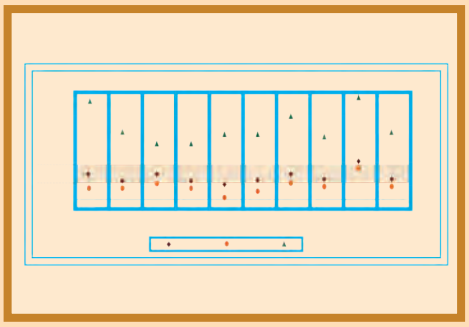

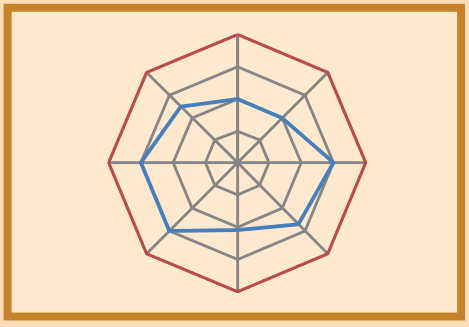

Education Statistics in South Africa 2012

Published by the Department of Basic Education

January 2014

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

20 YEARS OF FREEDOM

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Published by the Department of Basic Education

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ISBN: 978-1-4315-1879-1

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FOREWORD

The Department of Basic Education (DBE) is pleased to release *Education Statistics in South Africa 2012,* the 14th 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 2014, which forms part of the larger South African education vision of Schooling 2025, and the Outcomes-Based Performance Management System, which was adopted by the Presidency to enhance service delivery, still remains the current primary processes to accentuates the value of education statistics for planning and monitoring and evaluation. This publication provides the information on which evidence-based decision-making in education provision is based on.

The availability of education data for the past 14 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 concurrent 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.

Both quantity and quality measurements are addressed by the current publication. It was the case that previous publication (with exception of 2010) dealt with enrolments and related characteristic statistics. The current publication includes quality of education considerations, namely learner performance. That is, the Annual National Assessment (ANA) results are included in the publication. The performance of learners for grades 1-6 and 9 in Mathematics, Home Language and First Additional Language provide a picture of the quality of education in the General Education and Training (GET) Band.

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.

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.

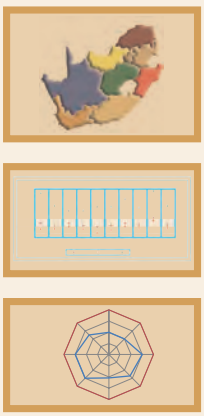
This publication would not have been possible without the contribution of the heads of the nine provincial Education Management Information Systems (EMIS) units and their staff, regional and district officials, school principals, special school principals, and ECD centre managers, who had the challenging 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 2012, towards the collection of education information.

SG PADAYACHEE

Acting Director-General: Department of Basic Education

Pretoria, South Africa



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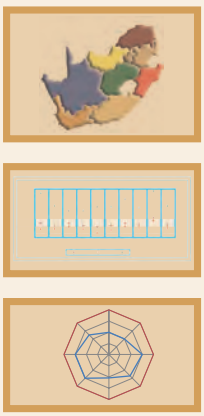

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ABBREVIATIONS

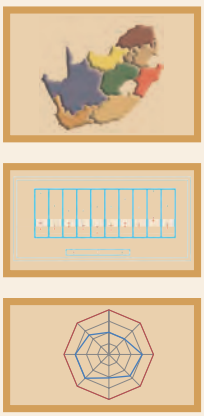
ABET	Adult basic education and training
ABET Act	Adult Basic Education and Training Act, No. 52 of 2000
ANA	Annual National Assessment
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DMA	District management area
EC	Eastern Cape
ECD	Early childhood development
EFA	Education 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
GER	Gross enrolment ratio
GET	General education and training
GP	Gauteng Province
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
KZN	KwaZulu-Natal
LP	Limpopo Province
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
SGB	School governing body
SNE	Special needs education
WC	Western Cape

1. INTRODUCTION

This publication is based on data collected via the 2012 SNAP Survey for Ordinary Schools and Special Need Education (SNE) (Includes both independent and public ordinary schools) and 2012 Annual Survey for Early Childhood Development (ECD). However, some data for previous years are provided to allow for comparative analysis over time. These surveys were undertaken by the Department of Basic Education (DBE) together with the Provincial Education Departments (PEDs). The SNAP survey for ordinary schools is conducted on the tenth schooling day of every year while the SNAP Survey for Special Schools and Annual Survey for Early Childhood Development are conducted on the first Tuesday in March of every year.

The publication also includes information from other sources such as the National Senior Certificate (NSC) examination report, the Annual National Assessment and 2012 population estimates projected in July 2013.

The first section of the publication focuses on the overview of the education system in South Africa. The second section looks at information regarding ordinary public and independent schools. This is done by analysing basic school data, region and district data on learners, educators and schools, district municipality and metropolitan municipality data on learners, educators and schools, staff complement and national senior examination. The last section deals with information from other sectors such as ECD and SNE.



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2. OVERVIEW OF THE EDUCATION SYSTEM IN SOUTH AFRICA

The centrefold shows that, in South Africa in 2012, there were 30 231 established public and registered independent education institutions that submitted the survey forms. Of these, 25 826 were ordinary schools and 4 405 were other education institutions – namely, ECD centres and special schools.

The figure of 25 826 for ordinary schools comprised the following:

- 14 206 primary schools, with 6 000 607 learners and 186 285 educators;
- 6 411 secondary schools, with 4 018 232 learners and 147 945 educators; and
- 5 209 combined and intermediate schools, with 2 409 230 learners and 90 937 educators.

Figure 1: Percentage distribution of learners in the education system in 2012

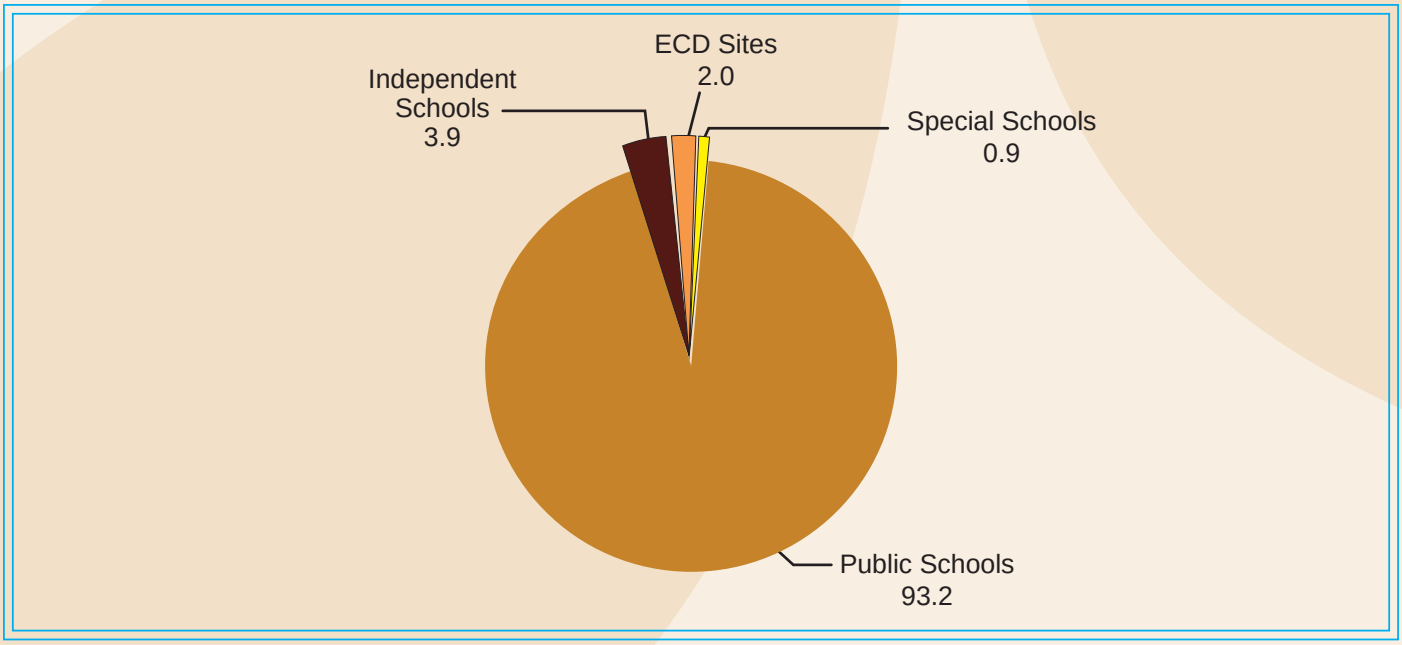


Figure 1, Table 18, Table 19 and the centrefold show that, of the 12 804 772 learners and students enrolled in all sectors of the basic education system in 2012, 11 932 681 (93.2%) were in ordinary public schools and 495 388 (3.9%) were in ordinary independent schools. Of the learners in other institutions, 265 105 (2.0%) were in ECD centres and 111 598 (0.9%) were in special schools.

In summary, there were 12 804 772 learners and students in the basic education system, who attended 30 231 education institutions and were served by 446 008 educators.

3. ORDINARY PUBLIC AND INDEPENDENT SCHOOL

3.1 Introduction

This section reports on the number of schools, learners and educators in ordinary public and independent schools. Approximately 99.7% 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 2012* were updated**.

3.2 Basic school data

Table 1: Number of learners, educators and schools in the ordinary public school funding type, by province, in 2012

Province	Learners	Educators	Schools
Eastern Cape	1 895 989	65 104	5 585
Free State	646 093	23 854	1 351
Gauteng	1 858 745	59 175	2 045
KwaZulu-Natal	2 812 844	90 251	5 955
Limpopo	1 665 013	55 277	3 935
Mpumalanga	1 027 851	33 059	1 807
Northern Cape	274 189	8 632	560
North West	760 272	24 881	1 591
Western Cape	991 685	32 439	1 453
South Africa	11 932 681	392 672	24 282

Source: 2012 SNAP Survey.

Table 2: Number of learners, educators and schools in the ordinary independent school funding type, by province, in 2012

Province	Learners	Educators	Schools
Eastern Cape	55 534	2 832	169
Free State	15 881	974	68
Gauteng	216 642	14 785	566
KwaZulu-Natal	65 125	4 681	221
Limpopo	50 765	2 393	143
Mpumalanga	26 932	1 605	113
Northern Cape	3 305	232	20
North West	14 870	1 043	54
Western Cape	46 334	3 950	190
South Africa	495 388	32 495	1 544

Source: 2012 SNAP Survey.

Tables 1 and 2 reflect, respectively, the number of ordinary public and ordinary independent schools with their learner and educator numbers, in 2012, 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 funding type, by province, in 2012

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	1 951 523	15.7	67 936	16.0	5 754	22.3	28.7	339	11.8
Free State	661 974	5.3	24 828	5.8	1 419	5.5	26.7	467	17.5
Gauteng	2 075 387	16.7	73 960	17.4	2 611	10.1	28.1	795	28.3
KwaZulu-Natal	2 877 969	23.2	94 932	22.3	6 176	23.9	30.3	466	15.4
Limpopo	1 715 778	13.8	57 670	13.6	4 078	15.8	29.8	421	14.1
Mpumalanga	1 054 783	8.5	34 664	8.2	1 920	7.4	30.4	549	18.1
Northern Cape	277 494	2.2	8 864	2.1	580	2.2	31.3	478	15.3
North West	775 142	6.2	25 924	6.1	1 645	6.4	29.9	471	15.8
Western Cape	1 038 019	8.4	36 389	8.6	1 643	6.4	28.5	632	22.1
South Africa	12 428 069	100.0	425 167	100.0	25 826	100.0	29.2	481	16.5

Source: 2012 SNAP Survey.

3.2.1 Schools (see Tables 2 and 3)

In 2012, there were 25 826 ordinary schools in South Africa. KwaZulu-Natal (6 176, or 23.9% of the national total) and the Eastern Cape (5 754, or 22.3% of the national total) had the highest and second highest number of ordinary schools, while the Northern Cape (580, or 2.2% of the national total) had the lowest number. Of the 25 826 schools in the country, 1 544 (6.0%) were independent schools.

3.2.2 Learners (see Tables 2 and 3)

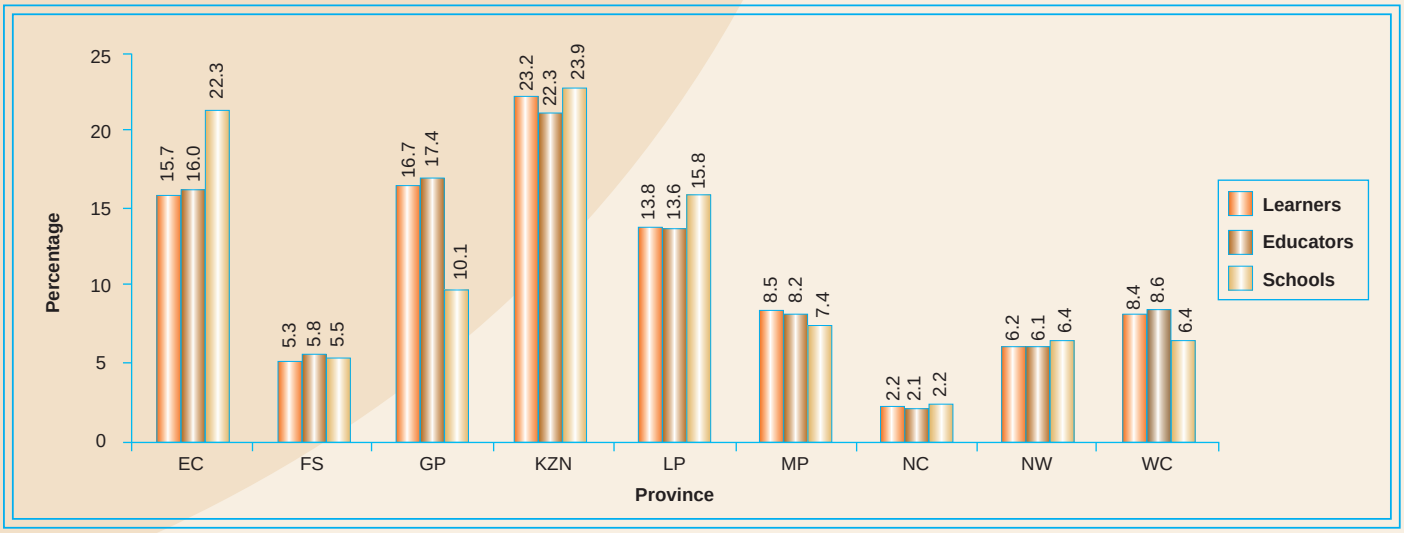
In 2012, there were 12 428 069 learners in ordinary schools in the country as a whole. Three provinces – namely, the Free State, the Northern Cape and North West – respectively showed less than a million learners in ordinary schools. In Gauteng and KwaZulu-Natal more than two million learners were enrolled in ordinary schools, comprising, respectively, 16.7% and 23.2% of the national total. Of the 12 428 069 learners in the country, 495 388 (4.0%) were in independent schools.

3.2.3 Educators (see Tables 2 and 3)

There were 425 167 educators in ordinary schools in South Africa in 2012. KwaZulu-Natal (94 932, or 22.3% of the national total) had the highest 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 425 167 educators in the country, 32 495 (7.6%) were employed in the independent school funding type.

3.2.4 Distribution of learners, educators and schools

Figure 2: Percentage distribution of learners, educators and schools in ordinary school, by province, in 2012



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 2012, the Eastern Cape, one of the more rural provinces, had 22.3% of the national total of ordinary schools serving 16.0% of South Africa's learners, while Gauteng, the most urbanised province, had 10.1% of the national total of ordinary schools serving 16.7% of the country's learners.

Figure 3: Distribution of learners, educators and schools in the independent school funding type, as a percentage of provincial totals in the ordinary school funding type, by province, in 2012

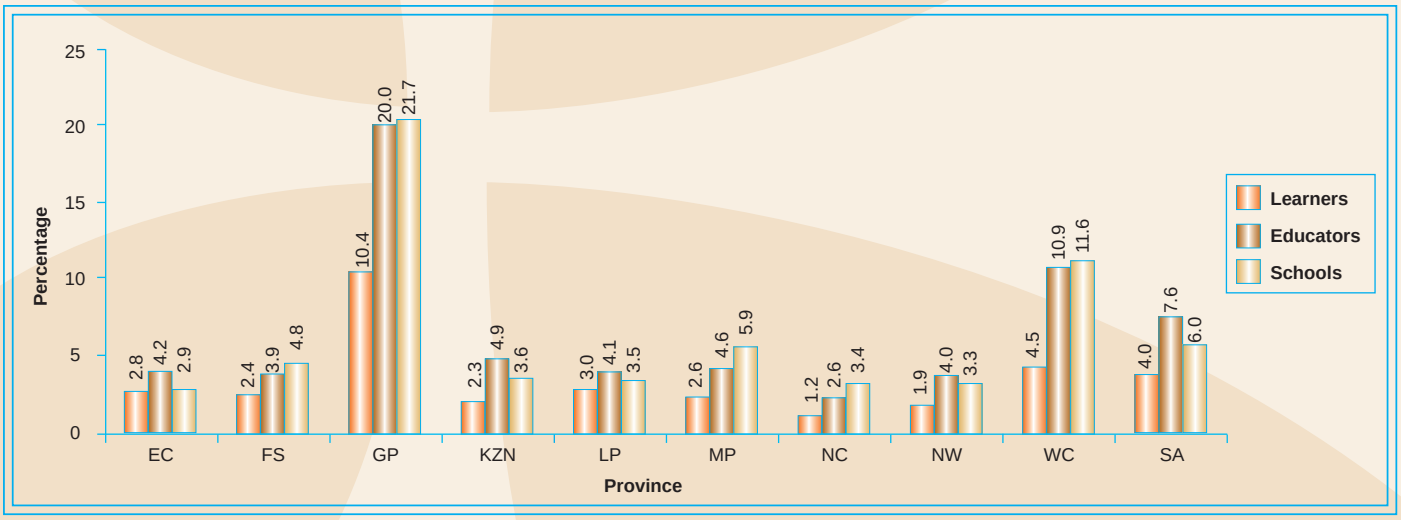


Figure 3, as calculated from Tables 2 and 3, indicates that, in 2012, Gauteng had the largest proportion of learners, educators and schools (10.4%, 20.0% and 21.7%, respectively) in the independent school funding type, while the Northern Cape had the smallest proportion of learners and educators (1.2% and 2.6%, respectively), and the Eastern Cape the smallest proportion of schools (2.9%) in the same funding type.

3.2.5 Indicators

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

In 2012, the national average LER in ordinary schools in the country was 29.2:1, ranging from 26.7:1 in the Free State to 30.4:1 in Mpumalanga.

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

The national average LSR in ordinary schools in South Africa was 481:1 in 2012, ranging from 339:1 in the Eastern Cape to 795:1 in Gauteng. In three provinces (Gauteng, Mpumalanga and the Western Cape), the ratio was higher than the national average with 795:1, 549:1 and 632:1 respectively.

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

In 2012, the national average ESR in ordinary schools in the country was 16.5:1, ranging from 11.8:1 in the Eastern Cape to 28.3:1 in Gauteng.

Gross enrolment ratio (GER) (see Tables 4 and 5)

Table 4: Gross enrolment ratio (GER) and gender parity index (GPI) in ordinary schools, by province and gender, in 2012

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	111	91	102				109	84	103			
	Male	120	80	103				114	68	103			
	Total	116	85	103	0.93	1.13	1.00	112	76	103	0.95	1.22	1.00
Free State	Female	100	90	96				97	81	93			
	Male	106	86	97				102	71	95			
	Total	103	88	96	0.94	1.05	0.99	100	76	94	0.95	1.14	0.98
Gauteng	Female	85	80	83				82	78	81			
	Male	88	78	83				84	71	81			
	Total	86	79	83	0.97	1.04	1.00	83	74	81	0.97	1.10	1.00
KwaZulu-Natal	Female	97	100	98				97	97	97			
	Male	104	97	101				103	89	99			
	Total	101	98	100	0.94	1.03	0.98	100	93	98	0.95	1.10	0.98
Limpopo	Female	105	113	108				108	107	108			
	Male	112	110	111				116	95	111			
	Total	108	112	110	0.93	1.03	0.97	112	101	110	0.93	1.13	0.97
Mpumalanga	Female	94	93	93				93	89	92			
	Male	101	88	96				98	79	94			
	Total	98	90	95	0.92	1.06	0.98	96	84	93	0.94	1.13	0.98
Northern Cape	Female	100	82	94				97	76	92			
	Male	106	77	94				100	64	92			
	Total	103	80	94	0.95	1.06	1.00	98	70	92	0.97	1.19	1.00
North West	Female	92	85	88				89	76	86			
	Male	97	77	89				92	68	87			
	Total	95	81	89	0.95	1.11	0.99	91	72	86	0.96	1.12	0.99
Western Cape	Female	84	77	81				82	69	79			
	Male	85	67	78				82	55	76			
	Total	85	72	79	0.99	1.16	1.05	82	62	77	1.01	1.25	1.04
South Africa	Female	96	92	94				95	87	93			
	Male	101	86	95				99	76	94			
	Total	99	89	95	0.95	1.06	0.99	97	81	93	0.96	1.14	0.99

Source 1: 2012 SNAP Surveys.
Source 2: Population estimates, Statistics South Africa (July 2013).
Note 1: Underlying population data not shown in the 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 2012, as shown in Table 4, the national total GER for the combined GET and FET bands (Grades R to 12) was 93%, which is lower than the GER of 95% 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 2012

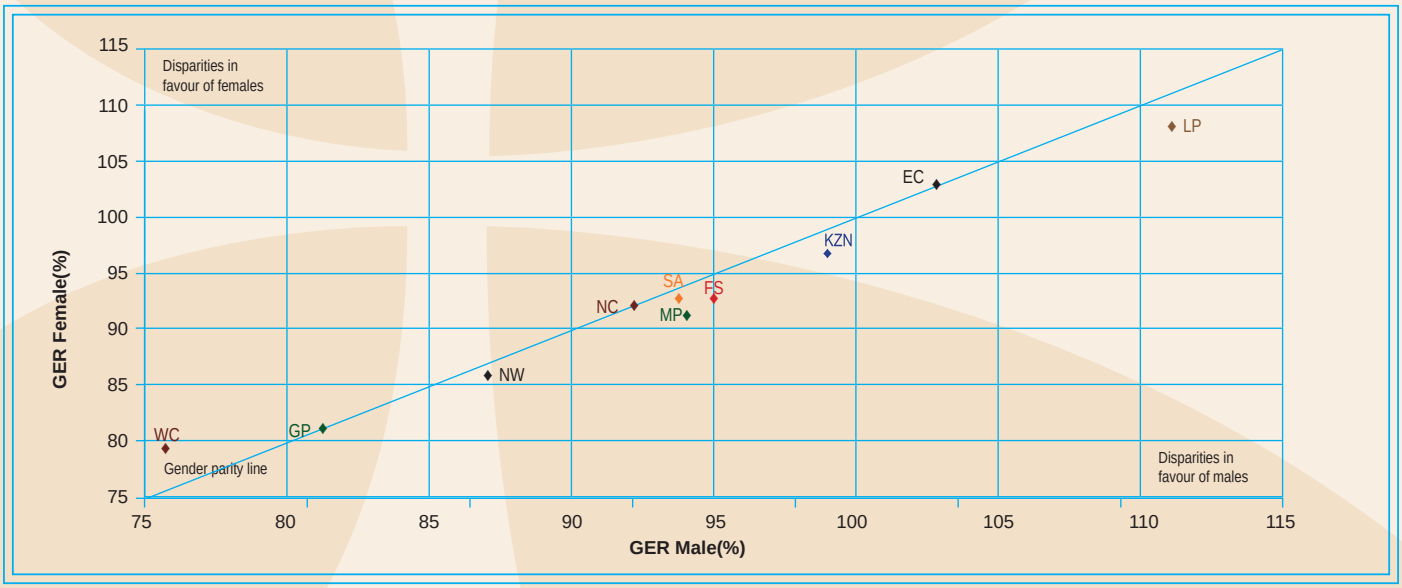


Figure 4 compares the total GER for male and female learners, Grades R to 12, in 2012. If the GER value for a province lies above the gender parity line, this shows that more female learners than male learners of the same appropriate school-age population are enrolled, which indicates a disparity in favour of females. The National GER value lies below the gender parity line, which means that there were more male learners than female learners. 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. Three provinces – namely, the Eastern Cape, Gauteng and 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 2012, as indicated in Table 4, the national highest GPI (1.14) was reflected in the FET band and the lowest in the primary phase (0.95), 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 2012

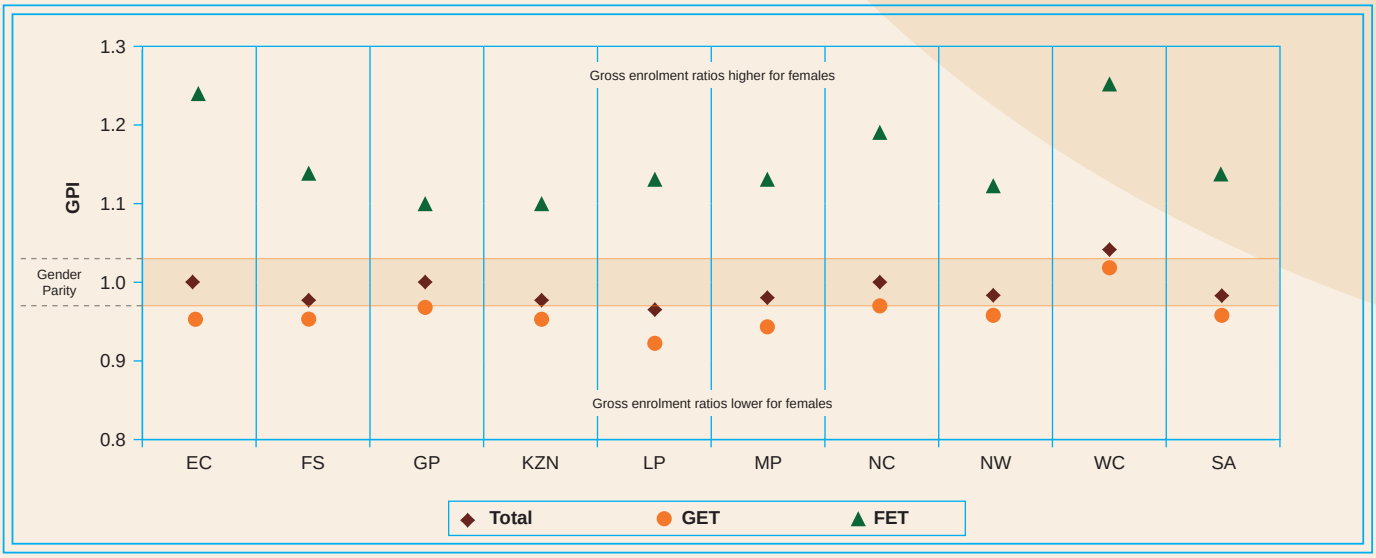


Figure 5 shows the GPI for Grades R to 12 (GET and FET bands), by province, in 2012. Gender parity is considered to have been attained when the GPI lies between 0.97 and 1.03 (Global Education Digest 2005, UNESCO Institute for Statistics). Gender parity in the combined GET and FET bands has been achieved in eight of the nine provinces. However, the Western Cape was the only province with GPI of 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 2012

Province	School Sector	Gender	Pre-Gr. R Phase	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	1 030	1 873	2 619	2 414	2 213	9 119	2 036	1 739	1 726	5 501	1 645	1 832	1 953	5 430	20 050
		Total	2 081	3 835	5 287	4 745	4 328	18 195	4 084	3 565	3 423	11 072	3 280	3 620	3 740	10 640	39 907
	Public	Female	5 470	76 274	94 175	82 112	74 185	326 746	71 899	70 027	69 077	211 003	69 643	70 540	72 055	212 238	749 987
		Total	10 605	154 528	199 224	171 248	154 926	679 926	152 666	147 420	144 095	444 181	142 531	140 684	142 957	426 172	1 550 279
	Both	Female	6 500	78 147	96 794	84 526	76 398	335 865	73 935	71 766	70 803	216 504	71 288	72 372	74 008	217 668	770 037
		Male	6 186	80 216	107 717	91 467	82 856	362 256	82 815	79 219	76 715	238 749	74 523	71 932	72 689	219 144	820 149
		Total	12 686	158 363	204 511	175 993	159 254	698 121	156 750	150 985	147 518	455 253	145 811	144 304	146 697	436 812	1 590 186
Free State	Independent	Female	208	394	688	666	569	2 317	541	511	490	1 542	528	687	769	1 984	5 843
		Total	442	828	1 495	1 355	1 154	4 832	1 086	1 128	959	3 173	1 022	1 350	1 531	3 903	11 908
	Public	Female	305	14 703	30 725	28 353	25 081	98 862	25 211	24 664	24 667	74 542	22 954	24 270	32 268	79 492	252 896
		Total	566	29 811	64 366	58 641	51 574	204 392	52 565	50 688	50 253	153 506	46 224	49 580	66 370	162 174	520 072
	Both	Female	513	15 097	31 413	29 019	25 650	101 179	25 752	25 175	25 157	76 084	23 482	24 957	33 037	81 476	258 739
		Male	495	15 542	34 448	30 977	27 078	108 045	27 899	26 641	26 055	80 595	23 764	25 973	34 864	84 601	273 241
		Total	1 008	30 639	65 861	59 996	52 728	209 224	53 651	51 816	51 212	156 679	47 246	50 930	67 901	166 077	531 980
Gauteng	Independent	Female	3 690	5 994	10 582	9 387	8 389	34 352	7 842	7 375	7 068	22 285	7 010	8 364	8 226	23 600	80 237
		Total	7 450	12 066	21 108	18 697	16 809	68 680	15 705	14 792	13 986	44 483	13 660	16 068	15 990	45 718	158 881
	Public	Female	2 719	41 464	89 383	82 262	75 785	288 894	72 936	71 159	70 764	214 859	69 677	71 695	78 983	220 355	724 108
		Total	5 411	83 308	185 550	167 614	154 026	590 498	147 187	143 527	141 516	432 230	138 884	144 348	160 083	443 315	1 466 043
	Both	Female	6 409	47 458	99 965	91 649	84 174	323 246	80 778	78 534	77 832	237 144	76 687	80 059	87 209	243 955	804 345
		Male	6 452	47 916	106 693	94 662	86 661	335 932	82 114	79 785	77 670	239 569	75 857	80 357	88 864	245 078	820 579
		Total	12 861	95 374	206 658	186 311	170 835	659 178	162 892	158 319	155 502	476 713	152 544	160 416	176 073	489 033	1 624 924
KwaZulu-Natal	Independent	Female	1 609	1 993	2 601	2 394	2 152	9 140	2 126	1 994	1 839	5 959	1 868	2 564	2 558	6 990	22 089
		Total	3 144	4 106	5 213	4 662	4 212	18 193	4 026	3 803	3 634	11 463	3 550	4 995	4 874	13 419	43 075
	Public	Female	4 298	91 745	128 932	113 323	101 030	435 030	99 786	99 345	101 161	300 292	101 179	112 061	115 396	328 636	1 063 958
		Total	8 456	185 063	272 018	234 276	208 944	900 301	209 209	205 498	207 156	621 863	205 613	231 374	233 746	670 733	2 192 897
	Both	Female	5 907	93 738	131 533	115 717	103 182	444 170	101 912	101 339	103 000	306 251	103 047	114 625	117 954	335 626	1 086 047
		Male	5 693	95 431	145 698	123 221	109 974	474 324	111 323	107 962	107 790	327 075	106 116	121 744	120 666	348 526	1 149 925
		Total	11 600	189 169	277 231	238 938	213 156	918 494	213 235	209 301	210 790	633 326	209 163	236 369	238 620	684 152	2 235 972
Limpopo	Independent	Female	441	1 701	2 225	2 045	1 829	7 800	1 896	1 669	1 730	5 295	1 619	2 292	2 391	6 302	19 397
		Total	877	3 296	4 403	4 137	3 729	15 565	3 691	3 388	3 462	10 541	3 247	4 323	4 549	12 119	38 225
	Public	Female	179	57 051	66 768	62 609	54 996	241 424	56 014	55 264	58 054	169 332	57 734	60 908	88 926	207 568	618 324
		Total	383	114 654	137 952	129 015	113 805	495 426	118 050	116 132	120 777	354 959	117 770	124 975	190 178	432 923	1 283 308
	Both	Female	620	58 752	68 993	64 654	56 825	249 224	57 910	56 933	59 784	174 627	59 353	63 200	91 317	213 870	637 721
		Male	640	59 198	73 362	68 498	60 709	261 767	63 831	62 587	64 455	190 873	61 664	66 098	103 410	231 172	683 812
		Total	1 260	117 950	142 355	133 152	117 534	510 991	121 741	119 520	124 239	365 500	121 017	129 298	194 727	445 042	1 321 533
Mpumalanga	Independent	Female	451	862	1 256	1 125	990	4 233	859	848	829	2 536	844	808	843	2 495	9 264
		Total	915	1 857	2 628	2 290	1 987	8 762	1 750	1 731	1 618	5 099	1 579	1 657	1 662	4 898	18 759
	Public	Female	1 266	28 572	46 362	41 915	37 168	154 017	37 279	37 571	38 584	113 434	38 193	43 104	43 689	124 986	392 437
		Total	2 512	57 345	98 573	87 424	77 718	321 060	79 014	78 766	78 825	236 605	77 805	87 863	86 867	252 535	810 200
	Both	Female	1 717	29 434	47 618	43 040	38 158	158 250	38 138	38 419	39 413	115 970	39 037	43 912	44 532	127 481	401 701
		Male	1 710	29 768	53 583	46 674	41 547	171 572	42 626	42 078	41 030	125 734	40 347	45 608	43 997	129 952	427 258
		Total	3 427	59 202	101 201	89 714	79 705	329 822	80 764	80 497	80 443	241 704	79 384	89 520	88 529	257 433	828 959
Northern Cape	Independent	Female	77	133	153	111	109	506	71	77	55	203	78	215	212	505	1 214
		Total	155	285	311	226	205	1 027	153	146	111	410	145	353	333	831	2 268
	Public	Female	463	7 379	13 212	11 727	11 262	43 580	11 477	11 362	11 487	34 326	10 498	10 929	11 351	32 778	110 684
		Total	919	14 751	27 736	24 367	23 266	90 120	24 139	23 253	23 210	70 602	21 263	22 164	22 746	66 173	226 895
	Both	Female	540	7 512	13 365	11 838	11 371	44 086	11 548	11 439	11 542	34 529	10 576	11 144	11 563	33 283	111 898
		Male	534	7 524	14 682	12 755	12 100	47 061	12 744	11 960	11 779	36 483	10 832	11 373	11 516	33 721	117 265
		Total	1 074	15 036	28 047	24 593	23 471	91 147	24 292	23 399	23 321	71 012	21 408	22 517	23 079	67 004	229 163
North West	Independent	Female	99	616	750	674	651	2 691	560	524	543	1 627	517	517	510	1 544	5 862
		Total	211	1 230	1 586	1 450	1 279	5 545	1 134	1 053	982	3 169	1 023	1 037	1 056	3 116	11 830
	Public	Female	152	21 550	35 634	34 942	31 337	123 463	31 195	29 893	29 682	90 770	27 350	28 421	31 681	87 452	301 685
		Total	316	43 259	74 340	72 345	64 665	254 609	64 973	61 152	60 075	186 200	55 528	57 215	64 246	176 989	617 798
	Both	Female	251	22 166	36 384	35 616	31 988	126 154	31 755	30 417	30 225	92 397	27 867	28 938	32 191	88 996	307 547
		Male	276	22 323	39 542	38 179	33 956	134 000	34 352	31 788	30 832	96 972	28 684	29 314	33 111	91 109	322 081
		Total	527	44 489	75 926	73 795	65 944	260 154	66 107	62 205	61 057	189 369	56 551	58 252	65 302	180 105	629 628
Western Cape	Independent	Female	1 320	1 799	2 042	1 918	1 692	7 451	1 572	1 541	1 490	4 603	1 464	1 626	1 823	4 913	16 967
		Total	2 479	3 524	4 118	3 657	3 425	14 724	3 113	3 094	3 015	9 222	2 943	3 221	3 526	9 690	33 636
	Public	Female	554	26 958	49 376	43 660	40 279	160 273	40 661	39 216	39 230	119 107	38 802	39 229	47 673	125 704	405 084
		Total	1 148	54 119	103 065	88 639	81 321	327 144	83 804	79 889	78 349	242 042	76 461	76 682	91 659	244 802	813 988
	Both	Female	1 874	28 757	51 418	45 578	41 971	167 724	42 233	40 757	40 720	123 710	40 266	40 855	49 496	130 617	422 051
		Male	1 753	28 886	55 765	46 718	42 775	174 144	44 684	42 226	40 644	127 554	39 138	39 048	45 689	123 875	425 573
		Total	3 627	57 643	107 183	92 296	84 746	341 868	86 917	82 983	81 364	251 264	79 404	79 903	95 185	254 492	847 624
South Africa	Independent	Female	8 925	15 365	22 916	20 734	18 594	77 609	17 503	16 278	15 770	49 551	15 573	18 905	19 285	53 763	180 923
		Male	8 829	15 662	23 233	20 485	18 534	77 914	17 239	16 422	15 420	49 081	14 876	17 719	17 976	50 571	177 566
		Total	17 754	31 027	46 149	41 219	37 128	155 523	34 742	32 700	31 190	98 632	30 449	36 624	37 261	104 334	358 489
	Public	Female	15 406	365 696	554 567	500 903	451 123	1 872 289	446 458	438 501	442 706	1 327 665	436 030	461 157	522 022	1 419 209	4 619 163
		Male	14 910	371 142	608 257	532 666	479 122	1 991 187	485 149	467 824	461 550	1 414 523	446 049	473 728	536 830	1 456 607	4 862 317
		Total	30 316	736 838	1 162 824	1 033 569	930 245	3 863 476	931 607	906 325	904 256	2 742 188	882 079	934 885	1 058 852	2 875 816	9 481 480
	Both	Female	24 331	381 061	577 483	521 637	469 717	1 949 898	463 961	454 779	458 476	1 377 216	451 603	480 062	541 307	1 472 972	4 800 086
		Male	23 739	386 804	631 490	553 151	497 656	2 069 101	502 388	484 246	476 970	1 463 604	460 925	491 447	554 806	1 507 178	5 039 883
		Total	48 070	767 865	1 208 973	1 074 788	967 373	4 018 999	966 349	939 025	935 446	2 840 820	912 528	971 509	1 096 113	2 980 150	9 839 969

Source: 2012 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 2012 (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	2 150	2 394	2 619	7 163	255	14 392	10 948	25 340	28 498
		Total	4 091	4 312	4 667	13 070	476	28 712	20 430	49 142	55 534
	Public	Female	77 268	67 588	37 592	182 448	218	531 118	325 043	856 161	938 123
		Total	145 683	121 064	67 701	334 448	657	1 112 110	618 089	1 730 199	1 895 989
	Both	Female	79 418	69 982	40 211	189 611	473	545 510	335 991	881 501	966 621
		Male	70 356	55 394	32 157	157 907	660	595 312	302 528	897 840	984 902
		Total	149 774	125 376	72 368	347 518	1 133	1 140 822	638 519	1 779 341	1 951 523
Free State	Independent	Female	714	721	436	1 871	2	3 993	3 327	7 320	7 924
		Total	1 349	1 340	836	3 525	6	8 199	6 406	14 605	15 881
	Public	Female	30 632	22 643	13 042	66 317	1	181 655	122 855	304 510	319 519
		Total	58 599	42 479	24 370	125 448	7	374 311	241 398	615 709	646 093
	Both	Female	31 346	23 364	13 478	68 188	3	185 648	126 182	311 830	327 443
		Male	28 602	20 455	11 728	60 785	10	196 862	121 622	318 484	334 531
		Total	59 948	43 819	25 206	128 973	13	382 510	247 804	630 314	661 974
Gauteng	Independent	Female	8 671	8 922	8 493	26 086	425	57 653	42 676	100 329	110 438
		Total	16 992	16 679	15 749	49 420	891	114 757	81 478	196 235	216 642
	Public	Female	89 230	67 394	45 585	202 209	1 288	531 966	352 887	884 853	930 324
		Total	176 138	124 682	82 560	383 380	3 911	1 078 304	687 811	1 766 115	1 858 745
	Both	Female	97 901	76 316	54 078	228 295	1 713	589 619	395 563	985 182	1 040 762
		Male	95 229	65 045	44 231	204 505	3 089	603 442	373 726	977 168	1 034 625
		Total	193 130	141 361	98 309	432 800	4 802	1 193 061	769 289	1 962 350	2 075 387
KwaZulu-Natal	Independent	Female	2 859	2 989	3 783	9 631	682	14 974	14 753	29 727	34 011
		Total	5 448	5 542	6 793	17 783	1 123	29 100	27 652	56 752	65 125
	Public	Female	131 185	118 026	71 177	320 388	134	744 756	547 845	1 292 601	1 388 778
		Total	259 326	219 641	132 191	611 158	333	1 542 714	1 076 278	2 618 992	2 812 844
	Both	Female	134 044	121 015	74 960	330 019	815	759 730	562 598	1 322 328	1 422 788
		Male	130 730	104 168	64 024	298 922	640	812 084	541 332	1 353 416	1 455 180
		Total	264 774	225 183	138 984	628 941	1 456	1 571 814	1 103 930	2 675 744	2 877 969
Limpopo	Independent	Female	2 064	2 129	2 124	6 317	9	13 013	11 000	24 013	26 164
		Total	3 881	3 964	3 794	11 639	24	26 057	20 511	46 568	50 765
	Public	Female	88 144	71 185	42 135	201 464	10	411 439	351 298	762 737	819 977
		Total	172 398	130 553	78 338	381 289	33	853 501	696 442	1 549 943	1 665 013
	Both	Female	90 208	73 314	44 259	207 781	19	424 452	362 298	786 750	846 141
		Male	86 071	61 203	37 873	185 147	38	455 106	354 655	809 761	869 637
		Total	176 279	134 517	82 132	392 928	57	879 558	716 953	1 596 511	1 715 778
Mpumalanga	Independent	Female	896	1 073	1 780	3 749	76	6 751	5 400	12 151	13 540
		Total	1 738	2 035	3 364	7 137	121	13 583	10 456	24 039	26 932
	Public	Female	47 088	40 584	25 757	113 429	349	277 072	200 222	477 294	507 481
		Total	91 283	75 627	47 407	214 317	822	578 125	389 047	967 172	1 027 851
	Both	Female	47 984	41 657	27 537	117 178	425	283 823	205 622	489 445	521 021
		Male	45 037	36 005	23 234	104 276	518	307 885	193 881	501 766	533 762
		Total	93 021	77 662	50 771	221 454	943	591 708	399 503	991 211	1 054 783
Northern Cape	Independent	Female	232	178	135	545	6	654	972	1 626	1 842
		Total	360	283	230	873	9	1 297	1 559	2 856	3 305
	Public	Female	11 123	8 507	5 064	24 694	0	81 025	46 974	127 999	135 841
		Total	21 379	15 752	9 244	46 375	0	167 234	91 285	258 519	274 189
	Both	Female	11 355	8 685	5 199	25 239	6	81 679	47 946	129 625	137 683
		Male	10 384	7 350	4 275	22 009	3	86 852	44 898	131 750	139 811
		Total	21 739	16 035	9 474	47 248	9	168 531	92 844	261 375	277 494
North West	Independent	Female	511	481	415	1 407	40	4 219	2 434	6 653	7 408
		Total	985	958	793	2 736	93	8 507	4 829	13 336	14 870
	Public	Female	34 175	25 457	14 479	74 111	51	220 033	134 213	354 246	375 999
		Total	67 409	47 160	27 440	142 009	149	453 078	263 470	716 548	760 272
	Both	Female	34 686	25 938	14 894	75 518	91	224 252	136 647	360 899	383 407
		Male	33 708	22 180	13 339	69 227	151	237 333	131 652	368 985	391 735
		Total	68 394	48 118	28 233	144 745	242	461 585	268 299	729 884	775 142
Western Cape	Independent	Female	1 660	1 651	1 653	4 964	118	11 719	8 413	20 132	23 369
		Total	3 322	3 279	3 308	9 909	310	23 365	16 656	40 021	46 334
	Public	Female	39 695	33 283	24 604	97 582	522	291 224	184 484	475 708	503 742
		Total	73 114	58 981	43 052	175 147	1 402	591 528	343 488	935 016	991 685
	Both	Female	41 355	34 934	26 257	102 546	640	302 943	192 897	495 840	527 111
		Male	35 081	27 326	20 103	82 510	1 072	311 950	167 247	479 197	510 908
		Total	76 436	62 260	46 360	185 056	1 712	614 893	360 144	975 037	1 038 019
South Africa	Independent	Female	19 757	20 538	21 438	61 733	1 613	127 368	99 923	227 291	253 194
		Male	18 409	17 854	18 096	54 359	1 440	126 209	90 054	216 263	242 194
		Total	38 166	38 392	39 534	116 092	3 053	253 577	189 977	443 554	495 388
	Public	Female	548 540	454 667	279 435	1 282 642	2 573	3 270 288	2 265 821	5 536 109	5 919 784
		Male	516 789	381 272	232 868	1 130 929	4 741	3 480 617	2 141 487	5 622 104	6 012 897
		Total	1 065 329	835 939	512 303	2 413 571	7 314	6 750 905	4 407 308	11 158 213	11 932 681
	Both	Female	568 297	475 205	300 873	1 344 375	4 186	3 397 656	2 365 744	5 763 400	6 172 978
		Male	535 198	399 126	250 964	1 185 288	6 181	3 606 826	2 231 541	5 838 367	6 255 091
		Total	1 103 495	874 331	551 837	2 529 663	10 367	7 004 482	4 597 285	11 601 767	12 428 069

Source: 2012 SNAP Survey.
Note 1: Data are for ordinary schools only and exclude learners at stand-alone ECD sites, 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.

Figure 6: Percentage distribution of learners in ordinary schools, by phase, in 2012

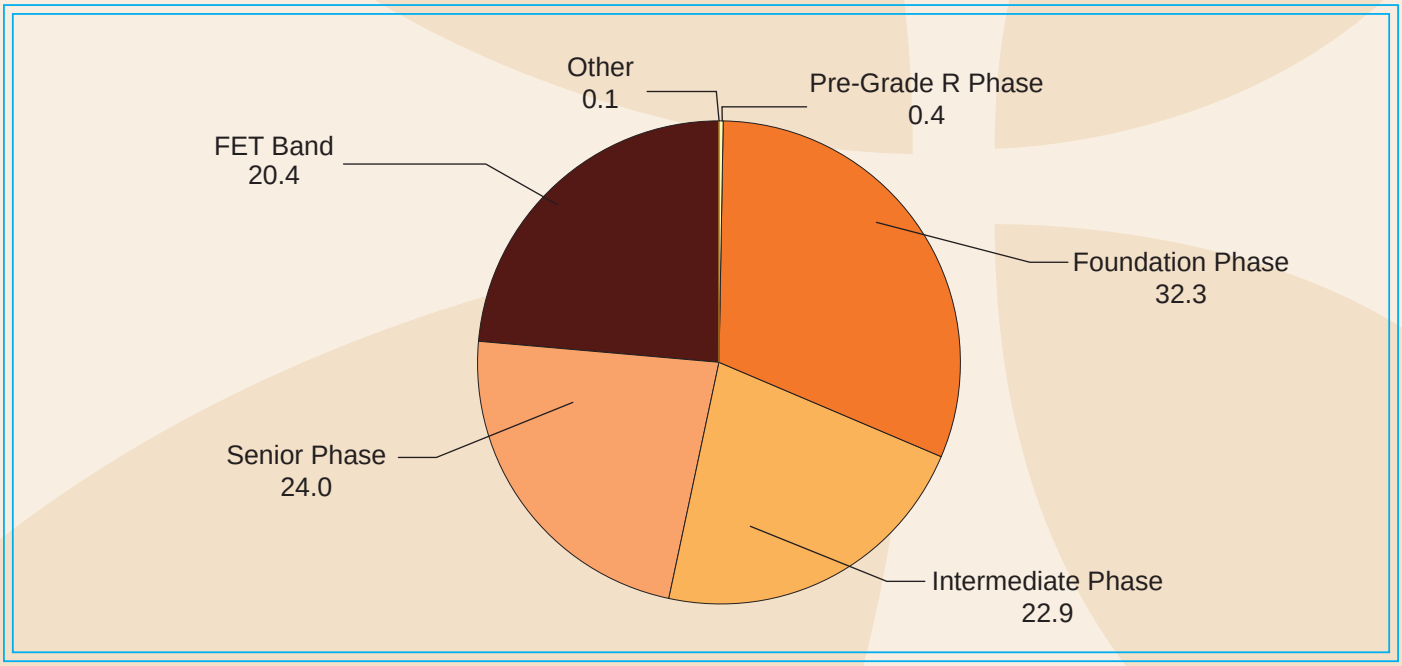


Figure 6 reveals that, in 2012, the highest proportion of learners in ordinary schools was located in the foundation phase (32.3%). As one moves up to higher levels within the schooling system, the proportion of learners decreases. Hence, in 2012 the FET band comprised only 20.4% of learners in ordinary schools. 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 school.

Figure 7: Percentage distribution of learners in ordinary schools, by phase and gender, in 2012

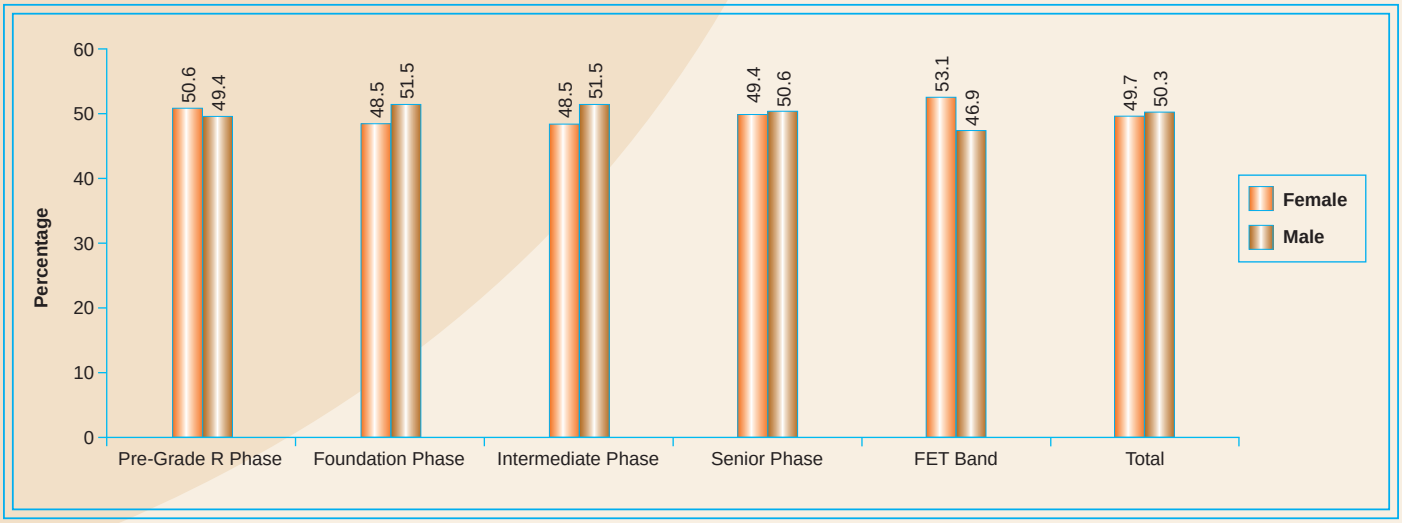
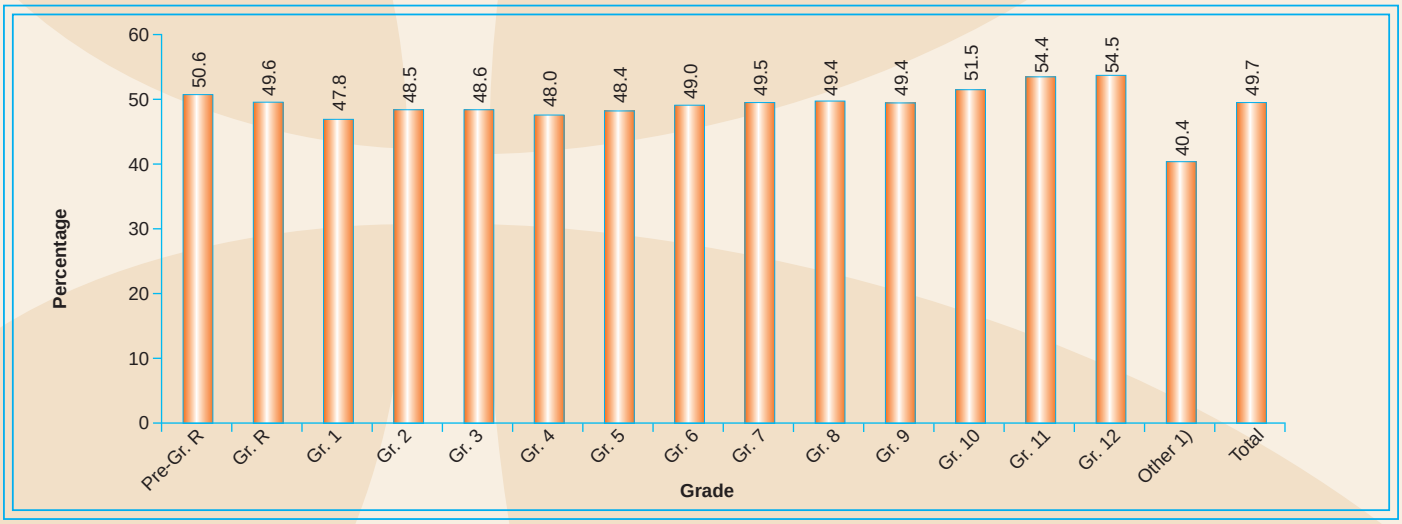


Figure 7 indicates that, in 2012, females and males were almost equally represented in ordinary schools in South Africa (females 49.7% and males 50.3%). There were more males than females in the foundation phase, intermediate phase and senior phase and more females than males in the other two phases. The highest percentage of females (53.1%) was found in the FET band.

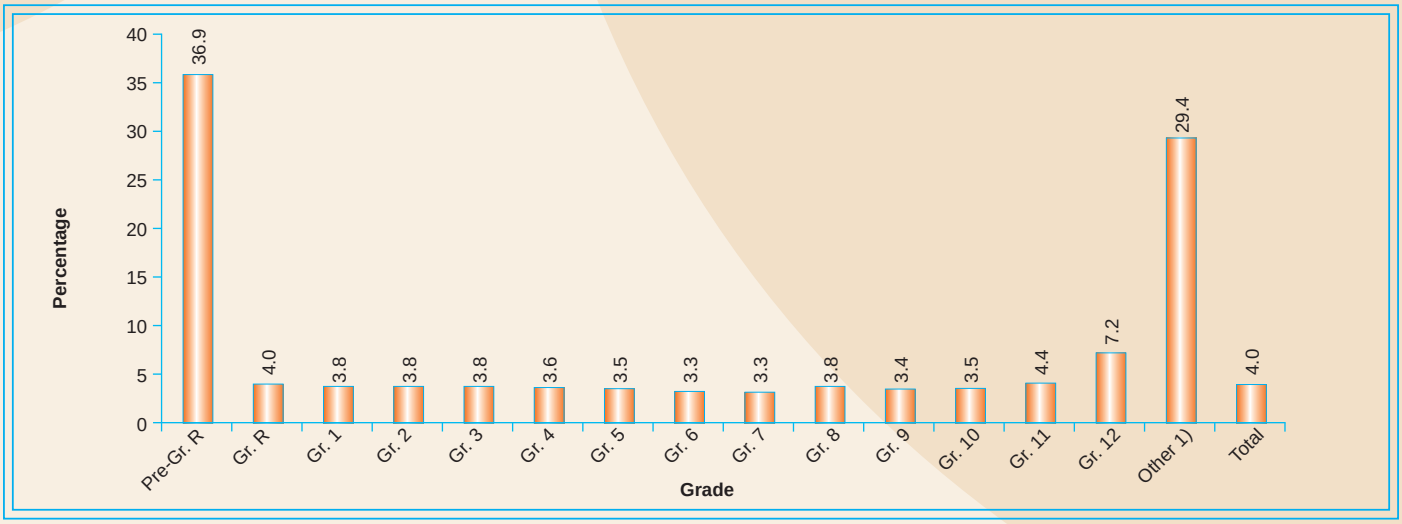
Figure 8: **Percentage distribution of female learners in ordinary schools, by grade, in 2012**



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

In 2012, as indicated in Figure 8, there were fewer female than male learners (less than 50%) in Grades R to 9, and Other, while the opposite was true for the other grades. Grade 12 females (54.5%) accounted for the highest female enrolment in all the primary and secondary-level grades. The lowest female enrolment was for Other (40.4%).

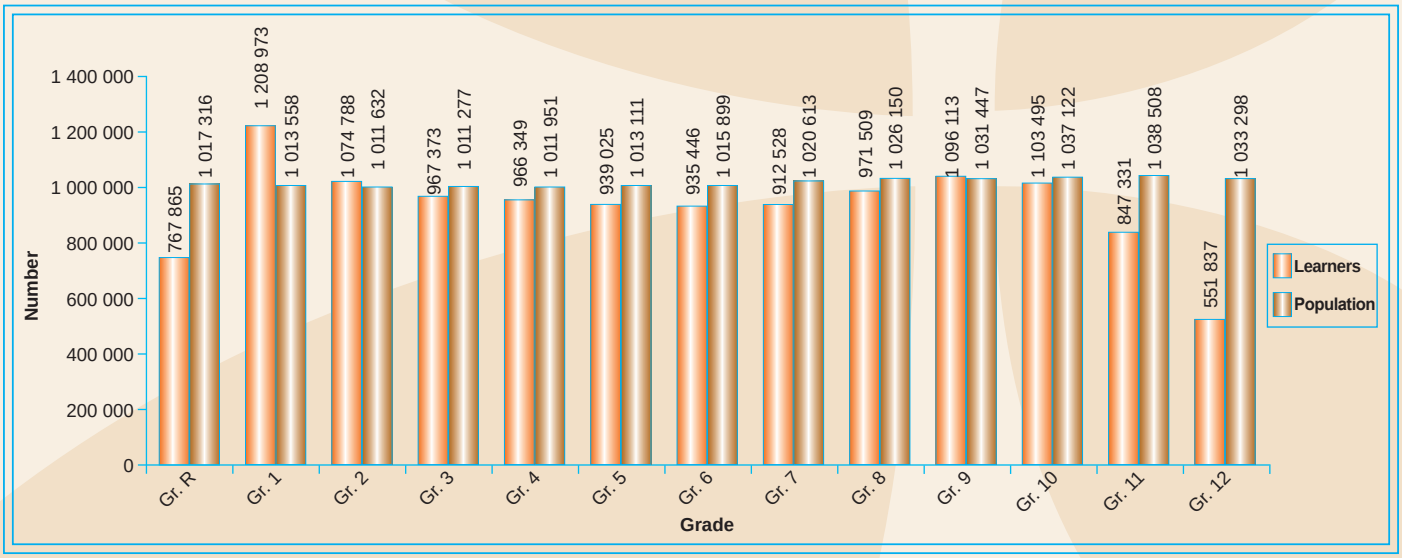
Figure 9: **Distribution of learners in ordinary independent schools as a percentage of ordinary school learners, by grade, in 2012**



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

Figure 9 shows that, in 2012, the percentage of learners in independent schools in the ordinary school system was the highest for pre-Grade R (36.9%), the second highest for Other (29.4%), and the lowest for Grades 6 and 7 (3.3%). The total national average of learners in independent schools was 4.0%.

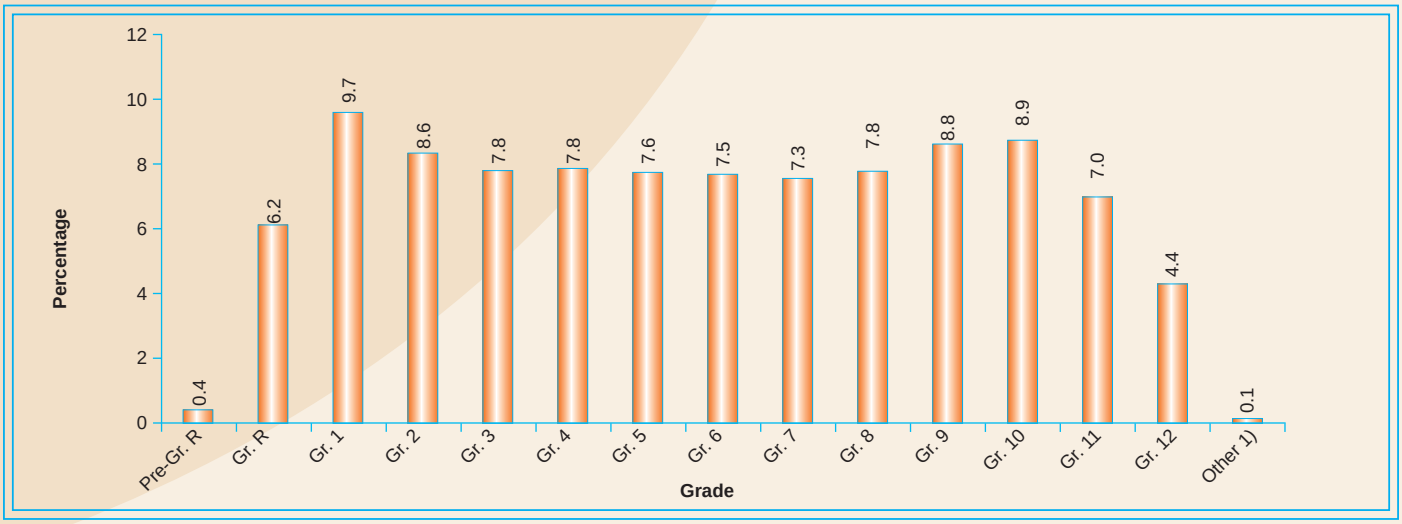
Figure 10: Number of learners in ordinary schools, by grade, compared with the appropriate age group in the population, in 2012



Source: Population estimates, Statistics South Africa (July 2013).

Figure 10 shows learner enrolment in 2012 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, 2, 9 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 75.4% and 53.4%, 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 2012**



1) Included as grades 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 2012, the highest proportion of learners in ordinary schools was enrolled in Grade 1 (9.7%), while the lowest proportion was enrolled in Grade 12 (4.4%). The pattern of enrolment across grades reveals a steady decline in the proportion of learners from Grades 1 to 2, while the enrolment stayed almost the same from Grades 3 to 8. An anomaly occurs in Grade 10, where there is 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 2009 to 2012

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

Table 6: Comparing learners, educators and schools in the ordinary school sector, by province, from 2009 to 2012

Province	Learners				Educators				Schools			
	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012
Eastern Cape	2 076 400	2 052 386	1 963 578	1 951 523	69 620	69 018	68 499	67 936	5 809	5 742	5 755	5 754
Free State	651 785	654 704	658 010	661 974	23 741	23 850	24 057	24 828	1 595	1 488	1 437	1 419
Gauteng	1 903 838	1 974 066	2 022 050	2 075 387	66 351	70 340	71 532	73 960	2 390	2 485	2 559	2 611
KwaZulu-Natal	2 827 335	2 806 988	2 847 378	2 877 969	89 377	91 926	93 266	94 932	6 091	6 147	6 180	6 176
Limpopo	1 707 280	1 706 401	1 695 524	1 715 778	58 563	58 194	58 016	57 670	4 105	4 106	4 073	4 078
Mpumalanga	1 035 637	1 036 432	1 046 551	1 054 783	35 221	34 575	34 623	34 664	1 934	1 939	1 931	1 920
Northern Cape	267 709	269 392	274 745	277 494	9 115	8 846	8 899	8 864	617	617	611	580
North West	777 285	759 114	765 120	775 142	26 697	26 006	25 897	25 924	1 768	1 701	1 669	1 645
Western Cape	980 694	1 000 616	1 015 038	1 038 019	34 382	35 354	35 819	36 389	1 597	1 625	1 636	1 643
South Africa	12 227 963	12 260 099	12 287 994	12 428 069	413 067	418 109	420 608	425 167	25 906	25 850	25 851	25 826

Sources:
2009-2011: As published in Education Statistics in South Africa.
2012: SNAP Survey.

As can be seen in Table 6, between 2009 and 2012, learner numbers and educators showed a net increase of 1.6% and 2.9% (12 227 963 to 12 428 069 and 413 067 to 425 167) respectively, while the number of schools decreased by 0.3% (25 906 to 25 826).

- **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 2009 to 2012

Province	Independent				Public and Independent											
	Learners in Independent Schools as % of All Learners				LER				LSR				ESR			
	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012
Eastern Cape	2.1	2.4	2.7	2.8	29.8	29.7	28.7	28.7	357	357	341	339	12.0	12.0	11.9	11.8
Free State	2.2	2.4	2.6	2.4	27.5	27.5	27.4	26.7	409	440	458	467	14.9	16.0	16.7	17.5
Gauteng	9.6	9.9	10.3	10.4	28.7	28.1	28.3	28.1	797	794	790		27.8	28.3	28.0	28.3
KwaZulu-Natal	1.6	2.2	2.3	2.3	31.6	30.5	30.5	30.3	464	457	461	466	14.7	15.0	15.1	15.4
Limpopo	2.1	2.7	2.9	3.0	29.2	29.3	29.2	29.8	416	416	416	421	14.3	14.2	14.2	14.1
Mpumalanga	1.8	2.2	2.4	2.6	29.4	30.0	30.2	30.4	535	535	542	549	18.2	17.8	17.9	18.1
Northern Cape	1.1	1.1	1.2	1.2	29.4	30.5	30.9	31.3	434	437	450	478	14.8	14.3	14.6	15.3
North West	1.6	1.7	1.8	1.9	29.1	29.2	29.5	29.9	440	446	458	471	15.1	15.3	15.5	15.8
Western Cape	3.7	4.1	4.4	4.5	28.5	28.3	28.3	28.5	614	616	620	632	21.5	21.8	21.9	22.1
South Africa	3.2	3.7	3.9	4.0	29.6	29.3	29.2	29.2	472	474	475	481	15.9	16.2	16.3	16.5

Table 7 shows that, from 2009 to 2012, the percentage of learners in ordinary independent schools nationally increased from 3.2% to 4.0%, a net increase of 25.0%.

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

Table 7 shows that, from 2009 to 2012, the national average LER at ordinary schools in the country decreased from 29.6:1 to 29.2:1, a net decrease of 1.4%.

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

Table 7 shows that, from 2009 to 2012, the national average LSR at ordinary schools in the country increased from 472:1 to 481:1, a net increase of 1.9%.

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

Table 7 shows that, from 2009 to 2012, the national average ESR at ordinary schools in the country increased from 15.9:1 to 16.5:1, a net increase of 3.8%.

- **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 2009 to 2012

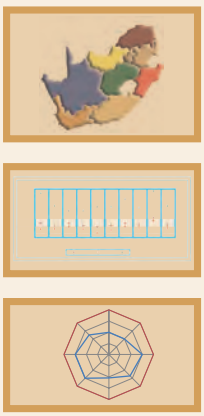
Province	Gender	Primary and Secondary (Gr. 1-12)								School Bands (Gr. R-12)							
		GER (%)				GPI				GER (%)				GPI			
		2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012
Eastern Cape	Female	104	100	96	102					104	100	96	103				
	Male	98	98	95	103					99	99	95	103				
	Total	101	99	95	103	1.06	1.02	1.01	1.00	101	99	96	103	1.05	1.02	1.01	1.00
Free State	Female	87	90	92	96					84	88	89	93				
	Male	90	92	93	97					87	89	91	95				
	Total	89	91	92	96	0.97	0.99	0.98	0.99	86	88	90	94	0.97	0.99	0.98	0.98
Gauteng	Female	82	84	84	83					78	80	80	81				
	Male	83	81	81	83					78	77	77	81				
	Total	82	82	82	83	0.99	1.04	1.04	1.00	78	78	79	81	1.00	1.04	1.04	1.00
KwaZulu-Natal	Female	92	90	90	98					90	88	89	97				
	Male	92	91	92	101					90	89	90	99				
	Total	92	90	91	100	1.00	0.99	0.98	0.98	90	89	90	98	1.00	0.99	0.98	0.98
Limpopo	Female	102	97	97	108					100	97	97	108				
	Male	98	100	101	111					97	100	100	111				
	Total	100	99	99	110	1.04	0.97	0.96	0.97	98	98	99	110	1.03	0.97	0.96	0.97
Mpumalanga	Female	97	96	97	93					94	94	96	92				
	Male	98	98	100	96					95	96	98	94				
	Total	98	97	99	95	0.99	0.98	0.98	0.98	95	95	97	93	0.99	0.98	0.98	0.98
Northern Cape	Female	88	89	92	94					85	87	90	92				
	Male	87	89	91	94					85	87	90	92				
	TotalX	87	89	92	94	1.01	1.01	1.01	1.00	85	87	90	92	1.00	1.01	1.01	1.00
North West	Female	92	88	88	88					88	86	86	86				
	Male	98	90	91	89					94	88	88	87				
	Total	95	89	89	89	0.94	0.98	0.97	0.99	91	87	87	86	0.94	0.98	0.97	0.99
Western Cape	Female	83	85	84	81					80	81	81	79				
	Male	83	80	79	78					79	76	76	76				
	Total	83	82	81	79	1.00	1.06	1.06	1.05	79	79	78	77	1.01	1.06	1.06	1.04
South Africa	Female	92	91	91	94					90	89	89	93				
	Male	92	91	91	95					89	89	89	94				
	Total	92	91	91	95	1.00	1.00	1.00	0.99	90	89	89	93	1.01	1.00	1.00	0.99

Sources:
2009-2011: As published in Education Statistics in South Africa.
2012: SNAP Survey, and Statistics South Africa population estimates published in July 2013.
Note: Underlying population data for 2012 not shown in the publication.

Table 8 shows that the total national average GER for Grades 1 to 12 increased over the four-year period 2009 to 2012 – namely, from 92% to 95%. 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 to 93 in 2012 and 89 in two of the four years.

Gender parity index (GPI) (see Table 8)

Table 8 shows that, from 2009 to 2012, the national average GPI for Grades 1 to 12 decreased from 1.01 to 0.99. In the same four-year period, the national average GPI for Grades R to 12 remained almost the same – namely, 1.01 in one of the four years and 1.00 in the remaining years.



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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 2012

Region	District	Learners							Educators		School		
		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													
n.a	Butterworth	815	8 411	55 871	31 225	11	42 854	87 107	2 624	3 734	384	16	400
n.a	**Cofimvaba**	729	5 288	39 837	18 175	17	27 932	58 029	1 810	2 556	277	5	282
n.a	Cradock	33	2 031	16 439	8 265	0	12 226	24 704	613	865	85	0	85
n.a	Dutywa	678	8 253	66 224	29 919	167	48 139	96 310	2 542	3 523	343	6	349
n.a	East London	1 340	9 432	81 301	47 845	310	64 516	129 456	3 488	4 869	301	18	319
n.a	Fort Beaufort	311	3 741	25 147	13 398	2	18 539	38 547	1 106	1 609	248	5	253
n.a	Graaff-Reinet	41	1 869	17 915	7 990	0	12 976	25 905	550	841	83	0	83
n.a	Grahamstown	188	2 064	18 778	11 093	140	15 223	30 011	847	1 210	78	9	87
n.a	King Williams Town	401	8 912	62 165	36 062	19	47 727	98 246	2 759	3 903	432	9	441
n.a	Lady Frere	135	3 674	24 974	12 981	0	18 319	37 955	1 001	1 462	162	0	162
n.a	Libode	780	14 699	124 152	53 941	0	88 666	178 093	3 807	5 216	420	4	424
n.a	Lusikisiki	1 434	14 490	122 654	43 908	0	82 967	166 562	3 519	4 614	350	5	355
n.a	Maluti	541	5 638	48 861	22 124	89	34 864	71 074	1 804	2 488	227	4	231
n.a	Mbizana	52	8 004	84 263	34 190	0	58 536	118 453	2 512	3 420	214	3	217
n.a	Mt Fletcher	24	3 525	30 317	15 669	0	22 326	45 986	1 250	1 730	187	0	187
n.a	Mt Frere	1 104	6 409	53 146	23 700	0	38 363	76 846	1 897	2 588	246	5	251
n.a	Mthata	1 320	12 424	99 377	55 139	13	77 263	154 529	3 703	5 221	340	25	365
n.a	Ngcobo	202	5 628	47 537	19 069	0	32 902	66 606	1 615	2 283	220	2	222
n.a	Port Elizabeth	1 162	12 335	112 232	61 821	248	87 354	174 301	4 561	6 301	240	24	264
n.a	Queenstown	580	4 809	38 746	21 162	20	29 431	59 928	1 512	2 177	170	13	183
n.a	Qumbu	84	5 344	44 155	23 309	0	32 786	67 464	1 880	2 486	251	4	255
n.a	Sterkspruit	306	4 363	39 596	19 762	16	29 439	59 374	1 322	1 973	167	4	171
n.a	Uitenhage	426	7 020	58 184	27 772	81	43 273	86 037	1 980	2 867	160	8	168
Total		12 686	158 363	1 311 871	638 519	1 133	966 621	1 951 523	48 702	67 936	5 585	169	5 754
Free State													
n.a	Fezile Dabi	151	4 688	70 444	42 102	4	55 674	112 550	2 844	4 230	240	12	252
n.a	Lejweleputswa	188	5 368	89 599	53 944	6	71 490	143 549	3 749	5 472	265	11	276
n.a	Motheo	538	8 476	117 379	71 730	0	93 695	189 109	4 716	6 978	303	23	326
n.a	Thabo Mofutsanyana	127	9 805	115 910	69 588	3	91 177	185 501	4 733	6 941	471	19	490
n.a	Xhariep	4	2 302	20 825	10 440	0	15 407	31 265	854	1 207	72	3	75
Total		1 008	30 639	414 157	247 804	13	327 443	661 974	16 896	24 828	1 351	68	1 419
Gauteng													
n.a	Ekurhuleni North	1 782	8 408	114 986	70 153	503	93 847	185 642	5 345	7 112	154	68	222
n.a	Ekurhuleni South	540	6 893	127 921	75 195	193	102 084	203 309	4 679	6 554	172	26	198
n.a	Gauteng East	553	8 388	100 654	57 166	176	78 683	157 996	3 467	4 853	158	13	171
n.a	Gauteng North	480	2 584	30 132	14 768	2	22 329	44 902	1 186	1 672	51	20	71
n.a	Gauteng West	834	7 115	93 732	51 478	763	73 416	145 973	3 405	4 759	153	14	167
n.a	Johannesburg central	771	7 960	96 107	59 038	204	77 566	155 349	3 316	4 765	205	16	221
n.a	Johannesburg east	1 879	6 144	112 203	61 309	443	87 319	173 955	5 627	7 850	122	101	223
n.a	Johannesburg North	1 633	6 244	90 442	50 533	215	71 498	141 190	4 313	5 808	143	58	201
n.a	Johannesburg South	372	5 791	86 190	53 707	718	70 378	140 615	3 281	4 972	94	81	175
n.a	Johannesburg West	728	4 955	70 818	36 746	296	53 814	107 860	2 693	3 829	126	32	158
n.a	Sedibeng East	384	2 866	36 168	20 285	426	28 277	56 879	1 493	2 035	69	22	91
n.a	Sedibeng West	403	5 330	66 795	45 889	313	56 426	112 997	2 418	3 493	136	8	144
n.a	Tshwane North	444	5 774	73 765	46 448	51	60 620	120 264	2 824	4 031	138	16	154
n.a	Tshwane South	1 591	10 154	121 528	75 389	355	98 640	197 272	5 916	8 066	179	78	257
n.a	Tshwane West	467	6 768	79 855	51 185	144	65 865	131 184	2 964	4 161	145	13	158
Total		12 861	95 374	1 301 296	769 289	4 802	1 040 762	2 075 387	52 927	73 960	2 045	566	2 611

Source: 2012 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.

Table 9: Number of learners, educators and schools in the ordinary school sector, by province, region and district, in 2012 (concluded)

Region	District	Learners							Educators		School		
		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													
n.a	Amajuba	732	8 089	83 637	54 019	3	67 650	137 659	3 147	4 407	242	8	250
n.a	Ilembe	596	12 005	109 028	65 978	0	85 981	175 006	3 841	5 564	429	2	431
n.a	Pinetown	1 365	22 932	221 837	138 236	54	177 707	360 127	8 914	12 271	505	38	543
n.a	Port Shepstone	490	15 105	134 520	84 712	61	108 284	219 293	5 211	7 257	492	16	508
n.a	Sisonke	728	11 561	100 807	53 243	217	75 991	154 267	3 661	5 181	445	7	452
n.a	Umgungundlovu	1 018	15 161	145 422	98 212	585	120 076	244 219	6 087	8 674	501	48	549
n.a	Umkhanyakude	1 248	16 839	151 710	89 138	0	118 602	240 848	4 830	7 309	536	7	543
n.a	Umlazi	1 781	17 730	198 216	144 544	499	172 603	343 259	9 282	12 496	461	51	512
n.a	Umzinyathi	571	12 937	121 301	67 389	35	93 711	188 725	3 934	5 849	480	6	486
n.a	Uthukela	1 178	14 284	132 314	76 801	2	102 820	209 117	4 540	6 718	446	12	458
n.a	Uthungulu	1 225	21 763	186 842	115 215	0	149 839	302 057	6 683	9 628	659	17	676
n.a	Zululand	668	20 763	186 949	116 443	0	149 525	303 392	6 363	9 578	759	9	768
Total		11 600	189 169	1 772 583	1 103 930	1 456	1 422 789	2 877 969	66 493	94 932	5 955	221	6 176
Limpopo													
n.a	Lebowakgomo	0	6 358	48 777	40 920	0	47 544	96 055	2 146	3 248	246	3	249
n.a	Mogalakwena	45	7 004	49 434	41 909	0	48 390	98 392	2 204	3 407	271	9	280
n.a	Mopani	226	18 819	140 556	112 876	0	134 222	272 477	5 743	9 152	522	15	537
n.a	Polokwane	100	20 149	146 616	127 308	24	145 092	294 197	6 342	9 879	670	23	693
n.a	Riba Cross	4	6 945	49 345	39 433	0	47 440	95 727	1 926	3 080	251	8	259
n.a	Sekhukhune	104	18 804	140 627	108 906	0	132 591	268 441	5 823	9 006	662	17	679
n.a	Tshipise Sagole	39	4 797	38 814	30 252	0	36 079	73 902	1 311	2 455	219	6	225
n.a	Tzaneen	23	5 235	40 756	35 690	12	40 732	81 716	1 776	2 915	173	8	181
n.a	Vhembe	653	25 023	179 979	153 802	21	176 577	359 478	6 801	12 065	741	51	792
n.a	Waterberg	66	4 816	44 654	25 857	0	37 474	75 393	1 763	2 463	180	3	183
Total		66	4 816	879 558	716 953	57	846 141	1 715 778	35 835	57 670	3 935	143	4 078
Mpumalanga													
Bohlabela	Bohlabela	101	14 114	110 720	80 256	17	100 818	205 208	4 200	6 836	382	16	398
Ehlanzeni	Ehlanzeni	1 011	15 764	163 105	115 039	145	146 404	295 064	6 164	9 530	367	51	418
Gert Sibande	Gert Sibande	1 468	12 922	150 219	95 824	328	129 166	260 761	5 940	8 577	532	22	554
Nkangala	Nkangala	847	16 402	167 664	108 384	453	144 633	293 750	6 684	9 721	526	24	550
Total		3 427	59 202	591 708	399 503	943	521 021	1 054 783	22 988	34 664	1 807	113	1 920
Northern Cape													
n.a	Frances Baard	222	4 685	56 313	32 044	0	44 013	88 357	1 968	2 854	118	6	124
n.a	John Taole Gaetsewe	172	2 870	45 524	21 895	9	33 155	67 428	1 554	2 173	175	4	179
n.a	Namakwa	45	1 668	15 426	7 497	0	11 247	22 923	526	795	75	6	81
n.a	Pixley Ka Seme	444	2 972	31 461	13 317	0	22 391	44 778	929	1 398	96	2	98
n.a	Siyanda	191	2 841	35 917	18 091	0	26 877	54 008	1 078	1 644	96	2	98
Total		1 074	15 036	184 641	92 844	9	137 683	277 494	6 055	8 864	560	20	580
North West													
Bojanala	Letlhabile	0	3 089	23 392	16 774	0	21 379	43 255	1 020	1 428	86	0	86
	Madibeng	96	2 496	23 969	13 614	106	19 947	40 185	1 142	1 524	73	7	80
	Moretele	0	3 041	24 915	16 183	0	21 678	44 139	1 070	1 484	123	0	123
	Moses Kotane East	0	1 848	14 962	10 026	0	13 451	26 836	664	871	67	1	68
	Moses Kotane West	0	1 123	7 256	5 027	0	6 710	13 406	421	561	75	0	75
	Rustenburg	75	5 382	56 169	34 114	149	47 294	95 814	2 518	3 285	133	18	151
Dr Kenneth Kaunda	Maquassi hills	16	1 984	20 842	9 357	16	15 906	32 199	669	1 008	59	1	60
	Matlosana	168	3 847	49 349	30 254	259	41 541	83 709	2 017	2 792	100	8	108
	Potchefstroom	24	1 843	26 460	15 033	24	21 538	43 360	1 121	1 514	82	5	87
Dr Ruth Segomotsi	Greater Delareyville	0	2 482	25 550	14 853	0	21 060	42 885	858	1 283	91	0	91
Mompati	Greater Taung	0	2 748	28 918	15 177	0	23 278	46 843	1 059	1 540	121	1	122
	Kagisano Molopo	0	1 606	20 204	9 120	0	15 334	30 930	674	950	86	1	87
	Taledi	22	2 278	30 203	15 830	22	23 843	48 333	1 123	1 571	90	1	91
Ngaka Modiri Molema	Kgetleng River	5	1 591	14 932	6 976	5	11 576	23 504	610	815	54	1	55
	Lichtenburg	91	1 788	23 583	12 573	109	19 121	38 053	907	1 293	79	2	81
	Mafikeng	30	2 781	27 686	16 836	58	23 423	47 361	1 120	1 552	86	7	93
	Rekopantswe	0	2 184	22 186	13 393	0	18 636	37 763	885	1 219	94	1	95
	Zeerust	0	2 378	21 009	13 159	21	17 692	36 567	897	1 234	92	0	92
Total		527	44 489	461 585	268 299	769	383 407	775 142	18 775	25 924	1 591	54	1 645
Western Cape													
n.a	Cape Winelands	780	10 296	96 762	52 388	239	74 877	149 389	3 592	5 343	275	18	293
n.a	Eden and Central Karoo	315	5 707	79 222	41 240	321	60 917	120 783	2 722	4 124	221	20	241
n.a	Metro Central	739	8 870	93 634	55 799	154	76 161	149 587	4 201	6 047	210	47	257
n.a	Metro East	192	6 203	98 527	56 235	224	78 715	154 986	3 635	5 061	140	30	170
n.a	Metro North	983	10 970	123 985	67 023	280	97 458	191 288	4 823	6 613	206	33	239
n.a	Metro South	366	9 529	112 145	56 709	230	86 896	169 084	4 040	5 639	188	19	207
n.a	Overberg	163	2 492	28 662	12 968	110	20 993	41 740	1 018	1 454	82	15	97
n.a	West Coast	89	3 576	43 226	17 782	154	31 094	61 162	1 442	2 108	131	8	139
Total		3 627	57 643	676 163	360 144	1 712	527 111	1 038 019	25 473	36 389	1 453	190	1 643
South Africa		46 876	654 731	7 593 562	4 597 285	10 894	6 172 978	12 428 069	294 144	425 167	24 282	1 544	25 826

Source: 2012 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.

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 2012

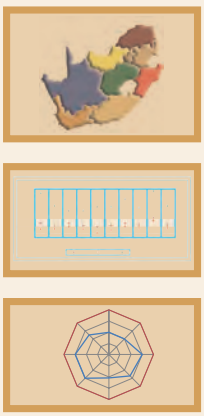
	Learners							Educators		Schools		
District and Metropolitan Municipality	Pre-Gr. R	Gr. R	Primary Gr. 1-7	Secondary Gr. 8-12	Other	Female	Total	Female	Total	Public	Independent	Total
Eastern Cape												
Alfred nzo	1 645	12 047	88 315	45 824	1 734	73 227	147 920	3 701	5 076	473	9	482
Amatole	4 865	51 173	334 047	213 588	5 387	299 038	604 195	16 222	22 859	2 048	79	2 127
Cacadu	655	10 953	83 269	46 855	876	71 472	141 953	3 377	4 918	321	17	338
Chris Hani	1 679	21 430	144 424	79 652	1 716	120 810	247 222	6 551	9 343	914	20	934
DCNMA[2]	162	248	1 432	1 776	183	1 841	3 639	255	329	0	15	15
Nelson Mandela Bay Metro	1 000	12 087	97 303	60 045	1 227	85 513	170 662	4 306	5 972	240	9	249
Oliver Tambo	2 350	42 537	330 337	155 348	2 350	262 955	530 572	11 718	15 736	1 235	16	1 251
Ukhahlamba	330	7 888	61 695	35 431	346	51 765	105 360	2 572	3 703	354	4	358
Total	12 686	158 363	1 140 822	638 519	13 819	966 621	1 951 523	48 702	67 936	5 585	169	5 754
Free State												
Fezile Dabi	151	4 688	65 605	42 102	155	55 674	112 550	2 844	4 230	240	12	252
Lejweleputswa	188	5 368	84 043	53 944	194	71 490	143 549	3 749	5 472	265	11	276
Motheo	538	8 476	108 365	71 730	538	93 695	189 109	4 716	6 978	303	23	326
Thabo mofutsanyane ty	127	9 805	105 978	69 588	130	91 177	185 501	4 733	6 941	471	19	490
Xhariep district	4	2 302	18 519	10 440	4	15 407	31 265	854	1 207	72	3	75
Total	1 008	30 639	382 510	247 804	1 021	327 443	661 974	16 896	24 828	1 351	68	1 419
Gauteng												
City of Johannesburg Metro	5 383	31 094	419 283	261 333	7 259	360 575	718 969	19 230	27 224	690	288	978
City of Tshwane Metro	2 502	22 696	249 950	173 022	3 052	225 125	448 720	11 704	16 258	462	107	569
Ekhuruleni Metro	2 875	23 689	316 997	202 514	3 747	274 614	546 947	13 491	18 519	484	107	591
Metsweding	480	2 584	27 068	14 768	482	22 329	44 902	1 186	1 672	51	20	71
Sedibeng	787	8 196	93 980	66 174	1 526	84 703	169 876	3 911	5 528	205	30	235
West Rand	834	7 115	85 783	51 478	1 597	73 416	145 973	3 405	4 759	153	14	167
Total	12 861	95 374	1 193 061	769 289	17 663	1 040 762	2 075 387	52 927	73 960	2 045	566	2 611
KwaZulu-Natal												
Amajuba	732	8 089	74 816	54 019	735	67 650	137 659	3 147	4 407	242	8	250
Ethekwini Metro	3 146	40 662	376 245	282 780	3 699	350 310	703 386	18 196	24 767	966	89	1 055
Ilembe	596	12 005	96 427	65 978	596	85 981	175 006	3 841	5 564	429	2	431
Sisonke	728	11 561	88 518	53 243	945	75 991	154 267	3 661	5 181	445	7	452
Ugu	490	15 105	118 925	84 712	551	108 284	219 293	5 211	7 257	492	16	508
Umgungundlovu	1 018	15 161	129 243	98 212	1 603	120 076	244 219	6 087	8 674	501	48	549
Umkhanyakude	1 248	16 839	133 623	89 138	1 248	118 602	240 848	4 830	7 309	536	7	543
Umzinyathi Metro	571	12 937	107 793	67 389	606	93 711	188 725	3 934	5 849	480	6	486
Uthukela metro	1 178	14 284	116 852	76 801	1 180	102 820	209 117	4 540	6 718	446	12	458
Uthungulu metro	1 225	21 763	163 854	115 215	1 225	149 839	302 057	6 683	9 628	659	17	676
Zululand Metro	668	20 763	165 518	116 443	668	149 525	303 392	6 363	9 578	759	9	768
Total	11 600	189 169	1 571 814	1 103 930	13 056	1 422 789	2 877 969	66 493	94 932	5 955	221	6 176
Limpopo												
Capricorn	100	26 507	195 393	168 228	124	192 636	390 252	8 488	13 127	916	26	942
Greater Sekhukhune	108	25 749	189 972	148 339	108	180 031	364 168	7 749	12 086	913	25	938
Mopani	249	24 054	181 312	148 566	261	174 954	354 193	7 519	12 067	695	23	718
Vhembe	692	29 820	218 793	184 054	713	212 656	433 380	8 112	14 520	960	57	1 017
Waterberg	111	11 820	94 088	67 766	111	85 864	173 785	3 967	5 870	451	12	463
Total	1 260	117 950	879 558	716 953	1 317	846 141	1 715 778	35 835	57 670	3 935	143	4 078
Mpumalanga												
Bohlabela	101	14 114	110 720	80 256	118	100 818	205 208	4 200	6 836	382	16	398
Ehlanzeni	1 011	15 764	163 105	115 039	1 156	146 404	295 064	6 164	9 530	367	51	418
Gert Sibande	1 468	12 922	150 219	95 824	1 796	129 166	260 761	5 940	8 577	532	22	554
Nkangala	847	16 402	167 664	108 384	1 300	144 633	293 750	6 684	9 721	526	24	550
Total	3 427	59 202	591 708	399 503	4 370	521 021	1 054 783	22 988	34 664	1 807	113	1 920
Northern Cape												
Frances Baard	222	4 685	51 406	32 044	222	44 013	88 357	1 968	2 854	118	6	124
John Taolo Gaetsewe	172	2 870	42 482	21 895	181	33 155	67 428	1 554	2 173	175	4	179
Namakwa	45	1 668	13 713	7 497	45	11 247	22 923	526	795	75	6	81
Pixley Ka Seme	444	2 972	28 045	13 317	444	22 391	44 778	929	1 398	96	2	98
Siyanda	191	2 841	32 885	18 091	191	26 877	54 008	1 078	1 644	96	2	98
Total	1 074	15 036	168 531	92 844	1 083	137 683	277 494	6 055	8 864	560	20	580
North West												
Bojanala	176	18 475	164 342	102 266	260	141 188	285 343	7 389	9 892	602	27	629
Bophirima	22	6 632	79 325	40 127	22	62 455	126 106	2 856	4 061	297	3	300
Central	137	13 692	142 109	80 619	204	116 685	236 624	5 392	7 665	510	11	521
Southern	192	5 690	75 809	45 287	283	63 079	127 069	3 138	4 306	182	13	195
Total	527	44 489	461 585	268 299	769	383 407	775 142	18 775	25 924	1 591	54	1 645

Source: 2012 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.
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 2012 (concIded)

District and Metropolitan Municipality	Learners							Educators		Schools		
	Pre-Gr. R	Gr. R	Primary Gr. 1-7	Secondary Gr. 8-12	Other	Female	Total	Female	Total	Public	Independent	Total
Western Cape												
Cape Winelands	780	10 296	85 686	52 388	1 019	74 877	149 389	3 592	5 343	275	18	293
Central Karoo	0	619	9 160	4 828	44	7 370	14 651	279	461	29	1	30
City of Cape Town Matro	2 280	35 572	390 439	235 766	3 168	339 230	664 945	16 699	23 360	744	129	873
Eden	315	5 088	64 040	36 412	592	53 547	106 132	2 443	3 663	192	19	211
Overberg	163	2 492	26 007	12 968	273	20 993	41 740	1 018	1 454	82	15	97
West Coast	89	3 576	39 561	17 782	243	31 094	61 162	1 442	2 108	131	8	139
Total	3 627	57 643	614 893	360 144	5 339	527 111	1 038 019	25 473	36 389	1 453	190	1 643
South Africa	48 070	767 865	7 004 482	4 597 285	58 437	6 172 978	12 428 069	294 144	425 167	24 282	1 544	25 826

Source: 2012 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.



EMIS

3.5 Staff complement

Table 11: Number of staff in ordinary schools, by province and staff type, between 2011 and 2012

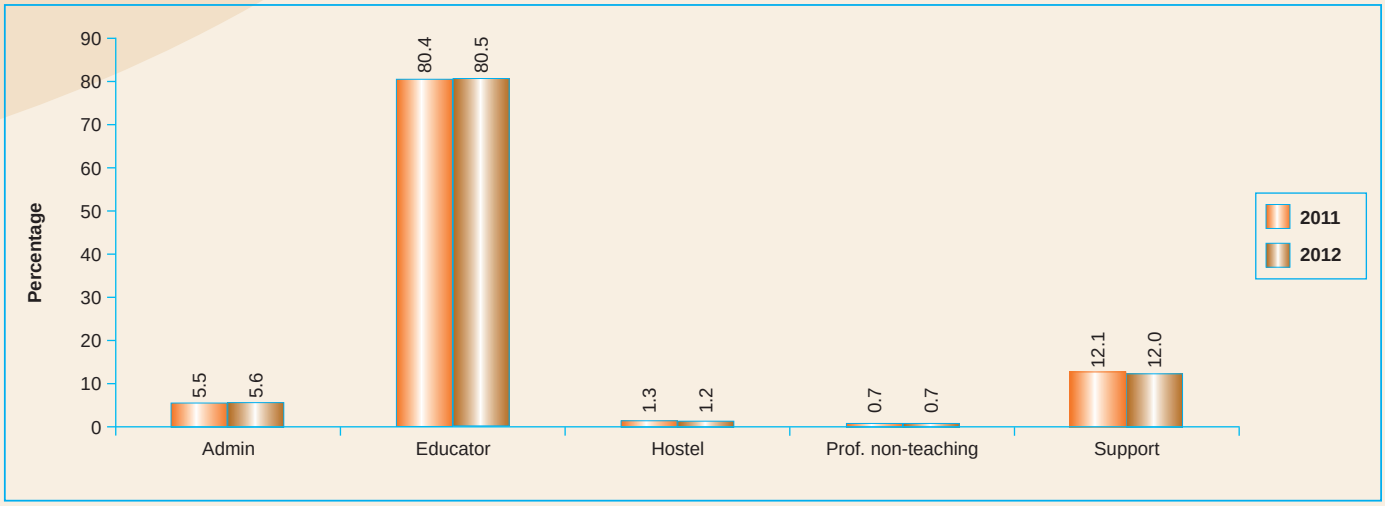
Province	DataYear	Staff Type					
		Administrative	Educators	Hostel	Professional Non- teaching	Support	Total
Eastern Cape	2011	3 226	68 499	1 376	432	6 781	80 314
	2012	3 411	67 936	1 258	343	7 867	80 815
Free State	2011	1 815	24 057	671	196	2 686	29 425
	2012	1 656	24 828	583	159	2 795	30 021
Gauteng	2011	8 220	71 532	412	1 794	15 328	97 286
	2012	8 409	73 960	547	1 613	15 173	99 702
KwaZulu-Natal	2011	5 352	93 266	1 188	473	11 928	112 207
	2012	5 544	94 932	1 147	502	12 474	114 599
Limpopo	2011	1 532	58 016	754	146	11 423	71 871
	2012	1 574	57 670	487	249	9 849	69 829
Mpumalanga	2011	2 701	34 623	401	125	5 290	43 140
	2012	2 761	34 664	426	174	5 325	43 350
Northern Cape	2011	678	8 899	480	77	1 513	11 647
	2012	689	8 864	518	75	1 579	11 725
North West	2011	1 915	25 897	594	76	2 401	30 883
	2012	1 918	25 924	426	148	2 054	30 470
Western Cape	2011	3 513	35 819	1 083	260	6 014	46 689
	2012	3 465	36 389	1 090	250	6 260	47 454
South Africa	2011	28 952	420 608	6 959	3 579	63 364	523 462
	2012	29 427	425 167	6 482	3 513	63 376	527 965

Source 1: 2011 As published in Education statistics in South Africa.
Source 2: 2012 SNAP Surveys.
Note: These data exclude substitute staff

Table 11 and Figure 12 reflect the number and percentage of various staff type in the country between 2011 and 2012. It show that educators comprised approximately 80.5% (425 167) of all staff members, and support staff approximately 12.0% (63 376).

As can be seen in Table 11, between 2011 and 2012 the number of administrative staff showed a net increase of 1.6% (from 28 952 to 29 427).

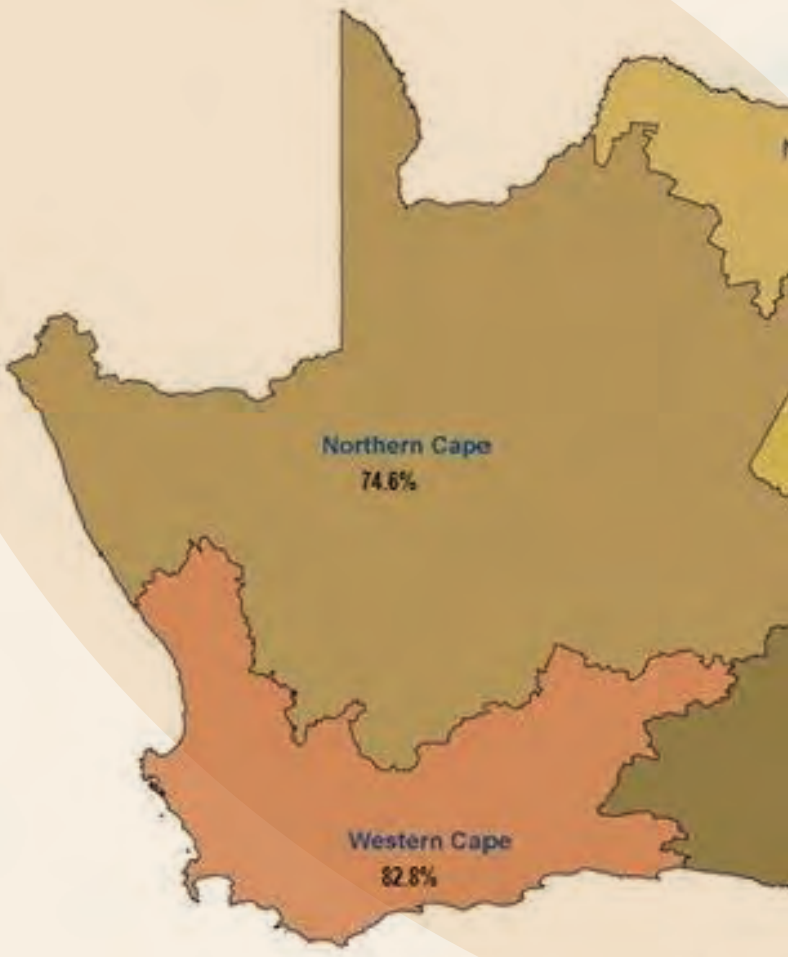
Figure 12: Percentage distribution of staff in ordinary schools, by staff type, between 2011 and 2012



Eastern Cape		Learners	Educators	Institutions
Public Schools [1]	Primary [3]	521 425	17 097	2 203
	Secondary	418 421	15 834	854
	Combined	915 153	30 637	2 467
	Intermediate	40 990	1 536	61
	Total (Public)	1 895 989	65 104	5 585
Independent Schools [2]	Primary [3]	10 700	541	50
	Secondary	7 590	482	30
	Combined	21 029	910	57
	Intermediate	16 215	899	32
	Total (Independent)	55 534	2 832	169
Total (Public and Independent)		1 951 523	67 936	5 754
Other Education Sectors	ECD	14 295	529	256
	SNE [4]	9 117	854	42
	Total (Other)	23 412	1 383	298
Grand Total		1 974 935	69 319	6 052

Limpopo		**Learners**	**Educators**	**Institutions**
Public Schools [1]	Primary [3]	941 852	29 540	2 486
	Secondary	684 174	24 500	1 371
	Combined	21 845	720	57
	Intermediate	17 142	517	21
	Total (Public)	**1 665 013**	**55 277**	**3 935**
Independent Schools [2]	Primary [3]	9 127	391	36
	Secondary	4 514	181	11
	Combined	11 689	510	38
	Intermediate	25 435	1 311	58
	Total (Independent)	**50 765**	**2 393**	**143**
Total (Public and Independent)		1 715 778	57 670	4 078
Other Education Sectors	ECD	106 562	4 984	1 639
	SNE [4]	8 524	684	34
	Total (Other)	**115 086**	**5 668**	**1 673**
Grand Total		**1 830 864**	**63 338**	**5 751**

Free State		Learners	Educators	Institutions
Public Schools [1]	Primary [3]	311 378	10 535	829
	Secondary	206 782	8 521	287
	Combined	104 610	3 785	196
	Intermediate	23 323	1 013	39
	Total (Public)	646 093	23 854	1 351
Independent Schools [2]	Primary [3]	2 229	133	16
	Secondary	2 424	134	9
	Combined	6 400	465	32
	Intermediate	4 828	242	11
	Total (Independent)	15 881	974	68
Total (Public and Independent)		661 974	24 828	1 419
Other Education Sectors	ECD	15 354	730	436
	SNE [4]	5 801	625	21
	Total (Other)	21 155	1 355	457
Grand Total		683 129	26 183	1 876

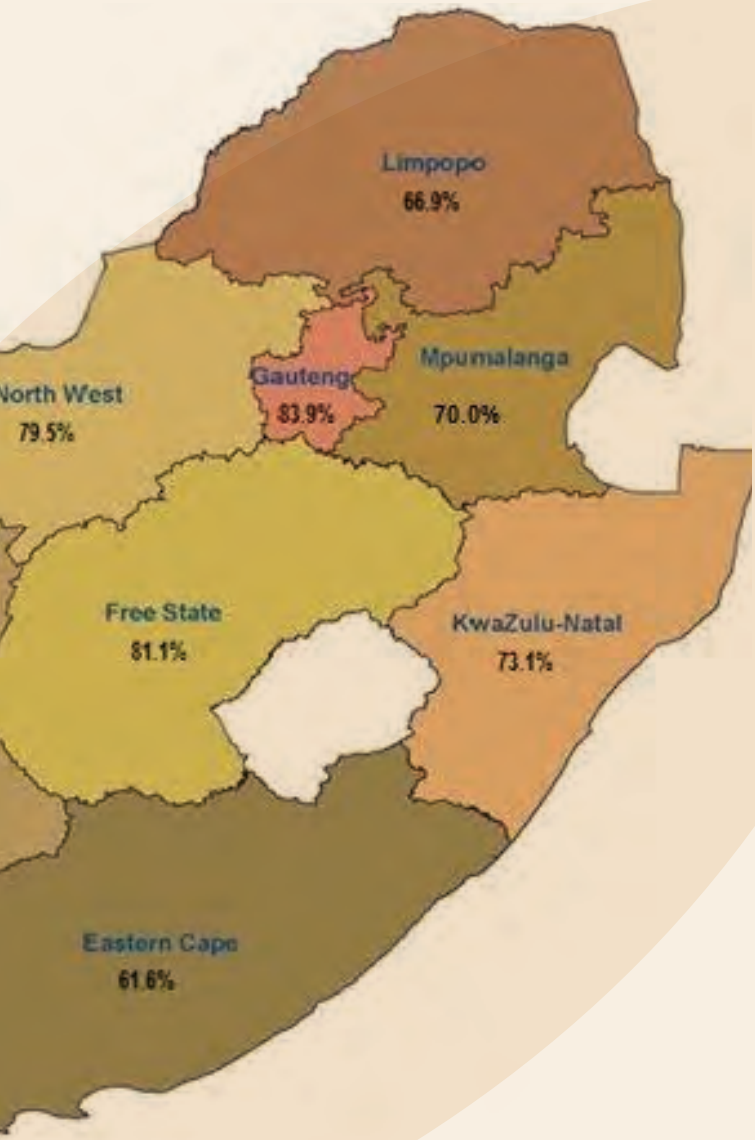


Gauteng		Learners	Educators	Institutions
Public Schools [1]	Primary [3]	1 004 874	28 513	1 218
	Secondary	674 478	25 110	631
	Combined	163 917	5 053	184
	Intermediate	15 476	499	12
	Total (Public)	1 858 745	59 175	2 045
Independent Schools [2]	Primary [3]	49 117	2 899	172
	Secondary	26 658	2 093	106
	Combined	38 066	2 479	126
	Intermediate	102 801	7 314	162
	Total (Independent)	216 642	14 785	566
Total (Public and Independent)		2 075 387	73 960	2 611
Other Education Sectors	ECD	56 467	2 449	643
	SNE [4]	41 184	3 396	131
	Total (Other)	97 651	5 845	774
Grand Total		2 173 038	79 805	3 385

KwaZulu-Natal		Learners	Educators	Institutions
Public Schools [1]	Primary [3]	1 537 105	46 761	3 778
	Secondary	991 122	34 228	1 591
	Combined	193 276	6 243	459
	Intermediate	91 341	3 019	127
	Total (Public)	2 812 844	90 251	5 955
Independent Schools [2]	Primary [3]	14 861	866	65
	Secondary	10 959	792	41
	Combined	15 005	1 080	61
	Intermediate	24 300	1 943	54
	Total (Independent)	65 125	4 681	221
Total (Public and Independent)		2 877 969	94 932	6 176
Other Education Sectors	ECD	10 247	204	122
	SNE [4]	16 264	1 393	72
	Total (Other)	26 511	1 597	194
Grand Total		2 904 480	96 529	6 370

Mpumalanga		Learners	Educators	Institutions
Public Schools [1]	Primary [3]	525 729	15 373	1 078
	Secondary	336 266	12 194	487
	Combined	130 369	4 279	201
	Intermediate	35 487	1 213	41
	Total (Public)	1 027 851	33 059	1 807
Independent Schools [2]	Primary [3]	8 579	430	46
	Secondary	3 719	230	13
	Combined	6 158	402	32
	Intermediate	8 476	543	22
	Total (Independent)	26 932	1 605	113
Total (Public and Independent)		1 054 783	34 664	1 920
Other Education Sectors	ECD	17 008	591	171
	SNE [4]	3 549	355	20
	Total (Other)	20 557	946	191
Grand Total		1 075 340	35 610	2 111

EDUCATION IN SOUTH AFRICA: A GLOBAL PICTURE FOR 2012



Northern Cape		Learners	Educators	Institutions
Public Schools [1]	Primary [3]	134 121	3 963	319
	Secondary	78 782	2 799	131
	Combined	49 578	1 472	91
	Intermediate	11 708	398	19
	Total (Public)	274 189	8 632	560
Independent Schools [2]	Primary [3]	494	30	6
	Secondary	153	18	1
	Combined	1 768	101	8
	Intermediate	890	83	5
	Total (Independent)	3 305	232	20
Total (Public and Independent)		277 494	8 864	580
Other Education Sectors	ECD	8 549	215	108
	SNE [4]	1 646	165	10
	Total (Other)	10 195	380	118
Grand Total		287 689	9 244	698

North West		Learners	Educators	Institutions
Public Schools [1]	Primary [3]	427 926	12 799	943
	Secondary	247 785	9 201	482
	Combined	66 975	2 244	142
	Intermediate	17 586	637	24
	Total (Public)	760 272	24 881	1 591
Independent Schools [2]	Primary [3]	2 805	160	16
	Secondary	768	60	4
	Combined	4 071	276	15
	Intermediate	7 226	547	19
	Total (Independent)	14 870	1 043	54
Total (Public and Independent)		775 142	25 924	1 645
Other Education Sectors	ECD	14 188	498	169
	SNE [4]	5 237	465	32
	Total (Other)	19 102	963	201
Grand Total		794 244	26 887	1 846

Western Cape		Learners	Educators	Institutions
Public Schools [1]	Primary [3]	487 394	15 531	876
	Secondary	319 181	11 103	333
	Combined	169 355	5 208	222
	Intermediate	15 755	597	22
	Total (Public)	991 685	32 439	1 453
Independent Schools [2]	Primary [3]	10 891	723	69
	Secondary	4 456	465	29
	Combined	7 429	744	51
	Intermediate	23 558	2 018	41
	Total (Independent)	46 334	3 950	190
Total (Public and Independent)		1 038 019	36 389	1 643
Other Education Sectors	ECD	22 435	902	417
	SNE [4]	20 076	1 802	82
	Total (Other)	42 511	2 704	499
Grand Total		1 080 530	39 093	2 142

South Africa		Learners	Educators	Institutions
Public Schools [1]	Primary [3]	5 891 804	180 112	13 730
	Secondary	3 956 991	143 490	6 167
	Combined	1 815 078	59 641	4 019
	Intermediate	268 808	9 429	366
	Total (Public)	11 932 681	392 672	24 282
Independent Schools [2]	Primary [3]	108 803	6 173	476
	Secondary	61 241	4 455	244
	Combined	111 615	6 967	420
	Intermediate	213 729	14 900	404
	Total (Independent)	495 388	32 495	1 544
Total (Public and Independent)		12 428 069	425 167	25 826
Other Education Sectors	ECD	265 105	11 102	3 961
	SNE [4]	111 598	9 739	444
	Total (Other)	376 180	20 841	4 405
Grand Total		12 804 772	446 008	30 231

Sources:

1. Ordinary public and independent schools: 2012 SNAP Survey.
2. SNE: 2012 SNAP Survey
3. Public ECD: 2012 Annual Surveys.

Note 1: n.a. = not applicable.
Note 2: Data include only registered institutions.
Note 3: School level, e.g. primary and secondary, is according to the distribution of learners in grades and not necessarily as originally registered.
Note 4: Institution count 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.

Note 5: Figure represent NSC provincial pass rate, in 2012.

3.6 National Senior Certificate examination

3.6.1 Introduction

The National Senior Certificate (NSC) examination of 2008 was the first examination that was based on the New 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 learning and Teaching (LOLT). In addition to two languages, all learners must take 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% in order to pass.

3.6.2 Overall results of full-time candidates

Table 12: **National Senior Certificate examination results, by province and gender, in 2012**

Province	Gender	Candidates who wrote		Candidates Who Failed/Did Not Archieved		Candidatates 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	35 551	55.6	14 306	40.2	6 052	17.0	8 536	24.0	6 605	18.6	15	0.0	21 208	59.7
	Male	28 438	44.4	10 167	35.8	5 194	18.3	7 612	26.8	5 393	19.0	36	0.1	18 235	64.1
	Total	63 989		24 473	38.2	11 246	17.6	16 148	25.2	11 998	18.8	51	0.1	39 443	61.6
Free State	Female	12 837	52.9	2 637	20.5	3 761	29.3	4 208	32.8	2 228	17.4	2	0.0	10 199	79.5
	Male	11 428	47.1	1 948	17.0	3 176	27.8	4 345	38.0	1 953	17.1	3	0.0	9 477	82.9
	Total	24 265		4 585	18.9	6 937	28.6	8 553	35.2	4 181	17.2	5	0.0	19 676	81.1
Gauteng	Female	49 353	55.1	8 161	16.5	18 777	38.0	15 702	31.8	6 654	13.5	1	0.0	41 134	83.3
	Male	40 274	44.9	6 115	15.2	13 672	33.9	14 720	36.5	5 681	14.1	7	0.0	34 080	84.6
	Total	89 627		14 276	15.9	32 449	36.2	30 422	33.9	12 335	13.8	8	0.0	75 214	83.9
KwaZulu-Natal	Female	67 854	53.3	18 641	27.5	18 906	27.9	18 913	27.9	11 303	16.7	55	0.1	49 177	72.5
	Male	59 399	46.7	15 537	26.2	15 873	26.7	17 928	30.2	9 971	16.8	54	0.1	43 826	73.8
	Total	127 253		34 178	26.9	34 779	27.3	36 841	29.0	21 274	16.7	109	0.1	93 003	73.1
Limpopo	Female	41 374	53.5	15 108	36.5	7 463	18.0	9 886	23.9	8 860	21.4	11	0.0	26 220	63.4
	Male	35 986	46.5	10 416	28.9	7 861	21.8	10 217	28.4	7 441	20.7	6	0.0	25 525	70.9
	Total	77 360		25 524	33.0	15 324	19.8	20 103	26.0	16 301	21.1	17	0.0	51 745	66.9
Mpumalanga	Female	25 874	54.0	8 359	32.3	4 876	18.8	7 331	28.3	5 253	20.3	55	0.2	17 515	67.7
	Male	22 015	46.0	6 026	27.4	4 619	21.0	6 946	31.6	4 380	19.9	44	0.2	15 989	72.6
	Total	47 889		14 385	30.0	9 495	19.8	14 277	29.8	9 633	20.1	99	0.2	33 504	70.0
North West	Female	14 355	52.8	3 188	22.2	3 873	27.0	4 602	32.1	2 663	18.6	1	0.0	11 139	77.6
	Male	12 819	47.2	2 332	18.2	3 572	27.9	4 549	35.5	2 347	18.3	2	0.0	10 470	81.7
	Total	27 174		5 520	20.3	7 445	27.4	9 151	33.7	5 010	18.4	3	0.0	21 609	79.5
Northern Cape	Female	4 843	54.3	1 300	26.8	1 140	23.5	1 393	28.8	1 009	20.8	0	0.0	3 542	73.1
	Male	4 082	45.7	962	23.6	915	22.4	1 394	34.1	810	19.8	0	0.0	3 119	76.4
	Total	8 925		2 262	25.3	2 055	23.0	2 787	31.2	1 819	20.4	0	0.0	6 661	74.6
Western Cape	Female	25 309	56.7	4 660	18.4	9 416	37.2	7 653	30.2	3 568	14.1	2	0.0	20 649	81.6
	Male	19 361	43.3	3 018	15.6	6 901	35.6	6 946	35.9	2 485	12.8	3	0.0	16 343	84.4
	Total	44 670		7 678	17.2	16 317	36.5	14 599	32.7	6 053	13.6	5	0.0	36 992	82.8
South Africa	Female	277 350	54.3	76 360	27.5	74 264	26.8	78 224	28.2	48 143	17.4	142	0.1	200 783	72.4
	Male	233 802	45.7	56 521	24.2	61 783	26.4	74 657	31.9	40 461	17.3	155	0.1	177 064	75.7
	Total	511 152		132 881	26.0	136 047	26.6	152 881	29.9	88 604	17.3	297	0.1	377 847	73.9

Source: Report on the 2011 National Senior Certificate Examination Results, DBE (January 2012).

In 2012, as indicated in Table 12, the overall national pass rate in the NSC examination was 73.9%. 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 (75.7%) was higher than the national pass rate of female candidates (72.4%). A similar trend was seen in all nine provinces. In all the provinces, more female than male candidates passed. Furthermore, Table 12 shows that the overall pass rate, by province, varied from 82.8% in the Western Cape to 61.6% in the Eastern Cape.

Figure 13: Percentage distribution of the National Senior Certificate examination pass and failure rates, by gender, in 2012

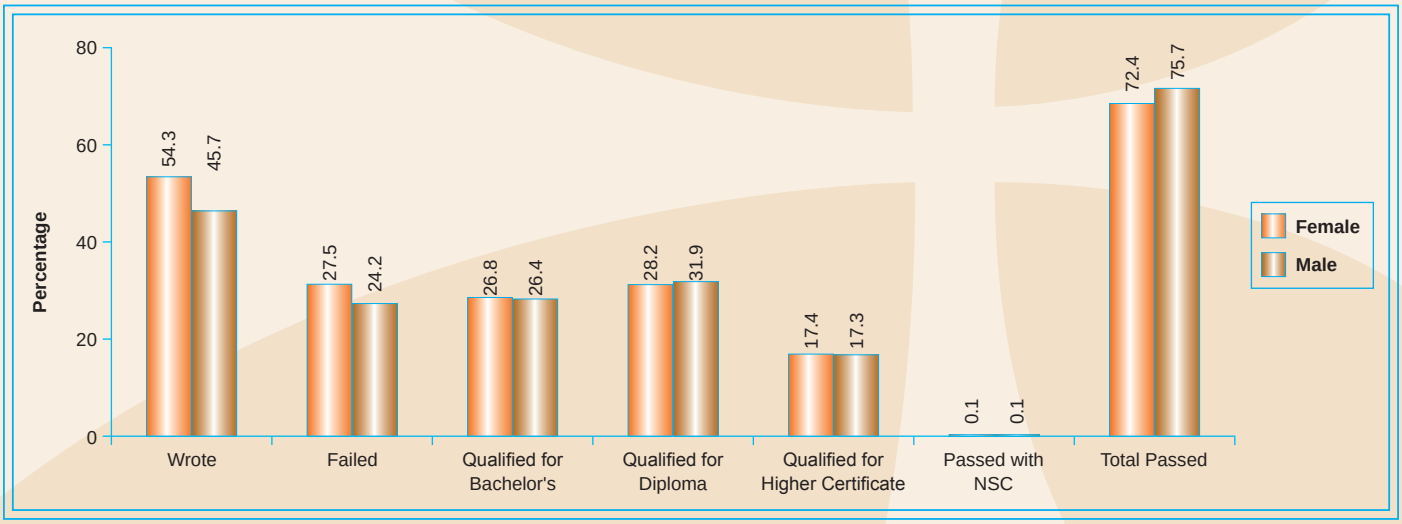


Table 13: Comparing pass rates of the National Senior Certificate examination, by province, in 2011 and 2012

Province	Pass Rate (%)	
	2011	2012
Eastern Cape	58.1	61.6
Free State	75.7	81.1
Gauteng	81.1	83.9
KwaZulu Natal	68.1	73.1
Limpopo	63.9	66.9
Mpumalanga	64.8	70.0
North West	77.8	79.5
Northern Cape	68.8	74.6
Western Cape	82.9	82.8
South Africa	70.2	73.9

Source: Report on the 2012 National Senior Certificate Examination Results, DBE (January 2013).

Table 13 shows that the national pass rate of the NSC examination increased from 70.2% in 2011 to 73.9% in 2012. A similar increasing trend was seen in all provinces, albeit to different degrees.

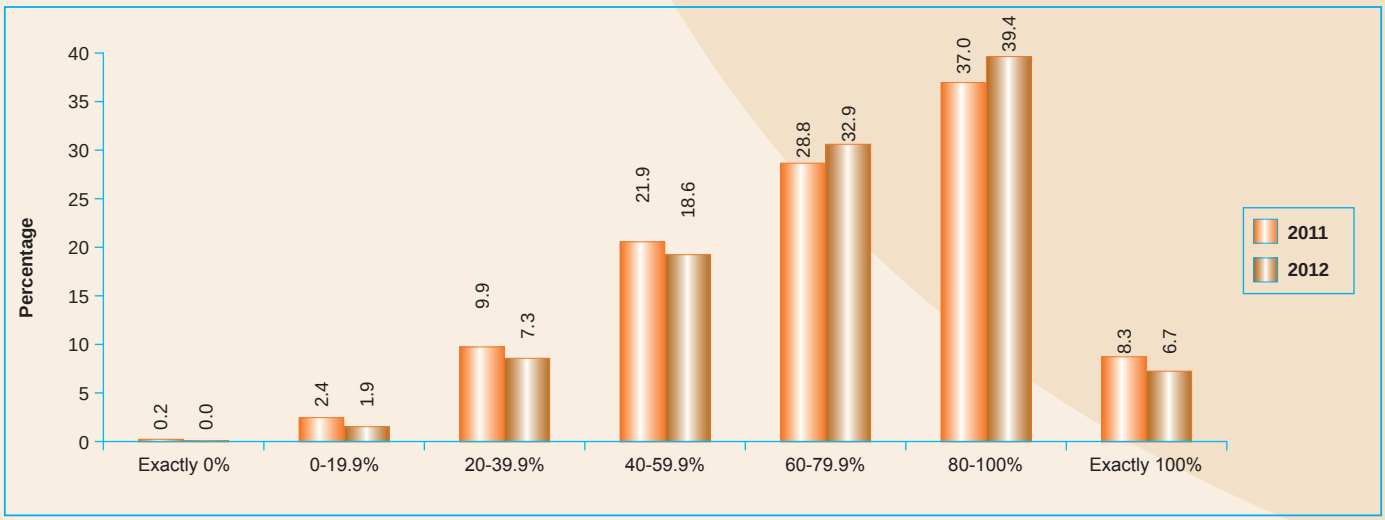
3.6.3 Frequency interval results

Table 14: National Senior Certificate examination percentage pass rates of schools within different percentage groupings, by province, in 2011 and 2012

Province	Frequency distribution of pass rate															
	Total number of schools		Exactly 0%		0-19.9%		20-39.9%		40-59.9%		60-79.9%		80-100%		Exactly 100%	
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012
Eastern Cape	915	907	0.4	0.0	6.3	4.9	19.1	19.2	27.1	25.9	26.7	28.6	20.8	21.5	5.1	3.3
Free State	318	326	0.0	0.0	0.3	0.0	2.5	1.2	16.0	8.3	32.4	29.1	48.7	61.3	14.2	13.2
Gauteng	771	781	0.0	0.0	0.1	0.4	2.1	1.2	12.7	8.6	27.2	28.7	57.8	61.2	13.0	10.9
KwaZulu-Natal	1 701	1 712	0.2	0.1	2.9	2.0	10.2	6.4	24.0	19.2	28.9	34.8	34.0	37.7	6.8	6.3
Limpopo	1 410	1 411	0.3	0.1	2.4	2.8	12.8	10.0	27.6	25.0	29.3	35.6	27.9	26.6	4.3	2.6
Mpumalanga	526	541	0.0	0.0	1.5	0.9	13.5	4.4	25.7	26.8	32.1	35.5	27.2	32.3	3.4	3.3
Northern Cape	133	134	0.0	0.0	0.8	0.3	6.8	2.6	21.1	8.9	30.1	34.1	41.4	54.2	15.8	9.4
North West	379	384	0.0	0.0	0.5	0.0	3.4	4.5	13.7	11.9	28.5	33.6	53.8	50.0	11.9	14.9
Western Cape	417	427	0.0	0.0	0.2	0.0	1.0	1.6	6.7	5.4	28.1	30.9	64.0	62.1	22.1	15.5
South Africa	6 570	6 623	0.2	0.0	2.4	1.9	9.9	7.3	21.9	18.6	28.8	32.9	37.0	39.4	8.3	6.7

Source: Report on the 2012 National Senior Certificate Examination Results, DBE (January 2013).

Figure 14: Percentage distribution of the National Senior Certificate examination percentage pass rates of schools within different percentage groupings in 2011 and 2012



In 2012, as shown in Table 14 and Figure 14, 6.7% (approximately 441) of the 6 623 schools in South Africa that offered the NSC examination obtained 100% passes. This is lower than the 8.3% of 2011. The percentage of schools that obtained a pass rate of between 80% and 100% increased from 37.0% in 2011 to 39.4% in 2012. As for schools that performed poorly, 1.9% of them obtained a pass rate of between 0% and 19.9% in 2012, which is lower than the 2.4% of 2011. Nationally, 0.0% of schools (approximately 2) scored a 0% pass rate in 2012, which is lower than in 2011.

3.6.4 Selected subject results

Table 15: National Senior Certificate examination results for selected subjects, by gender, in 2011 and 2012

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	2011	81788	56115	137 903	28 696	35.1	20 672	36.8	49 368	35.8	50 743	62.0	34 229	61.0	84 972	61.6
	2012	81 242	53 736	134 978	34 679	42.7	22 942	42.7	57 621	42.7	53 977	66.4	34 531	64.3	88 508	65.6
Business Studies	2011	108 013	79 664	187 677	60 146	55.7	43 881	55.1	104 027	55.4	84 968	78.7	62 591	78.6	147 559	78.6
	2012	113 779	81 728	195 507	61 214	53.8	42 256	51.7	103 470	52.9	88 397	77.7	62 840	76.9	151 237	77.4
History	2011	42 357	43 571	85 928	22 410	52.9	22 867	52.5	45 277	52.7	32 054	75.7	33 185	76.2	65 239	75.9
	2012	47 887	46 602	94 489	30 902	64.5	30 501	65.4	61 403	65.0	41 019	85.7	40 246	86.4	81 265	86.0
Life Orientation	2011	271434	234 704	506 138	268 470	98.9	231 902	98.8	500 372	98.9	270 017	99.5	233 968	99.7	503 985	99.6
	2012	283 982	238 150	522 132	280 861	98.9	235 235	98.8	516 096	98.8	282 933	99.6	237 569	99.8	520 502	99.7
Life Sciences	2011	143 698	121 121	264 819	66 655	46.4	55 647	45.9	122 302	46.2	105 022	73.1	88 924	73.4	193 946	73.2
	2012	154 266	124 146	278 412	67 284	43.6	53 450	43.1	120 734	43.4	106 946	69.3	86 647	69.8	193 593	69.5
Mathematics	2011	119 645	104 990	224 635	31 246	26.1	36 295	34.6	67 541	30.1	50 158	41.9	53 875	51.3	104 033	46.3
	2012	122 620	103 254	225 874	38 301	31.2	42 415	41.1	80 716	35.7	60 322	49.2	61 648	59.7	121 970	54.0
Mathematical Literacy	2011	147 717	127 663	275 380	92 178	62.4	86 721	67.9	178 899	65.0	125 219	84.8	111 329	87.2	236 548	85.9
	2012	158 100	133 241	291 341	92 712	58.6	86 076	64.6	178 788	61.4	136 808	86.5	117 803	88.4	254 611	87.4
Physical Sciences	2011	92 984	87 601	180 585	28 263	30.4	32 846	37.5	61 109	33.8	46 683	50.2	49 758	56.8	96 441	53.4
	2012	94 283	84 918	179 201	33 738	35.8	36 345	42.8	70 083	39.1	55 579	58.9	54 346	57.6	109 925	61.3

Source: Report on the 2012 National Senior Certificate Examination Results, DBE (January 2013).

Figure 15: Percentage distribution of the National Senior Certificate examination achievements at 30% and above for selected subjects in 2011 and 2012

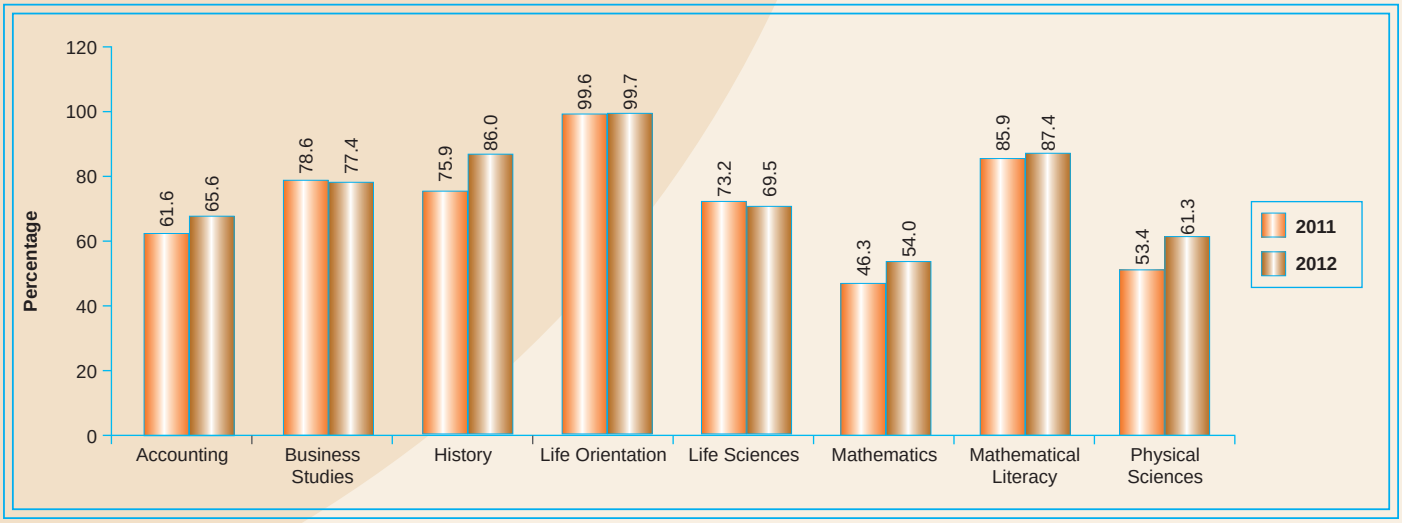


Table 15 and Figure 15 show the achievement rates of candidates in eight selected subjects in the 2011 and 2012 NSC examinations. In both the category 40% and above and the category 30% and above, the highest overall achievement rates were obtained in Life Orientation. The pass rate for Life Orientation remained almost the same in the two years. While nearly all subjects had an increase in the pass rate. Life Sciences and Business Studies are the only subjects that had a decrease in pass rate from 73.2 in 2011 to 69.5 in 2012 and 78.6 to 77.4 respectively.

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 2012, which involved standardised Home Language, First Additional Language and Mathematics tests written by all learners who were in Grades 1 to 6 and 9 in 2012, was managed by the schools themselves. This series of tests is referred to as the "Universal ANA".

3.7.2 Analysis based on the Foundation Phase test instrument

Table 16: Average percentage score of learners in the Foundation phase Home Language and Mathematics, by province, in 2012

Province	Grade	Home Language		Mathematics	
		Average Percentage Mark	Percentage of Learners Achieving 50% and More	Average Percentage Mark	Percentage of Learners Achieving 50% and More
Eastern Cape	Grade 1	55.0	60.0	65.2	72.8
	Grade 2	52.8	60.0	55.2	63.3
	Grade 3	50.3	52.7	40.5	34.9
Free State	Grade 1	59.8	68.5	70.2	81.0
	Grade 2	56.3	66.4	59.7	72.6
	Grade 3	56.3	65.2	44.7	41.8
Gauteng	Grade 1	62.7	72.1	74.1	85.7
	Grade 2	59.1	69.9	63.2	78.3
	Grade 3	54.8	61.7	46.9	47.9
KwaZulu-Natal	Grade 1	58.4	65.4	69.1	78.8
	Grade 2	57.8	68.4	58.4	69.9
	Grade 3	53.5	59.2	42.2	37.6
Limpopo	Grade 1	54.6	58.8	64.7	73.1
	Grade 2	53.3	60.4	52.7	59.2
	Grade 3	47.9	48.8	34.4	23.7
Mpumalanga	Grade 1	54.1	58.1	65.9	74.9
	Grade 2	53.4	61.4	54.3	62.9
	Grade 3	48.0	48.9	35.6	25.0
Northern Cape	Grade 1	52.4	55.7	63.5	71.6
	Grade 2	48.7	52.2	54.4	61.5
	Grade 3	49.4	51.4	37.9	31.2
North West	Grade 1	53.1	55.5	63.3	71.2
	Grade 2	46.9	48.8	50.6	54.2
	Grade 3	46.4	46.3	34.1	23.4
Western Cape	Grade 1	61.0	68.5	70.1	80.3
	Grade 2	59.9	71.6	62.1	76.8
	Grade 3	57.1	67.4	47.4	48.0
South Africa	Grade 1	57.5	63.7	68.1	77.4
	Grade 2	55.3	64.0	57.4	67.8
	Grade 3	52.0	56.6	41.2	36.3

Source: Report on the Annual National Assessments 2012

- **Analysis based on Grade 1 results**

Table 16 shows that, in 2012, the average score for a grade 1 learner in South Africa was 57.5% in Home Language and 68.1 in Mathematics. Of all Grade 1 learners who wrote ANA tests, about 64% obtained 50% and more in Home Language and 77.4% in Mathematics.

Gauteng had the highest percentage of Grade 1 learners (85.7%) who achieved 50% and above in Mathematics, while North West and the Northern Cape had the lowest (71.2 and 71.6 respectively).

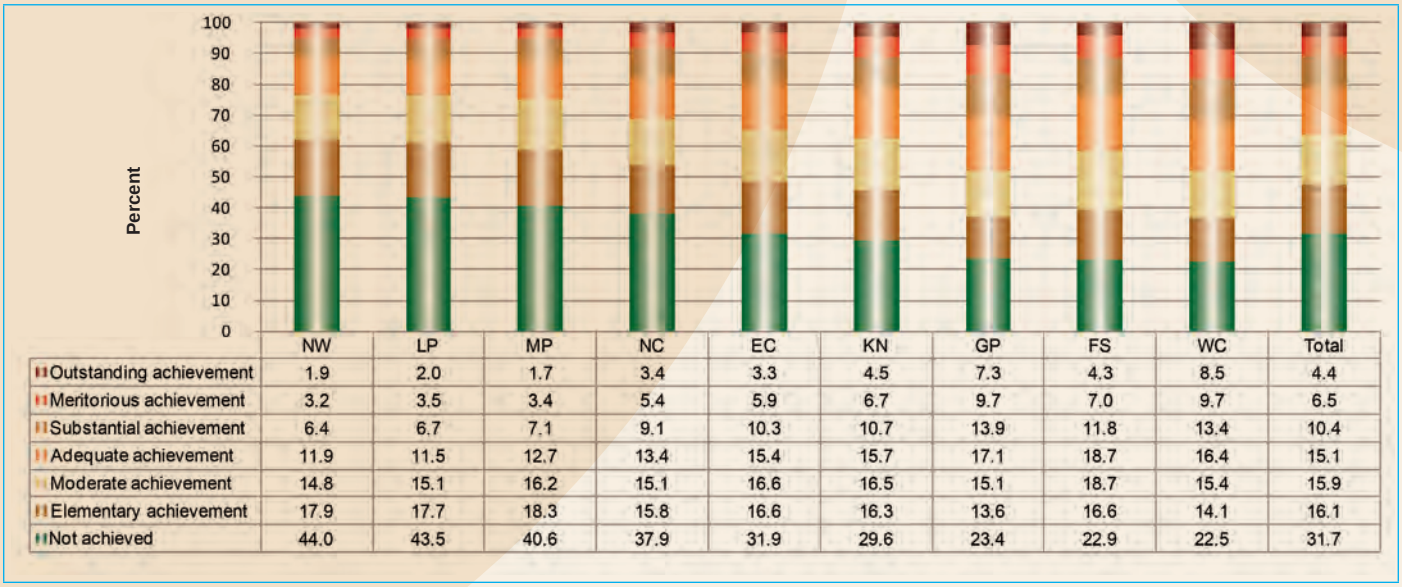
- **Analysis based on Grade 2**

Table 16 indicates that, in 2012, the average score for a grade 2 learner in South Africa was 55.2% in Home Language and 57.4% in Mathematics. The average scores for Home Language for Grade 2 learners range from about 59% in Gauteng and the Western Cape to 46.9% in North West.

Table 16 also indicates that, of all Grade 2 learners who wrote ANA test in 2012, 64.0% and 67.8% achieved 50% and above in Home Language and Mathematics, respectively.

- **Analysis based on Grade 3**

Figure 16: Percentage of learners in various achievement levels for Grade 3 Mathematics, by province, in 2012



	NW	LP	MP	NC	EC	KN	GP	FS	WC	Total
Outstanding achievement	1.9	2.0	1.7	3.4	3.3	4.5	7.3	4.3	8.5	4.4
Meritorious achievement	3.2	3.5	3.4	5.4	5.9	6.7	9.7	7.0	9.7	6.5
Substantial achievement	6.4	6.7	7.1	9.1	10.3	10.7	13.9	11.8	13.4	10.4
Adequate achievement	11.9	11.5	12.7	13.4	15.4	15.7	17.1	18.7	16.4	15.1
Moderate achievement	14.8	15.1	16.2	15.1	16.6	16.5	15.1	18.7	15.4	15.9
Elementary achievement	17.9	17.7	18.3	15.8	16.6	16.3	13.6	16.6	14.1	16.1
Not achieved	44.0	43.5	40.6	37.9	31.9	29.6	23.4	22.9	22.5	31.7

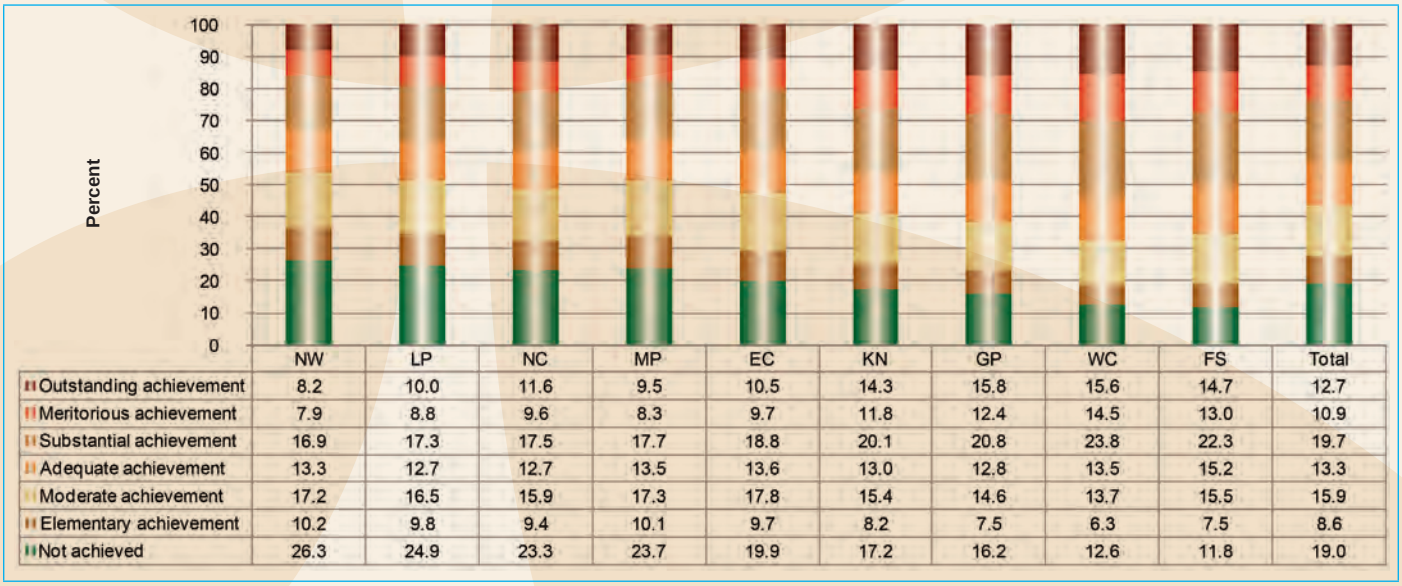
Source: Report on the Annual National Assessments 2012

[1]) See footnote for interpretation of scores.

1 Key to levels of achievement

Rating Code	Marks in Percentage	Description of achievement
Level 1	0-29	Not achieved
Level 2	30-39	Elementary achievement
Level 3	40-49	Moderate achievement
Level 4	50-59	Adequate achievement
Level 5	60-69	Substantial achievement
Level 6	70-79	Meritorious achievement
Level 7	80-100	Outstanding achievement

Figure 17: Percentage of learners in various achievement levels for Grade 3 Home Language, by province, in 2012

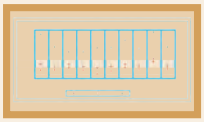
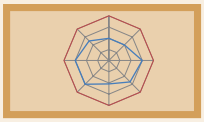


	NW	LP	NC	MP	EC	KN	GP	WC	FS	Total
Outstanding achievement	8.2	10.0	11.6	9.5	10.5	14.3	15.8	15.6	14.7	12.7
Meritorious achievement	7.9	8.8	9.6	8.3	9.7	11.8	12.4	14.5	13.0	10.9
Substantial achievement	16.9	17.3	17.5	17.7	18.8	20.1	20.8	23.8	22.3	19.7
Adequate achievement	13.3	12.7	12.7	13.5	13.6	13.0	12.8	13.5	15.2	13.3
Moderate achievement	17.2	16.5	15.9	17.3	17.8	15.4	14.6	13.7	15.5	15.9
Elementary achievement	10.2	9.8	9.4	10.1	9.7	8.2	7.5	6.3	7.5	8.6
Not achieved	26.3	24.9	23.3	23.7	19.9	17.2	16.2	12.6	11.8	19.0

Source: Report on the Annual National Assessments 2012

In 2012, the average score for a grade 3 learner in South Africa was 52.0% in Home Language and 41.2% in Mathematics. The Western Cape had the highest percentage of learners (67.4) who achieved 50% and more in Home language followed by the Free State with 65.2%, while North West had the lowest percentage.

Figures 16 and 17 show that, about a third of learners at national level attained a level of performance that represented not achieved in Grade 3 Mathematics and approximately 19% in Home Language.

EMIS

3.7.3 Analysis based on the Intermediate Phase test instruments

Table 17: Average percentage score of learners in the Intermediate phase Home Language, First Additional Language and Mathematics, by province, in 2012

Province	Grade	Home Language		First Additional Language		Mathematics	
		Average Percentage Mark	Percentage of Learners Achieving 50% and more	Average Percentage Mark	Percentage of Learners Achieving 50% and more	Average Percentage Mark	Percentage of Learners Achieving 50% and more
Eastern Cape	Grade 4	38.3	32.5	36.0	28.8	35.3	22.7
	Grade 5	35.0	27.6	30.3	16.4	28.1	12.0
	Grade 6	38.4	29.4	36.3	25.0	24.9	8.1
Free State	Grade 4	53.4	59.0	31.9	21.2	36.3	22.9
	Grade 5	50.2	53.9	27.9	11.5	30.9	15.5
	Grade 6	52.2	56.8	37.3	24.8	28.4	11.7
Gauteng	Grade 4	49.7	53.2	40.0	36.9	42.0	35.9
	Grade 5	45.5	46.4	35.8	25.7	35.7	24.3
	Grade 6	49.3	51.6	42.8	38.9	30.9	16.4
KwaZulu-Natal	Grade 4	38.2	31.9	34.3	26.4	39.4	30.5
	Grade 5	34.4	26.7	31.0	18.4	31.1	16.7
	Grade 6	40.9	34.9	35.3	23.5	28.1	11.8
Limpopo	Grade 4	24.1	12.1	28.5	17.4	29.4	13.7
	Grade 5	24.2	12.0	25.2	10.8	24.3	7.4
	Grade 6	28.2	14.5	31.7	18.2	21.4	4.6
Mpumalanga	Grade 4	31.8	23.6	30.4	19.4	31.7	16.0
	Grade 5	30.9	22.0	26.3	10.6	26.1	8.9
	Grade 6	33.4	23.2	31.1	17.6	23.4	5.7
Northern Cape	Grade 4	41.1	39.1	33.2	24.8	34.9	23.0
	Grade 5	38.1	31.0	30.1	17.7	27.1	12.7
	Grade 6	39.0	29.1	36.4	25.3	23.8	7.6
North West	Grade 4	25.9	14.3	29.9	19.5	31.0	15.5
	Grade 5	26.2	13.6	27.9	12.6	26.1	9.1
	Grade 6	33.1	20.4	36.1	24.9	23.6	7.1
Western Cape	Grade 4	54.8	63.0	33.4	24.2	45.6	42.2
	Grade 5	50.9	55.2	31.0	16.0	39.4	30.9
	Grade 6	49.7	50.4	38.3	28.7	32.7	19.9
South Africa	Grade 4	42.6	41.3	33.6	25.2	37.0	26.3
	Grade 5	39.9	36.5	29.6	15.9	30.4	16.1
	Grade 6	42.8	38.7	35.6	24.4	26.7	10.6

Source: Report on the Annual National Assessments 2012

- **Analysis based on Grade 4**

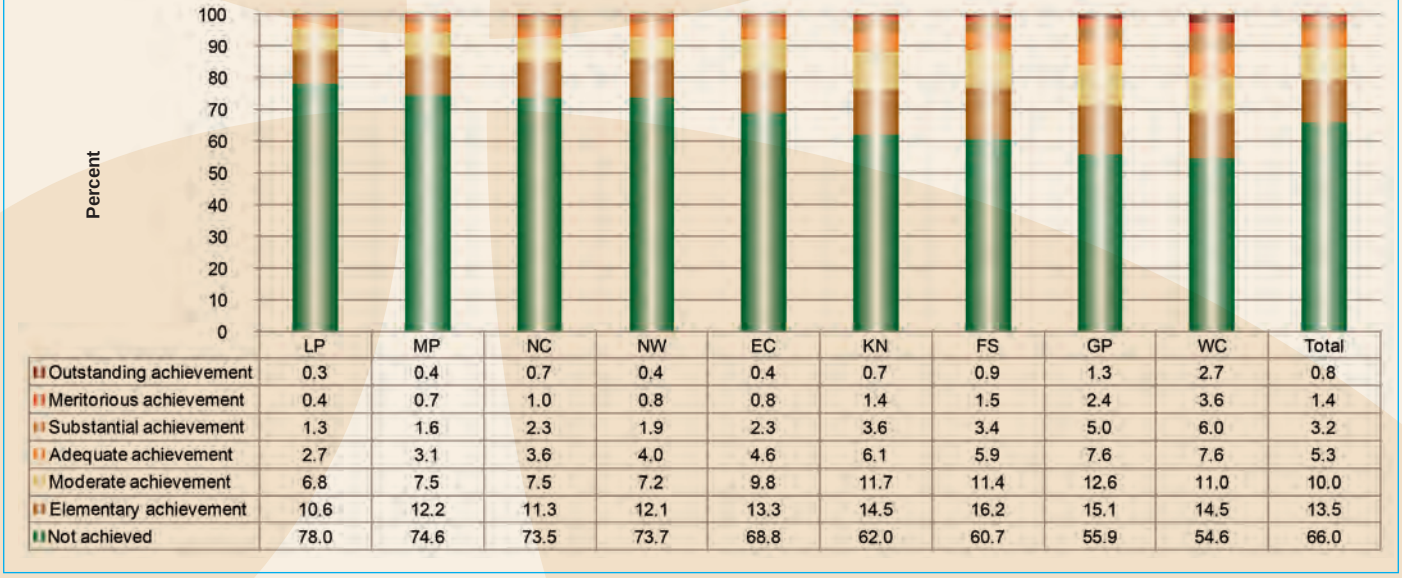
Table 17 shows that, in 2012 the average test score for a Grade 4 learner was 42.6% in Home Language, 33.6% in First Additional Language and 37.0% in Mathematics. In Mathematics, the Western Cape (42.2%) had the highest percentage of learners who achieved 50% and more followed by Gauteng with 35.9%.

- **Analysis based on Grade 5**

In 2012, the average score for Grade 5 learners was 39.9% in Home Language, 29.6% in First Additional Language and 30.4 in Mathematics. The average scores for Grade 5 Home Language range in descending order from about 50.9% in the Western Cape to 24.2% in Limpopo, while for First Additional Language ranges between 35.8 in Gauteng to 25.2 in Limpopo.

- **Analysis based on Grade 6**

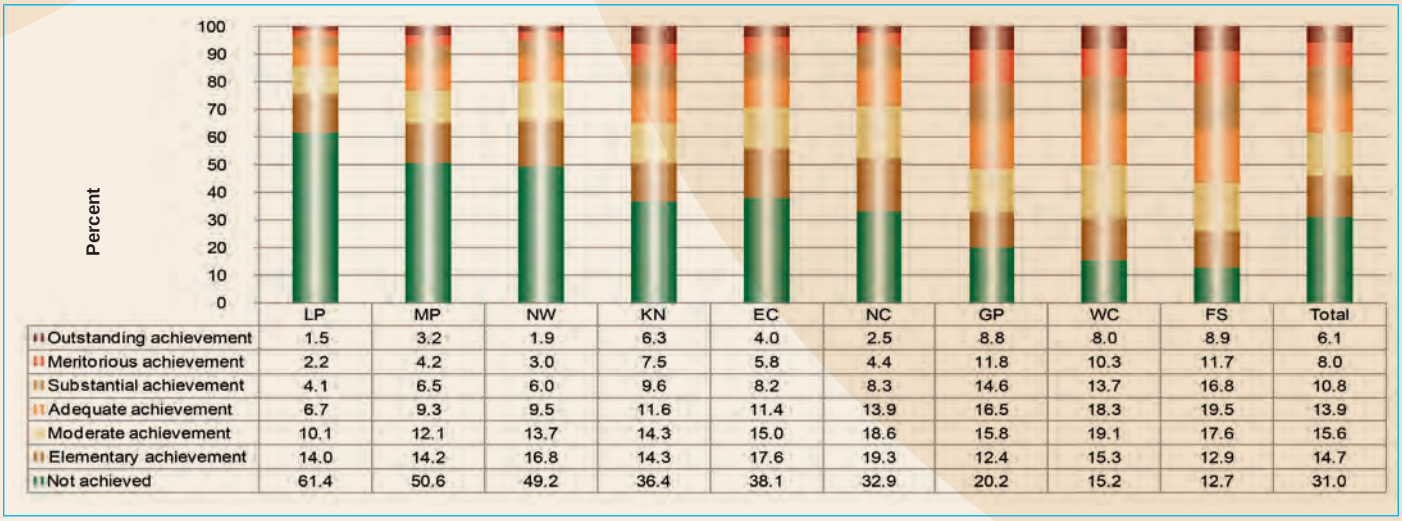
Figure 18: Percentage of learners in various achievement levels for Grade 6 Mathematics, by province, in 2012



	LP	MP	NC	NW	EC	KN	FS	GP	WC	Total
Outstanding achievement	0.3	0.4	0.7	0.4	0.4	0.7	0.9	1.3	2.7	0.8
Meritorious achievement	0.4	0.7	1.0	0.8	0.8	1.4	1.5	2.4	3.6	1.4
Substantial achievement	1.3	1.6	2.3	1.9	2.3	3.6	3.4	5.0	6.0	3.2
Adequate achievement	2.7	3.1	3.6	4.0	4.6	6.1	5.9	7.6	7.6	5.3
Moderate achievement	6.8	7.5	7.5	7.2	9.8	11.7	11.4	12.6	11.0	10.0
Elementary achievement	10.6	12.2	11.3	12.1	13.3	14.5	16.2	15.1	14.5	13.5
Not achieved	78.0	74.6	73.5	73.7	68.8	62.0	60.7	55.9	54.6	66.0

Source: Report on the Annual National Assessments 2012

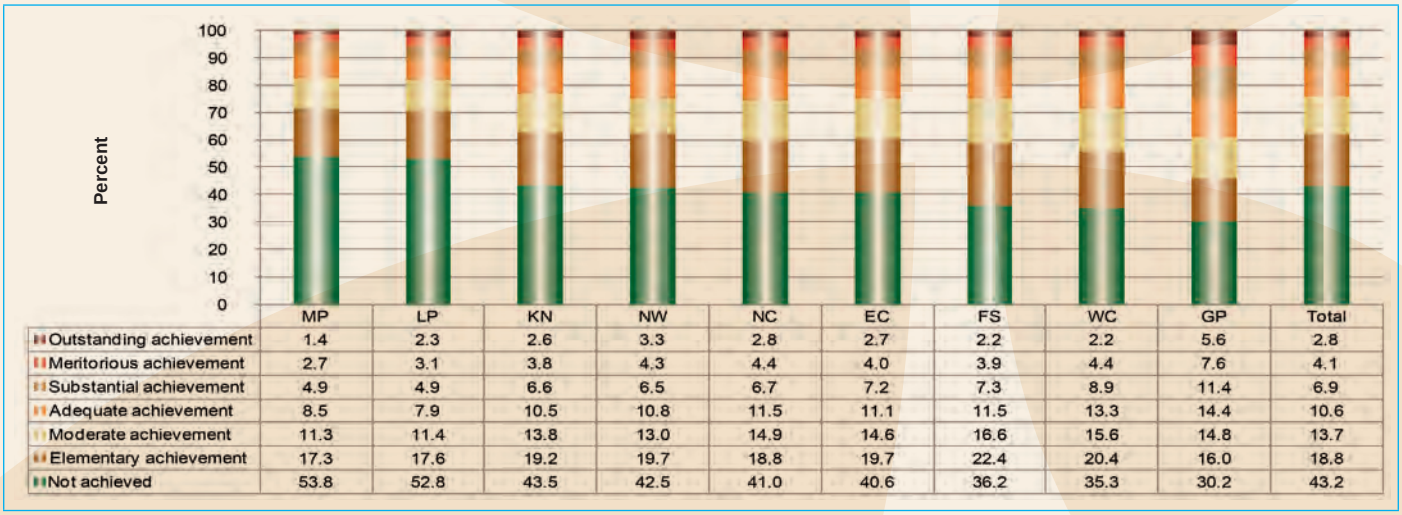
Figure 19: Percentage of learners in various achievement levels for Grade 6 Home Language, by province, in 2012



	LP	MP	NW	KN	EC	NC	GP	WC	FS	Total
Outstanding achievement	1.5	3.2	1.9	6.3	4.0	2.5	8.8	8.0	8.9	6.1
Meritorious achievement	2.2	4.2	3.0	7.5	5.8	4.4	11.8	10.3	11.7	8.0
Substantial achievement	4.1	6.5	6.0	9.6	8.2	8.3	14.6	13.7	16.8	10.8
Adequate achievement	6.7	9.3	9.5	11.6	11.4	13.9	16.5	18.3	19.5	13.9
Moderate achievement	10.1	12.1	13.7	14.3	15.0	18.6	15.8	19.1	17.6	15.6
Elementary achievement	14.0	14.2	16.8	14.3	17.6	19.3	12.4	15.3	12.9	14.7
Not achieved	61.4	50.6	49.2	36.4	38.1	32.9	20.2	15.2	12.7	31.0

Source: Report on the Annual National Assessments 2012

Figure 20: Percentage of learners in various achievement levels for Grade 6 First Additional Language, by province, in 2012



	MP	LP	KN	NW	NC	EC	FS	WC	GP	Total
Outstanding achievement	1.4	2.3	2.6	3.3	2.8	2.7	2.2	2.2	5.6	2.8
Meritorious achievement	2.7	3.1	3.8	4.3	4.4	4.0	3.9	4.4	7.6	4.1
Substantial achievement	4.9	4.9	6.6	6.5	6.7	7.2	7.3	8.9	11.4	6.9
Adequate achievement	8.5	7.9	10.5	10.8	11.5	11.1	11.5	13.3	14.4	10.6
Moderate achievement	11.3	11.4	13.8	13.0	14.9	14.6	16.6	15.6	14.8	13.7
Elementary achievement	17.3	17.6	19.2	19.7	18.8	19.7	22.4	20.4	16.0	18.8
Not achieved	53.8	52.8	43.5	42.5	41.0	40.6	36.2	35.3	30.2	43.2

Source: Report on the Annual National Assessments 2012

Table 17 shows that, in 2012, the average score for a Grade 6 learner in South Africa was 42.8% in Home Language, 35.6% in First Additional and 26.7 in Mathematics. Of all Grade 6 learners who wrote ANA tests, about 38.7% obtained 50% and more in Home Language, 24.4 in First Additional Language and 10.6% in Mathematics.

In Grade 6 Mathematics, in 2012, as shown in figure 18, the majority of learners (66.0%) attained not achieved level of achievement, while only 0.8% achieved at outstanding achievement.

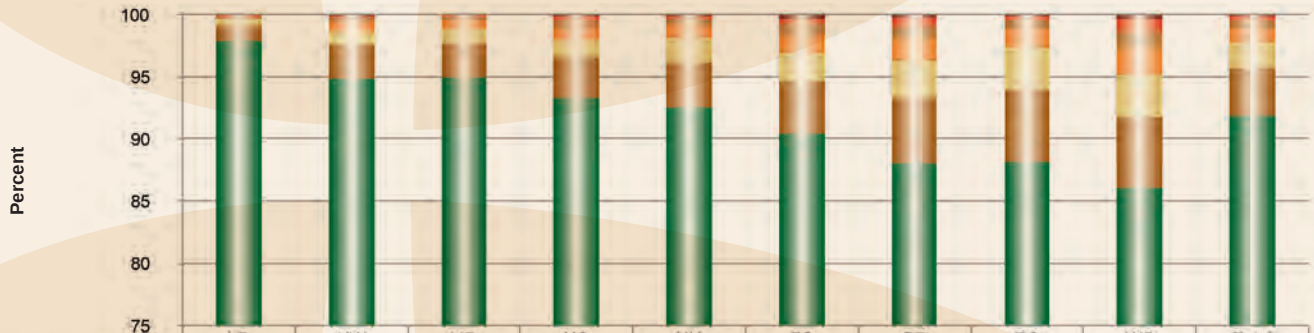
3.7.4 Analysis based on the Senior Phase test instrument

Table 18: Average percentage score of learners in Grade 9 Home Language, First Additional Language and Mathematics, by province, in 2012

Province	Home Language		First Additional Language		Mathematics	
	Average Percentage Mark	Percentage of Learners Achieving 50% and More	Average Percentage Mark	Percentage of Learners Achieving 50% and More	Average Percentage Mark	Percentage of Learners Achieving 50% and More
Eastern Cape	42.6	36.0	35.0	20.9	14.6	2.6
Free State	48.9	48.7	37.2	22.9	14.0	3.1
Gauteng	50.3	54.1	40.3	31.0	14.7	3.7
KwaZulu-Natal	37.7	28.4	32.3	17.6	12.0	1.9
Limpopo	31.2	17.0	29.8	13.7	8.5	0.5
Mpumalanga	40.3	32.8	37.4	24.8	11.9	1.0
Northern Cape	44.3	36.1	37.9	26.2	13.2	2.0
North West	39.3	29.2	39.1	27.0	11.2	1.4
Western Cape	48.4	47.4	37.2	22.9	16.7	5.0
South Africa	43.4	38.9	34.6	20.8	12.7	2.3

Source: Report on the Annual National Assessments 2012

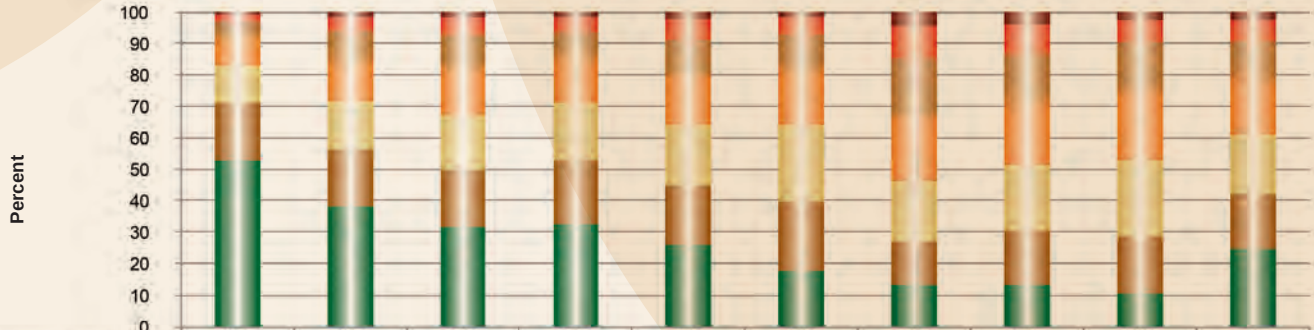
Figure 21: Percentage of learners in various achievement levels for Grade 9 Mathematics, by province, in 2012



	LP	NW	MP	NC	KN	FS	GP	EC	WC	Total
Outstanding achievement	0.0	0.1	0.1	0.2	0.1	0.3	0.3	0.2	0.4	0.2
Meritorious achievement	0.1	0.2	0.1	0.3	0.3	0.4	0.6	0.3	0.9	0.3
Substantial achievement	0.1	0.3	0.3	0.5	0.5	0.9	1.1	0.7	1.4	0.6
Adequate achievement	0.2	0.7	0.6	1.0	1.0	1.5	1.7	1.5	2.2	1.1
Moderate achievement	0.5	1.2	1.3	1.5	2.0	2.3	3.0	3.4	3.3	2.1
Elementary achievement	1.2	2.7	2.7	3.2	3.6	4.1	5.3	5.8	5.7	3.8
Not achieved	97.9	94.7	95.0	93.3	92.4	90.6	88.1	88.3	86.1	91.9

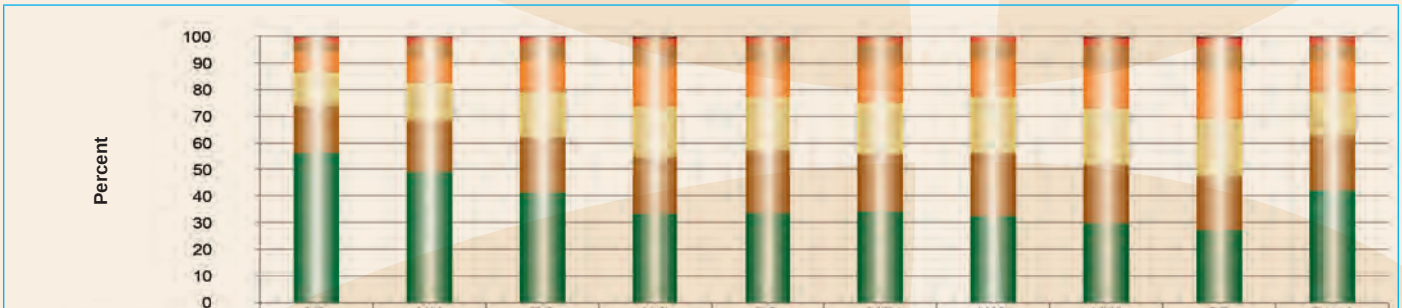
Source: Report on the Annual National Assessments 2012

Figure 22: Percentage of learners in various achievement levels for Grade 9 Home Language, by province, in 2012



	LP	KN	MP	NW	EC	NC	GP	FS	WC	Total
Outstanding achievement	0.9	1.7	1.9	2.1	2.2	1.8	4.3	3.8	2.6	2.5
Meritorious achievement	2.2	4.7	5.2	4.5	6.6	5.3	10.9	9.4	7.1	6.6
Substantial achievement	5.1	8.9	10.4	8.5	11.4	11.1	18.1	14.9	15.3	12.4
Adequate achievement	8.8	13.1	15.3	14.2	15.9	17.9	20.9	20.5	22.5	17.3
Moderate achievement	12.2	15.5	17.7	18.1	19.1	24.3	19.0	20.9	24.1	19.0
Elementary achievement	18.1	17.9	17.9	20.4	19.1	22.3	13.6	17.4	17.8	17.5
Not achieved	52.8	38.3	31.6	32.4	25.8	17.4	13.3	13.1	10.7	24.7

Figure 23: Percentage of learners in various achievement levels for Grade 9 First Additional Language, by province, in 2012



	LP	KN	EC	NC	FS	MP	WC	NW	GP	Total
Outstanding achievement	0.7	0.7	0.6	0.9	0.5	0.5	0.2	0.8	0.8	0.7
Meritorious achievement	1.7	2.1	2.3	2.4	2.2	2.4	1.9	2.9	3.2	2.3
Substantial achievement	3.9	5.2	6.2	7.8	6.9	7.5	6.4	8.1	9.6	6.3
Adequate achievement	7.5	9.6	11.8	15.1	13.3	14.4	14.4	15.3	17.5	11.7
Moderate achievement	12.0	13.9	16.7	18.9	20.1	19.6	20.9	21.0	21.5	16.6
Elementary achievement	18.3	19.2	21.3	21.5	23.2	21.4	23.8	22.3	20.4	20.4
Not achieved	56.0	49.3	41.1	33.5	33.8	34.1	32.5	29.7	27.1	42.3

Table 18 indicates the average percentage scores of learners in Grade 9 for Home Language, First Additional Language and Mathematics. In 2012, the average test score for Grade 9 learners was 43.4% in Home Language, 34.6% in First Additional Language and 12.7% in Mathematics. Only about 2% of learners obtained 50% and more in Mathematics.

4. OTHER EDUCATION SECTORS (ECD AND SNE)

4.1 Special Needs Education

Table 19: Number of learners, educators and institutions in SNE sectors, by province, national learner- educator ratio (LER), national learner-school ratio (LSR) and national educator-school ratio (ESR), in 2011 and 2012

Province	Year	SNE					
		Learners	Educators	Schools	LER	LSR	ESR
Eastern Cape	2011	9 031	846	41	10.7	220.3	20.6
	2012	9 117	854	42	10.7	217.1	20.3
Free State	2011	5 514	587	20	9.4	275.7	29.4
	2012	5 801	625	21	9.3	276.2	29.8
Gauteng	2011	39 283	3 292	129	11.9	304.5	25.5
	2012	41 184	3 396	131	12.1	314.4	25.9
KwaZulu-Natal	2011	15 955	1 374	74	11.6	215.6	18.6
	2012	16 264	1 393	72	11.7	225.9	19.3
Limpopo	2011	8 360	687	34	12.2	245.9	20.2
	2012	8 524	684	34	12.5	250.7	20.1
Mpumalanga	2011	3 639	344	20	10.6	182.0	17.2
	2012	3 549	355	20	10.0	177.5	17.8
Northern Cape	2011	1 644	164	10	10.0	164.4	16.4
	2012	1 646	165	10	10.0	164.6	16.5
North West	2011	5 634	506	33	11.1	170.7	15.3
	2012	5 437	465	32	11.7	169.9	14.5
Western Cape	2011	19 180	1 785	81	10.7	236.8	22.0
	2012	20 076	1 802	82	11.1	244.8	22.0
South Africa	2011	108 240	9 585	442	11.3	244.9	21.7
	2012	111 598	9 739	444	11.5	251.3	21.9

Sources:

2011: As published in Education Statistics in South Africa.

2012: SNE SNAP Surveys.

Note 1: Institution count based on open institutions that submitted the survey forms.

Figure 24: Percentage of learners, educators and institutions in SNE centres, by province, in 2012

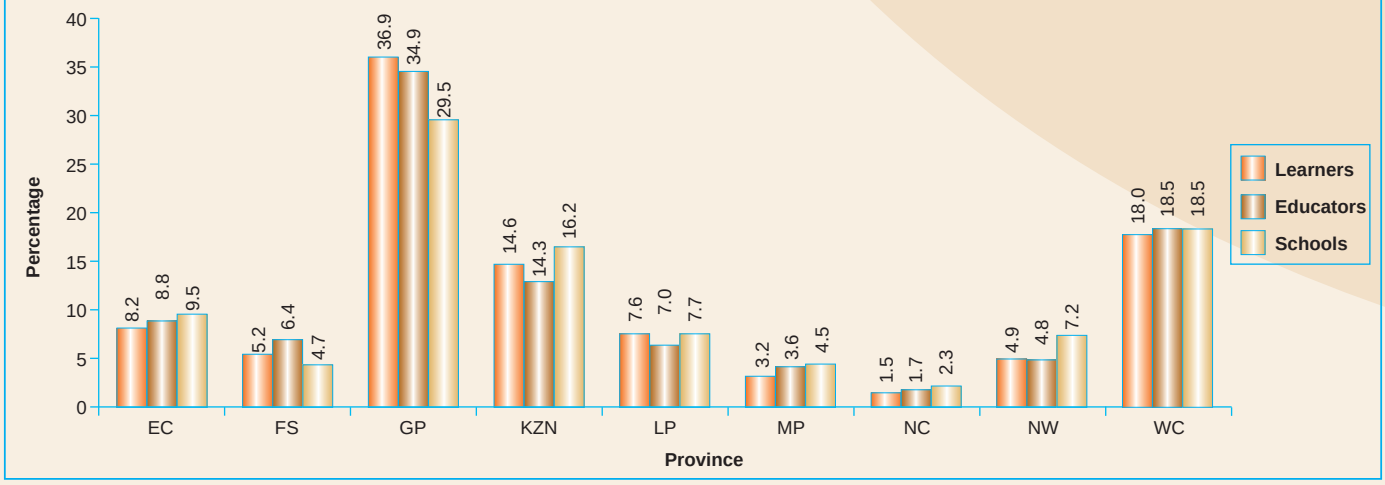


Table 19 reflects learners and educators in special schools (catering for SNE learners), and the numbers of these institutions, for both 2011 and 2012. It indicates that, there were 111 598 learners in the Special Need schooling sector who attended 444 institutions and were served by 9 739 educators.

According to figure 24, the majority of learners in SNE schools were found in Gauteng (36.9%) followed by the Western Cape with 18.0%.

Table 20: Number of learners in SNE sectors, by primary disability and province, in 2012

Province	Gender	Attention Deficit Disorder	Autistic Spectrum Disorder	Behavioural Disorder	Blind	Cerebral Palsied	Deaf	Deaf/Blind Disabled	Epilepsy	Hard of Hearing	Mild or moderate intellectually Disabled	Moderate to Severe Intellectual disability	Other	Partially Sighted	Physically Disabled	Psychiatric disorder	Severe Intellectually Disabled	Specific Learning Disabled	Total
Eastern Cape	Female	16	29	95	56	178	327	0	35	52	596	1 409	152	136	270	0	0	153	3 504
	Male	51	158	207	49	244	373	1	42	61	1 162	2 155	250	170	315	2	0	373	5 613
	Total	67	187	302	105	422	700	1	77	113	1 758	3 564	402	306	585	2	0	526	9 117
Free State	Female	5	21	146	61	289	218	0	67	22	478	676	0	78	70	2	0	12	2 145
	Male	24	96	211	80	476	236	0	88	30	1 125	1 086	0	90	91	1	0	22	3 656
	Total	29	117	357	141	765	454	0	155	52	1 603	1 762	0	168	161	3	0	34	5 801
Gauteng	Female	535	142	479	124	992	919	9	461	167	2 874	3 040	2 055	367	462	17	0	1 823	14 466
	Male	1636	591	1487	118	1417	896	10	797	283	7 119	5 380	1 930	533	684	30	0	3 807	26 718
	Total	2171	733	1966	242	2409	1815	19	1258	450	9 993	8 420	3 985	900	1 146	47	0	5 630	41 184
KwaZulu-Natal	Female	157	238	228	151	543	619	2	216	133	821	1 600	128	187	338	10	0	737	6 108
	Male	431	581	742	139	809	731	4	303	207	1 418	2 375	190	228	450	17	0	1 531	10 156
	Total	588	819	970	290	1352	1350	6	519	340	2 239	3 975	318	415	788	27	0	2 268	16 264
Limpopo	Female	144	154	110	109	266	279	0	133	63	658	859	15	164	153	20	0	83	3 210
	Male	274	253	207	163	294	346	2	171	118	1 689	1 141	31	214	162	11	0	238	5 314
	Total	418	407	317	272	560	625	2	304	181	2 347	2 000	46	378	315	31	0	321	8 524
Mpumalanga	Female	13	10	73	14	27	63	0	23	10	444	366	7	7	15	1	0	60	1 133
	Male	46	18	318	14	32	73	1	29	5	1 099	586	11	9	30	0	0	145	2 416
	Total	59	28	391	28	59	136	1	52	15	1 543	952	18	16	45	1	0	205	3 549
Northern Cape	Female	8	8	25	5	13	16	0	6	29	104	269	0	6	45	1	0	27	562
	Male	34	27	105	10	20	35	1	17	34	245	434	0	13	42	0	0	67	1 084
	Total	42	35	130	15	33	51	1	23	63	349	703	0	19	87	1	0	94	1 646
North West	Female	23	17	51	15	81	140	0	53	29	460	785	12	60	90	14	0	55	1 885
	Male	92	45	105	21	130	130	0	83	69	1 069	1 403	26	69	144	6	0	160	3 552
	Total	115	62	156	36	211	270	0	136	98	1 529	2 188	38	129	234	20	0	215	5 237
Western Cape	Female	135	70	35	63	388	489	1	61	82	2 243	5	616	112	276	0	1 685	718	6 979
	Male	332	394	219	67	452	498	3	101	109	5 338	6	586	155	367	0	2 577	1 893	13 097
	Total	467	464	254	130	840	987	4	162	191	7 581	11	1 202	267	643	0	4 262	2 611	20 076
South Africa	Female	1036	689	1242	598	2777	3070	12	1055	587	8 678	9 009	2 984	1 117	1 719	65	1 685	3 688	39 992
	Male	2920	2163	3601	661	3874	3318	22	1631	916	20 264	14 566	3 024	1 481	2 285	67	2 577	8 236	71 606
	Total	3956	2852	4843	1259	6651	6388	34	2686	1503	28 942	23 575	6 009	2 598	4 004	132	4 262	11 904	111 598

Source: 2012 SNE SNAP Surveys.

Note 1: Institution count based on open institutions that submitted the survey forms.

4.2 Early Childhood Development

Table 21: **Number of learners, educators and institutions in ECD sites, by province, national learner-educator ratio (LER), national learner-school ratio (LSR) and national educator-school ratio (ESR), in 2011 and 2012**

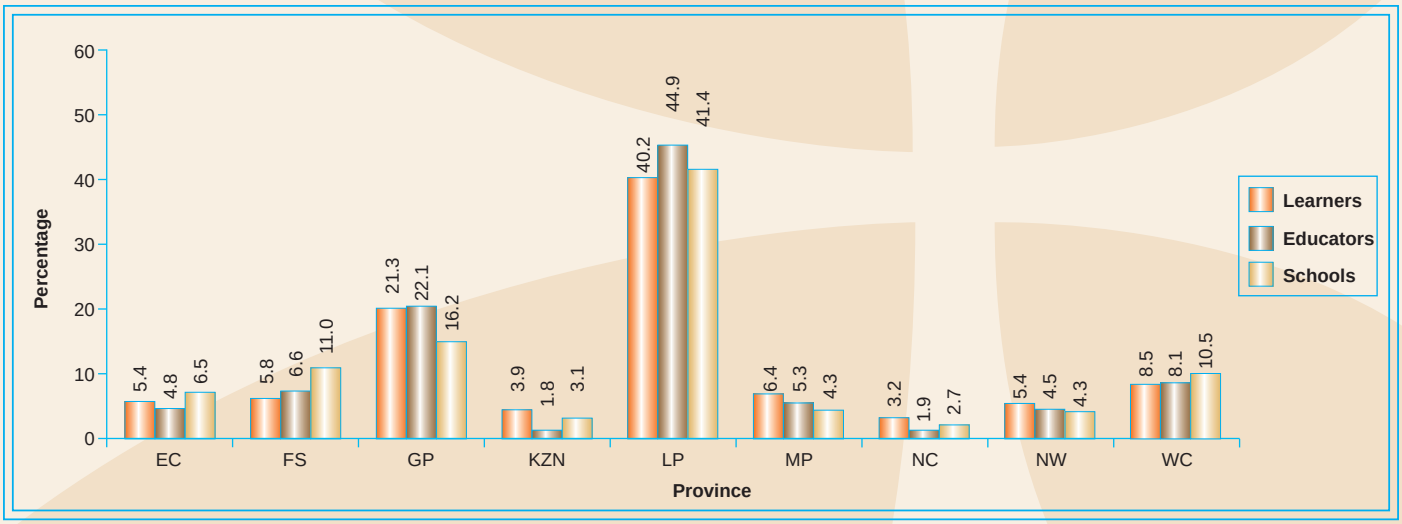
Province	Year	ECD					
		Learners	Educators	Schools	LER	LSR	ESR
Eastern Cape	2011	17 888	520	335	34.4	53.4	1.6
	2012	14 295	529	256	27.0	55.8	2.1
Free State	2011	13 449	659	430	20.4	31.3	1.5
	2012	15 354	730	436	21.0	35.2	1.7
Gauteng	2011	45 528	1 973	504	23.1	90.3	3.9
	2012	56 467	2449	643	23.1	87.8	3.8
KwaZulu-Natal	2011	15 743	411	278	38.3	56.6	1.5
	2012	10 247	204	122	50.2	84.0	1.7
Limpopo	2011	129 687	5 396	2 269	24.0	57.2	2.4
	2012	106 562	4984	1639	21.4	65.0	3.0
Mpumalanga	2011	17 534	658	186	26.6	94.3	3.5
	2012	17 008	591	171	28.8	99.5	3.5
Northern Cape	2011	10 000	126	124	79.4	80.6	1.0
	2012	8 549	215	108	39.8	79.2	2.0
North West	2011	11 249	245	140	45.9	80.4	1.8
	2012	14 188	498	169	28.5	84.0	2.9
Western Cape	2011	23 517	943	433	24.9	54.3	2.2
	2012	22 435	902	417	24.9	53.8	2.2
South Africa	2011	284 595	10 931	4 699	26.0	60.6	2.3
	2012	265 105	11 102	3 961	23.9	66.9	2.8

Sources:
2011: As published in *Education Statistics in South Africa.*
2012: ECD Annual Surveys.
Note 1: Institution count based on open institutions that submitted the survey forms.

Table 21 reflects learners and educators in ECD sites and the numbers of these institutions. It shows that, in 2011 there were 265 105 learners attending ECD sites in South Africa. Nationally, the number of learners in ECD sites decreased by 6.8% from 284 595 in 2011 to 265 105 in 2012.

Table 21 also shows the national LER, LSR and ESR for the sectors. On average, the national LER in ECD sites was 23.9, LSR was 66.9 and ESR 2.8.

Figure 25: **Percentage of learners, educators and institutions in ECD sites, by province, in 2012**



Sources: 2012 ECD Annual Surveys.

Figure 25 indicates the percentage distribution of learners, educators and institutions in the ECD sector. The majority of ECD learners were found in Limpopo (40.2%) followed by Gauteng with about 21.3%.

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 2012 academic year.

5.2 Scope of the surveys

The census frame covers number of learners, educators and schools in 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 2011)*; and
- *School Realities* (2005 to 2013).

5.4 Comparability with previous censuses

The 2012 census is generally comparable with the 2011 census, owing to the fact that both censuses are based on the new provincial demarcation boundaries.

5.5 Response rate

Approximately 99.7% of open ordinary schools submitted the 2012 survey forms. Simple mean imputation (i.e. the replacement of a missing observation with the mean of the non-missing observations for that variable) 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 Data sources

The sources of data used for this report are the following:

- Ordinary schools – 2012 SNAP survey conducted on the 10th school day
- National Senior Certificate examination – *Report on the National Senior Certificate Examination Results 2012*
- *Annual National Assessment-Report on the Annual National Assessments 2012: Grades 1 to 6 and 9*
- ECD – 2012 Annual Survey
- SNE – 2012 SNAP surveys
- Population Figures – 2013 Statistics South Africa estimates

5.8 Glossary

Administrative staff-school ratio

The average number of administrative staff per school

Combined school

An ordinary school offering at least one grade in each of the following four phases: foundation phase, intermediate phase, senior phase and 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. The term “ECD centre” can refer to a crèche, a day care centre for young children, a playgroup, a pre-school, an after-school care facility, etc. ECD centres are sometimes referred to as ECD sites.

Education district/region

The geographic area within a PED that the MEC for Education has demarcated as the first-level administrative subdivision.

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.

Foundation phase

Grade R (reception year) and Grades 1 to 3 offered at ordinary schools.

Further education and training (FET)

All learning and training programmes leading to qualifications from Levels 2 to 4 of the NQF as contemplated in the NQF Act, which levels are above general education but below higher education.

Funding type

The funding sector to which the educational institution belongs, for example independent and public

Gender parity index (GPI)

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

General education and training (GET)

All programmes leading to a qualification on Level 1 of the NQF. It represents nine years of schooling – that is, from Grades 1 to 9 as well as ABET Levels 1 to 4.

Gross enrolment ratio (GER)

The number of learners or students 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.

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

Grades 4 to 6 offered at ordinary schools.

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-administrative staff ratio (LER)

The average number of learners per administrative staff

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

Any other classes offered to learners that have completed matric (Grade 12).

Primary disability

The predominant impairment of a learner or the area in which the functional limitation is most severe.

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.

Public school

A school as defined in section 1 of the SASA.

School

An education institution which enrols learners in one or more grades from Grade R (reception) 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

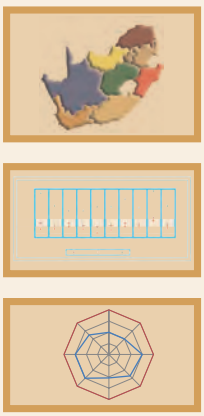
Grades 7 to 9 offered at ordinary schools.

Special needs education (SNE)

Education that is specialised in its nature and addresses barriers to learning and development experienced by learners with special education needs (including those with disabilities) at special as well as ordinary schools.

Special school

A school resourced to deliver education to learners requiring high-intensity education and other support on either a full-time or a part-time basis. The learners who attend these schools include those who have physical, intellectual or sensory disabilities or serious behaviour and/or emotional problems, and those who are in conflict with the law or whose health-care needs are complex.



EMIS

6. CONTACT DETAILS

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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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6.2 Department of Basic Education

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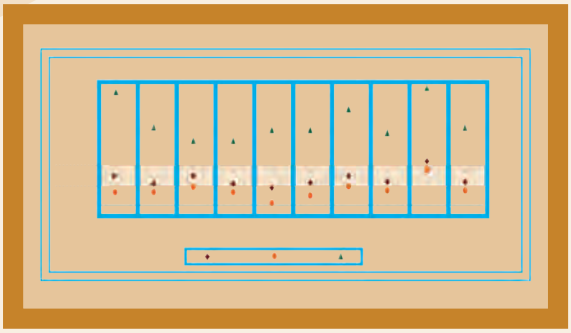
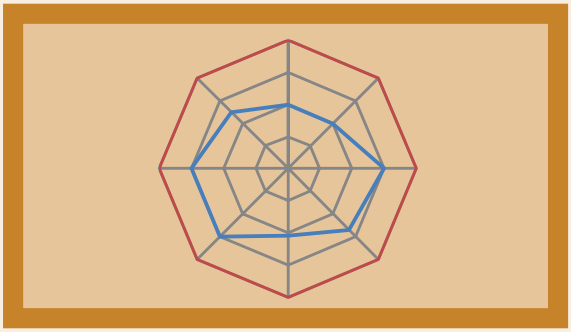
ACKNOWLEDGEMENTS

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





EMIS

Did you know?

In 2012 –

approximately 24 in every 100 people in South Africa were learners in the education and training system.

30 992 institutions, comprising the following, submitted their survey forms:

- 25 826 ordinary public and independent schools
- 3 961 ECD centres
- 444 special schools

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

- 932 were in ordinary public schools
- 39 were in ordinary independent schools
- 21 were in ECD centres
- 9 were in special schools