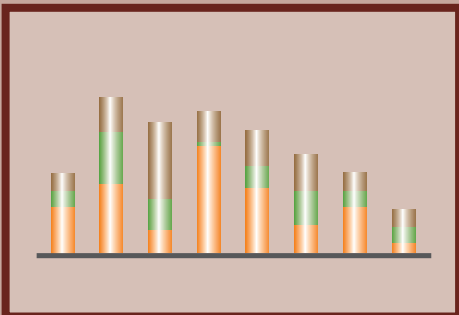
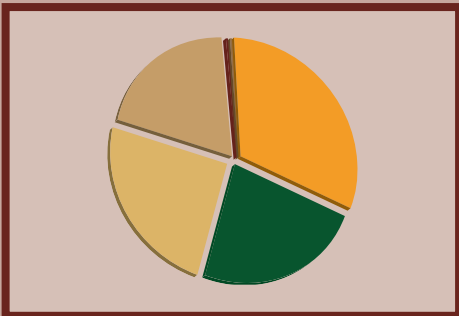




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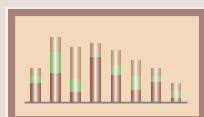
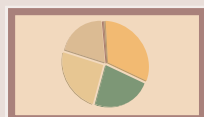
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FOREWORD

The Department of Basic Education (DBE) is pleased to release *Education Statistics in South Africa 2014*, the 16th 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 remain the current primary processes that accentuates the value of education statistics for planning and monitoring and evaluation. This publication provides the information on which evidence-based decision-making depends.

The availability of education data for the past 16 years facilitates the analysis of trends in the education system over time. The statistics also serve as a measure of the success of education policies, and as proof that the DBE and the provincial education departments (PEDs) have been achieving their objectives.

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

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

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

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 2014, towards the collection of education information.

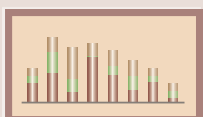
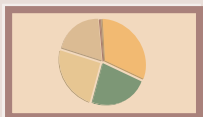


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Director-General: Department of Basic Education

Pretoria, South Africa



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Contents Page

TABLESvi
FIGURES	vii
ABBREVIATIONS	viii
1. INTRODUCTION	1
2. OVERVIEW OF THE EDUCATION SYSTEM IN SOUTH AFRICA	2
3. ORDINARY PUBLIC AND INDEPENDENT SCHOOL	3
3.1 Introduction	3
3.2 Basic school data	3
3.2.1 Schools (see Tables 2 and 3)	4
3.2.3 Educators (see Tables 2 and 3)	4
3.2.4 Distribution of learners, educators and schools	4
3.2.5 Indicators	5
3.2.6 Learners, by grade and school phase	8
3.2.7 Comparison of the years 2011 to 2014	13
3.3 Region and district data on learners, educators and schools	15
3.4 District municipality and metropolitan municipality data on learners, educators and schools	17
3.5 Staff complement	20
3.6 National Senior Certificate examination	21
3.6.1 Introduction	21
3.6.2 Overall results of full-time candidates	22
3.6.3 Frequency interval results	23
3.6.4 Selected subject results	24
3.7 ANNUAL NATIONAL ASSESSMENTS	26
3.7.1 Introduction	26
3.7.2 Analysis based on the Foundation Phase test instrument	26
4. OTHER EDUCATION SECTORS (ECD AND SNE)	33
4.1 Special Needs Education	33
4.2 Early Childhood Development	36
5. EXPLANATORY NOTES	37
5.1 Introduction	37
5.2 Scope of the surveys	37
5.3 Survey methodology and design	37
5.3.1 Data acquisition	37
5.3.2 Reporting and dissemination	37
5.4 Comparability with previous censuses	37
5.5 Response rate	37
5.6 Users	38
5.7 Data sources	38
5.8 Glossary	39
6. CONTACT DETAILS	42
6.1 Provincial EMIS units	42
6.2 Department of Basic Education	43
ACKNOWLEDGEMENTS	44

TABLES

<i>Number</i>	<i>Description</i>	<i>Page</i>
Table 1:	Number of learners, educators and schools in the ordinary public school sector, by province, in 2014	3
Table 2:	Number of learners, educators and schools in the ordinary independent school sector, by province, in 2014	3
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 schools sector, by province, in 2014	3
Table 4:	Gross enrolment ratio (GER) and gender parity index (GPI) in ordinary schools, by province and gender, in 2014	6
Table 5:	Number of learners in ordinary schools, by province, sector, gender and grade, in 2014	8
Table 6:	Comparing learners, educators and schools in the ordinary school sector, by province, from 2011 to 2014	13
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 2011 to 2014	13
Table 8:	Comparing gross enrolment ratio (GER) and gender parity index (GPI) in the ordinary school sector, by province, from 2011 to 2014	14
Table 9:	Number of learners, educators and schools in the ordinary school sector, by province, region and district, in 2014	15
Table 10:	Number of learners, educators and schools in the ordinary school sector, by province, district municipality and metropolitan municipality, in 2014	17
 EDUCATION IN SOUTH AFRICA: A GLOBAL PICTURE FOR 2011		
Table 11:	Number of staff in ordinary schools, by province and staff type, between 2011 and 2014	20
Table 12:	National Senior Certificate examination results, by province and gender, in 2014	22
Table 13:	Comparing pass rates of the National Senior Certificate examination, by province, in 2013 and 2014.	23
Table 14:	National Senior Certificate examination percentage pass rates of schools within different percentage groupings, by province, in 2013 and 2014	23
Table 15:	National Senior Certificate examination results for selected subjects, by gender, in 2013 and 2014.	24
Table 16:	Average percentage score of learners in the foundation phase Home Language and Mathematics, by province, in 2014	26
Table 17:	Average percentage score of learners in the intermediate phase Home Language, First Additional Language and Mathematics, by province, in 2014	28
Table 18:	Average percentage score of learners in the senior phase Home Language, First Additional Language and Mathematics, by province, in 2014	30
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, in 2013 and 2014	33
Table 20:	Number of learners in SNE sectors, by primary disability and province, in 2014	35
Table 21:	Number of learners, educators and institutions in ECD sites, by province, national learner-educator ratio, in 2013 and 2014	36

FIGURES

<i>Number</i>	<i>Description</i>	<i>Page</i>
Figure 1:	Percentage distribution of learners in the education system in 2014	2
Figure 2:	Percentage distribution of learners, educators and schools in the ordinary school funding type, by province, in 2014	4
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 2014	5
Figure 4:	Gross enrolment ratio (GER) for Grades R to 12 in ordinary schools, by province and gender, in 2014	7
Figure 5:	Gender parity index (GPI) for Grades R to 12 in ordinary schools, by province, in 2014.	7
Figure 6:	Percentage distribution of learners in ordinary schools, by phase, in 2014	10
Figure 7:	Percentage distribution of learners in ordinary schools, by phase and gender, in 2014.	10
Figure 8:	Percentage distribution of female learners in ordinary schools, by grade, in 2014	11
Figure 9:	Distribution of learners in ordinary independent schools as a percentage of ordinary School learners, by grade, in 2014	11
Figure 10:	Number of learners in ordinary schools, by grade, compared with the appropriate age group in the population, in 2014.	12
Figure 11:	Percentage distribution of learners in ordinary schools, by grade, in 2014	12
Figure 12:	Percentage distribution of staff in ordinary schools, by staff type, between 2013 and 2014.	21
Figure 13:	Percentage distribution of the National Senior Certificate examination pass and failure rates, by gender, in 2014.	23
Figure 14:	Percentage distribution of the National Senior Certificate examination percentage pass_rates of schools within different percentage groupings in 2013 and 2014	24
Figure 15:	Percentage distribution of the National Senior Certificate examination achievements at 30% and above for selected subjects, in 2013 and 2014	25
Figure 16:	Percentage of learners in various achievement levels for Grade 3 Mathematics, by province, in 2014.	27
Figure 17:	Percentage of learners in various achievement levels for Grade 3 Home Language, by province, in 2014	27
Figure 18:	Percentage of learners in various achievement levels for Grade 6 Mathematics, by province, in 2014.	29
Figure 19:	Percentage of learners in various achievement levels for Grade 6 Home Language, by province, 2014	29
Figure 20:	Percentage of learners in various achievement levels for Grade 6 First Additional Language, by province, in 2014	30
Figure 21:	Percentage of learners in various achievement levels for Grade 9 Mathematics, by province, in 2014.	31
Figure 22:	Percentage of learners in various achievement levels for Grade 9 Home Language, by province, in 2014	31
Figure 23:	Percentage of learners in various achievement levels for Grade 9 First Additional Language, by province, in 2014	32
Figure 24:	Percentage of learners, educators and institutions in SNE centres, by province, in 2014.	33
Figure 25:	Percentage of learners, educators and institutions in ECD sites, by province, in 2014	36

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

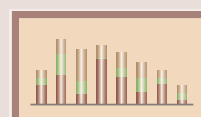
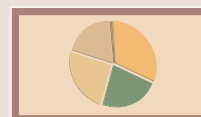
1. INTRODUCTION

This publication is based on data collected via the 2014 SNAP Survey for Ordinary Schools and Special Need Education (SNE) (Includes both independent and public ordinary schools) and 2014 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 2014 population estimates projected in June 2015.

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 2014, there were 30 500 established public and registered independent education institutions that submitted the survey forms. Of these, 25 741 were ordinary schools and 4 759 were other education institutions – namely, ECD centres and special schools.

The figure of 25 741 for ordinary schools comprised the following:

- 14 927 primary schools, with 6 655 171 learners and 201 673 educators;
- 6 068 secondary schools, with 3 910 643 learners and 143 990 educators; and
- 4 746 combined and intermediate schools, with 2 089 622 learners and 79 427 educators.

Figure 1: Percentage distribution of learners in the education system in 2014

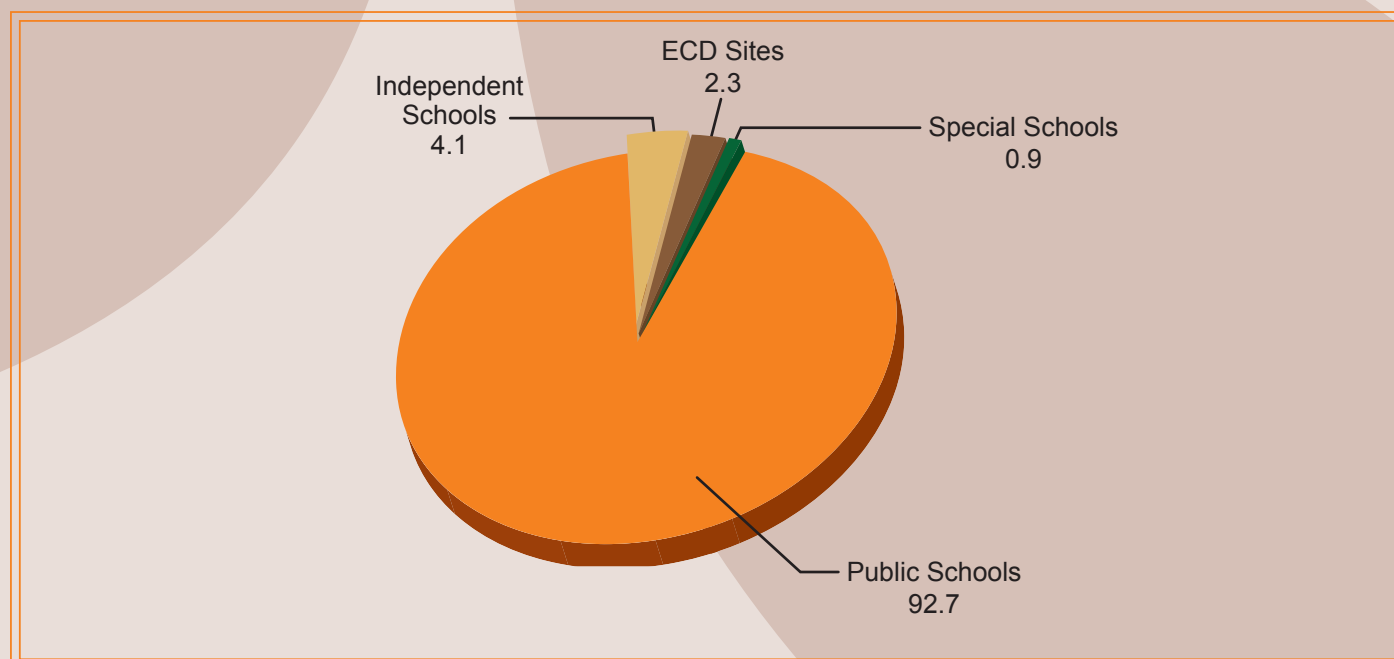
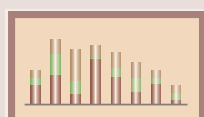
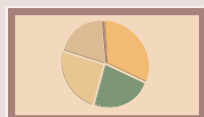


Figure 1, Table 18, Table 19 and the centrefold show that, of the 13 068 855 learners and students enrolled in all sectors of the basic education system in 2014, 12 117 015 (92.7%) were in ordinary public schools and 538 421 (4.1%) were in ordinary independent schools. Of the learners in other institutions, 295 942 (2.3%) were in ECD centres and 117 477 (0.9%) were in special schools.

In summary, there were 13 068 855 learners and students in the basic education system, who attended 30 500 education institutions and were served by 448 105 educators.



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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. No imputation was done on the data set. **The figures in this publication are final after the preliminary figures that appeared in the Department's report *School Realities 2014* were updated.**

3.2 Basic school data

Table 1: Number of learners, educators and schools in the ordinary public school sector, by province, in 2014

Province	Learners	Educators	Schools
Eastern Cape	1 889 307	61 260	5 554
Free State	656 408	23 631	1 306
Gauteng	1 944 486	60 782	2 070
KwaZulu-Natal	2 831 311	90 497	5 915
Limpopo	1 665 516	54 704	3 929
Mpumalanga	1 034 151	33 613	1 762
Northern Cape	284 908	8 880	551
North West	784 184	25 004	1 515
Western Cape	1 026 744	32 237	1 458
South Africa	12 117 015	390 608	24 060

Source: 2014 SNAP Survey.

Table 2: Number of learners, educators and schools in the ordinary independent school sector, by province, in 2014

Province	Learners	Educators	Schools
Eastern Cape	57 578	2 998	178
Free State	15 882	921	70
Gauteng	246 989	16 483	651
KwaZulu-Natal	70 386	5 063	236
Limpopo	55 069	2 552	147
Mpumalanga	23 637	1 387	105
Northern Cape	4 096	302	26
North West	16 132	1 082	55
Western Cape	48 652	3 694	213
South Africa	538 421	34 482	1 681

Source: 2014 SNAP Survey.

Tables 1 and 2 reflect, respectively, the number of ordinary public and ordinary independent schools with their learner and educator numbers, in 2014, 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 2014

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	1 946 885	15.4	64 258	15.1	5 732	22.3	30.3	340	11.2
Free State	672 290	5.3	24 552	5.8	1 376	5.3	27.4	489	17.8
Gauteng	2 191 475	17.3	77 265	18.2	2 721	10.6	28.4	805	28.4
KwaZulu-Natal	2 901 697	22.9	95 560	22.5	6 151	23.9	30.4	472	15.5
Limpopo	1 720 585	13.6	57 256	13.5	4 076	15.8	30.1	422	14.0
Mpumalanga	1 057 788	8.4	35 000	8.2	1 867	7.3	30.2	567	18.7
Northern Cape	289 004	2.3	9 182	2.2	577	2.2	31.5	501	15.9
North West	800 316	6.3	26 086	6.1	1 570	6.1	30.7	510	16.6
Western Cape	1 075 396	8.5	35 931	8.5	1 671	6.5	29.9	644	21.5
South Africa	12 655 436	100.0	425 090	100.0	25 741	100.0	29.8	492	16.5

Source: 2014 SNAP Survey.

3.2.1 Schools (see Tables 2 and 3)

In 2014, there were 25 741 ordinary schools in South Africa. KwaZulu-Natal (6 151, or 23.9% of the national total) and the Eastern Cape (5 732, or 22.3% of the national total) had the highest and second highest number of ordinary schools, while the Northern Cape (577, or 2.2% of the national total) had the lowest number of the 25 741 schools in the country, 1681 (6.5%) were independent schools.

3.2.2 Learners (see Tables 2 and 3)

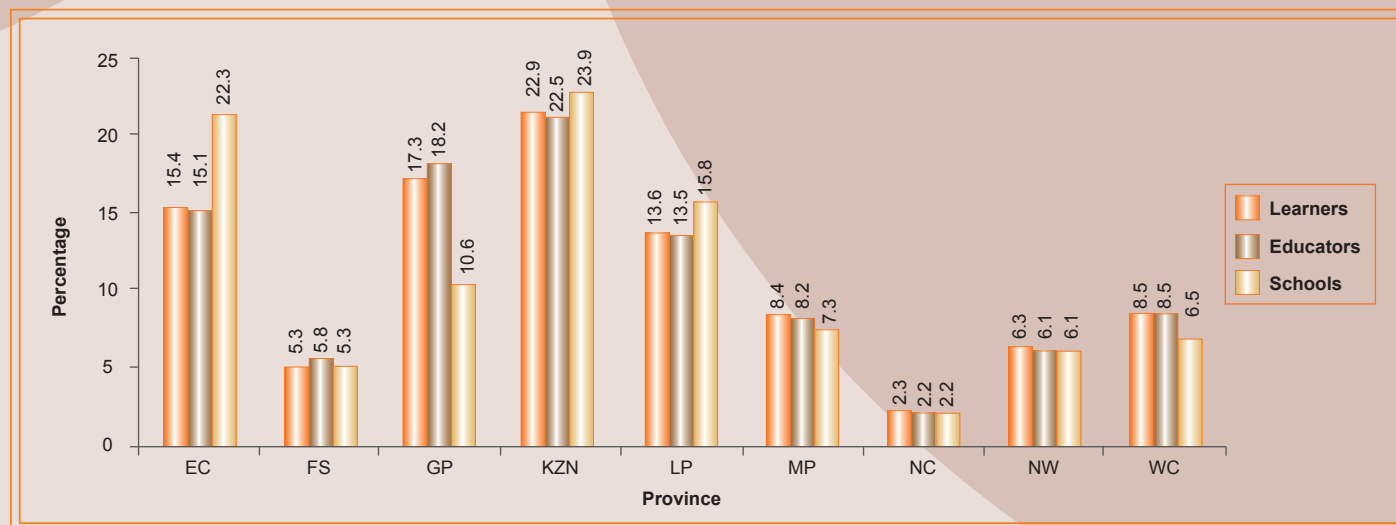
In 2014, there were 12 655 436 learners in ordinary schools in the country as a whole. Three provinces – namely, the Free State, the Northern Cape and North West – showed less than a million learners in ordinary schools. In Gauteng and KwaZulu-Natal more than two million learners were enrolled in ordinary schools, comprising, respectively, 17.3% and 22.9% of the national total. Of the 12 655 436 learners in the country, 538 421 (4.1%) were in independent schools.

3.2.3 Educators (see Tables 2 and 3)

There were 425 090 educators in ordinary schools in South Africa in 2014. KwaZulu-Natal (95 560, or 22.5% 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 425 090 educators in the country, 34 482 (8.1%) 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 2014



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 2014, the Eastern Cape, one of the more rural provinces, had 22.3% of the national total of ordinary schools serving 15.4% of South Africa's learners, while Gauteng, the most urbanised province, had 10.6% of the national total of ordinary schools serving 17.3% 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 2014

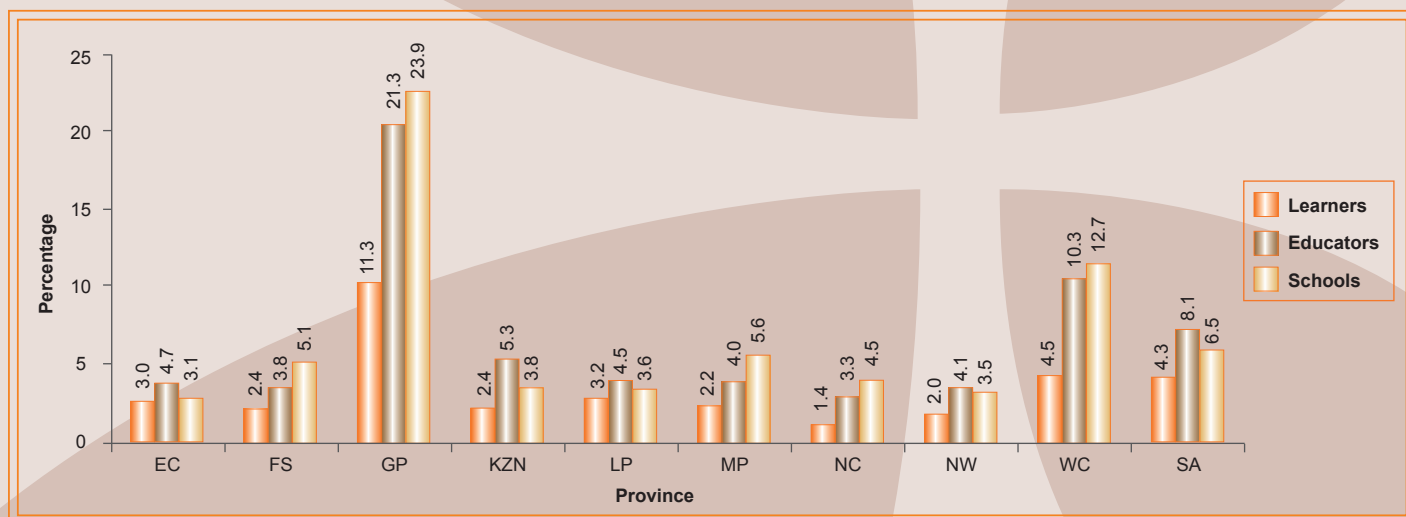


Figure 3, as calculated from Tables 2 and 3, indicates that, in 2014, Gauteng had the largest proportion of learners, educators and schools (11.3%, 21.3% and 23.9%, respectively) in the independent school funding type, while the Northern Cape had the smallest proportion of learners and educators (1.4% and 3.3%, respectively), and the Eastern Cape the smallest proportion of schools (3.1%).

3.2.5 Indicators

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

In 2014, the national average LER in ordinary schools in the country was 29.8:1, ranging from 27.4:1 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 492:1 in 2014, ranging from 340:1 in the Eastern Cape to 805:1 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 2014, the national average ESR in ordinary schools in the country was 16.5:1, ranging from 11.2:1 in the Eastern Cape to 28.4:1 in Gauteng.

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

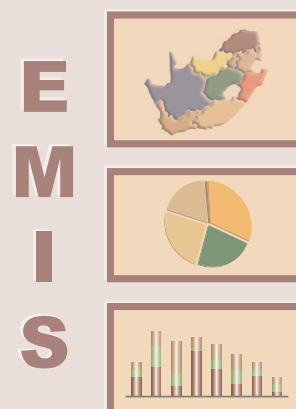


Table 4: Gross enrolment ratio (GER) and gender parity index (GPI) in ordinary schools, by province and gender, in 2014

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	105	96	102				103	92	101			
	Male	112	87	102				108	77	101			
	Total	109	91	102	0.94	1.10	1.00	106	84	101	0.96	1.19	1.00
Free State	Female	105	88	97				100	80	95			
	Male	111	82	98				105	68	96			
	Total	108	85	98	0.95	1.07	0.99	103	74	96	0.95	1.17	0.99
Gauteng	Female	92	78	86				86	77	84			
	Male	93	73	84				86	68	82			
	Total	92	75	85	1.00	1.08	1.03	86	34	83	1.00	1.14	1.02
KwaZulu-Natal	Female	93	102	97				93	103	95			
	Male	98	99	99				97	95	97			
	Total	96	100	98	0.95	1.02	0.98	95	48	96	0.95	1.07	0.98
Limpopo	Female	107	113	110				108	112	109			
	Male	113	111	112				116	98	111			
	Total	110	112	111	0.94	1.02	0.98	112	56	110	0.94	1.14	0.98
Mpumalanga	Female	97	91	94				93	90	92			
	Male	103	85	95				98	78	93			
	Total	100	88	95	0.94	1.07	0.99	95	45	93	0.95	1.15	0.99
Northern Cape	Female	111	83	99				106	73	98			
	Male	116	74	98				109	62	97			
	Total	114	78	98	0.96	1.11	1.01	107	67	97	0.98	1.18	1.01
North West	Female	93	81	88				90	74	87			
	Male	97	75	88				93	63	86			
	Total	95	78	88	0.96	1.08	1.00	92	69	87	0.97	1.17	1.00
Western Cape	Female	87	75	82				84	71	81			
	Male	88	63	78				83	56	76			
	Total	88	69	80	0.99	1.19	1.06	83	63	79	1.01	1.27	1.06
South Africa	Female	97	91	95				94	89	93			
	Male	101	86	95				98	78	93			
	Total	99	88	95	0.96	1.07	1.00	96	83	93	0.97	1.15	1.00

Source 1: 2014 SNAP Surveys.

Source 2: Population estimates, Statistics South Africa (July 2014).

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 2014, as shown in Table 4, the national total GER for the combined GET and FET bands (Grades R to 12) was 93%, which is lower than the GER of 95% for the combined primary and secondary phases (Grades 1 to 12). This is perhaps due, mainly, to the fact that a significant number of Grade R learners of the appropriate school age are not in ordinary primary schools. Some provinces reflected GER values of more than 100% for the various GER groupings, suggesting that inappropriately-aged learners were enrolled in those groupings. For the secondary phase and the FET band, the national GER was higher for females than for males, indicating that, relative to the appropriate school-age population, there were more female learners than male learners in the school system. It could also mean that, for a variety of reasons, female learners remain in the system longer than male learners.

Figure 4: Gross enrolment ratio (GER) for Grades R to 12 in ordinary schools, by province and gender, in 2014

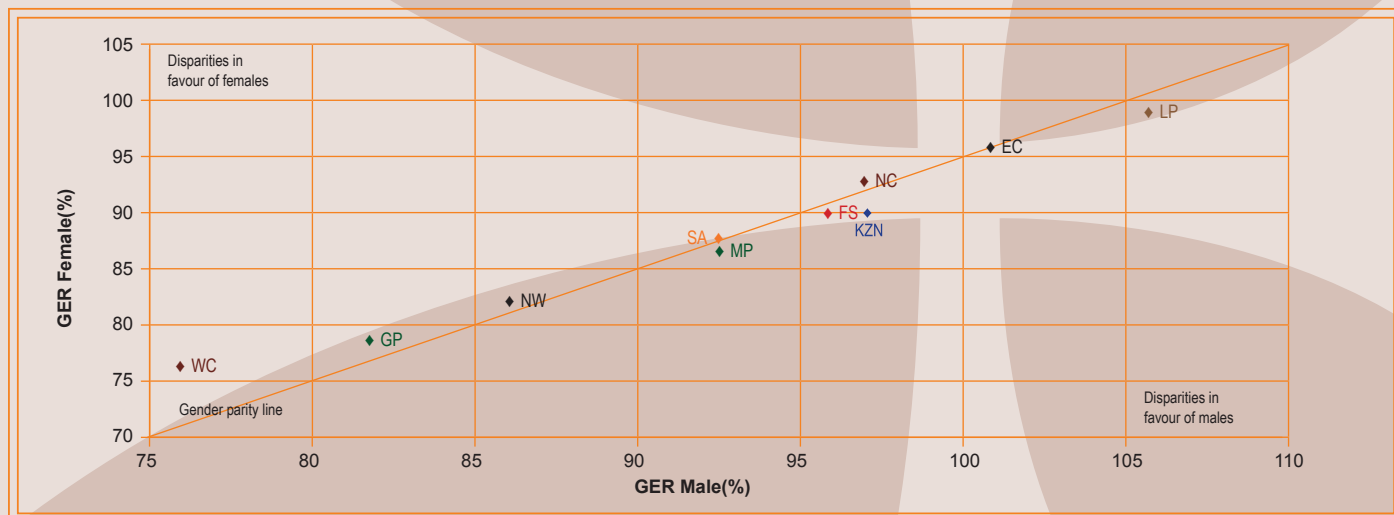


Figure 4 compares the total GER for male and female learners, Grades R to 12, in 2014. If the GER value for a province lies above the gender parity line, this shows that more female learners than male learners of the same appropriate school-age population are enrolled, which indicates a disparity in 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 and Gauteng in favour of females and Limpopo in favour of males. Only one province – namely, the Eastern Cape – showed no gender gap.

• Gender parity index (GPI) (see Table 4)

GPI is defined as GER for females divided by GER for males. This index is used to indicate the level of access to education that females have, compared to the level of access that males have. For example, a GPI of more than 1 indicates that, in proportion to the appropriate school-age population, there are more females than males in the school system. In 2014, as indicated in Table 4, the national highest GPI (1.15) was reflected in the FET band and the lowest in the primary phase (0.96), confirming that, relative to the appropriate school-age population, there were more female learners in the FET band than there were in the primary phase.

Figure 5: Gender parity index (GPI) for Grades R to 12 in ordinary schools, by province, in 2014

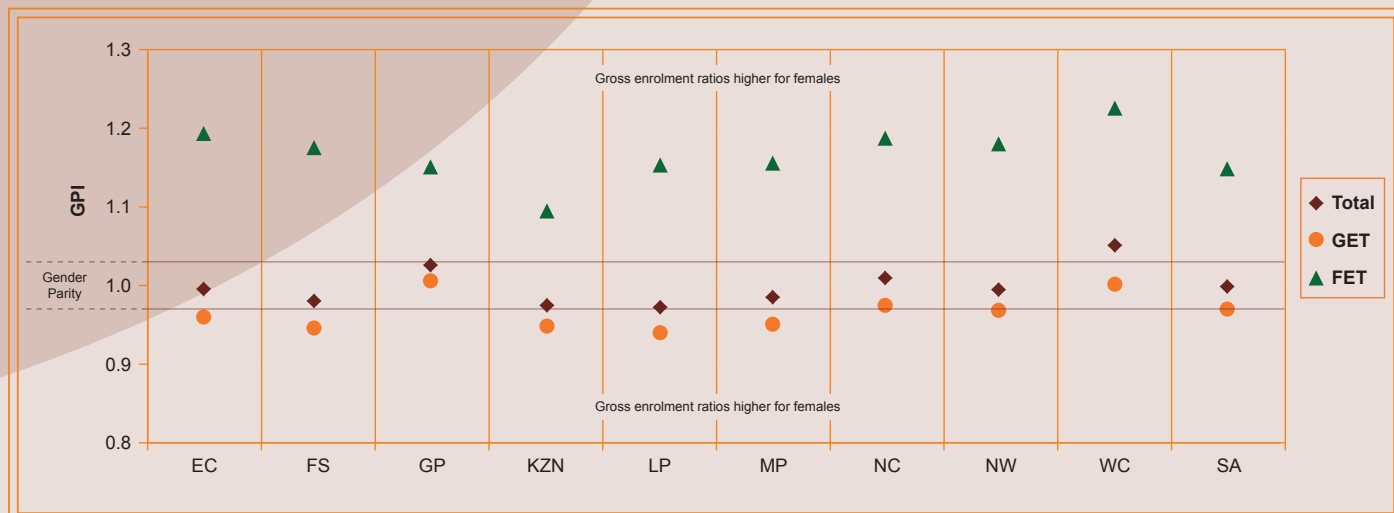


Figure 5 shows the GPI for Grades R to 12 (GET and FET bands), by province, in 2014. Gender parity is considered to have been attained when the GPI lies between 0.97 and 1.03 (Global Education Digest 2005, UNESCO Institute for Statistics). Gender parity in the combined GET and FET bands has been achieved 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.

Table 5: Number of learners in ordinary schools, by province, sector, gender and grade, in 2014 (concluded)

Province	Sector	Gender	Further Education and Training (FET) Band				Other ¹⁾	Total Primary (Gr. 1-7)	Total Secondary (Gr. 8-12)	Total (Gr. 1-12)	Grand Total
			Gr. 10	Gr. 11	Gr. 12	Total					
Eastern Cape	Independent	Female	1 744	1 988	2 279	6 011	97	16 417	9 546	25 963	29 342
		Total	3 401	3 617	3 911	10 929	205	32 981	17 872	50 853	57 578
	Public	Female	82 616	67 155	37 658	187 429	160	532 665	321 410	854 075	933 485
		Total	154 220	122 324	68 242	344 786	480	1 109 525	616 111	1 725 636	1 886 487
	Both	Female	84 360	69 143	39 937	193 440	248	549 082	330 956	880 038	962 818
		Total	160 441	125 941	72 153	358 535	685	1 142 506	636 803	1 779 309	1 946 885
Free State	Independent	Female	648	566	491	1 705	2	4 335	2 889	7 224	7 881
		Total	1 226	1 046	874	3 146	5	8 972	5 541	14 513	15 882
	Public	Female	29 391	22 884	14 296	66 571	16	186 580	121 681	308 261	325 586
		Total	55 293	42 128	26 573	123 994	34	384 712	236 776	621 488	656 406
	Both	Female	30 039	23 450	14 787	68 276	18	190 915	124 570	315 485	333 467
		Total	26 480	19 724	12 660	58 864	21	202 769	117 747	320 516	338 823
Gauteng	Independent	Female	9 344	9 276	8 712	27 332	318	68 371	45 380	113 751	125 926
		Total	18 021	17 767	16 185	51 973	644	136 381	86 550	222 931	246 989
	Public	Female	88 647	72 463	50 703	211 813	2 155	562 272	357 121	919 393	972 180
		Total	174 471	134 790	91 856	401 117	6 246	1 139 336	696 884	1 836 220	1 944 486
	Both	Female	97 991	81 739	59 415	239 145	2 473	630 643	402 501	1 033 144	1 098 106
		Total	94 501	70 818	48 626	213 945	4 417	645 074	380 933	1 026 007	1 093 369
KwaZulu-Natal	Independent	Female	2 652	2 824	4 333	9 809	21	17 471	15 106	32 577	36 458
		Total	5 270	5 378	7 849	18 497	48	33 928	28 750	62 678	70 386
	Public	Female	132 119	120 713	78 489	331 321	129	749 901	545 657	1 295 558	1 392 195
		Total	264 816	228 884	145 670	639 370	285	1 556 144	1 080 418	2 636 562	2 831 311
	Both	Female	134 771	123 537	82 822	341 130	150	767 372	560 763	1 328 135	1 428 653
		Total	135 315	110 725	70 697	316 737	183	822 700	548 405	1 371 107	1 473 044
Limpopo	Independent	Female	2 396	2 334	2 130	6 860	7	14 739	10 960	25 699	28 178
		Total	4 633	4 272	3 750	12 655	13	29 371	20 806	50 177	55 069
	Public	Female	97 634	67 874	39 504	205 012	11	418 965	340 675	759 640	819 460
		Total	189 170	122 667	73 157	384 994	29	869 394	676 370	1 545 764	1 665 516
	Both	Female	100 030	70 208	41 634	211 872	18	433 704	351 635	785 339	847 638
		Total	93 773	56 731	35 273	185 777	24	465 061	345 541	810 602	872 947
Mpumalanga	Independent	Female	645	782	1 253	2 680	0	6 612	4 089	10 701	11 807
		Total	1 416	1 535	2 252	5 203	0	13 301	8 040	21 341	23 637
	Public	Female	49 083	43 931	24 496	117 510	112	281 767	199 884	481 651	511 914
		Total	94 528	80 645	44 685	219 858	294	586 913	386 472	973 385	1 034 151
	Both	Female	49 728	44 713	25 749	120 190	112	288 379	203 973	492 352	523 721
		Total	46 216	37 467	21 188	104 871	182	311 835	190 539	502 374	534 067
Northern Cape	Independent	Female	266	195	191	652	1	891	1 064	1 955	2 225
		Total	481	314	285	1 080	2	1 846	1 798	3 644	4 227
	Public	Female	11 391	8 892	5 161	25 444	38	83 804	48 302	132 106	141 489
		Total	22 034	16 432	9 450	47 916	82	172 337	93 565	265 902	284 777
	Both	Female	11 657	9 087	5 352	26 096	39	84 695	49 366	134 061	143 729
		Total	10 858	7 659	4 383	22 900	45	89 488	45 997	135 485	145 275
North West	Independent	Female	517	494	377	1 388	1	4 870	2 455	7 325	8 104
		Total	1 011	919	701	2 631	4	9 834	4 695	14 529	16 132
	Public	Female	35 027	25 146	14 133	74 306	22	227 218	136 160	363 378	388 355
		Total	67 734	46 053	26 181	139 968	57	467 562	266 744	734 306	784 184
	Both	Female	35 544	25 640	14 510	75 694	23	232 088	138 615	370 703	396 459
		Total	33 201	21 332	12 372	66 905	38	245 308	132 824	378 132	403 817
Western Cape	Independent	Female	1 788	1 910	1 719	5 417	62	12 917	8 788	21 705	24 537
		Total	3 536	3 725	3 459	10 720	181	25 808	17 382	43 190	48 652
	Public	Female	41 413	36 774	26 356	104 543	546	304 245	186 355	490 600	522 375
		Total	75 791	64 846	46 739	187 376	1 400	616 838	345 886	962 724	1 026 744
	Both	Female	43 201	38 684	28 075	109 960	608	317 162	195 143	512 305	546 912
		Total	36 126	29 887	22 123	88 136	973	325 484	168 125	493 609	528 484
South Africa	Independent	Female	20 000	20 369	21 485	61 854	509	146 623	100 277	246 900	274 458
		Total	18 995	18 204	17 781	54 980	593	145 799	91 157	236 956	264 054
	Public	Female	38 995	38 573	39 266	116 834	1 102	292 422	191 434	483 856	538 512
		Total	567 321	465 832	290 796	1 323 949	3 189	3 347 417	2 257 245	5 604 662	6 007 054
	Both	Female	533 556	392 937	241 757	1 168 250	5 718	3 555 344	2 144 801	5 700 145	6 109 870
		Total	1 100 877	858 769	532 553	2 492 199	8 907	6 902 761	4 402 046	11 304 807	12 116 924
Both	Female	587 321	486 201	312 281	1 385 803	3 698	3 494 040	2 357 522	5 851 562	6 281 512	
	Total	552 551	411 141	259 538	1 223 230	6 311	3 701 143	2 235 958	5 937 101	6 373 924	
		Total	1 139 872	897 342	571 819	2 609 033	10 009	7 195 183	4 593 480	11 788 663	12 655 436

Source: 2014 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 2014

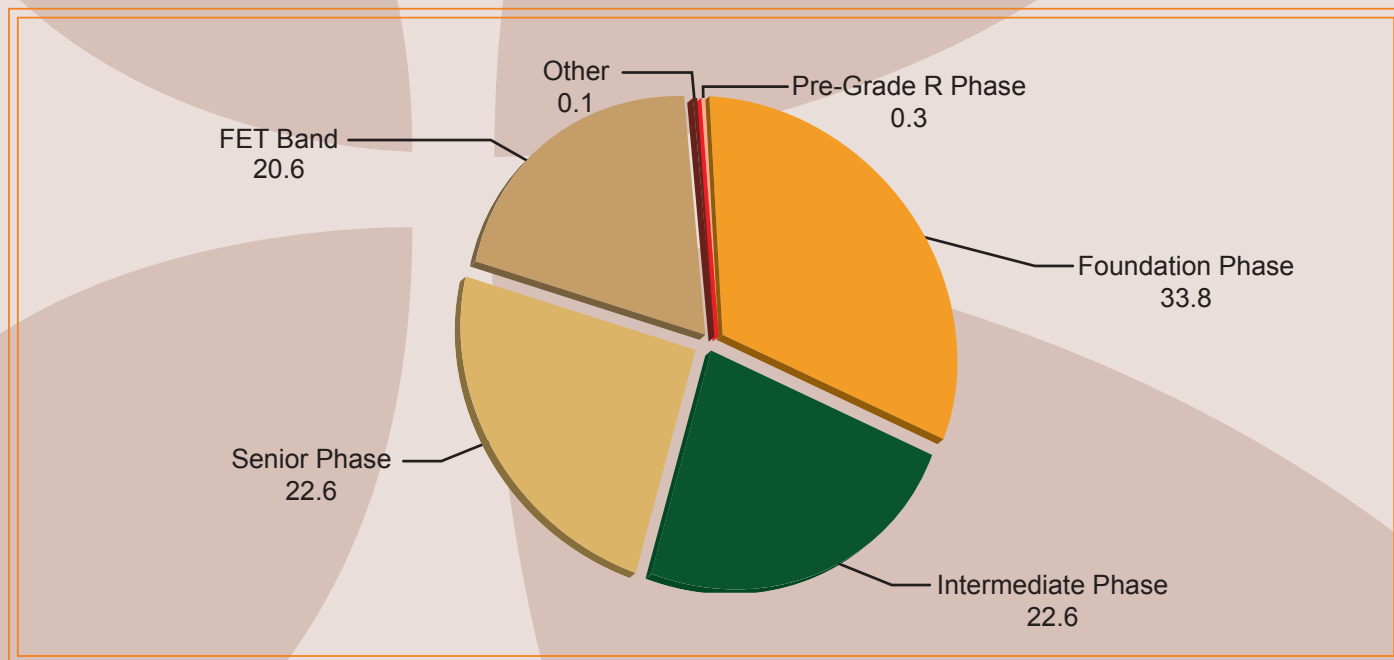


Figure 6 reveals that, in 2014, the highest proportion of learners in ordinary schools was located in the foundation phase (33.8%). As one moves up to higher levels within the schooling system, the proportion of learners decreases. Hence, in 2014 the FET band comprised only 20.6% of learners in ordinary 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 2014

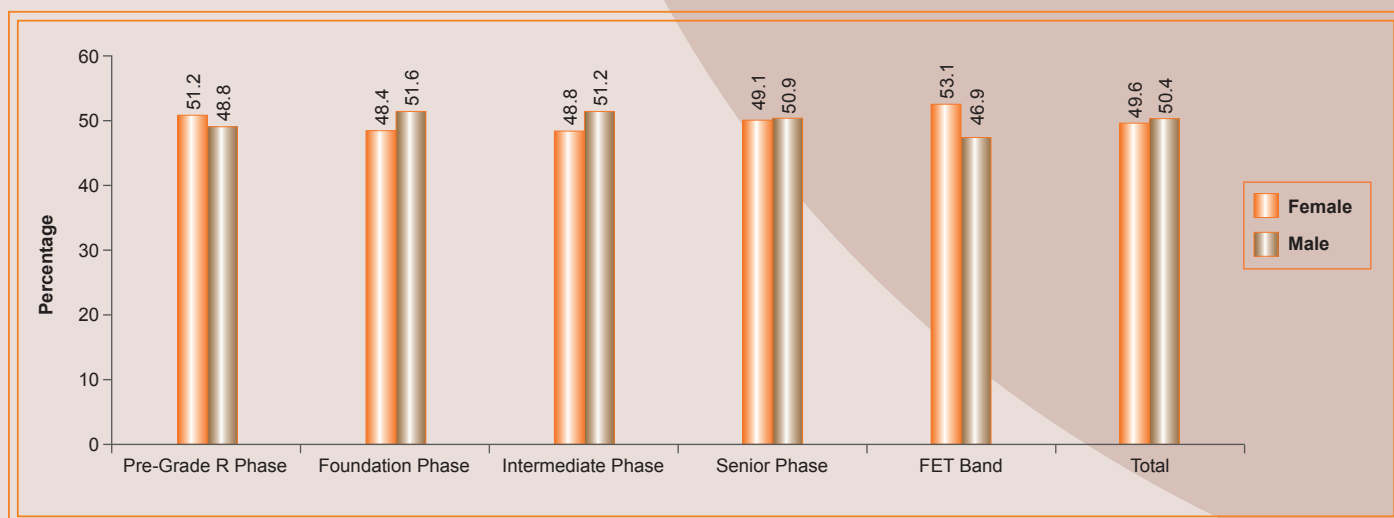
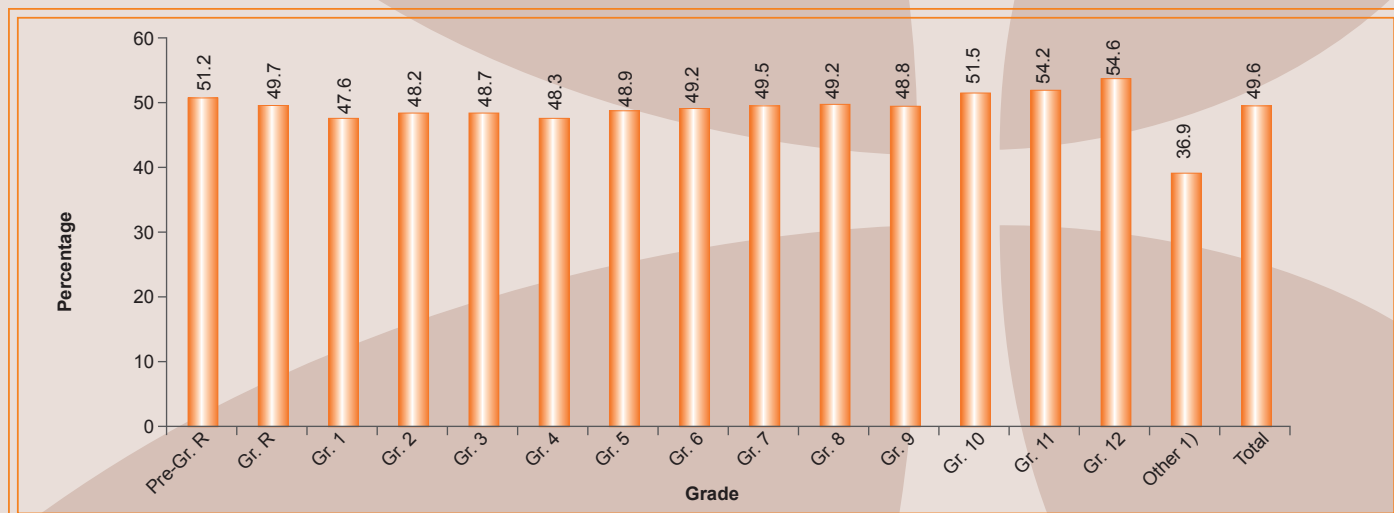


Figure 7 indicates that, in 2014, females and males were almost equally represented in ordinary schools in South Africa (females 49.6% and males 50.4%). There were more males than females in the foundation and intermediate phases, equal males and females in the senior phase, and more females than males in the other two phases. The highest percentage of females (53.1%) was found in the FET band.

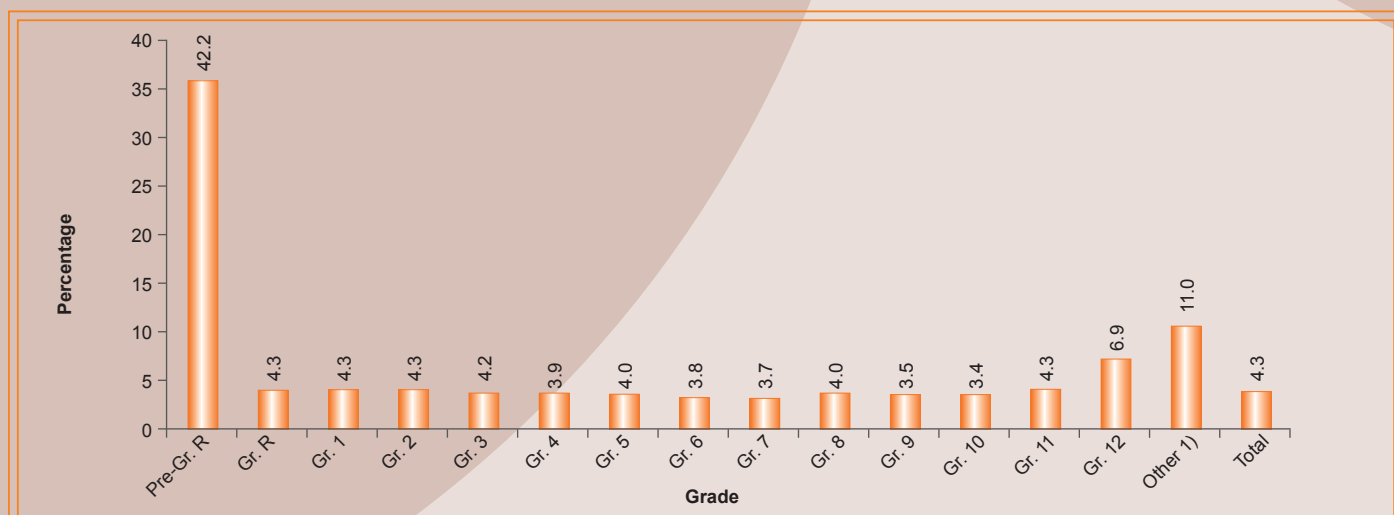
Figure 8: Percentage distribution of female learners in ordinary schools, by grade, in 2014



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

In 2014, as indicated in Figure 8, there were fewer female than male learners (less than 50%) in Grades R to 9, and Other, while the opposite was true for the other grades. Grade 12 females (54.6%) accounted for the highest female enrolment in all the primary and secondary-level grades. The lowest female enrolment was for Other (36.9%).

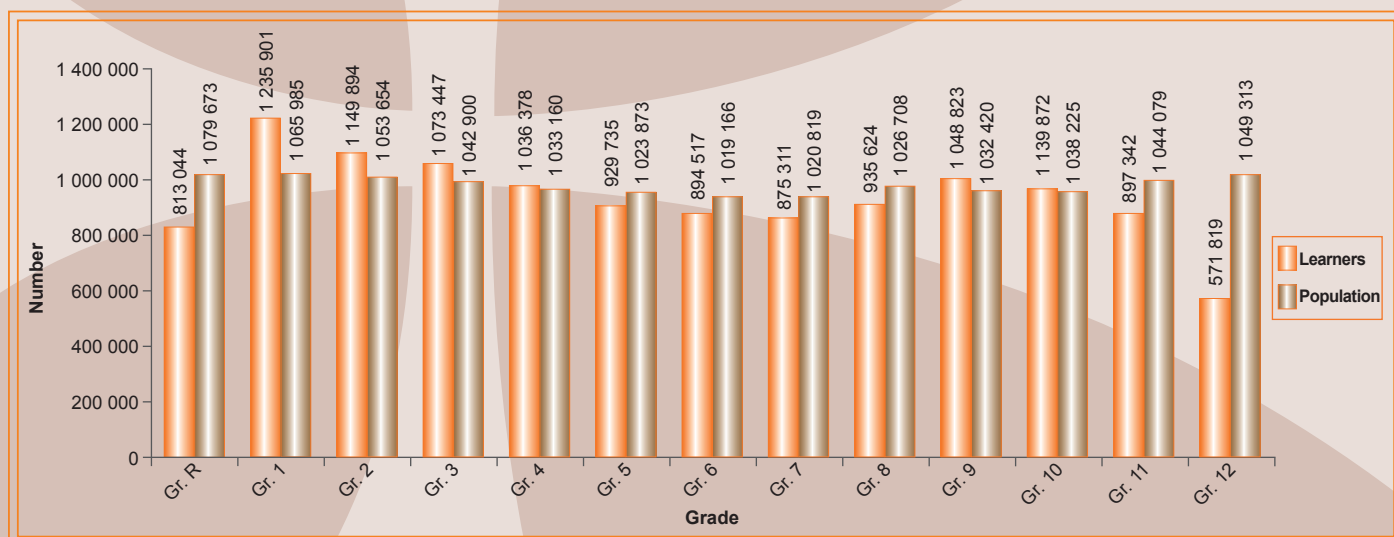
Figure 9: Distribution of learners in ordinary independent schools as a percentage of ordinary school learners, by grade, in 2014



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 2014, the percentage of learners in independent schools in the ordinary school system was the highest for pre-Grade R (42.2%), the second highest for Other (11.0%), and the lowest for Grades 9 and 10 (3.5 and 3.4%). The total national average of learners in independent schools was 4.3%.

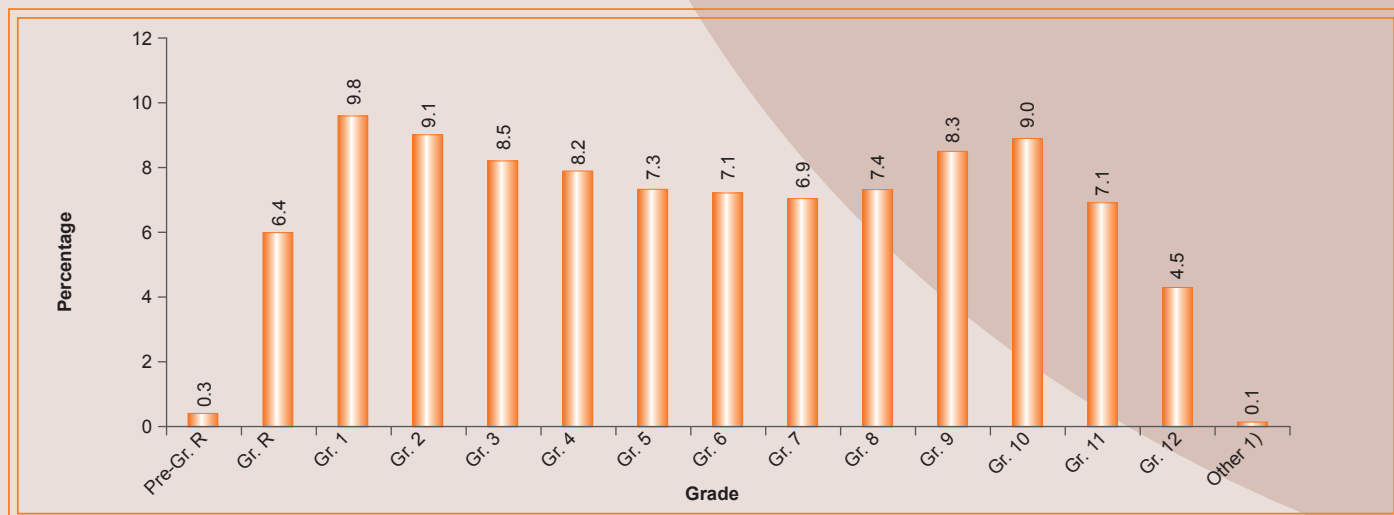
Figure 10: Number of learners in ordinary schools, by grade, compared with the appropriate age group in the population, in 2014



Source: Population estimates, Statistics South Africa (July 2014).

Figure 10 shows learner enrolment in 2014 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, 3, 9 and 10 were over-enrolled, which probably indicates enrolment of over-aged and under-aged learners. From Grade 11 to Grade 12 there was a significant increase in the degree of under-enrolment. The highest under-enrolment was experienced in Grades R and 12, which reflected an enrolment of 75.3% and 54.5%, 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 2014



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 2014, the highest proportion of learners in ordinary schools was enrolled in Grade 1 (9.8%), while the lowest proportion was enrolled in Grade 12 (4.5%). 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 2011 to 2014

- Learners, educators and schools (see Table 6)

Table 6: Comparing learners, educators and schools in the ordinary school sector, by province, from 2011 to 2014

Province	Learners				Educators				Schools			
	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014
Eastern Cape	1 963 578	1 951 523	1 938 078	1 946 885	68 499	67 936	6 007	64 258	5 755	5 754	5 733	5 732
Free State	658 010	661 974	664 508	672 290	24 057	24 828	24 475	24 552	1 437	1 419	1 396	1 376
Gauteng	2 022 050	2 075 387	2 129 526	2 191 475	71 532	73 960	74 823	77 265	2 559	2 611	2 649	2 721
KwaZulu-Natal	2 847 378	2 877 969	2 866 570	2 901 697	93 266	94 932	96 057	95 560	6 180	6 176	6 156	6 151
Limpopo	1 695 524	1 715 778	1 714 832	1 720 585	58 016	57 670	57 108	57 256	4 073	4 078	4 067	4 076
Mpumalanga	1 046 551	1 054 783	1 052 807	1 057 788	34 623	34 664	34 936	35 000	1 931	1 920	1 885	1 867
Northern Cape	274 745	277 494	282 631	289 004	8 899	8 864	8 972	9 182	611	580	573	577
North West	765 120	775 142	788 261	800 316	25 897	25 924	26 194	26 086	1 669	1 645	1 606	1 570
Western Cape	1 015 038	1 038 019	1 052 435	1 075 396	35 819	36 389	36 451	35 931	1 636	1 643	1 655	1 671
South Africa	12 287 994	12 428 069	12 489 648	12 655 436	420 608	425 167	425 023	425 090	25 851	25 826	25 720	25 741

Sources:

2011-2013: As published in *Education Statistics in South Africa*.

2014: SNAP Survey.

As can be seen in Table 6, between 2011 and 2014, learner numbers and educators showed a net increase of 2.9% and 1.1% (12 287 994 to 12 655 436 and 420 608 to 425 090) respectively, while the number of schools decreased by 0.5% (25 851 to 25 741).

- 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 2011 to 2014

Province	Independent				Public and Independent											
	Learners in Independent Schools as % of All Learners				LER				LSR				ESR			
	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014
Eastern Cape	2.7	2.8	2.9	3.0	28.7	28.7	29.4	30.3	341	339	338	340	11.9	11.8	11.5	11.2
Free State	2.6	2.4	2.2	2.4	27.4	26.7	27.2	27.4	458	467	476	489	16.7	17.5	17.5	17.8
Gauteng	10.3	10.4	10.8	11.3	28.3	28.1	28.5	28.4	790	795	804	805	28.0	28.3	28.2	28.4
KwaZulu-Natal	2.3	2.3	2.4	2.4	30.5	30.3	29.8	30.4	461	466	466	472	15.1	15.4	15.6	15.5
Limpopo	2.9	3.0	3.1	3.2	29.2	29.8	30.0	30.1	416	421	422	422	14.2	14.1	14.0	14.0
Mpumalanga	2.4	2.6	2.6	2.2	30.2	30.4	30.1	30.2	542	549	559	567	17.9	18.1	18.5	18.7
Northern Cape	1.2	1.2	1.1	1.4	30.9	31.3	31.5	31.5	450	478	493	501	14.6	15.3	15.7	15.9
North West	1.8	1.9	1.9	2.0	29.5	29.9	30.1	30.7	458	471	491	510	15.5	15.8	16.3	16.6
Western Cape	4.4	4.5	4.5	4.5	28.3	28.5	28.9	29.9	620	632	636	644	21.9	22.1	22.0	21.5
South Africa	3.9	4.0	4.1	4.3	29.2	29.2	29.4	29.8	475	481	486	492	16.3	16.5	16.5	16.5

Table 7 shows that, from 2011 to 2014, the percentage of learners in ordinary independent schools nationally increased from 3.9% to 4.3%, a net increase of 10.3%.

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

Table 7 shows that, from 2011 to 2014, the national average LER at ordinary schools in the country increased from 29.2:1 to 29.8:1, a net increase of 2.1%.

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

Table 7 shows that, from 2011 to 2014, the national average LSR at ordinary schools in the country increased from 475:1 to 492:1, a net increase of 3.6%.

• **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 16.3:1 to 16.5:1, a net increase of 1.2%.

• **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 2011 to 2014

Province	Gender	Primary and Secondary (Gr. 1-12)								School Bands (Gr. R-12)							
		GER (%)				GPI				GER (%)				GPI			
		2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014
Eastern Cape	Female	96	102	103	102					96	103	103	101				
	Male	95	103	104	102					95	103	104	101				
	Total	95	103	104	102	1.01	1.0	0.99	1.00	96	103	104	101	1.01	1.0	0.99	1.00
Free State	Female	92	96	97	97					89	93	95	95				
	Male	93	97	99	98					91	95	97	96				
	Total	92	96	98	98	0.98	0.99	0.98	0.99	90	94	96	96	0.98	0.98	0.98	0.99
Gauteng	Female	84	83	84	86					80	81	81	84				
	Male	81	83	84	84					77	81	81	82				
	Total	82	83	84	85	1.04	1.0	1.00	1.03	79	81	81	83	1.04	1.0	1.00	1.02
KwaZulu-Natal	Female	90	98	98	97					89	97	97	95				
	Male	92	101	101	99					90	99	100	97				
	Total	91	100	100	98	0.98	0.98	0.97	0.98	90	98	98	96	0.98	0.98	0.97	0.98
Limpopo	Female	97	108	110	110					97	108	110	109				
	Male	101	111	113	112					100	111	113	111				
	Total	99	110	112	111	0.96	0.97	0.97	0.98	99	110	111	110	0.96	0.97	0.97	0.98
Mpumalanga	Female	97	93	94	94					96	92	93	92				
	Male	100	96	96	95					98	94	94	93				
	Total	99	95	95	95	0.98	0.98	0.98	0.99	97	93	93	93	0.98	0.988	0.98	0.99
Northern Cape	Female	92	94	96	99					90	92	87	98				
	Male	91	94	96	98					90	92	88	97				
	Total	92	94	96	98	1.01	1.0	1.00	1.01	90	92	87	97	1.01	1.0	0.99	1.01
North West	Female	88	88	89	88					86	86	94	87				
	Male	91	89	90	88					88	87	94	86				
	Total	89	89	89	88	0.97	0.99	0.99	1.00	87	86	94	87	0.97	0.99	1.00	1.00
Western Cape	Female	84	81	81	82					81	79	79	81				
	Male	79	78	78	78					76	76	76	76				
	Total	81	79	79	80	1.06	1.05	1.04	1.06	78	77	77	79	1.06	1.04	1.05	1.06
South Africa	Female	91	94	95	95					89	93	93	93				
	Male	91	95	96	95					89	94	94	93				
	Total	91	95	95	95	1.00	0.99	0.99	1.00	89	93	94	93	1.00	0.99	0.99	1.00

Sources:

2011-2013: As published in Education Statistics in South Africa.

2014: SNAP Survey, and Statistics South Africa population estimates published in July 2014.

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 2011 to 2014 – 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 almost the same – namely, 93 in two of the of the four years, and 94 in 2013.

Gender parity index (GPI) (see Table 8)

Table 8 shows that, from 2011 to 2014, the national average GPI for Grades 1 to 12 remained almost the same 1.00. 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 2014

Region	District	Learners						Educators		Schools			
		Pre-Gr. R	Gr. R	Primary (Gr. 1-7)	Secondary (Gr. 8-12)	Other ¹⁾	Female	Total	Female	Total	Public	Independent	Total
Eastern Cape													
n.a.	Butterworth	542	7 503	45 790	28 217	21	39 835	82 073	2 345	3 336	383	15	398
n.a.	Cofimvaba	612	4 932	34 288	17 400		27 398	57 232	1 552	2 201	274	5	279
n.a.	Cradock	15	2 220	14 716	7 950		12 281	24 901	596	840	82	1	83
n.a.	Dutywa	710	7 850	56 306	30 444		47 395	95 310	2 282	3 191	342	6	348
n.a.	East London	1 453	9 930	75 945	47 128	211	67 428	134 667	3 428	4 791	300	19	319
n.a.	Fort Beaufort	270	3 677	21 895	12 909		18 597	38 751	1 012	1 470	247	5	252
n.a.	Graaff-Reinet	27	2 020	16 280	8 118		13 203	26 445	515	791	82		82
n.a.	Grahamstown	211	2 320	17 842	11 520	98	16 092	31 991	829	1 166	73	10	83
n.a.	King Williams Town	471	8 746	55 895	34 383		48 775	99 495	2 526	3 603	426	9	435
n.a.	Lady Frere	148	3 605	22 031	12 856		18 766	38 640	958	1 385	161		161
n.a.	Libode	610	14 171	106 033	56 080		87 834	176 894	3 638	5 039	421	4	425
n.a.	Lusikisiki	1 073	12 374	101 292	47 236		80 049	161 975	3 420	4 528	352	7	359
n.a.	Maluti	540	5 568	42 144	22 557		34 762	70 809	1 683	2 287	222	5	227
n.a.	Mbizana	86	7 689	70 166	35 180		55 619	113 121	2 375	3 257	213	4	217
n.a.	Mt Fletcher	16	3 578	25 383	15 928	18	21 664	44 923	1 111	1 574	187		187
n.a.	Mt Frere	1 340	5 605	40 901	23 539	11	35 157	71 396	1 779	2 446	247	6	253
n.a.	Mthata	1 541	12 570	86 250	55 209	28	78 272	155 598	3 485	4 969	345	25	370
n.a.	Ngcobo	86	6 072	42 065	19 380		33 425	67 603	1 473	2 121	219	2	221
n.a.	Port Elizabeth	1 093	12 734	106 568	60 722	235	91 146	181 352	4 474	6 135	237	26	263
n.a.	Queenstown	577	4 923	34 344	21 166		29 910	61 010	1 426	2 058	168	13	181
n.a.	Qumbu	138	5 293	37 722	20 821		30 543	63 836	1 705	2 265	250	4	254
n.a.	Sterkspruit	321	4 299	35 245	20 020	10	29 782	59 895	1 281	1 907	164	3	167
n.a.	Uitenhage	409	6 923	53 405	28 040	53	44 636	88 830	2 022	2 898	159	9	168
Total		12 289	154 602	1 142 506	636 803	685	962 827	1 946 885	45 915	64 258	5 554	178	5 732
Free State													
n.a.	Fezile Dabi	191	5 711	67 940	73 842		57 248	115 234	2 881	4 183	239	13	252
n.a.	Lejweleputswa	304	6 642	85 276	92 222	2	72 757	146 080	3 738	5 411	254	10	264
n.a.	Motheo	541	9 617	112 948	123 106	35	96 182	193 566	4 747	7 006	297	24	321
n.a.	Thabo Mofutsanyana	144	10 527	108 154	118 825	2	91 428	185 284	4 608	6 756	444	20	464
n.a.	Xhariep	3	2 570	19 366	10 187		15 852	32 126	836	1 196	72	3	75
Total		2 363	67 564	768 002	837 929	78	333 467	672 290	16 810	24 552	1 306	70	1 376
Gauteng													
n.a.	Ekurhuleni North	1 634	9 553	112 704	71 668	774	99 167	196 333	5 599	7 464	156	74	230
n.a.	Ekurhuleni South	670	8 805	130 761	79 181	176	109 857	219 593	5 018	6 958	176	29	205
n.a.	Gauteng East	620	9 919	98 298	57 751	300	83 078	166 888	3 656	5 031	163	12	175
n.a.	Gauteng North	615	3 042	27 527	15 726	356	23 552	47 266	1 305	1 741	46	20	66
n.a.	Gauteng West	734	8 377	88 749	53 324	574	76 286	151 758	3 491	4 906	152	18	170
n.a.	Johannesburg Central	524	8 297	92 456	58 651	145	80 152	160 073	3 381	4 884	201	18	219
n.a.	Johannesburg East	2 838	7 705	111 363	62 769	258	92 598	184 933	5 940	8 286	123	124	247
n.a.	Johannesburg North	1 476	7 528	88 147	52 372	261	75 493	149 784	4 457	5 979	146	71	217
n.a.	Johannesburg South	313	6 496	86 920	55 799	762	75 431	150 290	3 545	5 380	100	100	200
n.a.	Johannesburg West	800	5 654	69 695	37 370	1 370	57 465	114 889	2 911	4 004	129	40	169
n.a.	Sedibeng East	314	3 460	34 904	20 671	490	29 893	59 839	1 499	2 069	71	23	94
n.a.	Sedibeng West	317	6 716	63 261	46 090	693	58 661	117 077	2 450	3 556	135	9	144
n.a.	Tshwane North	410	6 749	72 132	47 401	101	63 403	126 793	2 956	4 123	139	16	155
n.a.	Tshwane South	1 997	12 164	118 354	73 601	440	103 277	206 556	6 280	8 477	184	81	265
n.a.	Tshwane West	247	7 460	80 446	51 060	190	69 793	139 403	3 135	4 407	149	16	165
Total		13 509	111 925	1 275 717	783 434	6 890	1 098 106	2 191 475	55 623	77 265	2 070	651	2 721

Source: 2014 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 2014

District and Metropolitan Municipality	Learners							Educators		Schools		
	Pre-Gr. R	Gr. R	Primary (Gr. 1-7)	Secondary (Gr. 8-12)	Other ¹⁾	Female Total	Total	Female	Total	Public	Independent	Total
Eastern Cape												
Alfred Nzo	1 880	11 173	83 045	46 096	11	69 919	142 205	6 824	9 315	469	11	480
Amatole	3 446	37 706	255 831	153 081	232	222 030	450 296	11 618	16 618	1 866	67	1 933
Chris Hani	1 438	21 752	147 444	78 752		121 780	249 386	5 901	8 464	736	8	744
Cacadu	647	11 263	87 527	47 678	151	73 931	147 266	2 230	3 228	314	19	333
Oliver Tambo	3 448	52 097	401 463	214 526	28	332 575	671 562	11 157	15 329	1 581	44	1 625
Nelson Mandela Bay Metro	1 093	12 734	106 568	60 722	235	91 146	181 352	5 563	7 703	237	26	263
UKhahlamba	337	7 877	60 628	35 948	28	51 446	104 818	2 622	3 798	351	3	354
Total	12 289	154 602	1 142 506	636 803	685	962 827	1 946 885	45 915	64 258	5 554	178	5 732
Free State												
Fezile Dabi	191	5 711	67 940	41 392		57 248	115 234	2 864	4 154	239	13	252
Lejweleputswa	304	6 642	85 276	53 856	2	72 757	146 080	3 738	5 411	254	10	264
Motheo	541	9 617	112 948	70 425	35	96 182	193 566	4 742	6 999	297	24	321
Thabo Mofutsanyana	144	10 527	108 154	66 457	2	91 428	185 284	4 575	2 137	444	20	464
Xhariep	3	2 570	19 366	10 187		15 852	32 126	891	1 276	72	3	75
Total	1 183	35 067	393 684	242 317	39	333 467	672 290	16 810	24 552	1 306	70	1 376
Gauteng												
Ekhuruli Metro	2 924	28 277	341 763	208 600	1 250	292 102	582 814	14 179	19 320	495	115	610
City of Johannesburg Metro	5 951	35 680	448 581	266 961	2 796	305 646	610 185	20 209	28 489	553	282	835
City of Tshwane Metro	3 269	29 415	298 459	187 788	1 087	260 025	520 018	13 673	18 744	518	133	651
Sedibeng	631	10 176	98 165	66 761	1 183	88 554	176 916	4 060	5 759	206	32	238
West Rand	734	8 377	88 749	53 324	574	151 779	301 542	3 516	4 953	298	89	387
Total	13 509	111 925	1 275 717	783 434	6 890	1 098 106	2 191 475	55 623	77 265	2 070	651	2 721
KwaZulu-Natal												
Amajuba	552	8 276	77 267	55 584		69 446	141 679	3 409	4 681	240	8	248
Ilembe	427	12 175	98 308	66 405		86 952	177 315	4 092	5 679	427	4	431
Sisonke	626	11 399	88 165	55 884	285	77 309	156 359	3 942	5 507	441	11	452
Ugu	310	15 481	118 780	83 167		107 427	217 738	5 080	6 964	486	16	502
Umgungundlovu	817	15 684	132 358	97 774	11	120 955	246 644	6 150	8 690	493	51	544
Umkhanyakude	213	16 753	134 163	90 714		118 705	241 843	5 453	8 047	537	7	544
Ethekwini	3 100	43 778	390 062	277 397	36	352 890	714 373	18 342	24 926	959	91	1 050
Umzinyathi	150	13 284	110 917	72 072		96 929	196 423	4 193	6 103	494	7	501
Uthukela	508	14 612	118 343	78 309		103 763	211 772	4 503	6 586	443	12	455
Uthungulu	615	21 726	163 574	116 189		148 774	302 104	7 310	10 270	653	16	669
Zululand	734	20 904	158 135	115 673	1	145 503	295 447	6 035	8 972	742	13	755
Total	8 052	194 072	1 590 072	1 109 168	333	1 428 653	2 901 697	67 921	95 560	5 915	236	6 151
Limpopo												
Capricorn	172	27 281	198 620	162 417	33	191 324	388 523	8 796	13 884	918	27	945
Mopani	239	22 867	166 200	127 306		174 789	352 199	6 815	11 373	694	24	718
Vhembe	567	33 172	238 727	192 809	9	210 776	429 697	8 383	15 041	962	56	1 018
Greater Sekhukhune	228	27 332	197 572	148 910		183 796	374 042	7 122	11 461	909	25	934
Waterberg	245	12 499	97 646	65 734		86 953	176 124	3 542	5 497	446	15	461
Total	1 451	123 151	898 765	697 176	42	847 638	1 720 585	34 658	57 256	3 929	147	4 076
Mpumalanga												
Bohlabela	41	13 858	124 487	79 434	17	100 453	203 938	4 330	6 857	379	17	396
Ehlanzeni	757	17 183	164 917	112 950	107	247 357	295 914	6 212	9 336	353	47	400
Gert Sibande	1 065	12 947	150 221	95 131	100	129 019	259 464	6 297	9 052	513	19	532
Nkangala	682	16 235	174 488	106 997	70	147 345	298 472	6 825	9 755	517	22	540
Total	2 504	46 365	489 626	315 078	277	624 174	1 057 788	23 664	35 000	1 762	105	1 867
Northern Cape												
Frances Baard	265	5 268	52 865	32 593	7	45 252	90 998	2 046	2 999	119	7	126
John Taolo Gaetsewe	197	4 128	43 623	22 951		34 721	70 899	1 593	2 275	172	5	177
Namakwa	57	1 795	14 954	7 843	14	12 209	24 663	560	823	72	6	78
Pixley Ka Seme	315	3 455	29 302	13 422	2	23 829	46 496	950	1 424	93	4	97
Siyanda	266	3 628	33 439	18 554	61	27 718	55 948	1 106	1 661	95	4	99
Total	1 100	18 274	174 183	95 363	84	143 729	289 004	6 255	9 182	551	26	577
North West												
Bojanala	258	20 045	172 554	99 551		144 247	292 408	7 357	9 969	509	27	536
Bophirima	4	7 354	79 656	39 606		62 555	126 620	2 831	4 048	234	14	248
Central	253	14 550	132 069	77 872		111 251	224 744	5 017	7 147	379	3	382
Southern	260	8 696	93 117	54 410	61	78 406	156 544	3 473	4 886	393	11	404
Total	775	50 645	477 396	271 439	61	396 459	800 316	18 678	26 086	1 515	55	1 570

Source: 2014 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.

Eastern Cape		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	675 063	20 858	2 645
	Secondary	449 712	16 062	868
	Combined	764 061	24 323	2 039
	Intermediate	471	17	2
	Total (Public)	1 889 307	61 260	5 554
Independent Schools ²⁾	Primary ³⁾	13 575	629	58
	Secondary	5 546	388	25
	Combined	38 457	1 981	94
	Intermediate	,0	,0	1
	Total (Independent)	57 578	2 998	178
Total (Public and Independent)		1 946 885	64 258	5 732
Other Education Sectors	ECD	6 634	226	105
	SNE ⁴⁾	9 236	888	42
	Total (Other)	15 870	1 114	147
Grand Total		1 962 755	65 372	5 879

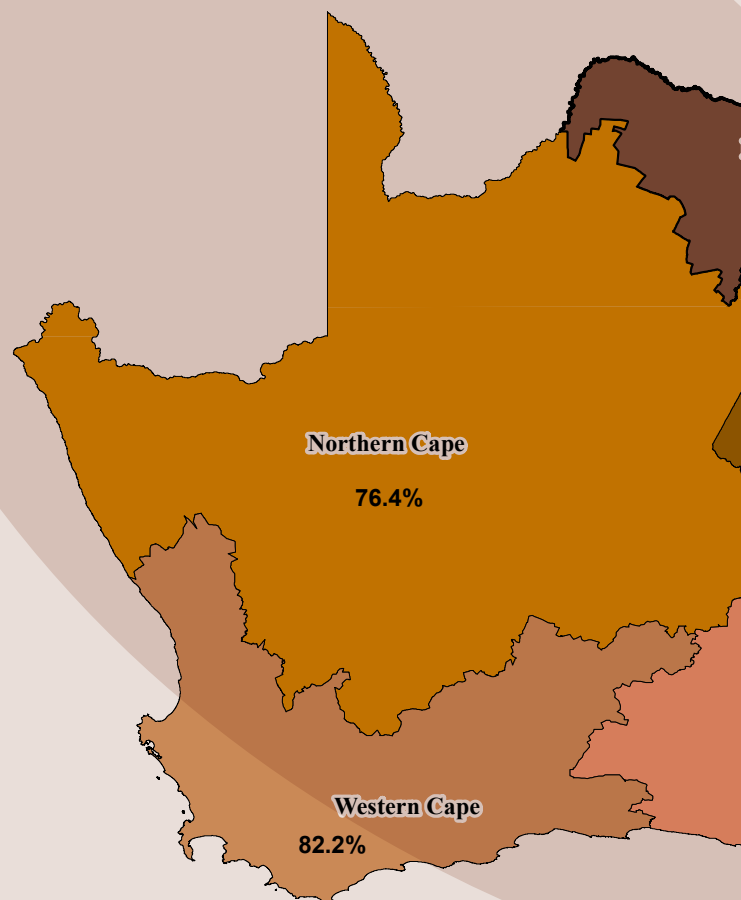
Limpopo		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	963 638	29 001	2 483
	Secondary	659 027	24 376	1 354
	Combined	41 207	1 293	88
	Intermediate	1 644	34	4
	Total (Public)	1 665 516	54 704	3 929
Independent Schools ²⁾	Primary ³⁾	10 704	415	42
	Secondary	2 629	172	9
	Combined	41 736	1 965	96
	Intermediate	0	0	0
	Total (Independent)	55 069	2 552	147
Total (Public and Independent)		1 720 585	57 256	4 076
Other Education Sectors	ECD	122 557	5 192	2 007
	SNE ⁴⁾	8 530	705	34
	Total (Other)	131 087	5 897	2 041
Grand Total		1 851 672	63 153	6 117

Free State		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	326 633	10 710	791
	Secondary	179 103	7 388	240
	Combined	147 265	5 408	268
	Intermediate	3 407	125	7
	Total (Public)	656 408	23 631	1 306
Independent Schools ²⁾	Primary ³⁾	2 787	156	18
	Secondary	1 114	51	4
	Combined	11 665	699	47
	Intermediate	316	15	1
	Total (Independent)	15 882	921	70
Total (Public and Independent)		672 290	24 552	1 376
Other Education Sectors	ECD	27 390	169	343
	SNE ⁴⁾	6 149	638	21
	Total (Other)	33 539	807	364
Grand Total		705 829	25 359	1 740

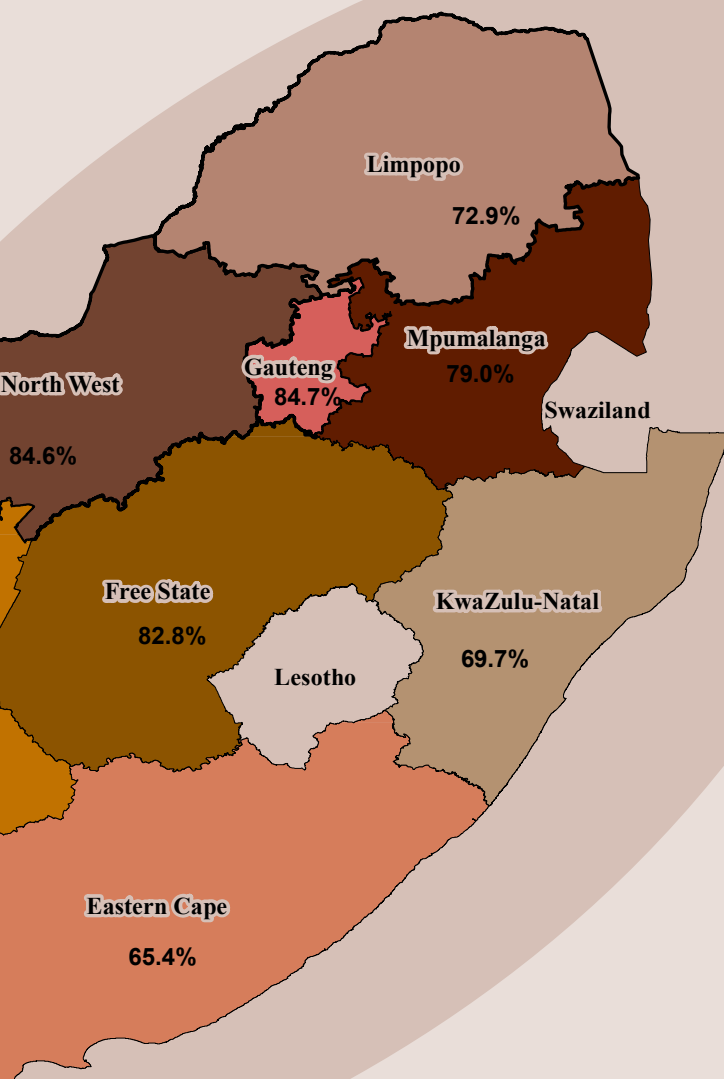
Gauteng		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	1 202 821	33 398	1 368
	Secondary	666 377	25 209	614
	Combined	72 219	2 080	81
	Intermediate	3 069	95	7
	Total (Public)	1 944 486	60 782	2 070
Independent Schools ²⁾	Primary ³⁾	60 947	3 335	208
	Secondary	27 880	2 296	114
	Combined	158 162	10 852	329
	Intermediate	0	0	0
	Total (Independent)	246 989	16 483	651
Total (Public and Independent)		2 191 475	77 265	2 721
Other Education Sectors	ECD	78 863	4 298	1 044
	SNE ⁴⁾	44 065	3 602	136
	Total (Other)	122 928	7 900	1 180
Grand Total		2 314 403	85 165	3 901

KwaZulu-Natal		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	1 564 763	47 307	3 773
	Secondary	988 546	34 059	1 565
	Combined	200 059	6 621	471
	Intermediate	77 943	2 510	106
	Total (Public)	2 831 311	90 497	5 915
Independent Schools ²⁾	Primary ³⁾	18 140	998	79
	Secondary	14 017	1 036	51
	Combined	18 418	1 387	68
	Intermediate	19 811	1 642	38
	Total (Independent)	70 386	5 063	236
Total (Public and Independent)		2 901 697	95 560	6 151
Other Education Sectors	ECD	5 048	254	54
	SNE ⁴⁾	17 180	1 528	72
	Total (Other)	22 228	1 782	126
Grand Total		2 923 925	97 342	6 277

Mpumalanga		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	557 696	16 778	1 060
	Secondary	308 848	11 264	423
	Combined	163 247	5 426	273
	Intermediate	4 360	145	6
	Total (Public)	1 034 151	33 613	1 762
Independent Schools ²⁾	Primary ³⁾	5 942	335	39
	Secondary	3 757	238	15
	Combined	13 191	750	50
	Intermediate	747	64	1
	Total (Independent)	23 637	1 387	105
Total (Public and Independent)		1 057 788	35 000	1 867
Other Education Sectors	ECD	16 435	604	152
	SNE ⁴⁾	3 872	418	20
	Total (Other)	20 307	1 022	172
Grand Total		1 078 095	36 022	2 039



EDUCATION IN SOUTH AFRICA: A GLOBAL PICTURE FOR 2014



Northern Cape		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	142 482	4 123	311
	Secondary	71 296	2 597	108
	Combined	68 192	2 069	123
	Intermediate	2 938	91	9
	Total (Public)	284 908	8 880	551
Independent Schools ²⁾	Primary ³⁾	303	23	4
	Secondary	166	19	2
	Combined	3 606	257	19
	Intermediate	21	3	1
	Total (Independent)	4 096	302	26
Total (Public and Independent)		289 004	9 182	577
Other Education Sectors	ECD	3 919	149	36
	SNE ⁴⁾	1 897	185	11
	Total (Other)	5 816	334	47
Grand Total		294 820	9 516	624

North West		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	479 231	14 071	956
	Secondary	202 189	7 319	302
	Combined	80 533	2 825	188
	Intermediate	22 231	789	69
	Total (Public)	784 184	25 004	1 515
Independent Schools ²⁾	Primary ³⁾	4 701	288	20
	Secondary	2 007	99	5
	Combined	8 435	653	28
	Intermediate	989	42	2
	Total (Independent)	16 132	1 082	55
Total (Public and Independent)		800 316	26 086	1 570
Other Education Sectors	ECD	7 897	653	176
	SNE ⁴⁾	6 943	592	32
	Total (Other)	14 840	1 245	208
Grand Total		815 156	27 331	1 778

Western Cape		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	613 461	18 426	986
	Secondary	323 726	11 062	336
	Combined	89 557	2 749	136
	Intermediate	0	0	0
	Total (Public)	1 026 744	32 237	1 458
Independent Schools ²⁾	Primary ³⁾	12 284	822	86
	Secondary	4 703	355	33
	Combined	31 665	2 517	94
	Intermediate	0	0	0
	Total (Independent)	48 652	3 694	213
Total (Public and Independent)		1 075 396	35 931	1 671
Other Education Sectors	ECD	27 199	1 106	395
	SNE ⁴⁾	19 605	1 808	79
	Total (Other)	46 804	2 914	474
Grand Total		1 122 200	38 845	2 145

South Africa		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	6 525 788	194 672	14 373
	Secondary	3 848 824	139 336	5 810
	Combined	1 626 340	52 794	3 667
	Intermediate	116 063	3 806	210
	Total (Public)	12 117 015	390 608	24 060
Independent Schools ²⁾	Primary ³⁾	129 383	7 001	554
	Secondary	61 819	4 654	258
	Combined	325 335	21 061	825
	Intermediate	21 884	1 766	44
	Total (Independent)	538 421	34 482	1 681
Total (Public and Independent)		12 655 436	425 090	25 741
Other Education Sectors	ECD	295 942	12 651	4 312
	SNE ⁴⁾	117 477	10 364	447
	Total (Other)	413 419	23 015	4 759
Grand Total		13 068 855	448 105	30 500

Sources:

1. Ordinary public and independent schools: 2014 SNAP Survey.
2. SNE: 2014 SNAP Survey.
- 3) Public ECD: 2014 Annual Surveys.

- Note 1:** n.a. = not applicable.
Note 2: School level, e.g. primary and secondary, is according to the distribution of learners in grades and not necessarily as originally registered.
Note 3: Institution count is based on open institutions that submitted the survey forms.

- 1) and 2) Including SNE learners.
 3) Including learners and educators associated with pre-primary classes at primary schools.
 4) Including stand-alone special schools and those attached to ordinary public and independent schools.

Table 10: Number of learners, educators and schools in the ordinary school sector, by province, district municipality and metropolitan municipality, in 2014 (concluded)

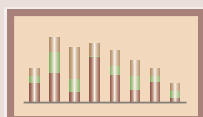
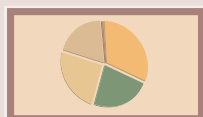
District and Metropolitan Municipality	Learners							Educators		Schools		
	Pre-Gr. R	Gr. R	Primary (Gr. 1-7)	Secondary (Gr. 8-12)	Other ¹⁾	Female Total	Total	Female	Total	Public	Independent	Total
<i>Western Cape</i>												
Cape Winelands	819	11 598	88 072	54 004	301	77 709	154 794	3 491	5 180	272	21	293
Eden Central Karoo	247	6 964	75 174	42 096	347	62 940	124 828	2 698	4 034	219	23	242
City of Cape Town	1 612	39 813	411 208	235 952	644	352 451	689 229	16 710	23 189	755	144	899
Overberg	91	2 667	27 264	13 323	110	21 877	43 455	1 011	1 441	83	14	97
West Coast	47	4 043	40 928	17 893	179	31 935	63 090	1 437	2 087	129	11	140
Total	2 816	65 085	642 646	363 268	1 581	546 912	1 075 396	25 347	35 931	1 458	213	1 671
South Africa	43 679	799 186	7 084 595	4 514 046	9 992	6 381 965	12 655 436	294 871	425 090	24 060	1 681	25 741

Source: 2014 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.



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3.5 Staff complement

Table 11: Number of staff in ordinary schools, by province and staff type, between 2013 and 2014

Province	DataYear	Staff Type					Total
		Administrative	Educator	Hostel	Professional Non-teaching	Support	
Eastern Cape	2013	3 504	66 007	1 228	379	8 182	79 300
	2014	3 672	64 258	1 230	422	8 247	77 829
Free State	2013	2 047	24 475	882	163	3 371	30 938
	2014	2 022	24 552	771	150	3 142	30 637
Gauteng	2013	8 809	74 823	312	1 478	15 512	100 934
	2014	9 022	77 265	305	1 645	16 163	104 400
KwaZulu-Natal	2013	5 505	96 057	998	829	10 923	114 312
	2014	5 052	95 560	745	742	9 623	111 722
Limpopo	2013	1 761	57 108	539	255	10 781	70 444
	2014	1 801	57 256	424	232	10 331	70 044
Mpumalanga	2013	2 657	34 936	340	258	4 663	42 854
	2014	2 641	35 000	325	189	4 308	42 463
Northern Cape	2013	712	8 972	513	61	1 531	11 789
	2014	758	9 182	538	82	1 543	12 103
North West	2013	2 032	26 194	433	134	2 217	31 010
	2014	2 135	26 086	510	113	2 372	31 216
Western Cape	2013	3 614	36 451	1 112	284	6 329	47 790
	2014	3 750	35 931	1 171	369	6 753	47 974
South Africa	2013	30 641	425 023	6 357	3 841	63 509	529 371
	2014	30 853	425 090	6 019	3 944	62 482	528 388

Source 1: 2013 As published in Education statistics in South Africa.

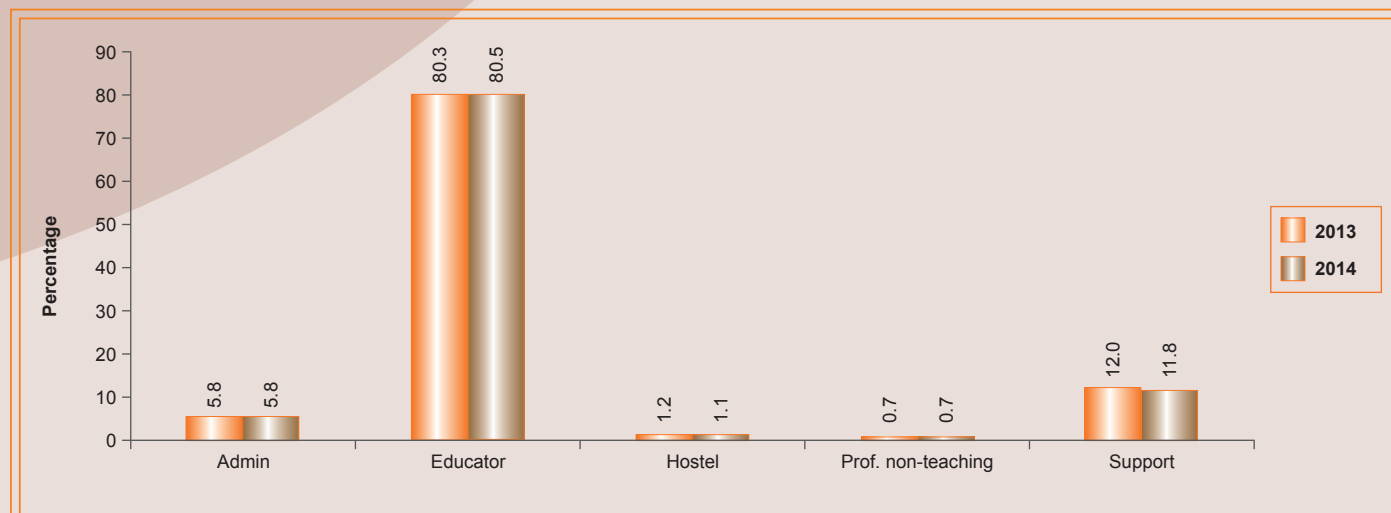
Source 2: 2014 SNAP Surveys.

Note: These data exclude substitute staff

Table 11 and Figure 12 reflect the number and percentage of various staff type in the country between 2013 and 2014. It shows that, in 2014, educators comprised approximately 80.5% (425 090) of all staff members, and support staff approximately 11.8% (62 482).

As can be seen in Table 11, between 2013 and 2014 the number of administrative staff showed a net increase of 1.6% (from 30 641 to 30 853).

Figure 12: Percentage distribution of staff in ordinary schools, by staff type, between 2013 and 2014



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 2014

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	36 829	55.0	13 449	36.5	7 331	19.9	9 486	25.8	6 552	17.8	11	0.0	23 380	63.5
	Male	30 106	45.0	9 709	32.2	6 104	20.3	8 853	29.4	5 406	18.0	34	0.1	20 397	67.8
	Total	66 935		23 158	34.6	13 435	20.1	18 339	27.4	11 958	17.9	45	0.1	43 777	65.4
Free State	Female	14 120	53.4	2 625	18.6	4 355	30.8	4 848	34.3	2 273	16.1	19	0.1	11 495	81.4
	Male	12 320	46.6	1 916	15.6	3 632	29.5	4 906	39.8	1 834	14.9	32	0.3	10 404	84.4
	Total	26 440		4 541	17.2	7 987	30.2	9 754	36.9	4 107	15.5	51	0.2	21 899	82.8
Gauteng	Female	54 778	55.1	8 749	16.0	21 157	38.6	18 138	33.1	6 704	12.2	30	0.1	46 029	84.0
	Male	44 700	44.9	6 482	14.5	15 686	35.1	16 896	37.8	5 591	12.5	45	0.1	38 218	85.5
	Total	99 478		15 231	15.3	36 843	37.0	35 034	35.2	12 295	12.4	75	0.1	84 247	84.7
KwaZulu-Natal	Female	74 720	53.6	23 224	31.1	19 530	26.1	20 402	27.3	11 521	15.4	43	0.1	51 496	68.9
	Male	64 647	46.4	18 999	29.4	16 194	25.0	19 349	29.9	10 023	15.5	82	0.1	45 648	70.6
	Total	139 367		42 223	30.3	35 724	25.6	39 751	28.5	21 544	15.5	125	0.1	97 144	69.7
Limpopo	Female	39 253	53.8	11 929	30.4	8 002	20.4	10 531	26.8	8 784	22.4	7	0.0	27 324	69.6
	Male	33 737	46.2	7 882	23.4	8 323	24.7	10 396	30.8	7 128	21.1	8	0.0	25 855	76.6
	Total	72 990		19 811	27.1	16 325	22.4	20 927	28.7	15 912	21.8	15	0.0	53 179	72.9
Mpumalanga	Female	24 570	54.5	5 623	22.9	5 835	23.7	8 366	34.0	4 706	19.2	40	0.2	18 947	77.1
	Male	20 511	45.5	3 843	18.7	5 394	26.3	7 532	36.7	3 717	18.1	25	0.1	16 668	81.3
	Total	45 081		9 466	21.0	11 229	24.9	15 898	35.3	8 423	18.7	65	0.1	35 615	79.0
Northern Cape	Female	4 811	54.7	1 155	24.0	1 241	25.8	1 550	32.2	863	17.9	2	0.0	3 656	76.0
	Male	3 983	45.3	924	23.2	935	23.5	1 391	34.9	733	18.4	0	0.0	3 059	76.8
	Total	8 794		2 079	23.6	2 176	24.7	2 941	33.4	1 596	18.1	2	0.0	6 715	76.4
North West	Female	13 955	53.5	2 469	17.7	4 497	32.2	4 661	33.4	2 327	16.7	1	0.0	11 486	82.3
	Male	12 111	46.5	1 536	12.7	4 012	33.1	4 811	39.7	1 752	14.5	0	0.0	10 575	87.3
	Total	26 066		4 005	15.4	8 509	32.6	9 472	36.3	4 079	15.6	1	0.0	22 061	84.6
Western Cape	Female	26 759	56.1	4 955	18.5	10 757	40.2	7 515	28.1	3 524	13.2	8	0.0	21 804	81.5
	Male	20 950	43.9	3 517	16.8	7 767	37.1	7 058	33.7	2 584	12.3	24	0.1	17 433	83.2
	Total	47 709		8 472	17.8	18 524	38.8	14 573	30.5	6 108	12.8	32	0.1	39 237	82.2
South Africa	Female	289 795	54.4	74 178	25.6	82 705	28.5	85 497	29.5	47 254	16.3	161	0.1	215 617	74.4
	Male	243 065	45.6	54 808	22.5	68 047	28.0	81 192	33.4	38 768	15.9	250	0.1	188 257	77.5
	Total	532 860		128 986	24.2	150 752	28.3	166 689	31.3	86 022	16.1	411	0.1	403 874	75.8

Source: Report on the 2014 National Senior Certificate Examination Results, DBE (January 2015).

In 2014, as indicated in Table 12, the overall national pass rate in the NSC examination was 75.8%. In all the provinces more females than males wrote the NSC examination. However, in relative terms, as indicated in Table 12 and Figure 13, the national pass rate of male candidates (77.5%) was higher than the national pass rate of female candidates (74.4%). A similar trend was seen in all nine provinces. In all the provinces, more female than male candidates passed. Furthermore, Table 12 shows that the overall pass rate, by province, varied from 84.7% in Gauteng to 65.4% in the Eastern Cape.

Figure 13: Percentage distribution of the National Senior Certificate examination pass and failure rates, by gender, in 2014

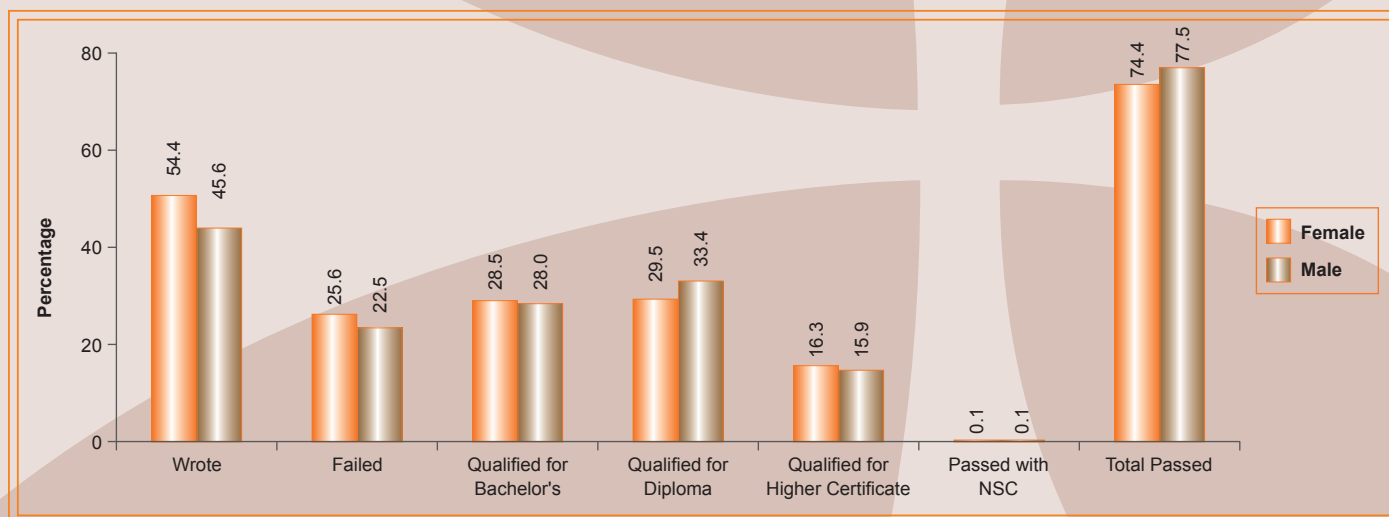


Table 13: Comparing pass rates of the National Senior Certificate examination, by province, in 2013 and 2014

Province	Pass Rate (%)	
	2013	2014
Eastern Cape	64.9	65.4
Free State	87.4	82.8
Gauteng	87.0	84.7
KwaZulu Natal	77.4	69.7
Limpopo	71.8	72.9
Mpumalanga	77.6	79.0
Northern Cape	74.5	76.4
North West	87.2	84.6
Western Cape	85.1	82.2
National	78.2	75.8

Source: Report on the 2014 National Senior Certificate Examination Results, DBE (January 2015).

Table 12 shows that the national pass rate of the NSC examination decreased from 78.2% in 2013 to 75.8% in 2014. A similar increasing trend was seen in all provinces, albeit to different degrees.

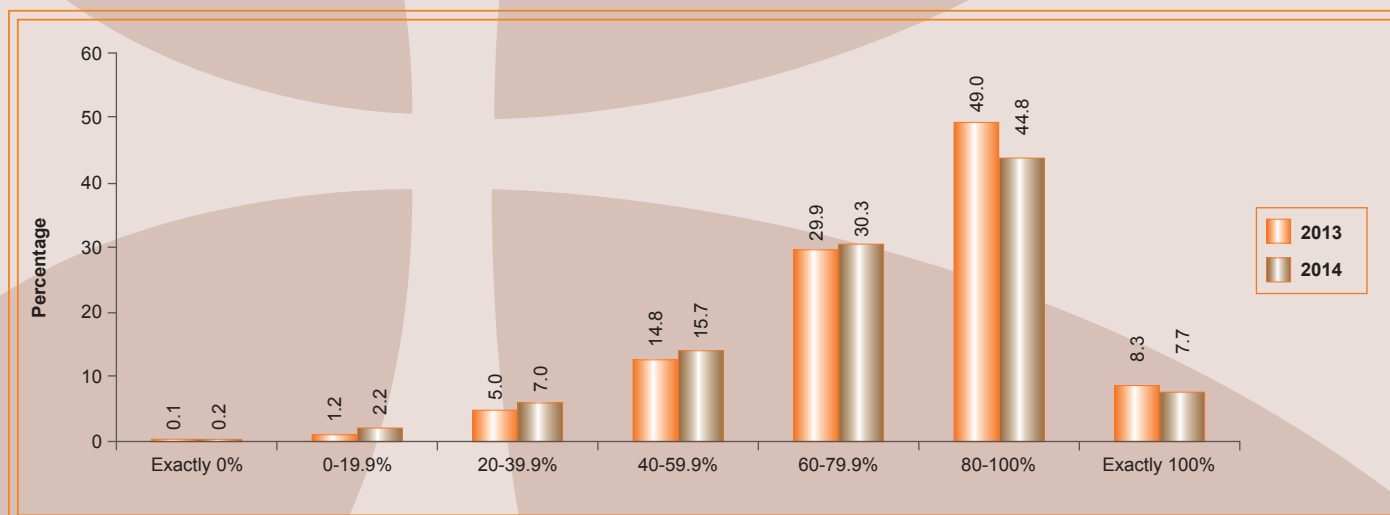
3.6.3 Frequency interval results

Table 14: National Senior Certificate examination percentage pass rates of schools within different percentage groupings, by province, in 2013 and 2014

Province		Frequency Distribution of Pass Rates														
Name	Total Number of Schools		Exactly 0%		0-19.9%		20-39.9%		40-59.9%		60-79.9%		80-100%		Exactly 100%	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
	Eastern Cape	918	921	0.3	0.4	3.2	3.9	13.2	15.1	28.4	24.8	31.3	31.4	24.0	24.9	3.9
Free State	332	327	0.0	0.0	0.0	0.0	0.3	0.9	2.4	6.7	19.0	23.9	78.3	68.5	15.1	15.3
Gauteng	806	835	0.1	0.1	0.1	0.1	0.9	1.6	4.3	6.0	22.2	24.0	72.5	68.4	15.1	13.8
KwaZulu-Natal	1 723	1 731	0.1	0.5	1.3	5.0	5.5	11.3	15.8	20.4	30.8	30.2	46.6	33.0	6.7	5.4
Limpopo	1 413	1 417	0.1	0.2	1.8	1.8	6.7	6.4	19.5	18.4	37.5	35.0	34.5	38.4	3.6	3.9
Mpumalanga	539	543	0.0	0.0	0.4	0.0	1.9	3.1	15.2	12.3	35.3	31.7	47.3	52.9	4.6	5.0
Northern Cape	134	374	0.0	0.0	0.0	0.3	2.2	1.3	15.7	5.6	32.1	27.3	50.0	65.5	10.4	12.8
North West	380	125	0.0	0.0	0.0	0.0	0.3	1.6	2.9	16.0	21.1	35.2	75.8	47.2	12.6	10.4
Western Cape	431	431	0.2	0.0	0.2	0.0	0.5	0.7	5.8	7.2	22.5	29.0	71.0	63.1	20.6	17.6
South Africa	6 676	6 704	0.1	0.2	1.2	2.2	5.0	7.0	14.8	15.7	29.9	30.3	49.0	44.8	8.3	7.7

Source: Report on the 2014 National Senior Certificate Examination Results, DBE (January 2015).

Figure 14: Percentage distribution of the National Senior Certificate examination percentage pass rates of schools within different percentage groupings in 2013 and 2014



In 2014, as shown in Table 14 and Figure 14, 7.7% (approximately 515) of the 6 704 schools in South Africa that offered the NSC examination obtained 100% passes. This is lower than the 8.3% of 2013. The percentage of schools that obtained a pass rate of between 80% and 100% decreased from 49.0% in 2013 to 44.8% in 2014. As for schools that performed poorly, 2.2% of them obtained a pass rate of between 0% and 19.9% in 2014, which is higher than the 1.2% of 2013. Nationally, 0.2% of schools (approximately 16) scored a 0% pass rate in 2014, which is higher than in 2013.

3.6.4 Selected subject results

Table 15: National Senior Certificate examination results for selected subjects, by gender, in 2013 and 2014

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	2013	88 791	56 636	145 427	35 705	40.2	24 606	43.4	60 311	41.5	57 892	65.2	37 628	66.4	95 520	65.7
	2014	76 006	49 981	125 987	33 236	43.7	22 601	17.9	55 837	44.3	52 226	68.7	33 455	66.9	85 681	68.0
Business Studies	2013	128 394	90 520	218 914	75 643	58.9	51 779	57.2	127 422	58.2	105 183	81.9	74 146	81.9	179 329	81.9
	2014	120 316	87 343	207 659	65 669	54.6	46 074	52.8	111 743	53.8	94 015	78.1	67 708	77.5	161 723	77.9
History	2013	56 775	52 271	109 046	38 171	67.2	34 965	66.9	73 136	67.1	49 252	86.7	45 730	87.5	94 982	87.1
	2014	60 074	55 612	115 686	39 836	66.3	37 068	66.7	76 904	66.5	51 628	85.9	48 195	86.7	99 823	86.3
Life Orientation	2013	313 102	256 428	569 530	310 191	99.1	253 490	98.9	563 681	99.0	312 331	99.8	255 980	99.8	568 311	99.8
	2014	295 583	247 373	542 956	289 814	98.0	240 961	97.4	530 775	97.8	294 383	99.6	246 427	99.6	540 810	99.6
Life Sciences	2013	168 814	132 904	301 718	81 125	48.1	63 230	47.6	144 355	47.8	124 517	73.8	97 857	73.6	222 374	73.7
	2014	158 451	125 847	284 298	77 115	48.7	61 994	49.3	139 109	48.9	116 250	73.4	93 533	74.3	209 783	73.8
Mathematics	2013	132 784	108 725	241 509	47 153	46.6	50 637	35.5	97 790	40.5	72 069	40.5	70 597	48.2	142 666	59.1
	2014	123 045	102 413	225 458	37 290	30.0	41 760	40.8	79 050	35.1	59 814	48.6	60 709	59.3	120 523	53.5
Mathematical Literacy	2013	177 740	146 357	324 097	105 759	66.0	96 532	59.5	202 291	62.4	153 027	115.2	129 243	88.3	282 270	87.1
	2014	169 274	142 780	312 054	95 521	56.4	90 007	63.0	185 528	59.5	140 478	83.0	122 017	85.5	262 495	84.1
Physical Sciences	2013	97 995	86 388	184 383	38 453	46.6	40 224	39.2	78 677	42.7	64 376	65.7	59 830	69.3	124 206	67.4
	2014	88 729	79 268	167 997	29 603	33.4	32 429	40.9	62 032	36.9	52 449	59.1	50 899	64.2	103 348	61.5

Source: Report on the 2014 National Senior Certificate Examination Results, DBE (January 2015).

Figure 15: Percentage distribution of the National Senior Certificate examination achievements at 30% and above for selected subjects in 2013 and 2014

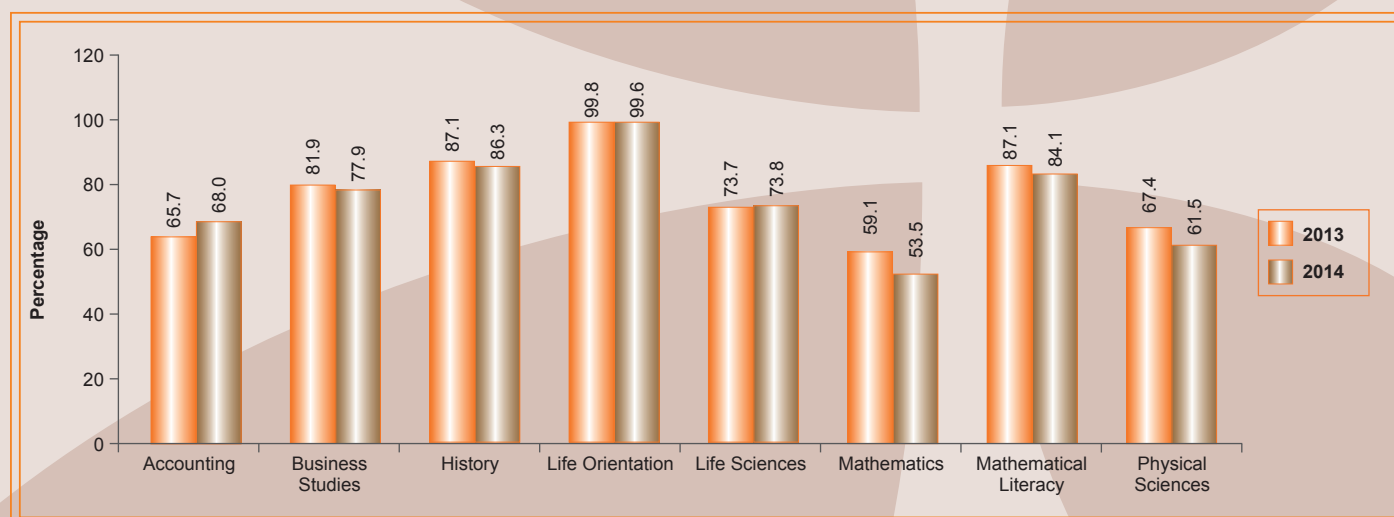
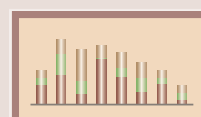
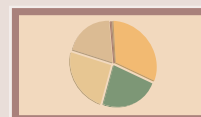


Table 15 and Figure 15 show the achievement rates of candidates in eight selected subjects in the 2013 and 2014 NSC examinations. In both the category 40% and above and the category 30% and above, the highest overall achievement rates were obtained in Life Orientation. The pass rate for Life Orientation and Life Science remained almost the same in the two years. While nearly all subjects had a decrease in the pass rate.



3.7 ANNUAL NATIONAL ASSESSMENTS

3.7.1 Introduction

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 2014

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	59.7	70.8	64.5	76.1
	Grade 2	54.8	61.9	57.7	67.9
	Grade 3	48.2	59.4	52.2	58.1
Free State	Grade 1	65.4	78.1	71.1	84.7
	Grade 2	63.7	78.1	63.7	78.7
	Grade 3	56.8	72.1	58.5	71.0
Gauteng	Grade 1	67.2	80.5	73.9	87.4
	Grade 2	65.3	77.4	66.1	81.2
	Grade 3	58.4	70.8	60.7	73.4
KwaZulu-Natal	Grade 1	64.5	77.4	69.3	82.0
	Grade 2	63.9	76.7	63.9	78.1
	Grade 3	53.5	71.4	59.1	70.9
Limpopo	Grade 1	58.3	69.0	62.8	74.3
	Grade 2	55.1	62.3	57.2	67.4
	Grade 3	41.9	56.7	46.6	48.7
Mpumalanga	Grade 1	60.9	72.6	67.4	79.9
	Grade 2	60.3	71.9	62.6	77.3
	Grade 3	53.2	63.4	54.2	60.3
Northern Cape	Grade 1	60.6	70.8	65.9	77.0
	Grade 2	58.9	68.4	58.8	68.8
	Grade 3	46.2	59.2	52.7	60.3
North West	Grade 1	59.7	71.1	64.4	76.9
	Grade 2	58.3	67.8	58.2	69.1
	Grade 3	49.8	59.9	52.7	53.5
Western Cape	Grade 1	68.4	81.1	71.9	85.1
	Grade 2	67.0	79.7	63.0	74.7
	Grade 3	53.7	68.1	57.9	72.6
South Africa	Grade 1	63.2	75.3	68.4	80.9
	Grade 2	61.1	71.9	61.8	74.5
	Grade 3	52.0	65.7	56.2	64.5

Source: Report on the Annual National Assessments 2014 (December 2014)

- Grade 1**

Table 16 shows that, in 2014, the average score for a Grade 1 learner in South Africa was 63.2% in Home Language and 68.4% in Mathematics. Of all Grade 1 learners who wrote ANA tests, about 75.3% obtained 50% and more in Home Language and 80.9% in Mathematics.

Gauteng had the highest percentage of Grade 1 learners (87.4%) who achieved 50% and above in Mathematics, while Limpopo had the lowest (74.3%).

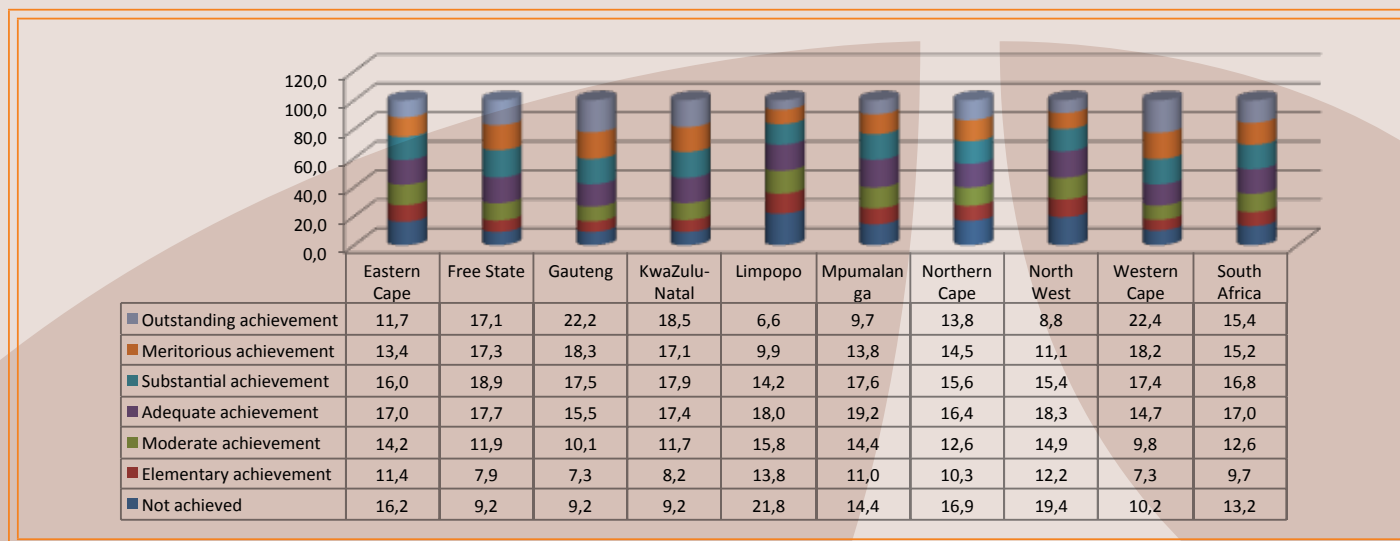
- Grade 2**

Table 16 indicates that, in 2014, the average score for a Grade 2 learners in South Africa was 61.1% in Home Language and 61.8% in Mathematics. The average scores for Home Language for Grade 2 learners range from about 67.0% in the Western Cape to 54.8% in the Eastern Cape.

Table 16 also indicates that, of all Grade 2 learners who wrote ANA test in 2014, 71.9% and 74.5% achieved 50% and above in Home Language and Mathematics, respectively.

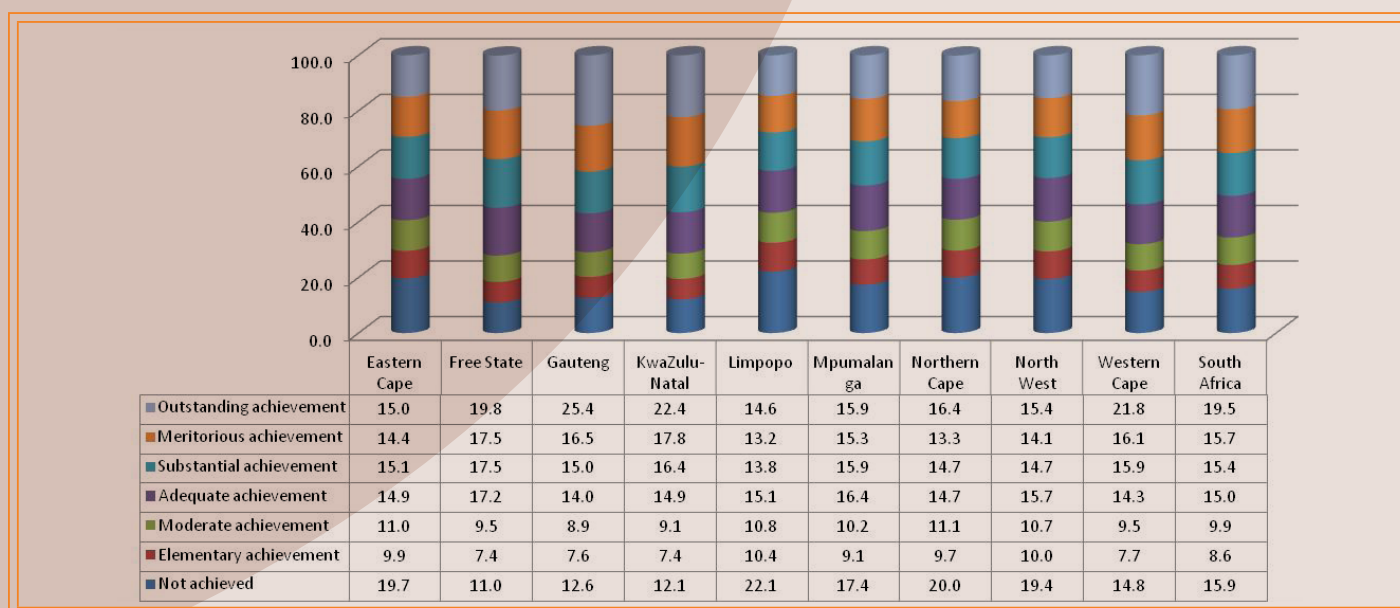
• **Grade 3**

Figure 16: Percentage of learners in various achievement levels for Grade 3 Mathematics, by province, in 2014



Source: Report on the Annual National Assessments 2014 (December 2014)

Figure 17: Percentage of learners in various achievement levels for Grade 3 Home Language, by province, in 2014



Source: Report on the Annual National Assessments 2014 (December 2014)

In 2014, the average score for a Grade 3 learner in South Africa was 52.0% in Home Language and 51.3% in Mathematics. Gauteng had the highest percentage of learners (60.3%) who achieved 50% and more in Home language followed by the Free State with 56.2%, while Limpopo had the lowest percentage with (39.7).

Figures 16 and 17 show that, about 13.2% of learners at the national level attained a level of performance that represented not achieved in Grade 3 Mathematics and approximately 16% 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 2014

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	49.2	52.3	40.1	33.2	34.8	22.3
	Grade 5	49.7	53.5	42.8	39.0	32.2	18.6
	Grade 6	54.7	62.2	41.6	35.1	36.8	23.3
Free State	Grade 4	54.3	62.8	42.4	36.7	37.3	26.7
	Grade 5	56.9	67.5	50.9	54.8	39.3	29.8
	Grade 6	63.3	79.3	49.8	51.6	47.7	44.0
Gauteng	Grade 4	59.4	71.7	47.4	48.2	44.4	41.3
	Grade 5	59.8	72.4	54.5	62.3	45.7	44.0
	Grade 6	64.6	79.8	54.5	61.2	51.1	51.7
KwaZulu-Natal	Grade 4	57.7	67.5	42.6	38.1	39.5	31.0
	Grade 5	56.6	66.1	47.0	46.6	37.6	27.9
	Grade 6	62.9	76.5	45.6	42.3	43.8	36.4
Limpopo	Grade 4	50.5	55.3	36.3	26.7	28.4	13.4
	Grade 5	53.2	59.4	41.7	36.8	27.9	13.1
	Grade 6	54.1	59.7	41.2	33.9	35.3	21.3
Mpumalanga	Grade 4	56.6	67.8	40.6	33.8	35.5	21.5
	Grade 5	55.4	64.3	49.1	51.4	36.1	22.5
	Grade 6	62.0	77.7	45.5	42.0	39.9	27.0
Northern Cape	Grade 4	48.6	52.0	36.5	27.5	34.5	22.5
	Grade 5	49.3	53.0	44.6	43.2	34.0	23.3
	Grade 6	56.9	67.0	42.7	36.9	39.3	28.2
North West	Grade 4	53.8	60.7	37.9	28.7	30.8	15.7
	Grade 5	58.0	68.2	46.6	46.7	32.5	17.9
	Grade 6	61.3	74.8	44.0	39.2	38.8	26.6
Western Cape	Grade 4	57.6	69.1	42.4	37.4	41.9	35.6
	Grade 5	58.5	70.6	51.9	58.3	45.2	42.3
	Grade 6	64.8	82.1	49.6	51.1	50.9	50.9
South Africa	Grade 4	56.5	66.4	41.0	35.0	37.3	27.4
	Grade 5	57.1	67.5	46.7	46.6	37.3	27.8
	Grade 6	62.7	77.0	45.4	42.3	43.1	35.4

Source: Report on the Annual National Assessments 2014 (December 2014)

• Grade 4

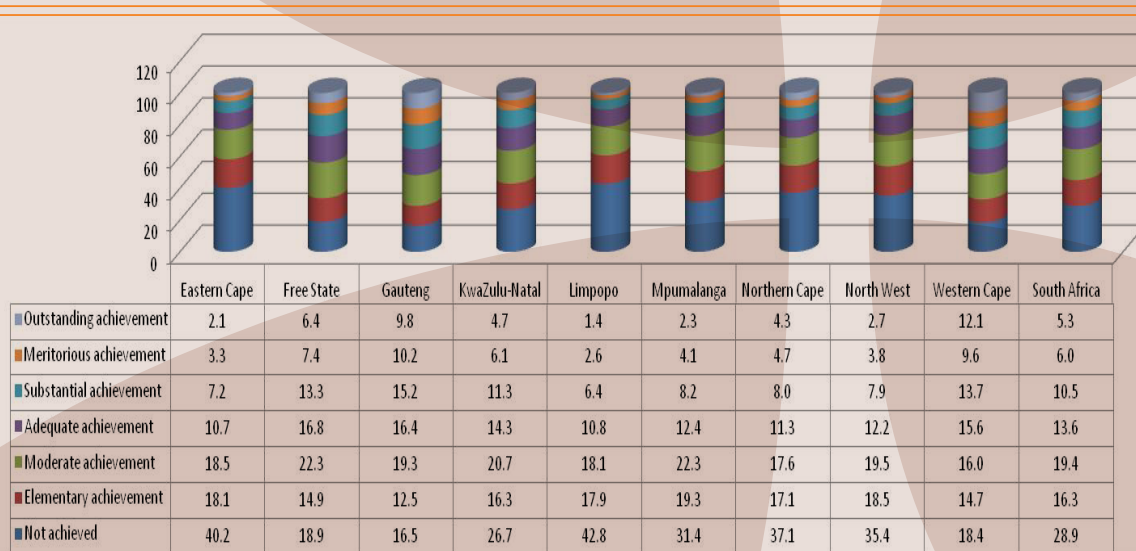
Table 17 shows that, in 2014 the average test score for a Grade 4 learner was 56.5% in Home Language, 41.0% in First Additional Language and 37.3% in Mathematics. In Mathematics, Gauteng (41.3%) had the highest percentage of learners who achieved 50% and more followed by the Western Cape with 35.6%.

• Grade 5

In 2014, the average score for Grade 5 learners was 57.1% in Home Language, 46.7% in First Additional Language and 37.3% in Mathematics. The average scores for Grade 5 Home Language range from about 59.8% in Gauteng to 49.3% in the Northern Cape, while for First additional language ranges between 54.5% in Gauteng to 41.7% in Limpopo.

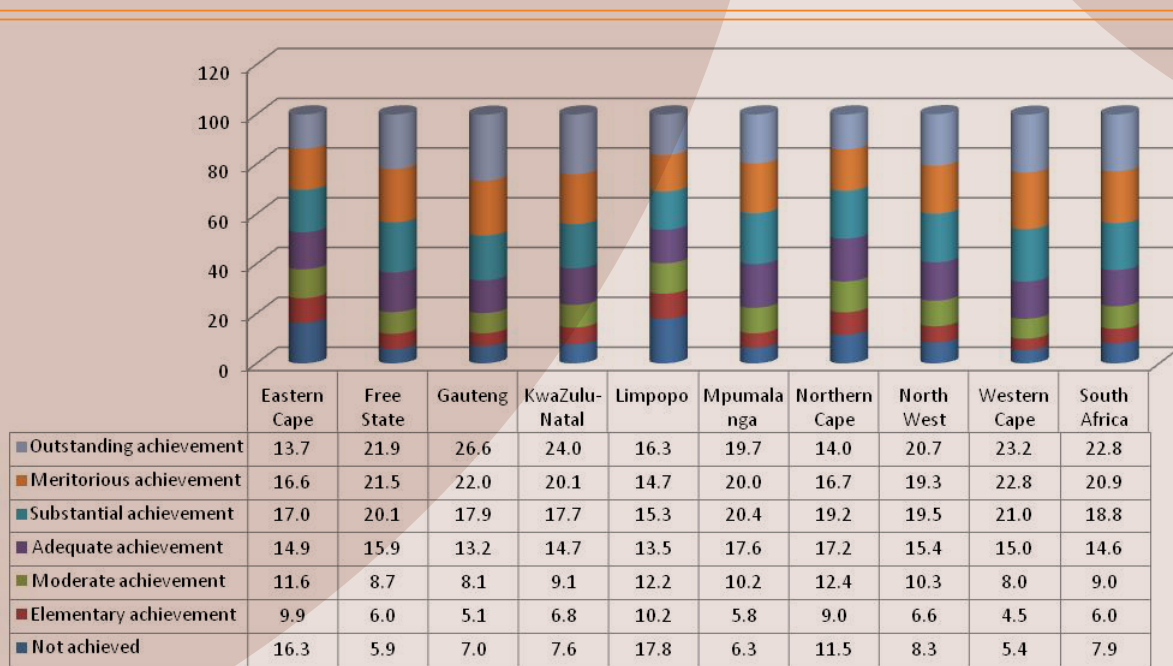
• Grade 6

Figure 18: Percentage of learners in various achievement levels for Grade 6 Mathematics, by province, in 2014



Source: Report on the Annual National Assessments 2014 (December 2014)

Figure 19: Percentage of learners in various achievement levels for Grade 6 Home Language, by province, in 2014



Source: Report on the Annual National Assessments 2014 (December 2014)

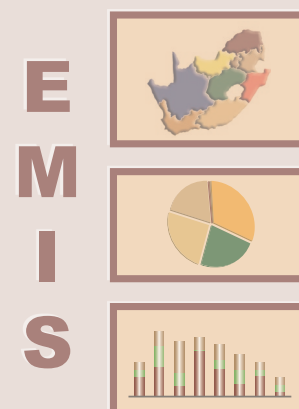
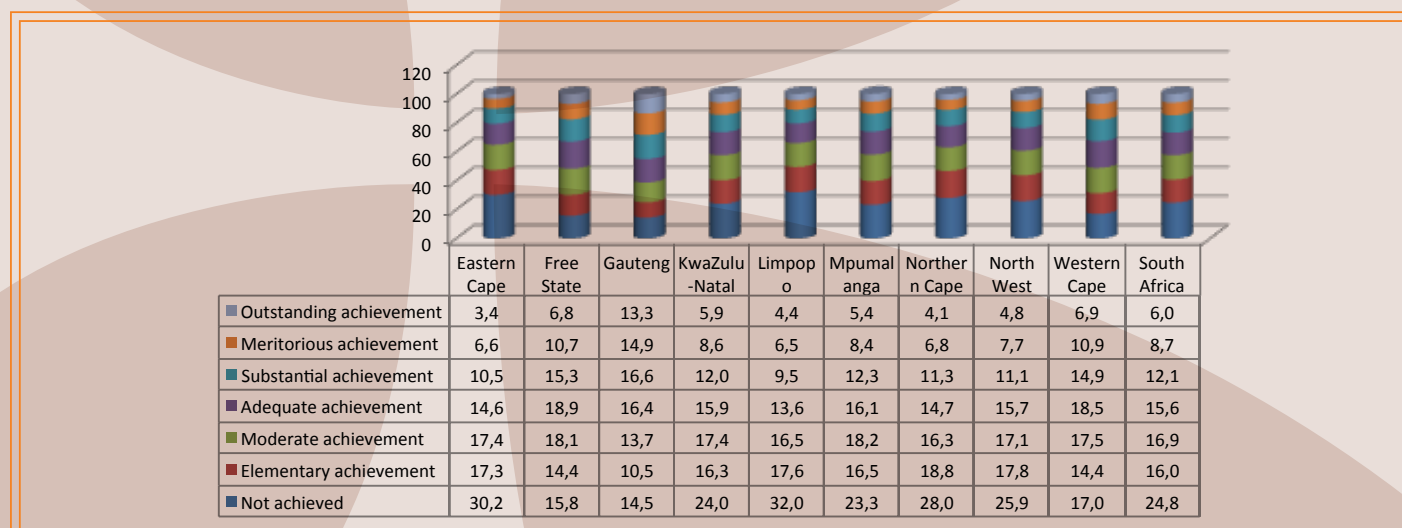


Figure 20: Percentage of learners in various achievement levels for Grade 6 First Additional Language, by province, in 2014



Source: Report on the Annual National Assessments 2014 (December 2014)

Table 17 shows that, in 2014, the average score for a grade 6 learner in South Africa was 62.7% in Home Language, 45.4% in First Additional and 43.1% in Mathematics. Of all Grade 6 learners who wrote ANA tests, about 77.0% obtained 50% and more in Home Language, 42.3 in First Additional Language and 35.4% in Mathematics.

In Grade 6 Mathematics in 2014, the majority of learners (28.9%) attained not achieved level of achievement, while only 5.3% 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 2014

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	44.2	38.8	35.7	21.1	13.3	3.3
Free State	52.5	59.0	37.9	21.5	12.9	4.0
Gauteng	48.4	48.3	38.6	25.0	12.4	4.0
KwaZulu-Natal	48.0	49.0	32.0	16.1	10.7	2.9
Limpopo	36.9	27.4	29.8	11.4	5.9	0.7
Mpumalanga	53.3	61.1	38.3	23.5	11.3	1.9
Northern Cape	47.3	44.7	40.0	26.5	9.7	2.5
North West	51.8	56.7	36.8	19.7	10.6	1.4
Western Cape	49.5	48.7	38.9	24.2	13.0	6.2
South Africa	48.3	48.1	34.4	18.3	10.8	2.9

Source: Report on the Annual National Assessments 2014 (December 2014)

Figure 21: Percentage of learners in various achievement levels for Grade 9 Mathematics, by province, in 2014

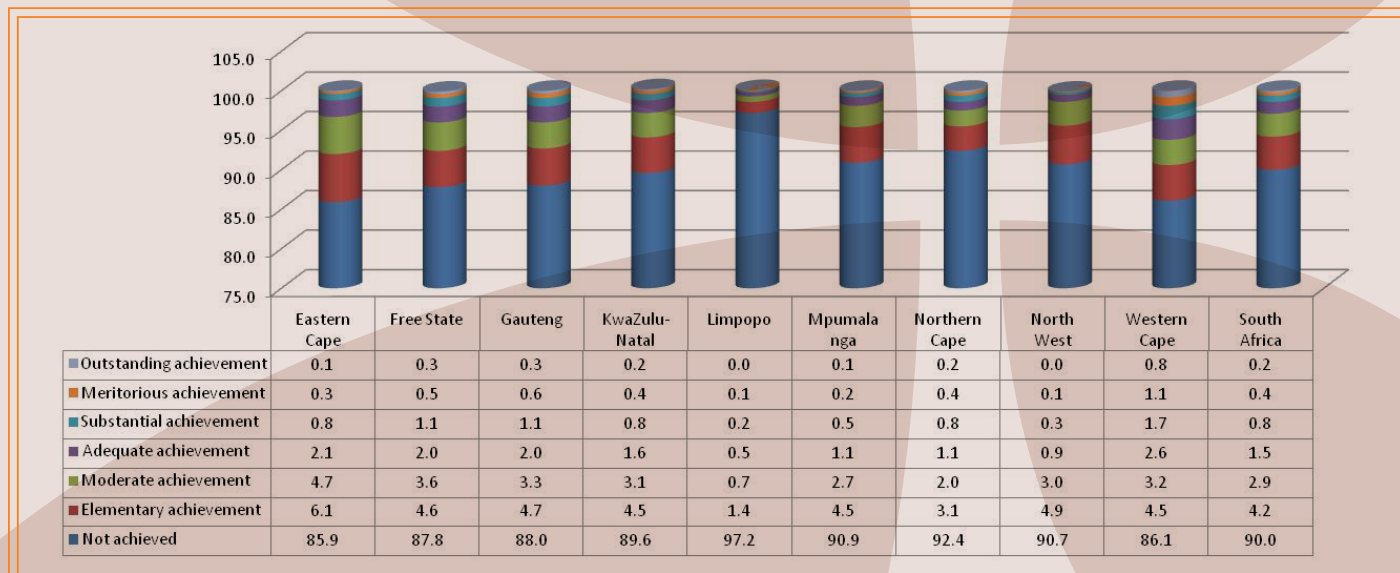
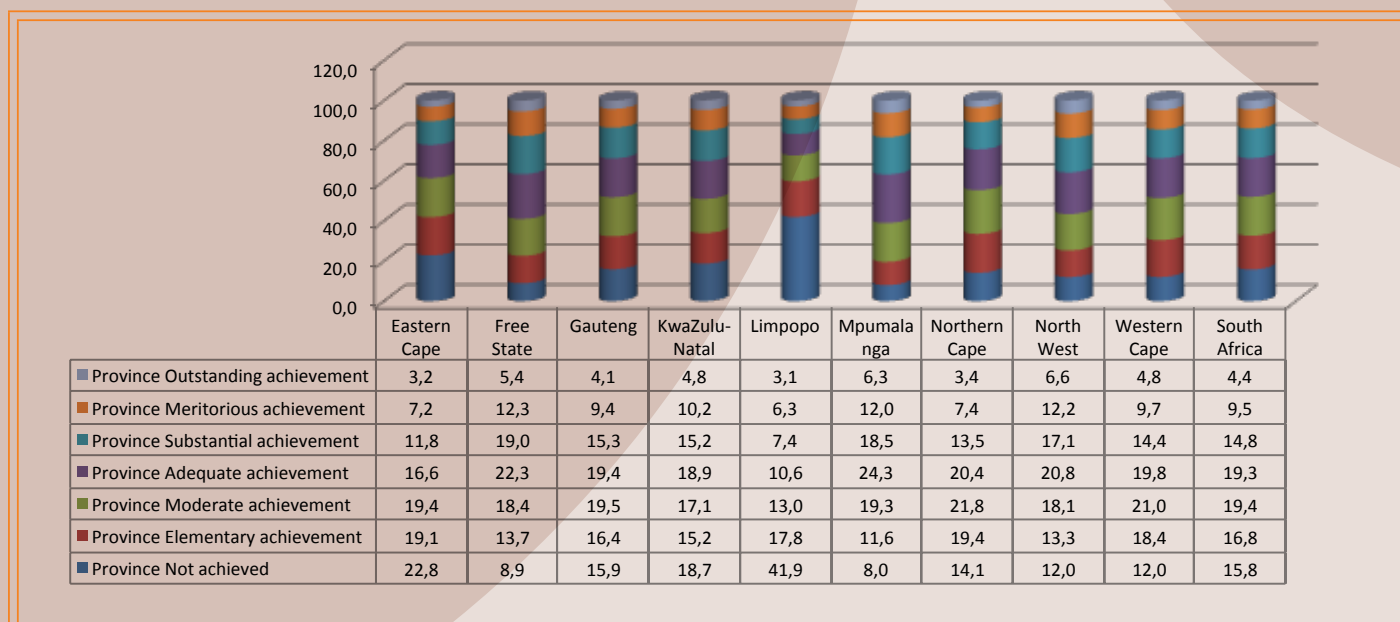


Figure 22: Percentage of learners in various achievement levels for Grade 9 Home Language, by province, in 2014



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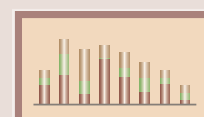
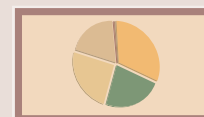


Figure 23: Percentage of learners in various achievement levels for Grade 9 First Additional Language, by province, in 2014

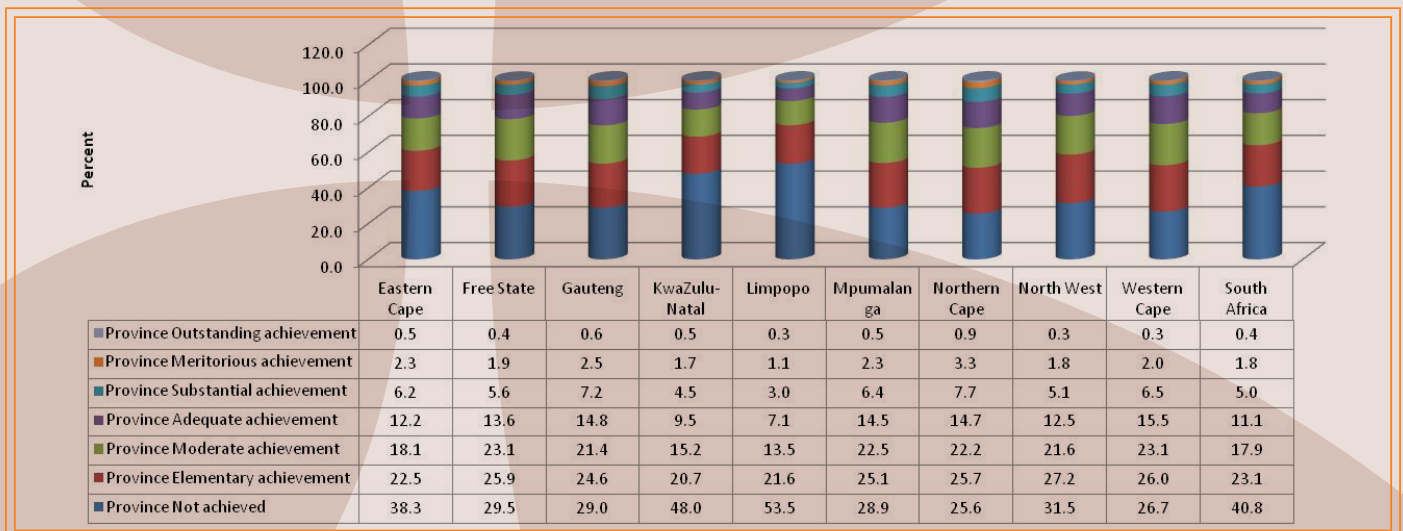
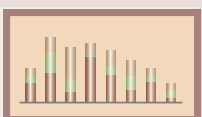
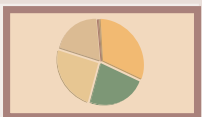


Table 18 indicates the average percentage scores of learners in Grade 9 for Home Language, First Additional Language and Mathematics. In 2014, the average test score for Grade 9 learners was 48.3% in Home Language, 34.4% in First Additional Language and 10.8% in Mathematics. Only about 3% of learners obtained 50% and more in Mathematics.



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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 2013 and 2014

Province	Year	SNE					
		Learners	Educators	Schools	LER	LSR	ESR
Eastern Cape	2013	9 165	876	42	10.5	218	20.9
	2014	9 236	888	42	10.4	220	21.1
Free State	2013	6 036	624	21	9.7	287	29.7
	2014	6 149	638	21	9.6	293	30.4
Gauteng	2013	42 958	3 513	133	12.2	323	26.4
	2014	44 065	3 602	136	12.2	324	26.5
KwaZulu-Natal	2013	16 785	1 547	73	10.9	230	21.2
	2014	17 180	1 528	72	11.2	239	21.2
Limpopo	2013	8 598	696	34	12.4	253	20.5
	2014	8 530	705	34	12.1	251	20.7
Mpumalanga	2013	3 818	368	20	10.4	191	18.4
	2014	3 872	418	20	9.3	194	20.9
Northern Cape	2013	1 691	172	10	9.8	169	17.2
	2014	1 897	185	11	10.3	172	16.8
North West	2013	6 764	605	32	11.2	211	18.9
	2014	6 943	592	32	11.7	217	18.5
Western Cape	2013	20 689	1 851	83	11.2	249	22.3
	2014	19 605	1 808	79	10.8	248	22.9
South Africa	2013	116 504	10 252	448	11.4	260	22.9
	2014	117 477	10 364	447	11.3	263	23.2

Sources:

2013: As published in *Education Statistics in South Africa*.

2014: 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 2014

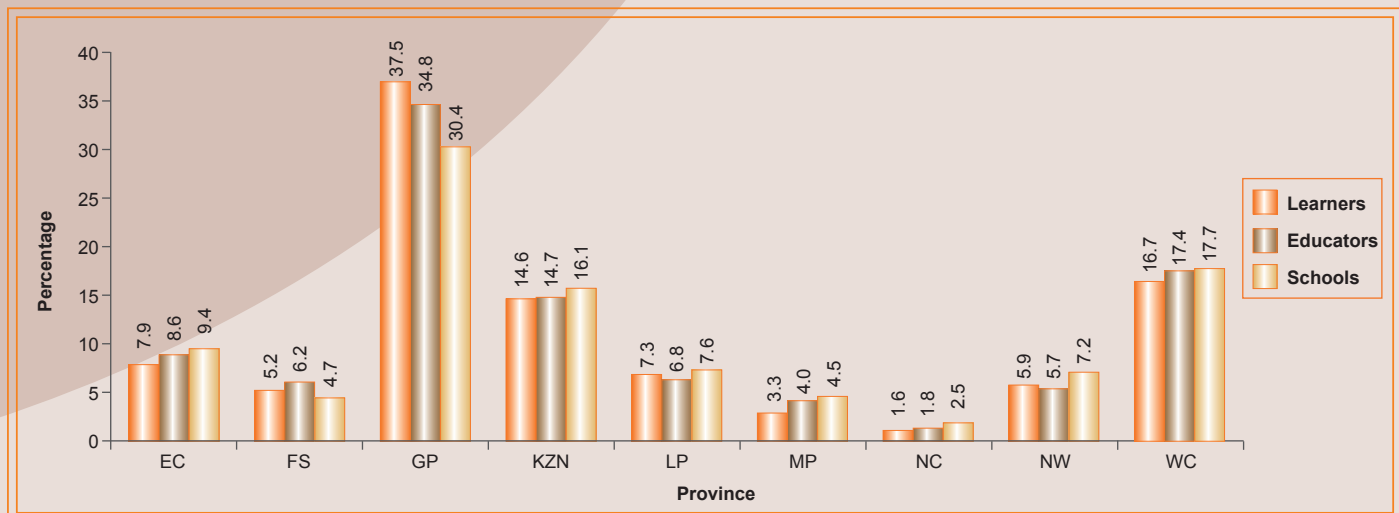


Table 24 reflects learners and educators in special schools (catering for SNE learners), and the numbers of these institutions, for both 2013 and 2014. It indicates that, there were 117 477 learners in the Special Need schooling sector who attended 447 institutions and were served by 10 364 educators.

According to figure 16, the majority of learners in SNE schools were found in Gauteng (37.5%) followed by the Western Cape with 17.7%.

Table 20: Number of learners in SNE sectors, by primary disability and province, in 2014

Province	Gender	Attention Deficit Disorder	Autistic Spectrum Disorder	Behavioural Disorder	Blind	Cerebral Palsied	Deaf	Deaf/Blind Disabled	Epilepsy	Hard of Hearing
Eastern Cape	Female	37	30	77	55	160	363	0	20	30
	Male	80	82	178	61	215	411	0	24	41
	Total	117	112	255	116	375	774	0	44	71
Free State	Female	14	29	157	67	150	212	0	69	17
	Male	54	131	203	88	204	207	0	96	24
	Total	68	160	360	155	354	419	0	165	41
Gauteng	Female	394	144	506	112	1 022	913	4	405	171
	Male	1 224	823	1 393	158	1 436	938	8	696	255
	Total	1 618	967	1 899	270	2 458	1 851	12	1 101	426
KwaZulu-Natal	Female	110	197	98	76	491	601	3	139	95
	Male	263	649	323	76	760	643	6	217	114
	Total	373	846	421	152	1 251	1 244	9	356	209
Limpopo	Female	67	103	99	100	236	301	3	94	83
	Male	125	142	160	147	274	364	2	161	125
	Total	192	245	259	247	510	665	5	255	208
Mpumalanga	Female	33	19	70	13	31	75	0	35	12
	Male	66	30	112	17	31	73	0	30	10
	Total	99	49	182	30	62	148	0	65	22
Northern Cape	Female	11	12	25	10	12	40	0	7	8
	Male	51	43	93	24	17	46	0	19	12
	Total	62	55	118	34	29	86	0	26	20
North West	Female	35	25	53	10	108	155	0	65	31
	Male	107	56	285	9	122	172	0	81	52
	Total	142	81	338	19	230	327	0	146	83
Western Cape	Female	136	94	11	78	372	496	1	31	73
	Male	309	520	132	83	439	493	1	49	86
	Total	445	614	143	161	811	989	2	80	159
South Africa	Female	837	653	1 096	521	2 582	3 156	11	865	520
	Male	2 279	2 476	2 879	663	3 498	3 347	17	1 373	719
	Total	3 116	3 129	3 975	1 184	6 080	6 503	28	2 238	1 239

Source: 2014 SNE SNAP Surveys.

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

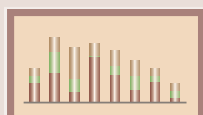
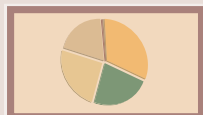
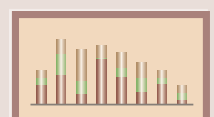
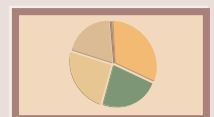
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Table 20: Number of learners in SNE sectors, by primary disability and province, in 2014 (Concluded)

Province	Gender	Mild or moderate intellectually disabled	Moderate to Severe Intellectual disability	Other	Partially Sighted	Physically Disabled	Psychiatric Disorder	Severe Intellectually Disabled	Specific Learning Disabled	Total
Eastern Cape	Female	529	0	617	120	284	1	996	143	3 462
	Male	1 199	0	873	162	330	2	1 692	424	5 774
	Total	1 728	0	1 490	282	614	3	2 688	567	9 236
Free State	Female	507	1	661	57	87	3	41	152	2 224
	Male	1 234	3	1 110	69	107	0	74	321	3 925
	Total	1 741	4	1 771	126	194	3	115	473	6 149
Gauteng	Female	3 187	0	2 365	353	478	16	3 342	2 089	15 501
	Male	8 276	0	2 218	489	604	16	5 860	4 170	28 564
	Total	11 463	0	4 583	842	1 082	32	9 202	6 259	44 065
KwaZulu-Natal	Female	760	2	1 477	189	323	6	1 060	823	6 450
	Male	1 460	0	2 314	213	423	9	1 722	1 538	10 730
	Total	2 220	2	3 791	402	746	15	2 782	2 361	17 180
Limpopo	Female	625	0	138	142	97	15	1 014	116	3 233
	Male	1 511	0	173	208	108	13	1 491	293	5 297
	Total	2 136	0	311	350	205	28	2 505	409	8 530
Mpumalanga	Female	498	0	17	11	14	2	388	52	1 270
	Male	1 316	0	19	23	24	5	737	109	2 602
	Total	1 814	0	36	34	38	7	1 125	161	3 872
Northern Cape	Female	152	0	87	6	43	1	173	71	658
	Male	339	0	114	4	52	0	295	130	1 239
	Total	491	0	201	10	95	1	468	201	1 897
North West	Female	646	0	18	85	86	2	879	203	2 401
	Male	1 435	0	46	107	136	2	1 542	390	4 542
	Total	2 081	0	64	192	222	4	2 421	593	6 943
Western Cape	Female	2 367	0	66	100	299	0	1 940	635	6 699
	Male	5 553	0	75	145	368	0	3 142	1 511	12 906
	Total	7 920	0	141	245	667	0	5 082	2 146	19 605
South Africa	Female	9 271	3	5 446	1 063	1 711	46	9 833	4 284	41 898
	Male	22 323	3	6 942	1 420	2 152	47	16 555	8 886	75 579
	Total	31 594	6	12 388	2 483	3 863	93	26 388	13 170	117 477

Source: 2014 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 2013 and 2014

Province	Year	ECD					
		Learners	Educators	Schools	LER	LSR	ESR
Eastern Cape	2013	9 560	335	156	28.5	61	2.1
	2014	6 634	226	105	29.4	63	2.2
Free State	2013	24 190	629	252	38.5	96	2.5
	2014	27 390	169	343	162.1	80	0.5
Gauteng	2013	69 460	3 640	889	19.1	78	4.1
	2014	78 863	4 298	1 044	18.3	76	4.1
KwaZulu-Natal	2013	4 303	229	43	18.8	100	5.3
	2014	5 048	254	54	19.9	93	4.7
Limpopo	2013	106 633	4 515	1 693	23.6	63	2.7
	2014	122 557	5 192	2 007	23.6	61	2.6
Mpumalanga	2013	16 861	658	166	25.6	102	4.0
	2014	16 435	604	152	27.2	108	4.0
Northern Cape	2013	9 045	276	100	32.8	90	2.8
	2014	3 919	149	36	26.3	149	4.1
North West	2013	12 883	599	156	21.5	83	3.8
	2014	7 897	653	176	12.1	45	3.7
Western Cape	2013	24 801	993	404	25.0	61	2.5
	2014	27 199	1 106	395	24.6	69	2.8
South Africa	2013	277 736	11 874	3 859	23.4	72	3.1
	2014	295 942	12 651	4 312	23.4	69	2.9

Sources:

2013: As published in *Education Statistics in South Africa*.

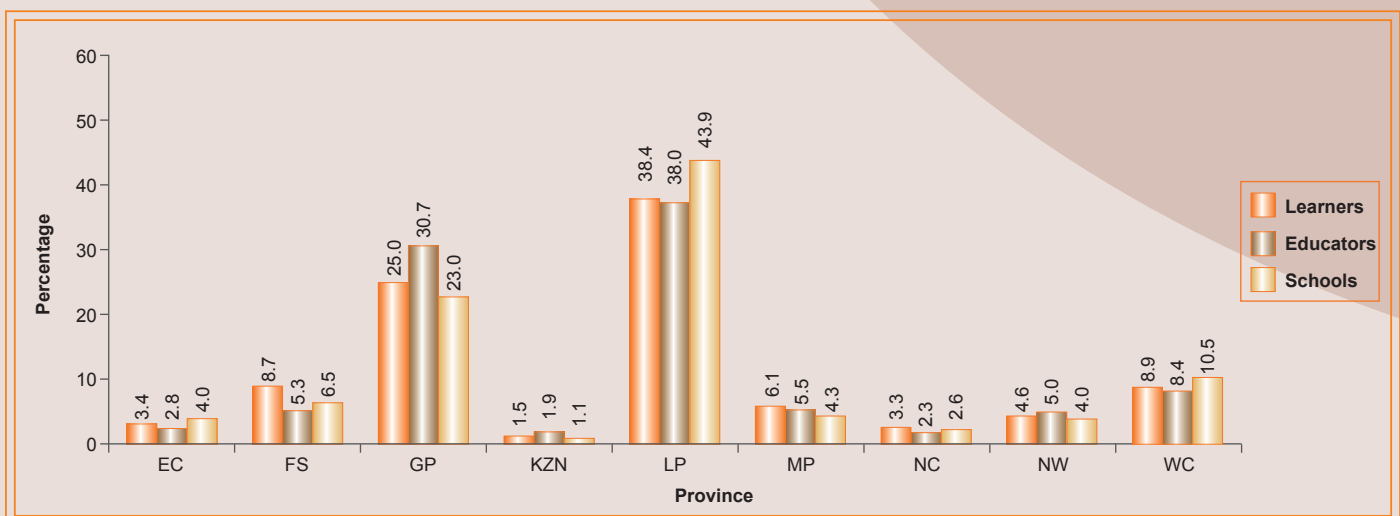
2014: ECD Annual Surveys.

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 2014 there were 295 942 learners attending ECD sites in South Africa. Nationally, the number of learners in ECD sites increased by 6.8% from 277 736 in 2012 to 295 942 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 69 and ESR 2.9.

Figure 25: Percentage of learners, educators and institutions in ECD sites, by province, in 2014



Sources: 2014 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 25.0%.

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 2013); and
- School Realities (2005 to 2015).

5.4 Comparability with previous censuses

The 2014 census is generally comparable with the 2013 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

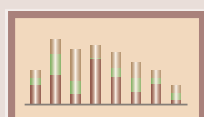
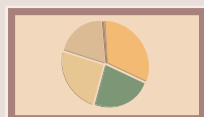
The principal users of EMIS data are the Minister of Education, Parliament, the DBE, National Treasury, other government departments, international agencies such as UNESCO, and regional EMIS bodies.

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 – 2014 SNAP survey conducted on the 10th school day
- National Senior Certificate examination – *Report on the National Senior Certificate Examination Results 2014*
- *Annual National Assessment-Report on the Annual National Assessments 2014: Grades 1 to 6 and 9*
- SNE- 2014 SNAP Survey
- ECD – 2014 Annual Survey
- Population Figures – 2014 Statistics South Africa estimates



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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.

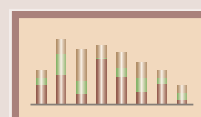
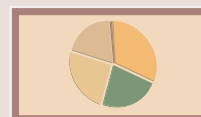
Special needs education (SNE)

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.

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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:

Eastern Cape Education Department

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Gauteng Education Department

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North West Education Department

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Mpumalanga Education Department

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Northern Cape Education Department

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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

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222 Struben Street, Pretoria
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Senior Certificate Examination Results

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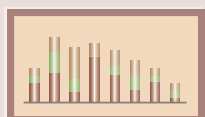
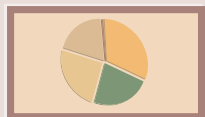
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- The EMIS units of the provincial education departments
- Statistics South Africa



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Did you know?

In 2014 –

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

30 30 501 institutions, comprising the following, submitted their survey forms:

- 25 741 ordinary public and independent schools
- 4 312 ECD centres
- 447 special schools

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

- 927 were in ordinary public schools
- 41 were in ordinary independent schools
- 22 were in ECD centres
- 9 were in special schools

