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Social Development Nr							EMIS NUMBER	



ANNUAL SURVEY For Early Childhood Development (ECD) 2018

The South African Schools Act No. 84 of 1996 (section 59 [1] and [2]) states that: Every school must supply such information about the school as is reasonably required by the Head of Education, and any person, who without just cause, fails to comply, shall be guilty of an offence.

District:

SCHOOL/SITE NAME:

ONLY TO BE COMPLETED BY ALL EARLY CHILDHOOD DEVELOPMENT SITES THAT ARE PROVIDING <u>UP TO GRADE R</u> AND ARE REGISTERED AT THE DEPARTMENT OF EDUCATION OR ANY OTHER GOVERNMENT AGENCY (INCLUDING PRE-PRIMARY SCHOOLS)

ALL INFORMATION TO BE PROVIDED AS AT 06 MARCH 2018

The Annual Survey for Early Childhood Schools/Centres is the most important source of information regarding the situation at your school/centre. The information collected will contribute to the Education Management Information System (EMIS) of the province and will be of assistance in the management, administration and governance of schools, including the supply of school resources to schools/centre.

	DECLARATION	
fully understand the provision made in th	ne South African Schools Act No. 84 (of 1996 (Section 59 (1) and (2) and Section about the school as is reasonably required by
Site Manager/Principal:		
Surname and initials	Signature	Date
I certify that the information provided on this fo	orm is to the best of my knowledge and be	nelief correct and complete
I certify that the information provided on this fo	orm is to the best of my knowledge and b	elief correct and complete
Education Manager:		
Surname and initials	Signature	Date
Designation		
N.B: Education Manager means an offici province. This manager may function at I		nistration between the institutions and the

PROV	/INCE CODE (Plea	se place X in	the co	orre	ct b	ox')														
	Code	Province			-	<u> </u>															
	1 =	Western C																			
	2 =	Eastern Ca																			
	3 = 4 =	Northern C Free State				L	_														
	5 =	KwaZulu-Na				L	=														
	6 =	North West	atai			_ 	=														
	7 =	Gauteng				Ĺ															
	8 =	Mpumalan	ga																		
	9 =	Limpopo																			
10	SENERAL INFO	RMATION																			
1.1	Site/Host school name (If using a school)																			
									+					+						+	_
1.2 E	EMIS number of the hos	t school (if a scho	ol buildin	g is u	sed)	•		ļ.		•										I	
1.3.1	Province code	(Codes on the	cover pa	age)																	
1.3.2	Type of site	[1=Public; 2=Priva	te]																		
1.4	School Funding Type of the host	[1=Public School;	2 =Indepe	enden	t Sch	iool]															L
1.5	Ownership of land	[1=State;2=Church	n; 3 =Mine	4= Fa	arm;5	=Ho:	spital	; 6 =T	rust;7	'=Co	mpa	ny; 8	=Pri	vate	Indi	ividu	al; 9	=Fa	ctory	/;	
		10=Other: (specify	')]																		
1.6	Educational region																				
1.7	Educational district																				
1.8	Circuit (If applicable)																				
1.9	Municipality																				
1.10.1	Can your school be	contacted by	email?	[1=ye	es; 2 =	=no]															
1.10.2	Email address	-																			
E C (I	Postal Address Enter the postal address uponly complete Section B: Post office: complete of Town/City: complete on	1.11.6 to 1.11.9 if aly if either PO B	the phys	sical ag o	addr or SA	ess PO	is th	e po i ge l	stal has l	addı beer	ress. 1 se	lect	ed)								
А. Р	Postal Address (<i>Please</i>	leave blank if	Not Ap	plic	able)															
1.11.1 S	SAPO* Village																				
1.11.2 P	O Box																		L		
1.11.3 P	Private bag																				
1.11.4 P	Post Office																		$oxed{oxed}$	L	
1.11.5 P	Postal Code																		<u> </u>		
	Physical Address			1		1		1	ı										_	_	
1.11.6 B																			ـــــ	<u> </u>	
1.11.7 S	Street Address																		L	igspace	
	own or City																		_	igspace	
	Postal code																		L		
	South African Post Office	 		1			- I-			•		Т	ı	<u> </u>	Т	ſ			$\overline{}$	$\overline{}$	
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	ax number												<u> </u>	<u> </u>				<u> </u>	누	 	
1.14 P	rincipal's home telepho	ne number																	$oldsymbol{\perp}$	\perp	

EMIS NUMBER

Social Development Nr

Social Dev	elopment N	r												EMIS	NUM	BEF	?												
1.15 F	Principal's	Cel	l phon	ne r	num	ber																							
1.16	What is t	the t	ype of	ac	con	nmc	dati	ion	usec	d? (№	1ark	each	n wit	th 1 =y	es o	r 2 =	no)												
School						Cł	nurc	h						Coi	nmu	nity	Ce	ntre						Н	ou	se			
Other (specify)																												
1.17	What is to																ad	emic	yea	ır?	(Ex	clu	de re	ebat	es	for r	nore	tha	n
	Pre Grad	le R					R					-00		Grad	e R								R						-00
1.18	What is t marked.)	the F	Primar	y fu	undi	ing :	soui	rce	of yo	our E	CD	Serv	/ice	s? (N	lark e	each	ı wi	th 1 =	yes	or	2 =n	o) (Mor	e th	an	one	can	be	
-	marked.) epartment of Education Department of Social Development Private Owner Donations eligious Institutions Community Organisation Fund raising Company																												
Religio	ligious Institutions Community Organisation Fund raising Company																												
Other (eligious Institutions Community Organisation Fund raising Company ther (specify)																												
1.19	How man	ny G	rade F	R cl	lass	es c	does	the	e site	e/sch	ool	hav	е?																
1.20	What oth	ner s	ource	s o	f inc	com	e sı	ıpp	ort d	oes	the	site	hav	e? (N	lark e	each	ı wi	th 1 =	yes	or	2 =n	0)							
Departi	ment of Ed	duca	tion			De	par	tme	nt o	f Soc	ial [Deve	elop	ment				Priva	ate (Ow	ner			D	on	atio	ns		
Religio	us Institut	tions	3			Co	omm	nuni	ity O	rgan	isati	ion						Fund	d ra	isi	ng			С	on	npai	ny		
Other (specify)																												
1.21	Number	of da	ays pe	er w	veek	tha	at the	e si	te op	perat	es																		
1.22	Number	of h	ours p	er	day	tha	t the	e sit	е ор	erate	es (e	e.g. 2	2:30	hrs)													:		
1.23 I	Language	of L	earnin	ng a	and	Tea	chin	ıg (ı	nore	than	one	lan	gua	ge ca	n be	mar	kec	l.)											
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Tshiv	/enda		Sets	swa	ana			I	siXh	osa				IsiZ	ulu				Ses	sotl	ho								
Other (sp	ecify)																												
1.24	How long	g ha	s the f	faci	ility	bee	n op	oera	ating	? (M	ark v	with	an x	(.) (Ma	ark or	nly d	ne	ansv	/er.)										
Les	ss than 1 y	ear					1 to	o 2	year	s				3	to 4 y	/ear	s			5 y	/ear	s a	nd (ove					

2 LEARNER INFORMATION

THE FOLLOWING TABLES PERTAIN TO LEARNERS WHO ARE REGISTERED AT THE SCHOOL THIS YEAR.

Information for learners must be for male and female learners separately, where applicable.

It is important to collect learner numbers in terms of population group and gender in order to track the extent to which equity and access are being addressed in the education system.

The learner or the learner's parents/guardians and/or family should determine population group. This should reflect the parents' and/or the families' own perception of their population group and not the racial classification used in the past.

No learner should be double-counted

NOTE: If a particular grade is NOT offered at your school/centre, place an X in the NOT APPLICABLE area for that grade. Do not enter any learner numbers or total for a grade not offered at your school/centre.

If your school/centre does offer a particular grade, but there are no learners for either the Male or Female gender, then enter 0 for the relevant gender. e.g. If your school has only Female learners in Grade R then enter 0 under the Male row in the Grade R column and the correct number of Female learners in the Female row for Grade R. Include the total

2.1	How many learners are registered with your site? (Including Learners experiencing barriers to learning)	N	/lale	е	F	ema	le	٦	Γota	I	N/A
Pre Gra	nde R										
Grade	R										
Total											

Social Development Nr						EMIS NUMBER	

2.2							learr earnir												d ye	ar o	f birt	th. (<i>i</i>	includ	ding	learr	ners	
Year	Bla	ick A	Afric	an	(Colo	urec			Ind	lian			Wł	nite			Otl	her				То	tal			Age
of birth	Ма	ile	Fem	nale	Ma	ale	Fem	nale	Ma	ale	Fen	nale	Ma	ale	Fen	nale	Ma	ale	Fer	nale		Male		F	emal	е	in Years
≥2017																											≤1
2016																											2
2015																											3
2014																											4
2013																											5
2012																											6
≤2011																											≥7
Total																											

Note: Age groups must be calculated from the verified birth year of the learner recorded in the learner profile or on the learner registration form.

2.3		umbe kperie																		ar of	birt	h (in	cludi	ing le	earne	ers	
Year of	В	lack	Afric	an	·	Colo	ured	d		Ind	ian			Wh	ite			Otl	her				То	tal			Age in
birth	N	1ale	Fen	nale	Ma	ale	Fen	nale	Ma	ale	Fen	nale	Ma	ale	Fem	nale	Ma	ale	Fen	nale		Male		F	emale	Э	Years
≥2013																											≤5
2012																											6
≤2011																											≥7
Total																											

Note: Age groups must be calculated from the verified birth year of the learner recorded in the learner profile or on the learner registration form.

torm.	! 1				.1	-1- //		! I -			!	- ! I.		(. 1	<i>!</i>	1		
2.4 Number of learners accord (Learners may NOT be do					a gra	ide (1	nciua	ing ie	arner	s exp	erien	cing t	arriei	'S to I	earnii	ng)		
		Но	ome La	angua	age		La	angua	ge of Teac	Learn hing	ing a	nd	PI	REFEI Learn	RRED ing ar	Lang	uage aching	of I
	Pre	-Grac	le R	G	Frade	R	Pre	-Grad	le R	G	rade	R	Pre	-Grad	le R	G	rade	R
Afrikaans																		
English																		
IsiNdebele																		
Sepedi																		
SiSwati																		
Xitsonga																		
Tshivenda																		
Setswana																		
IsiXhosa																		
IsiZulu																		
Sesotho																		
SA Sign Language																		
Other																		
Total																		

Pre Grade R = A programme of learning provided by school or other education institution in a grade before Grade R. **Grade R** = The reception year for a learner in a school or an ECD centre, i.e. the grade immediately before Grade 1.

Social Development Nr										EMIS	NUME	BER										
Definitions																						
Attention deficit disorder with/without hyperactivity (ADHD):	and aca dev	or in demide elopn	atte c, er nent	to a chrontion. No motional, al/ learni	t all of and s ng dis	those ocial abiliti	e affeo function es.	cted onin	by A g. M	ADHD m lay be as	anifes socia	st all th ted wi	ree I th otl	oehav ner ne	ioral o	categ gical	jories , signi	Can	lead beha	to diff aviora	iculty	in
Autistic spectrum disorders:	com and	nmuni Ileisu	icati ire o	trum disc on skills. Ir play ac oreferabl	Child tivities	ren ty s, find	pically it hare	/ hav	ve di com	ifficulties nmunicat	in ve e with	rbal a	nd no	n-vei d rela	rbal co te to th	ommi he ou	unicat utside	ion, s	ocial	intera		5,
Behavioural / conduct disorder (including Severe behavioural problems):	righ way sett	ts of one of the state of the s	othe fenc f fire	n behavion ers and the es often s, and va	e rule grow indalis	s of s more sm.	ociety seriou	. Ch us ov	nildre ver t	en and a time. Suc	doleso th offe	cents a ences	act o	ut the includ	ir feeli de lyin	ings g, th	or imp eft, aç	oulses Igress	s in de sion, t	estruc truand	tive y, the	
Blindness:				ul sight. E ne brain r																		
Cerebral palsy:	one	or mo	re sp	describes becific are taxic and	as of t	he bra	in, eith	ner tı	raum	natic, infe	ctious,	or dev	elopi	nenta	l. Majo	or typ	es incl	ude sp	astic,	dysto	nic,	e to
Deafness:				experienc gh an aud																	t be	
Deaf-blindness:				s means c elopmenta																comm	unicat	ion
Epilepsy:	con	vulsio	ns) c	ed by the soccur when	n there	is abı	normal	elec	etrica	al dischar	ge in t	he brai	n. Th	is ma	y be tri	iggere	ed by o					
Hard of hearing:	asse 41d	ssed to	hrou perso	experienc gh an aud ons 15 yea	itory t	est and	d the d	ecib	el los	ss must b	e more	than 3	31dB	for pe	rsons ı	under	the ag	ge of 1	5 and	more	than	
Mild to moderate intellectual disability:	func	tionir lerate	ig, th	an intelle nat is, limi lectual dis sability be	tations sability	s in suo y are a	ch area cadem	as as icall	com	nmunicati nctioning	on, soo on lev	cial, da el belo	ily liv ow 75	ving o	r move	emen	t skills	. Lear	ners v	vith m	ild to	
Severe to profound intellectual disability:	Lea peer	rners v s. Sor	with ne ic	to severe lentifiable pirth due t	to pro	found s inclu	intelle ıde: he	ctual redi	l disa tary i	ability are factors; c	acade hromo	micall some	y fun abnor	maliti	es; bra	in da	mage l					
Partial sightedness / Low Vision:	corr	ection	(ha	impairme s been giv	en gla	sses or	r lense	s) an	ıd ha	ıs a visual	acuity	of les	s thai	n 6/18	to ligh	nt per	ceptio	n, or a	visua	l field	of les	S
Physical disability:	clim	bing	stairs	a signific s, reaching	g, liftir	ig, or o	carryin	ıg.			•				1 .	•					ing,	
Specific learning disability:				arning dis nderstan																	eans.	
Psychiatric disorder:	Pers pres Adji nori Mod inap Anx Con Psyd	conalition and the control of the co	y distand int distance or desired intervals.	rs must be sorders: M ntensity, J sorders: Expected cors: These sexaggeral ders: The J isorder, Plorders: The gnificantly	lental derson disorder de la consideración de	illness ality ders in the ring the ethose limite y featu , Postt r symp	es that isorder his cat e circue disord d rang ure is a rauma ptom o	share type egorumsta ders ders de of abnoratic S	re se pical ry rel ances whe feeli rmal tress ese d	everal unicular remair late to a set	que qui relati ignific mary s bipola opriat , etc.	alities. vely co antly r sympto r disor e anxio hosis,	White on the constant of the c	tle mant. difficute disturation of the disturation of the disturation of the disturbing of the disturb	ny diso alt adju arbance depress Acute	e in mesion d	nt to a nood. lisorde s Diso	life si In oth r, etc. rder, (tuatio er wor Obsess	n than rds, sive-	would	
*Other: Please specify the there are learners indicate of the tables.																						

cial Develo	pment Nr								EM	IIS N	UMBEI	R																			
2.5	Number	of Pre G	Frade R I	earne	rs ex	periend	cing ba	ırrie	rs to	lear	ning	per F	RIM	ARY	bar	rier to	lear	ning,	year o	f birth a	and (gend	ler. (Learn	ers may	NOT	be do	ouble	-coun	ted.)	
Year of birth	Gender	Attention Deficit Disorder	Autistic Spectrum Disorder	Behaviour al	disorder/ Conduct	Blindness	Cerebral Palsy		Deafness		Deaf- Blindness	Epilepsy		Hard of	Hearing	Mild to Moderate	Intellectual disability	Severe to profound	intellectual disability	Partial Sighted/ Low vision	Physical	disability	Specific	disability	Psychiatric disorder		Othe	r	Tota	ıl	Age in years
≥2017	Male Female																											+	\perp	4	≤1
2016	Male Female																											7	\blacksquare	7	2
2015	Male Female																											1		-	3
2014	Male Female																											1			4
2013	Male Female																														5
2012	Male Female																													\exists	6
≤2011	Male Female																											-		-	≥7
Total	Female Male																											-		-	

Note: Age groups must be calculated from the verified birth year of the learner recorded in the learner profile or on the learner registration form.

2.6	Number	of Grade	R learn	ers e	xperie	encing	barri	ers t	o lea	arnin	ng pe	er Pl	RIMA	ARY	bar	rier	to le	arnin	g, yea	ar of bii	rth ai	nd g	ende	r. (L	earne	ers m	ay No	OT b	e doub	e-count	ed.)	
Year of birth	Gender	Attention Deficit Disorder	Autistic Spectrum Disorder	Behavioural	alsoraer/ Conduct Disorder	Blindness	Cerebral	raisy	Deafness		Deaf-	biindness	Epilepsy		Hard of	nearing	Mild to Moderate	Intellectual disability	Severe to profound	intellectual disability	Partial Sighted/1 ow	vision	Physical disability		Specific learning	disability	Psychiatric disorder		Other	Tota	ı	Age in years
≥2013	Male																															≤5
	Female																															
2012	Male																															6
2012	Female																															
≤2011	Male																															≥7
22011	Female																															
Total	Male																															
iotai	Female								•																							

Note: Age groups must be calculated from the verified birth year of the learner recorded in the learner profile or on the learner registration form.

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					tne	prog	gran	nmes	Offe	erea		Nati	ona	I Cu	ırricı	iium	Sta	teme	ent	(NC	S)						Oth	er	
If other,	piea	se s	pecii	Ty T	1			1			1	1	Т			1	1	1		1	1	l	Τ		Т		1		
2.7.1																													
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2.8	(The	e Dep	artm	ent c	of Edu	ucatio	on ne	eds to	o mo	nitor (chang	ges in	ove	rall r	emic nortal nder a	ity tre	ends i			ing pı	urpos	ses.	Info	ormat	tion	is ne	edec	l on tl	he
Cause o	f de	ath			III	ness					Acc	iden	t				Sı	uicid	е			Vic	olen	ce aı	nd h	omi	cide		Age
Year of	f birt	th		Male	9		Fema	ale		Male)		Fema	ale		Ма	le		Fer	nale		ı	Male	1		Fem	ale	Y	in ⁄ears
≥20	15					-			1												_							≤	<u> </u>
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≤20	11		-			-						-			-												-		27
Total Note: Ag	ao ar	oune	mus	t ho	naleu	latod	from	thou	vorific	nd hirt	hyor	or of t	ho lo	orne	or roo	ordoc	l in th	no los	rnoi	nrof	ilo or	on	tha l	oorn	or re	ogieti	otion	form	
2.9 N	_	-									-			anne	7 100	Jiuec	ı ııı uı	16 166	iiiei	pron	ie oi	OIT	uie i	Carrie	51 16	yısıı	alion	101111	
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GRADE							H	Only	4	h a u	1	le Le			Dat	b			01-			Fe		e Le			Dath		
								Only dec	ease			only f				n pa	rents sed			mot ceas				ly fat ceas				paro ceas	
Pre Grade	R																												
Grade R																													
Total																													
SECT	10	N 3	3: F	PEF	RS	ON	NE	EL S	STA	AFI	=																		
3.1 N	luml	ber o	of ST	ΓAF	F rer	nun	erate	ed by	ST	ATE	(Do	not i	nclu	de e	mplo	yees	s pai	d by	the	gov	ernir	ng b	ody	')					
				P	erm	ane	nt					Te	emp	ora	ry					S	ubs	stitu	utes	S					
CATEGOR	RY	F	-ull-1	time		- 1	Part-	time	•	F	ull-	time			Part-	time	•		Ful	l-tim	е		Pa	art-t	ime	•		Tota	al
		Ма	le	Fen	nale	Ma	ale	Fen	nale	Ма	le	Fem	ale	М	ale	Fen	nale	M	ale	Fe	male		Male	е	Fem	nale			
Educators																													
Practitioners	S																			1									
Prof. non- eaching sta	-																												
Admin. Sta																													
Support sta	aff																												
3.2 N	luml	ber o	of S1	ΓAFI	- rer	nun	erate	ed by	GO	VER	NIN	G BC	DDY	(Do	not	inclu	de e	mplo	oyee	es pa	aid b	y th	e st	ate)					
				Pe	rm	ane	nt							ora						S	ubs	stit	ute	S				Tota	al
CATEGOR	RY	F	Full-1	time	!	- 1	Part-	-time	•	F	-ull-	time			Part-	-time)		Ful	l-tim	е	_	Pa	art-ti					
		Ма	le	Fen	nale	Ma	ale	Fem	nale	Ma	le	Fem	ale	M	ale	Fen	nale	M	ale	Fe	male		Male	е	Fen	nale			
Educators																				-		-							_
Practitioners	S										\dashv				1			-	_	1	-	+	+	\perp					_
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EMIS NUMBER

Social Development Nr

Social Developme	nt inr												EMIS NOMBER			
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3.3		N	lum	ber	of	Pra	ctit	tion	ers	rei	mu	ner	ated by State o	r Governing	g Body or both	

3.3		N	umbe	r of Pr	actitic	ners	remur	erate	d by S	tate o	r Gov	erning	g Body	or b	oth	
Nature of		s	GB			State	Paid			Вс	oth			То	tal	
appointment	N	lale	Fen	nale	Ma	ale	Fen	nale	Ma	ale	Fen	nale	Ma	ale	Fen	nale
Part-time																
Full-time																

Educators = Any person, who teaches, educates or trains other persons or who provides professional educational services.

Practitioner = Staff working in a pre-primary or a grade R class without the minimum teacher qualification (Lower than NQF level 5.)

Prof. non-teaching staff = Staff members of a school who are registered with a professional body other than the South African Council for Educators (SACE).

Admin. Staff = Employees in an administrative capacity that provide services to offices and institutions. E.g. secretaries, typists, administrative clerks and accountants.

Support Staff = Staff employed at a school to support the core functions of a school. E.g. laboratory assistant, cleaner, kitchen staff, gardener, caretaker, messenger

Hostel Staff = Persons employed for the administration, maintenance and management of the hostel.

Substitutes = A person appointed to an additional post to take the place of an educator in a substantive post who is not at school for a period of time. **Full-time staff member** = A staff member who is employed in a full-time post for a minimum of 12 months and delivers at least 22.5 hours of teaching per week

 $Part-time\ staff\ member=A\ staff\ member\ appointed\ to\ work\ fewer\ hours\ than\ a\ full-time\ employee.$

3.4 Mortality statistics for educators during the previous academic year (The Department of Education needs to monitor changes in overall mortality trends for planning purposes. Information is needed on the number of deaths amongst educators according to cause of death, age group and gender.) Cause of death Illness Accidental Suicide Violence and homicide Total Age in years Male Female Male Female Male Female Male Female

Cause of death		IIIn	ess			Accid	dental			Sui	cide			hom	icide	_		То	tal		
Age in years	M	ale	Fen	nale	M	ale	Fer	nale	Ma	ale	Fen	nale	Ma	ale	Fen	nale	Male		F	emal	е
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25 – 29																					
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Total																					

3.5	Number of edu	ucators/ pra	ctitioners tr	ained (note:	Certificatio	n in first	aid has	to be w	ithin 12	months)			
		Pre-G	ade R							Grade R				
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EDUCATOR SURVEY: 2018

TO BE COMPLETED BY ALL EDUCATORS/PRACTITONERS

PURPOSE OF SURVEY

This survey seeks to obtain demographic, personal and professional information from educators/practitioners for the purposes of updating PERSAL data as well as to assist the system in planning and reporting.

The information provided will be audited on a regular basis. It is therefore important that this questionnaire be completed accurately.

Your cooperation in completing this questionnaire is greatly appreciated.

Instructions

- 1. Mark your responses with an X where applicable.
- 2. Sign the completed form on the last page.
- 3. Hand in the completed form to the principal for his/her signature.

Please read the headings and instructions carefully before completing the questionnaire

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33	Indicate with an X on the relevant block, ALL the qualification types that you have attained. You can select more than one	qualification
	type provided in the list below, and leave the space blank where the qualification does not apply to you.	
1	Two-year Teachers' Certificate	1
2	Three-year Teachers' Diploma/National Professional Diploma in Education	2
3	Four-year Higher Diploma in Education	3
4	Four-year professional teaching degree	4
5	Higher Diploma in Education (Post-Graduate)/Post-Graduate Certificate in Education	5
6	One-year Post-Professional Teachers' Certificate (with specialization)	6
7	One-year Higher Diploma in Education	7
8	Diploma in Specialized Education (for example, for sign language, remedial education, blind and	8
9	visually impaired and child and youth care	9
10	Further Diploma in Education	
11	Advanced Certificate in Education One-year National Higher Diploma/Bachelor of Technology (Education	10
11	management/other specialization)	11
12	Partially completed first Bachelor's degree	12
13	Three-year Bachelor's degree	13
14	Four-year Bachelor's degree	14
15	Four-year Bachelor of Technology degree	15
16	Three-year National Diploma	16
17	Four-year National Higher Diploma	17
18	Post-Graduate Diploma (other than a HDE Post-Graduate)	18
19	Honours degree (including an old one-year B Ed/BEd Honours)	19
20	Master's degree	20
21	Doctors degree	21
22	ABET Practitioner Certificate	22
23	ABET Practitioner Diploma	23
24	National N3 – N6 Certificates (No Practicals)	24
25	National N6 Diploma (Practicals)	25
26	Completed apprenticeship/passed trade test (N2 + Practicals)	26
27	T1-T4 Certificates	27
28	T3 Diploma	28
29	T4 Higher Diploma	29
30	S1 or S2 Certificates	30
31	Further Education and Training Certificate: Early Childhood Development	31
32	National Certificate: Early Childhood Development Level 4	32
33	Higher Certificate: Early Childhood Development Level 5	33
34	National Diploma: Early Childhood Development Level 5	34
35	Basic Certificate: Early Childhood Development Level 1	35
36	Other	36
34	Please indicate the grades that you are teaching with a tick (you may tick more than one	e arade if
34	applicable).	s grade ii
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Declaration			
I hereby declare that to the best of my knowledge, the above information	on as supplied is ac	curate a	nd correct.
Name of Educator (Please print):			
Signature of Educator/Practitioner:	Date:	/	_/

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