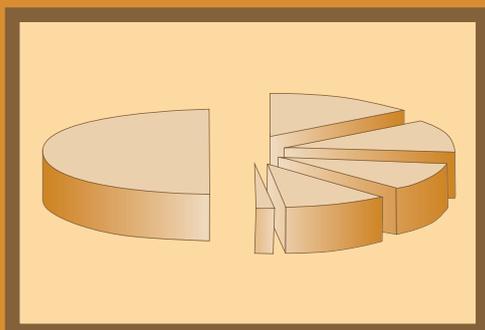
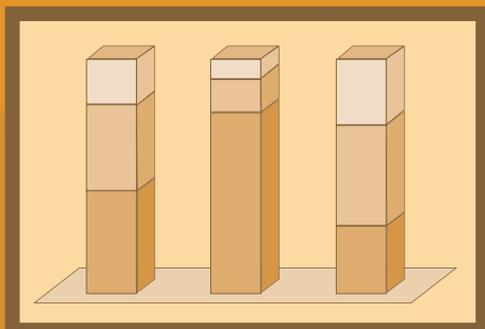
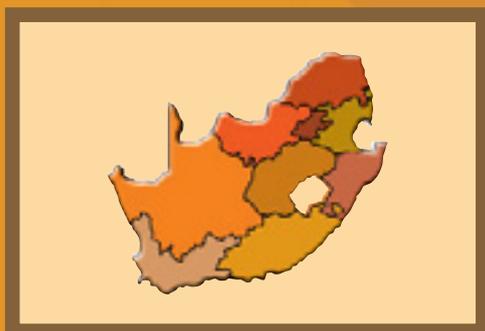


Education Statistics in South Africa 2008

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FOREWORD

The Department is pleased to release *Education Statistics in South Africa 2008*, the tenth such publication since democracy was established in our country. The availability of education data in the time series facilitates the analysis of trends in the education system since the inception of the report.

The publication details the shape and size of the education system in South Africa. Education planners and decision makers and those entrusted with monitoring, evaluating and accounting for progress in the schooling system will be in a position to utilise relevant education information on aggregates of learners, educators and institutions.

Education statistics are important in providing evidence as to whether the nation is achieving its constitutional imperatives of providing basic education to all and making higher education and training increasingly accessible. The information in this publication also provides the basis for assessing whether key education policies are being achieved. More importantly, National Treasury uses these statistics for the allocation of financial resources.

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

This publication reports information relating to all the sectors of the Department of Education – namely, public and independent schools, special schools, further education and training (FET) colleges, adult basic education and training (ABET) centres, early childhood development (ECD) centres, and higher education (HE) institutions.

It is my belief that the education statistics presented in the publication are of high quality, particularly in view of recent steps taken to ensure the accuracy, reliability and validity of data. As I mentioned before, the Department is currently conducting self-assessment in order to adhere to the stipulations of the South African Statistical Quality Assessment Framework (SASQAF), which is the foremost bulwark for government statistical quality of the National Statistics System (NSS). In this regard, users of the statistics contained in this publication are informed that the Department of Education and Statistics South Africa have agreed to a partnership in the NSS, in terms of which they collaborate in integrating national statistics for the production of quality education statistics that will increase the body of official statistics to meet the measurement needs of government – in particular, the Government-Wide Monitoring and Evaluation System (GWM&ES).

In the quest for improving the quality of education data, a sample of 4% of all the institutions in the country is selected for external auditing of their data. The results of the audit are reported to the Council of Education Ministers and, via the provincial education departments, to the institutions. Therefore, I would like to remind all institutions that, as sources of education information, they might be selected at random to have their data audited to determine the accuracy of the information that they keep and on which they report.

The statistical quality of the data provided in the publication has furthermore been improved by ensuring that the systems and techniques for acquiring and processing education information are subjected to annual quality audits and compliancy monitoring.

The report includes several indicators that contribute towards the monitoring and evaluation of education policies and service-delivery programmes. These serve to guide crucial policy interventions and strategies. Indicators such as learner-educator ratio (LER), learner-school ratio (LSR), educator-school ratio (ESR), gross enrolment ratio (GER) and gender parity index (GPI) give an idea of the progress that government is making towards the achievement of access and quality in education.

This publication would not have been possible without the contribution of the heads of the nine provincial Education Management Information Systems (EMIS) units and their staff, regional and district officials, school principals, FET college principals, ABET centre managers, special school principals, ECD centre managers and the heads of HE institutions, who had the challenging task of setting up, managing and maintaining the management information

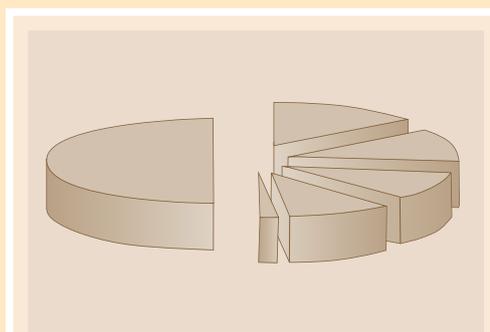
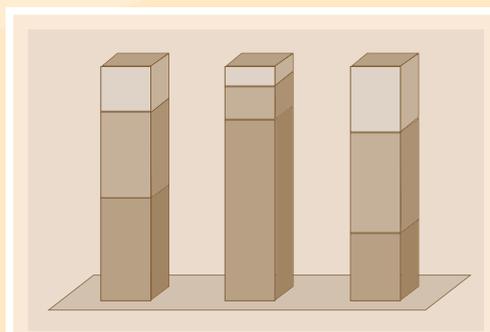
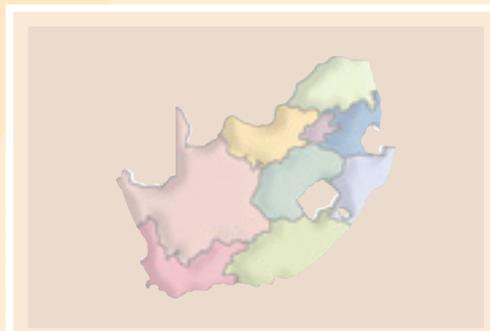


systems that yielded its contents. We also remain deeply indebted to other partners in the education environment, whose ongoing feedback and recommendations will provide the basis for the further development and improvement of statistical reporting on education in South Africa.

I thank the provinces yet again for their efforts, in 2008, towards the collection of education information.



DB Hindle
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Pretoria, South Africa



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ABBREVIATIONS

ABET	Adult basic education and training
ABET Act	Adult Basic Education and Training Act, No. 52 of 2000
CESM	Classification of education subject matter
DoE	Department of Education
DMA	District management area
EC	Eastern Cape
ECD	Early childhood development
EFA	Education For All
ELSEN	Education for learners with special education needs
EMIS	Education Management Information System
ESR	Educator-school ratio
FET	Further education and training
FETC Act	Further Education and Training Colleges Act, No. 16 of 2006
FS	Free State
FTE	Full-time equivalent
GER	Gross enrolment ratio
GET	General education and training
GP	Gauteng
GPI	Gender parity index
Gr. R	Grade R (reception year, or year prior to Grade 1)
GWM&ES	Government-Wide Monitoring and Evaluation System
HE	Higher education
HEDCOM	Heads of Education Departments Committee
HEMIS	Higher Education Management Information System
IECS	Integrated Examination Computer System
KZN	KwaZulu-Natal
LER	Learner-educator ratio
LP	Limpopo
LSR	Learner-school ratio
MDGs	Millennium Development Goals
MEC	Member of the Executive Council
MP	Mpumalanga
NC	Northern Cape
NQF	National Qualifications Framework
NQF Act	National Qualifications Framework Act, No. 67 of 2008
NCS	National Curriculum Statement
NSC	National Senior Certificate
NSS	National Statistics System
NW	North West
PED	Provincial education department
SA	South Africa
SASA	South African Schools Act, No. 84 of 1996
SASQAF	South African Statistical Quality Assessment Framework
SET	Science, engineering and technology
SGB	School governing body
SNE	Special needs education
WC	Western Cape

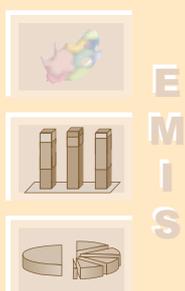
1. INTRODUCTION

The Department of Education (DoE) collects, processes and integrates education-related data obtained from the nine provincial education departments (PEDs). The DoE then analyses these data on learners, educators and institutions throughout the education system and reports on the outcome of the analysis. Education sectors such as general education and training (GET), public further education and training (FET), early childhood development (ECD), special needs education (SNE), public adult basic education and training (ABET), and public higher education (HE) contribute data for this publication.

In recent years, an effort has been made to improve the turn-around time of reporting so as to produce timely information on the education system. These efforts are bearing fruit in that official publications of EMIS data are available earlier than in previous years. The biggest challenge currently is to address and improve the quality of information. As mentioned in the foreword, the Department does provide acceptable statistics. However, it still needs to pursue the framework of the National Statistics System (NSS) as stated in the South African Statistical Quality Assessment Framework (SASQAF).

This publication covers, in the main, data for the 2008 reporting year. However, some data for previous years are provided to allow for comparative analysis over time. The sources of data used for the report are the following:

- **Ordinary public and independent schools (hereinafter collectively referred to as ordinary schools)** – 2008 SNAP Survey conducted on the 10th school day.
- National Senior Certificate examination – 2008 Integrated Examination Computer System (IECS) database.
- ECD, SNE, public ABET and public FET sectors – 2008 data, as extracted from provincial annual data sets.
- Public HE sector – 2008 Higher Education Management Information System (HEMIS) database.
- Population figures – based on estimates provided by Statistics South Africa – July 2008 estimates for 2006 and 2007, and July 2009 estimates for 2008.



2. OVERVIEW OF THE EDUCATION SYSTEM IN SOUTH AFRICA

The centrefold shows that, in South Africa in 2008, there were 34 626 established public and registered independent educational institutions that submitted the survey forms. Of these, 25 875 were ordinary schools and 8 751 were other education institutions – namely, special schools, ECD centres, public ABET centres, public FET institutions and public HE institutions.

The figure of 25 875 for ordinary schools comprised the following:

- 15 259 primary schools, with 6 340 478 learners and 193 550 educators;
- 5 657 secondary schools, with 3 685 938 learners and 131 448 educators; and
- 4 959 combined and intermediate schools, with 2 212 947 learners and 75 955 educators.

Figure 1: Percentage distribution of learners in the education system in 2008

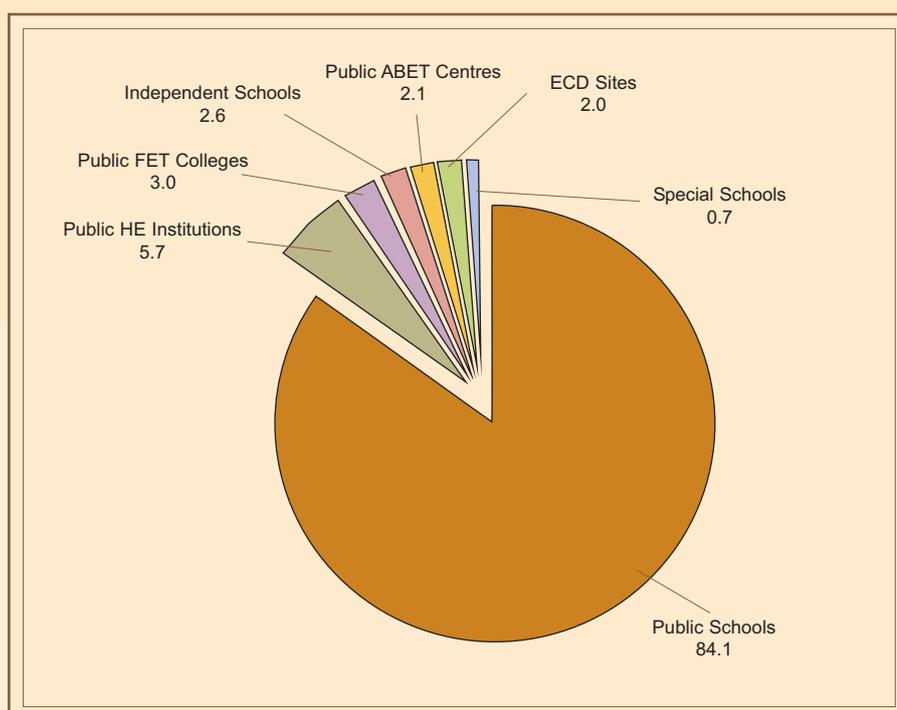
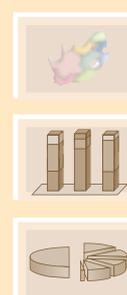


Figure 1, Table 15 and the centrefold show that, of the 14 120 598 learners and students enrolled in all sectors of the education system in 2008, 11 873 162 (84.1%) were in public schools and 366 201 (2.6%) were in independent schools. Of the learners in other institutions, 799 387 (5.7%) were in public HE institutions, 418 053 (3.0%) were in public FET institutions, 290 618 (2.1%) were in public ABET centres, 276 642 (2.0%) were in ECD centres, and 96 535 (0.7%) were in special schools.

In summary, there were 14 120 598 learners and students in the education system, who attended 34 626 educational institutions and were served by 458 063 educators and lecturers.



3. ORDINARY PUBLIC AND INDEPENDENT SCHOOLS

3.1 Introduction

The data on ordinary schools were collected via the 2008 SNAP Survey conducted on the 10th school day. Approximately 97% of open ordinary schools submitted the survey forms. **The figures in this publication are final after the preliminary figures that appeared in the Department's report *School Realities 2008* were updated.**

3.2 Basic school data

Table 1: Number of learners, educators and schools in the ordinary public school sector, by province, in 2008

Province	Learners	Educators	Schools
Eastern Cape	2 037 777	64 371	5 686
Free State	656 074	22 696	1 614
Gauteng	1 716 196	53 017	1 989
KwaZulu-Natal	2 725 855	83 760	5 783
Limpopo	1 735 806	55 647	4 023
Mpumalanga	1 034 719	32 784	1 873
Northern Cape	263 086	8 835	602
North West	765 762	25 736	1 730
Western Cape	937 887	31 214	1 451
South Africa	11 873 162	378 060	24 751

Source: 2008 SNAP Survey (conducted on the 10th school day).

Table 2: Number of learners, educators and schools in the ordinary independent school sector, by province, in 2008

Province	Learners	Educators	Schools
Eastern Cape	42 217	2 165	139
Free State	14 514	687	61
Gauteng	177 831	11 290	416
KwaZulu-Natal	45 565	3 223	155
Limpopo	28 863	1 436	99
Mpumalanga	16 812	860	86
Northern Cape	2 780	184	15
North West	13 498	884	54
Western Cape	24 121	2 164	99
South Africa	366 201	22 893	1 124

Source: 2008 SNAP Survey.

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

Table 3: Number of learners, educators and schools, and learner-educator ratio (LER), learner-school ratio (LSR) and educator-school ratio (ESR) in the ordinary public and independent school sector, by province, in 2008

Province	Learners		Educators		Schools		Indicators		
	Number	As % of National Total	Number	As % of National Total	Number	As % of National Total	LER	LSR	ESR
Eastern Cape	2 079 994	17.0	66 536	16.6	5 825	22.5	31.3	357	11.4
Free State	670 588	5.5	23 383	5.8	1 675	6.5	28.7	400	14.0
Gauteng	1 894 027	15.5	64 307	16.0	2 405	9.3	29.5	788	26.7
KwaZulu-Natal	2 771 420	22.6	86 983	21.7	5 938	22.9	31.9	467	14.6
Limpopo	1 764 669	14.4	57 083	14.2	4 122	15.9	30.9	428	13.8
Mpumalanga	1 051 531	8.6	33 644	8.4	1 959	7.6	31.3	537	17.2
Northern Cape	265 866	2.2	9 019	2.2	617	2.4	29.5	431	14.6
North West	779 260	6.4	26 620	6.6	1 784	6.9	29.3	437	14.9
Western Cape	962 008	7.9	33 378	8.3	1 550	6.0	28.8	621	21.5
South Africa	12 239 363	100.0	400 953	100.0	25 875	100.0	30.5	473	15.5

Source: 2008 SNAP Survey.

3.2.1 Schools (see Tables 2 and 3)

In 2008, there were 25 875 ordinary schools in South Africa. KwaZulu-Natal (5 938, or 22.9% of the national total) and the Eastern Cape (5 825, or 22.5% of the national total) had the highest and second highest number of ordinary schools, while the Northern Cape (617, or 2.4% of the national total) had the smallest number. Of the 25 875 schools in the country, 1 124 (4.3%) were independent schools.

3.2.2 Learners (see Tables 2 and 3)

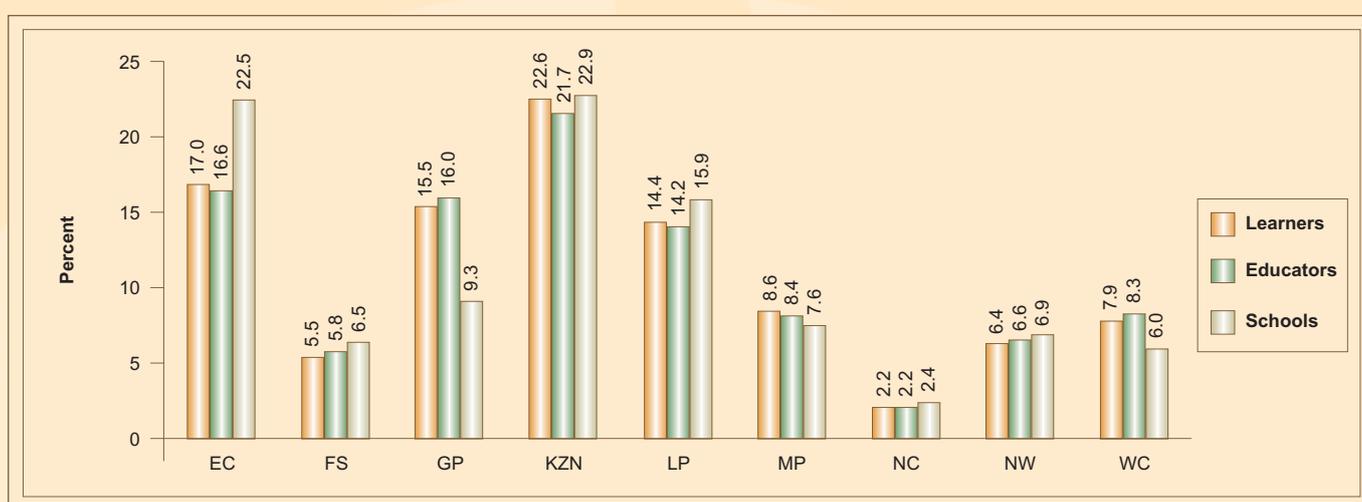
In 2008, there were 12 239 363 learners in ordinary schools in the country as a whole. Four provinces – namely, the Free State, the Northern Cape, North West and the Western Cape – showed less than a million learners in ordinary schools. In the Eastern Cape and KwaZulu-Natal more than two million learners were enrolled in ordinary schools, comprising, respectively, 17.0% and 22.6% of the national total. Of the 12 239 363 learners in the country, 366 201 (3.0%) were in independent schools.

3.2.3 Educators (see Tables 2 and 3)

There were 400 953 educators in ordinary schools in South Africa in 2008. KwaZulu-Natal (86 983, or 21.7% of the national total) had the largest number of educators in ordinary schools, while three provinces – namely, the Free State, the Northern Cape and North West – had fewer than 30 000 educators each. Of the 400 953 educators in the country, 22 893 (5.7%) were employed in the independent school sector.

3.2.4 Distribution of learners, educators and schools

Figure 2: Percentage distribution of learners, educators and schools in the ordinary school sector, by province, in 2008



The mainly rural provinces tend to have proportionally more schools with fewer learners than the more urbanised provinces, which tend to have proportionally fewer schools with more learners, an indication of higher population density. Figure 2 shows that, in 2008, the Eastern Cape, one of the more rural provinces, had 22.5% of the national total of ordinary schools serving 17.0% of South Africa's learners, while Gauteng, the most urbanised province, had 9.3% of the national total of ordinary schools serving 15.5% of the country's learners.

Figure 3: Distribution of learners, educators and schools in the independent school sector, as a percentage of provincial totals in the ordinary school sector, by province, in 2008

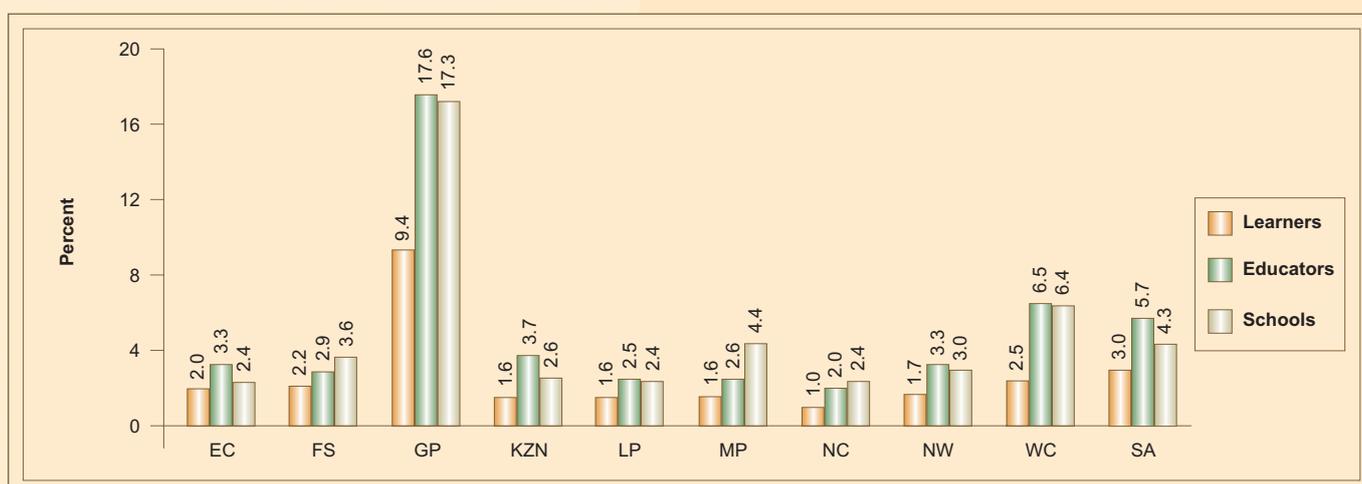


Figure 3, as calculated from Tables 2 and 3, indicates that, in 2008, Gauteng had the largest proportion of learners, educators and schools (9.4%, 17.6% and 17.3%, respectively) in the independent school sector, while the Northern Cape had the smallest proportion of learners and educators (1.0% and 2.0%, respectively), and the Eastern Cape, Limpopo and the Northern Cape had the smallest proportion of schools (2.4%).

3.2.5 Indicators

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

In 2008, the national average LER in ordinary schools in the country was 30.5:1, ranging from 28.7:1 in the Free State to 31.9:1 in KwaZulu-Natal.

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

The national average LSR in ordinary schools in South Africa was 473:1 in 2008, ranging from 357:1 in the Eastern Cape to 788:1 in Gauteng. In three provinces (Gauteng, Mpumalanga and the Western Cape), the ratio was higher than the national average.

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

In 2008, the national average ESR in ordinary schools in the country was 15.5:1, ranging from 11.4:1 in the Eastern Cape to 26.7:1 in Gauteng.

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

Table 4: Gross enrolment ratio (GER) and gender parity index (GPI) in the ordinary school sector, by province and gender, in 2008

Province	Gender	School Phases (Gr. 1-12)						School Bands (Gr. R-12)					
		GER (%)			GPI			GER (%)			GPI		
		Primary Phase (Gr. 1-7)	Secondary Phase (Gr. 8-12)	Total (Gr. 1-12)	Primary Phase (Gr. 1-7)	Secondary Phase (Gr. 8-12)	Total (Gr. 1-12)	GET Band (Gr. R-9)	FET Band (Gr. 10-12)	Total (Gr. R-12)	GET Band (Gr. R-9)	FET Band (Gr. 10-12)	Total (Gr. R-12)
Eastern Cape	Female	121	82	104				112	77	104			
	Male	120	67	97				109	59	97			
	Total	121	75	100	1.01	1.22	1.07	111	68	100	1.03	1.31	1.07
Free State	Female	89	86	88				83	86	84			
	Male	93	86	90				88	81	86			
	Total	91	86	89	0.96	1.00	0.98	86	83	85	0.94	1.06	0.98
Gauteng	Female	87	88	87				81	89	83			
	Male	88	86	87				82	83	82			
	Total	88	87	87	0.99	1.02	1.00	81	86	82	0.99	1.07	1.01
KwaZulu-Natal	Female	95	84	91				89	86	88			
	Male	100	81	92				92	79	89			
	Total	98	83	91	0.95	1.04	0.99	90	83	89	0.97	1.09	0.99
Limpopo	Female	103	109	106				100	116	104			
	Male	104	97	101				100	97	99			
	Total	104	102	103	0.99	1.12	1.05	100	106	101	1.00	1.20	1.05
Mpumalanga	Female	99	97	98				93	98	94			
	Male	105	93	100				98	89	96			
	Total	102	95	99	0.94	1.04	0.98	96	93	95	0.95	1.10	0.98
Northern Cape	Female	90	80	86				84	74	82			
	Male	94	75	86				87	68	82			
	Total	92	77	86	0.96	1.07	1.00	85	71	82	0.97	1.09	1.00
North West	Female	91	80	87				83	80	82			
	Male	100	83	93				91	79	88			
	Total	95	82	90	0.91	0.96	0.94	87	80	85	0.91	1.01	0.93
Western Cape	Female	82	74	79				75	73	75			
	Male	86	69	79				79	61	75			
	Total	84	71	79	0.95	1.07	1.00	77	67	75	0.95	1.20	1.00
South Africa	Female	97	87	93				90	88	90			
	Male	100	82	92				93	78	89			
	Total	98	84	93	0.97	1.06	1.01	92	83	90	0.97	1.13	1.01

Source 1: 2008 SNAP Survey.

Source 2: Population estimates, Statistics South Africa (July 2009).

Education in ordinary schools could be grouped in terms of either the GET and FET bands or the traditional primary and secondary phases. The GET band (Grades R to 9) caters for the following phases: foundation phase

(Grades R to 3), intermediate phase (Grades 4 to 6) and senior phase (Grades 7 to 9). The FET band caters for Grades 10 to 12 and excludes learners in FET colleges.

GER is defined as the number of learners, regardless of age, enrolled in a specific school phase (e.g. primary phase for Grades 1 to 7) as a percentage of the total appropriate school-age population (e.g. seven-to 13-year-olds for the primary phase). For example, a GER of more than 100% indicates that there are more learners in the formal school system than in the appropriate school-age population (total potential population), which indicates enrolment of under-aged and over-aged learners owing to early or late entry and grade repetition.

In 2008, as shown in Table 4, the national total GER for the combined GET and FET bands (Grades R to 12) was 90%, which is lower than the GER of 93% for the combined primary and secondary phases (Grades 1 to 12). This is perhaps due, mainly, to the fact that a significant number of Grade R learners of the appropriate school age are not in ordinary primary schools. Some provinces reflected GER values of more than 100% for the various GER groupings, suggesting that inappropriately-aged learners were enrolled in those groupings. For the FET band and the secondary phase, the GER was higher for females than for males, indicating that, relative to the appropriate school-age population, there were more female learners than male learners in the school system. It could also mean that, for a variety of reasons, female learners remain in the system longer than male learners.

Figure 4: Gross enrolment ratio (GER) for Grades R to 12 in the ordinary school sector, by province and gender, in 2008



Figure 4 compares the total GER for male and female learners, Grades R to 12, in 2008. If the GER value for a province lies above the gender parity line, this shows that more female learners than male learners of the same appropriate school-age population are enrolled, which indicates a disparity in favour of females. The provinces with the largest gender gap – that is, whose GER values lie furthest from the gender parity line – were the Eastern Cape and Limpopo in favour of females, and North West in favour of males. Two provinces – namely, the Northern Cape and the Western Cape – showed no gender gap.

- **Gender parity index (GPI) (see Table 4)**

GPI is defined as GER for females divided by GER for males. This index is used to indicate the level of access to education that females have, compared to the level of access that males have. For example, a GPI of more than 1 indicates that, in proportion to the appropriate school-age population, there are more females than males in the school system. In 2008, as indicated in Table 4, the national highest GPI (1.13) was reflected in the FET band and the lowest in the primary phase and in the GET band (0.97), confirming that, relative to the appropriate school-age population, there were more female learners in the FET band than there were in the primary phase and the GET band.

Figure 5: Gender parity index (GPI) for Grades R to 12 in the ordinary school sector, by province, in 2008

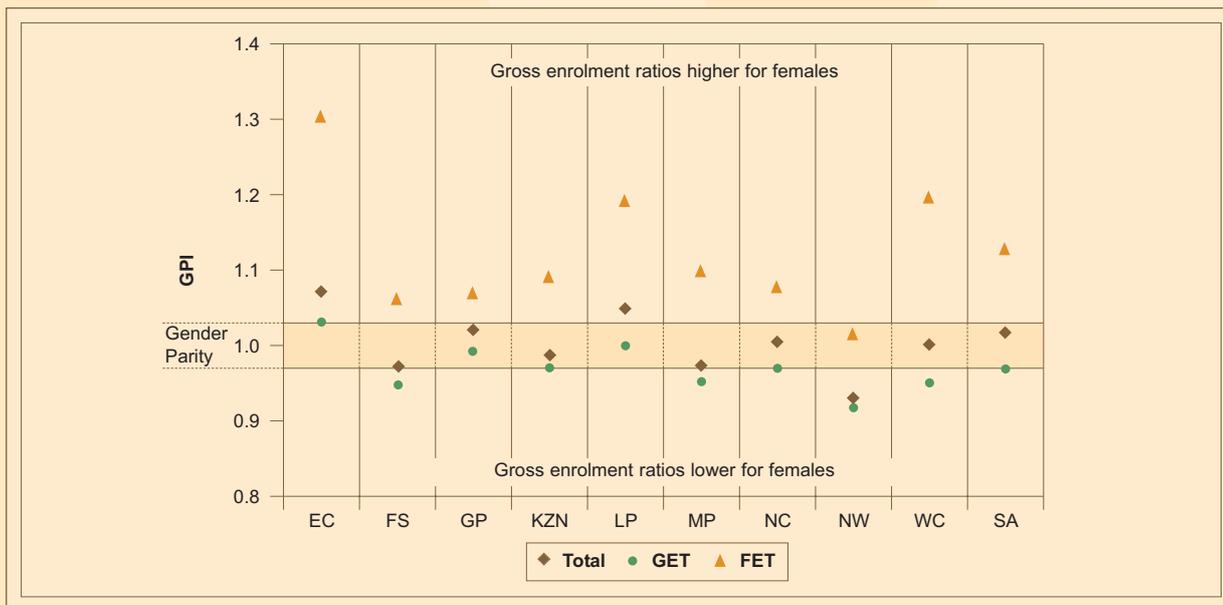
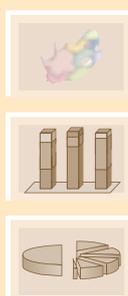


Figure 5 shows the GPI for Grades R to 12 (GET and FET bands), by province, in 2008. Gender parity is considered to have been attained when the GPI lies between 0.97 and 1.03 (Global Education Digest 2005, UNESCO Institute for Statistics). Gender parity in the combined GET and FET bands has been achieved in six of the nine provinces. However, in the Eastern Cape and Limpopo, the GPI was greater than 1.03, and in North West, the GPI was less than 0.97. The GPI deviated from the norm most strongly in the FET band. Every province except North West reveals a GPI of greater than 1.03.



EMIS

3.2.6 Learners, by grade and school phase

Table 5: Number of learners in ordinary schools, by province, school sector, gender and grade, in 2008

Province	School Sector	Gender	Pre-Grade R Phase	General Education and Training (GET) Band												Total (GET Band)	
				Foundation Phase					Intermediate Phase				Senior Phase				
				Pre-Gr. R	Gr. R	Gr. 1	Gr. 2	Gr. 3	Total	Gr. 4	Gr. 5	Gr. 6	Total	Gr. 7	Gr. 8		Gr. 9
Eastern Cape	Independent	Female	897	1 240	1 636	1 537	1 600	6 013	1 660	1 641	1 570	4 871	1 472	1 401	1 357	4 230	15 114
		Total	1 706	2 445	3 446	3 250	3 217	12 358	3 368	3 302	3 061	9 731	2 906	2 760	2 626	8 292	30 381
	Public	Female	3 999	65 741	102 914	88 963	87 943	345 561	89 947	87 119	84 350	261 416	80 320	76 315	71 351	227 986	834 963
		Total	7 945	130 804	214 952	186 348	184 257	716 361	187 686	178 150	169 333	535 169	158 640	149 804	137 318	445 762	1 697 292
	Both	Female	4 896	66 981	104 550	90 500	89 543	351 574	91 607	88 760	85 920	266 287	81 792	77 716	72 708	232 216	850 077
		Total	4 755	66 268	113 848	99 098	97 931	377 145	99 447	92 692	86 474	278 613	79 754	74 848	67 236	221 838	877 596
Total			9 651	133 249	218 398	189 598	187 474	728 719	191 054	181 452	172 394	544 900	161 546	152 564	139 944	454 054	1 727 673
Free State	Independent	Female	211	234	605	531	492	1 862	543	639	540	1 722	520	604	564	1 688	5 272
		Total	414	493	1 230	1 057	1 011	3 791	1 092	1 222	1 111	3 425	1 042	1 148	1 185	3 375	10 591
	Public	Female	872	11 521	27 700	25 657	25 109	89 987	25 642	26 936	26 608	79 186	24 721	25 034	25 872	75 627	244 800
		Total	1 674	23 206	57 378	52 492	51 272	184 348	52 448	54 564	53 372	160 384	49 896	50 679	54 297	154 872	499 604
	Both	Female	1 083	11 755	28 305	26 188	25 601	91 849	26 185	27 575	27 148	80 908	25 241	25 638	26 436	77 315	250 072
		Total	1 005	11 944	30 303	27 361	26 682	96 290	27 355	28 211	27 335	82 901	25 697	26 189	26 436	80 932	260 123
Total			2 088	23 699	58 608	53 549	52 283	188 139	53 540	55 786	54 483	163 809	50 938	51 827	55 482	158 247	510 195
Gauteng	Independent	Female	2 302	4 142	7 660	7 259	6 971	26 032	6 513	6 377	6 251	19 141	6 184	7 221	6 796	20 201	65 374
		Total	4 588	8 366	15 620	14 353	13 589	51 928	12 853	12 689	12 430	37 972	11 950	14 061	13 342	39 353	129 253
	Public	Female	1 837	23 168	74 322	71 300	69 549	238 339	70 660	72 743	73 471	216 874	71 801	65 157	60 927	197 885	653 098
		Total	3 689	46 613	154 015	145 214	141 737	487 579	143 173	146 074	146 360	435 607	140 931	130 839	127 723	399 493	1 322 679
	Both	Female	4 139	27 310	81 982	78 559	76 520	264 371	77 173	79 120	79 722	236 015	77 985	72 578	67 723	218 086	718 472
		Total	4 138	27 669	87 653	81 008	78 806	275 136	78 853	79 643	79 068	237 564	74 896	72 322	73 342	220 760	733 460
Total			8 277	54 979	169 635	159 567	539 507	156 026	158 763	158 900	473 579	152 881	144 900	141 065	438 846	1 451 932	
KwaZulu-Natal	Independent	Female	944	1 409	1 935	1 758	1 606	6 708	1 515	1 511	1 604	4 630	1 699	1 702	1 398	4 799	16 137
		Total	1 856	2 911	3 929	3 524	3 257	13 621	3 164	3 048	3 258	9 470	3 384	3 483	2 980	9 847	32 938
	Public	Female	3 147	63 022	122 564	108 102	107 231	400 919	109 068	108 984	114 016	332 068	114 605	101 112	93 253	308 970	1 041 957
		Total	6 237	126 831	258 535	225 753	223 209	834 328	227 574	225 272	230 277	683 123	225 937	204 700	191 738	622 375	2 139 826
	Both	Female	4 091	64 431	124 499	109 860	108 837	407 627	110 583	110 495	115 620	336 698	116 304	102 814	94 651	313 769	1 058 094
		Total	4 002	65 311	137 965	119 417	117 629	440 322	120 155	117 825	117 915	355 895	113 017	105 369	100 067	318 453	1 114 670
Total			8 093	129 742	262 464	229 277	226 466	847 949	230 738	228 320	233 535	692 593	229 321	208 183	194 718	632 222	2 172 764
Limpopo	Independent	Female	407	935	1 065	946	1 054	4 000	916	1 090	1 083	3 089	943	1 114	914	2 971	10 060
		Total	800	1 811	2 181	1 969	2 126	8 087	1 971	2 212	2 034	6 217	1 851	2 070	1 819	5 740	20 044
	Public	Female	1 387	48 406	61 294	62 003	64 499	236 202	69 088	71 256	65 037	205 381	63 036	66 512	65 118	194 666	636 249
		Total	2 779	97 152	127 851	128 591	134 386	487 980	145 441	145 752	133 028	424 221	128 290	135 309	134 681	398 280	1 310 481
	Both	Female	1 794	49 341	62 359	62 949	65 553	240 202	70 004	72 346	66 120	208 470	63 979	67 626	66 032	197 637	646 309
		Total	1 785	49 622	67 673	67 611	70 959	255 865	77 408	75 618	68 942	221 968	66 162	69 753	70 468	206 383	684 216
Total			3 579	98 963	130 032	130 560	136 512	496 067	147 412	147 964	135 062	430 438	130 141	137 379	136 500	404 020	1 330 525
Mpumalanga	Independent	Female	345	597	851	741	745	2 934	742	706	636	2 084	567	433	405	1 405	6 423
		Total	691	1 162	1 787	1 492	1 448	5 889	1 457	1 384	1 247	4 088	1 136	866	801	2 803	12 780
	Public	Female	1 193	19 656	42 776	41 594	41 408	145 434	43 049	44 811	40 606	128 466	38 704	40 382	39 838	118 924	392 824
		Total	2 431	39 509	89 358	86 447	85 811	301 125	89 613	90 751	81 922	262 286	77 850	81 493	80 051	239 394	802 805
	Both	Female	1 538	20 253	43 627	42 335	42 153	148 368	43 791	45 517	41 242	130 550	39 271	40 815	40 243	120 329	399 247
		Total	1 584	20 418	47 518	45 604	45 106	158 646	47 279	46 618	41 927	135 824	39 715	41 544	40 609	121 868	416 338
Total			3 122	40 671	91 145	87 939	87 259	307 014	91 070	92 135	83 169	266 374	78 986	82 359	80 852	242 197	815 585
Northern Cape	Independent	Female	34	74	110	88	85	357	77	65	64	206	92	215	176	483	1 046
		Total	67	156	230	193	177	756	157	123	130	410	183	358	274	815	1 981
	Public	Female	584	4 740	12 213	11 946	11 075	39 974	11 312	11 904	10 652	33 868	10 305	9 875	10 473	30 653	104 495
		Total	1 135	9 419	25 297	24 440	22 640	81 796	23 636	24 241	21 424	69 301	20 971	20 008	20 916	61 895	212 992
	Both	Female	618	4 814	12 323	12 034	11 160	40 331	11 389	11 969	10 716	34 074	10 397	10 090	10 649	31 136	105 541
		Total	584	4 761	13 204	12 599	11 657	42 221	12 404	12 395	10 838	35 637	10 757	10 276	10 541	31 574	109 432
Total			1 202	9 575	25 527	24 633	22 817	82 552	23 793	24 364	21 554	69 711	21 154	20 366	21 190	62 710	214 973
North West	Independent	Female	291	361	766	661	612	2 400	563	531	528	1 622	568	456	393	1 417	5 439
		Total	533	769	1 491	1 289	1 222	4 771	1 128	1 057	1 002	3 187	1 040	932	736	2 708	10 666
	Public	Female	195	10 531	35 079	34 224	32 919	112 753	33 239	31 867	30 933	96 039	31 185	27 750	27 296	86 231	295 023
		Total	416	21 525	73 487	70 527	67 462	233 001	68 942	64 794	62 232	195 968	60 854	56 424	57 361	174 639	603 608
	Both	Female	486	10 892	35 845	34 885	33 531	115 153	33 802	32 398	31 461	97 661	31 753	28 206	27 689	87 648	300 462
		Total	463	11 402	39 133	36 931	35 153	122 619	36 268	33 453	31 773	101 494	30 141	29 150	30 408	89 699	313 812
Total			949	22 294	74 978	71 816	68 684	237 772	70 070	65 851	63 234	199 155	61 894	57 356	58 097	177 347	614 274
Western Cape	Independent	Female	670	612	926	928	856	3 322	832	885	885	2 602	830	908	869	2 607	8 531
		Total	1 301	1 219	1 946	1 847	1 800	6 812	1 707	1 779	1 747	5 233	1 737	1 828	1 750	5 315	17 360
	Public	Female	727	14 724	42 961	40 525	39 027	137 237	41 270	43 428	39 050	123 748	38 479	35 456	35 803	109 738	370 723
		Total	1 363	29 408	89 381	83 035	79 035	280 859	85 450	86 598	77 884	249 932	75 747	69 841	73 058	218 646	749 437
	Both	Female	1 397	15 336	43 887	41 453	39 883	140 559	42 102	44 313	39 935	126 350					

Table 5: Number of learners in ordinary schools, by province, school sector, gender and grade, in 2008 (concluded)

Province	School Sector	Gender	Further Education and Training (FET) Band				Other			Total Primary (Gr. 1-7)	Total Secondary (Gr. 8-12)	Total (Gr. 1-12)	Grand Total
			Gr. 10	Gr. 11	Gr. 12	Total	SNE ¹⁾	Post-Matric ²⁾	Total				
Eastern Cape	Independent	Female	1 621	1 718	1 774	5 113	16	440	456	11 116	7 871	18 987	21 580
		Total	3 059	3 166	3 194	9 419	51	660	711	22 550	14 805	37 355	42 217
	Public	Female	81 388	64 340	36 881	182 609	825	184	1 009	621 556	330 275	951 831	1 022 580
		Total	150 167	115 045	65 060	330 272	2 037	231	2 268	1 279 366	617 394	1 896 760	2 037 777
	Both	Female	83 009	66 058	38 655	187 722	841	624	1 465	632 672	338 146	970 818	1 044 160
		Total	70 217	52 153	29 599	151 969	1 247	267	1 514	669 244	294 053	963 297	1 035 834
Total			153 226	118 211	68 254	339 691	2 088	891	2 979	1 301 916	632 199	1 934 115	2 079 994
Free State	Independent	Female	672	637	488	1 797	0	0	0	3 870	2 965	6 835	7 280
		Total	1 375	1 199	932	3 506	3	0	3	7 765	5 839	13 604	14 514
	Public	Female	33 763	26 089	16 265	76 117	3 108	0	3 108	182 373	127 023	309 396	324 897
		Total	67 320	49 111	30 648	147 079	7 717	0	7 717	371 422	252 055	623 477	656 074
	Both	Female	34 435	26 726	16 753	77 914	3 108	0	3 108	186 243	129 988	316 231	332 177
		Total	34 260	23 584	14 827	72 671	4 612	0	4 612	192 944	127 906	320 850	338 411
Total			68 695	50 310	31 580	150 585	7 720	0	7 720	379 187	257 894	637 081	670 588
Gauteng	Independent	Female	7 689	8 170	6 998	22 857	57	38	95	47 215	36 874	84 089	90 628
		Total	14 996	15 634	13 155	43 785	152	53	205	93 484	71 188	164 672	177 831
	Public	Female	80 916	69 190	49 942	200 048	999	48	1 047	503 846	326 132	829 978	856 030
		Total	163 094	132 293	91 404	386 791	2 935	102	3 037	1 017 504	645 353	1 662 857	1 716 196
	Both	Female	88 605	77 360	56 940	222 905	1 056	86	1 142	551 061	363 006	914 067	946 658
		Total	89 485	70 567	47 619	207 671	2 031	69	2 100	559 927	353 535	913 462	947 369
Total			178 090	147 927	104 559	430 576	3 087	155	3 242	1 110 988	716 541	1 827 529	1 894 027
KwaZulu-Natal	Independent	Female	1 820	1 801	2 018	5 639	14	36	50	11 628	8 739	20 367	22 770
		Total	3 516	3 429	3 696	10 641	69	61	130	23 564	17 104	40 668	45 565
	Public	Female	111 943	108 522	77 704	298 169	1 522	0	1 522	784 570	492 534	1 277 104	1 344 795
		Total	221 653	208 077	145 724	575 454	4 287	51	4 338	1 616 557	971 892	2 588 449	2 725 855
	Both	Female	113 763	110 323	79 722	303 808	1 536	36	1 572	796 198	501 273	1 297 471	1 367 565
		Total	111 406	101 183	69 698	282 287	2 820	76	2 896	843 923	487 723	1 331 646	1 403 855
Total			225 169	211 506	149 420	586 095	4 356	112	4 468	1 640 121	988 996	2 629 117	2 771 420
Limpopo	Independent	Female	1 170	1 318	2 053	4 541	12	10	22	7 097	6 569	13 666	15 030
		Total	2 125	2 356	3 491	7 972	29	18	47	14 344	11 861	26 205	28 863
	Public	Female	92 543	83 111	47 939	223 593	42	46	88	456 213	355 223	811 436	861 317
		Total	181 975	151 029	89 295	422 299	106	141	247	943 339	692 289	1 635 628	1 735 806
	Both	Female	93 713	84 429	49 992	228 134	54	56	110	463 310	361 792	825 102	876 347
		Total	90 387	68 956	42 794	202 137	81	103	184	494 373	342 358	836 731	888 322
Total			184 100	153 385	92 786	430 271	135	159	294	957 683	704 150	1 661 833	1 764 669
Mpumalanga	Independent	Female	395	459	897	1 751	1	0	1	4 988	2 589	7 577	8 520
		Total	786	957	1 596	3 339	2	0	2	9 951	5 006	14 957	16 812
	Public	Female	45 896	42 890	30 356	119 142	242	61	303	292 948	199 362	492 310	513 462
		Total	90 078	81 709	56 955	228 742	658	83	741	601 752	390 286	992 038	1 034 719
	Both	Female	46 291	43 349	31 253	120 893	243	61	304	297 936	201 951	499 887	521 982
		Total	44 573	39 317	27 298	111 188	417	22	439	313 767	193 341	507 108	529 549
Total			90 864	82 666	58 551	232 081	660	83	743	611 703	395 292	1 006 995	1 051 531
Northern Cape	Independent	Female	167	142	131	440	6	0	6	581	831	1 412	1 526
		Total	268	232	224	724	8	0	8	1 193	1 356	2 549	2 780
	Public	Female	10 905	9 095	5 401	25 401	75	0	75	79 407	45 749	125 156	130 555
		Total	21 747	17 014	10 033	48 794	165	0	165	162 649	89 718	252 367	263 086
	Both	Female	11 072	9 237	5 532	25 841	81	0	81	79 988	46 580	126 568	132 081
		Total	10 943	8 009	4 725	23 677	92	0	92	83 854	44 494	128 348	133 785
Total			22 015	17 246	10 257	49 518	173	0	173	163 842	91 074	254 916	265 866
North West	Independent	Female	403	435	352	1 190	0	8	8	4 229	2 039	6 268	6 928
		Total	742	853	689	2 284	3	12	15	8 229	3 952	12 181	13 498
	Public	Female	35 876	28 933	18 359	83 168	217	0	217	229 446	138 214	367 660	378 603
		Total	72 316	54 669	34 133	161 118	620	0	620	468 298	274 903	743 201	765 762
	Both	Female	36 279	29 368	18 711	84 358	217	8	225	233 675	140 253	373 928	385 531
		Total	36 779	26 154	16 111	79 044	406	4	410	242 852	138 602	381 454	393 729
Total			73 058	55 522	34 822	163 402	623	12	635	476 527	278 855	755 382	779 260
Western Cape	Independent	Female	923	927	908	2 758	5	38	43	6 142	4 535	10 677	12 002
		Total	1 786	1 801	1 779	5 366	15	79	94	12 563	8 944	21 507	24 121
	Public	Female	43 026	36 100	24 914	104 040	78	0	78	284 740	175 299	460 039	475 568
		Total	79 524	64 178	43 208	186 910	177	0	177	577 130	329 809	906 939	937 887
	Both	Female	43 949	37 027	25 822	106 798	83	38	121	290 882	179 834	470 716	487 570
		Total	37 361	28 952	19 165	85 478	109	41	150	298 811	158 919	457 730	474 438
Total			81 310	65 979	44 987	192 276	192	79	271	589 693	338 753	928 446	962 008
South Africa	Independent	Female	14 860	15 607	15 619	46 086	111	570	681	96 866	73 012	169 878	186 264
		Total	13 793	14 020	13 137	40 950	221	313	534	96 777	67 043	163 820	179 937
	Public	Female	28 653	29 627	28 756	87 036	332	883	1 215	193 643	140 055	333 698	366 201
		Total	536 256	468 270	307 761	1 312 287	7 108	339	7 447	3 435 099	2 189 811	5 624 910	5 907 807
	Both	Female	511 618	404 855	258 699	1 175 172	11 594	269	11 863	3 602 918	2 073 888	5 676 806	5 965 355
		Total	1 047 874	873 125	566 460	2 487 459	18 702	608	19 310	7 038 017	4 263 699	11 301 716	11 873 162
Both	Female	551 116	483 877	323 380	1 358 373	7 219	909	8 128	3 531 965	2 262 823	5 794 788	6 094 071	
	Total	525 411	418 875	271 836	1 216 122	11 815	582	12 397	3 699 695	2 140 931	5 840 626	6 145 292	
Total			1 076 527	902 752	595 216	2 574 495	19 034	1 491	20 525	7 231 660	4 403 754	11 635 414	12 239 363

Source: 2008 SNAP Survey.

Note 1: Data are for ordinary schools only and exclude learners at stand-alone ECD sites, special schools, ABET centres and FET colleges.

Note 2: Owing to a shortage of space in the table, the male enrolment figures for ordinary public and independent schools are intentionally omitted in the provincial data, but are included in the national data.

1) SNE learners in separate classes. (These are not the only SNE learners in the ordinary school sector, but the other SNE learners are included in mainstream classes.)

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

Figure 6: Percentage distribution of learners in ordinary schools, by phase, in 2008

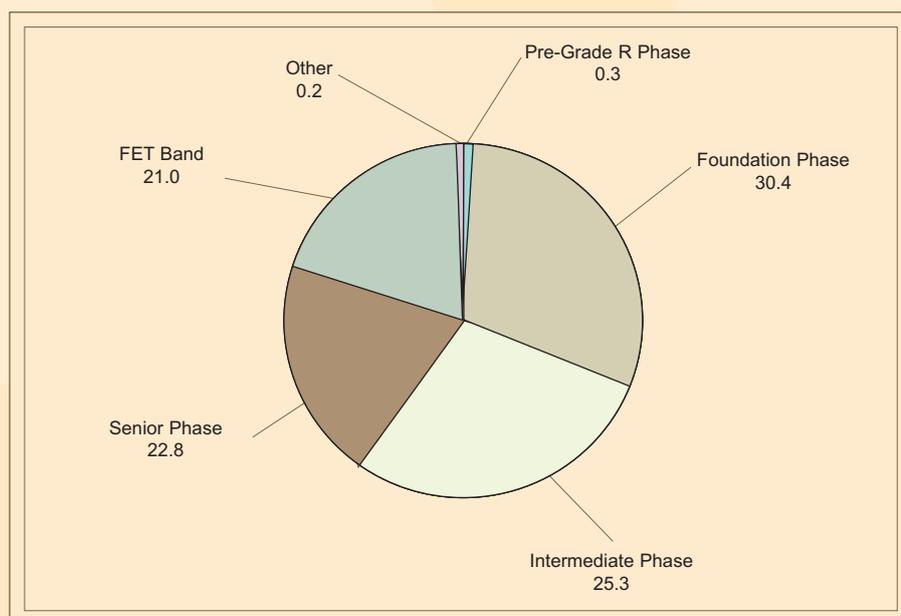


Figure 6 reveals that, in 2008, the highest proportion of learners in ordinary schools was located in the foundation phase (30.4%). As one moves up to higher levels within the schooling system, the proportion of learners decreases. Hence, in 2008 the FET band comprised only 21.0% of learners in ordinary schools. The proportion of learners in the pre-Grade R phase was very low (0.3%). This is not surprising, as it is not the policy intent of government to provide pre-Grade R programmes in schools.

Figure 7: Percentage distribution of learners in ordinary schools, by phase and gender, in 2008

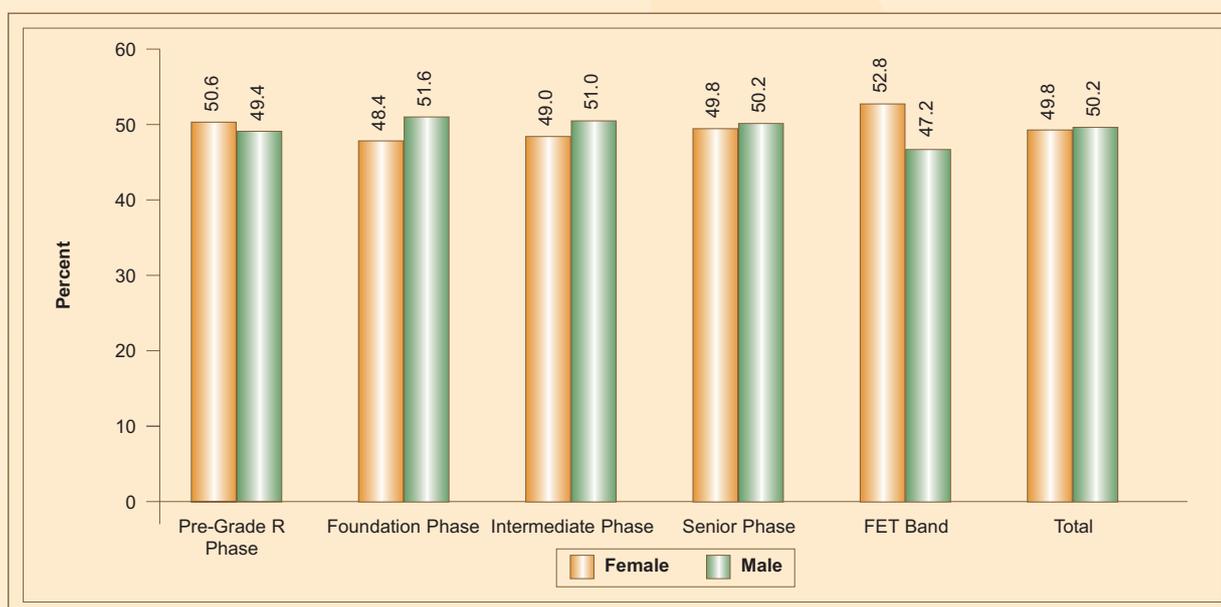
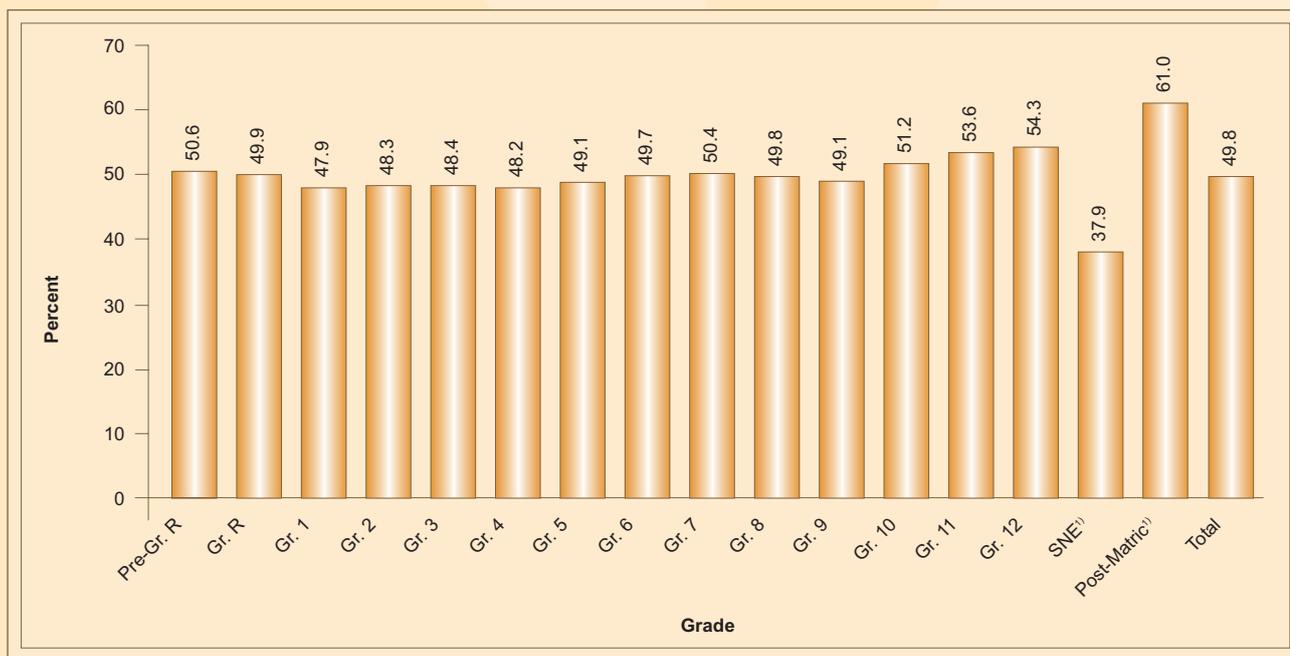


Figure 7 indicates that, in 2008, females and males were almost equally represented in ordinary schools in South Africa (females 49.8% and males 50.2%). There were more males than females in the foundation, intermediate and senior phases, but more females than males in the other two phases. The highest percentage of females (52.8%) was found in the FET band.

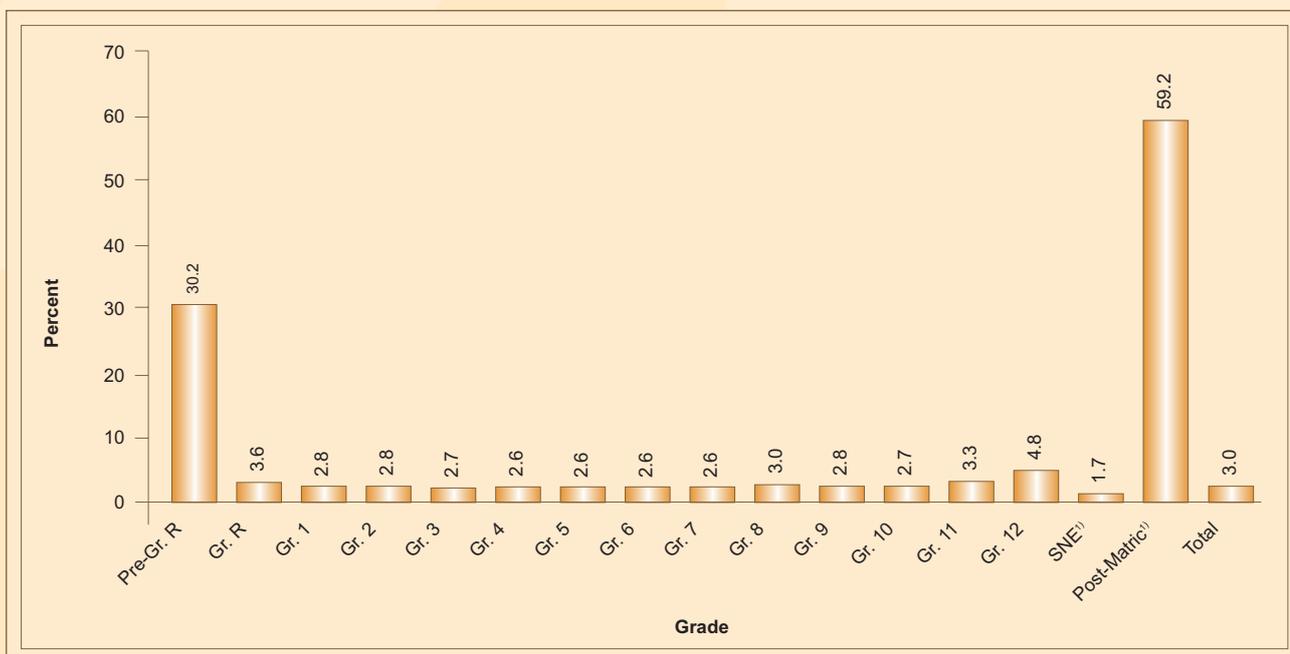
Figure 8: Percentage distribution of female learners in ordinary schools, by grade, in 2008



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

In 2008, as indicated in Figure 8, there were fewer female than male learners (less than 50%) in Grades R to 6, Grades 8 and 9, and SNE, while the opposite was true for the other grades. Grade 12 females (54.3%) accounted for the highest female enrolment in all the primary and secondary-level grades. The lowest female enrolment was for SNE (37.9%).

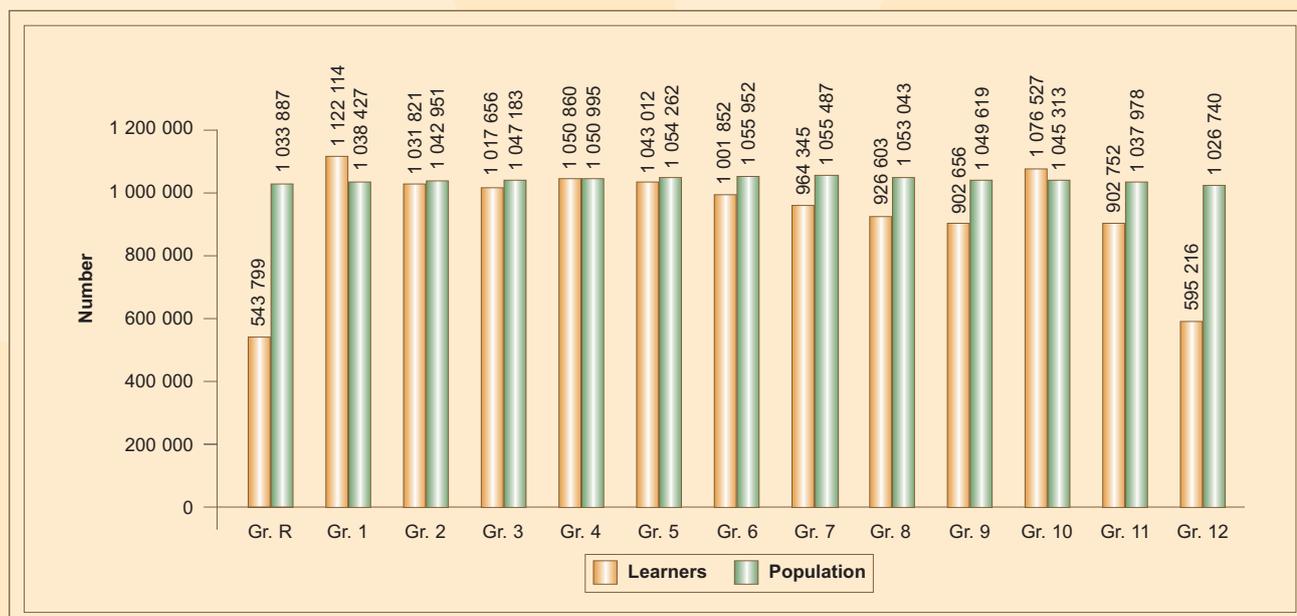
Figure 9: Distribution of learners in ordinary independent schools as a percentage of ordinary school learners, by grade, in 2008



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

Figure 9 shows that, in 2008, the percentage of learners in independent schools in the ordinary school system was the highest for post-Matric (59.2%), the second highest for pre-Grade R (30.2%), and the lowest for SNE (1.7%). The total national average of learners in independent schools was 3.0%.

Figure 10: Number of learners in ordinary schools, by grade, compared with the appropriate age group in the population, in 2008



Source: Population estimates, Statistics South Africa (July 2009).

Figure 10 shows learner enrolment in 2008 as compared to the appropriate school-age population for each grade (taking the year in which a learner turns seven as the appropriate age for entry into Grade 1). Grades 1 and 10 were over-enrolled, which probably indicates enrolment of over-aged and under-aged learners. From Grade 11 to Grade 12 there was a significant increase in the degree of under-enrolment. The highest under-enrolment was experienced in Grades R and 12, which reflected an enrolment of 52.6% and 58.0%, respectively, of the appropriate school-age population. It must be noted that some learners who were at the FET band age were also enrolled in FET colleges and that others attended ABET classes, which is not a compulsory schooling phase.

Figure 11: Percentage distribution of learners in ordinary schools, by grade, in 2008



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

Figure 11 shows that, in 2008, the highest proportion of learners in ordinary schools was enrolled in Grade 1 (9.2%), while the lowest proportion was enrolled in Grade 12 (4.9%). The pattern of enrolment across grades reveals a steady decline in the proportion of learners as the grade level increases. An anomaly occurs in Grade 10, where there is an unexpected increase in the proportion of learners. This could possibly be explained by higher levels of retention in Grade 10 than in other grades. The decline in the proportion of learners between Grades 11 and 12 is significant, suggesting possible dropout or movement out of the schooling system to other education institutions.

3.2.7 Comparison of the years 2006 to 2008

- Learners, educators and schools (see Table 6)

Table 6: Comparing learners, educators and schools in the ordinary school sector, by province, from 2006 to 2008

Province	Learners			Educators			Schools		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
Eastern Cape	2 100 425	2 136 713	2 079 994	63 098	66 163	66 536	5 886	5 834	5 825
Free State	685 971	680 777	670 588	23 439	23 570	23 383	1 818	1 744	1 675
Gauteng	1 863 375	1 883 538	1 894 027	60 707	63 216	64 307	2 388	2 397	2 405
KwaZulu-Natal	2 768 015	2 848 652	2 771 420	85 220	88 042	86 983	5 954	6 057	5 938
Limpopo	1 771 320	1 816 230	1 764 669	53 652	54 769	57 083	4 102	4 140	4 122
Mpumalanga	1 092 382	1 054 085	1 051 531	31 998	32 276	33 644	2 079	1 973	1 959
Northern Cape	261 736	265 647	265 866	8 706	8 580	9 019	622	613	617
North West	772 044	747 248	779 260	26 215	25 701	26 620	1 841	1 780	1 784
Western Cape	978 517	968 327	962 008	32 825	31 908	33 378	1 579	1 527	1 550
South Africa	12 293 785	12 401 217	12 239 363	385 860	394 225	400 953	26 269	26 065	25 875

Source: 2006-2008 SNAP Surveys.

As can be seen in Table 6, between 2006 and 2008, learner numbers showed a net decrease of 0.4% (12 293 785 to 12 239 363), and educator numbers showed a net increase of 3.9% (385 860 to 400 953). The number of schools decreased by 1.5% (26 269 to 25 875) in the same period.

- Learners in independent schools as a percentage of all learners (see Table 7)

Table 7: Comparing the share of learners in ordinary independent schools, learner-educator ratio (LER), learner-school ratio (LSR) and educator-school ratio (ESR) in the ordinary school sector, by province, from 2006 to 2008

Province	Learners in Independent Schools as % of All Learners			LER			LSR			ESR		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Eastern Cape	1.4	1.7	2.0	33.3	32.3	31.3	357	366	357	10.7	11.3	11.4
Free State	2.4	2.1	2.2	29.3	28.9	28.7	377	390	400	12.9	13.5	14.0
Gauteng	8.7	9.1	9.4	30.7	29.8	29.5	780	786	788	25.4	26.4	26.7
KwaZulu-Natal	1.7	1.8	1.6	32.5	32.4	31.9	465	470	467	14.3	14.5	14.6
Limpopo	1.9	1.6	1.6	33.0	33.2	30.9	432	439	428	13.1	13.2	13.8
Mpumalanga	1.7	1.3	1.6	34.1	32.7	31.3	525	534	537	15.4	16.4	17.2
Northern Cape	1.1	1.1	1.0	30.1	31.0	29.5	421	433	431	14.0	14.0	14.6
North West	1.4	1.6	1.7	29.5	29.1	29.3	419	420	437	14.2	14.4	14.9
Western Cape	3.0	2.2	2.5	29.8	30.3	28.8	620	634	621	20.8	20.9	21.5
South Africa	2.9	2.8	3.0	31.9	31.5	30.5	468	476	473	14.7	15.1	15.5

Source: 2006-2008 SNAP Surveys.



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Table 7 shows that, from 2006 to 2008, the percentage of learners in ordinary independent schools nationally increased from 2.9% to 3.0%, a net increase of 3.4%.

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

Table 7 shows that, from 2006 to 2008, the national average LER at ordinary schools in the country decreased from 31.9:1 to 30.5:1, a net decrease of 4.4%.

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

Table 7 shows that, from 2006 to 2008, the national average LSR at ordinary schools in the country increased from 468:1 to 473:1, a net increase of 1.1%.

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

Table 7 shows that, from 2006 to 2008, the national average ESR at ordinary schools in the country increased from 14.7:1 to 15.5:1, a net increase of 5.4%.

- **Gross enrolment ratio (GER) (see Table 8)**

Table 8: Comparing gross enrolment ratio (GER) and gender parity index (GPI) in the ordinary school sector, by province, from 2006 to 2008

Province	Gender	Primary and Secondary (Gr. 1-12)						School Bands (Gr. R-12)					
		GER (%)			GPI			GER (%)			GPI		
		2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Eastern Cape	Female	104	106	104				101	105	104			
	Male	95	97	97				93	96	97			
	Total	99	102	100	1.09	1.09	1.07	97	100	100	1.09	1.09	1.07
Free State	Female	90	89	88				85	85	84			
	Male	91	90	90				86	86	86			
	Total	90	89	89	0.99	0.99	0.98	86	85	85	0.99	0.99	0.98
Gauteng	Female	92	90	87				86	85	83			
	Male	92	90	87				86	84	82			
	Total	92	90	87	1.00	1.00	1.00	86	84	82	1.00	1.01	1.01
KwaZulu-Natal	Female	92	95	91				89	92	88			
	Male	93	95	92				89	92	89			
	Total	93	95	91	0.99	1.00	0.99	89	92	89	1.00	1.00	0.99
Limpopo	Female	104	108	106				102	105	104			
	Male	98	101	101				96	99	99			
	Total	101	104	103	1.06	1.07	1.05	99	102	101	1.06	1.06	1.05
Mpumalanga	Female	103	100	98				99	95	94			
	Male	103	100	100				98	95	96			
	Total	103	100	99	1.00	1.00	0.98	99	95	95	1.01	1.00	0.98
Northern Cape	Female	86	86	86				81	82	82			
	Male	86	86	86				81	82	82			
	Total	86	86	86	1.00	1.00	1.00	81	82	82	1.00	1.00	1.00
North West	Female	87	83	87				82	78	82			
	Male	93	90	93				87	85	88			
	Total	90	87	90	0.94	0.92	0.94	84	81	85	0.94	0.92	0.93
Western Cape	Female	82	81	79				78	76	75			
	Male	82	80	79				78	76	75			
	Total	82	80	79	1.00	1.01	1.00	78	76	75	1.00	1.00	1.00
South Africa	Female	95	95	93				91	91	90			
	Male	94	94	92				89	90	89			
	Total	94	94	93	1.01	1.01	1.01	90	91	90	1.02	1.01	1.01

Source 1: 2006-2008 SNAP Surveys.

Source 2: Population estimates, Statistics South Africa – July 2008 estimates for 2006 and 2007, and July 2009 estimates for 2008.

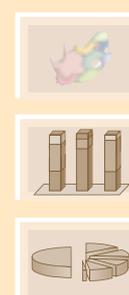


Table 8 shows that the total national average GER for Grades 1 to 12 stayed almost the same for the three-year period 2006 to 2008 – namely, 94% in the first and second years and 93% in the third year. Although the inclusion of Grade R had a decreasing effect on the GER (Grades R to 12) values for the same period, bringing the national averages to 90% in the first and third years and 91% in the second year, it is important to monitor enrolment in Grade R, given that the target year for universal Grade R access is 2010.

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

Table 8 shows that, from 2006 to 2008, the national average GPI for Grades 1 to 12 remained the same – namely, 1.01. In the same three-year period, the national average GPI for Grades R to 12 stayed almost the same – namely, 1.02 for the first year and 1.01 for the second and third years.



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Table 9: Number of learners, educators and schools in the ordinary school sector, by province, region and district, in 2008 (concluded)

Region	District	Learners								Educators		Schools								
		Pre-Gr. R	Gr. R	Primary (Gr. 1-7)	Secondary (Gr. 8-12)	SNE1)	Post-Matric2)	Female Total	Total	Female	Total	Public	Independent	Total						
KwaZulu-Natal	eThekweni																			
	iLembe	292	7 598	94 868	56 843	1	0	78 605	159 602	3 446	4 916	397	2	399						
	Pinetown	745	14 805	202 692	126 443	698	57	169 739	345 440	8 033	11 084	499	23	522						
	uMlazi	1 116	11 741	184 441	132 453	896	0	164 780	330 647	8 615	11 839	456	42	498						
	Ukhahlamba	Amajuba	754	6 089	77 400	48 907	525	0	65 522	133 675	2 862	4 033	243	5	248					
		uThukela	980	10 501	122 294	70 725	22	0	100 811	204 522	4 263	6 280	439	10	449					
	uMgungundlovu	Umzinyathi	593	8 017	110 364	54 538	114	0	85 371	173 626	3 419	5 102	459	4	463					
		Port Shepstone	258	9 116	130 039	81 292	1 244	40	109 810	221 989	4 933	6 963	489	15	504					
	Zululand	Sisonke	250	8 088	93 474	48 006	449	0	74 575	150 267	3 243	4 505	422	2	424					
		uMgungundlovu	551	8 771	134 773	83 502	284	15	110 896	227 896	5 392	7 699	494	25	519					
Empangeni		809	15 332	176 389	104 100	61	0	147 395	296 691	6 367	9 045	642	17	659						
	Oborjeni	1 050	13 729	136 167	73 156	36	0	110 766	224 138	4 295	6 440	495	3	498						
	Vryheid	695	15 955	177 220	109 031	26	0	149 295	302 927	6 109	9 077	748	7	755						
Total		8 093	129 742	1 640 121	988 996	4 356	112	1 367 565	2 771 420	60 977	86 983	5 783	155	5 938						
Limpopo	n.a.																			
	Capricorn	914	22 425	213 447	160 938	69	19	196 599	397 812	8 033	12 963	920	22	942						
	Greater Sekhukhune	868	20 680	204 133	147 430	52	122	185 776	373 285	7 167	12 071	906	13	919						
	Mopani	565	20 493	204 186	154 101	6	18	189 860	379 369	6 749	11 735	714	16	730						
	n.a.																			
	Vhembe	1 004	25 877	238 844	177 378	5	0	219 407	443 108	7 439	14 455	978	40	1 018						
	Waterberg	228	9 488	97 073	64 303	3	0	84 705	171 095	3 641	5 859	505	8	513						
Total		3 579	98 963	957 683	704 150	135	159	876 347	1 764 669	33 029	57 083	4 023	99	4 122						
Mpumalanga	n.a.																			
	Bushbuckridge	216	8 104	105 704	77 999	49	65	95 559	192 137	3 678	6 100	328	6	334						
	Ehlanzeni	1 289	12 245	179 892	115 500	278	0	153 708	309 204	6 098	9 443	430	47	477						
	Gert Sibande	1 001	9 202	156 115	93 490	149	0	128 799	259 957	5 774	8 428	571	17	588						
	Nkangala	616	11 120	169 992	108 303	184	18	143 916	290 233	6 491	9 673	544	16	560						
Total		3 122	40 671	611 703	395 292	660	83	521 982	1 051 531	22 041	33 644	1 873	86	1 959						
Northern Cape	n.a.																			
	Frances Baard	214	3 017	51 220	32 158	18	0	43 194	86 627	2 029	2 937	123	4	127						
	Kgalagadi	4	767	29 609	15 238	0	0	22 282	45 618	1 119	1 560	177	0	177						
	Namakwa	128	1 353	14 381	7 524	13	0	11 593	23 399	580	874	80	5	85						
	Pixley ka Seme	634	2 082	27 242	13 824	139	0	21 813	43 921	929	1 452	98	2	100						
	Siyanda	222	2 356	41 390	22 330	3	0	33 199	66 301	1 411	2 196	124	4	128						
Total		1 202	9 575	163 842	91 074	173	0	132 081	265 866	6 068	9 019	602	15	617						
North West	Bojanala East																			
	Brits	136	1 654	38 492	25 041	37	0	31 918	65 360	1 626	2 309	136	7	143						
	Mabopane	0	982	15 414	8 781	0	0	12 291	25 177	592	827	61	2	63						
	Moretele	0	1 341	12 416	8 641	11	0	10 866	22 409	625	908	59	0	59						
	Temba	0	432	10 481	6 236	0	0	8 265	17 149	546	829	79	0	79						
	Bojanala West	Kgetleng River	43	1 060	14 345	7 373	19	0	11 051	22 840	912	1 244	89	1	90					
		Moses Kotane East	0	1 954	20 722	13 225	0	0	17 699	35 901	446	657	85	0	85					
	Moses Kotane West	12	893	8 127	6 137	0	0	7 565	15 169	1 841	2 492	93	13	106						
	Rustenburg	36	2 266	40 590	27 637	18	0	34 886	70 547	406	566	38	0	38						
	Bophirima	Greater Taung	0	1 116	21 034	12 243	0	0	16 857	34 393	752	1 132	103	1	104					
		Kagisano Molopo	6	618	19 629	9 032	9	0	14 424	29 294	605	891	89	1	90					
	Taledi	12	991	20 103	10 266	32	0	15 613	31 404	788	1 095	72	1	73						
	Central Region	Greater Delareyville	7	632	19 988	10 732	0	0	15 375	31 359	695	1 071	80	2	82					
		Lichtenburg	111	468	24 580	12 758	52	0	19 194	37 969	866	1 251	98	1	99					
		Mafikeng	210	1 967	42 636	25 260	0	12	34 737	70 085	1 718	2 402	144	11	155					
	Setlakgobi	0	328	22 327	9 565	0	0	16 012	32 220	667	1 005	79	0	79						
	Zeerust	0	1 255	22 757	14 031	65	0	18 855	38 108	962	1 362	110	0	110						
	Southern Region	Klerksdorp	123	1 913	49 002	29 696	134	0	40 518	80 868	1 887	2 718	110	8	118					
		Maquassi Hills	56	817	28 753	15 136	61	0	22 171	44 823	907	1 372	78	0	78					
		Potchefstroom	197	1 607	45 131	27 065	185	0	37 234	74 185	1 746	2 489	127	6	133					
Total		949	22 294	476 527	278 855	623	12	385 531	779 260	18 587	26 620	1 730	54	1 784						
Western Cape	n.a.																			
	Metropole Central	535	3 973	60 230	44 335	10	58	56 071	109 141	3 092	4 573	164	26	190						
	Metropole East	53	3 032	94 491	60 984	1	15	80 936	158 576	3 470	5 042	148	9	157						
	Metropole North	624	6 550	101 313	55 854	71	0	83 498	164 412	4 090	5 751	204	16	220						
	Metropole South	319	5 909	110 587	61 486	5	6	90 938	178 312	4 200	6 000	219	12	231						
	Overberg	352	3 750	69 327	34 711	27	0	53 969	108 167	2 348	3 648	251	16	267						
	Southern Cape/Karoo	438	3 246	72 491	36 767	12	0	56 721	112 954	2 446	3 780	225	13	238						
	Westcoast/Winelands	343	4 167	81 254	44 616	66	0	65 437	130 446	3 002	4 584	240	7	247						
Total		2 664	30 627	589 693	338 753	192	79	487 570	962 008	22 648	33 378	1 451	99	1 550						
South Africa		39 625	543 799	7 231 660	4 403 754	19 034	1 491	6 094 071	12 239 363	272 167	400 953	24 751	1 124	25 875						

Source: 2008 SNAP Survey.

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

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

Note 3: n.a. = not applicable.

1) SNE learners in separate classes. (These are not the only SNE learners in the ordinary school sector, but the other SNE learners are included in mainstream classes.)

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

3.4 District municipality and metropolitan municipality data on learners, educators and schools

Table 10: Number of learners, educators and schools in the ordinary school sector, by province, district municipality and metropolitan municipality, in 2008

District and Metropolitan Municipality	Learners								Educators		Schools		
	Pre-Gr. R	Gr. R	Primary (Gr. 1-7)	Secondary (Gr. 8-12)	SNE ¹⁾	Post-Matric ²⁾	Female Total	Total	Female	Total	Public	Independent	Total
Eastern Cape													
Alfred Nzo	1 004	10 843	102 915	45 683	21	0	80 431	160 466	3 595	4 919	476	11	487
Amatole	2 239	31 926	302 054	167 032	389	471	251 868	504 111	12 504	17 696	1 738	35	1 773
Cacadu	276	4 811	57 005	28 203	141	5	45 305	90 441	2 216	3 257	296	14	310
Chris Hanani	1 913	19 614	181 592	86 923	122	1	144 677	290 165	6 733	9 657	948	13	961
DMA ³⁾	271	255	1 636	2 049	34	0	2 135	4 245	274	375	0	19	19
Nelson Mandela Bay Metro	941	9 503	123 763	79 902	1 108	0	108 137	215 217	5 190	7 295	306	8	314
Oliver Tambo	2 601	48 777	460 880	184 959	175	414	353 139	697 806	14 480	19 588	1 552	34	1 586
Ukhahlamba	406	7 520	72 071	37 448	98	0	58 468	117 543	2 594	3 749	370	5	375
Total	9 651	133 249	1 301 916	632 199	2 088	891	1 044 160	2 079 994	47 586	66 536	5 686	139	5 825
Free State													
Fezile Dabi	430	3 485	66 482	43 097	1 474	0	56 740	114 968	2 571	4 083	318	10	328
Lejweleputswa	493	3 931	83 866	57 224	1 060	0	72 893	146 574	3 315	4 951	336	8	344
Motheo	806	6 525	102 660	73 472	3 719	0	92 721	187 182	4 155	6 403	317	19	336
Thabo Mofutsanyane	292	8 422	108 320	74 430	365	0	95 025	191 829	4 486	6 857	546	21	567
Xhariep	67	1 336	17 859	9 671	1 102	0	14 798	30 035	726	1 089	97	3	100
Total	2 088	23 699	379 187	257 894	7 720	0	332 177	670 588	15 253	23 383	1 614	61	1 675
Gauteng													
City of Johannesburg Metro	3 282	20 586	393 185	231 558	1 242	53	325 167	649 906	16 711	23 376	670	210	880
City of Tshwane Metro	1 732	11 278	242 623	174 521	379	19	214 645	430 552	10 561	14 893	482	81	563
Ekhuruleni Metro	1 973	12 920	289 319	188 706	512	72	247 341	493 502	11 555	15 833	446	81	527
Metsweding	344	1 705	25 744	14 236	8	0	20 925	42 037	1 023	1 461	52	14	66
Sedibeng	601	5 576	99 145	69 468	618	0	87 252	175 408	3 853	5 547	226	23	249
West Rand	345	2 914	60 972	38 052	328	11	51 328	102 622	2 275	3 197	113	7	120
Total	8 277	54 979	1 110 988	716 541	3 087	155	946 658	1 894 027	45 978	64 307	1 989	416	2 405
KwaZulu-Natal													
Amajuba	731	6 454	82 316	50 524	525	0	68 744	140 550	3 028	4 272	257	6	263
eThekweni Metro	1 856	26 287	381 753	260 553	1 594	57	333 205	672 100	16 596	22 868	951	64	1 015
iLembe	310	7 763	95 194	56 401	0	0	78 591	159 668	3 445	4 913	401	2	403
Sisonke	273	8 569	100 898	51 402	449	0	80 118	161 591	3 515	4 866	457	4	461
Ugu	258	8 837	126 456	78 650	1 244	40	106 593	215 485	4 772	6 734	457	14	471
uMgungundlovu	558	9 064	139 651	84 104	285	15	113 334	233 677	5 471	7 834	504	24	528
uMkhanyakude	1 050	13 177	132 331	72 566	36	0	108 333	219 160	4 171	6 302	482	4	486
Umzinyathi	620	8 544	117 281	57 262	115	0	90 200	183 822	3 638	5 391	484	5	489
uThukela	977	10 521	123 618	71 029	22	0	101 804	206 167	4 290	6 327	444	11	455
uThungulu	783	14 957	172 933	102 147	60	0	144 383	290 880	6 255	8 855	621	16	637
Zululand	677	15 569	167 690	104 358	26	0	142 260	288 320	5 796	8 621	725	5	730
Total	8 093	129 742	1 640 121	988 996	4 356	112	1 367 565	2 771 420	60 977	86 983	5 783	155	5 938
Limpopo													
Capricorn	914	22 459	213 742	160 938	69	19	196 755	398 141	8 043	12 976	923	22	945
Greater Sekhukhune	868	20 627	203 253	146 030	52	122	184 633	370 952	7 120	11 994	900	13	913
Mopani	588	20 711	206 462	154 896	6	18	191 505	382 681	6 813	11 857	721	16	737
Vhembe	981	25 722	237 035	177 220	5	0	218 365	440 963	7 399	14 376	974	40	1 014
Waterberg	228	9 444	97 191	65 066	3	0	85 089	171 932	3 654	5 880	505	8	513
Total	3 579	98 963	957 683	704 150	135	159	876 347	1 764 669	33 029	57 083	4 023	99	4 122
Mpumalanga													
Ehlanzeni	1 512	20 446	288 042	194 248	347	65	250 862	504 660	9 836	15 625	764	53	817
Gert Sibande	1 001	9 263	157 768	90 613	149	0	128 176	258 794	5 755	8 354	570	17	587
Nkangala	609	10 962	165 893	110 431	164	18	142 944	288 077	6 450	9 665	539	16	555
Total	3 122	40 671	611 703	395 292	660	83	521 982	1 051 531	22 041	33 644	1 873	86	1 959
Northern Cape													
Frances Baard	221	3 050	51 484	32 163	18	0	43 353	86 936	2 036	2 945	125	5	130
Kgalagadi	113	943	38 974	21 080	0	0	30 011	61 110	1 483	2 086	202	1	203
Namakwa	128	1 353	14 388	7 524	13	0	11 595	23 406	581	875	81	5	86
Pixley Ka Seme	634	2 068	28 338	13 963	139	0	22 413	45 142	962	1 491	97	2	99
Siyanda	106	2 161	30 658	16 344	3	0	24 709	49 272	1 006	1 622	97	2	99
Total	1 202	9 575	163 842	91 074	173	0	132 081	265 866	6 068	9 019	602	15	617
North West													
Bojanala	227	10 482	159 497	103 014	85	0	133 940	273 305	6 963	9 792	636	23	659
Bophirima	18	3 045	78 125	40 305	88	0	59 981	121 581	2 671	3 916	307	3	310
Central	328	4 733	133 333	73 308	117	12	105 213	211 831	4 936	7 137	513	14	527
Southern	376	4 034	105 572	62 228	333	0	86 397	172 543	4 017	5 775	274	14	288
Total	949	22 294	476 527	278 855	623	12	385 531	779 260	18 587	26 620	1 730	54	1 784

Note: Table 10 continues on p. 24.

Source: 2008 SNAP Survey.

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

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

1) SNE learners in separate classes. (These are not the only SNE learners in the ordinary school sector, but the other SNE learners are included in mainstream classes.)

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

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

Eastern Cape		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	607 001	19 639	2 446
	Secondary	402 754	14 281	800
	Combined	1 016 745	29 951	2 371
	Intermediate	11 277	500	69
	Total (Public)	2 037 777	64 371	5 686
Independent Schools ²⁾	Primary ³⁾	13 169	618	59
	Secondary	8 796	503	27
	Combined	20 252	1 044	53
	Intermediate	0	0	0
	Total (Independent)	42 217	2 165	139
Total (Public & Independent)		2 079 994	66 536	5 825
Other Educational Programmes	Public ABET	39 181	2 644	275
	SNE ⁴⁾	9 139	767	40
	Public FET	40 080	1 034	6
	ECD	23 958	790	462
	Public HE	63 334	1 711	4
	Total (Other)	175 692	6 946	787
Grand Total		2 255 686	73 482	6 612

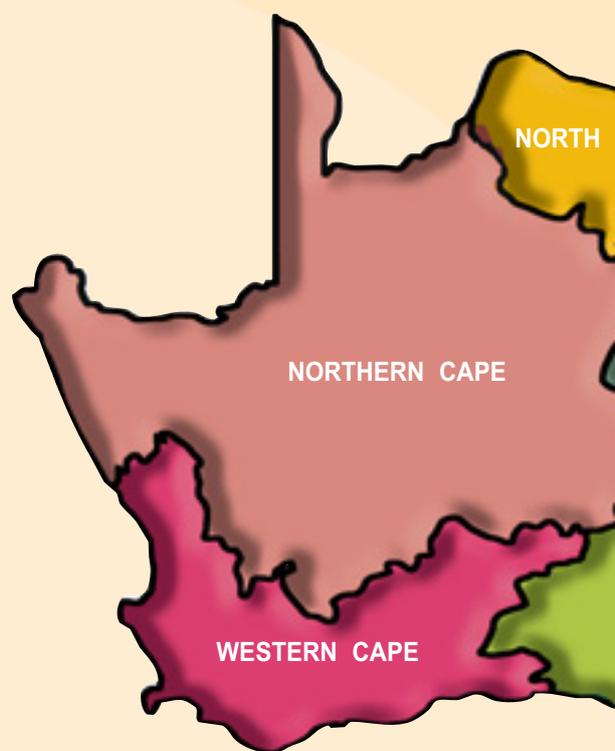
Limpopo		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	1 018 157	30 880	2 574
	Secondary	659 147	22 814	1 286
	Combined	33 785	1 196	83
	Intermediate	24 717	757	80
	Total (Public)	1 735 806	55 647	4 023
Independent Schools ²⁾	Primary ³⁾	7 936	355	33
	Secondary	4 370	196	13
	Combined	16 557	885	53
	Intermediate	0	0	0
	Total (Independent)	28 863	1 436	99
Total (Public & Independent)		1 764 669	57 083	4 122
Other Educational Programmes	Public ABET	36 619	1 726	526
	SNE ⁴⁾	7 595	577	29
	Public FET	25 516	440	5
	ECD	37 481	1 285	839
	Public HE	28 059	1 036	2
	Total (Other)	135 270	5 064	1 401
Grand Total		1 899 939	62 147	5 523

Free State		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	345 062	11 159	1 139
	Secondary	204 482	7 563	253
	Combined	81 397	3 051	175
	Intermediate	25 133	923	47
	Total (Public)	656 074	22 696	1 614
Independent Schools ²⁾	Primary ³⁾	2 929	138	19
	Secondary	2 621	117	9
	Combined	8 964	432	33
	Intermediate	0	0	0
	Total (Independent)	14 514	687	61
Total (Public & Independent)		670 588	23 383	1 675
Other Educational Programmes	Public ABET	16 984	2 257	204
	SNE ⁴⁾	5 052	490	19
	Public FET	30 986	505	4
	ECD	20 116	266	303
	Public HE	37 087	977	2
	Total (Other)	110 225	4 495	532
Grand Total		780 813	27 878	2 207

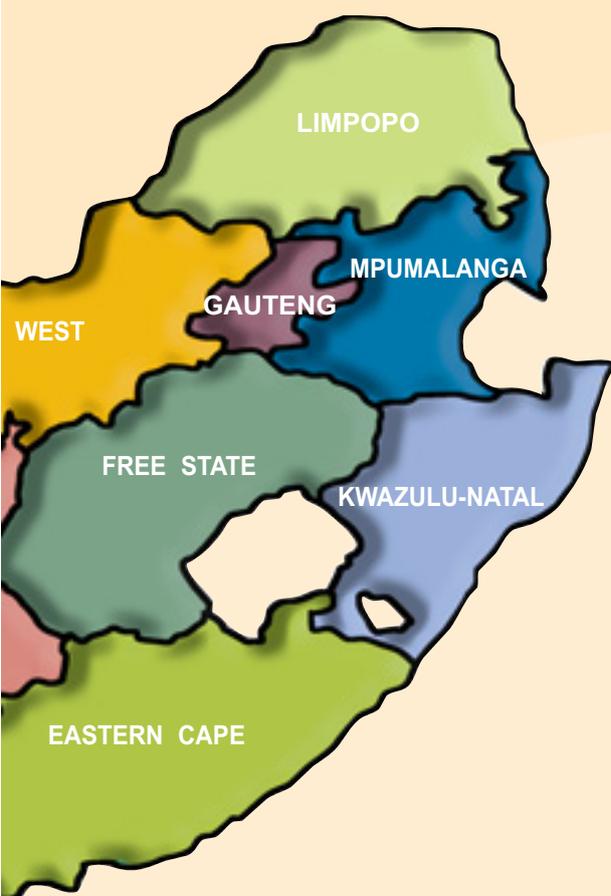
Gauteng		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	1 034 359	29 704	1 351
	Secondary	584 390	20 336	518
	Combined	50 246	1 528	57
	Intermediate	47 201	1 449	63
	Total (Public)	1 716 196	53 017	1 989
Independent Schools ²⁾	Primary ³⁾	38 909	2 269	129
	Secondary	26 080	1 803	80
	Combined	112 098	7 183	205
	Intermediate	744	35	2
	Total (Independent)	177 831	11 290	416
Total (Public & Independent)		1 894 027	64 307	2 405
Other Educational Programmes	Public ABET	83 242	3 340	53
	SNE ⁴⁾	35 827	2 810	115
	Public FET	104 423	1 203	8
	ECD	50 384	1 276	881
	Public HE	454 145	5 856	6
	Total (Other)	728 021	14 485	1 063
Grand Total		2 622 048	78 792	3 468

KwaZulu-Natal		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	1 606 794	46 123	3 823
	Secondary	879 124	30 422	1 435
	Combined	215 107	6 392	425
	Intermediate	24 830	823	100
	Total (Public)	2 725 855	83 760	5 783
Independent Schools ²⁾	Primary ³⁾	13 244	763	52
	Secondary	7 544	580	27
	Combined	24 777	1 880	76
	Intermediate	0	0	0
	Total (Independent)	45 565	3 223	155
Total (Public & Independent)		2 771 420	86 983	5 938
Other Educational Programmes	Public ABET	20 912	1 991	437
	SNE ⁴⁾	10 420	896	66
	Public FET	85 811	738	8
	ECD	96 887	2 652	2 169
	Public HE	79 013	2 411	4
	Total (Other)	293 043	8 688	2 684
Grand Total		3 064 463	95 671	8 622

Mpumalanga		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	573 475	17 272	1 213
	Secondary	330 411	11 486	446
	Combined	103 116	3 130	150
	Intermediate	27 717	896	64
	Total (Public)	1 034 719	32 784	1 873
Independent Schools ²⁾	Primary ³⁾	7 041	325	39
	Secondary	1 494	61	7
	Combined	8 277	474	40
	Intermediate	0	0	0
	Total (Independent)	16 812	860	86
Total (Public & Independent)		1 051 531	33 644	1 959
Other Educational Programmes	Public ABET	28 259	4 126	302
	SNE ⁴⁾	3 905	282	19
	Public FET	35 904	602	3
	ECD	14 669	355	270
	Public HE	n.a.	n.a.	n.a.
	Total (Other)	82 737	5 365	594
Grand Total		1 134 268	39 009	2 553



EDUCATION IN SOUTH AFRICA: A GLOBAL PICTURE FOR 2008



Sources:

1. Ordinary public and independent schools: 2008 SNAP Survey.
2. Public ABET, SNE, public FET and ECD: 2008 data, as extracted from provincial annual data sets.
3. Public HE: 2008 HEMIS database.

Note 1: n.a. = not applicable.

Note 2: Data include only registered institutions.

Note 3: School level, e.g. primary and secondary, is according to the distribution of learners in grades and not necessarily as originally registered.

Note 4: Institutional count based on open institutions that submitted the survey forms.

1) and 2) Including SNE learners.

3) Including learners and educators associated with pre-primary classes at primary schools.

4) Including stand-alone special schools and those attached to ordinary public and independent schools.

Northern Cape		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	127 684	4 074	354
	Secondary	64 953	2 414	100
	Combined	14 891	539	31
	Intermediate	55 558	1 808	117
	Total (Public)	263 086	8 835	602
Independent Schools ²⁾	Primary ³⁾	213	21	3
	Secondary	162	10	1
	Combined	723	84	7
	Intermediate	1 682	69	4
	Total (Independent)	2 780	184	15
Total (Public & Independent)		265 866	9 019	617
Other Educational Programmes	Public ABET	5 788	353	120
	SNE ⁴⁾	1 590	157	10
	Public FET	7 288	92	2
	ECD	7 101	132	115
	Public HE	n.a.	n.a.	n.a.
	Total (Other)	21 767	734	247
Grand Total		287 633	9 753	864

North West		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	432 865	13 479	1 058
	Secondary	207 958	7 790	326
	Combined	27 495	951	55
	Intermediate	97 444	3 516	291
	Total (Public)	765 762	25 736	1 730
Independent Schools ²⁾	Primary ³⁾	4 813	259	19
	Secondary	842	64	5
	Combined	6 451	479	24
	Intermediate	1 392	82	6
	Total (Independent)	13 498	884	54
Total (Public & Independent)		779 260	26 620	1 784
Other Educational Programmes	Public ABET	24 352	1 372	252
	SNE ⁴⁾	5 872	416	35
	Public FET	33 400	430	3
	ECD	5 066	170	83
	Public HE	47 008	927	1
	Total (Other)	115 698	3 315	374
Grand Total		894 958	29 935	2 158

Western Cape		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	501 457	16 072	920
	Secondary	298 905	10 806	313
	Combined	22 932	894	41
	Intermediate	114 593	3 442	177
	Total (Public)	937 887	31 214	1 451
Independent Schools ²⁾	Primary ³⁾	5 370	400	28
	Secondary	1 905	202	11
	Combined	15 656	1 427	49
	Intermediate	1 190	135	11
	Total (Independent)	24 121	2 164	99
Total (Public & Independent)		962 008	33 378	1 550
Other Educational Programmes	Public ABET	35 281	1 645	313
	SNE ⁴⁾	17 135	1 662	80
	Public FET	54 645	709	6
	ECD	20 980	984	666
	Public HE	90 741	3 018	4
	Total (Other)	218 782	8 018	1 069
Grand Total		1 180 790	41 396	2 619

South Africa		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	6 246 854	188 402	14 878
	Secondary	3 632 124	127 912	5 477
	Combined	1 565 714	47 632	3 388
	Intermediate	428 470	14 114	1 008
	Total (Public)	11 873 162	378 060	24 751
Independent Schools ²⁾	Primary ³⁾	93 624	5 148	381
	Secondary	53 814	3 536	180
	Combined	213 755	13 888	540
	Intermediate	5 008	321	23
	Total (Independent)	366 201	22 893	1 124
Total (Public & Independent)		12 239 363	400 953	25 875
Other Educational Programmes	Public ABET	290 618	19 454	2 482
	SNE ⁴⁾	96 535	8 057	413
	Public FET	418 053	5 753	45
	ECD	276 642	7 910	5 788
	Public HE	799 387	15 936	23
	Total (Other)	1 881 235	57 110	8 751
Grand Total		14 120 598	458 063	34 626

Table 10: Number of learners, educators and schools in the ordinary school sector, by province, district municipality and metropolitan municipality, in 2008 (concluded)

District and Metropolitan Municipality	Learners								Educators		Schools		
	Pre-Gr. R	Gr. R	Primary (Gr. 1-7)	Secondary (Gr. 8-12)	SNE ¹⁾	Post-Matric ²⁾	Female Total	Total	Female	Total	Public	Independent	Total
Western Cape													
Cape Winelands	478	5 605	85 953	50 097	53	0	70 577	142 186	3 151	4 889	272	4	276
Central Karoo	0	196	9 294	4 376	12	0	6 845	13 878	253	422	28	0	28
City of Cape Town Metro	1 531	19 480	366 497	222 616	87	79	311 367	610 290	14 851	21 361	735	63	798
Eden	438	3 050	64 043	32 689	0	0	50 426	100 220	2 217	3 396	201	13	214
Overberg	188	938	25 523	12 110	14	0	19 466	38 773	945	1 373	81	16	97
West Coast	29	1 358	38 383	16 865	26	0	28 889	56 661	1 231	1 937	134	3	137
Total	2 664	30 627	589 693	338 753	192	79	487 570	962 008	22 648	33 378	1 451	99	1 550
South Africa	39 625	543 799	7 231 660	4 403 754	19 034	1 491	6 094 071	12 239 363	272 167	400 953	24 751	1 124	25 875

Source: 2008 SNAP Survey.

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

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

1) SNE learners in separate classes. (These are not the only SNE learners in the ordinary school sector, but the other SNE learners are included in mainstream classes.)

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



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3.5 National Senior Certificate examination

3.5.1 Introduction

The National Senior Certificate (NSC) examination of 2008 was the first that was based on the New Curriculum Statement (NCS), which requires all learners in Grades 10 to 12 to take seven subjects. Two of these subjects must be South African languages, one of which must be the language of teaching and learning. In addition to two languages, all learners must offer Life Orientation and either Mathematics or Mathematical Literacy. In addition to these four compulsory subjects, learners must choose three subjects from a list of approved subjects.

To obtain an NSC a candidate must, depending on the minimum requirements, achieve either 40% or 30% in six subjects. In the seventh subject a candidate is allowed to achieve less than 30%.

3.5.2 Overall results

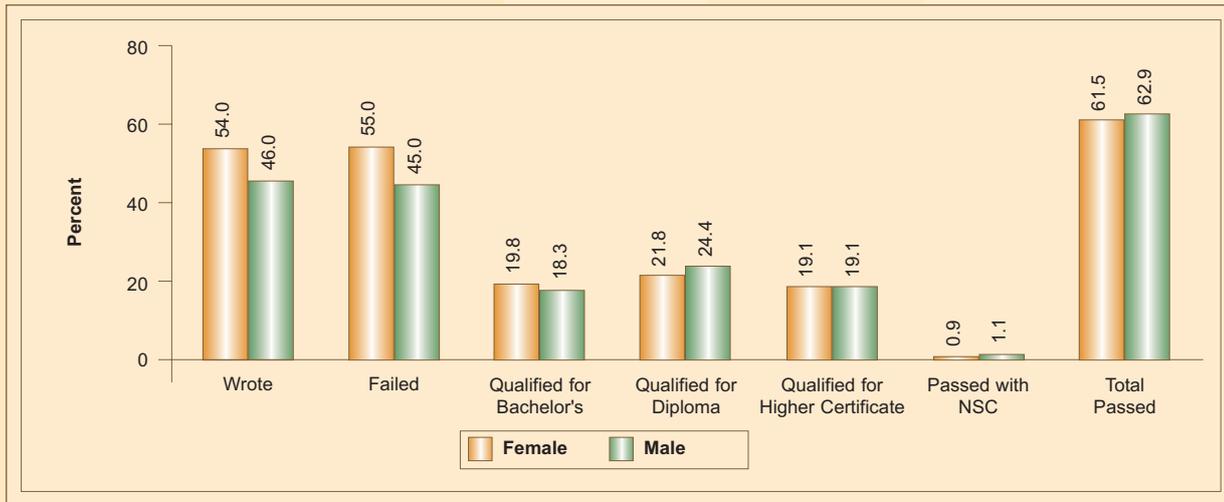
Table 11: National Senior Certificate examination results for full-time candidates with seven or more subjects, by province and gender, in 2008

Province	Gender	Candidates Who Wrote		Candidates Who Failed/Did Not Achieve		Candidates Who Passed/Achieved									
						Admission to Higher Education						No Admission to Higher Education		Total	
						Qualified for Bachelor's Programme		Qualified for Diploma Programme		Qualified for Higher Certificate Programme		with NSC			
						Number	%	Number	%	Number	%	Number	%		
Eastern Cape	Female	34 021	56.3	17 054	50.1	4 742	13.9	5 997	17.6	6 106	17.9	122	0.4	16 967	49.9
	Male	26 363	43.7	12 805	48.6	3 705	14.1	5 167	19.6	4 572	17.3	114	0.4	13 558	51.4
	Total	60 384		29 859	49.4	8 447	14.0	11 164	18.5	10 678	17.7	236	0.4	30 525	50.6
Free State	Female	15 902	52.6	4 643	29.2	3 462	21.8	4 266	26.8	3 485	21.9	46	0.3	11 259	70.8
	Male	14 312	47.4	3 927	27.4	2 831	19.8	4 400	30.7	3 100	21.7	54	0.4	10 385	72.6
	Total	30 214		8 570	28.4	6 293	20.8	8 666	28.7	6 585	21.8	100	0.3	21 644	71.6
Gauteng	Female	51 472	54.7	12 127	23.6	15 887	30.9	13 633	26.5	8 807	17.1	1 018	2.0	39 345	76.4
	Male	42 609	45.3	10 157	23.8	11 721	27.5	12 184	28.6	7 357	17.3	1 190	2.8	32 452	76.2
	Total	94 081		22 284	23.7	27 608	29.3	25 817	27.4	16 164	17.2	2 208	2.4	71 797	76.3
KwaZulu-Natal	Female	74 345	52.9	31 292	42.1	13 546	18.2	15 540	20.9	13 728	18.5	239	0.3	43 053	57.9
	Male	66 127	47.1	28 879	43.7	10 300	15.6	14 557	22.0	12 175	18.4	216	0.3	37 248	56.3
	Total	140 472		60 171	42.8	23 846	17.0	30 097	21.4	25 903	18.4	455	0.3	80 301	57.2
Limpopo	Female	47 376	53.4	23 130	48.8	5 536	11.7	8 182	17.3	10 258	21.7	270	0.6	24 246	51.2
	Male	41 406	46.6	17 122	41.4	5 507	13.3	9 044	21.8	9 466	22.9	267	0.6	24 284	58.6
	Total	88 782		40 252	45.3	11 043	12.4	17 226	19.4	19 724	22.2	537	0.6	48 530	54.7
Mpumalanga	Female	28 521	52.8	14 403	50.5	3 366	11.8	5 047	17.7	5 493	19.3	212	0.7	14 118	49.5
	Male	25 456	47.2	11 691	45.9	3 127	12.3	5 342	21.0	5 087	20.0	209	0.8	13 765	54.1
	Total	53 977		26 094	48.3	6 493	12.0	10 389	19.2	10 580	19.6	421	0.8	27 883	51.7
Northern Cape	Female	5 357	53.7	1 449	27.0	1 105	20.6	1 522	28.4	1 210	22.6	71	1.3	3 908	73.0
	Male	4 620	46.3	1 277	27.6	832	18.0	1 505	32.6	937	20.3	69	1.5	3 343	72.4
	Total	9 977		2 726	27.3	1 937	19.4	3 027	30.3	2 147	21.5	140	1.4	7 251	72.7
North West	Female	17 657	53.4	5 718	32.4	3 496	19.8	4 393	24.9	3 855	21.8	195	1.1	11 939	67.6
	Male	15 428	46.6	4 897	31.7	2 717	17.6	4 297	27.9	3 315	21.5	202	1.3	10 531	68.3
	Total	33 085		10 615	32.1	6 213	18.8	8 690	26.3	7 170	21.7	397	1.2	22 470	67.9
Western Cape	Female	25 027	57.3	5 552	22.2	8 135	32.5	6 605	26.4	4 165	16.6	570	2.3	19 475	77.8
	Male	18 665	42.7	3 747	20.1	6 032	32.3	5 742	30.8	2 731	14.6	413	2.2	14 918	79.9
	Total	43 692		9 299	21.3	14 167	32.4	12 347	28.3	6 896	15.8	983	2.3	34 393	78.7
South Africa	Female	299 678	54.0	115 368	38.5	59 275	19.8	65 185	21.8	57 107	19.1	2 743	0.9	184 310	61.5
	Male	254 986	46.0	94 502	37.1	46 772	18.3	62 238	24.4	48 740	19.1	2 734	1.1	160 484	62.9
	Total	554 664		209 870	37.8	106 047	19.1	127 423	23.0	105 847	19.1	5 477	1.0	344 794	62.2

Source: 2008 Integrated Examination Computer System (IECS) database, March 2009.

In 2008, as indicated in Table 11, the overall national pass rate in the NSC examination for full-time candidates with seven or more subjects was 62.2%. In all the provinces more females than males wrote the NSC examination. However, in relative terms, as indicated in Table 11 and Figure 12, the national pass rate of male candidates (62.9%) was higher than the national pass rate of female candidates (61.5%). A similar trend was seen in six of the nine provinces, the exceptions being Gauteng, KwaZulu-Natal and the Northern Cape. In all the provinces except Limpopo, more female than male candidates passed. Furthermore, Table 11 shows that the overall pass rate, by province, varied from 78.7% in the Western Cape to 50.6% in the Eastern Cape.

Figure 12: Percentage distribution of the National Senior Certificate examination pass and failure rates, by gender, in 2008

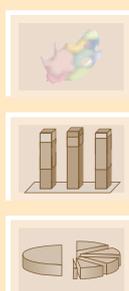


3.5.3 Frequency interval results

Table 12: National Senior Certificate examination percentage pass rates of schools within different percentage groupings, by province, in 2008

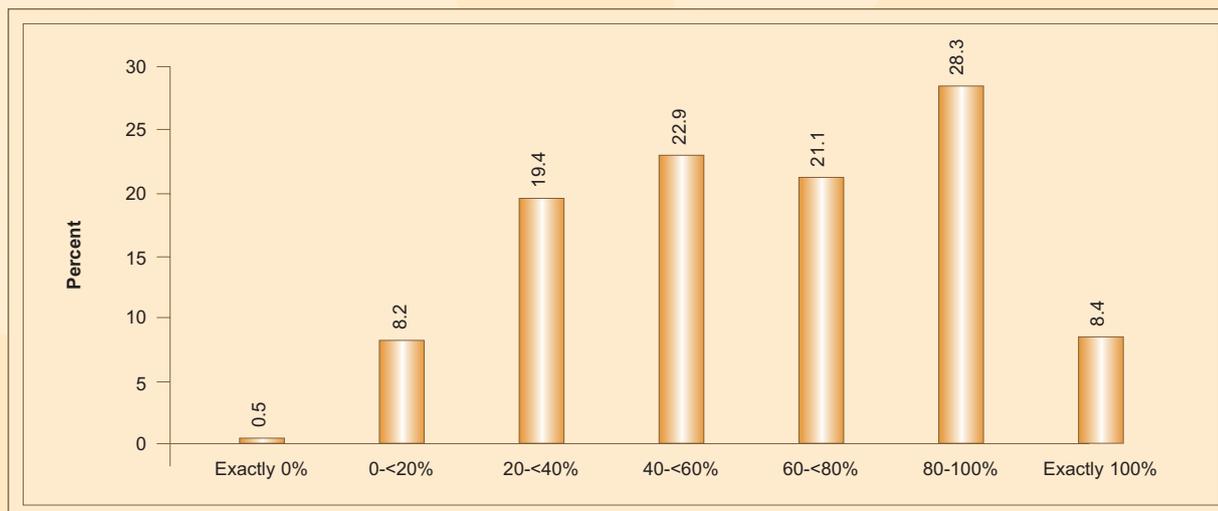
Province		Frequency Distribution of Pass Rates						
Name	Total Number of Schools	Exactly 0%	0-<20%	20-<40%	40-<60%	60-<80%	80-100%	Exactly 100%
Eastern Cape	905	0.9	18.9	26.5	21.9	14.9	17.8	4.5
Free State	316	0.0	0.0	6.0	21.2	27.5	45.3	12.7
Gauteng	716	0.3	1.5	5.7	17.3	23.5	52.0	18.2
KwaZulu-Natal	1 655	0.4	9.2	24.8	25.0	19.9	21.0	6.2
Limpopo	1 396	0.6	9.5	24.4	25.6	21.3	19.2	2.4
Mpumalanga	518	0.6	9.8	25.1	26.8	21.2	17.0	5.2
Northern Cape	130	0.0	1.5	8.5	14.6	23.8	51.5	15.4
North West	372	0.3	1.9	9.9	24.5	29.8	33.9	9.4
Western Cape	406	0.0	0.2	3.9	14.3	20.9	60.6	27.1
South Africa	6 414	0.5	8.2	19.4	22.9	21.1	28.3	8.4

Source: 2008 IECS database, March 2009.



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Figure 13: Percentage distribution of the National Senior Certificate examination percentage pass rates of schools within different percentage groupings in 2008



In 2008, as shown in Table 12 and Figure 13, 8.4% (approximately 539) of the 6 414 schools in South Africa that offered the NSC examination obtained 100% passes. Nationally, 0.5% of schools (approximately 32) scored a 0% pass rate.

3.5.4 Selected subject results

Table 13: National Senior Certificate examination results for selected subjects, by gender, in 2008

Subject	Gender	Candidates who Wrote Number	Number and Percentages of Candidates Who Achieved			
			40% and Above		30% and Above (including 40% and above)	
			Number	%	Number	%
Accounting	Female	107 262	33 430	31.2	66 659	62.1
	Male	69 104	21 357	30.9	41 447	60.0
	Total	176 366	54 787	31.1	108 106	61.3
Business Studies	Female	120 826	52 083	43.1	90 050	74.5
	Male	84 137	35 320	42.0	61 845	73.5
	Total	204 963	87 403	42.6	151 895	74.1
History	Female	46 753	17 604	37.7	32 104	68.7
	Male	47 111	17 631	37.4	32 360	68.7
	Total	93 864	35 235	37.5	64 464	68.7
Life Orientation	Female	310 916	302 236	97.2	309 317	99.5
	Male	264 744	255 081	96.4	263 336	99.5
	Total	575 660	557 317	96.8	572 653	99.5
Life Sciences	Female	160 599	65 615	40.9	114 144	71.1
	Male	137 611	51 868	37.7	96 139	69.9
	Total	298 210	117 483	39.4	210 283	70.5
Mathematics	Female	160 996	43 187	26.8	67 572	42.0
	Male	139 012	45 999	33.1	68 612	49.4
	Total	300 008	89 186	29.7	136 184	45.4
Mathematical Literacy	Female	144 973	76 673	52.9	112 754	77.8
	Male	122 263	70 062	57.3	97 380	79.6
	Total	267 236	146 735	54.9	210 134	78.6
Physical Sciences	Female	109 187	28 603	26.2	57 459	52.6
	Male	108 113	32 877	30.4	61 747	57.1
	Total	217 300	61 480	28.3	119 206	54.9

Source: 2008 IECS database, March 2009.

Figure 14: Percentage distribution of the National Senior Certificate examination achievements at 30% and above for selected subjects, by gender, in 2008

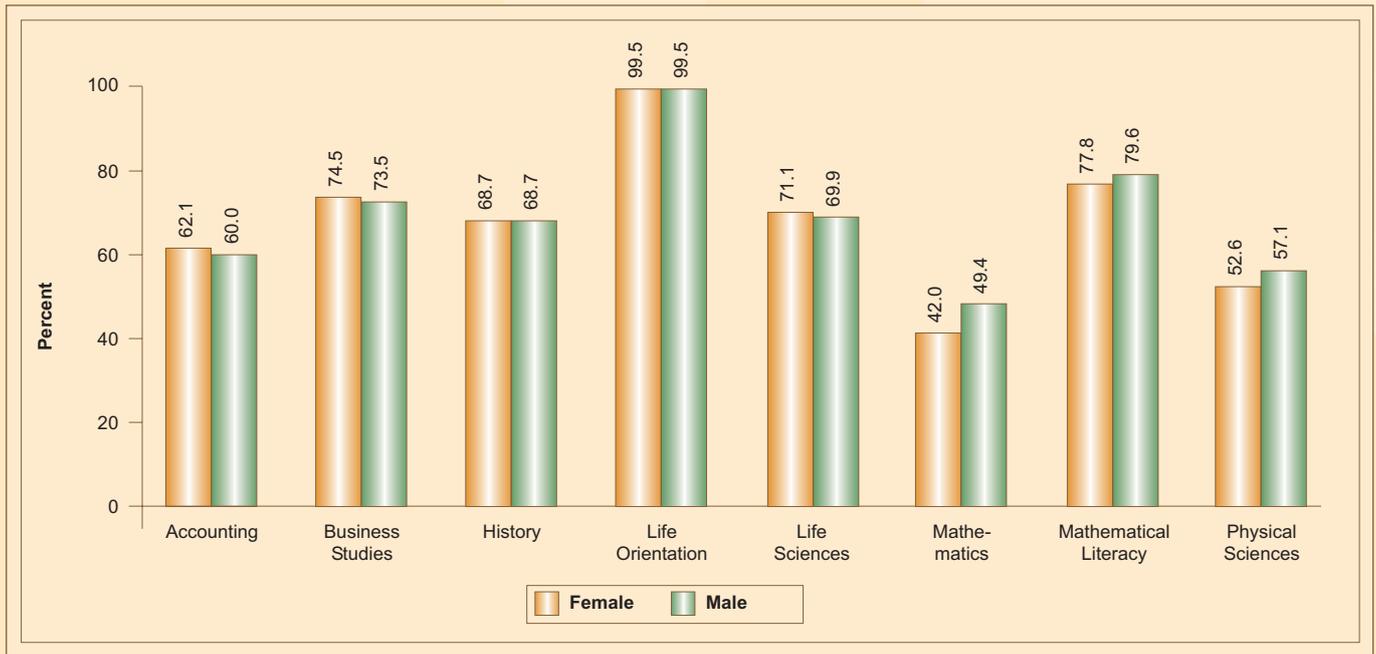


Table 13 and Figure 14 show the achievement rates of candidates in eight selected subjects in the 2008 NSC examination. In both the category 40% and above and the category 30% and above, the highest overall achievement rates – namely, 96.8% and 99.5%, respectively – were obtained in Life Orientation.

3.5.5 Pass rate trend in 2007 and 2008

Table 14: Comparing pass rates of the National Senior Certificate examination, by province, in 2007 and 2008

Province	Pass Rates (%)	
	2007	2008
Eastern Cape	57.1	50.6
Free State	70.5	71.6
Gauteng	74.6	76.3
KwaZulu-Natal	63.8	57.2
Limpopo	58.0	54.7
Mpumalanga	60.7	51.7
Northern Cape	70.3	72.7
North West	67.2	67.9
Western Cape	80.6	78.7
South Africa	65.2	62.2

Source: 2008 IECS database, March 2009.
 Note: Results for 2007 based on the old curriculum.

Table 14 shows that the national pass rate of the NSC examination decreased from 65.2% in 2007 to 62.2% in 2008. However, Table 14 also shows that, in four provinces (the Free State, Gauteng, the Northern Cape and North West) the pass rates increased during this period, albeit to different degrees.

It should be noted that the 2007 pass rates were based on the old curriculum.

4. OTHER EDUCATIONAL PROGRAMMES (PUBLIC ABET, SNE, PUBLIC FET AND ECD)

Table 15: Number of learners, educators and institutions in other educational programmes, by province, national learner-educator ratio (LER), national learner-school ratio (LSR) and national educator-school ratio (ESR), in 2008

Province	Learners, Educators and Institutions	Other Educational Programmes				Total
		Public ABET	SNE	Public FET	ECD	
Eastern Cape	Learners	39 181	9 139	40 080	23 958	112 358
	Educators	2 644	767	1 034	790	5 235
	Institutions	275	40	6	462	783
Free State	Learners	16 984	5 052	30 986	20 116	73 138
	Educators	2 257	490	505	266	3 518
	Institutions	204	19	4	303	530
Gauteng	Learners	83 242	35 827	104 423	50 384	273 876
	Educators	3 340	2 810	1 203	1 276	8 629
	Institutions	53	115	8	881	1 057
KwaZulu-Natal	Learners	20 912	10 420	85 811	96 887	214 030
	Educators	1 991	896	738	2 652	6 277
	Institutions	437	66	8	2 169	2 680
Limpopo	Learners	36 619	7 595	25 516	37 481	107 211
	Educators	1 726	577	440	1 285	4 028
	Institutions	526	29	5	839	1 399
Mpumalanga	Learners	28 259	3 905	35 904	14 669	82 737
	Educators	4 126	282	602	355	5 365
	Institutions	302	19	3	270	594
Northern Cape	Learners	5 788	1 590	7 288	7 101	21 767
	Educators	353	157	92	132	734
	Institutions	120	10	2	115	247
North West	Learners	24 352	5 872	33 400	5 066	68 690
	Educators	1 372	416	430	170	2 388
	Institutions	252	35	3	83	373
Western Cape	Learners	35 281	17 135	54 645	20 980	128 041
	Educators	1 645	1 662	709	984	5 000
	Institutions	313	80	6	666	1 065
South Africa	Learners	290 618	96 535	418 053	276 642	1 081 848
	Educators	19 454	8 057	5 753	7 910	41 174
	Institutions	2 482	413	45	5 788	8 728
	LER	14.9	12.0	72.7	35.0	26.3
	LSR	117.1	233.7	9 290.1	47.8	124.0
ESR	7.8	19.5	127.8	1.4	4.7	

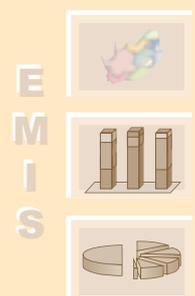
Source: 2008 data, as extracted from provincial annual data sets.

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

Note 2: The Mpumalanga 2008 FET figures were estimated by using the average of the 2007 and 2009 figures.

Table 15 reflects learners and educators in public ABET centres, special schools (catering for SNE learners), public FET colleges and ECD sites, and the numbers of these institutions, in 2008.

Table 15 also shows the national learner-educator ratios (LER), learner-school ratios (LSR) and educator-school ratios (ESR) for the different educational programmes.



5. PUBLIC HIGHER EDUCATION INSTITUTIONS

5.1 Headcount enrolments

Table 16: Overview of South African public higher education institutions in 2008

Institution	Headcount Student Enrolments			Black Students as Proportion of Headcount Totals (%)		Female Students as Proportion of Headcount Totals (%)		Proportion of Contact and Distance Headcount Enrolments in Major Fields of Study (%)		
	Contact	Distance	Total	Contact	Distance	Contact	Distance	SET	Business	Humanities
Cape Peninsula University of Technology	29 307	60	29 367	82	47	53	55	49	30	21
University of Cape Town	22 317	0	22 317	52	n.a.	50	n.a.	41	23	36
Central University of Technology, Free State	10 687	207	10 894	85	92	48	65	49	30	21
Durban University of Technology	22 381	0	22 381	94	n.a.	50	n.a.	49	34	17
University of Fort Hare	9 333	5	9 338	95	100	55	80	24	19	57
University of the Free State	24 600	1 593	26 193	67	33	59	36	30	14	57
University of Johannesburg	44 456	0	44 456	77	n.a.	54	n.a.	32	36	32
University of KwaZulu-Natal	30 341	6 847	37 188	86	97	55	73	36	18	46
University of Limpopo	17 147	0	17 147	99	n.a.	56	n.a.	44	12	44
Nelson Mandela Metropolitan University	20 341	2 320	22 661	72	98	52	75	34	27	39
North West University	25 740	21 268	47 008	45	86	59	73	18	11	71
University of Pretoria	39 167	13 939	53 106	42	100	53	71	35	12	53
Rhodes University	6 308	19	6 327	54	100	59	79	22	15	63
University of South Africa	633	261 294	261 927	83	78	81	58	12	43	45
University of Stellenbosch	23 983	0	23 983	31	n.a.	51	n.a.	41	20	39
Tshwane University of Technology	49 195	2 418	51 613	89	98	52	53	39	33	28
University of Venda	10 912	0	10 912	100	n.a.	50	n.a.	37	22	42
Vaal University of Technology	16 947	0	16 947	96	n.a.	46	n.a.	53	40	7
Walter Sisulu University	24 731	277	25 008	100	100	58	74	26	29	46
University of Western Cape	15 062	12	15 074	93	67	60	67	31	17	52
University of Witwatersrand	26 096	0	26 096	69	n.a.	51	n.a.	46	17	37
University of Zululand	10 316	0	10 316	99	n.a.	66	n.a.	15	8	77
Mangosuthu Technikon	9 128	0	9 128	100	n.a.	52	n.a.	59	32	9
Totals/Averages	489 128	310 259	799 387	76	80	54	60	28	29	43

Source: 2008 HEMIS database, October 2009.

Note 1: In a headcount enrolment, full-time as well as part-time students are counted as units; i.e. no account is taken of the course loads carried by students.

Note 2: Contact students are those who are registered mainly for courses offered in contact mode.

Note 3: Distance students are those who are registered mainly for courses offered in distance mode.

Note 4: Black students, for the purpose of this summary table, include Black African, Coloured and Indian/Asian students.

Note 5: SET majors = majors in science, engineering and technology. These include majors in engineering, health sciences, life sciences, physical sciences, computer sciences and mathematical sciences.

Note 6: Business majors include majors in accounting, management and all other business-related majors, such as marketing.

Note 7: Humanities majors include majors in education, languages and literary studies, fine arts, music and the social sciences.

Note 8: As a result of rounding off, numbers and percentages may not necessarily add up.

Note 9: n.a. = not applicable.

In 2008, as shown in Table 16, 799 387 students were enrolled in public higher education (HE) institutions. Of these, 310 259 were enrolled in distance education programmes. As calculated using the figures of Table 18, 77.4% of students enrolled were Black (Black African, Coloured and Indian/Asian), while 56.4% were female. Furthermore, as can be seen in Figure 15, the majority of students (42.5%) were enrolled in humanities-related programmes – that is, education, and humanities and social sciences – as compared to 29.3% and 28.1% for business-related programmes (business and management) and programmes in science, engineering and technology (SET), respectively.

Table 17: Headcount enrolments in public higher education institutions, by major field of study and formal qualification, in 2008

Institution	Major Field of Study					Formal Qualifications						
	Sciences, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total	Occasional Students	Undergraduate Certificates and Diplomas	Undergraduate Degrees	Postgraduate, Below Master's Level	Master's Degrees	Doctoral Degrees	Total
Cape Peninsula University of Technology	14 410	8 791	3 186	2 980	29 367	29	20 673	7 094	767	698	106	29 367
University of Cape Town	9 214	5 144	735	7 224	22 317	1 118	690	14 212	2 181	3 086	1 030	22 317
Central University of Technology, Free State	5 313	3 275	869	1 437	10 894	1	7 996	2 385	265	189	58	10 894
Durban University of Technology	10 985	7 633	734	3 029	22 381	4	17 955	4 040	14	317	51	22 381
University of Fort Hare	2 221	1 776	669	4 673	9 338	18	639	7 294	596	575	216	9 338
University of the Free State	7 734	3 643	5 469	9 348	26 193	2 141	3 219	13 609	4 406	2 238	580	26 193
University of Johannesburg	14 114	16 158	4 881	9 303	44 456	87	17 478	20 442	4 283	1 664	502	44 456
University of KwaZulu-Natal	13 314	6 644	6 302	10 928	37 188	2 459	4 649	22 396	2 696	3 893	1 095	37 188
University of Limpopo	7 485	2 082	2 186	5 393	17 147	8	1 901	12 544	974	1 584	136	17 147
Nelson Mandela Metropolitan University	7 784	6 102	3 596	5 179	22 661	605	9 905	9 237	1 239	1 338	337	22 661
North West University	8 384	5 182	23 294	10 148	47 008	177	17 342	18 741	7 513	2 477	758	47 008
University of Pretoria	18 546	6 213	17 241	11 107	53 106	477	8 535	27 257	9 961	5 418	1 458	53 106
Rhodes University	1 381	977	634	3 335	6 327	35	323	4 479	589	656	245	6 327
University of South Africa	30 851	112 302	34 964	83 810	261 927	16 786	76 683	141 257	22 214	4 209	778	261 927
University of Stellenbosch	9 904	4 843	1 210	8 026	23 983	577	0	14 758	3 204	4 564	880	23 983
Tshwane University of Technology	20 195	16 852	3 845	10 722	51 613	3	41 129	8 700	475	1 163	143	51 613
University of Venda	3 995	2 368	1 151	3 399	10 912	134	600	9 401	392	335	50	10 912
Vaal University of Technology	8 971	6 790	152	1 034	16 947	27	15 052	1 661	19	159	29	16 947
Walter Sisulu University	6 381	7 188	5 764	5 675	25 008	381	15 784	8 062	544	222	15	25 008
University of Western Cape	4 728	2 499	913	6 935	15 074	0	982	10 964	1 352	1 390	386	15 074
University of Witwatersrand	12 124	4 419	2 381	7 172	26 096	367	1 194	16 102	2 258	5 187	988	26 096
University of Zululand	1 512	835	4 405	3 563	10 316	40	1 497	7 316	960	350	153	10 316
Mangosuthu Technikon	5 404	2 892	0	832	9 128	0	8 970	158	0	0	0	9 128
Totals	224 948	234 607	124 581	215 251	799 387	25 474	273 196	382 109	66 902	41 712	9 994	799 387

Source: 2008 HEMIS database, October 2009.

Note 1: Abbreviations and definitions of fields of study employed here are the same as those employed in Table 16, except that the field of education (which involves primarily school teacher training) is separated from the broad humanities category.

Note 2: Occasional students are students who are taking courses that are part of formally approved programmes, but who are not registered for a formal degree or diploma.

Note 3: The category "Undergraduate Certificates and Diplomas" includes national certificate and diplomas.

Note 4: The category "Undergraduate Degrees" includes also professional bachelor's degrees, which are those that have an approved formal time of more than four years. Examples include degrees such as B Tech, BSc (Engineering), MB ChB, BFA.

Note 5: The category "Postgraduate, Below Masters Level" includes postgraduate and post-diploma diplomas, postgraduate bachelor's degrees, and honours degrees.

Note 6: As a result of rounding off, numbers and percentages may not necessarily add up.

Note 7: Because some students were coded as "major field of study unknown", totals may not add up.

Figure 15: Percentage distribution of headcount enrolments in public higher education institutions, by major field of study, in 2008

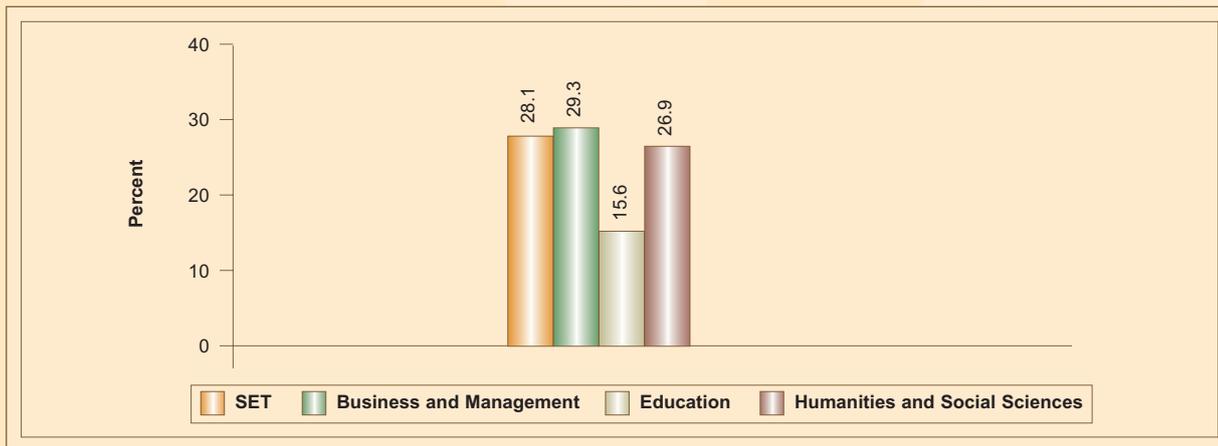


Figure 15 (see also Table 17) shows that, in 2008, 42.5% of students (339 832) in public HE institutions were enrolled for programmes of study in either teacher education or the broad humanities and social sciences, 29.3% of students (234 607) were enrolled for programmes in business and management, and 28.1% of students (224 948) were enrolled for programmes in SET.

Figure 16: Percentage distribution of headcount enrolments in public higher education institutions, by qualification type, in 2008

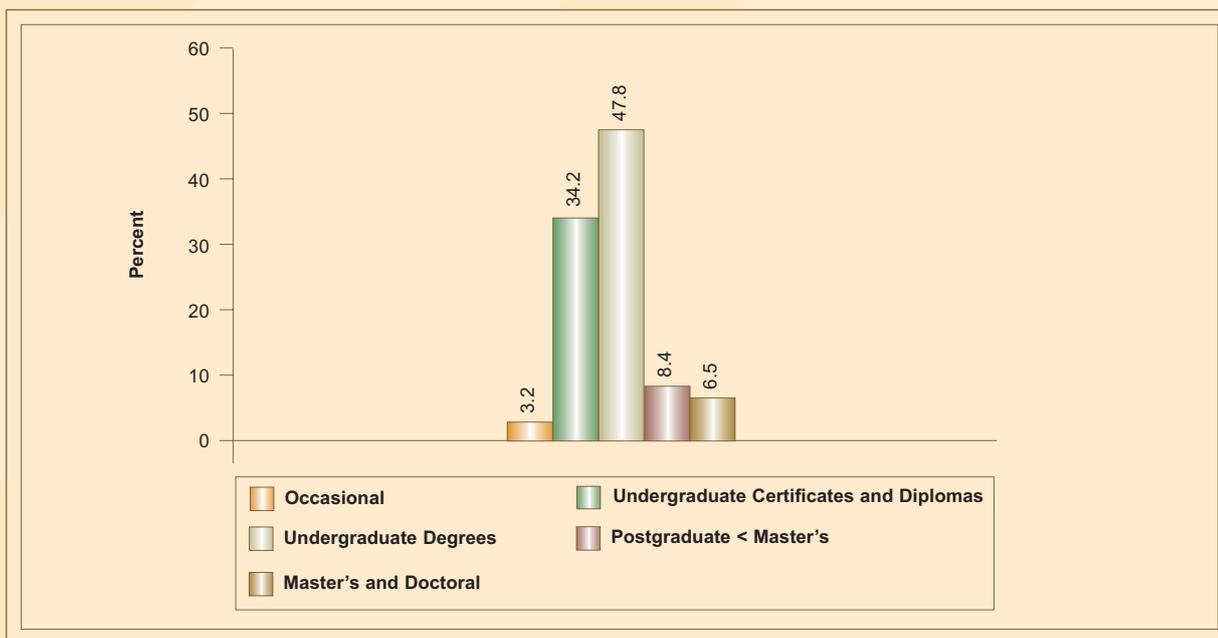


Figure 16 (see also Table 17) shows that the public HE sector remained primarily an undergraduate sector. In 2008, 85.2% of all students (680 779) were enrolled for undergraduate qualifications, including occasional courses.

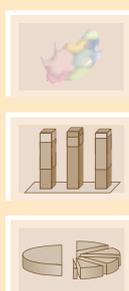


Table 18: Headcount enrolments of contact and distance mode students in public higher education institutions, by population group and gender, in 2008

Institution	Contact							Distance						
	Black African	Coloured	Indian/Asian	White	Total	Female	Male	Black African	Coloured	Indian/Asian	White	Total	Female	Male
Cape Peninsula University of Technology	13 951	9 740	379	5 237	29 307	15 656	13 651	12	16	0	32	60	33	27
University of Cape Town	6 504	3 404	1 787	9 258	22 307	11 186	11 121	0	0	0	0	0	0	0
Central University of Technology, Free State	8 691	338	30	1 628	10 687	5 122	5 565	139	51	1	16	207	135	72
Durban University of Technology	16 515	358	4 100	1 188	22 381	11 288	11 093	0	0	0	0	0	0	0
University of Fort Hare	8 634	192	59	448	9 333	5 089	4 244	5	0	0	0	5	4	1
University of the Free State	14 596	1 453	365	8 186	24 600	14 446	10 154	298	72	157	1 066	1 593	569	1 024
University of Johannesburg	30 769	1 331	2 242	10 114	44 456	24 126	20 330	0	0	0	0	0	0	0
University of KwaZulu-Natal	14 633	801	10 526	4 299	30 341	16 580	13 761	5 947	192	524	180	6 847	4 979	1 868
University of Limpopo	16 757	25	170	195	17 147	9 538	7 609	0	0	0	0	0	0	0
Nelson Mandela Metropolitan University	11 203	2 868	538	5 732	20 341	10 544	9 797	2 111	110	61	38	2 320	1 744	576
North West University	10 637	719	329	14 052	25 740	15 145	10 595	17 083	883	256	3 021	21 268	15 584	5 684
University of Pretoria	13 861	794	1 654	22 856	39 167	20 811	18 356	13 755	76	47	61	13 939	9 939	4 000
Rhodes University	2 905	223	304	2 876	6 308	3 706	2 602	19	0	0	0	19	15	4
University of South Africa	85	442	0	106	633	510	123	167 528	14 838	22 701	56 188	261 294	152 702	108 592
University of Stellenbosch	3 045	3 907	489	16 542	23 983	12 260	11 723	0	0	0	0	0	0	0
Tshwane University of Technology	43 193	510	305	5 187	49 195	25 742	23 453	2 172	164	39	43	2 418	1 283	1 135
University of Venda	10 902	0	1	9	10 912	5 403	5 509	0	0	0	0	0	0	0
Vaal University of Technology	15 909	218	115	705	16 947	7 872	9 075	0	0	0	0	0	0	0
Walter Sisulu University	24 483	36	98	76	24 731	14 398	10 333	277	0	0	0	277	205	72
University of Western Cape	5 795	7 019	1 136	647	15 047	9 033	6 014	4	1	3	2	12	8	4
University of Witwatersrand	13 290	848	3 874	8 084	26 096	13 429	12 667	0	0	0	0	0	0	0
University of Zululand	10 137	11	106	62	10 316	6 787	3 529	0	0	0	0	0	0	0
Mangosuthu Technikon	9 110	7	5	6	9 128	4 715	4 413	0	0	0	0	0	0	0
Totals	305 605	35 244	28 612	117 493	489 103	263 386	225 717	209 350	16 403	23 789	60 647	310 259	187 200	123 059
	62%	7%	6%	24%	100%	54%	46%	67%	5%	8%	20%	100%	60%	40%

Source: 2008 HEMIS database, October 2009.

Note 1: Contact students are those who are registered mainly for courses offered in contact mode.

Note 2: Distance students are those who are registered mainly for courses offered in distance mode.

Note 3: The totals in the table = total male + total female. Students coded as "race unknown" are not included in the table. Black African+Coloured+Indian/Asian+White may therefore not = the total columns.

Note 4: As a result of rounding off, numbers and percentages may not necessarily add up.

Figure 17: Percentage distribution of headcount enrolments in public higher education institutions, by contact/distance mode and population group, in 2008

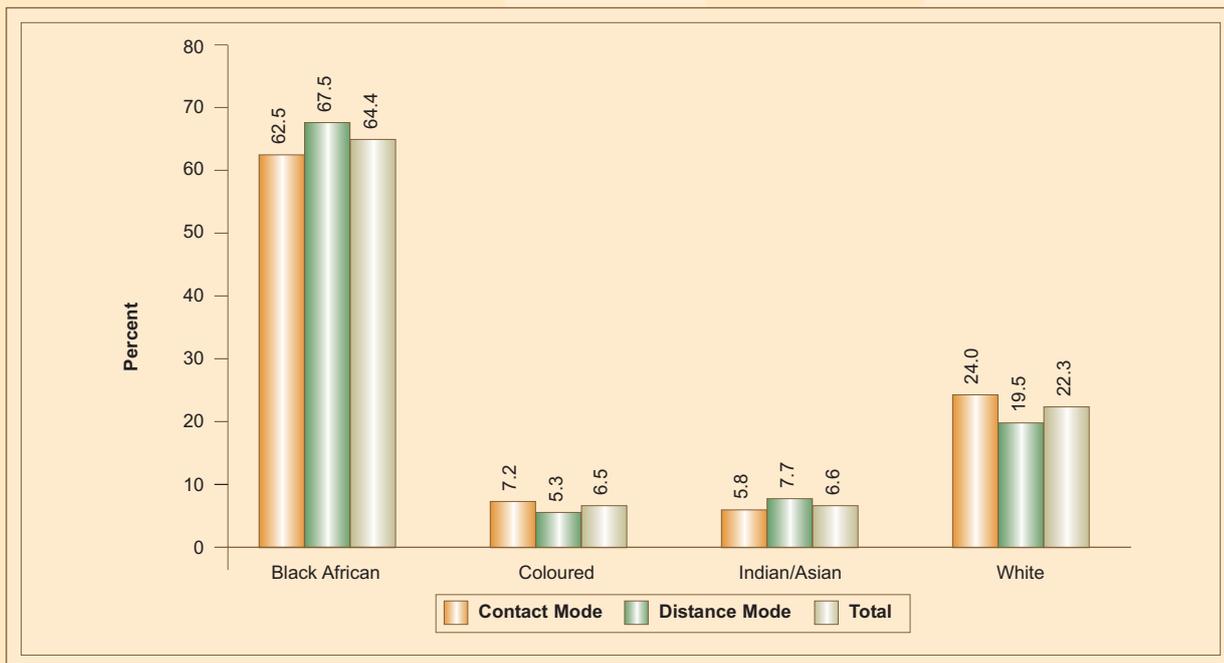


Figure 17 (see also Table 18) shows that, in 2008, 64.4% of all students (514 955) in the public HE system were Black African, 22.3% (178 140) were White, 6.6% (52 401) were Indian/Asian, and 6.5% (51 647) were Coloured. In 2008, Black African students had an overall share of 62.5% (305 605) of contact programme enrolments and 67.5% (209 350) of distance programme enrolments.

Figure 18: Percentage distribution of headcount enrolments in public higher education institutions, by contact/distance mode and gender, in 2008

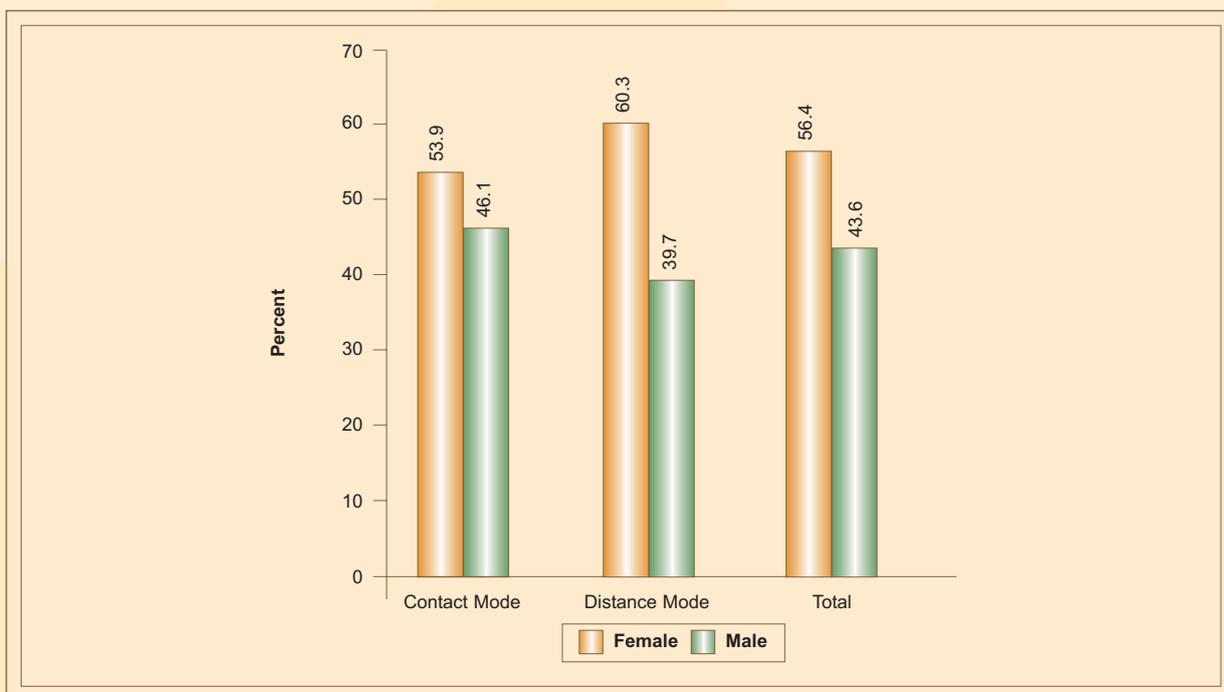


Figure 18 (see also Table 18) shows that, in 2008, female students were in the majority in both contact programmes (53.9% or 263 386) and distance programmes (60.3% or 187 200). Overall, 56.4% of the students (450 586) in the system were female.

5.2 Headcount and graduation rates of graduates and diplomates

Table 19: Graduates/diplomates in public higher education institutions, by major field of study and formal qualification, in 2008

Institution	Major Field of Study					Formal Qualification					Total
	Sciences, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total	Undergraduate Certificates and Diplomas	Undergraduate Degrees	Postgraduate Below Master's Level	Master's Degrees	Doctoral Degrees	
Cape Peninsula University of Technology	2 974	2 462	699	843	6 977	4 412	2 175	311	66	13	6 977
University of Cape Town	2 027	1 503	167	1 794	5 491	112	2 918	1 474	836	151	5 491
Central University of Technology, Free State	931	914	319	361	2 525	1 553	788	152	27	5	2 525
Durban University of Technology	1 964	1 668	128	748	4 508	3 307	1 127	13	59	3	4 509
University of Fort Hare	342	266	172	836	1 616	82	1 086	339	98	11	1 616
University of the Free State	1 500	630	995	1 989	5 113	595	2 133	1 862	468	55	5 113
University of Johannesburg	3 191	3 132	1 978	2 009	10 310	3 928	4 113	1 796	400	73	10 310
University of KwaZulu-Natal	2 428	1 487	1 617	2 345	7 877	1 211	4 533	1 399	598	136	7 877
University of Limpopo	1 407	560	272	1 041	3 279	258	2 433	413	161	14	3 279
Nelson Mandela Metropolitan University	1 415	1 092	972	986	4 464	1 703	1 879	556	279	47	4 464
North West University	2 069	1 302	6 506	2 460	12 337	5 362	3 698	2 594	583	100	12 337
University of Pretoria	3 779	1 791	4 265	2 566	12 401	2 781	5 306	2 995	1 139	180	12 401
Rhodes University	413	236	254	884	1 787	84	976	518	182	27	1 787
University of South Africa	1 137	4 723	7 333	4 730	17 923	6 535	6 593	4 314	414	67	17 923
University of Stellenbosch	2 328	1 411	348	1 891	5 978	0	2 917	1 931	1 010	120	5 978
Tshwane University of Technology	3 869	3 235	993	1 954	10 051	7 242	2 350	323	123	13	10 051
University of Venda	719	393	296	657	2 064	259	1 563	188	52	2	2 064
Vaal University of Technology	1 270	1 474	2	231	2 977	2 410	547	4	14	2	2 977
Walter Sisulu University	851	1 234	786	668	3 539	2 222	1 154	152	9	2	3 539
University of Western Cape	1 113	397	239	1 232	2 980	292	1 748	676	222	42	2 980
University of Witwatersrand	2 221	1 112	458	1 667	5 457	235	2 989	1 432	748	106	5 510
University of Zululand	308	171	829	767	2 075	178	1 456	403	25	13	2 075
Mangosuthu Technikon	510	620	0	150	1 280	1 217	63	0	0	0	1 280
Totals	38 764	31 813	29 624	32 808	133 009	45 978	54 545	23 845	7 513	1 182	133 063

Source: 2008 HEMIS database, October 2009.

Note 1: Definitions of fields of study are the same as those employed in Table 16.

Note 2: Definitions of formal qualifications are the same as those employed in Table 17.

Note 3: As a result of rounding off, numbers and percentages may not necessarily add up.

Note 4: Because some students were coded as "major field of study unknown", or "unknown qualification type", totals may not add up.

Table 20: Summaries of key graduation rates in public higher education institutions in 2008

Institution	Undergraduate Degrees and Diplomas (%)	Master's Degrees (%)	Doctoral Degrees (%)
Cape Peninsula University of Technology	24	9	12
University of Cape Town	20	27	15
Central University of Technology, Free State	23	14	9
Durban University of Technology	20	19	6
University of Fort Hare	15	17	5
University of the Free State	16	21	9
University of Johannesburg	21	24	15
University of KwaZulu-Natal	21	15	12
University of Limpopo	19	10	10
Nelson Mandela Metropolitan University	19	21	14
North West University	25	24	13
University of Pretoria	23	21	12
Rhodes University	22	28	11
University of South Africa	6	10	9
University of Stellenbosch	20	22	14
Tshwane University of Technology	19	11	9
University of Venda	18	16	4
Vaal University of Technology	18	9	7
Walter Sisulu University	14	4	13
University of Western Cape	17	16	11
University of Witwatersrand	19	14	11
University of Zululand	19	7	8
Mangosuthu Technikon	14	0	0
Averages	15	18	12

Source: 2008 HEMIS database, October 2009.

Note 1: These graduation rates serve as proxies for throughput rates of cohorts of students. A detailed account of benchmarks related to these graduation rates can be seen in The National Plan for Higher Education (Department of Education: 2001).

Note 2: The benchmarks in the National Plan were set on the basis that at least 75% of any cohort of students entering a programme should complete their degrees or diplomas. When converted to graduation rates, the cohort throughput rates in the table above are equivalent to graduation rates of, broadly, the following kind:

	<u>Undergraduate</u>	<u>Doctoral</u>
Contact programmes	25%	20%
Distance programmes	15%	15%

Note 3: As a result of rounding off, numbers and percentages may not necessarily add up.



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M
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S

Figure 19: Headcount totals of graduates/diplomates in public higher education institutions, by qualification type, in 2008

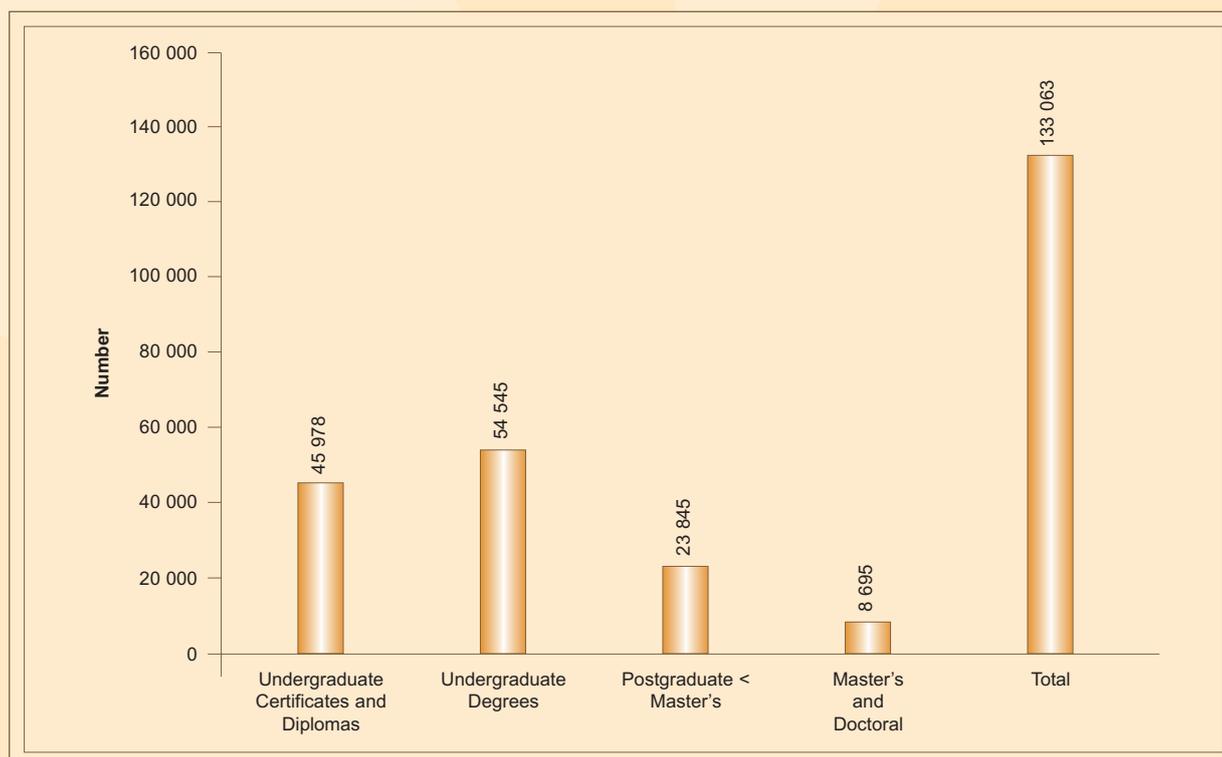


Figure 19 (see also Table 19) gives details of the total numbers of graduates and diplomates produced by public HE institutions in 2008. In that year, the system produced 133 063 graduates and diplomates. Of the 133 063 students who completed qualifications in 2008, 75.5% (100 523) obtained undergraduate degrees or diplomas. There were only 8 695 (6.5%) master's and doctoral graduates in 2008.

5.3 Full-time equivalent enrolments and undergraduate success rates

Table 21: Full-time equivalent enrolments of contact and distance mode students in public higher education institutions in 2008

Institution	Contact					Distance				
	Sciences, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total	Sciences, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total
Cape Peninsula University of Technology	10 051	5 354	2 034	4 364	21 803	28	2	0	0	30
University of Cape Town	6 954	2 972	856	6 935	17 717	0	0	0	0	0
Central University of Technology, Free State	3 828	2 129	651	1 745	8 352	8	52	0	97	157
Durban University of Technology	7 205	5 040	275	3 706	16 225	0	0	0	0	0
University of Fort Hare	1 685	1 398	613	3 870	7 565	0	0	3	0	3
University of the Free State	5 941	2 579	2 276	7 468	18 264	47	47	0	844	938
University of Johannesburg	9 941	11 277	2 860	9 704	33 783	0	0	0	0	0
University of KwaZulu-Natal	9 234	3 834	1 795	8 867	23 730	1 129	917	1 579	6	3 632
University of Limpopo	5 421	1 379	1 683	4 801	13 283	0	0	0	0	0
Nelson Mandela Metropolitan University	5 313	4 007	837	5 062	15 218	35	5	1 002	0	1 041
North West University	6 014	3 810	3 257	8 532	21 612	617	66	8 338	811	9 832
University of Pretoria	13 438	5 644	2 348	9 064	30 494	7	0	5 845	0	5 853
Rhodes University	1 300	635	338	3 042	5 314	0	0	11	0	11
University of South Africa	0	0	0	462	462	15 568	47 485	16 949	52 559	132 560
University of Stellenbosch	8 028	4 088	969	6 453	19 537	0	0	0	0	0
Tshwane University of Technology	15 091	10 338	1 196	11 870	38 495	5	18	263	922	1 207
University of Venda	2 776	1 316	675	5 023	9 789	0	0	0	0	0
Vaal University of Technology	5 930	4 013	64	2 217	12 224	0	0	0	0	0
Walter Sisulu University	5 328	6 257	5 215	6 093	22 894	0	0	28	0	28
University of Western Cape	4 272	1 094	766	5 562	11 694	6	0	0	0	6
University of Witwatersrand	8 721	2 667	1 271	6 126	18 785	0	0	0	0	0
University of Zululand	1 315	721	4 342	3 325	9 702	0	0	0	0	0
Mangosuthu Technikon	3 615	1 762	0	1 446	6 822	0	0	0	0	0
Totals	141 400	82 311	34 319	125 734	383 764	17 450	48 591	34 017	55 240	155 298
	37%	21%	9%	33%	100%	11%	31%	22%	36%	100%

Source: 2008 HEMIS database, October 2009.

Note 1: Full-time equivalent (FTE) student enrolments are calculated (a) by assigning to each course a fraction representing the weighting it has in the curriculum of a qualification, and (b) by multiplying the headcount enrolment of that course by this fraction.

Note 2: FTE contact students are those who are registered mainly for courses offered in contact mode.

Note 3: FTE distance students are those who are registered mainly for courses offered in distance mode.

Note 4: Definitions for fields of study employed here are the same as those employed in Table 16.

Note 5: The totals above include undergraduate and postgraduate courses.

Note 6: As a result of rounding off, numbers and percentages may not necessarily add up.



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Table 22: Undergraduate success rates of contact and distance mode students in public higher education institutions, by population group, in 2008

Institution	Contact (%)					Distance (%)				
	Black African	Coloured	Indian/Asian	White	Average	Black African	Coloured	Indian/Asian	White	Average
Cape Peninsula University of Technology	73	81	82	87	78	39	29	n.a.	78	57
University of Cape Town	78	80	86	92	85	n.a.	n.a.	n.a.	n.a.	n.a.
Central University of Technology, Free State	74	71	83	81	75	76	84	100	86	79
Durban University of Technology	77	76	78	85	77	n.a.	n.a.	n.a.	n.a.	n.a.
University of Fort Hare	77	71	63	85	78	76	n.a.	n.a.	n.a.	76
University of the Free State	64	71	69	84	72	63	75	81	76	73
University of Johannesburg	76	74	78	84	78	n.a.	n.a.	n.a.	n.a.	n.a.
University of KwaZulu-Natal	79	81	83	91	82	70	57	88	88	71
University of Limpopo	76	79	88	94	77	n.a.	n.a.	n.a.	n.a.	n.a.
Nelson Mandela Metropolitan University	68	74	78	85	74	87	89	98	69	87
North West University	77	68	81	82	80	84	91	86	88	85
University of Pretoria	75	78	82	86	82	77	95	95	84	77
Rhodes University	80	82	85	90	85	97	n.a.	n.a.	n.a.	97
University of South Africa	97	90	n.a.	92	91	52	56	59	66	56
University of Stellenbosch	71	75	86	86	84	n.a.	n.a.	n.a.	n.a.	n.a.
Tshwane University of Technology	71	73	74	82	72	73	67	89	71	73
University of Venda	78	0	67	86	78	n.a.	n.a.	n.a.	n.a.	n.a.
Vaal University of Technology	73	71	72	71	73	n.a.	n.a.	n.a.	n.a.	n.a.
Walter Sisulu University	69	79	97	77	69	26	n.a.	n.a.	n.a.	26
University of Western Cape	76	77	86	90	78	n.a.	n.a.	n.a.	n.a.	n.a.
University of Witwatersrand	76	77	82	89	81	n.a.	n.a.	n.a.	n.a.	n.a.
University of Zululand	78	82	78	77	78	n.a.	n.a.	n.a.	n.a.	n.a.
Mangosuthu Technikon	78	76	58	57	78	n.a.	n.a.	n.a.	n.a.	n.a.
Averages	74	77	82	86	77	56	58	60	67	59

Source: 2008 HEMIS database, October 2009.

Note 1: Undergraduate courses are those coded as lower prediplomate / undergraduate, intermediate prediplomate / undergraduate and higher undergraduate.

Note 2: Success rates are determined as follows: a calculation is made of full-time equivalent (FTE) enrolled student totals for each category of courses. A further FTE calculation, using the same credit values, is made for each category of courses for those students who passed the courses. The success rates are then determined as: FTE passes divided by FTE enrolments. The success rates shown are, therefore, weighted averages for contact and distance courses for each population group.

Note 3: As a result of rounding off, numbers and percentages may not necessarily add up.

Note 4: n.a. = not applicable.



Figure 20: Full-time equivalent student enrolments in public higher education institutions, by contact/distance mode, in 2008

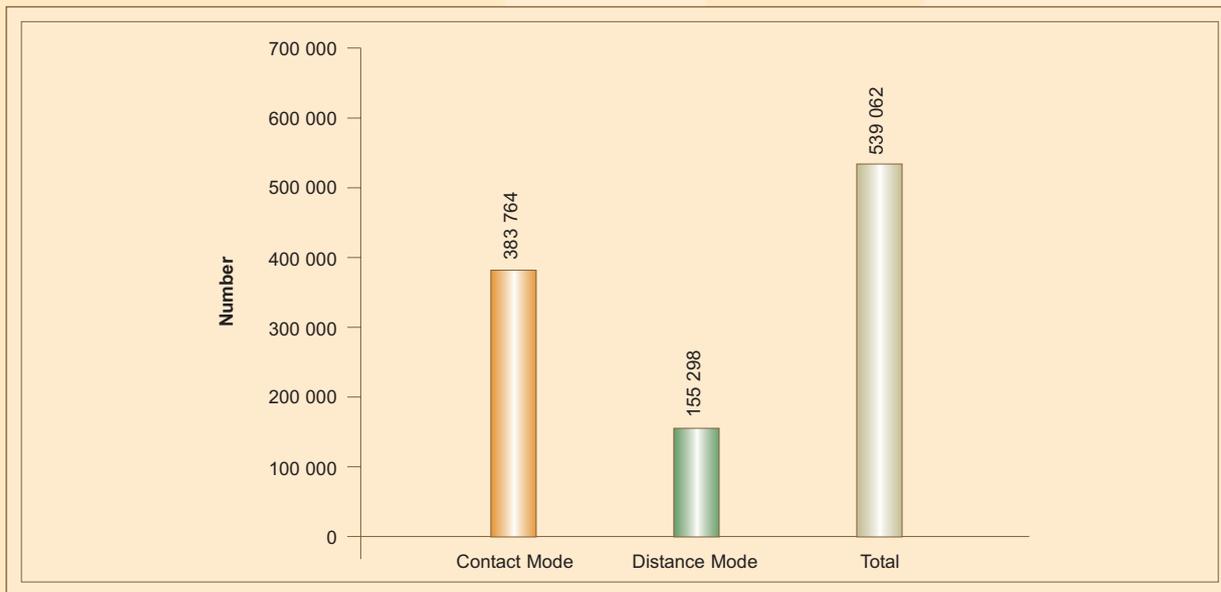


Figure 20 (see also Table 21) shows that the full-time equivalent (FTE) student enrolment in public HE institutions was 539 062 in 2008. The ratios with regard to distance and contact mode differed markedly between FTE and headcount totals. The contact FTE total of 383 764 was 78.5% of the corresponding headcount total, which implies that most contact students were studying full-time in that year. The ratio for distance students was 50.1%, which implies that, in 2008, distance students were, on average, following half of a full-time curriculum.

Figure 21: Percentage distribution of average undergraduate success rates in public higher education institutions, by contact education programmes and population group, in 2008

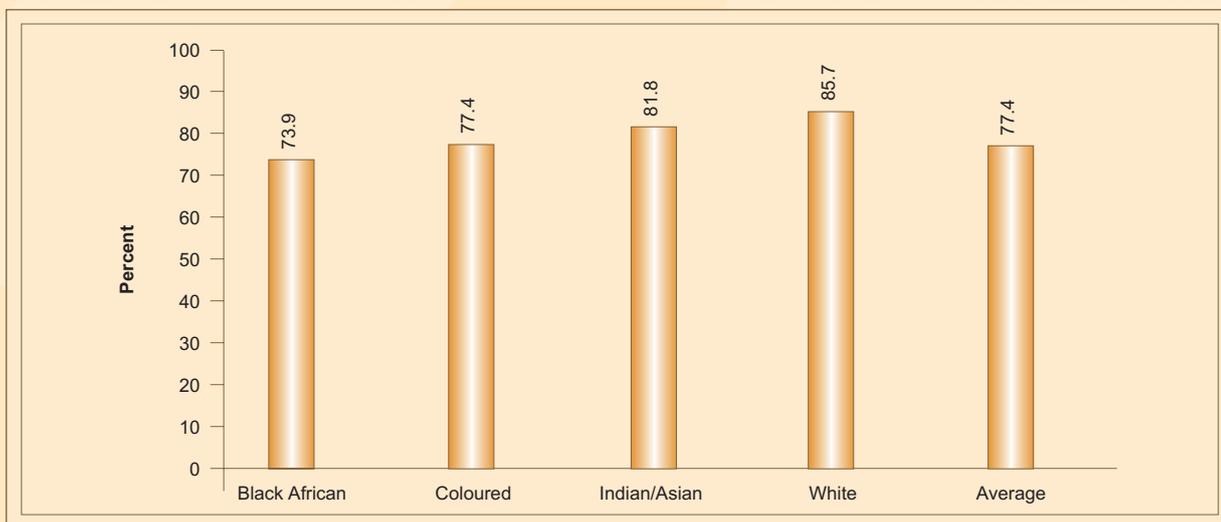
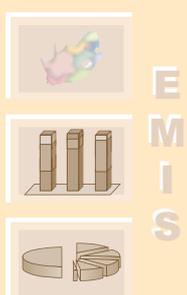


Figure 21 (see also Table 22) shows that in 2008, the average success rate of Black African students in contact undergraduate programmes was 73.9%, 77.4% for Coloured students, 81.8% for Indian/Asian students, 85.7% for White students, compared to an overall average of 77.4%.



5.4 Permanent staff

Table 23: Overview of permanent staff in public higher education institutions in 2008

Institution	Total Permanent Staff			% of Black Staff in Total			% of Female Staff in Total		
	Instruction and Research Staff	Administrative Staff	Service Staff	Instruction and Research Staff	Administrative Staff	Service Staff	Instruction and Research Staff	Administrative Staff	Service Staff
Cape Peninsula University of Technology	696	833	153	52	80	99	40	60	26
University of Cape Town	937	2 063	101	23	66	95	39	64	49
Central University of Technology, Free State	221	288	145	37	50	92	40	58	54
Durban University of Technology	578	679	104	67	90	100	45	53	19
University of Fort Hare	336	655	46	69	87	100	36	58	15
University of the Free State	756	852	334	19	30	98	45	66	54
University of Johannesburg	853	1 216	471	29	51	92	45	64	21
University of KwaZulu-Natal	1 476	2 823	367	54	83	99	45	66	28
University of Limpopo	753	685	396	76	78	100	39	57	44
Nelson Mandela Metropolitan University	531	901	92	19	50	97	43	63	36
North West University	927	1 466	360	28	29	95	42	65	47
University of Pretoria	1 638	1 449	504	20	35	91	47	69	31
Rhodes University	307	571	403	17	50	100	36	63	45
University of South Africa	1 313	2 509	159	35	58	94	52	57	33
University of Stellenbosch	867	1 422	288	16	39	99	40	62	34
Tshwane University of Technology	793	1 167	396	44	59	98	39	54	49
University of Venda	283	292	194	90	99	100	32	48	55
Vaal University of Technology	280	395	232	46	66	97	44	62	56
Walter Sisulu University	537	655	100	85	95	100	42	58	52
University of Western Cape	518	729	62	61	95	100	47	57	35
University of Witwatersrand	979	1 400	335	29	67	100	47	69	29
University of Zululand	238	339	163	76	88	100	42	45	44
Mangosuthu Technikon	119	166	116	83	93	100	30	49	50
Totals	15 936	23 555	5 521	41	63	97	43	62	39

Source: 2008 HEMIS database, October 2009.

Note 1: A permanent staff member is defined as an employee who contributes to an institutional pension or retirement fund.

Note 2: Instruction/research staff (also referred to as academic staff) are those who spend more than 50% of their official time on duty on instruction and research activities.

Note 3: The category "administrative staff" includes all executive and professional staff who spend less than 50% of their official time on duty on instruction and research activities, as well as all technical and office staff.

Note 4: The category "service staff" includes all staff, such as cleaners, gardeners, security guards and messengers, who are not engaged in supervisory or administrative functions linked to an office.

Note 5: Black staff, for the purpose of this summary table, includes all Black African, Coloured and Indian/Asian staff on permanent contracts.

Note 6: As a result of rounding off, numbers and percentages may not necessarily add up.

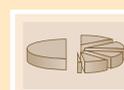


Figure 22: Percentage distribution of Black and female staff in public higher education institutions, as a percentage of total permanent staff, in 2008

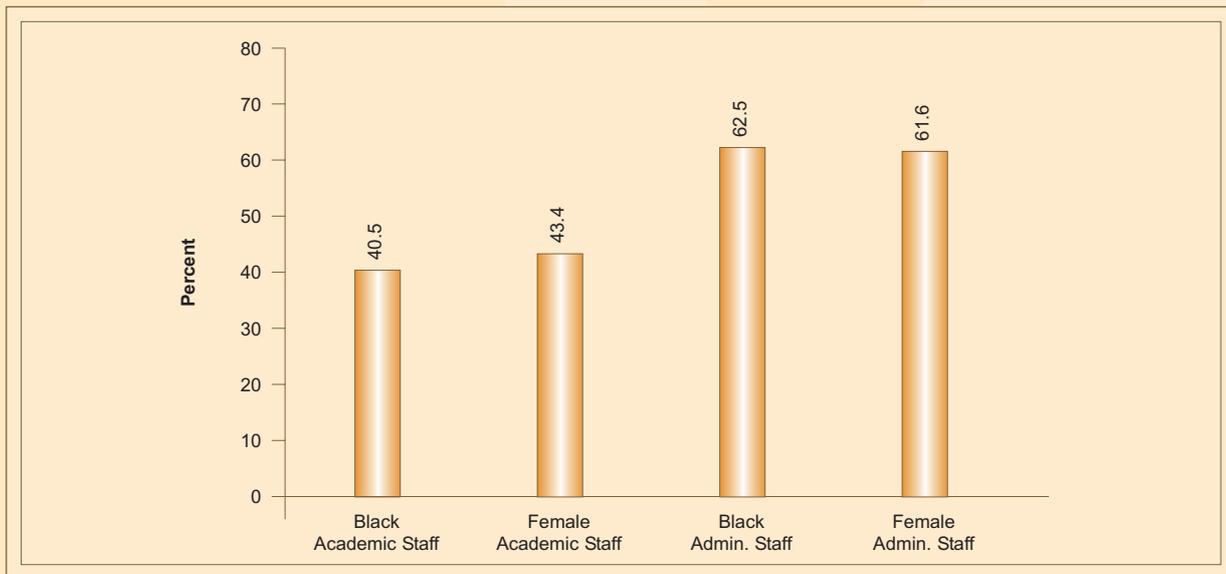
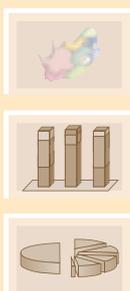


Figure 22 (see also Table 23) shows that, in 2008, Black staff (Black African, Coloured and Indian/Asian) had a 40.5% (6 462) share of permanently appointed academic (instruction and research) staff posts, while female staff had a 43.4% (6 916) share of permanently appointed academic staff posts.



6. EXPLANATORY NOTES

6.1 Introduction

The publication comprises aggregated information from all educational institutions elaborated in the scope of the surveys below. The information in the publication reflects the situation during the 2008 academic year.

6.2 Scope of the surveys

The census frame covers the following education sectors:

- Ordinary schools (public and independent);
- Higher education (HE) institutions (public);
- Further education and training (FET) colleges (public);
- Special schools (public and independent);
- Adult basic education and training (ABET) centres (public); and
- Early childhood development (ECD) centres (public and independent).

6.3 Survey methodology and design

The process of acquiring education information involves the national and provincial education departments (PEDs) as well as education regions and districts and educational institutions, and adheres to the following two processes:

6.3.1 Data acquisition

With the exception of HE institutions, which fall under the jurisdiction of the Department of Education (the DoE), the process is as follows:

The DoE consults with PEDs and all other stakeholders on education information user needs, and designs all required data acquisition instruments. Once this has been done, HEDCOM (Heads of Education Departments Committee) authorises these survey instruments. The DoE also develops and implements policy, standards, definitions and classifications for national alignment, standardisation and uniformity in the collection of education information.

PEDs utilise the national data acquisition instruments to collect and process education information for submission to the DoE. The process and information platforms that the PEDs utilise adhere to nationally instituted standards.

The DoE then integrates education information collected by the PEDs to create a national database and to update it.

6.3.2 Reporting and dissemination

Education information is sent directly to its users and is posted on the DoE's website. Current statistical publications on the website are:

- *Education Statistics in South Africa at a Glance (1999 to 2005)*;
- *Education Statistics in South Africa (2006 and 2007)*; and
- *School Realities (2005 to 2009)*.

6.4 Comparability with previous censuses

The 2008 census is generally comparable with the 2007 census, owing to the fact that both censuses are based on the new provincial demarcation boundaries.

6.5 Response rate

Approximately 97% of open ordinary schools submitted the 2008 survey forms. No imputations were done on the data.

6.6 Users

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

Other users include researchers, parents and the general public, school book publishers and the general publishing media in the country.

6.7 Glossary

ABET centre

Education institutions that offer ABET programmes as provided for in the ABET Act.

Classification of education subject matter (CESM)

Confines itself to the various knowledge components that appear within an HE academic programme.

College

A public or private further education and training institution that is established, declared or registered under the FETC Act, but does not include a school offering further education and training programmes under the SASA, or a college under the authority of a government department other than the DoE.

Combined school

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

Contact student

An HE student who is registered mainly for courses offered in contact mode. A contact mode course involves personal interaction with lecturers or institutional supervisors at HE institutions, through lectures, tutorials, seminars, practicals, supervision, or other forms of required work, and is presented at the institution's premises or at a site of the institution.

Distance student

An HE student who is registered mainly for courses offered in distance mode. A distance mode course involves interaction with lecturers or institutional supervisors of HE institutions through "distance education" techniques (that is, through the use of, for example, correspondence, telematics or the Internet).

District management area (DMA)

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

ECD centre

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

Education district/region

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

Educator

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

Educator-school ratio (ESR)

The average number of educators per school.

FET band

Grades 10, 11 and 12 offered at ordinary schools.

FET college

An institution that provides further education in all learning and training programmes leading to qualifications from Levels 2 to 4 of the NQF contemplated in the NQF Act, which levels are above general education but below HE.

Foundation phase

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

Full-time equivalent (FTE) student

An HE student who is enrolled for an academic programme for a full academic year and who is registered for all the courses included in the curriculum of that programme. If a student is following, for example, only half of the courses required for a full-year academic programme, then he/she would be counted as 0.5 FTE students. If a student is taking 20% more than the courses required in a standard full-year curriculum, then he/she would be counted as 1.2 FTE students.

Further education and training (FET)

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

Gender parity index (GPI)

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

General education and training (GET)

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

Gross enrolment ratio (GER)

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

Headcount student

An HE student who is counted as a unit, regardless of the course load he/she is carrying. A student following, for example, only one third of a standard full-time curriculum would be considered to be one headcount unit, as would a student who is enrolled for more courses than are required by a standard full-year curriculum.

Independent school

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

Indicator

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

Intermediate phase

Grades 4, 5 and 6 offered at ordinary schools.

Intermediate school

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

Learner

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

Learner-educator ratio (LER)

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

Learner-school ratio (LSR)

The average number of learners per school.

Ordinary school

A school that is not a special school.

Post-matric

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

Primary school

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

Public school

A school as defined in section 1 of the SASA.

School

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

Secondary school

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

Senior phase

Grades 7 to 9 offered at ordinary schools.

Special needs education (SNE)

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

Special school

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

7. CONTACT DETAILS

7.1 Provincial EMIS units

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

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7.2 Department of Education

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

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Data on private further education and training and private higher education institutions are not included in this publication and may be obtained from the following persons:

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Private Higher Education

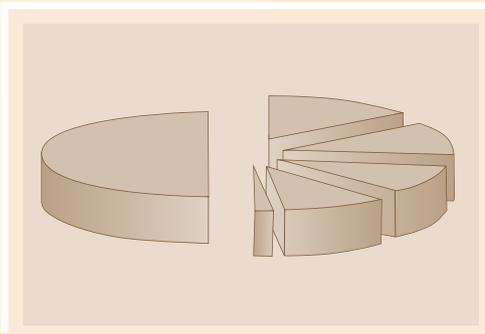
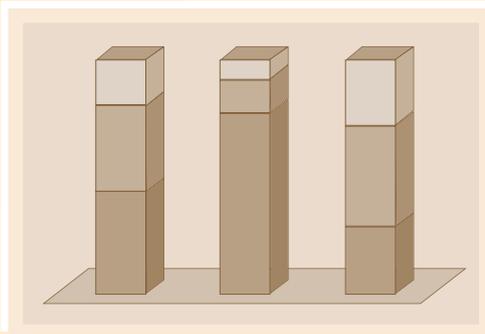
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- The EMIS units of the provincial education departments
- Statistics South Africa





E M I S

Did you know?

In 2008 –

approximately 29 in every 100 people in South Africa were learners in the education and training system.

34 626 institutions, comprising the following, submitted their survey forms:

- 25 875 ordinary public and independent schools
- 5 788 ECD centres
- 2 482 public ABET centres
- 413 special schools
- 45 public FET colleges
- 23 public HE institutions

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

- 841 were in ordinary public schools
- 57 were in public HE institutions
- 30 were in public FET colleges
- 26 were in ordinary independent schools
- 21 were in public ABET centres
- 20 were in ECD centres
- 7 were in special schools

