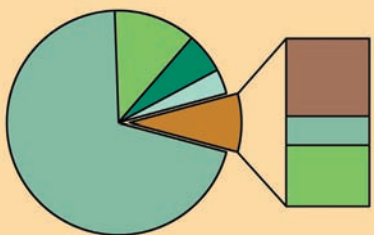
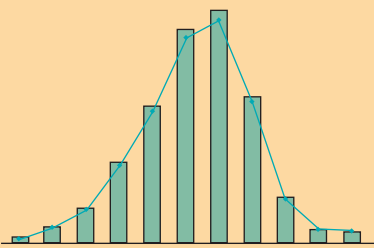




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FOREWORD

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

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

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

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

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

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

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

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

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

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

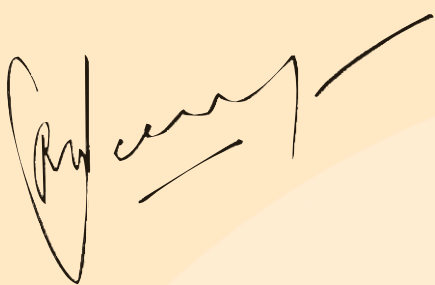
The statistical quality of the data provided in the publication has furthermore been improved by ensuring that the systems and techniques for acquiring and processing education information are subjected to annual quality audits and compliancy monitoring.



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

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

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



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



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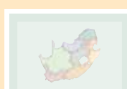
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ABBREVIATIONS

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

1. INTRODUCTION

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

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

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

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



2. OVERVIEW OF THE EDUCATION SYSTEM IN SOUTH AFRICA

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

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

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

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

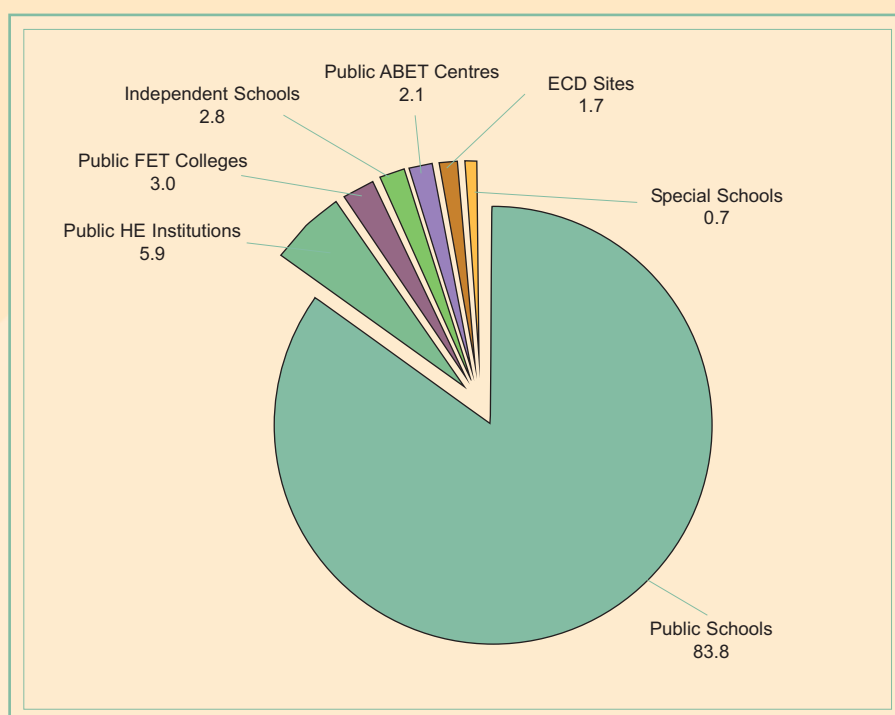


Figure 1, Table 15 and the centrefold show that, of the 14 122 305 learners and students enrolled in all sectors of the education system in 2009, 11 834 516 (83.8%) were in ordinary public schools and 393 447 (2.8%) were in ordinary independent schools. Of the learners in other institutions, 837 779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

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

3. ORDINARY PUBLIC AND INDEPENDENT SCHOOLS

3.1 Introduction

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

3.2 Basic school data

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

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

Source: 2009 SNAP Survey (conducted on the 10th school day).

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

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

Source: 2009 SNAP Survey.

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

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

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

Source: 2009 SNAP Survey.

3.2.1 Schools (see Tables 2 and 3)

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

3.2.2 Learners (see Tables 2 and 3)

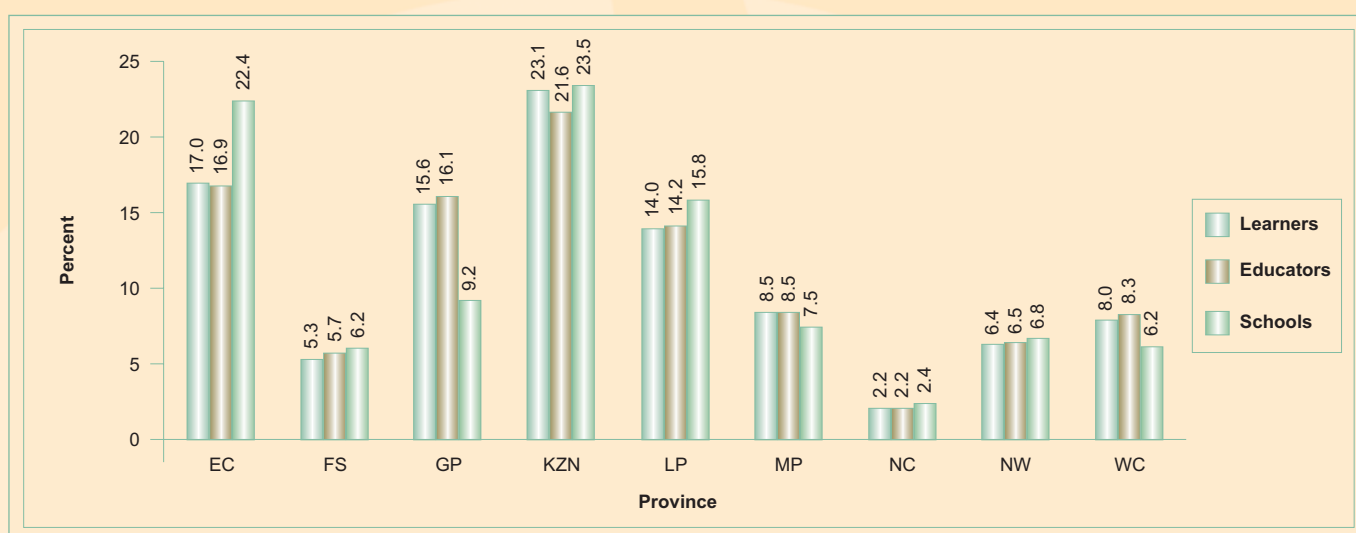
In 2009, there were 12 227 963 learners in ordinary schools in the country as a whole. Four provinces – namely, the Free State, the Northern Cape, North West and the Western Cape – showed less than a million learners in ordinary schools. In the Eastern Cape and KwaZulu-Natal more than two million learners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

3.2.3 Educators (see Tables 2 and 3)

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

3.2.4 Distribution of learners, educators and schools

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



The mainly rural provinces tend to have proportionally more schools with fewer learners than the more urbanised provinces, which tend to have proportionally fewer schools with more learners, an indication of higher population density. Figure 2 shows that, in 2009, the Eastern Cape, one of the more rural provinces, had 22.4% of the national total of ordinary schools serving 17.0% of South Africa's learners, while Gauteng, the most urbanised province, had 9.2% of the national total of ordinary schools serving 15.6% of the country's learners.

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

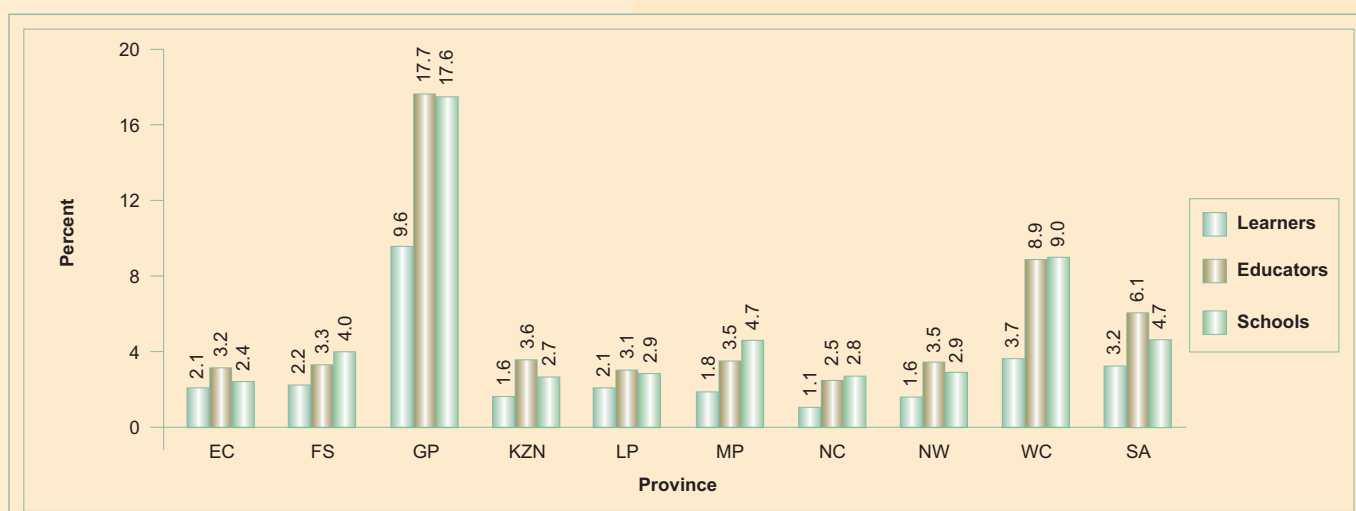


Figure 3, as calculated from Tables 2 and 3, indicates that, in 2009, Gauteng had the largest proportion of learners, educators and schools (9.6%, 17.7% and 17.6%, respectively) in the independent school sector, while the Northern Cape had the smallest proportion of learners and educators (1.1% and 2.5%,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

3.2.5 Indicators

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

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

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

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

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

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

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

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

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

Source 1: 2009 SNAP Survey.

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

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

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

GER is defined as the number of learners, regardless of age, enrolled in a specific school phase (e.g. primary phase for Grades 1 to 7) as a percentage of the total appropriate school-age population (e.g. seven- to 13-year-olds for the primary phase). For example, a GER of more than 100% indicates that there are more learners in the formal schooling system than in the appropriate school-age population (total potential population), which indicates enrolment of under-aged and over-aged learners owing to early or late entry and grade repetition.

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

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

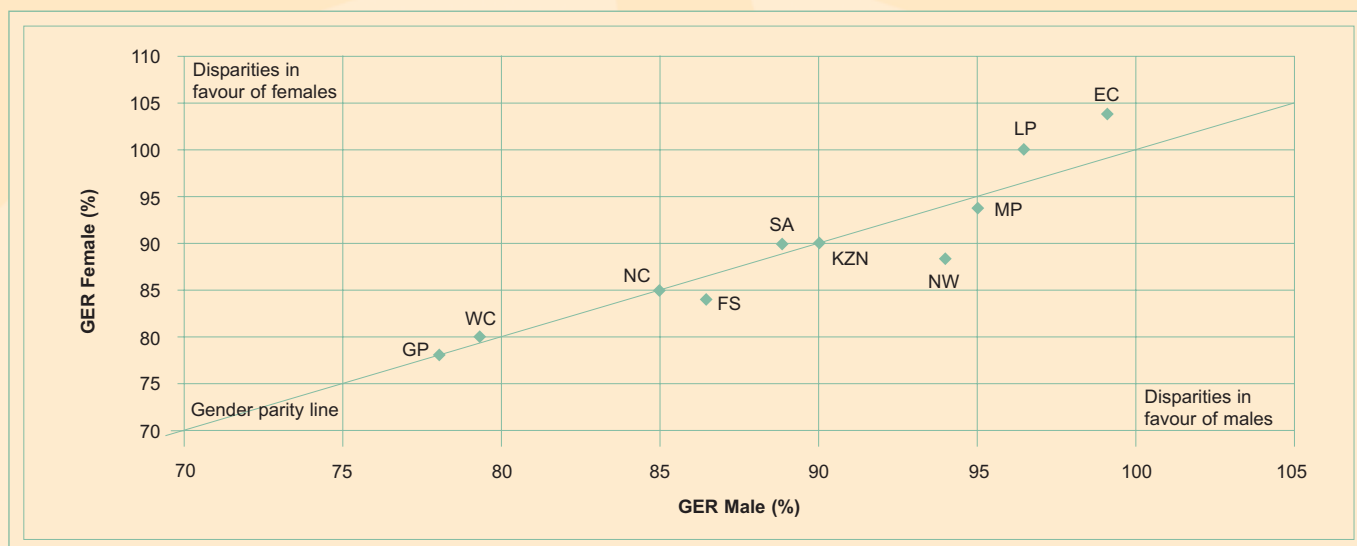


Figure 4 compares the total GER for male and female learners, Grades R to 12, in 2009. If the GER value for a province lies above the gender parity line, this shows that more female learners than male learners of the same appropriate school-age population are enrolled, which indicates a disparity in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

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

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

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

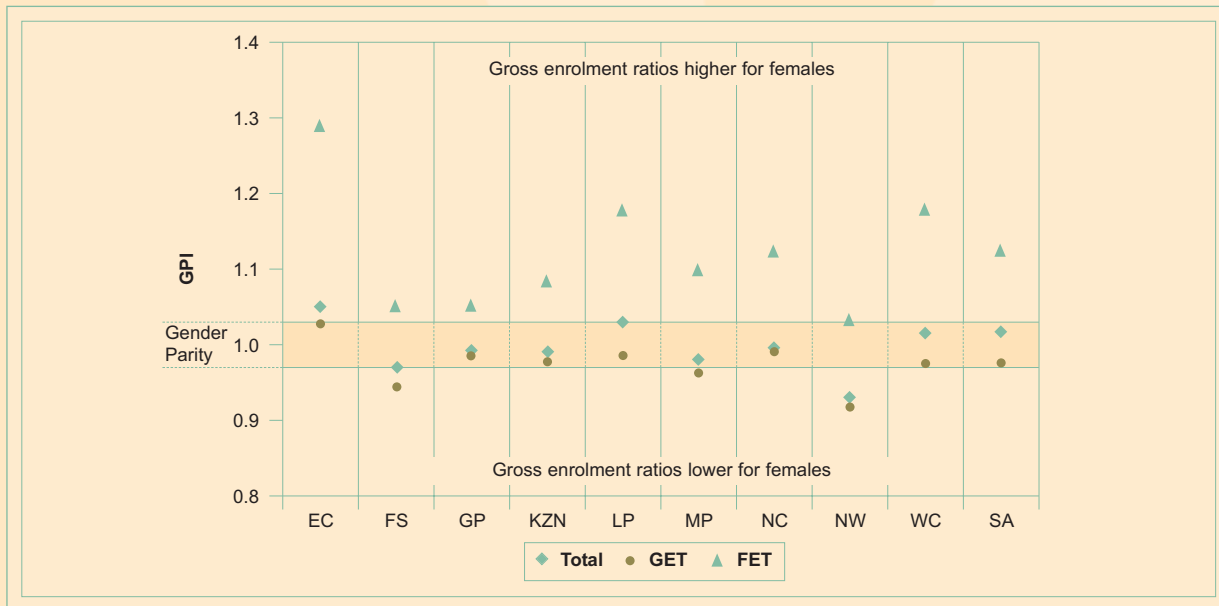


Figure 5 shows the GPI for Grades R to 12 (GET and FET bands), by province, in 2009. Gender parity is considered to have been attained when the GPI lies between 0.97 and 1.03 (Global Education Digest 2005, UNESCO Institute for Statistics). Gender parity in the combined GET and FET bands has been achieved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



3.2.6 Learners, by grade and school phase

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

| Province | Sector | Gender | Pre-Grade R Phase | General Education and Training (GET) Band | | | | | | | | | | | | Total (GET Band) | |
|---------------|-------------|--------|-------------------|---|---------|---------|---------|---------|--------------------|---------|---------|---------|--------------|---------|---------|------------------|-----------|
| | | | | Foundation Phase | | | | | Intermediate Phase | | | | Senior Phase | | | | |
| | | | | Pre-Gr. R | Gr. R | Gr. 1 | Gr. 2 | Gr. 3 | Total | Gr. 4 | Gr. 5 | Gr. 6 | Total | Gr. 7 | Gr. 8 | | Gr. 9 |
| Eastern Cape | Independent | Female | 840 | 1 390 | 1 777 | 1 658 | 1 644 | 6 469 | 1 620 | 1 531 | 1 643 | 4 794 | 1 479 | 1 583 | 1 341 | 4 403 | 15 666 |
| | | Total | 1 591 | 2 747 | 3 618 | 3 505 | 3 354 | 13 224 | 3 319 | 3 156 | 3 202 | 9 677 | 2 927 | 3 034 | 2 743 | 8 704 | 31 605 |
| | Public | Female | 5 947 | 76 068 | 98 470 | 86 219 | 84 661 | 345 418 | 85 302 | 85 327 | 84 005 | 254 634 | 80 748 | 75 965 | 69 522 | 226 235 | 826 287 |
| | | Total | 11 619 | 151 767 | 205 066 | 179 505 | 177 540 | 713 878 | 179 944 | 175 168 | 169 447 | 524 559 | 160 440 | 149 701 | 135 677 | 445 818 | 1 684 255 |
| | Both | Female | 6 787 | 77 458 | 100 247 | 87 877 | 86 305 | 351 887 | 86 922 | 86 858 | 85 648 | 259 428 | 82 227 | 77 548 | 70 863 | 230 638 | 841 953 |
| | | Male | 6 423 | 77 056 | 108 437 | 95 133 | 94 589 | 375 215 | 96 341 | 91 466 | 87 001 | 274 808 | 81 140 | 75 187 | 67 557 | 223 884 | 873 907 |
| Total | | 13 210 | 154 514 | 208 684 | 183 010 | 180 894 | 727 102 | 183 263 | 178 324 | 172 649 | 534 236 | 163 367 | 152 735 | 138 420 | 454 522 | 1 715 860 | |
| Free State | Independent | Female | 180 | 256 | 566 | 537 | 519 | 1 878 | 493 | 535 | 630 | 1 658 | 544 | 646 | 608 | 1 798 | 5 334 |
| | | Total | 360 | 473 | 1 216 | 1 103 | 1 006 | 3 798 | 1 014 | 1 126 | 1 147 | 3 287 | 1 152 | 1 211 | 1 193 | 3 556 | 10 641 |
| | Public | Female | 326 | 11 298 | 26 778 | 25 622 | 25 062 | 88 760 | 25 459 | 25 062 | 26 379 | 76 900 | 25 474 | 24 462 | 26 134 | 76 070 | 241 730 |
| | | Total | 644 | 23 294 | 56 115 | 52 781 | 51 281 | 183 471 | 52 665 | 51 235 | 53 230 | 157 130 | 51 249 | 49 613 | 54 631 | 155 493 | 496 094 |
| | Both | Female | 506 | 11 554 | 27 344 | 26 159 | 25 581 | 90 638 | 25 952 | 25 597 | 27 009 | 78 558 | 26 018 | 25 108 | 26 742 | 77 868 | 249 064 |
| | | Male | 498 | 12 213 | 29 987 | 27 725 | 26 706 | 96 631 | 27 272 | 26 764 | 27 368 | 81 859 | 26 383 | 25 716 | 26 982 | 81 181 | 257 671 |
| Total | | 1 004 | 23 767 | 57 331 | 53 884 | 52 287 | 187 269 | 53 679 | 52 361 | 54 377 | 160 417 | 52 401 | 50 824 | 55 824 | 159 049 | 506 735 | |
| Gauteng | Independent | Female | 2 714 | 4 540 | 8 206 | 7 444 | 7 119 | 27 309 | 6 964 | 6 600 | 6 428 | 19 992 | 6 359 | 8 163 | 7 223 | 21 745 | 69 046 |
| | | Total | 5 501 | 9 133 | 16 433 | 15 048 | 14 153 | 54 767 | 13 591 | 12 903 | 12 678 | 39 172 | 12 595 | 15 409 | 13 936 | 41 940 | 135 879 |
| | Public | Female | 2 320 | 27 680 | 75 987 | 71 243 | 70 478 | 245 388 | 68 796 | 70 121 | 72 663 | 211 580 | 73 157 | 72 031 | 65 422 | 210 610 | 667 578 |
| | | Total | 4 668 | 55 802 | 157 253 | 145 109 | 143 218 | 501 382 | 140 192 | 141 015 | 144 950 | 426 157 | 144 581 | 142 178 | 132 089 | 418 848 | 1 346 387 |
| | Both | Female | 5 034 | 32 220 | 84 193 | 78 687 | 77 597 | 272 697 | 75 760 | 76 721 | 79 091 | 231 572 | 79 516 | 80 194 | 72 645 | 232 355 | 736 624 |
| | | Male | 5 135 | 32 715 | 89 493 | 81 470 | 79 774 | 283 452 | 78 023 | 77 197 | 78 537 | 233 577 | 77 660 | 77 393 | 73 380 | 228 433 | 745 624 |
| Total | | 10 169 | 64 935 | 173 686 | 160 157 | 157 371 | 556 149 | 153 783 | 153 918 | 157 628 | 465 329 | 157 176 | 157 587 | 146 025 | 460 788 | 1 482 266 | |
| KwaZulu-Natal | Independent | Female | 907 | 1 356 | 1 869 | 1 798 | 1 619 | 6 642 | 1 489 | 1 398 | 1 479 | 4 366 | 1 579 | 2 561 | 1 731 | 5 871 | 16 879 |
| | | Total | 1 719 | 2 637 | 3 651 | 3 422 | 3 115 | 12 825 | 2 826 | 2 765 | 2 753 | 8 344 | 3 028 | 4 680 | 3 240 | 10 948 | 32 117 |
| | Public | Female | 3 953 | 75 795 | 122 105 | 107 325 | 107 804 | 413 029 | 108 474 | 109 157 | 109 910 | 327 541 | 114 124 | 123 175 | 100 336 | 337 635 | 1 078 205 |
| | | Total | 7 773 | 152 244 | 256 549 | 223 267 | 224 284 | 856 344 | 225 074 | 223 983 | 224 552 | 673 609 | 228 448 | 244 354 | 200 077 | 672 879 | 2 202 832 |
| | Both | Female | 4 860 | 77 151 | 123 974 | 109 123 | 109 423 | 419 671 | 109 963 | 110 555 | 111 389 | 331 907 | 115 703 | 125 736 | 102 067 | 343 506 | 1 095 084 |
| | | Male | 4 632 | 77 730 | 136 226 | 117 566 | 117 976 | 449 498 | 117 937 | 116 193 | 115 916 | 350 046 | 115 773 | 123 298 | 101 250 | 340 321 | 1 139 865 |
| Total | | 9 492 | 154 881 | 260 200 | 226 689 | 227 399 | 869 169 | 227 900 | 226 748 | 227 305 | 681 953 | 231 476 | 249 034 | 203 317 | 683 827 | 2 234 949 | |
| Limpopo | Independent | Female | 561 | 975 | 1 395 | 1 278 | 1 174 | 4 822 | 1 313 | 1 207 | 1 292 | 3 812 | 1 275 | 1 599 | 1 317 | 4 191 | 12 825 |
| | | Total | 1 131 | 2 062 | 2 726 | 2 565 | 2 446 | 9 799 | 2 654 | 2 512 | 2 568 | 7 734 | 2 390 | 2 941 | 2 470 | 7 801 | 25 334 |
| | Public | Female | 1 070 | 47 248 | 58 245 | 56 176 | 58 758 | 220 427 | 62 992 | 64 832 | 67 590 | 195 414 | 61 743 | 64 193 | 68 060 | 193 996 | 609 837 |
| | | Total | 2 063 | 95 508 | 121 460 | 117 786 | 123 288 | 458 042 | 132 897 | 135 420 | 137 166 | 405 483 | 125 309 | 131 822 | 140 984 | 398 115 | 1 261 640 |
| | Both | Female | 1 631 | 48 223 | 59 640 | 57 454 | 59 932 | 225 249 | 64 305 | 66 039 | 68 882 | 199 226 | 63 018 | 65 792 | 69 377 | 198 187 | 622 662 |
| | | Male | 1 563 | 49 347 | 64 546 | 62 897 | 65 802 | 242 592 | 71 246 | 71 893 | 70 852 | 213 991 | 64 681 | 68 971 | 74 077 | 207 729 | 664 312 |
| Total | | 3 194 | 97 570 | 124 186 | 120 351 | 125 734 | 467 841 | 135 551 | 137 932 | 139 734 | 413 217 | 127 699 | 134 763 | 143 454 | 405 916 | 1 286 974 | |
| Mpumalanga | Independent | Female | 373 | 667 | 894 | 826 | 773 | 3 160 | 777 | 715 | 758 | 2 250 | 686 | 484 | 494 | 1 664 | 7 074 |
| | | Total | 780 | 1 343 | 1 820 | 1 641 | 1 559 | 6 363 | 1 478 | 1 501 | 1 440 | 4 419 | 1 275 | 1 043 | 1 031 | 3 349 | 14 131 |
| | Public | Female | 1 384 | 22 236 | 41 540 | 38 728 | 40 625 | 143 129 | 40 889 | 41 606 | 42 735 | 125 230 | 39 033 | 41 540 | 38 162 | 118 735 | 387 094 |
| | | Total | 2 744 | 44 851 | 87 304 | 80 631 | 84 040 | 296 826 | 85 425 | 85 908 | 85 805 | 257 138 | 78 635 | 84 407 | 76 027 | 239 069 | 793 033 |
| | Both | Female | 1 757 | 22 903 | 42 434 | 39 554 | 41 398 | 146 829 | 41 666 | 42 321 | 43 493 | 127 480 | 39 719 | 42 024 | 38 656 | 120 399 | 394 168 |
| | | Male | 1 767 | 23 291 | 46 690 | 42 718 | 44 201 | 156 900 | 45 237 | 45 088 | 43 752 | 134 077 | 40 191 | 43 426 | 38 402 | 122 019 | 412 996 |
| Total | | 3 524 | 46 194 | 89 124 | 82 272 | 85 599 | 303 189 | 86 903 | 87 409 | 87 245 | 261 557 | 79 910 | 85 450 | 77 058 | 242 418 | 807 164 | |
| Northern Cape | Independent | Female | 26 | 71 | 122 | 107 | 88 | 388 | 83 | 79 | 79 | 241 | 79 | 195 | 205 | 479 | 1 108 |
| | | Total | 56 | 125 | 255 | 199 | 194 | 773 | 170 | 157 | 149 | 476 | 153 | 314 | 322 | 789 | 2 038 |
| | Public | Female | 488 | 5 593 | 12 253 | 11 414 | 11 655 | 40 915 | 11 610 | 11 153 | 11 452 | 34 215 | 10 462 | 10 452 | 9 837 | 30 751 | 105 881 |
| | | Total | 929 | 11 383 | 25 406 | 23 417 | 23 655 | 83 861 | 24 379 | 22 658 | 22 990 | 70 027 | 21 105 | 21 171 | 19 964 | 62 240 | 216 128 |
| | Both | Female | 514 | 5 664 | 12 375 | 11 521 | 11 743 | 41 303 | 11 693 | 11 232 | 11 531 | 34 456 | 10 541 | 10 647 | 10 042 | 31 230 | 106 989 |
| | | Male | 471 | 5 844 | 13 286 | 12 095 | 12 106 | 43 331 | 12 856 | 11 583 | 11 608 | 36 047 | 10 717 | 10 838 | 10 244 | 31 799 | 111 177 |
| Total | | 985 | 11 508 | 25 661 | 23 616 | 23 849 | 84 634 | 24 549 | 22 815 | 23 139 | 70 503 | 21 258 | 21 485 | 20 286 | 63 029 | 218 166 | |
| North West | Independent | Female | 210 | 398 | 607 | 646 | 594 | 2 245 | 548 | 474 | 482 | 1 504 | 494 | 536 | 459 | 1 489 | 5 238 |
| | | Total | 406 | 802 | 1 229 | 1 243 | 1 143 | 4 417 | 1 119 | 946 | 949 | 3 014 | 925 | 1 038 | 889 | 2 852 | 10 283 |
| | Public | Female | 469 | 14 647 | 34 433 | 32 980 | 32 873 | 114 933 | 32 827 | 31 467 | 30 579 | 94 873 | 29 161 | 31 489 | 29 644 | 90 114 | 299 920 |
| | | Total | 935 | 29 372 | 72 749 | 68 567 | 67 621 | 238 309 | 67 759 | 64 360 | 61 739 | 193 858 | 58 436 | 61 657 | 58 699 | 178 792 | 610 959 |
| | Both | Female | 679 | 15 045 | 35 040 | 33 626 | 33 467 | 117 178 | 33 375 | 31 941 | 31 061 | 96 377 | 29 655 | 32 025 | 29 923 | 91 603 | 305 158 |
| | | Male | 662 | 15 129 | 38 938 | 36 184 | 35 297 | 125 548 | 35 503 | 33 365 | 31 627 | 100 495 | 29 706 | 30 670 | 29 665 | 90 041 | 316 084 |
| Total | | 1 341 | 30 174 | 73 978 | 69 810 | 68 764 | 242 726 | 68 878 | 65 306 | 62 688 | 196 872 | 59 361 | 62 695 | 59 588 | 181 644 | 621 242 | |
| Western Cape | Independent | Female | 1 122 | 1 065 | 1 444 | 1 320 | 1 274 | 5 103 | 1 224 | 1 187 | 1 252 | 3 663 | 1 189 | 1 468 | 1 356 | 4 013 | 12 779 |
| | | Total | 2 107 | 2 100 | 2 886 | 2 676 | 2 545 | 10 207 | 2 520 | 2 397 | 2 460 | 7 377 | 2 332 | 2 858 | 2 688 | 7 878 | 25 462 |
| | Public | Female | 564 | 17 614 | 43 597 | 40 087 | 39 494 | 140 792 | 40 152 | 40 505 | 43 381 | 124 038 | 38 596 | 37 825 | 40 445 | 116 866 | 381 696 |
| | | Total | 1 159 | 35 170 | 91 091 | 81 846 | 80 143 | 288 250 | 82 860 | 82 160 | 85 394 | 250 414 | 75 922 | 73 662 | 79 871 | 229 455 | 768 119 |
| | Both | Female | 1 686 | 18 679 | 45 041 | 41 407 | 40 768 | 145 895 | 41 376 | 41 692 | 44 633 | 1 | | | | | |

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

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

Source: 2009 SNAP Survey.

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

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

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

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

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

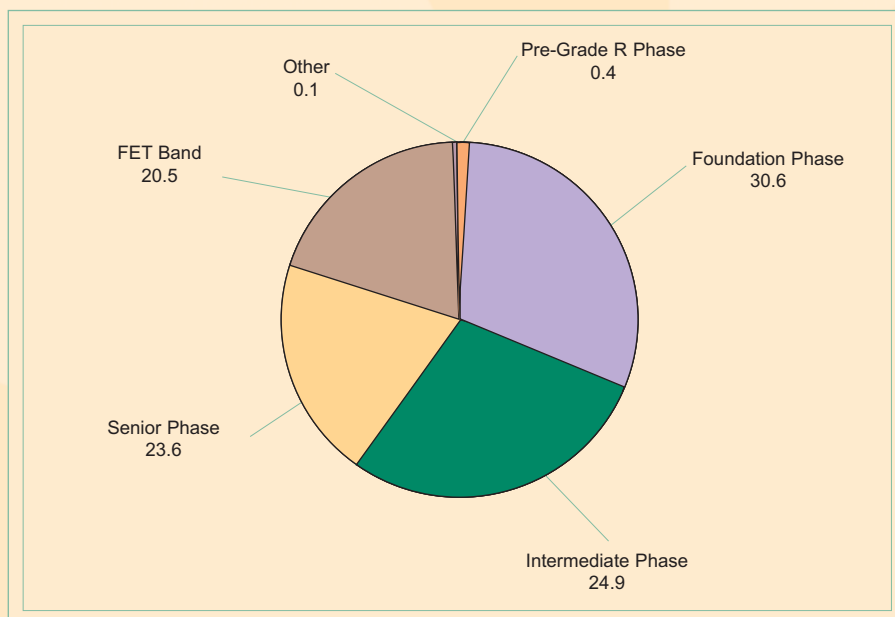


Figure 6 reveals that, in 2009, the highest proportion of learners in ordinary schools was located in the foundation phase (30.6%). As one moves up to higher levels within the schooling system, the proportion of learners decreases. Hence, in 2009 the FET band comprised only 20.5% of learners in ordinary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

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

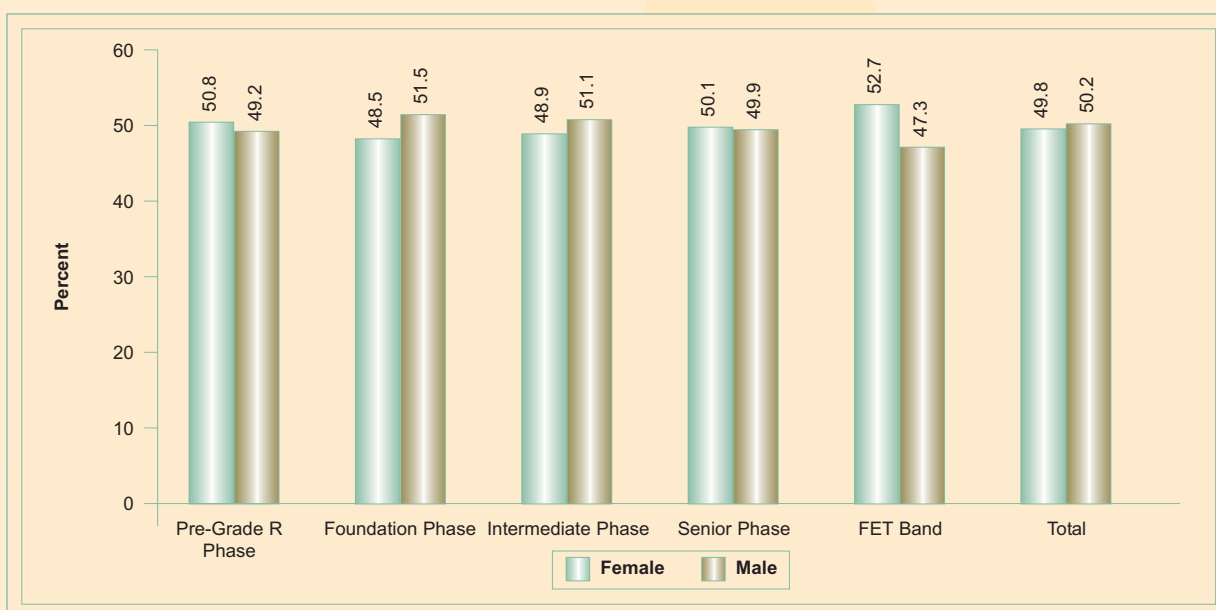
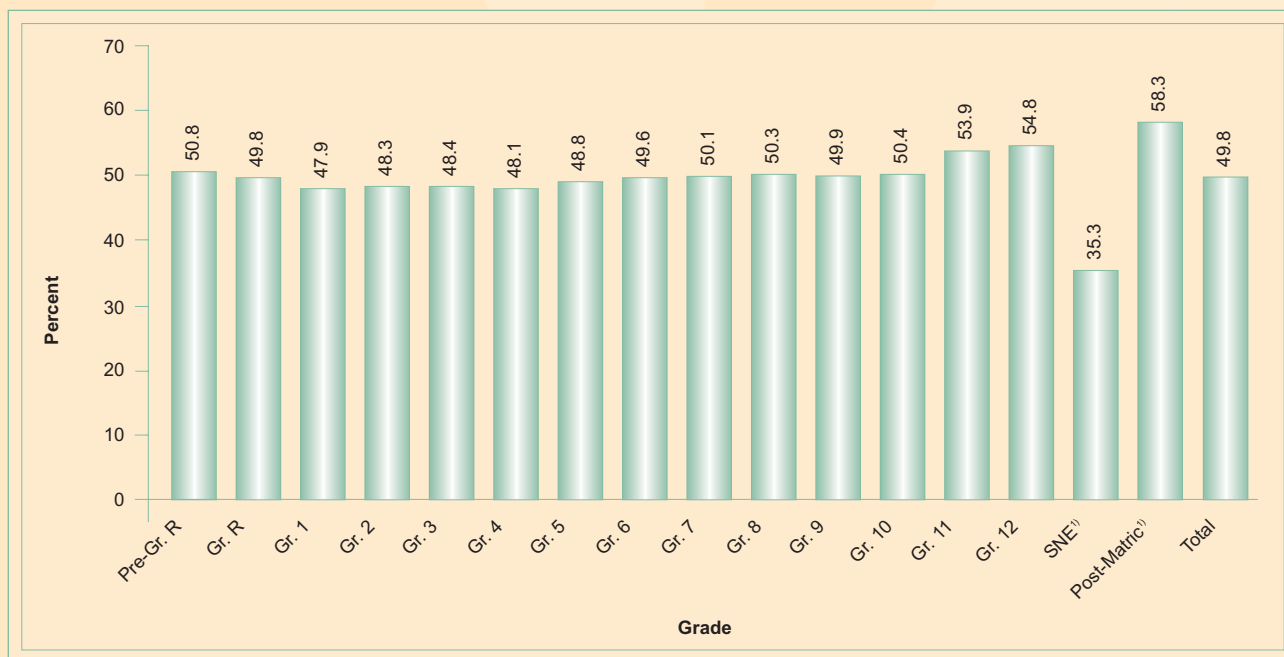


Figure 7 indicates that, in 2009, females and males were almost equally represented in ordinary schools in South Africa (females 49.8% and males 50.2%). There were more males than females in the foundation and intermediate phases, but more females than males in the other three phases. The highest percentage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

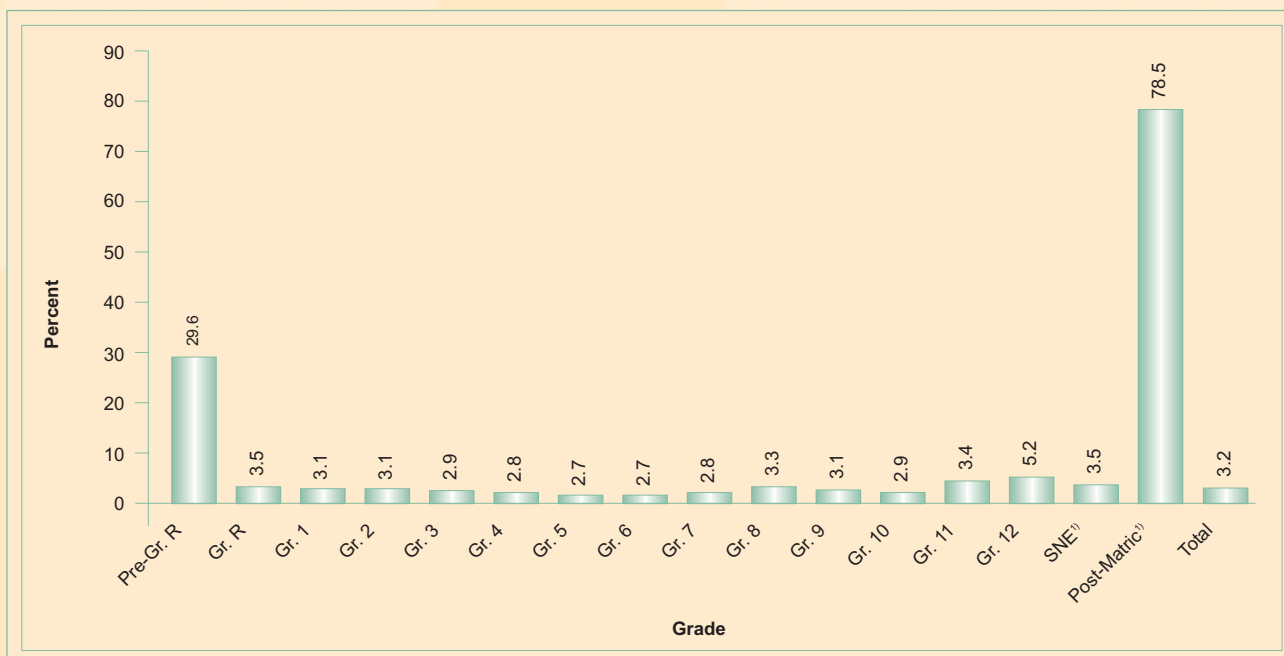
Figure 8: Percentage distribution of female learners in ordinary schools, by grade, in 2009



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

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

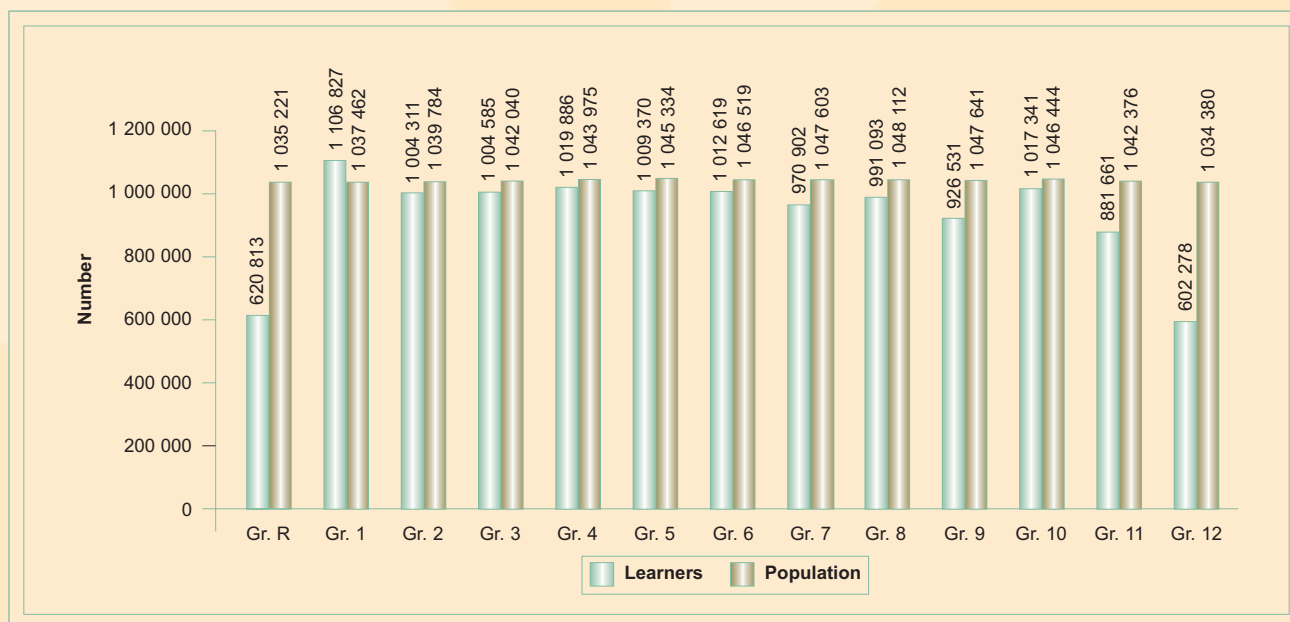
Figure 9: Distribution of learners in ordinary independent schools as a percentage of ordinary school learners, by grade, in 2009



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

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

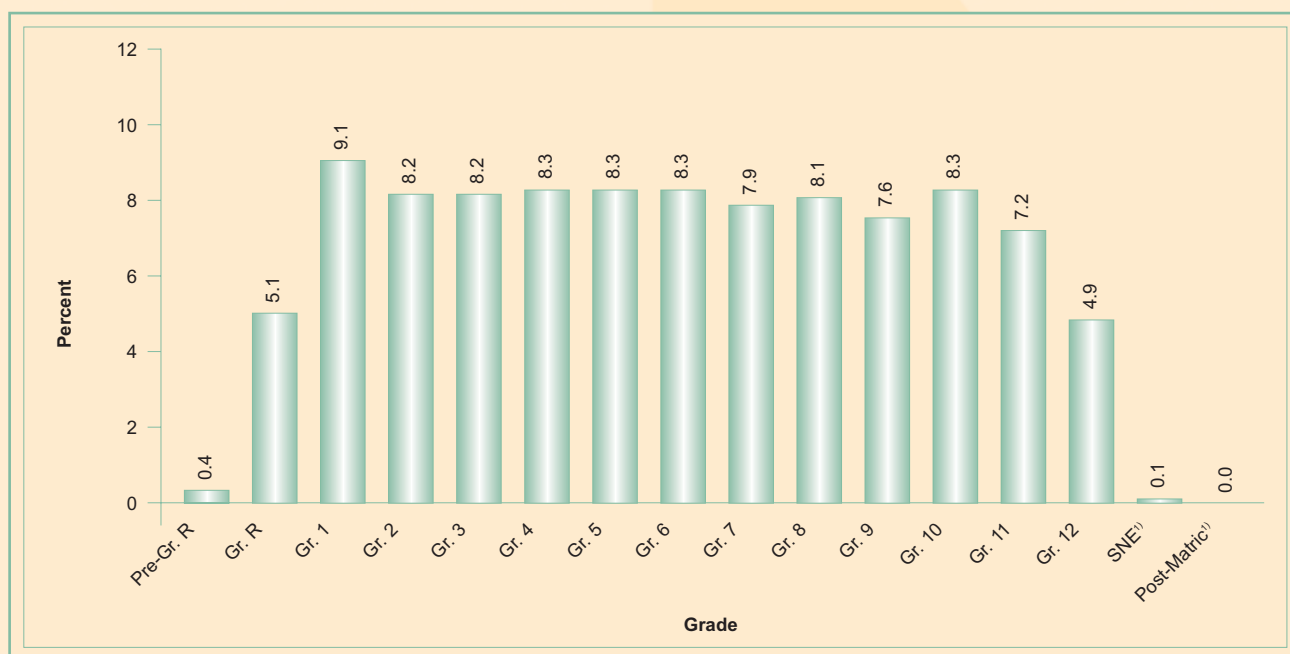
Figure 10: Number of learners in ordinary schools, by grade, compared with the appropriate age group in the population, in 2009



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

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

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



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

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

3.2.7 Comparison of the years 2006 to 2009

- Learners, educators and schools (see Table 6)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Sources:

2006–2008:

As published in *Education Statistics in South Africa*.

2009:

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

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

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

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

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

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

Source: 2009 SNAP Survey.

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

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

Note 3: n.a. = not applicable.

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

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

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

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

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

Source: 2009 SNAP Survey.

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

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

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

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

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

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

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

Source: 2009 SNAP Survey.

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

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

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

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

3.5 National Senior Certificate examination

3.5.1 Introduction

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

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

3.5.2 Overall results

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

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

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

Note: Table 11 continues on p. 24.

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

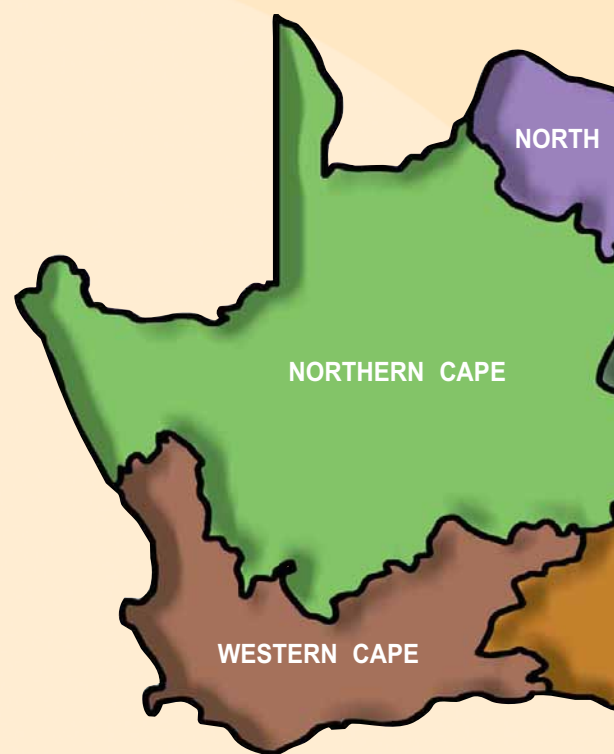
| Limpopo | | Learners | Educators | Institutions |
|---------------------------------------|----------------------------|------------------|---------------|--------------|
| Public Schools ¹⁾ | Primary ³⁾ | 960 127 | 30 615 | 2 531 |
| | Secondary | 667 795 | 24 643 | 1 359 |
| | Combined | 26 868 |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

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

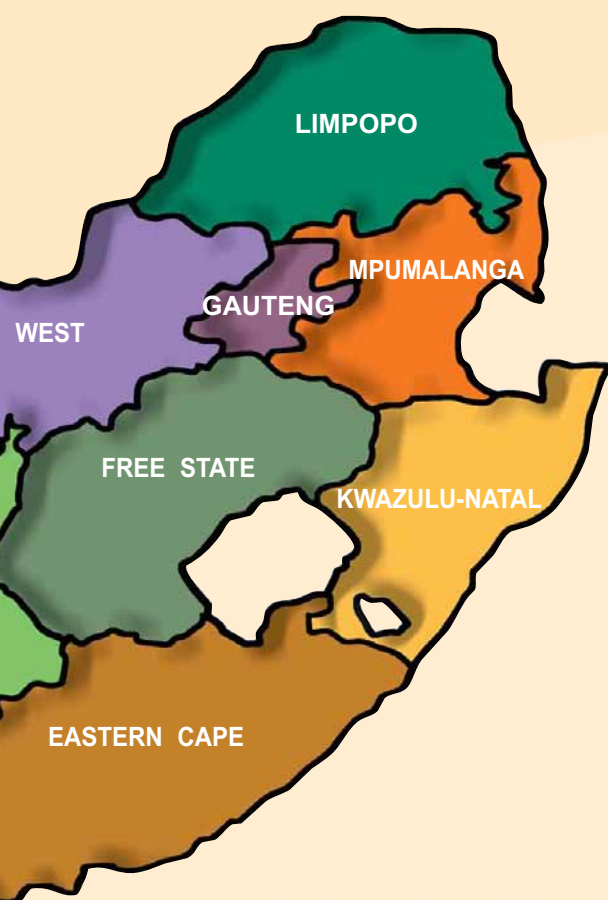
| Gauteng | | Learners | Educators | Institutions |
|---------------------------------------|----------------------------|------------------|---------------|--------------|
| Public Schools ¹⁾ | Primary ³⁾ | 933 402 | 26 758 | 1 198 |
| | Secondary | 630 782 | 22 976 | 589 |
| | Combined | 145 263 |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

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

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



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Sources:

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

Note 1: n.a. = not applicable.

Note 2: Data include only registered institutions.

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

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

1) and 2) Including SNE learners.

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

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

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

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

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

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

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

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

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

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

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

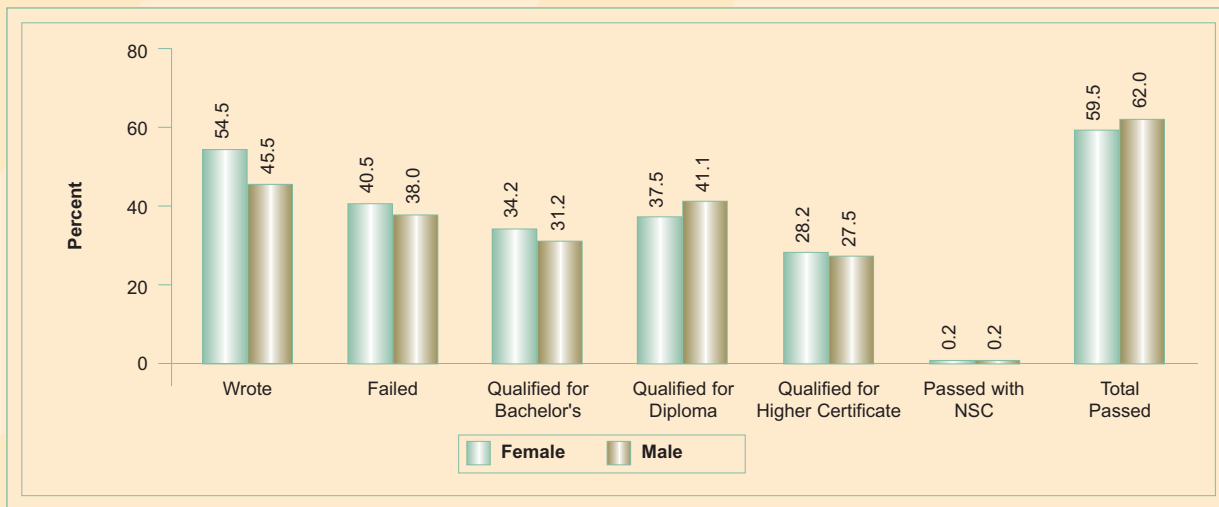


Table 12: Comparing pass rates of the National Senior Certificate examination, by province, in 2008 and 2009

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

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

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

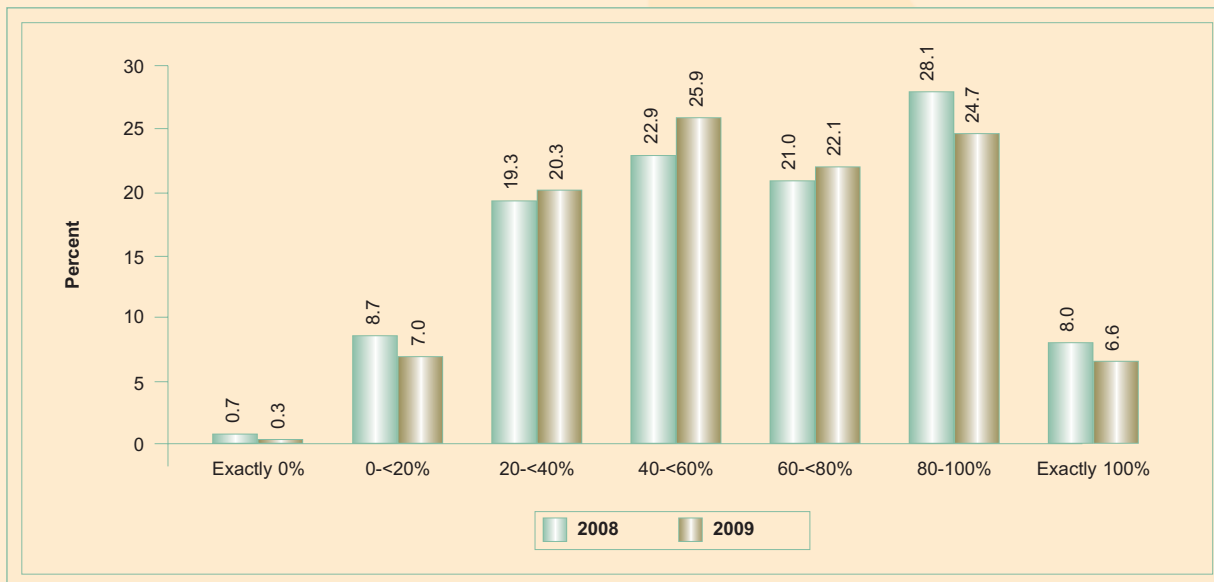
3.5.3 Frequency interval results

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

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

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

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



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

3.5.4 Selected subject results

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

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

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

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

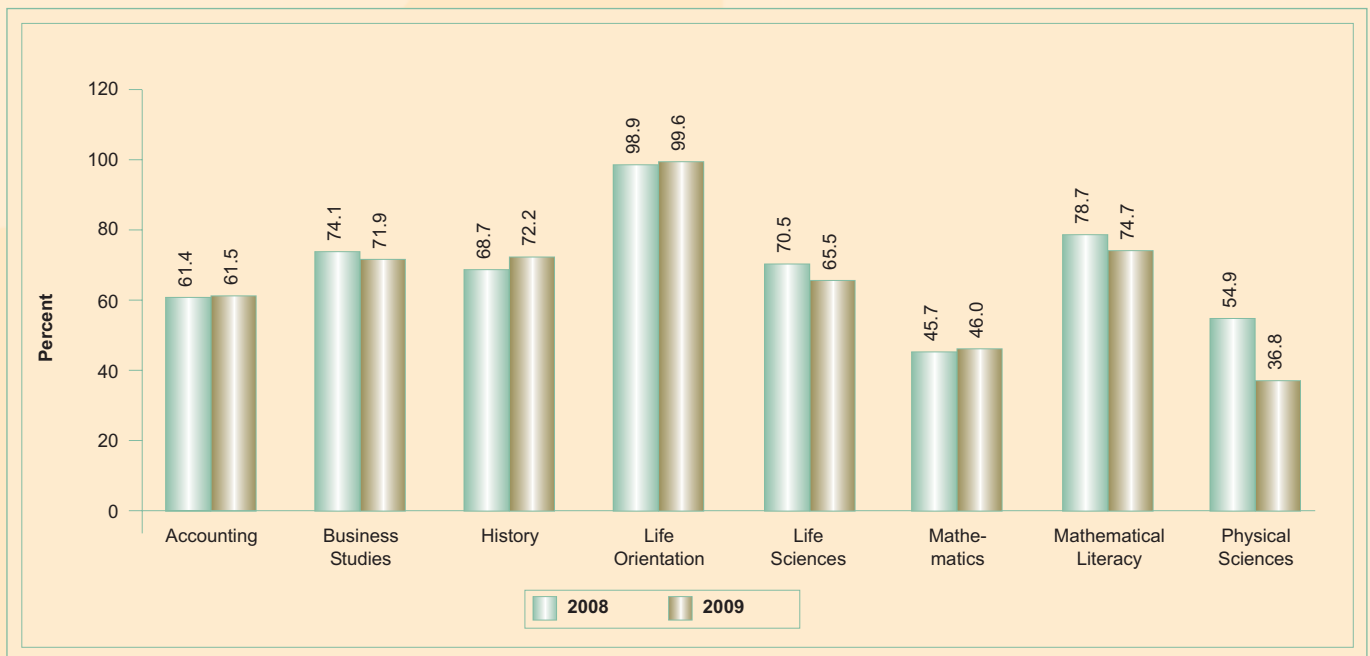


Table 14 and Figure 14 show the achievement rates of candidates in eight selected subjects in the 2008 and 2009 NSC examinations. In both the category 40% and above and the category 30% and above, the highest overall achievement rates were obtained in Life Orientation.

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

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

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

Sources:

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

2009: Annual Surveys.

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

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

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



5. PUBLIC HIGHER EDUCATION INSTITUTIONS

5.1 Headcount enrolments

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

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

Source: 2009 HEMIS database, August 2010.

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

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

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

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

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

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

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

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

Note 9: n.a. = not applicable.

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

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

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

Source: 2009 HEMIS database, August 2010.

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

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

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

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

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

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

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

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

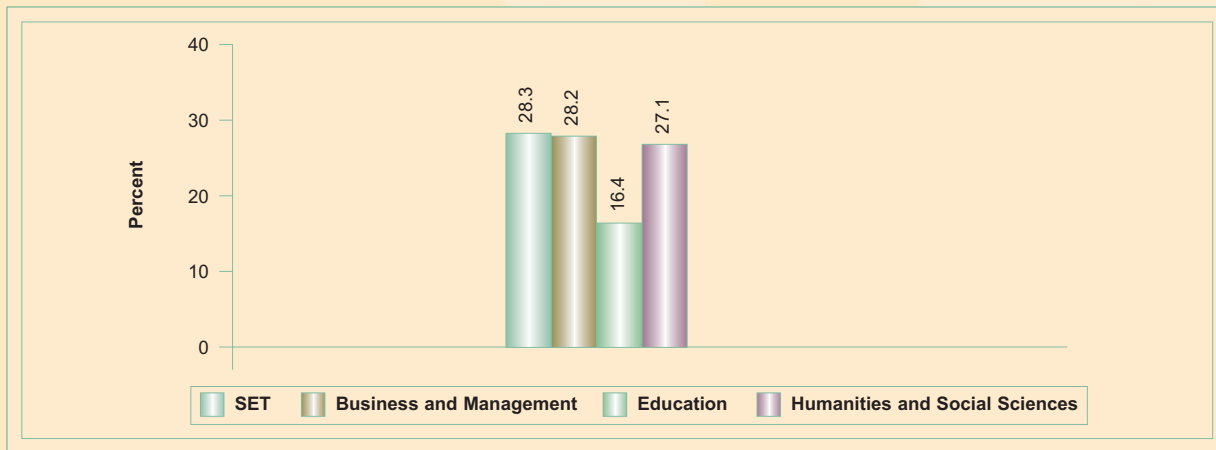


Figure 15 (see also Table 17) shows that, in 2009, 43.5% of students (364 328) at public higher education institutions were enrolled for programmes of study in either teacher education or the broad humanities and social sciences, 28.3% of students (237 062) were enrolled for programmes in SET and 28.2%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

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

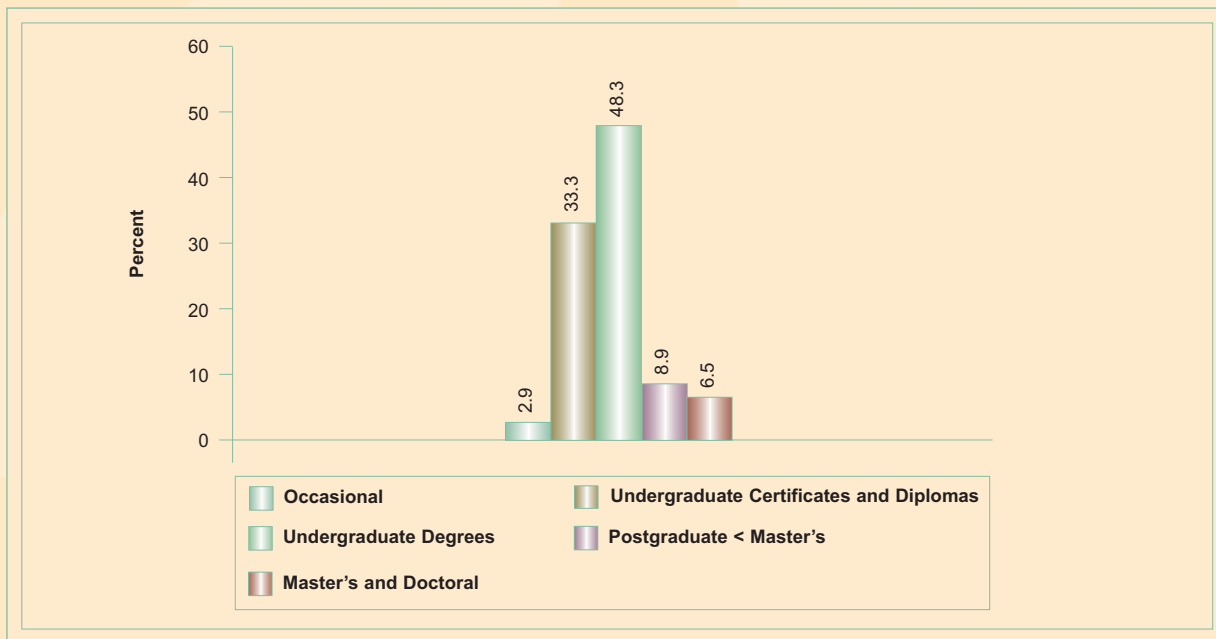


Figure 16 (see also Table 17) shows that the public higher education sector remained primarily an undergraduate sector. In 2009, 84.6% of all students (709 032) were enrolled for undergraduate qualifications, including occasional courses.



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

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

Source: 2009 HEMIS database, August 2010.

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

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

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

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

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

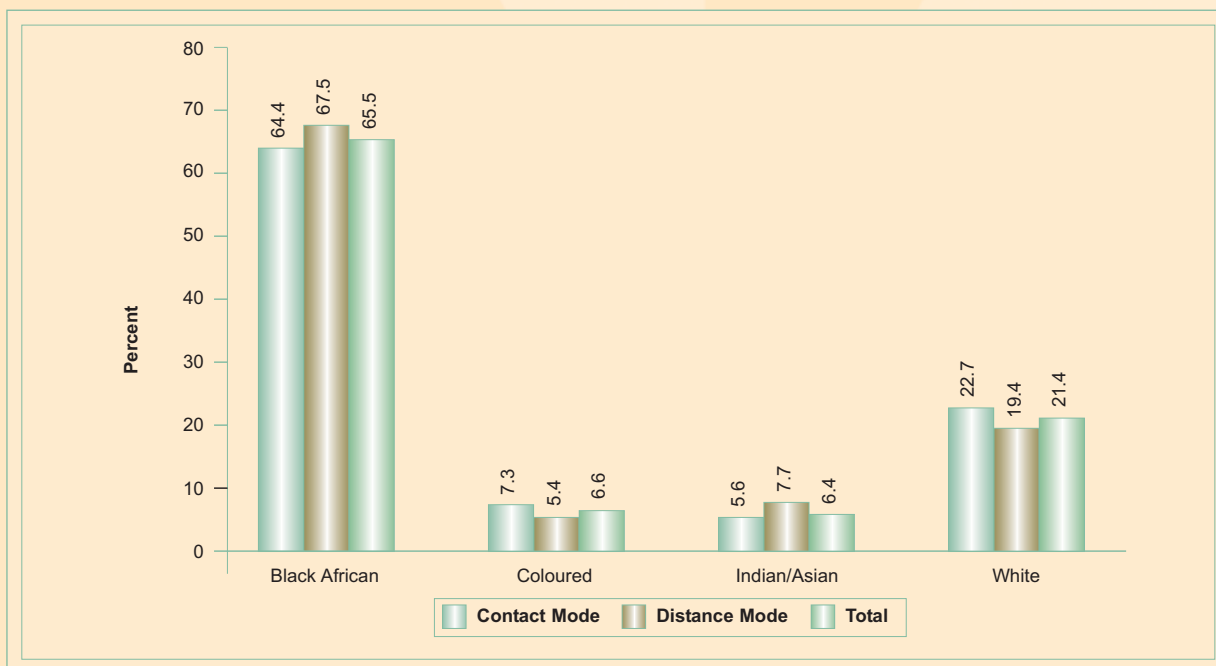


Figure 17 (see also Table 18) shows that, in 2009, 65.5% of all students (547 686) in the public HE system were Black African, 21.4% (179 232) were White, 6.6% (55 101) were Coloured and 6.4% (53 629) were Indian/Asian. In 2009, Black African students had an overall share of 64.4% (334 236) of contact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

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

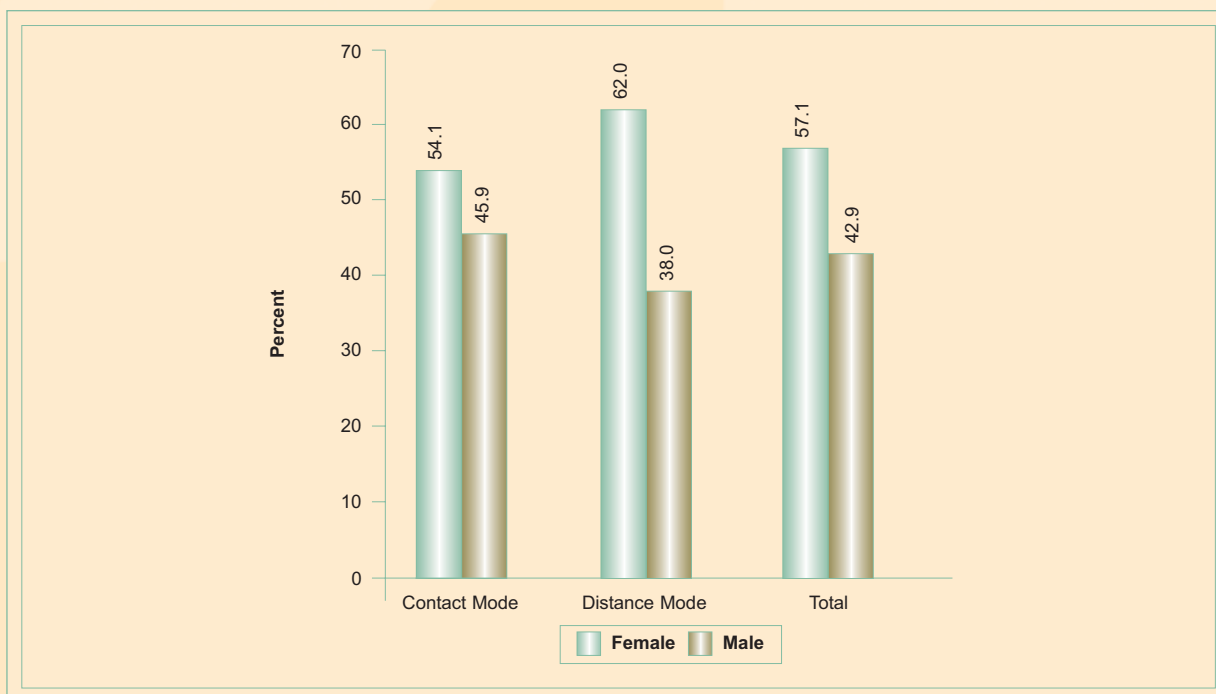


Figure 18 (see also Table 18) shows that, in 2009, female students were in the majority in both contact programmes (54.1% or 282 045) and distance programmes (62.0% or 196 130). Overall, 57.1% of the students (478 175) in the system were female.

5.2 Headcount and graduation rates of graduates and diplomates

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

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

Source: 2009 HEMIS database, August 2010.

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

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

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

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



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

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

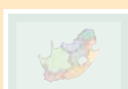
Source: 2009 HEMIS database, August 2010.

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

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

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

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



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

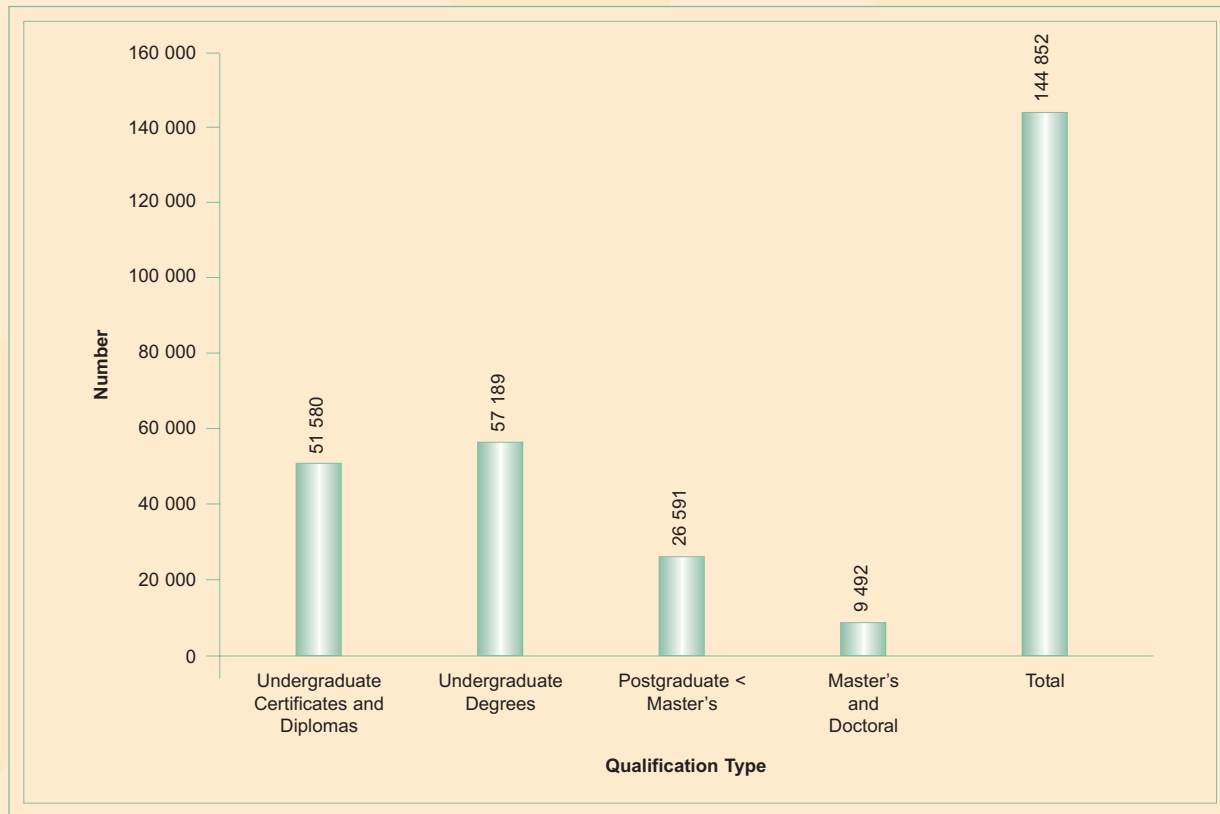


Figure 19 (see also Table 19) gives details of the total numbers of graduates and diplomates produced by public HE institutions in 2009. In that year, the system produced 144 852 graduates and diplomates. Of the 144 852 students who completed qualifications in 2009, 75.1% (108 769) obtained undergraduate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

5.3 Full-time equivalent enrolments and undergraduate success rates

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

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

Source: 2009 HEMIS database, August 2010.

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

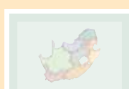
Note 2: FTE contact students are those who are registered mainly for courses offered in contact mode.

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

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

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

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



EMIS

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

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

Source: 2009 HEMIS database, August 2010.

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

Note 2: Success rates are determined as follows:

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

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

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

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

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

Note 4: n.a. = not applicable.

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

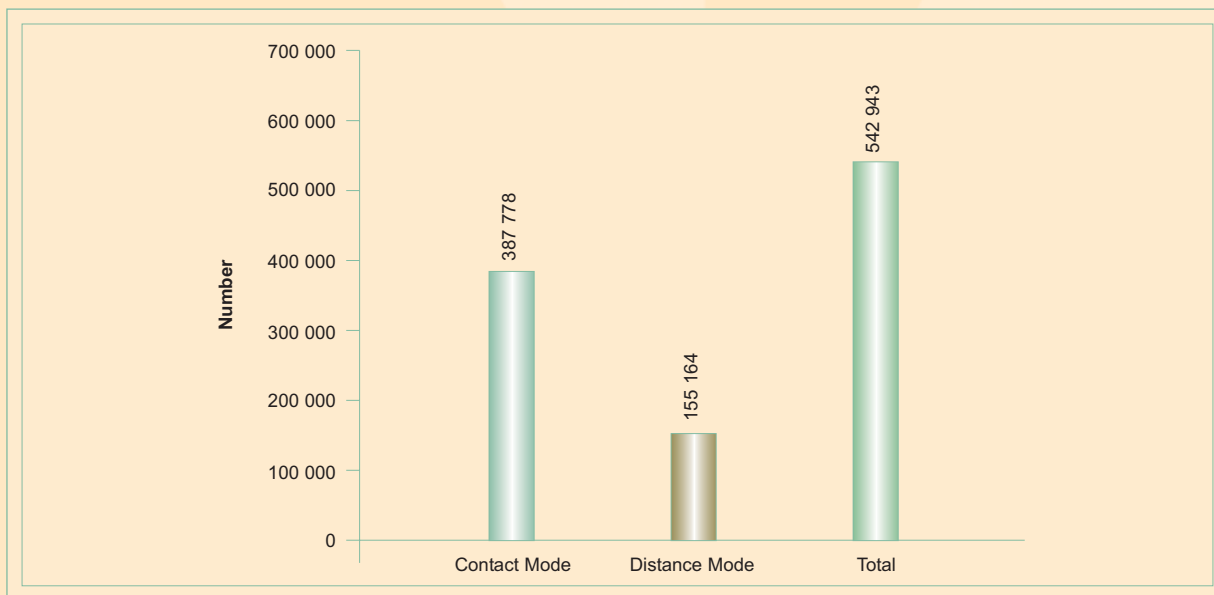


Figure 20 (see also Table 21) shows that the full-time equivalent (FTE) student enrolment at public HE institutions was 542 943 in 2009. The ratios with regard to distance and contact mode differed markedly between FTE and headcount totals. The contact FTE total of 387 778 was 74.4% of the corresponding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

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



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

5.4 Permanent staff

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

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

Source: 2009 HEMIS database, August 2010.

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

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

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

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

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

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

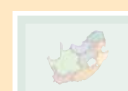


Figure 22: Percentage distribution of Black and female staff in public higher education institutions, as a percentage of total permanent staff, in 2009

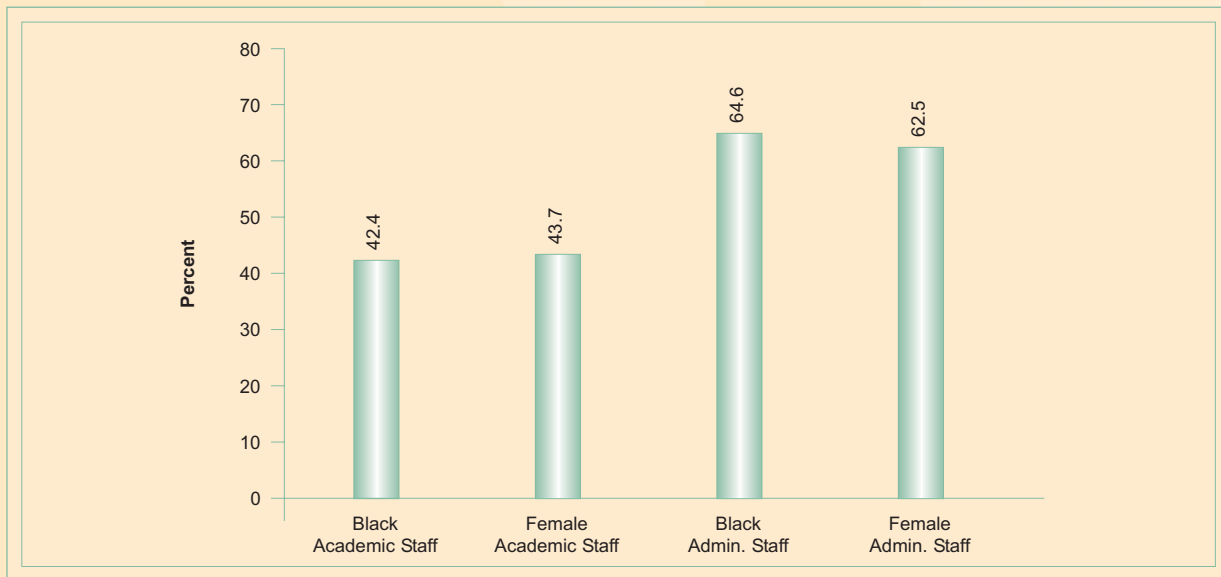


Figure 22 (see also Table 23) shows that, in 2009, Black staff (Black African, Coloured and Indian/Asian) had a 42.4% (6 914) share of permanently appointed academic (instruction and research) staff posts, while female staff had a 43.7% (7 127) share of permanently appointed academic staff posts.



6. EXPLANATORY NOTES

6.1 Introduction

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

6.2 Scope of the surveys

The census frame covers the following education sectors:

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

6.3 Survey methodology and design

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

6.3.1 Data acquisition

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

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

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

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

6.3.2 Reporting and dissemination

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

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

6.4 Comparability with previous censuses

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

6.5 Response rate

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

6.6 Users

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

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

6.7 Glossary

ABET centre

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

Classification of education subject matter (CESM)

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

College

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

Combined school

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

Contact student

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

Distance student

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

District management area (DMA)

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

ECD centre

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

Education region/district

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

Educator

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

Educator-school ratio (ESR)

The average number of educators per school.

FET band

Grades 10 to 12 offered at ordinary schools.

FET college

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

Foundation phase

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

Full-time equivalent (FTE) student

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

Further education and training (FET)

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

Gender parity index (GPI)

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

General education and training (GET)

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

Gross enrolment ratio (GER)

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

Headcount student

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

Independent school

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

Indicator

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

Intermediate phase

Grades 4 to 6 offered at ordinary schools.

Intermediate school

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

Learner

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

Learner-educator ratio (LER)

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

Learner-school ratio (LSR)

The average number of learners per school.

Ordinary school

A school that is not a special school.

Post-matric

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

Primary school

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

Public school

A school as defined in section 1 of the SASA.

School

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

Secondary school

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

Senior phase

Grades 7 to 9 offered at ordinary schools.

Special needs education (SNE)

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

Special school

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

7. CONTACT DETAILS

7.1 Provincial EMIS units

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

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KwaZulu-Natal Education Department

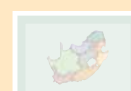
Dr Bhekisisa Mthabela
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Fax: 018 389 8240



7.2 Department of Basic Education

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

Director: EMIS

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Senior Certificate Examination Results

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Tel.: 012 357 3900
Email: poliah.r@dbe.gov.za

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

Private Further Education and Training

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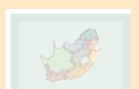
Private Higher Education

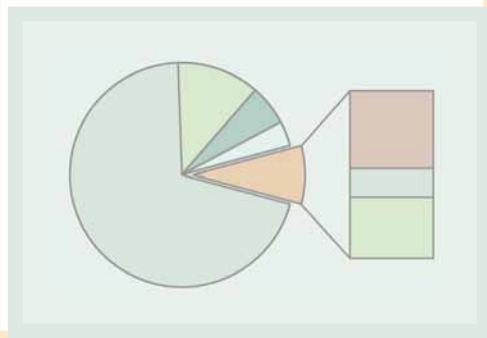
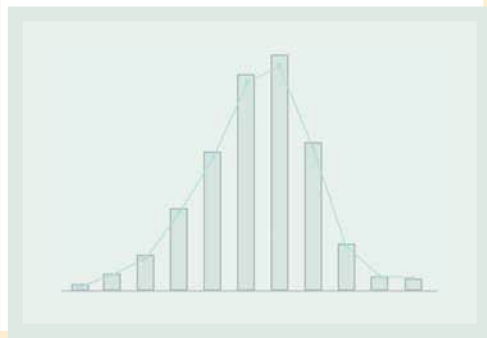
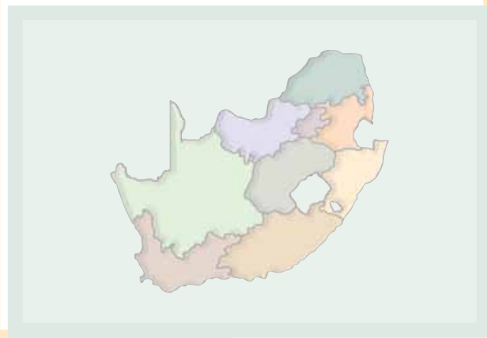
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ACKNOWLEDGEMENTS

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

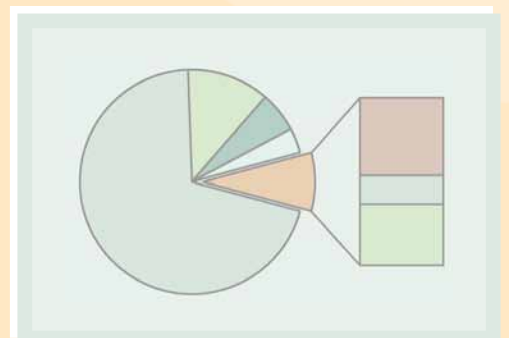
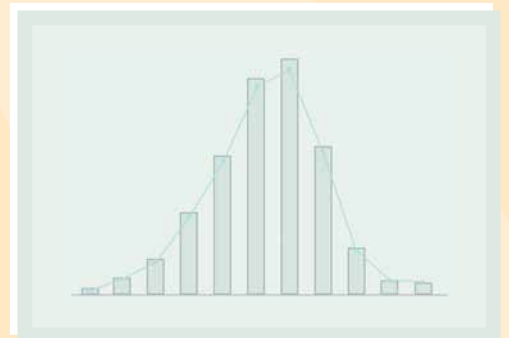
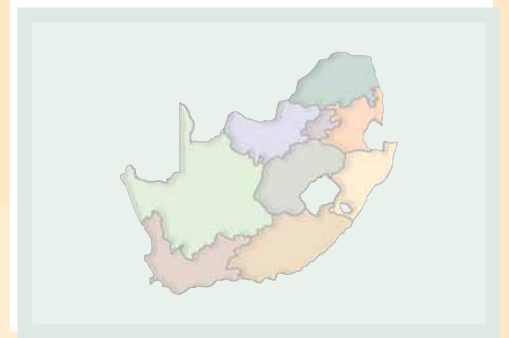
- Several directorates of the Department of Basic Education
- Department of Higher Education and Training
- The EMIS units of the provincial education departments
- Statistics South Africa

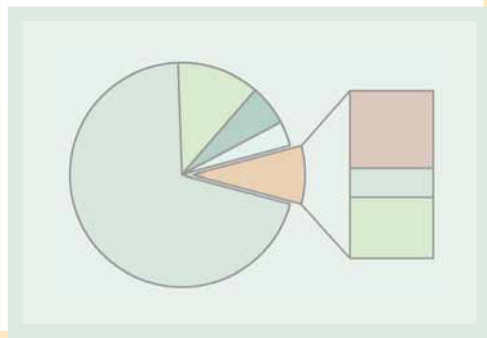
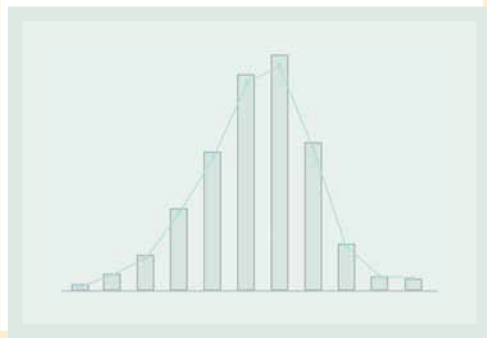
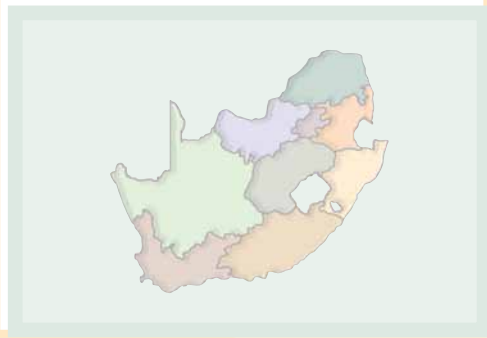




E M I S

E M I S





E M I S

Did you know?

In 2009 –

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

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

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

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

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

