



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

INFOGRAPHICS FOR STATISTICS ON POST-SCHOOL EDUCATION AND TRAINING, 2019



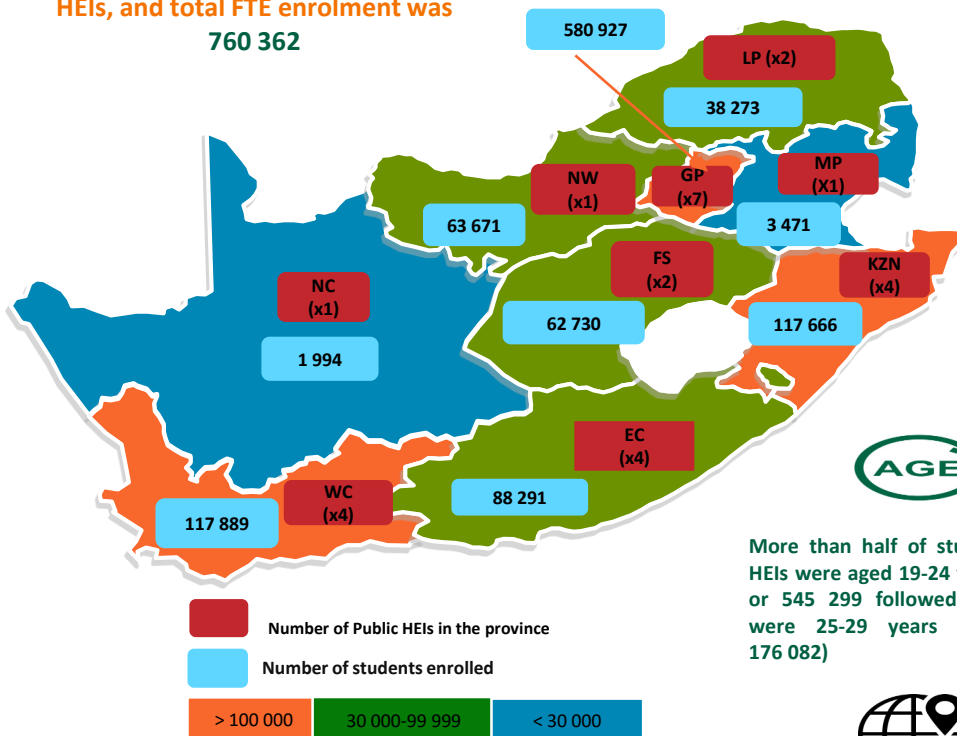
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STUDENTS ENROLLED IN PUBLIC HIGHER EDUCATION INSTITUTIONS (HEIs): 2019

1 074 912 students enrolled in public HEIs, and total FTE enrolment was 760 362



640 333 female students and 434 514 male students enrolled in public HEIs



59.6%

There were 103 846 more female students enrolled in the Education field of study compared to males, while 14 103 more male students enrolled in the Engineering field of study compared to females



40.4%

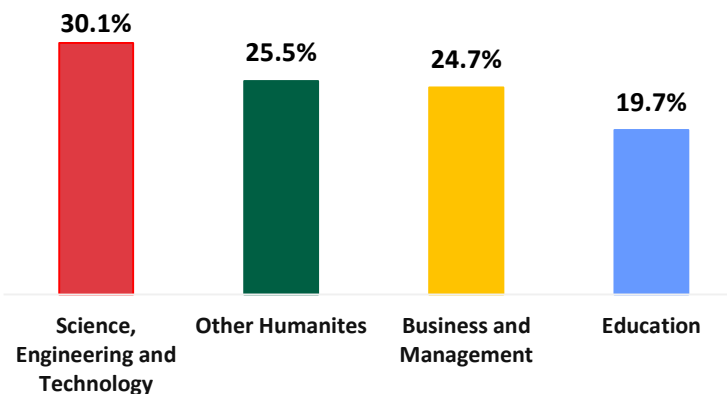


More than half of students in public HEIs were aged 19-24 years old (50.7% or 545 299 followed by those who were 25-29 years old (16.4% or 176 082)



There were 58 852 foreign national students in public HEIs, and 36.9% (21 693) of them were from Zimbabwe, followed by Namibia (7.4% or 4 350) and DRC (6.4% or 3 768)

30.1% of students in public HEIs enrolled in the SET field of study



10 753 students enrolled in public HEIs reported to have a disability



Over three quarters of students enrolled in public HEIs were Africans (77.3% or 830 797), while White students accounted for 11.8% (126 755) followed by Coloured students (5.8% 62 362) and the lowest enrolment was for Indian/Asian students (4.0% or 43 330)



221 942 students
graduated in public HEIs



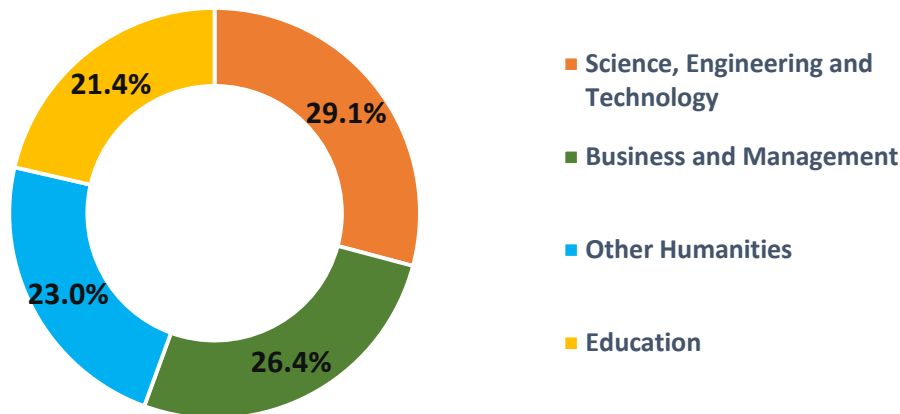
62.5%

**138 816 female students and
83 103 male students**
graduated



37.4%

Majority of students graduated in the **SET**
field of study (29.1%), followed by
Business and Management field of study

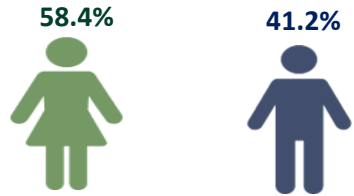


Majority of female students graduated in the **Education** field of study (26.1% of female graduates) while more male students graduated in the **Science, Engineering and Technology** field of study (37.1% of male graduates)

There were more female graduates compared to males in all fields of study and large gender disparities were in the **Education** field of study, where 24 866 more females graduated compared to males

STUDENTS ENROLLED IN PRIVATE HIGHER EDUCATION INSTITUTIONS (HEIs) : 2019

208 978 students enrolled in private HEIs, and 640 333 of them were females compared to 434 514 males. Gender was unspecified for 920 (0.4%) of students

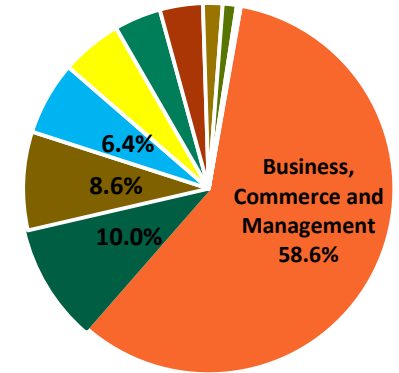
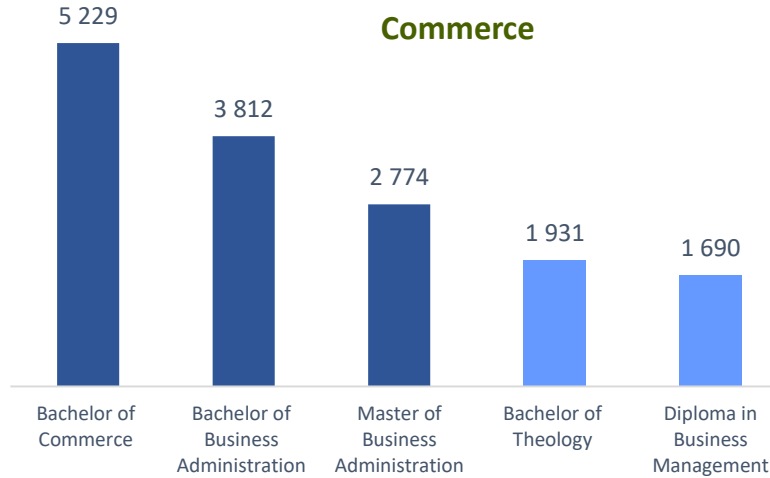


Almost half of the students enrolled in private HEIs were youth aged 18-24 years old (43.6% or 91 196)



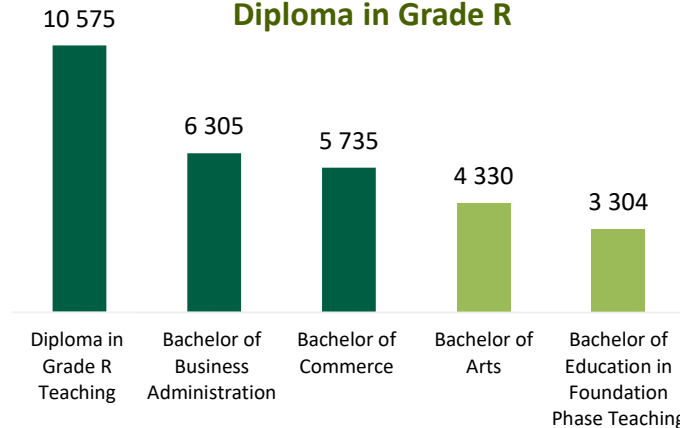
There were 16 554 foreign national students in private HEIs, and more than a quarter of them were from Namibia (28.5% or 4 723), followed by 20.2% or 3 338 from Zimbabwe and 8.5% or 1 409 from Swaziland/Eswatini

Majority of male students enrolled for Bachelor of Commerce



Almost 60% of students enrolled in Business, Commerce and Management studies, followed by Education, Training and Development (10.0%) and Physical, Mathematical, Computer and Life Sciences (8.6%)

Majority of female students enrolled for Diploma in Grade R



More than two thirds of enrolments in private HEIs were for African students (67.1% or 128 519), followed by White students (16.8% or 32 131), while Coloured and Indian/Asian students accounted for 8.5% and 7.6% of total enrolment

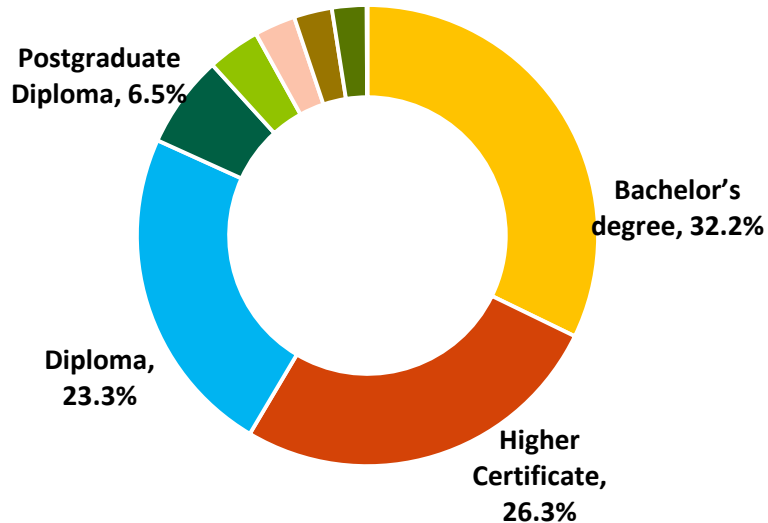


GRADUATES IN PRIVATE HIGHER EDUCATION INSTITUTIONS (HEIs) : 2019



42 526 students graduated in private HEIs,

Almost two thirds of the graduates obtained Bachelor's degree, and over a quarter obtained Higher Certificate and 23.3% obtained a Diploma



59.9%



25 468 female students and **17 058** male students graduated

40.1%



More than 8% female students completed a Diploma in Grade R Teaching and BCom in Supply Chain Management

More than 8% male graduates completed their qualifications in BCom in Supply Chain Management, BCom, Bachelor of Business Management and Diploma in Management

The largest gender disparity was for Diploma in Grade R teaching, where 1 136 more females graduated as compared to males



162 176 students completed key exit levels (N3, N6 and NC(V) Level 4). Completion rates were as follows: N3: 68.0%, N6: 96.4% and NC(V) Level 4: 49.4%



More females completed N6 and NC(V) Level 4 qualifications compared to males, while a large number of males (21 174) completed N3 Engineering Studies as compared to females (16 689)



Majority of students (113 393) completed an N6 part-qualification, resulting in a completion rate of 96.4%.

Three quarters of these students (84 768) completed their part-qualification in Engineering Studies, Management Assistant, Human Resources Management, Business Management and Public Management

Although a large number of females (77 332) completed an N6 part-qualifications compared to males (36 061), almost a quarter of them completed N6 Management Assistant (18 222) while 40% of male students completed an N6 Engineering Studies (14 318)

Top 3 completions for N6 part-qualification



27 343
Engineering Studies



22 368
Management Assistant



12 777
Human Resource Management

50.2% of female students completed NC(V) level 4 qualification in Office Administration, Tourism and Hospitality, while 43.6% of male students completed in Engineering and Related Design, Office Administration and Electrical Infrastructure Construction

Completion Rates for Business Studies

N4 (94.1%)
N5 (97.3%)
N6 (97.8%)

Completion rates for N6 Business Studies were higher than the national rate in colleges located in Mpumalanga, Eastern Cape, KwaZulu-Natal and Western Cape

Completion Rates for Engineering Studies

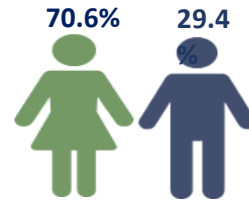
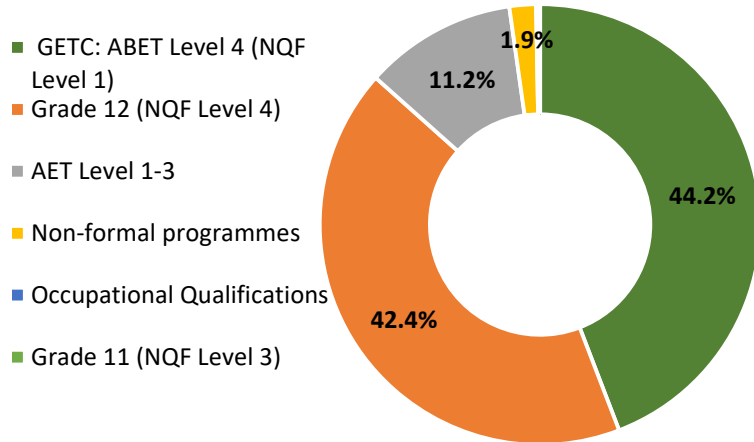
N1(85.6%)
N2(69.1%)
N3(68.0%)
N4 (91.5%)
N5 (92.4%)
N6 (92.2%)



Colleges located in Limpopo Province had higher completion rates for all Engineering Studies N4-N6 part-qualifications

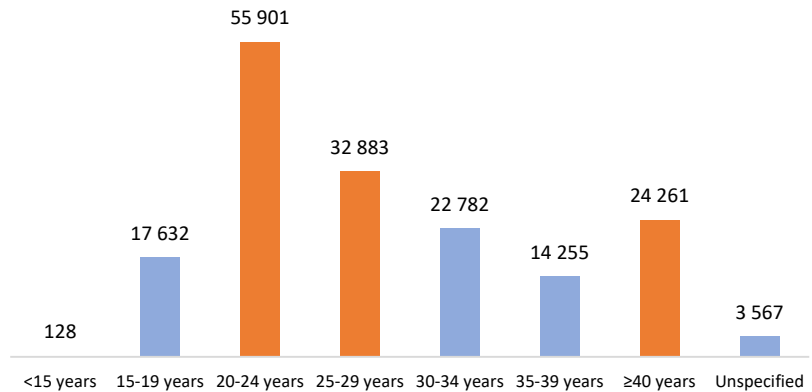
OVERVIEW OF COMMUNITY EDUCATION AND TRAINING (CET) COLLEGES : 2019

171 409 students enrolled in CET Colleges, and majority of enrolments were for GETC: ABET level 4 and Grade 12



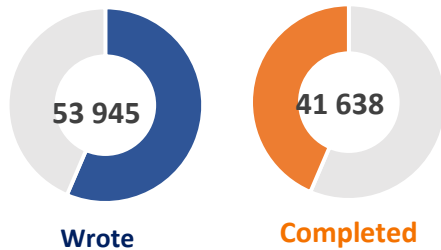
Over 70% (121 031) of students enrolled in CET colleges were females, compared to 29.4% (50 378) males. Large gender disparities were recorded in GETC:ABET level 4, where 36 478 more female students enrolled compared to males

Almost one third of students enrolled in CET colleges were youth aged 20-24 years old (32.7% or 55 901)

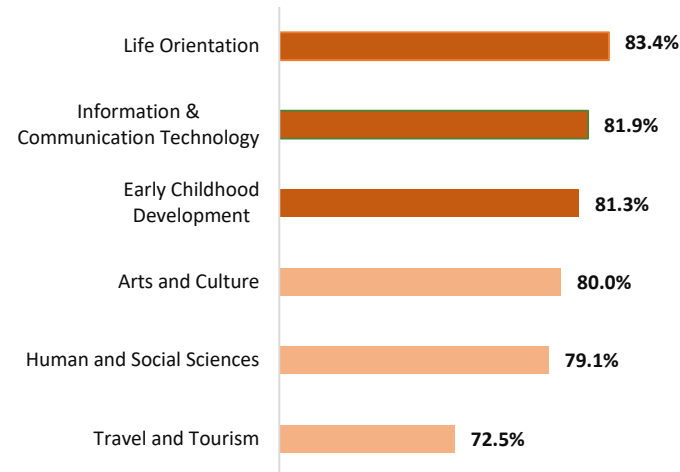


Majority of students enrolled in CET colleges were Africans (159 712 or 93.2%)

Of the 75 980 students who registered for GETC: ABET Level 4 examinations

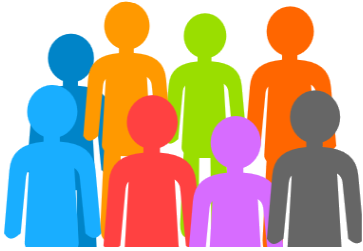


The overall completion rate for GETC: ABET Level 4 qualification was 77.2%

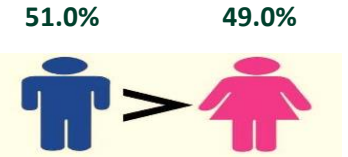


The highest pass rate for GETC: ABET level 4 learning areas was in Life Orientation (83.4%), followed by Information & Communication Technology (81.9%) and Early Childhood Development (81.3%)

STUDENTS ENROLLED IN PRIVATE COLLEGES:2019

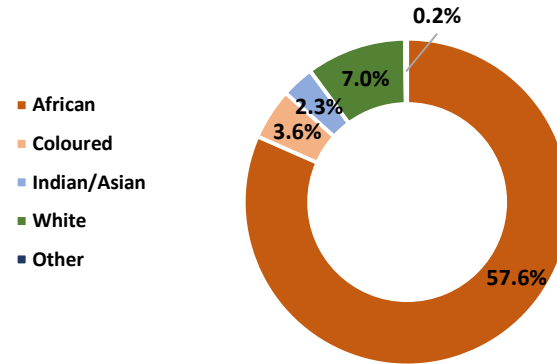


More than half of the students were Africans (57.6%), while White students accounted for 7.0% of total enrolment, followed by Coloured (3.6%) and the lowest enrolment was for Indian/Asian students (2.3%)

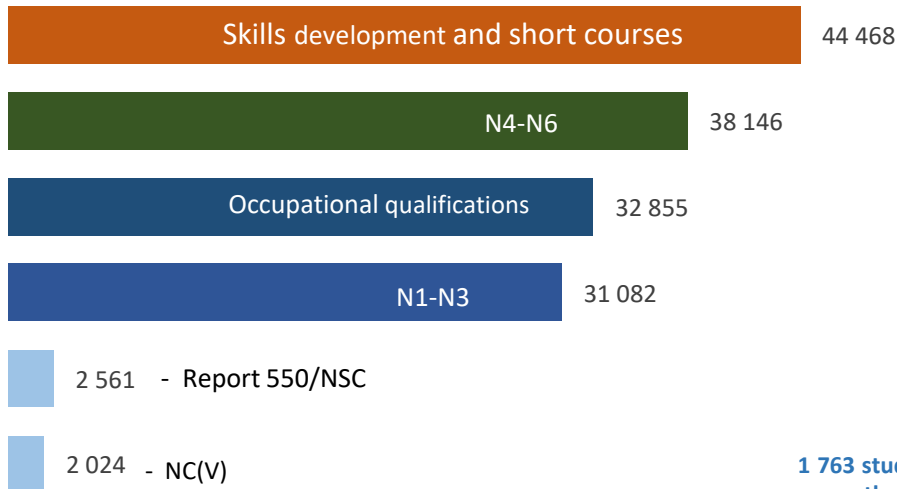


77 117 male students enrolled compared to females (74 019)

Total enrolment in private colleges was **151 136 in 2019**. Enrolment was higher in skills development and short courses (44 468) and Report 191 (Engineering) (N4-N6) (38 146) programmes



Majority of males enrolled for N1-N3 Engineering Studies (20 760) while females enrolled mainly for skills development and short courses programmes (22 885)



Almost one third (32.7% or 49 422) of students enrolled in private colleges were youth aged 20-24 years old

The largest gender disparity was for N1-N3 Engineering Studies, where 10 438 male students enrolled compared to females



1 763 students reported to have a disability, and more than half of them were females (1 026) while 737 were males



There were 3 130 foreign national students in private colleges, and 38% (1 190) of them were from Zimbabwe



54 712 students completed key exit levels (N3, N6 and NC(V) Level 4). Completion rates were as follows: N3: 64.4%, N6: 93.0% and NC(V) Level 4: 30.4%

Majority of students (33 597) completed an N6 part-qualification, resulting in a completion rate of 93.0%. More than 40% of these students completed their part-qualification in Engineering Studies (41.9% or 14 061), while 19 536 completed Business Studies



More females completed N6 and NC(V) level 4 qualifications compared to males, while a large number of males (12 650) completed Report 191 N3 Engineering Studies as compared to females (8 413)

A large number of female students completed an N6 part-qualification (19 812) as compared to males (13 785). More than a quarter of female students completed N6 Engineering Studies (5 311) compared to almost two thirds of male students who completed the same programme (8 750)

Three in every seven students (24 858) completed their N6 part-qualification in Engineering Studies, Human Resources Management, Educare, Public Management and Management Assistant

The largest gender disparity was for N6 Engineering Studies, where 3 439 more males completed as compared to females. On the other hand, 2 229 more females completed their N6 in Educare as compared to males

Top 3 completions for N6 part-qualification

14 061
Engineering
Studies

3 440
Human
Resource
Management

2 663
Educare

Completion Rates for Business Studies



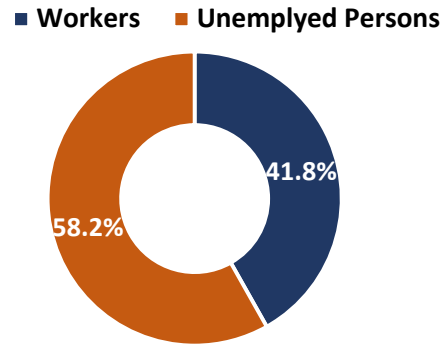
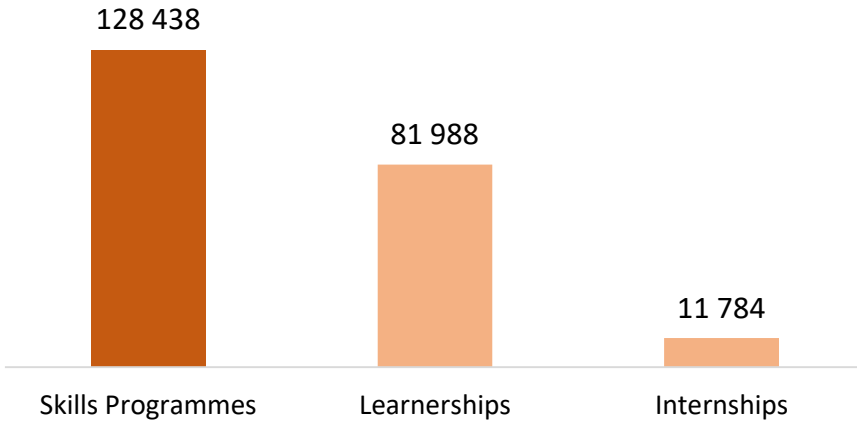
N4 (90.0%)
N5 (93.1%)
N6 (94.7%)

Completion Rates for Engineering Studies



N1(81.3%)
N2(60.3%)
N3(64.4%)
N4 (88.2%)
N5 (91.8%)
N6 (90.7%)

There were 222 210 learners registered for SETA-supported learning programmes, and majority of them registered for skills programmes (128 438)



Majority of learners registered for learning programmes were unemployed (58.2% or 129 423) as compared to the employed (41.8% or 92 967)

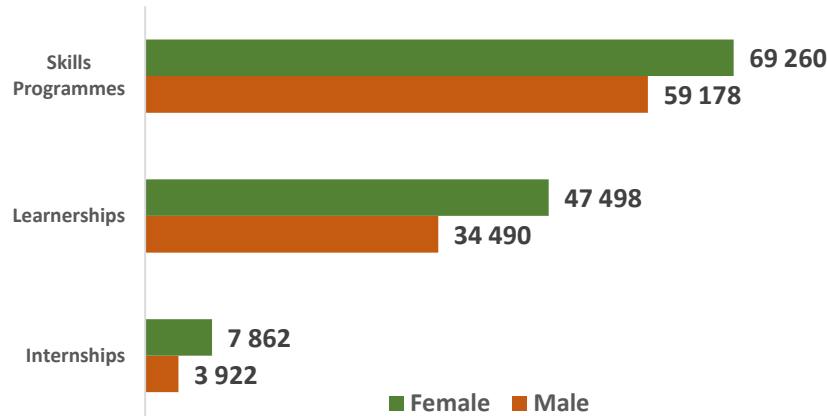
A higher proportion of workers registered for skills programmes (72.2%), compared to 47.8% of unemployed persons



The number of females registered was 124 620 compared to 97 590 males



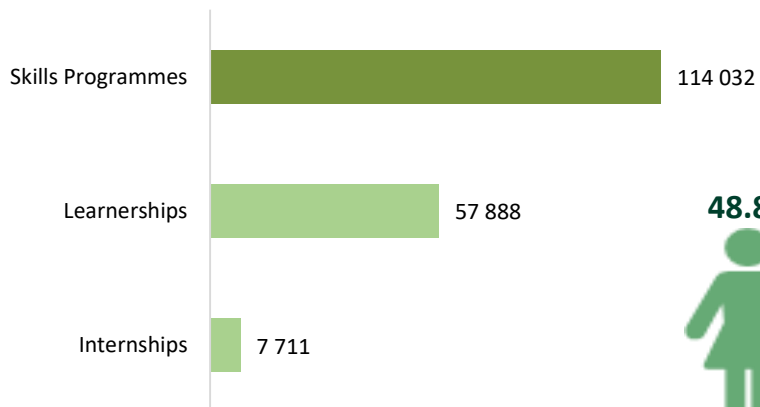
Over 50% of learners registered were between the ages 20-29 years old (112 016)



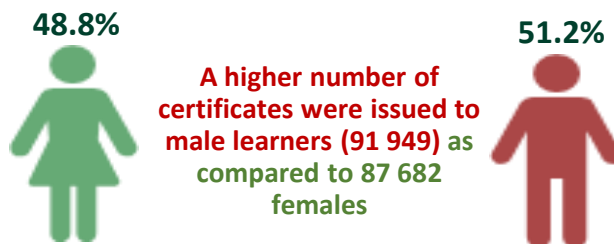
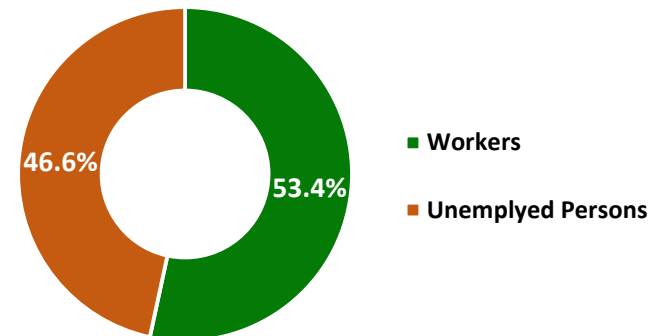
More females were registered across all learning programmes compared to males. Majority of both female and male learners were registered for skills programmes

Large gender disparities were for learnerships, where 13 008 more females were registered as compared to males

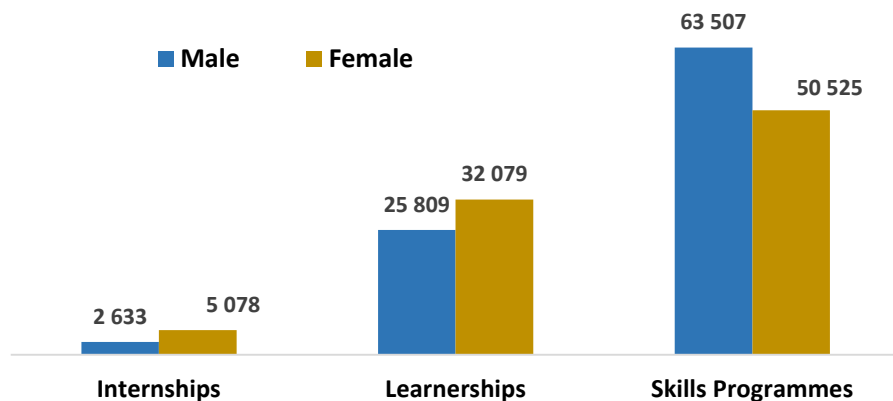
179 631 learners were certificated for SETA-supported learning programmes, and the largest number of certifications were for skills programmes (114 032 or 63.5%)



More than half of certifications were for workers (53.4% or 95 902), while 46.6% (83 729) of certificates were for unemployed persons



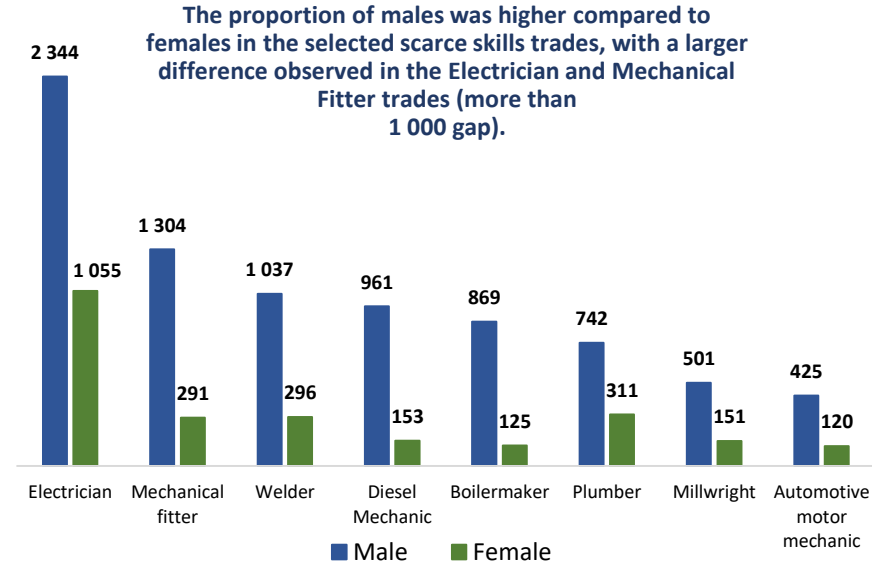
81.8% of workers obtained skills programmes certificates, while 48.3% of unemployed persons obtained learnerships certificates



Majority of males were certificated in skills programmes, while more females were certificated in learnerships and internships

ARTISANAL LEARNING PROGRAMMES: 2019/20 FINANCIAL YEAR

16 218 learners entered artisanal learning programmes, and **70.2%** (11 386) of those learners were males while **29.8%** (4 832) were females

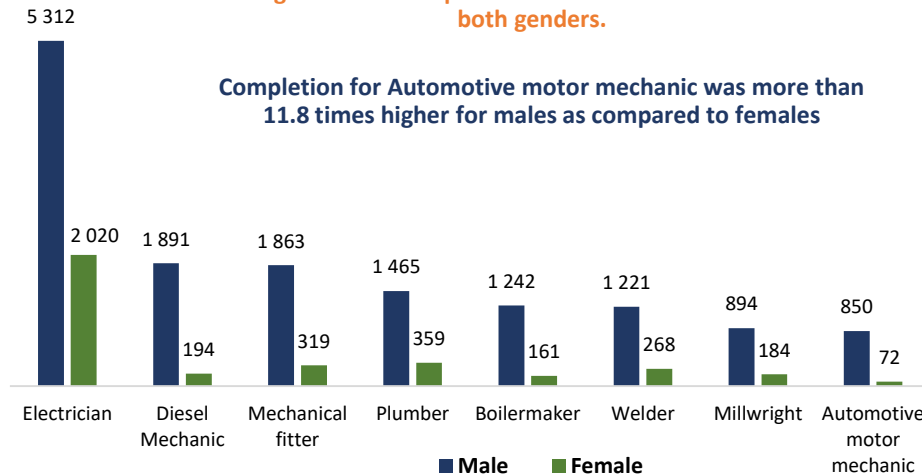


Majority of both male and female learners registered for the Electrician trade.

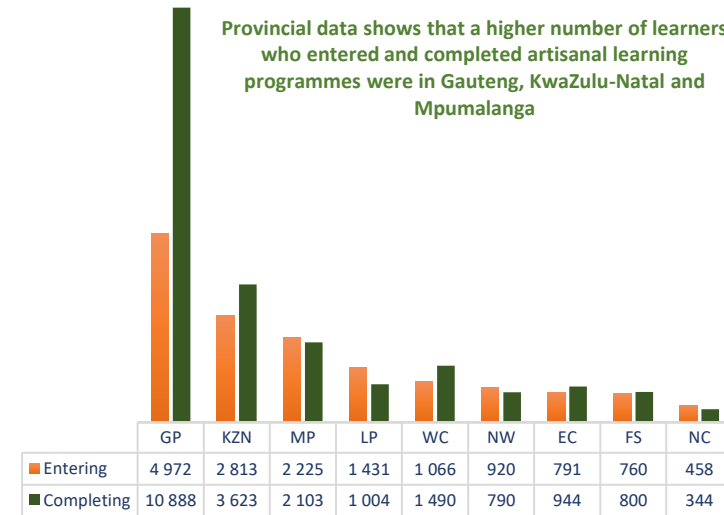
More than three quarters (75.8%) of registrations were in the following trades: Electrician, Mechanical Fitter, Welder, Diesel Mechanic, Plumber and Boilermaker.

A larger number of males completed the artisanal learning programmes across all selected trades compared to females. The highest male completion was in the Electrician trade for both genders.

24 050 learners completed artisanal learning programmes, and **79.9%** (19 217) were males while **20.1%** (4 833) were females



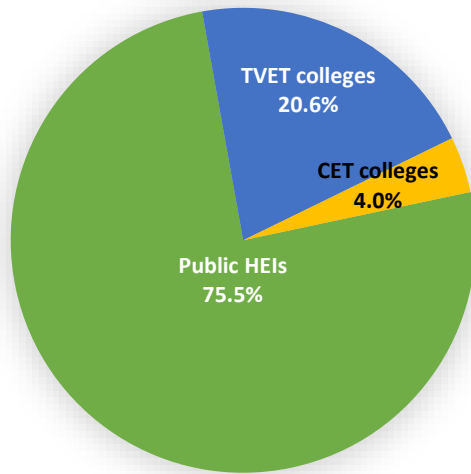
Provincial data shows that a higher number of learners who entered and completed artisanal learning programmes were in Gauteng, KwaZulu-Natal and Mpumalanga





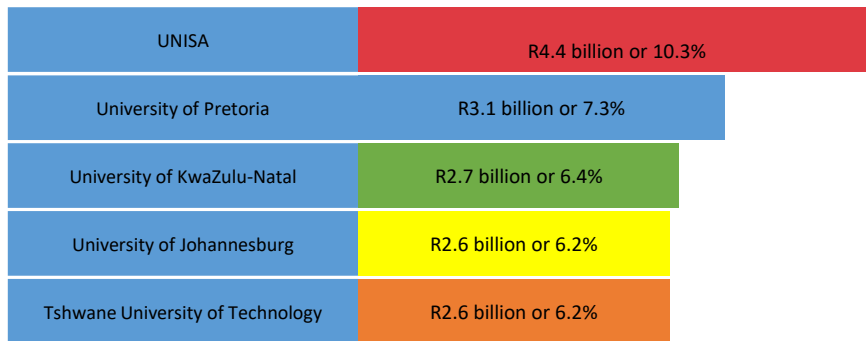
R56.1 billion

was allocated to public Post-School Education and Training (PSET) Institutions in the 2019/20 financial year

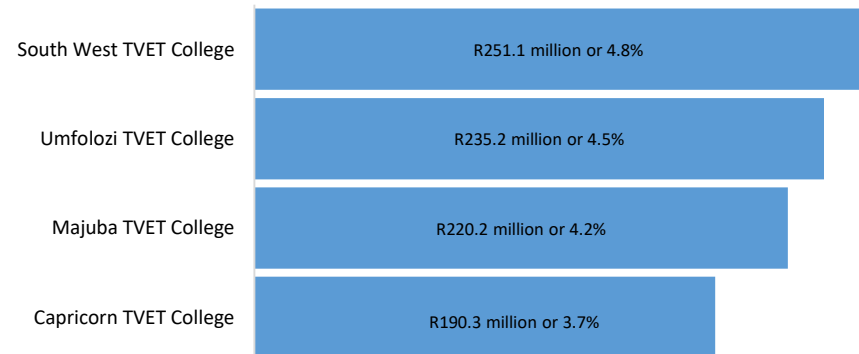


Of the R56.1 billion, public HEIs were allocated (R42.4 billion or 75.5%), TVET and CET colleges were allocated R11.5 billion (20.6%) and R2.2 billion (4.0%) respectively

Allocation of funding was the highest in the following top 5 public HEIs



Allocation of funding was the highest in the following top 4 TVET colleges

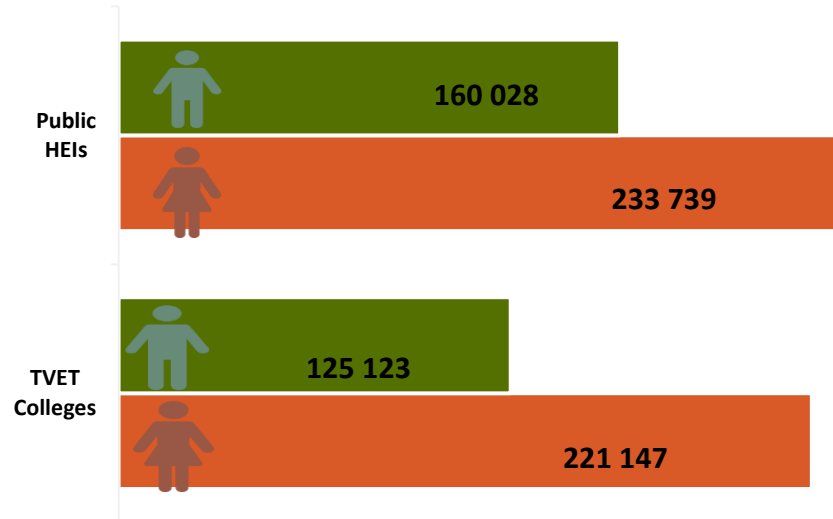
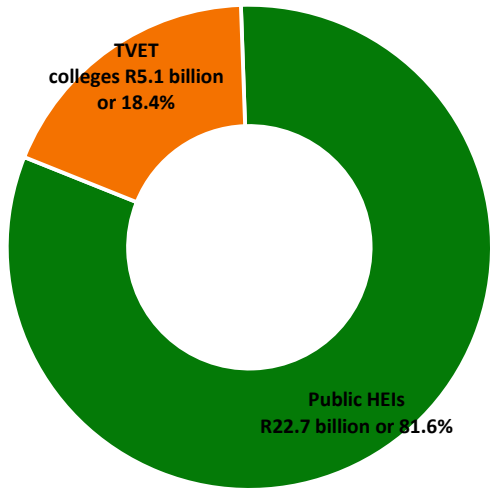


NSFAS AND FUNZA LUSHAKA BURSARIES IN SA: 2019

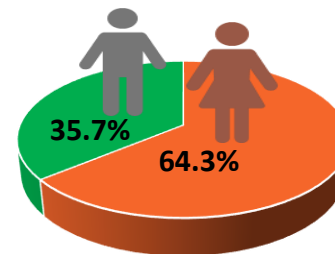
Over **R27.7 BILLION** was allocated for NSFAS in the 2019/20 financial year, with over 81% of funding allocated to public HEIs while TVET colleges were allocated 18.4%



740 037 students received NSFAS funding, with females in both public HEIs and TVET colleges receiving a higher proportion of funding compared to males



R942.2 MILLION was allocated for the Funza Lushaka bursaries in 2019



10 469 students received Funza Lushaka bursaries, and almost two thirds of beneficiaries were females (6 732) compared to over a third of males (3 737)

THE SKILLS DEVELOPMENT LEVY FUND: 2019/20 FINANCIAL YEAR

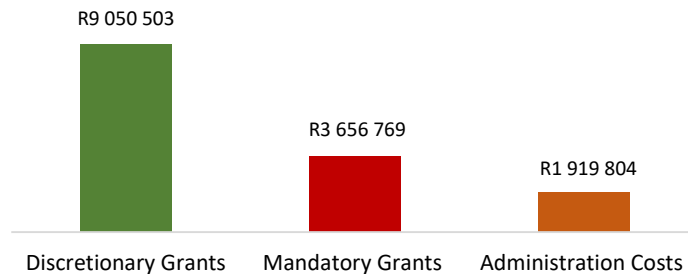
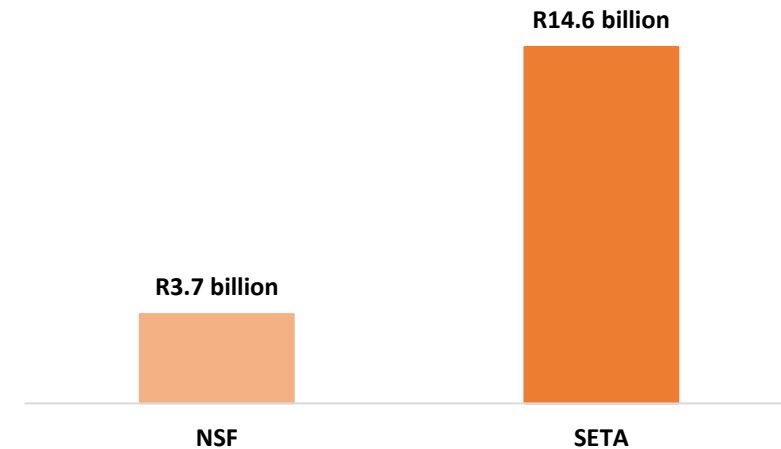
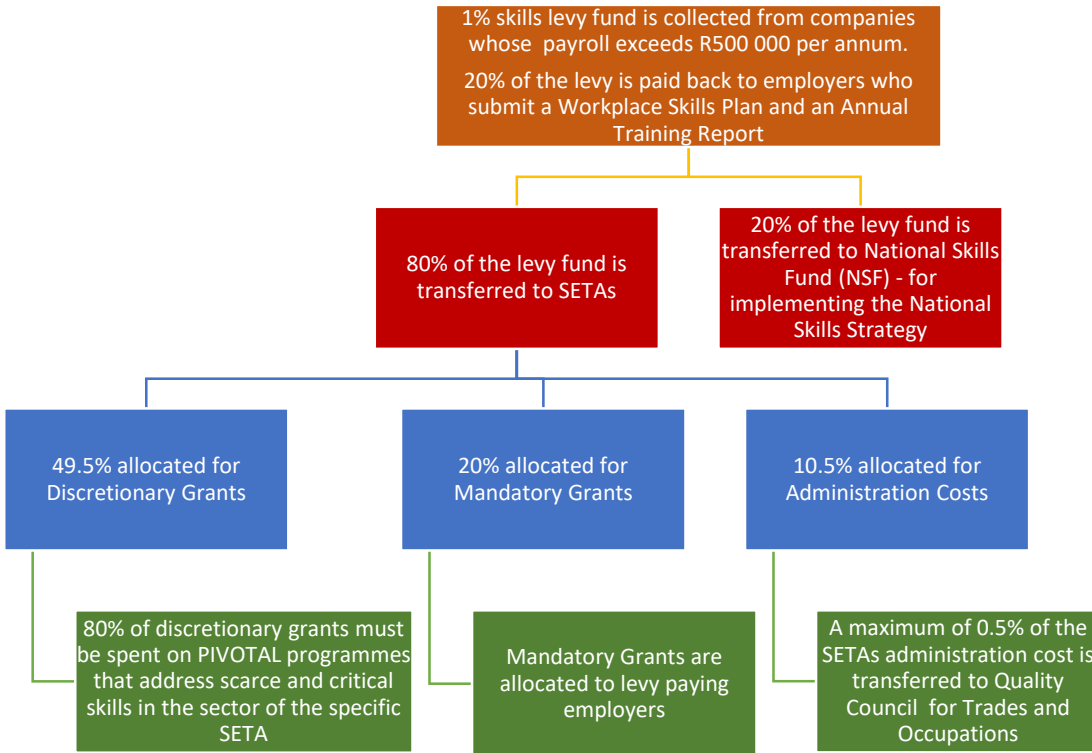
A graphical presentation of the allocation of the skills levy fund



18.3 BILLION

was disbursed through the Skills Development Levy system in the 2019/20 financial year

Of the R18.3 billion, R14.6 billion (80%) was disbursed to the Sector Education and Training Authorities and R3.7 billion (20%) was disbursed to National Skills Fund



SETAs spent their funds on Discretionary Grants (R9.05 billion), Mandatory Grants (R3.66 billion) and Administration Costs (R1.92 billion)

