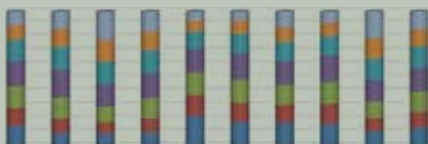
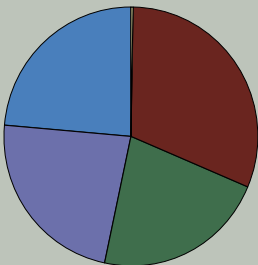


Education Statistics in South Africa 2013



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FOREWORD



The Department of Basic Education (DBE) is pleased to release *Education Statistics in South Africa 2013*, the 15th 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 accentuate 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 15 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.

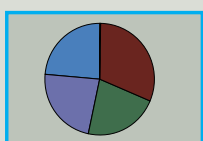
This publication would not have been possible without the contribution of the heads of the nine provincial Education Management Information Systems (EMIS) units and their staff, regional and district officials, school principals, special school principals, and ECD centre managers, who had the challenging 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 2013, towards the collection of education information.



SG PADAYACHEE

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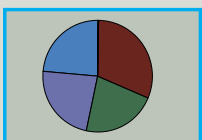


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ABBREVIATIONS

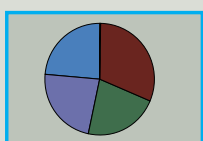
ABET	Adult basic education and training
ABET Act	Adult Basic Education and Training Act, No. 52 of 2000
ANA	Annual National Assessment
CAPS	Curriculum Assessment Policy Statement
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DMA	District management area
EC	Eastern 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 2013 SNAP Survey for Ordinary Schools and Special Need Education (SNE) (Includes both independent and public ordinary schools) and 2013 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 whereas 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 2013 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 2013, there were 30 027 established public and registered independent education institutions that submitted the survey forms. Of these, 25 720 were ordinary schools and 4 307 were other education institutions – namely, ECD centres and special schools.

The figure of 25 720 for ordinary schools comprised the following:

- 14 558 primary schools, with 6 384 092 learners and 197 258 educators;
- 6 098 secondary schools, with 3 895 909 learners and 143 862 educators; and
- 5 064 combined and intermediate schools, with 2 209 647 learners and 83 903 educators.

Figure 1: Percentage distribution of learners in the education system in 2013

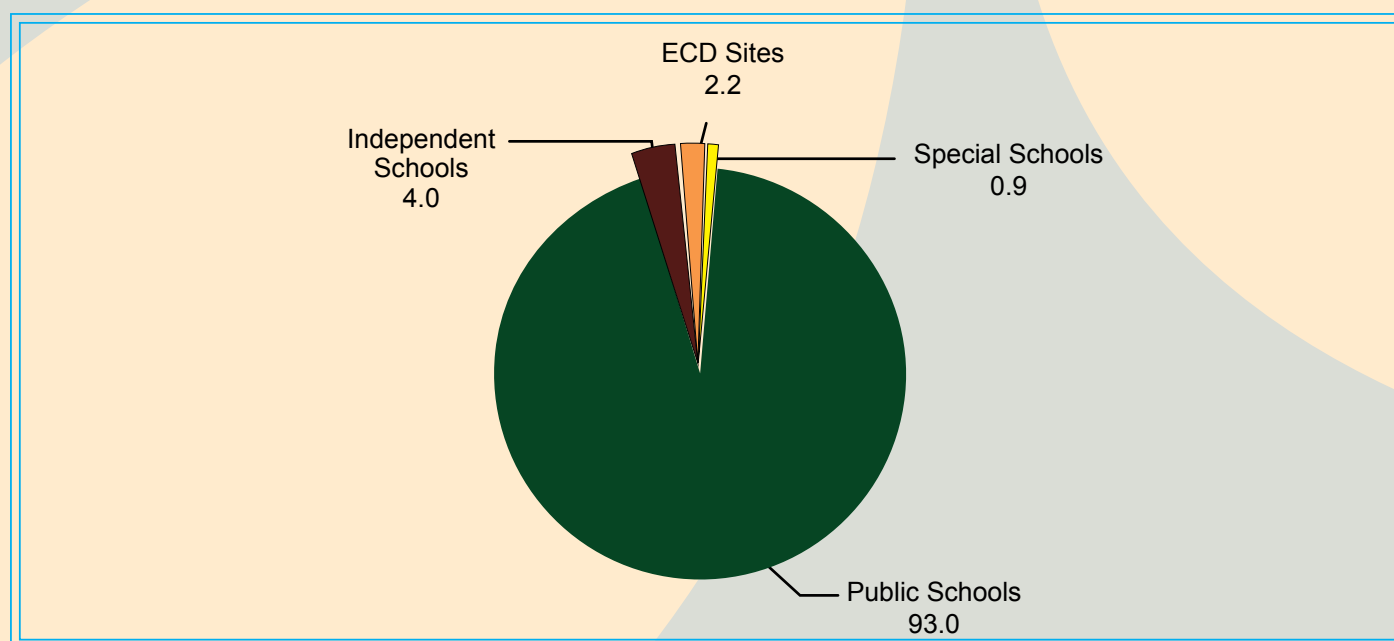


Figure 1, Table 18, Table 19 and the centrefold show that, of the 12 883 888 learners and students enrolled in all sectors of the basic education system in 2013, 11 975 844 (93.0%) were in ordinary public schools and 513 804 (4.0%) were in ordinary independent schools. Of the learners in other institutions, 277 736 (2.2%) were in ECD centres and 116 504 (0.9%) were in special schools.

In summary, there were 12 883 888 learners and students in the basic education system, who attended 30 027 education institutions and were served by 447 149 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 99.9% of open ordinary schools submitted the survey forms. **The figures in this publication are final after the preliminary figures that appeared in the Department's report *School Realities 2013* were updated.**

3.2 Basic school data

Table 1: Number of learners, educators and schools in the ordinary public school sector, by province, in 2013

Province	Learners	Educators	Schools
Eastern Cape	1 881 605	63 137	5 562
Free State	649 806	23 721	1 327
Gauteng	1 899 542	59 357	2 056
KwaZulu-Natal	2 798 975	91 285	5 937
Limpopo	1 662 106	54 708	3 924
Mpumalanga	1 025 859	33 380	1 768
Northern Cape	279 445	8 725	553
North West	773 040	25 169	1 551
Western Cape	1 005 466	32 347	1 458
South Africa	11 975 844	391 829	24 136

Source: 2013 SNAP Survey.

Table 2: Number of learners, educators and schools in the ordinary independent school sector, by province, in 2013

Province	Learners	Educators	Schools
Eastern Cape	56 473	2 870	171
Free State	14 702	754	69
Gauteng	229 984	15 466	593
KwaZulu-Natal	67 595	4 772	219
Limpopo	52 726	2 400	143
Mpumalanga	26 948	1 556	117
Northern Cape	3 186	247	20
North West	15 221	1 025	55
Western Cape	46 969	4 104	197
South Africa	513 804	33 194	1 584

Source: 2013 SNAP Survey.

Tables 1 and 2 reflect, respectively, the number of ordinary public and ordinary independent schools with their learner and educator numbers, in 2013, while Table 3 combines the information of those two tables.

Table 3: Number of learners, educators and schools, and learner-educator ratio (LER), learner-school ratio (LSR) and educator-school ratio (ESR) in the ordinary public and independent school sector, by province, in 2013

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	1 938 078	15.5	66 007	15.5	5 733	22.3	29.4	338	11.5
Free State	664 508	5.3	24 475	5.8	1 396	5.4	27.2	476	17.5
Gauteng	2 129 526	17.1	74 823	17.6	2 649	10.3	28.5	804	28.2
KwaZulu-Natal	2 866 570	23.0	96 057	22.6	6 156	23.9	29.8	466	15.6
Limpopo	1 714 832	13.7	57 108	13.4	4 067	15.8	30.0	422	14.0
Mpumalanga	1 052 807	8.4	34 936	8.2	1 885	7.3	30.1	559	18.5
Northern Cape	282 631	2.3	8 972	2.1	573	2.2	31.5	493	15.7
North West	788 261	6.3	26 194	6.2	1 606	6.2	30.1	491	16.3
Western Cape	1 052 435	8.4	36 451	8.6	1 655	6.4	28.9	636	22.0
South Africa	12 489 648	100.0	425 023	100.0	25 720	100.0	29.4	486	16.5

Source: 2013 SNAP Survey.

3.2.1 Schools (see Tables 2 and 3)

In 2013, there were 25 720 ordinary schools in South Africa. KwaZulu-Natal (6 156, or 23.9% of the national total) and the Eastern Cape (5 733, or 22.3% of the national total) had the highest and second highest number of ordinary schools, while the Northern Cape (573, or 2.2% of the national total) had the lowest number. Of the 25 720 schools in the country, 1 584 (6.2%) were independent schools.

3.2.2 Learners (see Tables 2 and 3)

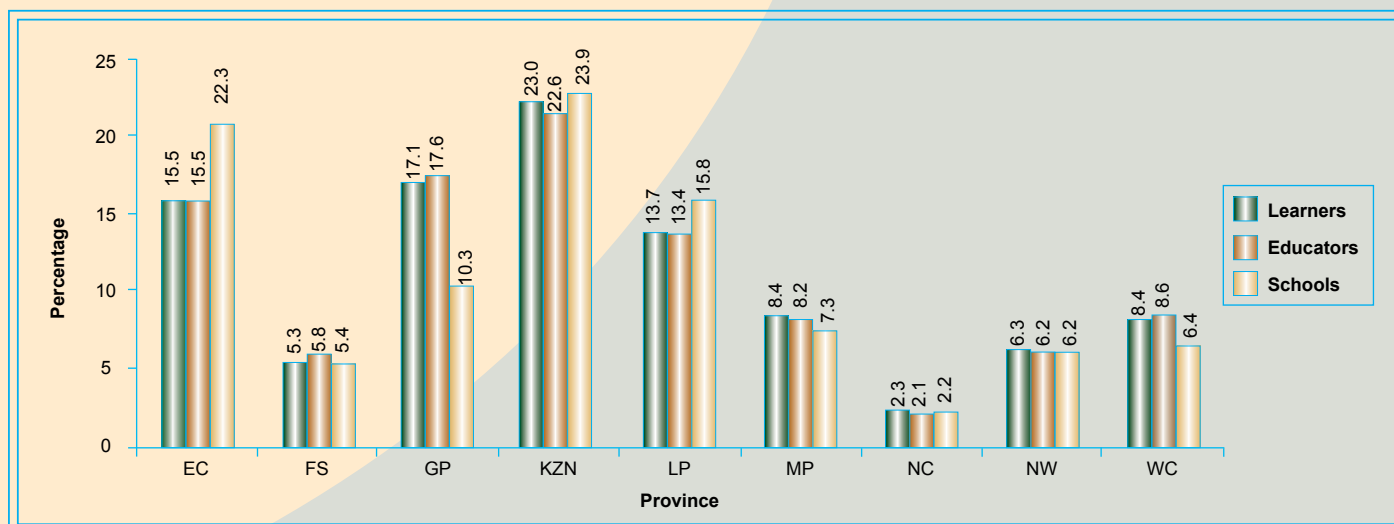
In 2013, there were 12 489 648 learners in ordinary schools in the country as a whole. Three provinces – namely, the Free State, the Northern Cape and North West – showed less than a million learners in ordinary schools. In Gauteng and KwaZulu-Natal more than two million learners were enrolled in ordinary schools, comprising, respectively, 17.1% and 23.0% of the national total. Of the 12 489 648 learners in the country, 513 804 (4.1%) were in independent schools.

3.2.3 Educators (see Tables 2 and 3)

There were 425 023 educators in ordinary schools in South Africa in 2013. KwaZulu-Natal (96 057, or 22.6% 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 425 023 educators in the country, 33 194 (7.8%) 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 2013



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 2013, the Eastern Cape, one of the more rural provinces, had 22.3% of the national total of ordinary schools serving 15.5% of South Africa’s learners, while Gauteng, the most urbanised province, had 10.3% of the national total of ordinary schools serving 17.1% 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 2013

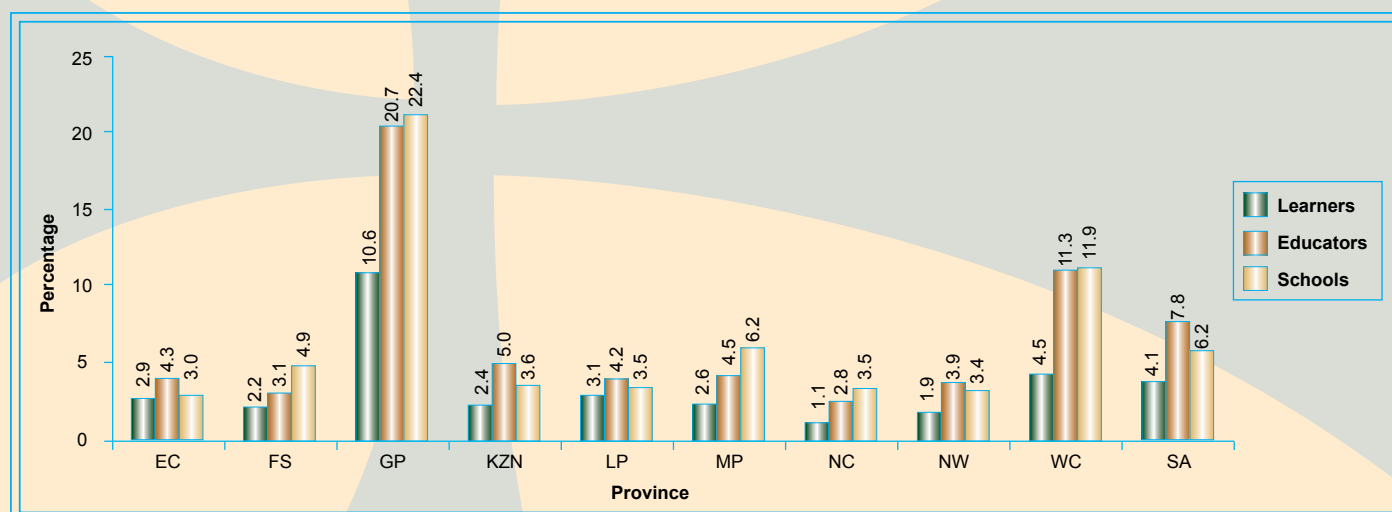


Figure 3, as calculated from Tables 2 and 3, indicates that, in 2013, Gauteng had the largest proportion of learners, educators and schools (10.8%, 20.7% and 22.4%, respectively) in the independent school funding type, while the Northern Cape had the smallest proportion of learners and educators (1.1% and 2.8%, respectively), and the Eastern Cape the smallest proportion of schools (3.0%).

3.2.5 Indicators

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

In 2013, the national average LER in ordinary schools in the country was 29.4:1, ranging from 27.2:1 in the Free State to 31.5:1 in the Northern Cape.

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

The national average LSR in ordinary schools in South Africa was 486:1 in 2013, ranging from 338:1 in the Eastern Cape to 804:1 in Gauteng. In five provinces (Gauteng, Mpumalanga, the Northern Cape, North West and the Western Cape), the ratio was higher than the national average.

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

In 2013, the national average ESR in ordinary schools in the country was 16.5:1, ranging from 11.5:1 in the Eastern Cape to 28.2:1 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 2013

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: 2013 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 2013, as shown in Table 4, the national total GER for the combined GET and FET bands (Grades R to 12) was 94%, 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 2013

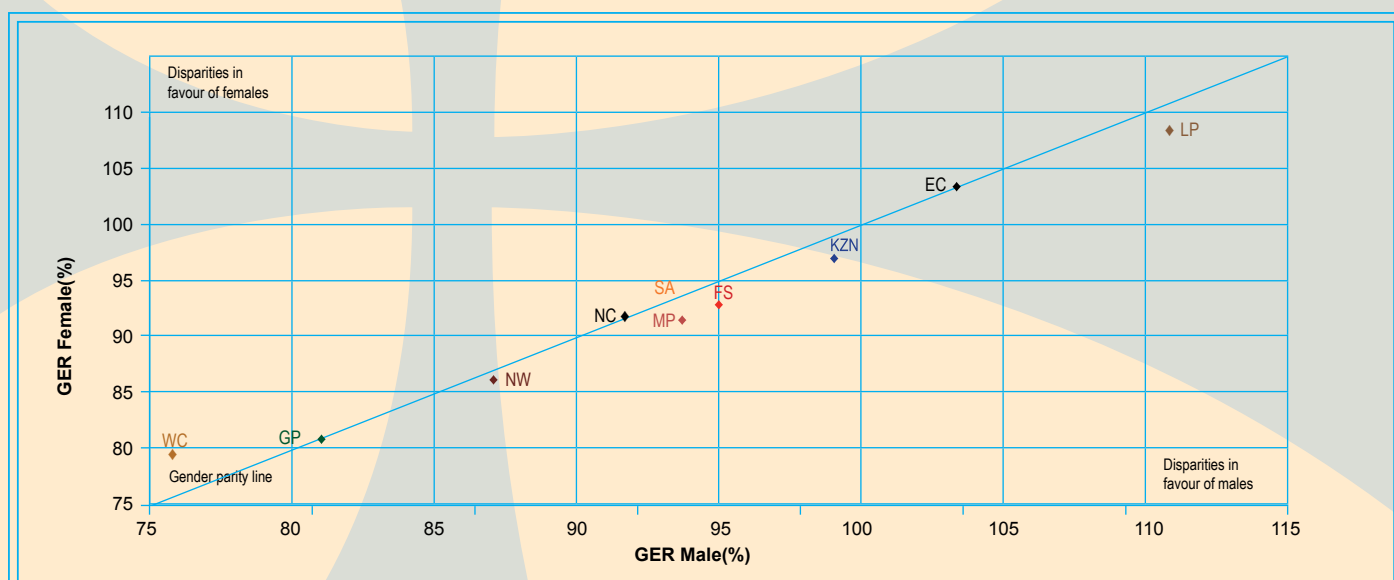


Figure 4 compares the total GER for male and female learners, Grades R to 12, in 2013. If the GER value for a province lies above the gender parity line, this shows that more female learners than male learners of the same appropriate school-age population are enrolled, which indicates a disparity in favour of females. The National GER value lies on the gender parity line, which means that there is no gender gap. 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. Two provinces – namely, the Gauteng and North West – 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 2013, 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 2013

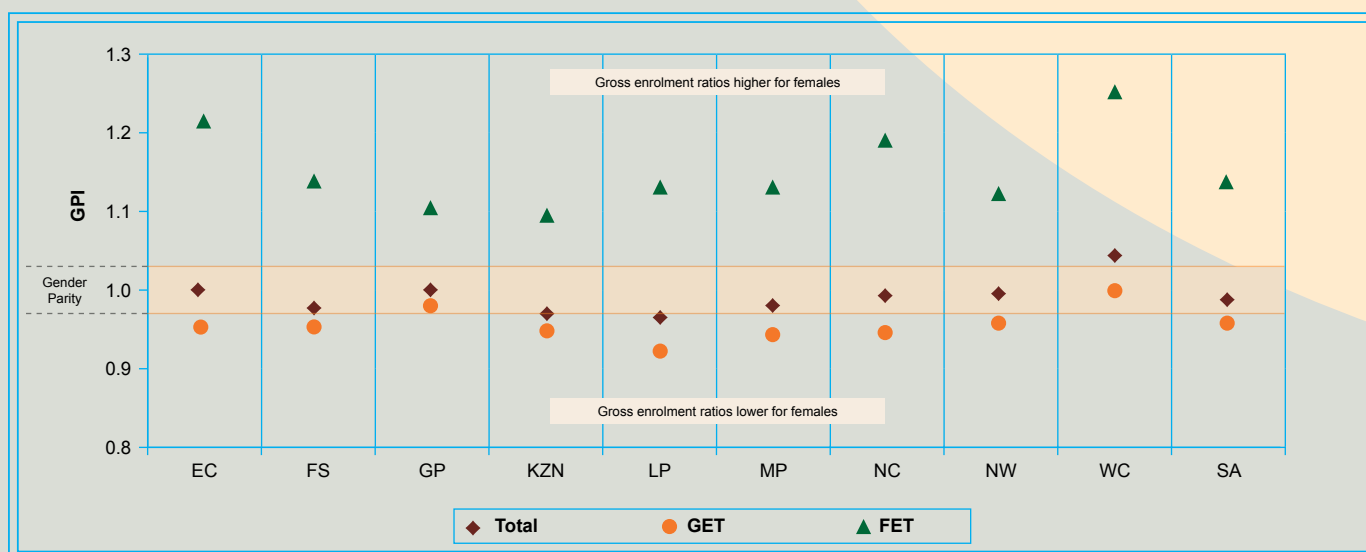


Figure 5 shows the GPI for Grades R to 12 (GET and FET bands), by province, in 2013. Gender parity is considered to have been attained when the GPI lies between 0.97 and 1.03 (Global Education Digest 2005, UNESCO Institute for Statistics). Gender parity in the combined GET and FET bands has been achieved in eight of the nine provinces. However, the Western Cape was the only province with the 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 2013

Province	Sector	Gender	Pre-Gr. R Phase	Foundation Phase					Intermediate Phase				Senior Phase				Total (GET Band)
			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	1 156	1 964	2 655	2 689	2 471	9 779	2 276	1 971	1 688	5 935	1 669	1 724	1 781	5 174	20 888
		Total	2 344	3 921	5 647	5 458	4 918	19 944	4 512	3 942	3 491	11 945	3 405	3 412	3 412	10 379	42 268
	Public	Female	4 442	72 705	92 528	83 331	76 499	325 063	72 157	67 630	66 507	206 294	67 123	67 186	71 352	205 661	737 018
		Total	8 653	147 910	196 683	175 252	159 010	678 855	152 311	141 132	138 320	431 763	139 139	135 779	142 728	417 646	1 528 264
	Both	Female	5 598	74 669	95 183	86 020	78 970	334 842	74 433	69 601	68 195	212 229	68 792	68 910	73 133	210 835	757 906
		Total	5 399	77 162	107 147	94 690	84 958	363 957	82 390	75 473	73 616	231 479	73 752	70 281	73 157	217 190	812 626
Total			10 997	151 831	202 330	180 710	163 928	698 799	156 823	145 074	141 811	443 708	142 544	139 191	146 290	428 025	1 570 532
Free State	Independent	Female	215	361	726	628	604	2 319	534	500	471	1 505	470	538	667	1 675	5 499
		Total	397	734	1 510	1 351	1 249	4 844	1 107	1 004	1 017	3 128	919	1 056	1 361	3 336	11 308
	Public	Female	430	15 480	31 017	29 886	26 997	103 380	25 211	24 664	24 667	74 542	22 908	23 334	32 206	78 448	255 506
		Total	799	31 436	65 405	62 224	54 935	214 000	51 717	50 663	49 531	151 911	45 842	47 422	66 737	160 001	525 912
	Both	Female	645	15 841	31 743	30 514	27 601	105 699	25 180	25 263	24 740	75 183	23 378	23 872	32 873	80 123	261 005
		Total	551	16 329	35 172	33 061	28 583	113 145	27 644	26 404	25 808	79 856	23 383	25 973	35 225	83 214	276 215
Total			1 196	32 170	66 915	63 575	56 184	218 844	52 824	51 667	50 548	155 039	46 761	48 478	68 098	163 337	537 220
Gauteng	Independent	Female	4 045	6 345	11 575	10 547	9 293	37 760	8 404	7 847	7 368	23 619	7 190	8 864	8 409	24 463	85 840
		Total	8 204	12 839	23 423	20 878	18 576	75 716	16 879	15 766	14 780	47 425	14 100	17 020	16 202	47 322	170 463
	Public	Female	2 519	45 587	91 755	86 481	80 648	304 471	74 503	72 296	70 631	217 430	70 054	70 370	76 106	216 530	738 431
		Total	4 931	91 755	190 515	177 064	162 872	622 120	151 481	144 600	141 683	437 764	139 566	142 741	155 480	437 787	1 497 671
	Both	Female	6 564	51 932	103 330	97 028	89 941	342 231	82 907	80 143	77 999	241 049	77 244	79 234	84 515	240 993	824 273
		Total	6 571	52 576	110 608	100 914	91 507	355 605	85 453	80 223	78 464	244 140	76 422	80 527	87 167	244 116	843 861
Total			13 135	104 508	213 938	197 942	181 448	697 836	168 360	160 366	156 463	485 189	153 666	159 761	171 682	485 109	1 668 134
KwaZulu-Natal	Independent	Female	1 494	2 041	2 707	2 528	2 354	9 630	2 107	1 976	1 979	6 062	1 913	2 730	2 630	7 273	22 965
		Total	3 004	4 113	5 453	5 033	4 614	19 213	4 135	3 843	3 737	11 715	3 643	5 080	4 974	13 697	44 625
	Public	Female	2 826	90 854	126 519	114 597	107 578	439 548	98 364	96 247	96 462	291 073	97 901	106 977	110 727	315 605	1 046 226
		Total	5 607	183 859	267 942	238 284	221 438	911 523	204 496	200 435	198 726	603 657	200 216	222 330	225 505	648 051	2 163 231
	Both	Female	4 320	92 895	129 226	117 125	109 932	449 178	100 471	98 223	98 441	297 135	99 814	109 707	113 357	322 878	1 069 191
		Total	4 291	95 077	144 169	126 192	116 120	481 558	108 160	106 055	104 022	318 237	104 045	117 703	117 122	338 870	1 138 665
Total			8 611	187 972	273 395	243 317	226 052	930 736	208 631	204 278	202 463	615 372	203 859	227 410	230 410	661 748	2 207 856
Limpopo	Independent	Female	431	1 899	2 517	2 307	2 076	8 799	1 837	1 902	1 670	5 409	1 678	2 108	2 136	5 922	20 130
		Total	885	3 774	4 984	4 594	4 132	17 848	3 779	3 637	3 413	10 829	3 275	4 054	4 144	11 473	39 786
	Public	Female	132	57 789	69 234	65 820	60 175	253 018	54 430	53 193	54 193	162 584	55 405	56 991	84 418	196 814	612 416
		Total	251	116 255	144 753	135 188	124 285	520 481	114 164	112 806	112 889	339 859	113 930	116 784	784 770	415 484	1 275 824
	Both	Female	563	59 688	71 751	68 127	62 251	261 817	56 267	55 863	55 863	167 993	57 083	59 099	86 554	202 736	632 546
		Total	573	60 341	77 986	71 655	66 166	276 148	61 676	60 580	60 439	182 695	60 122	102 360	102 360	224 221	683 064
Total			1 136	120 029	149 737	139 782	128 417	537 965	117 943	116 443	116 302	350 688	117 205	120 838	188 914	426 957	1 315 610
Mpumalanga	Independent	Female	384	883	1 340	1 230	1 103	4 556	982	934	847	2 763	825	764	744	2 333	9 652
		Total	801	1 767	2 795	2 536	2 254	9 352	1 962	1 768	1 669	5 399	1 626	1 579	1 495	4 700	19 451
	Public	Female	1 023	27 847	46 961	43 374	40 337	158 519	36 674	36 518	37 116	110 308	38 039	42 025	41 940	122 004	390 831
		Total	2 011	56 207	99 042	90 770	83 227	329 246	77 611	76 397	75 913	229 921	77 256	86 482	83 379	247 117	806 284
	Both	Female	1 407	28 730	48 301	44 604	41 440	163 075	37 656	37 452	37 963	113 071	38 864	42 789	42 689	124 337	400 483
		Total	1 405	29 244	53 536	48 702	44 041	175 523	41 917	40 713	39 619	122 249	40 018	45 272	42 190	127 480	425 252
Total			2 812	57 974	101 837	93 306	85 481	338 598	79 573	78 165	77 582	235 320	78 882	88 061	84 874	251 817	825 735
Northern Cape	Independent	Female	92	117	125	114	93	449	81	79	55	215	61	194	210	465	1 129
		Total	184	244	297	230	176	947	148	147	114	409	128	303	328	759	2 115
	Public	Female	477	8 166	13 513	12 304	11 585	45 568	11 683	11 028	11 123	33 834	10 929	10 713	11 433	33 075	112 477
		Total	947	16 590	28 248	25 352	23 856	94 046	24 601	22 926	22 490	70 017	21 939	21 738	22 883	66 560	230 623
	Both	Female	540	8 283	13 638	12 418	11 678	46 017	11 764	11 107	11 178	34 049	10 990	10 907	11 643	33 540	113 606
		Total	562	8 551	14 907	13 164	12 354	48 976	12 985	11 966	11 426	36 377	11 077	11 134	11 568	33 779	119 132
Total			1 131	16 834	28 545	25 585	24 032	94 993	24 749	23 073	22 604	70 426	22 067	22 041	23 211	67 319	232 738
North West	Independent	Female	157	658	853	742	715	2 968	603	520	518	1 641	562	535	499	1 596	6 205
		Total	297	1 285	1 683	1 548	1 436	5 952	1 250	1 068	1 013	3 331	1 013	1 020	1 014	3 047	12 330
	Public	Female	248	23 133	36 563	35 520	33 514	128 730	31 430	29 813	29 038	90 281	28 147	28 421	32 733	89 301	308 312
		Total	494	46 459	76 428	73 474	69 137	265 498	65 688	61 206	58 913	185 807	56 957	57 641	67 199	181 797	633 102
	Both	Female	405	23 791	37 416	36 262	34 229	131 698	32 033	30 333	29 556	91 922	28 709	28 956	33 232	90 897	314 517
		Total	386	23 953	40 695	38 760	36 344	139 752	34 905	31 941	30 370	97 216	29 261	29 705	34 981	93 947	330 915
Total			791	47 744	78 111	75 022	70 573	271 450	66 938	62 274	59 926	189 138	57 970	58 661	68 213	184 844	645 432
Western Cape	Independent	Female	1 277	1 658	2 111	1 909	1 802	7 480	1 666	1 540	1 498	4 704	1 403	1 676	1 740	4 819	17 003
		Total	2 361	3 367	4 181	3 845	3 455	14 848	3 296	3 086	2 999	9 381	2 897	3 252	3 425	9 574	33 803
	Public	Female	581	28 690	49 941	45 629	42 591	166 851	40 661	39 216	39 230	119 107	38 605	38 420	45 087	45 087	408 673
		Total	1 191	56 941	103 862	93 346	85 615	339 764	85 493	79 136	78 397	328 012	76 248	74 652	87 874	238 774	906 550
	Both	Female	1 858	30 348	52 052	47 538	44 393	174 331	43 086</								

Table 5: Number of learners in ordinary schools, by province, sector, gender and grade, in 2013 (concluded)

Province	Sector	Gender	FET Band				Other	Total Primary (Gr. 1-7)	Total Secondary (Gr. 8-12)	Total (Gr.1-12)	Grand Total	
			Gr. 10	Gr. 11	Gr. 12	Total						
Eastern Cape	Independent	Female	1 891	1 963	2 247	6 101	234	15 419	9 606	25 025	28 379	
		Total	3 661	3 601	4 052	11 314	547	31 373	18 288	49 661	56 473	
	Public	Female	79 397	65 889	41 269	186 555	223	525 775	325 093	850 868	928 238	
		Total	151 259	118 879	73 887	344 025	663	1 101 847	622 532	1 724 379	1 881 605	
	Both	Female	81 288	67 852	43 516	192 656	457	541 194	334 699	875 893	956 617	
		Male	73 632	54 628	34 423	162 683	753	592 026	306 121	898 147	981 461	
	Total	154 920	122 480	77 939	355 339	1 210	1 133 220	640 820	1 774 040	1 938 078		
	Free State	Independent	Female	608	513	528	1 649	0	3 933	2 854	6 787	7 363
			Total	1 154	928	915	2 997	0	8 157	5 414	13 571	14 702
Public		Female	31 570	19 784	14 456	65 810	51	184 486	121 350	305 836	321 797	
		Total	59 489	36 611	26 859	122 959	136	380 317	237 118	617 435	649 806	
Both		Female	32 178	20 297	14 984	67 459	51	188 419	124 204	312 623	329 160	
		Male	28 465	17 242	12 790	58 497	85	200 055	118 328	318 383	335 348	
Total		60 643	37 539	27 774	125 956	136	388 474	242 532	631 006	664 508		
Gauteng		Independent	Female	9 175	8 926	8 517	26 618	316	62 224	43 891	106 115	116 821
			Total	17 982	17 009	15 671	50 662	655	124 402	83 884	208 286	229 984
	Public	Female	93 315	65 316	49 474	208 105	1 528	546 368	354 581	900 949	950 583	
		Total	183 359	119 594	89 364	392 317	4 623	1 107 781	690 538	1 798 319	1 899 542	
	Both	Female	102 490	74 242	57 991	234 723	1 844	608 592	398 472	1 007 064	1 067 404	
		Male	98 851	62 361	47 044	208 256	3 434	623 591	375 950	999 541	1 062 122	
	Total	201 341	136 603	105 035	442 979	5 278	1 232 183	774 422	2 006 605	2 129 526		
	KwaZulu-Natal	Independent	Female	2 835	2 995	4 765	10 595	165	15 564	15 955	31 519	35 219
			Total	5 228	5 631	8 808	19 667	299	30 458	29 721	60 179	67 595
Public		Female	131 300	115 998	82 057	329 355	141	737 668	547 059	1 284 727	1 378 548	
		Total	263 239	218 013	148 492	629 744	393	1 531 537	1 077 579	2 609 116	2 798 975	
Both		Female	134 135	118 993	86 822	339 950	306	753 232	563 014	1 316 246	1 413 767	
		Male	134 332	104 651	70 478	309 461	386	808 763	544 286	1 353 049	1 452 803	
Total		268 467	223 644	157 300	649 411	692	1 561 995	1 107 300	2 669 295	2 866 570		
Limpopo		Independent	Female	2 404	2 056	2 143	6 603	15	13 987	10 847	24 834	27 179
			Total	4 563	3 664	3 790	12 017	38	27 814	20 215	48 029	52 726
	Public	Female	94 629	65 883	44 585	205 097	38	413 218	346 506	759 724	817 683	
		Total	183 241	119 841	82 860	385 942	89	858 015	687 496	1 545 511	1 662 106	
	Both	Female	97 033	67 939	46 728	211 700	53	427 205	357 353	784 558	844 862	
		Male	90 771	55 566	39 922	186 259	74	458 624	350 358	808 982	869 970	
	Total	187 804	123 505	86 650	397 959	127	885 829	707 711	1 593 540	1 714 832		
	Mpumalanga	Independent	Female	848	970	1 676	3 494	47	7 261	5 002	12 263	13 577
			Total	1 702	1 872	3 039	6 613	83	14 610	9 687	24 297	26 948
Public		Female	49 823	39 133	26 625	115 581	132	279 019	199 546	478 565	507 567	
		Total	95 415	72 519	49 282	217 216	348	580 216	387 077	967 293	1 025 859	
Both		Female	50 671	40 103	28 301	119 075	179	286 280	204 548	790 828	844 862	
		Male	46 446	34 288	24 020	104 754	252	308 546	192 216	500 762	521 663	
Total		97 117	74 391	52 321	223 829	431	594 826	396 764	991 590	1 052 807		
Northern Cape		Independent	Female	198	184	155	537	3	608	941	1 549	1 761
			Total	352	279	251	882	5	1 240	1 513	2 753	3 186
	Public	Female	11 623	8 101	5 656	25 380	0	82 165	47 526	129 691	138 334	
		Total	22 375	15 097	10 403	47 875	0	169 412	92 496	261 908	279 445	
	Both	Female	11 821	8 285	5 811	25 917	3	82 773	48 467	131 240	140 095	
		Male	10 906	7 091	4 843	22 840	2	87 879	45 542	133 421	142 531	
	Total	22 727	15 376	10 654	48 757	5	170 652	94 009	264 661	282 631		
	North West	Independent	Female	519	428	406	1 353	2	4 513	2 387	6 900	7 717
			Total	981	845	754	2 580	14	9 011	4 614	13 625	15 221
Public		Female	35 692	22 327	16 231	74 250	34	224 025	135 404	359 429	382 844	
		Total	69 051	41 062	29 225	139 338	106	461 803	264 178	725 981	773 040	
Both		Female	36 211	22 755	16 637	75 603	36	228 538	137 791	366 329	390 561	
		Male	33 821	19 152	13 342	66 315	84	242 276	131 001	373 277	397 700	
Total		70 032	41 907	29 979	141 918	120	470 814	268 792	739 606	788 261		
Western Cape		Independent	Female	1 910	1 732	1 755	5 397	47	11 929	8 813	20 742	23 724
			Total	3 749	3 478	3 471	10 698	107	23 759	17 375	41 134	46 969
	Public	Female	43 821	31 300	26 241	101 362	575	296 476	184 869	481 345	511 191	
		Total	79 485	55 688	46 073	181 246	1 465	602 097	343 772	945 869	1 005 466	
	Both	Female	45 731	33 032	27 996	106 759	622	308 405	193 682	502 087	534 915	
		Male	37 503	26 134	21 548	85 185	950	317 451	167 465	484 916	517 520	
	Total	83 234	59 166	49 544	191 944	1 572	625 856	361 147	987 003	1 052 435		
	South Africa	Independent	Female	20 388	19 767	22 192	62 347	829	135 438	100 296	235 734	261 740
			Male	18 984	17 540	18 559	55 083	919	135 386	90 415	225 801	252 064
Public		Total	39 372	37 307	40 751	117 430	1 748	270 824	190 711	461 535	513 804	
		Female	571 170	433 731	306 594	1 311 495	2 722	3 289 200	2 261 934	5 551 134	5 936 785	
Both		Male	535 743	363 573	249 851	1 149 167	5 101	3 503 825	2 140 852	5 644 677	6 039 059	
		Total	1 106 913	797 304	556 445	2 460 662	7 823	6 793 025	4 402 786	11 195 811	11 975 844	
Public		Female	591 558	453 498	328 786	1 373 842	3 551	3 424 638	2 362 230	5 786 868	6 198 525	
		Male	554 727	381 113	268 410	1 204 250	6 020	3 639 211	2 231 267	5 870 478	6 291 123	
Total		1 146 285	834 611	597 196	2 578 092	9 571	7 063 849	4 593 497	11 657 346	12 489 648		

Source: 2013 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 2013

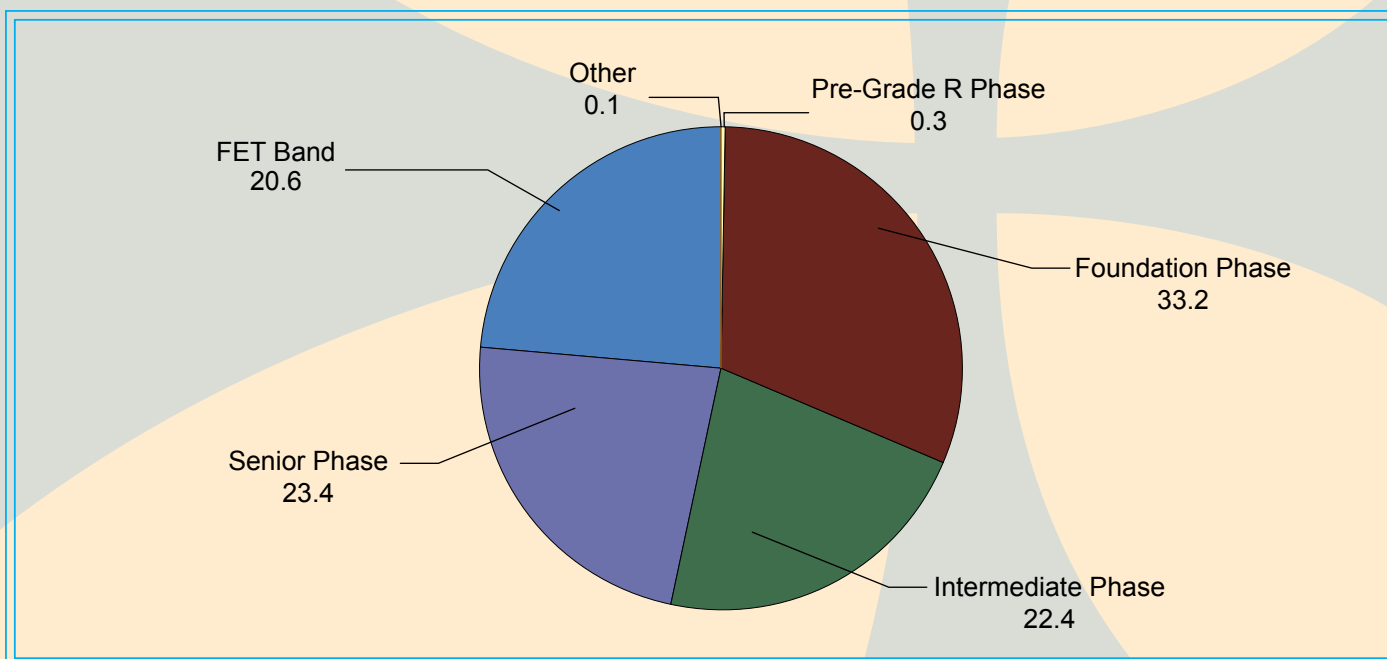


Figure 6 reveals that, in 2013, the highest proportion of learners in ordinary schools was located in the foundation phase (33.2%). As one moves up to higher levels within the schooling system, the proportion of learners decreases. Hence, in 2013 the FET band comprised only 20.6% of learners in ordinary schools. The proportion of learners in the pre-Grade R phase was very low (0.3%). This is not surprising, as it is not the policy intent of government to provide pre-Grade R programmes in schools.

Figure 7: Percentage distribution of learners in ordinary schools, by phase and gender, in 2013

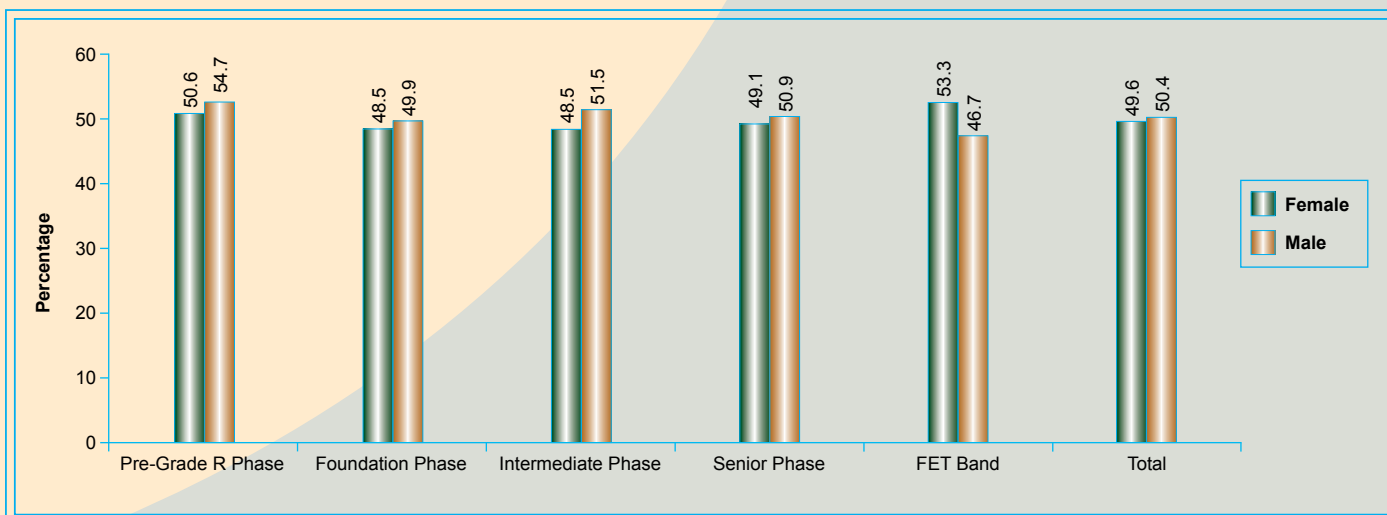
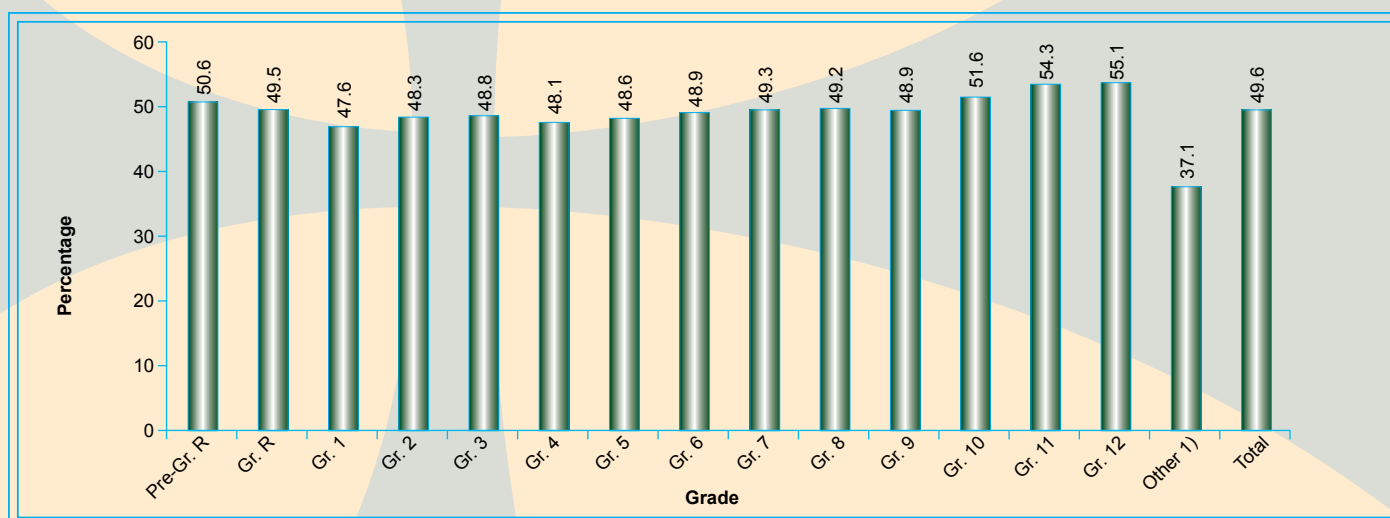


Figure 7 indicates that, in 2013, females and males were almost equally represented in ordinary schools in South Africa (females 49.6% and males 50.4%). There were more males than females in the foundation and intermediate phases, equal males and females in the senior phase, and more females than males in the other two phases. The highest percentage of females (53.3%) was found in the FET band.

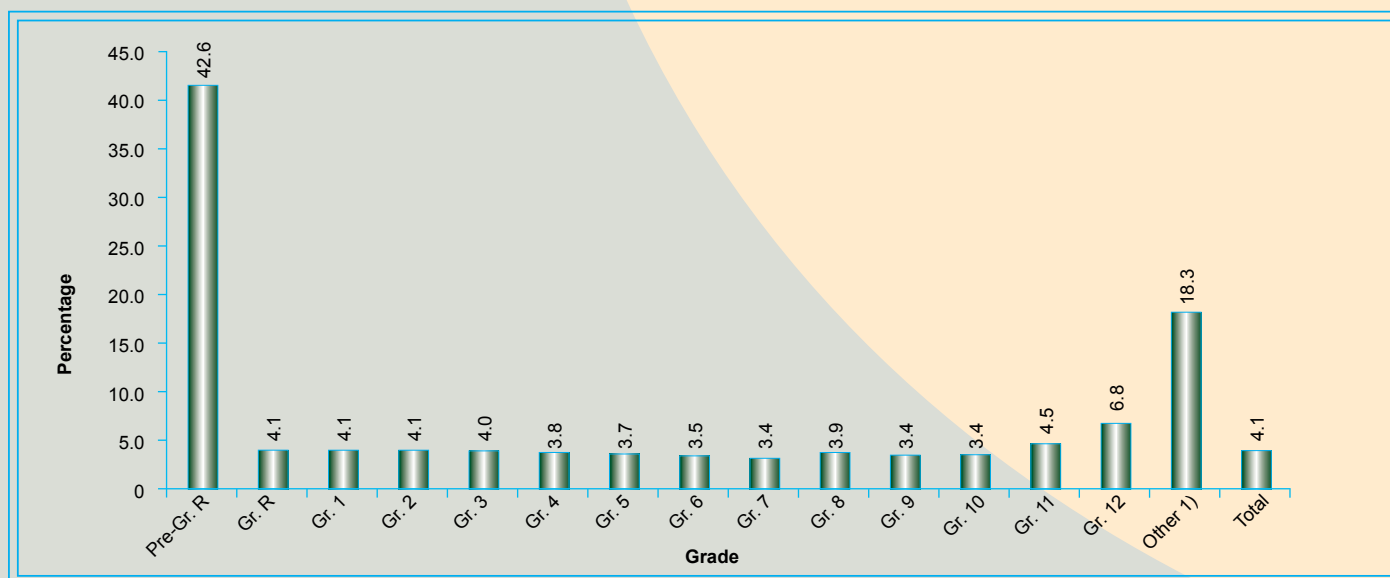
Figure 8: Percentage distribution of female learners in ordinary schools, by grade, in 2013



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

In 2013, 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 (55.1%) accounted for the highest female enrolment in all the primary and secondary-level grades. The lowest female enrolment was for Other (37.1%).

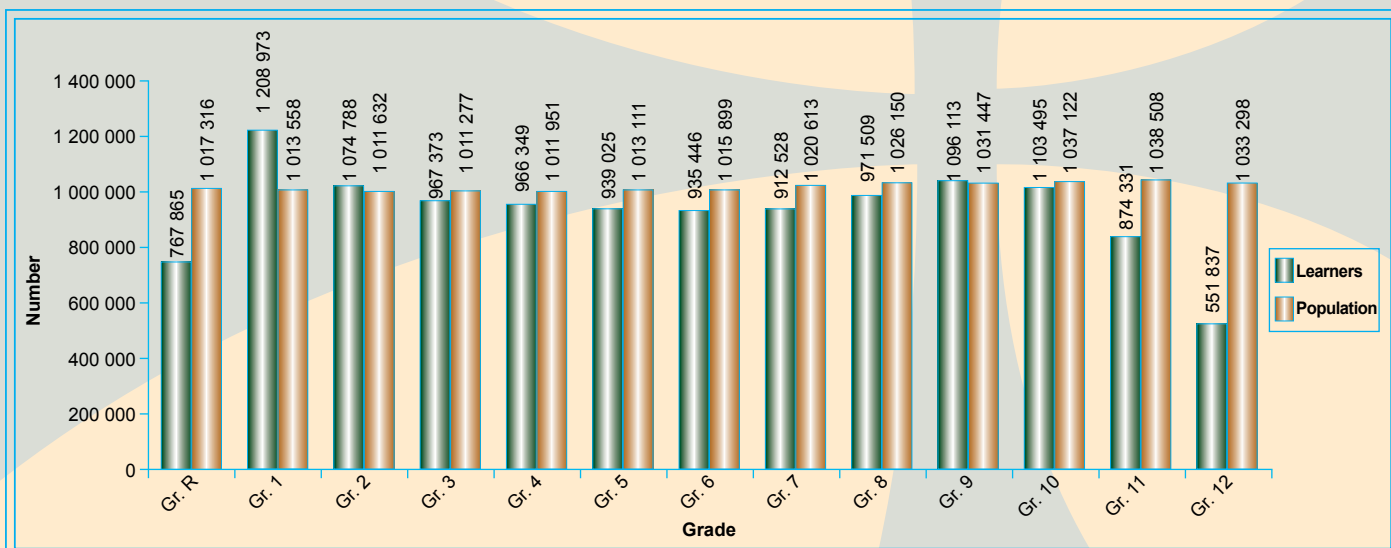
Figure 9: Distribution of learners in ordinary independent schools as a percentage of ordinary school learners, by grade, in 2013



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 2013, the percentage of learners in independent schools in the ordinary school system was the highest for pre-Grade R (42.6%), the second highest for Other (18.3%), and the lowest for Grades 9 and 10 (3.4%). The total national average of learners in independent schools was 4.1%.

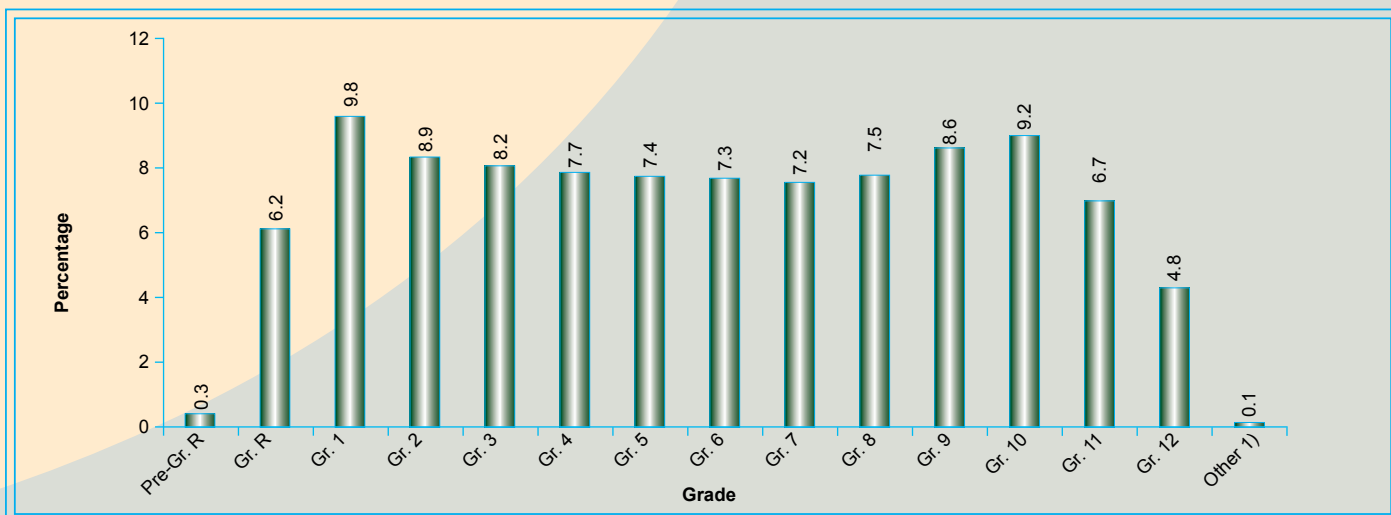
Figure 10: Number of learners in ordinary schools, by grade, compared with the appropriate age group in the population, in 2013



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

Figure 10 shows learner enrolment in 2013 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 76.3% and 57.4%, 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 2013



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 2013, the highest proportion of learners in ordinary schools was enrolled in Grade 1 (9.8%), while the lowest proportion was enrolled in Grade 12 (4.8%). The pattern of enrolment across grades reveals a steady decline in the proportion of learners from Grades 1 to 3, while the enrolment stayed almost the same from Grades 4 to 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 2010 to 2013

- Learners, educators and schools (see Table 6)

Table 6: Comparing learners, educators and schools in the ordinary school sector, by province, from 2010 to 2013

Province	Learners				Educators				Schools			
	2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013
Eastern Cape	2 052 386	1 963 578	1 951 523	1 938 078	69 018	68 499	67 936	6 007	5 742	5 755	5 754	5 733
Free State	654 704	658 010	661 974	664 508	23 850	24 057	24 828	24 475	1 488	1 437	1 419	1 396
Gauteng	1 974 066	2 022 050	2 075 387	2 129 526	70 340	71 532	73 960	74 823	2 485	2 559	2 611	2 649
KwaZulu-Natal	2 806 988	2 847 378	2 877 969	2 866 570	91 926	93 266	94 932	96 057	6 147	6 180	6 176	6 156
Limpopo	1 706 401	1 695 524	1 715 778	1 714 832	58 194	58 016	57 670	57 108	4 106	4 073	4 078	4 067
Mpumalanga	1 036 432	1 046 551	1 054 783	1 052 807	34 575	34 623	34 664	34 936	1 939	1 931	1 920	1 885
Northern Cape	269 392	274 745	277 494	282 631	8 846	8 899	8 864	8 972	617	611	580	573
North West	759 114	765 120	775 142	788 261	26 006	25 897	25 924	26 194	1 701	1 669	1 645	1 606
Western Cape	1 000 616	1 015 038	1 038 019	1 052 435	35 354	35 819	36 389	36 451	1 625	1 636	1 643	1 655
South Africa	12 260 099	12 287 994	12 428 069	12 489 648	418 109	420 608	425 167	425 023	25 850	25 851	25 826	25 720

Sources:

2010-2012: As published in Education Statistics in South Africa.

2013: SNAP Survey.

As can be seen in Table 6, between 2010 and 2013, learner numbers and educators showed a net increase of 1.8% and 1.7% (12 260 099 to 12 489 648 and 418 109 to 425 023) respectively, while the number of schools decreased by 0.5% (25 850 to 25 720).

- 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 2010 to 2013

Province	Independent				Public and Independent											
	Learners in Independent Schools as % of All Learners				LER				LSR				ESR			
	2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013
Eastern Cape	2.4	2.7	2.8	2.9	29.7	28.7	28.7	29.4	357	341	339	338	12.0	11.9	11.8	11.5
Free State	2.4	2.6	2.4	2.2	27.5	27.4	26.7	27.2	440	458	467	476	16.0	16.7	17.5	17.5
Gauteng	9.9	10.3	10.4	10.8	28.1	28.3	28.1	28.5	794	790	795	804	28.3	28.0	28.3	28.2
KwaZulu-Natal	2.2	2.3	2.3	2.4	30.5	30.5	30.3	29.8	457	461	466	466	15.0	15.1	15.4	15.6
Limpopo	2.7	2.9	3.0	3.1	29.3	29.2	29.8	30.0	416	416	421	422	14.2	14.2	14.1	14.0
Mpumalanga	2.2	2.4	2.6	2.6	30.0	30.2	30.4	30.1	535	542	549	559	17.8	17.9	18.1	18.5
Northern Cape	1.1	1.2	1.2	1.1	30.5	30.9	31.3	31.5	437	450	478	493	14.3	14.6	15.3	15.7
North West	1.7	1.8	1.9	1.9	29.2	29.5	29.9	30.1	446	458	471	491	15.3	15.5	15.8	16.3
Western Cape	4.1	4.4	4.5	4.5	28.3	28.3	28.5	28.9	616	620	632	636	21.8	21.9	22.1	22.0
South Africa	3.7	3.9	4.0	4.1	29.3	29.2	29.2	29.4	474	475	481	486	16.2	16.3	16.5	16.5

Sources:

2010-2012: As published in Education Statistics in South Africa.

2013: SNAP Survey.

Table 7 shows that, from 2010 to 2013, the percentage of learners in ordinary independent schools nationally increased from 3.7% to 4.1%, a net increase of 10.8%.

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

Table 7 shows that, from 2010 to 2013, the national average LER at ordinary schools in the country increased from 29.3:1 to 29.4:1, a net increase of 0.3%.

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

Table 7 shows that, from 2010 to 2013, the national average LSR at ordinary schools in the country increased from 474:1 to 486:1, a net increase of 2.5%.

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

Table 7 shows that, from 2010 to 2013, the national average ESR at ordinary schools in the country increased from 16.2:1 to 16.5:1, a net increase of 1.9%.

- **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 2010 to 2013

Province	Gender	Primary and Secondary (Gr. 1-12)								School Bands (Gr. R-12)							
		GER (%)				GPI				GER (%)				GPI			
		2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013
Eastern Cape	Female	100	96	102	103					100	96	103	103				
	Male	98	95	103	104					99	95	103	104				
	Total	99	95	103	104	1.02	1.01	1.0	0.99	99	96	103	104	1.02	1.01	1.00	0.99
Free State	Female	90	92	96	97					88	89	93	95				
	Male	92	93	97	99					89	91	95	97				
	Total	91	92	96	98	0.99	0.98	0.99	0.98	88	90	94	96	0.99	0.98	0.98	0.98
Gauteng	Female	84	84	83	84					80	80	81	81				
	Male	81	81	83	84					77	77	81	81				
	Total	82	82	83	84	1.04	1.04	1.0	1.00	78	79	81	81	1.04	1.04	1.00	1.00
KwaZulu-Natal	Female	90	90	98	98					88	89	97	97				
	Male	91	92	101	101					89	90	99	100				
	Total	90	91	100	100	0.99	0.98	0.98	0.97	89	90	98	98	0.99	0.98	0.98	0.97
Limpopo	Female	97	97	108	110					97	97	108	110				
	Male	100	101	111	113					100	100	111	113				
	Total	99	99	110	112	0.97	0.96	0.97	0.97	98	99	110	111	0.97	0.96	0.97	0.97
Mpumalanga	Female	96	97	93	94					94	96	92	93				
	Male	98	100	96	96					96	98	94	94				
	Total	97	99	95	95	0.98	0.98	0.98	0.98	95	97	93	93	0.98	0.98	0.99	0.98
Northern Cape	Female	89	92	94	96					87	90	92	87				
	Male	89	91	94	96					87	90	92	88				
	Total	89	92	94	96	1.01	1.01	1.0	1.00	87	90	92	87	1.01	1.01	1.00	0.99
North West	Female	88	88	88	89					86	86	86	94				
	Male	90	91	89	90					88	88	87	94				
	Total	89	89	89	89	0.98	0.97	0.99	0.99	87	87	86	94	0.98	0.97	0.99	1.00
Western Cape	Female	85	84	81	81					81	81	79	79				
	Male	80	79	78	78					76	76	76	76				
	Total	82	81	79	79	1.06	1.06	1.05	1.04	79	78	77	77	1.06	1.06	1.04	1.05
South Africa	Female	91	91	94	95					89	89	93	93				
	Male	91	91	95	96					89	89	94	94				
	Total	91	91	95	95	1.00	1.00	0.99	0.99	89	89	93	94	1.00	1.00	0.99	0.99

Sources:

2010-2013: As published in Education Statistics in South Africa.

2013: SNAP Survey, and Statistics South Africa population estimates published in July 2013.

Note: Underlying population data for 2013 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 2010 to 2013 – namely, from 91% 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 remained almost the same – namely, 89 in two of the of the four years, and 93 and 94 in the remaining years.

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

Table 8 shows that, from 2010 to 2013, the national average GPI for Grades 1 to 12 decreased from 1.00 to 0.99. In the same four-year period, the national average GPI for Grades R to 12 remained almost the same – namely, 1.00 in two of the four years and 0.99 in the remaining years.

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 2013

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	644	7 399	46 160	30 476	27	41 429	84 706	2 496	3 528	384	14	398	
n.a	Cofimvaba	617	5 032	33 496	17 808	0	27 463	56 953	1 702	2 389	275	5	280	
n.a	Cradock	24	2 155	14 245	8 077	0	12 072	24 501	609	856	83	0	83	
n.a	Dutywa	667	7 739	56 641	30 444	254	47 784	95 745	2 395	3 342	343	6	349	
n.a	East London	968	9 451	73 236	47 862	234	65 471	131 751	3 487	4 883	300	19	319	
n.a	Fort Beaufort	326	3 864	21 211	13 260	9	18 583	38 670	1 066	1 561	249	4	253	
n.a	Graaff-Reinet	45	2 062	15 948	8 156	0	12 999	26 211	531	804	82	0	82	
n.a	Grahamstown	123	2 176	17 056	11 351	135	15 559	30 841	805	1 143	74	10	84	
n.a	King Williams Town	351	8 689	54 012	35 504	24	47 624	98 580	2 681	3 778	430	9	439	
n.a	Lady Frere	153	3 553	21 273	13 276	1	18 577	38 256	992	1 443	161	0	161	
n.a	Libode	616	14 067	106 425	54 570	0	86 952	175 678	3 698	5 088	421	4	425	
n.a	Lusikisiki	654	11 757	101 586	45 498	0	78 746	159 495	3 534	4 607	352	6	358	
n.a	Maluti	479	5 712	42 443	22 471	90	34 913	71 195	1 712	2 360	224	5	229	
n.a	Mbizana	36	8 116	73 487	34 604	0	57 322	116 243	2 420	3 311	213	4	217	
n.a	Mt Fletcher	8	3 347	25 677	16 049	0	21 593	45 081	1 209	1 693	187	0	187	
n.a	Mt Frere	1 088	5 600	40 519	22 440	0	34 339	69 647	1 812	1 812	246	4	250	
n.a	Mthata	1 365	11 705	85 837	55 321	14	77 253	154 242	3 545	5 026	340	25	365	
n.a	Ngcobo	144	5 741	42 164	19 629	0	33 167	67 678	1 559	2 230	220	2	222	
n.a	Port Elizabeth	1 189	12 441	102 191	61 340	364	88 749	177 525	4 463	6 152	237	25	262	
n.a	Queenstown	581	5 064	33 725	20 883	0	29 595	60 253	1 508	2 144	168	13	181	
n.a	Qumbu	82	4 973	38 554	23 389	0	32 528	66 998	1 780	2 353	249	4	253	
n.a	Sterkspruit	277	4 314	35 396	19 860	12	29 791	59 859	1 302	1 943	164	3	167	
n.a	Uitenhage	260	6 874	51 938	28 552	46	44 108	87 970	2 015	2 884	160	9	169	
Total		10 997	151 831	1 133 220	640 820	1 210	956 617	1 938 078	47 321	66 007	5 562	171	5 733	
Free State														
n.a	Fezile Dabi	198	5 022	66 992	41 924	0	56 799	114 136	2 847	4 208	239	12	251	
n.a	Lejweleputswa	288	5 702	83 837	52 317	67	70 814	142 211	3 658	5 318	261	9	270	
n.a	Motheo	542	8 835	111 118	69 726	34	94 360	190 255	4 637	6 900	300	24	324	
n.a	Thabo Mofutsanyana	164	10 291	107 676	68 083	5	91 564	186 219	4 581	6 855	455	21	476	
n.a	Xhariep	4	2 320	18 851	10 482	30	15 623	31 687	840	1 194	72	3	75	
Total		1 196	32 170	388 474	242 532	136	329 160	664 508	16 563	24 475	1 327	69	1 396	
Gauteng														
n.a	Ekurhuleni North	1 383	8 665	108 229	71 003	596	95 996	189 876	5 387	7 190	154	72	226	
n.a	Ekurhuleni South	525	7 961	125 798	77 114	173	106 416	211 571	4 834	6 692	175	25	200	
n.a	Gauteng East	594	9 522	93 726	57 251	251	80 347	161 344	3 499	4 909	161	13	174	
n.a	Gauteng North	580	2 822	26 765	15 177	55	22 570	45 399	1 222	1 669	50	19	69	
n.a	Gauteng West	973	8 113	86 743	52 846	728	75 151	149 403	3 392	4 775	153	15	168	
n.a	Johannesburg central	538	8 061	89 115	58 326	147	78 195	156 187	3 202	4 717	201	17	218	
n.a	Johannesburg east	2 601	7 155	108 402	61 824	439	90 180	180 421	5 782	8 097	123	112	235	
n.a	Johannesburg North	1 548	6 680	84 790	50 914	227	72 809	144 159	4 285	5 784	144	59	203	
n.a	Johannesburg South	338	6 302	85 507	55 588	691	74 125	148 226	3 449	5 138	98	88	186	
n.a	Johannesburg West	932	5 151	67 125	37 049	332	55 299	110 589	2 809	3 839	126	37	163	
n.a	Sedibeng East	376	3 145	33 619	20 602	359	28 926	58 101	1 466	2 040	69	23	92	
n.a	Sedibeng West	248	6 127	61 462	45 796	419	57 010	114 052	2 426	3 471	134	7	141	
n.a	Tshwane North	541	6 444	70 256	46 829	427	62 617	124 497	2 900	4 081	139	16	155	
n.a	Tshwane South	1 552	11 336	114 664	73 500	205	100 300	201 257	6 120	8 270	184	77	261	
n.a	Tshwane West	406	7 024	75 982	50 803	229	67 463	134 444	2 981	4 151	145	13	158	
Total		13 135	104 508	1 232 183	774 422	5 278	1 067 404	2 129 526	53 754	74 823	2 056	593	2 649	

Source: 2013 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 2013 (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	534	8 200	74 698	54 008	67	67 604	137 507	3 314	4 522	242	8	250
n.a	Ilembe	351	11 837	96 110	66 927	0	85 878	175 225	3 985	5 601	428	3	431
n.a	Pinetown	1 354	22 580	197 413	136 499	238	176 627	358 084	9 061	12 259	497	39	536
n.a	Sisonke	416	10 802	87 152	53 684	0	75 101	152 054	4 001	5 390	445	9	454
n.a	Ugu	357	15 328	117 758	84 295	84	107 287	217 822	5 138	7 187	490	16	506
n.a	Umgungundlovu	1 043	15 523	128 792	98 233	143	119 754	243 734	6 043	8 593	497	44	541
n.a	Umkhanyakude	254	16 176	132 296	89 581	0	116 914	238 307	5 163	7 398	536	5	541
n.a	Umlazi	2 131	18 821	182 521	145 729	80	174 814	349 282	9 463	12 777	465	50	515
n.a	Umzinyathi	132	12 825	109 461	70 919	14	95 254	193 351	4 424	6 168	494	6	500
n.a	Uthukela	712	14 240	162 381	76 643	57	102 533	208 669	4 881	6 944	445	12	457
n.a	Uthungulu	652	21 450	162 381	115 531	0	147 810	256 750	6 229	8 485	561	16	577
n.a	Zululand	675	20 190	156 396	115 251	9	144 191	292 521	6 235	9 335	742	11	753
Total		8 611	187 972	1 561 995	1 107 300	692	1 413 767	2 866 570	68 896	96 057	5 937	219	6 156
Limpopo													
n.a	Capricon	201	18 576	136 162	116 013	38	133 460	270 990	5 794	9 045	624	22	646
n.a	Lebowakgomo	0	6 678	48 615	39 974	0	47 197	95 267	2 055	3 142	246	3	249
n.a	Tzaneen	67	7 170	52 987	45 179	12	52 281	105 415	2 295	3 778	218	10	228
n.a	Mopani	96	17 336	128 533	99 477	0	121 323	242 742	4 928	7 984	474	13	487
n.a	Capricon	0	1 610	11 064	10 028	0	11 037	22 702	4 771	758	48	0	48
n.a	Tshipise Sagole	27	5 011	39 449	30 205	0	36 534	74 692	1 310	2 461	219	6	225
n.a	Vhembe	413	24 886	181 349	150 254	24	175 318	356 926	6 795	12 015	740	50	790
n.a	Riba Cross	4	7 467	49 963	40 073	0	48 157	97 507	1 901	3 109	250	8	258
n.a	Sekhukhune	134	19 137	142 015	109	53	133 266	270 800	5 786	9 020	659	18	677
n.a	Mogalakwena	69	6 805	49 705	40 733	0	47 834	97 312	2 111	3 316	271	9	280
n.a	Waterberg	125	5 353	45 687	26 314	0	38 455	77 479	1 763	2 480	175	4	179
Total		1 136	120 029	885 829	707 711	127	844 862	1 714 832	35 209	57 108	3 924	143	4 067
Mpumalanga													
n.a	Bohlabela	49	13 261	109 851	81 581	18	101 251	204 760	4 446	6 909	380	16	396
n.a	Ehlanzeni	825	16 604	164 363	114 807	118	147 048	296 717	6 212	9 540	349	54	403
n.a	Gert Sibande	1 079	12 285	152 167	93 845	80	128 775	259 456	6 129	8 750	522	23	545
n.a	Nkangala	859	15 824	168 445	106 531	215	144 070	291 874	6 898	9 737	517	24	541
Total		2 812	57 974	594 826	396 764	431	521 144	1 052 807	23 685	34 936	1 768	117	1 885
Northern Cape													
n.a	Frances Baard	275	5 022	52 248	32 547	0	44 720	90 092	1 992	2 871	119	6	125
n.a	John Taole Gaetsewe	130	3 397	43 126	22 190	3	33 834	68 846	1 593	2 255	173	4	177
n.a	Namakwa	58	1 731	13 705	7 541	0	11 329	23 035	505	756	72	6	78
n.a	Pixley Ka Seme	400	3 287	28 411	13 445	2	22 883	45 545	932	1 401	94	2	96
n.a	Siyanda	268	3 397	33 162	18 286	0	27 329	55 113	1 114	1 689	95	2	97
Total		1 131	16 834	170 652	94 009	5	140 095	282 631	6 136	8 972	553	20	573
North West													
Bojanala	Lethabile	0	3 070	25 511	15 774	0	21 734	44 355	1 001	1 409	82	1	83
	Madibeng	183	2 501	24 508	13 770	9	20 367	40 971	1 147	1 520	68	7	75
	Moretele	0	3 097	25 154	15 897	0	21 715	44 148	1 026	1 424	109	0	109
	Moses Kotane East	0	2 125	15 654	9 641	0	13 600	27 420	644	824	62	1	63
	Moses Kotane West	0	1 194	7 282	4 969	0	6 803	13 445	412	534	69	0	69
	Rustenburg	116	6 095	58 135	34 912	0	49 151	99 258	2 662	3 429	132	18	180
Dr Kenneth Kaunda	Maquassi hills	20	2 093	21 174	9 484	0	16 285	32 774	674	1 003	58	1	59
	Matlosana	226	4 313	49 963	30 056	82	42 141	84 640	2 046	2 827	99	8	107
	Potchefstroom	25	1 828	27 175	15 192	0	22 121	44 220	1 135	1 534	80	5	85
Dr Ruth Segomotsi	Greater Delareyville	31	2 528	25 398	13 757	0	20 389	41 714	890	1 325	91	0	91
Mompoti	Greater Taung	0	2 958	28 926	15 261	0	23 420	47 145	1 051	1 549	121	1	122
	Kagisano Molopo	0	1 896	20 418	9 352	0	15 705	31 666	697	986	86	1	87
	Taledi	20	2 425	31 121	15 793	0	24 296	49 359	1 150	1 597	90	1	91
Ngaka Modiri Molema	Kgetleng River	24	1 697	15 147	7 432	1	11 898	24 301	618	823	54	1	55
	Lichtenburg	126	1 926	24 436	12 762	28	19 798	39 278	953	1 327	80	2	82
	Mafikeng	20	3 069	27 498	17 030	0	23 570	47 617	1 141	1 587	85	7	92
	Rekopantswe	0	2 477	22 078	14 123	0	19 199	38 678	900	1 249	94	1	95
	Zeerust	0	2 449	21 236	13 587	0	18 369	37 272	918	1 247	91	0	91
Total		791	47 744	470 814	268 792	120	390 561	788 261	19 065	26 194	1 551	55	1 606
Western Cape													
n.a	Cape Winelands	874	0	86 839	53 325	293	76 222	152 194	3 589	5 322	273	20	293
n.a	Eden and Central Karoo	261	6 221	73 861	41 441	335	61 559	122 119	2 736	4 090	222	20	242
n.a	Metro Central	939	8 909	85 638	55 978	128	77 330	151 592	4 247	6 084	211	46	257
n.a	Metro East	172	6 321	93 021	54 834	205	78 859	154 553	3 615	5 017	142	31	173
n.a	Metro North	637	11 382	114 772	68 322	276	99 633	195 389	4 915	6 718	208	33	241
n.a	Metro South	380	10 387	104 890	56 332	41	88 480	172 030	4 097	5 662	189	23	212
n.a	Overberg	194	2 460	26 651	13 163	107	21 466	42 575	1 035	1 481	82	14	96
n.a	West Coast	95	3 765	40 184	17 752	187	31 366	61 983	1 429	2 077	131	10	141
Total		3 552	60 308	625 856	361 147	1 572	534 915	1 052 435	25 663	36 451	1 458	197	1 655
South Africa		43 616	779 370	7 063 849	4 593 497	9 571	6 198 525	12 489 648	296 292	425 023	24 136	1 584	25 720

Source: 2013 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 2013

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
Eastern Cape												
Alfred nzo	1 567	11 312	82 939	44 911	90	69 252	140 842	3 524	4 849	470	9	479
Amatole	4 321	48 847	337 097	212 867	562	298 144	603 694	15 670	22 118	2 046	77	2 123
Cacadu	728	11 112	84 710	48 059	181	72 666	145 022	3 351	4 831	316	19	335
Chris Hanu	1 519	21 545	144 903	79 673	1	120 874	247 641	6 370	9 062	907	20	927
DMA2	144	253	1 582	1 699	16	1 857	3 694	247	320	0	15	15
Nelson Mandela Bay Metro	1 045	12 188	100 609	59 641	348	86 892	173 831	4 216	5 832	237	10	247
Oliver Tambo	1 388	38 913	319 856	158 061	0	255 548	518 414	11 432	15 359	1 235	18	1 250
Ukhahlamba	285	7 661	61 073	35 909	12	51 384	104 940	2 511	3 636	351	3	354
Total	10 997	151 831	1 133 220	640 820	1 210	956 617	1 938 078	47 321	66 007	5 562	171	5 733
Free State												
Fezile Dabi	198	5 022	66 992	41 924	0	56 799	114 136	2 847	4 208	239	12	251
Lejweleputswa	288	5 702	83 837	52 317	67	70 814	142 211	3 658	5 318	261	9	270
Motheo	542	8 835	111 118	69 726	34	94 360	190 255	4 637	6 900	300	24	324
Thabo mofutsanyane ty	164	10 291	107 676	68 083	5	91 564	186 219	4 581	6 855	455	21	476
Xhariep district	4	2 320	18 851	10 482	30	15 623	31 687	840	1 194	72	3	75
Total	1 196	32 170	388 474	242 532	136	329 160	664 508	16 563	24 475	1 327	69	1 396
Gauteng												
City of Johannesburg Metro	5 957	33 349	434 939	263 501	1 836	370 608	739 582	19 527	27 575	692	313	1 005
City of Tshwane Metro	2 499	24 804	260 902	171 132	861	230 380	460 198	12 001	16 502	468	106	574
Ekhuruleni Metro	2 502	26 148	327 753	205 368	1 020	282 759	562 791	13 270	18 791	490	110	600
Metsweding	580	2 822	26 765	15 177	55	22 570	45 399	1 222	1 669	50	19	69
Sedibeng	624	9 272	95 081	66 398	778	85 936	172 153	3 892	5 511	203	30	233
West Rand	973	8 113	86 743	52 846	728	75 151	149 403	3 392	4 775	153	15	168
Total	13 135	104 508	1 232 183	774 422	5 278	1 067 404	2 129 526	53 754	74 823	2 056	593	2 649
KwaZulu-Natal												
Amajuba	534	8 200	74 698	54 008	67	67 604	137 507	3 314	4 522	242	8	250
Ethekwini Metro	3 485	41 401	379 934	282 228	318	351 441	707 366	18 524	25 036	962	89	1 051
Iembe	351	11 837	96 110	66 927	0	85 878	175 225	3 985	5 601	428	3	431
Sisonke	416	10 802	87 152	53 684	0	85 878	152 054	4 001	5 390	445	9	454
Ugu	357	15 328	117 758	84 295	84	107 287	217 822	5 138	7 187	490	16	506
Umgungundlovu	1 043	15 523	128 792	98 233	143	119 754	243 734	6 043	8 593	497	44	541
Umkhanyakude	254	16 176	132 296	89 581	0	116 914	238 307	5 163	7 398	536	5	541
Umninyathi Metro	132	12 825	109 461	70 919	14	95 254	193 351	4 424	6 168	494	6	500
Uthukela metro	712	14 240	117 017	76 643	57	102 533	208 669	4 881	6 944	445	12	457
Uthungulu metro	652	21 450	162 381	115 531	0	147 810	300 014	7 188	9 883	656	0	672
Zululand Metro	675	20 190	156 396	115 251	9	144 191	292 521	6 235	9 335	742	11	753
Total	8 611	187 972	1 561 995	1 107 300	692	1 413 767	2 866 570	68 896	96 057	5 937	219	6 156
Limpopo												
Capricorn	201	26 864	195 841	166 015	38	191 694	388 959	8 320	12 945	918	25	943
Greater Sekhukhune	138	26 604	191 978	149 534	53	181 423	368 307	7 687	12 129	909	26	935
Mopani	163	24 506	181 820	144 656	12	173 604	351 157	7 223	11 762	692	23	715
Vhembe	440	29 897	220 798	180 459	24	211 852	431 618	8 105	14 476	959	56	1 015
Waterberg	194	12 158	95 392	67 047	0	86 289	174 791	3 874	5 796	446	13	459
Total	1 136	120 029	885 829	707 711	127	844 862	1 714 832	35 209	57 108	3 924	143	4 067
Mpumalanga												
Bohlabela	49	13 261	109 851	81 581	18	101 251	204 760	4 446	6 909	380	16	396
Ehlanzeni	825	16 604	164 363	114 807	118	147 048	296 717	6 212	9 540	349	54	403
Gert Sibande	1 079	12 285	152 167	93 845	80	128 775	259 456	6 129	8 750	522	23	545
Nkangala	859	15 824	168 445	106 445	215	144 070	291 874	6 898	9 737	517	24	541
Total	2 812	57 974	594 826	396 764	431	521 144	1 052 807	23 685	34 936	1 768	117	1 885
Northern Cape												
Frances Baard	275	5 022	52 248	32 547	0	44 720	90 092	1 992	2 871	119	6	125
John Taolo Gaetsewe	130	3 397	43 126	22 190	3	33 834	68 846	1 593	2 255	173	4	177
Namakwa	58	1 731	13 705	7 541	0	11 329	23 035	505	756	72	6	78
Pixley Ka Seme	400	3 287	28 411	13 445	2	22 883	45 545	932	1 401	94	2	96
Siyanda	268	3 397	33 162	18 286	0	27 329	55 113	1 114	1 689	95	2	97
Total	1 131	16 834	170 652	94 009	5	140 095	282 631	6 136	8 972	553	20	573
North West												
Bojanala	304	19 618	170 192	102 016	10	144 445	292 140	7 456	9 889	567	28	595
Bophirima	20	7 279	80 465	40 406	0	63 421	128 170	2 898	4 132	297	3	300
Central	216	14 706	143 019	81 122	28	118 433	239 091	5 530	7 812	508	11	519
Southern	251	6 141	77 138	45 248	82	64 262	128 860	3 181	4 361	179	13	192
Total	791	47 744	470 814	268 792	120	390 561	788 261	19 065	26 194	1 551	55	1 606

Source: 2013 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 2013 (concluded)

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	874	10 863	86 839	53 325	293	76 222	152 194	3 589	5 322	273	20	293
Central Karoo	2	863	9 159	4 824	47	7 472	14 895	292	469	29	2	31
City of Cape Town Matro	2 128	36 999	398 321	235 466	650	344 302	673 564	16 874	23 481	750	133	883
Eden	259	5 358	64 702	36 617	288	54 087	107 224	2 444	3 621	193	18	211
Overberg	194	2 460	26 651	13 163	107	21 466	42 575	1 035	1 481	82	14	96
west Coast	95	3 765	40 184	17 752	187	31 366	61 983	11 429	2 077	131	10	141
Total	3 552	60 308	625 856	361 147	1 572	534 915	1 052 435	25 663	36 451	1 458	197	1 655
South Africa	43 361	779 370	7 063 849	4 593 497	9 571	6 198 525	12 489 648	296 292	425 023	24 136	1 584	25 720

Source: 2013 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.

Eastern Cape		Learners	Educators	Institutions
Public Schools 1)	Primary 3)	554 816	17 655	2 254
	Secondary	424 867	15 613	847
	Combined	859 468	28 285	2 403
	Intermediate	42 454	1 584	58
	Total (Public)	1 881 605	63 137	5 562
Independent Schools 2)	Primary 3)	12 574	615	57
	Secondary	7 818	481	28
	Combined	19 656	877	55
	Intermediate	16 425	897	31
	Total (Independent)	56 473	2 870	171
Total (Public and Independent)		1 938 078	66 007	5 733
Other Education Sectors	ECD	9,560	335	156
	SNE 4)	9,165	876	42
	Total (Other)	18,725	1,211	198
Grand Total		1 956 803	67 218	5 931

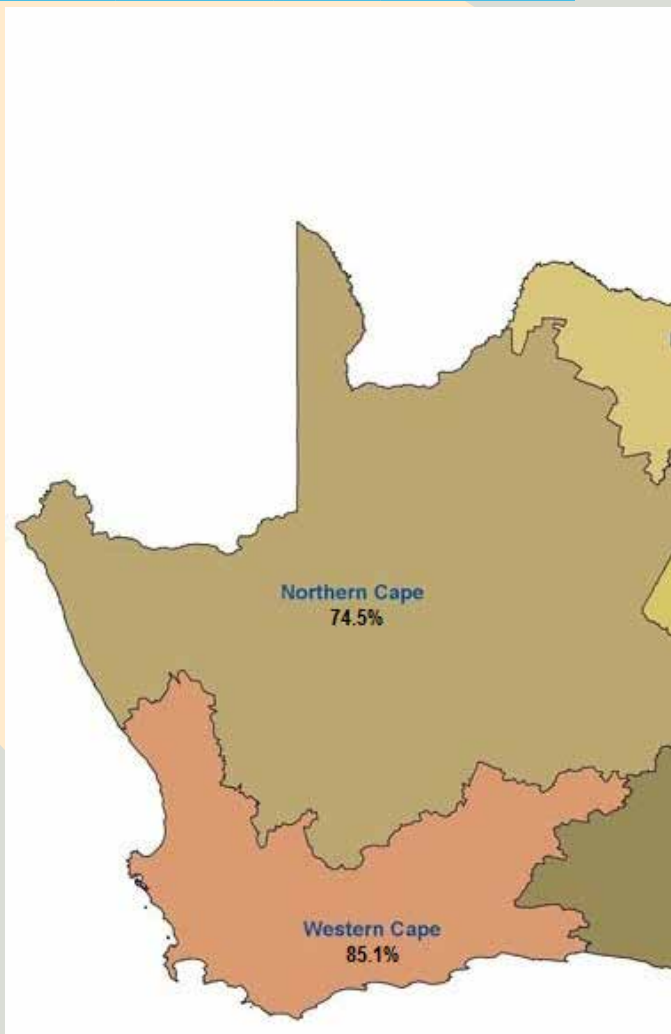
Limpopo		Learners	Educators	Institutions
Public Schools 1)	Primary 3)	949 120	29 194	2 483
	Secondary	671 237	24 167	1 352
	Combined	23 106	796	68
	Intermediate	18 643	551	21
	Total (Public)	1 662 106	54 708	3 924
Independent Schools 2)	Primary 3)	11 024	467	43
	Secondary	4 532	206	11
	Combined	11 643	501	37
	Intermediate	25 527	1 226	52
	Total (Independent)	52 726	2 400	143
Total (Public and Independent)		1 714 832	57 108	4 067
Other Education Sectors	ECD	106,633	4,515	1,693
	SNE 4)	8,598	696	34
	Total (Other)	115,231	5,211	1,727
Grand Total		1 830 063	62 319	5 794

Free State		Learners	Educators	Institutions
Public Schools 1)	Primary 3)	319 311	10 645	811
	Secondary	178 548	7 587	241
	Combined	125 306	4 372	233
	Intermediate	26 641	1 117	42
	Total (Public)	649 806	23 721	1 327
Independent Schools 2)	Primary 3)	2 540	127	17
	Secondary	2 101	81	7
	Combined	5 603	331	35
	Intermediate	4 458	215	10
	Total (Independent)	14 702	754	69
Total (Public and Independent)		664 508	24 475	1 396
Other Education Sectors	ECD	24,190	629	252
	SNE 4)	6,036	624	21
	Total (Other)	30,226	1,253	273
Grand Total		694 734	25 728	1 669

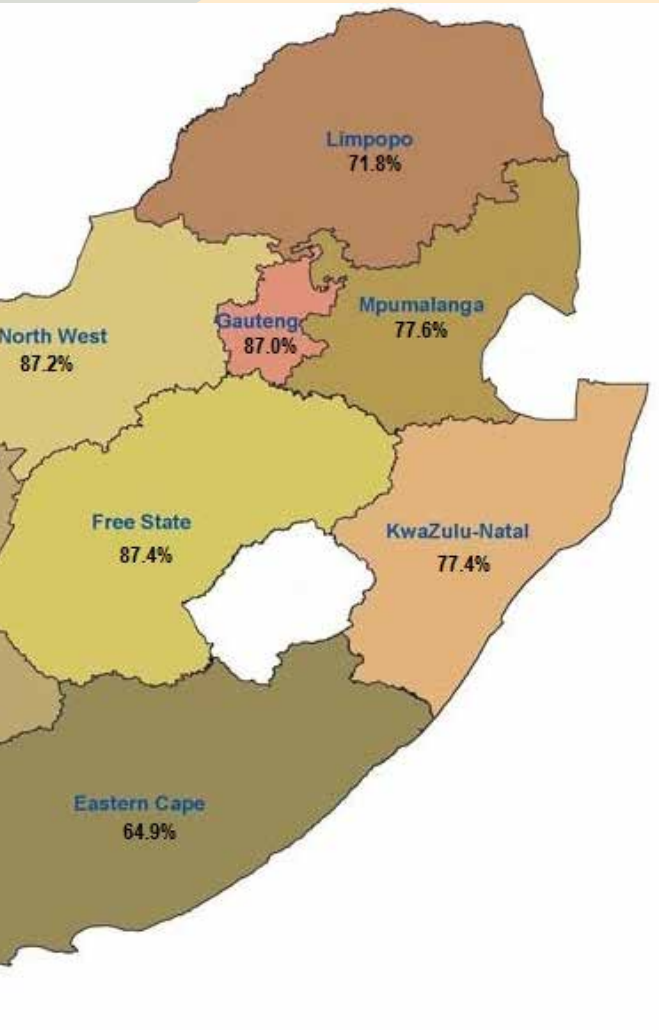
Gauteng		Learners	Educators	Institutions
Public Schools 1)	Primary 3)	1 165 383	32 375	1 363
	Secondary	658 139	24 768	605
	Combined	58 675	1 668	75
	Intermediate	17 345	546	13
	Total (Public)	1 899 542	59 357	2 056
Independent Schools 2)	Primary 3)	55 006	3 118	189
	Secondary	28 242	2 249	112
	Combined	34 535	2 277	120
	Intermediate	112 201	7 822	172
	Total (Independent)	229 984	15 466	593
Total (Public and Independent)		2 129 526	74 823	2 649
Other Education Sectors	ECD	69,460	3,640	889
	SNE 4)	42,958	3,513	133
	Total (Other)	112,418	7,153	1,022
Grand Total		2 241 944	81 976	3 671

KwaZulu-Natal		Learners	Educators	Institutions
Public Schools 1)	Primary 3)	1 540 308	48 256	3 802
	Secondary	982 336	33 813	1 562
	Combined	185 354	6 203	449
	Intermediate	90 977	3 013	124
	Total (Public)	2 798 975	91 285	5 937
Independent Schools 2)	Primary 3)	16 001	911	71
	Secondary	14 246	989	49
	Combined	9 736	653	41
	Intermediate	27 612	2 219	58
	Total (Independent)	67 595	4 772	219
Total (Public and Independent)		2 866 570	96 057	6 156
Other Education Sectors	ECD	4,303	229	43
	SNE 4)	16,785	1,547	73
	Total (Other)	21,088	1,776	116
Grand Total		2 887 658	97 833	6 272

Mpumalanga		Learners	Educators	Institutions
Public Schools 1)	Primary 3)	544 488	16 451	1 061
	Secondary	310 786	11 294	423
	Combined	138 707	4 539	249
	Intermediate	31 878	1 096	35
	Total (Public)	1 025 859	33 380	1 768
Independent Schools 2)	Primary 3)	7 839	390	47
	Secondary	3 914	248	15
	Combined	5 934	363	35
	Intermediate	9 261	555	20
	Total (Independent)	26 948	1 556	117
Total (Public and Independent)		1 052 807	34 936	1 885
Other Education Sectors	ECD	16,861	658	166
	SNE 4)	3,818	368	20
	Total (Other)	20,679	1,026	186
Grand Total		1 073 486	35 962	2 071



EDUCATION IN SOUTH AFRICA: A GLOBAL PICTURE FOR 2013



1. Ordinary public and independent schools: 2013 SNAP Survey.
 2. SNE: 2013 SNAP Survey
 3. Public ECD: 2013 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.

Northern Cape		Learners	Educators	Institutions
Public Schools 1)	Primary 3)	138 854	4 029	314
	Secondary	71 205	2 606	109
	Combined	56 940	1 679	111
	Intermediate	12 446	411	19
	Total (Public)	279 445	8 725	553
Independent Schools 2)	Primary 3)	379	28	6
	Secondary	197	24	2
	Combined	1 713	107	8
	Intermediate	897	88	4
	Total (Independent)	3 186	247	20
Total (Public and Independent)		282 631	8 972	573
Other Education Sectors	ECD	9,045	276	100
	SNE 4)	1,691	172	10
	Total (Other)	10,736	448	110
Grand Total		293 367	9 420	683

North West		Learners	Educators	Institutions
Public Schools 1)	Primary 3)	462 353	13 716	960
	Secondary	212 604	8 084	368
	Combined	79 994	2 714	199
	Intermediate	18 089	655	24
	Total (Public)	773 040	25 169	1 551
Independent Schools 2)	Primary 3)	4 878	273	22
	Secondary	1 026	76	4
	Combined	2 507	152	12
	Intermediate	6 810	524	17
	Total (Independent)	15 221	1 025	55
Total (Public and Independent)		788 261	26 194	1 606
Other Education Sectors	ECD	12,883	599	156
	SNE 4)	6,764	605	32
	Total (Other)	19,647	1,204	188
Grand Total		807 908	27 398	1 794

Western Cape		Learners	Educators	Institutions
Public Schools 1)	Primary 3)	587 751	18 202	980
	Secondary	319 084	11 077	331
	Combined	81 921	2 450	124
	Intermediate	16 710	618	23
	Total (Public)	1 005 466	32 347	1 458
Independent Schools 2)	Primary 3)	11 467	806	78
	Secondary	5 027	499	32
	Combined	7 314	720	42
	Intermediate	23 161	2 079	45
	Total (Independent)	46 969	4 104	197
Total (Public and Independent)		1 052 435	36 451	1 655
Other Education Sectors	ECD	24,801	993	404
	SNE 4)	20,689	1,851	83
	Total (Other)	45,490	2,844	487
Grand Total		1 097 925	39 295	2 142

South Africa		Learners	Educators	Institutions
Public Schools 1)	Primary 3)	6 262 384	190 523	14 028
	Secondary	3 828 806	139 009	5 838
	Combined	1 609 471	52 706	3 911
	Intermediate	275 183	9 591	359
	Total (Public)	11 975 844	391 829	24 136
Independent Schools 2)	Primary 3)	121 708	6 735	530
	Secondary	67 103	4 853	260
	Combined	98 641	5 981	385
	Intermediate	226 352	15 625	409
	Total (Independent)	513 804	33 194	1 584
Total (Public and Independent)		12 489 648	425 023	25 720
Other Education Sectors	ECD	277 736	11 874	3 859
	SNE 4)	116 504	10 252	448
	Total (Other)	394 240	22 126	4 307
Grand Total		12 883 888	447 149	30 027

3.5 Staff complement

Table 11: Number of staff in ordinary schools, by province and staff type, between 2012 and 2013

Province	Data Year	Staff Type					Total
		Administrative	Educators	Hostel	Professional Non-teaching	Support	
Eastern Cape	2012	3 411	67 936	1 258	343	7 867	80 815
	2013	3 504	66 007	1 228	379	8 182	79 300
Free State	2012	1 656	24 828	583	159	2 795	30 021
	2013	2 047	24 475	882	163	3 371	4 416
Gauteng	2012	8 409	73 960	547	1 613	15 173	99 702
	2013	8 809	74 823	312	1 478	15 512	100 934
KwaZulu-Natal	2012	5 544	94 932	1 147	502	12 474	114 599
	2013	5 505	96 057	998	829	10 923	114 312
Limpopo	2012	1 574	57 670	487	249	9 849	69 829
	2013	1 761	57 108	539	255	10 781	70 444
Mpumalanga	2012	2 761	34 664	426	174	5 325	43 350
	2013	2 657	34 936	340	258	4 663	42 854
Northern Cape	2012	689	8 864	518	75	1 579	11 725
	2013	712	8 972	513	61	1 531	11 789
North West	2012	1 918	25 924	426	148	2 054	30 470
	2013	2 032	26 194	433	134	2 217	31 010
Western Cape	2012	3 465	36 389	1 090	250	6 260	47 454
	2013	3 614	36 451	1 112	284	6 329	47 790
South Africa	2012	29 427	425 167	6 482	3 513	63 376	527 965
	2013	30 641	425 023	6 357	3 841	63 509	529 371

Source 1: 2012 As published in Education statistics in South Africa.

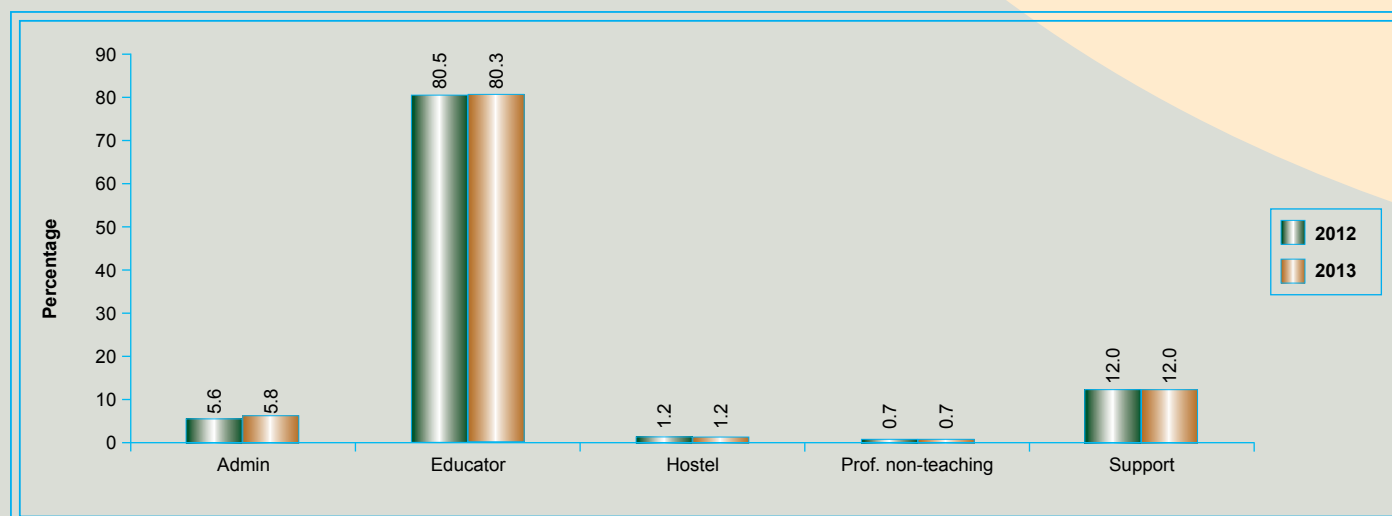
Source 2: 2013 SNAP Surveys.

Note: These data exclude substitute staff

Table 11 and Figure 12 reflect the number and percentage of various staff type in the country between 2012 and 2013. It shows that educators comprised approximately 80.3% (425 023) of all staff members, and support staff approximately 12.0% (63 509).

As can be seen in Table 11, between 2012 and 2013 the number of administrative staff showed a net increase of 4.2% (from 29 427 to 30 641).

Figure 12: Percentage distribution of staff in ordinary schools, by staff type, between 2012 and 2013



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 teaching and learning. 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%

The NSC has been reviewed and replaced by the Curriculum and Assessment Policy Statement (CAPS), which is a streamlined version of the NSC. The 2013 NSC examination was therefore the last examination based on the NSC.

3.6.2 Overall results of full-time candidates

Table 12: National Senior Certificate examination results, by province and gender, in 2013

Province	Gender	Candidates Who Wrote		Candidates Who Failed/Did Not Achieve		Candidates Who Passed/Achieved									
						Admission to Higher Education						No Admission to Higher Education		Total	
						Qualified for Bachelor's Programme		Qualified for Diploma Programme		Qualified for Higher Certificate Programme		with NSC			
						Number	%	Number	%	Number	%	Number	%		
Eastern Cape	Female	40 128	55.6	15 199	37.9	7 182	17.9	9 965	24.8	7 775	19.4	7	0.0	24 929	62.1
	Male	32 010	44.4	10 099	31.5	6 504	20.3	9 214	28.8	6 175	19.3	18	0.1	21 911	68.5
	Total	72 138		25 298	35.1	13 686	19.0	19 179	26.6	13 950	19.3	25	0.0	46 840	64.9
Free State	Female	14 517	53.6	2 027	14.0	4 766	32.8	5 164	35.6	2 559	17.6	1	0.0	12 490	86.0
	Male	12 588	46.4	1 389	11.0	4 195	33.3	4 925	39.1	2 077	16.5	2	0.0	11 199	89.0
	Total	27 105		3 416	12.6	8 961	33.1	10 089	37.2	4 636	17.1	3	0.0	23 689	87.4
Gauteng	Female	54 099	55.3	7 303	13.5	21 959	40.6	17 513	32.4	7 321	13.5	3	0.0	46 796	86.5
	Male	43 798	44.7	5 472	12.5	16 145	36.9	16 203	37.0	5 974	13.6	4	0.0	38 326	87.5
	Total	97 897		12 775	13.0	38 104	38.9	33 716	34.4	13 295	13.6	7	0.0	85 122	87.0
KwaZulu-Natal	Female	79 987	55.1	18 542	23.2	26 205	32.8	22 811	28.5	12 383	15.5	46	0.1	61 445	76.8
	Male	65 291	44.9	14 333	22.0	20 997	32.2	19 949	30.6	9 945	15.2	67	0.1	50 958	78.0
	Total	145 278		32 875	22.6	47 202	32.5	42 760	29.4	22 328	15.4	113	0.1	112 403	77.4
Limpopo	Female	44 184	53.6	13 981	31.6	8 994	20.4	11 415	25.8	9 793	22.2	1	0.0	30 203	68.4
	Male	38 302	46.4	9 320	24.3	9 787	25.6	11 279	29.4	7 902	20.6	14	0.0	28 982	75.7
	Total	82 486		23 301	28.2	18 781	22.8	22 694	27.5	17 695	21.5	15	0.0	59 185	71.8
Mpumalanga	Female	27 009	54.0	6 541	24.2	6 506	24.1	8 655	32.0	5 300	19.6	7	0.0	20 468	75.8
	Male	23 044	46.0	4 692	20.4	6 448	28.0	7 711	33.5	4 191	18.2	2	0.0	18 352	79.6
	Total	50 053		11 233	22.4	12 954	25.9	16 366	32.7	9 491	19.0	9	0.0	38 820	77.6
Northern Cape	Female	5 647	54.3	1 501	26.6	1 319	23.4	1 621	28.7	1 206	21.4	0	0.0	4 146	73.4
	Male	4 756	45.7	1 153	24.2	1 105	23.2	1 586	33.3	912	19.2	0	0.0	3 603	75.8
	Total	10 403		2 654	25.5	2 424	23.3	3 207	30.8	2 118	20.4	0	0.0	7 749	74.5
North West	Female	16 084	55.2	2 268	14.1	5 492	34.1	5 463	34.0	2 861	17.8	0	0.0	13 816	85.9
	Male	13 056	44.8	1 458	11.2	4 674	35.8	4 786	36.7	2 137	16.4	1	0.0	11 598	88.8
	Total	29 140		3 726	12.8	10 166	34.9	10 249	35.2	4 998	17.2	1	0.0	25 414	87.2
Western Cape	Female	26 987	56.7	4 250	15.7	11 266	41.7	7 968	29.5	3 501	13.0	2	0.0	22 737	84.3
	Male	20 628	43.3	2 823	13.7	8 211	39.8	7 064	34.2	2 528	12.3	2	0.0	17 805	86.3
	Total	47 615		7 073	14.9	19 477	40.9	15 032	31.6	6 029	12.7	4	0.0	40 542	85.1
South Africa	Female	308 642	54.9	71 612	23.2	93 689	30.4	90 575	29.3	52 699	17.1	67	0.0	237 030	76.8
	Male	253 473	45.1	50 739	20.0	78 066	30.8	82 717	32.6	41 841	16.5	110	0.0	202 734	80.0
	Total	562 115		122 351	21.8	171 755	30.6	173 292	30.8	94 540	16.8	177	0.0	439 764	78.2

Source: Report on the 2013 National Senior Certificate Examination Results, DBE (January 2014).

In 2013, as indicated in Table 12, the overall national pass rate in the NSC examination was 78.2%. 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 (80.0%) was higher than the national pass rate of female candidates (76.8%). 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 87.4% in the Free State to 64.9% in the Eastern Cape.

Figure 13: Percentage distribution of the National Senior Certificate examination pass and failure rates, by gender, in 2013

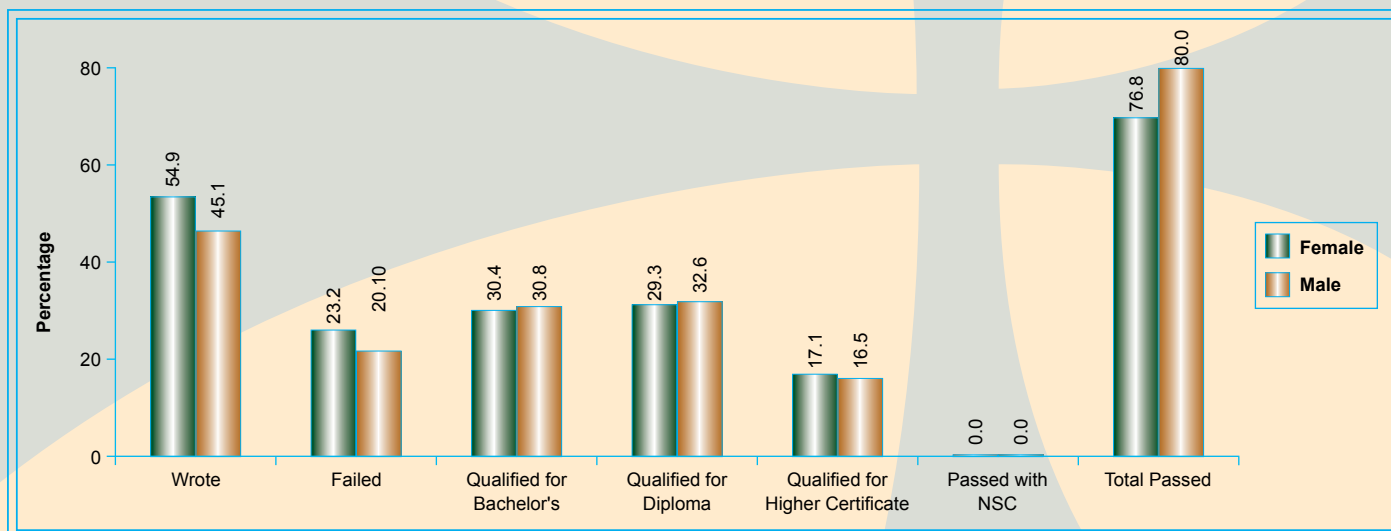


Table 13: Comparing pass rates of the National Senior Certificate examination, by province, in 2012 and 2013

Province	Pass Rate (%)	
	2012	2013
Eastern Cape	61.6	64.9
Free State	81.1	87.4
Gauteng	83.9	87.0
KwaZulu Natal	73.1	77.4
Limpopo	66.9	71.8
Mpumalanga	70.0	77.6
Northern Cape	74.6	74.5
North West	79.5	87.2
Western Cape	82.8	85.1
National	73.9	78.2

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

Table 13 shows that the national pass rate of the NSC examination increased from 73.9% in 2012 to 78.2% in 2013. A similar increasing trend was seen in all provinces, albeit to different degrees.

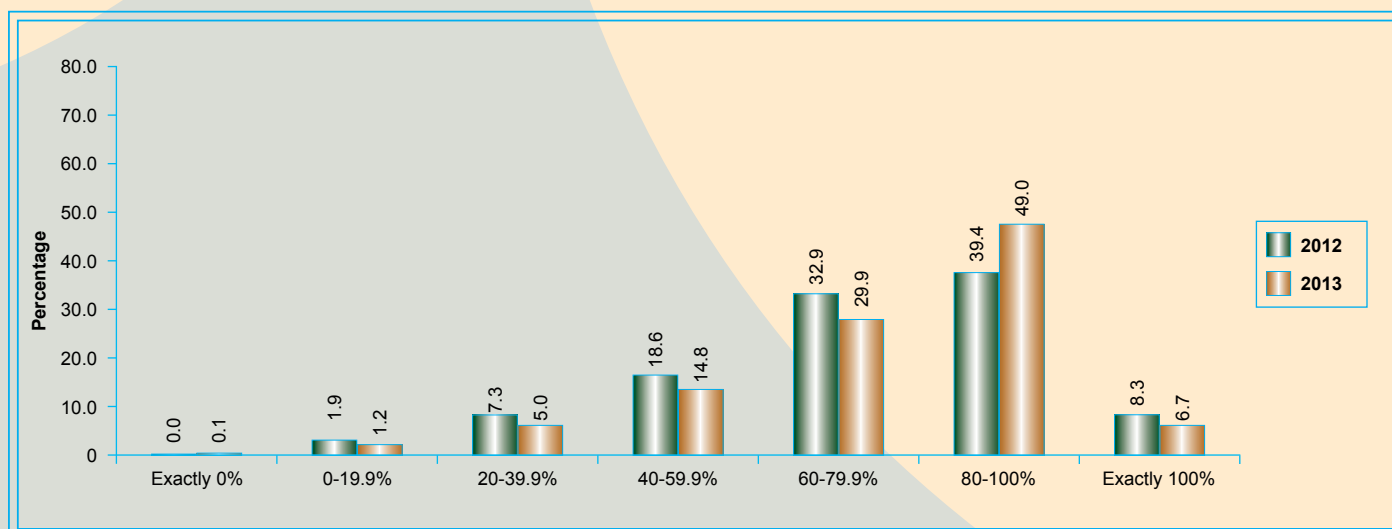
3.6.3 Frequency interval results

Table 14: National Senior Certificate examination percentage pass rates of schools within different percentage groupings, by province, in 2012 and 2013

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%	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
Eastern Cape	907	918	0.0	0.3	4.9	3.2	19.2	13.2	25.9	28.4	28.6	31.3	21.5	24.0	3.3	3.9
Free State	326	332	0.0	0.0	0	0.0	1.2	0.3	8.3	2.4	29.1	19.0	61.3	78.3	13.2	15.1
Gauteng	781	806	0.0	0.1	0.4	0.1	1.2	0.9	8.6	4.3	28.7	22.2	61.2	72.5	10.9	15.1
KwaZulu-Natal	1 712	1 723	0.1	0.1	2	1.3	6.4	5.5	19.2	15.8	34.8	30.8	37.7	46.6	6.3	6.7
Limpopo	1 411	1 413	0.1	0.1	2.8	1.8	10.0	6.7	25	19.5	35.6	37.5	26.6	34.5	2.6	3.6
Mpumalanga	541	539	0.0	0.0	0.9	0.4	4.4	1.9	26.8	15.2	35.5	35.3	32.3	47.3	3.3	4.6
Northern Cape	134	134	0.0	0.0	0.3	0.0	2.6	2.2	8.9	15.7	34.1	32.1	54.2	50.0	9.4	10.4
North West	384	380	0.0	0.0	0	0.0	4.5	0.3	11.9	2.9	33.6	21.1	50	75.8	14.9	12.6
Western Cape	427	431	0.0	0.2	0	0.2	1.6	0.5	5.4	5.8	30.9	22.5	62.1	71.0	15.5	20.6
South Africa	6 623	6 676	0.0	0.1	1.9	1.2	7.3	5.0	18.6	14.8	32.9	29.9	39.4	49.0	6.7	8.3

Source: Report on the 2013 National Senior Certificate Examination Results, DBE (January 2014).

Figure 14: Percentage distribution of the National Senior Certificate examination percentage pass rates of schools within different percentage groupings in 2012 and 2013



In 2013, as shown in Table 14 and Figure 14, 8.3% (approximately 551) of the 6 676 schools in South Africa that offered the NSC examination obtained 100% passes. This is higher than the 6.7% of 2012. The percentage of schools that obtained a pass rate of between 80% and 100% increased from 39.4% in 2012 to 49.0% in 2013. As for schools that performed poorly, 1.2% of them obtained a pass rate of between 0% and 19.9% in 2013, which is lower than the 1.9% of 2012. Nationally, 0.1% of schools (approximately 7) scored a 0% pass rate in 2013, which is higher than in 2012.

3.6.4 Selected subject results

Table 15: National Senior Certificate examination results for selected subjects, by gender, in 2012 and 2013

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	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
	2013	88 791	56 636	145 427	35705	40.2	24606	43.4	60311	41.5	57 892	65.2	37 628	66.4	95 520	65.7
Business Studies	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
	2013	128 394	90 520	218 914	75643	58.9	51779	57.2	127422	58.2	105 183	81.9	74 146	81.9	179 329	81.9
History	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
	2013	56 775	52 271	109 046	38171	67.2	34965	66.9	73136	67.1	49 252	86.7	45 730	87.5	94 982	87.1
Life Orientation	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
	2013	313 102	256 428	569 530	310191	99.1	253490	98.9	563681	99.0	312 331	99.8	255 980	99.8	568 311	99.8
Life Sciences	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
	2013	168 814	132 904	301 718	81125	48.1	63230	47.6	144355	47.8	124 517	73.8	97 857	73.6	222 374	73.7
Mathematics	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
	2013	177 740	146 357	324 097	47153	46.6	50637	35.5	97790	40.5	72 069	54.3	70 597	64.9	142 666	59.1
Mathematical Literacy	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
	2013	132 784	108 725	241 509	105759	66.0	96532	59.5	202291	62.4	153 027	86.1	129 243	88.3	282 270	87.1
Physical Sciences	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
	2013	97 995	86 388	184 383	38453	46.6	40224	39.2	78677	42.7	64 376	69.3	59 830	65.7	124 206	67.4

Source: Report on the 2013 National Senior Certificate Examination Results, DBE (January 2014).

Figure 15: Percentage distribution of the National Senior Certificate examination achievements at 30% and above for selected subjects in 2012 and 2013

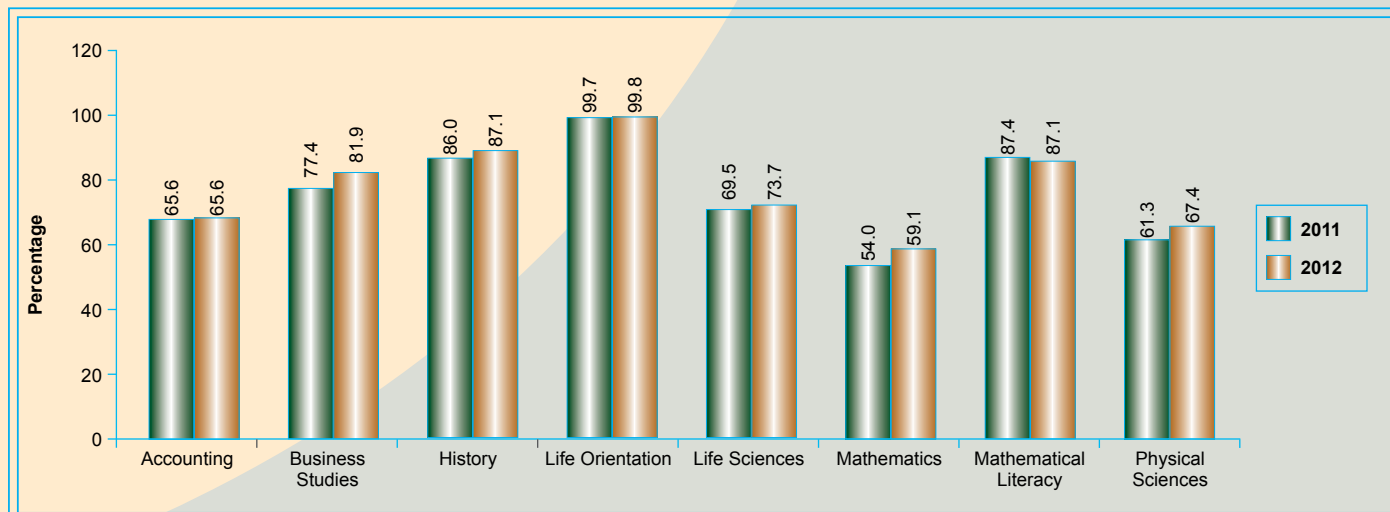


Table 15 and Figure 15 show the achievement rates of candidates in eight selected subjects in the 2012 and 2013 NSC examinations. In both the category 40% and above and the category 30% and above, the highest overall achievement rates were obtained in Life Orientation. The pass rate for Accounting and Life Orientation remained almost the same in the two years. While nearly all subjects had an increase in the pass rate.

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 2013, 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 2013, 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 2013

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	54.8	63.4	56.2	65.5
	Grade 2	51.8	57.1	54.1	61.6
	Grade 3	47.0	50.2	50.6	54.9
Free State	Grade 1	61.4	73.8	58.9	71.1
	Grade 2	56.3	66.4	59.9	72.4
	Grade 3	54.4	65.7	54.9	63.2
Gauteng	Grade 1	65.4	77.9	65.0	79.2
	Grade 2	60.2	69.2	64.5	78.6
	Grade 3	54.5	63.1	58.9	69.6
KwaZulu-Natal	Grade 1	61.6	73.5	61.8	74.9
	Grade 2	58.6	68.9	60.8	73.4
	Grade 3	55.3	64.5	55.5	64.0
Limpopo	Grade 1	57.9	67.6	55.7	65.2
	Grade 2	52.9	58.3	54.9	63.5
	Grade 3	46.9	49.9	45.5	44.4
Mpumalanga	Grade 1	57.1	67.6	56.2	67.4
	Grade 2	54.1	62.3	56.0	67.4
	Grade 3	47.0	51.4	47.8	50.2
Northern Cape	Grade 1	56.8	65.2	55.1	62.8
	Grade 2	52.8	57.8	55.2	63.1
	Grade 3	46.2	48.6	50.5	54.0
North West	Grade 1	56.6	66.9	54.7	64.6
	Grade 2	51.2	56.1	54.0	61.8
	Grade 3	46.8	50.1	49.1	51.1
Western Cape	Grade 1	64.5	75.3	61.1	73.2
	Grade 2	62.0	72.9	62.2	74.5
	Grade 3	49.9	54.9	57.2	66.0
South Africa	Grade 1	60.4	71.4	59.6	71.3
	Grade 2	56.5	64.6	58.9	70.0
	Grade 3	50.8	57.0	53.1	59.1

Source: Report on the Annual National Assessments 2013 (November 2013)

• Grade 1

Table 16 shows that, in 2013, the average score for a Grade 1 learner in South Africa was 60.4% in Home Language and 59.6% in Mathematics. Of all Grade 1 learners who wrote ANA tests, about 71% obtained 50% and more in Home Language and 71.3% in Mathematics.

Gauteng had the highest percentage of Grade 1 learners (79.2%) who achieved 50% and above in Mathematics, while the Northern Cape had the lowest (62.8%).

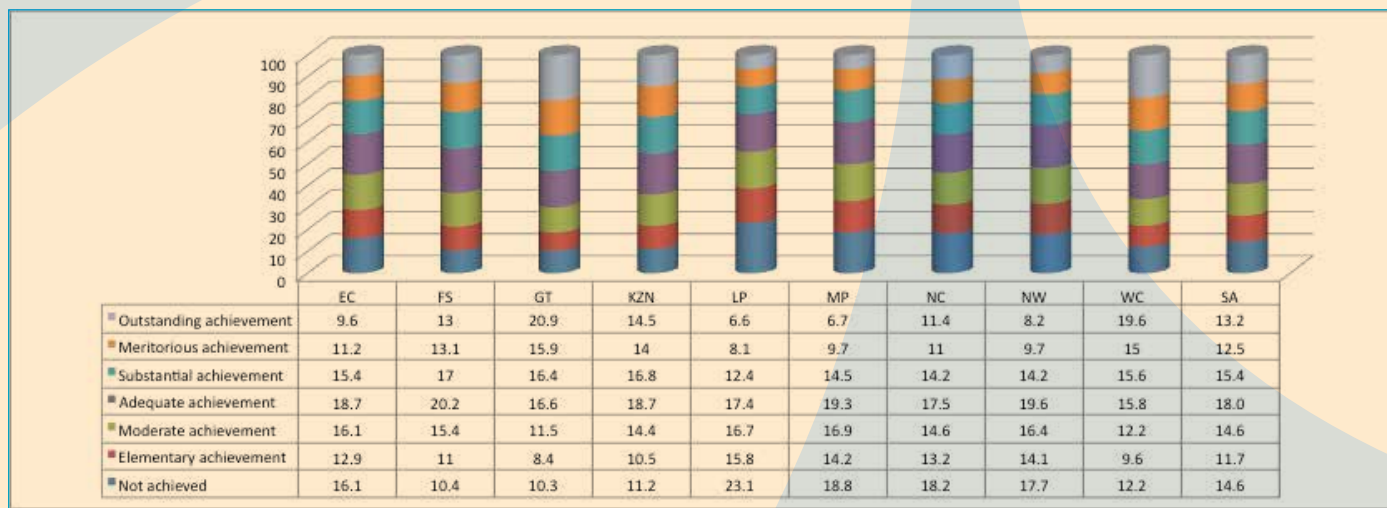
Grade 2

Table 16 indicates that, in 2013, the average score for a Grade 2 learners in South Africa was 56.5% in Home Language and 58.9% in Mathematics. The average scores for Home Language for Grade 2 learners range from about 62% in the Western Cape to 51.2% in North West.

Table 16 also indicates that, of all Grade 2 learners who wrote ANA test in 2013, 64.6% and 70.0% achieved 50% and above in Home Language and Mathematics, respectively.

Grade 3

Figure 16: Percentage of learners in various achievement levels for Grade 3 Mathematics, by province, in 2013

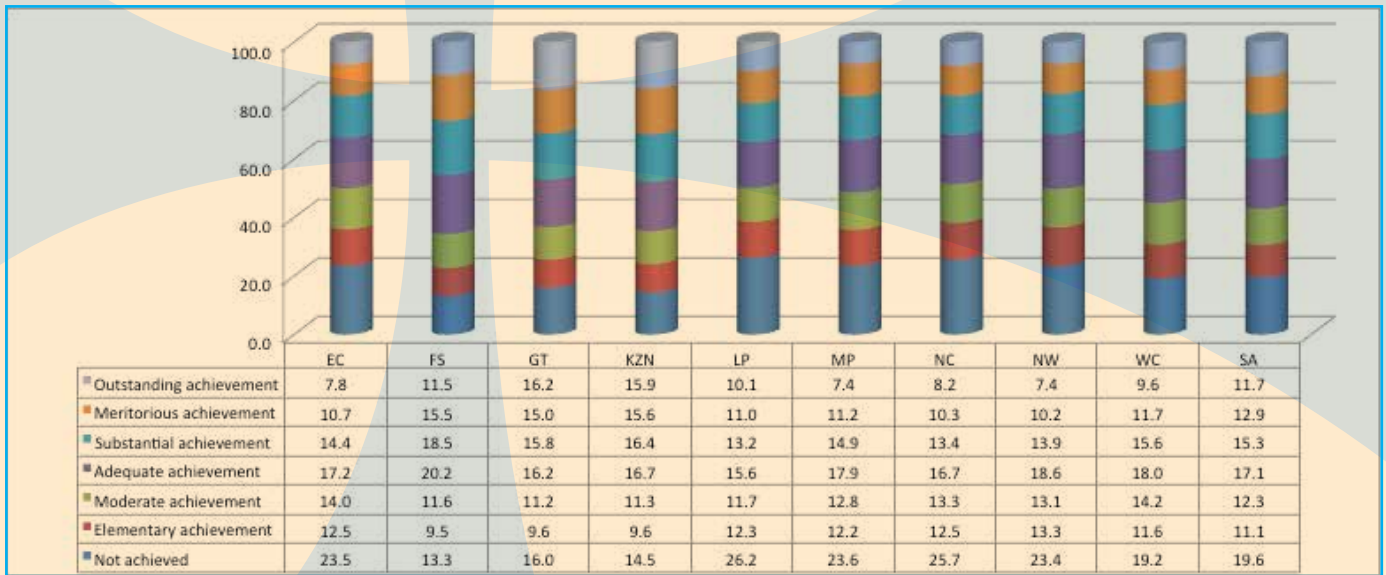


Source: Report on the Annual National Assessments 2013 (November 2014)

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 2013



Source: Report on the Annual National Assessments 2013 (November 2014)

In 2013, the average score for a grade 3 learner in South Africa was 50.3% in Home Language and 53.1% in Mathematics. The Free State had the highest percentage of learners (65.7%) who achieved 50% and more in Home language followed by KwaZulu-Natal with 64.5%, while North West had the lowest percentage.

Figures 16 and 17 show that, about 14% of learners at the national level attained a level of performance that represented not achieved in Grade 3 Mathematics and approximately 20% in Home Language.

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 2013

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	43.0	40.0	37.6	28.9	32.6	20.9
	Grade 5	36.3	26.9	34.1	22.8	29.1	14.6
	Grade 6	44.8	40.7	43.2	36.2	33.0	16.2
Free State	Grade 4	55.5	64.3	40.2	32.0	35.0	22.4
	Grade 5	57.5	66.3	36.9	25.6	32.5	17.8
	Grade 6	64.6	80.4	47.9	45.2	40.0	26.5
Gauteng	Grade 4	53.4	59.9	46.4	45.7	43.8	40.1
	Grade 5	51.6	56.1	47.5	48.9	40.8	33.9
	Grade 6	61.3	71.7	52.4	56.6	44.7	38.4
KwaZulu-Natal	Grade 4	46.6	45.5	41.8	35.3	39.2	31.2
	Grade 5	43.7	40.5	37.0	27.6	35.0	23.7
	Grade 6	57.4	63.7	47.7	44.7	41.2	30.4
Limpopo	Grade 4	44.3	41.5	35.8	24.3	29.6	15.0
	Grade 5	32.6	21.3	31.1	18.1	26.1	10.4
	Grade 6	51.6	53.7	43.2	35.4	32.9	15.3
Mpumalanga	Grade 4	43.2	39.3	38.0	27.5	32.8	17.6
	Grade 5	52.2	56.5	34.8	23.3	29.1	12.6
	Grade 6	57.5	68.4	41.7	34.9	33.6	16.1
Northern Cape	Grade 4	43.9	44.1	32.9	20.0	32.1	20.1
	Grade 5	42.7	39.0	34.5	24.6	28.8	14.2
	Grade 6	52.8	57.3	40.3	29.2	35.6	20.5
North West	Grade 4	46.9	47.9	36.5	26.1	29.9	15.2
	Grade 5	39.6	32.7	34.1	22.3	28.2	12.6
	Grade 6	58.3	67.1	46.7	42.6	36.5	20.8
Western Cape	Grade 4	54.1	63.2	41.4	34.6	42.2	36.5
	Grade 5	55.8	64.2	39.1	29.8	39.7	31.4
	Grade 6	63.0	76.7	48.1	46.4	44.9	37.7
South Africa	Grade 4	49.3	52.1	39.2	30.9	36.8	27.1
	Grade 5	45.6	44.7	36.5	26.7	33.4	21.2
	Grade 6	58.8	67.6	45.7	41.2	39.0	26.5

Source: Report on the Annual National Assessments 2013 (November 2013)

Analysis rated on grade 4

• **Grade 4**

Table 17 shows that, in 2013 the average test score for a Grade 4 learner was 49.3% in Home Language, 39.2% in First Additional Language and 36.8% in Mathematics. In Mathematics, Gauteng (40.1%) had the highest percentage of learners who achieved 50% and more followed by the Western Cape with 36.5%.

• **Grade 5**

In 2013, the average score for Grade 5 learners was 45.6% in Home Language, 36.5% in First Additional Language and 33.4% in Mathematics. The average scores for Grade 5 Home Language range from about 57.5% in the Free State to 32.6% in Limpopo, while for First additional language ranges between 47.5% in Gauteng to 31.1% in Limpopo.

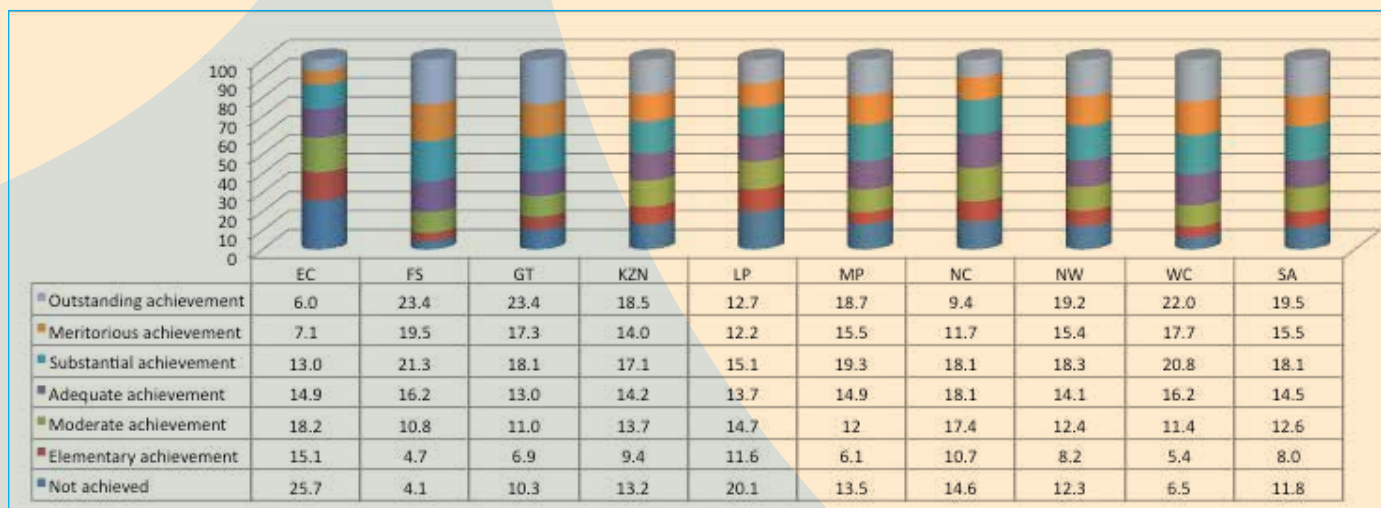
• **Grade 6**

Figure 18: Percentage of learners in various achievement levels for Grade 6 Mathematics, by province, in 2013



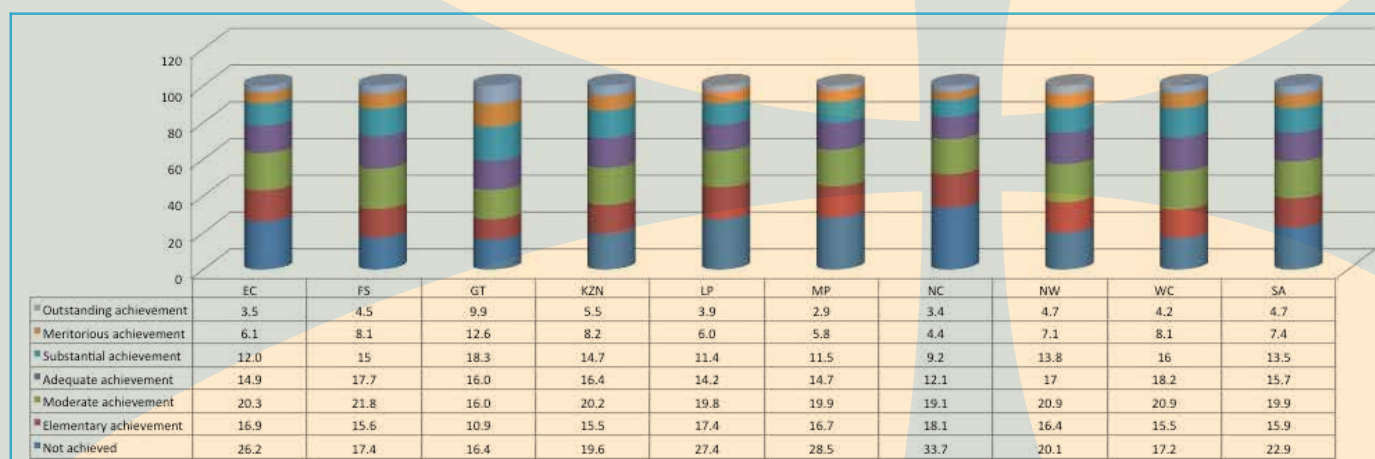
Source: Report on the Annual National Assessments 2013 (November 2013)

Figure 19: Percentage of learners in various achievement levels for Grade 6 Home Language, by province, in 2013



Source: Report on the Annual National Assessments 2013 (November 2013)

Figure 20: Percentage of learners in various achievement levels for Grade 6 First Additional Language, by province, in 2013



Source: Report on the Annual National Assessments 2013 (November 2013)

Table 17 shows that, in 2013, the average score for a grade 6 learner in South Africa was 58.8% in Home Language, 45.7% in First Additional and 39.0 in Mathematics. Of all Grade 6 learners who wrote ANA tests, about 67.6% obtained 50% and more in Home Language, 41.2 in First Additional Language and 26.5% in Mathematics.

In Grade 6 Mathematics in 2013, as shown in figure 18, the majority of learners (36.2%) attained not achieved level of achievement, while only 3.1% achieved at outstanding level of achievement.

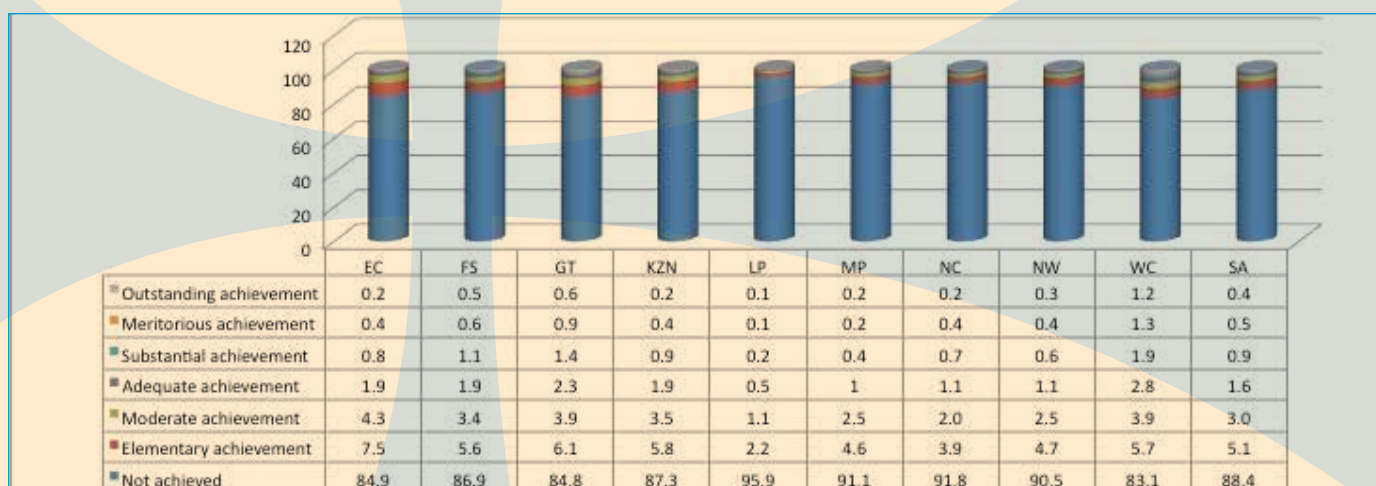
3.7.4 Analysis based on the Senior Phase test instrument

Table 18: Table 4: Average percentage score of learners in Grade 9 Home Language, First Additional Language and Mathematics, by province, in 2013

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	35.2	20.7	34.1	19.4	15.8	3.3
Free State	54.5	61.1	34.6	17.4	15.3	4.1
Gauteng	44.0	38.6	38.1	25.6	15.9	5.2
KwaZulu-Natal	39.3	30.6	31.8	15.2	14.4	3.4
Limpopo	33.7	22.4	29.6	12.9	9.0	0.9
Mpumalanga	52.4	58.1	35.4	19.3	13.7	1.8
Northern Cape	43.1	34.0	34.7	18.2	12.6	2.4
North West	48.5	49.2	36.4	20.5	13.3	2.3
Western Cape	48.6	46.3	36.0	19.2	17.0	7.2
South Africa	43.1	37.0	33.2	17.1	13.9	3.4

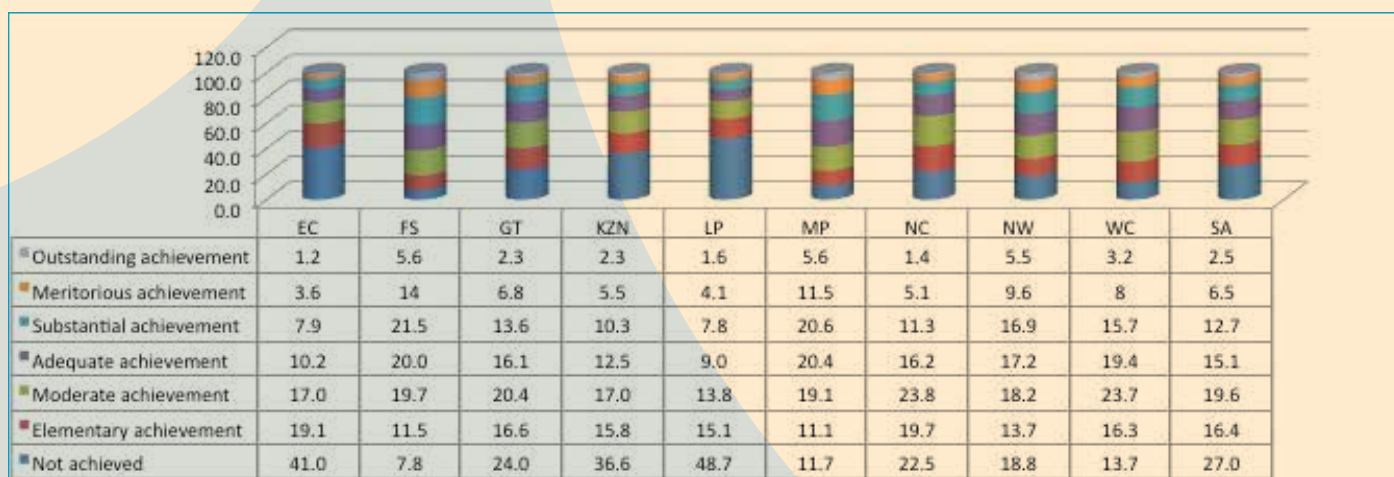
Source: Report on the Annual National Assessments 2013 (November 2013)

Figure 21: Percentage of learners in various achievement levels for Grade 9 Mathematics, by province, in 2013



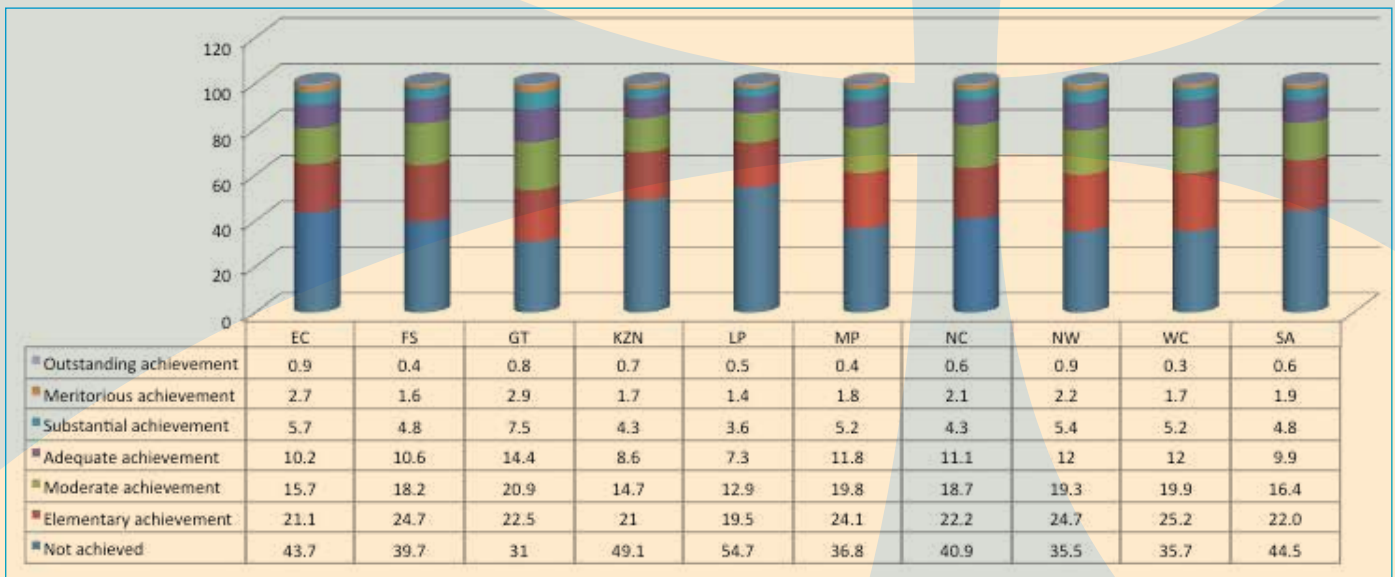
Source: Report on the Annual National Assessments 2013 (November 2013)

Figure 22: Percentage of learners in various achievement levels for Grade 9 Home Language, by province, in 2013



Source: Report on the Annual National Assessments 2013 (November 2013)

Figure 23: Percentage of learners in various achievement levels for Grade 9 First Additional Language, by province, in 2013



Source: Report on the Annual National Assessments 2013 (November 2013)

Table 18 indicates the average percentage scores of learners in Grade 9 for Home Language, First Additional Language and Mathematics. In 2013, the average test score for Grade 9 learners was 43.1% in Home Language, 33.2% in First Additional Language and 13.9% in Mathematics. Only about 3% 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 2012 and 2013

Province	Year	SNE					
		Learners	Educators	Schools	LER	LSR	ESR
Eastern Cape	2012	9 117	854	42	10.7	217	20.3
	2013	9 165	876	42	10.5	218	20.9
Free State	2012	5 801	625	21	9.3	276	29.8
	2013	6 036	624	21	9.7	287	29.7
Gauteng	2012	41 184	3 396	131	12.1	314	25.9
	2013	42 958	3 513	133	12.2	323	26.4
KwaZulu-Natal	2012	16 264	1 393	72	11.7	226	19.3
	2013	16 785	1 547	73	10.9	230	21.2
Limpopo	2012	8 524	684	34	12.5	251	20.1
	2013	8 598	696	34	12.4	253	20.5
Mpumalanga	2012	3 549	355	20	10.0	177	17.8
	2013	3 818	368	20	10.4	191	18.4
Northern Cape	2012	1 646	165	10	10.0	165	16.5
	2013	1 691	172	10	9.8	169	17.2
North West	2012	5 437	465	32	11.7	170	14.5
	2013	6 764	605	32	11.2	211	18.9
Western Cape	2012	20 076	1 802	82	11.1	245	22.0
	2013	20 689	1 851	83	11.2	249	22.3
South Africa	2012	111 598	9 739	444	11.5	251	21.9
	2013	116 504	10 252	448	11.4	260	22.9

Sources:

2012: As published in Education Statistics in South Africa.

2013: 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 2013

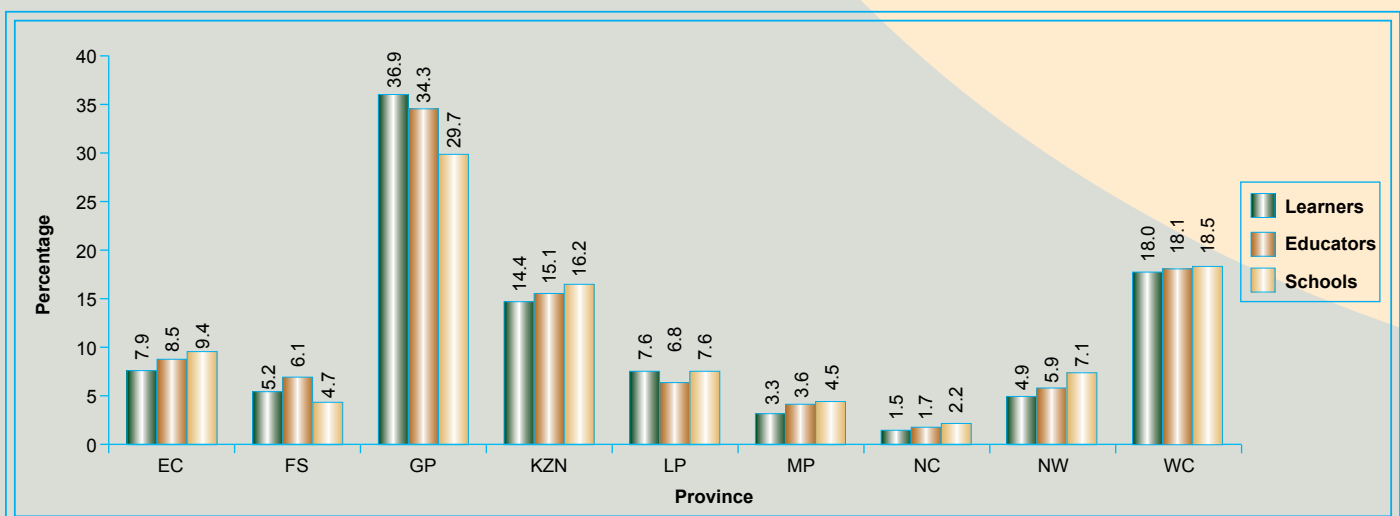


Table 19 reflects learners and educators in special schools (catering for SNE learners), and the numbers of these institutions, for both 2012 and 2013. It indicates that, there were 116 504 learners in the Special Need schooling sector who attended 448 institutions and were served by 10 252 educators.

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 2013

Province	Gender	Attention Deficit Disorder	Autistic Spectrum Disorder	Behavioural Disorder	Blind	Cerebral Palsied	Deaf	Deaf/Blind Disabled	Epilepsy
Eastern Cape	Female	43	25	106	68	135	374	0	15
	Male	116	150	278	66	181	447	0	37
	Total	159	175	384	134	316	821	0	52
Free State	Female	11	27	147	69	157	223	0	76
	Male	39	119	166	86	194	227	1	88
	Total	50	146	313	155	351	450	1	164
Gauteng	Female	399	131	488	112	1 045	900	5	438
	Male	1 276	643	1 418	124	1 465	943	7	792
	Total	1 675	774	1 906	236	2 510	1 843	12	1 230
KwaZulu-Natal	Female	201	191	160	149	517	681	5	182
	Male	525	569	467	140	820	785	6	265
	Total	726	760	627	289	1 337	1 466	11	447
Limpopo	Female	44	97	64	113	199	252	0	137
	Male	86	152	159	161	258	338	1	192
	Total	130	249	223	274	457	590	1	329
Mpumalanga	Female	32	5	93	13	25	66	0	28
	Male	56	23	227	12	33	76	0	36
	Total	88	28	320	25	58	142	0	64
Northern Cape	Female	6	9	24	14	22	18	0	8
	Male	40	40	98	9	18	35	1	14
	Total	46	49	122	23	40	53	1	22
North West	Female	30	28	70	18	94	169	1	42
	Male	85	52	212	20	123	152	0	68
	Total	115	80	282	38	217	321	1	110
Western Cape	Female	135	72	28	70	380	498	1	46
	Male	272	420	222	63	461	498	2	78
	Total	407	492	250	133	841	996	3	124
South Africa	Female	901	585	1 180	626	2 574	3 181	12	972
	Male	2 495	2 168	3 247	681	3 553	3 501	18	1 570
	Total	3 396	2 753	4 427	1 307	6 127	6 682	30	2 542

Source: 2013 SNE SNAP Surveys.

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

Table 20: Number of learners in SNE sectors, by primary disability and province, in 2013 (Concluded)

Province	Gender	Hard of Hearing	Mild to Moderate Intellectual Disability	Multiple Disabled	Other	Partially Sighted/ Low Vision	Physically Disabled	Psychiatric disorder	Severe to Profound Intellectual Disability	Specific Learning Disabled	Grand Total
Eastern Cape	Female	26	645	0	131	131	303	0	1 309	138	3 449
	Male	25	1 259	0	212	147	358	0	2 083	357	5 716
	Total	51	1 904	0	343	278	661	0	3 392	495	9 165
Free State	Female	14	514	0	672	67	81	2	15	150	2 225
	Male	23	1 217	2	1116	76	108	3	26	320	3 811
	Total	37	1 731	2	1788	143	189	5	41	470	6 036
Gauteng	Female	166	3 092	0	2331	345	467	14	3 100	1 943	14 976
	Male	236	7 858	0	2237	460	669	27	5 690	4 137	27 982
	Total	402	10 950	0	4568	805	1136	41	8 790	6 080	42 958
KwaZulu-Natal	Female	130	796	0	968	185	246	14	1 074	791	6 290
	Male	167	1 348	0	1655	258	300	17	1 673	1 500	10 495
	Total	297	2 144	0	2623	443	546	31	2 747	2 291	16 785
Limpopo	Female	84	759	0	22	153	125	15	1 058	100	3 222
	Male	133	1 620	0	36	209	148	9	1 642	232	5 376
	Total	217	2 379	0	58	362	273	24	2 700	332	8 598
Mpumalanga	Female	8	487	0	12	8	27	11	359	81	1 255
	Male	10	1 170	0	19	18	29	9	689	156	2 563
	Total	18	1 657	0	31	26	56	20	1 048	237	3 818
Northern Cape	Female	20	129	0	0	10	44	8	220	49	581
	Male	46	290	0	0	9	49	12	357	92	1 110
	Total	66	419	0	0	19	93	20	577	141	1 691
North West	Female	26	699	0	8	63	91	1	819	116	2 275
	Male	57	1 747	0	16	91	149	3	1 404	310	4 489
	Total	83	2 446	0	24	154	240	4	2 223	426	6 764
Western Cape	Female	80	2 047	0	700	111	318	0	2 069	738	7 293
	Male	96	4 747	0	646	155	373	0	3 523	1 840	13 396
	Total	176	6 794	0	1346	266	691	0	5 592	2 578	20 689
South Africa	Female	554	9 168	0	4844	1073	1702	65	10 023	4 106	41 566
	Male	793	21 256	2	5937	1423	2183	80	17 087	8 944	74 938
	Total	1 347	30 424	2	10781	2496	3885	145	27 110	13 050	116 504

Source: 2013 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 2012 and 2013

Province	Year	ECD					
		Learners	Educators	Schools	LER	LSR	ESR
Eastern Cape	2012	14 295	529	256	27.0	56	2.1
	2013	9 560	335	156	28.5	61	2.1
Free State	2012	15 354	730	436	21.0	35	1.7
	2013	24 190	629	252	38.5	96	2.5
Gauteng	2012	56 467	2 449	643	23.1	88	3.8
	2013	69 460	3 640	889	19.1	78	4.1
KwaZulu-Natal	2012	10 247	204	122	50.2	84	1.7
	2013	4 303	229	43	18.8	100	5.3
Limpopo	2012	106 562	4 984	1 639	21.4	65	3.0
	2013	106 633	4 515	1 693	23.6	63	2.7
Mpumalanga	2012	17 008	591	171	28.8	99	3.5
	2013	16 861	658	166	25.6	102	4.0
Northern Cape	2012	8 549	215	108	39.8	79	2.0
	2013	9 045	276	100	32.8	90	2.8
North West	2012	14 188	498	169	28.5	84	2.9
	2013	12 883	599	156	21.5	83	3.8
Western Cape	2012	22 435	902	417	24.9	54	2.2
	2013	24 801	993	404	25.0	61	2.5
South Africa	2012	265 105	11 102	3 961	23.9	67	2.8
	2013	277 736	11 874	3 859	23.4	72	3.1

Sources:

2012: As published in Education Statistics in South Africa.

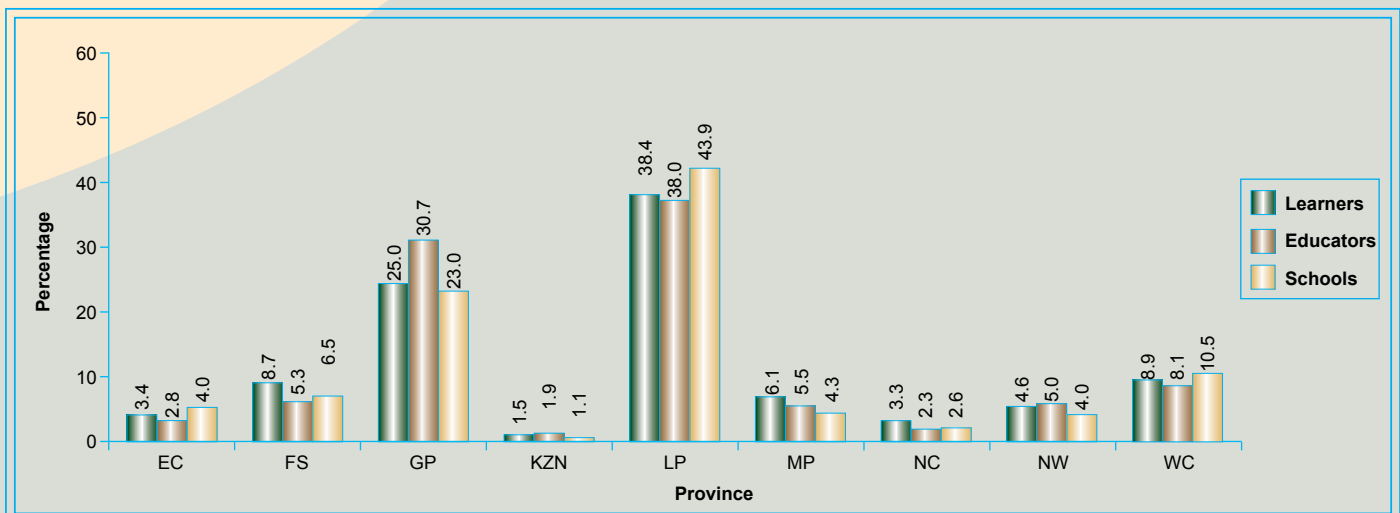
2013: ECD Annual Surveys.

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 2013 there were 277 736 learners attending ECD sites in South Africa. Nationally, the number of learners in ECD sites increased by 4.8% from 265 105 in 2012 to 277 736 in 2013.

Table 21 also shows the national LER, LSR and ESR for the sectors. On average, the national LER in ECD sites was 23.4, LSR was 74 and ESR 3.2.

Figure 25: Percentage of learners, educators and institutions in ECD sites, by province, in 2013



Sources: 2013 ECD Annual Surveys.

Figure 25 indicates the percentage distribution of learners, educators and institutions in the ECD sector. The majority of learners were found in Limpopo (38.4%) followed by Gauteng with about 25%.

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 2013 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 2012)*; and
- *School Realities* (2005 to 2014).

5.4 Comparability with previous censuses

The 2013 census is generally comparable with the 2012 census, owing to the fact that both censuses are based on the new provincial demarcation boundaries.

5.5 Response rate

Approximately 99.9% of open ordinary schools submitted the 2013 survey forms. No imputations were done on the data.

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 – 2013 SNAP survey conducted on the 10th school day
- National Senior Certificate examination – *Report on the National Senior Certificate Examination Results 2013*
- *Annual National Assessment-Report on the Annual National Assessments 2013: Grades 1 to 6 and 9*
- SNE- 2013 ANNUAL Survey
- ECD – 2013 Annual Survey
- 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 enrolls 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.

6. CONTACT DETAILS

6.1 Provincial EMIS units

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

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6.2 Department of Basic Education

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

Director: EMIS

Mr Siza Shongwe
Department of Basic Education
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General Enquiries

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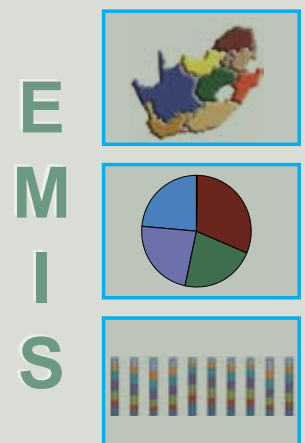
Annual National assessment

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Tel: 012 357 3834
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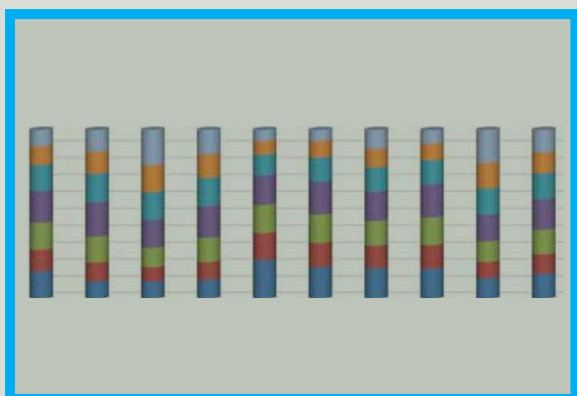
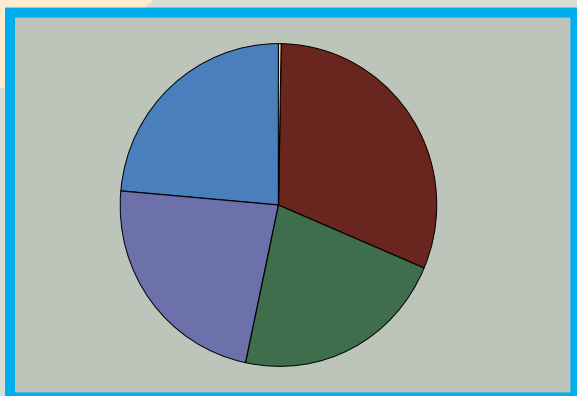
ACKNOWLEDGEMENTS

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



E M I S



DID YOU KNOW?

In 2013–

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

30 055 institutions, comprising the following, submitted their survey forms:

- 25 720 ordinary public and independent schools
- 3759 ECD centres
- 448 special schools

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

- 930 were in ordinary public schools
- 40 were in ordinary independent schools
- 22 were in ECD centres
- 9 were in special schools

