

Education Statistics

in South Africa
at a Glance in

2005

Published by the Department of Education
November 2006



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

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FOREWORD

The Department of Education is pleased to release its next statistical publication, *Education Statistics in South Africa at a Glance in 2005*. We will continue to make available timeous statistical information on learners, educators and institutions to all of education's stakeholders, such as the general public, parents, other government departments (including the National Treasury), parliamentary oversight structures, researchers and academic institutions. While the Department utilises the information for planning, decision-making and accounting, we also need to expose stakeholders to current trends in education so that they may use this information for the achievement of education goals such as those implied by the Education for All campaign, policies and the Constitution.

I would like to remind all users that the collection of information does not take place for its own sake. The knowledge emanating from its analysis provides the Department with pointers towards action, new programmes and policies for the improvement of service delivery in the national education system.



In order to provide users with the most up-to-date information possible, the Department is now publishing an annual four-page flyer titled *"School Realities"*. This publication provides information about the learner enrolment figures, data about educators and institutions, and indicator calculations, and its intention is to make education information available in real time.

Concerted efforts are being made to provide the nation with reliable, valid and quality education information. To this end, the Department will now audit the reliability of the information supplied by schools. The first data quality audit, started during August 2006, will be completed during December 2006, and the results will be used to evaluate the quality of Annual School Survey and Headcount data. The Department will then be able to make a national statement on the quality of education data at its disposal. It is hoped that this process will leverage further improvement of the quality of national education information. Schools are hereby informed that the said data quality audit will now be conducted on an annual basis, with schools throughout the country being randomly selected for this purpose.

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

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 such as learner-to-educator ratio, learner-to-school ratio, Gross Enrolment Ratio (GER) and Gender Parity Index (GPI) further illuminate successes in the education environment.

The Department, in its mission to improve the quality of education information, has initiated the Learner Unit Record Information & Tracking System (LURITS), which is intended to collect atomic (individual) learner information. This level of information collection will result in a national database of all learners in South Africa. Furthermore, the South African School Administration and Management System (SA-SAMS), is currently being rolled out to schools at no fee. This computerised application will assist schools with the management and administration of school record keeping functions.

This publication would not have been possible without the contribution of the heads of the nine provincial Education Management Information System 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 also wish to thank the provinces for their efforts towards the collection of information on the shortage of Mathematics and Physical Science educators in South African schools, as requested by the Minister to address this critical issue. The census was conducted during April 2006 and the Department has now finalised the report.



DB Hindle
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ABBREVIATIONS

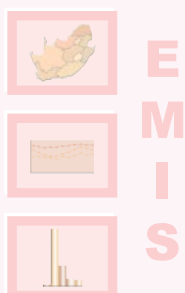
ABET	Adult Basic Education and Training
CESM	Classification of Educational Subject Matter
DoE	Department of Education
EC	Eastern Cape
ECD	Early Childhood Development
ELSEN	Education for Learners with Special Education Needs
EMIS	Education Management Information Systems
FET	Further Education and Training
FS	Free State
FTE	Full-time Equivalent
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
MP	Mpumalanga
NAT	National
NC	Northern Cape
NW	North West
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) and the nine provincial education departments have the task of collecting information on the education system as a whole in order to monitor and evaluate the performance of the system. Information is also collected for reasons of accountability and planning. The Education Management Information Systems (EMIS) was set up to systematically collect, process and analyse data on learners, educators and resources throughout the education system, including the following sectors: 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), Adult Basic Education and Training (ABET), and public Higher Education (HE). There has been an improvement in the turnaround time for releasing national education statistics, which is a result of improved provincial capacity in the management of information. All nine provinces now have permanently-appointed and highly-skilled EMIS unit heads. Also, capacity within the DoE has improved tremendously, both in terms of human resources and of systems and hardware. The commitment of the President and of the Ministers of Education and Finance to improving the quality of data and to setting up proper monitoring and evaluation systems, and National Treasury's allocation of substantial funding for EMIS improvement, will definitely enable us to further improve our systems and the quality of information and reporting. The education information standards development process has begun, the standards committee was set up in March 2005, and the first set of standards has been approved.

This publication covers data primarily for the 2005 reporting year. The Department is still committed to making future editions of this publication available during the year in question. Although this publication contains 2005 data, 2006 data have already been published in the report *School Realities 2006*. 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 *2005 Snap Survey* conducted on the 10th school day; for the public higher education sector: the *2005 HEMIS Database*; and for the ABET, SNE, ECD and public FET sector: *2005 data submitted by provincial EMIS heads* (data from the 2004 report were used whenever 2005 data were not available). Population figures are based on estimates provided by Statistics South Africa (unpublished mid-year population estimates, 2005.)



2. OVERVIEW OF THE EDUCATION SYSTEM IN SOUTH AFRICA

The centrefold shows that there were 34 162 established public and registered independent educational institutions in South Africa in 2005, of which 26 592 were ordinary schools and 7 570 were other education institutions, including ABET centres, special schools (previously referred to as ELSEN schools), ECD sites, public FET colleges and public HE institutions.

The 26 592 ordinary schools were made up of the following:

- 19 260 primary schools, with 7 681 324 learners and 228 957 educators;
- 5 851 secondary schools, with 3 828 705 learners and 123 947 educators; and
- 1 481 combined¹ and intermediate² schools, with 707 736 learners and 29 229 educators.

Unlike the pattern followed in our previous reports, 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 2005

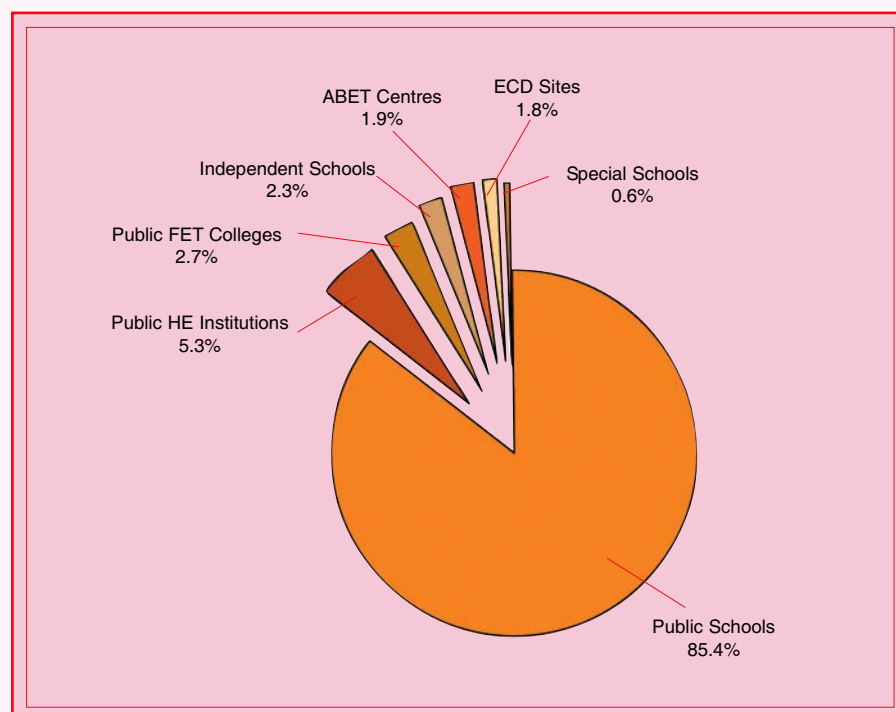


Figure 1, Table 13 and the centrefold show that, of the 13 936 737 learners and students in all sectors of the education system in 2005, 11 902 316 (85.4%) were in public schools and 315 449 (2.3%) were in independent schools. Of the learners in other institutions, 737 472 (5.3%) were in public HE institutions, 377 584 (2.7%) were in public FET colleges, 269 140 (1.9%) were in ABET centres, 246 911 (1.8%) were in ECD sites, and 87 865 (0.6%) were in special schools.

In summary, there were 13 936 737 learners and students in the education system, who attended 34 162 educational institutions and were served by 437 330 educators and lecturers.

¹ Combined schools include Grades 1 to 12.
² Intermediate schools have both primary and secondary-school-level grades, but not all the grades.

3. ORDINARY PUBLIC AND INDEPENDENT SCHOOLS

3.1 Basic school data

Table 1: Number of learners, educators and schools, and learner-to-educator and learner-to-school ratios in the ordinary public and independent school sector, by province and school sector, in 2005

Province	School Sector	Learners ¹⁾			Educators			Schools			LER ²⁾	LSR ³⁾
		Number	As % of Provincial Total	As % of National Totals	Number	As % of Provincial Total	As % of National Totals	Number	As % of Provincial Total	As % of National Totals		
Eastern Cape	Independent	27 437	1.2	8.7	1 147	1.7	5.9	94	1.5	9.2	23.9	292
	Public	2 179 138	98.8	18.3	66 083	98.3	18.2	6 239	98.5	24.4	33.0	349
	Total	2 206 575		18.1	67 230		17.6	6 333		23.8	32.8	348
Free State	Independent	13 783	2.0	4.4	655	2.8	3.4	65	3.4	6.4	21.0	212
	Public	675 406	98.0	5.7	22 745	97.2	6.3	1 859	96.6	7.3	29.7	363
	Total	689 189		5.6	23 400		6.1	1 924		7.2	29.5	358
Gauteng	Independent	145 693	8.3	46.2	9 529	15.8	49.0	360	16.0	35.2	15.3	405
	Public	1 599 569	91.7	13.4	50 592	84.2	13.9	1 896	84.0	7.4	31.6	844
	Total	1 745 262		14.3	60 121		15.7	2 256		8.5	29.0	774
KwaZulu-Natal	Independent	44 003	1.6	13.9	3 090	3.8	15.9	146	2.5	14.3	14.2	301
	Public	2 675 963	98.4	22.5	77 889	96.2	21.5	5 648	97.5	22.1	34.4	474
	Total	2 719 966		22.3	80 979		21.2	5 794		21.8	33.6	469
Limpopo	Independent	20 974	1.1	6.6	924	1.6	4.7	67	1.6	6.6	22.7	313
	Public	1 885 428	98.9	15.8	55 236	98.4	15.2	4 176	98.4	16.3	34.1	451
	Total	1 906 402		15.6	56 160		14.7	4 243		16.0	33.9	449
Mpumalanga	Independent	21 172	2.3	6.7	1 128	4.1	5.8	117	5.9	11.4	18.8	181
	Public	893 040	97.7	7.5	26 573	95.9	7.3	1 852	94.1	7.2	33.6	482
	Total	914 212		7.5	27 701		7.2	1 969		7.4	33.0	464
North West	Independent	9 783	1.2	3.1	534	1.9	2.7	39	1.9	3.8	18.3	251
	Public	836 159	98.8	7.0	26 920	98.1	7.4	2 024	98.1	7.9	31.1	413
	Total	845 942		6.9	27 454		7.2	2 063		7.8	30.8	410
Northern Cape	Independent	2 464	1.2	0.8	128	1.9	0.7	8	1.9	0.8	19.3	308
	Public	207 688	98.8	1.7	6 513	98.1	1.8	422	98.1	1.7	31.9	492
	Total	210 152		1.7	6 641		1.7	430		1.6	31.6	489
Western Cape	Independent	30 140	3.1	9.6	2 328	7.2	12.0	126	8.0	12.3	12.9	239
	Public	949 925	96.9	8.0	30 119	92.8	8.3	1 454	92.0	5.7	31.5	653
	Total	980 065		8.0	32 447		8.5	1 580		5.9	30.2	620
National	Independent	315 449	2.6		19 463	5.1		1 022	3.8		16.2	309
	Public	11 902 316	97.4		362 670	94.9		25 570	96.2		32.8	465
	Total	12 217 765			382 133			26 592			32.0	459

Source: 2005 SNAP Survey (conducted on the 10th school day).

Note 1: Data are for ordinary public and independent schools (collectively referred to as ordinary schools) only. Data on stand-alone ECD sites, special schools, ABET centres and public FET institutions are excluded.

Note 2: Ordinary public and independent schools are the so-called mainstream schools.

Note 3: Independent schools were previously referred to as private schools.

1) Including learners in Pre-Grade R, Grade R and SNE at ordinary schools.

2) LER = Learner-to-Educator Ratio.

3) LSR = Learner-to-School Ratio.

3.1.1 Schools (see Table 1)

In 2005, 26 592 functional ordinary schools in South Africa submitted the 10th school day survey form. These schools excluded stand-alone special schools and ECD sites. 96.2% (25 570) of the ordinary schools were public schools and 3.8% (1 022) were independent schools. The Eastern Cape (6 239, or 24.4% of the national total) had the largest number of ordinary public schools, while the Northern Cape (422, or 1.7% of the national total) had the smallest number. Gauteng had the largest number of independent schools in the country (360, or 35.2% of the national total) and KwaZulu-Natal the second largest (146, or 14.3% of the national total).

3.1.2 Learners (see Table 1)

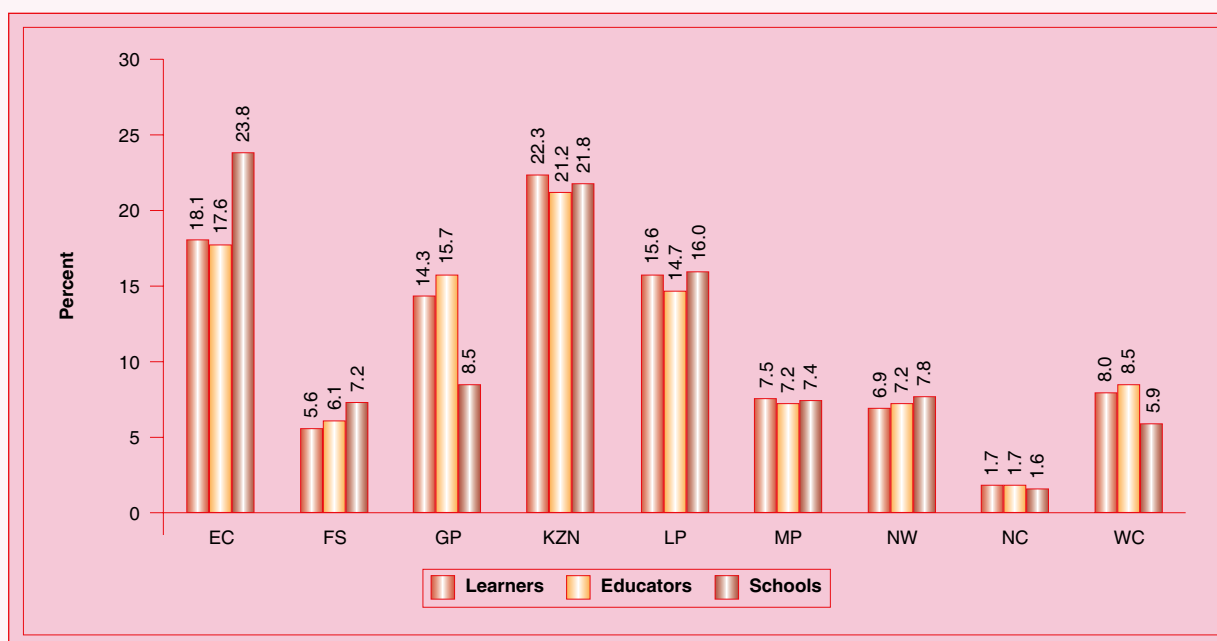
In 2005, there were 12 217 765 learners in ordinary schools in South Africa, of which 97.4% were in public schools and 2.6% were in independent schools. KwaZulu-Natal had the largest number of learners in ordinary schools (2 719 966, or 22.3% of the national total) and the Eastern Cape the second largest (2 206 575, or 18.1% of the national total). Gauteng (1 599 569, or 13.4% of the national total) had the largest number of learners in independent schools and KwaZulu-Natal (44 003, or 13.9% of the national total) the second largest.

3.1.3 Educators (see Table 1)

There were 382 133 educators in ordinary schools in South Africa in 2005, of which 94.9% were in public schools and 5.1% were in independent schools. KwaZulu-Natal (80 979, or 21.2% of the national total) had the largest number of educators in ordinary schools and the Eastern Cape (67 230, or 17.6% of the national total) the second largest. The Northern Cape had the smallest number of educators in independent schools (128, or 0.7% of the national total).

3.1.4 Distribution of learners, educators and schools

Figure 2: Percentage distribution of learners, educators and schools in the ordinary school sector, by province, in 2005



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 2005, the Eastern Cape, one of the more rural provinces, had 23.8% of the national total of ordinary schools serving 18.1% of South Africa's learners, while Gauteng, the most urbanised province, had 8.5% of the national total of ordinary schools serving 14.3% of the country's learners. This is also reflected in the learner-to-school ratio, Table 1, with the Eastern Cape having, on average, 348 learners to one school and Gauteng having, on average, 774 learners to one school.

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 2005

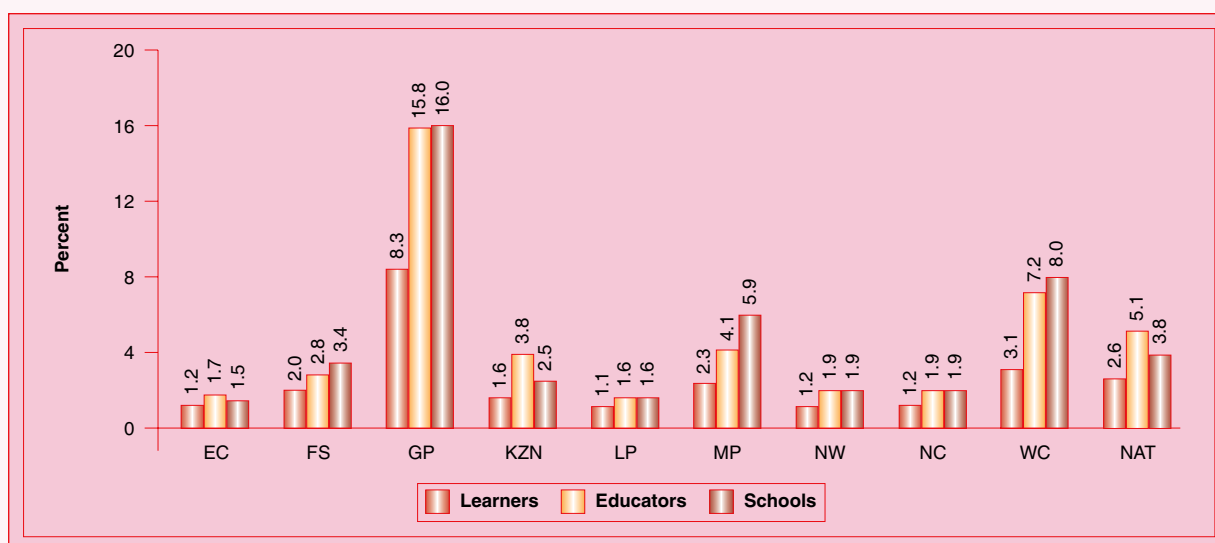


Figure 3 indicates that, in 2005, Gauteng had the largest proportion of independent school learners, educators and schools (8.3%, 15.8% and 16.0%, respectively), while the Eastern Cape and Limpopo had the smallest proportion in all three categories (1.2%, 1.7% and 1.5%, and 1.1%, 1.6% and 1.6%, respectively).

3.1.5 Indicators

- Learner-to-educator ratio (see Table 1)**

In 2005, the national average learner-to-educator ratio at ordinary schools in the country was 32.0, ranging, by province, from 29.0 in Gauteng to 33.9 in Limpopo. The national average for public schools was 32.8 and for independent schools, 16.2.

- Learner-to-school ratio (see Table 1)**

The national average learner-to-school ratio at ordinary schools in South Africa was 459 in 2005, ranging, by province, from 348 in the Eastern Cape to 774 in Gauteng. In four provinces (the Eastern Cape, the Free State, Limpopo, and North West) the ratio was lower than the national average. The national average ratio for public schools was 465, and for independent schools, 309.

- Gross Enrolment Ratio (GER) (see Tables 2 and 3)**

It should be noted that Tables 2 and 3 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 institutions. 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.

GER is defined as the number of learners, regardless of age, enrolled in a specific school phase (e.g. GET band for Grades R to 9) as a percentage of the total appropriate school-age population (e.g. five to 14-year-olds for the GET band). The South African Schools Act, 1996 (Act No. 84 of 1996), provides that the admission age of a learner to Grade R is age four turning five by 30 June in the year of admission. GER is used to show the level of participation in education. 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 2005, as shown in Table 2, the total GER for the combined GET and FET bands was 93%, which is lower than the GER of 97% 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.

Table 2: Gross Enrolment Ratio (GER) and Gender Parity Index (GPI) in the ordinary school sector, by province and gender, in 2005

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	118	79	101				107	74	99			
	Male	121	65	97				107	57	95			
	Total	120	72	99	0.97	1.22	1.04	107	65	97	1.00	1.29	1.04
Free State	Female	89	87	88				85	79	84			
	Male	92	82	88				87	72	84			
	Total	91	85	88	0.96	1.07	1.00	86	75	84	0.98	1.10	1.00
Gauteng	Female	98	103	100				93	97	94			
	Male	100	100	100				94	90	93			
	Total	99	101	100	0.98	1.03	1.00	94	94	94	0.99	1.07	1.00
KwaZulu-Natal	Female	101	92	97				93	89	92			
	Male	107	88	99				98	82	94			
	Total	104	90	98	0.94	1.05	0.98	96	86	93	0.96	1.08	0.98
Limpopo	Female	98	103	100				96	104	98			
	Male	106	96	101				102	91	99			
	Total	102	100	101	0.92	1.08	0.99	99	98	99	0.95	1.14	0.99
Mpumalanga	Female	100	96	99				92	94	93			
	Male	108	91	101				97	85	95			
	Total	104	94	100	0.93	1.06	0.98	95	89	94	0.95	1.11	0.98
North West	Female	90	83	87				83	78	81			
	Male	93	79	87				85	70	82			
	Total	92	81	87	0.97	1.05	1.00	84	74	81	0.97	1.10	1.00
Northern Cape	Female	95	86	91				89	77	87			
	Male	97	84	92				91	73	87			
	Total	96	85	92	0.98	1.02	0.99	90	75	87	0.98	1.06	0.99
Western Cape	Female	96	92	95				92	81	90			
	Male	98	82	91				92	67	87			
	Total	97	87	93	0.99	1.12	1.04	92	74	88	1.00	1.21	1.04
National	Female	101	92	97				94	88	93			
	Male	105	85	97				97	77	93			
	Total	103	89	97	0.96	1.08	1.00	96	82	93	0.97	1.13	1.00

Source 1: 2005 SNAP Survey (conducted on the 10th school day).

Source 2: Unpublished mid-year population estimates, Statistics South Africa (2005).

Figure 4: Gross enrolment ratio (GER) for Grades R to 12, in the ordinary school sector, by province, in 2005



Figure 4 compares the total GER for male and female learners in 2005. 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 province with the largest gender gap, i.e. which lies furthest from the gender parity line, was the Eastern Cape. North West, the Free State and Gauteng showed almost no gender gap.

• Gender Parity Index (GPI) (see Table 2)

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 2005, as indicated in Table 2, the highest GPI (1.13) 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 2005

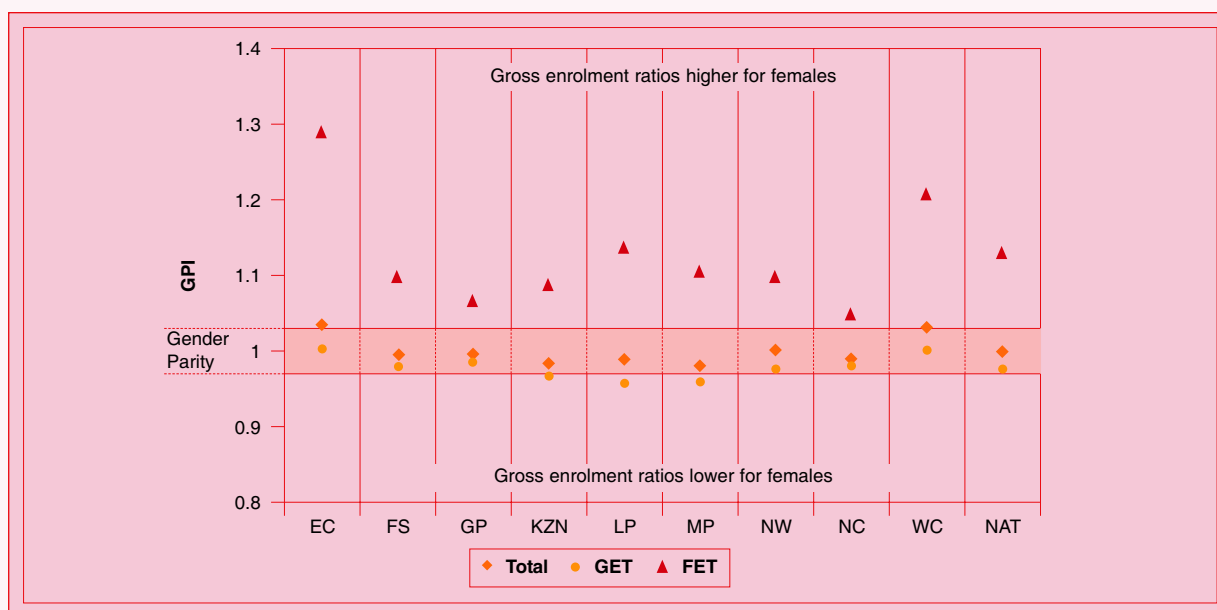


Figure 5 shows the GPI in 2005. Gender parity is considered to have been attained when the GPI lies between 0.97 and 1.03 (Global Education Digest 2005, UNESCO Institute for Statistics). This figure clearly shows that, in all provinces, gender disparity occurred in the FET band, while, for six provinces (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.



3.1.6 Learners, by grade and school phase

Table 3: Number of learners in ordinary schools, by province, school sector, gender and grade, in 2005

Province	School Sector	Gender	Pre-Grade R Phase	General Education and Training (GET) Band														
				Foundation Phase					Intermediate Phase				Senior Phase				Total (GET Band)	
				Pre-Gr. R	Gr. R	Gr. 1	Gr. 2	Gr. 3	Total	Gr. 4	Gr. 5	Gr. 6	Total	Gr. 7	Gr. 8	Gr. 9		Total
Eastern Cape	Independent	Female	406	630	1 037	1 109	1 074	3 850	975	810	795	2 580	824	1 047	932	2 803	9 233	
		Total	824	1 287	2 122	2 163	2 068	7 640	1 956	1 694	1 549	5 199	1 603	2 135	1 832	5 570	18 409	
	Public	Female	5 537	52 551	129 031	104 372	98 883	384 837	94 855	90 357	88 182	273 394	89 060	85 538	73 526	248 124	906 355	
		Total	11 027	103 944	271 565	216 036	205 436	796 981	195 752	182 800	175 310	553 862	173 764	163 203	137 407	474 374	1 825 217	
	Both	Female	5 943	53 181	130 068	105 481	99 957	388 687	95 830	91 167	88 977	275 974	89 884	86 585	74 458	250 927	915 588	
		Male	5 908	52 050	143 619	112 718	107 547	415 934	101 878	93 327	87 882	283 087	85 483	78 753	64 781	229 017	928 038	
Free State	Independent	Total	11 851	105 231	273 687	218 199	207 504	804 621	197 708	184 494	176 859	559 061	175 367	165 338	139 239	479 944	1 843 626	
		Female	1)	285	549	608	509	1 951	505	454	435	1 394	447	746	534	1 727	5 072	
	Public	Total	1)	557	1 132	1 189	1 064	3 942	1 058	896	901	2 855	981	1 573	1 105	3 659	10 456	
		Female	1)	8 814	28 871	28 802	27 666	94 153	26 029	24 610	23 787	74 426	25 904	32 706	27 592	86 202	254 781	
	Both	Total	1)	17 892	59 784	58 905	55 528	192 109	53 682	49 921	48 618	152 221	53 334	65 346	53 924	172 604	516 934	
		Female	1)	9 099	29 420	29 410	28 175	96 104	26 534	25 064	24 222	75 820	26 351	33 452	28 126	87 929	259 853	
Gauteng	Independent	Male	1)	9 350	31 496	30 684	28 417	99 947	28 206	25 753	25 297	79 256	27 964	33 467	26 903	88 334	267 537	
		Total	1)	18 449	60 916	60 094	56 592	196 051	54 740	50 817	49 519	155 076	54 315	66 919	55 029	176 263	527 390	
	Public	Female	1)	1 538	3 268	6 015	5 661	5 517	20 461	5 292	4 727	4 535	14 554	4 896	7 204	6 644	18 744	
		Total	3 095	6 263	11 566	11 022	10 849	39 700	10 283	9 315	9 022	28 620	9 649	14 357	13 016	37 022	105 342	
	Both	Female	1)	1 490	17 117	71 384	70 391	71 034	229 926	69 071	61 935	55 912	186 918	65 973	70 897	66 861	203 731	620 575
		Total	3 084	34 810	146 955	142 728	143 364	467 839	138 732	124 870	116 065	379 667	133 152	142 691	131 813	408 656	1 256 162	
KwaZulu-Natal	Independent	Female	3 028	20 385	77 399	76 052	76 551	250 387	74 363	66 662	60 447	201 472	70 869	78 101	73 505	222 475	674 334	
		Total	3 151	20 688	81 122	77 698	77 644	257 152	74 652	67 523	64 640	206 815	71 932	79 947	71 324	223 203	687 170	
	Public	Male	6 179	41 073	158 521	153 750	154 195	507 539	149 015	134 185	125 087	408 287	142 801	158 048	144 829	445 678	1 361 504	
		Female	690	1 170	1 600	1 603	1 664	6 037	1 683	1 294	1 230	4 207	1 359	2 076	1 895	5 330	15 574	
	Both	Total	1 328	2 301	3 206	3 025	3 166	11 698	3 304	2 515	2 472	8 291	2 643	3 848	3 574	10 065	30 054	
		Female	1 929	38 294	135 667	115 625	120 868	410 454	123 293	96 378	87 024	306 695	101 201	111 257	101 609	314 067	1 031 216	
Limpopo	Independent	Total	3 772	76 975	288 144	242 259	250 119	857 497	248 531	197 964	183 092	629 587	205 531	225 662	200 920	632 113	2 119 197	
		Female	2 619	39 464	137 267	117 228	122 532	416 491	124 976	97 672	88 254	310 902	102 560	113 333	103 504	319 397	1 046 790	
	Public	Male	2 481	39 812	154 083	128 056	130 753	452 704	126 859	102 807	97 310	326 976	105 614	116 177	100 990	322 781	1 102 461	
		Total	5 100	79 276	291 350	245 284	253 285	869 195	251 835	200 479	185 564	637 878	208 174	229 510	204 494	642 178	2 149 251	
	Both	Female	403	574	922	877	839	3 212	875	810	812	2 497	838	792	824	2 454	8 163	
		Total	819	1 180	1 869	1 798	1 692	6 539	1 775	1 646	1 632	5 053	1 668	1 570	1 414	4 652	16 244	
Mpumalanga	Independent	Female	941	48 415	76 675	78 670	72 251	276 011	71 603	66 793	63 270	201 666	71 548	82 784	74 539	228 871	706 548	
		Total	1 942	97 093	159 277	161 690	149 771	567 831	150 595	140 233	133 942	424 770	145 556	166 953	147 064	459 573	1 452 174	
	Public	Female	1 344	48 989	77 597	79 547	73 090	279 223	72 478	67 603	64 082	204 163	72 386	83 576	75 363	231 325	714 711	
		Male	1 417	49 284	83 549	83 941	78 373	295 147	79 892	74 276	71 492	225 660	74 838	84 947	73 115	232 900	753 707	
	Both	Total	2 761	98 273	161 146	163 488	151 463	574 370	152 370	141 879	135 574	429 823	147 224	168 523	148 478	464 225	1 468 418	
		Female	346	632	929	746	737	3 044	736	730	701	2 167	733	734	705	2 172	7 383	
North West	Independent	Total	649	1 217	1 892	1 557	1 513	6 179	1 527	1 485	1 449	4 461	1 389	2 553	1 344	5 286	15 926	
		Female	741	6 474	42 326	39 088	35 950	123 838	34 999	35 978	39 088	110 065	35 891	37 364	35 978	109 233	343 136	
	Public	Total	1 440	12 954	88 619	80 581	74 569	256 723	73 689	74 580	81 225	229 494	71 484	74 030	70 589	216 103	702 320	
		Female	1 087	7 106	43 255	39 834	36 687	126 882	35 735	36 708	39 789	112 232	36 624	38 098	36 683	111 405	350 519	
	Both	Male	1 002	7 065	47 256	42 304	39 395	136 020	39 481	39 357	42 885	121 723	36 249	38 485	35 250	109 984	367 727	
		Total	2 089	14 171	90 511	82 138	76 082	262 902	75 216	76 065	82 674	233 955	72 873	76 583	71 933	221 389	718 246	
Northern Cape	Independent	Female	114	215	456	413	454	1 538	438	333	328	1 099	381	492	459	1 332	3 969	
		Total	264	466	934	875	890	3 165	845	678	630	2 153	758	945	868	2 571	7 889	
	Public	Female	176	4 580	39 429	37 155	37 205	118 369	40 442	35 381	27 818	103 641	34 609	37 983	33 388	105 980	327 990	
		Total	325	9 271	81 566	77 054	76 737	244 628	79 564	68 559	58 481	206 604	70 200	77 674	65 679	213 553	664 785	
	Both	Female	290	4 795	39 885	37 568	37 659	119 907	40 880	35 714	28 146	104 740	34 990	38 475	33 847	107 312	331 959	
		Male	299	4 942	42 615	40 361	39 968	127 886	39 529	33 523	30 965	104 017	35 968	40 144	32 700	108 812	340 715	
Western Cape	Independent	Total	589	9 737	82 500	77 929	77 627	247 793	80 409	69 237	59 111	208 757	70 958	78 619	66 547	216 124	672 674	
		Female	16	58	88	81	67	294	72	75	45	192	48	155	174	377	863	
	Public	Total	32	141	174	143	130	588	141	119	95	355	101	263	307	671	1 614	
		Female	416	3 195	9 500	10 425	9 145	32 265	8 512	8 159	8 034	24 705	8 525	9 271	8 127	25 923	82 893	
	Both	Total	818	6 457	19 686	21 294	18 334	65 771	17 491	16 749	15 982	50 222	17 105	18 914	16 246	52 265	168 258	
		Female	432	3 253	9 588	10 506	9 212	32 559	8 584	8 234	8 079	24 897	8 573	9 426	8 301	26 300	83 756	
National	Independent	Male	418	3 345	10 272	10 931	9 252	33 800	9 048	8 634	7 998	25 680	8 633	9 751	8 252	26 636	86 116	
		Total	850	6 598	19 860	21 437	18 464	66 359	17 632	16 868	16 077	50 577	17 206	19 177	16 553	52 936	169 872	
	Public	Female	949	960	1 304	1 306	1 171	4 741	1 115	1 095	1 049	3 259	1 018	990	1 027	3 035	11 035	
		Total	1 786	1 921	2 690	2 545	2 325	9 481	2 212	2 153	2 063	6 428	2 109	1 926	1 944	5 979	21 888	
	Both	Female	1 227	15 375	44 410	46 308	39 892	145 985	39 869	37 509	31 886	109 264	40 595	44 246	42 203	127 044	382 293	
		Total	2 436	30 468	92 400	93 826	80 464	297 158	80 633	75 195	65 965	221 793	81 515	87 856	81 751	251 122	770 073	
National	Independent	Female	2 176	16 335	45 714	47 614	41 063	150 726	40 984	38 604	32 935	112 523	41 613	45 236	43 230	130 079	393 328	
		Male	2 046	1														

Table 3: Number of learners in ordinary schools, by province, school sector, gender and grade, in 2005 (concluded)

Province	School Sector	Gender	Further Education and Training (FET) Band				Other			Total Primary (Gr. 1-7)	Total Secondary (Gr. 8-12)	Total (Gr. 1-12)	Grand Total
			Gr. 10	Gr. 11	Gr. 12	Total	SNE	Post-Matric	Total				
Eastern Cape	Independent	Female	1 461	1 279	1 749	4 489	8	55	63	6 624	6 468	13 092	14 191
		Total	2 754	2 342	3 016	8 112	14	78	92	13 155	12 079	25 234	27 437
	Public	Female	86 304	63 946	41 059	191 309	587	2	589	694 740	350 373	1 045 113	1 103 790
		Total	155 928	112 845	72 542	341 315	1 565	14	1 579	1 420 663	641 925	2 062 588	2 179 138
	Both	Female	87 765	65 225	42 808	195 798	595	57	652	701 364	356 841	1 058 205	1 117 981
		Male	70 917	49 962	32 750	153 629	984	35	1 019	732 454	297 163	1 029 617	1 088 594
Free State	Independent	Female	671	588	437	1 696	23	0	23	3 507	2 976	6 483	6 791
		Total	1 311	1 106	818	3 235	92	0	92	7 221	5 913	13 134	13 783
	Public	Female	34 157	24 174	13 553	71 884	7 881	0	7 881	185 669	132 182	317 851	334 546
		Total	67 036	45 288	25 975	138 299	20 173	0	20 173	379 772	257 569	637 341	675 406
	Both	Female	34 828	24 762	13 990	73 580	7 904	0	7 904	189 176	135 158	324 334	341 337
		Male	33 519	21 632	12 803	67 954	12 361	0	12 361	197 817	128 324	326 141	347 852
Gauteng	Independent	Female	68 347	46 394	26 793	141 534	20 265	0	20 265	386 993	263 482	650 475	689 189
		Total	158 682	115 187	75 558	349 427	1 579	92	1 671	1 433 818	654 004	2 087 822	2 206 575
	Public	Female	671	588	437	1 696	23	0	23	3 507	2 976	6 483	6 791
		Total	1 311	1 106	818	3 235	92	0	92	7 221	5 913	13 134	13 783
	Both	Female	34 157	24 174	13 553	71 884	7 881	0	7 881	185 669	132 182	317 851	334 546
		Total	67 036	45 288	25 975	138 299	20 173	0	20 173	379 772	257 569	637 341	675 406
KwaZulu-Natal	Independent	Female	34 828	24 762	13 990	73 580	7 904	0	7 904	189 176	135 158	324 334	341 337
		Male	33 519	21 632	12 803	67 954	12 361	0	12 361	197 817	128 324	326 141	347 852
	Public	Female	68 347	46 394	26 793	141 534	20 265	0	20 265	386 993	263 482	650 475	689 189
		Total	158 682	115 187	75 558	349 427	1 579	92	1 671	1 433 818	654 004	2 087 822	2 206 575
	Both	Female	671	588	437	1 696	23	0	23	3 507	2 976	6 483	6 791
		Total	1 311	1 106	818	3 235	92	0	92	7 221	5 913	13 134	13 783
Limpopo	Independent	Female	34 157	24 174	13 553	71 884	7 881	0	7 881	185 669	132 182	317 851	334 546
		Total	67 036	45 288	25 975	138 299	20 173	0	20 173	379 772	257 569	637 341	675 406
	Public	Female	34 828	24 762	13 990	73 580	7 904	0	7 904	189 176	135 158	324 334	341 337
		Male	33 519	21 632	12 803	67 954	12 361	0	12 361	197 817	128 324	326 141	347 852
	Both	Female	68 347	46 394	26 793	141 534	20 265	0	20 265	386 993	263 482	650 475	689 189
		Total	158 682	115 187	75 558	349 427	1 579	92	1 671	1 433 818	654 004	2 087 822	2 206 575
Mpumalanga	Independent	Female	671	588	437	1 696	23	0	23	3 507	2 976	6 483	6 791
		Total	1 311	1 106	818	3 235	92	0	92	7 221	5 913	13 134	13 783
	Public	Female	34 157	24 174	13 553	71 884	7 881	0	7 881	185 669	132 182	317 851	334 546
		Total	67 036	45 288	25 975	138 299	20 173	0	20 173	379 772	257 569	637 341	675 406
	Both	Female	34 828	24 762	13 990	73 580	7 904	0	7 904	189 176	135 158	324 334	341 337
		Male	33 519	21 632	12 803	67 954	12 361	0	12 361	197 817	128 324	326 141	347 852
Northern Cape	Independent	Female	68 347	46 394	26 793	141 534	20 265	0	20 265	386 993	263 482	650 475	689 189
		Total	158 682	115 187	75 558	349 427	1 579	92	1 671	1 433 818	654 004	2 087 822	2 206 575
	Public	Female	671	588	437	1 696	23	0	23	3 507	2 976	6 483	6 791
		Total	1 311	1 106	818	3 235	92	0	92	7 221	5 913	13 134	13 783
	Both	Female	34 157	24 174	13 553	71 884	7 881	0	7 881	185 669	132 182	317 851	334 546
		Total	67 036	45 288	25 975	138 299	20 173	0	20 173	379 772	257 569	637 341	675 406
North West	Independent	Female	34 828	24 762	13 990	73 580	7 904	0	7 904	189 176	135 158	324 334	341 337
		Male	33 519	21 632	12 803	67 954	12 361	0	12 361	197 817	128 324	326 141	347 852
	Public	Female	68 347	46 394	26 793	141 534	20 265	0	20 265	386 993	263 482	650 475	689 189
		Total	158 682	115 187	75 558	349 427	1 579	92	1 671	1 433 818	654 004	2 087 822	2 206 575
	Both	Female	671	588	437	1 696	23	0	23	3 507	2 976	6 483	6 791
		Total	1 311	1 106	818	3 235	92	0	92	7 221	5 913	13 134	13 783
Western Cape	Independent	Female	34 157	24 174	13 553	71 884	7 881	0	7 881	185 669	132 182	317 851	334 546
		Total	67 036	45 288	25 975	138 299	20 173	0	20 173	379 772	257 569	637 341	675 406
	Public	Female	34 828	24 762	13 990	73 580	7 904	0	7 904	189 176	135 158	324 334	341 337
		Male	33 519	21 632	12 803	67 954	12 361	0	12 361	197 817	128 324	326 141	347 852
	Both	Female	68 347	46 394	26 793	141 534	20 265	0	20 265	386 993	263 482	650 475	689 189
		Total	158 682	115 187	75 558	349 427	1 579	92	1 671	1 433 818	654 004	2 087 822	2 206 575
National	Independent	Female	671	588	437	1 696	23	0	23	3 507	2 976	6 483	6 791
		Total	1 311	1 106	818	3 235	92	0	92	7 221	5 913	13 134	13 783
	Public	Female	34 157	24 174	13 553	71 884	7 881	0	7 881	185 669	132 182	317 851	334 546
		Total	67 036	45 288	25 975	138 299	20 173	0	20 173	379 772	257 569	637 341	675 406
	Both	Female	34 828	24 762	13 990	73 580	7 904	0	7 904	189 176	135 158	324 334	341 337
		Male	33 519	21 632	12 803	67 954	12 361	0	12 361	197 817	128 324	326 141	347 852

Source:

2005 SNAP Survey (conducted on the 10th school day).

Note 1:

Data exclude learners at stand-alone ECD sites, special schools, ABET centres and public FET colleges.

Note 2:

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

(2)

Gauteng: Owing to a lack of space in the table, unspecified data are reflected in the post-matric column.

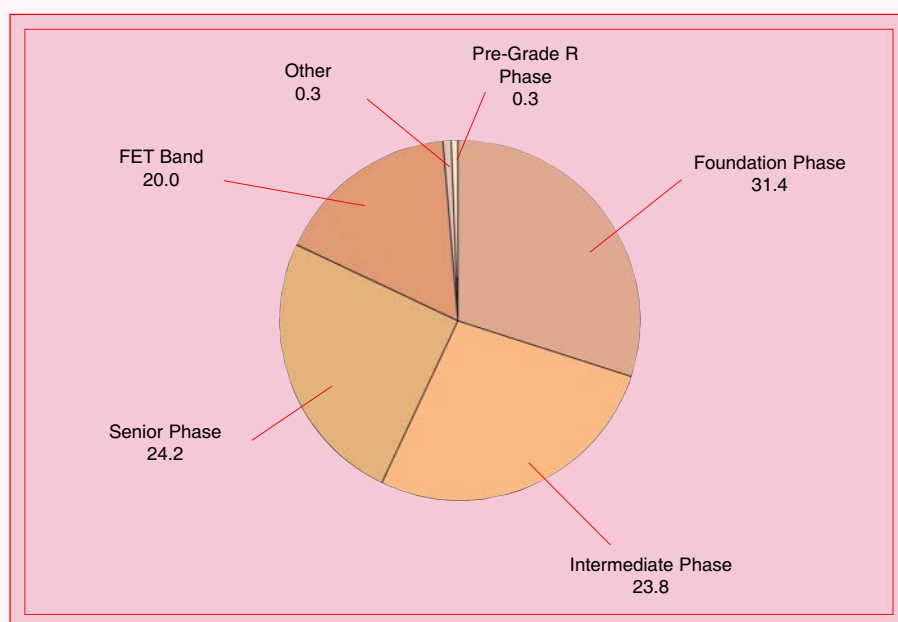
Figure 6: Percentage distribution of learners in ordinary schools, by phase, in 2005

Figure 6 shows that, of every 100 learners in ordinary schools in South Africa in 2005, more than 31 were in the foundation phase, slightly fewer than 24 were in the intermediate phase, slightly more than 24 were in the senior phase, 20 were in the FET band, and less than one was in the pre-Grade-R phase and 'other' combined.

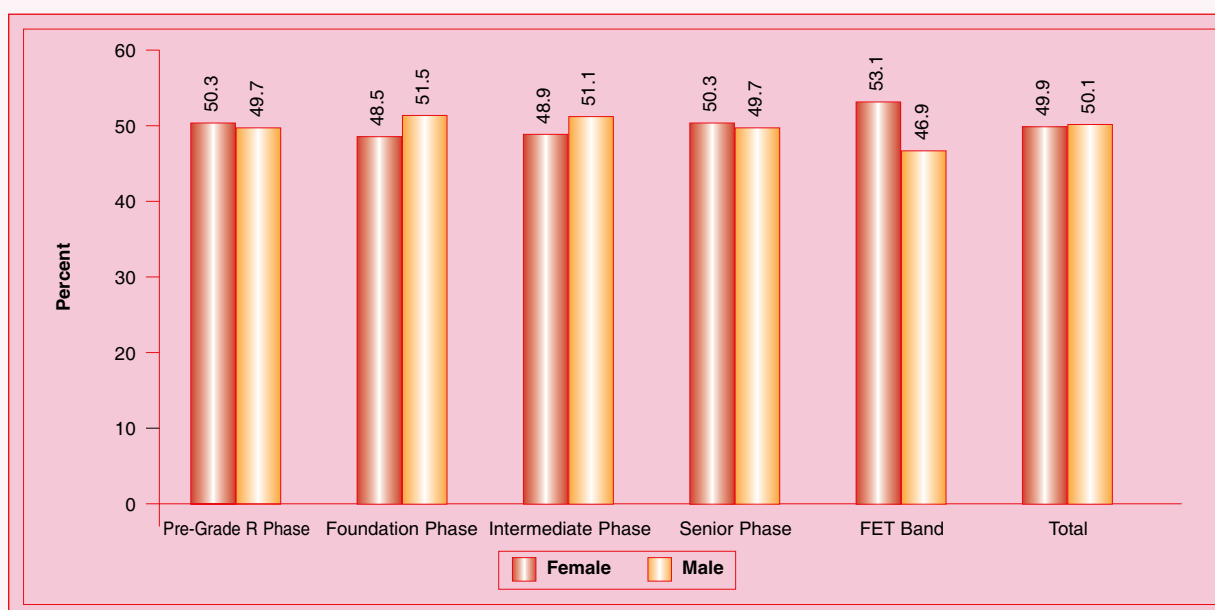
Figure 7: Percentage distribution of learners in ordinary schools, by phase and gender, in 2005

Figure 7 indicates that, in 2005, 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 and intermediate phases, but more females than males in the other three phases. The highest percentage of females (53.1%) was found in the FET band.

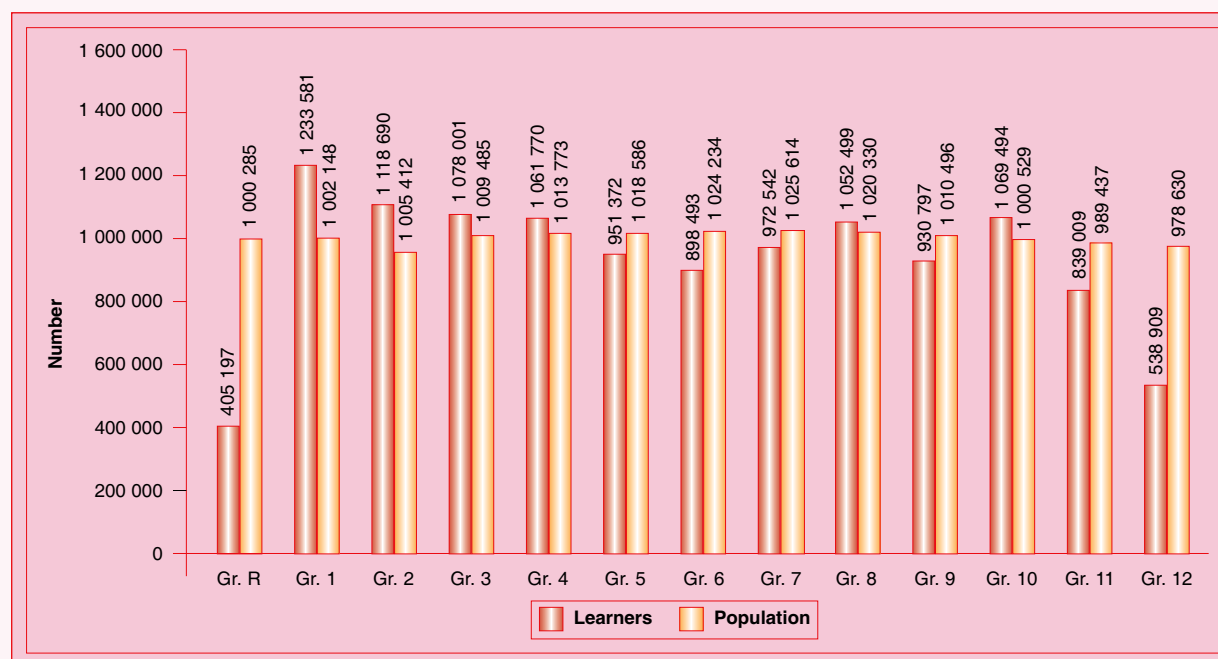
Figure 8: Percentage distribution of female learners in ordinary schools, by grade, in 2005

In 2005, as indicated in Figure 8, there were fewer females than males in Grades 1 to 7 (less than 50%), while the opposite was true for Grades 9 to 12. Grade 12 females (54.4%) 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 independent schools as percentage of ordinary school learners, by grade, in 2005

Figure 9 shows that, in 2005, the percentage of learners in independent schools in the ordinary school system was the highest for Post-Matric (35.4%), the second highest for Pre-Grade R (26.1%), and the lowest for SNE (1.6%). The total national average of learners in independent schools was 2.6%.

Figure 10: Number of learners in ordinary schools, by grade, compared with the appropriate age group in the population, in 2005



Source: Unpublished mid-year population estimates, Statistics South Africa (2005).

Figure 10 shows that, when enrolment in 2005 is compared with the appropriate school-age population for each grade (taking the year in which a learner turns six as the appropriate age for entry into Grade 1), six grades (Grades 1, 2, 3, 4, 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 40.5% and 55.1%, 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. The data in this case do not necessarily indicate under-enrolment, but merely reflect the fact that about half of the population of this age was not in the formal schooling system.

Figure 11: Percentage distribution of learners in ordinary schools, by grade, in 2005

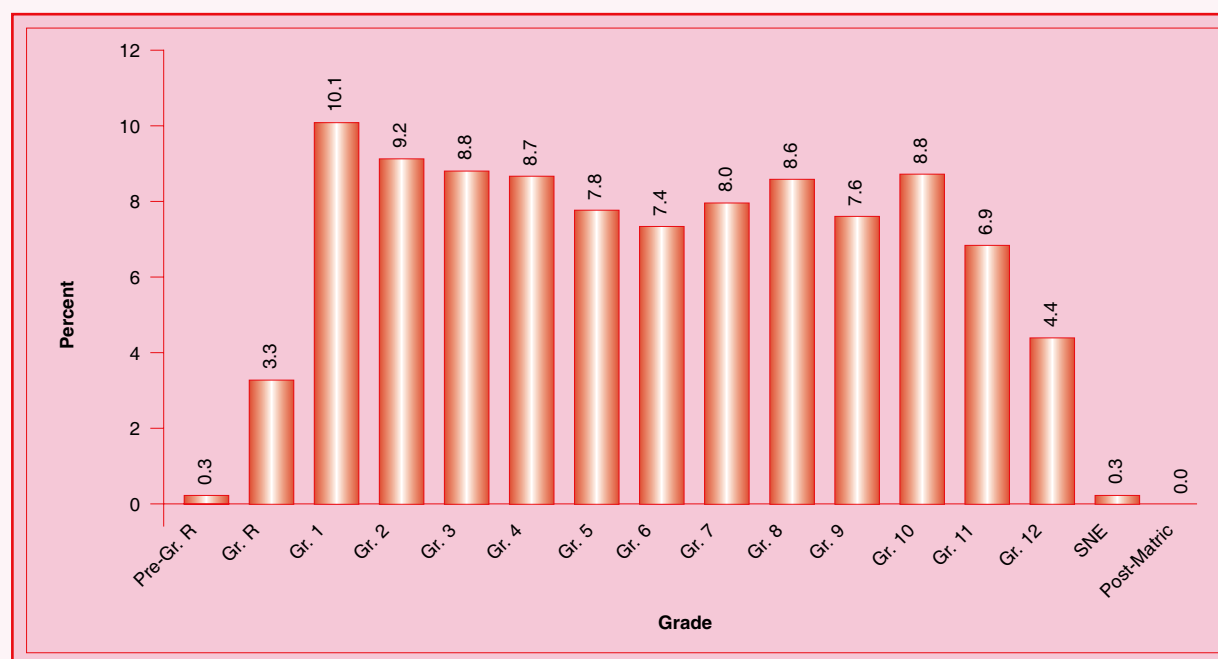


Figure 11 shows that, of every 100 learners in ordinary schools in 2005, just over 10 were enrolled in Grade 1 and more than four were enrolled in Grade 12.

3.1.7 Comparison between 2001, 2002, 2003, 2004 and 2005

- Learners, educators and schools (see Table 4)

Table 4: Comparing learners, educators and schools in the ordinary school sector, by province, from 2001 to 2005

Province	Learners						Educators						Schools					
	2001	2002	2003	2004	2005	% Net Change (01-05)	2001	2002	2003	2004	2005	% Net Change (01-05)	2001	2002	2003	2004	2005	% Net Change (01-05)
	A	B	C	D	E	(E-A)/A	F	G	H	I	J	(J-F)/F	K	L	M	N	O	(O-K)/K
Eastern Cape	2 033 832	2 072 054	2 116 426	2 150 308	2 206 575	8.5	61 301	65 355	64 865	64 364	67 230	9.7	6 087	6 191	6 165	6 194	6 333	4.0
Free State	716 021	705 368	696 155	690 490	689 189	-3.7	22 956	22 517	22 596	23 144	23 400	1.9	2 459	2 343	2 186	2 075	1 924	-21.8
Gauteng	1 561 359	1 617 017	1 661 817	1 697 908	1 745 262	11.8	50 876	52 601	53 749	53 577	60 121	18.2	2 213	2 331	2 225	2 253	2 256	1.9
KwaZulu-Natal	2 698 453	2 729 834	2 783 051	2 718 176	2 719 966	0.8	74 240	74 500	77 829	76 895	80 979	9.1	5 751	5 722	5 788	5 865	5 794	0.7
Limpopo	1 816 189	1 839 079	1 816 852	1 893 626	1 906 402	5.0	57 511	56 263	54 298	53 694	56 160	-2.3	4 631	4 763	4 251	4 294	4 243	-8.4
Mpumalanga	903 997	914 353	914 739	934 786	914 212	1.1	24 513	25 141	25 515	26 305	27 701	13.0	1 926	1 934	1 926	1 937	1 969	2.2
North West	893 144	897 342	891 036	903 379	845 942	-5.3	29 234	30 035	30 319	30 433	27 454	-6.1	2 311	2 292	2 253	2 233	2 063	-10.7
Northern Cape	197 101	196 731	202 010	209 000	210 152	6.6	6 359	6 484	6 179	6 180	6 641	4.4	478	476	454	438	430	-10.0
Western Cape	918 030	945 239	956 836	978 718	980 065	6.8	27 211	27 259	27 248	27 450	32 447	19.2	1 602	1 595	1 597	1 590	1 580	-1.4
National	11 738 126	11 917 017	12 038 922	12 176 391	12 217 765	4.1	354 201	360 155	362 598	362 042	382 133	7.9	27 458	27 647	26 845	26 879	26 592	-3.2

Source: 2001-2005 SNAP Surveys (conducted on the 10th school day).
Note: Percentages with a negative sign denote a decrease.

Table 4 shows that, in comparing data for the years 2001 to 2005 in respect of learners and educators, there was a net increase of 4.1% and 7.9%, respectively. The number of schools decreased by 3.2% for the same period. Nationally, an upward trend is reflected in learner and educator numbers from 2001 to 2005. An upward trend is reflected in school numbers from 2001 to 2002, while, a downward trend is reflected from 2004 to 2005. The largest percentage decrease in respect of learners, educators and schools occurred in North West (5.3%, 6.1% and 10.7%, respectively).

The educator trend line, as reflected in Table 4, stayed fairly consistent between 2001 and 2004 but showed a noticeable increase between 2004 and 2005. 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 5)

Table 5: Comparing the share of learners in independent schools, learner-to-educator ratio and learner-to-school ratio in the ordinary school sector, by province, from 2001 to 2005

Province	Learners in independent schools as % of all learners						Learner-to-Educator Ratio						Learner-to-School Ratio					
	2001	2002	2003	2004	2005	% Net Change (01-05)	2001	2002	2003	2004	2005	% Net Change (01-05)	2001	2002	2003	2004	2005	% Net Change (01-05)
	A	B	C	D	E	(E-A)/A	F	G	H	I	J	(J-F)/F	K	L	M	N	O	(O-K)/K
Eastern Cape	0.3	0.3	0.8	0.8	1.2	314.5	33.2	31.7	32.6	33.4	32.8	-1.2	334	335	343	347	348	4.2
Free State	1.7	1.7	1.7	1.9	2.0	17.6	31.2	31.3	30.8	29.8	29.5	-5.4	291	301	318	333	358	23.0
Gauteng	7.5	8.3	8.3	8.1	8.3	11.3	30.7	30.9	30.9	31.7	29.0	-5.5	706	694	747	754	774	9.6
KwaZulu-Natal	1.4	1.8	2.0	1.7	1.6	15.6	36.3	36.6	35.8	35.3	33.6	-7.4	469	477	481	463	469	0.0
Limpopo	1.2	1.2	1.0	1.2	1.1	-8.3	31.6	32.7	33.5	35.3	33.9	7.3	392	386	427	441	449	14.5
Mpumalanga	1.1	1.2	1.4	2.2	2.3	110.5	36.9	36.4	35.9	35.5	33.0	-10.6	469	473	475	483	464	-1.1
North West	1.1	1.1	1.1	1.3	1.2	5.1	30.6	29.9	29.4	29.7	30.8	0.7	386	392	395	405	410	6.2
Northern Cape	1.4	1.4	1.4	1.2	1.2	-16.3	31.0	30.3	32.7	33.8	31.6	1.9	412	413	445	477	489	18.7
Western Cape	3.2	3.2	2.9	3.0	3.1	-3.9	33.7	34.7	35.1	35.7	30.2	-10.4	573	593	599	616	620	8.2
National	2.1	2.3	2.4	2.5	2.6	22.9	33.1	33.1	33.2	33.6	32.0	-3.3	427	431	448	453	459	7.5

Source: 2001-2005 SNAP Surveys (conducted on the 10th school day).

Note: Percentages with a negative sign denote a decrease.

Table 5 shows that, from 2001 to 2005, the number of independent learners in ordinary schools nationally increased from 2.1% to 2.6%, a net increase of 22.9%, as also reflected in the national trend line. The largest proportion of independent learners was in Gauteng, increasing from 7.5% in 2001 to 8.3% in 2005, a net increase of 11.3%. The highest net increase between 2001 and 2005, namely 314.5%, occurred in the Eastern Cape.

- Learner-to-educator ratio (see Table 5)

The national learner-to-educator ratio trend line, as reflected in Table 5, stayed fairly consistent between 2001 and 2004, but decreased between 2004 and 2005. As explained under Table 4, this is mainly because in 2005, for the first time, educator numbers in the publication included all SGB-paid educators at public schools. From 2001 to 2005, the national average learner-to-educator ratio at ordinary schools in South Africa decreased from 33.1 to 32.0, a net decrease of 3.3%. Six provinces (the Eastern Cape, the Free State, Gauteng, KwaZulu-Natal, Mpumalanga and the Western Cape) showed a net decrease from 2001 to 2005, while Limpopo indicated the highest net increase, namely, 7.3%.

- Learner-to-school ratio (see Table 5)

Table 5 shows that, from 2001 to 2005, the national average learner-to-school ratio at ordinary schools in the country increased from 427 to 459, a net increase of 7.5%. From 2001 to 2005, the Free State showed the highest net increase (23.0%), followed by the Northern Cape (18.7%). Only Mpumalanga showed a net decrease of 1.1% in the same period.

• **Gross Enrolment Ratio (GER) (see Table 6)**

Table 6: Comparing Gross Enrolment Ratio (GER) and Gender Parity Index (GPI) in the ordinary school sector, by province, from 2001 to 2005

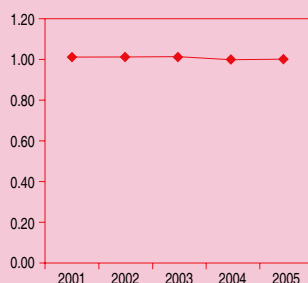
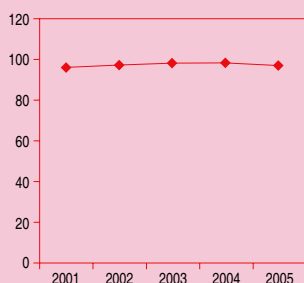
Province	Gender	Primary and Secondary (Gr. 1-12)												School Bands (Gr. R-12)							
		GER (%)						GPI						GER (%)			GPI				
		2001	2002	2003	2004	2005	% Net Change (2001-2005)	2001	2002	2003	2004	2005	% Net Change (2001-2005)	2001	2005	% Net Change (2001-2005)	2001	2005	% Net Change (2001-2005)		
		A	B	C	D	E	(E-A)/A	F	G	H	I	J	(J-F)/F	K	L	(L-K)/K	M	N	(N-M)/M		
Eastern Cape	Female	94	97	98	99	101	7.4							88	99	12.5					
	Male	89	92	94	95	97	9.0							83	95	14.5					
	Total	92	94	96	97	99	7.6	1.05	1.05	1.05	1.05	1.04	-1.0	85	97	14.1	1.05	1.04	-1.0		
Free State	Female	93	91	89	90	88	-5.4							88	84	-4.5					
	Male	91	90	89	89	88	-3.3							86	84	-2.3					
	Total	92	90	89	90	88	-4.3	1.01	1.01	1.01	1.01	1.00	-1.0	87	84	-3.4	1.01	1.00	-1.0		
Gauteng	Female	100	101	101	101	100	0.0							93	94	1.1					
	Male	101	101	102	101	100	-1.0							94	93	-1.1					
	Total	100	101	102	101	100	0.0	1.00	1.00	0.99	1.00	1.00	0.0	94	94	0.0	1.00	1.00	0.0		
KwaZulu-Natal	Female	99	100	101	98	97	-2.0							94	92	-2.1					
	Male	100	101	102	100	99	-1.0							94	94	0.0					
	Total	99	100	101	99	98	-1.0	1.00	0.99	0.99	0.98	0.98	-2.0	94	93	-1.1	1.00	0.98	-2.0		
Limpopo	Female	95	96	96	100	100	5.3							92	98	6.5					
	Male	95	96	96	101	101	6.3							91	99	8.8					
	Total	95	96	96	101	101	6.3	1.01	1.00	1.00	1.00	0.99	-2.0	92	99	7.6	1.01	0.99	-2.0		
Mpumalanga	Female	102	102	101	101	99	-2.9							94	93	-1.1					
	Male	102	102	102	103	101	-1.0							95	95	0.0					
	Total	102	102	102	102	100	-2.0	1.00	1.00	0.98	0.99	0.98	-2.0	94	94	0.0	1.00	0.98	-2.0		
North West	Female	95	95	94	94	87	-8.4							88	81	-8.0					
	Male	95	95	95	95	87	-8.4							87	82	-5.7					
	Total	95	95	94	94	87	-8.4	1.01	1.00	0.99	0.99	1.00	-1.0	88	81	-8.0	1.01	1.00	-1.0		
Northern Cape	Female	90	90	90	93	91	1.1							85	87	2.4					
	Male	89	89	91	94	92	3.4							84	87	3.6					
	Total	90	89	90	93	92	2.2	1.01	1.00	1.00	0.99	0.99	-2.0	84	87	3.6	1.01	0.99	-2.0		
Western Cape	Female	98	97	96	97	95	-3.1							91	90	-1.1					
	Male	96	95	94	94	91	-5.2							89	87	-2.2					
	Total	97	96	95	95	93	-4.1	1.02	1.02	1.02	1.03	1.04	2.0	90	88	-2.2	1.02	1.04	2.0		
National	Female	97	98	98	98	97	0.0							91	93	2.2					
	Male	96	97	97	98	97	1.0							90	93	3.3					
	Total	96	97	98	98	97	1.0	1.01	1.01	1.01	1.00	1.00	-1.0	91	93	2.2	1.01	1.00	-1.0		

Line graph showing the percentage of schools with a GER of 90% or more for the period 2001-2005. The percentage remains relatively stable, fluctuating between approximately 95% and 99%.

Year	Percentage
2001	95.0
2002	96.0
2003	97.0
2004	97.0
2005	96.0

Line graph showing the percentage of schools with a GPI of 1.00 or more for the period 2001-2005. The percentage remains relatively stable, fluctuating between approximately 99% and 100%.

Year	Percentage
2001	99.0
2002	100.0
2003	100.0
2004	99.0
2005	100.0



Source 1: 2001-2005 SNAP Surveys (conducted on the 10th school day).

Source 2: Unpublished, mid-year population estimates for 2001 to 2005, Statistics South Africa (2005).

Note 1: Percentages with a negative sign denote a decrease.

Note 2: Although two successive years might have the same value owing to rounding off, a net change could still have been reported.

Table 6 shows that the total national average GER (Grades R to 12) increased from 91% to 93% between 2001 and 2005, a net increase of 2.2%. Although the inclusion of Grade R had a negative impact on the GER values for these years, 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. If one were to consider only Grades 1 to 12, the total national average GER changed to 96%, 97%, 98%, 98% and 97% for 2001, 2002, 2003, 2004 and 2005 respectively, which is, on average, almost 6% per year higher than the GER (Grades R to 12). Three provinces (the Eastern Cape, Limpopo and the Northern Cape) showed an increase in both GER combinations from 2001 to 2005. The highest percentage net change for GER (Grades R to 12) was shown in the Eastern Cape, with a 14.1% increase, followed by an 8.0% decrease in North West.

Gender Parity Index (GPI) (see Table 6)

Table 6 shows that, from 2001 to 2005, the national average GPI in Grades 1 to 12 decreased from 1.01 to 1.00, a net decrease of 1.0%, while the net decrease in Grades R to 12 was 1.0%. Two provinces (the Eastern Cape and the Western Cape) showed GPI ratios of more than 1.00 for all five years in Grades 1 to 12, indicating that, in proportion to the appropriate school age population, there were more female learners than male learners in the ordinary school system. The same two provinces showed GPI ratios of more than 1.00 for 2001 and 2005 in Grades R to 12.

3.2 Region and district data on learners, educators and schools

Table 7: Number of learners, educators and schools in the ordinary school sector, by province, region and district, in 2005

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	132	5 281	75 722	34 339	0	0	58 765	115 474	2 544	3 629	392	4	396
n.a.	Central	2 385	2 903	1 159	646	6	0	3 605	7 099	237	270	103	2	105
n.a.	Cofimvaba	329	4 107	54 896	21 777	14	0	40 757	81 123	1 804	2 585	285	2	287
n.a.	Cradock	16	1 512	16 275	9 232	176	0	13 543	27 211	614	901	97	0	97
n.a.	Dutywa	323	5 928	80 128	25 810	0	50	58 764	112 239	2 234	3 170	348	4	352
n.a.	East London	761	4 280	80 592	56 985	382	0	71 460	143 000	3 365	4 745	307	11	318
n.a.	Eastern	1 138	1 994	165	0	0	0	1 617	3 297	97	97	51	0	51
n.a.	Fort Beaufort	34	2 255	28 767	16 802	7	1	23 417	47 866	1 283	1 928	264	0	264
n.a.	Graaff-Reinet	23	1 249	16 404	8 330	8	0	12 843	26 014	570	921	102	0	102
n.a.	Grahamstown	156	808	18 213	12 617	1	24	15 958	31 819	852	1 245	95	7	102
n.a.	King William's Town	94	3 766	68 169	46 723	22	0	58 220	118 774	2 962	4 265	465	2	467
n.a.	Lady Frere	162	2 833	30 480	14 772	0	0	23 882	48 247	1 064	1 597	170	0	170
n.a.	Libode	186	7 235	127 873	40 440	1	0	90 298	175 735	3 295	4 462	417	1	418
n.a.	Lusikisiki	604	8 677	113 563	36 206	0	0	82 685	159 050	2 875	3 790	350	0	350
n.a.	Maluti	146	3 096	47 291	19 238	0	0	34 807	69 771	1 608	2 239	211	0	211
n.a.	Mbizana	302	5 584	78 273	24 679	0	0	56 583	108 838	1 966	2 707	211	1	212
n.a.	Mt Fletcher	78	2 363	36 279	14 511	0	0	26 816	53 231	1 224	1 729	194	0	194
n.a.	Mt Frere	599	3 234	54 978	22 710	0	0	41 378	81 521	1 786	2 476	247	2	249
n.a.	Mthata	584	6 807	105 998	46 179	31	0	82 383	159 599	3 092	4 346	338	12	350
n.a.	Mzimkhulu	106	3 087	50 341	18 317	2	0	36 624	71 853	1 400	1 918	167	0	167
n.a.	Ngcobo	98	4 112	53 992	18 417	0	0	38 802	76 619	1 559	2 299	224	0	224
n.a.	North Eastern	961	1 330	481	245	0	0	1 516	3 017	88	96	31	0	31
n.a.	Northern	664	1 734	533	0	0	0	1 483	2 931	120	124	80	0	80
n.a.	Port Elizabeth	642	5 878	105 716	70 593	584	7	92 223	183 420	4 378	6 179	258	25	283
n.a.	Queenstown	127	2 665	38 577	23 781	113	2	32 382	65 265	1 482	2 158	179	4	183
n.a.	Qumbu	303	4 529	55 416	20 838	0	0	40 475	81 086	1 827	2 487	253	2	255
n.a.	Sterkspruit	184	3 158	41 160	21 103	38		33 410	65 643	1 397	2 136	190	4	194
n.a.	Uitenhage	121	3 367	51 634	28 714	194	8	41 909	84 038	1 784	2 612	170	7	177
n.a.	Western	518	1 295	256	0	0	0	988	2 069	94	98	39	0	39
n.a.	Unspecified	75	164	487	0	0	0	388	726	20	21	1	4	5
Total		11 851	105 231	1 433 818	654 004	1 579	92	1 117 981	2 206 575	47 621	67 230	6 239	94	6 333
Free State														
n.a.	Fezile Dabi	1)	1 817	63 482	45 846	2 848	0	56 464	113 993	2 481	3 982	363	11	374
n.a.	Lejweleputswa	1)	2 750	88 110	57 903	3 835	0	76 421	152 598	3 397	5 197	399	11	410
n.a.	Motheo	1)	5 236	104 714	73 447	8 040	0	94 480	191 437	4 056	6 461	358	19	377
n.a.	Northern Free State	1)	0	13	0	0	0	8	13	0	1	1	0	1
n.a.	Thabo Mofutsanyana	1)	7 946	112 748	77 362	3 278	0	99 311	201 334	4 205	6 697	623	20	643
n.a.	Xhariep	1)	700	17 926	8 924	2 263	0	14 652	29 813	705	1 062	115	3	118
n.a.	Unspecified	1)	0	0	0	1	0	1	1	0	0	0	1	1
Total		1)	18 449	386 993	263 482	20 265	0	341 337	689 189	14 844	23 400	1 859	65	1 924

Source: 2005 SNAP Survey (conducted on the 10th school day).

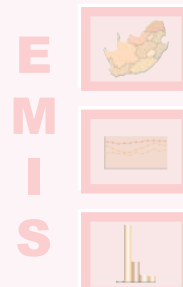
Note 1: Data are for ordinary schools only and include learners in Pre-Grade R, Grade R and SNE at these schools. Data excludes learners, educators and institutions associated with stand-alone ECD sites and special schools.

Note 2: n.a. = not applicable.

Note 3: Owing to a shortage of space in the table, the male figures for learners and educators are intentionally omitted.

1)

Free State: Pre-grade R learners not included in the SNAP Survey.



EDUCATION IN SOUTH AFRICA: A GLOBAL PICTURE 2005

Limpopo		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ²⁾	1 133 439	32 451	2 725
	Secondary	734 912	22 144	1 409
	Combined	12 936	512	31
	Intermediate	4 141	129	11
	Total (Public)	1 885 428	55 236	4 176
Independent Schools ³⁾	Primary ²⁾	8 981	322	27
	Secondary	3 069	125	6
	Combined Schools	8 984	477	32
	Intermediate	0	0	0
	Total (Independent)	20 974	924	67
Total (Public & Independent)		1 906 402	56 160	4 243
Other Educational Programmes		39 547	2 042	597
	ABET ⁴⁾	6 659	518	25
	SNE ⁵⁾	27 071	555	7
	Public FET ⁶⁾	64 148	2 630	1 716
	ECD ⁷⁾	28 076	1 072	2
	Public HE	175 501	6 817	2 349
	Total (Other)	2 081 303	62 977	6 592
Grand Total				

Eastern Cape		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ²⁾	1 690 570	49 533	5 252
	Secondary	437 643	14 906	883
	Combined	43 214	1 461	75
	Intermediate	7 711	283	29
	Total (Public)	2 179 138	66 083	6 239
Independent Schools ³⁾	Primary ²⁾	9 822	309	41
	Secondary	6 781	322	21
	Combined Schools	10 834	516	32
	Intermediate	0	0	0
	Total (Independent)	27 437	1 147	94
Total (Public & Independent)		2 206 575	67 230	6 333
Other Educational Programmes		45 783	4 510	307
	ABET ⁴⁾	8 921	842	42
	SNE ⁵⁾	24 500	726	8
	Public FET ⁶⁾	14 426	639	239
	ECD ⁷⁾	63 765	1 624	4
	Public HE	156 995	8 441	600
	Total (Other)	2 383 570	75 971	6 933
Grand Total				

Free State		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ²⁾	411 869	13 637	1 502
	Secondary	207 695	7 135	256
	Combined	30 847	1 181	60
	Intermediate	24 955	792	41
	Total (Public)	675 406	22 745	1 859
Independent Schools ³⁾	Primary ²⁾	5 153	199	28
	Secondary	2 638	101	9
	Combined Schools	5 992	355	28
	Intermediate	0	0	0
	Total (Independent)	13 783	655	65
Total (Public & Independent)		689 189	23 400	1 924
Other Educational Programmes		25 686	1 582	209
	ABET ⁴⁾	5 020	430	20
	SNE ⁵⁾	21 315	524	4
	Public FET ⁶⁾	40 171	918	364
	ECD ⁷⁾	34 979	823	2
	Public HE	127 143	4 287	599
	Total (Other)	2 016 332	27 687	2 523
Grand Total				

Gauteng		Learners	Educators ⁸⁾	Institutions
Public Schools ¹⁾	Primary ²⁾	977 542	29 987	1 346
	Secondary	575 316	19 024	493
	Combined	28 542	1 074	30
	Intermediate	18 169	507	27
	Total (Public)	1 599 569	50 592	1 896
Independent Schools ³⁾	Primary ²⁾	32 022	1 661	112
	Secondary	25 452	1 612	75
	Combined Schools	88 219	6 256	173
	Intermediate	0	0	0
	Total (Independent)	145 693	9 529	360
Total (Public & Independent)		1 745 262	60 121	2 256
Other Educational Programmes		61 311	2 676	53
	ABET ⁴⁾	33 707	2 379	108
	SNE ⁵⁾	123 216	1 866	8
	Public FET ⁶⁾	35 057	461	468
	ECD ⁷⁾	401 267	5 944	6
	Public HE	654 558	13 526	643
	Total (Other)	2 399 820	73 647	2 899
Grand Total				

KwaZulu-Natal		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ²⁾	1 670 206	47 495	4 004
	Secondary	919 422	27 695	1 498
	Combined	82 769	2 592	136
	Intermediate	3 536	107	10
	Total (Public)	2 675 933	77 889	5 648
Independent Schools ³⁾	Primary ²⁾	12 038	848	59
	Secondary	10 405	674	32
	Combined Schools	21 960	1 568	55
	Intermediate	0	0	0
	Total (Independent)	44 003	3 090	146
Total (Public & Independent)		2 719 936	80 979	5 794
Other Educational Programmes		12 002	943	139
	ABET ⁴⁾	10 578	902	62
	SNE ⁵⁾	65 073	1 095	9
	Public FET ⁶⁾	25 342	1 194	471
	ECD ⁷⁾	83 782	2 350	4
	Public HE	196 777	6 484	685
	Total (Other)	2 916 743	87 483	6 479
Grand Total				

Northern Cape		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ²⁾	132 111	3 992	308
	Secondary	59 488	1 961	84
	Combined	12 135	437	23
	Intermediate	3 854	123	7
	Total (Public)	207 688	6 513	422
Independent Schools ³⁾	Primary ²⁾	837	35	3
	Secondary	1 161	44	2
	Combined Schools	466	49	3
	Intermediate	0	0	0
	Total (Independent)	2 464	128	8
Total (Public & Independent)		210 152	6 641	430
Other Educational Programmes		6 200	279	136
	ABET ⁴⁾	1 278	145	9
	SNE ⁵⁾	4 917	168	2
	Public FET ⁶⁾	5 004	194	214
	ECD ⁷⁾	n.a.	n.a.	n.a.
	Public HE	17 399	786	361
	Total (Other)	227 551	7 427	791
Grand Total				

Western Cape		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ²⁾	610 333	18 624	1 101
	Secondary	315 069	10 541	307
	Combined	21 722	859	41
	Intermediate	2 801	95	5
	Total (Public)	949 925	30 119	1 454
Independent Schools ³⁾	Primary ²⁾	11 570	654	62
	Secondary	4 771	446	23
	Combined Schools	13 799	1 228	41
	Intermediate	0	0	0
	Total (Independent)	30 140	2 328	126
Total (Public & Independent)		980 065	32 447	1 580
Other Educational Programmes		27 749	1 599	383
	ABET ⁴⁾	14 927	1 540	80
	SNE ⁵⁾	49 185	829	6
	Public FET ⁶⁾	31 158	1 530	715
	ECD ⁷⁾	87 007	2 733	4
	Public HE	210 026	8 231	1 188
	Total (Other)	1 190 091	40 678	2 768
Grand Total				

National		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ²⁾	7 588 987	224 439	18 857
	Secondary	3 769 255	120 377	5 668
	Combined	385 018	12 857	674
	Intermediate	159 055	4 997	371
	Total (Public)	11 902 316	362 670	25 570
Independent Schools ³⁾	Primary ²⁾	92 337	4 518	403
	Secondary	59 450	3 570	183
	Combined Schools	163 662	11 375	436
	Intermediate	0	0	0
	Total (Independent)	315 449	19 463	1 022
Total (Public & Independent)		12 217 765	382 133	26 592
Other Educational Programmes		239 140	17 161	2 278
	ABET ⁴⁾	87 665	7 284	404
	SNE ⁵⁾	246 911	9 000	4 815
	Public FET ⁶⁾	737 472	15 315	23
	ECD ⁷⁾	1 718 972	55 197	7 570
	Public HE	13 936 737	437 330	34 162
	Total (Other)			
Grand Total				

Sources:

1. Ordinary public and independent schools: 2005 SNAP Survey (conducted on the 15th of November 2005)
2. ABET, SNE, public FET and ECD: 2005 data submitted by provincial EMIS heads. Data from previous reports were used whenever 2005 data were not available;
3. Public higher education: 2005 HEIMS database.

Note 1:

Data from unregistered institutions.

Note 2:

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

Note 3:

Including SNE learners at ordinary public and independent schools, respectively.

1) and 2)

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

3)

ABET: KwaZulu-Natal – data obtained from the 2003 Annual ABET Survey.

4)

SNE: Gauteng – data obtained from the 2004 provincial submission;

5)

KwaZulu-Natal and North West – data obtained from the 2003 provincial submissions.

6)

FET: Free State, Gauteng, North West and Western Cape – data obtained from the 2004 provincial submissions; KwaZulu-Natal, Limpopo and Mpumalanga – data obtained from the 2002 Survey done by the National Business Initiative.

7)

ECD: KwaZulu-Natal – data obtained from the 2000 ECD Audit.

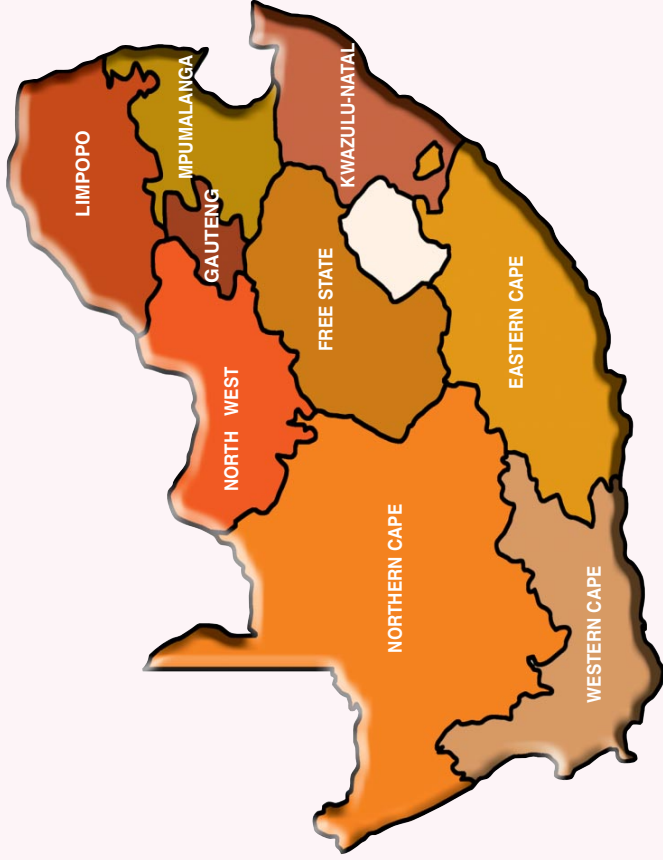


Table 7: Number of learners, educators and schools in the ordinary school sector, by province, region and district, in 2005 (continued)

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
Gauteng														
n.a.	Ekhuruleni East	439	4 302	117 019	74 585	162	0	98 517	196 507	4 537	6 251	195	27	222
n.a.	Ekhuruleni West	787	6 013	174 120	109 661	346	0	146 457	290 927	7 012	9 463	263	45	308
n.a.	Gauteng North	239	1 378	19 154	7 710	22	0	14 064	28 503	769	1 086	49	13	62
n.a.	Gauteng West	667	3 348	72 347	47 385	338	52 (2)	62 078	124 137	2 888	4 052	135	9	144
n.a.	Johannesburg East	1 201	2 925	79 733	48 749	222	117 (2)	67 163	132 947	4 519	6 070	123	56	179
n.a.	Johannesburg North	741	3 737	70 502	48 791	327	58 (2)	62 695	124 156	3 576	4 796	140	36	176
n.a.	Johannesburg South	328	6 384	156 366	107 517	732	24 (2)	135 023	271 351	5 884	8 586	309	67	376
n.a.	Johannesburg West	289	2 943	53 717	33 629	112	0	44 958	90 690	2 250	3 092	121	17	138
n.a.	Sedibeng East	112	1 728	35 220	21 895	329	0	29 615	59 284	1 458	2 042	83	16	99
n.a.	Sedibeng West	77	1 632	63 721	49 972	299	0	57 671	115 701	2 323	3 408	142	5	147
n.a.	Tshwane North	383	2 813	77 006	56 512	201	0	68 729	136 915	3 207	4 566	150	24	174
n.a.	Tshwane South	916	3 870	97 281	69 597	476	14 (2)	85 887	172 154	4 931	6 709	182	45	227
n.a.	Unspecified	0	0	1 368	614		8 (2)	1 200	1 990	0	0	4	0	4
Total		6 179	41 073	1 017 554	676 617	3 566	273 (2)	874 057	1 745 262	43 354	60 121	1 896	360	2 256
KwaZulu-Natal														
Ethekwini	Ilembhe	177	4 042	105 955	61 499	172	0	84 553	171 845	3 469	5 024	417	1	418
	Pinetown	669	10 829	201 243	124 788	599	40	166 563	338 168	7 423	10 345	499	22	521
	Umlazi	1 059	9 655	184 364	140 781	621	52	167 934	336 532	8 011	11 030	462	35	497
Ukhahlamba	Amajuba	441	3 504	73 501	46 778	163	0	60 558	124 387	2 505	3 545	225	4	229
	Othukela	313	5 880	121 191	72 421	50	0	98 553	199 855	3 807	5 731	432	7	439
	Umzinyathi	205	3 059	109 191	51 833	97	0	81 155	164 385	3 258	4 759	427	6	433
Umgungundlovu	Kokstad	49	2 150	59 601	32 511	429	0	46 718	94 740	1 961	2 754	291	2	293
	Port Shepstone	318	4 595	136 235	80 833	1 948	0	111 373	223 929	4 732	6 707	491	11	502
	Vulindlela	343	4 131	140 375	93 171	325	91	116 307	238 436	5 336	7 679	505	34	539
Zululand	Empangeni	790	11 629	175 885	103 893	87	0	144 818	292 284	5 953	8 390	636	11	647
	Obonjeni	326	9 473	142 301	76 098	17	0	112 469	228 215	4 221	6 235	497	1	498
	Vryheid	299	9 859	178 974	105 966	37	70	145 612	295 205	5 715	8 412	734	7	741
Unspecified	Ethekwini	0	0	0	148	7	0	89	155	7	11	0	2	2
	Ukhahlamba	0	143	3 330	3 026	0	0	3 209	6 499	119	187	12	0	12
	Umgungundlovu	0	83	929	104	29	0	554	1 145	33	38	4	0	4
	Zululand	50	165	2 290	454	0	0	1 447	2 959	71	93	8	0	8
	Unspecified	61	79	606	480	1	0	619	1 227	24	39	8	3	11
Total		5 100	79 276	1 635 971	994 784	4 582	253	1 342 531	2 719 966	56 645	80 979	5 648	146	5 794
Limpopo														
n.a.	Bohlabela	74	13 562	123 276	89 829	91	0	113 660	226 832	3 823	6 534	380	3	383
n.a.	Capricorn	671	21 183	223 540	163 530	86	397	202 151	409 407	7 261	11 964	906	16	922
n.a.	Greater Sekhukhune	483	13 870	168 185	120 622	40	0	151 174	303 200	5 069	9 051	750	7	757
n.a.	Mopani	545	16 360	194 066	131 117	277	0	170 552	342 365	5 482	9 795	641	14	655
n.a.	Vhembe	704	24 708	242 741	179 764	12	0	222 085	447 929	6 554	13 337	963	19	982
n.a.	Waterberg	284	8 403	99 500	65 518	31	0	86 120	173 736	3 240	5 390	528	8	536
n.a.	Unspecified	0	187	1 836	910	0	0	1 455	2 933	42	89	8	0	8
Total		2 761	98 273	1 053 144	751 290	537	397	947 197	1 906 402	31 471	56 160	4 176	67	4 243
Mpumalanga														
Ehlanzeni	n.a.	832	5 049	177 001	109 133	101	0	145 054	292 116	5 381	8 607	470	52	522
Gert Sibande	n.a.	598	4 611	159 246	90 327	266	0	126 147	255 048	5 202	7 718	663	24	687
Nkangala	n.a.	659	4 511	219 312	142 365	201	0	182 165	367 048	7 418	11 376	719	41	760
Total		2 089	14 171	555 559	341 825	568	0	453 366	914 212	18 001	27 701	1 852	117	1 969

Source: 2005 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.

n.a. = not applicable.

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

Note 3: Gauteng: Owing to a lack of space in the table, unspecified data are reflected in the post-matric column.



E
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Table 7: Number of learners, educators and schools in the ordinary school sector, by province, region and district, in 2005 (concluded)

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
North West	Bojanala East	165	815	31 883	22 069	20	0	26 958	54 952	1 304	1 903	117	4	121
	Mabopane	0	381	15 895	7 220	9	0	11 598	23 505	561	759	50	0	50
	Moretele	0	10	14 318	9 514	0	0	12 812	23 842	536	841	78	0	78
	Temba	65	1 042	37 166	25 922	25	0	31 028	64 220	1 280	1 974	91	1	92
Bojanala West	Kgetleng	50	342	14 088	8 095	38	0	10 970	22 613	585	846	81	1	82
	Moses Kotane East	0	588	20 632	14 050	75	0	17 563	35 345	871	1 208	88	0	88
	Moses Kotane West	3	126	10 708	7 771	11	124	9 825	18 743	480	738	91	0	91
	Rustenburg	76	1 595	38 747	25 371	19	0	32 948	65 808	1 541	2 113	90	12	102
Bophirima	Gasegonyana	5	145	16 845	10 826	0	0	14 012	27 821	649	904	99	0	99
	Greater Taung	0	1 095	24 662	15 715	0	0	20 529	41 472	846	1 319	112	0	112
	Kagisano Molopo	4	155	18 540	9 706	0	0	14 301	28 405	544	842	94	0	94
	Moshaweng	0	163	15 295	5 907	0	0	12 184	21 365	411	593	82	0	82
	Taledi	0	330	20 093	11 125	0	0	15 738	31 548	725	1 042	76	2	78
Central Region	Greater Delareyville	0	0	18 793	10 247	0	0	14 200	29 040	528	869	84	1	85
	Lichtenburg	43	140	23 424	13 093	16	0	18 589	36 716	801	1 190	110	0	110
	Mafikeng	0	1 031	41 532	25 719	0	0	34 126	68 282	1 505	2 131	139	5	144
	Setlkgobi	0	48	21 761	10 742	0	0	16 248	32 551	597	954	85	0	85
	Unspecified	0	0	812	1 223	0	0	976	2 035	50	71	14	0	14
Southern Region	Zeerust	0	130	23 842	14 054	13	0	18 865	38 039	965	1 385	111	0	111
	Klerksdorp	82	961	47 538	31 380	145	22	39 874	80 128	1 759	2 550	112	8	120
	Lichtenburg	0	0	0	132	0	0	55	132	4	7	1	0	1
	Maquassi Hills	0	259	28 340	15 553	45	0	21 659	44 197	810	1 320	93	0	93
	Potchefstroom	96	381	32 084	19 362	99	21	26 392	52 043	1 208	1 773	118	5	123
Unspecified	Unspecified	0	0	773	2 367	0	0	1 633	3 140	75	122	8	0	8
Total		589	9 737	517 771	317 163	515	167	423 083	845 942	18 635	27 454	2 024	39	2 063
Northern Cape														
n.a.	Frances Baard	252	2 154	47 093	31 736	180	0	40 482	81 415	1 724	2 566	120	4	124
n.a.	Namaqua	42	1 299	14 841	8 014	48	0	11 899	24 244	545	827	80	2	82
n.a.	Pixley Ka Seme	229	1 542	26 478	14 032	109	0	21 298	42 390	807	1 298	101	2	103
n.a.	Siyanda	327	1 603	39 132	20 959	82	0	30 749	62 103	1 241	1 950	121	0	121
Total		850	6 598	127 544	74 741	419	0	104 428	210 152	4 317	6 641	422	8	430
Western Cape														
n.a.	Metropole Central	669	4 319	60 191	51 935	49	100	60 116	117 263	3 117	4 585	167	32	199
n.a.	Metropole East	206	3 402	96 243	61 651	12	0	82 916	161 514	3 393	4 949	143	11	154
n.a.	Metropole North	959	6 334	100 003	56 240	101	0	82 875	163 637	3 830	5 435	199	18	217
n.a.	Metropole South	858	7 129	112 153	65 704	70	24	95 262	185 938	4 119	5 921	217	16	233
n.a.	Overberg	561	4 146	66 777	35 277	27	0	53 225	106 788	2 197	3 468	254	20	274
n.a.	Southern Cape/Karoo	546	3 194	70 234	38 275	47	0	56 191	112 296	2 305	3 615	228	16	244
n.a.	West Coast/Winelands	423	3 865	80 494	46 033	126	1	65 548	130 942	2 907	4 431	245	13	258
n.a.	Unspecified	0	0	0	1 687	0	0	913	1 687	26	43	1	0	1
Total		4 222	32 389	586 095	356 802	432	125	497 046	980 065	21 894	32 447	1 454	126	1 580
National (Total)		33 641	405 197	7 314 449	4 430 708	32 463	1 307	6 101 026	12 217 765	256 782	382 133	25 570	1 022	26 592

Source: 2005 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: n.a. = not applicable.

Note 3: Owing to a shortage of space in the table, the male figures for learners and educators are intentionally omitted.



3.3 Senior Certificate Examination

3.3.1 Overall results

Table 8: Senior Certificate examination results for full-time candidates with six or more subjects, by province and gender, in 2005

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	%	Number	%
Eastern Cape	Female	39 435	56.4	7	0.0	39 428	17 479	44.3	18 617	47.2	3 332	8.5	21 949	55.7
	Male	30 434	43.6	3	0.0	30 431	12 783	42.0	14 804	48.6	2 844	9.3	17 648	58.0
	Total	69 869		10	0.0	69 859	30 262	43.3	33 421	47.8	6 176	8.8	39 597	56.7
Free State	Female	13 619	52.0	1	0.0	13 618	3 253	23.9	7 588	55.7	2 777	20.4	10 365	76.1
	Male	12 561	48.0	2	0.0	12 559	2 569	20.5	7 038	56.0	2 952	23.5	9 990	79.5
	Total	26 180		3	0.0	26 177	5 822	22.2	14 626	55.9	5 729	21.9	20 355	77.8
Gauteng	Female	41 527	54.5	1	0.0	41 526	10 495	25.3	22 196	53.5	8 835	21.3	31 031	74.7
	Male	34 675	45.5	1	0.0	34 674	8 632	24.9	18 768	54.1	7 274	21.0	26 042	75.1
	Total	76 202		2	0.0	76 200	19 127	25.1	40 964	53.8	16 109	21.1	57 073	74.9
KwaZulu-Natal	Female	63 552	52.8	3	0.0	63 549	18 690	29.4	33 599	52.9	11 260	17.7	44 859	70.6
	Male	56 845	47.2	2	0.0	56 843	16 860	29.7	30 238	53.2	9 745	17.1	39 983	70.3
	Total	120 397		5	0.0	120 392	35 550	29.5	63 837	53.0	21 005	17.4	84 842	70.5
Limpopo	Female	50 197	54.1	97	0.2	50 100	19 355	38.6	23 128	46.2	7 617	15.2	30 745	61.4
	Male	42 614	45.9	61	0.1	42 553	13 211	31.0	20 525	48.2	8 817	20.7	29 342	69.0
	Total	92 811		158	0.2	92 653	32 566	35.1	43 653	47.1	16 434	17.7	60 087	64.9
Mpumalanga	Female	20 773	53.5	2	0.0	20 771	8 959	43.1	9 436	45.4	2 376	11.4	11 812	56.9
	Male	18 038	46.5	2	0.0	18 036	7 111	39.4	8 383	46.5	2 542	14.1	10 925	60.6
	Total	38 811		4	0.0	38 807	16 070	41.4	17 819	45.9	4 918	12.7	22 737	58.6
North West	Female	20 171	53.5	0	0.0	20 171	7 548	37.4	10 204	50.6	2 419	12.0	12 623	62.6
	Male	17 511	46.5	0	0.0	17 511	6 386	36.5	8 976	51.3	2 149	12.3	11 125	63.5
	Total	37 682		0	0.0	37 682	13 934	37.0	19 180	50.9	4 568	12.1	23 748	63.0
Northern Cape	Female	4 130	52.8	0	0.0	4 130	877	21.2	2 614	63.3	639	15.5	3 253	78.8
	Male	3 695	47.2	0	0.0	3 695	776	21.0	2 360	63.9	559	15.1	2 919	79.0
	Total	7 825		0	0.0	7 825	1 653	21.1	4 974	63.6	1 198	15.3	6 172	78.9
Western Cape	Female	21 847	56.6	0	0.0	21 847	3 627	16.6	12 447	57.0	5 773	26.4	18 220	83.4
	Male	16 739	43.4	0	0.0	16 739	2 386	14.3	9 732	58.1	4 621	27.6	14 353	85.7
	Total	38 586		0	0.0	38 586	6 013	15.6	22 179	57.5	10 394	26.9	32 573	84.4
National	Female	275 251	54.1	111	0.0	275 140	90 283	32.8	139 829	50.8	45 028	16.4	184 857	67.2
	Male	233 112	45.9	71	0.0	233 041	70 714	30.3	120 824	51.8	41 503	17.8	162 327	69.7
	Total	508 363		182	0.0	508 181	160 997	31.7	260 653	51.3	86 531	17.0	347 184	68.3

Source: Report on the 2005 Senior Certificate examination, Department of Education (December 2005).

Note: The data exclude pending irregularities.

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

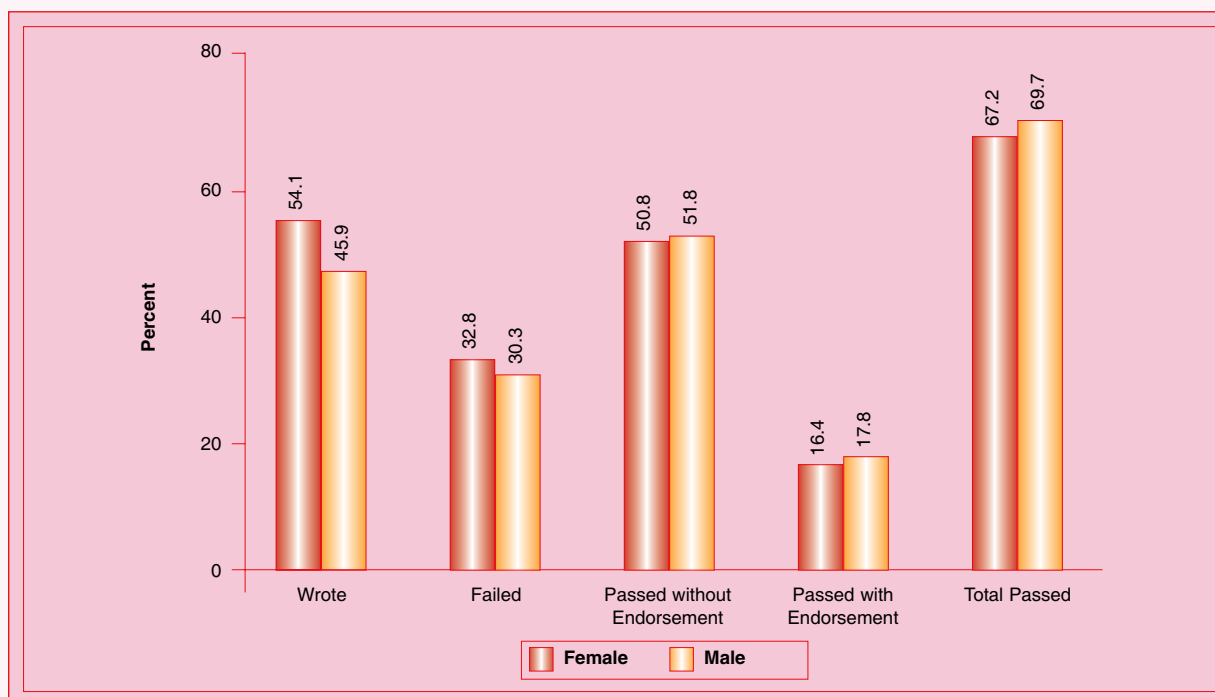
In 2005, as indicated in Table 8, the overall national pass rate in the Senior Certificate examination for full-time candidates with six or more subjects was 68.3%. In all the provinces more females than males wrote the Senior Certificate examination. However, in relative terms, as indicated in Table 8 and Figure 12, the national pass rate of male candidates (69.7%) was higher than the pass rate of female candidates (67.2%). A similar trend was seen in all provinces, except in KwaZulu-Natal. In all the provinces, more female than male candidates passed. Furthermore, Table 8 shows that the overall pass rate, by province, varied from 84.4% in the Western Cape to 56.7% in the Eastern Cape.



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Figure 12: Percentage distribution of Senior Certificate examination pass and failure rates, by gender, in 2005



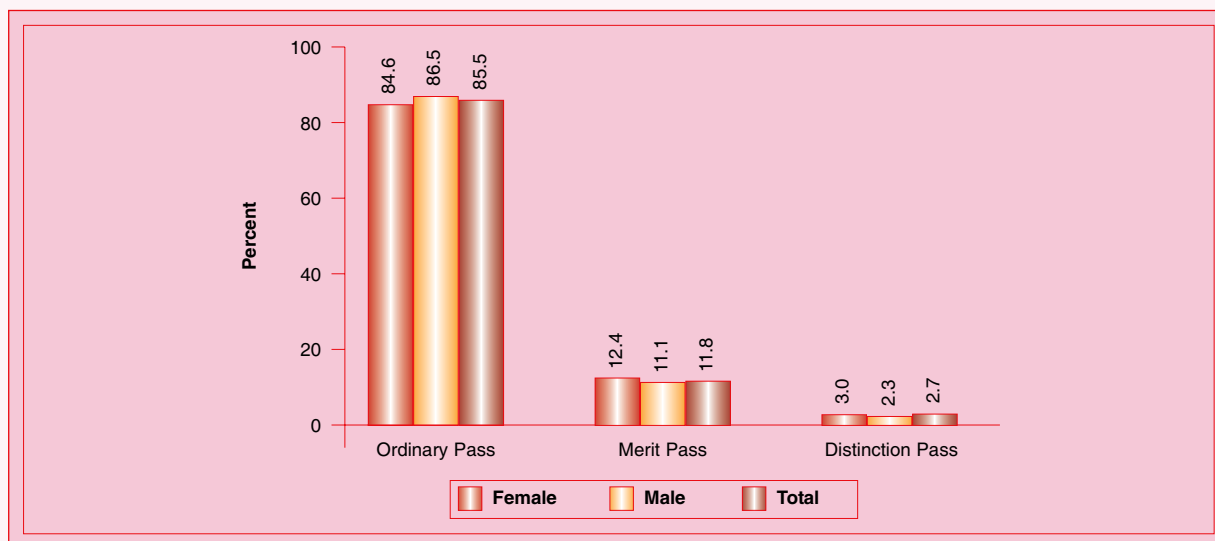
3.3.2 Pass type results

Table 9: Senior Certificate examination results, by province, gender and type of pass, in 2005

Type of Pass								
Province	Gender	Pass Normal		Pass with Merit		Pass with Distinction		Total Passed
		Number	% of Total Passed	Number	% of Total Passed	Number	% of Total Passed	
Eastern Cape	Female	19 899	90.7	1 725	7.9	325	1.5	21 949
	Male	16 188	91.7	1 264	7.2	196	1.1	17 648
	Total	36 087	91.1	2 989	7.5	521	1.3	39 597
Free State	Female	8 667	83.6	1 354	13.1	344	3.3	10 365
	Male	8 564	85.7	1 209	12.1	217	2.2	9 990
	Total	17 231	84.7	2 563	12.6	561	2.8	20 355
Gauteng	Female	23 568	75.9	5 829	18.8	1 634	5.3	31 031
	Male	20 897	80.2	4 080	15.7	1 065	4.1	26 042
	Total	44 465	77.9	9 909	17.4	2 699	4.7	57 073
KwaZulu-Natal	Female	37 696	84.0	5 913	13.2	1 250	2.8	44 859
	Male	34 484	86.2	4 575	11.4	924	2.3	39 983
	Total	72 180	85.1	10 488	12.4	2 174	2.6	84 842
Limpopo	Female	28 877	93.9	1 715	5.6	153	0.5	30 745
	Male	27 138	92.5	2 049	7.0	155	0.5	29 342
	Total	56 015	93.2	3 764	6.3	308	0.5	60 087
Mpumalanga	Female	10 560	89.4	1 053	8.9	199	1.7	11 812
	Male	9 865	90.3	929	8.5	131	1.2	10 925
	Total	20 425	89.8	1 982	8.7	330	1.5	22 737
North West	Female	11 313	89.6	1 059	8.4	251	2.0	12 623
	Male	10 130	91.1	845	7.6	150	1.3	11 125
	Total	21 443	90.3	1 904	8.0	401	1.7	23 748
Northern Cape	Female	2 717	83.5	442	13.6	94	2.9	3 253
	Male	2 553	87.5	316	10.8	50	1.7	2 919
	Total	5 270	85.4	758	12.3	144	2.3	6 172
Western Cape	Female	13 144	72.1	3 801	20.9	1 275	7.0	18 220
	Male	10 633	74.1	2 794	19.5	926	6.5	14 353
	Total	23 777	73.0	6 595	20.2	2 201	6.8	32 573
National	Female	156 441	84.6	22 891	12.4	5 525	3.0	184 857
	Male	140 452	86.5	18 061	11.1	3 814	2.3	162 327
	Total	296 893	85.5	40 952	11.8	9 339	2.7	347 184

Source: Report on the 2005 Senior Certificate examination, Department of Education (December 2005).

Note: The data exclude pending irregularities.

Figure 13: Percentage distribution of Senior Certificate examination results, by type of pass and gender, in 2005

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 9 and Figure 13 show that, nationally, in 2005, 85.5%, 11.8% and 2.7% of all candidates passed with a normal pass, a merit pass and a distinction pass, respectively. Although Table 9 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).

3.3.3 Frequency interval results

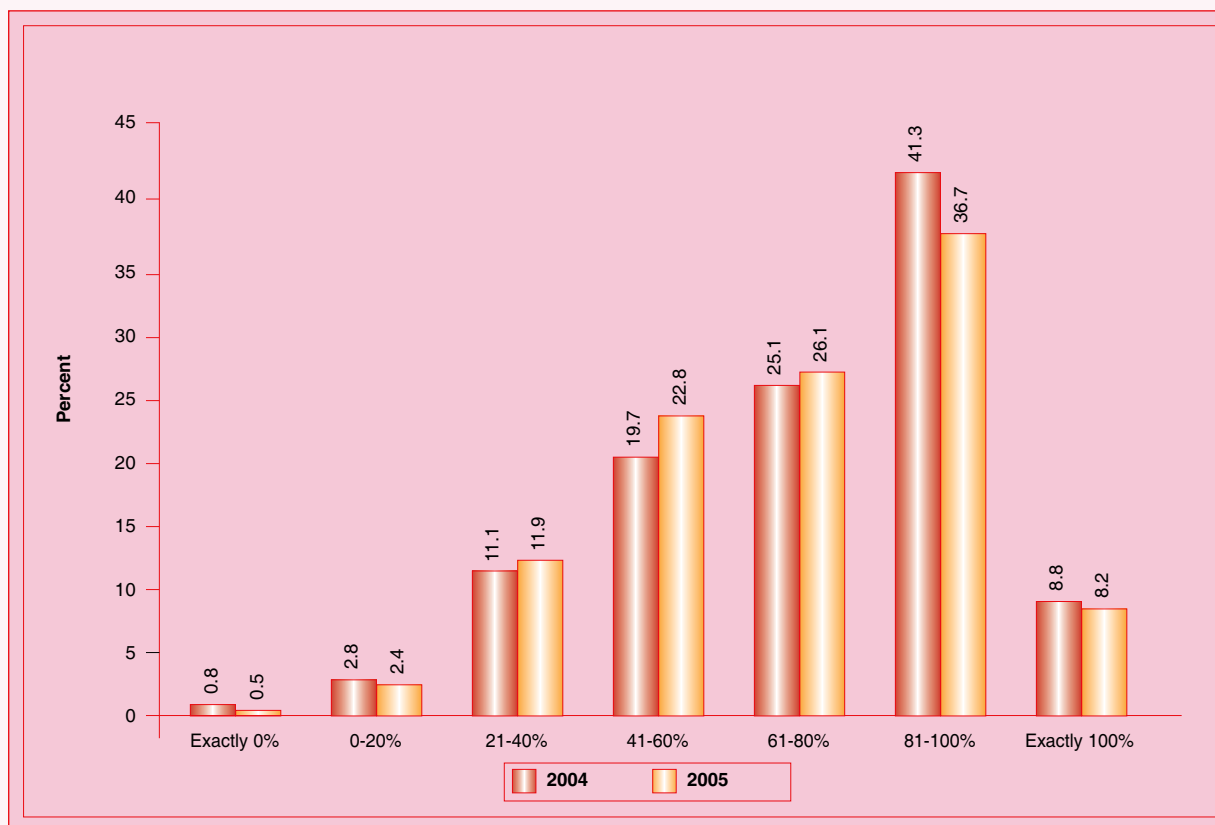
Table 10: Senior Certificate examination percentage pass rates of schools within different percentage groupings, by province, in 2004 and 2005

Province			Frequency Distribution of Pass Rates													
Name	Total Number of Schools		0-20 %		21-40 %		41-60 %		61-80 %		81-100 %		Exactly 0 %		Exactly 100 %	
	2004	2005	2004 (%)	2005 (%)	2004 (%)	2005 (%)	2004 (%)	2005 (%)	2004 (%)	2005 (%)	2004 (%)	2005 (%)	2004 (%)	2005 (%)	2004 (%)	2005 (%)
Eastern Cape	919	918	10.0	5.3	28.9	23.5	25.4	31.9	17.4	20.2	18.3	19.1	1.8	0.5	5.3	3.9
Free State	334	328	0.3	0.0	2.7	2.1	11.4	14.9	28.1	25.9	57.5	57.0	0.3	0.0	13.5	17.4
Gauteng	649	655	1.7	1.7	8.0	7.6	15.6	17.4	23.7	25.0	51.0	48.2	0.9	0.8	10.3	13.0
KwaZulu-Natal	1 526	1 555	2.2	2.5	8.5	10.8	20.6	21.8	27.2	28.7	41.5	36.1	0.7	0.6	7.5	6.2
Limpopo	1 391	1 405	0.9	1.4	5.9	10.2	18.2	23.7	28.6	28.8	46.4	35.9	0.5	0.1	8.2	6.2
Mpumalanga	423	430	4.5	2.8	15.6	18.4	27.9	30.0	27.9	26.5	24.1	22.3	3.1	0.5	5.7	5.6
North West	399	409	1.5	2.9	16.3	16.4	28.1	27.6	26.1	27.4	28.1	25.7	0.0	0.5	5.0	4.9
Northern Cape	107	108	0.0	0.0	2.8	0.9	5.6	14.8	25.2	25.9	66.4	58.3	0.0	0.0	18.7	18.5
Western Cape	392	395	2.0	1.5	3.1	2.3	7.4	7.3	18.1	20.8	69.4	68.1	1.8	1.5	21.2	21.0
National	6 140	6 203	2.8	2.4	11.1	11.9	19.7	22.8	25.1	26.1	41.3	36.7	0.8	0.5	8.8	8.2

Source: Report on the 2005 Senior Certificate examination, Department of Education (December 2005).

Note: The data exclude pending irregularities.

Figure 14: Percentage distribution of Senior Certificate examination percentage pass rates of schools within different percentage groupings in 2004 and 2005



In 2005, as shown in Table 10 and Figure 14, 8.2% (approximately 508) of the 6 203 schools in South Africa that offered the Senior Certificate examination obtained 100% passes. This is lower than the 8.8% of 2004. The percentage of schools that scored a pass rate of between 81% and 100% decreased from 41.3% in 2004 to 36.7% in 2005. As far as schools that performed poorly are concerned, 2.4% of them obtained a pass rate of between 0% and 20% in 2005, which is slightly lower than the 2.8% of 2004. Nationally, 0.5% of schools (approximately 31) scored a 0% pass rate in 2005, which is slightly lower than the 0.8% of 2004.

3.3.4 Selected subject results

Table 11 shows that more candidates wrote the Senior Certificate examination for the selected subjects in 2005 than in 2004. The highest and second-highest overall pass rates in 2005 were for Accounting (87.3%) and History (84.2%), respectively. The lowest overall pass rate in 2005 was for Mathematics (55.7%), which is 1.1% lower than in 2004. However, the pass rate for Mathematics HG was 72.9% in 2005.

Table 11 and Figure 15 indicate that, in both 2004 and 2005, males performed better overall (HG and SG combined) than females in all the selected subjects, except Accounting. However, in 2005, females performed better than males in Accounting SG, Biology HG and Business Economics HG.

Table 11: Senior Certificate examination results for selected subjects, by gender, in 2004 and 2005

Subject	Year	Number of Candidates who Wrote			Number and Percentages of Candidates who Passed								
					HG	SG	LG	Total Passed					
		Female	Male	Total	Total	Total	Total	Female	Female (%)	Male	Male (%)	Total	Total (%)
Accounting HG	2004	25 276	18 166	43 442	27 055	10 235		21 616	85.5	15 674	86.3	37 290	85.8
	2005	25 117	17 610	42 727	26 040	10 019		20 990	83.6	15 069	85.6	36 059	84.4
Accounting SG	2004	70 276	42 672	112 948		87 185	13 748	63 479	90.3	37 454	87.8	100 933	89.4
	2005	74 521	45 608	120 129		89 624	16 552	66 968	89.9	39 208	86.0	106 176	88.4
Accounting Total	2004	95 552	60 838	156 390	27 055	97 420	13 748	85 095	89.1	53 128	87.3	138 223	88.4
	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
Biology HG	2004	53 200	42 881	96 081	42 496	23 218		36 509	68.6	29 205	68.1	65 714	68.4
	2005	61 117	50 502	111 619	49 419	29 160		43 236	70.7	35 343	70.0	78 579	70.4
Biology SG	2004	108 895	95 178	204 073		105 223	43 699	76 428	70.2	72 494	76.2	148 922	73.0
	2005	117 108	102 730	219 838		98 109	48 979	75 803	64.7	71 285	69.4	147 088	66.9
Biology Total	2004	162 095	138 059	300 154	42 496	128 441	43 699	112 937	69.7	101 699	73.7	214 636	71.5
	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
Business Economics HG	2004	32 144	22 791	54 935	30 350	14 646		26 255	81.7	18 741	82.2	44 996	81.9
	2005	38 682	27 325	66 007	31 781	17 885		29 188	75.5	20 478	74.9	49 666	75.2
Business Economics SG	2004	84 784	58 841	143 625		98 173	22 645	70 712	83.4	50 106	85.2	120 818	84.1
	2005	88 735	61 407	150 142		98 473	24 601	72 518	81.7	50 556	82.3	123 074	82.0
Business Economics Total	2004	116 928	81 632	198 560	30 350	112 819	22 645	96 967	82.9	68 847	84.3	165 814	83.5
	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
History HG	2004	15 358	17 228	32 586	18 556	7 046		12 097	78.8	13 505	78.4	25 602	78.6
	2005	18 029	19 934	37 963	21 862	10 582		15 257	84.6	17 187	86.2	32 444	85.5
History SG	2004	33 904	30 087	63 991		41 713	10 551	27 382	80.8	24 882	82.7	52 264	81.7
	2005	36 276	32 424	68 700		44 614	12 743	30 006	82.7	27 351	84.4	57 357	83.5
History Total	2004	49 262	47 315	96 577	18 556	48 759	10 551	39 479	80.1	38 387	81.1	77 866	80.6
	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
Mathematics HG	2004	18 120	21 819	39 939	24 143	5 943		13 480	74.4	16 606	76.1	30 086	75.3
	2005	20 051	24 002	44 053	26 383	5 729		14 138	70.5	17 974	74.9	32 112	72.9
Mathematics SG	2004	127 487	108 668	236 155		103 721	22 988	62 131	48.7	64 578	59.4	126 709	53.7
	2005	140 537	118 562	259 099		106 550	30 339	67 733	48.2	69 156	58.3	136 889	52.8
Mathematics Total	2004	145 607	130 487	276 094	24 143	109 664	22 988	75 611	51.9	81 184	62.2	156 795	56.8
	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
Physical Science HG	2004	24 371	31 598	55 969	26 975	14 543		17 566	72.1	23 952	75.8	41 518	74.2
	2005	27 743	34 594	62 337	29 965	15 687		19 766	71.2	25 886	74.8	45 652	73.2
Physical Science SG	2004	51 769	53 476	105 245		59 400	18 625	38 100	73.6	39 925	74.7	78 025	74.1
	2005	59 896	59 595	119 491		57 980	25 726	41 379	69.1	42 327	71.0	83 706	70.1
Physical Science Total	2004	76 140	85 074	161 214	26 975	73 943	18 625	55 666	73.1	63 877	75.1	119 543	74.2
	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

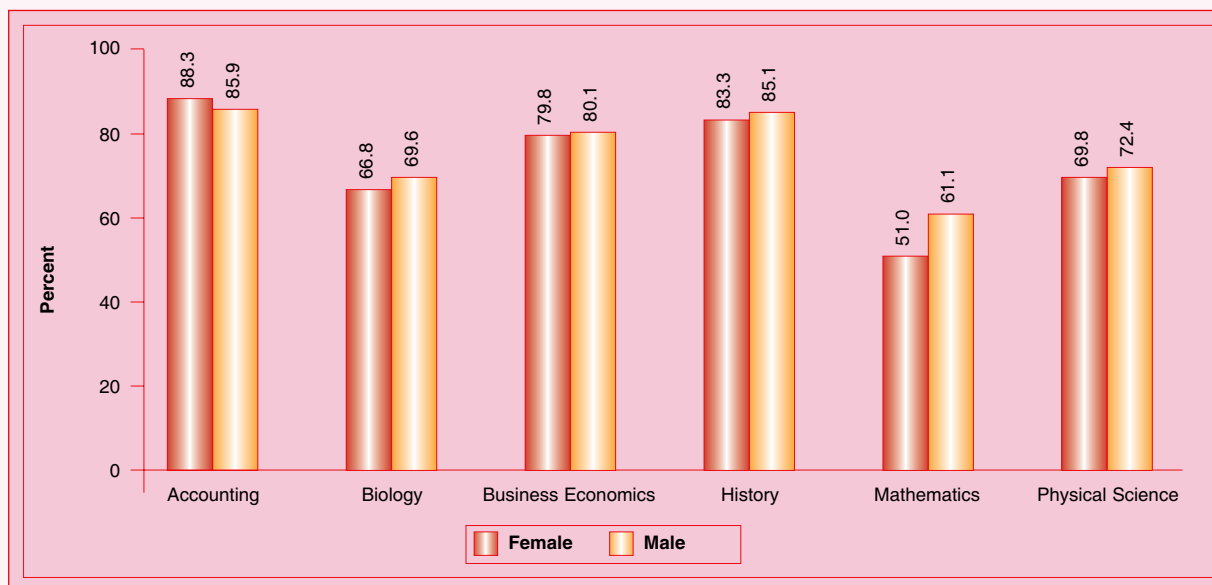
Source: Report on the 2005 Senior Certificate examination, Department of Education (December 2005).

Note 1: The data exclude pending irregularities.

Note 2: HG = Higher Grade, SG = Standard Grade and LG = Lower Grade.

Note 3: Empty cells: not applicable.

Figure 15: Percentage distribution of Senior Certificate examination pass rates for selected subjects, by gender, in 2005



3.3.5 Pass rate trend from 1995 to 2005

Table 12: Comparison of pass rates of the Senior Certificate examination, by province, from 1995 to 2005

Province	Pass Rates (%)											
	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	% Net Change (95-05)
	A	B	C	D	E	F	G	H	I	J	K	(K-A)/A
Eastern Cape	47.8	49.0	46.2	45.1	40.2	49.8	45.6	51.8	60.0	53.5	56.7	18.6
Free State	49.7	51.1	42.5	43.4	42.1	52.7	59.0	70.7	80.0	78.7	77.8	56.5
Gauteng	58.0	58.3	51.7	55.6	57.0	67.5	73.6	78.1	81.5	76.8	74.9	29.1
KwaZulu-Natal	69.3	61.8	53.7	50.3	50.7	57.2	62.8	70.8	77.2	74.0	70.5	1.7
Limpopo	37.8	38.8	31.9	35.2	37.5	51.4	59.5	69.5	70.0	70.6	64.9	71.7
Mpumalanga	38.2	47.4	46.0	52.7	48.3	53.2	46.9	55.8	58.2	61.8	58.6	53.4
North West	66.3	69.6	50.0	54.6	52.1	58.3	62.5	67.8	70.5	64.9	63.0	-5.0
Northern Cape	74.5	74.1	63.8	65.4	64.3	71.2	84.2	89.9	90.7	83.4	78.9	5.9
Western Cape	82.7	80.2	76.2	79.0	78.8	80.6	82.7	86.5	87.1	85.0	84.4	2.1
National	53.4	54.4	47.4	49.3	48.9	57.9	61.7	68.9	73.3	70.7	68.3	27.9

Source: Report on the 2005 Senior Certificate examination, Department of Education (December 2005).
Note: Percentages with a negative sign denote a decrease.

Figure 16: Comparison of national pass rates of the Senior Certificate examination from 1995 to 2005

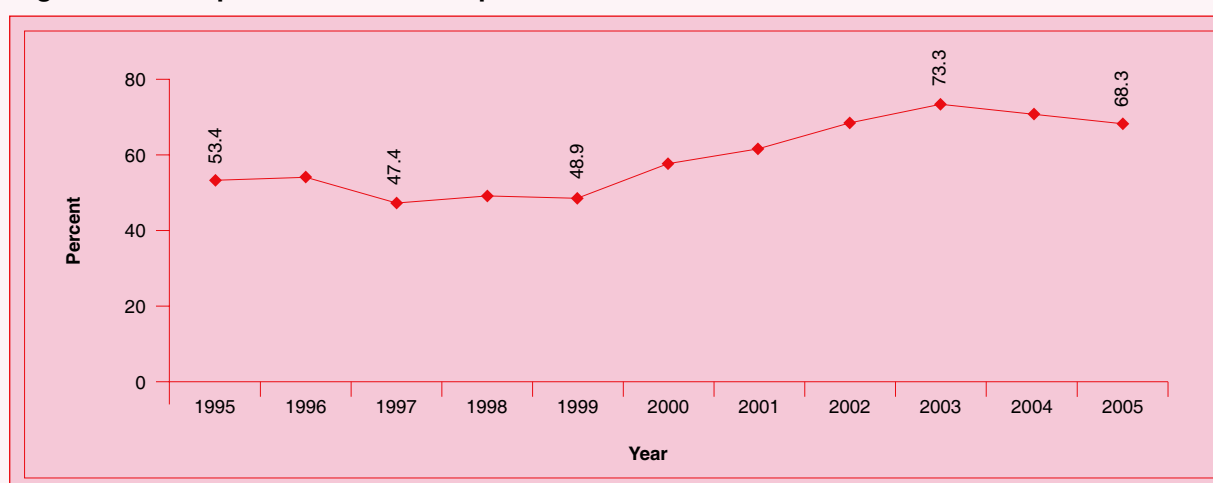


Table 12 shows that the national pass rate of the Senior Certificate examination increased from 53.4% in 1995 to 68.3% in 2005, indicating a net increase of 27.9%. From 1995 to 2005, the largest net increase in the pass rate occurred in the Free State (56.5%), followed by Mpumalanga (53.5%).

Figure 16 shows that, from 1995, the national pass rate decreased by 6.0% (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 5.0% (real value) to 68.3% in 2005.

Table 12 shows that all provinces except North West showed a higher pass rate in 2005 than in 1995, and that, in 2002 and 2003, all provinces showed a higher pass rate than in 1995. Between 1995 and 2005 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 (ABET, SNE, PUBLIC FET AND ECD)

Table 13: Number of learners, educators and institutions in other educational programmes, by province, in 2005

Province	Learners, Educators & Institutions	Other Educational Programmes				
		ABET ¹⁾	SNE ²⁾	Public FET ³⁾	ECD ⁴⁾	Total
Eastern Cape	Learners	45 783	8 521	24 500	14 426	93 230
	Educators	4 610	842	726	639	6 817
	Institutions	307	42	8	239	596
Free State	Learners	25 658	5 020	21 315	40 171	92 164
	Educators	1 592	430	524	918	3 464
	Institutions	209	20	4	364	597
Gauteng	Learners	61 311	33 707	123 216	35 057	253 291
	Educators	2 876	2 379	1 866	461	7 582
	Institutions	53	108	8	468	637
KwaZulu-Natal	Learners	12 002	10 578	65 073	25 342	112 995
	Educators	943	902	1 095	1 194	4 134
	Institutions	139	62	9	471	681
Limpopo	Learners	39 547	6 659	37 071	64 148	147 425
	Educators	2 042	518	555	2 630	5 745
	Institutions	597	25	7	1 718	2 347
Mpumalanga	Learners	21 790	3 218	24 067	15 125	64 200
	Educators	1 845	164	265	590	2 864
	Institutions	272	18	3	251	544
North West	Learners	29 100	3 957	28 240	16 480	77 777
	Educators	1 395	374	379	844	2 992
	Institutions	182	40	3	375	600
Northern Cape	Learners	6 200	1 278	4 917	5 004	17 399
	Educators	279	145	168	194	786
	Institutions	136	9	2	214	361
Western Cape	Learners	27 749	14 927	49 185	31 158	123 019
	Educators	1 599	1 540	829	1 530	5 498
	Institutions	383	80	6	715	1 184
National	Learners	269 140	87 865	377 584	246 911	981 500
	Educators	17 181	7 294	6 407	9 000	39 882
	Institutions	2 278	404	50	4 815	7 547

Sources: 2005 data submitted by provincial EMIS heads for stand-alone ABET centres, special schools, FET colleges and ECD sites.

Note 1: Data from previous reports were used whenever 2005 data were not available.

Note 2: Data include only registered institutions.

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

2) SNE: Gauteng – data obtained from the 2004 provincial submission; KwaZulu-Natal and North West – data obtained from the 2003 provincial submissions.

3) FET: Free State, Gauteng, North West and Western Cape – data obtained from the 2004 provincial submissions; KwaZulu-Natal, Limpopo and Mpumalanga – data obtained from the 2002 Survey done by the National Business Initiative.

4) ECD: KwaZulu-Natal – data obtained from the 2000 ECD Audit.

Table 13 shows learners, educators and institutions in ABET centres, special schools, public FET colleges and ECD sites.



5. PUBLIC HIGHER EDUCATION INSTITUTIONS

5.1 Headcount enrolments

Table 14: Overview of South African public higher education institutions in 2005

Institution	Headcount Student Enrolments			Black Students as a Proportion of Headcount Totals (%)		Female Students as a 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	28 889	72	28 961	78	86	52	63	47	33	20
University of Cape Town	21 764	0	21 764	49	n.a.	51	n.a.	41	25	34
Central University of Technology, Free State	10 114	206	10 320	82	82	49	63	43	35	22
Durban University of Technology	22 779	0	22 779	93	n.a.	50	n.a.	49	35	16
University of Fort Hare	7 175	1 615	8 790	92	99	56	81	16	15	69
University of the Free State	22 337	2 322	24 659	65	35	58	34	29	13	58
University of Johannesburg	43 182	2 362	45 544	70	98	53	66	30	33	37
University of KwaZulu-Natal	35 208	5 496	40 704	83	89	54	59	30	26	44
University of Limpopo	17 579	0	17 579	99	n.a.	51	n.a.	43	14	43
Nelson Mandela Metropolitan University	19 928	4 229	24 157	69	97	51	72	30	24	47
North West University	27 092	11 504	38 596	52	94	59	68	21	17	61
University of Pretoria	38 531	7 820	46 351	40	99	53	72	37	14	48
Rhodes University	6 045	277	6 322	52	100	57	74	21	15	64
University of South Africa	638	207 293	207 931	63	72	84	55	12	41	46
University of Stellenbosch	21 465	237	21 702	27	94	52	83	40	14	46
Tshwane University of Technology	49 705	10 702	60 407	86	99	51	59	36	29	35
University of Venda	10 497	0	10 497	100	n.a.	50	n.a.	28	22	49
Vaal University of Technology	17 408	0	17 408	94	n.a.	49	n.a.	44	50	6
Walter Sisulu University for Technology and Science, Eastern Cape	23 871	625	24 496	100	100	62	83	27	33	40
University of Western Cape	14 463	117	14 580	94	38	59	35	31	15	55
University of Witwatersrand	23 626	0	23 626	64	n.a.	50	n.a.	50	17	33
University of Zululand	10 398	0	10 398	99	n.a.	65	n.a.	17	12	71
Mangosuthu Technikon	9 901	0	9 901	100	n.a.	49	n.a.	57	31	12
Totals/Averages	482 595	254 877	737 472	74	76	53	57	29	29	42

Source 2005 HEMIS database, September 2006.

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 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: CESM 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 15: Headcount enrolments in public higher education institutions, by major field of study and formal qualification, in 2005

Institution	Major Field of Study					Formal Qualifications						
	Science, Engineering & Technology	Business & Management	Education	All Other Humanities & Social Sciences	Total	Occasional Students	Three-Year Undergraduate Degrees & Diplomas	Professional Undergraduate Degrees	Postgraduate, Below Master's Level	Master's Degrees	Doctoral Degrees	Total
Cape Peninsula University of Technology	13 690	9 448	2 788	3 035	28 961	226	21 877	5 643	645	503	67	28 961
University of Cape Town	8 891	5 372	494	7 007	21 764	1 012	7 429	7 118	2 075	3 160	970	21 764
Central University of Technology, Free State	4 446	3 606	562	1 706	10 320	127	7 938	1 632	339	205	79	10 320
Durban University of Technology	11 137	7 891	468	3 283	22 779	271	18 959	3 179	33	295	42	22 779
University of Fort Hare	1 449	1 320	2 325	3 697	8 790	12	4 328	3 396	607	363	84	8 790
University of the Free State	7 041	3 206	4 807	9 606	24 659	1 363	10 011	5 424	4 744	2 573	544	24 659
University of Johannesburg	13 494	15 025	7 332	9 693	45 544	1 102	31 694	5 235	5 059	1 891	563	45 544
University of KwaZulu-Natal	12 295	10 547	5 530	12 333	40 704	626	16 547	12 134	5 973	4 343	1 081	40 704
University of Limpopo	7 612	2 467	3 265	4 235	17 579	5	8 496	5 879	1 201	1 831	167	17 579
Nelson Mandela Metropolitan University	7 155	5 762	5409	5 832	24 157	882	15 539	4 920	1 084	1 473	259	24 157
North West University	8 235	6 734	12 198	11 430	38 596	548	21 189	7 075	6 416	2 698	670	38 596
University of Pretoria	17 380	6 504	11 720	10 747	46 351	562	21 881	11 155	5 493	5 714	1 546	46 351
Rhodes University	1 329	944	1 119	2 930	6 322	52	3 702	1 238	508	605	217	6 322
University of South Africa	25 871	85 639	23 641	72 780	207 931	10 124	126 306	49 124	15 506	5 877	994	207 931
University of Stellenbosch	8 651	3 001	1 238	8 812	21 702	566	7 826	5 662	2 891	3 953	804	21 702
Tshwane University of Technology	21 697	17 328	10 680	10 702	60 407	239	46 249	9 514	2 062	2 226	117	60 407
University of Venda	2 977	2 343	1 717	3 460	10 497	520	6 725	2 380	506	326	40	10 497
Vaal University of Technology	7 624	8 754	68	962	17 408	0	15 871	1 298	66	145	28	17 408
Walter Sisulu University for Technology and Science, Eastern Cape	6 520	8 126	5 159	4 691	24 496	746	19 510	3 722	417	100	1	24 496
University of Western Cape	4 477	2 150	1 307	6 647	14 580	0	6 739	4 792	1 523	1 205	321	14 580
University of Witwatersrand	11 714	4 004	1 828	6 080	23 626	288	7 501	8 107	2 413	4 620	697	23 626
University of Zululand	1 728	1 243	3 850	3 578	10 398	0	4 613	3 154	2 061	427	143	10 398
Mangosuthu Technikon	5 660	3 096	0	1 145	9 901	0	9 750	151	0	0	0	9 901
Totals	211 069	214 509	107 503	204 391	737 472	19 271	440 680	161 932	61 622	44 533	9 434	737 472

Source: 2005 HEMIS database, September 2006.

Note 1: Abbreviations and definitions of fields of study employed here are the same as those employed in Table 14, 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 "three-year undergraduate degrees and diplomas" includes national diplomas offered by technikons as well as first bachelor's degrees offered by universities, such as BA, BSc, BCom.

Note 4: Professional bachelor's degrees 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: CESM Category 10 (Home Economics) is now reported under SET and not under Humanities as was done in previous reports.

Figure 17: Percentage distribution of headcount enrolments in public higher education institutions, by major field of study, in 2005

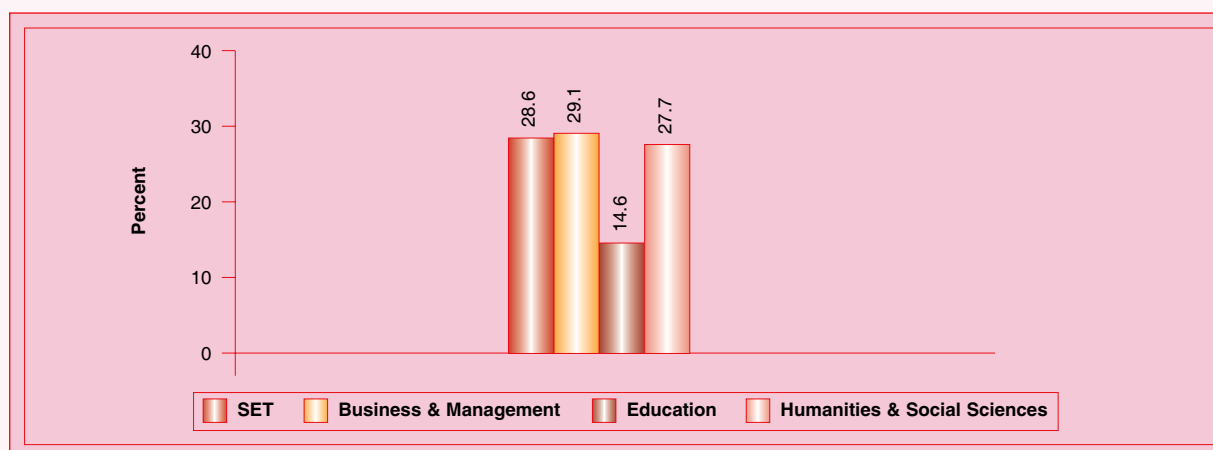


Figure 17 (see also Table 15) shows that, in 2005, 42.3% of students (311 894) at public higher education institutions were enrolled for programmes of study in either teacher education or the broad humanities and social sciences, 29.1% of students (214 509) were enrolled for programmes in business and management, while 28.6% of students (211 069) were enrolled for science, engineering and technology.

Figure 18: Percentage distribution of headcount enrolments in public higher education institutions, by qualification type, in 2005

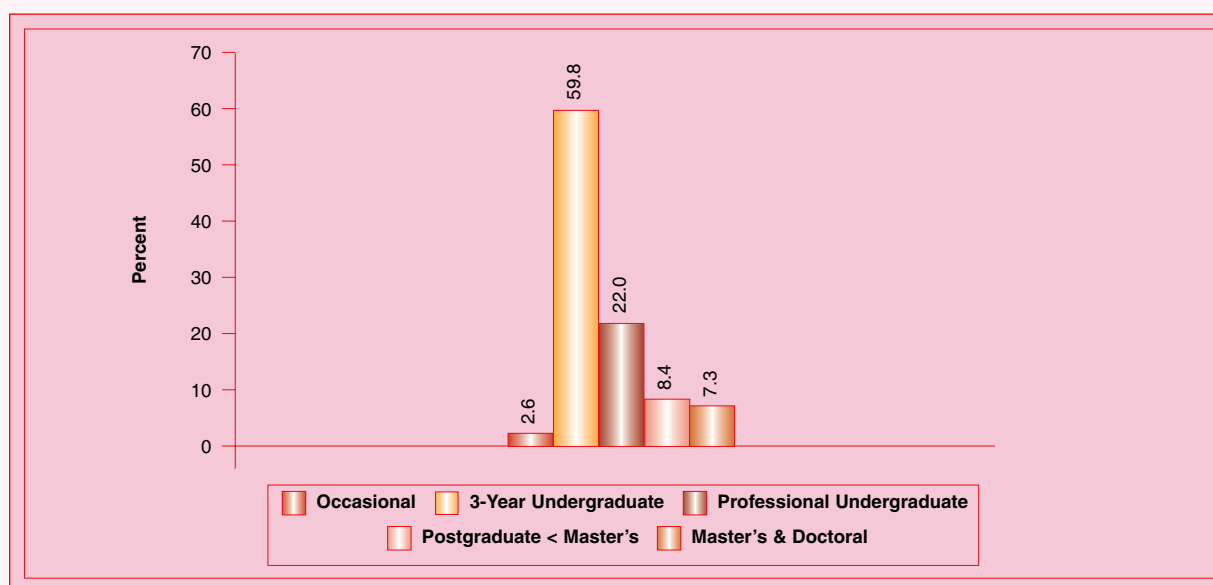


Figure 18 (see also Table 15) shows that the public higher education sector remained primarily an undergraduate one. In 2005, 62.4% of all students (459 951) were enrolled for undergraduate qualifications, including occasional courses.

Table 16: Headcount enrolments of contact and distance mode students in public higher education institutions, by population group and gender, in 2005

Institution	Contact							Distance						
	Black African	Coloured	Indian	White	Total	Female	Male	Black African	Coloured	Indian	White	Total	Female	Male
Cape Peninsula University of Technology	13 244	9 060	326	6 259	28 889	15 005	13 884	51	11	0	10	72	45	27
University of Cape Town	6 003	2 921	1 737	10 486	21 764	11 005	10 759	0	0	0	0	0	0	0
Central University of Technology, Free State	7 837	382	41	1 854	10 114	4 971	5 143	133	33	3	37	206	130	76
Durban University of Technology	16 302	379	4 558	1 486	22 779	11 361	11 418	0	0	0	0	0	0	0
University of Fort Hare	6 383	127	72	591	7 175	4 053	3 122	1 572	16	4	23	1 615	1 305	310
University of the Free State	12 861	1 147	419	7 909	22 337	13 011	9 326	482	132	190	1 517	2 322	790	1 532
University of Johannesburg	26 764	1 214	2 319	12 885	43 182	22 957	20 225	2 275	33	14	40	2 362	1 549	813
University of KwaZulu-Natal	15 170	922	13 233	5 863	35 208	19 113	16 095	3 903	256	725	612	5 496	3 261	2 235
University of Limpopo	17 070	36	216	256	17 579	8 923	8 656	0	0	0	0	0	0	0
Nelson Mandela Metropolitan University	10 519	2 773	506	6 130	19 928	10 100	9 828	3 915	163	25	126	4 229	3 055	1 174
North West University	13 250	624	306	12 746	27 092	15 859	11 233	10 204	571	32	643	11 504	7 871	3 633
University of Pretoria	13 216	642	1 718	22 954	38 531	20 476	18 055	7 638	70	54	57	7 820	5 631	2 189
Rhodes University	2 487	248	391	2 919	6 045	3 429	2 616	276	1	0	0	277	204	73
University of South Africa	34	369	1	233	638	534	104	116 829	12 165	21 088	56 931	207 292	113 764	93 528
University of Stellenbosch	2 361	3 076	439	15 589	21 465	11 066	10 399	211	8	4	14	237	196	41
Tshwane University of Technology	41 685	521	435	7 064	49 705	25 161	24 544	10 362	173	55	112	10 702	6 264	4 438
University of Venda	10 479	1	5	12	10 497	5 237	5 260	0	0	0	0	0	0	0
Vaal University of Technology	16 063	251	94	1 000	17 408	8 489	8 919	0	0	0	0	0	0	0
Walter Sisulu University for Technology and Science, Eastern Cape	23 641	52	92	86	23 871	14 912	8 959	624	1	0	0	625	518	107
University of Western Cape	4 868	7 311	1 439	690	14 463	8 466	5 997	5	4	35	69	117	41	76
University of Witwatersrand	11 029	626	3 418	8 548	23 626	11 842	11 784	0	0	0	0	0	0	0
University of Zululand	9 615	33	616	134	10 398	6 784	3 614	0	0	0	0	0	0	0
Mangosuthu Technikon	9 880	5	8	4	9 901	4 889	5 012	0	0	0	0	0	0	0
Totals	290 761	32 720	32 389	125 698	482 595	257 643	224 952	158 480	13 637	22 229	60 191	254 876	144 624	110 25
	60%	7%	7%	26%	100%	53%	47%	62%	5%	9%	24%	100%	57%	43%

Source: 2005 HEMIS database, September 2006.

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 "race unknown" are not included in the table, Black African+Coloured+Indian+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 2005

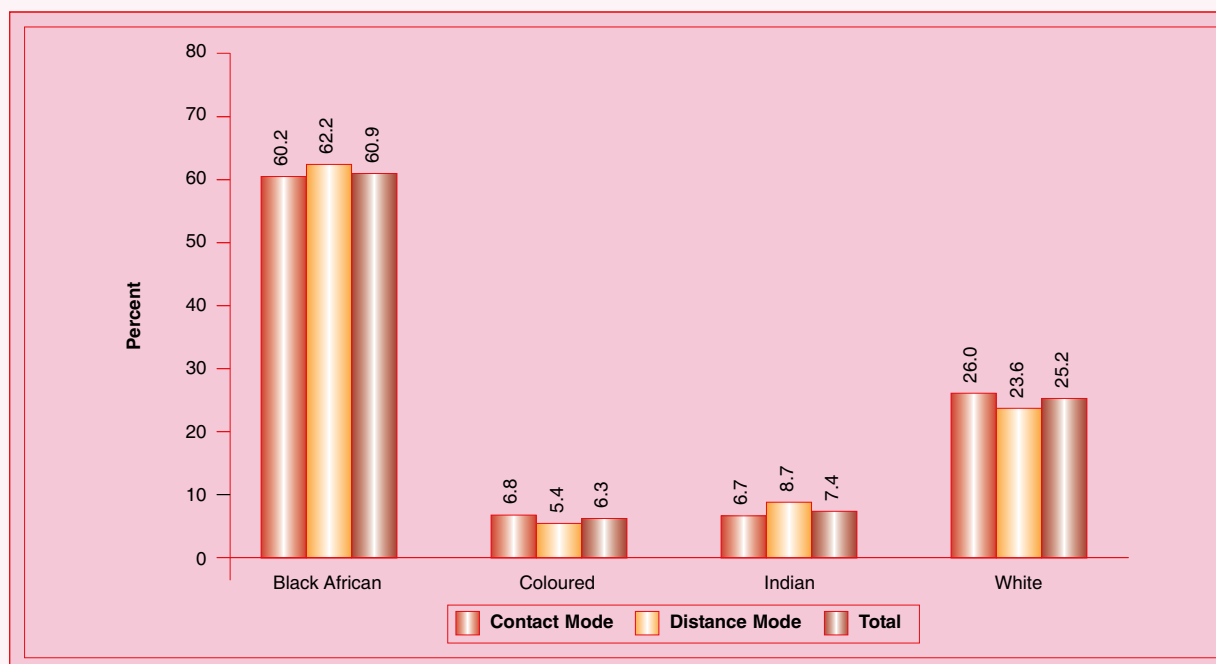


Figure 19 (see also Table 16) shows that, in 2005, 60.9% of all students (449 241) in the public higher education system were Black African, 25.2% (185 889) were White, 7.4% (54 618) were Indian, and 6.3% (46 357) were Coloured. In 2005, Black African students had an overall share of 60.2% (290 761) of contact programme enrolments and 62.2% (158 480) of distance programme enrolments.

Figure 20: Percentage distribution of headcount enrolments in public higher education institutions, by contact/distance mode and gender, in 2005

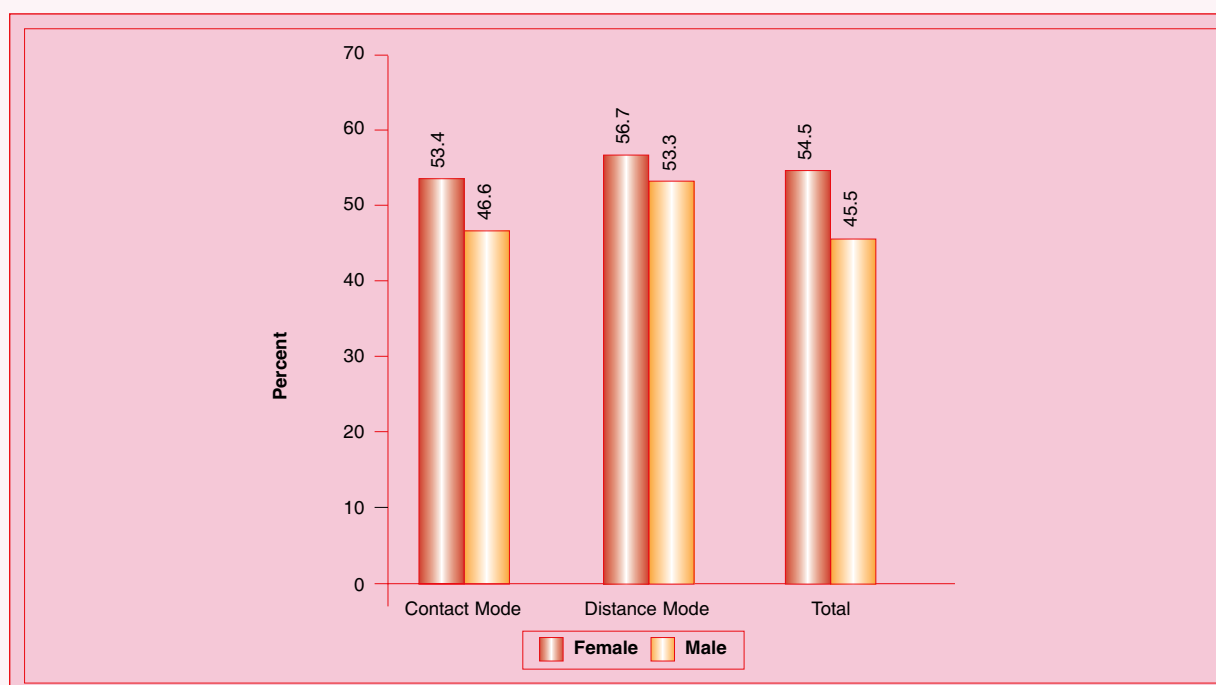


Figure 20 (see also Table 16) shows that, in 2005, female students were the majority in both contact programmes (53.4% or 257 643) and distance programmes (56.7% or 144 624). Overall, 54.5% of the students (402 267) in the system were female.

5.2 Headcount and graduation rates of graduates and diplomates

Table 17: Graduates/diplomates in public higher education institutions, by major field of study and formal qualification, in 2005

Institution	Major Field of Study					Formal Qualification					
	Science, Engineering & Technology	Business & Management	Education	All Other Humanities & Social Sciences	Total	Three-Year Undergraduate Degrees & Diplomas	Professional Undergraduate Degrees	Postgraduate Below Master's Level	Master's Degrees	Doctoral Degrees	Total
Cape Peninsula University of Technology	2 804	1 727	581	575	5 687	3 621	1 726	277	57	6	5 687
University of Cape Town	1 870	2 006	214	2 000	6 089	2 160	1 278	1 436	1 033	182	6 089
Central University of Technology, Free State	732	745	187	424	2 088	1 365	601	114	10	6	2 096
Durban University of Technology	1 874	1 745	21	639	4 278	3 251	928	28	67	4	4 278
University of Fort Hare	258	161	694	679	1 791	798	648	291	53	1	1 791
University of the Free State	1 347	671	1 646	1 563	5 226	1 785	819	2 015	542	65	5 226
University of Johannesburg	2 435	2 753	2 924	1 967	10 079	6 119	1 141	2 296	435	88	10 079
University of KwaZulu-Natal	2 079	2 324	1 551	2 365	8 318	3 586	1 765	2 174	695	98	8 318
University of Limpopo	1 281	246	971	530	3 027	1 591	799	491	131	15	3 027
Nelson Mandela Metropolitan University	1 317	1 151	1 830	1 149	5 446	3 250	1 301	558	307	30	5 446
North West University	1 674	1 440	2 569	2 063	7 746	4 103	1 167	1 694	700	82	7 746
University of Pretoria	3 536	1 831	3 797	2 447	11 611	6 032	1 870	2 401	1 116	192	11 611
Rhodes University	394	257	578	855	2 083	1 241	219	425	167	31	2 083
University of South Africa	894	4 128	5 148	4 016	14 185	7 672	2 579	3 269	573	92	14 185
University of Stellenbosch	1 945	918	554	2 057	5 474	1 555	1 047	1 847	899	126	5 474
Tshwane University of Technology	3 167	2 314	2 107	1 840	9 428	6 034	2 897	396	89	12	9 428
University of Venda	477	224	436	471	1 608	1 118	291	160	36	3	1 608
Vaal University of Technology	716	1 394	13	161	2 284	1 889	372	10	11	2	2 284
Walter Sisulu University for Technology and Science, Eastern Cape	525	519	961	343	2 348	1 982	290	72	5	0	2 349
University of Western Cape	961	287	574	1 189	3 010	1 233	658	788	296	35	3 010
University of Witwatersrand	2 442	764	491	1 294	4 991	1 595	1 210	1 346	740	101	4 992
University of Zululand	276	94	1 243	465	2 078	582	306	1 116	56	18	2 078
Mangosuthu Technikon	550	428	0	200	1 178	1 140	38	0	0	0	1 178
Totals	33 551	28 126	29 086	29 290	120 053	63 702	23 950	23 204	8 018	1 189	120 063

Source: 2005 HEMIS database, September 2006.

Note 1: Definitions of fields of study are the same as those employed in Table 14.

Note 2: Definitions of formal qualifications are the same as those employed in Table 15.

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



Table 18: Summaries of key graduation rates in public higher education institutions in 2005

Institution	Undergraduate Degrees & Diplomas (%)	Master's Degrees (%)	Doctoral Degrees (%)
Cape Peninsula University of Technology	19	11	9
University of Cape Town	24	33	19
Central University of Technology, Free State	21	5	8
Durban University of Technology	19	23	10
University of Fort Hare	19	15	1
University of the Free State	17	21	12
University of Johannesburg	20	23	16
University of KwaZulu-Natal	19	16	9
University of Limpopo	17	7	9
Nelson Mandela Metropolitan University	22	21	12
North West University	19	26	12
University of Pretoria	24	20	12
Rhodes University	30	28	14
University of South Africa	6	10	9
University of Stellenbosch	19	23	16
Tshwane University of Technology	16	4	10
University of Venda	15	11	8
Vaal University of Technology	13	8	7
Walter Sisulu University for Technology and Science, Eastern Cape	10	5	0
University of Western Cape	16	25	11
University of Witwatersrand	18	16	14
University of Zululand	11	13	13
Mangosuthu Technikon	12	0	0
Averages	15	18	13

Source: 2005 HEMIS database, September 2006.

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 2005

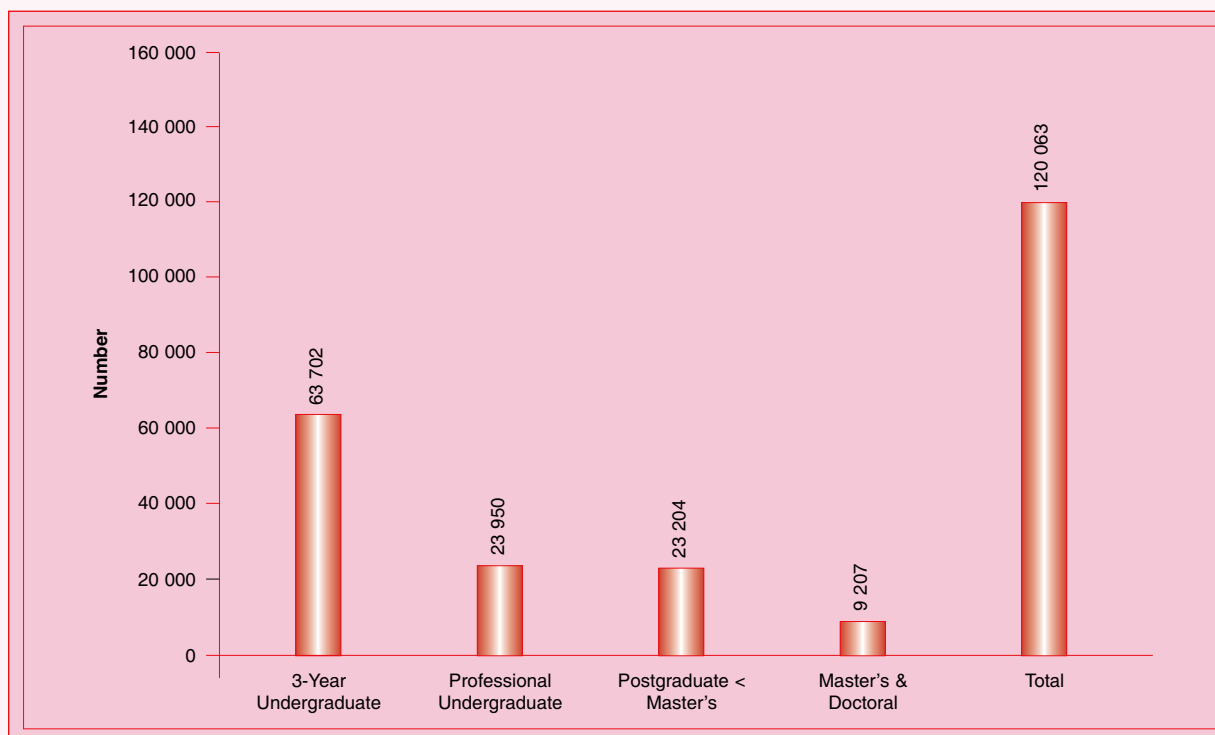


Figure 21 (see also Table 17) gives details of the totals of graduates and diplomates produced by public higher education institutions in 2005. In that year, the system produced 120 063 graduates and diplomates. Of the 120 063 students who completed qualifications in 2005, 73.0% (87 652) obtained undergraduate degrees or diplomas. There were only 9 207 master's and doctoral graduates in 2005



5.3 Full-time equivalent (FTE) enrolments and undergraduate success rates

Table 19: Full-time equivalent enrolments of contact and distance mode students in public higher education institutions in 2005

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	9 872	5 686	1 773	4 810	22 142	44	0	0	0	44
University of Cape Town	7 074	3 213	294	7 306	17 886	0	0	0	0	0
Central University of Technology, Free State	3 124	2 352	411	2 072	7 959	17	58	0	85	159
Durban University of Technology	7 312	5 557	188	4 073	17 130	0	0	0	0	0
University of Fort Hare	1 237	1 143	555	3 249	6 184	0	0	632	0	632
University of the Free State	5 544	2 536	2 366	6 457	16 902	61	168	0	1 053	1 283
University of Johannesburg	10 359	9 969	2 901	9 844	33 073	117	0	1 105	7	1 229
University of KwaZulu-Natal	10 672	5 664	1 831	10 563	28 729	218	2 295	862	137	3 513
University of Limpopo	6 150	1 396	1 876	4 655	14 077	0	0	0	0	0
Nelson Mandela Metropolitan University	5 179	3 782	714	5 430	15 105	82	2	1 759	44	1 887
North West University	6 414	3 755	3 348	8 383	21 900	343	177	3 681	1 032	5 233
University of Pretoria	12 583	5 792	2 389	9 070	29 833	5	0	3 119	1	3 125
Rhodes University	1 279	621	466	2 888	5 254	0	0	141	0	141
University of South Africa	0	0	0	451	451	11 747	34 498	9 693	44 487	100 424
University of Stellenbosch	7 150	2 845	915	6 828	17 738	1	0	52	0	53
Tshwane University of Technology	15 716	12 236	729	12 880	41 560	114	123	3 604	1 956	5 798
University of Venda	2 097	991	1 225	3 911	8 223	0	0	0	0	0
Vaal University of Technology	5 650	5 012	27	2 886	13 576	0	0	0	0	0
Walter Sisulu University for Technology and Science, Eastern Cape	5 384	7 169	3 085	5 085	20 722	194	0	653	0	847
University of Western Cape	4 073	1 113	773	5 468	11 428	59	0	0	0	59
University of Witwatersrand	8 202	2 695	1 064	5 947	17 908	0	0	0	0	0
University of Zululand	1 572	990	2 772	3 410	8 744	0	0	0	0	0
Mangosuthu Technikon	3 751	1 846	0	1 967	7 563	0	0	0	0	0
Totals	140 390	86 362	29 701	127 634	384 088	13 003	37 321	25 301	48 802	124 427
	37%	22%	8%	33%	100%	10%	30%	20%	39%	100%

Source: 2005 HEMIS database, September 2006.

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 14.

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

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

Note 7: CESM Category 10 (Home Economics) is now reported under SET and not under Humanities as was done in previous reports.



Table 20: Undergraduate success rates of contact and distance mode students in public higher education institutions, by population group, in 2005

Institution	Contact (%)					Distance (%)				
	Black African	Coloured	Indian	White	Average	Black African	Coloured	Indian	White	Average
Cape Peninsula University of Technology	70	77	81	86	76	56	67	n.a.	88	62
University of Cape Town	80	83	86	92	87	n.a.	n.a.	n.a.	n.a.	n.a.
Central University of Technology, Free State	74	72	87	82	75	75	75	87	80	76
Durban University of Technology	73	76	76	85	74	n.a.	n.a.	n.a.	n.a.	n.a.
University of Fort Hare	75	74	75	85	76	91	83	100	100	91
University of the Free State	62	69	68	81	71	59	68	68	69	66
University of Johannesburg	71	73	77	83	75	76	79	97	85	77
University of KwaZulu-Natal	73	80	78	90	78	84	82	95	90	84
University of Limpopo	77	87	89	91	77	n.a.	n.a.	n.a.	n.a.	n.a.
Nelson Mandela Metropolitan University	66	73	76	85	73	79	87	62	93	80
North West University	76	71	81	84	80	68	76	74	78	71
University of Pretoria	75	81	81	86	83	84	90	96	95	84
Rhodes University	84	82	86	91	87	89	100	n.a.	n.a.	89
University of South Africa	97	86	0	89	87	49	51	56	62	54
University of Stellenbosch	67	69	73	83	80	n.a.	n.a.	n.a.	n.a.	n.a.
Tshwane University of Technology	57	69	69	75	59	42	40	55	58	42
University of Venda	78	25	70	75	78	n.a.	n.a.	n.a.	n.a.	n.a.
Vaal University of Technology	70	71	72	76	70	n.a.	n.a.	n.a.	n.a.	n.a.
Walter Sisulu University for Technology and Science, Eastern Cape	69	79	96	69	69	60	100	n.a.	n.a.	60
University of Western Cape	75	79	83	92	78	n.a.	n.a.	n.a.	n.a.	n.a.
University of Witwatersrand	74	77	80	89	80	n.a.	n.a.	n.a.	n.a.	n.a.
University of Zululand	73	46	78	54	73	n.a.	n.a.	n.a.	n.a.	n.a.
Mangosuthu Technikon	79	72	47	69	79	n.a.	n.a.	n.a.	n.a.	n.a.
Averages	70	76	79	85	75	52	54	56	63	55

Source: 2005 HEMIS database, September 2006.

Note 1: For universities, undergraduate courses are those coded as lower undergraduate, intermediate undergraduate and higher undergraduate.

Note 2: For technikons, undergraduate courses are those coded as lower prediplomate, intermediate prediplomate and higher undergraduate.

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

Note 5: n.a.= not applicable.



Figure 22: Full-time equivalent student enrolments in public higher education institutions, by contact/distance mode, in 2005

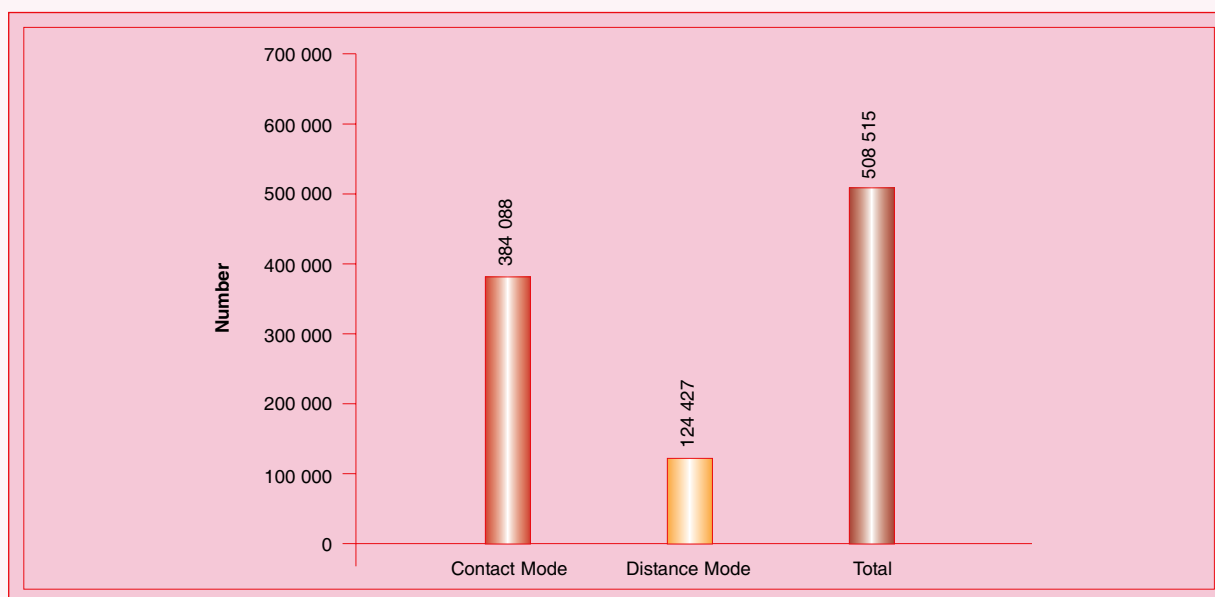


Figure 22 (see also Table 19) shows that the full-time equivalent (FTE) student enrolment at public higher education institutions was 508 515 in 2005. The ratios with regard to distance and contact mode differed markedly between FTE and headcount totals. The contact FTE total of 384 088 was 79.6% of the corresponding headcount total, which implies that most contact students were studying full-time in that year. The ratio for distance students was 48.8%, which implies that, in 2005, 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 2005



Figure 23 (see also Table 20) shows that inequalities of outcome continue to exist in the higher education system. In 2005, the average success rate of Black African students in contact undergraduate programmes was only 69.8%, compared to an average of 84.7% for White students.

5.4 Permanent staff

Table 21: Overview of permanent staff in public higher education institutions in 2005

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	621	758	167	44	74	98	38	55	31
University of Cape Town	829	1 512	253	21	58	96	35	66	30
Central University of Technology, Free State	203	333	181	28	48	92	40	59	53
Durban University of Technology	537	625	122	61	86	99	44	52	20
University of Fort Hare	230	434	53	65	82	100	35	54	15
University of the Free State	620	690	327	17	29	98	43	63	56
University of Johannesburg	917	1 427	528	29	43	93	41	60	25
University of KwaZulu-Natal	1 448	2 214	441	51	76	100	39	61	26
University of Limpopo	804	787	517	74	76	100	37	56	41
Nelson Mandela Metropolitan University	557	717	151	18	43	91	41	59	41
North West University	769	1 046	479	28	30	96	39	66	51
University of Pretoria	1 575	1 323	575	15	24	89	45	69	31
Rhodes University	306	552	379	16	46	100	34	63	44
University of South Africa	1 308	2 642	232	26	48	100	52	57	25
University of Stellenbosch	818	1 348	344	12	30	99	39	60	31
Tshwane University of Technology	880	1 319	430	39	55	98	39	55	53
University of Venda	268	274	210	90	98	100	30	45	56
Vaal University of Technology	312	372	239	37	59	98	45	62	58
Walter Sisulu University for Technology and Science, Eastern Cape	531	501	206	82	92	100	42	60	41
University of Western Cape	465	629	105	58	94	100	46	58	27
University of Witwatersrand	952	1 413	372	25	62	100	46	68	33
University of Zululand	219	276	195	67	82	99	42	48	38
Mangosuthu Technikon	146	183	140	79	91	100	28	48	53
Totals	15 315	21 375	6 646	37	56	97	42	60	39

Source: 2005 HEMIS database, September 2006.

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 staff on permanent contracts.

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



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Figure 24: Percentage distribution of black and female staff in public higher education institutions, as a percentage of total permanent staff, in 2005

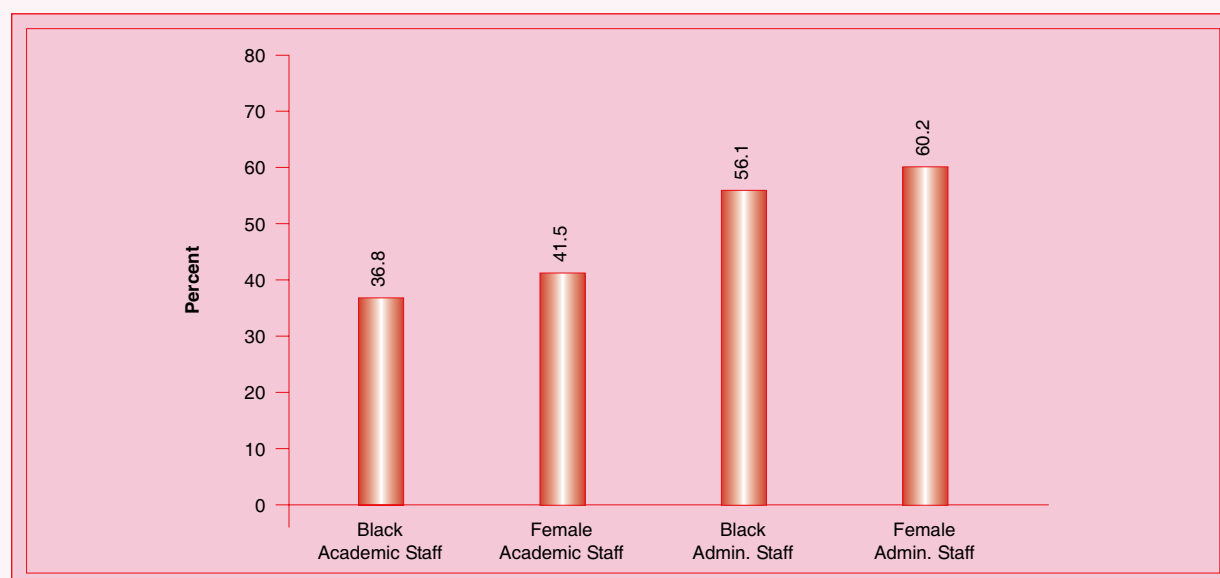


Figure 24 (see also Table 21) points to the serious employment inequalities that existed in the higher education system in 2005. Black (Black African, Coloured and Indian) staff had only a 36.8% (5 629) share of permanently appointed academic (instruction and research) staff posts while female staff had a 41.5% (6 361) share of permanently appointed academic staff posts.

6. CONTACT DETAILS

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- Statistics South Africa



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Scope of the publication:

- **General Education and Training (GET) Band**
(including ordinary schools with foundation, intermediate and senior phases, and excluding stand-alone ABET centres and special schools)
- **Further Education and Training (FET) Band**
(including mainstream schools with FET grades, and excluding stand-alone special schools)
- **Further Education and Training (FET)**
(including public FET colleges)
- **Early Childhood Development (ECD)**
(including stand-alone ECD sites)
- **Adult Basic Education and Training (ABET)**
(including stand-alone public adult learning centres)
- **Special Needs Education (SNE) (previously referred to as ELSEN)**
(including stand-alone special schools)
- **Public Higher Education (HE)**

Did you know that in 2005...

Approximately 30 in every 100 people in South Africa were learners in the education and training system?

34 162 institutions, comprising the following, were registered with the Department of Education:

- 26 592 ordinary public and independent schools
- 4 815 ECD sites
- 2 278 ABET centres
- 404 special schools
- 50 public FET colleges
- 23 public HE institutions

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

- 854 were in ordinary public schools
- 53 were in public HE institutions
- 27 were in public FET colleges
- 23 were in ordinary independent schools
- 19 were in ABET centres
- 18 were in ECD sites
- 6 were in special schools

