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CENSUS 2022

A profile of education enrolment, attainment and progression in South Africa

Education and Child Statistics Directorate

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Attendance of educational institutions CENSUS 2022

- Participation in early childhood development, school and post-school education

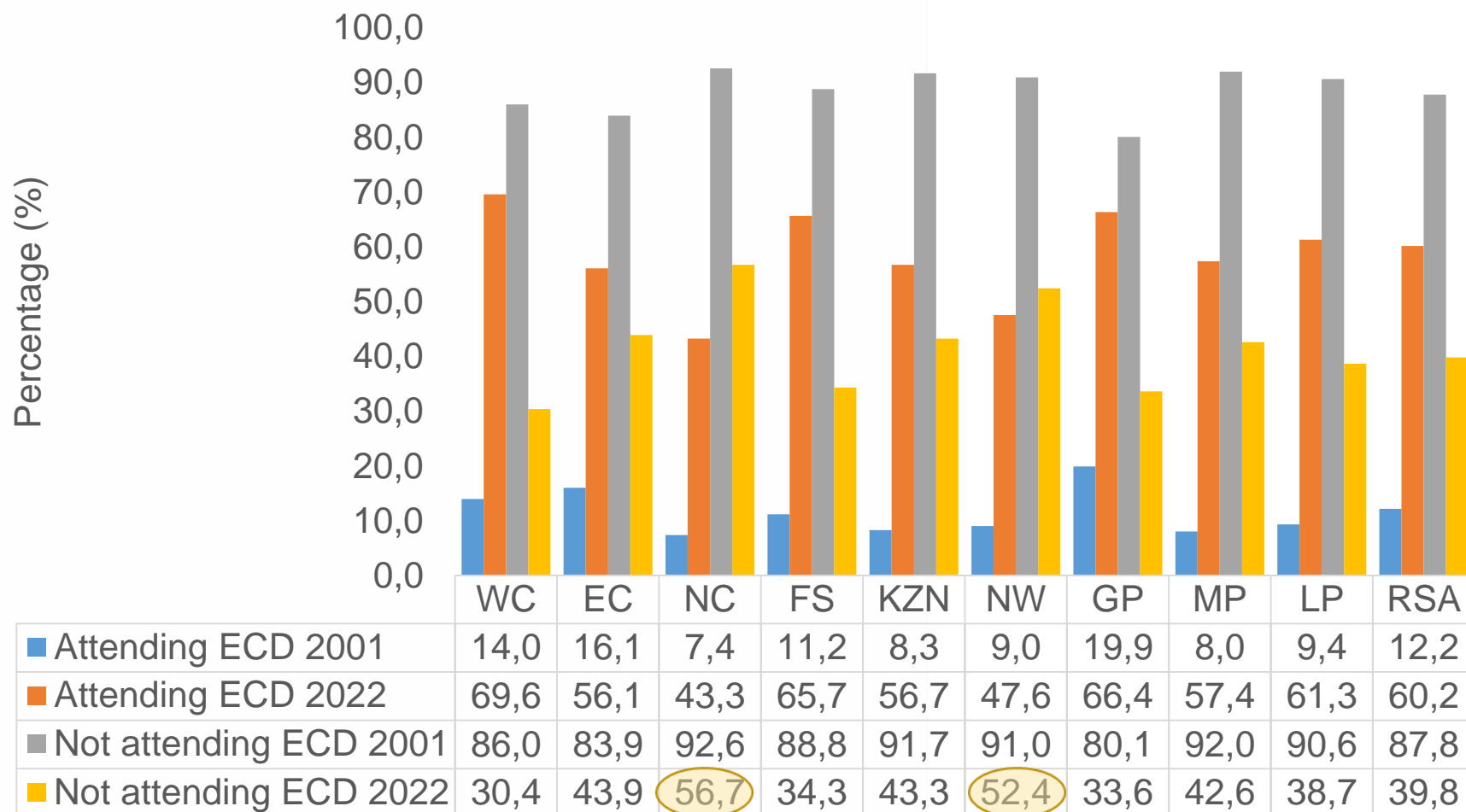


IMPROVING LIVES THROUGH DATA ECOSYSTEMS

Percentage of children aged 0–4 who attended ECD by province, Census 2001–2022

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- Attendance in 2022 **60,2%** which increased from **12,2%** in 2001
- In 2022, children in **WC** and **GP** were more likely to participate in ECD relative to other provinces
- Children in NC and NW were more likely not to participate in ECD



Source: Census 2001 & 2022

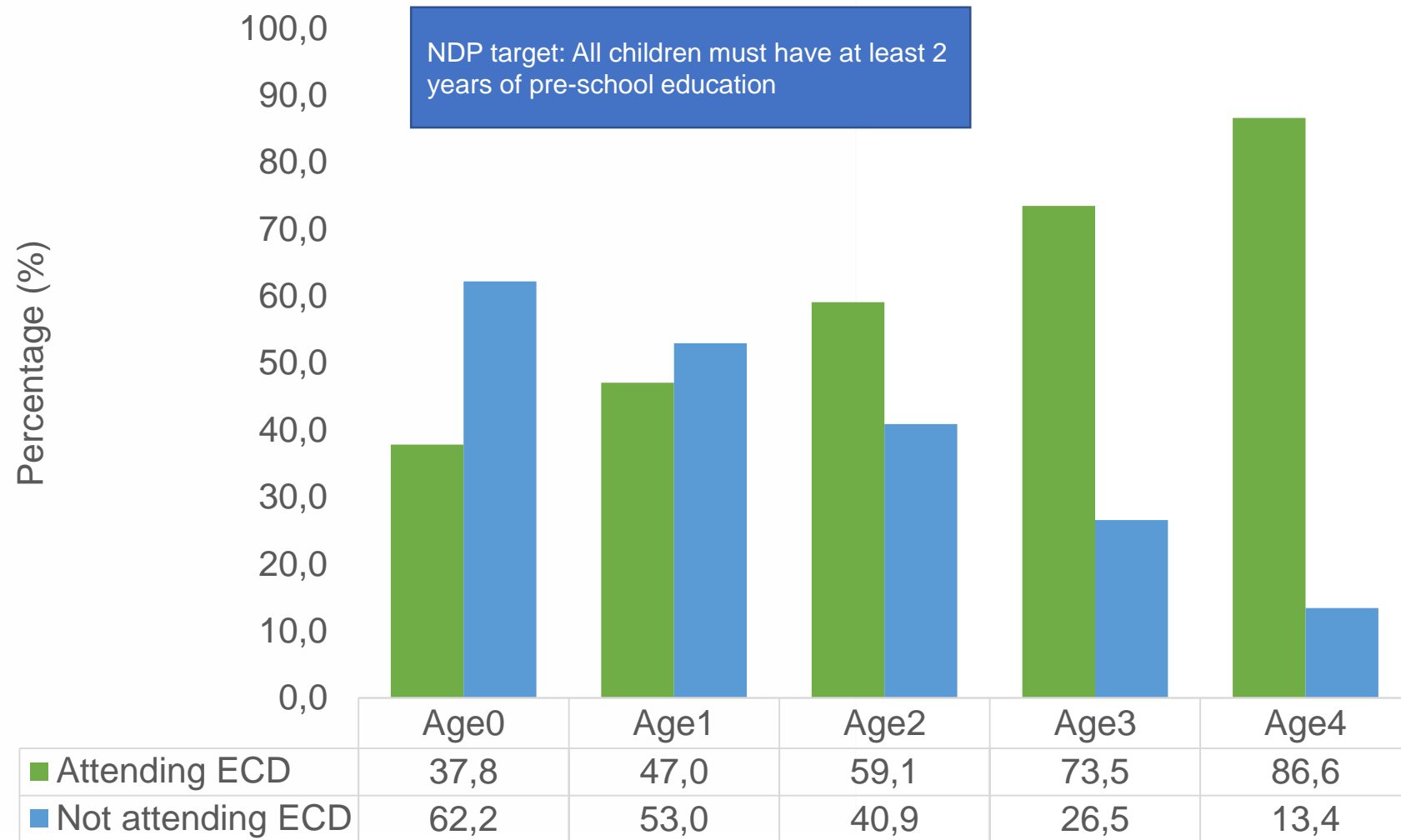
Percentage of children aged 0–4 who attended ECD by age, Census 2022

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Forty out of hundred (40,9%) children aged two years did not attend any ECD facility in 2022

Similarly, among the three-year-olds, 26 out 100 did not attend an ECD facility

Whereas close to 13% of children aged four did not attend any educational facility



Source: Census 2022

Population of individuals aged 5 - 24 years old attended any of educational institution , Census 1996–2022

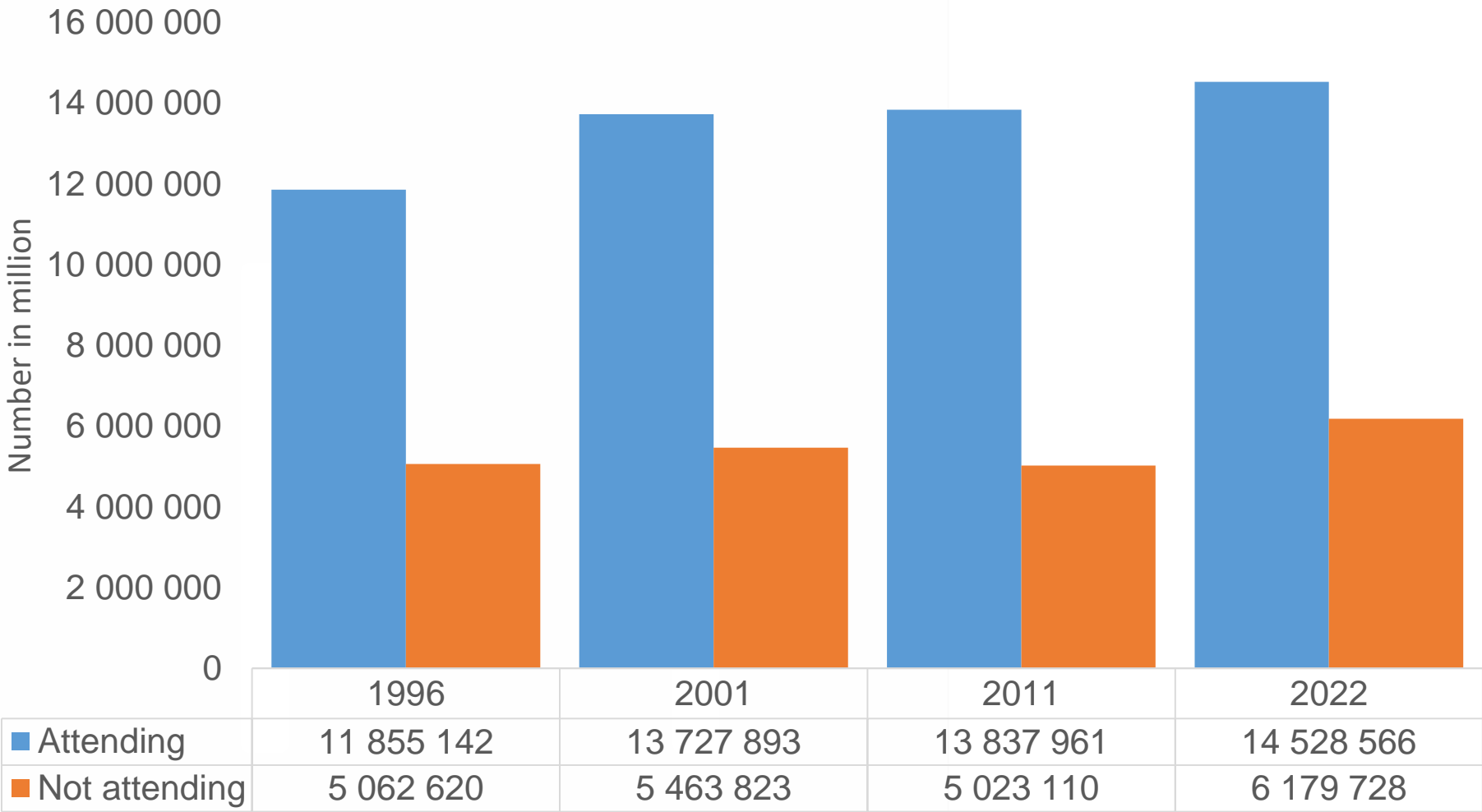
1996: 11,9 million

2001: 13,7 million

2011: 13,8 million

2022: 14,5 million

NDP target: 80-90% of learners must complete 12 years of school/vocational education



Source: Census 1996-2022

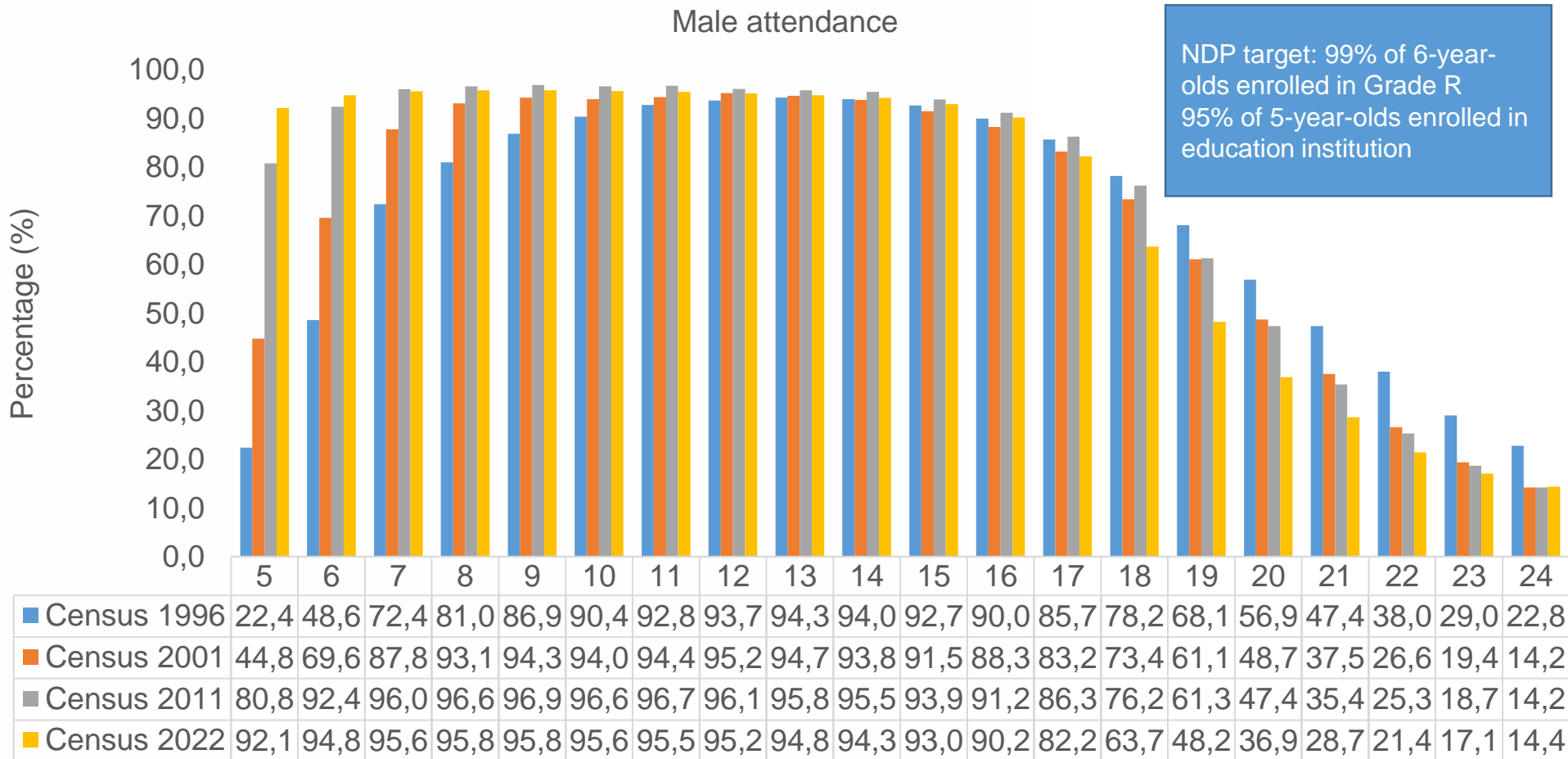
Percentage of individuals 5-24 years old attending educational institution by single age male, Census 1996-2022

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Nine out ten individuals within the compulsory age of education (7-15 years) attended educational institutions

Decline in attendance rates at the age of 18 years

Less transition into post-school education



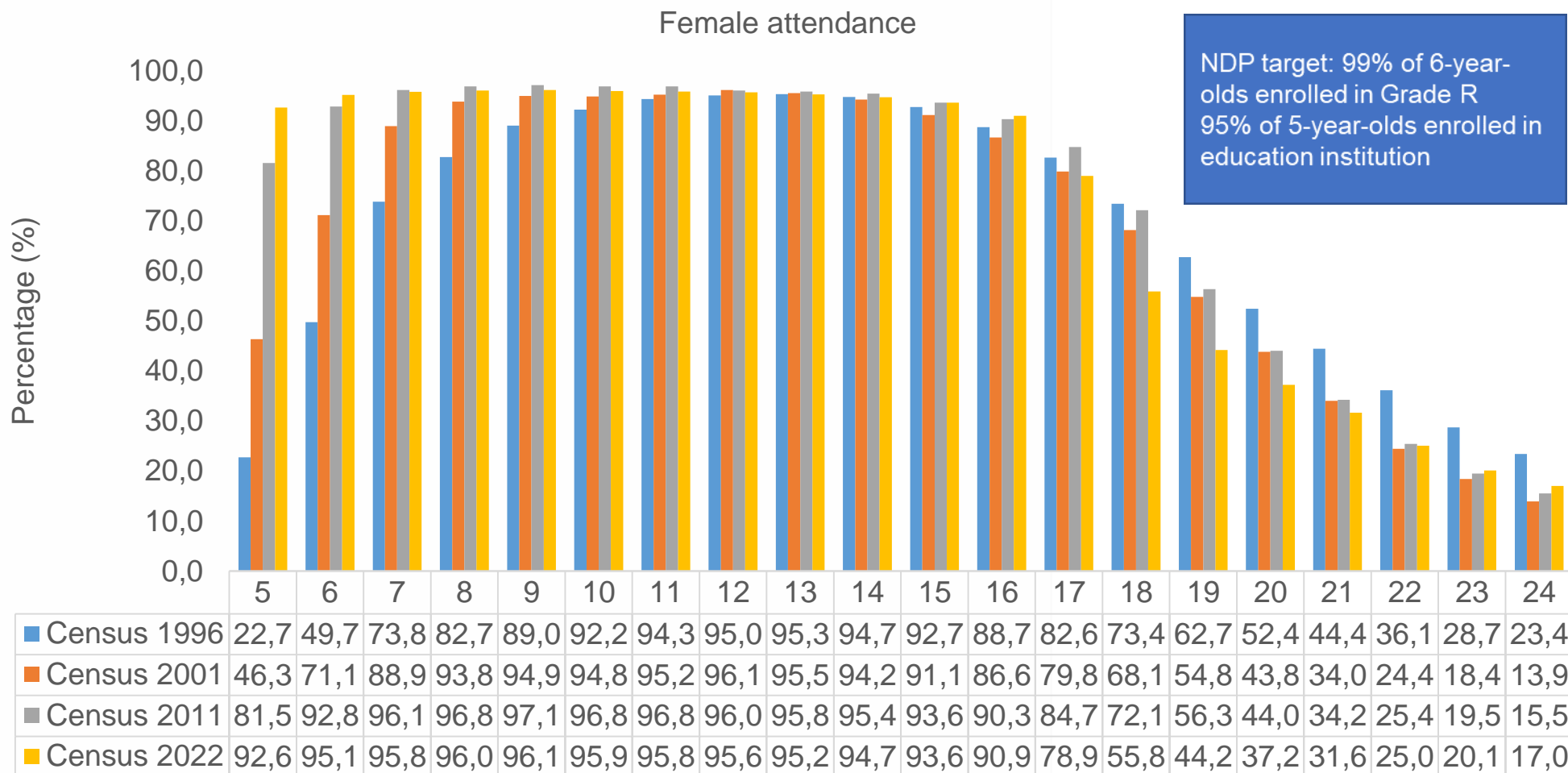
Source: Census 1996-2022

Percentage of individuals 5-24 years old attending educational institution by single age female, Census 1996-2022

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Like their male counterpart, more than nine out of ten (90,0%) females in compulsory-education age attended educational institutions

More females aged between 20 and 24 were likely to attend educational institutions compared to their male counterparts



Source: Census 1996-2022

Enrolment ratios

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Gross enrolment ratios (GER) indicate the ratio of enrolled students regardless of age to the total population eligible for a particular phase of education within a country

Net enrolment ratios (NET) factors in the official school age, thereby measuring the extent of over-aged and under-aged enrolment in the education phase



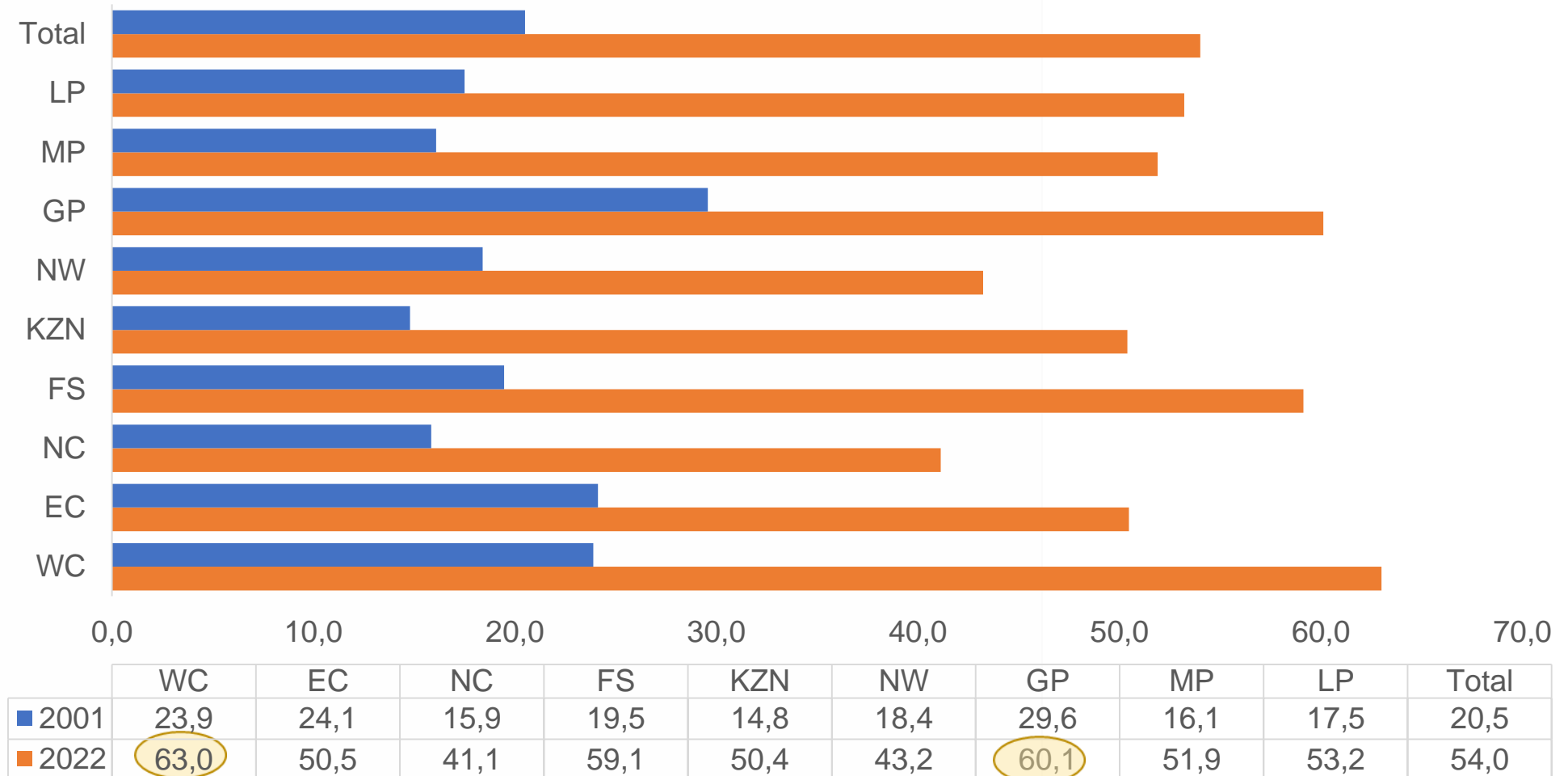
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GER in pre-school by province, Census 2001 & 2022

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Growth in GER, but still very low

In 2022, the highest GER in pre-school was observed for Western Cape (63,0%) followed by Gauteng (60,1%)



Source: Census 2001 & 2022

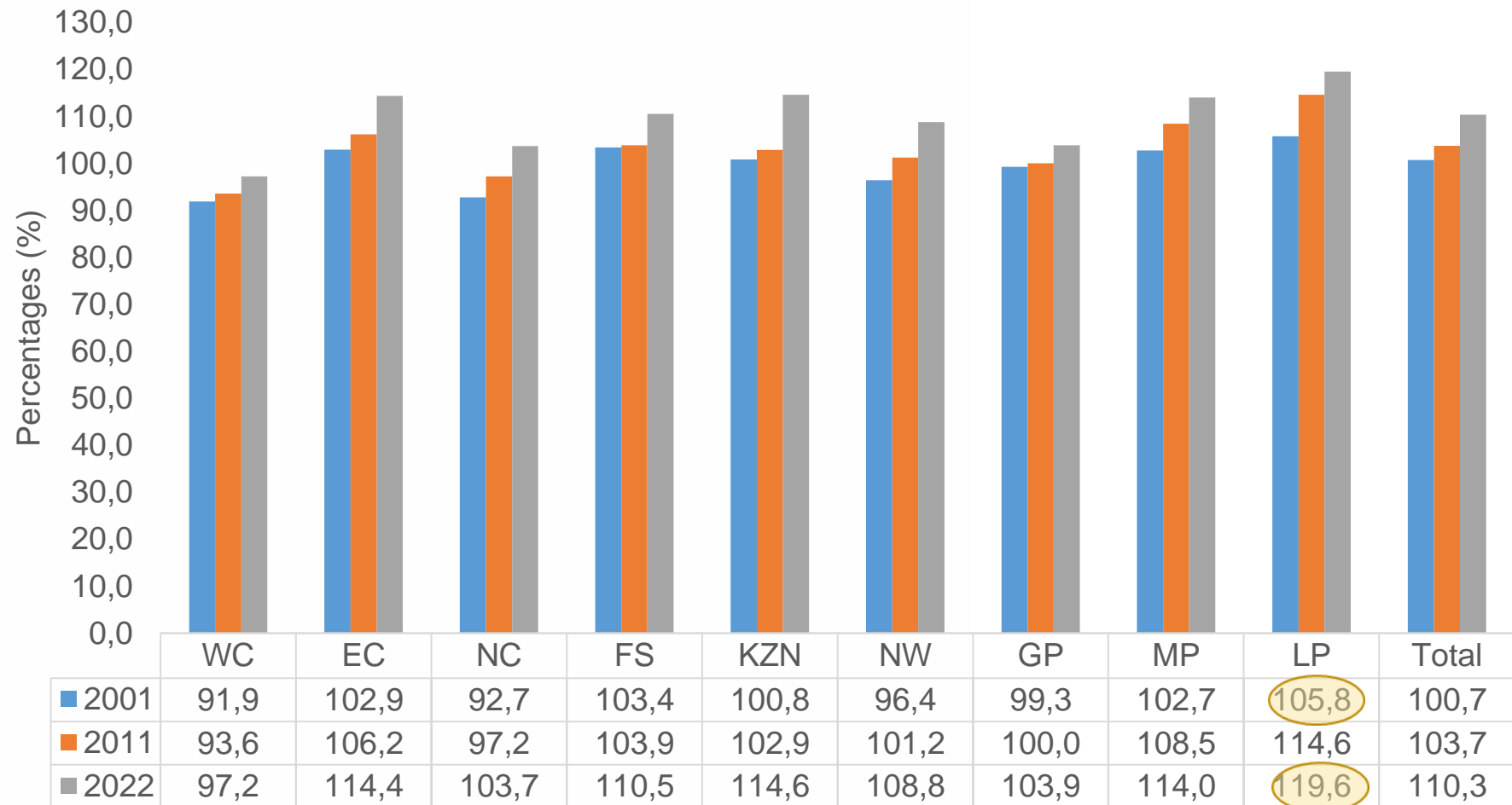
GER in school by province, Census 2001, 2011, 2022

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Highest increase in GER in Limpopo with close to 9 percentage points growth from 2001 to 2011 (close to 14 percentage points from 2001 to 2022)

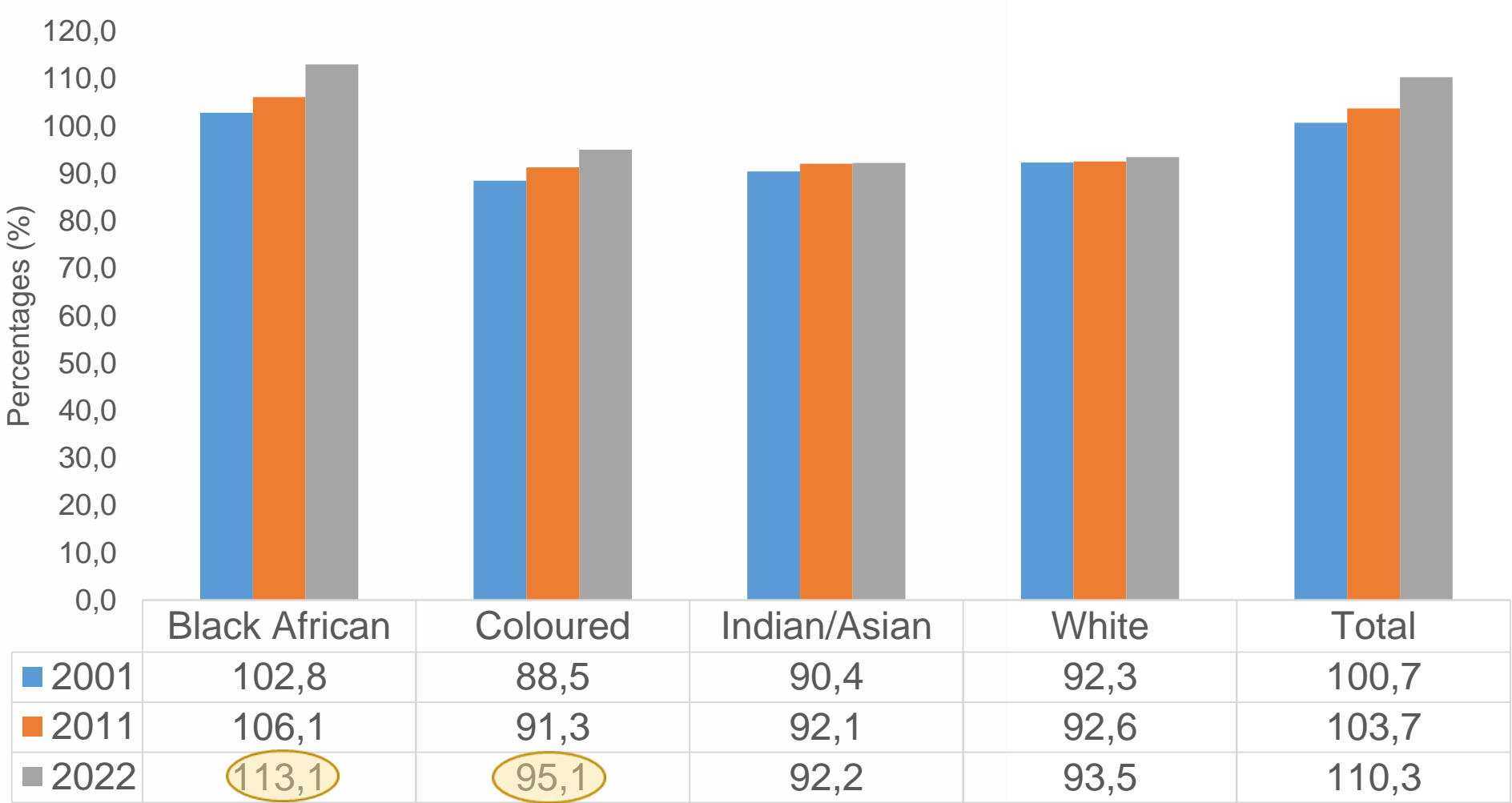
Lowest growth was observed in Free State

GER can surpass 100% when including students outside the official age due to early or late admissions, and grade repetition



Source: Census 2001, 2011 & 2022

Highest GER among black Africans followed by coloureds



Source: Census 2001, 2011 & 2022

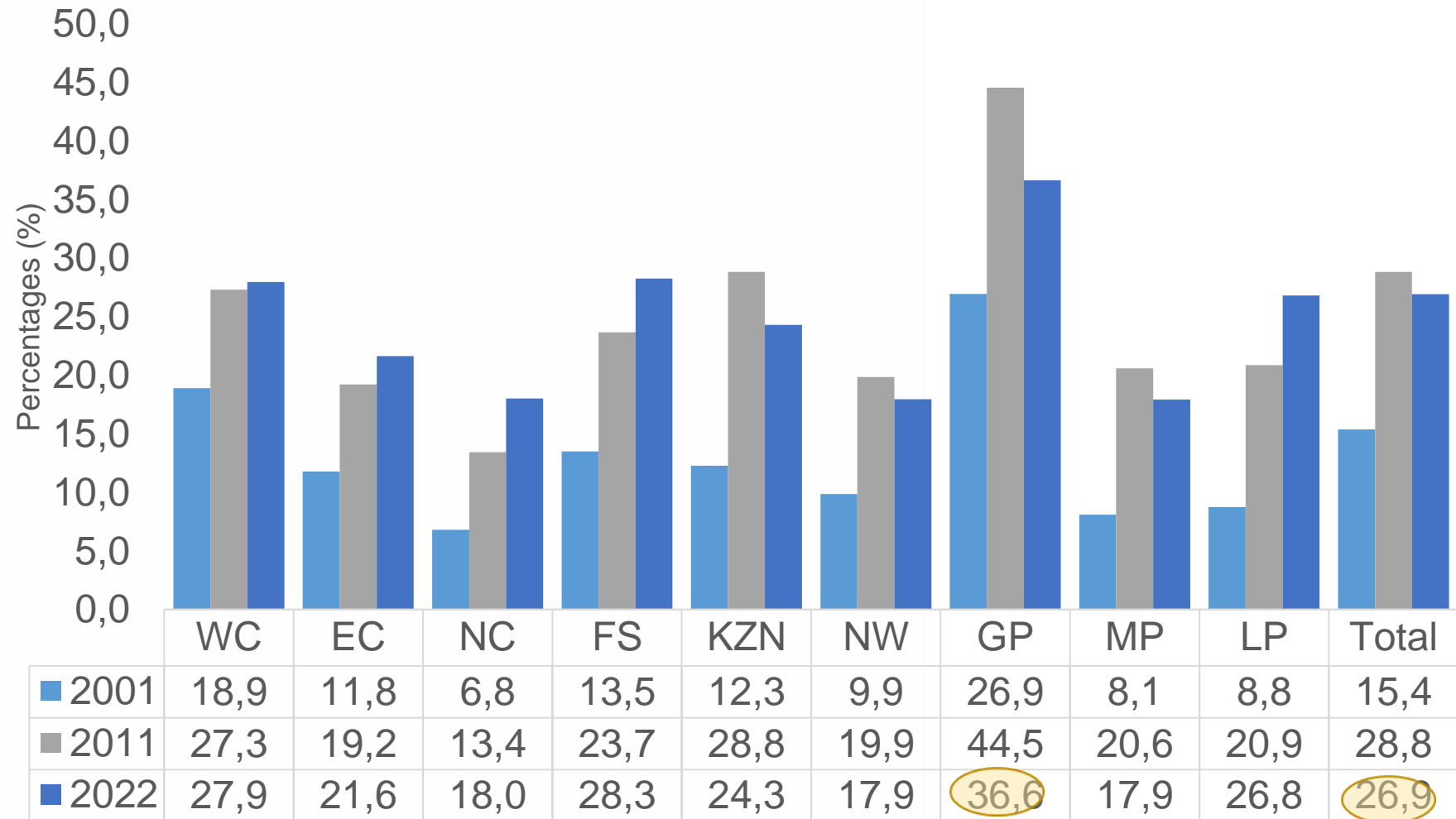
GER in tertiary by province, Census 2001, 2011, 2022

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The total GER almost doubled from 15,4% in 2001 to 28,8% in 2011

Slightly declined to 26,9% in 2022

Highest in GP due to higher number of tertiary educational institutions



Source: Census 2001, 2011 & 2022

Slight gender gap favoring boys in primary education.

More equitable distribution of enrolment between genders in secondary education.

Gender gap in tertiary enrollment

	NER pre-primary	NER primary	NER secondary	NER tertiary
Male	53,0	81,6	73,0	20,9
Female	53,3	78,5	72,4	30,3
Total	53,2	80,0	72,7	25,6

Source: 2022

Educational attainment

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Enrolment and participation in education are essential for achieving functional literacy, **acquiring competencies** at each stage of the educational phase, and **developing work skills for both youth and adults**



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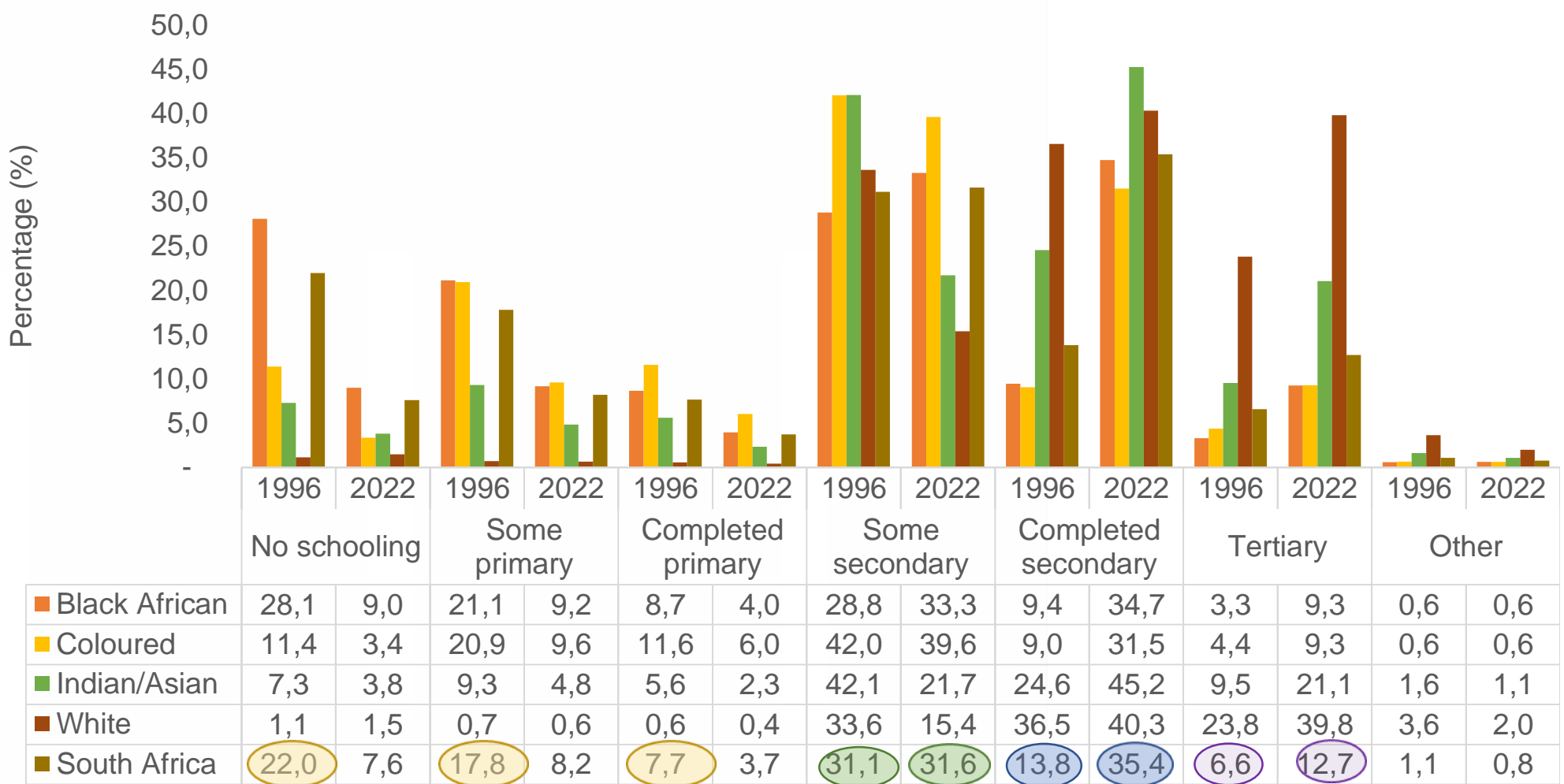
Highest level of education by individuals aged 25 years and older by population group, 1996 and 2022

In 1996, close to half (47,5%) have only primary education or less, declined to 19,5% in 2022

In 1996, 31,1% had only attained some secondary education, remained stable in 2022

In 1996, 13,8% had completed secondary education, increased to 35,4% in 2022

In 1996 6,6% had post-school education doubled to 12,7%



Source: Census 1996 & 2022

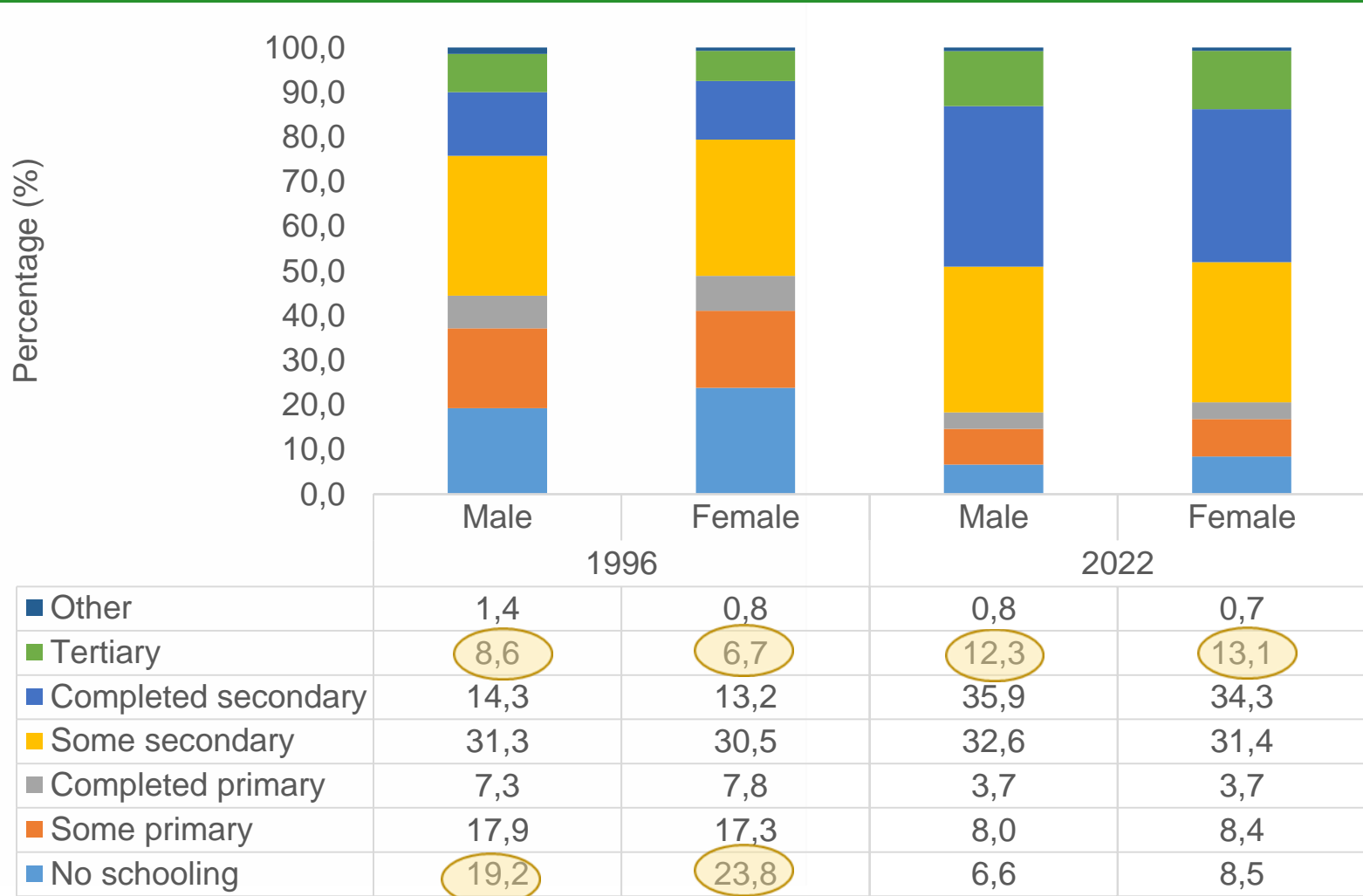
Highest level of education by individuals aged 25 years and older by sex, Census 1996 and 2022

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The gender gap in tertiary education achievement was nearly closed in 2022 with the female percentage of tertiary education achievement **surpassing slightly** those of males

Tertiary:
8,6% in 1996 increased to 12,3% 2022 for males

6,7% in 1996 increased to 13,1% for females

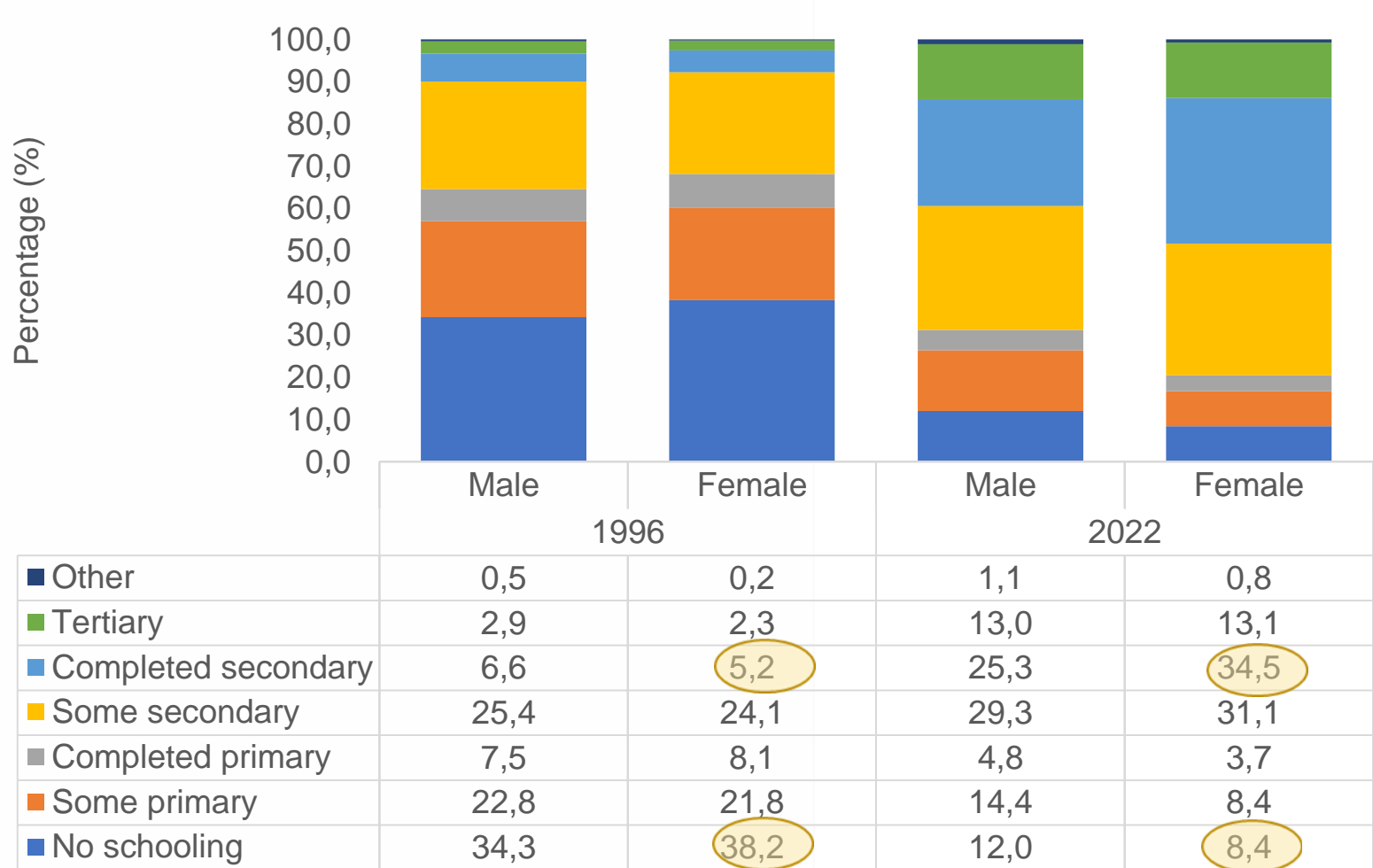


Highest level of education by individuals aged 25 years and older by disability status and sex, Census 1996 and 2022

Large gains in educational achievements were observed for all , but those for females surpassed the ones for males.

The percentage of females with some disability who did not have any formal schooling reduced by nearly 30 percentage points from 1996 to 2022

Those who did not complete primary education reduced by nearly 14 percentage points

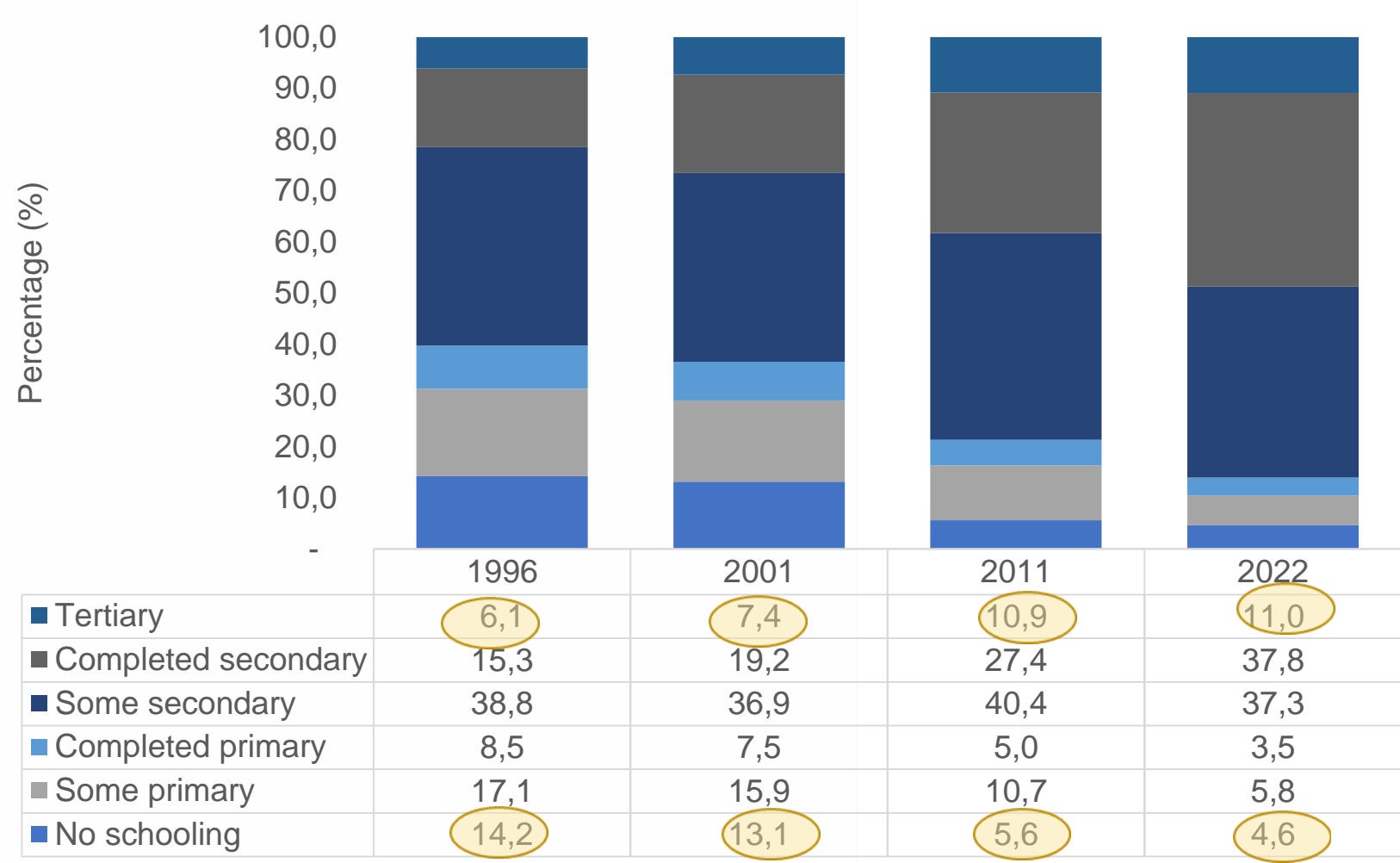


Source: Census 1996 & 2022

Highest level of education by working age population, Census 1996-2022

In 1996, only 21,4% of the working age population had at least completed secondary education;

This increased to 38,3% in 2011 and to 48,8% in 2022

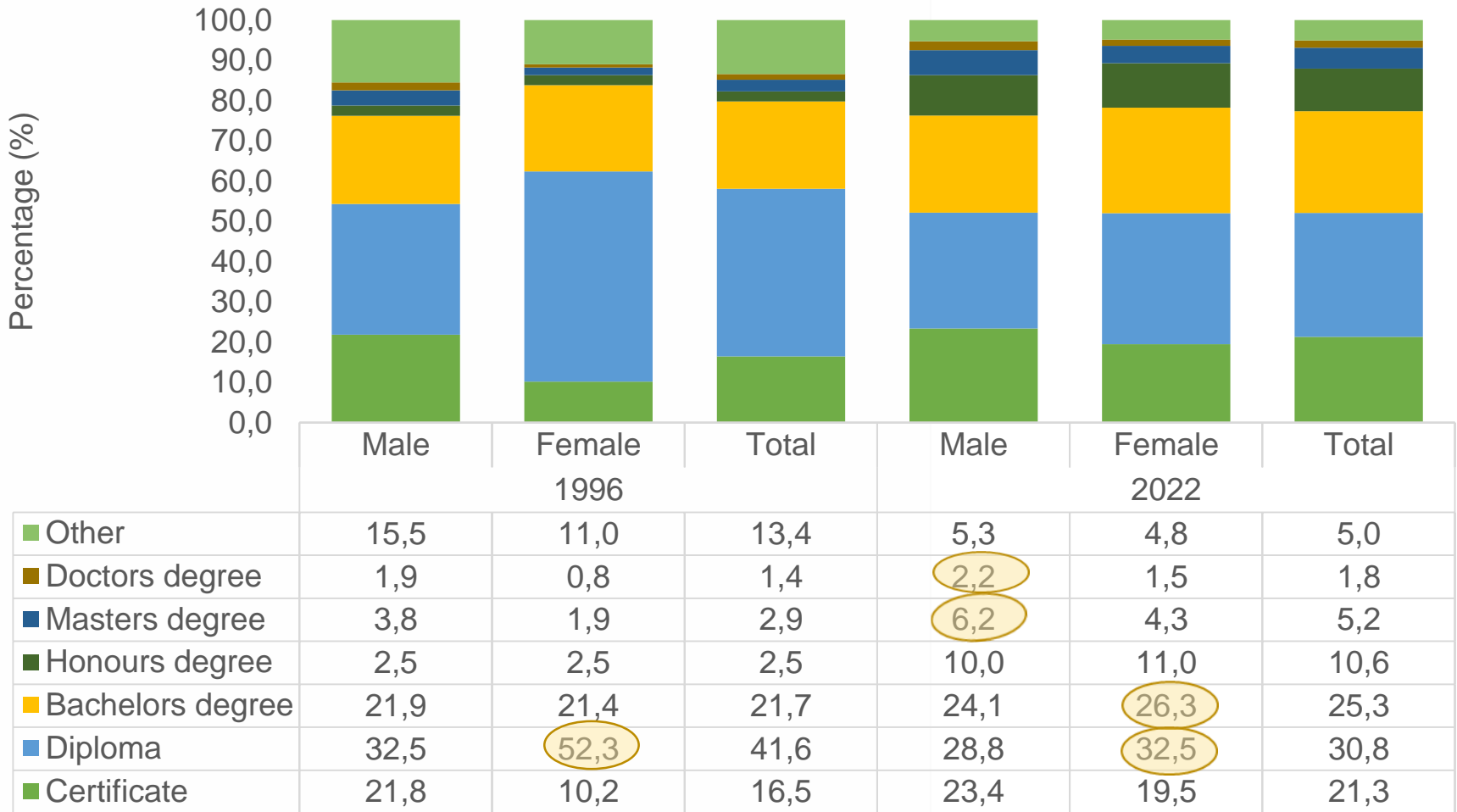


Source: Census 1996-2022

Highest post-school qualification level by individuals aged 25 years and older by sex, Census 1996 and 2022

Overall, in both 1996 and 2022, individuals aged 25 years and older were more likely to have diplomas as their highest qualification

Females would most likely have bachelor's degree while males would have masters & doctoral degrees

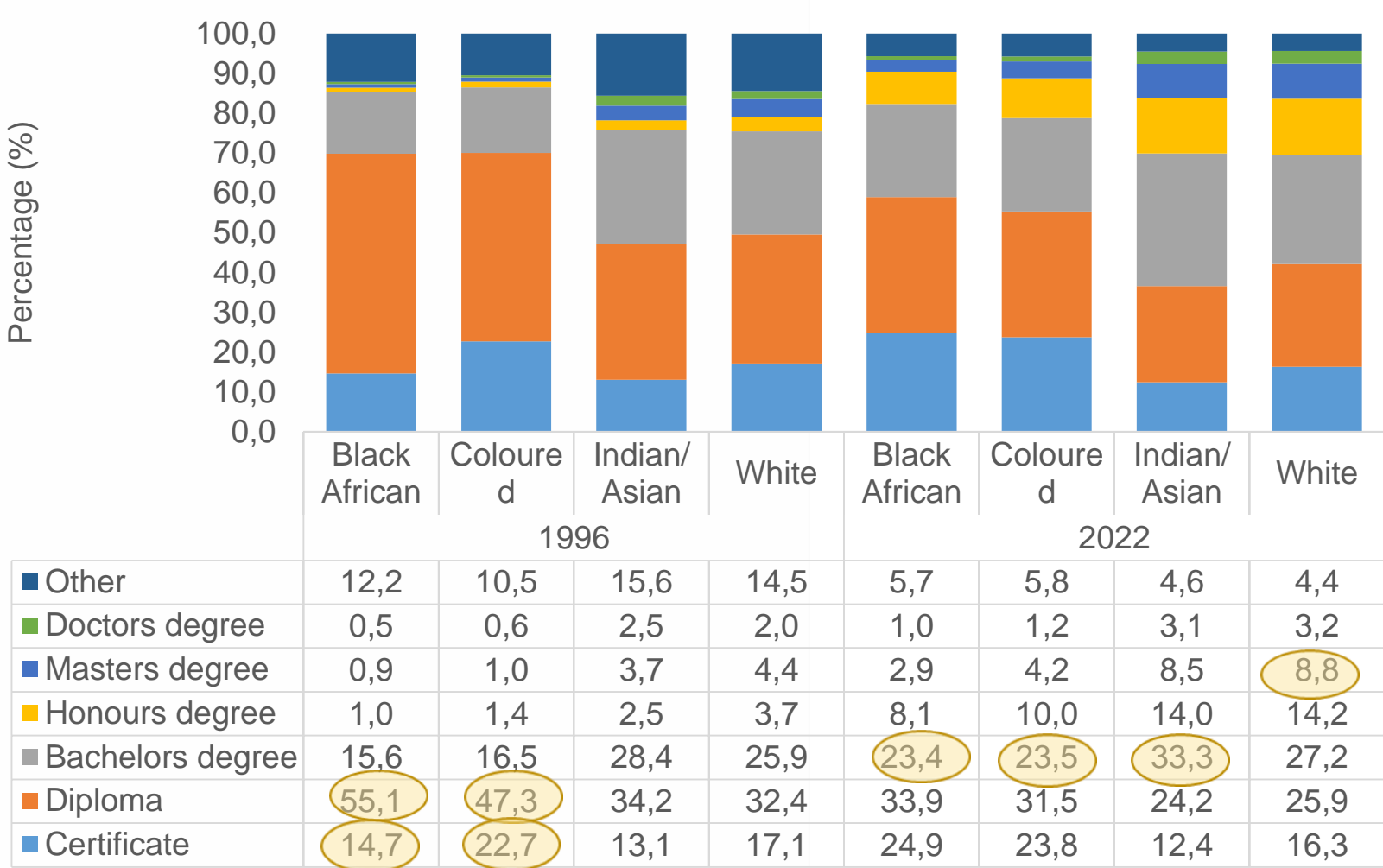


Source: Census 1996 & 2022

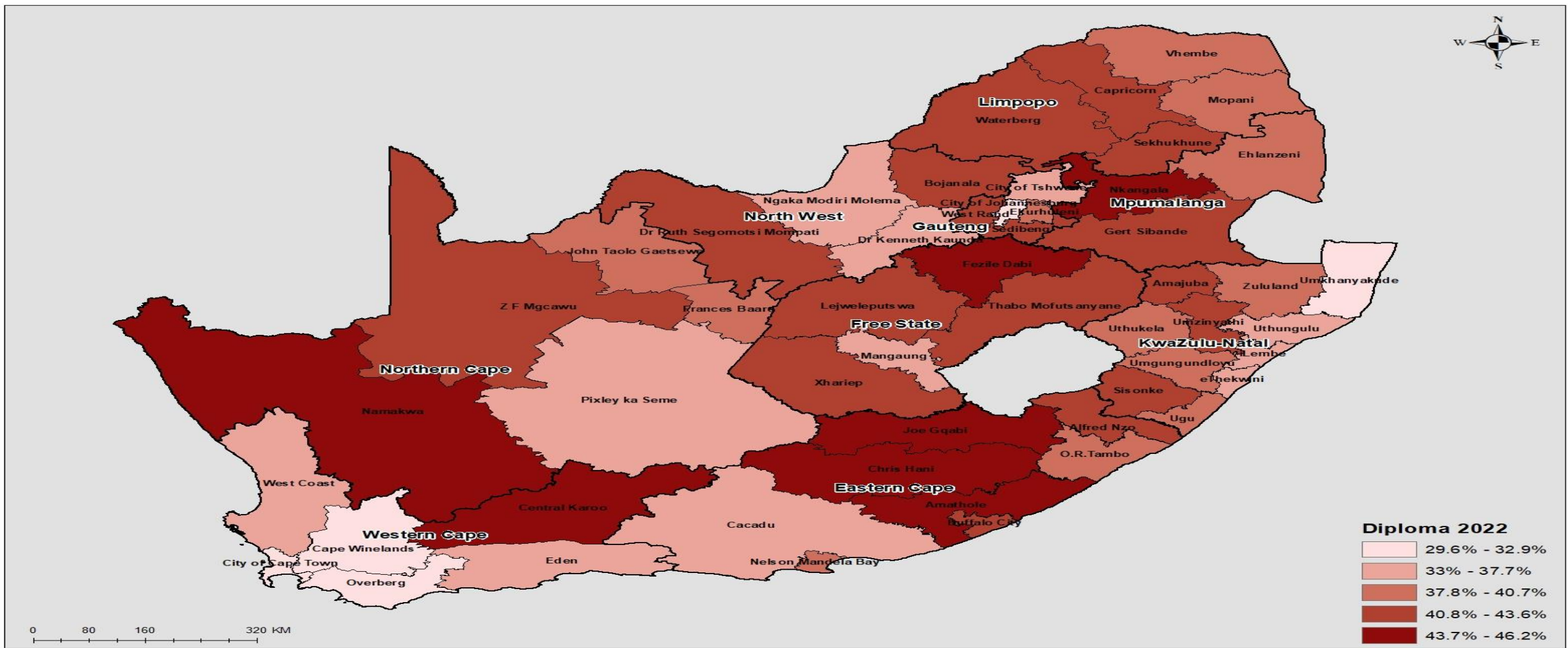
Highest post-school qualification level by individuals aged 25 years and older by population group, Census 1996 and 2022

In 1996, the majority of South Africans were diploma or certificate graduates, with coloureds holding the bulk of these qualifications (70,0%), followed by black Africans (69,8%)

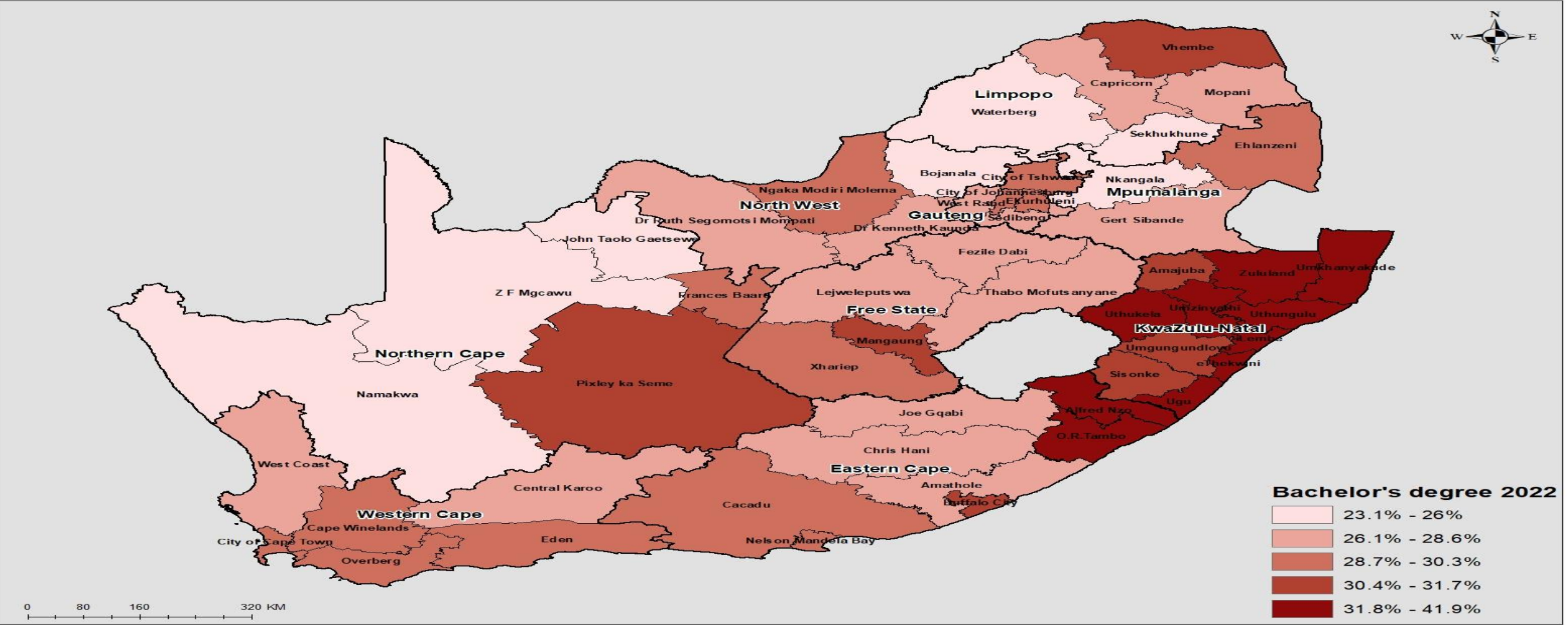
These two population groups also had a lower percentage of bachelor's degree holders compared to other population groups and negligible graduates in senior degrees



Source: Census 1996 & 2022



Source: Census 2022



Source: Census 2022

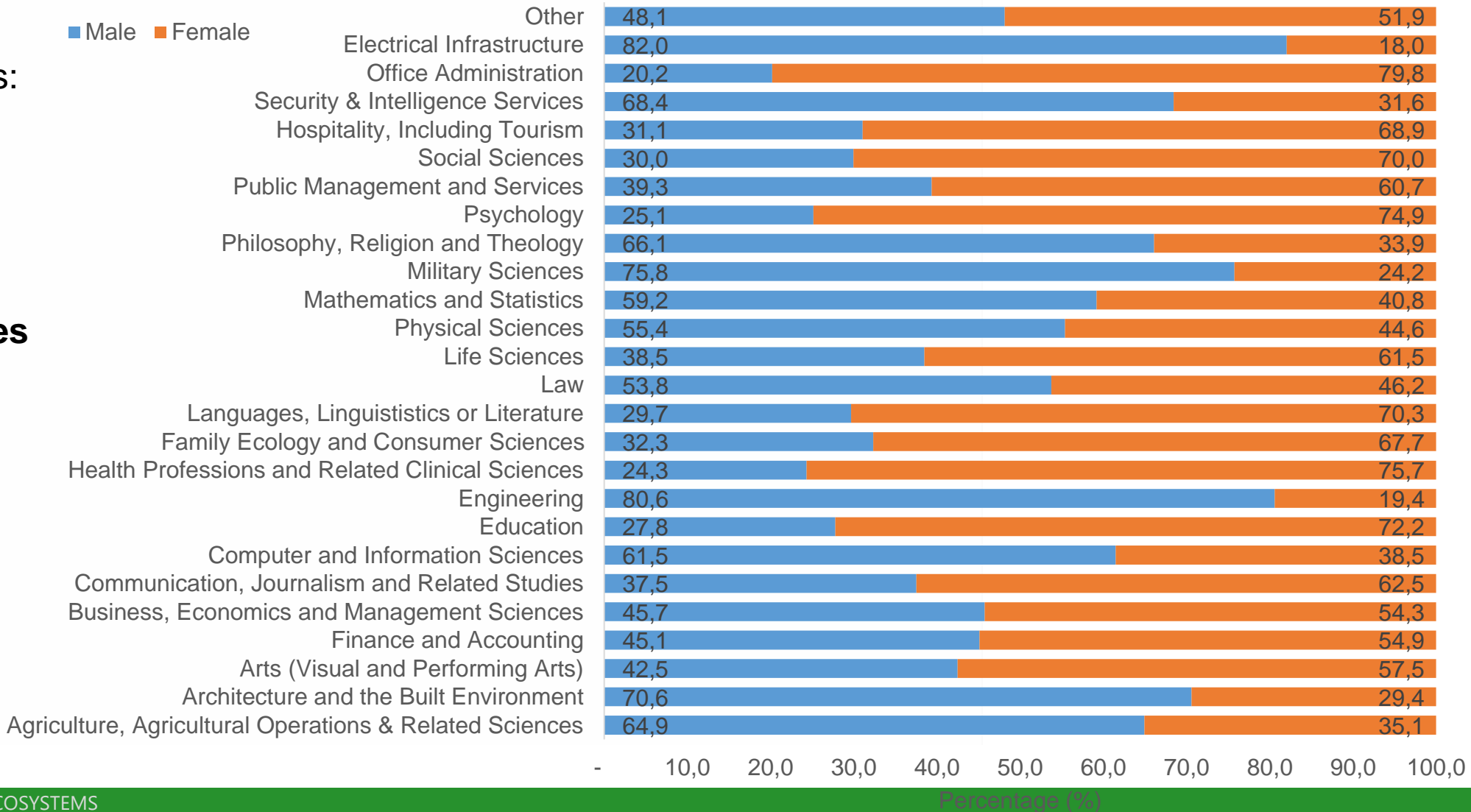
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Fields of education by individuals aged 25 years and older by gender, Census 2022

Women remain in the minority in certain fields:

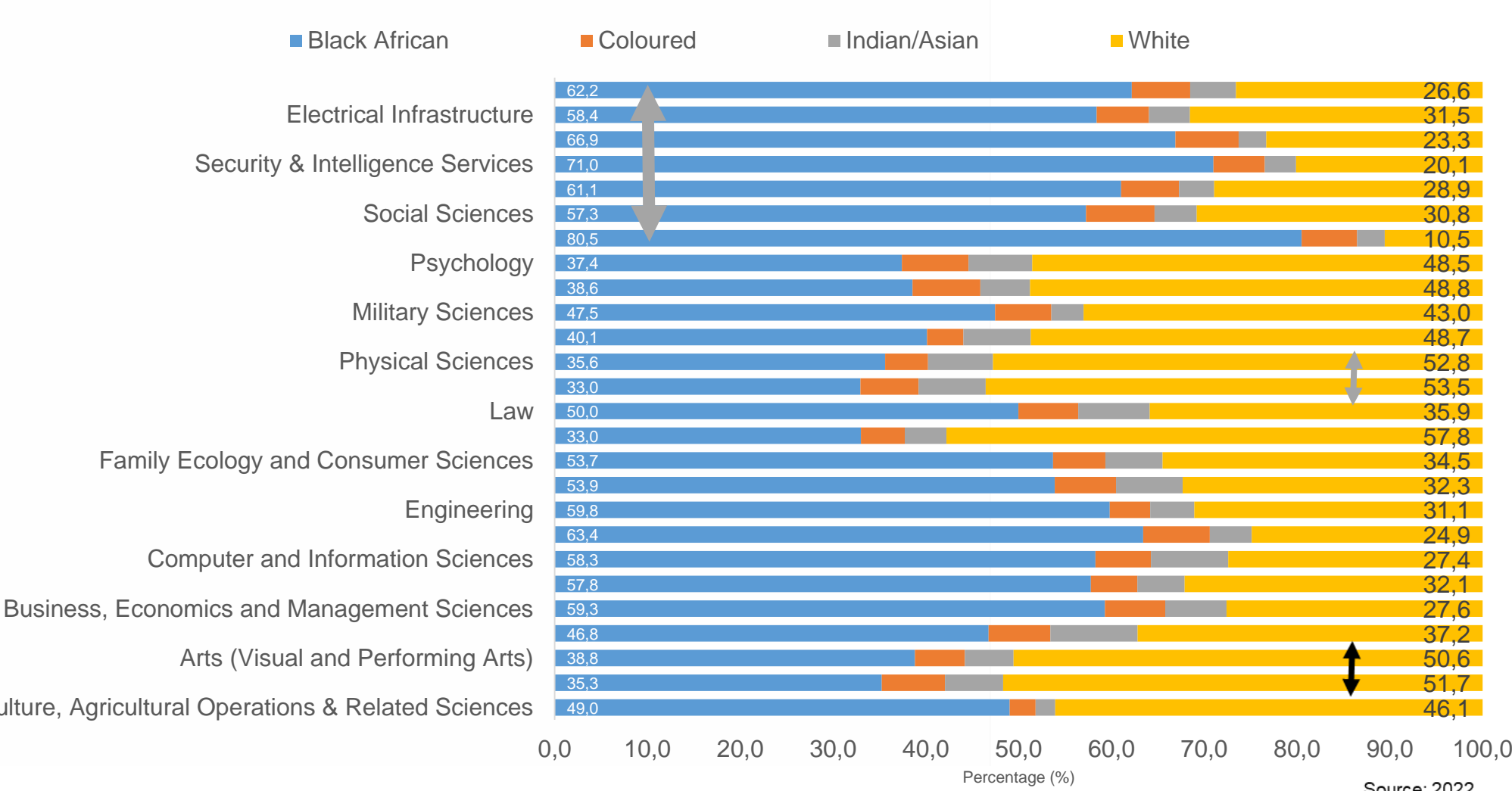
- **Electrical infrastructure**
- **Security and intelligence services**
- **Military sciences**
- **Engineering**
- **Architecture, and built environment**



Fields of education by individuals aged 25 years and older by population group, Census 2022

Security and intelligence services, public management and services, health professions, engineering, education, business, economics, and management sciences were predominantly fields of education held by black Africans.

On the other hand, physical sciences, life sciences, languages, arts, architecture, and built environment were predominantly fields of education held by whites



Source: 2022

Using time plot analysis to examine the relative progression of different population groups in South Africa provides valuable insights into educational trends and disparities over time.

we can track the educational trajectories by focusing on key milestones such as completion of compulsory education (grade 9), grade 12, and attainment of a bachelor's degree.



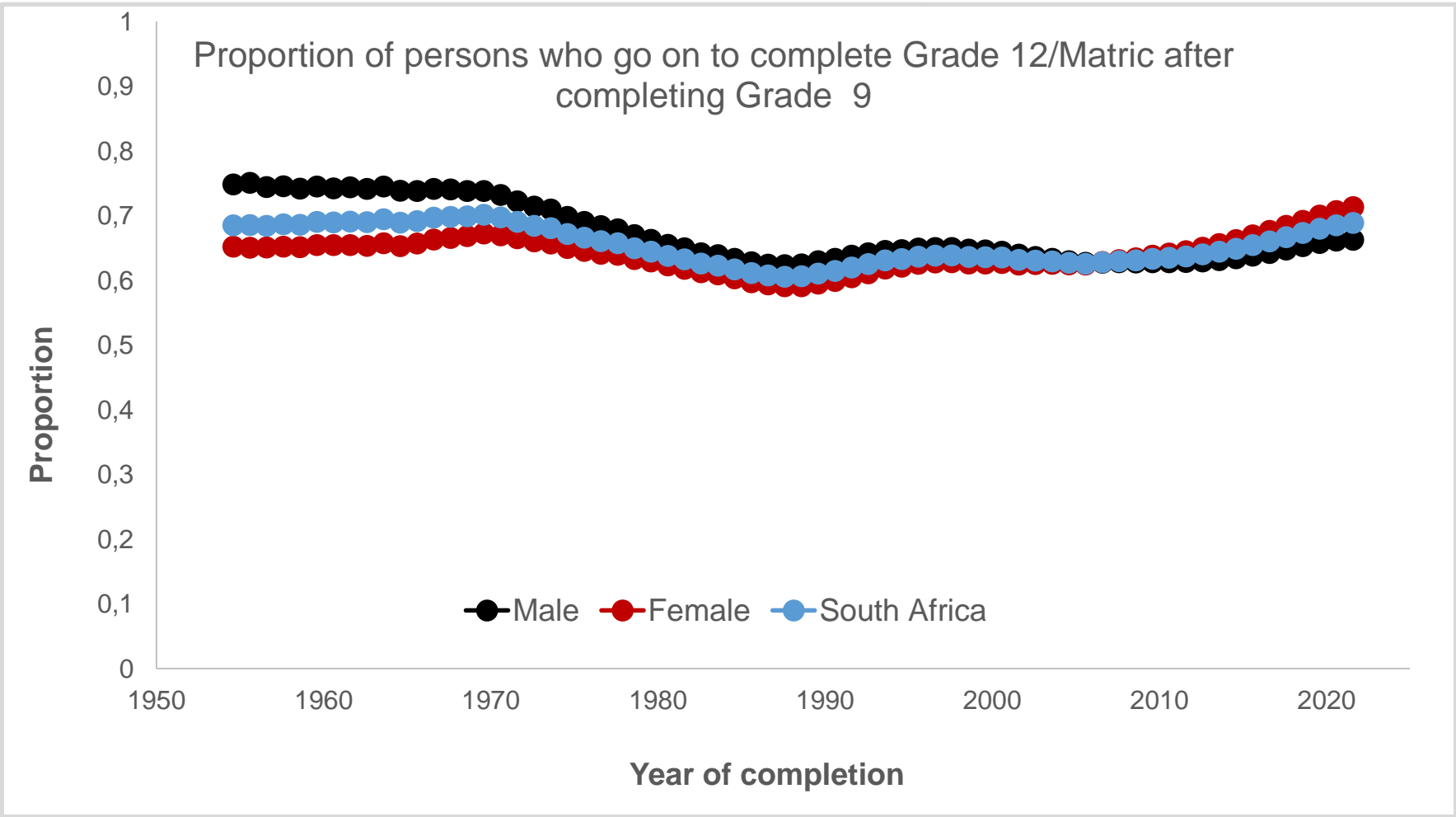
Time plot for proportions of persons completing grade 12 after completing grade 9 by sex, Census 2022

The progression ratios for completing grade 12 after completing grade 9 were initially **higher for males** up until the early 2000s.

Parity was reached around 2000.

Ratios for females continued to increase after parity

In the late 2000s, the progression ratios for females surpassed those of males.



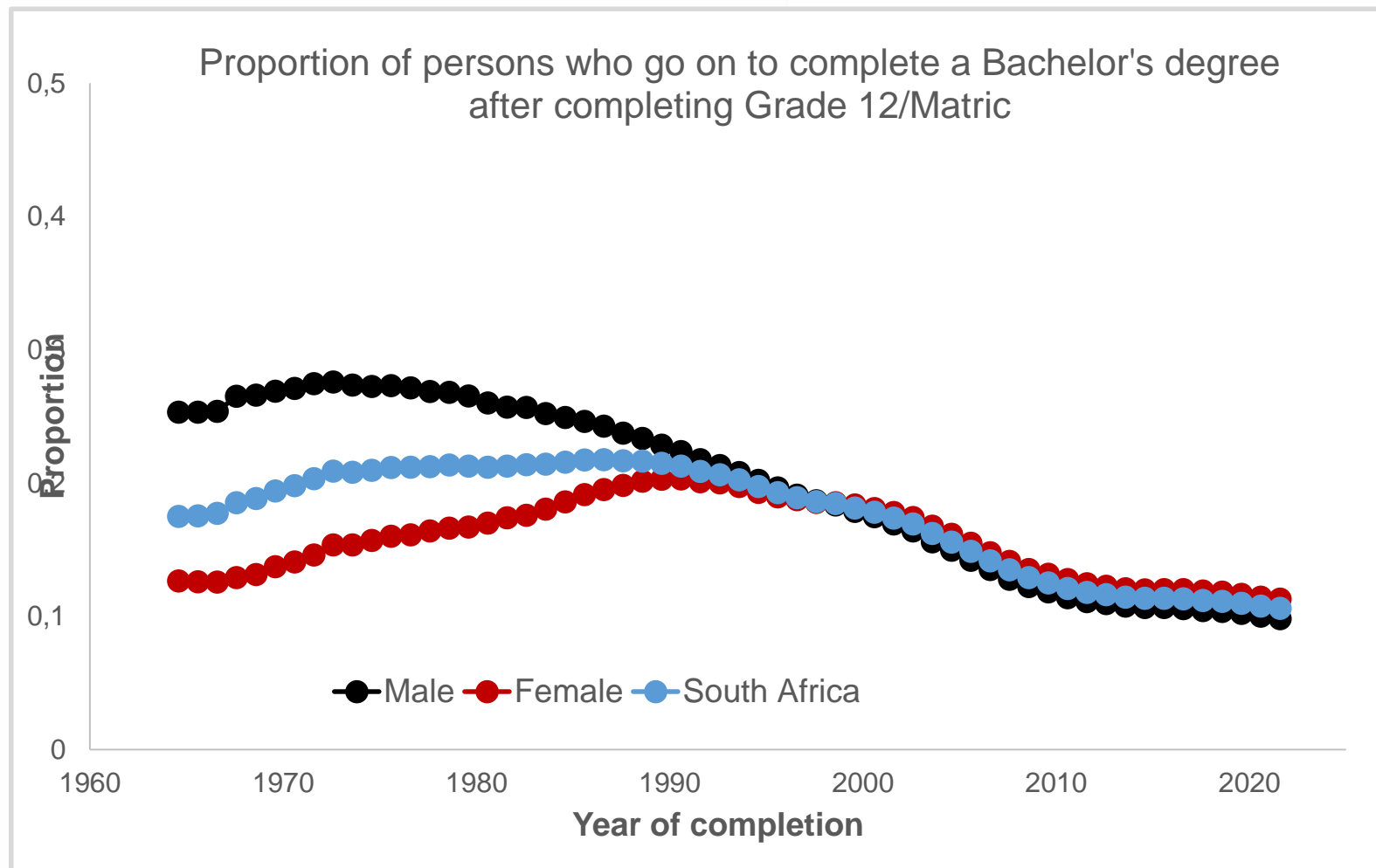
Source: Census 2022

Throughput for both genders to complete a bachelor's degree after completing grade 12 has **decreased over time**.

Males initially had much higher attainment ratios compared to females during the period from 1970 to 1990.

However, **females'** attainment ratios showed **small increases** during the same period, eventually reaching parity with males in the 2000s

Although females briefly surpassed males in attainment ratios in the 2000s, the **increase reversed gradually** over time



Source: Census 2022

Time plot for proportions of persons completing grade 12 after completing grade 9 by population group, Census 2022

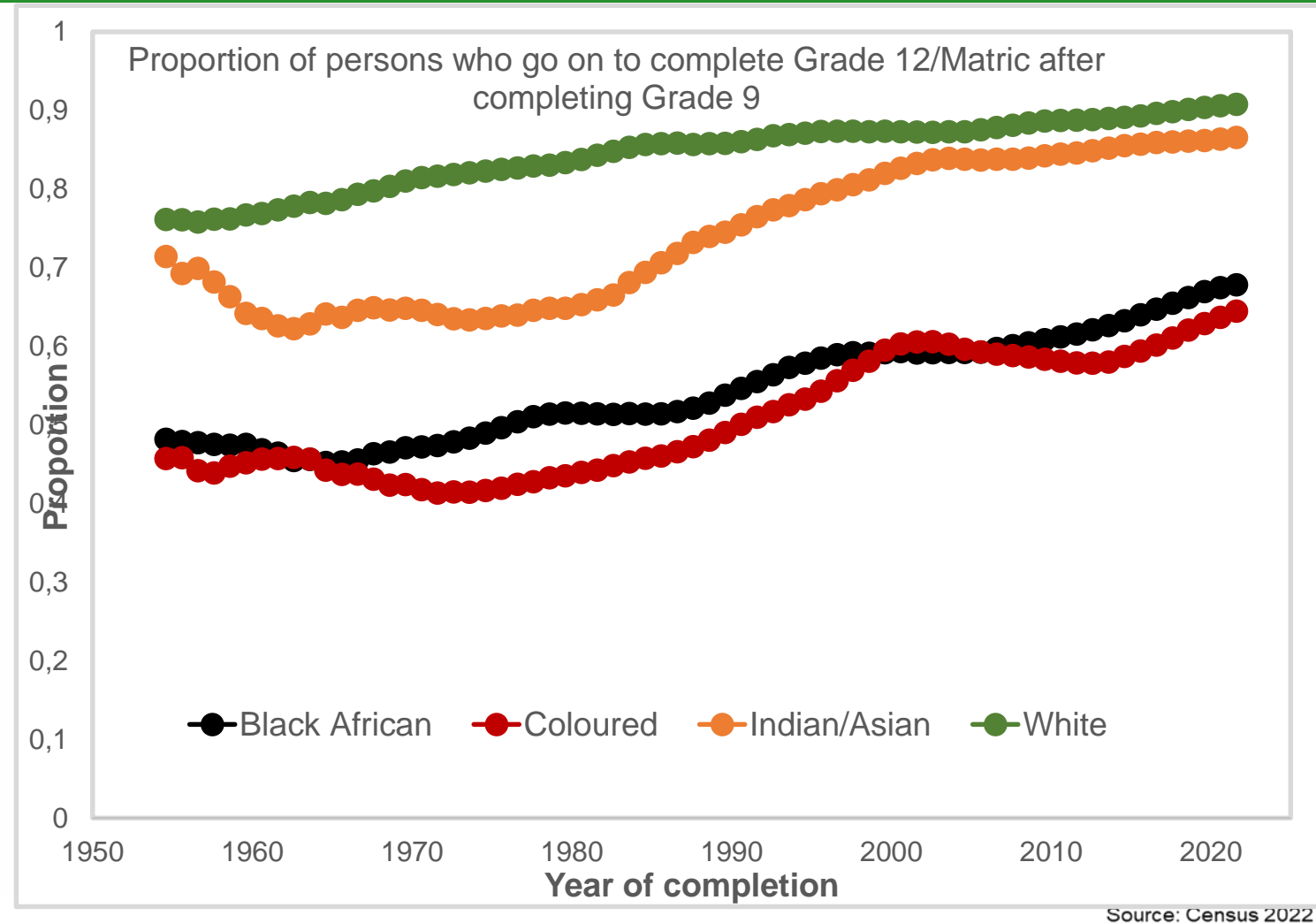
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Throughput for achieving grade 12 after completing grade 9 was consistently the **highest** for the **white** population groups, followed by Asian/Indians.

Throughput for achieving grade 12 after completing grade 9 was **lower** for both black Africans and coloureds.

Progression ratios for whites and Asian/Indians exhibited large differences from 1960 to 1995, after which the gap began to narrow.

This suggests a gradual improvement in educational attainment among black Africans and coloureds over time, although they still lag behind whites and Asian/Indians in terms of completing grade 12 after completing grade 9.



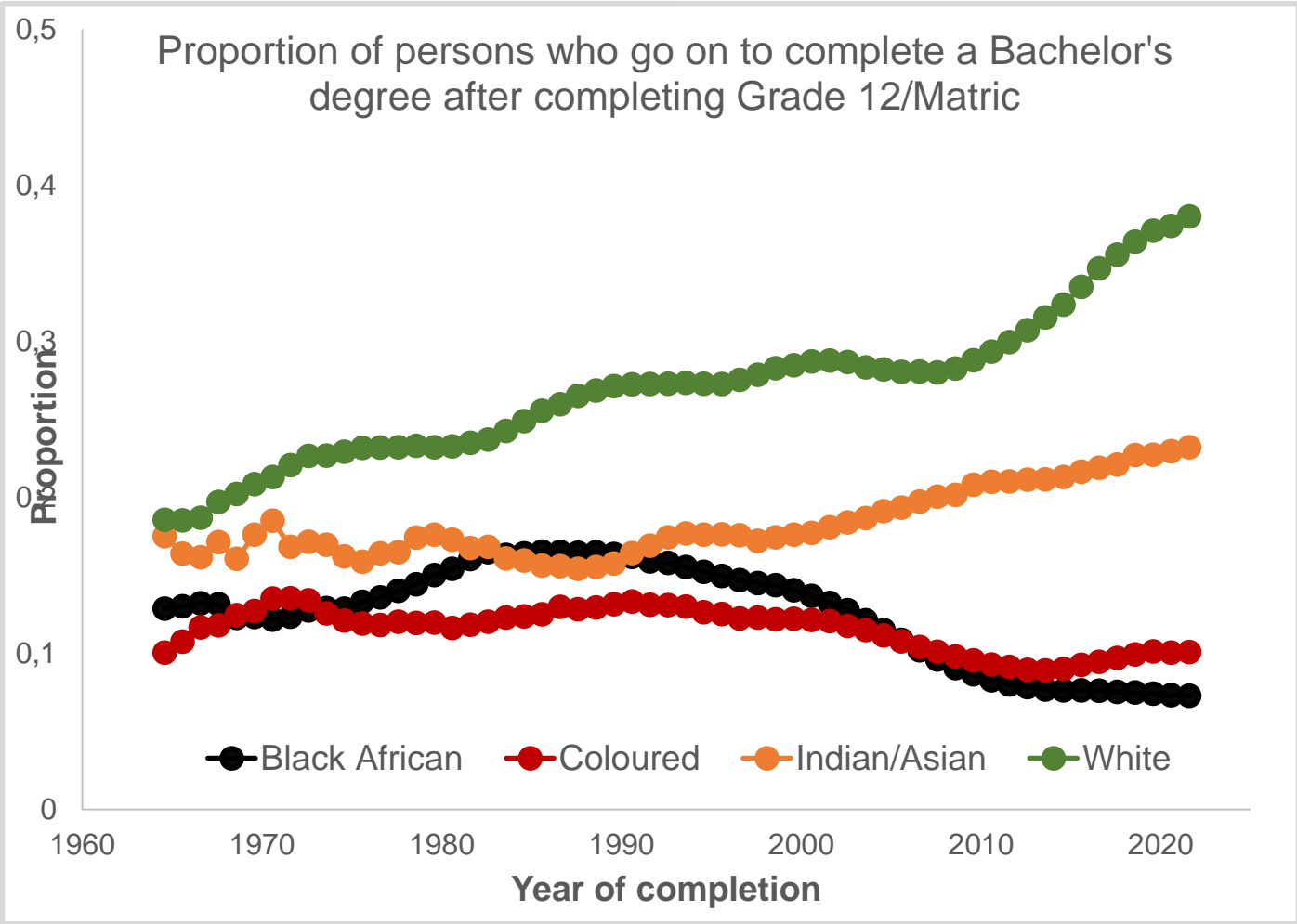
Time plot for proportions of persons completing bachelor's degree after completing grade 12 by population group, Census 2022

Throughput for achieving a bachelor's degree **increased** over time for whites and Asian/Indians, while it **declined** for black Africans and coloureds.

This trend suggests a widening gap in educational attainment between whites and the other population groups.

Progression ratios among Asian/Indians began to separate rapidly from black Africans from 1995 onwards, despite having similar levels in the late 1980s to mid-1990s.

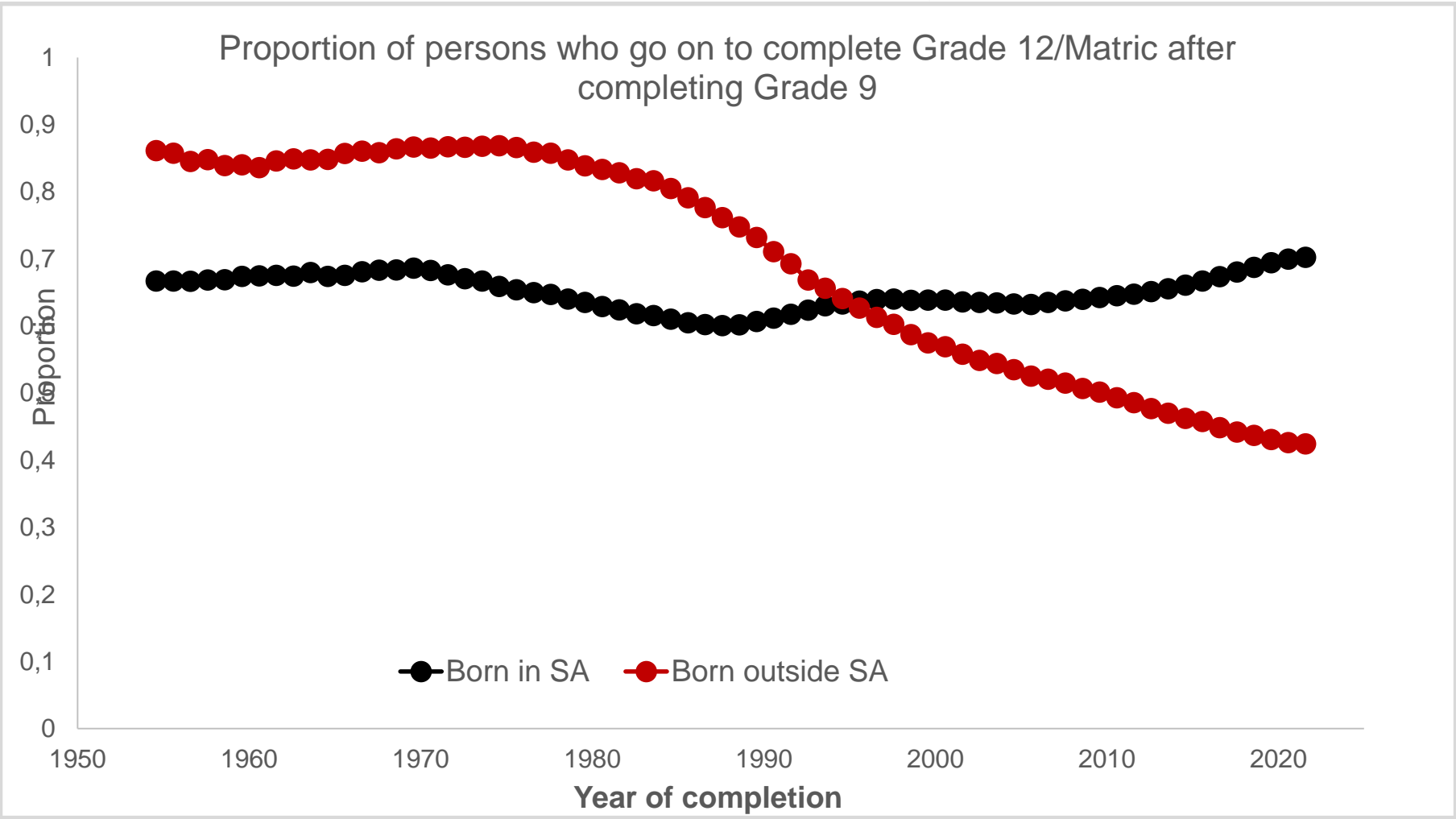
This indicates a significant disparity in educational achievement between Asian/Indians and black Africans over time.



Source: Census 2022

Secondary school attainment for those born in South Africa was **lower** than for those born outside South Africa until 1994.

Subsequent to 1994, the proportion of those born in South Africa who completed their secondary education increased and surpassed those born outside South Africa.



Source: Census 2022

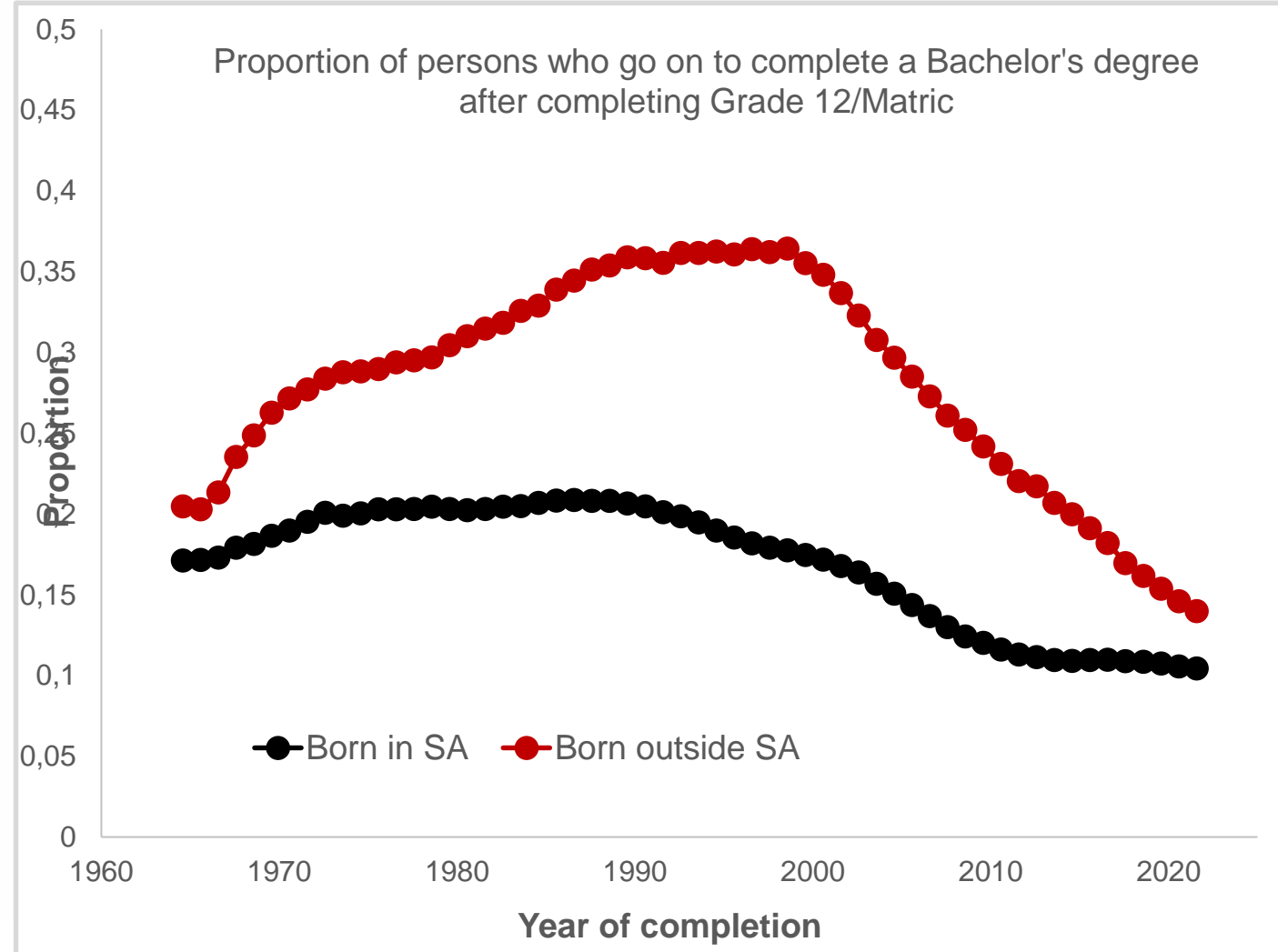
Time plot for proportions of persons completing a bachelor's degree after completing grade 12 by place of birth, Census 2022

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Large disparity in the attainment of a bachelor's degree by place of birth.

Those born in South Africa are less likely than those born outside South Africa to have completed a bachelor's degree.

Whilst the attainment of a bachelor's degree increased to some extent over the years for those born in South Africa, the attainment for those born outside South Africa fluctuated with the gap between the two getting smaller from mid-2010 onwards.



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For more information read

Census 2022: A profile of education enrolment, attainment and progression in South Africa

Ndzi Hela Kwala!



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