

Statistics on Post-School Education and Training in South Africa: 2012



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



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2014



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FOREWORD

It is my pleasure to present to you the third issue of Statistics on Post-School Education and Training in South Africa. The two previous reports published by the Department of Higher Education and Training can be found on the department's website at www.dhet.gov.za.

Post-school education and training covers public and private Higher Education Institutions (HEIs), public and private Further Education and Training (FET) Colleges, public and private Adult Education and Training (AET) Centres, and workplace-based education and training facilitated by Sector Education and Training Authorities (SETAs).

The report provides statistical information on student enrolment, graduation and certification, and institutional staffing levels at post-school education and training institutions, as well as information about workplace-based education and training. For the first time, this publication reports on funding in the post-school education and training sector, providing selected time series financial information from 2010 to 2012, including the distribution of expenditure across the different components of the post-school education and training sector.

The report is an important resource for planning and for the allocation of budgetary resources in the post-school education and training sector. It is a reference document for reporting processes in government, including the monitoring and evaluation of post-school education and training. In addition, it provides evidence for use in policy research and decision-making at the different levels of the system. It therefore makes a crucial contribution to the achievement of the goals of the post-school sector.

The Department is striving to make this report more accurate and more responsive to stakeholders' needs. Feedback, including suggestions for improvement, can be emailed to: HETIS.Officer@dhet.gov.za



A handwritten signature in black ink, consisting of a large, stylized 'G' followed by a horizontal line and a small flourish.

Gwebinkundla Qonde

Director-General: Department of Higher Education and Training
Pretoria, South Africa

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The Department of Higher Education and Training wishes to thank the heads and staff members of the nine provincial Education Management Information System (EMIS) units, Higher Education Institutions, Further Education and Training Colleges, Adult Education and Training Centres, Sector Education and Training Authorities, National Artisan Moderation Body, National Student Financial Aid Scheme, and National Skills Fund – for making this publication possible.

TABLE OF CONTENTS

LIST OF TABLES	viii
LIST OF FIGURES	ix
ABBREVIATIONS	x
1. INTRODUCTION	1
2. THE PROVISIONING OF POST-SCHOOL EDUCATION AND TRAINING: AN OVERVIEW	2
3. HIGHER EDUCATION AND TRAINING: AN OVERVIEW	4
3.1. INTRODUCTION	4
3.2. PUBLIC HEIs	5
3.2.1 Introduction	5
3.2.2 Enrolments in HEIs	5
3.2.3 Graduates in public HEIs	12
3.2.4 Staffing in public HEIs	17
3.3. PRIVATE HEIs	18
3.3.1 Introduction	18
3.3.2 Enrolments in HEIs	18
4. FURTHER EDUCATION AND TRAINING (FET) COLLEGES: AN OVERVIEW	19
4.1. INTRODUCTION	19
4.2. PUBLIC FET COLLEGES	21
4.2.1 Introduction	21
4.2.2 Enrolment in public FET Colleges	22
4.2.3 Staffing in public FET Colleges	24
4.3. PRIVATE FET COLLEGES	26
4.3.1 Introduction	26
4.3.2 Enrolment in private FET Colleges	26
4.3.3 Staffing in private FET Colleges	27
4.4. EXAMINATION RESULTS IN PUBLIC AND PRIVATE FET Colleges	28
4.4.1 Introduction	28
4.4.2 Examination results in public and private FET Colleges	28
5. ADULT EDUCATION AND TRAINING (AET): AN OVERVIEW	33
5.1. INTRODUCTION	33
5.2. PUBLIC AET CENTRES	34
5.2.1 Introduction	34
5.2.2 Overview of public AET Centres	34
5.2.3 Staffing in public AET Centres	36
5.3. PRIVATE AET CENTRES	37
5.3.1 Introduction	37
5.3.2 Overview of private AET Centres	37
5.3.3 Staffing in private AET Centres	39
5.4. EXAMINATION RESULTS IN THE PUBLIC AND PRIVATE AET CENTRES	40
6. SECTOR EDUCATION AND TRAINING AUTHORITY (SETA) SUPPORTED LEARNING PROGRAMMES	41
6.1. INTRODUCTION	41
6.2. REGISTRATION AND CERTIFICATION IN SETA-SUPPORTED LEARNING PROGRAMMES: TREND DATA	42

6.2.1	Workers registered for SETA-supported learning programmes	43
6.2.2	Workers certificated in SETA-supported learning programmes	44
6.2.3	Unemployed persons registered for SETA-supported learning programmes	45
6.2.4	Unemployed persons certificated in SETA-supported learning programmes	46
6.3.	ARTISANS	47
6.3.1	Introduction	47
6.3.2	Learners entering artisanal learning programmes	48
6.3.3	Learners completing artisanal learning programmes	48
7.	FUNDING IN THE POST-SCHOOL EDUCATION AND TRAINING SECTOR	50
7.1	INTRODUCTION	50
7.2	FUNDING OF KEY POST-SCHOOL EDUCATION AND TRAINING PUBLIC INSTITUTIONS	50
7.3	NATIONAL STUDENT FINANCIAL AID SCHEME (NSFAS)	51
7.3.1	Introduction	51
7.3.2	NSFAS beneficiaries and amount provided	51
7.3.3	The Funza Lushaka Bursary scheme	52
7.4	THE SKILLS LEVY	53
7.4.1	Introduction	53
7.4.2	Distribution of the skills levy	53
7.5	GRANTS PROVIDED BY THE NATIONAL SKILLS FUND (NSF)	54
7.5.1	Introduction	54
7.5.2	Number of projects supported by the NSF and number of beneficiaries.....	54
7.5.3	NSF infrastructure grants	56
8.	EXPLANATORY NOTES	57
8.1	INTRODUCTION	57
8.2	SCOPE	57
8.3	METHODOLOGY	57
8.4	RESPONSE RATE	57
9.	GLOSSARY	58
10.	CONTACT DETAILS	64

LIST OF TABLES

Table 1: Overview of post-school education and training institutions, in 2012	2
Table 2: Number of workers and unemployed persons registered for and certificated in SETA-supported learning programmes, by programme type, in 2012	3
Table 3: Number of students enrolled in public HEIs, by major field of study, qualification type and institution, in 2012	6
Table 4: Number of students enrolled in public HEIs, by attendance mode, population group, gender and institution, in 2012	9
Table 5: Full-time equivalent student enrolment in public HEIs by attendance mode, major field of study and institution, in 2012	11
Table 6: Number of students who graduated from public HEIs by major field of study, qualification type and by institution, in 2011	13
Table 7: Summaries of graduation rates in public HEIs, in 2012	14
Table 8: Undergraduate success rates of students in public HEIs by population group, attendance mode and institution, in 2012	15
Table 9: Number and percentage of permanent staff in public HEIs, by institution, in 2012	17
Table 10: Number of students enrolled in private HEIs by gender, from 2010 to 2012	18
Table 11: Number of students enrolled in private HEIs by population group and nationality, from 2010 to 2012	18
Table 12: Overview of student enrolment in the FET College sector by institutional type, qualifications and province, in 2012	20
Table 13: Number of students, lecturers and institutions in public FET Colleges, by province, in 2012	21
Table 14: Number of students enrolled in public FET Colleges, by college and qualification category, in 2012	22
Table 15: Full-Time Equivalent student enrolment in public FET Colleges, by qualification category and College, in 2012	23
Table 16: Number of staff and students in public FET Colleges, in 2012	24
Table 17: Number of staff in FET Colleges, by staff category and College, in 2012	25
Table 18: Number of students enrolled in private FET Colleges, by qualification category and gender, in 2012	26
Table 19: Number of students in private FET Colleges by occupational programme, in 2012	27
Table 20: Number of staff in private FET Colleges, by category and gender, in 2012	27
Table 21: Number and percentage of students in public and private FET Colleges who wrote and passed, by qualification type, from 2011 to 2012	28
Table 22: Number of public and private FET College students who entered, wrote and passed NC (V) examinations, by province, in 2012	29
Table 23: Number of public and private FET College students who entered, wrote and passed the Report 191 N1-N3 December 2012 examinations for engineering studies, by province, in 2012	30
Table 24: Number of public and private FET College students who entered, wrote and passed the Report 191 N4-N6 December 20 examinations for engineering studies, by province, in 2012	31
Table 25: Number of public and private FET College students who entered, wrote and passed the Report 191 N4-N6 December 2012 examinations for business studies, by province, in 2012	32

Table 26: Learner enrolment in public and private AET Centres by institutional type and programme type, in 2012	33
Table 27: Number of learners, educators and institutions in public AET Centres by province, in 2012	34
Table 28: Number of learners in public AET Centres by province and programme, in 2012	35
Table 29: Number of staff in public AET Centres by province, category and gender, in 2012	36
Table 30: Number of learners, educators and institutions in private AET Centres by province, in 2012	37
Table 31: Number of learners enrolled in private AET Centres by programme, in 2012	38
Table 32: Number of staff in private AET Centres by province, category and gender, in 2012	39
Table 33: Number of public and private AET Centre learners who entered, wrote and passed the GETC-ABET Level 4 examinations, from 2010 to 2012	40
Table 34: Number of public and private AET Centre learners who entered, wrote and passed the GETC-ABET Level 4 examinations, by province, in 2012	40
Table 35: Number of workers and unemployed persons registered and certificated in SETA supported learning programmes by programme type, from 2010/11 to 2012/13	42
Table 36: Number of workers registered for SETA-supported learning programmes, by programme type, in 2012/13	43
Table 37: Number of workers certificated in SETA –supported learning programmes, by programme type, in 2012/13	44
Table 38: Number of unemployed persons registered for SETA-supported learning programmes, by programme type, in 2012/13	45
Table 39: Number of unemployed persons certificated in SETA –supported learning programmes, by programme type, in 2012/13	46
Table 40: Number of learners entering artisanal learning programmes, from 2011/12 to 2012/13	48
Table 41: Number of learners completing artisanal learning programmes, from 2011/12 to 2012/13	49
Table 42: Transfers to key post-school education and training institutions, from 2010/11 to 2012/13	50
Table 43: Number of students who have received loans/bursaries from the National Student Financial Aid Scheme (NSFAS) and the amount provided, by sub-sector, from 2010 to 2012	51
Table 44: Number of HEI students who received a Funza Lushaka bursary and the amount provided, from 2010 to 2012	52
Table 45: Distribution of the skills levy fund, from 2010/11 to 2012/13	53
Table 46: Number of NSF funded projects and beneficiaries by province, from 2010/11 to 2012/13	55
Table 47: Distribution of national skills funds across key projects and number of beneficiaries, from 2010/11 to 2012/13	55
Table 48: Distribution of NSF infrastructure budget, in 2012/13	56

LIST OF FIGURES

Figure 1: Percentage distribution of student enrolments in post-school education and training institutions, in 2012	3
Figure 2: Number of students enrolled in public and private HEIs, from 2008 to 2012	4
Figure 3: Number of students enrolled in public HEIs by attendance mode, from 2008 to 2012	5
Figure 4: Number of students enrolled in public HEIs by major field of study, from 2010 to 2012	7
Figure 5: Percentage distribution of student enrolment in public HEIs, by qualification type, in 2012	8
Figure 6: Percentage distribution of student enrolment in public HEIs, by attendance mode and gender, in 2012	10
Figure 7: Number of graduates in public HEIs by major field of study, from 2010 to 2012	12
Figure 8: Percentage distribution of average undergraduate success rates in public HEIs, by contact education programmes and population group, in 2012	16

ABBREVIATIONS

ABET	Adult Basic Education and Training
AET	Adult Education and Training
AGRISETA	Agriculture Sector Education and Training Authority
APP	Annual Performance Plan
BANKSETA	Banking Sector Education and Training Authority
CATHSSETA	Culture, Arts, Tourism, Hospitality and Sports Sector Education and Training Authority
CETA	Construction Education and Training Authority
CHIETA	Chemical Industries Education and Training Authority
DHET	Department of Higher Education and Training
EMIS	Education Management Information System
ETDP SETA	Education, Training and Development Practices Sector Education and Training Authority
EWSETA	Energy and Water Sector Education and Training Authority
FASSET	Finance and Accounting Services Sector Education and Training Authority
FET	Further Education and Training
FETMIS	Further Education and Training Management Information System
FOODBEV	Food and Beverages Manufacturing Industry Sector Education and Training Authority
FP&MSETA	Fibre Processing and Manufacturing Sector Education and Training Authority
FTE	Full-Time Equivalent
GETC	General Education and Training Certificate
HE	Higher Education
HEI	Higher Education Institution
HEMIS	Higher Education Management Information System
HEQSF	Higher Education Qualifications Sub-Framework
HWSETA	Health and Welfare Sector Education and Training Authority
INDLELA	Institute for the National Development of Learnerships, Employment Skills and Labour Assessments
INSETA	Insurance Sector Education and Training Authority
IPAP	Industrial Policy Action Plan
JHB	Johannesburg

LGSETA	Local Government Sector Education and Training Authority
merSETA	Manufacturing, Engineering and Related Services Sector Education and Training Authority
MICT SETA	Media, Information and Communication Technologies Sector Education and Training Authority
MQA	Mining Qualifications Authority
NADSC	National Artisan Development Support Centre
NAMB	National Artisan Moderation Body
NATED	National Technical Education
NC (V)	National Certificate (Vocational)
NDP	National Development Plan
NGP	New Growth Path
NID	National Institute for the Deaf
NQF	National Qualifications Framework
NRF	National Research Foundation
NSA	National Skills Authority
NSC	National Senior Certificate
NSDS	National Skills Development Strategy
NSF	National Skills Fund
NSFAS	National Student Financial Aid Scheme
OFO	Organising Framework for Occupations
PED	Provincial Education Department
PSETA	Public Service Sector Education and Training Authority
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
RSA	Republic of South Africa
SASSETA	Safety and Security Sector Education and Training Authority
SERVICES SETA	Services Sector Education and Training Authority
SET	Science, Engineering and Technology
SETA	Sector Education and Training Authority
TETA	Transport Education and Training Authority
W&RSETA	Wholesale and Retail Sector Education and Training Authority

1. INTRODUCTION

The Department of Higher Education and Training (DHET) has oversight over three main categories of post-school education and training institutions, namely: Higher Education Institutions (HEIs); Further Education and Training (FET) Colleges and Adult Education and Training (AET) Centres. In addition, it is responsible for ensuring that funds generated through the skills development levy are utilised appropriately and optimally to develop skills needed for the economy and general development.

This report provides institutional, student, programme, staffing and (for the first time) funding statistics on post-school education and training as at 2012. It also presents information about registered and certificated artisans, as well as projects approved by the National Skills Fund (NSF). It covers post-school education and training for which the Department has oversight. It therefore does not provide information about post-school education and training that is managed by other government departments and state entities. Neither does it include statistics on education and training undertaken by private providers who are not registered with the Department.

The Department draws its data from a number of internal and external databases, as well as from management reports provided by Departmental entities. These include:

- The Higher Education Management Information System (HEMIS), which contains data provided to the Department by public HEIs;
- Annual reports submitted by registered private HEIs;
- The Further Education and Training Management Information System (FETMIS), which contains data provided to the Department by public FET Colleges and registered private FET Colleges;
- The database on AET Centres, which contains data provided to the Department by provincial education departments and annual reports submitted by private AET Centres;
- The Sector Education and Training Authority (SETA) Learner Management System, which contains data provided to the Department by SETAs;
- Quarterly Reports provided to the Department by SETAs;
- Data provided to the Department by the National Artisan Moderation Body (NAMB);
- Reports provided to the Department by the National Skills Fund (NSF); and
- The National Examination Database, which contains administrative data about student examinations and certification for GETC-ABET, National Certificate (Vocational) and “N” qualifications.

The Department is committed to ensuring that the data it receives from education and training institutions and public entities is valid and reliable. Its data quality assurance processes are therefore continuously being improved.

2. THE PROVISIONING OF POST-SCHOOL EDUCATION AND TRAINING: AN OVERVIEW

The formal provisioning of post-school education and training in South Africa occurs mainly through three main types of public and private education and training institutions, namely: HEIs; FET Colleges and AET Centres. In addition, work-place-based education and training occurs through a range of learning programmes that are supported and facilitated through SETAs.

Table 1: Overview of post-school education and training institutions, in 2012

	Public HEIs	Private HEIs	Public FET Colleges	Private FET Colleges	Public AET Centres	Private AET Centres	Total
Number of institutions	23	119	50	536	3 150	150	4 028
Number of students enrolled	953 373	97 487	657 690	115 586	306 378	8 690	2 139 204
Number of staff	48 340	-	16 928	6 846	19 569	476	92 159

Sources:

Public Higher Education Institutions: 2012 HEMIS database, extracted in October 2013.

Private Higher Education Institutions: Annual reports submitted by private HEIs to the DHET, August 2013.

Public FET Colleges: 2012 Annual Survey of Public FET Colleges.

Private FET Colleges: 2012 Annual Survey of Private FET Colleges.

Public and Private AET Centres: 2012 Annual Survey of AET Centres.

Public and Private AET Centres: 2012 Annual Survey of AET Centres and 2012 Snap Survey of AET Centres.

Note 1: Private higher education figures are unaudited.

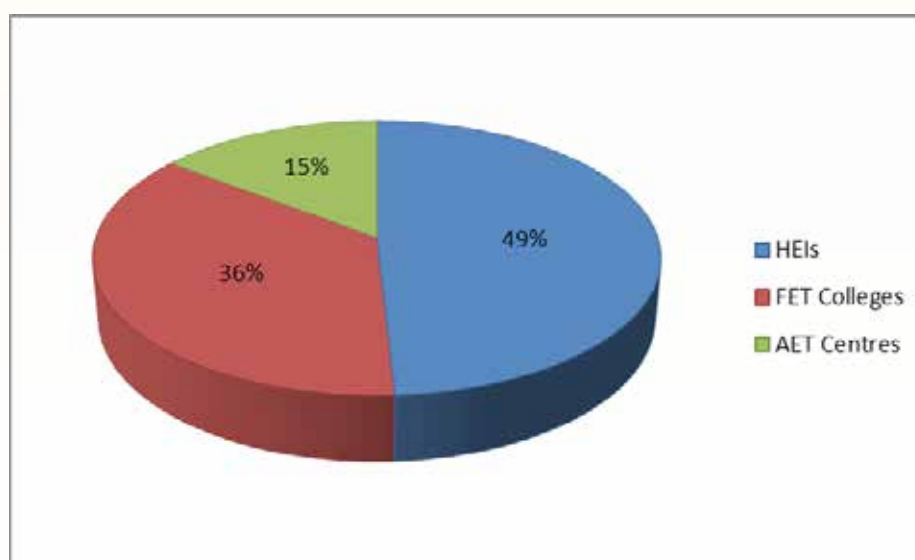
Note 2: The number of private FET Colleges shown in Table 1 reflects the number of institutions registered with the Department.

Note 3: The number of private AET Centres shown in Table 1 reflects the number of institutions registered with the Department.

Note 4: Dash (-) means that data is not available.

As Table 1 shows, there were 23 public HEIs, 119 private HEIs, 50 public FET Colleges, 536 registered private FET Colleges, 3 150 public AET Centres and 150 registered private AET Centres in South Africa in 2012.

More than 2 million students had enrolled in public and private post-school education and training institutions in South Africa in 2012. As can be seen in Table 1, the majority of these students (more than 1 000 000) were enrolled in public and private higher education institutions, while more than 770 000 students had enrolled in private and public FET Colleges, close to 300 000 students had enrolled in public and private AET Centres.

Figure 1: Percentage distribution of student enrolment in post-school education and training institutions, in 2012

Note: Figure 1 reflects enrolment in both public and private institutions.

Figure 1 shows that student enrolment is proportionally higher in HEIs, compared with FET Colleges and AET Centres. In 2012, 49% of students had enrolled in HEIs, while 36% of students had enrolled in FET Colleges and 15% in AET Centres.

Table 2: Number of workers and unemployed persons registered for and certificated in SETA-supported learning programmes, by programme type, in 2012

	Registered				Certificated			
	Learnerships	Internships	Skills development programmes	Total	Learnerships	Internships	Skills development programmes	Total
Workers	20 678	n.a.	64 105	84 783	14 399	n.a.	68 173	82 572
Unemployed persons	30 207	6 127	10 482	46 816	22 759	2 195	18 318	43 272
Total	50 885	6 127	74 587	131 599	37 158	2 195	86 491	125 844

Source: SETA Quarterly Reports, 2012/13.

Note 1: The category "Learnerships" means a learning programme that leads to an occupational qualification or part qualification, and includes an apprenticeship and cadetship.

Note 2: The category "Internships" refers to the structured work experience component of an occupational qualification registered by the Quality Council for Trades and Occupations (QCTO).

Note 3: The category "Skills Programmes" refers to programmes that have been undertaken as part qualifications as defined in the NQF Act, 2008.

Note 4: "n.a." means "not applicable."

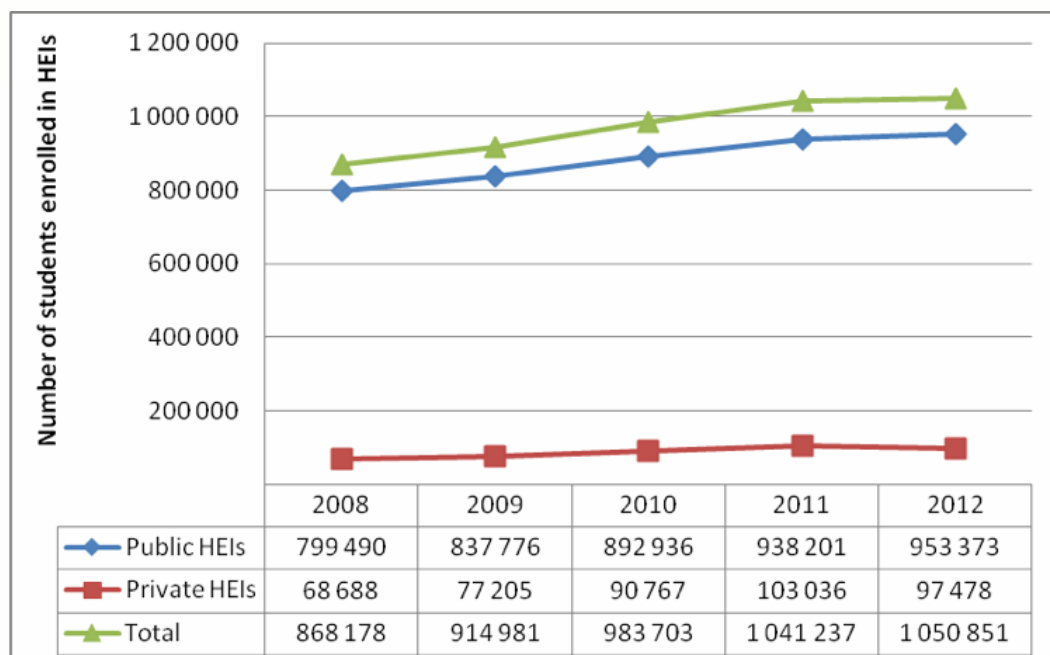
Table 2 shows that SETAs registered over 131 000 learners in SETA-supported learning programmes, and certificated close to 126 000 learners in 2012. More than 50 000 learners registered for learnership programmes in 2012, while close to 75 000 learners were registered for skills development programmes in 2012.

3. HIGHER EDUCATION AND TRAINING: AN OVERVIEW

3.1. INTRODUCTION

The Higher Education (HE) sector comprises 23 public HEIs and 119 private HEIs, with about 90% of all HE students enrolled in public HEIs. Two new public HEIs were established by 2014.

Figure 2: Number of students enrolled in public and private HEIs, from 2008 to 2012



Sources: 2012 HEMIS database (data extracted in October 2013) and annual reports submitted by private HEIs to the DHET.

Note 1: Enrolment figures for private HEIs figures are unaudited.

Figure 2 shows that total student enrolment in HEIs (both public and private) grew from 868 178 in 2008 to 1 050 851 in 2012. Plans are afoot to ensure that government's enrolment target of 1 620 000 for HEIs, as expressed in the National Development Plan (NDP)¹, is achieved by 2030.

Student enrolment in public HEIs grew steadily over the past five years, from 799 490 in 2008 to 953 373 in 2012. While student enrolment in private HEIs also grew over this period, it declined between 2011 and 2012. In 2012, more than 950 000 students had enrolled in public HEIs, while about 97 000 students were enrolled in private HEIs.

1

The Presidency (2011). *National Development Plan: Vision 2030*, Pretoria.

3.2. PUBLIC HEIs

3.2.1 Introduction

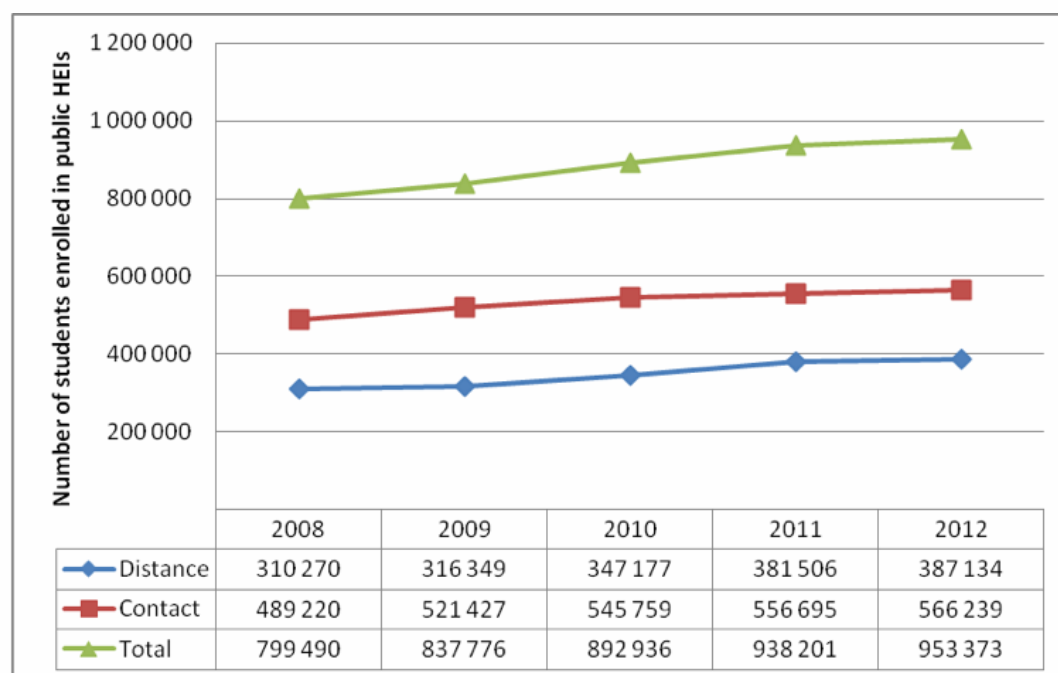
South Africa has twenty three public HEIs. Eleven of these are generally regarded as Traditional Universities, six as Universities of Technology (formerly known as Technikons), and six as Comprehensive Universities (established as a result of mergers between traditional universities and former Technikons). Two new public universities, Sol Plaatje University in the Northern Cape Province, and the University of Mpumalanga in Mpumalanga Province, were established as legal entities in 2013 and will begin to function as fully fledged universities from 2014.

The statistics reflected in the tables and graphs below have been provided to the Department by public HEIs. The figures can be considered to be reliable since external auditors appointed by HEIs have audited the data prior to these being submitted to the Department.

3.2.2 Enrolments in public HEIs

Figure 3 indicates that, in general, a higher number of students enroll in contact mode of studies than in the distance mode. In 2012, 566 239 students were enrolled in contact mode programmes, while 387 134 students had enrolled in the distance mode. Figure 3 also shows a growth in student enrolment in both contact and distance modes of education between 2008 and 2012, with a significantly greater growth in student numbers occurring in the contact mode over this period.

Figure 3: Number of students enrolled in public HEIs by attendance mode, from 2008 to 2012



Source: 2012 HEMIS database, extracted in October 2013.

Note 1: The contact mode of study involves personal interaction with lecturers or supervisors, through, inter alia, lectures, seminars and/or practicals at the premises of the institution.

Note 2: The distance mode of study involves interaction with lecturers or supervisors through distance education techniques, such as written correspondence, telematics and/or the internet.

Table 3: Number of students enrolled in public HEIs, by major field of study, qualification type and institution, in 2012

Institution	Major Field of Study					Qualification Type						
	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total	Occasional Students	Undergraduate Certificates and Diplomas	Undergraduate Degrees	Postgraduate, Below Master's Level	Master's Degrees	Doctoral Degrees	Total
Cape Peninsula University of Technology	16 848	10 297	2 848	3 516	33 509	656	22 645	8 654	470	887	197	33 509
University of Cape Town	11 073	6 236	811	7 685	25 805	1 403	617	15 630	2 867	3 961	1 327	25 805
Central University of Technology, Free State	5 586	3 326	1 956	1 857	12 724	1	8 446	3 466	524	202	85	12 724
Durban University of Technology	11 723	8 782	867	3 503	24 875	0	19 177	5 131	0	468	99	24 875
University of Fort Hare	2 950	2 200	1 419	5 475	12 044	67	365	9 455	988	885	284	12 044
University of the Free State	8 946	7 221	9 019	7 190	32 375	1 883	5 679	17 941	4 149	2 192	531	32 375
University of Johannesburg	14 822	19 660	3 255	11 032	48 769	146	17 088	24 918	3 825	2 132	660	48 769
University of KwaZulu-Natal	15 733	7 737	7 638	10 757	41 864	1 190	3 370	27 856	3 404	4 418	1 626	41 864
University of Limpopo	10 755	4 491	1 058	5 945	22 249	8	525	18 566	1 218	1 743	189	22 249
Nelson Mandela Metropolitan University	9 170	9 481	3 281	4 665	26 597	589	11 079	11 164	1 285	2 028	452	26 597
North West University	11 707	9 465	25 394	12 187	58 752	179	18 040	26 316	10 341	2 828	1 048	58 752
University of Pretoria	23 494	9 084	16 453	8 476	57 508	492	4 726	31 148	12 723	6 559	1 860	57 508
Rhodes University	2 104	1 585	782	2 925	7 395	38	64	5 179	789	905	420	7 395
University of South Africa	39 570	129 443	72 113	95 160	336 286	14 307	83 943	199 392	32 217	5 254	1 173	336 286
University of Stellenbosch	13 189	5 933	1 566	6 822	27 510	989	36	16 480	3 625	5 072	1 308	27 510
Tshwane University of Technology	21 127	17 146	3 526	9 913	51 711	59	38 942	10 549	343	1 510	308	51 711
University of Venda	4 631	1 936	1 623	2 134	10 323	5	387	8 592	639	560	140	10 323
Vaal University of Technology	11 363	7 832	1	2 005	21 201	177	18 080	2 731	66	130	17	21 201
Walter Sisulu University	7 659	6 582	4 434	5 938	24 613	0	14 205	9 378	645	351	34	24 613
University of Western Cape	7 117	2 669	1 806	8 000	19 591	0	496	15 099	1 882	1 511	603	19 591
University of Witwatersrand	14 391	5 327	3 213	7 506	30 436	347	530	19 940	2 568	5 627	1 424	30 436
University of Zululand	3 000	2 218	5 546	5 670	16 434	101	2 312	12 571	933	338	179	16 434
Mangosuthu University of Technology	6 327	3 650	0	825	10 802	0	10 528	274	0	0	0	10 802
Total	273 282	282 299	168 608	229 184	953 373	22 637	281 280	500 430	85 501	49 561	13 964	953 373

Source: 2012 HEMIS database, extracted in October 2013.

Note 1: Because some students were coded as “major field of study unknown”, or “unknown qualification type”, totals may not add up.

Note 2: Education and Other Humanities and Social Sciences are separated out for the purpose of monitoring and planning.

Note 3: SET majors refer to majors in the field of science, engineering and technology. These include majors in areas such as engineering, health sciences, life sciences, physical sciences, computer sciences and mathematical sciences.

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

Note 5: Humanities majors include majors in education, languages and literary studies, fine arts, music and the social sciences.

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

Note 7: The category “Undergraduate Certificates and Diplomas” includes national certificates and diplomas.

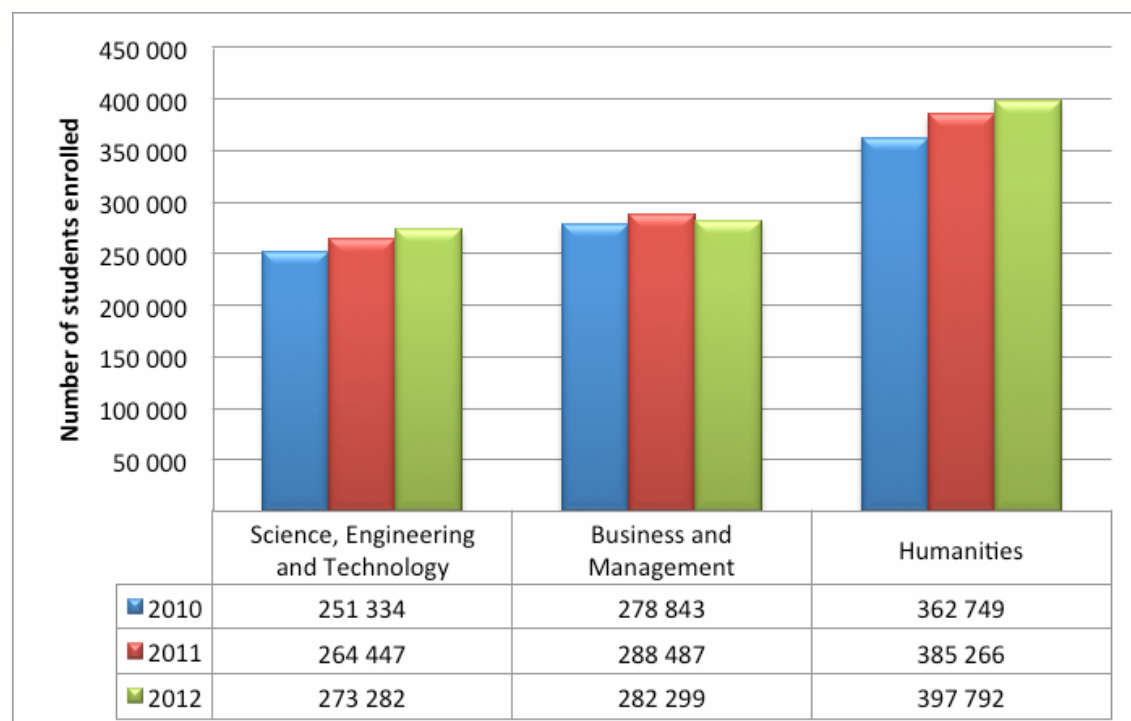
Note 8: The category “Undergraduate Degrees” includes also professional bachelor's degrees, which are those that have an approved formal time of more than four years. Examples include degrees such as B Tech, BSc (Engineering), MB ChB, BFA.

Note 9: The category “Postgraduate, Below Master's Level” includes postgraduate and post-diploma diplomas, postgraduate bachelor's degrees, and honours degrees.

Table 3 indicates that in 2012, Humanities remained the most popular field of study in public HEIs, with close to 400 000² students enrolled in this area, followed by 282 299 students in the field of Business and Management, and 273 282 in the field of Science, Engineering and Technology (SET). Of all students studying in the field of Humanities, about 170 000 were enrolled in Education.

Table 3 also shows that 500 430 students in public HEIs were enrolled in undergraduate degree programmes in 2012, while 281 280 were enrolled in undergraduate diploma and certificate programmes. Furthermore, 13 964 Doctoral students and 49 561 Master's students enrolled in public HEIs in 2012.

Figure 4: Number of students enrolled in public HEIs by major field of study, from 2010 to 2012

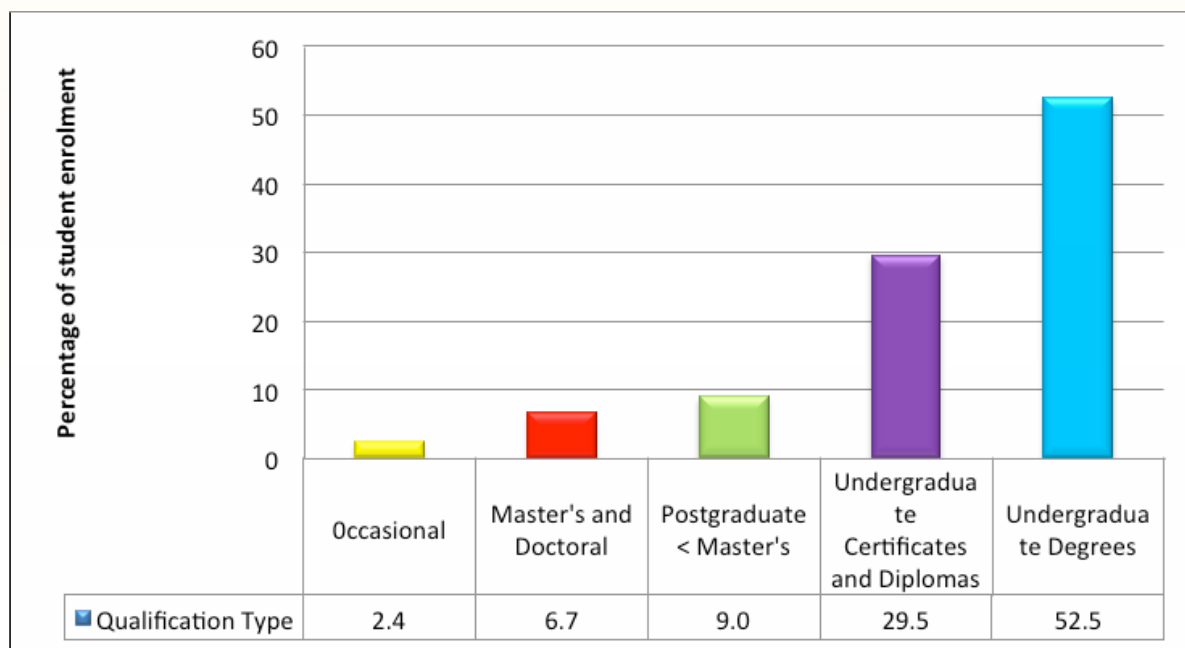


Source: 2012 HEMIS database, extracted in October 2013.

Figure 4 shows that student enrolment in the SET and Humanities fields of study increased steadily since 2010, while that in Business and Management decreased between 2011 and 2012. The student enrolment ratio between SET, Business and Management, and the Humanities major fields of study stood at 29%: 30%: 41% in 2012.

² This figure has been obtained by adding enrolment figures in the "Education" column with those reflected in the column "All Other Humanities and Social Sciences".

Figure 5: Percentage distribution of student enrolment in public HEIs, by qualification type, in 2012



Source: 2012 HEMIS database, extracted in October 2013.

Note 1: As a result of rounding off, total do not add up to 100.

Figure 5 shows that in 2012, more than 50% of HEI students were enrolled in undergraduate degree programmes, 29.5% in undergraduate certificate and diploma programmes, and 6.7% students in Master's and Doctoral programmes.

Table 4: Number of students enrolled in public HEIs, by attendance mode, population group, gender and institution, in 2012

Institution	Contact							Distance						
	African	Coloured	Indian/ Asian	White	Total	Female	Male	African	Coloured	Indian/ Asian	White	Total	Female	Male
Cape Peninsula University of Technology	18 672	9 630	390	4 639	33 331	17 938	15 393	77	10	9	82	178	56	122
University of Cape Town	7 054	3 540	1 821	8 962	25 789	13 452	12 337	0	0	0	0	0	0	0
Central University of Technology, Free State	10 724	407	40	1 285	12 456	5 884	6 572	178	73	4	13	268	195	73
Durban University of Technology	19 806	379	3 754	906	24 875	12 149	12 726	0	0	0	0	0	0	0
University of Fort Hare	11 440	220	54	330	12 044	6 943	5 101	0	0	0	0	0	0	0
University of the Free State	16 163	1 270	303	8 257	25 993	15 403	10 590	5 158	253	155	816	6 382	4 566	1 816
University of Johannesburg	38 390	1 475	2 163	6 741	48 769	26 427	22 342	0	0	0	0	0	0	0
University of KwaZulu-Natal	22 574	897	10 610	3 038	37 242	21 017	16 225	4 298	44	219	57	4 622	3 354	1 268
University of Limpopo	21 787	36	149	277	22 249	12 043	10 206	0	0	0	0	0	0	0
Nelson Mandela Metropolitan University	14 443	3 606	357	6 429	24 837	12 957	11 880	1 653	69	4	34	1 760	1 393	367
North West University	16 686	1 112	400	16 187	34 386	20 564	13 822	19 802	1 456	48	876	24 365	18 544	5 821
University of Pretoria	18 488	972	2 124	23 883	45 468	24 885	20 583	11 823	66	55	96	11 894	8 526	3 368
Rhodes University	3 877	284	289	2 945	7 395	4 306	3 089	0	0	0	0	0	0	0
University of South Africa	7	48	0	10	65	51	14	239 570	17 547	23 162	55 340	336 220	210 262	125 958
University of Stellenbosch	4 027	4 253	572	18 658	27 510	13 958	13 552	0	0	0	0	0	0	0
Tshwane University of Technology	46 505	334	208	3 426	50 473	26 015	24 458	982	185	34	37	1 238	571	667
University of Venda	10 308	3	7	5	10 323	5 593	4 730	0	0	0	0	0	0	0
Vaal University of Technology	20 202	308	74	556	21 141	9 622	11 519	60	0	0	0	60	33	27
Walter Sisulu University	24 443	37	82	51	24 613	13 708	10 905	0	0	0	0	0	0	0
University of Western Cape	8 328	9 067	1 044	924	19 590	11 757	7 833	0	0	0	0	0	0	0
University of Witwatersrand	17 499	1 085	4 105	7 745	30 436	16 526	13 910	0	0	0	0	0	0	0
University of Zululand	16 323	14	50	45	16 434	10 624	5 810	0	0	0	0	0	0	0
Mangosuthu University of Technology	10 776	12	10	4	10 802	5 518	5 284	0	0	0	0	0	0	0
Totals	378 522	38 989	28 606	115 303	566 221	307 340	258 881	283 601	19 703	23 690	57 351	386 987	247 500	139 487
Percentage	67%	7%	5%	20%	100%	54%	46%	73%	5%	6%	15%	100%	64%	36%

Source: 2012 HEMIS database, extracted in October 2013.

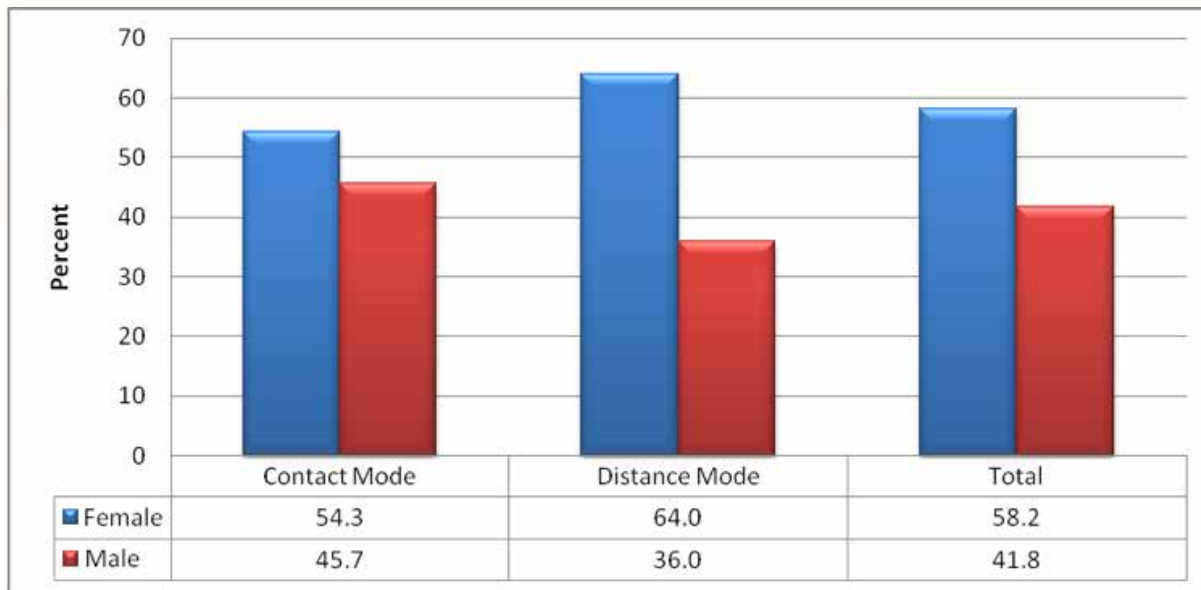
Note 1: Contact students are those who are registered mainly for courses offered in contact mode.

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

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

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

Table 4 shows the number of students enrolled in public HEIs by attendance mode, population group and gender. In 2012, of the 566 221 students enrolled in contact education programmes, more than 50% (386 987) were African students with the remainder constituting White, Coloured and Asian/Indian students.

Figure 6: Percentage distribution of student enrolment in public HEIs, by attendance mode and gender, in 2012

Source: 2012 HEMIS database, extracted in October 2013.

Figure 6 demonstrates that females comprise a significantly higher proportion of students at public HEIs compared to males, at about 58% and 42% respectively. This gender gap is even wider in distance education programmes, where females comprise 64% of total student enrolment, compared to 36% of males.

Table 5: Full-time equivalent student enrolment in public HEIs by attendance mode, major field of study and institution, in 2012

Institution	Contact					Distance				
	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total
Cape Peninsula University of Technology	10 718	7 213	2 251	4 524	24 706	11	131	0	0	142
University of Cape Town	8 400	4 596	725	6 721	20 442	0	0	0	0	0
Central University of Technology, Free State	3 992	2 082	1 794	1 691	9 561	11	67	0	106	184
Durban University of Technology	7 964	5 550	555	4 090	18 159	0	0	0	0	0
University of Fort Hare	2 426	1 621	1 203	4 716	9 967	0	0	0	0	0
University of the Free State	7 424	3 460	2 234	7 120	20 237	14	838	2 028	203	3 082
University of Johannesburg	10 480	14 615	2 486	9 768	37 349	0	0	0	0	0
University of KwaZulu-Natal	11 471	5 617	3 800	8 787	29 675	455	113	1 465	0	2 033
University of Limpopo	8 459	2 454	2 156	5 609	18 678	0	0	0	0	0
Nelson Mandela Metropolitan University	6 732	5 882	1 109	4 937	18 660	218	2	565	0	785
North West University	8 945	6 369	2 574	10 375	28 264	1 346	171	8 087	1 744	11 347
University of Pretoria	16 916	7 044	3 269	8 042	35 272	2	0	4 869	0	4 871
Rhodes University	1 718	1 184	475	2 737	6 114	0	0	0	0	0
University of South Africa	0	0	0	56	56	22 560	55 515	31 519	62 653	172 248
University of Stellenbosch	10 367	4 641	1 317	5 869	22 193	0	0	0	0	0
Tshwane University of Technology	13 342	10 916	2 693	8 981	35 932	0	0	0	919	919
University of Venda	2 963	1 014	1 086	3 058	8 122	0	0	0	0	0
Vaal University of Technology	6 656	5 098	0	2 703	14 457	16	25	0	10	50
Walter Sisulu University	6 776	2 959	4 929	5 683	20 347	0	0	0	0	0
University of Western Cape	5 549	2 047	1 041	6 728	15 366	0	0	0	0	0
University of Witwatersrand	10 389	3 576	2 255	6 424	22 644	0	0	0	0	0
University of Zululand	2 587	2 195	5 423	5 379	15 583	0	0	0	0	0
Mangosuthu University of Technology	3 978	1 998	0	1 396	7 372	0	0	0	0	0
Total	168 252	102 130	43 376	125 397	439 155	24 633	56 862	48 533	65 633	195 662
Percentage	38%	23%	10%	29%	100%	13%	29%	25%	34%	100%

Source: 2012 HEMIS database, extracted in October 2013.

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

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

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

Note 4: Definitions for fields of study employed here are the same as those employed in Table 3.

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

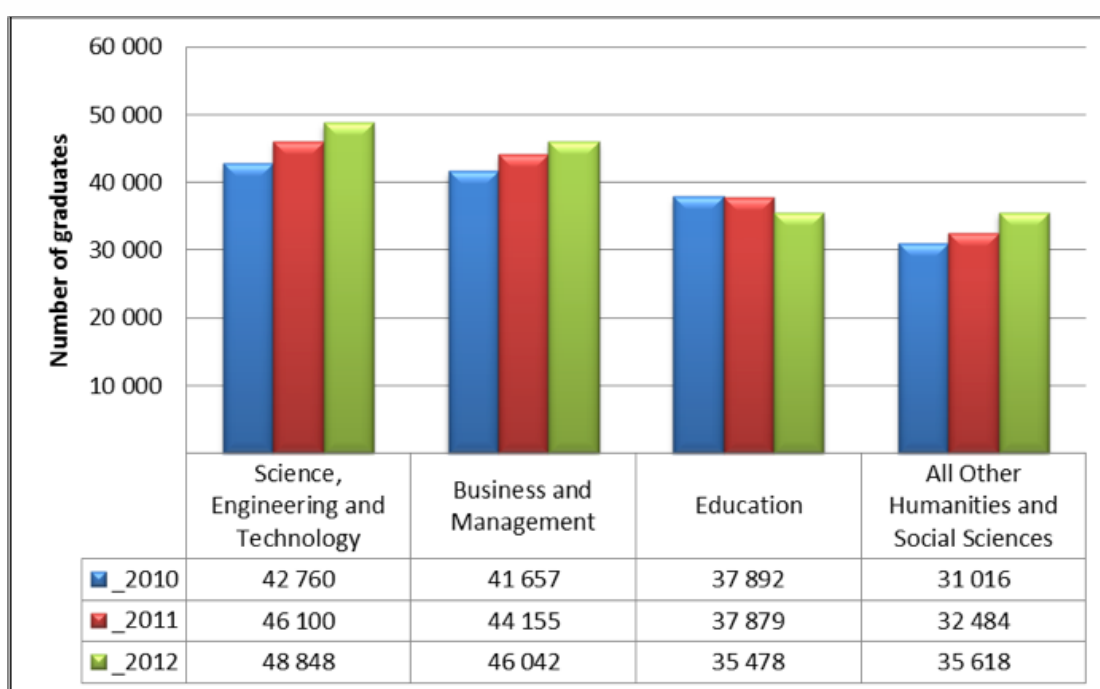
Note 6: As a result of rounding off, numbers and percentages may not necessarily add up.

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

In 2012, the total number of FTEs in public HEIs was more than 630 000. The majority of FTEs by far (439 155) were enrolled in contact education learning, while more than 195 000 FTEs were enrolled in distance education learning. Furthermore, of the FTEs enrolled in contact education learning, 38% were enrolled in SET programmes, while 10% were enrolled in the field of Education. However, of those enrolled for distance education learning, the majority (34%) were enrolled in Other Humanities and Social Sciences, while 13% were enrolled in SET programmes.

3.2.3 Graduates in public HEIs

Figure 7: Number of graduates in public HEIs by major field of study, from 2010 to 2012



Source: 2012 HEMIS database, extracted in October 2013.

Figure 7 shows that the number of graduates in public HEIs increased steadily in all fields of studies since 2010, except in the field of Education, where the number of graduates decreased over the 2010 to 2012 period. In 2012, the highest number of graduates was from the SET field of study, followed by the Business and Management field of study.

Table 6: Number of students who graduated from public HEIs by major field of study, qualification type and institution, in 2012

Institution	Major Field of Study					Formal Qualification					
	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total	Undergraduate Certificates and Diplomas	Undergraduate Degrees	Postgraduate Below Master's Level	Master's Degrees	Doctoral Degrees	Total
Cape Peninsula University of Technology	3 309	2 857	752	975	7 892	4 552	2 923	267	126	24	7 892
University of Cape Town	2 673	1 757	365	1 943	6 737	208	3 330	1 921	1 080	198	6 737
Central University of Technology, Free State	1 203	906	639	411	3 159	1 691	1 122	320	21	5	3 159
Durban University of Technology	2 486	2 226	167	1 023	5 902	3 999	1 834	0	63	6	5 902
University of Fort Hare	582	512	379	1 106	2 578	106	1 640	606	183	43	2 578
University of the Free State	2 256	1 596	1 291	1 330	6 473	613	2 850	2 381	535	94	6 473
University of Johannesburg	3 147	4 936	1 032	2 296	11 410	3 647	5 238	1 986	430	109	11 410
University of KwaZulu-Natal	2 908	1 726	2 591	2 263	9 488	1 341	5 236	1 937	797	177	9 488
University of Limpopo	1 701	850	389	1 358	4 298	177	3 021	816	273	17	4 304
Nelson Mandela Metropolitan University	2 112	1 972	971	922	5 976	2 314	2 400	758	418	86	5 976
North West University	2 901	2 454	6 653	2 661	14 669	5 351	4 771	3 723	670	154	14 669
University of Pretoria	4 419	2 602	4 368	2 020	13 408	2 005	5 604	4 199	1 400	200	13 408
Rhodes University	598	485	295	919	2 297	49	1 286	664	231	67	2 297
University of South Africa	2 057	8 228	10 178	5 747	26 210	7 563	10 051	7 613	831	152	26 210
University of Stellenbosch	3 072	2 108	597	1 904	7 681	10	3 477	2 514	1 440	240	7 681
Tshwane University of Technology	4 073	3 824	800	2 060	10 757	7 404	2 989	133	187	44	10 757
University of Venda	807	281	309	367	1 764	92	1 380	263	25	4	1 764
Vaal University of Technology	1 636	2 022	0	272	3 930	2 877	1 006	0	45	2	3 930
Walter Sisulu University	1 233	1 581	782	1 230	4 826	2 751	1 777	251	45	3	4 827
University of Western Cape	1 445	578	369	1 315	3 705	202	2 122	955	351	75	3 705
University of Witwatersrand	2 615	1 506	955	1 733	6 809	329	3 545	1 651	1 134	150	6 809
University of Zululand	558	348	1 599	1 561	4 066	515	3 047	427	49	28	4 066
Mangosuthu University of Technology	1 058	691	0	202	1 951	1 858	93	0	0	0	1 951
Total	48 848	46 044	35 478	35 617	165 986	49 654	70 742	33 385	10 334	1 878	165 993

Source: 2012 HEMIS database, extracted in October 2013.

Note 1: Definitions of fields of study are the same as those employed in Table 3.

Note 2: Definitions of formal qualifications are the same as those employed in Table 3.

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

Note 4: Because some students were coded as "Major Field of Study Unknown", or "Unknown Qualification Type", totals may not add up.

Table 6 shows that more than 165 000 students graduated from public HEIs in 2012. Of these, 48 848 were in the SET field of study, 46 044 were in Business and Management, 35 478 were in Education, and the remaining 35 617 were in all other Humanities and Social Sciences.

Table 6 also shows that in 2012, 70 742 students graduated with undergraduate degrees, while 49 654 students graduated with certificates and diplomas. In 2012, 10 334 Master's degrees and 1 878 doctoral degrees were awarded.

Table 7: Summaries of graduation rates in public HEIs, in 2012

Institution	Undergraduate Degrees and Diplomas (%)	Master's Degrees (%)	Doctoral Degrees (%)
Cape Peninsula University of Technology	24	14	12
University of Cape Town	22	27	15
Central University of Technology, Free State	24	10	6
Durban University of Technology	24	13	6
University of Fort Hare	18	21	15
University of the Free State	15	24	18
University of Johannesburg	21	20	17
University of KwaZulu-Natal	21	18	11
University of Limpopo	17	16	9
Nelson Mandela Metropolitan University	21	21	19
North West University	23	24	15
University of Pretoria	21	21	11
Rhodes University	25	26	16
University of South Africa	6	16	13
University of Stellenbosch	21	28	18
Tshwane University of Technology	21	12	14
University of Venda	16	4	3
Vaal University of Technology	19	35	12
Walter Sisulu University	19	13	9
University of Western Cape	15	23	12
University of Witwatersrand	19	20	11
University of Zululand	24	14	16
Mangosuthu University of Technology	18	n.a.	n.a.
Average	15	21	13

Source: 2012 HEMIS database, extracted in October 2013.

Note 1: The graduation rate is the number of graduates in the 2012 academic year at the level of undergraduate degrees and diplomas, masters degrees and doctoral degrees, expressed as the percentage of total enrolment for 2012, at the level of degree/diploma, masters degrees and doctoral degrees.

Note 2: 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 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, the cohort throughput rates in the table above are equivalent to graduation rates of, broadly, the following kind:

	Undergraduate	Doctoral
Contact programmes	25%	20%
Distance programmes	15%	15%

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

Note 5: Graduation rates include graduates and diplomates.

Table 7 shows that graduation rates in HEIs are generally lower than that set by the National Plan for Higher Education (DoE, 2001). In 2012, the average graduation rate of doctoral students stood at 13%, while that for Masters students and undergraduate degree and diploma students was 21% and 15% respectively. Table 7 also shows that graduation rates differ widely across HEIs.

Table 8: Undergraduate success rates of students in public HEIs by population group, attendance mode and institution, in 2012

Institution	Contact (%)					Distance (%)				
	African	Coloured	Indian/ Asian	White	Average	African	Coloured	Indian/ Asian	White	Average
Cape Peninsula University of Technology	73	83	85	88	78	52	55	63	68	60
University of Cape Town	79	86	86	93	86	n.a.	n.a.	n.a.	n.a.	n.a.
Central University of Technology, Free State	76	80	76	80	77	79	83	77	77	80
Durban University of Technology	79	86	82	87	80	n.a.	n.a.	n.a.	n.a.	n.a.
University of Fort Hare	77	78	78	91	78	n.a.	n.a.	n.a.	n.a.	n.a.
University of the Free State	69	72	73	85	75	61	76	94	89	62
University of Johannesburg	81	80	84	87	82	n.a.	n.a.	n.a.	n.a.	n.a.
University of KwaZulu-Natal	79	84	84	90	81	84	87	95	94	85
University of Limpopo	84	71	92	96	84	n.a.	n.a.	n.a.	n.a.	n.a.
Nelson Mandela Metropolitan University	75	78	81	86	78	83	89	50	79	83
North West University	82	80	87	88	85	83	86	97	95	84
University of Pretoria	76	78	82	87	82	77	71	89	94	77
Rhodes University	84	82	86	90	86	n.a.	n.a.	n.a.	n.a.	n.a.
University of South Africa	97	100	n.a.	100	99	64	66	70	76	67
University of Stellenbosch	75	80	87	87	85	n.a.	n.a.	n.a.	n.a.	n.a.
Tshwane University of Technology	74	70	74	82	75	73	73	86	82	73
University of Venda	85	94	83	79	85	n.a.	n.a.	n.a.	n.a.	n.a.
Vaal University of Technology	73	66	72	71	73	90	n.a.	n.a.	n.a.	90
Walter Sisulu University	78	76	98	72	78	n.a.	n.a.	n.a.	n.a.	n.a.
University of Western Cape	77	80	87	92	80	n.a.	n.a.	n.a.	n.a.	n.a.
University of Witwatersrand	79	83	85	91	83	n.a.	n.a.	n.a.	n.a.	n.a.
University of Zululand	82	58	75	87	82	n.a.	n.a.	n.a.	n.a.	n.a.
Mangosuthu University of Technology	79	83	71	93	79	n.a.	n.a.	n.a.	n.a.	n.a.
Average	78	81	84	88	80	66	68	70	76	68

Source: 2012 HEMIS database, extracted in October 2013.

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

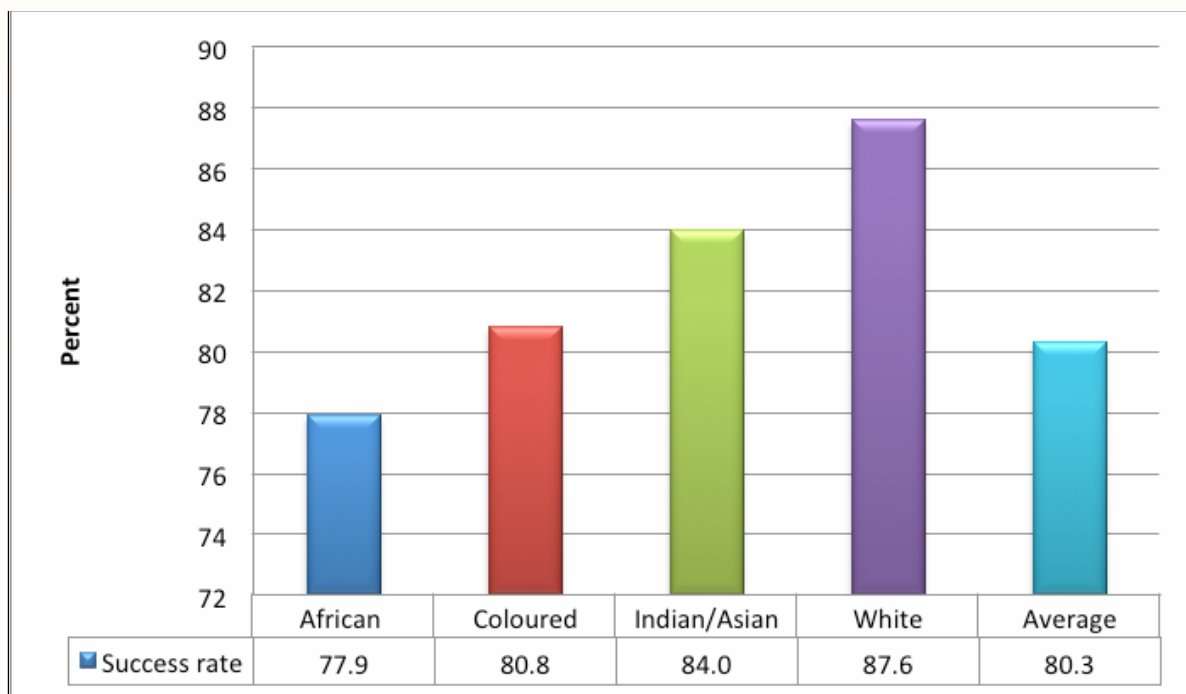
Note 2: Success rates are determined as follows: a calculation is made of Full-Time Equivalent (FTE) enrolled student totals for each category of courses. A further FTE calculation, using the same credit values, is made for each category of courses for those students who passed the courses. The success rates are then determined as FTE passes divided by FTE enrolments. The success rates shown are, therefore, weighted averages for contact and distance courses for each population group.

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

Note 4: "n.a." means "not applicable".

Table 8 shows that on average, contact mode students yielded more passes (80%) compared to the distance mode students (68%).

Figure 8: Percentage distribution of average undergraduate success rates in public HEIs, by contact education programmes and population group, in 2012



Source: 2012 HEMIS database, extracted in October 2013.

Figure 8 shows that in 2012 the average undergraduate success rate for contact students was 80.3%. The national average for under- and postgraduate, as well as contact and distance students, was 76%, which is on par with the set medium-term target of 76% by the Department. (DHET, Annual Performance Plan, 2012-2013 page 39)

3.2.4 Staffing in public HEIs

Table 9: Number and percentage of permanent staff in public HEIs, by institution, in 2012

Institution	Total Permanent Staff			% of Black Staff in Total			% of Female Staff in Total		
	Instruction and Research Staff	Administrative Staff	Service Staff	Instruction and Research Staff	Administrative Staff	Service Staff	Instruction and Research Staff	Administrative Staff	Service Staff
Cape Peninsula University of Technology	765	916	163	59	83	99	42	60	26
University of Cape Town	1 077	2 210	133	29	70	98	42	66	60
Central University of Technology, Free State	274	325	103	42	61	98	39	57	55
Durban University of Technology	599	753	94	72	91	100	46	53	20
University of Fort Hare	315	470	21	73	88	100	39	56	10
University of the Free State	949	1 113	329	21	34	97	48	67	49
University of Johannesburg	1 009	1 878	251	41	66	98	45	53	33
University of KwaZulu-Natal	1 399	2 185	261	54	85	99	47	62	25
University of Limpopo	825	700	288	83	83	100	42	58	44
Nelson Mandela Metropolitan University	596	967	80	26	57	91	47	62	35
North West University	1 248	1 676	363	27	32	96	46	67	47
University of Pretoria	1 281	1 544	387	21	46	89	50	66	33
Rhodes University	336	546	452	23	53	99	40	60	50
University of South Africa	1 588	3 128	98	48	71	99	49	58	31
University of Stellenbosch	973	1 837	240	19	45	100	42	62	41
Tshwane University of Technology	855	1 462	157	55	72	98	40	53	38
University of Venda	328	313	156	93	98	100	34	51	58
Vaal University of Technology	341	441	232	59	73	98	41	62	56
Walter Sisulu University	583	687	166	88	96	100	44	56	52
University of Western Cape	559	883	25	64	94	100	49	58	8
University of Witwatersrand	1 074	1 605	317	35	73	100	48	66	29
University of Zululand	298	387	184	81	92	100	40	48	40
Mangosuthu University of Technology	179	267	96	88	96	100	31	51	47
Total	17 451	26 293	4 596	46%	67%	98%	45%	60%	41%

Source: 2012 HEMIS database, extracted in October 2013.

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

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

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

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

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

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

Table 9 shows that 17 451 persons were employed in the capacity of instruction and research staff, 26 293 as administrative staff, and 4 596 as service staff in public HEIs in 2012. Of the service staff and the instruction and research staff, 98% and 46% respectively were Black, while 45% of all instruction and research staff were female, and 60% of all administrative staff in public HEIs were female.

3.3. PRIVATE HEIs

3.3.1 Introduction

On 30 October 1998 the Minister of Education released a public notice in Government Gazette no. 19389 in which he stated that no private institution shall be allowed to offer HE education in South Africa as of 1 January 2000, unless registered or provisionally registered with the Department. In terms of the Higher Education Act, 1997 (Act No 101 of 1997) (hereafter referred to as “the Act”) and the Regulations for the Registration of Private Higher Education Institutions published in Government Gazette No. 24143 dated 13 December 2002, all private institutions providing HE, that is, programmes equivalent to those provided by traditional universities, comprehensive universities and universities of technology that fall on the Higher Education Qualifications Sub-Framework (HEQSF), must be registered with the DHET. This requirement applies to both local and foreign institutions. The Act was promulgated late in 1997 and the registration process was initiated in 1999.

The total student enrolment figures provided below are based on student enrolment per HE programme per institution as listed on the Register of Private HEIs. The Register is available on the Department’s website at www.dhet.gov.za.

3.3.2 Enrolments in private HEIs

Table 10: Number of students enrolled in private HEIs by gender, from 2010 to 2012

Year	Male	Female	Total
2010	44 121	46 646	90 767
2011	48 876	54 160	103 036
2012	43 704	53 774	97 478

Source: DHET Annual Reporting by private HEIs, August 2013.

Note 1: These figures are unaudited.

As shown in Table 10, student enrolment in private HEIs was more than 97 000 in 2012, a small decline since 2011. However, Table 10 also shows a significant increase in enrolment between 2010 and 2011. As was the case with public HEIs, female enrolment in private HEIs was consistently higher than that of males over the 2010-2012 reporting period.

Table 11: Number of students enrolled in private HEIs by population group and nationality, from 2010 to 2012

Year	African	Coloured	Indian/Asian	White	Non-South African students	Total number of South African students	Total number of students
2010	51 720	7 516	5 644	18 334	7 553	83 214	90 767
2011	56 988	7 526	5 913	23 311	9 298	93 738	103 036
2012	56 813	6 876	5 222	18 500	10 067	87 411	97 478

Source: DHET Annual Reporting by private HEIs, August 2013.

Note 1: These figures are unaudited.

Table 11 indicates that of all the traditional race groups in South Africa, African students by far comprise the majority of students in private HEIs, with the numbers increasing substantially between 2010 and 2012. The number of non-South African students in private South African HEIs has also increased over the years, with over 10 000 non-South African students enrolled in private HEIs in 2012.

4. FURTHER EDUCATION AND TRAINING (FET) COLLEGES: AN OVERVIEW

4.1. INTRODUCTION

Public and private FET Colleges are administered in terms of the *Further Education and Training Colleges Act 16 of 2006*, as amended. FET Colleges provide vocational and occupational education and training programmes to learners who left school before completing Grade 12, those who completed Grade 12, as well as employed persons.

In general, FET Colleges provide three broad categories of qualifications:

- a. The National Certificate (Vocational) (NC(V)) at three levels (Levels 2, 3 and 4), which are equivalent to Grades 10, 11 and 12 of the schooling system;
- b. The “N” certificates offered at six different levels (N1 to N6), leading to the “N” Diploma after 18 to 24 months of work experience in the case of the Business and General Studies, and 2 000 hours of work experience in the case of Engineering Studies; and
- c. Occupational Qualifications (including part qualifications), which are based on programmes linked closely to the workplace.

One of the Department’s central strategic objectives for the FET sector is the need to increase access to, and improve success in programmes that lead to intermediate and high level learning. In addition, FET Colleges are phasing in the offering of Higher Certificate programmes in collaboration with HEIs.

Public FET Colleges have become important providers of occupational learning funded by SETAs in terms of the *SETA Grant Regulations, 2012*.

This section of the report provides a statistical overview of access to both public and private FET Colleges. The subsequent sections provide further detail on student access to FET Colleges, disaggregated by public and private FET Colleges. Information about student performance in FET Colleges is provided in the section titled “Examination results”.

IMPORTANT NOTE:

The source for student enrolment data of public FET Colleges has been obtained from the Department’s weekly enrolment monitoring tool. In previous versions of similar statistical publications, student enrolment data was obtained from the Department’s annual survey of FET Colleges.

Table 12: Overview of student enrolment in the FET College sector by institutional type, qualifications and province, in 2012

Province	Public							Private						
	NC (V)	Report 191 N1-N3	Report 191 N4-N6	Occupational qualifications	Report 550/ NSC	Other	Total	NC (V)	Report 191 NN1-N3	Report 191 N4-N6	Occupational qualifications	Report 550/NSC	Other	Total
Eastern Cape	18 843	7 985	19 476	2 192	0	10 409	58 905	42	25	108	1 943	123	1 060	3 301
Free State	5 481	11 888	29 275	2 763	349	2 059	51 815	251	0	279	350	337	866	2 083
Gauteng	28 976	33 805	60 704	6 578	0	17 844	147 907	183	282	607	20 798	515	29 005	60 490
KwaZulu- Natal	30 251	22 351	51 825	5 845	511	14 564	125 347	458	996	4 060	6 041	2 365	4 330	18 250
Limpopo	20 925	10 106	25 171	1 485	0	3 724	61 411	45	143	804	1 724	12	1 139	3 867
Mpumalanga	86 46	15 478	11 024	2 994	0	764	38 906	78	0	31	1 836	0	1 003	2 948
Northern Cape	24 66	2 304	5 359	3 386	93	3 951	17 559	0	0	0	46	0	174	220
North West	98 37	10 770	9 330	6 516	0	14 162	50 615	21	19	92	1 111	105	730	2 078
Western Cape	15 150	10 409	22 364	30 600	762	25 940	105 225	1 08	0	22	7 762	495	3 052	12 339
Unspecified	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	595	525	534	5 545	270	2 541	10 010
National	140 575	125 096	234 528	62 359	1 715	93 417	657 690	4 181	3 790	12 337	47 156	4 222	43 900	115 586

Sources:**Public FET Colleges: 2012 Audited Weekly Enrolment Monitoring of Public FET Colleges.****Private FET Colleges: 2012 Annual Survey of Private FET Colleges.**

Note 1: NC(V) refers to the National Certificate (Vocational) Levels 2-4.

Note 2: Report 191 refers to the NATED programmes, N1 to N6.

Note 3: "Occupational Qualifications" refer to qualifications associated with a trade, occupation or profession resulting from work-based learning, and consisting of knowledge unit standards, practical unit standards and work experience unit standards.

Note 4: NSC refers to the old National Senior Certificate (the Matric at N3 level).

Note 5: "Other" in FET Colleges refers to all other skills development and short courses.

Note 6: "n.a." means "not applicable".

Table 12 shows that 773 276 students enrolled in public and private FET Colleges in 2012. This figure represents a significant increase in enrolment since 2010, when enrolment in public and private FET Colleges was 405 275, and a further improvement in enrolment since 2011, when enrolment was 534 719.

The private FET college sector in South Africa is relatively small-comprising only 15% of total FET College student enrolment in 2012.

As Table 12 indicates, the majority of FET College students had enrolled in Report 191(N4-N6) certificate programmes in 2012, as compared to other programme offerings.

4.2. PUBLIC FET COLLEGES

4.2.1 Introduction

The expansion and growth of the FET College sector remains a strategic priority of the Department. Therefore the performance of the sector is closely monitored. The phase-out of the N1 to N6 certificate programmes was halted in November 2010, to allow for the continued training of artisans and to broaden the learning options available to Matriculants.

The information reflected in this section relates to the scope, size and general demographics of public FET Colleges as is reflected per province. Staffing and student headcount and full-time equivalent enrolment statistics are also reflected per College and per programme (course) offering. This information can be used to reflect on the performance of the public FET College sector against pre-determined strategic objectives.

Table 13: Number of students, lecturers and institutions in public FET Colleges, by province, in 2012

Province	Categories	Number
Eastern Cape	Students	58 022
	Lecturers	1217
	Institutions	8
Free State	Students	51 815
	Lecturers	602
	Institutions	4
Gauteng	Students	147 907
	Lecturers	2 281
	Institutions	8
KwaZulu-Natal	Students	125 347
	Lecturers	2 188
	Institutions	9
Limpopo	Students	61 411
	Lecturers	971
	Institutions	7
Mpumalanga	Students	38 906
	Lecturers	492
	Institutions	3
Northern Cape	Students	17 559
	Lecturers	189
	Institutions	2
North West	Students	50 615
	Lecturers	569
	Institutions	3
Western Cape	Students	105 225
	Lecturers	1 368
	Institutions	6
National	Students	657 690
	Lecturers	9 877
	Institutions	50

Source: 2012 Audited Weekly Enrolment Monitoring of Public FET Colleges.

Table 13 shows that there were 50 public FET Colleges in South Africa, with a total headcount student enrolment of more than 657 000, and a staff complement of more than 9 800 FET College lecturers, in 2012. The number of public FET Colleges across provinces ranges from two to nine, with each having a number of campuses.

As can be seen from Table 13, student enrolment in public FET Colleges was highest in Gauteng and KwaZulu-Natal, at 147 907 and 125 347 respectively.

4.2.2 Enrolment in public Further Education and Training Colleges

Table 14: Number of students enrolled in public FET Colleges, by college and qualification category, in 2012

Name of College	NC (V)	Report 191 (N1-N3)	Report 191 (N4-N6)	Occupational qualifications	NSC	Other	Total
1. Boland FET College	1 870	661	6 606	6 442	-	5 438	21 017
2. Buffalo City FET College	2 653	750	3 670	-	-	104	7 177
3. Capricorn FET College	4 881	1 206	5 006	75	0	1 256	12 424
4. Central JHB FET College	2 247	5 401	9 186	425	-	2 163	19 422
5. Coastal FET College	6 864	2 362	6 918	229	-	402	16 775
6. College of Cape Town FET College	3 056	1 271	4 185	12 050	762	4 282	25 606
7. East Cape Midlands FET College	2 362	2 123	3 203	521	-	3 497	11 706
8. Ehlanzeni FET College	2 601	2 476	2 486	1 072	0	-	8 635
9. Ekurhuleni East FET College	2 944	1 031	5 434	60	-	1 812	11 281
10. Ekurhuleni West College	5 835	3 459	6 625	2 084	-	621	18 624
11. Elangeni FET College	3 893	678	3 216	252	511	594	9 144
12. Esayidi FET College	2 881	1 670	6 913	-	0	937	12 401
13. False Bay FET College	2 264	1 151	1 320	7 187	-	2 893	14 815
14. Flavius Mareka FET College	843	1 744	4 141	682	0	296	7 706
15. GertSibande FET College	3 776	2 694	2 532	115	0	454	9 571
16. Goldfields FET College	831	2 387	2 919	-	-	1 035	7 172
17. Ikhala FET College	1 669	255	1 352	-	-	351	3 627
18. Ingwe FET College	1 868	574	1 846	-	0	180	4 468
19. King Hintsa FET College	2 320	1 015	2 426	515	-	413	6 689
20. King SabataDalindyebo FET College	2 090	1 403	3 803	395	0	792	8 483
21. Lephalale FET College	506	3 745	2 690	1 086	-	517	8 544
22. Letaba FET College	2 448	780	1 129	-	-	-	4 357
23. Lovedale FET College	1 477	-	1 471	-	-	1 181	4 129
24. Majuba FET College	5 508	7 925	9 475	1 250	-	5 177	29 335
25. Maluti FET College	2 118	1 704	5 970	282	0	534	10 608
26. M-mbithi FET College	2 405	-	3 969	-	0	1 264	7 638
27. Mopani South East FET College	3 251	1 592	2 017	56	0	1 095	8 011
28. Motheo FET College	1 689	6 053	16 245	1 896	349	97	26 329
29. Mthashana FET College	1 822	1 190	2 867	549	0	649	7 077
30. Nkangala FET College	2 269	10 308	6 006	1 807	0	310	20 700
31. Northern Cape Rural FET College	1 366	1 049	2 640	3 386	0	2 624	11 065
32. Northern Cape Urban FET College	1 100	1 255	2 719	-	93	1 327	6 494
33. Northlink FET College	2 502	5 830	7 927	-	0	11 449	27 708
34. Orbit FET College	4 243	5 109	2 647	3 990	-	6 533	22 522
35. Port Elizabeth FET College	4 404	1 865	1 705	761	0	3 891	12 626
36. Sedibeng FET College	3 842	2 494	4 309	544	0	622	11 811
37. Sekhukhune FET College	2 043	2 084	2 830	183	-	88	7 228
38. South Cape FET College	2 205	537	1 044	2 084	-	770	6 640
39. South West FET College	5 473	2 774	6 387	1 383	0	989	17 006
40. Taletso FET College	2 374	2 053	3 946	1 020	-	4 364	13 757
41. Thekwini FET College	1 753	3 751	5 986	307	0	1 369	13 166
42. Tshwane North FET College	3 163	3 081	10 696	-	-	301	17 241
43. Tshwane South FET College	3 313	8 384	11 005	1 390	0	10 332	34 424
44. Umfolozi FET College	3 927	2 388	5 291	3 258	0	2 988	17 852
45. Umgungundlovu FET College	1 198	2 387	7 190	-	-	1 184	11 959
46. Vhembe FET College	4 659	403	11 499	-	0	438	16 999
47. Vuselela FET College	3 220	3 608	2 737	1 506	0	3 265	14 336
48. Waterberg FET College	3 137	296	-	85	0	330	3 848
49. West Coast FET College	2 159	7 181	7 062	2 837	0	1 108	20 347
50. Western College FET College	3 253	959	1 282	692	-	1 004	7 190
Total	140 575	125 096	234 528	62 456	1 715	92 056	657 690

Source: 2012 Audited Weekly Enrolment Monitoring of Public FET Colleges.

Note 1: Dash (-) means that data is not available.

Note 2: NC(V) refers to the National Certificate (Vocational) Levels 2-4.

Note 3: Report 191 refers to the NATED programmes, N1 to N6.

Note 4: "Occupational Qualifications" refer to qualifications associated with a trade, occupation or profession resulting from work-based learning, and consisting of knowledge unit standards, practical unit standards and work experience unit standards.

Note 5: NSC refers to the old National Senior Certificate (the Matric at N3 level).

Note 6: "Other" in FET Colleges refers to all other skills development and short courses.

Table 14 indicates that the majority of public FET students (more than 234 000) had enrolled for the Report 191 (N4-N6) certificate programmes in 2012, while more than 140 000 students had enrolled for the NC(V) Levels 2 to 4 qualifications. Tshwane South and Majuba FET Colleges had the highest student enrolment in 2012, at 34 424 and 29 335 respectively.

Table 15: Full-time Equivalent student enrolment in public FET Colleges, by qualification category and college, in 2012

Name of College	NC (V)	Report 191 (N1-N3)	Report 191 (N4-N6)	Total
1. Boland FET College	1 866	200	2 717	4 783
2. Buffalo City FET College	2 580	226	969	3 775
3. Capricorn FET College	4 493	378	1 852	6 723
4. Central JHB FET College	2 145	1 529	3 070	6 745
5. Coastal FET College	6 675	768	2 574	10 017
6. College of Cape Town FET College	3 394	302	1 304	5 000
7. East Cape Midlands FET College	2 363	497	1 093	3 952
8. Ehlanzeni FET College	2 491	850	1 101	4 442
9. Ekurhuleni East FET College	2 944	343	2 312	5 599
10. Ekurhuleni West College	5 636	792	2 080	8 507
11. Elangeni FET College	3 796	219	2 249	6 264
12. Esayidi FET College	2 874	522	3 248	6 643
13. False Bay FET College	2 112	401	625	3 138
14. Flavius Mareka FET College	784	378	1 490	2 652
15. GertSibande FET College	3 776	554	629	4 959
16. Goldfields FET College	744	582	1 086	2 411
17. Ikhala FET College	1 676	101	645	2 423
18. Ingwe FET College	1 834	157	874	2 864
19. King Hintsa FET College	5 524	338	1 188	7 050
20. King SabataDalindyebo FET College	3 399	528	1 406	5 333
21. Lephalale FET College	1 271	883	840	2 994
22. Letaba FET College	2 382	250	709	3 341
23. Lovedale FET College	1 433	0	697	2 130
24. Majuba FET College	5 388	2 344	3 828	11 560
25. Maluti FET College	1 907	504	2 502	4 913
26. Mnambithi FET College	2 253	0	1 782	4 035
27. Mopani South East FET College	3 231	1 936	1 062	6 229
28. Motheo FET College	1 724	1 556	5 785	9 066
29. Mthashana FET College	1 818	351	1 192	3 361
30. Nkangala FET College	2 183	2 381	1 557	6 121
31. Northern Cape Rural FET College	1 367	226	1 098	2 691
32. Northern Cape Urban FET College	1 057	324	1 145	2 526
33. Northlink FET College	2 537	1 726	3 100	7 362
34. Orbit FET College	4 085	1 318	879	6 282
35. Port Elizabeth FET College	3 340	475	539	4 353
36. Sedibeng FET College	3 524	722	1 691	5 936
37. Sekhukhune FET College	1 927	638	1 565	4 130
38. South Cape FET College	2 163	171	513	2 847
39. South West FET College	4 750	779	2 570	8 100
40. Taletso FET College	2 118	603	1 497	4 217
41. Thekwini FET College	1 688	1 095	2 495	5 278
42. Tshwane North FET College	3 270	957	4 258	8 485
43. Tshwane South FET College	2 526	2 272	2 924	7 722
44. Umfolozi FET College	3 884	556	1 839	6 279
45. Umgungundlovu FET College	1 142	662	3 018	4 822
46. Vhembe FET College	4 659	134	5 417	10 210
47. Vuselela FET College	2 530	899	966	4 395
48. Waterberg FET College	2 472	81	0	2 554
49. West Coast FET College	3 253	161	566	3 980
50. Western College FET College	1 723	1 777	2 842	6 341
Total	138 711	35 445	91 385	265 542

Source: 2012 Audited Weekly Enrolment Monitoring of Public FET Colleges.

Note 1: As a result of rounding off, numbers may not necessarily add up.

FTE enrolments represent weighted student enrolments. The weights are based on the type of programme that students are enrolled in. One FTE represents a student who is enrolled for all the subjects of a programme on a particular level. Statistics on FTEs are important, as they are used to allocate resources to public FET Colleges.

Table 15 shows that in 2012, there were more than 265 000 FTEs in public FET Colleges. The majority of FTEs (138 711) were enrolled for the NC(V) Levels 2, 3 and 4 qualifications.

4.2.3 Staffing in public FET Colleges

Table 16: Number of staff and students in public FET Colleges, in 2012

Name of College	Number of Staff	Number of Students
Boland FET College	392	21 017
Buffalo City FET College	299	7 177
Capricorn FET College	427	12 424
Central JHB FET College	456	19 422
Coastal FET College	679	16 775
College of Cape Town FET College	493	25 606
East Cape Midlands FET College	367	11 706
Ehlanzeni FET College	265	8 635
Ekurhuleni East FET College	426	11 281
Ekurhuleni West College	495	18 624
Elangeni FET College	389	9 144
Esayidi FET College	409	12 401
False Bay FET College	322	14 815
Flavius Mareka FET College	209	7 706
GertSibande FET College	334	9 571
Goldfields FET College	178	7 172
Ikhala FET College	186	3 627
Ingwe FET College	175	4 468
King Hintsa FET College	199	6 689
King SabataDalindyebo FET College	234	8 483
Lephalale FET College	102	8 544
Letaba FET College	193	4 357
Lovedale FET College	253	4 129
Majuba FET College	567	29 335
Maluti FET College	352	10 608
Mnambithi FET College	237	7 638
Mopani South East FET College	196	8 011
Motheo FET College	388	26 329
Mthashana FET College	209	7 077
Nkangala FET College	379	20 700
Northern Cape Rural FET College	185	11 065
Northern Cape Urban FET College	140	6 494
Northlink FET College	778	27 708
Orbit FET College	417	22 522
Port Elizabeth FET College	357	12 626
Sedibeng FET College	350	11 811
Sekhukhune FET College	253	7 228
South Cape FET College	329	6 640
South West FET College	389	17 006
Taletso FET College	267	13 757
Thekwini FET College	275	13 166
Tshwane North FET College	670	17 241
Tshwane South FET College	482	34 424
Umfolozzi FET College	440	17 852
Umgungundlovu FET College	301	11 959
Vhembe FET College	343	16 999
Vuselela FET College	330	14 336
Waterberg FET College	217	3 848
West Coast FET College	296	20 347
Western College FET College	299	7 190
Total	16 928	657 690

Source: 2012 Audited Weekly Enrolment Monitoring of Public FET Colleges.

Note 1: "Staff" refers to persons employed at a public further education and training institution (this includes management, lecturing and support staff).

Table 16 shows that public FET Colleges had a total staff establishment of 16 928 in 2012. Northlink, Coastal and Tshwane North FET Colleges had employed the highest number of staff at 778, 679 and 670 respectively.

Table 17: Number of staff in FET Colleges, by staff category and college, in 2012

Name of College	Management Staff	Lecturing Staff	Support Staff	Total
Boland FET College	5	165	222	392
Buffalo City FET College	4	178	117	299
Capricorn FET College	1	251	175	427
Central JHB FET College	5	279	172	456
Coastal FET College	32	393	254	679
College of Cape Town FET College	5	310	178	493
East Cape Midlands FET College	3	261	103	367
Ehlanzeni FET College	4	127	134	265
Ekurhuleni East FET College	4	238	184	426
Ekurhuleni West College	4	305	186	495
Elangeni FET College	2	254	133	389
Esayidi FET College	17	238	154	409
False Bay FET College	4	181	137	322
Flavius Mareka FET College	5	108	96	209
GertSibande FET College	41	144	149	334
Goldfields FET College	4	98	76	178
Ikhala FET College	4	96	86	186
Ingwe FET College	4	96	75	175
King Hintsa FET College	6	105	88	199
King SabataDalindyebo FET College	4	132	98	234
Lephalale FET College	2	58	42	102
Letaba FET College	1	97	95	193
Lovedale FET College	7	126	120	253
Majuba FET College	4	434	129	567
Maluti FET College	5	219	128	352
Mnambithi FET College	14	151	72	237
Mopani South East FET College	1	128	67	196
Motheo FET College	13	177	198	388
Mthashana FET College	3	103	103	209
Nkangala FET College	4	221	154	379
Northern Cape Rural FET College	1	107	77	185
Northern Cape Urban FET College	11	82	47	140
Northlink FET College	25	387	366	778
Orbit FET College	2	251	164	417
Port Elizabeth FET College	4	223	130	357
Sedibeng FET College	4	240	106	350
Sekhukhune FET College	1	154	98	253
South Cape FET College	5	176	148	329
South West FET College	1	229	159	389
Taletso FET College	9	120	138	267
Thekwini FET College	1	197	77	275
Tshwane North FET College	14	462	194	670
Tshwane South FET College	16	345	121	482
Umfolozi FET College	1	239	200	440
Umgungundlovu FET College	17	179	105	301
Vhembe FET College	1	174	168	343
Vuselela FET College	3	198	129	330
Waterberg FET College	1	109	107	217
West Coast FET College	10	149	137	296
Western College FET College	4	183	112	299
Total	343	9 877	6 708	16 928

Source: 2012 Audited Weekly Enrolment Monitoring of Public FET Colleges.

Note 1: The category "Management Staff" includes the principal and vice-principal(s) of a public college.

Note 2: The category "Lecturing Staff" refers to any person, who teaches, educates or trains other persons, or who provides professional educational services at any college, and who is appointed in a post at any lecturing establishment.

Note 3: The category "Support Staff" refers to all other staff who are not teaching. This includes persons who render: academic support services; student/ learner support services; human resource management; financial management; administration; maintenance of the buildings and gardens; catering services; and security services.

In 2012, more than half of all staff in public FET Colleges were employed as lecturers (9 877), while 6 708 persons were employed as support staff, and 343 as management staff.

4.3. PRIVATE FET COLLEGES

4.3.1 Introduction

The information reflected in this section is derived from private FET Colleges that have registered with the Department and have responded to the departmental survey. It includes statistics on headcount enrolment per qualification category and gender. Staffing is reflected by staff category and gender, while the examination results of private FET Colleges are provided in conjunction with those of public FET Colleges.

In 2012, there were 536 private FET Colleges registered with the Department. However, only 220 private FET Colleges responded to the survey sent to them by the department. Therefore, the data provided below needs to be read in this context.

This information provides an insight into the contribution of private FET College delivery to the system as a whole, while the examination data reveals interesting information related to the performance of the system.

4.3.2 Enrolment in private FET Colleges

Table 18: Number of students enrolled in private FET Colleges, by qualification category and gender, in 2012

Qualification Category	Female	Male	Total
NC (V) Levels 2-4	2 095	2 086	4 181
Report 191(N1-N3)	1 298	2 492	3 790
Report 191(N4-N6)	5 906	6 431	12 337
Occupational Qualifications	29 266	17 890	47 156
Other	26 243	21 879	48 122
Total	64 808	50 778	115 586

Source: 2012 Annual Survey of Private FET Colleges.

Note 1: "Occupational Qualifications" refer to qualifications associated with a trade, occupation or profession resulting from work-based learning, and consisting of knowledge unit standards, practical unit standards and work experience unit standards.

Note 2: "Other" refers to all other skills development and short courses.

Table 18 shows that more than 115 500 students had enrolled in private FET Colleges in 2012. Of these, the majority were female. In contrast to public FET Colleges, most private FET College students enrolled for "Occupational" and "Other" qualifications rather than the NC (V) and Report 191 qualifications.

Table 19: Number of students in private FET Colleges by occupational programme, in 2012

Number	Programmes for Occupational Qualifications	Total
1	Agriculture and Nature Conservation	962
2	Business, Commerce and Management Studies	13 699
3	Communication Studies and Language	0
4	Culture and Arts	352
5	Education, Training and Development	4 714
6	Health Sciences and Social Services	9 232
7	Human and Social Studies	36
8	Law, Military Science and Security	532
9	Manufacturing, Engineering and Technology	6 836
10	Physical Planning and Construction	961
11	Physical, Mathematical, Computer and Life Sciences	1 732
12	Services	8 100
Total		47 156

Source: 2012 Annual Survey of Private FET Colleges.

Note 1: "Occupational Qualifications" refer to qualifications associated with a trade, occupation or profession resulting from work-based learning and consisting of knowledge unit standards, practical unit standards and work experience unit standards.

As shown in Table 19, more than 47 000 private FET College students had enrolled in programmes for Occupational Qualifications in 2012. The majority of these students (close to 14 000) were enrolled in Business, Commerce and Management Studies, while a minority (only 36) had enrolled for Human and Social Studies. Of interest to note is that a sizeable number of students (more than 6 800) had enrolled in Manufacturing, Engineering and Technology occupational programmes in 2012.

4.3.3 Staffing in private FET Colleges

Table 20: Number of staff in private FET Colleges, by category and gender, in 2012

Staff Category	Female	Male	Total
Management Staff	646	490	1 136
Lecturing Staff	1 528	1 576	3 104
Support Staff	1 820	786	2 606
Total	3 994	2 852	6 846

Source: 2012 Annual Survey of Private FET Colleges.

Note 1: The category "Management Staff" refers to the principal and vice-principal of a private College.

Note 2: The category "Lecturing Staff" refers to any person who teaches, educates or trains other persons or who provides professional educational services at any College, and who is appointed in a post at any lecturing establishment.

Note 3: The category "Support Staff" refers to all other staff members who are not teaching. I.e. support staff includes staff who render academic support services; student/ learner support services; human resource management; financial management; administration; maintenance of the buildings and gardens; catering services; and security services.

Table 20 indicates that private FET Colleges employed more than 6 800 staff in 2012, of whom most were lecturers. Although there were more male than female lecturers, females were the majority at management level.

4.4 EXAMINATION RESULTS IN PUBLIC AND PRIVATE FET COLLEGES

4.4.1 Introduction

This section of the report provides an overview of the performance of the candidates who wrote the November 2012 examinations at public and private FET Colleges. It focuses on candidates' performance in the Report 190/1 part-qualifications and the NC(V) full qualifications. The examinations undertaken by FET College students in November 2012 were declared as valid and fair by UMALUSI, the quality assurance body for FET and general qualifications.

The statistics contained herein include all candidates who wrote the November 2012 examinations at all examination centres registered with the Department.

4.4.2 Examination results in public and private FET Colleges

Table 21: Number and percentage of students in public and private FET Colleges who wrote and passed, by qualification type, from 2011 to 2012

Year	NC(V) Level 4			Report 191 N3			Report 191 N6			Average pass rate (%)
	Number wrote	Number passed	Pass rate (%)	Number wrote	Number passed	Pass rate (%)	Number wrote	Number passed	Pass rate (%)	
2011	17 836	7 638	42.8	2 909	1 366	47.0	2 428	1 488	61.3	50.4
2012	15 334	6 018	39.3	9 928	3 724	37.5	8 735	2 902	33.2	36.7

Source: *Statistics on Post-School Education and Training in South Africa (2011), National Examinations Database, November 2012.*

Note 1: National Certificate (Vocational) qualification allows access to Higher Education study programmes to those who meet the minimum requirements..

Note 2: "Pass rate" represents the percentage of students who passed. Pass rate is computed by dividing the total number of students who passed (pass+ conditional pass) by total number of students who sat for an examination.

Table 21 shows that the average pass rate of students in FET Colleges (public and private combined) was about 37% in 2012, a significant decline from the previous year, when the pass rate was more than 50%. This decline can be attributed to the halving of the pass rate of N6 between 2011 and 2012. The average pass rate of students enrolled for the NC(V) programme was 39% in 2012, while that for N3 students was about 38%, and for N6 students 33%.

Table 22: Number of public and private FET College students who entered, wrote and passed NC(V) examinations, by province, in 2012

Province	NC(V) Level 2				NC (V) Level 3				NC (V) Level 4				Average pass rate (%)
	Number entered	Number wrote	Number passed	Pass rate (%)	Number entered	Number wrote	Number passed	Pass rate (%)	Number entered	Number wrote	Number passed	Pass rate (%)	
Eastern Cape	9 769	4 243	2 045	48.2	4 114	2 340	1 088	46.5	2 251	1 901	803	42.2	45.6
Free State	3 116	1 223	336	27.5	581	308	130	42.2	376	274	104	37.9	35.9
Gauteng	14 958	8 231	3 059	37.2	5 013	3 542	1 360	38.4	3 606	3 215	1 300	40.4	38.7
KwaZulu-Natal	17 769	9 788	3 793	38.8	6 596	4 116	1 347	32.7	3 842	2 960	788	26.6	32.7
Limpopo	10 034	5 847	2 107	36.0	3 773	2 814	1 046	37.2	3 531	2 938	1 014	34.5	35.9
Mpumalanga	3 966	2 457	1 402	57.1	2 000	1 360	704	51.8	1 464	1 307	675	51.6	53.5
Northern Cape	1 474	541	202	37.3	512	263	71	27.0	249	214	73	34.1	32.8
North West	3 728	2 263	972	42.9	1 527	1 118	577	51.6	1 044	941	501	53.2	49.2
Western Cape	8 230	4 199	2 601	61.9	3 901	2 444	1 340	54.8	2 244	1 584	760	47.9	54.9
National	73 044	38 792	16 517	42.6	28 017	18 305	7 663	41.9	18 607	15 334	6 018	39.3	41.3

Source: DHET (2012) FET Colleges and AET Centres: Preliminary report on examination and assessment results, November 2012 examinations. Pretoria.

Note 1: "Pass rate" refers to the percentage of students who passed. Pass rate is computed by dividing the total number of students who passed (pass+ conditional pass) by total number of students who sat for an examination.

Note 2: "Number entered" refers to the number of students who enrolled in an FET College for the qualification in NC (V) Levels 2-4.

Note 3: "Number wrote" refers to the number of students who sat for the NC(V) Levels 2-4 examinations.

Note 4: "Number passed" refers to the number of students who successfully completed the relevant NC (V) Levels 2-4.

Table 22 shows that large numbers of students did not write the NC(V) examinations, even though they had registered for the examinations. On average, the national pass rate of students in NC(V) examinations stood at 41% in 2012, with the Western Cape province having a 55% average pass rate, followed by Mpumalanga at 54%.

Table 23: Number of public and private FET College students who entered, wrote and passed the Report 191 N1-N3 December 2012 examinations for engineering studies, by province, in 2012

Province	Report 191 N1				Report 191 N2				Report 191 N3				Average pass rate (%)
	Number entered	Number wrote	Number passed	Pass rate (%)	Number entered	Number wrote	Number passed	Pass rate (%)	Number entered	Number wrote	Number passed	Pass rate (%)	
Eastern Cape	459	241	88	36.5	832	592	166	28.0	679	533	156	29.3	31.3
Free State	798	590	224	37.9	834	682	173	25.4	494	377	138	36.6	33.3
Gauteng	2 497	1 542	567	36.8	3 514	2 863	879	30.7	5 340	3 726	1 406	37.7	35.1
KwaZulu-Natal	1 501	1 060	320	30.2	2 692	2 231	741	33.2	2 857	1 975	756	38.3	33.9
Limpopo	433	288	115	39.9	1 655	1 272	294	23.1	2 084	1 463	481	32.9	32.0
Mpumalanga	781	629	286	45.5	1 330	942	229	24.3	1 424	1 013	485	47.9	39.2
Northern Cape	78	66	19	28.8	249	207	85	41.1	97	80	33	41.3	37.1
North West	650	472	141	29.9	1 446	752	166	22.1	566	382	123	32.2	28.1
Western Cape	1 096	542	321	59.2	1 042	613	280	45.7	675	379	146	38.5	47.8
National	8 293	5 430	2 081	38.3	13 594	10 154	3 013	29.7	14 216	9 928	3 724	37.5	35.2

Source: DHET (2012) FET Colleges and AET Centres: Preliminary report on examination and assessment results, November 2012 examinations. Pretoria.

Note 1: "Pass rate" refers to the percentage of students who passed. Pass rate is computed by dividing the total number of students who passed (pass+ conditional pass) by total number of students who sat for an examination.

Note 2: "Number entered" refers to the number of students who enrolled in an FET College for the programmes in engineering studies N1-N3.

Note 3: "Number wrote" refers to the number of students who sat for the engineering studies N1-N3 examinations.

Note 4: "Number passed" refers to the number of students who successfully completed the relevant engineering studies N1-N3.

As can be seen in Table 23, a large number of students who registered to write examinations for N1 to N3 programmes, did not actually write the examinations. The national average pass rate for N1 to N3 programmes stood at 35% in 2012, with the Western Cape having the highest average pass rate at 48% and North West with the lowest average pass rate at 28%.

Table 24: Number of public and private FET College students who entered, wrote and passed the Report 191 N4-N6 December 2012 examinations for engineering studies, by province, in 2012

Province	Report 191 N4				Report 191 N5				Report 191 N6				Average pass rate (%)
	Number entered	Number wrote	Number passed	Pass rate (%)	Number entered	Number wrote	Number passed	Pass rate (%)	Number entered	Number wrote	Number passed	Pass rate (%)	
Eastern Cape	356	274	125	45.6	191	157	60	38.2	145	124	39	31.5	38.4
Free State	340	257	91	35.4	247	177	38	21.5	130	78	21	26.9	27.9
Gauteng	3 207	2 182	864	39.6	2 801	2 044	860	42.1	1 497	1 140	420	36.8	39.5
KwaZulu-Natal	2 600	1 977	930	47.0	1 443	1 017	366	35.9	885	575	199	34.6	39.2
Limpopo	1 418	1 041	287	27.6	1 256	1 023	369	36.1	760	667	261	39.1	34.3
Mpumalanga	599	427	202	47.3	322	201	68	33.8	126	50	12	24.0	35.0
Northern Cape	4	0	0	-	4	2	0	0	0	0	0	-	0.0
North West	219	131	66	50.4	140	77	24	31.2	75	46	10	21.7	34.4
Western Cape	446	235	140	59.6	288	176	55	31.3	102	64	30	46.9	45.9
National	9 189	6 524	2 705	41.5	6 692	4 874	1 840	37.8	3 720	2 744	992	36.2	38.5

Source: DHET (2012) FET Colleges and AET Centres: Preliminary report on examination and assessment results, November 2012 examinations. Pretoria.

Note 1: Dash (-) means that data is not available.

Note 2: "Pass rate" refers to the percentage of students who passed. Pass rate is computed by dividing the total number of students who passed (pass + conditional pass) by total number of students who sat for an examination.

Note 3: "Number entered" refers to the number of students who enrolled in an FET College for the qualification in engineering studies N4-N6

Note 4: "Number wrote" refers to the number of students who sat for the engineering studies N4-N6 examinations.

Note 5: "Number passed" refers to the number of students who successfully completed the relevant engineering studies N4-N6.

As is the case with other FET College programmes, the gap between the number of students who registered to write the N4 to N6 examinations and those who actually wrote the examinations, is fairly big. Table 24 shows that more than 14 000 students of the 19 601 who entered, wrote the Report 191 N4 to N6 Engineering Studies examinations in 2012, of whom just more than 5 000 passed the examinations. The province with the highest average pass rate was Western Cape at 46%.

Table 25: Number of public and private FET College students who entered, wrote and passed the Report 191 N4-N6 December 2012 examinations for business studies, by province, in 2012

Province	Report 191 N4				Report 191 N5				Report 191 N6				Average pass rate (%)
	Number entered	Number wrote	Number passed	Pass rate (%)	Number entered	Number wrote	Number passed	Pass rate (%)	Number entered	Number wrote	Number Passed	Pass rate (%)	
Eastern Cape	1 992	1 411	428	30.3	1 374	1 141	169	14.8	567	481	123	25.6	23.6
Free State	2 802	771	38	4.9	1 392	1 068	180	16.9	555	431	138	32.0	17.9
Gauteng	7 334	5 524	1 908	34.5	4 287	3 503	364	10.4	1 426	1 196	361	30.2	25.0
KwaZulu- Natal	8 045	5 687	1 129	19.9	5 842	4 504	794	17.6	2 300	1 885	532	28.2	21.9
Limpopo	3 008	2 464	123	5.0	2 155	1 776	56	3.2	886	682	179	26.2	11.5
Mpumalanga	651	528	144	27.3	720	634	38	6.0	251	206	78	37.9	23.7
Northern Cape	453	328	79	24.1	873	742	63	8.5	227	195	51	26.2	19.6
North West	961	751	283	37.7	680	549	75	13.7	147	112	48	42.9	31.4
Western Cape	2 200	1 691	842	49.8	3 380	2 754	986	35.8	1 025	803	400	49.8	45.1
National	27 446	19 155	4 974	26.0	20 703	16 671	2 725	16.3	7 384	5 991	1 910	31.9	24.7

Source: DHET (2012) FET Colleges and AET Centres: Preliminary report on examination and assessment results, November 2012 examinations. Pretoria.

Note 1: "Pass rate" refers to the percentage of students who passed. Pass rate is computed by dividing the total number of students who passed (pass + conditional pass) by total number of students who sat for an examination.

Note 2: "Number entered" refers to the number of students who enrolled in an FET College for the qualification in business studies N4-N6.

Note 3: "Number wrote" refers to the number of students who sat for the business studies N4-N6 examinations.

Note 4: "Number passed" refers to the number of students who successfully completed the relevant business studies N4-N6.

Table 25 shows that more than 41 000 students of the 55 533 who entered, wrote the Report 191 N4 to N6 Business Studies examinations in 2012, with just more than 9 000 students having passed the examinations, resulting in an average pass rate of 25%. Western Cape had the highest average pass rate at 45%, while the lowest average pass rate was in Limpopo at 11.5%.

5. ADULT EDUCATION AND TRAINING (AET) CENTRES: AN OVERVIEW

5.1 INTRODUCTION

The provisioning of AET in South Africa is underpinned by *The Adult Basic Education and Training Act, 2000* (Act No. 52 of 2000). The Act provides for the establishment, governance and funding of AET institutions in South Africa.

AET is offered in public and private adult learning centres for adults and out-of-school youth who seek to complete their schooling and who wish to acquire new skills.

Table 26: Learner enrolment in public and private AET Centres by institutional type and programme type, in 2012

Type	AET Level 1	AET Level 2	AET Level 3	AET Level 4 (NQF Level 1)	Grade 10 (NQF Level 2)	Grade 11 (NQF Level 3)	Grade 12 (NQF Level 4)	Other/ Skills Development	Total
Private AET	1 148	1 263	1 356	2 370	53	8	2 049	443	8 690
Public AET	24 213	33 470	36 253	134 276	258	213	71 037	6 658	306 378
Total	25 361	34 733	37 609	136 646	311	221	73 086	7 101	315 068
Percentage	8.0%	11.0%	11.9%	43.4%	0.1%	0.1%	23.2%	2.3%	100%

Source: 2012 Annual Survey of AET Centres.
2012 Snap Survey of AET Centres.

Note 1: Mpumalanga data was sourced from the 2012 Snap Survey of AET Centres.

Table 26 indicates that more than 315 000 learners had enrolled in public and private AET Centres in 2012, exceeding the 2012/13 target of 255 000 set in the Department's Annual Performance Plan (APP). The public AET sector is significantly larger, at 97% of the total AET sector, compared to the private AET sector.

AET centres offer a range of learning opportunities – from adult basic education and training programmes, to second- chance opportunities for learners to complete Grade 12, as well as general skills development programmes. As can be seen from Table 26, in 2012, more than 40% of learners were enrolled in AET Level 4 programmes (NQF level 1 programme, equivalent to Grade 9), while more than a quarter of learners were enrolled in Grade 12 (NQF Level 4). The number and proportion of learners undertaking skills programmes is relatively much lower.

5.2 PUBLIC AET CENTRES

5.2.1 Introduction

AET is offered in public and private AET Centres, which are located mainly in the townships and rural areas of South Africa. The majority of public AET Centres utilise schools for the provision of adult education and training programmes. Public AET Centres are established at provincial level by Provincial Departments of Education (PEDs). PEDs are responsible for the funding and support of AET Centres, including the recruitment of learners, the appointment of educators and managers, and the establishment of centres.

In 2012, there were 3 150 public AET Centres in South Africa. However, only 2 457 public AET Centres responded to the survey sent to them by the department. Therefore, the data provided below needs to be read in this context.

5.2.2 Overview of public AET Centres

Table 27: Number of learners, educators and institutions in public AET Centres by province, in 2012

Province	Categories	Number
Eastern Cape	Learners	40 746
	Educators	2 888
	Institutions	263
Free State	Learners	12 774
	Educators	616
	Institutions	71
Gauteng	Learners	85 624
	Educators	2 408
	Institutions	47
KwaZulu-Natal	Learners	47 961
	Educators	4 871
	Institutions	702
Limpopo	Learners	33 610
	Educators	1 532
	Institutions	650
*Mpumalanga	Learners	27 126
	Educators	1 593
	Institutions	257
Northern Cape	Learners	4 174
	Educators	236
	Institutions	104
North West	Learners	24 349
	Educators	1 373
	Institutions	260
Western Cape	Learners	29 963
	Educators	926
	Institutions	103
Unspecified	Learners	51
	Educators	2
	Institutions	n.a.
National	Learners	306 378
	Educators	16 445
	Institutions	2 457

Source: 2012 Annual Survey of AET Centres.

*2012 Snap Survey of AET Centres.

Note 1: Dash (-) means that data is not available.

Note 2: "n.a." means "not applicable."

Note 3: 51 learners and two educators did not specify the name of their AET Centres and/ or province.

Note 4: Mpumalanga data was sourced from the 2012 Snap Survey of AET Centres.

Table 27 shows that there were approximately 307 000 learners and 16 445 educators in 2 457 public AET Centres in South Africa in 2012. The number of AET Centres across provinces varies greatly, ranging from 47 in Gauteng to 702 in KwaZulu-Natal. However, Gauteng had the highest number of enrolled learners in 2012 at 85 624, followed by KwaZulu-Natal with close to 48 000 learners.

Table 28: Number of learners in public AET Centres by province and programme, in 2012

Province	AET Level 1	AET Level 2	AET Level 3	AET Level 4 (NQF 1)	Grade 10 (NQF 2)	Grade 11 (NQF 3)	Grade 12 (NQF 4)	Other/ Skills Development	Total
Eastern Cape	4 144	6 682	6 920	22 777	0	0	0	223	40 746
Free State	199	854	1 423	6 380	0	22	3 768	128	12 774
Gauteng	2 288	2 609	3 810	20 806	130	0	5 2740	3 241	85 624
KwaZulu-Natal	6 435	7 530	8 571	21 651	45	125	3 364	240	47 961
Limpopo	1 270	3 609	3 320	25 349	0	0	0	62	33 610
*Mpumalanga	2 725	5 294	5 152	13 825	17	0	108	5	27 126
Northern Cape	577	574	556	2 420	0	0	0	47	4 174
North West	3 268	4 060	4 252	11 156	0	0	828	785	24 349
Western Cape	3 307	2 249	2 235	9 884	66	66	10 229	1 927	29 963
Unspecified	n.a.	9	14	28	n.a.	n.a.	n.a.	n.a.	51
National	24 213	33 470	36 253	134 276	258	213	71 037	6 658	306 378
Percentage	7.9%	10.9%	11.8%	43.8%	0.1%	0.1%	23.2%	2.2%	100%

Source: 2012 Annual Survey of AET Centres.

*2012 Snap Survey of AET Centres.

Note 1: "n.a." means "not applicable."

Note 2: 51 learners did not specify the name of their AET Centres and/ or province.

Note 3: "Unspecified" refers to data that cannot be identified by province.

Note 4: Mpumalanga data was sourced from the 2012 Snap Survey of AET Centres.

Table 28 shows that the majority of learners in public AET Centres were enrolled in AET Level 4 (NQF Level 1) and Grade12 (NQF Level 4) programmes.

5.2.3 Staffing in public AET Centres

Table 29: Number of staff in public AET Centres by province, category and gender, in 2012

Province	Management staff total			Educator staff total			Support staff total			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Eastern Cape	248	64	312	2 414	474	2 888	8	6	14	2 670	544	3 214
Free State	69	45	114	407	209	616	1	0	1	477	254	731
Gauteng	25	43	68	1 526	882	2 408	113	98	211	1 664	1 023	2 687
KwaZulu-Natal	524	146	670	3 535	1 336	4 871	60	20	80	4 119	1 502	5 621
Limpopo	599	95	694	1 310	222	1 532	14	-0	14	1 923	317	2 240
*Mpumalanga	253	38	291	1 372	221	1 593	21	9	30	1 646	268	1 914
Northern Cape	29	8	37	180	56	236	4	1	5	213	65	278
North West	185	43	228	1 110	263	1 373	5	15	20	1 300	321	1 621
Western Cape	103	71	174	524	402	926	85	75	160	712	548	1 260
Unspecified	1	n.a.	1	2	n.a.	2	n.a.	n.a.	n.a.	3	n.a.	3
National	2 036	553	2 589	12 380	4 065	16 445	311	224	535	14 727	4 842	19 569
Percentage	78.6%	21.4%	100.0%	75.3%	24.7%	100.0%	58.1%	41.9%	100.0%	75.3%	24.7%	100%

Source: 2012 Annual Survey of AET Centres.

*2012 Snap Survey of AET Centres.

Note 1: "n.a means." not applicable.

Note 2: Three (3) staff members did not specify the name of their AET Centres and/or province.

Note 3: "Educator staff" refers to any person who teaches, educates or trains a learner, or provides professional educational services, including professional therapy and educational psychology services at a centre.

Note 4: "Management staff" includes the centre manager of an AET Centre.

Note 5: "Support staff" includes all other staff members who are not teaching, i.e. support staff includes persons who render: academic support services; student/learner support services; human resource management; financial management; administration; maintenance of the buildings and gardens; catering services; and security services.

Note 6: Mpumalanga data was sourced from the 2012 Snap Survey of AET Centres.

In 2012, there were 19 569 staff members in public AET Centres. Of these, 84% were educator staff and 74% comprised of females. Most educators were located in KwaZulu-Natal (4 871), followed by Eastern Cape (2 888) and Gauteng (2 408).

5.3 PRIVATE AET CENTRES

5.3.1 Introduction

Private AET Centres are required by law to be registered with PEDs. As can be seen in Table 30, the private AET sector is relatively small in comparison with the public sector.

In 2012, there were 150 private AET Centres registered with the Department. However, only 60 private AET Centres responded to the survey sent to them by the department. Therefore, the data provided below needs to be read in this context.

5.3.2 Overview of private AET Centres

Table 30: Number of learners, educators and institutions in private AET Centres by province, in 2012

Province	Categories	Private AET Centres
Eastern Cape	Learners	1 172
	Educators	100
	Institutions	9
Free State	Learners	200
	Educators	5
	Institutions	2
Gauteng	Learners	3 053
	Educators	103
	Institutions	10
KwaZulu-Natal	Learners	537
	Educators	50
	Institutions	8
Limpopo	Learners	n.a.
	Educators	n.a.
	Institutions	n.a.
*Mpumalanga	Learners	267
	Educators	13
	Institutions	5
Northern Cape	Learners	n.a.
	Educators	n.a.
	Institutions	n.a.
North West	Learners	736
	Educators	23
	Institutions	6
Western Cape	Learners	2 725
	Educators	86
	Institutions	20
National	Learners	8 690
	Educators	380
	Institutions	60

Source: 2012 Annual Survey of AET Centres.

*2012 Snap Survey of AET Centres.

Note 1: "n.a." means "not applicable".

Note 2: Mpumalanga data was sourced from the 2012 Snap Survey of AET Centres.

Table 30 shows that there were 60 private AET Centres, with 8 690 learners and 380 educators in South Africa, in 2012. Limpopo and Northern Cape did not have any registered private AET Centres in 2012, while Western Cape had the highest number of private AET Centres.

Table 31: Number of learners enrolled in private AET Centres by programme and by province, in 2012

Province	AET Level 1	AET Level 2	AET Level 3	AET Level 4 (NQF 1)	Grade 10 (NQF 2)	Grade 11 (NQF 3)	Grade 12 (NQF 4)	Other/ Skills Development	Total
Eastern Cape	133	199	153	687	0	0	0	0	1 172
Free State	8	5	16	171	0	0	0	0	200
Gauteng	309	313	329	443	53	8	1 378	220	3 053
KwaZulu-Natal	67	107	138	152	0	0	73	0	537
Limpopo	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
*Mpumalanga	16	23	42	86	0	0	67	33	267
Northern Cape	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
North West	80	81	92	184	0	0	206	93	736
Western Cape	535	535	586	647	0	0	325	97	2 725
National	1 148	1 263	1 356	2 370	53	8	2 049	443	8 690
Percentage	13.2%	14.5%	15.6%	27.3%	0.6%	0.1%	23.6%	5.1%	100.0%

Source: 2012 Annual Survey of AET Centres

*2012 Snap Survey of AET Centres.

Note 1: "n.a." means "not applicable".

Note 2: Mpumalanga data was sourced from the 2012 Snap Survey of AET Centres.

Table 31 shows that, as in the case of public AET Centres, the majority of the 8 690 learners in private AET Centres were enrolled in AET Level 4 programmes (NQF Level 1) and in Grade 12 (NQF Level 4) programmes.

In 2012, the Eastern Cape and Free State provinces only offered ABET Levels 1 to 4 programmes and not Grades 10 to 12 programmes. Gauteng was the only province that offered the widest range of programmes at all levels.

5.3.3 Staffing in private AET Centres

Table 32: Number of staff in private AET Centres by province, category and gender, in 2012

Province	Management staff total			Educator staff total			Support staff total			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Eastern Cape	9	0	9	86	14	100	0	1	1	95	15	110
Free State	1	1	2	3	2	5	0	0	0	4	3	7
Gauteng	7	10	17	35	68	103	12	9	21	54	87	141
KwaZulu-Natal	5	1	6	39	11	50	0	1	1	44	13	57
Limpopo	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
*Mpumalanga	2	2	4	7	6	13	0	0	0	9	8	17
Northern Cape	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
North West	1	1	2	16	7	23	0	0	0	17	8	25
Western Cape	11	15	26	53	33	86	4	3	7	68	51	119
National	36	30	66	239	141	380	16	14	30	291	185	476
Percentage	54.5%	45.5%	100.0%	62.9%	37.1%	100.0%	53.3%	46.7%	100.0%	61.1%	38.9%	100.0%

Source: 2012 Annual Survey of AET Centres.

*2012 Snap Survey of AET Centres.

Note 1: "n.a." means "not applicable".

Note 2: The category "Management staff" includes the centre manager of a centre.

Note 3: The category "Educator staff" includes any person who teaches, educates or trains a learner, or provides professional educational services, including professional therapy and educational psychology services, at a centre.

Note 4: The category "Support staff" includes all other staff members who are not teaching. I.e. support staff includes persons who render: academic support services; student support services; human resource management; financial management; administration; maintenance of the buildings and gardens; catering services; and security services.

Note 6: Mpumalanga data was sourced from the 2012 Snap Survey of AET Centres.

In 2012, there were 476 staff members in private AET Centres. Of these, 80% were educator staff and 61% comprised females. Most educators were located in Gauteng province (103), followed by Eastern Cape (100) and Western Cape (86).

5.4 EXAMINATION RESULTS IN THE PUBLIC AND PRIVATE AET CENTRES

This section of the report provides an overview of the performance of the results of candidates from both public and private AET Centres who wrote the GETC-ABET Level 4 examinations in November 2012. UMALUSI, the quality assurance body for General and Further Education and Training qualifications, declared the November 2012 examination processes and results valid and fair, and approved the release thereof on 27 December 2012. The statistics provided below include all candidates who wrote the November 2012 examinations at all examination centres registered with the Department. All examination results reported below are inclusive of public and private AET Centres.

Table 33: Number of public and private AET Centre learners who entered, wrote and passed the GETC-ABET Level 4 examinations, from 2010 to 2012

Year	Number entered	Number wrote	Number passed	Pass rate (%)
2010	143 530	75 832	17 888	23.6
2011	96 452	62 044	17 001	27.4
2012	90 384	49 856	18 663	37.4

Source: DHET (2012) FET Colleges and AET Centres: Preliminary report on examination and assessment results, November 2012 examinations. Pretoria.
*2012 WCED Exams database.

Note 1: "Pass rate" refers to the percentage of students who passed. Pass rate is computed by dividing the total number of students who passed (pass + conditional pass) by total number of students who sat for an examination.

Note 2: "Number entered" refers to the number of students who enrolled in the AET Centre for the GETC-ABET Level 4.

Note 3: "Number wrote" refers to the number of students who sat for the GETC-ABET Level 4 examination.

Note 4: "Number passed" refers to the number of students who successfully completed for the GETC-ABET Level 4.

Note 5: Western Cape data was sourced from the 2012 WCED Exams database.

Table 33 shows that of the approximately 90 400 students who entered the GETC-ABET Level 4 examinations, only 49 856 actually wrote the examination. Table 33 also shows that of the 49 856 learners who wrote the GETC-ABET Level 4 examinations in 2012, less than 20 000 passed the examinations. However, the pass rate for the GETC-ABET Level 4 examinations has improved significantly over the past few years, from 24% in 2010 to 37% in 2012.

Table 34: Number of public and private AET Centre learners who entered, wrote and passed the GETC-ABET Level 4 examinations, by province, in 2012

Province	Number entered	Number wrote	Number passed	Pass rate (%)
Eastern Cape	13 309	4 553	2 196	48.2
Free State	5 933	3 412	1 427	41.8
Gauteng	12 951	7 430	2 915	39.2
KwaZulu-Natal	14 095	8 471	4 339	51.2
Limpopo	19 326	13 741	3 859	28.1
Mpumalanga	12 513	5 270	1 711	32.5
Northern Cape	1 685	848	274	32.3
North West	6 585	4 666	1 448	31.0
*Western Cape	3 987	1 465	494	33.7
National	90 384	49 856	18 663	37.4

Source: DHET (2012) FET Colleges and AET Centres: Preliminary report on examination and assessment results, November 2012 examinations. Pretoria.
*2012 WCED Exams database.

Note 1: "Pass rate" refers to the percentage of students who passed. Pass rate is computed by dividing the total number of students who passed (pass + conditional pass) by total number of students who sat for an examination.

Note 2: "Number entered" refers to the number of students who enrolled in the AET Centre for the GETC-ABET Level 4.

Note 3: "Number wrote" refers to the number of students who sat for the GETC-ABET Level 4 examinations.

Note 4: "Number passed" refers to the number of students who successfully completed the relevant GETC-ABET Level 4.

Note 5: Western Cape data was sourced from the 2012 WCED Exams database.

Table 34 shows that KwaZulu-Natal recorded the highest pass rate of more than 51%, whereas Limpopo recorded the lowest pass rate of 28%.

6. SECTOR EDUCATION AND TRAINING AUTHORITY (SETA) SUPPORTED LEARNING PROGRAMMES

6.1 INTRODUCTION

SETAs were established in terms of the Skills Development Act (RSA, No. 97 of 1998), to develop and improve the skills of the South African workforce. Currently, there are twenty one SETAs in South Africa, each classified according to economic sectors.

The functions and responsibilities of SETAs are set out in Chapter 3, section 10 of the Skills Development Act, 1998, which states, inter alia, that SETAs are to:

- Disburse levies collected from employers in their sector;
- Develop and administer Learnerships;
- Undertake quality assurance of training programmes through, among others, the accreditation of education and training providers and the registration of assessors;
- Develop a sector skills plan. This is a plan to describe the trends in each sector, the skills that are in demand, and to identify priorities for skills development; and
- Implement sector skills plans.

The Department is responsible for management of the SETA performance to ensure that the above functions are undertaken effectively and efficiently. The Department is determined to realise the slogan of “every workplace a training space” by ensuring that significant numbers of young people are able to access workplace-based training through learnerships and internships.

This section of the report provides information on the number of workers and unemployed persons who are registered in SETA-supported learning programmes, namely learnerships, internships and skills programmes. It includes a special sub-section on artisans owing to the importance attached by government to develop greater numbers of artisans in the country.

6.2 REGISTRATION AND CERTIFICATION IN SETA-SUPPORTED LEARNING PROGRAMMES: TREND DATA

Table 35: Number of workers and unemployed persons registered for and certificated in SETA-supported learning programmes by programme type, from 2010/11 to 2012/13

Year	Registered				Certificated			
	Learnerships	Internships	Skills programmes	Total registered	Learnerships	Internships	Skills programmes	Total certificated
2010/11	47 649	2 675	66 133	116 457	30 864	1 064	75 531	107 459
2011/12	43 871	3 452	87 906	135 229	29 197	878	87 527	117 602
2012/13	50 885	6 127	74 587	131 599	37 158	2 195	86 491	125 844

Source: SETA Quarterly Reports, 2012/13.

Note 1: The category "Learnerships" refers to a learning programme that leads to an occupational qualification or part qualification, and includes an apprenticeship and cadetship.

Note 2: The category "Internships" refers to the structured work experience component of an occupational qualification registered by the Quality Council for Trades and Occupations (QCTO).

Note 3: The category "Skills programmes" refers to a part qualification as defined in the NQF Act.

Table 35 shows that more than 131 000 persons registered in SETA learning programmes in 2012/13. More than half of all persons involved in SETA learning programmes had registered for skills programmes, while 50 885 learners had registered for learnerships in 2012/13. Although the number of persons registered for internships in 2012/13 was relatively smaller (6 127) in relation to other learning programmes, a significant increase in the number of internships is evident between 2010/11 and 2012/13. It is important for this positive trend to continue to ensure expanded opportunities for graduates and students to gain workplace exposure and experience, which would provide them with a better chance to enter the economy.

The number of persons who were certificated in SETA learning programmes increased from 107 459 in 2010/11 to almost 126 000 in 2012/13. The majority, by far, were certificated in skills programmes.

6.2.1 Workers registered for SETA-supported learning programmes

Table 36: Number of workers registered for SETA-supported learning programmes, by programme type, in 2012/13

SETA	Learnerships			Skills programmes			Total Target	Total Actual
	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)		
AGRISETA	800	804	101	1 200	2 715	226	2 000	3 519
BANKSETA	260	360	138	200	493	247	460	853
CATHSSETA	100	617	617	0	300	0	100	917
CETA	500	193	39	500	324	65	1 000	517
CHIETA	850	1 561	184	1 050	973	93	1 900	2 534
ETDP SETA	0	0	0	4 125	3 974	96	4 125	3 974
EWSETA	0	775	0	0	682	0	0	1 457
FASSET	855	610	71	10 025	15 555	155	10 880	16 165
FOODBEV	800	794	99	450	2 939	653	1 250	3 733
FP&M SETA	0	586	0	300	637	212	300	1 223
HWSETA	1 200	2 654	221	225	0	0	1 425	2 654
INSETA	80	81	101	600	547	91	680	628
LGSETA	950	1 307	138	700	1 110	159	1 650	2 417
MERSETA	1 732	3 336	193	3 099	4 323	139	4 831	7 659
MICT SETA	0	1 375	0	0	586	0	0	1 961
MQA	200	1 183	592	10 000	14 465	145	10 200	15 648
PSETA	400	167	42	410	628	153	810	795
SASSETA	130	396	305	1 080	1 342	124	1 210	1 738
SERVICES	80	284	355	600	81	14	680	365
TETA	175	410	234	550	8 863	1611	725	9 273
W&RSETA	5 300	3 185	60	0	3 568	0	5 300	6 753
Total	14 412	20 678	143	35 114	64 105	183	49 526	84 783

Source: SETA Quarterly Reports, 2012/13.

Note 1: The category "Learnerships" refers to a learning programme that leads to an occupational qualification or part qualification, and includes an apprenticeship and cadetship.

Note 2: The category "Internships" refers to the structured work experience component of an occupational qualification registered by the Quality Council for Trades and Occupations (QCTO).

Note 3: The category "Skills programmes" refers to a part qualification as defined in the NQF Act.

Table 36 shows that in 2012/13, a total of 84 783 workers had registered for SETA-supported learning programmes, mainly for skills programmes. In sum, SETAs exceeded their registration targets significantly for this period.

The Finance and Accounting Services Sector Education and Training Authority (FASSET), Mining Qualifications Authority (MQA) and Transport Education and Training Authority (TETA) had registered high numbers of their workers for learning programmes in 2012/13, at 16 165, 15 648 and 9 273 respectively. As Table 36 shows, many SETAs exceeded their targets, while some did not meet their targets.

6.2.2 Workers certificated in SETA-supported learning programmes

Table 37: Number of workers certificated in SETA-supported learning programmes, by programme type, in 2012/13

SETA	Learnerships			Skills programmes			Total Target	Total Actual
	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)		
AGRISETA	400	866	217	600	3 676	613	1 000	4 542
BANKSETA	182	58	32	150	465	310	332	523
CATHSSETA	50	176	352	0	300	0	50	476
CETA	250	282	113	250	328	131	500	610
CHIETA	425	1 197	282	525	551	105	950	1 748
ETDP SETA	0	119	0	0	164	0	0	283
EWSETA	0	983	0	0	236	0	0	1 219
FASSET	450	111	25	10 025	15 555	155	10 475	15 666
FOODBEV	400	827	207	0	985	0	400	1 812
FP&M SETA	0	374	0	125	411	329	125	785
HWSETA	600	730	122	113	522	462	713	1 252
INSETA	0	325	0	420	1 676	399	420	2 001
LGSETA	200	2 007	1 004	400	6 165	1 541	600	8 172
MERSETA	940	2 109	224	1 448	2 177	150	2 388	4 286
MICT SETA	0	0	0	250	413	165	250	413
MQA	480	1 488	310	10 000	24 007	240	10 480	25 495
PSETA	120	311	259	300	689	230	420	1 000
SASSETA	65	500	769	540	3 335	618	605	3 835
SERVICES	0	123	0	420	0	0	420	123
TETA	131	37	28	412	4 884	1 185	543	4 921
W&RSETA	500	1 776	355	0	1 634	0	500	3 410
Total	5 193	14 399	277	25 978	68 173	262	31 171	82 572

Source: SETA Quarterly Reports, 2012/13.

Note 1: The category "Learnerships" refers to a learning programme that leads to an occupational qualification or part qualification, and includes an apprenticeship and cadetship.

Note 2: The category "Internships" refers to the structured work experience component of an occupational qualification registered by the Quality Council for Trades and Occupations (QCTO).

Note 3: The category "Skills programmes" refers to a part qualification as defined in the NQF Act.

Table 37 above indicates that more than 82 000 workers were certificated in SETA-supported learning programmes in 2012/13, the majority (68 173) for skills programmes. The Manufacturing, Engineering and Related Services Sector Education and Training Authority (merSETA) and Local Government Sector Education and Training Authority (LGSETA) certificated the most number of workers for learnerships, while MQA and FASSET certificated the most number of workers for skills programmes. The Services SETA did not certify any workers for skills programmes.

In general, the set targets for certification were achieved for the 2012/13 period.

6.2.3 Unemployed persons registered for SETA-supported learning programmes

Table 38: Number of unemployed persons registered for SETA-supported learning programmes, by programme type, in 2012/13

SETA	Learnerships			Internships			Skills programmes			Total Target	Total Actual
	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)		
AGRISETA	325	1 236	380	350	406	116	500	2 260	452	1 175	3 902
BANKSETA	700	1 225	175	50	74	148	200	355	178	950	1 654
CATHSSETA	165	1 023	620	40	172	430	200	220	110	405	1 415
CETA	500	926	185	1 500	99	7	500	143	29	2 500	1 168
CHIETA	950	1 882	198	75	121	161	280	279	100	1 305	2 282
ETDP SETA	950	1 077	113	300	572	191	0	405	0	1 250	2 054
EWSETA	550	575	105	0	30	0	0	0	0	550	605
FASSET	3 210	3 661	114	0	0	0	0	0	0	3 210	3 661
FOODBEV	600	598	100	700	401	57	0	0	0	1 300	999
FP&M SETA	1 200	1 235	103	40	43	108	400	326	82	1 640	1 604
HWSETA	1 200	1 223	102	0	0	0	225	41	18	1 425	1 264
INSETA	400	1 124	281	450	253	56	0	18	0	850	1 395
LGSETA	300	364	121	100	344	344	300	672	224	700	1 380
MERSETA	2 021	2 690	133	180	377	209	806	2 461	305	3 007	5 528
MICT SETA	2 100	2 830	135	500	970	194	0	0	0	2 600	3 800
MQA	600	566	94	500	606	121	2 000	2 089	104	3 100	3 261
PSETA	300	96	32	40	45	113	0	0	0	340	141
SASSETA	1 072	2 233	208	150	210	140	0	0	0	1 222	2 443
SERVICES	400	708	177	450	95	21	0	0	0	850	803
TETA	175	586	335	1 875	1 257	67	550	887	161	2 600	2 730
W&RSETA	3 365	4 349	129	3 667	52	1	0	326	0	7 032	4 727
Total	21 083	30 207	1.43	10 967	6 127	56	5 961	10 482	176	38 011	46 816

Source: SETA Quarterly Reports, 2012/13

Note 1: The category "Learnerships" refers to a learning programme that leads to an occupational qualification or part qualification, and includes an apprenticeship and cadetship.

Note 2: The category "Internships" refers to the structured work experience component of an occupational qualification registered by the Quality Council for Trades and Occupations (QCTO).

Note 3: The category "Skills Programmes" refers to a part qualification as defined in the NQF Act.

As Table 38 shows, 46 816 unemployed persons were registered for SETA-supported learning programmes in 2012/13. Of these, the majority (30 207) were registered for learnership programmes, while 6 127 were registered for internship programmes, the latter performing significantly below the set target. The merSETA, Wholesale and Retail Sector Education and Training Authority (W&RSETA) and Agriculture Sector Education and Training Authority (AGRISETA) registered the highest number of unemployed persons for SETA-supported education and training programmes in 2012/13.

6.2.4 UNEMPLOYED PERSONS CERTIFICATED IN SETA-SUPPORTED LEARNING PROGRAMMES

Table 39: Number of unemployed persons certificated in SETA-supported learning programmes, by programme type, in 2012/13

SETA	Learnerships			Internships			Skills programmes			Total Target	Total Actual
	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)		
AGRISETA	163	2 260	1 387	268	439	164	250	2 260	904	681	4 959
BANKSETA	602	859	142	0	0	0	150	465	310	752	1 324
CATHSETA	83	228	275	20	96	480	100	3 499	3 499	203	3 823
CETA	500	260	52	0	0	0	500	292	58	1 000	552
CHIETA	475	1 219	257	38	47	124	140	229	164	653	1 495
ETDP SETA	0	478	0	0	306	0	0	61	0	0	845
EWSETA	225	781	347	0	0	0	0	0	0	225	781
FASSET	0	2 812	0	0	0	0	0	0	0	0	2 812
FOODBEV	300	598	199	250	136	54	0	0	0	550	734
FP&M SETA	600	711	119	0	0	0	225	134	60	825	845
HWSETA	600	939	157	0	0	0	225	120	53	825	1 059
INSETA	280	426	152	315	154	49	0	60	0	595	640
LGSETA	200	72	36	50	27	54	250	135	54	500	234
MERSETA	1 184	2 650	224	63	103	163	188	1 856	987	1 435	4 609
MICT SETA	1 300	2 313	178	0	0	0	220	0	0	1 520	2 313
MQA	480	701	146	0	0	0	6 000	8 280	138	6 480	8 981
PSETA	40	0	0	250	845	338	0	0	0	290	845
SASSETA	536	997	186	75	23	31	0	0	0	611	1 020
SERVICES	280	243	87	315	0	0	0	0	0	595	243
TETA	131	237	181	131	19	15	412	545	132	674	801
W&RSETA	500	3 975	795	1 834	0	0	0	382	0	2 334	4 357
Total	8 479	22 759	268	3 609	2 195	61	8 660	18 318	212	20 748	43 272

Source: SETA Quarterly Reports, 2012/13.

Note 1: The category "Learnerships" refers to a learning programme that leads to an occupational qualification or part qualification, and includes an apprenticeship and cadetship.

Note 2: The category "Internships" refers to the structured work experience component of an occupational qualification registered by the Quality Council for Trades and Occupations (QCTO).

Note 3: The category "Skills programmes" refers to a part qualification as defined in the NQF Act.

Table 39 indicates that 43 272 unemployed persons were certificated in SETA-supported learning programmes 2012/13. Of these, the majority were certificated in learnerships (22 759) and skills programmes (18 318). The MQA, AGRISSETA, merSETA, W&RSETA and CATHSETA certificated the most number of unemployed persons in 2012/13.

In general, SETAs exceeded their certification targets by more than 50% (43 272) in all the learning programmes over the 2012/13 financial period.

6.3. ARTISANS

6.3.1 Introduction

The Skills Development Act (RSA, 1998) defines an artisan as a person who has been certified as being competent to perform a listed trade. There are 125 trades listed in South Africa in terms of Government Notice 35625, issued on 31 August 2013. Each trade can be identified by a special code, referred to as the “Organising Framework for Occupations” (OFO) code. Below are some examples of listed trades.

OFO Code	Occupation	OFO Code	Occupation
641201	Bricklayer	671202	Millwright
641301	Stonemason	671203	Mechatronics Technician
641303	Refractory Mason	671204	Lift Mechanic
641501	Carpenter and Joiner	651202	Welder
641502	Carpenter	651301	Sheet Metal Worker
671101	Electrician	651302	Boiler Maker

A person has to follow several steps to be certified as an artisan. These include the completion of a theory component, a practical training component, structured workplace training, and trade testing. There is a continuous need for suitably qualified artisans to sustain industries and support economic growth in South Africa. Artisan development has therefore been elevated as a priority area for skills development in the country. Government’s National Development Plan (NDP) indicates that by 2030 the country should be producing 30 000 qualified artisans per year. At present the country is producing on average 13 000 qualified artisans per year, and so the number has to more than double in the next two decades leading up to 2030.

Tables 40 and 41 below provide data on the numbers of learners entering artisanal programmes, as well as those completing artisanal programmes, for two consecutive financial years. They include information on data reported by SETAs and Institute for the National Development of Learnerships, Employment skills and Labour Assessments (INDLELA), as well as validated figures obtained through an auditing process.

6.3.2 Learners entering artisanal learning programmes

Table 40: Number of learners entering artisanal learning programmes, from 2011/12 to 2012/13

SETA	2011 - 2012	2012 - 2013
	Number of Learners	Number of Learners
AGRISETA	96	70
CATHSSETA	563	662
CETA	1 849	579
CHIETA	2 541	1 989
EWSETA	1 046	1 316
FOODBEV	15	0
FP&MSETA	351	584
HWSETA	-	0
INDLELA	5 227	5 795
LGSETA	413	528
MERSETA	6 254	4 951
MICT SETA	-	0
MQA	2 525	2 365
PSETA	78	53
SASSETA	-	516
SERVICES	2 104	984
TETA	1 019	711
W&R SETA	334	746
Total	24 415	21 849

Source: National Artisan Development Support Centre (NADSC) – NAP database management system.

Note 1: Dash (-) means that data is not available.

Almost 22 000 learners entered artisanal learning programmes in 2012/13, compared with 24 415 in 2011/12. The decline in the number of learners entering artisanal programmes over the past two years, can be attributed to the significant drop in the number of artisanal learners supported by the Services SETA, the Transport Education and Training Authority SETA (TETA) and the Construction Education and Training Authority (CETA).

The merSETA and INDLELA supported almost half of all learners entering artisanal learning programmes during the 2012/13 financial year, while the MQA also supported a significant number of artisanal learners. Some SETAs do not support artisans, since they do not work with occupations that are listed as trades.

6.3.3 Learners completing artisanal learning programmes

INDLELA is responsible for testing learners who have completed their structured work-based and theoretical training. INDLELA certifies successful learners as artisans in terms of applicable industry-based Bargaining Council Agreements.

Table 41 provides information on the number of persons who qualified as artisans since 2011. It shows that the number of newly-qualified artisans increased from about 14 000 in 2011/12 to more than 15 000 in 2012/13. Should the current trend continue, it is quite likely that the NDP goal to produce 30 000 artisans per year by 2030 will be achieved.

Table 41: Number of learners completing artisanal learning programmes, from 2011/12 to 2012/13

SETA	2011 - 2012	2012 - 2013
	Number of Learners	Number of Learners
AGRISETA	77	149
CATHSSETA	282	1 007
CETA	699	520
CHIETA	989	1 279
ETDP SETA	-	-
EWSETA	571	37
FOODBEV	160	36
FP&M SETA	-	-
HWSETA	-	-
INDLELA	3 392	1 355
LGSETA	226	305
MERSETA	3 155	7 166
MICT SETA	-	-
MQA	2 566	2 035
PSETA	1	5
SASSETA	-	-
SERVICES	1 521	841
TETA	208	169
W&RSETA	176	373
Total	14 023	15 277

Source: National Artisan Development Support Center (NADSC) – NAP database management system.

Note 1: Dash (-) means that data is not available.

7. FUNDING IN THE POST-SCHOOL EDUCATION AND TRAINING SECTOR

7.1 INTRODUCTION

Included in the Department's budget allocation as appropriated by Parliament, are amounts to be transferred to the 23 Public HE Sector for block grants, infrastructure and efficiency funds, development funds for teaching, research and foundation provision, interest and redemption of government loans, clinical training of health professionals, veterinary science, and the two new universities to be established in Mpumalanga and Northern Cape in 2014. The allocations to HEIs are informed by a funding formula.

In addition, for the 2010/11 to 2012/13 financial years, the amounts included in the Department's budget allocation as appropriated by Parliament, are conditional grant amounts to be transferred to PEDs for the 50 FET Colleges for salaries and operational expenditure. The Division of Revenue Act and a framework regulated the expenditure on this conditional grant.

Funding for the public AET is provided through the provincial sphere of government to the various PEDs.

7.2 FUNDING OF KEY POST-SCHOOL EDUCATION AND TRAINING PUBLIC INSTITUTIONS

Table 42: Transfers to key post-school education and training institutions, from 2010/11 to 2012/13

Financial year	Public HEIs R'000	Public FET Colleges R'000	Public AET Centres R'000	Total R'000
2010/11	17 516 740	3 803 958	1 222 855	22 543 553
2011/12	19 354 159	4 375 311	1 413 194	25 142 664
2012/13	20 902 779	4 844 607	1 464 756	27 212 142
Share of total expenditure in 2012/13	77%	18%	5%	100%

Source: National Treasury website.

Note 1: Amount for public HEIs reflects funds transferred by the DHET to HEIs.

Note 2: Amount for FET Colleges reflects funds transferred by the DHET to provincial education departments for the FET College sector.

Note 3: Amount for AET Centres reflects funds transferred from provincial education departments to AET Centres. The amount reflected for 2012/13 is the budgeted amount (and not the expenditure amount), since the final audited data for this sector have not yet been obtained at the date of publication.

Table 42 indicates the amount of funding allocated to public HEIs, public FET Colleges and to public AET Centres respectively. As demonstrated above, public HEIs receive a significantly higher proportion of the public funding compared to public FET Colleges and public AET Centres. In 2012/13, the proportional distribution of funds to public HEIs, public FET Colleges and public AET Centres stood at 77%, 18% and 5% respectively. Public HEIs received almost R21 billion in the 2012/13 financial year from the Department, while close to R5 billion was transferred by the Department to PEDs for FET Colleges in 2012/13. The PEDs budgeted over R1.4 billion for AET Centres in 2012/13.

7.3 NATIONAL STUDENT FINANCIAL AID SCHEME (NSFAS)

7.3.1 INTRODUCTION

The National Student Financial Aid Scheme (NSFAS) is a loan and bursary scheme funded by the Department for previously disadvantaged students who do not have the financial means to fund their studies. NSFAS is administered and accessible through the universities and FET Colleges.

In terms of the NSFAS Act, 1999 (Act No 56 of 1996), the functions of NSFAS are stated as follows:

- To allocate funds for loans and bursaries to eligible students;
- To develop criteria and conditions for the granting of loans and bursaries to eligible students in consultation with the Minister;
- To raise funds as contemplated in section 14(1) of the NSFAS Act;
- To recover loans;
- To maintain and analyse a database and undertake research for the better utilisation of financial resources;
- To advise the Minister on matters relating to student financial aid; and
- To perform other functions assigned to it by the NSFAS Act or by the Minister.

7.3.2 NSFAS beneficiaries and amount provided

Table 43: Number of students who have received loans/bursaries from the National Student Financial Aid Scheme (NSFAS) and the amount provided, by sub-sector, from 2010 to 2012

Year	Public HEIs		Public FET Colleges		Total		Percentage change on amount provided
	Number of students	Amount provided	Number of students	Amount provided	Number of students	Amount provided	
2010	151 441	3 343 530 674	61 971	317 998 191	213 412	3 661 528 865	
2011	184 189	4 561 360 064	129 766	1 116 590 548	313 955	5 677 950 612	55.1%
2012	202 524	5 871 489 881	192 810	1 822 497 265	395 334	7 693 987 146	35.5%

Source: 2011/12 NSFAS Annual Report.

Note 1: The term "loans" refers to a loan granted to a person by the NSFAS to enable the person to defray the costs connected with his or her education at a designated higher education institution, and those connected with the board and lodging of that person for purposes of attending the institution.

Note 2: The term "bursaries" refers to that part of the loan granted to a person by the NSFAS, which the person is not required to pay back on compliance with the criteria and conditions set in the written agreement.

Close to 400 000 HE and FET College students received financial support from NSFAS in the form of loans or bursaries in 2012, a significantly higher number since the previous two years. The gap between the number of HE and FET College students who benefitted from NSFAS has been closing dramatically over the years, with the result that a significantly higher proportion of FET College students benefitted from NSFAS, compared to the proportion of HE students.

NSFAS granted over R7.6 billion rand in loans and bursaries in 2012, more than double the amount spent in 2010. A significant part of this increase occurred between 2010 and 2011.

7.3.3 Funza Lushaka bursary scheme

The Funza Lushaka Bursary Programme is a special multi-year programme established to incentivise HE students to study in the field of education. It provides financial support to students for the entire duration of the programme linked to a full teaching qualification. Students specialising in national priority areas, such as Mathematics, Science and the Foundation Phase, are most often beneficiaries of the Funza Lushaka bursary scheme.

Table 44: Number of HEI students who received a Funza Lushaka bursary and the amount provided, from 2010 to 2012

Year	Number of students enrolled in the Education field	Number of students who received a Funza Lushaka bursary	Percentage of students who received Funza Lushaka bursary	Amount provided (in rands)
2010	145 413	10 074	6.9%	462 232 553
2011	164 939	8 716	5.3%	442 846 392
2012	168 608	11 704	6.9%	666 782 495

Source: 2011/12 NSFAS Annual Report.

Table 44 shows that almost 12 000 students benefitted from the Funza Lushaka bursary scheme in 2012, comprising about 7% of the total number of students registered in the field of education in 2012. The number of students benefitting from the Funza Lushaka bursary scheme over the 2010 to 2012 period has not been consistent, with a decrease in the number of beneficiaries between 2010 and 2011 and an increase between 2011 and 2012. These shifts are reflected in the amount of funds granted to Funza Lushaka beneficiaries between 2010 and 2012, with over R666 million being spent in 2012.

7.4 THE SKILLS LEVY

7.4.1 Introduction

The skills development levy is a form of tax collected from employers on an annual basis. It constitutes 1% of an employer's monthly payroll costs. The skills development levy is regulated by Section 3 (4) of the Skills Development Levies Act (RSA, 1998).

7.4.2 Distribution of the skills levy

Table 45: Distribution of the skills levy fund, from 2010/11 to 2012/13

Year	Total amount disbursed by the skills levy fund (R '000)	Distribution of levy funds				
		NSF (R'000)	SETAs			
			Administration Costs (R'000)	Mandatory Grant (R'000)	Discretionary Grant (R'000)	Amount disbursed to SETAs (R'000)
2010/11	8 542 521	1 681 140	945 799	3 198 483	2 717 099	6 861 381
2011/12	8 690 375	2 012 837	964 323	3 564 932	2 148 283	6 677 538
2012/13	10 240 111	2 270 798	1 181 809	4 460 329	2 327 175	7 969 313

Source: DHET Annual Financial Statements for the years ending 2011, 2012 and 2013.

Note 1: "NSF" refers to the funds disbursed by the National Skills Fund (see Table 47 for further information).

Note 2: "Administration Costs" refer to administration costs incurred by SETAs, as approved by a SETA Accounting Authority.

Note 2: "Mandatory Grant" refers to the grant paid to an employer by a SETA upon receipt of the employer's Workplace Skills Plan, in terms of Section 4 of the *Skills Development Act, 1998 (Act No. 97 of 1998)*.

Note 3: "Discretionary Grant" refers to the grant paid to an employer by a SETA in support of the SETA Sector Skills Plan, in terms of Section 6 of the *Skills Development Act, 1998 (Act No. 97 of 1998)*.

Table 45 shows the distribution of the skills levy to SETAs and the National Skills Fund (NSF) between the 2010/11 and 2012/13 financial years.

Over R10 billion was available for skills development from the skills development levy fund in the 2012/13 financial year. Of this amount, close to R8 billion was allocated to SETAs, while more than R2 billion was allocated to the NSF. As can be seen from Table 45, the amount of funding available for skills development has grown substantially over the past three financial years – from about R8.5 billion in 2010/11 to more than R10.2 billion in 2012/13.

7.5 GRANTS PROVIDED BY THE NATIONAL SKILLS FUND (NSF)

7.5.1 Introduction

The National Skills Fund (NSF) was established by the Skills Development Act (RSA, No. 97 of 1998) in 1998. It is resourced from skills development levies that are submitted by employers to the government in terms of the Skills Development Levies Act (RSA, No. 9 of 1999). National skills funds are disbursed in line with the strategic framework and criteria for the allocation of funds as approved by the Minister of Higher Education and Training upon advice provided by the National Skills Authority (NSA) as per Section 5(1)(a)(iv) of the Skills Development Act (RSA, No. 97 of 1998).

The Skills Development Act (RSA, No. 97 of 1998) stipulates that NSF may fund the following:

- Skills development projects identified in the National Skills Development Strategy (NSDS) III as national priorities;
- Skills development projects related to the achievement of the purposes of the Skills Development Act; and
- Any activity undertaken by the Minister to achieve a national standard of good practice in skills development.

The tables below provide an overview of the number of projects supported by the NSF, as well as the distribution of funds across key projects.

7.5.2 Number of projects supported by the NSF and number of beneficiaries

Table 46 illustrates the distribution of the number of skills development projects supported by the NSF across individual provinces, in multi-provinces, as well as the number of national projects. It also indicates the number of estimated persons benefiting from skills development projects supported by the NSF.

The NSF supported 157 skills development projects across South Africa during the 2012/13 financial year. Many of these were located at provincial level, while some were national projects. Key national projects supported by the NSF include: the NAMB-NAD Support Centre for national artisan development; Recognition of Prior Learning (RPL) Project of INDLELA; Labour Market Intelligence Project; Green and White Paper processes on Post-School Education and Training and establishment of Ministerial Task Teams on skills-development-related interventions.

Table 46: Number of NSF supported projects and beneficiaries by province, from 2010/11 to 2012/13

Province	Number of projects			Number of beneficiaries		
	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
Eastern Cape	n.a.	34	12	n.a.	11 206	2 585
Free State	n.a.	32	5	n.a.	6 919	3 478
Gauteng	n.a.	50	18	n.a.	30 806	6 951
KwaZulu-Natal	n.a.	41	20	n.a.	13 151	19 480
Limpopo	n.a.	33	13	n.a.	10 488	6 909
Mpumalanga	n.a.	28	3	n.a.	6 140	787
Northern Cape	n.a.	26	3	n.a.	5 224	1 035
North West	n.a.	30	7	n.a.	8 577	2 260
Western Cape	n.a.	44	10	n.a.	15 020	4 098
Multi provinces	n.a.	n.a.	42	n.a.	n.a.	47 885
National	n.a.	n.a.	24	n.a.	n.a.	0
Total	215	318	157	106 408	107 531	95 468

Source: DHET (2012). NSF organisational reports, 2012 (internal reports).

Note 1: n.a. = not applicable.

Note 2: In 2010, NSF information was not categorised by province, hence only total figures are provided for the 2010/11 financial year.

Note 3: The number of beneficiaries includes students who were awarded bursaries, namely NSF allocations to NSFAS, the National Research Foundation (NRF) and Career Wise.

As can be seen in Table 46, the number of projects financed by the NSF declined significantly between the 2011/12 and 2012/13 financial years. This was largely due to the refocusing of NSF funding towards public FET Colleges and Department priority projects on Post-School Education and Training.

Table 47: Distribution of national skills funds across key projects and number of beneficiaries, from 2010/11 to 2012/13

Project	Number of beneficiaries			Amount disbursed (R'000)			Percentage of total amount disbursed 2012/13
	NSDS II 2010/11	NSDS III 2011/12	NSDS III 2012/13	NSDS II 2010/11	NSDS III 2011/12	NSDS III 2012/13	
Bursaries for HEI students	6 696	6 374	15 804	160 800	799 199	1 238 398	48%
NSF allocation - FET college students	-	-	34 528	-	-	444 353	17,2%
Support to NGP (public & private)	-	6 218	9 817	-	166 347	222 087	8,6%
Support to IPAP (public)	5 167	1 254	3 495	32 060	65 470	43 385	1,7%
Rural development	-	10 854	2 634	54 879	30 163	113 017	4,4%
Other national priorities	94 545	82 803	29 190	316 634	243 770	518 295	20,1%
Total	106 408	107 503	95 468	564 373	1 304 949	2 579 535	100%

Source: NSF audited financial statements for the years ending 31 March 2011, 2012 and 2013.

Note 1: The number of students awarded bursaries by NSFAS, NRF or Career Wise.

Note 2: Full details regarding the NSF expenditure and performance information are in the NSF Annual Report 2012/13.

Note 3: Dash (-) means that data is not available.

The amount of funds disbursed by the NSF for skills development has increased significantly since 2010, from just more than R0.5 billion in 2010/11 to more than R2.5 billion in 2012/13. This dramatic increase can be attributed to changes in legislation, which places greater emphasis on an integrated post-school education and training system as envisioned in the Green Paper on Post-School Education and Training. Closer links between employers, education and training institutions, the NSF and SETA's has strengthened the provisioning of education and training and has made the system more responsive to sector, local, regional and national skills needs and priorities, as promoted by the NSDS III. Consequently, as Table 47 shows, in 2012/13, more than 65% of NSF project funds were directed at supporting HEI and FET College students with bursaries.

Table 47 shows that of the 95 468 persons who benefited directly from NSF support in 2012/13, 34 528 were public FET College students and 15 804 were HEI students who received under-graduate and post-graduate bursaries in scarce skills fields of study through the NSFAS, Career Wise and the National Research Foundation (NRF). Other beneficiaries were supported from the NSF through skills development programmes, established to support the National Growth Path (NGP), the Industrial Policy Action Plan (IPAP), rural development and other national priorities.

7.5.3 NSF infrastructure grants

In addition to supporting HEI and FET College students with bursaries, the NSF has prioritised allocations to expand and improve the infrastructure of HEIs, FET Colleges and Community Education Centres, as well as support the improvement of infrastructure at state-owned enterprises. To this end, the NSF disbursed R54 million towards skills infrastructure development as a national priority of government during the 2012/13 financial year.

Table 48: Distribution of NSF infrastructure budget, in 2012/13

	HEIs R'000	Other R'000	Total
Amount disbursed	21 113	32 838	53 951

Source: NSF audited financial statements for the year ending 31 March 2013 (page 93 of the NSF Annual Report 2012/13).

Note 1: "Other" includes institutions other than government.

In 2012/13, over R21 million was disbursed to the University of Pretoria to expand its medical and veterinary facilities, while almost R33 million was used to build hostels and lecture rooms for deaf students and accommodation for hostel managers at the National Institute for the Deaf (NID), which is the only community-based tertiary education institute for deaf people in South Africa.

8. EXPLANATORY NOTES

8.1 INTRODUCTION

These explanatory notes provide information about data sources and some methodological issues pertaining to the surveys conducted by the Department to obtain data for this publication.

8.2 SCOPE

Information for this publication has been provided by the following education and training institutions and entities:

- Public and private Higher Education Institutions (HEIs);
- Public and private Further Education and Training (FET) Colleges;
- Public and private Adult Education and Training (AET) Centres;
- Sector Education and Training Authorities (SETAs);
- The National Student Financial Aid (NSFAS);
- The National Artisan Moderation Body (NAMB); and
- The National Skills Fund (NSF).

8.3 METHODOLOGY

Data pertaining to AET Centres and FET Colleges are provided to the Department in an aggregated format (that is, unit record data are not available), while HEIs submit unit record data directly to the Department as per the format prescribed by the Department to HEIs. SETAs, NAMB and the NSF provide aggregated data to the Department. The Department develops and implements policy, standards, definitions and classifications for the aggregation, standardisation and uniformity in the collection of education information from provinces.

In the case of public FET colleges, two sources of data were used. Student enrolment figures have been derived from the Department's Weekly Enrolment monitoring tools, while staffing figures have been obtained from the Department's Annual Survey of public FET Colleges. The Annual Survey gets collected once a year and the Weekly Enrolment gets collected over 20 weeks in a year spread over the year from January to October.

In the case of public and private AET Centres, two sources of data were used. Student enrolment and staff figures for all but one province (Mpumalanga) were derived from the Annual Survey of AET Centres. Data for Mpumalanga province was derived from the Snap Survey of AET Centres.

8.4 RESPONSE RATE

The response rates to questionnaires sent by the Department and PEDs to education and training institutions with respect to 2012 data are as follows:

- Public HEIs: 100%.
- Public FET Colleges: 100%.
- Private FET Colleges: 41%.
- Public AET Centres: approximately 78%.
- Private AET Centres: approximately 41% (Limpopo and Northern Cape did not register private AET Centres).

9. GLOSSARY

Administrative staff

All technical and office staff, as well as all executive and professional staff who spend less than 50% of their official time on administrative functions. Adapted from the Department of Education (1982, 1995) Manual: *South African Post-Secondary Education (SAPSE)*. Pretoria.

Adult Education and Training (AET)

All learning and training programmes for adults on Level 1, registered on the national qualifications framework contemplated in the National Qualifications Framework Act, 2008 (Act No. 67 of 2008). South Africa (2010) *Higher Education and Training Laws Amendment Act, No 52 of 2010*. Pretoria.

Adult Education and Training (AET) Centre

An institution that offers adult education and training programmes in terms of the *Adult Basic Education and Training Act* (as amended).

Artisan

A person who has been certified as competent to perform a listed trade in accordance with the Skills Development Act. South Africa (1998) *Skills Development Act, No. 97 of 1998*. Pretoria.

Bursary

That part of the loan granted to a person by the NSFAS, that the person is not required to pay back on compliance with the criteria and conditions set in the written agreement. South Africa (1999) *National Student Financial Aid Scheme Act, No. 56 of 1999*. Pretoria.

Certification

Formal Recognition of a qualification or part qualification awarded to a successful learner. SAQA (2013) *Standard Glossary of Terms: Terms related to the South African National Qualifications Framework*. Pretoria.

A public or private further education and training institution that is established, declared or registered under this Act, but does not include:

- (a) a school offering further education and training programmes under the South African Schools Act; or
- (b) a under the authority of a government department other than the Department of Education. South Africa (2006) *Further Education and Training Act, No. 16 of 2006*. Pretoria.

Comprehensive University

A type of public higher education institution established through the merger of a former technikon with a traditional university.

Contact student

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

Distance student

A student in a higher education institution who is registered mainly for courses offered in distance mode. A distance mode course involves interaction with lecturers, or institution supervisors, through distance education techniques. For example, through the use of correspondence, telematics or the Internet.

Educator

Any person who teaches, educates, trains, or provides professional education services, including professional therapy and education psychology services at a centre. South Africa (2000). *Adult Basic Education and Training Act, No. 52 of 2000*. Pretoria.

Further Education and Training Institution

Any institution that provides further education and training on a full-time, part-time or distance basis, which is:

- (a) established or regarded as having been established as a public further education and training institution under this Act;
- (b) declared as a public further education and training institution under this Act; or
- (c) registered or provisionally registered as a private further education and training institution under the this Act.

South Africa (1998) *Further Education and Training Act*, No. 98 of 1998. Pretoria.

Full-Time Equivalent (FTE) student

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

General Education and Training (GET)

All learning and training programmes leading to a qualification on Level 1 of the National Qualifications Framework, which level is below further education and training. South Africa (2001) *General and Further Education and Training Quality Assurance Act, No. 58 of 2001*. Pretoria.

GETC-ABET Level 4 qualification

A qualification at Level 1 on the National Qualifications Framework (NQF). The GETC is offered to adults as prescribed in the *Adult Basic Education and Training Act, 2000 (Act No 52 of 2000)*, who have not had any formal schooling, or who may not have completed formal basic schooling to the equivalent of NQF Level 1.

Graduate

A student who has satisfied all the requirements of the degree, diploma or certificate for which he/she was registered. *South African Post-Secondary Education (SAPSE)-020: Student Statistics Manual*. Pretoria.

Graduation rate

A calculation based on the number of students who have graduated in a particular year, irrespective of the year of study, divided by the total number of students enrolled at the universities, in that particular year. The total number of graduates in 2012 (165 986 students) divided by the total number of enrolments in 2012 (953 373 students), translates to a 17.4% graduation rate.

Headcount student

Total unduplicated number of students enrolled in a post-Secondary education institution at a given census date, regardless of their course load. Department of Education (1995) *South African Post-Secondary Education (SAPSE)-005: Student Statistics Manual*. Pretoria.

Higher Education Institution (HEI)

Any institution that provides higher education on a full-time, part-time or distance basis and that is:

- (a) Established, or deemed to be established, as a public higher education institution under the Higher Education Act;
 - (b) Declared a public higher education institution under the Higher Education Act; or
 - (c) Registered or conditionally registered as a private higher education institution under the Higher Education Act.
- South Africa (1997) *Higher Education Act, No.101 of 1997*. Pretoria.

Instruction and Research staff

Academic staff who spend more than 50% of their official time on instruction and research activities. Adapted from the Department of Education (1982, 1995) Manual: *South African Post-Secondary Education (SAPSE)*. Pretoria.

Internship

The structured work experience component of an occupational qualification registered on the National Qualifications Framework. South Africa (1998) *Skills Development Act, No. 97 of 1998*. Pretoria.

Learner

Any person receiving education and training in terms of this Act. South Africa (2000) *Adult Basic Education and Training Act, No. 52 of 2000*. Pretoria.

Learnership

A learning programme that leads to an occupational qualification or part qualification, and includes an apprenticeship and cadetship. South Africa (1998) *Skills Development Act, No. 97 of 1998*. Pretoria.

Lecturer (FET)

Any person who teaches, educates or trains other persons or who provides professional educational services at any college, and who is appointed in a post on any lecturer establishment under this Act. South Africa (2006) *Further Education and Training Act, No. 16 of 2006*. Pretoria.

Major field of study

The subject area(s) in which a student may specialise in the final year of study for a degree/diploma/certificate instructional programme. Department of Education (1995) *South African Post-Secondary Education (SAPSE)-004: Formal Degree/Diploma/Certificate Programme Classification Structure Manual*. Pretoria.

Management staff

- 1) In the case of FET Colleges, management staff refers to the principal and vice-principal of a public college. Department of Higher Education and Training (2013). Annual Survey for Public Further Education and Training (FET) Colleges.
- 2) In the case of AET Centres, the category “management staff” refers to the centre manager of an AET centre. Department of Higher Education and Training (2012). Annual Survey for Adult Education and Training (AET) Centres.

Master list of institutions

A list of institutions containing all the contact information of the institution, such as addresses, telephone numbers, GIS coordinates, etc. Adapted from the Department of Higher Education and Training (2012) *Higher Education Information Standards DHET 003: Standard for the publication of the master list of education institutions in the post-school sector*. Pretoria.

National Certificate (Vocational) (NC(V))

National qualifications at NQF Levels 2, 3 and 4, comprising 130 credits and seven subjects per level, and consists of academic knowledge and theory, integrated with the practical skills and values specific to each vocational area/specialisation. The qualification comprises both internal and external components of assessment and is quality assured by Umalusi.

Occasional student

A student who is taking courses that are part of formally approved programmes, but who is not registered for a formal degree or diploma. Adapted from the Department of Education (1982, 1995) Manual: *South African Post-Secondary Education (SAPSE)*. Pretoria.

Occupational Qualification

A qualification associated with a trade, occupation or profession resulting from work-based learning and consisting of knowledge unit standards, practical unit standards, and work experience unit standards. South Africa (2008) *Skills Development Amendment Act, No. 37 of 2008*. Pretoria.

Pass rate

Represents the percentage of students who passed. It is calculated by dividing the total number of students who passed (pass + conditional pass) by total number of students who sat for an examination. *National Examinations Database, November 2013*. Pretoria.

Permanent staff

A permanent staff member is defined as an employee who contributes to an institutional pension or retirement fund. Adapted from the Department of Education (1982, 1995) Manual: *South African Post-Secondary Education (SAPSE)*. Pretoria.

Population group

A group with common characteristics (in terms of descent and history), particularly in relation to how they were (or would have been) classified before the 1994 elections. The following categories are provided in the census: African, Coloured, Indian or Asian, White, other. Statistics South Africa (2010) Adapted from Census 2010: *Concepts and Definitions*. Pretoria.

Postgraduate, below Master's level

Includes postgraduate and post-diploma diplomas, postgraduate Bachelor's degrees, and Honours degrees. Adapted from the Department of Education (1982, 1995) Manual: *South African Post-Secondary Education (SAPSE)*. Pretoria.

Post-Matric

Refers to programmes offered to learners who have completed Matric (Grade 12). Adapted from the Department of Education (1982, 1995) Manual: *South African Post-Secondary Education (SAPSE)*. Pretoria.

Post-school

The term post-school is used to refer to all education and training for persons who have left school, as well as for those adults who have never been to school but require education opportunities. Department of Higher Education and Training (2012) *Green Paper for post-school education and training*. Pretoria.

Private Further Education and Training institution

Any institution registered or conditionally registered as a private further education and training institution in terms of Chapter 5 of the Further Education and Training Act. South Africa (1998) *Further Education and Training Act, No. 98 of 1998*. Pretoria.

Public Further Education and Training Institution

Any further education and training institution that is established, deemed to be established, or declared as a public further education and training institution under the Further Education and Training Act. South Africa (1998) *Further Education and Training Act, No. 98 of 1998*. Pretoria.

Private Higher Education Institution

Any institution registered or conditionally registered as a private higher education institution in terms of Chapter 7 of the Higher Education Act. South Africa (1997) *Higher Education Act, No.101 of 1997*. Pretoria.

Public Higher Education Institution

Any higher education institution that is established or deemed to be established or declared as a public higher education institution under the Higher Education Act. South Africa (1997) *Higher Education Act, No.101 of 1997*. Pretoria.

Qualification

A registered national qualification. South Africa (2008) *National Qualifications Framework Act, No. 65 of 2008*. Pretoria.

Report 191

A catalogue of nationally assessed and certificated occupationally-directed programmes aimed at learners intending to pursue a technical/ vocational learning pathway outside of the schooling system, and are offered from N1 to N6, with the latter culminating in the National N Diploma upon completion of the compulsory work place experience component. South Africa (2001) *National Education Policy: Formal technical instructional programmes in the RSA, Report 191 (2001/08)*. Pretoria.

Report 550

Is a policy resume of instructional programmes offered in schools, containing the programme requirements, which includes the promotion requirements, the special conditions and the rules of combination for the issuing of the Senior Certificate.

South African Qualifications Authority (SAQA)

The statutory authority established in terms of the SAQA Act 58 of 1995 and continuing in terms of the NQF Act 67 of 2008, which oversees the further development and implementation of the NQF, the achievement of the objectives of the NQF, and the coordination of the three sub-frameworks. SAQA (2013) *Standard Glossary of Terms: Terms related to the South African National Qualifications Framework*. Pretoria.

Service staff (HEIs)

All staff, such as cleaners, gardeners, security guards and messengers, who are not engaged in supervisory or administrative functions linked to an office. Adapted from the Department of Education (1982, 1995) Manual: *South African Post-Secondary Education (SAPSE)*. Pretoria.

Sector Education and Training Authority (SETA)

A Sector Education and Training Authority established in terms of section 9 (1), of the Skills Development Act. South Africa (1998) *Skills Development Act, No. 97 of 1998*. Pretoria.

Skills programme

A skills programme that:

- (a) Is occupationally based;
- (b) When completed, will constitute a credit towards a qualification registered in terms of the National Qualifications Framework as defined in section 1 of the South African Qualifications Authority Act, No. 58 of 1995;
- (c) Uses training providers referred to in section 17(1)(c); or
- (d) Complies with the prescribed requirements. South Africa (1998) *Skills Development Act, No. 97 of 1998*. Pretoria.

Student

- 1) Any person registered as a student at a higher education institution. South Africa (1997) *Higher Education Act, No.101 of 1997*. Pretoria.
- 2) Any person registered as a student at a further education and training institution. South Africa (1998) *Further Education and Training Act, No. 98 of 1998*. Pretoria.

Support staff

Includes all other staff who are not teaching, including: staff who render academic support services; student/learner support services; human resource management; financial management; administration; maintenance of the buildings and gardens; catering services; and security services. South Africa (2000) *Adult Basic Education and Training Act, No. 52 of 2000*. Pretoria as well as South Africa (2006) *Further Education and Training Colleges Act, No. 16 of 2006*. Pretoria.

Unemployed persons

Persons who:

- a) Were not employed in the reference week of the census survey; and
- b) Were actively looking for work or trying to start a business in the four weeks preceding the survey interview; and
- c) Were available for work, i.e. would have been able to start work or a business in the reference week; or
- d) Had not actively looked for work in the past four weeks but had a job or business to start at a definite date in the future and were available.

Statistics South Africa (2013) *Quarterly Labour Force Survey*. Pretoria.

Undergraduate student

A student enrolled in an undergraduate programme as specified in the Higher Education Qualifications Sub-Framework.

Undergraduate Diploma or Certificate

A diploma or certificate that does not have a bachelor's degree as prerequisite for admission to the programme.

Department of Education (1995) *South African Post-Secondary Education (SAPSE)-004: Formal Degree/Diploma/Certificate Programme Classification Structure Manual*. Pretoria.

Undergraduate Degree

A qualification that also includes professional bachelor's degrees, which are those that have an approved formal time of three or more years. Examples include degrees such as B Tech, BSc (Engineering), MB ChB, BFA. Adapted from the Department of Education (1982, 1995) *Manual: South African Post-Secondary Education (SAPSE)*. Pretoria.

Workplace-based learning

The component of learning in an occupational qualification, internship, or work placement for professional designation whereby a learner is mentored by a qualified, and where required, registered mentor in the application and integration of the knowledge and practical skills learnt under supervision, in the context of a workplace in accordance with the prescripts set by the relevant qualification authority and professional body. Department of Higher Education and Training (2012) *The Sector Education and Training Authorities (SETAs) grant regulations regarding monies received by a SETA and related matters*. Pretoria.

10. CONTACT DETAILS

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DID YOU KNOW?

The following post-school education and training institutions existed in South Africa in 2012:

- 23 Public Higher Education Institutions (HEIs)
- 119 Private Higher Education Institutions (HEIs)
- 50 Public Further Education and Training (FET) Colleges
- 536 Private Further Education and Training (FET) Colleges
- 3 150 Public Adult Education and Training (AET) Centres
- 150 Private Adult Education and Training (AET) Centres

Student enrolment in the post-school education and training sector in 2012 was as follows:

Public Higher Education and Training Institutions (HEIs):	953 373
Private Higher Education and Training Institutions (HEIs):	97 487
Public Further Education and Training (FET) Colleges:	657 690
Private Further Education and Training (FET) Colleges:	115 586*
Public Adult Education and Training (AET) Centres:	306 378**
Private Adult Education and Training (AET) Centres:	8 690***
Sector Education and Training Authority (SETA) programmes:	131 599

*This figure represents enrolment at only 220 of the 536 private FET Colleges that responded to the departmental survey

**This figure represents enrolment at only 2 457 of the 3 150 public AET Centres that responded to the departmental survey

***This figure represents enrolment at only 60 of the 150 private AET Centres that responded to the departmental survey

