



education

Department  
Education  
REPUBLIC OF SOUTH AFRICA



# Education Statistics

in South Africa  
at a Glance in

# 2003

Published by the Department of Education  
May 2005

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# EMIS

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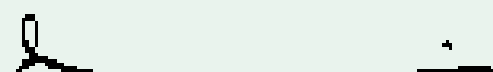
## FOREWORD

It is again my pleasure to release the publication *Education Statistics in South Africa at a Glance in 2003*, the fifth report on education statistics produced by the Department of Education since 1999. Organisational effectiveness and quality can be greatly enhanced by improving monitoring, evaluation and accountability. The Department of Education is committed to making education statistics more accessible to the public, statutory oversight bodies and education stakeholders 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. Currently, the reporting is intended to provide a snapshot of the system in 2003. We are aware that quantitative information becomes less usable with time (maintaining usefulness only with trend analysis). Our goal is to publish future reports during the year in question, and we will continue improving their quality, in terms of both coverage and relevance.

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.



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



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## ACRONYMS

<b>ABET</b>	Adult Basic Education and Training
<b>DoE</b>	Department of Education
<b>EC</b>	Eastern Cape Province
<b>ECD</b>	Early Childhood Development
<b>ELSEN</b>	Education for Learners with Special Education Needs
<b>EMIS</b>	Education Management Information System
<b>FET</b>	Further Education and Training
<b>FS</b>	Free State Province
<b>FTE</b>	Full-time Equivalent
<b>GER</b>	Gross Enrolment Ratio
<b>GET</b>	General Education and Training
<b>GP</b>	Gauteng Province
<b>GPI</b>	Gender Parity Index
<b>Gr. R</b>	Grade R (Reception year or year prior to Grade 1)
<b>HBT</b>	Historically Black Technikon
<b>HBU</b>	Historically Black University
<b>HE</b>	Higher Education
<b>HEMIS</b>	Higher Education Management Information System
<b>HG</b>	Higher Grade
<b>HWT</b>	Historically White Technikon
<b>HWU</b>	Historically White University
<b>KZN</b>	KwaZulu-Natal Province
<b>L:E Ratio</b>	Learner-to-Educator Ratio
<b>LSEN</b>	Learners with Special Education Needs
<b>L:S Ratio</b>	Learner-to-School Ratio
<b>LG</b>	Lower Grade
<b>LP</b>	Limpopo Province
<b>MP</b>	Mpumalanga Province
<b>NAT</b>	National
<b>NC</b>	Northern Cape Province
<b>NW</b>	North West Province
<b>SET</b>	Science, Engineering and Technology
<b>SG</b>	Standard Grade
<b>SGB</b>	School Governing Body
<b>WC</b>	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. Furthermore, information is collected for reasons of accountability and planning. The Education Management Information System (EMIS) 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 referred 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, Ms 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 2003 reporting year. The Department is looking at making future editions of this publication available during the year in question. It should be noted that the Department does have 2004 school data that is usable, although it is 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 *2003 Snap Survey* conducted on the 10th school day; for the public HE sector, the *2003 HEMIS<sup>1</sup> Database*; for the public FET sector, the *2002 Survey by the National Business Initiative*; for the ABET sector, the *2003 Annual ABET Survey*; for the ELSEN sector, the *2003 Provincial Submissions*; 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, 2000 and 2003.) To obtain the percentages of SGB-paid<sup>2</sup> educators at provincial public schools, the *2002 Annual School Survey* was used.



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

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

The centrefold shows that there were 32 751 established public and registered independent educational institutions in South Africa in 2003, of which 26 845 were ordinary schools and 5 906 were other education institutions, including ABET centres, ELSEN (special) schools and ECD sites, public FET institutions and public HE institutions (universities and technikons).

The 26 845 ordinary schools were made up of the following:

- 16 169 primary schools, with 6 361 430 learners and 173 211 educators;
- 5 810 secondary schools, with 3 590 411 learners and 116 992 educators; and
- 4 866 combined<sup>3</sup>, intermediate<sup>4</sup> and middle schools, with 2 087 081 learners and 67 892 educators.

**Figure 1: Percentage distribution of learners in the education system in 2003**

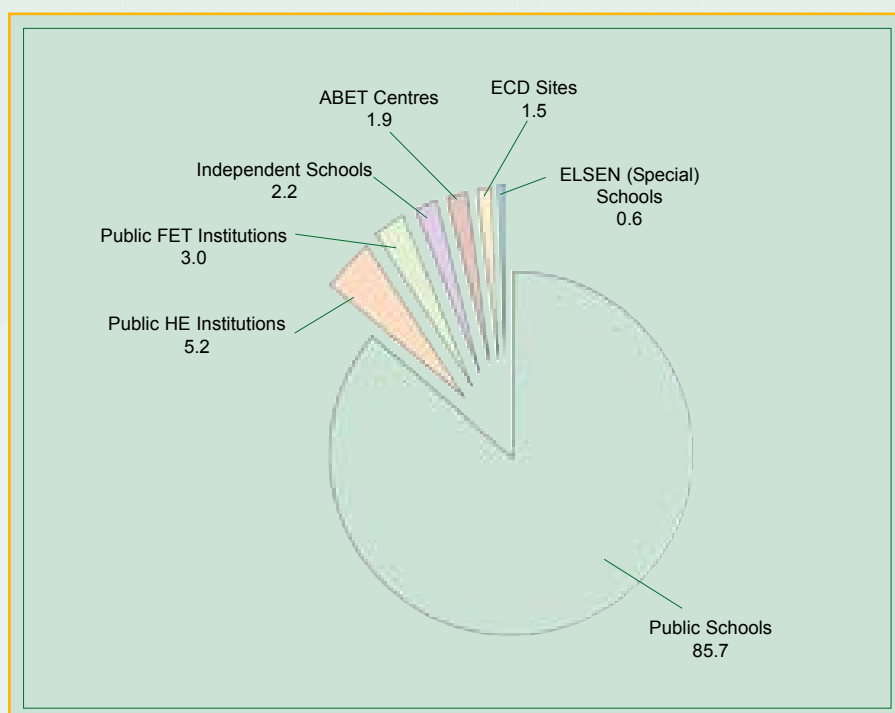


Figure 1 and the centrefold show that, of the 13 711 564 learners and students in all sectors of the education system in 2003, 11 744 013 (85.7%) were in public schools and 294 909 (2.2%) were in independent schools. Of the learners in other institutions, 548 704 (4.0%) were in ABET centres, ELSEN (special) schools and ECD sites, 717 793 (5.2%) were in public HE institutions, and 406 145 (3.0%) were in public FET institutions.

There were 13 711 564 learners and students in the education system, who attended 32 751 educational institutions and were served by 411 792 educators and lecturers.

<sup>3</sup> Combined schools usually include Grades 1 to 12.

<sup>4</sup> 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 2003**

Province	Type of School	Learners <sup>1)</sup>			Educators <sup>2)</sup>			Schools			L:E Ratio <sup>4)</sup>	L:S Ratio <sup>5)</sup>
		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	2 100 024	99.2	17.9	63 899	98.5	18.8	6 100	98.9	23.6	32.9	344
	Independent	16 402	0.8	5.6	966	1.5	4.1	65	1.1	6.5	17.0	252
	<b>Total</b>	<b>2 116 426</b>		<b>17.6</b>	<b>64 865</b>		<b>17.9</b>	<b>6 165</b>		<b>23.0</b>	<b>32.6</b>	<b>343</b>
Free State	Public	684 134	98.3	5.8	21 955	97.2	6.5	2 123	97.1	8.2	31.2	322
	Independent	12 021	1.7	4.1	641	2.8	2.7	63	2.9	6.3	18.8	191
	<b>Total</b>	<b>696 155</b>		<b>5.8</b>	<b>22 596</b>		<b>6.2</b>	<b>2 186</b>		<b>8.1</b>	<b>30.8</b>	<b>318</b>
Gauteng	Public	1 524 595	91.7	13.0	45 437 <sup>3)</sup>	84.5	13.4	1 873	84.2	7.2	33.6	814
	Independent	137 222	8.3	46.5	8 312	15.5	35.5	352	15.8	35.0	16.5	390
	<b>Total</b>	<b>1 661 817</b>		<b>13.8</b>	<b>53 749</b>		<b>14.8</b>	<b>2 225</b>		<b>8.3</b>	<b>30.9</b>	<b>747</b>
KwaZulu-Natal	Public	2 726 271	98.0	23.2	68 760	88.3	20.3	5 614	97.0	21.7	39.6	486
	Independent	56 780	2.0	19.3	9 069	11.7	38.7	174	3.0	17.3	6.3	326
	<b>Total</b>	<b>2 783 051</b>		<b>23.1</b>	<b>77 829</b>		<b>21.5</b>	<b>5 788</b>		<b>21.6</b>	<b>35.8</b>	<b>481</b>
Limpopo	Public	1 797 820	99.0	15.3	53 382	98.3	15.7	4 181	98.4	16.2	33.7	430
	Independent	19 032	1.0	6.5	916	1.7	3.9	70	1.6	7.0	20.8	272
	<b>Total</b>	<b>1 816 852</b>		<b>15.1</b>	<b>54 298</b>		<b>15.0</b>	<b>4 251</b>		<b>15.8</b>	<b>33.5</b>	<b>427</b>
Mpumalanga	Public	901 732	98.6	7.7	24 793	97.2	7.3	1 841	95.6	7.1	36.4	490
	Independent	13 007	1.4	4.4	722	2.8	3.1	85	4.4	8.5	18.0	153
	<b>Total</b>	<b>914 739</b>		<b>7.6</b>	<b>25 515</b>		<b>7.0</b>	<b>1 926</b>		<b>7.2</b>	<b>35.9</b>	<b>475</b>
North West	Public	880 946	98.9	7.5	29 693	97.9	8.8	2 211	98.1	8.6	29.7	398
	Independent	10 090	1.1	3.4	626	2.1	2.0	42	1.9	4.2	16.1	240
	<b>Total</b>	<b>891 036</b>		<b>7.4</b>	<b>30 319</b>		<b>8.4</b>	<b>2 253</b>		<b>8.4</b>	<b>29.4</b>	<b>395</b>
Northern Cape	Public	199 229	98.6	1.7	6 068	98.2	1.8	441	97.1	1.7	32.8	452
	Independent	2 781	1.4	0.9	111	1.8	0.5	13	2.9	1.3	25.1	214
	<b>Total</b>	<b>202 010</b>		<b>1.7</b>	<b>6 179</b>		<b>1.7</b>	<b>454</b>		<b>1.7</b>	<b>32.7</b>	<b>445</b>
Western Cape	Public	929 262	97.1	7.9	25 192	92.5	7.4	1 456	91.2	5.6	36.9	638
	Independent	27 574	2.9	9.4	2 056	7.5	8.8	141	8.8	14.0	13.4	196
	<b>Total</b>	<b>956 836</b>		<b>7.9</b>	<b>27 248</b>		<b>7.5</b>	<b>1 597</b>		<b>5.9</b>	<b>35.1</b>	<b>599</b>
National	Public	11 744 013	97.6		339 179	93.5		25 840	96.3		34.6	454
	Independent	294 909	2.4		23 419	6.5		1 005	3.7		12.6	293
	<b>Total</b>	<b>12 038 922</b>			<b>362 598</b>			<b>26 845</b>			<b>33.2</b>	<b>448</b>

**Source:** 2003 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, 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 LSEN 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 GP, 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 and 2003 the reporting was in respect of State-paid educators only. To bring 2003 on par with the reporting for 1999-2001, 11.0% as indicated in note 2), were added to the 40 934 public school educator numbers that had been submitted. The submitted number is reflected in the centrefold.
- 4) L:E Ratio = Learner-to-Educator Ratio.
- 5) L:S Ratio = Learner-to-School Ratio.

#### 3.1.1 Schools (see Table 1)

In 2003, there were 26 845 ordinary schools in South Africa. These schools excluded stand-alone ELSEN (special) schools and ECD sites. 96.3% (25 840) of the ordinary schools were public schools and 3.7% (1 005) were independent schools. The Eastern Cape (6 100, or 23.6% of national total) had the largest number of ordinary schools, while the Northern Cape (441, or 1.7% of national total) had the smallest number. Gauteng had the largest number of independent schools in the country (352, or 35.0% of national total) and KwaZulu-Natal the second largest (174, or 17.3% of national total).

#### 3.1.2 Learners (see Table 1)

In 2003, there were 12 038 922 learners in ordinary schools in South Africa, of which 97.6% were in public schools

and 2.4% were in independent schools. KwaZulu-Natal had the largest number of learners in ordinary schools (2 783 051, or 23.1% of national total) and the Eastern Cape the second largest (2 116 426, or 17.6% of national total).

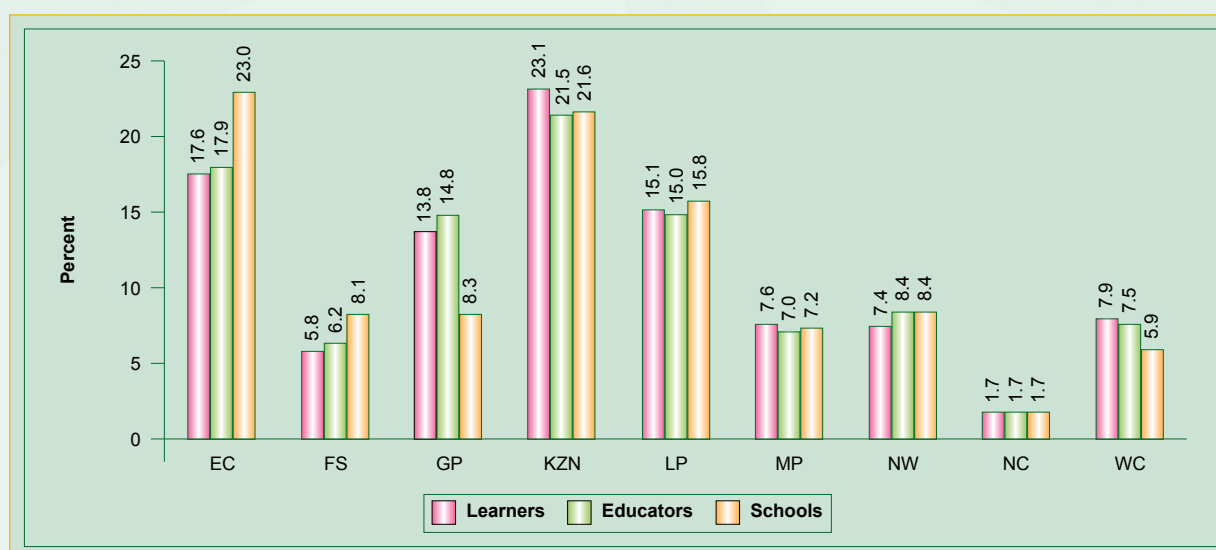
Gauteng (137 222, or 46.5% of national total) had the largest number of learners in independent schools and KwaZulu-Natal (56 780, or 19.3% of national total) the second largest.

### 3.1.3 Educators (see Table 1)

There were 362 598 educators in ordinary schools in South Africa in 2003, of which 93.5% were in public schools and 6.5% 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 centrefold, indicating a national total of 358 095 educators. KwaZulu-Natal (77 829, or 21.5% of national total) had the largest number of educators in ordinary schools and the Eastern Cape (64 865, or 17.9% of national total) the second largest. The Northern Cape had the smallest number of educators in independent schools (111, or 0.5% 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 2003**



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 2003, the Eastern Cape, one of the more rural provinces, had 23.0% of the national total of ordinary schools serving 17.6% of South Africa's learners, while Gauteng, the most urbanised province, had 8.3% of the national total of ordinary schools serving 13.8% of the country's learners. This is also reflected in the learner-to-school ratio, Table 1, with the Eastern Cape having, on average, 343 learners to one school and Gauteng having, on average, 747 learners to one school.

**Figure 3: Distribution of learners, educators and schools in the independent school sector, as percentage of the ordinary school sector, by province, in 2003**

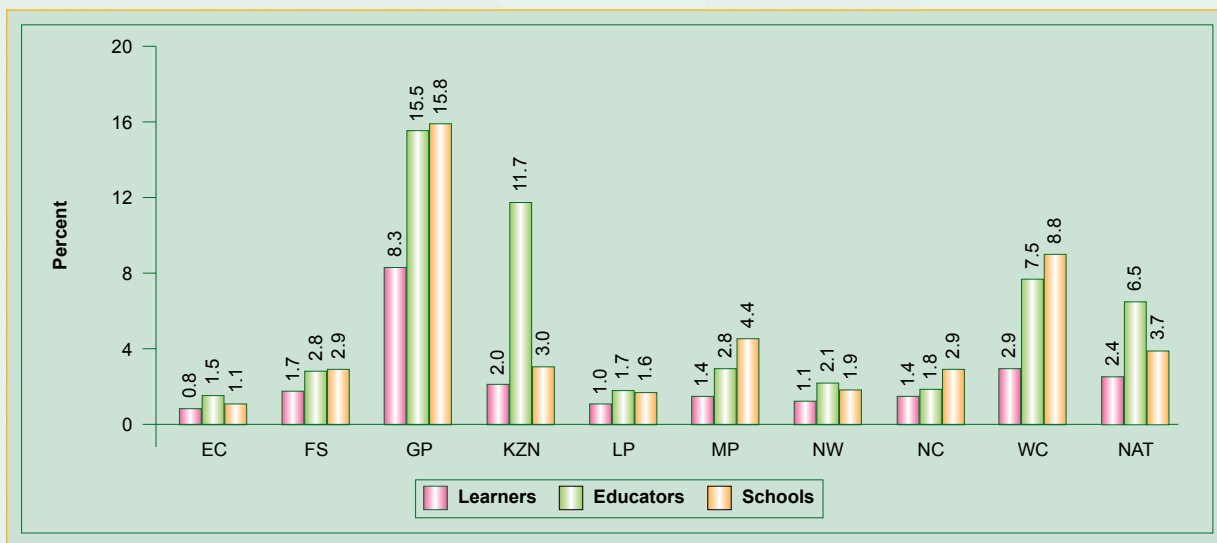


Figure 3 indicates that, in 2003, Gauteng had the largest proportion of independent school learners, educators and schools (8.3%, 15.5% and 15.8%, respectively), while the Eastern Cape had the smallest proportion in all three categories (0.8%, 1.5% and 1.1%, respectively).

### 3.1.5 Indicators

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

In 2003, the national average learner-to-educator ratio at ordinary schools in the country was 33.2, ranging, by province, from 29.4 in North West to 35.9 in Mpumalanga. The national average for public schools was 34.6, and for independent schools, 12.6.

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

The national average learner-to-school ratio at ordinary schools in South Africa was 448 in 2003, ranging, by province, from 318 in the Free State to 747 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 454, and for independent schools, 293.

- **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 2003, as shown in Table 2, the total GER for the combined GET and FET bands was 90%, which is lower than the GER of 94% for the combined primary and secondary phases. This is perhaps due, mainly, to the fact that a significant number of Grade R learners of the appropriate school age are not in ordinary primary schools. Some provinces reflected GER values

of more than 100% for the different GER groupings. For the FET band and the secondary phase the GER was higher for females than for males, meaning that, relative to the appropriate school-age population, there were more female learners than male learners in the school system. It could also mean that, for a variety of reasons, female learners remain in the system longer than male learners.

**Table 2: Gross Enrolment Ratio (GER) and Gender Parity Index (GPI) in the ordinary school sector, by province and gender, in 2003**

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				103	72	96			
	Male	120	65	97				103	57	93			
	Total	118	72	99	0.97	1.19	1.03	103	64	94	1.00	1.26	1.03
Free State	Female	98	83	91				92	74	88			
	Male	101	79	92				94	69	88			
	Total	99	81	92	0.97	1.05	1.00	93	71	88	0.98	1.08	1.00
Gauteng	Female	98	81	90				90	73	86			
	Male	102	80	93				94	70	88			
	Total	100	81	92	0.96	1.01	0.97	92	71	87	0.96	1.04	0.98
KwaZulu-Natal	Female	102	81	93				93	75	89			
	Male	107	78	95				97	71	91			
	Total	104	80	94	0.95	1.03	0.98	95	73	90	0.96	1.05	0.98
Limpopo	Female	95	94	94				93	91	92			
	Male	103	87	96				98	80	94			
	Total	99	90	95	0.92	1.08	0.98	95	86	93	0.95	1.13	0.98
Mpumalanga	Female	97	88	94				90	84	88			
	Male	106	85	97				96	77	92			
	Total	101	87	95	0.92	1.04	0.96	93	81	90	0.94	1.08	0.96
North West	Female	95	84	91				87	78	85			
	Male	102	80	93				91	72	86			
	Total	98	82	92	0.94	1.05	0.98	89	75	86	0.96	1.08	0.98
Northern Cape	Female	108	80	96				99	70	92			
	Male	114	77	99				103	65	94			
	Total	111	79	98	0.95	1.04	0.98	101	68	93	0.96	1.08	0.98
Western Cape	Female	95	74	86				89	64	82			
	Male	99	69	86				91	57	82			
	Total	97	71	86	0.96	1.07	1.00	90	61	82	0.98	1.12	1.00
National	Female	101	83	93				93	76	89			
	Male	106	77	94				96	69	90			
	Total	104	80	94	0.95	1.07	0.99	95	73	90	0.97	1.10	0.99

Source 1: 2003 SNAP Survey (conducted on the 10th school day).

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

### ● 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 2003, as indicated in Table 2, the highest GPI (1.10) 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.



## 3.1.6 Learners, by grade and school phase

Table 3: Number of learners in ordinary schools, by province, gender and grade, in 2003

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	2 195	23 261	137 886	101 204	98 576	360 927	95 565	94 625	93 738	283 928	86 306	81 092	73 221	240 619	885 474
		Total	4 190	45 635	286 996	209 406	202 331	744 368	197 699	192 044	184 217	573 960	167 035	153 091	136 217	456 343	1 774 671
	Independent	Female	280	362	665	574	589	2 190	607	566	595	1 768	556	757	567	1 880	5 838
		Total	504	736	1 289	1 191	1 161	4 377	1 166	1 173	1 221	3 560	1 062	1 452	1 110	3 624	11 561
	Both	Female	2 475	23 623	138 551	101 778	99 165	363 117	96 172	95 191	94 333	285 696	86 862	81 849	73 788	242 499	891 312
		Total	2 219	22 748	149 734	108 819	104 327	385 628	102 693	98 026	91 105	291 824	81 235	72 694	63 539	217 468	894 920
Total			4 694	46 371	288 285	210 597	203 492	748 745	198 865	193 217	185 438	577 520	168 097	154 543	137 327	459 967	1 786 232
Free State	Public	Female	1)	8 036	31 920	26 778	25 482	92 216	25 238	26 093	33 794	85 125	29 497	30 081	27 528	87 106	264 447
		Total	1)	15 904	65 663	54 952	51 847	188 366	52 632	54 357	67 901	174 890	58 085	59 124	54 299	171 508	534 764
	Independent	Female	1)	213	550	494	443	1 700	457	433	518	1 408	472	533	491	1 496	4 604
		Total	1)	419	1 137	1 007	907	3 470	923	925	1 071	2 919	940	1 027	939	2 906	9 295
	Both	Female	1)	8 249	32 470	27 272	25 925	93 916	25 695	26 526	34 312	86 533	29 969	30 614	28 019	88 602	269 051
		Total	1)	8 074	34 330	28 687	26 829	97 920	27 860	28 756	34 660	91 276	29 056	29 537	27 219	85 812	275 008
Total			16 323	66 800	55 959	52 754	191 836	53 555	55 282	68 972	177 809	59 025	60 151	55 238	174 414	544 059	
Gauteng	Public	Female	837	12 867	72 030	67 978	60 903	213 778	54 622	65 494	71 692	191 808	67 214	63 713	60 729	191 656	597 242
		Total	1 691	26 062	147 928	136 898	123 095	433 983	114 008	133 911	145 719	393 638	133 587	127 153	121 156	381 896	1 209 517
	Independent	Female	1 610	2 870	5 866	5 547	4 812	19 095	4 561	4 794	4 834	14 189	4 805	6 306	5 715	16 826	50 110
		Total	3 127	5 604	11 761	10 983	9 610	37 958	9 213	9 526	10 049	28 788	9 395	12 323	10 995	32 713	99 459
	Both	Female	2 447	15 737	77 896	73 525	65 715	232 873	59 183	70 288	76 526	205 997	72 019	70 019	66 444	208 482	647 352
		Total	2 371	15 929	81 793	74 356	66 990	239 068	64 038	73 149	79 242	216 429	70 963	69 457	65 707	206 127	661 624
Total		4 818	31 666	159 689	147 881	132 705	471 941	123 221	143 437	155 768	422 426	142 982	139 476	132 151	414 609	1 308 976	
KwaZulu-Natal	Public	Female	2 623	35 500	152 530	134 405	107 418	429 853	95 755	111 020	115 399	322 174	110 854	112 036	99 495	322 385	1 074 412
		Total	5 366	71 054	317 949	271 925	221 433	882 361	202 749	227 115	235 346	665 210	221 197	222 418	195 639	639 254	2 186 825
	Independent	Female	2 299	2 451	2 245	2 338	1 668	8 702	1 612	1 689	1 777	5 078	1 859	2 308	2 051	6 218	19 998
		Total	4 384	4 942	4 392	4 431	3 234	16 999	3 226	3 281	3 582	10 089	3 619	4 339	3 701	11 659	38 747
	Both	Female	4 922	37 951	154 775	136 743	109 086	438 555	97 367	112 709	117 176	327 252	112 713	114 344	101 546	328 603	1 094 410
		Total	4 828	38 045	167 566	139 613	115 581	460 805	108 608	117 687	121 752	348 047	112 103	112 413	97 794	322 310	1 131 162
Total		9 750	75 996	322 341	276 356	224 667	899 360	205 975	230 396	238 928	675 299	224 816	226 757	199 340	650 913	2 225 572	
Limpopo	Public	Female	889	44 212	73 455	71 179	68 162	257 008	65 189	75 083	78 303	218 575	69 938	73 500	74 254	217 692	693 275
		Total	1 824	88 731	151 181	146 680	142 622	529 214	141 918	156 380	161 229	459 527	139 636	146 046	144 577	430 259	1 419 000
	Independent	Female	330	495	801	816	759	2 871	790	786	831	2 407	769	606	570	1 945	7 223
		Total	673	1 059	1 593	1 667	1 497	5 816	1 620	1 617	1 623	4 860	1 598	1 144	1 143	3 885	14 561
	Both	Female	1 219	44 707	74 256	71 995	68 921	259 879	65 979	75 869	79 134	220 982	70 707	74 106	74 824	219 637	703 498
		Total	1 278	45 083	78 518	76 352	75 198	275 151	77 559	82 128	83 718	243 405	70 527	73 084	70 896	214 507	733 063
Total		2 497	89 790	152 774	148 347	144 119	535 030	143 538	157 997	162 852	464 387	141 234	147 190	145 720	434 144	1 433 561	
Mpumalanga	Public	Female	741	6 521	42 781	39 486	36 305	125 093	35 367	36 375	39 452	111 194	36 241	37 565	36 209	110 015	346 302
		Total	1 432	13 042	89 562	81 399	75 335	259 338	74 470	75 368	81 978	231 816	72 168	75 496	71 022	218 686	709 840
	Independent	Female	300	433	535	432	428	1 828	422	442	410	1 274	448	536	476	1 460	4 562
		Total	563	842	1 055	881	854	3 632	895	890	854	2 639	875	1 099	918	2 892	9 163
	Both	Female	1 041	6 954	43 316	39 918	36 733	126 921	35 789	36 817	39 862	112 468	36 689	38 101	36 685	111 475	350 864
		Total	954	6 930	47 301	42 362	39 456	136 049	39 576	39 441	42 970	121 987	36 354	38 494	35 255	110 103	368 139
Total		1 995	13 884	90 617	82 280	76 189	262 970	75 365	76 258	82 832	234 455	73 043	76 595	71 940	221 578	719 003	
North West	Public	Female	220	1 962	41 827	42 918	35 560	122 267	31 262	37 158	43 392	111 812	36 969	36 714	35 789	109 472	343 551
		Total	431	3 864	86 993	86 595	72 922	250 374	66 438	76 649	90 700	233 787	73 951	72 607	69 931	216 489	700 650
	Independent	Female	0	248	572	634	508	1 962	411	368	379	1 158	347	427	414	1 188	4 308
		Total	0	461	1 103	1 249	987	3 800	815	733	742	2 290	723	837	765	2 325	8 415
	Both	Female	220	2 210	2 399	43 552	36 068	124 229	31 673	37 526	43 771	112 970	37 316	37 141	36 203	110 660	347 859
		Total	211	2 115	45 697	44 292	37 841	129 945	35 580	39 856	47 671	123 107	37 358	36 303	34 493	108 154	361 206
Total		431	4 325	88 096	87 844	73 909	254 174	67 253	77 382	91 442	236 077	74 674	73 444	70 696	218 814	709 065	
Northern Cape	Public	Female	431	2 717	9 659	8 655	8 382	29 413	8 240	8 458	10 194	26 892	8 742	7 912	7 502	24 156	80 461
		Total	519	5 375	19 917	17 800	17 248	60 340	16 630	17 223	21 204	55 057	17 451	15 718	14 810	47 979	163 376
	Independent	Female	106	62	117	80	85	344	62	52	54	168	55	202	180	437	949
		Total	106	125	237	157	143	662	120	122	104	346	105	332	288	725	1 733
	Both	Female	537	2 779	9 776	8 735	8 467	29 757	8 302	8 510	10 248	27 060	8 797	8 114	7 682	24 593	81 410
		Total	625	5 500	20 154	17 957	17 391	61 002	16 750	17 345	21 308	55 403	17 556	16 050	15 098	48 704	165 109
Western Cape	Public	Female	1 708	14 919	41 630	40 645	37 459	134 653	31 542	40 641	45 180	117 363	42 455	41 267	38 035	121 757	373 773
		Total	3 290	30 034	85 882	82 278	75 779	273 973	65 793	82 188	92 143	240 124	84 424	80 835	72 980	238 239	752 336
	Independent	Female	782	726	1 421	1 174	1 114	4 435	1 074	1 047	1 026	3 147	1 013	873	837	2 723	10 305
		Total	1 445	1 498	2 861	2 359	2 326	9 044	2 150	2 205	2 057	6 412	2 025	1 709	1 639	5 373	20 829
	Both	Female	2 490	15 645	43 051	41 819	38 573	139 088	32 616	41 688	46 206	120 510	43 468	42 140	38 872	124 480	384 078
		Total	2 245	15 887	45 692	42 818	39 532	143 929	35 327	42 705	47 994	126 026	42 981	40 404	35 747	119 132	389 087
Total		4 735	31 532	88 743	84 637	78 105	283										

Table 3: Number of learners in ordinary schools, by province, gender and grade, in 2003 (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	LSEN	Unspecified	Total				
Eastern Cape	Public	Female	82 349	58 294	38 491	179 134	299	37	336	707 900	333 447	1 041 347	1 067 139
		Total	148 915	102 905	68 460	320 280	808	75	883				
	Independent	Female	827	736	795	2 358	0	0	0	4 152	3 682	7 834	8 476
		Total	1 549	1 327	1 450	4 326	1	10	11				
	Both	Female	83 176	59 030	39 286	181 492	299	37	336	712 052	337 129	1 049 181	1 075 615
		Total	67 288	45 202	30 624	143 114	510	48	558				
Total			150 464	104 232	69 910	324 606	809	85	894	1 447 991	616 476	2 064 467	2 116 426
Free State	Public	Female	35 805	21 307	12 535	69 647	6 085	0	6 085	198 802	127 256	326 058	340 179
		Total	69 825	40 405	23 957	134 187	15 183	0	15 183				
	Independent	Female	508	496	385	1 389	19	0	19	3 367	2 413	5 780	6 012
		Total	958	920	795	2 673	53	0	53				
	Both	Female	36 313	21 803	12 920	71 036	6 104	0	6 104	202 169	129 669	331 838	346 191
		Total	34 470	19 522	11 832	65 824	9 132	0	9 132				
Total			70 783	41 325	24 752	136 860	15 236	0	15 236	412 347	252 249	664 596	696 155
Gauteng	Public	Female	74 198	52 045	35 727	161 970	1 200	121	1 321	459 933	286 412	746 345	761 370
		Total	146 395	97 577	65 707	309 679	3 527	181	3 708				
	Independent	Female	6 079	6 015	5 945	18 039	150	190	340	35 219	30 060	65 279	70 099
		Total	11 631	11 286	10 946	33 863	374	399	773				
	Both	Female	80 277	58 060	41 672	180 009	1 350	311	1 661	495 152	316 472	811 624	831 469
		Total	77 749	50 803	34 981	163 533	2 551	269	2 820				
Total			158 026	108 863	76 653	343 542	3 901	580	4 481	1 005 683	615 169	1 620 852	1 661 817
KwaZulu-Natal	Public	Female	119 310	96 974	54 994	271 278	4 361	85	4 446	827 381	482 809	1 310 190	1 352 759
		Total	236 683	183 205	102 357	522 245	11 652	183	11 835				
	Independent	Female	2 299	2 239	2 627	7 165	332	22	354	13 188	11 524	24 712	29 816
		Total	4 112	3 985	4 557	12 654	926	69	995				
	Both	Female	121 609	99 213	57 621	278 443	4 693	107	4 800	840 569	494 333	1 334 902	1 382 575
		Total	119 186	87 977	49 293	256 456	7 885	145	8 030				
Total			240 795	187 190	106 914	534 899	12 578	252	12 830	1 723 479	960 996	2 684 475	2 783 051
Limpopo	Public	Female	102 156	60 911	37 389	200 456	135	172	307	501 309	348 210	849 519	894 927
		Total	196 205	111 457	68 637	376 299	401	296	697				
	Independent	Female	661	569	777	2 007	20	36	56	5 552	3 183	8 735	9 616
		Total	1 259	1 074	1 370	3 703	35	60	95				
	Both	Female	102 817	61 480	38 166	202 463	155	208	363	506 861	351 393	858 254	904 543
		Total	94 647	51 051	31 841	177 539	281	148	429				
Total			197 464	112 531	70 007	380 002	436	356	792	1 050 861	672 912	1 723 773	1 816 852
Mpumalanga	Public	Female	45 091	32 608	22 094	99 793	158	0	158	266 007	173 567	439 574	446 994
		Total	88 037	61 259	40 738	190 034	426	0	426				
	Independent	Female	553	578	683	1 814	0	0	0	3 117	2 826	5 943	6 676
		Total	1 035	1 036	1 204	3 275	6	0	6				
	Both	Female	45 644	33 186	22 777	101 607	158	0	158	269 124	176 393	445 517	453 670
		Total	43 428	29 109	19 165	91 702	274	0	274				
Total			89 072	62 295	41 942	193 309	432	0	432	556 584	341 844	898 428	914 739
North West	Public	Female	43 960	30 473	19 318	93 751	2)	0	0	269 086	166 254	435 340	437 522
		Total	86 882	56 825	36 158	179 865	2)	0	0				
	Independent	Female	370	320	247	937	2)	0	0	3 219	1 778	4 997	5 245
		Total	680	580	415	1 675	2)	0	0				
	Both	Female	44 330	30 793	19 565	94 688	2)	0	0	272 305	168 032	440 337	442 767
		Total	43 232	26 612	17 008	86 852	2)	0	0				
Total			87 562	57 405	36 573	181 540	2)	0	0	560 600	325 680	886 280	891 036
Northern Cape	Public	Female	9 307	5 041	3 343	17 691	451	0	451	62 330	33 105	95 435	99 034
		Total	18 539	9 417	6 378	34 334	1 000	0	1 000				
	Independent	Female	251	186	137	574	2	0	2	505	956	1 461	1 631
		Total	383	298	259	940	2	0	2				
	Both	Female	9 558	5 227	3 480	18 265	453	0	453	62 835	34 061	96 896	100 665
		Total	9 364	4 488	3 157	17 009	549	0	549				
Total			18 922	9 715	6 637	35 274	1 002	0	1 002	128 461	66 422	194 883	202 010
Western Cape	Public	Female	43 192	28 612	22 443	94 247	270	0	270	279 552	173 549	453 101	469 998
		Total	81 528	51 588	39 656	172 772	863	1	864				
	Independent	Female	774	796	942	2 512	2	61	63	7 869	4 222	12 091	13 662
		Total	1 598	1 576	2 025	5 199	8	93	101				
	Both	Female	43 966	29 408	23 385	96 759	272	61	333	287 421	177 771	465 192	483 660
		Total	39 160	23 756	18 296	81 212	599	33	632				
Total			83 126	53 164	41 681	177 971	871	94	965	584 470	335 134	919 604	956 836
National	Public	Female	555 368	386 265	246 334	1 187 967	12 959	415	13 374	3 572 300	2 124 609	5 696 909	5 869 922
		Total	1 073 009	714 638	452 048	2 239 695	33 860	736	34 596				
	Independent	Female	12 322	11 935	12 538	36 795	525	309	834	76 188	60 644	136 832	151 233
		Total	23 205	22 082	23 021	68 308	1 405	631	2 036				
	Both	Female	567 690	398 200	258 872	1 224 762	13 484	724	14 208	3 648 488	2 185 253	5 833 741	6 021 155
		Total	528 524	338 520	216 197	1 083 241	21 781	643	22 424				
Total			1 096 214	736 720	475 069	2 308 003	35 265	1 367	36 632	7 470 476	4 186 882	11 657 358	12 038 922

- 1) Free State: Pre-Grade R learners not included in the SNAP Survey.  
2) North West: LSEN are included in the different grades.

**Figure 4: Percentage distribution of learners in ordinary schools, by phase, in 2003**

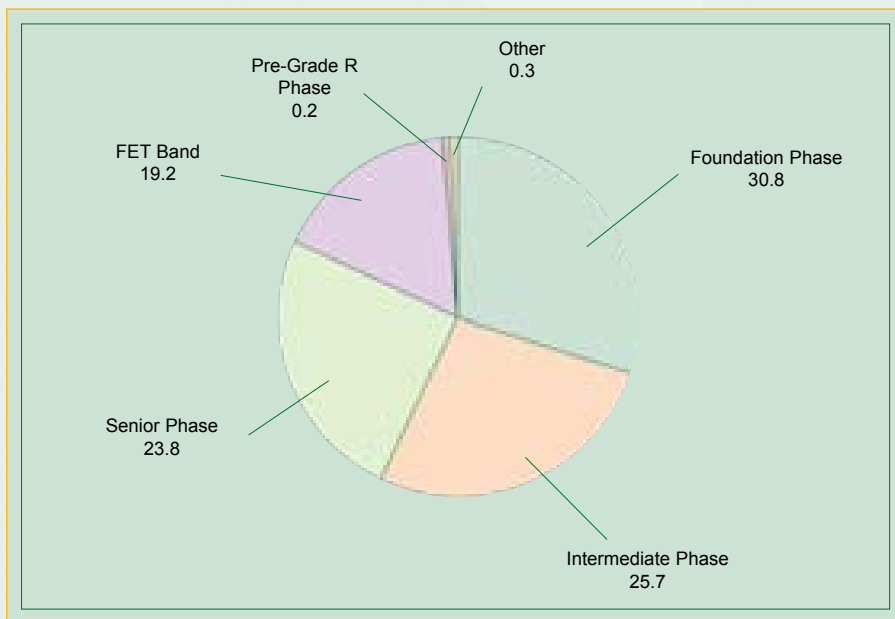


Figure 4 shows that, of every 100 learners in ordinary schools in South Africa in 2003, almost 31 were in the foundation phase, slightly less than 26 were in the intermediate phase, almost 24 were in the senior phase, slightly more than 19 were in the FET band, and less than one was in the pre-Grade-R phase and 'other' combined.

**Figure 5: Percentage distribution of learners in ordinary schools, by phase and gender, in 2003**

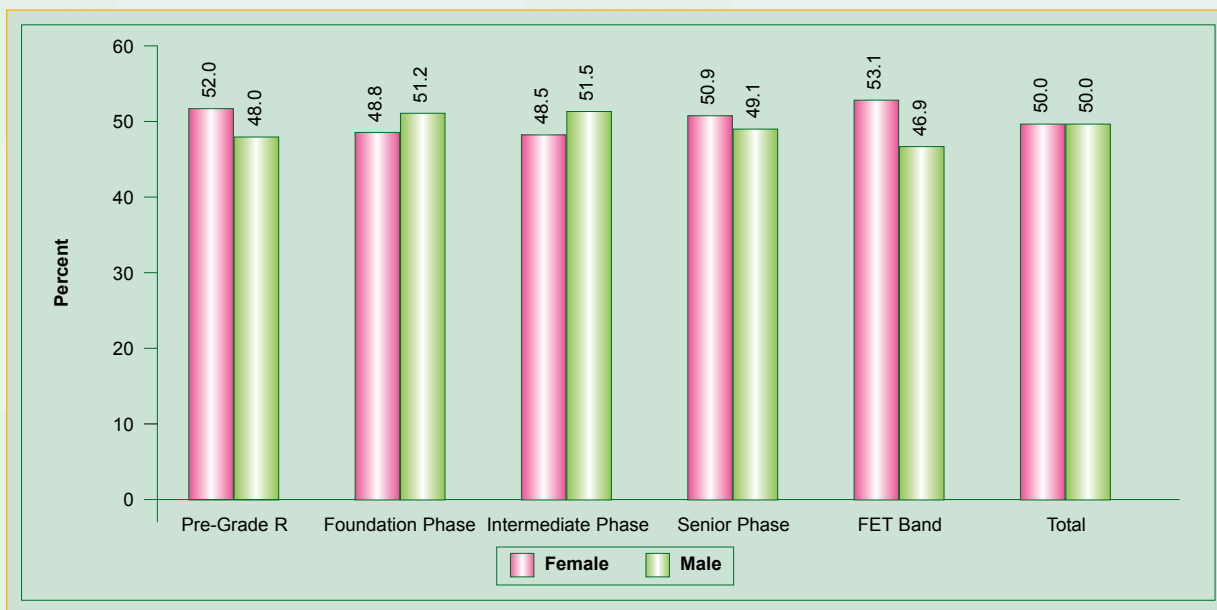
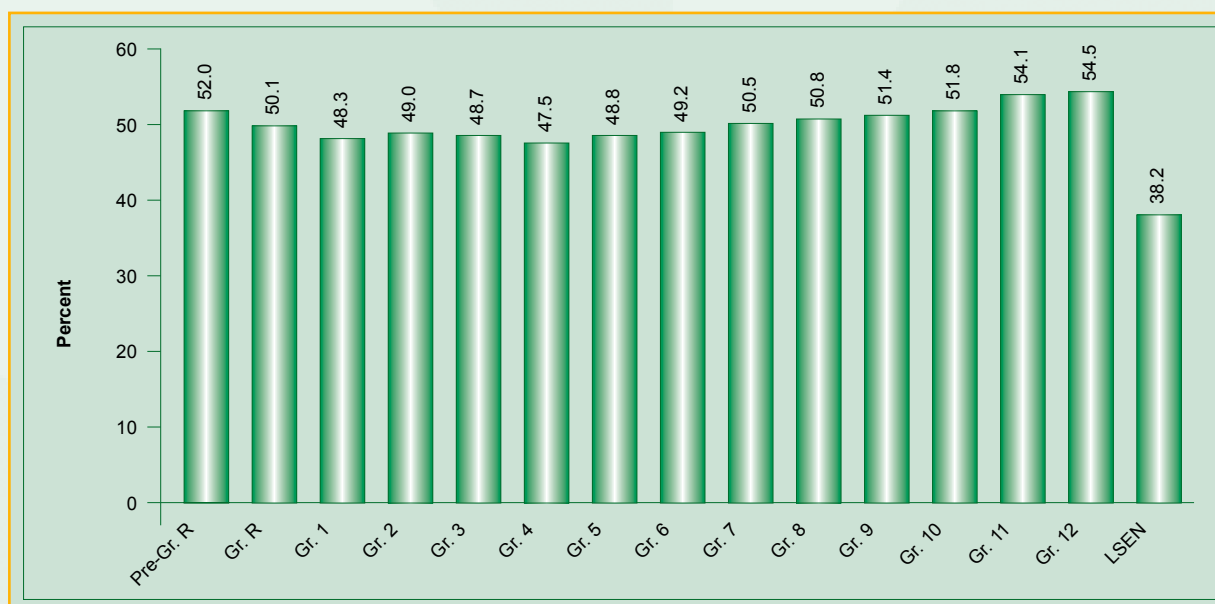


Figure 5 indicates that, in 2003, females and males were equally represented in ordinary schools in South Africa. There were more males than females in the foundation and intermediate phases, whereas there were more females than males in the other three phases. The highest percentage of females (53.1%) was found in the FET band.

**Figure 6: Percentage distribution of female learners in ordinary schools, by grade, in 2003**

In 2003, as indicated in Figure 6, there were fewer females than males in Grades 1 to 6, whilst the opposite was true for Grades 7 to 12. Grade 12 females (54.5%) accounted for the highest female enrolment in all the grades. The lowest female enrolment was for LSEN (38.2%).

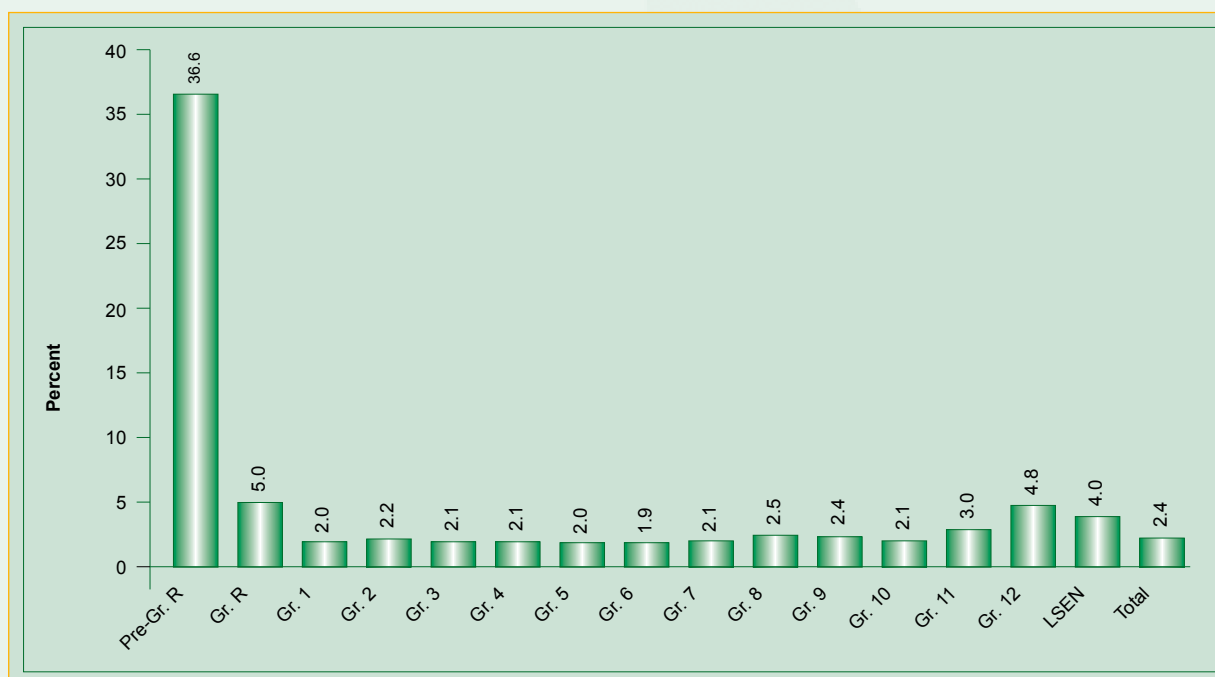
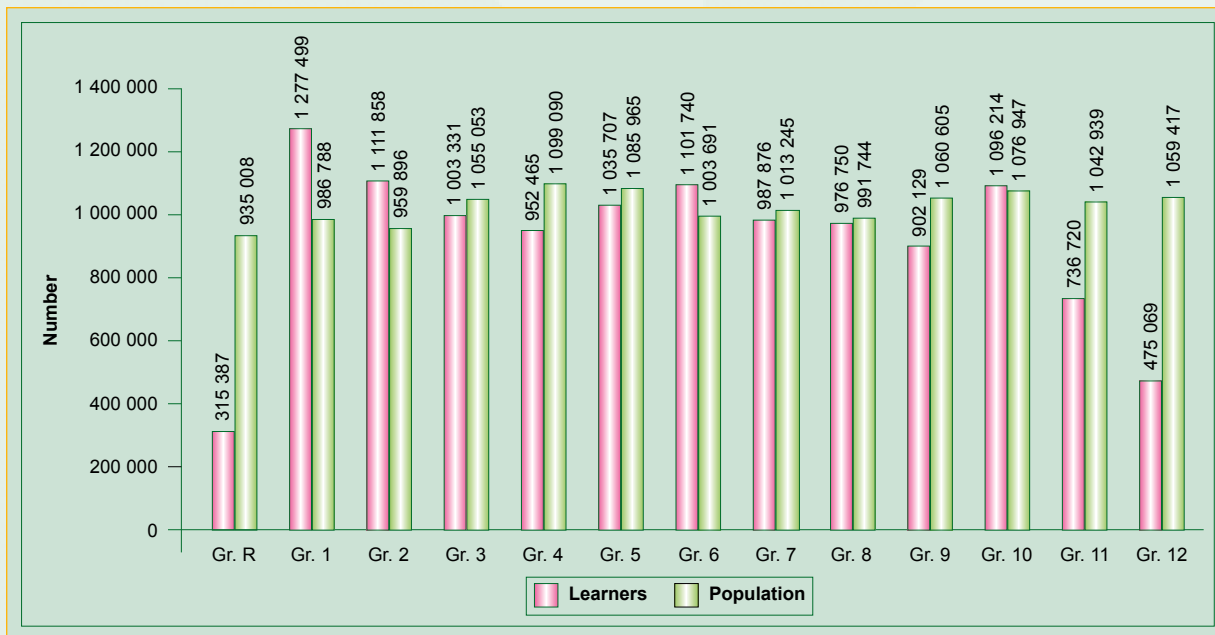
**Figure 7: Distribution of learners in independent schools as percentage of ordinary school learners, by grade, in 2003**

Figure 7 shows that, in 2003, the percentage of learners in independent schools in the ordinary school system was the highest for Pre-Grade R (36.6%), the second highest for Grade R (5.0%), and the lowest for Grade 6 (1.9%). The total national average of learners in independent schools was 2.4%. 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, by grade, compared with the appropriate age group in the population, in 2003**



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

Figure 8 shows that, when enrolment in 2003 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), four grades (Grades 1, 2, 6 and 10) were over-enrolled, which probably indicates enrolment of over-aged and under-aged learners. This could also indicate that we are reaching universal access to education at compulsory school level. From Grade 11 to Grade 12 there was a steady increase in the degree of under-enrolment. The highest under-enrolment was experienced in Grades R and 12, which reflected an enrolment of 33.7% and 44.8%, 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 LSEN, in 2003**

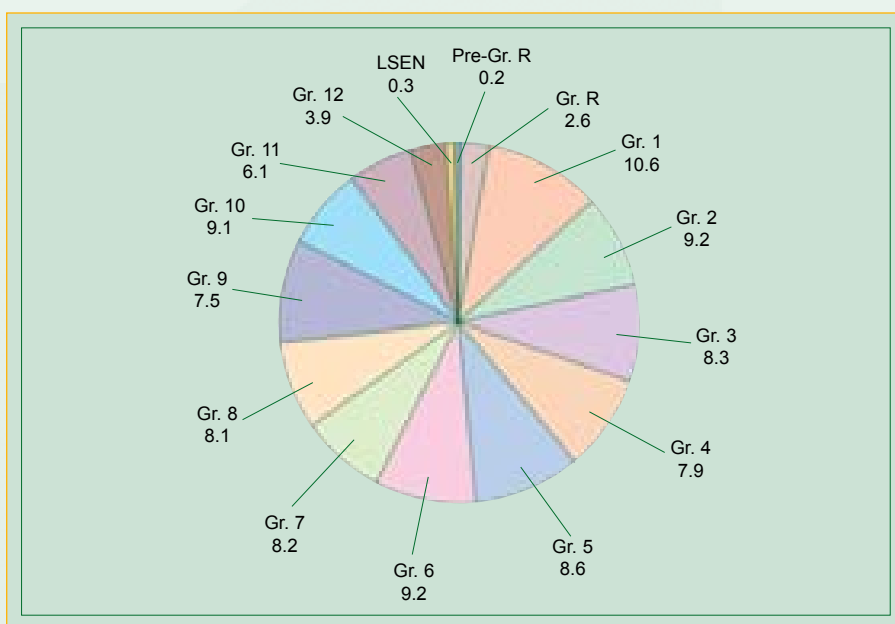


Figure 9 shows that, of every 100 learners in ordinary schools in 2003, almost 11 were enrolled in Grade 1 and almost four were enrolled in Grade 12.

### 3.1.7 Comparison between 1999, 2000, 2001, 2002 and 2003

- Learners, educators and schools (see Table 4)

**Table 4: Comparing learners, educators and schools in the ordinary school sector, by province, from 1999 to 2003**

Province	Learners						Educators						Schools					
	1999	2000	2001	2002	2003	% Net Change (99-03)	1999	2000	2001	2002	2003	% Net Change (99-03)	1999	2000	2001	2002	2003	% Net Change (99-03)
	A	B	C	D	E	(E-A)/A	F	G	H	I	J	(J-F)/F	K	L	M	N	O	(O-K)/K
Eastern Cape	2 324 684	2 138 861	2 033 832	2 072 054	2 116 426	-9.0	64 080	66 814	61 301	65 355	64 865	1.2	6 190	6 217	6 087	6 191	6 165	-0.4
Free State	780 170	764 755	716 021	705 368	696 155	-10.8	25 940	23 320	22 956	22 517	22 596	-12.9	2 872	2 599	2 459	2 343	2 186	-23.9
Gauteng	1 569 423	1 554 495	1 561 359	1 617 017	1 661 817	5.9	53 739	50 258	50 876	52 601	53 749 <sup>1)</sup>	0.0	2 214	2 270	2 213	2 331	2 225	0.5
KwaZulu-Natal	2 772 225	2 663 360	2 698 453	2 729 834	2 783 051	0.4	74 719	74 669	74 240	74 500	77 829	4.2	5 716	5 891	5 751	5 722	5 788	1.3
Limpopo	1 823 017	1 845 265	1 816 189	1 839 079	1 816 852	-0.3	53 712	55 139	57 511	56 263	54 298	1.1	4 071	4 198	4 631	4 763	4 251	4.4
Mpumalanga	930 624	911 779	903 997	914 353	914 739	-1.7	25 856	26 741	24 513	25 141	25 515	-1.3	1 927	2 115	1 926	1 934	1 926	-0.1
North West	946 160	909 906	893 144	897 342	891 036	-5.8	31 376	30 024	29 234	30 035	30 319	-3.4	2 325	2 330	2 311	2 292	2 253	-3.1
Northern Cape	204 238	198 650	197 101	196 731	202 010	-1.1	6 773	6 556	6 359	6 484	6 179	-8.8	493	510	478	476	454	-7.9
Western Cape	963 358	916 384	918 030	945 239	956 836	-0.7	29 252	29 822	27 211	27 259	27 248	-6.9	1 653	1 630	1 602	1 595	1 597	-3.4
National	12 313 899	11 903 455	11 738 126	11 917 017	12 038 922	-2.2	365 447	363 343	354 201	360 155	362 598	-0.8	27 461	27 760	27 458	27 647	26 845	-2.2

Source: 1999-2003 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 2003.

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 2003 in respect of learners, educators and schools, a net decrease of 2.2%, 0.8% and 2.2%, respectively, is reflected. The largest percentage decrease in respect of learners, educators and schools occurred in the Free State (10.8%, 12.9% and 23.9%, respectively).

- Learners in independent schools as a percentage of all learners (see Table 5)

**Table 5: Comparing the share of learners in independent schools, learner-to-educator ratio and learner-to-school ratio in the ordinary school sector, by province, from 1999 to 2003**

Province	Learners in independent schools as % of all learners						Learner-to-Educator Ratio						Learner-to-School Ratio					
	1999	2000	2001	2002	2003	% Net Change (99-03)	1999	2000	2001	2002	2003	% Net Change (99-03)	1999	2000	2001	2002	2003	% Net Change (99-03)
	A	B	C	D	E	(E-A)/A	F	G	H	I	J	(J-F)/F	K	L	M	N	O	(O-K)/K
Eastern Cape	0.3	0.4	0.3	0.3	0.8	166.7	36.3	32.0	33.2	31.7	32.6	-10.2	376	344	334	335	343	-8.8
Free State	1.4	2.6	1.7	1.7	1.7	21.4	30.1	32.8	31.2	31.3	30.8	2.3	272	294	291	301	318	16.9
Gauteng	7.1	7.6	7.5	8.3	8.3	16.9	29.2	30.9	30.7	30.9	30.9 <sup>1)</sup>	5.8	709	685	706	694	747	5.4
KwaZulu-Natal	1.4	1.6	1.4	1.8	2.0	42.9	37.1	35.7	36.3	36.6	35.8	-3.5	485	452	469	477	481	-0.8
Limpopo	0.6	0.8	1.2	1.2	1.0	66.7	33.9	33.5	31.6	32.7	33.5	-1.2	448	440	392	386	427	-4.7
Mpumalanga	0.9	1.4	1.1	1.2	1.4	55.6	36.0	34.1	36.9	36.4	35.9	-0.3	483	431	469	473	475	-1.7
North West	1.1	0.8	1.1	1.1	1.1	0.0	30.2	30.3	30.6	29.9	29.4	-2.6	407	391	386	392	395	-2.9
Northern Cape	1.1	1.2	1.4	1.4	1.4	27.3	30.2	30.3	31.0	30.3	32.7	8.3	414	390	412	413	445	7.5
Western Cape	2.5	3.1	3.2	3.2	2.9	16.0	32.9	30.7	33.7	34.7	35.1	6.7	583	562	573	593	599	2.7
National	1.8	2.2	2.1	2.3	2.4	33.3	33.7	32.8	33.1	33.1	33.2	-1.5	448	429	427	431	448	0.0

Source: 1999-2003 SNAP Surveys (conducted on the 10th school day).

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

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

Table 5 shows that, from 1999 to 2003, the number of independent learners in ordinary schools nationally increased from 1.8% to 2.4%, a net increase of 33.3%. The largest proportion of independent learners was in

Gauteng, increasing from 7.1% in 1999 to 8.3% in 2003, a net increase of 16.9%. The highest net increase between 1999 and 2003, namely 166.7%, occurred in the Eastern Cape.

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

As reflected in Table 5, from 1999 to 2003, the national average learner-to-educator ratio at ordinary schools in South Africa decreased from 33.7 to 33.2, a net decrease of 1.5%. Five provinces (the Eastern Cape, KwaZulu-Natal, Limpopo, Mpumalanga, and North West) showed a net decrease from 1999 to 2003, while the Northern Cape indicated the highest net increase, namely, 8.3%.

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

Table 5 shows that, from 1999 to 2003, the national average learner-to-school ratio at ordinary schools in the country remained at 448 learners per school. From 1999 to 2003, the Eastern Cape showed the highest net decrease (8.8%), followed by Limpopo (4.7%). The school backlogs were also higher in these two provinces than in other provinces. The Free State showed the highest increase from 1999 to 2003 (16.9%). 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 2003**

Province	Gender	Primary and Secondary (Gr. 1-12)											School Bands (Gr. R-12)									
		GER (%)					% Net Change (1999-2003)	GPI					GER (%)			GPI						
		1999	2000	2001	2002	2003		1999	2000	2001	2002	2003	% Net Change (1999-2003)	1999	2003	% Net Change (1999-2003)	1999	2003	% Net Change (1999-2003)			
		A	B	C	D	E	(E-A)/A	F	G	H	I	J		(J-F)/F	K		L	(L-K)/K		M	N	(N-M)/M
Eastern Cape	Female	117	106	99	101	101	-13.7										109	96	-11.9			
	Male	111	102	96	97	97	-12.6										103	93	-9.7			
	Total	114	104	98	99	99	-13.2	1.05	1.04	1.03	1.04	1.03	-1.9	106	94	-11.3	1.06	1.03	-2.8			
Free State	Female	109	102	97	94	91	-16.5										103	88	-14.6			
	Male	108	103	98	94	92	-14.8										102	88	-13.7			
	Total	109	102	97	94	92	-15.6	1.00	1.00	0.99	1.00	1.00	0.0	103	88	-14.6	1.01	1.00	-1.0			
Gauteng	Female	101	95	92	91	90	-10.9										93	86	-7.5			
	Male	101	97	94	93	93	-7.9										93	88	-5.4			
	Total	101	96	93	92	92	-8.9	1.00	0.99	0.98	0.98	0.97	-3.0	93	87	-6.5	1.00	0.98	-2.0			
KwaZulu-Natal	Female	105	97	96	94	93	-11.4										98	89	-9.2			
	Male	107	99	98	97	95	-11.2										100	91	-9.0			
	Total	106	98	97	95	94	-11.3	0.98	0.98	0.98	0.97	0.98	0.0	99	90	-9.1	0.98	0.98	0.0			
Limpopo	Female	103	102	97	96	94	-8.7										97	92	-5.2			
	Male	102	102	98	97	96	-5.9										96	94	-2.1			
	Total	103	102	97	97	95	-7.8	1.01	1.00	0.99	0.99	0.98	-3.0	96	93	-3.1	1.01	0.98	-3.0			
Mpumalanga	Female	106	101	99	97	94	-11.3										100	88	-12.0			
	Male	107	103	101	99	97	-9.3										101	92	-8.9			
	Total	107	102	100	98	95	-11.2	0.99	0.99	0.98	0.98	0.96	-3.0	100	90	-10.0	0.99	0.96	-3.0			
North West	Female	102	97	94	93	91	-10.8										95	85	-10.5			
	Male	102	98	95	94	93	-8.8										95	86	-9.5			
	Total	102	97	94	94	92	-9.8	1.00	0.99	0.99	0.98	0.98	-2.0	95	86	-9.5	1.00	0.98	-2.0			
Northern Cape	Female	92	92	93	94	96	4.3										87	92	5.7			
	Male	93	92	93	95	99	6.5										87	94	8.0			
	Total	93	92	93	94	98	5.4	0.99	0.99	0.99	0.99	0.98	-1.0	87	93	6.9	1.00	0.98	-2.0			
Western Cape	Female	96	92	89	87	86	-10.4										91	82	-9.9			
	Male	94	91	88	87	86	-8.5										89	82	-7.9			
	Total	95	91	89	87	86	-9.5	1.02	1.01	1.01	1.00	1.00	-2.0	90	82	-8.9	1.02	1.00	-2.0			
National	Female	105	99	96	95	93	-11.4										98	89	-9.2			
	Male	105	99	96	95	94	-10.5										98	90	-8.2			
	Total	105	99	96	95	94	-10.5	1.01	1.00	1.00	0.99	0.99	-2.0	98	90	-8.2	1.00	0.99	-1.0			

Source 1: 1999-2003 SNAP Surveys (conducted on the 10th school day).  
 Source 2: Published mid-year population estimates for 2001-2002 and, provisional, mid-year population estimates for 1999, 2000 and 2003, 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 2003, 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, 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%, 95% and 94% for 1999, 2000, 2001, 2002 and 2003 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 2003. The highest percentage net change for GER (Grades 1 to 12) was shown in the Free State, with a 15.6% decrease, followed by a 13.2% decrease in the Eastern Cape.

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

Table 6 shows that, from 1999 to 2003, 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 five 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 2003**

Region	District	Learner Enrolment								Educators		Schools						
		Pre-Gr. R	Gr. R	Primary (Gr. 1-7)	Secondary (Gr. 8-12)	LSEN	Unspecified	Female Total	Total	Female	Total	Public	Independent	Total				
<b>Eastern Cape</b>																		
n.a.	Bizana	81	2 203	78 568	21 112	0	0	53 260	101 964	1 884	2 620	210	0	210				
n.a.	Butterworth	143	2 091	78 203	32 734	0	51	57 556	113 222	2 590	3 710	396	4	400				
n.a.	Cofimvaba	280	1 586	55 014	21 343	23	0	39 158	78 246	1 742	2 511	290	0	290				
n.a.	Cradock	15	1 047	16 090	8 961	5	0	12 949	26 118	610	896	101	0	101				
n.a.	East London	490	2 931	82 418	55 137	158	0	71 034	141 134	2 992	4 261	318	12	330				
n.a.	Engcobo	140	1 581	54 463	17 541	0	0	38 238	73 725	1 495	2 201	228	1	229				
n.a.	Fort Beaufort	73	985	29 437	17 169	30	6	23 460	47 700	1 237	1 875	276	0	276				
n.a.	Graaff-Reinet	0	724	16 960	8 357	16	0	12 876	26 057	528	868	107	0	107				
n.a.	Grahamstown	143	898	18 927	12 191	1	15	16 065	32 175	859	1 256	117	8	125				
n.a.	Idutywa	266	2 634	77 793	22 667	0	0	54 093	103 360	2 161	3 055	353	0	353				
n.a.	King William's Town	26	1 578	72 534	46 344	32	1	59 029	120 515	2 958	4 359	474	2	476				
n.a.	Lady Frere	111	1 025	31 935	13 931	0	0	23 137	47 002	1 043	1 605	179	0	179				
n.a.	Libode	150	3 496	128 894	36 083	0	0	88 275	168 623	3 177	4 293	418	1	419				
n.a.	Lusikisiki	512	4 166	112 990	31 493	0	0	78 083	149 161	2 853	3 799	351	0	351				
n.a.	Maluti	67	1 175	46 942	17 979	0	0	33 354	66 163	1 558	2 212	211	0	211				
n.a.	Mt Fletcher	126	1 091	38 763	13 929	0	0	27 173	53 909	1 226	1 724	197	0	197				
n.a.	Mt Frere	414	1 523	54 480	20 736	21	0	39 296	77 174	1 802	2 528	249	2	251				
n.a.	Port Elizabeth	683	4 278	108 975	67 875	373	0	91 483	182 184	3 917	5 629	268	13	281				
n.a.	Queenstown	88	1 240	41 116	23 645	38	0	32 620	66 127	1 432	2 122	194	2	196				
n.a.	Qumbu	167	1 923	57 085	20 299	0	0	39 533	79 474	1 772	2 424	258	1	259				
n.a.	Sterkspruit	126	1 690	43 512	20 721	10	2	33 732	66 061	1 413	2 191	222	3	225				
n.a.	Uitenhage	66	2 391	51 233	27 530	94	10	40 471	81 324	1 753	2 642	177	4	181				
n.a.	Umtata	421	2 668	103 463	42 203	0	0	76 997	148 755	2 963	4 180	337	8	345				
n.a.	Umzimkulu	67	1 437	47 772	16 496	8	0	33 514	65 780	1 357	1 876	169	0	169				
n.a.	Unspecified	39	10	424	0	0	0	229	473	13	28	4	0	4				
<b>Total</b>		<b>4 694</b>	<b>46 371</b>	<b>1 447 991</b>	<b>616 476</b>	<b>809</b>	<b>85</b>	<b>1 075 615</b>	<b>2 116 426</b>	<b>45 335</b>	<b>64 865</b>	<b>6 100</b>	<b>65</b>	<b>6 165</b>				
<b>Free State</b>																		
n.a.	Ljwepetswa	1)	2 142	94 609	54 761	4 541	0	78 199	156 053	3 266	5 079	483	11	494				
n.a.	Motheo	1)	5 090	110 956	67 371	4 908	0	93 387	188 325	3 633	5 824	368	20	388				
n.a.	Northern Free State	1)	1 213	67 747	45 967	2 400	0	58 272	117 327	2 451	3 984	428	11	439				
n.a.	Thabo Mofutsanyana	1)	7 070	119 629	75 530	1 996	0	101 242	204 225	4 168	6 696	716	17	733				
n.a.	Xhariep	1)	808	19 406	8 620	1 391	0	15 091	30 225	674	1 013	128	4	132				
<b>Total</b>		<b>1)</b>	<b>16 323</b>	<b>412 347</b>	<b>252 249</b>	<b>15 236</b>	<b>0</b>	<b>346 191</b>	<b>696 155</b>	<b>14 192</b>	<b>22 596</b>	<b>2 123</b>	<b>63</b>	<b>2 186</b>				

**Source:** 2003 SNAP Survey (conducted on the 10th school day).

**Note 1:** Data are for ordinary schools only and include learners in Pre-Grade R, Grade R and LSEN 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:** Owing to a shortage of space, the male figures for learners and educators are intentionally omitted.

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



**Table 7: Number of learners, educators and schools in the ordinary school sector, by province, region and district, in 2003 (continued)**

Region	District	Learner Enrolment								Educators		Schools		
		Pre-Gr. R	Gr. R	Primary (Gr. 1-7)	Secondary (Gr. 8-12)	LSEN	Unspecified	Female Total	Total	Female	Total	Public	Independent	Total
<b>Gauteng <sup>2)</sup></b>														
n.a.	East Rand East	244	3 539	116 573	68 396	304	0	93 931	189 056	3 786	5 275	194	25	219
n.a.	East Rand West	537	5 379	170 461	100 152	448	0	139 602	276 977	5 701	7 848	262	43	305
n.a.	Gauteng North	157	1 131	17 467	6 465	21	3	12 625	25 244	527	764	51	13	64
n.a.	Gauteng West	324	2 138	73 269	42 036	371	19	58 659	118 157	2 246	3 265	139	9	148
n.a.	Johannesburg East	1 013	2 157	74 821	41 310	433	72	60 577	119 806	3 313	4 423	110	58	168
n.a.	Johannesburg North	901	3 145	69 082	44 909	349	169	60 008	118 555	2 744	3 751	138	41	179
n.a.	Johannesburg South	448	5 045	153 361	100 076	602	55	129 139	259 587	5 109	7 587	299	63	362
n.a.	Johannesburg West	291	2 111	50 635	29 487	126	0	40 819	82 650	1 754	2 415	115	16	131
n.a.	Sedibeng East	103	1 330	35 533	20 935	179	182	29 100	58 262	1 231	1 780	94	15	109
n.a.	Sedibeng West	191	1 417	66 967	46 287	270	0	57 604	115 132	2 103	3 143	144	5	149
n.a.	Tshwane North	150	1 578	79 735	50 834	285	55	66 705	132 637	2 672	3 899	151	19	170
n.a.	Tshwane South	459	2 696	97 779	64 282	513	25	82 700	165 754	3 639	5 096	176	45	221
<b>Total</b>		<b>4 818</b>	<b>31 666</b>	<b>1 005 683</b>	<b>615 169</b>	<b>3 901</b>	<b>580</b>	<b>831 469</b>	<b>1 661 817</b>	<b>34 825</b>	<b>49 246</b>	<b>1 873</b>	<b>352</b>	<b>2 225</b>
<b>KwaZulu-Natal</b>														
Durban South	Camperdown	108	1 737	39 166	19 885	45	27	29 337	60 968	1 341	2 185	111	3	114
	Chatsworth	1 260	2 898	42 971	28 910	715	10	38 212	76 764	1 459	2 192	114	10	124
	Pinetown	636	2 306	52 883	26 409	433	0	41 087	82 667	1 973	2 652	99	13	112
	Umbumbulu	372	2 923	54 415	31 355	43	9	44 356	89 117	1 698	2 336	193	1	194
	Umlazi North	0	888	27 111	16 954	15	0	21 661	44 968	824	1 094	53	0	53
Empangeni	Umlazi South	181	1 291	27 820	21 191	38	0	24 918	50 521	893	1 265	59	1	60
	Eshowe	108	2 829	51 911	26 584	144	0	40 091	81 576	1 437	2 090	172	3	175
	Hlabisa	30	910	56 388	28 840	0	0	42 627	86 168	1 454	2 099	185	2	187
	Lower Tugela	233	787	30 122	14 962	123	0	23 080	46 227	874	1 421	80	6	86
	Lower Umfolozi	468	4 209	76 139	40 987	229	0	60 648	122 032	2 228	3 018	222	8	230
Ladysmith	Mthunzini	95	2 881	46 798	26 737	90	128	38 392	76 729	1 313	1 854	134	2	136
	Dannhauser	0	1 466	35 357	20 708	81	0	28 124	57 612	963	1 496	98	0	98
	Estcourt	257	3 393	65 882	36 678	135	0	52 482	106 345	1 657	2 642	223	6	229
	Mnambithi	291	2 102	59 092	33 991	174	5	47 779	95 655	1 630	2 450	211	2	213
	Msinga	42	1 394	43 149	17 224	0	0	30 942	61 809	981	1 583	152	1	153
North Durban	Newcastle	425	1 815	37 932	25 963	886	0	33 168	67 021	1 171	1 694	89	5	94
	City of Durban	1 189	2 793	59 543	42 411	2 288	27	55 032	108 251	2 706	3 883	124	26	150
	Inanda	35	1 509	38 134	18 898	0	0	28 930	58 576	1 036	1 492	72	2	74
	Kwa Mashu	20	1 742	37 042	24 169	121	0	30 944	63 094	1 082	1 496	84	1	85
	Maphumulo	47	1 196	35 737	20 045	0	0	28 360	57 025	1 023	1 517	142	0	142
Pietermaritzburg	Ndwedwe	101	1 150	31 408	18 509	60	0	24 859	51 228	946	1 333	135	3	138
	Phoenix	205	2 421	36 173	25 758	701	0	33 014	65 258	1 142	1 784	90	5	95
	Midlands	562	1 551	38 234	25 648	746	21	33 061	66 762	2 764	4 864	128	22	150
	Pholela	22	1 068	27 491	13 470	0	0	20 754	42 051	705	1 069	113	0	113
	Pietermaritzburg	433	1 076	43 599	26 850	1 045	22	36 265	73 025	2 096	2 979	109	19	128
Port Shepstone	Umvoti	319	2 437	49 219	25 072	111	3	38 377	77 161	1 596	2 304	222	6	228
	Vulindlela	161	951	36 769	22 028	165	0	29 100	60 074	1 171	1 593	158	2	160
	Harding	177	681	38 175	16 972	465	0	28 631	56 470	1 071	1 521	130	6	136
	Ixopo	14	997	34 670	19 050	528	0	27 310	55 259	958	1 379	148	0	148
	Sayidi	243	1 308	53 225	30 154	673	0	43 132	85 603	1 510	2 195	154	7	161
Ulundi	Scottburgh	103	1 306	47 913	25 149	1 943	0	38 144	76 414	1 338	1 952	165	3	168
	Ingwavuma	330	4 808	59 326	22 035	12	0	43 127	86 511	1 207	1 839	184	0	184
	Mahlabathini	70	2 945	43 365	24 226	72	0	35 200	70 678	1 133	1 685	152	0	152
	Nkandla	236	3 168	42 349	17 645	105	0	31 934	63 503	984	1 554	174	0	174
	Nongoma	46	2 707	46 633	28 521	0	0	39 175	77 907	1 025	1 557	159	0	159
Vryheid	Pongola	92	1 556	23 925	14 087	0	0	19 643	39 660	584	1 034	89	2	91
	Ubombo	103	2 077	35 884	18 251	0	0	28 272	56 315	1 169	1 837	166	0	166
	Bhekuzulu	182	623	37 560	19 574	136	0	28 825	58 075	1 101	1 540	171	7	178
	Dundee	158	262	10 360	6 553	146	0	8 626	17 479	300	429	48	0	48
	Nquthu	278	781	46 733	28 012	0	0	38 010	75 804	1 366	2 048	175	0	175
<b>Total</b>	<b>Paulpietersburg</b>	<b>118</b>	<b>1 054</b>	<b>22 876</b>	<b>10 531</b>	<b>110</b>	<b>0</b>	<b>16 946</b>	<b>34 689</b>	<b>592</b>	<b>874</b>	<b>127</b>	<b>0</b>	<b>127</b>
<b>Limpopo</b>														
Bushbuckridge	Acornhoek	86	3 768	38 357	24 665	3	73	33 672	66 952	1 094	1 958	118	2	120
	Bushbuckridge	51	2 518	26 018	16 307	3	0	22 665	44 897	1 108	1 853	108	0	108
Central	Mkhuhlu	19	3 920	36 272	21 843	43	0	31 082	62 097	1 024	1 792	101	3	104
	Bochum	85	3 279	43 899	26 206	3	0	36 007	73 472	1 088	2 100	195	0	195
	Konekwena	69	2 050	2 434	18 108	0	0	21 839	44 574	835	1 480	141	2	143

**Source:** 2003 SNAP Survey (conducted on the 10th school day).

**Note 1:** Data are for ordinary schools only and include learners in Pre-Grade R, Grade R and LSEN 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:** Owing to a shortage of space, the male figures for learners and educators are intentionally omitted.

2) 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 2003 (concluded)

Region	District	Learner Enrolment							Educators		Schools			
		Pre-Gr. R	Gr. R	Primary (Gr. 1-7)	Secondary (Gr. 8-12)	LSEN	Unspecified	Female Total	Total	Female	Total	Public	Independent	Total
Central (cont.)	Mankweng	84	4 470	42 123	28 750	11	0	37 517	75 438	1 186	2 067	165	1	166
	Mogodumo	30	2 348	31 223	20 953	155	104	27 020	54 813	1 005	1 647	138	2	140
	Polokwane	394	4 619	49 979	32 511	10	0	43 267	87 513	1 592	2 468	161	17	178
	Zebediela	79	2 128	23 112	14 051	0	0	19 648	39 370	732	1 212	80	0	80
Eastern	Bolobedu	8	2 904	43 056	24 524	0	33	35 379	70 525	981	1 878	144	1	145
	Hlanganani	93	3 045	33 007	24 169	4	70	29 967	60 388	800	1 844	118	0	118
	Ritavi	2	1 949	29 038	19 134	11	4	24 656	50 138	915	1 576	117	3	120
	Thabina	50	3 155	40 295	25 008	35	50	34 412	68 593	1 128	2 004	140	1	141
North Eastern	Giyani	39	2 700	40 861	25 959	0	0	34 652	69 559	1 105	2 050	116	0	116
	Phalaborwa	65	2 171	30 967	17 835	0	0	25 307	51 038	885	1 425	81	2	83
Northern	Malamulele	149	4 919	45 407	30 800	0	0	40 287	81 275	1 156	2 515	172	1	173
	Mutale	33	1 496	26 948	14 562	3	0	21 094	43 042	498	1 297	145	2	147
	Sekgosesa	91	3 449	34 088	24 254	1	0	30 933	61 883	907	1 765	128	0	128
	Soutpansberg	159	5 078	64 023	40 322	7	0	54 702	109 589	1 533	3 187	235	8	243
Southern	Thohoyandou	190	4 280	42 153	28 486	0	0	37 376	75 109	1 071	2 135	153	8	161
	Vuwani	118	3 829	36 718	25 975	0	0	33 010	66 640	850	1 828	146	2	148
	Apel	53	974	16 218	11 203	17	2	14 445	28 467	555	993	78	1	79
	Bohlabela	123	1 789	26 952	15 020	5	0	21 988	43 889	662	1 300	105	2	107
	Dennilton	54	2 628	30 390	21 757	0	0	27 521	54 829	898	1 615	117	2	119
	Magakala	49	3 006	28 296	18 527	0	0	25 425	49 878	755	1 421	137	0	137
	Nebo	59	3 786	38 643	28 071	3	0	35 221	70 562	1 205	2 169	202	0	202
Western	Sekhukhune	18	2 162	30 607	17 962	0	0	25 472	50 749	779	1 490	104	3	107
	Bakenberg	19	1 839	21 868	15 558	25	2	19 246	39 311	692	1 338	129	2	131
	Mahwelereng	109	3 143	38 178	23 271	1	18	32 123	64 720	1 132	1 970	139	2	141
	Palala	70	1 066	15 903	7 652	0	0	12 253	24 691	550	916	114	1	115
	Warmbaths	49	1 322	21 915	9 469	96	0	16 357	32 851	664	1 005	154	2	156
<b>Total</b>		<b>2 497</b>	<b>89 790</b>	<b>1 050 861</b>	<b>672 912</b>	<b>436</b>	<b>356</b>	<b>904 543</b>	<b>1 816 852</b>	<b>29 385</b>	<b>54 298</b>	<b>4 181</b>	<b>70</b>	<b>4 251</b>
<b>Mpumalanga</b>	n.a.													
Ehlanzeni	n.a.	782	5 042	185 752	113 480	117	0	151 494	305 173	5 026	8 152	505	44	549
Gert Sibande	n.a.	616	4 623	168 339	95 257	128	0	133 045	268 963	4 893	7 484	698	19	717
Nkangala	n.a.	597	4 219	202 493	133 107	187	0	169 131	340 603	6 209	9 879	638	22	660
<b>Total</b>	n.a.	<b>1 995</b>	<b>13 884</b>	<b>556 584</b>	<b>341 844</b>	<b>432</b>	<b>0</b>	<b>453 670</b>	<b>914 739</b>	<b>16 128</b>	<b>25 515</b>	<b>1 841</b>	<b>85</b>	<b>1 926</b>
<b>North West</b>	n.a.													
n.a.	Atamelang	0	0	28 626	14 552	3)	0	21 239	43 178	830	1 384	121	0	121
n.a.	Brits	87	605	49 693	30 834	3)	0	40 329	81 219	1 801	2 665	164	4	168
n.a.	Klerksdorp	59	1 004	66 719	39 882	3)	0	53 781	107 664	2 227	3 439	190	10	200
n.a.	Lichtenburg	0	0	42 492	21 333	3)	0	32 069	63 825	1 361	2 106	198	3	201
n.a.	Mabopane	0	126	38 945	23 873	3)	0	31 036	62 944	1 501	2 207	126	0	126
n.a.	Mafikeng	114	649	43 711	25 253	3)	0	34 826	69 727	1 620	2 311	156	7	163
n.a.	Mothibistad	0	34	29 760	16 829	3)	0	23 114	46 623	1 114	1 648	184	0	184
n.a.	Potchefstroom	35	339	36 399	20 024	3)	0	28 123	56 797	1 313	1 942	151	3	154
n.a.	Rustenburg	75	1 194	68 918	41 670	3)	0	55 518	111 857	2 825	3 962	252	12	264
n.a.	Temba	42	49	52 635	34 206	3)	0	42 650	86 932	1 793	2 816	174	1	175
n.a.	Vryburg	4	240	65 350	33 342	3)	0	49 400	98 936	2 178	3 313	289	2	291
n.a.	Zeerust	15	85	37 352	23 882	3)	0	30 682	61 334	1 690	2 526	206	0	206
<b>Total</b>		<b>431</b>	<b>4 325</b>	<b>560 600</b>	<b>325 680</b>	<b>3)</b>	<b>0</b>	<b>442 767</b>	<b>891 036</b>	<b>20 253</b>	<b>30 319</b>	<b>2 211</b>	<b>42</b>	<b>2 253</b>
<b>Northern Cape</b>	n.a.													
n.a.	Frances Baard	218	1 994	47 361	28 649	473	0	39 168	78 695	1 512	2 403	126	6	132
n.a.	Karoo	203	1 098	27 289	12 157	172	0	20 476	40 919	797	1 301	109	3	112
n.a.	Namaqua	120	1 168	14 950	7 342	197	0	11 785	23 777	472	764	79	4	83
n.a.	Siyanda	84	1 240	38 861	18 274	160	0	29 236	58 619	1 059	1 711	127	0	127
<b>Total</b>		<b>625</b>	<b>5 500</b>	<b>128 461</b>	<b>66 422</b>	<b>1 002</b>	<b>0</b>	<b>100 665</b>	<b>202 010</b>	<b>3 840</b>	<b>6 179</b>	<b>441</b>	<b>13</b>	<b>454</b>
<b>Western Cape</b>	n.a.													
n.a.	Metropole Central	947	4 529	60,441	51 051	87	23	60053	117 078	2 528	3 777	166	40	206
n.a.	Metropole East	348	3 260	97 313	53 985	59	0	79 118	154 965	2 786	4 195	137	16	153
n.a.	Metropole North	1 074	6 032	97 483	55 493	143	42	81 146	160 267	3 078	4 512	195	19	214
n.a.	Metropole South	1 216	6 751	113 016	62 730	248	25	93 734	183 986	3 406	5 040	214	20	234
n.a.	Overberg	422	4 179	66 370	32 957	97	1	51 641	104 026	1 770	2 967	261	19	280
n.a.	Southern Cape/Karoo	449	3 069	68 827	35 754	10	3	53 743	108 112	1 902	3 155	233	14	247
n.a.	West Coast/Winelands	279	3 712	81 020	43 164	227	0	64 225	128 402	2 196	3 602	250	13	263
<b>Total</b>		<b>4 735</b>	<b>31 532</b>	<b>584 470</b>	<b>335 134</b>	<b>871</b>	<b>94</b>	<b>483 660</b>	<b>956 836</b>	<b>17 666</b>	<b>27 248</b>	<b>1 456</b>	<b>141</b>	<b>1 597</b>
<b>National (Total)</b>		<b>29 545</b>	<b>315 387</b>	<b>7 470 476</b>	<b>4 186 882</b>	<b>35 265</b>	<b>1 367</b>	<b>6 021 155</b>	<b>12 038 922</b>	<b>234 125</b>	<b>358 095</b>	<b>25 840</b>	<b>1 005</b>	<b>26 845</b>

Source: 2003 SNAP Survey (conducted on the 10th school day).

Note 1: Data are for ordinary schools only and include learners in Pre-Grade R, Grade R and LSEN 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: Owing to a shortage of space, the male figures for learners and educators are intentionally omitted.

3) North West: LSEN are included in the different grades.

Eastern Cape		Learners	Educators	Institutions
Public Schools <sup>2)</sup>	Primary <sup>4)</sup>	636 532	19 497	2 647
	Secondary	416 935	14 239	905
	Combined	1 046 557	30 163	2 548
	Intermediate & Middle	0	0	0
	<b>Total (Public)</b>	<b>2 100 024</b>	<b>63 899</b>	<b>6 100</b>
Independent Schools <sup>3)</sup>	Primary <sup>4)</sup>	3 740	144	19
	Secondary	3 219	190	15
	Combined	9 443	632	31
	Intermediate & Middle	0	0	0
	<b>Total (Independent)</b>	<b>16 402</b>	<b>966</b>	<b>65</b>
<b>Total (Public &amp; Independent)</b>		<b>2 116 426</b>	<b>64 865</b>	<b>6 165</b>
Other Educational Programmes	ABET	46 786	2 537	142
	ELSEN	8 023	622	43
	Public FET	34 854	845	8
	ECD <sup>1)</sup>	24 330	968	461
	Public HE <sup>5)</sup>	58 994	1 528	7
	<b>Total (Other)</b>	<b>172 987</b>	<b>6 500</b>	<b>661</b>
<b>Grand Total</b>		<b>2 289 413</b>	<b>71 365</b>	<b>6 826</b>

Limpopo		Learners	Educators	Institutions
Public Schools <sup>2)</sup>	Primary <sup>4)</sup>	1 120 125	31 038	2 711
	Secondary	660 624	21 757	1 416
	Combined	17 071	587	54
	Intermediate & Middle	0	0	0
	<b>Total (Public)</b>	<b>1 797 820</b>	<b>53 382</b>	<b>4 181</b>
Independent Schools <sup>3)</sup>	Primary <sup>4)</sup>	7 527	252	26
	Secondary	4 222	196	13
	Combined	7 283	468	31
	Intermediate & Middle	0	0	0
	<b>Total (Independent)</b>	<b>19 032</b>	<b>916</b>	<b>70</b>
<b>Total (Public &amp; Independent)</b>		<b>18 16 852</b>	<b>54 298</b>	<b>4 251</b>
Other Educational Programmes	ABET	23 248	1 330	516
	ELSEN	5 901	745	23
	Public FET	37 071	555	7
	ECD <sup>1)</sup>	24 362	944	523
	Public HE <sup>5)</sup>	20 258	610	2
	<b>Total (Other)</b>	<b>110 840</b>	<b>4 184</b>	<b>1 071</b>
<b>Grand Total</b>		<b>1 927 692</b>	<b>58 482</b>	<b>5 322</b>

Free State		Learners	Educators	Institutions
Public Schools <sup>2)</sup>	Primary <sup>4)</sup>	330 515	10 487	1 567
	Secondary	204 987	6 854	263
	Combined	44 534	1 437	92
	Intermediate & Middle	104 098	3 177	201
	<b>Total (Public)</b>	<b>684 134</b>	<b>21 955</b>	<b>2 123</b>
Independent Schools <sup>3)</sup>	Primary <sup>4)</sup>	2 069	94	15
	Secondary	2 080	107	6
	Combined	5 258	375	33
	Intermediate & Middle	2 614	65	9
	<b>Total (Independent)</b>	<b>12 021</b>	<b>641</b>	<b>63</b>
<b>Total (Public &amp; Independent)</b>		<b>696 155</b>	<b>22 596</b>	<b>2 186</b>
Other Educational Programmes	ABET	33 450	2 408	219
	ELSEN	4 781	444	21
	Public FET	24 291	696	4
	ECD <sup>1)</sup>	8 488	468	129
	Public HE <sup>5)</sup>	30 867	662	2
	<b>Total (Other)</b>	<b>101 877</b>	<b>4 678</b>	<b>375</b>
<b>Grand Total</b>		<b>798 032</b>	<b>27 274</b>	<b>2 561</b>

Gauteng		Learners	Educators	Institutions
Public Schools <sup>2)</sup>	Primary <sup>4)</sup>	908 330	23 232	1 266
	Secondary	517 718	15 048	468
	Combined	98 547	2 654	139
	Intermediate & Middle	0	0	0
	<b>Total (Public)</b>	<b>1 524 595</b>	<b>40 934</b>	<b>1 873</b>
Independent Schools <sup>3)</sup>	Primary <sup>4)</sup>	30 689	1 740	100
	Secondary	18 557	1 076	59
	Combined	87 976	5 496	193
	Intermediate & Middle	0	0	0
	<b>Total (Independent)</b>	<b>137 222</b>	<b>8 312</b>	<b>352</b>
<b>Total (Public &amp; Independent)</b>		<b>1 661 817</b>	<b>49 246</b>	<b>2 225</b>
Other Educational Programmes	ABET	69 760	3 029	224
	ELSEN	30 631	2 272	100
	Public FET	135 228	2 135	8
	ECD <sup>1)</sup>	54 315	3 265	768
	Public HE <sup>5)</sup>	402 771	5 981	11
	<b>Total (Other)</b>	<b>692 705</b>	<b>16 682</b>	<b>1 111</b>
<b>Grand Total</b>		<b>2 354 522</b>	<b>65 928</b>	<b>3 336</b>

KwaZulu-Natal		Learners	Educators	Institutions
Public Schools <sup>2)</sup>	Primary <sup>4)</sup>	1 694 781	39 442	3 818
	Secondary	885 673	24 379	1 470
	Combined	145 817	4 939	326
	Intermediate & Middle	0	0	0
	<b>Total (Public)</b>	<b>2 726 271</b>	<b>68 760</b>	<b>5 614</b>
Independent Schools <sup>3)</sup>	Primary <sup>4)</sup>	11 328	1 320	49
	Secondary	11 961	5 870	35
	Combined	33 491	1 879	90
	Intermediate & Middle	0	0	0
	<b>Total (Independent)</b>	<b>56 780</b>	<b>9 069</b>	<b>174</b>
<b>Total (Public &amp; Independent)</b>		<b>2 783 051</b>	<b>77 829</b>	<b>5 788</b>
Other Educational Programmes	ABET <sup>7)</sup>	12 002	943	139
	ELSEN	10 578	902	62
	Public FET	65 073	1 095	9
	ECD <sup>1)</sup>	25 342	1 194	471
	Public HE <sup>5)</sup>	81 352	2 336	5
	<b>Total (Other)</b>	<b>183 769</b>	<b>6 470</b>	<b>686</b>
<b>Grand Total</b>		<b>2 966 820</b>	<b>84 299</b>	<b>6 474</b>

Mpumalanga		Learners	Educators	Institutions
Public Schools <sup>2)</sup>	Primary <sup>4)</sup>	565 199	15 009	1 415
	Secondary	290 202	8 534	362
	Combined	46 331	1 250	64
	Intermediate & Middle	0	0	0
	<b>Total (Public)</b>	<b>901 732</b>	<b>24 793</b>	<b>1 841</b>
Independent Schools <sup>3)</sup>	Primary <sup>4)</sup>	2 660	148	28
	Secondary	1 045	50	6
	Combined	9 302	524	51
	Intermediate & Middle	0	0	0
	<b>Total (Independent)</b>	<b>13 007</b>	<b>722</b>	<b>85</b>
<b>Total (Public &amp; Independent)</b>		<b>9 14 739</b>	<b>25 515</b>	<b>1 926</b>
Other Educational Programmes	ABET	10 883	1 121	119
	ELSEN	2 926	180	18
	Public FET	24 067	265	3
	ECD <sup>1)</sup>	8 529	382	120
	Public HE <sup>5)</sup>	0	0	0
	<b>Total (Other)</b>	<b>46 405</b>	<b>1 948</b>	<b>260</b>
<b>Grand Total</b>		<b>9 61 144</b>	<b>27 463</b>	<b>2 186</b>



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North West		Learners	Educators	Institutions
Public Schools <sup>2)</sup>	Primary <sup>4)</sup>	492 592	15 962	1 413
	Secondary	240 470	8 583	400
	Combined	14 439	540	37
	Intermediate & Middle	133 445	4 608	361
	<b>Total (Public)</b>	<b>880 946</b>	<b>29 693</b>	<b>2 211</b>
Independent Schools <sup>3)</sup>	Primary <sup>4)</sup>	4 007	159	15
	Secondary	1 715	205	9
	Combined	2 943	209	14
	Intermediate & Middle	1 425	53	4
	<b>Total (Independent)</b>	<b>10 090</b>	<b>626</b>	<b>42</b>
<b>Total (Public &amp; Independent)</b>		<b>8 91 036</b>	<b>30 319</b>	<b>2 253</b>
Other Educational Programmes	ABET	36 399	1 329	189
	ELSEN	3 957	374	40
	Public FET	31 058	478	3
	ECD <sup>1)</sup>	22 070	1 323	482
	Public HE <sup>5)</sup>	41 489	822	3
	<b>Total (Other)</b>	<b>134 973</b>	<b>4 326</b>	<b>717</b>
<b>Grand Total</b>		<b>1 026 009</b>	<b>34 645</b>	<b>2 970</b>

Northern Cape		Learners	Educators	Institutions
Public Schools <sup>2)</sup>	Primary <sup>4)</sup>	20 699	657	34
	Secondary	27 963	825	61
	Combined	101 652	2 971	272
	Intermediate & Middle	48 915	1 615	74
	<b>Total (Public)</b>	<b>199 229</b>	<b>6 068</b>	<b>441</b>
Independent Schools <sup>3)</sup>	Primary <sup>4)</sup>	799	47	6
	Secondary	514	2	2
	Combined	264	20	2
	Intermediate & Middle	1 204	42	3
	<b>Total (Independent)</b>	<b>2 781</b>	<b>111</b>	<b>13</b>
<b>Total (Public &amp; Independent)</b>		<b>2 02 010</b>	<b>6 179</b>	<b>454</b>
Other Educational Programmes	ABET	4 831	279	136
	ELSEN	1 457	162	9
	Public FET	8 581	127	2
	ECD <sup>1)</sup>	6 994	273	123
	Public HE <sup>5)</sup>	0	0	0
	<b>Total (Other)</b>	<b>21 863</b>	<b>841</b>	<b>270</b>
<b>Grand Total</b>		<b>223 873</b>	<b>7 020</b>	<b>724</b>

Western Cape		Learners	Educators	Institutions
Public Schools <sup>2)</sup>	Primary <sup>4)</sup>	519 279	13 408	984
	Secondary	300 562	8 839	300
	Combined	21 514	636	41
	Intermediate & Middle	87 907	2 309	131
	<b>Total (Public)</b>	<b>929 262</b>	<b>25 192</b>	<b>1 456</b>
Independent Schools <sup>3)</sup>	Primary <sup>4)</sup>	10 559	575	56
	Secondary	1 964	238	20
	Combined	14 775	1 220	58
	Intermediate & Middle	276	23	7
	<b>Total (Independent)</b>	<b>27 574</b>	<b>2 056</b>	<b>141</b>
<b>Total (Public &amp; Independent)</b>		<b>9 56 836</b>	<b>27 248</b>	<b>1 597</b>
Other Educational Programmes	ABET	27 867	1 521	249
	ELSEN	13 776	1 438	86
	Public FET	45 922	892	6
	ECD <sup>1)</sup>	27 018	1 622	409
	Public HE <sup>5)</sup>	82 062	2 595	5
	<b>Total (Other)</b>	<b>196 645</b>	<b>8 068</b>	<b>755</b>
<b>Grand Total</b>		<b>1 153 481</b>	<b>35 316</b>	<b>2 352</b>

National		Learners	Educators	Institutions
Public Schools <sup>2)</sup>	Primary <sup>4)</sup>	6 288 052	168 732	15 855
	Secondary	3 545 134	109 058	5 645
	Combined	1 536 462	45 177	3 573
	Intermediate & Middle	374 365	11 709	767
	<b>Total (Public)</b>	<b>11 744 013</b>	<b>334 676</b>	<b>25 840</b>
Independent Schools <sup>3)</sup>	Primary <sup>4)</sup>	73 378	4 479	314
	Secondary	45 277	7 934	165
	Combined	170 735	10 823	503
	Intermediate & Middle	5 519	183	23
	<b>Total (Independent)</b>	<b>294 909</b>	<b>23 419</b>	<b>1 005</b>
<b>Total (Public &amp; Independent)</b>		<b>12 038 922</b>	<b>3 58 095</b>	<b>26 845</b>
Other Educational Programmes	ABET	265 226	14 497	1 933
	ELSEN	82 030	7 139	402
	Public FET	406 145	7 088	50
	ECD <sup>1)</sup>	201 448	10 439	3 486
	Public HE <sup>5)</sup>	717 793	14 534	35
	<b>Total (Other)</b>	<b>1 672 642</b>	<b>53 697</b>	<b>5 906</b>
<b>Grand Total</b>		<b>13 711 564</b>	<b>411 792</b>	<b>32 751</b>

## Sources:

1. Ordinary public and independent schools: 2003 SNAP Survey (conducted on the 10th school day);
2. ABET: 2003 Annual ABET Survey;
3. ELSEN: 2003 Provincial Submissions;
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: 2003 HEMIS database.

## Footnotes:

- 1) 2000 data for stand-alone ECD sites include only sites registered with the DoE.
- 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) The Gauteng public school educators do not tally with Table 1. See footnote 3) of Table 1.
- 7) The KwaZulu-Natal ABET data are for 2002.

### 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 2003**

Province	Gender	Candidates Who Wrote		Candidates Awaiting Results		Candidates Who Wrote (Excluding Awaiting Results)		Candidates Who Failed <sup>1)</sup>		Candidates Who Passed <sup>1)</sup>					
										Without Endorsement		With Endorsement		Total	
		Number	%	Number	%	Number	Number	%	Number	%	Number	%	Number	%	
Eastern Cape	Female	35 067	56.1	2	0.0	35 065	14 484	41.3	17 396	49.6	3 185	9.1	20 581	58.7	
	Male	27 390	43.9	2	0.0	27 388	10 501	38.3	14 119	51.6	2 768	10.1	16 887	61.7	
	Total	62 457		4	0.0	62 453	24 985	40.0	31 515	50.5	5 953	9.5	37 468	60.0	
Free State	Female	12 256	51.8	0	0.0	12 256	2 697	22.0	6 940	56.6	2 619	21.4	9 559	78.0	
	Male	11 400	48.2	0	0.0	11 400	2 043	17.9	6 578	57.7	2 779	24.4	9 357	82.1	
	Total	23 656		0	0.0	23 656	4 740	20.0	13 518	57.1	5 398	22.8	18 916	80.0	
Gauteng	Female	36 920	54.1	0	0.0	36 920	6 988	18.9	21 137	57.3	8 795	23.8	29 932	81.1	
	Male	31 365	45.9	0	0.0	31 365	5 676	18.1	18 562	59.2	7 127	22.7	25 689	81.9	
	Total	68 285		0	0.0	68 285	12 664	18.5	39 699	58.1	15 922	23.3	55 621	81.5	
KwaZulu-Natal	Female	51 910	53.3	92	0.2	51 818	11 801	22.8	29 081	56.1	10 936	21.1	40 017	77.2	
	Male	45 457	46.7	65	0.1	45 392	10 332	22.8	26 109	57.5	8 951	19.7	35 060	77.2	
	Total	97 367		157	0.2	97 210	22 133	22.8	55 190	56.8	19 887	20.5	75 077	77.2	
Limpopo	Female	37 583	54.5	0	0.0	37 583	12 677	33.7	19 024	50.6	5 882	15.7	24 906	66.3	
	Male	31 320	45.5	0	0.0	31 320	8 007	25.6	16 174	51.6	7 139	22.8	23 313	74.4	
	Total	68 903		0	0.0	68 903	20 684	30.0	35 198	51.1	13 021	18.9	48 219	70.0	
Mpumalanga	Female	21 101	54.1	0	0.0	21 101	9 387	44.5	9 365	44.4	2 349	11.1	11 714	55.5	
	Male	17 931	45.9	2	0.0	17 929	6 943	38.7	8 495	47.4	2 491	13.9	10 986	61.3	
	Total	39 032		2	0.0	39 030	16 330	41.8	17 860	45.8	4 840	12.4	22 700	58.2	
North West	Female	19 029	53.5	4	0.0	19 025	5 974	31.4	10 288	54.1	2 763	14.5	13 051	68.6	
	Male	16 538	46.5	3	0.0	16 535	4 531	27.4	9 328	56.4	2 676	16.2	12 004	72.6	
	Total	35 567		7	0.0	35 560	10 505	29.5	19 616	55.2	5 439	15.3	25 055	70.5	
Northern Cape	Female	3 338	53.4	0	0.0	3 338	348	10.4	2 345	70.3	645	19.3	2 990	89.6	
	Male	2 912	46.6	1	0.0	2 911	234	8.0	2 095	72.0	582	20.0	2 677	92.0	
	Total	6 250		1	0.0	6 249	582	9.3	4 440	71.1	1 227	19.6	5 667	90.7	
Western Cape	Female	21 655	55.9	0	0.0	21 655	3 040	14.0	12 903	59.6	5 712	26.4	18 615	86.0	
	Male	17 095	44.1	0	0.0	17 095	1 941	11.4	10 543	61.7	4 611	27.0	15 154	88.6	
	Total	38 750		0	0.0	38 750	4 981	12.9	23 446	60.5	10 323	26.6	33 769	87.1	
National	Female	238 859	54.3	98	0.0	238 761	67 396	28.2	128 479	53.8	42 886	18.0	171 365	71.8	
	Male	201 408	45.7	73	0.0	201 335	50 208	24.9	112 003	55.6	39 124	19.4	151 127	75.1	
	Total	440 267		171	0.0	440 096	117 604	26.7	240 482	54.6	82 010	18.6	322 492	73.3	

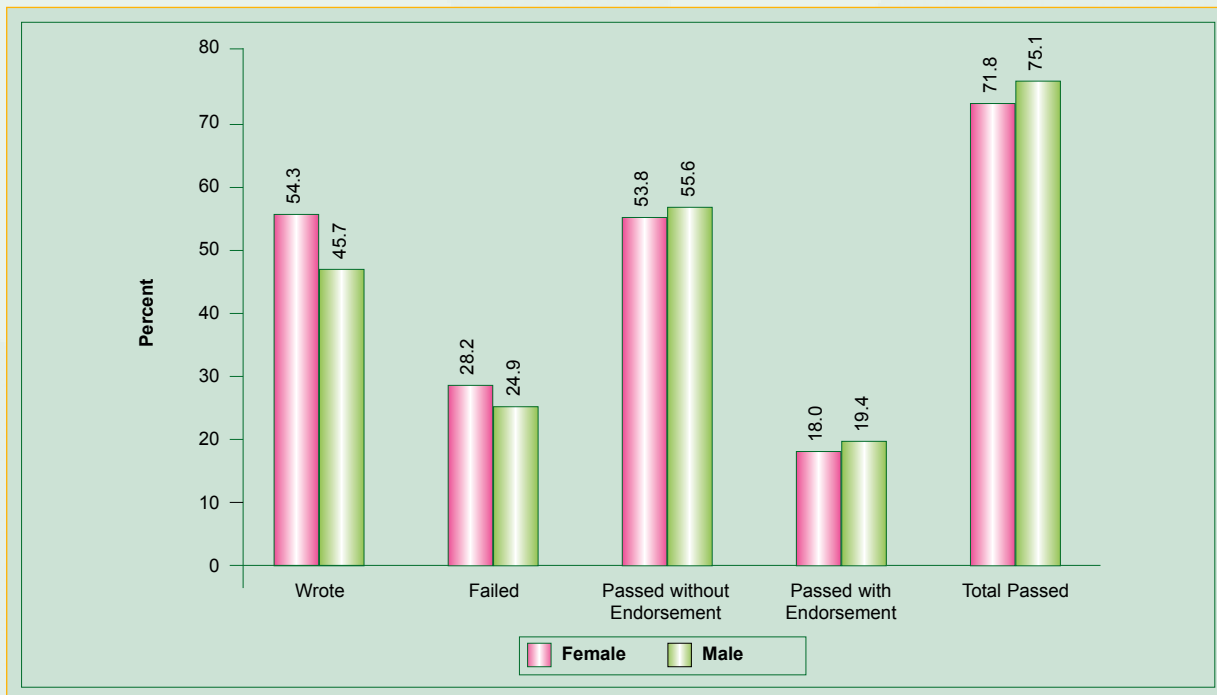
**Source:** Report on the 2003 Senior Certificate examination, Department of Education (30 December 2003).

**Note:** The data exclude pending irregularities.

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

In 2003, 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 73.3%. In all the provinces more females than males wrote the Senior Certificate examination. However, in relative terms, as indicated in Table 8 and Figure 10, the national pass rate of male candidates (75.1%) was higher than the pass rate of female candidates (71.8%). A similar trend was seen in all provinces, except in KwaZulu-Natal. 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 90.7% in the Northern Cape to 58.2% in Mpumalanga.

Figure 10: Percentage distribution of Senior Certificate examination pass and failure rates, by gender, in 2003



### 3.3.2 Pass type results

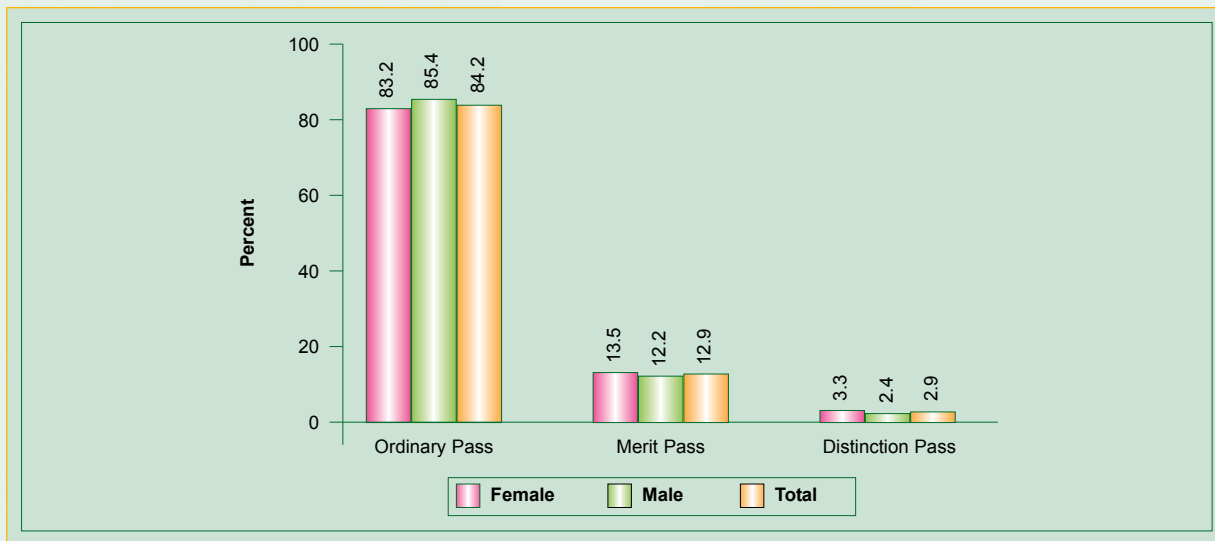
Table 9: Senior Certificate examination results, by province, gender and type of pass, in 2003

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	18 386	89.3	1 818	8.8	377	1.8	20 581
	Male	15 207	90.1	1 441	8.5	239	1.4	16 887
	Total	33 593	89.7	3 259	8.7	616	1.6	37 468
Free State	Female	7 826	81.9	1 397	14.6	336	3.5	9 559
	Male	7 951	85.0	1 208	12.9	198	2.1	9 357
	Total	15 777	83.4	2 605	13.8	534	2.8	18 916
Gauteng	Female	22 428	74.9	5 853	19.6	1 651	5.5	29 932
	Male	20 450	79.6	4 209	16.4	1 030	4.0	25 689
	Total	42 878	77.1	10 062	18.1	2 681	4.8	55 621
KwaZulu-Natal	Female	32 962	82.4	5 747	14.4	1 308	3.3	40 017
	Male	29 774	84.9	4 389	12.5	897	2.6	35 060
	Total	62 736	83.6	10 136	13.5	2 205	2.9	75 077
Limpopo	Female	23 266	93.4	1 501	6.0	139	0.6	24 906
	Male	21 282	91.3	1 904	8.2	127	0.5	23 313
	Total	44 548	92.4	3 405	7.1	266	0.6	48 219
Mpumalanga	Female	10 449	89.2	1 066	9.1	199	1.7	11 714
	Male	9 935	90.4	943	8.6	108	1.0	10 986
	Total	20 384	89.8	2 009	8.9	307	1.4	22 700
North West	Female	11 599	88.9	1 218	9.3	234	1.8	13 051
	Male	10 875	90.6	999	8.3	130	1.1	12 004
	Total	22 474	89.7	2 217	8.8	364	1.5	25 055
Northern Cape	Female	2 391	80.0	503	16.8	96	3.2	2 990
	Male	2 238	83.6	379	14.2	60	2.2	2 677
	Total	4 629	81.7	882	15.6	156	2.8	5 667
Western Cape	Female	13 313	71.5	3 998	21.5	1 304	7.0	18 615
	Male	11 281	74.4	3 007	19.8	866	5.7	15 154
	Total	24 594	72.8	7 005	20.7	2 170	6.4	33 769
National	Female	142 620	83.2	23 101	13.5	5 644	3.3	171 365
	Male	128 993	85.4	18 479	12.2	3 655	2.4	151 127
	Total	271 613	84.2	41 580	12.9	9 299	2.9	322 492

Source: Report on the 2003 Senior Certificate examination, Department of Education (30 December 2003).

Note: The data exclude pending irregularities.

**Figure 11: Percentage distribution of Senior Certificate examination results, by type of pass and gender, in 2003**



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

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 2003, 84.2%, 12.9% and 2.9% 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

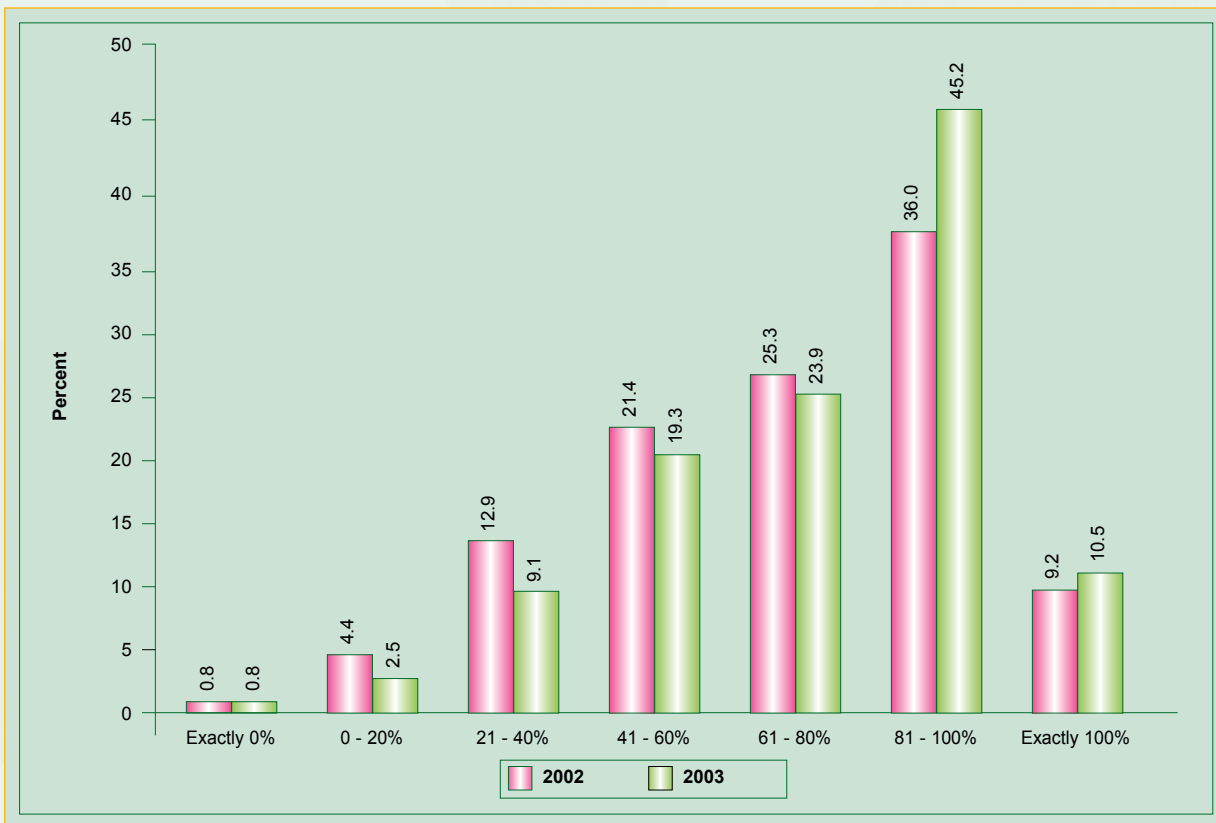
**Table 10: Senior Certificate examination percentage pass rates of schools within different percentage groupings, by province, in 2002 and 2003**

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 %	
	2002	2003	2002 %	2003 %	2002 %	2003 %	2002 %	2003 %	2002 %	2003 %	2002 %	2003 %	2002 %	2003 %	2002 %	2003 %
Eastern Cape	905	910	13.5	6.2	28.4	20.9	27.0	27.8	15.1	22.7	16.0	22.4	1.5	1.1	5.1	6.2
Free State	339	337	2.4	0.9	9.1	3.6	20.6	12.5	31.6	25.5	36.3	57.6	0.6	0.3	10.3	14.8
Gauteng	645	640	4.0	2.3	7.4	4.5	18.1	12.5	22.8	22.7	47.6	58.0	1.7	0.8	12.6	15.3
KwaZulu-Natal	1 424	1 485	3.4	2.5	12.8	6.7	20.9	15.6	27.3	25.4	35.6	49.8	0.6	1.3	8.0	9.0
Limpopo	1 352	1 373	1.8	1.1	7.4	6.8	20.5	22.2	32.0	25.9	38.4	44.1	0.1	0.1	8.0	9.3
Mpumalanga	411	415	4.1	2.2	23.8	21.2	33.6	32.8	19.0	19.8	19.5	24.1	0.2	0.5	5.1	6.0
North West	384	389	1.8	2.1	12.0	8.0	26.6	22.9	29.4	32.9	30.2	34.2	1.0	0.5	5.7	5.4
Northern Cape	103	105	0.0	0.0	1.0	0.0	2.9	1.9	16.5	12.4	79.6	85.7	0.0	0.0	26.2	25.7
Western Cape	377	391	1.9	2.8	1.1	1.8	6.4	7.4	22.0	13.0	68.7	74.9	1.6	2.0	24.7	25.1
National	5 940	6 045	4.4	2.5	12.9	9.1	21.4	19.3	25.3	23.9	36.0	45.2	0.8	0.8	9.2	10.5

**Source:** Report on the 2003 Senior Certificate examination, Department of Education (30 December 2003).

**Note:** The data exclude pending irregularities.

**Figure 12: Percentage distribution of Senior Certificate examination percentage pass rates of schools within different percentage groupings in 2002 and 2003**



In 2003, as shown in Table 10 and Figure 12, 10.5% (approximately 635) of the 6 045 schools in South Africa that offered the Senior Certificate examination obtained 100% passes. This is higher than the 9.2% of 2002. The percentage of schools that scored a pass rate of between 81% and 100% increased from 36.0% to 45.2%. As far as schools that performed poorly are concerned, 2.5% of them obtained a pass rate of between 0% and 20% in 2003, which is significantly lower than the 4.4% of 2002. Nationally, 0.8% of schools (approximately 48) scored a 0% pass rate, which is the same as in 2002.

### 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 2003 (285 852) than in 2002 (298 089). The highest and second highest overall pass rates in 2003 were for Accounting (91.1%) and History (85.5%), respectively. The lowest overall pass rate in 2003 was for Mathematics (58.8%), which is 2.7% higher than in 2002. However, the pass rate for Mathematics HG was 79.8% in 2003.

Table 11 and Figure 13 indicate that, except for Accounting, in both 2002 and 2003, males performed better overall than females in all the selected subjects. However, in 2003, females performed better than males in Accounting SG, Biology HG and Business Economics HG.

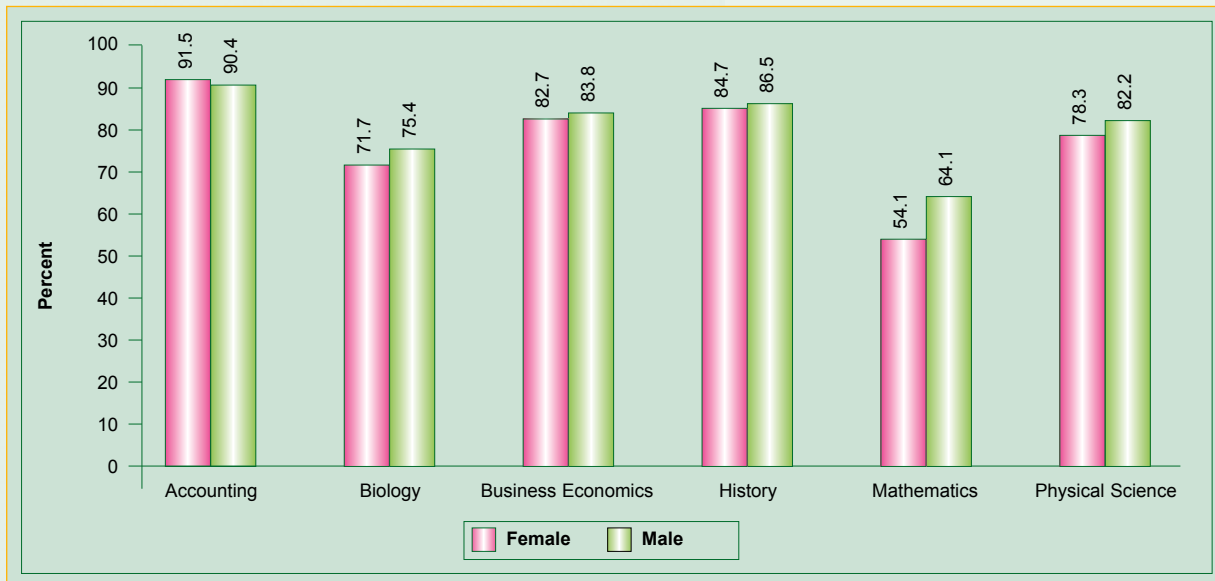


Table 11: Senior Certificate examination results for selected subjects, by gender, in 2002 and 2003

Subject	Year	Number of Candidates who Wrote			Number and Percentages of Candidates who Passed								
		Female	Male	Total	HG	SG	LG	Total Passed					
					Total	Total	Total	Female	Female %	Male	Male %	Total	Total (%)
Accounting HG	2002	24 081	17 099	41 180	22 736	9 276		18 392	76.4	13 620	79.7	32 012	77.7
	2003	22 852	16 651	39 503	25 880	7 521		19 088	83.5	14 313	86.0	33 401	84.6
Accounting SG	2002	61 825	38 183	100 008		72 742	14 797	54 873	88.8	32 666	85.6	87 539	87.5
	2003	66 390	40 060	106 450		87 926	11 617	62 608	94.3	36 935	92.2	99 543	93.5
Accounting Total	2002	85 906	55 282	141 188	22 736	82 018	14 797	73 265	85.3	46 286	83.7	119 551	84.7
	2003	89 242	56 711	145 953	25 880	95 447	11 617	81 696	91.5	51 248	90.4	132 944	91.1
Biology HG	2002	55 545	42 537	98 082	41 034	23 017		36 504	65.7	27 547	64.8	64 051	65.3
	2003	49 055	37 605	86 660	44 225	18 549		35 756	72.9	27 018	71.8	62 774	72.4
Biology SG	2002	107 735	92 272	200 007		104 156	44 585	77 807	72.2	70 934	76.9	148 741	74.4
	2003	106 924	92 268	199 192		105 883	41 094	76 028	71.1	70 949	76.9	146 977	73.8
Biology Total	2002	163 280	134 809	298 089	41 034	127 173	44 585	114 311	70.0	98 481	73.1	212 792	71.4
	2003	155 979	129 873	285 852	44 225	124 432	41 094	111 784	71.7	97 967	75.4	209 751	73.4
Business Economics HG	2002	24 186	17 227	41 413	22 579	10 881		19 535	80.8	13 925	80.8	33 460	80.8
	2003	27 123	19 558	46 681	25 592	11 758		21 743	80.2	15 607	79.8	37 350	80.0
Business Economics SG	2002	79 537	54 793	134 330		87 665	22 184	64 513	81.1	45 336	82.7	109 849	81.8
	2003	80 944	55 410	136 354		95 211	19 671	67 661	83.6	47 221	85.2	114 882	84.3
Business Economics Total	2002	103 723	72 020	175 743	22 579	98 546	22 184	84 048	81.0	59 261	82.3	143 309	81.5
	2003	108 067	74 968	183 035	25 592	106 969	19 671	89 404	82.7	62 828	83.8	152 232	83.2
History HG	2002	12 914	14 826	27 740	15 587	5 835		9 847	76.3	11 575	78.1	21 422	77.2
	2003	12 533	14 554	27 087	18 368	5 392		10 995	87.7	12 765	87.7	23 760	87.7
History SG	2002	37 133	32 622	69 755		40 455	12 765	27 121	73.0	26 099	80.0	53 220	76.3
	2003	34 204	30 576	64 780		44 463	10 369	28 577	83.5	26 255	85.9	54 832	84.6
History Total	2002	50 047	47 448	97 495	15 587	46 290	12 765	36 968	73.9	37 674	79.4	74 642	76.6
	2003	46 737	45 130	91 867	18 368	49 855	10 369	39 572	84.7	39 020	86.5	78 592	85.5
Mathematics HG	2002	16 598	18 867	35 465	20 528	4 987		11 880	71.6	13 635	72.3	25 515	71.9
	2003	16 618	19 338	35 956	23 412	5 281		13 096	78.8	15 597	80.7	28 693	79.8
Mathematics SG	2002	121 489	104 035	225 524		96 302	24 629	59 726	49.2	61 205	58.8	120 931	53.6
	2003	120 011	102 356	222 367		99 426	23 786	60 839	50.7	62 373	60.9	123 212	55.4
Mathematics Total	2002	138 087	122 902	260 989	20 528	101 289	24 629	71 606	51.9	74 840	60.9	146 446	56.1
	2003	136 629	121 694	258 323	23 412	104 707	23 786	73 935	54.1	77 970	64.1	151 905	58.8
Physical Science HG	2002	22 713	28 279	50 992	24 888	14 022		16 998	74.8	21 912	77.5	38 910	76.3
	2003	23 105	28 975	52 080	26 067	13 937		17 177	74.3	22 827	78.8	40 004	76.8
Physical Science SG	2002	50 720	52 143	102 863		56 741	21 878	37 537	74.0	41 082	78.8	78 619	76.4
	2003	48 858	50 853	99 711		61 756	20 187	39 180	80.2	42 763	84.1	81 943	82.2
Physical Science Total	2002	73 433	80 422	153 855	24 888	70 763	21 878	54 535	74.3	62 994	78.3	117 529	76.4
	2003	71 963	79 828	151 791	26 067	75 693	20 187	56 357	78.3	65 590	82.2	121 947	80.3

Source: Report on the 2003 Senior Certificate examination, Department of Education (30 December 2003).  
 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 2003



### 3.3.5 Pass rate trend from 1994 to 2003

**Table 12: Comparison of pass rates of the Senior Certificate examination, by province, from 1994 to 2003**

Province	Pass Rates (%)										
	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	% Net Change (94-03)
	A	B	C	D	E	F	G	H	I	J	(J-A)/A
Eastern Cape	56.8	47.8	49.0	46.2	45.1	40.2	49.8	45.6	51.8	60.0	5.6
Free State	55.8	49.7	51.1	42.5	43.4	42.1	52.7	59.0	70.7	80.0	43.4
Gauteng	61.3	58.0	58.3	51.7	55.6	57.0	67.5	73.6	78.1	81.5	33.0
KwaZulu-Natal	67.6	69.3	61.8	53.7	50.3	50.7	57.2	62.8	70.8	77.2	14.2
Limpopo	44.4	37.8	38.8	31.9	35.2	37.5	51.4	59.5	69.5	70.0	57.7
Mpumalanga	47.5	38.2	47.4	46.0	52.7	48.3	53.2	46.9	55.8	58.2	22.5
North West	70.2	66.3	69.6	50.0	54.6	52.1	58.3	62.5	67.8	70.5	0.4
Northern Cape	77.7	74.5	74.1	63.8	65.4	64.3	71.2	84.2	89.9	90.7	16.7
Western Cape	85.6	82.7	80.2	76.2	79.0	78.8	80.6	82.7	86.5	87.1	1.8
National	58.0	53.4	54.4	47.4	49.3	48.9	57.9	61.7	68.9	73.3	26.4

**Source:** Report on the 2003 Senior Certificate examination, Department of Education (30 December 2003).  
**Note:** Percentages with a negative sign denote a decrease.

**Figure 14: Comparison of national pass rates of the Senior Certificate examination from 1994 to 2003**



Table 12 shows that the national pass rate of the Senior Certificate examination increased from 58.0% in 1994 to 73.3% in 2003, indicating a net increase of 26.4%. From 1994 to 2003, the largest net increase in the pass rate occurred in Limpopo (57.7%), followed by the Free State (43.4%).

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 24.4% (real value) to its highest point in 2003.

Table 12 shows that all nine provinces showed a higher pass rate in 2003 than in 1994, and that, in 2002, only two provinces showed a lower pass rate than in 1994. Between 1994 and 2003 the lowest and second lowest pass rates occurred in Limpopo (31.9% in 1997 and 35.2% in 1998), respectively. In the same period, the highest and second highest pass rates occurred in the Northern Cape (90.7% in 2003) and the Western Cape (87.1% in 2003), respectively.

## 4. PUBLIC HIGHER EDUCATION INSTITUTIONS

### 4.1 Headcount enrolments

Table 13: Overview of South African public higher education institutions in 2003

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
<b>HBUs</b>										
<b>1. Universities</b>										
Durban-Westville	11 270	0	11 270	97	n.a.	56	n.a.	37	21	41
Fort Hare	4 564	1 841	6 405	100	100	57	87	17	10	73
Medunsa	3 883	0	3 883	96	n.a.	52	n.a.	97	0	3
North	10 774	0	10 774	99	n.a.	53	n.a.	30	14	56
North West	7 746	921	8 667	99	100	59	75	26	20	54
Transkei	5 771	708	6 479	100	100	62	73	24	15	61
Venda	9 484	0	9 484	100	n.a.	46	n.a.	24	18	58
Vista	12 719	8 027	20 746	99	100	56	65	15	13	72
Western Cape	14 043	0	14 043	96	n.a.	57	n.a.	23	15	63
Zululand	9 178	0	9 178	98	n.a.	61	n.a.	22	12	66
<b>Total/Averages for HBUs</b>	<b>89 432</b>	<b>11 497</b>	<b>100 929</b>	<b>98</b>	<b>100</b>	<b>56</b>	<b>70</b>	<b>26</b>	<b>15</b>	<b>59</b>
<b>HWUs</b>										
Cape Town	20 533	0	20 533	48	n.a.	49	n.a.	39	24	36
Free State	20 029	1 955	21 984	64	41	57	37	28	8	64
Natal	22 797	9 128	31 925	75	90	52	64	29	28	43
Port Elizabeth	7 650	6 835	14 485	59	99	55	69	15	12	73
Potchefstroom	16 841	10 888	27 729	36	77	59	65	19	11	70
Pretoria	34 741	7 210	41 951	35	97	52	72	38	16	46
Rand Afrikaans	18 582	5 916	24 498	36	96	54	69	16	25	59
Rhodes	6 350	1 176	7 526	48	99	57	69	19	16	65
Stellenbosch	20 447	951	21 398	24	94	51	83	39	14	47
Witwatersrand	24 250	0	24 250	65	n.a.	49	n.a.	47	16	36
<b>Total/Averages for HWUs</b>	<b>192 220</b>	<b>44 059</b>	<b>236 279</b>	<b>48</b>	<b>88</b>	<b>53</b>	<b>66</b>	<b>31</b>	<b>17</b>	<b>52</b>
UNISA	514	150 019	150 533	60	65	81	56	11	39	50
<b>Total/Averages for Universities</b>	<b>282 166</b>	<b>205 575</b>	<b>487 741</b>	<b>64</b>	<b>72</b>	<b>54</b>	<b>59</b>	<b>24</b>	<b>24</b>	<b>52</b>
<b>HBTs</b>										
<b>2. Technikons</b>										
Border	5 731	0	5 731	99	n.a.	61	n.a.	33	45	22
Durban Institute of Tech.	20 952	0	20 952	92	n.a.	50	n.a.	48	34	18
Eastern Cape	8 526	0	8 526	100	n.a.	61	n.a.	33	39	28
Mangosuthu	8 027	0	8 027	100	n.a.	50	n.a.	56	36	8
North West	5 093	0	5 093	100	n.a.	63	n.a.	34	45	22
Northern Gauteng	13 024	0	13 024	100	n.a.	52	n.a.	31	51	18
Peninsula	9 793	0	9 793	97	n.a.	54	n.a.	49	33	19
<b>Total/Averages for HBTs</b>	<b>71 146</b>	<b>0</b>	<b>71 146</b>	<b>97</b>	<b>n.a.</b>	<b>54</b>	<b>n.a.</b>	<b>42</b>	<b>39</b>	<b>19</b>
<b>HWTs</b>										
Cape	16 265	30	16 295	64	93	50	50	51	31	18
Free State	8 483	400	8 883	77	84	49	53	45	40	14
Port Elizabeth	9 397	445	9 842	72	100	45	72	43	36	22
Pretoria	30 211	11 624	41 835	75	98	48	53	33	20	47
Vaal Triangle	15 942	0	15 942	92	n.a.	48	n/a	45	46	9
Witwatersrand	15 234	0	15 234	90	n.a.	47	n/a	46	46	7
<b>Total/Averages for HWTs</b>	<b>95 532</b>	<b>12 499</b>	<b>108 031</b>	<b>78</b>	<b>98</b>	<b>48</b>	<b>54</b>	<b>41</b>	<b>32</b>	<b>26</b>
Technikon SA	0	50 875	50 875	n.a.	83	n.a.	43	11	84	5
<b>Totals/Averages for Technikons</b>	<b>166 678</b>	<b>63 374</b>	<b>230 052</b>	<b>86</b>	<b>86</b>	<b>51</b>	<b>45</b>	<b>35</b>	<b>46</b>	<b>19</b>
<b>3. Summary</b>										
<b>Universities</b>	<b>282 166</b>	<b>205 575</b>	<b>487 741</b>	<b>64</b>	<b>72</b>	<b>54</b>	<b>59</b>	<b>24</b>	<b>24</b>	<b>52</b>
<b>Technikons</b>	<b>166 678</b>	<b>63 374</b>	<b>230 052</b>	<b>86</b>	<b>86</b>	<b>51</b>	<b>45</b>	<b>35</b>	<b>46</b>	<b>19</b>
<b>Total/Averages for Public Institutions</b>	<b>448 844</b>	<b>268 949</b>	<b>717 793</b>	<b>72</b>	<b>75</b>	<b>53</b>	<b>56</b>	<b>27</b>	<b>31</b>	<b>42</b>

Source: 2003 HEMIS database, November 2004.

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 Free State 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, owing to rounding off.

Note 11: n.a. = not applicable.

**Table 14: Headcount enrolments in public higher education institutions, by major field of study and formal qualification, in 2003**

Institution	Major Field of Study					Formal Qualifications						
	Science, Engineering & Technology	Business & Management	Education	All Other Humanities & Social Sciences	Total	Occasional Students	Three-Year Undergraduate Degrees & Diplomas	Professional Undergraduate Degrees	Postgraduate, Below Master's Level	Master's Degrees	Doctoral Degrees	Total
<b>1. Universities</b>												
<b>HBUs</b>												
Durban-Westville	4 184	2 410	640	4 036	11 270	457	6 177	2 546	741	1 022	327	11 270
Fort Hare	1 067	647	1 924	2 767	6 405	6	3 292	2 551	300	233	23	6 405
Medunsa	3 777	0	22	84	3 883	2	563	2 547	195	512	64	3 883
North	3 187	1 508	2 670	3 410	10 774	2	6 239	2 279	912	1 267	75	10 774
North West	2 279	1 728	1 991	2 668	8 667	483	5 043	1 704	836	548	53	8 667
Transkei	1 541	971	1 650	2 317	6 479	1 223	2 937	1 793	437	88	1	6 479
Venda	2 256	1 737	1 654	3 838	9 484	248	6 564	1 912	351	382	27	9 484
Vista	3 130	2 753	4 916	9 947	20 746	1 633	13 130	3 204	2 465	254	60	20 746
Western Cape	3 163	2 089	1 551	7 241	14 043	0	7 387	3 759	1 271	1 381	245	14 043
Zululand	2 058	1 062	2 878	3 180	9 178	0	4 890	2 125	1 603	432	128	9 178
<b>Totals for HBUs</b>	<b>26 641</b>	<b>14 905</b>	<b>19 896</b>	<b>39 488</b>	<b>100 929</b>	<b>4 054</b>	<b>56 222</b>	<b>24 420</b>	<b>9 111</b>	<b>6 119</b>	<b>1 003</b>	<b>100 929</b>
	26%	15%	20%	39%	100%	4%	56%	24%	9%	6%	1%	100%
<b>HWUs</b>												
Cape Town	8 061	4 981	743	6 749	20 533	827	7 581	6 410	1 956	2 976	783	20 533
Free State	6 077	1 752	4 527	9 628	21 984	1 283	8 232	3 331	5 907	2 702	529	21 984
Natal	9 370	8 839	5 297	8 419	31 925	3 428	12 933	5 449	5 969	3 513	633	31 925
Port Elizabeth	2 170	1 696	7 696	2 923	14 485	430	7 805	3 471	1 545	1 051	183	14 485
Potchefstroom	5 397	2 985	10 861	8 485	27 729	0	11 216	4 224	9 655	2 129	505	27 729
Pretoria	15 846	6 605	10 321	9 179	41 951	484	19 330	9 831	4 870	5 907	1 529	41 951
Rand Afrikaans	3 873	6 103	6 781	7 740	24 498	912	14 071	2 299	4 818	1 820	578	24 498
Rhodes	1 418	1 188	1 899	3 021	7 526	101	4 603	1 465	670	494	193	7 526
Stellenbosch	8 410	2 914	1 703	8 371	21 398	780	7 292	5 656	3 242	3 671	757	21 398
Witwatersrand	11 518	3 965	2 339	6 429	24 250	1 163	8 433	7 231	2 637	4 166	620	24 250
<b>Totals for HWUs</b>	<b>72 140</b>	<b>41 029</b>	<b>52 166</b>	<b>70 944</b>	<b>236 279</b>	<b>9 408</b>	<b>101 496</b>	<b>49 367</b>	<b>41 269</b>	<b>28 429</b>	<b>6 310</b>	<b>236 279</b>
	31%	17%	22%	30%	100%	4%	43%	21%	17%	12%	3%	100%
UNISA	15 901	58 733	18 814	57 085	150 533	21 824	91 630	16 739	14 250	5 291	799	150 533
	11%	39%	12%	38%	100%	14%	61%	11%	9%	4%	1%	100%
<b>Totals for Universities</b>	<b>114 682</b>	<b>114 667</b>	<b>90 876</b>	<b>167 517</b>	<b>487 741</b>	<b>35 286</b>	<b>249 348</b>	<b>90 526</b>	<b>64 630</b>	<b>39 839</b>	<b>8 112</b>	<b>487 741</b>
	24%	24%	19%	34%	100%	7%	51%	19%	13%	8%	2%	100%
<b>2. Technikons</b>												
<b>HBTs</b>												
Border	1 908	2 579	6	1 238	5 731	61	5 489	181	0	0	0	5 731
Durban Institute of Tech.	10 144	7 114	172	3 522	20 952	495	17 675	2 492	36	236	18	20 952
Eastern Cape	2 783	3 366	1 730	647	8 526	257	7 790	317	162	0	0	8 526
Mangosuthu	4 499	2 873	0	655	8 027	0	7 902	125	0	0	0	8 027
North West	1 716	2 272	335	771	5 093	222	4 771	97	0	2	1	5 093
Northern Gauteng	4 053	6 676	1 145	1 150	13 024	225	11 505	1 190	7	95	2	13 024
Peninsula	4 753	3 192	803	1 045	9 793	90	7 673	1 876	143	143	11	9 793
<b>Totals for HBTs</b>	<b>29 856</b>	<b>28 071</b>	<b>4 191</b>	<b>9 028</b>	<b>71 146</b>	<b>1 350</b>	<b>62 805</b>	<b>6 278</b>	<b>205</b>	<b>476</b>	<b>32</b>	<b>71 146</b>
	42%	39%	6%	13%	100%	2%	88%	9%	0%	1%	0%	100%
<b>HWTs</b>												
Cape	8 285	4 998	1 539	1 474	16 295	18	12 879	2 879	142	351	26	16 295
Free State	4 032	3 587	312	953	8 883	0	6 599	2 062	7	168	47	8 883
Port Elizabeth	4 189	3 522	754	1 378	9 842	347	7 937	1 083	35	394	46	9 842
Pretoria	13 979	8 385	9 108	10 363	41 835	235	1 809	37 406	154	2 151	80	41 835
Vaal Triangle	7 105	7 364	24	1 450	15 942	0	14 784	1 055	12	77	14	15 942
Witwatersrand	7 042	7 054	44	1 095	15 234	678	12 638	1 631	18	247	22	15 234
<b>Totals for HWTs</b>	<b>44 630</b>	<b>34 909</b>	<b>11 780</b>	<b>16 712</b>	<b>108 031</b>	<b>1 278</b>	<b>56 646</b>	<b>46 116</b>	<b>368</b>	<b>3 388</b>	<b>235</b>	<b>108 031</b>
	41%	32%	11%	15%	100%	1%	52%	43%	0%	3%	0%	100%
Technikon SA	5 657	42 683	34	2 501	50 875	0	43 111	7 513	0	250	1	50 875
	11%	84%	0%	5%	100%	0%	85%	15%	0%	0%	0%	100%
<b>Totals Technikons</b>	<b>80 143</b>	<b>105 664</b>	<b>16 004</b>	<b>28 241</b>	<b>230 052</b>	<b>2 628</b>	<b>162 562</b>	<b>59 907</b>	<b>573</b>	<b>4 114</b>	<b>268</b>	<b>230 052</b>
	35%	46%	7%	12%	100%	1%	71%	26%	0%	2%	0%	100%
<b>3. Summary</b>												
<b>Universities</b>	<b>114 682</b>	<b>114 667</b>	<b>90 876</b>	<b>167 517</b>	<b>487 741</b>	<b>35 286</b>	<b>249 348</b>	<b>90 526</b>	<b>64 630</b>	<b>39 839</b>	<b>8 112</b>	<b>487 741</b>
	24%	24%	19%	34%	100%	7%	51%	19%	13%	8%	2%	100%
<b>Technikons</b>	<b>80 143</b>	<b>105 664</b>	<b>16 004</b>	<b>28 241</b>	<b>230 052</b>	<b>2 628</b>	<b>162 562</b>	<b>59 907</b>	<b>573</b>	<b>4 114</b>	<b>268</b>	<b>230 052</b>
	35%	46%	7%	12%	100%	1%	71%	26%	0%	2%	0%	100%
<b>Totals for Public Institutions</b>	<b>194 825</b>	<b>220 330</b>	<b>106 880</b>	<b>195 758</b>	<b>717 793</b>	<b>37 914</b>	<b>411 910</b>	<b>150 433</b>	<b>65 203</b>	<b>43 953</b>	<b>8 380</b>	<b>717 793</b>
	27%	31%	15%	27%	100%	5%	57%	21%	9%	6%	1%	100%

**Source:** 2003 HEMIS database, November 2004.

**Abbreviations:** HBU = historically black university, HWT = 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 13, 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 14 (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 5 943 coded as "other".
- Note 7:** Numbers and percentages may not necessarily add up, owing to rounding off.

**Figure 15: Percentage distribution of headcount enrolments in public higher education institutions, by major field of study, in 2003**

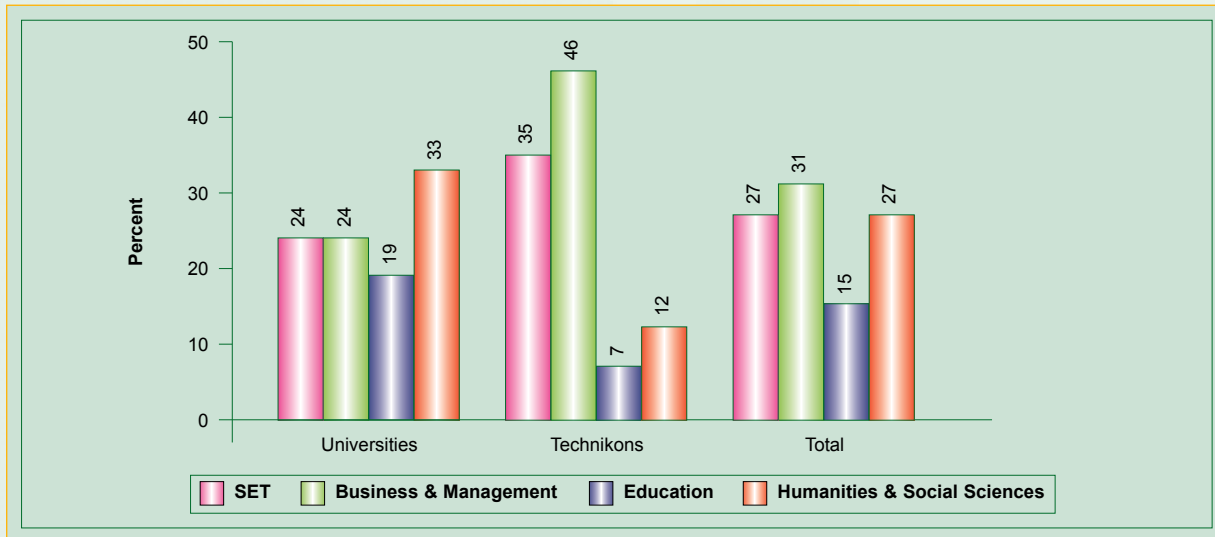


Figure 15 (see also Table 14) shows that, in 2003, the majority of students at universities (53% of all enrolments) were enrolled for programmes of study in either teacher education or the broad humanities and social sciences. The emphasis at technikons was to a far greater extent on programmes in business and management (46%) and in science, engineering and technology (35%). This means that, in 2003, 81% of all technikon students were following programmes in these fields.

**Figure 16: Percentage distribution of headcount enrolments in public higher education institutions, by qualification type, in 2003**

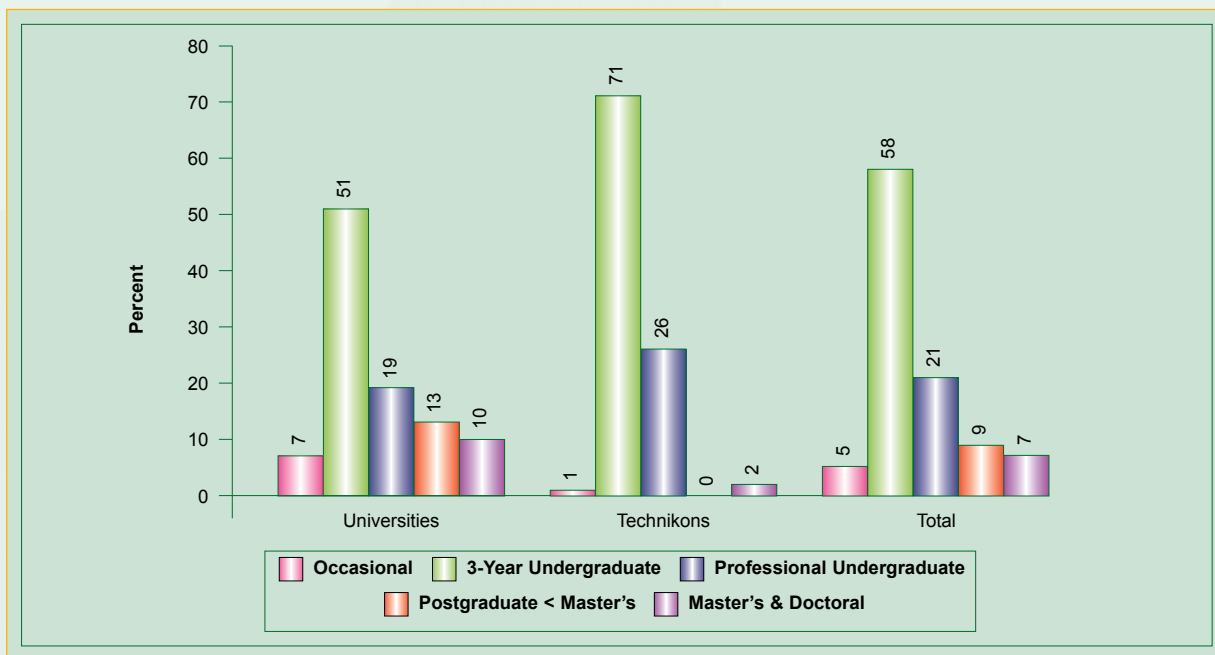


Figure 16 (see also Table 14) shows that the technikon sector remained primarily an undergraduate one. In 2003, 97% of all students in this sector were following either three-year undergraduate diploma courses or professional first bachelor's degree courses. In 2003, 77% of students in the university sector were enrolled for undergraduate qualifications, including occasional courses.

**Table 15: Headcount enrolments of contact and distance mode students in public higher education institutions, by race, in 2003**

Institution	Contact						Distance							
	African	Coloured	Indian	White	Total	Female	Male	African	Coloured	Indian	White	Total	Female	Male
<b>1. Universities</b>														
<b>HBUs</b>														
Durban-Westville	6 432	170	4 378	290	11 270	6 326	4 944	0	0	0	0	0	0	0
Fort Hare	4 518	23	5	18	4 564	2 584	1 980	1 838	1	0	2	1 841	1 608	233
Medunsa	3 391	28	295	169	3 883	2 006	1 877	0	0	0	0	0	0	0
North	10 696	14	10	54	10 774	5 722	5 052	0	0	0	0	0	0	0
North West	7 617	55	30	44	7 746	4 570	3 176	919	2	0	0	921	692	229
Transkei	5 622	17	124	8	5 771	3 571	2 200	705	1	1	1	708	519	189
Venda	9 467	1	3	13	9 484	4 324	5 160	0	0	0	0	0	0	0
Vista	12 228	342	21	125	12 719	7 113	5 606	7 800	51	18	126	8 027	5 192	2 835
Western Cape	5 420	6 852	1 245	356	14 043	7 955	6 088	0	0	0	0	0	0	0
Zululand	8 849	35	119	175	9 178	5 630	3 548	0	0	0	0	0	0	0
<b>Totals for HBUs</b>	<b>74 240</b>	<b>7 537</b>	<b>6 230</b>	<b>1 252</b>	<b>89 432</b>	<b>49 801</b>	<b>39 631</b>	<b>11 262</b>	<b>55</b>	<b>19</b>	<b>129</b>	<b>11 497</b>	<b>8 011</b>	<b>3 486</b>
	83%	8%	7%	1%	100%	56%	44%	98%	0%	0%	1%	100%	70%	30%
<b>HWUs</b>														
Cape Town	5 483	2 923	1 477	10 555	20 533	10 142	10 391	0	0	0	0	0	0	0
Free State	11 670	829	350	7 180	20 029	11 368	8 661	578	86	132	1 159	1 955	725	1 230
Natal	8 324	715	8 151	5 591	22 797	11 814	10 983	6 794	371	1 013	950	9 128	5 821	3 307
Port Elizabeth	3 315	918	260	3 157	7 650	4 207	3 443	6 559	143	33	100	6 835	4 693	2 142
Potchefstroom	5 005	804	246	10 588	16 841	10 019	6 822	8 174	189	49	814	10 888	7 065	3 823
Pretoria	9 874	521	1 641	22 705	34 741	18 184	16 557	6 840	61	92	217	7 210	5 217	1 993
Rand Afrikaans	4 440	694	1 545	11 903	18 582	10 108	8 474	5 550	74	71	221	5 916	4 066	1 850
Rhodes	2 249	300	472	3 329	6 350	3 623	2 727	1 037	126	1	12	1 176	812	364
Stellenbosch	1 884	2 498	481	15 584	20 447	10 365	10 082	841	44	10	56	951	790	161
Witwatersrand	11 421	612	3 651	8 562	24 250	11 879	12 371	0	0	0	0	0	0	0
<b>Totals for HWUs</b>	<b>63 665</b>	<b>10 814</b>	<b>18 274</b>	<b>99 154</b>	<b>192 220</b>	<b>101 709</b>	<b>90 511</b>	<b>36 373</b>	<b>1 094</b>	<b>1 401</b>	<b>3 529</b>	<b>44 059</b>	<b>29 189</b>	<b>14 870</b>
	33%	6%	10%	52%	100%	53%	47%	83%	2%	3%	8%	100%	66%	34%
UNISA	12	294	2	206	514	417	97	70 612	8 325	18 613	52 469	150 019	83 442	66 577
	2%	57%	0%	40%	100%	81%	19%	50%	5%	11%	34%	100%	57%	43%
<b>Totals for Universities</b>	<b>137 917</b>	<b>18 645</b>	<b>24 506</b>	<b>100 612</b>	<b>282 166</b>	<b>151 927</b>	<b>130 239</b>	<b>118 247</b>	<b>9 474</b>	<b>20 033</b>	<b>56 127</b>	<b>205 575</b>	<b>120 642</b>	<b>84 933</b>
	49%	7%	9%	36%	100%	53%	47%	64%	4%	8%	24%	100%	61%	39%
<b>2. Technikons</b>														
<b>HBTs</b>														
Border	5 638	26	5	62	5 731	3 521	2 210	0	0	0	0	0	0	0
Durban Institute of Tech.	14 370	390	4 592	1 600	20 952	10 580	10 372	0	0	0	0	0	0	0
Eastern Cape	8 500	8	5	13	8 526	5 217	3 309	0	0	0	0	0	0	0
Mangosuthu	8 019	2	3	3	8 027	4 000	4 027	0	0	0	0	0	0	0
North West	5 088	0	1	4	5 093	3 218	1 875	0	0	0	0	0	0	0
Northern Gauteng	12 901	55	5	16	13 024	6 746	6 278	0	0	0	0	0	0	0
Peninsula	6 100	3 360	41	292	9 793	5 307	4 486	0	0	0	0	0	0	0
<b>Totals for HBTs</b>	<b>60 616</b>	<b>3 841</b>	<b>4 652</b>	<b>1 990</b>	<b>71 146</b>	<b>38 589</b>	<b>32 557</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	85%	5%	7%	3%	100%	54%	46%	0%	0%	0%	0%	0%	0%	0%
<b>HWTs</b>														
Cape	5 522	4 633	277	5 833	16 265	8 190	8 075	25	3	0	2	30	15	15
Free State	6 062	415	38	1 968	8 483	4 187	4 296	295	39	1	65	400	212	188
Port Elizabeth	5 277	1 315	193	2 602	9 397	4 267	5 130	357	97	0	1	445	320	125
Pretoria	21 931	385	426	7 469	30 211	14 405	15 806	11 016	243	115	250	11 624	6 167	5 457
Vaal Triangle	14 346	221	87	1 288	15 942	7 728	8 214	0	0	0	0	0	0	0
Witwatersrand	12 786	333	537	1 578	15 234	7 208	8 026	0	0	0	0	0	0	0
<b>Totals for HWTs</b>	<b>65 924</b>	<b>7 302</b>	<b>1 558</b>	<b>20 738</b>	<b>95 532</b>	<b>45 985</b>	<b>49 547</b>	<b>11 693</b>	<b>382</b>	<b>116</b>	<b>318</b>	<b>12 499</b>	<b>6 714</b>	<b>5 785</b>
	69%	8%	2%	22%	100%	48%	52%	96%	1%	1%	2%	100%	45%	55%
Technikon SA	0	0	0	0	0	0	0	36 379	3 906	2 018	8 568	50 875	22 000	28 875
								72%	6%	4%	18%	100%	42%	58%
<b>Totals for Technikons</b>	<b>126 540</b>	<b>11 143</b>	<b>6 210</b>	<b>22 728</b>	<b>166 678</b>	<b>84 574</b>	<b>82 104</b>	<b>48 072</b>	<b>4 288</b>	<b>2 134</b>	<b>8 886</b>	<b>63 374</b>	<b>28 714</b>	<b>34 660</b>
	76%	7%	4%	14%	100%	51%	49%	75%	6%	3%	16%	100%	43%	57%
<b>3. Summary</b>														
<b>Universities</b>	<b>137 917</b>	<b>18 645</b>	<b>24 506</b>	<b>100 612</b>	<b>282 166</b>	<b>151 927</b>	<b>130 239</b>	<b>118 247</b>	<b>9 474</b>	<b>20 033</b>	<b>56 127</b>	<b>205 575</b>	<b>120 642</b>	<b>84 933</b>
	49%	7%	9%	36%	100%	53%	47%	64%	4%	8%	24%	100%	61%	39%
<b>Technikons</b>	<b>126 540</b>	<b>11 143</b>	<b>6 210</b>	<b>22 728</b>	<b>166 678</b>	<b>84 574</b>	<b>82 104</b>	<b>48 072</b>	<b>4 288</b>	<b>2 134</b>	<b>8 886</b>	<b>63 374</b>	<b>28 714</b>	<b>34 660</b>
	76%	7%	4%	14%	100%	51%	49%	75%	6%	3%	16%	100%	43%	57%
<b>Totals for Public Institutions</b>	<b>264 457</b>	<b>29 788</b>	<b>30 716</b>	<b>123 340</b>	<b>448 844</b>	<b>236 501</b>	<b>212 343</b>	<b>166 319</b>	<b>13 762</b>	<b>22 167</b>	<b>65 013</b>	<b>268 949</b>	<b>149 356</b>	<b>119 593</b>
	59%	7%	7%	27%	100%	53%	47%	67%	5%	7%	22%	100%	56%	44%

**Source:** 2003 HEMIS database, November 2004.

**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, owing to rounding off.

**Figure 17: Percentage distribution of headcount enrolments in public higher education institutions, by contact/distance mode and race, in 2003**

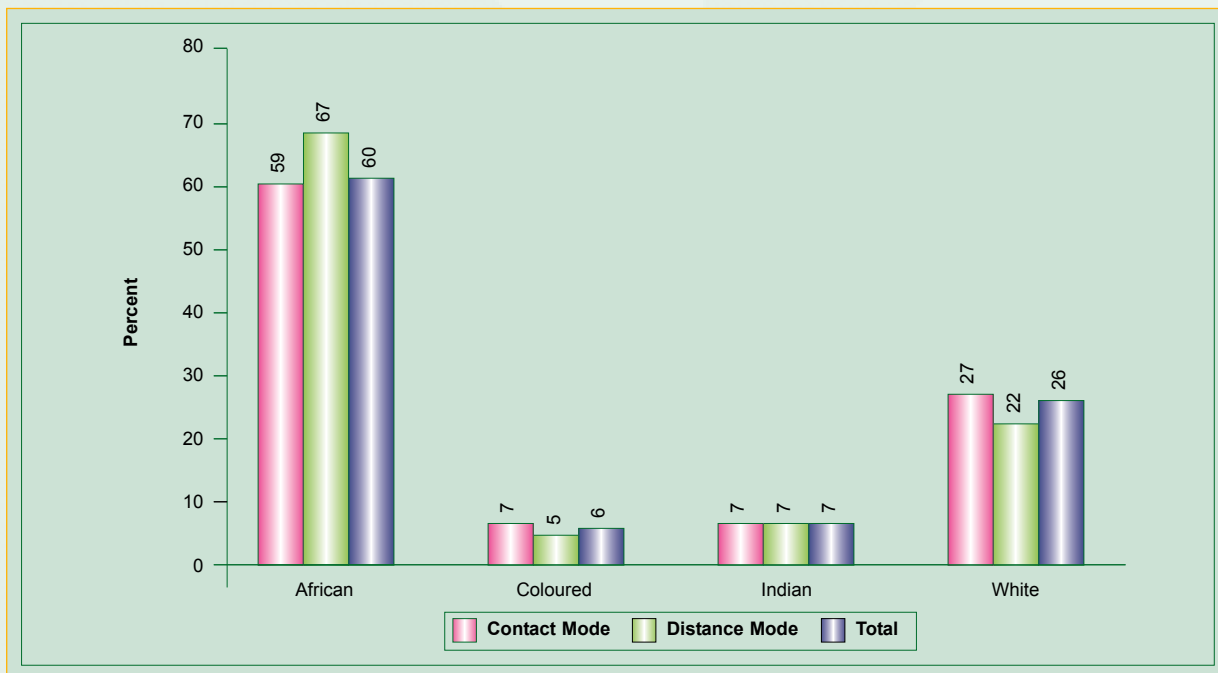


Figure 17 (see also Table 15) shows that, in 2003, 60% of all students in the public higher education system were African, 26% were White, 7% were Indian, and 6% were Coloured. The proportion of African students did however vary by sector and instruction mode. For example, African students accounted for a 49% share of contact programmes at universities and a 76% share of contact programmes at technikons. In 2003, African students had an overall share of 59% of contact programme enrolments and 67% of distance programme enrolments.

**Figure 18: Percentage distribution of headcount enrolments in public higher education institutions, by contact/distance mode and gender, in 2003**

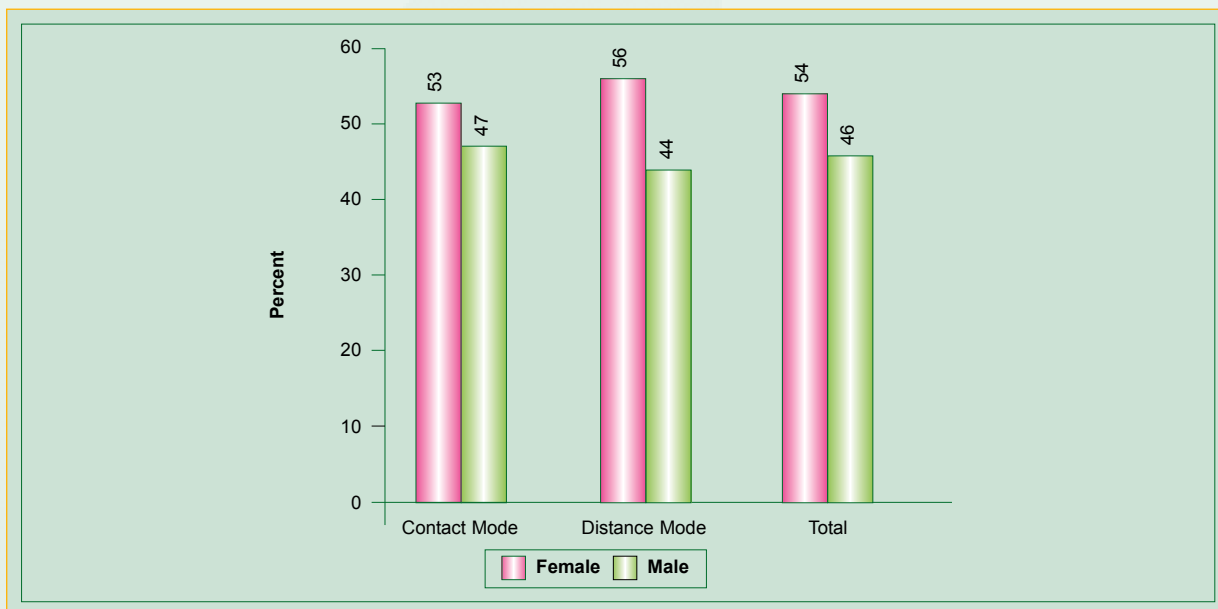


Figure 18 (see also Table 15) shows that, in 2003, female students were in the majority in both contact programmes (53%) and distance programmes (56%) at universities and technikons. Overall, 54% of the students in the system were female.

## 4.2 Headcount and graduation rates of graduates and diplomates

Table 16: Graduates/diplomates in public higher education institutions, by major field of study and formal qualification, in 2003

Institution	Major Field of Study					Formal Qualification					
	Science, Engineering & Technology	Business & Management	Education	All Other Humanities & Social Sciences	Total	Three-Year Undergraduate Degrees & Diplomas	Professional Undergraduate Degrees	Postgraduate Below Master's Level	Master's Degrees	Doctoral Degrees	Total
<b>1. Universities</b>											
<b>HBU</b>											
Durban-Westville	540	450	194	689	1 873	716	432	498	179	46	1 873
Fort Hare	169	108	270	333	880	359	352	147	19	3	880
Medunsa	792	0	0	28	825	159	448	140	70	8	825
North	311	113	186	443	1 053	534	271	207	39	2	1 053
North West	309	184	289	329	1 111	700	154	204	49	4	1 111
Transkei	184	94	897	180	1 354	1 013	205	124	10	1	1 353
Venda	336	177	420	402	1 335	900	189	151	22	3	1 265
Vista	129	288	860	1 128	2 404	1 602	175	604	18	5	2 404
Western Cape	515	244	650	834	2 242	1 088	428	466	233	27	2 242
Zululand	305	95	990	502	1 892	1 014	203	614	49	12	1 892
<b>Totals for HBUs</b>	<b>3 590</b>	<b>1 752</b>	<b>4 755</b>	<b>4 868</b>	<b>14 969</b>	<b>8 085</b>	<b>2 857</b>	<b>3 155</b>	<b>688</b>	<b>111</b>	<b>14 898</b>
	<b>24%</b>	<b>12%</b>	<b>32%</b>	<b>33%</b>	<b>100%</b>	<b>54%</b>	<b>19%</b>	<b>21%</b>	<b>5%</b>	<b>1%</b>	<b>100%</b>
<b>HWU</b>											
Cape Town	1 576	1 620	285	1 622	5 102	1 963	1 126	1 282	628	103	5 102
Free State	1 064	483	1 518	1 449	4 513	1 418	378	2 109	524	84	4 513
Natal	1 472	2 623	1 794	1 674	7 562	3 071	769	2 800	833	89	7 562
Port Elizabeth	443	311	1 728	434	2 915	1 543	699	444	206	23	2 915
Potchefstroom	1 286	697	2 329	1 713	6 025	2 233	584	2 563	557	88	6 025
Pretoria	3 232	1 968	1 986	2 007	9 194	4 438	1 398	1 998	1 214	146	9 194
Rand Afrikaans	886	1 385	2 044	1 530	5 845	3 310	303	1 753	387	92	5 845
Rhodes	407	261	960	767	2 394	1 508	286	452	121	27	2 394
Stellenbosch	1 909	949	575	1 832	5 264	1 618	984	1 661	889	112	5 264
Witwatersrand	1 841	681	654	960	4 135	1 429	958	1 104	567	73	4 131
<b>Totals for HWUs</b>	<b>14 115</b>	<b>10 977</b>	<b>13 871</b>	<b>13 986</b>	<b>52 949</b>	<b>22 531</b>	<b>7 485</b>	<b>16 166</b>	<b>5 926</b>	<b>837</b>	<b>52 945</b>
	<b>27%</b>	<b>21%</b>	<b>26%</b>	<b>26%</b>	<b>100%</b>	<b>43%</b>	<b>14%</b>	<b>31%</b>	<b>11%</b>	<b>2%</b>	<b>100%</b>
UNISA	794	5 000	1 929	1 331	9 054	5 017	580	2 813	568	76	9 054
	9%	55%	21%	15%	100%	55%	6%	31%	6%	1%	100%
<b>Totals for Universities</b>	<b>18 499</b>	<b>17 728</b>	<b>20 555</b>	<b>20 185</b>	<b>76 972</b>	<b>35 633</b>	<b>10 922</b>	<b>22 134</b>	<b>7 182</b>	<b>1 024</b>	<b>76 897</b>
	<b>24%</b>	<b>23%</b>	<b>27%</b>	<b>26%</b>	<b>100%</b>	<b>46%</b>	<b>14%</b>	<b>29%</b>	<b>9%</b>	<b>1%</b>	<b>100%</b>
<b>2. Technikons</b>											
<b>HBT</b>											
Border	242	374	3	157	776	731	45	0	0	0	776
Durban Institute of Tech.	1 309	1 150	10	664	3 133	2 397	642	25	61	3	3 128
Eastern Cape	264	507	717	17	1 504	1 309	100	95	0	0	1 504
Mangosuthu	410	463	0	4	877	856	21	0	0	0	877
North West	118	344	27	165	653	622	30	0	1	0	653
Northern Gauteng	677	683	127	126	1 613	1 296	303	4	4	1	1 608
Peninsula	919	710	141	353	2 123	1 506	592	0	20	1	2 119
<b>Totals for HBTs</b>	<b>3 938</b>	<b>4 231</b>	<b>1 024</b>	<b>1 485</b>	<b>10 679</b>	<b>8 717</b>	<b>1 733</b>	<b>124</b>	<b>86</b>	<b>5</b>	<b>10 665</b>
	<b>37%</b>	<b>40%</b>	<b>10%</b>	<b>14%</b>	<b>100%</b>	<b>82%</b>	<b>16%</b>	<b>1%</b>	<b>1%</b>	<b>0%</b>	<b>100%</b>
<b>HWT</b>											
Cape	1 558	792	458	294	3 102	2 009	959	105	25	4	3 102
Free State	621	501	73	207	1 402	913	442	5	35	7	1 402
Port Elizabeth	748	611	335	310	2 004	1 484	441	12	62	5	2 004
Pretoria	2 092	1 308	1 290	1 354	6 043	3 583	2 364	29	63	4	6 043
Vaal Triangle	719	1 075	6	311	2 111	1 776	320	5	7	3	2 111
Witwatersrand	934	880	8	102	1 923	1 218	545	6	56		1 825
<b>Totals for HWTs</b>	<b>6 672</b>	<b>5 167</b>	<b>2 169</b>	<b>2 577</b>	<b>16 585</b>	<b>10 983</b>	<b>5 071</b>	<b>162</b>	<b>248</b>	<b>23</b>	<b>16 487</b>
	<b>40%</b>	<b>31%</b>	<b>13%</b>	<b>16%</b>	<b>100%</b>	<b>67%</b>	<b>31%</b>	<b>1%</b>	<b>2%</b>	<b>0%</b>	<b>100%</b>
Technikon SA	354	738	0	16	1 108	600	508	0	0	0	1 108
	32%	67%	0%	1%	100%	54%	46%	0%	0%	0%	100%
<b>Totals for Technikons</b>	<b>10 964</b>	<b>10 136</b>	<b>3 193</b>	<b>4 078</b>	<b>28 372</b>	<b>20 300</b>	<b>7 312</b>	<b>286</b>	<b>334</b>	<b>28</b>	<b>28 260</b>
	<b>39%</b>	<b>36%</b>	<b>11%</b>	<b>14%</b>	<b>100%</b>	<b>72%</b>	<b>26%</b>	<b>1%</b>	<b>1%</b>	<b>0%</b>	<b>100%</b>
<b>3. Summary</b>											
<b>Universities</b>	<b>18 499</b>	<b>17 728</b>	<b>20 555</b>	<b>20 185</b>	<b>76 972</b>	<b>35 633</b>	<b>10 922</b>	<b>22 134</b>	<b>7 182</b>	<b>1 024</b>	<b>76 895</b>
	<b>24%</b>	<b>23%</b>	<b>27%</b>	<b>26%</b>	<b>100%</b>	<b>46%</b>	<b>14%</b>	<b>29%</b>	<b>9%</b>	<b>1%</b>	<b>100%</b>
<b>Technikons</b>	<b>10 964</b>	<b>10 136</b>	<b>3 193</b>	<b>4 078</b>	<b>28 372</b>	<b>20 300</b>	<b>7 312</b>	<b>286</b>	<b>334</b>	<b>28</b>	<b>28 260</b>
	<b>39%</b>	<b>36%</b>	<b>11%</b>	<b>14%</b>	<b>100%</b>	<b>72%</b>	<b>26%</b>	<b>1%</b>	<b>1%</b>	<b>0%</b>	<b>100%</b>
<b>Totals for Public Institutions</b>	<b>29 463</b>	<b>27 864</b>	<b>23 749</b>	<b>24 263</b>	<b>105 344</b>	<b>55 933</b>	<b>18 234</b>	<b>22 420</b>	<b>7 516</b>	<b>1 052</b>	<b>105 155</b>
	<b>28%</b>	<b>26%</b>	<b>23%</b>	<b>23%</b>	<b>100%</b>	<b>53%</b>	<b>17%</b>	<b>21%</b>	<b>7%</b>	<b>1%</b>	<b>100%</b>

Source: 2003 HEMIS database, November 2004.

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 13.

(Notes 2 to 4 overleaf)



## Notes to Table 16 (continued)

**Note 2:** Definitions of formal qualifications are the same as those employed in Table 14.

**Note 3:** Numbers and percentages may not necessarily add up, owing to rounding off.

**Note 4:** Some institutions have included occasional students in their graduation figures. These students were included in the Major Field of Study section but were excluded from the Formal Qualification section, as they do not qualify for a formal qualification. This results in differences between the two sections for these institutions.

Table 17: Summaries of key graduation rates in public higher education institutions in 2003

Institution	Three-Year Undergraduate Degrees & Diplomas (%)	Undergraduate Diplomas & Btech (%)	Master's Degrees (%)	Doctoral Degrees (%)
<b>1. Universities</b>				
<b>HBUs</b>				
Durban-Westville	12	n.a.	18	14
Fort Hare	11	n.a.	8	13
Medunsa	28	n.a.	14	13
North	9	n.a.	3	3
North West	14	n.a.	9	8
Transkei	34	n.a.	11	100
Venda	14	n.a.	6	11
Vista	12	n.a.	7	8
Western Cape	15	n.a.	17	11
Zululand	21	n.a.	11	9
<b>Averages for HBUs</b>	<b>14</b>	<b>n.a.</b>	<b>11</b>	<b>11</b>
<b>HWUs</b>				
Cape Town	26	n.a.	21	13
Free State	17	n.a.	19	16
Natal	24	n.a.	24	14
Port Elizabeth	20	n.a.	20	13
Potchefstroom	20	n.a.	26	17
Pretoria	23	n.a.	21	10
Rand Afrikaans	24	n.a.	21	16
Rhodes	33	n.a.	24	14
Stellenbosch	22	n.a.	24	15
Witwatersrand	17	n.a.	14	12
<b>Averages for HWUs</b>	<b>22</b>	<b>n.a.</b>	<b>21</b>	<b>13</b>
UNISA	5	n.a.	11	10
<b>Averages for Universities</b>	<b>14</b>	<b>n.a.</b>	<b>18</b>	<b>13</b>
<b>2. Technikons</b>				
<b>HBTs</b>				
Border	n.a.	14	0	0
Durban Institute of Tech.	n.a.	15	26	17
Eastern Cape	n.a.	17	0	0
Mangosuthu	n.a.	11	0	0
North West	n.a.	13	50	0
Northern Gauteng	n.a.	13	4	50
Peninsula	n.a.	22	14	9
<b>Averages for HBTs</b>	<b>n.a.</b>	<b>12</b>	<b>8</b>	<b>10</b>
<b>HWTs</b>				
Cape	n.a.	19	7	15
Free State	n.a.	16	21	15
Port Elizabeth	n.a.	21	16	11
Pretoria	n.a.	15	3	5
Vaal Triangle	n.a.	13	9	21
Witwatersrand	n.a.	12	23	0
<b>Averages for HWTs</b>	<b>n.a.</b>	<b>16</b>	<b>7</b>	<b>10</b>
Technikon SA	n.a.	2	0	0
<b>Averages for Technikons</b>	<b>n.a.</b>	<b>12</b>	<b>8</b>	<b>10</b>
<b>3. Summary</b>				
<b>Universities</b>	<b>14</b>	<b>n.a.</b>	<b>18</b>	<b>13</b>
<b>Technikons</b>	<b>n.a.</b>	<b>12</b>	<b>8</b>	<b>10</b>

**Source:** 2003 HEMIS database, November 2004.

**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:** Numbers and percentages may not necessarily add up, owing to rounding off.

**Note 5:** n.a. = not applicable.

**Figure 19: Headcount totals of graduates/diplomates in public higher education institutions, by qualification type, in 2003**

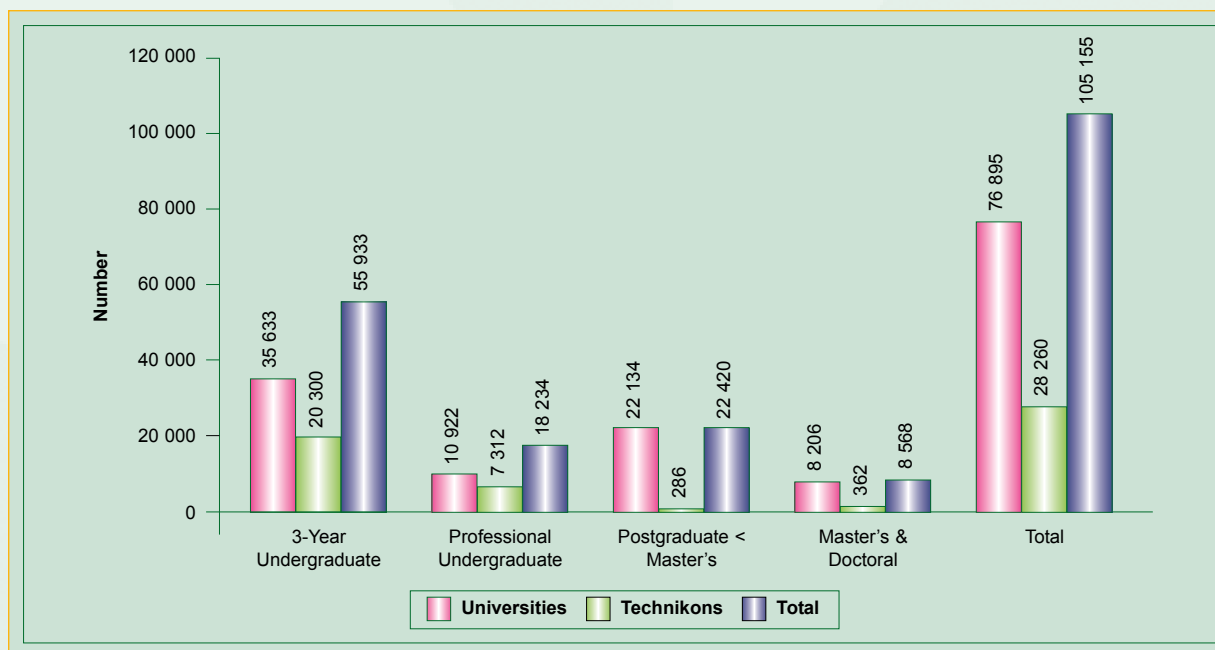


Figure 19 (see also Table 16) gives details of the totals of graduates and diplomates produced by public universities and technikons in 2003. In that year, universities produced 76 895, or 73%, of all graduates and diplomates, while technikons produced 28 260. The technikons' share of graduates and diplomates (27%) was considerably lower than their share of the headcount enrolment total (32%). Of the 105 155 students who completed qualifications in 2003, 71% obtained undergraduate degrees or diplomas. There were only 8 568 master's and doctoral graduates in 2003.

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

**Table 18: Full-time equivalent enrolments of contact and distance mode students in public higher education institutions in 2003**

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
<b>1. Universities</b>										
<b>HBU</b>										
Durban-Westville	3 604	1 384	391	4 176	9 555	0	0	0	0	0
Fort Hare	1 086	746	74	2 563	4 468	0	0	789	0	789
Medunsa	2 702	2	9	255	2 969	0	0	0	0	0
North	2 731	775	1 448	3 101	8 055	0	0	0	0	0
North West	1 679	1 035	714	2 397	5 825	0	0	845	0	845
Transkei	1 374	579	806	2 316	5 076	180	0	560	0	740
Venda	2 142	754	598	3 427	6 920	0	0	0	0	0
Vista	2 516	2 163	769	5 565	11 014	766	544	2 112	1 955	5 377
Western Cape	3 150	1 124	754	5 861	10 889	0	0	0	0	0
Zululand	1 960	900	1 756	2 666	7 282	0	0	0	0	0
<b>Totals for HBUs</b>	<b>22 944</b>	<b>9 461</b>	<b>7 320</b>	<b>32 327</b>	<b>72 052</b>	<b>946</b>	<b>544</b>	<b>4 307</b>	<b>1 955</b>	<b>7 752</b>
	32%	13%	10%	45%	100%	12%	7%	56%	25%	100%
<b>HWU</b>										
Cape Town	6 625	2 788	638	7 049	17 101	0	0	0	0	0
Free State	5 030	2 073	2 521	5 443	15 066	35	216	0	810	1 061
Natal	6 385	3 597	870	6 581	17 433	835	3 659	741	315	5 549
Port Elizabeth	1 856	955	488	2 694	5 992	31	0	3 171	4	3 207
Potchefstroom	4 086	2 302	2 507	4 729	13 622	256	178	3 529	981	4 945
Pretoria	11 310	5 576	2 227	8 525	27 639	30	67	2 693	29	2 819
Rand Afrikaans	3 320	4 709	942	6 702	15 673	171	10	2 751	124	3 056
Rhodes	1 271	791	435	2 822	5 319	0	0	648	0	648
Stellenbosch	6 618	2 844	617	6 335	16 414	7	0	239	0	246
Witwatersrand	8 451	2 655	1 154	6 158	18 418	0	0	0	0	0
<b>Totals for HWUs</b>	<b>54 952</b>	<b>28 291</b>	<b>12 398</b>	<b>57 037</b>	<b>152 678</b>	<b>1 366</b>	<b>4 131</b>	<b>13 771</b>	<b>2 264</b>	<b>21 531</b>
	36%	19%	8%	37%	100%	6%	19%	64%	11%	100%
UNISA	0	0	0	490	490	5 169	22 378	6 113	29 178	62 838
				100%	100%	8%	36%	10%	46%	100%
<b>Totals for Universities</b>	<b>77 896</b>	<b>37 752</b>	<b>19 719</b>	<b>89 854</b>	<b>225 220</b>	<b>7 481</b>	<b>27 052</b>	<b>24 191</b>	<b>33 397</b>	<b>92 121</b>
	35%	17%	9%	40%	100%	8%	29%	26%	36%	100%
<b>1. Technikon</b>										
<b>HBT</b>										
Border	1 349	2 077	0	1 390	4 816	0	0	0	0	0
Durban Institute of Tech.	7 297	4 919	65	4 068	16 348	0	0	0	0	0
Eastern Cape	2 359	2 652	1 264	1 070	7 345	0	0	0	0	0
Mangosuthu	2 958	1 661	0	1 630	6 249	0	0	0	0	0
North West	1 484	1 338	0	1 445	4 268	0	0	0	0	0
Northern Gauteng	3 789	3 453	797	2 124	10 162	0	0	0	0	0
Peninsula	3 484	1 943	355	1 497	7 278	0	0	0	0	0
<b>Totals for HBTs</b>	<b>22 720</b>	<b>18 043</b>	<b>2 480</b>	<b>13 223</b>	<b>56 467</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	40%	32%	4%	23%	100%	0%	0%	0%	0%	0%
<b>HWT</b>										
Cape	5 880	3 126	1 035	2 691	12 732	19	0	0	0	19
Free State	2 889	2 127	162	1 734	6 912	76	124	1	103	304
Port Elizabeth	2 816	2 275	269	1 506	6 866	16	3	359	2	380
Pretoria	9 190	5 284	222	7 314	22 011	22	83	4 812	1 434	6 351
Vaal Triangle	4 447	4 588	11	2 424	11 471	0	0	0	0	0
Witwatersrand	5 679	3 919	23	1 651	11 272	0	0	0	0	0
<b>Totals for HWTs</b>	<b>30 902</b>	<b>21 320</b>	<b>1 722</b>	<b>17 320</b>	<b>71 264</b>	<b>133</b>	<b>210</b>	<b>5 172</b>	<b>1 539</b>	<b>7 055</b>
	43%	30%	2%	24%	100%	2%	3%	73%	22%	100%
Technikon SA	0	0	0	0	0	5 101	9 309	97	11 221	25 728
						20%	36%	0%	44%	100%
<b>Totals for Technikon</b>	<b>53 622</b>	<b>39 363</b>	<b>4 202</b>	<b>30 543</b>	<b>127 730</b>	<b>5 234</b>	<b>9 520</b>	<b>5 270</b>	<b>12 760</b>	<b>32 783</b>
	42%	31%	3%	24%	100%	16%	29%	16%	39%	100%
<b>3. Summary</b>										
<b>Universities</b>	<b>77 896</b>	<b>37 752</b>	<b>19 719</b>	<b>89 854</b>	<b>225 220</b>	<b>7 481</b>	<b>27 052</b>	<b>24 191</b>	<b>33 397</b>	<b>92 121</b>
	35%	17%	9%	40%	100%	8%	29%	26%	36%	100%
<b>Technikon</b>	<b>53 622</b>	<b>39 363</b>	<b>4 202</b>	<b>30 543</b>	<b>127 730</b>	<b>5 234</b>	<b>9 520</b>	<b>5 270</b>	<b>12 760</b>	<b>32 783</b>
	42%	31%	3%	24%	100%	16%	29%	16%	39%	100%
<b>Totals for Public Institutions</b>	<b>131 518</b>	<b>77 114</b>	<b>23 921</b>	<b>120 397</b>	<b>352 950</b>	<b>12 715</b>	<b>36 572</b>	<b>29 461</b>	<b>46 157</b>	<b>124 904</b>
	37%	22%	7%	34%	100%	10%	29%	24%	37%	100%

Source: 2003 HEMIS database, November 2004.

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 13.

(Notes 5 to 8 next page)

## Notes to Table 18 (continued)

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

**Note 6:** Students from Qwa-Qwa are included in University of the Free State totals.

**Note 7:** Adjustments have to be made to the 2003 distance totals for Unisa. The totals above are those for 2002.

**Note 8:** Numbers and percentages may not necessarily add up, owing to rounding off.

**Table 19: Undergraduate success rates of contact and distance mode students in public higher education institutions, by race, in 2003**

Institution	Contact (%)					Distance (%)				
	African	Coloured	Indian	White	Average	African	Coloured	Indian	White	Average
<b>1. Universities</b>										
<b>HBUs</b>										
Durban-Westville	74	80	79	89	77	n.a.	n.a.	n.a.	n.a.	n.a.
Fort Hare	72	73	70	45	72	57	100	n.a.	100	58
Medunsa	90	87	90	94	90	n.a.	n.a.	n.a.	n.a.	n.a.
North	70	74	70	77	70	n.a.	n.a.	n.a.	n.a.	n.a.
North West	72	65	75	73	72	43	23	n.a.	n.a.	43
Transkei	64	85	91	64	65	91	100	100	100	91
Venda	78	31	56	64	78	n.a.	n.a.	n.a.	n.a.	n.a.
Vista	55	56	48	59	55	51	51	55	73	52
Western Cape	62	66	70	84	65	n.a.	n.a.	n.a.	n.a.	n.a.
Zululand	75	67	79	78	75	n.a.	n.a.	n.a.	n.a.	n.a.
<b>Averages for HBUs</b>	<b>69</b>	<b>66</b>	<b>78</b>	<b>81</b>	<b>70</b>	<b>55</b>	<b>52</b>	<b>58</b>	<b>74</b>	<b>55</b>
<b>HWUs</b>										
Cape Town	76	80	85	90	84	n.a.	n.a.	n.a.	n.a.	n.a.
Free State	65	67	66	81	73	62	70	83	76	70
Natal	78	83	84	91	84	69	56	52	56	67
Port Elizabeth	71	73	71	86	78	74	87	72	96	75
Potchefstroom	65	75	84	85	80	63	80	76	80	65
Pretoria	71	78	79	84	81	72	79	89	88	73
Rand Afrikaans	66	69	74	82	78	70	63	57	63	70
Rhodes	81	80	83	90	86	96	100	100	100	96
Stellenbosch	64	70	81	84	82	n.a.	n.a.	n.a.	n.a.	n.a.
Witwatersrand	69	70	76	86	76	n.a.	n.a.	n.a.	n.a.	n.a.
<b>Averages for HWUs</b>	<b>71</b>	<b>75</b>	<b>80</b>	<b>85</b>	<b>80</b>	<b>72</b>	<b>76</b>	<b>62</b>	<b>75</b>	<b>71</b>
UNISA	60	81	n/a	90	83	48	48	54	59	53
<b>Averages for Universities</b>	<b>70</b>	<b>71</b>	<b>80</b>	<b>85</b>	<b>76</b>	<b>55</b>	<b>51</b>	<b>54</b>	<b>60</b>	<b>56</b>
<b>2. Technikons</b>										
<b>HBTs</b>										
Border	68	85	73	77	68	n.a.	n.a.	n.a.	n.a.	n.a.
Durban Institute of Tech.	68	74	76	82	71	n.a.	n.a.	n.a.	n.a.	n.a.
Eastern Cape	70	75	91	79	70	n.a.	n.a.	n.a.	n.a.	n.a.
Mangosuthu	73	69	87	50	73	n.a.	n.a.	n.a.	n.a.	n.a.
North West	67	0	0	65	67	n.a.	n.a.	n.a.	n.a.	n.a.
Northern Gauteng	66	84	93	76	66	n.a.	n.a.	n.a.	n.a.	n.a.
Peninsula	72	79	87	87	74	n.a.	n.a.	n.a.	n.a.	n.a.
<b>Averages for HBTs</b>	<b>69</b>	<b>78</b>	<b>76</b>	<b>82</b>	<b>70</b>	<b>n.a.</b>	<b>n.a.</b>	<b>n.a.</b>	<b>n.a.</b>	<b>n.a.</b>
<b>HWTs</b>										
Cape	69	78	78	85	77	94	100	0	90	95
Free State	69	67	76	81	72	57	79	100	84	63
Port Elizabeth	68	74	75	82	73	72	89	0	92	75
Pretoria	67	71	73	79	70	44	41	49	52	46
Vaal Triangle	69	69	65	77	70	n.a.	n.a.	n.a.	n.a.	n.a.
Witwatersrand	72	72	81	83	73	n.a.	n.a.	n.a.	n.a.	n.a.
<b>Averages for HWTs</b>	<b>69</b>	<b>76</b>	<b>77</b>	<b>82</b>	<b>73</b>	<b>46</b>	<b>62</b>	<b>50</b>	<b>61</b>	<b>49</b>
Technikon SA	n.a.	n.a.	n.a.	n.a.	n.a.	37	48	58	57	42
<b>Averages for Technikons</b>	<b>69</b>	<b>77</b>	<b>76</b>	<b>82</b>	<b>71</b>	<b>39</b>	<b>50</b>	<b>58</b>	<b>57</b>	<b>43</b>
<b>3. Summary</b>										
Universities	70	71	80	85	76	55	51	54	60	56
Technikons	69	77	76	82	71	39	50	58	57	43
<b>Average for Public Institutions</b>	<b>69</b>	<b>73</b>	<b>79</b>	<b>85</b>	<b>74</b>	<b>49</b>	<b>51</b>	<b>54</b>	<b>59</b>	<b>52</b>

**Source:** 2003 HEMIS database, November 2004.

**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:** Numbers and percentages may not necessarily add up, owing to rounding off.

**Note 5:** n.a. = not applicable.

**Figure 20: Full-time equivalent student enrolments in public higher education institutions, by contact/distance mode, in 2003**

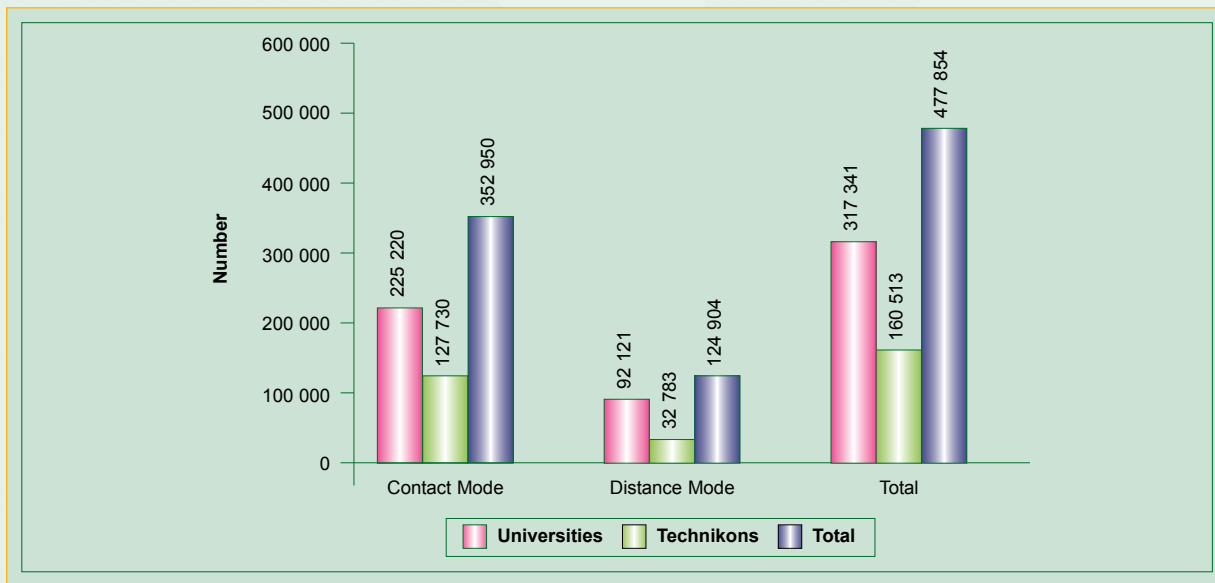


Figure 20 (see also Table 18) shows that the full-time equivalent (FTE) student enrolment at universities and technikons was 477 854 in 2003. The ratios with regard to distance and contact mode differed markedly between FTE and headcount totals. The contact FTE total of 352 950 was 79% of the corresponding 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 2003, distance students were, on average, following the equivalent of less than half of a full-time curriculum.

**Figure 21: Percentage distribution of average undergraduate success rates in public higher education institutions, by contact education programmes and race, in 2003**

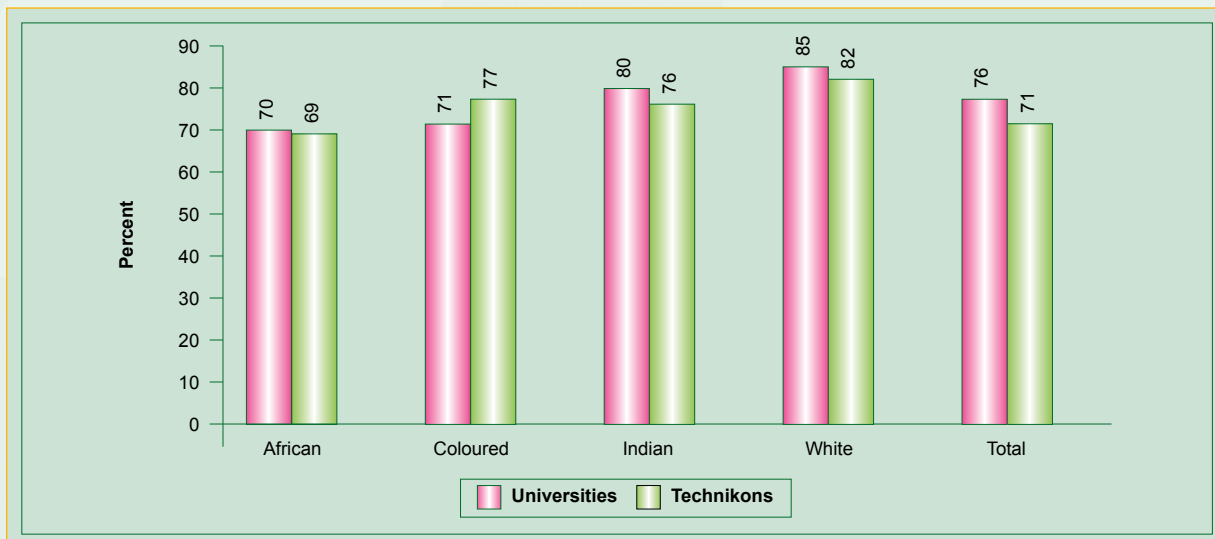


Figure 21 (see also Table 19) shows that inequalities of outcome continue to exist in the higher education system. In 2003, the average success rate of African students in contact undergraduate programmes at universities was only 70%, compared to an average of 85% for White students. The success rate of African students in contact undergraduate programmes at technikons in 2003 was 69%, compared to an average of 82% for White students.

## 4.4 Permanent staff

Table 20: Overview of permanent staff in public higher education institutions in 2003

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
<b>1. Universities</b>									
<b>HBUs</b>									
Durban-Westville	345	539	149	77	97	100	37	42	35
Fort Hare	190	400	57	66	85	100	31	52	18
Medunsa	413	389	443	66	63	100	38	60	43
North	342	431	135	76	87	100	31	50	32
North West	184	228	208	90	96	100	36	54	46
Transkei	170	158	189	93	98	100	46	63	47
Venda	268	271	216	88	97	100	29	44	57
Vista	430	428	88	49	69	97	45	60	33
Western Cape	448	589	109	60	94	100	45	58	28
Zululand	242	254	190	65	79	99	38	46	36
<b>Totals for HBUs</b>	<b>3 032</b>	<b>3 687</b>	<b>1 784</b>	<b>70</b>	<b>86</b>	<b>100</b>	<b>38</b>	<b>53</b>	<b>41</b>
<b>HWUs</b>									
Cape Town	779	1 487	244	17	56	97	33	65	30
Free State	517	558	298	13	16	96	40	62	53
Natal	1 058	1 747	329	4	68	99	39	67	21
Port Elizabeth	267	375	128	18	33	93	44	62	41
Potchefstroom	531	705	291	8	10	91	39	69	50
Pretoria	1 524	1 285	587	11	20	89	44	69	30
Rand Afrikaans	432	701	239	13	28	91	42	64	10
Rhodes	334	541	353	13	45	100	36	63	43
Stellenbosch	809	1 319	363	11	26	99	36	59	28
Witwatersrand	448	589	109	60	94	100	45	58	28
<b>Totals for HWUs</b>	<b>6 699</b>	<b>9 307</b>	<b>2 941</b>	<b>20</b>	<b>42</b>	<b>95</b>	<b>40</b>	<b>64</b>	<b>33</b>
UNISA	1 090	1 906	171	23	44	100	51	56	13
<b>Totals for Universities</b>	<b>10 821</b>	<b>14 900</b>	<b>4 896</b>	<b>34</b>	<b>53</b>	<b>97</b>	<b>41</b>	<b>60</b>	<b>35</b>
<b>2. Technikons</b>									
<b>HBTs</b>									
Border	146	117	21	52	79	100	44	66	29
Durban Institute of Tech.	544	616	132	58	84	99	43	52	20
Eastern Cape	173	165	21	90	93	100	41	52	10
Mangosuthu	147	161	151	78	88	100	30	44	54
North West	107	189	69	89	98	100	31	43	62
Northern Gauteng	227	269	180	63	85	100	36	47	63
Peninsula	214	341	72	71	96	100	35	47	22
<b>Totals for HBTs</b>	<b>1 558</b>	<b>1 858</b>	<b>646</b>	<b>68</b>	<b>89</b>	<b>100</b>	<b>39</b>	<b>50</b>	<b>44</b>
<b>HWTs</b>									
Cape	345	411	119	20	52	97	37	61	34
Free State	145	272	199	15	38	90	42	62	52
Port Elizabeth	248	334	66	14	46	94	38	58	27
Pretoria	550	882	244	15	34	98	41	60	38
Vaal Triangle	308	374	249	32	55	98	46	61	59
Witwatersrand	383	379	244	26	55	99	43	54	39
<b>Totals for HWTs</b>	<b>1 979</b>	<b>2 652</b>	<b>1 121</b>	<b>21</b>	<b>45</b>	<b>97</b>	<b>41</b>	<b>59</b>	<b>44</b>
Technikon SA	176	860	70	38	51	97	44	60	59
<b>Totals for Technikons</b>	<b>3 71</b>	<b>5 370</b>	<b>1 837</b>	<b>41</b>	<b>61</b>	<b>98</b>	<b>40</b>	<b>56</b>	<b>45</b>
<b>3. Summary</b>									
Universities	10 821	14 900	4 896	34	53	97	41	60	35
Technikons	3 713	5 370	1 837	41	61	98	40	56	45
<b>Totals/Averages for Public Institutions</b>	<b>14 534</b>	<b>20 270</b>	<b>6 733</b>	<b>36</b>	<b>55</b>	<b>97</b>	<b>41</b>	<b>59</b>	<b>38</b>

**Source:** 2003 HEMIS database, November 2004.

**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:** Numbers and percentages may not necessarily add up, owing to rounding off.

**Figure 22: Percentage distribution of black and female staff in public higher education institutions, as a percentage of total permanent staff, in 2003**

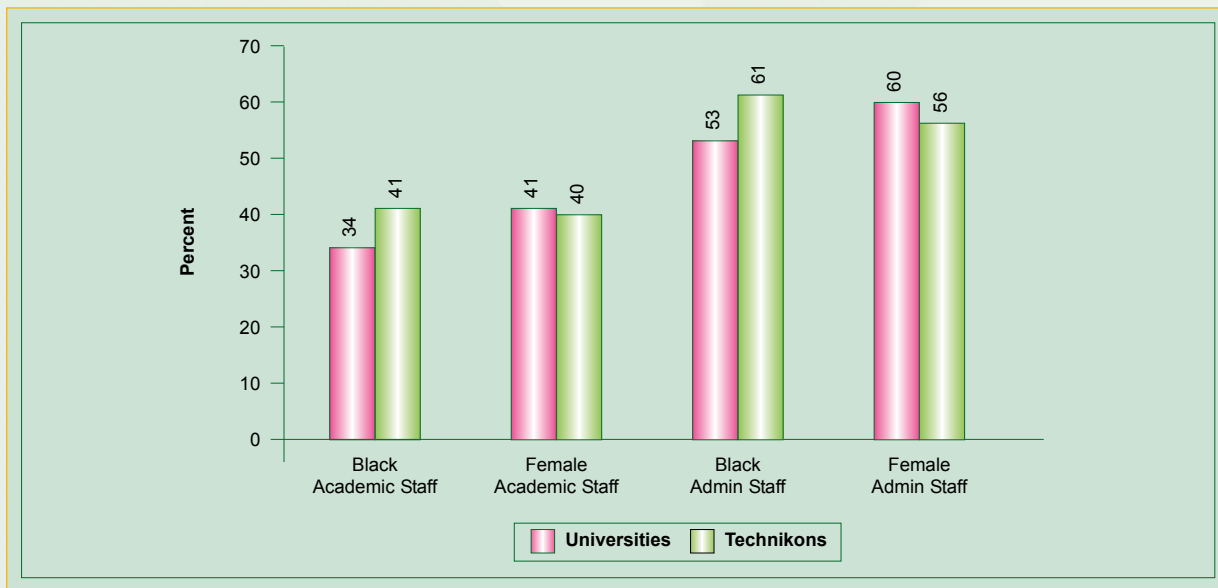


Figure 22 (see also Table 20) points to the serious employment inequalities that existed in the higher education system in 2003. Black (African, Coloured and Indian) staff had only a 34% share of permanently appointed academic (instruction and research) staff posts at universities, and a 41% share of these posts at technikons. Female staff had a 41% share of permanently appointed academic staff posts at universities, and a 40% share of these posts at technikons.



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- Provincial Departments of Education (EMIS units)
- Statistics South Africa

The logo for the Education Management Information System (EMIS) is displayed vertically in a light green, semi-transparent font. It is positioned to the left of a vertical decorative bar that features a colorful, geometric, zig-zag pattern in shades of purple, pink, and orange.



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## 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) (2002)**  
(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)**  
(including stand-alone schools)
- **Higher Education (HE)**  
(including public universities and technikons)



## Did you know that in 2003...

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

**32 751 institutions, comprising the following, were registered with the Department of Education:**

- 26 845 ordinary public and independent schools
- 3 486 ECD sites
- 1 933 ABET centres
- 402 ELSEN (special) schools
- 50 public FET institutions
- 35 public HE institutions

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

- 857 were in ordinary public schools
- 52 were in public HE institutions
- 30 were in public FET institutions
- 22 were in ordinary independent schools
- 19 were in ABET centres
- 15 were in ECD sites
- 6 were in ELSEN (special) schools

