

# Monitoring Post-School Education and Training

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**S**INCE its establishment in May 2009, the Department of Higher Education and Training (DHET) has published four issues of its annual statistical report, "Statistics on Post-School Education and Training (PSET) in South Africa". To date, four publications for the years 2010, 2011, 2012 and 2013 have been published on the DHET website.

The 2014 statistical publication will be published by 31 March 2016. The publication covers statistical information pertaining to public and private Higher Education Institutions (HEIs), public Technical and Vocational Education and Training (TVET) Colleges, Private Colleges, public and private Adult Education (AET) Centres, and workplace-based education and training facilitated by Sector Education and Training Authorities (SETAs).

The publication serves the core function of informing various stakeholders on resource planning and budget allocations in the PSET sector. It also serves to inform the public at large of the state and growth of various contributing factors to the PSET system, including an outline of the goals and outputs set out for the short and long term. The publication in essence is a research compilation of statistics of the PSET system that can be utilised to monitor and evaluate the growth of the system and to determine its effectiveness. It is therefore a crucial element in planning processes that aims at expanding and strengthening PSET in South Africa.

## Funding in the PSET sector

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**WHO'S DOING WHAT:** The Department of Higher Education and Training's annual statistical report serves the core function of informing various stakeholders on resource planning and budget allocations in the Post-School Education and Training sector

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was dispersed primarily among funding for PSET institutions, the National Students Financial Aid Scheme (NSFAS), the Funza Lushaka bursary scheme for training school-teachers, the Skills Development Levy and the National Skills Fund (NSF).

- Over R31.8-billion was transferred as funding for Public HEIs, TVET Colleges and AET Centres in 2014;
- NSFAS is mandated to provide financial assistance in the form of loans and bursaries to eligible students at public Higher Education Institutions. In 2014, a total of 414 802 students received funding from NSFAS of an outstanding amount of R 8.9-billion;
- The Funza Lushaka bursary scheme granted over R900-million in bursaries in the 2014 academic year;
- The Skills Development

Levy is a form of tax collected from employers on a monthly basis in line with the Skills Development Levies Act (Act No.9 of 1999). In the 2014/15 financial year R14-billion was disbursed by the Skills Development Levy; and

- The NSF is resourced from the Skills Development Levy, and in 2014/15 over R1-billion was utilised by NSF to support a number of projects and disbursed.

## Student/learner enrolment and institutions

In 2014 there was a total of 146 Higher Education Institutions (HEIs), comprising public and private institutions, accommodating over 1.1-million students. There were over 340 colleges, with about 780

000 learners enrolled in these institutions.

The number of Colleges declined since 2012. This drop is due to the requirements of registration for private providers — for instance, private colleges that offer only SETA accredited courses are not required to register with the Department. The number of AET centres also declined from 3 212 in 2013 to 1 883 in 2014. Since 2012, the number of students enrolled in HEIs has been increasing, but the number of learners enrolled in AET centres has been decreasing slightly.

## SETA-supported learning programmes

There are 21 Sector Education and Training Authorities (SETAs) that provide opportunities to workers and unem-

ployed persons to gain theoretical knowledge and practical skills through learnership, apprenticeship, internship and skills learning programmes.

In 2014, students registered for SETA-supported Learning Programmes were over 220 000.

However, only about 150 000 students were certificated.

The Statistics on Post-School Education and Training publications are all available on the Department's website: [www.dhet.gov.za](http://www.dhet.gov.za).

Researchers and other stakeholders are encouraged to continue to use the publication as a basis for further inquiry and analysis.

*Ms M Letho is a Deputy-Director: Information Systems Coordination*

Thabo Masemola

THE Minister of Higher Education and Training, Dr Blade Nzimande, has appointed Dr Vuyelwa Toni Penxa as the new Chairperson of Board of the South African Qualifications Authority (SAQA).

The appointment comes at a time when the Minister has once again voiced serious concern about the preponderance of false academic qualifications in many South African employment and other vital societal structures. The National Qualifications Framework (NQF) Act of 2008 provides that SAQA oversee the further development and implementation of the NQF. Thus SAQA is accountable to the Minister of Higher Education and Training, and its objectives are to:

- \* Advance the objectives of the NQF;
- \* Oversee the further de-

## New SAQA Board will target fraudulent qualifications

velopment and implementation of the NQF; and

- \* Co-ordinate the three sub-frameworks, namely: The Higher Education Qualifications sub-framework, the General and Further Education and Training sub-framework and the Occupational Qualifications sub-framework.

The functions of SAQA include:

- \* Overseeing the implementation of the NQF Act;
- \* Advising the Minister on NQF matters;
- \* Overseeing the implementation of the NQF in accordance with the implementation

framework prepared by SAQA after the consultation with the Quality Councils (QCs).

- \* Developing and implementing policy and criteria for the registration and publication of qualifications and part qualifications;

\* Registering qualifications or part qualifications;

- \* Developing policy and criteria for assessment, recognition of prior learning and credit accumulation and transfer;

\* Developing policy and criteria for recognising professional bodies;

- \* Maintaining records of education and training quali-

fications, part qualifications, learner achievement, recognised professional bodies and profession designation; and

- \* Informing the public about the NQF.

The other new Board members are: Professor Talvin Gregory Schultz, Dr Shamrita Devi Bhika, Mr Bonisile Gantile, Mr Edward de Klerk, Professor Jerry O Kuye, Mr Gordon Choaro Louw, Ms Pricilla Lynnette Fundisile Nzimande, Ms Anne Kathleen Oberholzer, Professor Sarah Howie, Ms Nadia Starr and Mr Francis Malesela Maleka.

Minister Nzimande has expressed his sincere appreciation to the outgoing chairperson, Mr Johnson Njeke, and the Board for maintaining the object of the NQF Act and providing oversight to the functions SAQA has been statutorily tasked with.

Said the Minister: "The outgoing Board was appointed at a time when the Department of Higher Education and Training (DHET) was newly established and the NQF was just being implemented. This Board led the process including assisting the DHET in setting up the Career Development Services at SAQA which has subsequently been handed over to the DHET.

"The board also oversaw the finalisation of the three qualifications sub-frameworks and the recognition of prior learning among other achievements. They have also kickstarted the process of ensuring the integrity of the NQF by initiating a process to establish a register of misrepresented and fraudulent qualifications and part qualifications."

*Mr T Masemola is in the Ministry of Higher Education and Training*

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