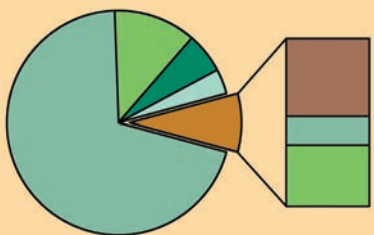
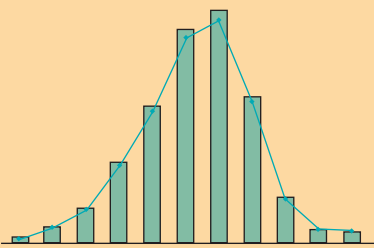




# Education Statistics in South Africa 2009

Published by the Department of Basic Education  
November 2010



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

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Department of Basic Education  
222 Struben Street  
Pretoria  
South Africa

Private Bag X895  
Pretoria  
0001

Tel.: +27 12 357 3000  
Fax: +27 12 323 0601  
[www.education.gov.za](http://www.education.gov.za)

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## FOREWORD

The Department of Basic Education (DBE) is pleased to release *Education Statistics in South Africa 2009*, the 11<sup>th</sup> such publication since 1999. The scope of this year's publication has not been affected by the reorganisation of the former Department of Education into the Department of Basic Education and the Department of Higher Education and Training. It reports on all levels of the education system, as before. However, the next edition (that of 2010) will exclude the following sectors: further education and training (FET) colleges, adult basic education and training (ABET) centres and higher education (HE) institutions.

In his 2010 State of the Nation Address, President Jacob Zuma placed education and skills development at the centre of government's policies. This places a grave responsibility on the education system to improve its reporting and accountability systems, which rest on the availability of quality data and information.

The Outcomes-Based Performance Management System adopted by the Presidency to enhance service delivery accentuates the value of education statistics for planning and monitoring and evaluation. This publication provides the information on which evidence-based decision making depends.

The availability of education data for the past 11 years facilitates the analysis of trends in the education system over time. The statistics also serve as a measure of the success of education policies, and as proof that the DBE and the provincial education departments (PEDs) have been achieving their objectives.

The publication details the shape and size of the education system in South Africa, specifically in regard to numbers of learners, educators and schools. Education planners and decision makers and those entrusted with monitoring, evaluating and accounting for progress in the schooling system will have access to the necessary statistical evidence that will enable them to act in a suitable manner in order to achieve key education objectives and to increase efficiency and effectiveness in the system.

I wish to point out that, during the past four years, there has been an improvement in the quality of the statistics that the provinces have submitted to the Department. The improved quality is the result of the standardised quality checks now implemented by the DBE.

National Treasury is still recognised as the main user of these statistics, which inform the allocation of financial resources to education.

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

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

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

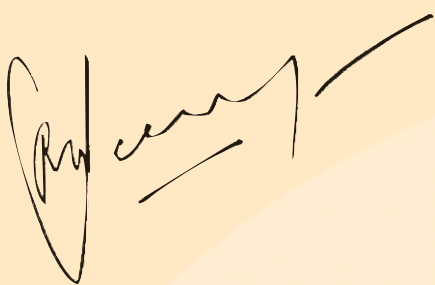
The statistical quality of the data provided in the publication has furthermore been improved by ensuring that the systems and techniques for acquiring and processing education information are subjected to annual quality audits and compliancy monitoring.



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

This publication would not have been possible without the contribution of the heads of the nine provincial Education Management Information Systems (EMIS) units and their staff, regional and district officials, school principals, FET college principals, ABET centre managers, special school principals, ECD centre managers and the heads of HE institutions, who had the challenging task of setting up, managing and maintaining the management information systems that yielded its contents. We also remain deeply indebted to other partners in the education environment, whose ongoing feedback and recommendations will provide the basis for the further development and improvement of statistical reporting on education in South Africa.

I thank the provinces yet again for their efforts, in 2009, towards the collection of education information.



**PB Soobrayan**  
**Director-General: Department of Basic Education**  
**Pretoria, South Africa**



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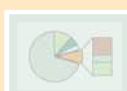
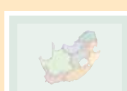
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## ABBREVIATIONS

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

# 1. INTRODUCTION

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

In recent years, an effort has been made to improve the turn-around time of reporting so as to produce timely information on the education system. These efforts are bearing fruit in that official publications of EMIS data are available earlier than in previous years.

This publication covers, in the main, data for the 2009 reporting year. However, some data for previous years are provided to allow for comparative analysis over time. The sources of data used for the report are the following:

- Ordinary public and independent schools (**hereinafter collectively referred to as ordinary schools**) – 2009 SNAP Survey conducted on the 10<sup>th</sup> school day.
- National Senior Certificate examination – Report on the 2009 National Senior Certificate Examination Results, DBE (January 2010).
- ECD, SNE, public ABET and public FET sectors – 2009 Annual Surveys.
- Public HE sector – 2009 Higher Education Management Information System (HEMIS) database.
- Population figures – 2009 Statistics South Africa estimates published July 2010.



## 2. OVERVIEW OF THE EDUCATION SYSTEM IN SOUTH AFRICA

The centrefold shows that, in South Africa in 2009, there were 32 103 established public and registered independent education institutions that submitted the survey forms. Of these, 25 906 were ordinary schools and 6 197 were other education institutions – namely, public ABET centres, ECD centres, public FET colleges, special schools and public HE institutions.

The figure of 25 906 for ordinary schools comprised the following:

- 14 380 primary schools, with 5 851 605 learners and 181 805 educators;
- 6 304 secondary schools, with 3 856 946 learners and 141 841 educators; and
- 5 222 combined and intermediate schools, with 2 519 412 learners and 89 421 educators.

**Figure 1: Percentage distribution of learners in the education system in 2009**

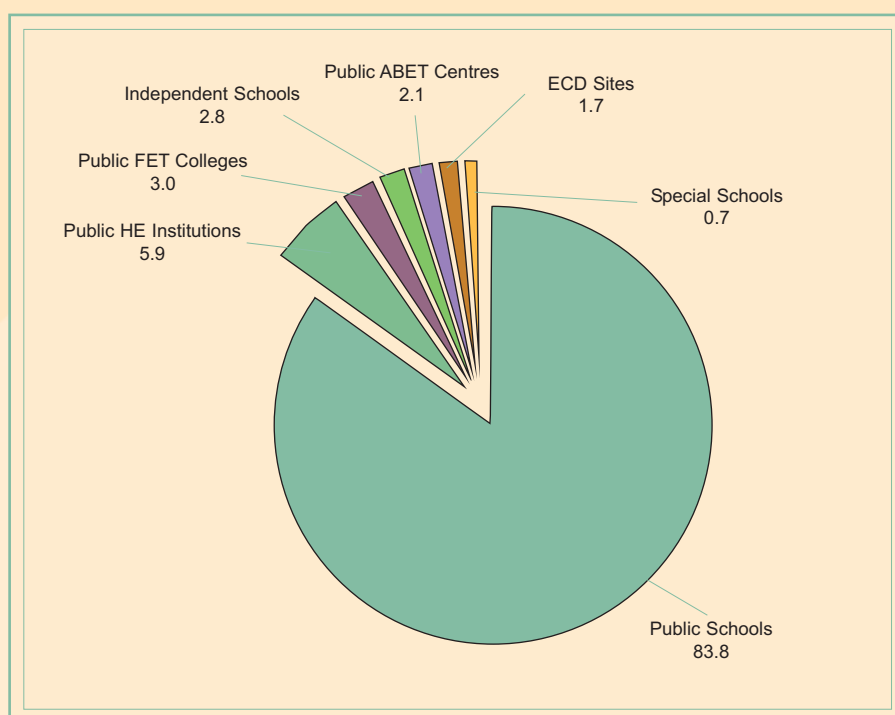


Figure 1, Table 15 and the centrefold show that, of the 14 122 305 learners and students enrolled in all sectors of the education system in 2009, 11 834 516 (83.8%) were in ordinary public schools and 393 447 (2.8%) were in ordinary independent schools. Of the learners in other institutions, 837 779 (5.9%) were in public HE institutions, 420 475 (3.0%) were in public FET institutions, 297 900 (2.1%) were in public ABET centres, 237 471 (1.7%) were in ECD centres, and 100 717 (0.7%) were in special schools.

In summary, there were 14 122 305 learners and students in the education system, who attended 32 103 education institutions and were served by 469 963 educators and lecturers.

### 3. ORDINARY PUBLIC AND INDEPENDENT SCHOOLS

#### 3.1 Introduction

The data on ordinary schools were collected via the 2009 SNAP Survey conducted on the 10<sup>th</sup> school day. Approximately 99% of open ordinary schools submitted the survey forms. **The figures in this publication are final after the preliminary figures that appeared in the Department's report *School Realities 2009* were updated.**

#### 3.2 Basic school data

**Table 1: Number of learners, educators and schools in the ordinary public school sector, by province, in 2009**

Province	Learners	Educators	Schools
Eastern Cape	2 032 579	67 420	5 669
Free State	637 265	22 960	1 531
Gauteng	1 720 243	54 586	1 970
KwaZulu-Natal	2 782 227	86 142	5 928
Limpopo	1 671 672	56 766	3 988
Mpumalanga	1 016 479	33 984	1 844
Northern Cape	264 857	8 888	600
North West	764 493	25 762	1 716
Western Cape	944 701	31 329	1 453
South Africa	11 834 516	387 837	24 699

Source: 2009 SNAP Survey (conducted on the 10<sup>th</sup> school day).

**Table 2: Number of learners, educators and schools in the ordinary independent school sector, by province, in 2009**

Province	Learners	Educators	Schools
Eastern Cape	43 821	2 200	140
Free State	14 520	781	64
Gauteng	183 595	11 765	420
KwaZulu-Natal	45 108	3 235	163
Limpopo	35 608	1 797	117
Mpumalanga	19 158	1 237	90
Northern Cape	2 852	227	17
North West	12 792	935	52
Western Cape	35 993	3 053	144
South Africa	393 447	25 230	1 207

Source: 2009 SNAP Survey.

Tables 1 and 2 reflect, respectively, the number of ordinary public and of ordinary independent schools, with their learner and educator numbers, in 2009, while Table 3 combines the information of those two tables.

**Table 3: Number of learners, educators and schools, and learner-educator ratio (LER), learner-school ratio (LSR) and educator-school ratio (ESR), in the ordinary public and independent school sector, by province, in 2009**

Province	Learners		Educators		Schools		Indicators		
	Number	As % of National Total	Number	As % of National Total	Number	As % of National Total	LER	LSR	ESR
Eastern Cape	2 076 400	17.0	69 620	16.9	5 809	22.4	29.8	357	12.0
Free State	651 785	5.3	23 741	5.7	1 595	6.2	27.5	409	14.9
Gauteng	1 903 838	15.6	66 351	16.1	2 390	9.2	28.7	797	27.8
KwaZulu-Natal	2 827 335	23.1	89 377	21.6	6 091	23.5	31.6	464	14.7
Limpopo	1 707 280	14.0	58 563	14.2	4 105	15.8	29.2	416	14.3
Mpumalanga	1 035 637	8.5	35 221	8.5	1 934	7.5	29.4	535	18.2
Northern Cape	267 709	2.2	9 115	2.2	617	2.4	29.4	434	14.8
North West	777 285	6.4	26 697	6.5	1 768	6.8	29.1	440	15.1
Western Cape	980 694	8.0	34 382	8.3	1 597	6.2	28.5	614	21.5
South Africa	12 227 963	100.0	413 067	100.0	25 906	100.0	29.6	472	15.9

Source: 2009 SNAP Survey.

##### 3.2.1 Schools (see Tables 2 and 3)

In 2009, there were 25 906 ordinary schools in South Africa. KwaZulu-Natal (6 091, or 23.5% of the national total) and the Eastern Cape (5 809, or 22.4% of the national total) had the highest and second highest number of ordinary schools, while the Northern Cape (617, or 2.4% of the national total) had the smallest number. Of the 25 906 schools in the country, 1 207 (4.7%) were independent schools.

### 3.2.2 Learners (see Tables 2 and 3)

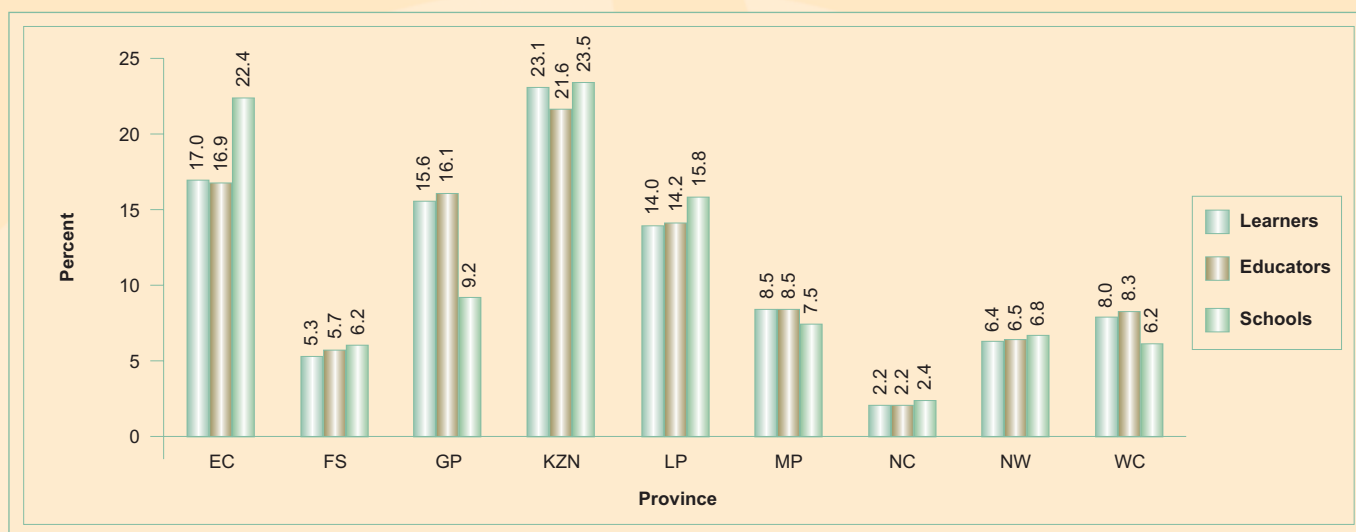
In 2009, there were 12 227 963 learners in ordinary schools in the country as a whole. Four provinces – namely, the Free State, the Northern Cape, North West and the Western Cape – showed less than a million learners in ordinary schools. In the Eastern Cape and KwaZulu-Natal more than two million learners were enrolled in ordinary schools, comprising, respectively, 17.0% and 23.1% of the national total. Of the 12 227 963 learners in the country, 393 447 (3.2%) were in independent schools.

### 3.2.3 Educators (see Tables 2 and 3)

There were 413 067 educators in ordinary schools in South Africa in 2009. KwaZulu-Natal (89 377, or 21.6% of the national total) had the largest number of educators in ordinary schools, while three provinces – namely, the Free State, the Northern Cape and North West – had fewer than 30 000 educators each. Of the 413 067 educators in the country, 25 230 (6.1%) were employed in the independent school sector.

### 3.2.4 Distribution of learners, educators and schools

**Figure 2: Percentage distribution of learners, educators and schools in the ordinary school sector, by province, in 2009**



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 2009, the Eastern Cape, one of the more rural provinces, had 22.4% of the national total of ordinary schools serving 17.0% of South Africa's learners, while Gauteng, the most urbanised province, had 9.2% of the national total of ordinary schools serving 15.6% of the country's learners.

**Figure 3: Distribution of learners, educators and schools in the independent school sector, as a percentage of provincial totals in the ordinary school sector, by province, in 2009**

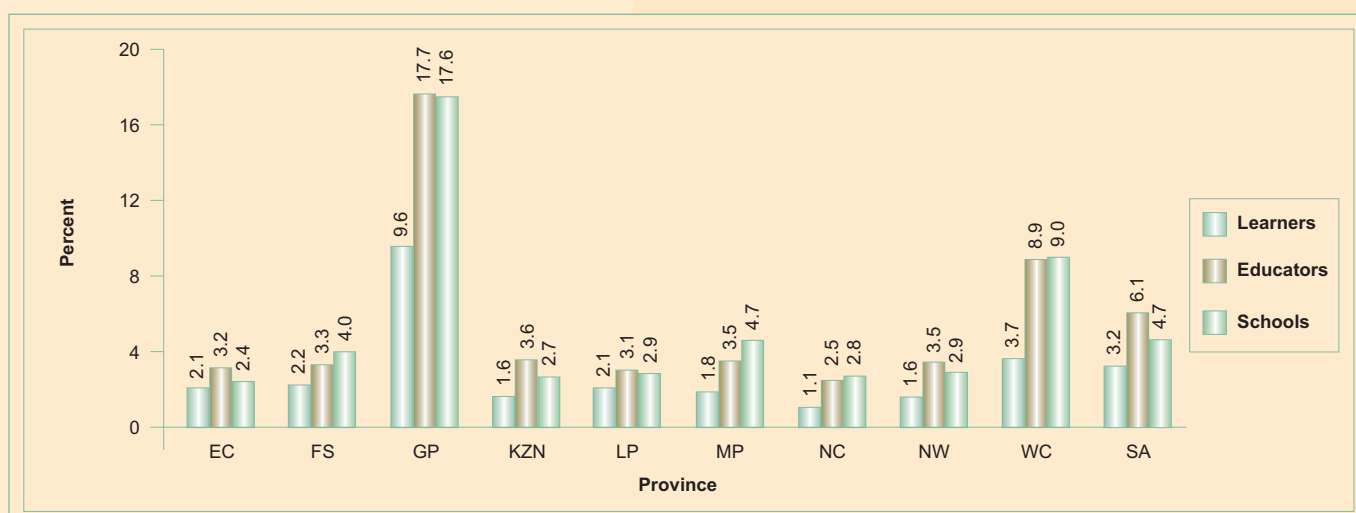


Figure 3, as calculated from Tables 2 and 3, indicates that, in 2009, Gauteng had the largest proportion of learners, educators and schools (9.6%, 17.7% and 17.6%, respectively) in the independent school sector, while the Northern Cape had the smallest proportion of learners and educators (1.1% and 2.5%, respectively), and the Eastern Cape the smallest proportion of schools (2.4%).

### 3.2.5 Indicators

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

In 2009, the national average LER in ordinary schools in the country was 29.6:1, ranging from 27.5:1 in the Free State to 31.6:1 in KwaZulu-Natal.

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

The national average LSR in ordinary schools in South Africa was 472:1 in 2009, ranging from 357:1 in the Eastern Cape to 797:1 in Gauteng. In three provinces (Gauteng, Mpumalanga and the Western Cape), the ratio was higher than the national average.

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

In 2009, the national average ESR in ordinary schools in the country was 15.9:1, ranging from 12.0:1 in the Eastern Cape to 27.8:1 in Gauteng.

- **Gross enrolment ratio (GER) (see Table 4)**

**Table 4: Gross enrolment ratio (GER) and gender parity index (GPI) in ordinary schools, by province and gender, in 2009**

Province	Gender	School Phases (Gr. 1-12)						School Bands (Gr. R-12)					
		GER (%)			GPI			GER (%)			GPI		
		Primary Phase (Gr. 1-7)	Secondary Phase (Gr. 8-12)	Total (Gr. 1-12)	Primary Phase (Gr. 1-7)	Secondary Phase (Gr. 8-12)	Total (Gr. 1-12)	GET Band (Gr. R-9)	FET Band (Gr. 10-12)	Total (Gr. R-12)	GET Band (Gr. R-9)	FET Band (Gr. 10-12)	Total (Gr. R-12)
Eastern Cape	Female	121	82	104				113	77	104			
	Male	122	69	98				111	60	99			
	Total	121	75	101	0.99	1.19	1.06	112	68	101	1.02	1.28	1.05
Free State	Female	90	84	87				85	82	84			
	Male	95	84	90				90	78	87			
	Total	92	84	89	0.95	1.00	0.97	87	80	86	0.94	1.05	0.97
Gauteng	Female	82	83	82				78	80	78			
	Male	84	81	83				79	76	78			
	Total	83	82	82	0.98	1.02	0.99	78	78	78	0.99	1.05	1.00
KwaZulu-Natal	Female	96	88	92				92	84	90			
	Male	99	82	92				94	77	90			
	Total	97	85	92	0.97	1.07	1.00	93	80	90	0.98	1.09	1.00
Limpopo	Female	99	105	102				97	109	100			
	Male	100	95	98				98	92	97			
	Total	100	100	100	0.99	1.11	1.04	98	100	98	0.99	1.18	1.03
Mpumalanga	Female	98	96	97				94	95	94			
	Male	103	91	98				98	86	95			
	Total	100	94	98	0.95	1.05	0.99	96	91	95	0.96	1.10	0.99
Northern Cape	Female	93	80	88				89	74	85			
	Male	96	74	87				90	65	85			
	Total	94	77	87	0.97	1.08	1.01	89	70	85	0.99	1.14	1.00
North West	Female	96	87	92				90	81	88			
	Male	107	86	98				98	79	94			
	Total	101	86	95	0.90	1.01	0.94	94	80	91	0.92	1.03	0.94
Western Cape	Female	86	79	83				81	73	80			
	Male	90	72	83				83	62	79			
	Total	88	76	83	0.96	1.10	1.00	82	68	79	0.98	1.18	1.01
South Africa	Female	96	88	92				92	85	90			
	Male	99	82	92				94	75	89			
	Total	98	85	92	0.97	1.07	1.00	93	80	90	0.98	1.13	1.01

Source 1: 2009 SNAP Survey.

Source 2: Population estimates, Statistics South Africa (July 2010).

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

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

GER is defined as the number of learners, regardless of age, enrolled in a specific school phase (e.g. primary phase for Grades 1 to 7) as a percentage of the total appropriate school-age population (e.g. seven- to 13-year-olds for the primary phase). For example, a GER of more than 100% indicates that there are more learners in the formal schooling 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 2009, as shown in Table 4, the national total GER for the combined GET and FET bands (Grades R to 12) was 90%, which is lower than the GER of 92% for the combined primary and secondary phases (Grades 1 to 12). This is perhaps due, mainly, to the fact that a significant number of Grade R learners of the appropriate school age are not in ordinary primary schools. Some provinces reflected GER values of more than 100% for the various GER groupings, suggesting that inappropriately-aged learners were enrolled in those groupings. For the secondary phase and the FET band, the national GER was higher for females than for males, indicating that, relative to the appropriate school-age population, there were more female learners than male learners in the school system. It could also mean that, for a variety of reasons, female learners remain in the system longer than male learners.

**Figure 4: Gross enrolment ratio (GER) for Grades R to 12 in ordinary schools, by province and gender, in 2009**

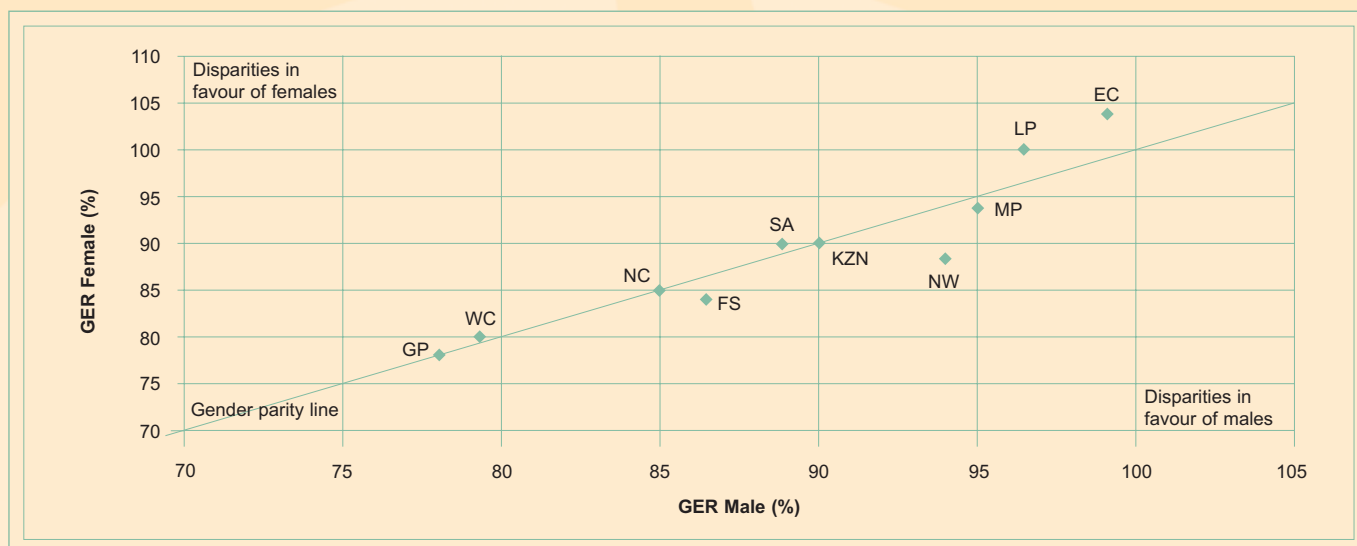


Figure 4 compares the total GER for male and female learners, Grades R to 12, in 2009. If the GER value for a province lies above the gender parity line, this shows that more female learners than male learners of the same appropriate school-age population are enrolled, which indicates a disparity in favour of females. The provinces with the largest gender gap – that is, whose GER values lie furthest from the gender parity line – were the Eastern Cape and Limpopo in favour of females, and North West in favour of males. Three provinces – namely, Gauteng, KwaZulu-Natal and the Northern Cape – showed no gender gap.

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

GPI is defined as GER for females divided by GER for males. This index is used to indicate the level of access to education that females have, compared to the level of access that males have. For example, a GPI of more than 1 indicates that, in proportion to the appropriate school-age population, there are more females than males in the school system. In 2009, as indicated in Table 4, the national highest GPI (1.13) was reflected in the FET band and the lowest in the primary phase (0.97), confirming that, relative to the appropriate school-age population, there were more female learners in the FET band than there were in the primary phase.



Figure 5: Gender parity index (GPI) for Grades R to 12 in ordinary schools, by province, in 2009

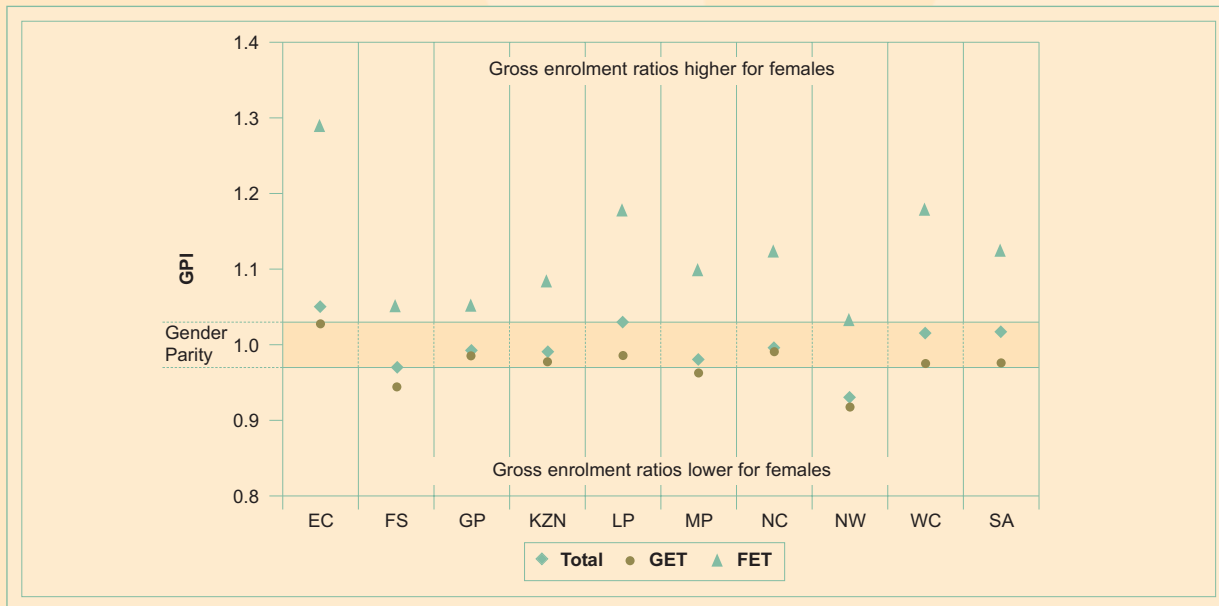


Figure 5 shows the GPI for Grades R to 12 (GET and FET bands), by province, in 2009. Gender parity is considered to have been attained when the GPI lies between 0.97 and 1.03 (Global Education Digest 2005, UNESCO Institute for Statistics). Gender parity in the combined GET and FET bands has been achieved in seven of the nine provinces. However, in the Eastern Cape the GPI was greater than 1.03, and in North West, the GPI was less than 0.97. The GPI deviated from the norm most strongly in the FET band. Every province except North West reveals a GPI of greater than 1.03.



## 3.2.6 Learners, by grade and school phase

Table 5: Number of learners in ordinary schools, by province, sector, gender and grade, in 2009

Province	Sector	Gender	Pre-Grade R Phase	General Education and Training (GET) Band												Total (GET Band)	
				Foundation Phase					Intermediate Phase				Senior Phase				
				Pre-Gr. R	Gr. R	Gr. 1	Gr. 2	Gr. 3	Total	Gr. 4	Gr. 5	Gr. 6	Total	Gr. 7	Gr. 8		Gr. 9
Eastern Cape	Independent	Female	840	1 390	1 777	1 658	1 644	6 469	1 620	1 531	1 643	4 794	1 479	1 583	1 341	4 403	15 666
		Total	1 591	2 747	3 618	3 505	3 354	13 224	3 319	3 156	3 202	9 677	2 927	3 034	2 743	8 704	31 605
	Public	Female	5 947	76 068	98 470	86 219	84 661	345 418	85 302	85 327	84 005	254 634	80 748	75 965	69 522	226 235	826 287
		Total	11 619	151 767	205 066	179 505	177 504	713 878	179 944	175 168	169 447	524 559	160 440	149 701	135 677	445 818	1 684 255
	Both	Female	6 787	77 458	100 247	87 877	86 305	351 887	86 922	86 858	85 648	259 428	82 227	77 548	70 863	230 638	841 953
		Male	6 423	77 056	108 437	95 133	94 589	375 215	96 341	91 466	87 001	274 808	81 140	75 187	67 557	223 884	873 907
Total		13 210	154 514	208 684	183 010	180 894	727 102	183 263	178 324	172 649	534 236	163 367	152 735	138 420	454 522	1 715 860	
Free State	Independent	Female	180	256	566	537	519	1 878	493	535	630	1 658	544	646	608	1 798	5 334
		Total	360	473	1 216	1 103	1 006	3 798	1 014	1 126	1 147	3 287	1 152	1 211	1 193	3 556	10 641
	Public	Female	326	11 298	26 778	25 622	25 062	88 760	25 459	25 062	26 379	76 900	25 474	24 462	26 134	76 070	241 730
		Total	644	23 294	56 115	52 781	51 281	183 471	52 665	51 235	53 230	157 130	51 249	49 613	54 631	155 493	496 094
	Both	Female	506	11 554	27 344	26 159	25 581	90 638	25 952	25 597	27 009	78 558	26 018	25 108	26 742	77 868	249 064
		Male	498	12 213	29 987	27 725	26 706	96 631	27 272	26 764	27 368	81 859	26 383	25 716	26 982	81 181	257 671
Total		1 004	23 767	57 331	53 884	52 287	187 269	53 679	52 361	54 377	160 417	52 401	50 824	55 824	159 049	506 735	
Gauteng	Independent	Female	2 714	4 540	8 206	7 444	7 119	27 309	6 964	6 600	6 428	19 992	6 359	8 163	7 223	21 745	69 046
		Total	5 501	9 133	16 433	15 048	14 153	54 767	13 591	12 903	12 678	39 172	12 595	15 409	13 936	41 940	135 879
	Public	Female	2 320	27 680	75 987	71 243	70 478	245 388	68 796	70 121	72 663	211 580	73 157	72 031	65 422	210 610	667 578
		Total	4 668	55 802	157 253	145 109	143 218	501 382	140 192	141 015	144 950	426 157	144 581	142 178	132 089	418 848	1 346 387
	Both	Female	5 034	32 220	84 193	78 687	77 597	272 697	75 760	76 721	79 091	231 572	79 516	80 194	72 645	232 355	736 624
		Male	5 135	32 715	89 493	81 470	79 774	283 452	78 023	77 197	78 537	233 572	77 660	77 393	73 380	228 433	745 624
Total		10 169	64 935	173 686	160 157	157 371	556 149	153 783	153 918	157 628	465 329	157 176	157 587	146 025	460 788	1 482 266	
KwaZulu-Natal	Independent	Female	907	1 356	1 869	1 798	1 619	6 642	1 489	1 398	1 479	4 366	1 579	2 561	1 731	5 871	16 879
		Total	1 719	2 637	3 651	3 422	3 115	12 825	2 826	2 765	2 753	8 344	3 028	4 680	3 240	10 948	32 117
	Public	Female	3 953	75 795	122 105	107 325	107 804	413 029	108 474	109 157	109 910	327 541	114 124	123 175	100 336	337 635	1 078 205
		Total	7 773	152 244	256 549	223 267	224 284	856 344	225 074	223 983	224 552	673 609	228 448	244 354	200 077	672 879	2 202 832
	Both	Female	4 860	77 151	123 974	109 123	109 423	419 671	109 963	110 555	111 389	331 907	115 703	125 736	102 067	343 506	1 095 084
		Male	4 632	77 730	136 226	117 566	117 976	449 498	117 937	116 193	115 916	350 046	115 773	123 298	101 250	340 321	1 139 865
Total		9 492	154 881	260 200	226 689	227 399	869 169	227 900	226 748	227 305	681 953	231 476	249 034	203 317	683 827	2 234 949	
Limpopo	Independent	Female	561	975	1 395	1 278	1 174	4 822	1 313	1 207	1 292	3 812	1 275	1 599	1 317	4 191	12 825
		Total	1 131	2 062	2 726	2 565	2 446	9 799	2 654	2 512	2 568	7 734	2 390	2 941	2 470	7 801	25 334
	Public	Female	1 070	47 248	58 245	56 176	58 758	220 427	62 992	64 832	67 590	195 414	61 743	64 193	68 060	193 996	609 837
		Total	2 063	95 508	121 460	117 786	123 288	458 042	132 897	135 420	137 166	405 483	125 309	131 822	140 984	398 115	1 261 640
	Both	Female	1 631	48 223	59 640	57 454	59 932	225 249	64 305	66 039	68 882	199 226	63 018	65 792	69 377	198 187	622 662
		Male	1 563	49 347	64 546	62 897	65 802	242 592	71 246	71 893	70 852	213 991	64 681	68 971	74 077	207 729	664 312
Total		3 194	97 570	124 186	120 351	125 734	467 841	135 551	137 932	139 734	413 217	127 699	134 763	143 454	405 916	1 286 974	
Mpumalanga	Independent	Female	373	667	894	826	773	3 160	777	715	758	2 250	686	484	494	1 664	7 074
		Total	780	1 343	1 820	1 641	1 559	6 363	1 478	1 501	1 440	4 419	1 275	1 043	1 031	3 349	14 131
	Public	Female	1 384	22 236	41 540	38 728	40 625	143 129	40 889	41 606	42 735	125 230	39 033	41 540	38 162	118 735	387 094
		Total	2 744	44 851	87 304	80 631	84 040	296 826	85 425	85 908	85 805	257 138	78 635	84 407	76 027	239 069	793 033
	Both	Female	1 757	22 903	42 434	39 554	41 398	146 289	41 666	42 321	43 493	127 480	39 719	42 024	38 656	120 399	394 168
		Male	1 767	23 291	46 690	42 718	44 201	156 900	45 237	45 088	43 752	134 077	40 191	43 426	38 402	122 019	412 996
Total		3 524	46 194	89 124	82 272	85 599	303 189	86 903	87 409	87 245	261 557	79 910	85 450	77 058	242 418	807 164	
Northern Cape	Independent	Female	26	71	122	107	88	388	83	79	79	241	79	195	205	479	1 108
		Total	56	125	255	199	194	773	170	157	149	476	153	314	322	789	2 038
	Public	Female	488	5 593	12 253	11 414	11 655	40 915	11 610	11 153	11 452	34 215	10 462	10 452	9 837	30 751	105 881
		Total	929	11 383	25 406	23 417	23 655	83 861	24 379	22 658	22 990	70 027	21 105	21 171	19 964	62 240	216 128
	Both	Female	514	5 664	12 375	11 521	11 743	41 303	11 693	11 232	11 531	34 456	10 541	10 647	10 042	31 230	106 989
		Male	471	5 844	13 286	12 095	12 106	43 331	12 856	11 583	11 608	36 047	10 717	10 838	10 244	31 799	111 177
Total		985	11 508	25 661	23 616	23 849	84 634	24 549	22 815	23 139	70 503	21 258	21 485	20 286	63 029	218 166	
North West	Independent	Female	210	398	607	646	594	2 245	548	474	482	1 504	494	536	459	1 489	5 238
		Total	406	802	1 229	1 243	1 143	4 417	1 119	946	949	3 014	925	1 038	889	2 852	10 283
	Public	Female	469	14 647	34 433	32 980	32 873	114 933	32 827	31 467	30 579	94 873	29 161	31 489	29 644	90 114	299 920
		Total	935	29 372	72 749	68 567	67 621	238 309	67 759	64 360	61 739	193 858	58 436	61 657	58 699	178 792	610 959
	Both	Female	679	15 045	35 040	33 626	33 467	117 178	33 375	31 941	31 061	96 377	29 655	32 025	29 923	91 603	305 158
		Male	662	15 129	38 938	36 184	35 297	125 548	35 503	33 365	31 627	100 495	29 706	30 670	29 665	90 041	316 084
Total		1 341	30 174	73 978	69 810	68 764	242 726	68 878	65 306	62 688	196 872	59 361	62 695	59 588	181 644	621 242	
Western Cape	Independent	Female	1 122	1 065	1 444	1 320	1 274	5 103	1 224	1 187	1 252	3 663	1 189	1 468	1 356	4 013	12 779
		Total	2 107	2 100	2 886	2 676	2 545	10 207	2 520	2 397	2 460	7 377	2 332	2 858	2 688	7 878	25 462
	Public	Female	564	17 614	43 597	40 087	39 494	140 792	40 152	40 505	43 381	124 038	38 596	37 825	40 445	116 866	381 696
		Total	1 159	35 170	91 091	81 846	80 143	288 250	82 860	82 160	85 394	250 414	75 922	73 662	79 871	229 455	768 119
	Both	Female	1 686	18 679	45 041	41 407	40 768	145 895	41 376	41 692	44 633	1					

**Table 5: Number of learners in ordinary schools, by province, sector, gender and grade, in 2009 (concluded)**

Province	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 <sup>1)</sup>	Post-Matric <sup>2)</sup>	Total				
Eastern Cape	Independent	Female	1 676	1 749	1 912	5 337	4	459	463	11 352	8 261	19 613	22 306
		Total	3 211	3 231	3 410	9 852	9	764	773	23 081	15 629	38 710	43 821
	Public	Female	79 097	65 446	40 196	184 739	637	1	638	604 732	330 226	934 958	1 017 611
		Total	147 161	116 416	71 476	335 053	1 649	3	1 652	1 247 110	620 431	1 867 541	2 032 579
	Both	Female	80 773	67 195	42 108	190 076	641	460	1 101	616 084	338 487	954 571	1 039 917
		Total	69 599	52 452	32 778	154 829	1 017	307	1 324	654 107	297 573	951 680	1 036 483
Total			150 372	119 647	74 886	344 905	1 658	767	2 425	1 270 191	636 060	1 906 251	2 076 400
Free State	Independent	Female	635	605	515	1 755	0	4	4	3 824	3 009	6 833	7 273
		Total	1 384	1 180	950	3 514	0	5	5	7 764	5 918	13 682	14 520
	Public	Female	31 107	24 773	15 654	71 534	442	0	442	179 836	122 130	301 966	314 032
		Total	62 615	47 301	29 338	139 254	1 273	0	1 273	368 556	243 498	612 054	637 265
	Both	Female	31 742	25 378	16 169	73 289	442	4	446	183 660	125 139	308 799	321 305
		Total	32 257	23 103	14 119	69 479	831	1	832	192 660	124 277	316 937	330 480
Total			63 999	48 481	30 288	142 768	1 273	5	1 278	376 320	249 416	625 736	651 785
Gauteng	Independent	Female	7 268	7 544	7 102	21 914	63	120	183	49 120	37 300	86 420	93 857
		Total	14 055	14 427	13 345	41 827	176	212	388	97 401	71 172	168 573	183 595
	Public	Female	71 754	66 953	49 782	188 489	871	60	931	502 445	325 942	828 387	859 318
		Total	148 571	126 750	91 047	366 368	2 660	160	2 820	1 016 318	640 635	1 656 953	1 720 243
	Both	Female	79 022	74 497	56 884	210 403	934	180	1 114	551 565	363 242	914 807	953 175
		Total	83 604	66 680	47 508	197 792	1 902	192	2 094	562 154	348 565	910 719	950 663
Total			162 626	141 177	104 392	408 195	2 836	372	3 208	1 113 719	711 807	1 825 526	1 903 838
KwaZulu-Natal	Independent	Female	1 703	1 962	2 460	6 125	14	97	111	11 231	10 417	21 648	24 022
		Total	3 174	3 547	4 368	11 089	54	129	183	21 560	19 009	40 569	45 108
	Public	Female	107 003	110 544	76 601	294 148	1 454	45	1 499	778 899	517 659	1 296 558	1 377 805
		Total	215 968	210 201	141 146	567 315	4 220	87	4 307	1 606 157	1 011 746	2 617 903	2 782 227
	Both	Female	108 706	112 506	79 061	300 273	1 468	142	1 610	790 130	528 076	1 318 206	1 401 827
		Total	110 436	101 242	66 453	278 131	2 806	74	2 880	837 587	502 679	1 340 266	1 425 508
Total			219 142	213 748	145 514	578 404	4 274	216	4 490	1 627 717	1 030 755	2 658 472	2 827 335
Limpopo	Independent	Female	1 262	1 547	2 146	4 955	44	4	48	8 934	7 871	16 805	18 389
		Total	2 442	2 788	3 790	9 020	109	14	123	17 861	14 431	32 292	35 608
	Public	Female	83 625	79 284	51 573	214 482	14	0	14	430 336	346 735	777 071	825 403
		Total	168 634	145 359	93 936	407 929	40	0	40	893 326	680 735	1 574 061	1 671 672
	Both	Female	84 887	80 831	53 719	219 437	58	4	62	439 270	354 606	793 876	843 792
		Total	86 189	67 316	44 007	197 512	91	10	101	471 917	340 560	812 477	863 488
Total			171 076	148 147	97 726	416 949	149	14	163	911 187	695 166	1 606 353	1 707 280
Mpumalanga	Independent	Female	578	635	893	2 106	11	0	11	5 429	3 084	8 513	9 564
		Total	1 141	1 310	1 771	4 222	25	0	25	10 714	6 296	17 010	19 158
	Public	Female	44 909	40 615	29 588	115 112	249	8	257	285 156	194 814	479 970	503 847
		Total	88 668	76 406	54 965	220 039	643	20	663	587 748	380 473	968 221	1 016 479
	Both	Female	45 487	41 250	30 481	117 218	260	8	268	290 585	197 898	488 483	513 411
		Total	44 322	36 466	26 255	107 043	408	12	420	307 877	188 871	496 748	522 226
Total			89 809	77 716	56 736	224 261	668	20	688	598 462	386 769	985 231	1 035 637
Northern Cape	Independent	Female	189	155	133	477	0	0	0	637	877	1 514	1 611
		Total	285	249	224	758	0	0	0	1 277	1 394	2 671	2 852
	Public	Female	10 700	8 533	5 790	25 023	57	0	57	79 999	45 312	125 311	131 449
		Total	21 136	15 819	10 709	47 664	136	0	136	163 610	88 799	252 409	264 857
	Both	Female	10 889	8 688	5 923	25 500	57	0	57	80 636	46 189	126 825	133 060
		Total	10 532	7 380	5 010	22 922	79	0	79	84 251	44 004	128 255	134 649
Total			21 421	16 068	10 933	48 422	136	0	136	164 887	90 193	255 080	267 709
North West	Independent	Female	391	395	357	1 143	6	14	20	3 845	2 138	5 983	6 611
		Total	717	701	646	2 064	12	27	39	7 554	3 991	11 545	12 792
	Public	Female	32 924	28 181	17 581	78 686	211	54	265	224 320	139 639	363 959	379 340
		Total	67 361	51 850	32 708	151 919	626	54	680	461 231	272 275	733 506	764 493
	Both	Female	33 315	28 576	17 938	79 829	217	68	285	228 165	141 777	369 942	385 951
		Total	34 763	23 975	15 416	74 154	421	13	434	240 620	134 489	375 109	391 334
Total			68 078	52 551	33 354	153 983	638	81	719	468 785	276 266	745 051	777 285
Western Cape	Independent	Female	1 385	1 390	1 559	4 334	13	13	26	8 890	7 158	16 048	18 261
		Total	2 725	2 703	2 925	8 353	37	34	71	17 816	13 899	31 715	35 993
	Public	Female	36 272	34 701	26 170	97 143	159	0	159	285 812	175 413	461 225	479 562
		Total	68 093	61 423	45 524	175 040	383	0	383	579 416	328 573	907 989	944 701
	Both	Female	37 657	36 091	27 729	101 477	172	13	185	294 702	182 571	477 273	497 823
		Total	33 161	28 035	20 720	81 916	248	21	269	302 530	159 901	462 431	482 871
Total			70 818	64 126	48 449	183 393	420	34	454	597 232	342 472	939 704	980 694
South Africa	Independent	Female	15 087	15 982	17 077	48 146	155	711	866	103 262	80 115	183 377	201 894
		Total	14 047	14 154	14 352	42 553	267	474	741	101 766	71 624	173 390	191 553
	Public	Female	29 134	30 136	31 429	90 699	422	1 185	1 607	205 028	151 739	356 767	393 447
		Total	497 391	459 030	312 935	1 269 356	4 094	168	4 262	3 371 535	2 197 870	5 569 405	5 888 367
	Both	Female	490 816	392 495	257 914	1 141 225	7 536	156	7 692	3 551 937	2 069 295	5 621 232	5 946 149
		Total	988 207	851 525	570 849	2 410 581	11 630	324	11 954	6 923 472	4 267 165	11 190 637	11 834 516
Total			512 478	475 012	330 012	1 317 502	4 249	879	5 128	3 474 797	2 277 985	5 752 782	6 090 261
Total			504 863	406 649	272 266	1 183 778	7 803	630	8 433	3 653 703	2 140 919	5 794 622	6 137 702
Total			1 017 341	881 661	602 278	2 501 280	12 052	1 509	13 561	7 128 500	4 418 904	11 547 404	12 227 963

Source: 2009 SNAP Survey.

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

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

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

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

**Figure 6: Percentage distribution of learners in ordinary schools, by phase, in 2009**

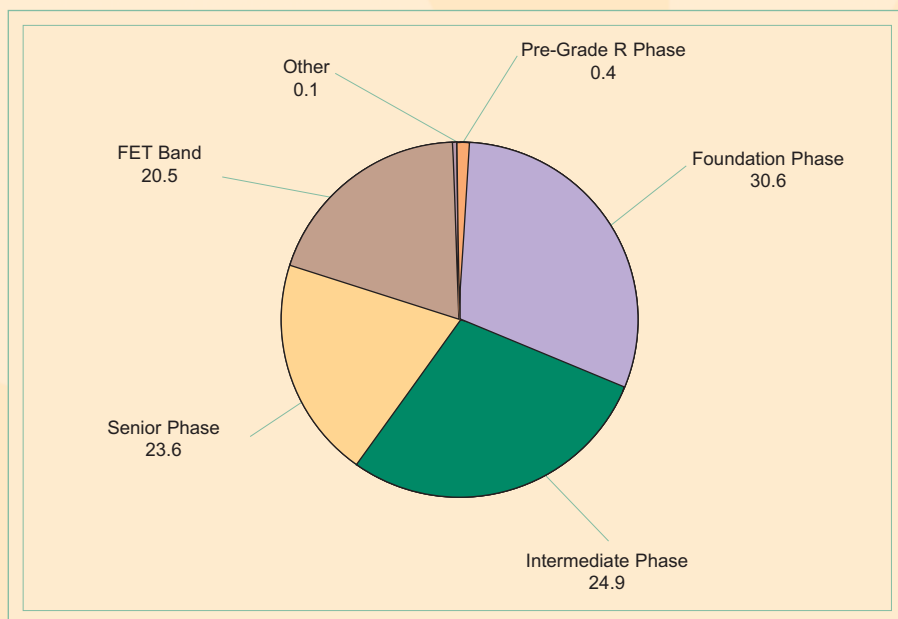


Figure 6 reveals that, in 2009, the highest proportion of learners in ordinary schools was located in the foundation phase (30.6%). As one moves up to higher levels within the schooling system, the proportion of learners decreases. Hence, in 2009 the FET band comprised only 20.5% of learners in ordinary schools. The proportion of learners in the pre-Grade R phase was very low (0.4%). This is not surprising, as it is not the policy intent of government to provide pre-Grade R programmes in schools.

**Figure 7: Percentage distribution of learners in ordinary schools, by phase and gender, in 2009**

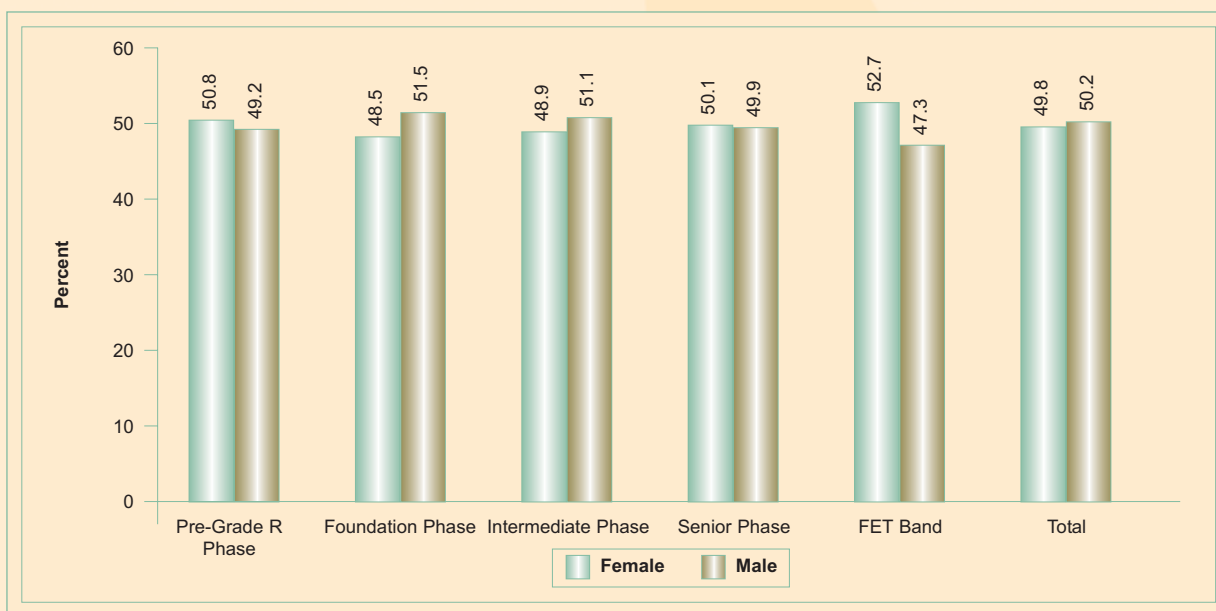
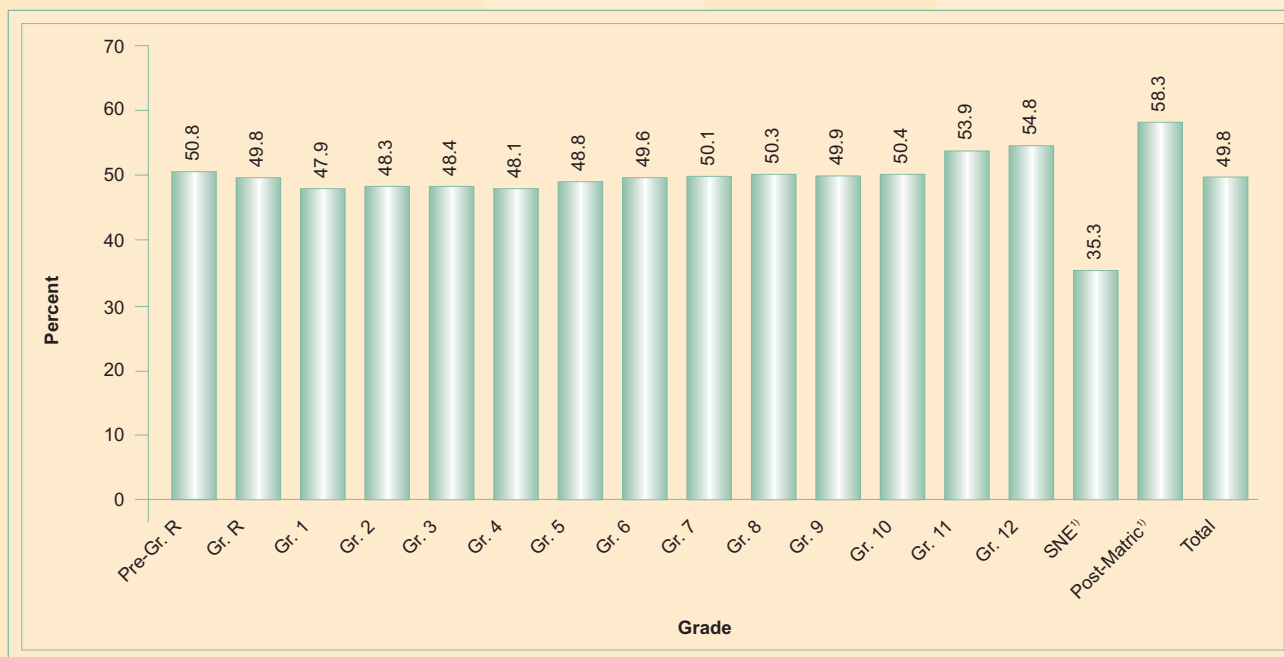


Figure 7 indicates that, in 2009, females and males were almost equally represented in ordinary schools in South Africa (females 49.8% and males 50.2%). There were more males than females in the foundation and intermediate phases, but more females than males in the other three phases. The highest percentage of females (52.7%) was found in the FET band.

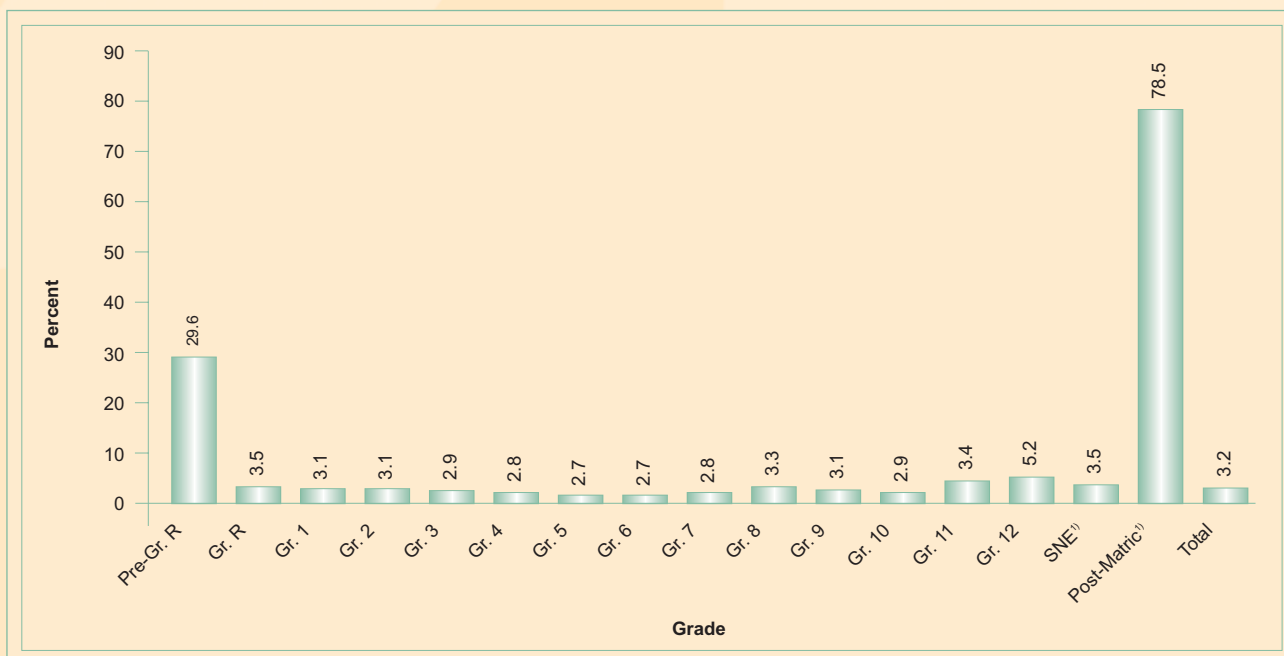
**Figure 8: Percentage distribution of female learners in ordinary schools, by grade, in 2009**



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

In 2009, as indicated in Figure 8, there were fewer female than male learners (less than 50%) in Grades R to 6, Grade 9, and SNE, while the opposite was true for the other grades. Grade 12 females and post-matric females (54.8% and 58.3%, respectively) accounted for the highest female enrolment in all the primary and secondary-level grades. The lowest female enrolment was for SNE (35.3%).

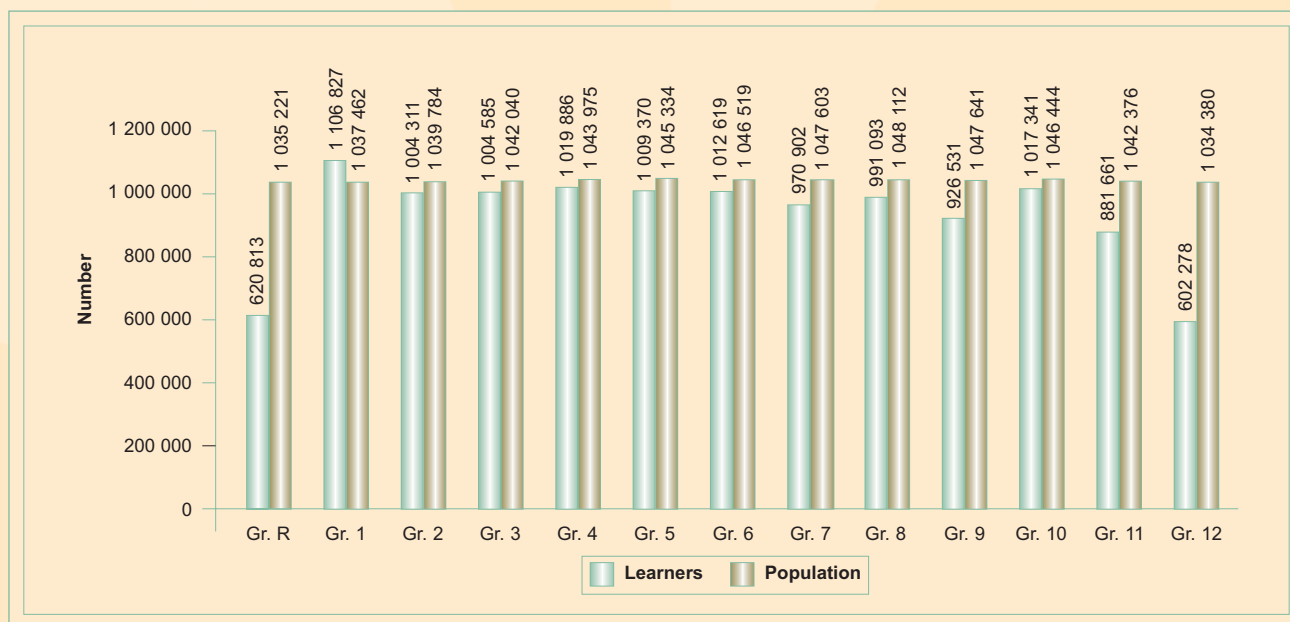
**Figure 9: Distribution of learners in ordinary independent schools as a percentage of ordinary school learners, by grade, in 2009**



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

Figure 9 shows that, in 2009, the percentage of learners in independent schools in the ordinary school system was the highest for post-matric (78.5%), the second highest for pre-Grade R (29.6%), and the lowest for Grades 5 and 6 (2.7%). The total national average of learners in independent schools was 3.2%.

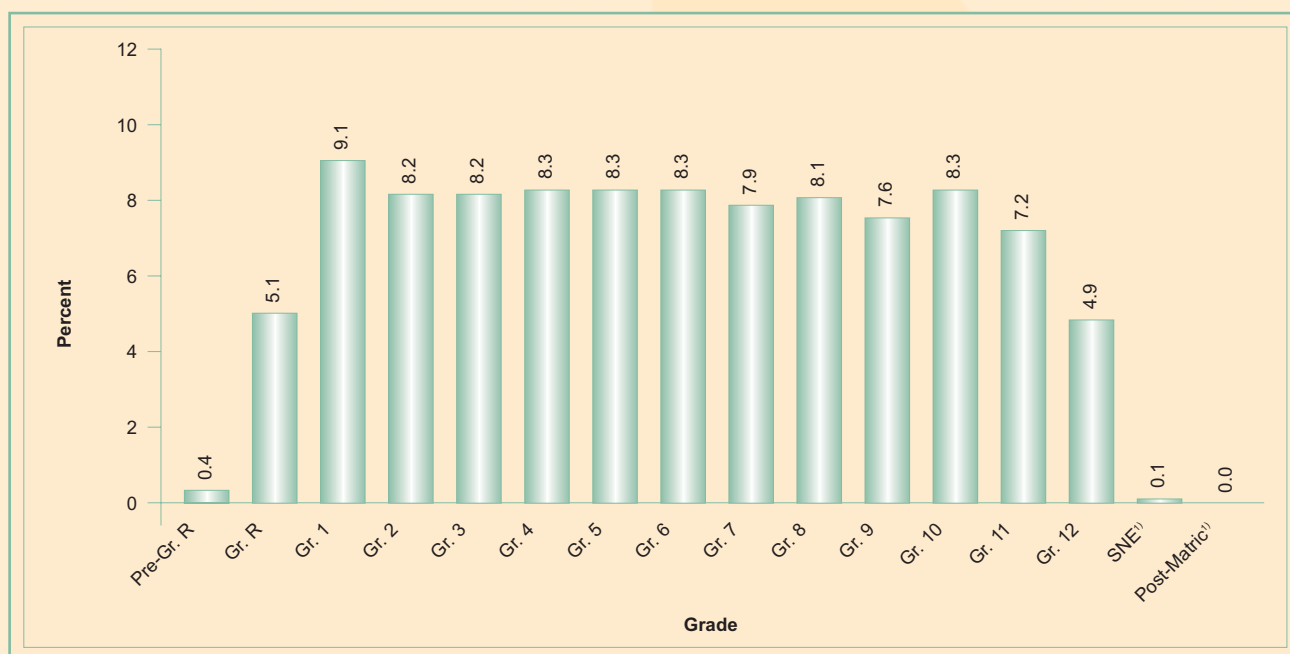
**Figure 10: Number of learners in ordinary schools, by grade, compared with the appropriate age group in the population, in 2009**



Source: Population estimates, Statistics South Africa (July 2010).

Figure 10 shows learner enrolment in 2009 as compared to the appropriate school-age population for each grade (taking the year in which a learner turns seven as the appropriate age for entry into Grade 1). Grade 1 was over-enrolled, which probably indicates enrolment of over-aged and under-aged learners. From Grade 11 to Grade 12 there was a significant increase in the degree of under-enrolment. The highest under-enrolment was experienced in Grades R and 12, which reflected an enrolment of 60.0% and 58.2%, respectively, of the appropriate school-age population. It must be noted that some learners who were at the FET band age were also enrolled in FET colleges and that others attended ABET classes, which is not a compulsory schooling phase.

**Figure 11: Percentage distribution of learners in ordinary schools, by grade, in 2009**



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

Figure 11 shows that, not counting pre-Grade R, SNE and post-matric, in 2009, the highest proportion of learners in ordinary schools was enrolled in Grade 1 (9.1%), while the lowest proportion was enrolled in Grade 12 (4.9%). The pattern of enrolment across grades reveals a steady decline in the proportion of learners as the grade level increases. An anomaly occurs in Grade 10, where there was an unexpected increase in the proportion of learners. This could possibly be explained by higher levels of retention in Grade 10 than in other grades. The decline in the proportion of learners from Grade 11 to Grade 12 is significant, suggesting possible dropout or movement out of the schooling system to other education institutions.

### 3.2.7 Comparison of the years 2006 to 2009

- Learners, educators and schools (see Table 6)

**Table 6: Comparing learners, educators and schools in the ordinary school sector, by province, from 2006 to 2009**

Province	Learners				Educators				Schools			
	2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009
Eastern Cape	2 100 425	2 136 713	2 079 994	2 076 400	63 098	66 163	66 536	69 620	5 886	5 834	5 825	5 809
Free State	685 971	680 777	670 588	651 785	23 439	23 570	23 383	23 741	1 818	1 744	1 675	1 595
Gauteng	1 863 375	1 883 538	1 894 027	1 903 838	60 707	63 216	64 307	66 351	2 388	2 397	2 405	2 390
KwaZulu-Natal	2 768 015	2 848 652	2 771 420	2 827 335	85 220	88 042	86 983	89 377	5 954	6 057	5 938	6 091
Limpopo	1 771 320	1 816 230	1 764 669	1 707 280	53 652	54 769	57 083	58 563	4 102	4 140	4 122	4 105
Mpumalanga	1 092 382	1 054 085	1 051 531	1 035 637	31 998	32 276	33 644	35 221	2 079	1 973	1 959	1 934
Northern Cape	261 736	265 647	265 866	267 709	8 706	8 580	9 019	9 115	622	613	617	617
North West	772 044	747 248	779 260	777 285	26 215	25 701	26 620	26 697	1 841	1 780	1 784	1 768
Western Cape	978 517	968 327	962 008	980 694	32 825	31 908	33 378	34 382	1 579	1 527	1 550	1 597
South Africa	12 293 785	12 401 217	12 239 363	12 227 963	385 860	394 225	400 953	413 067	26 269	26 065	25 875	25 906

Sources:  
 2006–2008: As published in *Education Statistics in South Africa*.  
 2009: SNAP Survey.

As can be seen in Table 6, between 2006 and 2009, learner numbers showed a net decrease of 0.5% (12 293 785 to 12 227 963), and educator numbers showed a net increase of 7.1% (385 860 to 413 067). The number of schools decreased by 1.4% (26 269 to 25 906) in the same period.

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

**Table 7: Comparing the share of learners in ordinary independent schools, and learner-educator ratio (LER), learner-school ratio (LSR) and educator-school ratio (ESR) in the ordinary school sector, by province, from 2006 to 2009**

Province	Independent				Public and Independent											
	Learners as % of All Learners				LER				LSR				ESR			
	2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009
Eastern Cape	1.4	1.7	2.0	2.1	33.3	32.3	31.3	29.8	357	366	357	357	10.7	11.3	11.4	12.0
Free State	2.4	2.1	2.2	2.2	29.3	28.9	28.7	27.5	377	390	400	409	12.9	13.5	14.0	14.9
Gauteng	8.7	9.1	9.4	9.6	30.7	29.8	29.5	28.7	780	786	788	797	25.4	26.4	26.7	27.8
KwaZulu-Natal	1.7	1.8	1.6	1.6	32.5	32.4	31.9	31.6	465	470	467	464	14.3	14.5	14.6	14.7
Limpopo	1.9	1.6	1.6	2.1	33.0	33.2	30.9	29.2	432	439	428	416	13.1	13.2	13.8	14.3
Mpumalanga	1.7	1.3	1.6	1.8	34.1	32.7	31.3	29.4	525	534	537	535	15.4	16.4	17.2	18.2
Northern Cape	1.1	1.1	1.0	1.1	30.1	31.0	29.5	29.4	421	433	431	434	14.0	14.0	14.6	14.8
North West	1.4	1.6	1.7	1.6	29.5	29.1	29.3	29.1	419	420	437	440	14.2	14.4	14.9	15.1
Western Cape	3.0	2.2	2.5	3.7	29.8	30.3	28.8	28.5	620	634	621	614	20.8	20.9	21.5	21.5
South Africa	2.9	2.8	3.0	3.2	31.9	31.5	30.5	29.6	468	476	473	472	14.7	15.1	15.5	15.9

Sources:  
 2006–2008: As published in *Education Statistics in South Africa*.  
 2009: SNAP Survey.

Table 7 shows that, from 2006 to 2009, the percentage of learners in ordinary independent schools nationally increased from 2.9% to 3.2%, a net increase of 10.3%.

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

Table 7 shows that, from 2006 to 2009, the national average LER at ordinary schools in the country decreased from 31.9:1 to 29.6:1, a net decrease of 7.2%.

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

Table 7 shows that, from 2006 to 2009, the national average LSR at ordinary schools in the country increased from 468:1 to 472:1, a net increase of 0.9%.

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

Table 7 shows that, from 2006 to 2009, the national average ESR at ordinary schools in the country increased from 14.7:1 to 15.9:1, a net increase of 8.2%.

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

**Table 8: Comparing gross enrolment ratio (GER) and gender parity index (GPI) in the ordinary school sector, by province, from 2006 to 2009**

Province	Gender	Primary and Secondary (Gr. 1-12)								School Bands (Gr. R-12)							
		GER (%)				GPI				GER (%)				GPI			
		2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009
Eastern Cape	Female	104	106	104	104					101	105	104	104				
	Male	95	97	97	98					93	96	97	99				
	Total	99	102	100	101	1.09	1.09	1.07	1.06	97	100	100	101	1.09	1.09	1.07	1.05
Free State	Female	90	89	88	87					85	85	84	84				
	Male	91	90	90	90					86	86	86	87				
	Total	90	89	89	89	0.99	0.99	0.98	0.97	86	85	85	86	0.99	0.99	0.98	0.97
Gauteng	Female	92	90	87	82					86	85	83	78				
	Male	92	90	87	83					86	84	82	78				
	Total	92	90	87	82	1.00	1.00	1.00	0.99	86	84	82	78	1.00	1.01	1.01	1.00
KwaZulu-Natal	Female	92	95	91	92					89	92	88	90				
	Male	93	95	92	92					89	92	89	90				
	Total	93	95	91	92	0.99	1.00	0.99	1.00	89	92	89	90	1.00	1.00	0.99	1.00
Limpopo	Female	104	108	106	102					102	105	104	100				
	Male	98	101	101	98					96	99	99	97				
	Total	101	104	103	100	1.06	1.07	1.05	1.04	99	102	101	98	1.06	1.06	1.05	1.03
Mpumalanga	Female	103	100	98	97					99	95	94	94				
	Male	103	100	100	98					98	95	96	95				
	Total	103	100	99	98	1.00	1.00	0.98	0.99	99	95	95	95	1.01	1.00	0.98	0.99
Northern Cape	Female	86	86	86	88					81	82	82	85				
	Male	86	86	86	87					81	82	82	85				
	Total	86	86	86	87	1.00	1.00	1.00	1.01	81	82	82	85	1.00	1.00	1.00	1.00
North West	Female	87	83	87	92					82	78	82	88				
	Male	93	90	93	98					87	85	88	94				
	Total	90	87	90	95	0.94	0.92	0.94	0.94	84	81	85	91	0.94	0.92	0.93	0.94
Western Cape	Female	82	81	79	83					78	76	75	80				
	Male	82	80	79	83					78	76	75	79				
	Total	82	80	79	83	1.00	1.01	1.00	1.00	78	76	75	79	1.00	1.00	1.00	1.01
South Africa	Female	95	95	93	92					91	91	90	90				
	Male	94	94	92	92					89	90	89	89				
	Total	94	94	93	92	1.01	1.01	1.01	1.00	90	91	90	90	1.02	1.01	1.01	1.01

**Sources:**

2006–2008:

As published in *Education Statistics in South Africa*.

2009:

SNAP Survey, and Statistics South Africa population estimates published July 2010.

Table 8 shows that the total national average GER for Grades 1 to 12 decreased over the four-year period 2006 to 2009 – namely, from 94% to 92%. Although the inclusion of Grade R had a decreasing effect on the GER (Grades R to 12) values for the same period, the national averages remained almost the same – namely, 90% in three of the four years and 91% in 2007.

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

Table 8 shows that, from 2006 to 2009, the national average GPI for Grades 1 to 12 remained almost the same – namely, 1.01 in three of the four years and 1.00 in 2009. In the same four-year period, the national average GPI for Grades R to 12 remained almost the same – namely, 1.01 in three of the four years and 1.02 in 2006.



### 3.3 Region and district data on learners, educators and schools

**Table 9: Number of learners, educators and schools in the ordinary school sector, by province, region and district, in 2009**

Region	District	Learners							Educators		Schools			
		Pre-Gr. R	Gr. R	Primary (Gr. 1-7)	Secondary (Gr. 8-12)	SNE <sup>1)</sup>	Post-Matric <sup>2)</sup>	Female Total	Total	Female	Total	Public	Independent	Total
<b>Eastern Cape</b>														
n.a.	Butterworth	644	8 714	66 294	34 290	9	0	54 655	109 951	2 793	3 869	386	10	396
n.a.	Cofimvaba	563	6 006	45 615	21 830	26	0	36 854	74 040	1 921	2 709	281	4	285
n.a.	Cradock	162	1 720	14 372	8 273	6	0	12 124	24 533	627	898	89	1	90
n.a.	Dutywa	880	9 874	76 712	29 618	0	0	59 604	117 084	2 725	3 746	346	6	352
n.a.	East London	1 024	7 995	69 836	50 892	212	293	64 997	130 252	3 483	4 890	308	14	322
n.a.	Fort Beaufort	183	3 221	24 764	14 272	9	0	20 675	42 449	1 209	1 780	255	2	257
n.a.	Graaff-Reinet	70	1 679	16 058	7 763	0	0	12 806	25 570	580	883	98	0	98
n.a.	Grahamstown	172	1 709	16 442	10 693	105	5	14 656	29 126	835	1 195	84	7	91
n.a.	King Williams Town	594	7 477	57 266	38 477	0	0	50 572	103 814	2 917	4 099	446	6	452
n.a.	Lady Frere	513	3 419	24 002	13 096	17	0	20 293	41 047	1 071	1 567	163	0	163
n.a.	Libode	614	15 325	118 121	46 206	2	0	90 936	180 268	3 971	5 360	416	2	418
n.a.	Lusikisiki	1 000	14 283	111 405	41 313	102	0	84 978	168 103	3 711	4 825	348	6	354
n.a.	Maluti	465	5 458	48 557	21 368	0	0	37 746	75 848	1 804	2 466	230	3	233
n.a.	Mbizana	239	9 823	78 820	30 633	0	0	60 382	119 515	2 477	3 338	211	4	215
n.a.	Mt Fletcher	468	4 089	32 374	16 145	91	0	26 404	53 167	1 285	1 779	188	2	190
n.a.	Mt Frere	739	6 479	51 738	23 693	7	0	41 439	82 656	1 985	2 680	246	5	251
n.a.	Mthata	1 108	11 869	100 628	53 176	83	0	85 014	166 864	3 736	5 209	338	22	360
n.a.	Ngcobo	345	6 314	49 817	17 965	0	0	37 206	74 441	1 689	2 400	223	0	223
n.a.	Port Elizabeth	1 394	9 310	97 495	62 317	678	467	86 164	171 661	4 483	6 226	245	22	267
n.a.	Queenstown	977	3 880	34 657	22 680	25	0	30 630	62 219	1 563	2 245	175	11	186
n.a.	Qumbu	444	6 539	48 071	23 348	95	0	39 033	78 497	1 921	2 545	251	3	254
n.a.	Sterkspruit	256	4 093	37 431	21 041	65	0	31 499	62 886	1 411	2 123	176	3	179
n.a.	Uitenhage	356	5 238	49 716	26 971	126	2	41 250	82 409	1 899	2 788	166	7	173
<b>Total</b>		<b>13 210</b>	<b>154 514</b>	<b>1 270 191</b>	<b>636 060</b>	<b>1 658</b>	<b>767</b>	<b>1 039 917</b>	<b>2 076 400</b>	<b>50 096</b>	<b>69 620</b>	<b>5 669</b>	<b>140</b>	<b>5 809</b>
<b>Free State</b>														
n.a.	Fezile Dabi	223	3 181	61 911	41 842	67	0	52 886	107 224	2 641	4 018	288	10	298
n.a.	Lejweleputswa	209	3 977	85 520	53 459	239	1	71 077	143 405	3 611	5 325	307	10	317
n.a.	Motheo	419	6 864	104 114	72 147	190	4	90 759	183 738	4 326	6 486	311	20	331
n.a.	Thabo Mofutsanyana	149	8 355	106 562	71 936	314	0	91 747	187 316	4 521	6 781	531	20	551
n.a.	Xhariep	4	1 390	18 213	10 032	463	0	14 836	30 102	773	1 131	94	4	98
<b>Total</b>		<b>1 004</b>	<b>23 767</b>	<b>376 320</b>	<b>249 416</b>	<b>1 273</b>	<b>5</b>	<b>321 305</b>	<b>651 785</b>	<b>15 872</b>	<b>23 741</b>	<b>1 531</b>	<b>64</b>	<b>1 595</b>
<b>Gauteng</b>														
n.a.	Ekurhuleni North	1 707	5 629	97 906	66 866	371	0	87 130	172 479	4 850	6 442	148	53	201
n.a.	Ekurhuleni South	553	4 813	115 901	70 842	153	37	96 583	192 299	4 367	6 050	168	21	189
n.a.	Gauteng East	657	5 078	89 942	54 377	43	17	74 620	150 114	3 319	4 623	155	12	167
n.a.	Gauteng North	357	1 484	25 335	12 686	9	0	19 842	39 871	932	1 395	50	14	64
n.a.	Gauteng West	483	3 216	61 854	39 685	316	38	53 226	105 592	2 447	3 456	114	9	123
n.a.	Johannesburg Central	361	6 263	85 698	57 891	227	0	74 948	150 440	3 112	4 550	211	10	221
n.a.	Johannesburg East	1 672	4 170	90 587	55 014	191	49	76 352	151 683	4 738	6 710	115	78	193
n.a.	Johannesburg North	1 173	5 371	77 327	48 458	202	20	67 045	132 551	3 947	5 339	137	46	183
n.a.	Johannesburg South	226	3 918	78 091	46 007	310	149	64 040	128 701	2 882	4 229	90	57	147
n.a.	Johannesburg West	514	3 377	61 194	33 045	112	15	48 915	98 257	2 409	3 329	122	17	139
n.a.	Sedibeng East	233	2 208	30 578	19 949	247	22	26 688	53 237	1 332	1 859	68	17	85
n.a.	Sedibeng West	418	3 952	61 301	44 759	438	16	55 221	110 884	2 360	3 458	142	6	148
n.a.	Tshwane North	458	4 675	67 117	46 543	45	0	59 756	118 838	2 799	4 020	136	16	152
n.a.	Tshwane South	960	5 908	103 150	70 215	77	9	89 918	180 319	5 191	7 079	175	54	229
n.a.	Tshwane West	397	4 873	67 738	45 470	95	0	58 891	118 573	2 706	3 812	139	10	149
<b>Total</b>		<b>10 169</b>	<b>64 935</b>	<b>1 113 719</b>	<b>711 807</b>	<b>2 836</b>	<b>372</b>	<b>953 175</b>	<b>1 903 838</b>	<b>47 391</b>	<b>66 351</b>	<b>1 970</b>	<b>420</b>	<b>2 390</b>

Source:

2009 SNAP Survey.

Note 1:

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

Note 2:

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

Note 3:

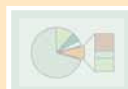
n.a. = not applicable.

1)

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

2)

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



**Table 9: Number of learners, educators and schools in the ordinary school sector, by province, region and district, in 2009 (concluded)**

Region	District	Learners								Educators		Schools			
		Pre-Gr. R	Gr. R	Primary (Gr. 1-7)	Secondary (Gr. 8-12)	SNE <sup>1)</sup>	Post- Matric <sup>2)</sup>	Female Total	Total	Female	Total	Public	Independent	Total	
<b>KwaZulu-Natal</b>	eThekweni														
	iLembe	354	9 907	99 540	61 215	148	0	84 347	171 164	3 615	5 213	428	0	428	
	Pinetown	1 120	17 016	198 342	130 276	735	5	171 999	347 494	8 213	11 316	502	31	533	
	uMlazi	1 139	13 289	175 282	135 012	861	0	163 872	325 583	8 489	11 436	456	34	490	
	Ukhahlamba	Amajuba	702	6 915	75 649	49 813	310	0	65 599	133 389	2 871	4 076	244	4	248
		uThukela	895	11 711	119 765	71 666	69	0	100 569	204 106	4 341	6 389	444	12	456
	uMgungundlovu	Umzinyathi	413	9 785	113 775	58 119	86	0	90 161	182 178	3 676	5 507	480	6	486
		Port Shepstone	325	11 842	125 463	80 975	1 194	173	109 024	219 972	4 984	7 028	489	15	504
		Sisonke	396	10 216	97 080	52 823	450	0	79 961	160 965	3 570	4 940	441	3	444
Zululand	uMgungundlovu	974	11 475	133 255	91 235	298	37	116 803	237 274	5 711	8 212	506	34	540	
	Empangeni	1 360	18 206	174 115	108 042	68	1	150 272	301 792	6 423	9 299	657	14	671	
	Obonjeni	1 126	15 997	140 569	81 912	27	0	118 642	239 631	4 612	6 874	527	2	529	
	Vryheid	688	18 522	174 882	109 667	28	0	150 578	303 787	6 156	9 087	754	8	762	
<b>Total</b>		<b>9 492</b>	<b>154 881</b>	<b>1 627 717</b>	<b>1 030 755</b>	<b>4 274</b>	<b>216</b>	<b>1 401 827</b>	<b>2 827 335</b>	<b>62 661</b>	<b>89 377</b>	<b>5 928</b>	<b>163</b>	<b>6 091</b>	
<b>Limpopo</b>	n.a.														
	Capricorn	364	21 680	205 104	161 147	71	0	191 265	388 366	8 225	13 222	921	22	943	
	Greater Sekhukhune	1 138	21 508	195 099	143 429	69	0	178 782	361 243	7 436	12 395	907	19	926	
	Mopani	870	20 034	188 873	147 904	6	14	178 424	357 701	7 090	12 102	706	19	725	
	Vhembe	721	24 856	228 114	177 485	0	0	212 201	431 176	7 687	14 876	971	47	1 018	
	Waterberg	101	9 492	93 997	65 201	3	0	83 120	168 794	3 753	5 968	483	10	493	
<b>Total</b>		<b>3 194</b>	<b>97 570</b>	<b>911 187</b>	<b>695 166</b>	<b>149</b>	<b>14</b>	<b>843 792</b>	<b>1 707 280</b>	<b>34 191</b>	<b>58 563</b>	<b>3 988</b>	<b>117</b>	<b>4 105</b>	
<b>Mpumalanga</b>	n.a.														
	Bushbuckridge	56	10 571	103 151	75 972	0	0	94 115	189 750	3 896	6 379	334	6	340	
	Ehlanzeni	1 561	13 620	176 283	114 558	271	0	152 030	306 293	6 610	10 084	420	51	471	
	Gert Sibande	1 276	9 633	151 353	91 295	199	0	125 873	253 756	5 866	8 983	549	17	566	
	Nkangala	631	12 370	167 675	104 944	198	20	141 393	285 838	6 700	9 775	541	16	557	
<b>Total</b>		<b>3 524</b>	<b>46 194</b>	<b>598 462</b>	<b>386 769</b>	<b>668</b>	<b>20</b>	<b>513 411</b>	<b>1 035 637</b>	<b>23 072</b>	<b>35 221</b>	<b>1 844</b>	<b>90</b>	<b>1 934</b>	
<b>Northern Cape</b>	n.a.														
	Frances Baard	245	3 370	51 292	31 509	9	0	43 068	86 425	2 050	2 964	123	4	127	
	Kgalagadi	13	1 380	28 858	15 703	0	0	22 582	45 954	1 104	1 564	176	1	177	
	Namakwa	96	1 570	14 098	7 485	3	0	11 467	23 252	572	860	80	5	85	
	Pixley Ka Seme	346	2 216	28 586	13 596	124	0	22 325	44 868	996	1 528	98	2	100	
	Siyanda	285	2 972	42 053	21 900	0	0	33 618	67 210	1 449	2 199	123	5	128	
<b>Total</b>		<b>985</b>	<b>11 508</b>	<b>164 887</b>	<b>90 193</b>	<b>136</b>	<b>0</b>	<b>133 060</b>	<b>267 709</b>	<b>6 171</b>	<b>9 115</b>	<b>600</b>	<b>17</b>	<b>617</b>	
<b>North West</b>	n.a.														
	Bojanala East														
		Brits	193	2 019	37 760	24 967	34	0	31 818	64 973	1 680	2 378	137	5	142
		Mabopane	71	1 250	14 242	7 355	0	0	11 245	22 918	587	811	60	2	62
		Moretele	0	1 342	14 771	8 681	0	0	12 207	24 794	614	873	57	0	57
		Temba	0	1 421	11 603	8 485	5	0	10 525	21 514	542	813	79	0	79
	Bojanala West														
		Kgetleng River	0	2 306	19 823	12 894	0	0	17 290	35 023	874	1 202	88	1	89
		Moses Kotane East	0	864	7 842	5 489	0	54	7 096	14 249	457	649	83	0	83
		Moses Kotane West	62	2 661	41 277	27 904	17	0	35 599	71 921	1 951	2 607	94	13	107
		Rustenburg	0	747	10 171	6 211	0	0	8 343	17 129	409	571	38	0	38
	Bophirima														
		Greater Taung	165	1 655	20 415	11 699	0	0	16 711	33 934	758	1 143	102	1	103
		Kagisano Molopo	7	1 120	19 461	8 397	20	0	14 161	29 005	645	914	89	1	90
		Taledi	14	1 484	19 741	10 222	29	0	15 625	31 490	751	1 031	72	1	73
	Central Region														
		Greater Delareyville	7	1 198	19 516	10 323	0	0	15 134	31 044	676	1 043	79	2	81
		Lichtenburg	147	957	24 260	12 602	55	0	19 152	38 021	900	1 292	95	1	96
		Mafikeng	133	2 582	42 145	25 587	0	12	34 898	70 459	1 671	2 331	144	11	155
		Setlkgobi	0	796	21 993	9 174	0	0	15 956	31 963	667	996	78	0	78
		Zeerust	0	1 744	22 068	13 739	31	0	18 555	37 582	955	1 346	110	0	110
	Southern Region														
		Klerksdorp	298	2 874	48 294	28 541	174	0	39 983	80 181	1 937	2 750	109	8	117
		Maquassi Hills	68	1 174	28 485	15 081	59	0	22 123	44 867	917	1 414	78	0	78
		Potchefstroom	176	1 980	44 918	28 915	214	15	39 530	76 218	1 813	2 533	124	6	130
	<b>Total</b>		<b>1 341</b>	<b>30 174</b>	<b>468 785</b>	<b>276 266</b>	<b>638</b>	<b>81</b>	<b>385 951</b>	<b>777 285</b>	<b>18 804</b>	<b>26 697</b>	<b>1 716</b>	<b>52</b>	<b>1 768</b>
	<b>Western Cape</b>	n.a.													
Cape Winelands		412	6 379	85 214	49 247	120	0	70 348	141 372	3 140	4 838	275	3	278	
Eden and Central Karoo		390	3 414	73 844	37 550	27	0	58 005	115 225	2 507	3 884	229	14	243	
Metropole Central		768	6 306	79 887	55 829	45	25	73 212	142 860	3 937	5 760	210	42	252	
Metropole East		19	3 416	83 578	53 845	17	7	71 681	140 882	3 168	4 593	131	15	146	
Metropole North		853	7 416	105 097	60 239	105	2	88 438	173 712	4 362	6 108	199	21	220	
Metropole South		355	6 500	103 953	56 731	10	0	86 057	167 549	3 975	5 644	196	18	214	
Overberg		249	1 533	25 925	12 075	25	0	20 022	39 807	952	1 386	81	16	97	
West Coast		220	2 306	39 734	16 956	71	0	30 060	59 287	1 443	2 169	132	15	147	
<b>Total</b>			<b>3 266</b>	<b>37 270</b>	<b>597 232</b>	<b>342 472</b>	<b>420</b>	<b>34</b>	<b>497 823</b>	<b>980 694</b>	<b>23 484</b>	<b>34 382</b>	<b>1 453</b>	<b>144</b>	<b>1 597</b>
<b>South Africa</b>		<b>46 185</b>	<b>620 813</b>	<b>7 128 500</b>	<b>4 418 904</b>	<b>12 052</b>	<b>1 509</b>	<b>6 090 261</b>	<b>12 227 963</b>	<b>281 742</b>	<b>413 067</b>	<b>24 699</b>	<b>1 207</b>	<b>25 906</b>	

Source: 2009 SNAP Survey.

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

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

Note 3: n.a. = not applicable.

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

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

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

**Table 10: Number of learners, educators and schools in the ordinary school sector, by province, district municipality and metropolitan municipality, in 2009**

District and Metropolitan Municipality	Learners								Educators		Schools		
	Pre-Gr. R	Gr. R	Primary (Gr. 1-7)	Secondary (Gr. 8-12)	SNE <sup>1)</sup>	Post-Matric <sup>2)</sup>	Female Total	Total	Female	Total	Public	Independent	Total
<b>Eastern Cape</b>													
Alfred Nzo	1 204	11 937	100 295	45 061	7	0	79 185	158 504	3 789	5 146	476	8	484
Amatole	3 325	37 281	294 872	167 549	230	293	250 503	503 550	13 127	18 384	1 741	38	1 779
Cacadu	377	5 755	56 608	28 079	157	5	45 799	90 981	2 284	3 393	288	12	300
Chris Hanu	2 560	21 339	168 463	83 844	74	0	137 107	276 280	6 871	9 819	931	16	947
DMA <sup>3)</sup>	185	196	1 225	1 710	0	457	1 963	3 773	222	300	0	15	15
Nelson Mandela Bay Metro	1 430	11 985	121 878	77 955	752	12	107 114	214 012	5 291	7 399	305	9	314
Oliver Tambo	3 405	57 839	457 045	194 676	282	0	360 343	713 247	15 816	21 277	1 564	37	1 601
Ukhahlamba	724	8 182	69 805	37 186	156	0	57 903	116 053	2 696	3 902	364	5	369
<b>Total</b>	<b>13 210</b>	<b>154 514</b>	<b>1 270 191</b>	<b>636 060</b>	<b>1 658</b>	<b>767</b>	<b>1 039 917</b>	<b>2 076 400</b>	<b>50 096</b>	<b>69 620</b>	<b>5 669</b>	<b>140</b>	<b>5 809</b>
<b>Free State</b>													
Fezile Dabi	223	3 181	61 911	41 842	67	0	52 886	107 224	2 641	4 018	288	10	298
Lejweleputswa	209	3 977	85 520	53 459	239	1	71 077	143 405	3 611	5 325	307	10	317
Motheo	419	6 864	104 114	72 147	190	4	90 759	183 738	4 326	6 486	311	20	331
Thabo Mofutsanyane	149	8 355	106 562	71 936	314	0	91 747	187 316	4 521	6 781	531	20	551
Xhariep	4	1 390	18 213	10 032	463	0	14 836	30 102	773	1 131	94	4	98
<b>Total</b>	<b>1 004</b>	<b>23 767</b>	<b>376 320</b>	<b>249 416</b>	<b>1 273</b>	<b>5</b>	<b>321 305</b>	<b>651 785</b>	<b>15 872</b>	<b>23 741</b>	<b>1 531</b>	<b>64</b>	<b>1 595</b>
<b>Gauteng</b>													
City of Johannesburg Metro	4 007	23 125	392 408	242 027	1 042	233	331 934	662 842	17 096	24 191	676	210	886
City of Tshwane Metro	1 815	15 456	238 005	162 228	217	9	208 565	417 730	10 696	14 911	450	80	530
Ekhuruli Metro	2 917	15 520	303 749	192 085	567	54	258 333	514 892	12 536	17 115	471	86	557
Metsweding	357	1 484	25 335	12 686	9	0	19 842	39 871	932	1 395	50	14	64
Sedibeng	651	6 160	91 879	64 708	685	38	81 909	164 121	3 692	5 317	210	23	233
West Rand	422	3 190	62 343	38 073	316	38	52 592	104 382	2 439	3 422	113	7	120
<b>Total</b>	<b>10 169</b>	<b>64 935</b>	<b>1 113 719</b>	<b>711 807</b>	<b>2 836</b>	<b>372</b>	<b>953 175</b>	<b>1 903 838</b>	<b>47 391</b>	<b>66 351</b>	<b>1 970</b>	<b>420</b>	<b>2 390</b>
<b>KwaZulu-Natal</b>													
Amajuba	702	6 915	75 649	49 813	310	0	65 599	133 389	2 871	4 076	244	4	248
eThekweni Metro	2 259	30 305	373 624	265 288	1 596	5	335 871	673 077	16 702	22 752	958	65	1 023
iLembe	354	9 907	99 540	61 215	148	0	84 347	171 164	3 615	5 213	428	0	428
Sisonke	396	10 216	97 080	52 823	450	0	79 961	160 965	3 570	4 940	441	3	444
Ugu	325	11 842	125 463	80 975	1 194	173	109 024	219 972	4 984	7 028	489	15	504
uMgungundlovu	974	11 475	133 255	91 235	298	37	116 803	237 274	5 711	8 212	506	34	540
uMkhanyakude	1 126	15 997	140 569	81 912	27	0	118 642	239 631	4 612	6 874	527	2	529
Umzinyathi	413	9 785	113 775	58 119	86	0	90 161	182 178	3 676	5 507	480	6	486
uThukela	895	11 711	119 765	71 666	69	0	100 569	204 106	4 341	6 389	444	12	456
uThungulu	1 360	18 206	174 115	108 042	68	1	150 272	301 792	6 423	9 299	657	14	671
Zululand	688	18 522	174 882	109 667	28	0	150 578	303 787	6 156	9 087	754	8	762
<b>Total</b>	<b>9 492</b>	<b>154 881</b>	<b>1 627 717</b>	<b>1 030 755</b>	<b>4 274</b>	<b>216</b>	<b>1 401 827</b>	<b>2 827 335</b>	<b>62 661</b>	<b>89 377</b>	<b>5 928</b>	<b>163</b>	<b>6 091</b>
<b>Limpopo</b>													
Capricorn	364	21 680	205 104	161 147	71	0	191 265	388 366	8 225	13 222	921	22	943
Greater Sekhukhune	1 138	21 508	195 099	143 429	69	0	178 782	361 243	7 436	12 395	907	19	926
Mopani	870	20 034	188 873	147 904	6	14	178 424	357 701	7 090	12 102	706	19	725
Vhembe	721	24 856	228 114	177 485	0	0	212 201	431 176	7 687	14 876	971	47	1 018
Waterberg	101	9 492	93 997	65 201	3	0	83 120	168 794	3 753	5 968	483	10	493
<b>Total</b>	<b>3 194</b>	<b>97 570</b>	<b>911 187</b>	<b>695 166</b>	<b>149</b>	<b>14</b>	<b>843 792</b>	<b>1 707 280</b>	<b>34 191</b>	<b>58 563</b>	<b>3 988</b>	<b>117</b>	<b>4 105</b>
<b>Mpumalanga</b>													
Ehlanzeni	1 617	24 191	279 434	190 530	271	0	246 145	496 043	10 506	16 463	754	57	811
Gert Sibande	1 276	9 633	151 353	91 295	199	0	125 873	253 756	5 866	8 983	549	17	566
Nkangala	631	12 370	167 675	104 944	198	20	141 393	285 838	6 700	9 775	541	16	557
<b>Total</b>	<b>3 524</b>	<b>46 194</b>	<b>598 462</b>	<b>386 769</b>	<b>668</b>	<b>20</b>	<b>513 411</b>	<b>1 035 637</b>	<b>23 072</b>	<b>35 221</b>	<b>1 844</b>	<b>90</b>	<b>1 934</b>
<b>Northern Cape</b>													
Frances Baard	247	3 374	51 335	31 515	9	0	43 098	86 480	2 052	2 966	123	5	128
Kgalagadi	165	1 796	39 744	21 225	0	0	31 188	62 930	1 528	2 136	202	2	204
Namakwa	96	1 570	14 098	7 485	3	0	11 467	23 252	572	860	80	5	85
Pixley Ka Seme	346	2 216	28 586	13 596	124	0	22 325	44 868	996	1 528	98	2	100
Siyanda	131	2 552	31 124	16 372	0	0	24 982	50 179	1 023	1 625	97	3	100
<b>Total</b>	<b>985</b>	<b>11 508</b>	<b>164 887</b>	<b>90 193</b>	<b>136</b>	<b>0</b>	<b>133 060</b>	<b>267 709</b>	<b>6 171</b>	<b>9 115</b>	<b>600</b>	<b>17</b>	<b>617</b>
<b>North West</b>													
Bojanala	326	12 610	157 489	101 986	56	54	134 123	272 521	7 114	9 904	636	21	657
Bophirima	186	4 665	76 184	38 775	84	0	59 169	119 894	2 679	3 899	303	3	306
Central	287	7 389	130 682	72 280	86	12	104 549	210 736	4 895	7 053	508	14	522
Southern	542	5 510	104 430	63 225	412	15	88 110	174 134	4 116	5 841	269	14	283
<b>Total</b>	<b>1 341</b>	<b>30 174</b>	<b>468 785</b>	<b>276 266</b>	<b>638</b>	<b>81</b>	<b>385 951</b>	<b>777 285</b>	<b>18 804</b>	<b>26 697</b>	<b>1 716</b>	<b>52</b>	<b>1 768</b>

**Source:** 2009 SNAP Survey.

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

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

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

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

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

**Table 10: Number of learners, educators and schools in the ordinary school sector, by province, district municipality and metropolitan municipality, in 2009 (concluded)**

District and Metropolitan Municipality	Learners								Educators		Schools		
	Pre-Gr. R	Gr. R	Primary (Gr. 1-7)	Secondary (Gr. 8-12)	SNE <sup>1)</sup>	Post-Matric <sup>2)</sup>	Female Total	Total	Female	Total	Public	Independent	Total
<b>Western Cape</b>													
Cape Winelands	412	6 379	85 214	49 247	120	0	70 348	141 372	3 140	4 838	275	3	278
Central Karoo	0	328	9 394	4 288	16	0	6 937	14 026	268	442	28	0	28
City of Cape Town Metro	1 995	23 638	372 515	226 644	177	34	319 388	625 003	15 442	22 105	736	96	832
Eden	390	3 086	64 450	33 262	11	0	51 068	101 199	2 239	3 442	201	14	215
Overberg	249	1 533	25 925	12 075	25	0	20 022	39 807	952	1 386	81	16	97
West Coast	220	2 306	39 734	16 956	71	0	30 060	59 287	1 443	2 169	132	15	147
<b>Total</b>	<b>3 266</b>	<b>37 270</b>	<b>597 232</b>	<b>342 472</b>	<b>420</b>	<b>34</b>	<b>497 823</b>	<b>980 694</b>	<b>23 484</b>	<b>34 382</b>	<b>1 453</b>	<b>144</b>	<b>1 597</b>
<b>South Africa</b>	<b>46 185</b>	<b>620 813</b>	<b>7 128 500</b>	<b>4 418 904</b>	<b>12 052</b>	<b>1 509</b>	<b>6 090 261</b>	<b>12 227 963</b>	<b>281 742</b>	<b>413 067</b>	<b>24 699</b>	<b>1 207</b>	<b>25 906</b>

Source: 2009 SNAP Survey.

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

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

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

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

## 3.5 National Senior Certificate examination

### 3.5.1 Introduction

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

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

### 3.5.2 Overall results

**Table 11: National Senior Certificate examination results, by province and gender, in 2009**

Province	Gender	Candidates Who Wrote		Candidates Who Failed/Did Not Achieve		Candidates Who Passed/Achieved									
						Admission to Higher Education						No Admission to Higher Education		Total	
		Qualified for Bachelor's Programme		Qualified for Diploma Programme		Qualified for Higher Certificate Programme		with NSC							
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%		
Eastern Cape	Female	38 149	56.0	19 084	50.0	5 218	27.4	7 407	38.9	6 378	33.5	62	0.33	19 065	50.0
	Male	29 980	44.0	14 314	47.7	4 274	27.3	6 476	41.3	4 862	31.0	54	0.34	15 666	52.3
	<b>Total</b>	<b>68 129</b>		<b>33 398</b>	<b>49.0</b>	<b>9 492</b>	<b>27.3</b>	<b>13 883</b>	<b>40.0</b>	<b>11 240</b>	<b>32.4</b>	<b>116</b>	<b>0.33</b>	<b>34 731</b>	<b>51.0</b>
Free State	Female	15 834	53.1	5 016	31.7	3 335	30.8	4 300	39.7	3 164	29.2	19	0.18	10 818	68.3
	Male	13 974	46.9	4 112	29.4	2 695	27.3	4 391	44.5	2 748	27.9	28	0.28	9 862	70.6
	<b>Total</b>	<b>29 808</b>		<b>9 128</b>	<b>30.6</b>	<b>6 030</b>	<b>29.2</b>	<b>8 691</b>	<b>42.0</b>	<b>5 912</b>	<b>28.6</b>	<b>47</b>	<b>0.23</b>	<b>20 680</b>	<b>69.4</b>
Gauteng	Female	53 798	54.5	15 145	28.2	16 622	43.0	14 409	37.3	7 599	19.7	23	0.06	38 653	71.8
	Male	44 861	45.5	12 643	28.2	12 087	37.5	13 608	42.2	6 493	20.2	30	0.09	32 218	71.8
	<b>Total</b>	<b>98 659</b>		<b>27 788</b>	<b>28.2</b>	<b>28 709</b>	<b>40.5</b>	<b>28 017</b>	<b>39.5</b>	<b>14 092</b>	<b>19.9</b>	<b>53</b>	<b>0.07</b>	<b>70 871</b>	<b>71.8</b>
KwaZulu-Natal	Female	70 994	53.7	27 360	38.5	14 770	33.8	16 378	37.5	12 314	28.2	172	0.39	43 634	61.5
	Male	61 182	46.3	24 083	39.4	11 517	31.0	15 028	40.5	10 405	28.0	149	0.40	37 099	60.6
	<b>Total</b>	<b>132 176</b>		<b>51 443</b>	<b>38.9</b>	<b>26 287</b>	<b>32.6</b>	<b>31 406</b>	<b>38.9</b>	<b>22 719</b>	<b>28.1</b>	<b>321</b>	<b>0.40</b>	<b>80 733</b>	<b>61.1</b>
Limpopo	Female	45 531	54.6	25 067	55.1	4 986	24.4	7 465	36.5	7 993	39.1	20	0.10	20 464	44.9
	Male	37 819	45.4	17 507	46.3	5 216	25.7	7 910	38.9	7 171	35.3	15	0.07	20 312	53.7
	<b>Total</b>	<b>83 350</b>		<b>42 574</b>	<b>51.1</b>	<b>10 202</b>	<b>25.0</b>	<b>15 375</b>	<b>37.7</b>	<b>15 164</b>	<b>37.2</b>	<b>35</b>	<b>0.09</b>	<b>40 776</b>	<b>48.9</b>
Mpumalanga	Female	28 733	53.2	15 743	54.8	3 323	25.6	4 919	37.9	4 740	36.5	8	0.06	12 990	45.2
	Male	25 245	46.8	12 383	49.1	3 233	25.1	5 246	40.8	4 367	34.0	16	0.12	12 862	50.9
	<b>Total</b>	<b>53 978</b>		<b>28 126</b>	<b>52.1</b>	<b>6 556</b>	<b>25.4</b>	<b>10 165</b>	<b>39.3</b>	<b>9 107</b>	<b>35.2</b>	<b>24</b>	<b>0.09</b>	<b>25 852</b>	<b>47.9</b>
Northern Cape	Female	5 588	53.8	2 204	39.4	1 018	30.1	1 320	39.0	1 045	30.9	1	0.03	3 384	60.6
	Male	4 789	46.2	1 817	37.9	723	24.3	1 340	45.1	908	30.6	1	0.03	2 972	62.1
	<b>Total</b>	<b>10 377</b>		<b>4 021</b>	<b>38.7</b>	<b>1 741</b>	<b>27.4</b>	<b>2 660</b>	<b>41.9</b>	<b>1 953</b>	<b>30.7</b>	<b>2</b>	<b>0.03</b>	<b>6 356</b>	<b>61.3</b>

Source: Report on the 2009 National Senior Certificate Examination Results, DBE (January 2010).

Note: Table 11 continues on p. 24.

Eastern Cape		Learners	Educators	Institutions
Public Schools <sup>1)</sup>	Primary <sup>3)</sup>	539 611	17 987	2 261
	Secondary	416 488	15 651	869
	Combined	1 043 313	32 488	2 487
	Intermediate	33 167	1 294	52
	<b>Total (Public)</b>	<b>2 032 579</b>	<b>67 420</b>	<b>5 669</b>
Independent Schools <sup>2)</sup>	Primary <sup>3)</sup>	10 408	517	49
	Secondary	5 496	318	20
	Combined	15 142	701	47
	Intermediate	12 775	664	24
	<b>Total (Independent)</b>	<b>43 821</b>	<b>2 200</b>	<b>140</b>
<b>Total (Public and Independent)</b>		<b>2 076 400</b>	<b>69 620</b>	<b>5 809</b>
Other Education Sectors	Public ABET	35 673	2 749	264
	ECD	22 676	838	426
	Public FET	37 597	659	7
	SNE <sup>4)</sup>	9 339	816	40
	Public HE	67 881	1 814	4
	<b>Total (Other)</b>	<b>173 166</b>	<b>6 876</b>	<b>741</b>
<b>Grand Total</b>		<b>2 249 566</b>	<b>76 496</b>	<b>6 550</b>

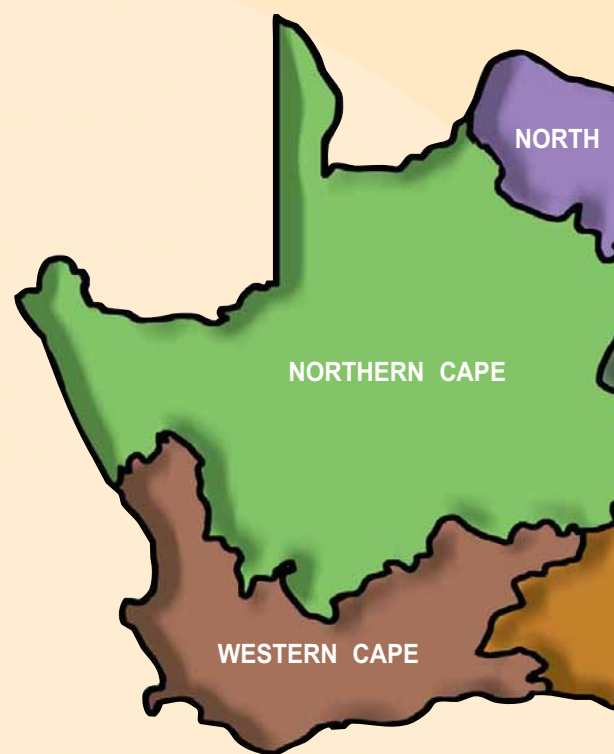
Limpopo		Learners	Educators	Institutions
Public Schools <sup>1)</sup>	Primary <sup>3)</sup>	960 127	30 615	2 531
	Secondary	667 795	24 643	1 359
	Combined	26 868	946	74
	Intermediate	16 882	562	24
	<b>Total (Public)</b>	<b>1 671 672</b>	<b>56 766</b>	<b>3 988</b>
Independent Schools <sup>2)</sup>	Primary <sup>3)</sup>	7 290	327	34
	Secondary	4 145	198	15
	Combined	9 535	514	35
	Intermediate	14 638	758	33
	<b>Total (Independent)</b>	<b>35 608</b>	<b>1 797</b>	<b>117</b>
<b>Total (Public and Independent)</b>		<b>1 707 280</b>	<b>58 563</b>	<b>4 105</b>
Other Education Sectors	Public ABET	45 863	1 765	509
	ECD	55 899	2 410	894
	Public FET	35 797	612	7
	SNE <sup>4)</sup>	7 013	588	29
	Public HE	27 424	1 048	2
	<b>Total (Other)</b>	<b>171 996</b>	<b>6 423</b>	<b>1 441</b>
<b>Grand Total</b>		<b>1 879 276</b>	<b>64 986</b>	<b>5 546</b>

Free State		Learners	Educators	Institutions
Public Schools <sup>1)</sup>	Primary <sup>3)</sup>	279 472	9 325	968
	Secondary	212 106	8 331	291
	Combined	130 699	4 622	242
	Intermediate	14 988	682	30
	<b>Total (Public)</b>	<b>637 265</b>	<b>22 960</b>	<b>1 531</b>
Independent Schools <sup>2)</sup>	Primary <sup>3)</sup>	1 996	92	16
	Secondary	2 516	93	8
	Combined	5 856	317	26
	Intermediate	4 152	279	14
	<b>Total (Independent)</b>	<b>14 520</b>	<b>781</b>	<b>64</b>
<b>Total (Public and Independent)</b>		<b>651 785</b>	<b>23 741</b>	<b>1 595</b>
Other Education Sectors	Public ABET	16 725	2 325	204
	ECD	25 050	1 063	427
	Public FET	14 941	427	4
	SNE <sup>4)</sup>	5 199	529	20
	Public HE	39 446	1 026	2
	<b>Total (Other)</b>	<b>101 361</b>	<b>5 370</b>	<b>657</b>
<b>Grand Total</b>		<b>753 146</b>	<b>29 111</b>	<b>2 252</b>

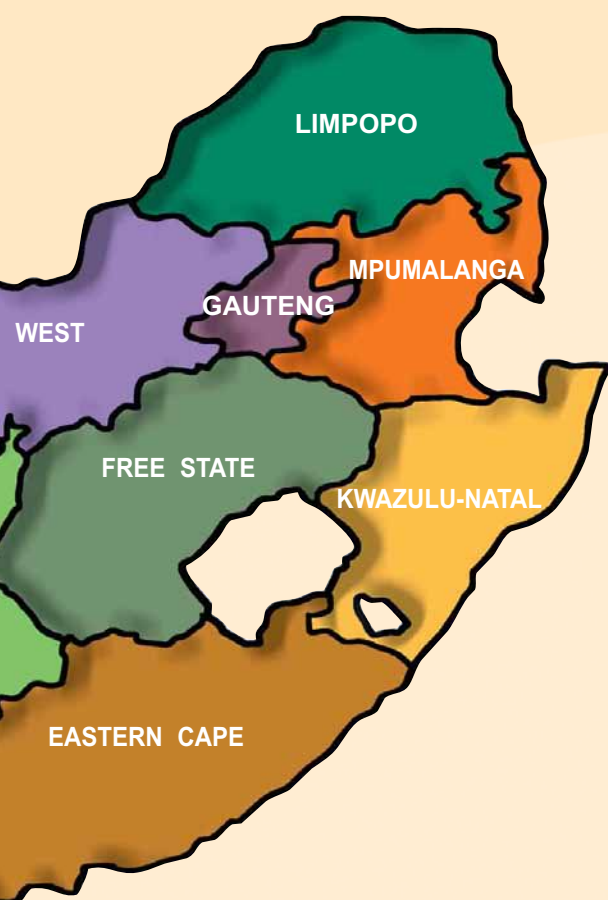
Gauteng		Learners	Educators	Institutions
Public Schools <sup>1)</sup>	Primary <sup>3)</sup>	933 402	26 758	1 198
	Secondary	630 782	22 976	589
	Combined	145 263	4 494	174
	Intermediate	10 796	358	9
	<b>Total (Public)</b>	<b>1 720 243</b>	<b>54 586</b>	<b>1 970</b>
Independent Schools <sup>2)</sup>	Primary <sup>3)</sup>	40 919	2 274	122
	Secondary	25 147	1 721	77
	Combined	33 444	1 725	77
	Intermediate	84 085	6 045	144
	<b>Total (Independent)</b>	<b>183 595</b>	<b>11 765</b>	<b>420</b>
<b>Total (Public and Independent)</b>		<b>1 903 838</b>	<b>66 351</b>	<b>2 390</b>
Other Education Sectors	Public ABET	74 534	2 189	54
	ECD	27 895	1 391	352
	Public FET	125 672	1 804	8
	SNE <sup>4)</sup>	36 871	3 153	120
	Public HE	469 937	5 967	6
	<b>Total (Other)</b>	<b>734 909</b>	<b>14 504</b>	<b>540</b>
<b>Grand Total</b>		<b>2 638 747</b>	<b>80 855</b>	<b>2 930</b>

KwaZulu-Natal		Learners	Educators	Institutions
Public Schools <sup>1)</sup>	Primary <sup>3)</sup>	1 514 455	43 763	3 698
	Secondary	940 569	32 400	1 587
	Combined	254 680	7 733	542
	Intermediate	72 523	2 246	101
	<b>Total (Public)</b>	<b>2 782 227</b>	<b>86 142</b>	<b>5 928</b>
Independent Schools <sup>2)</sup>	Primary <sup>3)</sup>	10 591	679	45
	Secondary	8 006	697	30
	Combined	10 266	691	49
	Intermediate	16 245	1 168	39
	<b>Total (Independent)</b>	<b>45 108</b>	<b>3 235</b>	<b>163</b>
<b>Total (Public and Independent)</b>		<b>2 827 335</b>	<b>89 377</b>	<b>6 091</b>
Other Education Sectors	Public ABET	30 450	2 272	447
	ECD	35 373	1 131	360
	Public FET	85 848	764	9
	SNE <sup>4)</sup>	13 380	983	65
	Public HE	85 861	2 392	4
	<b>Total (Other)</b>	<b>250 912</b>	<b>7 542</b>	<b>885</b>
<b>Grand Total</b>		<b>3 078 247</b>	<b>96 919</b>	<b>6 976</b>

Mpumalanga		Learners	Educators	Institutions
Public Schools <sup>1)</sup>	Primary <sup>3)</sup>	523 439	16 577	1 117
	Secondary	340 915	12 348	493
	Combined	125 795	4 161	205
	Intermediate	26 330	898	29
	<b>Total (Public)</b>	<b>1 016 479</b>	<b>33 984</b>	<b>1 844</b>
Independent Schools <sup>2)</sup>	Primary <sup>3)</sup>	6 188	328	35
	Secondary	1 670	113	7
	Combined	4 545	328	26
	Intermediate	6 755	468	22
	<b>Total (Independent)</b>	<b>19 158</b>	<b>1 237</b>	<b>90</b>
<b>Total (Public and Independent)</b>		<b>1 035 637</b>	<b>35 221</b>	<b>1 934</b>
Other Education Sectors	Public ABET	26 538	1 644	278
	ECD	35 535	1 373	405
	Public FET	28 102	492	3
	SNE <sup>4)</sup>	4 178	317	20
	Public HE	n.a.	n.a.	n.a.
	<b>Total (Other)</b>	<b>94 353</b>	<b>3 826</b>	<b>706</b>
<b>Grand Total</b>		<b>1 129 990</b>	<b>39 047</b>	<b>2 640</b>



# EDUCATION IN SOUTH AFRICA: A GLOBAL PICTURE FOR 2009



## Sources:

1. Ordinary public and independent schools: 2009 SNAP Survey.
2. Public ABET, ECD, public FET and SNE: 2009 Annual Surveys.
3. Public HE: 2009 HEMIS database.

**Note 1:** n.a. = not applicable.

**Note 2:** Data include only registered institutions.

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

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

**1) and 2)** Including SNE learners.

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

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

Northern Cape		Learners	Educators	Institutions
Public Schools <sup>1)</sup>	Primary <sup>3)</sup>	126 176	4 024	347
	Secondary	74 903	2 807	137
	Combined	56 280	1 775	103
	Intermediate	7 498	282	13
	<b>Total (Public)</b>	<b>264 857</b>	<b>8 888</b>	<b>600</b>
Independent Schools <sup>2)</sup>	Primary <sup>3)</sup>	592	50	5
	Secondary	174	8	1
	Combined	1 454	81	7
	Intermediate	632	88	4
	<b>Total (Independent)</b>	<b>2 852</b>	<b>227</b>	<b>17</b>
<b>Total (Public and Independent)</b>		<b>267 709</b>	<b>9 115</b>	<b>617</b>
Other Education Sectors	Public ABET	5 967	342	113
	ECD	6 037	225	77
	Public FET	10 067	175	2
	SNE <sup>4)</sup>	1 625	139	10
	Public HE	n.a.	n.a.	n.a.
	<b>Total (Other)</b>	<b>23 696</b>	<b>881</b>	<b>202</b>
<b>Grand Total</b>		<b>291 405</b>	<b>9 996</b>	<b>819</b>

North West		Learners	Educators	Institutions
Public Schools <sup>1)</sup>	Primary <sup>3)</sup>	393 876	12 246	985
	Secondary	264 502	9 867	515
	Combined	95 820	3 259	202
	Intermediate	10 295	390	14
	<b>Total (Public)</b>	<b>764 493</b>	<b>25 762</b>	<b>1 716</b>
Independent Schools <sup>2)</sup>	Primary <sup>3)</sup>	3 198	199	16
	Secondary	420	41	3
	Combined	3 922	278	17
	Intermediate	5 252	417	16
	<b>Total (Independent)</b>	<b>12 792</b>	<b>935</b>	<b>52</b>
<b>Total (Public and Independent)</b>		<b>777 285</b>	<b>26 697</b>	<b>1 768</b>
Other Education Sectors	Public ABET	23 245	1 281	242
	ECD	6 534	303	106
	Public FET	31 941	440	3
	SNE <sup>4)</sup>	5 709	426	33
	Public HE	50 589	996	1
	<b>Total (Other)</b>	<b>118 018</b>	<b>3 446</b>	<b>385</b>
<b>Grand Total</b>		<b>895 303</b>	<b>30 143</b>	<b>2 153</b>

Western Cape		Learners	Educators	Institutions
Public Schools <sup>1)</sup>	Primary <sup>3)</sup>	492 007	15 535	909
	Secondary	256 352	9 181	275
	Combined	189 127	6 325	257
	Intermediate	7 215	288	12
	<b>Total (Public)</b>	<b>944 701</b>	<b>31 329</b>	<b>1 453</b>
Independent Schools <sup>2)</sup>	Primary <sup>3)</sup>	7 858	509	44
	Secondary	4 960	448	28
	Combined	6 043	597	41
	Intermediate	17 132	1 499	31
	<b>Total (Independent)</b>	<b>35 993</b>	<b>3 053</b>	<b>144</b>
<b>Total (Public and Independent)</b>		<b>980 694</b>	<b>34 382</b>	<b>1 597</b>
Other Education Sectors	Public ABET	38 905	1 090	284
	ECD	22 472	1 312	265
	Public FET	50 510	882	6
	SNE <sup>4)</sup>	17 403	1 667	81
	Public HE	96 641	3 077	4
	<b>Total (Other)</b>	<b>225 931</b>	<b>8 028</b>	<b>640</b>
<b>Grand Total</b>		<b>1 206 625</b>	<b>42 410</b>	<b>2 237</b>

South Africa		Learners	Educators	Institutions
Public Schools <sup>1)</sup>	Primary <sup>3)</sup>	5 762 565	176 830	14 014
	Secondary	3 804 412	138 204	6 115
	Combined	2 067 845	65 803	4 286
	Intermediate	199 694	7 000	284
	<b>Total (Public)</b>	<b>11 834 516</b>	<b>387 837</b>	<b>24 699</b>
Independent Schools <sup>2)</sup>	Primary <sup>3)</sup>	89 040	4 975	366
	Secondary	52 534	3 637	189
	Combined	90 207	5 232	325
	Intermediate	161 666	11 386	327
	<b>Total (Independent)</b>	<b>393 447</b>	<b>25 230</b>	<b>1 207</b>
<b>Total (Public and Independent)</b>		<b>12 227 963</b>	<b>413 067</b>	<b>25 906</b>
Other Education Sectors	Public ABET	297 900	15 657	2 395
	ECD	237 471	10 046	3 312
	Public FET	420 475	6 255	49
	SNE <sup>4)</sup>	100 717	8 618	418
	Public HE	837 779	16 320	23
	<b>Total (Other)</b>	<b>1 894 342</b>	<b>56 896</b>	<b>6 197</b>
<b>Grand Total</b>		<b>14 122 305</b>	<b>469 963</b>	<b>32 103</b>

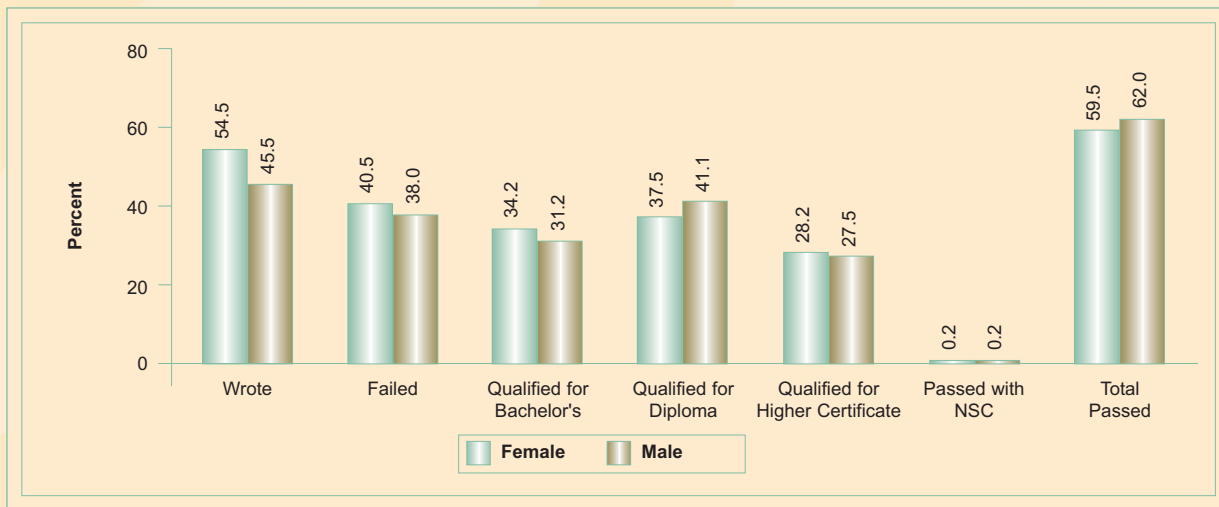
**Table 11: National Senior Certificate examination results, by province and gender, in 2009 (concluded)**

Province	Gender	Candidates Who Wrote		Candidates Who Failed/Did Not Achieve		Candidates Who Passed/Achieved									
						Admission to Higher Education						No Admission to Higher Education		Total	
						Qualified for Bachelor's Programme		Qualified for Diploma Programme		Qualified for Higher Certificate Programme		with NSC			
						Number	%	Number	%	Number	%	Number	%	Number	%
North West	Female	16 386	53.4	5 640	34.4	3 456	32.2	4 072	37.9	3 218	29.9	0	0.00	10 746	65.6
	Male	14 279	46.6	4 325	30.3	2 900	29.1	4 089	41.1	2 963	29.8	2	0.02	9 954	69.7
	Total	30 665		9 965	32.5	6 356	30.7	8 161	39.4	6 181	29.9	2	0.01	20 700	67.5
Western Cape	Female	25 593	57.0	6 422	25.1	8 419	43.9	6 754	35.2	3 992	20.8	6	0.03	19 171	74.9
	Male	19 338	43.0	4 492	23.2	5 905	39.8	5 923	39.9	2 996	20.2	22	0.15	14 846	76.8
	Total	44 931		10 914	24.3	14 324	42.1	12 677	37.3	6 988	20.5	28	0.08	34 017	75.7
South Africa	Female	300 606	54.5	121 681	40.5	61 147	34.2	67 024	37.5	50 443	28.2	311	0.17	178 925	59.5
	Male	251 467	45.5	95 676	38.0	48 550	31.2	64 011	41.1	42 913	27.5	317	0.20	155 791	62.0
	Total	552 073		217 357	39.4	109 697	32.8	131 035	39.1	93 356	27.9	628	0.19	334 716	60.6

Source: Report on the 2009 National Senior Certificate Examination Results, DBE (January 2010).

In 2009, as indicated in Table 11, the overall national pass rate in the NSC examination was 60.6%. In all the provinces more females than males wrote the NSC examination. However, in relative terms, as indicated in Table 11 and Figure 12, the national pass rate of male candidates (62.0%) was higher than the national pass rate of female candidates (59.5%). A similar trend was seen in seven of the nine provinces, the exceptions being Gauteng and KwaZulu-Natal. In all the provinces, more female than male candidates passed. Furthermore, Table 11 shows that the overall pass rate, by province, varied from 75.7% in the Western Cape to 47.9% in Mpumalanga.

**Figure 12: Percentage distribution of the National Senior Certificate examination pass and failure rates, by gender, in 2009**



**Table 12: Comparing pass rates of the National Senior Certificate examination, by province, in 2008 and 2009**

Province	Pass Rates (%)	
	2008	2009
Eastern Cape	50.6	51.0
Free State	71.8	69.4
Gauteng	76.4	71.8
KwaZulu-Natal	57.6	61.1
Limpopo	54.3	48.9
Mpumalanga	51.8	47.9
Northern Cape	72.7	61.3
North West	68.0	67.5
Western Cape	78.4	75.7
South Africa	62.6	60.6

Source: Report on the 2009 National Senior Certificate Examination Results, DBE (January 2010).

Table 12 shows that the national pass rate of the NSC examination decreased from 62.6% in 2008 to 60.6% in 2009. However, Table 12 also shows that, in two provinces (the Eastern Cape and KwaZulu-Natal), the pass rates increased during this period, albeit to different degrees.

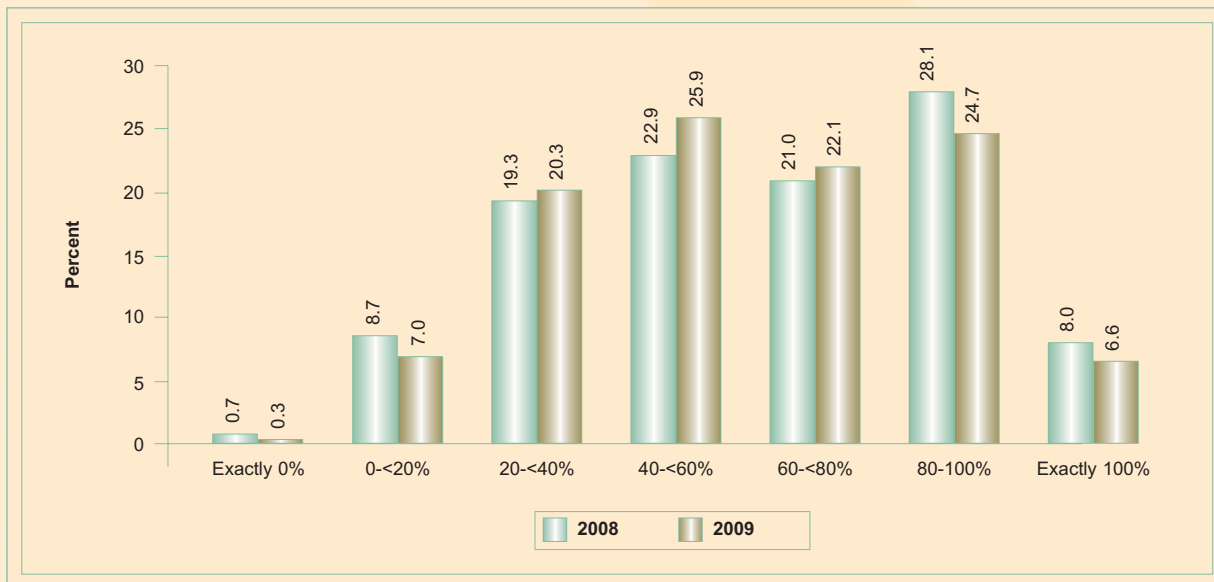
### 3.5.3 Frequency interval results

**Table 13: National Senior Certificate examination percentage pass rates of schools within different percentage groupings, by province, in 2008 and 2009**

Province			Frequency Distribution of Pass Rates													
Name	Total Number of Schools		Exactly 0%		0-<20%		20-<40%		40-<60%		60-<80%		80-100%		Exactly 100%	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
Eastern Cape	905	907	1.1	0.3	19.4	10.6	26.3	32.2	21.4	25.4	15.0	16.6	17.8	15.2	4.4	4.9
Free State	316	317	0.0	0.0	0.0	1.3	6.3	6.3	20.3	20.5	27.8	35.6	45.6	36.3	12.3	12.0
Gauteng	713	745	0.6	0.1	1.7	1.1	6.6	7.4	16.8	22.8	22.7	24.3	52.2	44.4	18.0	12.2
KwaZulu-Natal	1 631	1 665	0.6	0.2	10.0	5.9	24.8	19.2	24.7	27.9	19.8	23.5	20.7	23.6	5.5	4.9
Limpopo	1 372	1 337	0.8	0.7	10.1	12.5	24.0	28.6	26.1	29.4	21.4	17.9	18.5	11.6	2.4	1.5
Mpumalanga	486	520	1.9	0.0	11.1	12.7	24.3	28.1	28.2	28.5	19.8	17.3	16.7	13.5	4.5	1.9
Northern Cape	130	134	0.0	0.0	2.3	1.5	7.7	19.4	14.6	21.6	26.2	20.1	49.2	37.3	14.6	15.7
North West	372	371	0.3	0.3	1.9	1.3	9.9	10.8	24.7	25.6	29.6	29.9	33.9	32.3	8.9	7.8
Western Cape	407	415	0.0	0.0	0.2	0.2	4.2	4.6	14.7	16.4	21.4	27.2	59.5	51.6	25.8	20.5
South Africa	6 332	6 411	0.7	0.3	8.7	7.0	19.3	20.3	22.9	25.9	21.0	22.1	28.1	24.7	8.0	6.6

Source: Report on the 2009 National Senior Certificate Examination Results, DBE (January 2010).

**Figure 13: Percentage distribution of the National Senior Certificate examination percentage pass rates of schools within different percentage groupings in 2008 and 2009**



In 2009, as shown in Table 13 and Figure 13, 6.6% (approximately 423) of the 6 411 schools in South Africa that offered the NSC examination obtained 100% passes. This is lower than the 8.0% of 2008. The percentage of schools that scored a pass rate of between 80% and 100% decreased from 28.1% in 2008 to 24.7% in 2009. As for schools that performed poorly, 7.0% of them obtained a pass rate of between 0% and < 20% in 2009, which is lower than the 8.7% of 2008. Nationally, 0.3% of schools (approximately 19) scored a 0% pass rate in 2009, which is lower than the 0.7% of 2008.



3.5.4 Selected subject results

Table 14: National Senior Certificate examination results for selected subjects, by gender, in 2008 and 2009

Subject	Year	Candidates who Wrote			Number and Percentages of Candidates Who Achieved											
					40% and Above						30% and Above (including 40% and above)					
		Female	Male	Total	Female	Female (%)	Male	Male (%)	Total	Total (%)	Female	Female (%)	Male	Male (%)	Total	Total (%)
Accounting	2008	107 043	69 035	176 078	33 630	31.4	21 534	31.2	55 164	31.3	66 616	62.2	41 483	60.1	108 099	61.4
	2009	106 200	68 147	174 347	38 010	35.8	24 733	36.3	62 743	36.0	66 329	62.5	40 827	59.9	107 156	61.5
Business Studies	2008	120 758	84 041	204 799	52 188	43.2	35 365	42.1	87 553	42.8	90 000	74.5	61 777	73.5	151 777	74.1
	2009	122 370	84 183	206 553	57 607	47.1	38 880	46.2	96 487	46.7	87 990	71.9	60 479	71.8	148 469	71.9
History	2008	46 642	47 024	93 666	17 649	37.8	17 641	37.5	35 290	37.7	32 040	68.7	32 315	68.7	64 355	68.7
	2009	45 235	44 819	90 054	21 196	46.9	21 070	47.0	42 266	46.9	32 346	71.5	32 679	72.9	65 025	72.2
Life Orientation	2008	308 544	262 541	571 085	298 341	96.7	251 637	95.8	549 978	96.3	305 261	98.9	259 723	98.9	564 984	98.9
	2009	313 524	261 515	575 039	309 456	98.7	257 183	98.3	566 639	98.5	312 194	99.6	260 501	99.6	572 695	99.6
Life Sciences	2008	160 275	137 142	297 417	65 886	41.1	51 901	37.8	117 787	39.6	113 981	71.1	95 726	69.8	209 707	70.5
	2009	162 915	135 748	298 663	66 051	40.5	53 018	39.1	119 069	39.9	106 892	65.6	88 760	65.4	195 652	65.5
Mathematics	2008	160 421	138 400	298 821	43 555	27.2	46 233	33.4	89 788	30.0	67 820	42.3	68 683	49.6	136 503	45.7
	2009	156 953	133 454	290 407	41 250	26.3	44 106	33.0	85 356	29.4	66 533	42.4	66 972	50.2	133 505	46.0
Mathematical Literacy	2008	142 920	120 544	263 464	75 736	53.0	69 094	57.3	144 830	55.0	111 241	77.8	95 989	79.6	207 230	78.7
	2009	152 268	125 409	277 677	73 653	48.4	68 055	54.3	141 708	51.0	111 228	73.0	96 098	76.6	207 326	74.7
Physical Sciences	2008	109 546	108 610	218 156	29 111	26.6	33 419	30.8	62 530	28.7	57 734	52.7	62 089	57.2	119 823	54.9
	2009	112 910	107 972	220 882	20 869	18.5	24 583	22.8	45 452	20.6	38 760	34.3	42 596	39.5	81 356	36.8

Source: Report on the 2009 National Senior Certificate Examination Results, DBE (January 2010).

Figure 14: Percentage distribution of the National Senior Certificate examination achievements at 30% and above for selected subjects in 2008 and 2009

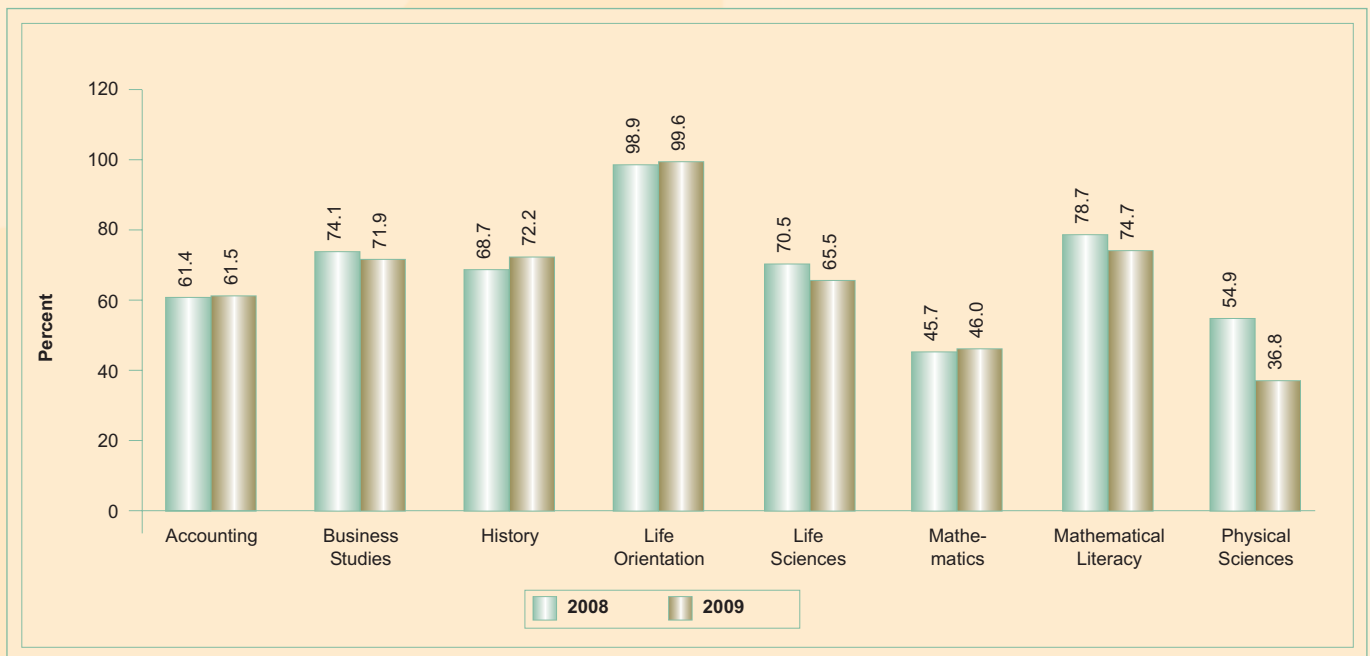


Table 14 and Figure 14 show the achievement rates of candidates in eight selected subjects in the 2008 and 2009 NSC examinations. In both the category 40% and above and the category 30% and above, the highest overall achievement rates were obtained in Life Orientation.

## 4. OTHER EDUCATION SECTORS (PUBLIC ABET, ECD, PUBLIC FET AND SNE)

**Table 15: Number of learners, educators and institutions in other education sectors, by province, national learner-educator ratio (LER), national learner-school ratio (LSR) and national educator-school ratio (ESR), in 2008 and 2009**

Province	Learners, Educators and Institutions	Other Education Sectors									
		Public ABET		ECD		Public FET		SNE		Total	
		2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
Eastern Cape	Learners	39 181	35 673	23 958	22 676	40 080	37 597	9 139	9 339	112 358	105 285
	Educators	2 644	2 749	790	838	1 034	659	767	816	5 235	5 062
	Institutions	275	264	462	426	6	7	40	40	783	737
Free State	Learners	16 984	16 725	20 116	25 050	30 986	14 941	5 052	5 199	73 138	61 915
	Educators	2 257	2 325	266	1 063	505	427	490	529	3 518	4 344
	Institutions	204	204	303	427	4	4	19	20	530	655
Gauteng	Learners	83 242	74 534	50 384	27 895	104 423	125 672	35 827	36 871	273 876	264 972
	Educators	3 340	2 189	1 276	1 391	1 203	1 804	2 810	3 153	8 629	8 537
	Institutions	53	54	881	352	8	8	115	120	1 057	534
KwaZulu-Natal	Learners	20 912	30 450	96 887	35 373	85 811	85 848	10 420	13 380	214 030	165 051
	Educators	1 991	2 272	2 652	1 131	738	764	896	983	6 277	5 150
	Institutions	437	447	2 169	360	8	9	66	65	2 680	881
Limpopo	Learners	36 619	45 863	37 481	55 899	25 516	35 797	7 595	7 013	107 211	144 572
	Educators	1 726	1 765	1 285	2 410	440	612	577	588	4 028	5 375
	Institutions	526	509	839	894	5	7	29	29	1 399	1 439
Mpumalanga	Learners	28 259	26 538	14 669	35 535	35 904	28 102	3 905	4 178	82 737	94 353
	Educators	4 126	1 644	355	1 373	602	492	282	317	5 365	3 826
	Institutions	302	278	270	405	3	3	19	20	594	706
Northern Cape	Learners	5 788	5 967	7 101	6 037	7 288	10 067	1 590	1 625	21 767	23 696
	Educators	353	342	132	225	92	175	157	139	734	881
	Institutions	120	113	115	77	2	2	10	10	247	202
North West	Learners	24 352	23 245	5 066	6 534	33 400	31 941	5 872	5 709	68 690	67 429
	Educators	1 372	1 281	170	303	430	440	416	426	2 388	2 450
	Institutions	252	242	83	106	3	3	35	33	373	384
Western Cape	Learners	35 281	38 905	20 980	22 472	54 645	50 510	17 135	17 403	128 041	129 290
	Educators	1 645	1 090	984	1 312	709	882	1 662	1 667	5 000	4 951
	Institutions	313	284	666	265	6	6	80	81	1 065	636
South Africa	Learners	290 618	297 900	276 642	237 471	418 053	420 475	96 535	100 717	1 081 848	1 056 563
	Educators	19 454	15 657	7 910	10 046	5 753	6 255	8 057	8 618	41 174	40 576
	Institutions	2 482	2 395	5 788	3 312	45	49	413	418	8 728	6 174
	LER	14.9	19.0	35.0	23.6	72.7	67.2	12.0	11.7	26.3	26.0
	LSR	117.1	124.4	47.8	71.7	9 290.1	8 581.1	233.7	240.9	124.0	171.1
ESR	7.8	6.5	1.4	3.0	127.8	127.7	19.5	20.6	4.7	6.6	

**Sources:**

**2008:** As published in *Education Statistics in South Africa*.

**2009:** Annual Surveys.

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

Table 15 reflects learners and educators in public ABET centres, ECD sites, public FET colleges and special schools (catering for SNE learners), and the numbers of these institutions, in 2008 and 2009. As can be expected, in some cases, the figures were higher in 2009 than in 2008, while, in other cases, the opposite is true.

Table 15 also shows the national LER, LSR and ESR for the various education sectors.



## 5. PUBLIC HIGHER EDUCATION INSTITUTIONS

### 5.1 Headcount enrolments

**Table 16: Overview of South African public higher education institutions in 2009**

Institution	Headcount Student Enrolments			Black Students as Proportion of Headcount Totals (%)		Female Students as Proportion of Headcount Totals (%)		Proportion of Contact and Distance Headcount Enrolments in Major Fields of Study (%)		
	Contact	Distance	Total	Contact	Distance	Contact	Distance	SET	Business	Humanities
Cape Peninsula University of Technology	30 883	75	30 958	84	36	53	53	50	29	21
University of Cape Town	23 787	0	23 787	54	n.a.	50	n.a.	41	22	36
Central University of Technology, Free State	11 944	261	12 205	87	96	48	71	48	28	24
Durban University of Technology	24 026	0	24 026	95	n.a.	50	n.a.	49	34	17
University of Fort Hare	10 016	0	10 016	96	n.a.	55	n.a.	27	16	58
University of the Free State	23 656	3 585	27 241	65	68	57	62	30	13	57
University of Johannesburg	49 315	0	49 315	81	n.a.	55	n.a.	32	38	30
University of KwaZulu-Natal	32 113	6 751	38 864	88	97	56	73	36	17	47
University of Limpopo	16 299	0	16 299	99	n.a.	53	n.a.	47	11	42
Nelson Mandela Metropolitan University	22 107	3 390	25 497	73	99	52	67	32	26	42
North West University	26 853	23 736	50 589	47	83	59	74	19	10	71
University of Pretoria	41 620	14 114	55 734	43	99	54	72	35	13	52
Rhodes University	7 012	0	7 012	57	n.a.	59	n.a.	24	15	61
University of South Africa	775	262 784	263 559	80	79	82	60	11	41	48
University of Stellenbosch	25 693	0	25 693	32	n.a.	52	n.a.	43	20	37
Tshwane University of Technology	51 133	1 555	52 688	91	97	53	46	39	33	28
University of Venda	11 125	0	11 125	100	n.a.	53	n.a.	37	17	46
Vaal University of Technology	19 407	0	19 407	96	n.a.	47	n.a.	53	40	7
Walter Sisulu University	25 275	81	25 356	100	100	56	49	26	26	48
University of Western Cape	16 186	17	16 203	93	65	61	24	31	16	53
University of Witwatersrand	29 234	0	29 234	73	n.a.	53	n.a.	45	16	39
University of Zululand	13 291	0	13 291	100	n.a.	66	n.a.	13	7	80
Mangosuthu University of Technology	9 680	0	9 680	100	n.a.	52	n.a.	58	32	10
<b>Totals / Averages</b>	<b>521 430</b>	<b>316 349</b>	<b>837 779</b>	<b>77</b>	<b>81</b>	<b>54</b>	<b>62</b>	<b>28</b>	<b>28</b>	<b>43</b>

**Source:** 2009 HEMIS database, August 2010.

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

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

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

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

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

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

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

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

**Note 9:** n.a. = not applicable.

In 2009, as shown in Table 16, 837 779 students were enrolled in public higher education (HE) institutions. Of these, 316 349 were enrolled in distance education programmes. As calculated using the figures of Table 18, 78.6% of students enrolled were Black (Black African, Coloured and Indian/Asian), while 57.1% were female. Furthermore, as can be seen in Figure 15, the majority of students (43.5%) were enrolled in humanities-related programmes – that is, education, and humanities and social sciences – as compared to 28.3% and 28.2% for programmes in science, engineering and technology (SET) and business-related programmes (business and management), respectively.

**Table 17: Headcount enrolments in public higher education institutions, by major field of study and formal qualification, in 2009**

Institution	Major Field of Study					Formal Qualifications						
	Sciences, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total	Occasional Students	Undergraduate Certificates and Diplomas	Undergraduate Degrees	Postgraduate, Below Master's Level	Master's Degrees	Doctoral Degrees	Total
Cape Peninsula University of Technology	15 492	9 073	3 544	2 849	30 958	102	21 269	7 768	939	753	127	30 958
University of Cape Town	9 760	5 299	940	7 644	23 643	1 187	827	14 906	2 506	3 303	1 058	23 787
Central University of Technology, Free State	5 837	3 423	1 060	1 885	12 205	0	8 573	3 091	292	197	52	12 205
Durban University of Technology	11 852	8 150	774	3 250	24 026	0	19 013	4 647	0	300	66	24 026
University of Fort Hare	2 684	1 561	768	5 004	10 017	33	515	7 935	698	608	227	10 016
University of the Free State	8 191	3 575	5 433	10 042	27 241	2 621	2 833	14 275	4 674	2 247	591	27 241
University of Johannesburg	15 553	18 845	4 565	10 353	49 316	115	19 456	23 280	4 117	1 788	559	49 315
University of KwaZulu-Natal	13 999	6 470	6 569	11 826	38 864	2 316	4 533	23 771	3 146	3 957	1 141	38 864
University of Limpopo	7 678	1 750	925	5 946	16 299	3	543	12 794	1 162	1 659	138	16 299
Nelson Mandela Metropolitan University	8 256	6 511	5 172	5 559	25 498	514	11 806	9 709	1 608	1 468	392	25 497
North West University	9 644	4 837	25 090	11 019	50 590	169	18 090	19 722	9 225	2 591	792	50 589
University of Pretoria	19 651	7 380	17 968	10 736	55 735	453	7 496	28 713	11 951	5 678	1 443	55 734
Rhodes University	1 697	1 070	648	3 598	7 013	37	261	5 057	658	728	271	7 012
University of South Africa	28 536	108 288	43 167	83 568	263 559	14 185	75 671	144 676	23 562	4 711	754	263 559
University of Stellenbosch	11 095	5 034	1 403	8 161	25 693	869	0	15 402	3 731	4 698	993	25 693
Tshwane University of Technology	20 637	17 553	3 106	11 393	52 689	188	41 264	9 945	160	962	169	52 688
University of Venda	4 124	1 892	1 049	4 061	11 126	374	431	9 351	471	410	88	11 125
Vaal University of Technology	10 367	7 710	147	1 183	19 407	184	16 891	2 129	30	150	23	19 407
Walter Sisulu University	6 598	6 618	5 366	6 773	25 355	832	15 275	8 256	663	309	21	25 356
University of Western Cape	5 044	2 524	1 074	7 562	16 204	0	964	11 907	1 490	1 419	423	16 203
University of Witwatersrand	13 100	4 626	3 427	8 081	29 234	340	1 706	18 223	2 503	5 417	1 045	29 234
University of Zululand	1 689	938	5 276	5 389	13 292	91	2 473	9 292	909	370	156	13 291
Mangosuthu University of Technology	5 578	3 127	0	975	9 680	0	9 476	204	0	0	0	9 680
<b>Totals</b>	<b>237 062</b>	<b>236 254</b>	<b>137 471</b>	<b>226 857</b>	<b>837 644</b>	<b>24 613</b>	<b>279 366</b>	<b>405 053</b>	<b>74 495</b>	<b>43 723</b>	<b>10 529</b>	<b>837 779</b>

**Source:** 2009 HEMIS database, August 2010.

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

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

**Note 3:** The category "Undergraduate Certificates & Diplomas" includes national certificates and diplomas.

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

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

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

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

**Figure 15: Percentage distribution of headcount enrolments in public higher education institutions, by major field of study, in 2009**

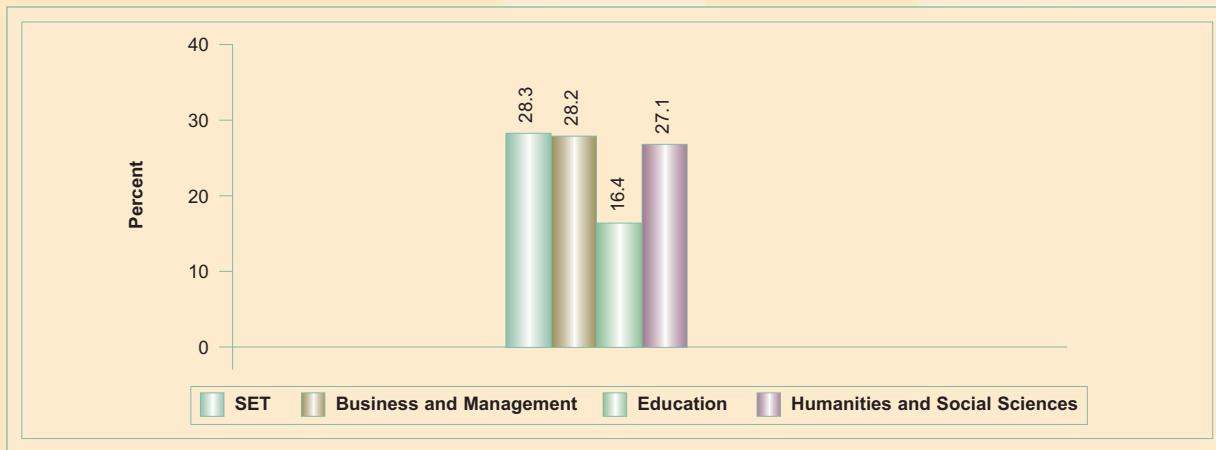


Figure 15 (see also Table 17) shows that, in 2009, 43.5% of students (364 328) at public higher education institutions were enrolled for programmes of study in either teacher education or the broad humanities and social sciences, 28.3% of students (237 062) were enrolled for programmes in SET and 28.2% of students (236 254) were enrolled for programmes in business and management.

**Figure 16: Percentage distribution of headcount enrolments in public higher education institutions, by qualification type, in 2009**

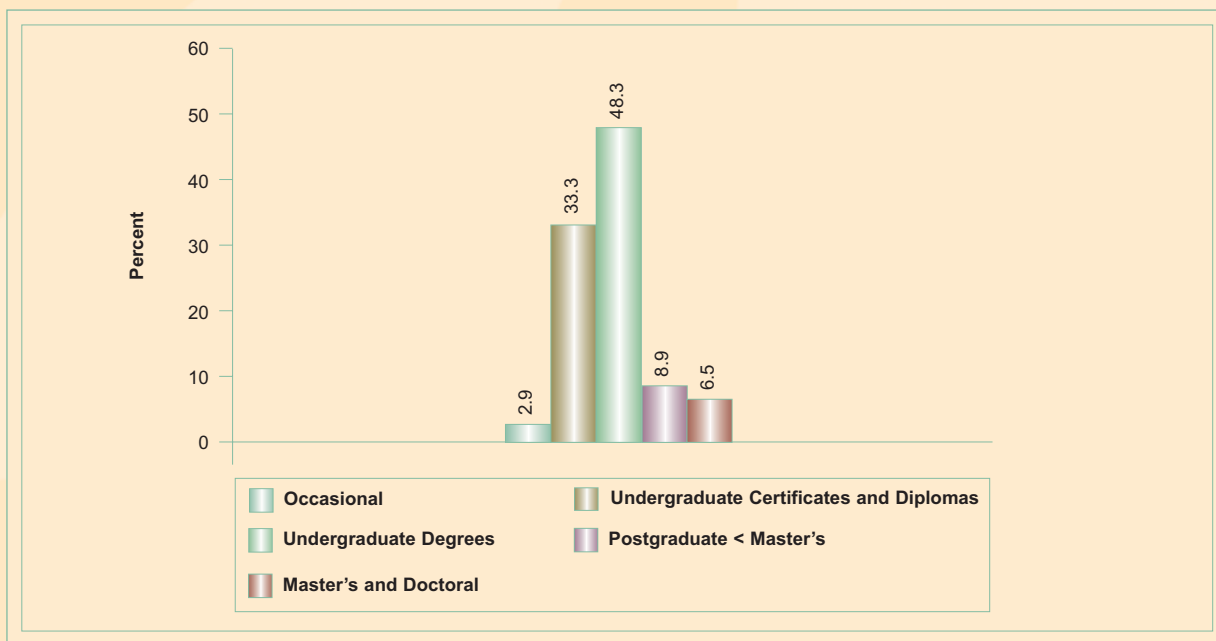


Figure 16 (see also Table 17) shows that the public higher education sector remained primarily an undergraduate sector. In 2009, 84.6% of all students (709 032) were enrolled for undergraduate qualifications, including occasional courses.



**Table 18: Headcount enrolments of contact and distance mode students in public higher education institutions, by population group and gender, in 2009**

Institution	Contact							Distance						
	Black African	Coloured	Indian/Asian	White	Total	Female	Male	Black African	Coloured	Indian/Asian	White	Total	Female	Male
Cape Peninsula University of Technology	15 106	10 361	383	5 033	30 883	16 500	14 383	12	12	3	48	75	40	35
University of Cape Town	7 234	3 750	1 896	9 484	23 764	11 970	11 794	0	0	0	0	0	0	0
Central University of Technology, Free State	9 951	387	39	1 567	11 944	5 687	6 257	178	70	2	11	261	186	75
Durban University of Technology	18 194	380	4 235	1 139	24 026	12 030	11 996	0	0	0	0	0	0	0
University of Fort Hare	9 348	206	61	401	10 016	5 483	4 533	0	0	0	0	0	0	0
University of the Free State	14 050	1 046	347	8 213	23 656	13 595	10 061	1 790	490	146	1 159	3 585	2 214	1 371
University of Johannesburg	35 924	1 556	2 377	9 458	49 315	27 013	22 302	0	0	0	0	0	0	0
University of KwaZulu-Natal	16 818	849	10 619	3 731	32 113	17 901	14 212	5 964	146	456	180	6 751	4 937	1 814
University of Limpopo	15 940	27	141	191	16 299	8 662	7 637	0	0	0	0	0	0	0
Nelson Mandela Metropolitan University	12 273	3 384	525	5 925	22 107	11 585	10 522	3 173	83	106	28	3 390	2 275	1 115
North West University	11 540	767	346	14 198	26 853	15 881	10 972	18 555	1 154	62	3 962	23 736	17 512	6 224
University of Pretoria	15 406	886	1 782	23 546	41 620	22 497	19 123	13 910	79	53	72	14 114	10 142	3 972
Rhodes University	3 489	241	299	2 983	7 012	4 116	2 896	0	0	0	0	0	0	0
University of South Africa	122	500	0	153	775	638	137	168 492	14 838	23 418	55 964	262 784	158 061	104 723
University of Stellenbosch	3 362	4 245	511	17 575	25 693	13 287	12 406	0	0	0	0	0	0	0
Tshwane University of Technology	45 749	495	265	4 624	51 133	26 955	24 178	1 294	178	43	40	1 555	719	836
University of Venda	11 118	1	1	5	11 125	5 934	5 191	0	0	0	0	0	0	0
Vaal University of Technology	18 247	292	119	749	19 407	9 054	10 353	0	0	0	0	0	0	0
Walter Sisulu University	25 015	49	109	73	25 275	14 134	11 141	80	1	0	0	81	40	41
University of Western Cape	6 380	7 647	1 084	663	16 185	9 797	6 388	2	0	9	3	17	4	13
University of Witwatersrand	16 185	962	4 078	8 001	29 234	15 562	13 672	0	0	0	0	0	0	0
University of Zululand	13 120	13	106	52	13 291	8 721	4 570	0	0	0	0	0	0	0
Mangosuthu University of Technology	9 665	6	8	1	9 680	5 043	4 637	0	0	0	0	0	0	0
<b>Totals</b>	<b>334 236</b>	<b>38 050</b>	<b>29 331</b>	<b>117 765</b>	<b>521 406</b>	<b>282 045</b>	<b>239 361</b>	<b>213 450</b>	<b>17 051</b>	<b>24 298</b>	<b>61 467</b>	<b>316 349</b>	<b>196 130</b>	<b>120 219</b>
	64%	7%	6%	23%	100%	54%	46%	67%	5%	8%	19%	100%	62%	38%

**Source:** 2009 HEMIS database, August 2010.

**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. Seeing that students coded as "race unknown" are not included in the table, Black African + Coloured + Indian/Asian + White may, therefore, not = the total columns.

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

**Figure 17: Percentage distribution of headcount enrolments in public higher education institutions, by contact and distance mode and population group, in 2009**

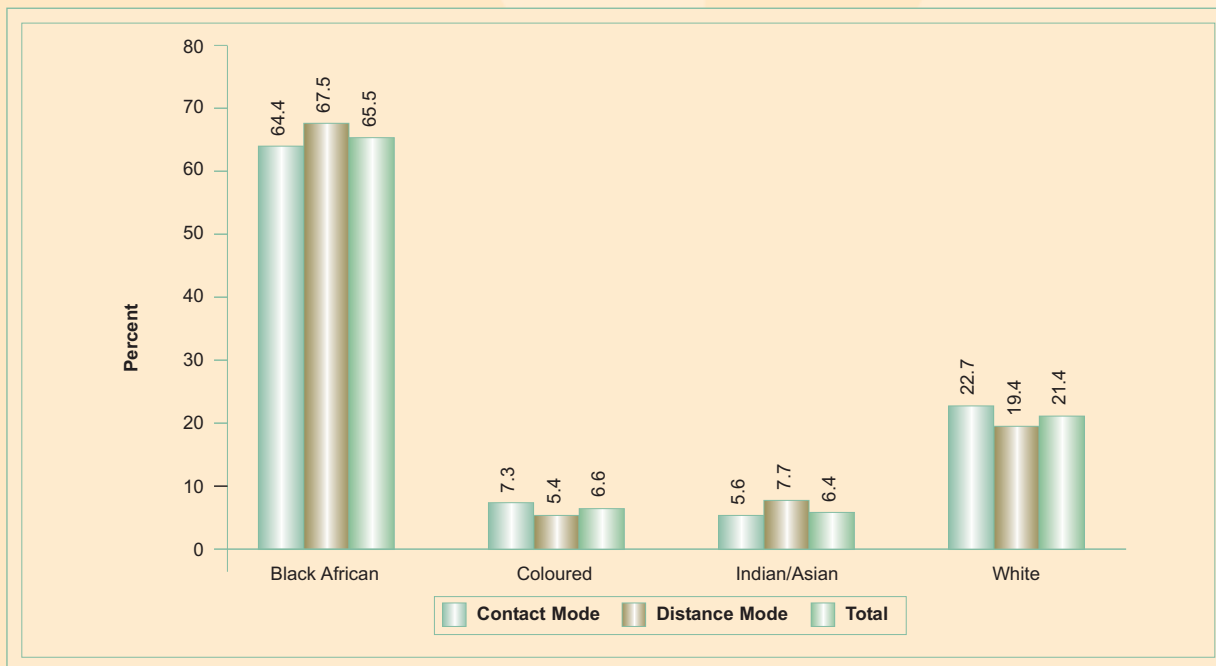


Figure 17 (see also Table 18) shows that, in 2009, 65.5% of all students (547 686) in the public HE system were Black African, 21.4% (179 232) were White, 6.6% (55 101) were Coloured and 6.4% (53 629) were Indian/Asian. In 2009, Black African students had an overall share of 64.4% (334 236) of contact programme enrolments and 67.5% (213 450) of distance programme enrolments.

**Figure 18: Percentage distribution of headcount enrolments in public higher education institutions, by contact and distance mode and gender, in 2009**

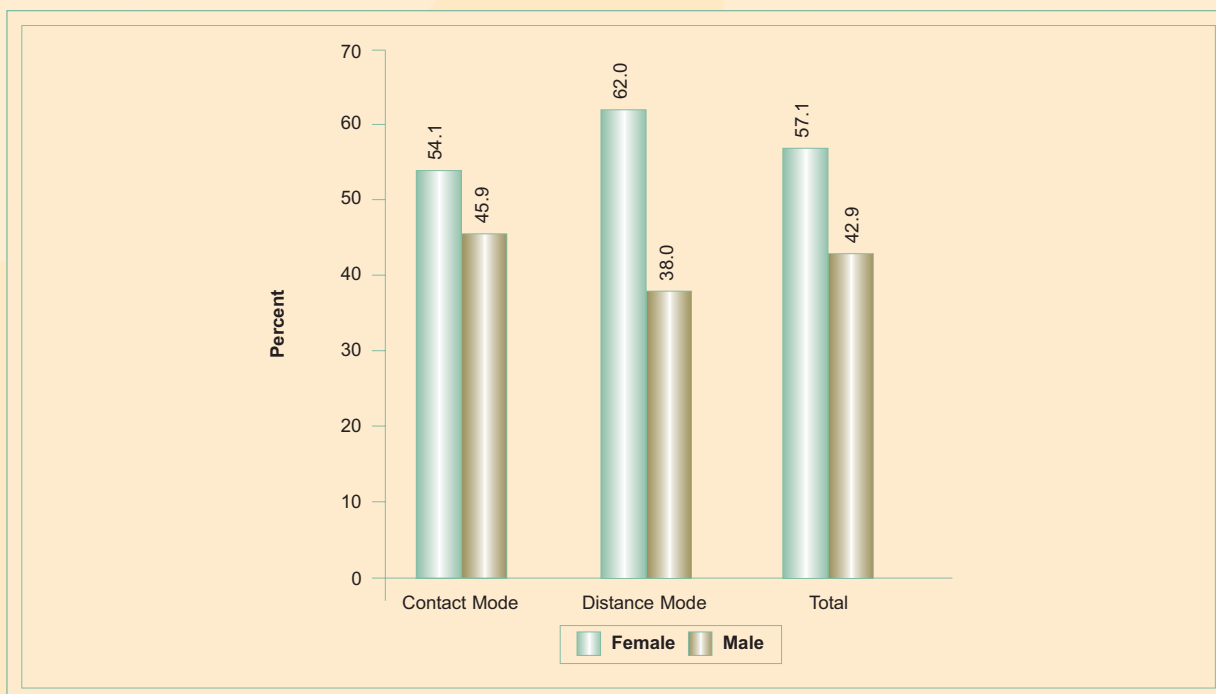


Figure 18 (see also Table 18) shows that, in 2009, female students were in the majority in both contact programmes (54.1% or 282 045) and distance programmes (62.0% or 196 130). Overall, 57.1% of the students (478 175) in the system were female.

## 5.2 Headcount and graduation rates of graduates and diplomates

**Table 19: Graduates and diplomates in public higher education institutions, by major field of study and formal qualification, in 2009**

Institution	Major Field of Study					Formal Qualification					
	Sciences, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total	Undergraduate Certificates and Diplomas	Undergraduate Degrees	Postgraduate Below Master's Level	Master's Degrees	Doctoral Degrees	Total
Cape Peninsula University of Technology	3 369	2 609	931	802	7 711	4 757	2 387	453	102	12	7 711
University of Cape Town	2 081	1 578	412	1 805	5 876	315	2 811	1 704	867	178	5 875
Central University of Technology, Free State	929	729	332	381	2 370	1 368	789	178	31	4	2 370
Durban University of Technology	2 347	2 342	108	858	5 655	4 037	1 545	0	68	5	5 655
University of Fort Hare	518	231	262	1 083	2 093	156	1 317	433	153	34	2 093
University of the Free State	1 667	637	1 294	1 782	5 379	718	2 170	1 900	513	78	5 379
University of Johannesburg	3 320	3 401	1 616	2 030	10 367	3 785	4 266	1 926	320	70	10 367
University of KwaZulu-Natal	2 215	1 260	2 090	2 544	8 110	1 690	4 221	1 350	690	159	8 110
University of Limpopo	1 357	415	186	1 159	3 116	119	2 198	588	199	17	3 121
Nelson Mandela Metropolitan University	1 503	1 157	1 296	994	4 950	2 014	1 912	733	252	39	4 950
North West University	2 514	1 319	6 883	2 728	13 445	5 990	3 902	2 771	659	123	13 445
University of Pretoria	3 924	2 001	4 568	2 429	12 922	2 597	5 272	3 703	1 154	196	12 922
Rhodes University	423	214	254	1 004	1 894	152	1 029	521	160	32	1 894
University of South Africa	1 352	5 415	10 783	5 124	22 675	9 764	7 739	4 728	373	71	22 675
University of Stellenbosch	2 659	1 652	502	1 954	6 766	0	3 085	2 483	1 059	139	6 766
Tshwane University of Technology	3 664	3 603	947	2 224	10 437	7 398	2 737	77	200	25	10 437
University of Venda	800	431	136	768	2 135	116	1 831	162	22	4	2 135
Vaal University of Technology	1 385	1 559	90	165	3 199	2 470	699	12	16	2	3 199
Walter Sisulu University	710	963	1 020	843	3 535	2 017	1 251	257	14	0	3 539
University of Western Cape	1 199	476	431	1 250	3 355	466	1 761	788	293	47	3 355
University of Witwatersrand	2 273	1 041	524	1 672	5 510	212	2 840	1 442	926	124	5 544
University of Zululand	277	183	870	755	2 085	280	1 361	382	41	21	2 085
Mangosuthu University of Technology	490	571	0	164	1 225	1 159	66	0	0	0	1 225
<b>Totals</b>	<b>40 973</b>	<b>33 788</b>	<b>35 532</b>	<b>34 517</b>	<b>144 810</b>	<b>51 580</b>	<b>57 189</b>	<b>26 591</b>	<b>8 112</b>	<b>1 380</b>	<b>144 852</b>

**Source:** 2009 HEMIS database, August 2010.

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

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

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

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





Table 20: Summaries of key graduation rates in public higher education institutions in 2009

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

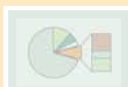
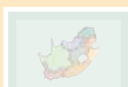
**Source:** 2009 HEMIS database, August 2010.

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

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

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

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



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**Figure 19: Headcount totals of graduates and diplomates in public higher education institutions, by qualification type, in 2009**

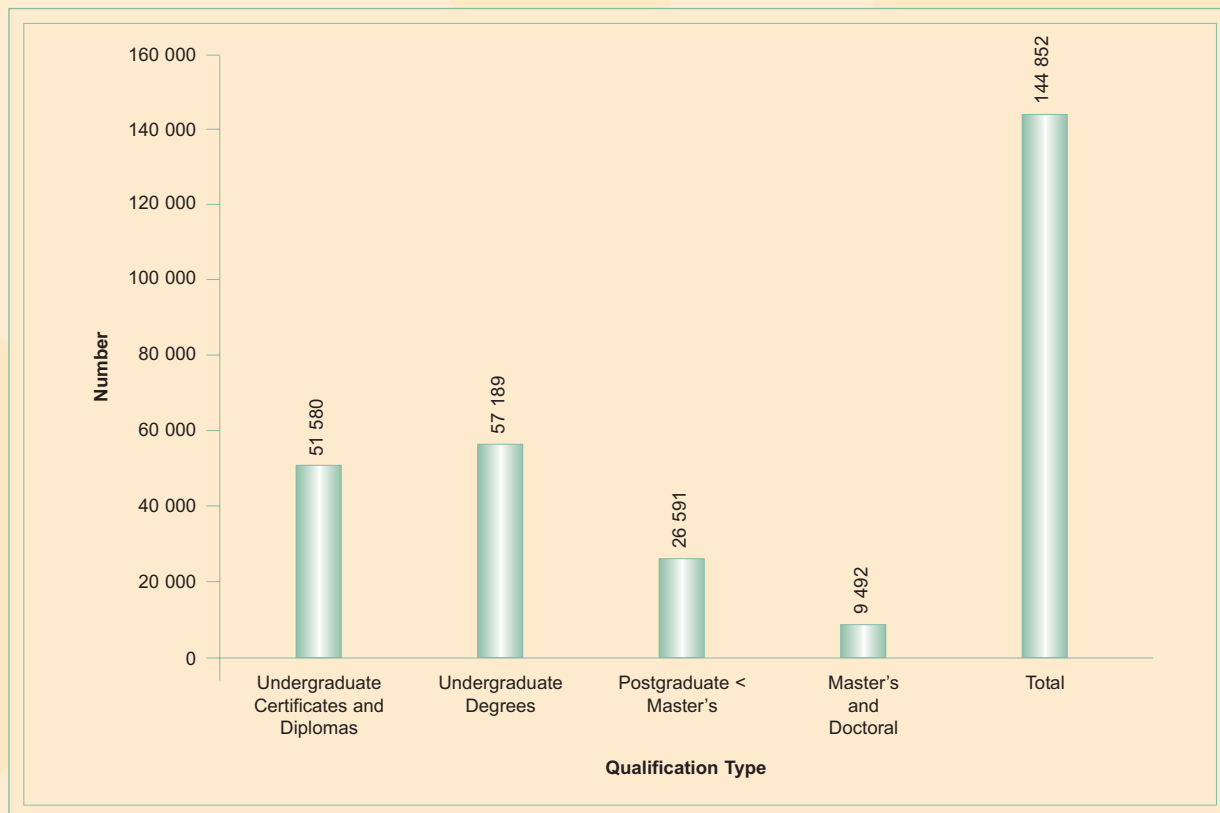


Figure 19 (see also Table 19) gives details of the total numbers of graduates and diplomates produced by public HE institutions in 2009. In that year, the system produced 144 852 graduates and diplomates. Of the 144 852 students who completed qualifications in 2009, 75.1% (108 769) obtained undergraduate degrees or diplomas. There were only 9 492 (6.6%) master's and doctoral graduates in 2009.

## 5.3 Full-time equivalent enrolments and undergraduate success rates

**Table 21: Full-time equivalent enrolments of contact and distance mode students in public higher education institutions in 2009**

Institution	Contact					Distance				
	Sciences, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total	Sciences, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total
Cape Peninsula University of Technology	10 587	5 368	2 166	4 539	22 660	30	0	0	0	30
University of Cape Town	7 757	3 116	901	7 080	18 854	0	0	0	0	0
Central University of Technology, Free State	4 471	2 252	775	2 008	9 507	8	71	0	111	190
Durban University of Technology	7 723	5 223	292	4 097	17 335	0	0	0	0	0
University of Fort Hare	1 994	1 496	921	4 399	8 810	0	0	0	0	0
University of the Free State	6 274	2 715	1 704	7 762	18 455	91	75	571	1 145	1 882
University of Johannesburg	11 217	13 022	2 652	11 186	38 078	0	0	0	0	0
University of KwaZulu-Natal	9 786	3 741	2 140	9 624	25 291	1 143	1 031	1 341	7	3 522
University of Limpopo	6 186	1 161	1 146	5 230	13 723	0	0	0	0	0
Nelson Mandela Metropolitan University	5 777	4 285	1 041	5 495	16 597	30	9	1 620	0	1 659
North West University	6 097	3 795	3 190	8 858	21 939	910	73	9 280	848	11 111
University of Pretoria	4 330	1 160	894	5 664	12 049	4	0	0	0	4
Rhodes University	1 562	708	341	3 270	5 881	0	0	0	0	0
University of South Africa	0	0	0	508	508	15 845	43 846	22 193	53 716	135 600
University of Stellenbosch	8 596	4 281	1 249	6 542	20 668	0	0	0	0	0
Tshwane University of Technology	15 228	10 599	1 294	11 969	39 089	1	5	42	1 052	1 101
University of Venda	3 011	1 128	838	4 916	9 893	0	0	0	0	0
Vaal University of Technology	7 079	4 684	91	2 697	14 551	0	0	0	0	0
Walter Sisulu University	5 278	5 161	4 345	6 515	21 299	5	0	57	0	61
University of Western Cape	4 330	1 160	894	5 664	12 049	4	0	0	0	4
University of Witwatersrand	9 679	2 902	1 763	6 935	21 278	0	0	0	0	0
University of Zululand	1 507	830	4 528	5 078	11 943	0	0	0	0	0
Mangosuthu University of Technology	3 925	1 798	0	1 596	7 319	0	0	0	0	0
<b>Totals</b>	<b>142 395</b>	<b>80 586</b>	<b>33 165</b>	<b>131 632</b>	<b>387 778</b>	<b>18 070</b>	<b>45 110</b>	<b>35 104</b>	<b>56 880</b>	<b>155 164</b>
	37%	21%	9%	34%	100%	12%	29%	23%	37%	100%

**Source:** 2009 HEMIS database, August 2010.

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

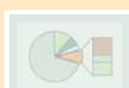
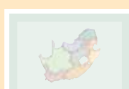
**Note 2:** FTE contact students are those who are registered mainly for courses offered in contact mode.

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

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

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

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



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**Table 22: Undergraduate success rates of contact and distance mode students in public higher education institutions, by population group, in 2009**

Institution	Contact (%)					Distance (%)				
	Black African	Coloured	Indian/Asian	White	Average	Black African	Coloured	Indian/Asian	White	Average
Cape Peninsula University of Technology	74	81	81	88	79	51	64	33	90	78
University of Cape Town	76	83	84	91	84	n.a.	n.a.	n.a.	n.a.	n.a.
Central University of Technology, Free State	72	70	83	78	73	73	76	100	79	74
Durban University of Technology	76	77	76	80	76	n.a.	n.a.	n.a.	n.a.	n.a.
University of Fort Hare	78	79	67	87	79	n.a.	n.a.	n.a.	n.a.	n.a.
University of the Free State	65	70	69	82	72	63	81	73	75	69
University of Johannesburg	73	72	76	83	75	n.a.	n.a.	n.a.	n.a.	n.a.
University of KwaZulu-Natal	77	81	82	91	80	73	58	89	87	74
University of Limpopo	80	85	93	94	80	n.a.	n.a.	n.a.	n.a.	n.a.
Nelson Mandela Metropolitan University	69	74	79	85	74	71	83	99	59	71
North West University	81	75	82	86	84	83	87	92	85	83
University of Pretoria	72	75	78	84	80	78	85	93	92	78
Rhodes University	78	79	87	88	83	n.a.	n.a.	n.a.	n.a.	n.a.
University of South Africa	98	82	n.a.	87	85	58	61	62	69	61
University of Stellenbosch	72	77	84	86	84	n.a.	n.a.	n.a.	n.a.	n.a.
Tshwane University of Technology	70	68	70	82	71	59	63	68	72	60
University of Venda	79	100	41	91	79	n.a.	n.a.	n.a.	n.a.	n.a.
Vaal University of Technology	74	70	65	70	73	n.a.	n.a.	n.a.	n.a.	n.a.
Walter Sisulu University	72	70	95	78	72	54	100	n.a.	n.a.	55
University of Western Cape	77	78	87	89	79	n.a.	n.a.	n.a.	n.a.	n.a.
University of Witwatersrand	72	76	79	89	77	n.a.	n.a.	n.a.	n.a.	n.a.
University of Zululand	77	65	69	67	77	n.a.	n.a.	n.a.	n.a.	n.a.
Mangosuthu University of Technology	78	87	70	100	78	n.a.	n.a.	n.a.	n.a.	n.a.
<b>Averages</b>	<b>74</b>	<b>78</b>	<b>80</b>	<b>85</b>	<b>77</b>	<b>61</b>	<b>63</b>	<b>63</b>	<b>70</b>	<b>63</b>

**Source:** 2009 HEMIS database, August 2010.

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

**Note 2:** Success rates are determined as follows:

(a) A calculation is made of full-time equivalent (FTE) enrolled student totals for each category of courses.

(b) A further FTE calculation, using the same credit values, is made for each category of courses for those students who passed the courses.

(c) FTE passes are then divided by FTE enrolments.

The success rates shown are, therefore, weighted averages for contact and distance courses for each population group.

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

**Note 4:** n.a. = not applicable.

**Figure 20: Full-time equivalent student enrolments in public higher education institutions, by contact and distance mode, in 2009**

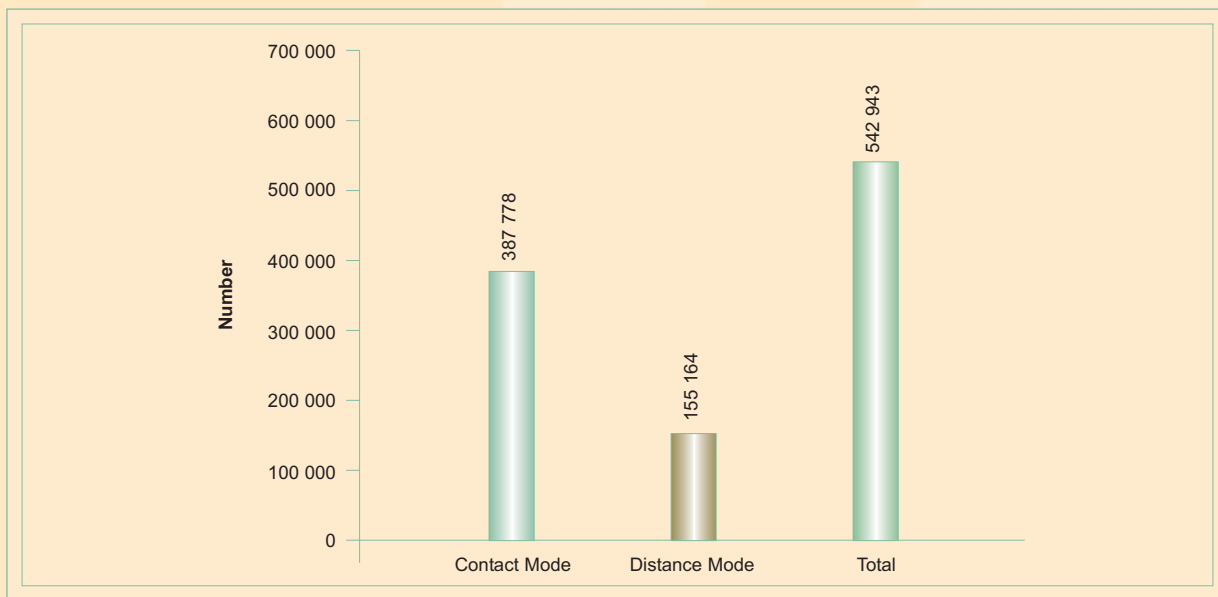


Figure 20 (see also Table 21) shows that the full-time equivalent (FTE) student enrolment at public HE institutions was 542 943 in 2009. The ratios with regard to distance and contact mode differed markedly between FTE and headcount totals. The contact FTE total of 387 778 was 74.4% of the corresponding headcount total, which implies that most contact students were studying full-time in that year. The ratio for distance students was 49.0%, which implies that, in 2009, distance students were, on average, following half of a full-time curriculum.

**Figure 21: Percentage distribution of average undergraduate success rates in public higher education institutions, by contact education programmes and population group, in 2009**



Figure 21 (see also Table 22) shows that, in 2009, the average success rate of students in contact undergraduate programmes was 73.9% for Black African students, 78.1% for Coloured students, 80.0% for Indian/Asian students, and 85.4% for White students, while the overall average was 77.0%.

## 5.4 Permanent staff

**Table 23: Overview of permanent staff in public higher education institutions in 2009**

Institution	Total Permanent Staff			% of Black Staff in Total			% of Female Staff in Total		
	Instruction and Research Staff	Administrative Staff	Service Staff	Instruction and Research Staff	Administrative Staff	Service Staff	Instruction and Research Staff	Administrative Staff	Service Staff
Cape Peninsula University of Technology	715	854	149	54	81	99	40	61	26
University of Cape Town	965	2 194	102	27	67	97	40	66	52
Central University of Technology, Free State	247	279	138	39	52	91	38	58	54
Durban University of Technology	561	680	96	68	89	99	45	53	25
University of Fort Hare	347	622	37	69	86	100	37	59	14
University of the Free State	779	943	336	20	31	98	46	67	53
University of Johannesburg	856	1 268	445	31	55	92	45	62	23
University of KwaZulu-Natal	1 452	3 283	326	56	86	99	47	69	26
University of Limpopo	746	649	328	78	80	100	41	59	44
Nelson Mandela Metropolitan University	569	925	97	22	53	93	45	63	32
North West University	996	1 494	363	28	29	95	43	66	48
University of Pretoria	1 635	1 446	481	22	37	90	48	70	33
Rhodes University	322	591	414	19	50	99	36	62	47
University of South Africa	1 391	2 718	176	41	63	96	51	59	25
University of Stellenbosch	873	1 515	280	17	40	100	39	62	35
Tshwane University of Technology	797	1 179	365	47	63	98	39	54	50
University of Venda	302	301	187	91	99	100	32	52	56
Vaal University of Technology	309	406	242	53	68	98	42	61	57
Walter Sisulu University	576	705	98	86	95	100	42	57	52
University of Western Cape	524	741	59	62	94	100	48	56	34
University of Witwatersrand	979	1 457	321	30	68	100	47	68	28
University of Zululand	246	338	191	76	91	100	39	48	42
Mangosuthu University of Technology	133	178	111	85	94	100	29	49	50
<b>Totals</b>	<b>16 320</b>	<b>24 766</b>	<b>5 342</b>	<b>42</b>	<b>65</b>	<b>97</b>	<b>44</b>	<b>63</b>	<b>40</b>

**Source:** 2009 HEMIS database, August 2010.

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

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

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

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

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

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



**Figure 22: Percentage distribution of Black and female staff in public higher education institutions, as a percentage of total permanent staff, in 2009**

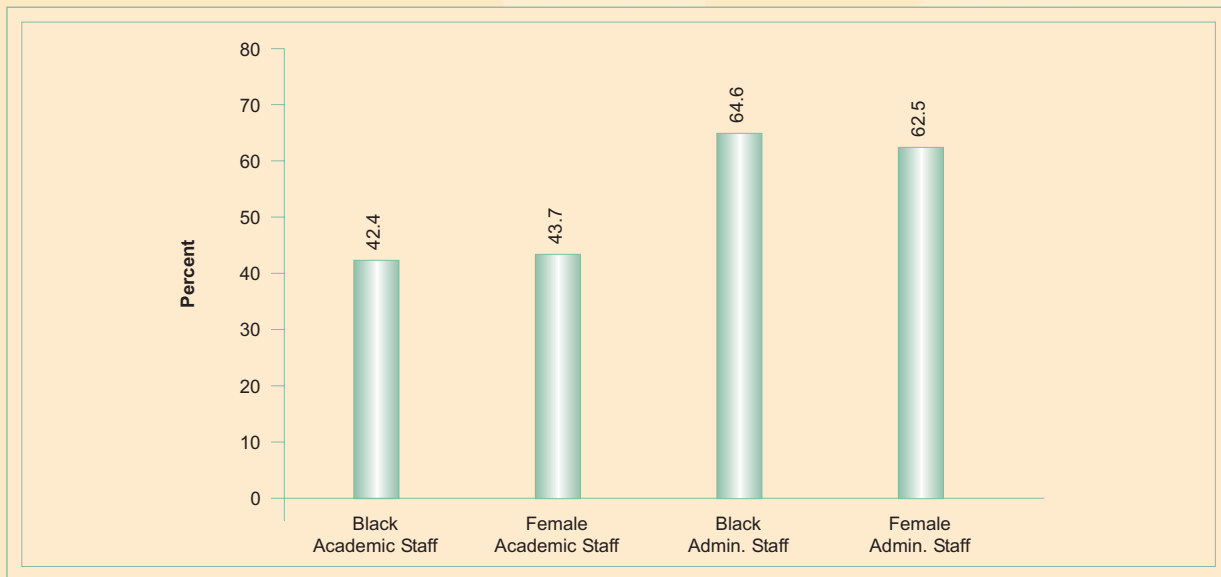


Figure 22 (see also Table 23) shows that, in 2009, Black staff (Black African, Coloured and Indian/Asian) had a 42.4% (6 914) share of permanently appointed academic (instruction and research) staff posts, while female staff had a 43.7% (7 127) share of permanently appointed academic staff posts.



## 6. EXPLANATORY NOTES

### 6.1 Introduction

The publication comprises aggregated information from all education institutions elaborated in the scope of the surveys below. The information in the publication reflects the situation during the 2009 academic year.

### 6.2 Scope of the surveys

The census frame covers the following education sectors:

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

### 6.3 Survey methodology and design

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

#### 6.3.1 Data acquisition

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

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

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

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

#### 6.3.2 Reporting and dissemination

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

- *Education Statistics in South Africa at a Glance (1999 to 2005)*;
- *Education Statistics in South Africa (2006 and 2008)*; and
- *School Realities (2005 to 2010)*.

### 6.4 Comparability with previous censuses

The 2009 census is generally comparable with the 2008 census, owing to the fact that both censuses are based on the new provincial demarcation boundaries.

### 6.5 Response rate

Approximately 99% of open ordinary schools submitted the 2009 survey forms. No imputations were done on the data.



## 6.6 Users

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

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

## 6.7 Glossary

### **ABET centre**

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

### **Classification of education subject matter (CESM)**

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

### **College**

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

### **Combined school**

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

### **Contact student**

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

### **Distance student**

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

### **District management area (DMA)**

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

### **ECD centre**

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

### **Education region/district**

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

**Educator**

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

**Educator-school ratio (ESR)**

The average number of educators per school.

**FET band**

Grades 10 to 12 offered at ordinary schools.

**FET college**

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

**Foundation phase**

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

**Full-time equivalent (FTE) student**

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

**Further education and training (FET)**

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

**Gender parity index (GPI)**

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

**General education and training (GET)**

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

**Gross enrolment ratio (GER)**

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

**Headcount student**

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

**Independent school**

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

**Indicator**

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

**Intermediate phase**

Grades 4 to 6 offered at ordinary schools.

**Intermediate school**

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

**Learner**

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

**Learner-educator ratio (LER)**

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

**Learner-school ratio (LSR)**

The average number of learners per school.

**Ordinary school**

A school that is not a special school.

**Post-matric**

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

**Primary school**

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

**Public school**

A school as defined in section 1 of the SASA.

**School**

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

**Secondary school**

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

**Senior phase**

Grades 7 to 9 offered at ordinary schools.

**Special needs education (SNE)**

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

**Special school**

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

## 7. CONTACT DETAILS

### 7.1 Provincial EMIS units

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

#### Eastern Cape Education Department

Mr Riaan Janse van Rensburg  
Head, EMIS Unit  
Education Leadership Institute, Education Department  
25 Epsom Road, Stirling, East London, 5201  
Email: [riaan.jansevanrensburg@edu.ecprov.gov.za](mailto:riaan.jansevanrensburg@edu.ecprov.gov.za)  
Tel.: 043 735 1820/1  
Fax: 043 735 1993

#### Gauteng Education Department

Ms Olivia Raphael  
Head, EMIS Unit  
PO Box 7710, Johannesburg, 2000  
Email: [olivia.raaphael@gauteng.gov.za](mailto:olivia.raaphael@gauteng.gov.za)  
Tel.: 011 355 0043  
Fax: 011 355 0670

#### Limpopo Education Department

Ms Tebatso Monnathebe  
Head, EMIS Unit  
Private Bag X9489, Polokwane, 0700  
Email: [monnathebet@edu.limpopo.gov.za](mailto:monnathebet@edu.limpopo.gov.za)  
Tel.: 015 290 7990/18/29  
Fax: 015 297 0134

#### Northern Cape Education Department

Mr Danny Mothobi  
Head, EMIS Unit  
Private Bag X5029, Kimberley, 8301  
Email: [dmothobi@ncpg.gov.za](mailto:dmothobi@ncpg.gov.za)  
Tel.: 053 839 6641  
Fax: 053 839 6580

#### Western Cape Education Department

Mr Abdurahman Noordien  
Head, EMIS Unit  
Private Bag X9114, Cape Town, 8000  
Email: [anoordie@pgwc.gov.za](mailto:anoordie@pgwc.gov.za)  
Tel.: 021 467 9255  
Fax: 021 425 7445

#### Free State Education Department

Mr Frans Kok  
Head, EMIS Unit  
Private Bag X20565, Bloemfontein, 9301  
Email: [kokf@edu.fs.gov.za](mailto:kokf@edu.fs.gov.za)  
Tel.: 051 404 8089  
Fax: 051 404 8094

#### KwaZulu-Natal Education Department

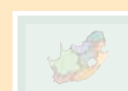
Dr Bhekisisa Mthabela  
Head, EMIS Unit  
Private Bag X9137, Pietermaritzburg, 3200  
Email: [bhekisisa.mthabela@kzndoe.gov.za](mailto:bhekisisa.mthabela@kzndoe.gov.za)  
Tel.: 033 264 1509/00/10

#### Mpumalanga Education Department

Mr Wimpie Barnard  
Head, EMIS Unit  
Private Bag X11341, Nelspruit, 1200  
Email: [w.barnard@education.mpu.gov.za](mailto:w.barnard@education.mpu.gov.za)  
Tel.: 013 766 5492/5566  
Fax: 013 766 5592/086 748 2824

#### North West Education Department

Ms Matshidiso Assegaai  
Head, EMIS Unit  
Private Bag X2044, Mmabatho, 2740  
Email: [massegaai@nwpg.gov.za](mailto:massegaai@nwpg.gov.za)  
Tel.: 018 389 8024  
Fax: 018 389 8240



## 7.2 Department of Basic Education

Information on the various sectors of the education system may be requested (preferably by email) from the following officials of the Department of Basic Education and its Education Management Information System (EMIS) Directorate, and from the Department of Higher Education and Training:

### **Director: EMIS**

Mr Siza Shongwe  
Department of Basic Education  
222 Struben Street, Pretoria  
Postal Address: Private Bag X895, Pretoria, 0001  
Tel.: 012 357 3676  
Fax: 012 323 0380  
Email: shongwe.s@dbe.gov.za

### **General Enquiries**

Ms Uriel Malapane  
Administrative Officer: EMIS  
Tel.: 012 357 3677  
Email: malapane.u@dbe.gov.za

### **Queries/Data Dissemination/Data Analysis/Publications**

Mr Christo Lombaard  
Deputy Director: EMIS  
Tel.: 012 357 3671  
Email: lombaard.c@dbe.gov.za

### **Mr Ofentse Raphuti**

Assistant Director: EMIS  
Tel.: 012 357 3666  
Email: raphuti.o@dbe.gov.za

### **Public Higher Education**

Mr Jacques Appelgryn  
Deputy Director: HEMIS  
Tel.: 012 312 5480  
Email: appelgryn.j@dhet.gov.za

### **Senior Certificate Examination Results**

Mr Rufus Poliah  
Director: Examinations and Assessment  
Tel.: 012 357 3900  
Email: poliah.r@dbe.gov.za

Data on private further education and training and private higher education institutions are not included in this publication and may be obtained from the following officials of the Department of Higher Education and Training:

### **Private Further Education and Training**

Dr Mandlenkosi Buthelezi  
Director: Private FET Colleges  
Tel.: 012 312 6017  
Email: buthelezi.m@dhet.gov.za

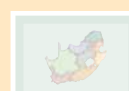
### **Private Higher Education**

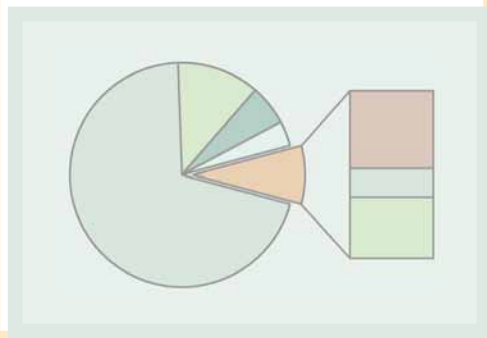
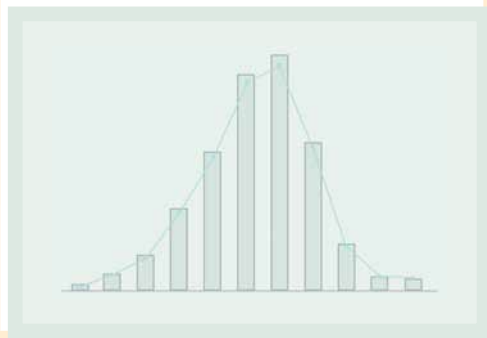
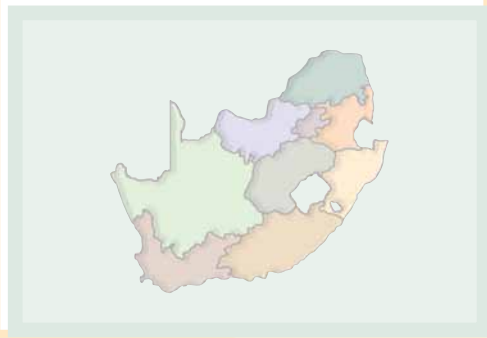
Ms Nomsa Motaung  
Director: Private Higher Education Institutions  
Tel.: 012 312 5253  
Email: motaung.n@dhet.gov.za

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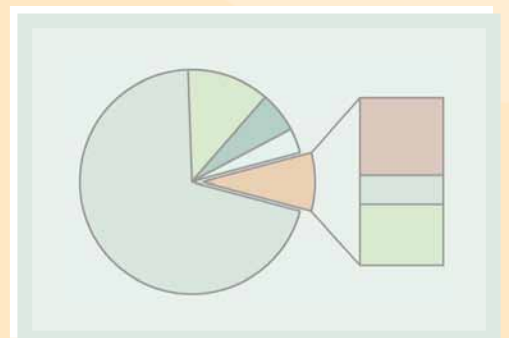
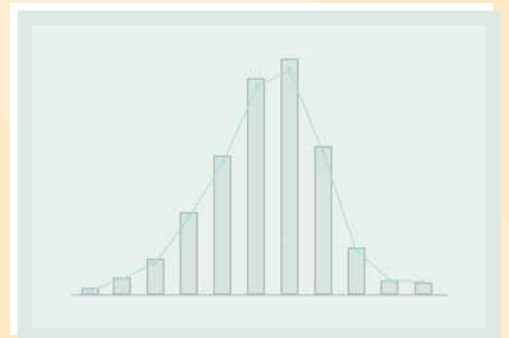
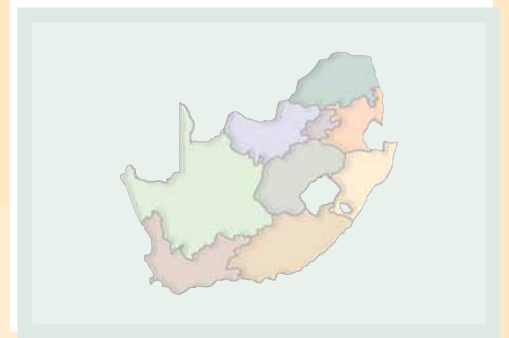
- Several directorates of the Department of Basic Education
- Department of Higher Education and Training
- The EMIS units of the provincial education departments
- Statistics South Africa



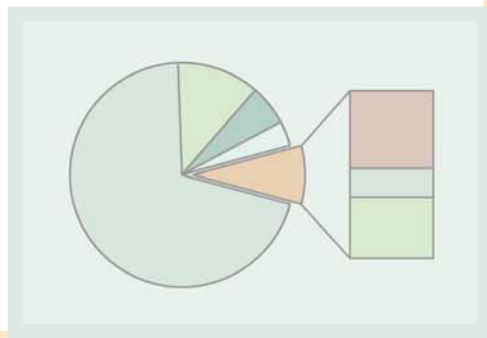
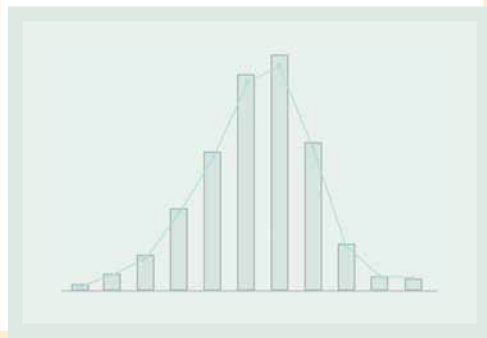
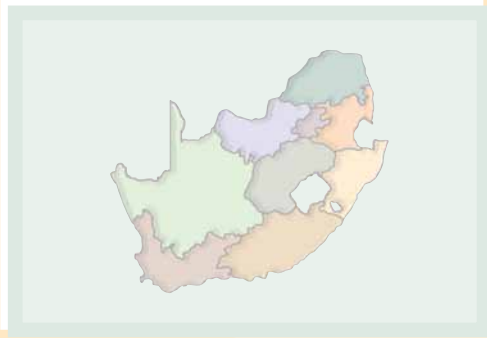


# E M I S

# E M I S







# E M I S

## Did you know?

In 2009 –

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

32 103 institutions, comprising the following, submitted their survey forms:

- 25 906 ordinary public and independent schools
- 3 312 ECD centres
- 2 395 public ABET centres
- 418 special schools
- 49 public FET colleges
- 23 public HE institutions

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

- 838 were in ordinary public schools
- 59 were in public HE institutions
- 30 were in public FET colleges
- 28 were in ordinary independent schools
- 21 were in public ABET centres
- 17 were in ECD centres
- 7 were in special schools

