EMIS Number										

education
Department:
Education
REPUBLIC OF SOUTH AFRICA

ANNUAL SURVEY FOR ADULT LEARNING CENTRES (ABET)
2008

CENTRE/SATELLITE NAME

ONE FORM TO BE COMPLETED BY EACH CENTRE AND SATELLITE

PROVINCE CODE ☐

13 MAY 2008

The Annual Survey for Public Adult Learning Centres is the most important source of information for the Department regarding the situation at your centre. The information collected will contribute to the Department's Education Management Information System (EMIS) and will assist in the planning, management and administration of adult education and training centres.

Please read the headings and instructions carefully before completing the survey form.

I ,……, centre manager of ……
fully understand the provision made in the ABET Act, 2000 (Act No. 52 of 2000), regarding the duty of centres to provide information.

This Act provides that every centre **must** supply such information about the centre as is reasonably required by the Head of Education.

I certify that the information provided on this form is to the best of my knowledge and belief correct and complete.

Centre Manager: .... …….....
Please print surname and initials Signature Date

Checked by the Circuit/District/Region/Education Manager:

I certify that the information provided on this form is to the best of my knowledge and belief correct and complete.

Manager: ....
Please print surname and initials Signature Date

Please use the following table when completing the survey form.

Provincial codes:		
Code		**Province Name**
1	=	Western Cape
2	=	Eastern Cape
3	=	Northern Cape
4	=	Free State
5	=	KwaZulu-Natal
6	=	North West
7	=	Gauteng
8	=	Mpumalanga
9	=	Limpopo

ACRONYMS
****ABET:** Adult Basic Education and Training
***FET:** Further Education and Training
NQF: National Qualifications Framework
SNE: Special Needs Education
SASL: South African Sign Language

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1 GENERAL INFORMATION

1.1 Centre/Host centre name (If using a centre)

1.2 EMIS number of the host centre (if a centre building is used)

1.3 Educational region

1.4 Educational district

1.5 Circuit (If applicable)

1.6 Ward (If applicable)

1.7 Physical address

Postal code

1.8 Postal address

Postal code

1.9 Centre's Telephone:

1.10 Centre's Fax:

1.11 Centre Manager's home:

1.12 Centre Manager's Cell phone:

1.13 Email

1.14 The time that the centre operates (You may select more than one option.)

1.14.1	Morning [**1**=yes; **2**=no]		1.14.2	Afternoon [**1**=yes; **2**=no]		1.14.3	Evening [**1**=yes; **2**=no]

1.15 Management of centre [**1**=yes; **2**=no](You may select more than one option.)

1.15.1	State
1.15.2	Local authority
1.15.3	Parastatals
1.15.4	Private companies
1.15.5	Training boards
1.15.6	Non-governmental Organisation (NGO)
1.15.7	Community Based Organisation (CBO)
1.15.8	Faith Based Organisation (e.g. church, mosque, temple, etc.)
1.15.9	Other, (specify)

1.16 What is the type of accommodation used? (Mark with an x)

Centre		Religious Building		Community Centre		House	

1.17 Specify the ABET levels and FET grades offered. [**1**=yes; **2**=no] (You may select more than one option.)

ABET Level 1	ABET Level 2	ABET Level 3	ABET Level 4	FET Grade 10 (NQF 2)	FET Grade 11 (NQF 3)	FET Grade 12 (NQF 4)

Other (Specify)

1.18.1 Number of days/nights per week that the centre operates

1.18.2 Number of hours per day/night that the centre operates, (hours, minutes e.g. 2,45) H H , M M

1.19 What is the standard annual (centre) fee per learner for the current academic year? (Exclude rebates for more than one learner in a family or discounts for early payment, etc.) **(RAND ONLY)**

ABET Level 1	ABET Level 2	ABET Level 3	ABET Level 4	FET Grade 10	FET Grade 11	FET Grade 12	Other

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2 LEARNER INFORMATION

NOTE: PLEASE LEAVE THE BLOCKS BLANK WHERE THERE IS NO INFORMATION IN SECTION TWO AND THREE. DO NOT USE LEADING ZEROS AND ZEROS OR DASHES TO INDICATE AN ABSENCE OF DATA.

Information for ABET learners must be provided for male and female learners separately, where applicable.
It is important to collect learner numbers in terms of population group and gender in order to track the extent to which equity and access are being addressed in the education system.
The ABET learner should determine the population group. This should reflect the ABET learner and/or the family's own perception of their population group and not the racial classification used in the past.

2.1 LEARNER HEADCOUNT TABLE

This table refers to the total number of LEARNERS enrolled at the centre during the CURRENT ACADEMIC YEAR according to gender and level. The total marked ♥ must reflect the number of learners registered. **(LEARNER MUST ONLY BE COUNTED ONCE.) (Each learner must be allocated to the category where he or she spends most of his or her time.)**

Gender	ABET* Levels 1 to 4	FET** Grade 10 to 12 (NQF 2-4)	OTHER***	TOTAL
Male				
Female				
TOTAL				♥

2.2 Total number of ENROLMENTS PER LEVEL OR GRADE enrolled at the centre during the CURRENT ACADEMIC YEAR according to gender and level or grade. (Learners may be counted more than once.)

Gender	ABET* Level 1	ABET* Level 2	ABET* Level 3	ABET* Level 4	FET Grade 10 (NQF 2)	FET Grade 11 (NQF 3)	FET Grade 12 (NQF 4)	OTHER***	TOTAL
Male									
Female									
TOTAL									

2.3.1 Number of learners (excluding SNE learners) according to population group, level/grade and gender.

Population Group	Gender	ABET Level 1	ABET Level 2	ABET Level 3	ABET Level 4	FET Grade 10 (NQF 2)	FET Grade 11 (NQF 3)	FET Grade 12 (NQF 4)	OTHER	Total
Black African	Male									
	Female									
Coloured	Male									
	Female									
Indian	Male									
	Female									
White	Male									
	Female									
Other	Male									
	Female									
Total									♥	

2.3.2 Number of SNE learners according to population group, level/grade and gender.

Population Group	Gender	ABET Level 1	ABET Level 2	ABET Level 3	ABET Level 4	FET Grade 10 (NQF 2)	FET Grade 11 (NQF 3)	FET Grade 12 (NQF 4)	OTHER	Total
Black African	Male									
	Female									
Coloured	Male									
	Female									
Indian	Male									
	Female									
White	Male									
	Female									
Other	Male									
	Female									
Total									♥	

THE TOTALS FOR TABLE 2.3.1 AND 2.3.2 MUST EQUAL THE TOTAL OF TABLE 2.1

******Other = Short courses and skills-based courses***

SNE = *Refers to a class that learners who experience barriers to learning attend on a full-time basis so that their curriculum support needs can be individually addressed.*

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2.4.1	Number of learners (excluding SNE learners) according to age, level/grade and gender: MALE																													
Age	ABET Level 1			ABET Level 2			ABET Level 3			ABET Level 4			FET Grade 10 (NQF 2)			FET Grade 11 (NQF 3)			FET Grade 12 (NQF 4)			OTHER			Total					
	Male			Male			Male			Male			Male			Male			Male			Male								
< 16																														
16-20																														
21-25																														
26-30																														
31-35																														
36-40																														
41-45																														
46-50																														
51-55																														
56+																														
Total																														

2.4.2	Number of learners (excluding SNE learners) according to age, level/grade and gender: FEMALE																													
Age	ABET Level 1			ABET Level 2			ABET Level 3			ABET Level 4			FET Grade 10 (NQF 2)			FET Grade 11 (NQF 3)			FET Grade 12 (NQF 4)			OTHER			Total					
	Female			Female			Female			Female			Female			Female			Female			Female								
< 16																														
16-20																														
21-25																														
26-30																														
31-35																														
36-40																														
41-45																														
46-50																														
51-55																														
56+																														
Total																														

2.4.3	Number of SNE learners according to age, level/grade and gender: MALE																													
Age	ABET Level 1			ABET Level 2			ABET Level 3			ABET Level 4			FET Grade 10 (NQF 2)			FET Grade 11 (NQF 3)			FET Grade 12 (NQF 4)			OTHER			Total					
	Male			Male			Male			Male			Male			Male			Male			Male								
< 16																														
16-20																														
21-25																														
26-30																														
31-35																														
36-40																														
41-45																														
46-50																														
51-55																														
56+																														
Total																														

EMIS Number										

2.4.4	Number of SNE learners according to age, level/grade and gender: FEMALE																													
Age	ABET Level 1			ABET Level 2			ABET Level 3			ABET Level 4			FET Grade 10 (NQF 2)			FET Grade 11 (NQF 3)			FET Grade 12 (NQF 4)			OTHER			Total					
	Female			Female			Female			Female			Female			Female			Female			Female								
< 16																														
16-20																														
21-25																														
26-30																														
31-35																														
36-40																														
41-45																														
46-50																														
51-55																														
56+																														
Total																														

THE TOTALS FOR TABLE 2.4.1, 2.4.2, 2.4.3 and 2.4.4.MUST EQUAL THE TOTAL OF TABLE 2.1

2.5.1	Number of learners (excluding SNE learners) according to home language and level/grade: (MALE AND FEMALE)																													
Language	ABET Level 1			ABET Level 2			ABET Level 3			ABET Level 4			FET Grade 10 (NQF 2)			FET Grade 11 (NQF 3)			FET Grade 12 (NQF 4)			OTHER			Total					
Afrikaans																														
English																														
IsiNdebele																														
Sepedi																														
SiSwati																														
Xitsonga																														
Tshivenda																														
Setswana																														
IsiXhosa																														
IsiZulu																														
Sesotho																														
SASL																														
Other																														
Total																														

2.5.2	Number of SNE learners according to home language and level/grade: (MALE AND FEMALE)																													
Language	ABET Level 1			ABET Level 2			ABET Level 3			ABET Level 4			FET Grade 10 (NQF 2)			FET Grade 11 (NQF 3)			FET Grade 12 (NQF 4)			OTHER			Total					
Afrikaans																														
English																														
IsiNdebele																														
Sepedi																														
SiSwati																														
Xitsonga																														
Tshivenda																														
Setswana																														
IsiXhosa																														
IsiZulu																														
Sesotho																														
SASL																														
Other																														

THE TOTALS FOR TABLE 2.5.1 AND 2.5.2 MUST EQUAL THE TOTAL OF TABLE 2.1

EMIS Number											

2.6.1	Number of learners (excluding SNE learners) according to Language of Learning and Teaching and level/grade: (MALE AND FEMALE)

Language	ABET Level 1			ABET Level 2			ABET Level 3			ABET Level 4			FET Grade 10 (NQF 2)			FET Grade 11 (NQF 3)			FET Grade 12 (NQF 4)			OTHER			Total			
Afrikaans																												
English																												
IsiNdebele																												
Sepedi																												
SiSwati																												
Xitsonga																												
Tshivenda																												
Setswana																												
IsiXhosa																												
IsiZulu																												
Sesotho																												
SASL																												
Other																												
Total																												

2.6.2	Number of SNE learners according to Language of Learning and Teaching and level/grade: (MALE AND FEMALE)

Language	ABET Level 1			ABET Level 2			ABET Level 3			ABET Level 4			FET Grade 10 (NQF 2)			FET Grade 11 (NQF 3)			FET Grade 12 (NQF 4)			OTHER			Total			
Afrikaans																												
English																												
IsiNdebele																												
Sepedi																												
SiSwati																												
Xitsonga																												
Tshivenda																												
Setswana																												
IsiXhosa																												
IsiZulu																												
Sesotho																												
SASL																												
Other																												

THE TOTALS FOR TABLE 2.6.1 AND 2.6.2 MUST EQUAL THE TOTAL OF TABLE 2.1

2.7	First-time enrolments (Learners who are enrolling for the first time at the centre or satellite.)

Gender	ABET Level 1			ABET Level 2			ABET Level 3			ABET Level 4			FET Grade 10 (NQF 2)			FET Grade 11 (NQF 3)			FET Grade 12 (NQF 4)			Other			Total			
Male																												
Female																												
Total																												

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2.8	NUMBER OF SNE LEARNERS Barriers to learning	Number of formally assessed SNE learners according to barrier to learning. (Do not complete this column if a professional person has not formally assessed learners.)				Number of SNE learners who have not been formally assessed according to barrier to learning. (Include only learners who have not been formally assessed by a professional person.) For learners to be classified as SNE the assessment done by the centre, with the permission of the parent/s, must be ratified by a member of the District-based Support Team or any other relevant district official.			
2.7.1	Attention deficit disorder with/without hyperactivity:								
2.7.2	Autistic spectrum disorders:								
2.7.3	Behavioural disorder (including Severe behavioural problems):								
2.7.4	Blind:								
2.7.5	Cerebral palsied:								
2.7.6	Deaf:								
2.7.7	Deaf/blind:								
2.7.8	Epilepsy:								
2.7.9	Hard of hearing:								
2.7.10	Mildly or moderately intellectually disabled:								
2.7.11	Multiply disabled:								
2.7.12	Partially sighted:								
2.7.13	Physically disabled:								
2.7.14	Severely intellectually disabled:								
2.7.15	Specific learning disability:								

Attention deficit disorder with/without hyperactivity:	Learners who experience barriers to learning owing to attention deficit disorder and who are in need of additional specialised support.
Autistic spectrum disorders:	Learners who experience a serious disorder on the Autistic spectrum - must be declared as such by a medical practitioner.
Behavioural disorder (including **Severe behavioural problems):**	Learners with a severe behavioural disorder of such a degree that it is difficult to accommodate them in an ordinary class**.**
Blind:	Learners who experience a severe visual impairment and who depend on specialised educational support.
Cerebral palsied:	Learners with spinal injuries – (must be declared medically as such by a medical practitioner.)
Deaf:	Learners who experience a severe hearing impairment and who depend on specialised educational support.
Deaf/blind:	Learners who are completely deaf and blind.
Epilepsy:	Learners, who experience barriers to learning owing to epilepsy and are in need of additional specialised support – (must be declared medically as such by a medical practitioner.)
Hard of hearing:	Learners who experience a moderate hearing impairment and who are in need of additional specialised support.
Mildly or moderately intellectually disabled:	Learners who experience moderate intellectual disability and are more than two years behind their peers.
Multiply disabled:	Learners who experience more than one of the listed disabilities.
Partially sighted:	Learners who experience visual impairment and are in need of additional support.
Physically disabled:	Learners with a significant physical disability and who are in need of additional specialised support.
Severely intellectually disabled:	Learners who experience severe intellectual disability and are more than two years behind their peers.
Specific learning disability:	Learners who experience severe barriers to learning, e.g. in the form of reading or writing difficulties and are in need of additional specialised support**.**

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2.9.1 Number of learners according to learning area (programmes or subjects), level, gender and duration in hours per annum.

Programmes	ABET Level 1			ABET Level 2			ABET Level 3			ABET Level 4		
	Male	Female	Duration	Male	Female	Duration	Male	Female	Duration	Male	Female	Duration
Languages, Literacy and Communication												
Mathematical Literacy												
Mathematics and Mathematical Sciences												
Natural Sciences												
Technology												
Human and Social Sciences												
Economic and Management Sciences												
Arts and Culture												
Life Orientation												
Tourism												
Applied Agriculture												
Ancillary Health Care												
Small, Medium and Micro Enterprises												
Total												

2.9.2 Other programmes offered at the centre, such as needlework, woodwork and other technical courses.
(Number of learners according to learning area [programmes or subjects], level, gender and duration in hours per annum.)

Please fill in the courses below	ABET Level 1			ABET Level 2			ABET Level 3			ABET Level 4		
	Male	Female	Duration	Male	Female	Duration	Male	Female	Duration	Male	Female	Duration
Total												

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2.10.1	**Did the centre conduct placement tests?** [**1**=yes; **2**=no]	

2.10.2	**If yes, how many learners participated in the placement tests according to learning area (programmes or subjects) and level/?**															
	Learning Area	**ABET Level 1**			**ABET Level 2**			**ABET Level 3**			**ABET Level 4**					
2.10.2.1	Languages, Literacy and Communication															
2.10.2.2	Mathematical Literacy															
2.10.2.3	Mathematics and Mathematical Sciences															
2.10.2.4	Natural Sciences															
2.10.2.5	Technology															
2.10.2.6	Human and Social Sciences															
2.10.2.7	Economic and Management Sciences															
2.10.2.8	Arts and Culture															
2.10.2.9	Life Orientation															
2.10.2.10	Tourism															
2.10.2.11	Applied Agriculture															
2.10.2.12	Ancillary Health Care															
2.10.2.13	Small, Medium and Micro Enterprises															

2.11	**Number of learners who were in a mainstream centre during the previous academic year**									
		Male			**Female**			**TOTAL**		
2.11.1	**Below Grade 9 learners**									
2.11.2	**Grade 9 learners**									
2.11.3	**Grade 10 learners**									
2.11.4	**Grade 11 learners.**									
2.11.5	**Grade 12 learners.**									

2.12 Number of learners who were NOT COMPETENT in the PREVIOUS ACADEMIC YEAR.

Please include all learners who were not competent in the previous year even if they have since left the centre or satellite. This information should be obtained from end of year schedules.

Learning Area/Elective	**ABET Level 1**						**ABET Level 2**						**ABET Level 3**						**ABET Level 4**					
	Male			**Female**			**Male**			**Female**			**Male**			**Female**			**Male**			**Female**		
Languages, Literacy and Communication																								
Mathematical Literacy																								
Mathematics and Mathematical Sciences																								
Natural Sciences																								
Technology																								
Human and Social Sciences																								
Economic and Management Sciences																								
Arts and Culture																								
Life Orientation																								
Tourism																								
Applied Agriculture																								
Ancillary Health Care																								
Small, Medium and Micro Enterprises																								
Other																								
Total																								

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2.13 Number of learners who are repeating the level.

Do a headcount of number of learners who are in the same level of the learning area this year as last year. Make sure you include those who were in the same level but at a different centre or satellite last year.

Learning Area/Elective	ABET Level 1		ABET Level 2		ABET Level 3		ABET Level 4	
	Male	Female	Male	Female	Male	Female	Male	Female
Languages, Literacy and Communication								
Mathematical Literacy								
Mathematics and Mathematical Sciences								
Natural Sciences								
Technology								
Human and Social Sciences								
Economic and Management Sciences								
Arts and Culture								
Life Orientation								
Tourism								
Applied Agriculture								
Ancillary Health Care								
Small, Medium and Micro Enterprises								
Other								
Total								

Only fill in Table 2.14.1 if learners are on the NCS – New Curriculum Statement subjects, attached as Annexure A – D.

2.14.1 Number of learners (FET Grade 10 – 12) taking subjects according to gender and population group (Refer to Annexure A – D, the list of subject codes and subjects at the end of the survey.)
Please write the name of the subject and the code vertically in the relevant blocks

Subject	Population group	Grade 10			Grade 11			Grade 12		
		Code	Male	Female	Code	Male	Female	Code	Male	Female
	Black African									
	Coloured									
	Indian									
	White									
	Other									
	TOTAL									
	Black African									
	Coloured									
	Indian									
	White									
	Other									
	TOTAL									

EMIS Number										

2.14.1 Number of learners (FET Grade 10 – 12) taking subjects according to gender and population group (Refer to Annexure A – D, the list of subject codes and subjects at the end of the survey.)
Please write the name of the subject and the code vertically in the relevant blocks

Subject	Population group	Grade 10			Grade 11			Grade 12		
		Code	Male	Female	Code	Male	Female	Code	Male	Female
	Black African									
	Coloured									
	Indian									
	White									
	Other									
	TOTAL									
	Black African									
	Coloured									
	Indian									
	White									
	Other									
	TOTAL									
	Black African									
	Coloured									
	Indian									
	White									
	Other									
	TOTAL									
	Black African									
	Coloured									
	Indian									
	White									
	Other									
	TOTAL									
	Black African									
	Coloured									
	Indian									
	White									
	Other									
	TOTAL									

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Only fill in Table 2.14.2 if learners are on the old Curriculum subjects

2.14.2 Number of learners (FET Grade 10) taking secondary subjects according to gender and population group (Use REPORT 550 of REPORT 191 subjects and codes, whichever is applicable.)
Please write the name of the subject and the code vertically in the relevant blocks

Subject	Population group	Grade 10 Code		Male	Female
	Black African		HG		
			SG		
	Coloured		HG		
			SG		
	Indian		HG		
			SG		
	White		HG		
			SG		
	Other		HG		
			SG		
	TOTAL				
	Black African		HG		
			SG		
	Coloured		HG		
			SG		
	Indian		HG		
			SG		
	White		HG		
			SG		
	Other		HG		
			SG		
	TOTAL				
	Black African		HG		
			SG		
	Coloured		HG		
			SG		
	Indian		HG		
			SG		
	White		HG		
			SG		
	Other		HG		
			SG		
	TOTAL				
	Black African		HG		
			SG		
	Coloured		HG		
			SG		
	Indian		HG		
			SG		
	White		HG		
			SG		
	Other		HG		
			SG		
	TOTAL				

Subject	Population group	Grade 10 Code		Male	Female
	Black African		HG		
			SG		
	Coloured		HG		
			SG		
	Indian		HG		
			SG		
	White		HG		
			SG		
	Other		HG		
			SG		
	TOTAL				
	Black African		HG		
			SG		
	Coloured		HG		
			SG		
	Indian		HG		
			SG		
	White		HG		
			SG		
	Other		HG		
			SG		
	TOTAL				
	Black African		HG		
			SG		
	Coloured		HG		
			SG		
	Indian		HG		
			SG		
	White		HG		
			SG		
	Other		HG		
			SG		
	TOTAL				
	Black African		HG		
			SG		
	Coloured		HG		
			SG		
	Indian		HG		
			SG		
	White		HG		
			SG		
	Other		HG		
			SG		
	TOTAL				

HG = Higher Grade; SG = Standard Grade

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2.14.2 Number of learners (FET Grade 11) taking secondary subjects according to gender and population group (Use REPORT 550 or REPORT 191 subjects and codes, whichever is applicable.)
Please write the name of the subject and the code vertically in the relevant blocks

Subject	Population group	Grade 11 Code		Male	Female	Subject	Population group	Grade 11 Code		Male	Female
	Black African		HG				Black African		HG		
			SG						SG		
	Coloured		HG				Coloured		HG		
			SG						SG		
	Indian		HG				Indian		HG		
			SG						SG		
	White		HG				White		HG		
			SG						SG		
	Other		HG				Other		HG		
			SG						SG		
	TOTAL						**TOTAL**				
	Black African		HG				Black African		HG		
			SG						SG		
	Coloured		HG				Coloured		HG		
			SG						SG		
	Indian		HG				Indian		HG		
			SG						SG		
	White		HG				White		HG		
			SG						SG		
	Other		HG				Other		HG		
			SG						SG		
	TOTAL						**TOTAL**				
	Black African		HG				Black African		HG		
			SG						SG		
	Coloured		HG				Coloured		HG		
			SG						SG		
	Indian		HG				Indian		HG		
			SG						SG		
	White		HG				White		HG		
			SG						SG		
	Other		HG				Other		HG		
			SG						SG		
	TOTAL						**TOTAL**				
	Black African		HG				Black African		HG		
			SG						SG		
	Coloured		HG				Coloured		HG		
			SG						SG		
	Indian		HG				Indian		HG		
			SG						SG		
	White		HG				White		HG		
			SG						SG		
	Other		HG				Other		HG		
			SG						SG		
	TOTAL						**TOTAL**				

HG = Higher Grade; SG = Standard Grade

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2.14.2 Number of learners (FET Grade 12) taking secondary subjects according to gender and population group (Use REPORT 550 or REPORT 191 subjects and codes, whichever is applicable.)

Please write the name of the subject and the code vertically in the relevant blocks

Subject	Population group	Grade 12 Code		Male	Female
	Black African		HG		
			SG		
	Coloured		HG		
			SG		
	Indian		HG		
			SG		
	White		HG		
			SG		
	Other		HG		
			SG		
	TOTAL				

Subject	Population group	Grade 12 Code		Male	Female
	Black African		HG		
			SG		
	Coloured		HG		
			SG		
	Indian		HG		
			SG		
	White		HG		
			SG		
	Other		HG		
			SG		
	TOTAL				

Subject	Population group	Grade 12 Code		Male	Female
	Black African		HG		
			SG		
	Coloured		HG		
			SG		
	Indian		HG		
			SG		
	White		HG		
			SG		
	Other		HG		
			SG		
	TOTAL				

Subject	Population group	Grade 12 Code		Male	Female
	Black African		HG		
			SG		
	Coloured		HG		
			SG		
	Indian		HG		
			SG		
	White		HG		
			SG		
	Other		HG		
			SG		
	TOTAL				

Subject	Population group	Grade 12 Code		Male	Female
	Black African		HG		
			SG		
	Coloured		HG		
			SG		
	Indian		HG		
			SG		
	White		HG		
			SG		
	Other		HG		
			SG		
	TOTAL				

Subject	Population group	Grade 12 Code		Male	Female
	Black African		HG		
			SG		
	Coloured		HG		
			SG		
	Indian		HG		
			SG		
	White		HG		
			SG		
	Other		HG		
			SG		
	TOTAL				

HG = Higher Grade; SG = Standard Grade

EMIS Number

3 EDUCATOR INFORMATION – ABET CENTRES

3.1	Title:	3.2	Initials:	3.3	Surname:

3.4	PERSAL number	3.5	ID number
3.6	SACE number	3.7	Gender [**1**=Male; **2**=Female]
3.8	Age	3.9	Population group [**1**=Black African, **2**=Coloured, **3**=Indian, **4** = White, **5**=Other]
3.10	Cellphone	3.11	Home telephone

3.12	**Home language** [**1**=Afrikaans; **2**=English; **3**=IsiNdebele; **4**=Sepedi; **5**=SiSwati; **6**=Xitsonga; **7**=Tshivenda; **8**=Setswana; **9**=IsiXhosa; **10**=IsiZulu; **11**=Sesotho; **12**=SASL; **13**=Other]
3.13	**Disability status** [**1**= Sight, **2**=Hearing, **3**=Physical, **4=**Multiple, **5**=Epilepsy, **6=**Other**, 7**=None]
Other	

3.14	**ABET level** [**1**=Level 1**, 2**=Level 2**, 3**=Level 3**, 4**=Level 4] (More than one can be marked)	3.15	**FET Grade** [**1**=Gr. 10, **2**=Gr. 11, **3**=Gr. 12] (More than one can be marked)

3.16	**Personnel category**	
3.16.1	Actual category [**1**=Centre manager, **2**=Deputy Centre manager, **3**=HOD, **4**=Educator, **5**=SNE Educator, **6**=Remedial Educator, **7**=Other]	
3.16.2	Acting –if different from actual [**1**=Centre manager, **2**=Deputy Centre manager, **3**=HOD, **4**=Educator, **5**=SNE Educator, **6**=Remedial Educator, **7**=Other]	

3.17a	**Nature of appointment** [**1**=Permanent**, 2**=Temporary, **3**=Substitute]	3.18	**Years of teaching experience**
3.17b	**Duration of appointment** [**1**=Full time**, 2**=Part time]	3.19	**Remuneration** [**1**=State**, 2**=Governing body]

3.20 Qualification category	3.21 Qualification type
[**99** = Without Matric and no training at all,; **10**=REQV 10 (Matric, no training); **11**=REQV 11 (Std 6,7,8,9+ *2 years training); **3**=Std 10 + 1 or 2 yrs training not in ABET, **4**=Std 10 plus Adult Education Diploma; **5**=Std 10 plus ABET NGO qualification, **6**=Std 10 plus Teachers Training and ABET Diploma; **7**=Std 10 plus Teacher/University qual (3 or 4 yrs training); **8**=Std 10 plus Teacher Training Dipl and University degree; **9**=Std 10 plus Teacher/University qual plus ABET Diploma; **10**=Std 10 plus 5, 6, 7 years training with ABET Diploma; **11**=Std 10 plus 5, 6, 7 years training without ABET Diploma; **12**=Std 10 plus training in special education/inclusive educ; **13**=Other ****Kindly note that the duration of the qualification is taken into consideration and not the time taken to complete the qualification.***	(Choose the highest qualification) **See Annexure F for more detail** **1**=Professional diploma/certificate, **2**=Academic degree, **3**=Professional degree**,** **4**=Technical diploma/certificate

3.22 Subject/major subjects taken when trained as an educator

Subjects/ Learning area "codes"	Subjects/Learning area names

3.23	**Indicate whether in-service training (INSET) was attended during the previous academic year:** [**1**=yes; **2**=no]
3.24	**Please indicate the type of in-service training (INSET) attended.**
3.25	**Occupation other than ABET, or state if unemployed**

Signature of educator	**Signature of centre manager**

EMIS Number										

3.2	Initials					3.3	Surname																			3.5	ID Number										

3.26 Subjects/ learning areas taught (Place an **"E"** in the Examinable box if examinable.) (WEEK: Monday – Friday)

Subjects/ Learning area "codes"	Examinable	Number	ABET* Level 1				ABET* Level 2				ABET* Level 3				ABET* Level 4				FET Grade 10 (NQF 2)				FET Grade 11 (NQF 3)				FET Grade 12 (NQF 4)				OTHER***				Teaching experience		No. of years' formal training	
		Learners																																				
Hours per week, e.g. 30	45 (Hours, minutes)		H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M				
		Learners																																				
Hours per week, e.g. 30	45 (Hours, minutes)		H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M				
		Learners																																				
Hours per week, e.g. 30	45 (Hours, minutes)		H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M				
		Learners																																				
Hours per week, e.g. 30	45 (Hours, minutes)		H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M				
		Learners																																				
Hours per week, e.g. 30	45 (Hours, minutes)		H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M				
		Learners																																				
Hours per week, e.g. 30	45 (Hours, minutes)		H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M				
		Learners																																				
Hours per week, e.g. 30	45 (Hours, minutes)		H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M				
		Learners																																				
Hours per week, e.g. 30	45 (Hours, minutes)		H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M				
		Learners																																				
Hours per week, e.g. 30	45 (Hours, minutes)		H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M				
		Learners																																				
Hours per week, e.g. 30	45 (Hours, minutes)		H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M				
		Learners																																				
Hours per week, e.g. 30	45 (Hours, minutes)		H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M				
		Learners																																				
Hours per week, e.g. 30	45 (Hours, minutes)		H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M				

Signature Centre manager:.....……..... Signature Educator: ….....…….....