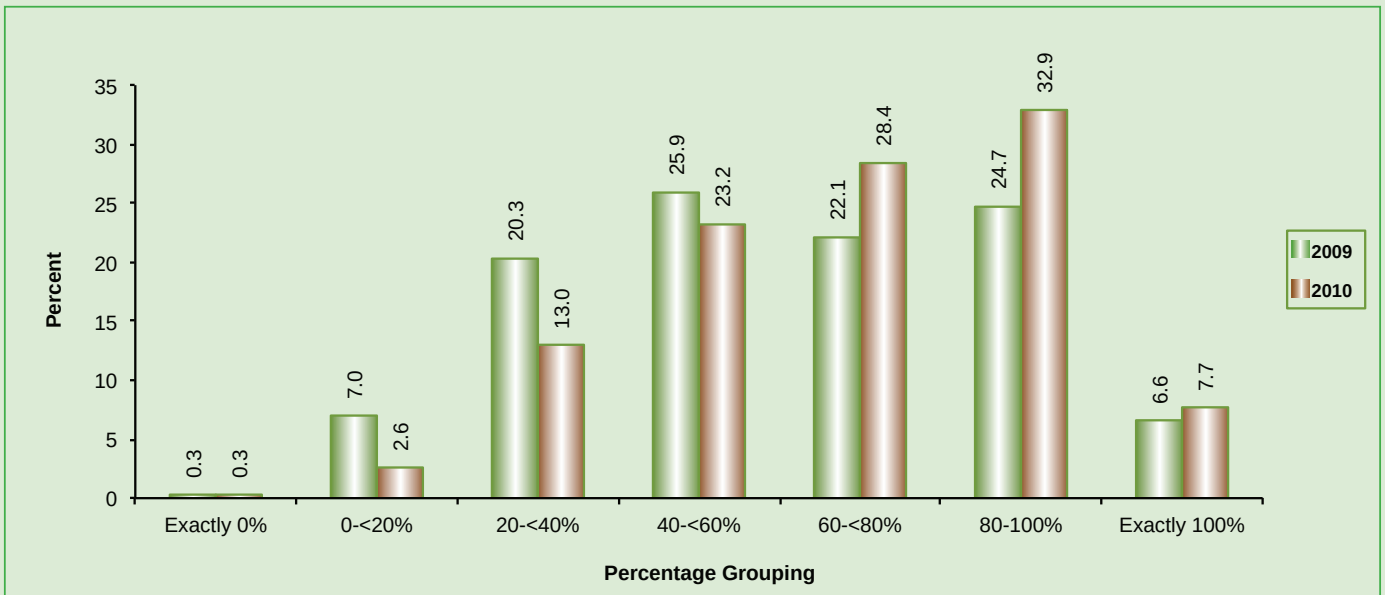
3.6.3 Frequency interval results of full-time candidates

Table 14: National Senior Certificate examination percentage pass rates of schools within different percentage groupings, by province, in 2009 and 2010

Province			Frequency Distribution of Pass Rates													
Name	Total Number of Schools		Exactly 0%		0-<20%		20-<40%		40-<60%		60-<80%		80-100%		Exactly 100 %	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
Eastern Cape	907	907	0.3	0.6	10.6	5.8	32.2	22.8	25.4	26.1	16.6	25.1	15.2	20.1	4.9	4.9
Free State	317	316	0.0	0.3	1.3	0.3	6.3	4.7	20.5	21.8	35.6	36.4	36.3	36.7	12.0	12.7
Gauteng	745	742	0.1	0.1	1.1	0.7	7.4	3.1	22.8	15.4	24.3	25.7	44.4	55.1	12.2	12.7
KwaZulu-Natal	1 665	1 691	0.2	0.2	5.9	2.1	19.2	10.2	27.9	21.0	23.5	30.3	23.6	36.5	4.9	7.0
Limpopo	1 337	1 416	0.7	0.4	12.5	4.0	28.6	20.0	29.4	29.2	17.9	28.3	11.6	18.5	1.5	2.6
Mpumalanga	520	518	0.0	0.0	12.7	3.5	28.1	21.4	28.5	31.3	17.3	25.9	13.5	18.0	1.9	2.3
Northern Cape	134	134	0.0	0.0	1.5	0.7	19.4	6.7	21.6	17.9	20.1	26.9	37.3	47.8	15.7	20.1
North West	371	376	0.3	0.0	1.3	0.3	10.8	2.9	25.6	17.8	29.9	32.4	32.3	46.5	7.8	11.2
Western Cape	415	416	0.0	0.2	0.2	0.2	4.6	3.1	16.4	16.6	27.2	26.2	51.6	53.8	20.5	21.6
South Africa	6 411	6 516	0.3	0.3	7.0	2.6	20.3	13.0	25.9	23.2	22.1	28.4	24.7	32.9	6.6	7.7

Source: *Report on the National Senior Certificate Examination Results 2010*, DBE (January 2011).

Figure 14: Percentage distribution of the National Senior Certificate examination percentage pass rates of schools within different percentage groupings in 2009 and 2010



In 2010, as shown in Table 14 and Figure 14, 7.7% (approximately 502) of the 6 516 schools in South Africa that offered the NSC examination obtained 100% passes. This is higher than the 6.6% of 2009. The percentage of schools that scored a pass rate of between 80% and 100% increased from 24.7% in 2009 to 32.9% in 2010. As for schools that performed poorly, 2.6% of them obtained a pass rate of between 0% and < 20% in 2010, which is lower than the 7.0% of 2009. Nationally, 0.3% of schools (approximately 20) scored a 0% pass rate in 2010, which is the same as in 2009.

3.6.4 Selected subject results of full-time candidates

Table 15: National Senior Certificate examination results for selected subjects, by gender, in 2009 and 2010

Subject	Year	Candidates who Wrote			Number and Percentages of Candidates Who Achieved											
					40% and Above						30% and above (including 40% and above)					
		Female	Male	Total	Female	Female (%)	Male	Male (%)	Total	Total (%)	Female	Female (%)	Male	Male (%)	Total	Total (%)
Accounting	2009	106 200	68 147	174 347	38 010	35.8	24 733	36.3	62 743	36.0	66 329	62.5	40 827	59.9	107 156	61.5
	2010	98 123	62 868	160 991	34 440	35.1	22 312	35.5	56 752	35.3	62 336	63.5	38 757	61.6	101 093	62.8
Business Studies	2009	122 370	84 183	206 553	57 607	47.1	38 880	46.2	96 487	46.7	87 990	71.9	60 479	71.8	148 469	71.9
	2010	118 627	82 168	200 795	54 879	46.3	37 380	45.5	92 259	45.9	84 137	70.9	58 605	71.3	142 742	71.1
History	2009	45 235	44 819	90 054	21 196	46.9	21 070	47.0	42 266	46.9	32 346	71.5	32 679	72.9	65 025	72.2
	2010	44 013	43 662	87 675	23 150	52.6	22 891	52.4	46 041	52.5	33 181	75.4	33 247	76.1	66 428	75.8
Life Orientation	2009	313 524	261 515	575 039	309 456	98.7	257 183	98.3	566 639	98.5	312 194	99.6	260 501	99.6	572 695	99.6
	2010	301 060	249 753	550 813	297 739	98.9	246 474	98.7	544 213	98.8	299 822	99.6	248 955	99.7	548 777	99.6
Life Sciences	2009	162 915	135 748	298 663	66 051	40.5	53 018	39.1	119 069	39.9	106 892	65.6	88 760	65.4	195 652	65.5
	2010	156 844	128 652	285 496	81 678	52.1	65 840	51.2	147 518	51.7	116 674	74.4	96 221	74.8	212 895	74.6
Mathematics	2009	156 953	133 454	290 407	41 250	26.3	44 106	33.0	85 356	29.4	66 533	42.4	66 972	50.2	133 505	46.0
	2010	142 990	120 044	263 034	39 367	27.5	42 007	35.0	81 374	30.9	62 197	43.5	62 552	52.1	124 749	47.4
Mathematical Literacy	2009	152 268	125 409	277 677	73 653	48.4	68 055	54.3	141 708	51.0	111 228	73.0	96 098	76.6	207 326	74.7
	2010	153 601	127 235	280 836	95 277	62.0	86 517	68.0	181 794	64.7	130 428	84.9	111 148	87.4	241 576	86.0
Physical Sciences	2009	112 910	107 972	220 882	20 869	18.5	24 583	22.8	45 452	20.6	38 760	34.3	42 596	39.5	81 356	36.8
	2010	106 746	98 618	205 364	29 110	27.3	31 807	32.3	60 917	29.7	48 763	45.7	49 497	50.2	98 260	47.8

Source: *Report on the National Senior Certificate Examination Results 2010*, DBE (January 2011).

Figure 15: Percentage distribution of the National Senior Certificate examination achievements at 30% and above for selected subjects in 2009 and 2010

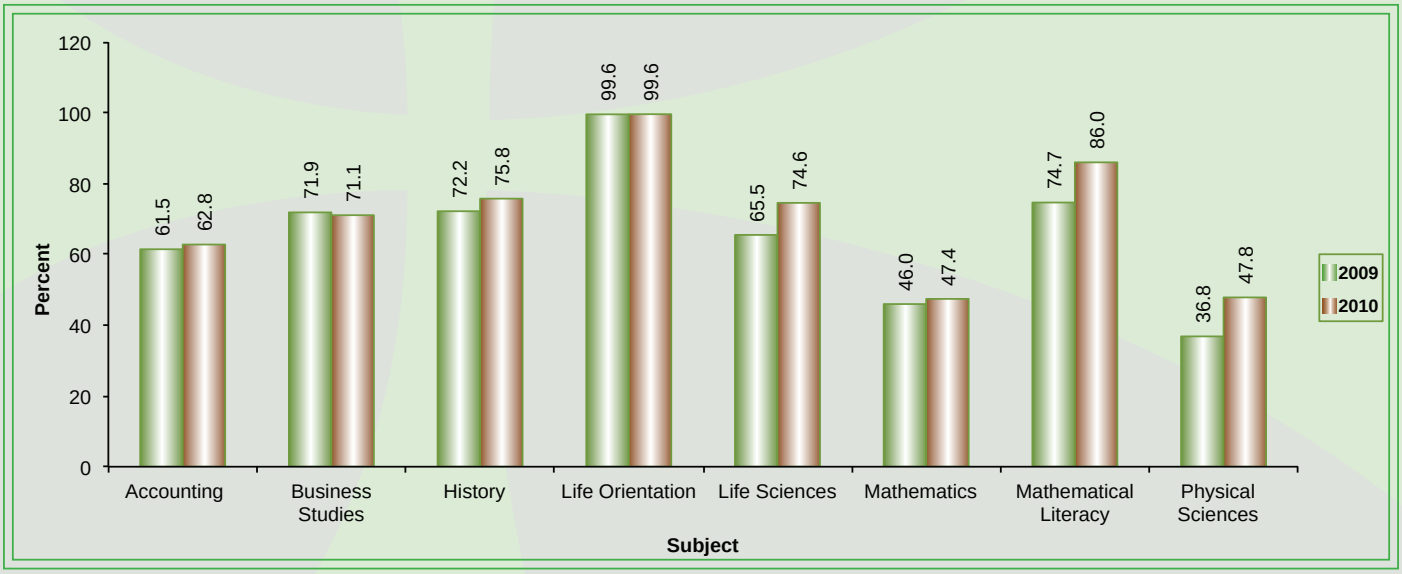


Table 15 and Figure 15 show the achievement rates of candidates in eight selected subjects in the 2009 and 2010 NSC examinations. In both the category 40% and above and the category 30% and above, the highest overall achievement rates were obtained in Life Orientation.

3.7 Annual National Assessments

3.7.1 Introduction

The improvement of the quality and levels of educational outcomes in the schooling system is a top priority of both Government and the Department of Basic Education (DBE). The extent to which these outcomes are achieved will be monitored through the administration of the Annual National Assessments (ANA).

ANA is expected to have four key effects on schools: to expose educators to better assessment practices; to make it easier for districts to identify the schools that are most in need of assistance; to encourage schools to celebrate outstanding performance; and to empower parents with important information about their children's performance.

The ANA of February 2011, which involved standardised literacy and numeracy skills tests written by all learners who had been in Grades 1 to 6 in 2010, was managed by the schools themselves. This series of tests is referred to as the "Universal ANA".

The Human Sciences Research Council (HSRC) was appointed to independently verify the Universal ANA. The HSRC did the "Verification ANA", as it is commonly referred to, by analysing and reporting on the Grade 3 (Literacy and Numeracy) and Grade 6 (Language and Mathematics) tests received from a representative sample of 1 800 schools.

This report deals only with the outcome of the Verification ANA.

3.7.2 Analysis based on Grade 3 test instruments

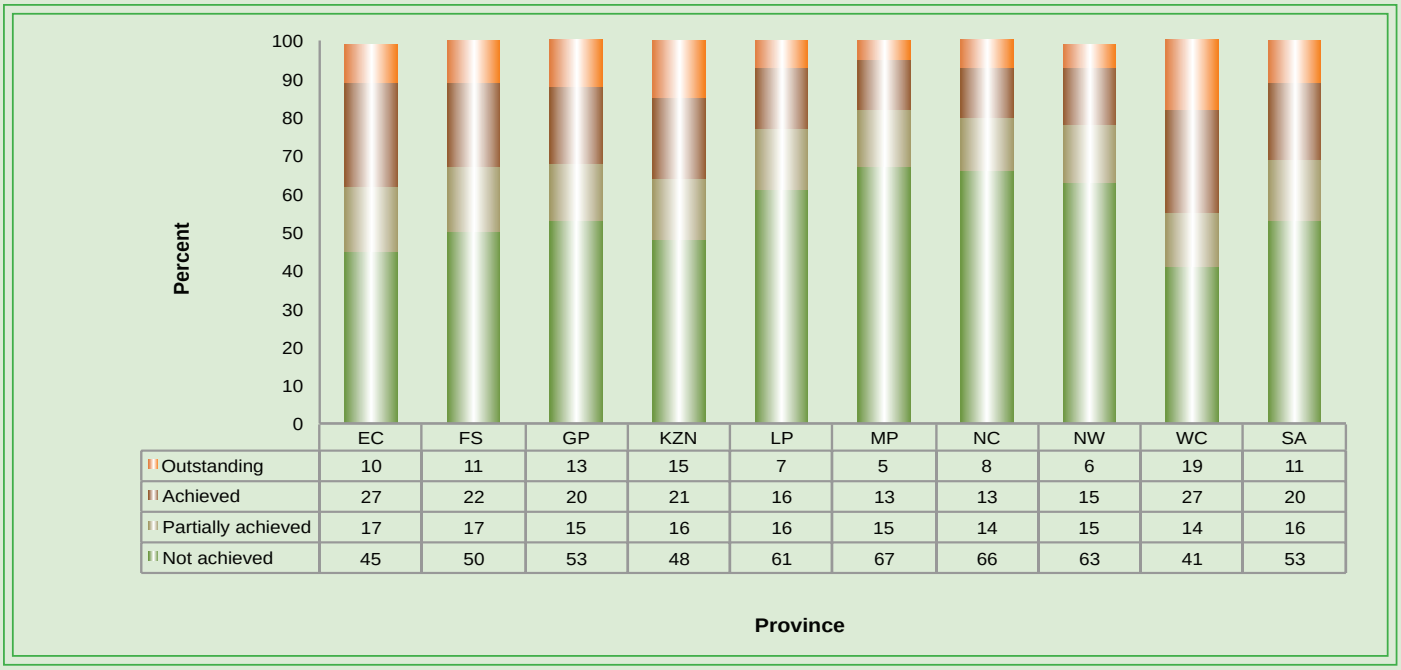
Table 16: Average percentage scores of learners in Grade 3 Literacy and Numeracy, by province, in 2011

Province	Literacy [1)]	Numeracy [1)]
Eastern Cape	39	35
Free State	37	26
Gauteng	35	30
KwaZulu-Natal	39	31
Limpopo	30	20
Mpumalanga	27	19
Northern Cape	28	21
North West	30	21
Western Cape	43	36
South Africa	**35**	**28**

Source: *Report on the Annual National Assessments of 2011*, DBE (June 2011).
1) See footnote on the next page for interpretation of scores.

Table 16 shows that, in 2011, the average score for a typical Grade 3 learner in South Africa was 35% in Literacy and 28% in Numeracy. The Literacy score was at the 'partially achieved (35 – 49%)' level and the Numeracy score at the 'not achieved (0 – 34%)' level[1].

Figure 16: Percentage of learners in various achievement levels for Grade 3 Literacy, by province, in 2011

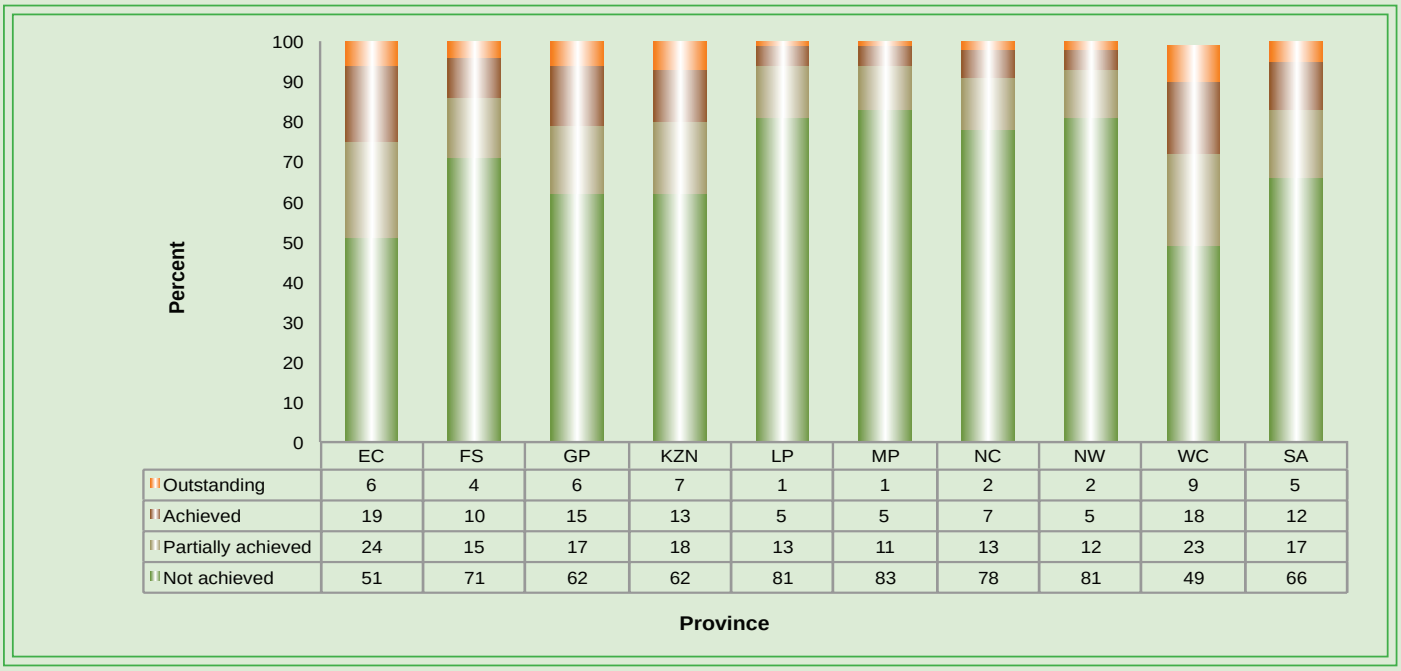


	EC	FS	GP	KZN	LP	MP	NC	NW	WC	SA
Outstanding	10	11	13	15	7	5	8	6	19	11
Achieved	27	22	20	21	16	13	13	15	27	20
Partially achieved	17	17	15	16	16	15	14	15	14	16
Not achieved	45	50	53	48	61	67	66	63	41	53

Source: *Report on the Annual National Assessments of 2011*, DBE (June 2011).
Note: As a result of rounding off, percentages may not necessarily add up to 100% in each column.

A critical statistic is the percentage of learners achieving a score that represents at least partial achievement (35% and above), meaning that they have achieved at least a reasonable part of the knowledge and skills they should have achieved by their grade. In Grade 3 Literacy in 2011, as shown in Figure 16, this statistic was 47% at the national level.

Figure 17: Percentage of learners in various achievement levels for Grade 3 Numeracy, by province, in 2011



	EC	FS	GP	KZN	LP	MP	NC	NW	WC	SA
Outstanding	6	4	6	7	1	1	2	2	9	5
Achieved	19	10	15	13	5	5	7	5	18	12
Partially achieved	24	15	17	18	13	11	13	12	23	17
Not achieved	51	71	62	62	81	83	78	81	49	66

Source: *Report on the Annual National Assessments of 2011*, DBE (June 2011).
Note: As a result of rounding off, percentages may not necessarily add up to 100% in each column.

1 Key to levels of achievement

Level Code	Description of Achievement	Marks in Percentages
4	Outstanding	70 and above
3	Achieved	50 – 69
2	Partially achieved	35 – 49
1	Not achieved	0 – 34

Figure 17 shows that, in Grade 3 Numeracy, in 2011, 34% of learners at the national level attained a level of performance that represented at least partial achievement.

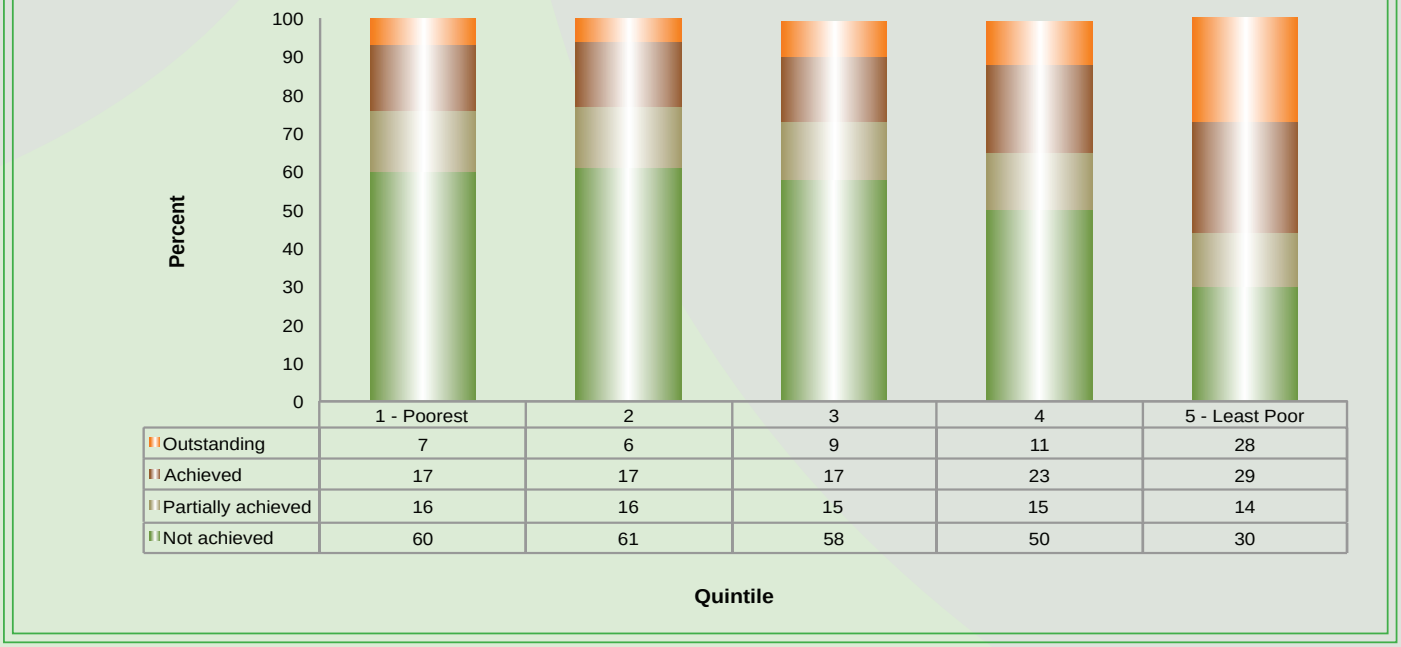
Table 17: Average percentage scores of learners in Grade 3 Literacy and Numeracy, by quintile, in 2011

Quintile	Literacy [1)]	Numeracy [1)]
1 - The Poorest	31	24
2	30	22
3	33	26
4	37	29
5 - The Least Poor	49	42

Source: *The 2011 Grade 3 and 6 Verification Annual National Assessment report*, HSRC (November 2011).
1) See footnote at Table 16.

Table 17 shows that, in 2011, the average Grade 3 learner in the least poor schools (quintile 5) performed at the 'partially achieved (35 - 49%)' level in both Literacy and Numeracy. In the poorest schools (quintile 1), the performance of an average learner was at the 'not achieved (0 - 34%)' level in both Literacy and Numeracy.

Figure 18: Percentage of learners in various achievement levels for Grade 3 Literacy, by quintile, in 2011

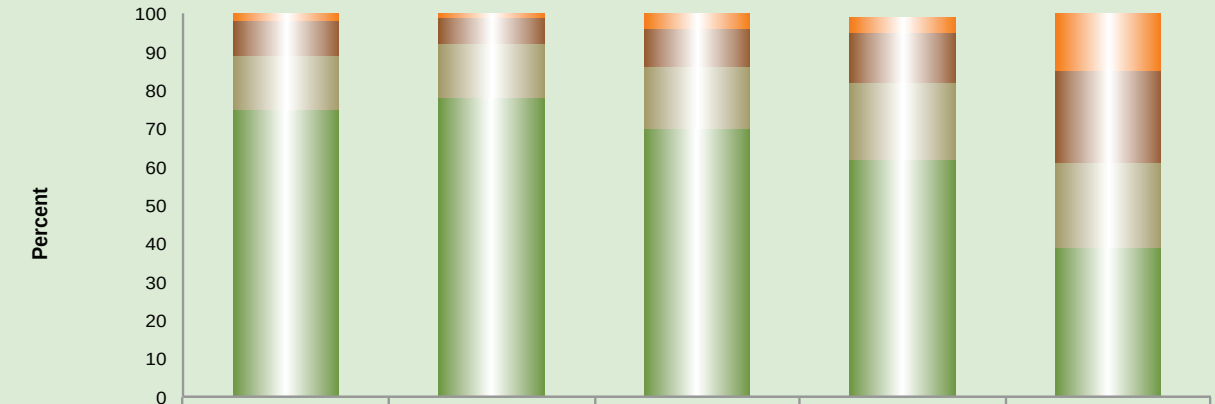


	1 - Poorest	2	3	4	5 - Least Poor
Outstanding	7	6	9	11	28
Achieved	17	17	17	23	29
Partially achieved	16	16	15	15	14
Not achieved	60	61	58	50	30

Source: *The 2011 Grade 3 and 6 Verification Annual National Assessment report*, HSRC (November 2011).
Note: As a result of rounding off, percentages may not necessarily add up to 100% in each column.

Figure 18 shows that, in Grade 3 Literacy, in 2011, 40% of learners in the poorest schools (quintile 1) and 71% of learners in the least poor schools (quintile 5) reached at least a 'partially achieved' level of performance.

Figure 19: Percentage of learners in various achievement levels for Grade 3 Numeracy, by quintile, in 2011



	1 - Poorest	2	3	4	5 - Least Poor
Outstanding	3	1	4	4	15
Achieved	9	7	10	13	24
Partially achieved	14	14	16	20	22
Not achieved	75	78	70	62	39

Source: *The 2011 Grade 3 and 6 Verification Annual National Assessment report*, HSRC (November 2011).
Note: As a result of rounding off, percentages may not necessarily add up to 100% in each column.

Figure 19 shows that, in Grade 3 Numeracy, in 2011, 26% of learners in the poorest schools (quintile 1) and 61% of learners in the least poor schools (quintile 5) attained a level of performance that represented at least partial achievement.

3.7.3 Analysis based on Grade 6 test instruments

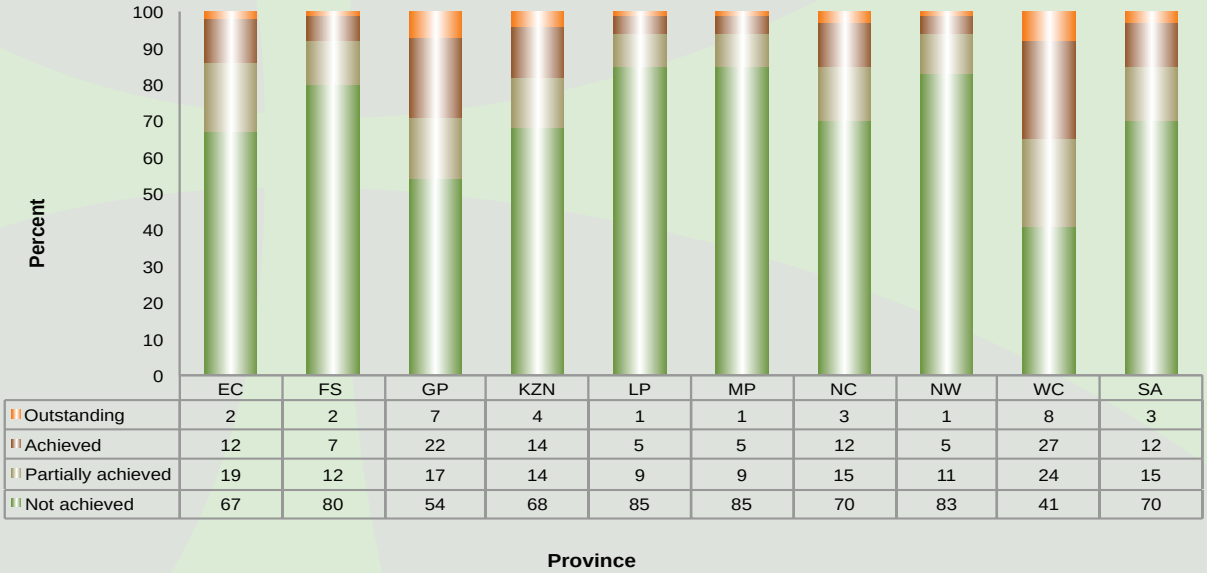
Table 18: Average percentage scores of learners in Grade 6 Language and Mathematics, by province, in 2011

Province	Language [1)]	Mathematics [1)]
Eastern Cape	29	29
Free State	23	28
Gauteng	35	37
KwaZulu-Natal	29	32
Limpopo	21	25
Mpumalanga	20	25
Northern Cape	27	28
North West	22	26
Western Cape	40	41
South Africa	**28**	**30**

Source: *Report on the Annual National Assessments of 2011*, DBE (June 2011).
1) See footnote at Table 16.

Table 18 shows that, in 2011, the average score for a typical Grade 6 learner in South Africa was 28% in Language and 30% in Mathematics. Both of these scores were at the 'not achieved (0 – 34%)' level.

Figure 20: Percentage of learners in various achievement levels for Grade 6 Language, by province, in 2011

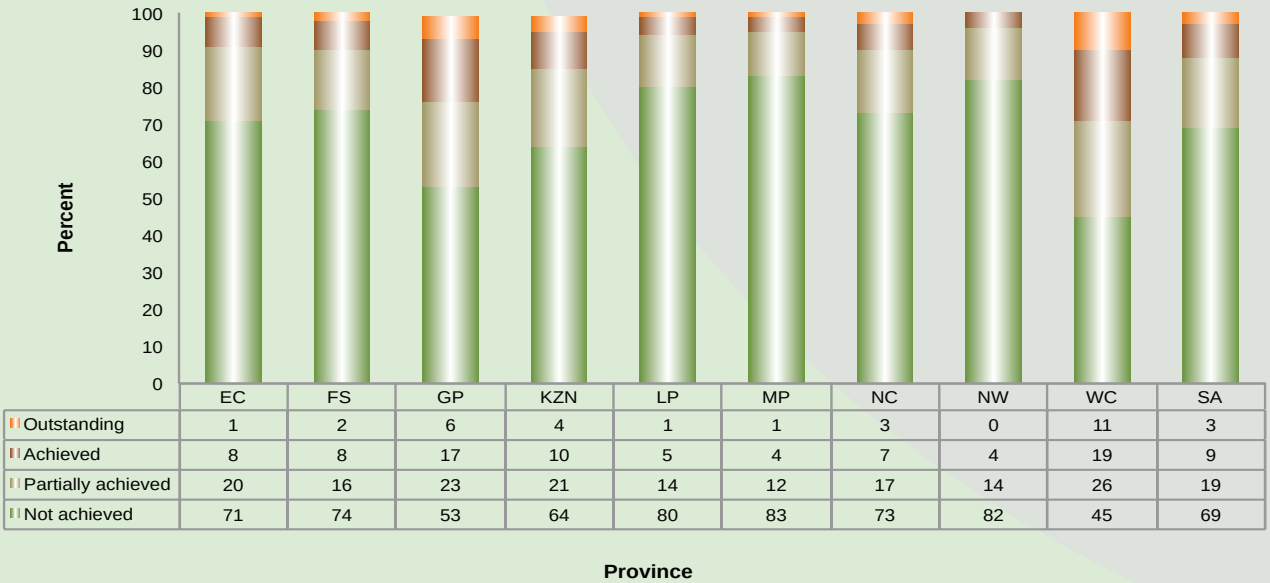


	EC	FS	GP	KZN	LP	MP	NC	NW	WC	SA
Outstanding	2	2	7	4	1	1	3	1	8	3
Achieved	12	7	22	14	5	5	12	5	27	12
Partially achieved	19	12	17	14	9	9	15	11	24	15
Not achieved	67	80	54	68	85	85	70	83	41	70

Source: *Report on the Annual National Assessments of 2011*, DBE (June 2011).
Note: As a result of rounding off, percentages may not necessarily add up to 100% in each column.

Figure 20 shows that, in Grade 6 Language, in 2011, 30% of learners nationally reached at least the 'partially achieved' level.

Figure 21: Percentage of learners in various achievement levels for Grade 6 Mathematics, by province, in 2011



	EC	FS	GP	KZN	LP	MP	NC	NW	WC	SA
Outstanding	1	2	6	4	1	1	3	0	11	3
Achieved	8	8	17	10	5	4	7	4	19	9
Partially achieved	20	16	23	21	14	12	17	14	26	19
Not achieved	71	74	53	64	80	83	73	82	45	69

Source: *Report on the Annual National Assessments of 2011*, DBE (June 2011).
Note: As a result of rounding off, percentages may not necessarily add up to 100% in each column.

Figure 21 shows that, in Grade 6 Mathematics, in 2011, 31% of learners nationally reached at least a 'partially achieved' level of performance.

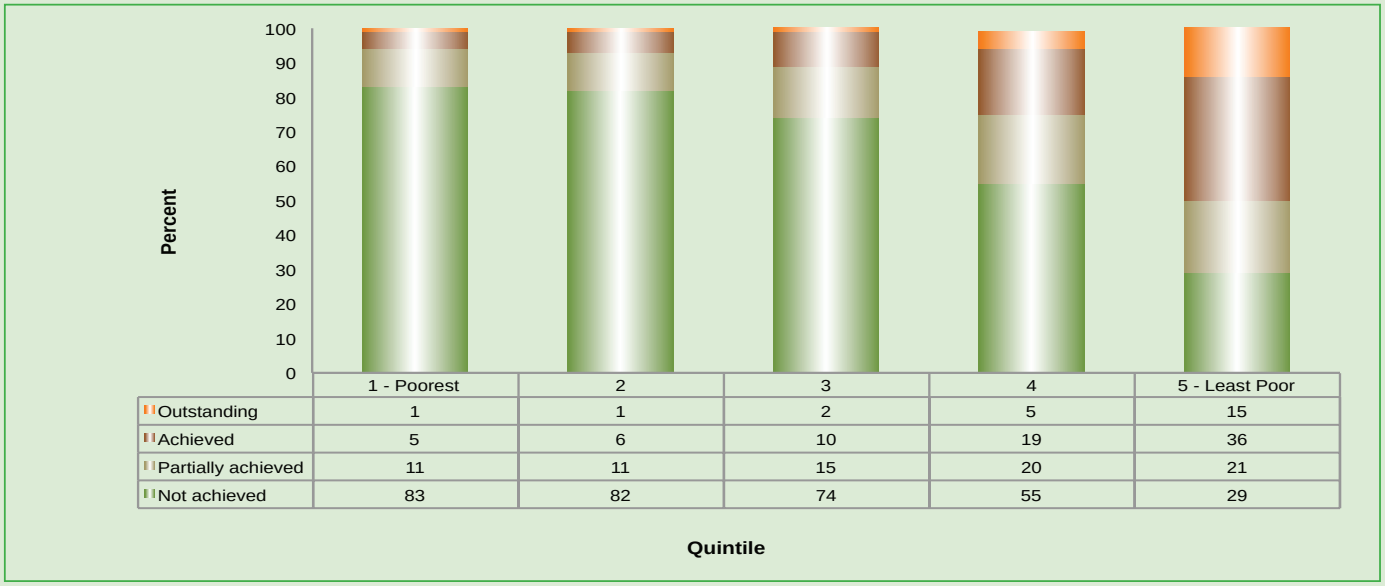
Table 19: Average percentage scores of learners in Grade 6 Language and Mathematics, by quintile, in 2011

Quintile	Language [1)]	Mathematics [1)]
1 - The Poorest	21	26
2	22	26
3	26	29
4	34	34
5 - The Least Poor	47	47

Source: *The 2011 Grade 3 and 6 Verification Annual National Assessment report*, HSRC (November 2011).
1) See footnote at Table 16.

Table 19 shows that, in 2011, the average Grade 6 learner in the least poor schools (quintile 5) performed at the 'partially achieved (35 - 49%)' level in both Language and Mathematics. In the poorest schools (quintile 1), the performance of an average learner was at the 'not achieved (0 - 34%)' level in both Language and Mathematics.

Figure 22: Percentage of learners in various achievement levels for Grade 6 Language, by quintile, in 2011

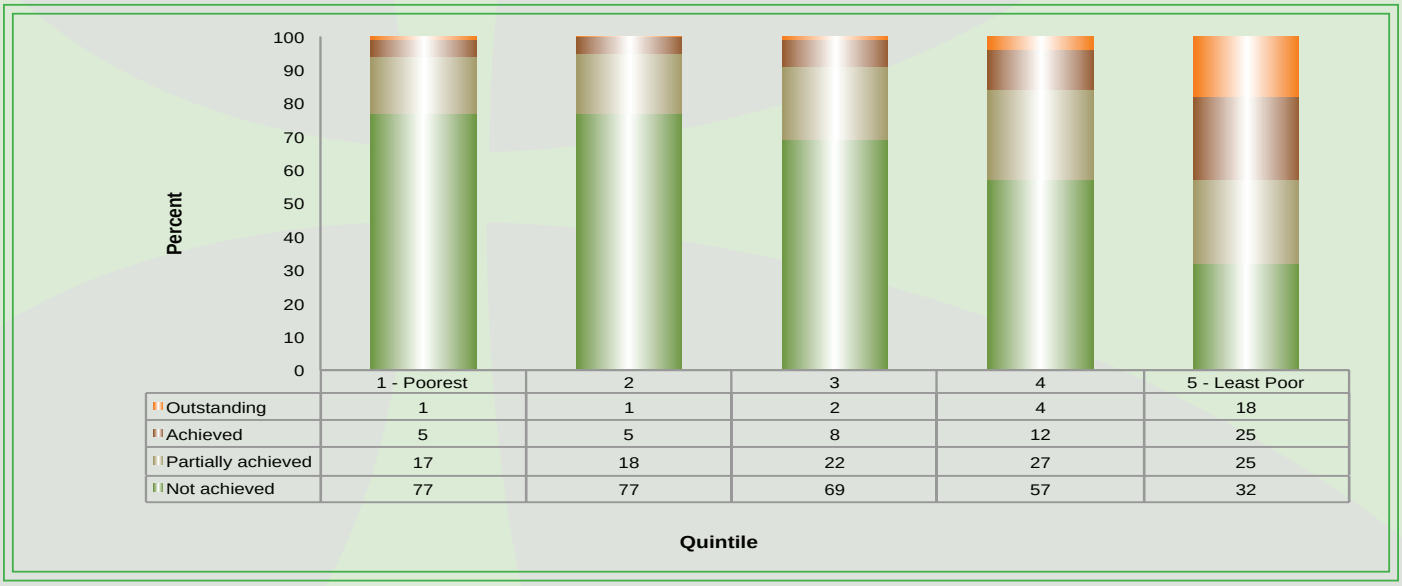


	1 - Poorest	2	3	4	5 - Least Poor
Outstanding	1	1	2	5	15
Achieved	5	6	10	19	36
Partially achieved	11	11	15	20	21
Not achieved	83	82	74	55	29

Source: *The 2011 Grade 3 and 6 Verification Annual National Assessment report,* HSRC (November 2011).
Note: As a result of rounding off, percentages may not necessarily add up to 100% in each column.

Figure 22 shows that, in Grade 6 Language, in 2011, 17% of learners in the poorest schools (quintile 1) and 72% of learners in the least poor schools (quintile 5) reached at least the 'partially achieved'level.

Figure 23: Percentage of learners in various achievement levels for Grade 6 Mathematics, by quintile, in 2011



	1 - Poorest	2	3	4	5 - Least Poor
Outstanding	1	1	2	4	18
Achieved	5	5	8	12	25
Partially achieved	17	18	22	27	25
Not achieved	77	77	69	57	32

Source: *The 2011 Grade 3 and 6 Verification Annual National Assessment report*, HSRC (November 2011).
Note: As a result of rounding off, percentages may not necessarily add up to 100% in each column.

Figure 23 shows that, in Grade 6 Mathematics, in 2011, 23% of learners in the poorest schools (quintile 1) and 68% of learners in the least poor schools (quintile 5) attained a level of performance that represented at least partial achievement.

4. OTHER EDUCATION SECTORS (ECD AND SNE)

Table 20: Number of learners, educators and institutions in other education sectors, by province, national learner-educator ratio (LER), national learner-school ratio (LSR) and national educator-school ratio (ESR), in 2009 and 2010

Province	Learners, Educators and Institutions	Other Education Sectors					
		ECD		SNE		Total	
		2009	2010	2009	2010	2009	2010
Eastern Cape	Learners	22 676	19 298	9 339	9 034	32 015	28 332
	Educators	838	763	816	729	1 654	1 492
	Institutions	426	366	40	40	466	406
Free State	Learners	25 050	28 104	5 199	5 862	30 249	33 966
	Educators	1 063	1 173	529	549	1 592	1 722
	Institutions	427	435	20	20	447	455
Gauteng	Learners	27 895	30 513	36 871	38 074	64 766	68 587
	Educators	1 391	1 303	3 153	3 385	4 544	4 688
	Institutions	352	361	120	126	472	487
KwaZulu-Natal	Learners	35 373	5 579	13 380	14 755	48 753	20 334
	Educators	1 131	230	983	1 053	2 114	1 283
	Institutions	360	90	65	67	425	157
Limpopo	Learners	55 899	136 273	7 013	7 606	62 912	143 879
	Educators	2 410	6 352	588	494	2 998	6 846
	Institutions	894	2 382	29	27	923	2 409
Mpumalanga	Learners	35 535	19 572	4 178	3 813	39 713	23 385
	Educators	1 373	689	317	237	1 690	926
	Institutions	405	208	20	19	425	227
Northern Cape	Learners	6 037	4 726	1 625	1 593	7 662	6 319
	Educators	225	171	139	160	364	331
	Institutions	77	56	10	10	87	66
North West	Learners	6 534	4 810	5 709	5 237	12 243	10 047
	Educators	303	239	426	424	729	663
	Institutions	106	74	33	32	139	106
Western Cape	Learners	22 472	30 601	17 403	18 659	39 875	49 260
	Educators	1 312	1 584	1 667	1 750	2 979	3 334
	Institutions	265	341	81	82	346	423
South Africa	Learners	237 471	279 476	100 717	104 633	338 188	384 109
	Educators	10 046	12 504	8 618	8 781	18 664	21 285
	Institutions	3 312	4 313	418	423	3 730	4 736
	LER	23.6	22.4	11.7	11.9	18.1	18.0
	LSR	71.7	64.8	240.9	247.4	90.7	81.1
	ESR	3.0	2.9	20.6	20.8	5.0	4.5

Sources:
2009: As published in *Education Statistics in South Africa.*
2010: All these data were extracted from the Annual Surveys, except for the SNE data for North West, which were extracted from the SNAP Survey.
Note 1: Institution count is based on open institutions that submitted the survey forms.

Table 20 reflects learners and educators in early childhood development (ECD) sites and in special schools, which cater for special needs education (SNE) learners, and the numbers of these institutions, in 2009 and 2010. As can be expected, in some cases, the figures were higher in 2010 than in 2009, while, in other cases, the opposite is true.

Table 20 also shows the national LER, LSR and ESR for these two education sectors.

5. EXPLANATORY NOTES

5.1 Introduction

The publication comprises aggregated information from all education institutions elaborated in the scope of the surveys below. The information in the publication reflects the situation during the 2010 academic year.

5.2 Scope of the surveys

The census frame covers the following education sectors:

- Ordinary schools (public and independent);
- Early childhood development (ECD) centres (public and independent);
- Special schools (public and independent).

5.3 Survey methodology and design

The process of acquiring education information involves the national and provincial education departments (PEDs) as well as education regions and districts and education institutions, and adheres to the following two processes:

5.3.1 Data acquisition

The Department of Basic Education (DBE) consults with PEDs and all other stakeholders on education information user needs, and designs all required data acquisition instruments. Once this has been done, HEDCOM (Heads of Education Departments Committee) authorises these survey instruments. The DBE also develops and implements policy, standards, definitions and classifications for national alignment, standardisation and uniformity in the collection of education information.

PEDs utilise the national data acquisition instruments to collect and process education information for submission to the DBE. The process and information platforms that the PEDs utilise adhere to nationally instituted standards.

The DBE then integrates education information collected by the PEDs to create a national database and to update it.

5.3.2 Reporting and dissemination

Education information is sent directly to its users and is posted on the DBE's website. Current statistical publications on the website are:

- Education Statistics in South Africa at a Glance (1999 to 2005);
- Education Statistics in South Africa (2006 to 2009); and
- School Realities (2005 to 2011).

5.4 Comparability with previous censuses

The 2010 census is generally comparable with the 2009 census, owing to the fact that both censuses are based on the new provincial demarcation boundaries.

5.5 Response rate

Approximately 99.8% of open ordinary schools submitted the 2010 survey forms. Imputation was done to establish a data set of 100%.

5.6 Users

The principal users of EMIS data are the Minister of Education, Parliament, the DBE, National Treasury, other government departments, international agencies such as UNESCO, and regional EMIS bodies.

Other users include researchers, parents and the general public, school book publishers and the general publishing media in the country.

5.7 Glossary

ABET centre

Education institutions that offer adult basic education and training (ABET) programmes as provided for in the ABET Act.

Administrative staff

Employees who provide services to offices and institutions. Examples: secretaries, typists, administrative clerks and accountants.

Combined school

An ordinary school offering at least one grade in each of the following four phases: foundation phase, intermediate phase, senior phase and further education and training (FET) band.

District management area (DMA)

A municipal area which may include a nature reserve, a game reserve or a wildlife sanctuary.

ECD centre

Any building or premises maintained or used, whether or not for gain, for the admission, protection and temporary or partial care of more than six children away from their parents. Depending on the conditions of its registration, an ECD centre can admit babies, toddlers and/or children of pre-school age. Synonyms for an ECD centre: ECD site, day-care centre, preschool, crèche, nursery, playgroup, etc.

Education district/region

The geographic area within a province that has been demarcated by the Member of the Executive Council (MEC) for Education as the first-level administrative subdivision within a PED.

Educator

Any person who teaches, educates or trains other persons or who provides professional education services.

Educator-school ratio (ESR)

The average number of educators per school.

FET band

Grades 10 to 12 offered at ordinary schools.

FET college

A public or private institution that is established, declared or registered under the FETC Act, but does not include a school offering FET programmes under the SASA, or a college under the authority of a government department other than the Department of Higher Education and Training.

Foundation phase

The first phase of the school curriculum applicable to Grade R (reception year) and Grades 1 to 3.

Gender parity index (GPI)

The ratio of female to male values of a given indicator.

General education and training (GET) band

Grade R and Grades 1 to 9 offered at ordinary schools.

Gross enrolment ratio (GER)

The number of learners enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education.

Hostel staff

Persons employed for the administration, maintenance and management of the hostel.

Independent school

A school registered or deemed to be registered in terms of section 46 of the SASA.

Indicator

A measure designed to assess the performance of a system, policy, programme or project.

Intermediate phase

The second phase of the school curriculum applicable to Grades 4 to 6.

Intermediate school

An ordinary school offering both upper primary grades and lower secondary grades.

Learner

Any person receiving education or obliged to receive education in terms of the SASA.

Learner-educator ratio (LER)

The average number of learners per educator at a specific level of education in a given school year.

Learner-school ratio (LSR)

The average number of learners per school.

Ordinary school

A school that is not a special school.

Post-matric

An instructional programme offered by a school to learners who have completed Grade 12.

Primary school

An ordinary school offering at least one grade in the range Grades R to 7, and no grades in the range Grades 8 to 12.

Professional non-teaching staff

Staff members of a school who are registered with a professional body other than the South African Council for Educators (SACE). Examples: paramedics, social workers, caregivers, therapists and psychologists.

Public school

A school contemplated in Chapter 3 of the SASA.

Quintile

One of five poverty-based categories to which public schools are allocated for purposes of non-personnel funding by PEDs. Quintile 1 schools are the poorest and Quintile 5 schools are the least poor.

School

An education institution which enrols learners in one or more grades from Grade R to Grade 12.

Secondary school

An ordinary school offering at least one grade in the range Grades 8 to 12, and no grades in the range Grades 1 to 7.

Senior phase

The third phase of the school curriculum applicable to Grades 7 to 9.

Special needs education (SNE)

Specialised education, provided in special or ordinary schools, that addresses barriers to learning and development experienced by learners with specific or severe learning difficulties or disabilities.

Special school

A school that caters for learners who have special education needs owing to severe learning difficulties, physical disabilities or behavioural problems.

Support staff

Staff employed at a school to support the core functions of a school. Examples: laboratory assistants, cleaners, kitchen staff, gardeners, caretakers and messengers.

6. CONTACT DETAILS

6.1 Provincial EMIS units

Provincial and institutional information (contact details, etc.) may be requested (preferably by email) from the following provincial Education Management Information System (EMIS) Units:

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Fax: 053 839 6580

6.2 Department of Basic Education

Information on different sectors of the education system may be requested (preferably by email) from the following members of the Department of Basic Education and the Directorate: Education Management Information System (EMIS):

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National Assessment
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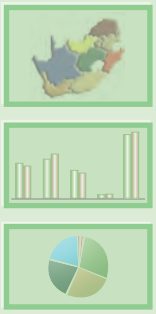

ACKNOWLEDGEMENTS

This publication has been produced with assistance and information from the following:

- Several directorates of the Department of Basic Education
- The EMIS units of the provincial education departments
- Statistics South Africa

Did you know?

In 2010 –

approximately 25 in every 100 people in South Africa were learners in the school system.

30 586 institutions, comprising the following, submitted their survey forms:

- 25 850 ordinary public and independent schools
- 4 313 ECD centres
- 423 special schools

of every 1 000 learners in the school system in South Africa –

- 934 were in ordinary public schools
- 36 were in ordinary independent schools
- 22 were in ECD centres
- 8 were in special schools