

# The South African Transformation Monitor

Transformation in the Education Sector: Enrolment in primary, secondary and tertiary education institutions by race in South Africa (1994-2008)

Vivian Atud

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## **TRANSFORMATION MONITOR**

### **1 Introduction**

The aim of this project is to measure in an accurate, comprehensive and objective manner and to continue to monitor Black Advancement in South Africa as a result of changes brought about by democracy.

What is black advancement? There is no consensus on this topic, but in the context of this study it will mean true progress in all aspects (economic, social, political etc) made by Blacks compared to other racial groups since 1994.

#### **1.1 The Transformation Monitor**

The transformation monitor will provide statistical evidence of the progress made by black South Africans alongside other racial groups since 1994. Research will be broken down into several phases, each phase concentrating on a certain sector of the economy. This study, PHASE 3, covers the Education Sector, enrolment at education institutions: primary, secondary and tertiary by all racial groups in South Africa.

#### **The Transformation Index**

Using the above cornerstones as a compass, an index of black advancement will be constructed.

In order for a sector to achieve a high transformation rating, its data must show that, since the transition to democracy, there has been a real increase in the number of Blacks (Africans, Asians and Indians) enrolled at different levels of education compared to Whites. Tables and graphs will be used to demonstrate the level and/or progress made in black advancement in the education sector.

#### **1.2 The use of terminology**

This study uses data covering the years 1994 to 2009. Over this period there has been a change in the meaning of given terminology with reference to the use of 'Indian/Asian' and 'African/Black'. This clarification is very significant for the understanding of this report.

Before the introduction in 1998 of the Employment Equity Act and new reporting structures enforced by the government, most government departments generally used the word 'Black' to refer to black (skin colour) South Africans and 'Asian' when referring to South Africans of Asian descent.

After 1998, the reporting structure changed with the specification of 'African' to refer to black (skin colour) South Africans and included two additional categories, 'Indian' and 'Coloured'. These three classifications make up what is now called 'the broad definition of Black' in South Africa today. White refers to South Africans with white skin colour.

In this study, the following classification of the various racial groups will be used, Black, Coloured, Indian (includes all Asians), and White.

### **1.3 Background to study**

Under the apartheid system, education became one of the most polarising and destructive expressions of state power. Original bantu policies stipulated that 'natives' required only the most basic level of schooling, and this resulted in a reductive, dehumanising education system that disadvantaged the majority of blacks, and resulted in the economic deprivation of many.

Following the transition to democracy in 1994, the government came up with many new policies to correct these injustices and inserted into the South African Bill of Rights the right to education for all children and adults. Since 1994 the educational budget has risen by 302.2% from R31.8billion to R127.423billion in the 2008/2009 financial year. This budget is managed by the Department of Education at both national and provincial levels.

Schooling is compulsory for children between the ages of 7 and 15. The South African education system consists of two types of schools: independent (private) and public (government) schools. Other policies intended to increase access to education for all racial groups in South Africa include the abolition of school fees for poorer learners in some schools and the establishment of 'no fees' schools. In 2009, there were 14,215 'no fees' schools catering for 5,307,833 pupils.

The focus of this paper is to track the transformation pattern in the post-apartheid era in education enrolment. Have the new education policies achieved their goal of increasing enrolment for South Africans from all racial backgrounds? Is there an enrolment gap between the races as a proportion of their population? What are the dynamics of the enrolment gap?

#### **1.3 Data for the study**

The data for this study has been obtained from various sources since no single organisation/institution has comprehensive documented information on education enrolment by race in primary, secondary and tertiary institutions in South Africa. The data was mainly secondary data. It was collected from the Department of Education

reports, Stats SA data, South African Institute of Race Relations' publications on South Africa Survey, and other internet sources. This data was then aggregated and analysed by the researcher.

The focus of the analysis is not on the actual education enrolment figures by race but rather on the change that has taken place in education enrolment between 1994 and 2009. Tables and charts will be used to show both actual numbers and also the change in education enrolment for the various racial groups in South Africa.

#### 1.4. South Africa's population racial analysis

**Table 1** shows that from **1992 to 2009**, there has been growth in the South African population in all racial groups. The Black population increased by **39.4%**, the Coloured/Indian population by **33.6%**, and the White population by **4.6%**.

**Table 1: Population by year and race, 1992–2009**

<b>Year</b>	<b>Black</b>	<b>Coloured/Indian</b>	<b>White</b>	<b>Total</b>
1992	28 072 000	3 317 200	4 274 800	36 991 800
1993	28 759 800	3 381 400	4 311 900	37 802 200
1994	29 463 700	3 447 000	4 349 100	38 630 500
1995	30 184 400	3 513 600	4 386 600	39 477 100
1996	30 921 700	3 581 600	4 424 400	40 342 300
1997	31 676 600	3 650 700	4 462 200	41 226 700
1998	32 449 200	3 721 000	4 500 400	42 130 500
1999	33 239 100	3 792 600	4 358 700	43 054 300
2000	33 879 900	3 796 900	4 521 700	43 685 700
2001	34 668 900	3 869 000	4 533 100	44 560 600
2002	35 474 200	3 918 000	4 555 300	45 454 200
2003	36 914 300	4 131 100	4 244 300	46 429 800
2004	36 934 181	4 086 790	4 434 294	46 586 607
2005	37 205 700	4 148 800	4 379 800	46 888 200
2006	37 662 900	4 198 800	4 365 300	47 390 900
2007	38 079 900	4 245 000	4 352 100	47 850 700
2008	38 565 100	4 379 200	4 499 200	48 687 000
2009	39 136 200	4 433 100	4 472 100	49 320 500
<b>Increase 1992–2009</b>	<b>39.40%</b>	<b>33.60%</b>	<b>4.60%</b>	<b>33.30%</b>

**Source: South Africa Surveys 2009, South African Institute of Race Relations 2010.**

## 2 TRANSFORMATION IN THE EDUCATION SECTOR IN SOUTH AFRICA

### 2.1 The South African education sector as at 2008

**Table 2: The Education Sector in South Africa (2008)**

<b>Schools:</b>	<b>2008</b>
Primary enrolment (public and independent)	7 231 660
Secondary enrolment (public and independent)	4 403 740
Schools (public and independent)	24 751
Teachers (public schools only)	378 060
Pupils (public schools only)	11 873 162
<b>School output:</b>	<b>2008</b>
Senior certificate (matric candidates)	533 561
Senior certificate passes (62.6%)	334 239
University entrance passes (20.1%)	107 462
Number of candidates who achieved more than 40% for mathematics (16.8%)	89 788
<b>Higher education:</b>	<b>2007</b>
Tertiary enrolment	759 093
Degrees awarded (African)	34 364
Degrees awarded (Coloured)	4 944
Degrees awarded (Indian)	6 820
Degrees awarded (White)	31 686
Degrees awarded (South Africa)	77 981

Source: Stats SA 2009, South Africa Survey 2009: South African Institute of Race Relations

### 2.2 Table 3: Percentage of the South African population enrolled in schools, 2000-2009

Pupils at independent and public schools, 2000 to 2008				
		Independent	Public	Total
South Africa	2000	256 283	11 647 172	11 903 455
	2001	245 150	11 492 976	11 738 126
	2002	278 661	11 638 356	11 917 017
	2003	294 909	11 744 013	12 038 922
	2004	300 952	11 875 439	12 176 391
	2005	315 449	11 902 316	12 217 765
	2006	340 060	11 962 176	12 302 236
	2007	369 281	12 041 220	12 410 501
	2008	366 201	11 873 162	12 239 363
Change, 2000–2008		42.90%	1.90%	2.80%

Source: School Realities Report, 2005–2008; Education Statistics in South Africa at a Glance, 2000–2005

Table 3 shows that between 2000 and 2008, the number of students enrolled in independent schools increased by 42.9% compared to only an increase of 2.8% in public schools, despite the increase in the number of 'no fees' public schools.

This shows that some parents are willing to pay more for the better quality education provided in private schools.

2.3 **Table 4: Enrolment by grade at ordinary public and independent schools, 1999 and 2008**

	<b>Number of pupils</b>	<b>Number of pupils</b>	<b>Increase/decrease</b>
Grade	1999	2008	1999–2008
Pre-grade R	80 676	39 625	-50.90%
Grade R	156 292	543 799	247.90%
Total pre-primary	236 968	583 424	<b>146.20%</b>
Grade 1	1 318 932	1 122 114	-14.90%
Grade 2	1 223 529	1 031 821	-15.70%
Grade 3	1 194 425	1 017 656	-14.80%
Grade 4	1 167 683	1 050 860	-10.00%
Grade 5	1 087 829	1 043 012	-4.10%
Grade 6	998 705	1 001 852	0.30%
Grade 7	937 741	964 345	2.80%
Total primary	7 928 844	7 231 660	<b>-8.80%</b>
Grade 8	1 043 067	926 603	-11.20%
Grade 9	917 239	902 656	-1.60%
Grade 10	840 803	1 076 527	28.00%
Grade 11	738 220	902 752	22.30%
Grade 12	571 848	595 216	4.10%
Total secondary	4 111 177	4 403 754	<b>7.10%</b>
Total	12 276 989	12 218 838a	<b>-0.50%</b>

Figures exclude special needs pupils and post-matric pupils.

**Source: Department of Education, School Realities 2008; Education Statistics at a Glance, 1999**

Table 4: Between 1999 and 2008, the enrolment of pupils in pre-primary schools in South Africa more than doubled, an increase of 146%. In primary schools there was a decrease of 8.8%. In secondary schools there was an increase of 7.1%. To better understand the enrolment transformation in primary and secondary schools, this data will be disaggregated by race.

2.4 **Figure 1: Primary education enrolment (1994-2008)**

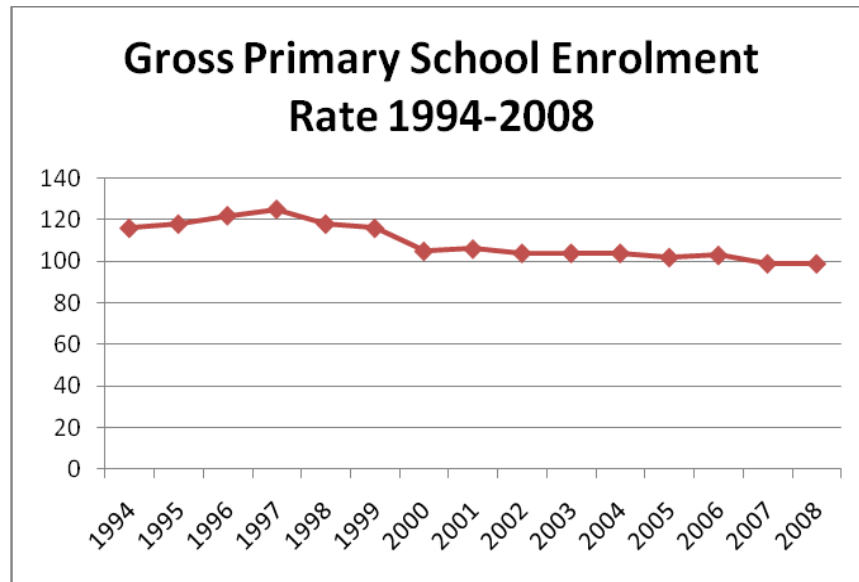


Figure 1: The gross enrolment rate measures the number of learners enrolled in primary schools as a percentage of the total number of children in the 7 to 15 year age group. A gross enrolment of more than 100% indicates that some learners could have been enrolled in schools before the age of 6 or held back to repeat certain grades. Between 1994 and 2008, the gross enrolment rate in primary schools decreased from 114% to 99% despite the fact that the Education Act stipulates compulsory schooling for all South Africans between the ages of 7 and 15 years. The decrease in the gross enrolment rate between 1999 and 2000 could be attributed mostly to the Admission Policy for ordinary schools which prohibited learners under the age of six years from being admitted into Grade 1.

According to the Department of Education, South Africa is close to achieving universal basic education with a 98% enrolment rate within the 7 to 15 year age group. However, the Ministerial Committee on Learner retention, established by the Minister of Education in April 2007, found that there was a high failure rate requiring learners to repeat years or dropping out especially in Grades 10-12.

From this, one can say that the transition to democracy in 1994 has succeeded in ensuring access to basic education for all racial groups in South Africa. The main challenge though is to ensure that all students who enrol in schools pass through the education system successfully.



2.5 Figure 2: **Secondary Education Enrolment (1994-2008)**

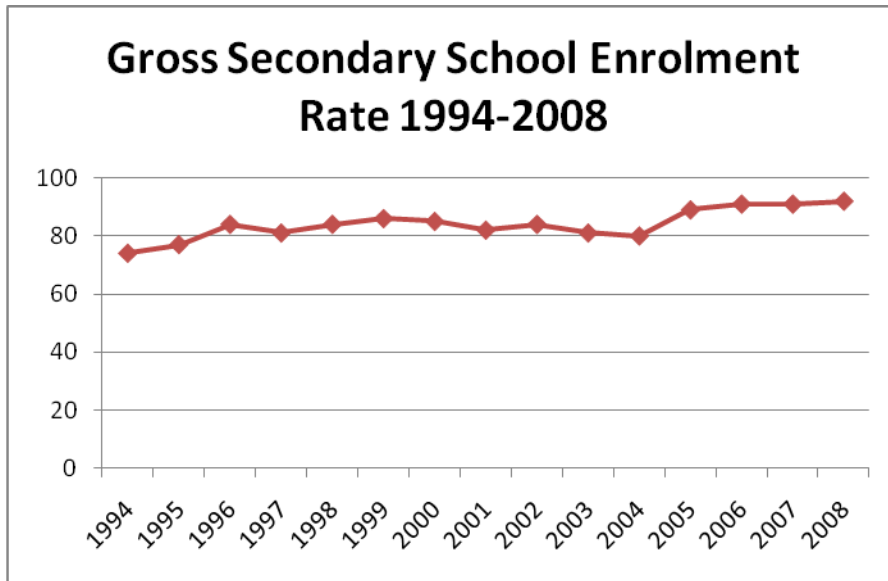
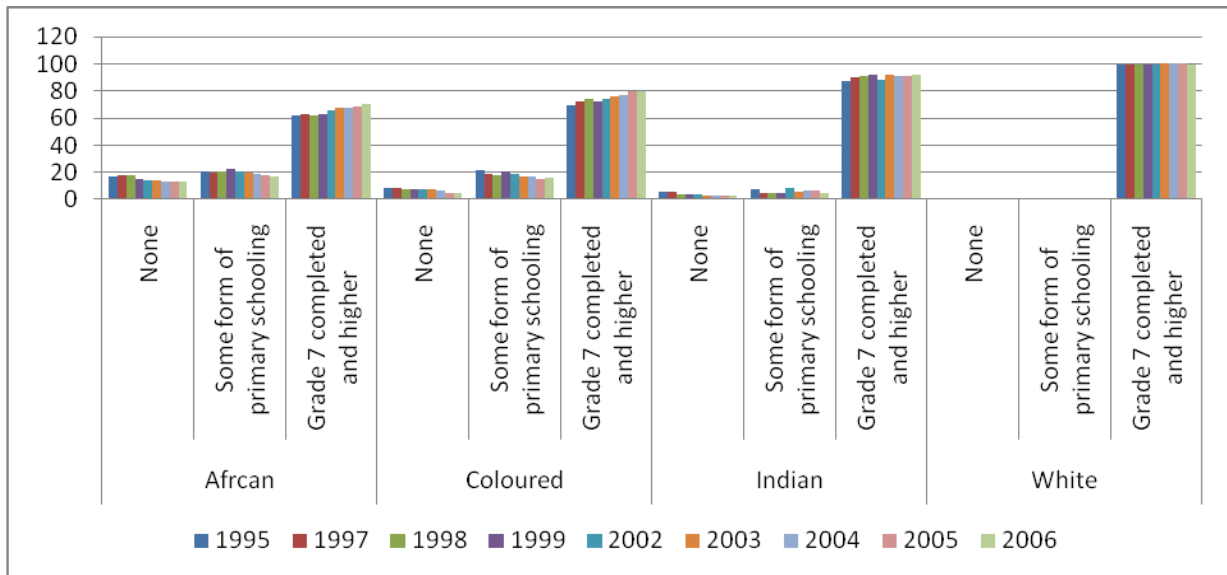


Figure 2: Between 1994 and 2008, the secondary school gross enrolment rate increased from 74% to 92%. This could be attributed to the transition to democracy and increased access to education for all racial groups.

2.6 Figure 3: **Percentage of the population aged 20 or older, by race and by level of education (1995-2006)**



Source Central Statistical Services, Statistics South Africa (1999, 200a, 200b, 203b, 2004b, 2005, 2006)

Figure3: Between 1995 and 2006, the percentage of the population 20 years and older with no schooling decreased for Blacks by 4% from 17.1% to 13.1%., for Coloureds by 4.4% from 8.8% to 4.4%, Indians by 2.4% from 5.3% to 2.9%, and Whites by 0.1% from 0.2% to 0.1%. These figures will even be less today because of increased access to education by all racial groups since 1994.

During the same period, the percentage of the population who have had some form of primary schooling only, decreased for Blacks by 4.2% from 21.1% to 19.9%, Coloureds by 6% from 21.9% to 15.9%, and Indians by 2.7% from 7.8% to 5.1%. In the case of Whites, the percentage remained fairly constant at 0.6%.

Finally, during the same period, the percentage of the population who completed Grade 7 and higher, increased for Blacks by 8.1% from 61.9 to 70%, Coloureds by 10% from 69.3% to 79.7%, and Indians by 5.1% from 86.9% to 92%. Again, that for Whites remained fairly constant at 99.2%.

Therefore, between 1995 and 2006, there has been an increase in all levels of education for previously disadvantaged racial groups while for Whites, it has remained fairly constant.

**2.7 Table 5: University and University of Technology Enrolment (1985-2007)**

<b>University and University of Technology Enrolment, 1985–2007</b>			
	<b>University</b>	<b>University of Technology</b>	<b>Total</b>
	<b>enrolment</b>	<b>enrolment</b>	<b>enrolment</b>
Year	Number	Number	Number
1985	211 756	59 118	270 874
1986	233 625	43 490	277 115
1987	250 243	56 446	306 689
1988	272 445	56 815	329 260
1989	286 359	75 797	362 156
1990	285 986	92 721	378 707
1991	323 889	105 722	429 611
1992	318 944	113 870	432 814
1993	329 892	138 443	468 335
1994	360 250	167 885	528 135
1995	385 221	190 191	575 412
1996	381 498	183 310	564 808
1997	372 845	208 956	581 801
1998	351 692	250 244	601 936
1999	347 164	192 875	540 039
2000	380 168b	199 089	579 257
2001	448 878	208 391c	657 269
2002	460 276	214 888	675 164
2003	487 741	230 052	717 793
2004	569 384	175 094	536 978
2005	563 199	171 873	735 073
2006	576 186	165 194	741 380
2007	611 371	133 808	759 093
Change 1985–2007	188.70%	126.30%	180.20%

From table 5 above Between 1985 and 2007, university enrolment increased by 188.7% from 211,756 to 611,371, and University of Technology increased 126% from 59,118 to 133,808. To better understand transformation in university enrolment, the university enrolment data from 1994 to 2008 will be disaggregated by race, as illustrated in table five above.

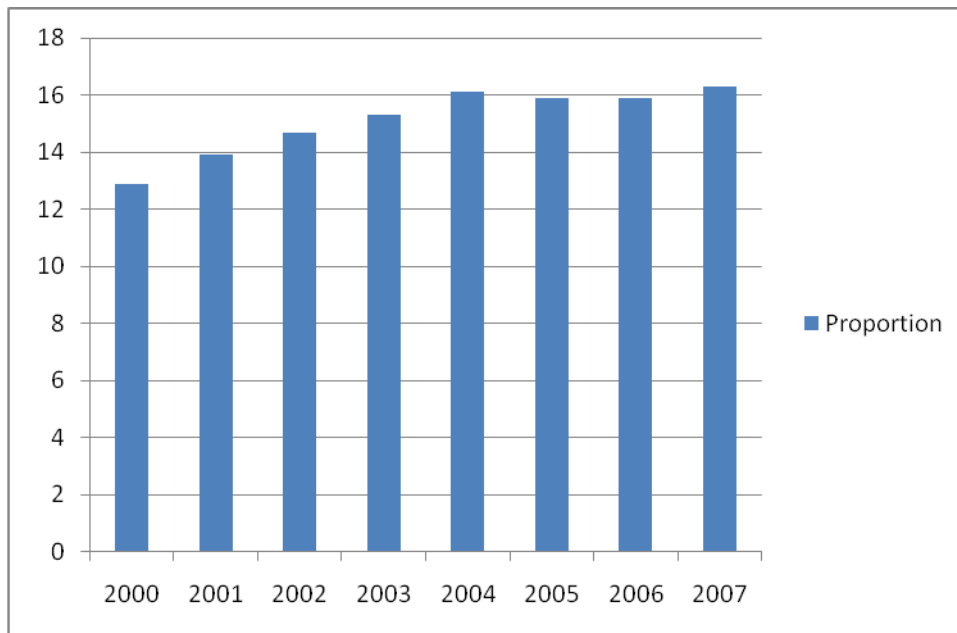
**2.8 Table 6: Head-Count Enrolment at Universities and Universities of Technology by Race (actual numbers), 1995–2007**

	<b>Black</b>	<b>Coloured</b>	<b>Indian</b>	<b>White</b>	<b>Total</b>
1995	286 000	33 000	37 000	214 000	570 000
1997	343 000	32 000	39 000	183 000	597 000
1998	354 000	31 000	40 000	179 000	604 000
1999	350 000	29 000	40 000	163 000	582 000
2000	355 000	30 000	40 000	160 000	585 000
2001	408 262	35 686	44 152	177 267	665 367
2002	405 914	38 965	48 717	181 599	675 195
2003	430 745	43 551	52 883	188 353	715 532
2004	453 636	46 120	54 304	188 687	742 747
2005	446 945	46 302	54 611	185 847	735 072
2006	451 106	48 538	54 859	184 667	741 380
2007	476 770	49 066	52 596	180 461	761 081
Change:	66.70%	48.70%	42.20%	-15.70%	33.50%

Source: South African Institute of Race Relations: South Africa Survey 2010

From table 6 above, between 1995 and 2007, there was a 66% increase from 286,000 to 476,000 in Black enrolment, 48% from 33,000 to 49,066 in Coloured, 42% from 37,000 to 52,596 in Indian and a decrease of 15% from 214,000 to 180,461 in White enrolment in universities and universities of technology. It must also be noted that Blacks constituted the majority of the university population for all the years considered and had the greatest increase within this time period.

**2.9: Figure 4: Higher Education Gross Enrolment Rate as a Percentage of Population 20-24 Year-olds (2000 to 2007)**



**Source: Department of Education, 2007 report.**

Figure 4: Even though there was an increase in the higher education enrolment rate since the transition to democracy, this represents a small proportion of the total population of 20 to 24-year olds. Between 2000 and 2007, there was a 3.4% increase from 12.9% to 16.3% in the gross enrolment rate of the 20-24 year-old population as a percentage of the population

**2.10(a) Table 7: Independent Examination Board Senior Certificate Examination Results (1994-2008)**

Independent Examinations Board Senior Certificate Examination Results, 1994–2008						
			Pass		University entrance pass	
Year	Number of Schools	Number of candidates	Number	Proportion	Number	Proportion
1994	26	1 305	1 225	94%	920	70%
1995	29	1 371	1 306	95%	956	70%
1996	61	2 994	2 913	97%	2 158	72%
1997	91	4 269	4 137	97%	3 052	71%
1998	100	4 602	4 542	99%	3 479	76%
1999	114	5 550	5 478	99%	4 124	74%
2000	120	5 493	5 423	99%	4 157	76%
2001	125	5 414	5 360	99%	4 222	78%
2002	135	6 052	5 961	99%	4 599	76%
2003	141	6 290	6 189	98%	4 906	78%
2004	141	6 416	6 357	99%	5 099	80%
2005	149	6 763	6 634	98%	5 295	78%
2006	151	7 035	6 915	98%	4 729	76%
2007	149	7 362	7 283	99%	5 780	79%
2008	159	8 001	7 763	97%	6 169	79%
Change 1994–2008	511.50%	513.10%	533.70%	3.20%	570.50%	12.90%

Source: Data from the Department of Education reports, 2008.

According to table 7 above, the Independent Examination Board (private) Schools have an average matric pass rate of 97% and a university entrance rate of over 75%. The Department of Education should find out how these schools are run and attempt to replicate these processes in public schools.

**2.10(b): Table 8: Senior Certificate Examination Results for South Africa, 1994, 1998, 2003,2004, 2005, 2006, and 2007: old curriculum**

Senior Certificate Examination Results, 1994, 1998, 2003, 2004, 2005, 2006, and 2007: old curriculum			
Year	Number pass	Percentage pass	University entrance
1994	495 408	58%	18%
1998	552 384	49%	13%
2003	440 267	73%	19%
2004	467 985	71%	18%
2005	508 363	68%	17%
2006	528 525	67%	16%
2007	564 775	65%	15%

Source: South Africa Survey 2010.06.21

Between 1994 and 2007, there was an increase in the pass rate in the senior certificate examinations from 58% to 65%, but the university entrance percentage decreased from 18% to 15%. In public schools, both the pass rate and university entrance pass proportion are far lower than those for independent schools.

## 2.11 Conclusion

Between 1994 and 2008, the number of South Africans enrolled in schools increased remarkably, especially in the Black population. This has been due to easier access to schools by all population groups, the increased number of schools, all schools opened to accept students from all racial groups, the establishment of 'no fees' schools to cater for underprivileged pupils, and the economic growth which has resulted from increased economic freedom that has enabled parents from previously disadvantaged backgrounds to send their children to school.

It can be concluded, therefore, that a remarkable transformation took place in the education sector in South Africa between 1994 and 2008. Since the transition to democracy, all South Africans can now enjoy equal access to education. Generally, the number of pupils enrolled in schools increased from 9 million in 1994 to about 12.6 million in 2008. University enrolment increased by 33% from 570,000 in 1994 to 761,081 in 2008 with the largest increase occurring in the Black population.

## Recommendations

Education enrolment is the first step in giving young South Africans a chance to realise their dreams and maximise their potentials. The above analysis points out that there is a quality problem in our public primary and secondary schools. Therefore especially at this level of education, the government should focus on improving quality such that we can get similar results from public schools as it is the case with private schools.

There is also a serious problem with low levels of university enrolment compared to the population 18-24 year-olds. Government policies should be targeted at increasing the number university enrolment especially for blacks.



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