

REPORT ON THE 2009/2010

ANNUAL SURVEYS FOR ORDINARY SCHOOLS



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Department of Basic Education

222 Struben Street
Pretoria
South Africa

Private Bag X895
Pretoria
0001

Tel: +27 12 357 3000
Fax: +27 12 323 0601
www.education.gov.za

ISBN: 978-1-4315-0659-0

The Department of Basic Education does all it can to accurately consolidate and integrate data that it receives from provincial education departments. It cannot be held liable for incorrect data and for errors in conclusions, opinions and interpretations emanating from the information. Furthermore, the Department of Basic Education cannot be held liable for any costs, loss or damage that may arise as a result of any misuse, misunderstanding or misinterpretation of the statistical content of the publication.

Contents

1	INTRODUCTION	2
2	METHODOLOGY	3
2.1	Questionnaire development	3
2.2	Data collection	3
2.3	Integration of data	3
2.4	Unit response rate	3
2.5	Item response rate	4
2.6	Analysis	4
3	FINDINGS: SCHOOL LEVEL INFORMATION	5
3.1	Number of schools.	5
3.2	Ordinary independent and public schools	5
3.3	Multi-grade classes	7
3.4	Schools that offer Grade R	8
3.5	Information Communication Technology	9
3.5.1	Email address	9
3.5.2	Faxes	9
3.5.3	Landline telephones and principal's cell phones	9
3.6	School fees	10
3.6.1	No- fee schools	10
3.6.2	Income from school fees	11
3.7	Single and parallel medium ordinary schools	11
3.7.1	Single medium ordinary schools.	11
3.7.2	Parallel medium schools	12
4	FINDINGS: LEARNER INFORMATION	14
4.1	Learner enrolment patterns.	14
4.2	Population group of learners	16
4.3	Learners by age	18
4.4	Hostel	20
4.5	Languages	20
4.5.1	Home Language of learners	20
4.5.2	Language of learning and teaching	22
4.5.3	Comparison between home language and language of learning and teaching (LOLT)	24
4.5.4	Preferred language	25
4.6	Other subjects	26
4.7	Learners that are orphans.	27
4.8	Learner mortality	28
4.9	Learner pregnancy.	29
4.10	Social grants.	29
5.	Conclusion	31
	GLOSSARY OF TERMS	32

List of tables

Table 1: Unit response rate, by province, in 2009 and 2010	4
Table 2: Number of schools, by province, in 2009 and 2010.....	5
Table 3: Number and percentage of schools, by province and funding type, in 2009 and 2010.....	6
Table 4: Number and percentage of schools with multi-grade classes, by province, in 2009 and 2010	7
Table 5: Distribution of ordinary schools with multi-grade classes, by province and school size, in 2009 and 2010.....	7
Table 6: Number of schools with multi-grade classes, by province and school level in 2009 and 2010-	8
Table 7: Number and percentage of schools that have Grade 1 and offer Grade R, by province, in 2009 and 2010	8
Table 8: Percentage of schools, by province and school ICT, in 2009 and 2010	10
Table 9: Number and percentage of ordinary public schools that do not charge school fees, by province, in 2009 and 2010	10
Table 10: Average income from school fees in fee-paying ordinary schools, by province and funding type, in 2009 and 2010.....	11
Table 11: Number of single medium ordinary schools, by province, in 2009 and 2010	12
Table 12: Number of parallel medium ordinary schools, by province, 2009 and 2010	13
Table 13: Number of learners in ordinary schools, by province and funding type, in 2009 and 2010	15
Table 14: Number of learners in ordinary schools, by population group and province, in 2009 and 2010.....	17
Table 15: Percentage of learners, by age and grade, in 2010	19
Table 16: Number of learners living in hostels, by gender and province, in 2009 and 2010.....	20
Table 17: Number of learners in ordinary schools, by province and home language, in 2009 and 2010.....	22
Table 18: Number of learners in ordinary schools, by language of learning and teaching and province, in 2009 and 2010.....	24
Table 19: Number of learners in ordinary schools, by preferred language of learning and teaching, in 2009 and 2010.....	26
Table 20: Number of learners in ordinary schools undertaking Mathematics, Physical Science and Accounting in FET phase, in 2009 and 2010.....	27
Table 21: Number of learners in ordinary schools whose parent/s are deceased, by province, in 2009 and 2010	28
Table 22: Number of deceased learners in ordinary schools, by province and causes of death, in 2008 and 2009	28
Table 23: Number of learners in ordinary schools who fell pregnant, by province and grade, in 2008 and 2009	29
Table 24: Number of learners in ordinary schools receiving social grants, by province, in 2009 and 2010	30

List of Figures

Figure 1: Number and percentage of schools, by province, in 2010	5
Figure 2: Number of schools, by sector, from 2006 to 2010	6
Figure 3: Percentage of learners in ordinary schools, by province, in 2010	14
Figure 4: Number of learners, by grade, 2006 - 2010.....	16
Figure 5: Comparison between learner enrolment and repeaters, by grade, in 2010	16
Figure 6: Number of learners in ordinary schools, by population group and province, in 2010	18
Figure 7: Number of learners, by age and gender, in 2010	18
Figure 8: Percentage of learners living in hostels, by gender and province, in 2009 and 2010.....	20
Figure 9: Percentage of learners, by home language, in 2010	21
Figure 10: Percentage of learners in ordinary schools, by language of learning and teaching, in 2010.....	23
Figure 11: Comparison of home language and language of learning and teaching in the Foundation Phase, in 2010.....	25
Figure 12: Percentage of learners, by preferred language of learning and teaching, in 2010.....	25
Figure 13: Throughput rate of learners in Accounting, Mathematics and Physical science, from Grade 11 in 2009 to Grade 12 in 2010.....	27
Figure 14: Percentage of learners in ordinary schools receiving social grants, by province, in 2009 and 2010	30

ABBREVIATIONS

ABET	Adult Basic Education and Training
ASS	Annual Survey Schools
Cell	Cellular
DBE	Department of Basic Education
EC	Eastern Cape
ECD	Early Childhood Development
EMIS	Education Management Information System
EXAM	Examination
Fax	Facsimile
FET	Further Education and Training
FS	Free State
GET	General Education and Training
GIS	Geographic Information System
GP	Gauteng
HEDCOM	Heads of Education Departments Committee
HL	Home Language
KZN	KwaZulu-Natal
LCR	Learner: Computer Ratio
LURITS	Learner Unit Record Information Tracking System
LP	Limpopo
LOLT	Language of Learning and Teaching
MP	Mpumalanga
NC	Northern Cape
NW	North West
PED	Provincial Education Department
SASA	South African Schools Act
SA-SAMS	South African School Administration and Management System
WC	Western Cape

1. INTRODUCTION

This publication is based on data collected via the 2009 and 2010 Annual Surveys for Ordinary Schools¹ (ASS). The survey was undertaken by the Department of Basic Education (DBE) together with provincial education departments (PEDs). The ASS is conducted in March every year, in all ordinary schools, both public and independent.

The data obtained for the ASS is self-reported by school principals. The ASS collects aggregated school-level data about the school and its learners as well as individual educator information. This report however, does not include information about educators. A separate report on the educator survey will be published by the Department at a later stage.

It is important to draw attention to the fact that the ASS does not collect data about individual learners. Consequently, the analysis that can be undertaken with the learner data obtained from the ASS is limited.

This is the Department's third report on the ASS – a reflection of its growing confidence in the quality of data provided by schools to the Education Management Information System (EMIS). The first and second reports, published in 2010 and 2011, report on the 2007/2008 and 2009/10 ASS respectively, and can be found on the Department's website.

This report contains information aimed largely at supporting the national and provincial education departments, as well as other government departments, in planning and decision-making. Additionally, it serves as a rich source of information for the research community as well as the public in general. In this regard, it is perhaps useful to point out that this report provides only simple, basic and descriptive analysis of the data as obtained from the ASS. It does not seek to confirm the veracity of the data by comparison with other data sources or to other research. Nor does it attempt to explain the phenomena represented by the data in any detailed way. In some instances though, the report does compare the findings with policy imperatives. The Department hopes that the research community would undertake deeper analysis of the data obtained from the ASS.

In the main, the report provides information obtained from the 2009 and 2010 ASS. However, certain sections may consider trends over a longer period, for comparative purposes.

¹ An ordinary school is a school that is not a special school. A special school caters for learners who have special education needs due to severe learning difficulties, physical disabilities or behavioural problems.

2. METHODOLOGY

2.1 Questionnaire development

The ASS questionnaire is designed at national level, but undergoes a number of approval processes involving PEDs prior to its finalisation, including approval by the Heads of Education Departments Committee (HEDCOM). The questionnaire is also piloted in a few schools prior to finalisation. Only core data, essential for an education management information system, are reflected in the questionnaire.

The questionnaire development process hinges on standards of data quality prepared by the Department, the definition of terms adopted by the Department as well as national standards on code classifications. These ensure cross-provincial alignment and uniformity in data collection and data processing methods. The standards and code classifications will be made available to the public via the Department's website during the course of 2012.

2.2 Data collection

Completion of the ASS questionnaire by schools and its submission to the PEDs occurs in three different ways:

By completing a paper version of the ASS questionnaire: In this instance, school principals complete a printed version of the ASS provided by PED offices. Upon completion, principals submit the survey to the district/regional office which is expected to verify the information provided by the school before submitting it to the provincial Head Office for capturing. In some PEDs, the information from the survey is captured at district level.

By completing an electronic version of the ASS questionnaire: In this case, schools are provided with an electronic version of the ASS questionnaire (either via e-mail or by CD), on which they capture their data. The completed files are then submitted to the PEDs either via email or by CD.

By downloading data from software programmes such as the South African School Administration and Management System (SA-SAMS): In provinces where the SA-SAMS and similar such programmes are widely used, the method of collecting data for the ASS is based on downloading data from SA-SAMS, into a database. Most schools in the Free State and the Western Cape provide data to the PEDs in this way.

The data obtained for the ASS is self-reported by school principals, but is verified by district/region officials. Unfortunately, the extent and quality of this verification process is uneven across PEDs, hence the authenticity of the data in some instances may be questionable.

2.3 Integration of data

PEDs provide their individual ASS databases to the National Department, which, in turn, establishes a national database and integrates the provincial data into it. The DBE checks the data for anomalies with the aid of tools that it has developed specifically for the ASS, and engages with PEDs to deal with anomalies. The DBE does not "clean", "edit", or impute data received from provinces. The DBE is, however, in the process of establishing procedures and systems to undertake these processes.

2.4 Unit response rate

Table 1 shows the unit response rate for the 2009 and 2010 ASS. In 2010, the unit response rate for the ASS was 99%. This means that, in total, 99% of schools that received the survey responded. However, there were relatively minor variations in response rates across provinces, ranging between 96% and 100%. Six provinces (Free State, Gauteng, Limpopo, Mpumalanga, the Northern Cape and North West) had a 100% unit response rate, while the Eastern Cape and the Western Cape had a 99% response rate.

The unit response rate for the 2009 and 2010 ASS was very high and can be considered to be a positive indication of good compliance.

Table 1: Unit response rate, by province, in 2009 and 2010

Year	Percentage									
	EC	FS	GP	KZN	LP	MP	NC	NW	WC	SA
2009	95	97	100	97	99	100	100	95	95	98
2010	99	100	100	96	100	100	100	100	99	99

2.5 Item response rate

The item response rate is the percentage of schools responding to an item in a questionnaire in relation to number of responding schools eligible to have responded to the item. The response rate for each item can be found in Table 1 in Appendix A . Given the variation in response rates across each of the questions in the ASS questionnaire, and given that the Department does not impute the data it receives from provinces, it should be anticipated that the total number of schools in the country reflected in each of the tables of this report will not be the same. Differences in the total number of schools in each of the tables are therefore a reflection of the item response rate of the survey. Appendix A shows low levels of item response rate for a number of variables. For the purposes of this report we have presumed correspondence between non-response and non-applicability in instances where this is generally known to be the case.

2.6 Analysis

The Department developed a tabulation plan to serve as a guide for analysing and interpreting information collected through the ASS. This report is based on descriptive statistics and two-way cross-tabulation. The data was analysed using Excel pivot tables, including the calculation of percentages.

It is important to note that the results from the ASS are often different from those of the Department's own Snap Survey because the two surveys are conducted at different times. While the Snap Survey is undertaken on the 10th day after schools re-open at the beginning of the year, the ASS is undertaken in March, at a time when schools are more settled. The relative comprehensiveness of the ASS could also be a contributory factor to the results of the two surveys being different.

3. FINDINGS: SCHOOL LEVEL INFORMATION

3.1 Number of schools²

This section reports on the number of ordinary schools in South Africa, disaggregated by province, school level and funding type (independent and public).

Figure 1 and Table 2 show that, there were 25 870 ordinary schools in South Africa in 2010. Of these, the majority (6008 or approximately 23%) were found in KwaZulu-Natal followed by the Eastern Cape with 5 745 (approximately 22%), while the Northern Cape, at 617, had the lowest number of schools.

Table 2 also reflects a slight increase in number of schools from 25 827 in 2009 to 25 870 in 2010.

Figure 1: Number and percentage of schools, by province, in 2010

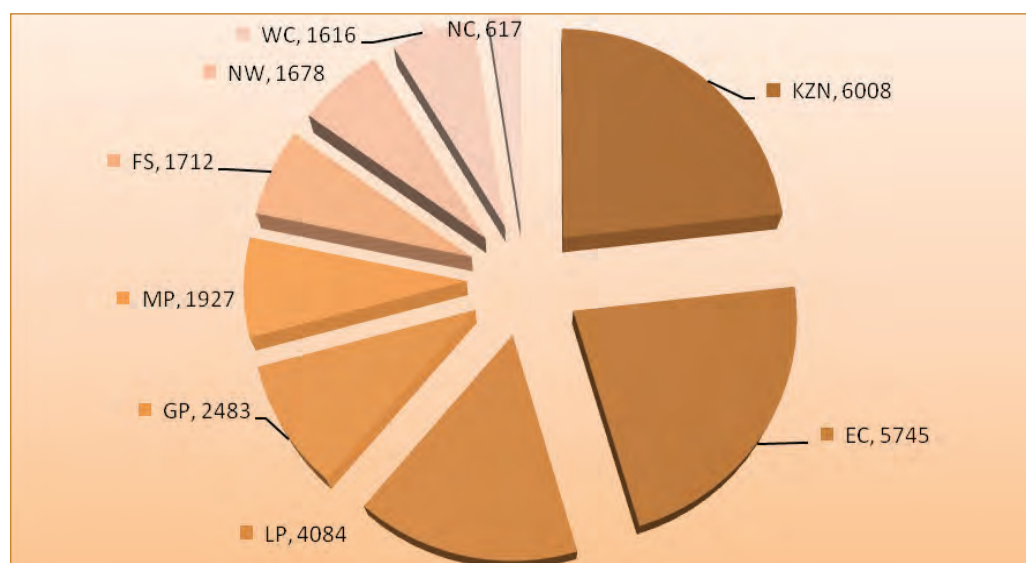


Table 2: Number of schools, by province, in 2009 and 2010

Province	2009		2010	
	Number of schools	Percentage of schools	Number of schools	Percentage of schools
Eastern Cape	5 717	22.1	5 745	22.2
Free Sate	1 773	6.9	1 712	6.6
Gauteng	2 386	9.2	2 483	9.6
KwaZulu- Natal	5 996	23.2	6 008	23.2
Limpopo	4 107	15.9	4 084	15.8
Mpumalanga	1 933	7.5	1 927	7.4
Northern Cape	591	2.3	617	2.4
North West	1 765	6.8	1 678	6.5
Western Cape	1 559	6.0	1 616	6.2
SA	25 827	100.0	25 870	100.0

3.2 Ordinary independent and public schools

A public school is one that is contemplated in Chapter 3 of the South African Schools Act (SASA) (RSA, 1996³), while an independent school is one that is registered or deemed to be registered in terms of section 46 of the South African Schools Act, No. 84 of 1996. Independent schools are established by private persons/organisations and must register with PEDs to be recognised as such.

² Information in Figure 1 and Table 2 have been obtained from the Master List for reporting from the 2010 ASS database.
³ South African Schools Act, 1996 (Act No. 84 of 1996).

Table 3 indicates the number and percentage of schools, by funding type (sector) and province in 2009 and 2010. In 2010, there were 24 532 (approximately 95%) ordinary public schools and 1 338 (approximately 5%) ordinary independent schools in the country. The majority of independent schools (471) were situated in Gauteng followed by KwaZulu-Natal with 163 schools. Gauteng also had the highest proportion of independent schools with almost 20% of its schools being independent.

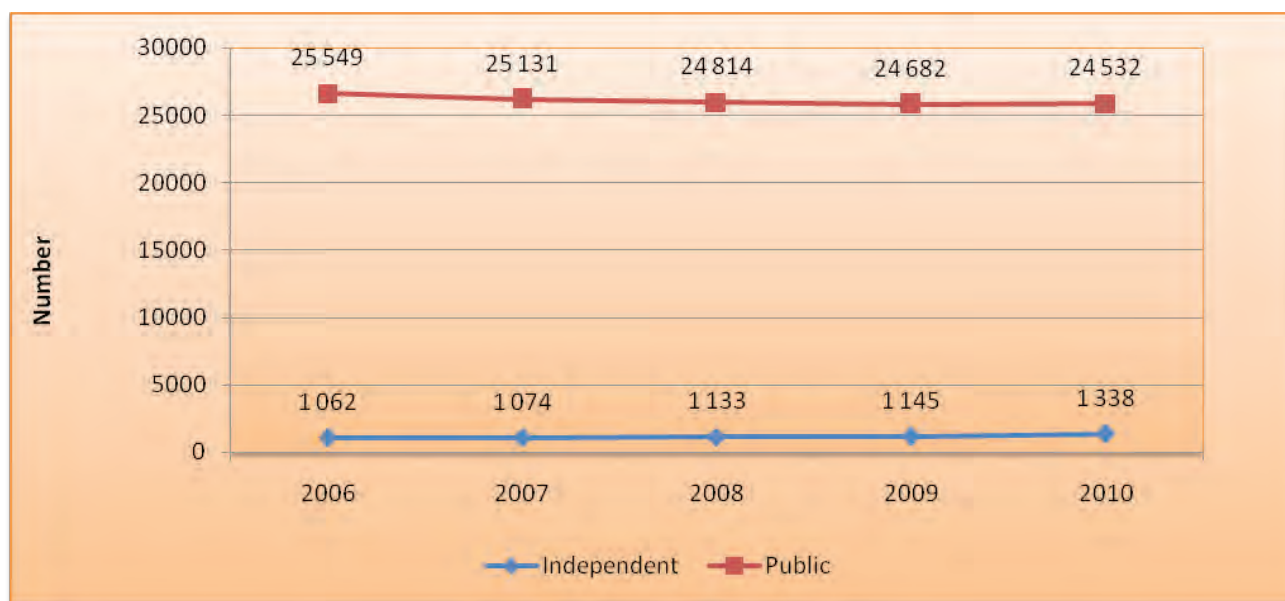
As can be seen in Table 3 below, the number of ordinary independent schools in the country has increased, from 1 145 in 2009 to 1 338 in 2010.

Table 3: Number and percentage of schools, by province and funding type, in 2009 and 2010

Province	Number and percentage of schools											
	2009						2010					
	Independent		Public		Total		Independent		Public		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Eastern Cape	130	2.3	5 587	97.7	5 717	100	155	2.7	5 590	97.3	5 745	100
Free State	74	4.2	1 699	95.8	1 773	100	76	4.4	1 636	95.6	1 712	100
Gauteng	420	17.6	1 966	82.4	2 386	100	471	19.0	2 012	81.0	2 483	100
KwaZulu-Natal	140	2.3	5 856	97.7	5 996	100	163	2.7	5 845	97.3	6 008	100
Limpopo	120	2.9	3 987	97.1	4 107	100	142	3.5	3 942	96.5	4 084	100
Mpumalanga	93	4.8	1 840	95.2	1 933	100	99	5.1	1 828	94.9	1 927	100
Northern Cape	11	1.9	580	98.1	591	100	20	3.2	597	96.8	617	100
North West	52	2.9	1 713	97.1	1 765	100	52	3.1	1 626	96.9	1 678	100
Western Cape	105	6.7	1 454	93.3	1 559	100	160	9.9	1 456	90.1	1 616	100
SA	1 145	4.4	24 682	95.6	25 827	100	1 338	5.2	24 532	94.8	25 870	100

Figure 2 indicates the number of ordinary schools, by funding type, from 2006 to 2010. The overall trend reflects a drop in the number of public ordinary schools from 25 549 in 2006 to 24 532 in 2010. On the other hand, the number of ordinary independent schools increased between 2006 and 2010 from 1 062 in 2006 to 1 338 in 2010. The decrease in the number of public ordinary schools can be attributed to initiatives undertaken by PEDs over the past few years to combine very small schools.

Figure 2: Number of schools, by sector, from 2006 to 2010



3.3 Multi-grade classes

A multi-grade class is one in which learners in more than one grade are taught in the same classroom at the same time. Multi-grade classes are most common in rural and farm schools where there are not enough learners to justify separate classes. In some instances though, the existence of multi-grade classes can be attributed to a shortage of classrooms.

Table 4 shows the number and percentage of schools with multi-grade classes by province, in 2009 and 2010.

In 2010, approximately 26% (6 694) ordinary schools in the country had multi-grade classes. The majority of these schools were in the Eastern Cape (2 087) followed by KwaZulu-Natal with 1 331 schools.

Close to half (48%) of the ordinary schools in the Free State reported that they had multi-grade classes, while over one third (approximately 36%) of ordinary schools in the Eastern Cape did so. Gauteng reported the least (11%) proportion of schools with multi-grade classes in 2010.

Nationally, there was a slight increase in the number of schools with multi-grade classes from 6 619 in 2009 to 6 694 in 2010, which is approximately a one percent increase. However, five provinces (the Eastern Cape, the Free State, KwaZulu-Natal, North West and the Western Cape) showed a slight decrease in the number of schools with multi-grade classes over this two year period.

Table 4: Number and percentage of schools with multi-grade classes, by province, in 2009 and 2010

Province	2009			2010		
	Number of schools with multi-grade classes	Total number of schools	% of schools with multi-grade classes	Number of schools with multi-grade classes	Total number of schools	% of schools with multi-grade classes
Eastern Cape	2 132	5 717	37.3	2 087	5 745	36.3
Free State	863	1 773	48.7	813	1 712	47.5
Gauteng	226	2 386	9.5	276	2 483	11.1
KwaZulu Natal	1 346	5 996	22.4	1 331	6 008	22.2
Limpopo	665	4 107	16.2	829	4 084	20.3
Mpumalanga	448	1 933	23.2	468	1 927	24.3
Northern Cape	187	591	31.6	202	617	32.7
North West	366	1 765	20.7	316	1 678	18.8
Western Cape	386	1 559	24.8	372	1 616	23.0
SA	6 619	25 827	25.6	6 694	25 870	25.9

Table 5 shows the distribution of schools with multi-grade classes, by school size and province. In 2010 The majority (over 5 000) of schools with multi-grade classes can be classified as small schools. The majority of these schools are located in the Eastern Cape (1 690) and KwaZulu-Natal (1 082).

Table 5: Distribution of ordinary schools with multi-grade classes, by province and school size, in 2009 and 2010

Province	2009						2010					
	<=100	101-300	301-500	501-700	701-1000	>1000	<=100	101-300	301-500	501-700	701-1000	>1000
Eastern Cape	573	1 080	361	78	26	11	610	1 080	291	66	26	12
Free State	581	64	17	8	13	5	514	67	20	11	15	5
Gauteng	34	69	45	31	19	28	42	74	34	31	44	51
KwaZulu-Natal	307	792	159	44	24	12	352	730	135	51	26	13
Limpopo	238	345	41	21	14	6	243	397	99	48	34	8
Mpumalanga	221	142	39	30	12	4	211	150	44	26	28	9
Northern Cape	121	56	4	1	2	3	125	65	9		2	1
North West	167	161	23	8	2	5	135	155	18	3	2	3
Western Cape	202	117	24	16	16	11	206	116	19	12	11	8
SA	2 444	2 826	713	237	128	85	2 438	2 834	669	248	188	110

Table 6 indicates the number of schools with multi-grade classes by school-level and province, in 2009 and 2010. Of the approximately 6 600 ordinary schools with multi-grade classes in the country, close to 5 000 were primary schools, while only 281 were secondary schools.

Table 6: Number of schools with multi-grade classes, by province and school level in 2009 and 2010-

Province	2009				2010			
	Combined school	Primary school	Secondary school	Total	Combined school	Primary school	Secondary school	Total
Eastern Cape	855	1 234	41	2 130	870	1 175	42	2 087
Free Sate	98	763	2	863	98	710	5	813
Gauteng	54	146	26	226	74	160	42	276
KwaZulu-Natal	201	1 089	49	1 339	235	1 039	57	1 331
Limpopo	64	575	25	664	70	676	83	829
Mpumalanga	59	367	21	447	74	371	23	468
Northern Cape	23	164	0	187	31	168	3	202
North West	76	271	17	364	53	239	24	316
Western Cape	67	315	3	385	72	298	2	372
SA	1 497	4 924	184	6 605	1 577	4 836	281	6 694

3.4 Schools that offer Grade R

Grade R refers to the reception year for learners, that is, the grade immediately before Grade 1. Grade R serves as a bridging year between pre-school and Grade 1. The government introduced Grade R primarily to address school unpreparedness of children entering Grade 1.

Table 7 indicates that, in 2010, close to 16 000 ordinary schools that offered Grade 1, offered Grade R. This means that approximately 86% of South African schools that offered Grade 1 in 2010, also offered Grade R.

The Eastern Cape had the highest proportion of its schools that offered Grade 1, offering Grade R, with approximately 91% (4 751), followed by KwaZulu-Natal and Limpopo with 96% (4 093) and 92% (2 554) respectively. The Free State had the least proportion of schools that have Grade 1 and Grade R with about 53% (584) in 2010.

The number of schools with Grade 1 that also offer Grade R increased from 15 026 in 2009 to 15 838 in 2010 which represents an approximately 5% increase.

Table 7: Number and percentage of schools that have Grade 1 and offer Grade R, by province, in 2009 and 2010

Province	2009			2010		
	Number of schools that offer Grade R	Total number of schools	% of schools	Number of schools that offer Grade R	Total number of schools	% of schools
Eastern Cape	4 413	4 727	93.4	4 564	4 751	96.1
Free Sate	549	1 151	47.7	584	1 099	53.1
Gauteng	1 213	1 662	72.9	1 330	1 733	76.7
KwaZulu-Natal	3 776	4 120	91.7	3 917	4 093	95.7
Limpopo	2 277	2 580	88.3	2 345	2 554	91.8
Mpumalanga	993	1 351	73.5	1 028	1 339	76.8
Northern Cape	271	441	61.5	305	459	66.4
North West	751	1 197	62.7	865	1 129	76.6
Western Cape	783	1 200	65.3	900	1 243	72.4
SA	15 026	18 429	81.5	15 838	18 400	86.1

3.5 Information Communication Technology

Table 8 indicates the percentage of ordinary schools by contact method and province, in 2009 and 2010.

For the purpose of this report, contact method includes the following dimensions:

Whether the school can be contacted by email (this information is known if the school provides an email address as part of its contact details).

Whether the school can be contacted via a landline telephone (this information is known if the school provides a land-line telephone number as part of its contact details).

Whether the principal has a cellular (cell) phone which he/she uses for work purposes (as provided for in the ASS as part of the contact details of the school).

Whether the school can be contacted by facsimile (fax) (this information is known if the school provides a fax number as part of its contact details).

3.5.1 Email address

According to the contact information provided by schools, only about 25% of ordinary schools in the country had an email address in 2010. However this national average figure hides very deep provincial inequalities. For instance, while approximately 98% of schools in the Western Cape had an email address, only about 3% of schools in Limpopo reportedly did so.

According to the ASS data, the proportion of ordinary schools that could be contacted via email decreased from approximately 26% in 2009 to approximately 25% in 2010. It is possible that this decline could be a reflection of inaccurate reporting on the part of schools, rather than an expression of reality since the opposite trend is expected, given programmatic interventions in relation to the policy on E-Education.

3.5.2 Faxes

Less than 50% of South African ordinary schools reported having a fax number. The Western Cape and Gauteng reported the majority of their schools as having fax facilities (98% and 95% respectively), while only about 23% of schools in the Eastern Cape and Limpopo, respectively, indicated having a fax number.

3.5.3 Landline telephones and principal's cell phones

Only about 54% of ordinary schools in South Africa had landline telephones in 2010. However the availability of these phones is widely skewed across provinces. For example, while almost all ordinary schools in the Western Cape and Gauteng had landline telephones in 2010, less than a third (31%) of ordinary schools in the Eastern Cape reportedly had landline telephones.

There was a slight decrease in the number of ordinary schools in the country that had landline telephones, from approximately 57% in 2009 to approximately 54% in 2010. At this stage, it is difficult to pinpoint the reason for this declining trend.

In 2010, more than 40% of South African ordinary schools relied on a principal's cell phone for communication. A high proportion of ordinary schools in the Eastern Cape and Limpopo provinces (69% and 71% respectively) relied on cell phones for communication since they did not have land line telephones.

Table 8: Percentage of schools, by province and school ICT, in 2009 and 2010

Province	Email Address		Fax		Landline		Principal's cell phones	
	2009	2010	2009	2010	2009	2010	2009	2010
Eastern Cape	11.0	17.2	21.3	23.1	32.4	30.7	67.9	69.0
Free Sate	27.4	39.3	62.0	57.4	75.8	74.9	11.6	10.4
Gauteng	58.8	80.6	89.9	94.9	98.5	96.6	1.4	3.9
KwaZulu-Natal	15.7	8.4	38.6	42.8	51.9	48.7	47.4	41.5
Limpopo	10.4	2.7	21.4	23.6	35.6	28.4	64.1	71.0
Mpumalanga	18.5	11.0	45.5	56.3	64.2	65.1	34.9	37.9
Northern Cape	41.1	59.4	73.8	74.9	74.8	75.2	24.9	23.8
North West	38.8	5.7	43.3	49.4	61.3	58.2	38.2	18.6
Western Cape	99.7	97.8	97.2	98.2	99.9	100	0.1	0.0
SA	26.1	25.4	43.6	47.0	56.9	53.6	43.7	41.9

3.6 School fees

3.6.1 No- fee schools

The No-Fee School Policy is an initiative aimed at improving education access for poor learners. The No-Fee School Policy of the Department stipulates that schools that have a “no-fee” status are not permitted to charge fees to parents (though it does not prevent parents from making voluntary contributions or for schools to raise funds via fund-raising events).

Table 9 indicates the number and percentage of ordinary public schools that do not charge school fees, by province. In 2010, over 14 000 (approximately 60%) of schools reported that they did not levy any school fees. This figure corresponds well to the Department’s policy on the Norms and Standards for School Funding.

The proportion of no-fee schools varies greatly across provinces; a reflection of the huge economic inequities that exist between provinces.

As Table 9 indicates, close to 83% of Free State’s ordinary schools did not charge school fees in 2009, while about 22% of Gauteng’s ordinary schools did not levy any school fees.

Table 9: Number and percentage of ordinary public schools that do not charge school fees, by province, in 2009 and 2010

Province	2009			2010		
	Number of no- fee schools	Total number of public schools	% of no- fee schools	Number of no- fee schools	Total number of public schools	% of no- fee schools
Eastern Cape	3 648	5 587	65.3	3 721	5 590	66.6
Free Sate	1 085	1 699	63.9	1 354	1 636	82.8
Gauteng	424	1 966	21.6	449	2 012	22.3
KwaZulu-Natal	3 065	5 856	52.3	3 119	5 845	53.4
Limpopo	2 797	3 987	70.2	3 052	3 942	77.4
Mpumalanga	910	1 840	49.5	952	1 828	52.1
Northern Cape	378	580	65.2	398	597	66.7
North West	846	1 713	49.4	889	1 626	54.7
Western Cape	403	1 454	27.7	663	1 456	45.5

Province	2009			2010		
	Number of no- fee schools	Total number of public schools	% of no- fee schools	Number of no- fee schools	Total number of public schools	% of no- fee schools
SA	13 556	24 682	54.9	14 597	24 532	59.5

3.6.2 Income from school fees

Table 10 indicates that ordinary schools in the country, both public and independent, received approximately R15 billion from school fees in 2010. Independent schools received about R6 billion. In 2010, while public schools received about R8 billion. The average income received from school fees by provinces ranged between R45 million and R7 billion.

Gauteng received the highest income from school fees (about 7 billion) followed by the Western Cape and KwaZulu-Natal with approximately R2 billion.

Income from school fees increased from R13 billion in 2009 to about R15 billion in 2010, reflecting an increase of close to 13% over this period. However, Limpopo, the Northern Cape and North West showed a decrease in income received from school fees between 2009 and 2010.

Table 10: Average income from school fees in fee-paying ordinary schools, by province and funding type, in 2009 and 2010

Province	2009			2010		
	Independent	Public	Total	Independent	Public	Total
Eastern Cape	R272 007 461	R703 993 340	R976 000 800	R385 723 993	R 803 947 257	R1 189 671 250
Free State	R 35 256 025	R 65 571 297	R100 827 323	R 9 281 201	R125 587 227	R134 868 428
Gauteng	R3 380 328 301	R2 918 475 466	R6 298 803 767	R3 901 552 263	R3 502 840 880	R7 404 393 143
KwaZulu-Natal	R552 758 944	R1 379 707 508	R1 932 466 452	R722 768 687	R1 438 289 958	R2 161 058 645
Limpopo	R206 622 263	R535 810 838	R742 433 101	R202 920 293	R205 982 992	R408 903 285
Mpumalanga	R118 657 500	R593 087 122	R711 744 622	R209 164 496	R679 867 012	R889 031 508
Northern Cape	R 7 005 569	R92 454 035	R 99 459 603	R12 853 709	R32 923 729	R45 777 437
North West	R128 687 920	R320 964 575	R449 652 494	R132 381 248	R 218 724 553	R351 105 801
Western Cape	R566 005 755	R1 418 413 472	R1 984 419 227	R809 566 630	R1 608 745 763	R2 418 312 393
National	R5 267 329 737	R8 028 477 652	R13 295 807 389	R6 386 212 519	R8 616 909 372	R15 003 121 890

3.7 Single and parallel medium ordinary schools

3.7.1 Single medium ordinary schools

A single medium school is one which uses one medium of instruction for all learners in all grades.

Table 11 indicates the number of single medium schools, by province in 2009 and 2010. In 2010, there were 10 657 single medium schools in the country. The majority of these schools were English medium schools (8 432) followed by Afrikaans medium schools (1 543). The majority of Afrikaans single medium schools were situated in the Western Cape (675) followed by Gauteng and the Eastern Cape with 222 and 203 respectively, while KwaZulu-Natal (18) and Limpopo (41) had the least number of Afrikaans medium schools.

Of the indigenous languages offered in single medium schools, isiXhosa (263) is the dominant, followed by isiZulu (172).

Overall, there was a slight decrease in number of single medium schools in the country, from 10 819 in 2009 to 10 657 in 2010 which is a 1.4% decrease. This decline is probably due to the overall decrease in the number of schools in the country.

Table 11: Number of single medium ordinary schools, by province, in 2009 and 2010

Language	Year	EC	FS	GP	KZN	LP	MP	NC	NW	WC	SA
English	2009	1 526	206	1 149	2 248	1 549	626	81	409	363	8 157
	2010	1 327	220	1 300	2 354	1 530	666	83	541	411	8 432
Afrikaans	2009	202	70	252	30	44	91	231	100	681	1 701
	2010	203	69	222	18	41	69	182	64	675	1 543
isiNdebele	2009	3	0	0	0	0	5	0	0	0	8
	2010	0	0	1	2	2	8	0	0	0	13
isiXhosa	2009	337	0	1	6	0	0	3	0	1	348
	2010	253	0	3	5	0	0	2	0	0	263
isiZulu	2009	5	3	17	167	0	23	0	0	0	215
	2010	2	1	15	131	0	23	0	0	0	172
Sepedi	2009	0	0	3	0	68	9	0	0	0	80
	2010	0	0	8	0	56	10	0	0	0	74
Sesotho	2009	4	25	5	0	0	3	0	0	1	38
	2010	1	31	5	0	0	1	0	0	0	38
Setswana	2009	0	3	9	0	3	1	16	142	0	174
	2010	0	4	7	0	1	2	12	8	0	34
Seswati	2009	0	0	0	0	0	36	0	0	0	36
	2010	0	0	1	0	0	25	0	0	0	26
Tshivenda	2009	0	0	0	0	23	0	0	0	0	23
	2010	0	0	0	0	27	0	0	0	0	27
Xitsonga	2009	0	0	1	0	20	18	0	0	0	39
	2010	0	0	1	0	20	14	0	0	0	35
Total (2009)		2 077	307	1 437	2 451	1 707	812	331	651	1 046	10 819
Total (2010)		1 786	325	1 563	2 510	1 677	818	279	613	1 086	10 657

3.7.2 Parallel medium schools

A parallel medium school is one that offers two or more mediums of instruction in the same grade (but in different classes) across all grades of the school. Table 12 indicates the number of parallel medium schools, by language and province, in 2009 and 2010.

For the purpose of this report, a parallel medium school has been selected to be one that offered English as one medium of instruction together with other languages. English was selected as a basis for comparison since it is the most commonly used medium of instruction in schools.

Table 12 indicates that, there were about 13 000 parallel medium ordinary schools (schools that offers English together with other language of instruction) in 2010. The majority of these schools in the country provided the combination of English and isiXhosa (3 848) in 2010 followed by English and isiZulu (3 432).

Table 12: Number of parallel medium ordinary schools, by province, 2009 and 2010

Language	Year	EC	FS	GP	KZN	LP	MP	NC	NW	WC	SA
English /Afrikaans	2009	142	92	175	51	45	72	70	47	362	1 056
	2010	147	79	164	60	51	71	101	49	371	1 093
English/isiNdebele	2009	0	13	3	1	2	51	1	1	0	72
	2010	1	11	3	2	12	40	3	3	0	75
English/isiXhosa	2009	3 217	6	17	117	1	1	3	8	127	3 497
	2010	3 560	4	15	134	1	1	4	4	125	3 848
English/isiZulu	2009	20	41	107	3 142	3	331	0	0	0	3 644
	2010	3	37	117	2 968	1	306	0	0	0	3 432
English/Sepedi	2009	0	1	53	0	1 427	90	0	0	0	1 571
	2010	0	1	45	0	1 375	79	0	1	0	1 501
English/Sesotho	2009	21	577	95	3	0	8	0	17	1	722
	2010	21	584	90	1	1	8	0	16	2	723
English/Setswana	2009	3	45	97	0	40	37	122	714	0	1058
	2010	3	42	107	0	35	35	129	892	0	1243
English/SiSwati	2009	0	0	1	0	10	230	0	0	0	241
	2010	0	0	0	0	7	262	0	0	0	269
English/Tshivenda	2009	1	0	9	0	455	0	0	4	0	469
	2010	0	0	7	0	431	1	0	0	0	439
English/Xitsonga	2009	1	0	11	0	283	87	0	1	0	383
	2010	0	0	12	0	277	88	0	0	0	377
Total (2009)		3 405	775	568	3 314	2 266	907	196	792	490	12 713
Total (2010)		3 735	758	560	3 165	2 191	891	237	965	498	13 000

4. FINDINGS: LEARNER INFORMATION

4.1 Learner enrolment patterns

Figure 3 and Table 13 shows the number of learners in ordinary schools, distributed between public and independent schools and province, in 2009 and 2010.

In 2010, there were a total of 12 195 509 learners in ordinary schools in the country as a whole. KwaZulu-Natal had the highest number of learners with 2 734 722 (approximately 22%) followed by the Eastern Cape with 2 071 281 (approximately 17%). Three provinces (Free State, Northern Cape, and North West) had less than a million learners in their ordinary schools with 654 477 (5%), 265 538 (2%) and 745 001 (6%) respectively.

Of the 12 195 509 learners in the country, over 400 000 were enrolled in independent schools, comprising of approximately 4% of learners in ordinary schools.

Gauteng had the highest number of learners (200 118) in ordinary independent schools followed by the Eastern Cape with 50 955 in 2010.

The number of learners in ordinary schools decreased slightly, from 12 199 126 in 2009 to 12 195 509 in 2010.

Figure 3: Percentage of learners in ordinary schools, by province, in 2010

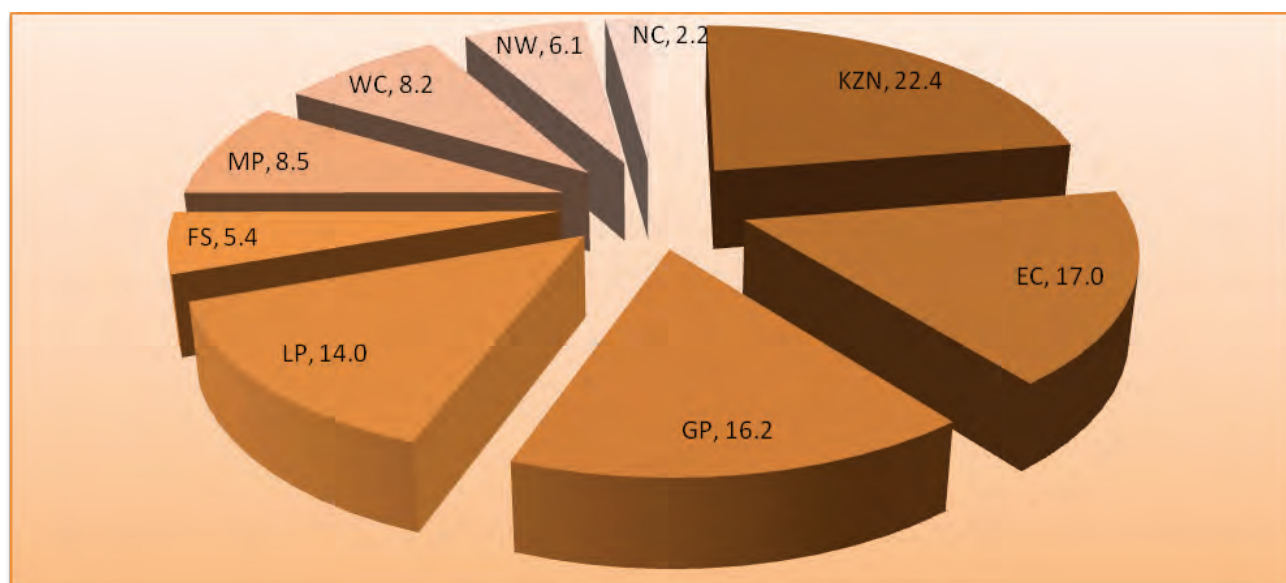


Table 13: Number of learners in ordinary schools, by province and funding type, in 2009 and 2010

Province	2009					2010				
	Independent	%	Public	%	Total	%	Independent	%	Public	Total
Eastern Cape	42 816	2.1	2 038 580	97.9	2 081 396	100	50 955	2.5	2 020 326	2 071 281
Free State	14 452	2.2	636 864	97.8	651 316	100	16 346	2.5	638 131	654 477
Gauteng	189 466	10.0	1 714 269	90.0	1 903 735	100	200 118	10.1	1 776 134	1 976 252
KwaZulu-Natal	38 352	1.4	2 748 898	98.6	2 787 250	100	47 011	1.7	2 687 711	2 734 722
Limpopo	36 750	2.1	1 682 992	97.9	1 719 742	100	46 266	2.7	1 657 836	1 704 102
Mpumalanga	19 355	1.9	1 022 342	98.1	1 041 697	100	22 777	2.2	1 017 273	1 040 050
Northern Cape	2 015	0.8	255 877	99.2	257 892	100	3 014	1.1	262 524	265 538
North West	12 717	1.6	767 159	98.4	779 876	100	12 788	1.7	732 213	745 001
Western Cape	26 019	2.7	950 203	97.3	976 222	100	39 028	3.9	965 058	1 004 086
SA	381 942	3.1	11 817 184	96.9	12 199 126	100	438 303	3.6	11 757 206	12 195 509

Figure 4 indicates the number of learners in ordinary schools, by grade, between 2006 and 2010. The pattern indicates that enrolment is generally very high in Grade 1 and declines as learners move to higher grades within the schooling system. Departmental investigations have shown that one reason for the high enrolment figures in Grade 1 relative to sequential grades, is the relatively high levels of repetition in Grade 1. In addition, parents often enroll their children in more than one school in Grade 1 and that these children remain in school records, even if attendance is not consistent. The Department's policy on learner attendance is geared towards addressing this problem. The prominent spike in learner enrolment figures observed for Grade 10 in Figure 4 can be explained by very high levels of repetition in this grade.

Figure 4: Number of learners, by grade, 2006 - 2010

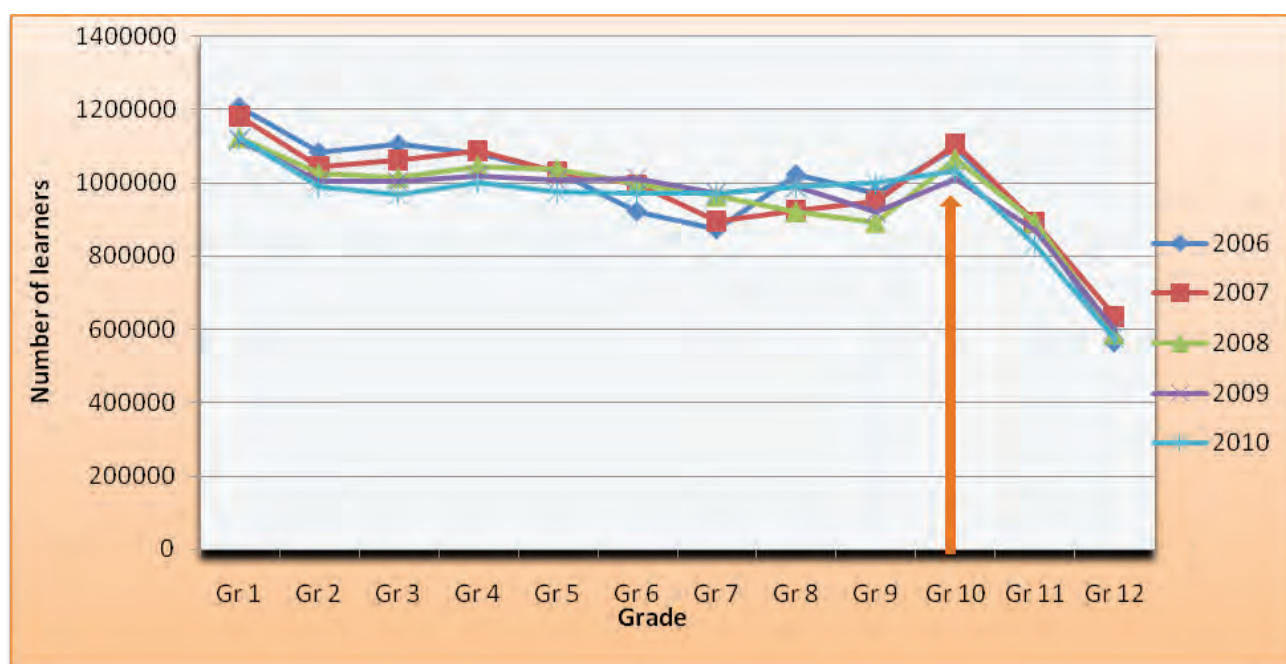
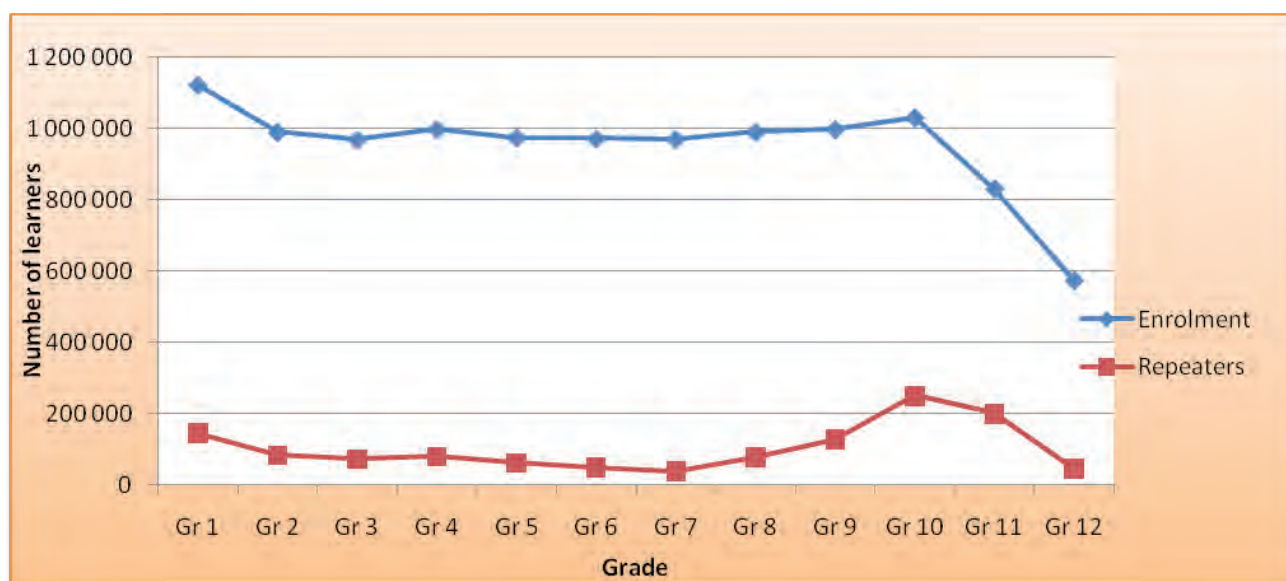


Figure 5 compares enrolment by grade against number of repeaters by grade in 2010. It shows that in 2010, the majority of learners were repeating Grades 1 and 10. This explains the high enrolment in Grades 1 and 10. The drop in enrolment and repeaters between Grades 10 and 12 can be explained by learners leaving the schooling system to attend FET colleges or dropping out.

Figure 5: Comparison between learner enrolment and repeaters, by grade, in 2010



4.2 Population group of learners

Table 14 and Figure 6 show the number and percentage of learners in ordinary schools, by province, in 2009 and 2010, by population group. The majority of learners in ordinary schools are Blacks (10 353 518 or approximately 85%) followed by Coloureds at 968 844 or approximately 8%. These figures closely reflect the overall population demographics of the country.

The racial composition of learners at provincial level reflects provincial demographics. For example, in 2010, the majority of learners in the Western Cape 577 760 (approximately 56%) were Coloured compared to Blacks (Africans), who comprised close to 30% of the Western Cape learner population.

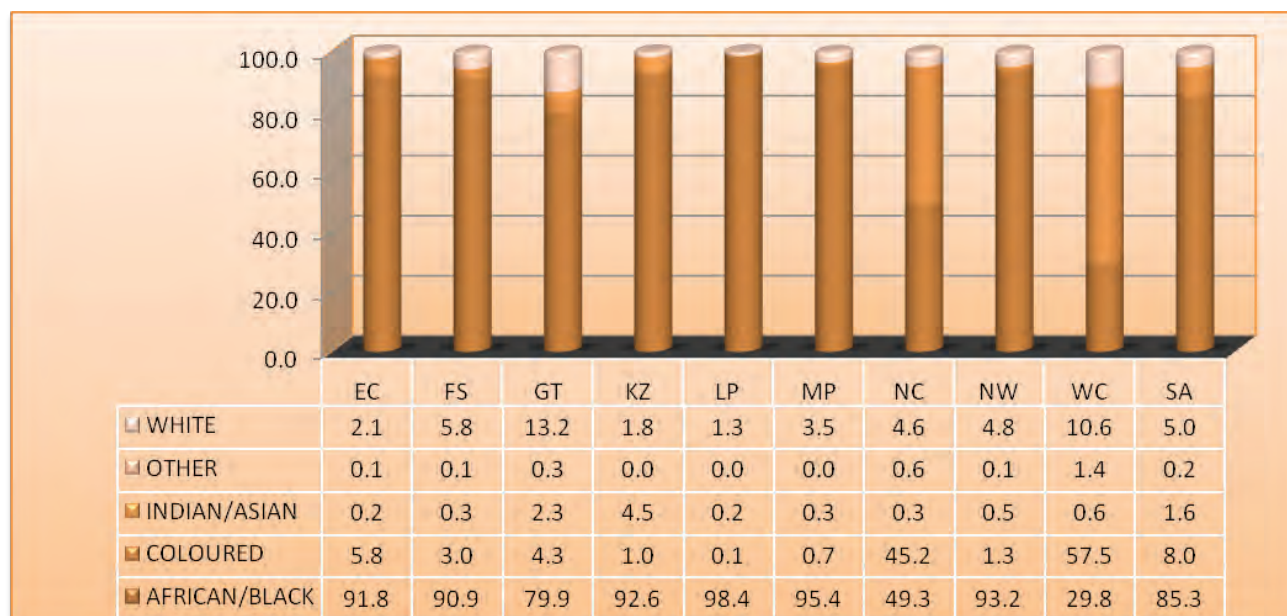
Northern Cape also has a relatively high proportion of Coloured learners (119 930 or approximately 45%) in relation to Blacks (130 808 or approximately 49%).

The majority of Indian learners that were enrolled in ordinary schools in the country, (123 614 or approximately 5%) were located in KwaZulu-Natal, followed by Gauteng with 45 890 (approximately 2%).

Table 14: Number of learners in ordinary schools, by population group and province, in 2009 and 2010

Province	2009						2010					
	African/ Black	Coloured	Indian/Asian	Other	White	Total	African/Black	Coloured	Indian/Asian	Other	White	Total
EC	1 914 567	118 168	2 833	995	43 603	2 080 166	1 902 041	120 172	3 159	2 357	43 552	2 071 281
FS	588 011	18 974	2 522	373	37 199	647 079	590 629	19 309	2 111	398	37 365	649 812
GP	1 507 401	83 463	43 638	7 604	257 501	1 899 607	1 578 472	85 081	45 890	5 945	260 864	1 976 252
KZN	2 566 387	24 552	127 804	1 890	48 122	2 768 755	2 524 364	27 157	123 614	1 184	49 000	2 725 319
LP	1 692 041	2 679	2 020	421	22 490	1 719 651	1 676 845	2 113	2 671	288	22 185	1 704 102
MP	990 800	8 790	4 179	220	42 478	1 046 467	959 786	7 431	3 448	189	35 708	1 006 562
NC	128 449	115 964	301	1 801	11 379	257 894	130 808	119 930	729	1 646	12 215	265 328
NW	721 573	12 327	2 720	481	41 061	778 162	691 594	9 891	3 432	1 096	35 714	741 727
WC	286 774	569 070	5 723	15 071	102 784	979 422	298 979	577 760	6 427	14 348	106 572	1 004 086
SA	10 396 003	953 987	191 740	28 856	606 617	12 177 203	10 353 518	968 844	191 481	27 451	603 175	12 144 469

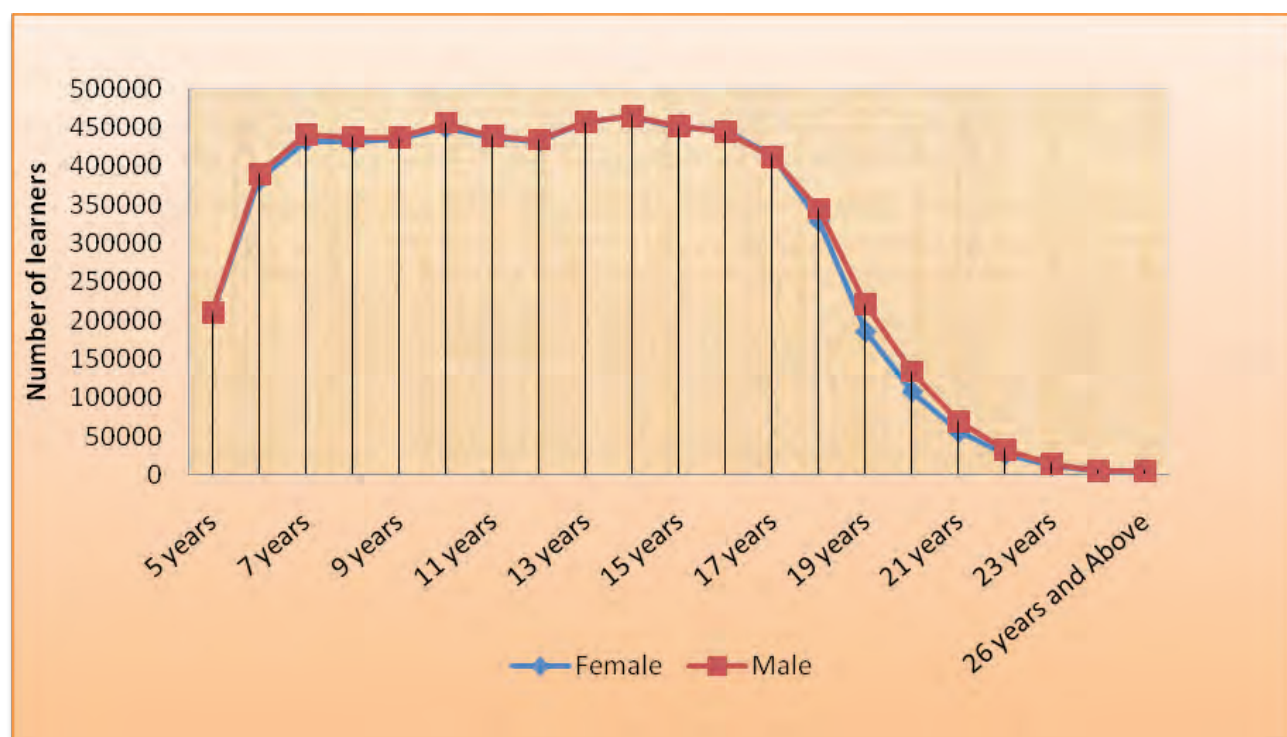
Figure 6: Number of learners in ordinary schools, by population group and province, in 2010



4.3 Learners by age

Figure 7 shows the number of learners by age and gender, in 2010. It shows that, in 2010, the number of female and male learners between the ages of 5 and 17 years in the schooling system was almost equal. The lower levels of school enrolment of female learners aged 18 years and above can be explained by higher levels of Grade 12 completion among female learners as compared to male learners (as evidenced in data generated from the General Household Survey).

Figure 7: Number of learners, by age and gender, in 2010



According to the Department's Age Admission Policy, a learner could be either 5 years old turning 6 years old before June when he/she enrolls in Grade 1 at the beginning of the school year. This implies that, in reality, there are two appropriate ages for each grade (if one considers year of birth as a measure of age).

Table 15 shows the percentage of learners in ordinary schools, by age and grade in 2010. The areas highlighted in yellow show the ages a learner should be per grade, in accordance with the expectations of the age admission policy. Thus, the two ages highlighted in yellow for each grade reflect the ideal ages of learners for that grade.

Table 15 also shows that compliance with the ideal age norm per grade diminishes in higher grades. For example, while approximately 85% of learners were of the ideal age in Grade 1, only approximately 55% of learners reflected an ideal norm

in Grade 12. This deviation from the norm could be attributed to high levels of repetition in the system. It is interesting to note that over 20% of Grade 12 learners were 20 year old and above. The high proportion of learners who were older than the expected norm could be explained either by learner repetition or by learners dropping out of school for a short period, and then re-enrolling thereafter.

Table 15: Percentage of learners, by age and grade, in 2010

Age	Grade R	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
0-3	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4 years	6.4	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5 years	50.5	2.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6 years	40.2	39.0	2.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
7 years	2.0	45.8	30.4	2.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
8 years	0.2	10.1	45.7	26.6	1.9	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0
9 years	0.0	1.9	15.4	43.5	23.1	1.9	0.2	0.0	0.0	0.0	0.0	0.0	0.0
10 years	0.0	0.6	4.4	18.4	41.5	22.1	1.9	0.2	0.0	0.0	0.0	0.0	0.0
11 years	0.0	0.2	1.2	6.0	19.2	38.7	19.9	1.5	0.1	0.0	0.0	0.0	0.0
12 years	0.0	0.1	0.4	2.1	8.1	19.2	37.7	17.1	1.3	0.1	0.0	0.0	0.0
13 years	0.0	0.0	0.2	0.8	3.5	10.0	20.7	40.0	14.0	1.3	0.1	0.0	0.0
14 years	0.0	0.0	0.1	0.3	1.5	4.5	11.1	21.2	39.5	12.2	0.9	0.1	0.0
15 years	0.0	0.0	0.0	0.1	0.6	2.0	4.9	11.0	21.9	38.0	8.2	1.1	0.2
16 years	0.0	0.0	0.0	0.0	0.3	0.8	2.2	5.3	12.4	22.2	33.5	9.4	2.1
17 years	0.0	0.0	0.0	0.0	0.1	0.3	0.8	2.2	6.0	13.0	22.1	30.9	16.2
18 years	0.0	0.0	0.0	0.0	0.0	0.1	0.3	0.9	2.8	7.2	15.7	21.9	34.2
19 years	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.3	1.1	3.4	9.7	15.5	20.3
20 years	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.4	1.5	5.5	10.2	12.6
21 years	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.5	2.4	5.7	7.2
22 years	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	1.0	2.8	3.7
23 years	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.4	1.3	1.8
24 years	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.5	0.8
25 years	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.2	0.3
26 years and Above	0.2	0.1	0.1	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.1	0.2	0.3
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

4.4 Hostel

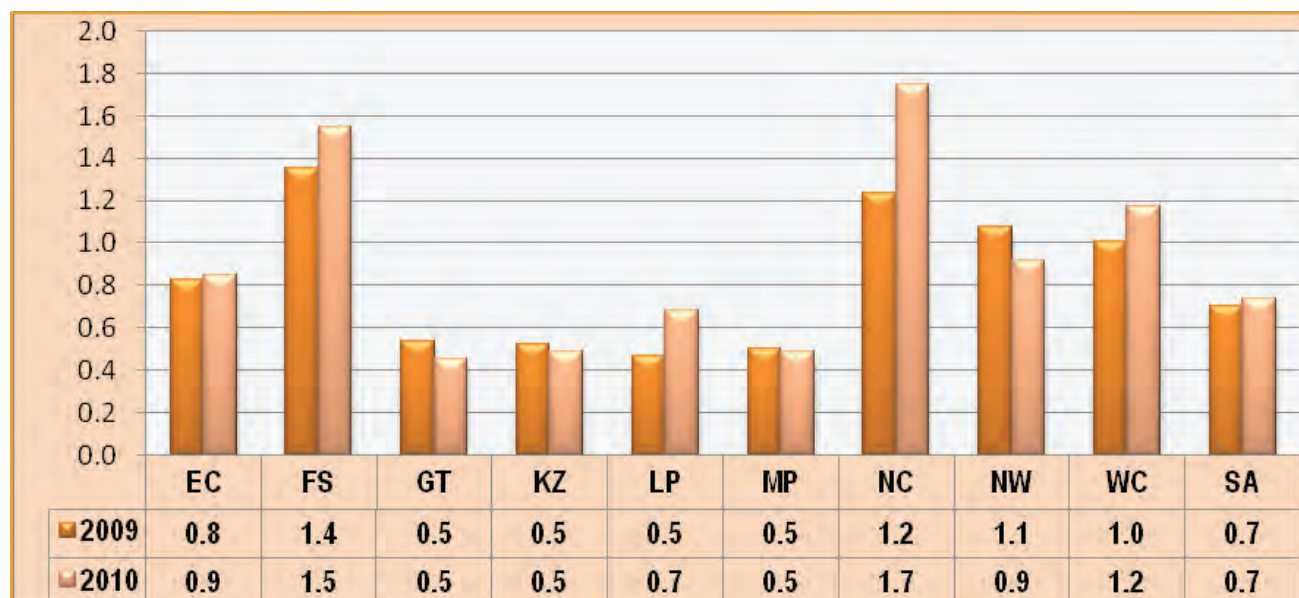
Table 16 and Figure 8 indicate the number of learners living in hostels, by province, in 2009 and 2010. In 2010, there were about 90 000 (approximately 1%) learners living in hostels in ordinary schools. The Eastern Cape (17 644) had the highest number of learners living in hostels, followed by KwaZulu-Natal with 13 274 learners. In terms of proportion, the Northern Cape and the Free State had the highest proportion of learners living in hostels, with approximately 2% within each province.

The number of learners living in hostels increased between 2009 and 2010, from 85 359 in 2009 to 90 033 in 2010.

Table 16: Number of learners living in hostels, by gender and province, in 2009 and 2010

Province	2009			2010		
	Female	Male	Total	Female	Male	Total
Eastern Cape	9 024	8 144	17 168	10 028	7 616	17 644
Free State	4 617	4 182	8 799	5 192	4 920	10 112
Gauteng	4 623	5 544	10 167	3 893	5 110	9 003
KwaZulu-Natal	8 077	6 469	14 546	6 911	6 363	13 274
Limpopo	4 241	3 814	8 055	5 893	5 750	11 643
Mpumalanga	2 596	2 626	5 222	2 361	2 732	5 093
Northern Cape	1 646	1 540	3 186	2 315	2 328	4 643
North West	4 681	3 707	8 388	3 639	3 215	6 854
Western Cape	4 301	5 527	9 828	5 337	6 430	11 767
SA	43 806	41 553	85 359	45 569	44 464	90 033

Figure 8: Percentage of learners living in hostels, by gender and province, in 2009 and 2010



4.5 Languages

4.5.1 Home Language of learners

Home language (HL) refers to the language that is spoken most frequently at home by the learner.

Figure 9 and Table 17 show that, in 2010, the home language of the majority of learners in the country was isiZulu (3 009 535 or approximately 25%) followed by isiXhosa, with about 2 423 549 (20%) learners.

Close to 10% of learners used Afrikaans as their home language, while only approximately 7% used English as their home language. isiNdebele is the least spoken home language by learners in South African ordinary schools, at only about 2% of learners.

Figure 9: Percentage of learners, by home language, in 2010

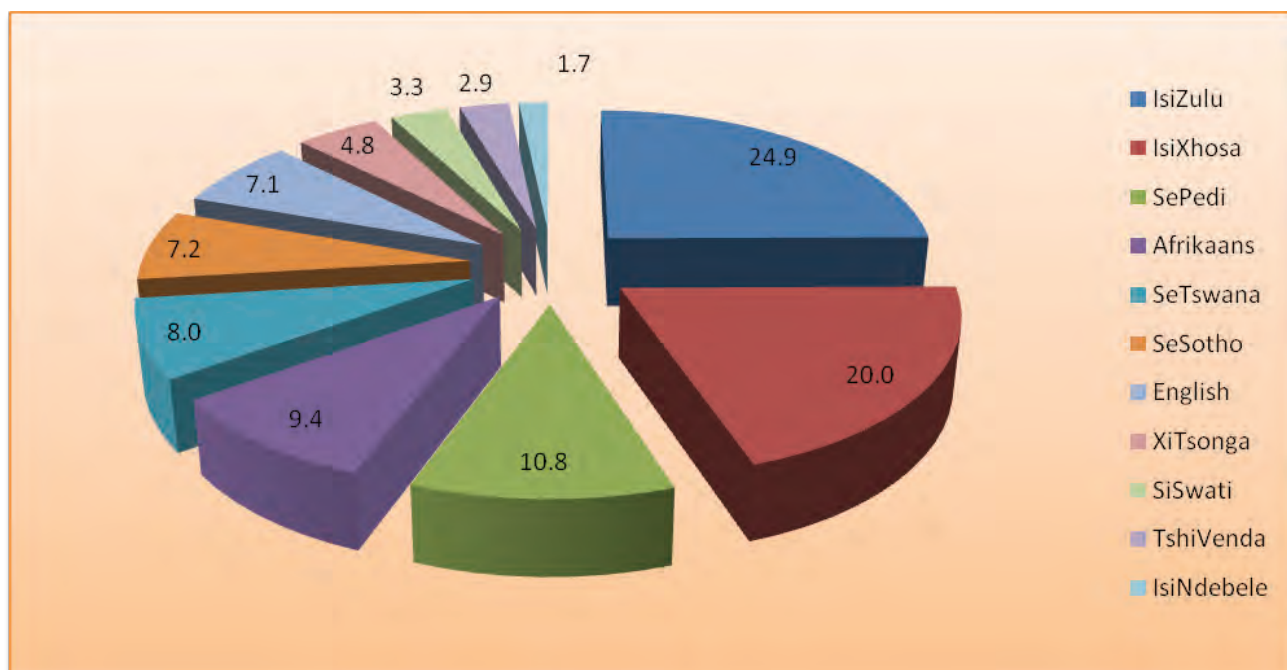


Table 17 shows the distribution of learners according to their home language, across provinces. As expected, it indicates dominant home language prevalence in particular provinces in line with general population demographics. For instance, the majority of learners who speak IsiZulu, IsiXhosa and Afrikaans at home live in KwaZulu-Natal, Eastern Cape and Western Cape, respectively. More detailed analysis is required to assess whether there have been shifts in this pattern over the years.

Table 17: Number of learners in ordinary schools, by province and home language, in 2009 and 2010

	2009										2010									
	Afrikaans	English	isiNdebele	isiXhosa	isiZulu	Sepedi	Sesotho	Setswana	SiSwati	Tshivenda	Xitsonga	Total								
EC	120 805	108 618	428	1 781 610	10 981	39	48 683	5 167	67	34	761	2 077 193								
FS	59 309	9 084	1 647	49 691	35 785	1 150	470 437	40 714	788	214	832	669 651								
GP	209 842	207 121	49 225	135 838	438 386	205 282	255 733	202 984	34 026	34 795	99 326	1 872 558								
KZN	19 366	230 256	360	84 102	2 397 247	99	13 747	1 263	2 359	92	98	2 748 989								
LP	24 463	22 173	41 816	2 914	11 281	944 738	7 924	27 983	10 643	304 378	316 659	1 714 972								
MP	46 416	24 317	104 557	13 395	189 915	128 849	27 539	25 024	344 831	7 680	149 618	1 062 141								
NC	131 967	7 869	59	14 016	529	165	1 775	99 110	59	617	48	256 214								
NW	49 352	13 508	5 160	49 317	17 746	22 254	42 694	562 114	2 849	4 207	22 521	791 722								
WC	473 096	228 896	164	264 844	1 083	64	3 829	483	215	127	201	973 002								
SA	1 134 616	851 842	203 416	2 395 727	3 102 953	1 302 640	872 361	964 842	395 837	352 144	590 064	12 166 442								
EC	125 886	78 461	211	1 808 482	5 087	20	48 738	2 279	293	38	72	2 069 567								
FS	58 263	7 640	1 311	47 903	33 037	989	461 461	39 425	716	201	847	651 793								
GP	209 435	218 758	51 309	143 846	463 045	208 876	265 195	218 377	33 050	36 887	100 777	1 949 555								
KZN	21 749	250 238	404	87 480	2 293 063	179	17 989	343	1 961	79	185	2 673 670								
LP	23 160	21 556	35 945	1 914	10 233	945 767	9 259	29 215	12 604	298 600	310 685	1 698 938								
MP	43 260	22 251	107 404	12 520	190 504	129 447	28 701	19 400	345 049	5 988	149 432	1 053 956								
NC	136 601	8 094	27	13 797	367	335	1 172	103 064	35	404	30	263 926								
NW	45 581	9 793	3 597	33 998	13 007	18 472	34 172	557 886	1 613	3 253	18 738	740 110								
WC	472 303	243 105	160	273 609	1 192	78	3 897	633	192	156	254	995 579								
SA	1 136 238	859 896	200 368	2 423 549	3 009 535	1 304 163	870 584	970 622	395 513	345 606	581 020	12 097 094								

4.5.2 Language of learning and teaching

The language of learning and teaching (LOLT) is the language medium through which learning and teaching, including assessment, occurs. Figure 10 indicates that in 2010, the majority of learners in ordinary schools in South Africa were taught in English (approximately 66%), followed by Afrikaans (approximately 10%) and isiZulu (approximately 7%) and isiXhosa (approximately 6%).

Table 18 shows that the majority of learners being taught in Afrikaans were in the Western Cape (458 150) followed by Gauteng (232 799) in 2009. Similarly, the majority of learners learning in isiZulu (686 664) were located in KwaZulu-Natal and Gauteng (125 058), while the majority of learners learning in isiXhosa were located in the Eastern Cape and the Western Cape.

Most provinces offer a good spread of languages, with the exception of KwaZulu-Natal, Western Cape and the Northern Cape.

Figure 10: Percentage of learners in ordinary schools, by language of learning and teaching, in 2010

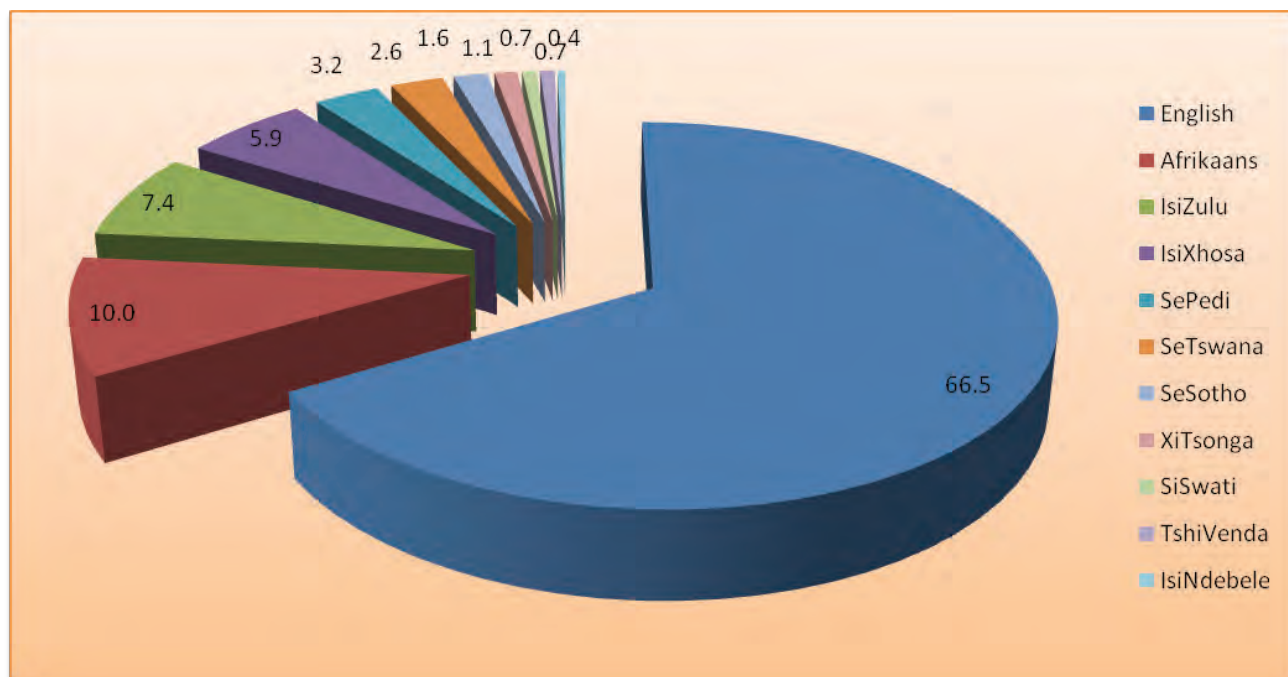


Table 18: Number of learners in ordinary schools, by language of learning and teaching and province, in 2009 and 2010

		Afrikaans	English	isiNdebele	isiXhosa	isiZulu	SePedi	Sesotho	Setswana	Siswati	Tshivenda	Kitsonga	Total
2009	EC	128 148	1 335 979	2 782	590 523	4 877		16 001	163	2	52	210	2 078 737
	FS	61 092	475 517	469	3 548	5 960	133	114 857	10 876	31	10	126	672 619
	GP	270 497	1 303 875	2 993	19 519	119 186	52 300	55 964	50 320	433	4 417	15 047	1 894 551
	KZN	38 508	1 984 639	2	17 929	760 983	3	569		1			2 802 634
	LP	35 618	1 211 424	4 126	374	3 390	289 108	17	6 319	3 086	84 138	82 050	1 719 650
	MP	94 089	658 024	29 211	586	77 190	46 811	5 066	7 671	83 974	52	42 067	1 044 741
	NC	141 965	83 351	13	2 727		1	35	29 803				257 895
	NW	71 316	379 452	173	9 191	1 474	1 147	7 238	326 091	71	1 190	955	798 298
	WC	457 997	456 054		64 384			478	15				978 928
2010	SA	1 299 230	7 888 315	39 769	708 781	973 060	389 503	200 225	431 258	87 598	89 859	140 455	12 248 053
	EC	132 746	1 324 358	282	595 915	1 806		14 951	982	5		228	2 071 273
	FS	59 816	451 733	364	3 827	5 981	119	119 819	12 080	22	9	142	653 912
	GP	232 799	1 401 350	4 457	22 009	125 058	58 777	55 935	52 016	426	3 792	17 014	1 973 633
	KZN	31 956	1 964 784	1 803	19 676	686 664		639			3	3	2 705 528
	LP	39 017	1 204 300	7 360	196	3 583	281 938	317	6 442	1 338	79 704	79 857	1 704 052
	MP	74 082	683 954	31 029	594	73 047	41 828	2 276	7 134	82 535	169	37 194	1 033 842
	NC	138 667	96 498	50	2 754	3	22	13	26 517	12	992	2	265 530
	NW	48 388	480 820	55	2 446	39	278	5 361	205 079	3	36	46	742 551
2010	WC	458 150	476 470	56	68 270			315	9	18			1 003 288
	SA	1 215 621	8 084 267	45 456	715 687	896 181	382 962	199 626	310 259	84 359	84 705	134 486	12 153 609

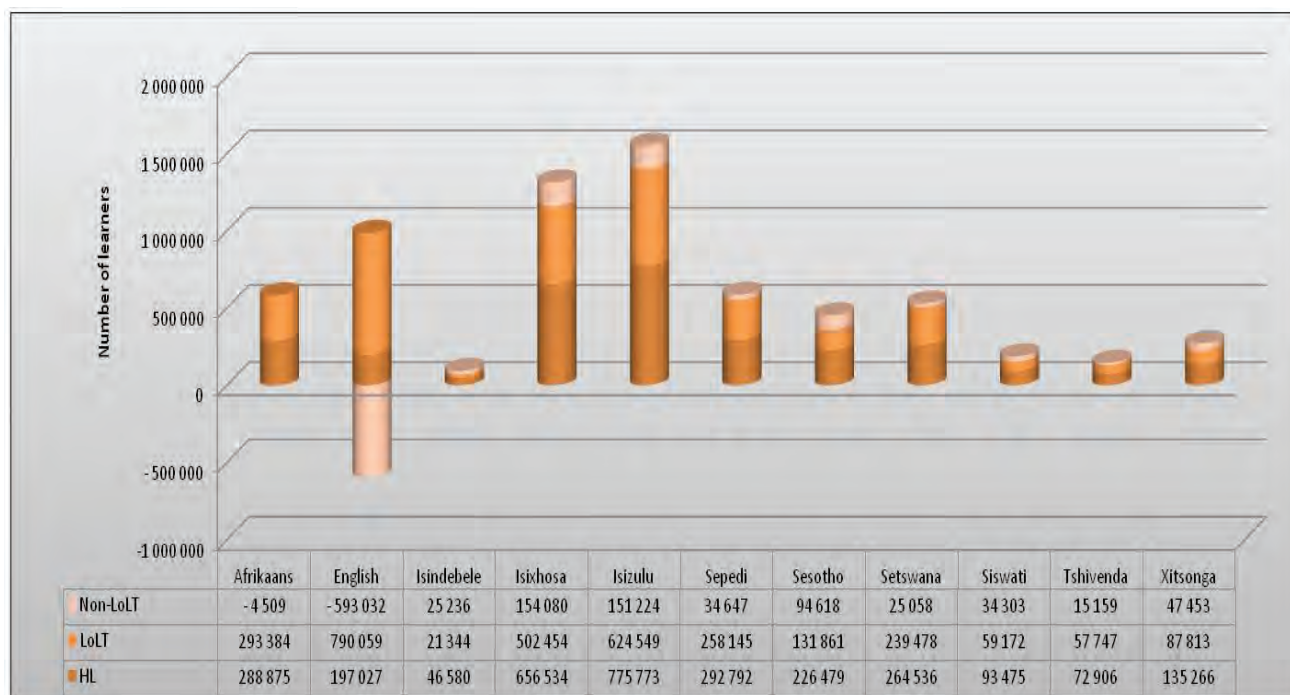
4.5.3 Comparison between home language and language of learning and teaching (LOLT)

Figure 11 compares the learner's language of learning and teaching with his/her home language in the Foundation Phase in 2010.

In 2010 approximately 77% of learners in the Foundation Phase were learning in their Home Language.

Figure 11 shows that the majority of learners whose home language was not English, were learning in English. Similarly, many learners whose home language was not Afrikaans, learned in Afrikaans in 2010.

Figure 11: Comparison of home language and language of learning and teaching in the Foundation Phase, in 2010



4.5.4 Preferred language

The preferred language of instruction is the language of learning preferred by parents as indicated upon enrolment at the school. Although the Department encourages learners to learn in their home language, especially in the lower grades, it is evident from Figure 12 and Table 19 that, the majority of learners prefer to be taught in English (approximately 64%) and Afrikaans (approximately 11%).

Overall, more learners prefer to be taught in English and Afrikaans, in comparison to their home language. For instance, although 25% of learners have isiZulu as their home language, only 6% of learners indicated isiZulu as their preferred language.

Figure 12: Percentage of learners, by preferred language of learning and teaching, in 2010

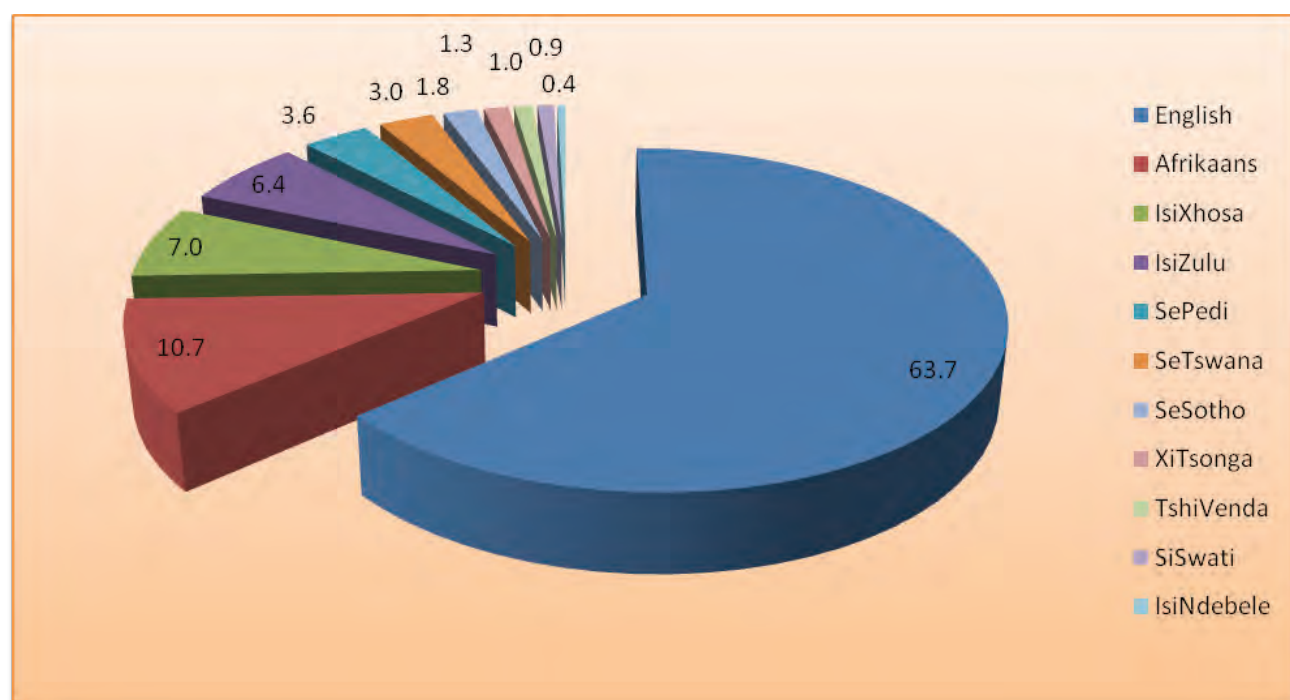


Table 19: Number of learners in ordinary schools, by preferred language of learning and teaching, in 2009 and 2010

Year	Province	Afrikaans	English	isiNdebele	isiXhosa	isiZulu	Sepedi	Sesotho	Setswana	Siswati	Tshivenda	Kitsonga	Total
2009													
	EC	139 616	1 328 271	1 339	589 367	4 160		15 134	367		90		2 078 344
	FS	62 026	445 368	1 136	5 563	7 811	236	137 361	11 692	119	23	142	671 477
	GP	281 056	1 259 905	6 306	23 821	129 793	56 322	58 279	52 955	1 075	5 855	19 244	1 894 611
	KZN	28 573	1 974 362	1 966	17 287	703 544	1	841	5	18	1	2	2 726 600
	LP	32 608	1 121 150	6 030	574	5 156	338 701	287	6 282	2 460	108 174	98 179	1 719 601
	MP	78 599	611 664	31 013	1 490	85 933	39 849	2 743	8 923	103 120	325	36 387	1 000 046
	NC	146 982	75 744	27	3 743	3	2	44	30 855		490		257 890
	NW	80 622	474 229	789	6 126	446	950	6 496	222 015	47	1 134	740	793 594
	WC	462 359	368 082	41	146 202	144	9	1 135	106	261	21	22	978 382
	SA	1 312 441	7 658 775	48 647	794 173	936 990	436 070	222 320	333 200	107 100	116 113	154 716	12 120 545
2010													
	EC	134 826	1 314 228	1 451	604 863	609		15 100	172	6			2 071 255
	FS	60 804	433 533	797	5 250	7 153	164	133 476	11 257	81	21	146	652 682
	GP	254 432	1 366 969	6 229	27 338	126 204	60 290	51 148	57 674	1 122	4 843	17 259	1 973 508
	KZN	26 751	1 557 571	698	12 492	526 500	93	657	154	13	3	1	2 124 933
	LP	40 819	1 114 405	8 471	236	3 965	314 574	845	7 171	589	111 766	100 916	1 703 757
	MP	67 574	637 865	32 165	750	73 697	40 883	2 261	7 637	101 264	413	35 884	1 000 393
	NC	137 594	92 048	148	3 387	86	39	52	31 558	24	20	559	265 515
	NW	48 816	446 723	580	3 537	799	1 999	6 090	229 544	90	948	878	740 004
	WC	462 355	386 824	36	151 766	147	5	1 211	167	208	14	32	1 002 765
	SA	1 233 971	7 350 166	50 575	809 619	739 160	418 047	210 840	345 334	103 397	118 028	155 675	11 534 812

4.6 Other subjects

In 2002, the Department introduced a new revised National Curriculum Statement (NCS) for grades 10, 11 and 12, which required that all learners enroll in either Mathematics or Mathematical Literacy. It was aimed at ensuring that all learners are prepared for life and work in an increasingly technological, numerical and data-driven world.

Physical Science and Accounting are also important subjects as these are considered to be scarce skills subjects.

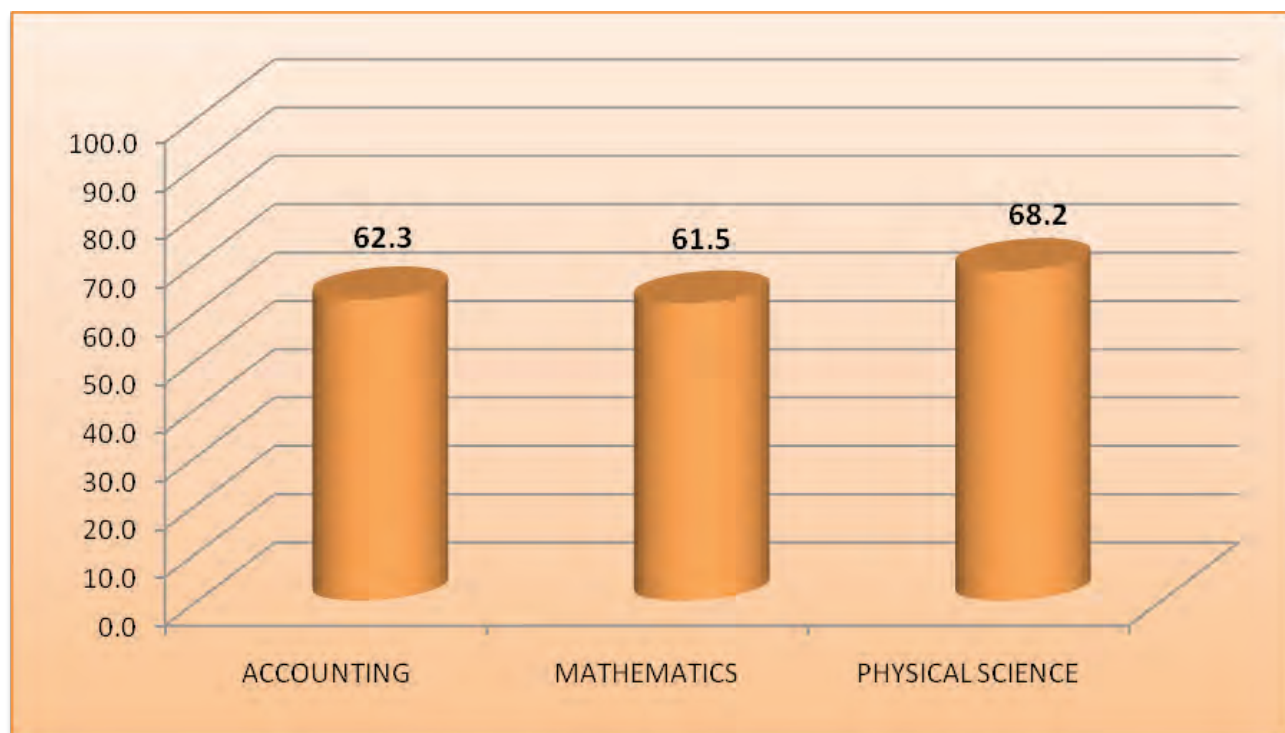
Table 20 indicates the number of learners undertaking Accounting, Mathematics, and Physical Science in Grades 10, 11 and 12 (the FET band), in 2009 and 2010. In 2010, about 700 000 learners were doing Accounting in Grades 10, 11, and 12, while over 1 million learners were doing Mathematics and close to 800 000 learners were doing Physical Science in these grades.

Figure 13 shows that the number of learners enrolled in these subjects tends to fall over consecutive grades. For example, only about 62% of learners who enrolled for Grade 11 Accounting in 2009 also enrolled for the same subject in Grade 12 in 2010. A similar pattern emerges with Mathematics and Physical Science, where less than 70% of learners who enrolled in these subjects in Grade 11 in 2009 proceeded to Grade 12 in 2010. This implies that, close to 40% of Grade 11 Accounting, Mathematics, and Physical Science learners either change their subjects, repeated Grade 11 or drop out of school between 2009 and 2010.

Table 20: Number of learners in ordinary schools undertaking Mathematics, Physical Science and Accounting in FET phase, in 2009 and 2010

Year	Grade	Accounting	Mathematics	Physical Science
2009	Grade 10	285 344	474 708	314 406
	Grade 11	249 350	410 059	284 268
	Grade 12	165 606	279 455	208 291
	Total	700 300	1 164 222	806 965
2010	Grade 10	280 718	464 087	311 823
	Grade 11	225 556	365 452	263 211
	Grade 12	155 388	252 178	193 784
	Total	661 662	1 081 717	768 818

Figure 13: Throughput rate of learners in Accounting, Mathematics and Physical science, from Grade 11 in 2009 to Grade 12 in 2010



4.7 Learners that are orphans

For the purpose of this report, a single orphan is a learner who has lost one parent, while a double orphan is one who has lost both parents.

Table 21 shows the number of learners in ordinary schools who lost their parents in 2009 and 2010. In 2010, over two million learners enrolled in ordinary schools were reported to be either single or double orphans (having lost one or both parents). This indicates that about 17% of learners in ordinary schools in South Africa were orphans.

Of the orphans in the education system, the majority were single orphans as opposed to double orphans. There were 481 739 double orphans in ordinary schools in the country (representing 4% of all learners enrolled). Of the single orphans in the country, over 1 million learners were without fathers and 591 865 without their mothers in 2010.

In 2010, KwaZulu-Natal had the highest number of double orphans (187 225 learners) followed by the Eastern Cape (92 973 learners). Between 2009 and 2010, the number of orphans showed a slight decrease, from 2 160 270 in 2009 to 2 082 224 in 2010 which is approximately 3% decrease.

Table 21: Number of learners in ordinary schools whose parent/s are deceased, by province, in 2009 and 2010

Province	2009				2010			
	Both parents deceased	Father Deceased	Mother Deceased	Total	Both parents deceased	Father Deceased	Mother Deceased	Total
EC	96 337	186 991	115 733	399 061	92 973	190 567	112 667	396 207
FS	20 828	23 807	18 816	63 451	26 203	28 879	21 374	76 456
GP	52 396	137 955	76 551	266 902	56 742	145 676	81 070	283 488
KZN	193 149	365 745	214 341	773 235	187 225	360 088	206 279	753 592
LP	44 246	119 178	68 053	231 477	44 044	116 355	67 424	227 823
MP	50 107	95 050	60 992	206 149	49 116	100 509	61 476	211 101
NC	6 860	19 213	14 018	40 091	4 487	9 875	7 913	22 275
NW	26 237	46 972	38 270	111 479	13 242	19 208	18 671	51 121
WC	8 556	42 879	16 990	68 425	7 707	37 463	14 991	60 161
SA	498 716	1 037 790	623 764	2 160 270	481 739	1 008 620	591 865	2 082 224

4.8 Learner mortality⁴

Table 22 shows the number of deceased learners, by province and causes of death, in 2008 and 2009. According to information provided by schools, about 11 000 learners were deceased in 2009. The majority of learner deaths occurred in KwaZulu-Natal (3 403) followed by the Eastern Cape with 2 551 deaths.

Deaths from illnesses seem to be the dominant causes of death amongst learners followed by accidents. The Eastern Cape showed the highest number of deaths caused by accidents in 2009 with 575 deaths.

Nationally there was an increase in the number of learners in ordinary schools who died, from 10 584 in 2008 to 11 113 in 2009, an increase of about 5%.

Table 22: Number of deceased learners in ordinary schools, by province and causes of death, in 2008 and 2009

	2008					2009				
	Accident	Illness	Suicide	Violence & homicide	Total	Accident	Illness	Suicide	Violence & homicide	Total
EC	516	1 286	102	122	2 026	575	1 737	106	133	2 551
FS	105	328	36	35	504	99	423	29	26	577
GP	381	798	82	109	1 370	472	1 058	82	128	1 740
KZN	715	2 096	150	149	3 110	566	2 577	135	125	3 403
LP	232	853	73	37	1 195	203	660	42	46	951
MP	198	997	47	43	1 285	171	711	27	33	942
NC	55	69	10	13	147	63	64	17	15	159
NW	146	429	26	27	628	112	238	20	19	389
WC	140	114	18	47	319	167	165	21	48	401
SA	2 488	6 970	544	582	10 584	2 428	7 633	479	573	11 113

⁴ Note: The ASS question on learner mortality asks the school principal for: "the number of learners who passed away the previous academic year".

4.9 Learner pregnancy⁵

Table 23 indicates that, 45 276 learners were reportedly pregnant in 2009. The number of learners who fell pregnant decreased slightly, from 49 599 in 2008 to 45 276 in 2009.

KwaZulu-Natal (12 954) reported the highest number of learners who fell pregnant in 2009, followed by Limpopo (10 323). The majority of learners, who were pregnant in 2009, were in grades 10 and 11. However, significantly high numbers of grades 7, 8 and 9 learners were also pregnant.

Table 23: Number of learners in ordinary schools who fell pregnant, by province and grade, in 2008 and 2009

Years	Province	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
2008	EC	3	25	72	198	485	1 045	1 797	1 851	1 802	1 395	8 673
	FS	2	1	4	9	26	100	261	397	336	251	1 387
	GP	6	1	7	34	64	228	489	1 020	1 086	985	3 920
	KZN	2	10	50	151	332	1 075	1 950	3 398	4 065	3 644	14 677
	LP	2	18	45	127	303	730	1 483	3 001	3 075	2 038	10 822
	MP	2	6	33	83	214	487	816	1 441	1 342	1 055	5 479
	NC		2	3	15	35	70	137	182	161	175	780
	NW		6	5	27	46	105	246	545	477	421	1 878
	WC			7	22	51	155	304	475	480	489	1 983
	SA	17	69	226	666	1 556	3 995	7 483	12 310	12 824	10 453	49 599
2009	EC	15	15	89	176	444	916	1 469	1 964	1 862	1 470	8 420
	FS		2	5	3	18	40	90	251	235	154	798
	GP	74	67	112	43	102	283	614	1 297	1 486	1 194	5 272
	KZN	16	9	34	134	279	839	1 680	2 923	3 749	3 291	12 954
	LP	2	8	32	125	282	590	1 363	2 869	2 949	2 103	10 323
	MP	2	3	23	68	228	508	840	1 413	1 505	1 204	5 794
	NC				3	8	16	42	55	60	48	232
	NW		2		1	9	22	36	67	63	71	271
	WC		1	2	18	33	76	209	277	292	304	1 212
	SA	109	107	297	571	1 403	3 290	6 343	11 116	12 201	9 839	45 276

4.10 Social grants

Table 24 and Figure 14 show that, according to information provided by school principals, about three million learners in ordinary schools (approximately 26% of total learner enrolment) were beneficiaries of social grants in 2010.

The Eastern Cape had the highest proportion of learners receiving social grants (approximately 37%) followed by Mpumalanga (approximately 32%) in 2010. Gauteng had the least number of learners receiving social grants, at about 13%.

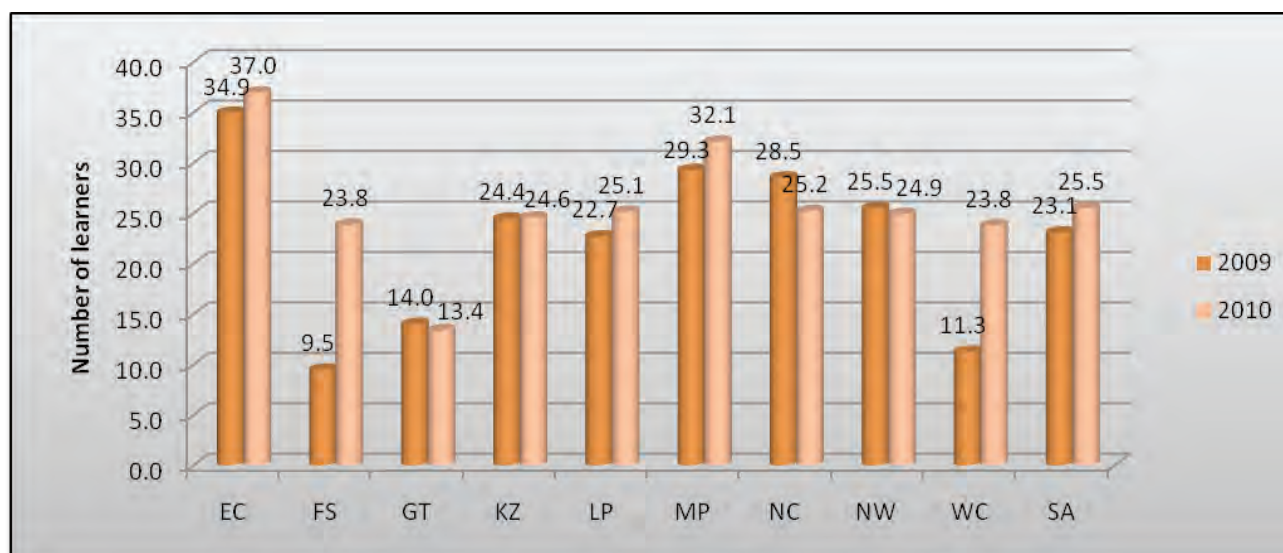
The number of learners receiving social grants increased between 2009 and 2010, from 2 813 976 in 2009 to 3 110 688 in 2010. Government's policy extension of the Child Support Grant to older children explains why the number of grant beneficiaries increased between 2009 and 2010.

⁵ Note: The ASS question on learner pregnancy asks the school principal for: "the number of learners who got pregnant the previous academic year".

Table 24: Number of learners in ordinary schools receiving social grants, by province, in 2009 and 2010

Province	2009	2010
Eastern Cape	727 198	765 352
Free State	61 645	156 057
Gauteng	266 395	264 238
KwaZulu Natal	681 419	671 794
Limpopo	390 265	428 376
Mpumalanga	304 886	333 615
Northern Cape	73 533	66 888
North West	198 761	185 546
Western Cape	109 874	238 822
SA	2 813 976	3 110 688

Figure 14: Percentage of learners in ordinary schools receiving social grants, by province, in 2009 and 2010



5. Conclusion

This report provides basic information about some characteristics of schools and learners in the South Africa. It has relied on information provided by school principals in the Department's Annual School Survey for Ordinary Schools.

It has shown that there were 24 532 (approximately 95%) ordinary public schools and 1 338 (approximately 5%) ordinary independent schools in 2010. Of the 12 195 509 learners in the country, close to 400 000 were enrolled in independent schools, comprising approximately 3% of learners in ordinary schools.

The section below summarises key findings from the 2010 Annual School Survey.

Multi-Grade Classes

Approximately 26% (6 694) of ordinary schools in the country had multi-grade classes in 2010. The majority of these schools were in the Eastern Cape (2 087) followed by KwaZulu-Natal with 1 331 schools.

Grade R

86% of ordinary schools that have Grade 1, also offered Grade R in 2010. The number of schools with Grade 1 that also offer Grade R increased from 15 026 in 2009 to 15 838 in 2010.

Communication

In 2010, about 25% of ordinary schools in the country had an email address, less than 50% of South African ordinary schools reported having a fax number and about 54% of ordinary schools had landline telephones.

Income from School Fees

In 2010, over 14 000 (approximately 60%) of schools reported that they did not levy any school fees.

Of the schools that charges schools fees, income from school fees increased from close to R13 billion in 2009 to about R15 billion in 2010.

Home Language

In 2010 approximately 77% of learners in the Foundation Phase were learning in their Home Language.

Learner mortality

About 11 000 learners were reported as having died in 2010. Death from illnesses was indicated as the dominant causes of death, amongst learners followed by accidents.

Orphans

In 2010, there were 481 739 double orphans enrolled in ordinary schools, representing 4% of all the total learners enrolled.

Leaner pregnancy

Over 45 000 learners reportedly fell pregnant in 2009. KwaZulu-Natal (12 954) had the highest number of learners who were pregnant, followed by Limpopo (10 323).

Social grants

Approximately 26% of learners enrolled in ordinary schools were reported as being beneficiaries of social grants in 2010.

GLOSSARY OF TERMS

Additional language

A language learned in addition to one's home language

Age

The number of completed years from date of birth to the year in which the survey is being undertaken. The age is calculated as at 31 December in the year of the survey.

Class size

The average number of learners per class, calculated by dividing the number of learners enrolled by the number of classes.

Combined school

A school that offers a selection of grades from Grade R to Grade 12, but such a selection is not in line with the grade limits of either a primary or secondary school.

Disability

A moderate to severe limitation in a person's ability to function or ability to perform daily life activities as a result of a physical, sensory, communication, intellectual or mental impairment.

Double shift schools

Double shift schools are schools where the school day is divided into two sessions and two different groups of learners are taught by the same educators and principal.

Further education and training

All learning and training programmes leading to qualifications on levels 2, 3 and 4 of the National Qualifications Framework.

Funding type

The funding sector to which the educational institution belongs for example independent or public.

Gender

Social distinction between males and females.

Grade R

Learners in the grade before Grade 1.

Home Language

The language that is spoken most frequent at home by a learner.

Hostel

School hostel is any facility that provides accommodation, and /or food and care for learners.

Independent school

A school registered or deemed to be registered in terms of section 46 of the South African Schools Act 84 of 1996.

Item response rate

The ratio of the number of units responding to an item in a questionnaire (survey form) to the number of responding units eligible to have responded to the item.

Language of learning and teaching (LOLT)

Is a language medium through which learning and teaching, including assessment occurs.

Learner

Means any person receiving education or obliged to received education in terms of the South African Schools Act, 1996 (Act 84 of 1996).

Multi-grade classes

These are classes where learners in more than one grade are taught in the same classroom at the same time.

Ordinary school

A school that is not a special school.

Orphan

A learner who has one/both parents deceased.

Post-matric

Any other classes offered after matric for learners who have completed matric.

Parallel medium school

A school that offers two or more mediums of instruction in different classes in the same grade, for all grades of the school.

Preferred language of learning and teaching

The language preference for instruction as indicated on registration of a learner.

Pre-Grade R

Learners that are not yet in Grade R.

Primary school

An institution that offers formal schooling from Grade R to Grade 7. An institution that offers only a selection of grades from Grade R to Grade 7 is also referred to as a primary school.

Public School

A school contemplated in chapter 3 of the South African Schools Act, No. 84 of 1996.

School fees

Any form of contribution of monetary nature paid by a person or body in relation to the attendance or participation by learner in any programme of public school.

Small School

A school that has 51 to 120 learners.

Secondary school

An institution that offers formal schooling from Grade 8 to Grade 12. An institution that offers only a selection of grades from Grade 8 to Grade 12 is also referred to as a secondary school.

Single medium school

A school that uses one medium of instruction for all learners in all grades at that school.

Social Grants

Means a child support grant, a care dependency grant, a foster child grant, disability grant, an older person's grant, a war veteran's grant and a grant-in-aid.

Special Needs Education

Refers to a class that learner who experiences barriers to learning attend on a full time basis so that their curriculum support needs can be individually addressed. For a learner to be classified as SNE the assessment done by the school, with the permission of the parent/s, must be ratified by a member of the district-based support team or any other relevant district official.

Staff Type

The employee categories within the Department of Basic Education.

Unit response rate

The number of respondents who respond to a questionnaire compared to the number of respondents provided with a questionnaire expressed as a percentage.

APPENDIX

Table 1: Item response rate, by province, in 2010

Table Name	EC	FS	GT	KZN	LP	MP	NC	NW	WC
Class Numbers	99.8%	59.7%	99.8%	15.9%	100%	85.5%	92.7%	98.7%	91.2%
General_Information	99.9%	99.9%	99.9%	99.7%	100%	100%	100%	99.6%	100%
ICTCoursedata	50.0%	4.9%	94.0%	2.8%	62.5%	73.1%	95.6%	36.4%	88.8%
ICTdata	92.6%	74.1%	99.9%	15.7%	98.4%	80.9%	99.7%	99.5%	99.1%
Learner_Age	99.9%	85.6%	99.9%	97.9%	100%	99.6%	100	99.3%	100%
Learner_Barriers	6.9%	4.8%	15.8%	7.1%	3.3%	13.2%	2.3%	1.2%	1.8%
Learner_Distribution	41.0%	47.1%	91.7%	30.5%	43.5%	60.6%	66.8%	56.8%	71.9%
Learner_Enrolment	99.9%	85.8%	99.9%	98.7%	100%	100%	100%	99.5%	100%
Learner_Enrolment_OrdSnap	99.8%	86.6%	99.9%	99.7%	99.9%	100	99.8%	99.8%	99.5%
Learner_FirstEnrolment	78.2%	60.7%	68.0%	64.3%	56.2%	63.3%	71.0%	63.7%	74.8%
Learner_GET_Band	89.6%	27.0%	92.3%	90.3%	99.4%	84.8%	0.7%	20.4%	98.9%
Learner_Grade1_Enrolment	76.0%	35.8%	62.5%	63.6%	52.9%	55.1%	55.4%	41.2%	74.1%
Learner_Hostel_Boarders	3.4%	17.0%	4.4%	2.0%	3.3%	3.6%	30.5%	16.2%	7.8%
Learner_Language	99.8%	85.6%	99.9%	96.7%	100%	99.7%	100%	99.4%	100%
Learner_Mainstream_Disability	20.1%	20.9%	42.0%	25.3%	14.7%	35.4%	11.9%	8.9%	46.5%
Learner_Mortality	19.8%	24.0%	30.4%	24.3%	15.9%	26.3%	16.1%	17.0%	17.3%
Learner_Orphan	93.0%	73.2%	93.0%	92.7%	92.4%	93.1%	86.9%	81.5%	95.7%
Learner_Pregnancy	32.5%	10.4%	27.1%	29.2%	35.6%	34.3%	6.2%	2.9%	13.3%
Learner_Race	99.9%	85.7%	99.9%	98.3%	100	97.0%	100	99.3%	100
Learner_SocialGrant	66.6%	64.0%	49.2%	58.0%	56.7%	68.0%	79.4%	72.1%	91.3%
Learner_Subjects	17.0%	19.3%	35.2%	27.9%	35.9%	6.8	23.0%	22.2%	27.4%
Learner_Success	88.2%	70.4%	90.3%	84.4%	85.9%	89.3%	90.0%	91.8%	95.1%

Table 2: Number of learners in ordinary schools, by age and grade, in 2010

Year	Gr R	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Total
4 years	46 293	1 224	15	20	15	10		77	34	8				47 696
5 years	362 771	23 645	84	33	24	7	6	56	76	34	1			386 737
6 years	288 951	436 124	19 334	1 321	346	189	120	72	36	105	99	35	2	746 728
7 years	14 449	512 300	259 995	18 890	1 454	304	91	199	100	45	162	122	41	848 152
8 years	1 459	112 686	450 945	256 594	18 422	1 816	378	251	264	173	102	81	66	843 236
9 years	345	21 320	152 409	419 864	230 256	18 730	2 086	407	336	285	118	59	47	846 262
10 years	176	6 387	43 913	177 812	412 999	215 106	18 541	1 716	275	310	220	172	95	877 722
11 years	58	1 885	12 245	57 969	191 395	376 177	192 911	14 698	1 325	469	318	201	170	849 820
12 years	26	775	4 218	20 038	80 426	186 846	365 194	165 456	12 851	1 395	392	275	186	838 078
13 years	21	320	1 626	7 510	34 535	96 898	200 918	387 199	138 570	13 368	1 266	304	230	882 766
14 years	19	190	742	3 121	14 881	43 929	107 256	204 964	389 593	121 694	9 665	929	286	837 669
15 years	38	103	318	1 203	6 012	19 046	47 739	106 374	216 340	377 896	84 300	9 117	1 185	869 871
16 years	34	67	136	455	2 624	7 901	20 875	51 365	122 621	220 675	344 138	77 672	11 919	860 482
17 years	8	62	51	196	855	2 690	7 859	20 979	59 440	129 336	226 945	256 444	92 543	797 408
18 years	5	12	26	66	303	1 027	2 824	8 372	27 580	71 940	161 594	181 822	195 783	651 354
19 years		27	37	63	159	402	882	2 727	10 841	34 232	99 656	128 084	116 359	333 469
20 years	1	7	4	40	84	175	349	945	4 212	14 753	57 030	84 378	72 387	234 369
21 years	1	1	2	13	36	53	135	293	1 219	5 249	24 870	47 593	41 140	120 605
22 years		1	7	4	31	37	99	152	458	1 876	10 776	23 529	21 452	58 422
23 years	1	2			5	18	56	156	237	656	3 881	10 469	10 238	25 719
24 years	1	2	2	3	3	11	19	87	230	282	1 558	4 214	4 332	10 744
25 years	1				4	14	11	25	125	311	642	1 711	1 924	4 768
26 years and over	1 146	1 135	696	646	514	192	216	245	205	391	974	1 683	1 953	9 996
Total	719 016	1 118 347	986 837	955 885	935 400	971 590	968 570	967 065	987 575	995 486	1 028 705	828 894	572 338	12 105 701

Contact Details

Ms Rirhandzu Baloyi

Assistant Director: RCME

Tel.: 012 357 3661

Email: baloyi.r@dbe.gov.za

Mr Justice Libago

Deputy Director: RCME

Tel.: 012 357 3661

Email: libago.j@dbe.gov.za

Blank lined paper for writing.

Blank lined paper for writing.

