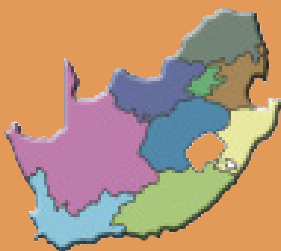


Education Statistics

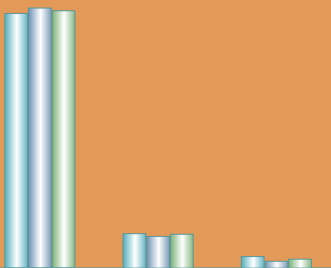
in South Africa

2006

Published by the Department of Education
February 2008



	Learners	Educators	Institutions
Primary ¹	6 262 372	188 075	18 255
Secondary	3 766 520	120 528	3 458
Combined	1 608 557	47 020	3 509
Intermediate	364 373	11 943	869
Total (Public)	11 941 822	368 567	25 139
Primary ²	27 458	4 214	381
Secondary	64 786	2 973	171
Combined	206 717	12 853	559
Intermediate	3 262	153	19
Total (Independent)	251 983	20 293	1 130
	12 293 785	388 860	26 269
Public ABET ³	251 610	18 608	2 176
SNE ⁴	86 143	7 514	397
Public FET ⁵	301 186	7 096	50
ECD ⁶	170 580	9 084	3 278
Public HE	741 383	16 077	23
Total (Other)	1 616 911	58 379	6 222
	13 910 696	444 239	32 491



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Education
REPUBLIC OF SOUTH AFRICA

Education Statistics

in South Africa

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Education

REPUBLIC OF SOUTH AFRICA

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FOREWORD

The Department is pleased to release *Education Statistics in South Africa 2006*. The publication details the shape and size of the education system in South Africa. Education planners and those entrusted with monitoring and evaluating the schooling system will be in a position to utilise information about the number of learners, educators and institutions to provide evidence-based conclusions in relevant analysis and decision-making.

The education statistics are important in providing scientific evidence as to whether the nation is achieving a number of constitutional imperatives, such as (i) whether all eligible learners have access to schools, and (ii) if they do, whether they are in the appropriate grades for their ages. The statistics are furthermore crucial for the equitable allocation of education resources and for ensuring that education policies have the intended results.

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.

This publication reports information about all the sectors of the Department of Education – that is, public and independent schools, special schools, FET colleges, ABET centres, ECD sites and Higher Education institutions.

The Department has been working earnestly to improve the quality of data in all respects – that is, relevance, accuracy, timeliness, accessibility, interpretability, coherence of the education information, and methodological soundness of its acquisition. In regard to the data quality requirements, the Department recently signed the Protocol for Inter-Governmental Cooperation with Statistics South Africa to ensure that we share information with the national statistical organisation for mutual benefit. Requirements for education information gathering were gazetted during April 2007.

The report includes indicators that contribute towards the monitoring and evaluation of education policies and service-delivery programmes. This serves to guide crucial intervention strategies. Furthermore, indicators deal with demographic trends for learners, educators and schools. Calculations in respect of learner-to-educator ratio, learner-to-school ratio, Gross Enrolment Ratio and Gender Parity Index further illuminate successes in the education environment.

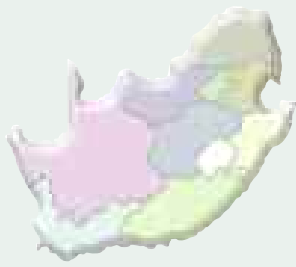
This publication would not have been possible without the contribution of the heads of the nine provincial Education Management Information Systems units and their staff, regional and district officials, school principals, FET college principals, ABET centre managers, special school principals, ECD site managers and the heads of higher education 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 2007, towards the collection of information on the shortage of Mathematics and Physical Science educators in South African schools to enable the Department to address this shortage.



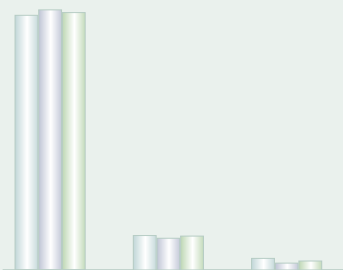
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D Hindle
Director-General: Department of Education
Pretoria, South Africa



E M I S

	Learners	Educators	Institutions
Primary *	6 202 372	186 075	15 285
Secondary	3 786 520	120 829	5 486
Combined	1 608 557	47 000	3 569
Intermediate	364 373	11 943	869
Total (Public)	11 941 822	365 847	25 139
Primary **	87 158	4 314	351
Secondary	54 786	2 973	131
Combined	206 717	12 853	559
Intermediate	3 292	153	19
Total (Independent)	351 953	20 293	1 030
	12 293 775	385 860	26 269
Public ABET **	251 610	18 608	2 176
SNE **	86 143	7 514	397
Public FET **	381 186	7 086	50
ECD	170 368	8 084	3 876
Public HE	743 383	10 077	23
Total (Other)	1 616 911	58 379	6 222
	13 910 686	444 239	32 491



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ABBREVIATIONS

ABET	Adult Basic Education and Training
CESM	Classification of Education Subject Matter
DoE	Department of Education
EC	Eastern Cape
ECD	Early Childhood Development
ELSEN	Education for Learners with Special Education Needs
EMIS	Education Management Information Systems
FET	Further Education and Training
FS	Free State
FTE	Full-time Equivalent
GENFETQUA Act	General and Further Education and Training Quality Assurance Act, No. 58 of 2001
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)
HE	Higher Education
HEMIS	Higher Education Management Information System
HG	Higher Grade
KZN	KwaZulu-Natal
LER	Learner-to-Educator Ratio
LG	Lower Grade
LP	Limpopo
LSR	Learner-to-School Ratio
MEC	Member of the Executive Council
MP	Mpumalanga
NAT	National
NC	Northern Cape
NQF	National Qualifications Framework
NW	North West
PED	Provincial Education Department
SAQA Act	South African Qualifications Authority Act, No. 58 of 1995
SASA	South African Schools Act, No. 84 of 1996
SASQAF	South African Statistics Quality Assurance Framework
SET	Science, Engineering and Technology
SG	Standard Grade
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 from the nine provincial education departments. The Education Management Information Systems (EMIS) analyse data on learners, educators and resources throughout the education system, and reports on the outcomes 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) (education that addresses the needs of learners who experience barriers to learning, previously referred to as Education for Learners with Special Education Needs, or ELSEN), public Adult Basic Education and Training (ABET), and public Higher Education (HE), contribute to the data collection process.

In recent years, an effort has been made to improve the turn-around time of reporting so as to produce 'real-time' knowledge of the education system. The efforts have paid off in that official publications of EMIS data now address the real-time requirement favourably. The biggest challenge currently is to address and improve the quality of information. As mentioned in the Foreword, the country does produce acceptable statistics, but it still needs to pursue the framework of the National Statistics System as stated in the South African Statistics Quality Assurance Framework (SASQAF).

This publication covers, primarily, data for the 2006 reporting year. The Department is still committed to making future editions of this publication available during the year in question. Although this publication contains 2006 data, 2007 data have already been published in the report *School Realities 2007*. The sources of data used for the report are the following:

- **For ordinary public and independent schools (hereinafter collectively referred to as ordinary schools)** – the 2006 SNAP Survey conducted on the 10th school day;
- for the public higher education sector – the 2006 HEMIS Database;
- for the SNE, ECD and public ABET sectors – 2006 data submitted by provincial EMIS heads as extracted from their datasets; and
- for the public FET sector – 2006 FET Annual Survey housed by the DoE.

In respect of SNE, ECD, public ABET and public FET, data from the 2005 report were used whenever 2006 data were not available. Population figures are based on estimates provided by Statistics South Africa (2001–2005 unpublished mid-year population estimates, April 2005, and 2006 unpublished mid-year population estimates, June 2007).

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2. OVERVIEW OF THE EDUCATION SYSTEM IN SOUTH AFRICA

The centrefold shows that there were 32 491 established public and registered independent educational institutions in South Africa in 2006, of which 26 269 were ordinary schools and 6 222 were other education institutions, including special schools (previously referred to as ELSEN schools), ECD sites, public ABET centres, public FET institutions and public HE institutions.

The 26 269 ordinary schools were made up of the following:

- 15 676 primary schools, with 6 289 530 learners and 190 389 educators;
- 5 637 secondary schools, with 3 821 316 learners and 123 502 educators; and
- 4 956 combined and intermediate schools, with 2 182 939 learners and 71 969 educators.

These figures indicate the distribution of learners in the various grades and not necessarily the level (i.e. primary or secondary) at which the schools were originally registered.

Figure 1: Percentage distribution of learners in the education system in 2006

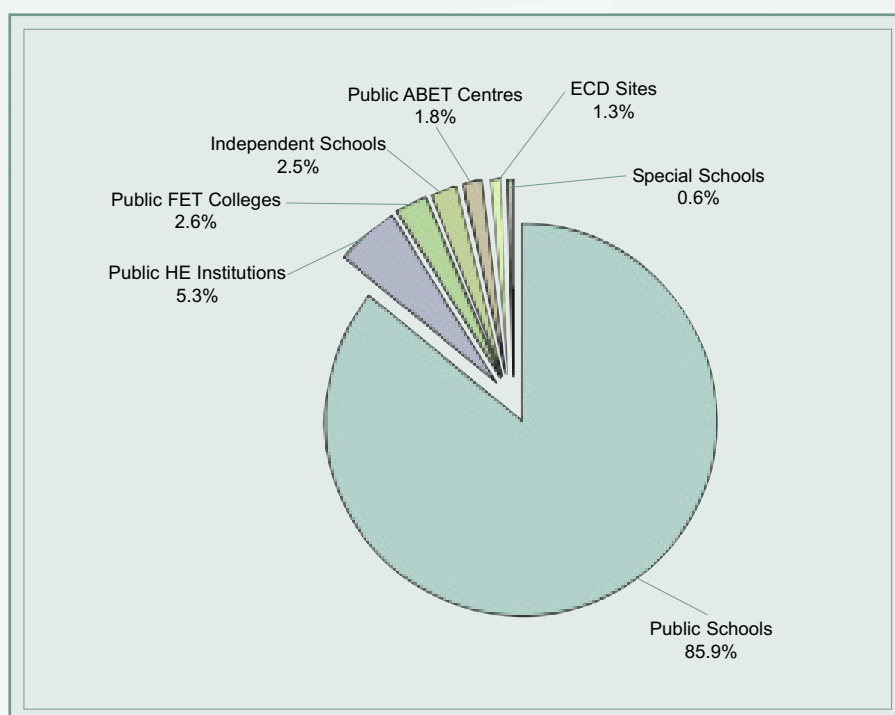


Figure 1, Table 16 and the centrefold show that, of the 13 910 696 learners and students in all sectors of the education system in 2006, 11 941 822 (85.8%) were in public schools and 351 963 (2.5%) were in independent schools. Of the learners in other institutions, 741 383 (5.3%) were in public HE institutions, 361 186 (2.6%) were in public FET institutions, 251 610 (1.8%) were in public ABET centres, 176 589 (1.3%) were in ECD sites, and 86 143 (0.6%) were in special schools.

In summary, there were 13 910 696 learners and students in the education system, who attended 32 491 educational institutions and were served by 444 239 educators and lecturers.

3. ORDINARY PUBLIC AND INDEPENDENT SCHOOLS

3.1 Introduction

The data on ordinary schools were collected via the 2006 SNAP Survey conducted on the 10th school day. Approximately 93% of functional ordinary schools submitted the survey forms. **Except where otherwise indicated, all data are according to the new provincial demarcation boundaries.**

3.2 Basic school data

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 1: Number of learners, educators and schools in the ordinary public school sector, by province, in 2006

Province	Learners	Educators	Schools
Eastern Cape	2 070 380	62 328	5 780
Free State	669 832	22 688	1 751
Gauteng	1 700 440	50 375	1 998
KwaZulu-Natal	2 720 753	82 429	5 776
Limpopo	1 736 895	52 074	3 992
Mpumalanga	1 073 656	31 112	1 984
North West	761 437	25 552	1 799
Northern Cape	258 890	8 569	607
Western Cape	949 539	30 440	1 452
National	11 941 822	365 567	25 139

Table 2: Number of learners, educators and the schools in the ordinary independent school sector, by province, in 2006

Province	Learners	Educators	Schools
Eastern Cape	30 045	770	106
Free State	16 139	751	67
Gauteng	162 935	10 332	390
KwaZulu-Natal	47 262	2 791	178
Limpopo	34 425	1 578	110
Mpumalanga	18 726	886	95
North West	10 607	663	42
Northern Cape	2 846	137	15
Western Cape	28 978	2 385	127
National	351 963	20 293	1 130

Source: 2006 SNAP Survey (conducted on the 10th school day).

Table 3: Number of learners, educators and schools, and Learner-to-Educator Ratio (LER) and Learner-to-School Ratio (LSR) in the ordinary public and independent school sector, by province, in 2006

Province	Learners		Educators		Schools		LER	LSR
	Number	As % of National Totals	Number	As % of National Totals	Number	As % of National Totals		
Eastern Cape	2 100 425	17.1	63 098	16.4	5 886	22.4	33.3	357
Free State	685 971	5.6	23 439	6.1	1 818	6.9	29.3	377
Gauteng	1 863 375	15.2	60 707	15.7	2 388	9.1	30.7	780
KwaZulu-Natal	2 768 015	22.5	85 220	22.1	5 954	22.7	32.5	465
Limpopo	1 771 320	14.4	53 652	13.9	4 102	15.6	33.0	432
Mpumalanga	1 092 382	8.9	31 998	8.3	2 079	7.9	34.1	525
North West	772 044	6.3	26 215	6.8	1 841	7.0	29.5	419
Northern Cape	261 736	2.1	8 706	2.3	622	2.4	30.1	421
Western Cape	978 517	8.0	32 825	8.5	1 579	6.0	29.8	620
National	12 293 785		385 860		26 269		31.9	468

Source: 2006 SNAP Survey (conducted on the 10th school day).

3.2.1 Schools (see Table 3)

In 2006, there were 26 269 ordinary schools in South Africa. These schools excluded stand-alone special schools, ECD sites, ABET centres and FET colleges. KwaZulu-Natal (5 954, or 22.7% of the national total) and the Eastern Cape (5 886, or 22.4% of the national total) had the highest and second highest number of ordinary schools, while the Northern Cape (622, or 2.4% of the national total) had the smallest number.

3.2.2 Learners (see Table 3)

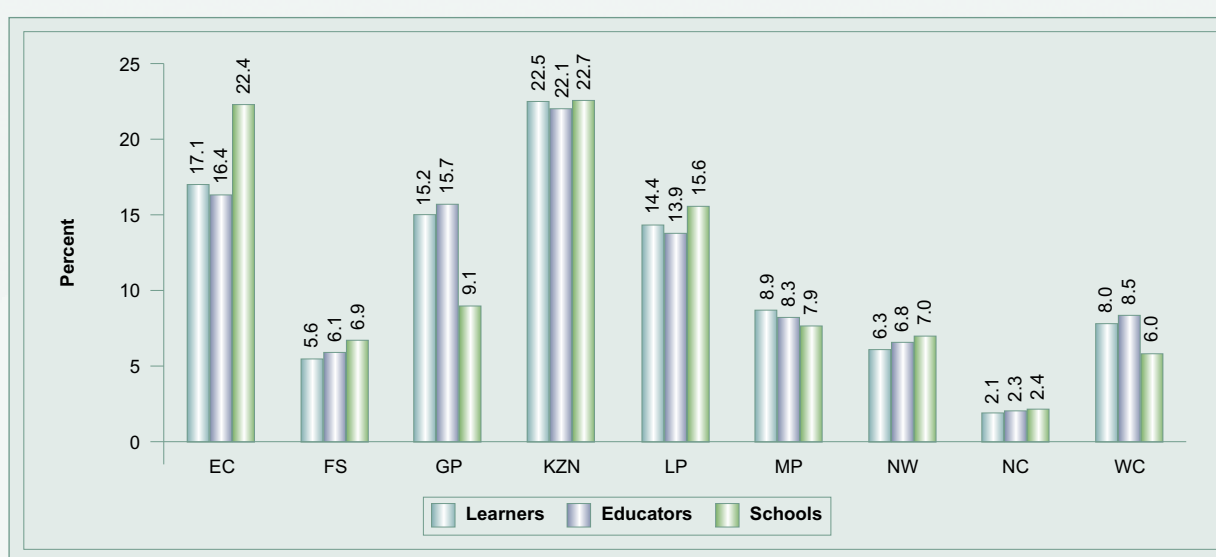
In 2006, there were 12 293 785 learners in ordinary schools in the country as a whole. Four provinces, namely the Free State, North West, the Northern Cape and the Western Cape showed less than a million learners in ordinary schools. In the Eastern Cape and KwaZulu-Natal there were more than two million learners in ordinary schools, amounting to, respectively, 17.1% and 22.5% of the national total.

3.2.3 Educators (see Table 3)

There were 385 860 educators in ordinary schools in South Africa in 2006, of which three provinces, namely the Free State, North West and the Northern Cape had less than 30 000 educators. KwaZulu-Natal (85 220, or 22.1% of the national total) had the largest number of educators in ordinary schools.

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 2006



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 2006, the Eastern Cape, one of the more rural provinces, had 22.4% of the national total of ordinary schools serving 17.1% of South Africa's learners, while Gauteng, the most urbanised province, had 9.1% of the national total of ordinary schools serving 15.2% of the country's learners.

Figure 3: Distribution of learners, educators and schools in the independent school sector, as percentage of provincial totals in the ordinary school sector, by province, in 2006

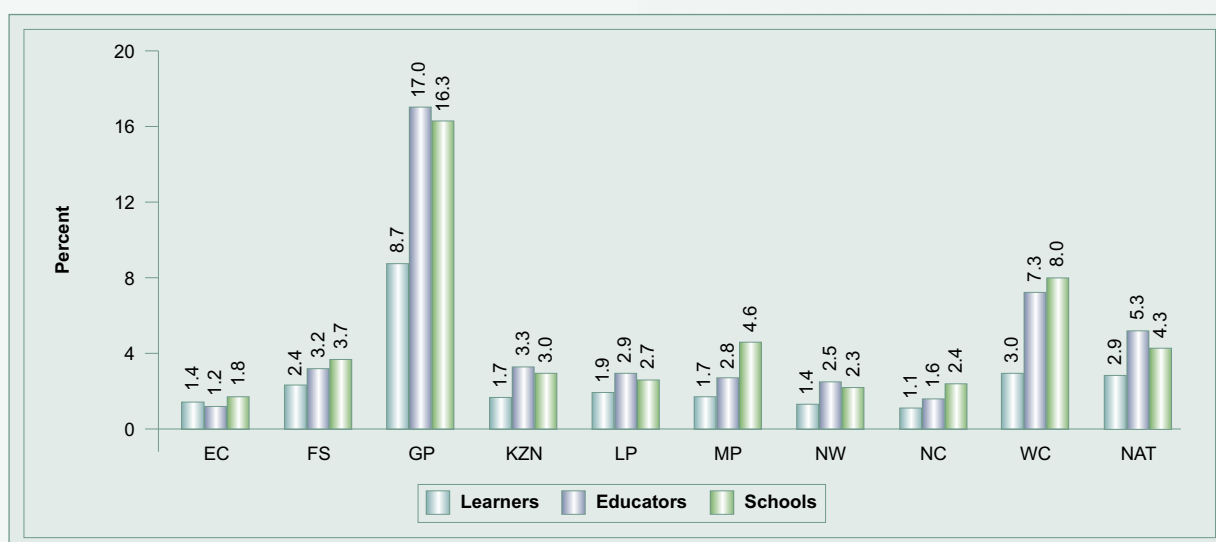


Figure 3, as calculated from Tables 2 and 3, indicates that, in 2006, Gauteng had the largest proportion of independent school learners, educators and schools (8.7%, 17.0% and 16.3%, respectively), while the Eastern Cape had the smallest proportion in all three categories (1.4%, 1.2% and 1.8%, respectively).

3.2.5 Indicators

- **Learner-to-Educator Ratio (see Table 3)**

In 2006, the national average Learner-to-Educator Ratio at ordinary schools in the country was 31.9, ranging, by province, from 29.3 in the Free State to 34.1 in Mpumalanga.

- **Learner-to-School Ratio (see Table 3)**

The national average Learner-to-School Ratio at ordinary schools in South Africa was 468 in 2006, ranging, by province, from 357 in the Eastern Cape to 780 in Gauteng. In three provinces (Gauteng, Mpumalanga and the Western Cape) the ratio was higher than the national average.

- **Gross Enrolment Ratio (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 2006

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	115	82	101				105	76	98			
	Male	118	68	97				105	59	94			
	Total	116	75	99	0.97	1.21	1.04	105	68	96	1.00	1.29	1.04
Free State	Female	90	89	90				86	84	86			
	Male	93	84	89				88	76	85			
	Total	92	87	90	0.97	1.06	1.01	87	80	85	0.98	1.11	1.01
Gauteng	Female	99	103	100				93	97	94			
	Male	100	99	100				94	89	93			
	Total	99	101	100	0.99	1.04	1.00	94	93	94	0.99	1.09	1.01
KwaZulu-Natal	Female	99	94	97				93	92	93			
	Male	104	89	98				97	84	94			
	Total	101	91	97	0.95	1.06	0.99	95	88	93	0.96	1.10	0.99
Limpopo	Female	95	107	100				95	110	98			
	Male	102	98	101				99	95	98			
	Total	99	102	100	0.93	1.09	0.99	97	103	98	0.96	1.16	1.00
Mpumalanga	Female	106	106	106				100	106	101			
	Male	113	99	107				105	94	102			
	Total	109	103	107	0.94	1.07	0.99	102	100	102	0.95	1.13	0.99
North West	Female	95	91	93				88	86	87			
	Male	99	87	94				91	79	88			
	Total	97	89	94	0.96	1.05	0.99	89	83	88	0.97	1.09	0.99
Northern Cape	Female	95	86	91				88	80	86			
	Male	98	83	92				91	74	87			
	Total	96	85	92	0.97	1.04	0.99	90	77	87	0.97	1.08	0.99
Western Cape	Female	95	91	93				91	83	89			
	Male	96	80	89				90	68	85			
	Total	95	86	91	0.99	1.14	1.04	90	75	87	1.01	1.22	1.05
National	Female	100	95	98				95	92	94			
	Male	104	87	97				97	80	93			
	Total	102	91	98	0.96	1.09	1.01	96	86	94	0.98	1.15	1.01

Source 1: 2006 SNAP Survey (conducted on the 10th school day).

Source 2: Unpublished mid-year population estimates, Statistics South Africa (June 2007).

It should be noted that Tables 4 and 5 reflect that education in ordinary schools could be grouped in terms of either a GET and a FET band 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. Education White Paper 5 on early childhood education stipulates that, by 2010, all children entering Grade 1 must have participated in an accredited Reception Year Programme (Grade R) offered at primary schools or at stand-alone community-based sites.

Gross Enrolment Ratio (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 2006, as shown in Table 4, the national total GER for the combined GET and FET bands was 94%, which is lower than the GER of 98% for the combined primary and secondary phases. 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 different GER groupings. For the FET band and the secondary phase the GER was higher for females than for males, meaning 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, in 2006

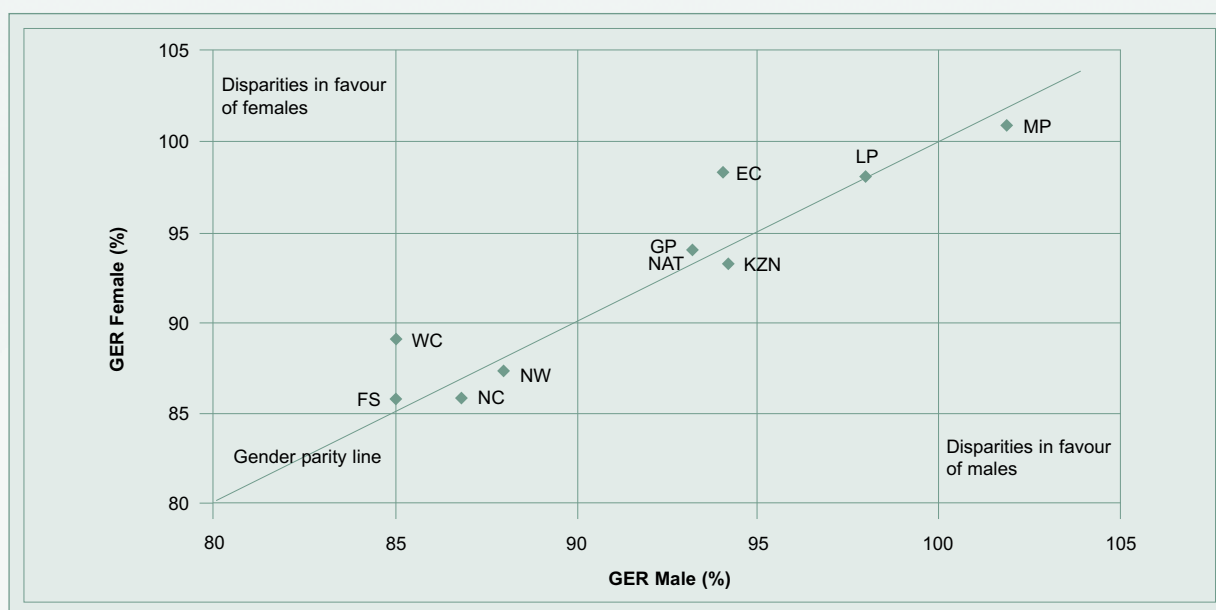


Figure 4 compares the total GER for male and female learners in 2006. If the GER value for a province lies above the gender parity line, it shows that more female learners than male learners of the same appropriate school-age population are enrolled, and indicates a disparity in favour of females. The provinces with the largest gender gap, i.e. which lies furthest from the gender parity line, were the Eastern Cape and the Western Cape. Limpopo showed no gender gap.

- **Gender Parity Index (see Table 4)**

Gender Parity Index (GPI) is defined as GER for females divided by GER for males. This index is used to indicate the level of access of females to education, compared to that of males. 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 2006, as indicated in Table 4, the national highest GPI (1.15) was reflected in the FET band and the lowest in the primary phase (0.96), confirming that, relative to the appropriate school-age population, there were more female learners in the FET band than there were in the primary school phase.

Figure 5: Gender Parity Index (GPI) for Grades R to 12, in the ordinary school sector, by province, in 2006

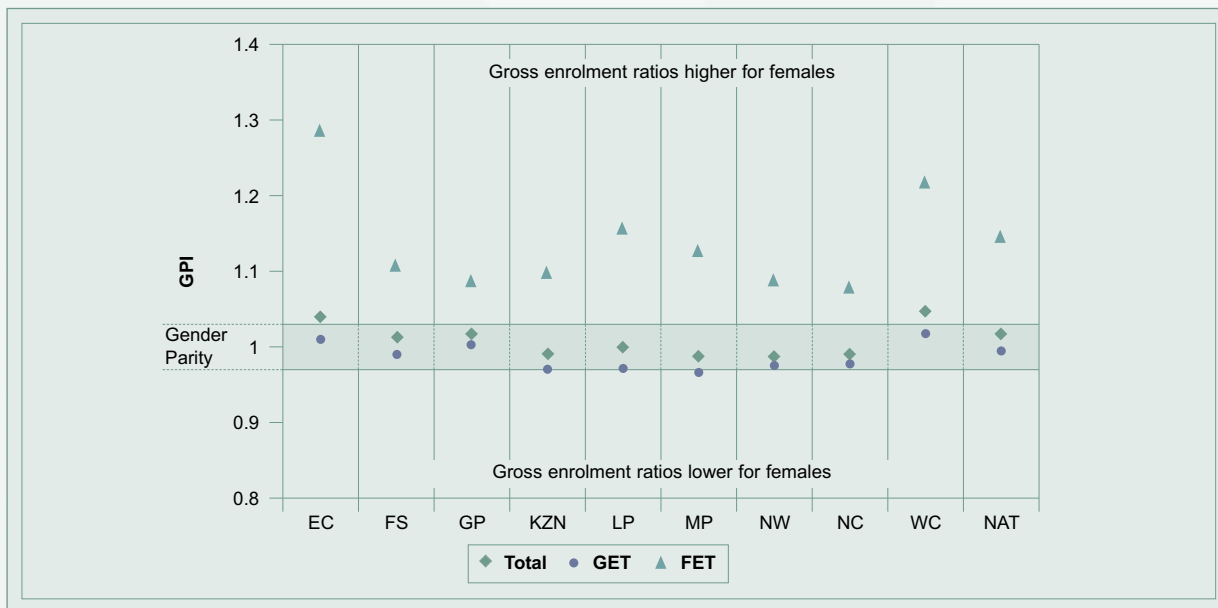


Figure 5 shows the GPI in 2006. Gender parity is considered to have been attained when the GPI lies between 0.97 and 1.03 (Global Education Digest 2005, UNESCO Institute for Statistics). This figure clearly shows that, in all provinces, gender disparity occurred in the FET band, while, for six provinces (the Eastern Cape, the Free State, Gauteng, North West, the Northern Cape and the Western Cape), the GET band lies within the gender parity band width. Figure 5 also indicates a high level of gender disparity in the FET band for the Eastern Cape.



E
M
I
S

Figure 6: Percentage distribution of learners in ordinary schools, by phase, in 2006

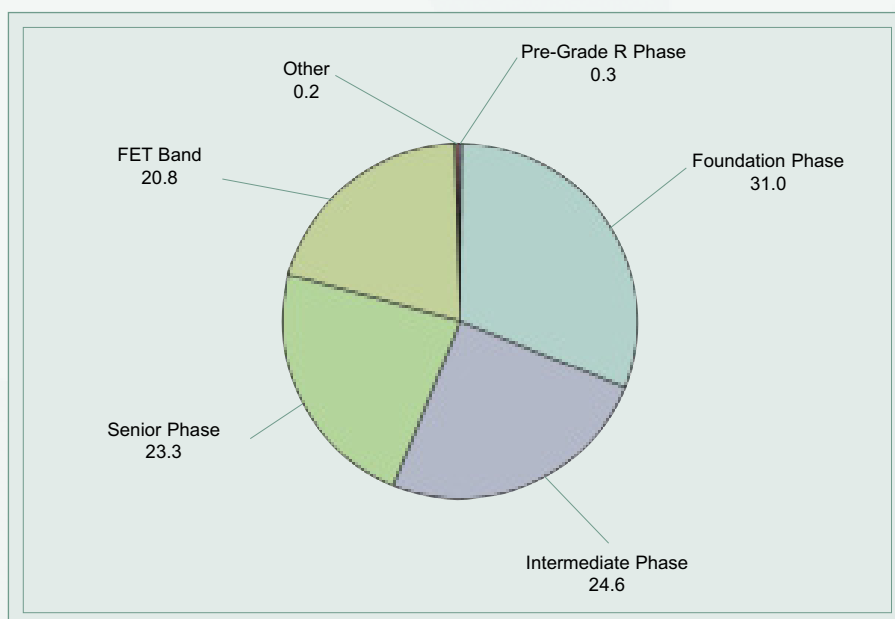


Figure 6 shows that, of every 100 learners in ordinary schools in South Africa in 2006, 31 were in the foundation phase, more than 24 were in the intermediate phase, more than 23 were in the senior phase, slightly fewer than 21 were in the FET band, and less than one was in the pre-Grade-R phase and 'other' combined.

Figure 7: Percentage distribution of learners in ordinary schools, by phase and gender, in 2006

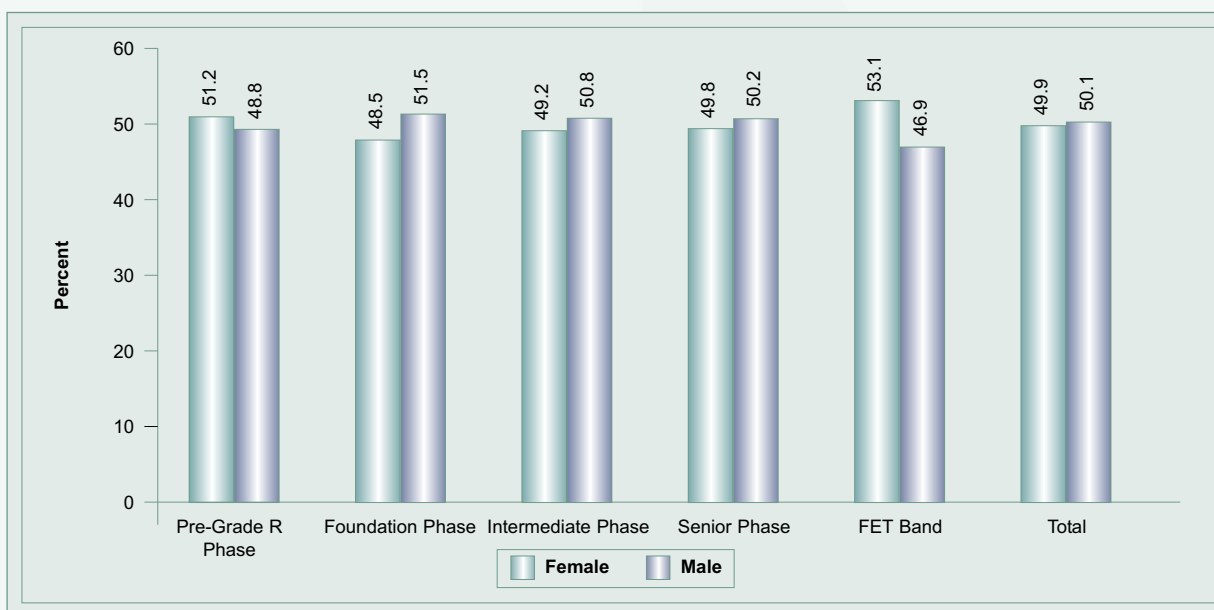
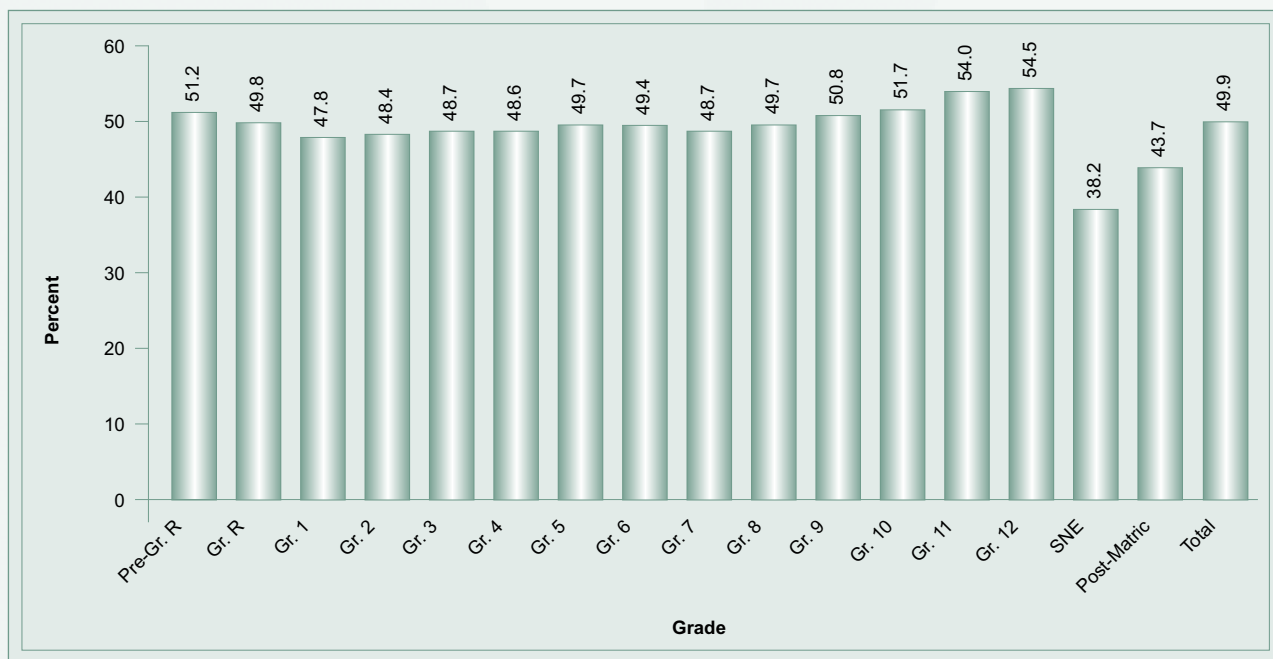


Figure 7 indicates that, in 2006, females and males were almost equally represented in ordinary schools in South Africa (49.9% females and 50.1% males). There were more males than females in the foundation, intermediate and senior phases, but more females than males in the other two phases. The highest percentage of females (53.1%) was found in the FET band.

Figure 8: Percentage distribution of female learners in ordinary schools, by grade, in 2006



In 2006, as indicated in Figure 8, there were fewer female than male learners in Grades R to 8, SNE and post-matric (less than 50%), while the opposite was true for Pre-Grade R and Grades 9 to 12. Grade 12 females (54.5%) accounted for the highest female enrolment in all the primary and secondary-level grades. The lowest female enrolment was for SNE (38.2%).

Figure 9: Distribution of learners in ordinary independent schools as percentage of ordinary school learners, by grade, in 2006

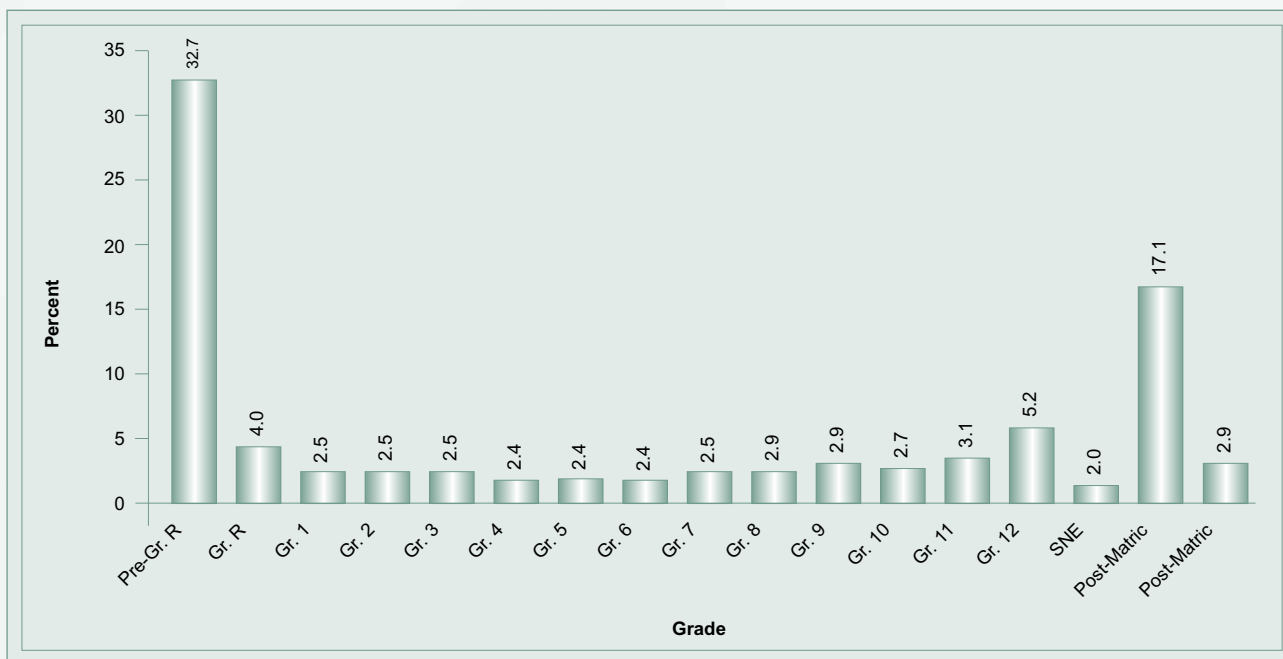
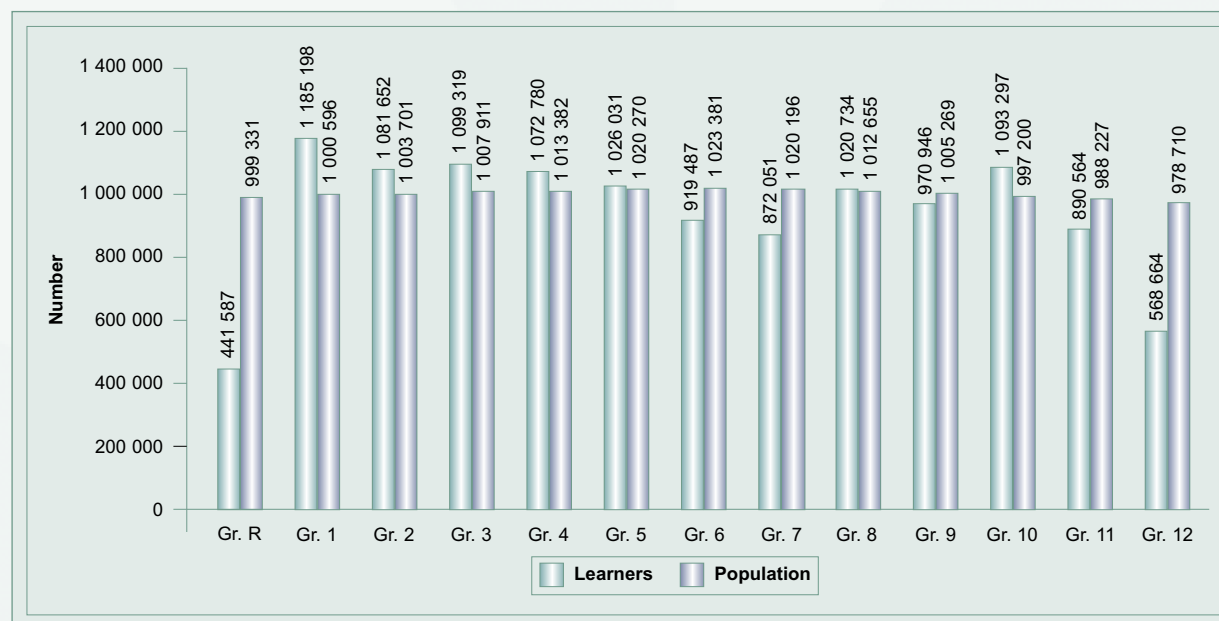


Figure 9 shows that, in 2006, the percentage of learners in independent schools in the ordinary school system were the highest for Pre-Grade R (32.7%), the second highest for Post-Matric (17.1%), and the lowest for SNE (2.0%). The total national average of learners in independent schools was 2.9%.

Figure 10: Number of learners in ordinary schools, by grade, compared with the appropriate age group in the population, in 2006



Source: Unpublished mid-year population estimates, Statistics South Africa (June 2007).

Figure 10 shows that, when enrolment in 2006 is compared with 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), seven grades (Grades 1, 2, 3, 4, 5, 8 and 10) were over-enrolled, which probably indicates enrolment of over-aged and under-aged learners. This could also indicate that we are reaching universal access to education at compulsory school level. From Grade 11 to Grade 12 there was a steady increase in the degree of under-enrolment. The highest under-enrolment was experienced in Grades R and 12, which reflected an enrolment of 44.2% and 58.1%, 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 the FET colleges and that others attended ABET classes, as this is not a compulsory schooling phase.

Figure 11: Percentage distribution of learners in ordinary schools, by grade, in 2006

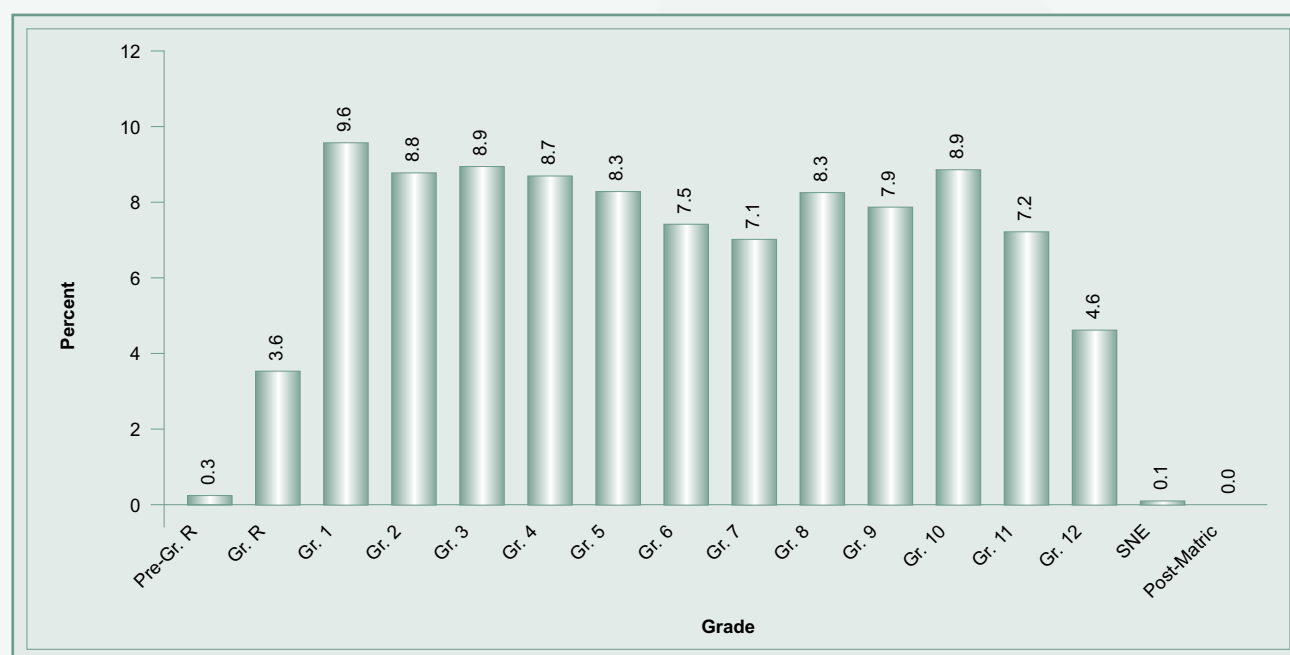


Figure 11 shows that, of every 100 learners in ordinary schools in 2006, almost 10 were enrolled in Grade 1 and between four and five were enrolled in Grade 12.

3.2.7 Comparison of the years 2001 to 2006

- Learners, educators and schools (see Table 6)

Table 6: Comparing learners, educators and schools in the ordinary school sector, by province, from 2001 to 2006

Province	Learners						Educators						Schools					
	Demarcation						Demarcation						Demarcation					
	Old					New	Old					New	Old					New
	2001	2002	2003	2004	2005	2006	2001	2002	2003	2004	2005	2006	2001	2002	2003	2004	2005	2006
Eastern Cape	2 033 832	2 072 054	2 116 426	2 150 308	2 206 575	2 100 425	61 301	65 355	64 865	64 364	67 230	63 098	6 087	6 191	6 165	6 194	6 333	5 886
Free State	716 021	705 368	696 155	690 490	689 189	685 971	22 956	22 517	22 596	23 144	23 400	23 439	2 459	2 343	2 186	2 075	1 924	1 818
Gauteng	1 561 359	1 617 017	1 661 817	1 697 908	1 745 262	1 863 375	50 876	52 601	53 749	53 577	60 121	60 707	2 213	2 331	2 225	2 253	2 256	2 388
KwaZulu-Natal	2 698 453	2 729 834	2 783 051	2 718 176	2 719 966	2 768 015	74 240	74 500	77 829	76 895	80 979	85 220	5 751	5 722	5 788	5 865	5 794	5 954
Limpopo	1 816 189	1 839 079	1 816 852	1 893 626	1 906 402	1 771 320	57 511	56 263	54 298	53 694	56 160	53 652	4 631	4 763	4 251	4 294	4 243	4 102
Mpumalanga	903 997	914 353	914 739	934 786	914 212	1 092 382	24 513	25 141	25 515	26 305	27 701	31 998	1 926	1 934	1 926	1 937	1 969	2 079
North West	893 144	897 342	891 036	903 379	845 942	772 044	29 234	30 035	30 319	30 433	27 454	26 215	2 311	2 292	2 253	2 233	2 063	1 841
Northern Cape	197 101	196 731	202 010	209 000	210 152	261 736	6 359	6 484	6 179	6 180	6 641	8 706	478	476	454	438	430	622
Western Cape	918 030	945 239	956 836	978 718	980 065	978 517	27 211	27 259	27 248	27 450	32 447	32 825	1 602	1 595	1 597	1 590	1 580	1 579
National	11 738 126	11 917 017	12 038 922	12 176 391	12 217 765	12 293 785	354 201	360 155	362 598	362 042	382 133	385 860	27 458	27 647	26 845	26 879	26 592	26 269



Source: 2001-2006 SNAP Surveys (conducted on the 10th school day).

Table 6 shows that, in comparing data for the years 2001 to 2006 in respect of learners and educators, nationally there was a net increase of 4.7% (11 738 126 to 12 293 785) and 8.9% (354 201 to 385 860), respectively. The number of schools decreased by 4.3% (27 458 to 26 269) for the same period. Nationally, an upward trend is reflected in learner and educator numbers for each year from 2001 to 2006. An upward trend is reflected in school numbers from 2001 to 2002, while, a downward trend for each year is reflected from 2004 to 2006.

The educator trend line, as reflected in Table 6, stayed fairly consistent between 2001 and 2004 but showed a noticeable increase between 2004 and 2006. This is mainly because in 2005, for the first time, educator numbers in the publication included all SGB-paid educators at public schools.

- **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-to-Educator Ratio (LER) and Learner-to-School Ratio (LSR) in the ordinary school sector, by province, from 2001 to 2006

Province	Learners in Independent Schools as % of All Learners						LER						LSR					
	Demarcation						Demarcation						Demarcation					
	Old					New	Old					New	Old					New
	2001	2002	2003	2004	2005	2006	2001	2002	2003	2004	2005	2006	2001	2002	2003	2004	2005	2006
Eastern Cape	0.3	0.3	0.8	0.8	1.2	1.4	33.2	31.7	32.6	33.4	32.8	33.3	334	335	343	347	348	357
Free State	1.7	1.7	1.7	1.9	2.0	2.4	31.2	31.3	30.8	29.8	29.5	29.3	291	301	318	333	358	377
Gauteng	7.5	8.3	8.3	8.1	8.3	8.7	30.7	30.9	30.9	31.7	29.0	30.7	706	694	747	754	774	780
KwaZulu-Natal	1.4	1.8	2.0	1.7	1.6	1.7	36.3	36.6	35.8	35.3	33.6	32.5	469	477	481	463	469	465
Limpopo	1.2	1.2	1.0	1.2	1.1	1.9	31.6	32.7	33.5	35.3	33.9	33.0	392	386	427	441	449	432
Mpumalanga	1.1	1.2	1.4	2.2	2.3	1.7	36.9	36.4	35.9	35.5	33.0	34.1	469	473	475	483	464	525
North West	1.1	1.1	1.1	1.3	1.2	1.4	30.6	29.9	29.4	29.7	30.8	29.5	386	392	395	405	410	419
Northern Cape	1.4	1.4	1.4	1.2	1.2	1.1	31.0	30.3	32.7	33.8	31.6	30.1	412	413	445	477	489	421
Western Cape	3.2	3.2	2.9	3.0	3.1	3.0	33.7	34.7	35.1	35.7	30.2	29.8	573	593	599	616	620	620
National	2.1	2.3	2.4	2.5	2.6	2.9	33.1	33.1	33.2	33.6	32.0	31.9	427	431	448	453	459	468

Source: 2001-2006 SNAP Surveys (conducted on the 10th school day).

Table 7 shows that, from 2001 to 2006, the percentage of independent learners in ordinary schools nationally increased from 2.1% to 2.9%, as also reflected in the national trend line.

- **Learner-to-Educator Ratio (see Table 7)**

The national Learner-to-Educator Ratio trend line, as reflected in Table 7, stayed fairly consistent between 2001 and 2004, decreased between 2004 and 2005, and stayed fairly consistent again between 2005 and 2006. As explained under Table 6, this is mainly because in 2005, for the first time, educator numbers in the publication included all SGB-paid educators at public schools.

- **Learner-to-School Ratio (see Table 7)**

Table 7 shows that, from 2001 to 2006, the national average Learner-to-School Ratio at ordinary schools in the country increased from 427 to 468, a net increase of 9.6%.

• **Gross Enrolment Ratio (see Table 8)**

Table 8: Comparing Gross Enrolment Ratio (GER) and Gender Parity Index (GPI) in the ordinary school sector, by province, from 2001 to 2006

Province	Gender	Primary and Secondary (Gr. 1-12)											School Bands (Gr. R-12)						
		GER (%)						GPI					GER (%)			GPI			
		Demarcation						Demarcation					Demarcation			Demarcation			
		Old					New	Old					New	Old	New	Old	New		
		2001	2002	2003	2004	2005	2006	2001	2002	2003	2004	2005	2006	2001	2005	2006	2001	2005	2006
Eastern Cape	Female	94	97	98	99	101	101							88	99	98			
	Male	89	92	94	95	97	97							83	95	94			
	Total	92	94	96	97	99	99	1.05	1.05	1.05	1.05	1.04	1.04	85	97	96	1.05	1.04	1.04
Free State	Female	93	91	89	90	88	90							88	84	86			
	Male	91	90	89	89	88	89							86	84	85			
	Total	92	90	89	90	88	90	1.01	1.01	1.01	1.01	1.00	1.01	87	84	85	1.01	1.00	1.01
Gauteng	Female	100	101	101	101	100	100							93	94	94			
	Male	101	101	102	101	100	100							94	93	93			
	Total	100	101	102	101	100	100	1.00	1.00	0.99	1.00	1.00	1.00	94	94	94	1.00	1.00	1.01
KwaZulu-Natal	Female	99	100	101	98	97	97							94	92	93			
	Male	100	101	102	100	99	98							94	94	94			
	Total	99	100	101	99	98	97	1.00	0.99	0.99	0.98	0.98	0.99	94	93	93	1.00	0.98	0.99
Limpopo	Female	95	96	96	100	100	100							92	98	98			
	Male	95	96	96	101	101	101							91	99	98			
	Total	95	96	96	101	101	100	1.01	1.00	1.00	1.00	0.99	0.99	92	99	98	1.01	0.99	1.00
Mpumalanga	Female	102	102	101	101	99	106							94	93	101			
	Male	102	102	102	103	101	107							95	95	102			
	Total	102	102	102	102	100	107	1.00	1.00	0.98	0.99	0.98	0.99	94	94	102	1.00	0.98	0.99
North West	Female	95	95	94	94	87	93							88	81	87			
	Male	95	95	95	95	87	94							87	82	88			
	Total	95	95	94	94	87	94	1.01	1.00	0.99	0.99	1.00	0.99	88	81	88	1.01	1.00	0.99
Northern Cape	Female	90	90	90	93	91	91							85	87	86			
	Male	89	89	91	94	92	92							84	87	87			
	Total	90	89	90	93	92	92	1.01	1.00	1.00	0.99	0.99	0.99	84	87	87	1.01	0.99	0.99
Western Cape	Female	98	97	96	97	95	93							91	90	89			
	Male	96	95	94	94	91	89							89	87	85			
	Total	97	96	95	95	93	91	1.02	1.02	1.02	1.03	1.04	1.04	90	88	87	1.02	1.04	1.05
National	Female	97	98	98	98	97	98							91	93	94			
	Male	96	97	97	98	97	97							90	93	93			
	Total	96	97	98	98	97	98	1.01	1.01	1.01	1.00	1.00	1.01	91	93	94	1.01	1.00	1.01



Source 1: 2001-2006 SNAP Surveys (conducted on the 10th school day).
 Source 2: Unpublished, mid-year population estimates for 2001 to 2006, Statistics South Africa (2001-2005, April 2005; 2006, June 2007).

Table 8 shows that the total national average GER (Grades 1 to 12) increased from 96% to 98% between 2001 and 2006. Although the inclusion of Grade R had a decreasing effect on the GER (Grades R to 12) values for these years, namely 91% and 94% respectively, it is important to monitor enrolment in Grade R, seeing that, according to Education White Paper 5, the target year for universal access is 2010.

• **Gender Parity Index (see Table 8)**

Table 8 shows that, from 2001 to 2006, the national average GPI for Grades 1 to 12 and Grades R to 12 stayed the same, namely 1.01.



3.3 Region and district data on learners, educators and schools

Table 9: Number of learners, educators and schools in the ordinary school sector, by province, region and district, in 2006

Region	District	Learner Enrolment								Educators		Schools				
		Pre-Gr. R	Gr. R	Primary (Gr. 1-7)	Secondary (Gr. 8-12)	SNE	Post-Matric	Female Total	Total	Female	Total	Public	Independent	Total		
Eastern Cape																
n.a.	Butterworth	253	5 306	73 718	34 769	2	109	57 884	114 157	2 489	3 543	392	8	400		
n.a.	Cofimvaba	289	4 324	54 511	22 527	21	0	41 066	81 672	1 742	2 497	285	4	289		
n.a.	Cradock	84	1 320	15 544	9 073	193	1	13 019	26 215	602	883	98	0	98		
n.a.	Dutywa	362	5 579	81 039	27 417	6	80	59 409	114 483	2 246	3 201	348	4	352		
n.a.	East London	901	4 612	76 944	56 400	201	105	69 719	139 163	3 199	4 523	307	12	319		
n.a.	Fort Beaufort	83	2 361	27 328	17 196	123	85	22 931	47 176	1 182	1 776	264	0	264		
n.a.	Graaff-Reinet	3	1 320	16 537	8 341	52	0	12 920	26 253	547	866	102	0	102		
n.a.	Grahamstown	95	954	17 724	12 271	1	21	15 594	31 066	782	1 103	95	7	102		
n.a.	King William's Town	113	4 034	65 532	44 937	72	1	56 234	114 689	2 880	4 149	465	2	467		
n.a.	Lady Frere	233	2 663	28 427	13 657	0	91	22 005	45 071	1 051	1 580	169	0	169		
n.a.	Libode	238	7 097	126 241	41 706	0	0	89 151	175 282	3 431	4 640	416	1	417		
n.a.	Lusikisiki	470	8 301	112 973	38 735	78	0	83 084	160 557	3 064	4 035	349	1	350		
n.a.	Maluti	243	3 051	46 166	20 035	0	0	34 752	69 495	1 558	2 150	211	0	211		
n.a.	Mbizana	61	5 644	78 160	27 018	0	0	57 304	110 883	2 012	2 790	211	1	212		
n.a.	Mt Fletcher	140	2 375	35 716	15 328	40	0	26 992	53 599	1 180	1 655	194	1	195		
n.a.	Mt Frere	404	3 427	55 109	23 791	30	79	42 246	82 840	1 592	2 194	247	2	249		
n.a.	Mthata	534	6 817	102 804	47 825	8	52	81 459	158 040	3 054	4 250	338	15	353		
n.a.	Ngcobo	223	4 458	53 009	18 504	4	0	38 866	76 198	1 511	2 192	224	0	224		
n.a.	Port Elizabeth	645	5 958	101 651	70 701	535	0	89 944	179 490	4 177	5 908	256	25	281		
n.a.	Queenstown	283	2 743	37 060	23 779	129	0	31 714	63 994	1 407	2 057	179	8	187		
n.a.	Qumbu	227	4 275	53 289	21 581	0	0	40 052	79 372	1 733	2 356	252	2	254		
n.a.	Sterkspruit	253	3 333	39 770	21 205	58	0	32 611	64 619	1 348	2 076	190	4	194		
n.a.	Uitenhage	106	3 381	49 941	28 462	240	8	40 877	82 138	1 720	2 533	170	8	178		
n.a.	Unspecified	95	167	2 592	1 119	0	0	2 035	3 973	100	141	18	1	19		
Total		6 338	93 500	1 351 785	646 377	1 793	632	1 061 868	2 100 425	44 607	63 098	5 780	106	5 886		
Free State																
n.a.	Fezile Dabi	263	2 116	64 916	46 980	872	0	57 168	115 147	2 507	3 991	341	11	352		
n.a.	Lejweleputswa	384	3 107	88 094	60 334	1 216	0	76 592	153 135	3 420	5 239	370	11	381		
n.a.	Motheo	585	5 841	106 268	74 687	1 655	0	93 889	189 036	4 034	6 329	341	18	359		
n.a.	Thabo Mofutsanyane	221	8 234	110 601	77 381	416	0	97 490	196 853	4 276	6 724	591	19	610		
n.a.	Xhariep	64	739	17 520	9 403	1 588	0	14 547	29 314	736	1 083	108	3	111		
n.a.	Unspecified	0	9	1 189	1 288	0	0	1 203	2 486	44	73	0	5	5		
Total		1 517	20 046	388 588	270 073	5 747	0	340 889	685 971	15 017	23 439	1 751	67	1 818		
Gauteng																
n.a.	Ekurhuleni East	622	4 741	115 736	77 323	102	0	99 273	198 524	4 222	5 870	192	26	218		
n.a.	Ekurhuleni West	1 148	6 862	174 196	112 307	289	35	148 812	294 837	6 703	9 169	264	48	312		
n.a.	Gauteng North	261	1 542	19 255	7 970	11	0	14 224	29 039	671	947	44	12	56		
n.a.	Gauteng West	403	2 527	59 285	39 117	236	38	50 651	101 606	2 214	3 103	110	8	118		
n.a.	Johannesburg East	1 172	3 250	82 879	52 497	160	55	70 439	140 013	4 438	6 083	112	72	184		
n.a.	Johannesburg North	961	4 147	71 858	49 567	132		64 145	126 665	3 571	4 742	135	43	178		
n.a.	Johannesburg South	375	8 043	156 789	109 005	406	25	136 228	274 643	5 519	8 034	300	67	367		
n.a.	Johannesburg West	230	3 291	57 534	33 306	52	20	47 016	94 433	2 304	3 100	123	16	139		
n.a.	Sedibeng East	351	2 280	33 740	21 746	288	91	29 319	58 496	1 366	1 910	82	15	97		
n.a.	Sedibeng West	376	2 507	61 570	48 643	241	7	56 129	113 344	2 162	3 194	140	6	146		
n.a.	Tshwane North	623	3 394	76 656	56 438	187	14	69 173	137 312	2 996	4 237	150	25	175		
n.a.	Tshwane South	656	3 942	100 287	71 097	211	53	88 204	176 246	4 726	6 521	178	50	228		
n.a.	Unspecified	65	2 248	65 233	50 608	63	0	57 925	118 217	2 567	3 797	168	2	170		
Total		7 243	48 774	1 075 018	729 624	2 378	338	931 538	1 863 375	43 459	60 707	1 998	390	2 388		

Source: 2006 SNAP Survey (conducted on the 10th school day).

Note 1: Data are for ordinary schools only and include learners in Pre-Grade R, Grade R and SNE at these schools. Data excludes learners, educators and institutions associated with stand-alone ECD sites and special schools.

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

Note 3: Unspecified: At the time of publication, some regions and districts have not been verified.

Note 4: n.a. = not applicable.



Table 9: Number of learners, educators and schools in the ordinary school sector, by province, region and district, in 2006 (continued)

Region	District	Learner Enrolment							Educators		Schools							
		Pre-Gr. R	Gr. R	Primary (Gr. 1-7)	Secondary (Gr. 8-12)	SNE	Post-Matric	Female Total	Total	Female	Total	Public	Independent	Total				
KwaZulu-Natal	eThekweni																	
	iLembe	263	5 638	101 950	62 099	111	0	83 588	170 061	3 676	5 269	413	2	415				
	Pinetown	812	11 441	198 516	128 011	712	19	166 866	339 511	7 537	10 484	494	25	519				
	uMlazi	1 067	9 958	181 241	140 908	875	5	167 359	334 054	8 365	11 431	456	39	495				
	Ukhahlamba	Amajuba	534	4 656	75 535	50 620	99	0	64 307	131 444	2 742	3 885	235	4	239			
		uThukela	363	7 261	118 839	71 891	39	0	97 330	198 393	4 004	5 939	435	8	443			
	uMgungundlovu	Umzinyathi	293	4 952	107 665	52 790	109	0	81 652	165 809	3 329	4 909	429	23	452			
		Port Shepstone	90	5 683	131 131	81 219	1 788	0	108 938	219 911	4 939	6 960	488	10	498			
		Sisonke	115	3 162	55 367	32 211	384	0	44 832	91 239	2 014	2 814	270	4	274			
		uMgungundlovu	363	5 775	134 168	93 006	353	1	114 745	233 666	5 439	7 692	505	25	530			
		Vulindlela	0	34	225	0	0	0	125	259	7	11	0	1	1			
	Zululand	Empangeni	770	12 290	173 835	104 954	104	0	144 057	291 953	6 213	8 727	650	11	661			
Obonjeni		605	11 334	141 715	78 871	48	0	114 768	232 573	4 499	6 693	500	9	509				
Vryheid		281	10 626	171 612	107 846	27	123	142 959	290 515	5 849	8 484	731	15	746				
Unspecified	Unspecified	169	2 992	46 982	18 484	0	0	34 733	68 627	1 406	1 922	170	2	172				
Total		5 725	95 802	1 638 781	1 022 910	4 649	148	1 366 259	2 768 015	60 019	85 220	5 776	178	5 954				
Limpopo	n.a.	0	107	567	216	0	0	447	890	22	32	1	1	2				
	n.a.	593	21 931	223 027	169 477	45	0	205 858	415 073	7 540	12 315	927	24	951				
	n.a.	457	15 603	166 437	123 971	4	0	153 088	306 472	5 360	9 384	768	10	778				
	n.a.	503	17 070	191 379	139 828	10	0	175 378	348 790	5 819	10 223	644	21	665				
	n.a.	617	25 012	239 460	185 494	2	130	223 799	450 715	6 963	13 805	976	30	1 006				
	n.a.	186	8 999	98 368	66 817	95	4	86 161	174 469	3 422	5 614	536	12	548				
	n.a.	Unspecified	100	2 026	45 137	27 598	50	0	37 365	74 911	1 418	2 279	140	12	152			
Total		2 456	90 748	964 375	713 401	206	134	882 096	1 771 320	30 544	53 652	3 992	110	4 102				
Mpumalanga	n.a.	1 282	7 879	178 230	114 029	351	286	150 174	302 057	5 493	8 583	433	46	479				
	n.a.	1 113	7 655	159 286	93 533	250	198	129 932	262 035	5 161	7 645	602	24	626				
	n.a.	643	7 954	172 527	112 157	173	25	146 335	293 479	5 932	8 897	560	18	578				
	n.a.	44	14 270	126 582	93 772	143	0	117 193	234 811	4 046	6 873	389	7	396				
Total		3 082	37 758	636 625	413 491	917	509	543 634	1 092 382	20 632	31 998	1 984	95	2 079				
North West	Bojanala East																	
	Brits	294	953	37 827	25 220	86	37	31 580	64 417	1 623	2 313	137	4	141				
	Mabopane	0	193	14 382	10 929	8	0	12 593	25 512	637	950	59	0	59				
	Moretele	0	1 240	12 198	9 913	11	0	11 174	23 362	610	937	81	0	81				
	Temba	0	201	10 277	6 761	0	44	8 238	17 283	439	636	38	0	38				
	Bojanala West	Kgetleng	64	441	13 046	7 955	39	0	10 468	21 545	564	815	71	1	72			
		Moses Kotane East	0	1 826	20 268	14 611	0	0	18 226	36 705	920	1 253	89	0	89			
	Moses Kotane West	2	191	8 663	7 017	29	0	7 861	15 902	455	699	89	0	89				
	Rustenburg	60	1 706	38 058	26 682	17	0	33 383	66 523	1 650	2 257	91	13	104				
	Bophirima	Gasegonyana	0	0	145	0	0	0	79	145	3	5	1	0	1			
		Greater Taung	0	1 075	22 742	15 500	0	126	19 468	39 443	836	1 297	106	0	106			
		Kagisano Molopo	0	238	18 867	9 853	6	0	14 371	28 964	583	872	94	0	94			
	Moshaweng	0	0	80	0	0	0	40	80	2	4	2	0	2				
	Taledi	0	758	20 353	10 647	15	0	16 069	31 773	756	1 056	76	1	77				
	Central Region	Greater Delareyville	1	44	20 178	10 226	0	0	14 893	30 449	619	982	85	1	86			
		Lichtenburg	39	118	22 197	12 919	44	0	17 893	35 317	773	1 156	101	0	101			
	Mafikeng	191	1 410	41 988	25 330	0	23	34 301	68 942	1 605	2 257	139	8	147				
	Setlakgobi	0	49	21 349	11 403	0	0	16 342	32 801	629	982	83	0	83				
	Southern Region	Zeerust	0	456	22 189	15 710	49	0	18 961	38 404	924	1 327	111	0	111			
		Klerksdorp	63	1 285	46 842	29 087	155	0	38 661	77 432	1 779	2 572	111	8	119			
		Lichtenburg	0	0	0	122	0	0	62	122	4	7	1	0	1			
	Maquassi Hills	0	258	27 016	15 856	41	0	21 472	43 171	871	1 366	92	0	92				
	Potchefstroom	59	439	30 221	19 278	96	0	24 835	50 093	1 250	1 799	116	6	122				
Unspecified	Unspecified	41	782	13 555	9 185	96	0	12 070	23 659	470	673	26	0	26				
Total		814	13 663	462 441	294 204	692	230	383 040	772 044	18 002	26 215	1 799	42	1 841				
Northern Cape	n.a.	294	2 292	47 387	31 368	45	2	40 446	81 388	1 729	2 510	118	5	123				
	n.a.	105	1 454	14 487	7 672	0	2	11 652	23 720	552	858	80	4	84				
	n.a.	266	1 592	26 822	13 982	161	1	21 294	42 824	874	1 392	102	2	104				
	n.a.	192	1 921	39 788	21 120	28	0	31 220	63 049	1 244	1 920	121	4	125				
	n.a.	76	423	30 827	19 429	0	0	25 014	50 755	1 138	2 026	186	0	186				
	Total		933	7 682	159 311	93 571	234	5	129 626	261 736	5 537	8 706	607	15	622			
Western Cape	n.a.	702	4 469	59 451	50 631	47	47	59 235	115 347	3 096	4 579	164	31	195				
	n.a.	116	3 586	95 036	62 805	8	0	83 099	161 551	3 397	4 940	146	17	163				
	n.a.	1 339	6 676	99 733	58 396	159	0	84 443	166 303	3 989	5 673	203	22	225				
	n.a.	870	7 182	109 065	66 449	80	0	93 937	183 646	4 121	5 935	218	16	234				
	n.a.	505	4 170	66 679	35 972	29	0	53 563	107 355	2 263	3 514	251	18	269				
	n.a.	346	3 418	70 242	38 280	50	0	56 300	112 336	2 319	3 650	226	11	237				
	n.a.	356	4 113	79 388	46 756	101	0	65 592	130 714	2 969	4 499	243	12	255				
	n.a.	0	0	0	1 265	0	0	753	1 265	25	35	1	0	1				
	Total		4 234	33 614	579 594	360 554	474	47	496 922	978 517	22 179	32 825	1 452	127	1 579			
	National (Total)		32 342	441 587	7 256 518	4 544 205	17 090	2 043	6 135 872	12 293 785	259 996	385 860	25 139	1 130	26 269			

Source: 2006 SNAP Survey (conducted on the 10th school day).

Note 1: Data are for ordinary schools only and include learners in Pre-Grade R, Grade R and SNE at these schools. Data excludes learners, educators and institutions associated with stand-alone ECD sites and special schools.

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

Note 3: Unspecified: At the time of publication, some regions and districts have not been verified.

Note 4: n.a. = not applicable.

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

Table 10: Number of learners, educators and schools in the ordinary school sector, by province and district and metropolitan municipality, in 2006

District and Metropolitan Municipality	Learner Enrolment							Educators		Schools			
	Pre-Gr. R	Gr. R	Primary (Gr. 1-7)	Secondary (Gr. 8-12)	SNE	Post-Matric	Female Total	Total	Female	Total	Public	Independent	Total
Eastern Cape													
Alfred Nzo	657	6 525	103 034	45 440	30	79	78 770	155 765	3 219	4 458	471	0	471
Amatole	1 470	21 454	319 551	176 707	390	195	260 975	519 767	11 829	16 951	1 764	0	1 764
Cacadu	102	3 633	56 864	29 538	186	0	45 270	90 323	2 026	3 007	317	0	317
Chris Hani	1 081	15 459	193 392	87 943	359	92	149 075	298 326	6 420	9 341	972	0	972
Nelson Mandela Bay Metro	410	7 462	125 267	86 740	620	8	110 183	220 507	4 921	7 043	307	1	308
O.R.Tambo	1 258	31 602	462 426	171 270	86	52	342 380	666 694	13 054	17 762	1 550	0	1 550
Ukhahlamba	352	5 683	75 222	36 735	98	0	59 312	118 090	2 537	3 743	394	0	394
Unspecified	1 008	1 682	16 029	12 004	24	206	15 903	30 953	601	793	5	105	110
Total	6 338	93 500	1 351 785	646 377	1 793	632	1 061 868	2 100 425	44 607	63 098	5 780	106	5 886
Free State													
Fezile Dabi	318	2 086	64 566	46 825	872	0	56 930	114 667	2 497	3 979	343	12	355
Lejweleputswa	338	3 073	87 894	61 510	1 174	0	77 077	153 989	3 416	5 253	374	8	382
Motheo	452	5 701	103 177	72 666	1 697	0	91 335	183 693	3 896	6 151	339	7	346
Thabo Mofutsanyane	194	8 198	111 213	77 388	416	0	97 691	197 409	4 273	6 704	584	17	601
Xhariep	64	730	19 596	9 395	1 588	0	15 518	31 373	772	1 133	107	2	109
Unspecified	151	258	2 142	2 289	0	0	2 338	4 840	163	219	4	21	25
Total	1 517	20 046	388 588	270 073	5 747	0	340 889	685 971	15 017	23 439	1 751	67	1 818
Gauteng													
City of Johannesburg Metro	725	13 901	322 119	196 393	588	73	266 464	533 799	11 304	15 724	664	0	664
City of Tshwane Metro	771	8 114	221 886	163 820	438	67	196 422	395 096	8 819	12 583	479	2	481
Ekurhuleni Metro	767	9 533	260 953	172 373	346	35	222 903	444 007	9 115	12 687	433	1	434
Metsweding	85	1 567	22 725	12 745	0	0	18 219	37 122	695	1 028	56	0	56
Sedibeng	654	4 807	92 455	69 261	506	74	83 373	167 757	3 329	4 816	223	0	223
West Rand	297	2 361	53 856	31 772	236	38	43 896	88 560	1 877	2 627	102	0	102
Unspecified	3 944	8 491	101 024	83 260	264	51	100 261	197 034	8 320	11 242	41	387	428
Total	7 243	48 774	1 075 018	729 624	2 378	338	931 538	1 863 375	43 459	60 707	1 998	390	2 388
KwaZulu-Natal													
Amajuba	444	4 621	78 230	52 046	99	0	66 114	135 440	2 790	3 946	244	0	244
eThekweni Metro	822	19 702	365 005	261 333	1 575	6	321 864	648 443	14 829	20 477	942	0	942
iLembe	209	5 685	101 364	61 402	111	0	82 786	168 771	3 619	5 202	415	0	415
Sisonke	251	6 211	107 838	53 459	518	0	83 619	168 277	3 582	4 954	470	0	470
Ugu	37	5 458	125 481	76 371	1 644	0	103 432	208 991	4 634	6 515	451	0	451
uMgungundlovu	212	5 785	136 206	88 666	333	0	112 290	231 202	5 118	7 240	512	1	513
uMkhanyakude	543	10 979	137 149	76 572	48	0	111 044	225 291	4 330	6 465	482	6	488
Umzinyathi	262	5 076	113 678	55 479	109	0	85 862	174 604	3 485	5 118	454	19	473
uThukela	346	6 930	117 507	70 458	39	0	95 953	195 280	3 907	5 800	429	0	429
uThungulu	456	11 815	168 627	102 249	104	0	139 655	283 251	5 974	8 396	623	1	624
Zululand	268	10 401	161 566	103 438	27	123	135 925	275 823	5 501	8 029	711	7	718
Unspecified	1 875	3 139	26 130	21 437	42	19	27 715	52 642	2 250	3 078	43	144	187
Total	5 725	95 802	1 638 781	1 022 910	4 649	148	1 366 259	2 768 015	60 019	85 220	5 776	178	5 954
Limpopo													
Capricorn	201	21 178	214 581	163 708	45	0	198 079	399 713	7 164	11 774	913	0	913
Mopani	355	16 914	190 863	138 370	10	0	174 164	346 512	5 626	9 997	652	2	654
Greater Sekhukhune	301	17 083	205 033	145 686	54	0	183 661	368 157	6 463	11 182	880	3	883
Vhembe	177	24 261	232 092	180 528	2	0	216 858	437 060	6 600	13 234	959	1	960
Unspecified	1 422	11 312	121 806	85 109	95	134	109 334	219 878	4 691	7 465	588	104	692
Total	2 456	90 748	964 375	713 401	206	134	882 096	1 771 320	30 544	53 652	3 992	110	4 102
Mpumalanga													
Ehlanzeni	1 081	20 216	285 245	189 630	482	286	247 110	496 940	8 782	14 163	765	4	769
Gert Sibande	1 036	7 616	159 104	89 287	250	197	127 711	257 490	4 990	7 375	598	5	603
Nkangala	490	7 195	159 027	109 529	135	25	137 826	276 401	5 526	8 385	536	1	537
Unspecified	475	2 731	33 249	25 045	50	1	30 987	61 551	1 334	2 075	85	85	170
Total	3 082	37 758	636 625	413 491	917	509	543 634	1 092 382	20 632	31 998	1 984	95	2 079
North West													
Bojanala	396	6 560	148 914	107 079	190	81	129 622	263 220	6 694	9 587	641	12	653
Bophirima	0	2 005	75 021	41 822	51	126	59 183	119 025	2 548	3 806	317	0	317
Central	94	1 891	123 406	75 845	93	0	100 131	201 329	4 405	6 517	516	1	517
Southern	142	2 649	101 311	62 938	358	0	83 690	167 398	3 784	5 521	296	7	303
Unspecified	182	558	13 789	6 520	0	23	10 414	21 072	571	784	29	22	51
Total	814	13 663	462 441	294 204	692	230	383 040	772 044	18 002	26 215	1 799	42	1 841
Northern Cape													
Frances Baard	196	2 332	47 204	30 934	45	2	40 072	80 713	1 709	2 480	117	4	121
Kgalagadi	170	472	36 469	22 043	28	0	29 163	59 182	1 349	2 099	197	1	198
Namakwa	91	1 444	14 407	7 672	0	2	11 606	23 616	547	852	79	3	82
Pixley ka Seme	266	1 592	27 945	14 115	161	1	21 887	44 080	905	1 429	101	2	103
Siyanda	94	1 763	29 807	16 735	0	0	23 920	48 399	898	1 461	98	1	99
Unspecified	116	79	3 479	2 072	0	0	2 978	5 746	129	385	15	4	19
Total	933	7 682	159 311	93 571	234	5	129 626	261 736	5 537	8 706	607	15	622

Source: 2006 SNAP Survey (conducted on the 10th school day).

Note 1: Data are for ordinary schools only and include learners in Pre-Grade R, Grade R and SNE at these schools. Data excludes learners, educators and institutions associated with stand-alone ECD sites and special schools.

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

Note 3: Unspecified: At the time of publication, some district municipalities have not been verified.

Table 10: Number of learners, educators and schools in the ordinary school sector, by province and district and metropolitan municipality, in 2006 (continued)

District and Metropolitan Municipality	Learner Enrolment								Educators		Schools		
	Pre-Gr. R	Gr. R	Primary (Gr. 1-7)	Secondary (Gr. 8-12)	SNE	Post-Matric	Female Total	Total	Female	Total	Public	Independent	Total
Western Cape													
Cape Winelands	494	5 271	81 843	52 307	67	0	69 715	139 982	2 958	4 609	273	0	273
Central Karoo	0	250	9 012	4 632	17	0	6 889	13 911	250	416	28	0	28
City of Cape Town Metro	1 619	20 435	346 974	227 364	269	0	305 898	596 661	13 084	19 061	723	0	723
Eden	235	3 003	61 831	33 555	32	0	49 537	98 656	1 991	3 135	202	0	202
Overberg	27	1 086	23 298	12 313	20	0	18 435	36 744	771	1 163	81	0	81
West Coast	62	1 427	37 670	18 156	43	0	29 046	57 358	1 206	1 885	137	0	137
Unspecified	1 797	2 142	18 966	12 227	26	47	17 402	35 205	1 919	2 556	8	127	135
Total	4 234	33 614	579 594	360 554	474	47	496 922	978 517	22 179	32 825	1 452	127	1 579
National (Total)	32 342	441 587	7 256 518	4 544 205	17 090	2 043	6 135 872	12 293 785	259 996	385 860	25 139	1 130	26 269

Source: 2006 SNAP Survey (conducted on the 10th school day).

Note 1: Data are for ordinary schools only and include learners in Pre-Grade R, Grade R and SNE at these schools. Data excludes learners, educators and institutions associated with stand-alone ECD sites and special schools.

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

Note 3: Unspecified: At the time of publication, some district municipalities have not been verified.



3.5 Senior Certificate examination

3.5.1 Overall results

Table 11: Senior Certificate examination results for full-time candidates with six or more subjects, by province and gender, in 2006

Province	Gender	Candidates Who Wrote		Candidates Awaiting Results		Candidates Who Wrote (Excluding Awaiting Results)	Candidates Who Failed ¹⁾		Candidates Who Passed ¹⁾					
									Without Endorsement		With Endorsement		Total	
		Number	%	Number	%		Number	%	Number	%	Number	%	Number	%
Eastern Cape	Female	39 031	56.1	0	0.0	39 031	16 375	42.0	19 072	48.9	3 584	9.2	22 656	58.0
	Male	30 530	43.9	1	0.0	30 529	11 917	39.0	15 194	49.8	3 418	11.2	18 612	61.0
	Total	69 561		1	0.0	69 560	28 292	40.7	34 266	49.3	7 002	10.1	41 268	59.3
Free State	Female	15 694	52.5	2	0.0	15 692	4 658	29.7	8 142	51.9	2 892	18.4	11 034	70.3
	Male	14 190	47.5	2	0.0	14 188	3 640	25.7	7 539	53.1	3 009	21.2	10 548	74.3
	Total	29 884		4	0.0	29 880	8 298	27.8	15 681	52.5	5 901	19.7	21 582	72.2
Gauteng	Female	39 926	54.5	0	0.0	39 926	8 711	21.8	21 957	55.0	9 258	23.2	31 215	78.2
	Male	33 290	45.5	0	0.0	33 290	7 150	21.5	18 386	55.2	7 754	23.3	26 140	78.5
	Total	73 216		0	0.0	73 216	15 861	21.7	40 343	55.1	17 012	23.2	57 355	78.3
KwaZulu-Natal	Female	66 269	52.7	181	0.3	66 088	22 309	33.8	33 606	50.9	10 173	15.4	43 779	66.2
	Male	59 508	47.3	158	0.3	59 350	20 669	34.8	29 738	50.1	8 943	15.1	38 681	65.2
	Total	125 777		339	0.3	125 438	42 978	34.3	63 344	50.5	19 116	15.2	82 460	65.7
Limpopo	Female	57 702	54.6	116	0.2	57 586	27 499	47.8	23 619	41.0	6 468	11.2	30 087	52.2
	Male	48 073	45.4	97	0.2	47 976	19 213	40.0	21 202	44.2	7 561	15.8	28 763	60.0
	Total	105 775		213	0.2	105 562	46 712	44.3	44 821	42.5	14 029	13.3	58 850	55.7
Mpumalanga	Female	21 168	54.2	4	0.0	21 164	7 792	36.8	10 706	50.6	2 666	12.6	13 372	63.2
	Male	17 872	45.8	3	0.0	17 869	5 762	32.2	9 292	52.0	2 815	15.8	12 107	67.8
	Total	39 040		7	0.0	39 033	13 554	34.7	19 998	51.2	5 481	14.0	25 479	65.3
North West	Female	20 550	54.1	3	0.0	20 547	6 876	33.5	10 726	52.2	2 945	14.3	13 671	66.5
	Male	17 403	45.9	8	0.0	17 395	5 626	32.3	9 177	52.8	2 592	14.9	11 769	67.7
	Total	37 953		11	0.0	37 942	12 502	33.0	19 903	52.5	5 537	14.6	25 440	67.0
Northern Cape	Female	3 923	52.3	0	0.0	3 923	969	24.7	2 353	60.0	601	15.3	2 954	75.3
	Male	3 572	47.7	0	0.0	3 572	773	21.6	2 237	62.6	562	15.7	2 799	78.4
	Total	7 495		0	0.0	7 495	1 742	23.2	4 590	61.2	1 163	15.5	5 753	76.8
Western Cape	Female	22 398	56.2	0	0.0	22 398	3 728	16.6	12 826	57.3	5 844	26.1	18 670	83.4
	Male	17 426	43.8	0	0.0	17 426	2 780	16.0	9 901	56.8	4 745	27.2	14 646	84.0
	Total	39 824		0	0.0	39 824	6 508	16.3	22 727	57.1	10 589	26.6	33 316	83.7
National	Female	286 661	54.2	306	0.1	286 355	98 917	34.5	143 007	49.9	44 431	15.5	187 438	65.5
	Male	241 864	45.8	269	0.1	241 595	77 530	32.1	122 666	50.8	41 399	17.1	164 065	67.9
	Total	528 525		575	0.1	527 950	176 447	33.4	265 673	50.3	85 830	16.3	351 503	66.6

Source: Report on the 2006 Senior Certificate examination, Department of Education (December 2006).

Note 1: Data exclude pending irregularities.

Note 2: Data are according to old provincial demarcation boundaries.

1) Candidates awaiting results are excluded in the calculation of the pass and failure rates.

In 2006, as indicated in Table 11, the overall national pass rate in the Senior Certificate examination for full-time candidates with six or more subjects was 66.6%. In all the provinces more females than males wrote the Senior Certificate examination. However, in relative terms, as indicated in Table 11 and Figure 12, the national pass rate of male candidates (67.9%) was higher than the pass rate of female candidates (65.5%). A similar trend was seen in all provinces, except in KwaZulu-Natal. In all the provinces, more female than male candidates passed. Furthermore, Table 11 shows that the overall pass rate, by province, varied from 83.7% in the Western Cape to 55.7% in Limpopo.

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Eastern Cape		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	610 292	19 156	2 528
	Secondary	421 060	13 879	802
	Combined	1 026 268	28 756	2 373
	Intermediate	12 760	537	77
	Total (Public)	2 070 380	62 328	5 780
Independent Schools ²⁾	Primary ³⁾	7 858	183	39
	Secondary	5 749	142	20
	Combined	16 438	445	47
	Intermediate	0	0	0
	Total (Independent)	30 045	770	106
Total (Public & Independent)	2 100 425	63 098	5 886	
Other Educational Programmes	Public ABET	45 354	4 080	299
	SNE	6 509	842	41
	Public FET	30 129	890	8
	ECD	11 719	1 461	238
	Public HE	62 779	1 616	4
	Total (Other)	156 490	8 889	590
Grand Total	2 256 915	71 987	6 476	

Limpopo		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	1 015 513	30 033	2 570
	Secondary	670 442	20 374	1 264
	Combined	30 209	985	81
	Intermediate	20 731	682	77
	Total (Public)	1 736 895	52 074	3 992
Independent Schools ²⁾	Primary ³⁾	9 751	378	33
	Secondary	7 359	269	20
	Combined	17 315	931	57
	Intermediate	0	0	0
	Total (Independent)	34 425	1 578	110
Total (Public & Independent)	1 771 320	53 652	4 102	
Other Educational Programmes	Public ABET	33 803	2 228	565
	SNE	6 699	536	26
	Public FET	22 908	619	7
	ECD	30 240	1 008	708
	Public HE	27 733	1 071	2
	Total (Other)	121 383	5 462	1 308
Grand Total	1 892 703	59 114	5 410	

North West		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	420 157	13 589	1 128
	Secondary	214 585	7 484	320
	Combined	42 621	1 510	120
	Intermediate	84 074	2 969	231
	Total (Public)	761 437	25 552	1 799
Independent Schools ²⁾	Primary ³⁾	2 809	157	12
	Secondary	792	67	4
	Combined	7 006	439	26
	Intermediate	0	0	0
	Total (Independent)	10 607	663	42
Total (Public & Independent)	772 044	26 215	1 841	
Other Educational Programmes	Public ABET	16 183	767	140
	SNE	3 706	386	37
	Public FET	17 743	397	3
	ECD	14 302	1 625	267
	Public HE	38 708	905	1
	Total (Other)	90 642	4 080	448
Grand Total	862 686	30 295	2 289	

Free State		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	349 241	11 525	1 278
	Secondary	210 795	7 229	252
	Combined	84 040	3 046	175
	Intermediate	25 756	888	46
	Total (Public)	669 832	22 688	1 751
Independent Schools ²⁾	Primary ³⁾	2 858	144	20
	Secondary	2 851	111	9
	Combined	9 252	467	37
	Intermediate	1 178	29	1
	Total (Independent)	16 139	751	67
Total (Public & Independent)	685 971	23 439	1 818	
Other Educational Programmes	Public ABET	22 098	1 225	208
	SNE	5 063	440	21
	Public FET	14 661	510	3
	ECD	11 465	374	133
	Public HE	34 590	877	2
	Total (Other)	87 877	3 426	367
Grand Total	773 848	26 865	2 185	

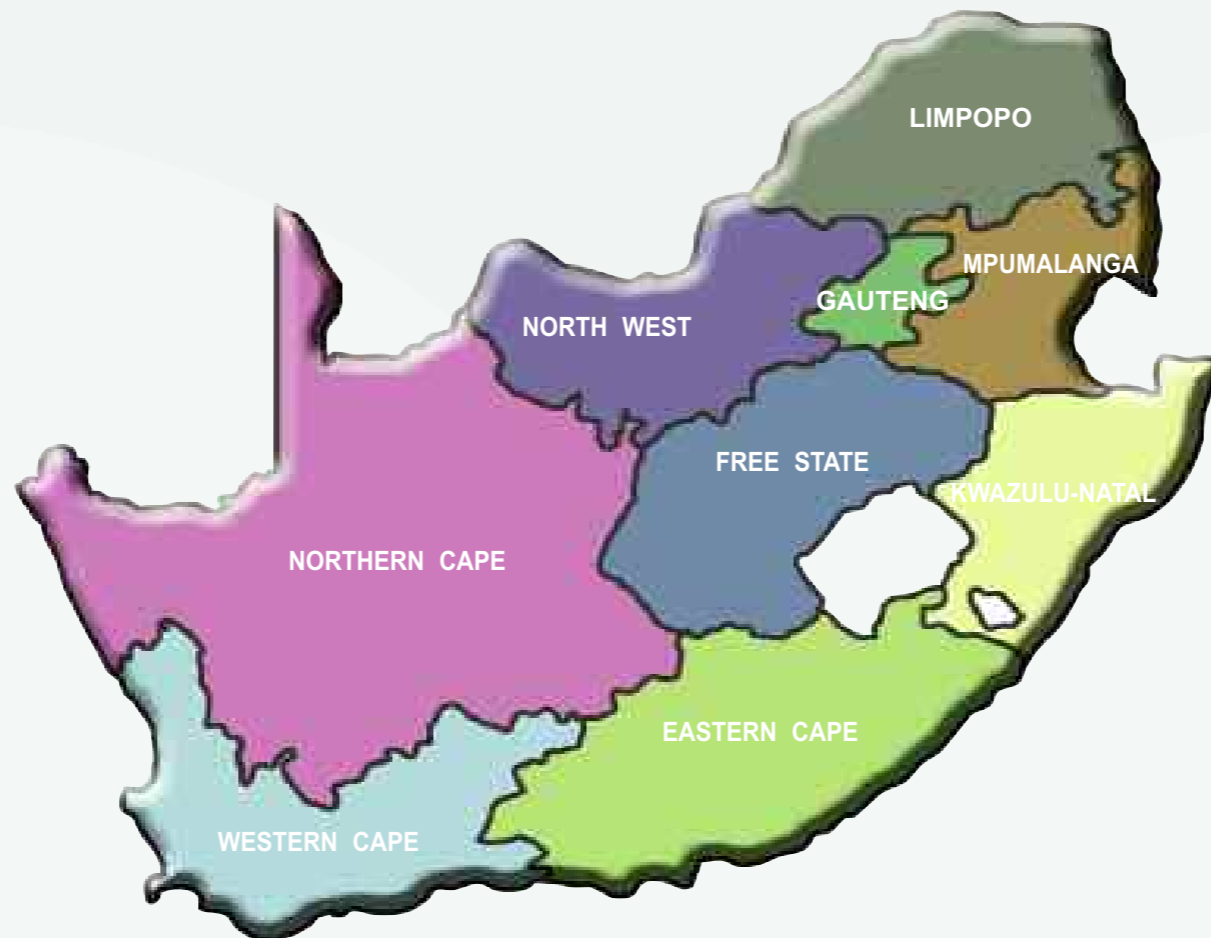
Northern Cape		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	144 551	4 532	390
	Secondary	69 104	2 351	105
	Combined	32 014	1 039	68
	Intermediate	13 221	647	44
	Total (Public)	258 890	8 569	607
Independent Schools ²⁾	Primary ³⁾	298	21	3
	Secondary	1 175	9	2
	Combined	1 373	107	10
	Intermediate	0	0	0
	Total (Independent)	2 846	137	15
Total (Public & Independent)	261 736	8 706	622	
Other Educational Programmes	Public ABET	5 532	342	153
	SNE	1 393	105	9
	Public FET	8 959	141	2
	ECD	10 634	1 077	399
	Public HE	n.a.	n.a.	n.a.
	Total (Other)	26 518	1 665	563
Grand Total	288 254	10 371	1 185	

Western Cape		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	496 806	15 576	931
	Secondary	316 396	10 724	310
	Combined	23 855	891	42
	Intermediate	112 482	3 249	169
	Total (Public)	949 539	30 440	1 452
Independent Schools ²⁾	Primary ³⁾	9 686	634	53
	Secondary	1 459	168	9
	Combined	17 080	1 494	58
	Intermediate	753	89	7
	Total (Independent)	28 978	2 385	127
Total (Public & Independent)	978 517	32 825	1 579	
Other Educational Programmes	Public ABET	31 138	1 499	325
	SNE	14 537	1 453	78
	Public FET	37 547	1 007	6
	ECD	29 974	1 462	730
	Public HE	87 163	2 797	4
	Total (Other)	200 359	8 218	1 143
Grand Total	1 178 876	41 043	2 722	

Gauteng		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	1 007 006	28 548	1 368
	Secondary	593 736	18 959	507
	Combined	51 965	1 436	57
	Intermediate	47 733	1 432	66
	Total (Public)	1 700 440	50 375	1 998
Independent Schools ²⁾	Primary ³⁾	33 472	1 861	108
	Secondary	24 950	1 567	73
	Combined	104 118	6 887	208
	Intermediate	395	17	1
	Total (Independent)	162 935	10 332	390
Total (Public & Independent)	1 863 375	60 707	2 388	
Other Educational Programmes	Public ABET	62 917	3 391	50
	SNE	34 450	2 655	105
	Public FET	130 388	1 752	9
	ECD	36 842	1 045	709
	Public HE	409 376	6 296	6
	Total (Other)	673 973	15 139	879
Grand Total	2 537 348	75 846	3 267	

Mpumalanga		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	591 985	16 551	1 308
	Secondary	355 025	10 827	462
	Combined	101 616	2 939	149
	Intermediate	25 030	795	65
	Total (Public)	1 073 656	31 112	1 984
Independent Schools ²⁾	Primary ³⁾	7 324	304	40
	Secondary	2 645	105	8
	Combined	8 757	477	47
	Intermediate	0	0	0
	Total (Independent)	18 726	886	95
Total (Public & Independent)	1 092 382	31 998	2 079	
Other Educational Programmes	Public ABET	22 583	4 133	297
	SNE	3 208	195	18
	Public FET	33 778	685	3
	ECD	8 935	472	238
	Public HE	n.a.	n.a.	n.a.
	Total (Other)	68 504	5 485	556
Grand Total	1 160 886	37 483	2 635	

National		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	6 202 372	186 075	15 295
	Secondary	3 766 520	120 529	5 466
	Combined	1 608 557	47 020	3 509
	Intermediate	364 373	11 943	869
	Total (Public)	11 941 822	365 567	25 139
Independent Schools ²⁾	Primary ³⁾	87 158	4 314	381
	Secondary	54 796	2 973	171
	Combined	206 717	12 853	559
	Intermediate	3 292	153	19
	Total (Independent)	351 963	20 293	1 130
Total (Public & Independent)	12 293 785	385 860	26 269	
Other Educational Programmes	Public ABET ⁴⁾	251 610	18 608	2 176
	SNE ⁵⁾	86 143	7 514	397
	Public FET ⁶⁾	361 186	7 096	50
	ECD	176 589	9 084	3 576
	Public HE	741 383	16 077	23
	Total (Other)	1 616 911	58 379	6 222
Grand Total	13 910 696	444 239	32 491	



Sources:

1. Ordinary public and independent schools: 2006 SNAP Survey (conducted on the 10th school day);
2. Public FET colleges: 2006 FET Annual Survey;
3. SNE, ECD and public ABET: 2006 data submitted by provincial EMIS heads. Data as reflected in the 2005 report were used whenever 2006 data were not available; and
4. Public higher education: 2006 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.
- 1) and 2) Including SNE learners at ordinary public and independent schools, respectively.
 - 3) Including learners and educators associated with pre-primary classes at primary schools.
 - 4) Public ABET: KwaZulu-Natal – data obtained from the 2003 Annual ABET Survey.
 - 5) SNE: KwaZulu-Natal – data obtained from the 2003 provincial submission.
 - 6) Public FET: KwaZulu-Natal – data obtained from the 2002 Survey done by the National Business Initiative.

Figure 12: Percentage distribution of Senior Certificate examination pass and failure rates, by gender, in 2006



3.5.2 Pass type results

Table 12: Senior Certificate examination results, by province, gender and type of pass, in 2006

Province	Gender	Type of Pass						Total Passed Number
		Pass Normal		Pass with Merit		Pass with Distinction		
		Number	% of Total Passed	Number	% of Total Passed	Number	% of Total Passed	
Eastern Cape	Female	20 533	90.6	1 811	8.0	312	1.4	22 656
	Male	16 864	90.6	1 505	8.1	243	1.3	18 612
	Total	37 397	90.6	3 316	8.0	555	1.3	41 268
Free State	Female	9 419	85.4	1 316	11.9	299	2.7	11 034
	Male	9 233	87.5	1 130	10.7	185	1.8	10 548
	Total	18 652	86.4	2 446	11.3	484	2.2	21 582
Gauteng	Female	23 667	75.8	5 975	19.1	1 573	5.0	31 215
	Male	20 597	78.8	4 473	17.1	1 070	4.1	26 140
	Total	44 264	77.2	10 448	18.2	2 643	4.6	57 355
KwaZulu-Natal	Female	37 596	85.9	5 097	11.6	1 086	2.5	43 779
	Male	33 942	87.7	4 006	10.4	733	1.9	38 681
	Total	71 538	86.8	9 103	11.0	1 819	2.2	82 460
Limpopo	Female	28 410	94.4	1 530	5.1	147	0.5	30 087
	Male	26 858	93.4	1 744	6.1	161	0.6	28 763
	Total	55 268	93.9	3 274	5.6	308	0.5	58 850
Mpumalanga	Female	12 084	90.4	1 112	8.3	176	1.3	13 372
	Male	10 891	90.0	1 059	8.7	157	1.3	12 107
	Total	22 975	90.2	2 171	8.5	333	1.3	25 479
North West	Female	12 233	89.5	1 208	8.8	230	1.7	13 671
	Male	10 698	90.9	928	7.9	143	1.2	11 769
	Total	22 931	90.1	2 136	8.4	373	1.5	25 440
Northern Cape	Female	2 499	84.6	370	12.5	85	2.9	2 954
	Male	2 465	88.1	290	10.4	44	1.6	2 799
	Total	4 964	86.3	660	11.5	129	2.2	5 753
Western Cape	Female	13 548	72.6	3 801	20.4	1 321	7.1	18 670
	Male	10 894	74.4	2 793	19.1	959	6.5	14 646
	Total	24 442	73.4	6 594	19.8	2 280	6.8	33 316
National	Female	159 989	85.4	22 220	11.9	5 229	2.8	187 438
	Male	142 442	86.8	17 928	10.9	3 695	2.3	164 065
	Total	302 431	86.0	40 148	11.4	8 924	2.5	351 503

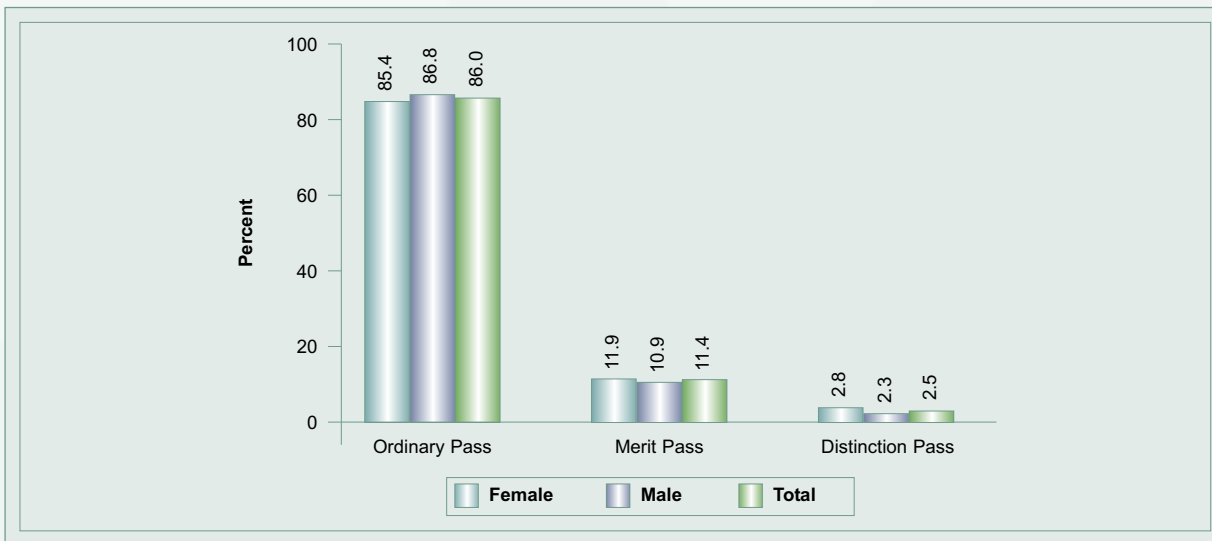
Source: Report on the 2006 Senior Certificate examination, Department of Education (December 2006).

Note 1: Data exclude pending irregularities.

Note 2: Data are according to old provincial demarcation boundaries.



Figure 13: Percentage distribution of Senior Certificate examination results, by type of pass and gender, in 2006



Note: Total refers to the weighted average between male and female.

As of 2001, candidates can obtain a Senior Certificate graded with either a normal pass (equivalent to an average score of less than 60%), a merit pass (equivalent to an average score of between 60% and 79%) or a distinction pass (equivalent to an average score of 80% and more). In each pass type there are passes with endorsement and passes without endorsement.

Table 12 and Figure 13 show that, nationally, in 2006, 86.0%, 11.4% and 2.5% of all candidates passed with a normal pass, a merit pass and a distinction pass, respectively. Although Table 12 and Figure 13 show that, nationally, among candidates who passed with merit and distinction, the females performed better than the males, males performed better than females when one takes into account only the endorsement passes for each of the three pass types (raw data for endorsement passes not shown in this report).

3.5.3 Frequency interval results

Table 13: Senior Certificate examination percentage pass rates of schools within different percentage groupings, by province, in 2005 and 2006

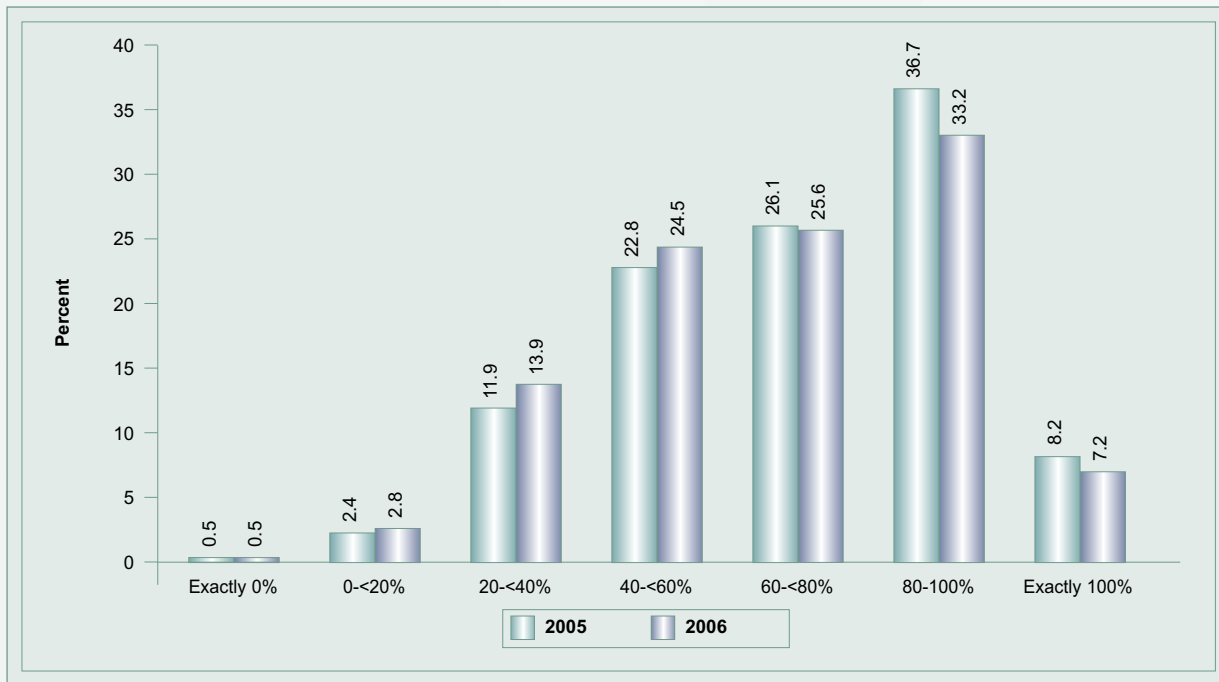
Province		Frequency Distribution of Pass Rates														
Name	Total Number of Schools		0-<20%		20-<40%		40-<60%		60-<80%		80-100%		Exactly 0%		Exactly 100%	
	2005	2006	2005 %	2006 %	2005 %	2006 %	2005 %	2006 %	2005 %	2006 %	2005 %	2006 %	2005 %	2006 %	2005 %	2006 %
Eastern Cape	918	902	5.3	4.5	23.5	20.7	31.9	27.8	20.2	26.3	19.1	20.6	0.5	0.7	3.9	4.0
Free State	328	325	0.0	0.0	2.1	5.5	14.9	18.2	25.9	29.5	57.0	46.8	0.0	0.0	17.4	12.3
Gauteng	655	656	1.7	1.5	7.6	5.8	17.4	13.4	25.0	23.0	48.2	56.3	0.8	0.3	13.0	13.7
KwaZulu-Natal	1 555	1 604	2.5	4.2	10.8	14.0	21.8	27.2	28.7	23.1	36.1	31.5	0.6	0.9	6.2	6.6
Limpopo	1 405	1 423	1.4	2.4	10.2	21.4	23.7	30.4	28.8	25.8	35.9	20.1	0.1	0.2	6.2	2.3
Mpumalanga	430	437	2.8	1.8	18.4	10.5	30.0	27.7	26.5	28.4	22.3	31.6	0.5	0.5	5.6	6.4
North West	409	410	2.9	1.5	16.4	11.0	27.6	26.3	27.4	28.3	25.7	32.9	0.5	0.0	4.9	6.3
Northern Cape	108	108	0.0	0.9	0.9	2.8	14.8	12.0	25.9	33.3	58.3	50.9	0.0	0.0	18.5	14.8
Western Cape	395	402	1.5	1.5	2.3	1.5	7.3	7.0	20.8	27.4	68.1	62.7	1.5	1.5	21.0	18.4
National	6 203	6 267	2.4	2.8	11.9	13.9	22.8	24.5	26.1	25.6	36.7	33.2	0.5	0.5	8.2	7.2

Source: Report on the 2006 Senior Certificate examination, Department of Education (December 2006).

Note 1: Data exclude pending irregularities.

Note 2: Data are according to old provincial demarcation boundaries.

Figure 14: Percentage distribution of Senior Certificate examination percentage pass rates of schools within different percentage groupings in 2005 and 2006



In 2006, as shown in Table 13 and Figure 14, 7.2% (approximately 451) of the 6 267 schools in South Africa that offered the Senior Certificate examination obtained 100% passes. This is lower than the 8.2% of 2005. The percentage of schools that scored a pass rate of between 80% and 100% decreased from 36.7% in 2005 to 33.2% in 2006. As far as schools that performed poorly are concerned, 2.8% of them obtained a pass rate of between 0% and <20% in 2006, which is slightly higher than the 2.4% of 2005. Nationally, 0.5% of schools (approximately 31) scored a 0% pass rate in 2006, which is the same as in 2005.



3.5.4 Selected subject results

Table 14: Senior Certificate examination results for selected subjects, by gender, in 2005 and 2006

Subject	Year	Number of Candidates who Wrote			Number and Percentages of Candidates who Passed								
					HG			SG			LG		
		Female	Male	Total	Total	Total	Total	Female	Female (%)	Male	Male (%)	Total	Total (%)
Accounting HG	2005	25 117	17 610	42 727	26 040	10 019	n.a.	20 990	83.6	15 069	85.6	36 059	84.4
	2006	24 371	17 668	42 039	24 444	9 359	n.a.	19 263	79.0	14 540	82.3	33 803	80.4
Accounting SG	2005	74 521	45 608	120 129	n.a.	89 624	16 552	66 968	89.9	39 208	86.0	106 176	88.4
	2006	76 681	46 361	123 042	n.a.	88 664	19 444	68 458	89.3	39 650	85.5	108 108	87.9
Accounting Total	2005	99 638	63 218	162 856	26 040	99 643	16 552	87 958	88.3	54 277	85.9	142 235	87.3
	2006	101 052	64 029	165 081	24 444	98 023	19 444	87 721	86.8	54 190	84.6	141 911	86.0
Biology HG	2005	61 117	50 502	111 619	49 419	29 160	n.a.	43 236	70.7	35 343	70.0	78 579	70.4
	2006	65 904	54 355	120 259	50 722	32 594	n.a.	45 483	69.0	37 833	69.6	83 316	69.3
Biology SG	2005	117 108	102 730	219 838	n.a.	98 109	48 979	75 803	64.7	71 285	69.4	147 088	66.9
	2006	122 002	106 876	228 878	n.a.	97 970	56 302	80 323	65.8	73 949	69.2	154 272	67.4
Biology Total	2005	178 225	153 232	331 457	49 419	127 269	48 979	119 039	66.8	106 628	69.6	225 667	68.1
	2006	187 906	161 231	349 137	50 722	130 564	56 302	125 806	67.0	111 782	69.3	237 588	68.1
Business Economics HG	2005	38 682	27 325	66 007	31 781	17 885	n.a.	29 188	75.5	20 478	74.9	49 666	75.2
	2006	40 743	28 712	69 455	35 854	18 108	n.a.	31 498	77.3	22 464	78.2	53 962	77.7
Business Economics SG	2005	88 735	61 407	150 142	n.a.	98 473	24 601	72 518	81.7	50 556	82.3	123 074	82.0
	2006	91 921	64 347	156 268	n.a.	106 217	28 225	78 698	85.6	55 744	86.6	134 442	86.0
Business Economics Total	2005	127 417	88 732	216 149	31 781	116 358	24 601	101 706	79.8	71 034	80.1	172 740	79.9
	2006	132 664	93 059	225 723	35 854	124 325	28 225	110 196	83.1	78 208	84.0	188 404	83.5
History HG	2005	18 029	19 934	37 963	21 862	10 582	n.a.	15 257	84.6	17 187	86.2	32 444	85.5
	2006	20 416	21 627	42 043	20 854	11 879	n.a.	15 725	77.0	17 008	78.6	32 733	77.9
History SG	2005	36 276	32 424	68 700	n.a.	44 614	12 743	30 006	82.7	27 351	84.4	57 357	83.5
	2006	36 137	32 780	68 917	n.a.	41 034	11 944	27 609	76.4	25 369	77.4	52 978	76.9
History Total	2005	54 305	52 358	106 663	21 862	55 196	12 743	45 263	83.3	44 538	85.1	89 801	84.2
	2006	56 553	54 407	110 960	20 854	52 913	11 944	43 334	76.6	42 377	77.9	85 711	77.2
Mathematics HG	2005	20 051	24 002	44 053	26 383	5 729	n.a.	14 138	70.5	17 974	74.9	32 112	72.9
	2006	21 321	25 624	46 945	25 217	7 895	n.a.	14 547	68.2	18 565	72.5	33 112	70.5
Mathematics SG	2005	140 537	118 562	259 099	n.a.	106 550	30 339	67 733	48.2	69 156	58.3	136 889	52.8
	2006	147 797	122 900	270 697	n.a.	102 557	30 196	66 115	44.7	66 638	54.2	132 753	49.0
Mathematics Total	2005	160 588	142 564	303 152	26 383	112 279	30 339	81 871	51.0	87 130	61.1	169 001	55.7
	2006	169 118	148 524	317 642	25 217	110 452	30 196	80 662	47.7	85 203	57.4	165 865	52.2
Physical Science HG	2005	27 743	34 594	62 337	29 965	15 687	n.a.	19 766	71.2	25 886	74.8	45 652	73.2
	2006	31 266	38 036	69 302	29 781	18 529	n.a.	20 687	66.2	27 623	72.6	48 310	69.7
Physical Science SG	2005	59 896	59 595	119 491	n.a.	57 980	25 726	41 379	69.1	42 327	71.0	83 706	70.1
	2006	64 264	61 657	125 921	n.a.	62 622	27 984	45 399	70.6	45 207	73.3	90 606	72.0
Physical Science Total	2005	87 639	94 189	181 828	29 965	73 667	25 726	61 145	69.8	68 213	72.4	129 358	71.1
	2006	95 530	99 693	195 223	29 781	81 151	27 984	66 086	69.2	72 830	73.1	138 916	71.2

Source: Report on the 2006 Senior Certificate examination, Department of Education (December 2006).

Note 1: Data exclude pending irregularities.

Note 2: n.a. = not applicable.

Figure 15: Percentage distribution of Senior Certificate examination pass rates for selected subjects, by gender, in 2006

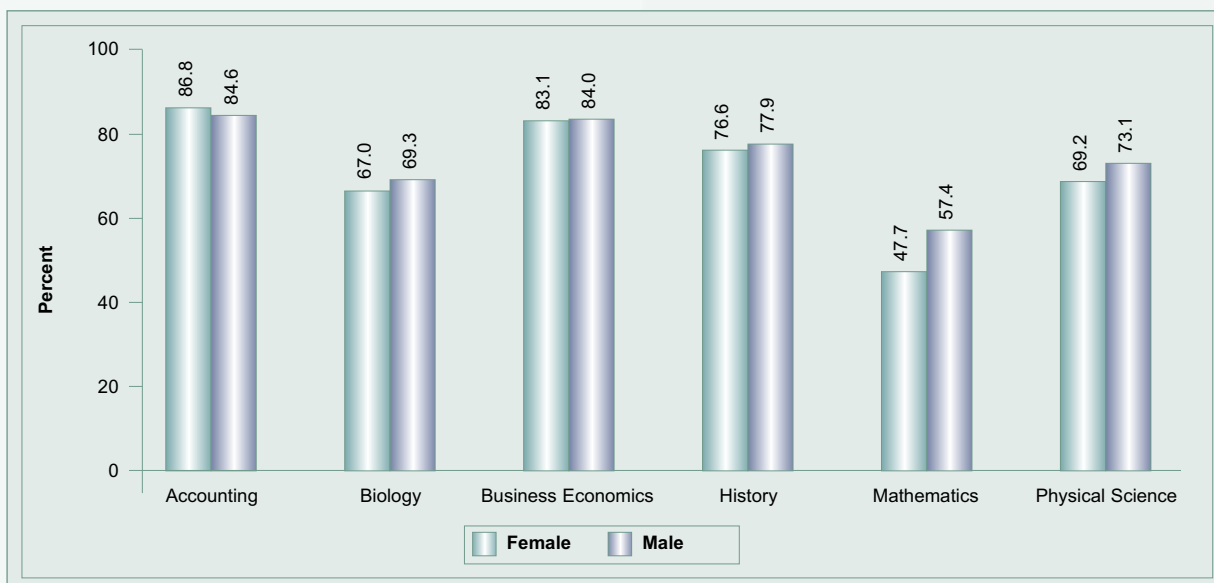


Table 14 shows that more candidates wrote the Senior Certificate examination for the selected subjects in 2006 than in 2005. The highest and second-highest overall pass rates in 2006 were for Accounting (86.0%) and Business Economics (83.5%), respectively. The lowest overall pass rate in 2006 was for Mathematics (52.2%), which is 3.5% lower than in 2005. However, the pass rate for Mathematics HG was 70.5% in 2006.

Table 14 and Figure 15 indicate that, in both 2005 and 2006, males performed better overall (HG and SG combined) than females in all the selected subjects, except Accounting.

3.5.5 Pass rate trend from 1996 to 2006

Table 15: Comparison of pass rates of the Senior Certificate examination, by province, from 1996 to 2006

Province	Pass Rates (%)											
	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	% Net Change (96-06)
Eastern Cape	49.0	46.2	45.1	40.2	49.8	45.6	51.8	60.0	53.5	56.7	59.3	21.0
Free State	51.1	42.5	43.4	42.1	52.7	59.0	70.7	80.0	78.7	77.8	72.2	41.3
Gauteng	58.3	51.7	55.6	57.0	67.5	73.6	78.1	81.5	76.8	74.9	78.3	34.3
KwaZulu-Natal	61.8	53.7	50.3	50.7	57.2	62.8	70.8	77.2	74.0	70.5	65.7	6.3
Limpopo	38.8	31.9	35.2	37.5	51.4	59.5	69.5	70.0	70.6	64.9	55.7	43.6
Mpumalanga	47.4	46.0	52.7	48.3	53.2	46.9	55.8	58.2	61.8	58.6	65.3	37.8
North West	69.6	50.0	54.6	52.1	58.3	62.5	67.8	70.5	64.9	63.0	67.0	-3.7
Northern Cape	74.1	63.8	65.4	64.3	71.2	84.2	89.9	90.7	83.4	78.9	76.8	3.6
Western Cape	80.2	76.2	79.0	78.8	80.6	82.7	86.5	87.1	85.0	84.4	83.7	4.4
National	54.4	47.4	49.3	48.9	57.9	61.7	68.9	73.3	70.7	68.3	66.6	22.4

Source: Report on the 2006 Senior Certificate examination, Department of Education (December 2006).
Note 1: Percentages with a negative sign denote a decrease from 1996 to 2006.
Note 2: Data exclude pending irregularities.
Note 3: Data are according to old provincial demarcation boundaries.

Figure 16: Comparison of national pass rates of the Senior Certificate examination from 1996 to 2006

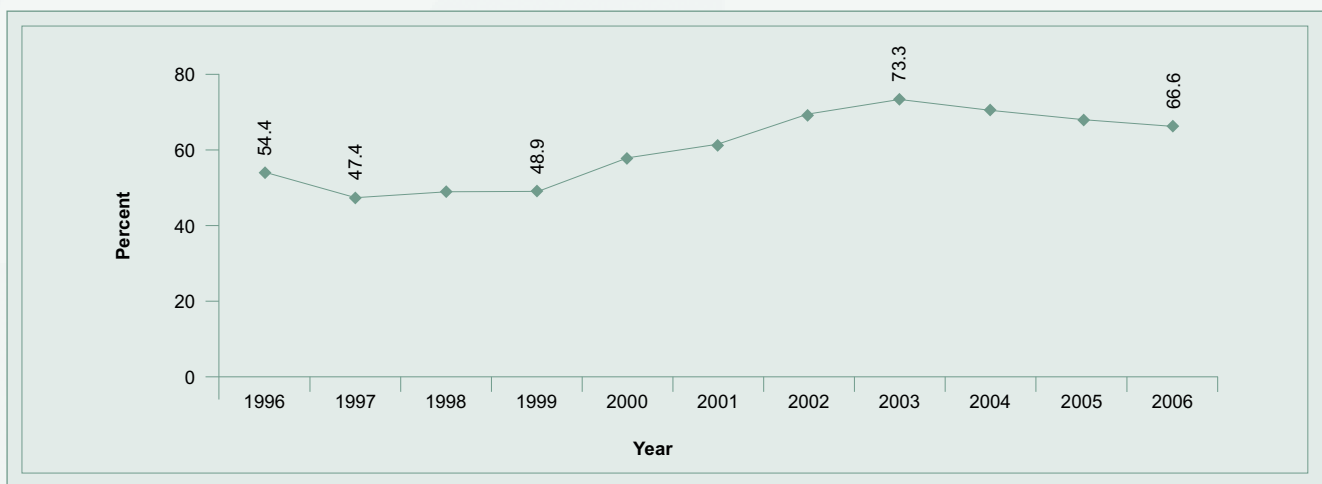


Table 15 shows that the national pass rate of the Senior Certificate examination increased from 54.4% in 1996 to 66.6% in 2006, indicating a net increase of 22.4%. From 1996 to 2006, the largest net increase in the pass rate occurred in Limpopo (43,6%), followed by Mpumalanga (37.8%).

Figure 16 shows that, from 1996, the national pass rate decreased by 7.0% (real value) to its lowest point in 1997 (47.4%). It stayed almost the same from 1997 to 1999 (48.9%), and then increased by 24.4% (real value) to its highest point in 2003 (73.3%). From 2003 the national pass rate decreased by 6.7% (real value) to 66.6% in 2006.

Table 15 shows that all provinces except North West showed a higher pass rate in 2006 than in 1996, and that, in 2003, all provinces showed a higher pass rate than in 1996. Between 1995 and 2006 the lowest and second lowest pass rates occurred in Limpopo (31.9% in 1997 and 35.2% in 1998), respectively. In the same period, the highest and second highest pass rates occurred in the Northern Cape (90.7% in 2003 and 89.9% in 2002).

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

Table 16: Number of learners, educators and institutions in other educational programmes, by province, in 2006

Province	Learners, Educators & Institutions	Other Educational Programmes				Total
		Public ABET ¹⁾	SNE ²⁾	Public FET ³⁾	ECD	
Eastern Cape	Learners	45 354	6 509	30 129	11 719	93 711
	Educators	4 080	842	890	1 461	7 273
	Institutions	299	41	8	238	586
Free State	Learners	22 098	5 063	14 661	11 465	53 287
	Educators	1 225	440	510	374	2 549
	Institutions	208	21	3	133	365
Gauteng	Learners	62 917	34 450	130 388	36 842	264 597
	Educators	3 391	2 655	1 752	1 045	8 843
	Institutions	50	105	9	709	873
KwaZulu-Natal	Learners	12 002	10 578	65 073	22 478	110 131
	Educators	943	902	1 095	560	3 500
	Institutions	139	62	9	154	364
Limpopo	Learners	33 803	6 699	22 908	30 240	93 650
	Educators	2 228	536	619	1 008	4 391
	Institutions	565	26	7	708	1 306
Mpumalanga	Learners	22 583	3 208	33 778	8 935	68 504
	Educators	4 133	195	685	472	5 485
	Institutions	297	18	3	238	556
North West	Learners	16 183	3 706	17 743	14 302	51 934
	Educators	767	386	397	1 625	3 175
	Institutions	140	37	3	267	447
Northern Cape	Learners	5 532	1 393	8 959	10 634	26 518
	Educators	342	105	141	1 077	1 665
	Institutions	153	9	2	399	563
Western Cape	Learners	31 138	14 537	37 547	29 974	113 196
	Educators	1 499	1 453	1 007	1 462	5 421
	Institutions	325	78	6	730	1 139
National	Learners	251 610	86 143	361 186	176 589	875 528
	Educators	18 608	7 514	7 096	9 084	42 302
	Institutions	2 176	397	50	3 576	6 199

Source 1: 2006 data submitted by provincial EMIS heads for stand-alone public ABET centres, special schools and ECD sites.

Source 2: 2006 FET Annual Survey.

Note 1: Data as reflected in the 2005 report were used whenever 2006 data were not available.

Note 2: Data include only registered institutions.

1) Public ABET: KwaZulu-Natal - data obtained from the 2003 Annual ABET Survey.

2) SNE: KwaZulu-Natal - data obtained from the 2003 provincial submission.

3) Public FET: KwaZulu-Natal - data obtained from the 2002 Survey done by the National Business Initiative.

Table 16 shows learners, educators and institutions in public ABET centres, special schools, public FET colleges and ECD sites.

5. PUBLIC HIGHER EDUCATION INSTITUTIONS

5.1 Headcount enrolments

Table 17: Overview of South African public higher education institutions in 2006

Institution	Headcount Student Enrolments			Black Students as Proportion of Headcount Totals (%)		Female Students as Proportion of Headcount Totals (%)		Proportion of Contact & Distance Headcount Enrolments in Major Fields of Study (%)		
	Contact	Distance	Total	Contact	Distance	Contact	Distance	SET	Business	Humanities
Cape Peninsula University of Technology	29 091	67	29 158	79	87	53	67	47	32	21
University of Cape Town	21 224	0	21 224	50	n.a.	51	n.a.	43	23	35
Central University of Technology, Free State	10 249	209	10 458	83	84	47	66	45	33	22
Durban University of Technology	22 765	0	22 765	94	n.a.	50	n.a.	47	35	17
University of Fort Hare	7 446	1 080	8 526	93	99	53	81	16	16	68
University of the Free State	22 108	2 024	24 132	63	34	58	34	29	18	53
University of Johannesburg	41 877	1 006	42 883	72	98	54	68	32	34	34
University of KwaZulu-Natal	32 621	4 961	37 582	83	91	55	59	30	25	45
University of Limpopo	16 560	0	16 560	99	n.a.	50	n.a.	44	14	41
Nelson Mandela Metropolitan University	19 832	4 413	24 245	70	97	51	69	30	24	46
North West University	27 889	10 819	38 708	51	91	59	70	22	16	62
University of Pretoria	38 538	7 584	46 122	40	99	53	72	39	14	47
Rhodes University	5 822	100	5 922	50	100	58	73	23	15	62
University of South Africa	770	226 769	227 539	70	74	84	57	12	42	46
University of Stellenbosch	21 943	0	21 943	28	n.a.	51	n.a.	41	20	39
Tshwane University of Technology	46 333	5 113	51 446	86	99	51	58	38	32	30
University of Venda	11 173	0	11 173	100	n.a.	50	n.a.	36	22	42
Vaal University of Technology	17 185	0	17 185	95	n.a.	48	n.a.	48	47	5
Walter Sisulu University for Technology and Science, Eastern Cape	23 639	447	24 086	100	100	63	81	26	34	40
University of Western Cape	14 788	50	14 838	93	42	60	38	31	14	55
University of Witwatersrand	24 201	0	24 201	66	n.a.	51	n.a.	48	17	34
University of Zululand	10 591	0	10 591	99	n.a.	66	n.a.	16	14	70
Mangosuthu Technikon	10 096	0	10 096	100	n.a.	50	n.a.	59	31	11
Totals / Averages	476 741	264 642	741 383	74	76	54	58	29	30	41

Source: 2006 HEMIS database, September 2007.

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: Numbers and percentages may not necessarily add up due to rounding off.

Note 9: CESH Category 10 (Home Economics) is now reported under SET and not under Humanities as was done in previous reports.

Note 10: n.a. = not applicable.



Table 18: Headcount enrolments in public higher education institutions, by major field of study and formal qualification, in 2006

Institution	Major Field of Study					Formal Qualifications						
	Science, Engineering & Technology	Business & Management	Education	All Other Humanities & Social Sciences	Total	Occasional Students	Undergraduate Certificates & Diplomas	Undergraduate Degrees	Postgraduate, Below Master's Level	Master's Degrees	Doctoral Degrees	Total
Cape Peninsula University of Technology	13 763	9 403	2 769	3 223	29 158	397	21 579	6 002	497	585	98	29 158
University of Cape Town	9 038	4 863	450	6 873	21 224	954	452	13 914	2 085	2 864	955	21 224
Central University of Technology, Free State	4 670	3 477	682	1 629	10 458	157	7 384	2 433	218	195	71	10 458
Durban University of Technology	10 799	8 068	584	3 314	22 765	34	19 016	3 354	16	304	41	22 765
University of Fort Hare	1 384	1 347	1 985	3 810	8 526	7	693	6 727	599	410	90	8 526
University of the Free State	6 887	4 455	4 453	8 337	24 132	1 318	2 310	13 146	4 315	2 474	569	24 132
University of Johannesburg	13 756	14 638	5 344	9 145	42 883	681	17 259	18 514	4 211	1 683	535	42 883
University of KwaZulu-Natal	11 435	9 393	5 120	11 635	37 582	542	2 874	24 023	4 786	4 230	1 127	37 582
University of Limpopo	7 304	2 388	2 427	4 441	16 560	8	1 481	12 267	918	1 733	153	16 560
Nelson Mandela Metropolitan University	7 301	5 867	5 750	5 327	24 245	1 139	10 906	9 525	979	1 400	296	24 245
North West University	8 533	6 132	12 016	12 027	38 708	450	10 258	18 451	6 049	2 710	790	38 708
University of Pretoria	17 957	6 314	10 891	10 960	46 122	542	5 248	27 028	6 222	5 619	1 463	46 122
Rhodes University	1 361	913	637	3 011	5 922	34	252	4 218	564	609	245	5 922
University of South Africa	26 283	95 605	25 513	80 138	227 539	14 293	61 675	127 694	17 469	5 460	948	227 539
University of Stellenbosch	8 985	4 427	976	7 556	21 943	474	0	13 826	2 715	4 113	815	21 943
Tshwane University of Technology	19 768	16 275	5 943	9 461	51 446	162	40 056	8 111	1 292	1 696	129	51 446
University of Venda	4 071	2 449	1 611	3 042	11 173	0	1 480	8 949	359	339	46	11 173
Vaal University of Technology	8 325	8 037	71	752	17 185	14	15 478	1 505	30	136	22	17 185
Walter Sisulu University for Technology and Science, Eastern Cape	6 334	8 116	4 521	5 115	24 086	740	15 996	6 831	380	126	13	24 086
University of Western Cape	4 560	2 103	1 226	6 950	14 838	0	1 304	10 716	1 332	1 161	325	14 838
University of Witwatersrand	11 467	4 113	1 777	6 309	24 201	301	474	15 743	2 000	4 705	978	24 201
University of Zululand	1 724	1 499	3 718	3 650	10 591	386	814	7 451	1 474	347	119	10 591
Mangosuthu Technikon	5 915	3 107	0	1 075	10 096	0	9 949	147	0	0	0	10 096
Totals	211 618	222 985	98 465	207 778	741 383	22 633	246 938	360 575	58 510	42 899	9 828	741 383

Source: 2006 HEMIS database, September 2007.

Note 1: Abbreviations and definitions of fields of study employed here are the same as those employed in Table 17, 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 & 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 "below masters level" includes postgraduate and post-diploma diplomas, postgraduate bachelor's degrees, and honours degrees.

Note 6: Numbers and percentages may not necessarily add up due to rounding off.

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

Figure 17: Percentage distribution of headcount enrolments in public higher education institutions, by major field of study, in 2006

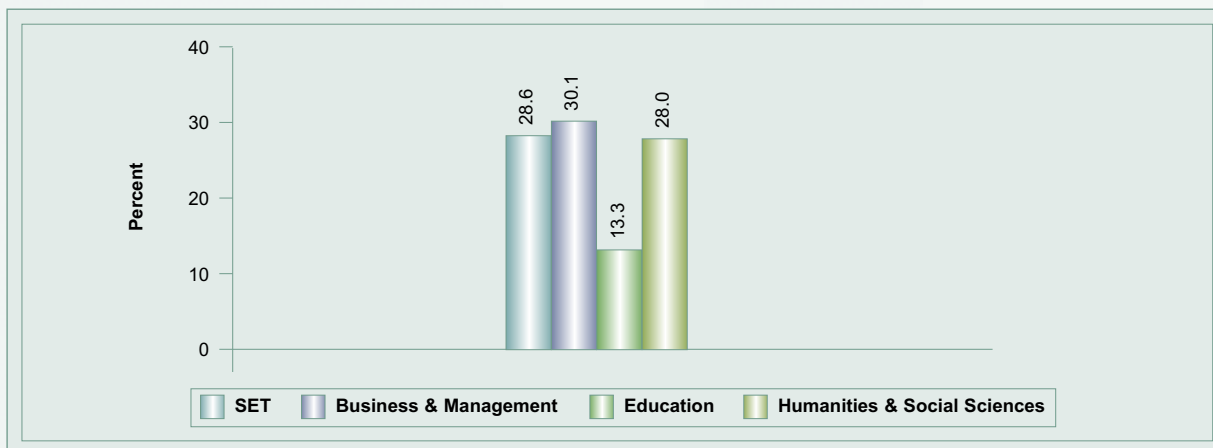


Figure 17 (see also Table 18) shows that, in 2006, 41.3% of students (306 243) at public higher education institutions were enrolled for programmes of study in either teacher education or the broad humanities and social sciences, 30.1% of students (222 985) were enrolled for programmes in business and management, while 28.6% of students (211 618) were enrolled for science, engineering and technology.

Figure 18: Percentage distribution of headcount enrolments in public higher education institutions, by qualification type, in 2006

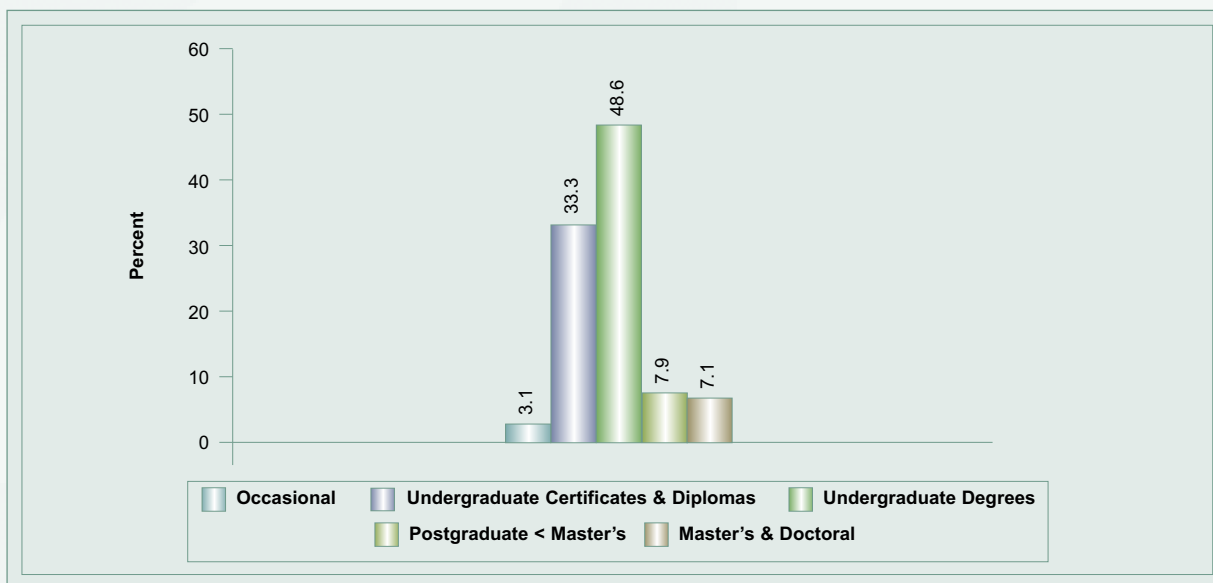


Figure 18 (see also Table 18) shows that the public higher education sector remained primarily an undergraduate sector. In 2006, 85.0% of all students (630 146) were enrolled for undergraduate qualifications, including occasional courses.



Table 19: Headcount enrolments of contact and distance mode students in public higher education institutions, by population group and gender, in 2006

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	13 443	9 337	308	6 003	29 091	15 319	13 772	47	11	0	9	67	45	22
University of Cape Town	5 971	2 911	1 733	9 493	21 224	10 736	10 488	0	0	0	0	0	0	0
Central University of Technology, Free State	8 089	378	36	1 746	10 249	4 867	5 382	126	46	4	33	209	138	71
Durban University of Technology	16 485	383	4 462	1 373	22 765	11 436	11 329	0	0	0	0	0	0	0
University of Fort Hare	6 707	130	70	539	7 446	3 980	3 466	1 047	17	4	12	1 080	870	210
University of the Free State	12 136	1 412	411	8 149	22 108	12 800	9 308	395	113	175	1 341	2 024	691	1 333
University of Johannesburg	26 764	1 190	2 174	11 749	41 877	22 425	19 452	974	9	5	18	1 006	680	326
University of KwaZulu-Natal	13 995	868	12 255	5 464	32 621	17 886	14 735	3 624	233	645	456	4 961	2 932	2 029
University of Limpopo	16 087	34	202	233	16 560	8 260	8 300	0	0	0	0	0	0	0
Nelson Mandela Metropolitan University	10 439	2 837	508	6 048	19 832	10 183	9 649	4 038	129	116	130	4 413	3 033	1 380
North West University	13 355	652	343	13 439	27 889	16 367	11 522	9 057	568	273	849	10 819	7 575	3 244
University of Pretoria	13 006	695	1 713	23 124	38 538	20 495	18 043	7 415	71	49	49	7 584	5 435	2 149
Rhodes University	2 304	227	365	2 926	5 822	3 351	2 471	100	0	0	0	100	73	27
University of South Africa	90	449	1	229	770	645	125	131 107	13 702	22 579	58 980	226 769	128 180	98 589
University of Stellenbosch	2 447	3 233	439	15 824	21 943	11 298	10 645	0	0	0	0	0	0	0
Tshwane University of Technology	39 100	479	375	6 379	46 333	23 777	22 556	4 847	138	52	76	5 113	2 981	2 132
University of Venda	11 146	0	3	24	11 173	5 631	5 542	0	0	0	0	0	0	0
Vaal University of Technology	16 029	242	94	820	17 185	8 247	8 938	0	0	0	0	0	0	0
Walter Sisulu University for Technology and Science, Eastern Cape	23 407	51	99	82	23 639	14 952	8 687	447	0	0	0	447	360	87
University of Western Cape	5 149	7 275	1 291	670	14 788	8 842	5 946	6	4	11	21	50	19	31
University of Witwatersrand	11 399	683	3 894	8 225	24 201	12 255	11 946	0	0	0	0	0	0	0
University of Zululand	10 247	26	166	152	10 591	6 942	3 649	0	0	0	0	0	0	0
Mangosuthu Technikon	10 083	5	4	3	10 096	5 012	5 084	0	0	0	0	0	0	0
Totals	287 878	33 497	30 946	122 694	476 741	255 706	221 035	163 230	15 041	23 913	61 974	264 642	153 012	111 630
	60%	7%	6%	26%	100%	54%	46%	62%	6%	9%	23%	100%	58%	42%

Source: 2006 HEMIS database, September 2007.

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. Because students coded as "population group unknown" are not included in the table, Black African+Coloured+Indian/Asian+White may, therefore, not = the total columns.

Note 4: Numbers and percentages may not necessarily add up due to rounding off.

Figure 19: Percentage distribution of headcount enrolments in public higher education institutions, by contact/distance mode and population group, in 2006

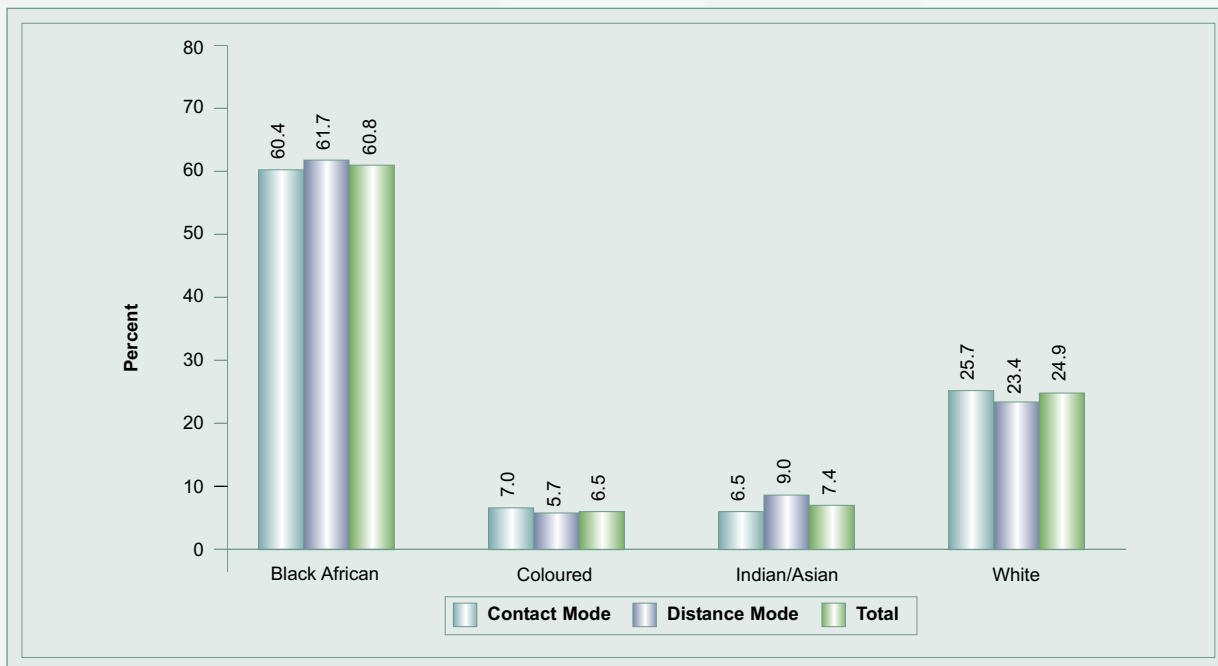


Figure 19 (see also Table 19) shows that, in 2006, 60.8% of all students (451 108) in the public higher education system were Black African, 24.9% (184 668) were White, 7.4% (54 859) were Indian/Asian, and 6.5% (48 538) were Coloured. In 2006, Black African students had an overall share of 60.4% (287 878) of contact programme enrolments and 61.7% (163 230) of distance programme enrolments.

Figure 20: Percentage distribution of headcount enrolments in public higher education institutions, by contact/distance mode and gender, in 2006

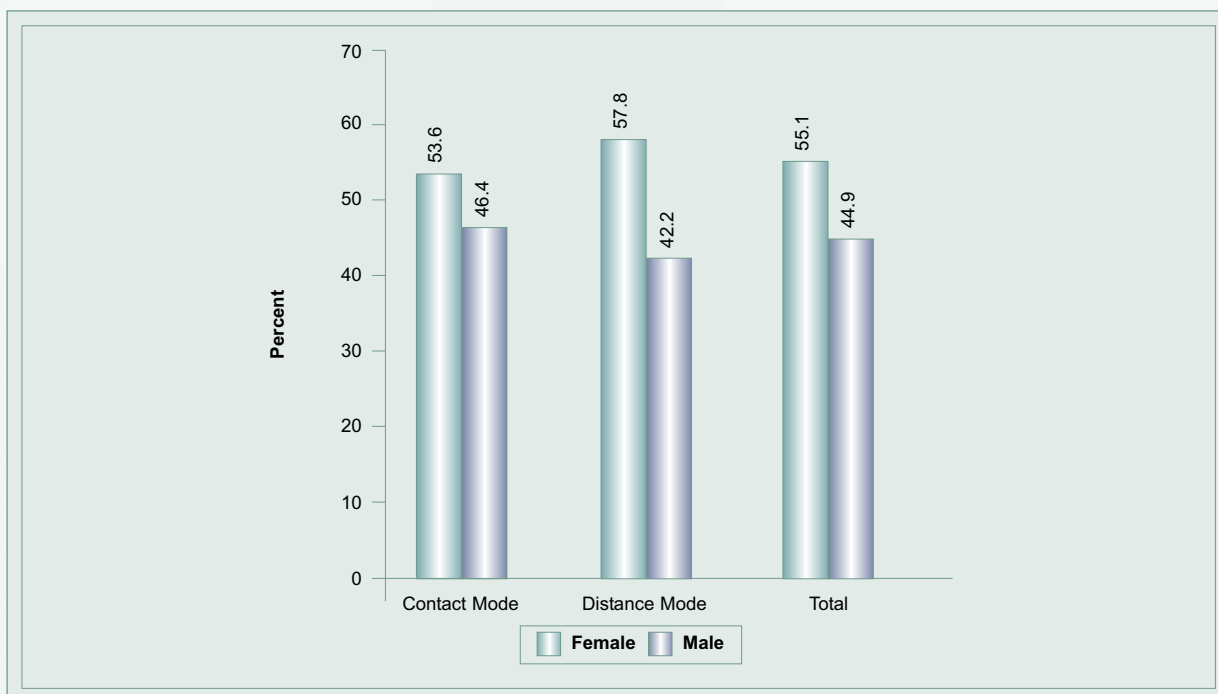


Figure 20 (see also Table 19) shows that, in 2006, female students were the majority in both contact programmes (53.6% or 255 706) and distance programmes (57.8% or 153 012). Overall, 55.1% of the students (408 718) in the system were female.

5.2 Headcount and graduation rates of graduates and diplomates

Table 20: Graduates/diplomates in public higher education institutions, by major field of study and formal qualification, in 2006

Institution	Major Field of Study					Formal Qualification					
	Science, Engineering & Technology	Business & Management	Education	All Other Humanities & Social Sciences	Total	Undergraduate Certificates & Diplomas	Undergraduate Degrees	Postgraduate Below Master's Level	Master's Degrees	Doctoral Degrees	Total
Cape Peninsula University of Technology	2 961	2 347	854	685	6 847	4 537	1 952	289	63	6	6 847
University of Cape Town	2 004	1 257	227	1 877	5 364	175	2 930	1 361	765	133	5 364
Central University of Technology, Free State	779	932	265	364	2 356	1 456	743	129	22	6	2 356
Durban University of Technology	1 974	1 663	41	715	4 392	3 328	989	9	62	4	4 392
University of Fort Hare	229	146	880	650	1 906	419	1 110	320	48	9	1 906
University of the Free State	1 476	774	1 622	1 555	5 426	915	2 006	1 916	529	60	5 426
University of Johannesburg	2 871	2 799	2 258	2 272	10 200	3 653	4 066	2 024	384	73	10 200
University of KwaZulu-Natal	2 277	2 199	1 421	2 738	8 635	915	5 023	1 964	625	108	8 635
University of Limpopo	1 392	324	997	640	3 353	910	1 828	396	207	12	3 353
Nelson Mandela Metropolitan University	1 304	1 000	1 562	1 028	4 894	2 079	1 956	543	291	25	4 894
North West University	1 872	1 496	3 977	2 481	9 825	3 178	3 719	2 053	765	110	9 825
University of Pretoria	3 545	1 947	3 428	2 474	11 393	2 298	5 217	2 535	1 195	148	11 393
Rhodes University	402	247	314	909	1 872	162	1 040	453	171	46	1 872
University of South Africa	841	3 838	5 306	3 871	13 855	4 388	5 573	3 190	623	81	13 855
University of Stellenbosch	2 208	1 224	331	1 810	5 573	0	2 916	1 737	818	102	5 573
Tshwane University of Technology	3 192	2 689	1 563	1 645	9 088	5 992	2 487	445	145	19	9 088
University of Venda	525	261	540	452	1 777	582	1 048	102	45	0	1 777
Vaal University of Technology	838	1 427	16	137	2 418	1 897	490	11	19	1	2 418
Walter Sisulu University for Technology and Science, Eastern Cape	718	1 253	975	540	3 485	2 724	659	93	9	0	3 485
University of Western Cape	930	344	451	1 127	2 851	348	1 604	618	253	28	2 851
University of Witwatersrand	2 175	758	458	1 475	4 959	191	2 702	1 192	776	98	4 959
University of Zululand	367	222	1 064	580	2 232	353	1 179	605	64	31	2 232
Mangosuthu Technikon	685	966	0	319	1 970	1 941	29	0	0	0	1 970
Totals	35 562	30 111	28 548	30 342	124 671	42 441	51 266	21 985	7 879	1 100	124 671

Source: 2006 HEMIS database, September 2007.

Note 1: Definitions of fields of study are the same as those employed in Table 17.

Note 2: Definitions of formal qualifications are the same as those employed in Table 18.

Note 3: Numbers and percentages may not necessarily add up due to rounding off.

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



Table 21: Summaries of key graduation rates in public higher education institutions in 2006

Institution	Undergraduate Degrees & Diplomas (%)	Master's Degrees (%)	Doctoral Degrees (%)
Cape Peninsula University of Technology	24	11	6
University of Cape Town	22	27	14
Central University of Technology, Free State	22	11	8
Durban University of Technology	19	20	10
University of Fort Hare	21	12	10
University of the Free State	19	21	11
University of Johannesburg	22	23	14
University of KwaZulu-Natal	22	15	10
University of Limpopo	20	12	8
Nelson Mandela Metropolitan University	20	21	8
North West University	24	28	14
University of Pretoria	23	21	10
Rhodes University	27	28	19
University of South Africa	5	11	9
University of Stellenbosch	21	20	13
Tshwane University of Technology	18	9	15
University of Venda	16	13	0
Vaal University of Technology	14	14	5
Walter Sisulu University for Technology and Science, Eastern Cape	15	7	0
University of Western Cape	16	22	9
University of Witwatersrand	18	16	10
University of Zululand	19	18	26
Mangosuthu Technikon	20	0	0
Averages	15	18	11

Source: 2006 HEMIS database, September 2007.

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: Different undergraduate percentages were set for universities and technikons, because of problems encountered with the ways in which some technikons were reporting their BTech enrolments.

Note 3: 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 4: Percentages may not necessarily add up due to rounding off.



Figure 21: Headcount totals of graduates/diplomates in public higher education institutions, by qualification type, in 2006

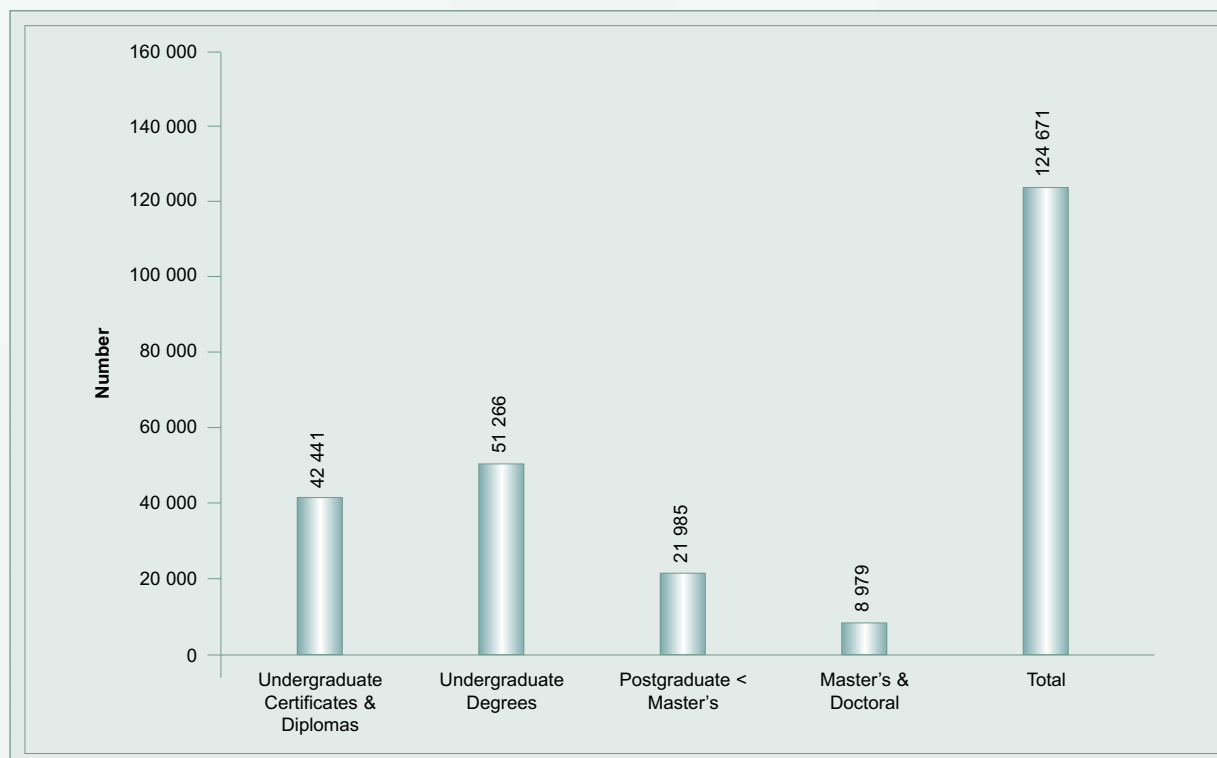


Figure 21 (see also Table 20) gives details of the totals of graduates and diplomates produced by public higher education institutions in 2006. In that year, the system produced 124 671 graduates and diplomates. Of the 124 671 students who completed qualifications in 2006, 75.1% (93 707) obtained undergraduate degrees or diplomas. There were only 8 979 (7.2%) master's and doctoral graduates in 2006.

5.3 Full-time equivalent enrolments and undergraduate success rates

Table 22: Full-time equivalent enrolments of contact and distance mode students in public higher education institutions in 2006

Institution	Contact					Distance				
	Science, Engineering & Technology	Business & Management	Education	All Other Humanities & Social Sciences	Total	Science, Engineering & Technology	Business & Management	Education	All Other Humanities & Social Sciences	Total
Cape Peninsula University of Technology	9 671	5 657	1 888	4 600	21 816	27	0	0	0	27
University of Cape Town	7 020	3 035	277	6 841	17 173	0	0	0	0	0
Central University of Technology, Free State	3 220	2 223	454	1 887	7 783	9	64	0	81	154
Durban University of Technology	7 204	5 600	230	4 020	17 055	0	0	0	0	0
University of Fort Hare	1 216	1 100	610	2 743	5 669	0	0	293	0	293
University of the Free State	5 414	2 522	1 833	6 454	16 223	46	120	0	960	1 126
University of Johannesburg	9 594	10 222	2 564	9 555	31 935	45	0	454	1	500
University of KwaZulu-Natal	9 434	4 881	1 800	10 175	26 291	184	1 769	1 081	22	3 056
University of Limpopo	5 543	1 516	1 374	4 785	13 218	0	0	0	0	0
Nelson Mandela Metropolitan University	5 133	3 736	852	5 164	14 886	20	12	2 114	38	2 183
North West University	6 404	3 943	4 027	8 577	22 951	369	122	3 552	1 064	5 107
University of Pretoria	13 352	6 041	2 197	9 145	30 735	1	0	3 134	0	3 135
Rhodes University	1 271	606	290	2 818	4 985	0	0	57	0	57
University of South Africa	0	0	0	587	587	11 916	39 696	10 855	46 653	109 120
University of Stellenbosch	7 147	3 674	911	6 119	17 851	0	0	0	0	0
Tshwane University of Technology	13 339	9 197	839	10 259	33 634	22	61	937	922	1 942
University of Venda	2 677	1 158	710	4 403	8 948	0	0	0	0	0
Vaal University of Technology	5 648	4 411	42	2 556	12 656	0	0	0	0	0
Walter Sisulu University for Technology and Science, Eastern Cape	5 526	6 388	2 518	5 527	19 959	0	0	545	0	545
University of Western Cape	4 082	1 081	775	5 518	11 455	25	0	0	0	25
University of Witwatersrand	8 086	2 741	1 024	6 133	17 984	0	0	0	0	0
University of Zululand	1 369	1 055	2 910	3 846	9 181	0	0	0	0	0
Mangosuthu Technikon	3 781	1 880	0	1 853	7 513	0	0	0	0	0
Totals	136 133	82 668	28 125	123 564	370 489	12 664	41 842	23 022	49 742	127 269
	37%	22%	8%	33%	100%	10%	33%	18%	39%	100%

Source: 2006 HEMIS database, September 2007.

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 17.

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

Note 6: Numbers and percentages may not necessarily add up due to rounding off.

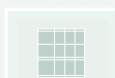


Table 23: Undergraduate success rates of contact and distance mode students in public higher education institutions, by population group, in 2006

Institution	Contact (%)					Distance (%)				
	Black African	Coloured	Indian/Asian	White	Average	Black African	Coloured	Indian/Asian	White	Average
Cape Peninsula University of Technology	70	76	80	86	76	46	64	n.a.	64	51
University of Cape Town	79	82	86	91	86	n.a.	n.a.	n.a.	n.a.	n.a.
Central University of Technology, Free State	72	73	78	83	74	68	79	82	83	73
Durban University of Technology	74	77	76	87	75	n.a.	n.a.	n.a.	n.a.	n.a.
University of Fort Hare	73	71	73	86	74	95	100	100	100	96
University of the Free State	65	71	72	83	73	58	61	66	74	68
University of Johannesburg	72	72	77	83	75	73	49	77	69	73
University of KwaZulu-Natal	76	81	80	91	80	75	84	86	51	76
University of Limpopo	78	78	88	91	78	n.a.	n.a.	n.a.	n.a.	n.a.
Nelson Mandela Metropolitan University	65	70	74	84	72	74	82	90	87	76
North West University	75	71	77	82	79	77	79	70	78	77
University of Pretoria	74	76	78	86	81	82	88	100	100	82
Rhodes University	83	81	89	90	87	96	n.a.	n.a.	n.a.	96
University of South Africa	95	83	n.a.	89	85	47	47	52	59	51
University of Stellenbosch	71	72	81	85	82	n.a.	n.a.	n.a.	n.a.	n.a.
Tshwane University of Technology	68	75	73	81	70	71	72	91	77	72
University of Venda	75	n.a.	92	65	75	n.a.	n.a.	n.a.	n.a.	n.a.
Vaal University of Technology	70	75	66	73	70	n.a.	n.a.	n.a.	n.a.	n.a.
Walter Sisulu University for Technology and Science, Eastern Cape	68	71	89	68	68	89	n.a.	n.a.	n.a.	89
University of Western Cape	75	76	81	93	77	n.a.	n.a.	n.a.	n.a.	n.a.
University of Witwatersrand	75	77	79	89	80	n.a.	n.a.	n.a.	n.a.	n.a.
University of Zululand	72	71	66	65	72	n.a.	n.a.	n.a.	n.a.	n.a.
Mangosuthu Technikon	81	83	76	100	81	n.a.	n.a.	n.a.	n.a.	n.a.
Averages	72	76	79	85	76	52	50	53	60	54

Source: 2006 HEMIS database, September 2007.

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: Percentages may not necessarily add up due to rounding off.

Note 4: n.a. = not applicable.



Figure 22: Full-time equivalent student enrolments in public higher education institutions, by contact/distance mode, in 2006

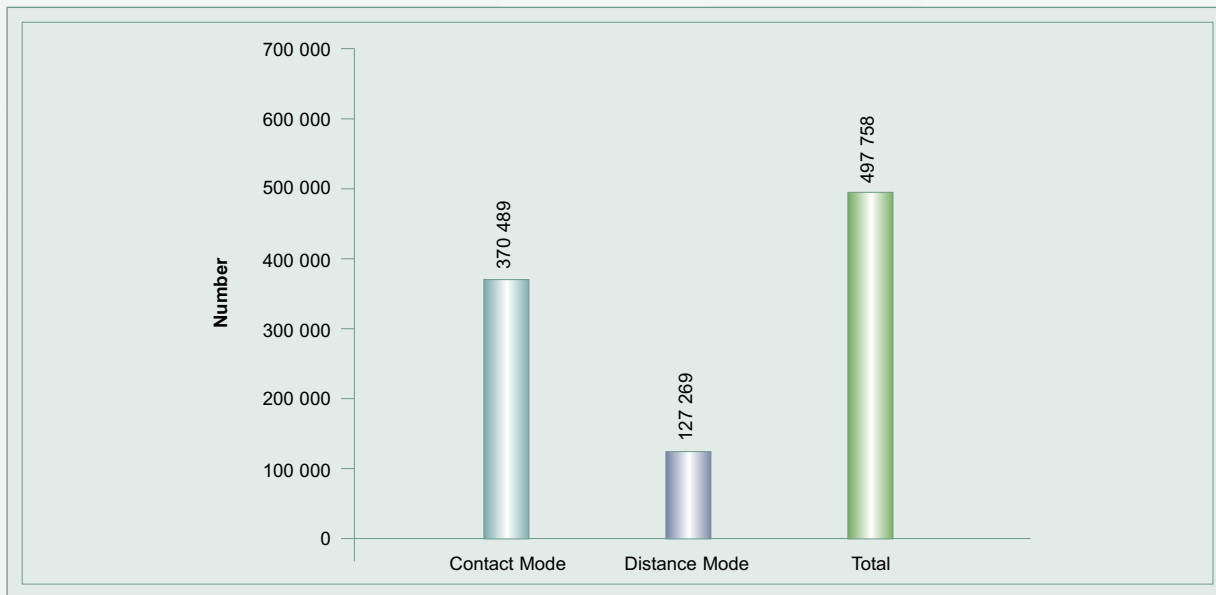


Figure 22 (see also Table 22) shows that the full-time equivalent (FTE) student enrolment at public higher education institutions was 497 758 in 2006. The ratios with regard to distance and contact mode differed markedly between FTE and headcount totals. The contact FTE total of 370 489 was 77.7% of the corresponding headcount total, which implies that most contact students were studying full-time in that year. The ratio for distance students was 48.1%, which implies that, in 2006, distance students were, on average, following the equivalent of less than half of a full-time curriculum.

Figure 23: Percentage distribution of average undergraduate success rates in public higher education institutions, by contact education programmes and population group, in 2006

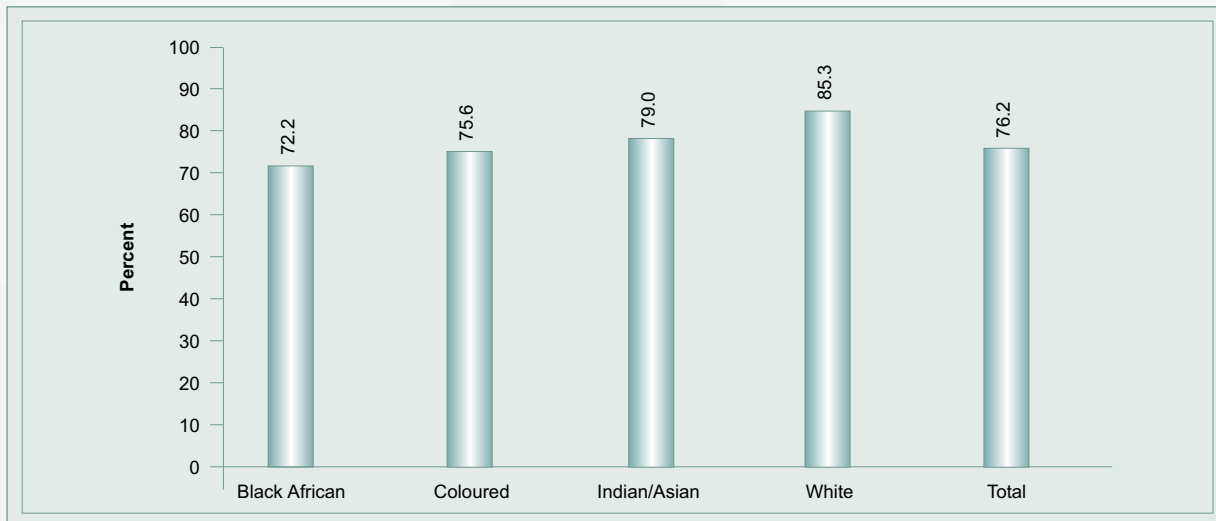


Figure 23 (see also Table 23) shows that inequalities of outcome continue to exist in the higher education system. In 2006, the average success rate of Black African students in contact undergraduate programmes was only 72.2%, compared to an average of 85.3% for White students.



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5.4 Permanent staff

Table 24: Overview of permanent staff in public higher education institutions in 2006

Institution	Total Permanent Staff			% of Black Staff in Total			% of Female Staff in Total		
	Instruction & Research Staff	Administrative Staff	Service Staff	Instruction & Research Staff	Administrative Staff	Service Staff	Instruction & Research Staff	Administrative Staff	Service Staff
Cape Peninsula University of Technology	648	763	170	46	75	99	39	56	29
University of Cape Town	851	1 730	138	18	62	98	34	63	41
Central University of Technology, Free State	218	320	172	33	49	92	39	58	53
Durban University of Technology	563	668	111	64	87	99	45	51	21
University of Fort Hare	261	433	31	65	83	100	36	57	10
University of the Free State	659	710	316	17	28	98	42	64	54
University of Johannesburg	982	1 310	558	28	45	93	43	62	23
University of KwaZulu-Natal	1 583	2 251	450	53	77	100	43	62	26
University of Limpopo	798	767	490	75	77	100	39	57	42
Nelson Mandela Metropolitan University	514	658	131	18	44	92	42	60	40
North West University	905	1 186	544	30	32	95	38	66	46
University of Pretoria	1 574	1 344	552	17	28	90	46	69	32
Rhodes University	316	548	381	16	46	100	34	63	46
University of South Africa	1 319	2 565	223	27	50	99	52	58	26
University of Stellenbosch	822	1 344	318	14	33	99	40	61	30
Tshwane University of Technology	855	1 297	417	39	56	98	40	55	53
University of Venda	273	274	212	90	98	100	32	47	55
Vaal University of Technology	296	371	256	37	61	98	48	62	56
Walter Sisulu University for Technology and Science, Eastern Cape	525	635	101	82	94	100	42	56	50
University of Western Cape	476	627	98	58	94	100	45	58	28
University of Witwatersrand	1 270	1 452	371	28	63	99	45	68	32
University of Zululand	226	322	183	66	84	100	41	44	40
Mangosuthu Technikon	143	182	130	80	91	100	28	48	52
Totals	16 077	21 757	6 353	38	55	96	42	59	38

Source: 2006 HEMIS database, September 2007.

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: Numbers and percentages may not necessarily add up due to rounding off.

Note 7: Data from Walter Sisulu University for Technology and Science, Eastern Cape includes 2005 data from the former Eastern Cape Technikon.

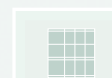


Figure 24: Percentage distribution of black and female staff in public higher education institutions, as a percentage of total permanent staff, in 2006

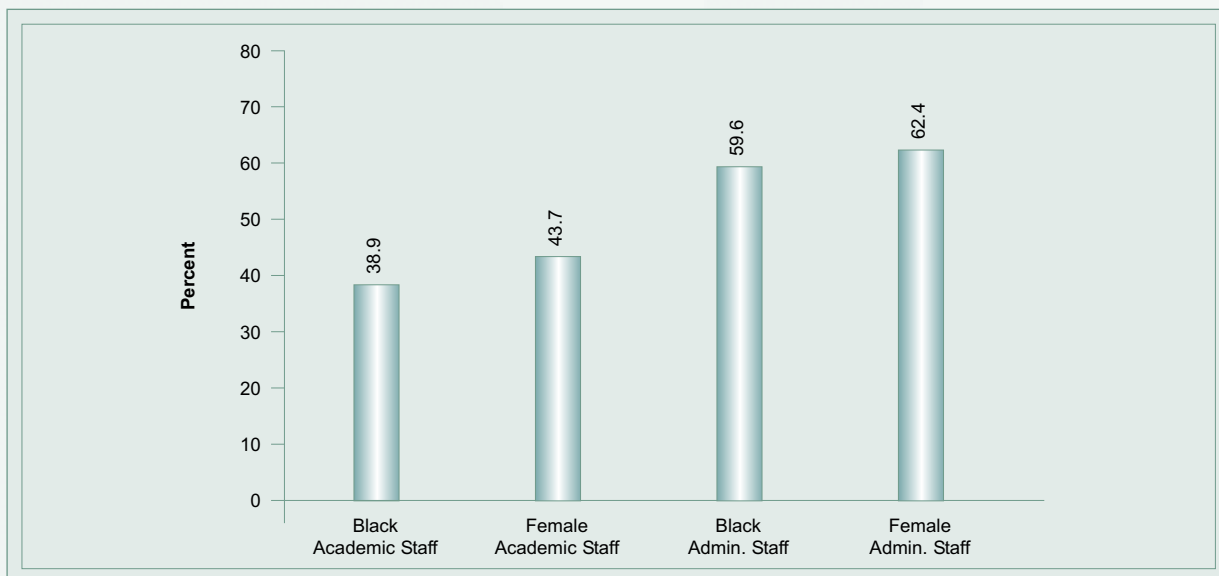


Figure 24 (see also Table 24) points to the employment inequalities that existed in the higher education system in 2006. Black (Black African, Coloured and Indian/Asian) staff had only a 37.7% (6 057) share of permanently appointed academic (instruction and research) staff posts while female staff had a 42.2% (6 791) 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 2006 academic year.

6.2 Scope of the surveys

The census frame covers the following education sectors:

- Ordinary schools (public and independent);
- Higher Education institutions (public);
- Further Education and Training (FET) colleges (public);
- Special schools (public and a few independent);
- Adult Basic Education and Training (ABET) centres (public); and
- Early Childhood Development (ECD) sites (public and a few independent).

6.3 Survey methodology and design

The process of acquiring education information involves the national and provincial education departments 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 higher education institutions (which fall under the jurisdiction of the Department of Education (the DoE)), the process is as follows:

The DoE consults with provincial education departments (PEDs) and all other stakeholders on education information user needs, and designs all required data acquisition 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)*; and
- *School Realities (2005 to 2007)*.

6.4 Comparability with previous censuses

The 2006 census is not generally comparable with the 2005 census, owing to the fact that the latest census is based on the new provincial demarcation boundaries.

6.5 Response rate

Approximately 93% of functional ordinary schools submitted the 2006 survey forms. No imputations were done on the data.

6.6 Glossary

Adult Basic Education and Training (ABET) centre

A centre that is under the control of a PED and at which basic education programmes are presented to persons of 16 years or older (see the South African Schools Act, No. 84 of 1996) (the SASA).

Classification of Education Subject Matter (CESM)

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

College

An institution of professional study that grants diplomas and certificates at the completion of a specific programme.

Combined school

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

Contact student

A higher education student who is registered mainly for courses offered in contact mode. A contact mode course involves personal interaction with lecturers or institutional supervisors at higher education 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

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

Early Childhood Development (ECD) centre/site

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 its conditions of 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, after-school care, etc. ECD centres are sometimes referred to as ECD sites.

Education district

A geographical unit that the relevant provincial legislation determines on the basis of prevailing provincial practice.

Education region

A sub-provincial administrative unit above the district level.

Educator

Any person who teaches, educates or trains other persons at an education institution or assists in rendering education services, or who renders education auxiliary or support services provided by or in an education department, but not an officer as defined in section 1 of the Public Service Act, Proclamation 103 of 1994.

FET band

Grades 10, 11 and 12 offered at ordinary schools.

Foundation phase

Grade R (reception year) and Grades 1, 2 and 3 offered at ordinary schools (see Education White Paper 5 on Early Childhood Development).

Further Education and Training (FET)

All learning and training programmes leading to qualifications from levels 2 to 4 of the National Qualifications Framework (NQF) as contemplated in the South African Qualifications Authority Act, No. 58 of 1995 (the SAQA Act), which levels are above general education but below higher education.

Gender Parity Index (GPI)

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

General Education and Training (GET)

All learning and training programmes leading to a qualification on level 1 of the NQF, and represents nine years of compulsory school attendance – that is, Grades 1 to 9 and ABET levels 1 to 4 (see the General and Further Education and Training Quality Assurance Act, No. 58 of 2001) (the GENFETQUA Act).

Gross Enrolment Ratio (GER)

Measures enrolment, regardless of age, in a specific level of education as a percentage of the appropriately aged population for the given level of education.

Independent school

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

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 or obliged to receive education at any education institution contemplated in section 2 of the SASA within the general and further education and training sectors (see the GENFETQUA Act).

Learner-to-Educator Ratio (LER)

The number of learners per educator.

Learner-to-School Ratio (LSR)

The number of learners per school.

Post-matric

An opportunity, granted in special cases, for learners who have already passed the Senior Certificate examination but want to improve their results in one or more subjects.

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 maintained largely through public funds, which must be made available by the Member of the Executive Council (MEC) for education in a province, in terms of section 12 of the SASA, for the purpose of public education.

School

A public or an independent education institution that is registered by the PED according to applicable legislation and that enrolls learners in one or more grades, from Grade R 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, 8 and 9 offered at ordinary schools.

Special Needs Education (SNE)

Education that is specialised in its nature and addresses the barriers to learning and development experienced by learners with special education needs (including those with disabilities) at special as well as ordinary schools. This sector of education is specialised in the planning and delivery of support programmes through specialised interventions.

Special school

A school equipped 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.



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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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Gauteng Education Department

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Limpopo Education Department

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KwaZulu-Natal Education Department

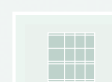
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Fax: 053 839 6580



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 Systems:

Director: EMIS

Mr Siza Shongwe
Department of Education
Waterbron Building, 191 Schoeman Street, Pretoria
Postal Address: Private Bag X895, Pretoria, 0001
Tel.: 012 312 6092
Fax: 012 312 5983
Email: shongwe.s@doe.gov.za

General Enquiries

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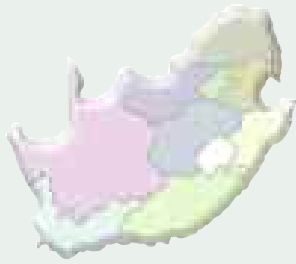
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This publication has been produced with assistance and information from the following:

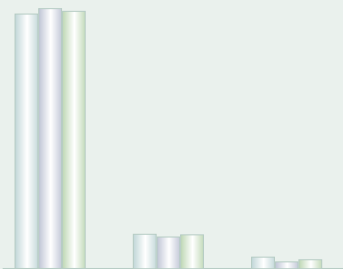
- Several directorates in the Department of Education
- The EMIS units of the provincial education departments
- Statistics South Africa

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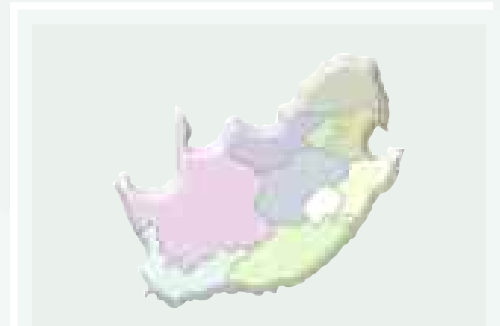


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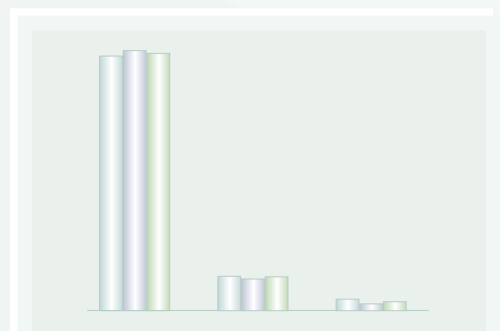
	Learners	Educators	Institutions
Primary *	6 202 372	186 075	10 295
Secondary	3 766 520	120 529	6 486
Combined	1 808 857	87 620	3 959
Intermediate	904 473	11 543	465
Total (Public)	11 941 822	385 567	25 139
Primary **	87 158	4 314	381
Secondary	54 796	2 973	171
Combined	206 717	12 853	569
Intermediate	3 292	153	19
Total (Independent)	351 963	20 293	1 130
Total	12 293 785	405 860	26 269
Public ABET **	251 810	18 688	2 376
SNE **	86 143	7 514	397
Public FET **	361 186	7 096	50
ECD	179 589	8 084	3 576
Public HE	741 883	16 697	23
Total (Other)	1 616 811	59 379	6 222
Total	13 910 596	464 239	32 491

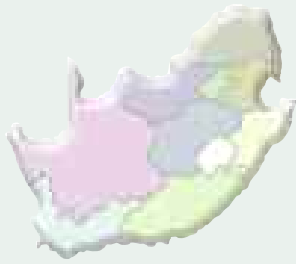


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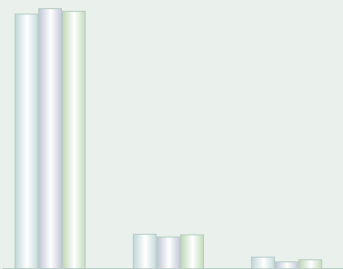
	Leamers	Educators	Institutions
Primary *	6 202 372	188 075	15 295
Secondary	3 786 520	120 529	5 466
Combined†	1 698 957	47 020	3 559
Intermediate	394 373	11 243	86
Total (Public)	11 941 822	355 867	25 139
Primary **	87 158	4 314	381
Secondary	54 786	2 973	171
Combined†	286 737	12 263	559
Intermediate	3 292	163	19
Total (Independent)	391 963	29 233	1 130
	12 293 785	385 860	26 269
Public ABET ††	251 670	18 008	2 178
SNE ††	86 143	7 514	397
Public FET **	301 186	7 096	50
ECD	176 569	9 084	1 576
Public HE	741 283	16 077	23
Total (Other)	1 616 911	58 279	6 222
	13 910 696	444 239	32 491





E M I S

	Learners	Educators	Institutions
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Public HE	741 883	16 697	23
Total (Other)	1 616 811	59 379	6 222
Total	13 910 596	474 239	32 491



Did you know that in 2006...

Approximately 29 in every 100 people in South Africa were learners in the education and training system?

32 491 institutions, comprising the following, were registered with the Department of Education:

- 26 269 ordinary public and independent schools
- 3 576 ECD sites
- 2 176 public ABET centres
- 397 special schools
- 50 public FET colleges
- 23 public HE institutions

Of every 1 000 learners in the education system in South Africa:

- 859 were in ordinary public schools
- 53 were in public HE institutions
- 26 were in public FET colleges
- 25 were in ordinary independent schools
- 18 were in ABET centres
- 13 were in ECD sites
- 6 were in special schools

