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EDUCATION STATISTICS IN SOUTH AFRICA AT A GLANCE IN 2001



Scope of the publication:

- **General Education and Training (GET)**
(including mainstream schools with primary and secondary grades)
- **Further Education and Training (FET)**
(including the former youth, community and technical colleges)
- **Early Childhood Development (ECD)**
(including stand-alone pre-primary centres)
- **Adult Basic Education and Training (ABET)**
(including public adult learning centres)
- **Education for Learners with Special Education Needs (ELSEN)**
(including stand-alone centres)
- **Higher Education (HE)**
(including universities and technikons)

Did you know that in 2001...

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

33 894 institutions, comprising the following, were registered with the Department of Education:

- 27 458 ordinary public and independent schools
- 3 486 pre-primary/ECD centres
- 2 494 ABET centres
- 370 ELSEN centres
- 50 public FET institutions
- 36 public HE institutions

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

- 171 were in ordinary public schools
- 10 were in public HE institutions
- 6 were in ABET centres
- 5 were in public FET institutions
- 4 were in ordinary independent schools
- 3 were in pre-primary/ECD centres
- 1 was in an ELSEN centre

FOREWORD

The Education Statistics in South Africa at a Glance in 2001 publication is the third report on education statistics released by the Department of Education since 1999. The Department of Education is committed to making education statistics more accessible to the public. This, we hope, will contribute towards improving the performance of the system and will give readers the opportunity to measure progress made in transforming the education system.

I believe that this comprehensive report will be a source of useful information to learners, educators and parents as well as managers, administrators, decision-makers, analysts and other important role players with an interest in education. The Department of Education has a responsibility to inform readers within and outside the education community about the basic state of the education system in South Africa. I would like to encourage schools and other educational institutions to use this publication as a research tool to improve classroom practice and to institutionalise knowledge about the South African education system. This publication, together with other publications such as the 2000 School Register of Needs, Department of Education Annual Reports and the 2000 Education for All Assessment, should provide a fairly comprehensive analysis of the scale of provision and the performance of the education system.



It is my pleasure to release this third publication on education statistics and indicators for the year 2001. Although the basic format of the previous publication is retained for the ordinary school sector, some tables and charts have been replaced or revised. This publication, for the first time, includes tables and charts on the former Technical Colleges that form part of the Further Education and Training (FET) sector. Furthermore, the format of the reporting on universities and technikons has also been changed to distinguish between historically black and historically white institutions. More tables have been included to indicate the trend between 1999 and 2001 and in the case of the Senior Certificate examination pass rates, between 1994 and 2001. The scope of indicators has also been broadened to allow for a more comprehensive analysis of the performance of the system. We will continue improving the report by providing more analysis and coverage of the entire system.

The publication would not have been possible without the contribution of members of the Department of Education's Education Management Information Systems (EMIS) Directorate and the nine provincial EMIS units, who had the challenging task of setting up, managing and maintaining the management information systems that yielded the contents of this publication. We remain deeply indebted to other partners in the education community, whose recommendations will provide the basis for further development and refinement of statistical reporting on education in South Africa.

I would like to express my sincere gratitude to the Swedish International Development Agency (SIDA) for the continued support towards the betterment of education statistics in South Africa.

A handwritten signature in black ink, appearing to read 'TD Mseleku', with a long horizontal flourish extending to the right.

TD Mseleku
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1. INTRODUCTION

The task of collecting core data on the education system as a whole in South Africa began in 1996 with the establishment of the Directorate: Education Management Information Systems (EMIS) in the Department of Education, and nine provincial EMIS units. The EMIS was established to systematically collect and analyse data on learners, educators and resources throughout the education system, including the General Education and Training (GET), Further Education and Training (FET), Adult Basic Education and Training (ABET), Early Childhood Development (ECD), Education for Learners with Special Education Needs (ELSEN) and Higher Education (HE) sectors. Data submissions from institutions are usually in response to a short snap survey or a more detailed annual survey conducted by provincial education departments.

There are still some variations in the definitions and standards used in the various provinces. The implementation of an Education Information Policy, which is currently being developed, will help to bring about uniform standards and to improve the quality and accuracy of data.

This publication is in respect of data for the 2001 reporting year. The source of data on ordinary public and independent schools (hereafter collectively referred to as ordinary schools) is the 2001 SNAP Survey conducted on the 10th school day, and for the higher education sector it is the 2001 HEMIS¹ database. Adjustments made to population estimates by Statistics South Africa affected the previously calculated Gross Enrolment Ratios (GERs).

2. OVERVIEW OF THE EDUCATION SYSTEM IN SOUTH AFRICA

In 2001, as shown in the centre page, there were 33 894 established public institutions and registered independent institutions in South Africa, namely, 27 458 ordinary schools and 6 436 other education institutions, including ABET, ELSEN and pre-primary/ECD schools or centres, public FET institutions and public HE institutions (universities and technikons). Students from the former Colleges of Education were incorporated into the public HE institutions).

The 27 458 ordinary schools consisted of:

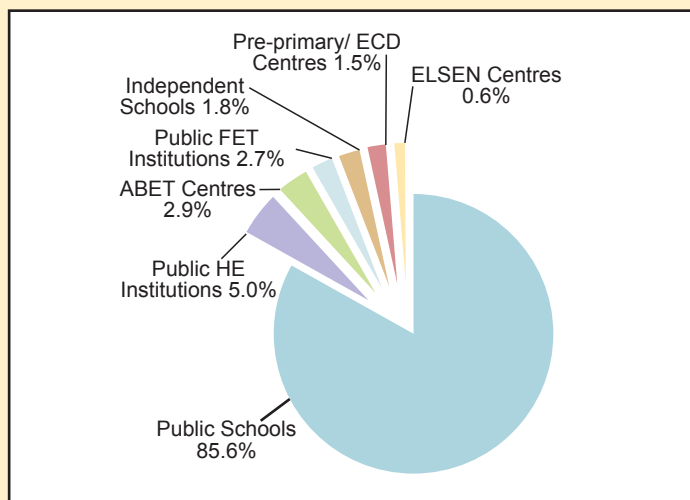
- 17 184 primary schools, with 179 829 educators and 6 286 723 learners;
- 5 670 secondary schools, with 111 523 educators and 3 475 418 learners; and
- 4 604 combined², intermediate³ and middle schools, with 62 849 educators and 1 975 985 learners.

¹ HEMIS = Higher Education Management Information System.

² Combined schools usually include Grades 1 to 12.

³ Intermediate & middle schools usually include Grades 7 to 9.

Figure 1: Percentage distribution of learners in the education system in 2001



As indicated on the centre page, a total of 13 426 914 learners and students were enrolled in the education system in South Africa in 2001. Figure 1 shows that 85.6% of these were in public schools and 1.8% in independent schools. Of the learners in other institutions, 5.0% were in ABET, ELSEN and pre-primary/ECD schools or centres, 5.0% in public HE institutions, and 2.7% in public FET institutions.

All 13 426 914 learners and students were served by 415 376 educators (including lecturers at public HE institutions) and 33 894 educational institutions in the sectors listed above.

3. ORDINARY PUBLIC AND INDEPENDENT SCHOOLS (COLLECTIVELY REFERRED TO AS ORDINARY SCHOOLS)

3.1 Basic school data

Table 1: Number of learners, educators and schools, and learner-to-educator and learner-to-school ratios in the ordinary public and independent school sector by province and type of school in 2001

Province	Type of School	Learners ¹⁾			Educators ²⁾			Schools			L:E Ratio ³⁾	L:S Ratio ⁴⁾
		Number	As % of Provincial Total	As % of National Total	Number	As % of Provincial Total	As % of National Total	Number	As % of Provincial Total	As % of National Total		
Eastern Cape	Public	2 027 791	99.7%	17.6%	60 882	99.3%	17.9%	6 056	99.5%	22.9%	33.3	335
	Independent	6 041	0.3%	2.5%	419	0.7%	2.8%	31	0.5%	3.2%	14.4	195
	Total	2 033 832		17.3%	61 301		17.3%	6 087		22.2%	33.2	334
Free State	Public	703 912	98.3%	6.1%	22 403	97.6%	6.6%	2 396	97.4%	9.1%	31.4	294
	Independent	12 109	1.7%	4.9%	553	2.4%	3.7%	63	2.6%	6.4%	21.9	192
	Total	716 021		6.1%	22 956		6.5%	2 459		9.0%	31.2	291
Gauteng	Public	1 444 861	92.5%	12.6%	43 761	86.0%	12.9%	1 900	85.9%	7.2%	33.0	760
	Independent	116 498	7.5%	47.5%	7 115	14.0%	47.9%	313	14.1%	31.8%	16.4	372
	Total	1 561 359		13.3%	50 876		14.4%	2 213		8.1%	30.7	706
KwaZulu-Natal	Public	2 661 508	98.6%	23.2%	71 628	96.5%	21.1%	5 608	97.5%	21.2%	37.2	475
	Independent	36 945	1.4%	15.1%	2 612	3.5%	17.6%	143	2.5%	14.5%	14.1	258
	Total	2 698 453		23.0%	74 240		21.0%	5 751		20.9%	36.3	469
Limpopo	Public	1 793 788	98.8%	15.6%	56 491	98.2%	16.6%	4 446	96.0%	16.8%	31.8	403
	Independent	22 401	1.2%	9.1%	1 020	1.8%	6.9%	185	4.0%	18.8%	22.0	121
	Total	1 816 189		15.5%	57 511		16.2%	4 631		16.9%	31.6	392
Mpumalanga	Public	894 284	98.9%	7.8%	24 245	98.9%	7.1%	1 864	96.8%	7.0%	36.9	480
	Independent	9 713	1.1%	4.0%	268	1.1%	1.8%	62	3.2%	6.3%	36.2	157
	Total	903 997		7.7%	24 513		6.9%	1 926		7.0%	36.9	469
North West	Public	883 567	98.9%	7.7%	28 743	98.3%	8.5%	2 271	98.3%	8.6%	30.7	389
	Independent	9 577	1.1%	3.9%	491	1.7%	3.3%	40	1.7%	4.1%	19.5	239
	Total	893 144		7.6%	29 234		8.3%	2 311		8.4%	30.6	386
Northern Cape	Public	194 377	98.6%	1.7%	6 183	97.2%	1.8%	459	96.0%	1.7%	31.4	423
	Independent	2 724	1.4%	1.1%	176	2.8%	1.2%	19	4.0%	1.9%	15.5	143
	Total	197 101		1.7%	6 359		1.8%	478		1.7%	31.0	412
Western Cape	Public	888 888	96.8%	7.7%	25 008	91.9%	7.4%	1 474	92.0%	5.6%	35.5	603
	Independent	29 142	3.2%	11.9%	2 203	8.1%	14.8%	128	8.0%	13.0%	13.2	228
	Total	918 030		7.8%	27 211		7.7%	1 602		5.8%	33.7	573
National	Public	11 492 976	97.9%		339 344	95.8%		26 474	96.4%		33.9	434
	Independent	245 150	2.1%		14 857	4.2%		984	3.6%		16.5	249
	Total	11 738 126			354 201			27 458			33.1	427

Source: 2001 SNAP Survey (conducted on the 10th school day).

Note 1: Data is for ordinary public and independent schools only. Data on stand-alone pre-primary/ECD, ELSEN and ABET centres, and public FET institutions is excluded.

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

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

1) Including learners in pre-primary, Grade R and ELSEN at ordinary public and independent schools (referred to as ordinary schools).

2) Public Educators in EC, FS, KZN, MP and WC representing only State-paid educators, while GP, LP and NW representing both State- and SGB-paid educators. Public educators in NC representing a combination of both. The percentages of SGB-paid educators at provincial public schools, as reflected in the 2001 Annual School Survey database, are: EC:3.2%, FS:3.4%, GP:10.5%, KZN:5.8%, LP:1.3%, MP:4.6%, NW:2.5%, NC:4.1% and WC:10.4% (SGB = School Governing Body)

3) L:E Ratio = Learner-to-Educator Ratio.

4) L:S Ratio = Learner-to-School Ratio.

3.1.1 Schools (see Table 1)

In 2001, the 27 458 ordinary schools in South Africa excluded stand-alone ELSEN and pre-primary/ECD schools or centres. 96.4% of these were public schools and 3.6% were independent schools. The Eastern Cape had the largest number of ordinary schools (6 087, or 22.2% of national total), while the Northern Cape had the smallest number (478, or 1.7% of national total).

The three provinces Eastern Cape (6 056), KwaZulu-Natal (5 608) and Limpopo (4 446) together contained almost 61% of all public schools in South Africa. Gauteng had the highest number of independent schools in the country (313, or 31.8% of national total).

3.1.2 Learners (see Table 1)

There were 11 738 126 learners enrolled in ordinary schools in South Africa in 2001. Almost 56% of these learners were concentrated in the three largely rural provinces (the Eastern Cape, KwaZulu-Natal and Limpopo). KwaZulu-Natal had the highest number of learners in ordinary schools (2 698 453, or 23.0% of national total learner enrolment).

2.1% of learners in ordinary schools (245 150) attended independent schools, with Gauteng hosting the highest number of learners in these schools (116 498, or 47.5% of national total learners in independent schools).

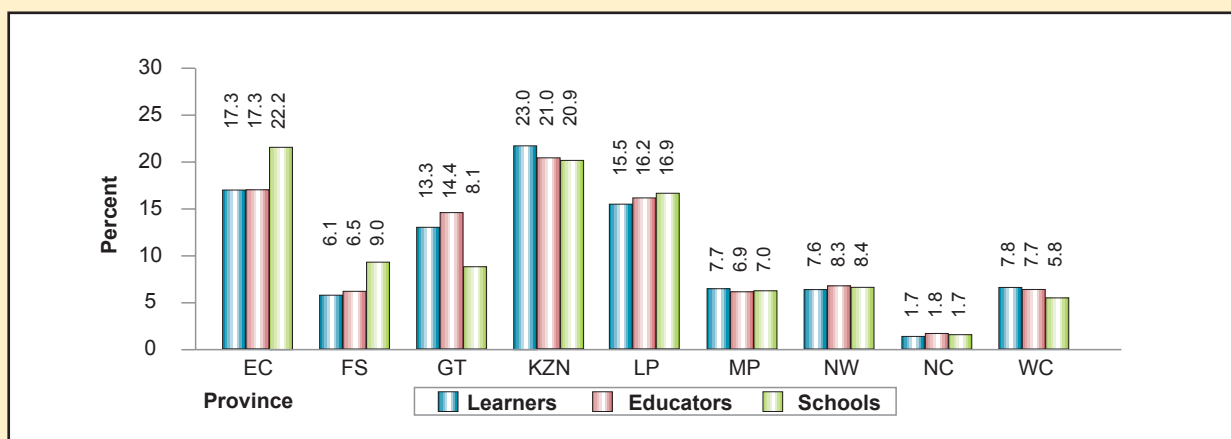
3.1.3 Educators (see Table 1)

In 2001, there were 354 201 educators in ordinary schools in South Africa. The Northern Cape had the lowest number of educators in these schools (6 359, or 1.8% of national total). 95.8% of all educators (339 344) taught at ordinary public schools.

It should be noted that in supplying their statistics, five provinces (the Eastern Cape, the Free State, KwaZulu-Natal, Mpumalanga and the Western Cape) submitted figures for public schools in respect of State-paid educators only, while three provinces (Gauteng, Limpopo and the North West) submitted figures in respect of both State- and SGB⁴ paid educators. Public school statistics for the Northern Cape is a combination of State- and SGB-paid educators. The percentages of SGB-paid educators at provincial public schools, as reflected in the 2001 Annual School Survey database, are: Eastern Cape: 3.2%, Free State: 3.4%, Gauteng: 10.5%, KwaZulu-Natal: 5.8%, Limpopo: 1.3%, Mpumalanga: 4.6%, North West: 2.5%, Northern Cape: 4.1% and Western Cape: 10.4%.

3.1.4 Distribution of learners, educators and schools

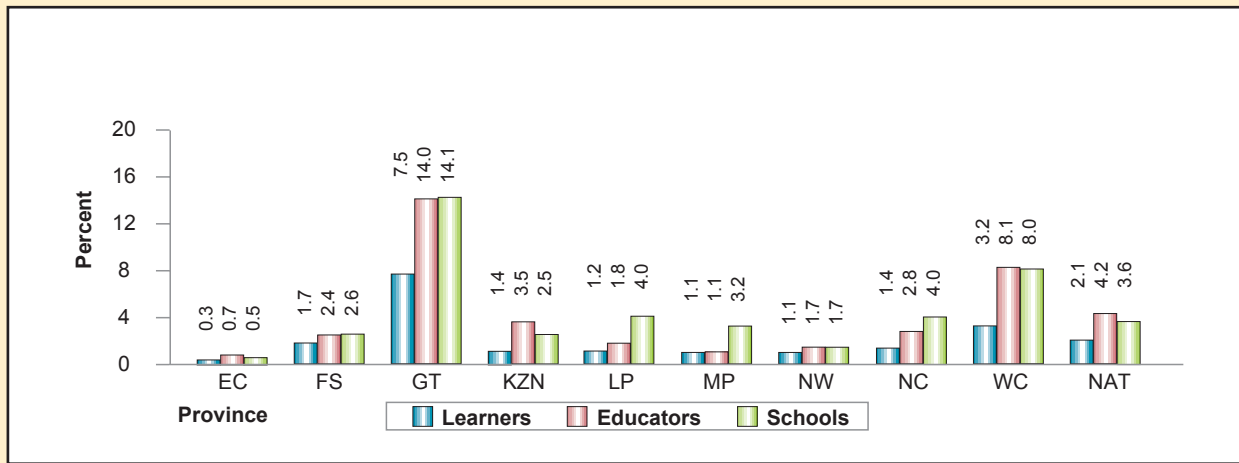
Figure 2: Percentage distribution of learners, educators and schools in the ordinary school sector by province in 2001



The largely urban provinces tend to have fewer schools as a percentage of the national total and a higher learner enrolment per school than rural provinces. On the other hand the largely rural provinces tend to have proportionally more schools with fewer pupils than urban provinces. Figure 2 shows Gauteng, the most urbanised province, had 8.1% of the national total of ordinary schools serving 13.3% of South Africa’s learners, while Eastern Cape and KwaZulu-Natal, the more rural and largest provinces, had 22.2% and 20.9 % of the national total of ordinary schools serving 17.3% and 23.0 % of the country’s learners, respectively. This is reflected in the learner-to-school ratio, Table 1, with Gauteng having on average, 706 learners to one school and Eastern Cape having on average, 334 learners to one school. This pattern would be similar to population density in South Africa, where smaller but urbanised provinces such as Gauteng will be more densely populated than larger, rural provinces.

4 SGB = School Governing Body

Figure 3: Percentage distribution of independent learners, educators and schools in the ordinary school sector by province in 2001



In 2001, as shown in Figure 3, the Eastern Cape had the lowest proportion of independent learners, educators and schools in the country, while Gauteng had the highest proportion in all three categories.

3.1.5 Indicators

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

In 2001, the national average learner-to-educator ratio at ordinary schools in South Africa was 33.1. The national average for public schools was 33.9, and for independent schools, 16.5.

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

In 2001, the national average learner-to-school ratio at ordinary schools in the country was 427. In four provinces (Gauteng, KwaZulu-Natal, Mpumalanga and the Western Cape) the ratio was higher than the national average, 706, 469, 469 and 573, respectively. The national average ratio at independent schools was 249.

■ **Gross Enrolment Ratio (GER) (see Table 2)**

Table 2: Number of learners and appropriate schools age population, Gross Enrolment Ratio (GER) and Gender Parity Index (GPI) in the ordinary school sector by province and gender in 2001

Province	Gender	Learners			Appropriate School Age Population			GER			GPI		
		Primary (Gr 1-7)	Secondary (Gr 8-12)	Total (Gr 1-12)	Primary (7-13 years)	Secondary (14-18 years)	Total (7-18 years)	Primary (as a %)	Secondary (as a %)	Total (as a %)	Primary	Secondary	Total
Eastern Cape	Female	700 172	324 578	1 024 750	563 184	437 976	1 001 160	124%	74%	102%	0.99	1.23	1.05
	Male	721 580	261 420	983 000	574 390	435 048	1 009 439	126%	60%	97%			
	Total	1 421 752	585 998	2 007 750	1 137 575	873 024	2 010 599	125%	67%	100%			
Free State	Female	211 711	134 735	346 446	186 128	146 864	332 991	114%	92%	104%	0.95	1.06	0.99
	Male	221 431	125 739	347 170	184 378	144 616	328 995	120%	87%	106%			
	Total	433 142	260 474	693 616	370 506	291 480	661 986	117%	89%	105%			
Gauteng	Female	473 508	296 215	769 723	432 505	299 833	732 338	109%	99%	105%	0.95	1.06	0.99
	Male	490 125	271 963	762 088	426 015	292 515	718 530	115%	93%	106%			
	Total	963 633	568 178	1 531 811	858 520	592 347	1 450 868	112%	96%	106%			
KwaZulu-Natal	Female	820 465	484 169	1 304 634	689 472	517 712	1 207 184	119%	94%	108%	0.95	1.07	0.99
	Male	864 648	447 446	1 312 094	686 681	510 073	1 196 754	126%	88%	110%			
	Total	1 685 113	931 615	2 616 728	1 376 153	1 027 785	2 403 938	122%	91%	109%			
Limpopo	Female	514 132	341 889	856 021	486 008	363 078	849 085	106%	94%	101%	0.92	1.10	0.99
	Male	549 828	306 028	855 856	478 422	359 116	837 538	115%	85%	102%			
	Total	1 063 960	647 917	1 711 877	964 430	722 193	1 686 623	110%	90%	101%			
Mpumalanga	Female	273 767	173 853	447 620	234 165	173 029	407 194	117%	100%	110%	0.92	1.08	0.98
	Male	290 438	157 976	448 414	229 191	169 120	398 311	127%	93%	113%			
	Total	564 205	331 829	896 034	463 356	342 149	805 504	122%	97%	111%			
North West	Female	277 355	168 486	445 841	265 079	191 079	456 157	105%	88%	98%	0.94	1.08	0.99
	Male	290 618	153 509	444 127	261 962	188 009	449 971	111%	82%	99%			
	Total	567 973	321 995	889 968	527 041	379 087	906 128	108%	85%	98%			
Northern Cape	Female	63 333	32 458	95 791	63 733	47 945	111 678	99%	68%	86%	0.98	1.05	1.00
	Male	64 944	30 990	95 934	64 011	48 174	112 185	101%	64%	86%			
	Total	128 277	63 448	191 725	127 744	96 119	223 863	100%	66%	86%			
Western Cape	Female	288 988	168 899	457 887	262 998	193 376	456 374	110%	87%	100%	0.99	1.13	1.03
	Male	296 373	148 921	445 294	266 155	193 063	459 218	111%	77%	97%			
	Total	585 361	317 820	903 181	529 153	386 439	915 593	111%	82%	99%			
National	Female	3 623 431	2 125 282	5 748 713	3 183 272	2 370 890	5 554 161	114%	90%	104%	0.95	1.10	1.00
	Male	3 789 985	1 903 992	5 693 977	3 171 206	2 339 734	5 510 940	120%	81%	103%			
	Total	7 413 416	4 029 274	11 442 690	6 354 478	4 710 624	11 065 102	117%	86%	103%			

Source 1: 2001 SNAP Survey (conducted on the 10th school day).
 Source 2: Mid-year population estimates for 2001, Statistics South Africa (8 July 2002).

Gross Enrolment Ratio (GER) is defined as the number of learners, regardless of age, enrolled in a specific school phase (e.g. secondary) as a percentage of the total appropriate school-age population (e.g. 14- to 18-year-olds for secondary). GER is used to show the level of participation in education. For example, a GER of more than 100% indicates that there are more learners in the formal school system than in the appropriate school age population (total potential population), which indicates enrolment of under-aged and over-aged learners. In 2001, as shown in Table 2, the total GER (primary and secondary) for the country was 103%. The total GER (primary) of 117% was much higher than the total GER (secondary) of 86%. This pattern was shown in all the provinces. The national GER for females was higher than for males for the secondary phase, but lower for the primary phase.

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

Gender Parity Index (GPI) is defined as GER for females divided by GER for males. This index is used to indicate the level of access of females to education compared to that of males. For example, a GPI of less than 1 indicates that in proportion to the appropriate school age population, there are fewer females than males in the formal school system. In 2001, as indicated in Table 2, the GPI (primary and secondary) for South Africa was 1.00. The GPI (primary) of 0.95 was lower than the GPI (secondary) of 1.10, which was also the case in all the provinces. This means that there were 5% fewer female learners than male learners at primary school level, whilst, on the other hand, there were 10% more female learners than male learners at secondary school level.

3.1.6 Learners by grade and school phase

Table 3: Number of learners in ordinary schools by province, gender and grade in 2001

Province	Type of School	Gender	Pre-Primary Phase			Primary Phase							
			(Pre-Primary)	Gr R	Total (Pre-Primary)	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Total (Primary)
Eastern Cape	Public	Female	3 101	9 460	12 561	128 625	100 497	101 853	102 648	94 444	88 923	81 964	698 954
		Total	5 886	18 662	24 548	268 021	209 638	212 373	212 596	188 952	172 008	155 744	1 419 332
	Independent	Female	495	103	598	158	161	193	166	177	195	168	1 218
		Total	1 126	211	1 337	327	316	361	329	360	381	346	2 420
	Both	Female	3 596	9 563	13 159	128 783	100 658	102 046	102 814	94 621	89 118	82 132	700 172
		Total	3 416	9 310	12 726	139 565	109 296	110 688	110 111	94 691	83 271	73 958	721 580
Free State	Public	Female	(1)	7 699	7 699	28 519	25 620	27 040	33 179	33 699	32 459	27 701	208 217
		Total	(1)	15 568	15 568	59 488	53 385	56 778	68 887	67 970	64 382	55 083	425 973
	Independent	Female	(1)	202	202	470	479	451	512	475	491	616	3 494
		Total	(1)	434	434	954	1 096	926	1 071	953	960	1 209	7 169
	Both	Female	(1)	7 901	7 901	28 989	26 099	27 491	33 691	34 174	32 950	28 317	211 711
		Total	(1)	8 101	8 101	31 453	28 382	30 213	36 267	34 749	32 392	27 975	221 431
Gauteng	Public	Female	0	8 973	8 973	62 102	50 693	65 361	70 387	68 895	64 942	60 084	442 464
		Total	0	18 004	18 004	126 961	106 358	133 289	145 663	139 354	129 872	119 493	900 990
	Independent	Female	0	3 042	3 042	4 862	4 522	4 531	4 510	4 419	4 239	3 961	31 044
		Total	0	5 916	5 916	9 804	9 106	9 173	9 319	8 934	8 401	7 906	62 643
	Both	Female	0	12 015	12 015	66 964	55 215	69 892	74 897	73 314	69 181	64 045	473 508
		Total	0	11 905	11 905	69 801	60 249	72 570	80 085	74 974	69 092	63 354	490 125
KwaZulu-Natal	Public	Female	2 210	36 234	38 444	129 844	99 590	118 494	122 800	120 362	115 091	105 554	811 735
		Total	4 293	72 208	76 501	270 972	210 057	245 327	255 550	244 366	230 944	210 487	1 667 703
	Independent	Female	374	875	1 249	1 247	1 354	1 310	1 250	1 243	1 142	1 184	8 730
		Total	696	1 785	2 481	2 450	2 677	2 529	2 559	2 467	2 352	2 376	17 410
	Both	Female	2 584	37 109	39 693	131 091	100 944	119 804	124 050	121 605	116 233	106 738	820 465
		Total	2 405	36 884	39 289	142 331	111 790	128 052	134 059	125 228	117 063	106 125	864 648
Limpopo	Public	Female	7 251	41 317	48 568	69 666	60 032	76 051	83 612	77 322	74 345	68 282	509 310
		Total	13 803	82 570	96 373	143 182	127 364	161 710	177 404	159 572	149 489	135 773	1 054 494
	Independent	Female	3 195	871	4 066	655	737	756	729	687	664	594	4 822
		Total	5 657	1 673	7 330	1 284	1 467	1 462	1 467	1 366	1 278	1 142	9 466
	Both	Female	10 446	42 188	52 634	70 321	60 769	76 807	84 341	78 009	75 009	68 876	514 132
		Total	9 014	42 055	51 069	74 145	68 062	86 365	94 530	82 929	75 758	68 039	549 828
Mpumalanga	Public	Female	281	2 684	2 965	40 988	36 200	37 782	40 439	41 171	38 815	35 838	271 233
		Total	541	5 306	5 847	85 282	75 682	79 244	85 809	84 439	77 998	70 618	559 072
	Independent	Female	177	251	428	409	389	345	388	332	359	312	2 534
		Total	356	497	853	805	786	722	783	686	737	614	5 133
	Both	Female	458	2 935	3 393	41 397	36 589	38 127	40 827	41 503	39 174	36 150	273 767
		Total	439	2 868	3 307	44 690	39 879	41 839	45 765	43 622	39 561	35 082	290 438
North West	Public	Female	0	1 416	1 416	38 151	30 423	38 713	45 183	42 832	40 376	38 464	274 142
		Total	0	2 754	2 754	78 623	64 015	80 871	95 720	87 132	80 225	74 988	561 574
	Independent	Female	0	217	217	576	459	538	464	405	402	369	3 213
		Total	0	422	422	1 140	925	1 000	932	851	812	739	6 399
	Both	Female	0	1 633	1 633	38 727	30 882	39 251	45 647	43 237	40 778	38 833	277 355
		Total	0	1 543	1 543	41 036	34 058	42 620	51 005	44 746	40 259	36 894	290 618
Northern Cape	Public	Female	0	1 946	1 946	8 515	8 230	8 744	10 089	9 844	9 189	8 261	62 872
		Total	0	3 889	3 889	17 451	16 708	17 520	21 300	19 909	18 260	16 161	127 309
	Independent	Female	0	79	79	83	91	65	60	65	50	47	461
		Total	0	153	153	164	177	132	138	135	126	96	968
	Both	Female	0	2 025	2 025	8 598	8 321	8 809	10 149	9 909	9 239	8 308	63 333
		Total	0	2 017	2 017	9 017	8 564	8 843	11 289	10 135	9 147	7 949	64 944
Western Cape	Public	Female	95	5 034	5 129	39 531	30 040	40 359	45 572	43 911	41 552	39 526	280 491
		Total	197	10 176	10 373	80 679	62 554	81 616	93 934	89 162	82 997	77 456	568 398
	Independent	Female	514	673	1 187	1 539	1 321	1 274	1 192	1 153	1 035	983	8 497
		Total	964	1 297	2 261	3 050	2 650	2 642	2 399	2 255	2 047	1 920	16 963
	Both	Female	609	5 707	6 316	41 070	31 361	41 633	46 764	44 064	42 587	40 509	288 988
		Total	552	5 766	6 318	42 659	33 843	42 625	49 569	46 569	42 457	38 867	296 373
National	Public	Female	12 938	114 763	127 701	545 941	441 325	514 397	553 909	532 480	505 692	465 674	3 559 418
		Total	24 720	229 137	253 857	1 130 659	925 761	1 068 728	1 156 863	1 080 856	1 006 175	915 803	7 284 845
	Independent	Female	4 755	6 313	11 068	9 999	9 513	9 463	9 271	8 956	8 577	8 234	64 013
		Total	8 799	12 388	21 187	19 978	19 200	18 947	18 997	18 007	17 094	16 348	128 571
	Both	Female	17 693	121 076	138 769	555 940	450 838	523 860	563 180	541 436	514 269	473 908	3 623 431
		Total	15 826	120 449	136 275	594 697	494 123	563 815	612 680	557 427	509 000	458 243	3 789 985
		Total	33 519	241 525	275 044	1 150 637	944 961	1 087 675	1 175 860	1 098 863	1 023 269	932 151	7 413 416

Source: 2001 SNAP Survey (conducted on the 10th school day).
 Note: Data excludes learners at stand-alone pre-primary/ECD, ELSEN and ABET centres, and public FET institutions.
 (1) Not collected in the SNAP Survey.
 (2) ELSEN is included in the different grades.

Province	Type	Gender	Secondary Phase						Other			Total (Gr 1-Gr 12)	Grand Total
			Gr 8	Gr 9	Gr 10	Gr 11	Gr12	Total (Secondary)	ELSEN	Unspec	Total (Other)		
Eastern Cape	Public	Female	84 615	72 956	69 950	56 051	39 910	323 482	104	0	104	1 022 436	1 035 101
		Total	159 313	133 735	123 393	98 177	69 096	583 714	197	0	197	2 003 046	2 027 791
	Independent	Female	232	208	195	207	254	1 096	0	0	0	2 314	2 912
		Total	461	444	459	430	490	2 284	0	0	0	4 704	6 041
	Both	Female	84 847	73 164	70 145	56 258	40 164	324 578	104	0	104	1 024 750	1 038 013
		Total	159 774	134 179	123 852	98 607	69 586	585 998	197	0	197	2 007 750	2 033 832
Free State	Public	Female	32 197	30 959	30 047	24 795	14 439	132 437	2 601	0	2 601	340 654	350 954
		Total	63 932	60 192	57 209	46 711	27 936	255 980	6 391	0	6 391	681 953	703 912
	Independent	Female	518	468	456	477	379	2 298	2	0	2	5 792	5 996
		Total	971	912	914	907	790	4 494	12	0	12	11 663	12 109
	Both	Female	32 715	31 427	30 503	25 272	14 818	134 735	2 603	0	2 603	346 446	356 950
		Total	64 903	61 104	58 123	47 618	28 726	260 474	6 403	0	6 403	693 616	716 021
Gauteng	Public	Female	65 276	61 498	60 196	50 678	33 383	271 031	1 715	238	1 953	713 495	724 421
		Total	131 059	120 003	115 137	94 043	60 571	520 813	4 625	429	5 054	1 421 803	1 444 861
	Independent	Female	4 998	4 830	4 741	4 912	5 703	25 184	48	223	271	56 228	59 541
		Total	9 682	9 121	9 156	9 178	10 228	47 365	144	430	574	110 008	116 498
	Both	Female	70 274	66 328	64 937	55 590	39 086	296 215	1 763	461	2 224	769 723	783 962
		Total	140 741	129 124	124 293	103 221	70 799	568 178	4 769	859	5 628	1 531 811	1 561 359
KwaZulu-Natal	Public	Female	122 037	109 618	99 937	88 241	54 839	474 672	664	248	912	1 286 407	1 325 763
		Total	243 790	213 267	191 017	165 624	100 991	914 689	1 897	718	2 615	2 582 392	2 661 508
	Independent	Female	1 833	1 639	1 810	1 731	2 484	9 497	12	25	37	18 227	19 513
		Total	3 280	3 038	3 263	3 109	4 236	16 926	22	106	128	34 336	36 945
	Both	Female	123 870	111 257	101 747	89 972	57 323	484 169	676	273	949	1 304 634	1 345 276
		Total	247 070	216 305	194 280	168 733	105 227	931 615	1 919	824	2 743	2 616 728	2 698 453
Limpopo	Public	Female	92 947	74 815	65 323	60 909	44 787	338 781	326	0	326	848 091	896 985
		Total	184 191	142 821	121 870	111 162	82 269	642 313	608	0	608	1 696 807	1 793 788
	Independent	Female	596	579	634	634	665	3 108	0	0	0	7 930	11 996
		Total	1 175	1 055	1 109	1 143	1 122	5 604	1	0	1	15 070	22 401
	Both	Female	93 543	75 394	65 957	61 543	45 452	341 889	326	0	326	856 021	908 981
		Total	185 366	143 876	122 979	112 305	83 391	647 917	609	0	609	1 711 877	1 816 189
Mpumalanga	Public	Female	43 841	38 789	35 371	31 070	22 753	171 824	343	0	343	443 057	446 365
		Total	88 218	74 490	66 647	57 531	41 216	328 102	1 263	0	1 263	887 174	894 284
	Independent	Female	474	438	427	383	307	2 029	0	0	0	4 563	4 991
		Total	926	838	759	674	530	3 727	0	0	0	8 860	9 713
	Both	Female	44 315	39 227	35 798	31 453	23 060	173 853	343	0	343	447 620	451 356
		Total	89 144	75 328	67 406	58 205	41 746	331 829	1 263	0	1 263	896 034	903 997
North West	Public	Female	40 055	34 876	38 172	32 166	21 683	166 952	(2)	0	0	441 094	442 510
		Total	80 239	67 245	73 255	59 107	39 393	319 239	(2)	0	0	880 813	883 567
	Independent	Female	386	301	298	282	267	1 534	(2)	0	0	4 747	4 964
		Total	683	589	528	493	463	2 756	(2)	0	0	9 155	9 577
	Both	Female	40 441	35 177	38 470	32 448	21 950	168 486	(2)	0	0	445 841	447 474
		Total	80 922	67 834	73 783	59 600	39 856	321 995	(2)	0	0	889 968	893 144
Northern Cape	Public	Female	8 647	7 609	6 730	4 920	3 578	31 484	515	0	515	94 356	96 817
		Total	17 358	14 915	13 457	9 368	6 771	61 869	1 310	0	1 310	189 178	194 377
	Independent	Female	193	206	218	185	172	974	7	0	7	1 435	1 521
		Total	309	339	361	285	285	1 579	24	0	24	2 547	2 724
	Both	Female	8 840	7 815	6 948	5 105	3 750	32 458	522	0	522	95 791	98 338
		Total	17 667	15 254	13 818	9 653	7 056	63 440	1 334	0	1 334	191 725	197 101
Western Cape	Public	Female	40 738	37 206	35 863	27 501	22 455	163 763	714	2	716	444 254	450 099
		Total	80 917	71 272	66 176	49 789	39 938	308 092	2 012	13	2 025	876 490	888 888
	Independent	Female	1 031	1 039	1 012	959	1 095	5 136	9	100	109	13 633	14 929
		Total	1 975	2 004	1 945	1 777	2 027	9 728	20	170	190	26 691	29 142
	Both	Female	41 769	38 245	36 875	28 460	23 550	168 899	723	102	825	457 887	465 028
		Total	82 892	73 276	68 121	51 566	41 965	317 820	2 032	183	2 215	903 181	918 030
National	Public	Female	530 353	468 326	441 589	376 331	257 827	2 074 426	6 982	488	7 470	5 633 844	5 769 015
		Total	1 049 017	897 940	828 161	691 512	468 181	3 934 811	18 303	1 160	19 463	11 219 656	11 492 976
	Independent	Female	10 261	9 708	9 791	9 770	11 326	50 856	78	348	426	114 869	126 363
		Total	19 462	18 340	18 494	17 996	20 171	94 463	223	706	929	223 034	245 150
	Both	Female	540 614	478 034	451 380	386 101	269 153	2 125 282	7 060	836	7 896	5 748 713	5 895 378
		Total	1 068 479	916 280	846 655	709 508	488 352	4 029 274	18 526	1 866	20 392	11 442 690	11 738 126

Figure 4: Percentage distribution of learners by phase in ordinary schools in 2001

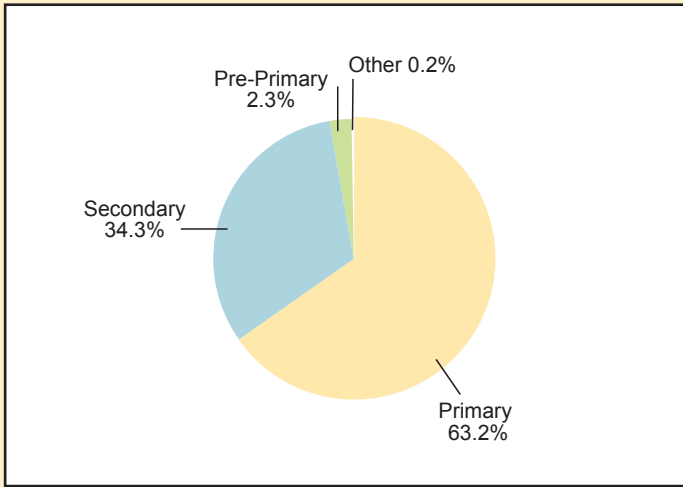
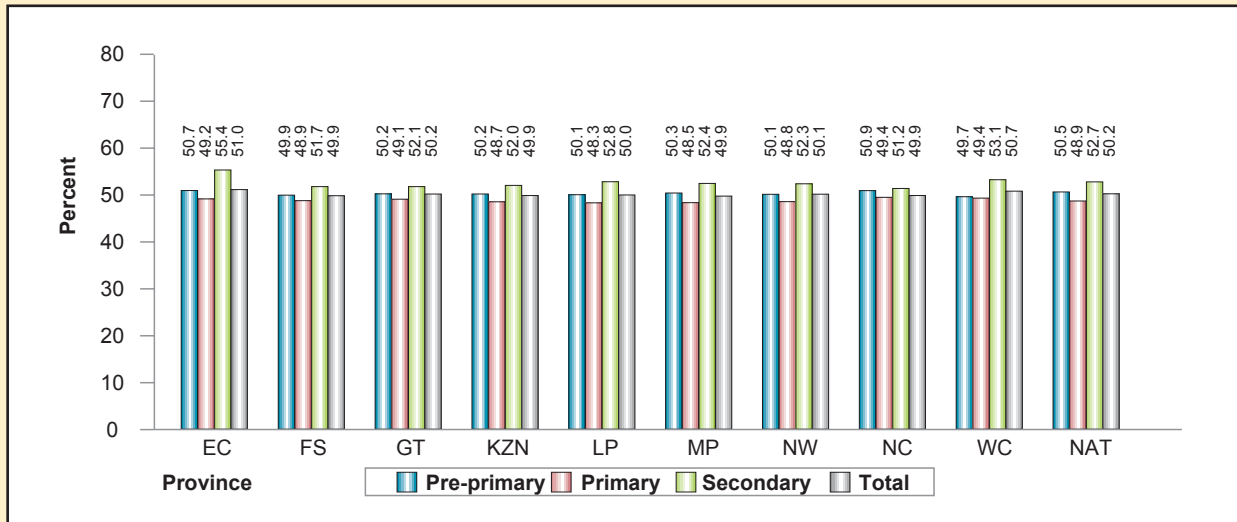


Figure 4 shows that of every 100 learners in ordinary schools in South Africa, slightly more than two were in pre-primary grades (including Grade R) attached to ordinary schools, slightly more than 63 were in primary grades (Grades 1 to 7), slightly more than 34 were in secondary grades (Grades 8 to 12), and less than one learner was reported in other grades, which include ELSEN and unspecified learners. Also, there were almost twice as many learners in primary grades as in secondary.

Figure 5: Percentage distribution of female learners in ordinary schools sector by phase and province in 2001



In 2001, as indicated in Figure 5, there were slightly more females (50.2%) than males in the school system in the country. Nationally there were fewer females (48.9%) than males in the primary grades, as was also the case in all the provinces, and more females than males in the secondary grades (52.7%) and the pre-primary phase (50.5%).

Figure 6: Male and female learners in ordinary schools by grade in 2001

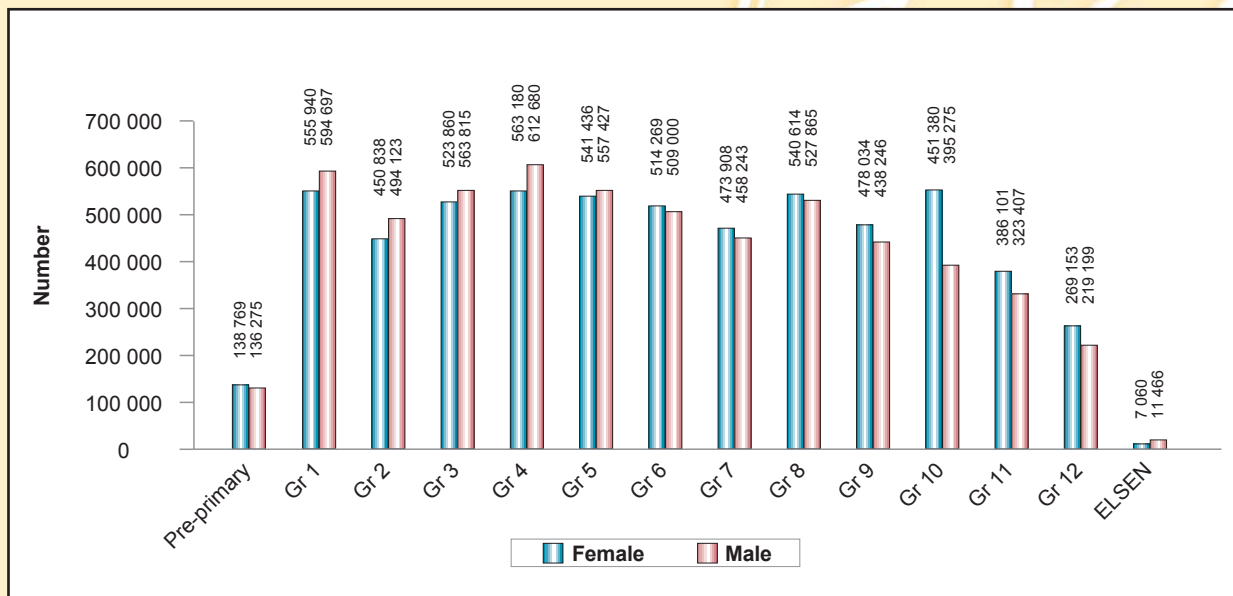
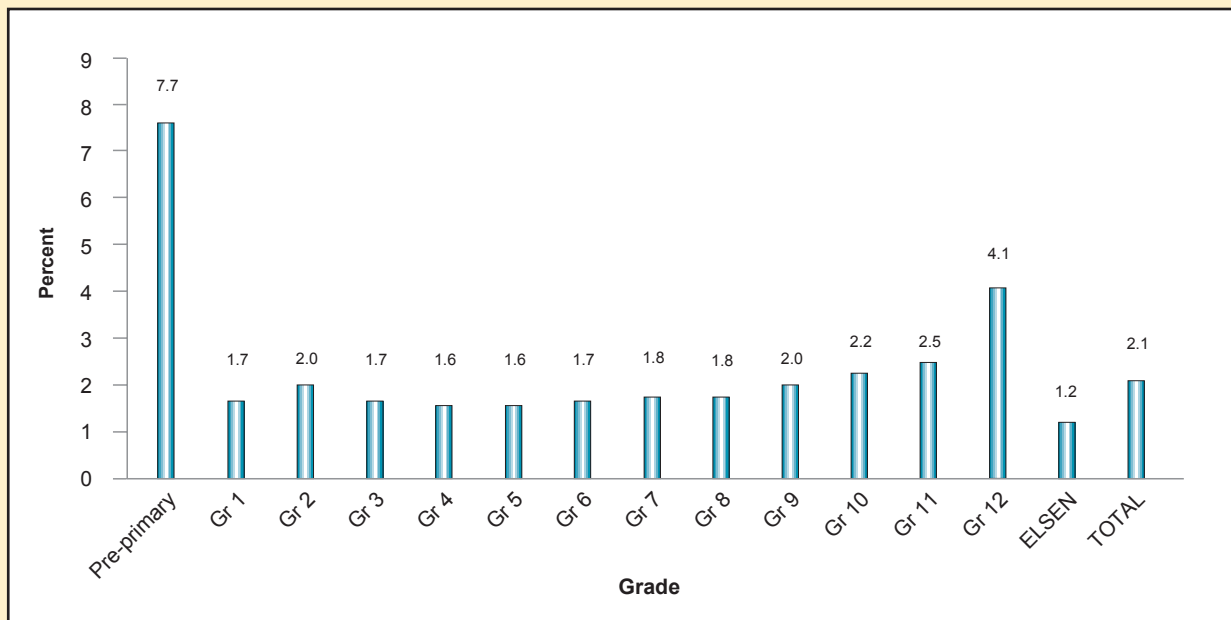


Figure 6 shows that in 2001 there were fewer females than males in Grades 1 to 5. For Grades 6 to 12 the opposite was true. In Grade 1 females accounted for 48.3% of the total enrolment. Except for ELSEN (38.1%) the lowest female enrolment was in Grade 2 (47.7%).

Figure 7: Percentage distribution of independent learners in ordinary schools by grade in 2001



In 2001, as shown in Figure 7, the percentage of learners at independent schools in the ordinary school system was the highest for pre-primary (7.7%). The percentage of learners decreased slightly from Grades 2 to 5 and increased slightly from Grades 6 to 9, with a sharper increase from Grades 10 to 12. The total national average of learners in independent schools was 2.1%.

Figure 8: Number of learners in the ordinary schools by grade compared with the appropriate age group in the population in 2001

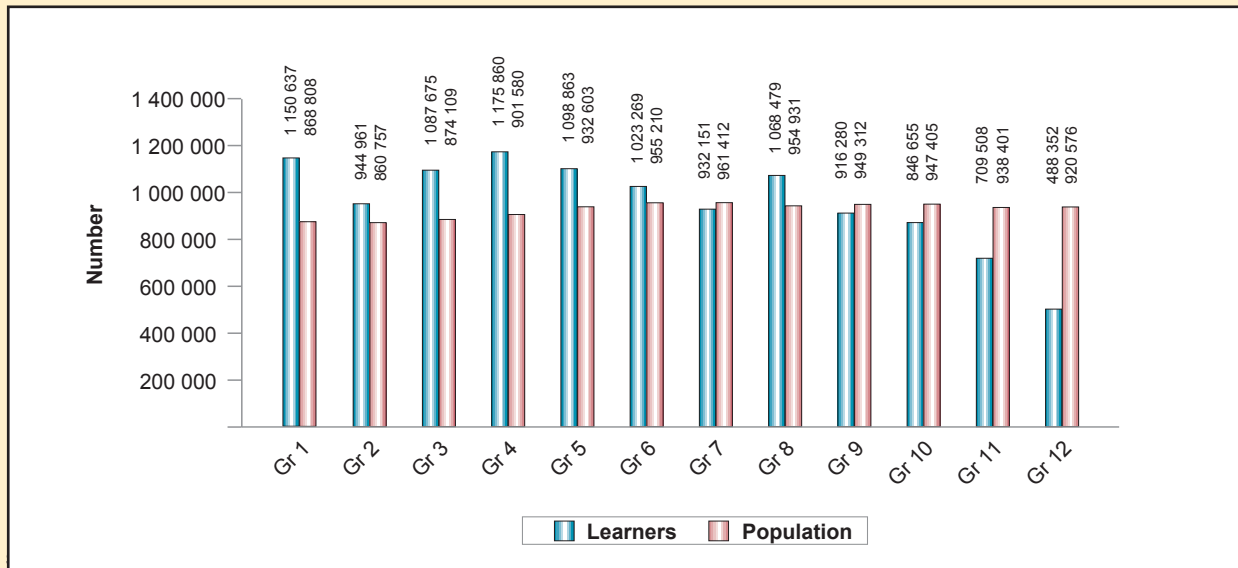


Figure 8 shows that when enrolment is compared with the appropriate school age population for each grade (taking 7 years as the appropriate age for entry into Grade 1), all primary grades, except Grade 7, were over-enrolled. Except for Grade 8 all secondary grades were under-enrolled. Higher enrolment in Grade 8 could be an indication of high repetition rates, which could also be an indication of a difficult transition from primary to secondary schooling. Also, over-enrolment in Grade 7 could be an indication of difficulties learners experience in moving from primary to secondary school level.

Figure 9: Percentage distribution of learners by grade, ELSEN and pre-primary in ordinary schools in 2001

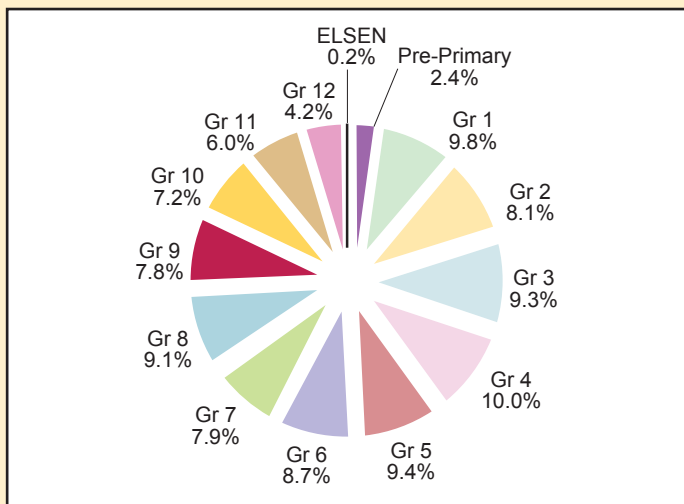


Figure 9 shows that of every 100 learners in ordinary schools, just fewer than 10 were enrolled in Grade 1 and just over four were enrolled in Grade 12. This could be an indication of the high drop-out rate between Grade 1 and Grade 12, with only 40% of learners continuing through the system all the way to Grade 12. In addition, 0.2% of learners in ordinary schools in South Africa in 2001 were learners with special education needs (ELSEN).

3.1.7 Comparison between 1999, 2000 and 2001

■ Learners, educators and schools (see Table 4)

Table 4: Comparing learners, educators and schools in the ordinary school sector by province from 1999 to 2001

Province	Learners					Educators					Schools				
	1999	2000	2001	Net Change (99-00)	Net Change (99-01)	1999	2000	2001	Net Change (99-00)	Net Change (99-01)	1999	2000	2001	Net Change (99-00)	Net Change (99-01)
	A	B	C	(B-A)/A	(C-A)/A	D	E	F	(E-D)/D	(F-D)/D	G	H	I	(H-G)/G	(I-G)/G
Eastern Cape	2 324 684	2 138 861	2 033 832	-8.0%	-12.5%	64 080	66 814	61 301	4.3%	-4.3%	6 190	6 217	6087	0.4%	-1.7%
Free State	780 170	764 755	716 021	-2.0%	-8.2%	25 940	23 320	22 956	-10.1%	-11.5%	2 872	2 599	2459	-9.5%	-14.4%
Gauteng	1 569 423	1 554 495	1 561 359	-1.0%	-0.5%	53 739	50 258	50 876	-6.5%	-5.3%	2 214	2 270	2213	2.5%	0.0%
KwaZulu-Natal	2 772 225	2 663 360	2 698 453	-3.9%	-2.7%	74 719	74 669	74 240	-0.1%	-0.6%	5 716	5 891	5751	3.1%	0.6%
Limpopo	1 823 017	1 845 265	1 816 189	1.2%	-0.4%	53 712	55 139	57 511	2.7%	7.1%	4 071	4 198	4631	3.1%	13.8%
Mpumalanga	930 624	911 779	903 997	-2.0%	-2.9%	25 856	26 741	24 513	3.4%	-5.2%	1 927	2 115	1926	9.8%	-0.1%
North West	946 160	909 906	893 144	-3.8%	-5.6%	31 376	30 024	29 234	-4.3%	-6.8%	2 325	2 330	2311	0.2%	-0.6%
Northern Cape	204 238	198 650	197 101	-2.7%	-3.5%	6 773	6 556	6 359	-3.2%	-6.1%	493	510	478	3.4%	-3.0%
Western Cape	963 358	916 384	918 030	-4.9%	-4.7%	29 252	29 822	27 211	1.9%	-7.0%	1 653	1 630	1602	-1.4%	-3.1%
National	12 313 899	11 903 455	11 738 126	-3.3%	-4.7%	365 447	363 343	354 201	-0.6%	-3.1%	27 461	27 760	27 458	1.1%	0.0%

Source: 1999-2001 SNAP Surveys (conducted on the 10th school day).

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

Note 2: Public educators – see note 2) below Table 1 for provinces that did not include SGB-paid educators for the period 1999 to 2001.

As can be seen in Table 4, in each of the years during the period 1999 to 2001 there was a decrease in the number of learners and educators in ordinary schools nationally. However, although the number of schools in the country increased by 1.1% from 1999 to 2000, there was a slight decrease (approximately 0.0%) from 1999 to 2001.

■ Independent learners as percentage of all learners (see Table 5)

Table 5: Comparing share of independent learners, learner-to-educator ratio and learner-to-school ratio in the ordinary school sector by province from 1999 to 2001

Province	Independent learners as % of all learners					Learner-to-Educator Ratio					Learner-to-School Ratio				
	1999	2000	2001	Net Change (99-00)	Net Change (99-01)	1999	2000	2001	Net Change (99-00)	Net Change (99-01)	1999	2000	2001	Net Change (99-00)	Net Change (99-01)
	A	B	C	(B-A)/A	(C-A)/A	D	E	F	(E-D)/D	(F-D)/D	G	H	I	(H-G)/G	(I-G)/G
Eastern Cape	0.3%	0.4%	0.3%	33.3%	0.0%	36.3	32.0	33.2	-11.8%	-8.5%	376	344	334	-8.4%	-11.1%
Free State	1.4%	2.6%	1.7%	85.7%	21.4%	30.1	32.8	31.2	9.0%	3.7%	272	294	291	8.2%	7.1%
Gauteng	7.1%	7.6%	7.5%	7.0%	5.6%	29.2	30.9	30.7	5.8%	5.1%	709	685	706	-3.4%	-0.4%
KwaZulu-Natal	1.4%	1.6%	1.4%	14.3%	0.0%	37.1	35.7	36.3	-3.8%	-2.2%	485	452	469	-6.8%	-3.3%
Limpopo	0.6%	0.8%	1.2%	33.3%	100.0%	33.9	33.5	31.6	-1.2%	-6.8%	448	440	392	-1.7%	-12.5%
Mpumalanga	0.9%	1.4%	1.1%	55.6%	22.2%	36.0	34.1	36.9	-5.3%	2.5%	483	431	469	-10.8%	-2.9%
North West	1.1%	0.8%	1.1%	-27.3%	0.0%	30.2	30.3	30.6	0.3%	1.3%	407	391	386	-3.9%	-5.1%
Northern Cape	1.1%	1.2%	1.4%	9.1%	27.3%	30.2	30.3	31.0	0.3%	2.6%	414	390	412	-5.9%	-0.5%
Western Cape	2.5%	3.1%	3.2%	24.0%	28.0%	32.9	30.7	33.7	-6.7%	2.4%	583	562	573	-3.6%	-1.7%
National	1.8%	2.2%	2.1%	22.2%	16.7%	33.7	32.8	33.1	-2.7%	-1.8%	448	429	427	-4.3%	-4.8%

Source: 1999-2001 SNAP Surveys (conducted on the 10th school day).

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

Note 2: Public educators – see note 2) below Table 1 for provinces that did not include SGB-paid educators for the period 1999 to 2001.

In 1999, as reflected in Table 5, independent learners in ordinary schools nationally accounted for 1.8% of the total number of learners, and in 2001 this figure rose to 2.1%, a 0.3% increase. The highest proportion of independent learners were in Gauteng, ranging from 7.1% in 1999 to 7.5% in 2001.

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

Table 5 shows that the national average learner-to-educator ratio at ordinary schools in South Africa decreased from 33.7 to 33.1 between 1999 and 2001. Three provinces, the Eastern Cape (8.5%), KwaZulu-Natal (2.2%) and Limpopo (6.8%), showed a net decrease from 1999 to 2001, whilst Gauteng reflected the highest net increase – 5.1% - from 1999 to 2001.

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

Table 5 shows that the national average learner-to-school ratio at ordinary schools decreased by 4.3% from 1999 to 2000 and 4.8% from 1999 to 2001. The Free State was the only province that indicated a net increase for two successive years.

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

Table 6: Comparing Gross Enrolment Ratio (GER) and Gender Parity Index (GPI) in the ordinary school sector by province from 1999 to 2001

Province	Gender	GER (Gr 1-12)					GPI (Gr 1-12)				
		1999	2000	2001	Net Change (1999-2000)	Net Change (1999-2001)	1999	2000	2001	Net Change (1999-2000)	Net Change (1999-2001)
		A	B	C	(B-A)/A	(C-A)/A	D	E	F	(E-D)/D	(F-D)/D
Eastern Cape	Female	118%	108%	102%	-8.5%	-13.6%	1.06	1.06	1.05	0.0%	-0.9%
	Male	111%	102%	97%	-8.1%	-12.6%					
	Total	114%	105%	100%	-7.9%	-12.3%					
Free State	Female	113%	108%	104%	-4.4%	-8.0%	1.00	0.99	0.99	-1.0%	-1.0%
	Male	113%	109%	106%	-3.5%	-6.2%					
	Total	113%	108%	105%	-4.4%	-7.1%					
Gauteng	Female	108%	105%	105%	-2.8%	-2.8%	1.01	0.99	0.99	-2.0%	-2.0%
	Male	107%	106%	106%	-0.9%	-0.9%					
	Total	108%	105%	106%	-2.8%	-1.9%					
KwaZulu-Natal	Female	112%	107%	108%	-4.5%	-3.6%	0.98	0.99	0.99	1.0%	1.0%
	Male	114%	108%	110%	-5.3%	-3.5%					
	Total	113%	107%	109%	-5.3%	-3.5%					
Limpopo	Female	105%	105%	101%	0.0%	-3.8%	1.01	1.00	0.99	-1.0%	-2.0%
	Male	104%	105%	102%	1.0%	-1.9%					
	Total	104%	105%	101%	1.0%	-2.9%					
Mpumalanga	Female	112%	109%	110%	-2.7%	-1.8%	0.99	0.98	0.98	-1.0%	-1.0%
	Male	113%	111%	113%	-1.8%	0.0%					
	Total	113%	110%	111%	-2.7%	-1.8%					
North West	Female	104%	100%	98%	-3.8%	-5.8%	1.00	0.99	0.99	-1.0%	-1.0%
	Male	104%	101%	99%	-2.9%	-4.8%					
	Total	104%	100%	98%	-3.8%	-5.8%					
Northern Cape	Female	88%	87%	86%	-1.1%	-2.3%	1.00	1.01	1.00	1.0%	0.0%
	Male	88%	86%	86%	-2.3%	-2.3%					
	Total	88%	86%	86%	-2.3%	-2.3%					
Western Cape	Female	102%	100%	100%	-2.0%	-2.0%	1.03	1.03	1.03	0.0%	0.0%
	Male	99%	97%	97%	-2.0%	-2.0%					
	Total	101%	99%	99%	-2.0%	-2.0%					
National	Female	110%	105%	104%	-4.5%	-5.5%	1.02	1.00	1.00	-2.0%	-2.0%
	Male	108%	105%	103%	-2.8%	-4.6%					
	Total	109%	105%	103%	-3.7%	-5.5%					

Source 1: 1999-2001 SNAP Surveys (conducted on the 10th school day).

Source 2: Mid-year population estimates for 1999-2001, Statistics South Africa (8 July 2002)

Note 1: GERs for all years were re-calculated as a result of adjusted population estimates issued by Statistics South Africa in July 2002.

Note 2: Percentages with a negative sign denote a decrease.

Although the total national average GER (primary and secondary) decreased significantly - from 109% in 1999 to 103% in 2001 - as shown in Table 6, over-enrolment of learners still occurs, as there are more learners enrolled at primary and secondary level than there are children of the appropriate age in the population (7- to 18-year-olds). However, two provinces (North West and the Western Cape) showed ratios for total GER in 2001 of just below 100% (98% and 99%, respectively), and the Northern Cape a ratio of far below 100% (86%). This means that there are children who could not access the education system in these provinces. Although the national GER for females was higher than for males for all three years, there are variations across the provinces.

The new mid-year adjusted population estimates made by Statistics South Africa, referred to in the introduction, showed mainly a decrease in the population of children in the age group 5 to 15 years. This led to a correction of the overall GER in 2000 to 105% from the 94% published in the previous report.

■ **Gender Parity Index (GPI) (see Table 6)**

In 2000 and 2001, as reflected in Table 6, the national average GPI was 1.00, indicating that relative to the appropriately-aged school population females and males had equal access to the ordinary school system. Only two provinces (KwaZulu-Natal and Mpumalanga) showed GPI ratios of less than 1.00 for all three years, indicating that there were fewer female learners than male learners in the system.

3.2 District data on learners, educators and schools

Table 7: Number of learners, educators and institutions in ordinary schools by province and district in 2001

Region	District	Learner Enrolment								Educators		Schools			
		Pre-Gr R	Gr R	Primary (Gr 1-7)	Secondary (Gr 8-12)	ELSEN	Unspecified	Total Female	Total	Female	Total	Public	Independent	Total	
Eastern Cape	Alice	37	614	30 281	17 657			23 888	48 589	1 226	1 872	271		271	
	Butterworth	77	120	20 008	12 192			16 602	32 397	768	1 101	110	1	111	
	East London	340	1 286	54 155	30 784	59		44 000	86 624	1 720	2 485	176	1	177	
	Idutywa	309	166	30 296	11 738			21 837	42 509	867	1 250	136		136	
	Kentani		175	29 740	8 502			20 063	38 417	856	1 219	127		127	
	King William's Town	67	580	36 538	20 340	12		28 383	57 537	1 307	1 917	186		186	
	Mdantsane	211	157	27 085	21 830			24 910	49 283	1 171	1 606	116		116	
	Nqamakwe	79	126	22 327	8 926			15 218	31 458	777	1 061	136		136	
	Peddie		85	10 373	7 094			8 494	17 552	454	677	101		101	
	Tsomo	182	172	16 986	7 142			12 207	24 482	576	822	113		113	
	Willowvale	43	203	32 807	8 096			21 749	41 149	937	1 288	147		147	
	Zwelitsha		118	26 908	17 689			22 006	44 715	1 071	1 585	162		162	
	Eastern	Elliotdale	124	166	20 639	3 991			13 332	24 920	503	695	88		88
		Engcobo	367	471	47 343	13 197			32 115	61 378	1 258	1 801	188		188
Libode		238	563	36 459	10 448			24 432	47 708	997	1 280	128		128	
Ngqeleni		50	469	43 529	13 370			29 489	57 418	1 117	1 511	151		151	
Port St Johns		84	299	22 122	6 011			14 807	28 516	576	816	91		91	
Qumbu		77	390	29 801	10 172			20 859	40 440	906	1 234	136		136	
Tsolo		177	467	33 902	12 413			23 485	46 959	1 033	1 403	164		164	
Umtata		796	1 136	95 071	35 438			69 602	132 441	2 580	3 558	314		314	
Bizana		61	221	62 863	18 733			43 259	81 878	1 343	1 838	172		172	
Flagstaff		9	388	35 575	7 626	16		22 516	43 614	837	1 074	121		121	
North Eastern	Lusikisiki	98	366	64 690	17 705			43 640	82 859	1 510	1 976	192		192	
	Maluti	61	250	38 890	15 451			27 792	54 652	1 212	1 688	164		164	
	Mount Ayliff	237	396	24 007	8 352			17 126	32 992	714	935	99		99	
	Mount Frere	228	194	32 890	11 550	39		22 812	44 901	1 098	1 541	163		163	
	Mount Fletcher		199	29 407	10 001			20 137	39 607	831	1 171	152		152	
	Tabankulu	71	419	39 682	11 483			27 228	51 655	993	1 299	143		143	
	Umzimkulu	27	420	47 654	15 139			32 096	63 240	1 197	1 615	168		168	
	Aliwal North	15	348	17 003	7 389			12 700	24 755	543	759	105		105	
	Cradock		675	14 413	6 557			10 903	21 645	514	765	94		94	
	Lady Frere	446	411	63 342	21 736	1		44 057	85 936	1 943	2 854	303		303	
Northern	Queenstown East	153	623	45 798	22 749			34 454	69 323	1 519	2 258	236		236	
	Queenstown West	21	254	16 995	10 960			14 008	28 231	630	991	103		103	
	Sterkspruit	54	100	28 451	13 119	20		21 163	41 744	751	1 257	116		116	
	Graaff-Reinet	113	512	17 654	8 200			13 208	26 479	587	884	114	1	115	
	Grahamstown	505	932	21 415	12 768			17 877	35 620	913	1 325	150	8	158	
	Humansdorp	140	336	14 719	5 228			10 195	20 423	435	689	80	1	81	
	Port Elizabeth East	453	1 399	48 501	28 235	35		38 961	78 623	1 676	2 469	115	3	118	
	Port Elizabeth West	942	1 710	55 704	35 369			47 999	93 725	2 044	2 912	122	14	136	
	Uitenhage	120	957	35 729	20 618	14		28 404	57 438	1 231	1 820	103	2	105	
	Eastern Cape (Total)		7 012	18 873	1 421 752	585 998	197	1 038 013	2 033 832	43 221	61 301	6 056	31	6 087	
Free State	Bethlehem	(1)	2 022	36 736	22 496	582		30 808	61 836	1 275	2 063	238	6	244	
	Bloemfontein East	(1)	2 098	40 027	19 610	447		30 884	62 182	1 127	1 853	108		108	
	Bloemfontein South	(1)	1 800	42 288	17 801	1 144		30 985	63 033	1 289	1 955	164	8	172	
	Bloemfontein West	(1)	1 532	37 686	27 905	1 258		34 434	68 381	1 363	2 178	211	11	222	
	Harrismith	(1)	1 987	30 510	18 548	163		25 448	51 208	1 023	1 610	191	4	195	
	Kroonstad	(1)	417	34 892	22 461	263		28 845	58 033	1 242	2 070	278	8	286	
	Ladybrand	(1)	1 200	39 162	22 612	123		31 392	63 097	1 240	2 074	279	9	288	
	Odendaalsrus	(1)	362	36 502	20 930	250		29 167	58 044	1 209	1 920	267	2	269	
	Phuthaditjhaba	(1)	2 674	26 926	20 439	74		24 801	50 113	932	1 476	67		67	
	Reitz	(1)	423	30 011	18 002	215		24 402	48 651	928	1 540	276	3	279	
	Sasolburg	(1)	529	36 325	23 360	775		30 472	60 989	1 210	1 929	210	4	214	
	Welkom	(1)	958	42 077	26 310	1 109		35 312	70 454	1 496	2 288	107	8	115	
	Free State (Total)		0	16 002	433 142	260 474	6 403	356 950	716 021	14 334	22 956	2 396	63	2 459	

Source:

2001 SNAP Survey (conducted on the 10th school day).

Note 1:

Data is for ordinary schools only and includes learners in pre-primary, Grade R and ELSEN at these schools. Data excludes learners, educators and institutions associated with stand-alone pre-primary/ECD and ELSEN centres.

Note 2:

Empty cells could mean data not available, not applicable or quantity nil due to some schools not submitted all fields.

(1)

Free State did not collect Pre-Grade R learners in the SNAP Survey.

(2)

North West included ELSEN learners in the different grades.

Region	District	Learner Enrolment								Educators		Schools		
		Pre-Gr R	Gr R	Primary (Gr 1-7)	Secondary (Gr 8-12)	ELSEN	Unspecified	Total Female	Total	Female	Total	Public	Independent	Total
Gauteng	East Rand East	0	2 511	110 380	62 662	408	37	88 214	175 998	3 764	5 291	194	22	216
	East Rand West	0	3 491	166 622	92 344	822	91	132 709	263 370	5 969	8 135	260	37	297
	Gauteng North	0	244	14 816	5 794	67		10 387	20 921	516	733	58	11	69
	Gauteng West	0	1 115	70 746	36 939	472	19	54 907	109 291	2 311	3 281	142	7	149
	Johannesburg East	0	2 452	66 814	38 459	514	94	54 881	108 333	3 520	4 567	105	58	163
	Johannesburg North	0	2 405	63 962	39 300	271	226	53 988	106 164	2 927	3 904	136	30	166
	Johannesburg South	0	3 679	147 868	92 894	641	112	122 341	245 194	5 074	7 503	302	51	353
	Johannesburg West	0	1 751	47 172	26 951	164	97	38 261	76 135	1 800	2 441	109	13	122
	Sedibeng East	0	895	35 250	20 493	130	22	28 479	56 790	1 297	1 860	116	20	136
	Sedibeng West	0	1 405	69 544	43 297	296	86	57 234	114 628	2 150	3 208	150	5	155
	Tshwane North	0	1 835	78 408	49 023	384		65 405	129 650	2 909	4 152	154	24	178
Tshwane South	0	2 137	92 051	60 022	600	75	77 156	154 885	4 268	5 801	174	35	209	
Gauteng (Total)		0	23 920	963 633	568 178	4 769	859	783 962	1 561 359	36 505	50 876	1 900	313	2 213
KwaZulu-Natal														
Durban South	Camperdown	82	2 218	38 620	21 011		12	30 376	61 943	1 131	1 605	112	2	114
	Chatsworth	325	2 607	39 241	32 834	108	56	37 876	75 171	1 708	2 500	114	6	120
	Pinetown	75	2 354	48 615	25 339	143	120	38 201	76 646	1 763	2 358	99	10	109
Empangeni	Umbumbulu	223	3 222	51 956	29 697	32	19	42 580	85 149	1 713	2 391	193	1	194
	Umlazi North		1 054	26 037	16 688			21 479	43 779	813	1 099	53		53
	Umlazi South	359	1 512	25 603	19 457			23 389	46 931	935	1 304	60		60
	Eshowe	80	1 824	53 746	26 694			40 980	82 344	1 410	2 068	172	1	173
	Hlabisa	43	1 183	56 427	28 202			42 566	85 855	1 481	2 159	185	1	186
	Lower Tugela	51	461	27 377	14 656		6	21 005	42 551	724	1 144	84		84
	Lower Umfolozi	85	2 964	75 326	39 438	3		58 714	117 816	2 242	3 046	224	4	228
Ladysmith	Mthunzini	10	2 912	45 500	25 627		74	37 207	74 123	1 291	1 836	134	3	137
	Dannhauser	26	1 325	33 255	21 202			27 555	55 808	1 000	1 536	93		93
	Estcourt	310	3 096	63 288	36 261	10		51 215	102 965	1 763	2 768	220	5	225
	Mnambithi	170	2 648	57 351	33 153	39		46 285	93 361	1 718	2 570	209	3	212
	Msinga	40	1 596	41 497	15 858			28 625	58 991	941	1 497	148	1	149
North Durban	Newcastle	312	1 448	35 254	25 193	93	59	31 134	62 359	1 251	1 788	89	5	94
	City of Durban	334	2 471	56 562	42 362	459		52 685	102 188	2 669	3 626	124	29	153
	Inanda	65	1 353	35 954	17 199			27 197	54 571	956	1 364	72	2	74
	Kwa Mashu		2 100	34 600	23 174			29 337	59 874	1 113	1 568	84		84
Pietermaritzburg	Maphumulo	248	1 888	34 903	18 217			27 557	55 256	992	1 476	142		142
	Ndwedwe	108	1 149	30 781	18 440	12		24 563	50 490	1 010	1 431	136	2	138
	Phoenix	146	2 931	32 473	27 879	286	40	32 313	63 755	1 209	1 901	90	4	94
	Midlands	180	1 407	36 167	26 777	49	199	31 879	64 779	1 490	2 279	130	21	151
	Pholela	127	1 180	27 026	12 355			20 380	40 688	716	1 059	113		113
	Pietermaritzburg	141	1 165	41 869	25 756	39	52	34 354	69 022	1 419	2 031	112	14	126
	Umvoti	94	2 745	54 105	23 308	34	33	40 436	80 319	1 552	2 246	224	6	230
	Vulindlela	40	2 131	36 921	22 432			30 376	61 524	1 183	1 625	160	2	162
Port Shepstone	Harding	85	375	36 252	15 798	14		26 742	52 524	994	1 369	130	6	136
	Ixopo		323	34 192	18 026	101		25 936	52 642	959	1 397	147	1	148
	Sayidi	126	1 169	53 353	27 966	223	154	41 509	82 991	1 641	2 364	153	7	160
Ulundi	Scottburgh	46	836	47 815	23 624	239		36 291	72 560	1 401	2 019	165	3	168
	Ingwavuma	232	5 099	56 370	19 568			40 933	81 269	1 280	1 944	182		182
	Mahlabathini	84	3 010	42 943	22 758			34 300	68 795	1 233	1 842	152		152
	Nkandla	232	3 152	42 136	16 941			31 483	62 461	1 039	1 635	173		173
	Nongoma	72	2 410	41 725	19 525			31 488	63 732	1 165	1 753	159		159
Vryheid	Pongola	30	1 273	23 585	12 074			18 337	36 962	618	973	89		89
	Ubombo	310	2 191	49 276	23 725			38 164	75 502	1 195	1 913	166		166
	Bhekuzulu	53	398	36 504	18 394	22		27 537	55 371	1 059	1 494	168	4	172
	Dundee	6	166	9 835	5 888	13		7 972	15 908	327	477	48		48
	Nquthu		185	48 217	28 768			38 620	77 170	1 307	1 933	173		173
KwaZulu-Natal (Total)		4 989	73 993	1 685 113	931 615	1 919	824	1 345 276	2 698 453	50 985	74 240	5 608	143	5 751
Limpopo														
Bushbuckridge	Acornhoek	356	3 206	37 072	22 833	1		31 977	63 468		1 875	125	2	127
	Bushbuckridge	166	3 251	35 517	20 723			30 120	59 657		1 902	113		113
Central	Mkhuhlu	848	3 109	37 099	19 318			30 426	60 374		1 764	121		121
	Bochum	2 075	3 390	45 450	25 864	3		38 110	76 782		2 132	199	37	236
	Konekwena	1 483	1 978	24 497	17 594			22 505	45 552		1 532	164	11	175
	Mankweng	821	4 697	42 502	31 338			39 929	79 358		2 096	183	5	188
	Mogodumo	851	2 535	32 447	21 628	219		28 999	57 680		1 677	162	3	165
	Polokwane	2 552	4 356	46 776	27 584	60		40 207	81 328		2 327	204	16	220
Zebediela	170	2 342	22 495	15 126			20 126	40 133		1 243	78		78	

Region	District	Learner Enrolment							Educators		Schools			
		Pre-Gr R	Gr R	Primary (Gr 1-7)	Secondary (Gr 8-12)	ELSEN	Unspecified	Total Female	Total	Female	Total	Public	Independent	Total
Eastern	Bolobedu	2 069	2 611	41 281	21 557			33 399	67 518	1 968		187	6	193
	Hlanganani	764	2 448	35 246	23 177	3		30 528	61 638	1 784		128		128
	Ritavi	127	2 160	30 922	20 824	22		27 030	54 055	1 666		117	5	122
	Thabina	631	2 900	40 332	24 017			33 970	67 880	2 130		148	2	150
North Eastern	Giyani		2 664	42 104	23 949	59		34 666	68 776	2 201		115	1	116
	Phalaborwa	927	2 306	30 081	15 421			24 468	48 735	1 533		94	7	101
Northern	Malamulele		4 143	48 045	29 910			40 853	82 098	2 431		162		162
	Mutale		1 301	24 946	12 875	40		19 018	39 162	1 259		137	3	140
	Sekgosese	22	2 987	37 083	21 791	1		31 228	61 884	1 831		129		129
	Soutpansberg	174	4 697	62 374	37 763			52 437	105 008	3 121		235	7	242
Southern	Thohoyandou	86	4 396	42 950	27 016			37 343	74 448	2 041		153	5	158
	Vuwani	98	3 749	38 101	24 720			33 186	66 668	2 028		146	2	148
	Apel	288	1 091	16 803	10 904			14 680	29 086	1 942		102	5	107
	Bohlabela	525	1 383	25 761	13 913			20 976	41 582	1 234		109		109
	Dennilton	453	2 269	30 316	19 809	88		26 709	52 935	1 579		129	7	136
	Magakala	449	2 255	27 767	17 748			24 519	48 219	1 527		147	13	160
	Nebo	612	3 546	38 330	27 695	61		35 362	70 244	2 994		211	6	217
	Sekhukhune	696	1 467	30 158	17 277			25 208	49 598	1 541		107	18	125
Western	Bakenberg	1 605	2 070	20 997	14 641			19 767	39 313	1 348		141	9	150
	Mahwelereng	2	2 723	35 578	23 480	4		30 749	61 787	2 747		133	2	135
	Palala	64	978	19 208	8 977	32		14 505	29 259	912		114	1	115
	Warmbaths	546	1 235	21 722	8 445	16		15 981	31 964	1 146		153	12	165
Limpopo (Total)		19 460	84 243	1 063 960	647 917	609	908 981	1 816 189	31 907	57 511	4 446	185	4 631	
Mpumalanga	Eerstehoek	75	1 197	45 815	28 577	61		38 007	75 725	1 172	2 004	153	2	155
	Ermelo	82	287	62 478	32 206	102		47 262	95 155	1 635	2 693	285	8	293
	Groblersdal	2	322	53 582	35 449	112		45 076	89 467	1 511	2 422	157	8	165
	Hazyview	126	310	58 318	34 820	60		46 724	93 634	1 475	2 365	181	14	195
	Kwamhlanga		232	54 559	35 697	66		45 754	90 554	1 462	2 436	155		155
	Malelane	39	64	69 261	35 141	81		51 485	104 586	1 619	2 773	159	3	162
	Moretele	171	221	34 227	22 341	96		28 345	57 056	1 042	1 769	132		132
	Nelspruit	133	675	57 690	35 166	172		46 907	93 836	1 589	2 480	182	11	193
	Standerton	108	777	63 487	35 089	262		49 785	99 723	1 887	2 813	273	7	280
	Witbank	161	1 718	64 788	37 343	251		52 011	104 261	1 847	2 758	187	9	196
	Mpumalanga (Total)		897	5 803	564 205	331 829	1 263	451 356	903 997	15 239	24 513	1 864	62	1 926
North West	Atamelang	0		29 244	14 894	(2)		21 916	44 138	808	1 387	125		125
	Brits	0	439	48 792	28 748	(2)		38 841	77 979	1 733	2 597	161	4	165
	Klerksdorp	0	638	69 187	39 985	(2)		55 658	109 810	1 998	3 114	209	8	217
	Lichtenburg	0	130	43 694	20 844	(2)		32 590	64 668	1 282	1 993	219	4	223
	Mabopane	0		38 522	24 046	(2)		31 142	62 568	1 512	2 241	123		123
	Mafikeng	0	475	43 088	25 996	(2)		34 977	69 559	1 565	2 246	154	5	159
	Mothibistad	0	4	31 716	16 984	(2)		24 586	48 704	1 103	1 625	186		186
	Potchefstroom	0	410	37 130	20 000	(2)		28 887	57 540	1 163	1 756	163	4	167
	Rustenburg	0	858	69 374	38 467	(2)		54 437	108 699	2 650	3 780	257	10	267
	Temba	0		52 333	33 611	(2)		42 111	85 944	1 796	2 764	174		174
	Vryburg	0	101	67 343	33 610	(2)		50 900	101 054	2 089	3 225	295	4	299
	Zeerust	0	121	37 550	24 810	(2)		31 429	62 481	1 642	2 506	205	1	206
	North West (Total)		0	3 176	567 973	321 995	0	447 474	893 144	19 341	29 234	2 271	40	2 311
	Northern Cape	Frances Baard	0	1 668	48 028	27 547	696		39 145	77 939	1 644	2 512	138	7
Karoo		0	750	28 176	11 650	297		20 388	40 873	814	1 350	114	4	118
Namaqua		0	795	14 677	6 742	109		11 084	22 323	454	733	74	5	79
Siyanda		0	829	37 396	17 509	232		27 721	55 966	1 102	1 764	133	3	136
Northern Cape (Total)		0	4 042	128 277	63 448	1 334	98 338	197 101	4 014	6 359	459	19	478	
Western Cape	Athlone	315	2 873	68 939	47 924	382	135	62 396	120 568	2 483	3 751	175	29	204
	Bellville	56	2 050	59 934	35 606	442		49 668	98 088	1 971	2 889	130	10	140
	George	128	886	66 851	33 229	124	10	50 320	101 228	1 801	3 033	231	12	243
	Kuils River		455	88 133	44 107	166		68 549	132 861	2 420	3 635	116	5	121
	Mitchell's Plain	22	828	72 333	35 122	51		55 331	108 356	2 021	3 008	113	6	119
	Paarl	75	1 283	60 852	33 791	240	1	48 333	96 242	1 768	2 825	135	13	148
	West Coast	14	600	48 450	21 613	151	1	35 323	70 829	1 196	2 014	169	5	174
	Worcester	39	700	69 627	33 490	181	1	51 929	104 038	1 811	3 089	285	18	303
	Wynberg	512	1 798	50 242	32 938	295	35	43 179	85 820	2 041	2 967	120	30	150
	Western Cape (Total)		1 161	11 473	585 361	317 820	2 032	183	465 028	918 030	17 512	27 211	1 474	128
National (Total)		33 519	241 525	7 413 416	4 029 274	18 526	1 866	5 895 378	11 738 126	233 058	354 201	26 474	984	27 458

3.3 Senior Certificate Examination

3.3.1 Overall results

Table 8: Senior Certificate examination results for full-time candidates with six or more subjects by province and gender in 2001

Province	Gender	Candidates Who Wrote		Candidates Awaiting Results		Candidates Who Wrote (Excluding Awaiting Results)		Candidates Failed ¹⁾		Candidates Passed ¹⁾					
		Number	%	Number	%	Number	Number	%	Without Endorsement		With Endorsement		Total		
		Number	%	Number	%	Number	Number	%	Number	%	Number	%	Number	%	
Eastern Cape	Female	36 367	57.5 %	13	0.0 %	36 354	20 198	55.6 %	13 846	38.1 %	2 310	6.4 %	16 156	44.4 %	
	Male	26 837	42.5 %	16	0.1 %	26 821	14 152	52.8 %	10 846	40.4 %	1 823	6.8 %	12 669	47.2 %	
	Total	63 204		29	0.0 %	63 175	34 350	54.4 %	24 692	39.1 %	4 133	6.5 %	28 825	45.6 %	
Free State	Female	13 701	51.4 %	0	0.0 %	13 701	5 917	43.2 %	5 866	42.8 %	1 918	14.0 %	7 784	56.8 %	
	Male	12 936	48.6 %	0	0.0 %	12 936	5 017	38.8 %	5 984	46.3 %	1 935	15.0 %	7 919	61.2 %	
	Total	26 637		0	0.0 %	26 637	10 934	41.0 %	11 850	44.5 %	3 853	14.5 %	15 703	59.0 %	
Gauteng	Female	35 550	55.3 %	0	0.0 %	35 550	9 401	26.4 %	18 330	51.6 %	7 819	22.0 %	26 149	73.6 %	
	Male	28 789	44.7 %	1	0.0 %	28 788	7 569	26.3 %	15 341	53.3 %	5 878	20.4 %	21 219	73.7 %	
	Total	64 339		1	0.0 %	64 338	16 970	26.4 %	33 671	52.3 %	13 697	21.3 %	47 368	73.6 %	
KwaZulu-Natal	Female	50 719	54.3 %	1	0.0 %	50 718	19 156	37.8 %	22 754	44.9 %	8 808	17.4 %	31 562	62.2 %	
	Male	42 621	45.7 %	1	0.0 %	42 620	15 562	36.5 %	20 169	47.3 %	6 889	16.2 %	27 058	63.5 %	
	Total	93 340		2	0.0 %	93 338	34 718	37.2 %	42 923	46.0 %	15 697	16.8 %	58 620	62.8 %	
Limpopo	Female	44 825	54.5 %	3	0.0 %	44 822	19 552	43.6 %	20 263	45.2 %	5 007	11.2 %	25 270	56.4 %	
	Male	37 421	45.5 %	1	0.0 %	37 420	13 719	36.7 %	17 714	47.3 %	5 987	16.0 %	23 701	63.3 %	
	Total	82 246		4	0.0 %	82 242	33 271	40.5 %	37 977	46.2 %	10 994	13.4 %	48 971	59.5 %	
Mpumalanga	Female	21 415	55.3 %	0	0.0 %	21 415	11 893	55.5 %	7 697	35.9 %	1 825	8.5 %	9 522	44.5 %	
	Male	17 278	44.7 %	2	0.0 %	17 276	8 662	50.1 %	6 738	39.0 %	1 876	10.9 %	8 614	49.9 %	
	Total	38 693		2	0.0 %	38 691	20 555	53.1 %	14 435	37.3 %	3 701	9.6 %	18 136	46.9 %	
North West	Female	20 126	54.8 %	1	0.0 %	20 125	8 057	40.0 %	9 461	47.0 %	2 607	13.0 %	12 068	60.0 %	
	Male	16 608	45.2 %	0	0.0 %	16 608	5 713	34.4 %	8 223	49.5 %	2 672	16.1 %	10 895	65.6 %	
	Total	36 734		1	0.0 %	36 733	13 770	37.5 %	17 684	48.1 %	5 279	14.4 %	22 963	62.5 %	
Northern Cape	Female	3 573	54.0 %	0	0.0 %	3 573	629	17.6 %	2 425	67.9 %	519	14.5 %	2 944	82.4 %	
	Male	3 046	46.0 %	0	0.0 %	3 046	419	13.8 %	2 171	71.3 %	456	15.0 %	2 627	86.2 %	
	Total	6 619		0	0.0 %	6 619	1 048	15.8 %	4 596	69.4 %	975	14.7 %	5 571	84.2 %	
Western Cape	Female	20 883	55.6 %	0	0.0 %	20 883	3 761	18.0 %	11 767	56.3 %	5 355	25.6 %	17 122	82.0 %	
	Male	16 676	44.4 %	0	0.0 %	16 676	2 749	16.5 %	9 904	59.4 %	4 023	24.1 %	13 927	83.5 %	
	Total	37 559		0	0.0 %	37 559	6 510	17.3 %	21 671	57.7 %	9 378	25.0 %	31 049	82.7 %	
National	Female	247 159	55.0%	18	0.0 %	247 141	98 564	39.9%	112 409	45.5%	36 168	14.6%	148 577	60.1%	
	Male	202 212	45.0%	21	0.0 %	202 191	73 562	36.4%	97 090	48.0%	31 539	15.6%	128 629	63.6%	
	Total	449 371		39	0.0 %	449 332	172 126	38.3 %	209 499	46.6 %	67 707	15.1 %	277 206	61.7 %	

Source: Report on the 2001 Senior Certificate Examination, Department of Education (27 December 2001).
 Note: The data excludes pending irregularities ¹⁾ Candidates awaiting results are excluded in the calculation of the pass and failure rates.

Figure 10: National Senior Certificate examination pass and failure rates by gender in 2001

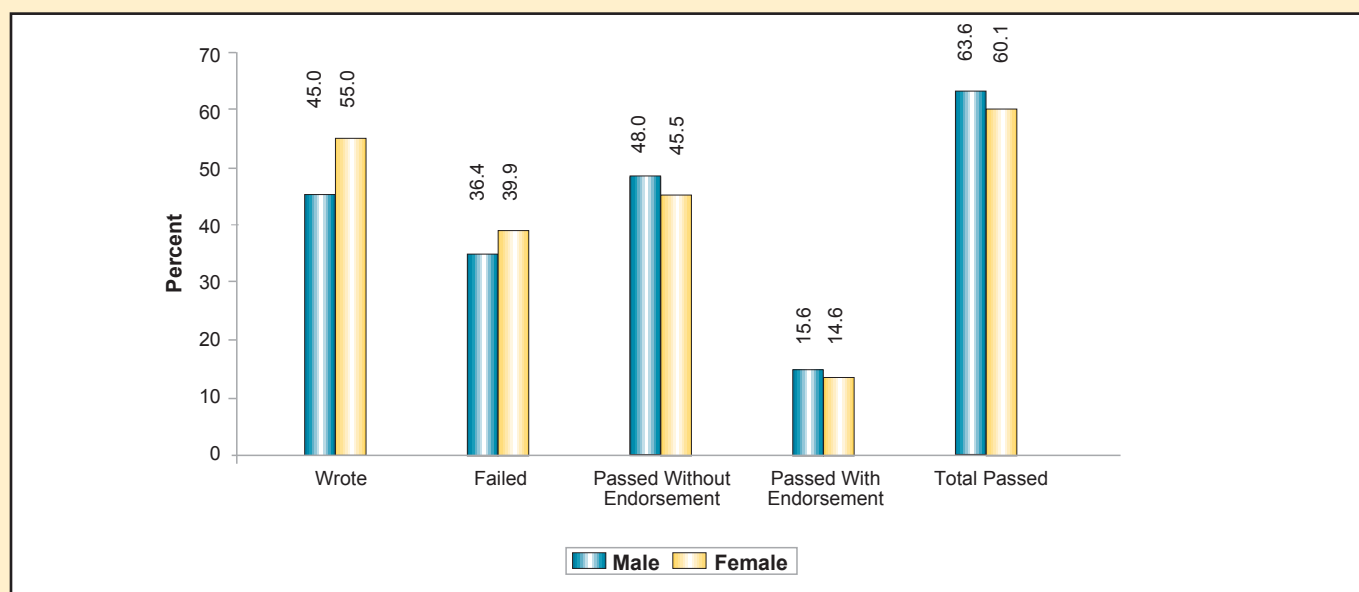


Table 8 shows that in 2001 the overall national pass rate in the Senior Certificate examination for full-time candidates with six or more subjects was 61.7%. In all the provinces more females than males wrote the Senior Certificate examination. However, in relative terms, as indicated in Table 8 and Figure 10, the national pass rate of male candidates (63.3%) was higher than the pass rate of female candidates (60.1%). A similar trend applied to all provinces.

This was also the case for candidates who passed without and with endorsement. Gauteng had the smallest difference (0.1%) between the overall pass rate of females and males. Table 8 shows that the overall pass rate by province varied from 84.2% in the Northern Cape to 45.6% in the Eastern Cape.

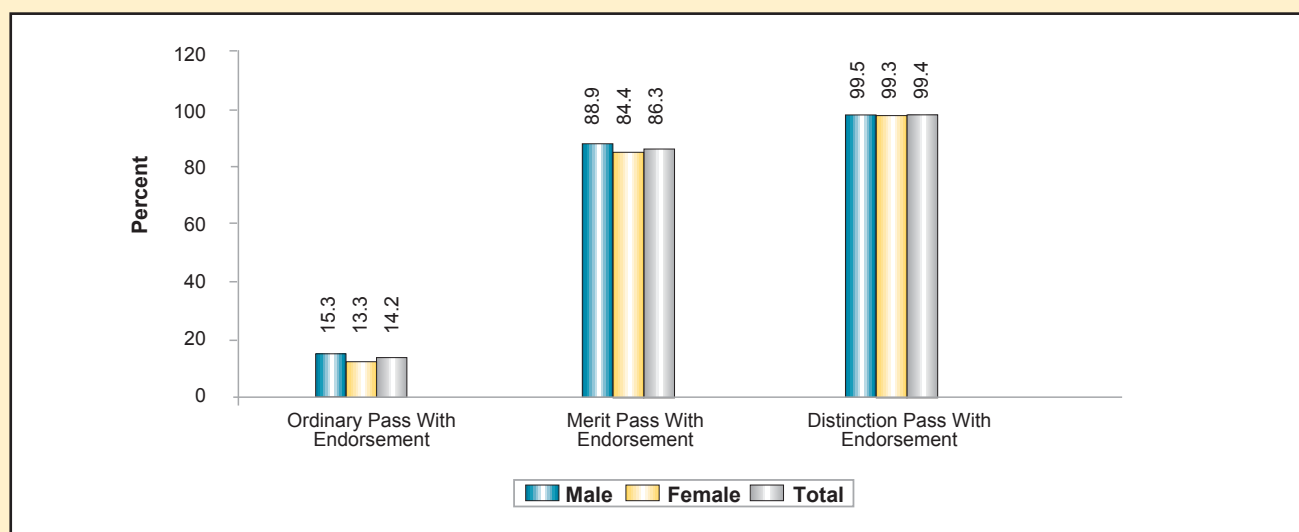
3.3.2 Pass type results

Table 9: Senior Certificate examination results by province, gender and type of pass in 2001

Province	Gender	Type of Pass						Total Passed
		Ordinary Pass		Pass with Merit		Pass with Distinction		
		Number	% of Total Passed	Number	% of Total Passed	Number	% of Total Passed	
Eastern Cape	Female	14 549	90.1%	1 357	8.4%	250	1.5%	16 156
	Male	11 609	91.6%	917	7.2%	143	1.1%	12 669
	Total	26 158	90.7%	2 274	7.9%	393	1.4%	28 825
Free State	Female	6 508	83.6%	1 050	13.5%	226	2.9%	7 784
	Male	6 981	88.2%	816	10.3%	122	1.5%	7 919
	Total	13 489	85.9%	1 866	11.9%	348	2.2%	15 703
Gauteng	Female	20 243	77.4%	4 708	18.0%	1 198	4.6%	26 149
	Male	17 375	81.9%	3 123	14.7%	721	3.4%	21 219
	Total	37 618	79.4%	7 831	16.5%	1 919	4.1%	47 368
KwaZulu-Natal	Female	26 452	83.8%	4 254	13.5%	856	2.7%	31 562
	Male	23 550	87.0%	2 948	10.9%	560	2.1%	27 058
	Total	50 002	85.3%	7 202	12.3%	1 416	2.4%	58 620
Limpopo	Female	24 188	95.7%	992	3.9%	90	0.4%	25 270
	Male	22 412	94.6%	1 207	5.1%	82	0.3%	23 701
	Total	46 600	95.2%	2 199	4.5%	172	0.4%	48 971
Mpumalanga	Female	8 492	89.2%	894	9.4%	136	1.4%	9 522
	Male	7 846	91.1%	681	7.9%	87	1.0%	8 614
	Total	16 338	90.1%	1 575	8.7%	223	1.2%	18 136
North West	Female	10 863	90.0%	1 058	8.8%	147	1.2%	12 068
	Male	9 961	91.4%	848	7.8%	86	0.8%	10 895
	Total	20 824	90.7%	1 906	8.3%	233	1.0%	22 963
Northern Cape	Female	2 388	81.1%	484	16.4%	72	2.4%	2 944
	Male	2 250	85.6%	312	11.9%	65	2.5%	2 627
	Total	4 638	83.3%	796	14.3%	137	2.5%	5 571
Western Cape	Female	12 564	73.4%	3 616	21.1%	942	5.5%	17 122
	Male	10 895	78.2%	2 408	17.3%	624	4.5%	13 927
	Total	23 459	75.6%	6 024	19.4%	1 566	5.0%	31 049
National	Female	126 247	85.0%	18 413	12.4%	3 917	2.6%	148 577
	Male	112 879	87.8%	13 260	10.3%	2 490	1.9%	128 629
	Total	239 126	86.3%	31 673	11.4%	6 407	2.3%	277 206

Source: Report on the 2001 Senior Certificate Examination, Department of Education (27 December 2001).
 Note: The data excludes pending irregularities.

Figure 11: National Senior Certificate examination results for only the endorsement passes of the pass types by gender in 2001



In the past candidates for the Senior Certificate examination could obtain a Senior Certificate with or without endorsement. For the first time, in 2001, candidates could obtain a Senior Certificate graded either with an ordinary pass (equivalent to an average score of less than 60%), merit pass (equivalent to an average score of between 60% and 79%) or distinction pass (equivalent to an average score of over 80%). Each pass grade being with or without endorsement.

Table 9 shows that nationally 86.3%, 11.4% and 2.3% of all candidates passed with ordinary pass, merit pass and distinction pass respectively. As indicated in Figure 11, 14.2% of ordinary pass candidates, 86.3% of merit pass candidates and 99.4% of distinction pass candidates passed with endorsement. Although Table 9 shows that among candidates who passed with merit and distinction the females performed better than the males, Figure 11 shows that males performed better than females when one takes into account only the endorsement passes for each of the three pass types (Raw data for Figure 11 not shown in report).

3.3.3 Frequency interval results

Table 10: Senior Certificate Examination percentage pass rates of schools within different percentage groupings by province in 2000 and 2001

Province		Percentage Groupings of Pass Rates														
Name	Total Number of Schools		0-20 %		21-40 %		41-60 %		61-80 %		81-100 %		Exactly 0 %		Exactly 100 %	
	2000	2001	2000	2001	2000	2001	2000	2001	2000	2001	2000	2001	2000	2001	2000	2001
Eastern Cape	880	896	14.3%	24.2%	33.3%	29.4%	24.2%	19.8%	13.5%	12.4%	14.7%	14.3%	1.0%	2.0%	4.9%	4.2%
Free State	324	333	13.3%	7.2%	27.2%	21.6%	18.8%	22.5%	12.0%	21.3%	28.7%	27.3%	0.0%	0.3%	7.7%	6.9%
Gauteng	629	637	7.5%	3.8%	18.8%	12.2%	20.8%	19.6%	15.7%	21.2%	37.2%	43.2%	2.2%	0.9%	6.8%	10.4%
KwaZulu-Natal	1 298	1 360	14.2%	7.5%	24.8%	19.7%	23.1%	24.7%	19.0%	23.5%	18.9%	24.6%	1.9%	1.0%	2.5%	5.0%
Limpopo	1 310	1 335	9.4%	2.5%	27.0%	16.5%	30.2%	29.1%	22.1%	27.9%	12.1%	24.0%	0.8%	0.1%	1.0%	3.7%
Mpumalanga	389	399	4.6%	14.0%	31.4%	33.1%	28.5%	26.8%	20.1%	10.8%	15.4%	15.3%	0.3%	0.8%	2.6%	3.5%
North West	367	377	3.5%	1.3%	19.9%	17.8%	33.2%	28.6%	22.1%	26.8%	21.3%	25.5%	0.5%	0.3%	3.5%	5.8%
Northern Cape	101	104	3.0%	0.0%	12.9%	2.9%	14.9%	8.7%	21.8%	20.2%	47.5%	68.3%	1.0%	0.0%	20.8%	26.9%
Western Cape	353	375	0.6%	2.9%	4.8%	4.3%	12.2%	10.9%	22.4%	22.4%	60.1%	59.5%	0.0%	2.1%	18.4%	21.3%
National	5 651	5 816	9.9%	8.1%	24.8%	19.2%	24.6%	23.5%	18.6%	21.6%	22.2%	27.5%	1.1%	0.9%	4.7%	6.7%

Source: Report on the 2001 Senior Certificate Examination, Department of Education (27 December 2001).
 Note: The data excludes pending irregularities

Figure 12: National Senior Certificate examination percentage pass rates of school within different percentage groupings in 2000 to 2001

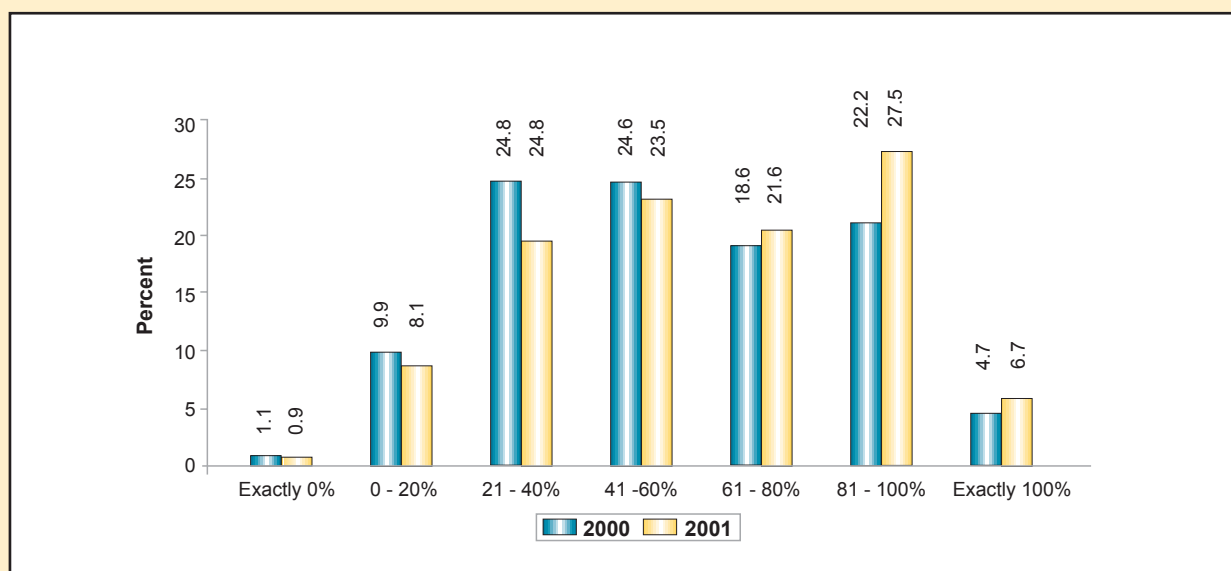


Table 10 and Figure 12 indicate that in 2001, 6.7% (390) of the 5 816 schools in South Africa that offered the Senior Certificate examination obtained 100% passes. This represents an increase compared to the 4.7% of 2000. The percentage of schools that scored a pass rate of between 81% and 100% increased from 22.2% to 27.5%. In respect of schools that performed poorly, 8.1% (471) of them obtained a pass rate of between 0% and 20%, which is slightly lower than the 9.9% of 2000. Fifty-two (52) schools nationally scored a 0% pass rate, compared to 62 in 2000.

3.3.4 Selected subject results

Table 11: National Senior Certificate examination results for selected subjects in 2000 and 2001

Subject	Year	Number of Candidates			Number of Candidates Passed on:								
		Who Wrote			HG	SG	LG	Total Passed					
		Male	Female	Total	Total	Total	Total	Male	Male (%)	Female	Female (%)	Total	Total (%)
Accounting HG	2000	20 918	30 148	51 066	21 258	11 753		13 876	66.3%	19 135	63.5%	33 011	64.6%
	2001	17 489	24 944	42 433	22 161	9 934		13 439	76.8%	18 656	74.8%	32 095	75.6%
Accounting SG	2000	33 773	53 564	87 337		50 621	12 834	24 025	71.1%	39 430	73.6%	63 455	72.7%
	2001	35 311	58 350	93 661		69 675	12 245	30 129	85.3%	51 791	88.8%	81 920	87.5%
Accounting Total	2000	54 691	83 712	138 403	21 258	62 374	12 834	37 901	69.3%	58 565	70.0%	96 466	69.7%
	2001	52 800	83 294	136 094	22 161	79 609	12 245	43 568	82.5%	70 447	84.6%	114 015	83.8%
Biology HG	2000	57 520	76 841	134 361	40 336	33 980		32 629	56.7%	41 687	54.3%	74 316	55.3%
	2001	45 227	61 095	106 322	39 853	22 526		26 315	58.2%	36 064	59.0%	62 379	58.7%
Biology SG	2000	99 559	122 295	221 854		92 383	46 737	65 852	66.1%	73 268	59.9%	139 120	62.7%
	2001	92 609	112 095	204 704		99 452	48 230	68 962	74.5%	78 720	70.2%	147 682	72.1%
Biology Total	2000	157 079	199 136	356 215	40 336	126 363	46 737	98 481	62.7%	114 995	57.7%	213 436	59.9%
	2001	137 836	173 190	311 026	39 853	121 978	48 230	95 277	69.1%	114 784	66.3%	210 061	67.5%
Business Economics HG	2000	16 542	22 749	39 291	16 567	9 925		11 060	66.9%	15 432	67.8%	26 492	67.4%
	2001	16 417	23 344	39 761	16 834	10 532		11 246	68.5%	16 120	69.1%	27 366	68.8%
Business Economics SG	2000	52 963	78 296	131 259		71 860	23 466	39 330	74.3%	55 996	71.5%	95 326	72.6%
	2001	52 667	78 089	130 756		75 999	22 832	40 238	76.4%	58 593	75.0%	98 831	75.6%
Business Economics Total	2000	69 505	101 045	170 550	16 567	81 785	23 466	50 390	72.5%	71 428	70.7%	121 818	71.4%
	2001	69 084	101 433	170 517	16 834	86 531	22 832	51 484	74.5%	74 713	73.7%	126 197	74.0%
Geography HG	2000	54 706	61 391	116 097	41 141	41 543		42 162	77.1%	40 522	66.0%	82 684	71.2%
	2001	47 794	51 583	99 377	37 151	31 747		35 729	74.8%	33 169	64.3%	68 898	69.3%
Geography SG	2000	51 109	60 861	111 970		55 370	22 873	39 255	76.8%	38 988	64.1%	78 243	69.9%
	2001	46 832	55 101	101 933		53 021	20 867	36 453	77.8%	37 435	67.9%	73 888	72.5%
Geography Total	2000	105 815	122 252	228 067	41 141	96 913	22 873	81 417	76.9%	79 510	65.0%	160 927	70.6%
	2001	94 626	106 684	201 310	37 151	84 768	20 867	72 182	76.3%	70 604	66.2%	142 786	70.9%
Mathematics HG	2000	20 301	18 219	38 520	19 327	5 550		13 395	66.0%	11 482	63.0%	24 877	64.6%
	2001	18 163	16 707	34 870	19 504	5 880		13 395	73.7%	11 989	71.8%	25 384	72.8%
Mathematics SG	2000	111 620	133 877	245 497		79 631	23 634	52 612	47.1%	50 653	37.8%	103 265	42.1%
	2001	104 327	124 748	229 075		72 301	25 464	49 508	47.5%	48 257	38.7%	97 765	42.7%
Mathematics Total	2000	131 921	152 096	284 017	19 327	85 181	23 634	66 007	50.0%	62 135	40.9%	128 142	45.1%
	2001	122 490	141 455	263 945	19 504	78 181	25 464	62 903	51.4%	60 246	42.6%	123 149	46.7%
Physical Science HG	2000	30 117	25 582	55 699	23 344	12 939		20 565	68.3%	15 718	61.4%	36 283	65.1%
	2001	26 685	22 311	48 996	24 280	11 174		19 972	74.8%	15 482	69.4%	35 454	72.4%
Physical Science SG	2000	53 777	53 709	107 486		54 884	20 997	39 790	74.0%	36 091	67.2%	75 881	70.6%
	2001	52 636	52 215	104 851		45 314	24 784	36 698	69.7%	33 400	64.0%	70 098	66.9%
Physical Science Total	2000	83 894	79 291	163 185	23 344	67 823	20 997	60 355	71.9%	51 809	65.3%	112 164	68.7%
	2001	79 321	74 526	153 847	24 280	56 488	24 784	56 670	71.4%	48 882	65.6%	105 552	68.6%

Note 1: The data excludes pending irregularities.
Note 2: HG = Higher Grade, SG = Standard Grade and LG = Lower Grade.
Note 3: Empty cells: not applicable.

Of the selected six subjects indicated in Table 11, most candidates (311 026) wrote Biology in the 2001 Senior Certificate examination. The overall highest pass rate was for Accounting (83.8%), compared to Business Economics (71.4%) in 2000. The lowest overall pass rate was for Mathematics (46.7%). However, the pass rate for Mathematics HG was 72.8%, an increase of 8.2% compared to 2000.

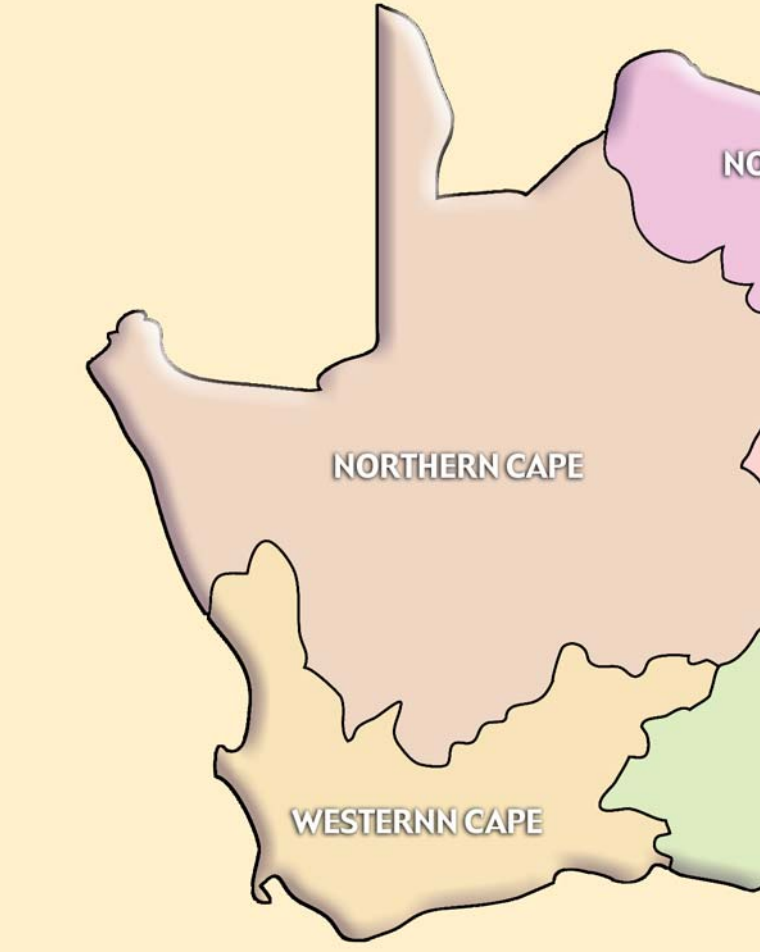
Eastern Cape		Learners	Educators	Institutions
Public Schools ²⁾	Primary ⁴⁾	627 602	19 041	2 697
	Secondary	397 614	13 577	855
	Combined	1 002 575	28 264	2 504
	Intermediate & Middle	0	0	0
	Total (Public)	2 027 791	60 882	6 056
Independent Schools ³⁾	Primary ⁴⁾	3 077	161	20
	Secondary	961	71	4
	Combined	2 003	187	7
	Intermediate & Middle	0	0	0
	Total (Independent)	6 041	419	31
Total (Public & Independent)		2 033 832	61 301	6 087
Other Educational Institutions/Centres	ABET	55 517	2 917	668
	ELSEN ⁷⁾	8 884	1 295	44
	Public FET	40 499	849	8
	Pre-primary/ ECD ¹⁾⁶⁾	24 330	968	461
	Public HE ⁵⁾	59 458	1 517	7
Total (Other)	188 688	7 546	1 188	
Grand Total		2 222 520	68 847	7 275

Limpopo		Learners	Educators	Institutions
Public Schools ²⁾	Primary ⁴⁾	1 136 515	33 542	3 002
	Secondary	639 300	21 496	1 389
	Combined	17 973	1 453	55
	Intermediate & Middle	0	0	0
	Total (Public)	1 793 788	56 491	4 446
Independent Schools ³⁾	Primary ⁴⁾	11 931	498	151
	Secondary	5 272	244	15
	Combined	5 198	278	19
	Intermediate & Middle	0	0	0
	Total (Independent)	22 401	1 020	185
Total (Public & Independent)		1 816 189	57 511	4 631
Other Educational Institutions/Centres	ABET	17 381	724	189
	ELSEN ⁷⁾	4 548	792	21
	Public FET	29 082	578	7
	Pre-primary/ ECD ¹⁾⁶⁾	24 362	944	523
	Public HE ⁵⁾	14 410	863	2
Total (Other)	89 783	3 901	742	
Grand Total		1 905 972	61 412	5 373

Free State		Learners	Educators	Institutions
Public Schools ²⁾	Primary ⁴⁾	344 787	10 741	1 839
	Secondary	208 292	7 036	264
	Combined	43 369	1 461	92
	Intermediate & Middle	107 464	3 165	201
	Total (Public)	703 912	22 403	2 396
Independent Schools ³⁾	Primary ⁴⁾	1 861	86	16
	Secondary	1 760	54	5
	Combined	5 307	331	35
	Intermediate & Middle	3 181	82	7
	Total (Independent)	12 109	553	63
Total (Public & Independent)		716 021	22 956	2 459
Other Educational Institutions/Centres	ABET	47 284	2 088	206
	ELSEN ⁷⁾	4 023	692	19
	Public FET	29 169	691	4
	Pre-primary/ ECD ¹⁾⁶⁾	8 488	468	129
	Public HE ⁵⁾	21 149	720	2
Total (Other)	110 113	4 659	360	
Grand Total		826 134	27 615	2 819

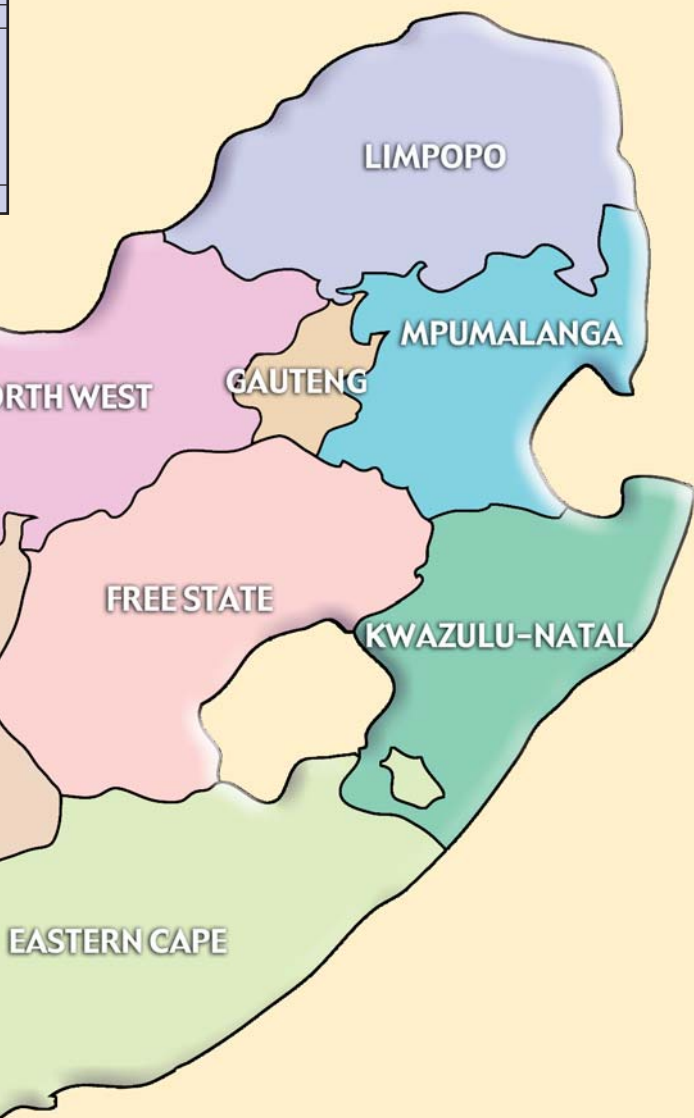
Gauteng ¹⁾		Learners	Educators	Institutions
Public Schools ²⁾	Primary ⁴⁾	858 482	24 659	1 298
	Secondary	488 218	16 434	464
	Combined	98 161	2 668	138
	Intermediate & Middle	0	0	0
	Total (Public)	1 444 861	43 761	1 900
Independent Schools ³⁾	Primary ⁴⁾	24 466	1 388	84
	Secondary	15 007	916	53
	Combined	77 025	4 811	176
	Intermediate & Middle	0	0	0
	Total (Independent)	116 498	7 115	313
Total (Public & Independent)		1 561 359	50 876	2 213
Other Educational Institutions/Centres	ABET	165 074	3 211	225
	ELSEN ⁷⁾	26 800	4 009	91
	Public FET	115 377	2 036	8
	Pre-primary/ ECD ¹⁾⁶⁾	54 315	3 265	768
	Public HE ⁵⁾	399 205	6 274	11
Total (Other)	760 771	18 795	1 103	
Grand Total		2 322 130	69 671	3 316

KwaZulu-Natal		Learners	Educators	Institutions
Public Schools ²⁾	Primary ⁴⁾	1 663 697	42 775	3 873
	Secondary	851 723	24 825	1 454
	Combined	146 088	4 028	281
	Intermediate & Middle	0	0	0
	Total (Public)	2 661 508	71 628	5 608
Independent Schools ³⁾	Primary ⁴⁾	7 516	511	43
	Secondary	7 427	472	25
	Combined	22 002	1 629	75
	Intermediate & Middle	0	0	0
	Total (Independent)	36 945	2 612	143
Total (Public & Independent)		2 698 453	74 240	5 751
Other Educational Institutions/Centres	ABET	27 394	1 517	259
	ELSEN ⁷⁾	11 206	1 914	61
	Public FET	55 259	1 039	9
	Pre-primary/ ECD ¹⁾⁶⁾	25 342	1 194	471
	Public HE ⁵⁾	66 250	2 260	6
Total (Other)	185 451	7 924	806	
Grand Total		2 883 904	82 164	6 557



Mpumalanga ¹⁾		Learners	Educators	Institutions
Public Schools ²⁾	Primary ⁴⁾	494 754	13 238	1 295
	Secondary	286 682	7 775	352
	Combined	112 848	3 232	217
	Intermediate & Middle	0	0	0
	Total (Public)	894 284	24 245	1 864
Independent Schools ³⁾	Primary ⁴⁾	1 253	35	12
	Secondary	533	15	3
	Combined	7 927	218	47
	Intermediate & Middle	0	0	0
	Total (Independent)	9 713	268	62
Total (Public & Independent)		903 997	24 513	1 926
Other Educational Institutions/Centres	ABET	18 411	1 789	212
	ELSEN ⁷⁾	2 489	474	18
	Public FET	20 529	333	3
	Pre-primary/ ECD ¹⁾⁶⁾	8 529	382	120
	Public HE ⁵⁾	0	0	0
Total (Other)	49 958	2 978	353	
Grand Total		953 955	27 491	2 279

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North West		Learners	Educators	Institutions
Public Schools ²⁾	Primary ⁴⁾	494 991	15 827	1 476
	Secondary	235 855	7 972	399
	Combined	13 028	415	33
	Intermediate & Middle	139 693	4 529	363
	Total (Public)	883 567	28 743	2 271
Independent Schools ³⁾	Primary ⁴⁾	3 477	122	15
	Secondary	1 352	98	6
	Combined	3 323	208	14
	Intermediate & Middle	1 425	63	5
	Total (Independent)	9 577	491	40
Total (Public & Independent)		893 144	29 234	2 311
Other Educational Institutions/Centres	ABET	32 679	2 750	474
	ELSEN ⁷⁾	4 688	742	39
	Public FET	20 036	501	3
	Pre-primary/ ECD ¹⁾⁶⁾	22 070	1 323	482
	Public HE ⁵⁾	34 286	733	3
	Total (Other)	113 759	6 049	1 001
Grand Total		1 006 903	35 283	3 312

Northern Cape		Learners	Educators	Institutions
Public Schools ²⁾	Primary ⁴⁾	96 817	2 964	284
	Secondary	45 523	1 586	71
	Combined	22 949	756	40
	Intermediate & Middle	29 088	877	64
	Total (Public)	194 377	6 183	459
Independent Schools ³⁾	Primary ⁴⁾	608	43	6
	Secondary	1 162	48	3
	Combined	866	73	7
	Intermediate & Middle	88	12	3
	Total (Independent)	2 724	176	19
Total (Public & Independent)		197 101	6 359	478
Other Educational Institutions/Centres	ABET	3 981	198	99
	ELSEN ⁷⁾	6 254	305	9
	Public FET	8 231	164	2
	Pre-primary/ ECD ¹⁾⁶⁾	6 994	273	123
	Public HE ⁵⁾	0	0	0
	Total (Other)	25 460	940	233
Grand Total		222 561	7 299	711

Western Cape		Learners	Educators	Institutions
Public Schools ²⁾	Primary ⁴⁾	504 465	13 646	1 020
	Secondary	285 538	8 615	291
	Combined	21 601	648	41
	Intermediate & Middle	77 284	2 099	122
	Total (Public)	888 888	25 008	1 474
Independent Schools ³⁾	Primary ⁴⁾	10 424	552	53
	Secondary	3 199	289	17
	Combined	14 476	1 294	51
	Intermediate & Middle	1 043	68	7
	Total (Independent)	29 142	2 203	128
Total (Public & Independent)		918 030	27 211	1 602
Other Educational Institutions/Centres	ABET	18 614	1 087	162
	ELSEN ⁷⁾	10 697	2 259	68
	Public FET	37 867	1 042	6
	Pre-primary/ ECD ¹⁾⁶⁾	27 018	1 622	409
	Public HE ⁵⁾	70 609	2 373	5
	Total (Other)	164 805	8 383	650
Grand Total		1 082 835	35 594	2 252

Sources:

1. Ordinary public and independent schools: 2001 SNAP Survey (conducted on the 10th school day);
2. ABET: 2001 Annual Survey;
3. ELSEN: 2001 Audit;
4. FET: 2001 FETMIS database;
5. Pre-primary/ECD: Attached to primary - submitted by provinces, 2001 SNAP Survey. Separated from primary - 2000 Audit; and
6. HE - 2001 HEMIS database

Footnotes:

- 1) 2000 data is used for all stand-alone pre-primary/ECD centres. 2000 data is also used for ABET centres in Gauteng and Mpumalanga.
- 2) & 3) Including Learners with Special Education Needs (LSEN) at ordinary public and independent schools respectively.
- 4) Including learners and educators associated with pre-primary classes at primary schools.
- 5) HE institutions include universities and technikons (Students from the former Colleges of Education were incorporated at universities and technikons).
- 6) Data includes only ECD centres registered with the Department of Education.
- 7) 16 ELSEN centres countrywide were not included in the Audit.

National		Learners	Educators	Institutions
Public Schools ²⁾	Primary ⁴⁾	6 222 110	176 433	16 784
	Secondary	3 438 745	109 316	5 539
	Combined	1 478 592	42 925	3 401
	Intermediate & Middle	353 529	10 670	750
	Total (Public)	11 492 976	339 344	26 474
Independent Schools ³⁾	Primary ⁴⁾	64 613	3 396	400
	Secondary	36 673	2 207	131
	Combined	138 127	9 029	431
	Intermediate & Middle	5 737	225	22
	Total (Independent)	245 150	14 857	984
Total (Public & Independent)		11 738 126	354 201	27 458
Other Educational Institutions/Centres	ABET	386 335	16 281	2 494
	ELSEN ⁷⁾	79 589	12 482	370
	Public FET	356 049	7 233	50
	Pre-primary/ ECD ¹⁾⁶⁾	201 448	10 439	3 486
	Public HE ⁵⁾	665 367	14 740	36
	Total (Other)	1 688 788	61 175	6 436
Grand Total		13 426 914	415 376	33 894

Figure 13: National Senior Certificate examination pass rates for selected subjects in 2001

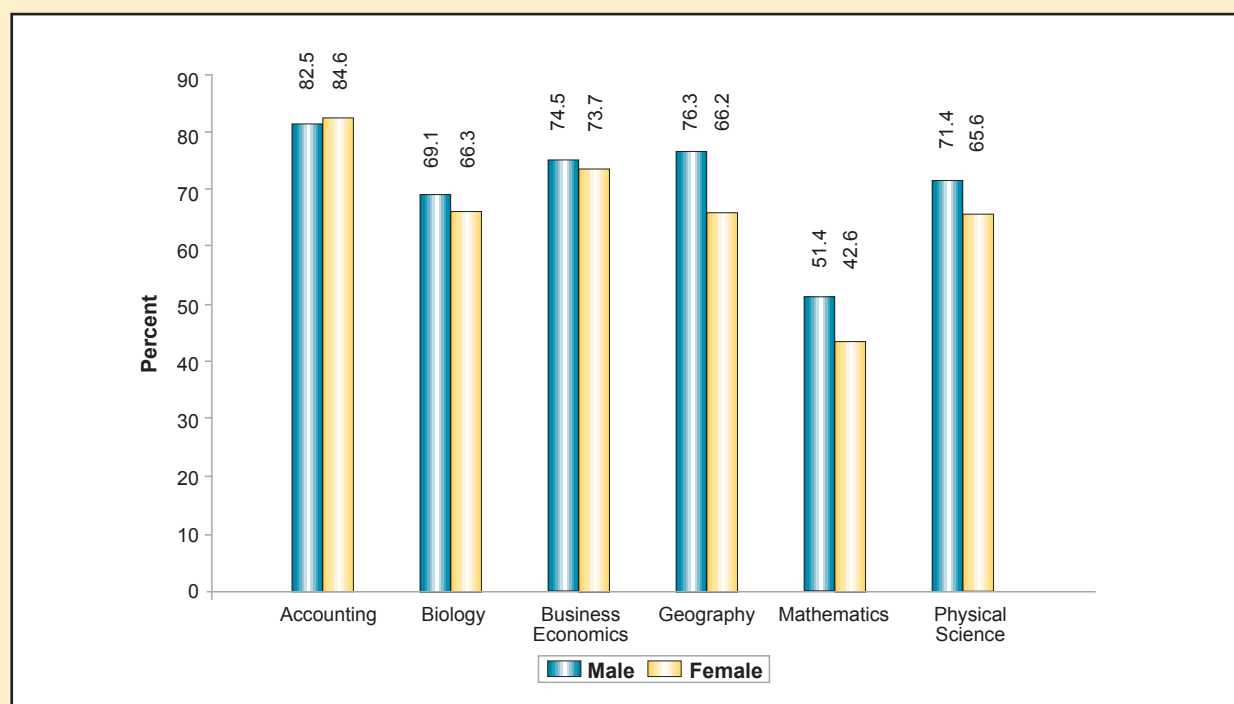


Figure 13 and Table 11 show that except for Accounting, in both 2000 and 2001, the males performed better than the females in all the selected subjects. However, in 2001 females performed better than males in Biology HG and Business Economics HG.

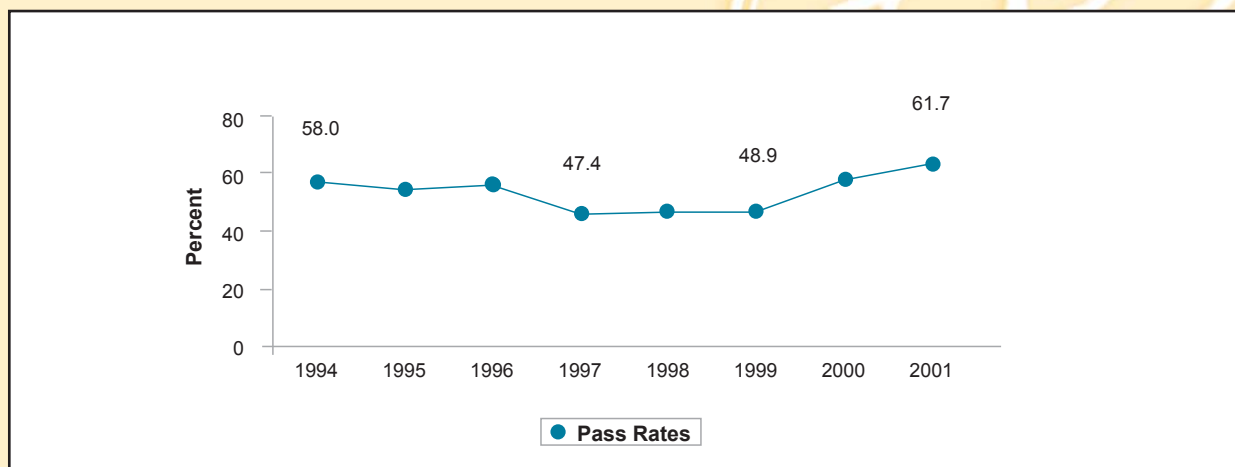
3.3.5 Pass rate trend from 1994 to 2001

Table 12: Comparing pass rates of the Senior Certificate examination for full-time candidates with six or more subjects by province from 1994 to 2001

Province	Pass Rates								Net Change (1994 - 2001) (H-A)/A
	1994	1995	1996	1997	1998	1999	2000	2001	
	A	B	C	D	E	F	G	H	
Eastern Cape	56.8 %	47.8 %	49.0 %	46.2 %	45.1 %	40.2 %	49.8 %	45.6 %	-19.7%
Free State	55.8 %	49.7 %	51.1 %	42.5 %	43.4 %	42.1 %	52.7 %	59.0 %	5.7%
Gauteng	61.3 %	58.0 %	58.3 %	51.7 %	55.6 %	57.0 %	67.5 %	73.6 %	20.1%
KwaZulu-Natal	67.6 %	69.3 %	61.8 %	53.7 %	50.3 %	50.7 %	57.2 %	62.8 %	-7.1%
Limpopo	44.4 %	37.8 %	38.8 %	31.9 %	35.2 %	37.5 %	51.4 %	59.5 %	34.0%
Mpumalanga	47.5 %	38.2 %	47.4 %	46.0 %	52.7 %	48.3 %	53.2 %	46.9 %	-1.2%
North West	70.2 %	66.3 %	69.6 %	50.0 %	54.6 %	52.1 %	58.3 %	62.5 %	-11.0%
Northern Cape	77.7 %	74.5 %	74.1 %	63.8 %	65.4 %	64.3 %	71.2 %	84.2 %	8.3%
Western Cape	85.6 %	82.7 %	80.2 %	76.2 %	79.0 %	78.8 %	80.6 %	82.7 %	-3.4%
National	58.0%	53.4%	54.4%	47.4%	49.3%	48.9%	57.9%	61.7%	6.4%

Source: Reports on the Senior Certificate Examination, Department of Education.
Note: Percentages with a negative sign denote a decrease.

Figure 14: Comparing national pass rates of the Senior Certificate examination from 1994 to 2001



As indicated in Table 12, the national pass rate of the Senior Certificate examination increased by 3.7% (real value) from 1994 to 2001, indicating a net increase of 6.4%. The largest and second largest net increase in the pass rate between 1994 and 2001 were experienced in Limpopo (34.0%) and Gauteng (20.1%) respectively, while the largest and second largest net decrease were experienced in the Eastern Cape (19.7%) and North West (11.0%) respectively.

Figure 14 shows that from 1994 the national pass rate decreased by 10.6% (real value) to its lowest point in 1997 (47.4%). It stayed almost the same from 1997 to 1999 and then increased by 12.8% (real value) to its highest point in 2001.

Table 12 shows that only four provinces (the Free State, Gauteng, Limpopo and Northern Cape) reflected a higher pass rate in 2001 than in 1994. In the period 1994 to 2001 Limpopo showed the lowest pass rate (31.9% in 1997). The Western Cape showed the highest pass rate (85.6% in 1994).

4. PUBLIC FURTHER EDUCATION AND TRAINING INSTITUTIONS

4.1 Introduction and perspective

The public Further Education and Training (FET) sector has, in the past two to three years, undergone a massive transformation exercise. This is indicated by the rapid change in the number of institutions, by the growth in the number of learners, and by the changes in distribution patterns of the learners within the sector. The extent of these changes can be seen in, amongst others, the fact that there were 152 technical colleges in 2000, which have now been merged to form 50 super college institutions. The positive results of policies compiled in accordance with the FET Act of 1998 and White Paper No. 4 on Further Education and Training to facilitate the transformation are evident from the success of the mergers and related activities. These changes have had a marked impact on the majority of the colleges of the past, which previously formed part of a sector characterised by small, inefficient institutions with unnecessary duplication and poor facilities and resources. These institutions offered programmes, in many cases irrelevant and outdated, in poorly equipped workshops and facilities. They also reflected apartheid's spatial legacy of segregation and lack of proper development for those who were in the former homelands or in predominantly black or former "non-White areas".

Table 13: Number of learners, educators and institutions in the public FET sector by province in 2001

Province	Learners	Educators	Campus Sites	Previous Technical Colleges	New FET Institutions
Eastern Cape	40 499	849	28	28	8
Free State	29 169	691	15	11	4
Gauteng	115 377	2 036	33	33	8
KwaZulu-Natal	55 259	1 039	24	24	9
Limpopo	29 082	578	17	15	7
Mpumalanga	20 529	333	10	10	3
North West	20 036	501	11	11	3
Northern Cape	8 231	164	6	7	2
Western Cape	37 867	1 042	21	13	6
National	356 049	7 233	165	152	50

Source: 2001 FETMIS database.

Table 13 indicates the changes in the institutional composition of the public FET sector. In 2000, there were officially 152 registered technical colleges. These consisted of 165 centres (campuses, including technical centres). After the merging operation, which took up the entire 2001, the number of institutions was now down to only 50.

4.2 Learner data

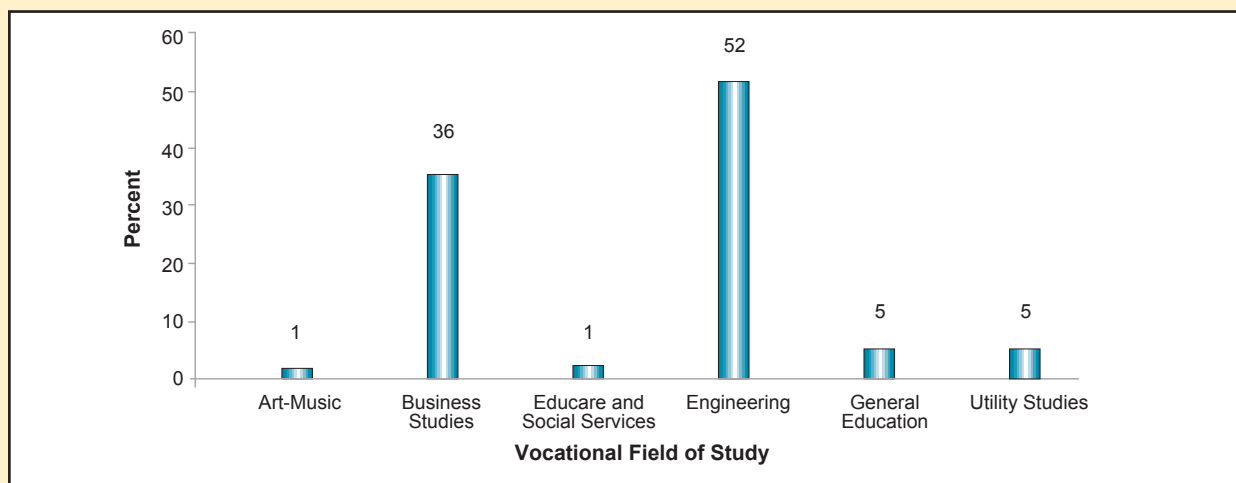
Table 14: Numbers of learners in the public FET sector by province, vocational field of study and gender in 2001

Province	Gender	Vocational Field of Study						Total
		Art-Music	Business Studies	Educare and Social Services	Engineering	General Education	Utility Studies	
Eastern Cape	Female	875	13 377	91	3 012	535	1 703	19 593
	Male	434	7 896	11	11 965	387	213	20 906
	Total	1 309	21 273	102	14 977	922	1 916	40 499
Free State	Female	244	8 458	212	2 538	1 433	769	13 654
	Male	216	4 832	0	9 128	1 138	201	15 515
	Total	460	13 290	212	11 666	2 571	970	29 169
Gauteng	Female	866	24 105	491	15 164	1 764	5 218	47 608
	Male	834	12 360	8	50 540	1 646	2 381	67 769
	Total	1 700	36 465	499	65 704	3 410	7 599	115 377
KwaZulu-Natal	Female	51	8 420	160	4 351	4 581	1 683	19 246
	Male	63	5 199	0	24 928	4 225	1 598	36 013
	Total	114	13 620	160	29 279	8 806	3 281	55 259
Limpopo	Female	24	4 791	28	2 471	62	132	7 508
	Male	4	2 379	0	19 006	41	144	21 574
	Total	28	7 170	28	21 477	103	276	29 082
Mpumalanga	Female	0	6 920	293	1 145	565	512	9 435
	Male	0	2 300	0	7 634	704	455	11 094
	Total	0	9 221	293	8 779	1 269	967	20 529
North West	Female	0	4 354	34	2 261	0	126	6 775
	Male	0	2 188	0	11 022	0	51	13 261
	Total	0	6 542	34	13 283	0	177	20 036
Northern Cape	Female	18	1 419	78	890	680	407	3 492
	Male	0	1 136	0	2 677	597	329	4 739
	Total	18	2 555	78	3 567	1 277	736	8 231
Western Cape	Female	275	10 495	1 674	1 785	161	2 127	16 517
	Male	265	6 536	104	13 789	95	561	21 350
	Total	540	17 031	1 779	15 574	256	2 688	37 867
National	Female	2 352	82 340	3 059	33 617	9 781	12 678	143 828
		1.6%	57.2%	2.1%	23.4%	6.8%	8.8%	100.0%
	Male	1 817	44 826	123	150 689	8 833	5 933	212 221
		0.9%	21.1%	0.1%	71.0%	4.2%	2.8%	100.0%
	Total	4 169	127 166	3 182	184 306	18 614	18 611	356 049
		1%	36%	1%	52%	5%	5%	100.0%

Source: 2001 FETMIS database.

Table 14 shows that, in 2001, overall learner figures for the Engineering vocational field of study were the highest (184 306). This is followed by Business Studies (127 166). Enrolments for Art-Music, Educare and Social Services, General Education and Utility Studies continue to be low, in line with previous trends from past years⁵. In some provinces, there is not a single⁶ male learner taking Art-Music and Educare and Social Services. Examples are Mpumalanga, North West and the Northern Cape.

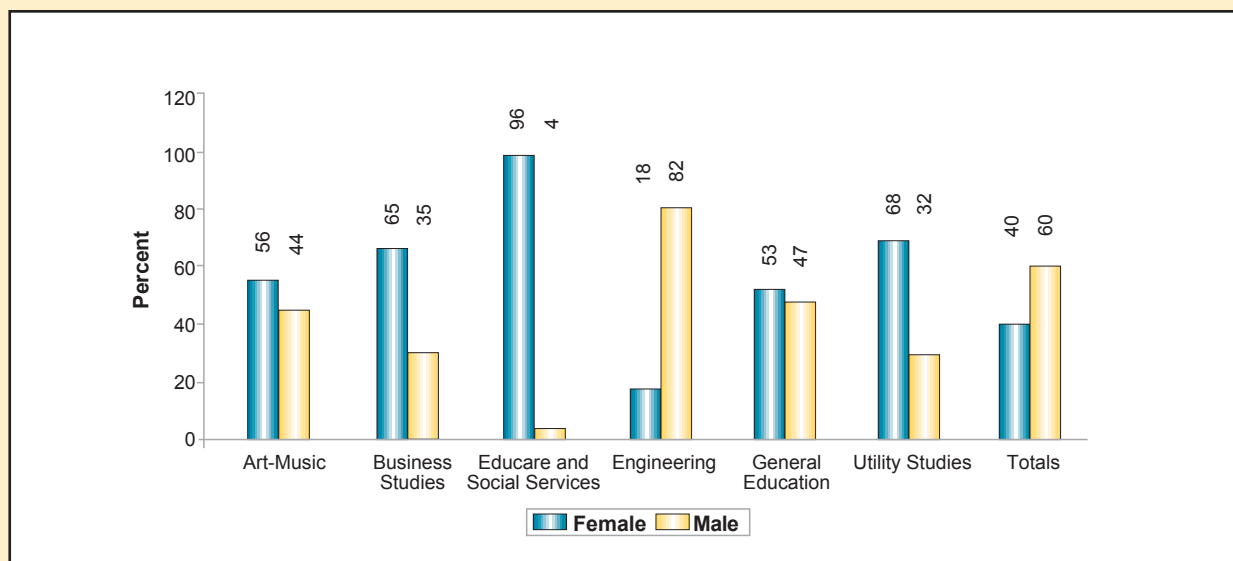
Figure 15: Percentage distribution of learners in the public FET sector by vocational field of study in 2001



⁵ Data from the 1999 and 2000 Quantitative Audits of the Further Education and Training sector - College Collaboration Fund and National Business Initiative (NBI).

⁶ Where '0' data is shown, there could be zero enrolments, or data unavailable at time of survey or data capture.

Figure 16: Percentage distribution of learners in the public FET sector by vocational field of study and gender in 2001



Gender dominance in certain vocational fields of study also follows past trends, with females dominating all vocational fields of study except the Engineering field. The Engineering field had a male enrolment percentage of 82% in both 2000 and 2001, as indicated in Figure 16.

Female learners seem to be steadily enrolling for what could be termed "previously male-dominated" fields of study, whilst not many males are venturing into "previously female-dominated" fields. This is evident when one looks at the male enrolment figures for fields such as Business Studies (35%), Educare and Social Services (4%) and Art-Music (44%). The percentage of females in Engineering, on the other hand, has been stable, or has even grown slightly (18%).

Table 14 and Figure 15 also highlight the fact that General Education and Utility Studies share the same status (5% each), with Art-Music (1%) and Educare and Social Services (1%) taking the last positions with respect to percentage share.

The overall picture of the female dominance by percentage in all vocational fields except for that of Engineering is shown in Figure 16.

Table 15: Number of learners in the public FET sector by province, population group and gender in 2001

Province	Population Group					Total	Gender			
	African	Coloured	Indian	White	Unknown		Female	Male	Unknown	Total
Eastern Cape	33 210	2 856	226	2 862	1 345	40 499	17 563	15 663	7 273	40 499
Free State	24 860	295	51	3 372	591	29 169	13 654	14 526	990	29 169
Gauteng	97 259	1 728	1 135	15 254	0	115 377	42 902	69 098	3 377	115 377
KwaZulu-Natal	43 992	404	3 371	3 812	3 680	55 259	17 835	33 745	3 680	55 259
Limpopo	27 759	65	23	1 234	0	29 082	9 888	14 116	5 078	29 082
Mpumalanga	13 286	179	127	2 873	4 064	20 529	5 623	10 842	4 064	20 529
North West	15 588	430	64	2 185	1 769	20 036	7 185	8 392	4 460	20 036
Northern Cape	4 219	2 271	93	1 648	0	8 231	4 088	4 143	0	8 231
Western Cape	9 748	15 503	451	10 240	1 925	37 867	15 360	19 040	3 467	37 867
National	269 922	23 731	5 541	43 480	13 374	356 049	134 097	189 564	32 388	356 049
	76%	7%	2%	12%	4%	100%	38%	53%	9%	100%

Source: 2001 FETMIS database.

Figure 17: Percentage distribution of learners in the public FET sector by population group in 2001

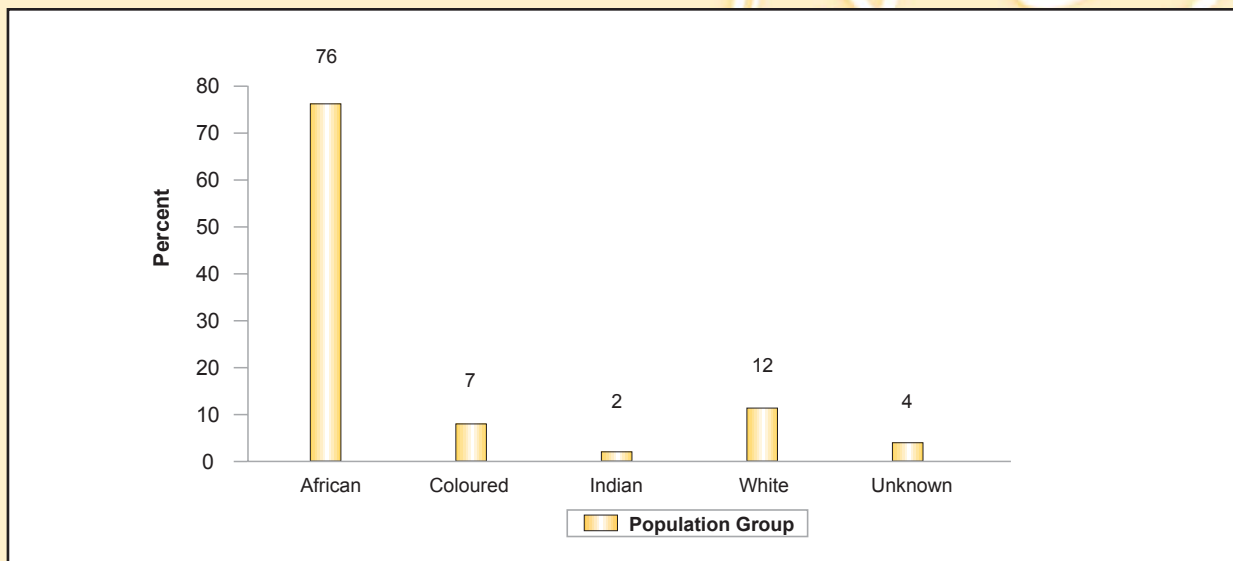


Figure 18: Percentage distribution of learners in the public FET sector by gender in 2001

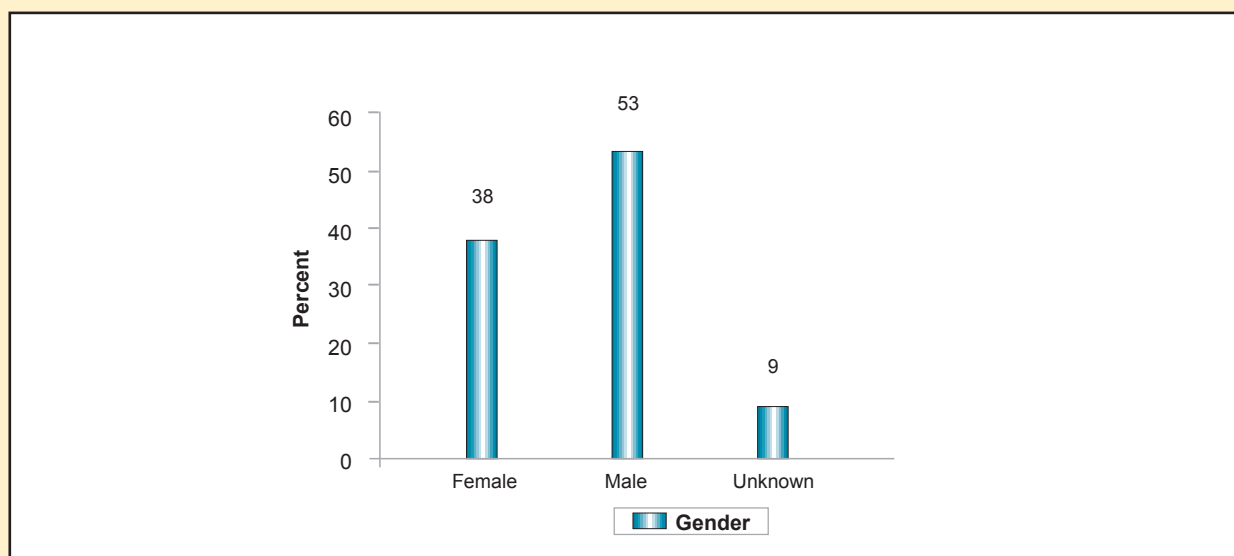


Table 15 and Figures 17 and 18 show clearly that, with respect to learner enrolments in 2001, the African population group dominates, with 76%, and the male gender group takes the lead, with 53%. Table 15 also indicates that, with the exception of the Western Cape, the African population group is by far the largest in numeric terms for learner enrolments in 2001.

4.3 Educator data

Table 16: Number of educators in the public FET sector by province, remuneration paid by, gender and vocational field specialisation in 2001

Province	Remuneration Paid by:			Gender			Vocational Field Specialisation							
	State	Governing Council	Total	Female	Male	Total	Engineering	Business Studies	Utility Studies	Art-Music	General Education and Social Services	Educare	Unknown	Total
Eastern Cape	706	143	849	432	417	849	305	380	89	36	3	2	34	849
Free State	534	157	691	331	360	691	162	228	50	33	175	10	33	691
Gauteng	1 626	410	2 036	994	1 042	2 036	940	628	161	41	142	14	110	2 036
KwaZulu-Natal	893	146	1 039	416	623	1 039	478	306	87	15	90	13	50	1 039
Limpopo	454	124	578	227	351	578	299	178	46	3	35	2	15	578
Mpumalanga	297	36	333	145	188	333	170	147	4		1	0	11	333
North West	406	95	501	212	289	501	193	237	25	2	13	4	27	501
Northern Cape	163	1	164	82	82	164	41	98	12	3	1	0	9	164
Western Cape	704	333	1 037	504	533	1 037	329	467	118	32	17	2	72	1 037
National	5 783	1 445	7 228	3 343	3 885	7 228	2 917	2 669	592	165	477	47	361	7 228
	80%	20%	100%	46%	54%	100%	40%	37%	8%	2%	7%	1%	5%	100%

Source: 2001 FETMIS database.

Figure 19: Percentage distribution of teaching staff in the public FET sector by gender in 2001

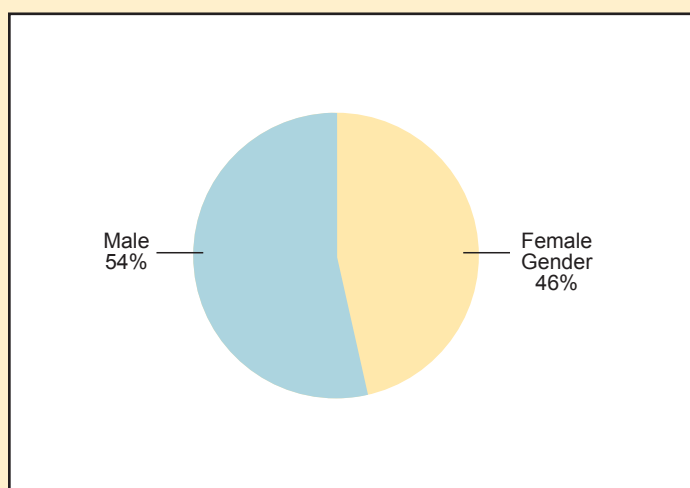
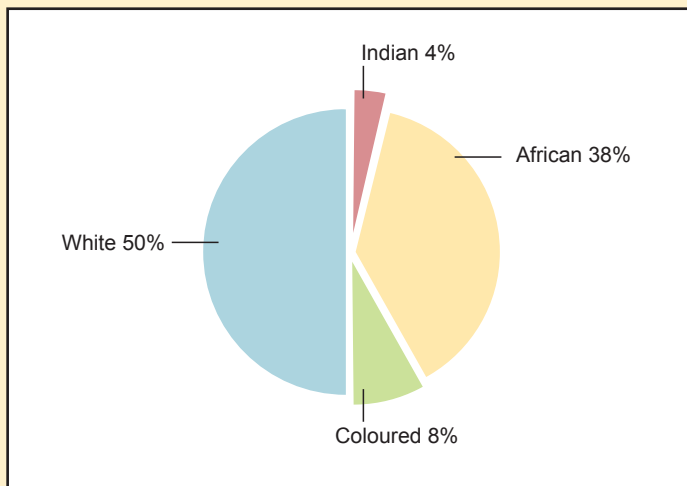


Table 16 and Figure 19 show that there were more male educators (54%) than female educators (46%) in 2001. By far the greatest percentage of educators were White (50%), as shown in Figure 20, followed by African (38%), Coloured (8%) and Indian (4%).

Table 16 also draws our attention to the fact that the vast majority of educators are in Engineering (40%), followed by Business Studies (37%) and Utility Studies (8%).

Figure 20: Percentage distribution of teaching staff in the public FET sector by population group in 2001



A trend that has been carried over from 2000⁷ is the fact that, whilst African learners, at 76%, made up the bulk of the learners in 2001, as shown in Figure 17, White educators, at 50%, made up the bulk of the educators as depicted in Figure 20.

4.4 Comparison between 2000 and 2001

Table 17: Comparing learners and educators in the public FET sector by province in 2000 and 2001

Province	Learners			Educators		
	2000	2001	Net Change	2000	2001	Net Change
	A	B	(B-A)/A	C	D	(D-C)/C
Eastern Cape	39 864	40 499	1.6%	835	849	1.7%
Free State	28 129	29 168	3.7%	671	691	3.0%
Gauteng	113 568	115 377	1.6%	1 910	2 036	6.6%
KwaZulu-Natal	54 393	55 259	1.6%	945	1 039	9.9%
Limpopo	28 626	29 082	1.6%	566	578	2.1%
Mpumalanga	20 207	20 529	1.6%	316	333	5.4%
North West	19 722	20 036	1.6%	449	501	11.6%
Northern Cape	8 102	8 231	1.6%	148	164	10.8%
Western Cape	36 791	37 867	2.9%	919	1 037	12.8%
National	349 402	356 049	1.9%	6 759	7 228	6.9%

Source: 2001 FETMIS database and NBI Quantitative Overview of FET College Sector (2000)

Note: Percentages with a negative sign denote a decrease.

Table 17 shows that whilst the Free State recorded the greatest net change in learner numbers (3.7%), the change in that province was amongst the smallest when it came to a commensurate net change in educators (3.0%).

⁷ 2000 Quantitative Overview of the Further Education and Training College Sector (NBI) - 2002

5. PUBLIC HIGHER EDUCATION INSTITUTIONS

5.1 Headcount enrolments

Table 18: Overview of South African public higher education institutions in 2001

Institution	Headcount Student Enrolments			Black Students as Proportions of Head Count Totals		Female Students as Proportions of Head Count Totals		Proportions of Contact + Distance Headcount Enrolments in Major Fields of Study		
	Contact	Distance	Total	Contact	Distance	Contact	Distance	SET	Business	Humanities
1. Universities										
HBUs										
Durban-Westville	8 272	0	8 272	98%	n/a	56%	n/a	36%	16%	48%
Fort Hare	4 159	1 572	5 731	99%	100%	54%	94%	17%	15%	68%
Medunsa	4 041	0	4 041	96%	n/a	51%	n/a	97%	0%	3%
North	8 455	0	8 455	100%	n/a	54%	n/a	30%	11%	59%
North West	6 430	0	6 430	100%	n/a	58%	n/a	38%	15%	47%
Transkei	4 676	0	4 676	100%	n/a	61%	n/a	28%	25%	47%
Venda	5 955	0	5 955	100%	n/a	50%	n/a	23%	19%	58%
Vista	12 518	7 924	20 442	99%	100%	56%	70%	12%	12%	76%
Western Cape	10 499	0	10 499	98%	n/a	57%	n/a	23%	13%	64%
Zululand	6 320	0	6 320	95%	n/a	60%	n/a	24%	7%	69%
Total/Averages for HBUs	71 325	9 496	80 821	98%	100%	56%	74%	27%	13%	60%
HWUs										
Cape Town	18 602	0	18 602	48%	n/a	48%	n/a	40%	25%	35%
Free State	12 509	1 523	14 032	51%	15%	55%	27%	33%	7%	60%
Natal	19 492	6 444	25 936	76%	91%	52%	69%	32%	21%	47%
Port Elizabeth	7 582	15 731	23 313	62%	100%	59%	64%	8%	7%	85%
Potchefstroom	13 418	9 769	23 187	36%	80%	61%	64%	20%	11%	69%
Pretoria	32 108	30 234	62 342	32%	96%	52%	65%	24%	9%	67%
Rand Afrikaans	14 721	5 453	20 174	30%	96%	54%	71%	14%	24%	62%
Rhodes	5 877	339	6 216	47%	95%	57%	65%	24%	17%	59%
Stellenbosch	18 342	2 019	20 361	20%	92%	50%	78%	38%	13%	49%
Witwatersrand	20 329	0	20 329	60%	n/a	48%	n/a	58%	11%	31%
Total/Averages for HWUs	162 980	71 512	234 492	45%	92%	52%	65%	28%	14%	58%
UNISA	269	133 286	133 555	52%	66%	78%	57%	8%	37%	55%
Total/Averages for Universities	234 574	214 294	448 868	61%	76%	53%	61%	22%	21%	57%
2. Technikons										
HBTs										
Border	4 740	0	4 740	99%	n/a	62%	n/a	32%	37%	26%
Eastern Cape	5 664	0	5 664	100%	n/a	60%	n/a	38%	34%	28%
ML Sultan	9 122	0	9 122	99%	n/a	51%	n/a	53%	28%	19%
Mangosuthu	6 413	0	6 413	100%	n/a	49%	n/a	58%	42%	0%
North West	4 669	0	4 669	100%	n/a	65%	n/a	30%	40%	30%
Northern Gauteng	10 030	0	10 030	100%	n/a	51%	n/a	34%	52%	14%
Peninsula	8 834	0	8 834	97%	n/a	54%	n/a	49%	34%	17%
Total/Averages for HBTs	49 472	0	49 472	99%	n/a	55%	n/a	42%	38%	20%
HWTs										
Cape	12 313	0	12 313	57%	n/a	48%	n/a	49%	33%	18%
Free State	7 117	0	7 117	68%	n/a	48%	n/a	49%	35%	16%
Natal	10 187	0	10 187	82%	n/a	48%	n/a	49%	35%	15%
Port Elizabeth	9 118	0	9 118	72%	n/a	43%	n/a	44%	38%	18%
Pretoria	27 041	10 200	37 241	73%	98%	49%	45%	32%	20%	48%
Vaal Triangle	16 206	0	16 206	88%	n/a	49%	n/a	40%	43%	17%
Witwatersrand	13 060	0	13 060	86%	n/a	45%	n/a	47%	48%	5%
Total/Averages for HWTs	95 042	10 200	105 242	76%	98%	47%	45%	41%	32%	27%
Technikon SA	0	61 785	61 785	n/a	82%	n/a	42%	30%	20%	50%
Totals/Averages for Technikons	144 514	71 985	216 499	84%	84%	50%	43%	38%	30%	32%
3. Summary										
Universities	234 574	214 294	448 868	61%	76%	53%	61%	22%	21%	57%
Technikons	144 514	71 985	216 499	84%	84%	50%	43%	38%	30%	32%
Total/Averages for Public Institutions	379 088	286 279	665 367	70%	78%	52%	56%	27%	24%	49%

Source: 2001 HEMIS database, as on 15 November 2002

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

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

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

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

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

Note 5: SET majors = majors in science, engineering and technology. These include majors in engineering, health sciences, life sciences, physical sciences, computer N 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: The distance student total may be over-stated by about 20 000. Corrections have to be made to the University of Pretoria's student data.

Note 9: Students from the teacher training colleges which were incorporated into universities and technikons in 2001 are included in these totals.

Table 19: Headcount enrolments by major field of study and formal qualification in public higher education institutions in 2001

Institutions	Major Field of Study					Formal Qualifications						
	Science, Engineering & Technology	Business & Management	Education	All Other Humanities & Social Sciences	Total	Occasional Students	Three-Year Undergraduate Degrees & Diplomas	Professional Undergraduate Degrees	Post-graduate Below Masters Level	Masters Degrees	Doctoral Degrees	Total
1. Universities												
HBUs												
Durban-Westville	2 996	1 362	477	3 437	8 272	390	3 582	2 299	803	998	200	8 272
Fort Hare	949	872	1 649	2 261	5 731	1 442	3 070	708	342	151	18	5 731
Medunsa	3 916		44	81	4 041	2	615	2 682	243	467	32	4 041
North	2 501	906	1 521	3 527	8 455	8	5 007	1 865	942	594	39	8 455
North West	2 469	945	720	2 296	6 430	646	3 261	1 468	579	447	29	6 430
Transkei	1 320	1 188	376	1 792	4 676	324	2 355	1 429	448	118	2	4 676
Venda	1 342	1 110	316	3 187	5 955	12	4 008	1 522	225	170	18	5 955
Vista	2 490	2 408	5 049	10 495	20 442		15 277	2 852	1 981	289	43	20 442
Western Cape	2 456	1 322	872	5 851	10 499		5 004	3 022	1 201	1 074	198	10 499
Zululand	1 522	472	1 437	2 890	6 320		3 484	1 165	1 243	326	102	6 320
Totals for HBUs	21 960	10 585	12 462	35 815	80 821	2 824	45 663	19 012	8 007	4 634	681	80 821
	27%	13%	15%	44%	100%	3%	56%	24%	10%	6%	1%	100%
HWUs												
Cape Town	7 459	4 735	592	5 817	18 602	698	6 623	5 728	2 058	2 790	705	18 602
Free State	4 588	999	1 446	6 999	14 032		4 966	2 574	3 874	2 169	449	14 032
Natal	8 188	5 410	4 873	7 465	25 936	2 505	10 818	4 493	5 179	2 407	534	25 936
Port Elizabeth	1 911	1 597	17 604	2 202	23 313	321	15 830	3 755	2 378	878	151	23 313
Potchefstroom	4 703	2 540	8 569	7 374	23 187		11 444	2 604	6 801	1 966	372	23 187
Pretoria	14 885	5 605	29 596	12 257	62 342	354	41 217	8 808	5 242	5 437	1 284	62 342
Rand Afrikaans	2 884	4 925	5 425	6 940	20 174	351	11 733	1 813	4 102	1 735	440	20 174
Rhodes	1 521	1 027	1 003	2 665	6 216	84	3 652	1 278	574	453	175	6 216
Stellenbosch	7 666	2 738	2 522	7 435	20 361	509	6 537	5 205	4 132	3 238	740	20 361
Witwatersrand	11 887	2 174	2 098	4 170	20 329	829	7 165	6 028	2 049	3 632	626	20 329
Totals for HWUs	65 691	31 750	73 728	63 324	234 492	5 651	119 985	42 286	36 389	24 705	5 476	234 492
	28%	14%	31%	27%	100%	2%	51%	18%	16%	11%	2%	100%
UNISA	11 078	49 813	23 632	49 032	133 555	13 167	94 815	11 485	10 858	3 052	178	133 555
	8%	37%	18%	37%	100%	10%	71%	9%	8%	2%	0%	100%
Totals for Universities	98 728	92 147	109 821	148 171	448 868	21 642	260 463	72 783	55 254	32 391	6 335	448 868
	22%	21%	24%	33%	100%	5%	58%	16%	12%	7%	1%	100%
2. Technikons												
HBTs												
Border	1 739	1 740	8	1 253	4 740	60	4 540	140				4 740
Eastern Cape	2 147	1 922	868	727	5 664	49	5 395	166	54			5 664
ML Sultan	4 800	2 557	2	1 763	9 122		7 866	1 145	2	98	11	9 122
Mangosuthu	3 745	2 647		22	6 413	431	5 929	53				6 413
North West	1 403	1 879	59	1 329	4 669	167	4 344	158				4 669
Northern Gauteng	3 432	5 175	530	894	10 030		9 300	630	14	86		10 030
Peninsula	4 298	3 014	373	1 149	8 834		7 667	1 067	3	93	4	8 834
Totals for HBTs	21 564	18 933	1 839	7 136	49 472	707	45 041	3 359	73	277	15	49 472
	44%	38%	4%	14%	100%	1%	91%	7%	0%	1%	0%	100%
HWTs												
Cape	6 043	4 051	893	1 326	12 313	15	10 179	1 798	190	117	14	12 313
Free State	3 456	2 515	123	1 023	7 117		1 903	5 068	2	114	30	7 117
Natal	4 984	3 600	94	1 510	10 187		7 849	2 032	20	271	15	10 187
Port Elizabeth	4 009	3 434	141	1 534	9 118	548	7 250	1 072	2	222	24	9 118
Pretoria	12 781	7 722	8 898	7 840	37 241	218	2 729	32 887	283	1 056	68	37 241
Vaal Triangle	6 455	6 950	30	2 771	16 206		2 140	13 997	7	56	6	16 206
Witwatersrand	6 160	6 212	30	658	13 060	721	10 621	1 418	71	222	7	13 060
Totals for HWTs	43 885	34 484	10 210	16 662	105 242	1 502	42 671	58 272	575	2 058	164	105 242
	42%	33%	10%	16%	100%	1%	41%	55%	1%	2%	0%	100%
Technikon SA	5 622	48 745	222	7 196	61 785		53 061	8 533	12	175	4	61 785
	9%	79%	0%	12%	100%	0%	86%	14%	0%	0%	0%	100%
Totals Technikons	71 071	102 162	12 271	30 994	216 499	2 209	140 773	70 164	660	2 510	183	216 499
	33%	47%	6%	14%	100%	1%	65%	32%	0%	1%	0%	100%
3. Summary												
Universities	98 728	92 147	109 821	148 171	448 868	21 642	260 463	72 783	55 254	32 391	6 335	448 868
	22%	21%	24%	33%	100%	5%	58%	16%	12%	7%	1%	100%
Technikons	71 071	102 162	12 271	30 994	216 499	2 209	140 773	70 164	660	2 510	183	216 499
	33%	47%	6%	14%	100%	1%	65%	32%	0%	1%	0%	100%
Totals for Public Institutions	169 800	194 310	122 093	179 164	665 367	23 851	401 236	142 947	55 914	34 901	6 518	665 367
	26%	29%	18%	27%	100%	4%	60%	21%	8%	5%	1%	100%

Source: 2001 HEMIS database, as on 15 November 2002

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

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

Note 2: Humanities majors include majors in education, languages and literary studies, fine arts, music and the social sciences.

Note 3: The field of education (which involves primarily school teacher training) is separated from the broad humanities category.

Note 4: Business majors include majors in accounting, management, and all other business-related majors such as marketing.

Note 5: Occasional students are students who are taking courses which form part of formally approved programmes but who are not registered for formal degree or diploma.

Note 6: The category "three-year undergraduate degrees and diplomas" includes national diplomas offered by technikons as well as 1st bachelors degrees offered by universities, such as BA, BSc, BCom.

Note 7: Professional bachelors degrees are those which have an approved formal time of more than 4 years. Examples include degrees such as B Tech, BSc (engineering), MB ChB, BFA.

Note 8: The category "below masters level" includes postgraduate and post diplomas, postgraduate bachelors degrees, and honours degrees.

Note 9: Students from the teacher training colleges which were incorporated into universities and technikons in 2001 are included in these totals.

Figure 21: Proportions of headcount enrolments in each major field of study in the public higher education institutions in 2001

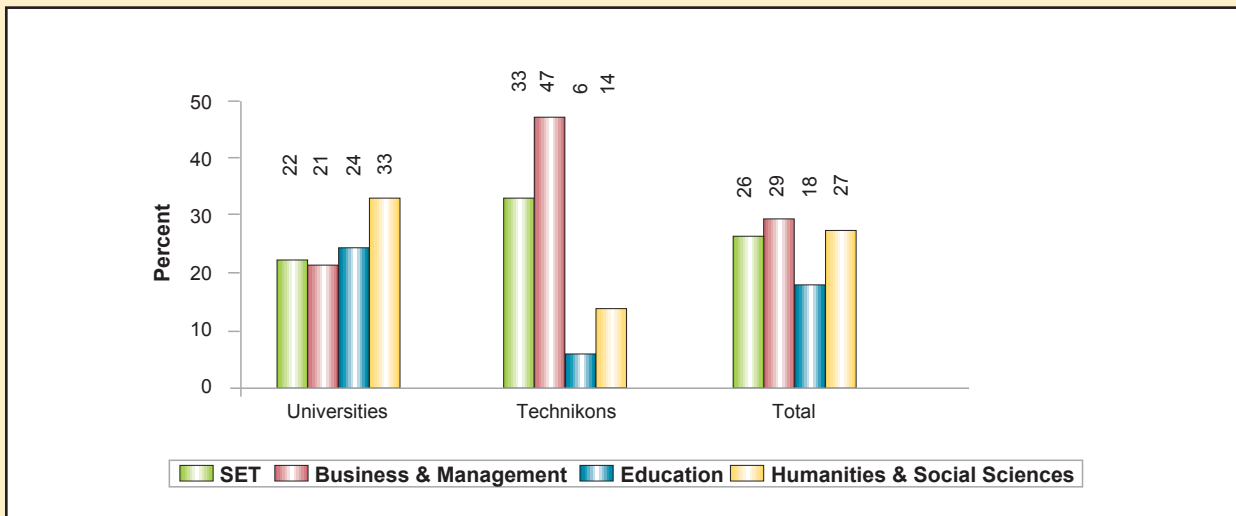


Figure 21 (see also Table 19) shows that in 2001 the majority of students at universities (57% of all enrolments) were enrolled for programmes of study in either teacher education or the broad humanities and social sciences. The emphasis in technikons was to a far greater extent on programmes in business and management (47%) and in science, engineering and technology (33%). This means that in 2001 80% of all technikon students were following programmes in these fields.

Figure 22: Proportions of headcount enrolments in each qualification type in public higher education institutions in 2001

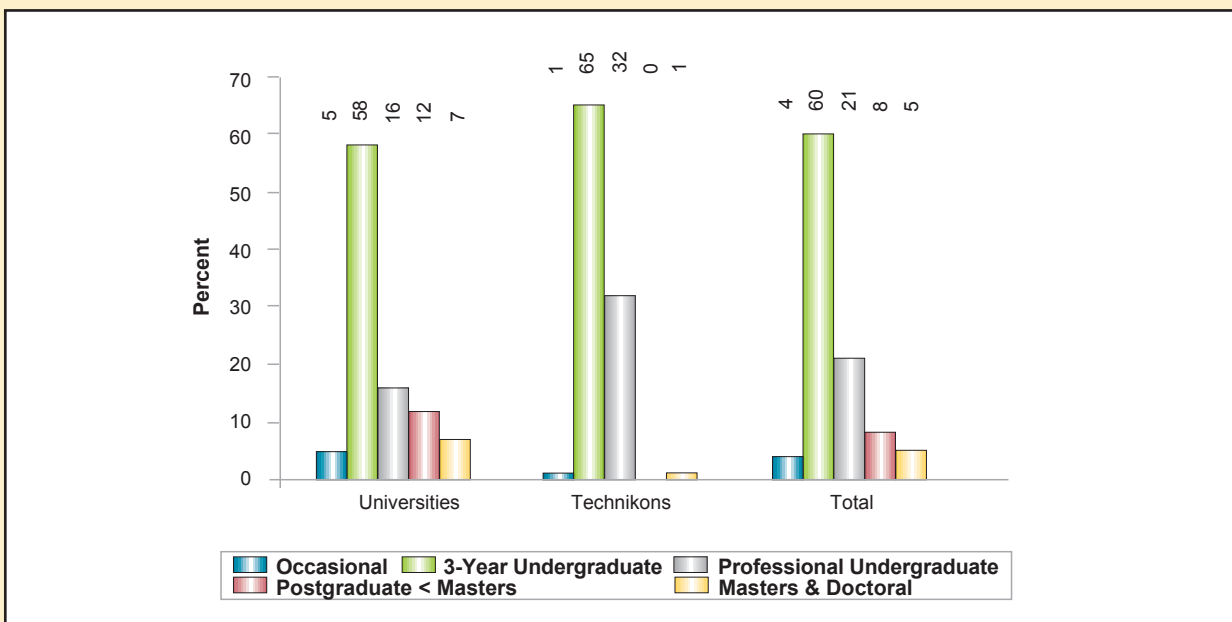


Figure 22 (see also Table 19) shows that the technikon sector remained primarily an undergraduate one. In 2001, 97% of all students in this sector were following either three-year undergraduate diploma courses or professional first bachelor's degree courses. In 2001, 79% of students in the university sector were enrolled for undergraduate qualifications, including occasional.

Table 20: Headcount enrolments of contact and distance mode students in public higher education institutions in 2001

Institution	Contact							Distance						
	African	Coloured	Indian	White	Total	Female	Male	African	Coloured	Indian	White	Total	Female	Male
1. Universities														
HBU														
Durban-Westville	4 960	104	3 021	187	8 272	4 643	3 629	0	0	0	0	0	0	0
Fort Hare	4 115	20	1	23	4 159	2 226	1 933	1 570	0	0	2	1 572	1 470	102
Medunsa	3 450	33	403	155	4 041	2 047	1 994	0	0	0	0	0	0	0
North	8 406	3	14	32	8 455	4 542	3 913	0	0	0	0	0	0	0
North West	6 377	13	22	18	6 430	3 752	2 678	0	0	0	0	0	0	0
Transkei	4 521	8	129	18	4 676	2 856	1 820	0	0	0	0	0	0	0
Venda	5 949	1	1	4	5 955	2 951	3 004	0	0	0	0	0	0	0
Vista	12 054	344	25	95	12 518	7 004	5 514	7 847	33	15	29	7 924	5 578	2 346
Western Cape	5 165	4 438	661	235	10 499	5 997	4 502	0	0	0	0	0	0	0
Zululand	5 872	41	86	321	6 320	3 806	2 514	0	0	0	0	0	0	0
Totals for HBUs	60 869	5 005	4 363	1 088	71 325	39 824	31 501	9 417	33	15	31	9 496	7 048	2 448
	85%	7%	6%	2%	100%	56%	44%	99%	0%	0%	0%	100%	74%	26%
HWUs														
Cape Town	4 980	2 608	1 328	9 686	18 602	8 849	9 753	0	0	0	0	0	0	0
Free State	5 619	556	204	6 130	12 509	6 839	5 670	137	25	63	1 298	1 523	416	1 107
Natal	7 543	504	6 850	4 595	19 492	10 136	9 356	4 915	206	728	595	6 444	4 418	2 026
Port Elizabeth	3 634	813	231	2 904	7 582	4 491	3 091	15 478	97	98	58	15 731	10 061	5 670
Potchefstroom	4 210	495	191	8 522	13 418	8 123	5 295	7 601	135	46	1 987	9 769	6 252	3 517
Pretoria	8 419	442	1 312	21 935	32 108	16 655	15 453	26 852	1 848	286	1 248	30 234	19 751	10 483
Rand Afrikaans	2 818	506	1 025	10 372	14 721	7 893	6 828	5 101	55	67	230	5 453	3 854	1 599
Rhodes	2 032	242	516	3 087	5 877	3 356	2 521	268	50	3	18	339	220	119
Stellenbosch	1 333	2 016	352	14 641	18 342	9 095	9 247	1 739	95	17	168	2 019	1 583	436
Witwatersrand	8 821	452	2 890	8 166	20 329	9 859	10 470	0	0	0	0	0	0	0
Totals for HWUs	49 409	8 634	14 899	90 038	162 980	85 296	77 684	62 091	2 511	1 308	5 602	71 512	46 555	24 957
	30%	5%	9%	55%	100%	52%	48%	87%	4%	2%	8%	100%	65%	35%
UNISA	8	132	1	128	269	209	60	66 505	6 244	14 894	45 643	133 286	76 156	57 130
	3%	49%	0%	48%	100%	78%	22%	50%	5%	11%	34%	100%	57%	43%
Totals for Universities	110 286	13 771	19 263	91 254	234 574	125 329	109 245	138 013	8 788	16 217	51 276	214 294	129 759	84 535
	47%	6%	8%	39%	100%	53%	47%	64%	4%	8%	24%	100%	61%	39%
2. Technikons														
HWTs														
Cape	3 393	3 342	248	5 330	12 313	5 906	6 407	0	0	0	0	0	0	0
Free State	4 409	407	21	2 280	7 117	3 424	3 693	0	0	0	0	0	0	0
Natal	6 258	297	1 841	1 791	10 187	4 850	5 337	0	0	0	0	0	0	0
Port Elizabeth	5 393	1 026	146	2 553	9 118	3 952	5 166	0	0	0	0	0	0	0
Pretoria	18 777	382	543	7 339	27 041	13 198	13 843	9 760	116	89	235	10 200	4 590	5 610
Vaal Triangle	14 036	190	103	1 877	16 206	7 892	8 314	0	0	0	0	0	0	0
Witwatersrand	10 354	299	526	1 881	13 060	5 906	7 154	0	0	0	0	0	0	0
Totals for HWTs	62 620	5 943	3 428	23 051	95 042	45 128	49 914	9 760	116	89	235	10 200	4 590	5 610
	66%	6%	4%	24%	100%	47%	53%	96%	1%	1%	2%	100%	45%	55%
Technikon SA	0	0	0	0	0	0	0	44 390	4 001	2 371	11 023	61 785	26 229	35 556
	n/a	n/a	n/a	n/a	n/a	n/a	n/a	72%	6%	4%	18%	100%	42%	58%
Totals for Technikons	105 813	9 010	6 212	23 479	144 514	72 158	72 356	54 150	4 117	2 460	11 258	71 985	30 819	41 166
	73%	6%	4%	16%	100%	50%	50%	75%	6%	3%	16%	100%	43%	57%
3. Summary														
Universities	110 286	13 771	19 263	91 254	234 574	125 329	109 245	138 013	8 788	16 217	51 276	214 294	129 759	84 535
	47%	6%	8%	39%	100%	53%	47%	64%	4%	8%	24%	100%	61%	39%
Technikons	105 813	9 010	6 212	23 479	144 514	72 158	72 356	54 150	4 117	2 460	11 258	71 985	30 819	41 166
	73%	6%	4%	16%	100%	50%	50%	75%	6%	3%	16%	100%	43%	57%
Totals for Public Institutions	216 099	22 781	25 475	114 733	379 088	197 487	181 601	192 163	12 905	18 677	62 534	286 279	160 578	125 701
	57%	6%	7%	30%	100%	52%	48%	67%	5%	7%	22%	100%	56%	44%

Source: 2001 HEMIS database, as on 15 November 2002.

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.

Figure 23: Headcount enrolments by contact/distance mode and race group in public higher education institutions in 2001

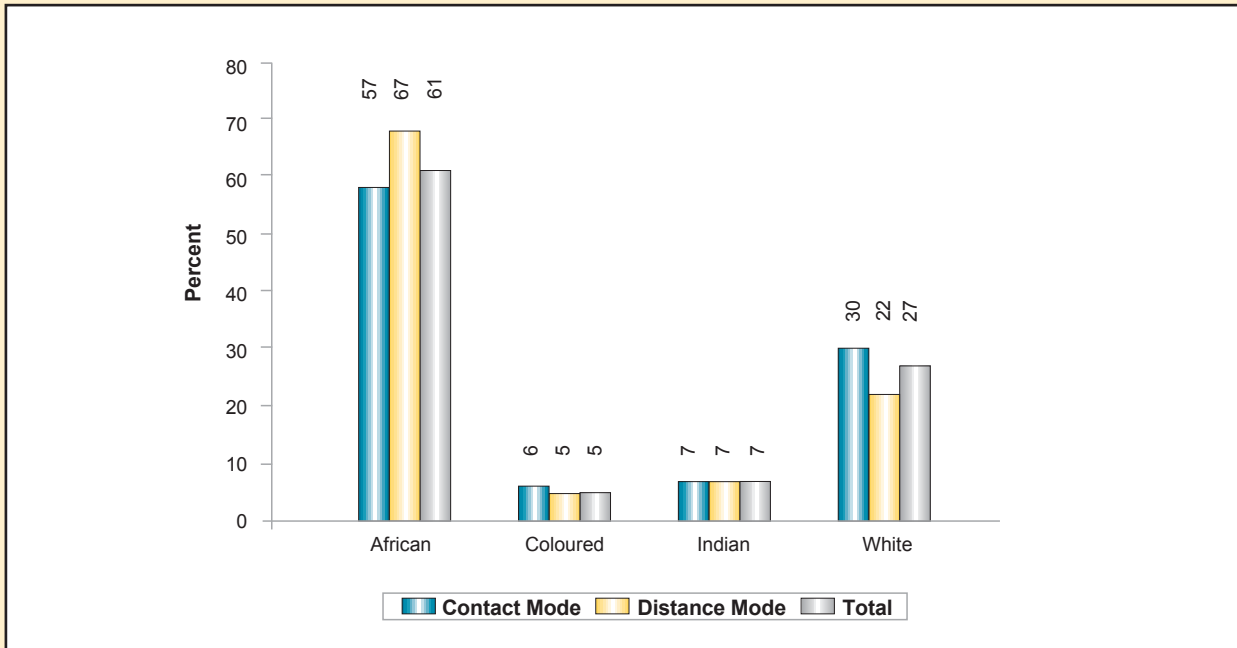


Figure 23 (see also Table 20) shows that in 2001, 61% of all students in the public higher education system were African, 27% were White, 7% were Indian, and 5% were Coloured. The proportions of African students did however vary by sector and instruction mode. For example, African students had a 47% share of contact programmes in universities and a 73% share of contact programmes in technikons. In 2001 African students had an overall share of 57% of contact programme enrolments and 67% of distance programme enrolments.

Figure 24: Headcount enrolments by contact/distance mode and gender in public higher education institutions in 2001

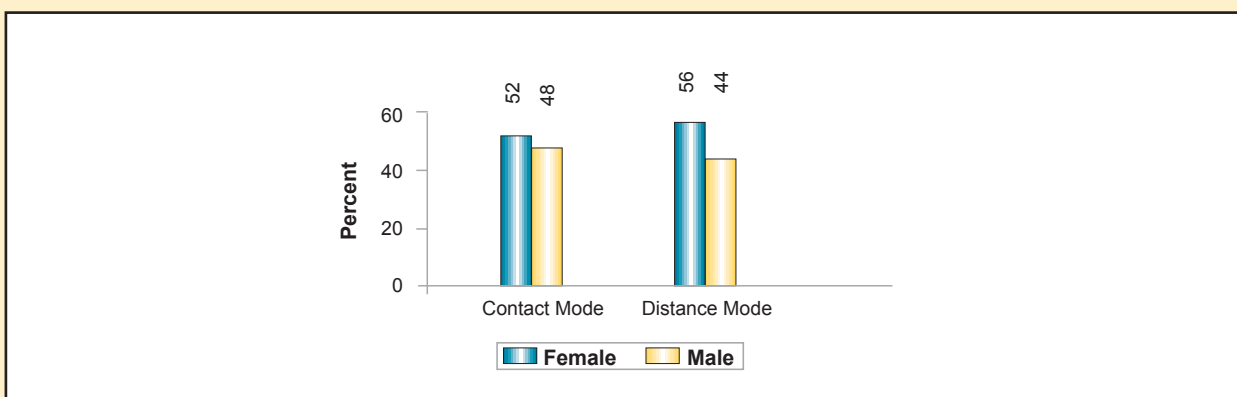


Figure 24 (see also Table 20) shows that in 2001 female students were in the majority in both contact programmes (52%) and distance programmes (56%).

5.2 Headcount and graduation rates of graduates and diplomats

Table 21: Graduates/diplomates by major field of study and formal qualification in public higher education institutions in 2001

Institution	Major Field of Study					Formal Qualification					
	Science, Engineering & Technology	Business & Management	Education	All Other Humanities & Social Sciences	Total	Three-Year Undergraduate Degrees & Diplomas	Professional Undergraduate Degrees	Postgraduate Below Masters Level	Masters Degrees	Doctoral Degrees	Total
1. Universities											
HBU											
Durban-Westville	395	271	232	829	1 727	661	430	461	157	18	1 727
Fort Hare	170	135	8	225	538	275	133	104	24	2	538
Medunsa	629		17	49	695	147	368	114	64	2	695
North	316	128	452	477	1 373	821	269	245	37	1	1 373
North West	225	154	191	515	1 085	591	285	183	25	1	1 085
Transkei	142	305	117	356	920	345	358	210	7		920
Venda	7		1	6	14	8	5	1			14
Vista	243	296	1 705	1 646	3 890	3 024	281	539	43	3	3 890
Western Cape	403	179	281	910	1 773	685	511	423	132	22	1 773
Zululand	199	72	442	485	1 198	625	205	321	33	14	1 198
Totals for HBUs	2 729	1 540	3 446	5 498	13 213	7 182	2 845	2 601	522	63	13 213
	21%	12%	26%	42%	100%	54%	22%	20%	4%	0%	100%
HWU											
Cape Town	1 389	1 298	194	1 329	4 210	1 364	997	1 118	645	86	4 210
Free State	864	284	294	1 146	2 588	701	391	989	457	50	2 588
Natal	1 019	1 362	835	1 297	4 513	1 701	619	1 957	207	29	4 513
Port Elizabeth	444	295	1 369	430	2 538	1 420	499	447	148	24	2 538
Potchefstroom	1 229	703	1 823	1 660	5 415	2 678	407	1 722	550	58	5 415
Pretoria	2 820	1 700	3 133	1 726	9 379	5 064	1 566	1 707	907	135	9 379
Rand Afrikaans	680	1 171	1 994	1 408	5 253	2 749	266	1 735	439	64	5 253
Rhodes	400	198	367	630	1 595	870	207	389	105	24	1 595
Stellenbosch	1 688	895	443	1 685	4 711	1 328	906	1 571	803	103	4 711
Witwatersrand	2 152	587	446	817	4 002	1 254	875	1 145	649	79	4 002
Totals for HWUs	12 685	8 493	10 898	12 128	44 204	19 129	6 733	12 780	4 910	652	44 204
	29%	19%	25%	27%	100%	43%	15%	29%	11%	1%	100%
UNISA	721	3192	6736	4275	14924	11 001	758	2 500	597	68	14 924
	5%	21%	45%	29%	100%	74%	5%	17%	4%	0%	100%
Totals for Universities	16 135	13 225	21 080	21 901	72 341	37 312	10 336	17 881	6 029	783	72 341
	22%	18%	29%	30%	100%	52%	14%	25%	8%	1%	100%
2. Technikons											
HBT											
Border	109	307	5	169	610	570	40				610
Eastern Cape	135	317	224	41	717	685	3	29			717
ML Sultan	560	476	1	366	1 403	1 115	278	2	6	2	1 403
Mangosuthu	387	468		6	861	857	4				861
North West	86	183	15	73	357	339	18				357
Northern Gauteng	443	638	167	74	1 322	1 096	220	4	2		1 322
Peninsula	807	662	108	410	1 987	1 502	473	3	9		1 987
Totals for HBTs	2 527	3 051	520	1 139	7 257	6 164	1 036	38	17	2	7 257
	35%	42%	7%	16%	100%	85%	14%	1%	0%	0%	100%
HWT											
Cape	1 014	794	246	277	2 331	1 646	543	125	15	2	2 331
Free State	472	347	28	199	1 046	758	271	2	14	1	1 046
Natal	738	566	4	288	1 596	1 147	393		53	3	1 596
Port Elizabeth	714	597	63	261	1 635	1 186	393		53	3	1 635
Pretoria	1 359	629	1 198	716	3 902	1 957	1 904	14	20	7	3 902
Vaal Triangle	121	207		1 176	1 504	1 294	196	10	4		1 504
Witwatersrand	784	920	6	85	1 795	1 225	476	57	36	1	1 795
Totals for HWTs	5 202	4 060	1 545	3 002	13 809	9 213	4 176	208	195	17	13 809
	38%	29%	11%	22%	100%	67%	30%	2%	1%	0%	100%
Technikon SA	45	1540	2	335	1 922	1 359	559	3	1		1 922
	2%	80%	0%	17%	100%	71%	29%	0%	0%	0%	100%
Totals for Technikons	7 774	8 651	2 067	4 476	22 988	16 736	5 771	249	213	19	22 988
	34%	38%	9%	19%	100%	73%	25%	1%	1%	0%	100%
3. Summary											
Universities	16 135	13 225	21 080	21 901	72 341	37 312	10 336	17 881	6 029	783	72 341
	22%	18%	29%	30%	100%	52%	14%	25%	8%	1%	100%
Technikons	7 774	8 651	2 067	4 476	22 988	16 736	5 771	249	213	19	22 988
	34%	38%	9%	19%	100%	73%	25%	1%	1%	0%	100%
Totals for Public Institutions	23 909	21 876	23 147	26 377	95 329	54 048	16 107	18 130	6 242	802	95 329
	25%	23%	24%	28%	100%	57%	17%	19%	7%	1%	100%

Source: 2001 HEMIS database, as 15 November 2002.

Note 1: Abbreviations and definitions of fields of study employed here are the same as those employed in Table 19.

Note 2: Definitions of formal qualifications are the same as those employed in Table 19.

Table 22: Summaries of key graduation rates in public higher education institutions in 2001

Institution	Three-Year Undergraduate Degrees & Diplomas	Undergraduate Diplomas & BTech	Masters Degrees	Doctoral Degrees
1. Universities				
HBU				
Durban-Westville	17%	n/a	16%	9%
Fort Hare	9%	n/a	16%	11%
Medunsa	24%	n/a	14%	6%
North	16%	n/a	6%	3%
North West	18%	n/a	6%	3%
Transkei	15%	n/a	6%	0%
Venda	0%	n/a	0%	0%
Vista	20%	n/a	15%	7%
Western Cape	14%	n/a	12%	11%
Zululand	18%	n/a	10%	14%
Averages for HBUs	16%	n/a	11%	9%
HWUs				
Cape Town	19%	n/a	23%	12%
Free State	14%	n/a	21%	11%
Natal	16%	n/a	9%	5%
Port Elizabeth	14%	n/a	21%	11%
Potchefstroom	23%	n/a	28%	16%
Pretoria	12%	n/a	17%	11%
Rand Afrikaans	23%	n/a	25%	15%
Rhodes	24%	n/a	23%	14%
Stellenbosch	20%	n/a	25%	14%
Witwatersrand	17%	n/a	18%	13%
Averages for HWUs	17%	n/a	20%	12%
UNISA	12%	n/a	20%	87%
Averages for Universities	14%	n/a	20%	13%
2. Technikons				
HBTs				
Border	n/a	12%	0%	0%
Eastern Cape	n/a	13%	0%	0%
ML Sultan	n/a	15%	6%	18%
Mangosuthu	n/a	14%	0%	0%
North West	n/a	10%	0%	0%
Northern Gauteng	n/a	13%	2%	0%
Peninsula	n/a	23%	10%	0%
Averages for HBTs	n/a	15%	6%	13%
HWTs				
Cape	n/a	18%	13%	14%
Free State	n/a	15%	12%	3%
Natal	n/a	14%	23%	0%
Port Elizabeth	n/a	19%	24%	13%
Pretoria	n/a	11%	2%	10%
Vaal Triangle	n/a	9%	7%	0%
Witwatersrand	n/a	14%	16%	14%
Averages for HWTs	n/a	13%	10%	9%
Technikon SA	n/a	3%	1%	0%
Averages for Technikons	n/a	11%	9%	9%
3. Summary				
Universities	14%	n/a	20%	13%
Technikons	n/a	11%	9%	9%

Source: 2001 HEMIS database, as on 15 November 2002.

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

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

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

	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
Contact programmes	25%	33%	20%
Distance programmes	15%	25%	15%

Figure 25: Headcount totals of graduates/diplomates in each qualification type in public higher education institutions in 2001

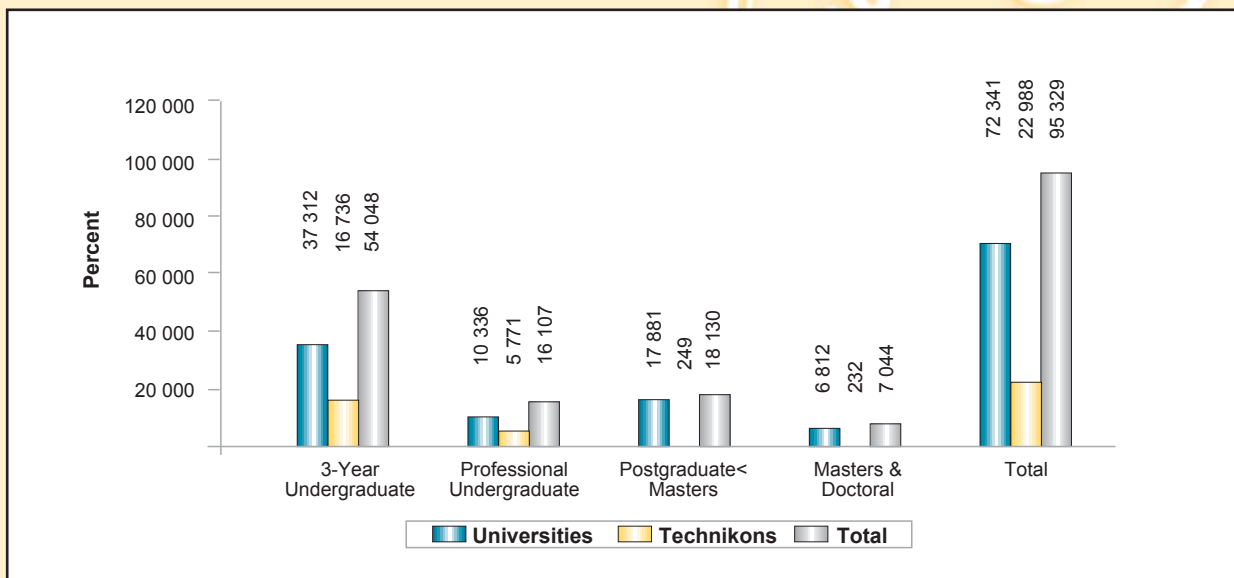


Figure 25 (see also Table 21) gives details of the totals of graduates/diplomates produced by public universities and technikons in 2001. In that year universities produced 72 341 or 76% of all graduates and diplomates, while the technikons' total was 22 988. Their share of graduates/diplomates (24%) was considerably lower than their share of the headcount enrolment total (33%). 74% of students who completed qualifications in 2001 obtained undergraduate degrees or diplomas. The total of master's and doctoral graduates in 2001 was only 7 044.

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

Table 23: Full-time equivalent student enrolments of contact and distance mode students in public higher education institutions in 2001

	Contact					Distance				
	Science, Engineering & Technology	Business & Management	Education	All Other Humanities & Social Sciences	Total	Science Engineering & Technology	Business management	Education	All Other Humanities & Social Sciences	Total
1. Universities										
HBU										
Durban-Westville	2 601	972	530	3 239	7 341					
Fort Hare	1 025	414	94	2 493	4 025			1 468		1 468
Medunsa	2 949	3	13	328	3 292					
North	2 366	799	922	3 257	7 344					
North West	1 497	680	376	1 842	4 396					
Transkei	925	574	496	2 252	4 246					
Venda	1 888	358	228	3 183	5 656					
Vista	1 988	2 243	870	6 550	11 651	815	588	1 685	2 056	5 144
Western Cape	2 193	905	675	4 640	8 413					
Zululand	1 555	503	1 258	2 552	5 867					
Totals for HBUs	18 986	7 451	5 460	30 336	62 234	815	588	3 153	2 056	6 612
	31%	12%	9%	49%	100%	12%	9%	48%	31%	100%
BWU										
Cape Town	6 362	2 550	369	5 958	15 239					
Free State	3 784	1 316	859	4 053	10 011	19	13		1 097	1 129
Natal	6 099	2 766	1 106	5 912	15 883	371	2 063	617	524	3 576
Port Elizabeth	1 834	820	1 179	2 256	6 089			2 333		2 333
Potchefstroom	3 617	2 024	1 330	4 038	11 009	221	145	3 835	1 018	5 219
Pretoria	10 196	4 825	1 592	8 089	24 702	66	121	5 745	153	6 084
Rand Afrikaans	2 769	3 358	472	5 573	12 171	78	76	2 293	291	2 737
Rhodes	1 254	794	394	2 401	4 843			218		218
Stellenbosch	6 187	2 698	574	5 813	15 272	134		857		992
Witwatersrand	7 149	2 148	1 054	5 206	15 557					
Totals for HWUs	49 250	23 299	8 930	49 298	130 777	888	2 418	15 899	3 084	22 289
	38%	18%	7%	38%	100%	4%	11%	71%	14%	100%
UNISA	0	0	0	159	159	5 123	20 648	3 961	29 101	58 833
	0%	0%	0%	100%	100%	9%	35%	7%	49%	100%
Totals for Universities:	68 237	30 750	14 390	79 792	193 169	6 827	23 654	23 012	34 241	87 733
	35%	16%	7%	41%	100%	8%	27%	26%	39%	100%
2. Technikons										
HBTs										
Border	1 237	1 691	10	1 096	4 035	0	0	0	0	0
Eastern Cape	1 792	1 652	402	953	4 799	0	0	0	0	0
ML Sultan	3 601	1 903	1	1 841	7 346	40	5	0	0	45
Mangosuthu	1 948	1 240		1 204	4 391	0	0	0	0	0
North West	1 350	1 211	30	1 431	4 022	0	0	0	0	0
Northern Gauteng	3 170	2 698	276	1 808	7 951	0	0	0	0	0
Peninsula	3 310	1 822	233	1 570	6 935	0	0	0	0	0
Totals for HBTs	16 408	12 217	952	9 903	39 480	40	5	0%	0%	45
	42%	31%	2%	25%	100%	89%	11%	0%	0%	100%
HWTs										
Cape	4 596	2 464	538	1 931	9 529	16	1	0	1	17
Free State	2 660	1 679	74	1 346	5 759	4	1	0	0	5
Natal	3 590	2 347	86	2 018	8 042	0	0	0	0	0
Port Elizabeth	2 935	2 122	132	1 608	6 797	0	0	0	0	0
Pretoria	9 075	4 815	314	6 593	20 798	26	56	4 882	512	5 476
Vaal Triangle	4 440	4 413	24	2 327	11 203	0	0	0	0	0
Witwatersrand	4 945	3 370	21	1 424	9 759	0	0	0	0	0
Totals for HWTs	32 242	21 210	1 190	17 248	71 889	46	57	4 882	512	5 497
	45%	30%	2%	24%	100%	1%	1%	89%	9%	100%
Technikon SA	0	0	0	0	0	6 519	11 882	95	14 691	33 187
						20%	36%	0%	44%	100%
Totals for Technikons:	48 650	33 427	2 142	27 151	111 370	6 606	11 944	4 977	15 203	38 730
	44%	30%	2%	24%	100%	17%	31%	13%	39%	100%
3. Summary										
Universities	68 237	30 750	14 390	79 792	193 169	6 827	23 654	23 012	34 241	87 733
	35%	16%	7%	41%	100%	8%	27%	26%	39%	100%
Technikons	48 650	33 427	2 142	27 151	111 370	6 606	11 944	4 977	15 203	38 730
	44%	30%	2%	24%	100%	17%	31%	13%	39%	100%
Totals for Public Institutions	116 887	64 177	16 532	106 943	304 539	13 433	35 598	27 989	49 444	126 463
	38%	21%	5%	35%	100%	11%	28%	22%	39%	100%

Source: 2001 HEMIS database, as on 15 November 2002.

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 head count 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: The business/management category includes courses in accounting, management and all other business-related majors such as marketing.
Note 5: The humanities category includes courses in languages and literacy studies, fine arts and music, and the social sciences.
Note 6: The totals above include undergraduate as well as postgraduate courses.

Table 24: Undergraduate success rates of contact and distance mode students by population group in public higher education institutions in 2001

Institution	Contact					Distance				
	African	Coloured	Indian	White	Average	African	Coloured	Indian	White	Average
1. Universities										
HBUs										
Durban-Westville	77%	72%	79%	92%	78%	0%	0%	0%	0%	0%
Fort Hare	64%	63%	69%	50%	64%	71%	0%	0%	100%	71%
Medunsa	85%	89%	87%	43%	84%	0%	0%	0%	0%	0%
North	67%	95%	76%	73%	67%	0%	0%	0%	0%	0%
North West	72%	76%	79%	75%	72%	0%	0%	0%	0%	0%
Transkei	70%	80%	90%	94%	70%	0%	0%	0%	0%	0%
Venda	36%	12%	21%	20%	36%	0%	0%	0%	0%	0%
Vista	64%	67%	55%	80%	64%	66%	59%	80%	58%	66%
Western Cape	70%	75%	79%	83%	73%	0%	0%	0%	0%	0%
Zululand	51%	2%	19%	9%	50%	0%	0%	0%	0%	0%
Averages for HBUs	64%	73%	80%	68%	65%	67%	51%	80%	62%	67%
HWUs										
Cape Town	73%	78%	81%	88%	82%	0%	0%	0%	0%	0%
Free State	67%	76%	73%	84%	77%	59%	57%	71%	73%	69%
Natal	66%	74%	75%	84%	74%	31%	50%	48%	58%	37%
Port Elizabeth	70%	70%	70%	83%	75%	55%	81%	51%	84%	55%
Potchefstroom	78%	84%	83%	86%	83%	46%	76%	69%	51%	43%
Pretoria	71%	72%	79%	85%	82%	52%	58%	67%	73%	53%
Rand Afrikaans	65%	65%	73%	81%	78%	71%	74%	76%	92%	72%
Rhodes	83%	85%	83%	91%	87%	100%	100%	100%	100%	100%
Stellenbosch	74%	73%	86%	85%	84%	36%	32%	91%	69%	38%
Witwatersrand	71%	77%	80%	87%	78%	0%	0%	0%	0%	0%
Averages for HWUs	67%	75%	77%	85%	78%	53%	65%	55%	63%	53%
UNISA	0%	0%	0%	0%	0%	51%	54%	58%	63%	57%
Averages for Universities	65%	75%	78%	85%	74%	54%	55%	58%	63%	57%
2. Technikons										
HBTs										
Border	64%	64%	673600%	66%	1492400%	0%	0%	0%	0%	0%
Eastern Cape	68%	0%	0%	95%	68%	0%	0%	0%	0%	0%
ML Sultan	75%	75%	79%	88%	76%	0%	0%	0%	0%	0%
Mangosuthu	74%	0%	96%	94%	74%	0%	0%	0%	0%	0%
North West	62%	40%	56%	49%	62%	0%	0%	0%	0%	0%
Northern Gauteng	65%	60%	100%	48%	65%	0%	0%	0%	0%	0%
Peninsula	72%	79%	85%	92%	75%	0%	0%	0%	0%	0%
Averages for HBTs	69%	79%	79%	88%	70%	0%	0%	0%	0%	0%
HWTs										
Cape	63%	72%	75%	82%	74%	0%	0%	0%	0%	0%
Free State	64%	61%	54%	78%	68%	0%	0%	0%	0%	0%
Natal	68%	75%	71%	79%	70%	0%	0%	0%	0%	0%
Port Elizabeth	70%	71%	76%	82%	74%	0%	0%	0%	0%	0%
Pretoria	63%	64%	54%	77%	67%	37%	28%	29%	39%	37%
Vaal Triangle	70%	71%	73%	78%	70%	0%	0%	0%	0%	0%
Witwatersrand	67%	70%	77%	83%	70%	0%	0%	0%	0%	0%
Averages for HWTs	66%	71%	70%	80%	70%	37%	28%	29%	39%	37%
Technikon SA	n/a	n/a	n/a	n/a	n/a	24%	35%	42%	40%	28%
Averages for Technikons	67%	74%	74%	80%	70%	27%	35%	42%	40%	30%
3. Summary										
Universities	65%	75%	78%	85%	74%	54%	55%	58%	63%	57%
Technikons	67%	74%	74%	80%	70%	27%	35%	42%	40%	30%

Source: 2001 HEMIS database, as on 15 November 2002.

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

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

Note 3: Success rates are determined in this way: a calculation is made of full-time equivalent (FTE) enrolled student totals for each category of courses.

A further FTE calculation, using the same credit values, is made for each category of courses for those students who passed the courses. The success rates are then determined as: FTE passes divided by FTE enrolments. The success rates shown are thus weighted averages for contact and distance courses for each population group.

Figure 26: Full-time equivalent student enrolments in public higher education institutions in 2001

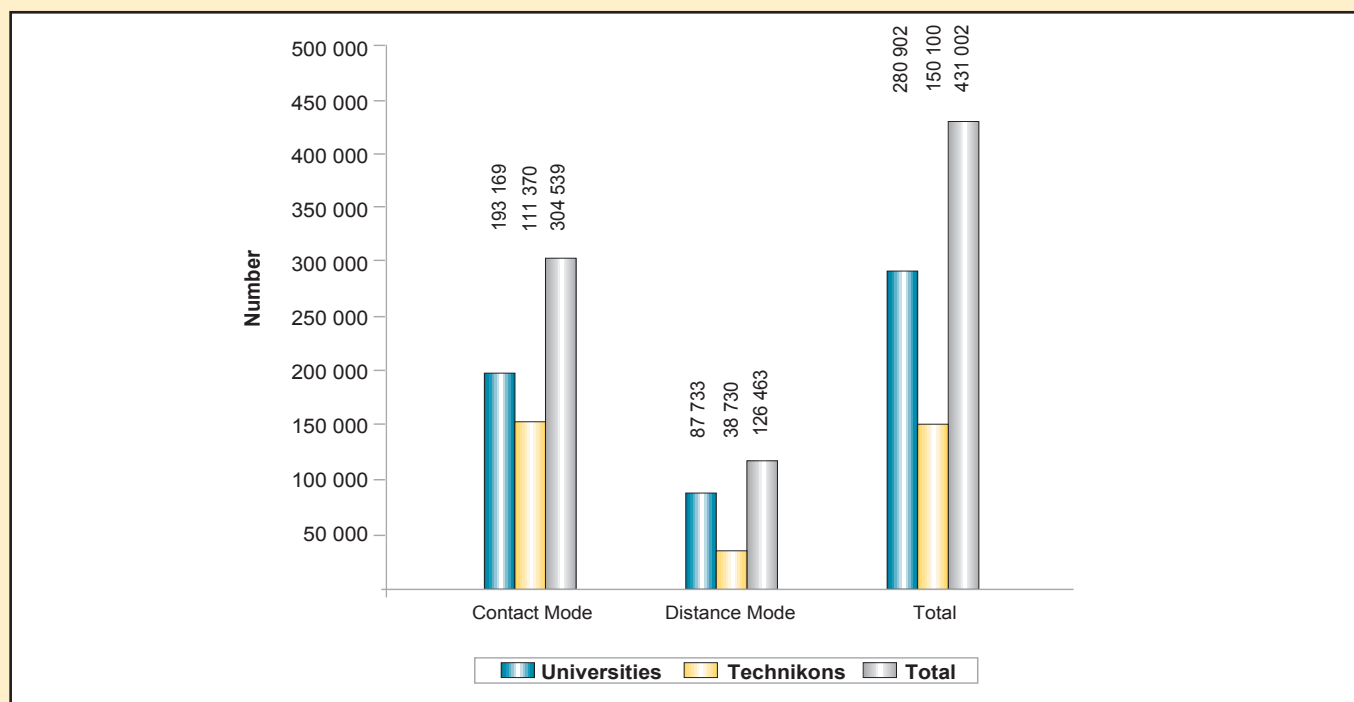


Figure 26 (see also Table 23) shows that the full-time equivalent (FTE) student enrolment at universities and technikons was 431 003 in 2001. The ratios between FTE and headcount totals for distance and contact modes differed markedly. The contact FTE total of 304 539 was 80% of the corresponding headcount total, which implies that most contact students were studying full-time in that year. The ratio for distance students was 44%, which implies that in 2001 distance students were on average following the equivalent of less than half of a full-time curriculum.

Figure 27: Average undergraduate success rates in contact education programmes in public higher education institutions in 2001

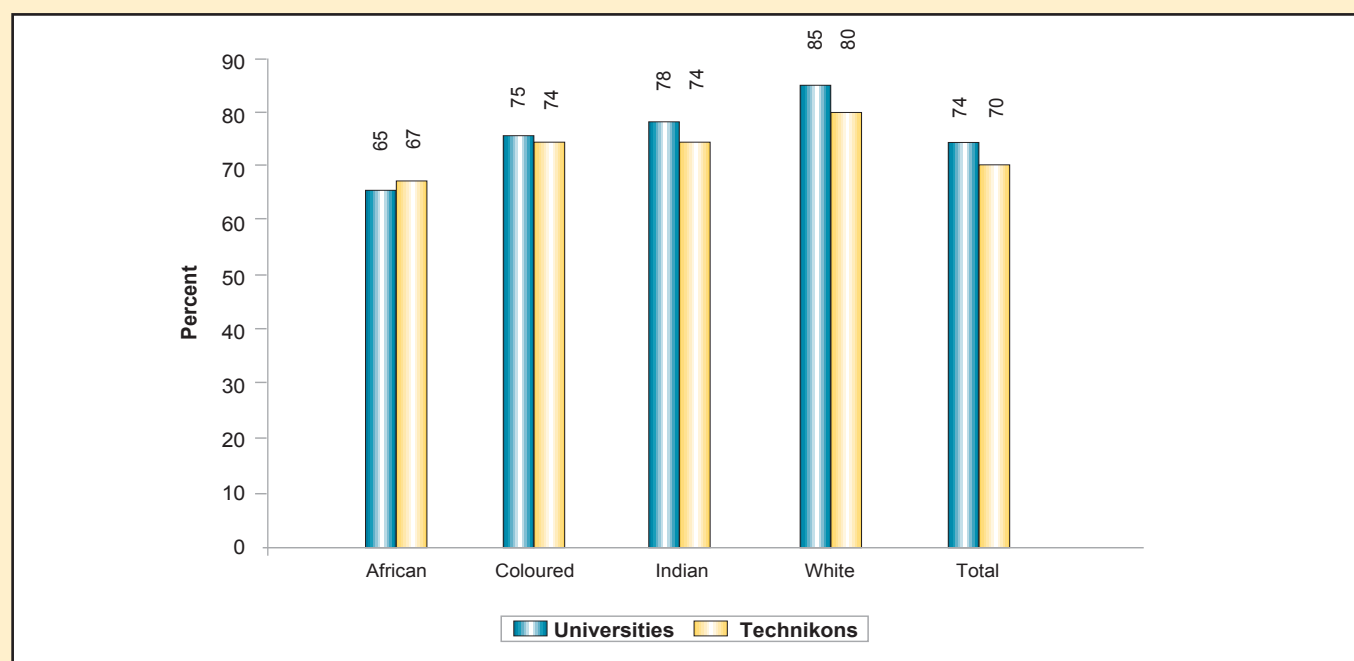


Figure 27 (see also Table 24) shows that serious inequities of outcome continue to exist in the higher education system. In 2001 the average success rate of African students in contact undergraduate programmes at universities was only 65%, compared to an average of 85% for White students. This 20 percentage point difference between African and White undergraduate success rates did not occur in the technikon sector, but it was nonetheless clear that inequities also existed in this sector in 2001. The success rate of African students in contact undergraduate programmes at technikons in 2001 was 67%, compared to an average of 80% for White students.

5.4 Permanent staff

Table 25: Overview of permanent staff in public higher education institutions in 2001

Institution	Total Permanent Staff			% of Black Staff in Total			% of Female Staff in Total		
	Instruction & Research Staff	Administrative Staff	Service Staff	Instruction & Research Staff	Administrative Staff	Service Staff	Instruction & Research Staff	Administrative Staff	Service Staff
1. Universities									
HBUs									
Durban-Westville	367	540	232	74%	94%	100%	38%	46%	26%
Fort Hare	129	247	65	66%	89%	100%	27%	49%	14%
Medunsa	164	439	466	64%	61%	100%	51%	58%	43%
North	594	766	765	76%	91%	100%	28%	41%	55%
North West	160	214	211	89%	97%	100%	37%	55%	46%
Transkei	251	228	411	90%	99%	100%	47%	58%	47%
Venda	269	270	228	83%	97%	100%	28%	45%	56%
Vista	622	591	156	44%	64%	97%	48%	60%	40%
Western Cape	406	576	119	58%	94%	100%	39%	57%	29%
Zululand	252	231	214	67%	76%	99%	38%	45%	36%
Totals for HBUs	3 214	4 102	2 867	68%	85%	100%	38%	51%	45%
HWUs									
Cape Town	673	1 170	356	13%	49%	94%	29%	66%	19%
Free State	578	551	451	5%	12%	96%	34%	58%	53%
Natal	925	1 273	356	34%	56%	99%	34%	61%	20%
Port Elizabeth	242	376	139	12%	31%	93%	37%	60%	39%
Potchefstroom	481	642	329	6%	6%	93%	35%	66%	52%
Pretoria	1 452	1 286	536	8%	16%	91%	42%	68%	29%
Rand Afrikaans	348	540	249	8%	20%	91%	42%	65%	10%
Rhodes	330	552	313	13%	43%	100%	37%	61%	47%
Stellenbosch	774	1 170	388	7%	24%	99%	32%	57%	26%
Witwatersrand	1 000	1 197	389	23%	54%	99%	40%	68%	29%
Totals for HWUs	6 803	8 757	3 506	14%	34%	96%	37%	63%	33%
UNISA	1 066	1 781	193	20%	39%	99%	51%	57%	9%
Totals for Universities	11 083	14 640	6 566	30%	49%	98%	38%	59%	37%
2. Technikons									
HBTs									
Border	152	119	20	47%	78%	100%	47%	67%	25%
Eastern Cape	146	153	24	86%	88%	100%	37%	52%	13%
ML Sultan	270	367	56	86%	97%	100%	36%	48%	34%
Mangosuthu	144	176	171	72%	82%	100%	35%	48%	54%
North West	92	152	75	91%	96%	100%	35%	43%	60%
Northern Gauteng	210	254	208	57%	83%	100%	38%	48%	63%
Peninsula	206	352	84	73%	94%	100%	36%	47%	23%
Totals for HBTs	1 220	1 573	638	73%	90%	100%	38%	49%	49%
HWTs									
Cape	314	365	121	12%	51%	98%	33%	61%	36%
Free State	142	246	229	8%	26%	85%	41%	65%	53%
Natal	302	354	120	23%	65%	99%	39%	61%	15%
Port Elizabeth	267	326	76	15%	42%	91%	38%	57%	28%
Pretoria	496	790	267	9%	30%	99%	41%	59%	37%
Vaal Triangle	309	374	287	29%	48%	98%	44%	61%	58%
Witwatersrand	396	376	264	18%	47%	99%	43%	59%	38%
Totals for HWTs	2 226	2 831	1 364	16%	43%	96%	40%	60%	42%
Technikon SA	211	946	81	34%	44%	96%	42%	62%	53%
Totals for Technikons	3 657	5 350	2 083	36%	57%	97%	39%	57%	45%
3. Summary									
Universities	11 083	14 640	6 566	30%	49%	98%	38%	59%	37%
Technikons	3 657	5 350	2 083	36%	57%	97%	39%	57%	45%
Totals/Averages for Public Institutions	14 740	19 990	8 649	32%	51%	97%	39%	59%	39%

Source: 2001 HEMIS database, as on 15 November 2002.

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 are those who spend more than 50% of their official time on duty on instruction and research activities.

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

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

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

Note 6: Data for 2001 for the following universities were not available: Cape Town, North, Venda and Transkei. Their data for 2000 have been included in the table.

Note 7: Data for 2000 was used for Mangosuthu because of errors in its 2001 tables.

Figure 28: Black and female staff as % of total permanent staff in public higher education institutions in 2001

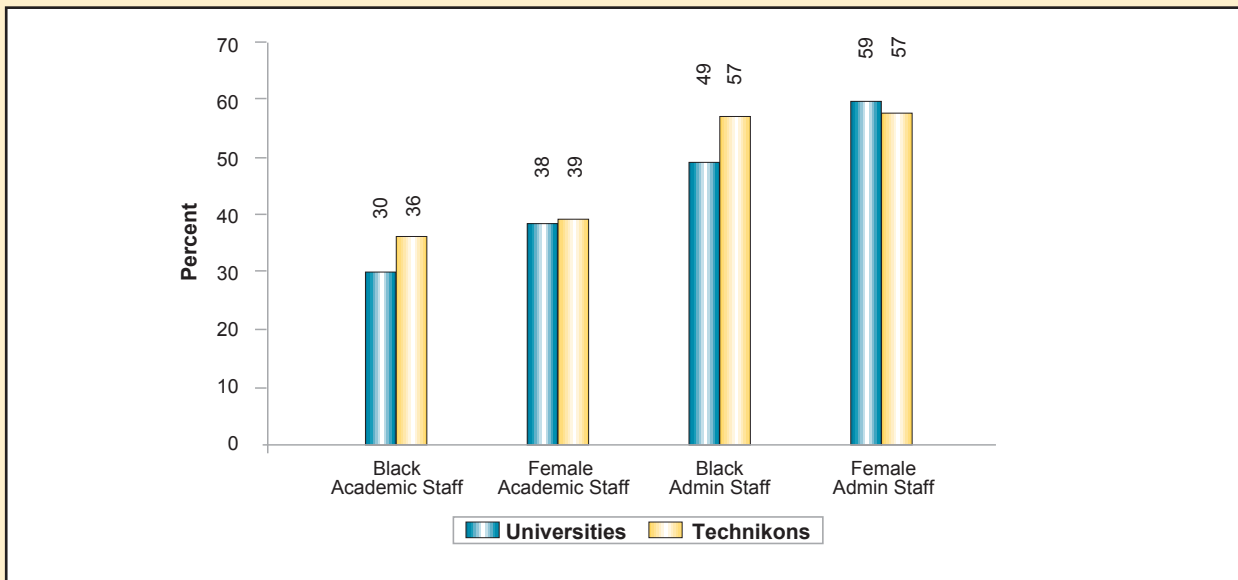


Figure 28 (see also Table 25) points to the serious employment inequities which existed in the higher education system in 2001. Black (African, Coloured and Indian) staff had only a 30% share of permanently appointed academic staff posts at universities and a 36% share of these posts at technikons. Female staff had 38% and 39% shares of permanently appointed academic staff posts at universities and technikons respectively.

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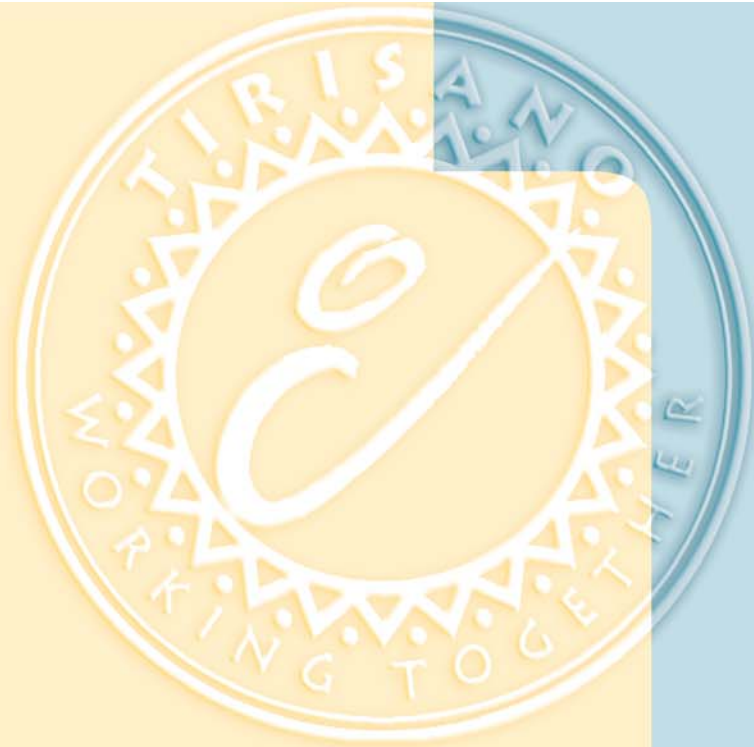
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