

# Education Statistics in South Africa 2016

Published by the Department of Basic Education

June 2018



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA







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ISBN: 978-1-4315-3255-1

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## FOREWORD



The Department of Basic Education (DBE) is pleased to release Education Statistics in South Africa 2016, the 18th 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 2019, which forms part of the larger South African education vision of Schooling 2030, 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 18 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 Sustainable Development Goals (SDGs) 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

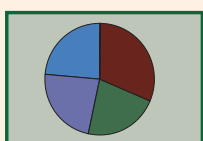
in the education environment, whose ongoing feedback and recommendations will provide the basis for the further development and improvement of statistical reporting on education in South Africa.

I thank the provinces yet again for their efforts, in 2016, towards the collection of education information.



*HM Mveli*

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Pretoria, South Africa*

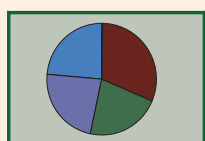


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## ABBREVIATIONS

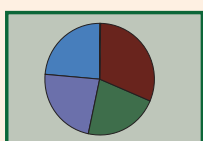
AET	Adult education and training
ABET Act	Adult Basic Education and Training Act, No. 52 of 2000
ANA	Annual National Assessment
CAPS	Curriculum Assessment Policy Statement
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DMA	District management area
EC	Eastern Cape
ECD	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 2016 SNAP Survey for Ordinary Schools and Special Need Education (SNE) (Includes both independent and public ordinary schools) and 2016 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 and 2016 population estimates projected in June 2016.

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 2016, there were 29 749 established public and registered independent education institutions that submitted the survey forms. Of these, 25 574 were ordinary schools and 4 175 were other education institutions – namely, ECD centres and special schools.

The figure of 25 574 for ordinary schools comprised the following:

- 14 795 primary schools, with 6 929 834 learners and 203 139 educators;
- 6 186 secondary schools, with 3 989 236 learners and 140 532 educators; and
- 4 593 combined and intermediate schools, with 2 013 465 learners and 74 942 educators.

**Figure 1: Percentage distribution of learners in the education system in 2016**

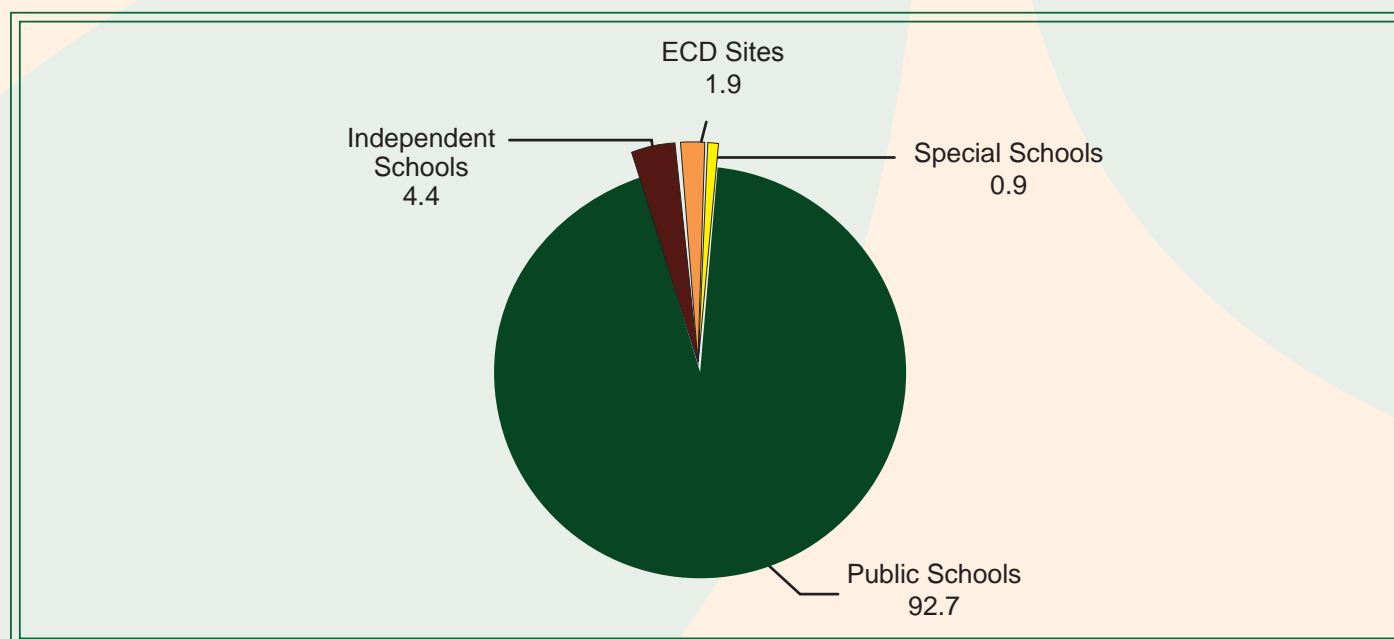
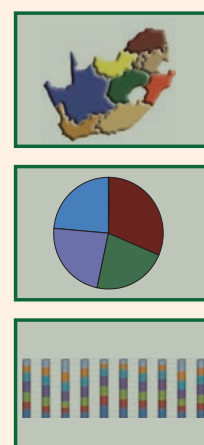


Figure 1, Table 18, Table 19 and the centrefold show that, of the 13 307 830 learners and students enrolled in all sectors of the basic education system in 2016, 12 342 283 (92.7%) were in ordinary public schools and 590 282 (4.4%) were in ordinary independent schools. Of the learners in other institutions, 255 862 (1.9%) were in ECD centres and 119 403 (0.9%) were in special schools.

In summary, there were 13 307 830 learners and students in the basic education system, who attended 29 749 education institutions and were served by 440 151 educators.



### 3. ORDINARY PUBLIC AND INDEPENDENT SCHOOL

#### 3.1 Introduction

This section reports on the number of schools, Learners and Educators in ordinary public and independent schools. Approximately 99.9% of open ordinary schools submitted the survey forms, and imputation was done to establish a data set of 100%. **The figures in this publication are final after the preliminary figures that appeared in the Department's report *School Realities 2016* were updated.**

#### 3.2 Basic school data

**Table 1: Number of learners, educators and schools in the ordinary public school sector, by province, in 2016**

Province	Learners	Educators	Schools
Eastern Cape	1 898 723	58 372	5 468
Free State	671 712	22 465	1 214
Gauteng	2 048 558	63 092	2 083
KwaZulu-Natal	2 808 207	84 810	5 895
Limpopo	1 706 725	51 650	3 867
Mpumalanga	1 046 234	34 034	1 725
Northern Cape	287 435	8 841	544
North West	811 340	24 876	1 472
Western Cape	1 063 349	33 254	1 450
<b>South Africa</b>	<b>12 342 283</b>	<b>381 394</b>	<b>23 718</b>

Source: 2016 SNAP Survey.

**Table 2: Number of learners, educators and schools in the ordinary independent school sector, by province, in 2016**

Province	Learners	Educators	Schools
Eastern Cape	62 824	3 257	208
Free State	16 637	1 058	68
Gauteng	278 026	18 986	730
KwaZulu-Natal	69 337	4 989	247
Limpopo	58 830	2 768	151
Mpumalanga	28 118	370	122
Northern Cape	4 080	295	30
North West	19 207	1 232	63
Western Cape	53 223	4 264	237
<b>South Africa</b>	<b>590 282</b>	<b>37 219</b>	<b>1 856</b>

Source: 2016 SNAP Survey.

Tables 1 and 2 reflect, respectively, the number of ordinary public and ordinary independent schools with their learner and educator numbers, in 2016, 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 2016**

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	1 961 547	15.2	61 629	14.7	5 676	22.2	31.8	346	10.9
Free State	688 349	5.3	23 523	5.6	1 282	5.0	29.3	537	18.3
Gauteng	2 326 584	18.0	82 078	19.6	2 813	11.0	28.3	827	29.2
KwaZulu-Natal	2 877 544	22.3	89 799	21.5	6 142	24.0	32.0	469	14.6
Limpopo	1 765 555	13.7	54 418	13.0	4 018	15.7	32.4	439	13.5
Mpumalanga	1 074 352	8.3	34 404	8.2	1 847	7.2	31.2	582	18.6
Northern Cape	292 595	2.3	9 136	2.2	574	2.2	32.0	509	15.9
North West	829 467	6.4	26 108	6.2	1 534	6.0	31.8	541	17.0
Western Cape	1 116 572	8.6	37 518	9.0	1 687	6.6	29.8	662	22.2
<b>South Africa</b>	<b>12 932 565</b>	<b>100.0</b>	<b>418 613</b>	<b>100.0</b>	<b>25 574</b>	<b>100.0</b>	<b>30.9</b>	<b>506</b>	<b>16.4</b>

Source: 2016 SNAP Survey.

### 3.2.1 Schools (see Tables 2 and 3)

In 2016, there were 25 574 ordinary schools in South Africa. KwaZulu-Natal (6 142, or 24.0% of the national total) and the Eastern Cape (5 676, or 22.2% of the national total) had the highest and second highest number of ordinary schools, while the Northern Cape (574, or 2.2% of the national total) had the lowest number of the 25 574 schools in the country, 1856 (7.3%) were independent schools.

### 3.2.2 Learners (see Tables 2 and 3)

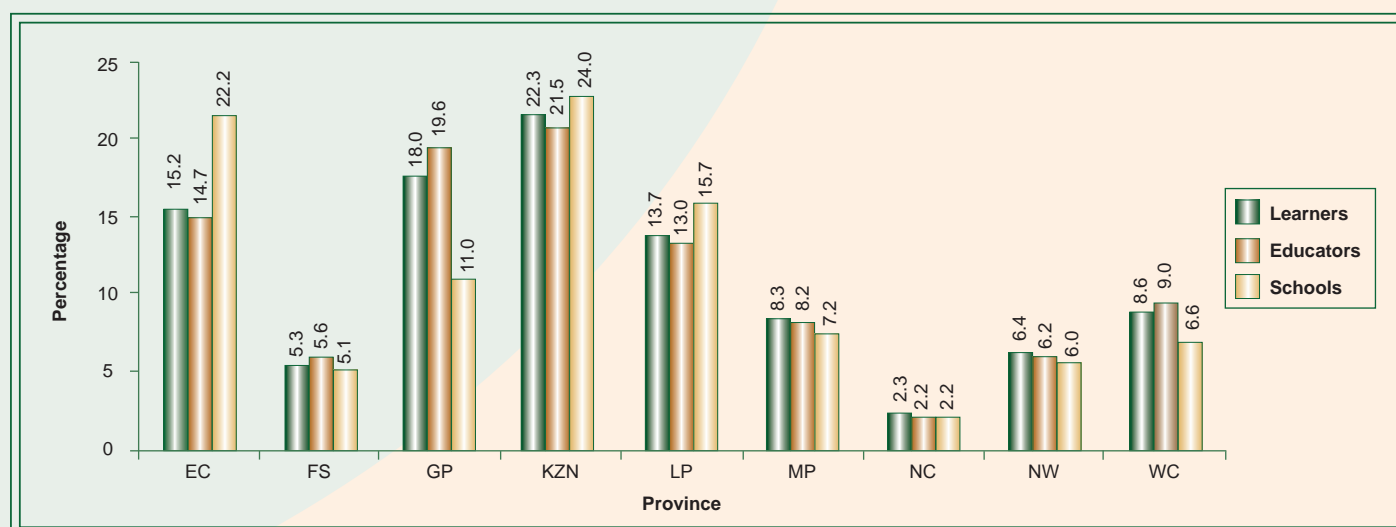
In 2016, there were 12 932 565 learners in ordinary schools in the country as a whole. Three provinces – namely, the Free State, the Northern Cape and North West – showed less than a million learners in ordinary schools. In Gauteng and KwaZulu-Natal more than two million learners were enrolled in ordinary schools, comprising, respectively, 18.0% and 22.3% of the national total. Of the 12 932 565 learners in the country, 590 282 (4.6%) were in independent schools.

### 3.2.3 Educators (see Tables 2 and 3)

There were 418 613 educators in ordinary schools in South Africa in 2016. KwaZulu-Natal (89 799, or 21.5% 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 418 613 educators in the country, 37 219 (8.9%) 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 2016**



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 2016, the Eastern Cape, one of the more rural provinces, had 22.2% of the national total of ordinary schools serving 15.2% of South Africa's learners, while Gauteng, the most urbanised province, had 11.0% of the national total of ordinary schools serving 17.9% 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, by province, in 2016**

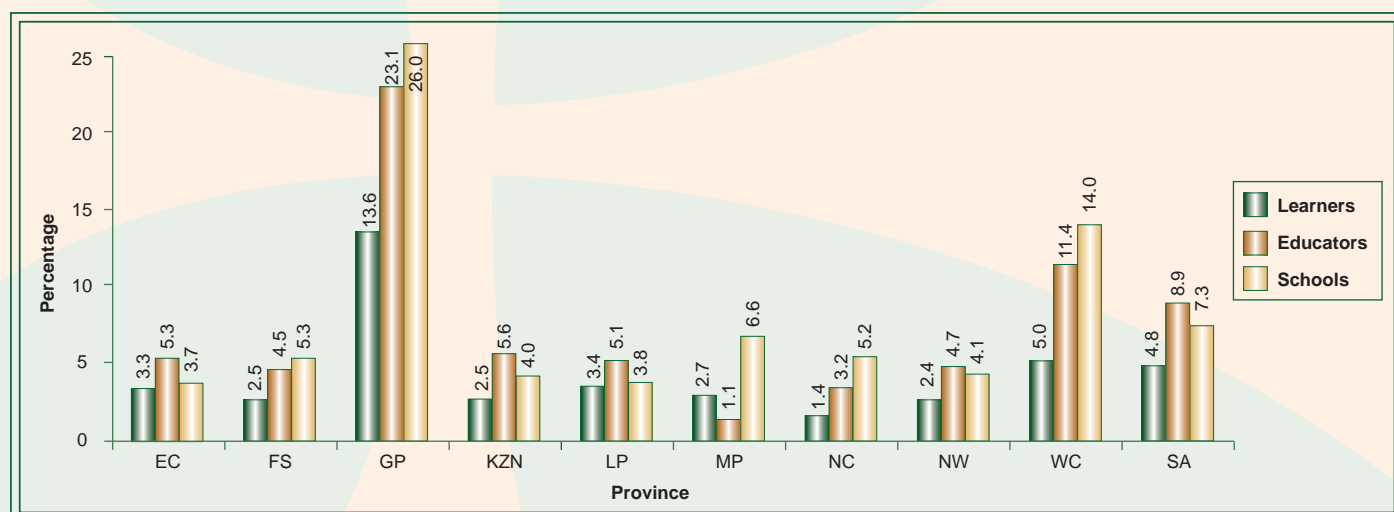


Figure 3, as calculated from Tables 2 and 3, indicates that, in 2016, Gauteng had the largest proportion of learners, educators and schools (13.6%, 23.1% and 26.0%, respectively) in the independent school funding type, while the Northern Cape had the smallest proportion of learners and educators (1.4% and 3.2%, respectively), and the Eastern Cape the smallest proportion of schools (3.7%).

### 3.2.5 Indicators

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

In 2016, the national average LER in ordinary schools in the country was 30.9:1, ranging from 29.3:1 in the Free State to 32.4:1 in Limpopo.

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

The national average LSR in ordinary schools in South Africa was 506:1 in 2016, ranging from 346:1 in the Eastern Cape to 827:1 in Gauteng. In six provinces (The Free State, 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 2016, the national average ESR in ordinary schools in the country was 16.4:1, ranging from 10.9:1 in the Eastern Cape to 29.2:1 in Gauteng.

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



**Table 4: Gross enrolment ratio (GER) and gender parity index (GPI) in ordinary schools, by province and gender, in 2016**

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	102	102	102				98	107	103			
	Male	108	94	101				103	93	98			
	Total	105	98	102	0.94	1.08	1.01	101	100	101	0.95	1.15	1.05
Free State	Female	110	92	101				103	87	95			
	Male	118	86	102				108	78	93			
	Total	114	89	102	0.94	1.08	1.01	106	82	94	0.95	1.12	1.02
Gauteng	Female	90	85	88				85	85	85			
	Male	91	79	85				85	76	81			
	Total	91	82	86	0.99	1.07	1.03	85	81	83	1.00	1.12	1.05
KwaZulu-Natal	Female	90	104	97				89	111	100			
	Male	94	102	99				93	104	99			
	Total	92	103	98	0.96	1.01	0.99	91	107	99	0.96	1.07	1.01
Limpopo	Female	110	122	116				108	131	120			
	Male	115	119	117				113	122	118			
	Total	113	120	117	0.95	1.02	0.98	111	126	119	0.96	1.07	1.02
Mpumalanga	Female	99	96	98				95	98	97			
	Male	105	91	98				100	86	93			
	Total	102	94	98	0.94	1.06	1.00	98	92	95	0.95	1.14	1.04
Northern Cape	Female	110	89	100				105	82	94			
	Male	115	81	98				108	72	90			
	Total	113	85	99	0.96	1.09	1.02	107	77	92	0.97	1.14	1.04
North West	Female	94	88	91				90	84	87			
	Male	99	83	91				94	72	83			
	Total	97	86	91	0.95	1.06	1.01	92	78	85	0.98	1.17	1.04
Western Cape	Female	97	77	87				93	72	83			
	Male	98	65	82				100	58	79			
	Total	98	71	84	1.00	1.19	1.10	95	65	79	0.93	1.24	1.05
South Africa	Female	97	97	97				93	99	96			
	Male	101	91	96				97	89	93			
	Total	99	94	97	0.96	1.06	1.01	95	94	94	0.96	1.11	1.03

Source 1: 2016 SNAP Surveys.

Source 2: Population estimates, Statistics South Africa (July 2016).

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 2016, as shown in Table 4, the national total GER for the combined GET and FET bands (Grades R to 12) was 94%, which is lower than the GER of 97% 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.

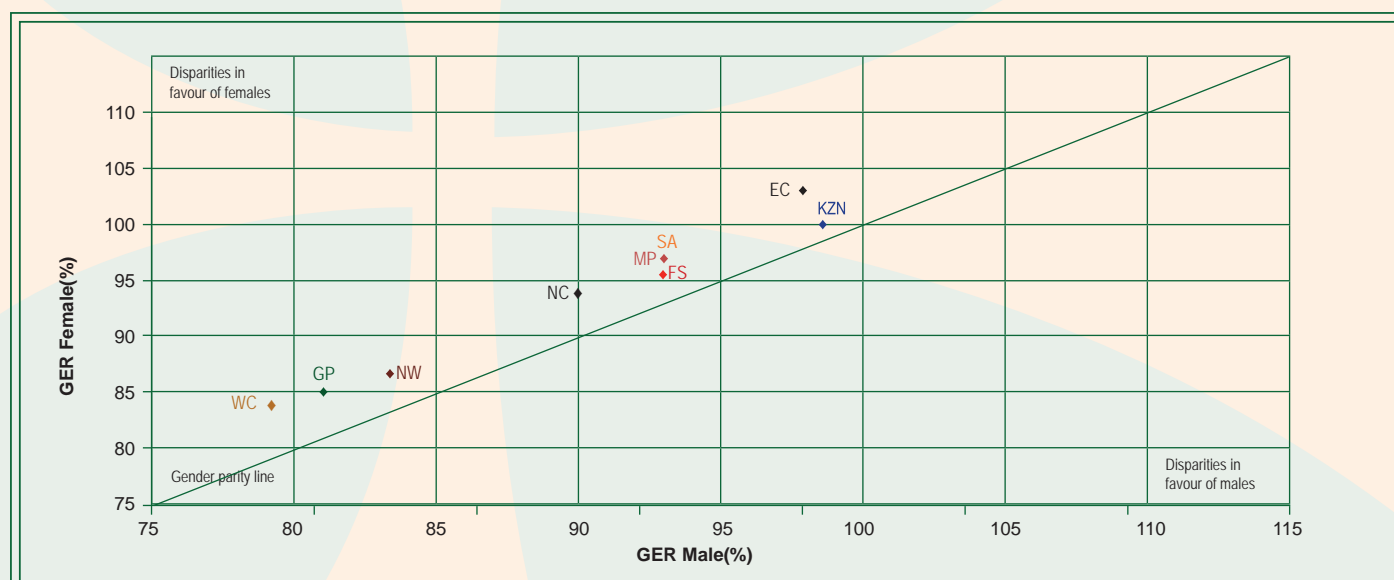
**Figure 4: Gross enrolment ratio (GER) for Grades R to 12 in ordinary schools, by province and gender, in 2016**

Figure 4 compares the total GER for male and female learners, Grades R to 12, in 2016. 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 Eastern Cape and Gauteng in favour of females and Limpopo in favour of males. Three province – namely, the Free State, KwaZulu-Natal and Limpopo – 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 2016, as indicated in Table 4, the national highest GPI (1.11) 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.

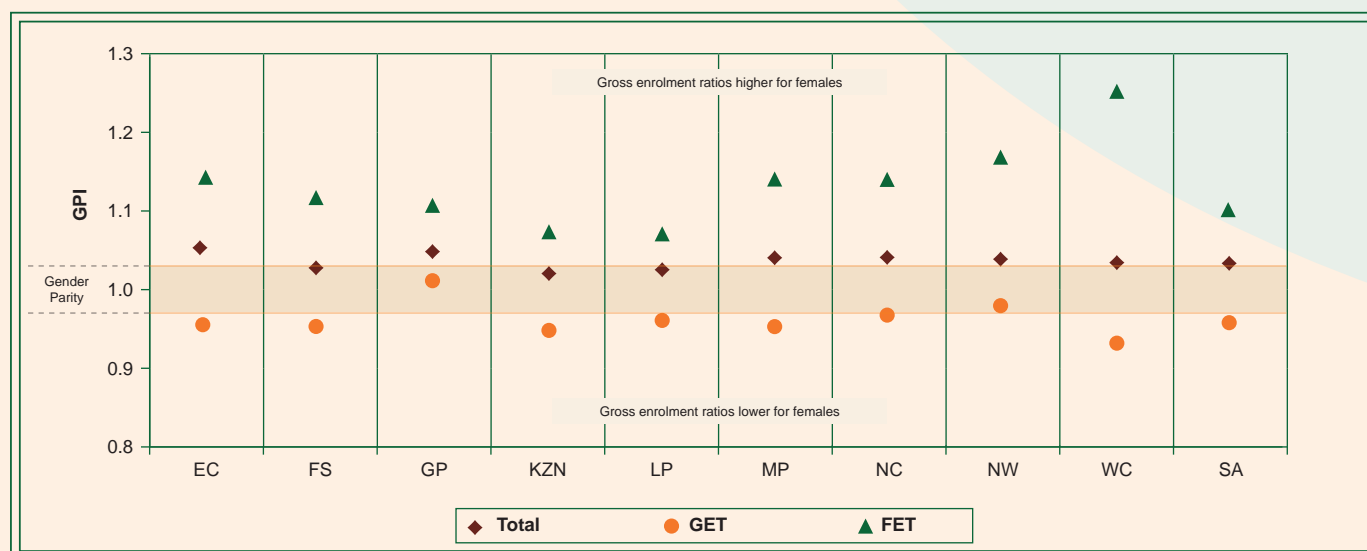
**Figure 5: Gender parity index (GPI) for Grades R to 12 in ordinary schools, by province, in 2016**

Figure 5 shows the GPI for Grades R to 12 (GET and FET bands), by province, in 2016. 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). The GPI deviated from the norm most strongly in the FET band. Every province reveals a GPI of greater than 1.03.

### 3.2.6 Learners, by grade and school phase

**Table 5: Number of learners in ordinary schools, by province, sector, gender and grade, in 2016**

Province	Sector	Gender	Pre-Gr. R Phase	Foundation Phase						Intermediate Phase				Senior Phase				Total (GET Band)
			Pre-Gr. R	Gr. R	Gr. 1	Gr. 2	Gr. 3	Total	Gr. 4	Gr. 5	Gr. 6	Total	Gr. 7	Gr. 8	Gr. 9	Total		
Eastern Cape	Independent	Female	923	2 126	3 101	3 159	2 842	11 228	2 831	2 691	2 263	7 785	2 167	1 938	1 783	5 888	24 901	
		Total	1 842	4 369	6 383	6 318	5 756	22 826	5 730	5 236	4 417	15 383	4 171	3 880	3 580	11 631	49 840	
	Public	Female	1 347	64 178	84 106	84 320	81 389	313 993	80 159	75 575	70 433	226 167	66 610	62 722	62 276	191 608	731 768	
		Total	2 518	131 863	181 192	178 705	170 912	662 672	170 902	156 243	143 029	470 174	136 153	129 628	125 134	390 915	1 523 761	
	Both	Female	2 270	66 304	87 207	87 479	84 231	325 221	82 990	78 266	72 696	233 952	68 777	64 660	64 059	197 496	756 669	
		Male	2 090	69 928	100 368	97 544	92 437	360 277	93 642	83 213	74 750	251 605	71 547	68 848	64 655	205 050	816 932	
		Total	4 360	136 232	187 575	185 023	176 668	685 498	176 632	161 479	147 446	485 557	140 324	133 508	128 714	402 546	1 573 601	
Free State	Independent	Female	203	480	879	824	780	2 963	671	660	603	1 934	570	680	522	1 772	6 669	
		Total	416	989	1 833	1 755	1 567	6 144	1 429	1 341	1 226	3 996	1 143	1 312	997	3 452	13 592	
	Public	Female	435	18 277	30 389	29 932	28 128	106 726	30 258	27 676	24 942	82 876	25 774	26 912	23 030	75 716	265 318	
		Total	861	36 551	63 597	61 998	57 973	220 119	64 529	55 863	50 003	170 395	53 109	53 913	44 895	151 917	542 431	
	Both	Female	638	18 757	31 268	30 756	28 908	109 689	30 929	28 336	25 545	84 810	26 344	27 592	23 552	77 488	271 987	
		Male	639	18 783	34 162	32 997	30 632	116 574	35 029	28 868	25 684	89 581	27 908	27 633	22 340	77 881	284 036	
		Total	1 277	37 540	65 430	63 753	59 540	226 263	65 958	57 204	51 229	174 391	54 252	55 225	45 892	155 369	556 023	
Gauteng	Independent	Female	5 187	8 419	14 919	13 917	12 361	49 616	11 353	10 393	9 288	31 034	8 477	10 049	9 470	27 996	108 646	
		Total	10 421	16 883	29 698	27 739	24 842	99 162	22 835	20 583	18 319	61 737	16 865	19 748	18 421	55 034	215 933	
	Public	Female	2 701	51 199	96 301	94 948	89 994	332 442	88 058	83 261	79 071	250 390	73 548	76 136	72 431	222 115	804 947	
		Total	5 353	102 664	201 085	194 215	182 842	680 806	180 114	167 128	156 576	503 818	146 252	153 639	143 175	443 066	1 627 690	
	Both	Female	7 888	59 618	111 220	108 865	102 355	382 058	99 411	93 654	88 359	281 424	82 025	86 185	81 901	250 111	913 593	
		Male	7 886	59 929	119 563	113 089	105 329	397 910	103 538	94 057	86 536	284 131	81 092	87 202	79 695	247 989	930 030	
		Total	15 774	119 547	230 783	221 954	207 684	797 968	202 949	187 711	174 895	565 555	163 117	173 387	161 596	498 100	1 843 623	
KwaZulu-Natal	Independent	Female	743	2 446	3 265	3 113	2 862	11 686	2 539	2 511	2 219	7 269	2 141	2 638	2 595	7 374	26 329	
		Total	1 442	4 969	6 460	6 055	5 559	23 043	5 096	4 806	4 280	14 182	4 122	5 032	4 766	13 920	51 145	
	Public	Female	1 344	92 078	119 621	116 109	112 209	440 017	111 101	105 978	101 198	318 277	93 105	98 584	99 293	290 982	1 049 276	
		Total	2 763	186 533	253 065	241 850	231 923	913 371	233 248	216 893	203 847	653 988	189 129	208 586	202 636	600 351	2 167 710	
	Both	Female	2 087	94 524	122 886	119 222	115 071	451 703	113 640	108 489	103 417	325 546	95 246	101 222	101 888	298 356	1 075 605	
		Male	2 118	96 978	136 639	128 683	122 411	484 711	124 704	113 210	104 710	342 624	98 005	112 396	105 514	315 915	1 143 250	
		Total	4 205	191 502	259 525	247 905	237 482	936 414	238 344	221 699	208 127	668 170	193 251	213 618	207 402	614 271	2 218 855	
Limpopo	Independent	Female	441	2 159	2 815	2 939	2 626	10 539	2 538	2 324	1 990	6 852	1 846	1 999	1 927	5 772	23 163	
		Total	890	4 315	5 631	5 791	5 359	21 096	5 004	4 599	4 069	13 672	3 640	3 972	3 739	11 351	46 119	
	Public	Female	48	59 912	68 021	68 810	66 574	263 317	66 192	61 221	56 201	183 614	51 469	56 705	59 222	167 396	614 327	
		Total	114	121 613	142 552	142 944	138 096	545 205	139 621	124 732	113 586	377 939	106 137	120 578	123 548	350 263	1 273 407	
	Both	Female	489	62 071	70 836	71 749	69 200	273 856	68 730	63 545	58 191	190 466	53 315	58 704	61 149	173 168	637 490	
		Male	515	63 857	77 347	76 986	74 255	292 445	75 895	65 786	59 464	201 145	56 462	65 846	66 138	188 446	682 036	
		Total	1 004	125 928	148 183	148 735	143 455	566 301	144 625	129 331	117 655	391 611	109 777	124 550	127 287	361 614	1 319 526	
Mpumalanga	Independent	Female	303	935	1 536	1 472	1 238	5 181	1 126	990	901	3 017	781	751	701	2 233	10 431	
		Total	626	1 857	3 186	2 953	2 557	10 553	2 353	2 014	1 780	6 147	1 528	1 555	1 449	4 532	21 232	
	Public	Female	780	31 050	44 982	44 918	42 601	163 551	41 905	39 647	37 021	118 573	35 823	38 668	38 643	113 134	395 258	
		Total	1 575	62 788	95 490	94 267	88 600	341 145	89 150	81 356	74 807	245 313	73 375	80 616	77 616	231 607	818 065	
	Both	Female	1 083	31 985	46 518	46 390	43 839	168 732	43 031	40 637	37 922	121 590	36 604	39 419	39 344	115 367	405 689	
		Male	1 118	32 660	52 158	50 830	47 318	182 966	48 472	42 733	38 665	129 870	38 299	42 752	39 721	120 772	433 608	
		Total	2 201	64 645	98 676	97 220	91 157	351 698	91 503	83 370	76 587	251 460	74 903	82 171	79 065	236 139	839 297	
Northern Cape	Independent	Female	144	192	193	161	154	700	127	103	79	309	83	204	172	459	1 468	
		Total	273	376	382	344	301	1 403	266	203	166	635	176	363	279	818	2 856	
	Public	Female	312	8 897	13 383	12 995	12 172	47 447	12 499	11 730	11 017	35 246	11 087	11 062	10 636	32 785	115 478	
		Total	672	18 162	28 236	26 934	25 082	98 414	26 484	24 125	22 335	72 944	22 416	22 488	20 618	65 522	236 880	
	Both	Female	456	9 089	13 576	13 156	12 326	48 147	12 626	11 833	11 096	35 555	11 170	11 266	10 808	33 244	116 946	
		Male	489	9 449	15 042	14 122	13 057	51 670	14 124	12 495	11 405	38 024	11 422	11 585	10 089	33 096	122 790	
		Total	945	18 538	28 618	27 278	25 383	99 817	26 750	24 328	22 501	73 579	22 592	22 851	20 897	66 340	239 736	
North West	Independent	Female	146	816	1 081	1 041	901	3 839	878	742	689	2 309	656	612	550	1 818	7 966	
		Total	322	1 552	2 253	2 105	1 859	7 769	1 766	1 530	1 392	4 688	1 253	1 304	1 079	3 636	16 093	
	Public	Female	249	24 695	36 310	37 365	35 171	133 541	35 411	33 021	30 570	99 002	28 826	31 669	28 483	88 978	321 521	
		Total	471	49 874	77 004	77 475	72 667	277 020	74 233	66 865	61 224	202 322	58 242	65 359	56 638	180 239	659 581	
	Both	Female	395	25 511	37 391	38 406	36 072	137 380	36 289	33 763	31 259	101 311	29 482	32 281	29 033	90 796	329 487	
		Male	398	25 915	41 866	41 174	38 454	147 409	39 710	34 632	31 357	105 699	30 013	34 382	28 684	93 079	346 187	
		Total	793	51 426	79 257	79 580	74 526	284 789	75 999	68 395	62 616	207 010	59 495	66 663	57 717	183 875	675 674	
Western Cape	Independent	Female	1 017	1 856	2 554	2 578	2 348	9 336	2 091	1 939	1 771	5 801	1 705	1 934	1 873	5 512	20 649	
		Total	1 821	3 625	5 090	5 173	4 690	18 578	4 185	3 855	3 537	11 577	3 417	3 685	3 634	10 736	40 891	
	Public	Female	592	32 182	51 062	51 834	48 582	183 660	47 972	44 282	41 812	134 066	39 864	39 707	38 573	118 144	435 870	
		Total	1 188	64 513	105 855	105 511	98 328	374 207	99 183	89 302	82 422	270 907	78 494	76 970	72 862	228 323		

Table 5: Number of learners in ordinary schools, by province, sector, gender and grade, in 2016 (concluded)

Province	Sector	Gender	FET Band				Other	Total Primary (Gr. 1-7)	Total Secondary (Gr. 8-12)	Total (Gr.1-12)	Grand Total
			Gr. 10	Gr. 11	Gr. 12	Total					
Eastern Cape	Independent	Female	1 539	1 729	2 644	5 912	39	19 054	9 633	28 687	31 775
		Total	3 102	3 318	4 617	11 037	105	38 011	18 497	56 508	62 824
	Public	Female	74 155	67 727	55 200	197 082	0	542 592	322 080	864 672	930 197
		Total	148 346	124 764	99 334	372 444	0	1 137 136	627 206	1 764 342	1 898 723
	Both	Female	75 694	69 456	57 844	202 994	39	561 646	331 713	893 359	961 972
		Male	75 754	58 626	46 107	180 487	66	613 501	313 990	927 491	999 575
Free State	Independent	Female	553	451	433	1 437	0	4 987	2 639	7 626	8 309
		Total	1 039	848	742	2 629	0	10 294	4 938	15 232	16 637
	Public	Female	30 625	20 736	15 887	67 248	0	197 099	117 190	314 289	333 001
		Total	61 244	38 403	28 773	128 420	0	407 072	227 228	634 300	671 712
	Both	Female	31 178	21 187	16 320	68 685	0	202 086	119 829	321 915	341 310
		Male	31 105	18 064	13 195	62 364	0	215 280	112 337	327 617	347 039
Gauteng	Independent	Female	9 626	9 117	8 276	27 019	186	80 708	46 538	127 246	141 038
		Total	18 491	17 435	15 338	51 264	408	160 881	89 433	250 314	278 026
	Public	Female	86 026	71 682	56 347	214 055	1 845	605 181	362 622	967 803	1 023 548
		Total	172 507	134 582	103 103	410 192	5 323	1 228 212	707 006	1 935 218	2 048 558
	Both	Female	95 652	80 799	64 623	241 074	2 031	685 889	409 160	1 095 049	1 164 586
		Male	95 346	71 218	53 818	220 382	3 700	703 204	387 279	1 090 483	1 161 998
KwaZulu-Natal	Independent	Female	2 558	2 564	3 870	8 992	37	18 650	14 225	32 875	36 101
		Total	4 825	4 936	6 998	16 759	61	36 378	26 557	62 935	69 407
	Public	Female	120 340	119 874	90 135	330 349	22	759 321	528 226	1 287 547	1 380 991
		Total	243 935	226 121	167 561	637 617	47	1 569 955	1 048 839	2 618 794	2 808 137
	Both	Female	122 898	122 438	94 005	339 341	59	777 971	542 451	1 320 422	1 417 092
		Male	125 862	108 619	80 554	315 035	49	828 362	532 945	1 361 307	1 460 452
Limpopo	Independent	Female	1 984	1 979	2 351	6 314	0	17 078	10 240	27 318	29 918
		Total	3 853	3 810	4 158	11 821	0	34 093	19 532	53 625	58 830
	Public	Female	87 236	74 433	61 085	222 754	23	438 488	338 681	777 169	837 152
		Total	184 028	138 332	110 803	433 163	41	907 668	677 289	1 584 957	1 706 725
	Both	Female	89 220	76 412	63 436	229 068	23	455 566	348 921	804 487	867 070
		Male	98 661	65 730	51 525	215 916	18	486 195	347 900	834 095	898 485
Mpumalanga	Independent	Female	774	915	1 473	3 162	0	8 044	4 614	12 658	13 896
		Total	1 604	1 942	2 714	6 260	0	16 371	9 264	25 635	28 118
	Public	Female	46 056	42 524	32 109	120 689	72	286 897	198 000	484 897	516 799
		Total	90 201	78 520	57 663	226 384	210	597 045	384 616	981 661	1 046 234
	Both	Female	46 830	43 439	33 582	123 851	72	294 941	202 614	497 555	530 695
		Male	44 975	37 023	26 795	108 793	138	318 475	191 266	509 741	543 657
Northern Cape	Independent	Female	190	180	185	555	3	900	931	1 831	2 170
		Total	335	297	315	947	4	1 838	1 589	3 427	4 080
	Public	Female	11 931	8 531	6 562	27 024	10	84 883	48 722	133 605	142 824
		Total	23 082	15 829	12 023	50 934	29	175 612	94 040	269 652	288 515
	Both	Female	12 121	8 711	6 747	27 579	13	85 783	49 653	135 436	144 994
		Male	11 296	7 415	5 591	24 302	20	91 667	45 976	137 643	147 601
North West	Independent	Female	505	491	419	1 415	20	5 988	2 577	8 565	9 547
		Total	990	953	810	2 753	39	12 158	5 136	17 294	19 207
	Public	Female	33 622	25 766	18 934	78 322	15	236 674	138 474	375 148	400 107
		Total	66 550	48 378	35 226	150 154	54	487 710	272 151	759 861	810 260
	Both	Female	34 127	26 257	19 353	79 737	35	242 662	141 051	383 713	409 654
		Male	33 413	23 074	16 683	73 170	58	257 206	136 236	393 442	419 813
Western Cape	Independent	Female	1 713	1 809	1 753	5 275	16	14 986	9 082	24 068	26 957
		Total	3 435	3 540	3 486	10 461	50	29 947	17 780	47 727	53 223
	Public	Female	41 459	33 351	28 928	103 738	384	325 408	182 018	507 426	540 584
		Total	77 182	59 689	50 869	187 740	981	659 095	337 572	996 667	1 063 349
	Both	Female	43 172	35 160	30 681	109 013	400	340 394	191 100	531 494	567 541
		Male	37 445	28 069	23 674	89 188	631	348 648	164 252	512 900	549 031
South Africa	Independent	Female	19 442	19 235	21 404	60 081	301	170 395	100 479	270 874	299 711
		Male	18 232	17 844	17 774	53 850	366	169 576	92 247	261 823	290 641
		Total	37 674	37 079	39 178	113 931	667	339 971	192 726	532 697	590 352
	Public	Female	531 450	464 624	365 187	1 361 261	2 371	3 476 543	2 236 013	5 712 556	6 105 203
		Male	535 625	399 994	300 168	1 235 787	4 314	3 692 962	2 139 934	5 832 896	6 237 010
		Total	1 067 075	864 618	665 355	2 597 048	6 685	7 169 505	4 375 947	11 545 452	12 342 213
	Both	Female	550 892	483 859	386 591	1 421 342	2 672	3 646 938	2 336 492	5 983 430	6 404 914
		Male	553 857	417 838	317 942	1 289 637	4 680	3 862 538	2 232 181	6 094 719	6 527 651
		Total	1 104 749	901 697	704 533	2 710 979	7 352	7 509 476	4 568 673	12 078 149	12 932 565

Source: 2016 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.

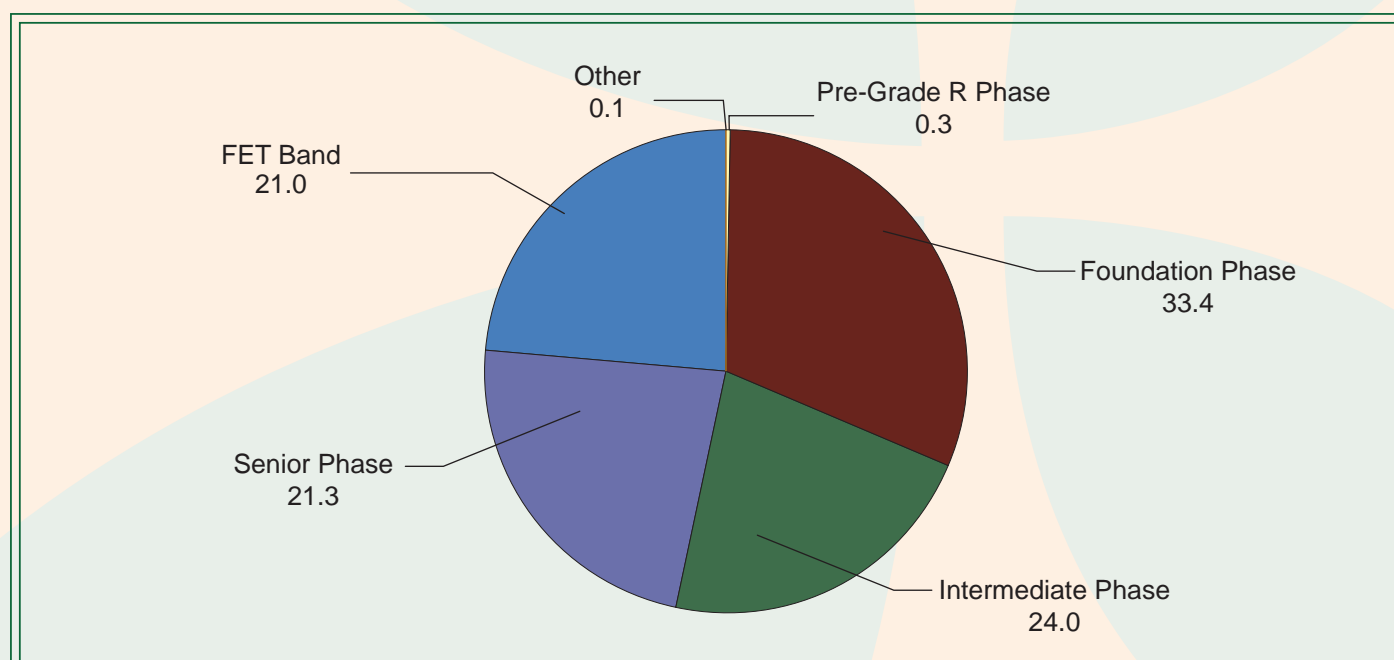
**Figure 6: Percentage distribution of learners in ordinary schools, by phase, in 2016**

Figure 6 reveals that, in 2016, the highest proportion of learners in ordinary schools was located in the foundation phase (33.4%). As one moves up to higher levels within the schooling system, the proportion of learners decreases. Hence, in 2016 the FET band comprised only 21.0% 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.

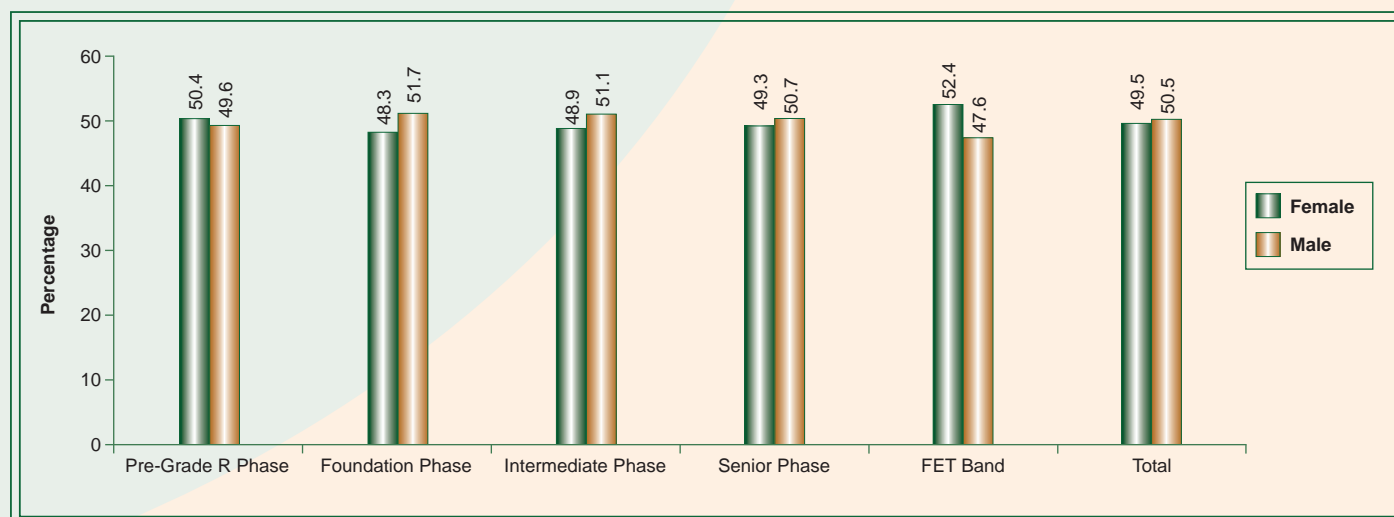
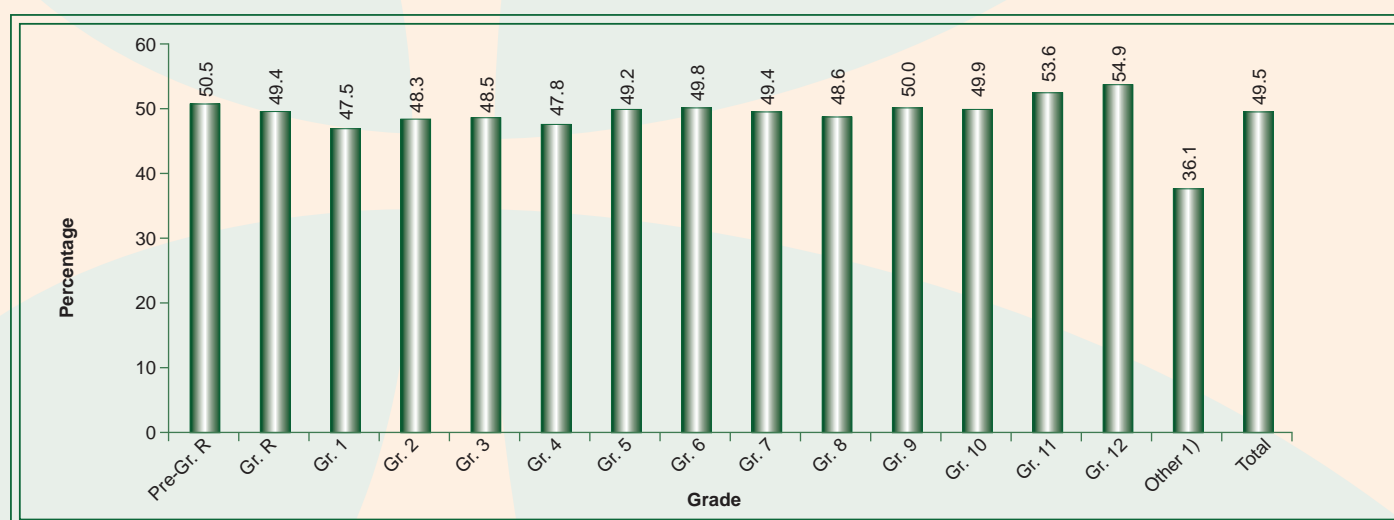
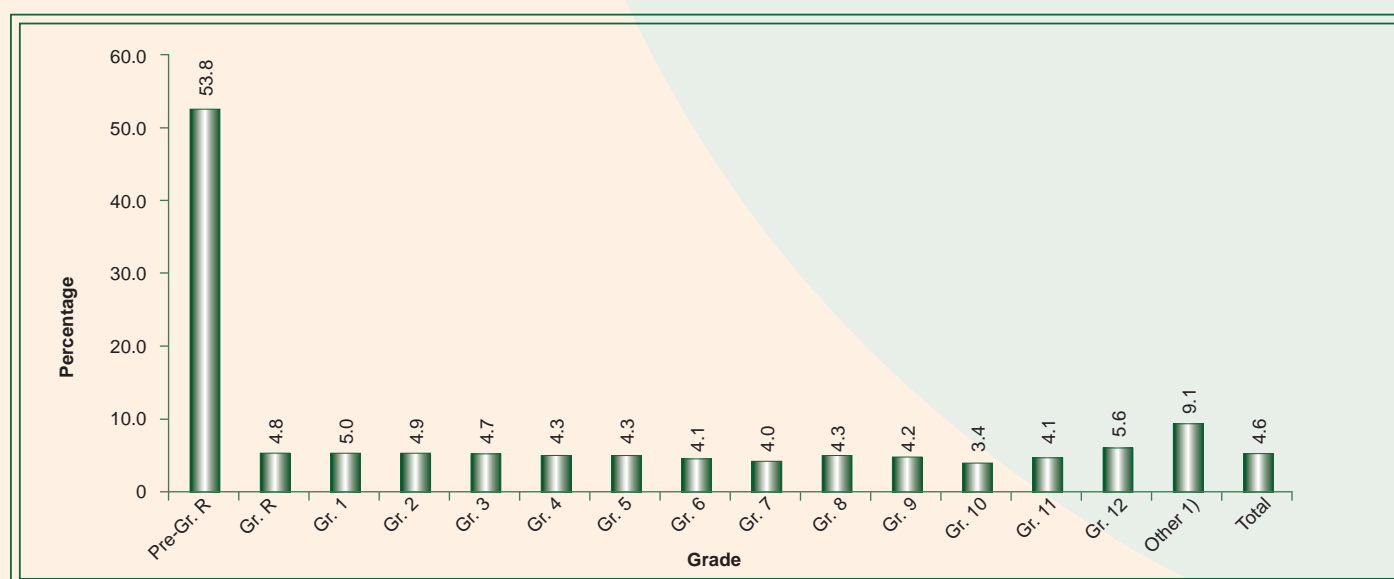
**Figure 7: Percentage distribution of learners in ordinary schools, by phase and gender, in 2016**

Figure 7 indicates that, in 2016, females and males were almost equally represented in ordinary schools in South Africa (females 49.5% and males 50.5%). 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 (52.4%) was found in the FET band.

**Figure 8: Percentage distribution of female learners in ordinary schools, by grade, in 2016**

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

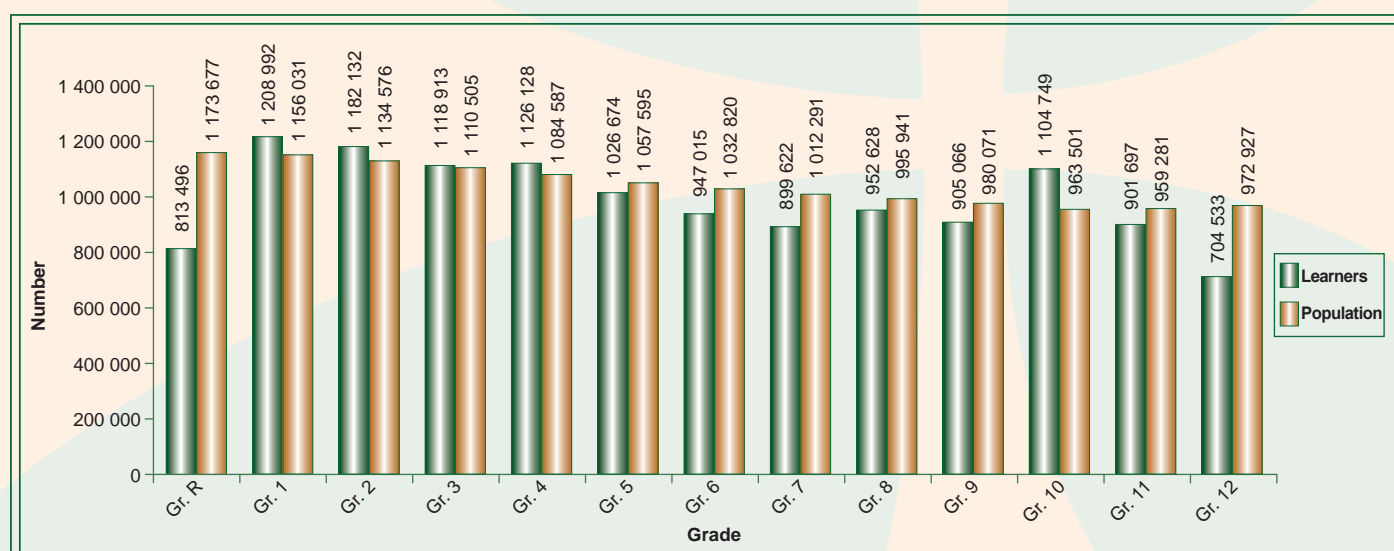
In 2016, as indicated in Figure 8, there were fewer female than male learners (less than 50%) in Grades R to 8, and Other, while the opposite was true for the other grades. Grade 12 females (54.9%) accounted for the highest female enrolment in all the primary and secondary-level grades. The lowest female enrolment was for Other (36.1%).

**Figure 9: Distribution of learners in ordinary independent schools as a percentage of ordinary school learners, by grade, in 2016**

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 2016, the percentage of learners in independent schools in the ordinary school system was the highest for pre-Grade R (53.8%), the second highest for Other (9.1%), and the lowest for Grade 10 (3.4%). The total national average of learners in independent schools was 4.6%.

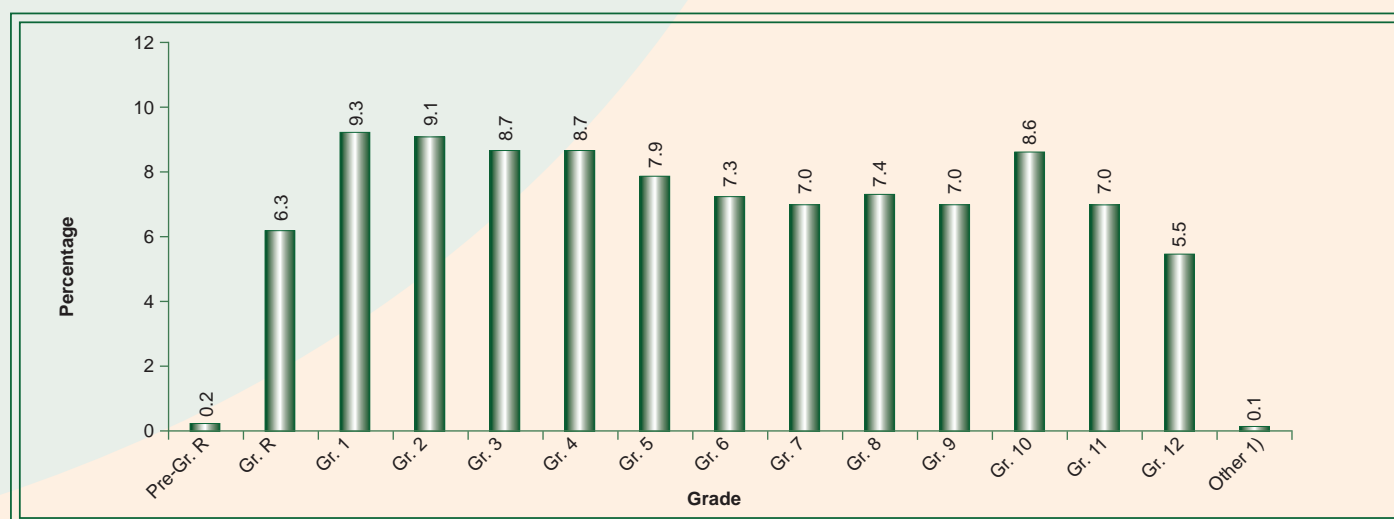
**Figure 10: Number of learners in ordinary schools, by grade, compared with the appropriate age group in the population, in 2016**



Source: Population estimates, Statistics South Africa (July 2016).

Figure 10 shows learner enrolment in 2016 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, 4 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 69.3% and 72.4%, respectively, of the appropriate school-age population. It must be noted that some learners who were at the FET band age were also enrolled in FET colleges and that others attended AET classes, which is not a compulsory schooling phase.

**Figure 11: Percentage distribution of learners in ordinary schools, by grade, in 2016**



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 2016, the highest proportion of learners in ordinary schools was enrolled in Grade 1 (9.3%), while the lowest proportion was enrolled in Grade 12 (5.5%). 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 between Grades 3 to 4. 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 2013 to 2016

- Learners, educators and schools (see Table 6)

**Table 6: Comparing learners, educators and schools in the ordinary school sector, by province, from 2013 to 2016**

Province	Learners				Educators				Schools			
	2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016
Eastern Cape	1 938 078	1 946 885	1 953 397	1 961 547	6 007	64 258	64 256	61 629	5 733	5 732	5 727	5 676
Free State	664 508	672 290	682 704	688 349	24 475	24 552	23 661	23 523	1 396	1 376	1 332	1 282
Gauteng	2 129 526	2 191 475	2 262 319	2 326 584	74 823	77 265	79 354	82 078	2 649	2 721	2 780	2 813
KwaZulu-Natal	2 866 570	2 901 697	2 881 518	2 877 544	96 057	95 560	86 493	89 799	6 156	6 151	6 137	6 142
Limpopo	1 714 832	1 720 585	1 753 734	1 765 555	57 108	57 256	55 930	54 418	4 067	4 076	4 045	4 018
Mpumalanga	1 052 807	1 057 788	1 079 280	1 074 352	34 936	35 000	35 153	34 404	1 885	1 867	1 862	1 847
Northern Cape	282 631	289 004	290 139	291 515	8 972	9 182	9 162	9 136	573	577	581	574
North West	788 261	800 316	813 873	830 547	26 194	26 086	25 126	26 108	1 606	1 570	1 544	1 535
Western Cape	1 052 435	1 075 396	1 097 509	1 116 572	36 451	35 931	36 958	37 518	1 655	1 671	1 683	1 687
South Africa	12 489 648	12 655 436	12 814 473	12 932 565	425 023	425 090	416 093	418 613	25 720	25 741	25 691	25 574

Sources:

2013-2015: As published in Education Statistics in South Africa.

2016: SNAP Survey.

As can be seen in Table 6, between 2013 and 2016, learner numbers showed a net increase of 3.5% (12 489 648 to 12 932 565), while the number of educators and schools decreased by 1.5% and 0.6% (from 425 023 to 418 613 and 25 720 to 25 574) respectively.

- 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 2013 to 2016**

Province	Independent				Public and Independent											
	Learners in Independent Schools as % of All Learners				LER				LSR				ESR			
	2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016
Eastern Cape	2.9	3.0	3.0	3.2	29.4	30.3	30.4	31.8	338	340	341	346	11.5	11.2	11.2	10.9
Free State	2.2	2.4	2.4	2.4	27.2	27.4	28.9	29.3	476	489	513	537	17.5	17.8	17.8	18.3
Gauteng	10.8	11.3	11.7	11.9	28.5	28.4	28.5	28.3	804	805	814	827	28.2	28.4	28.5	29.2
KwaZulu-Natal	2.4	2.4	2.4	2.4	29.8	30.4	33.3	32.0	466	472	470	469	15.6	15.5	14.1	14.6
Limpopo	3.1	3.2	3.4	3.3	30.0	30.1	31.4	32.4	422	422	434	439	14.0	14.0	13.8	13.5
Mpumalanga	2.6	2.2	2.5	2.6	30.1	30.2	30.7	31.2	559	567	580	582	18.5	18.7	18.9	18.6
Northern Cape	1.1	1.4	1.3	0.1	31.5	31.5	31.7	32.0	493	501	499	509	15.7	15.9	15.8	15.9
North West	1.9	2.0	2.0	2.3	30.1	30.7	32.4	31.8	491	510	527	541	16.3	16.6	16.3	17.0
Western Cape	4.5	4.5	4.6	4.8	28.9	29.9	29.7	29.8	636	644	652	662	22.0	21.5	22.0	22.2
South Africa	4.1	4.3	4.4	4.6	29.4	29.8	30.8	30.9	486	492	499	506	16.5	16.5	16.2	16.4

Table 7 shows that, from 2013 to 2016, the percentage of learners in ordinary independent schools nationally increased from 4.1% to 4.6%, a net increase of 12.1%.

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

Table 7 shows that, from 2013 to 2016, the national average LER at ordinary schools in the country increased from 29.4:1 to 30.9:1, a net increase of 5.1%.

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

Table 7 shows that, from 2013 to 2016, the national average LSR at ordinary schools in the country increased from 486:1 to 506:1, a net increase of 4.1%.



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

Table 7 shows that, from 2013 to 2016, the national average ESR at ordinary schools in the country decreased from 16.5:1 to 16.4:1, a net decrease of 0.6%.

- **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 2013 to 2016**

Province	Gender	Primary and Secondary (Gr. 1-12)								School Bands (Gr. R-12)							
		GER (%)				GPI				GER (%)				GPI			
		2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016
Eastern Cape	Female	103	102	103	102					103	101	101	103				
	Male	104	102	104	101					104	101	102	98				
	Total	104	102	104	102	0.99	1.00	0.99	1.01	104	101	102	101	0.99	1.00	0.99	1.05
Free State	Female	97	97	102	101					95	95	99	95				
	Male	99	98	104	102					97	96	101	93				
	Total	98	98	103	102	0.98	0.99	0.98	1.01	96	96	100	94	0.98	0.99	0.98	1.02
Gauteng	Female	84	86	87	88					81	84	84	85				
	Male	84	84	85	85					81	82	82	81				
	Total	84	85	86	86	1.00	1.03	1.02	1.03	81	83	83	83	1.00	1.02	1.02	1.05
KwaZulu-Natal	Female	98	97	98	9					97	95	95	100				
	Male	101	99	100	99					100	97	97	99				
	Total	100	98	99	98	0.97	0.98	0.98	0.99	98	96	96	99	0.97	0.98	0.98	1.01
Limpopo	Female	110	110	115	116					110	109	113	120				
	Male	113	112	117	117					113	111	115	118				
	Total	112	111	116	117	0.97	0.98	0.98	0.98	111	110	114	119	0.97	0.98	0.98	1.02
Mpumalanga	Female	94	94	99	98					93	92	96	97				
	Male	96	95	100	98					94	93	97	93				
	Total	95	95	100	98	0.98	0.99	0.99	1.00	93	93	97	95	0.98	0.99	0.99	1.04
Northern Cape	Female	96	99	100	100					87	98	99	94				
	Male	96	98	100	98					88	97	99	90				
	Total	96	98	100	99	1.00	1.01	1.00	1.02	87	97	99	92	0.99	1.01	1.00	1.04
North West	Female	89	88	92	91					94	87	89	87				
	Male	90	88	92	91					94	86	90	83				
	Total	89	88	92	91	0.99	1.00	1.00	1.01	94	87	90	85	1.00	1.00	0.99	1.04
Western Cape	Female	81	82	88	87					79	81	86	83				
	Male	78	78	83	82					76	76	81	79				
	Total	79	80	86	84	1.04	1.06	1.06	1.10	77	79	84	79	1.05	1.06	1.06	1.05
South Africa	Female	95	95	97	97					93	93	95	96				
	Male	96	95	97	96					94	93	95	93				
	Total	95	95	97	97	0.99	1.00	1.00	1.01	94	93	95	94	0.99	1.00	1.00	1.03

Sources:

2013-2015: As published in Education Statistics in South Africa.

2016: SNAP Survey, and Statistics South Africa population estimates published in July 2016.

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 2013 to 2016 – namely, from 95% to 97%. 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 2016.

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

Table 8 shows that, from 2013 to 2016, 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 increased from 0.99 in 2013 to 1.03 in 2016.

Eastern Cape		Learners	Educators	Institutions
Public Schools 1)	Primary 3)	688 692	20 612	2 583
	Secondary	484 617	15 472	851
	Combined	723 729	22 236	2 027
	Intermediate	1 685	52	7
	<b>Total (Public)</b>	<b>1 898 723</b>	<b>58 372</b>	<b>5 468</b>
Independent Schools 2)	Primary 3)	16 377	779	77
	Secondary	7 004	452	32
	Combined	38 991	1 995	95
	Intermediate	452	31	4
	<b>Total (Independent)</b>	<b>62 824</b>	<b>3 257</b>	<b>208</b>
<b>Total (Public and Independent)</b>		<b>1 961 547</b>	<b>61 629</b>	<b>5 676</b>
Other Education Sectors	ECD	3 205	126	146
	SNE 4)	9 463	972	43
	<b>Total (Other)</b>	<b>12 668</b>	<b>1 098</b>	<b>189</b>
<b>Grand Total</b>		<b>1 974 215</b>	<b>62 727</b>	<b>5 865</b>

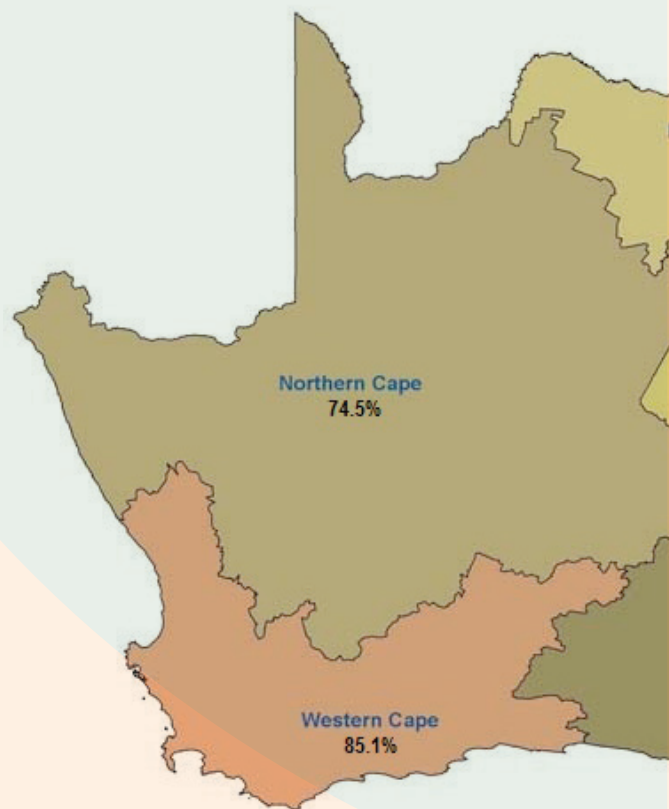
Limpopo		Learners	Educators	Institutions
Public Schools 1)	Primary 3)	1 003 963	27 708	2 426
	Secondary	662 478	22 690	1 355
	Combined	37 966	1 187	80
	Intermediate	2 318	65	6
	<b>Total (Public)</b>	<b>1 706 725</b>	<b>51 650</b>	<b>3 867</b>
Independent Schools 2)	Primary 3)	12 672	500	42
	Secondary	4 705	227	11
	Combined	41 149	2 020	95
	Intermediate	304	21	3
	<b>Total (Independent)</b>	<b>58 830</b>	<b>2 768</b>	<b>151</b>
<b>Total (Public and Independent)</b>		<b>1 765 555</b>	<b>54 418</b>	<b>4 018</b>
Other Education Sectors	ECD	126 494	5 092	1 911
	SNE 4)	8 630	697	35
	<b>Total (Other)</b>	<b>135 124</b>	<b>5 789</b>	<b>1 946</b>
<b>Grand Total</b>		<b>1 900 679</b>	<b>60 207</b>	<b>5 964</b>

Free State		Learners	Educators	Institutions
Public Schools 1)	Primary 3)	345 434	10 458	702
	Secondary	182 860	7 073	244
	Combined	134 481	4 652	255
	Intermediate	8 937	282	13
	<b>Total (Public)</b>	<b>671 712</b>	<b>22 465</b>	<b>1 214</b>
Independent Schools 2)	Primary 3)	2 964	166	18
	Secondary	1 676	94	6
	Combined	11 930	786	43
	Intermediate	67	12	1
	<b>Total (Independent)</b>	<b>16 637</b>	<b>1 058</b>	<b>68</b>
<b>Total (Public and Independent)</b>		<b>688 349</b>	<b>23 523</b>	<b>1 282</b>
Other Education Sectors	ECD	25 325	1 415	352
	SNE 4)	5 984	511	21
	<b>Total (Other)</b>	<b>31 309</b>	<b>1 926</b>	<b>373</b>
<b>Grand Total</b>		<b>719 658</b>	<b>25 449</b>	<b>1 655</b>

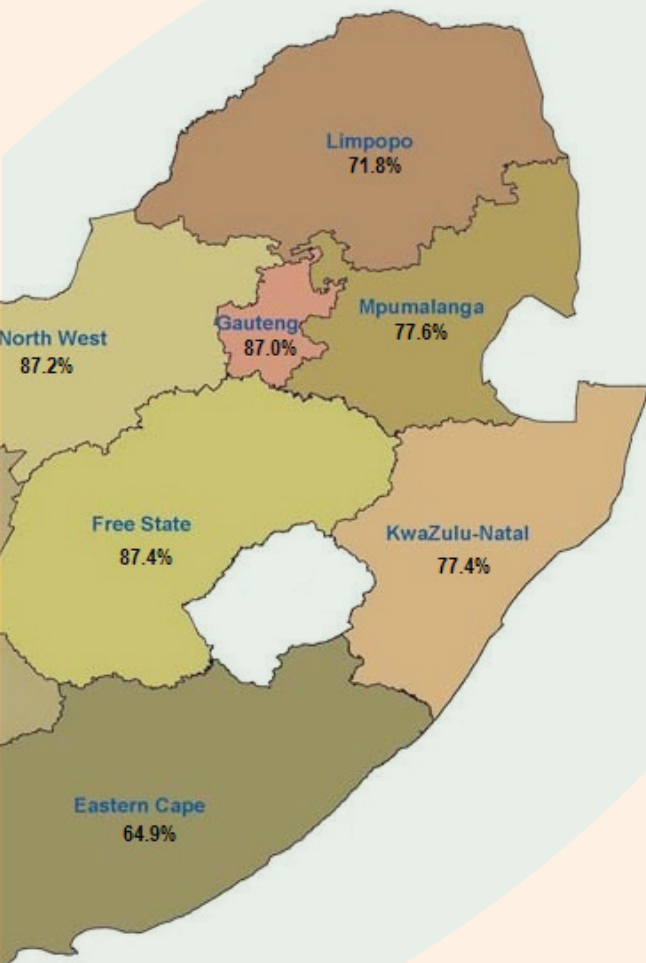
Gauteng		Learners	Educators	Institutions
Public Schools 1)	Primary 3)	1 295 487	35 463	1 377
	Secondary	678 486	25 487	621
	Combined	69 382	1 988	77
	Intermediate	5 203	154	8
	<b>Total (Public)</b>	<b>2 048 558</b>	<b>63 092</b>	<b>2 083</b>
Independent Schools 2)	Primary 3)	70 695	4 068	245
	Secondary	26 076	2 310	115
	Combined	178 031	12 371	352
	Intermediate	3 224	237	18
	<b>Total (Independent)</b>	<b>278 026</b>	<b>18 986</b>	<b>730</b>
<b>Total (Public and Independent)</b>		<b>2 326 584</b>	<b>82 078</b>	<b>2 813</b>
Other Education Sectors	ECD	65 511	3 292	769
	SNE 4)	47 769	3 974	149
	<b>Total (Other)</b>	<b>113 280</b>	<b>7 266</b>	<b>918</b>
<b>Grand Total</b>		<b>2 439 864</b>	<b>89 344</b>	<b>3 731</b>

KwaZulu-Natal		Learners	Educators	Institutions
Public Schools 1)	Primary 3)	1 606 801	45 857	3 840
	Secondary	979 795	32 471	1 609
	Combined	87 086	2 671	130
	Intermediate	134 525	3 811	316
	<b>Total (Public)</b>	<b>2 808 207</b>	<b>84 810</b>	<b>5 895</b>
Independent Schools 2)	Primary 3)	20 206	1 208	96
	Secondary	12 155	912	51
	Combined	33 496	2 645	85
	Intermediate	3 480	224	15
	<b>Total (Independent)</b>	<b>69 337</b>	<b>4 989</b>	<b>247</b>
<b>Total (Public and Independent)</b>		<b>2 877 544</b>	<b>89 799</b>	<b>6 142</b>
Other Education Sectors	ECD			
	SNE 4)	14 986	804	65
	<b>Total (Other)</b>	<b>14 986</b>	<b>804</b>	
<b>Grand Total</b>		<b>2 892 530</b>	<b>90 603</b>	<b>6 142</b>

Mpumalanga		Learners	Educators	Institutions
Public Schools 1)	Primary 3)	565 900	17 776	1 016
	Secondary	312 827	10 832	432
	Combined	149 157	4 866	247
	Intermediate	18 350	560	30
	<b>Total (Public)</b>	<b>1 046 234</b>	<b>34 034</b>	<b>1 725</b>
Independent Schools 2)	Primary 3)	7 847	112	48
	Secondary	2 870	57	14
	Combined	17 401	201	59
	Intermediate			1
	<b>Total (Independent)</b>	<b>28 118</b>	<b>370</b>	<b>122</b>
<b>Total (Public and Independent)</b>		<b>1 074 352</b>	<b>34 404</b>	<b>1 847</b>
Other Education Sectors	ECD	17 450	663	161
	SNE 4)	3 778	377	18
	<b>Total (Other)</b>	<b>21 228</b>	<b>1 040</b>	<b>179</b>
<b>Grand Total</b>		<b>1 095 580</b>	<b>35 444</b>	<b>2 026</b>



# EDUCATION IN SOUTH AFRICA: A GLOBAL PICTURE FOR 2016



Northern Cape		Learners	Educators	Institutions
Public Schools 1)	Primary 3)	143 996	4 125	306
	Secondary	71 952	2 617	111
	Combined	66 230	1 934	115
	Intermediate	5 257	165	12
	<b>Total (Public)</b>	<b>287 435</b>	<b>8 841</b>	<b>544</b>
Independent Schools 2)	Primary 3)	542	32	7
	Secondary	1 091	47	5
	Combined	2 423	204	17
	Intermediate	24	12	1
	<b>Total (Independent)</b>	<b>4 080</b>	<b>295</b>	<b>30</b>
<b>Total (Public and Independent)</b>		<b>291 515</b>	<b>9 136</b>	<b>574</b>
Other Education Sectors	ECD			
	SNE 4)	1 494	153	11
	<b>Total (Other)</b>	<b>1 494</b>	<b>153</b>	<b>11</b>
<b>Grand Total</b>		<b>293 009</b>	<b>9 289</b>	<b>585</b>

North West		Learners	Educators	Institutions
Public Schools 1)	Primary 3)	500 777	14 522	947
	Secondary	235 979	7 965	344
	Combined	56 249	1 807	130
	Intermediate	18 335	582	51
	<b>Total (Public)</b>	<b>811 340</b>	<b>24 876</b>	<b>1 472</b>
Independent Schools 2)	Primary 3)	6 112	299	24
	Secondary	1 394	117	8
	Combined	11 421	792	30
	Intermediate	280	24	1
	<b>Total (Independent)</b>	<b>19 207</b>	<b>1 232</b>	<b>63</b>
<b>Total (Public and Independent)</b>		<b>830 547</b>	<b>26 108</b>	<b>1 535</b>
Other Education Sectors	ECD	11 832	501	175
	SNE 4)	7 395	652	32
	<b>Total (Other)</b>	<b>19 227</b>	<b>1 153</b>	<b>207</b>
<b>Grand Total</b>		<b>849 774</b>	<b>27 261</b>	<b>1 742</b>

Western Cape		Learners	Educators	Institutions
Public Schools 1)	Primary 3)	627 306	18 486	941
	Secondary	318 674	11 237	339
	Combined	112 976	3 413	165
	Intermediate	4 393	118	5
	<b>Total (Public)</b>	<b>1 063 349</b>	<b>33 254</b>	<b>1 450</b>
Independent Schools 2)	Primary 3)	14 063	968	100
	Secondary	4 597	472	38
	Combined	32 876	2 679	94
	Intermediate	1 687	145	5
	<b>Total (Independent)</b>	<b>53 223</b>	<b>4 264</b>	<b>237</b>
<b>Total (Public and Independent)</b>		<b>1 116 572</b>	<b>37 518</b>	<b>1 687</b>
Other Education Sectors	ECD	17 877	891	382
	SNE 4)	19 904	1 832	81
	<b>Total (Other)</b>	<b>37 781</b>	<b>2 723</b>	<b>463</b>
<b>Grand Total</b>		<b>1 154 353</b>	<b>40 241</b>	<b>2 150</b>

South Africa		Learners	Educators	Institutions
Public Schools 1)	Primary 3)	6 778 356	195 007	14 138
	Secondary	3 927 668	135 844	5 906
	Combined	1 437 256	44 754	3 226
	Intermediate	199 003	5 789	448
	<b>Total (Public)</b>	<b>12 342 283</b>	<b>381 394</b>	<b>23 718</b>
Independent Schools 2)	Primary 3)	151 478	8 132	657
	Secondary	61 568	4 688	280
	Combined	367 718	23 693	870
	Intermediate	9 518	706	49
	<b>Total (Independent)</b>	<b>590 282</b>	<b>37 219</b>	<b>1 856</b>
<b>Total (Public and Independent)</b>		<b>12 932 565</b>	<b>418 613</b>	<b>25 574</b>
Other Education Sectors	ECD	267 694	11 980	3 896
	SNE 4)	119 403	9 972	455
	<b>Total (Other)</b>	<b>387 097</b>	<b>21 952</b>	<b>4 351</b>
<b>Grand Total</b>		<b>13 319 662</b>	<b>440 565</b>	<b>29 925</b>

1. Ordinary public and independent schools: 2013 SNAP Survey.
  2. SNE: 2016 SNAP Survey
- Note 1: Data include only registered institutions.
- Note 2: School level, e.g. primary and secondary, is according to the distribution of learners in grades and not necessarily as originally registered.
- Note 3: Institution count based on open institutions that submitted the survey forms.
- 1) and 2) Including SNE learners.
- 3) Including learners and educators associated with pre-primary classes at primary schools.
- 4) Including stand-alone special schools and those attached to ordinary public and independent schools.

### 3.3 Region and district data on learners, educators and schools

**Table 9: Number of learners, educators and schools in the ordinary school sector, by province, region and district, in 2016**

Region	District	Learners							Educators		School		
		Pre-Gr. R	Gr. R	Primary (Gr. 1-7)	Secondary (Gr. 8-12)	Other 1)	Female Total	Total	Female	Total	Public	Independent	Total
<b>Eastern Cape</b>													
n.a	Butterworth	172	7 150	47 666	27 521	0	39 729	82 509	2 125	2 981	382	15	397
n.a	Cofimvaba	96	3 749	34 739	16 717	0	26 266	55 301	1 509	2 055	275	5	280
n.a	Cradock	36	2 065	15 933	8 112	0	12 861	26 146	565	799	77	2	79
n.a	Dutywa	115	6 100	57 638	34 669	0	48 938	98 522	2 111	2 919	343	7	350
n.a	East London	824	9 379	82 103	46 368	0	68 812	138 674	3 535	4 802	285	19	304
n.a	Fort Beaufort	181	3 592	23 546	12 703	7	19 277	40 029	921	1 336	241	6	247
n.a	Graaff-Reinet	1	1 940	16 826	8 271	0	13 482	27 038	602	841	83	0	83
n.a	Grahamstown	144	2 047	18 316	11 690	12	16 183	32 209	898	1 259	68	11	79
n.a	King Williams Town	359	7 605	59 589	34 221	0	49 052	101 774	2 346	3 277	401	12	413
n.a	Lady Frere	42	3 003	22 667	12 907	0	18 480	38 619	954	1 334	160	2	162
n.a	Libode	77	11 533	107 079	58 642	0	87 004	177 331	3 543	4 778	422	5	427
n.a	Lusikisiki	174	10 740	102 470	52 033	0	81 027	165 417	3 427	4 444	353	7	360
n.a	Maluti	223	5 073	41 931	22 411	0	33 770	69 638	1 585	2 148	219	5	224
n.a	Mbizana	85	7 646	69 248	38 275	0	56 484	115 254	2 189	3 033	213	7	220
n.a	Mt Fletcher		2 656	25 206	15 549	0	20 475	43 411	1 163	1 564	186	0	186
n.a	Mt Frere	258	4 441	42 892	23 374	0	34 612	70 965	1 800	2 405	248	8	256
n.a	Mthatha	98	11 031	87 485	53 739	0	75 726	152 353	3 538	4 857	346	25	371
n.a	Ngcobo	10	3 883	42 123	19 421	0	31 736	65 437	1 458	2 030	217	3	220
n.a	Port Elizabeth	765	12 557	112 105	60 147	86	92 639	185 660	4 621	6 179	232	35	267
n.a	Queenstown	136	4 660	34 426	20 152	0	28 896	59 374	1 304	1 850	154	14	168
n.a	Qumbu	109	5 015	38 501	20 479	0	30 962	64 104	1 676	2 197	249	5	254
n.a	Sterkspruit	111	3 935	35 137	19 975	0	29 302	59 158	1 164	1 707	154	4	158
n.a	Uitenhage	344	6 432	57 521	28 327	0	46 259	92 624	2 018	2 834	160	11	171
<b>Total</b>		<b>4 360</b>	<b>136 232</b>	<b>1 175 147</b>	<b>645 703</b>	<b>105</b>	<b>961 972</b>	<b>1 961 547</b>	<b>45 052</b>	<b>61 629</b>	<b>5 468</b>	<b>208</b>	<b>5 676</b>
<b>Free State</b>													
n.a	Fezile Dabi	220	6 290	71 445	40 454	0	58 765	118 409	2 861	4 043	212	12	224
n.a	Lejweleputswa	361	7 417	90 891	52 697	0	75 076	151 366	3 707	5 237	239	11	250
n.a	Motheo	529	10 536	121 101	66 029	0	98 440	198 195	4 727	6 847	287	24	311
n.a	Thabo Mofutsanyana	145	10 748	113 656	63 659	0	93 110	188 208	4 365	6 221	406	21	427
n.a	Xhariep	22	2 549	20 273	9 327	0	15 919	32 171	843	1 175	70		70
<b>Total</b>		<b>1 277</b>	<b>37 540</b>	<b>417 366</b>	<b>232 166</b>	<b>0</b>	<b>341 310</b>	<b>688 349</b>	<b>16 503</b>	<b>23 523</b>	<b>1 214</b>	<b>68</b>	<b>1 282</b>
<b>Gauteng</b>													
n.a	Ekurhuleni North	1 897	10 250	126 008	75 011	1 295	108 179	214 461	6 089	8 151	158	87	245
n.a	Ekurhuleni South	864	10 138	144 224	80 813	189	118 281	236 228	5 514	7 501	175	39	214
n.a	Gauteng East	657	10 417	104 004	57 675	1 033	86 228	173 786	3 811	5 278	163	17	180
n.a	Gauteng North	578	3 224	30 675	16 360	53	25 301	50 890	1 431	1 917	45	21	66
n.a	Gauteng West	861	9 042	94 725	55 330	415	80 689	160 373	3 768	5 232	155	21	176
n.a	Johannesburg Central	719	8 920	99 718	59 343	129	84 365	168 829	3 680	5 267	203	28	231
n.a	Johannesburg East	3 084	8 281	120 078	63 668	197	97 853	195 308	6 425	8 905	123	143	266
n.a	Johannesburg North	1 783	7 741	96 006	54 568	151	80 729	160 249	4 703	6 400	146	80	226
n.a	Johannesburg South	246	6 331	92 263	56 382	630	78 136	155 852	3 646	5 364	102	78	180
n.a	Johannesburg West	753	5 615	75 170	39 034	377	60 530	120 949	3 068	4 250	129	46	175
n.a	Sedibeng East	323	3 708	37 859	21 040	369	31 546	63 299	1 636	2 221	71	25	96
n.a	Sedibeng West	413	7 409	69 011	45 214	282	60 950	122 329	2 586	3 702	135	12	147
n.a	Tshwane North	448	6 965	77 208	47 767	184	66 145	132 572	2 997	4 194	140	15	155
n.a	Tshwane South	2 814	13 468	130 970	74 019	234	110 893	221 505	6 840	9 124	187	101	288
n.a	Tshwane West	334	8 038	91 174	50 215	193	74 761	149 954	3 268	4 572	151	17	168
<b>Total</b>		<b>15 774</b>	<b>119 547</b>	<b>1 389 093</b>	<b>796 439</b>	<b>5 731</b>	<b>1 164 586</b>	<b>2 326 584</b>	<b>59 462</b>	<b>82 078</b>	<b>2 083</b>	<b>730</b>	<b>2 813</b>

Source: 2013 SNAP Survey.

Note 1: Data are for ordinary schools only and exclude learners, educators and institutions associated with stand-alone ECD sites and special schools.

Note 2: Owing to a shortage of space in the table, the figures for male learners and male educators are intentionally omitted.

Note 3: n.a. = not applicable.

1) Learners not grouped in any of the grades provided.

**Table 9: Number of learners, educators and schools in the ordinary school sector, by province, region and district, in 2016 (concluded)**

Region	District	Learners							Educators		School		
		Pre-Gr. R	Gr. R	Primary (Gr. 1-7)	Secondary (Gr. 8-12)	Other 1)	Female Total	Total	Female	Total	Public	Independent	Total
<b>KwaZulu-Natal</b>													
n.a	Amajuba	518	8 556	78 726	53 533	0	69 490	141 333	3 270	4 483	232	7	239
n.a	Harry Gwala	140	11 275	87 554	53 530	0	74 992	152 499	3 718	5 150	436	10	446
n.a	Ilembe	445	12 131	100 308	65 683	0	87 434	178 567	4 204	5 761	424	7	431
n.a	Pinetown	298	23 240	210 744	132 744	15	179 952	367 041	9 006	12 076	493	44	537
n.a	Ugu	338	14 191	118 740	76 859	93	103 009	210 221	5 115	7 020	483	16	499
n.a	Umgungundlovu	323	16 573	136 805	94 827	0	122 427	248 528	6 039	8 458	485	51	536
n.a	Umkhanyakude	58	17 664	135 180	92 420	0	120 525	245 322	4 961	7 315	540	7	547
n.a	Umlazi	884	20 440	196 431	131 629	0	175 196	349 384	9 420	12 439	467	52	519
n.a	Umkhanyakude	76	12 716	103 733	67 343	0	90 870	183 868	1 468	2 103	498	7	505
n.a	Uthukela	586	14 302	119 673	79 626	0	104 859	214 187	4 435	6 433	439	12	451
n.a	Uthungulu	439	20 535	159 134	113 858	0	144 874	293 966	6 688	9 297	654	19	673
n.a	Zululand	100	19 879	159 305	113 344	0	143 464	292 628	6 437	9 264	744	15	759
<b>Total</b>		<b>4 205</b>	<b>191 502</b>	<b>1 606 333</b>	<b>1 075 396</b>	<b>108</b>	<b>1 417 092</b>	<b>2 877 544</b>	<b>64 761</b>	<b>89 799</b>	<b>5 895</b>	<b>247</b>	<b>6 142</b>
<b>Limpopo</b>													
n.a	Capricorn	287	27 852	210 310	158 420	0	195 169	396 869	7 954	12 432	906	29	935
n.a	Mopani	130	27 126	195 554	139 422	0	178 640	362 232	6 698	10 946	689	28	717
n.a	Sekhukhune	129	27 754	207 391	151 453	0	188 756	386 727	7 482	11 831	908	26	934
n.a	Vhembe	357	30 313	226 596	180 285	33	214 620	437 584	7 807	13 552	930	51	981
n.a	Waterberg	101	12 883	101 910	67 241	8	89 884	182 143	3 785	5 657	434	17	451
<b>Total</b>		<b>1 004</b>	<b>125 928</b>	<b>941 761</b>	<b>696 821</b>	<b>41</b>	<b>867 069</b>	<b>1 765 555</b>	<b>33 726</b>	<b>54 418</b>	<b>3 867</b>	<b>151</b>	<b>4 018</b>
<b>Mpumalanga</b>													
n.a	Bohlabela	24	14 167	111 492	77 688	0	99 727	203 371	4 463	6 885	378	16	394
n.a	Ehlanzeni	622	18 277	167 471	112 105	101	147 873	298 576	6 419	9 560	352	57	409
n.a	Gert Sibande	873	14 618	154 660	95 792	40	131 901	265 983	5 990	8 613	483	24	507
n.a	Nkangala	682	17 583	179 793	108 295	69	151 194	306 422	6 439	9 346	512	25	537
<b>Total</b>		<b>2 201</b>	<b>64 645</b>	<b>613 416</b>	<b>393 880</b>	<b>210</b>	<b>530 695</b>	<b>1 074 352</b>	<b>23 311</b>	<b>34 404</b>	<b>1 725</b>	<b>122</b>	<b>1 847</b>
<b>Northern Cape</b>													
n.a	Frances Baard	275	5 022	52 248	32 547	0	44 720	90 092	1 992	2 871	119	6	125
n.a	John Taole Gaetsewe	130	3 397	43 126	22 190	3	33 834	68 846	1 593	2 255	173	4	177
n.a	Namakwa	58	1 731	13 705	7 541	0	11 329	23 035	505	756	72	6	78
n.a	Pixley Ka Seme	400	3 287	28 411	13 445	2	22 883	45 545	932	1 401	94	2	96
n.a	Siyanda	268	3 397	33 162	18 286	0	27 329	55 113	1 114	1 689	95	2	97
<b>Total</b>		<b>1 131</b>	<b>16 834</b>	<b>170 652</b>	<b>94 009</b>	<b>5</b>	<b>140 095</b>	<b>282 631</b>	<b>6 136</b>	<b>8 972</b>	<b>553</b>	<b>20</b>	<b>573</b>
<b>North West</b>													
Bojanala	Bojanala	253	17 461	163 686	93 604	14	135 975	275 018	6 432	8 869	500	29	529
	Dr. Kenneth Kaunda	94	7 318	80 408	41 148	23	63 746	128 991	2 962	4 129	227	9	236
	Dr. Ruth S. Mompoti	56	12 754	127 186	71 553	8	104 913	211 557	4 587	6 425	369	7	376
	Ngaka Modiri Molema	390	13 893	128 588	72 062	48	105 659	214 981	4 764	6 685	376	18	394
<b>Total</b>		<b>793</b>	<b>51 426</b>	<b>499 868</b>	<b>278 367</b>	<b>93</b>	<b>410 293</b>	<b>830 547</b>	<b>18 745</b>	<b>26 108</b>	<b>1 472</b>	<b>63</b>	<b>1 535</b>
<b>Western Cape</b>													
n.a	Cape Winelands	922	12 124	92 884	52 314	248	79 618	158 492	3 730	5 424	271	25	296
n.a	Eden And Central Karoo	244	7 356	79 338	40 348	317	64 315	127 603	2 845	4 187	210	25	235
n.a	Metro Central	706	9 806	93 462	53 867	67	80 677	157 908	4 268	6 026	209	56	265
n.a	Metro East	190	8 325	104 160	53 672	57	84 772	166 404	3 861	5 298	151	36	187
n.a	Metro North	393	12 590	132 282	68 503	159	109 557	213 927	5 258	7 109	210	38	248
n.a	Metro South	281	10 879	114 462	55 220	21	92 423	180 863	4 319	5 884	190	29	219
n.a	Overberg	182	2 643	28 801	13 395	59	22 686	45 080	1 055	1 509	83	16	99
n.a	West Coast	91	4 415	43 653	18 033	103	33 493	66 295	1 467	2 081	126	12	138
<b>Total</b>		<b>3 009</b>	<b>68 138</b>	<b>689 042</b>	<b>355 352</b>	<b>1 031</b>	<b>567 541</b>	<b>1 116 572</b>	<b>26 803</b>	<b>37 518</b>	<b>1 450</b>	<b>237</b>	<b>1 687</b>
<b>South Africa</b>		<b>33 568</b>	<b>813 496</b>	<b>7 509 476</b>	<b>4 568 673</b>	<b>7 352</b>	<b>6 404 913</b>	<b>12 932 565</b>	<b>294 675</b>	<b>418 613</b>	<b>23 718</b>	<b>1 856</b>	<b>25 574</b>

Source: 2016 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 2016**

District and Metropolitan Municipality	Learners							Educators		Schools		
	Pre-Gr. R	Gr. R	Primary Gr. 1-7	Secondary Gr. 8-12	Other	Female	Total	Female	Total	Public	Independent	Total
<b>Eastern Cape</b>												
Alfred Nzo	481	9 677	86 054	46 028	0	69 208	142 240	3 473	4 668	471	11	482
Amatole	1 749	44 929	358 695	209 516	7	301 989	614 896	14 600	20 188	1 994	83	2 077
Cacadu	489	10 419	92 663	48 288	12	75 924	151 871	3 518	4 934	310	22	332
Chris Hani	429	17 561	151 458	77 732	0	119 291	247 180	5 811	8 101	887	26	913
Nelson Mandela Bay	656	12 646	113 303	62 177	86	94 134	188 868	4 670	6 270	241	31	272
Oliver Tambo	445	34 748	316 075	171 116	0	255 707	522 384	10 841	14 471	1 235	22	1 257
Ukhahlamba	111	6 252	56 899	30 846	0	45 719	94 108	2 139	2 997	330	13	343
<b>Total</b>	<b>4 360</b>	<b>136 232</b>	<b>1 175 147</b>	<b>645 703</b>	<b>105</b>	<b>961 972</b>	<b>1 961 547</b>	<b>45 052</b>	<b>61 629</b>	<b>5 468</b>	<b>208</b>	<b>5 676</b>
<b>Free State</b>												
Fezile Dabi	220	6 290	71 445	40 454	0	58 765	118 409	2 861	4 043	212	12	224
Lejweleputswa	361	7 417	90 891	52 697	0	75 076	151 366	3 707	5 237	239	11	250
Motheo	529	10 536	121 101	66 029	0	98 440	198 195	4 727	6 847	287	24	311
Thabo Mofutsanyana	145	10 748	113 656	63 659	0	93 110	188 208	4 365	6 221	406	21	427
Xhariep	22	2 549	20 273	9 327	0	15 919	32 171	843	1 175	70	0	70
<b>Total</b>	<b>1 277</b>	<b>37 540</b>	<b>417 366</b>	<b>232 166</b>	<b>0</b>	<b>341 310</b>	<b>688 349</b>	<b>16 503</b>	<b>23 523</b>	<b>1 214</b>	<b>68</b>	<b>1 282</b>
<b>Gauteng</b>												
City of Johannesburg Metro	7 033	38 594	498 283	275 558	1 674	411 292	795 692	22 158	31 036	713	416	1 129
City of Tshwane Metro	3 281	27 897	295 084	170 729	611	248 609	497 602	12 903	17 626	475	118	593
Ekurhuleni Metro	3 341	29 918	365 132	212 268	2 337	307 146	612 996	15 101	20 519	490	128	618
Metsweding	553	3 178	30 369	16 303	53	25 104	50 456	1 392	1 872	45	19	64
Sedibeng	724	11 076	106 569	66 428	651	92 453	185 448	4 193	5 887	206	33	239
West Rand	842	8 884	93 656	55 153	405	79 982	158 940	3 715	5 138	154	16	170
<b>Total</b>	<b>15 774</b>	<b>119 547</b>	<b>1 389 093</b>	<b>796 439</b>	<b>5 731</b>	<b>1 164 586</b>	<b>2 326 584</b>	<b>59 462</b>	<b>82 078</b>	<b>2 083</b>	<b>730</b>	<b>2 813</b>
<b>KwaZulu-Natal</b>												
Amajuba	518	8 556	78 726	53 533	0	69 490	141 333	3 446	4 725	232	7	239
Ethekwini Metro	1 182	43 680	407 175	264 373	15	355 148	716 425	18 374	24 440	960	96	1 056
Ilembe	445	12 131	100 308	65 683	0	87 434	178 567	4 199	5 752	424	7	431
Sisonke	140	11 275	87 554	53 530	0	74 992	152 499	3 707	5 133	436	10	446
Ugu	338	14 191	118 740	76 859	93	103 009	210 221	5 111	7 015	483	16	499
Umgungundlovu	323	16 573	136 805	94 827	0	122 427	248 528	6 039	8 458	485	51	536
Umkhanyakude	58	17 664	135 180	92 420	0	120 525	245 322	4 924	7 273	540	7	547
Umkhanyathi Metro	76	12 716	103 733	67 343	0	90 870	183 868	1 464	2 097	498	7	505
Uthukela metro	586	14 302	119 673	79 626	0	104 859	214 187	4 435	6 433	439	12	451
Uthungulu metro	439	20 535	159 134	113 858	0	144 874	293 966	6 638	9 229	654	19	673
Zululand Metro	100	19 879	159 305	113 344	0	143 464	292 628	6 424	9 244	744	15	759
<b>Total</b>	<b>4 205</b>	<b>191 502</b>	<b>1 606 333</b>	<b>1 075 396</b>	<b>108</b>	<b>1 417 092</b>	<b>2 877 544</b>	<b>64 761</b>	<b>89 799</b>	<b>5 895</b>	<b>247</b>	<b>6 142</b>
<b>Limpopo</b>												
Capricorn	287	27 852	210 310	158 420	0	195 169	396 869	7 954	12 432	906	29	935
Mopani	130	27 126	195 554	139 422	0	178 640	362 232	6 698	10 946	689	28	717
Sekhukhune	129	27 754	207 391	151 453	0	188 756	386 727	7 482	11 831	908	26	934
Vhembe	357	30 313	226 596	180 285	33	214 620	437 584	7 807	13 552	930	51	981
Waterberg	101	12 883	101 910	67 241	8	89 884	182 143	3 785	5 657	434	17	451
<b>Total</b>	<b>1 004</b>	<b>125 928</b>	<b>941 761</b>	<b>696 821</b>	<b>41</b>	<b>867 069</b>	<b>1 765 555</b>	<b>33 726</b>	<b>54 418</b>	<b>3 867</b>	<b>151</b>	<b>4 018</b>
<b>Mpumalanga</b>												
Bohlabela	24	14 167	111 492	77 688	0	99 727	203 371	4 463	6 885	378	16	394
Ehlanzeni	622	18 277	167 471	112 105	101	147 873	298 576	6 419	9 560	352	57	409
Gert Sibande	873	14 618	154 660	95 792	40	131 901	265 983	5 990	8 613	483	24	507
Nkangala	682	17 583	179 793	108 295	69	151 194	306 422	6 439	9 346	512	25	537
<b>Total</b>	<b>2 201</b>	<b>64 645</b>	<b>613 416</b>	<b>393 880</b>	<b>210</b>	<b>530 695</b>	<b>1 074 352</b>	<b>23 311</b>	<b>34 404</b>	<b>1 725</b>	<b>122</b>	<b>1 847</b>
<b>Northern Cape</b>												
Frances Baard	267	5 606	54 943	31 938	0	46 173	92 754	2 026	2 897	116	11	127
John Taolo Gaetsewe	230	4 335	45 381	23 898	0	35 914	73 844	1 632	2 291	170	5	175
Namakwa	27	1 681	13 445	7 073	3	10 904	22 229	523	781	72	6	78
Pixley Ka Seme	310	3 127	29 148	13 505	30	22 981	46 120	923	1 413	88	4	92
Siyanda	111	3 789	34 533	18 135	0	28 383	56 568	1 208	1 754	98	4	102
<b>Total</b>	<b>945</b>	<b>18 538</b>	<b>177 450</b>	<b>94 549</b>	<b>33</b>	<b>144 355</b>	<b>291 515</b>	<b>6 312</b>	<b>9 136</b>	<b>544</b>	<b>30</b>	<b>574</b>

Source: 2016 SNAP Survey.

Note 1: Data are for ordinary schools only and exclude learners, educators and institutions associated with stand-alone ECD sites and special schools.

Note 2: Owing to a shortage of space in the table, the figures for male learners and male educators are intentionally omitted.

1) Learners not grouped in any of the grades provided.

2) DMA = District management area, which may include a nature reserve, a game reserve or a wildlife sanctuary.



**Table 10: Number of learners, educators and schools in the ordinary school sector, by province, district municipality and metropolitan municipality, in 2016 (concluded)**

District and Metropolitan Municipality	Learners							Educators		Schools		
	Pre-Gr. R	Gr. R	Primary Gr. 1-7	Secondary Gr. 8-12	Other	Female	Total	Female	Total	Public	Independent	Total
<b>North West</b>												
Bojanala	223	21016	188084	106432	0	135975	315755	6 432	8 869	500	29	529
Bophirima	286	15 950	147 286	81 808	42	105 659	245372	4 764	6 685	376	18	394
Central	16	7 678	83 089	42 805	0	104 913	133588	4 587	6 425	369	7	376
Southern	268	6 782	81 409	47 322	51	63 746	135832	2 962	4 129	227	9	236
<b>Total</b>	<b>793</b>	<b>51 426</b>	<b>499 868</b>	<b>278 367</b>	<b>93</b>	<b>410 293</b>	<b>830547</b>	<b>18 745</b>	<b>26 108</b>	<b>1 472</b>	<b>63</b>	<b>1 535</b>
<b>Western Cape</b>												
Cape Winelands	877	12 089	92 729	52 314	248	79 499	158 257	3 730	5 424	271	25	296
Eden Central Karoo	244	7 310	78 139	40 021	317	63 541	126 031	2 845	4 187	210	25	235
City Of Cape Town	1 615	41 748	446 390	231 589	304	368 682	721 646	17 706	24 317	760	159	919
Overberg	182	2 576	28 131	13 395	59	22 326	44 343	1 055	1 509	83	16	99
West Coast	91	4 415	43 653	18 033	103	33 493	66 295	1 467	2 081	126	12	138
<b>Total</b>	<b>3 009</b>	<b>68 138</b>	<b>689 042</b>	<b>355 352</b>	<b>1 031</b>	<b>567 541</b>	<b>1 116 572</b>	<b>26 803</b>	<b>37 518</b>	<b>1 450</b>	<b>237</b>	<b>1 687</b>
<b>South Africa</b>	<b>33 568</b>	<b>813 496</b>	<b>7 509 476</b>	<b>4 568 673</b>	<b>7 352</b>	<b>6 404 913</b>	<b>12 932 565</b>	<b>294 675</b>	<b>418 613</b>	<b>23 718</b>	<b>1 856</b>	<b>25 574</b>

Source: 2016 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.

### 3.5 Staff complement

**Table 11: Number of staff in ordinary schools, by province and staff type, between 2015 and 2016**

Province	Data Year	Staff Type					
		Administrative	Educators	Hostel	Professional Non- teaching	Support	Total
Eastern Cape	2015	4 006	64 256	856	467	5 743	75 328
	2016	4 346	61 629	792	3 301	5 089	75 157
Free State	2015	1 901	23 661	731	111	2 875	29 279
	2016	1 775	23 523	701	131	2 607	28 737
Gauteng	2015	9 103	79 354	645	1 968	16 615	107 685
	2016	9 266	82 078	497	1 617	17 068	110 526
KwaZulu-Natal	2015	4 922	86 493	613	633	9 029	101 690
	2016	3 796	89 799	272	764	10 049	104 680
Limpopo	2015	2 391	55 930	414	241	9 686	68 662
	2016	2 678	54 418	352	239	9 381	67 068
Mpumalanga	2015	1 713	35 153	328	104	4 423	41 721
	2016	2 403	34 404	229	180	3 152	40 368
Northern Cape	2015	707	9 162	560	90	1 626	12 145
	2016	699	9 136	470	133	1 480	11 918
North West	2015	2 162	25 126	471	122	2 376	30 257
	2016	2 260	26 108	448	118	2 340	31 274
Western Cape	2015	3 843	36 958	1 046	276	6 769	48 892
	2016	3 995	37 518	1 154	247	7 159	50 073
South Africa	2015	30 748	416 093	5 664	4 012	59 142	515 659
	2016	31 218	418 613	4 915	6 730	58 325	519 801

Source 1: 2015 As published in Education statistics in South Africa.

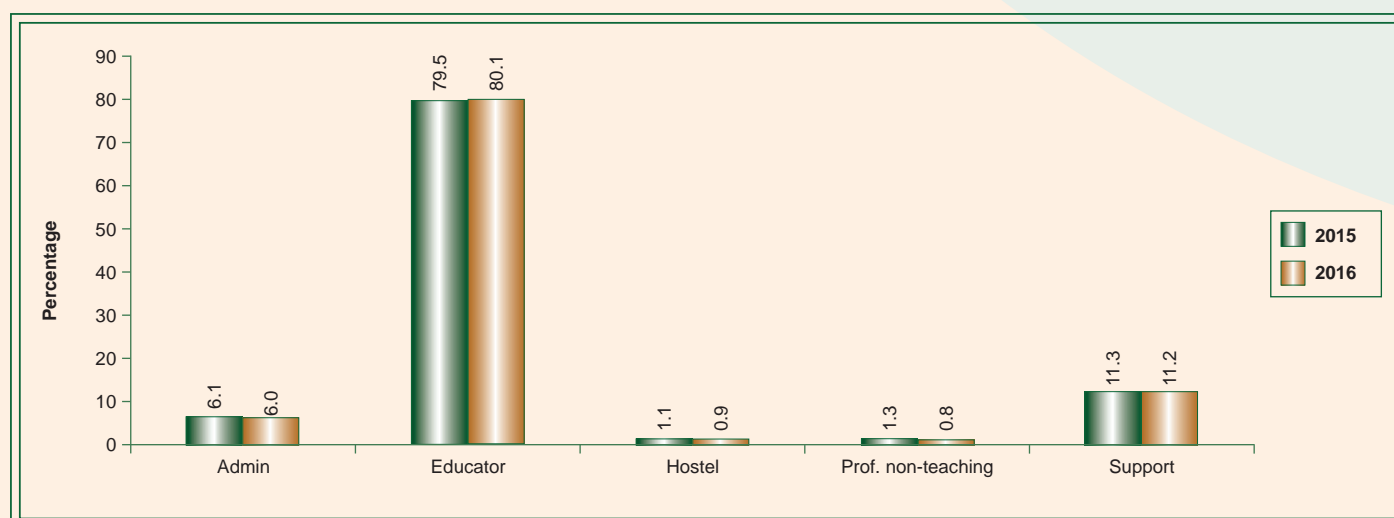
Source 2: 2016 SNAP Surveys.

Note: These data exclude substitute staff

Table 11 and Figure 12 reflect the number and percentage of various staff type in the country between 2015 and 2016. It show that, in 2016, educators comprised approximately 80.1% (418 613) of all staff members, and support staff approximately 11.2% (58 325).

As can be seen in Table 11, between 2015 and 2016 the number of administrative staff showed a net increase of 1.5% (from 30 748 to 31 218).

**Figure 12: Percentage distribution of staff in ordinary schools, by staff type, between 2015 and 2016**





## 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

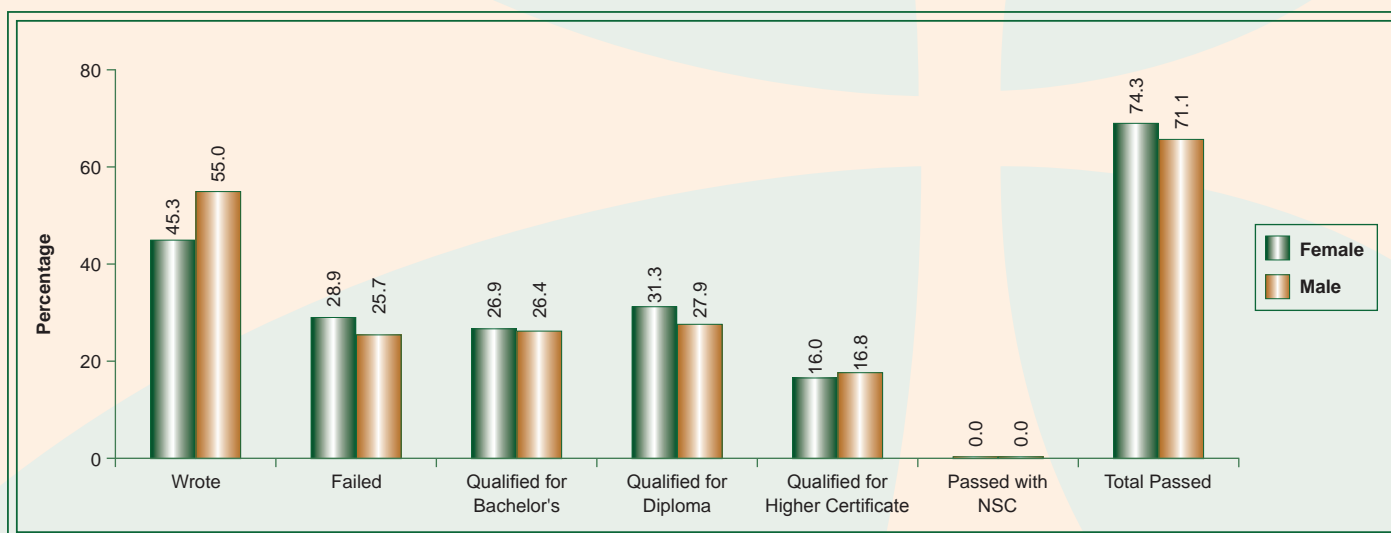
**Table 12: National Senior Certificate examination results, by province and gender, in 2016**

Province	Gender	Candidates Who Wrote		Candidates Who Failed/Did Not Achieve		Candidates Who Passed/Achieved							
						Admission to Higher Education						No Admission to Higher Education	
						Qualified for Bachelor's Programme		Qualified for Diploma Programme		Qualified for Higher Certificate Programme		with NSC	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Eastern Cape	Female	45 786	55	19 573	43	8 308	18.1	10 369	22.6	7 535	16.5	0	0.0
	Male	37 116	45	14 161	38	7 337	19.8	9 627	25.9	5 985	16.1	5	0.0
	Total	82 902		33 734	41	15 645	18.9	19 996	24.1	13 520	16.3	5	0.0
Free State	Female	14 672	55	1 918	13	5 129	35.0	5 410	36.9	2 208	15.0	0	0.0
	Male	12 114	45	1 239	10	4 467	36.9	4 834	39.9	1 559	12.9	1	0.0
	Total	26 786		3 157	12	9 596	35.8	10 244	38.2	3 767	14.1	1	0.0
Gauteng	Female	56 813	55	8 911	16	21 430	37.7	18 925	33.3	7 526	13.2	0	0.0
	Male	47 016	45	6 537	14	16 152	34.4	18 196	38.7	6 089	13.0	0	0.0
	Total	103 829		15 448	15	37 582	36.2	37 121	35.8	13 615	13.1	0	0.0
KwaZulu-Natal	Female	79 620	54	27 056	34	19 693	24.7	20 823	26.2	12 043	15.1	5	0.0
	Male	68 028	46	22 560	33	16 446	24.2	18 684	27.5	10 304	15.1	34	0.0
	Total	147 648		49 616	34	36 139	24.5	39 507	26.8	22 347	15.1	39	0.0
Limpopo	Female	55 515	55	22 500	41	9 242	16.6	11 834	21.3	11 934	21.5	4	0.0
	Male	46 292	45	15 712	34	9 520	20.6	11 710	25.3	9 347	20.2	3	0.0
	Total	101 807		38 212	38	18 762	18.4	23 544	23.1	21 281	20.9	7	0.0
Mpumalanga	Female	29 901	55	7 542	25	6 337	21.2	9 693	32.4	6 318	21.1	11	0.0
	Male	24 350	45	4 908	20	6 083	25.0	8 754	36.0	4 600	18.9	5	0.0
	Total	54 251		12 450	23	12 420	22.9	18 447	34.0	10 918	20.1	16	0.0
Northern Cape	Female	17 082	53	3 310	19	4 613	27.0	5 585	32.7	3 573	20.9	0	0.0
	Male	14 963	47	2 287	15	4 207	28.1	5 592	37.4	2 877	19.2	0	0.0
	Total	32 045		5 597	17	8 820	27.5	11 177	34.9	6 450	20.1	0	0.0
North West	Female	5 489	55	1 226	22	1 444	26.3	1 681	30.6	1 138	20.7	0	0.0
	Male	4 552	45	913	20	1 162	25.5	1 597	35.1	877	19.3	0	0.0
	Total	10 041		2 139	21	2 606	26.0	3 278	32.6	2 015	20.1	0	0.0
Western Cape	Female	28 674	56	4 386	15	11 778	41.1	8 637	30.1	3 861	13.5	0	0.0
	Male	22 195	44	2 767	12	9 026	40.7	7 668	34.5	2 712	12.2	0	0.0
	Total	50 869		7 153	14	20 804	40.9	16 305	32.1	6 573	12.9	0	0.0
South Africa	Female	333 552	55	96 422	29	87 974	26.4	92 957	27.9	56 136	16.8	20	0.0
	Male	276 626	45	71 084	26	74 400	26.9	86 662	31.3	44 350	16.0	48	0.0
	Total	610 178		167 506	27	162 374	26.6	179 619	29.4	100 486	16.5	68	0.0

Source: Report on the 2013 National Senior Certificate Examination Results, DBE (January 2017).

In 2016, as indicated in Table 12, the overall national pass rate in the NSC examination was 72.5%. In all the provinces more females than males wrote the NSC examination. However, in relative terms, as indicated in Table 14 and Figure 13, the national pass rate of male candidates (74.3%) was higher than the national pass rate of female candidates (71.1%). A similar trend was seen in all nine provinces. Furthermore, Table 13 shows that the overall pass rate, by province, varied from 88.2% in the Free State to 59.3% in the Eastern Cape.

**Figure 13: Percentage distribution of the National Senior Certificate examination pass and failure rates, by gender, in 2016**



**Table 13: Comparing pass rates of the National Senior Certificate examination, by province, in 2015 and 2016**

Province	Pass Rate (%)	
	2015	2016
Eastern Cape	56,8	59,3
Free State	81,6	88,2
Gauteng	84,2	85,1
Kwazulu-Natal	60,7	66,4
Limpopo	65,9	62,5
Mpumalanga	78,6	77,1
North West	81,5	82,5
Northern Cape	69,4	78,7
Western Cape	84,7	85,9
<b>National</b>	<b>70,7</b>	<b>72,5</b>

Source: Report on the 2013 National Senior Certificate Examination Results, DBE (January 2016).

Table 13 shows that the national pass rate of the NSC examination increased from 70.7% in 2015 to 72.5% in 2016. A similar increasing trend was seen in all provinces, albeit to different degrees.

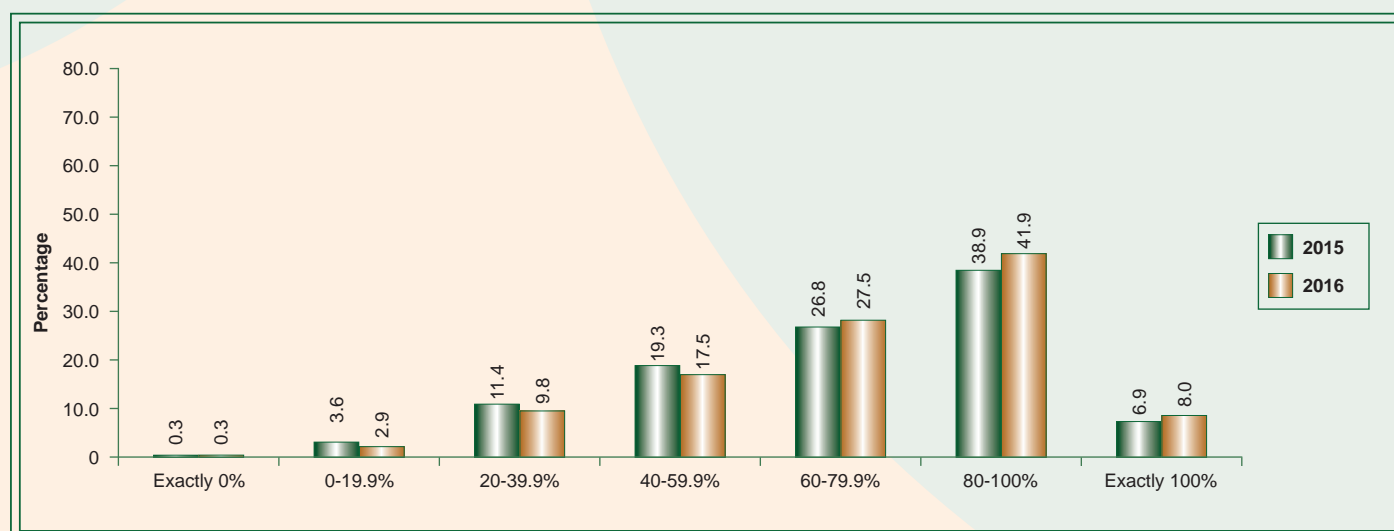
### 3.6.3 Frequency interval results

**Table 14: National Senior Certificate examination percentage pass rates of schools within different percentage groupings, by province, in 2015 and 2016**

Province	Frequency distribution of pass rate															
	Total number of schools		Exactly 0%		0-19.9%		20-39.9%		40-59.9%		60-79.9%		80-100%		Exactly 100%	
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
Eastern Cape	924	925	0.2	0.2	5.1	4.6	24.8	19.8	29.9	29.8	22.6	25.0	17.6	20.8	4.0	4.8
Free State	328	328	0.0	0.0	0.6	0.0	0.0	0.3	7.0	1.2	25.0	17.7	67.4	80.8	14.0	19.8
Gauteng	853	875	0.7	0.2	0.7	0.3	0.9	0.7	5.3	5.4	24.9	23.7	68.2	69.9	16.9	16.5
KwaZulu-Natal	1 748	1 745	0.7	0.6	8.5	6.0	19.7	13.8	25.7	22.2	23.7	27.9	22.3	30.1	3.8	4.9
Limpopo	1 414	1 413	0.1	0.3	2.3	3.0	12.0	15.4	26.1	27.0	33.6	31.4	26.1	23.1	2.1	2.8
Mpumalanga	545	551	0.0	0.0	0.4	0.2	2.4	2.5	10.1	11.6	30.6	34.3	56.5	51.4	4.4	4.0
Northern Cape	383	400	0.0	0.0	0.8	0.3	0.5	0.8	8.4	6.5	30.0	30.3	60.3	62.3	6.8	10.0
North West	135	136	0.7	0.0	0.7	0.0	4.4	2.9	24.4	11.8	28.9	27.9	41.5	57.4	6.7	14.0
Western Cape	442	441	0.0	0.0	0.2	0.0	0.7	0.7	6.1	4.1	22.4	22.4	70.6	72.8	20.1	20.2
<b>South Africa</b>	<b>6 772</b>	<b>6 814</b>	<b>0.3</b>	<b>0.3</b>	<b>3.6</b>	<b>2.9</b>	<b>11.4</b>	<b>9.8</b>	<b>19.3</b>	<b>17.5</b>	<b>26.8</b>	<b>27.5</b>	<b>38.9</b>	<b>41.9</b>	<b>6.9</b>	<b>8.0</b>

Source: Report on the 2013 National Senior Certificate Examination Results, DBE (January 2017).

**Figure 14: Percentage distribution of the National Senior Certificate examination percentage pass rates of schools within different percentage groupings in 2015 and 2016**



In 2016, as shown in Table 14 and Figure 14, 8.0% (approximately 548) of the 6 814 schools in South Africa that offered the NSC examination obtained 100% passes. This is higher than the 6.9% of 2015. The percentage of schools that obtained a pass rate of between 80% and 100% increased from 38.9% in 2015 to 41.9% in 2016. As for schools that performed poorly, 2.9% of them obtained a pass rate of between 0% and 19.9% in 2016, which is lower than the 3.6% of 2015. Nationally, 0.3% of schools (approximately 18) scored a 0% pass rate in 2016, which is the same as 2015.

### 3.6.4 Selected subject results

**Table 15: National Senior Certificate examination results for selected subjects, by gender, in 2015 and 2016**

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	2015	84 914	55 560	140 474	29 999	35.3	20 907	37.6	50 906	36.2	50 856	59.9	32 891	59.2	83 747	59.6
	2016	78 314	50 539	128 853	34 695	44.3	23 219	45.9	57 914	44.9	54 873	70.1	34 634	68.5	89 507	69.5
Agricultural Sciences	2015	54 902	49 349	104 251	23 606	43.0	23 289	47.2	46 895	45.0	41 585	75.7	38 540	78.1	80 125	76.9
	2016	57 033	49 353	106 386	24 200	42.4	23 132	46.9	47 332	44.5	42 122	73.9	38 062	77.1	80 184	75.4
Business Studies	2015	142 559	105 263	247 822	76 218	53.5	51 235	48.7	127 453	51.4	109 851	77.1	77 634	73.8	187 485	75.7
	2016	135 757	99 137	234 894	69 164	50.9	47 061	47.5	116 225	49.5	101 698	74.9	71 497	72.1	173 195	73.7
Economics	2015	96 571	69 071	165 642	36 808	38.1	27 972	40.5	64 780	39.1	65 245	67.6	47 677	69.0	112 922	68.2
	2016	91 293	64 615	155 908	32 017	35.1	24 777	38.3	56 794	36.4	58 606	64.2	43 181	66.8	101 787	65.3
Geography	2015	157 825	146 160	303 985	74 701	47.3	78 511	53.7	153 212	50.4	117 901	74.7	116 308	79.6	234 209	77.0
	2016	158 802	143 798	302 600	72 554	45.7	73 142	50.9	145 696	48.1	118 272	74.5	113 316	78.8	231 588	76.5
History	2015	79 947	74 451	154 398	50 991	63.8	46 655	62.7	97 646	63.2	67 495	84.4	62 148	83.5	129 643	84.0
	2016	82 261	75 333	157 594	52 780	64.2	48 567	64.5	101 347	64.3	69 146	84.1	63 311	84.0	132 457	84.0
Life Orientation	2015	358 900	301 302	660 202	349 424	97.4	290 621	96.5	640 045	96.9	358 014	99.8	300 294	99.7	658 308	99.7
	2016	362 385	301 590	663 975	349 765	96.5	287 943	95.5	637 708	96.0	361 466	99.7	300 437	99.6	661 903	99.7
Life Sciences	2015	193 768	154 308	348 076	89 124	46.0	71 080	46.1	160 204	46.0	136 624	70.5	108 540	70.3	245 164	70.4
	2016	195 120	152 542	347 662	87 357	44.8	69 820	45.8	157 177	45.2	136 530	70.0	108 540	71.2	245 070	70.5
Mathematical Literacy	2015	210 332	178 513	388 845	86 462	41.1	85 753	48.0	172 215	44.3	145 889	69.4	131 705	73.8	277 594	71.4
	2016	196 187	165 678	361 865	84 669	43.2	83 116	50.2	167 785	46.4	136 103	69.4	121 778	73.5	257 881	71.3
Mathematics	2015	144 405	119 498	263 903	39 194	27.1	45 103	37.7	84 297	31.9	63 898	44.2	65 583	54.9	129 481	49.1
	2016	146 270	119 540	265 810	41 714	28.5	47 370	39.6	89 084	33.5	67 830	46.4	68 128	57.0	135 958	51.1
Physical Sciences	2015	102 983	90 206	193 189	33 590	32.6	36 109	40.0	69 699	36.1	58 036	56.4	55 085	61.1	113 121	58.6
	2016	103 010	89 608	192 618	37 064	36.0	38 980	43.5	76 044	39.5	61 438	59.6	57 989	64.7	119 427	62.0

Source: Report on the 2016 National Senior Certificate Examination Results, DBE (January 2017).

**Figure 15: Percentage distribution of the National Senior Certificate examination achievements at 30% and above for selected subjects in 2015 and 2016**

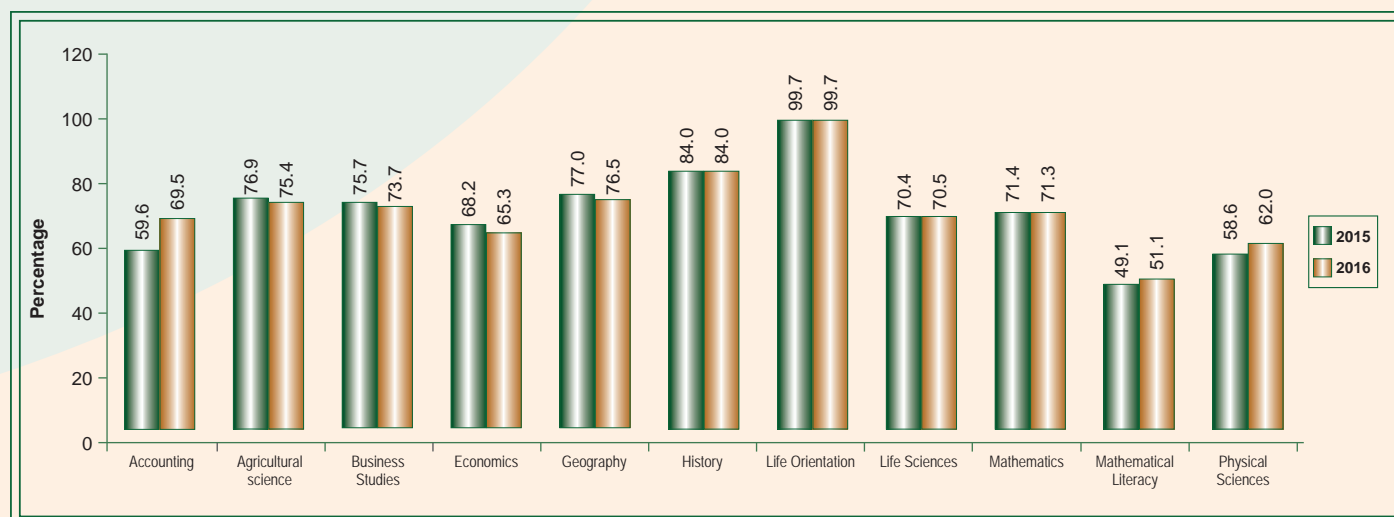


Table 15 and Figure 15 show the achievement rates of candidates in eight selected subjects in the 2015 and 2016 NSC examinations. In both the category 40% and above and the category 30% and above, the highest overall achievement rates were obtained in Life Orientation. The pass rate for Life Orientation, Life Science and History remained almost the same in the two years.

## 4. OTHER EDUCATION SECTORS (ECD AND SNE)

### 4.1 Special Needs Education

**Table 16: 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 2015 and 2016**

Province	Year	SNE					
		Learners	Educators	Schools	LER	LSR	ESR
Eastern Cape	2015	9 229	908	42	10,2	220	21,6
	2016	9 463	972	43	9,7	220	22,6
Free State	2015	6 162	641	21	9,6	293	30,5
	2016	5 984	511	21	11,7	285	24,3
Gauteng	2015	45 004	3724	138	12,1	326	27,0
	2016	47 769	3 974	149	12,0	321	26,7
KwaZulu-Natal	2015	17 143	1477	72	11,6	238	20,5
	2016	14 986	804	65	18,6	231	12,4
Limpopo	2015	8 576	691	35	12,4	245	19,7
	2016	8 630	697	35	12,4	247	19,9
Mpumalanga	2015	3 994	354	19	11,3	210	18,6
	2016	3 778	377	18	10,0	210	20,9
Northern Cape	2015	1 966	192	11	10,2	179	17,5
	2016	1 494	153	11	9,8	136	13,9
North West	2015	7 301	616	32	11,9	228	19,3
	2016	7 395	652	32	11,3	231	20,4
Western Cape	2015	19 884	1829	87	10,9	229	21,0
	2016	19 904	1 832	81	10,9	246	22,6
South Africa	2015	119 259	10432	457	11,4	261	22,8
	2016	119 403	9 972	455	12,0	262	21,9

Sources:

2015: As published in Education Statistics in South Africa.

2016: SNE SNAP Surveys.

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

**Figure 16 Percentage of learners, educators and institutions in SNE centres, by province, in 2016**

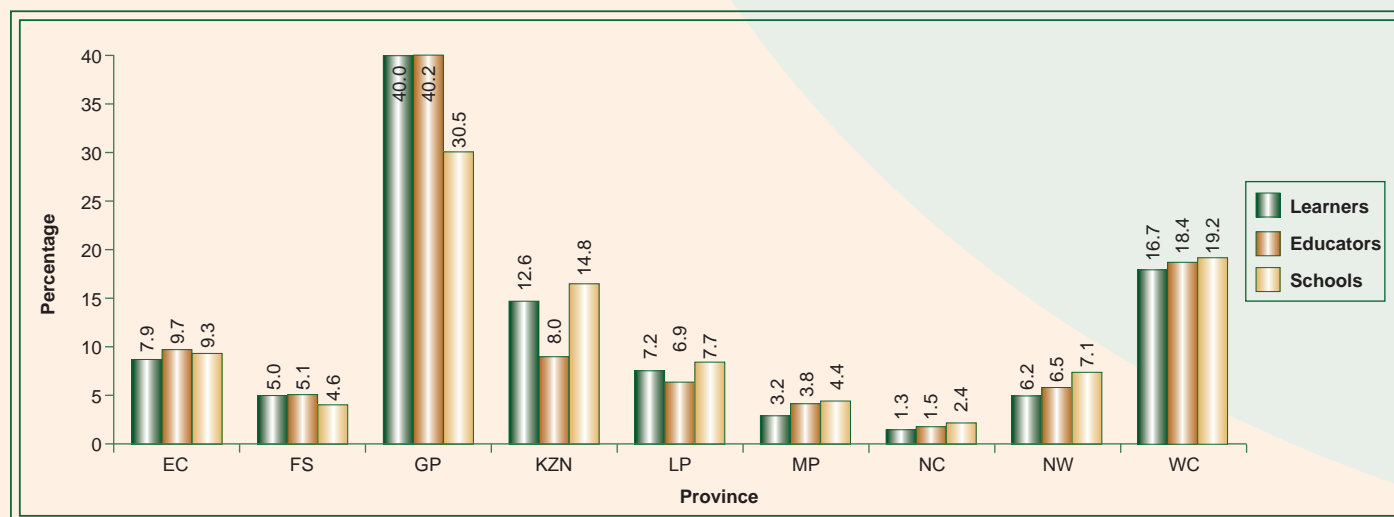


Table 16 reflects learners and educators in special schools (catering for SNE learners), and the numbers of these institutions, for both 2015 and 2016. It indicates that, there were 119 403 learners in the Special Need schooling sector who attended 454 institutions and were served by 10 059 educators.

According to figure 16, the majority of learners in SNE schools were found in Gauteng (30.5%) followed by the Western Cape with 19.2%.

Table 17: Number of learners in SNE sectors, by primary disability and province, in 2016

Province	Gender	Attention Deficit Disorder	Autistic Spectrum Disorder	Behavioural disorder/ Conduct Disorder	Blindness	Cerebral Palsy	Deaf-Blindness	Deafness	Epilepsy	Hard of Hearing
Eastern Cape	Female	27	64	128	72	126	1	317	13	35
	Male	60	255	261	81	191		391	24	45
	Total	87	319	389	153	317	1	708	37	80
Free State	Female	14	20	150	85	131		205	30	29
	Male	61	126	285	93	179		192	52	32
	Total	75	146	435	178	310		397	82	61
Gauteng	Female	441	229	569	125	1 048	5	915	405	215
	Male	1 186	1 152	1 306	159	1 436	5	944	733	292
	Total	1 627	1 381	1 875	284	2 484	10	1 859	1 138	507
KwaZulu-Natal	Female	90	249	91	81	449	3	513	135	43
	Male	227	810	363	67	741	4	582	189	80
	Total	317	1 059	454	148	1 190	7	1 095	324	123
Limpopo	Female	34	81	49	108	228	2	274	117	70
	Male	110	141	128	164	327	1	332	184	119
	Total	144	222	177	272	555	3	606	301	189
Mpumalanga	Female	11	20	53	10	29		92	17	9
	Male	37	30	63	18	35		86	36	11
	Total	48	50	116	28	64		178	53	20
Northern Cape	Female	40	46	165	17	102	1	154	33	30
	Male	109	103	288	18	124		180	57	42
	Total	149	149	453	35	226	1	334	90	72
North West	Female	14	17	20	1	6		3	5	2
	Male	37	39	69		11		3	9	2
	Total	51	56	89	1	17		6	14	4
Western Cape	Female	120	119	27	72	365	1	515	26	71
	Male	360	669	75	87	434		517	30	75
	Total	480	788	102	159	799	1	1 032	56	146
South Africa	Female	791	845	1 252	571	2 484	13	2 988	781	504
	Male	2 187	3 325	2 838	687	3 478	10	3 227	1 314	698
	Total	2 978	4 170	4 090	1 258	5 962	23	6 215	2 095	1 202

Source: 2016 SNE SNAP Surveys.

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

Table 17: Number of learners in SNE sectors, by primary disability and province, in 2016 (Concluded)

Province	Gender	Mild to Moderate Intellectual disability	Multiple Disabled	Other	Partial Sighted/ Low vision	Physical disability	Psychiatric disorder	Severe to profound intellectual disability	Specific learning disability	Grand Total
Eastern Cape	Female	633	0	454	117	280	3	1 152	166	3 588
	Male	1 249	0	697	163	348	4	1 745	361	5 875
	Total	1 882	0	1 151	280	628	7	2 897	527	9 463
Free State	Female	600	1	21	42	75	2	592	145	2 142
	Male	1 341	1	22	63	102	1	1 002	290	3 842
	Total	1 941	2	43	105	177	3	1 594	435	5 984
Gauteng	Female	3 515	0	2 779	378	474	19	3 538	2 117	16 772
	Male	9 033	0	2 704	502	717	34	6 351	4 443	30 997
	Total	12 548	0	5 483	880	1 191	53	9 889	6 560	47 769
KwaZulu-Natal	Female	654	9	89	141	278	3	1 941	737	5 506
	Male	1 259	18	115	163	347	3	3 068	1 444	9 480
	Total	1 913	27	204	304	625	6	5 009	2 181	14 986
Limpopo	Female	751	7	661	119	109	6	394	137	3 147
	Male	1 734	24	931	170	149	3	629	337	5 483
	Total	2 485	31	1 592	289	258	9	1 023	474	8 630
Mpumalanga	Female	463	0	3	12	13	1	371	57	1 161
	Male	1 364	0	10	15	17	0	752	143	2 617
	Total	1 827	0	13	27	30	1	1 123	200	3 778
Northern Cape	Female	628	1	188	89	107	7	815	75	2 498
	Male	1 709	6	370	117	129	13	1 523	109	4 897
	Total	2 337	7	558	206	236	20	2 338	184	7 395
North West	Female	104	2	65	0	15	0	189	58	501
	Male	304	2	88	0	12	0	295	122	993
	Total	408	4	153	0	27	0	484	180	1 494
Western Cape	Female	2 627	0	79	118	290	0	1 873	550	6 853
	Male	5 995	0	87	159	386	0	2 859	1 318	13 051
	Total	8 622	0	166	277	676	0	4 732	1 868	19 904
South Africa	Female	9 975	20	4 339	1 016	1 641	41	10 865	4 042	42 168
	Male	23 988	51	5 024	1 352	2 207	58	18 224	8 567	77 235
	Total	33 963	71	9 363	2 368	3 848	99	29 089	12 609	119 403

Source: 2016 SNE SNAP Surveys.

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



## 4.2 Early Childhood Development

**Table 18: 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 2015 and 2016**

Province	Year	ECD					
		Learners	Educators	Schools	LER	LSR	ESR
Eastern Cape	2015	3 539	193	156	18,3	23	1,2
	2016	3 205	126	146	25,4	22	0,9
Free State	2015	26 400	1 093	350	24,2	75	3,1
	2016	25 325	1 415	352	17,9	72	4,0
Gauteng	2015	75 222	3 891	905	19,3	83	4,3
	2016	65 511	3 292	769	19,9	85	4,3
KwaZulu-Natal	2015	2 812	161	29	17,5	97	5,6
	2016						
Limpopo	2015	118 495	5 794	1 851	20,5	64	3,1
	2016	126 494	5 092	1 911	24,8	66	2,7
Mpumalanga	2015	17 012	801	160	21,2	106	5,0
	2016	17 450	663	161	26,3	108	4,1
Northern Cape	2015	4 478	78	49	57,4	91	1,6
	2016						
North West	2015	21 435	1 054	278	20,3	77	3,8
	2016						
Western Cape	2015	21 738	928	396	23,4	55	2,3
	2016	17 877	891	382	20,1	47	2,3
South Africa	2015	291 131	13 832	4 145	21,0	70	3,3
	2016	255 862	11 479	3 721	22,3	69	3,1

**Sources:**

2015: As published in Education Statistics in South Africa.

2016: ECD Annual Surveys.

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

Table 18 reflects learners and educators in ECD sites and the numbers of these institutions. It shows that, in 2016 there were 255 862 learners attending ECD sites in South Africa. Nationally, the number of learners in ECD sites decreased by 6.8% from 291 131 in 2015 to 255 862 in 2016.

Table 21 also shows the national LER, LSR and ESR for the sectors. On average, the national LER in ECD sites was 22.3, LSR was 69 and ESR 3.1.

## 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 2014)*; and
- *School Realities* (2005 to 2016).

### 5.4 Comparability with previous censuses

The 2016 census is generally comparable with the 2015 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 – 2016 SNAP survey conducted on the 10<sup>th</sup> school day
- National Senior Certificate examination – *Report on the National Senior Certificate Examination Results 2016*
- SNE- 2016 SNAP Survey
- ECD – 2016 Annual Survey
- Population Figures – 2016 Statistics South Africa estimates

## 5.8 Glossary

### **Administrative staff-school ratio**

The average number of administrative staff per school

### **Combined school**

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

### **District management area (DMA)**

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

### **ECD centre**

Any building or premises maintained or used, whether or not for gain, for the admission, protection and temporary or partial care of more than six children away from their parents. Depending on the conditions of its registration, an ECD centre can admit babies, toddlers and/or children of pre-school age. The term “ECD centre” can refer to a crèche, a day care centre for young children, a playgroup, a pre-school, an after-school care facility, etc. ECD centres are sometimes referred to as ECD sites.

### **Education district/region**

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

### **Educator**

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

### **Educator-school ratio (ESR)**

The average number of educators per school.

### **FET band**

Grades 10 to 12 offered at ordinary schools.

### **Foundation phase**

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

### **Further education and training (FET)**

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

### **Funding type**

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

### **Gender parity index (GPI)**

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

**General education and training (GET)**

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

**Gross enrolment ratio (GER)**

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

**Independent school**

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

**Indicator**

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

**Intermediate phase**

Grades 4 to 6 offered at ordinary schools.

**Intermediate school**

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

**Learner**

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

**Learner-administrative staff ratio (LER)**

The average number of learners per administrative staff

**Learner-educator ratio (LER)**

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

**Learner-school ratio (LSR)**

The average number of learners per school.

**Ordinary school**

A school that is not a special school.

**Post-matric**

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

**Primary disability**

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

**Primary school**

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

**Public school**

A school as defined in section 1 of the SASA.

**School**

An education institution which enrolls learners in one or more grades from Grade R (reception) to Grade 12.

**Secondary school**

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

**Senior phase**

Grades 7 to 9 offered at ordinary schools.

**Special needs education (SNE)**

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

**Special school**

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

## 6. CONTACT DETAILS

### 6.1 Provincial EMIS units

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

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## 6.2 Department of Basic Education

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

### Director: EMIS

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Department of Basic Education  
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### General Enquiries

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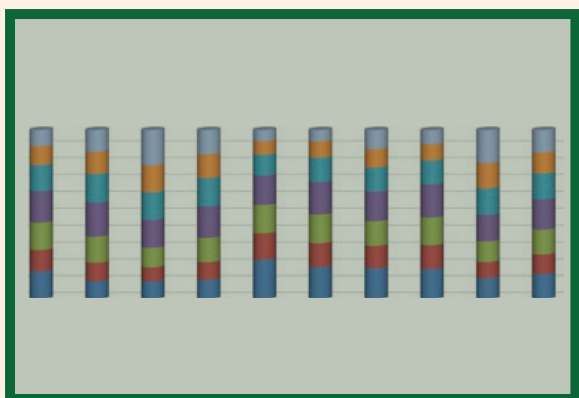
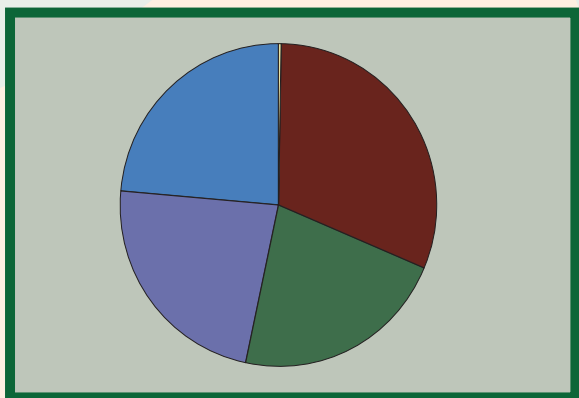


## ACKNOWLEDGEMENTS

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

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

# EMIS





## DID YOU KNOW?

In 2016–

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

29 755 institutions, comprising the following, submitted their survey forms:

- 25 574 ordinary public and independent schools
- 4 181 ECD centres
- 460 special schools

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

- 927 were in ordinary public schools
- 44 were in ordinary independent schools
- 19 were in ECD centres
- 9 were in special schools

