

### 37 EDUCATOR: LEARNER RATIO IN PUBLIC ORDINARY SCHOOLS

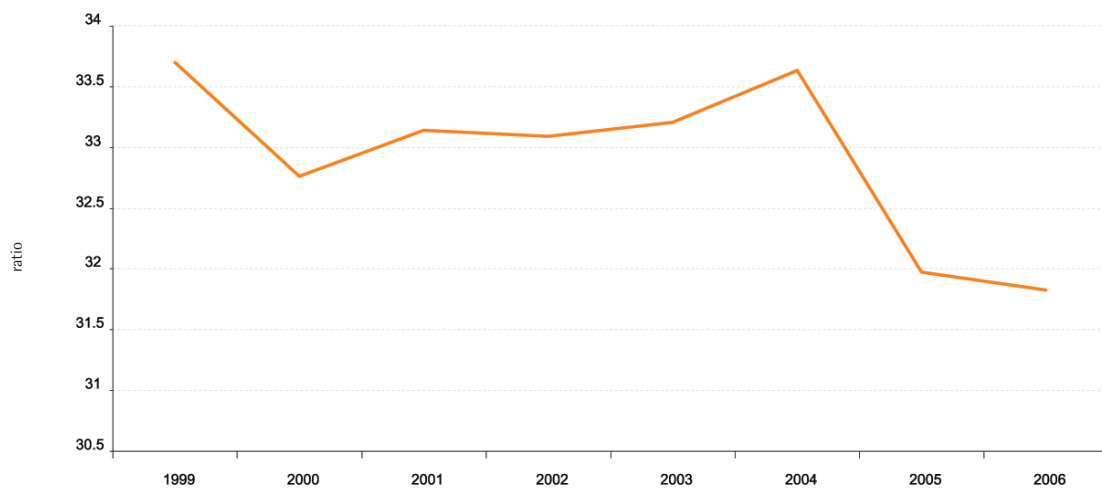
**Goal** To achieve a 40:1 ratio for primary school learners per teacher and 35:1 ratio for secondary school learners per teacher.

**Trend analysis** The average educator: learner ratio is below the norm of 40:1 in primary schools and 35:1 in secondary schools. Overall, the combined primary and secondary educator: learner ratio has remained stable since 1999.

#### EDUCATOR: LEARNER RATIO IN PUBLIC ORDINARY SCHOOLS

	1999	2000	2001	2002	2003	2004	2005	2006
Educator	365 447	363 343	354 201	360 155	362 598	362 042	382 133	386 595
Learners	12 313 899	11 903 455	11 738 126	11 917 017	12 038 922	12 176 391	12 217 765	12 302 236
Educator: Learner ratio	34	33	33	33	33	34	32	32

#### EDUCATOR: LEARNER RATIO IN PUBLIC ORDINARY SCHOOLS



**Definition** The average number of learners per teachers in a given school year, based on headcounts for both learners and teachers

**Data source** 1999 data from Department of Education (DoE) (undated) Education Statistics 1999 at a Glance; February 2000 data from DoE (2002) Education Statistics at a Glance in 2000; 2001 data from DoE (2003), Education Statistics at a Glance in 2001; 2002-2005 data from Education Statistics in SA at a glance (2005), published November 2006 with data originally sources from 2001-2005 SNAP Surveys; 2006 data from Department of Education, 2006 School Realities, October

### 38 ENROLMENT RATES: GROSS ENROLMENT RATE (GER), GENDER PARITY INDEX (GPI)

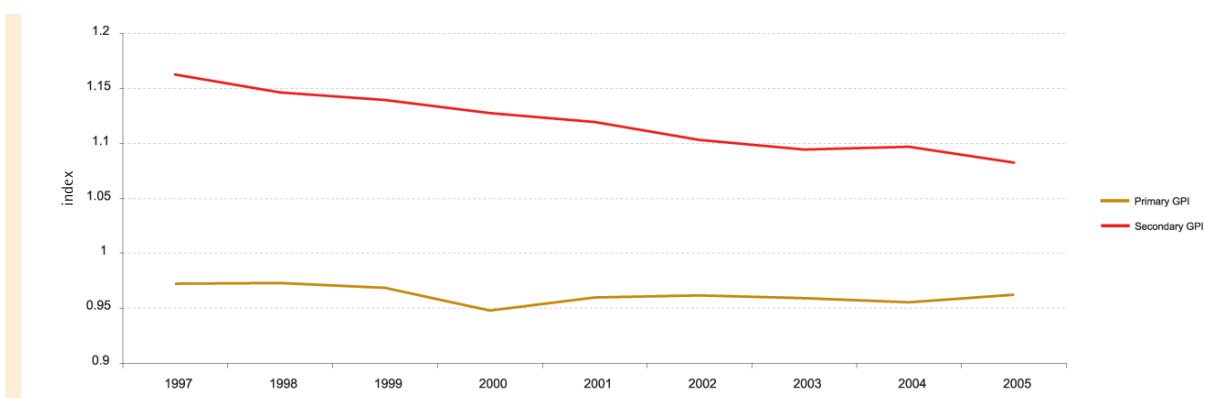
**Goal** To eliminate gender disparities in education.

**Trend analysis** The Gender Parity Index (GPI) for total school enrolment (Grade 1 to Grade 12) indicates that gender parity has been achieved. However, it is important to also consider the difference in enrolment patterns between a primary and secondary school. While gender parity had been achieved between males and females in primary schools between 1997 and 1999, since 2000, gender disparity has occurred with many more male learners enrolled in primary education than females. One of the main reasons for this disparity, is the high repetition rate among boy learners in primary school, rather than a problem of access to schooling. The GPI for secondary education shows a disparity in favour of girls as a large number of secondary school-aged boys are still enrolled in primary school or drop out of secondary school before completing their schooling.

#### GER AND GPI

	1997	1998	1999	2000	2001	2002	2003	2004	2005
Total GER of girl learners	105.6	105.2	103.7	96.8	97.1	97.6	97.8	98.3	97
Total GER of boy learners	102.51	102.39	101.31	96.16	95.84	96.71	97.28	97.81	97.00
GPI	1.030	1.027	1.023	1.006	1.013	1.009	1.005	1.004	1.000
<b>Primary</b>									
Primary GER of girl learners	116.5	114.6	112.7	103.2	102.8	103.0	102.6	102.0	101.0
Primary GER of boy learners	119.8	117.9	116.3	108.9	107.1	107.1	107.0	106.8	105.0
Primary GPI	0.972	0.973	0.969	0.948	0.960	0.962	0.959	0.955	0.962
<b>Secondary</b>									
Secondary GER of girl learners	89.8	91.6	90.6	87.4	88.7	89.7	90.6	92.8	92.0
Secondary GER of boy learners	77.3	80.0	79.6	77.5	79.3	81.3	82.8	84.6	85.0
Secondary GPI	1.162	1.146	1.139	1.127	1.119	1.103	1.094	1.097	1.082

#### GENDER PARITY INDEX



**Definition** The ratio of GER for female learners to the GER of male learners in public and independent ordinary schools for given year.

**Data source** Education statistics in South Africa at a Glance (2005), published November 2006, with data originally sourced from 2001 - 2005 SNAP surveys (conducted on the 10th school day)

### 39 MATRIC PASS RATE

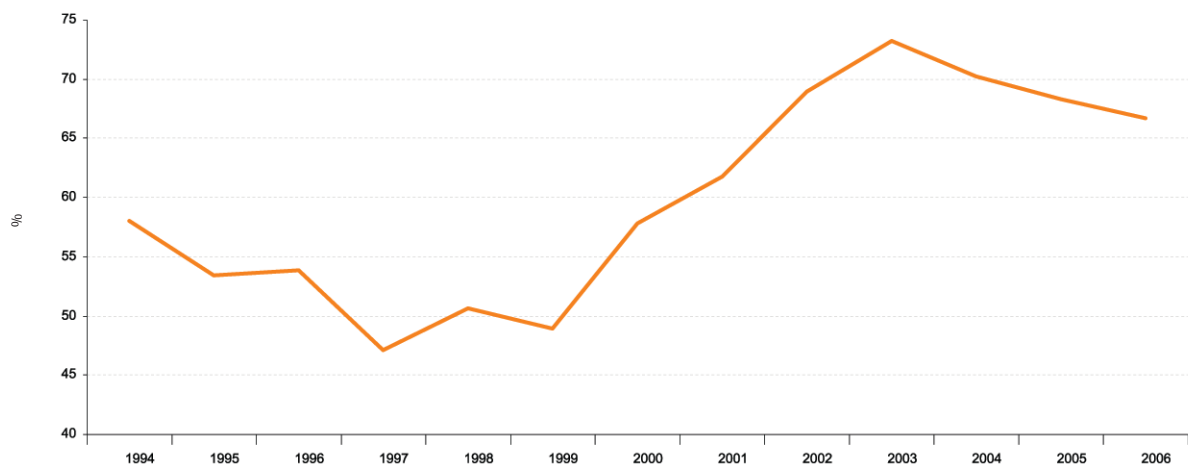
**Goal** To improve the matric pass rate and the quality of learner performance.

**Trend analysis** Between 1994 and 1999, the senior certificate pass rate fluctuated between 47 per cent and 58 per cent. After 1999, the pass rate improved substantially, reaching 73 per cent in 2003. From 2004 onwards, there has been a slight drop in the pass rate each year. This decline in pass rates may be related to rising standards of the quality of exams relative to preparedness of students and the effectiveness of teaching.

#### MATRIC PASS RATE

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Matric pass rate	58.0%	53.4%	53.8%	47.1%	50.6%	48.9%	57.8%	61.7%	68.9%	73.2%	70.2%	68.3%

#### MATRIC PASS RATE



**Definition** Number of people who passed the matric examination as a percentage of those that wrote the examinations

**Data source** Department of Education

## 40 MATRICULANTS WITH MATHEMATICS HIGHER GRADE PASSES

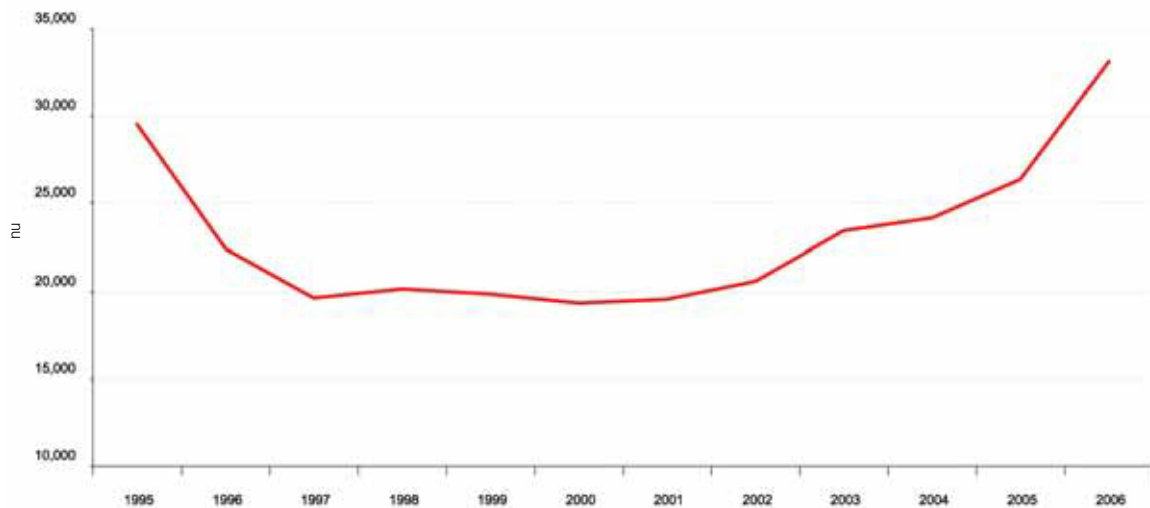
**Goal** To increase higher grade passes in Mathematics. The target is to reach 50 000 in 2008.

**Trend analysis** The performance of schools in producing higher grade passes in Mathematics has been below expectations. However, it has begun to improve since 2001. There, however, remain too few learners studying Mathematics and Science at higher grade and not all teachers are fully equipped. Thus expanding mathematical and scientific capacity in schools remains an important educational priority.

## MATRICULANTS WITH MATHEMATICS HIGHER GRADE PASSES

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
matriculants maths higher grade passes	29 475	22 416	19 575	20 130	19 854	19 327	19 504	20 528	23 412	24 143	26 383	25 217

## MATRICULANTS WITH MATHEMATICS HIGHER GRADE PASSES



**Definition** Total number of matriculants who passed mathematics on the higher grade

**Data source** Department of Education

## 41 ADULT LITERACY RATE

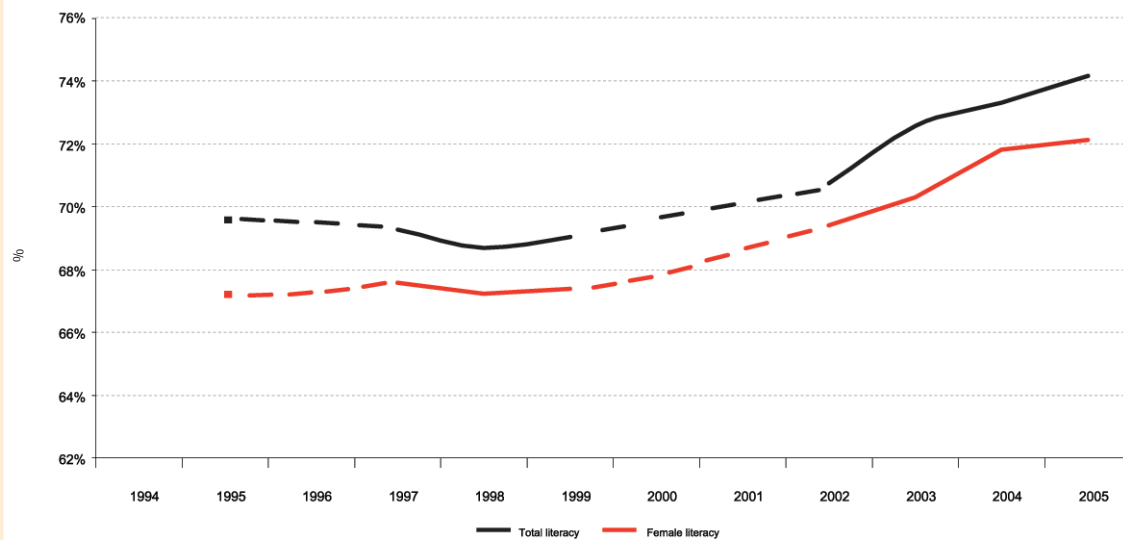
**Goal** To increase literacy and reduce the adult illiteracy rate by 50 per cent between 1990 and 2015 in line with the education for all and MDGs target.

**Trend analysis** The number of literate people in the country has increased between 1995 and 2005. Despite progress made, the number of illiterate adults in South Africa is still large.

### ADULT LITERACY RATE

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Total literacy		69.6%		69.3%	68.7%	69.0%			70.7%	72.6%	73.3%	74.2%
Female literacy		67.2%		67.6%	67.2%	67.4%			69.4%	70.3%	71.8%	72.1%

### ADULT LITERACY RATE



<b>Definition</b>	The number of people in a country who can read and write as percentage of total population. In the data obtained from the General adult is defined as a person 20 years and older who has achieved at least seven years of education (i.e. passed grade 7)
<b>Data source</b>	Statistics South Africa, various October Household Surveys and General Household Surveys
<b>Data note</b>	Dotted lines reflect data not available for that period

## 42 GRADUATING SCIENCE ENGINEERING AND TECHNOLOGY STUDENTS

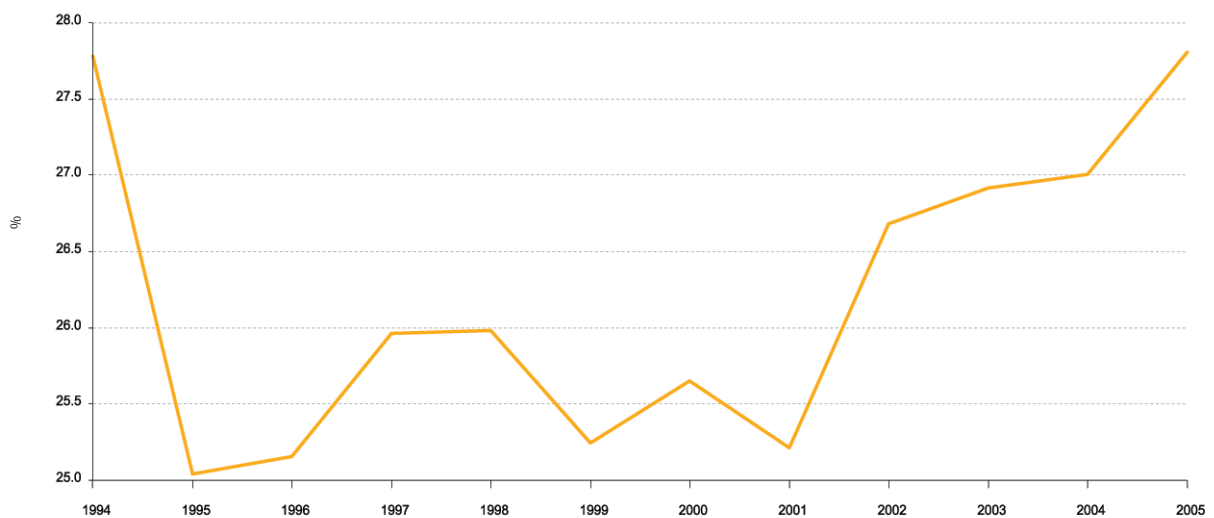
**Goal** To increase the percentage graduating student that are qualifying in the Science Engineering and Technology disciplines.

**Trend analysis** Science Engineering and Technology (SET) graduates are key skilled workers who support economic growth and investment in social infrastructure. The current rate of graduation in this sector is a signpost for future prospects for the economy and society. Trends began to improve in 2002 and should be seen against massive expansion in enrolment numbers. In successful developing countries like South Korea, over 50 per cent of tertiary graduates are in SET disciplines.

### GRADUATING SET STUDENTS

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
% SET of total Graduates	27.8	25.0	25.2	26.0	26.0	25.2	25.7	25.2	26.7	26.9	27.0	27.8

### GRADUATING SET STUDENTS



**Definition** Percentage of university graduates with degrees in SET

**Data source** Department of Education, Higher Education Management Information System