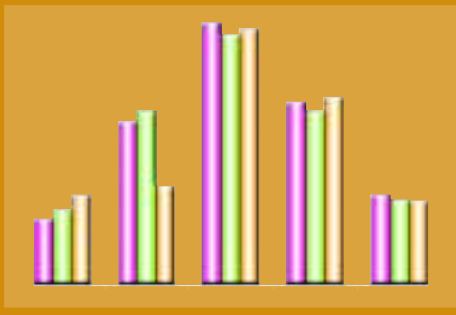


Education Statistics

in South Africa
at a Glance in

2004

Published by the Department of Education
December 2005



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

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FOREWORD

I am pleased to release the Department's next statistical publication, *Education Statistics in South Africa at a Glance in 2004*. It has always been my wish to provide national education statistics in real time so that all users can plan and make decisions using the latest information. It is also my pleasure to announce that the Department has made yet another stride in reducing the time between the acquisition of education information and its publication, and I am positive that this trend will continue until we are able to provide all our principal users with information in the year in which it was collected.

Apart from the fact that the Department is addressing the issue of real-time education information, concerted efforts are being made to provide the nation with reliable and valid education information. We are now in a position to conduct verification initiatives to be able to improve the reliability of the data we acquire. And, through the education information standards that will be promulgated shortly in the *Government Gazette*, we will continue to ensure the standardisation of national education information.

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

In the past, the Department of Education made efforts to develop indicators that are useful in the analysis and monitoring of its policies and to guide its intervention strategies. This time around, additional indicators have been included concerning the 2000-2004 trend line for the demographics of learners, educators, schools, percentage of learners in independent schools, learner-to-educator ratio, and learner-to-school ratio. Gender Parity Index (GPI) and Gross Enrolment Ratio (GER), which further illuminate successes in the monitoring and evaluation of education, are two other important indicators included in the publication.

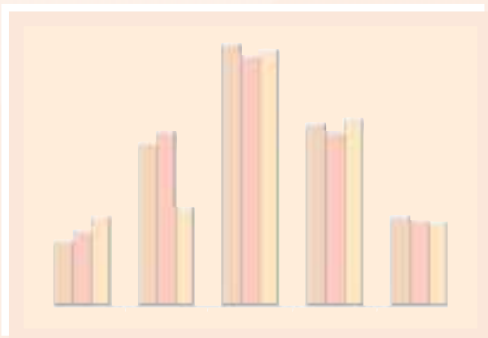
The Department has now finalised the EMIS Improvement Project, which was aimed at improving the completeness, accuracy and reliability of data via the following objectives: the implementation of a South African School Administration and Management System (SA-SAMS) in 575 schools from the nodal areas, the improvement of the quality of data collected through EMIS by developing a quality control system and a schools sampling framework, a reporting system for learner performance at district level, establishing the data credibility of the 1997-2002 data sets, the development of a strategy for a human resources management information system for all education personnel, and the development of an education information dissemination website.

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



A handwritten signature in black ink, consisting of a stylized 'D' followed by a horizontal line and a small flourish at the end.

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

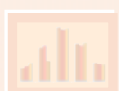


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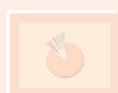


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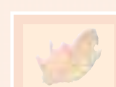
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ACRONYMS

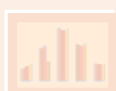
ABET	Adult Basic Education and Training
DoE	Department of Education
EC	Eastern Cape Province
ECD	Early Childhood Development
ELSEN	Education for Learners with Special Education Needs
EMIS	Education Management Information System
FET	Further Education and Training
FS	Free State Province
FTE	Full-time Equivalent
GER	Gross Enrolment Ratio
GET	General Education and Training
GP	Gauteng Province
GPI	Gender Parity Index
Gr. R	Grade R (Reception year or year prior to Grade 1)
HE	Higher Education
HEMIS	Higher Education Management Information System
HG	Higher Grade
KZN	KwaZulu-Natal Province
L:E Ratio	Learner-to-Educator Ratio
LSEN	Learners with Special Education Needs
L:S Ratio	Learner-to-School Ratio
LG	Lower Grade
LP	Limpopo Province
MP	Mpumalanga Province
NAT	National
NC	Northern Cape Province
NW	North West Province
SET	Science, Engineering and Technology
SG	Standard Grade
SGB	School Governing Body
WC	Western Cape Province



1. INTRODUCTION

The Department of Education (DoE) and the nine provincial departments of education have the task of collecting information on the education system as a whole in order to monitor and evaluate the performance of the system. Information is also 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. There has been an improvement in the turnaround time for releasing national education statistics, which is a result of improved provincial capacity in the management of information. All nine provinces now have permanently-appointed and highly-skilled EMIS unit heads. Also, capacity within the DoE has improved tremendously, both in terms of human resources and of systems and hardware. The commitment of the President and of the Ministers of Education and Finance to improving the quality of data and to setting up proper monitoring and evaluation systems, and National Treasury's allocation of substantial funding for EMIS improvement, will definitely enable us to further improve our systems and the quality of information and reporting. The education information standards development process has begun and the standards committee was set up in March 2005. These standards will bring about uniformity across provinces in the collection and processing of information.

This publication covers data primarily for the 2004 reporting year. The Department is still committed to making future editions of this publication available during the year in question. Although this publication contains 2004 data, 2005 data that are not yet ready for publication are available and have been used in support of planning. 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 *2004 Snap Survey* conducted on the 10th school day; for the public HE sector: the *2004 HEMIS Database*; and for the ABET, ELSEN, ECD and public FET sector: *2004 data submitted by provincial EMIS heads* (data from the 2003 report were used whenever 2004 data were not available). Population figures are based on estimates provided by Statistics South Africa (unpublished mid-year population estimates, 2005.) To obtain the percentages of SGB-paid educators at provincial public schools, the *2004 SNAP Survey Database* was used.

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2. OVERVIEW OF THE EDUCATION SYSTEM IN SOUTH AFRICA

The centrefold shows that there were 33 851 established public and registered independent educational institutions in South Africa in 2004, of which 26 879 were ordinary schools and 6 972 were other education institutions, including ABET centres, ELSEN (special) schools, ECD sites, public FET institutions and public HE institutions.

The 26 879 ordinary schools were made up of the following:

- 16 286 primary schools, with 6 320 479 learners and 177 861 educators;
- 5 887 secondary schools, with 3 717 780 learners and 114 755 educators; and
- 4 706 combined¹, intermediate² and middle schools, with 2 138 132 learners and 64 721 educators.

Figure 1: Percentage distribution of learners in the education system in 2004

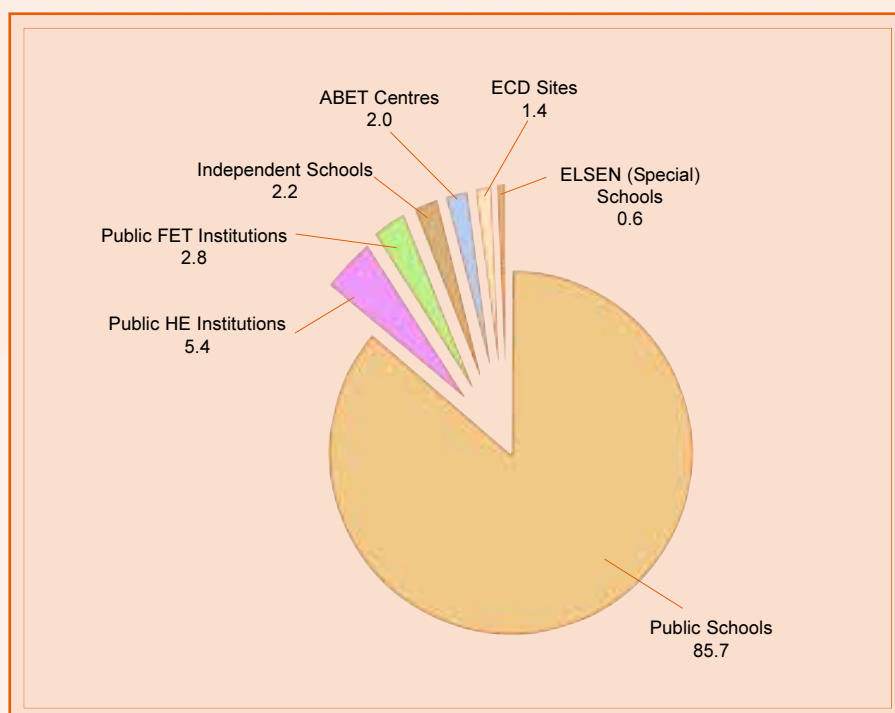


Figure 1 and the centrefold show that, of the 13 863 273 learners and students in all sectors of the education system in 2004, 11 875 439 (85.7%) were in public schools and 300 952 (2.2%) were in independent schools. Of the learners in other institutions, 548 367 (4.0%) were in ABET centres, ELSEN (special) schools and ECD sites, 744 488 (5.4%) were in public HE institutions, and 394 027 (2.8%) were in public FET institutions.

There were 13 863 273 learners and students in the education system, who attended 33 851 educational institutions and were served by 409 898 educators and lecturers.

1 Combined schools usually include Grades 1 to 12.
2 Intermediate and 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 2004

Province	Type of School	Learners ¹⁾			Educators ²⁾			Schools			L:E Ratio ⁴⁾	L:S Ratio ⁵⁾
		Number	As % of Provincial Total	As % of National Total	Number	As % of Provincial Total	As % of National Total	Number	As % of Provincial Total	As % of National Total		
Eastern Cape	Public	2 132 690	99.2	18.0	63 498	98.7	18.4	6 100	98.5	23.7	33.6	350
	Independent	17 618	0.8	5.9	866	1.3	4.9	94	1.5	8.5	20.3	187
	Total	2 150 308		17.7	64 364		17.8	6 194		23.0	33.4	347
Free State	Public	677 419	98.1	5.7	22 451	97.0	6.5	2 009	96.8	7.8	30.2	337
	Independent	13 071	1.9	4.3	693	3.0	3.9	66	3.2	6.0	18.9	198
	Total	690 490		5.7	23 144		6.4	2 075		7.7	29.8	333
Gauteng	Public	1 560 890	91.9	13.1	45 621 ³⁾	85.2	13.2	1 861	82.6	7.2	34.2	839
	Independent	137 018	8.1	45.5	7 956	14.8	45.1	392	17.4	35.4	17.2	350
	Total	1 697 908		13.9	53 577		14.8	2 253		8.4	31.7	754
KwaZulu-Natal	Public	2 671 695	98.3	22.5	73 637	95.8	21.4	5 693	97.1	22.1	36.3	469
	Independent	46 481	1.7	15.4	3 258	4.2	18.5	172	2.9	15.5	14.3	270
	Total	2 718 176		22.3	76 895		21.2	5 865		21.8	35.3	463
Limpopo	Public	1 870 742	98.8	15.8	52 571	97.9	15.3	4 196	97.7	16.3	35.6	446
	Independent	22 884	1.2	7.6	1 123	2.1	6.4	98	2.3	8.9	20.4	234
	Total	1 893 626		15.6	53 694		14.8	4 294		16.0	35.3	441
Mpumalanga	Public	914 335	97.8	7.7	25 631	97.4	7.4	1 853	95.7	7.2	35.7	493
	Independent	20 451	2.2	6.8	674	2.6	3.8	84	4.3	7.6	30.3	243
	Total	934 786		7.7	26 305		7.3	1 937		7.2	35.5	483
North West	Public	891 654	98.7	7.5	29 752	97.8	8.6	2 184	97.8	8.5	30.0	408
	Independent	11 725	1.3	3.9	681	2.2	3.9	49	2.2	4.4	17.2	239
	Total	903 379		7.4	30 433		8.4	2 233		8.3	29.7	405
Northern Cape	Public	206 511	98.8	1.7	6 067	98.2	1.8	425	97.0	1.6	34.0	486
	Independent	2 489	1.2	0.8	113	1.8	0.6	13	3.0	1.2	22.0	191
	Total	209 000		1.7	6 180		1.7	438		1.6	33.8	477
Western Cape	Public	949 503	97.0	8.0	25 180	91.7	7.3	1 451	91.3	5.6	37.7	654
	Independent	29 215	3.0	9.7	2 270	8.3	12.9	139	8.7	12.6	12.9	210
	Total	978 718		8.0	27 450		7.6	1 590		5.9	35.7	616
National	Public	11 875 439	97.5		344 408	95.1		25 772	95.9		34.5	461
	Independent	300 952	2.5		17 634	4.9		1 107	4.1		17.1	272
	Total	12 176 391			362 042			26 879			33.6	453

Source: 2004 SNAP Survey (conducted on the 10th school day).

Note 1: Data are for ordinary public and independent schools (collectively referred to as ordinary schools) only. Data on stand-alone ECD sites, 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 schools.
- 2) Public Educators in EC, FS, KZN, MP and WC represent only State-paid educators, while those in GT, LP and NW represent both State- and SGB-paid educators. Public educators in NC represent a combination of both. The percentages of SGB-paid educators at provincial public schools, as reflected in the 2004 SNAP Survey database, are: EC:4.3%, FS:3.5%, GP:11.5%, KZN:6.8%, LP:2.9%, MP:5.2%, NW:4.1%, NC:7.6%, WC:14.6% and NAT:6.5%. (SGB = School Governing Body)
- 3) For 1999-2001 Gauteng reported on public schools in respect of both State- and SGB-paid educators, while for 2002-2004 the reporting was in respect of State-paid educators only. To bring 2004 on par with the reporting for 1999-2001, 11.5% SGB-paid educators, as indicated in note 2), were added to the 40 916 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 2004, there were 26 879 ordinary schools in South Africa. These schools excluded stand-alone ELSEN (special) schools and ECD sites. 95.9% (25 772) of the ordinary schools were public schools and 4.1% (1 107) were independent schools. The Eastern Cape (6 100, or 23.7% of national total) had the largest number of ordinary public schools, while the Northern Cape (425, or 1.6% of national total) had the smallest number. Gauteng had the largest number of independent schools in the country (392, or 35.4% of national total) and KwaZulu-Natal the second largest (172, or 15.5% of national total).

3.1.2 Learners (see Table 1)

In 2004, there were 12 176 391 learners in ordinary schools in South Africa, of which 97.5% were in public schools

and 2.5% were in independent schools. KwaZulu-Natal had the largest number of learners in ordinary schools (2 718 176, or 22.3% of national total) and the Eastern Cape the second largest (2 150 308, or 17.7% of national total).

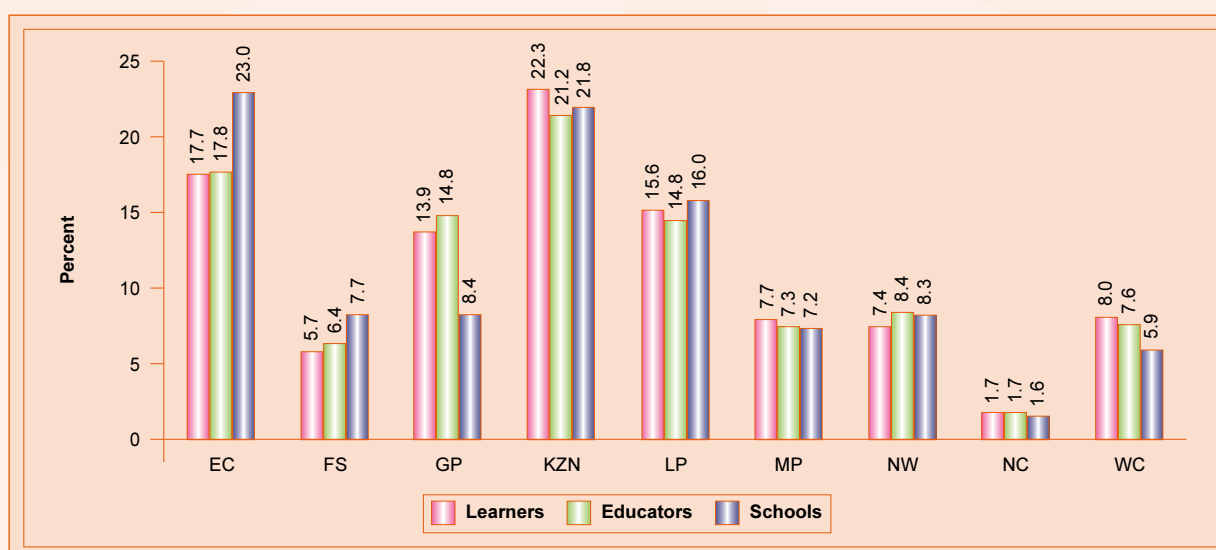
Gauteng (137 018, or 45.5% of national total) had the largest number of learners in independent schools and KwaZulu-Natal (46 481, or 15.4% of national total) the second largest.

3.1.3 Educators (see Table 1)

There were 362 042 educators in ordinary schools in South Africa in 2004, of which 95.1% were in public schools and 4.9% 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 11.5%. The raw data reported by Gauteng are reflected in the centrefold, indicating a national total of 357 337 educators. KwaZulu-Natal (76 895, or 21.2% of national total) had the largest number of educators in ordinary schools and the Eastern Cape (64 364, or 17.8% of national total) the second largest. The Northern Cape had the smallest number of educators in independent schools (113, or 0.6% 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 2004



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 2004, the Eastern Cape, one of the more rural provinces, had 23.0% of the national total of ordinary schools serving 17.7% of South Africa's learners, while Gauteng, the most urbanised province, had 8.4% of the national total of ordinary schools serving 13.9% of the country's learners. This is also reflected in the learner-to-school ratio, Table 1, with the Eastern Cape having, on average, 347 learners to one school and Gauteng having, on average, 754 learners to one school.

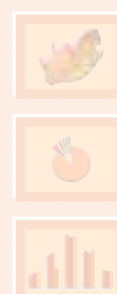


Figure 3: Distribution of learners, educators and schools in the independent school sector, as percentage of provincial totals in the ordinary school sector, by province, in 2004

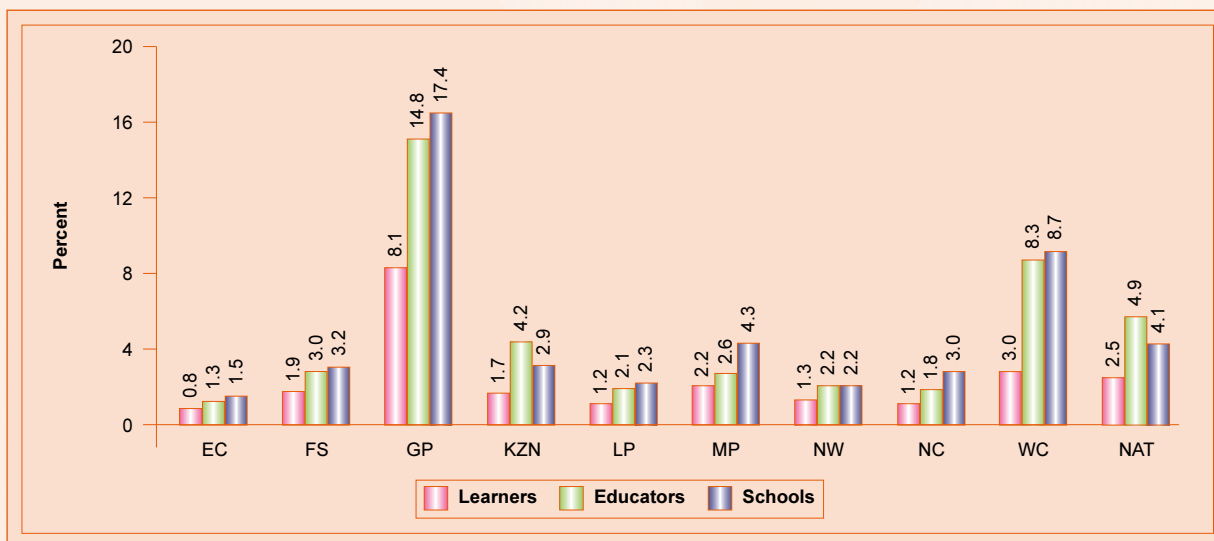


Figure 3 indicates that, in 2004, Gauteng had the largest proportion of independent school learners, educators and schools (8.1%, 14.8% and 17.4%, respectively), while the Eastern Cape had the smallest proportion in all three categories (0.8%, 1.3% and 1.5%, respectively).

3.1.5 Indicators

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

In 2004, the national average learner-to-educator ratio at ordinary schools in the country was 33.6, ranging, by province, from 29.7 in North West to 35.7 in the Western Cape. The national average for public schools was 34.5 and for independent schools, 17.1

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

The national average learner-to-school ratio at ordinary schools in South Africa was 453 in 2004, ranging, by province, from 333 in the Free State to 754 in Gauteng. In four provinces (the Eastern Cape, the Free State, Limpopo, and North West) the ratio was lower than the national average. The national average ratio for public schools was 461, and for independent schools, 272.

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

It should be noted that Tables 2 and 3 reflect that education in ordinary schools could be grouped in terms of either a GET and a FET band or the traditional primary and secondary phases. The GET band (Grades R to 9) caters for the following phases: foundation phase (Grades R to 3), intermediate phase (Grades 4 to 6) and senior phase (Grades 7 to 9). The FET band caters for Grades 10 to 12 and excludes learners in FET colleges. Education White Paper 5 on early childhood education stipulates that, by 2010, all children entering Grade 1 must have participated in an accredited Reception Year Programme (Grade R) offered at primary schools or at stand-alone community-based sites.

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. 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 2004, as shown in Table 2, the total GER for the combined GET and FET bands was 93%, which is lower than the GER of 98% for the combined primary and secondary phases. This is perhaps due, mainly, to the fact that a significant number of Grade R learners of the appropriate school age are not in ordinary primary schools. Some provinces

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

Table 2: Gross Enrolment Ratio (GER) and Gender Parity Index (GPI) in the ordinary school sector, by province and gender, in 2004

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	113	79	99				102	74	95			
	Male	116	64	95				101	56	91			
	Total	114	72	97	0.98	1.23	1.05	101	65	93	1.01	1.31	1.05
Free State	Female	93	86	90				87	80	85			
	Male	96	80	89				88	72	85			
	Total	94	83	90	0.96	1.08	1.01	88	76	85	0.98	1.11	1.01
Gauteng	Female	102	99	101				95	93	94			
	Male	106	95	101				97	86	95			
	Total	104	97	101	0.97	1.05	1.00	96	89	94	0.98	1.08	1.00
KwaZulu-Natal	Female	102	93	98				94	90	93			
	Male	108	88	100				98	83	95			
	Total	105	91	99	0.94	1.06	0.98	96	86	94	0.96	1.08	0.98
Limpopo	Female	98	105	100				95	106	98			
	Male	105	95	101				100	91	98			
	Total	101	100	101	0.93	1.11	1.00	97	98	98	0.96	1.16	1.00
Mpumalanga	Female	101	101	101				95	98	96			
	Male	109	93	103				100	87	97			
	Total	105	97	102	0.93	1.08	0.99	97	93	96	0.95	1.13	0.99
North West	Female	96	90	94				87	87	87			
	Male	101	85	95				90	79	88			
	Total	99	88	94	0.95	1.06	0.99	89	83	87	0.96	1.09	0.99
Northern Cape	Female	99	84	93				91	75	88			
	Male	103	80	94				93	70	88			
	Total	101	82	93	0.96	1.05	0.99	92	73	88	0.97	1.08	0.99
Western Cape	Female	101	91	97				95	81	92			
	Male	103	81	94				95	68	89			
	Total	102	86	95	0.98	1.12	1.03	95	74	90	1.00	1.20	1.03
National	Female	102	93	98				95	88	93			
	Male	107	85	98				97	78	93			
	Total	104	89	98	0.96	1.10	1.00	96	83	93	0.97	1.14	1.01

Source 1: 2004 SNAP Survey (conducted on the 10th school day).

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

Figure 4: Gross enrolment ratio (GER) for grades R to 12, in the ordinary school sector, by province, in 2004

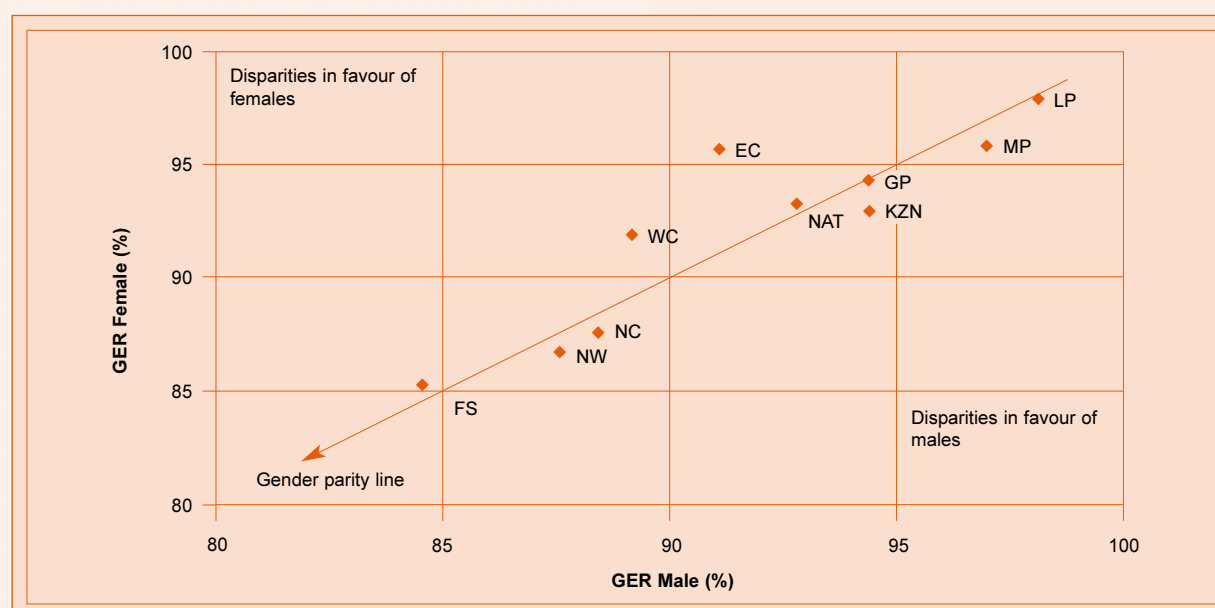


Figure 4 compares the total GER for male and female learners in 2004. If the GER value for a province lies above the gender parity line, it shows that more female learners than male learners of the same appropriate school-age population are enrolled, and indicates a disparity in favour of females. The province with the largest gender gap, which lies furthest from the gender parity line, was the Eastern Cape. Gauteng and Limpopo showed almost no gender gap.

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

Gender Parity Index (GPI) is defined as GER for females divided by GER for males. This index is used to indicate the level of access of females to education, compared to that of males. For example, a GPI of more than 1 indicates that, in proportion to the appropriate school-age population, there are more females than males in the school system. In 2004, as indicated in Table 2, the highest GPI (1.14) was reflected in the FET band and the lowest in the primary phase (0.96), confirming that, relative to the appropriate school-age population, there were more female learners in the FET band than there were in the primary school phase.

Figure 5: Gender parity index (GPI) for grades R to 12, in the ordinary school sector, by province, in 2004

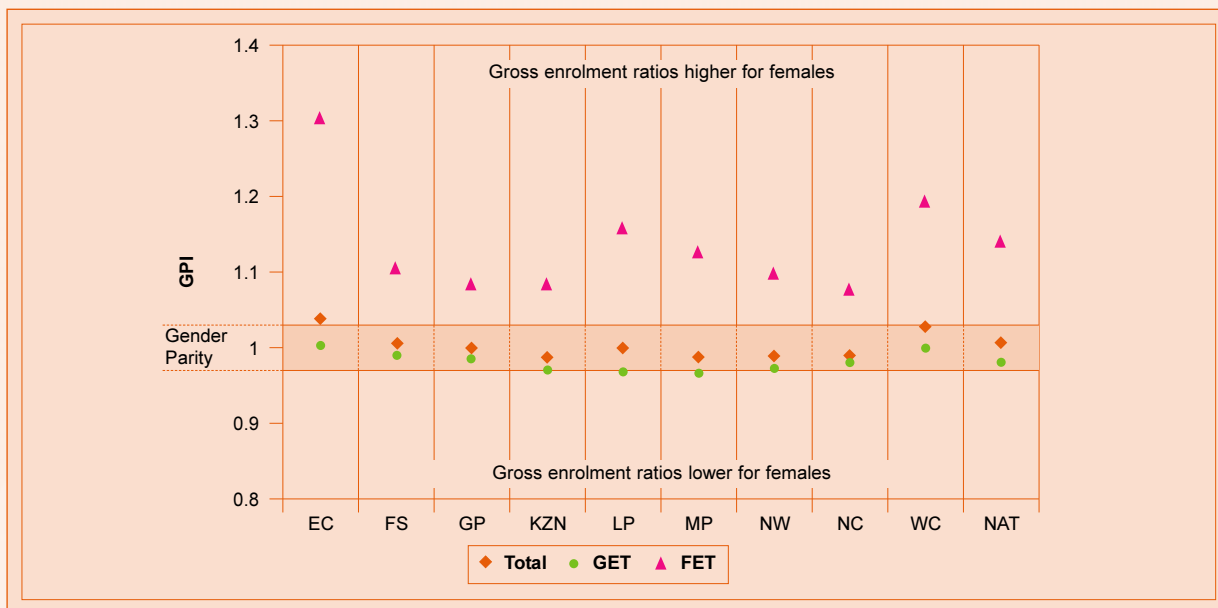
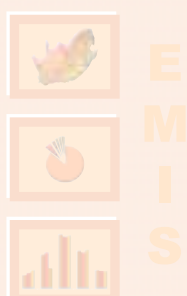


Figure 5 shows the GPI in 2004. Gender parity is considered to have been attained when the GPI lies between 0.97 and 1.03 (Global Education Digest 2005, UNESCO Institute for Statistics). This figure clearly shows that, in all provinces, gender disparity occurred in the FET band, while, for most provinces, the GET band lies within the gender parity band width. Figure 5 also indicates a high level of gender disparity in the FET band for the Eastern Cape.



3.1.6 Learners, by grade and school phase

Table 3: Number of learners in ordinary schools, by province, gender and grade, in 2004

Province	Type of School	Gender	Pre-Grade R Phase Pre-Gr. R	General Education and Training (GET) Band																Total (GET Band)
				Foundation Phase					Intermediate Phase				Senior Phase							
				Gr. R	Gr. 1	Gr. 2	Gr. 3	Total	Gr. 4	Gr. 5	Gr. 6	Total	Gr. 7	Gr. 8	Gr. 9	Total				
Eastern Cape	Public	Female	2 910	37 868	134 429	103 478	97 949	373 724	93 804	91 141	90 644	275 589	89 668	83 082	72 888	245 638	894 951			
		Total	5 612	74 859	279 471	214 515	202 843	771 688	194 186	185 033	179 441	558 660	173 720	158 092	134 943	466 755	1 797 103			
	Independent	Female	296	355	672	631	627	2 285	599	581	607	1 787	608	765	674	2 047	6 119			
		Total	534	712	1 367	1 290	1 247	4 616	1 177	1 182	1 271	3 630	1 174	1 491	1 309	3 974	12 220			
	Both	Female	3 206	38 223	135 101	104 109	98 576	376 009	94 403	91 722	91 251	277 376	90 276	83 847	73 562	247 685	901 070			
		Male	2 940	37 348	145 737	111 696	105 514	400 295	100 960	94 493	89 461	284 914	84 618	75 736	62 690	223 044	908 253			
		Total	6 146	75 571	280 838	215 805	204 090	776 304	195 363	186 215	180 712	562 290	174 894	159 583	136 252	470 729	1 809 323			
Free State	Public	Female	1)	7 910	31 960	28 764	26 226	94 860	25 684	24 553	26 036	76 273	33 030	30 715	27 822	91 567	262 700			
		Total	1)	15 945	66 425	58 489	53 615	194 474	52 850	50 736	53 579	157 165	66 107	60 305	54 645	181 057	532 696			
	Independent	Female	1)	273	661	533	500	1 967	472	467	436	1 375	512	609	511	1 632	4 974			
		Total	1)	537	1 265	1 123	1 021	3 946	967	945	957	2 869	1 101	1 252	999	3 352	10 167			
	Both	Female	1)	8 183	32 621	29 297	26 726	96 827	26 156	25 020	26 472	77 648	33 542	31 324	28 333	93 199	267 674			
		Male	1)	8 299	35 069	30 315	27 910	101 593	27 661	26 661	28 064	82 386	33 666	30 233	27 311	91 210	275 189			
		Total	1)	16 482	67 690	59 612	54 636	198 420	53 817	51 681	54 536	160 034	67 208	61 557	55 644	184 409	542 863			
Gauteng	Public	Female	1 689	14 212	72 349	70 490	68 569	225 620	61 436	55 037	66 100	182 573	70 469	67 111	63 244	200 824	609 017			
		Total	3 374	28 873	149 269	142 708	137 275	458 125	124 604	114 821	133 918	373 343	142 315	133 365	125 184	400 864	1 232 332			
	Independent	Female	1 575	2 999	5 648	5 549	5 151	19 347	4 634	4 430	4 632	13 696	4 807	6 456	5 790	17 053	50 096			
		Total	3 110	5 817	11 226	11 026	10 174	38 243	9 365	9 006	9 362	27 733	9 755	12 531	11 307	33 593	99 569			
	Both	Female	3 264	17 211	77 997	76 039	73 720	244 967	66 070	59 467	70 732	196 269	75 276	73 567	69 034	217 877	659 113			
		Male	3 220	17 479	82 498	77 695	73 729	251 401	67 899	64 360	72 548	204 807	76 794	72 329	67 457	216 580	672 788			
		Total	6 484	34 690	160 495	153 734	147 449	496 368	133 969	123 827	143 280	401 076	152 070	145 896	136 491	434 457	1 321 901			
KwaZulu-Natal	Public	Female	1 369	35 295	141 006	125 079	127 727	429 107	99 293	88 368	103 448	291 109	107 601	110 628	100 736	318 965	1 039 181			
		Total	2 784	70 578	299 452	258 882	258 102	887 014	206 385	187 637	210 588	604 610	217 967	221 889	197 507	637 363	2 128 987			
	Independent	Female	732	1 236	1 794	1 793	1 816	6 639	1 368	1 315	1 370	4 053	1 406	2 215	2 004	5 625	16 317			
		Total	1 411	2 520	3 525	3 498	3 557	13 100	2 644	2 649	2 735	8 028	2 858	4 207	3 792	10 857	31 985			
	Both	Female	2 101	36 531	142 800	126 872	129 543	435 746	100 661	89 683	104 818	295 162	109 007	112 843	102 740	324 590	1 055 498			
		Male	2 094	36 567	160 177	135 508	132 116	464 368	108 368	100 603	108 505	317 476	111 818	113 253	98 559	323 630	1 105 474			
		Total	4 195	73 098	302 977	262 380	261 659	900 114	209 029	190 286	213 323	612 638	220 825	226 096	201 299	648 220	2 160 972			
Limpopo	Public	Female	766	44 156	83 851	72 733	71 147	271 887	69 097	66 099	74 585	209 781	77 158	78 714	74 421	230 293	711 961			
		Total	1 628	88 670	172 088	149 828	147 107	557 693	145 884	141 535	153 394	440 813	156 241	156 767	145 007	458 015	1 456 521			
	Independent	Female	309	529	934	913	934	3 310	904	972	956	2 832	984	898	751	2 633	8 775			
		Total	639	1 055	1 971	1 833	1 869	6 728	1 816	1 891	1 936	5 643	1 925	1 645	1 383	4 953	17 324			
	Both	Female	1 075	44 685	84 785	73 646	72 081	275 197	70 001	67 071	75 541	212 613	78 142	79 612	75 172	232 926	720 736			
		Male	1 192	45 040	89 274	78 015	76 895	289 224	77 699	76 355	79 789	233 843	80 024	78 800	71 218	230 042	753 109			
		Total	2 267	89 725	174 059	151 661	148 976	564 421	147 700	143 426	155 330	446 456	158 166	158 412	146 390	462 968	1 473 845			
Mpumalanga	Public	Female	1 885	9 585	48 128	38 237	37 824	133 774	35 655	33 657	34 963	104 275	37 924	39 427	35 796	113 147	351 196			
		Total	3 676	18 301	100 107	79 015	77 904	275 327	74 010	70 871	71 904	216 785	77 211	78 154	70 023	225 388	717 500			
	Independent	Female	956	2 653	705	600	513	4 471	480	500	520	1 500	507	559	456	1 522	7 493			
		Total	1 850	5 394	1 372	1 138	1 093	8 997	1 037	1 014	1 069	3 120	1 049	1 102	989	3 140	15 257			
	Both	Female	2 841	12 238	48 833	38 837	38 337	138 245	36 135	34 157	35 483	105 775	38 431	39 986	36 252	114 669	358 689			
		Male	2 685	11 457	52 646	41 316	40 660	146 079	38 912	37 728	37 490	114 130	39 829	39 270	34 760	113 859	374 068			
		Total	5 526	23 695	101 479	80 153	78 997	284 324	75 047	71 885	72 973	219 905	78 260	79 256	71 012	228 528	732 757			
North West	Public	Female	208	2 523	41 269	39 540	41 703	125 035	36 177	30 602	36 429	103 208	41 845	37 971	35 503	115 319	343 562			
		Total	419	4 981	85 621	81 329	83 819	255 750	73 506	64 548	74 759	212 813	86 834	75 213	69 794	231 841	700 404			
	Independent	Female	190	336	589	548	676	2 149	413	386	414	1 213	417	554	414	1 385	4 747			
		Total	398	644	1 200	1 147	1 259	4 250	871	773	826	2 470	809	1 036	807	2 652	9 372			
	Both	Female	398	2 859	41 858	40 088	42 379	127 184	36 590	30 988	36 843	104 421	42 262	38 525	35 917	116 704	348 309			
		Male	419	2 766	44 963	42 388	42 699	132 816	37 377	34 333	38 742	110 862	45 381	37 724	34 684	117 789	361 467			
		Total	817	5 625	86 821	82 476	85 078	260 000	74 978	65 321	75 585	215 283	87 643	76 249	70 601	234 493	709 776			
Northern Cape	Public	Female	210	2 858	11 179	9 310	8 603	31 950	8 410	8 102	8 585	25 097	9 802	8 320	8 118	26 240	83 287			
		Total	450	5 739	23 168	18 996	17 600	65 503	17 415	16 339	17 139	50 893	20 250	16 580	16 024	52 854	169 250			
	Independent	Female	8	70	99	85	63	317	72	58	41	171	56	157	186	399	887			
		Total	20	136	177	150	134	597	124	104	96	324	102	274	309	685	1 606			
	Both	Female	218	2 928	11 278	9 395	8 666	32 267	8 482	8 160	8 626	25 268	9 858	8 477	8 304	26 639	84 174			
		Male	252	2 947	12 067	9 751	9 068	33 833	9 057	8 283	8 609	25 949	10 494	8 377	8 029	26 900	86 682			
		Total	470	5 875	23 345	19 146	17 124	66 100	17 539	16 443	17 235	51 217	20 352	16 854	16 333	53 539	170 856			
Western Cape	Public	Female	1 378	14 964	50 097	40 232	40 121	145 414	37 603	31 551	41 006	110 160	44 131	43 172	40 824	128 127	383 701			
		Total	2 669	30 108	102 519	81 808	81 045	295 480	76 163	65 754	82 243	224 160	89 138	84 767	78 803	252 708	772 348			
	Independent	Female	785	821	1 410	1 217	1 169	4 617	1 068	1 062	1 069	3 199	985	1 057	999	3 041	10 857			
		Total	1 478	1 618	2 793	2 426	2 292	9 129	2 135	2 073	2 148	6 356	1 998	2 040	1 904	5 942	21 427			
	Both	Female	2 163	15 785	51 507	41 449	41 290	150 031	38 671	32 613	42 075	113 359	45 116	44 229	41 823	131 168	394 558			
		Male	1 984	15 941	53 805	42 785	42 047	154 578	39 627	35 214	42 316	117 157	46 020	42 578	38 884	127 482	399 217			
		Total	4 147	31 726	105 312	84 234	83 337	304 609	78 298	67 827	84 391	230 516	91 136	86 807	80 707	258 650	793 775			
National	Public	Female	10 415	169 371	614 268	527 863	519 869	1 831 371	467 159	429 110	481 796	1 378 065	511 628	499 140	459 352	1 470 120	4 679 556			
		Total	20 612	338 054	1 278 120	1 085 570	1 059 310	3 761 054	965 003	897 274	976 965	2 839 242	1 029 783	985 132	891 930	2 906 845	9 507 141			
	Independent	Female	4 851	9 272	12 512	11 869	11 449	45 102	10 010	9 771	10 045	29 826	10 282	13 270	11 785	35 337	110 265			
		Total	9 440	18 433	24 896	23 631	22 646	89 606	20 136	19 637	20 400	60 173	20 771	25 578	22 799	69 148	218 927			
	Both	Female																		

Table 3: Number of learners in ordinary schools, by province, gender and grade, in 2004 (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	85 634	61 333	38 285	185 252	476	49	525	701 113	341 222	1 042 335	1 083 638
		Total	153 867	107 409	67 395	328 671	1 213	91	1 304	1 429 209	621 706	2 050 915	2 132 690
	Independent	Female	871	756	868	2 495	0	192	192	4 325	3 934	8 259	9 102
		Total	1 609	1 386	1 560	4 555	1	308	309	8 708	7 355	16 063	17 618
	Both	Female	86 505	62 089	39 153	187 747	476	241	717	705 438	345 156	1 050 594	1 092 740
		Male	68 971	46 706	29 802	145 479	738	158	896	732 479	283 905	1 016 384	1 057 568
Total		155 476	108 795	68 955	333 226	1 214	399	1 613	1 437 917	629 061	2 066 978	2 150 308	
Free State	Public	Female	35 073	23 032	13 350	71 455	0	0	0	196 253	129 992	326 245	334 155
		Total	68 546	43 383	25 312	137 241	7 482	0	7 482	401 801	252 191	653 992	677 419
	Independent	Female	594	524	432	1 550	0	0	0	3 581	2 670	6 251	6 524
		Total	1 147	958	785	2 890	14	0	14	7 379	5 141	12 520	13 071
	Both	Female	35 667	23 556	13 782	73 005	0	0	0	199 834	132 662	332 496	340 679
		Male	34 026	20 785	12 315	67 126	7 496	0	7 496	209 346	124 670	334 016	349 811
Total		69 693	44 341	26 097	140 131	7 496	0	7 496	409 180	257 332	666 512	690 490	
Gauteng	Public	Female	73 555	57 291	37 558	168 404	1 018	211	1 229	464 450	298 759	763 209	780 339
		Total	145 672	107 125	68 983	321 780	2 984	420	3 404	944 910	580 329	1 525 239	1 560 890
	Independent	Female	6 174	5 868	6 009	18 051	84	252	336	34 851	30 297	65 148	70 058
		Total	11 678	11 058	10 932	33 668	254	417	671	69 914	57 506	127 420	137 018
	Both	Female	79 729	63 159	43 567	186 455	1 102	463	1 565	499 301	329 056	828 357	850 397
		Male	77 621	55 024	36 348	168 993	2 136	374	2 510	515 523	308 779	824 302	847 511
Total		157 350	118 183	79 915	355 448	3 238	837	4 075	1 014 824	637 835	1 652 659	1 697 908	
KwaZulu-Natal	Public	Female	114 112	101 385	61 028	276 525	2 380	209	2 589	792 522	487 889	1 280 411	1 319 664
		Total	226 019	192 564	114 663	533 246	6 339	339	6 678	1 639 013	952 642	2 591 655	2 671 695
	Independent	Female	2 018	2 090	3 041	7 149	15	85	100	10 862	11 368	22 230	24 298
		Total	3 775	3 732	5 374	12 881	32	172	204	21 466	20 880	42 346	46 481
	Both	Female	116 130	103 475	64 069	283 674	2 395	294	2 689	803 384	499 257	1 302 641	1 343 962
		Male	113 664	92 821	55 968	262 453	3 976	217	4 193	857 095	474 265	1 331 360	1 374 214
Total		229 794	196 296	120 037	546 127	6 371	511	6 882	1 660 479	973 522	2 634 001	2 718 176	
Limpopo	Public	Female	89 130	88 434	42 896	220 460	57	0	57	514 670	373 595	888 265	933 244
		Total	169 939	163 377	79 191	412 507	86	0	86	1 066 077	714 281	1 780 358	1 870 742
	Independent	Female	833	862	995	2 690	0	0	0	6 597	4 339	10 936	11 774
		Total	1 562	1 653	1 694	4 909	12	0	12	13 241	7 937	21 178	22 884
	Both	Female	89 963	89 296	43 891	223 150	57	0	57	521 267	377 934	899 201	945 018
		Male	81 538	75 734	36 994	194 266	41	0	41	558 051	344 284	902 335	948 608
Total		171 501	165 030	80 885	417 416	98	0	98	1 079 318	722 218	1 801 536	1 893 626	
Mpumalanga	Public	Female	43 851	35 885	21 746	101 482	305	0	305	266 388	176 705	443 093	454 868
		Total	84 834	66 840	40 466	192 140	1 019	0	1 019	551 022	340 317	891 339	914 335
	Independent	Female	492	580	714	1 786	21	0	21	3 825	2 801	6 626	10 256
		Total	946	1 064	1 274	3 284	60	0	60	7 772	5 375	13 147	20 451
	Both	Female	44 343	36 465	22 460	103 268	326	0	326	270 213	179 506	449 719	465 124
		Male	41 437	31 439	19 280	92 156	753	0	753	288 581	166 186	454 767	469 662
Total		85 780	67 904	41 740	195 424	1 079	0	1 079	558 794	345 692	904 486	934 786	
North West	Public	Female	44 171	31 979	20 637	96 787	2 526	61	2 587	267 565	170 261	437 826	443 144
		Total	87 335	59 802	38 404	185 541	5 160	130	5 290	550 416	330 548	880 964	891 654
	Independent	Female	433	369	290	1 092	1	21	22	3 443	2 060	5 503	6 051
		Total	771	627	519	1 917	1	37	38	6 885	3 760	10 645	11 725
	Both	Female	44 604	32 348	20 927	97 879	2 527	82	2 609	271 008	172 321	443 329	449 195
		Male	43 502	28 081	17 996	89 579	2 634	85	2 719	286 293	161 987	448 280	454 184
Total		88 106	60 429	38 923	187 458	5 161	167	5 328	557 301	334 308	891 609	903 379	
Northern Cape	Public	Female	8 751	6 212	3 557	18 520	260	0	260	63 991	34 958	98 949	102 277
		Total	17 322	11 959	6 853	36 134	677	0	677	130 907	68 738	199 645	206 511
	Independent	Female	229	176	142	547	4	0	4	474	890	1 364	1 446
		Total	356	254	245	855	8	0	8	887	1 438	2 325	2 489
	Both	Female	8 980	6 388	3 699	19 067	264	0	264	64 465	35 848	100 313	103 723
		Male	8 698	5 825	3 399	17 922	421	0	421	67 329	34 328	101 657	105 277
Total		17 678	12 213	7 098	36 989	685	0	685	131 794	70 176	201 970	209,000	
Western Cape	Public	Female	43 378	30 368	22 124	95 870	135	0	172	284 741	179 866	464 607	481 084
		Total	80 611	54 095	39 379	174 085	399	2	540	578 670	337 655	916 325	949 503
	Independent	Female	1 021	941	1 228	3 190	12	47	59	7 980	5 246	13 226	14 891
		Total	1 946	1 851	2 363	6 160	34	116	150	15 865	10 104	25 969	29 215
	Both	Female	44 399	31 309	23 352	99 060	147	47	231	292 721	185 112	477 833	495 975
		Male	38 158	24 637	18 390	81 185	286	71	459	301 814	162 647	464 461	482 743
Total		82 557	55 946	41 742	180 245	433	118	690	594 535	347 759	942 294	978 718	
National	Public	Female	537 655	435 919	261 181	1 234 755	7 157	530	7 687	3 551 693	2 193 247	5 744 940	5 932 413
		Total	1 034 145	806 554	480 646	2 321 345	25 359	982	26 341	7 292 025	4 198 407	11 490 432	11 875 439
	Independent	Female	12 665	12 166	13 719	38 550	137	597	734	75 938	63 605	139 543	154 400
		Total	23 790	22 583	24 746	71 119	416	1 050	1 466	152 117	119 496	271 613	300 952
	Both	Female	550 320	448 085	274 900	1 273 305	7 294	1 127	8 421	3 627 631	2 256 852	5 884 483	6 086 813
		Male	507 615	381 052	230 492	1 119 159	18 481	905	19 386	3 816 511	2 061 051	5 877 562	6 089 578
Total		1 057 935	829 137	505 392	2 392 464	25 775	2 032	27 807	7 444 142	4 317 903	11 762 045	12 176 391	

Source: 2004 SNAP Survey (conducted on the 10th school day).

Note 1: Data exclude learners at stand-alone ECD sites, ELSEN (special) schools, ABET centres and public FET institutions.

Note 2: Owing to a shortage of space, the male enrolment figures for public and independent schools are intentionally omitted.

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

Figure 6: Percentage distribution of learners in ordinary schools, by phase, in 2004

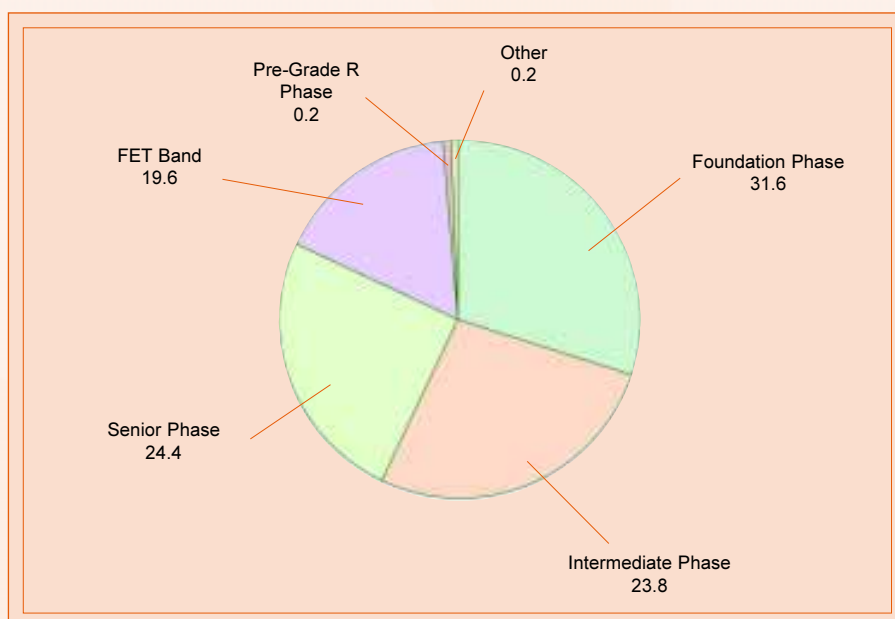


Figure 6 shows that, of every 100 learners in ordinary schools in South Africa in 2004, almost 32 were in the foundation phase, slightly less than 24 were in the intermediate phase, more than 24 were in the senior phase, almost 20 were in the FET band, and less than one was in the pre-Grade-R phase and 'other' combined.

Figure 7: Percentage distribution of learners in ordinary schools, by phase and gender, in 2004

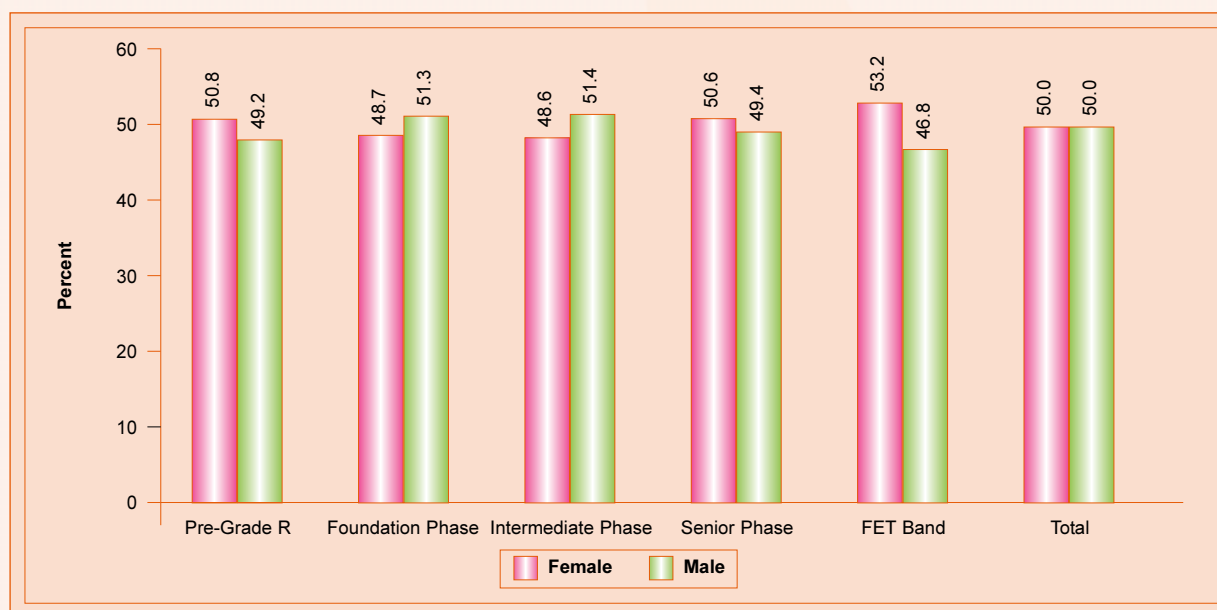
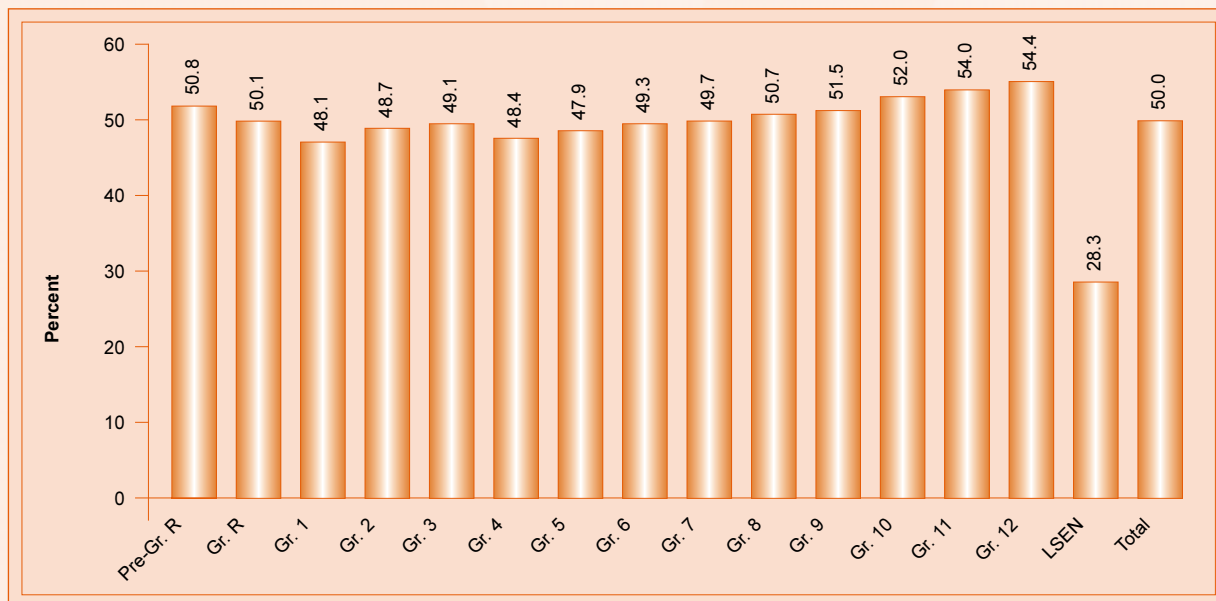


Figure 7 indicates that, in 2004, females and males were equally represented in ordinary schools in South Africa. There were more males than females in the foundation and intermediate phases, whereas there were more females than males in the other three phases. The highest percentage of females (53.2%) was found in the FET band.

Figure 8: Percentage distribution of female learners in ordinary schools, by grade, in 2004



In 2004, as indicated in Figure 8, there were fewer females than males in Grades 1 to 7, whilst the opposite was true for Grades 8 to 12. Grade 12 females (54.4%) accounted for the highest female enrolment in all the grades. The lowest female enrolment was for LSEN (28.3%).

Figure 9: Distribution of learners in independent schools as percentage of ordinary school learners, by grade, in 2004

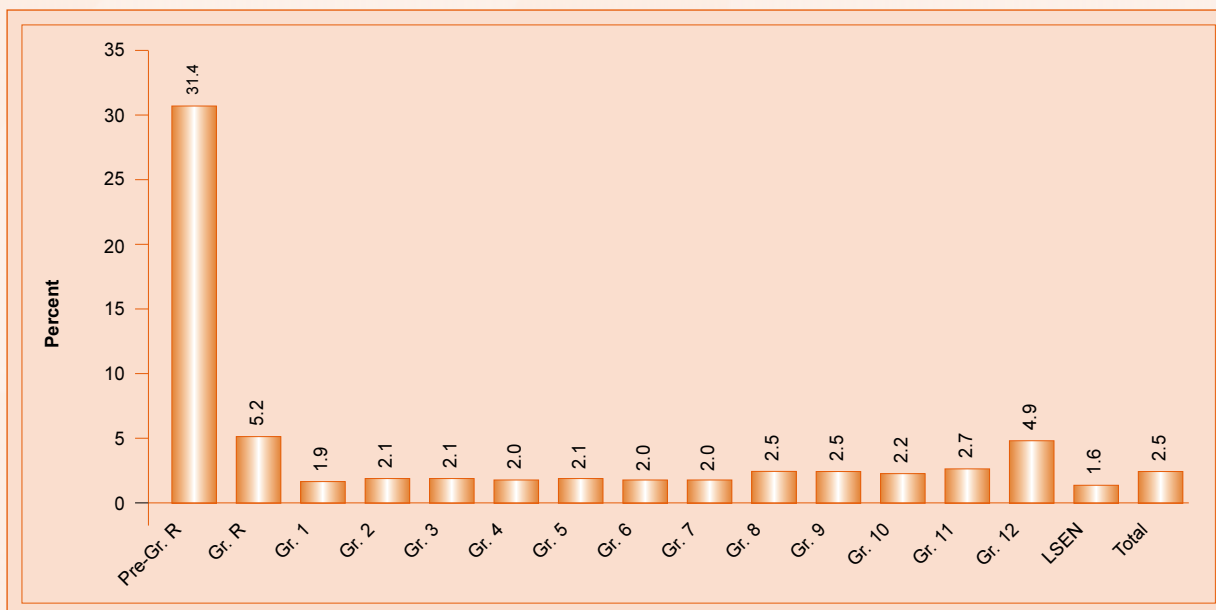
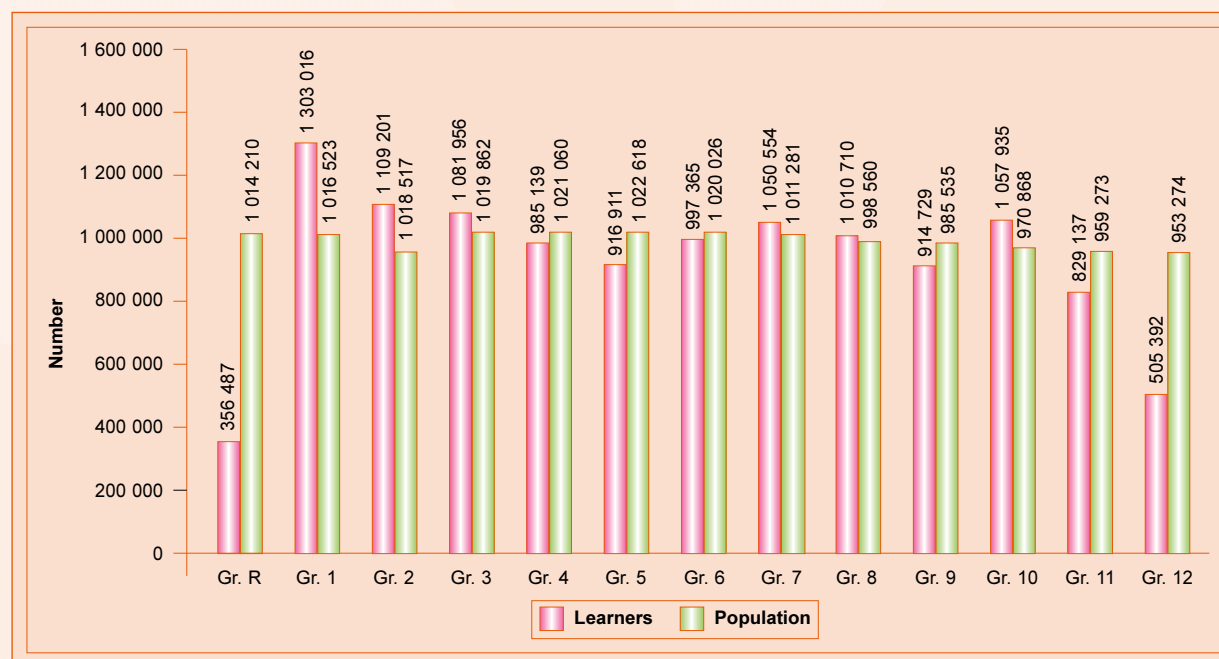


Figure 9 shows that, in 2004, the percentage of learners in independent schools in the ordinary school system was the highest for Pre-Grade R (31.4%), the second highest for Grade R (5.2%), and the lowest for LSEN (1.6%). The total national average of learners in independent schools was 2.5%. These independent Pre-Grade-R schools could include the community-based sites and privately owned ECD sites.



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Figure 10: Number of learners in ordinary schools, by grade, compared with the appropriate age group in the population, in 2004



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

Figure 10 shows that, when enrolment in 2004 is compared with the appropriate school-age population for each grade (taking the year in which a learner turns seven as the appropriate age for entry into Grade 1, although the Education Laws Amendment Act 50 of 2002, implemented in 2004, makes provision for a learner to turn six or seven years in Grade 1), six grades (Grades 1, 2, 3, 7, 8 and 10) were over-enrolled, which probably indicates enrolment of over-aged and under-aged learners. This could also indicate that we are reaching universal access to education at compulsory school level. From Grade 11 to Grade 12 there was a steady increase in the degree of under-enrolment. The highest under-enrolment was experienced in Grades R and 12, which reflected an enrolment of 35.1% and 53.0%, respectively, of the appropriate school-age population. It must be noted that some learners who were at the FET band age were also enrolled in the FET colleges and that others attended ABET classes, as this is not a compulsory schooling phase. 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 11: Percentage distribution of learners in ordinary schools, by grade, pre-Grade R and LSEN, in 2004

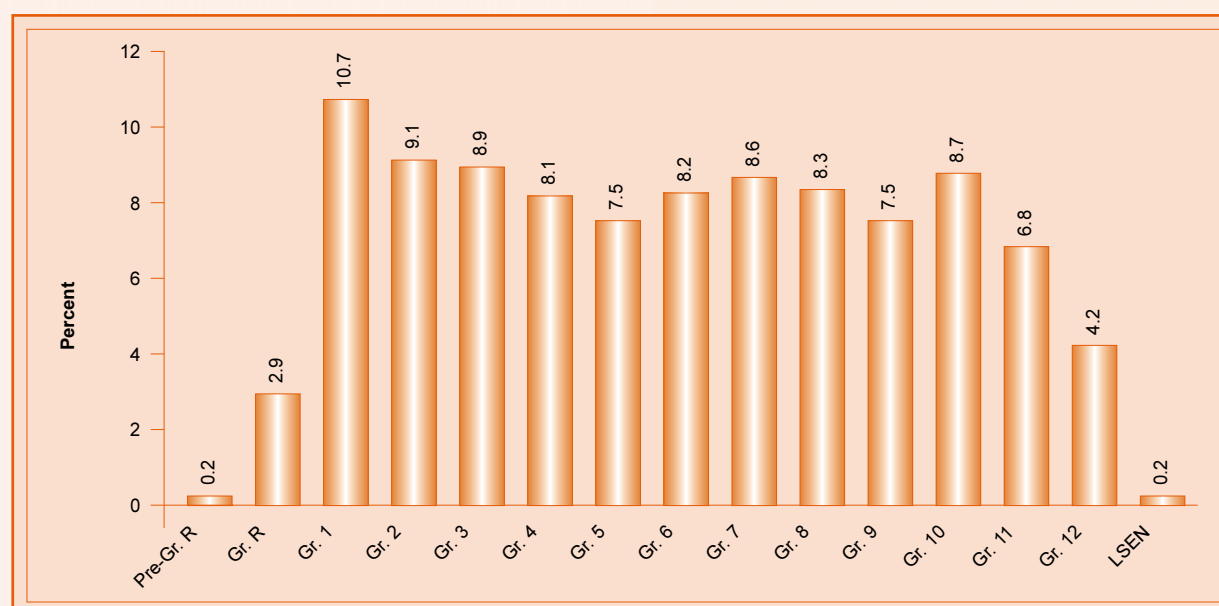


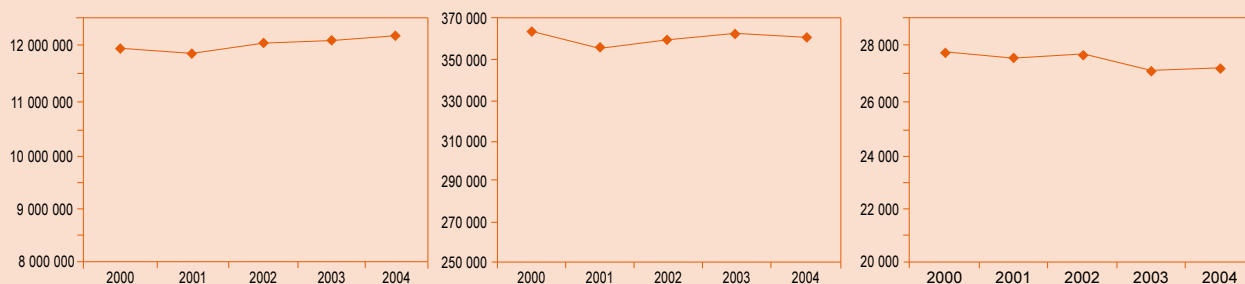
Figure 11 shows that, of every 100 learners in ordinary schools in 2004, almost 11 were enrolled in Grade 1 and slightly more than four were enrolled in Grade 12.

3.1.7 Comparison between 2000, 2001, 2002, 2003 and 2004

- Learners, educators and schools (see Table 4)

Table 4: Comparing learners, educators and schools in the ordinary school sector, by province, from 2000 to 2004

Province	Learners							Educators						Schools					
	2000	2001	2002	2003	2004	% Net Change (00-04)	2000	2001	2002	2003	2004	% Net Change (00-04)	2000	2001	2002	2003	2004	% Net Change (00-04)	
	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	2 138 861	2 033 832	2 072 054	2 116 426	2 150 308	0.5	66 814	61 301	65 355	64 865	64 364	-3.7	6 217	6 087	6 191	6 165	6 194	-0.4	
Free State	764 755	716 021	705 368	696 155	690 490	-9.7	23 320	22 956	22 517	22 596	23 144	-0.8	2 599	2 459	2 343	2 186	2 075	-20.2	
Gauteng	1 554 495	1 561 359	1 617 017	1 661 817	1 697 908	9.2	50 258	50 876	52 601	53 749	53 577 ¹⁾	6.6	2 270	2 213	2 331	2 225	2 253	-0.7	
KwaZulu-Natal	2 663 360	2 698 453	2 729 834	2 783 051	2 718 176	2.1	74 669	74 240	74 500	77 829	76 895	3.0	5 891	5 751	5 722	5 788	5 865	-0.4	
Limpopo	1 845 265	1 816 189	1 839 079	1 816 852	1 893 626	2.6	55 139	57 511	56 263	54 298	53 694	-2.6	4 198	4 631	4 763	4 251	4 294	2.3	
Mpumalanga	911 779	903 997	914 353	914 739	934 786	2.5	26 741	24 513	25 141	25 515	26 305	-1.6	2 115	1 926	1 934	1 926	1 937	-8.4	
North West	909 906	893 144	897 342	891 036	903 379	-0.7	30 024	29 234	30 035	30 319	30 433	1.4	2 330	2 311	2 292	2 253	2 233	-4.2	
Northern Cape	198 650	197 101	196 731	202 010	209 000	5.2	6 556	6 359	6 484	6 179	6 180	-5.7	510	478	476	454	438	-14.1	
Western Cape	916 384	918 030	945 239	956 836	978 718	6.8	29 822	27 211	27 259	27 248	27 450	-8.0	1 630	1 602	1 595	1 597	1 590	-2.5	
National	11 903 455	11 738 126	11 917 017	12 038 922	12 176 391	2.3	363 343	354 201	360 155	362 598	362 042	-0.4	27 760	27 458	27 647	26 845	26 879	-3.2	



Source: 2000-2004 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 2000 to 2004.
 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 2000 to 2004 in respect of learners, a net increase of 2.3%, is reflected. The number of educators and schools decreased by 0.4% and 3.2%, respectively, for the same period. Nationally, an upward trend is reflected in learner and educator numbers from 2001 to 2004, whilst, except for 2002, a downward trend is reflected in school numbers from 2000 to 2003. The largest percentage decrease in respect of learners, educators and schools occurred in the Free State (9.7%, 0.8% and 20.2%, respectively).

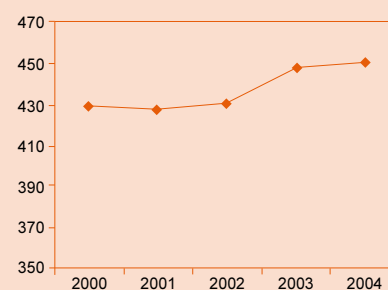
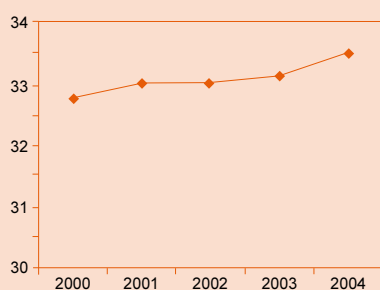
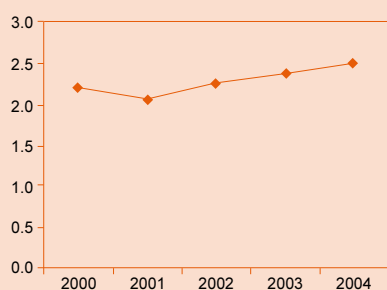


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- **Learners in independent schools as a percentage of all learners (see Table 5)**

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 2000 to 2004

Province	Learners in independent schools as % of all learners						Learner-to-Educator Ratio						Learner-to-School Ratio					
	2000	2001	2002	2003	2004	% Net Change (00-04)	2000	2001	2002	2003	2004	% Net Change (00-04)	2000	2001	2002	2003	2004	% Net Change (00-04)
	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	0.4	0.3	0.3	0.8	0.8	100.0	32.0	33.2	31.7	32.6	33.4	4.4	344	334	335	343	347	0.9
Free State	2.6	1.7	1.7	1.7	1.9	-26.9	32.8	31.2	31.3	30.8	29.8	-9.1	294	291	301	318	333	13.3
Gauteng	7.6	7.5	8.3	8.3	8.1	6.6	30.9	30.7	30.9	30.9	31.7 ¹⁾	2.6	685	706	694	747	754	10.1
KwaZulu-Natal	1.6	1.4	1.8	2.0	1.7	6.3	35.7	36.3	36.6	35.8	35.3	-1.1	452	469	477	481	463	2.4
Limpopo	0.8	1.2	1.2	1.0	1.2	50.0	33.5	31.6	32.7	33.5	35.3	5.4	440	392	386	427	441	0.2
Mpumalanga	1.4	1.1	1.2	1.4	2.2	57.1	34.1	36.9	36.4	35.9	35.5	4.1	431	469	473	475	483	12.1
North West	0.8	1.1	1.1	1.1	1.3	62.5	30.3	30.6	29.9	29.4	29.7	-2.0	391	386	392	395	405	3.6
Northern Cape	1.2	1.4	1.4	1.4	1.2	0.0	30.3	31.0	30.3	32.7	33.8	11.6	390	412	413	445	477	22.3
Western Cape	3.1	3.2	3.2	2.9	3.0	-3.2	30.7	33.7	34.7	35.1	35.7	16.3	562	573	593	599	616	9.6
National	2.2	2.1	2.3	2.4	2.5	13.6	32.8	33.1	33.1	33.2	33.6	2.4	429	427	431	448	453	5.6



Source: 2000-2004 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 2000 to 2004.

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

Table 5 shows that, from 2000 to 2004, the number of independent learners in ordinary schools nationally increased from 2.2% to 2.5%, a net increase of 13.6%, as also reflected in the national trend line. The largest proportion of independent learners was in Gauteng, increasing from 7.6% in 2000 to 8.1% in 2004, a net increase of 6.6%. The highest net increase between 2000 and 2004, namely 100.0%, occurred in the Eastern Cape.

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

The national learner-to-educator ratio trend line, as reflected in Table 5, stayed fairly consistent between 2001 and 2003. From 2000 to 2004, the national average learner-to-educator ratio at ordinary schools in South Africa increased from 32.8 to 33.6, a net increase of 2.4%. Six provinces (the Eastern Cape, Gauteng, Limpopo, Mpumalanga, the Northern Cape and Western Cape) showed a net increase from 2000 to 2004, while the Free State indicated the highest net decrease, namely, 9.1%.

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

Table 5 shows that, from 2000 to 2004, the national average learner-to-school ratio at ordinary schools in the country increased by 5.6%, which means that there were 24 more learners per school. However, the largest share in the increase, as also shown in the trend line, is reflected in the years 2002 to 2004, whilst 2000 to 2002 stayed fairly consistent. From 2000 to 2004, the Northern Cape showed the highest net increase (22.3%), followed by the Free State (13.3%).

● 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 2000 to 2004

Province	Gender	Primary and Secondary (Gr. 1-12)												School Bands (Gr. R-12)					
		GER (%)						GPI						GER (%)			GPI		
		2000	2001	2002	2003	2004	% Net Change (2000-2004)	2000	2001	2002	2003	2004	% Net Change (2000-2004)	2000	2004	% Net Change (2000-2004)	2000	2004	% Net Change (2000-2004)
		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	100	94	97	98	99	-1.1							93	95	2.3			
	Male	95	89	92	94	95	0.0							88	91	3.6			
	Total	98	92	94	96	97	-0.6	1.06	1.05	1.05	1.05	1.05	-0.9	91	93	2.9	1.06	1.05	-0.9
Free State	Female	97	93	91	89	90	-7.6							92	85	-7.2			
	Male	96	91	90	89	89	-6.5							90	85	-6.1			
	Total	97	92	90	89	90	-7.1	1.02	1.01	1.01	1.01	1.01	-1.0	91	85	-6.7	1.02	1.01	-1.0
Gauteng	Female	100	100	101	101	101	1.2							93	94	1.5			
	Male	100	101	101	102	101	1.3							93	95	1.6			
	Total	100	100	101	102	101	1.2	1.00	1.00	1.00	0.99	1.00	0.0	93	94	1.5	1.00	1.00	0.0
KwaZulu-Natal	Female	99	99	100	101	98	-0.5							93	93	0.1			
	Male	99	100	101	102	100	0.8							93	95	1.4			
	Total	99	99	100	101	99	0.2	1.00	1.00	0.99	0.99	0.98	-2.0	93	94	0.8	1.00	0.98	-2.0
Limpopo	Female	99	95	96	96	100	1.0							95	98	2.4			
	Male	98	95	96	96	101	2.8							94	98	4.2			
	Total	99	95	96	96	101	1.9	1.02	1.01	1.00	1.00	1.00	-2.0	95	98	3.3	1.02	1.00	-2.0
Mpumalanga	Female	102	102	102	101	101	-1.2							95	96	0.4			
	Male	102	102	102	102	103	1.1							95	97	2.4			
	Total	102	102	102	102	102	0.0	1.01	1.00	1.00	0.98	0.99	-2.0	95	96	1.4	1.01	0.99	-2.0
North West	Female	97	95	95	94	94	-3.2							89	87	-2.8			
	Male	96	95	95	95	95	-1.3							89	88	-0.9			
	Total	96	95	95	94	94	-2.2	1.01	1.01	1.00	0.99	0.99	-2.0	89	87	-1.8	1.01	0.99	-2.0
Northern Cape	Female	90	90	90	90	93	3.3							84	88	4.0			
	Male	89	89	89	91	94	5.4							83	88	6.1			
	Total	89	90	89	90	93	4.3	1.01	1.01	1.00	1.00	0.99	-2.0	84	88	5.0	1.01	0.99	-2.0
Western Cape	Female	98	98	97	96	97	-1.0							91	92	0.9			
	Male	95	96	95	94	94	-1.5							89	89	0.4			
	Total	97	97	96	95	95	-1.2	1.02	1.02	1.02	1.02	1.03	1.0	90	90	0.7	1.03	1.03	0.0
National	Female	99	97	98	98	98	-0.8							93	93	0.5			
	Male	97	96	97	97	98	0.4							91	93	1.7			
	Total	98	96	97	98	98	-0.2	1.02	1.01	1.01	1.01	1.00	-2.0	92	93	1.1	1.02	1.01	-1.0



Source 1: 2000-2004 SNAP Surveys (conducted on the 10th school day).
 Source 2: Unpublished, mid-year population estimates for 2000 to 2004, Statistics South Africa (2005).
 Note 1: Percentages with a negative sign denote a decrease.
 Note 2: Although two successive years might have the same value owing to rounding off, a net change could still have been reported.

Table 6 shows that the total national average GER (Grades R to 12) increased from 92% to 93% between 2000 and 2004, a net increase of 1.1%. Although the inclusion of Grade R had a negative impact on the GER values for these years, it is important to monitor enrolment in Grade R, seeing that, according to Education White Paper 5, the target year for universal access is 2010. If one were to consider only Grades 1 to 12, the total national average GER changed to 98%, 96%, 97%, 98% and 98% for 2000, 2001, 2002, 2003 and 2004 respectively, which is, on average, almost 6% per year higher than the GER (Grades R to 12). A consistent trend is reflected, as the GER

(Grades 1 to 12) decreased by 0.2% from 2000 to 2004. The Free State and North West showed a decrease in both GER combinations from 2000 to 2004. The highest percentage net change for GER (Grades 1 to 12) was shown in the Free State, with a 7.1% decrease, followed by a 4.3% increase in the Northern Cape.

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

Table 6 shows in a slightly downward trend that, from 2000 to 2004, the national average GPI in Grades 1 to 12 decreased from 1.02 to 1.00, a net decrease of 2.0%, while the net decrease in Grades R to 12 was 1.0%. Four provinces (the Eastern Cape, Free State, Limpopo and the Western Cape) showed GPI ratios of more than 1.00 for all five years in Grades 1 to 12, indicating that, in proportion to the appropriate school-age population, there were more female learners than male learners in the ordinary school system.

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 2004

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
Eastern Cape														
n.a.	Bizana	11	3 853	77 046	22 438	0	0	53 822	103 348	1 876	2 594	211	0	211
n.a.	Butterworth	164	4 672	76 267	33 072	1	0	57 787	114 176	2 666	3 787	394	4	398
n.a.	Cofimvaba	432	3 389	56 046	21 311	15	0	41 038	81 193	1 772	2 213	290	2	292
n.a.	Cradock	50	1 321	16 360	9 112	4	0	13 311	26 847	611	895	102	0	102
n.a.	East London	611	3 783	82 358	56 103	233	18	72 195	143 106	3 080	4 399	318	14	332
n.a.	Engcobo	146	2 601	54 838	17 518	0	0	38 238	75 103	1 505	2 084	228	0	228
n.a.	Fort Beaufort	70	1 769	29 407	17 171	2	1	23 829	48 420	1 248	1 893	276	0	276
n.a.	Graaff-Reinet	7	1 212	16 595	8 278	16	0	12 880	26 108	558	893	107	0	107
n.a.	Grahamstown	124	804	18 552	12 392	55	12	16 042	31 939	821	1 179	117	8	125
n.a.	Idutywa	219	5 035	80 223	23 792	0	0	57 912	109 269	2 201	2 848	353	2	355
n.a.	King William's Town	104	3 063	71 367	46 298	39	0	59 364	120 871	3 019	4 395	474	2	476
n.a.	Lady Frere	288	2 177	31 364	14 173	0	0	23 847	48 002	1 058	1 596	179	0	179
n.a.	Libode	306	5 427	127 340	37 803	21	0	87 899	170 897	3 303	4 474	418	1	419
n.a.	Lusikisiki	487	6 681	112 076	33 844	0	0	80 213	153 088	2 858	3 804	351	0	351
n.a.	Maluti	154	2 239	47 048	18 691	0	0	34 359	68 132	1 607	2 051	211	0	211
n.a.	Mt Fletcher	143	1 693	37 182	14 276	0	0	26 734	53 294	1 221	1 719	197	0	197
n.a.	Mt Frere	564	2 455	55 490	21 451	0	0	40 562	79 960	1 803	2 502	249	2	251
n.a.	Port Elizabeth	756	5 349	106 759	68 682	522	284	91 774	182 352	4 057	5 763	268	26	294
n.a.	Queenstown	128	2 155	38 155	23 370	85	0	31 396	63 893	1 432	2 023	194	3	197
n.a.	Qumbu	254	3 552	56 371	20 049	0	0	40 559	80 226	1 788	2 452	258	2	260
n.a.	Sterkspruit	151	2 658	42 131	20 902	34	3	33 429	65 879	1 372	2 133	222	4	226
n.a.	Uitenhage	202	3 129	51 457	28 091	168	11	41 482	83 058	1 755	2 597	177	6	183
n.a.	Umtata	610	4 694	104 271	43 308	11	70	79 405	152 964	2 968	4 161	337	12	349
n.a.	Umtata	126	1 850	48 790	16 936	8	0	34 434	67 710	1 375	1 909	169	1	170
n.a.	Unspecified	39	10	424	0	0	0	229	473	0	0	0	5	5
Total		6 146	75 571	1 437 917	629 061	1 214	399	1 092 740	2 150 308	45 954	64 364	6 100	94	6 194
Free State														
n.a.	Lejweleputswa	1)	2 316	92 837	56 045	1 908	0	76 014	153 106	3 358	5 183	458	11	469
n.a.	Motheo	1)	4 956	109 821	69 740	2 332	0	91 802	186 849	3 775	6 172	354	20	374
n.a.	Northern Free State	1)	1 217	67 123	46 901	1 194	0	57 451	116 435	2 421	3 953	404	12	416
n.a.	Thabo Mofutsanyana	1)	7 363	120 117	75 760	1 233	0	100 951	204 473	4 196	6 770	668	19	687
n.a.	Xharies	1)	630	19 282	8 886	829	0	14 461	29 627	710	1 066	125	4	129
Total			16 482	409 180	257 332	7 496	0	340 679	690 490	14 460	23 144	2 009	66	2 075

Source: 2004 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 ELSN (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 2004 (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
Gauteng²⁾														
n.a.	East Rand East	532	4 179	116 923	70 037	194	112	96 110	191 977	3 716	5 251	193	26	219
n.a.	East Rand West	1 103	5 762	172 172	104 801	498	279	143 351	284 615	5 808	7 963	262	46	308
n.a.	Gauteng North	200	1 007	18 745	6 938	16	0	13 250	26 906	548	796	49	13	62
n.a.	Gauteng West	538	2 410	75 530	44 606	342	85	61 554	123 511	2 304	3 355	135	10	145
n.a.	Johannesburg East	1 130	2 792	74 496	42 969	284	76	61 977	121 747	3 024	4 052	110	70	180
n.a.	Johannesburg North	863	3 012	69 372	45 380	299	236	60 285	119 162	2 797	3 840	139	44	183
n.a.	Johannesburg South	524	5 483	152 653	101 452	454	11	129 278	260 577	4 980	7 302	299	68	367
n.a.	Johannesburg West	508	2 193	52 905	31 168	169	0	43 163	86 943	1 748	2 404	116	15	131
n.a.	Sedibeng East	288	1 623	36 441	21 491	221	16	30 179	60 080	1 256	1 824	86	18	104
n.a.	Sedibeng West	78	1 073	68 086	47 981	180	0	58 506	117 398	2 058	3 073	145	5	150
n.a.	Tshwane North	271	2 075	79 077	53 103	237	0	67 770	134 763	2 568	3 801	150	22	172
n.a.	Tshwane South	449	3 081	98 424	67 909	344	22	84 974	170 229	3 722	5 211	177	55	232
Total		6 484	34 690	1 014 824	637 835	3 238	837	850 397	1 697 908	34 529	48 872	1 861	392	2 253
KwaZulu-Natal														
Ethekewini	Ilembe	192	3 798	108 569	61 937	410	0	86 287	174 906	3 477	5 028	420	1	421
	Pinetown	627	10 531	207 514	124 019	757	32	169 743	343 480	6 967	9 751	496	33	529
	Umlazi	940	9 004	189 326	139 424	1 010	328	170 139	340 032	7 022	9 697	461	40	501
Ukhahlamba	Amajuba	428	3 417	77 389	49 321	120	0	63 815	130 675	2 403	3 482	238	4	242
	Othukela	269	5 456	122 095	70 142	57	0	97 612	198 019	3 571	5 413	442	7	449
	Umzinyathi	87	2 767	109 917	52 476	92	0	81 583	165 339	3 103	4 621	439	6	445
Umgungundlovu	Kokstad	208	1 816	61 628	31 828	392	0	47 268	95 872	1 892	2 693	294	6	300
	Port Shepstone	67	4 124	137 467	77 209	2 866	0	110 749	221 733	4 521	6 437	490	12	502
	Vulindlela	350	3 632	140 797	91 714	324	28	115 954	236 845	4 974	7 252	512	42	554
Zululand	Empangeni	406	10 745	182 068	99 899	281	14	144 978	293 413	5 705	8 187	653	12	665
	Obonjeni	391	9 013	145 247	72 036	28	0	112 288	226 715	4 142	6 160	506	3	509
	Vryheid	230	8 795	178 462	103 517	34	109	143 546	291 147	5 568	8 174	742	6	748
Total		4 195	73 098	1 660 479	973 522	6 371	511	1 343 962	2 718 176	53 345	76 895	5 693	172	5 865
Limpopo														
Bushbuckridge	Acornhoek	30	4 023	38 711	25 613	0	0	34 371	68 377	1 116	1 993	118	2	120
	Bushbuckridge	219	3 668	34 112	25 192	0	0	31 729	63 191	1 112	1 844	108	0	108
	Mkhuhlu	119	4 017	36 161	22 591	0	0	31 395	62 888	1 055	1 772	104	3	107
Central	Bochum	82	3 753	42 847	26 877	0	0	36 276	73 559	1 117	2 131	197	0	197
	Konekwena	24	2 272	24 292	19 081	0	0	22 670	45 669	791	1 373	141	2	143
	Mankweng	109	4 634	42 780	30 634	33	0	39 583	78 190	1 131	1 965	163	1	164
	Mogodumo	0	2 131	31 411	21 373	0	0	27 520	54 915	938	1 540	137	2	139
	Polokwane	290	4 326	50 674	34 999	0	0	44 439	90 289	1 541	2 343	161	22	183
	Zebediela	60	1 833	21 838	14 861	0	0	19 298	38 592	695	1 136	81	0	81
Eastern	Bolobedu	66	3 247	41 214	25 676	0	0	34 912	70 203	1 018	1 936	144	1	145
	Hlanganani	136	3 200	35 239	27 363	1	0	33 052	65 939	811	1 843	121	0	121
	Ritavi	4	1 829	30 802	21 805	0	0	27 316	54 440	945	1 656	118	5	123
	Thabina	10	3 237	40 360	26 036	0	0	35 001	69 643	1 120	1 951	141	2	143
North Eastern	Giyani	14	2 514	41 320	28 158	0	0	35 973	72 006	1 075	1 991	116	4	120
	Phalaborwa	127	2 367	31 721	18 576	12	0	26 569	52 803	910	1 447	83	6	89
Northern	Malamulele	137	4 670	51 969	35 171	0	0	45 705	91 947	1 192	2 585	172	1	173
	Mutale	23	1 568	27 009	15 539	0	0	21 735	44 139	510	1 260	143	3	146
	Sekgosesa	88	3 731	35 528	25 425	0	0	32 440	64 772	952	1 837	129	0	129
	Soutpansberg	72	5 422	65 471	42 390	0	0	56 444	113 355	1 557	3 172	237	12	249
	Thohoyandou	174	3 895	45 271	31 671	0	0	40 270	81 011	1 139	2 176	155	9	164
	Vuwani	17	3 678	36 750	26 927	0	0	33 489	67 372	931	1 942	149	2	151
Southern	Apel	0	1 063	15 790	11 010	0	0	13 952	27 863	523	902	78	2	80
	Bohlabela	66	1 252	27 045	16 121	0	0	22 498	44 484	625	1 216	105	2	107
	Dennilton	45	2 235	30 833	21 613	0	0	27 365	54 726	884	1 548	120	3	123
	Magakala	57	2 814	28 476	19 136	0	0	25 335	50 483	736	1 342	137	0	137
	Nebo	93	3 598	38 424	28 443	35	0	35 504	70 593	1 164	2 012	203	0	203
	Sekhukhune	0	1 807	31 726	18 005	0	0	25 719	51 538	736	1 386	107	1	108
Western	Bakenberg	0	1 759	21 344	16 425	11	0	19 332	39 539	671	1 271	129	2	131
	Mahwelereng	75	2 708	37 595	25 139	0	0	32 637	65 517	1 156	1 975	135	7	142
	Palala	8	1 307	19 090	10 149	0	0	14 916	30 554	574	946	114	1	115
	Warmbaths	122	1 167	23 515	10 219	6	0	17 573	35 029	816	1 203	150	3	153
Total		2 267	89 725	1 079 318	722 218	98	0	945 018	1 893 626	29 541	53 694	4 196	98	4 294

Source: 2004 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 ELSN (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 2004 (concluded)

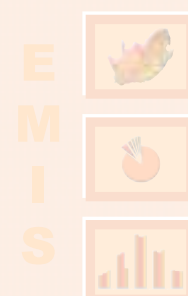
Region	District	Learner Enrolment								Educators		Schools					
		Pre-Gr. R	Gr. R	Primary (Gr. 1-7)	Secondary (Gr. 8-12)	LSEN	Unspecified	Female Total	Total	Female	Total	Public	Independent	Total			
Mpumalanga																	
Ehlanzeni	n.a.	1 183	8 220	186 822	115 610	572	0	155 936	312 407	5 274	8 555	474	44	518			
Gert Sibande	n.a.	1 724	6 473	165 941	98 891	155	0	135 616	273 184	4 811	7 366	663	18	681			
Nkangala	n.a.	2 619	9 002	206 031	131 191	352	0	173 572	349 195	6 529	10 384	716	22	738			
Total		5 526	23 695	558 794	345 692	1 079	0	465 124	934 786	16 614	26 305	1 853	84	1 937			
North West																	
Bojanala East	Brits	96	689	48 830	32 080	19	130	40 537	81 844	1 764	2 604	163	4	167			
	Mabopane	0	329	37 595	24 743	10	0	30 932	62 677	1 546	2 226	125	0	125			
	Temba	42	295	52 234	34 443	0	0	43 130	87 014	1 780	3 182	174	1	175			
Bojanala West	Potchefstroom	0	28	4 267	1 697	45	0	2 989	6 037	151	216	22	1	23			
	Rustenburg	77	1 133	67 859	43 839	129	0	56 231	113 037	2 817	3 927	251	13	264			
	Zeerust	24	111	12 636	8 433	759	0	10 658	21 963	597	947	85	0	85			
Bophirima	Mothibistad	0	97	29 572	16 708	154	0	23 179	46 531	1 070	1 593	184	0	184			
	Vryburg	7	304	65 168	34 390	1	0	49 652	99 870	2 116	3 227	287	4	291			
Central	Atamelang	0	0	29 574	15 478	106	0	22 302	45 158	799	1 355	120	0	120			
	Lichtenburg	185	160	33 079	16 921	1 761	0	26 333	52 106	1 096	1 657	160	4	164			
	Mafikeng	166	909	45 206	26 032	0	27	36 328	72 340	1 681	2 408	157	8	165			
	Zeerust	8	91	23 410	15 360	1 355	0	19 964	40 224	1 042	1 526	117	0	117			
Southern	Klerksdorp	105	1 078	66 233	39 954	199	0	53 746	107 569	2 646	3 418	181	8	189			
	Lichtenburg	0	33	9 038	4 828	26	0	6 917	13 925	242	412	30	0	30			
	Potchefstroom	107	368	32 600	19 402	597	10	26 297	53 084	1 191	1 735	128	6	134			
Total		817	5 625	557 301	334 308	5 161	167	449 195	903 379	20 538	30 433	2 184	49	2 233			
Northern Cape																	
n.a.	Frances Baard	80	2 146	48 171	30 359	339	0	40 332	81 095	1 632	2 463	120	5	125			
n.a.	Karoo	197	1 465	28 293	12 794	60	0	21 433	42 809	770	1 263	103	3	106			
n.a.	Namaqua	41	829	15 055	7 708	147	0	11 683	23 780	444	710	79	5	84			
n.a.	Siyanda	152	1 435	40 275	19 315	139	0	30 275	61 316	1 091	1 744	123	0	123			
Total		470	5 875	131 794	70 176	685	0	103 723	209 000	3 937	6 180	425	13	438			
Western Cape																	
n.a.	Metropole Central	558	4 375	61 041	51 957	64	113	60 650	118 108	2 513	3 773	166	40	206			
n.a.	Metropole East	210	3 389	99 242	58 591	13	0	82 884	161 445	2 940	4 415	142	15	157			
n.a.	Metropole North	1 312	6 145	100 268	56 726	71	0	82 859	164 522	3 056	4 503	200	20	220			
n.a.	Metropole South	596	6 885	114 446	64 461	85	0	95 638	186 473	3 479	5 103	216	20	236			
n.a.	Overberg	428	4 014	67 988	34 139	35	5	53 077	106 609	1 791	2 973	254	19	273			
n.a.	Southern Cape/Karoo	416	3 058	70 361	37 394	45	0	55 680	111 274	1 898	3 119	228	12	240			
n.a.	West Coast/Winelands	627	3 860	81 189	44 491	120	0	65 187	130 287	2 188	3 564	245	13	258			
Total		4 147	31 726	594 535	347 759	433	118	495 975	978 718	17 865	27 450	1 451	139	1 590			
National (Total)		30 052	356 487	7 444 142	4 317 903	25 775	2 032	6 086 813	12 176 391	236 783	357 337	25 772	1 107	26 879			

Source: 2004 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.



Eastern Cape		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	643 427	19 433	2 649
	Secondary	423 020	14 348	905
	Combined	1 066 243	29 717	2 546
	Intermediate & Middle	0	0	0
	Total (Public)	2 132 690	63 498	6 100
Independent Schools ²⁾	Primary ³⁾	5 320	243	40
	Secondary	3 768	219	21
	Combined	8 530	404	33
	Intermediate & Middle	0	0	0
	Total (Independent)	17 618	866	94
Total (Public & Independent)		2 150 308	64 364	6 194
Other Educational Programmes	ABET ⁶⁾	46 786	2 537	142
	ELSEN	8 396	842	42
	Public FET	34 854	845	8
	ECD ⁴⁾	17 787	468	239
	Public HE	64 641	1 628	7
	Total (Other)	172 464	6 320	438
Grand Total		2 322 772	70 684	6 632

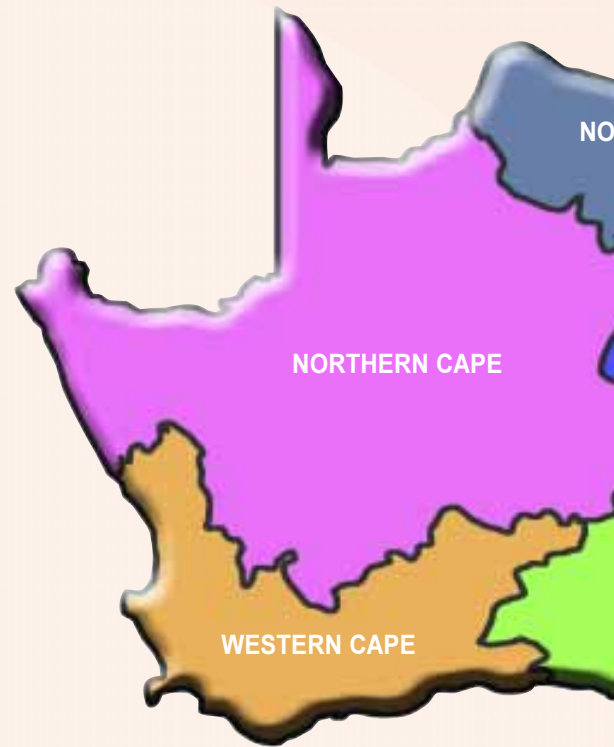
Limpopo		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	1 142 674	30 643	2 717
	Secondary	709 309	21 233	1 420
	Combined	18 759	695	59
	Intermediate & Middle	0	0	0
	Total (Public)	1 870 742	52 571	4 196
Independent Schools ²⁾	Primary ³⁾	8 766	376	36
	Secondary	5 319	253	18
	Combined	8 799	494	44
	Intermediate & Middle	0	0	0
	Total (Independent)	22 884	1 123	98
Total (Public & Independent)		1 893 626	53 694	4 294
Other Educational Programmes	ABET	34 351	1 659	567
	ELSEN ⁷⁾	5 901	745	23
	Public FET ⁸⁾	37 071	555	7
	ECD ^{4) 9)}	24 362	944	523
	Public HE	21 285	622	2
	Total (Other)	122 970	4 525	1 122
Grand Total		2 016 596	58 219	5 416

Free State		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	322 772	10 464	1 452
	Secondary	208 494	7 172	264
	Combined	42 250	1 592	91
	Intermediate & Middle	103 903	3 223	202
	Total (Public)	677 419	22 451	2 009
Independent Schools ²⁾	Primary ³⁾	2 268	124	16
	Secondary	2 298	107	6
	Combined	5 854	389	36
	Intermediate & Middle	2 651	73	8
	Total (Independent)	13 071	693	66
Total (Public & Independent)		690 490	23 144	2 075
Other Educational Programmes	ABET	28 439	2 838	285
	ELSEN	5 915	364	20
	Public FET	21 315	524	4
	ECD ⁴⁾	21 124	685	855
	Public HE	36 698	779	2
	Total (Other)	113 491	5 190	1 166
Grand Total		803 981	28 334	3 241

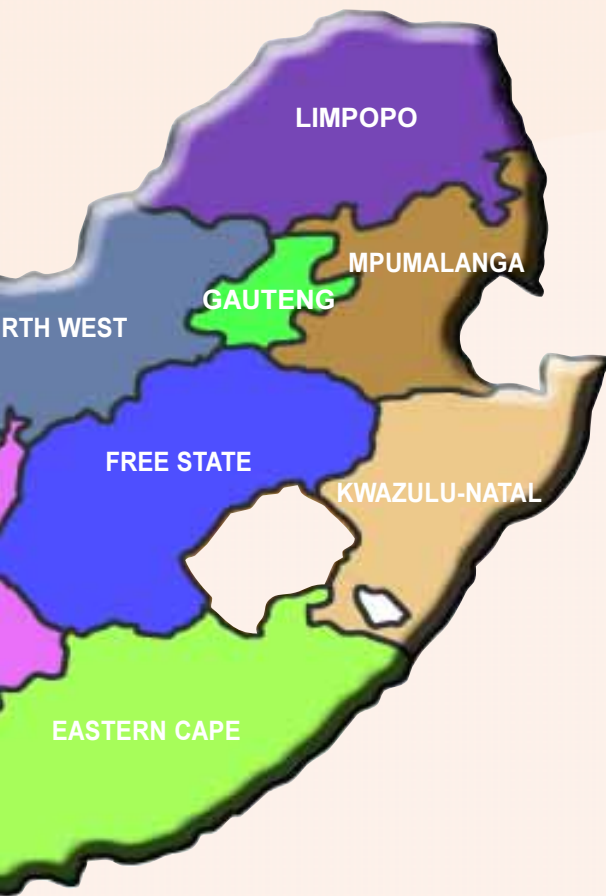
Gauteng		Learners	Educators ⁹⁾	Institutions
Public Schools ¹⁾	Primary ³⁾	923 887	23 160	1 258
	Secondary	537 397	15 111	472
	Combined	99 606	2 645	131
	Intermediate & Middle	0	0	0
	Total (Public)	1 560 890	40 916	1 861
Independent Schools ²⁾	Primary ³⁾	30 218	1 543	115
	Secondary	20 858	1 079	70
	Combined	85 942	5 334	207
	Intermediate & Middle	0	0	0
	Total (Independent)	137 018	7 956	392
Total (Public & Independent)		1 697 908	48 872	2 253
Other Educational Programmes	ABET ⁶⁾	69 760	3 029	224
	ELSEN	33 707	2 379	108
	Public FET	123 216	1 866	8
	ECD ⁴⁾	18 325	535	552
	Public HE	409 332	6 668	8
	Total (Other)	654 340	14 477	900
Grand Total		2 352 248	63 349	3 153

KwaZulu-Natal		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	1 607 435	43 019	3 831
	Secondary	891 790	26 005	1 489
	Combined	172 470	4 613	373
	Intermediate & Middle	0	0	0
	Total (Public)	2 671 695	73 637	5 693
Independent Schools ²⁾	Primary ³⁾	10 334	709	54
	Secondary	9 133	653	33
	Combined	27 014	1 896	85
	Intermediate & Middle	0	0	0
	Total (Independent)	46 481	3 258	172
Total (Public & Independent)		2 718 176	76 895	5 865
Other Educational Programmes	ABET ⁶⁾	12 002	943	139
	ELSEN ⁷⁾	10 578	902	62
	Public FET ⁸⁾	65 073	1 095	9
	ECD ^{4) 9)}	25 342	1 194	471
	Public HE	87 527	2 281	4
	Total (Other)	200 522	6 415	685
Grand Total		2 918 698	83 310	6 550

Mpumalanga		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	491 373	15 166	1 417
	Secondary	289 866	8 783	369
	Combined	133 096	1 682	67
	Intermediate & Middle	0	0	0
	Total (Public)	914 335	25 631	1 853
Independent Schools ²⁾	Primary ³⁾	10 906	198	28
	Secondary	1 024	48	5
	Combined	8 521	428	51
	Intermediate & Middle	0	0	0
	Total (Independent)	20 451	674	84
Total (Public & Independent)		934 786	26 305	1 937
Other Educational Programmes	ABET	10 883	1 800	274
	ELSEN	2 452	154	18
	Public FET ⁸⁾	24 067	265	3
	ECD ⁴⁾	15 125	590	251
	Public HE	n.a.	n.a.	n.a.
	Total (Other)	52 527	2 809	546
Grand Total		987 313	29 114	2 483



EDUCATION IN SOUTH AFRICA: A GLOBAL PICTURE 2004



Sources:

1. Ordinary public and independent schools: 2004 SNAP Survey (conducted on the 10th school day);
2. ABET, ELSEN, FET and ECD: 2004 data submitted by provincial EMIS heads;
3. Higher education: 2004 HEMIS database.

Note: n.a. = not applicable

Footnotes:

- 1) and 2) Including Learners with Special Education Needs (LSEN) at ordinary public and independent schools, respectively.
- 3) Including learners and educators associated with pre-primary classes at primary schools.
- 4) Data include only registered ECD sites.
- 5) The Gauteng public school educators don't tally with Table 1. See footnote 3) of Table 1.
- 6) Eastern Cape, Gauteng, KwaZulu-Natal, North West and Northern Cape: ABET data from the 2003 Annual ABET Survey.
- 7) KwaZulu-Natal, Limpopo and North West: ELSEN data from the 2003 provincial submissions.
- 8) KwaZulu-Natal, Limpopo and Mpumalanga: FET data from the 2002 Survey by the National Business Initiative.
- 9) KwaZulu-Natal and Limpopo: ECD data from the 2000 ECD Audit.

North West		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	485 938	16 172	1 387
	Secondary	249 127	8 540	401
	Combined	16 259	537	38
	Intermediate & Middle	140 330	4 503	358
	Total (Public)	891 654	29 752	2 184
Independent Schools ²⁾	Primary ³⁾	4 180	196	20
	Secondary	2 820	195	9
	Combined	3 117	215	15
	Intermediate & Middle	1 608	75	5
	Total (Independent)	11 725	681	49
Total (Public & Independent)		903 379	30 433	2 233
Other Educational Programmes	ABET ⁶⁾	36 399	1 329	189
	ELSEN ⁷⁾	3 957	374	40
	Public FET	28 240	379	3
	ECD ⁴⁾	32 791	1 290	445
	Public HE	40 145	758	1
	Total (Other)	141 532	4 130	678
Grand Total		1 044 911	34 563	2 911

Northern Cape		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	99 445	2 765	245
	Secondary	49 833	1 618	75
	Combined	20 898	638	32
	Intermediate & Middle	36 335	1 046	73
	Total (Public)	206 511	6 067	425
Independent Schools ²⁾	Primary ³⁾	271	0	3
	Secondary	1 202	40	3
	Combined	478	60	5
	Intermediate & Middle	538	13	2
	Total (Independent)	2 489	113	13
Total (Public & Independent)		209 000	6 180	438
Other Educational Programmes	ABET ⁶⁾	4 831	279	136
	ELSEN	1 502	130	9
	Public FET	11 006	119	2
	ECD ⁴⁾	5 002	194	214
	Public HE	n.a.	n.a.	n.a.
	Total (Other)	22 341	722	361
Grand Total		231 341	6 902	799

Western Cape		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	520 344	13 028	963
	Secondary	309 594	9 055	306
	Combined	22 057	628	40
	Intermediate & Middle	97 508	2 469	142
	Total (Public)	949 503	25 180	1 451
Independent Schools ²⁾	Primary ³⁾	10 921	622	55
	Secondary	2 928	296	21
	Combined	15 190	1 338	58
	Intermediate & Middle	176	14	5
	Total (Independent)	29 215	2 270	139
Total (Public & Independent)		978 718	27 450	1 590
Other Educational Programmes	ABET	29 274	1 540	383
	ELSEN	13 980	1 502	86
	Public FET	49 185	829	6
	ECD ⁴⁾	29 396	1 463	596
	Public HE	84 860	2 639	5
	Total (Other)	206 695	7 973	1 076
Grand Total		1 185 413	35 423	2 666

National		Learners	Educators	Institutions
Public Schools ¹⁾	Primary ³⁾	6 237 295	173 850	15 919
	Secondary	3 668 430	111 865	5 701
	Combined	1 591 638	42 747	3 377
	Intermediate & Middle	378 076	11 241	775
	Total (Public)	11 875 439	339 703	25 772
Independent Schools ²⁾	Primary ³⁾	83 184	4 011	367
	Secondary	49 350	2 890	186
	Combined	163 445	10 558	534
	Intermediate & Middle	4 973	175	20
	Total (Independent)	300 952	17 634	1 107
Total (Public & Independent)		12 176 391	357 337	26 879
Other Educational Programmes	ABET ⁶⁾	272 725	15 954	2 339
	ELSEN ⁷⁾	86 388	7 392	408
	Public FET ⁸⁾	394 027	6 477	50
	ECD ^{4) 9)}	189 254	7 363	4 146
	Public HE	744 488	15 375	29
	Total (Other)	1 686 882	52 561	6 972
Grand Total		13 863 273	409 898	33 851

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 2004

Province	Gender	Candidates Who Wrote		Candidates Awaiting Results		Candidates Who Wrote (Excluding Awaiting Results)	Candidates Who Failed ¹⁾		Candidates Who Passed ¹⁾					
									Without Endorsement		With Endorsement		Total	
		Number	%	Number	%		Number	Number	%	Number	%	Number	%	Number
Eastern Cape	Female	35 776	56.4	1	0.0	35 775	17 128	47.9	15 696	43.9	2 951	8.2	18 647	52.1
	Male	27 650	43.6	4	0.0	27 646	12 378	44.8	12 655	45.8	2 613	9.5	15 268	55.2
	Total	63 426		5	0.0	63 421	29 506	46.5	28 351	44.7	5 564	8.8	33 915	53.5
Free State	Female	12 925	52.3	0	0.0	12 925	2 961	22.9	7 325	56.7	2 639	20.4	9 964	77.1
	Male	11 806	47.7	0	0.0	11 806	2 311	19.6	6 654	56.4	2 841	24.1	9 495	80.4
	Total	24 731		0	0.0	24 731	5 272	21.3	13 979	56.5	5 480	22.2	19 459	78.7
Gauteng	Female	38 932	54.5	9	0.0	38 923	8 884	22.8	21 160	54.4	8 879	22.8	30 039	77.2
	Male	32 450	45.5	11	0.0	32 439	7 670	23.6	17 868	55.1	6 901	21.3	24 769	76.4
	Total	71 382		20	0.0	71 362	16 554	23.2	39 028	54.7	15 780	22.1	54 808	76.8
KwaZulu-Natal	Female	58 251	52.7	0	0.0	58 251	15 215	26.1	31 575	54.2	11 461	19.7	43 036	73.9
	Male	52 384	47.3	0	0.0	52 384	13 590	25.9	29 305	55.9	9 489	18.1	38 794	74.1
	Total	110 635		0	0.0	110 635	28 805	26.0	60 880	55.0	20 950	18.9	81 830	74.0
Limpopo	Female	42 181	54.2	28	0.1	42 153	13 702	32.5	20 900	49.6	7 551	17.9	28 451	67.5
	Male	35 593	45.8	40	0.1	35 553	9 107	25.6	17 724	49.9	8 722	24.5	26 446	74.4
	Total	77 774		68	0.1	77 706	22 809	29.4	38 624	49.7	16 273	20.9	54 897	70.6
Mpumalanga	Female	19 857	53.5	1	0.0	19 856	8 023	40.4	9 671	48.7	2 162	10.9	11 833	59.6
	Male	17 234	46.5	1	0.0	17 233	6 153	35.7	8 602	49.9	2 478	14.4	11 080	64.3
	Total	37 091		2	0.0	37 089	14 176	38.2	18 273	49.3	4 640	12.5	22 913	61.8
North West	Female	19 918	53.4	0	0.0	19 918	7 141	35.9	10 430	52.4	2 347	11.8	12 777	64.1
	Male	17 409	46.6	0	0.0	17 409	5 965	34.3	9 144	52.5	2 300	13.2	11 444	65.7
	Total	37 327		0	0.0	37 327	13 106	35.1	19 574	52.4	4 647	12.4	24 221	64.9
Northern Cape	Female	3 541	52.7	0	0.0	3 541	636	18.0	2 281	64.4	624	17.6	2 905	82.0
	Male	3 182	47.3	0	0.0	3 182	478	15.0	2 069	65.0	635	20.0	2 704	85.0
	Total	6 723		0	0.0	6 723	1 114	16.6	4 350	64.7	1 259	18.7	5 609	83.4
Western Cape	Female	21 682	55.7	0	0.0	21 682	3 397	15.7	12 471	57.5	5 814	26.8	18 285	84.3
	Male	17 214	44.3	0	0.0	17 214	2 434	14.1	10 070	58.5	4 710	27.4	14 780	85.9
	Total	38 896		0	0.0	38 896	5 831	15.0	22 541	58.0	10 524	27.1	33 065	85.0
National	Female	253 063	54.1	39	0.0	253 024	77 087	30.5	131 509	52.0	44 428	17.6	175 937	69.5
	Male	214 922	45.9	56	0.0	214 866	60 086	28.0	114 091	53.1	40 689	18.9	154 780	72.0
	Total	467 985		95	0.0	467 890	137 173	29.3	245 600	52.5	85 117	18.2	330 717	70.7

Source: Report on the 2004 Senior Certificate examination, Department of Education (December 2004).

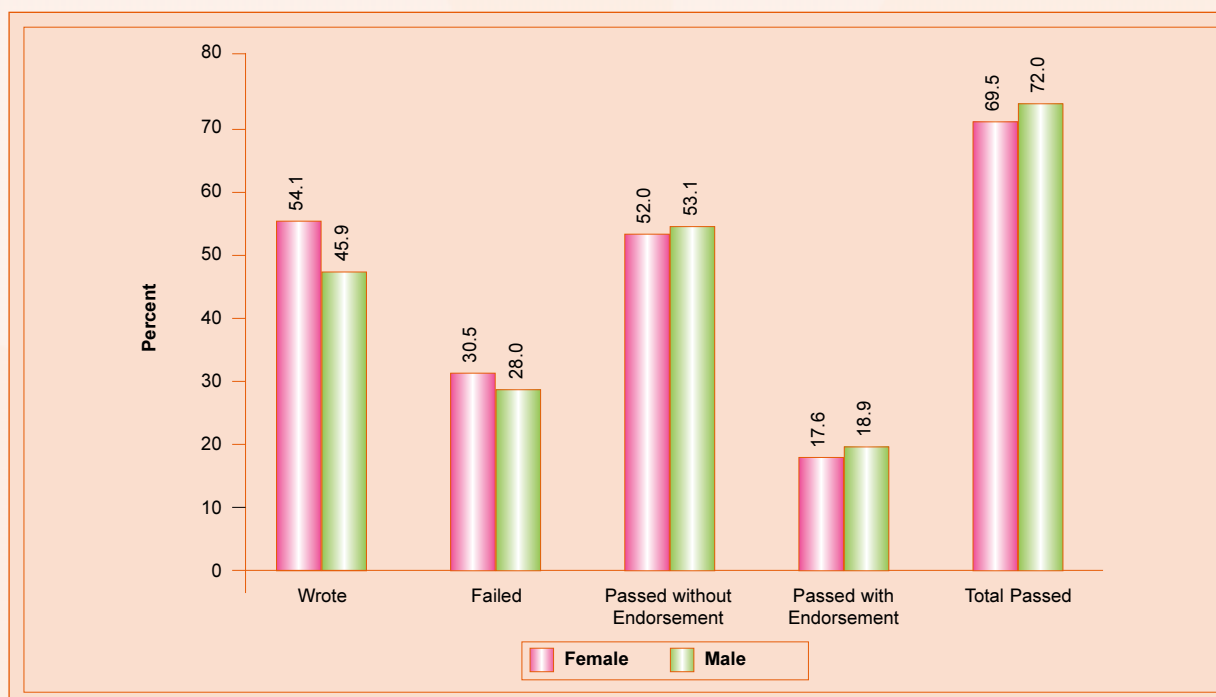
Note: The data exclude pending irregularities.

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

In 2004, 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 70.7%. In all the provinces more females than males wrote the Senior Certificate examination. However, in relative terms, as indicated in Table 8 and Figure 12, the national pass rate of male candidates (72.0%) was higher than the pass rate of female candidates (69.5%). A similar trend was seen in all provinces, except in Gauteng. In all the provinces there were more female candidates than male candidates who passed. Furthermore, Table 8 shows that the overall pass rate, by province, varied from 85.0% in the Western Cape to 53.5% in the Eastern Cape.



Figure 12: Percentage distribution of Senior Certificate examination pass and failure rates, by gender, in 2004



3.3.2 Pass type results

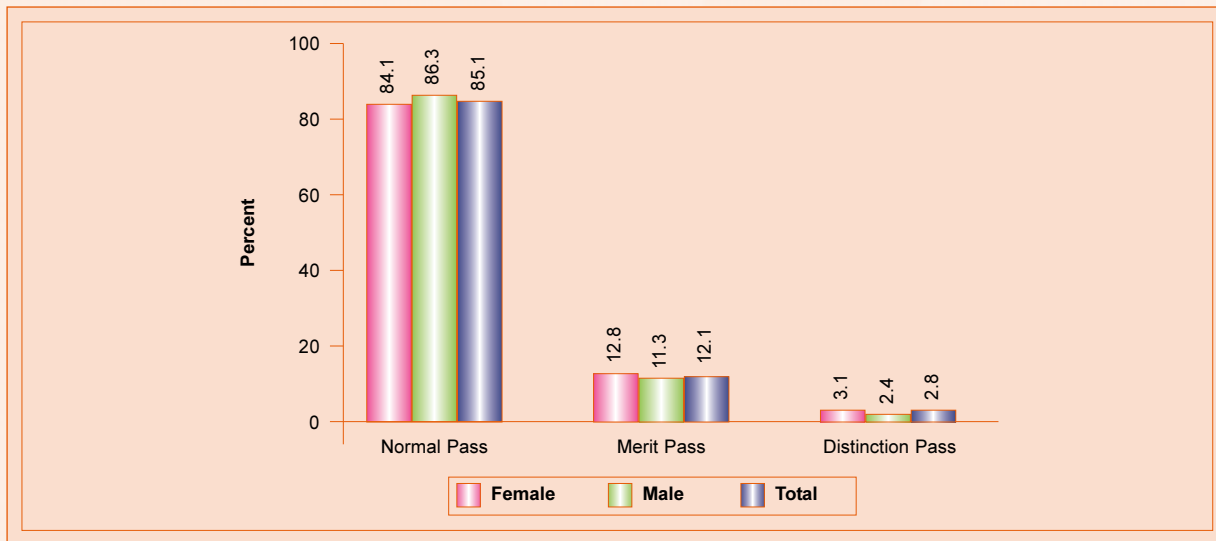
Table 9: Senior Certificate examination results, by province, gender and type of pass, in 2004

Province	Gender	Type of Pass						Total Passed Number
		Pass Normal		Pass with Merit		Pass with Distinction		
		Number	% of Total Passed	Number	% of Total Passed	Number	% of Total Passed	
Eastern Cape	Female	16 776	90.0	1 514	8.1	357	1.9	18 647
	Male	13 830	90.6	1 212	7.9	226	1.5	15 268
	Total	30 606	90.2	2 726	8.0	583	1.7	33 915
Free State	Female	8 260	82.9	1 372	13.8	332	3.3	9 964
	Male	8 030	84.6	1 246	13.1	219	2.3	9 495
	Total	16 290	83.7	2 618	13.5	551	2.8	19 459
Gauteng	Female	22 789	75.9	5 696	19.0	1 554	5.2	30 039
	Male	19 953	80.6	3 837	15.5	979	4.0	24 769
	Total	42 742	78.0	9 533	17.4	2 533	4.6	54 808
KwaZulu-Natal	Female	35 728	83.0	5 952	13.8	1 356	3.2	43 036
	Male	33 481	86.3	4 438	11.4	875	2.3	38 794
	Total	69 209	84.6	10 390	12.7	2 231	2.7	81 830
Limpopo	Female	26 712	93.9	1 584	5.6	155	0.5	28 451
	Male	24 332	92.0	1 939	7.3	175	0.7	26 446
	Total	51 044	93.0	3 523	6.4	330	0.6	54 897
Mpumalanga	Female	10 700	90.4	966	8.2	167	1.4	11 833
	Male	10 056	90.8	885	8.0	139	1.3	11 080
	Total	20 756	90.6	1 851	8.1	306	1.3	22 913
North West	Female	11 505	90.0	1 072	8.4	200	1.6	12 777
	Male	10 423	91.1	882	7.7	139	1.2	11 444
	Total	21 928	90.5	1 954	8.1	339	1.4	24 221
Northern Cape	Female	2 432	83.7	383	13.2	90	3.1	2 905
	Male	2 361	87.3	296	10.9	47	1.7	2 704
	Total	4 793	85.5	679	12.1	137	2.4	5 609
Western Cape	Female	13 053	71.4	3 947	21.6	1 285	7.0	18 285
	Male	11 066	74.9	2 801	19.0	913	6.2	14 780
	Total	24 119	72.9	6 748	20.4	2 198	6.6	33 065
National	Female	147 955	84.1	22 486	12.8	5 496	3.1	175 937
	Male	133 532	86.3	17 536	11.3	3 712	2.4	154 780
	Total	281 487	85.1	40 022	12.1	9 208	2.8	330 717

Source: Report on the 2004 Senior Certificate examination, Department of Education (December 2004).

Note: The data exclude pending irregularities.

Figure 13: Percentage distribution of Senior Certificate examination results, by type of pass and gender, in 2004



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

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

Table 9 and Figure 13 show that, nationally, in 2004, 85.1%, 12.1% and 2.8% of all candidates passed with a normal pass, a merit pass and a distinction pass, respectively. Although Table 9 and Figure 13 show that, nationally, among candidates who passed with merit and distinction, the females performed better than the males, males performed better than females when one takes into account only the endorsement passes for each of the three pass types (raw data for endorsement passes not shown in this report).

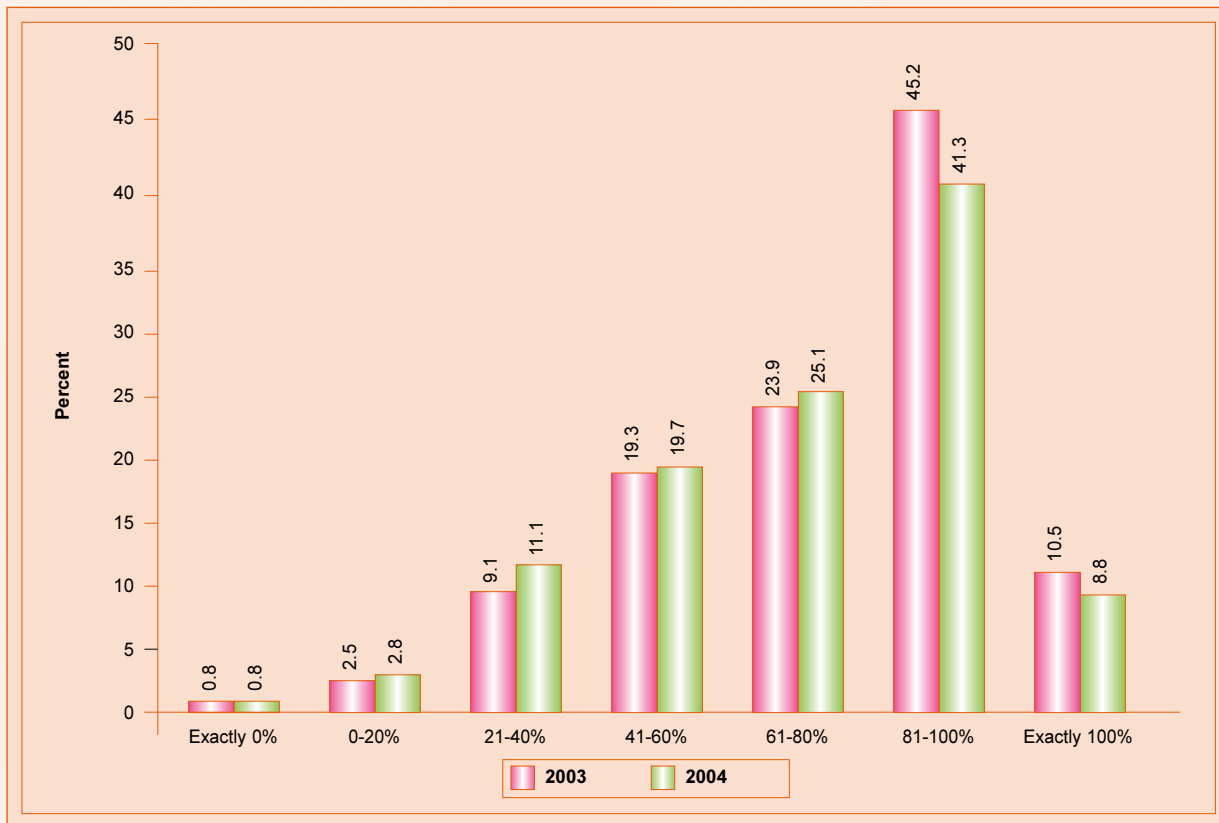
3.3.3 Frequency Interval results

Table 10: Senior Certificate examination percentage pass rates of schools within different percentage groupings, by province, in 2003 and 2004

Province		Frequency Distribution of Pass Rates														
Name	Total Number of Schools		0-20%		21-40%		41-60%		61-80%		81-100%		Exactly 0%		Exactly 100%	
	2003	2004	2003 %	2004 %	2003 %	2004 %	2003 %	2004 %	2003 %	2004 %	2003 %	2004 %	2003 %	2004 %	2003 %	2004 %
Eastern Cape	910	919	6.2	10.0	20.9	28.9	27.8	25.4	22.7	17.4	22.4	18.3	1.1	1.8	6.2	5.3
Free State	337	334	0.9	0.3	3.6	2.7	12.5	11.4	25.5	28.1	57.6	57.5	0.3	0.3	14.8	13.5
Gauteng	640	649	2.3	1.7	4.5	8.0	12.5	15.6	22.7	23.7	58.0	51.0	0.8	0.9	15.3	10.3
KwaZulu-Natal	1 485	1 526	2.5	2.2	6.7	8.5	15.6	20.6	25.4	27.2	49.8	41.5	1.3	0.7	9.0	7.5
Limpopo	1 373	1 391	1.1	0.9	6.8	5.9	22.2	18.2	25.9	28.6	44.1	46.4	0.1	0.5	9.3	8.2
Mpumalanga	415	423	2.2	4.5	21.2	15.6	32.8	27.9	19.8	27.9	24.1	24.1	0.5	3.1	6.0	5.7
North West	389	399	2.1	1.5	8.0	16.3	22.9	28.1	32.9	26.1	34.2	28.1	0.5	0.0	5.4	5.0
Northern Cape	105	107	0.0	0.0	0.0	2.8	1.9	5.6	12.4	25.2	85.7	66.4	0.0	0.0	25.7	18.7
Western Cape	391	392	2.8	2.0	1.8	3.1	7.4	7.4	13.0	18.1	74.9	69.4	2.0	1.8	25.1	21.2
National	6 045	6 140	2.5	2.8	9.1	11.1	19.3	19.7	23.9	25.1	45.2	41.3	0.8	0.8	10.5	8.8

Source: Report on the 2004 Senior Certificate examination, Department of Education (December 2004).
Note: The data exclude pending irregularities.

Figure 14: Percentage distribution of Senior Certificate examination percentage pass rates of schools within different percentage groupings in 2003 and 2004



In 2004, as shown in Table 10 and Figure 14, 8.8% (approximately 540) of the 6 140 schools in South Africa that offered the Senior Certificate examination obtained 100% passes. This is lower than the 10.5% of 2003. The percentage of schools that scored a pass rate of between 81% and 100% decreased from 45.2% to 41.3%. As far as schools that performed poorly are concerned, 2.8% of them obtained a pass rate of between 0% and 20% in 2004, which is slightly higher than the 2.5% of 2003. Nationally, 0.8% of schools (approximately 49) scored a 0% pass rate, which is the same as in 2003.

3.3.4 Selected subject results

Table 11 shows that, concerning the selected six subjects, more candidates wrote Biology in the Senior Certificate examination in 2004 (300 154) than in 2003 (285 852). The highest and second highest overall pass rates in 2004 were for Accounting (88.4%) and Business Economics (83.5%), respectively. The lowest overall pass rate in 2004 was for Mathematics (56.8%), which is 2.0% lower than in 2003. However, the pass rate for Mathematics HG was 75.3% in 2004.

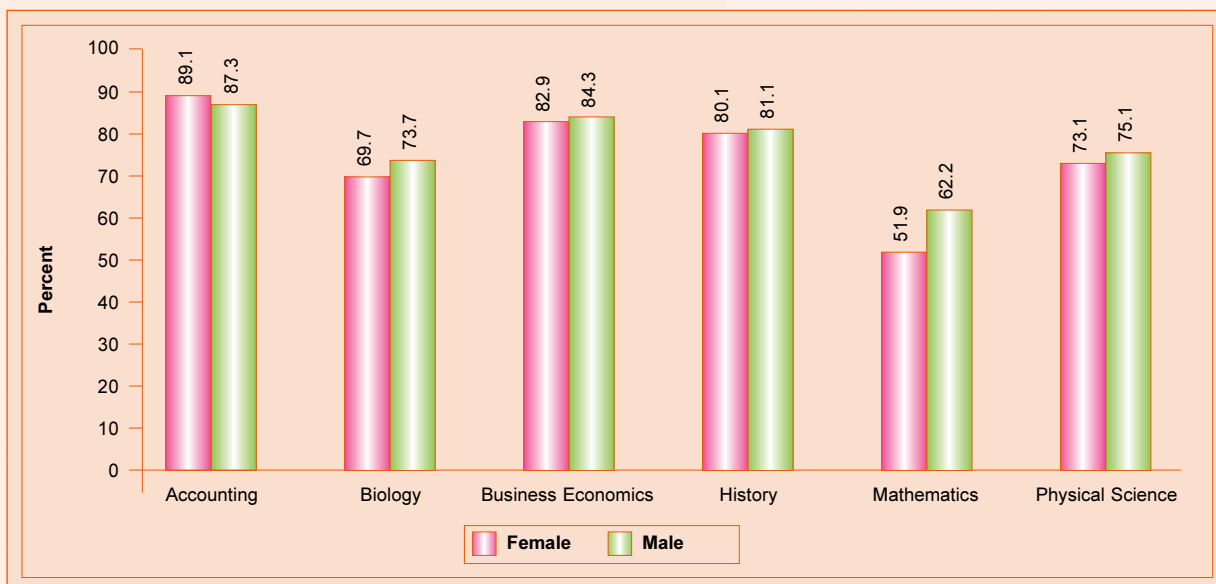
Table 11 and Figure 15 indicate that, except for Accounting, in both 2003 and 2004, males performed better overall than females in all the selected subjects. However, in 2004, females performed better than males in Accounting SG, Biology HG and History HG.

Table 11: Senior Certificate examination results for selected subjects, by gender, in 2003 and 2004

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	2003	22 852	16 651	39 503	25 880	7 521		19 088	83.5	14 313	86.0	33 401	84.6
	2004	25 276	18 166	43 442	27 055	10 235		21 616	85.5	15 674	86.3	37 290	85.8
Accounting SG	2003	66 390	40 060	106 450		87 926	11 617	62 608	94.3	36 935	92.2	99 543	93.5
	2004	70 276	42 672	112 948		87 185	13 748	63 479	90.3	37 454	87.8	100 933	89.4
Accounting Total	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
	2004	95 552	60 838	156 390	27 055	97 420	13 748	85 095	89.1	53 128	87.3	138 223	88.4
Biology HG	2003	49 055	37 605	86 660	44 225	18 549		35 756	72.9	27 018	71.8	62 774	72.4
	2004	53 200	42 881	96 081	42 496	23 218		36 509	68.6	29 205	68.1	65 714	68.4
Biology SG	2003	106 924	92 268	199 192		105 883	41 094	76 028	71.1	70 949	76.9	146 977	73.8
	2004	108 895	95 178	204 073		105 223	43 699	76 428	70.2	72 494	76.2	148 922	73.0
Biology Total	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
	2004	162 095	138 059	300 154	42 496	128 441	43 699	112 937	69.7	101 699	73.7	214 636	71.5
Business Economics HG	2003	27 123	19 558	46 681	25 592	11 758		21 743	80.2	15 607	79.8	37 350	80.0
	2004	32 144	22 791	54 935	30 350	14 646		26 255	81.7	18 741	82.2	44 996	81.9
Business Economics SG	2003	80 944	55 410	136 354		95 211	19 671	67 661	83.6	47 221	85.2	114 882	84.3
	2004	84 784	58 841	143 625		98 173	22 645	70 712	83.4	50 106	85.2	120 818	84.1
Business Economics Total	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
	2004	116 928	81 632	198 560	30 350	112 819	22 645	96 967	82.9	68 847	84.3	165 814	83.5
History HG	2003	12 533	14 554	27 087	18 368	5 392		10 995	87.7	12 765	87.7	23 760	87.7
	2004	15 358	17 228	32 586	18 556	7 046		12 097	78.8	13 505	78.4	25 602	78.6
History SG	2003	34 204	30 576	64 780		44 463	10 369	28 577	83.5	26 255	85.9	54 832	84.6
	2004	33 904	30 087	63 991		41 713	10 551	27 382	80.8	24 882	82.7	52 264	81.7
History Total	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
	2004	49 262	47 315	96 577	18 556	48 759	10 551	39 479	80.1	38 387	81.1	77 866	80.6
Mathematics HG	2003	16 618	19 338	35 956	23 412	5 281		13 096	78.8	15 597	80.7	28 693	79.8
	2004	18 120	21 819	39 939	24 143	5 943		13 480	74.4	16 606	76.1	30 086	75.3
Mathematics SG	2003	120 011	102 356	222 367		99 426	23 786	60 839	50.7	62 373	60.9	123 212	55.4
	2004	127 487	108 668	236 155		103 721	22 988	62 131	48.7	64 578	59.4	126 709	53.7
Mathematics Total	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
	2004	145 607	130 487	276 094	24 143	109 664	22 988	75 611	51.9	81 184	62.2	156 795	56.8
Physical Science HG	2003	23 105	28 975	52 080	26 067	13 937		17 177	74.3	22 827	78.8	40 004	76.8
	2004	24 371	31 598	55 969	26 975	14 543		17 566	72.1	23 952	75.8	41 518	74.2
Physical Science SG	2003	48 858	50 853	99 711		61 756	20 187	39 180	80.2	42 763	84.1	81 943	82.2
	2004	51 769	53 476	105 245		59 400	18 625	38 100	73.6	39 925	74.7	78 025	74.1
Physical Science Total	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
	2004	76 140	85 074	161 214	26 975	73 943	18 625	55 666	73.1	63 877	75.1	119 543	74.2

Source: Report on the 2004 Senior Certificate examination, Department of Education (December 2004).
 Note 1: The data exclude pending irregularities.
 Note 2: HG = Higher Grade, SG = Standard Grade and LG = Lower Grade.
 Note 3: Empty cells: not applicable.

Figure 15: Percentage distribution of Senior Certificate examination pass rates for selected subjects, by gender, in 2004



3.3.5 Pass rate trend from 1995 to 2004

Table 12: Comparison of pass rates of the Senior Certificate examination, by province, from 1995 to 2004

Province	Pass Rates (%)										
	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	% Net Change (95-04)
	A	B	C	D	E	F	G	H	I	J	(J-A)/A
Eastern Cape	47.8	49.0	46.2	45.1	40.2	49.8	45.6	51.8	60.0	53.5	11.9
Free State	49.7	51.1	42.5	43.4	42.1	52.7	59.0	70.7	80.0	78.7	58.4
Gauteng	58.0	58.3	51.7	55.6	57.0	67.5	73.6	78.1	81.5	76.8	32.4
KwaZulu-Natal	69.3	61.8	53.7	50.3	50.7	57.2	62.8	70.8	77.2	74.0	6.8
Limpopo	37.8	38.8	31.9	35.2	37.5	51.4	59.5	69.5	70.0	70.6	86.9
Mpumalanga	38.2	47.4	46.0	52.7	48.3	53.2	46.9	55.8	58.2	61.8	61.9
North West	66.3	69.6	50.0	54.6	52.1	58.3	62.5	67.8	70.5	64.9	-2.1
Northern Cape	74.5	74.1	63.8	65.4	64.3	71.2	84.2	89.9	90.7	83.4	12.0
Western Cape	82.7	80.2	76.2	79.0	78.8	80.6	82.7	86.5	87.1	85.0	2.8
National	53.4	54.4	47.4	49.3	48.9	57.9	61.7	68.9	73.3	70.7	32.4

Source: Report on the 2004 Senior Certificate examination, Department of Education (December 2004).
 Note: Percentages with a negative sign denote a decrease.

Figure 16: Comparison of national pass rates of the Senior Certificate examination from 1995 to 2004



Table 12 shows that the national pass rate of the Senior Certificate examination increased from 53.4% in 1995 to 70.7% in 2004, indicating a net increase of 32.4%. From 1995 to 2004, the largest net increase in the pass rate occurred in Limpopo (86.9%), followed by Mpumalanga (61.9%).

Figure 16 shows that, from 1995, the national pass rate decreased by 6.0% (real value) to its lowest point in 1997 (47.4%). It stayed almost the same from 1997 to 1999 and then increased by 24.4% (real value) to its highest point in 2003.

Table 12 shows that all provinces except North West showed a higher pass rate in 2004 than in 1995, and that, in 2003, all provinces showed a higher pass rate than in 1995. Between 1995 and 2004 the lowest and second lowest pass rates occurred in Limpopo (31.9% in 1997 and 35.2% in 1998), respectively. In the same period, the highest and second highest pass rates occurred in the Northern Cape (90.7% in 2003 and 89.9% in 2002).

4. PUBLIC HIGHER EDUCATION INSTITUTIONS

4.1 Mergers, incorporations and name changes

The following mergers, incorporations and name changes took place in 2004:

- **Mergers**
 - The University of Potchefstroom and the University of the North West merged to become the North West University.
 - The University of Natal and the University of Durban Westville merged to become the University of KwaZulu-Natal.
 - The University of South Africa and Technikon South Africa merged under the name of University of South Africa.
 - Pretoria Technikon, Technikon Northern Gauteng and Technikon North West merged to become Tshwane University of Technology.

- **Incorporations**
 - Vista University closed and the Vista campuses were incorporated into the following institutions:
 - ◆ Mamelodi campus into the University of Pretoria
 - ◆ East Rand and Soweto campuses into Rand Afrikaans University
 - ◆ Sebokeng campus into the North West University
 - ◆ Port Elizabeth campus into the University of Port Elizabeth
 - ◆ Bloemfontein campus into the University of the Free State
 - ◆ Welkom campus into the Central University of Technology, Free State
 - ◆ Vudec campus into the University of South Africa
 - The East London campus of Rhodes University was incorporated into the University of Fort Hare.
 - The Dentistry faculty at the University of Stellenbosch was incorporated into the University of the Western Cape.

- **Name changes**
 - Vaal Triangle Technikon is now called Vaal University of Technology.
 - Technikon Free State is now called Central University of Technology, Free State.



4.2 Headcount enrolments

Table 13: Overview of South African public higher education institutions in 2004

Institution	Headcount Student Enrolments			Black Students as a Proportion of Headcount Totals (%)		Female Students as a Proportion of Headcount Totals (%)		Proportions of Contact & Distance Headcount Enrolments in Major Fields of Study (%)		
	Contact	Distance	Total	Contact	Distance	Contact	Distance	SET	Business	Humanities
Border Technikon	6 613	0	6 613	99	n.a.	60	n.a.	30	44	26
Cape Technikon	17 790	26	17 816	66	100	50	69	51	30	20
University of Cape Town	21 321	0	21 321	49	n.a.	50	n.a.	39	25	36
Central University of Technology, Free State	11 125	222	11 347	82	81	50	56	39	40	21
Durban Institute of Technology	21 887	0	21 887	93	n.a.	50	n.a.	50	34	16
Eastern Cape Technikon	10 343	0	10 343	100	n.a.	62	n.a.	29	41	30
University of Fort Hare	6 488	2 267	8 755	91	99	57	79	16	13	71
University of the Free State	23 177	2 174	25 351	67	40	58	33	28	13	59
University of KwaZulu-Natal	37 171	8 171	45 342	84	89	54	65	32	26	42
Mangosuthu Technikon	9 879	0	9 879	100	n.a.	49	n.a.	54	36	10
MEDUNSA	3 844	0	3 844	95	n.a.	52	n.a.	96	0	4
University of the North	12 314	0	12 314	99	n.a.	52	n.a.	29	17	54
North West University	25 970	14 175	40 145	53	89	59	66	21	16	62
Peninsula Technikon	10 047	0	10 047	97	n.a.	54	n.a.	48	33	19
Port Elizabeth Technikon	9 888	333	10 221	72	100	45	64	43	36	21
University of Port Elizabeth	10 713	5 367	16 080	68	98	56	72	17	14	70
University of Pretoria	39 424	7 547	46 971	41	99	53	72	36	15	48
Rand Afrikaans University	26 245	4 491	30 736	54	98	57	67	17	28	56
Rhodes University	5 705	474	6 179	49	99	56	66	22	14	64
University of Stellenbosch	20 933	518	21 451	26	93	51	84	39	13	48
University of Transkei	6 055	395	6 450	100	100	62	73	27	13	60
Tshwane University of Technology	50 933	12 931	63 864	85	99	50	57	29	38	33
UNISA	578	205 609	206 187	59	71	83	54	11	49	40
Vaal University of Technology	16 848	0	16 848	93	n.a.	49	n.a.	42	52	6
University of Venda	8 971	0	8 971	100	n.a.	48	n.a.	26	20	54
University of the Western Cape	14 225	0	14 225	95	n.a.	57	n.a.	26	15	58
Technikon Witwatersrand	16 116	0	16 116	90	n.a.	46	n.a.	47	47	7
University of the Witwatersrand	24 766	0	24 766	66	n.a.	50	n.a.	49	15	36
University of Zululand	10 419	0	10 419	98	n.a.	64	n.a.	18	11	71
Totals/Averages	479 788	264 700	744 488	73	76	53	56	27	32	41

Source: 2004 HEMIS database, September 2005.

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

Note 9: UNISA's data is provisional.

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

Note 11: n.a. = not applicable.

Table 14: Headcount enrolments in public higher education institutions, by major field of study and formal qualification, in 2004

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
Border Technikon	1 993	2 926	7	1 688	6 613	62	6 284	267	0	0	0	6 613
Cape Technikon	9 050	5 267	1 730	1 770	17 816	13	13 704	3 276	429	360	34	17 816
University of Cape Town	8 417	5 225	696	6 982	21 321	829	7 615	6 771	2 037	3 171	898	21 321
Central University of Technology, Free State	4 447	4 509	523	1 869	11 347	229	7 900	2 800	180	168	70	11 347
Durban Institute of Technology	10 845	7 484	382	3 177	21 887	350	18 226	2 987	30	264	30	21 887
Eastern Cape Technikon	3 002	4 247	2 249	846	10 343	479	8 943	872	49	0	0	10 343
University of Fort Hare	1 433	1 150	2 646	3 526	8 755	12	4 385	2 813	1 264	251	30	8 755
University of the Free State	6 990	3 352	5 531	9 478	25 351	1 575	9 686	4 110	6 633	2 827	520	25 351
University of KwaZulu-Natal	14 479	11 766	5 657	13 439	45 342	3326	20 442	8 815	7 113	4 531	1 115	45 342
Mangosuthu Technikon	5 293	3 555	0	1 032	9 879	0	9 733	146	0	0	0	9 879
MEDUNSA	3 695	0	34	115	3 844	2	460	2 491	165	671	55	3 844
University of the North	3 553	2 055	3 100	3 607	12 314	2	7 465	2 476	944	1 339	88	12 314
North West University	8 493	6 604	13 465	11 582	40 145	596	18 555	6 848	10 902	2 629	615	40 145
Peninsula Technikon	4 821	3 317	786	1 123	10 047	85	7 776	1 999	0	171	16	10 047
Port Elizabeth Technikon	4 394	3 653	726	1 447	10 221	547	8 000	1 236	13	370	55	10 221
University of Port Elizabeth	2 655	2 184	6 513	4 728	16 080	627	8 506	4 042	1 636	1 061	208	16 080
University of Pretoria	17 135	7 102	11 880	10 854	46 971	661	22 029	11 393	5 494	5 797	1 597	46 971
Rand Afrikaans University	5 102	8 467	8 146	9 022	30 736	1 208	18 158	3 118	5 851	1 812	589	30 736
Rhodes University	1 366	839	1 224	2 750	6 179	55	3 672	1 179	480	577	216	6 179
University of Stellenbosch	8 409	2 813	1 415	8 814	21 451	745	7 469	5 723	3 049	3 685	780	21 451
University of Transkei	1 742	834	1 876	1 998	6 450	479	3 465	1 967	428	110	1	6 450
Tshwane University of Technology	18 754	24 089	11 465	9 556	63 864	565	46 498	13 797	124	2 779	101	63 864
UNISA	21 762	101 917	23 129	59 379	206 187	9 756	147 096	27 188	15 360	5 879	908	206 187
Vaal University of Technology	7 121	8 756	23	948	16 848	0	15 350	1 334	12	133	19	16 848
University of Venda	2 294	1 805	1 519	3 354	8 971	86	6 248	1 948	323	327	39	8 971
University of the Western Cape	3 768	2 173	1 341	6 944	14 225	0	6 937	3 983	1 567	1 434	304	14 225
Technikon Witwatersrand	7 504	7 553	278	781	16 116	399	13 645	1 786	19	245	22	16 116
University of the Witwatersrand	12 170	3 711	1 899	6 985	24 766	487	8 652	8 107	2 595	4 282	643	24 766
University of Zululand	1 865	1 186	3 825	3 543	10 419	0	4 587	2 651	2 570	460	151	10 419
Totals	202 551	238 536	112 067	191 335	744 488	23 175	461 486	136 123	69 267	45 333	9 104	744 488

Source: 2004 HEMIS database, September 2005.

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.

Notes to Table 14 (continued)

- Note 2:** Occasional students are students who are taking courses that are part of formally approved programmes, but who are not registered for a formal degree or diploma.
- Note 3:** The category "three-year undergraduate degrees and diplomas" includes national diplomas offered by technikons/universities of technology and comprehensive institutions as well as first bachelor's degrees offered by universities and comprehensive institutions, such as BA, BSc, BCom.
- Note 4:** Professional bachelor's degrees are those that have an approved formal time of more than four years. Examples include degrees such as B Tech, BSc (Engineering), MB ChB, BFA.
- Note 5:** The category "below masters level" includes postgraduate and post-diploma diplomas, postgraduate bachelor's degrees, and honours degrees.
- Note 6:** The UNISA total of occasional students includes 5 943 coded as "Other".
- Note 7:** Numbers and percentages may not necessarily add up due to rounding off.
- Note 8:** UNISA's data is provisional.
- Note 9:** CESM Category 10 (Home Economics) is now reported under SET and not under Humanities as was done in previous reports.

Figure 17: Percentage distribution of headcount enrolments in public higher education institutions, by major field of study, in 2004

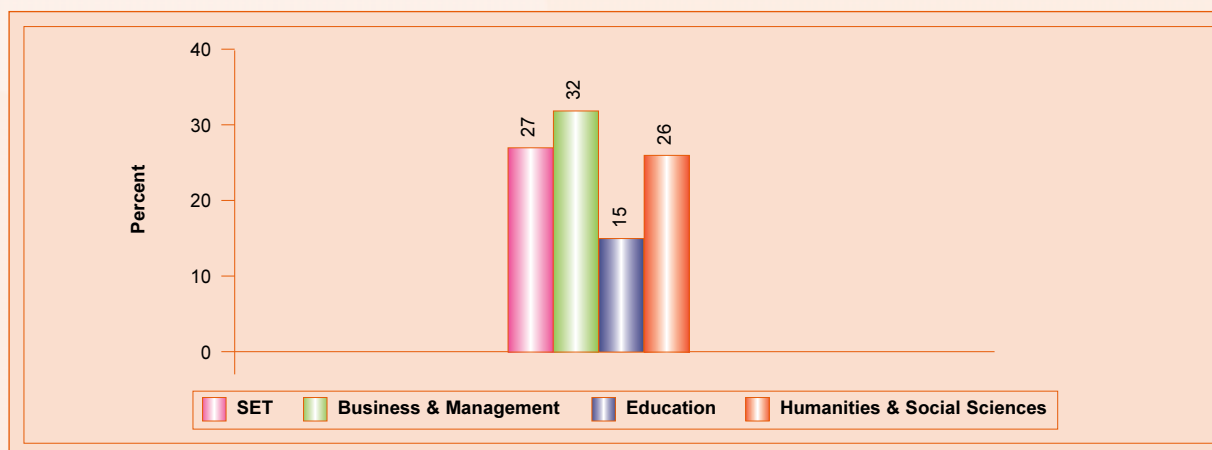


Figure 17 (see also Table 14) shows that, in 2004, 41% of students at public higher education institutions were enrolled for programmes of study in either teacher education or the broad humanities and social sciences, 32% of students were enrolled for programmes in business and management while only 27% of students were enrolled for science, engineering and technology.

Figure 18: Percentage distribution of headcount enrolments in public higher education institutions, by qualification type, in 2004

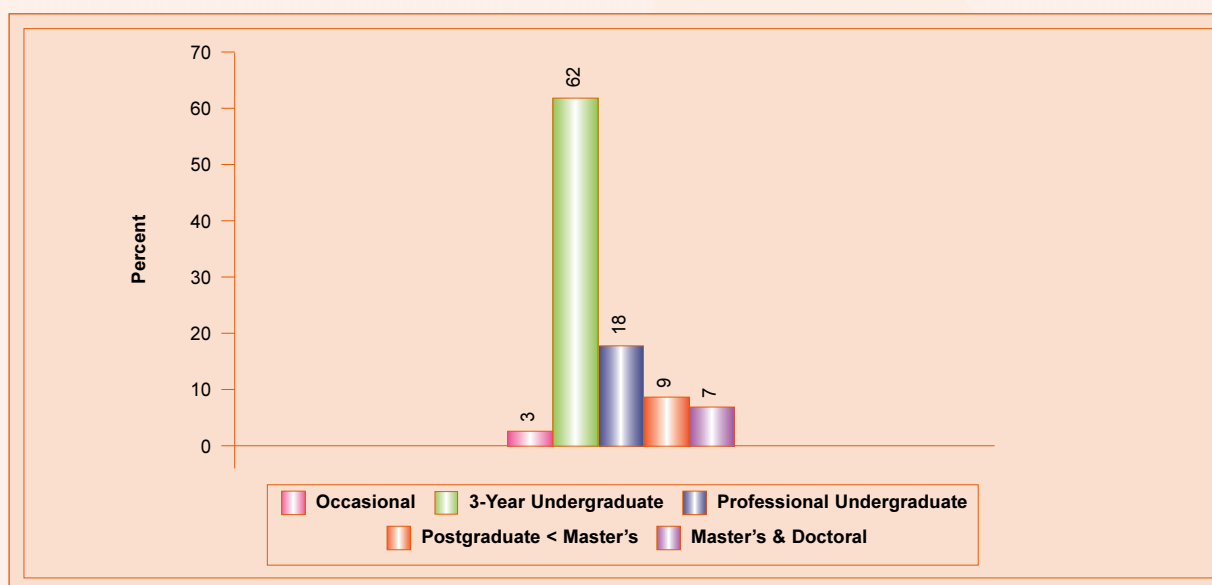


Figure 18 (see also Table 14) shows that the public higher education sector remained primarily an undergraduate one. In 2004, 65% of all students in this sector were enrolled for undergraduate qualifications, including occasional courses.

Table 15: Headcount enrolments of contact and distance mode students in public higher education institutions, by race, in 2004

Institution	Contact							Distance						
	African	Coloured	Indian	White	Total	Female	Male	African	Coloured	Indian	White	Total	Female	Male
Border Technikon	6 523	26	5	59	6 613	3 948	2 665	0	0	0	0	0	0	0
Cape Technikon	6 580	4 880	299	6 031	17 790	8 850	8 940	26	0	0	0	26	18	8
University of Cape Town	5 867	2 992	1 609	10 675	21 321	10 681	10 640	0	0	0	0	0	0	0
Central University of Technology, Free State	8 683	449	37	1 956	11 125	5 568	5 557	137	40	3	42	222	124	98
Durban Institute of Technology	15 355	405	4 514	1 559	21 887	10 838	11 049	0	0	0	0	0	0	0
Eastern Cape Technikon	10 312	8	4	19	10 343	6 438	3 905	0	0	0	0	0	0	0
University of Fort Hare	5 709	110	74	595	6 488	3 681	2 807	2 212	26	4	25	2 267	1 792	475
University of the Free State	13 948	1 166	417	7 646	23 177	13 448	9 729	592	121	164	1 297	2 174	720	1 454
University of KwaZulu-Natal	16 506	982	13 598	6 076	37 171	19 972	17 199	5 856	412	1 019	884	8 171	5 337	2 834
Mangosuthu Technikon	9 866	5	4	4	9 879	4 833	5 046	0	0	0	0	0	0	0
MEDUNSA	3 387	24	237	196	3 844	2 003	1 841	0	0	0	0	0	0	0
University of the North	12 228	13	11	62	12 314	6 342	5 972	0	0	0	0	0	0	0
North West University	13 049	546	278	11 786	25 970	15 385	10 585	11 925	709	43	871	14 175	9 417	4 758
Peninsula Technikon	6 058	3 622	36	331	10 047	5 399	4 648	0	0	0	0	0	0	0
Port Elizabeth Technikon	5 524	1 433	189	2 742	9 888	4 496	5 392	276	56	0	1	333	213	120
University of Port Elizabeth	5 706	1 307	285	3 415	10 713	5 995	4 718	5 092	153	29	93	5 367	3 889	1 478
University of Pretoria	13 960	611	1 683	23 170	39 424	20 856	18 568	7 323	62	66	96	7 547	5 429	2 118
Rand Afrikaans University	11 463	867	1 783	12 132	26 245	14 875	11 370	4 296	64	39	92	4 491	3 004	1 487
Rhodes University	2 152	225	424	2 904	5 705	3 194	2 511	413	58	0	3	474	314	160
University of Stellenbosch	2 145	2 783	429	15 576	20 933	10 780	10 153	444	30	9	35	518	434	84
University of Transkei	5 894	23	125	13	6 055	3 765	2 290	392	2	0	1	395	289	106
Tshwane University of Technology	42 435	469	465	7 564	50 933	25 635	25 298	12 456	226	75	174	12 931	7 345	5 586
UNISA	16	321	2	238	578	482	96	113 719	12 555	20 389	58 529	205 609	110 714	94 895
Vaal University of Technology	15 371	259	97	1 121	16 848	8 270	8 578	0	0	0	0	0	0	0
University of Venda	8 957	1	3	10	8 971	4 290	4 681	0	0	0	0	0	0	0
University of the Western Cape	5 062	7 056	1 384	576	14 225	8 075	6 150	0	0	0	0	0	0	0
Technikon Witwatersrand	13 696	326	528	1 553	16 116	7 422	8 694	0	0	0	0	0	0	0
University of the Witwatersrand	11 916	637	3 849	8 364	24 766	12 279	12 482	0	0	0	0	0	0	0
University of Zululand	10 112	30	106	171	10 419	6 622	3 797	0	0	0	0	0	0	0
Totals	288 480	31 576	32 475	126 544	479 788	254 422	225 361	165 159	14 514	21 840	62 143	264 700	149 039	115 661
	60%	7%	7%	26%	100%	53%	47%	62%	5%	8%	23%	100%	56%	44%

Source: 2004 HEMIS database, September 2005.

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

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

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

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

Note 5: UNISA's data is provisional.

Figure 19: Percentage distribution of headcount enrolments in public higher education institutions, by contact/distance mode and race, in 2004

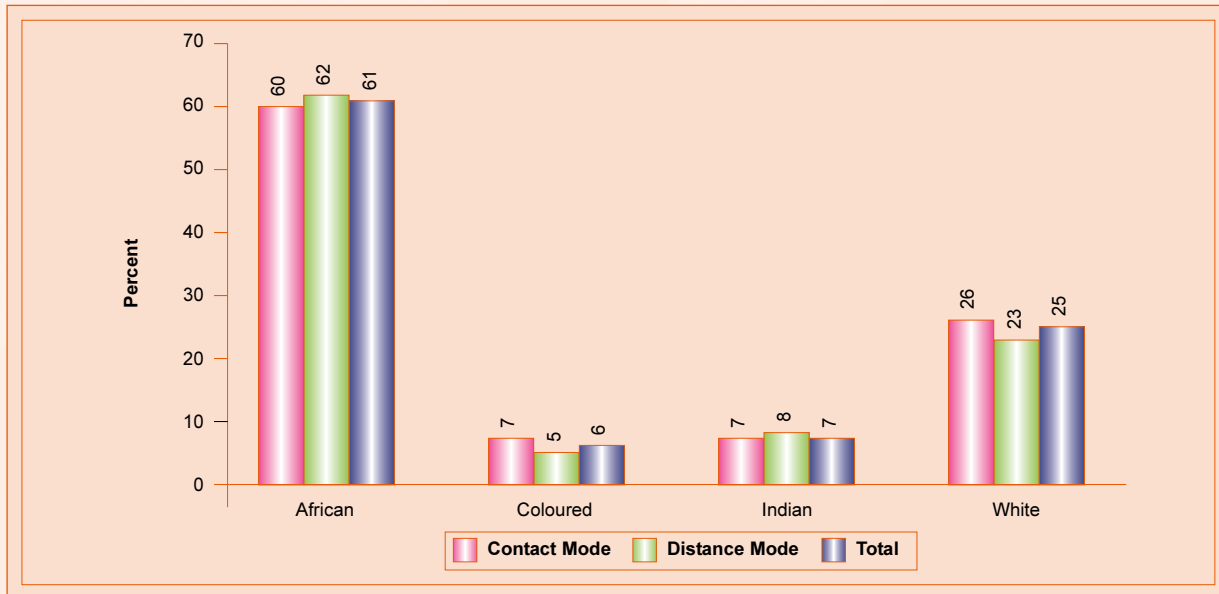


Figure 19 (see also Table 15) shows that, in 2004, 61% of all students in the public higher education system were African, 25% were White, 7% were Indian, and 6% were Coloured. In 2004, African students had an overall share of 60% of contact programme enrolments and 62% of distance programme enrolments.

Figure 20: Percentage distribution of headcount enrolments in public higher education institutions, by contact/distance mode and gender, in 2004

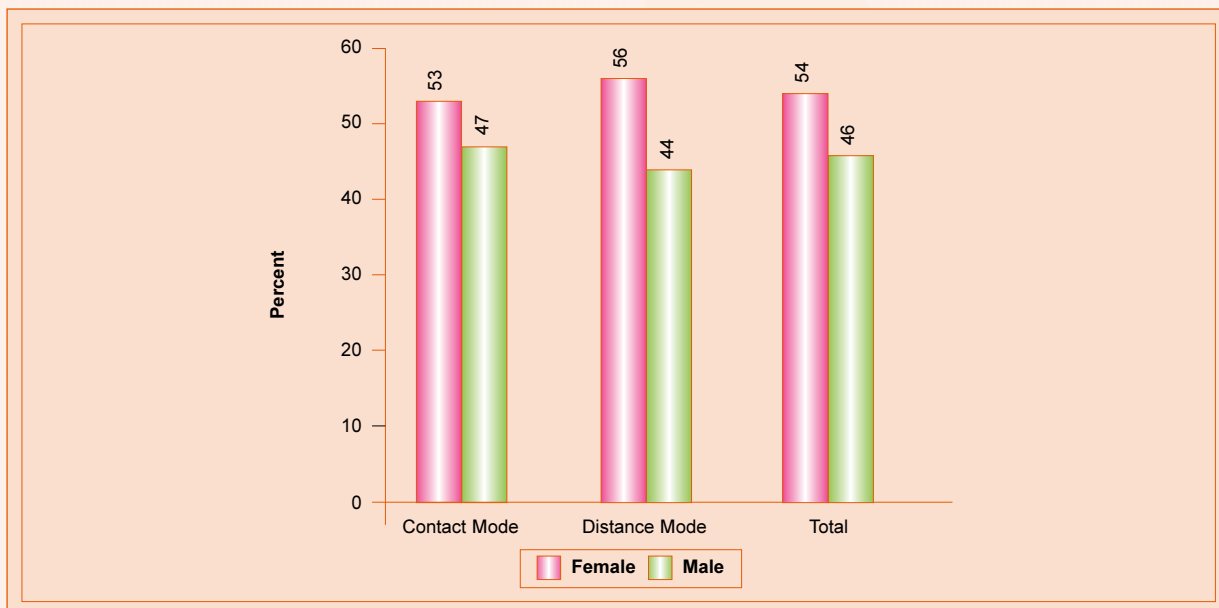


Figure 20 (see also Table 15) shows that, in 2004, female students were in the majority in both contact programmes (53%) and distance programmes (56%). Overall, 54% of the students in the system were female.

4.3 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 2004

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
Border Technikon	253	376	1	204	834	754	80	0	0	0	834
Cape Technikon	1 790	927	323	324	3 364	2 220	1 031	89	23	1	3 364
University of Cape Town	1 617	1477	351	1 750	5 194	2 002	1 110	1 312	671	99	5 194
Central University of Technology, Free State	698	607	197	371	1 873	1 068	701	80	17	7	1 873
Durban Institute of Technology	1 678	1 401	44	658	3 780	2 756	925	25	71	3	3 780
Eastern Cape Technikon	277	515	365	51	1 208	1 061	106	40	0	0	1 207
University of Fort Hare	236	72	503	433	1 244	643	433	152	14	2	1 244
University of the Free State	1 266	649	1 675	1 473	5 063	1 490	546	2 380	589	58	5 063
University of KwaZulu-Natal	1 920	2 679	1 623	2 133	8 354	3 627	1 175	2 752	702	98	8 354
Mangosuthu Technikon	416	468	0	68	952	926	26	0	0	0	952
MEDUNSA	701	0	6	33	740	111	422	82	119	6	740
University of the North	463	193	447	435	1 537	810	277	326	110	14	1 537
North West University	1 774	1 350	4 262	2 272	9 657	4 610	1 000	3 334	626	87	9 657
Peninsula Technikon	1 035	532	252	342	2 161	1 372	761	1	23	1	2 158
Port Elizabeth Technikon	797	614	193	336	1 940	1 390	472	9	60	9	1 940
University of Port Elizabeth	478	450	2 548	781	4 257	2 475	883	663	210	26	4 257
University of Pretoria	3 262	1 897	3 135	2 378	10 671	5 405	1 746	2 110	1 223	187	10 671
Rand Afrikaans University	1 145	1 800	2 469	1 688	7 102	3 888	410	2 268	441	95	7 102
Rhodes University	400	188	379	733	1 700	876	206	412	166	40	1 700
University of Stellenbosch	1 803	925	604	1 941	5 273	1 455	970	1 839	894	115	5 273
University of Transkei	235	134	649	151	1 168	780	258	117	13	0	1 168
Tshwane University of Technology	2 589	3 294	2 600	1 298	9 781	6 021	3 662	21	68	9	9 781
UNISA	1 311	4 826	4 386	4 375	14 898	9 191	1 396	3 424	778	109	14 898
Vaal University of Technology	820	1 328	6	136	2 290	1 880	397	2	9	2	2 290
University of Venda	344	226	337	419	1 326	880	222	173	48	3	1 326
University of the Western Cape	695	229	364	1 051	2 339	902	546	600	268	23	2 339
Technikon Witwatersrand	987	938	67	129	2 121	1 487	563	11	60		2 121
University of the Witwatersrand	2 042	779	582	1 270	4 673	1 486	1 019	1 392	683	93	4 673
University of Zululand	298	129	483	392	1 301	495	246	495	36	29	1 301
Totals	31 328	29 002	28 849	27 622	116 801	62 061	21 589	24 109	7 922	1 116	116 797

Source: 2004 HEMIS database, September 2005.

Note 1: Definitions of fields of study are the same as those employed in Table 13.

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 due to rounding off.

Note 4: UNISA's data is provisional.

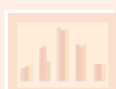


Table 17: Summaries of key graduation rates in public higher education institutions in 2004

Institution	Undergraduate Degrees & Diplomas (%)	Master's Degrees (%)	Doctoral Degrees (%)
Border Technikon	13	0	0
Cape Technikon	19	6	3
University of Cape Town	22	21	11
Central University of Technology, Free State	17	10	10
Durban Institute of Technology	17	27	10
Eastern Cape Technikon	12	0	0
University of Fort Hare	15	6	7
University of the Free State	15	21	11
University of KwaZulu-Natal	16	15	9
Mangosuthu Technikon	10	0	0
MEDUNSA	18	18	11
University of the North	11	8	16
North West University	22	24	14
Peninsula Technikon	22	13	6
Port Elizabeth Technikon	20	16	16
University of Port Elizabeth	27	20	13
University of Pretoria	21	21	12
Rand Afrikaans University	20	24	16
Rhodes University	22	29	19
University of Stellenbosch	18	24	15
University of Transkei	19	12	0
Tshwane University of Technology	16	2	9
UNISA	6	13	12
Vaal University of Technology	14	7	11
University of Venda	13	15	8
University of the Western Cape	13	19	8
Technikon Witwatersrand	13	24	0
University of the Witwatersrand	15	16	14
University of Zululand	10	8	19
Averages	14	17	12

Source: 2004 HEMIS database, September 2005.

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

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

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

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

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

Note 5: UNISA's data is provisional.

Figure 21: Headcount totals of graduates/diplomates in public higher education institutions, by qualification type, in 2004

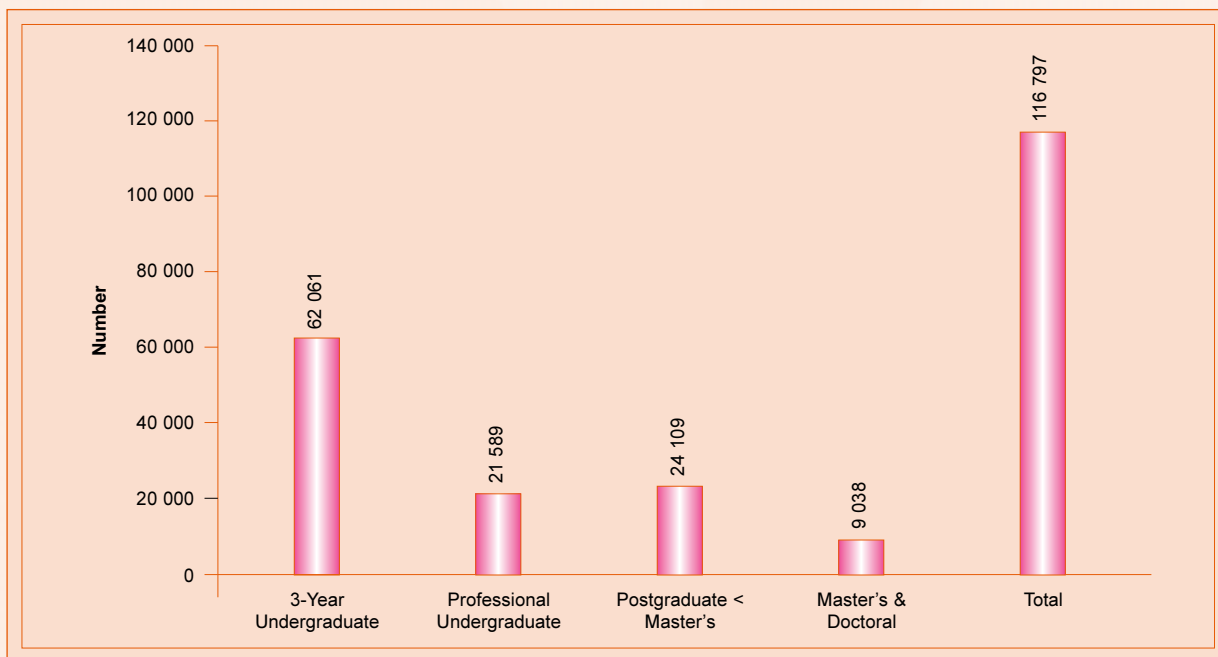


Figure 21 (see also Table 16) gives details of the totals of graduates and diplomates produced by public higher education institutions in 2004. In that year, the system produced 116 797 graduates and diplomates. Of the 116 797 students who completed qualifications in 2004, 72% obtained undergraduate degrees or diplomas. There were only 9 038 master's and doctoral graduates in 2004.



4.4 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 2004

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
Border Technikon	1 553	2 480	0	1 632	5 665	0	0	0	0	0
Cape Technikon	6 280	3 513	1 065	2 901	13 760	12	0	0	0	12
University of Cape Town	6 843	2 955	461	7 228	17 488	0	0	0	0	0
Central University of Technology, Free State	3 546	2 786	422	2 565	9 318	25	71	0	80	176
Durban Institute of Technology	7 119	5 393	152	4 174	16 838	0	0	0	0	0
Eastern Cape Technikon	2 271	3 435	1 358	1 395	8 459	0	0	0	0	0
University of Fort Hare	1 183	1 214	429	3 212	6 039	0	0	1 553	0	1 553
University of the Free State	5 686	2 627	2 713	6 619	17 646	63	217	0	873	1 153
University of KwaZulu-Natal	10 741	5 654	1 676	11 483	29 554	814	3 437	559	171	4 981
Mangosuthu Technikon	3 595	1 979	0	2 122	7 696	0	0	0	0	0
MEDUNSA	2 631	0	5	212	2 848	0	0	0	0	0
University of the North	2 957	1 011	1 594	3 532	9 095	0	0	0	0	0
North West University	6 250	3 699	2 960	8 035	20 944	392	247	4 542	1 145	6 326
Peninsula Technikon	3 623	1 945	395	1 627	7 591	0	0	0	0	0
Port Elizabeth Technikon	2 945	2 268	264	1 583	7 060	10	1	178	1	190
University of Port Elizabeth	2 371	1 581	588	3 966	8 506	34	0	2 083	48	2 165
University of Pretoria	12 575	5 902	2 701	9 168	30 347	13	8	3 368	9	3 398
Rand Afrikaans University	4 264	5 882	2 263	8 449	20 858	213	87	2 229	17	2 545
Rhodes University	1 248	577	405	2 652	4 882	0	0	206	0	206
University of Stellenbosch	6 762	2 868	797	6 655	17 082	6	0	124	0	129
University of Transkei	1 481	556	1 226	2 055	5 318	0	0	406	0	406
Tshwane University of Technology	15 396	10 688	901	11 432	38 417	93	48	4 092	1 305	5 537
UNISA	0	0	0	445	445	12 722	33 710	9 894	44 906	101 232
Vaal University of Technology	4 918	4 944	9	2 616	12 487	0	0	0	0	0
University of Venda	1 703	784	592	3 225	6 304	0	0	0	0	0
University of the Western Cape	3 716	1 141	752	5 436	11 046	56	0	0	0	56
Technikon Witwatersrand	6 139	4 010	19	1 593	11 761	0	0	0	0	0
University of the Witwatersrand	8 831	2 687	1 060	6 608	19 186	0	0	0	0	0
University of Zululand	1 707	980	2 565	3 084	8 337	0	0	0	0	0
Totals	138 336	83 560	27 372	125 710	374 979	14 451	37 826	29 235	48 553	130 065
	37%	22%	7%	34%	100%	11%	29%	22%	37%	100%

Source: 2004 HEMIS database, September 2005.

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.

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

Note 6: UNISA's data is provisional.

Note 7: Numbers and percentages may not necessarily add up due to rounding off.

Note 8: CESM Category 10 (Home Economics) is now reported under SET and not under Humanities as was done in previous reports.



Table 19: Undergraduate success rates of contact and distance mode students in public higher education institutions, by race, in 2004

Institution	Contact (%)					Distance (%)				
	African	Coloured	Indian	White	Average	African	Coloured	Indian	White	Average
Border Technikon	69	77	75	80	69	n.a.	n.a.	n.a.	n.a.	n.a.
Cape Technikon	70	77	78	85	77	80	0	n.a.	n.a.	79
University of Cape Town	79	84	86	92	86	n.a.	n.a.	n.a.	n.a.	n.a.
Central University of Technology, Free State	67	67	82	80	69	64	75	100	84	70
Durban Institute of Technology	71	71	77	86	73	n.a.	n.a.	n.a.	n.a.	n.a.
Eastern Cape Technikon	67	76	91	77	67	n.a.	n.a.	n.a.	n.a.	n.a.
University of Fort Hare	71	59	64	73	70	50	30	n.a.	37	50
University of the Free State	60	63	66	80	68	44	45	70	64	55
University of KwaZulu-Natal	74	78	79	90	78	85	94	93	93	86
Mangosuthu Technikon	75	73	100	100	75	n.a.	n.a.	n.a.	n.a.	n.a.
MEDUNSA	91	93	92	90	91	n.a.	n.a.	n.a.	n.a.	n.a.
University of the North	73	83	70	84	73	n.a.	n.a.	n.a.	n.a.	n.a.
North West University	78	75	84	86	82	71	72	76	79	72
Peninsula Technikon	71	80	93	85	74	n.a.	n.a.	n.a.	n.a.	n.a.
Port Elizabeth Technikon	69	72	73	82	73	66	84	n.a.	78	70
University of Port Elizabeth	66	71	73	86	73	77	86	85	97	78
University of Pretoria	71	77	78	85	80	82	92	95	97	82
Rand Afrikaans University	66	70	75	83	75	73	80	98	80	73
Rhodes University	81	84	84	90	86	78	98	n.a.	78	81
University of Stellenbosch	67	69	78	83	80	n.a.	n.a.	n.a.	n.a.	n.a.
University of Transkei	69	80	97	41	70	84	50	n.a.	100	84
Tshwane University of Technology	64	72	71	78	66	56	60	80	72	56
UNISA	77	85	0	91	86	46	50	57	62	52
Vaal University of Technology	67	64	71	75	68	n.a.	n.a.	n.a.	n.a.	n.a.
University of Venda	74	50	81	57	74	n.a.	n.a.	n.a.	n.a.	n.a.
University of the Western Cape	73	75	79	86	75	n.a.	n.a.	n.a.	n.a.	n.a.
Technikon Witwatersrand	74	77	78	83	75	n.a.	n.a.	n.a.	n.a.	n.a.
University of the Witwatersrand	71	75	79	87	77	n.a.	n.a.	n.a.	n.a.	n.a.
University of Zululand	75	54	83	69	75	n.a.	n.a.	n.a.	n.a.	n.a.
Averages	70	75	79	84	75	58	57	57	63	60

Source: 2004 HEMIS database, September 2005.

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

Note 2: For technikons/universities of technology and comprehensive institutions, undergraduate courses are those coded as lower prediplomate, intermediate prediplomate and higher undergraduate.

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

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

Note 5: UNISA's data is provisional.

Note 6: n.a. = not applicable.



Figure 22: Full-time equivalent student enrolments in public higher education institutions, by contact/distance mode, in 2004

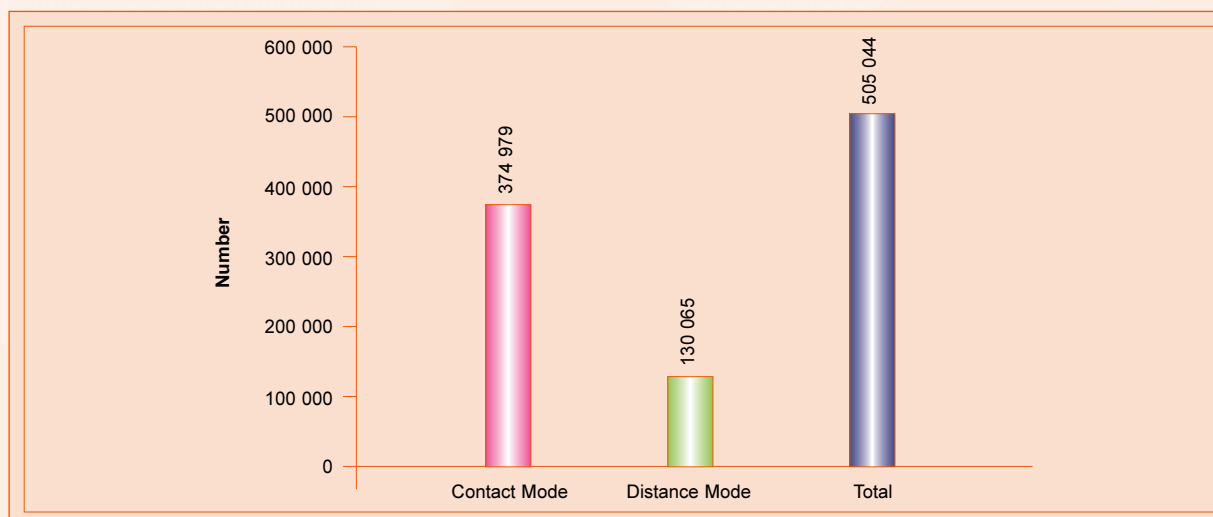


Figure 22 (see also Table 18) shows that the full-time equivalent (FTE) student enrolment in the public higher education sector was 505 044 in 2004. The ratios with regard to distance and contact mode differed markedly between FTE and headcount totals. The contact FTE total of 374 979 was 78% of the corresponding headcount total, which implies that most contact students were studying full-time in that year. The ratio for distance students was 49%, which implies that, in 2004, distance students were, on average, following the equivalent of less than half of a full-time curriculum.

Figure 23: Percentage distribution of average undergraduate success rates in public higher education institutions, by contact education programmes and race, in 2004

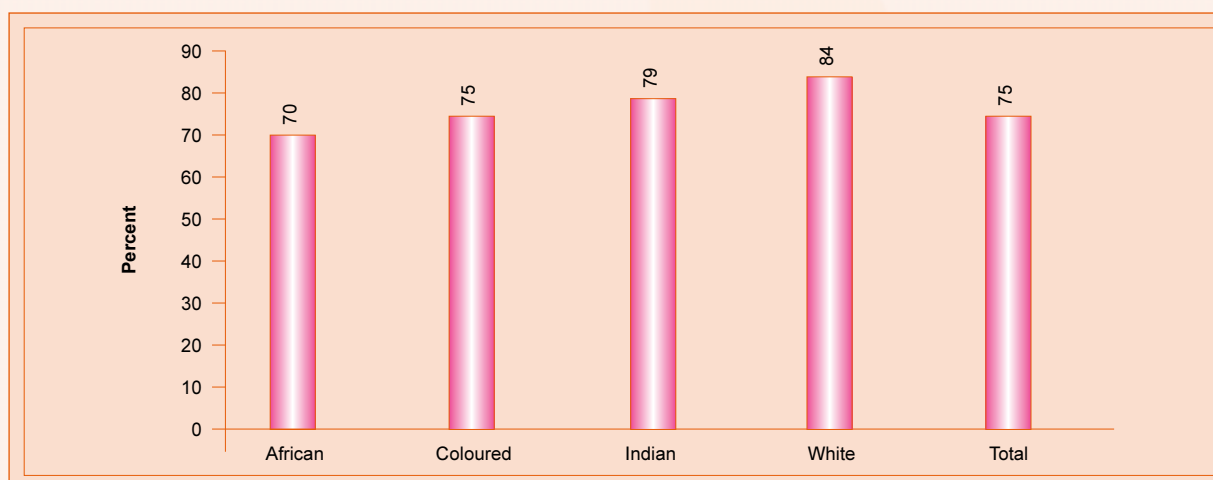


Figure 23 (see also Table 19) shows that inequalities of outcome continue to exist in the public higher education system. In 2004, the average success rate of African students in contact undergraduate programmes was only 70%, compared to an average of 84% for White students.

4.5 Permanent staff

Table 20: Overview of permanent staff in public higher education institutions in 2004

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
Border Technikon	147	126	21	56	82	100	45	65	29
Cape Technikon	372	401	111	24	55	97	41	60	35
University of Cape Town	795	1 506	245	20	59	98	34	66	30
Central University of Technology, Free State	202	328	201	26	42	92	40	61	52
Durban Institute of Technology	538	602	129	59	85	99	44	52	20
Eastern Cape Technikon	207	185	16	91	94	100	39	53	13
University of Fort Hare	239	446	57	63	83	100	35	54	16
University of the Free State	577	607	271	15	20	98	42	61	56
University of KwaZulu-Natal	1 386	2 375	466	52	75	99	39	61	26
Mangosuthu Technikon	147	161	151	80	88	100	30	47	53
MEDUNSA	434	374	431	68	64	100	39	61	43
University of the North	351	437	123	77	87	100	29	50	31
North West University	758	982	491	28	30	96	38	65	49
Peninsula Technikon	214	335	66	73	95	100	34	47	23
Port Elizabeth Technikon	238	360	33	13	49	85	37	55	45
University of Port Elizabeth	338	405	122	21	39	93	45	62	39
University of Pretoria	1 573	1 319	600	13	22	88	44	69	32
Rand Afrikaans University	556	797	273	25	34	88	40	65	14
Rhodes University	298	550	377	15	45	100	34	63	44
University of Stellenbosch	778	1 323	356	11	28	98	38	60	29
University of Transkei	161	174	185	95	97	100	45	66	46
Tshwane University of Technology	895	1 373	466	39	55	99	40	54	51
UNISA	1 335	2 708	245	27	48	99	51	57	25
Vaal University of Technology	313	370	238	35	58	99	44	62	59
University of Venda	271	269	202	89	97	100	31	44	56
University of the Western Cape	480	612	105	60	94	100	46	58	26
Technikon Witwatersrand	387	396	237	31	57	100	42	54	39
University of the Witwatersrand	1 175	1 396	372	27	59	100	46	68	31
University of Zululand	210	273	194	65	79	99	39	48	38
Totals	15 375	21 190	6 784	36	55	97	41	60	38

Source: 2004 HEMIS database, September 2005.

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 due to rounding off.

Note 7: UNISA's data is provisional.



Figure 24: Percentage distribution of black and female staff in public higher education institutions, as a percentage of total permanent staff, in 2004

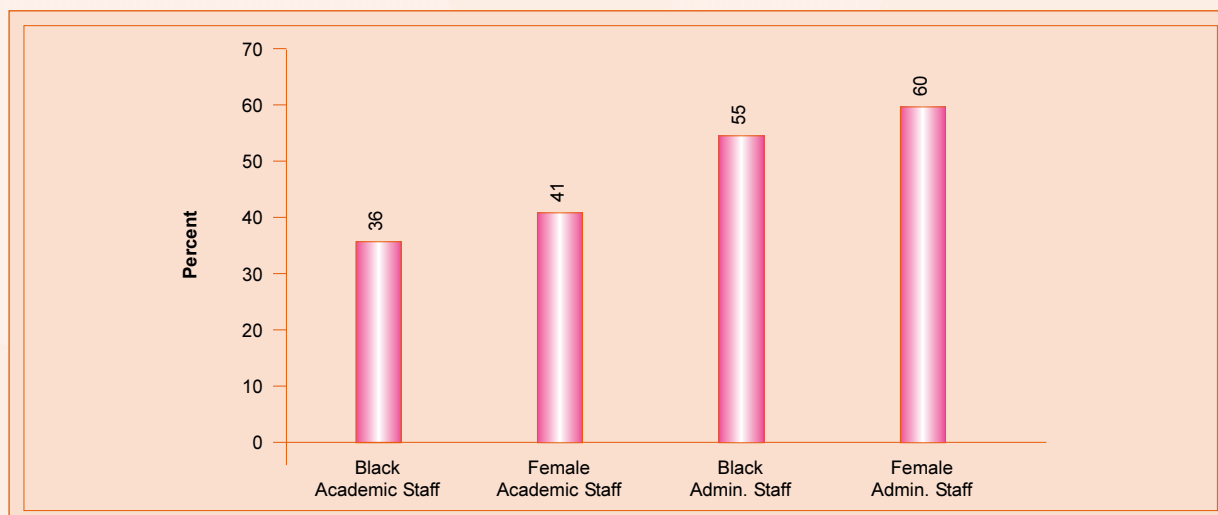


Figure 24 (see also Table 20) points to the serious employment inequalities that existed in the public higher education system in 2004. Black (African, Coloured and Indian) staff had only a 36% share of permanently appointed academic (instruction and research) staff posts while female staff had only a 41% share of permanently appointed academic staff posts.

5. OTHER EDUCATIONAL PROGRAMMES (ABET, ELSEN, FET AND ECD)

Table 21: Number of learners, educators and institutions in other educational programmes, by province, in 2004

Province	Learners, Educators & Institutions	Other Educational Programmes				Total
		ABET ¹⁾	ELSEN ²⁾³⁾	Public FET ⁴⁾	Pre-primary/ECD ⁵⁾⁶⁾	
Eastern Cape	Learners	46 786	8 396	34 854	17 787	107 823
	Educators	2 537	842	845	468	4 692
	Institutions	142	42	8	239	431
Free State	Learners	28 439	5 915	21 315	21 124	76 793
	Educators	2 838	364	524	685	4 411
	Institutions	285	20	4	855	1 164
Gauteng	Learners	69 760	33 707	123 216	18 325	245 008
	Educators	3 029	2 379	1 866	535	7 809
	Institutions	224	108	8	552	892
KwaZulu-Natal	Learners	12 002	10 578	65 073	25 342	112 995
	Educators	943	902	1 095	1 194	4 134
	Institutions	139	62	9	471	681
Limpopo	Learners	34 351	5 901	37 071	24 362	101 685
	Educators	1 659	745	555	944	3 903
	Institutions	567	23	7	523	1 120
Mpumalanga	Learners	10 883	2 452	24 067	15 125	52 527
	Educators	1 800	154	265	590	2 809
	Institutions	274	18	3	251	546
North West	Learners	36 399	3 957	28 240	32 791	101 387
	Educators	1 329	374	379	1 290	3 372
	Institutions	189	40	3	445	677
Northern Cape	Learners	4 831	1 502	11 006	5 002	22 341
	Educators	279	130	119	194	722
	Institutions	136	9	2	214	361
Western Cape	Learners	29 274	13 980	49 185	29 396	121 835
	Educators	1 540	1 502	829	1 463	5 334
	Institutions	383	86	6	596	1 071
National	Learners	272 725	86 388	394 027	189 254	942 394
	Educators	15 954	7 392	6 477	7 363	37 186
	Institutions	2 339	408	50	4 146	6 943

Sources: 2004 data submitted by provincial EMIS heads for stand-alone ABET centres, ELSEN schools, FET colleges and ECD sites.

- 1) Eastern Cape, Gauteng, KwaZulu-Natal, North West and Northern Cape: ABET data from the 2003 Annual ABET Survey.
- 2) Excluding Learners with Special Education Needs (LSEN) at ordinary public and independent schools, respectively.
- 3) KwaZulu-Natal, Limpopo and North West: ELSEN data from the 2003 provincial submissions.
- 4) KwaZulu-Natal, Limpopo and Mpumalanga: FET data from the 2002 Survey by the National Business Initiative.
- 5) Data include only registered ECD sites.
- 6) KwaZulu-Natal and Limpopo: ECD data from the 2000 ECD Audit.

Table 21 shows learners, educators and institutions in ABET centres, ELSEN schools, FET colleges and ECD sites.



EMIS

6. CONTACT DETAILS

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

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KwaZulu-Natal Department of Education

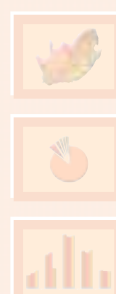
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Information on different sectors of the education system may be requested (preferably by e-mail) from the following members of the Department of Education and the Directorate: Education Management Information Systems:

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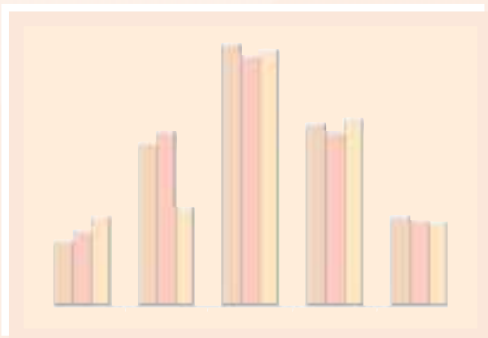


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This publication has been produced with assistance and information from the following:

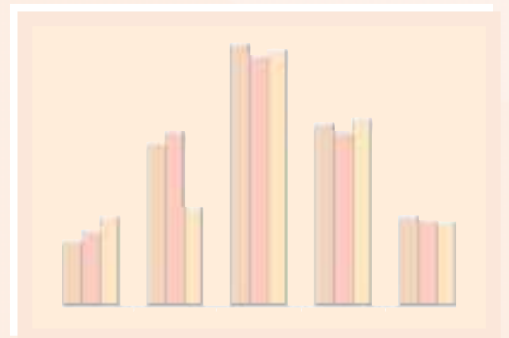
- Directorates within the Department of Education
- Provincial Departments of Education (EMIS units)
- Statistics South Africa

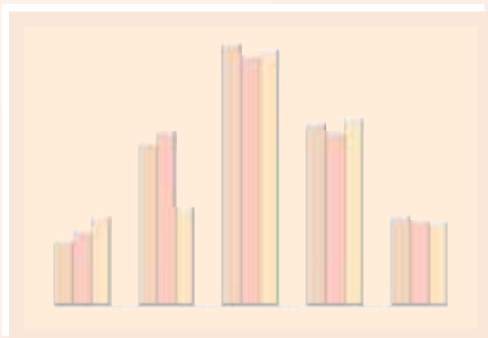




E M I S

EMIS





E M I S

Scope of the publication:

- **General Education and Training (GET) Band**
(including ordinary schools with foundation, intermediate and senior phases. Stand-alone ABET centres and ELSEN (special) schools excluded)
- **Further Education and Training (FET) Band**
(including mainstream schools with FET grades. Stand-alone ELSEN (special) schools excluded)
- **Further Education and Training (FET)**
(including public FET colleges)
- **Early Childhood Development (ECD)**
(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)**



Did you know that in 2004...

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

33 851 institutions, comprising the following, were registered with the Department of Education:

- 26 879 ordinary public and independent schools
- 4 146 ECD sites
- 2 339 ABET centres
- 408 ELSEN (special) schools
- 50 public FET colleges
- 29 public HE institutions

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

- 857 were in ordinary public schools
- 54 were in public HE institutions
- 28 were in public FET colleges
- 22 were in ordinary independent schools
- 20 were in ABET centres
- 14 were in ECD sites
- 6 were in an ELSEN (special) school