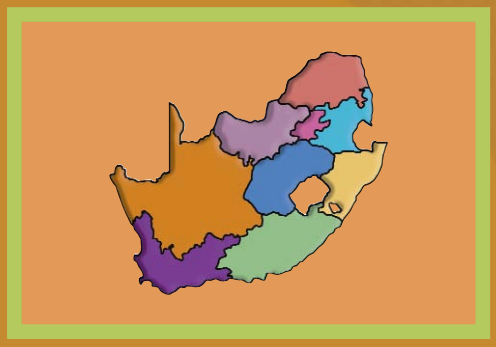

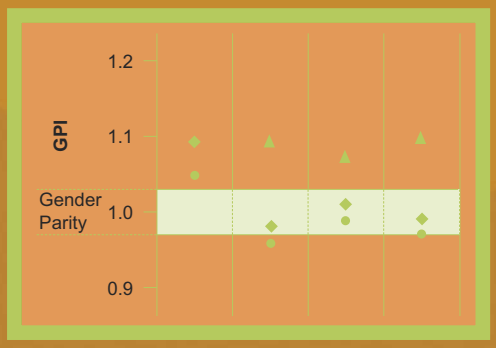

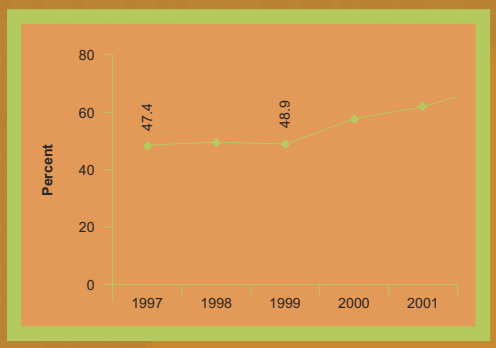

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in South Africa

2007

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FOREWORD

The Department is pleased to release *Education Statistics in South Africa 2007*, the ninth such publication since democracy was established in our country. The availability of time series education data facilitates the analysis of trends in the education system over the nine-year period.

The publication details the shape and size of the education system in South Africa. Education planners and decision makers and those entrusted with monitoring, evaluating and accounting for progress in the schooling system will be in a position to utilise relevant education information on aggregates of learners, educators and institutions.

Education statistics are important in providing evidence as to whether the nation is achieving its constitutional imperatives of providing basic education to all and making higher education and training increasingly accessible. The information in this publication also provides the basis for assessing whether key education policies are being achieved. Moreover, the statistics provided are crucial for the equitable allocation of education resources.

Stakeholders in education, such as researchers, publishers and statutory bodies, are welcome to utilise the information contained in this publication in their endeavours to improve the delivery of education in the country.

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

It is my belief that the education statistics presented in the publication are of high quality, particularly in view of recent steps taken to ensure the accuracy, reliability and validity of data. As I mentioned in the 2006 publication, the Department is almost at the point of complete adherence to the stipulations of the South African Statistical Quality Assurance Framework (SASQAF), which is the foremost bulwark for government statistical quality of the National Statistics System (NSS).

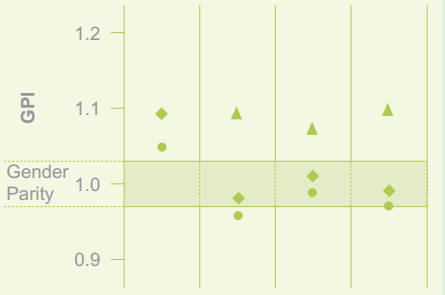
The statistical quality of the data provided in the publication has furthermore been improved by ensuring that the systems and techniques for acquiring and processing education information are subjected to annual quality audits and compliancy monitoring.

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

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

I thank the provinces yet again for their efforts, in 2007, towards the collection of education information.

DB Hindle
Director-General: Department of Education
Pretoria, South Africa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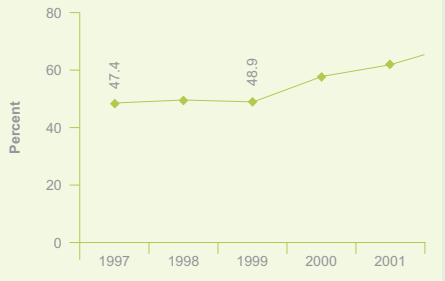
Percent
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1997
1998
1999
2000
2001

EMIS

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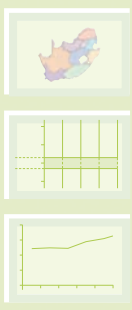


ABBREVIATIONS

ABET	Adult basic education and training
CESM	Classification of education subject matter
DoE	Department of Education
DMA	District management area
EC	Eastern Cape
ECD	Early childhood development
ELSEN	Education for learners with special education needs
EMIS	Education Management Information Systems
FET	Further education and training
FS	Free State
FTE	Full-time equivalent
GENFETQA Act	General and Further Education and Training Quality Assurance Act, No. 58 of 2001
GER	Gross enrolment ratio
GET	General education and training
GP	Gauteng
GPI	Gender parity index
Gr. R	Grade R (reception year, or year prior to Grade 1)
HE	Higher education
HEDCOM	Committee of Heads of Education Departments
HEMIS	Higher Education Management Information System
HG	Higher Grade
KZN	KwaZulu-Natal
LER	Learner-to-educator ratio
LG	Lower Grade
LP	Limpopo
LSR	Learner-to-school ratio
MEC	Member of the Executive Council
MP	Mpumalanga
NAT	National
NC	Northern Cape
NQF	National Qualifications Framework
NSS	National Statistics System
NW	North West
PED	Provincial education department
SAQA Act	South African Qualifications Authority Act, No. 58 of 1995
SASA	South African Schools Act, No. 84 of 1996
SASQAF	South African Statistical Quality Assurance Framework
SET	Science, engineering and technology
SG	Standard Grade
SGB	School governing body
SNE	Special needs education
WC	Western Cape

1. INTRODUCTION

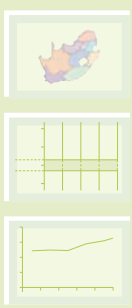
The Department of Education (DoE) collects, processes and integrates education-related data obtained from the nine provincial education departments (PEDs). The DoE then analyses these data on learners, educators and institutions throughout the education system and reports on the outcome of the analysis.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

In recent years, an effort has been made to improve the turn-around time of reporting so as to produce timely information on the education system. These efforts are bearing fruit in that official publications of EMIS data are available earlier than in previous years. The biggest challenge currently is to address and improve the quality of information. As mentioned in the foreword, the Department does provide acceptable statistics. However, it still needs to pursue the framework of the National Statistics System (NSS) as stated in the South African Statistical Quality Assurance Framework (SASQAF).

This publication covers, in the main, data for the 2007 reporting year. However, some data for previous years are provided to allow for comparative analysis over time. The sources of data used for the report are the following:

- **For ordinary public and independent schools (hereinafter collectively referred to as ordinary schools)** – the *2007 SNAP Survey* conducted on the 10th school day;
- for the public HE sector – the 2007 HEMIS database; and
- for the ECD, SNE, public FET and public ABET sectors – 2007 data, as extracted from provincial data sets, submitted by EMIS heads.

Population figures are based on estimates provided by Statistics South Africa (pre-July 2008 estimates for 2002 to 2005, and July 2008 estimates for 2006 and 2007).



2. OVERVIEW OF THE EDUCATION SYSTEM IN SOUTH AFRICA

The centrefold shows that there were 35 231 established public and registered independent educational institutions in South Africa in 2007. Of these, 26 065 were ordinary schools and 9 166 were other education institutions – namely, special schools, ECD sites, public ABET centres, public FET institutions and public HE institutions.

The figure of 26 065 for ordinary schools comprised the following:

- 15 358 primary schools, with 6 316 064 learners and 191 199 educators;
- 5 670 secondary schools, with 3 831 937 learners and 128 183 educators; and
- 5 037 combined and intermediate schools, with 2 253 216 learners and 74 843 educators.

Figure 1: Percentage distribution of learners in the education system in 2007

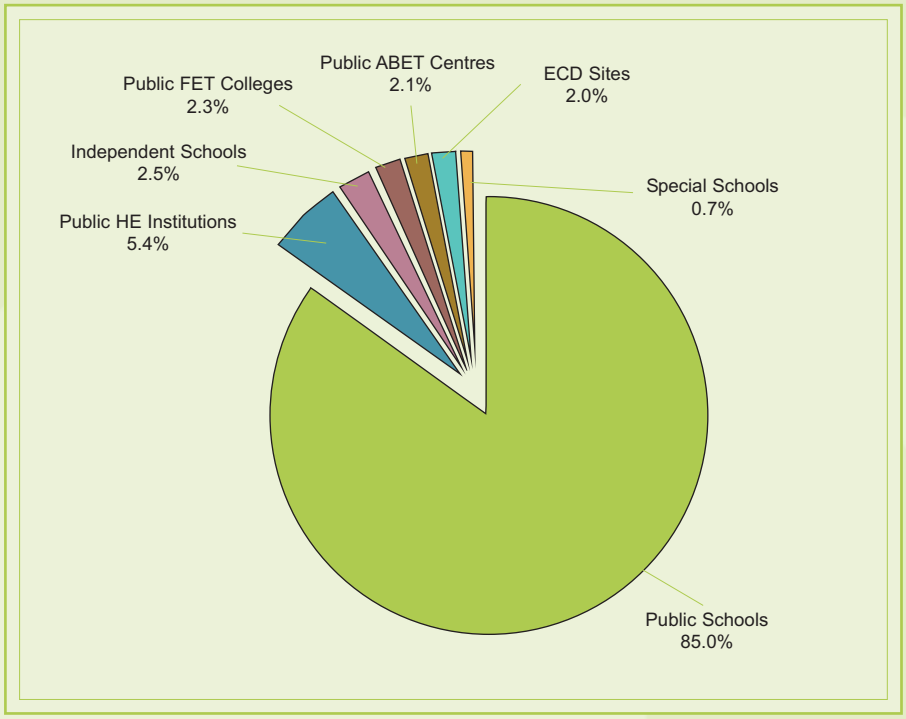


Figure 1, Table 16 and the centrefold show that, of the 14 167 086 learners and students enrolled in all sectors of the education system in 2007, 12 048 821 (85.0%) were in public schools and 352 396 (2.5%) were in independent schools. Of the learners in other institutions, 761 087 (5.4%) were in public HE institutions, 320 679 (2.3%) were in public FET institutions, 292 734 (2.1%) were in public ABET centres, 289 312 (2.0%) were in ECD sites, and 102 057 (0.7%) were in special schools.

In summary, there were 14 167 086 learners and students in the education system, who attended 35 231 educational institutions and were served by 452 971 educators and lecturers.

3. ORDINARY PUBLIC AND INDEPENDENT SCHOOLS

3.1 Introduction

The data on ordinary schools were collected via the 2007 SNAP Survey conducted on the 10th school day. Approximately 94% of open ordinary schools submitted the survey forms. **Except where otherwise indicated, all data have been provided according to the new provincial demarcation boundaries. The figures in this publication are final after the preliminary figures that appeared in the Department's report *School Realities 2007* were updated.**

3.2 Basic school data

Table 1: Number of learners, educators and schools in the ordinary public school sector, by province, in 2007

Province	Learners	Educators	Schools
Eastern Cape	2 101 323	64 463	5 723
Free State	666 682	22 879	1 681
Gauteng	1 711 237	52 480	1 990
KwaZulu-Natal	2 797 534	84 364	5 877
Limpopo	1 786 468	53 262	4 035
Mpumalanga	1 040 329	31 412	1 893
North West	735 328	24 888	1 730
Northern Cape	262 833	8 427	599
Western Cape	947 087	30 167	1 451
National	**12 048 821**	**372 342**	**24 979**

Table 2: Number of learners, educators and schools in the ordinary independent school sector, by province, in 2007

Province	Learners	Educators	Schools
Eastern Cape	35 390	1 700	111
Free State	14 095	691	63
Gauteng	172 301	10 736	407
KwaZulu-Natal	51 118	3 678	180
Limpopo	29 762	1 507	105
Mpumalanga	13 756	864	80
North West	11 920	813	50
Northern Cape	2 814	153	14
Western Cape	21 240	1 741	76
National	**352 396**	**21 883**	**1 086**

Source: 2007 SNAP Survey (conducted on the 10th school day).

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

Table 3: Number of learners, educators and schools, and learner-to-educator ratio (LER) and learner-to-school ratio (LSR), in the ordinary public and independent school sector, by province, in 2007

Province	Learners		Educators		Schools		LER	LSR
	Number	As % of National Total	Number	As % of National Total	Number	As % of National Total		
Eastern Cape	2 136 713	17.2	66 163	16.8	5 834	22.4	32.3	366
Free State	680 777	5.5	23 570	6.0	1 744	6.7	28.9	390
Gauteng	1 883 538	15.2	63 216	16.0	2 397	9.2	29.8	786
KwaZulu-Natal	2 848 652	23.0	88 042	22.3	6 057	23.2	32.4	470
Limpopo	1 816 230	14.6	54 769	13.9	4 140	15.9	33.2	439
Mpumalanga	1 054 085	8.5	32 276	8.2	1 973	7.6	32.7	534
North West	747 248	6.0	25 701	6.5	1 780	6.8	29.1	420
Northern Cape	265 647	2.1	8 580	2.2	613	2.4	31.0	433
Western Cape	968 327	7.8	31 908	8.1	1 527	5.9	30.3	634
National	**12 401 217**	**100.0**	**394 225**	**100.0**	**26 065**	**100.0**	**31.5**	**476**

Source: 2007 SNAP Survey (conducted on the 10th school day).

3.2.1 Schools (see Tables 2 and 3)

In 2007, there were 26 065 ordinary schools in South Africa. KwaZulu-Natal (6 057, or 23.2% of the national total) and the Eastern Cape (5 834, or 22.4% of the national total) had the highest and second highest number of ordinary schools, while the Northern Cape (613, or 2.4% of the national total) had the smallest number. Of the 26 065 schools in the country, 1 086 (4.2%) were independent schools.

3.2.2 Learners (see Tables 2 and 3)

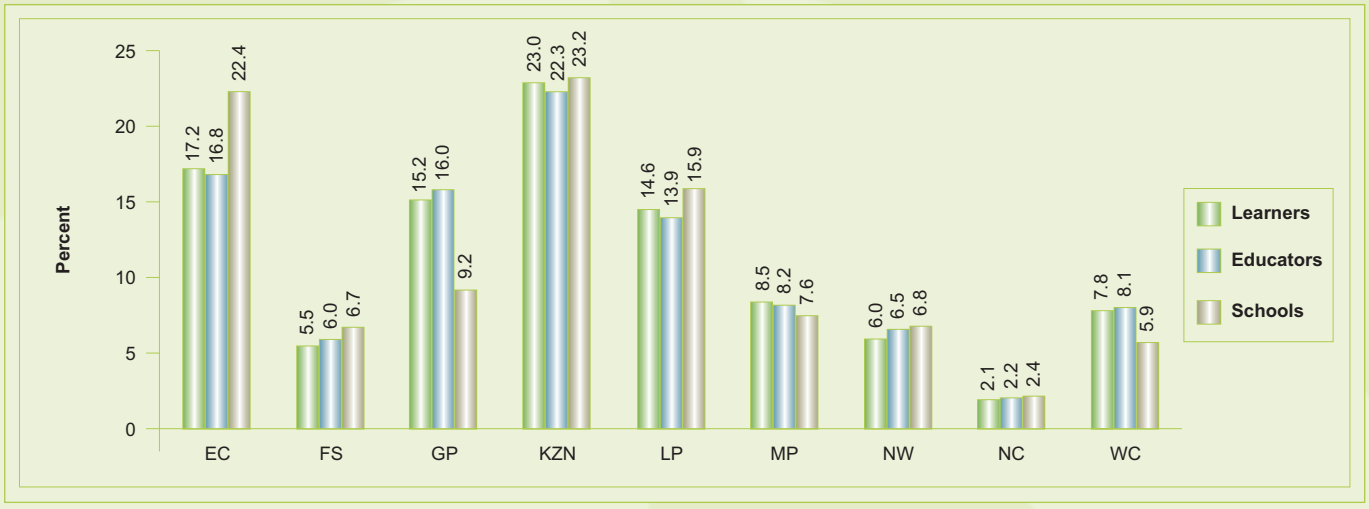
In 2007, there were 12 401 217 learners in ordinary schools in the country as a whole. Four provinces, namely, the Free State, North West, the Northern Cape and the Western Cape, showed less than a million learners in ordinary schools. In the Eastern Cape and KwaZulu-Natal more than two million learners were enrolled in ordinary schools, comprising, respectively, 17.2% and 23.0% of the national total. Of the 12 401 217 learners in the country, 352 396 (2.8%) were in independent schools.

3.2.3 Educators (see Tables 2 and 3)

There were 394 225 educators in ordinary schools in South Africa in 2007. KwaZulu-Natal (88 042, or 22.3% of the national total) had the largest number of educators in ordinary schools, while three provinces, namely, the Free State, North West and the Northern Cape, had fewer than 30 000 educators each. Of the 394 225 educators in the country, 21 883 (5.6%) were employed in the independent school sector.

3.2.4 Distribution of learners, educators and schools

Figure 2: Percentage distribution of learners, educators and schools in the ordinary school sector, by province, in 2007



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 2007, the Eastern Cape, one of the more rural provinces, had 22.4% of the national total of ordinary schools serving 17.2% of South Africa's learners, while Gauteng, the most urbanised province, had 9.2% of the national total of ordinary schools serving 15.2% of the country's learners.

Figure 3: Distribution of learners, educators and schools in the independent school sector, as a percentage of provincial totals in the ordinary school sector, by province, in 2007

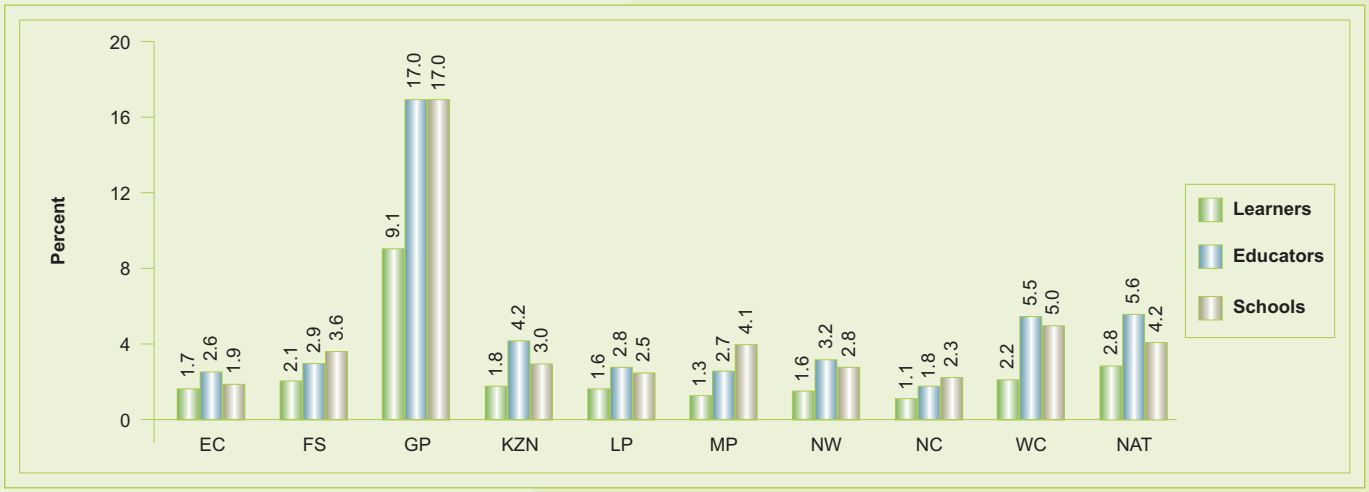


Figure 3, as calculated from Tables 2 and 3, indicates that, in 2007, Gauteng had the largest proportion of learners, educators and schools (9.1%, 17.0% and 17.0%, respectively) in the independent school sector, while the Northern Cape had the smallest proportion of learners and educators (1.1% and 1.8%, respectively).

3.2.5 Indicators

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

In 2007, the national average LER in ordinary schools in the country was 31.5:1, ranging from 28.9:1 in the Free State to 33.2:1 in Limpopo.

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

The national average LSR in ordinary schools in South Africa was 476:1 in 2007, ranging from 366:1 in the Eastern Cape to 786:1 in Gauteng. In three provinces (Gauteng, Mpumalanga and the Western Cape), the ratio was higher than the national average.

- **Gross enrolment ratio (GER) (see Tables 4 and 5)**

Table 4: Gross enrolment ratio (GER) and gender parity index (GPI) in the ordinary school sector, by province and gender, in 2007

Province	Gender	School Phases (Gr. 1-12)						School Bands (Gr. R-12)					
		GER (%)			GPI			GER (%)			GPI		
		Primary Phase (Gr. 1-7)	Secondary Phase (Gr. 8-12)	Total (Gr. 1-12)	Primary Phase (Gr. 1-7)	Secondary Phase (Gr. 8-12)	Total (Gr. 1-12)	GET Band (Gr. R-9)	FET Band (Gr. 10-12)	Total (Gr. R-12)	GET Band (Gr. R-9)	FET Band (Gr. 10-12)	Total (Gr. R-12)
Eastern Cape	Female	121	87	106				112	82	105			
	Male	119	69	97				107	61	96			
	Total	120	78	102	1.02	1.26	1.09	109	71	100	1.05	1.34	1.09
Free State	Female	90	88	89				84	88	85			
	Male	93	85	90				88	80	86			
	Total	91	87	89	0.97	1.04	0.99	86	84	85	0.95	1.10	0.99
Gauteng	Female	89	92	90				82	92	85			
	Male	90	89	90				83	85	84			
	Total	90	90	90	0.99	1.03	1.00	83	89	84	0.99	1.08	1.01
KwaZulu-Natal	Female	98	90	95				91	93	92			
	Male	102	86	95				94	84	92			
	Total	100	88	95	0.96	1.05	1.00	93	88	92	0.97	1.11	1.00
Limpopo	Female	102	115	108				100	123	105			
	Male	102	100	101				99	100	99			
	Total	102	107	104	1.00	1.15	1.07	100	111	102	1.01	1.23	1.06
Mpumalanga	Female	99	101	100				93	103	95			
	Male	104	94	100				96	92	95			
	Total	102	97	100	0.95	1.07	1.00	94	97	95	0.97	1.12	1.00
North West	Female	86	79	83				78	79	78			
	Male	96	82	90				87	77	85			
	Total	91	81	87	0.90	0.96	0.92	82	78	81	0.90	1.03	0.92
Northern Cape	Female	90	81	86				83	79	82			
	Male	93	77	86				85	72	82			
	Total	91	79	86	0.97	1.05	1.00	84	75	82	0.98	1.10	1.00
Western Cape	Female	83	77	81				76	77	76			
	Male	87	71	80				79	65	76			
	Total	85	74	80	0.95	1.08	1.01	78	71	76	0.96	1.18	1.00
National	**Female**	**98**	**92**	**95**				**91**	**93**	**91**			
	Male	**100**	**84**	**94**				**93**	**81**	**90**			
	Total	**99**	**88**	**94**	**0.98**	**1.10**	**1.01**	**92**	**86**	**91**	**0.98**	**1.15**	**1.01**

Source 1: 2007 SNAP Survey (conducted on the 10th school day).
Source 2: Population estimates, Statistics South Africa (July 2008).

Education in ordinary schools could be grouped in terms of either the GET and FET bands or the traditional primary and secondary phases. The GET band (Grades R to 9) caters for the following phases: foundation phase (Grades R to 3), intermediate phase (Grades 4 to 6) and senior phase (Grades 7 to 9). The FET band caters for Grades 10 to 12 and excludes learners in FET colleges.

GER is defined as the number of learners, regardless of age, enrolled in a specific school phase (e.g. primary phase for Grades 1 to 7) as a percentage of the total appropriate school-age population (e.g. seven- to 13-year-olds for the primary phase). For example, a GER of more than 100% indicates that there are more learners in

the formal 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 2007, as shown in Table 4, the national total GER for the combined GET and FET bands (Grades R to 12) was 91%, which is lower than the GER of 94% for the combined primary and secondary phases (Grades 1 to 12). This is perhaps due, mainly, to the fact that a significant number of Grade R learners of the appropriate school age are not in ordinary primary schools. Some provinces reflected GER values of more than 100% for the various GER groupings, suggesting that inappropriately-aged learners were enrolled in those groupings. For the FET band and the secondary phase, the GER was higher for females than for males, indicating that, relative to the appropriate school-age population, there were more female learners than male learners in the school system. It could also mean that, for a variety of reasons, female learners remain in the system longer than male learners.

Figure 4: Gross enrolment ratio (GER) for Grades R to 12 in the ordinary school sector, by province and gender, in 2007

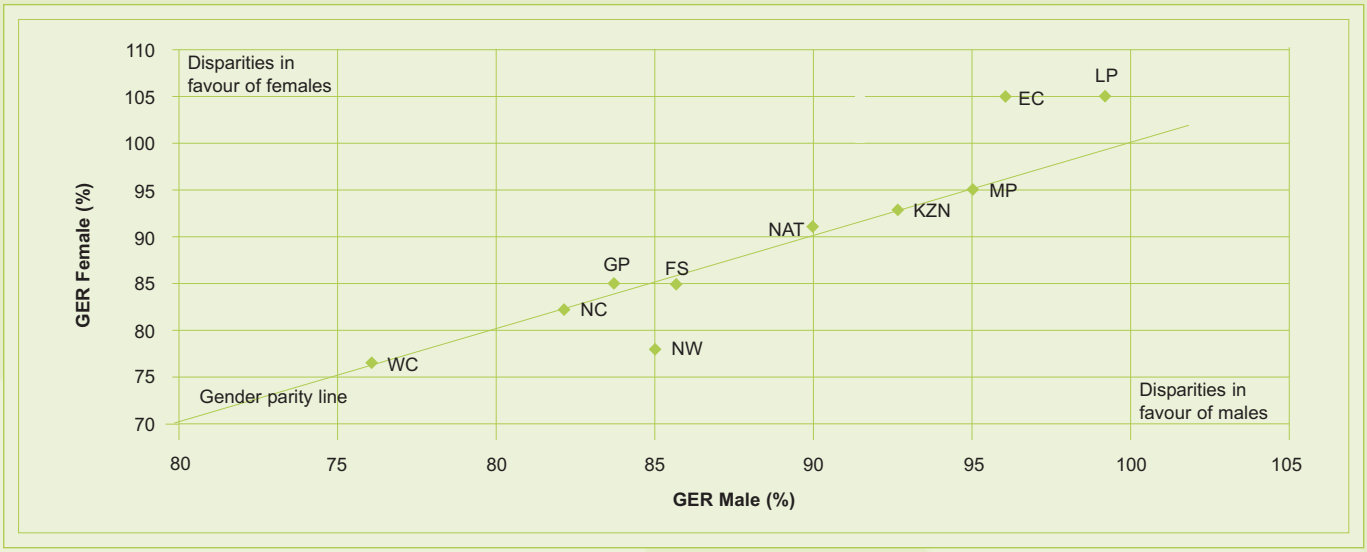


Figure 4 compares the total GER for male and female learners, Grades R to 12, in 2007. If the GER value for a province lies above the gender parity line, this shows that more female learners than male learners of the same appropriate school-age population are enrolled, which indicates a disparity in favour of females. The provinces with the largest gender gap – that is, whose GER values lie furthest from the gender parity line – were the Eastern Cape, Limpopo and North West. Four provinces, namely, KwaZulu-Natal, Mpumalanga, the Northern Cape and the Western Cape, showed no gender gap.

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

GPI is defined as GER for females divided by GER for males. This index is used to indicate the level of access to education that females have, compared to the level of access that males have. For example, a GPI of more than 1 indicates that, in proportion to the appropriate school-age population, there are more females than males in the school system. In 2007, as indicated in Table 4, the national highest GPI (1.15) was reflected in the FET band and the lowest in the primary phase and in the GET band (0.98), confirming that, relative to the appropriate school-age population, there were more female learners in the FET band than there were in the primary phase and the GET band.

Figure 5: Gender parity index (GPI) for Grades R to 12 in the ordinary school sector, by province, in 2007

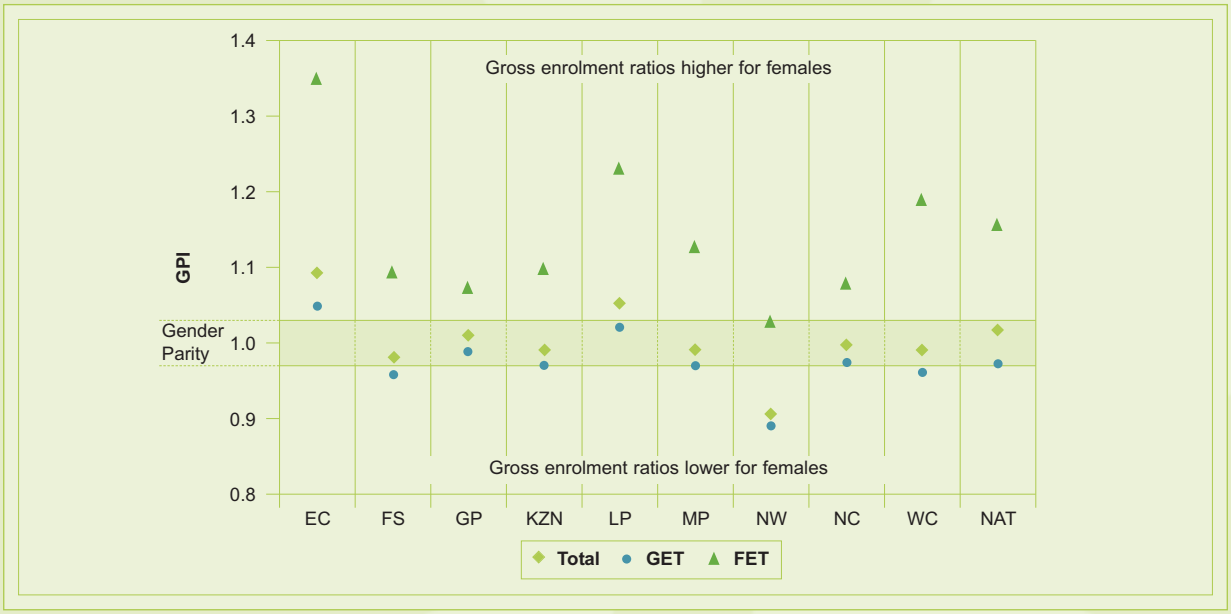


Figure 5 shows the GPI for Grades R to 12 (GET and FET bands), by province, in 2007. Gender parity is considered to have been attained when the GPI lies between 0.97 and 1.03 (Global Education Digest 2005, UNESCO Institute for Statistics). Gender parity in the combined GET and FET bands has been achieved in most provinces, except in the Eastern Cape and Limpopo, where the GPI was greater than 1.03, and North West, where the GPI was less than 0.97. The GPI deviated from the norm most strongly in the FET band. Every province except North West reveals a GPI of greater than 1.03.

3.2.6 Learners, by grade and school phase

Table 5: Number of learners in ordinary schools, by province, school sector, gender and grade, in 2007

Province	School Sector	Gender	Pre-Grade R Phase	General Education and Training (GET) Band													Total (GET Band)
				Foundation Phase					Intermediate Phase				Senior Phase				
			Pre-Gr. R	Gr. R	Gr. 1	Gr. 2	Gr. 3	Total	Gr. 4	Gr. 5	Gr. 6	Total	Gr. 7	Gr. 8	Gr. 9	Total	
Eastern Cape	Independent	Female	496	939	1 314	1 306	1 379	4 938	1 379	1 316	1 203	3 898	1 037	1 209	1 151	3 397	12 233
		Total	1 015	1 955	2 706	2 705	2 783	10 149	2 797	2 597	2 330	7 724	2 074	2 379	2 201	6 654	24 527
	Public	Female	3 223	55 894	112 683	95 008	95 270	358 855	92 960	89 286	85 401	267 647	81 166	79 685	73 705	234 556	861 058
		Total	6 279	110 918	234 721	197 974	197 966	741 579	193 159	180 623	170 027	543 809	160 085	155 198	140 128	455 411	1 740 799
	Both	Female	3 719	56 833	113 997	96 314	96 649	363 793	94 339	90 602	86 604	271 545	82 203	80 894	74 856	237 953	873 291
		Male	3 575	56 040	123 430	104 365	104 100	387 935	101 617	92 618	85 753	279 988	79 956	76 683	67 473	224 112	892 035
		Total	7 294	112 873	237 427	200 679	200 749	751 728	195 956	183 220	172 357	551 533	162 159	157 577	142 329	462 065	1 765 326
Free State	Independent	Female	184	304	579	507	518	1 908	638	553	482	1 673	454	539	554	1 547	5 128
		Total	407	588	1 148	1 014	1 073	3 823	1 211	1 126	983	3 320	892	1 143	1 115	3 150	10 293
	Public	Female	775	10 798	27 903	26 329	26 181	91 211	28 084	27 146	25 402	80 632	24 459	25 367	27 439	77 265	249 108
		Total	1 356	21 841	58 090	53 732	53 365	187 028	57 566	54 999	51 329	163 894	49 322	52 303	56 360	157 985	508 907
	Both	Female	959	11 102	28 482	26 836	26 699	93 119	28 722	27 699	25 884	82 305	24 913	25 906	27 993	78 812	254 236
		Male	804	11 327	30 756	27 910	27 739	97 732	30 055	28 426	26 428	84 909	25 301	27 540	29 482	82 323	264 964
		Total	1 763	22 429	59 238	54 746	54 438	190 851	58 777	56 125	52 312	167 214	50 214	53 446	57 475	161 135	519 200
Gauteng	Independent	Female	2 213	3 917	7 446	6 880	6 441	24 684	6 277	6 155	5 951	18 383	5 347	6 764	6 981	19 092	62 159
		Total	4 293	8 169	15 071	13 551	12 697	49 488	12 729	12 385	11 764	36 878	10 831	13 320	13 617	37 768	124 134
	Public	Female	1 851	20 659	74 821	70 016	71 203	236 699	73 210	73 548	72 415	219 173	64 838	60 586	70 078	195 502	651 374
		Total	3 663	41 764	154 950	142 961	144 540	484 215	147 881	147 774	143 350	439 005	129 019	127 235	141 425	397 679	1 320 899
	Both	Female	4 064	24 576	82 267	76 896	77 644	261 383	79 487	79 703	78 366	237 556	70 185	67 350	77 059	214 594	713 533
		Male	3 892	25 357	87 754	79 616	79 593	272 320	81 123	80 456	76 748	238 327	69 665	73 205	77 983	220 853	731 500
		Total	7 956	49 933	170 021	156 512	157 237	533 703	160 610	160 159	155 114	475 883	139 850	140 555	155 042	435 447	1 445 033
KwaZulu-Natal	Independent	Female	1 182	1 741	2 051	1 878	1 714	7 384	1 847	1 788	1 918	5 553	1 427	1 788	2 002	5 217	18 154
		Total	2 318	3 534	4 075	3 720	3 493	14 822	3 600	3 533	3 657	10 790	2 779	3 317	3 702	9 798	35 410
	Public	Female	2 593	57 250	129 872	112 089	112 679	411 890	113 649	118 418	120 502	352 569	96 616	97 600	105 839	300 055	1 064 514
		Total	5 241	115 336	274 815	233 627	235 158	858 936	237 627	240 762	238 154	716 543	195 219	204 179	210 936	610 334	2 185 813
	Both	Female	3 775	58 991	131 923	113 967	114 393	419 274	115 496	120 206	122 420	358 122	98 043	99 388	107 841	305 272	1 082 668
		Male	3 784	59 879	146 967	123 380	124 258	454 484	125 731	124 089	119 391	369 211	99 955	108 108	106 797	314 860	1 138 555
		Total	7 559	118 870	278 890	237 347	238 651	873 758	241 227	244 295	241 811	727 333	197 998	207 496	214 638	620 132	2 221 223
Limpopo	Independent	Female	408	769	929	1 069	954	3 721	1 080	1 098	1 060	3 238	924	1 057	1 232	3 213	10 172
		Total	785	1 503	1 957	2 136	1 973	7 569	2 219	2 072	2 041	6 332	1 838	2 102	2 231	6 171	20 072
	Public	Female	941	46 030	64 336	65 317	69 586	245 269	74 169	66 906	65 444	206 519	61 173	67 720	71 102	199 995	651 783
		Total	1 898	93 174	134 244	135 355	144 865	507 638	153 452	138 207	134 498	426 157	124 017	142 672	141 581	408 270	1 342 065
	Both	Female	1 349	46 799	65 265	66 386	70 540	248 990	75 249	68 004	66 504	209 757	62 097	68 777	72 334	203 208	661 955
		Male	1 334	47 878	70 936	71 105	76 298	266 217	80 422	72 275	70 035	222 732	63 758	75 997	71 478	211 233	700 182
		Total	2 683	94 677	136 201	137 491	146 838	515 207	155 671	140 279	136 539	432 489	125 855	144 774	143 812	414 441	1 362 137
Mpumalanga	Independent	Female	170	470	676	599	613	2 358	584	510	471	1 565	460	408	286	1 154	5 077
		Total	353	964	1 390	1 153	1 203	4 710	1 192	1 025	911	3 128	916	727	600	2 243	10 081
	Public	Female	1 230	16 134	46 093	41 956	43 938	148 121	45 649	41 872	40 149	127 670	35 026	41 571	39 695	116 292	392 083
		Total	2 404	32 300	96 053	87 281	90 334	305 968	94 075	85 359	81 190	260 624	71 057	84 575	78 062	233 694	800 286
	Both	Female	1 400	16 604	46 769	42 555	44 551	150 479	46 233	42 382	40 620	129 235	35 486	41 979	39 981	117 446	397 160
		Male	1 357	16 660	50 674	45 879	46 986	160 199	49 034	44 002	41 481	134 517	36 487	43 323	38 681	118 491	413 207
		Total	2 757	33 264	97 443	88 434	91 537	310 678	95 267	86 384	82 101	263 752	71 973	85 302	78 662	235 937	810 367
North West	Independent	Female	180	302	578	549	502	1 931	508	522	508	1 538	449	409	379	1 237	4 706
		Total	351	591	1 165	1 115	1 017	3 888	1 008	992	983	2 983	889	764	721	2 374	9 245
	Public	Female	149	7 552	34 558	32 083	31 566	105 759	31 604	30 176	30 570	92 350	25 965	25 720	30 115	81 800	279 909
		Total	326	15 167	72 416	66 198	68 152	221 933	65 571	61 700	60 012	187 283	53 003	54 249	61 054	168 306	577 522
	Both	Female	329	7 854	35 136	32 632	32 068	107 690	32 112	30 698	31 078	93 888	26 414	26 129	30 494	83 037	284 615
		Male	348	7 904	38 445	34 681	37 101	118 131	34 467	31 994	29 917	96 378	27 478	28 884	31 281	87 643	302 152
		Total	677	15 758	73 581	67 313	69 169	225 821	66 579	62 692	60 995	190 266	53 892	55 013	61 775	170 680	586 767
Northern Cape	Independent	Female	33	77	115	104	106	402	74	73	87	234	107	185	177	469	1 105
		Total	67	159	246	200	191	796	149	142	156	447	202	286	281	769	2 012
	Public	Female	563	4 237	12 774	11 278	11 029	39 318	12 272	10 778	10 405	33 455	9 800	9 892	10 190	29 882	102 655
		Total	1 115	8 425	26 623	23 121	22 650	80 819	25 213	22 123	20 950	68 286	19 911	20 007	20 593	60 511	209 616
	Both	Female	596	4 314	12 889	11 382	11 135	39 720	12 346	10 851	10 492	33 689	9 907	10 077	10 367	30 351	103 760
		Male	586	4 270	13 980	11 939	11 706	41 895	13 016	11 414	10 614	35 044	10 206	10 216	10 507	30 929	107 868
		Total	1 182	8 584	26 869	23 321	22 841	81 615	25 362	22 265	21 106	68 733	20 113	20 293	20 874	61 280	211 628
Western Cape	Independent	Female	661	523	875	755	747	2 900	749	711	620	2 080	648	657	730	2 035	7 015
		Total	1 274	1 151	1 834	1 656	1 598	6 239	1 567	1 473	1 411	4 451	1 385	1 416	1 472	4 273	14 963
	Public	Female	766	14 666	43 137	40 398	40 865	139 066	44 409	39 076	39 177	122 662	36 735	31 247	41 436	109 418	371 146
		Total	1 528	29 683	89 819	82 604	83 738	285 844	89 746	78 557	77 941	246 244	72 699	64 147	81 371	218 217	750 305
	Both	Female	1 427	15 189	44 012	41 153	41 612	141 966	45 158	39 787	39 797	124 742	37 383	31 904	42 166	111 453	378 161
		Male	1 375	15 645	47 641	43 107	43 724	150 117	46 155	40 243	39 555	125 953	36 701	33 659	40 677	111 037	387 107
		Total	2 802	30 834	91 653	84 260	85 336	292 083	91 313	80 030	79 352	250 695	74 084	65 563	82 843	222 490	765 268
National	**Independent**	**Female**	**5 527**	**9 042**	**14 563**	**13 647**	**12 974**	**50 226**	**13 136**	**12 726**	**12 300**	**38 162**	**10 853**	**13 016**	**13 492**	**37 361**	**125 749**
		Male	**5 336**	**9 572**	**15 029**	**13 603**	**13 054**	**51 258**	**13 336**	**12 619**	**11 936**	**37 891**	**10 953**	**12 438**	**12 448**	**35 839**	**124 988**
		Total	**10 863**	**18 614**	**29 592**	**27 250**	**26 028**	**101 484**	**26 472**	**25 345**	**24 236**	**76 053**	**21 806**	**25 454**	**25 940**	**73 200**	**250 737**
	Public	**Female**	**12 091**	**233 220**	**546 177**	**494 474**	**502 317**	**1 776 188**	**516 006**	**497 206**	**489 465**	**1 502 677**	**435 778**	**439 388**	**469 599**	**1 344 765**	**4 623 630**
		Male	**11 719**	**235 388**	**595 554**	**528 379**	**538 451**	**1 897 772**	**548 284**	**512 898**	**487 986**	**1 549 168**	**438 554**	**465 177**	**461 911**	**1 365 642**	**4 812 582**
		Total	**23 810**	**468 608**	**1 141 731**	**1 022 853**	**1 040 768**	**3 673 960**	**1 064 290**	**1 010 104**	**977 451**	**3 051 845**	**874 332**	**904 565**	**931 510**	**2 710 407**	**9 436 212**
	Both	**Female**	**17 618**	**242 262**	**560 740**	**508 121**	**515 291**	**1 826 414**	**529 142**	**509 932**	**501 765**	**1 540 839**	**446 631**	**452 404**	**483 091**	**1 382 126**	**4 749 379**
		Male	**17 055**	**244 960**	**610 583**	**541 982**	**551 505**	**1 949 030**	**561 620**	**525 517**	**499 922**	**1 587 059**	**449 507**	**477 615**	**474 359**	**1 401 481**	**4 937 570**
		Total	**34 673**	**487 222**	**1 171 323**	**1 050 103**	**1 066 796**	**3 775 444**	**1 090 762**	**1 035 449**	**1 001 687**	**3 127 898**	**896 138**	**930 019**	**957 450**	**2 783 607**	**9 686 949**

Source: 2007 SNAP Survey (conducted on the 10th school day).
Note 1: Data are for ordinary schools only and exclude learners at stand-alone ECD sites, special schools, public ABET centres and public FET colleges.
Note 2: Owing to a shortage of space in the table, the male enrolment figures for ordinary public and independent schools are intentionally omitted in the provincial data, but are included in the national data.

Table 5: Number of learners in ordinary schools, by province, school sector, gender and grade, in 2007 (concluded)

Province	School Sector	Gender	Further Education and Training (FET) Band				Other			Total Primary (Gr. 1-7)	Total Secondary (Gr. 8-12)	Total (Gr. 1-12)	Grand Total
			Gr. 10	Gr. 11	Gr. 12	Total	SNE[1)]	Post-Matric	Total				
Eastern Cape	Independent	Female	1 482	1 530	2 475	5 487	20	67	87	8 934	7 847	16 781	18 303
		Total	2 868	2 731	4 100	9 699	62	87	149	17 992	14 279	32 271	35 390
	Public	Female	81 398	65 446	48 737	195 581	1 090	131	1 221	651 774	348 971	1 000 745	1 061 083
		Total	150 035	116 318	85 156	351 509	2 507	229	2 736	1 334 555	646 835	1 981 390	2 101 323
	Both	Female	82 880	66 976	51 212	201 068	1 110	198	1 308	660 708	356 818	1 017 526	1 079 386
		Male	70 023	52 073	38 044	160 140	1 459	118	1 577	691 839	304 296	996 135	1 057 327
		Total	152 903	119 049	89 256	361 208	2 569	316	2 885	1 352 547	661 114	2 013 661	2 136 713
Free State	Independent	Female	728	559	480	1 767	3	0	3	3 731	2 860	6 591	7 082
		Total	1 370	1 092	928	3 390	5	0	5	7 447	5 648	13 095	14 095
	Public	Female	36 377	25 659	16 690	78 726	2 172	0	2 172	185 504	131 532	317 036	330 781
		Total	71 342	48 276	31 252	150 870	5 549	0	5 549	378 403	259 533	637 936	666 682
	Both	Female	37 105	26 218	17 170	80 493	2 175	0	2 175	189 235	134 392	323 627	337 863
		Male	35 607	23 150	15 010	73 767	3 379	0	3 379	196 615	130 789	327 404	342 914
		Total	72 712	49 368	32 180	154 260	5 554	0	5 554	385 850	265 181	651 031	680 777
Gauteng	Independent	Female	7 755	7 919	6 952	22 626	70	135	205	44 497	36 371	80 868	87 203
		Total	15 233	15 252	12 986	43 471	152	251	403	89 028	70 408	159 436	172 301
	Public	Female	83 496	71 089	45 247	199 832	941	51	992	500 051	330 496	830 547	854 049
		Total	167 873	133 822	82 203	383 898	2 654	123	2 777	1 010 475	652 558	1 663 033	1 711 237
	Both	Female	91 251	79 008	52 199	222 458	1 011	186	1 197	544 548	366 867	911 415	941 252
		Male	91 855	70 066	42 990	204 911	1 795	188	1 983	554 955	356 099	911 054	942 286
		Total	183 106	149 074	95 189	427 369	2 806	374	3 180	1 099 503	722 966	1 822 469	1 883 538
KwaZulu-Natal	Independent	Female	2 184	2 072	3 159	7 415	12	10	22	12 623	11 205	23 828	26 773
		Total	4 016	3 714	5 592	13 322	36	32	68	24 857	20 341	45 198	51 118
	Public	Female	118 588	112 308	81 941	312 837	1 537	15	1 552	803 825	516 276	1 320 101	1 381 496
		Total	234 495	214 199	153 551	602 245	4 178	57	4 235	1 655 362	1 017 360	2 672 722	2 797 534
	Both	Female	120 772	114 380	85 100	320 252	1 549	25	1 574	816 448	527 481	1 343 929	1 408 269
		Male	117 739	103 533	74 043	295 315	2 665	64	2 729	863 771	510 220	1 373 991	1 440 383
		Total	238 511	217 913	159 143	615 567	4 214	89	4 303	1 680 219	1 037 701	2 717 920	2 848 652
Limpopo	Independent	Female	1 263	1 408	2 222	4 893	14	0	14	7 114	7 182	14 296	15 487
		Total	2 331	2 512	4 025	8 868	35	2	37	14 236	13 201	27 437	29 762
	Public	Female	92 572	86 163	57 355	236 090	28	58	86	466 931	374 912	841 843	888 900
		Total	180 913	158 151	103 221	442 285	112	108	220	964 638	726 538	1 691 176	1 786 468
	Both	Female	93 835	87 571	59 577	240 983	42	58	100	474 045	382 094	856 139	904 387
		Male	89 409	73 092	47 669	210 170	105	52	157	504 829	357 645	862 474	911 843
		Total	183 244	160 663	107 246	451 153	147	110	257	978 874	739 739	1 718 613	1 816 230
Mpumalanga	Independent	Female	299	431	1 084	1 814	2	0	2	3 913	2 508	6 421	7 063
		Total	592	819	1 901	3 312	10	0	10	7 790	4 639	12 429	13 756
	Public	Female	49 019	45 701	29 359	124 079	279	2	281	294 683	205 345	500 028	517 673
		Total	96 641	86 373	53 950	236 964	664	11	675	605 349	399 601	1 004 950	1 040 329
	Both	Female	49 318	46 132	30 443	125 893	281	2	283	298 596	207 853	506 449	524 736
		Male	47 915	41 060	25 408	114 383	393	9	402	314 543	196 387	510 930	529 349
		Total	97 233	87 192	55 851	240 276	674	11	685	613 139	404 240	1 017 379	1 054 085
North West	Independent	Female	426	414	354	1 194	0	5	5	3 616	1 982	5 598	6 085
		Total	831	800	681	2 312	1	11	12	7 169	3 797	10 966	11 920
	Public	Female	36 432	28 086	17 110	81 628	160	71	231	216 522	137 463	353 985	361 917
		Total	72 589	52 622	31 772	156 983	362	135	497	447 052	272 286	719 338	735 328
	Both	Female	36 858	28 500	17 464	82 822	160	76	236	220 138	139 445	359 583	368 002
		Male	36 562	24 922	14 989	76 473	203	70	273	234 083	136 638	370 721	379 246
		Total	73 420	53 422	32 453	159 295	363	146	509	454 221	276 083	730 304	747 248
Northern Cape	Independent	Female	169	152	146	467	2	0	2	666	829	1 495	1 607
		Total	267	259	201	727	8	0	8	1 286	1 294	2 580	2 814
	Public	Female	12 223	9 267	5 455	26 945	36	0	36	78 336	47 027	125 363	130 199
		Total	24 213	17 347	10 445	52 005	97	0	97	160 591	92 605	253 196	262 833
	Both	Female	12 392	9 419	5 601	27 412	38	0	38	79 002	47 856	126 858	131 806
		Male	12 088	8 187	5 045	25 320	67	0	67	82 875	46 043	128 918	133 841
		Total	24 480	17 606	10 646	52 732	105	0	105	161 877	93 899	255 776	265 647
Western Cape	Independent	Female	783	786	842	2 411	11	19	30	5 105	3 798	8 903	10 117
		Total	1 588	1 605	1 728	4 921	32	50	82	10 924	7 809	18 733	21 240
	Public	Female	47 558	36 284	24 308	108 150	64	0	64	283 797	180 833	464 630	480 126
		Total	88 764	64 210	42 117	195 091	163	0	163	575 104	340 609	915 713	947 087
	Both	Female	48 341	37 070	25 150	110 561	75	19	94	288 902	184 631	473 533	490 243
		Male	42 011	28 745	18 695	89 451	120	31	151	297 126	163 787	460 913	478 084
		Total	90 352	65 815	43 845	200 012	195	50	245	586 028	348 418	934 446	968 327
National	**Independent**	**Female**	**15 089**	**15 271**	**17 714**	**48 074**	**134**	**236**	**370**	**90 199**	**74 582**	**164 781**	**179 720**
		Male	**14 007**	**13 513**	**14 428**	**41 948**	**207**	**197**	**404**	**90 530**	**66 834**	**157 364**	**172 676**
		Total	**29 096**	**28 784**	**32 142**	**90 022**	**341**	**433**	**774**	**180 729**	**141 416**	**322 145**	**352 396**
	Public	**Female**	**557 663**	**480 003**	**326 202**	**1 363 868**	**6 307**	**328**	**6 635**	**3 481 423**	**2 272 855**	**5 754 278**	**6 006 224**
		Male	**529 202**	**411 315**	**267 465**	**1 207 982**	**9 979**	**335**	**10 314**	**3 650 106**	**2 135 070**	**5 785 176**	**6 042 597**
		Total	**1 086 865**	**891 318**	**593 667**	**2 571 850**	**16 286**	**663**	**16 949**	**7 131 529**	**4 407 925**	**11 539 454**	**12 048 821**
	Both	**Female**	**572 752**	**495 274**	**343 916**	**1 411 942**	**6 441**	**564**	**7 005**	**3 571 622**	**2 347 437**	**5 919 059**	**6 185 944**
		Male	**543 209**	**424 828**	**281 893**	**1 249 930**	**10 186**	**532**	**10 718**	**3 740 636**	**2 201 904**	**5 942 540**	**6 215 273**
		Total	**1 115 961**	**920 102**	**625 809**	**2 661 872**	**16 627**	**1 096**	**17 723**	**7 312 258**	**4 549 341**	**11 861 599**	**12 401 217**

Source: 2007 SNAP Survey (conducted on the 10th school day).
Note 1: Data are for ordinary schools only and exclude learners at stand-alone ECD sites, special schools, public ABET centres and public FET colleges.
Note 2: Owing to a shortage of space in the table, the male enrolment figures for ordinary public and independent schools are intentionally omitted in the provincial data, but are included in the national data.
1) SNE learners in special/separate classes, and not placed in any particular grade.

Figure 6: Percentage distribution of learners in ordinary schools, by phase, in 2007

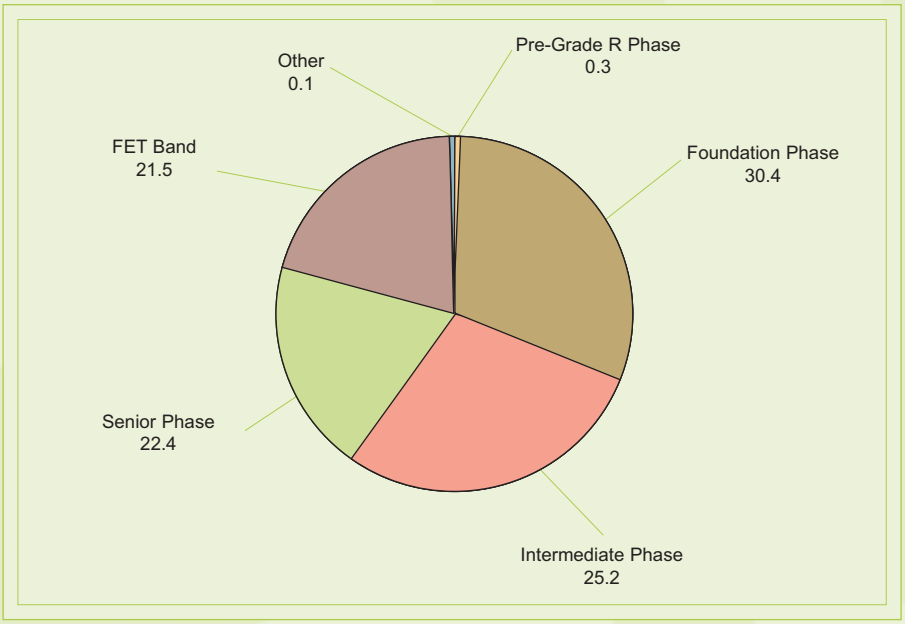


Figure 6 reveals that, in 2007, the highest proportion of learners in ordinary schools was located in the foundation phase (30.4%). As one moves up to higher levels within the schooling system, the proportion of learners decreases. Hence, in 2007, the FET band comprised only 21.5% of learners in ordinary schools. The proportion of learners in the pre-Grade R phase was very low (0.3%). This is not surprising, as it is not the policy intent of government to provide pre-Grade R programmes in schools.

Figure 7: Percentage distribution of learners in ordinary schools, by phase and gender, in 2007

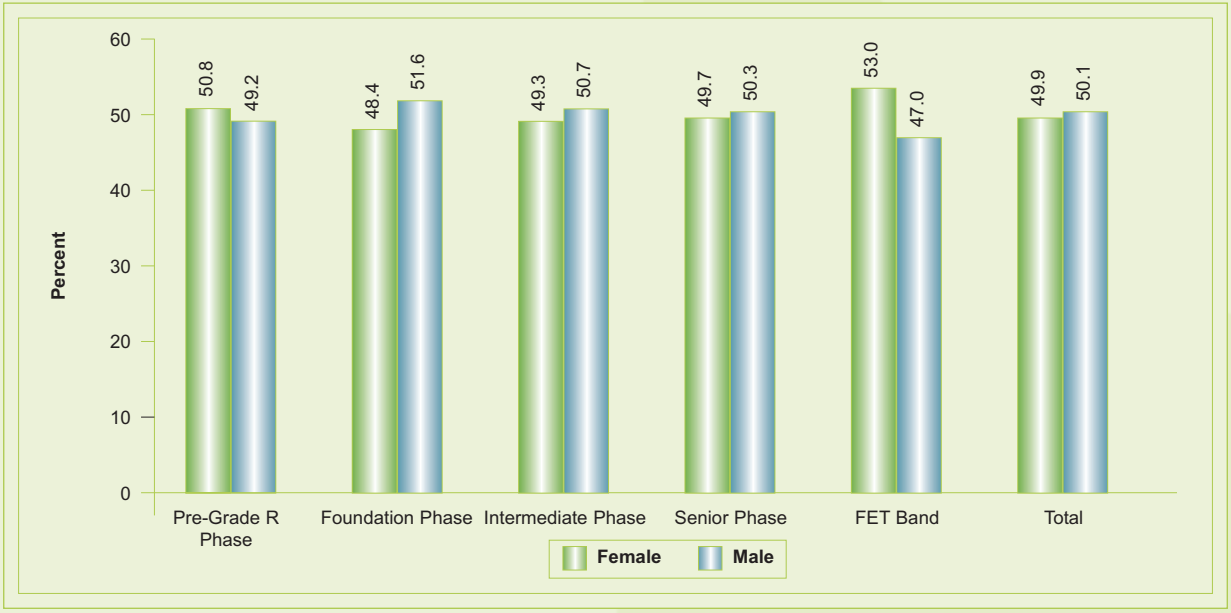
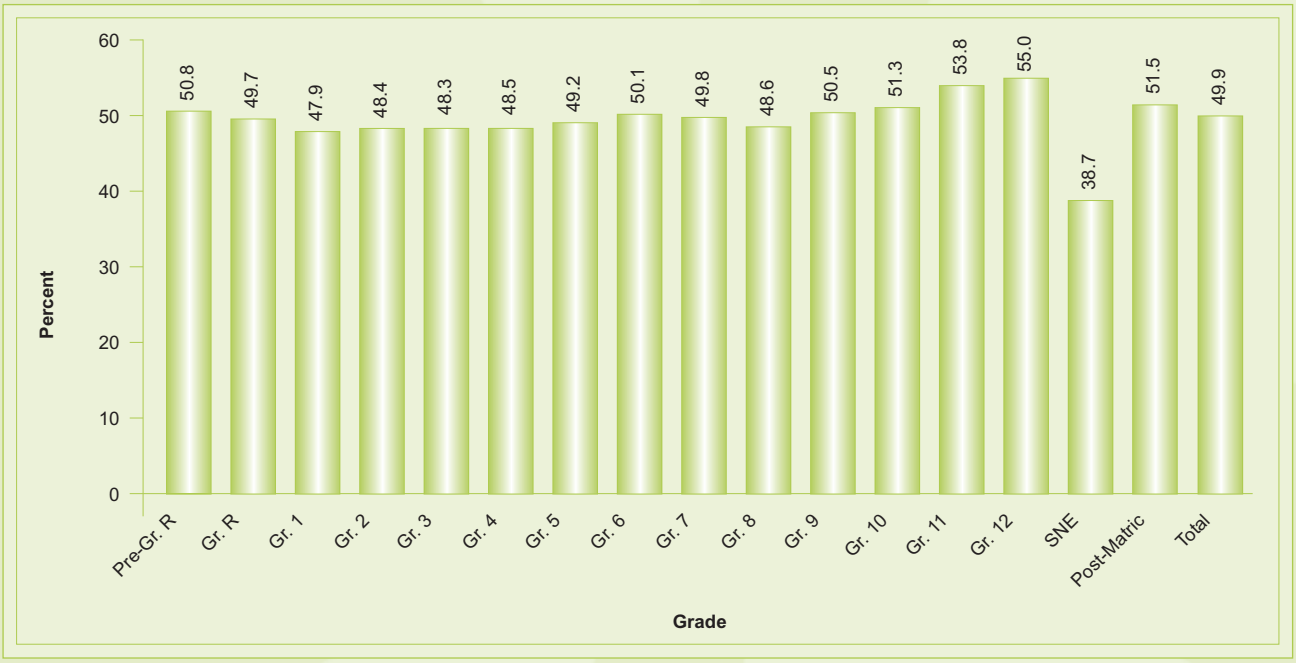


Figure 7 indicates that, in 2007, females and males were almost equally represented in ordinary schools in South Africa (49.9% females and 50.1% males). There were more males than females in the foundation, intermediate and senior phases, but more females than males in the other two phases. The highest percentage of females (53.0%) was found in the FET band.

Figure 8: Percentage distribution of female learners in ordinary schools, by grade, in 2007



In 2007, as indicated in Figure 8, there were fewer female than male learners (less than 50%) in Grades R to 5, Grades 7 and 8, and SNE, while the opposite was true for the other grades. Grade 12 females (55.0%) accounted for the highest female enrolment in all the primary and secondary-level grades. The lowest female enrolment was for SNE (38.7%).

Figure 9: Distribution of learners in ordinary independent schools as a percentage of ordinary school learners, by grade, in 2007

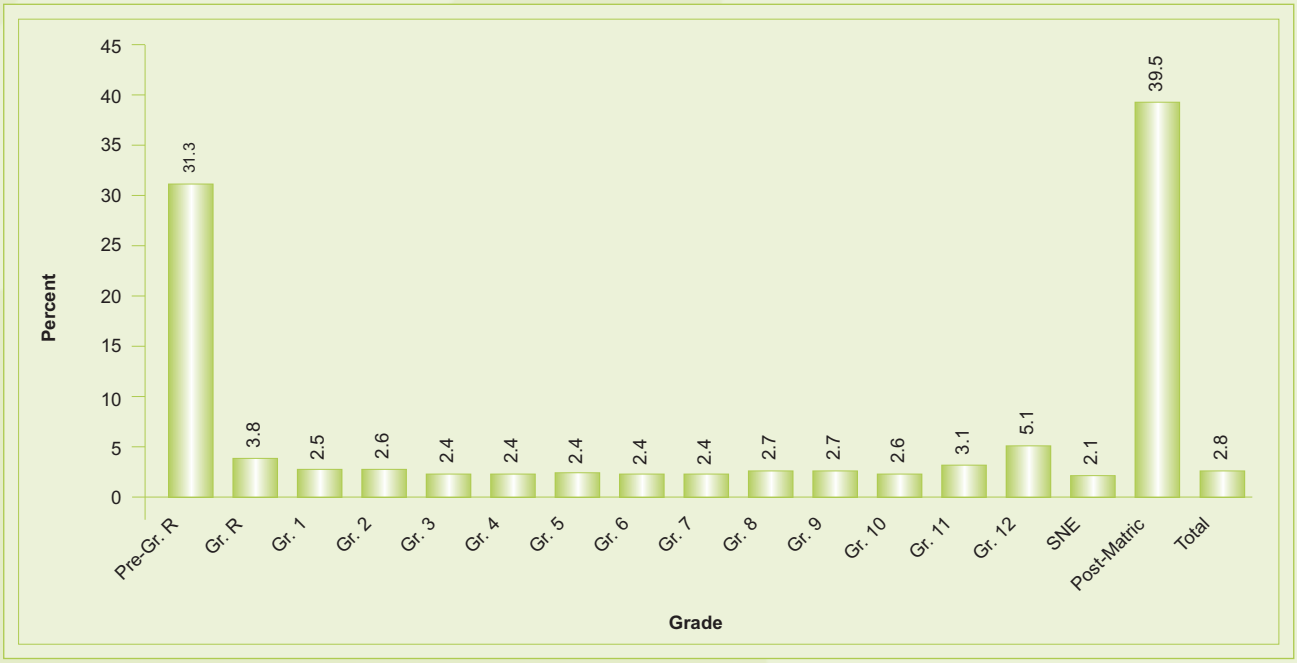
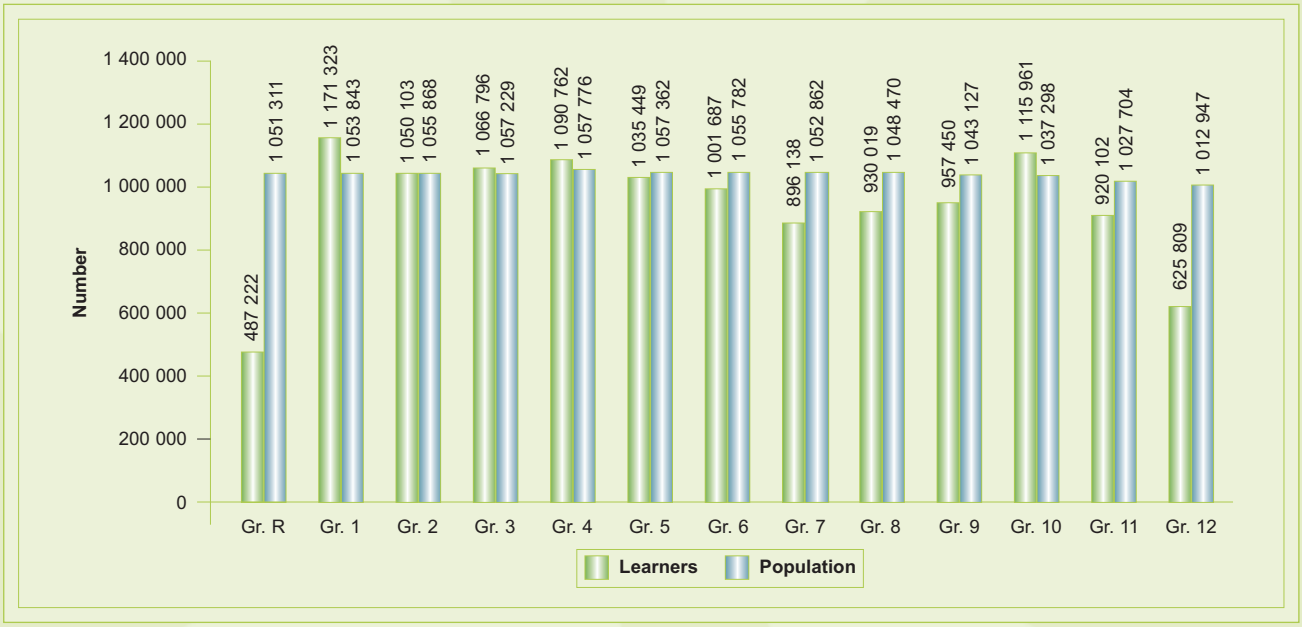


Figure 9 shows that, in 2007, the percentage of learners in independent schools in the ordinary school system was the highest for post-Matric (39.5%), the second highest for pre-Grade R (31.3%), and the lowest for SNE (2.1%). The total national average of learners in independent schools was 2.8%.

Figure 10: Number of learners in ordinary schools, by grade, compared with the appropriate age group in the population, in 2007



Source: Population estimates, by Statistics South Africa (July 2008).

Figure 10 shows learner enrolment in 2007 as compared to the appropriate school-age population for each grade (taking the year in which a learner turns seven as the appropriate age for entry into Grade 1). Four grades (Grades 1, 3, 4 and 10) were over-enrolled, which probably indicates enrolment of over-aged and under-aged learners. 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 46.3% and 61.8%, respectively, of the appropriate school-age population. It must be noted that some learners who were at the FET band age were also enrolled in FET colleges and that others attended ABET classes, which is not a compulsory schooling phase.

Figure 11: Percentage distribution of learners in ordinary schools, by grade, in 2007

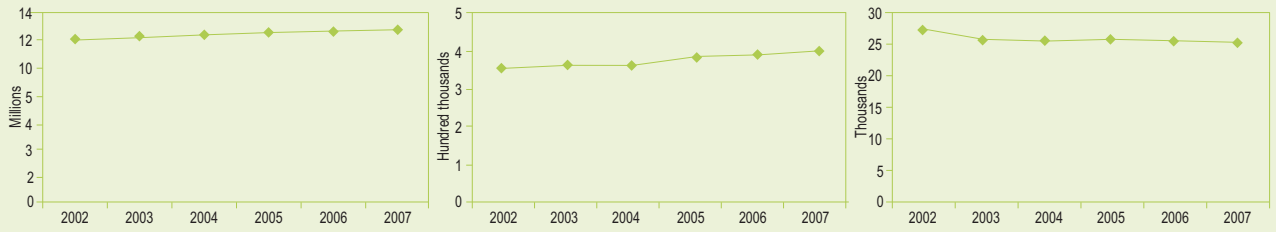
Figure 11 shows that, in 2007, the highest proportion of learners in ordinary schools was enrolled in Grade 1 (9.4%), while the lowest proportion was enrolled in Grade 12 (5.0%). The pattern of enrolment across grades reveals a steady decline in the proportion of learners as the grade level increases. An anomaly occurs in Grade 10, where there is an unexpected increase in the proportion of learners. This could possibly be explained by higher levels of retention in Grade 10 than in other grades. The decline in the proportion of learners between Grades 11 and 12 is very sharp, suggesting possible dropout or movement out of the schooling system to other education institutions.

3.2.7 Comparison of the years 2002 to 2007

- **Learners, educators and schools (see Table 6)**

Table 6: Comparing learners, educators and schools in the ordinary school sector, by province, from 2002 to 2007

Province	Learners						Educators						Schools					
	Demarcation						Demarcation						Demarcation					
	Old				New		Old				New		Old				New	
	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
Eastern Cape	2 072 054	2 116 426	2 150 308	2 206 575	2 100 425	2 136 713	65 355	64 865	64 364	67 230	63 098	66 163	6 191	6 165	6 194	6 333	5 886	5 834
Free State	705 368	696 155	690 490	689 189	685 971	680 777	22 517	22 596	23 144	23 400	23 439	23 570	2 343	2 186	2 075	1 924	1 818	1 744
Gauteng	1 617 017	1 661 817	1 697 908	1 745 262	1 863 375	1 883 538	52 601	53 749	53 577	60 121	60 707	63 216	2 331	2 225	2 253	2 256	2 388	2 397
KwaZulu-Natal	2 729 834	2 783 051	2 718 176	2 719 966	2 768 015	2 848 652	74 500	77 829	76 895	80 979	85 220	88 042	5 722	5 788	5 865	5 794	5 954	6 057
Limpopo	1 839 079	1 816 852	1 893 626	1 906 402	1 771 320	1 816 230	56 263	54 298	53 694	56 160	53 652	54 769	4 763	4 251	4 294	4 243	4 102	4 140
Mpumalanga	914 353	914 739	934 786	914 212	1 092 382	1 054 085	25 141	25 515	26 305	27 701	31 998	32 276	1 934	1 926	1 937	1 969	2 079	1 973
North West	897 342	891 036	903 379	845 942	772 044	747 248	30 035	30 319	30 433	27 454	26 215	25 701	2 292	2 253	2 233	2 063	1 841	1 780
Northern Cape	196 731	202 010	209 000	210 152	261 736	265 647	6 484	6 179	6 180	6 641	8 706	8 580	476	454	438	430	622	613
Western Cape	945 239	956 836	978 718	980 065	978 517	968 327	27 259	27 248	27 450	32 447	32 825	31 908	1 595	1 597	1 590	1 580	1 579	1 527
National	**11 917 017**	**12 038 922**	**12 176 391**	**12 217 765**	**12 293 785**	**12 401 217**	**360 155**	**362 598**	**362 042**	**382 133**	**385 860**	**394 225**	**27 647**	**26 845**	**26 879**	**26 592**	**26 269**	**26 065**



Source: 2002–2007 SNAP Surveys (conducted on the 10th school day).

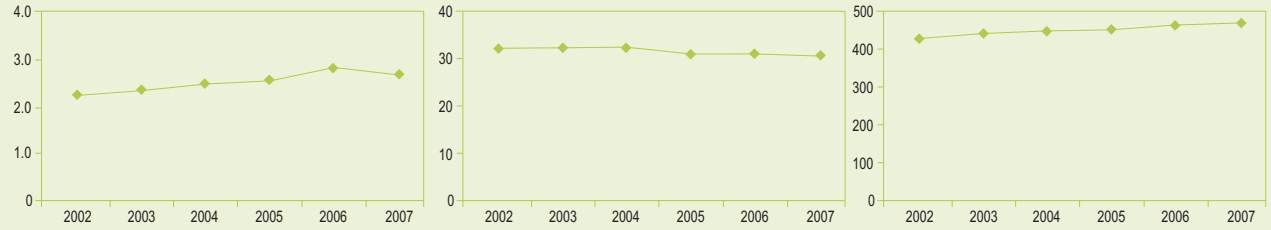
As can be seen in Table 6, between 2002 and 2007, learner numbers showed a net increase of 4.1% (11 917 017 to 12 401 217), and educator numbers showed a net increase of 9.5% (360 155 to 394 225). The number of schools decreased by 5.7% (27 647 to 26 065) in the same period. Nationally, an upward trend is reflected in learner numbers for each year from 2002 to 2007. Except for 2004, an upward trend is also reflected in educator numbers for each year from 2002 to 2007. Except for 2004, a downward trend is reflected in school numbers for each year from 2002 to 2007.

The educator trend line, as reflected in Table 6, stayed fairly consistent from 2002 to 2004 but showed a noticeable increase from 2004 to 2007. This is mainly because in 2005, for the first time, educator numbers in the publication included all SGB-paid educators at public schools.

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

Table 7: Comparing the share of learners in ordinary independent schools, learner-to-educator ratio (LER) and learner-to-school ratio (LSR) in the ordinary school sector, by province, from 2002 to 2007

Province	Learners in Independent Schools as % of All Learners						LER						LSR					
	Demarcation						Demarcation						Demarcation					
	Old				New		Old				New		Old				New	
	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
Eastern Cape	0.3	0.8	0.8	1.2	1.4	1.7	31.7	32.6	33.4	32.8	33.3	32.3	335	343	347	348	357	366
Free State	1.7	1.7	1.9	2.0	2.4	2.1	31.3	30.8	29.8	29.5	29.3	28.9	301	318	333	358	377	390
Gauteng	8.3	8.3	8.1	8.3	8.7	9.1	30.9	30.9	31.7	29.0	30.7	29.8	694	747	754	774	780	786
KwaZulu-Natal	1.8	2.0	1.7	1.6	1.7	1.8	36.6	35.8	35.3	33.6	32.5	32.4	477	481	463	469	465	470
Limpopo	1.2	1.0	1.2	1.1	1.9	1.6	32.7	33.5	35.3	33.9	33.0	33.2	386	427	441	449	432	439
Mpumalanga	1.2	1.4	2.2	2.3	1.7	1.3	36.4	35.9	35.5	33.0	34.1	32.7	473	475	483	464	525	534
North West	1.1	1.1	1.3	1.2	1.4	1.6	29.9	29.4	29.7	30.8	29.5	29.1	392	395	405	410	419	420
Northern Cape	1.4	1.4	1.2	1.2	1.1	1.1	30.3	32.7	33.8	31.6	30.1	31.0	413	445	477	489	421	433
Western Cape	3.2	2.9	3.0	3.1	3.0	2.2	34.7	35.1	35.7	30.2	29.8	30.3	593	599	616	620	620	634
National	**2.3**	**2.4**	**2.5**	**2.6**	**2.9**	**2.8**	**33.1**	**33.2**	**33.6**	**32.0**	**31.9**	**31.5**	**431**	**448**	**453**	**459**	**468**	**476**



Source: 2002-2007 SNAP Surveys (conducted on the 10th school day).

Table 7 shows that, from 2002 to 2007, the percentage of learners in ordinary independent schools nationally increased from 2.3% to 2.8%.

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

The national LER trend line, as reflected in Table 7, stayed fairly consistent from 2002 to 2004, decreased from 2004 to 2005, and stayed fairly consistent again from 2005 to 2007. As explained under Table 6, this is mainly because in 2005, for the first time, educator numbers in the publication included all SGB-paid educators at public schools.

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

Table 7 shows that, from 2002 to 2007, the national average LSR at ordinary schools in the country increased from 431:1 to 476:1, a net increase of 10.4%.

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

Table 8: Comparing gross enrolment ratio (GER) and gender parity index (GPI) in the ordinary school sector, by province, from 2002 to 2007

Province	Gender	Primary and Secondary (Gr. 1-12)												School Bands (Gr. R-12)			
		GER (%)						GPI						GER (%)		GPI	
		Demarcation						Demarcation						Demarcation		Demarcation	
		Old				New		Old				New		New		New	
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	2006	2007	2006	2007
Eastern Cape	Female	97	98	99	101	104	106							101	105		
	Male	92	94	95	97	95	97							93	96		
	Total	94	96	97	99	99	102	1.05	1.05	1.05	1.04	1.09	1.09	97	100	1.09	1.09
Free State	Female	91	89	90	88	90	89							85	85		
	Male	90	89	89	88	91	90	1.01	1.01	1.01	1.00			86	86		
	Total	90	89	90	88	90	89					0.99	0.99	86	85	0.99	0.99
Gauteng	Female	101	101	101	100	92	90							86	85		
	Male	101	102	101	100	92	90							86	84		
	Total	101	102	101	100	92	90	1.00	0.99	1.00	1.00	1.00	1.00	86	84	1.00	1.01
KwaZulu-Natal	Female	100	101	98	97	92	95							89	92		
	Male	101	102	100	99	93	95							89	92		
	Total	100	101	99	98	93	95	0.99	0.99	0.98	0.98	0.99	1.00	89	92	1.00	1.00
Limpopo	Female	96	96	100	100	104	108							102	105		
	Male	96	96	101	101	98	101							96	99		
	Total	96	96	101	101	101	104	1.00	1.00	1.00	0.99	1.06	1.07	99	102	1.06	1.06
Mpumalanga	Female	102	101	101	99	103	100							99	95		
	Male	102	102	103	101	103	100							98	95		
	Total	102	102	102	100	103	100	1.00	0.98	0.99	0.98	1.00	1.00	99	95	1.01	1.00
North West	Female	95	94	94	87	87	83							82	78		
	Male	95	95	95	87	93	90							87	85		
	Total	95	94	94	87	90	87	1.00	0.99	0.99	1.00	0.94	0.92	84	81	0.94	0.92
Northern Cape	Female	90	90	93	91	86	86							81	82		
	Male	89	91	94	92	86	86							81	82		
	Total	89	90	93	92	86	86	1.00	1.00	0.99	0.99	1.00	1.00	81	82	1.00	1.00
Western Cape	Female	97	96	97	95	82	81							78	76		
	Male	95	94	94	91	82	80							78	76		
	Total	96	95	95	93	82	80	1.02	1.02	1.03	1.04	1.00	1.01	78	76	1.00	1.00
National	**Female**	**98**	**98**	**98**	**97**	**95**	**95**							**91**	**91**		
	Male	**97**	**97**	**98**	**97**	**94**	**94**							**89**	**90**		
	Total	**97**	**98**	**98**	**97**	**94**	**94**	**1.01**	**1.01**	**1.00**	**1.00**	**1.01**	**1.01**	**90**	**91**	**1.02**	**1.01**

Source 1: 2002–2007 SNAP Surveys (conducted on the 10th school day).
Source 2: Population estimates, Statistics South Africa – pre-July 2008 estimates for 2002–2005, and July 2008 estimates for 2006 and 2007.

Table 8 shows that the total national average GER for Grades 1 to 12 stayed almost the same from 2002 to 2005, but then dropped by 3% (real value) to 94% in 2006 and 2007. This is mainly due to new population estimates provided by Statistics SA for 2006 and 2007. Although the inclusion of Grade R had a decreasing effect on the GER (Grades R to 12) values for 2006 and 2007 – namely, 90% and 91%, respectively – it is important to monitor enrolment in Grade R, given that the target year for universal Grade R access is 2010.

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

Table 8 shows that, from 2002 to 2007, the national average GPI for Grades 1 to 12 remained almost the same, fluctuating only minimally between 1.00 and 1.01.

3.3 Region and district data on learners, educators and schools

Table 9: Number of learners, educators and schools in the ordinary school sector, by province, region and district, in 2007

Region	District	Learners								Educators		Schools		
		Pre-Gr. R	Gr. R	Primary (Gr. 1-7)	Secondary (Gr. 8-12)	SNE[1)]	Post-Matric	Female Total	Total	Female	Total	Public	Independent	Total
Eastern Cape														
n.a.	Butterworth	348	5 905	71 898	35 369	3	45	57 564	113 568	2 572	3 638	389	7	396
n.a.	Cofimvaba	408	5 189	52 021	22 916	3	0	40 440	80 537	1 815	2 588	279	4	283
n.a.	Cradock	73	1 397	15 057	9 111	299	0	12 911	25 937	601	874	94	0	94
n.a.	Dutywa	391	7 184	83 029	29 816	32	0	62 232	120 452	2 411	3 409	349	4	353
n.a.	East London	936	5 201	75 023	55 951	360	19	68 859	137 490	3 300	4 667	308	11	319
n.a.	Fort Beaufort	138	2 472	27 030	16 396	26	0	22 421	46 062	1 178	2 053	260	0	260
n.a.	Graaff-Reinet	4	1 403	16 592	8 031	0	0	12 973	26 030	559	870	100	0	100
n.a.	Grahamstown	111	1 026	16 612	11 230	87	22	14 538	29 088	803	1 162	84	7	91
n.a.	King William's Town	118	5 205	63 163	43 676	17	0	54 901	112 179	2 871	4 095	460	2	462
n.a.	Lady Frere	287	2 902	27 211	14 039	13	0	21 937	44 452	1 050	1 567	164	0	164
n.a.	Libode	157	9 128	125 553	43 919	3	0	90 593	178 760	3 646	4 965	416	1	417
n.a.	Lusikisiki	563	10 345	115 404	41 485	0	0	85 923	167 797	3 338	4 369	349	3	352
n.a.	Maluti	390	4 528	49 735	22 363	0	27	38 944	77 043	1 715	2 362	230	1	231
n.a.	Mbizana	93	7 199	81 330	29 426	0	0	60 902	118 048	2 146	2 935	210	4	214
n.a.	Mt Fletcher	123	3 451	34 842	16 109	134	0	27 306	54 659	1 239	1 716	191	1	192
n.a.	Mt Frere	440	4 645	55 902	24 631	23	0	43 531	85 641	1 788	2 451	246	2	248
n.a.	Mthata	658	8 461	107 301	51 431	66	61	86 098	167 978	3 371	4 746	337	19	356
n.a.	Ngcobo	175	5 117	54 275	19 638	4	100	40 526	79 309	1 590	2 302	224	0	224
n.a.	Port Elizabeth	751	6 518	101 164	68 841	833	10	89 801	178 117	4 337	6 075	253	23	276
n.a.	Queenstown	464	3 220	36 537	23 518	74	31	31 722	63 844	1 461	2 121	177	8	185
n.a.	Qumbu	278	5 167	52 720	22 888	84	0	40 893	81 137	1 778	2 413	252	3	255
n.a.	Sterkspruit	245	3 396	39 829	21 820	57	0	32 797	65 347	1 363	2 076	184	3	187
n.a.	Uitenhage	143	3 814	50 319	28 510	451	1	41 574	83 238	1 845	2 709	167	8	175
Total		**7 294**	**112 873**	**1 352 547**	**661 114**	**2 569**	**316**	**1 079 386**	**2 136 713**	**46 777**	**66 163**	**5 723**	**111**	**5 834**
Free State														
n.a.	Fezile Dabi	328	3 042	64 868	45 339	1 418	0	56 985	114 995	2 572	3 999	327	11	338
n.a.	Lejweleputswa	487	4 118	86 675	59 828	1 039	0	75 877	152 147	3 505	5 341	349	11	360
n.a.	Motheo	712	6 315	106 343	73 802	568	0	93 547	187 740	4 035	6 357	329	18	347
n.a.	Thabo Mofutsanyana	183	8 074	110 165	76 388	1 026	0	96 671	195 836	4 341	6 793	575	20	595
n.a.	Xhariep	53	880	17 799	9 824	1 503	0	14 783	30 059	728	1 080	101	3	104
Total		**1 763**	**22 429**	**385 850**	**265 181**	**5 554**	**0**	**337 863**	**680 777**	**15 181**	**23 570**	**1 681**	**63**	**1 744**
Gauteng														
n.a.	Ekurhuleni North	1 293	4 554	95 804	66 421	253	49	84 806	168 374	4 467	6 022	146	51	197
n.a.	Ekurhuleni South	474	3 914	114 009	70 817	143	18	95 339	189 375	4 120	5 641	167	18	185
n.a.	Gauteng East	244	4 031	91 078	55 217	82	0	75 406	150 652	3 102	4 353	151	10	161
n.a.	Gauteng North	289	1 635	25 634	12 782	0	14	19 974	40 354	984	1 421	53	14	67
n.a.	Gauteng West	467	2 810	60 636	39 606	380	21	51 945	103 920	2 275	3 189	110	9	119
n.a.	Johannesburg Central	233	4 734	87 119	60 859	280	0	75 899	153 225	3 017	4 369	209	11	220
n.a.	Johannesburg East	1 174	3 377	85 576	53 315	199	93	71 420	143 734	4 625	6 306	113	76	189
n.a.	Johannesburg North	1 065	4 199	73 431	49 156	164	43	64 599	128 058	3 645	4 927	138	44	182
n.a.	Johannesburg South	293	2 903	74 023	45 925	249	84	61 397	123 477	2 597	3 955	88	55	143
n.a.	Johannesburg West	151	2 723	59 204	32 225	105	0	46 866	94 408	2 397	3 233	122	17	139
n.a.	Sedibeng East	254	1 713	29 431	19 763	250	16	25 504	51 427	1 246	1 742	70	15	85
n.a.	Sedibeng West	322	3 061	62 450	47 090	268	0	56 236	113 191	2 294	3 362	141	6	147
n.a.	Tshwane North	480	3 319	69 542	52 033	40	0	62 580	125 414	2 803	4 049	142	16	158
n.a.	Tshwane South	836	4 140	102 266	72 106	210	36	90 270	179 594	4 946	6 781	175	54	229
n.a.	Tshwane West	381	2 820	69 300	45 651	183	0	59 011	118 335	2 708	3 866	165	11	176
Total		**7 956**	**49 933**	**1 099 503**	**722 966**	**2 806**	**374**	**941 252**	**1 883 538**	**45 226**	**63 216**	**1 990**	**407**	**2 397**

Source: 2007 SNAP Survey (conducted on the 10th school day).
Note 1: Data are for ordinary schools only and exclude learners, educators and institutions associated with stand-alone ECD sites, special schools, public ABET centres and public FET colleges.
Note 2: Owing to a shortage of space in the table, the figures for male learners and educators are intentionally omitted.
Note 3: n.a. = not applicable.
1) SNE learners in special/separate classes, and not placed in any particular grade.

Table 9: Number of learners, educators and schools in the ordinary school sector, by province, region and district, in 2007 (concluded)

Region	District	Learners								Educators		Schools		
		Pre-Gr. R	Gr. R	Primary (Gr. 1-7)	Secondary (Gr. 8-12)	SNE[1)]	Post-Matric	Female Total	Total	Female	Total	Public	Independent	Total
KwaZulu-Natal														
eThekwini	iLembe	294	7 125	102 650	62 842	78	0	85 433	172 989	3 689	5 298	421	2	423
	Pinetown	979	13 685	205 855	129 938	659	20	172 712	351 136	8 231	11 305	499	32	531
	uMlazi	1 078	11 708	186 673	137 825	859	2	168 975	338 145	8 503	11 606	456	47	503
Ukhahlamba	Amajuba	725	5 480	76 608	50 252	323	0	65 283	133 388	2 816	4 010	240	5	245
	uThukela	612	8 864	122 404	72 688	45	0	100 377	204 613	4 114	6 081	437	10	447
	Umzinyathi	289	7 138	113 675	56 149	111	25	87 730	177 387	3 466	5 144	473	6	479
uMgungundlovu	Port Shepstone	203	7 862	132 967	83 212	1 340	0	111 967	225 584	5 067	7 069	491	15	506
	Sisonke	251	8 185	100 610	50 118	394	30	79 055	159 588	3 440	4 751	439	2	441
	uMgungundlovu	956	7 666	138 683	94 915	268	12	118 887	242 500	5 678	8 144	508	36	544
Zululand	Empangeni	925	14 388	176 645	107 691	0	0	149 263	299 649	6 300	8 876	645	15	660
	Obonjeni	831	13 369	147 278	81 180	102	0	120 295	242 760	4 621	6 880	526	2	528
	Vryheid	416	13 400	176 171	110 891	35	0	148 292	300 913	6 074	8 878	742	8	750
Total		**7 559**	**118 870**	**1 680 219**	**1 037 701**	**4 214**	**89**	**1 408 269**	**2 848 652**	**61 999**	**88 042**	**5 877**	**180**	**6 057**
Limpopo														
n.a.	Capricorn	581	21 597	219 499	169 107	70	50	203 892	410 904	7 842	12 763	921	21	942
n.a.	Greater Sekhukhune	667	19 147	209 991	154 294	66	2	192 156	384 167	6 971	11 901	904	16	920
n.a.	Mopani	486	19 390	209 263	160 158	0	58	194 698	389 355	5 795	10 214	712	19	731
n.a.	Vhembe	758	25 280	242 324	187 684	8	0	226 653	456 054	7 149	14 062	975	40	1 015
n.a.	Waterberg	191	9 263	97 797	68 496	3	0	86 988	175 750	3 598	5 829	523	9	532
Total		**2 683**	**94 677**	**978 874**	**739 739**	**147**	**110**	**904 387**	**1 816 230**	**31 355**	**54 769**	**4 035**	**105**	**4 140**
Mpumalanga														
Bushbuckridge	n.a.	116	3 852	109 183	81 126	0	0	97 202	194 277	3 594	6 025	331	5	336
Ehlanzeni	n.a.	1 025	10 240	177 836	116 724	160	0	151 635	305 985	5 855	9 149	428	44	472
Gert Sibande	n.a.	1 100	8 409	158 058	96 287	366	11	131 645	264 231	5 390	7 973	583	17	600
Nkangala	n.a.	516	10 763	168 062	110 103	148	0	144 254	289 592	6 122	9 129	551	14	565
Total		**2 757**	**33 264**	**613 139**	**404 240**	**674**	**11**	**524 736**	**1 054 085**	**20 961**	**32 276**	**1 893**	**80**	**1 973**
North West														
Bojanala East	Brits	107	1 120	38 905	24 580	46	7	31 690	64 765	1 664	2 374	140	6	146
	Mabopane	0	325	14 577	9 637	4	0	11 956	24 543	574	830	58	0	58
	Moretele	8	1 369	12 179	9 177	9	0	11 100	22 742	552	849	81	0	81
	Temba	0	234	10 461	6 249	0	0	8 109	16 944	401	566	38	0	38
Bojanala West	Kgetleng River	58	428	14 150	7 492	6	0	10 762	22 134	586	876	65	2	67
	Moses Kotane East	1	1 888	20 404	13 927	0	0	17 914	36 220	908	1 252	88	1	89
	Moses Kotane West	6	282	8 530	6 822	0	0	7 727	15 640	433	648	85	0	85
	Rustenburg	37	1 846	39 499	27 542	16	0	34 335	68 940	1 681	2 382	92	14	106
Bophirima	Gasegonyane	0	0	134	0	0	0	72	134	3	4	1	0	1
	Greater Taung	0	1 239	21 831	12 095	0	86	17 072	35 251	749	1 137	102	1	103
	Kagisano Molopo	7	493	18 702	9 257	5	0	14 064	28 464	611	905	91	1	92
	Taledi	8	863	20 059	10 449	28	0	15 592	31 407	775	1 080	74	1	75
Central Region	Greater Delareyville	45	398	19 450	11 269	1	0	15 250	31 163	669	1 047	88	1	89
	Lichtenburg	59	178	23 500	12 889	19	0	18 598	36 645	871	1 258	97	1	98
	Mafikeng	110	1 772	41 726	25 275	0	11	34 247	68 894	1 669	2 342	141	9	150
	Setlakgobi	30	231	22 056	10 636	0	0	16 331	32 953	665	1 021	81	0	81
	Zeerust	55	907	22 588	14 641	43	0	18 998	38 234	977	1 386	110	0	110
Southern Region	Klerksdorp	73	1 409	50 979	29 041	138	0	39 223	81 640	1 829	2 645	109	8	117
	Maquassi Hills	26	358	24 651	14 784	16	0	19 699	39 835	826	1 292	76	0	76
	Potchefstroom	47	418	29 840	20 321	32	42	25 263	50 700	1 257	1 807	113	5	118
Total		**677**	**15 758**	**454 221**	**276 083**	**363**	**146**	**368 002**	**747 248**	**17 700**	**25 701**	**1 730**	**50**	**1 780**
Northern Cape														
n.a.	Frances Baard	232	2 735	51 361	34 695	39	0	44 381	89 062	1 949	2 850	131	4	135
n.a.	Kgalagadi	0	316	27 895	15 602	0	0	21 488	43 813	1 035	1 445	167	1	168
n.a.	Namakwa	140	1 389	14 496	7 662	7	0	11 687	23 694	551	851	80	4	84
n.a.	Pixley ka Seme	461	1 995	27 088	14 005	28	0	21 730	43 577	889	1 391	99	2	101
n.a.	Siyanda	349	2 149	41 037	21 935	31	0	32 520	65 501	1 318	2 043	122	3	125
Total		**1 182**	**8 584**	**161 877**	**93 899**	**105**	**0**	**131 806**	**265 647**	**5 742**	**8 580**	**599**	**14**	**613**
Western Cape														
n.a.	Metropole Central	474	4 032	59 765	47 236	12	41	56 967	111 560	2 922	4 323	164	24	188
n.a.	Metropole East	25	3 473	97 037	62 666	12	9	83 329	163 222	3 327	4 884	147	12	159
n.a.	Metropole North	1 025	6 405	100 053	57 280	56	0	83 906	164 819	3 874	5 512	203	13	216
n.a.	Metropole South	292	5 938	108 917	63 290	0	0	90 820	178 437	3 977	5 689	217	7	224
n.a.	Overberg	359	3 897	67 880	35 194	19	0	53 481	107 349	2 154	3 391	252	9	261
n.a.	Southern Cape/Karoo	360	3 106	71 503	37 050	16	0	56 176	112 035	2 226	3 510	225	3	228
n.a.	Westcoast/Winelands	267	3 983	80 873	45 702	80	0	65 564	130 905	2 985	4 599	243	8	251
Total		**2 802**	**30 834**	**586 028**	**348 418**	**195**	**50**	**490 243**	**968 327**	**21 465**	**31 908**	**1 451**	**76**	**1 527**
National (Total)		**34 673**	**487 222**	**7 312 258**	**4 549 341**	**16 627**	**1 096**	**6 185 944**	**12 401 217**	**266 406**	**394 225**	**24 979**	**1 086**	**26 065**

Source: 2007 SNAP Survey (conducted on the 10th school day).
Note 1: Data are for ordinary schools only and exclude learners, educators and institutions associated with stand-alone ECD sites, special schools, public ABET centres and public FET colleges.
Note 2: Owing to a shortage of space in the table, the figures for male learners and educators are intentionally omitted.
Note 3: n.a. = not applicable.
1) SNE learners in special/separate classes, and not placed in any particular grade.

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

Table 10: Number of learners, educators and schools in the ordinary school sector, by province, district municipality and metropolitan municipality, in 2007

District and Metropolitan Municipality	Learners								Educators		Schools		
	Pre-Gr. R	Gr. R	Primary (Gr. 1-7)	Secondary (Gr. 8-12)	SNE[1)]	Post-Matric	Female Total	Total	Female	Total	Public	Independent	Total
Eastern Cape													
Alfred Nzo	830	9 151	105 791	47 908	23	27	83 011	163 730	3 516	4 842	475	4	479
Amatole	1 907	25 854	318 544	180 638	426	64	264 798	527 433	12 269	17 778	1 753	24	1 777
Cacadu	184	3 996	56 952	29 060	291	22	45 283	90 505	2 158	3 205	299	11	310
Chris Hani	1 401	18 069	191 722	90 180	398	131	151 466	301 901	6 688	9 665	955	12	967
DMA [2)]	239	271	1 554	2 197	44	0	2 073	4 305	250	354	0	19	19
Nelson Mandela Bay Metro	582	8 494	126 170	85 355	1 036	11	111 521	221 648	5 135	7 256	306	8	314
Oliver Tambo	1 737	40 117	476 036	187 412	153	61	360 383	705 516	14 125	19 225	1 551	29	1 580
Ukhahlamba	414	6 921	75 778	38 364	198	0	60 851	121 675	2 636	3 838	384	4	388
Total	**7 294**	**112 873**	**1 352 547**	**661 114**	**2 569**	**316**	**1 079 386**	**2 136 713**	**46 777**	**66 163**	**5 723**	**111**	**5 834**
Free State													
Fezile Dabi	328	3 082	66 644	45 058	1 418	0	57 726	116 530	2 611	4 055	327	12	339
Lejweleputswa	474	4 055	84 797	60 104	1 039	0	75 073	150 469	3 455	5 275	349	9	358
Motheo	712	6 315	106 374	73 802	568	0	93 557	187 771	4 037	6 359	330	18	348
Thabo Mofutsanyane	196	8 097	110 278	76 393	1 026	0	96 739	195 990	4 353	6 804	576	21	597
Xhariep	53	880	17 757	9 824	1 503	0	14 768	30 017	725	1 077	99	3	102
Total	**1 763**	**22 429**	**385 850**	**265 181**	**5 554**	**0**	**337 863**	**680 777**	**15 181**	**23 570**	**1 681**	**63**	**1 744**
Gauteng													
City of Johannesburg Metro	3 185	18 089	383 930	233 113	987	220	318 520	639 524	16 293	22 718	667	205	872
City of Tshwane Metro	1 627	10 204	240 715	174 942	397	36	214 378	427 921	10 516	14 843	479	81	560
Ekhuruleni	1 802	11 675	287 061	188 417	444	67	246 139	489 466	11 255	15 458	444	79	523
Metsweding	359	1 741	29 026	14 151	36	14	22 362	45 327	1 087	1 553	60	14	74
Sedibeng	576	5 380	97 398	71 262	562	16	86 971	175 194	3 775	5 420	225	21	246
West Rand	407	2 844	61 373	41 081	380	21	52 882	106 106	2 300	3 224	115	7	122
Total	**7 956**	**49 933**	**1 099 503**	**722 966**	**2 806**	**374**	**941 252**	**1 883 538**	**45 226**	**63 216**	**1 990**	**407**	**2 397**
KwaZulu-Natal													
Amajuba	738	5 816	81 532	52 009	323	0	68 556	140 418	2 980	4 211	254	6	260
eThekwini Metro	2 057	25 123	387 680	269 438	1 518	22	340 675	685 838	16 664	22 841	952	78	1 030
iLembe	294	7 263	102 946	62 421	78	0	85 349	173 002	3 684	5 293	425	2	427
Sisonke	264	8 602	108 179	53 986	519	30	85 091	171 580	3 752	5 161	475	5	480
Ugu	197	7 634	129 346	80 342	1 215	0	108 495	218 734	4 905	6 833	459	13	472
uMgungundlovu	956	8 002	143 597	95 188	268	12	121 116	248 023	5 740	8 256	518	35	553
uMkhanyakude	840	12 877	142 988	80 191	102	0	117 457	236 998	4 495	6 726	511	3	514
Umzinyathi	289	7 357	120 701	59 026	111	25	92 650	187 509	3 697	5 444	500	7	507
uThukela	643	8 843	123 323	72 741	45	0	101 002	205 595	4 135	6 123	441	11	452
uThungulu	882	14 006	172 856	105 661		0	146 046	293 405	6 185	8 683	620	14	634
Zululand	399	13 347	167 071	106 698	35	0	141 832	287 550	5 762	8 471	722	6	728
Total	**7 559**	**118 870**	**1 680 219**	**1 037 701**	**4 214**	**89**	**1 408 269**	**2 848 652**	**61 999**	**88 042**	**5 877**	**180**	**6 057**
Limpopo													
Capricorn	581	21 657	219 784	169 107	70	50	204 055	411 249	7 851	12 775	924	21	945
Greater Sekhukhune	621	18 786	205 521	150 675	50	2	187 889	375 655	6 799	11 631	887	12	899
Mopani	532	19 873	214 706	163 119	16	58	199 208	398 304	5 964	10 501	729	23	752
Vhembe	758	25 138	240 988	187 522	8	0	225 870	454 414	7 133	14 014	972	40	1 012
Waterberg	191	9 223	97 875	69 316	3	0	87 365	176 608	3 608	5 848	523	9	532
Total	**2 683**	**94 677**	**978 874**	**739 739**	**147**	**110**	**904 387**	**1 816 230**	**31 355**	**54 769**	**4 035**	**105**	**4 140**
Mpumalanga													
Ehlanzeni	1 141	14 199	289 482	198 538	178	0	250 379	503 538	9 527	15 275	765	49	814
Gert Sibande	1 100	8 529	159 594	93 073	308	11	130 767	262 615	5 369	7 900	582	17	599
Nkangala	516	10 536	164 063	112 629	188	0	143 590	287 932	6 065	9 101	546	14	560
Total	**2 757**	**33 264**	**613 139**	**404 240**	**674**	**11**	**524 736**	**1 054 085**	**20 961**	**32 276**	**1 893**	**80**	**1 973**
North West													
Bojanala East	115	3 004	75 567	49 643	59	7	62 549	128 395	3 179	4 601	316	6	322
Bojanala West	102	4 434	82 032	55 730	22	0	70 440	142 320	3 589	5 135	327	17	344
Bophirima	15	2 834	77 284	40 172	49	86	59 204	120 440	2 662	3 932	313	3	316
Central	299	3 496	129 718	75 616	63	11	104 078	209 203	4 869	7 087	518	11	529
Southern	146	1 990	89 620	54 922	170	42	71 731	146 890	3 401	4 946	256	13	269
Total	**677**	**15 758**	**454 221**	**276 083**	**363**	**146**	**368 002**	**747 248**	**17 700**	**25 701**	**1 730**	**50**	**1 780**
Northern Cape													
Frances Baard	236	2 736	50 765	33 809	39	0	43 616	87 585	1 921	2 802	126	4	130
Kgalagadi	88	459	37 692	21 470	31	0	29 437	59 740	1 392	1 958	195	2	197
Namakwa	140	1 389	14 503	7 662	7	0	11 692	23 701	553	853	81	4	85
Pixley ka Seme	461	1 995	28 394	14 161	28	0	22 423	45 039	918	1 429	100	2	102
Siyanda	257	2 005	30 523	16 797		0	24 638	49 582	958	1 538	97	2	99
Total	**1 182**	**8 584**	**161 877**	**93 899**	**105**	**0**	**131 806**	**265 647**	**5 742**	**8 580**	**599**	**14**	**613**

Source: 2007 SNAP Survey (conducted on the 10th school day).
Note 1: Data are for ordinary schools only and exclude learners, educators and institutions associated with stand-alone ECD sites, special schools, public ABET centres and public FET colleges.
Note 2: Owing to a shortage of space in the table, the figures for male learners and educators are intentionally omitted.
1) SNE learners in special/separate classes, and not placed in any particular grade.
2) DMA = District management area, which may include a nature reserve, a game reserve or a wildlife sanctuary.

Table 10: Number of learners, educators and schools in the ordinary school sector, by province, district municipality and metropolitan municipality, in 2007 (concluded)

District and Metropolitan Municipality	Learners								Educators		Schools		
	Pre-Gr. R	Gr. R	Primary (Gr. 1-7)	Secondary (Gr. 8-12)	SNE[1)]	Post-Matric	Female Total	Total	Female	Total	Public	Independent	Total
Western Cape													
Cape Winelands	425	5 489	85 740	51 044	57	0	70 840	142 755	3 113	4 866	272	6	278
Central Karoo	0	211	9 251	4 417	1	0	6 826	13 880	256	432	28	0	28
City of Cape Town Metro	1 816	19 848	365 673	230 455	80	50	314 972	617 922	14 099	20 406	731	56	787
Eden	360	2 895	63 075	32 918	15	0	49 896	99 263	1 995	3 117	201	3	204
Overberg	143	1 063	24 416	12 201	13	0	18 973	37 836	794	1 200	82	9	91
West Coast	58	1 328	37 873	17 383	29	0	28 736	56 671	1 208	1 887	137	2	139
Total	**2 802**	**30 834**	**586 028**	**348 418**	**195**	**50**	**490 243**	**968 327**	**21 465**	**31 908**	**1 451**	**76**	**1 527**
National Total	**34 673**	**487 222**	**7 312 258**	**4 549 341**	**16 627**	**1 096**	**6 185 944**	**12 401 217**	**266 406**	**394 225**	**24 979**	**1 086**	**26 065**

Source: 2007 SNAP Survey (conducted on the 10th school day).
Note 1: Data are for ordinary schools only and exclude learners, educators and institutions associated with stand-alone ECD sites, special schools, public ABET centres and public FET colleges.
Note 2: Owing to a shortage of space in the table, the figures for male learners and educators are intentionally omitted.
1) SNE learners in special/separate classes, and not placed in any particular grade.

3.5 Senior Certificate examination

3.5.1 Overall results

Table 11: Senior Certificate examination results for full-time candidates with six or more subjects, by province and gender, in 2007

Province	Gender	Candidates Who Wrote		Candidates Awaiting Results		Candidates Who Wrote (Excluding Awaiting Results)	Candidates Who Failed [1]		Candidates Who Passed [1]					
									Without Endorsement		With Endorsement		Total	
		Number	%	Number	%	Number	Number	%	Number	%	Number	%	Number	%
Eastern Cape	Female	39 757	57.5	130	0.3	39 627	17 442	44.0	18 699	47.2	3 486	8.8	22 185	56.0
	Male	29 401	42.5	65	0.2	29 336	12 163	41.5	14 193	48.4	2 980	10.2	17 173	58.5
	Total	69 158		195	0.3	68 963	29 605	42.9	32 892	47.7	6 466	9.4	39 358	57.1
Free State	Female	16 264	53.2	13	0.1	16 251	4 978	30.6	8 280	51.0	2 993	18.4	11 273	69.4
	Male	14 295	46.8	25	0.2	14 270	4 021	28.2	7 466	52.3	2 783	19.5	10 249	71.8
	Total	30 559		38	0.1	30 521	8 999	29.5	15 746	51.6	5 776	18.9	21 522	70.5
Gauteng	Female	46 641	55.0	0	0.0	46 641	11 764	25.2	25 103	53.8	9 774	21.0	34 877	74.8
	Male	38 181	45.0	0	0.0	38 181	9 771	25.6	20 877	54.7	7 533	19.7	28 410	74.4
	Total	84 822		0	0.0	84 822	21 535	25.4	45 980	54.2	17 307	20.4	63 287	74.6
KwaZulu-Natal	Female	79 887	53.9	2	0.0	79 885	28 337	35.5	39 651	49.6	11 897	14.9	51 548	64.5
	Male	68 206	46.1	3	0.0	68 203	25 330	37.1	33 327	48.9	9 546	14.0	42 873	62.9
	Total	148 093		5	0.0	148 088	53 667	36.2	72 978	49.3	21 443	14.5	94 421	63.8
Limpopo	Female	53 496	55.4	76	0.1	53 420	24 016	45.0	24 040	45.0	5 364	10.0	29 404	55.0
	Male	42 994	44.6	61	0.1	42 933	16 457	38.3	20 507	47.8	5 969	13.9	26 476	61.7
	Total	96 490		137	0.1	96 353	40 473	42.0	44 547	46.2	11 333	11.8	55 880	58.0
Mpumalanga	Female	28 374	54.8	7	0.0	28 367	11 713	41.3	13 466	47.5	3 188	11.2	16 654	58.7
	Male	23 413	45.2	10	0.0	23 403	8 608	36.8	11 422	48.8	3 373	14.4	14 795	63.2
	Total	51 787		17	0.0	51 770	20 321	39.3	24 888	48.1	6 561	12.7	31 449	60.7
North West	Female	17 146	53.9	0	0.0	17 146	5 645	32.9	8 770	51.1	2 731	15.9	11 501	67.1
	Male	14 640	46.1	0	0.0	14 640	4 769	32.6	7 542	51.5	2 329	15.9	9 871	67.4
	Total	31 786		0	0.0	31 786	10 414	32.8	16 312	51.3	5 060	15.9	21 372	67.2
Northern Cape	Female	5 409	53.2	0	0.0	5 409	1 684	31.1	3 093	57.2	632	11.7	3 725	68.9
	Male	4 749	46.8	0	0.0	4 749	1 333	28.1	2 840	59.8	576	12.1	3 416	71.9
	Total	10 158		0	0.0	10 158	3 017	29.7	5 933	58.4	1 208	11.9	7 141	70.3
Western Cape	Female	23 924	57.1	1	0.0	23 923	4 686	19.6	13 467	56.3	5 770	24.1	19 237	80.4
	Male	17 998	42.9	1	0.0	17 997	3 447	19.2	10 020	55.7	4 530	25.2	14 550	80.8
	Total	41 922		2	0.0	41 920	8 133	19.4	23 487	56.0	10 300	24.6	33 787	80.6
National	**Female**	**310 898**	**55.0**	**229**	**0.1**	**310 669**	**110 265**	**35.5**	**154 569**	**49.8**	**45 835**	**14.8**	**200 404**	**64.5**
	Male	**253 877**	**45.0**	**165**	**0.1**	**253 712**	**85 899**	**33.9**	**128 194**	**50.5**	**39 619**	**15.6**	**167 813**	**66.1**
	Total	**564 775**		**394**	**0.1**	**564 381**	**196 164**	**34.8**	**282 763**	**50.1**	**85 454**	**15.1**	**368 217**	**65.2**

Source: Report on the 2007 Senior Certificate examination, Department of Education (December 2007).
Note: Data exclude pending irregularities.
1) In calculating the pass and failure rates, candidates awaiting results were excluded.

In 2007, as indicated in Table 11, the overall national pass rate in the Senior Certificate examination for full-time candidates with six or more subjects was 65.2%. In all the provinces more females than males wrote the Senior Certificate examination. However, in relative terms, as indicated in Table 11 and Figure 12, the national pass rate of male candidates (66.1%) was higher than the pass rate of female candidates (64.5%). A similar trend was seen in seven of the nine provinces, the exceptions being Gauteng and KwaZulu-Natal. In all the provinces, more female than male candidates passed. Furthermore, Table 11 shows that the overall pass rate, by province, varied from 80.6% in the Western Cape to 57.1% in the Eastern Cape.

EDUCATION IN SOUTH AFRICA: A GLOBAL PICTURE 2007

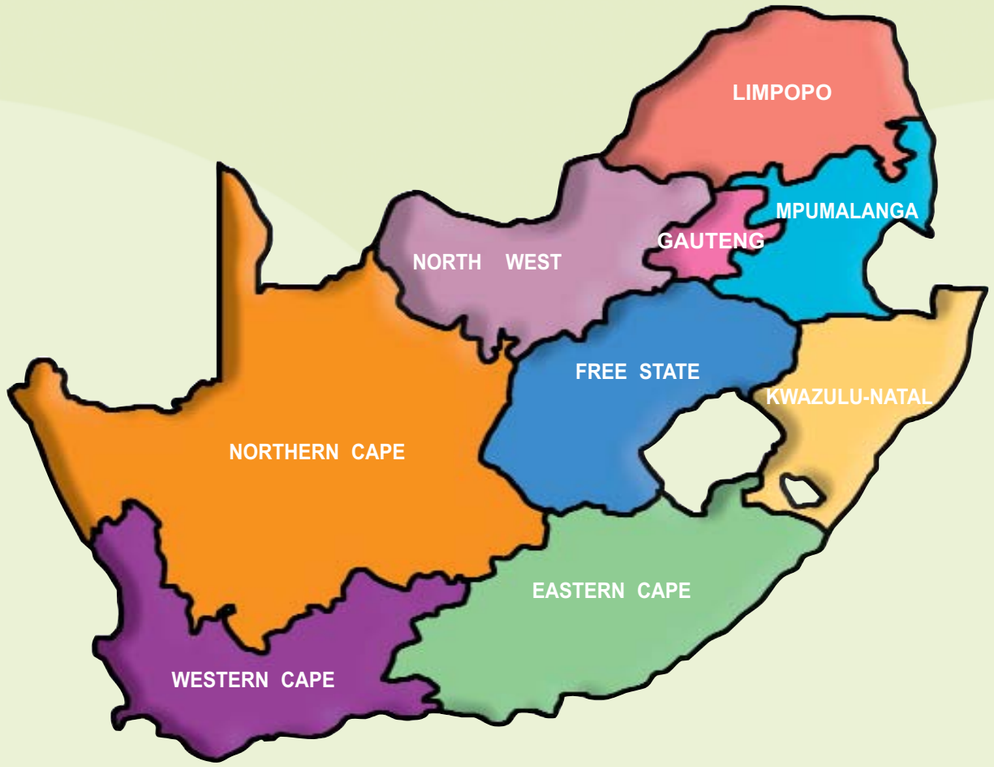
Eastern Cape		Learners	Educators	Institutions
Public Schools [1]	Primary [3]	584 819	18 526	2 377
	Secondary	430 368	14 626	803
	Combined	1 073 797	30 791	2 471
	Intermediate	12 339	520	72
	Total (Public)	**2 101 323**	**64 463**	**5 723**
Independent Schools [2]	Primary [3]	9 525	416	43
	Secondary	6 729	367	19
	Combined	19 136	917	49
	Intermediate	0	0	0
	Total (Independent)	**35 390**	**1 700**	**111**
Total (Public & Independent)		**2 136 713**	**66 163**	**5 834**
Other Educational Programmes	Public ABET	43 724	3 565	295
	SNE [4]	8 915	771	40
	Public FET	20 173	837	8
	ECD	31 350	1 707	644
	Public HE	63 147	1 666	4
	Total (Other)	**167 309**	**8 546**	**991**
Grand Total		**2 304 022**	**74 709**	**6 825**

Free State		Learners	Educators	Institutions
Public Schools [1]	Primary [3]	347 860	11 465	1 207
	Secondary	210 518	7 512	252
	Combined	82 757	3 000	175
	Intermediate	25 547	902	47
	Total (Public)	**666 682**	**22 879**	**1 681**
Independent Schools [2]	Primary [3]	2 892	129	20
	Secondary	2 613	169	9
	Combined	8 590	393	34
	Intermediate	0	0	0
	Total (Independent)	**14 095**	**691**	**63**
Total (Public & Independent)		**680 777**	**23 570**	**1 744**
Other Educational Programmes	Public ABET	20 670	2 074	208
	SNE [4]	5 663	489	20
	Public FET	14 224	400	3
	ECD	26 552	350	294
	Public HE	35 161	932	2
	Total (Other)	**102 270**	**4 245**	**527**
Grand Total		**783 047**	**27 815**	**2 271**

Gauteng		Learners	Educators	Institutions
Public Schools [1]	Primary [3]	1 005 337	29 210	1 331
	Secondary	593 975	20 023	514
	Combined	64 492	1 813	94
	Intermediate	47 433	1 434	51
	Total (Public)	**1 711 237**	**52 480**	**1 990**
Independent Schools [2]	Primary [3]	51 887	3 023	149
	Secondary	31 020	1 707	81
	Combined	332	22	1
	Intermediate	89 062	5 984	176
	Total (Independent)	**172 301**	**10 736**	**407**
Total (Public & Independent)		**1 883 538**	**63 216**	**2 397**
Other Educational Programmes	Public ABET	85 170	3 241	67
	SNE [4]	43 057	2 709	117
	Public FET	94 434	1 927	9
	ECD	43 057	977	778
	Public HE	422 200	5 920	6
	Total (Other)	**687 918**	**14 774**	**977**
Grand Total		**2 571 456**	**77 990**	**3 374**

KwaZulu-Natal		Learners	Educators	Institutions
Public Schools [1]	Primary [3]	1 625 607	47 078	3 870
	Secondary	922 292	29 795	1 458
	Combined	225 873	6 701	448
	Intermediate	23 762	790	101
	Total (Public)	**2 797 534**	**84 364**	**5 877**
Independent Schools [2]	Primary [3]	15 474	886	67
	Secondary	10 464	874	36
	Combined	25 180	1 918	77
	Intermediate	0	0	0
	Total (Independent)	**51 118**	**3 678**	**180**
Total (Public & Independent)		**2 848 652**	**88 042**	**6 057**
Other Educational Programmes	Public ABET	12 948	981	248
	SNE [4]	13 797	1 165	66
	Public FET	77 431	579	9
	ECD	70 813	2 791	1 512
	Public HE	79 871	2 468	4
	Total (Other)	**254 860**	**7 984**	**1 839**
Grand Total		**3 103 512**	**96 026**	**7 896**

Limpopo		Learners	Educators	Institutions
Public Schools [1]	Primary [3]	1 035 810	30 413	2 591
	Secondary	694 990	21 056	1 285
	Combined	32 740	1 092	79
	Intermediate	22 928	701	80
	Total (Public)	**1 786 468**	**53 262**	**4 035**
Independent Schools [2]	Primary [3]	7 588	339	34
	Secondary	5 104	195	15
	Combined	17 070	973	56
	Intermediate	0	0	0
	Total (Independent)	**29 762**	**1 507**	**105**
Total (Public & Independent)		**1 816 230**	**54 769**	**4 140**
Other Educational Programmes	Public ABET	29 718	1 746	545
	SNE [4]	6 993	543	27
	Public FET	17 037	524	7
	ECD	57 165	1 820	1 216
	Public HE	28 115	812	2
	Total (Other)	**139 028**	**5 445**	**1 797**
Grand Total		**1 955 258**	**60 214**	**5 937**



Mpumalanga		Learners	Educators	Institutions
Public Schools [1]	Primary [3]	573 728	16 603	1 237
	Secondary	339 618	10 925	443
	Combined	102 641	3 040	148
	Intermediate	24 342	844	65
	Total (Public)	**1 040 329**	**31 412**	**1 893**
Independent Schools [2]	Primary [3]	5 721	329	39
	Secondary	1 532	91	7
	Combined	6 503	444	34
	Intermediate	0	0	0
	Total (Independent)	**13 756**	**864**	**80**
Total (Public & Independent)		**1 054 085**	**32 276**	**1 973**
Other Educational Programmes	Public ABET	24 814	4 200	372
	SNE [4]	3 158	208	18
	Public FET	36 463	712	3
	ECD	13 657	408	498
	Public HE	n.a	n.a	n.a
	Total (Other)	**78 092**	**5 528**	**891**
Grand Total		**1 132 177**	**37 804**	**2 864**

North West		Learners	Educators	Institutions
Public Schools [1]	Primary [3]	410 228	12 857	1 066
	Secondary	202 730	7 493	316
	Combined	24 923	926	57
	Intermediate	97 447	3 612	291
	Total (Public)	**735 328**	**24 888**	**1 730**
Independent Schools [2]	Primary [3]	3 919	234	17
	Secondary	908	73	5
	Combined	5 882	430	23
	Intermediate	1 211	76	5
	Total (Independent)	**11 920**	**813**	**50**
Total (Public & Independent)		**747 248**	**25 701**	**1 780**
Other Educational Programmes	Public ABET	29 311	1 389	200
	SNE [4]	2 401	375	37
	Public FET	14 318	323	3
	ECD	6 184	195	115
	Public HE	44 726	889	1
	Total (Other)	**96 940**	**3 171**	**356**
Grand Total		**844 188**	**28 872**	**2 136**

Northern Cape		Learners	Educators	Institutions
Public Schools [1]	Primary [3]	125 291	3 817	349
	Secondary	67 123	2 365	102
	Combined	14 715	544	31
	Intermediate	55 704	1 701	117
	Total (Public)	**262 833**	**8 427**	**599**
Independent Schools [2]	Primary 3)	373	25	3
	Secondary	152	11	1
	Combined	642	60	6
	Intermediate	1 647	57	4
	Total (Independent)	**2 814**	**153**	**14**
Total (Public & Independent)		**265 647**	**8 580**	**613**
Other Educational Programmes	Public ABET	8 818	580	179
	SNE [4]	1 737	157	10
	Public FET	10 666	186	2
	ECD	14 093	498	410
	Public HE	n.a	n.a	n.a
	Total (Other)	**35 314**	**1 421**	**601**
Grand Total		**300 961**	**10 001**	**1 214**

Western Cape		Learners	Educators	Institutions
Public Schools [1]	Primary [3]	503 732	15 435	929
	Secondary	309 696	10 704	311
	Combined	22 713	854	41
	Intermediate	110 946	3 174	170
	Total (Public)	**947 087**	**30 167**	**1 451**
Independent Schools [2]	Primary [3]	6 273	414	29
	Secondary	2 105	197	13
	Combined	12 394	1 080	29
	Intermediate	468	50	5
	Total (Independent)	**21 240**	**1 741**	**76**
Total (Public & Independent)		**968 327**	**31 908**	**1 527**
Other Educational Programmes	Public ABET	37 561	1 424	362
	SNE [4]	16 336	1 457	81
	Public FET	35 933	499	6
	ECD	26 441	1 350	734
	Public HE	87 867	2 902	4
	Total (Other)	**204 138**	**7 632**	**1 187**
Grand Total		**1 172 465**	**39 540**	**2 714**

Sources:

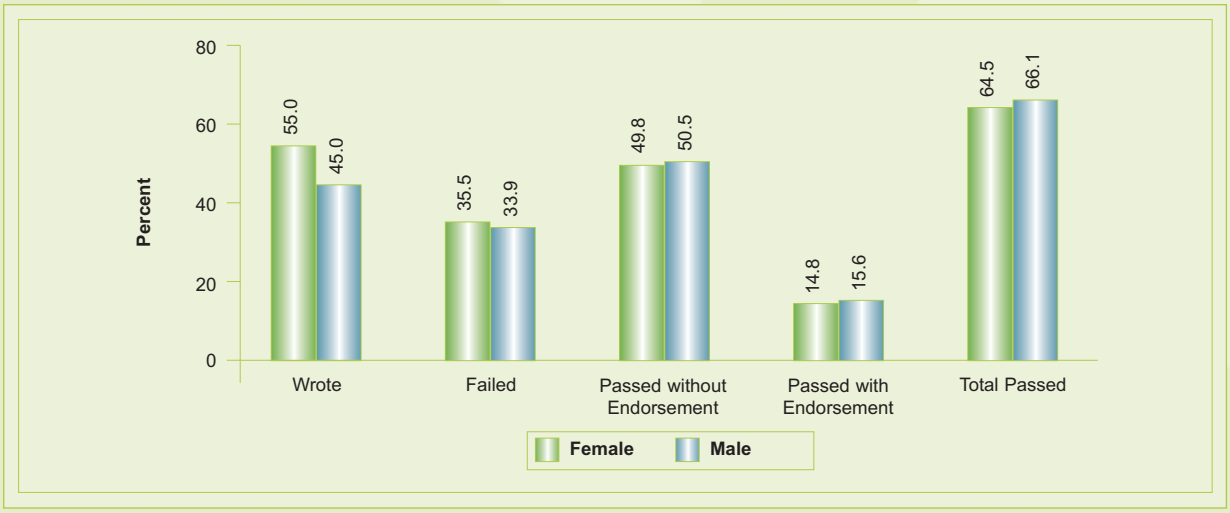
1. Ordinary public and independent schools: 2007 SNAP Survey (conducted on the 10th school day);
2. Public ABET, SNE, public FET and ECD: 2007 data, as extracted from provincial data sets, submitted by EMIS Heads.
3. Public HE: 2007 HEMIS database.

Note 1: n.a. = not applicable.
Note 2: Data include only registered institutions.
Note 3: School level, e.g. primary and secondary, is according to the distribution of learners in grades and not necessarily as originally registered.

1) and 2) Including SNE learners.
3) Including learners and educators associated with pre-primary classes at primary schools.
4) Including stand-alone special schools and those attached to ordinary public and independent schools.

National		Learners	Educators	Institutions
Public Schools [1]	Primary [3]	6 212 412	185 404	14 957
	Secondary	3 771 310	124 499	5 484
	Combined	1 644 651	48 761	3 544
	Intermediate	420 448	13 678	994
	Total (Public)	**12 048 821**	**372 342**	**24 979**
Independent Schools [2]	Primary [3]	103 652	5 795	401
	Secondary	60 627	3 684	186
	Combined	95 729	6 237	309
	Intermediate	92 388	6 167	190
	Total (Independent)	**352 396**	**21 883**	**1 086**
Total (Public & Independent)		**12 401 217**	**394 225**	**26 065**
Other Educational Programmes	Public ABET	292 734	19 200	2 476
	SNE [4]	102 057	7 874	416
	Public FET	320 679	5 987	50
	ECD	289 312	10 096	6 201
	Public HE	761 087	15 589	23
	Total (Other)	**1 765 869**	**58 746**	**9 166**
Grand Total		**14 167 086**	**452 971**	**35 231**

Figure 12: Percentage distribution of Senior Certificate examination pass and failure rates, by gender, in 2007



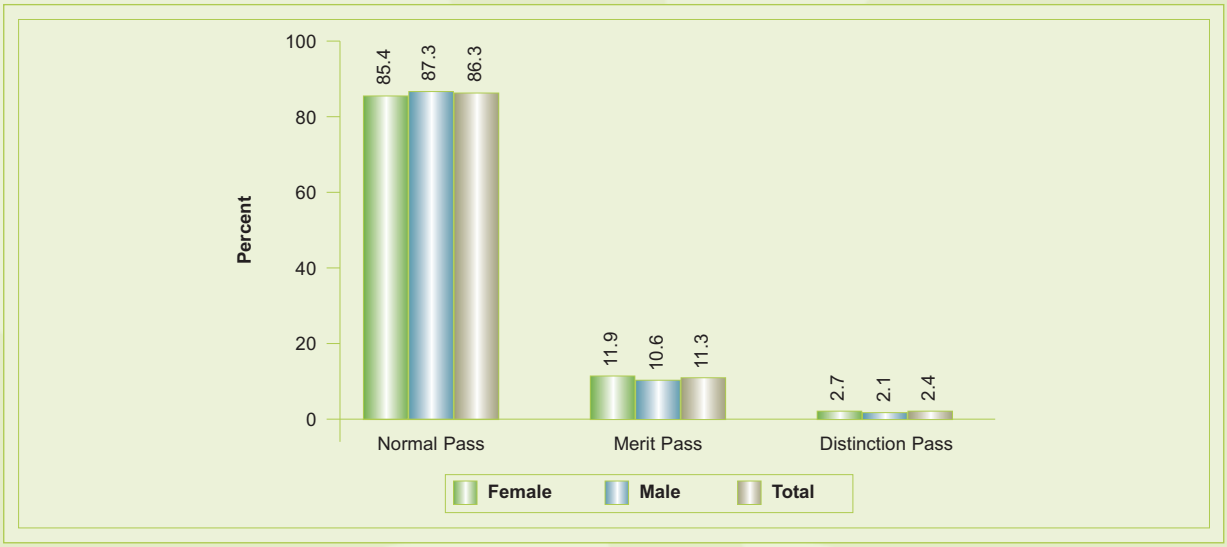
3.5.2 *Pass type results*

Table 12: Senior Certificate examination results, by province, gender and type of pass, in 2007

Province	Gender	Type of Pass						Total Passed
		Pass Normal		Pass with Merit		Pass with Distinction		
		Number	% of Total Passed	Number	% of Total Passed	Number	% of Total Passed	Number
Eastern Cape	Female	20 060	90.4	1 875	8.5	250	1.1	22 185
	Male	15 530	90.4	1 438	8.4	205	1.2	17 173
	Total	35 590	90.4	3 313	8.4	455	1.2	39 358
Free State	Female	9 609	85.2	1 352	12.0	312	2.8	11 273
	Male	9 046	88.3	1 044	10.2	159	1.6	10 249
	Total	18 655	86.7	2 396	11.1	471	2.2	21 522
Gauteng	Female	27 238	78.1	6 109	17.5	1 530	4.4	34 877
	Male	23 475	82.6	3 972	14.0	963	3.4	28 410
	Total	50 713	80.1	10 081	15.9	2 493	3.9	63 287
KwaZulu-Natal	Female	43 956	85.3	6 263	12.1	1 329	2.6	51 548
	Male	37 440	87.3	4 593	10.7	840	2.0	42 873
	Total	81 396	86.2	10 856	11.5	2 169	2.3	94 421
Limpopo	Female	27 686	94.2	1 555	5.3	163	0.6	29 404
	Male	24 575	92.8	1 740	6.6	161	0.6	26 476
	Total	52 261	93.5	3 295	5.9	324	0.6	55 880
Mpumalanga	Female	15 125	90.8	1 351	8.1	178	1.1	16 654
	Male	13 383	90.5	1 258	8.5	154	1.0	14 795
	Total	28 508	90.6	2 609	8.3	332	1.1	31 449
North West	Female	10 112	87.9	1 148	10.0	241	2.1	11 501
	Male	8 900	90.2	839	8.5	132	1.3	9 871
	Total	19 012	89.0	1 987	9.3	373	1.7	21 372
Northern Cape	Female	3 204	86.0	437	11.7	84	2.3	3 725
	Male	3 078	90.1	276	8.1	62	1.8	3 416
	Total	6 282	88.0	713	10.0	146	2.0	7 141
Western Cape	Female	14 109	73.3	3 834	19.9	1 294	6.7	19 237
	Male	11 089	76.2	2 608	17.9	853	5.9	14 550
	Total	25 198	74.6	6 442	19.1	2 147	6.4	33 787
National	**Female**	**171 099**	**85.4**	**23 924**	**11.9**	**5 381**	**2.7**	**200 404**
	Male	**146 516**	**87.3**	**17 768**	**10.6**	**3 529**	**2.1**	**167 813**
	Total	**317 615**	**86.3**	**41 692**	**11.3**	**8 910**	**2.4**	**368 217**

Source: Report on the 2007 Senior Certificate examination, Department of Education (December 2007).
Note: Data exclude pending irregularities.

Figure 13: Percentage distribution of Senior Certificate examination results, by type of pass and gender, in 2007



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

As of 2001 there are three types of passes in the Senior Certificate examination: 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%) and 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 12 and Figure 13 show that, nationally, in 2007, 86.3%, 11.3% and 2.4% of all candidates passed with a normal pass, a merit pass and a distinction pass, respectively. Table 12 and Figure 13 show that, nationally, among candidates who passed with merit and distinction, females performed better than males. However, when one takes into account only the endorsement passes for each of the three pass types, males performed better than females (raw data for endorsement passes not shown in this report).

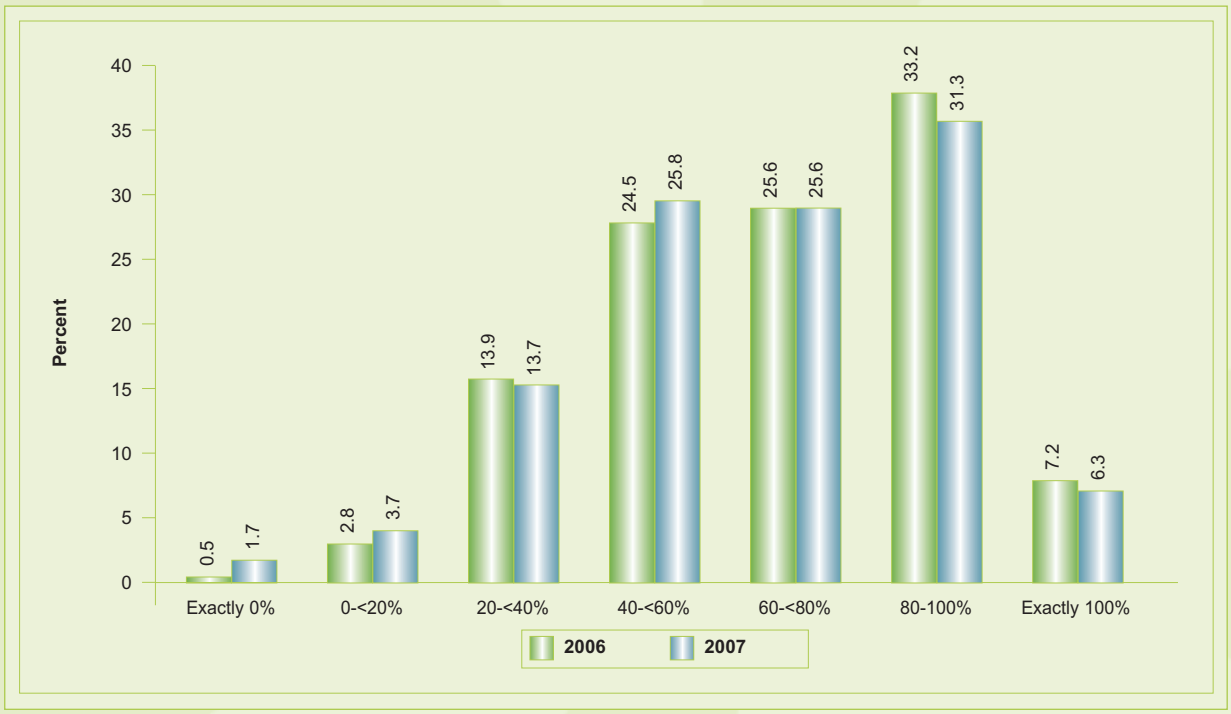
3.5.3 *Frequency interval results*

Table 13: Senior Certificate examination percentage pass rates of schools within different percentage groupings, by province, in 2006 and 2007

Province			Frequency Distribution of Pass Rates													
Name	Total Number of Schools		0-<20%		20-<40%		40-<60%		60-<80%		80-100%		Exactly 0%		Exactly 100%	
	2006	2007	2006 %	2007 %	2006 %	2007 %	2006 %	2007 %	2006 %	2007 %	2006 %	2007 %	2006 %	2007 %	2006 %	2007 %
Eastern Cape	902	907	4.5	6.2	20.7	21.5	27.8	30.2	26.3	21.7	20.6	20.4	0.7	2.8	4.0	3.6
Free State	325	320	0.0	0.9	5.5	4.7	18.2	22.8	29.5	30.3	46.8	41.3	0.0	0.0	12.3	11.9
Gauteng	656	696	1.5	2.6	5.8	6.8	13.4	17.0	23.0	24.9	56.3	48.9	0.3	1.6	13.7	11.8
KwaZulu-Natal	1 604	1 631	4.2	3.0	14.0	15.1	27.2	27.1	23.1	25.1	31.5	29.7	0.9	0.5	6.6	4.8
Limpopo	1 423	1 365	2.4	5.9	21.4	17.4	30.4	29.2	25.8	25.8	20.1	21.8	0.2	4.0	2.3	2.9
Mpumalanga	437	511	1.8	2.3	10.5	12.1	27.7	31.5	28.4	29.0	31.6	25.0	0.5	0.8	6.4	3.3
North West	410	362	1.5	2.5	11.0	11.9	26.3	26.0	28.3	24.3	32.9	35.4	0.0	0.0	6.3	6.1
Northern Cape	108	131	0.9	0.8	2.8	10.7	12.0	14.5	33.3	29.8	50.9	44.3	0.0	0.0	14.8	11.5
Western Cape	402	405	1.5	1.5	1.5	1.5	7.0	12.6	27.4	28.6	62.7	55.8	1.5	1.5	18.4	18.0
National	**6 267**	**6 328**	**2.8**	**3.7**	**13.9**	**13.7**	**24.5**	**25.8**	**25.6**	**25.6**	**33.2**	**31.3**	**0.5**	**1.7**	**7.2**	**6.3**

Source: Report on the 2007 Senior Certificate examination, Department of Education (December 2007).
Note: Data exclude pending irregularities.

Figure 14: Percentage distribution of Senior Certificate examination percentage pass rates of schools within different percentage groupings in 2006 and 2007



In 2007, as shown in Table 13 and Figure 14, 6.3% (approximately 399) of the 6 328 schools in South Africa that offered the Senior Certificate examination obtained 100% passes. This is lower than the 7.2% of 2006. The percentage of schools that scored a pass rate of between 80% and 100% decreased from 33.2% in 2006 to 31.3% in 2007. As far as schools that performed poorly are concerned, 3.7% of them obtained a pass rate of between 0% and < 20% in 2007, which is slightly higher than the 2.8% of 2006. Nationally, 1.7% of schools (approximately 108) scored a 0% pass rate in 2007, which is higher than the 0.5% of 2006.

3.5.4 Selected subject results

Table 14: Senior Certificate examination results for selected subjects, by gender, in 2006 and 2007

Subject	Year	Number of Candidates who Wrote			Number and Percentages of Candidates who Passed								
					HG	SG	LG	Total Passed					
		Female	Male	Total	Total	Total	Total	Female	Female (%)	Male	Male (%)	Total	Total (%)
Accounting HG	**2006**	24 371	17 668	42 039	24 444	9 359	n.a.	19 263	79.0	14 540	82.3	33 803	80.4
	2007	23 912	16 662	40 574	23 172	9 536	n.a.	19 153	80.1	13 555	81.4	32 708	80.6
Accounting SG	**2006**	76 681	46 361	123 042	n.a.	88 664	19 444	68 458	89.3	39 650	85.5	108 108	87.9
	2007	87 896	52 919	140 815	n.a.	101 534	21 251	78 150	88.9	44 635	84.3	122 785	87.2
Accounting Total	**2006**	101 052	64 029	165 081	24 444	98 023	19 444	87 721	86.8	54 190	84.6	141 911	86.0
	2007	111 808	69 581	181 389	23 172	111 070	21 251	97 303	87.0	58 190	83.6	155 493	85.7
Biology HG	**2006**	65 904	54 355	120 259	50 722	32 594	n.a.	45 483	69.0	37 833	69.6	83 316	69.3
	2007	68 206	52 929	121 135	54 450	32 817	n.a.	49 017	71.9	38 250	72.3	87 267	72.0
Biology SG	**2006**	122 002	106 876	228 878	n.a.	97 970	56 302	80 323	65.8	73 949	69.2	154 272	67.4
	2007	135 303	114 184	249 487	n.a.	108 501	54 551	86 458	63.9	76 594	67.1	163 052	65.4
Biology Total	**2006**	187 906	161 231	349 137	50 722	130 564	56 302	125 806	67.0	111 782	69.3	237 588	68.1
	2007	203 509	167 113	370 622	54 450	141 318	54 551	135 475	66.6	114 844	68.7	250 319	67.5
Business Economics HG	**2006**	40 743	28 712	69 455	35 854	18 108	n.a.	31 498	77.3	22 464	78.2	53 962	77.7
	2007	44 924	31 227	76 151	38 510	21 206	n.a.	35 402	78.8	24 314	77.9	59 716	78.4
Business Economics SG	**2006**	91 921	64 347	156 268	n.a.	106 217	28 225	78 698	85.6	55 744	86.6	134 442	86.0
	2007	100 259	68 408	168 667	n.a.	108 184	33 048	83 640	83.4	57 592	84.2	141 232	83.7
Business Economics Total	**2006**	132 664	93 059	225 723	35 854	124 325	28 225	110 196	83.1	78 208	84.0	188 404	83.5
	2007	145 183	99 635	244 818	38 510	129 390	33 048	119 042	82.0	81 906	82.2	200 948	82.1
History HG	**2006**	20 416	21 627	42 043	20 854	11 879	n.a.	15 725	77.0	17 008	78.6	32 733	77.9
	2007	20 436	20 188	40 624	20 557	10 025	n.a.	15 319	75.0	15 263	75.6	30 582	75.3
History SG	**2006**	36 137	32 780	68 917	n.a.	41 034	11 944	27 609	76.4	25 369	77.4	52 978	76.9
	2007	40 259	35 425	75 684	n.a.	40 756	13 752	28 864	71.7	25 644	72.4	54 508	72.0
History Total	**2006**	56 553	54 407	110 960	20 854	52 913	11 944	43 334	76.6	42 377	77.9	85 711	77.2
	2007	60 695	55 613	116 308	20 557	50 781	13 752	44 183	72.8	40 907	73.6	85 090	73.2
Mathematics HG	**2006**	21 321	25 624	46 945	25 217	7 895	n.a.	14 547	68.2	18 565	72.5	33 112	70.5
	2007	21 506	24 619	46 125	25 415	7 368	n.a.	14 927	69.4	17 856	72.5	32 783	71.1
Mathematics SG	**2006**	147 797	122 900	270 697	n.a.	102 557	30 196	66 115	44.7	66 638	54.2	132 753	49.0
	2007	166 940	134 505	301 445	n.a.	116 445	34 433	77 194	46.2	73 684	54.8	150 878	50.1
Mathematics Total	**2006**	169 118	148 524	317 642	25 217	110 452	30 196	80 662	47.7	85 203	57.4	165 865	52.2
	2007	188 446	159 124	347 570	25 415	123 813	34 433	92 121	48.9	91 540	57.5	183 661	52.8
Physical Science HG	**2006**	31 266	38 036	69 302	29 781	18 529	n.a.	20 687	66.2	27 623	72.6	48 310	69.7
	2007	33 209	37 963	71 172	28 122	19 968	n.a.	21 332	64.2	26 758	70.5	48 090	67.6
Physical Science SG	**2006**	64 264	61 657	125 921	n.a.	62 622	27 984	45 399	70.6	45 207	73.3	90 606	72.0
	2007	74 608	68 730	143 338	n.a.	67 517	34 069	52 309	70.1	49 277	71.7	101 586	70.9
Physical Science Total	**2006**	95 530	99 693	195 223	29 781	81 151	27 984	66 086	69.2	72 830	73.1	138 916	71.2
	2007	107 817	106 693	214 510	28 122	87 485	34 069	73 641	68.3	76 035	71.3	149 676	69.8

Source: Report on the 2007 Senior Certificate examination, Department of Education (December 2007).
Note 1: Data exclude pending irregularities.
Note 2: n.a. = not applicable.

Figure 15: Percentage distribution of Senior Certificate examination pass rates for selected subjects, by gender, in 2007

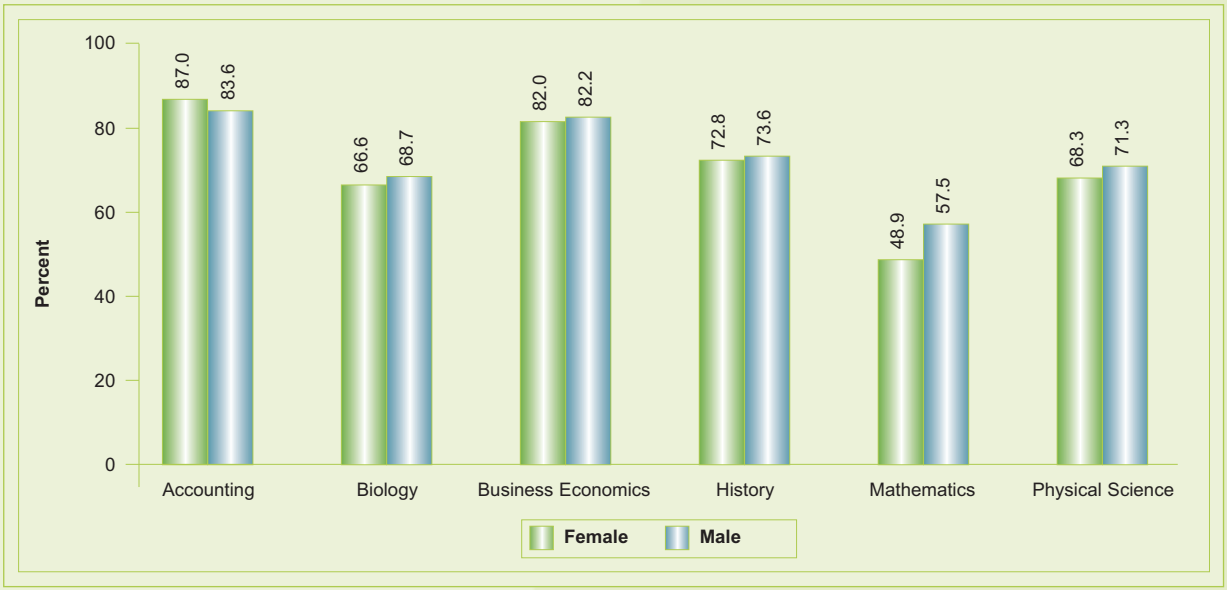


Table 14 shows that more candidates wrote the Senior Certificate examination in all the selected subjects in 2007 than in 2006. The highest and second-highest overall pass rates in 2007 were for Accounting (85.7%) and Business Economics (82.1%), respectively. The lowest overall pass rate in 2007 was for Mathematics (52.8%), which was 0.6% higher than in 2006. However, the pass rate for Mathematics HG was 71.1% in 2007, as compared to 70.5% in 2006.

Table 14 and Figure 15 indicate that, in both 2006 and 2007, males performed better overall (HG and SG combined) than females in all the selected subjects, except Accounting.

3.5.5 *Pass rate trend from 1997 to 2007*

Table 15: Comparison of pass rates of the Senior Certificate examination, by province, from 1997 to 2007

Province	Pass Rates (%)										
	Demarcation										
	Old										New
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Eastern Cape	46.2	45.1	40.2	49.8	45.6	51.8	60.0	53.5	56.7	59.3	57.1
Free State	42.5	43.4	42.1	52.7	59.0	70.7	80.0	78.7	77.8	72.2	70.5
Gauteng	51.7	55.6	57.0	67.5	73.6	78.1	81.5	76.8	74.9	78.3	74.6
KwaZulu-Natal	53.7	50.3	50.7	57.2	62.8	70.8	77.2	74.0	70.5	65.7	63.8
Limpopo	31.9	35.2	37.5	51.4	59.5	69.5	70.0	70.6	64.9	55.7	58.0
Mpumalanga	46.0	52.7	48.3	53.2	46.9	55.8	58.2	61.8	58.6	65.3	60.7
North West	50.0	54.6	52.1	58.3	62.5	67.8	70.5	64.9	63.0	67.0	67.2
Northern Cape	63.8	65.4	64.3	71.2	84.2	89.9	90.7	83.4	78.9	76.8	70.3
Western Cape	76.2	79.0	78.8	80.6	82.7	86.5	87.1	85.0	84.4	83.7	80.6
National	**47.4**	**49.3**	**48.9**	**57.9**	**61.7**	**68.9**	**73.3**	**70.7**	**68.3**	**66.6**	**65.2**

Source: Report on the 2007 Senior Certificate examination, Department of Education (December 2007).
Note: Data exclude pending irregularities.

Figure 16: Comparison of national pass rates of the Senior Certificate examination from 1997 to 2007

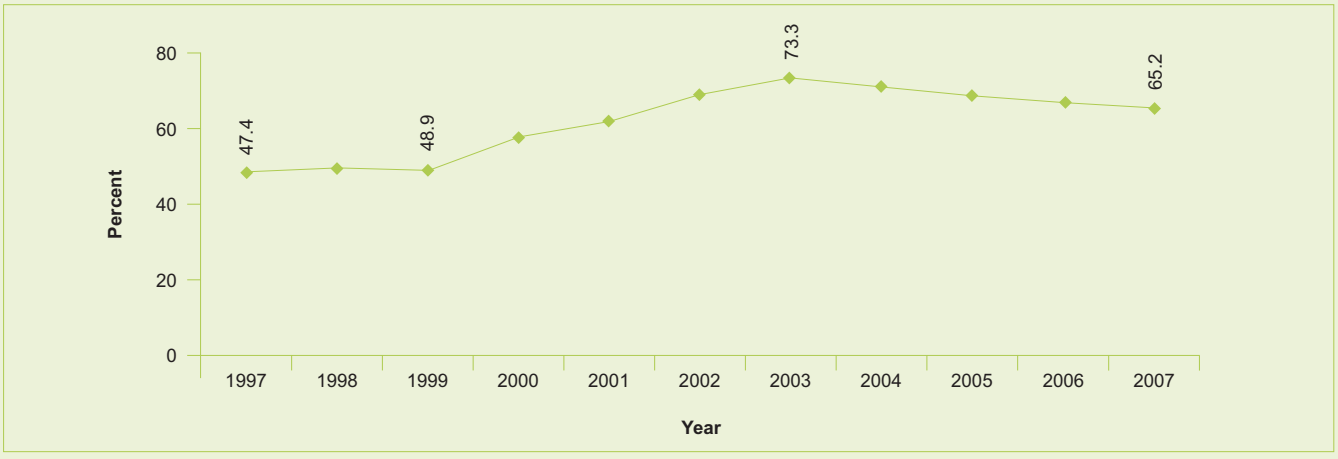


Table 15 and Figure 16 show that the national pass rate of the Senior Certificate examination increased from 47.4% in 1997 to 65.2% in 2007. This increase is mirrored in provincial pass rates during this period, albeit to different degrees, as shown in Table 15.

Figure 16 shows that the national pass rate stayed almost the same from 1997 (47.4%) to 1999 (48.9%) and then increased by 24.4% (real value) to its highest point in 2003 (73.3%). From 2003 the national pass rate decreased by 8.1% (real value) to 65.2% in 2007.

Table 15 shows that all provinces showed a higher pass rate in 2007 than in 1997. Between 1997 and 2007 the lowest and second lowest pass rates occurred in Limpopo (31.9% in 1997 and 35.2% in 1998). In the same period, the highest and second highest pass rates occurred in the Northern Cape (90.7% in 2003 and 89.9% in 2002).

4. OTHER EDUCATIONAL PROGRAMMES (PUBLIC ABET, SNE, PUBLIC FET, AND ECD)

Table 16: Number of learners, educators and institutions in other educational programmes, by province, and national learner-to-educator ratio (LER), in 2007

Province	Learners, Educators & Institutions	Other Educational Programmes				
		Public ABET	SNE	Public FET	ECD	Total
Eastern Cape	Learners	43 724	8 915	20 173	31 350	**104 162**
	Educators	3 565	771	837	1 707	**6 880**
	Institutions	295	40	8	644	**987**
Free State	Learners	20 670	5 663	14 224	26 552	**67 109**
	Educators	2 074	489	400	350	**3 313**
	Institutions	208	20	3	294	**525**
Gauteng	Learners	85 170	43 057	94 434	43 057	**265 718**
	Educators	3 241	2 709	1 927	977	**8 854**
	Institutions	67	117	9	778	**971**
KwaZulu-Natal	Learners	12 948	13 797	77 431	70 813	**174 989**
	Educators	981	1 165	579	2 791	**5 516**
	Institutions	248	66	9	1 512	**1 835**
Limpopo	Learners	29 718	6 993	17 037	57 165	**110 913**
	Educators	1 746	543	524	1 820	**4 633**
	Institutions	545	27	7	1 216	**1 795**
Mpumalanga	Learners	24 814	3 158	36 463	13 657	**78 092**
	Educators	4 200	208	712	408	**5 528**
	Institutions	372	18	3	498	**891**
North West	Learners	29 311	2 401	14 318	6 184	**52 214**
	Educators	1 389	375	323	195	**2 282**
	Institutions	200	37	3	115	**355**
Northern Cape	Learners	8 818	1 737	10 666	14 093	**35 314**
	Educators	580	157	186	498	**1 421**
	Institutions	179	10	2	410	**601**
Western Cape	Learners	37 561	16 336	35 933	26 441	**116 271**
	Educators	1 424	1 457	499	1 350	**4 730**
	Institutions	362	81	6	734	**1 183**
National	**Learners**	**292 734**	**102 057**	**320 679**	**289 312**	**1 004 782**
	Educators	**19 200**	**7 874**	**5 987**	**10 096**	**43 157**
	Institutions	**2 476**	**416**	**50**	**6 201**	**9 143**
	LER	**15.2**	**13.0**	**53.6**	**28.7**	**23.3**

Source: 2007 data, as extracted from provincial data sets, submitted by EMIS Heads.

Table 16 reflects learners and educators in public ABET centres, stand-alone special schools (catering for SNE learners), public FET colleges and ECD sites, and the numbers of these institutions, in 2007.

Table 16 shows that SNE registered the lowest (most favourable) national average learner-to-educator ratio (LER) (13.0:1), while public FET registered the highest (53.6:1).

5. PUBLIC HIGHER EDUCATION INSTITUTIONS

5.1 Headcount enrolments

Table 17: Overview of South African public higher education institutions in 2007

Institution	Headcount Student Enrolments			Black Students as Proportion of Headcount Totals (%)		Female Students as Proportion of Headcount Totals (%)		Proportion of Contact & Distance Headcount Enrolments in Major Fields of Study (%)		
	Contact	Distance	Total	Contact	Distance	Contact	Distance	SET	Business	Humanities
Cape Peninsula University of Technology	28 883	70	28 953	81	66	53	53	48	32	20
University of Cape Town	21 188	0	21 188	51	n.a.	50	n.a.	42	23	35
Central University of Technology, Free State	10 275	202	10 477	83	87	48	67	48	31	22
Durban University of Technology	22 782	0	22 782	94	n.a.	50	n.a.	47	36	18
University of Fort Hare	8 584	273	8 857	94	99	53	86	23	19	59
University of the Free State	22 886	1 798	24 684	63	36	58	37	29	15	56
University of Johannesburg	41 420	320	41 740	74	98	54	74	33	35	32
University of KwaZulu-Natal	30 651	7 292	37 943	84	96	54	73	35	21	45
University of Limpopo	16 345	0	16 345	99	n.a.	51	n.a.	46	25	29
Nelson Mandela Metropolitan University	19 755	3 963	23 718	71	97	52	71	31	25	44
North West University	26 075	18 651	44 726	47	86	58	72	18	13	70
University of Pretoria	38 569	10 287	48 856	40	99	53	71	37	12	50
Rhodes University	6 052	23	6 075	51	100	58	74	23	15	62
University of South Africa	778	238 803	239 581	72	76	80	57	11	43	45
University of Stellenbosch	22 799	0	22 799	29	n.a.	51	n.a.	41	21	38
Tshwane University of Technology	46 570	4 156	50 726	87	98	52	58	39	32	29
University of Venda	11 770	0	11 770	100	n.a.	49	n.a.	28	23	49
Vaal University of Technology	16 146	0	16 146	96	n.a.	48	n.a.	52	42	7
Walter Sisulu University	23 893	604	24 497	99	100	59	64	26	31	43
University of Western Cape	14 888	39	14 927	93	41	59	38	31	14	55
University of Witwatersrand	25 151	0	25 151	67	n.a.	51	n.a.	47	19	35
University of Zululand	9 318	0	9 318	98	n.a.	64	n.a.	17	14	69
Mangosuthu Technikon	9 828	0	9 828	100	n.a.	50	n.a.	62	29	9
Totals/Averages	**474 606**	**286 481**	**761 087**	**74**	**79**	**53**	**59**	**28**	**30**	**42**

Source: 2007 HEMIS database, October 2008.
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: As a result of rounding off, numbers and percentages may not necessarily add up.
Note 9: n.a. = not applicable

In 2007, as shown in Table 17, 761 087 students were enrolled in public higher education institutions. Of these, 286 481 were enrolled in distance education programmes. 76.0% of students enrolled were Black (Black African, Coloured and Indian/Asian), while 55.5% were female. The majority of students were enrolled in humanities programmes (41.7%), as compared to 30.1% and 28.2% for business and SET, respectively.

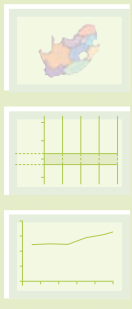


Table 18: Headcount enrolments in public higher education institutions, by major field of study and formal qualification, in 2007

Institution	Major Field of Study					Formal Qualifications						
	Science, Engineering & Technology	Business & Management	Education	All Other Humanities & Social Sciences	Total	Occasional Students	Undergraduate Certificates & Diplomas	Undergraduate Degrees	Postgraduate, Below Master's Level	Master's Degrees	Doctoral Degrees	Total
Cape Peninsula University of Technology	13 926	9 211	2 809	3 007	28 953	20	21 115	6 557	551	621	89	28 953
University of Cape Town	8 957	4 897	464	6 871	21 188	976	423	13 894	1 987	2 906	1 002	21 188
Central University of Technology, Free State	4 993	3 225	843	1 416	10 477	1	7 497	2 436	272	207	64	10 477
Durban University of Technology	10 665	8 102	749	3 266	22 782	14	18 542	3 841	21	310	54	22 782
University of Fort Hare	1 995	1 678	811	4 374	8 857	22	466	7 084	577	553	155	8 857
University of the Free State	7 151	3 824	4 640	9 069	24 684	1 540	2 351	13 619	4 154	2 402	618	24 684
University of Johannesburg	13 620	14 699	4 519	8 902	41 740	160	16 804	18 777	3 823	1 638	538	41 740
University of KwaZulu-Natal	13 148	7 819	6 007	10 969	37 943	2 249	4 155	22 665	3 873	3 884	1 117	37 943
University of Limpopo	7 459	4 142	1 169	3 574	16 345	3	762	12 796	979	1 651	154	16 345
Nelson Mandela Metropolitan University	7 360	5 896	5267	5 195	23 718	482	11 384	9 253	940	1 332	327	23 718
North West University	7 896	5 634	21 269	9 927	44 726	190	16 052	18 558	6 470	2 629	827	44 726
University of Pretoria	18 094	6 100	13 555	11 107	48 856	580	6 833	26 875	7 672	5 401	1 495	48 856
Rhodes University	1 396	936	535	3 208	6 075	35	149	4 379	632	642	238	6 075
University of South Africa	27 042	103 889	25 805	82 845	239 581	17 017	65 293	133 606	18 482	4 411	772	239 581
University of Stellenbosch	9 413	4 781	949	7 656	22 799	541	0	14 318	2 768	4 293	879	22 799
Tshwane University of Technology	19 605	16 164	4 837	10 121	50 726	213	40 075	7 871	1 045	1 385	137	50 726
University of Venda	3 349	2 696	1 238	4 487	11 770	293	807	9 956	364	301	49	11 770
Vaal University of Technology	8 346	6 743	36	1 021	16 146	3	14 454	1 468	13	179	29	16 146
Walter Sisulu University	6 471	7 555	4 766	5 705	24 497	590	15 609	7 626	506	153	13	24 497
University of Western Cape	4 613	2 046	999	7 270	14 927	0	1 080	10 962	1 412	1 105	368	14 927
University of Witwatersrand	11 243	4 518	1 923	6 389	24 073	465	529	16 279	2 056	4 847	975	25 151
University of Zululand	1 539	1 322	3 143	3 314	9 318	302	752	7 209	582	322	151	9 318
Mangosuthu Technikon	6 058	2 858	0	912	9 828	0	9 657	171	0	0	0	9 828
Totals	**214 341**	**228 735**	**106 330**	**210 603**	**760 009**	**25 696**	**254 789**	**370 200**	**59 179**	**41 172**	**10 051**	**761 087**

Source: 2007 HEMIS database, October 2008.
Note 1: Abbreviations and definitions of fields of study employed here are the same as those employed in Table 17, except that the field of education (which involves primarily school teacher training) is separated from the broad humanities category.
Note 2: Occasional students are students who are taking courses that are part of formally approved programmes, but who are not registered for a formal degree or diploma.
Note 3: The category "Undergraduate Certificates & Diplomas" includes national certificate and diplomas.
Note 4: The category "Undergraduate Degrees" includes also professional bachelor's degrees, which are those that have an approved formal time of more than four years. Examples include degrees such as B Tech, BSc (Engineering), MB ChB, BFA.
Note 5: The category "below masters level" includes postgraduate and post-diploma diplomas, postgraduate bachelor's degrees, and honours degrees.
Note 6: As a result of rounding off, numbers and percentages may not necessarily add up.
Note 7: Because some students were coded as " major field of study unknown", totals may not add up.

Figure 17: Percentage distribution of headcount enrolments in public higher education institutions, by major field of study, in 2007

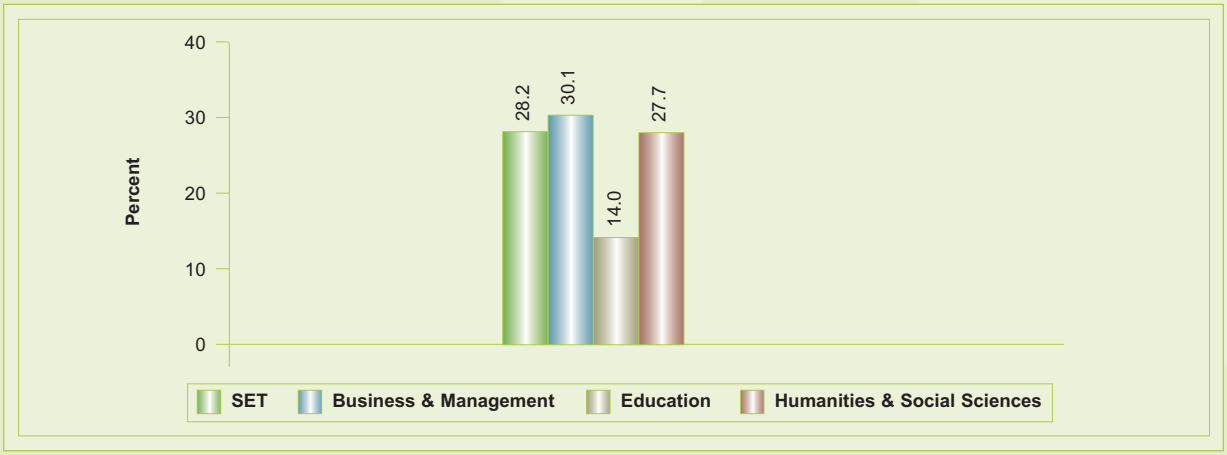


Figure 17 (see also Table 18) shows that, in 2007, 41.7% of students (316 933) at public higher education institutions were enrolled for programmes of study in either teacher education or the broad humanities and social sciences, 30.1% of students (228 735) were enrolled for programmes in business and management, and 28.2% of students (214 341) were enrolled for programmes in science, engineering and technology.

Figure 18: Percentage distribution of headcount enrolments in public higher education institutions, by qualification type, in 2007

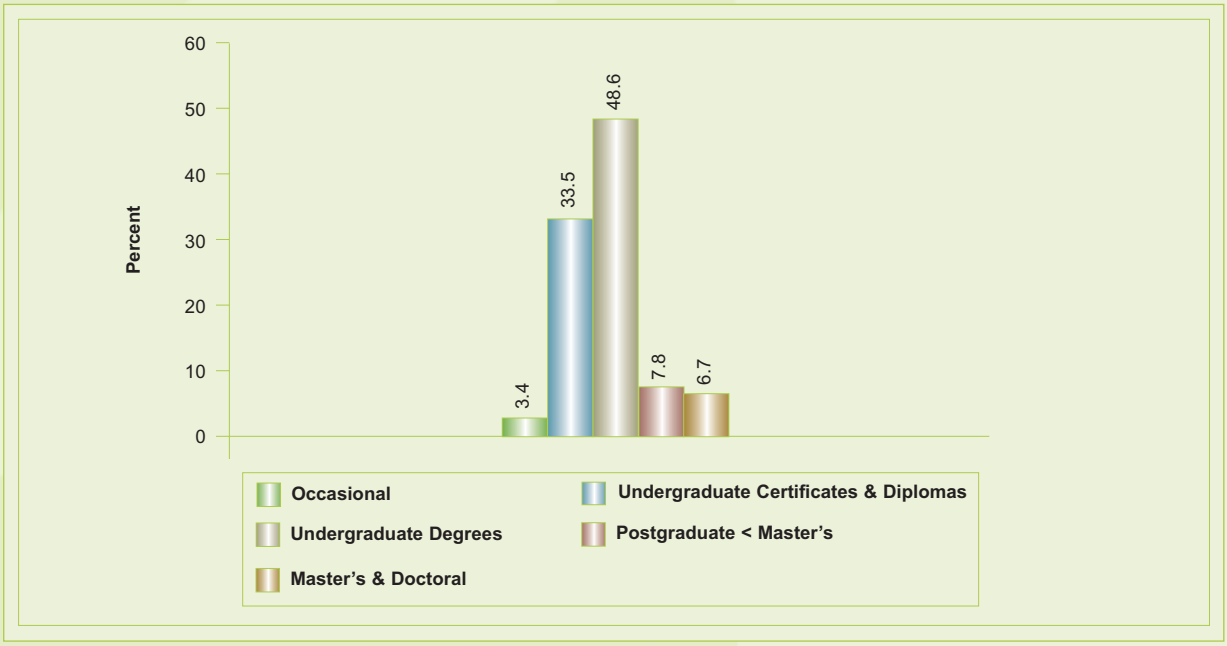


Figure 18 (see also Table 18) shows that the public higher education sector remained primarily an undergraduate sector. In 2007, 85.5% of all students (650 685) were enrolled for undergraduate qualifications, including occasional courses.

Table 19: Headcount enrolments of contact and distance mode students in public higher education institutions, by population group and gender, in 2007

Institution	Contact							Distance						
	Black African	Coloured	Indian/Asian	White	Total	Female	Male	Black African	Coloured	Indian/Asian	White	Total	Female	Male
Cape Peninsula University of Technology	13 682	9 345	320	5 536	28 883	15 231	13 652	34	11	1	24	70	37	33
University of Cape Town	6 045	3 024	1 726	9 143	21 184	10 564	10 620	0	0	0	0	0	0	0
Central University of Technology, Free State	8 201	329	31	1 714	10 275	4 955	5 320	128	44	3	27	202	135	67
Durban University of Technology	16 845	375	4 225	1 263	22 782	11 498	11 284	0	0	0	0	0	0	0
University of Fort Hare	7 844	170	66	498	8 584	4 566	4 018	268	3	0	2	273	236	37
University of the Free State	12 714	1 437	372	8 363	22 886	13 293	9 593	374	101	177	1 146	1 798	660	1 138
University of Johannesburg	27 293	1 187	2 092	10 848	41 420	22 265	19 155	309	4	2	5	320	236	84
University of KwaZulu-Natal	13 985	797	10 921	4 881	30 651	16 641	14 010	6 091	242	659	294	7 292	5 310	1 982
University of Limpopo	15 908	30	205	200	16 345	8 410	7 935	0	0	0	0	0	0	0
Nelson Mandela Metropolitan University	10 781	2 776	478	5 720	19 755	10 191	9 564	3 600	105	125	133	3 963	2 811	1 152
North West University	11 377	669	332	13 694	26 075	15 202	10 873	15 063	690	369	2 515	18 651	13 396	5 255
University of Pretoria	13 261	717	1 598	22 993	38 569	20 468	18 101	10 124	70	39	54	10 287	7 253	3 034
Rhodes University	2 534	234	329	2 955	6 052	3 490	2 562	23	0	0	0	23	17	6
University of South Africa	108	455	0	215	778	625	153	146 100	13 991	22 228	56 227	238 803	136 239	102 564
University of Stellenbosch	2 715	3 408	487	16 189	22 799	11 721	11 078	0	0	0	0	0	0	0
Tshwane University of Technology	39 906	496	339	5 829	46 570	24 217	22 353	3 864	167	50	75	4 156	2 395	1 761
University of Venda	11 747	1	4	18	11 770	5 748	6 022	0	0	0	0	0	0	0
Vaal University of Technology	15 102	231	95	718	16 146	7 694	8 452	0	0	0	0	0	0	0
Walter Sisulu University	23 631	38	102	74	23 893	14 117	9 776	604	0	0	0	604	388	216
University of Western Cape	5 457	7 145	1 229	668	14 888	8 856	6 032	7	2	7	15	39	15	24
University of Witwatersrand	12 185	754	3 863	8 349	25 149	12 778	12 371	0	0	0	0	0	0	0
University of Zululand	9 041	12	121	74	9 318	5 948	3 370	0	0	0	0	0	0	0
Mangosuthu Technikon	9 819	6	1	2	9 828	4 927	4 901	0	0	0	0	0	0	0
Totals	**290 181**	**33 636**	**28 936**	**119 944**	**474 600**	**253 405**	**221 195**	**186 589**	**15 430**	**23 660**	**60 517**	**286 481**	**169 128**	**117 353**
	61%	**7%**	**6%**	**25%**	**100%**	**53%**	**47%**	**65%**	**5%**	**8%**	**21%**	**100%**	**59%**	**41%**

Source: 2007 HEMIS database, October 2008.
Note 1: Contact students are those who are registered mainly for courses offered in contact mode.
Note 2: Distance students are those who are registered mainly for courses offered in distance mode.
Note 3: The totals in the table = total male + total female. Because students coded as "race unknown" are not included in the table, Black African+Coloured+Indian/Asian+White may, therefore, not = the total columns.
Note 4: As a result of rounding off, numbers and percentages may not necessarily add up.

Figure 19: Percentage distribution of headcount enrolments in public higher education institutions, by contact/distance mode and population group, in 2007

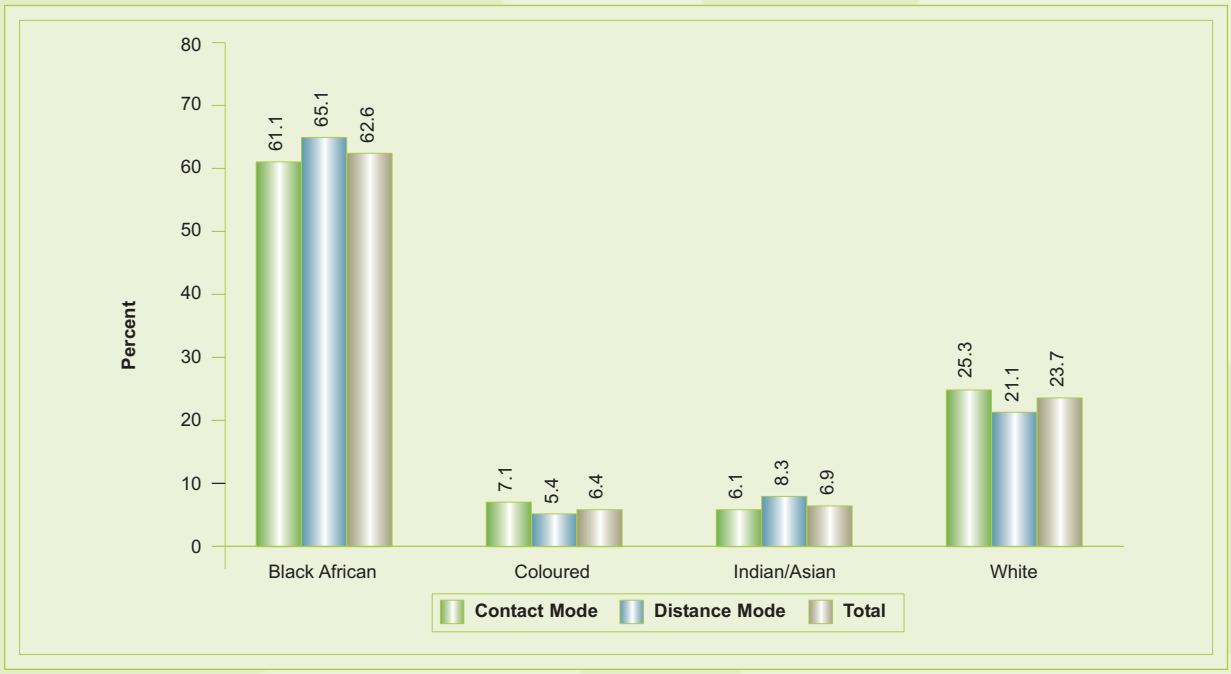


Figure 19 (see also Table 19) shows that, in 2007, 62.6% of all students (476 770) in the public higher education system were Black African, 23.7% (180 461) were White, 6.9% (52 596) were Indian/Asian, and 6.4% (49 066) were Coloured. In 2007, Black African students had an overall share of 61.1% (290 181) of contact programme enrolments and 65.1% (186 589) of distance programme enrolments.

Figure 20: Percentage distribution of headcount enrolments in public higher education institutions, by contact/distance mode and gender, in 2007

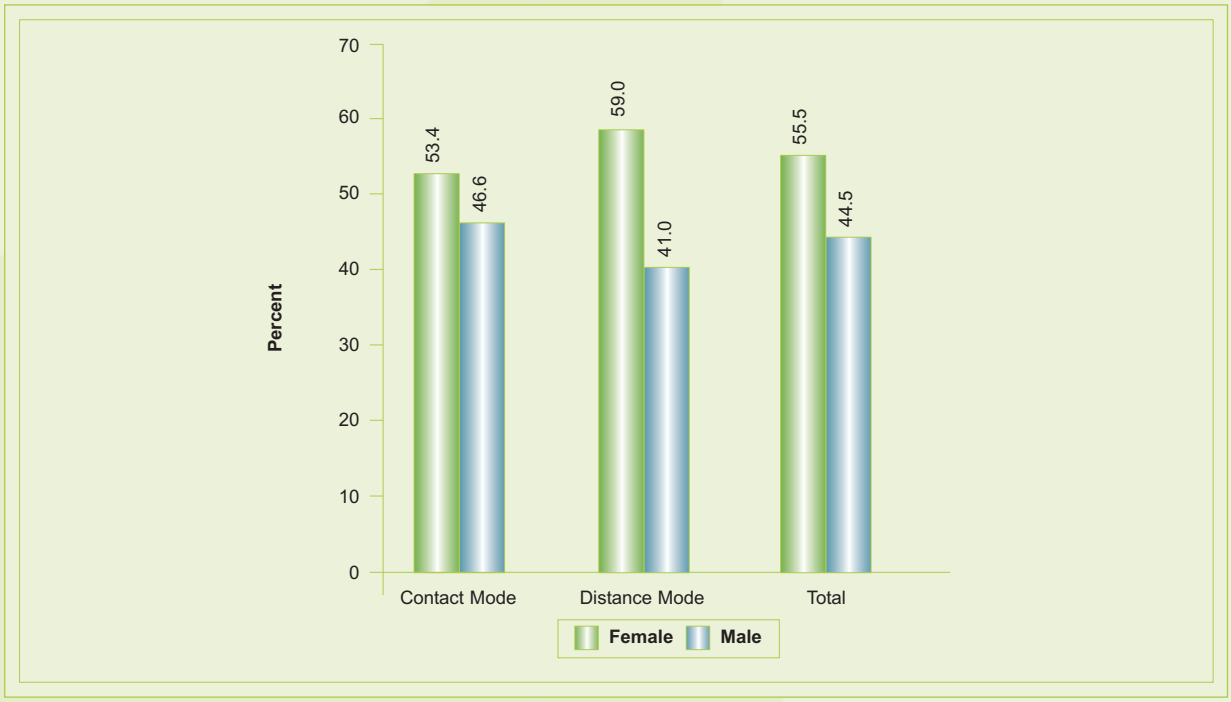


Figure 20 (see also Table 19) shows that, in 2007, female students were in the majority in both contact programmes (53.4% or 253 405) and distance programmes (59.0% or 169 128). Overall, 55.5% (422 533) of the students in the system were female.

5.2 Headcount and graduation rates of graduates and diplomates

Table 20: Graduates/diplomates in public higher education institutions, by major field of study and formal qualification, in 2007

Institution	Major Field of Study					Formal Qualification					
	Science, Engineering & Technology	Business & Management	Education	All Other Humanities & Social Sciences	Total	Undergraduate Certificates & Diplomas	Undergraduate Degrees	Postgraduate Below Master's Level	Master's Degrees	Doctoral Degrees	Total
Cape Peninsula University of Technology	2 968	2 566	646	726	6 906	4 587	2 018	230	61	10	6 906
University of Cape Town	2 049	1 352	171	1 847	5 418	101	3 044	1 379	751	142	5 417
Central University of Technology, Free State	814	858	306	337	2 315	1 407	734	145	18	11	2 315
Durban University of Technology	2 052	1 791	100	780	4 722	3 522	1 118	25	52	5	4 722
University of Fort Hare	308	193	380	695	1 575	13	1 157	296	99	10	1 575
University of the Free State	1 353	615	1 097	1 634	4 699	519	1 939	1 685	479	77	4 699
University of Johannesburg	2 708	2 859	1 862	2 051	9 479	3 492	3 873	1 736	303	75	9 479
University of KwaZulu-Natal	2 184	1 895	1 214	2 284	7 577	606	4 680	1 524	661	106	7 577
University of Limpopo	1 357	728	1 200	800	4 084	1 047	2 241	529	250	17	4 084
Nelson Mandela Metropolitan University	1 307	1 018	2 679	983	5 988	3 275	1 990	427	261	35	5 988
North West University	1 974	1 446	5 685	2 241	11 345	4 812	3 646	2 145	618	124	11 345
University of Pretoria	3 619	1 903	2 866	2 514	10 902	1 697	5 200	2 740	1 095	170	10 902
Rhodes University	465	254	194	940	1 852	31	1 081	516	176	48	1 852
University of South Africa	867	4 289	5 012	4 198	14 364	3 977	5 889	3 804	616	78	14 364
University of Stellenbosch	2 140	1 375	326	1 899	5 740	0	2 907	1 778	902	153	5 740
Tshwane University of Technology	3 500	2 749	1 574	1 958	9 781	6 974	2 175	477	143	12	9 781
University of Venda	468	341	421	634	1 863	513	1 179	121	44	6	1 863
Vaal University of Technology	973	1 463	29	212	2 677	2 104	551	5	17	0	2 677
Walter Sisulu University	814	1 013	589	625	3 041	2 096	810	132	3	0	3 041
University of Western Cape	1 092	385	486	1 133	3 095	425	1 744	683	202	41	3 095
University of Witwatersrand	2 497	1 150	485	1 497	5 629	222	3 204	1 253	1 029	189	5 897
University of Zululand	277	148	1 013	548	1 987	206	1 152	560	49	20	1 987
Mangosuthu Technikon	852	716	0	280	1 848	1 792	56	0	0	0	1 848
Totals	**36 637**	**31 104**	**28 332**	**30 814**	**126 887**	**43 418**	**52 388**	**22 190**	**7 829**	**1 329**	**127 154**

Source: 2007 HEMIS database, October 2008.
Note 1: Definitions of fields of study are the same as those employed in Table 17.
Note 2: Definitions of formal qualifications are the same as those employed in Table 18.
Note 3: As a result of rounding off, numbers and percentages may not necessarily add up.
Note 4: Because some students were coded as "major field of study unknown", or "unknown qualification type", totals may not add up.

Table 21: Summaries of key graduation rates in public higher education institutions in 2007

Institution	Undergraduate Degrees & Diplomas (%)	Master's Degrees (%)	Doctoral Degrees (%)
Cape Peninsula University of Technology	24	10	11
University of Cape Town	22	26	14
Central University of Technology, Free State	22	9	17
Durban University of Technology	21	17	9
University of Fort Hare	15	18	6
University of the Free State	15	20	12
University of Johannesburg	21	18	14
University of KwaZulu-Natal	20	17	9
University of Limpopo	24	15	11
Nelson Mandela Metropolitan University	26	20	11
North West University	24	24	15
University of Pretoria	20	20	11
Rhodes University	25	27	20
University of South Africa	5	14	10
University of Stellenbosch	20	21	17
Tshwane University of Technology	19	10	9
University of Venda	16	15	12
Vaal University of Technology	17	9	0
Walter Sisulu University	13	2	0
University of Western Cape	18	18	11
University of Witwatersrand	20	21	19
University of Zululand	17	15	13
Mangosuthu Technikon	19	0	0
Averages	**15**	**19**	**13**

Source: 2007 HEMIS database, October 2008.

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

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

	Undergraduate	Doctoral
Contact programmes	**25%**	**20%**
Distance programmes	**15%**	**15%**

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

Figure 21: Headcount totals of graduates/diplomates in public higher education institutions, by qualification type, in 2007

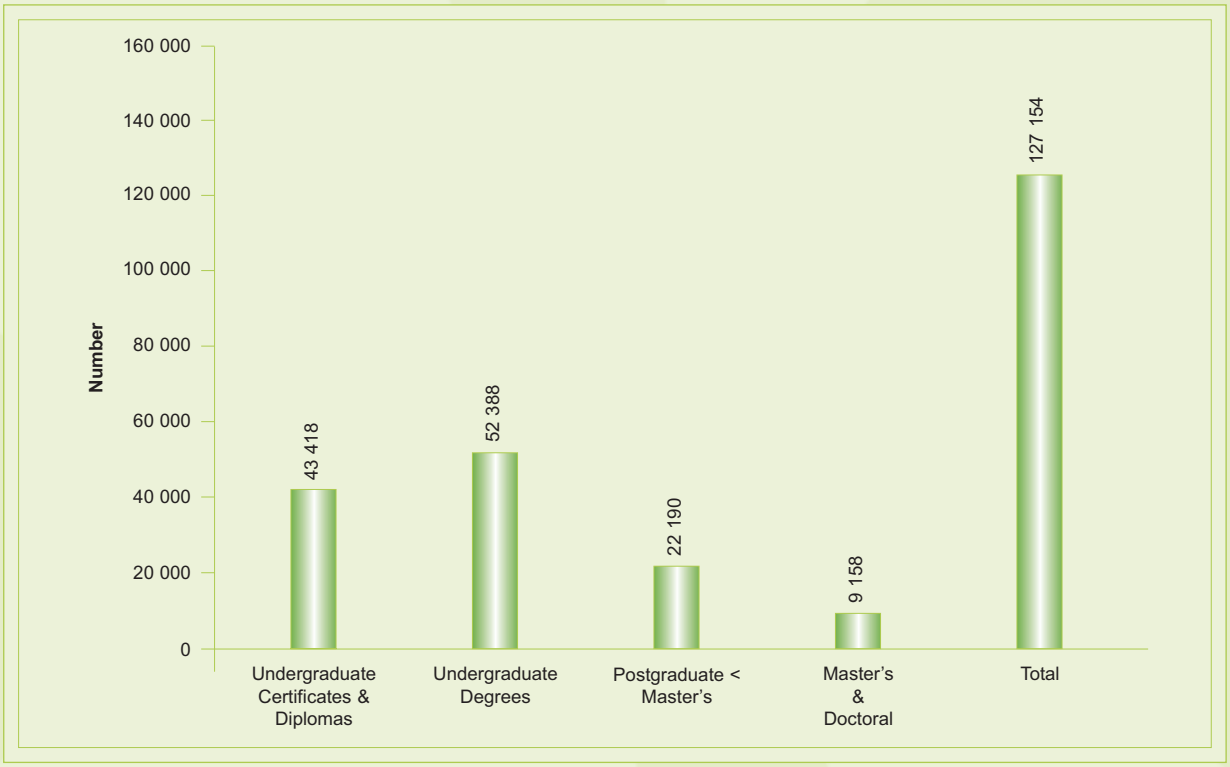


Figure 21 (see also Table 20) gives details of the total numbers of graduates and diplomates produced by public higher education institutions in 2007. In that year, the system produced 127 154 graduates and diplomates. Of the 127 154 students who completed qualifications in 2007, 75.3% (95 806) obtained undergraduate degrees or diplomas. There were only 9 158 (7.2%) master's and doctoral graduates in 2007.

5.3 Full-time equivalent enrolments and undergraduate success rates

Table 22: Full-time equivalent enrolments of contact and distance mode students in public higher education institutions in 2007

Institution	Contact					Distance				
	Science, Engineering & Technology	Business & Management	Education	All Other Humanities & Social Sciences	Total	Science, Engineering & Technology	Business & Management	Education	All Other Humanities & Social Sciences	Total
Cape Peninsula University of Technology	9 711	5 600	1777	4 335	21 424	43	0	0	0	43
University of Cape Town	6 965	2 988	371	6 885	17 209	0	0	0	0	0
Central University of Technology, Free State	3 513	2 098	628	1 721	7 959	9	54	0	90	153
Durban University of Technology	7 149	5 376	302	4 090	16 917	0	0	0	0	0
University of Fort Hare	1 584	1 317	732	3 767	7 400	0	0	237	0	237
University of the Free State	5 699	2 403	1 963	6 950	17 015	32	74	0	919	1 025
University of Johannesburg	9 160	10 233	2 573	9 003	30 969	13	0	98	0	110
University of KwaZulu-Natal	9 272	4 299	1 708	9 135	24 413	1 204	1 452	1 386	9	4 050
University of Limpopo	5 852	1 486	1 172	4 816	13 326	0	0	0	0	0
Nelson Mandela Metropolitan University	5 267	3 758	850	5 070	14 945	15	9	2 040	3	2 067
North West University	6 191	3901	3 009	8 561	21 661	393	79	9 572	872	10 915
University of Pretoria	13 303	5 714	2 288	9 054	30 359	3	0	4 338	0	4 342
Rhodes University	1 325	641	285	2 944	5 195	0	0	10	0	10
University of South Africa	4	0	0	577	581	12 175	42 145	11 300	50 331	115 950
University of Stellenbosch	7 308	3 932	828	6 285	18 353	0	0	0	0	0
Tshwane University of Technology	17 833	10 620	904	11 757	41 114	12	92	853	1 256	2 213
University of Venda	2 944	1 268	637	5 210	10 060	0	0	0	0	0
Vaal University of Technology	5 754	3 979	9	2 202	11 942	0	0	0	0	0
Walter Sisulu University	5 427	6 339	3 035	5 858	20 659	162	0	485	0	647
University of Western Cape	4 415	1 092	793	5 468	11 768	20	0	0	0	20
University of Witwatersrand	8 107	2 951	1 191	6 168	18 417	0	0	0	0	0
University of Zululand	1 239	836	2 728	3 402	8 205	0	0	0	0	0
Mangosuthu Technikon	3 641	1 699	0	1 444	6 784	0	0	0	0	0
Totals	**141 667**	**82 528**	**27 781**	**124 701**	**376 678**	**14 079**	**43 904**	**30 320**	**53 480**	**141 782**
	38%	**22%**	**7%**	**33%**	**100%**	**10%**	**31%**	**21%**	**38%**	**100%**

Source: 2007 HEMIS database, October 2008.
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 17.
Note 5: The totals above include undergraduate and postgraduate courses.
Note 6: As a result of rounding off, numbers and percentages may not necessarily add up.

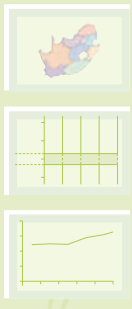


Table 23: Undergraduate success rates of contact and distance mode students in public higher education institutions, by population group, in 2007

Institution	Contact (%)					Distance (%)				
	Black African	Coloured	Indian/Asian	White	Average	Black African	Coloured	Indian/Asian	White	Average
Cape Peninsula University of Technology	73	77	80	87	77	60	51	20	90	70
University of Cape Town	79	81	86	91	86	n.a.	n.a.	n.a.	n.a.	n.a.
Central University of Technology, Free State	74	76	69	82	75	74	85	93	84	78
Durban University of Technology	75	74	76	86	76	n.a.	n.a.	n.a.	n.a.	n.a.
University of Fort Hare	75	69	69	85	75	96	100	n.a.	100	96
University of the Free State	62	67	67	82	71	48	37	46	61	55
University of Johannesburg	75	75	78	84	77	87	74	100	100	87
University of KwaZulu-Natal	78	81	82	91	81	64	28	81	66	64
University of Limpopo	83	84	94	93	83	n.a.	n.a.	n.a.	n.a.	n.a.
Nelson Mandela Metropolitan University	66	69	76	83	72	85	88	98	94	86
North West University	76	70	79	82	79	65	83	80	80	68
University of Pretoria	75	78	80	85	81	79	95	95	98	79
Rhodes University	79	79	87	90	85	81	n.a.	n.a.	n.a.	81
University of South Africa	94	84	n.a.	89	86	50	54	57	64	55
University of Stellenbosch	70	72	81	85	82	n.a.	n.a.	n.a.	n.a.	n.a.
Tshwane University of Technology	70	73	72	82	71	67	71	80	76	68
University of Venda	76	0	69	74	76	n.a.	n.a.	n.a.	n.a.	n.a.
Vaal University of Technology	73	76	75	74	73	n.a.	n.a.	n.a.	n.a.	n.a.
Walter Sisulu University	68	72	95	72	69	75	n.a.	n.a.	n.a.	75
University of Western Cape	77	76	81	92	77	n.a.	n.a.	n.a.	n.a.	n.a.
University of Witwatersrand	73	75	81	88	79	n.a.	n.a.	n.a.	n.a.	n.a.
University of Zululand	78	60	68	73	78	n.a.	n.a.	n.a.	n.a.	n.a.
Mangosuthu Technikon	82	77	n.a.	100	82	n.a.	n.a.	n.a.	n.a.	n.a.
Averages	**74**	**76**	**81**	**85**	**77**	**55**	**56**	**58**	**65**	**57**

Source: 2007 HEMIS database, October 2008.
Note 1: Undergraduate courses are those coded as lower prediplomate / undergraduate, intermediate prediplomate / undergraduate and higher undergraduate.
Note 2: Success rates are determined as follows: a 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 3: As a result of rounding off, percentages may not necessarily add up.
Note 4: n.a. = not applicable

Figure 22: Full-time equivalent student enrolments in public higher education institutions, by contact/ distance mode, in 2007

Figure 22 (see also Table 22) shows that the full-time equivalent (FTE) student enrolment at public higher education institutions was 518 460 in 2007. The ratios with regard to distance and contact mode differed markedly between FTE and headcount totals. The contact FTE total of 376 678 was 79.4% of the corresponding headcount total, which implies that most contact students were studying full-time in that year. The ratio for distance students was 49.5%, which implies that, in 2007, distance students were, on average, following the equivalent of less than half of a full-time curriculum.

Figure 23: Percentage distribution of average undergraduate success rates in public higher education institutions, by contact education programmes and population group, in 2007

Figure 23 (see also Table 23) shows that inequalities of outcome continue to exist in the higher education system. In 2007, the average success rate of Black African students in contact undergraduate programmes was only 73.6%, compared to an average of 84.9% for White students.

5.4 Permanent staff

Table 24: Overview of permanent staff in public higher education institutions in 2007

Institution	Total Permanent Staff			% of Black Staff in Total			% of Female Staff in Total		
	Instruction & Research Staff	Administrative Staff	Service Staff	Instruction & Research Staff	Administrative Staff	Service Staff	Instruction & Research Staff	Administrative Staff	Service Staff
Cape Peninsula University of Technology	657	801	155	50	78	99	39	59	28
University of Cape Town	889	1 806	106	19	64	96	36	63	43
Central University of Technology, Free State	224	306	156	33	50	92	40	58	53
Durban University of Technology	574	664	109	66	89	100	45	52	19
University of Fort Hare	292	446	31	68	84	100	35	59	10
University of the Free State	708	807	336	19	29	98	44	65	54
University of Johannesburg	871	1 110	482	28	45	95	44	62	24
University of KwaZulu-Natal	1 531	2 331	400	54	79	99	44	61	28
University of Limpopo	534	724	481	77	78	100	40	57	43
Nelson Mandela Metropolitan University	528	875	86	19	47	93	43	61	37
North West University	889	1 375	475	30	29	94	40	64	51
University of Pretoria	1 619	1 375	518	19	31	90	46	69	31
Rhodes University	320	564	407	17	48	100	35	63	45
University of South Africa	1 335	2 561	168	30	53	95	52	57	27
University of Stellenbosch	840	1 381	306	15	36	99	40	61	32
Tshwane University of Technology	819	1 272	433	40	57	98	39	55	51
University of Venda	278	269	195	89	98	100	31	46	56
Vaal University of Technology	287	368	247	39	65	98	47	64	57
Walter Sisulu University	526	634	102	84	95	100	42	57	50
University of Western Cape	516	692	72	60	95	100	46	57	35
University of Witwatersrand	989	1 353	348	28	64	100	47	69	30
University of Zululand	231	339	169	71	86	100	41	43	43
Mangosuthu Technikon	132	171	122	80	92	100	27	48	51
Totals	**15 589**	**22 224**	**5 904**	**39**	**59**	**97**	**43**	**61**	**40**

Source: 2007 HEMIS database, October 2008.
Note 1: A permanent staff member is defined as an employee who contributes to an institutional pension or retirement fund.
Note 2: Instruction/research staff (also referred to as academic staff) are those who spend more than 50% of their official time on duty on instruction and research activities.
Note 3: The category "administrative staff" includes all executive and professional staff who spend less than 50% of their official time on duty on instruction and research activities, as well as all technical and office staff.
Note 4: The category "service staff" includes all staff, such as cleaners, gardeners, security guards and messengers, who are not engaged in supervisory or administrative functions linked to an office.
Note 5: Black staff, for the purpose of this summary table, includes all Black African, Coloured and Indian/Asian staff on permanent contracts.
Note 6: As a result of rounding off, numbers and percentages may not necessarily add up.

Figure 24: Percentage distribution of Black and female staff in public higher education institutions, as a percentage of total permanent staff, in 2007

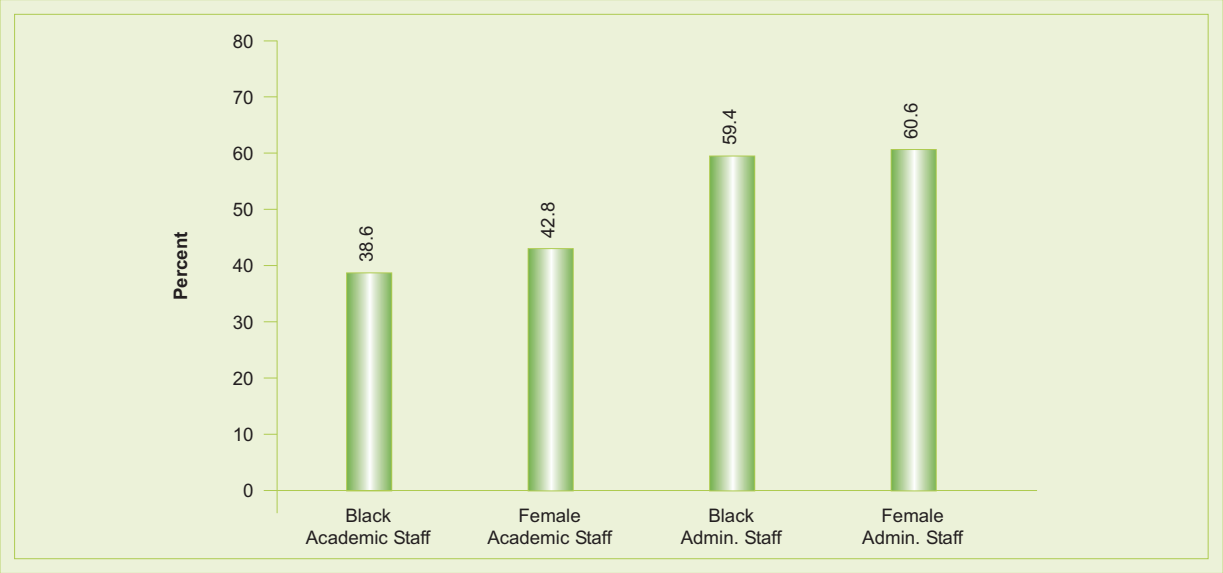


Figure 24 (see also Table 24) points to the employment inequalities that existed in the higher education system in 2007. Black (Black African, Coloured and Indian/Asian) staff had only a 38.6% (6 022) share of permanently appointed academic (instruction and research) staff posts, while female staff had a 42.8% (6 675) share of permanently appointed academic staff posts.

6. EXPLANATORY NOTES

6.1 Introduction

The publication comprises aggregated information from all educational institutions elaborated in the scope of the surveys below. The information in the publication reflects the situation during the 2007 academic year.

6.2 Scope of the surveys

The census frame covers the following education sectors:

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

6.3 Survey methodology and design

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

6.3.1 Data acquisition

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

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

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

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

6.3.2 Reporting and dissemination

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

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

6.4 Comparability with previous censuses

The 2007 census is generally comparable with the 2006 census, owing to the fact that both censuses are based on the new provincial demarcation boundaries.

6.5 Response rate

Approximately 94% of open ordinary schools submitted the 2007 survey forms. No imputations were done on the data.

6.6 Users

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

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

6.7 Glossary

Adult basic education and training (ABET) centre

A centre that is under the control of a PED and in which basic education programmes are presented to persons of 16 years or older (see the South African Schools Act, No. 84 of 1996) (the SASA).

Classification of education subject matter (CESM)

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

College

An institution of professional study that grants diplomas and/or certificates at the completion of a specific programme.

Combined school

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

Contact student

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

Distance student

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

District management area (DMA)

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

Early childhood development (ECD) centre/site

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

Education district

A geographical unit that the relevant provincial legislation determines on the basis of prevailing provincial practice.

Education region

A sub-provincial administrative unit above the district level.

Educator

Any person who teaches, educates or trains other persons or who provides professional educational services, including professional therapy and educational psychological services, at any public school, FET institution, departmental office or ABET centre and who is appointed in a post on any educator establishment under the Employment of Educators Act, 1998 (Act No. 76 of 1998).

FET band

Grades 10, 11 and 12 offered at ordinary schools.

Foundation phase

Grade R (reception year) and Grades 1, 2 and 3 offered at ordinary schools (see Education White Paper 5 on Early Childhood Development).

Full-time equivalent (FTE) student

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

Further education and training (FET)

All learning and training programmes leading to qualifications from levels 2 to 4 of the National Qualifications Framework (NQF) as contemplated in the South African Qualifications Authority Act, No. 58 of 1995 (the SAQA Act), which levels are above general education but below higher education.

Gender parity index (GPI)

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

General education and training (GET)

Comprising all learning and training programmes leading to a qualification on level 1 of the NQF, this band represents nine years of compulsory school attendance – that is, Grades 1 to 9 and ABET levels 1 to 4 (see the General and Further Education and Training Quality Assurance Act, No. 58 of 2001) (the GENFETQA Act).

Gross enrolment ratio (GER)

Measures enrolment, regardless of age, in a specific level of education as a percentage of the appropriately aged population for the given level of education.

Headcount student

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

Independent school

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

Intermediate phase

Grades 4, 5 and 6 offered at ordinary schools.

Intermediate school

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

Learner

Any person receiving or obliged to receive education at any educational institution contemplated in section 2 of the SASA within the general and further education and training sectors (see the GENFETQA Act).

Learner-to-educator ratio (LER)

The number of learners per educator.

Learner-to-school ratio (LSR)

The number of learners per school.

Post-matric

An opportunity, granted in special cases, for learners who have already passed the Senior Certificate examination but want to improve their results in one or more subjects.

Primary school

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

Public school

A school maintained largely through public funds, which must be made available by the Member of the Executive Council (MEC) for education in a province, in terms of section 12 of the SASA, for the purpose of public education.

School

A public or an independent education institution that is registered by the PED according to applicable legislation and that enrols learners in one or more grades, from Grade R to Grade 12.

Secondary school

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

Senior phase

Grades 7, 8 and 9 offered at ordinary schools.

Special needs education (SNE)

Education that is specialised in its nature and addresses barriers to learning and development experienced by learners with special education needs (including those with disabilities) at special as well as ordinary schools. This sector of education is specialised in the planning and delivery of support programmes through specialised interventions.

Special school

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

7. CONTACT DETAILS

7.1 Provincial EMIS units

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

Eastern Cape Education Department
Mr Riaan Janse van Rensburg
Head, EMIS Unit
Education Leadership Institute, Education Department
25 Epsom Road, Stirling, East London, 5201
Email: riaan.jansevanrensburg@edu.ecprov.gov.za
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Fax: 043 735 1993

Gauteng Education Department
Ms Olivia Raphael
Head, EMIS Unit
PO Box 7710, Johannesburg, 2000
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Tel.: 011 355 0043/1783
Fax: 011 355 0670

Limpopo Education Department
Ms Tebatso Monnathebe
Head, EMIS Unit
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Tel.: 015 290 7919/42/84/96
Fax: 086 654 4766

North West Education Department
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Head, EMIS Unit
Private Bag X2044, Mmabatho, 2740
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Tel.: 018 389 8037
Fax: 018 389 8252

Western Cape Education Department
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Free State Education Department
Mr Frans Kok
Head, EMIS Unit
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Fax: 051 404 8094

KwaZulu-Natal Education Department
Dr Bhekisisa Mthabela
Head, EMIS Unit
Private Bag X9137, Pietermaritzburg, 3200
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Mpumalanga Education Department
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Fax: 013 766 5592

Northern Cape Education Department
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Head, EMIS Unit
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Tel.: 053 839 6623
Fax: 053 839 6624

7.2 Department of Education

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

Director: EMIS
Mr Siza Shongwe
Department of Education
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Fax: 012 312 5983
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General Enquiries
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Mr Ofentse Raphuti
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Public Higher Education
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Email: appelgryn.j@doe.gov.za

Senior Certificate Examination Results
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Director: FET Examinations and Assessment
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Data on private further education and training and private higher education institutions are not included in this publication and may be obtained from the following persons:

Private Further Education and Training
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Director: Private FET Colleges
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Private Higher Education
Ms Nomsa Motaung
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Tel.: 012 312 5253
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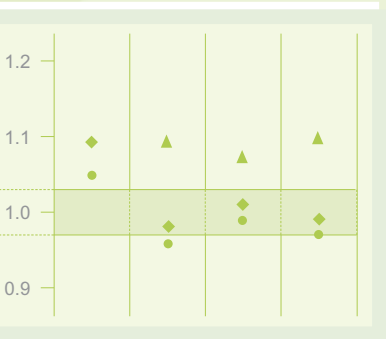
- The EMIS units of the provincial education departments
- Statistics South Africa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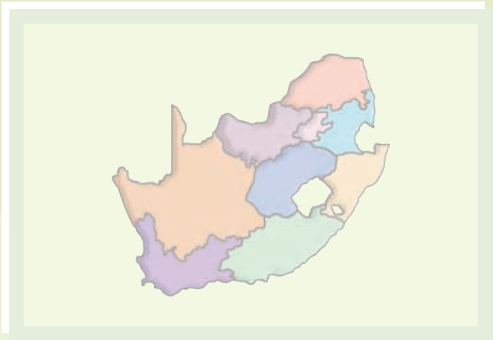

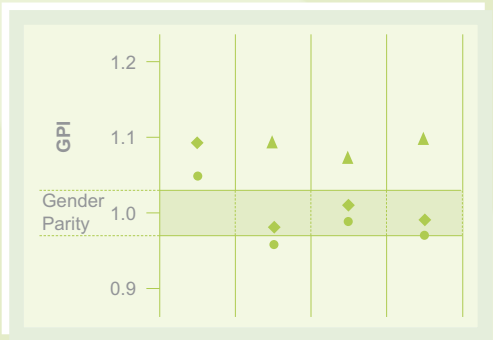
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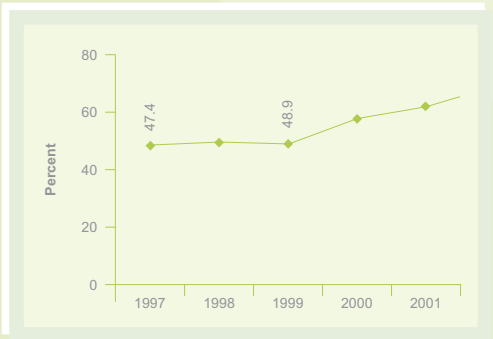
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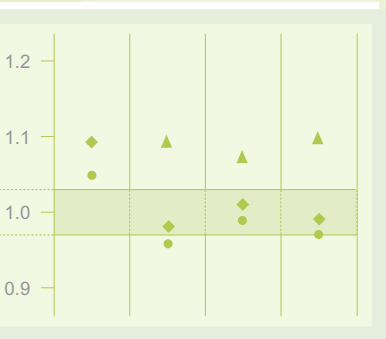
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Gender Parity

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1999
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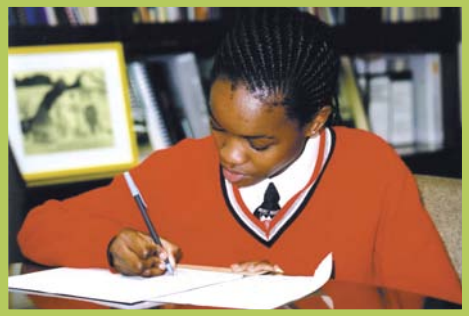
EMIS

Did you know that in 2007...

Approximately 29 in every 100 people in South Africa were learners in the education and training system?

35 231 institutions, comprising the following, were registered with the Department of Education:

- 26 065 ordinary public and independent schools
- 6 201 ECD sites
- 2 476 public ABET centres
- 416 special schools
- 50 public FET colleges
- 23 public HE institutions

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

- 850 were in ordinary public schools
- 54 were in public HE institutions
- 25 were in ordinary independent schools
- 23 were in public FET colleges
- 21 were in public ABET centres
- 20 were in ECD sites
- 7 were in special schools