



education

Department of Education
REPUBLIC OF SOUTH AFRICA



Education Statistics

in South Africa
at a Glance in

2002

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FOREWORD

It is my pleasure to release the publication *Education Statistics in South Africa at a Glance in 2002*, the fourth report on education statistics produced by the Department of Education since 1999. One of the most important priorities in education is the improvement of organisational effectiveness by improving monitoring, evaluation and accountability. The Department of Education is committed to making education statistics more accessible to the public and we will continue improving our reporting. This, we trust, will contribute towards improving the performance of the system and will give the public the opportunity to measure the progress made towards achieving the redress and transformation goals of the education system.



I am confident that this report will serve as a source of useful information for educators, learners and parents, administrators, managers, decision-makers, analysts and other important role players within and outside the education system. This report is a partial fulfillment of the Minister of Education's responsibility to monitor and evaluate the performance of the education system, as required by the National Education Policy Act, 1996 (Act No. 27 of 1996). I would like to encourage schools and other educational institutions to use this publication as a tool for improving teaching and learning and for improving their knowledge about the education system.

In order for us to do the trend analysis, we have retained the format of the previous reports, although a few tables have been replaced or revised to improve the quality of the report. For example, in the case of the ordinary school sector, it will be noticed that, instead of classifying learners according to the primary and secondary phase only, we have now also classified them according to bands – the General Education and Training Band (Grades R to 9) and the Further Education and Training Band (Grades 10 to 12). Currently, the reporting is intended to provide a snap shot of the system in 2002, and we will continue improving its quality, in terms of both coverage and relevance. For instance, when we started publishing this report in 1999, we did not include higher education and FET institution data as a separate section, but this time we have provided a fairly comprehensive overview of these levels.

The publication would not have been possible without the contribution of members of the nine provincial departments of education and all the public universities and technikons, who had the challenging task of setting up, managing and maintaining the management information systems that yielded the contents of this publication. We also remain deeply indebted to other partners in the education environment, whose ongoing feedback and recommendations will provide the basis for further development and improvement of statistical reporting on education in South Africa.

A handwritten signature in blue ink, appearing to read 'TD Mseleku', written over a horizontal line.

TD Mseleku
Director-General: Department of Education
Pretoria, South Africa

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ACRONYMS

ABET	Adult Basic Education and Training
DoE	Department of Education
EC	Eastern Cape Province
ECD	Early Childhood Development
ELSEN	Education for Learners with Special Education Needs
EMIS	Education Management Information System
FET	Further Education and Training
FS	Free State Province
FTE	Full-time Equivalent
GER	Gross Enrolment Ratio
GET	General Education and Training
GPI	Gender Parity Index
Gr. R	Grade R (Reception year/year prior to Grade 1)
GT	Gauteng Province
HBT	Historically Black Technikon
HBU	Historically Black University
HE	Higher Education
HEMIS	Higher Education Management Information System
HG	Higher Grade
HWT	Historically White Technikon
HWU	Historically White University
KZN	KwaZulu-Natal Province
L:E Ratio	Learner-to-Educator Ratio
L:S Ratio	Learner-to-School Ratio
LG	Lower Grade
LP	Limpopo Province
MP	Mpumalanga Province
NAT	National
NATED programmes	Programmes accredited by the Department of Education through NATED 191 (2001/08)
NC	Northern Cape Province
Non-NATED programmes	Programmes not accredited by the Department of Education through NATED 191 (2001/08)
NW	North West Province
SET	Science, Engineering and Technology
SG	Standard Grade
SGB	School Governing Body
WC	Western Cape Province

1. INTRODUCTION

The Department of Education (DoE) and the nine provincial departments of education have the task of collecting information on the education system as a whole in order to monitor and evaluate the performance of the system. The information is collected through the Education Management Information System (EMIS), which was set up to systematically collect and analyse data on learners, educators and resources throughout the education system, including the General Education and Training (GET), Further Education and Training (FET), Early Childhood Development (ECD), Education for Learners with Special Education Needs (ELSEN) - also referring to as learners who experience barriers to learning, Adult Basic Education and Training (ABET), and Higher Education (HE) sectors. The collection of information has, for the past nine years, been facing serious developmental challenges as new systems were introduced and capacities of provincial departments varied according to whether a province had sufficient or inadequate resources. We can now say that these systems have stabilised and that the institutional capacity has improved, although the fact that the provinces do not use uniform definitions and standards is still a challenge for the Department. The Education Information Policy, which the Minister of Education, Mrs GNM Pandor, approved in August 2004, will assist in bringing about uniform standards and improving the accuracy and quality of data.

This publication covers data primarily for the 2002 reporting year and the Department is looking at improving this to at least a one-year turnaround time. It should be noted that the Department does have 2004 school data, which is usable but not ready for publication. The sources of data used for the report are the following: for ordinary public and independent schools (hereinafter collectively referred to as ordinary schools), the *2002 Snap Survey* conducted on the 10th school day; for the public HE sector, the *2002 HEMIS¹ Database*; for the public FET sector, the *2002 Survey by the National Business Initiative*; for the ABET sector, the *2002 Annual ABET Survey*; for the ELSEN sector, the *2001 Special Schools Audit*; and for the ECD sector, the 2000 ECD Audit. Population figures are based on mid-year estimates provided by Statistics South Africa (published estimates for 2001 and 2002, and unpublished, provisional estimates for 1999 and 2000.) To obtain the percentages of SGB-paid² educators at provincial public schools, the *2002 Annual School Survey* was used.

1 HEMIS = Higher Education Management Information System.
2 SGB = School Governing Body.

2. OVERVIEW OF THE EDUCATION SYSTEM IN SOUTH AFRICA

The centre page shows that there were 33 484 established public institutions and registered independent institutions in South Africa in 2002, including 27 647 ordinary schools and 5 837 other education institutions, including ABET centres, ELSEN (special) schools and ECD sites, public FET institutions and public HE institutions (universities and technikons).

The 27 647 ordinary schools were made up of the following:

- 17 197 primary schools, with 6 378 178 learners and 179 222 educators;
- 5 752 secondary schools, with 3 514 162 learners and 113 171 educators; and
- 4 698 combined³, intermediate⁴ and middle schools, with 2 024 677 learners and 63 337 educators.

Figure 1: Percentage distribution of learners in the education system in 2002

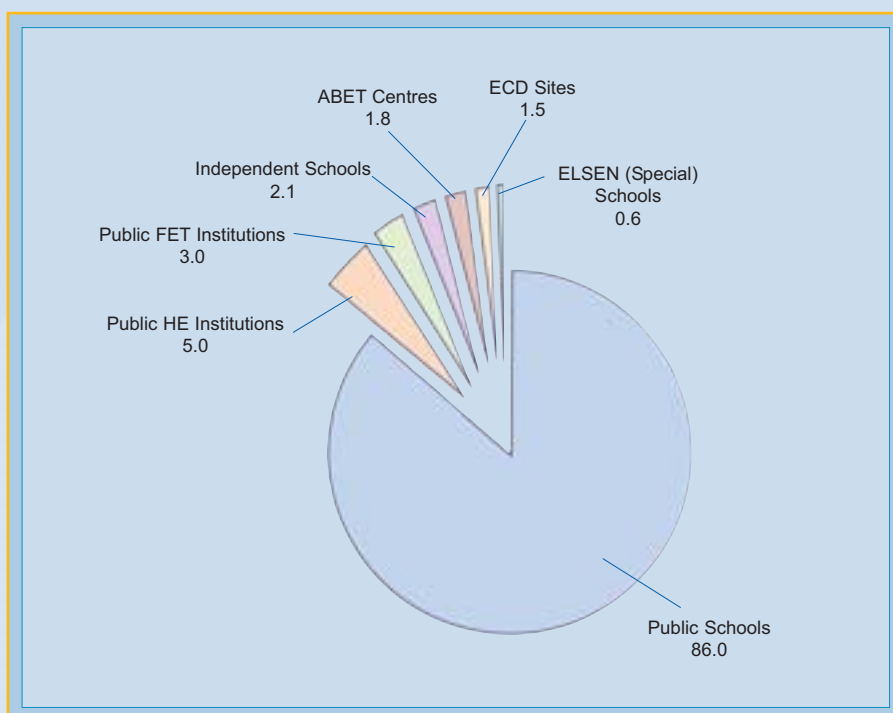


Figure 1 and the centre page show that, of the 13 531 690 learners and students in all sectors of the education system in 2002, 11 638 356 (86.0%) were in public schools and 278 661 (2.1%) were in independent schools. Of the learners in other institutions, 530 615 (3.9%) were in ABET centres, ELSEN (special) schools and ECD sites, 677 913 (5.0%) were in public HE institutions, and 406 145 (3.0%) were in public FET institutions.

There were 13 531 690 learners and students in the education system, who attended 33 484 educational institutions and were served by 413 648 educators and lecturers.

³ Combined schools usually include Grades 1 to 12.

⁴ Intermediate & middle schools usually include Grades 7 to 9.

3. ORDINARY PUBLIC AND INDEPENDENT SCHOOLS

3.1 Basic school data

Table 1: Number of learners, educators and schools, and learner-to-educator and learner-to-school ratios in the ordinary public and independent school sector, by province and type of school, in 2002

Province	Type of School	Learners ¹⁾			Educators ²⁾			Schools			L:E Ratio ⁴⁾	L:S Ratio ⁵⁾
		Number	As % of Provincial Total	As % of National Total	Number	As % of Provincial Total	As % of National Total	Number	As % of Provincial Total	As % of National Total		
Eastern Cape	Public	2 064 927	99.7	17.7	64 974	99.4	18.9	6 150	99.3	23.2	31.8	336
	Independent	7 127	0.3	2.6	381	0.6	2.4	41	0.7	3.5	18.7	174
	Total	2 072 054		17.4	65 355		18.1	6 191		22.4	31.7	335
Free State	Public	693 213	98.3	6.0	21 947	97.5	6.4	2 281	97.4	8.6	31.6	304
	Independent	12 155	1.7	4.4	570	2.5	3.6	62	2.6	5.4	21.3	196
	Total	705 368		5.9	22 517		6.3	2 343		8.5	31.3	301
Gauteng	Public	1 482 253	91.7	12.7	44 651 ³⁾	84.9	13.0	1 915	82.2	7.2	33.2	774
	Independent	134 764	8.3	48.4	7 950	15.1	49.9	416	17.8	35.9	17.0	324
	Total	1 617 017		13.6	52 601		14.6	2 331		8.4	30.7	694
KwaZulu-Natal	Public	2 680 993	98.2	23.0	71 624	96.1	20.8	5 560	97.2	21.0	37.4	482
	Independent	48 841	1.8	17.5	2 876	3.9	18.1	162	2.8	14.0	17.0	301
	Total	2 729 834		22.9	74 500		20.7	5 722		20.7	36.6	477
Limpopo	Public	1 816 200	98.8	15.6	55 155	98.0	16.0	4 561	95.8	17.2	32.9	398
	Independent	22 879	1.2	8.2	1 108	2.0	7.0	202	4.2	17.4	20.6	113
	Total	1 839 079		15.4	56 263		15.6	4 763		17.2	32.7	386
Mpumalanga	Public	903 789	98.8	7.8	24 870	98.9	7.2	1 856	96.0	7.0	36.3	487
	Independent	10 564	1.2	3.8	271	1.1	1.7	78	4.0	6.7	39.0	135
	Total	914 353		7.7	25 141		7.0	1 934		7.0	36.4	473
North West	Public	887 649	98.9	7.6	29 451	98.1	8.6	2 247	98.0	8.5	30.1	395
	Independent	9 693	1.1	3.5	584	1.9	3.7	45	2.0	3.9	16.6	215
	Total	897 342		7.5	30 035		8.3	2 292		8.3	29.9	392
Northern Cape	Public	194 062	98.6	1.7	6 334	97.7	1.8	459	96.4	1.7	30.6	423
	Independent	2 669	1.4	1.0	150	2.3	0.9	17	3.6	1.5	17.8	157
	Total	196 731		1.7	6 484		1.8	476		1.7	30.3	413
Western Cape	Public	915 270	96.8	7.9	25 225	92.5	7.3	1 460	91.5	5.5	36.3	627
	Independent	29 969	3.2	10.8	2 034	7.5	12.8	135	8.5	11.7	14.7	222
	Total	945 239		7.9	27 259		7.6	1 595		5.8	34.7	593
National	Public	11 638 356	97.7		344 231	95.6		26 489	95.8		33.8	439
	Independent	278 661	2.3		15 924	4.4		1 158	4.2		17.5	241
	Total	11 917 017			360 155			27 647			33.1	431

Source: 2002 SNAP Survey (conducted on the 10th school day).

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

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

Note 3: Independent schools were previously known as private schools.

- 1) Including learners in Pre-Grade R, Grade R and ELSEN at ordinary public and independent schools (collectively referred to as ordinary schools).
- 2) Public educators in EC, FS, KZN, MP and WC represent only State-paid educators, while those in GT, LP and NW represent both State- and SGB-paid educators. Public educators in NC represent a combination of both. The percentages of SGB-paid educators at provincial public schools, as reflected in the 2002 Annual School Survey database, are: EC:3.0%, FS:3.1%, GP:11.0%, KZN:4.8%, LP:1.5%, MP:3.7%, NW:2.4%, NC:5.5%, WC:12.9% and NAT:5.1%. (SGB = School Governing Body)
- 3) For 1999-2001 Gauteng reported on public schools in respect of both State- and SGB-paid educators, while for 2002 the reporting was in respect of State-paid educators only. To bring 2002 on par with the reporting of the previous years, 11.0% SGB-paid educators, as indicated in footnote 2), were added to the 40 226 public school educator numbers that had been submitted. The submitted number is reflected in the centre page.
- 4) L:E Ratio = Learner-to-Educator Ratio.
- 5) L:S Ratio = Learner-to-School Ratio.

3.1.1 Schools (see Table 1)

In 2002, there were 27 647 ordinary schools in South Africa. These schools excluded stand-alone ELSEN (special) schools and ECD sites. 95.8% (26 489) of the ordinary schools were public schools and 4.2% (1 158) were independent schools. The Eastern Cape (6 191, or 22.4% of national total) had the largest number of ordinary schools, while the Northern Cape (476, or 1.7% of national total) had the smallest number. Gauteng had the largest number of independent schools in the country (416, or 35.9% of national total) and Limpopo the second largest (202, or 17.4% of national total).

3.1.2 Learners (see Table 1)

In 2002, there were 11 917 017 learners in ordinary schools in South Africa, of which 97.7% were in public schools and 2.3% were in independent schools. KwaZulu-Natal had the largest number of learners in ordinary schools

(2 729 834, or 22.9% of national total) and the Eastern Cape the second largest (2 072 054, or 17.4% of national total).

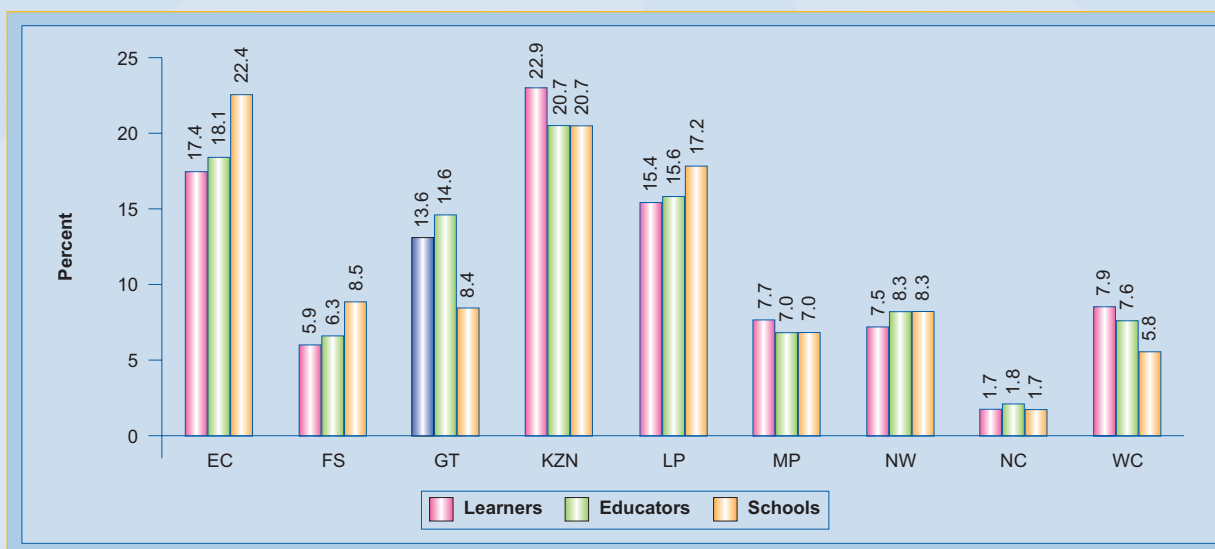
Gauteng (134 764, or 48.4% of national total) had the largest number of learners in independent schools and KwaZulu-Natal (48 841, or 17.5% of national total) the second largest. Whilst Limpopo had more schools (17.4%) than KwaZulu-Natal (14.0%), it had fewer learners enrolled in independent schools (8.2%) than KwaZulu-Natal (17.5%).

3.1.3 Educators (see Table 1)

There were 360 155 educators in ordinary schools in South Africa in 2002, of which 95.6% were in public schools and 4.4% were in independent schools. As indicated in footnote 3) below Table 1, the number of educators reported to be at public schools in Gauteng were increased by 11.0%. The raw data reported by Gauteng are reflected in the centre page, indicating a national total of 355 730 educators. KwaZulu-Natal (74 500, or 20.7% of national total) had the largest number of educators in ordinary schools and the Eastern Cape (65 355, or 18.1% of national total) the second largest. The Northern Cape had the smallest number of educators in independent schools (150, or 0.9% of national total).

3.1.4 Distribution of learners, educators and schools

Figure 2: Percentage distribution of learners, educators and schools in the ordinary school sector, by province, in 2002



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 2002, the Eastern Cape, one of the more rural provinces, had 22.4% of the national total of ordinary schools serving 17.4% of South Africa's learners, while Gauteng, the most urbanised province, had 8.4% of the national total of ordinary schools serving 13.6% of the country's learners. This is also reflected in the learner-to-school ratio, Table 1, with the Eastern Cape having, on average, 335 learners to one school and Gauteng having, on average, 694 learners to one school.

Figure 3: Percentage distribution of learners, educators and schools in the independent school sector, by province, in 2002

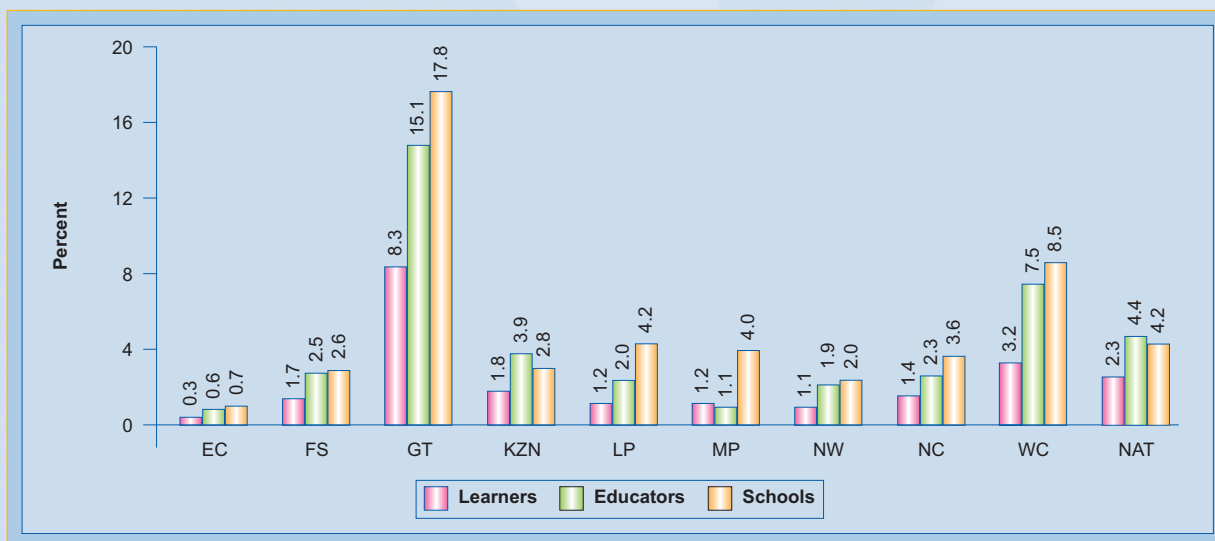


Figure 3 indicates that, in 2002, Gauteng had the largest proportion of independent school learners, educators and schools (8.3%, 15.1% and 17.8%, respectively), and the Western Cape the second largest (3.2%, 7.5% and 8.5%, respectively), while the Eastern Cape had the smallest proportion in all three categories (0.3%, 0.6% and 0.7%, respectively).

3.1.5 Indicators

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

In 2002, the national average learner-to-educator ratio at ordinary schools in the country was 33.1, ranging, by province, from 29.9 in North West to 36.6 in KwaZulu-Natal. The national average for public schools was 33.8, and for independent schools, 17.5.

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

The national average learner-to-school ratio at ordinary schools in South Africa was 431 in 2002, ranging, by province, from 301 in the Free State to 694 in Gauteng. In five provinces (the Eastern Cape, the Free State, Limpopo, North West and the Northern Cape) the ratio was lower than the national average. The national average ratio for public schools was 439, and for independent schools, 241.

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

It should be noted that Tables 2 and 3 reflect that education in ordinary schools could be grouped in terms of either a GET and a FET band or the traditional primary and secondary phases. The compulsory 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 non-compulsory FET band caters for Grades 10 to 12 and excludes learners in FET institutions. Education White Paper 5 on early childhood education stipulates that, by 2010, all children entering Grade 1 must have participated in an accredited Reception Year Programme (Grade R) offered at primary schools or at stand-alone community-based sites.

GER is defined as the number of learners, regardless of age, enrolled in a specific school phase (e.g. GET band for Grades R to 9) as a percentage of the total appropriate school-age population (e.g., for the GET band, the year in which a learner turns six until the year in which a learner turns 15). GER is used to show the level of participation in education. For example, a GER of more than 100% indicates that there are more learners in the formal school system than in the appropriate school-age population (total potential population), which indicates enrolment of under-aged and over-aged learners owing to early or late entry and grade repetition. In 2002, as shown in Table 2, the total GER for the combined GET and FET bands was 90%, which is lower than the GER of 95% for the combined primary and secondary phases. This is perhaps due, mainly, to the fact that a significant number of Grade R

Table 2: Gross Enrolment Ratio (GER) and Gender Parity Index (GPI) in the ordinary school sector, by province and gender, in 2002

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	116	78	101				102	69	95			
	Male	119	66	97				102	54	91			
	Total	117	72	99	0.98	1.20	1.04	102	62	93	1.00	1.27	1.04
Free State	Female	100	85	94				95	72	90			
	Male	103	81	94				98	66	90			
	Total	102	83	94	0.97	1.05	1.00	96	69	90	0.97	1.10	1.00
Gauteng	Female	99	82	91				92	70	86			
	Male	103	80	93				95	65	88			
	Total	101	81	92	0.96	1.03	0.98	93	68	87	0.96	1.09	0.98
KwaZulu-Natal	Female	103	82	94				96	71	90			
	Male	109	80	97				100	67	92			
	Total	106	81	95	0.95	1.03	0.97	98	69	91	0.96	1.07	0.97
Limpopo	Female	97	95	96				99	78	94			
	Male	105	87	97				103	67	95			
	Total	101	91	97	0.93	1.09	0.99	101	72	95	0.96	1.17	0.99
Mpumalanga	Female	101	91	97				95	79	91			
	Male	109	85	99				100	70	93			
	Total	105	88	98	0.93	1.06	0.98	97	75	92	0.94	1.13	0.98
North West	Female	98	85	93				90	76	86			
	Male	104	81	94				94	68	88			
	Total	101	83	94	0.94	1.06	0.98	92	72	87	0.96	1.11	0.98
Northern Cape	Female	106	77	94				97	61	89			
	Male	110	74	95				100	55	90			
	Total	108	76	94	0.96	1.04	0.99	99	58	89	0.97	1.10	0.99
Western Cape	Female	97	75	87				90	64	84			
	Male	100	70	87				92	56	83			
	Total	99	72	87	0.97	1.08	1.00	91	60	83	0.98	1.15	1.01
National	Female	103	84	95				96	72	90			
	Male	108	78	95				99	64	91			
	Total	105	81	95	0.95	1.07	0.99	97	68	90	0.97	1.13	0.99

Source 1: 2002 SNAP Survey (conducted on the 10th school day).

Source 2: Mid-year population estimates for 2002, Statistics South Africa (29 October 2003).

learners of the appropriate school age are not in ordinary primary schools. Some provinces reflected GER values of more than 100% for the different GER groupings. For the FET band and the secondary phase the GER was higher for females than for males, meaning that, relative to the appropriate school-age population, there were more female learners than male learners in the school system. It could also mean that, for a variety of reasons, female learners remain in the system longer than male learners.

- **Gender Parity Index (GPI) (see Table 2)**

Gender Parity Index (GPI) is defined as GER for females divided by GER for males. This index is used to indicate the level of access of females to education, compared to that of males. For example, a GPI of more than 1 indicates that, in proportion to the appropriate school-age population, there are more females than males in the school system. In 2002, as indicated in Table 2, the highest GPI (1.13) was reflected in the FET band and the lowest in the primary phase (0.95), confirming that, relative to the appropriate school-age population, there were more female learners in the FET band than there were in the primary school phase. It could be that girls are starting school later than boys - social issues that should be researched.

3.1.6 Learners, by grade and school phase

Table 3: Number of learners in ordinary schools, by province, gender and grade, in 2002

Province	Type of School	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	Public	Female	1 551	11 989	134 784	100 950	98 351	346 074	100 015	99 077	89 872	288 964	84 229	80 130	81 731	246 090	881 128
		Total	2 749	23 315	279 422	207 753	204 034	714 524	206 855	199 109	175 557	581 521	160 281	149 884	152 308	462 473	1 758 518
	Independent	Female	77	129	247	229	238	843	237	246	245	728	234	330	326	890	2 461
		Total	153	247	511	464	482	1 704	488	482	480	1 450	473	682	658	1 813	4 967
	Both	Female	1 628	12 118	135 031	101 179	98 589	346 917	100 252	99 323	90 117	289 692	84 463	80 460	82 057	246 980	883 589
		Total	2 902	23 562	279 933	208 217	204 516	716 228	207 343	199 591	176 037	582 971	160 754	150 566	152 966	464 286	1 763 485
Free State	Public	Female	1)	8 350	29 717	26 232	25 133	89 432	27 142	33 763	31 720	92 625	28 915	28 016	33 998	90 929	272 986
		Total	1)	16 783	61 647	54 033	52 049	184 512	57 280	69 217	62 667	189 164	56 734	55 657	67 665	180 056	553 732
	Independent	Female	1)	211	529	433	446	1 619	473	507	473	1 453	508	475	507	1 490	4 562
		Total	1)	437	1 104	892	918	3 351	953	1 078	917	2 948	944	936	976	2 856	9 155
	Both	Female	1)	8 561	30 246	26 665	25 579	91 051	27 615	34 270	32 193	94 078	29 423	28 491	34 505	92 419	277 548
		Total	1)	17 220	62 751	54 925	52 967	187 863	58 233	70 295	63 584	192 112	57 278	56 593	68 641	182 912	562 887
Gauteng	Public	Female	2007	11 173	69 932	59 983	52 682	193 770	65 696	70 597	67 753	204 046	64 069	59 986	69 264	193 319	591 135
		Total	4000	22 880	142 574	121 592	110 063	397 109	134 292	144 713	135 949	414 954	126 834	119 163	138 996	384 993	1 197 056
	Independent	Female	1505	2 652	5 786	4 836	4 722	17 996	4 798	4 933	4 833	14 564	4 570	6 008	5 939	16 517	49 077
		Total	3018	5 309	11 556	9 750	9 421	36 036	9 699	9 999	9 549	29 247	8 956	11 651	11 454	32 061	97 344
	Both	Female	3512	13 825	75 718	64 819	57 404	211 766	70 494	75 530	72 586	218 610	68 639	65 994	75 203	209 836	640 212
		Total	7018	28 189	154 130	131 342	119 484	433 145	143 991	154 712	145 498	444 201	135 590	130 814	150 450	417 054	1 294 400
KwaZulu-Natal	Public	Female	1 051	34 950	164 257	107 752	95 576	402 535	113 395	116 747	114 477	344 619	108 311	104 655	120 701	333 667	1 080 821
		Total	2 047	70 235	336 350	223 354	203 476	833 415	234 789	241 162	230 313	706 264	215 944	206 882	241 679	664 505	2 204 184
	Independent	Female	385	1 052	2 387	1 718	1 670	6 827	1 772	1 765	1 748	5 285	1 645	2 187	2 167	5 999	18 111
		Total	781	2 077	4 705	3 343	3 320	13 445	3 442	3 523	3 405	10 370	3 331	4 172	4 127	11 630	35 445
	Both	Female	1 436	36 002	166 644	109 470	97 246	409 362	115 167	118 512	116 225	349 904	109 956	106 842	122 868	339 666	1 098 932
		Total	2 828	72 312	341 055	226 697	206 796	846 860	238 231	244 685	233 718	716 634	219 275	211 054	245 806	676 135	2 239 629
Limpopo	Public	Female	8 112	44 542	74 299	68 026	63 947	250 814	77 597	83 300	75 122	236 019	69 439	74 454	101 442	245 335	732 168
		Total	15 717	88 509	152 839	139 623	137 733	518 704	164 003	173 307	151 399	488 709	138 476	146 787	198 920	484 183	1 491 596
	Independent	Female	2 338	978	763	666	725	3 132	752	789	752	2 293	710	632	656	1 998	7 423
		Total	4 545	1 823	1 512	1 353	1 484	6 172	1 509	1 538	1 490	4 537	1 394	1 221	1 297	3 912	14 621
	Both	Female	10 450	45 520	75 062	68 692	64 672	253 946	78 349	84 089	75 874	238 312	70 149	75 086	102 098	247 333	739 591
		Total	20 262	90 332	154 351	140 976	139 217	524 876	165 512	174 845	152 889	493 246	139 870	148 008	200 217	488 095	1 506 217
Mpumalanga	Public	Female	523	5 923	44 475	37 593	36 376	124 367	37 402	40 542	39 108	117 052	36 188	36 963	44 364	117 515	358 934
		Total	1 023	11 606	92 012	77 985	75 893	257 496	78 218	85 272	78 572	242 062	71 522	72 684	88 177	232 383	731 941
	Independent	Female	181	269	373	382	374	1 398	385	391	356	1 132	354	433	429	1 216	3 746
		Total	378	542	785	791	782	2 900	802	767	675	2 244	710	823	879	2 412	7 556
	Both	Female	704	6 192	44 848	37 975	36 750	125 765	37 787	40 933	39 464	118 184	36 542	37 396	44 793	118 731	362 680
		Total	1 401	12 148	92 797	78 776	76 675	260 396	79 020	86 039	79 247	244 306	72 232	73 507	89 056	234 795	739 497
North West	Public	Female	1)	1 337	46 182	36 000	31 075	114 594	38 426	44 900	39 918	123 244	37 243	36 988	41 077	115 308	353 146
		Total	1)	2 648	94 282	74 018	65 648	236 596	80 134	94 862	80 018	255 014	73 556	72 310	81 659	227 525	719 135
	Independent	Female	1)	243	645	487	444	1 819	438	399	333	1 170	349	401	370	1 120	4 109
		Total	1)	494	1 261	976	902	3 633	843	816	693	2 352	705	782	663	2 150	8 135
	Both	Female	1)	1 580	46 827	36 487	31 519	116 413	38 864	45 299	40 251	124 414	37 592	37 389	41 447	116 428	357 255
		Total	1)	3 142	95 543	74 994	66 550	240 229	80 977	95 678	80 711	257 366	74 261	73 092	82 322	229 675	727 270
Northern Cape	Public	Female	1)	1 819	8 839	8 462	8 311	27 431	8 701	10 481	9 120	28 302	8 327	7 760	9 006	25 093	80 826
		Total	1)	3 606	18 289	17 302	16 893	56 090	17 502	21 981	18 200	57 683	16 364	15 346	18 039	49 749	163 522
	Independent	Female	1)	70	90	86	63	309	61	57	57	175	52	164	239	455	939
		Total	1)	138	187	163	128	616	129	113	116	358	109	283	366	758	1 732
	Both	Female	1)	1 889	8 929	8 548	8 374	27 740	8 762	10 538	9 177	28 477	8 379	7 924	9 245	25 548	81 765
		Total	1)	3 744	18 476	17 465	17 021	56 706	17 631	22 094	18 316	58 041	16 473	15 629	18 405	50 507	165 254
Western Cape	Public	Female	1 519	13 196	41 144	37 888	30 800	123 028	40 664	45 139	42 987	128 790	40 927	38 621	40 700	120 248	372 066
		Total	3 015	26 427	84 412	76 911	64 008	251 758	82 699	92 586	86 488	261 773	80 652	75 060	79 656	235 368	748 899
	Independent	Female	712	825	1 622	1 299	1 266	5 012	1 205	1 137	1 116	3 458	997	1 118	976	3 091	11 561
		Total	1 385	1 650	3 143	2 589	2 487	9 869	2 470	2 281	2 191	6 942	1 947	2 069	1 885	5 901	22 712
	Both	Female	2 231	14 021	42 766	39 187	32 066	128 040	41 869	46 276	44 103	132 248	41 924	39 739	41 676	123 339	383 627
		Total	4 400	28 077	87 555	79 500	66 495	261 627	85 169	94 867	88 679	268 715	82 599	77 129	81 541	241 269	771 611
National	Public	Female	14 763	133 279	613 629	482 886	442 251	1 672 045	509 038	544 546	510 077	1 563 661	477 648	467 573	542 283	1 487 504	4 723 210
		Total	28 551	266 009	1 261 827	992 571	929 797	3 450 204	1 055 772	1 122 209	1 019 163	3 197 144	940 363	913 773	1 067 099	2 921 235	9 568 583
	Independent	Female	5 198	6 429	12 442	10 136	9 948	38 955	10 121	10 224	9 913	30 258	9 419	11 748	11 609	32 776	101 989
		Total	10 260	12 717	24 764	20 321	19 924	77 726	20 335	20 597	19 516	60 448	18 569	22 619	22 305	63 493	201 667
	Both	Female	19 961	139 708	626 071	493 022	452 199	1 711 000	519 159	554 770	519 990	1 593 919	487 067	479 321	553 892	1 520 280	4 825 199
		Total	38 811	278 726	1 286 591	1 012 892	949 721	3 527 930	1 076 107	1 142 806	1 038 679	3 257 592	958 932	936 392	1 089 404	2 984 728	9 770 250

Source: 2002 SNAP Survey (conducted on the 10th school day).
 Note 1: Data exclude learners at stand-alone ECD sites, ELSEN (special) schools, ABET centres and public FET institutions.
 Note 2: Owing to a shortage of space, the male enrolment figures for public and independent schools are intentionally omitted.

Table 3: Number of learners in ordinary schools, by province, gender and grade, in 2002 (concluded)

Province	Type of School	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	ELSEN	Unspecified	Total				
Eastern Cape	Public	Female	71 923	57 974	40 992	170 889	2)	0		707 278	332 750	1 040 028	1 053 568
		Total	128 831	102 998	71 831	303 660	2)	0		1 433 011	605 852	2 038 863	2 064 927
	Independent	Female	296	325	338	959	2)	0	0	1 676	1 615	3 291	3 497
		Total	656	667	684	2 007	2)	0	0	3 380	3 347	6 727	7 127
	Both	Female	72 219	58 299	41 330	171 848	2)	0		708 954	334 365	1 043 319	1 057 065
		Total	57 268	45 366	31 185	133 819	2)	0		727 437	274 834	1 002 271	1 014 989
Total		129 487	103 665	72 515	305 667	2)	0		1 436 391	609 199	2 045 590	2 072 054	
Free State	Public	Female	30 177	23 273	13 383	66 833	5 022	0	5 022	202 622	128 847	331 469	344 841
		Total	57 704	43 755	25 891	127 350	12 131	0	12 131	413 627	250 672	664 299	693 213
	Independent	Female	467	504	459	1 430	167	0	167	3 369	2 412	5 781	6 159
		Total	876	936	832	2 644	356	0	356	6 806	4 556	11 362	12 155
	Both	Female	30 644	23 777	13 842	68 263	5 189	0	5 189	205 991	131 259	337 250	351 000
		Total	27 936	20 914	12 881	61 731	7 298	0	7 298	214 442	123 969	338 411	354 368
Total		58 580	44 691	26 723	129 994	12 487	0	12 487	420 433	255 228	675 661	705 368	
Gauteng	Public	Female	61 528	50 765	34 717	147 010	1 656	73	1 729	450 712	276 260	726 972	741 881
		Total	117 838	94 986	63 770	276 594	4 492	111	4 603	916 017	534 753	1 450 770	1 482 253
	Independent	Female	5 856	5 963	6 466	18 285	130	70	200	34 478	30 232	64 710	69 067
		Total	11 087	11 209	11 604	33 900	329	173	502	68 930	57 005	125 935	134 764
	Both	Female	67 384	56 728	41 183	165 295	1 786	143	1 929	485 190	306 492	791 682	810 948
		Total	61 541	49 467	34 191	145 199	3 035	141	3 176	499 757	285 266	785 023	806 069
Total		128 925	106 195	75 374	310 494	4 821	284	5 105	984 947	591 758	1 576 705	1 617 017	
KwaZulu-Natal	Public	Female	102 425	90 279	54 745	247 449	879	413	1 292	820 515	472 805	1 293 320	1 330 613
		Total	197 339	170 800	103 079	471 218	2 526	1 018	3 544	1 685 388	919 779	2 605 167	2 680 993
	Independent	Female	2 126	2 070	2 511	6 707	22	9	31	12 705	11 061	23 766	25 234
		Total	4 093	3 872	4 592	12 557	39	19	58	25 069	20 856	45 925	48 841
	Both	Female	104 551	92 349	57 256	254 156	901	422	1 323	833 220	483 866	1 317 086	1 355 847
		Total	96 881	82 323	50 415	229 619	1 664	615	2 279	877 237	456 769	1 334 006	1 373 987
Total		201 432	174 672	107 671	483 775	2 565	1 037	3 602	1 710 457	940 635	2 651 092	2 729 834	
Limpopo	Public	Female	68 216	59 625	39 440	167 281	198	0	198	511 730	343 177	854 907	907 759
		Total	127 037	108 445	73 087	308 569	318	0	318	1 057 380	654 276	1 711 656	1 816 200
	Independent	Female	622	720	832	2 174	11	0	11	5 157	3 462	8 619	11 946
		Total	1 108	1 256	1 327	3 691	22	0	22	10 280	6 209	16 489	22 879
	Both	Female	68 838	60 345	40 272	169 455	209	0	209	516 887	346 639	863 526	919 705
		Total	59 307	49 356	34 142	142 805	131	0	131	550 773	313 846	864 619	919 374
Total		128 145	109 701	74 414	312 260	340	0	340	1 067 660	660 485	1 728 145	1 839 079	
Mpumalanga	Public	Female	36 694	31 878	22 826	91 398	244	0	244	271 684	172 725	444 409	451 099
		Total	69 179	59 172	41 840	170 191	634	0	634	559 474	331 052	890 526	903 789
	Independent	Female	449	428	516	1 393	0	0	0	2 615	2 255	4 870	5 320
		Total	864	827	939	2 630	0	0	0	5 312	4 332	9 644	10 564
	Both	Female	37 143	32 306	23 342	92 791	244	0	244	274 299	174 980	449 279	456 419
		Total	32 900	27 693	19 437	80 030	390	0	390	290 487	160 404	450 891	457 934
Total		70 043	59 999	42 779	172 821	634	0	634	564 786	335 384	900 170	914 353	
North West	Public	Female	37 831	30 451	20 826	89 108	2)	0	0	273 744	167 173	440 917	442 254
		Total	72 980	57 481	38 053	168 514	2)	0	0	562 518	322 483	885 001	887 649
	Independent	Female	331	273	229	833	2)	0	0	3 095	1 604	4 699	4 942
		Total	642	491	425	1 558	2)	0	0	6 196	3 003	9 199	9 693
	Both	Female	38 162	30 724	21 055	89 941	2)	0	0	276 839	168 777	445 616	447 196
		Total	35 460	27 248	17 423	80 131	2)	0	0	291 875	156 709	448 584	450 146
Total		73 622	57 972	38 478	170 072	2)	0	0	568 714	325 486	894 200	897 342	
Northern Cape	Public	Female	7 217	4 918	3 107	15 242	451	0	451	62 241	32 008	94 249	96 519
		Total	14 161	9 253	5 970	29 384	1 156	0	1 156	126 531	62 769	189 300	194 062
	Independent	Female	217	171	165	553	18	0	18	466	956	1 422	1 510
		Total	349	291	263	903	34	0	34	945	1 552	2 497	2 669
	Both	Female	7 434	5 089	3 272	15 795	469	0	469	62 707	32 964	95 671	98 029
		Total	7 076	4 455	2 961	14 492	721	0	721	64 769	31 357	96 126	98 702
Total		14 510	9 544	6 233	30 287	1 190	0	1 190	127 476	64 321	191 797	196 731	
Western Cape	Public	Female	37 333	28 654	22 553	88 540	569	2	571	279 549	167 861	447 410	462 696
		Total	69 476	51 668	40 585	161 729	1 622	5	1 627	567 756	316 445	884 201	915 270
	Independent	Female	1 033	957	1 079	3 069	6	17	23	8 642	5 163	13 805	15 365
		Total	1 955	1 845	2 014	5 814	20	38	58	17 108	9 768	26 876	29 969
	Both	Female	38 366	29 611	23 632	91 609	575	19	594	288 191	173 024	461 215	478 061
		Total	33 065	23 902	18 967	75 934	1 067	24	1 091	296 673	153 189	449 862	467 178
Total		71 431	53 513	42 599	167 543	1 642	43	1 685	584 864	326 213	911 077	945 239	
National	Public	Female	453 344	377 817	252 589	1 083 750	9 019	488	9 507	3 580 075	2 093 606	5 673 681	5 831 230
		Total	854 545	698 558	464 106	2 017 209	22 879	1 134	24 013	7 321 702	3 998 081	11 319 783	11 638 356
	Independent	Female	11 397	11 411	12 595	35 403	354	96	450	72 203	58 760	130 963	143 040
		Total	21 630	21 394	22 680	65 704	800	230	1 030	144 026	110 628	254 654	278 661
	Both	Female	464 741	389 228	265 184	1 119 153	9 373	584	9 957	3 652 278	2 152 366	5 804 644	5 974 270
		Total	411 434	330 724	221 602	963 760	14 306	780	15 086	3 813 450	1 956 343	5 769 793	5 942 747
Total		876 175	719 952	486 786	2 082 913	23 679	1 364	25 043	7 465 728	4 108 709	11 574 437	11 917 017	

- 1) Free State, North West and Northern Cape: Pre-Grade R learners not included in the SNAP Survey.
2) Eastern Cape and North West: ELSEN learners are included in the different grades.

Figure 4: Percentage distribution of learners in ordinary schools, by phase, in 2002

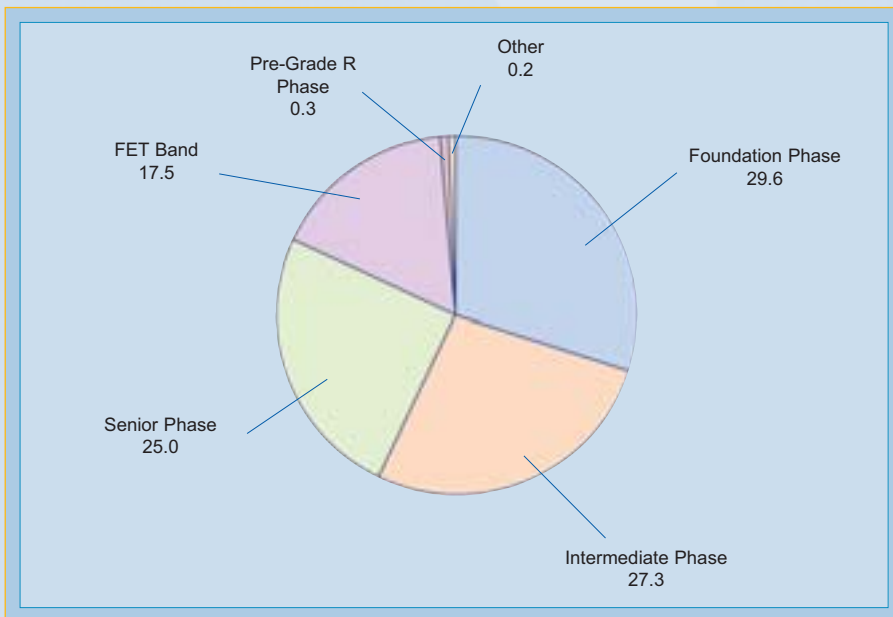


Figure 4 shows that, of every 100 learners in ordinary schools in South Africa in 2002, almost 30 were in the foundation phase, slightly more than 27 were in the intermediate phase, 25 were in the senior phase, more than 17 were in the FET band, and less than one was in the pre-Grade-R phase and 'other' combined.

Figure 5: Percentage distribution of learners in ordinary schools, by phase and gender, in 2002

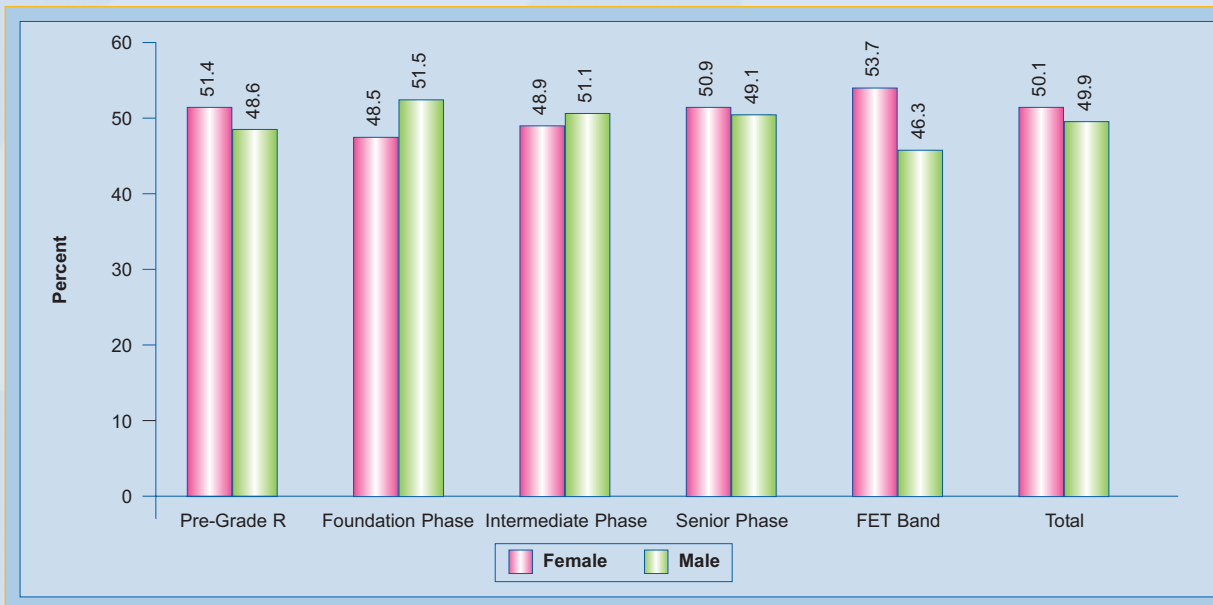
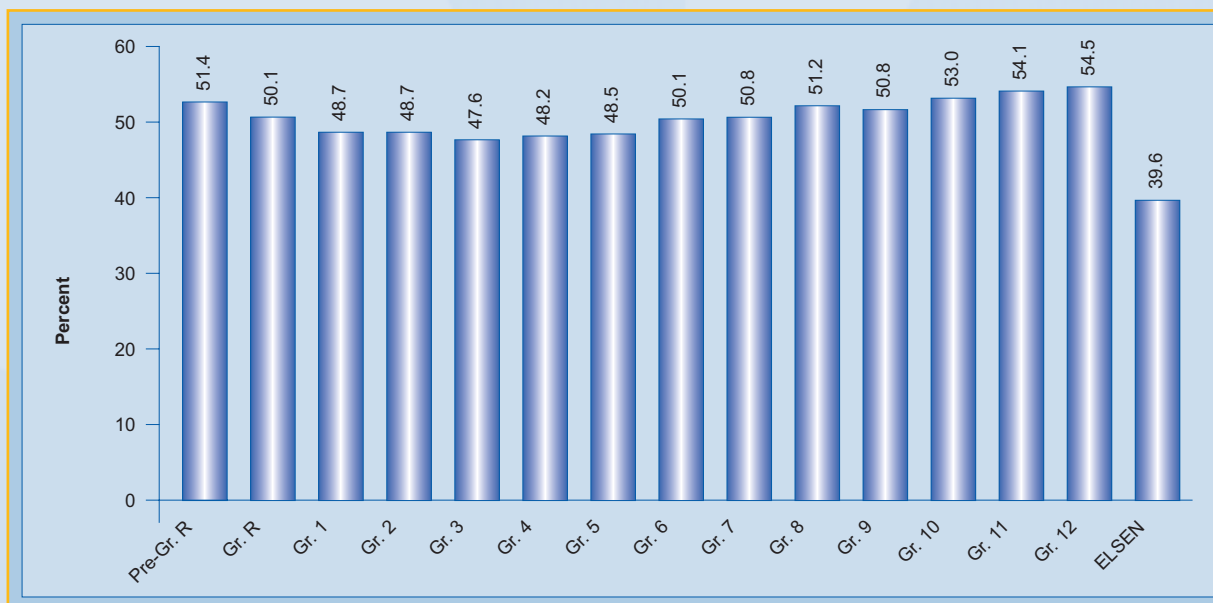


Figure 5 indicates that, in 2002, there were slightly more females (50.1%) than males (49.9%) in ordinary schools in South Africa. There were more males than females in the foundation and intermediate phases, whereas there were more females than males in the other three phases. The highest percentage of females (53.7%) was found in the FET band.

Figure 6: Percentage distribution of female learners in ordinary schools, by grade, in 2002



In 2002, as indicated in Figure 6, there were fewer females than males in Grades 1 to 5, whilst the opposite was true for Grades 6 to 12. Grade 12 females (54.5%) accounted for the highest female enrolment in all the grades. The lowest female enrolment was for ELSEN (39.6%).

Figure 7: Percentage distribution of independent learners in ordinary schools, by grade, in 2002

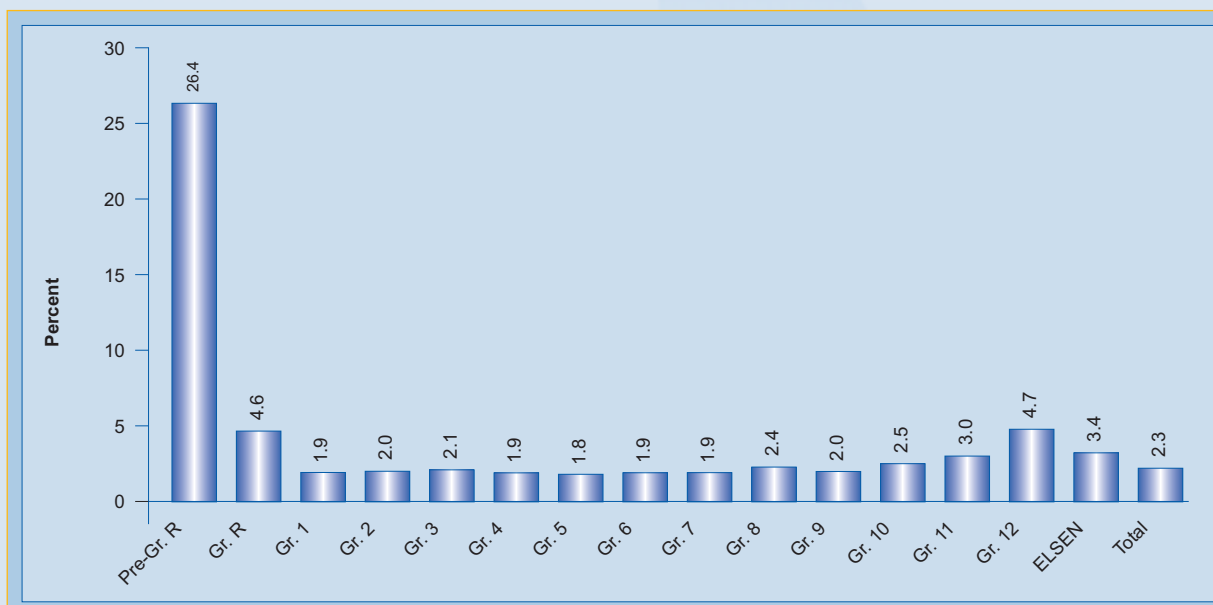
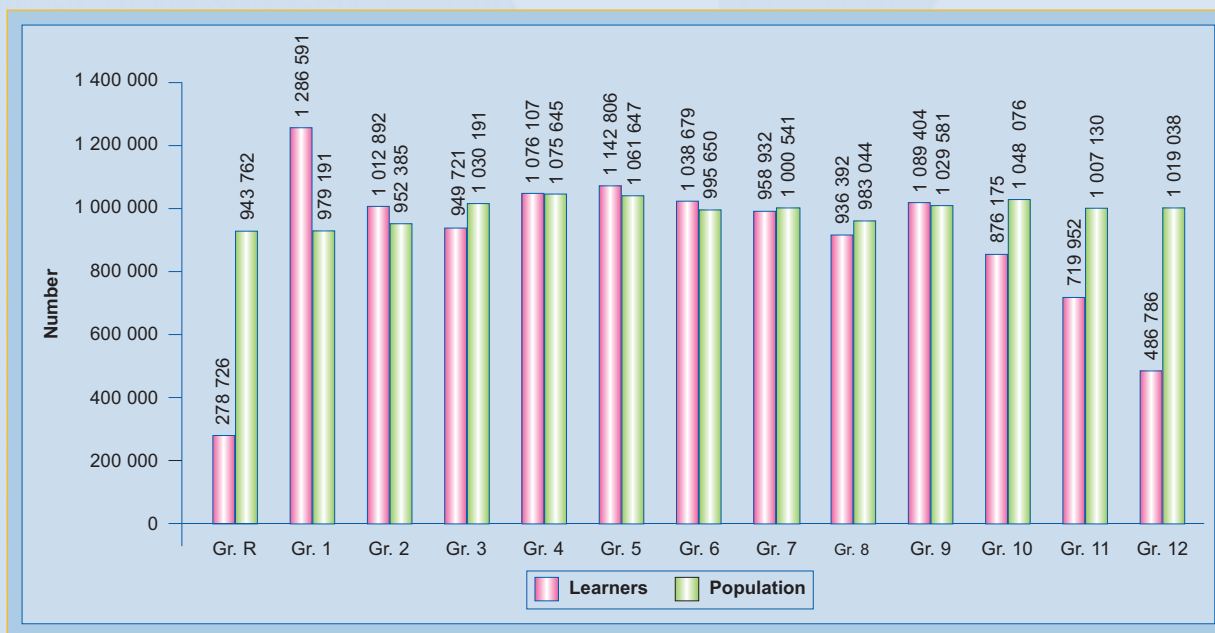


Figure 7 shows that, in 2002, the percentage of learners at independent schools in the ordinary school system was the highest for Pre-Grade R (26.4%), the second highest for Grade 12 (4.7%), and the lowest for Grade 5 (1.8%). The total national average of learners in independent schools was 2.3%. These independent Pre-Grade-R schools could include the community-based sites and privately owned ECD sites.

Figure 8: Number of learners in ordinary schools compared with the appropriate age group in the population, by grade, in 2002



Source: Mid-year population estimates for 2002, Statistics South Africa (29 October 2003).

Figure 8 shows that, when enrolment in 2002 is compared with the appropriate school-age population for each grade (taking the year in which a learner turns six as the appropriate age for entry into Grade R), six grades (Grades 1, 2, 4, 5, 6 and 9) were over-enrolled, which probably indicates enrolment of over-aged and under-aged learners. This could also indicate that we are reaching universal access to education at compulsory school level. From Grade 10 to Grade 12 there was a steady increase in the degree of under-enrolment. The highest under-enrolment was experienced in Grades R and 12, which reflected an enrolment of 29.5% and 47.8%, respectively, of the appropriate school-age population. It must be noted that some learners who were at the FET band age were also enrolled in the FET institutions and that others attended ABET classes, as this is not a compulsory schooling phase. Therefore, the data in this case do not necessarily indicate under-enrolment but merely reflect the fact that about half of the population of this age was not in the formal schooling system.

Figure 9: Percentage distribution of learners in ordinary schools, by grade, Pre-Grade R and ELSEN, in 2002

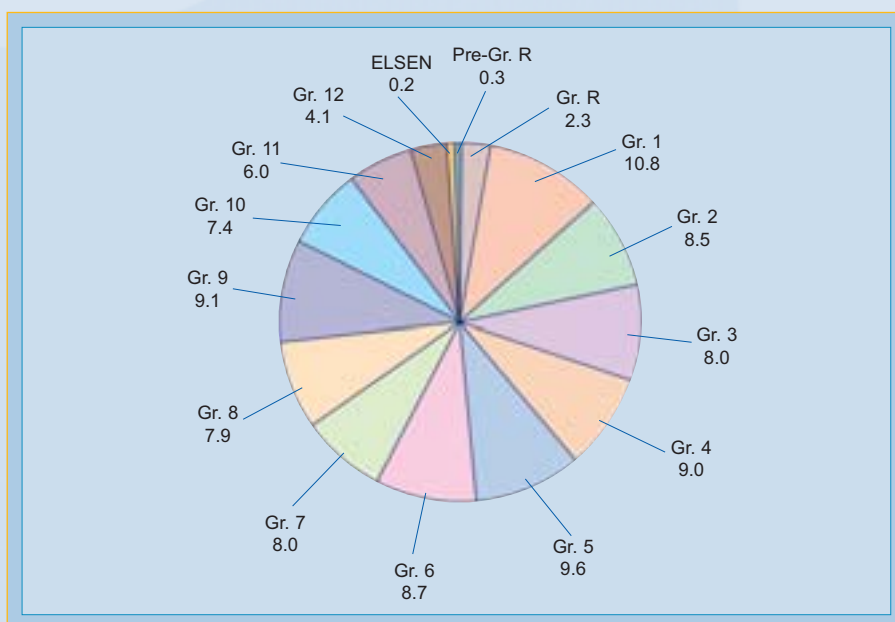


Figure 9 shows that, of every 100 learners in ordinary schools in 2002, almost 11 were enrolled in Grade 1 and just over four were enrolled in Grade 12.

3.1.7 Comparison between 1999, 2000, 2001 and 2002

- Learners, educators and schools (see Table 4)

Table 4: Comparing learners, educators and schools in the ordinary school sector, by province, from 1999 to 2002

Province	Learners					Educators					Schools				
	1999	2000	2001	2002	% Net Change (99-02)	1999	2000	2001	2002	% Net Change (99-02)	1999	2000	2001	2002	% Net Change (99-02)
	A	B	C	D	(D-A)/A	E	F	G	H	(H-E)/E	I	J	K	L	(L-J)/I
Eastern Cape	2 324 684	2 138 861	2 033 832	2 072 054	-10.9	64 080	66 814	61 301	65 355	2.0	6 190	6 217	6 087	6 191	0.0
Free State	780 170	764 755	716 021	705 368	-9.6	25 940	23 320	22 956	22 517	-13.2	2 872	2 599	2 459	2 343	-18.4
Gauteng	1 569 423	1 554 495	1 561 359	1 617 017	3.0	53 739	50 258	50 876	52 601 ¹⁾	-2.1	2 214	2 270	2 213	2 331	5.3
KwaZulu-Natal	2 772 225	2 663 360	2 698 453	2 729 834	-1.5	74 719	74 669	74 240	74 500	-0.3	5 716	5 891	5 751	5 722	0.1
Limpopo	1 823 017	1 845 265	1 816 189	1 839 079	0.9	53 712	55 139	57 511	56 263	4.7	4 071	4 198	4 631	4 763	17.0
Mpumalanga	930 624	911 779	903 997	914 353	-1.7	25 856	26 741	24 513	25 141	-2.8	1 927	2 115	1 926	1 934	0.4
North West	946 160	909 906	893 144	897 342	-5.2	31 376	30 024	29 234	30 035	-4.3	2 325	2 330	2 311	2 292	-1.4
Northern Cape	204 238	198 650	197 101	196 731	-3.7	6 773	6 556	6 359	6 484	-4.3	493	510	478	476	-3.4
Western Cape	963 358	916 384	918 030	945 239	-1.9	29 252	29 822	27 211	27 259	-6.8	1 653	1 630	1 602	1 595	-3.5
National	12 313 899	11 903 455	11 738 126	11 917 017	-3.2	365 447	363 343	354 201	360 155	-1.4	27 461	27 760	27 458	27 647	0.7

Source: 1999-2002 SNAP Surveys (conducted on the 10th school day).

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

Note 2: Public educators - see footnote 2) below Table 1 for provinces that did not include SGB-paid public school educators for the period 1999 to 2002.

1) Data for Gauteng educators were adjusted as indicated in footnote 3) below Table 1.

Table 4 shows that, in comparing data for the years 1999 to 2002 in respect of learners, educators and schools, learners and educators showed a net decrease of 3.2% and 1.4%, respectively, in ordinary schools nationally, while schools showed a net increase of 0.7%. The increase in the number of schools is not surprising, considering the fact that the extent of school backlogs reported in 1996 was too high and that deliberate efforts have been made to address these backlogs. What we should also note, is that, even though a large number of schools were built during this period, a number of them were not new schools, but replacements for dilapidated existing buildings.

- Independent learners as a percentage of all learners (see Table 5)

Table 5: Comparing the share of learners in independent schools, learner-to-educator ratio and learner-to-school ratio in the ordinary school sector, by province, from 1999 to 2002

Province	Learners in independent schools as % of all learners					Learner-to-Educator Ratio					Learner-to-School Ratio				
	1999	2000	2001	2002	% Net Change (99-02)	1999	2000	2001	2002	% Net Change (99-02)	1999	2000	2001	2002	% Net Change (99-02)
	A	B	C	D	(D-A)/A	E	F	G	H	(H-E)/E	I	J	K	L	(L-I)/I
Eastern Cape	0.3	0.4	0.3	0.3	0.0	36.3	32.0	33.2	31.7	-12.7	376	344	334	335	-10.8
Free State	1.4	2.6	1.7	1.7	21.4	30.1	32.8	31.2	31.3	4.0	272	294	291	301	10.8
Gauteng	7.1	7.6	7.5	8.3	16.9	29.2	30.9	30.7	30.9 ¹⁾	5.8	709	685	706	694	-2.1
KwaZulu-Natal	1.4	1.6	1.4	1.8	28.6	37.1	35.7	36.3	36.6	-1.3	485	452	469	477	-1.6
Limpopo	0.6	0.8	1.2	1.2	100.0	33.9	33.5	31.6	32.7	-3.5	448	440	392	386	-13.8
Mpumalanga	0.9	1.4	1.1	1.2	33.3	36.0	34.1	36.9	36.4	1.1	483	431	469	473	-2.1
North West	1.1	0.8	1.1	1.1	0.0	30.2	30.3	30.6	29.9	-1.0	407	391	386	392	-3.7
Northern Cape	1.1	1.2	1.4	1.4	27.3	30.2	30.3	31.0	30.3	0.3	414	390	412	413	-0.3
Western Cape	2.5	3.1	3.2	3.2	28.0	32.9	30.7	33.7	34.7	5.5	583	562	573	593	1.8
National	1.8	2.2	2.1	2.3	27.8	33.7	32.8	33.1	33.1	-1.8	448	429	427	431	-3.9

Source: 1999-2002 SNAP Surveys (conducted on the 10th school day).

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

1) Gauteng educators were adjusted as indicated in footnote 3) below Table 1.

Table 5 shows that, from 1999 to 2002, the number of independent learners in ordinary schools nationally increased from 1.8% to 2.3%, a net increase of 27.8%. The largest proportion of independent learners was in

Gauteng, increasing from 7.1% in 1999 to 8.3% in 2001, a net increase of 16.9%. The highest net increase between 1999 and 2002, namely 100%, occurred in Limpopo.

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

As reflected in Table 5, from 1999 to 2002, the national average learner-to-educator ratio at ordinary schools in South Africa decreased from 33.7 to 33.1, a net decrease of 1.8%. Five provinces (the Free State, Gauteng, Mpumalanga, the Northern Cape and the Western Cape) showed a net increase from 1999 to 2002, while the Eastern Cape indicated the highest net decrease, namely, 12.7%.

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

Table 5 shows that, from 1999 to 2002, the national average learner-to-school ratio at ordinary schools in the country decreased by 3.9%, which means that there were 17 fewer learners per school. From 1999 to 2002, Limpopo showed the highest net decrease (13.8%), followed by the Eastern Cape (10.8%). The school backlogs were also higher in these two provinces than in other provinces. The Free State showed the highest increase from 1999 to 2002 (10.8%). This could be due to the rationalisation of small schools and the closure of small farm schools in the province.

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

Table 6: Comparing Gross Enrolment Ratio (GER) and Gender Parity Index (GPI) in the ordinary school sector, by province, from 1999 to 2002

Province	Gender	Primary and Secondary (Gr. 1-12)										School Bands (Gr. R-12)					
		GER (%)					GPI					GER (%)			GPI		
		1999	2000	2001	2002	% Net Change (1999-2002)	1999	2000	2001	2002	% Net Change (1999-2002)	1999	2002	% Net Change (1999-2002)	1999	2002	% Net Change (1999-2002)
		A	B	C	D	(D-A)/A	E	F	G	H	(H-E)/E	A	D	(D-A)/A	E	H	(H-E)/E
Eastern Cape	Female	117	106	99	101	-13.7						109	95	-12.8			
	Male	111	102	96	97	-12.6						103	91	-11.7			
	Total	114	104	98	99	-13.2	1.05	1.04	1.03	1.04	-1.0	106	93	-12.3	1.06	1.04	-1.9
Free State	Female	109	102	97	94	-13.8						103	90	-12.6			
	Male	108	103	98	94	-13.0						102	90	-11.8			
	Total	109	102	97	94	-13.8	1.00	1.00	0.99	1.00	0.0	103	90	-12.6	1.01	1.00	-1.0
Gauteng	Female	101	95	92	91	-9.9						93	86	-7.5			
	Male	101	97	94	93	-7.9						93	88	-5.4			
	Total	101	96	93	92	-8.9	1.00	0.99	0.98	0.98	-2.0	93	87	-6.5	1.00	0.98	-2.0
KwaZulu-Natal	Female	105	97	96	94	-10.5						98	90	-8.2			
	Male	107	99	98	97	-9.3						100	92	-8.0			
	Total	106	98	97	95	-10.4	0.98	0.98	0.98	0.97	-1.0	99	91	-8.1	0.98	0.97	-1.0
Limpopo	Female	103	102	97	96	-6.8						97	94	-3.1			
	Male	102	102	98	97	-4.9						96	95	-1.0			
	Total	103	102	97	97	-5.8	1.01	1.00	0.99	0.99	-2.0	96	95	-1.0	1.01	0.99	-2.0
Mpumalanga	Female	106	101	99	97	-8.5						100	91	-9.0			
	Male	107	103	101	99	-7.5						101	93	-7.9			
	Total	107	102	100	98	-8.4	0.99	0.99	0.98	0.98	-1.0	100	92	-8.0	0.99	0.98	-1.0
North West	Female	102	97	94	93	-8.8						95	86	-9.5			
	Male	102	98	95	94	-7.8						95	88	-7.4			
	Total	102	97	94	94	-7.8	1.00	0.99	0.99	0.98	-2.0	95	87	-8.4	1.00	0.98	-2.0
Northern Cape	Female	92	92	93	94	2.2						87	89	2.3			
	Male	93	92	93	95	2.2						87	90	3.4			
	Total	93	92	93	94	1.1	0.99	0.99	0.99	0.99	0.0	87	89	2.3	1.00	0.99	-1.0
Western Cape	Female	96	92	89	87	-9.4						91	84	-7.7			
	Male	94	91	88	87	-7.4						89	83	-6.7			
	Total	95	91	89	87	-8.4	1.02	1.01	1.01	1.00	-2.0	90	83	-7.8	1.02	1.01	-1.0
National	Female	105	99	96	95	-9.5						98	90	-8.2			
	Male	105	99	96	95	-9.5						98	91	-7.1			
	Total	105	99	96	95	-9.5	1.01	1.00	1.00	0.99	-2.0	98	90	-8.2	1.00	0.99	-1.0

Source 1: 1999-2002 SNAP Surveys (conducted on the 10th school day).
 Source 2: Published mid-year population estimates for 2001-2002 and unpublished, provisional, mid-year population estimates for 1999-2000, Statistics South Africa (29 October 2003).
 Note 1: Percentages with a negative sign denote a decrease.
 Note 2: Although two successive years might have the same value owing to rounding off, a net change could still have been reported.

Table 6 shows that the total national average GER (Grades R to 12) decreased from 98% to 90% between 1999 and 2002, a net decrease of 8.2%. Although the inclusion of Grade R had a negative impact on the GER values for these years, it is important that we start monitoring enrolment in Grade R, seeing that, according to Education White Paper 5, the target year for universal access is 2010. If one were to consider only Grades 1 to 12, as reported in the previous publications, and if one also used the latest mid-year population estimates, one would see that the total national average GER changed to 105%, 99%, 96% and 95% for 1999, 2000, 2001 and 2002, respectively, which is, on average, almost 6% per year higher than the GER (Grades R to 12). All the provinces except the Northern Cape showed a decrease in both GER combinations from 1999 to 2002. In two provinces (the Eastern Cape and the Free State) the net decrease in both GER combinations (for female, male and total) from 1999 to 2002 was greater than 11% - higher than in all the other provinces.

● Gender Parity Index (GPI) (see Table 6)

Table 6 shows that, from 1999 to 2002, the national average GPI in Grades 1 to 12 decreased from 1.01 to 0.99, a net decrease of 2.0%, while the net decrease in Grades R to 12 was 1.0%. Only three provinces (KwaZulu-Natal, Mpumalanga and the Northern Cape) showed GPI ratios of less than 1.00 for all four years in Grades 1 to 12, indicating that, in proportion to the appropriate school-age population, there were fewer female learners than male learners in the ordinary school system.

3.2 Region and district data on learners, educators and schools

Table 7: Number of learners, educators and schools in the ordinary school sector, by province, region and district, in 2002

Region	District	Learner Enrolment							Educators		Schools			
		Pre-Gr. R	Gr. R	Primary (Gr.1-7)	Secondary (Gr.8-12)	ELSEN	Unspecified	Total Female	Total	Female	Total	Public	Unspecified	Total
Eastern Cape														
n.a.	Bizana	0	713	75 051	19 976	2)	0	50 231	95 740	1 661	2 271	210	0	210
n.a.	Butterworth	91	693	77 598	31 892	2)	0	56 298	110 274	2 622	3 730	398	2	400
n.a.	Cofimvaba	190	812	56 864	20 339	2)	0	39 612	78 205	1 800	2 610	289	1	290
n.a.	Cradock	8	624	16 526	9 036	2)	0	13 141	26 194	608	909	110	0	110
n.a.	East London	384	1 902	83 849	54 353	2)	0	70 577	140 488	3 206	4 554	315	13	328
n.a.	Engcobo	50	563	54 705	17 571	2)	0	37 971	72 889	1 510	2 232	228	0	228
n.a.	Fort Beaufort	22	645	29 725	17 289	2)	0	23 362	47 681	1 320	2 040	283	0	283
n.a.	Graaff-Reinet	4	541	17 313	8 401	2)	0	12 957	26 259	612	1 015	111	0	111
n.a.	Grahamstown	72	824	18 965	12 653	2)	0	16 384	32 514	847	1 242	122	5	127
n.a.	Idutywa	141	1 106	77 954	22 819	2)	0	53 943	102 020	2 258	3 250	348	0	348
n.a.	King William's Town	104	1 124	76 399	46 987	2)	0	61 230	124 614	3 099	4 621	476	1	477
n.a.	Lady Frere	15	320	33 083	13 967	2)	0	23 527	47 385	1 120	1 745	182	0	182
n.a.	Libode	68	1 450	118 999	34 248	2)	0	80 309	154 765	3 050	4 111	421	0	421
n.a.	Lusikisiki	25	1 263	108 837	30 007	2)	0	73 842	140 132	2 627	3 443	351	0	351
n.a.	Maluti	0	362	47 188	18 314	2)	0	33 430	65 864	1 475	2 092	211	0	211
n.a.	Mount Fletcher	51	349	38 717	13 352	2)	0	26 677	52 469	1 151	1 644	201	0	201
n.a.	Mount Frere	307	675	53 637	21 810	2)	0	38 986	76 429	1 721	2 361	248	0	248
n.a.	Port Elizabeth	585	3 751	107 991	67 264	2)	0	90 454	179 591	4 305	6 127	265	14	279
n.a.	Queenstown	0	661	38 446	23 346	2)	0	31 036	62 453	1 558	2 321	197	0	197
n.a.	Qumbu	191	1 127	57 137	19 816	2)	0	39 751	78 271	1 638	2 225	254	0	254
n.a.	Sterkspruit	28	927	44 876	20 985	2)	0	34 103	66 816	1 408	2 216	241	3	244
n.a.	Uitenhage	82	1 410	51 333	27 960	2)	0	39 863	80 785	1 874	2 820	185	2	187
n.a.	Umtata	482	1 179	103 879	41 104	2)	0	76 751	146 644	2 840	4 024	336	0	336
n.a.	Umzimkulu	2	541	47 319	15 710	2)	0	32 630	63 572	1 290	1 752	168	0	168
Total		2 902	23 562	1 436 391	609 199	2)	0	1 057 065	2 072 054	45 600	65 355	6 150	41	6 191
Free State														
n.a.	Ljweleputswa	1)	1 766	93 926	55 558	2 547	0	76 976	153 797	3 223	5 034	499	11	510
n.a.	Motheo	1)	5 420	112 705	66 489	4 503	0	94 048	189 117	3 549	5 711	395	18	413
n.a.	Northern Free State	1)	1 187	70 967	46 880	2 261	0	60 249	121 295	2 439	3 993	475	13	488
n.a.	Thabo Mofutsanyana	1)	7 997	123 068	77 218	1 867	0	104 241	210 150	4 198	6 739	763	16	779
n.a.	Xhariep	1)	850	19 767	9 083	1 309	0	15 486	31 009	686	1 040	149	4	153
Total		1)	17 220	420 433	255 228	12 487	0	351 000	705 368	14 095	22 517	2 281	62	2 343

Source: 2002 SNAP Survey (conducted on the 10th school day).

Note 1: Data is for ordinary schools only and includes learners in Pre-Grade R, Grade R and ELSEN at these schools. Data excludes learners, educators and institutions associated with stand-alone ECD sites and ELSEN (special) schools.

Note 2: n.a. = not applicable.

Note 3: n/a = not available.

1) Free State, North West and Northern Cape: Pre-grade R learners not included in the SNAP Survey.

2) Eastern Cape and North West: ELSEN learners are included in the different grades.

3) The Gauteng public school educators do not tally with Table 1. See footnote 3) of Table 1.

Table 7: Number of learners, educators and schools in the ordinary school sector, by province, region and district, in 2002 (continued)

Region	District	Learner Enrolment								Educators		Schools		
		Pre-Gr. R	Gr. R	Primary (Gr.1-7)	Secondary (Gr.8-12)	ELSEN	Unspecified	Total Female	Total	Female	Total	Public	Unspecified	Total
Gauteng³⁾														
n.a.	East Rand East	629	3 180	113 354	66 384	441	22	92 367	184 010	3 428	5 123	196	27	223
n.a.	East Rand West	508	4 714	168 831	94 924	820	27	135 980	269 824	5 076	7 816	265	50	315
n.a.	Gauteng North	145	1 057	16 284	6 235	35	0	11 900	23 756	404	712	58	13	71
n.a.	Gauteng West	347	1 216	72 156	39 184	447	19	56 660	113 369	2 077	3 138	146	11	157
n.a.	Johannesburg East	944	2 037	68 536	39 578	498	92	56 704	111 685	2 123	4 139	105	71	176
n.a.	Johannesburg North	1 234	2 258	68 055	43 057	331	79	58 256	115 014	2 181	3 829	139	48	187
n.a.	Johannesburg South	1 091	3 956	152 318	97 030	715	13	127 124	255 123	4 753	7 400	299	81	380
n.a.	Johannesburg West	722	2 161	50 316	28 626	179	0	40 649	82 004	1 581	2 345	115	18	133
n.a.	Sedibeng East	92	1 463	34 980	20 410	140	0	28 678	57 085	1 129	1 715	119	19	138
n.a.	Sedibeng West	425	1 332	66 876	44 813	241	0	56 544	113 687	1 997	3 133	145	6	151
n.a.	Tshwane North	342	2 015	77 727	48 676	371	0	64 957	129 131	2 320	3 733	153	20	173
n.a.	Tshwane South	539	2 800	95 514	62 841	603	32	81 129	162 329	3 094	5 093	175	52	227
Total		7 018	28 189	984 947	591 758	4 821	284	810 948	1 617 017	30 163	48 176	1 915	416	2 331
KwaZulu-Natal														
Durban South	Camperdown	50	1 875	38 764	21 396	21	0	30 138	62 106	1 112	1 573	111	2	113
	Chatsworth	192	2 281	42 746	30 961	131	89	38 199	76 400	1 627	2 352	114	6	120
	Pinetown	97	2 083	50 579	25 081	136	165	38 949	78 141	1 635	2 182	99	10	109
	Umbumbulu	21	2 555	51 464	29 319	29	16	41 255	83 404	1 731	2 397	193	1	194
	Umlazi North	0	918	25 244	16 350	0	0	20 546	42 512	845	1 126	53	0	53
Empangeni	Umlazi South	152	1 306	27 610	20 215	0	0	24 267	49 283	915	1 280	59	1	60
	Eshowe	153	2 298	50 786	26 337	1	19	39 365	79 594	1 487	2 145	172	3	175
	Hlabisa	24	1 687	55 893	28 226	0	0	42 268	85 830	1 565	2 254	185	1	186
	Lower Tugela	12	518	29 337	15 661	0	0	22 679	45 528	782	1 187	78	5	83
	Lower Umfolozi	58	4 165	74 809	39 313	0	0	58 884	118 345	2 406	3 214	221	8	229
Ladysmith	Mthunzini	16	3 144	46 025	26 145	0	0	37 704	75 330	1 348	1 905	134	2	136
	Dannhauser	258	2 049	32 859	20 630	21	0	27 312	55 817	959	1 497	93	0	93
	Estcourt	121	2 908	64 888	36 601	12	0	51 134	104 530	1 773	2 801	219	6	225
	Mnambithi	12	1 973	59 914	33 340	37	0	47 207	95 276	1 759	2 589	210	2	212
	Msinga	61	1 474	43 886	16 687	0	0	30 236	62 108	1 008	1 582	147	1	148
North Durban	Newcastle	325	1 422	36 825	25 544	55	0	31 906	64 171	1 204	1 706	89	4	93
	City Of Durban	207	2 243	58 198	42 423	435	0	53 324	103 506	2 608	3 457	123	26	149
	Inanda	61	1 449	36 755	17 520	0	0	27 319	55 785	999	1 435	72	2	74
	Kwa Mashu	0	1 929	36 476	23 703	0	0	30 241	62 108	1 169	1 594	84	0	84
	Maphumulo	14	963	35 313	18 571	0	0	27 356	54 861	1 030	1 550	140	0	140
Pietermaritzburg	Ndwedwe	35	1 224	31 633	18 275	0	0	24 901	51 167	1 061	1 495	135	3	138
	Phoenix	103	3 131	36 111	26 322	322	0	33 431	65 989	1 290	1 990	90	5	95
	Midlands	141	1 186	36 846	26 413	120	110	31 756	64 816	1 527	2 261	126	22	148
	Pholela	60	1 041	26 742	12 828	0	0	20 176	40 671	737	1 117	112	0	112
	Pietermaritzburg	269	1 070	42 575	26 223	75	12	35 280	70 224	1 439	2 046	108	17	125
Port Shepstone	Umvoti	55	2 675	54 060	23 553	70	17	40 103	80 430	1 536	2 250	219	7	226
	Vulindlela	16	2 014	36 706	21 820	0	0	29 532	60 556	1 224	1 659	158	2	160
	Harding	86	671	36 500	16 244	376	54	27 517	53 931	1 022	1 443	126	6	132
	Ixopo	30	734	34 081	18 359	151	10	26 247	53 365	972	1 402	147	0	147
	Sayidi	108	1 764	53 147	29 036	151	0	42 036	84 206	1 622	2 310	152	7	159
Ulundi	Scottburgh	12	840	47 880	24 251	386	543	36 809	73 912	1 381	2 024	164	3	167
	Ingwavuma	29	4 449	57 969	20 586	0	0	41 598	83 033	1 296	1 928	182	0	182
	Mahlabathini	35	3 044	43 057	23 580	0	0	34 774	69 716	1 165	1 794	149	0	149
	Nkandla	0	2 841	42 301	16 798	0	0	30 932	61 940	956	1 496	173	0	173
	Nongoma	0	2 441	49 840	27 799	0	0	40 336	80 080	1 358	2 056	189	0	189
Vryheid	Pongola	0	1 375	24 053	13 619	0	0	19 488	39 047	630	1 006	87	2	89
	Ubombo	9	1 831	40 138	17 648	0	0	29 898	59 626	919	1 467	133	0	133
	Bhekuzulu	6	390	38 919	19 398	21	0	29 127	58 734	1 122	1 565	167	7	174
	Dundee	0	150	10 217	6 063	15	2	8 135	16 447	308	466	48	1	49
	Nquthu	0	81	46 666	27 734	0	0	37 503	74 481	1 357	2 004	173	0	173
Total	Paulpietersburg	0	120	22 645	10 063	0	0	15 979	32 828	601	895	126	0	126
Total		2 828	72 312	1 710 457	940 635	2 565	1 037	1 355 847	2 729 834	51 485	74 500	5 560	162	5 722
Limpopo														
Bushbuckridge	Acornhoek	752	3 374	37 575	22 855	0	0	32 683	64 556	n/a	1 947	133	3	136
	Bushbuckridge	424	3 188	35 425	21 465	0	0	30 569	60 502	n/a	1 958	119	1	120
	Mkhuhlu	951	3 697	37 556	19 353	0	0	31 298	61 557	n/a	1 825	125	0	125
Central	Bochum	1 905	3 454	44 212	26 162	0	0	37 442	75 733	n/a	2 178	200	42	242
	Konekwena	1 521	2 021	24 067	18 788	0	0	23 092	46 397	n/a	1 574	167	9	176

Table 7: Number of learners, educators and schools in the ordinary school sector, by province, region and district, in 2002 (concluded)

Region	District	Learner Enrolment							Educators		Schools			
		Pre-Gr. R	Gr. R	Primary (Gr.1-7)	Secondary (Gr.8-12)	ELSEN	Unspecified	Total Female	Total	Female	Total	Public	Unspecified	Total
Central (cont.)	Mankweng	2 174	4 636	43 260	29 906	0	0	40 305	79 976	n/a	2 268	217	6	223
	Mogodumo	567	2 341	31 514	20 638	181	0	27 651	55 241	n/a	1 697	160	2	162
	Polokwane	1 472	4 617	46 860	31 594	18	0	41 789	84 561	n/a	2 505	194	17	211
	Zebediela	123	2 188	23 096	14 297	0	0	20 020	39 704	n/a	1 274	83	0	83
Eastern	Bolobedu	1 816	3 189	41 222	22 637	0	0	34 056	68 864	n/a	1 980	192	6	198
	Hlanganani	431	2 923	35 281	24 619	0	0	31 457	63 254	n/a	1 918	124	0	124
	Ritavi	147	2 107	29 890	21 286	117	0	26 986	53 547	n/a	1 678	120	4	124
	Thabina	741	3 282	39 527	24 048	1	0	33 842	67 599	n/a	2 106	151	2	153
North Eastern	Giyani	0	2 696	41 123	24 659	0	0	34 498	68 478	n/a	2 161	116	1	117
	Phalaborwa	101	2 052	30 102	16 685	0	0	24 504	48 940	n/a	1 450	82	4	86
Northern	Malamulele	99	4 745	48 934	31 031	0	0	42 024	84 809	n/a	2 495	165	2	167
	Mutale	36	1 416	26 041	13 850	0	0	20 263	41 343	n/a	1 306	143	2	145
	Sekgosesese	1 554	3 398	36 042	22 737	0	0	31 865	63 731	n/a	1 920	166	2	168
	Soutpansberg	202	4 826	63 146	38 448	1	0	52 993	106 623	n/a	3 229	232	12	244
Southern	Thohoyandou	349	4 456	44 511	28 541	0	0	38 868	77 857	n/a	2 170	163	8	171
	Vuwani	80	3 931	37 774	24 408	0	0	33 051	66 193	n/a	1 919	145	3	148
	Apel	403	846	16 421	10 724	0	0	14 294	28 394	n/a	1 073	98	2	100
	Bohlabela	701	1 773	26 600	14 260	0	0	21 919	43 334	n/a	1 268	118	0	118
	Dennilton	612	2 727	30 205	19 051	22	0	26 251	52 617	n/a	1 604	131	7	138
	Magakala	565	2 749	27 580	17 703	0	0	24 576	48 597	n/a	1 486	147	12	159
	Nebo	944	3 929	38 691	27 350	0	0	35 870	70 914	n/a	2 313	219	9	228
	Sekhukhune	622	2 150	29 634	16 625	0	0	24 547	49 031	n/a	1 591	109	27	136
Western	Bakenberg	480	2 106	22 399	14 994	0	0	19 610	39 979	n/a	1 387	137	4	141
	Mahwelereng	8	3 027	37 642	23 339	0	0	32 086	64 016	n/a	1 894	138	3	141
	Palala	0	1 274	18 799	9 248	0	0	14 566	29 321	n/a	944	114	0	114
	Warmbaths	482	1 214	22 531	9 184	0	0	16 730	33 411	n/a	1 145	153	12	165
Total		20 262	90 332	1 067 660	660 485	340	0	919 705	1 839 079	31 022	56 263	4 561	202	4 763
Mpumalanga														
Eastvaal	n.a.	399	4 118	162 387	91 231	169	0	128 825	258 304	4 842	7 184	675	19	694
Ehlanzeni	n.a.	595	3 891	178 738	104 846	172	0	143 453	288 242	5 054	7 767	470	39	509
Nkangala	n.a.	407	4 139	223 661	139 307	293	0	184 141	367 807	6 397	10 190	711	20	731
Total		1 401	12 148	564 786	335 384	634	0	456 419	914 353	16 293	25 141	1 856	78	1 934
North West														
n.a.	Atamelang	1)	0	29 504	15 005	2)	0	22 127	44 509	810	1 376	124	0	124
n.a.	Brits	1)	0	48 743	29 633	2)	0	38 808	78 376	1 723	2 607	161	4	165
n.a.	Klerksdorp	1)	874	67 443	39 784	2)	0	54 153	108 101	2 187	3 341	198	10	208
n.a.	Lichtenburg	1)	41	43 016	21 195	2)	0	32 321	64 252	1 339	2 082	206	4	210
n.a.	Mabopane	1)	110	39 607	24 010	2)	0	31 470	63 727	1 522	2 230	123	0	123
n.a.	Mafikeng	1)	531	44 595	25 733	2)	0	35 524	70 859	1 632	2 315	157	7	164
n.a.	Mothibistad	1)	0	30 835	17 013	2)	0	23 876	47 848	1 073	1 614	185	0	185
n.a.	Potchefstroom	1)	499	37 382	20 110	2)	0	29 294	57 991	1 368	1 999	162	5	167
n.a.	Rustenburg	1)	803	69 260	41 251	2)	0	55 366	111 314	2 813	3 944	255	12	267
n.a.	Temba	1)	48	52 525	33 981	2)	0	42 310	86 554	1 772	2 765	174	0	174
n.a.	Vryburg	1)	109	66 796	33 629	2)	0	50 390	100 534	2 124	3 243	296	3	299
n.a.	Zeerust	1)	127	39 008	24 142	2)	0	31 557	63 277	1 673	2 519	206	0	206
Total		1)	3 142	568 714	325 486	2)	0	447 196	897 342	20 036	30 035	2 247	45	2 292
Northern Cape														
n.a.	Frances Baard	1)	1 496	47 304	27 957	583	0	38 569	77 340	1 658	2 493	138	7	145
n.a.	Karoo	1)	736	27 628	11 644	250	0	20 266	40 258	861	1 336	114	3	117
n.a.	Namaqua	1)	980	15 156	7 133	186	0	11 526	23 455	542	814	79	4	83
n.a.	Siyanda	1)	532	37 388	17 587	171	0	27 668	55 678	1 162	1 841	128	3	131
Total		1)	3 744	127 476	64 321	1 190	0	98 029	196 731	4 223	6 484	459	17	476
Western Cape														
n.a.	Metropole Central	890	4 319	61 113	52 516	151	38	60 990	119 027	2 607	3 947	167	40	207
n.a.	Metropole East	452	2 784	97 323	51 945	137	1	78 193	152 642	2 734	4 106	136	15	151
n.a.	Metropole North	896	5 748	97 183	53 135	358	0	79 530	157 320	3 096	4 539	195	17	212
n.a.	Metropole South	851	6 039	113 661	59 485	338	1	92 212	180 375	3 339	4 939	211	20	231
n.a.	Overberg/Breede River	428	3 352	66 119	32 342	193	1	50 861	102 435	1 770	2 975	264	19	283
n.a.	Southern Cape/Karoo	387	2 813	68 589	34 939	233	0	53 204	106 961	1 865	3 123	237	12	249
n.a.	West Coast/Winelands	496	3 022	80 876	41 851	232	2	63 071	126 479	2 221	3 630	250	12	262
Total		4 400	28 077	584 864	326 213	1 642	43	478 061	945 239	17 632	27 259	1 460	135	1 595
National (Total)		38 811	278 726	7 465 728	4 108 709	23 679	1 364	5 974 270	11 917 017	230 549	355 730	26 489	1 158	27 647

3.3 Senior Certificate examination

3.3.1 Overall results

Table 8: Senior Certificate examination results for full-time candidates with six or more subjects, by province and gender, in 2002

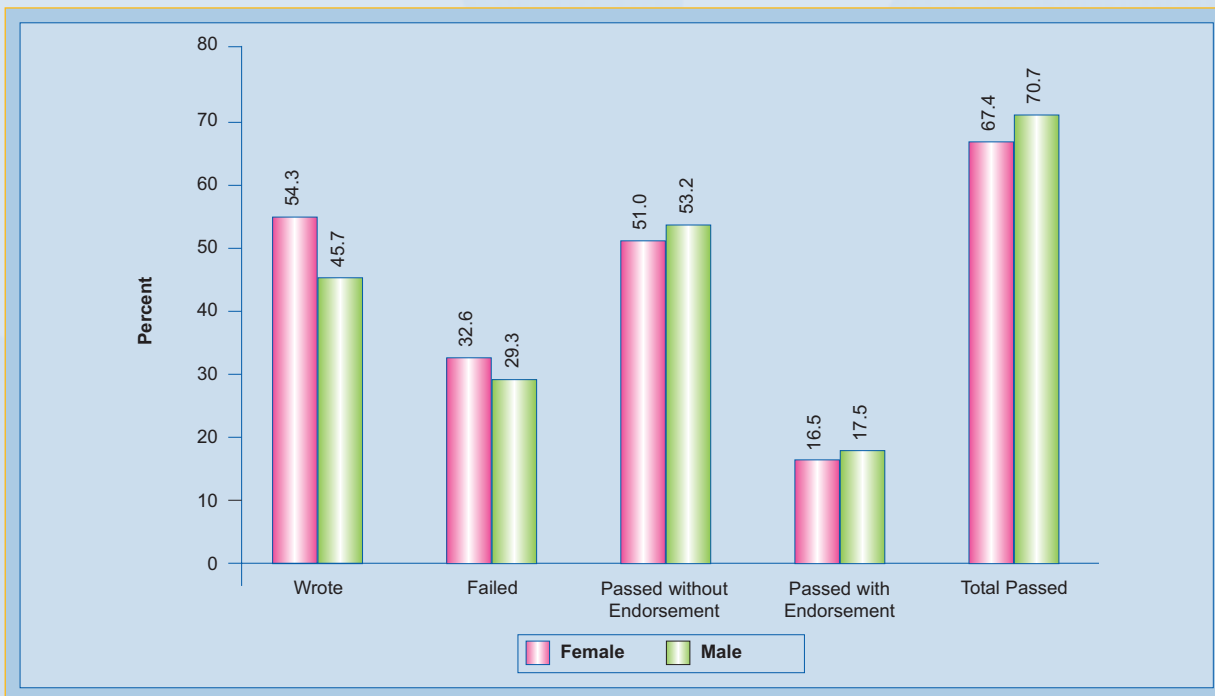
Province	Gender	Candidates Who Wrote		Candidates Awaiting Results		Candidates Who Wrote (Excluding Awaiting Results)		Candidates Who Failed ¹⁾		Candidates Who Passed ¹⁾					
										Without Endorsement		With Endorsement		Total	
		Number	%	Number	%	Number	Number	%	Number	%	Number	%	Number	%	
Eastern Cape	Female	36 437	56.7	2	0.0	36 435	18 175	49.9	15 523	42.6	2 737	7.5	18 260	50.1	
	Male	27 820	43.3	1	0.0	27 819	12 793	46.0	12 574	45.2	2 452	8.8	15 026	54.0	
	Total	64 257		3	0.0	64 254	30 968	48.2	28 097	43.7	5 189	8.1	33 286	51.8	
Free State	Female	13 001	51.7	0	0.0	13 001	4 106	31.6	6 552	50.4	2 343	18.0	8 895	68.4	
	Male	12 155	48.3	0	0.0	12 155	3 273	26.9	6 492	53.4	2 390	19.7	8 882	73.1	
	Total	25 156		0	0.0	25 156	7 379	29.3	13 044	51.9	4 733	18.8	17 777	70.7	
Gauteng	Female	35 551	54.5	25	0.1	35 526	7 858	22.1	19 637	55.3	8 031	22.6	27 668	77.9	
	Male	29 709	45.5	23	0.1	29 686	6 413	21.6	17 132	57.7	6 141	20.7	23 273	78.4	
	Total	65 260		48	0.1	65 212	14 271	21.9	36 769	56.4	14 172	21.7	50 941	78.1	
KwaZulu-Natal	Female	51 627	53.0	1	0.0	51 626	15 138	29.3	26 725	51.8	9 763	18.9	36 488	70.7	
	Male	45 862	47.0	1	0.0	45 861	13 376	29.2	24 612	53.7	7 873	17.2	32 485	70.8	
	Total	97 489		2	0.0	97 487	28 514	29.2	51 337	52.7	17 636	18.1	68 973	70.8	
Limpopo	Female	38 520	53.9	0	0.0	38 520	12 982	33.7	19 850	51.5	5 688	14.8	25 538	66.3	
	Male	32 924	46.1	0	0.0	32 924	8 818	26.8	17 277	52.5	6 829	20.7	24 106	73.2	
	Total	71 444		0	0.0	71 444	21 800	30.5	37 127	52.0	12 517	17.5	49 644	69.5	
Mpumalanga	Female	21 908	55.0	0	0.0	21 908	10 266	46.9	9 530	43.5	2 112	9.6	11 642	53.1	
	Male	17 935	45.0	0	0.0	17 935	7 355	41.0	8 375	46.7	2 205	12.3	10 580	59.0	
	Total	39 843		0	0.0	39 843	17 621	44.2	17 905	44.9	4 317	10.8	22 222	55.8	
North West	Female	19 902	54.8	0	0.0	19 902	6 760	34.0	10 408	52.3	2 734	13.7	13 142	66.0	
	Male	16 446	45.2	3	0.0	16 443	4 948	30.1	8 944	54.4	2 551	15.5	11 495	69.9	
	Total	36 348		3	0.0	36 345	11 708	32.2	19 352	53.2	5 285	14.5	24 637	67.8	
Northern Cape	Female	3 153	53.4	0	0.0	3 153	338	10.7	2 247	71.3	568	18.0	2 815	89.3	
	Male	2 754	46.6	0	0.0	2 754	260	9.4	1 981	71.9	513	18.6	2 494	90.6	
	Total	5 907		0	0.0	5 907	598	10.1	4 228	71.6	1 081	18.3	5 309	89.9	
Western Cape	Female	20 992	55.1	0	0.0	20 992	2 955	14.1	12 357	58.9	5 680	27.1	18 037	85.9	
	Male	17 125	44.9	0	0.0	17 125	2 177	12.7	10 510	61.4	4 438	25.9	14 948	87.3	
	Total	38 117		0	0.0	38 117	5 132	13.5	22 867	60.0	10 118	26.5	32 985	86.5	
National	Female	241 091	54.3	28	0.0	241 063	78 578	32.6	122 829	51.0	39 656	16.5	162 485	67.4	
	Male	202 730	45.7	28	0.0	202 702	59 413	29.3	107 897	53.2	35 392	17.5	143 289	70.7	
	Total	443 821		56	0.0	443 765	137 991	31.1	230 726	52.0	75 048	16.9	305 774	68.9	

Source: Report on the 2002 Senior Certificate examination, Department of Education (27 December 2002).
Note: the data exclude pending irregularities.

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

In 2002, as indicated in Table 8, the overall national pass rate in the Senior Certificate examination for full-time candidates with six or more subjects was 68.9%. In all the provinces more females than males wrote the Senior Certificate examination. However, in relative terms, as indicated in Table 8 and Figure 10, the national pass rate of male candidates (70.7%) was higher than the pass rate of female candidates (67.4%). A similar trend was seen in all provinces. However, in all provinces there were more female candidates than male candidates who passed. Furthermore, Table 8 shows that the overall pass rate, by province, varied from 89.9% in the Northern Cape to 51.8% in the Eastern Cape.

Figure 10: Percentage distribution of Senior Certificate examination pass and failure rates, by gender, in 2002



3.3.2 Pass type results

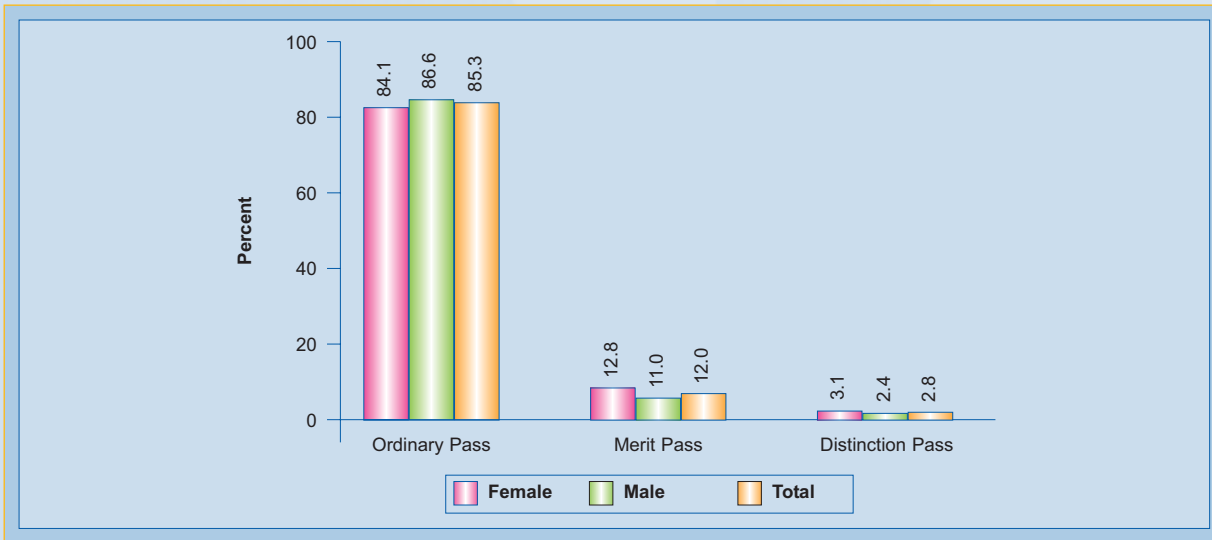
Table 9: Senior Certificate examination results, by province, gender and type of pass, in 2002

Province	Gender	Type of Pass						Total Passed Number
		Ordinary Pass		Pass with Merit		Pass with Distinction		
		Number	% of Total Passed	Number	% of Total Passed	Number	% of Total Passed	
Eastern Cape	Female	16 331	89.4	1 578	8.6	351	1.9	18 260
	Male	13 660	90.9	1 150	7.7	216	1.4	15 026
	Total	29 991	90.1	2 728	8.2	567	1.7	33 286
Free State	Female	7 353	82.7	1 222	13.7	320	3.6	8 895
	Male	7 585	85.4	1 108	12.5	189	2.1	8 882
	Total	14 938	84.0	2 330	13.1	509	2.9	17 777
Gauteng	Female	21 054	76.1	5 219	18.9	1 395	5.0	27 668
	Male	18 823	80.9	3 541	15.2	909	3.9	23 273
	Total	39 877	78.3	8 760	17.2	2 304	4.5	50 941
KwaZulu-Natal	Female	30 317	83.1	5 052	13.8	1 119	3.1	36 488
	Male	28 049	86.3	3 645	11.2	791	2.4	32 485
	Total	58 366	84.6	8 697	12.6	1 910	2.8	68 973
Limpopo	Female	24 193	94.7	1 210	4.7	135	0.5	25 538
	Male	22 345	92.7	1 639	6.8	122	0.5	24 106
	Total	46 538	93.7	2 849	5.7	257	0.5	49 644
Mpumalanga	Female	10 560	90.7	929	8.0	153	1.3	11 642
	Male	9 737	92.0	730	6.9	113	1.1	10 580
	Total	20 297	91.3	1 659	7.5	266	1.2	22 222
North West	Female	11 730	89.3	1 196	9.1	216	1.6	13 142
	Male	10 494	91.3	882	7.7	119	1.0	11 495
	Total	22 224	90.2	2 078	8.4	335	1.4	24 637
Northern Cape	Female	2 263	80.4	465	16.5	87	3.1	2 815
	Male	2 120	85.0	317	12.7	57	2.3	2 494
	Total	4 383	82.6	782	14.7	144	2.7	5 309
Western Cape	Female	12 858	71.3	3 933	21.8	1 246	6.9	18 037
	Male	11 271	75.4	2 803	18.8	874	5.8	14 948
	Total	24 129	73.2	6 736	20.4	2 120	6.4	32 985
National	Female	136 659	84.1	20 804	12.8	5 022	3.1	162 485
	Male	124 084	86.6	15 815	11.0	3 390	2.4	143 289
	Total	260 743	85.3	36 619	12.0	8 412	2.8	305 774

Source: Report on the 2002 Senior Certificate examination, Department of Education (27 December 2002).

Note: The data exclude pending irregularities.

Figure 11: Percentage distribution of Senior Certificate examination results, by type of pass and gender, in 2002



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

Table 9 and Figure 11 show that, nationally, in 2002, 85.3%, 12.0% and 2.8% of all candidates passed with an ordinary pass, a merit pass and a distinction pass, respectively. Although Table 9 and Figure 11 show that, nationally, among candidates who passed with merit and distinction, the females performed better than the males, males performed better than females when one takes into account only the endorsement passes for each of the three pass types (raw data for endorsement passes not shown in this report).

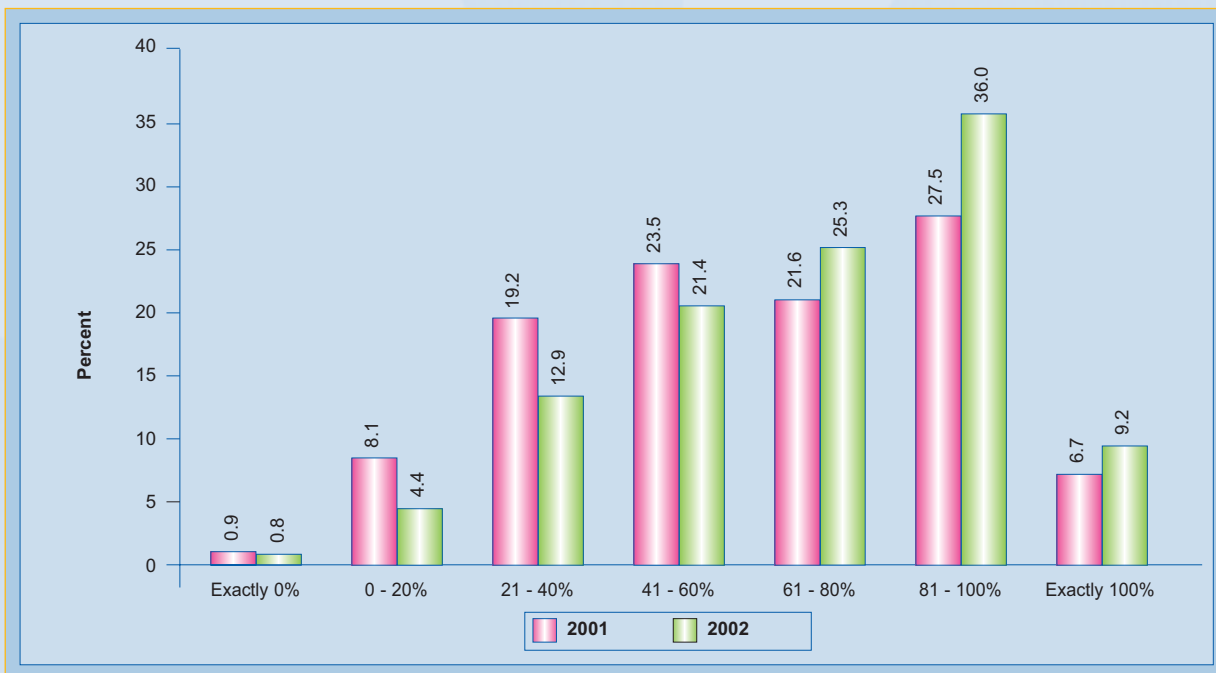
3.3.3 Frequency interval results

Table 10: Senior Certificate examination percentage pass rates of schools within different percentage groupings, by province, in 2001 and 2002

Province			Percentage Groupings of Pass Rates													
Name	Total Number of Schools		0-20 %		21-40 %		41-60 %		61-80 %		81-100 %		Exactly 0 %		Exactly 100 %	
	2001	2002	2001 (%)	2002 (%)	2001 (%)	2002 (%)	2001 (%)	2002 (%)	2001 (%)	2002 (%)	2001 (%)	2002 (%)	2001 (%)	2002 (%)	2001 (%)	2002 (%)
Eastern Cape	896	905	24.2	13.5	29.4	28.4	19.8	27.0	12.4	15.1	14.3	16.0	2.0	1.5	4.2	5.1
Free State	333	339	7.2	2.4	21.6	9.1	22.5	20.6	21.3	31.6	27.3	36.3	0.3	0.6	6.9	10.3
Gauteng	637	645	3.8	4.0	12.2	7.4	19.6	18.1	21.2	22.8	43.2	47.6	0.9	1.7	10.4	12.6
KwaZulu-Natal	1 360	1 424	7.5	3.4	19.7	12.8	24.7	20.9	23.5	27.3	24.6	35.6	1.0	0.6	5.0	8.0
Limpopo	1 335	1 352	2.5	1.8	16.5	7.4	29.1	20.5	27.9	32.0	24.0	38.4	0.1	0.1	3.7	8.0
Mpumalanga	399	411	14.0	4.1	33.1	23.8	26.8	33.6	10.8	19.0	15.3	19.5	0.8	0.2	3.5	5.1
North West	377	384	1.3	1.8	17.8	12.0	28.6	26.6	26.8	29.4	25.5	30.2	0.3	1.0	5.8	5.7
Northern Cape	104	103	0.0	0.0	2.9	1.0	8.7	2.9	20.2	16.5	68.3	79.6	0.0	0.0	26.9	26.2
Western Cape	375	377	2.9	1.9	4.3	1.1	10.9	6.4	22.4	22.0	59.5	68.7	2.1	1.6	21.3	24.7
National	5 816	5 940	8.1	4.4	19.2	12.9	23.5	21.4	21.6	25.3	27.5	36.0	0.9	0.8	6.7	9.2

Source: Report on the 2002 Senior Certificate examination, Department of Education (27 December 2002).
 Note: The data exclude pending irregularities.

Figure 12: Percentage distribution of Senior Certificate examination percentage pass rates of schools within different percentage groupings in 2001 and 2002



In 2002, as shown in Table 10 and Figure 12, 9.2% (approximately 546) of the 5 940 schools in South Africa that offered the Senior Certificate examination obtained 100% passes. This is significantly higher than the 6.7% of 2001. The percentage of schools that scored a pass rate of between 81% and 100% increased from 27.5% to 36.0%. As far as schools that performed poorly are concerned, 4.4% of them obtained a pass rate of between 0% and 20% in 2002, which is significantly lower than the 8.1% of 2001. 0.8% of schools nationally (approximately 48) scored a 0% pass rate, compared to 0.9% in 2001. This indicates a reduction in the number of schools with very poor performance.

3.3.4 Selected subject results

Table 11 shows that, concerning the selected six subjects, less candidates wrote Biology in the Senior Certificate examination in 2002 (298 089) than in 2001 (311 026). The highest and second highest overall pass rates in 2002 were for Accounting (84.7%) and Business Economics (81.5%), respectively. The lowest overall pass rate in 2002 was for Mathematics (56.1%), which is almost 10% higher than in 2001. However, the pass rate for Mathematics HG was 71.9% in 2002.

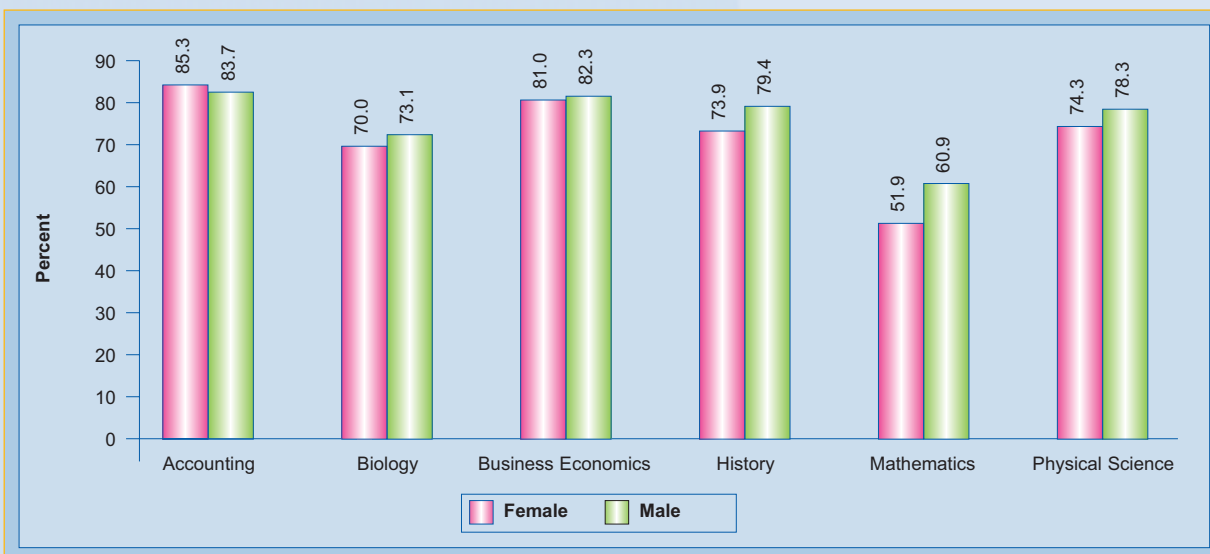
Table 11 and Figure 13 indicate that, except for Accounting, in both 2001 and 2002, males performed better overall than females in all the selected subjects. However, in 2002, females performed better than males in Accounting SG and Biology HG.

Table 11: Senior Certificate examination results for selected subjects, by gender, in 2001 and 2002

Subject	Year	Number of Candidates who Wrote			Number and Percentages of Candidates who Passed on:								
		Male	Female	Total	HG Total	SG Total	LG Total	Total Passed					
								Male	Male (%)	Female	Female (%)	Total	Total (%)
Accounting HG	2001	17 489	24 944	42 433	22 161	9 934		13 439	76.8	18 656	74.8	32 095	75.6
	2002	17 099	24 081	41 180	22 736	9 276		13 620	79.7	18 392	76.4	32 012	77.7
Accounting SG	2001	35 311	58 350	93 661		69 675	12 245	30 129	85.3	51 791	88.8	81 920	87.5
	2002	38 183	61 825	100 008		72 742	14 797	32 666	85.6	54 873	88.8	87 539	87.5
Accounting Total	2001	52 800	83 294	136 094	22 161	79 609	12 245	43 568	82.5	70 447	84.6	114 015	83.8
	2002	55 282	85 906	141 188	22 736	82 018	14 797	46 286	83.7	73 265	85.3	119 551	84.7
Biology HG	2001	45 227	61 095	106 322	39 853	22 526		26 315	58.2	36 064	59.0	62 379	58.7
	2002	42 537	55 545	98 082	41 034	23 017		27 547	64.8	36 504	65.7	64 051	65.3
Biology SG	2001	92 609	112 095	204 704		99 452	48 230	68 962	74.5	78 720	70.2	147 682	72.1
	2002	92 272	107 735	200 007		104 156	44 585	70 934	76.9	77 807	72.2	148 741	74.4
Biology Total	2001	137 836	173 190	311 026	39 853	121 978	48 230	95 277	69.1	114 784	66.3	210 061	67.5
	2002	134 809	163 280	298 089	41 034	127 173	44 585	98 481	73.1	114 311	70.0	212 792	71.4
Business Economics HG	2001	16 417	23 344	39 761	16 834	10 532		11 246	68.5	16 120	69.1	27 366	68.8
	2002	17 227	24 186	41 413	22 579	10 881		13 925	80.8	19 535	80.8	33 460	80.8
Business Economics SG	2001	52 667	78 089	130 756		75 999	22 832	40 238	76.4	58 593	75.0	98 831	75.6
	2002	54 793	79 537	134 330		87 665	22 184	45 336	82.7	64 513	81.1	109 849	81.8
Business Economics Total	2001	69 084	101 433	170 517	16 834	86 531	22 832	51 484	74.5	74 713	73.7	126 197	74.0
	2002	72 020	103 723	175 743	22 579	98 546	22 184	59 261	82.3	84 048	81.0	143 309	81.5
History HG	2001	16 134	15 015	31 149	14 194	7 679		11 495	71.2	10 378	69.1	21 873	70.2
	2002	14 826	12 914	27 740	15 587	5 835		11 575	78.1	9 847	76.3	21 422	77.2
History SG	2001	32 284	38 343	70 627		35 961	12 950	24 005	74.4	24 906	65.0	48 911	69.3
	2002	32 622	37 133	69 755		40 455	12 765	26 099	80.0	27 121	73.0	53 220	76.3
History Total	2001	48 418	53 358	101 776	14 194	43 640	12 950	35 500	73.3	35 284	66.1	70 784	69.5
	2002	47 448	50 047	97 495	15 587	46 290	12 765	37 674	79.4	36 968	73.9	74 642	76.6
Mathematics HG	2001	18 163	16 707	34 870	19 504	5 880		13 395	73.7	11 989	71.8	25 384	72.8
	2002	18 867	16 598	35 465	20 528	4 987		13 635	72.3	11 880	71.6	25 515	71.9
Mathematics SG	2001	104 327	124 748	229 075		72 301	25 464	49 508	47.5	48 257	38.7	97 765	42.7
	2002	104 035	121 489	225 524		96 302	24 629	61 205	58.8	59 726	49.2	120 931	53.6
Mathematics Total	2001	122 490	141 455	263 945	19 504	78 181	25 464	62 903	51.4	60 246	42.6	123 149	46.7
	2002	122 902	138 087	260 989	20 528	101 289	24 629	74 840	60.9	71 606	51.9	146 446	56.1
Physical Science HG	2001	26 685	22 311	48 996	24 280	11 174		19 972	74.8	15 482	69.4	35 454	72.4
	2002	28 279	22 713	50 992	24 888	14 022		21 912	77.5	16 998	74.8	38 910	76.3
Physical Science SG	2001	52 636	52 215	104 851		45 314	24 784	36 698	69.7	33 400	64.0	70 098	66.9
	2002	52 143	50 720	102 863		56 741	21 878	41 082	78.8	37 537	74.0	78 619	76.4
Physical Science Total	2001	79 321	74 526	153 847	24 280	56 488	24 784	56 670	71.4	48 882	65.6	105 552	68.6
	2002	80 422	73 433	153 855	24 888	70 763	21 878	62 994	78.3	54 535	74.3	117 529	76.4

Source: Report on the 2002 Senior Certificate examination, Department of Education (27 December 2002).
Note 1: The data exclude pending irregularities.
Note 2: HG = Higher Grade, SG = Standard Grade and LG = Lower Grade.
Note 3: Empty cells: not applicable.

Figure 13: Percentage distribution of Senior Certificate examination pass rates for selected subjects, by gender, in 2002



3.3.5 Pass rate trend 1994 to 2002

Table 12: Comparison of pass rates of the Senior Certificate examination for full-time candidates with six or more subjects, by province, from 1994 to 2002

Province	Pass Rates (%)									
	1994	1995	1996	1997	1998	1999	2000	2001	2002	% Net Change (94-02)
Eastern Cape	56.8	47.8	49.0	46.2	45.1	40.2	49.8	45.6	51.8	-8.8
Free State	55.8	49.7	51.1	42.5	43.4	42.1	52.7	59.0	70.7	26.7
Gauteng	61.3	58.0	58.3	51.7	55.6	57.0	67.5	73.6	78.1	27.4
KwaZulu-Natal	67.6	69.3	61.8	53.7	50.3	50.7	57.2	62.8	70.8	4.7
Limpopo	44.4	37.8	38.8	31.9	35.2	37.5	51.4	59.5	69.5	56.5
Mpumalanga	47.5	38.2	47.4	46.0	52.7	48.3	53.2	46.9	55.8	17.5
North West	70.2	66.3	69.6	50.0	54.6	52.1	58.3	62.5	67.8	-3.4
Northern Cape	77.7	74.5	74.1	63.8	65.4	64.3	71.2	84.2	89.9	15.7
Western Cape	85.6	82.7	80.2	76.2	79.0	78.8	80.6	82.7	86.5	1.1
National	58.0	53.4	54.4	47.4	49.3	48.9	57.9	61.7	68.9	18.8

Source: Report on the 2002 Senior Certificate examination, Department of Education (27 December 2002).

Note: Percentages with a negative sign denote a decrease.

Figure 14: Comparison of national pass rates of the Senior Certificate examination from 1994 to 2002

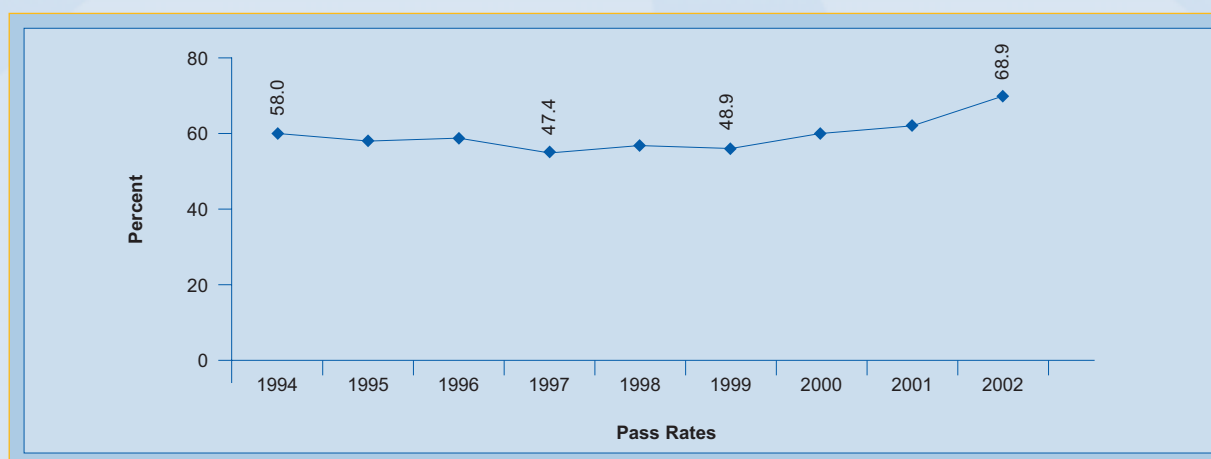


Table 12 shows that the national pass rate for the Senior Certificate examination increased from 58.0% in 1994 to 68.9% in 2002, indicating a net increase of 18.8%. From 1994 to 2002, the largest net increase in the pass rate occurred in Limpopo (56.5%), followed by Gauteng (27.4%).

Figure 14 shows that, from 1994, the national pass rate decreased by 10.6% (real value) to its lowest point in 1997 (47.4%). It stayed almost the same from 1997 to 1999 and then increased by 20.0% (real value) to its highest point in 2002.

Table 12 shows that seven of the nine provinces (the Eastern Cape and North West are the exceptions) showed a higher pass rate in 2002 than in 1994, and that, in 2001, only four provinces showed a higher pass rate than in 1994. Between 1994 and 2002 the lowest and second lowest pass rates occurred in Limpopo (31.9% in 1997) and Mpumalanga (38.2% in 1995), respectively. In the same period, the highest and second highest pass rates occurred in the Northern Cape (89.9% in 2002) and the Western Cape (86.5% in 2002), respectively.

4. PUBLIC FURTHER EDUCATION AND TRAINING INSTITUTIONS

4.1 Introduction and perspective

In the past couple of years the public Further Education and Training (FET) sector went through a massive transformation process. One of the major changes is that the 152 technical colleges that existed in 2000 have been merged to form 50 super FET institutions, as indicated in Table 13.

Table 13: Number of FTE and headcount learners, headcount educators and institutions in the public FET sector, by province, in 2002

Province	Learners		Educators (Headcount)	Campus Sites	Former Technical Colleges	New FET Institutions
	FTE	Headcount				
Eastern Cape	13 489	34 854	845	30	26	8
Free State	9 792	24 291	696	15	11	4
Gauteng	47 161	135 227	2 135	32	33	8
KwaZulu-Natal	22 744	65 073	1 095	32	24	9
Limpopo	13 100	37 072	555	18	14	7
Mpumalanga	7 655	24 067	265	12	10	3
North West	9 382	31 057	478	11	11	3
Northern Cape	3 129	8 581	127	6	6	2
Western Cape	17 461	45 922	892	27	17	6
National	143 913	406 144	7 088	183	152	50

Source: 2002 National Audit - Quantitative Overview of the Further Education and Training College Sector: a Sector in Transition, Department of Education, 2004.
Note: FTE = Full-time equivalent.

In 2002, as indicated in Table 13, the FET sector catered for 406 144 headcount learners and 143 913 full-time equivalent (FTE) learners. Gauteng and KwaZulu-Natal catered for almost 50% of the 7 088 educators in the sector, whilst Gauteng catered for approximately one third of all headcount and FTE learners.

4.2 Learner data

Table 14: Number of FTE and headcount learners in the public FET sector, by province, vocational field of study and gender, in 2002

Province	Gender	Vocational Field of Study													
		Art and Music		Business Studies		Educare and Social Services		Engineering		General Education		Utility Industries		Total	
		FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC
Eastern Cape	n/a	147	381	7 676	19 831	56	146	4 585	11 847	38	99	987	2 550	13 489	34 854
Free State	n/a	46	110	5 876	14 583	57	141	3 228	8 007	131	324	454	1 126	9 792	24 291
Gauteng	n/a	548	1 572	19 048	54 617	243	698	24 089	69 069	396	1 136	2 837	8 135	47 161	135 227
KwaZulu-Natal	n/a	66	190	8 178	23 398	197	563	12 018	34 384	516	1 476	1 769	5 062	22 744	65 073
Limpopo	n/a	16	46	5 145	14 562	88	248	6 986	19 770	177	500	688	1 946	13 100	37 072
Mpumalanga	n/a	0	0	3 332	10 475	14	45	4 218	13 261	49	154	42	132	7 655	24 067
North West	n/a	545	1 805	4 076	13 493	55	181	3 594	11 899	346	1 144	766	2 535	9 382	31 057
Northern Cape	n/a	0	0	2 195	6 020	16	43	860	2 360	35	96	23	62	3 129	8 581
Western Cape	n/a	200	527	9 546	25 104	599	1 576	5 150	13 544	58	153	1 908	5 018	17 461	45 922
National	Male	n/a	48%	n/a	33%	n/a	8%	n/a	81%	n/a	0%	n/a	25%	n/a	60%
	Female	n/a	52%	n/a	67%	n/a	92%	n/a	19%	n/a	100%	n/a	75%	n/a	40%
	Total	1 568	4 631	65 072	182 083	1 325	3 641	64 728	184 141	1 746	5 082	9 474	26 566	143 913	406 144
		1.1%	1.1%	45.2%	44.8%	0.9%	0.9%	45.0%	45.3%	1.2%	1.3%	6.6%	6.5%	100.0%	100.0%

Source: 2002 National Audit - Quantitative Overview of the Further Education and Training College Sector: a Sector in Transition, Department of Education, 2004.

Note 1: FTE = Full-time equivalent.

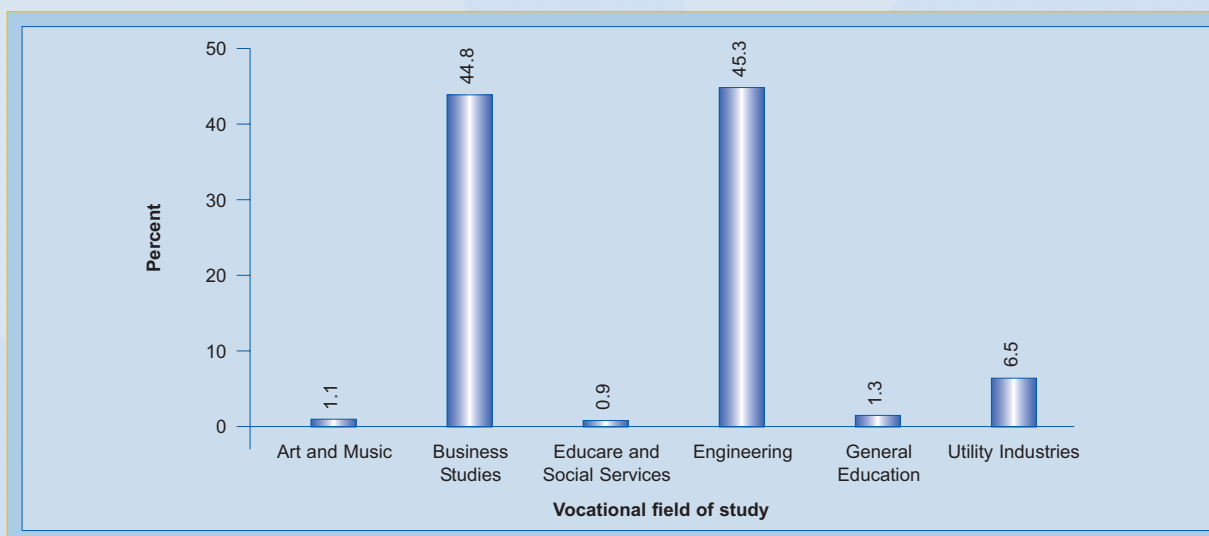
Note 2: HC = Headcount.

Note 3: n/a = not available.

Note 4: Gender breakdown by province not available.

Note 5: Total headcounts and FTEs for learners are provided for NATED and Non-NATED programmes, where NATED programmes are defined as programmes accredited by the Department of Education through NATED 191 (2001/08) and Non-NATED programmes offered by FET colleges but not accredited through NATED 191 (2001/08).

Figure 15: Percentage distribution of headcount learners in the public FET sector, by vocational field of study, in 2002



Although, in 2002, as reflected in Table 14 and Figure 15, most headcount learners were enrolled for Engineering (45.3%), this number is only slightly higher than the number of learners enrolled for Business Studies (44.8%). However, for FTE learners, the opposite is true, in that 45.2% of these learners were enrolled for Business Studies and 45.0% were enrolled for Engineering. Enrolment numbers for Art and Music, Educare and Social Services and for General Education were the lowest, with approximately 1%. In two provinces, Mpumalanga and the Northern Cape, there were no learners taking Art and Music.

Figure 16: Percentage distribution of headcount learners in the public FET sector, by vocational field of study and gender, in 2002

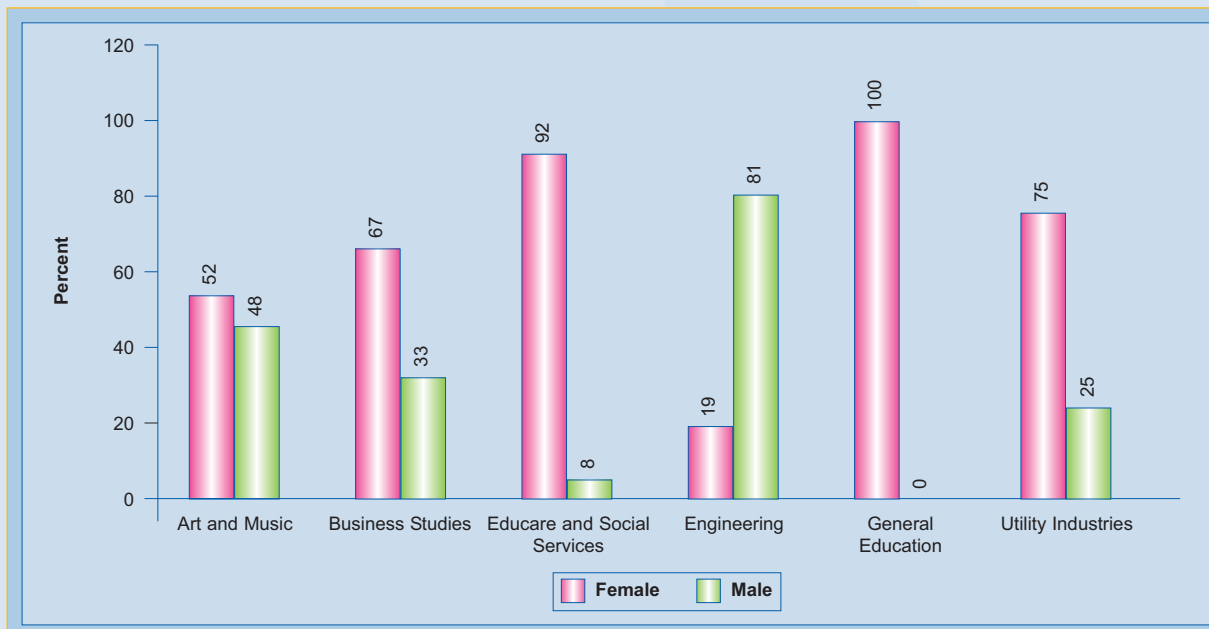


Table 14 and Figure 16 indicate that, in 2002, there was female dominance in all vocational fields of study except for Engineering. However, the male dominance in Engineering, together with the huge number of headcount learners enrolled in this field of study, has the effect that there is an overall male dominance in the country. No male learners were enrolled for General Education.

Table 15: Number of headcount learners in the public FET sector, by province, population group and gender, in 2002

Province	Population Group					Gender		
	African	Coloured	Indian	White	Total	Male	Female	Total
Eastern Cape	27 422	3 169	356	3 907	34 854	19 667	15 187	34 854
Free State	22 239	55	10	1 987	24 291	13 685	10 606	24 291
Gauteng	109 312	2 995	880	22 040	135 227	85 267	49 960	135 227
KwaZulu-Natal	50 748	3 225	6 810	4 290	65 073	41 182	23 891	65 073
Limpopo	32 042	134	15	4 881	37 072	20 708	16 364	37 072
Mpumalanga	19 304	374	332	4 057	24 067	15 666	8 401	24 067
North West	23 572	499	165	6 821	31 057	18 948	12 109	31 057
Northern Cape	5 297	1 963	79	1 242	8 581	4 444	4 137	8 581
Western Cape	12 242	17 490	801	15 389	45 922	25 773	20 149	45 922
National	302 178	29 904	9 448	64 614	406 144	245 340	160 804	406 144
	74.4%	7.4%	2.3%	15.9%	100%	60%	40%	100.0%

Source: 2002 National Audit - Quantitative Overview of the Further Education and Training College Sector: a Sector in Transition, Department of Education, 2004.
Note: In some cases, institutions did not provide student data by race and gender. Mean and deductive imputation was undertaken to make allowance for this. In addition, alternate database sources, such as the 1998 and 2000 FET College databases, were consulted. It is the research team's opinion that the data are accurate within a margin of error of 5%.

Figure 17: Percentage distribution of headcount learners in the public FET sector, by population group, in 2002

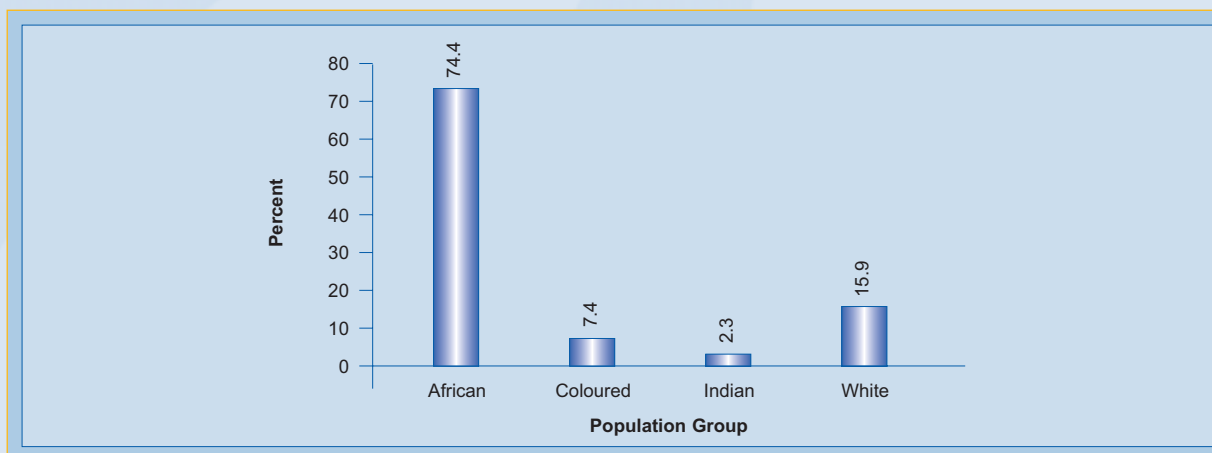
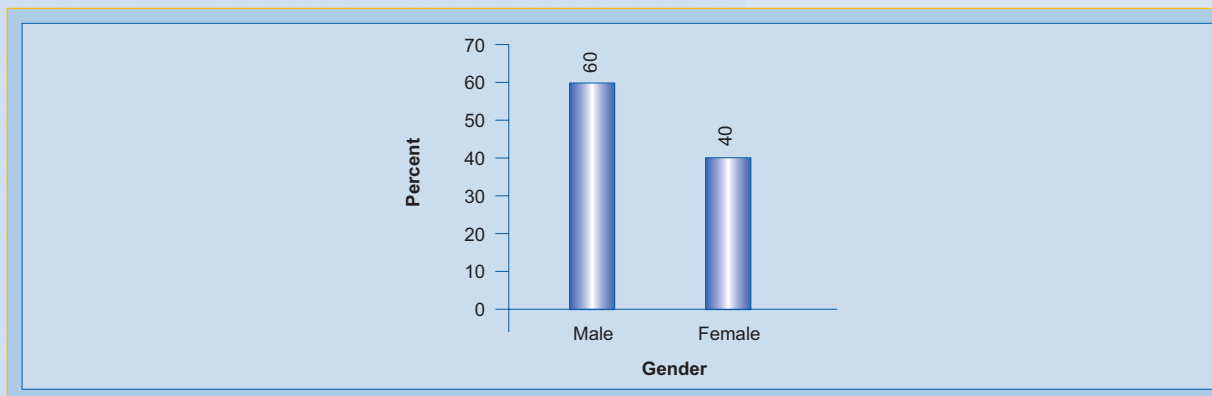


Figure 18: Percentage distribution of headcount learners in the public FET sector, by gender, in 2002



In 2002, as shown in Table 15 and Figures 17 and 18, the African population reflected the highest headcount enrolment (74.4%), and the male gender group dominated, with 60.0%. Table 15 also reflects that the African population group was by far the largest in numeric terms for headcount learner enrolments in all provinces, except the Western Cape. In the Western Cape there were 17 490 Coloured and 12 242 African learners which related to the demographic profile of the Western Cape where the Coloured population was more than the African population.

4.3 Educator data

Table 16: Number of headcount educators in the public FET sector, by province, source of remuneration, gender and vocational field of specialisation, in 2002

Province	Source of Remuneration			Gender			Vocational Field of Specialisation							
	State	Governing Council	Total	Female	Male	Total	Art and Music	Business Studies	Educare and Social Services	Engineering	General Education	Utility Industries	Across Vocational Fields	Total
Eastern Cape	735	110	845	407	438	845	32	400	3	295	11	91	13	845
Free State	654	42	696	308	388	696	30	334	35	170	107	4	16	696
Gauteng	1 793	342	2 135	1 110	1 025	2 135	66	846	17	964	122	72	48	2 135
KwaZulu-Natal	931	164	1 095	431	664	1 095	6	394	13	592	19	34	37	1 095
Limpopo	405	150	555	254	301	555	0	261	32	177	46	14	25	555
Mpumalanga	223	42	265	124	141	265	0	131	0	121	3	10	0	265
North West	373	105	478	189	289	478	3	246	16	180	9	11	13	478
Northern Cape	109	18	127	64	63	127	0	88	0	27	2	0	10	127
Western Cape	669	223	892	419	473	892	49	360	45	264	29	102	43	892
National	5 892	1 196	7 088	3 306	3 782	7 088	186	3 060	161	2 790	348	338	205	7 088
	83%	17%	100%	47%	53%	100%	3%	43%	2%	39%	5%	5%	3%	100%

Source: 2002 National Audit - Quantitative Overview of the Further Education and Training College Sector: a Sector in Transition, Department of Education, 2004.

Note 1: Data on vocational field of specialisation were extracted from the DoE survey on FET college staff undertaken in 2003, which included 66% of the total FET college teaching staff. The results provided in the table above reflect the distribution of weighted survey data applied to the total teaching staff. This methodology was tested against the information provided in the PERSAL database, resulting in the research team's concluding that the data are accurate within a margin of error of 8%.

Note 2: Gender data were not provided for all teaching staff. Mean and deductive imputation was undertaken to make allowance for this. In addition, alternate database sources, such as PERSAL, the 1998 and 2000 FET College databases and the FET Individual Survey Database (discussed in footnote 1 above), were consulted. It is the research team's opinion that the data are accurate within a margin of error of 4%.

Figure 19: Percentage distribution of headcount educators in the public FET sector, by gender, in 2002

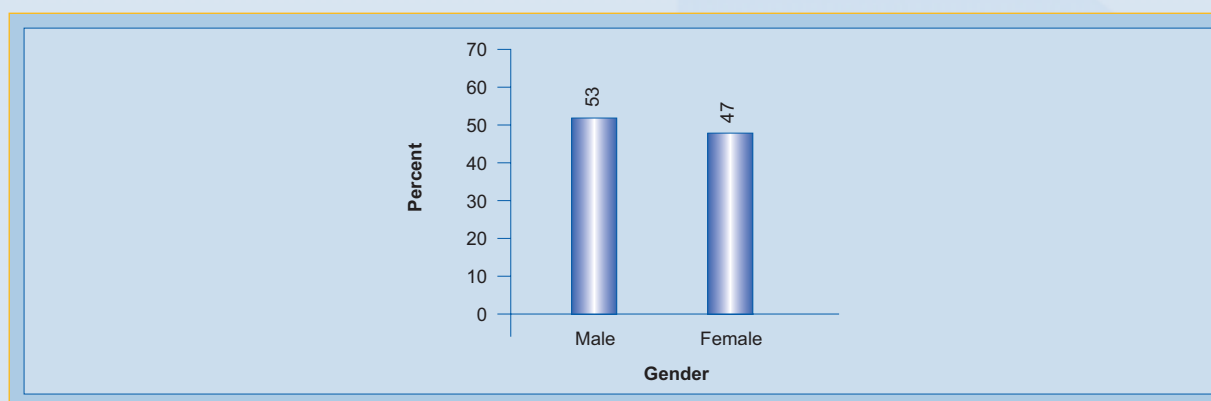


Table 16 and Figure 19 indicate that there were fewer female headcount educators (47%) than male educators (53%) in 2002. The table also shows that the largest number of educators was in Business Studies (43%), followed by Engineering (39%). Most educators (83%) were remunerated by the State.

Eastern Cape		Learners	Educators	Institutions
Public Schools ²⁾	Primary ⁴⁾	640 550	20 854	2 772
	Secondary	411 966	14 913	880
	Combined	1 012 411	29 207	2 498
	Intermediate & Middle	0	0	0
	Total (Public)	2 064 927	64 974	6 150
Independent Schools ³⁾	Primary ⁴⁾	2 288	109	16
	Secondary	1 730	89	10
	Combined	3 109	183	15
	Intermediate & Middle	0	0	0
	Total (Independent)	7 127	381	41
Total (Public & Independent)	2 072 054	65 355	6 191	
Other Education Programmes	ABET	52 460	2 928	256
	ELSEN ⁷⁾	8 884	1 295	44
	Public FET	34 854	845	8
	ECD ^{1) 6)}	24 330	968	461
	Public HE ⁵⁾	62 388	1 549	7
	Total (Other)	182 916	7 585	776
Grand Total	2 254 970	72 940	6 967	

Limpopo		Learners	Educators	Institution
Public Schools ²⁾	Primary ⁴⁾	1 147 577	32 472	3 096
	Secondary	650 507	22 081	1 409
	Combined	18 116	602	56
	Intermediate & Middle	0	0	0
	Total (Public)	1 816 200	55 155	4 561
Independent Schools ³⁾	Primary ⁴⁾	12 325	571	164
	Secondary	4 614	208	13
	Combined	5 940	329	25
	Intermediate & Middle	0	0	0
	Total (Independent)	22 879	1 108	202
Total (Public & Independent)	1 839 079	56 263	4 763	
Other Education Programmes	ABET	22 842	1 040	369
	ELSEN ⁷⁾	4 548	792	21
	Public FET	37 071	555	7
	ECD ^{1) 6)}	24 362	944	523
	Public HE ⁵⁾	18 732	618	2
	Total (Other)	107 555	3 949	922
Grand Total	1 946 634	60 212	5 685	

Free State		Learners	Educators	Institutions
Public Schools ²⁾	Primary ⁴⁾	338 400	10 495	1 727
	Secondary	205 596	6 898	264
	Combined	43 325	1 447	91
	Intermediate & Middle	105 892	3 107	199
	Total (Public)	693 213	21 947	2 281
Independent Schools ³⁾	Primary ⁴⁾	1 944	89	15
	Secondary	1 949	54	5
	Combined	5 177	343	34
	Intermediate & Middle	3 085	84	8
	Total (Independent)	12 155	570	62
Total (Public & Independent)	705 368	22 517	2 343	
Other Education Programmes	ABET	29 520	2 042	211
	ELSEN ⁷⁾	4 023	692	19
	Public FET	24 291	696	4
	ECD ^{1) 6)}	8 488	468	129
	Public HE ⁵⁾	25 237	725	2
	Total (Other)	91 559	4 623	365
Grand Total	796 927	27 140	2 708	

Gauteng ⁸⁾		Learners	Educators ⁹⁾	Institutions
Public Schools ²⁾	Primary ⁴⁾	889 243	22 807	1 309
	Secondary	496 427	14 842	466
	Combined	96 583	2 577	140
	Intermediate & Middle	0	0	0
	Total (Public)	1 482 253	40 226	1 915
Independent Schools ³⁾	Primary ⁴⁾	28 430	1 557	119
	Secondary	19 617	1 068	78
	Combined	86 717	5 325	219
	Intermediate & Middle	0	0	0
	Total (Independent)	134 764	7 950	416
Total (Public & Independent)	1 617 017	48 176	2 331	
Other Education Programmes	ABET	57 811	2 789	210
	ELSEN ⁷⁾	26 800	4 009	91
	Public FET	135 228	2 135	8
	ECD ^{1) 6)}	54 315	3 265	768
	Public HE ⁵⁾	383 373	6 336	11
	Total (Other)	657 527	18 534	1 088
Grand Total	2 274 544	66 710	3 419	

KwaZulu-Natal		Learners	Educators	Institutions
Public Schools ²⁾	Primary ⁴⁾	1 687 283	43 368	3 842
	Secondary	854 529	24 420	1 454
	Combined	139 181	3 836	264
	Intermediate & Middle	0	0	0
	Total (Public)	2 680 993	71 624	5 560
Independent Schools ³⁾	Primary ⁴⁾	10 121	592	47
	Secondary	9 070	550	27
	Combined	29 650	1 734	88
	Intermediate & Middle	0	0	0
	Total (Independent)	48 841	2 876	162
Total (Public & Independent)	2 729 834	74 500	5 722	
Other Education Programmes	ABET	12 002	943	139
	ELSEN ⁷⁾	11 206	1 914	61
	Public FET	65 073	1 095	9
	ECD ^{1) 6)}	25 342	1 194	471
	Public HE ⁵⁾	73 080	2 346	6
	Total (Other)	186 703	7 492	686
Grand Total	2 916 537	81 992	6 408	

Mpumalanga		Learners	Educators	Institution
Public Schools ²⁾	Primary ⁴⁾	485 286	12 888	1 258
	Secondary	283 432	8 714	348
	Combined	135 071	3 268	250
	Intermediate & Middle	0	0	0
	Total (Public)	903 789	24 870	1 856
Independent Schools ³⁾	Primary ⁴⁾	1 345	38	23
	Secondary	389	15	4
	Combined	8 830	218	51
	Intermediate & Middle	0	0	0
	Total (Independent)	10 564	271	78
Total (Public & Independent)	914 353	25 141	1 934	
Other Education Programmes	ABET	4 519	33	137
	ELSEN ⁷⁾	2 489	474	18
	Public FET	24 067	265	3
	ECD ^{1) 6)}	8 529	382	120
	Public HE ⁵⁾	0	0	0
	Total (Other)	39 604	1 154	278
Grand Total	953 957	26 295	2 212	



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North West		Learners	Educators	Institutions
Public Schools ²⁾	Primary ⁴⁾	504 567	15 940	1 451
	Secondary	229 546	8 501	400
	Combined	12 563	465	33
	Intermediate & Middle	140 973	4 545	363
	Total (Public)	887 649	29 451	2 247
Independent Schools ³⁾	Primary ⁴⁾	3 581	124	16
	Secondary	1 240	164	8
	Combined	3 565	246	17
	Intermediate & Middle	1 307	50	4
	Total (Independent)	9 693	584	45
Total (Public & Independent)		897 342	30 035	2 292
Other Education Programmes	ABET	39 078	1 712	171
	ELSEN ⁷⁾	4 688	742	39
	Public FET	31 058	478	3
	ECD ^{1) 6)}	22 070	1 323	482
	Public HE ⁵⁾	38 193	833	3
	Total (Other)	135 087	5 088	698
Grand Total		1 032 429	35 123	2 990

Northern Cape		Learners	Educators	Institutions
Public Schools ²⁾	Primary ⁴⁾	96 787	3 078	288
	Secondary	47 012	1 649	70
	Combined	20 634	709	36
	Intermediate & Middle	29 629	898	65
	Total (Public)	194 062	6 334	459
Independent Schools ³⁾	Primary ⁴⁾	579	39	4
	Secondary	1 169	23	3
	Combined	868	80	7
	Intermediate & Middle	53	8	3
	Total (Independent)	2 669	150	17
Total (Public & Independent)		196 731	6 484	476
Other Education Programmes	ABET	5 277	240	117
	ELSEN ⁷⁾	6 254	305	9
	Public FET	8 581	127	2
	ECD ^{1) 6)}	6 994	273	123
	Public HE ⁵⁾	0	0	0
	Total (Other)	27 106	945	251
Grand Total		223 837	7 429	727

Western Cape		Learners	Educators	Institutions
Public Schools ²⁾	Primary ⁴⁾	516 676	13 606	996
	Secondary	292 374	8 694	294
	Combined	21 962	660	42
	Intermediate & Middle	84 258	2 265	128
	Total (Public)	915 270	25 225	1 460
Independent Schools ³⁾	Primary ⁴⁾	11 196	595	54
	Secondary	2 995	288	19
	Combined	15 525	1 114	55
	Intermediate & Middle	253	37	7
	Total (Independent)	29 969	2 034	135
Total (Public & Independent)		945 239	27 259	1 595
Other Education Programmes	ABET	26 069	1 372	285
	ELSEN ⁷⁾	10 697	2 259	68
	Public FET	45 922	892	6
	ECD ^{1) 6)}	27 018	1 622	409
	Public HE ⁵⁾	76 910	2 403	5
	Total (Other)	186 616	8 548	773
Grand Total		1 131 855	35 807	2 368

National		Learners	Educators	Institutions
Public Schools ²⁾	Primary ⁴⁾	6 306 369	175 508	16 739
	Secondary	3 471 389	110 712	5 585
	Combined	1 499 846	42 771	3 410
	Intermediate & Middle	360 752	10 815	755
	Total (Public)	11 638 356	339 806	26 489
Independent Schools ³⁾	Primary ⁴⁾	71 809	3 714	458
	Secondary	42 773	2 459	167
	Combined	159 381	9 572	511
	Intermediate & Middle	4 698	179	22
	Total (Independent)	278 661	15 924	1 158
Total (Public & Independent)		11 917 017	355 730	27 647
Other Education Programmes	ABET	249 578	13 099	1 895
	ELSEN ⁷⁾	79 589	12 482	370
	Public FET	406 145	7 088	50
	ECD ^{1) 6)}	201 448	10 439	3 486
	Public HE ⁵⁾	677 913	14 810	36
	Total (Other)	1 614 673	57 918	5 837
Grand Total		13 531 690	413 648	33 484

Sources:

1. Ordinary public and independent schools: 2002 SNAP Survey (conducted on the 10th school day);
2. ABET: 2002 Annual ABET Survey;
3. ELSEN: 2001 Special Schools Audit;
4. FET: 2002 Survey by the National Business Initiative;
5. ECD: Attached to primary - submitted by provinces. Separated from primary - 2000 ECD Audit; and
6. Higher education - 2002 HEMIS database.

Footnotes:

- 1) 2000 data are used for all stand-alone ECD sites.
- 2) and 3) Including Learners with Special Education Needs (LSEN) at ordinary public and independent schools, respectively.
- 4) Including learners and educators associated with pre-primary classes at primary schools.
- 5) Higher education institutions include universities and technikons.
- 6) Data include only ECD sites registered with the DoE.
- 7) 16 ELSEN (special) schools countrywide were not included in the Audit.
- 8) The Gauteng public school educators do not tally with Table 1. See footnote 3) of Table 1.

Table 17: Distribution of headcount educators in the public FET sector, by province and population group, in 2002

Province	Population Group					Total
	African	Coloured	Indian	White	Unknown	
Eastern Cape	531	82	18	203	11	845
Free State	258	5	13	253	168	696
Gauteng	799	69	19	1 248	0	2 135
KwaZulu-Natal	477	61	206	338	14	1 095
Limpopo	417	2	2	135	0	555
Mpumalanga	74	0	21	107	62	265
North West	250	3	6	219	0	478
Northern Cape	28	20	0	79	0	127
Western Cape	246	229	5	410	2	892
National	3 080	470	289	2 991	258	7 088
	43%	7%	4%	42%	4%	100%

Source: 2002 National Audit - Quantitative Overview of the Further Education and Training College Sector: a Sector in Transition, Department of Education, 2004.

Note 1: Data on vocational field of specialisation was extracted from the DoE survey on FET college staff undertaken in 2003, which included 66% of the total FET college teaching staff. The results provided in the table above reflect the distribution of weighted survey data applied to the total teaching staff. This methodology was tested against the information provided in the PERSAL database, resulting in the research team's concluding that the data are accurate within a margin of error of 8%.

Note 2: Gender data were not provided for all teaching staff. Mean and deductive imputation was undertaken to make allowance for this. In addition, alternate database sources, such as PERSAL, the 1998 and 2000 FET College databases and the FET Individual Survey Database (discussed in note 1 above), were consulted. It is the research team's opinion that the data are accurate within a margin of error of 4%.

Figure 20: Percentage distribution of headcount educators in the public FET sector, by population group, in 2002

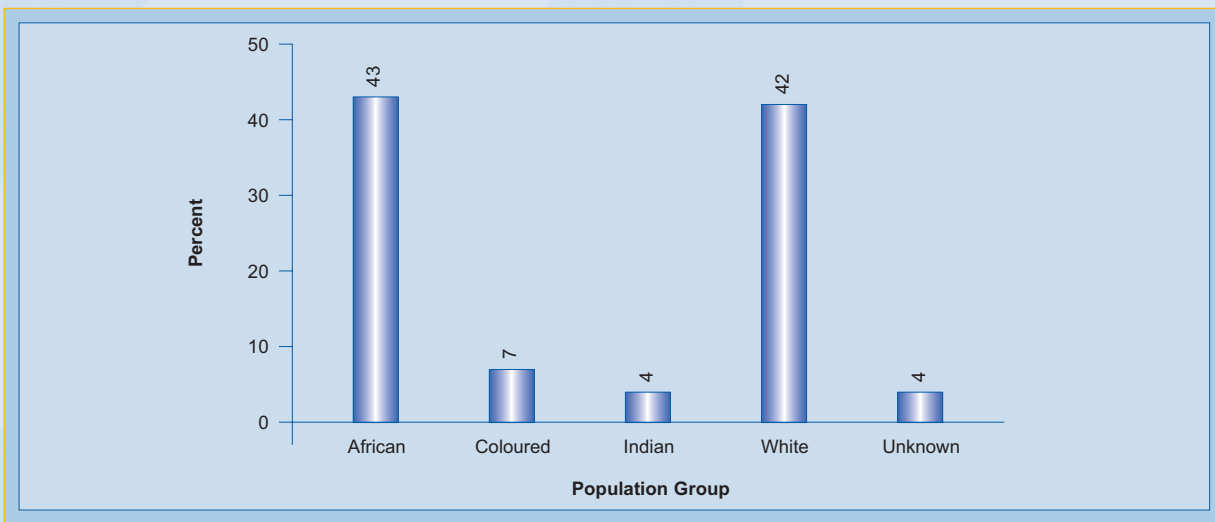


Table 17 and Figure 20 show that, in 2002, the highest percentage of educators (43%) was African, followed closely by Whites (42%). There were 7% Coloured and 4% Indian educators.

4.4 Comparison between 1998, 2000 and 2002

Table 18: Comparing FTE and headcount learners and headcount educators in the public FET sector, by province, from 1998 to 2002

Province	FTE Learners					Headcount Learners					Headcount Educators				
	1998	2000	2002	% Net Change (1998-2002)	% Net Change (2000-2002)	1998	2000	2002	% Net Change (1998-2002)	% Net Change (2000-2002)	1998	2000	2002	% Net Change (1998-2002)	% Net Change (2000-2002)
	A	B	C	(C-A)/A	(C-B)/B	D	E	F	(F-D)/D	(F-E)/E	G	H	I	(I-G)/GD	(I-H)/H
Eastern Cape	17 163	15 873	13 489	-21.4	-15.0	39 332	39 864	34 854	-11.4	-12.6	819	833	845	3.2	1.4
Free State	9 723	11 474	9 792	0.7	-14.7	27 230	28 711	24 291	-10.8	-15.4	522	671	696	33.3	3.7
Gauteng	41 909	43 486	47 161	12.5	8.5	87 738	113 568	135 227	54.1	19.1	1 770	1 910	2 135	20.6	11.8
KwaZulu-Natal	13 934	19 121	22 744	63.2	18.9	24 204	54 393	65 073	168.9	19.6	763	945	1 095	43.5	15.9
Limpopo	9 969	12 851	13 100	31.4	1.9	18 153	28 626	37 072	104.2	29.5	441	566	555	25.9	-1.9
Mpumalanga	6 191	7 294	7 655	23.6	4.9	24 204	20 207	24 067	-0.6	19.1	288	316	265	-8.0	-16.1
North West	5 698	8 671	9 382	64.7	8.2	18 153	19 722	31 057	71.1	57.5	404	449	478	18.3	6.5
Northern Cape	2 493	3 023	3 129	25.5	3.5	6 051	8 102	8 581	41.8	5.9	145	147	127	-12.4	-13.6
Western Cape	15 660	16 919	17 461	11.5	3.2	39 332	37 272	45 922	16.8	23.2	927	919	892	-3.8	-2.9
Unspecified	n.a.	n.a.	n.a.	n.a.	n.a.	18 153	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
National	122 740	138 712	143 913	17.3	3.7	302 550	350 465	406 144	34.2	15.9	6 079	6 756	7 088	16.6	4.9

Source: 2002 National Audit - Quantitative Overview of the Further Education and Training College Sector: a Sector in Transition, Department of Education, 2004.

Note 1: FTE = Full-time equivalent.

Note 2: n.a. = not applicable.

Note 3: Total headcounts and FTEs for learners are provided for NATED and Non-NATED programmes, where NATED programmes are defined as programmes accredited by the Department of Education through NATED 191 (2001/08) and Non-NATED programmes offered by FET colleges but not accredited through NATED 191 (2001/08).

Table 18 shows that there is a significant difference between a comparison of FTE learners for a specific period and a comparison of headcount learners for the same period. The main reason is, perhaps, that the number of headcount learners can fluctuate drastically from year to year, depending on the enrolment for either short or long courses. This phenomenon is most visible in the table comparing the net increase in FTE and headcount learners in KwaZulu-Natal and Limpopo between 1998 and 2002. The net increase varied from below 70% for FTE learners (63.2% and 31.4%, respectively) to over 100% for headcount learners (168.9% and 104.2%, respectively).

Table 18 indicates that FTE and headcount learners, and headcount educators, experienced the greatest net increase between 1998 and 2002, namely, 17.3%, 34.2% and 16.6%, respectively. Between 2000 and 2002 the net increase for the same learners and educators slowed down dramatically, to 3.7%, 15.9% and 4.9%, respectively. Although the Eastern Cape was the only province to reflect a net decrease in both FTE and headcount learner numbers for this period (21.4% and 15.0%, and 11.4% and 12.6%, respectively), it reflected a net increase in educators (3.2% and 1.4%).

5. PUBLIC HIGHER EDUCATION INSTITUTIONS

5.1 Headcount enrolments

Table 19: Overview of South African public higher education institutions in 2002

Institution	Headcount Student Enrolments			Black Students as Proportions of Head Count Totals (%)		Female Students as Proportions of Head Count Totals (%)		Proportions of Contact & Distance Headcount Enrolments in Major Fields of Study (%)		
	Contact	Distance	Total	Contact	Distance	Contact	Distance	SET	Business	Humanities
HBU										
1. Universities										
Durban-Westville	9 251	0	9 251	98	n.a.	57	n.a.	40	22	38
Fort Hare	5 229	2 120	7 349	100	100	57	94	15	8	77
Medunsa	4 039	0	4 039	96	n.a.	57	91	97	0	3
North	10 949	0	10 949	100	n.a.	53	n.a.	29	9	62
North West	6 724	950	7 674	100	n.a.	59	74	26	18	56
Transkei	4 622	0	4 622	100	n.a.	61	n.a.	29	15	56
Venda	7 783	0	7 783	100	n.a.	45	n.a.	27	17	56
Vista	11 625	9 744	21 369	99	96	55	68	11	11	78
Western Cape	12 729	0	12 729	98	n.a.	57	n.a.	22	14	64
Zululand	7 400	0	7 400	96	n.a.	59	n.a.	24	10	66
Total/Averages for HBUs	80 351	12 814	93 165	99	100	55	74	26	13	61
HWUs										
Cape Town	19 560	0	19 560	48	n.a.	49	n.a.	40	25	35
Free State	15 819	1 632	17 451	59	24	57	30	28	7	65
Natal	20 472	8 556	29 028	75	92	57	68	31	27	42
Port Elizabeth	6 756	14 579	21 335	56	99	56	66	9	6	85
Potchefstroom	15 308	10 134	25 442	38	93	60	64	20	10	70
Pretoria	32 780	7 993	40 773	32	96	52	78	37	16	47
Rand Afrikaans	17 506	4 628	22 134	35	96	55	69	16	29	55
Rhodes	6 397	1 028	7 425	49	98	58	59	20	15	65
Stellenbosch	19 408	1 987	21 395	22	92	50	80	28	13	49
Witwatersrand	22 181	0	22 181	63	0	49	0	48	16	36
Total/Averages for HWUs	176 187	50 537	226 724	46	92	53	67	30	17	53
UNISA	400	142 736	143 136	65	66	78	57	10	37	53
Total/Averages for Universities	256 938	206 087	463 025	63	76	54	61	23	22	55
HBTs										
2. Technikons										
Border	4 844	0	4 844	99	n.a.	61	n.a.	33	41	26
Durban Institute of Tech.	20 378	0	20 378	92	n.a.	50	n.a.	51	34	15
Eastern Cape	7 320	0	7 320	100	n.a.	61	n.a.	34	36	30
Mangosuthu	7 023	0	7 023	100	n.a.	48	n.a.	60	36	4
North West	5 077	0	5 077	100	n.a.	64	n.a.	35	44	21
Northern Gauteng	11 096	0	11 096	100	n.a.	51	n.a.	31	54	14
Peninsula	9 163	0	9 163	97	n.a.	54	n.a.	49	33	18
Total/Averages for HBTs	64 901	0	64 901	97	n.a.	54	n.a.	44	39	17
HWTs										
Cape	14 032	31	14 063	62	100	49	48	53	28	19
Free State	7 473	313	7 786	72	79	49	47	46	41	13
Port Elizabeth	9 452	41	9 493	72	83	46	0	41	36	23
Pretoria	28 900	8 586	37 486	74	98	49	52	35	22	43
Vaal Triangle	15 340	0	15 340	91	n.a.	48	n.a.	41	49	10
Witwatersrand	13 717	0	13 717	88	n.a.	47	n.a.	47	45	8
Total/Averages for HWTs	88 914	8 971	97 885	77	98	48	45	42	33	25
Technikon SA	0	52 102	52 102	0	85	0	43	5	83	12
Totals/Averages for Technikons	153 815	61 073	214 888	85	87	51	43	34	47	19
3. Summary										
Universities	256 938	206 087	463 025	63	76	54	61	23	22	55
Technikons	153 815	61 073	214 888	85	87	51	43	34	37	19
Total/Averages for Public Institutions	410 753	267 160	677 913	71	78	53	56	26	30	44

Source: 2002 HEMIS database, December 2003.

Abbreviations: HBU = historically black university, HWU = historically white university, HBT = historically black technikon, HWT = historically white technikon.

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 African, Coloured and Indian students.

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

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

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

Note 8: Students from Qwa-Qwa are included in the University of the North totals.

Note 9: Durban Institute of Technology is a new technikon, into which ML Sultan Technikon and Natal Technikon were merged in 2002. The new technikon has, for purposes of these data, been classified as an HBT.

Note 10: Numbers and percentages may not necessarily add up due to rounding off.

Note 11: n.a. = not applicable

Table 20: Headcount enrolments in public higher education institutions, by major field of study and formal qualification, in 2002

Institution	Major Field of Study					Formal Qualifications						Total
	Science, Engineering & Technology	Business & Management	Education	All Other Humanities & Social Sciences	Total	Occasional Students	Three-Year Undergraduate Degrees & Diplomas	Professional Undergraduate Degrees	Postgraduate, Below Master's Level	Master's Degrees	Doctoral Degrees	
1. Universities												
HBUs												
Durban-Westville	3 728	1 999	602	2 921	9 251	532	4 501	2 354	685	948	231	9 251
Fort Hare	1 134	582	2 238	3 394	7 349	4	3 787	3 073	314	148	23	7 349
Medunsa	3 937	0	41	61	4 039	41	625	2 607	155	569	42	4 039
North	3 184	940	3 200	3 625	10 949	1 062	4 747	1 960	2 285	873	22	10 949
North West	1 982	1 418	1 835	2 439	7 674	225	4 660	1 576	682	497	34	7 674
Transkei	1 321	673	601	2 027	4 622	439	2 084	1 636	375	85	3	4 622
Venda	2 232	1 349	1 223	2 978	7 783	1 119	4 134	1 625	466	403	36	7 783
Vista	2 292	2 331	6 583	10 163	21 369	828	15 126	3 061	2 132	181	41	21 369
Western Cape	2 799	1 781	1 538	6 612	12 729	0	6 754	3 332	1 169	1 252	222	12 729
Zululand	1 774	763	2 013	2 850	7 400	0	4 051	1 662	1 123	441	123	7 400
Totals for HBUs	24 385	11 838	19 874	37 068	93 165	4 250	50 469	22 886	9 386	5 397	777	93 165
	26%	13%	21%	40%	100%	5%	54%	25%	10%	6%	1%	100%
HWUs												
Cape Town	7 743	4 807	633	6 376	19 560	674	7 278	6 173	1 811	2 858	766	19 560
Free State	4 935	1 192	3 584	7 740	17 451	0	7 260	2 801	4 583	2 298	509	17 451
Natal	9 095	7 705	4 982	7 246	29 028	3 156	11 751	4 763	5 754	2 984	620	29 028
Port Elizabeth	1 894	1 323	15 365	2 753	21 335	301	13 435	3 956	2 542	929	172	21 335
Potchefstroom	5 108	2 607	9 350	8 376	25 442	0	12 776	3 427	6 781	2 030	428	25 442
Pretoria	14 922	6 716	9 981	9 154	40 773	493	20 432	8 994	3 612	5 846	1 396	40 773
Rand Afrikaans	3 437	6 385	5 715	6 597	22 134	767	12 772	1 935	4 417	1 719	524	22 134
Rhodes	1 463	1 108	1 953	2 901	7 425	81	4 493	1 549	582	536	184	7 425
Stellenbosch	8 090	2 843	2 611	7 851	21 395	670	6 832	5 421	4 226	3 500	746	21 395
Witwatersrand	10 631	3 463	2 261	5 826	22 181	936	8 200	6 440	2 246	3 732	627	22 181
Totals for HWUs	67 320	38 149	56 434	64 821	226 724	7 078	105 229	45 459	36 554	26 432	5 972	226 724
	30%	17%	25%	29%	100%	3%	46%	20%	16%	12%	3%	100%
UNISA	13 654	53 274	20 901	55 307	143 136	18 725	90 609	14 867	13 802	4 422	711	143 136
	10%	37%	15%	39%	100%	13%	63%	10%	10%	3%	0%	100%
Totals for Universities	105 359	103 262	97 208	157 196	463 025	30 053	246 307	83 212	59 742	36 251	7 460	463 025
	23%	22%	21%	34%	100%	6%	53%	18%	13%	8%	2%	100%
2. Technikons												
HBTs												
Border	1 621	1 989	1	1 233	4 844	60	4 642	142	0	0	0	4 844
Durban Institute of Tech.	10 476	7 026	111	2 765	20 378	0	17 089	2 857	41	363	28	20 378
Eastern Cape	2 488	2 636	1 425	771	7 320	152	6 170	288	710	0	0	7 320
Mangosuthu	4 214	2 521	0	288	7 023	494	6 432	97	0	0	0	7 023
North West	1 773	2 217	4	1 084	5 077	375	4 602	98	0	2	0	5 077
Northern Gauteng	3 452	6 040	682	922	11 096	51	9 835	1 053	40	117	0	11 096
Peninsula	4 531	3 056	511	1 065	9 163	2	7 536	1 504		113	8	9 163
Totals for HBTs	28 555	25 485	2 734	8 127	64 901	1 134	56 306	6 039	791	595	36	64 901
	44%	39%	4%	13%	100%	2%	87%	9%	1%	1%	0%	100%
HWTs												
Cape	7 447	3 990	1 322	1 303	14 063	16	11 318	2 332	135	234	28	14 063
Free State	3 610	3 164	228	785	7 786	0	3 951	3 672	5	113	45	7 786
Port Elizabeth	3 938	3 463	706	1 386	9 493	290	7 773	1 025	8	359	38	9 493
Pretoria	13 246	8 303	7 346	8 591	37 486	240	3 810	31 947	119	1 296	74	37 486
Vaal Triangle	6 332	7 551	22	1 434	15 340	0	2 242	13 014	4	71	9	15 340
Witwatersrand	6 482	6 183	40	1 012	13 717	676	11 345	1 417	34	228	17	13 717
Totals for HWTs	41 055	32 655	9 665	14 511	97 885	1 222	40 439	53 407	305	2 301	211	97 885
	42%	33%	10%	15%	100%	1%	41%	55%	0%	2%	0%	100%
Technikon SA	2 838	43 093	174	5 997	52 102	0	44 267	7 615	2	217	1	52 102
	5%	83%	0%	12%	100%	0%	85%	15%	0%	0%	0%	100%
Totals Technikons	72 448	101 233	12 572	28 634	214 888	2 356	141 012	67 061	1 098	3 113	248	214 888
	34%	47%	6%	13%	100%	1%	66%	31%	1%	1%	0%	100%
3. Summary												
Universities	105 359	103 262	97 208	157 196	463 025	30 053	246 307	83 212	59 742	36 251	7 460	463 025
	23%	22%	21%	34%	100%	6%	53%	18%	13%	8%	2%	100%
Technikons	72 448	101 233	12 572	28 634	214 888	2 356	141 012	67 061	1 098	3 113	248	214 888
	34%	47%	6%	13%	100%	1%	66%	31%	1%	1%	0%	100%
Totals for Public Institutions	177 807	204 495	109 781	185 831	677 913	32 409	387 319	150 273	60 840	39 364	7 708	677 913
	26%	30%	16%	27%	100%	5%	57%	22%	9%	6%	1%	100%

Source: 2002 HEMIS database, December 2003.

Abbreviations: HBU = historically black university, HWU = historically white university, HBT = historically black technikon, HWT = historically white technikon.

Note 1: Abbreviations and definitions of fields of study employed here are the same as those employed in Table 19, 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 which form part of formally approved programmes, but who are not registered for a formal degree or diploma.

Note 3: The category "three-year undergraduate degrees and diplomas" includes national diplomas offered by technikons as well as first bachelor's degrees offered by universities, such as BA, BSc, BCom.

(Notes 4 to 7 overleaf)

Notes to Table 20 (continued)

- Note 4:** Professional bachelor's degrees are those that have an approved formal time of more than four years. Examples include degrees such as B Tech, BSc (engineering), MB ChB, BFA.
- Note 5:** The category "below master's level" includes postgraduate and post-diploma diplomas, postgraduate bachelor's degrees, and honours degrees.
- Note 6:** The Unisa total of occasional students includes 5 311 coded as "other".
- Note 7:** Numbers and percentages may not necessarily add up due to rounding off.

Figure 21: Percentage distribution of headcount enrolments in public higher education institutions, by major field of study, in 2002

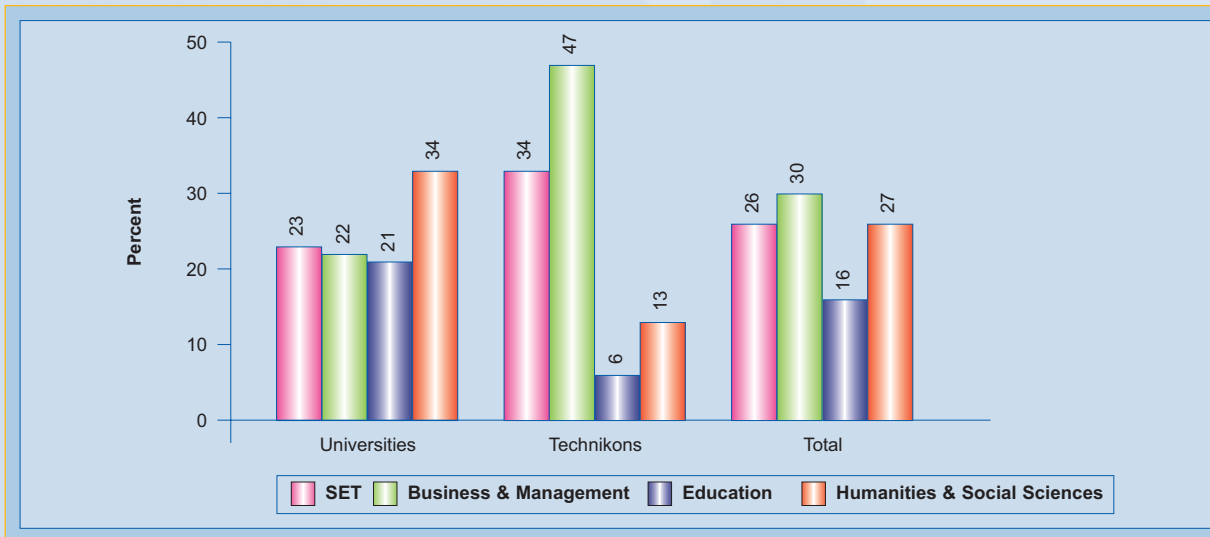


Figure 21 (also see Table 20) shows that, in 2002, the majority of students at universities (55% of all enrolments) were enrolled for programmes of study in either teacher education or the broad humanities and social sciences. The emphasis at technikons was to a far greater extent on programmes in business and management (47%) and in science, engineering and technology (34%). This means that, in 2002, 81% of all technikon students were following programmes in these fields.

Figure 22: Percentage distribution of headcount enrolments in public higher education institutions, by qualification type, in 2002

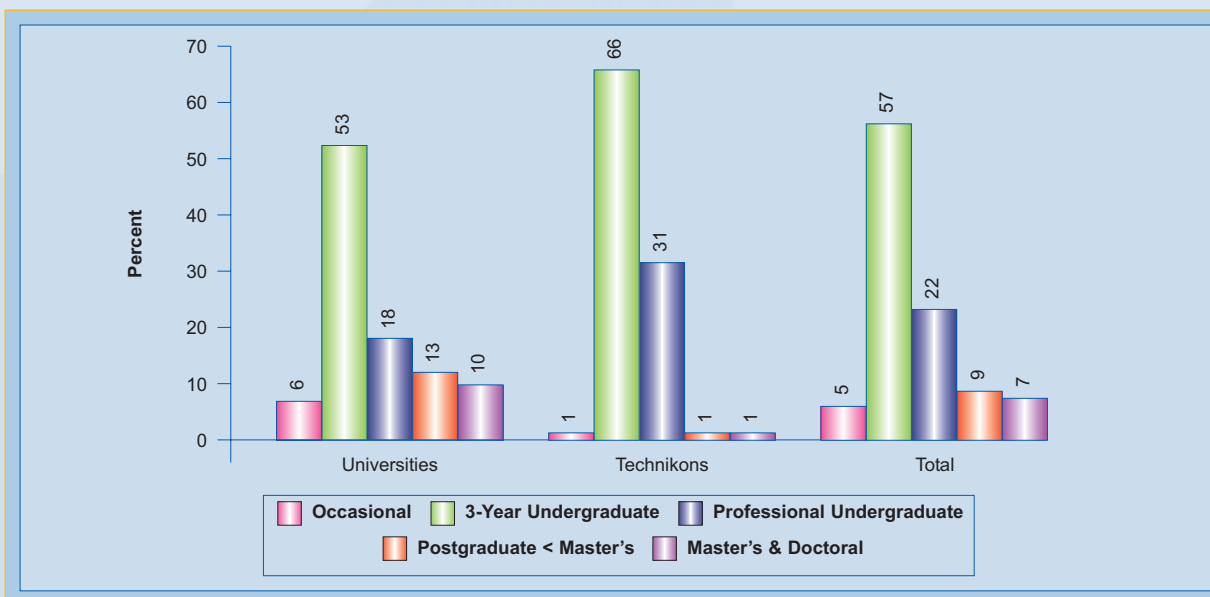


Figure 22 (also see Table 20) shows that the technikon sector remained primarily an undergraduate one. In 2002, 97% of all students in this sector were following either three-year undergraduate diploma courses or professional first bachelor's degree courses. In 2002, 77% of students in the university sector were enrolled for undergraduate qualifications, including occasional courses.

Table 21: Headcount enrolments of contact and distance mode students in public higher education institutions in 2002

Institution	Contact							Distance						
	African	Coloured	Indian	White	Total	Female	Male	African	Coloured	Indian	White	Total	Female	Male
1. Universities														
HBU														
Durban-Westville	5 549	118	3 383	200	9 251	5 236	4 015	0	0	0	0	0	0	0
Fort Hare	5 195	17	2	15	5 229	2 991	2 238	2 115	2	0	3	2 120	1 921	199
Medunsa	3 480	33	357	169	4 039	2 069	1 970	0	0	0	0	0	0	0
North	10 905	7	14	23	10 949	5 816	5 133	0	0	0	0	0	0	0
North West	6 651	15	27	31	6 724	3 978	2 746	949	1	0	0	950	700	250
Transkei	4 469	16	117	20	4 622	2 829	1 793	0	0	0	0	0	0	0
Venda	7 764	1	3	15	7 783	3 504	4 279	0	0	0	0	0	0	0
Vista	11 163	343	22	97	11 625	6 446	5 179	9 157	79	117	390	9 744	6 587	3 157
Western Cape	5 635	5 826	926	278	12 729	7 316	5 413	0	0	0	0	0	0	0
Zululand	6 993	39	102	266	7 400	4 352	3 048	0	0	0	0	0	0	0
Totals for HBUs	67 804	6 415	4 953	1 114	80 351	44 537	35 814	12 221	82	117	393	12 814	9 208	3 606
	84%	8%	6%	1%	100%	55%	45%	99%	0%	0%	0%	100%	74%	26%
HWU														
Cape Town	5 265	2 767	1 360	10 131	19 560	9 516	10 044	0	0	0	0	0	0	0
Free State	8 352	683	243	6 541	15 819	8 999	6 820	234	59	104	1 235	1 632	496	1 136
Natal	7 297	583	7 548	5 039	20 472	10 437	10 035	6 613	331	899	713	8 556	5 803	2 753
Port Elizabeth	2 770	794	224	2 968	6 756	3 798	2 958	14 252	153	60	114	14 579	9 669	4 910
Potchefstroom	4 682	613	222	9 516	15 308	9 216	6 092	7 849	162	34	753	10 134	6 517	3 617
Pretoria	8 636	482	1 450	22 212	32 780	17 070	15 710	7 443	77	116	357	7 993	6 204	1 789
Rand Afrikaans	4 189	620	1 305	11 392	17 506	9 543	7 963	4 335	40	47	206	4 628	3 187	1 441
Rhodes	2 391	272	467	3 267	6 397	3 694	2 703	941	69	1	17	1 028	701	327
Stellenbosch	1 558	2 217	421	15 212	19 408	9 739	9 669	1 719	107	12	149	1 987	1 589	398
Witwatersrand	10 058	530	3 281	8 309	22 181	10 849	11 332	0	0	0	0	0	0	0
Totals for HWUs	55 198	9 561	16 521	94 587	176 187	92 861	83 326	43 386	998	1 273	3 544	50 537	34 166	16 371
	31%	5%	9%	54%	100%	53%	47%	87%	4%	2%	8%	100%	67%	33%
UNISA														
	14	247	0	139	400	308	92	68 196	7 400	17 193	49 947	142 736	79 781	62 955
	4%	62%	0%	35%	100%	77%	23%	50%	5%	11%	34%	100%	57%	43%
Totals for Universities	123 016	16 223	21 474	95 840	256 938	137 706	119 232	123 803	8 480	18 583	53 884	206 087	123 155	82 932
	48%	6%	8%	37%	100%	53%	47%	64%	4%	8%	24%	100%	61%	39%
2. Technikons														
HBT														
Border	4 770	19	5	50	4 844	2 958	1 886	0	0	0	0	0	0	0
Durban Institute of Tech.	13 291	404	4 850	1 832	20 378	10 089	10 289	0	0	0	0	0	0	0
Eastern Cape	7 292	12	3	13	7 320	4 463	2 857	0	0	0	0	0	0	0
Mangosuthu	7 011	1	4	5	7 023	3 394	3 629	0	0	0	0	0	0	0
North West	5 067	2	0	0	5 077	3 274	1 803	0	0	0	0	0	0	0
Northern Gauteng	11 050	24	4	18	11 096	5 682	5 414	0	0	0	0	0	0	0
Peninsula	5 745	3 137	42	239	9 163	4 977	4 186	0	0	0	0	0	0	0
Totals for HBTs	54 226	3 599	4 908	2 157	64 901	34 837	30 064	0	0	0	0	0	0	0
	84%	6%	8%	3%	100%	54%	46%	0%	0%	0%	0%	0%	0%	0%
HWT														
Cape	4 270	4 019	272	5 471	14 032	6 912	7 120	26	3	0	2	31	15	16
Free State	4 956	406	29	2 082	7 473	3 691	3 782	217	27	2	67	313	148	165
Port Elizabeth	5 450	1 224	164	2 614	9 452	4 320	5 132	0	0	0	0	41	0	41
Pretoria	20 338	383	355	7 389	28 900	14 161	14 739	8 203	111	113	159	8 586	4 502	4 084
Vaal Triangle	13 620	204	93	1 423	15 340	7 330	8 010	0	0	0	0	0	0	0
Witwatersrand	11 260	295	541	1 621	13 717	6 413	7 304	0	0	0	0	0	0	0
Totals for HWTs	59 894	6 531	1 454	20 600	88 914	42 827	46 087	8 446	141	115	228	8 971	4 665	4 306
	67%	7%	2%	23%	100%	48%	52%	96%	1%	1%	2%	100%	45%	55%
Technikon SA	0	0	0	0	0	0	0	36 529	3 991	2 183	9 290	52 102	21 719	30 383
								72%	6%	4%	18%	100%	42%	58%
Totals for Technikons	114 120	10 130	6 362	22 757	153 815	77 664	76 151	44 975	4 132	2 298	9 518	61 073	26 384	34 689
	74%	7%	4%	15%	100%	50%	50%	75%	6%	3%	16%	100%	43%	57%
3. Summary														
Universities	123 016	16 223	21 474	95 840	256 938	137 706	119 232	123 803	8 480	18 583	53 884	206 087	123 155	82 932
	48%	6%	8%	37%	100%	53%	47%	64%	4%	8%	24%	100%	61%	39%
Technikons	114 120	10 130	6 362	22 757	153 815	77 664	76 151	44 975	4 132	2 298	9 518	61 073	26 384	34 689
	74%	7%	4%	15%	100%	50%	50%	75%	6%	3%	16%	100%	43%	57%
Totals for Public Institutions	237 136	26 353	27 836	118 597	410 753	215 370	195 383	168 778	12 612	20 881	63 402	267 160	149 539	117 621
	58%	6%	7%	29%	100%	52%	48%	67%	5%	7%	22%	100%	56%	44%

Source: 2002 HEMIS database, December 2003.

Abbreviations: HBU = historically black university, HWU = historically white university, HBT = historically black technikon, HWT = historically white technikon.

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

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

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

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

Figure 23: Percentage distribution of headcount enrolments in public higher education institutions, by contact/distance mode and race group, in 2002

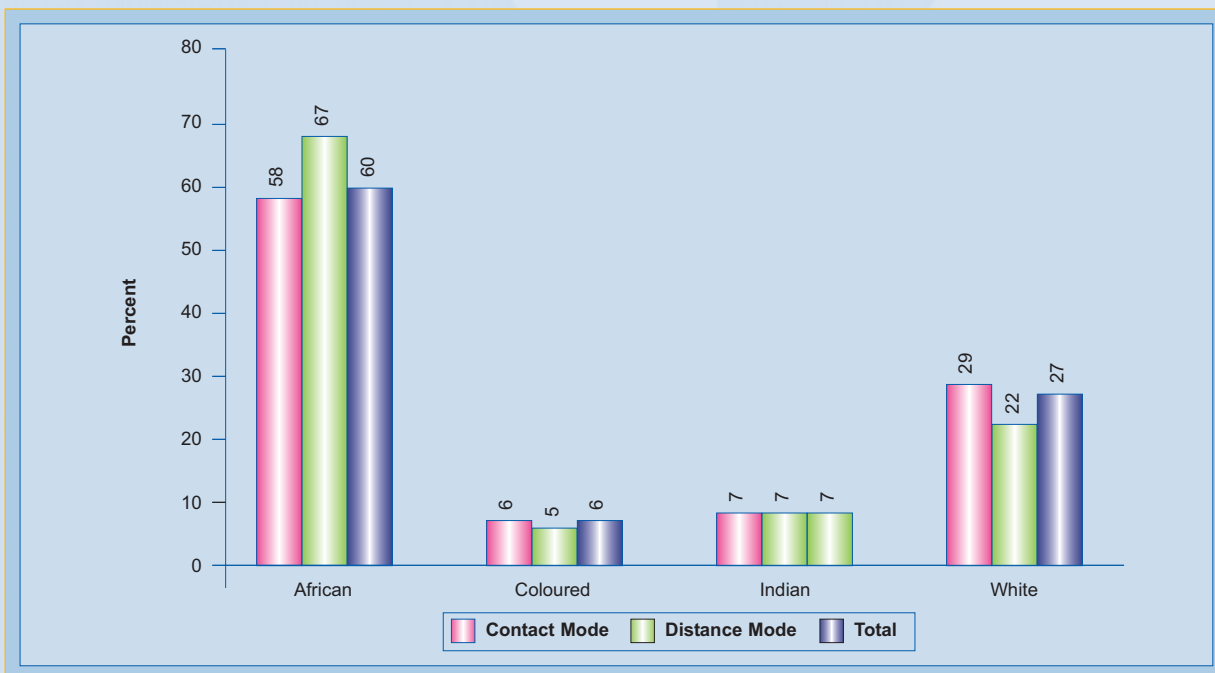


Figure 23 (also see Table 21) shows that, in 2002, 60% of all students in the public higher education system were African, 27% were White, 7% were Indian, and 6% were Coloured. The proportion of African students did however vary by sector and instruction mode. For example, African students accounted for a 48% share of contact programmes at universities and a 74% share of contact programmes at technikons. In 2002, African students had an overall share of 58% of contact programme enrolments and 67% of distance programme enrolments.

Figure 24: Percentage distribution of headcount enrolments in public higher education institutions, by contact/distance mode and gender, in 2002

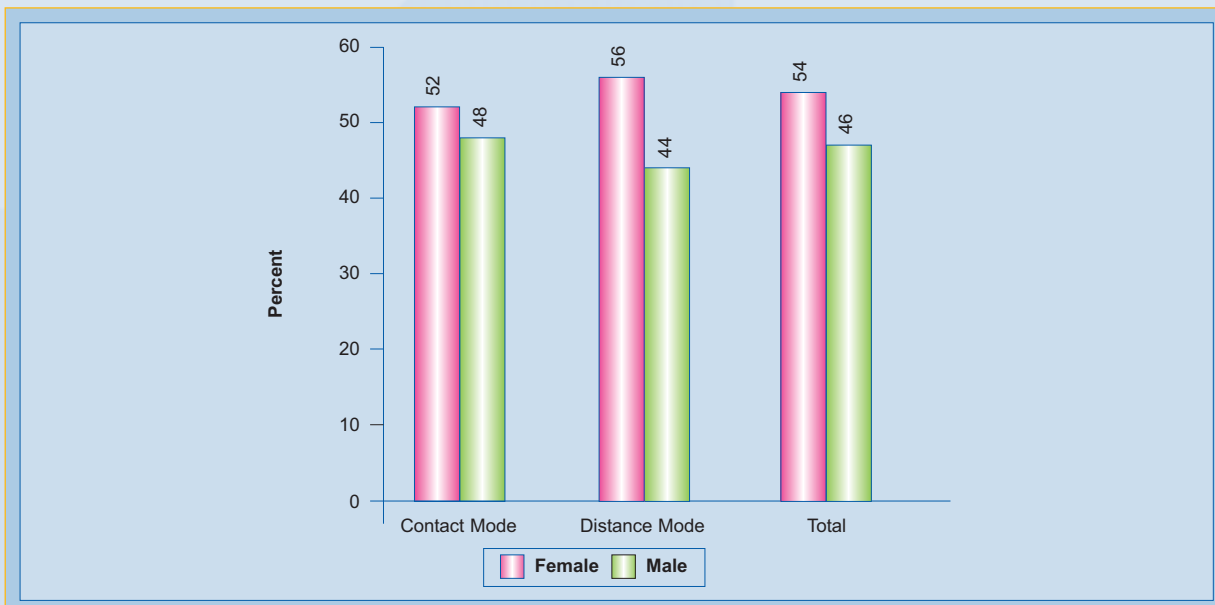


Figure 24 (also see Table 21) shows that, in 2002, female students were in the majority in both contact programmes (52%) and distance programmes (56%) at universities and technikons. Overall, 54% of the students in the system were female.

5.2 Headcount and graduation rates of graduates and diplomates

Table 22: Graduates/diplomates in public higher education institutions, by major field of study and formal qualification, in 2002

Institution	Major Field of Study					Formal Qualification					
	Science, Engineering & Technology	Business & Management	Education	All Other Humanities & Social Sciences	Total	Three-Year Undergraduate Degrees & Diplomas	Professional Undergraduate Degrees	Postgraduate Below Masters Level	Master's Degrees	Doctoral Degrees	Total
1. Universities											
HBU											
Durban-Westville	489	402	155	731	1 777	682	467	433	169	26	1 777
Fort Hare	135	63	239	267	704	233	338	120	11	2	704
Medunsa	654	0	15	22	691	106	397	78	107	3	691
North	212	87	10	114	423	260	84	55	24	0	423
North West	207	119	212	294	831	481	159	165	26	0	831
Transkei	160	88	224	274	746	361	263	109	11	2	746
Venda	291	87	162	312	851	473	198	170	10	0	851
Vista	164	290	1 224	1 437	3 114	2 260	257	536	47	14	3 114
Western Cape	431	258	505	768	1 961	788	493	498	167	15	1 961
Zululand	195	68	368	427	1 057	573	125	278	60	21	1 057
Totals for HBUs	2 937	1 461	3 112	4 646	12 155	6 217	2 781	2 442	632	83	12 155
	24%	12%	26%	38%	100%	54%	22%	20%	4%	0%	100%
HWU											
Cape Town	1 528	1 355	221	1 466	4 569	1 582	1 157	1 102	619	109	4 569
Free State	941	422	881	1 278	3 523	1 001	408	1 614	422	78	3 523
Natal	1 365	1 917	1 057	1 424	5 763	2 185	601	2 419	486	72	5 763
Port Elizabeth	403	245	872	492	2 012	986	518	333	155	20	2 012
Potchefstroom	1 297	612	2 206	1 630	5 744	2 572	433	2 153	527	59	5 744
Pretoria	3 039	1 832	3 185	1 825	9 880	5 374	1 417	1 764	1 172	153	9 880
Rand Afrikaans	717	1 366	1 858	1 366	5 308	2 848	324	1 700	366	70	5 308
Rhodes	418	257	356	726	1 756	856	356	372	131	41	1 756
Stellenbosch	1 747	922	600	1 810	5 079	1 469	960	1 666	873	111	5 079
Witwatersrand	1 698	622	621	972	3 913	1 364	892	1 039	534	84	3 913
Totals for HWUs	13 153	9 549	11 856	12 988	47 547	20 237	7 066	14 162	5 285	797	47 547
	28%	20%	25%	27%	100%	43%	15%	29%	11%	1%	100%
UNISA											
	782	4 122	5 607	4 294	14 805	10 101	848	3 117	669	70	14 805
	5%	28%	38%	29%	100%	74%	5%	17%	4%	0%	100%
Totals for Universities	16 872	15 132	20 575	21 928	74 508	36 555	10 695	19 721	6 586	950	74 507
	23%	20%	28%	29%	100%	52%	14%	25%	8%	1%	100%
2. Technikons											
HBT											
Border	150	359	2	164	675	626	49	0	0	0	675
Durban Institute of Tech.	1 497	1 081	5	517	3 100	2 321	678	19	81	1	3 100
Eastern Cape	213	404	335	39	991	861	89	41	0	0	991
Mangosuthu	396	496	0	0	892	883	9	0	0	0	892
North West	96	225	4	159	484	451	33	0	0	0	484
Northern Gauteng	495	611	163	107	1 377	1 111	259	7	0	0	1 377
Peninsula	872	513	102	337	1 824	1 293	514	2	14	1	1 824
Totals for HBTs	3 720	3 689	611	1 324	9 343	7 546	1 631	69	95	2	9 343
	40%	39%	7%	14%	100%	85%	14%	1%	0%	0%	100%
HWT											
Cape	1 395	733	296	197	2 621	1 740	741	118	18	4	2 621
Free State	607	411	56	202	1 276	889	366	4	13	4	1 276
Port Elizabeth	709	637	64	293	1 703	1 172	468	5	55	3	1 703
Pretoria	1 873	1 074	828	1 316	5 090	3 254	1 762	11	54	9	5 090
Vaal Triangle	571	980	5	232	1 789	1 529	249	5	5	1	1 789
Witwatersrand	859	910	4	92	1 865	1 248	541	28	48	0	1 867
Totals for HWTs	6 014	4 744	1 253	2 333	14 344	9 832	4 127	171	193	21	14 346
	42%	33%	9%	16%	100%	67%	30%	2%	1%	0%	100%
Technikon SA	276	1 486	7	279	2 048	1 320	719	0	8	1	2 048
	13%	73%	0%	14%	100%	71%	29%	0%	0%	0%	100%
Totals for Technikons	10 010	9 920	1 871	3 935	25 735	18 698	6 477	240	296	24	25 737
	39%	39%	7%	15%	100%	73%	25%	1%	1%	0%	100%
3. Summary											
Universities	16 872	15 132	20 575	21 928	74 508	36 555	10 695	19 721	6 586	950	74 507
	23%	20%	28%	29%	100%	52%	14%	25%	8%	1%	100%
Technikons	10 010	9 920	1 871	3 935	25 735	18 698	6 477	240	296	24	25 735
	39%	39%	7%	15%	100%	73%	25%	1%	1%	0%	100%
Totals for Public Institutions	26 882	25 052	22 446	25 863	100 243	55 253	17 172	19 961	6 882	974	100 242
	27%	25%	22%	26%	100%	57%	17%	19%	7%	1%	100%

Source: 2002 HEMIS database, December 2003.

Abbreviations: HBU = historically black university, HWU = historically white university, HBT = historically black technikon, HWT = historically white technikon.

Note 1: Definitions of fields of study are the same as those employed in Table 19.

Note 2: Definitions of formal qualifications are the same as those employed in Table 20.

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

Table 23: Summaries of key graduation rates in public higher education institutions in 2002

Institution	Three-Year Undergraduate Degrees & Diplomas (%)	Undergraduate Diplomas & BTech (%)	Master's Degrees (%)	Doctoral Degrees (%)
1. Universities				
HBU				
Durban-Westville	15	n.a.	18	11
Fort Hare	6	n.a.	7	9
Medunsa	17	n.a.	19	7
North	5	n.a.	3	0
North West	10	n.a.	5	0
Transkei	17	n.a.	13	67
Venda	11	n.a.	2	0
Vista	15	n.a.	26	34
Western Cape	12	n.a.	13	7
Zululand	14	n.a.	14	17
Averages for HBUs	12	n.a.	12	11
HWUs				
Cape Town	22	n.a.	22	14
Free State	14	n.a.	18	15
Natal	19	n.a.	16	12
Port Elizabeth	7	n.a.	17	12
Potchefstroom	20	n.a.	26	14
Pretoria	26	n.a.	20	11
Rand Afrikaans	22	n.a.	21	13
Rhodes	19	n.a.	24	22
Stellenbosch	22	n.a.	25	15
Witwatersrand	17	n.a.	14	13
Averages for HWUs	19	n.a.	20	13
UNISA	11	n.a.	15	10
Averages for Universities	15	n.a.	18	13
2. Technikons				
HBTs				
Border	n.a.	14	0	0
Durban Institute of Tech.	n.a.	15	22	4
Eastern Cape	n.a.	15	0	0
Mangosuthu	n.a.	14	0	0
North West	n.a.	10	0	0
Northern Gauteng	n.a.	13	0	0
Peninsula	n.a.	20	12	13
Averages for HBTs	n.a.	15	16	6
HWTs				
Cape	n.a.	18	8	14
Free State	n.a.	16	12	9
Port Elizabeth	n.a.	19	15	8
Pretoria	n.a.	14	4	12
Vaal Triangle	n.a.	12	7	11
Witwatersrand	n.a.	14	21	0
Averages for HWTs	n.a.	15	8	10
Technikon SA	n.a.	4	4	100
Averages for Technikons	n.a.	12	10	10
3. Summary				
Universities	15	n.a.	18	13
Technikons	n.a.	12	10	10

Source: 2002 HEMIS database, December 2003.

Abbreviations: HBU = historically black university, HWU = historically white university, HBT = historically black technikon, HWT = historically white technikon.

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

Note 2: Different undergraduate percentages have been set for universities and technikons, because of problems encountered with the ways in which some technikons are reporting their BTech enrolments.

Note 3: The benchmarks in the National Plan were set on the basis that at least 75% of any cohort of students entering a programme should complete their degrees or diplomas. When converted to graduation rates, the cohort throughput rates in the table above are equivalent to graduation rates of, broadly, the following kind:

	<u>Undergraduate</u>	<u>Master's</u>	<u>Doctoral</u>
Contact programmes	25%	33%	20%
Distance programmes	15%	25%	15%

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

Note 5: n.a. = not applicable.

Figure 25: Headcount totals of graduates/diplomates in public higher education institutions, by qualification type, in 2002

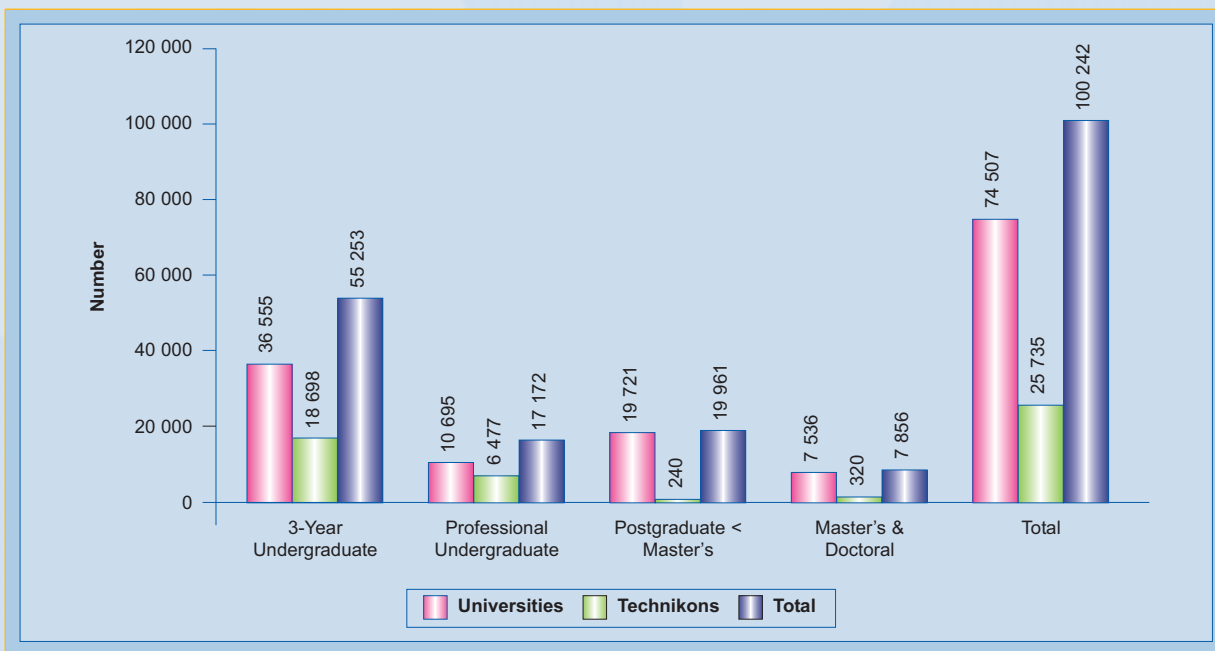


Figure 25 (also see Table 22) gives details of the totals of graduates and diplomates produced by public universities and technikons in 2002. In that year, universities produced 74 507, or 74%, of all graduates and diplomates, while technikons produced 25 735. The technikons' share of graduates and diplomates (26%) was considerably lower than their share of the headcount enrolment total (32%). Of the 100 242 students who completed qualifications in 2002, 72% obtained undergraduate degrees or diplomas. There were only 7 856 master's and doctoral graduates in 2002.

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

Table 24: Full-time equivalent enrolments of contact and distance mode students in public higher education institutions in 2002

Institution	Contact					Distance				
	Science, Engineering & Technology	Business & Management	Education	All Other Humanities & Social Sciences	Total	Science, Engineering & Technology	Business, management	Education	All Other Humanities & Social Sciences	Total
1. Universities										
Durban-Westville	2 648	1 115	298	3 339	7 400	0	0	0	0	0
Fort Hare	1 125	447	109	3 040	4 721	0	0	1 020	0	1 020
Medunsa	2 891	3	10	250	3 153	0	0	0	0	0
North	2 579	746	1 760	3 040	8 125	0	0	0	0	0
North West	1 359	718	454	1 907	4 437	0	0	558	0	558
Transkei	978	480	454	1 923	3 836	0	0	0	0	0
Venda	1 577	510	655	2 870	5 613	0	0	0	0	0
Vista	2 034	1 902	676	5 424	10 036	621	473	2 193	1 659	4 946
Western Cape	2 742	1 074	914	5 398	10 128	0	0	0	0	0
Zululand	1 816	729	1 224	2 465	6 234	0	0	0	0	0
Totals for HBUs	19 748	7 725	6 555	29 655	63 683	621	473	3 770	1 659	6 523
HBUs	31%	12%	10%	47%	100%	10%	7%	58%	25%	100%
HWUs										
Cape Town	6 691	2 612	477	6 681	16 462	0	0	0	0	0
Free State	4 119	1 560	1 888	4 380	11 947	39	88	0	935	1 062
Natal	6 152	3 225	712	6 337	16 427	706	2 876	930	448	4 961
Port Elizabeth	1 798	851	509	2 354	5 512	31	0	2 909	11	2 950
Potchefstroom	3 784	2 303	1 823	4 069	11 980	211	163	3 318	1 067	4 759
Pretoria	10 658	5 466	1 695	8 172	25 992	48	186	3 404	95	3 733
Rand Afrikaans	2 968	4 084	888	6 111	14 051	118	11	2 121	99	2 349
Rhodes	1 216	850	551	2 652	5 269	0	0	636	0	636
Stellenbosch	6 495	2 778	550	5 908	15 731	25	0	770	0	795
Witwatersrand	7 835	2 288	1 152	5 608	16 883	0	0	0	0	0
Totals for HWUs	51 716	26 019	10 247	52 273	140 255	1 177	3 324	14 088	2 654	21 244
HWUs	37%	19%	7%	37%	100%	6%	16%	66%	12%	100%
UNISA	0	0	0	375	375	5 169	22 378	6 113	29 178	62 838
Totals for Universities	71 464	33 743	16 802	82 303	204 313	6 967	26 175	23 971	33 491	90 605
Universities	35%	17%	8%	40%	100%	8%	29%	26%	37%	100%
1. Technikons										
Border	1 108	1 717	0	1 185	4 010	0	0	0	0	0
Durban Institute of Tech.	7 652	4 733	51	4 033	16 469	0	0	0	0	0
Eastern Cape	2 229	1 919	885	1 081	6 114	0	0	0	0	0
Mangosuthu	2 465	1 369	0	1 137	4 971	0	0	0	0	0
North West	1 366	1 348	3	1 474	4 192	0	0	0	0	0
Northern Gauteng	3 410	3 036	363	1 780	8 588	0	0	0	0	0
Peninsula	3 327	1 955	238	1 550	7 069	0	0	0	0	0
Totals for HBTs	21 556	16 076	1 540	12 240	51 413	0%	0%	0%	0%	0%
HBTs	42%	31%	3%	24%	100%	0%	0%	0%	0%	0%
HWTs										
Cape	5 202	2 730	903	2 229	11 065	17	0	0	0	17
Free State	2 608	1 860	116	1 500	6 084	56	101	2	76	236
Port Elizabeth	2 731	2 194	594	1 611	7 130	20	0	0	5	25
Pretoria	9 191	5 127	238	7 502	22 057	17	55	3 567	828	4 466
Vaal Triangle	4 377	4 516	8	2 422	11 323	0	0	0	0	0
Witwatersrand	5 282	3 488	15	1 456	10 240	0	0	0	0	0
Totals for HWTs	29 390	19 914	1 875	16 720	67 900	110	156	3 569	908	4 744
HWTs	43%	29%	3%	25%	100%	2%	3%	75%	19%	100%
Technikon SA	0	0	0	0	0	5 001	9 894	78	12 281	27 254
Totals for Technikons	50 947	35 991	3 415	28 960	119 312	5 111	10 050	3 647	13 190	31 997
Technikons	43%	30%	3%	24%	100%	16%	31%	11%	41%	100%
3. Summary										
Universities	71 464	33 743	16 802	82 303	204 313	6 967	26 175	23 971	33 491	90 605
Technikons	50 947	35 991	3 415	28 960	119 312	5 111	10 050	3 647	13 190	31 997
Totals for Public Institutions	122 411	69 734	20 217	111 263	323 626	12 078	36 226	27 618	46 681	122 603
Institutions	38%	22%	6%	34%	100%	10%	30%	23%	38%	100%

Source: 2002 HEMIS database, December 2003.

Abbreviations: HBU = historically black university, HWU = historically white university, HBT = historically black technikon, HWT = historically white technikon.

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 19.

(Notes 5 to 7 next page)

Notes to Table 24 (continued)

- Note 5:** The totals above include undergraduate and postgraduate courses.
Note 6: Students from Qwa-Qwa are included in University of the North totals.
Note 7: Numbers and percentages may not necessarily add up due to rounding off.

Table 25: Undergraduate success rates of contact and distance mode students in public higher education institutions, by population group, in 2002

Institution	Contact (%)					Distance (%)				
	African	Coloured	Indian	White	Average	African	Coloured	Indian	White	Average
1. Universities										
HBU										
Durban-Westville	75	82	80	87	77	0	0	0	0	0
Fort Hare	61	78	51	38	61	53	100	0	24	53
Medunsa	88	92	91	92	89	0	0	0	0	0
North	66	18	82	83	66	0	0	0	0	0
North West	73	74	73	79	73	0	0	0	0	0
Transkei	67	77	90	77	68	0	0	0	0	0
Venda	70	52	25	92	70	0	0	0	0	0
Vista	64	69	57	69	64	65	54	49	40	64
Western Cape	65	71	77	81	69	0	0	0	0	0
Zululand	67	67	67	67	67	0	0	0	0	0
Averages for HBUs	68	71	80	78	69	62	55	49	39	62
HWUs										
Cape Town	76	80	84	88	84	0	0	0	0	0
Free State	68	70	75	83	76	63	51	65	76	71
Natal	78	82	83	90	83	65	58	58	55	64
Port Elizabeth	71	71	75	85	78	62	71	0	90	62
Potchefstroom	73	74	84	86	85	55	69	71	78	59
Pretoria	69	73	78	84	80	59	58	53	66	59
Rand Afrikaans	70	71	78	83	80	67	60	75	85	68
Rhodes	75	77	83	91	84	67	78	100	49	68
Stellenbosch	68	73	86	86	84	61	71	66	78	62
Witwatersrand	71	72	78	87	78	0	0	0	0	0
Averages for HWUs	72	76	81	86	81	59	65	59	72	60
UNISA	87	78	0	83	80	48	49	54	59	53
Averages for Universities	70	74	81	86	77	50	51	54	60	55
2. Technikons										
HBTs										
Border	69	82	93	76	69	0	0	0	0	0
Durban Institute of Tech.	71	71	76	77	72	0	0	0	0	0
Eastern Cape	69	75	86	91	69	0	0	0	0	0
Mangosuthu	74	25	100	100	74	0	0	0	0	0
North West	65	51	0	0	65	0	0	0	0	0
Northern Gauteng	65	54	65	63	65	0	0	0	0	0
Peninsula	73	77	77	94	75	0	0	0	0	0
Averages for HBTs	67	69	76	79	66	0	0	0	0	0
HWTs										
Cape	67	76	79	84	76	0	0	0	0	0
Free State	68	67	74	79	71	59	81	0	76	68
Port Elizabeth	71	76	77	81	75	0	0	0	0	0
Pretoria	65	78	98	79	69	50	65	67	80	51
Vaal Triangle	67	70	69	78	68	0	0	0	0	0
Witwatersrand	70	68	77	80	71	0	0	0	0	0
Averages for HWTs	67	75	82	81	75	50	69	67	76	52
Technikon SA	0	0	0	0	0	42	52	64	61	49
Averages for Technikons	68	75	77	81	71	43	52	64	61	50
3. Summary										
Universities	70	74	81	86	77	54	55	58	63	57
Technikons	68	75	77	81	71	42	52	64	61	49
Average for Public Institutions	68	74	80	85	74	49	51	55	60	53

Source: 2002 HEMIS database, December 2003.

Abbreviations: HBU = historically black university, HWU = historically white university, HBT = historically black technikon, HWT = historically white technikon.

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

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

Note 3: Success rates are determined as follows: a calculation is made of full-time equivalent (FTE) enrolled student totals for each category of courses. A further FTE calculation, using the same credit values, is made for each category of courses for those students who passed the courses. The success rates are then determined as: FTE passes divided by FTE enrolments. The success rates shown are, therefore, weighted averages for contact and distance courses for each population group.

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

Figure 26: Full-time equivalent student enrolments in public higher education institutions, by contact/distance mode, in 2002

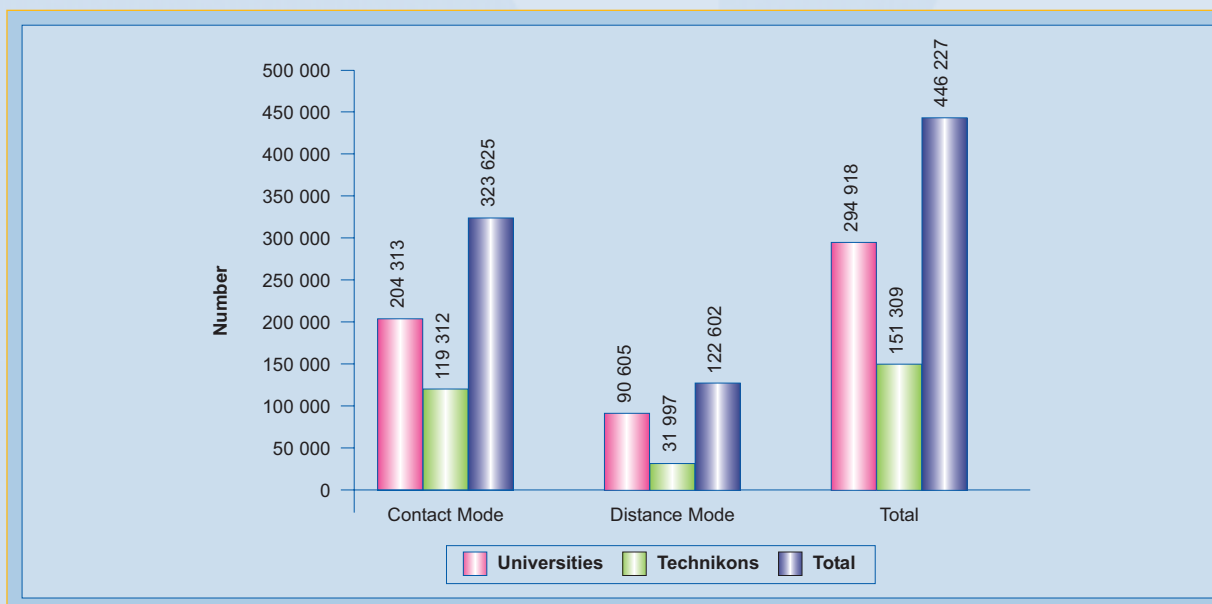


Figure 26 (also see Table 24) shows that the full-time equivalent (FTE) student enrolment at universities and technikons was 446 227 in 2002. The ratios with regard to distance and contact mode differed markedly between FTE and headcount totals. The contact FTE total of 323 625 was 79% of the corresponding headcount total, which implies that most contact students were studying full-time in that year. The ratio for distance students was 46%, which implies that, in 2002, distance students were, on average, following the equivalent of less than half of a full-time curriculum.

Figure 27: Percentage distribution of average undergraduate success rates in public higher education institutions, by contact education programmes and population group, in 2002

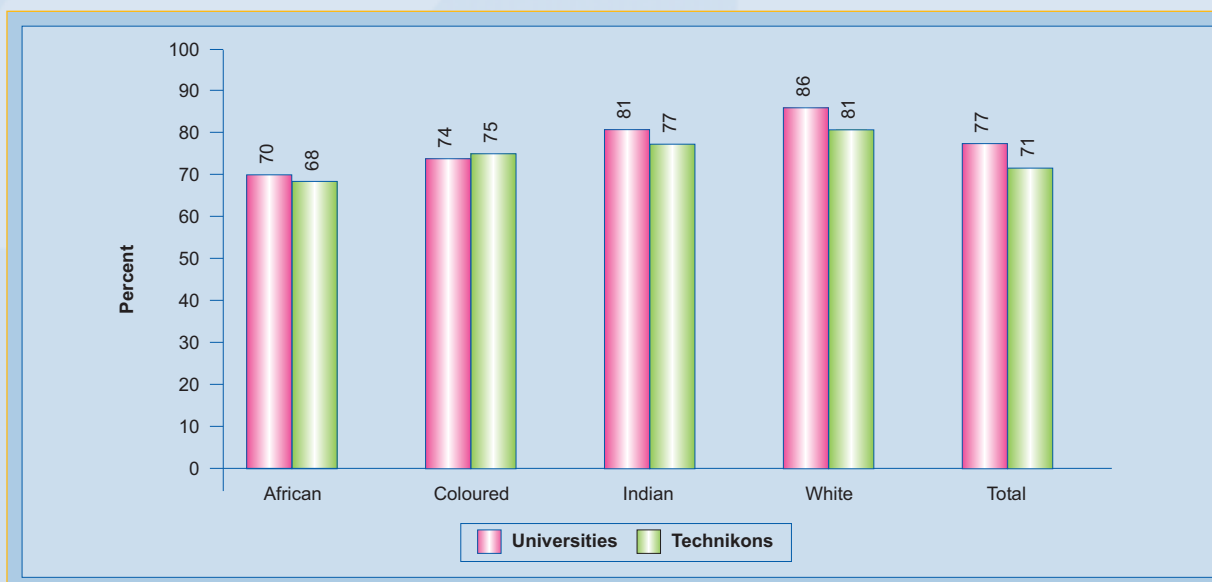


Figure 27 (also see Table 25) shows that inequalities of outcome continue to exist in the higher education system. In 2002, the average success rate of African students in contact undergraduate programmes at universities was only 70%, compared to an average of 86% for White students. The success rate of African students in contact undergraduate programmes at technikons in 2002 was 68%, compared to an average of 81% for White students.

5.4 Permanent staff

Table 26: Overview of permanent staff in public higher education institutions in 2002

Institution	Total Permanent Staff			% of Black Staff in Total			% of Female Staff in Total		
	Instruction & Research Staff	Administrative Staff	Service Staff	Instruction & Research Staff	Administrative Staff	Service Staff	Instruction & Research Staff	Administrative Staff	Service Staff
1. Universities									
HBUs									
Durban-Westville	351	507	203	77	95	100	38	43	29
Fort Hare	183	356	57	72	89	100	28	50	16
Medunsa	414	418	464	64	62	100	38	59	43
North	343	599	625	71	89	100	30	39	55
North West	204	240	255	90	98	100	39	53	38
Transkei	189	161	191	93	98	100	48	61	46
Venda	275	277	221	86	97	100	28	44	57
Vista	441	463	92	46	68	98	46	59	37
Western Cape	406	576	119	58	94	100	39	57	29
Zululand	264	244	202	68	75	99	39	45	38
Totals for HBUs	3 070	3 841	2 429	69	86	100	38	50	44
HWUs									
Cape Town	673	1 170	356	13	49	94	29	66	19
Free State	587	546	308	5	13	96	37	60	51
Natal	1 018	1 357	338	39	58	99	37	62	22
Port Elizabeth	248	369	134	13	32	93	41	62	40
Potchefstroom	532	708	293	7	9	93	36	67	52
Pretoria	1 321	1 229	492	10	19	89	44	70	29
Rand Afrikaans	406	640	244	13	24	91	43	66	10
Rhodes	343	545	361	12	44	100	36	63	44
Stellenbosch	789	1 207	381	9	25	99	34	57	27
Witwatersrand	1 054	1 312	380	24	56	100	42	67	29
Totals for HWUs	6 971	9 083	3 287	16	36	95	38	64	32
UNISA	1 058	1 829	157	21	42	100	51	56	10
Totals for Universities	11 099	14 753	5 873	31	50	97	39	60	36
2. Technikons									
HBTs									
Border	147	123	20	50	80	100	44	66	25
Durban Institute of Tech.	572	721	176	53	81	99	38	54	21
Eastern Cape	181	163	22	88	90	100	43	52	14
Mangosuthu	141	173	162	73	85	100	33	46	54
North West	97	164	90	89	97	100	33	46	56
Northern Gauteng	231	271	189	61	85	100	38	46	62
Peninsula	203	341	75	73	96	100	36	46	21
Totals for HBTs	1 572	1 956	734	64	86	100	38	51	43
HWTs									
Cape	332	377	127	14	51	97	35	63	37
Free State	138	267	213	12	33	89	41	63	54
Port Elizabeth	258	339	73	15	45	93	39	58	27
Pretoria	525	831	257	13	31	98	42	60	37
Vaal Triangle	312	362	273	30	53	98	45	61	58
Witwatersrand	388	377	252	21	51	99	43	55	38
Totals for HWTs	1 953	2 553	1 195	18	42	96	41	60	44
Technikon SA	186	915	81	37	47	96	43	61	54
Totals for Technikons	3 711	5 424	2 010	39	59	98	40	57	44
3. Summary									
Universities	11 099	14 753	5 873	31	50	97	39	60	36
Technikons	3 711	5 424	2 010	39	59	98	40	57	44
Totals/Averages for Public Institutions	14 810	20 177	7 883	33	52	97	39	59	38

Source: 2002 HEMIS database, December 2003.

Abbreviations: HBU = historically black university, HWU = historically white university, HBT = historically black technikon, HWT = historically white technikon.

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 African, Coloured and Indian staff on permanent contracts.

Note 6: Data for 2002 for the following universities were not available: Cape Town and Western Cape. Cape Town's data for 2000 and Western Cape's data for 2001 have been included in the table.

Note 7: Data for the Durban Institute of Technology for 2002 are the aggregate of the data submissions for ML Sultan Technikon and Natal Technikon.

Note 8: Numbers and percentages may not necessarily add up due to rounding off.

Figure 28: Percentage distribution of black and female staff in public higher education institutions, as a percentage of total permanent staff, in 2002

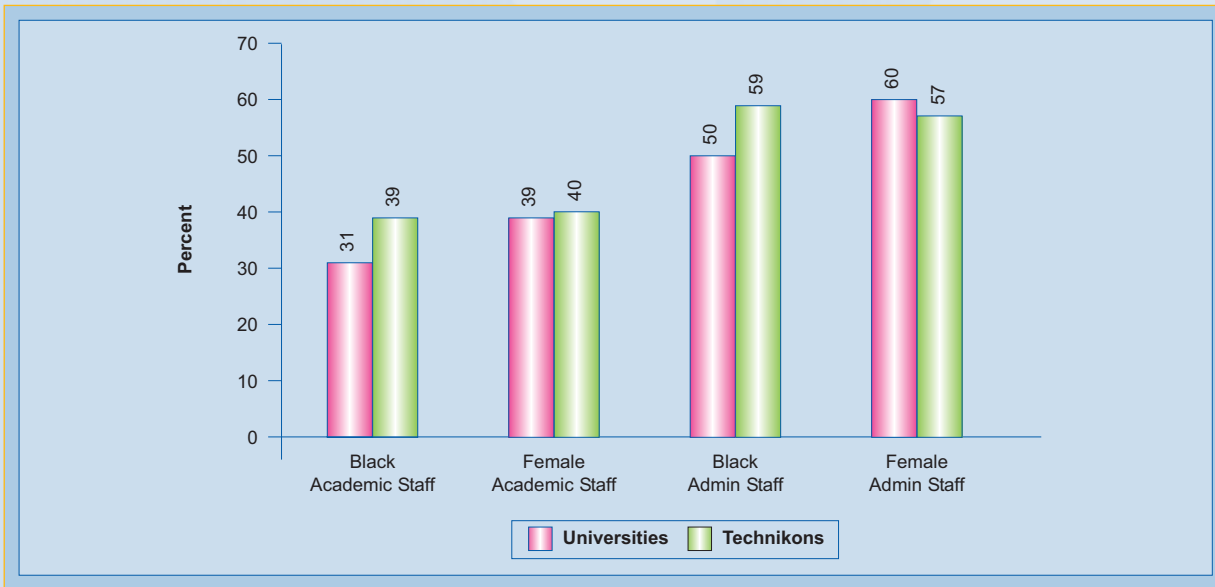


Figure 28 (also see Table 26) points to the serious employment inequalities that existed in the higher education system in 2002. Black (African, Coloured and Indian) staff had only a 31% share of permanently appointed academic (instruction and research) staff posts at universities, and a 39% share of these posts at technikons. Female staff had a 39% share of permanently appointed academic staff posts at universities, and a 40% share of these posts at technikons.

6. CONTACT DETAILS

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6.2 Department of Education

Information on different sectors of the education system may be requested (preferably by e-mail) from the following members of the Department of Education and the Directorate: Education Management Information Systems:

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- Directorates within the Department of Education
- Provincial Departments of Education (EMIS units)
- Statistics South Africa
- National Business Initiative

Scope of the publication:

- **General Education and Training (GET) Band**
(including ordinary schools with foundation, intermediate and senior phases. Stand-alone ABET centres and ELSEN (special) schools excluded)
- **Further Education and Training (FET) Band**
(including mainstream schools with FET grades. Stand-alone ELSEN (special) schools excluded)
- **Further Education and Training (FET)**
(including public FET institutions, previously known as technical colleges)
- **Early Childhood Development (ECD) (2000)**
(including stand-alone ECD sites)
- **Adult Basic Education and Training (ABET)**
(including stand-alone public adult learning centres)
- **Education for Learners with Special Education Needs (ELSEN) (2001)**
(including stand-alone schools)
- **Higher Education (HE)**
(including public universities and technikons)

Did you know that in 2002...

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

33 484 institutions, comprising the following, were registered with the Department of Education:

- 27 647 ordinary public and independent schools
- 3 486 ECD sites
- 1 895 ABET centres
- 370 ELSEN (special) schools
- 50 public FET institutions
- 36 public HE institutions

Of every 200 learners in the education system in South Africa:

- 172 were in ordinary public schools
- 10 were in public HE institutions
- 6 were in public FET institutions
- 4 were in ordinary independent schools
- 4 were in ABET centres
- 3 were in ECD sites
- 1 was in an ELSEN (special) school

