

# **Statistics on Post-School Education and Training in South Africa: 2013**



higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA



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**REPUBLIC OF SOUTH AFRICA**

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## FOREWORD

It is my pleasure to present to you the fourth issue of *Statistics on Post-School Education and Training in South Africa*. The three previous similar reports published by the Department of Higher Education and Training can be found on the Department's website at [www.dhet.gov.za](http://www.dhet.gov.za)

The Department issued a release date schedule to the public for this publication. The challenges we faced in meeting the release date are mostly and principally linked to the shift of Further Education and Training/Technical and Vocational Education and Training (FET/TVET) Colleges and Adult Education and Training (AET) functions from Provincial Education Departments to the Department of Higher Education and Training.

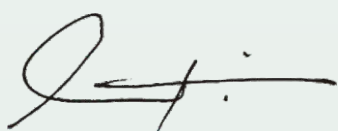
Post-school education and training institutions include: public and private Higher Education Institutions (HEIs); public FET/TVET and private FET Colleges; and public and private AET Centres.

This report provides statistical information on student enrolment, graduation and certification, and institutional staffing levels at post-school education and training institutions, as well as other relevant information from its entities, e.g. workplace-based education and training. It also includes key financial statistics pertaining to the National Student Financial Aid Scheme, the Skills Levy and funds allocated to key components of the post-school education and training system. This report serves as an important resource for planning and 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 statistics for use in research, policy and decision making at the different levels of the system, and by the public. It, therefore, makes a crucial contribution to the achievement of the goals of the post-school sector.

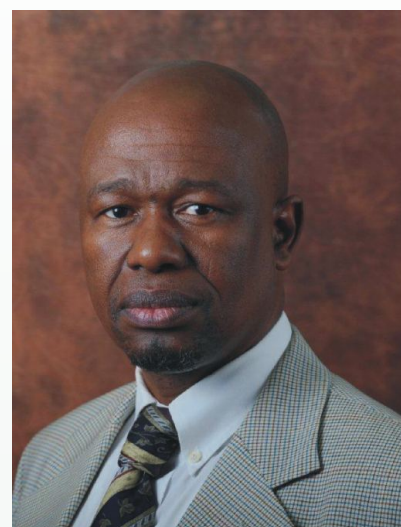
Public FET Colleges have been renamed TVET Colleges while private FET Colleges have been renamed private Colleges in terms of the *Further Education and Training Colleges Amendment Act, 2013, (Act No. 1 of 2013)* in Government Gazette No. 36271. The Act came into effect on 6 October 2014 in terms of a proclamation (No. 68 of 2014) by order of the President of the Republic of South Africa (Government Gazette No. 38072).

The Department uses the racial descriptors: "African", "Coloured", "White" and "Indian/Asian" for planning, monitoring and funding purposes. The Department places on record that these racial descriptors, which characterised apartheid policies and practices in the past, are being used to provide historical context and comparisons as well as to describe and measure the effects of present policy and practice on redressing the inequities of the past as required by the Constitution of South Africa.

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



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## ACKNOWLEDGEMENTS

The Department of Higher Education and Training wishes to thank the heads and staff members of the nine provincial Education Management Information System units, Higher Education Institutions, Further Education and Training/Technical and Vocational Education and Training Colleges, Adult Education and Training Centres, Sector Education and Training Authorities, the National Artisan Moderation Body, the National Student Financial Aid Scheme, and the National Skills Fund for providing the data to make this publication possible.

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## LIST OF ACRONYMS AND ABBREVIATIONS

ABET	Adult Basic Education and Training
AET	Adult Education and Training
AGRISETA	Agriculture Sector Education and Training Authority
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
DOE	Department of Education
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
GETC-ABET	General Education and Training Certificate: Adult Basic Education and Training
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
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
NAD	National Artisan Development
NADSC	National Artisan Development Support Centre
NAMB	National Artisan Moderation Body
NAMB-NAD	National Artisan Moderation Body - National Artisan Development

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
PED	Provincial Education Department
PSET	Post-School Education and Training
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
SAPSE	South African Post-Secondary Education
SAQA	South African Qualifications Authority
SARS	South African Revenue Service
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
TVET	Technical and Vocational Education and Training
UNISA	University of South Africa
W&RSETA	Wholesale and Retail Sector Education and Training Authority

## 1. INTRODUCTION

The Department of Higher Education and Training (DHET) seeks to improve the capacity of the Post-School Education and Training (PSET) system to meet the skills needs of the country. The Department's objectives are to: a) increase the rate at which the key skills necessary for economic growth and social development are delivered; b) serve the growing number of young people and adults who seek education and training outside of the schooling system; c) provide alternative entry points into and pathways through the learning system; d) provide quality learning irrespective of where learning takes place (i.e. College, University or workplace); and e) provide easy pathways across the various learning sites.

The Department has oversight over three main categories of PSET institutions, namely: Higher Education Institutions (HEIs); public Further Education and Training/Technical and Vocational Education and Training (FET/TVET) Colleges and private FET Colleges; and Adult Education and Training (AET) Centres. Public FET Colleges have been renamed TVET Colleges, while private FET Colleges have been renamed private Colleges in terms of the *Further Education and Training Colleges Amendment Act, 2013, (Act No. 1 of 2013)*, in Government Gazette No. 36271. The Act came into effect on 6 October 2014 in terms of a proclamation (No. 68 of 2014) by order of the President of the Republic of South Africa (Government Gazette No. 38072).

The Department 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 funding statistics on PSET over which it has oversight. It, therefore, does not provide information on PSET that is managed by other government departments and state entities.

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 contain 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 contain data provided to the Department by public FET/TVET Colleges and registered private FET Colleges;
- The database on AET Centres, which contain data provided to the Department by Provincial Education Departments (PEDs) and annual reports submitted by private AET Centres;
- The Sector Education and Training Authority (SETA) Learner Management System, which contain 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 contain administrative data about student examinations and certification for the General Education and Training Certificate-Adult Basic Education and Training (GETC-ABET), the National Certificate (Vocational) [NC(V)] and the "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, being improved continuously.

The Department uses the racial descriptors: “African”, “Coloured”, “White” and “Indian/Asian” for planning, monitoring and funding purposes. The Department places on record that these racial descriptors, which characterised apartheid policies and practices in the past, are being used to provide historical context and comparisons as well as to describe and measure the effects of present policy and practice on redressing the inequities of the past as required by the Constitution of South Africa.

## 2. THE PROVISIONING OF POST-SCHOOL EDUCATION AND TRAINING (PSET): A STATISTICAL OVERVIEW

The formal provisioning of PSET in South Africa occurs mainly through three main types of public and private education and training institutions, namely: Higher Education Institutions (HEIs); Further Education and Training/Technical and Vocational Education and Training (FET/TVET) Colleges and Adult Education and Training (AET) Centres. In addition, workplace-based education and training occurs through a range of learning programmes that are supported and facilitated through Sector Education and Training Authorities (SETAs).

This section of the report provides a statistical overview of public and private PSET institutions, enrolment in these institutions and information on the number of persons participating in workplace-based programmes.

**Table 1: Overview of PSET institutions, in 2013**

	HEIs			FET Colleges			AET Centres			TOTAL PSET
	Public	Private	Total	Public	Private	Total	Public	Private	Total	
Number of institutions	23	113	136	50	627	677	3 150	62	3 212	4 025
Number of students/learners enrolled	983 698	119 941	1 103 639	639 618	154 632	794 250	249 507	8 316	257 823	2 155 712

**Sources:**

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

*Private Higher Education Institutions: Annual Reports submitted by private HEIs to the DHET, April 2013.*

*2013 Annual Survey of Public FET Colleges 20140807.*

*2013 Annual Survey of Private FET Colleges 20140726.*

*2013 Annual Survey of AET Centres 20140908.*

Note 1: Private Higher Education (HE) figures are unaudited.

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

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

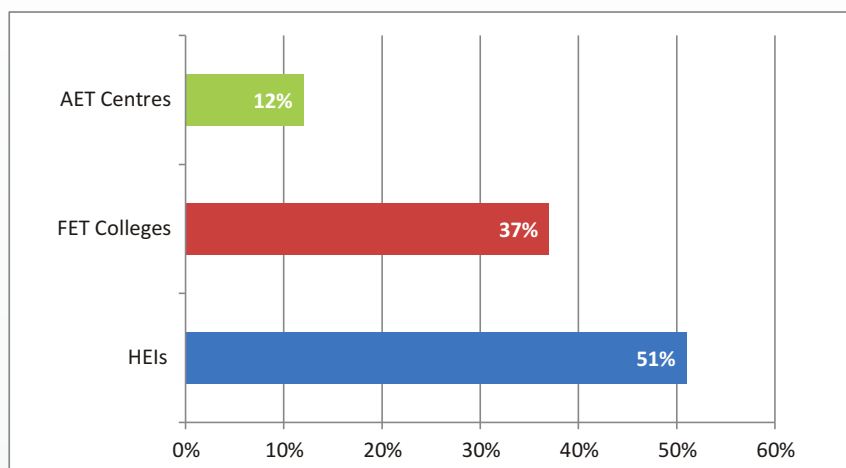
As Table 1 indicates, more than two million students and learners were enrolled in over 4 000 PSET institutions in South Africa in 2013.

The Higher Education (HE) sector comprised 136 public and private institutions in 2013, reflecting an increase of six private institutions since 2012. Twenty-three of the institutions were public and 113 private. These institutions serviced almost 990 000 and 120 000 students, respectively. As evident from student enrolment figures, the public HE sector is considerably larger than the private sector, with 89% of student enrolment located in the public sector.

The FET/TVET sector comprised almost 680 public FET/TVET and private FET Colleges in 2013, of which 50 were public and 627 private. Although the number of private (registered) FET Colleges far exceeded that of public FET/TVET Colleges, student enrolment in private FET Colleges comprised 19% of total student enrolment in the FET/TVET College sector.

The AET sector comprised over 3 200 public and private AET Centres in 2013. As is evident from student enrolment figures in AET Centres, the private AET sector in South Africa is relatively small.

**Figure 1: Percentage distribution of student enrolment in PSET institutions, in 2013**



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

As indicated in Figure 1, more than half of all students enrolled in PSET institutions were enrolled in the HE sector, while 37% were enrolled in the FET/TVET College sector and 12% in the AET sector. Compared with 2012, this distribution increased by two percentage points for HEIs, decreased by a percentage point for FET/TVET Colleges and decreased by three percentage points for AET Centres.

**Table 2: Number of workers and unemployed persons registered for and certificated in SETA-supported learning programmes, by programme type, in 2013**

	Registered				Certificated			
	Learnerships	Internships	Skills Development Programmes	Total	Learnerships	Internships	Skills Development Programmes	Total
<b>Workers</b>	30 032	n.a	74 132	<b>104 155</b>	14 973	n.a	90 694	<b>105 667</b>
<b>Unemployed persons</b>	45 750	8 017	18 376	<b>72 143</b>	23 823	2 510	18 853	<b>45 186</b>
<b>Total</b>	<b>75 782</b>	<b>8 017</b>	<b>92 508</b>	<b>176 298</b>	<b>38 796</b>	<b>2 510</b>	<b>109 547</b>	<b>150 853</b>

Source: SETA Quarterly Reports, 2013/14.

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 Development Programmes" refers to programmes that have been undertaken as part-qualifications as defined in the *National Qualifications Framework (NQF) Act, 2008, (Act No.67 of 2008)*.

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

SETAs registered more than 176 000 learners in SETA-supported learning programmes and certificated approximately 151 000 learners in 2013. More than 75 000 learners registered for learnership programmes and 92 500 learners registered for Skills Development Programmes during this period.

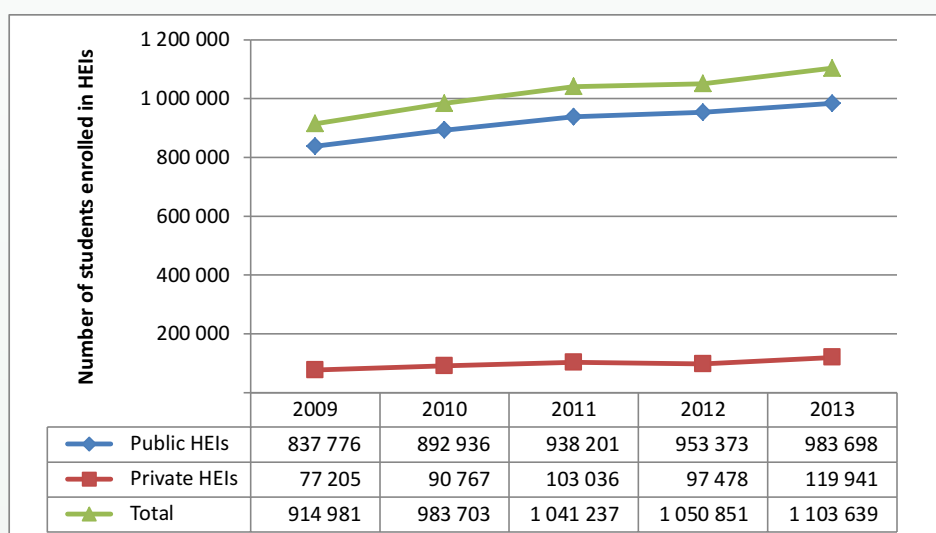
A greater proportion of unemployed persons registered for learnerships (45 750) compared with those registered for Skills Development Programmes (18 376).

### 3. HIGHER EDUCATION AND TRAINING

#### 3.1 ENROLMENT IN PUBLIC AND PRIVATE HIGHER EDUCATION INSTITUTIONS (HEIs)

In 2013, the Higher Education (HE) sector comprised 23 public HEIs and 113 private HEIs, with over 85% of all HE students enrolled in public HEIs. The Department of Higher Education and Training (DHET) established two new public HEIs in 2014.

**Figure 2: Number of students enrolled in public and private HEIs, from 2009 to 2013**



**Sources:**

2013 HEMIS database, data extracted in October 2014.

2013 Annual Reports submitted to the DHET by private HEIs.

Note: Enrolment figures for private HEIs are unaudited.

The total student enrolment in HEIs (both public and private) increased from about 915 000 in 2009 to more than 1.1 million in 2013. Plans are afoot to ensure that government's enrolment target of 1 620 000 for public HEIs, as expressed in the National Development Plan (NDP)<sup>1</sup>, is achieved by 2030.

Close to 146 000 more students enrolled in public HEIs in 2013 compared with the figure in 2009, while the number of students enrolled in private HEIs increased by about 43 000 from 2009 to 2013.

<sup>1</sup>The Presidency (2011). *National Development Plan: Vision 2030*, Pretoria.

## 3.2 PUBLIC HEIs

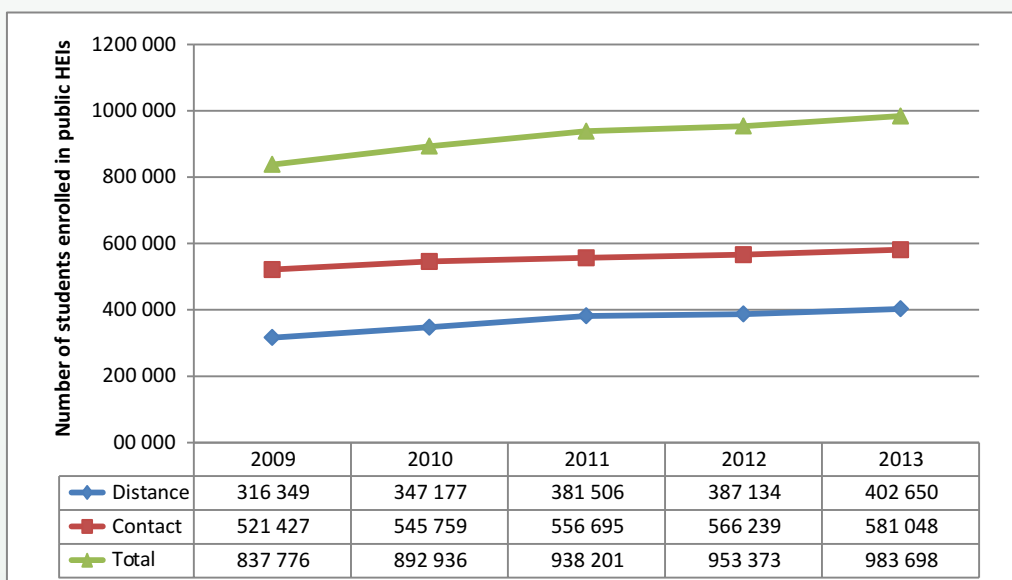
### 3.2.1 Introduction

Of the 23 public HEIs that existed in South Africa in 2013, 11 were generally regarded as "traditional" Universities, six were Universities of Technology (formerly known as Technikons) and six were Comprehensive Universities (established from the merger of traditional Universities and former Technikons). Since 2013, two new public HEIs, Sol Plaatje University in the Northern Cape and the University of Mpumalanga in Mpumalanga, started operations in 2014.

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

### 3.2.2 Enrolment in public HEIs

Figure 3: Number of students enrolled in public HEIs, by attendance mode, from 2009 to 2013



Source: 2013 HEMIS database, extracted in October 2014.

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

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.

Figure 3 shows that in 2013, a significantly higher number of students in public HEIs (581 048) were enrolled for the contact mode of study compared with those enrolled for the distance mode of learning (402 650).

**Table 3: Number of first-time undergraduate students enrolled in public HEIs, by institution, from 2009 to 2013**

Institution	2009	2010	2011	2012	2013
Cape Peninsula University of Technology	8 244	8 106	7 876	7 949	7 604
University of Cape Town	4 153	3 637	3 464	3 875	3 748
Central University of Technology, Free State	3 941	3 321	2 722	2 803	3 408
Durban University of Technology	6 856	7 096	6 243	6 078	6 842
University of Fort Hare	2 314	2 468	2 592	2 811	2 276
University of the Free State	4 038	5 007	5 829	6 202	5 533
University of Johannesburg	13 168	10 230	12 404	10 181	10 142
University of KwaZulu-Natal	8 048	8 053	7 649	7 150	8 684
University of Limpopo	3 421	4 745	5 288	5 137	4 861
Mangosuthu University of Technology	3 032	2 769	2 510	2 840	2 883
Nelson Mandela Metropolitan University	5 391	5 099	5 815	5 164	5 226
North West University	5 929	7 206	7 526	7 848	8 770
University of Pretoria	8 015	8 124	7 408	7 412	8 497
Rhodes University	1 670	1 451	1 230	1 275	1 372
University of South Africa	40 884	47 208	60 912	52 227	33 828
University of Stellenbosch	4 234	4 599	4 535	3 936	4 553
Tshwane University of Technology	12 760	11 621	10 556	12 184	13 593
University of Venda	1 796	1 680	1 975	2 176	3 457
Vaal University of Technology	5 956	6 073	4 816	4 412	4 010
Walter Sisulu University	6 082	6 078	5 742	5 214	5 956
University of Western Cape	3 251	3 783	3 852	3 871	3 896
University of Witwatersrand	6 590	5 300	4 684	5 349	5 418
University of Zululand	4 745	4 734	3 477	3 671	3 832
<b>Total</b>	<b>164 518</b>	<b>168 388</b>	<b>179 105</b>	<b>169 765</b>	<b>158 389</b>

Source: 2013 HEMIS database, extracted in October 2014.

Note: A first-time entering undergraduate student is defined as a person who is (a) registered for an undergraduate or prediplomate course, and (b) has not registered at any HEI in the past.

Table 3 shows that the total number of undergraduate students who entered public HEIs for the first time decreased from about 165 000 students in 2009 to 158 000 in 2013. The pattern in the number of enrolments has been uneven over the past five years, with the number of new undergraduate enrolments peaking to more than 179 000 in 2011, and then dropping in 2012 and 2013. The decline has mainly been evident since 2012. The University of South Africa (UNISA) had the most significant decline in first-time entrants over the past two years, from 52 000 students in 2012, to almost 34 000 in 2013.

**Table 4: Number of students enrolled in public HEIs, by major field of study, qualification type and institution, in 2013**

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	16 880	10 752	2 405	3 440	<b>33 477</b>	154	22 648	9 013	512	971	179	<b>33 477</b>
University of Cape Town	11 201	6 216	740	7 961	<b>26 118</b>	1 428	540	15 520	2 947	4 255	1 428	<b>26 118</b>
Central University of Technology, Free State	5 789	3 396	2 038	2 081	<b>13 303</b>	1	8 547	3 873	566	223	93	<b>13 303</b>
Durban University of Technology	12 368	9 068	939	3 684	<b>26 059</b>	0	19 325	6 072	0	539	123	<b>26 059</b>
University of Fort Hare	3 138	1 801	1 616	5 760	<b>12 315</b>	39	307	9 350	1 194	1 067	358	<b>12 315</b>
University of the Free State	8 574	4 710	5 904	12 690	<b>31 877</b>	1 438	4 736	18 998	3 937	2 208	560	<b>31 877</b>
University of Johannesburg	14 875	19 044	3 114	11 353	<b>48 386</b>	131	15 759	25 565	3 924	2 297	710	<b>48 386</b>
University of KwaZulu-Natal	17 395	8 151	6 985	11 471	<b>44 002</b>	1 327	2 279	29 382	3 737	5 164	2 113	<b>44 002</b>
University of Limpopo	11 324	4 226	1 612	5 752	<b>22 914</b>	40	221	19 402	1 380	1 654	217	<b>22 914</b>
Mangosuthu University of Technology	6 684	3 759	0	932	<b>11 375</b>	0	10 920	455	0	0	0	<b>11 375</b>
Nelson Mandela Metropolitan University	9 231	9 819	2 661	4 650	<b>26 361</b>	593	10 800	11 249	1 189	2 076	454	<b>26 361</b>
North West University	12 324	9 857	26 542	12 252	<b>60 975</b>	201	19 197	27 940	9 595	2 871	1 171	<b>60 975</b>
University of Pretoria	24 816	9 055	14 497	9 185	<b>57 553</b>	496	2 591	33 186	12 626	6 676	1 978	<b>57 553</b>
Rhodes University	2 209	1 523	805	2 949	<b>7 485</b>	53	5	5 125	901	941	460	<b>7 485</b>
University of South Africa	42 357	128 077	81 757	103 050	<b>355 240</b>	15 842	86 169	207 735	37 250	6 372	1 872	<b>355 240</b>
University of Stellenbosch	13 165	5 832	1 606	6 815	<b>27 418</b>	725	44	16 822	3 723	4 722	1 382	<b>27 418</b>
Tshwane University of Technology	22 173	17 674	4 000	10 312	<b>54 159</b>	68	40 055	11 615	459	1 647	315	<b>54 159</b>
University of Venda	4 957	2 285	1 599	2 977	<b>11 818</b>	21	290	10 169	643	523	172	<b>11 818</b>
Vaal University of Technology	11 128	7 237	79	2 190	<b>20 633</b>	173	17 160	2 981	170	119	30	<b>20 633</b>
Walter Sisulu University	7 479	6 786	3 923	5 934	<b>24 122</b>	0	13 132	9 871	708	363	48	<b>24 122</b>
University of Western Cape	7 633	2 576	1 788	8 386	<b>20 383</b>	0	407	15 572	2 119	1 609	676	<b>20 383</b>
University of Witwatersrand	15 039	5 604	2 783	7 708	<b>31 134</b>	374	193	20 768	2 693	5 567	1 539	<b>31 134</b>
University of Zululand	2 883	2 506	5 601	5 601	<b>16 591</b>	91	1 997	12 768	1 221	353	161	<b>16 591</b>
<b>Total</b>	<b>283 622</b>	<b>279 954</b>	<b>172 991</b>	<b>247 131</b>	<b>983 698</b>	<b>23 195</b>	<b>277 322</b>	<b>523 431</b>	<b>91 494</b>	<b>52 217</b>	<b>16 039</b>	<b>983 698</b>

Source: 2013 HEMIS database, extracted in October 2014.

Note 1: SET majors mean majors in Science, Engineering and Technology. These include majors in Engineering, Health Sciences, Life Sciences, Physical Sciences, Computer Sciences and Mathematical Sciences.

Note 2: Business majors include majors in Accounting, Management and all other business-related majors, such as Marketing.

Note 3: Humanities majors include majors in Education, Languages and Literary Studies, Fine Arts, Music and the Social Sciences.

Note 4: Occasional students are students who are taking courses that are part of formally approved programmes, but who are not registered for a formal Degree or Diploma.

Note 5: The category "Undergraduate Degrees" includes professional Bachelor's Degrees, which are those that have an approved formal time of four or more years. Examples include Degrees such as B Tech, BSc (Engineering), MB ChB and BFA.

Note 6: The category "Postgraduate, below Master's Level" includes Postgraduate and Post-Diploma Diplomas, Postgraduate Bachelor's Degrees, and Honours Degrees.

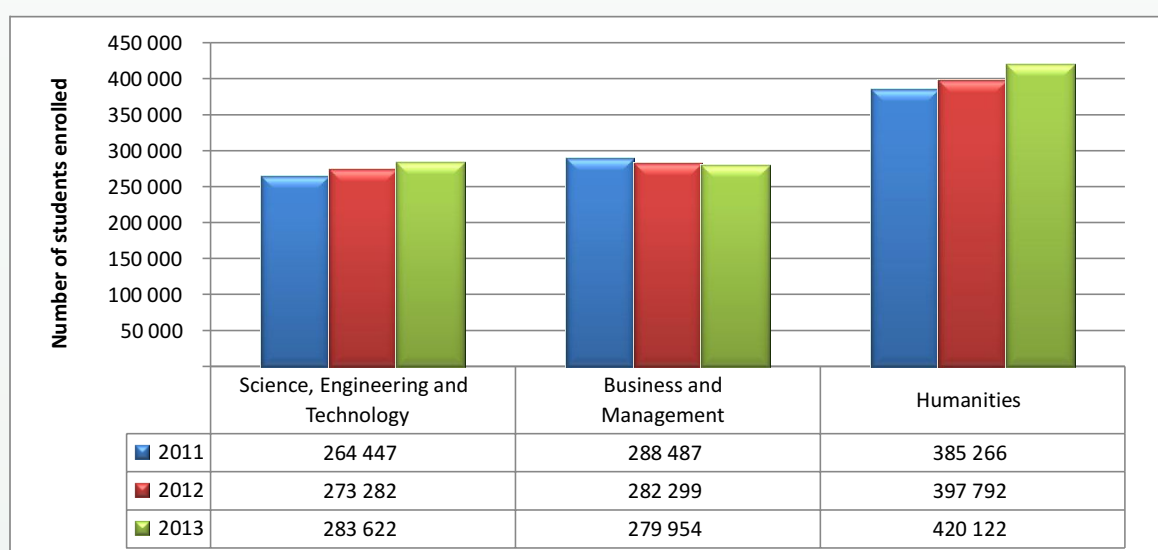
Note 7: As a result of rounding off, numbers and percentages may not necessarily add up.

Note 8: Since some students were coded as "major field of study unknown", totals may not add up.

Table 4 shows that in public HEIs in 2013, student enrolment was highest in the field of Humanities (Education plus all other Humanities and Social Sciences), with close to 420 122 students enrolled in this field, followed by about 284 000 students in the field of Science Engineering and Technology (SET) and close to 280 000 students in the field of Business and Management. As Table 4 shows, close to 173 000 students in public HEIs enrolled in the Education field of study in 2013.

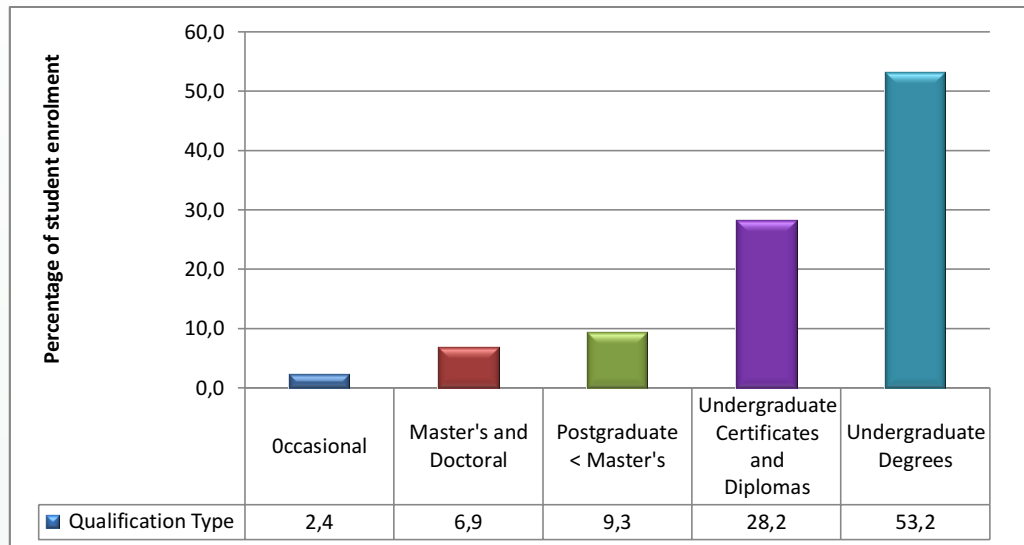
Table 4 also shows that in 2013, the highest proportion of students in public HEIs were registered in Undergraduate Degree programmes (523 431), followed by Undergraduate Certificate and Diploma programmes (277 322), Postgraduate below Master's Level (91 494), Master's Degrees (52 217), occasional students (23 195) and Doctoral Degrees (16 039).

**Figure 4: Number of students enrolled in public HEIs, by major field of study, from 2011 to 2013**



Source: 2013 HEMIS database, extracted in October 2014.

Figure 4 shows that the number of students enrolled in the SET and Humanities fields of study in public HEIs increased steadily from 2011 to 2013, while that in the field of Business and Management decreased over the same period. The student enrolment ratio between the SET; Business and Management; and Humanities major fields of study stood at 29%, 28% and 43%, respectively, in 2013.

**Figure 5: Percentage distribution of student enrolment in public HEIs, by qualification type, in 2013**

Source: 2013 HEMIS database, extracted in October 2014.

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

Figure 5 shows that the percentage of students enrolled in Undergraduate Degree programmes in public HEIs constituted 53% of total enrolment in 2013, followed by students who registered for Undergraduate Certificate and Diploma programmes at 28%. About 7% of all students in public HEIs enrolled for Master's and Doctoral programmes in 2013, while 9% of students were enrolled for Postgraduate programmes below Masters' level.

**Table 5: Number of students enrolled in public HEIs, by attendance mode, population group, gender and institution, in 2013**

Institution	Contact							Distance						
	African	Coloured	Indian/Asian	White	Total	Female	Male	African	Coloured	Indian/Asian	White	Total	Female	Male
Cape Peninsula University of Technology	19 235	9 367	396	4 372	<b>33 370</b>	17 940	15 430	44	7	3	53	<b>107</b>	38	69
University of Cape Town	6 979	3 628	1 802	8 589	<b>26 109</b>	13 709	12 400	0	0	0	0	<b>0</b>	0	0
Central University of Technology, Free State	11 411	434	42	1 163	<b>13 050</b>	6 120	6 930	177	68	2	6	<b>253</b>	187	66
Durban University of Technology	21 053	415	3 732	827	<b>26 059</b>	12 658	13 401	0	0	0	0	<b>0</b>	0	0
University of Fort Hare	11 714	229	45	327	<b>12 315</b>	7 004	5 311	0	0	0	0	<b>0</b>	0	0
University of the Free State	15 860	1 344	307	8 100	<b>25 611</b>	15 297	10 314	4 820	307	271	868	<b>6 266</b>	4 401	1 865
University of Johannesburg	38 648	1 500	2 195	6 043	<b>48 386</b>	25 998	22 388	0	0	0	0	<b>0</b>	0	0
University of KwaZulu-Natal	26 055	906	10 674	2 796	<b>40 576</b>	23 064	17 512	3 225	32	129	36	<b>3 426</b>	2 666	760
University of Limpopo	22 478	26	132	278	<b>22 914</b>	12 405	10 509	0	0	0	0	<b>0</b>	0	0
Mangosuthu University of Technology	11 340	16	14	5	<b>11 375</b>	5 715	5 660	0	0	0	0	<b>0</b>	0	0
Nelson Mandela Metropolitan University	14 941	3 634	319	6 407	<b>25 301</b>	13 300	12 001	992	56	0	12	<b>1 060</b>	863	197
North West University	18 176	1 143	441	16 434	<b>36 195</b>	21 422	14 773	21 347	1 541	44	808	<b>24 780</b>	19 351	5 429
University of Pretoria	20 038	1 069	2 269	24 089	<b>47 468</b>	26 075	21 393	9 900	59	44	82	<b>10 085</b>	7 263	2 822
Rhodes University	4 046	280	303	2 856	<b>7 485</b>	4 356	3 129	0	0	0	0	<b>0</b>	0	0
University of South Africa	0	0	0	0	<b>0</b>	0	0	253 613	19 105	24 401	57 268	<b>355 238</b>	223 603	131 635
University of Stellenbosch	4 231	4 421	636	18 130	<b>27 418</b>	14 142	13 276	0	0	0	0	<b>0</b>	0	0
Tshwane University of Technology	49 290	304	213	3 057	<b>52 864</b>	26 921	25 943	1 009	221	36	29	<b>1 295</b>	587	708
University of Venda	11 797	3	11	7	<b>11 818</b>	6 438	5 380	0	0	0	0	<b>0</b>	0	0
Vaal University of Technology	19 647	268	72	508	<b>20 495</b>	9 364	11 131	138	0	0	0	<b>138</b>	60	78
Walter Sisulu University	23 970	37	72	43	<b>24 122</b>	13 157	10 965	0	0	0	0	<b>0</b>	0	0
University of Western Cape	8 653	9 431	1 051	1 021	<b>20 382</b>	12 171	8 211	0	0	0	0	<b>0</b>	0	0
University of Witwatersrand	18 210	1 157	4 076	7 669	<b>31 134</b>	17 026	14 108	0	0	0	0	<b>0</b>	0	0
University of Zululand	16 466	26	55	44	<b>16 591</b>	10 397	6 194	0	0	0	0	<b>0</b>	0	0
<b>Total</b>	<b>394 238</b>	<b>39 638</b>	<b>28 857</b>	<b>112 765</b>	<b>581 038</b>	<b>314 679</b>	<b>266 359</b>	<b>295 265</b>	<b>21 396</b>	<b>24 930</b>	<b>59 162</b>	<b>402 648</b>	<b>259 019</b>	<b>143 629</b>
<b>Percentage</b>	<b>68</b>	<b>7</b>	<b>5</b>	<b>19</b>	<b>100</b>	<b>54</b>	<b>46</b>	<b>73</b>	<b>5</b>	<b>6</b>	<b>15</b>	<b>100</b>	<b>64</b>	<b>36</b>

Source: 2013 HEMIS database, extracted in October 2014.

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.

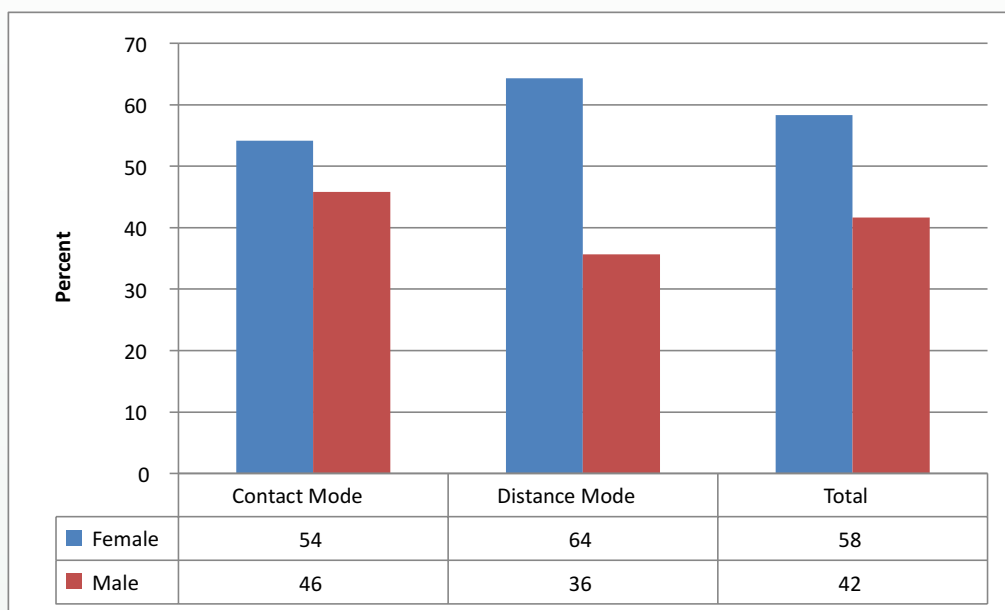
Note 3: The figures in the "total" columns are for both gender and population group. Given that students coded as "race unknown" are not included in the table, the sum of African + Coloured + Indian/Asian + White students may not be accurately reflected in the "total" columns.

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

Table 5 shows that in 2013, African students comprised 68% of all students in public HEIs studying through the contact mode of study, and 73% of all students studying through the distance mode of education. White, Coloured and Indian/Asian students made up 19%, 7% and 5%, respectively, of all students enrolled in public HEIs for the contact mode of study in 2013. In general, a higher proportion of African and Indian/Asian students enrolled for distance mode programmes rather than the contact mode of education in 2013.

Table 5 also shows that females comprised 54% of all students enrolled in public HEIs for the contact mode of study and 64% of students enrolled through distance learning programmes in 2013.

**Figure 6: Percentage distribution of student enrolment in public HEIs, by attendance mode and gender, in 2013**



Source: 2013 HEMIS database, extracted in October 2014.

Figure 6 shows that females comprised 58% of total student enrolment in public HEIs compared with 42% males in 2013. It also indicates a higher proportion of females enrolled for contact programmes compared with males.

**Table 6: Number of foreign students enrolled in public HEIs, by country, attendance mode and qualification type, in 2013**

Country	Contact							Distance							Total Contact and Distance
	Occasional students	Undergraduate Certificates and Diplomas	Undergraduate Degrees	Postgraduate below Master's Level	Master's Degrees	Doctoral Degrees	Total Contact	Occasional students	Undergraduate Certificates and Diplomas	Undergraduate Degrees	Postgraduate below Master's Level	Master's Degrees	Doctoral Degrees	Total Distance	
Zimbabwe	69	801	5 959	1 155	1 852	1 053	<b>10 889</b>	438	1 035	11 925	1 859	529	247	<b>16 033</b>	<b>26 922</b>
Namibia	35	353	1 290	372	484	105	<b>2 639</b>	90	1 045	873	601	88	16	<b>2 713</b>	<b>5 352</b>
Lesotho	63	561	969	402	421	127	<b>2 543</b>	77	1 279	490	447	44	12	<b>2 349</b>	<b>4 892</b>
Swaziland	10	706	1 022	101	268	92	<b>2 199</b>	109	322	995	594	101	10	<b>2 131</b>	<b>4 330</b>
Nigeria	14	193	321	208	746	762	<b>2 244</b>	52	90	708	139	91	62	<b>1 142</b>	<b>3 386</b>
Democratic Republic of the Congo	15	1 659	590	87	229	68	<b>2 648</b>	31	201	339	54	42	23	<b>690</b>	<b>3 338</b>
Botswana	11	154	742	157	290	108	<b>1 462</b>	82	209	1 230	79	55	14	<b>1 669</b>	<b>3 131</b>
Zambia	8	75	393	86	327	135	<b>1 024</b>	18	61	642	57	39	26	<b>843</b>	<b>1 867</b>
Kenya	9	39	308	79	308	330	<b>1 073</b>	17	21	389	34	90	40	<b>591</b>	<b>1 664</b>
United States of America	915	3	51	24	133	134	<b>1 260</b>	3	2	38	10	10	65	<b>128</b>	<b>1 388</b>
Other countries	1 188	1 782	3 654	874	2 789	1 942	<b>12 229</b>	237	597	2 885	609	477	552	<b>5 357</b>	<b>17 586</b>
<b>Total</b>	<b>2 337</b>	<b>6 326</b>	<b>15 299</b>	<b>3 545</b>	<b>7 847</b>	<b>4 856</b>	<b>40 210</b>	<b>1 154</b>	<b>4 862</b>	<b>20 514</b>	<b>4 483</b>	<b>1 566</b>	<b>1 067</b>	<b>33 646</b>	<b>73 856</b>

Source: 2013 HEMIS database, extracted in October 2014.

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: Occasional students are students who are taking courses that are part of formally approved programmes, but who are not registered for a formal Degree or Diploma.

Note 4: The category "Undergraduate Degrees" also includes professional Bachelor's Degrees, which are those that have an approved formal time of four or more years. Examples include Degrees such as B Tech, BSc (Engineering), MB ChB and BFA.

Note 5: The category "Postgraduate, below Master's Level" includes Postgraduate and Post-Diploma Diplomas, Postgraduate Bachelor's Degrees and Honours Degrees.

Note 6: Enrolment numbers are listed for the ten countries with the highest foreign student enrolment. The rest of foreign student enrolments are included in "other countries".

Table 6 shows that close to 74 000 students from countries outside South Africa enrolled in public HEIs in 2013. The majority of these students were from the African continent. Zimbabweans constituted the highest number of foreign student enrolments in both contact (approximately 11 000) and distance mode (16 000) of attendance. The majority of foreign students were studying towards an Undergraduate Degree, although a significant number were enrolled for Doctorate programmes.

**Table 7: Full-Time Equivalent (FTE) student enrolment in public HEIs, by attendance mode, major field of study and institution, in 2013**

Institution	Contact					Distance				
	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total Contact	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total Distance
Cape Peninsula University of Technology	10 809	7 388	2 156	4 285	24 637	16	250	0	0	266
University of Cape Town	8 348	4 686	468	6 539	20 042	0	0	0	0	0
Central University of Technology, Free State	4 068	2 062	1 890	1 770	9 789	13	69	0	91	173
Durban University of Technology	8 435	5 806	645	4 352	19 237	0	0	0	0	0
University of Fort Hare	2 556	1 519	1 584	4 646	10 305	0	0	0	0	0
University of the Free State	7 174	3 419	2 349	7 132	20 074	22	758	1 743	865	3 387
University of Johannesburg	10 347	13 896	2 676	9 828	36 747	0	0	0	0	0
University of KwaZulu-Natal	12 288	5 712	4 473	9 320	31 793	534	0	970	0	1 504
University of Limpopo	8 900	2 521	2 366	5 362	19 149	0	0	0	0	0
Mangosuthu University of Technology	4 247	2 133	0	1 364	7 745	0	0	0	0	0
Nelson Mandela Metropolitan University	7 032	6 141	1 100	4 869	19 141	143	0	380	0	523
North West University	9 345	6 467	2 823	10 864	29 499	1 473	131	8 080	1 851	11 535
University of Pretoria	18 003	7 068	3 258	8 985	37 314	5	0	3 683	0	3 688
Rhodes University	1 811	1 191	516	2 646	6 163	0	0	0	0	0
University of South Africa	0	0	0	1	1	26 223	61 625	37 986	71 266	197 100
University of Stellenbosch	10 338	4 498	1 303	5 664	21 803	0	0	0	0	0
Tshwane University of Technology	13 157	11 214	3 039	9 530	36 940	0	0	0	963	963
University of Venda	3 667	1 141	1 146	3 728	9 682	0	0	0	0	0
Vaal University of Technology	6 515	4 649	75	2 384	13 623	25	72	0	23	121
Walter Sisulu University	6 545	2 849	4 734	5 534	19 662	0	0	0	0	0
University of Western Cape	5 805	2 073	1 139	6 960	15 977	0	0	0	0	0
University of Witwatersrand	11 134	3 769	1 912	6 693	23 507	0	0	0	0	0
University of Zululand	2 453	2 419	3 734	5 157	13 764	0	0	0	0	0
<b>Total</b>	<b>172 977</b>	<b>102 620</b>	<b>43 387</b>	<b>127 612</b>	<b>446 596</b>	<b>28 454</b>	<b>62 904</b>	<b>52 842</b>	<b>75 060</b>	<b>219 261</b>
<b>Percentage</b>	<b>39</b>	<b>23</b>	<b>10</b>	<b>29</b>	<b>100</b>	<b>13</b>	<b>29</b>	<b>24</b>	<b>34</b>	<b>100</b>

Source: 2013 HEMIS database, extracted in October 2014.

Note 1: 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 with 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.

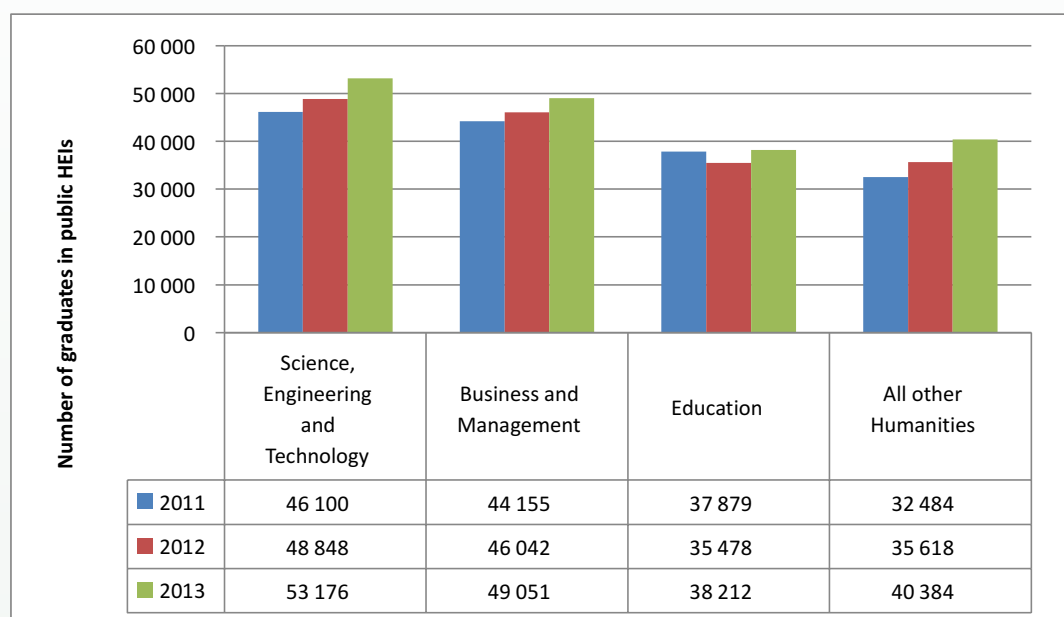
Note 4: Definitions for fields of study employed here are the same as those employed in Table 4.

Note 5: The totals above include Undergraduate and Postgraduate courses.

Table 7 shows that the total number of FTE students in public HEIs were almost 670 000 in 2013. The FTEs comprised about 450 000 students studying through contact attendance mode and about 220 000 students studying through the distance mode of learning.

### 3.2.3 Graduates in public HEIs

Figure 7: Number of graduates in public HEIs, by major field of study, from 2011 to 2013



Source: 2013 HEMIS database, extracted in October 2014.

Figure 7 shows an increase in the number of graduates in all fields of study from 2011 to 2013 (with only Education indicating a small decline between 2011 and 2012). In 2013, the highest number of graduates were from the field of Humanities (Education and all other Humanities) at almost 79 000, followed by about 53 000 graduates from the SET field of study.

**Table 8: Number of students who graduated from public HEIs, by major field of study, qualification type and institution, in 2013**

Institution	Major Field of Study					Formal Qualification					Total
	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	
Cape Peninsula University of Technology	3 674	2 827	823	839	8 163	4 631	3 119	275	110	28	8 163
University of Cape Town	2 683	1 943	333	2 043	7 001	192	3 310	2 085	1 209	205	7 001
Central University of Technology, Free State	1 230	890	688	408	3 217	1 606	1 179	383	37	12	3 217
Durban University of Technology	2 577	2 470	166	1 165	6 378	4 115	2 162	0	83	18	6 378
University of Fort Hare	699	427	486	1 142	2 754	126	1 737	707	154	30	2 754
University of the Free State	2 092	1 080	1 064	2 491	6 726	771	3 264	2 072	528	91	6 726
University of Johannesburg	3 358	5 033	509	2 676	11 576	3 232	5 631	2 121	514	78	11 576
University of KwaZulu -Natal	3 314	1 996	2 239	2 470	10 019	1 117	5 543	2 290	862	207	10 019
University of Limpopo	1 974	894	512	1 398	4 778	130	3 305	1 009	320	14	4 778
Mangosuthu University of Technology	1 219	792	0	266	2 276	2 112	164	0	0	0	2 276
Nelson Mandela Metropolitan University	2 310	1 985	1 050	950	6 295	2 464	2 599	728	430	74	6 295
North West University	3 132	2 699	6 756	2 878	15 464	5 315	5 624	3 576	781	168	15 464
University of Pretoria	4 859	2 807	4 314	2 192	14 172	1 542	6 370	4 542	1 476	242	14 172
Rhodes University	664	530	258	909	2 361	1	1 289	719	282	70	2 361
University of South Africa	3 022	10 471	13 561	7 880	34 934	9 488	13 846	10 600	799	201	34 934
University of Stellenbosch	3 004	1 956	603	1 966	7 529	19	3 530	2 471	1 284	225	7 529
Tshwane University of Technology	4 266	3 749	847	2 134	10 996	7 461	3 176	130	197	32	10 996
University of Venda	677	285	359	480	1 800	108	1 342	310	37	3	1 800
Vaal University of Technology	1 874	1 896	60	368	4 198	2 801	1 268	92	33	4	4 198
Walter Sisulu University	1 422	1 678	764	983	4 846	2 638	1 918	238	49	3	4 846
University of Western Cape	1 671	630	461	1 502	4 263	287	2 385	1 092	388	111	4 263
University of Witwatersrand	3 010	1 509	756	1 899	7 173	19	3 967	1 761	1 205	221	7 173
University of Zululand	448	504	1 605	1 347	3 904	739	2 408	712	31	14	3 904
<b>Total</b>	<b>53 176</b>	<b>49 051</b>	<b>38 212</b>	<b>40 384</b>	<b>180 823</b>	<b>50 914</b>	<b>79 136</b>	<b>37 913</b>	<b>10 809</b>	<b>2 051</b>	<b>180 823</b>

Source: 2013 HEMIS database, extracted in October 2014.

Note 1: Definitions of fields of study are the same as those employed in Table 4.

Note 2: Definitions of formal qualifications are the same as those employed in Table 4.

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 8 shows about 181 000 students graduated from public HEIs in 2013. Of these, 53 178 graduated in the SET field of study, 49 051 in Business and Management and 38 212 in Education. The remaining 40 384 graduated in the field of study "all other Humanities and Social Sciences". Table 8 also shows that, in 2013, the highest number of graduates were in Undergraduate Degree programmes (79 136), followed by Undergraduate Certificates and Diplomas (50 914), Postgraduate below Master's Level (37 913), Master's Degrees (10 809) and Doctoral Degrees (2 051).

Table 9: Summaries of graduation rates in public HEIs, by qualification type and institution, in 2013

Institution	Undergraduate Certificates and Diplomas (%)	Undergraduate Degrees (%)	Postgraduate below Master's Level (%)	Master's Degrees (%)	Doctoral Degrees (%)
Cape Peninsula University of Technology	20	35	54	11	16
University of Cape Town	36	21	71	28	14
Central University of Technology, Free State	19	30	68	17	13
Durban University of Technology	21	36	n.a.	15	15
University of Fort Hare	41	19	59	14	8
University of the Free State	16	17	53	24	16
University of Johannesburg	21	22	54	22	11
University of KwaZulu-Natal	49	19	61	17	10
University of Limpopo	59	17	73	19	6
Mangosuthu University of Technology	19	36	n.a.	n.a.	n.a.
Nelson Mandela Metropolitan University	23	23	61	21	16
North West University	28	20	37	27	14
University of Pretoria	60	19	36	22	12
Rhodes University	20	25	80	30	15
University of South Africa	11	7	28	13	11
University of Stellenbosch	43	21	66	27	16
Tshwane University of Technology	19	27	28	12	10
University of Venda	37	13	48	7	2
Vaal University of Technology	16	43	54	28	13
Walter Sisulu University	20	19	34	13	6
University of Western Cape	71	15	52	24	16
University of Witwatersrand	10	19	65	22	14
University of Zululand	37	19	58	9	9
<b>Average percentage</b>	<b>18</b>	<b>15</b>	<b>41</b>	<b>21</b>	<b>13</b>

Source: 2013 HEMIS database, extracted in October 2014.

Note 1: 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 (DOE), 2001.

Note 2: The benchmarks in the National Plan for Higher Education 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:

	<b>Undergraduate</b>	<b>Doctoral</b>
<b>Contact programmes</b>	<b>25%</b>	<b>20%</b>
<b>Distance programmes</b>	<b>15%</b>	<b>15%</b>

Note 3: Graduation rates are calculated based on the number of students who graduate in a particular year, irrespective of the year of study, divided by the total number of students enrolled at Universities in that particular year. The total number of graduates in 2013 (180 823 students) divided by the total number of enrolments in 2013 (983 698 students), translates to an 18.4% graduation rate. The calculation is in accordance with the National Plan for Higher Education, Section 2.3: Benchmarks for graduation rates.

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

Note 5: Graduation rates include graduates and diplomates.

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

Table 9 shows that graduation rates in public HEIs are generally lower than that set by the National Plan for Higher Education (DOE, 2001). In 2013, the average graduation rate of Doctoral students stood at 13%, while that for Master's and Undergraduate Degree and Diploma students was 21%, 15% and 18%, respectively. Table 9 also shows that graduation rates differed widely across public HEIs.

**Table 10: Undergraduate success rates of students in public HEIs, by attendance mode, population group, and institution, in 2013**

Institution	Contact (%)					Distance (%)				
	African	Coloured	Indian/Asian	White	Average	African	Coloured	Indian/Asian	White	Average
Cape Peninsula University of Technology	73	84	82	88	<b>78</b>	56	82	71	70	<b>63</b>
University of Cape Town	81	87	88	93	<b>87</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
Central University of Technology, Free State	76	77	79	79	<b>76</b>	77	84	100	84	<b>80</b>
Durban University of Technology	81	84	83	87	<b>81</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
University of Fort Hare	82	83	82	90	<b>82</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
University of the Free State	74	75	80	88	<b>78</b>	73	67	62	68	<b>72</b>
University of Johannesburg	83	83	84	88	<b>83</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
University of KwaZulu-Natal	79	85	85	90	<b>82</b>	79	76	92	91	<b>80</b>
University of Limpopo	85	87	94	97	<b>86</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
Mangosuthu University of Technology	81	87	69	93	<b>81</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
Nelson Mandela Metropolitan University	74	78	79	86	<b>77</b>	91	95	n.a.	100	<b>92</b>
North West University	83	83	89	89	<b>86</b>	83	87	98	95	<b>84</b>
University of Pretoria	76	79	81	87	<b>82</b>	78	88	97	93	<b>79</b>
Rhodes University	82	83	88	89	<b>85</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
University of South Africa	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>	55	57	61	68	<b>58</b>
University of Stellenbosch	77	81	87	88	<b>86</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
Tshwane University of Technology	76	74	82	85	<b>76</b>	76	83	94	87	<b>78</b>
University of Venda	83	100	99	48	<b>83</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
Vaal University of Technology	74	67	68	69	<b>73</b>	96	n.a.	n.a.	n.a.	<b>96</b>
Walter Sisulu University	80	82	93	77	<b>80</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
University of Western Cape	76	81	88	92	<b>80</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
University of Witwatersrand	78	83	86	91	<b>82</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
University of Zululand	82	78	76	85	<b>82</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
<b>Average percentage</b>	<b>79</b>	<b>82</b>	<b>85</b>	<b>88</b>	<b>81</b>	<b>58</b>	<b>60</b>	<b>62</b>	<b>68</b>	<b>60</b>

Source: 2013 HEMIS database, extracted in September 2014.

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

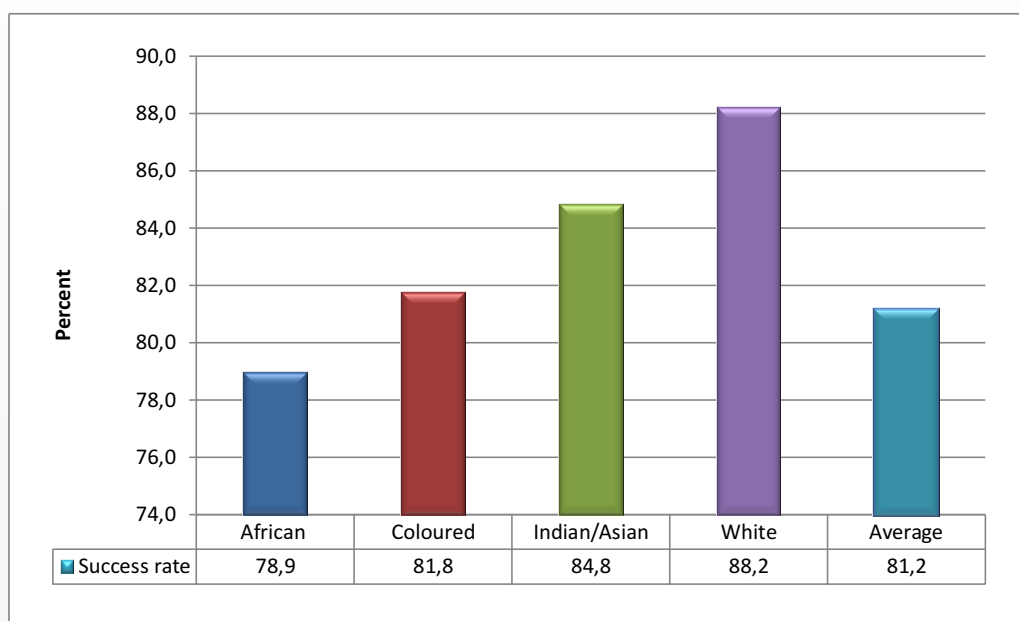
Note 2: Success rates are determined as follows: a calculation is made of FTE enrolled student totals for each course category. A further FTE calculation, using the same credit values, is made for each course category for those students who passed the courses. The success rates are then determined as: 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 10 shows that in 2013, the average success rate of contact mode students was significantly higher (at 81%) than that of distance mode students (at 60%). As Table 10 and Figure 8 reveal, White students had the highest success rates for both contact and distance modes, whereas African students had the lowest success rates for both modes of study.

Figure 8: Percentage distribution of average undergraduate success rates in public HEIs, by contact education programme and population group, in 2013



Source: 2013 HEMIS database, extracted in October 2014.

### 3.2.4 Staffing in public HEIs

**Table 11: Number and percentage of permanent staff in public HEIs, by population group, gender, personnel categories and institution, in 2013**

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	768	973	152	60	84	99	41	59	26
University of Cape Town	1 093	2 233	103	29	71	98	43	64	64
Central University of Technology, Free State	291	342	98	46	64	98	40	58	55
Durban University of Technology	579	767	74	73	91	100	47	53	20
University of Fort Hare	327	520	27	72	89	100	38	56	11
University of the Free State	962	1 165	318	23	35	97	49	67	51
University of Johannesburg	1 024	1 894	253	43	68	98	44	53	34
University of KwaZulu *Natal	1 376	2 104	226	55	85	99	47	61	30
University of Limpopo	884	725	278	85	84	100	43	59	44
Mangosuthu University of Technology	195	263	80	90	96	100	33	52	45
Nelson Mandela Metropolitan University	606	993	74	27	58	92	47	62	31
North West University	1 288	1 809	380	27	32	95	46	66	47
University of Pretoria	1 300	1 598	362	22	48	90	50	66	33
Rhodes University	351	547	451	25	56	99	42	61	51
University of South Africa	1 631	3 137	79	50	72	99	50	58	25
University of Stellenbosch	1 006	1 909	251	21	48	99	43	63	41
Tshwane University of Technology	917	1 468	142	56	74	99	42	53	37
University of Venda	337	319	147	93	99	100	35	51	59
Vaal University of Technology	361	444	217	61	75	98	43	62	60
Walter Sisulu University	576	671	156	87	96	100	43	57	52
University of Western Cape	574	928	27	62	94	100	50	58	7
University of Witwatersrand	1 093	1 479	310	38	74	100	46	65	30
University of Zululand	299	379	175	81	92	100	41	49	39
<b>Total</b>	<b>17 838</b>	<b>26 667</b>	<b>4 380</b>	<b>47</b>	<b>68</b>	<b>98</b>	<b>45</b>	<b>60</b>	<b>42</b>

Source: 2013 HEMIS database, extracted in October 2014.

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

Note 2: Instruction/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 employed on a permanent contract.

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

Table 11 compares the number and percentage of permanent staff in public HEIs by institution. It shows that in 2013, more than 17 800 staff were employed as instruction and research staff, 26 600 as administrative staff and 4 300 as service staff at public HEIs. Less than half of all instruction and research staff employed at public HEIs in 2013 were Black (47%), while 45% of all instruction and research staff were female. Most of the service staff employed at public HEIs in 2013 were African (98%), while females comprised most of the administrative staff at public HEIs in 2013 (at 60%).

### 3.3 PRIVATE HEIs

#### 3.3.1 Introduction

In terms of the Public Notice (Government Gazette No. 19389, dated 30 October 1998), no private institution is permitted to offer HE in South Africa as of 1 January 2000, unless registered with the DHET. In terms of the *Higher Education Act, 1997 (Act No. 101 of 1997)*, and the Regulations for the registration of Private HEIs 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 total student enrolment figures for private HEIs 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](http://www.dhet.gov.za)

In 2013, 114 private HEIs were registered with the Department. However only 113 private HEIs submitted data to the Department.

#### 3.3.2 Enrolment in private HEIs

**Table 12: Number of students enrolled in private HEIs, by gender, from 2011 to 2013**

Year	Male	Female	Total
2011	48 876	54 160	103 036
2012	43 704	53 774	97 478
2013	55 606	64 335	119 941

Source: *Annual Reports submitted to DHET by private HEIs, April 2013.*

Note: The figures provided in the above table are not audited.

Table 12 shows that the total number of students enrolled in private HEIs in 2013 were approximately 120 000. This figure reflects an increase in student enrolment from 2011 to 2013, although the figure decreased from about 103 000 in 2011 to approximately 97 000 in 2012. As was the case with public HEIs, female enrolment in private HEIs was consistently higher than that of males over the period 2011 to 2013.

**Table 13: Number of students enrolled in private HEIs, by population group and nationality, from 2011 to 2013**

Year	African	Coloured	Indian/ Asian	White	Total South African students	Non-South African students	Total
2011	56 988	7 526	5 913	23 311	93 738	9 298	103 036
2012	56 813	6 876	5 222	18 500	87 411	10 067	97 478
2013	64 933	8 183	6 649	26 664	106 429	13 512	119 941

Source: *Annual Reports submitted to DHET by private HEIs, April 2013.*

Note: The figures provided in the above table are not audited.

Table 13 shows that close to 65 000 African students and almost 27 000 White students enrolled in private HEIs in 2013. It also shows that the number of non-South African students increased steadily from 2011 to 2013, with about 14 000 non-South African students enrolled in private HEIs in 2013.

## 4. FURTHER EDUCATION AND TRAINING/TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (FET/TVET)

### 4.1 OVERVIEW OF PUBLIC TVET AND PRIVATE FET COLLEGES

The legislative landscape of the FET College sector has undergone significant changes. Public FET Colleges have been renamed TVET Colleges, while private FET Colleges have been renamed private Colleges in terms of the *Further Education and Training Colleges Amendment Act, 2013 (Act No. 1 of 2013)*, in Government Gazette No. 36271. The Act came into effect on 6 October 2014 in terms of a proclamation (No. 68 of 2014) by order of the President of the Republic of South Africa (Government Gazette No. 38072). Previous issues of the statistics report on Post-School Education and Training refer to FET Colleges and further issues of the statistics report will refer to TVET Colleges.

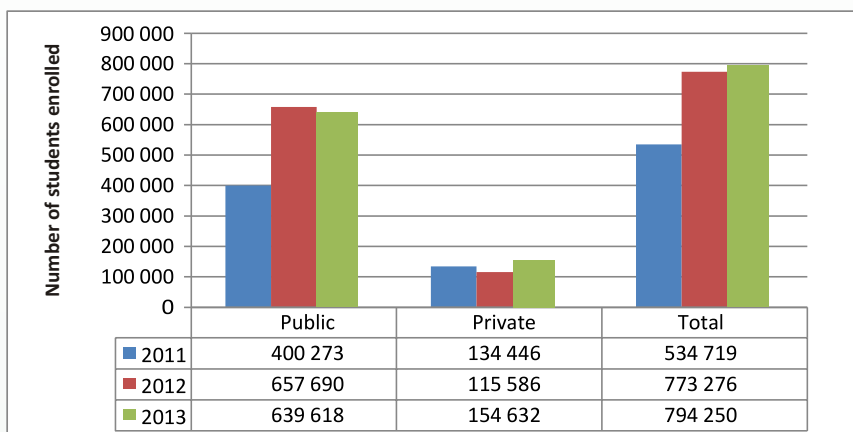
In general, public FET/TVET Colleges provide three broad categories of qualifications and programmes:

- a. The National Certificate (Vocational) [NC(V)] at three levels (Levels 2, 3 and 4 of the National Qualifications Framework [NQF]), which is an alternative learning pathway to Grades 10, 11 and 12 of the academic schooling system.
- b. The “Report 191/National Technical Education (NATED)” Certificates offered at six different levels (N1 to N6), which culminate in a Diploma if students meet the requirements for work experience. Students enrolled for Business Studies require 18 to 24 months of work experience, while those enrolled for Engineering Studies require a minimum of 2 000 hours of work experience to obtain the Diploma. Students may also choose to take a trade test on completion of the N1 to N3 certificates whenever they have acquired the necessary practical skills.
- c. Occupational qualifications and part-qualifications are based on job-related programmes that are closely linked to workplace demands and opportunities.

Public FET/TVET Colleges have become important providers of occupational learning programmes funded by Sector Education Training and Authorities (SETAs) in terms of the SETA Grant Regulations.

One of the Department's central strategic objectives for the FET/TVET College sector is the need to increase access to, and improve success in programmes that lead to intermediate and high-level learning. In addition to the above-mentioned offerings, FET/TVET Colleges are also phasing in the offering of Higher Certificate programmes in collaboration with Higher Education Institutions (HEIs).

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

**Figure 9: Number of students enrolled in public FET/TVET and private FET Colleges, from 2011 to 2013****Sources:**

2013 Annual Survey of Public FET Colleges 20140807.

2013 Annual Survey of Private FET Colleges 20140726.

Note: Number of students refers to headcount enrolment.

Figure 9 shows that more than 794 000 students enrolled in public FET/TVET and private FET Colleges in 2013. Between 2011 and 2013, total student enrolment in FET/TVET Colleges (both public and private) increased from 530 000 in 2011 to about 800 000 students in 2013.

Public FET/TVET Colleges experienced an increase in student enrolment between 2011 and 2012 from about 400 000 students in 2011 to about 660 000 students in 2012 and a decrease in enrolment from 2012 to 2013. During the same period, private FET Colleges experienced a decrease in their enrolment from 135 000 students in 2011 to 115 000 students in 2012 and an increase in enrolment from 2012 to 2013.

**Table 14: Number of students enrolled in public FET/TVET and private FET Colleges, by institutional type, qualification and province, in 2013**

Province	Public						Private				
	NC(V)	Report 191 N1-N6	Occupational Qualifications	Report 550/ NSC	Other	Total	NC(V)	Report 191 N1-N6	Occupational Qualifications	Report 550/ NSC & Other	Total
Eastern Cape	18 838	33 095	1 196	807	577	54 513	0	269	7 105	3 245	10 619
Free State	6 344	45 224	156	593	1 413	53 730	0	111	626	787	1 524
Gauteng	33 663	130 247	1 035	0	8 082	173 027	1 152	9 510	23 799	34 902	69 363
KwaZulu-Natal	33 576	83 630	2 175	0	3 137	122 518	764	5 138	5 629	6 090	17 621
Limpopo	23 143	44 995	331	0	913	69 382	0	363	2 659	808	3 830
Mpumalanga	9 031	22 546	940	12	256	32 785	0	345	2 149	3 450	5 944
Northern Cape	3 045	8 693	536	73	841	13 188	0	0	44	156	200
North West	12 197	33 151	859	0	2 097	48 304	0	66	922	986	1 974
Western Cape	15 123	40 706	11 772	208	4 362	72 171	3 096	449	8 466	20 727	32 738
Unspecified	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	3 216	7 001	602	10 819
National	154 960	442 287	19 000	1 693	21 678	639 618	5 012	19 467	58 400	71 753	154 632

**Sources:**

2013 Annual Survey of Public FET Colleges 20140807.

2013 Annual Survey of Private FET Colleges 20140726.

Note 1: NC(V) refers to the National Certificate (Vocational).

Note 2: Report 191 refers to 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 (which is equivalent to Grade 12).

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

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

Note 7: Unspecified means that the name of the province was not captured on the survey form.

Table 14 indicates that of the approximately 640 000 students enrolled in public FET/TVET Colleges in 2013, the majority (about 442 000) enrolled for N courses (N1 to N6). About 155 000 students in public FET/TVET Colleges enrolled for the NC(V) programme in 2013, while 19 000 enrolled for occupational qualifications. Most students in private FET Colleges enrolled for Report 550/NSC and other types of qualifications in 2013. In several provinces, private FET Colleges did not offer the NC(V) programme at all.

Table 14 also shows that Gauteng had the highest number of students enrolled in its Colleges in 2013, followed by the Western Cape and KwaZulu-Natal.

**Table 15: Number of students in public FET/TVET and private FET Colleges who wrote and completed examinations, by qualification type, from 2011 to 2013**

Year	NC(V) Level 4			Report 191 N3			Report 191 N6		
	Number wrote	Number completed	Completion rate (%)	Number wrote	Number completed	Completion rate (%)	Number wrote	Number completed	Completion rate (%)
2011	17 836	7 638	42.8	2 909	1 366	47	2 428	1 488	61.3
2012	15 334	6 018	39.3	9 928	3 724	37.5	8 735	2 902	33.2
2013	22 470	8 346	37.1	65 788	26 186	39.8	52 052	18 584	35.7

**Sources:**

*Statistics on Post-School Education and Training in South Africa (2012).*

*National Examinations Database, 2013.*

Note 1: The number of students who WROTE and COMPLETED include only those who were eligible to complete qualifications (part or full) during the 2013 academic year.

Note 2: "Number wrote" refers to the number of students who wrote the relevant examinations in 2013 and were eligible to complete the relevant qualifications during the 2013 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the relevant qualifications in 2013.

Note 3: "Completion rate" refers to the number of students who successfully completed the relevant qualification in the 2013 academic year expressed as a percentage of the number of students who were eligible to complete the qualification and wrote the examinations.

Table 15 shows that the number of students who wrote and completed examinations for NC(V) Level 4 and Report 191 N3 and N6 qualifications increased from 2011 to 2013. However, the actual completion rates decreased over the same period.

## 4.2 PUBLIC FET/TVET COLLEGES

### 4.2.1 Introduction

The expansion and growth of the FET/TVET College sector remain 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 include training of artisans and broaden the learning options available to Matriculants.

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

### 4.2.2 Overview of the public FET/TVET sector

**Table 16: Number of public FET/TVET Colleges, lecturers and students, by province, in 2013**

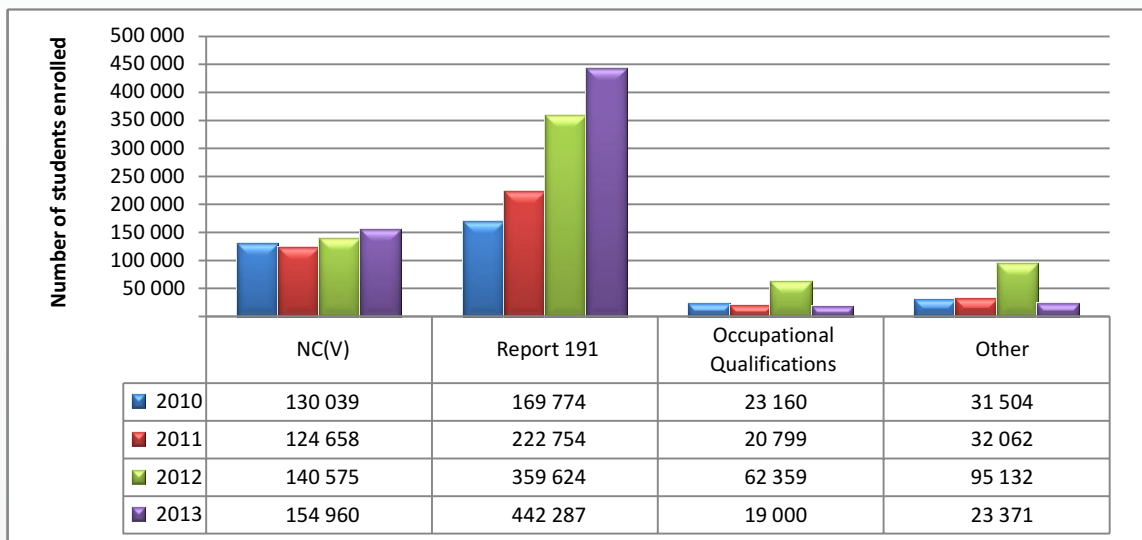
Province	FET Colleges	Lecturers	Students
Eastern Cape	8	1 151	54 513
Free State	4	605	53 730
Gauteng	8	2 086	173 027
KwaZulu-Natal	9	2 299	122 518
Limpopo	7	1 040	69 382
Mpumalanga	3	600	32 785
Northern Cape	3	180	13 188
North West	2	610	48 304
Western Cape	6	1 535	72 171
<b>National</b>	<b>50</b>	<b>10 106</b>	<b>639 618</b>

Source: 2013 Annual Survey of Public FET Colleges 20140807.

Table 16 shows that in 2013, there were 50 public FET/TVET Colleges in South Africa with a total headcount student enrolment of approximately 640 000 students and a staff complement of more than 10 000 lecturers. The number of public FET/TVET Colleges across provinces range from two (North West) to nine (KwaZulu-Natal), with each having a number of campuses. As indicated in Table 16, student enrolment in public FET/TVET Colleges was the highest in Gauteng and the lowest in the Northern Cape.

### 4.2.3 Enrolment in public FET/TVET Colleges

Figure 10: Number of students enrolled in public FET/TVET Colleges, by qualification category, from 2010 to 2013



Source: 2013 Annual Survey of Public FET Colleges 20140807.

Note 1: NC(V) refers to the National Certificate (Vocational).

Note 2: Report 191 refers to 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: "Other" in FET/TVET Colleges refers to all other skills development and short courses.

Figure 10 shows that student enrolment for NC(V) and Report 191 study programmes increased since 2011, while enrolment for occupational qualifications and "other" programmes was lower than in previous years.

Table 17: Number of students enrolled in public FET/TVET Colleges, by college and qualification category, in 2013

College	NC(V)	Report 191	Report 191	Occupational Qualifications	NSC	Other	Total
		(N1-N3)	(N4-N6)				
Boland FET College	1 826	587	4 402	1 771	0	1 919	10 505
Buffalo City FET College	2 610	917	4 951	0	0	0	8 478
Capricorn FET College	5 843	462	9 521	0	0	77	15 903
Central JHB FET College	2 391	10 308	11 592	20	0	615	24 926
Coastal FET College	6 489	3 289	7 233	0	0	105	17 116
College of Cape Town FET College	3 794	1 169	4 846	3 149	208	744	13 910
Eastcape Midlands FET College	2 705	2 265	3 855	1 081	0	0	9 906
Ehlanzeni FET College	1 967	1 869	2 342	0	0	0	6 178
Ekurhuleni East FET College	3 960	2 116	7 393	123	0	0	13 592
Ekurhuleni West College	7 102	4 168	8 271	548	0	0	20 089
Elangeni FET College	4 873	1 795	3 650	132	0	607	11 057
Esayidi FET College	3 212	2 278	7 861	44	0	80	13 475
False Bay FET College	2 377	1 665	2 149	851	0	735	7 777
Flavius Mareka FET College	1 071	3 182	6 306	81	0	79	10 719
Gert Sibande FET College	4 520	2 360	2 558	940	12	103	10 493
Goldfields FET College	1 248	3 092	4 279	0	0	587	9 206
Ikhala FET College	2 160	797	2 294	92	0	0	5 343
Ingwe FET College	1 022	219	1 505	0	0	0	2 746
King Hintsa FET College	1 198	1 309	880	0	0	0	3 387
King Sabata Dalindyebo FET College	3 018	1 930	4 879	0	0	0	9 827
Lephalale FET College	582	4 512	3 261	0	0	25	8 380
Letaba FET College	2 615	1 162	1 877	0	0	189	5 843
Lovedale FET College	1 949	445	2 378	23	0	0	4 795
Majuba FET College	5 778	8 637	8 879	0	0	0	23 294
Maluti FET College	1 030	0	3 072	0	0	113	4 215
Mnibithi FET College	2 605	0	5 773	0	0	376	8 754
Mopani South East FET College	4 133	2 076	2 812	0	0	0	9 021
Motheo FET College	2 995	8 484	16 809	75	593	634	29 590
Mthashana FET College	2 178	1 770	3 499	0	0	0	7 447
Nkangala FET College	2 544	8 007	5 410	0	0	153	16 114
Northern Cape Rural FET College	1 606	1 332	2 424	401	0	623	6 386
Northern Cape Urban FET College	1 439	1 430	3 507	135	73	218	6 802
Northlink FET College	3 143	10 184	12 332	4 485	0	481	30 625
Orbit FET College	6 293	9 382	7 164	333		1 003	24 175
Port Elizabeth FET College	4 176	2 218	2 253	0	807	577	10 031
Sedibeng FET College	3 880	4 066	6 555	313	0	52	14 866
Sekhukhune FET College	1 897	2 498	3 440	0	0	0	7 835
South Cape FET College	2 398	472	1 068	1 089	0	119	5 146
South West Gauteng FET College	6 632	5 171	8 528	0	0	857	21 188
Taletso FET College	3 403	1 982	5 276	0	0	0	10 661
Thekwini FET College	1 780	3 814	6 107	157	0	522	12 380
Tshwane North FET College	4 303	7 592	13 378	0	0	699	25 972
Tshwane South FET College	3 394	11 305	12 206	0	0	5 123	32 028
Umfolozi FET College	5 216	3 070	6 550	1 842	0	641	17 319
Umgungundlovu FET College	1 445	2 586	6 839	0	0	806	11 676
Vhembe FET College	4 906	2 159	10 841	0	0	622	18 528
Vuselela FET College	2 501	5 345	4 002	526	0	1 094	13 468
Waterberg FET College	3 167	35	339	331	0	0	3 872
West Coast FET College	1 585	944	888	427	0	364	4 208
Western FET College	2 001	8 360	9 238	31	0	736	20 366
<b>Total</b>	<b>154 960</b>	<b>164 815</b>	<b>277 472</b>	<b>19 000</b>	<b>1 693</b>	<b>21 678</b>	<b>639 618</b>

Source: 2013 Annual Survey of Public FET Colleges 20140807.

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

Note 2: Report 191 refers to NATED programmes, N1 to N6. It is a part-qualification.

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 (which is equivalent to Grade 12).

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

Table 17 indicates that in 2013, the majority of students in public FET/TVET Colleges, more than 277 000 enrolled for Report 191 (N4 to N6) certificate programmes, while more than 164 000 and 154 000 students, respectively, enrolled for Report 191 (N1 to N3) certificate programmes and NC(V) qualifications. With 32 028 students, Tshwane South FET College had the highest student enrolment in 2013, followed by Northlink and Motheo FET Colleges. Ingwe FET College had the lowest student enrolment at 2 746.

**Table 18: Number of students enrolled in public FET/TVET Colleges, by qualification category and population group, in 2013**

Qualification Category	African	Coloured	Indian	White	Other	Unspecified/ Double Counts	Total
Report 191	395 908	24 935	3 319	11 252	292	6 581	435 706
Report 550/NSC	1 558	114	3	18	0	0	1 693
NC(V)	145 220	9 258	529	966	125	-1 138	156 098
Occupational Qualifications	10 562	7 250	134	1 134	44	-124	19 124
<b>Total</b>	<b>553 248</b>	<b>41 557</b>	<b>3 985</b>	<b>13 370</b>	<b>461</b>	<b>n.a.</b>	<b>612 621</b>

Source: 2013 Annual Survey of Public FET Colleges 20140807.

Note 1: Report 191 refers to the NATED programmes, N1 to N6. It is a part-qualification.

Note 2: NSC refers to the old National Senior Certificate (which is equivalent to Grade 12).

Note 3: NC(V) refers to the National Certificate (Vocational) Levels 2 to 4.

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

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

Note 7: The DHET uses the racial descriptors: "African", "Coloured", "White" and "Indian/Asian" for planning, monitoring and funding purposes. The Department places on record that these racial descriptors, which characterised apartheid policies and practices in the past, are being used to provide historical context and comparisons and to describe and measure the effects of present policy as well as practice on redressing the inequities of the past as required by the Constitution of South Africa.

Table 18 indicates that in 2013, the majority of students in public FET/TVET College Colleges (more than 553 000) were African, while relatively smaller numbers were Coloured (about 42 000), White (over 13 000) and Indian (about 4 000).

**Table 19: Number of students enrolled in public FET/TVET Colleges, by qualification category and gender, in 2013**

Qualification Category	Female	Male	Total
Report 191	218 691	223 596	442 287
Report 550/NSC	1 054	639	1 693
NC(V)	87 078	67 882	154 960
Occupational Qualifications	11 078	7 922	19 000
Other	9 190	12 488	21 678
<b>Total</b>	<b>327 091</b>	<b>312 527</b>	<b>639 618</b>

Source: 2013 Annual Survey of Public FET Colleges 20140807.

Note 1: Report 191 refers to the NATED programmes, N1 to N6. It is a part-qualification.

Note 2: NSC refers to the old National Senior Certificate (which is equivalent to Grade 12).

Note 3: NC(V) refers to the National Certificate (Vocational), Levels 2 to 4.

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

Table 19 indicates that in 2013, female student enrolment in public FET/TVET Colleges exceeded that of male student enrolment by a relatively small margin. More females than males enrolled for the NC(V) programme in 2013, while more males enrolled for Report 191 programmes.

**Table 20: Number of students enrolled in public FET/TVET Colleges for Report 191 programmes, by level and gender, in 2013**

Report 191	Female	Male	Total	Female (%)	Male (%)
N1	17 879	34 038	51 917	34.4	65.6
N2	22 585	43 568	66 153	34.1	65.9
N3	15 825	30 920	46 745	33.9	66.2
N4	79 365	55 466	134 831	58.9	41.1
N5	49 064	35 231	84 295	58.2	41.8
N6	33 973	24 373	58 346	58.2	41.8
<b>Total</b>	<b>218 691</b>	<b>223 596</b>	<b>442 287</b>	<b>49.5</b>	<b>50.6</b>

Source: 2013 Annual Survey of Public FET Colleges 20140807.

Note: Report 191 refers to NATED programmes, N1 to N6. It is a part-qualification.

Table 20 indicates that in 2013, males comprised a higher proportion of students (approximately 66%) enrolled for N1 to N3 programmes in 2013, while females comprised a higher proportion of students enrolled for N4 to N6 programmes.

**Table 21: Number of students enrolled in public FET/TVET Colleges for the NC(V), by qualification level and gender, in 2013**

Qualification	Female	Male	Total	Female (%)	Male (%)
NC(V) Level 2	49 491	39 745	89 236	55.5	44.5
NC(V) Level 3	23 701	17 832	41 533	57.1	42.9
NC(V) Level 4	13 886	10 305	24 191	57.4	42.6
<b>Total</b>	<b>87 078</b>	<b>67 882</b>	<b>154 960</b>	<b>56.2</b>	<b>43.8</b>

Source: 2013 Annual Survey of Public FET Colleges 20140807.

Table 21 indicates that in 2013, more than 56% of all students enrolled for NC(V) programmes were female, while about 44% were male.

**Table 22: Number of students enrolled in public FET/TVET Colleges, by qualification category and age group, in 2013**

Qualification Category	<15	15 - 19	20 - 24	25 - 29	30 - 34	35 - 39	40 ≥	Total
Report 191	0	95 638	209 713	61 779	23 402	11 582	7 493	409 607
Report 550/NSC	0	2 004	809	174	53	31	25	3 096
NC(V)	0	40 215	77 894	17 328	3 819	1 259	339	140 854
Occupational Qualifications	0	2 733	5 200	3 244	1 952	1 449	1 583	16 161
<b>Total</b>	<b>0</b>	<b>140 590</b>	<b>293 616</b>	<b>82 525</b>	<b>29 226</b>	<b>14 321</b>	<b>9 440</b>	<b>569 718</b>

Source: 2013 Annual Survey of Public FET Colleges 20140807.

Note 1: Report 191 refers to NATED programmes, N1 to N6. It is a part-qualification.

Note 2: NSC refers to the old National Senior Certificate (which is equivalent to Grade 12).

Note 3: NC(V) refers to the National Certificate (Vocational), Levels 2 to 4.

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.

Table 22 shows that the majority of students (almost 294 000) enrolled in public FET/TVET Colleges were in the 20-to-24 age group, followed by those in the 15-to-19 age group. Enrolment generally declines after students reach 25 years of age.

**Table 23: FTE student enrolment in individual public FET/TVET Colleges, by qualification category, in 2013**

College	NC(V)	Report 191 (N1-N3)	Report 191 (N4-N6)	Total
Boland FET College	2 566	293	1 184	4 043
Buffalo City FET College	2 518	602	1 537	4 657
Capricorn FET College	1 887	245	887	3 020
Central JHB FET College	2 734	458	1 561	4 753
Coastal FET College	1 521	367	947	2 836
College of Cape Town FET College	2 555	580	1 871	5 006
Eastcape Midlands FET College	1 588	136	868	2 591
Ehlanzeni FET College	3 404	529	776	4 709
Ekurhuleni East FET College	803	722	1 815	3 340
Ekurhuleni West College	1 157	772	1 616	3 545
Elangeni FET College	2 466	659	3 144	6 269
Esayidi FET College	2 623	2 110	6 109	10 842
False Bay FET College	2 162	2 678	3 608	8 448
Flavius Mareka FET College	3 615	552	2 716	6 883
Gert Sibande FET College	5 939	1 080	2 593	9 612
Goldfields FET College	3 452	1 127	3 474	8 053
Ikhala FET College	5 741	1 542	3 436	10 719
Ingwe FET College	3 694	2 135	4 619	10 448
King Hintsa FET College	3 090	2 974	3 473	9 536
King Sabata Dalindyebo FET College	1 683	1 904	3 757	7 344
Lephalale FET College	6 464	909	3 058	10 432
Letaba FET College	4 709	587	1 678	6 974
Lovedale FET College	3 100	748	3 798	7 645
Majuba FET College	5 474	2 751	4 205	12 430
Maluti FET College	2 335	0	2 541	4 876
Mnbithi FET College	1 941	589	1 471	4 000
Mopani South East FET College	1 763	1 013	2 599	5 374
Motheo FET College	4 364	690	2 418	7 472
Mthashana FET College	1 333	737	2 785	4 855
Nkangala FET College	5 429	129	3 474	9 031
Northern Cape Rural FET College	529	1 039	835	2 402
Northern Cape Urban FET College	2 451	363	988	3 802
Northlink FET College	3 256	633	1 214	5 103
Orbit FET College	1 812	590	1 377	3 778
Port Elizabeth FET College	5 451	720	6 112	12 284
Sedibeng FET College	2 986	8	257	3 251
Sekhukhune FET College	2 774	738	1 192	4 704
South Cape FET College	4 473	564	867	5 904
South West Gauteng FET College	2 560	2 317	1 831	6 709
Taletso FET College	1 506	312	1 022	2 840
Thekwini FET College	1 362	409	1 488	3 259
Tshwane North FET College	4 595	2 146	2 259	9 000
Tshwane South FET College	2 500	1 004	2 729	6 234
Umfolozzi FET College	2 447	1 501	1 449	5 396
Umgungundlovu FET College	1 965	191	2 414	4 570
Vhembe FET College	3 773	346	1 858	5 978
Vuselela FET College	2 290	541	1 242	4 073
Waterberg FET College	2 941	2 513	4 168	9 623
West Coast FET College	2 341	148	470	2 959
Western FET College	3 274	288	749	4 311
<b>Total</b>	<b>147 396</b>	<b>45 987</b>	<b>112 539</b>	<b>305 922</b>

Source: Weekly Enrolment Monitoring as at 31 October 2013.

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

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

Note 3: Report 191 refers to NATED programmes, N1 to N6. It is a part-qualification.

Note 4: FTE enrolments represent weighted students enrolment. One FTE presents a student who is enrolled for all the subjects of a programme at a particular level. Statistics on FTEs are important, as they are used to allocate resources to public FET/TVET Colleges.

Table 23 shows that there were almost 306 000 FTEs in public FET/TVET Colleges in 2013, with the majority of FTEs (147 400) enrolled for the NC(V) qualification.

Majuba FET College had the highest FTE student enrolment at over 12 430, followed by Port Elizabeth FET College. Northern Cape Rural FET College had the lowest number of FTEs at 2 402.

#### 4.2.4 Staffing in public FET/TVET Colleges

Table 24: Number of staff and students in individual public FET/TVET Colleges, in 2013

College	Staff	Students
Boland FET College	732	10 505
Buffalo City FET College	313	8 478
Capricorn FET College	440	15 903
Central JHB FET College	247	24 926
Coastal FET College	680	17 116
College of Cape Town FET College	353	13 910
Eastcape Midlands FET College	426	9 906
Ehlanzeni FET College	205	6 178
Ekurhuleni East FET College	464	13 592
Ekurhuleni West College	560	20 089
Elangeni FET College	453	11 057
Esayidi FET College	363	13 475
False Bay FET College	418	7 777
Flavius Mareka FET College	251	10 719
Gert Sibande FET College	476	10 493
Goldfields FET College	207	9 206
Ikhala FET College	209	5 343
Ingwe FET College	95	2 746
King Hintsa FET College	250	3 387
King Sabata Dalindyebo FET College	332	9 827
Lephalale FET College	105	8 380
Letaba FET College	238	5 843
Lovedale FET College	239	4 795
Majuba FET College	603	23 294
Maluti FET College	138	4 215
Mnbithi FET College	258	8 754
Mopani South East FET College	208	9 021
Motheo FET College	474	29 590
Mthashana FET College	207	7 447
Nkangala FET College	384	16 114
Northern Cape Rural FET College	178	6 386
Northern Cape Urban FET College	210	6 802
Northlink FET College	880	30 625
Orbit FET College	425	24 175
Port Elizabeth FET College	363	10 031
Sedibeng FET College	410	14 866
Sekhukhune FET College	270	7 835
South Cape FET College	359	5 146
South West Gauteng FET College	506	21 188
Taletso FET College	301	10 661
Thekwini FET College	293	12 380
Tshwane North FET College	282	25 972
Tshwane South FET College	564	32 028
Umfolozu FET College	449	17 319
Umgungundlovu FET College	281	11 676
Vhembe FET College	333	18 528
Vuselela FET College	367	13 468
Waterberg FET College	235	3 872
West Coast FET College	157	4 208
Western FET College	391	20 366
<b>Total</b>	<b>17 582</b>	<b>639 618</b>

Source: 2013 Annual Survey of Public FET Colleges 20140807.

Note: "Staff" refers to persons employed at a public FET/TVET College (this includes management, lecturing and support staff).

Table 24 shows that public FET/TVET Colleges employed more than 17 500 staff members in 2013, with Northlink FET College having the highest number of staff (at 880), followed by Boland FET College (732). Ingwe FET College had the lowest number of staff at 95.

Table 25: Number of staff in individual public FET/TVET Colleges, by staff category and gender, in 2013

College	Management Staff		Lecturing Staff		Support Staff		Total	
	Female	Male	Female	Male	Female	Male	Female	Male
Boland FET College	9	12	258	140	231	82	498	234
Buffalo City FET College	1	2	119	69	81	41	201	112
Capricorn FET College	0	2	117	161	96	64	213	227
Central JHB FET College	0	1	63	88	43	52	106	141
Coastal FET College	43	23	187	211	106	110	336	344
College of Cape Town FET College	2	6	122	106	84	33	208	145
Eastcape Midlands FET College	1	2	98	146	112	67	211	215
Ehlanzeni FET College	5	8	42	73	52	25	99	106
Ekurhuleni East FET College	1	2	137	123	117	84	255	209
Ekurhuleni West College	4	5	173	152	126	100	303	257
Elangeni FET College	3	0	125	142	95	88	223	230
Esayidi FET College	12	9	119	102	73	48	204	159
False Bay FET College	1	3	97	125	122	70	220	198
Flavius Mareka FET College	14	4	58	69	62	44	134	117
Gert Sibande FET College	1	4	117	107	137	110	255	221
Goldfields FET College	2	2	60	61	43	39	105	102
Ikhala FET College	1	2	42	39	73	52	116	93
Ingwe FET College	2	2	13	14	44	20	59	36
King Hintsa FET College	2	5	61	51	76	55	139	111
King Sabata Dalindyebo FET College	5	5	76	65	94	87	175	157
Lephalale FET College	1	0	23	39	22	20	46	59
Letaba FET College	3	0	63	74	63	35	129	109
Lovedale FET College	18	6	43	77	49	46	110	129
Majuba FET College	5	6	184	278	88	42	277	326
Maluti FET College	6	4	52	35	22	19	80	58
Mnithi FET College	4	4	82	90	44	34	130	128
Mopani South East FET College	1	7	48	77	39	36	88	120
Motheo FET College	13	20	129	141	109	62	251	223
Mthashana FET College	3	2	60	65	39	38	102	105
Nkangala FET College	3	10	109	152	63	47	175	209
Northern Cape Rural FET College	1	4	37	52	43	41	81	97
Northern Cape Urban FET College	7	8	32	59	48	56	87	123
Northlink FET College	2	13	197	230	272	166	471	409
Orbit FET College	1	2	118	124	96	84	215	210
Port Elizabeth FET College	1	1	119	119	78	45	198	165
Sedibeng FET College	2	5	140	136	84	43	226	184
Sekhukhune FET College	0	1	53	94	63	59	116	154
South Cape FET College	2	3	130	62	105	57	237	122
South West Gauteng FET College	1	4	140	158	116	87	257	249
Taletso FET College	3	2	75	90	70	61	148	153
Thekwini FET College	4	5	97	102	44	41	145	148
Tshwane North FET College	1	2	108	70	64	37	173	109
Tshwane South FET College	2	1	122	268	95	76	219	345
Umfolozo FET College	8	14	127	162	86	52	221	228
Umgungundlovu FET College	9	11	71	95	58	37	138	143
Vhembe FET College	2	4	70	99	103	55	175	158
Vuselela FET College	1	1	95	108	91	71	187	180
Waterberg FET College	2	0	51	71	65	46	118	117
West Coast FET College	7	2	34	34	44	36	85	72
Western FET College	1	3	101	107	135	44	237	154
<b>Total</b>	<b>223</b>	<b>244</b>	<b>4 794</b>	<b>5 312</b>	<b>4 165</b>	<b>2 844</b>	<b>9 182</b>	<b>8 400</b>

Source: 2013 Annual Survey of Public FET Colleges 20140807.

Note 1: Management staff refers to the principal and vice-principal of a public College.

Note 2: 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 on any lecturer establishment under the FET Act, 2006 (Act No. 16 of 2006).

Note 3: Support staff refers to any person who renders academic support services; student support services; human resource management; financial management; administration; maintenance of buildings and gardens; catering services; and security services.

In 2013, the majority of staff in public FET/TVET Colleges were employed as lecturers (10 106), while 7 009 persons were employed as support staff and 467 as management staff. Support staff comprised mainly females, while males dominated the lecturing and management staff category. In general, the female population was in the majority at public FET/TVET Colleges at 9 182, compared with males at 8 400.

#### 4.2.5 Examination results in public FET/TVET Colleges

**Table 26: Number of students in public FET/TVET Colleges who registered, wrote examinations and completed national qualifications, by qualification category and gender, in 2013**

Qualification Category	Female			Male			Total registered	Total wrote	Total completed
	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed			
Report 191 (N3)	14 816	14 601	6 516	27 212	26 600	11 867	42 028	41 201	18 383
Report 191 (N6)	24 715	23 974	7 784	19 417	18 867	7 484	44 132	42 841	15 268
NC(V) Level 4	14 044	12 807	5 168	10 376	9 123	2 946	24 420	21 930	8 114
<b>Total</b>	<b>53 575</b>	<b>51 382</b>	<b>19 468</b>	<b>57 005</b>	<b>54 590</b>	<b>22 297</b>	<b>110 580</b>	<b>105 972</b>	<b>41 765</b>

Source: National Examinations Database, November 2013.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED include only those who were eligible to complete qualifications (part or full) during the 2013 academic year.

Note 2: "Number registered" refers to the number of students who registered for the relevant examinations in 2013 and were eligible to complete the relevant qualifications during the 2013 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the relevant qualifications in 2013.

Note 3: "Number wrote" refers to the number of students who wrote the relevant examinations in 2013 and were eligible to complete the relevant qualifications during the 2013 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the relevant qualifications in 2013.

Note 4: "Number completed" refers to the number of students who were eligible to complete and successfully completed the relevant qualifications in the 2013 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the relevant qualifications in 2013.

Table 26 shows that in public FET/TVET Colleges in 2013, more than 110 000 students registered for examinations for the Report 191 (N3 and N6) part-qualifications and NC(V) Level 4 qualifications. The highest proportion of students registered for the Report 191 (N6) part-qualification followed by the Report 191 (N3) part-qualification. Overall, more male than female students registered across the different qualification categories. Table 26 also indicates that a significantly large number of students who wrote and were eligible to complete a part-qualification or full qualification during the 2013 academic year did not complete the relevant part-qualification or full qualification in relation to the number that wrote.

**Table 27: Number of students in public FET/TVET Colleges who registered, wrote and completed NC(V) qualifications, by province and level, in 2013**

Province	NC(V) Level 2				NC(V) Level 3				NC(V) Level 4			
	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)
Eastern Cape	12 867	9 712	3 459	35.6	6 025	5 226	1 807	34.6	3 200	2 856	1 143	40.0
Free State	5 531	3 676	631	17.2	1 473	1 188	223	18.8	557	461	146	31.7
Gauteng	21 060	14 949	4 284	28.7	8 361	7 331	1 975	26.9	4 399	4 022	1 318	32.8
KwaZulu - Natal	21 815	14 911	4 824	32.4	10 262	8 756	2 672	30.5	5 094	4 500	1 501	33.4
Limpopo	14 658	11 444	3 310	28.9	7 116	6 475	1 519	23.5	4 282	3 969	1 246	31.4
Mpumalanga	5 889	4 639	2 101	45.3	3 365	3 075	1 169	38.0	1 901	1 771	791	44.7
Northern Cape	1 866	1 283	366	28.5	777	598	144	24.1	242	219	73	33.3
North West	6 606	4 949	1 553	31.4	2 949	2 657	751	28.3	1 619	1 449	598	41.3
Western Cape	10 014	6 470	2 885	44.6	5 262	4 195	1 626	38.8	3 126	2 683	1 298	8.4
National	100 306	72 033	23 413	32.5	45 590	39 501	11 886	30.1	24 420	21 930	8 114	37.0

Source: National Examinations Database, November 2013.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED include only those who were eligible to complete an NC(V) qualification during the 2013 academic year.

Note 2: "Number registered" refers to the number of students who registered for the 2013 NC(V) Levels 2 to 4 examinations and were eligible to complete an NC(V) qualification during the 2013 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete NC(V) Levels 2 to 4 qualifications in 2013.

Note 3: "Number wrote" refers to the number of students who wrote the 2013 NC(V) Levels 2 to 4 examinations and were eligible to complete an NC(V) qualification during the 2013 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete NC(V) Levels 2 to 4 qualifications in 2013.

Note 4: "Number completed" refers to the number of students who were eligible to complete and successfully completed NC(V) Levels 2 to 4 qualifications in the 2013 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete NC(V) Levels 2 to 4 qualifications in 2013.

Note 5: "Completion rate" refers to the number of students who successfully completed an NC(V) qualification in the 2013 academic year, expressed as a percentage of the number of candidates who were eligible to complete NC(V) Levels 2 to 4 qualifications and wrote the examinations (the latter is defined above) in 2013.

Note 6: NC(V) Level 2, NC(V) Level 3 and NC(V) Level 4 are all full qualifications.

Table 27 shows that in public FET/TVET Colleges in 2013, the average national completion rate for NC(V) Level 2 was 33%, Level 3, 30% and Level 4, 37%. The largest proportion of students registered for examinations in the NC(V) Level 2 qualification. There is a significant difference in the number of students who were eligible to complete a qualification during the 2013 academic year in relation to the number of students who wrote and completed the qualification. For the NC(V) Level 2 qualification, Mpumalanga had the highest completion rate at 45%, compared with the Free State that had the lowest completion rate at 17%.

**Table 28: Number of students in public FET/TVET Colleges who registered, wrote and completed Report 191 N1 to N3 qualifications for Engineering Studies, by province and programme, in 2013**

Province	Report 191 N1				Report 191 N2				Report 191 N3			
	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)
Eastern Cape	2 413	2 229	1 031	46.3	3 371	3 286	1 595	48.5	2 961	2 863	1 113	38.9
Free State	3 408	3 313	1 422	42.9	5 039	4 982	2 079	41.7	2 939	2 895	1 094	37.8
Gauteng	9 773	9 368	4 618	49.3	16 468	16 273	7 279	44.7	14 309	14 071	6 277	44.6
KwaZulu -Natal	3 940	3 710	1 689	45.5	8 572	8 447	3 888	46.0	7 437	7 326	3 719	50.8
Limpopo	2 417	2 316	1 273	55.0	5 836	5 775	2 830	49.0	4 592	4 526	2 008	44.4
Mpumalanga	2 342	2 231	1 083	48.5	5 734	5 666	3 154	55.7	4 263	4 170	2 117	50.8
Northern Cape	587	545	239	43.9	1 546	1 527	706	46.2	337	330	113	34.2
North West	3 340	3 140	1 586	50.5	5 990	5 825	2 625	45.1	2 787	2 682	1 148	42.8
Western Cape	3 472	3 308	1 702	51.5	3 777	3 705	1 694	45.7	2 403	2 338	794	34.0
National	31 692	30 160	14 643	48.6	56 333	55 486	25 850	46.6	42 028	41 201	18 383	44.6

Source: National Examinations Database, November 2013.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED include only those who were eligible to complete a Report 191 part-qualification during the 2013 academic year.

Note 2: "Number registered" refers to the number of students who registered for the 2013 Report 191 N1 to N3 examinations in Engineering Studies and were eligible to complete a Report 191 N1 to N3 part-qualification during the 2013 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete Report 191 N1 to N3 part-qualifications in 2013.

Note 3: "Number wrote" refers to the number of students who wrote the 2013 Report 191 N1 to N3 examinations in Engineering Studies and were eligible to complete a Report 191 N1 to N3 part-qualification during the 2013 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete Report 191 N1 to N3 part-qualifications in 2013.

Note 4: "Number completed" refers to the number of students who were eligible to complete and successfully completed Report 191 N1 to N3 part-qualifications in the 2013 academic year. This number excludes students who may have passed individual subjects but who were not eligible to complete Report 191 N1 to N3 part-qualifications in 2013.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 191 N1 to N3 part-qualification in the 2013 academic year, expressed as a percentage of the number of students who were eligible to complete Report 191 N1 to N3 part-qualifications and wrote the examinations (the latter is defined above) in 2013.

Note 6: The number of students who registered for, wrote and completed N1 to N3 part-qualifications for Engineering Studies include the consolidated numbers across all three trimesters of the 2013 academic year.

Table 28 shows that in public FET/TVET Colleges in 2013, the average national completion rate for Report 191 N1 to N3 Engineering Studies was as follows: N1, 49%; N2, 47%; and N3, 45%. The largest proportion of students registered for examinations in the N2 part-qualification. There is a significant difference in the number of students who wrote and were eligible to complete a Report 191 part-qualification when compared with the number of students who completed the part-qualification. For the N2 Engineering Studies part-qualification, Mpumalanga had the highest completion rate at 56%, compared with the Free State with the lowest completion rate at 42%.

**Table 29: Number of students in public FET/TVET Colleges who registered, wrote and completed Report 191 N4 to N6 part-qualifications for Engineering Studies, by province and programme, in 2013**

Province	Report 191 N4				Report 191 N5				Report 191 N6			
	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)
Eastern Cape	2 303	2 205	1 262	57.2	1 847	1 797	962	53.5	1 460	1 419	619	43.6
Free State	2 202	2 181	1 111	50.9	1 614	1 606	688	42.8	1 093	1 078	479	44.4
Gauteng	11 311	11 078	5 969	53.9	8 717	8 561	4 539	53.0	6 965	6 847	3 153	46.0
KwaZulu-Natal	6 314	6 181	3 515	56.9	4 769	4 695	2 462	52.4	3 472	3 407	1 689	49.6
Limpopo	5 709	5 644	3 046	54.0	5 119	5 067	2 694	53.2	3 105	3 073	1 394	45.4
Mpumalanga	2 530	2 464	1 288	52.3	1 593	1 543	759	49.2	1 044	1 007	469	46.6
Northern Cape	192	191	94	49.2	170	158	77	48.7	118	116	65	56.0
North West	1 650	1 574	826	52.5	1 066	1 012	514	50.8	693	675	270	40.0
Western Cape	2 015	1 975	1 054	53.4	1 636	1 591	879	55.2	1 040	1 020	473	46.4
National	34 226	33 493	18 165	54.2	26 531	26 030	13 574	52.1	18 990	18 642	8 611	46.2

Source: National Examinations Database, November 2013.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED include only those who were eligible to complete a Report 191 part-qualification during the 2013 academic year.

Note 2: "Number registered" refers to the number of students who registered for the 2013 Report 191 N4 to N6 examinations in Engineering Studies and were eligible to complete a Report 191 N4 to N6 part-qualification during the 2013 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete Report 191 N4 to N6 part-qualifications in 2013.

Note 3: "Number wrote" refers to the number of students who wrote the 2013 Report 191 N4 to N6 examinations in Engineering Studies and were eligible to complete a Report 191 N4-N6 part-qualification during the 2013 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete Report 191 N4 to N6 part-qualifications in 2013.

Note 4: "Number completed" refers to the number of students who were eligible to complete and successfully completed Report 191 N4 to N6 part-qualifications in the 2013 academic year. This number excludes students who may have passed individual subjects but who were not eligible to complete Report 191 N4 to N6 part-qualifications in 2013.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 191 N4 to N6 part-qualification in the 2013 academic year, expressed as a percentage of the number of students who were eligible to complete Report 191 N4 to N6 part-qualifications and wrote the examinations (the latter is defined above) in 2013.

Note 6: The number of students who registered for, wrote and completed N4 to N6 part-qualifications for Engineering Studies include the consolidated numbers across all three trimesters of the 2013 academic year.

Table 29 shows that in public FET/TVET Colleges in 2013, the average national completion rate for Report 191 N4 to N6 Engineering Studies was as follows: N4, 54%; N5, 52%; and N6, 46%. The largest proportion of students registered for examinations in the N4 part-qualification. For the N4 Engineering Studies examinations, the Eastern Cape and KwaZulu-Natal had the highest completion rate at 57%, compared with the Northern Cape with the lowest completion rate at 49%. There is a significant difference in the number of students who wrote and were eligible to complete a Report 191 N4 to N6 part-qualification for Engineering Studies when compared with the number of students who completed the part-qualification.

**Table 30: Number of students in public FET/TVET Colleges who registered, wrote and completed Report 191 N4 to N6 part-qualifications for Business Studies, by province and programme, in 2013**

Province	Report 191 N4				Report 191 N5				Report 191 N6			
	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)
Eastern Cape	7 590	7 248	2 639	36.4	4 364	4 129	1 204	29.2	2 439	2 316	561	24.2
Free State	9 918	9 404	2 442	26.0	4 791	4 546	1 308	28.8	2 799	2 697	782	29.0
Gauteng	15 255	14 547	5 535	38.0	10 337	9 919	3 170	32.0	6 239	6 023	1 758	29.2
KwaZulu-Natal	16 249	15 186	4 635	30.5	10 216	9 802	3 631	37.0	5 938	5 765	1 545	26.8
Limpopo	8 577	8 402	2 577	30.7	4 211	4 093	1 130	27.6	2 586	2 467	477	19.3
Mpumalanga	1 680	1 615	531	32.9	1 577	1 511	322	21.3	905	866	175	20.2
Northern Cape	1 508	1 426	340	23.8	1 388	1 330	337	25.3	625	600	138	23.0
North West	3 725	3 541	1 167	33.0	2 194	2 066	704	34.1	1 191	1 112	361	32.5
Western Cape	5 812	5 426	2 523	46.5	4 707	4 477	2 119	47.3	2 420	2 353	860	36.5
National	70 314	66 795	22 389	33.5	43 785	41 873	13 925	33.3	25 142	24 199	6 657	27.5

Source: National Examinations Database, November 2013.

- Note 1: The number of students who REGISTERED, WROTE and COMPLETED include only those who were eligible to complete a Report 191 part-qualification during the 2013 academic year.
- Note 2: "Number registered" refers to the number of students who registered for the 2013 Report 191 N4 to N6 examinations in Business Studies and were eligible to complete a Report 191 N4 to N6 part-qualification during the 2013 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete Report 191 N4 to N6 part-qualifications in 2013.
- Note 3: "Number wrote" refers to the number of students who wrote the 2013 Report 191 N4 to N6 examinations in Business Studies and were eligible to complete a Report 191 N4 to N6 part-qualification during the 2013 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete Report 191 N4 to N6 part-qualifications in 2013.
- Note 4: "Number completed" refers to the number of students who were eligible to complete and successfully completed Report 191 N4 to N6 part-qualifications in the 2013 academic year. This number excludes students who may have passed individual subjects but who were not eligible to complete Report 191 N4 to N6 part-qualifications in 2013.
- Note 5: "Completion rate" refers to the number of students who successfully completed a Report 191 N4 to N6 part-qualification in the 2013 academic year, expressed as a percentage of the number of students who were eligible to complete Report 191 N4 to N6 part-qualifications and wrote the examinations (the latter is defined above) in 2013.
- Note 6: The number of students who registered for, wrote and completed N4 to N6 part-qualifications for Business Studies include the consolidated numbers across both semesters of the 2013 academic year.

Table 30 shows that in public FET/TVET Colleges in 2013, the average national completion rate for Report 191 N4 to N6 Business Studies was as follows: N4, 34%; N5, 33%; and N6, 28%. The largest proportion of students registered for examinations in the N4 part-qualification. There is a significant difference in the number of students who wrote and were eligible to complete a Report 191 N4 to N6 part-qualification for Business Studies when compared with the number of students who completed the part-qualification. For the N4 Business Studies examinations, the Western Cape had the highest completion rate at 47%, compared with the Northern Cape with the lowest completion rate at 24%.

**Table 31: Number of students in public FET/TVET Colleges who registered, wrote and completed the NC(V) Level 4 qualification, by programme and gender, in 2013**

NC(V) Level 4 Programme	Female			Male			Total registered	Total wrote	Total completed
	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed			
L4:Civil Engineering and Building Construction	564	512	125	1 175	998	273	1 739	1 510	398
L4:Education and Development	410	376	237	68	55	26	478	431	263
L4:Electrical Infrastructure Construction	1 149	1 066	320	1 802	1 616	458	2 951	2 682	778
L4:Engineering and Related Design	718	664	130	2 114	1 869	463	2 832	2 533	593
L4:Finance, Economics and Accounting	1 312	1 221	353	625	572	153	1 937	1 793	506
L4:Hospitality	958	869	323	339	300	106	1 297	1 169	429
L4:Information Technology and Computer Studies	630	577	112	747	650	142	1 377	1 227	254
L4:Management	853	775	337	401	352	162	1 254	1 127	499
L4:Marketing	786	720	296	497	418	145	1 283	1 138	441
L4:Mechatronics	67	67	21	127	124	35	194	191	56
L4:Office Administration	4 955	4 476	2 149	1 383	1 209	515	6 338	5 685	2 664
L4:Primary Agriculture	357	335	86	243	214	69	600	549	155
L4:Process Plant Operations	31	28	12	17	16	8	48	44	20
L4:Safety In Society	515	441	225	406	348	163	921	789	388
L4:Tourism	739	680	442	432	382	228	1 171	1 062	670
<b>Total</b>	<b>14 044</b>	<b>12 807</b>	<b>5 168</b>	<b>10 376</b>	<b>9 123</b>	<b>2 946</b>	<b>24 420</b>	<b>21 930</b>	<b>8 114</b>

Source: National Examinations Database, November 2013.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED include only those who were eligible to complete an NC(V) qualification during the 2013 academic year.

Note 2: "Number registered" refers to the number of students who registered for the 2013 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2013 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the NC(V) Level 4 qualification in 2013.

Note 3: "Number wrote" refers to the number of students who wrote the 2013 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2013 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the NC(V) Level 4 qualification in 2013.

Note 4: "Number completed" refers to the number of students who were eligible to complete and successfully completed the NC(V) Level 4 qualification in the 2013 academic year. This number excludes students who may have passed individual subjects but who were not eligible to complete the NC(V) Level 4 qualification in 2013.

Note 5: "Completion rate" refers to the number of students who successfully completed an NC(V) qualification in the 2013 academic year, expressed as a percentage of the number of students who were eligible to complete the NC(V) Level 4 qualification and wrote the examinations (the latter is defined above) in 2013.

Note 6: NC(V) Level 4 is a full qualification.

Table 31 shows that in public FET/TVET Colleges in 2013, more than 24 000 students registered for examinations in the NC(V) Level 4 qualification. The majority of students were female. Most female students registered for the Office Administration programme (5 000), whereas the majority of male students registered for Engineering and Related Design programmes (2 100). Only 48 students registered for the Process Plant Operations programme. Table 31 also indicates a significant difference in the number of students who wrote and were eligible to complete the NC(V) Level 4 qualification compared with the number of students who completed the qualification.

**Table 32: Number of students in public FET/TVET Colleges who registered, wrote and completed the Report 191 N6 part-qualification, by programme and gender, in 2013**

Report 191 N6 Programmes	Female			Male			Total registered	Total wrote	Total completed
	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed			
N6:Art and Design	43	39	30	80	79	40	123	118	70
N6:Business Management	3 632	3 443	593	1 527	1 457	284	5 159	4 900	877
N6:Clothing Production	85	76	37	17	16	6	102	92	43
N6:Educare	717	705	341	22	22	8	739	727	349
N6:Engineering Studies	6 720	6 634	3 001	12 270	12 008	5 610	18 990	18 642	8 611
N6:Farming Management	49	48	15	66	62	14	115	110	29
N6:Financial Management	2 983	2 875	772	1 284	1 243	359	4 267	4 118	1 131
N6:Hospitality and Catering Services	405	401	130	116	113	24	521	514	154
N6:Human Resources Management	4 064	3 932	932	1 626	1 553	461	5 690	5 485	1 393
N6:Legal Secretary	4	4	1	1	1	0	5	5	1
N6:Management Assistant	2 734	2 624	1 066	552	507	190	3 286	3 131	1 256
N6:Marketing Management	1 376	1 347	268	1 022	996	228	2 398	2 343	496
N6:Popular Music: Performance	12	12	6	11	11	6	23	23	12
N6:Popular Music: Studio Work	3	3	0	17	15	9	20	18	9
N6:Public Management	1 183	1 150	390	496	480	164	1 679	1 630	554
N6:Public Relations	456	440	93	168	163	39	624	603	132
N6:Tourism	249	241	109	142	141	42	391	382	151
<b>Total</b>	<b>24 715</b>	<b>23 974</b>	<b>7 784</b>	<b>19 417</b>	<b>18 867</b>	<b>7 484</b>	<b>44 132</b>	<b>42 841</b>	<b>15 268</b>

Source: National Examinations Database, November 2013

- Note 1: The number of students who REGISTERED, WROTE and COMPLETED include only those who were eligible to complete an N6 part-qualification during the 2013 academic year.
- Note 2: "Number registered" refers to the number of students who registered for the 2013 Report 191 N6 examinations and were eligible to complete a Report 191 N6 part-qualification during the 2013 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the N6 part-qualification in 2013.
- Note 3: "Number wrote" refers to the number of students who wrote the 2013 Report 191 N6 examinations and were eligible to complete a Report 191 N6 part-qualification during the 2013 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 191 N6 part-qualification in 2013.
- Note 4: "Number completed" refers to the number of students who were eligible to complete and successfully completed the Report 191 N6 part-qualification in the 2013 academic year. This number excludes students who may have passed individual subjects but who were not eligible to complete the Report 191 N6 part-qualification in 2013.
- Note 5: "Completion rate" refers to the number of students who successfully completed a Report 191 N6 part-qualification in the 2013 academic year, expressed as a percentage of the number of students who were eligible to complete the Report 191 N6 part-qualification and wrote the examinations (the latter is defined above) in 2013.

Table 32 shows that in public FET/TVET Colleges in 2013, more than 44 000 students registered for examinations in the Report 191 N6 part-qualification. However, only 15 000 students completed the N6 part-qualification. The table also indicates that more female than male students registered for the N6 part-qualification. Most students registered for the N6 Engineering Studies programme at 18 990. The number comprised 6 700 female students and 12 000 male students. With five students, the Legal Secretary programme had the lowest number of registered students.

## 4.3 PRIVATE FET COLLEGES

### 4.3.1 Introduction

The information reflected in this section is derived from private FET Colleges registered with the Department that responded to the departmental Annual Survey. It includes statistics on headcount enrolment per qualification category and gender. Staffing is reflected by staff category and gender.

In 2013, 627 private FET Colleges were registered with the Department. However, only 503 private FET Colleges responded to the Annual Survey sent to them by the Department. Therefore, the data provided below must 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 Overview of the private FET sector

**Table 33: Number of lecturers and students in private FET Colleges, by province, in 2013**

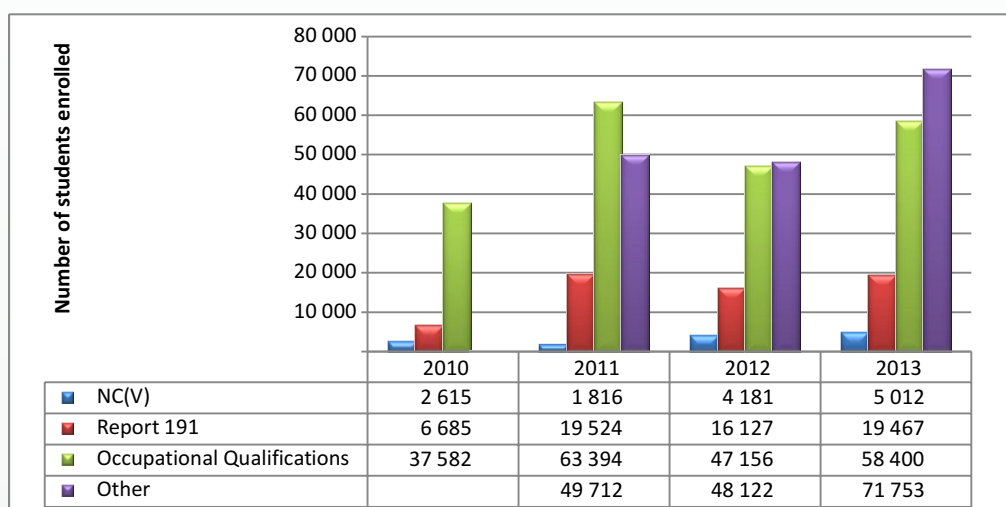
Province	Lecturers	Students
Eastern Cape	169	10 619
Free State	35	1 524
Gauteng	1 208	69 363
KwaZulu-Natal	501	17 621
Limpopo	116	3 830
Mpumalanga	102	5 944
Northern Cape	3	200
North West	69	1 974
Western Cape	776	32 738
Unspecified	203	10 819
<b>National</b>	<b>3 182</b>	<b>154 632</b>

Source: 2013 Annual Survey of Private FET Colleges 20140726.

Table 33 shows that, in 2013, the private FET College sector had more than 3 000 lecturing staff servicing 155 000 students. The majority of the lecturing staff and students were in Gauteng, 1 200 lecturers for 69 000 students. The Northern Cape had three lecturers for 200 students in 2013.

### 4.3.3 Enrolment in private FET Colleges

Figure 11: Number of students enrolled in private FET Colleges, by qualification category, from 2010 to 2013



Source: 2013 Annual Survey of Private FET Colleges 20140726.

Figure 11 shows that student enrolment in all qualification categories increased from 2010 to 2013. NC(V) enrolment increased from 2 600 in 2010 to 5 000 in 2013, Report 191 enrolment increased from 6 700 in 2010 to 19 500 in 2013 and occupational qualifications from 37 500 in 2010 to 58 500 in 2013.

Table 34: Number of students enrolled in private FET Colleges, by qualification category and gender, in 2013

Qualification Category	Female	Male	Total
NC(V) Levels 2 to 4	3 018	1 994	5 012
Report 191 (N1 to N3)	6 129	6 488	12 617
Report 191 (N4 to N6)	2 756	4 094	6 850
Occupational Qualifications	32 804	25 596	58 400
Other	44 570	27 183	71 753
<b>Total</b>	<b>89 277</b>	<b>65 355</b>	<b>154 632</b>

Source: 2013 Annual Survey of Private FET Colleges 20140726.

Note 1: NC(V) refers to the National Certificate (Vocational).

Note 2: Report 191 refers to 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: "Other" in FET/TVET Colleges refers to all other skills development and short courses.

Table 34 shows that more than 154 000 students enrolled in private FET Colleges in 2013. Of these, the majority were female at 89 000. Most students in private FET Colleges enrolled for "other" and occupational qualifications at 71 753 and 58 400, respectively. The lowest number of students in private FET Colleges enrolled for NC(V) Levels 2 to 4 qualifications.

**Table 35: Number of students in private FET Colleges, by organising fields, in 2013**

Number	Programmes for organising fields	Total
1	Agriculture and Nature Conservation	1 735
2	Business, Commerce and Management Studies	28 672
3	Communication Studies and Languages	672
4	Culture and Arts	50
5	Education, Training and Development	11 454
6	Health Sciences and Social Services	8 294
7	Human and Social Studies	590
8	Law, Military Science and Security	40
9	Manufacturing, Engineering and Technology	5 543
10	Physical Planning and Construction	787
11	Physical, Mathematical, Computer and Life Sciences	4 956
12	Services	4 009
<b>Total</b>		<b>66 802</b>

Source: 2013 Annual Survey of Private FET Colleges 20140726.

The majority of the students in private FET Colleges (almost 29 000) had enrolled in the Business, Commerce and Management Studies organising fields, while only 40 students enrolled for the Law, Military Science and Security field of study.

#### 4.3.4 Staffing in private FET Colleges

**Table 36: Number of staff in private FET Colleges, by category and gender, in 2013**

Staff Category	Female	Male	Total
Management Staff	670	524	1 194
Lecturing Staff	1 563	1 619	3 182
Support Staff	2 404	1 159	3 563
<b>Total</b>	<b>4 637</b>	<b>3 302</b>	<b>7 939</b>

Source: 2013 Annual Survey of Private FET Colleges 20140726.

Note 1: The category "Management Staff" refers to the principal and vice-principal of a private FET 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 buildings and gardens; catering services; and security services.

Table 36 indicates that private FET Colleges employed more than 7 900 staff in 2013. Most staff were employed in the support staff category (3 500 staff). The table also shows that there were more female than male staff.

### 4.3.5 Examination results in private FET Colleges

**Table 37: Number of students in private FET Colleges who registered, wrote and completed national qualifications, by qualification category and gender, in 2013**

Qualification Category	Female			Male			Total registered	Total wrote	Total completed
	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed			
Report 191 (N3)	9 495	9 409	2 879	15 366	15 178	4 924	24 861	24 587	7 803
Report 191 (N6)	4 490	4 218	1 280	5 177	4 993	2 036	9 667	9 211	3 316
NC(V) Level 4	381	328	161	250	212	71	631	540	232
<b>Total</b>	<b>14 366</b>	<b>13 955</b>	<b>4 320</b>	<b>20 793</b>	<b>20 383</b>	<b>7 031</b>	<b>35 159</b>	<b>34 338</b>	<b>11 351</b>

Source: National Examinations Database, November 2013.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED include only those who were eligible to complete qualifications (part or full) during the 2013 academic year.

Note 2: "Number registered" refers to the number of students who registered for the relevant examinations in 2013 and were eligible to complete the relevant qualifications during the 2013 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the relevant qualifications in 2013.

Note 3: "Number wrote" refers to the number of students who wrote the relevant examinations in 2013 and were eligible to complete the relevant qualifications during the 2013 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the relevant qualifications in 2013.

Note 4: "Number completed" refers to the number of students who were eligible to complete and successfully completed the relevant qualifications in the 2013 academic year. This number excludes students who may have passed individual subjects but who were not eligible to complete the relevant qualifications in 2013.

Table 37 shows that in private FET Colleges in 2013, more than 35 000 students registered for examinations in Report 191 (N3 and N6) part-qualifications and NC(V) Level 4 qualifications. Most students registered for the N3 part-qualification at 25 000 and the qualification with the lowest number of registered students was NC(V) Level 4 at 631. Just over 34 000 students wrote examinations in NC(V) Level 4 qualifications and Report 191 N3 and N6 part-qualifications, but only about 11 000 students completed the qualifications.

The table also shows that more male than female students registered for N3 and N6 part-qualifications, whereas more female than male students registered for NC(V) Level 4 qualifications.

**Table 38: Number of students in private FET Colleges who registered, wrote and completed NC(V) qualifications, by level, in 2013**

Qualification	Number registered	Number wrote	Number completed	Completion rate (%)
NC(V) Level 2	3 314	2 109	932	44.2
NC(V) Level 3	1 221	976	341	34.9
NC(V) Level 4	631	540	232	43.0
<b>Total</b>	<b>5 166</b>	<b>3 625</b>	<b>1 505</b>	<b>41.5</b>

Source: National Examinations Database, November 2013.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED include only those who were eligible to complete an NC(V) qualification during the 2013 academic year.

Note 2: "Number registered" refers to the number of students who registered for the 2013 NC(V) Levels 2 to 4 examinations and were eligible to complete an NC(V) qualification during the 2013 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete NC(V) Levels 2 to 4 qualifications in 2013.

Note 3: "Number wrote" refers to the number of students who wrote the 2013 NC(V) Levels 2 to 4 examinations and were eligible to complete an NC(V) qualification during the 2013 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete NC(V) Levels 2 to 4 qualifications in 2013.

Note 4: "Number completed" refers to the number of students who were eligible to complete and successfully completed NC(V) Levels 2 to 4 qualifications in the 2013 academic year. This number excludes students who may have passed individual subjects but who were not eligible to complete NC(V) Levels 2 to 4 qualifications in 2013.

Note 5: "Completion rate" refers to the number of students who successfully completed an NC(V) qualification in the 2013 academic year, expressed as a percentage of the number of candidates who were eligible to complete NC(V) Levels 2 to 4 qualifications and wrote the examinations (the latter is defined above) in 2013.

Table 38 shows that in private FET Colleges in 2013, more than 5 000 students registered for NC(V) Levels 2 to 4 qualifications. More students registered for examinations in the NC(V) Level 2 qualification, compared with NC(V) Level 4. Close to 3 600 students wrote and were eligible to complete NC(V) qualifications, but only about 1 500 students completed their qualifications. The average completion rate in private FET Colleges for the NC(V) qualification was 42%.

**Table 39: Number of students in private FET Colleges who registered, wrote and completed Report 191 N1 to N3 part-qualifications for Engineering Studies, by programme, in 2013**

Programme	Number registered	Number wrote	Number completed	Completion rate (%)
Report 191 N1	4 935	4 673	2 128	45.5
Report 191 N2	13 271	13 088	4 546	34.7
Report 191 N3	24 861	24 587	7 803	31.7
<b>Total</b>	<b>43 067</b>	<b>42 348</b>	<b>14 477</b>	<b>34.2</b>

**Source: National Examinations Database, November 2013.**

Note 1: The number of students who REGISTERED, WROTE and COMPLETED include only those who were eligible to complete a Report 191 part-qualification during the 2013 academic year.

Note 2: "Number registered" refers to the number of students who registered for the 2013 Report 191 N1 to N3 examinations in Engineering Studies and were eligible to complete a Report 191 N1 to N3 part-qualification during the 2013 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete Report 191 N1 to N3 part-qualifications in 2013.

Note 3: "Number wrote" refers to the number of students who wrote the 2013 Report 191 N1 to N3 examinations in Engineering Studies and were eligible to complete a Report 191 N1 to N3 part-qualification during the 2013 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete Report 191 N1 to N3 part-qualifications in 2013.

Note 4: "Number completed" refers to the number of students who were eligible to complete and successfully completed Report 191 N1 to N3 part-qualifications in the 2013 academic year. This number excludes students who may have passed individual subjects but who were not eligible to complete Report 191 N1 to N3 part-qualifications in 2013.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 191 N1 to N3 part-qualification in the 2013 academic year, expressed as a percentage of the number of students who were eligible to complete the Report 191 N1 to N3 part-qualifications and wrote the examinations (the latter is defined above) in 2013.

Note 6: The number of students who registered for, wrote and completed N1 to N3 part-qualifications for Engineering Studies include the consolidated numbers across all three trimesters of the 2013 academic year.

Table 39 shows that in private FET Colleges in 2013, more than 43 000 students registered for examinations in Report 191 N1 to N3 part-qualifications. The majority of students registered for the N3 part-qualification and the lowest number of students registered for the N1 part-qualification. The average completion rate in private FET Colleges for Report 191 N1 to N3 part-qualifications was 34%.

**Table 40: Number of students in private FET Colleges who registered, wrote and completed Report 191 N4 to N6 part-qualifications for Engineering Studies, by programme, in 2013**

Qualification	Number registered	Number wrote	Number completed	Completion rate (%)
Report 191 N4	15 612	15 387	6 361	41.3
Report 191 N5	9 692	9 555	4 180	43.7
Report 191 N6	6 156	6 079	2 621	43.1
<b>Total</b>	<b>31 460</b>	<b>31 021</b>	<b>13 162</b>	<b>42.4</b>

**Source: National Examinations Database, November 2013.**

- Note 1: The number of students who REGISTERED, WROTE and COMPLETED include only those who were eligible to complete Report 191 N4 to N6 part-qualifications during the 2013 academic year.
- Note 2: "Number registered" refers to the number of students who registered for the 2013 Report 191 N4 to N6 examinations and were eligible to complete a Report 191 N4 to N6 part-qualifications during the 2013 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete N4 to N6 part-qualifications in 2013.
- Note 3: "Number wrote" refers to the number of students who wrote the 2013 Report 191 N6 examinations and were eligible to complete Report 191 N4 to N6 part-qualifications during the 2013 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete Report 191 N4 to N6 part-qualifications in 2013.
- Note 4: "Number completed" refers to the number of students who were eligible to complete and successfully completed Report 191 N4 to N6 part-qualifications in the 2013 academic year. This number excludes students who may have passed individual subjects but who were not eligible to complete Report 191 N4 to N6 part-qualifications in 2013.
- Note 5: "Completion rate" refers to the number of students who successfully completed Report 191 N4 to N6 part-qualifications in the 2013 academic year, expressed as a percentage of the number of students who were eligible to complete Report 191 N4 to N6 part-qualifications and wrote the examinations (the latter is defined above) in 2013.
- Note 6: The number of students who registered for, wrote and completed N4 to N6 part-qualifications for Engineering Studies include the consolidated numbers across all three trimesters of the 2013 academic year.

Table 40 shows that in private FET Colleges in 2013, more than 31 000 students registered for N4 to N6 part-qualifications for Engineering Studies. The majority of students registered for examinations in the N4 part-qualification at almost 16 000 students, and the lowest number of students registered for the N6 part-qualification (about 6 000 students). The average completion rate in private FET Colleges for N4 to N6 part-qualifications in Engineering Studies was 42%.

**Table 41: Number of students in private FET Colleges who registered, wrote and completed Report 191 N4 to N6 part-qualifications for Business Studies, by programme, in 2013**

Qualification	Number registered	Number wrote	Number completed	Completion rate (%)
Report 191 N4	11 316	10 454	2 421	23.2
Report 191 N5	6 119	5 440	1 226	22.5
Report 191 N6	3 511	3 132	695	22.2
<b>Total</b>	<b>20 946</b>	<b>19 026</b>	<b>4 342</b>	<b>22.8</b>

**Source: National Examinations Database, November 2013.**

- Note 1: The number of students who REGISTERED, WROTE and COMPLETED include only those who were eligible to complete Report 191 N4 to N6 part-qualifications during the 2013 academic year.
- Note 2: "Number registered" refers to the number of students who registered for the 2013 Report 191 N4 to N6 examinations in Business Studies and were eligible to complete Report 191 N4 to N6 part-qualifications during the 2013 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete Report 191 N4 to N6 part-qualifications in 2013.
- Note 3: "Number wrote" refers to the number of students who wrote the 2013 Report 191 N4 to N6 examinations for Business Studies and were eligible to complete Report 191 N4 to N6 part-qualifications during the 2013 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete Report 191 N4 to N6 part-qualifications in 2013.
- Note 4: "Number completed" refers to the number of students who were eligible to complete and successfully completed Report 191 N4 to N6 part-qualifications in the 2013 academic year. This number excludes students who may have passed individual subjects but who were not eligible to complete Report 191 N4 to N6 part-qualifications in 2013.
- Note 5: "Completion rate" refers to the number of students who successfully completed Report 191 N4 to N6 part-qualifications in the 2013 academic year, expressed as a percentage of the number of students who were eligible to complete Report 191 N4 to N6 part-qualifications and wrote the examinations (the latter is defined above) in 2013.
- Note 6: The number of students who registered for, wrote and completed N4 to N6 part-qualifications for Business Studies include the consolidated numbers across both semesters of the 2013 academic year.

Table 41 shows that in private FET Colleges in 2013, almost 21 000 students registered for examinations in N4 to N6 part-qualifications for Business Studies. Most students registered for the N4 part-qualification and the lowest number of students registered for the N6 part-qualification. More than 19 000 students wrote examinations in N4 to N6 part-qualifications; yet only about 4 000 completed the part-qualifications. The average completion rate in private FET Colleges for N4 to N6 part-qualifications for Business Studies was 23%.

**Table 42: Number of students in private FET Colleges who registered, wrote and completed the NC(V) Level 4 qualification, by programme and gender, in 2013**

NC(V) Level 4 Programme	Female			Male			Total registered	Total wrote	Total completed
	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed			
L4:Civil Engineering and Building Construction	0	0	0	1	0	0	1	0	0
L4:Education and Development	4	3	3	0	0	0	4	3	3
L4:Electrical Infrastructure Construction	0	0	0	7	7	0	7	7	0
L4:Engineering and Related Design	0	0	0	7	6	0	7	6	0
L4:Finance, Economics and Accounting	6	2	0	4	4	0	10	6	0
L4:Hospitality	3	3	2	0	0	0	3	3	2
L4:Information Technology and Computer Studies	19	17	0	49	39	4	68	56	4
L4:Management	43	37	15	14	12	2	57	49	17
L4:Marketing	36	29	11	36	28	8	72	57	19
L4:Office Administration	165	147	76	41	37	16	206	184	92
L4:Primary Agriculture	0	0	0	3	3	0	3	3	0
L4:Safety In Society	83	71	45	71	63	37	154	134	82
L4:Tourism	22	19	9	17	13	4	39	32	13
<b>Total</b>	<b>381</b>	<b>328</b>	<b>161</b>	<b>250</b>	<b>212</b>	<b>71</b>	<b>631</b>	<b>540</b>	<b>232</b>

Source: National Examinations Database, November 2013.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED include only those who were eligible to complete an NC(V) qualification during the 2013 academic year.

Note 2: "Number registered" refers to the number of students who registered for the 2013 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2013 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the NC(V) Level 4 qualification in 2013.

Note 3: "Number wrote" refers to the number of students who wrote the 2013 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2013 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the NC(V) Level 4 qualification in 2013.

Note 4: "Number completed" refers to the number of students who were eligible to complete and successfully completed the NC(V) Level 4 qualification in the 2013 academic year. This number excludes students who may have passed individual subjects but who were not eligible to complete the NC(V) Level 4 qualification in 2013.

Note 5: "Completion rate" refers to the number of students who successfully completed an NC(V) qualification in the 2013 academic year, expressed as a percentage of the number of students who were eligible to complete the NC(V) Level 4 qualification and wrote the examinations (the latter is defined above) in 2013.

Note 6: NC(V) Level 4 is a full qualification.

Table 42 shows that in private FET Colleges in 2013, more than 600 students registered for NC(V) Level 4 programmes. More female than male students registered for examinations in the NC(V) Level 4 qualification. The table also shows that 540 students wrote the examinations for the qualification, but only 232 completed the qualification. Most students registered for the Office Administration programme (206) and only one student registered for the Civil Engineering and Building Construction programme. The majority of female students registered for the Office Administration Programme (165), while most male students enrolled for the Safety in Society programme (71).

Table 42 also shows that none of the students completed the Civil Engineering and Building Construction; Electrical Infrastructure Construction; Engineering and Related Design; Finance, Economic and Accounting; and Primary Agriculture programmes for the NC(V) Level 4 qualification.

**Table 43: Number of students in private FET Colleges who registered, wrote and completed the Report 191 N6 part-qualification, by programme and gender, in 2013**

Report 191 N6 Programmes	Female			Male			Total registered	Total wrote	Total completed
	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed			
N6:Art and Design	1	1	1	7	5	0	8	6	1
N6:Business Management	252	223	46	145	129	23	397	352	69
N6:Clothing Production	7	7	3	0	0	0	7	7	3
N6:Educare	126	123	33	14	14	1	140	137	34
N6:Engineering Studies	2 004	1 985	812	4 152	4 094	1 809	6 156	6 079	2 621
N6:Farming Management	4	4	0	1	0	0	5	4	0
N6:Financial Management	251	208	25	132	111	28	383	319	53
N6:Hospitality and Catering Services	21	20	5	8	8	0	29	28	5
N6:Human Resources Management	649	583	112	271	237	47	920	820	159
N6:Legal Secretary	18	18	3	0	0	0	18	18	3
N6:Management Assistant	277	235	51	40	31	6	317	266	57
N6:Marketing Management	207	202	33	125	118	35	332	320	68
N6:Medical Secretary	12	11	3	0	0	0	12	11	3
N6:Popular Music: Performance	0	0	0	1	1	1	1	1	1
N6:Popular Music: Studio Work	0	0	0	8	6	2	8	6	2
N6:Public Management	422	403	123	176	169	66	598	572	189
N6:Public Relations	192	150	21	59	35	10	251	185	31
N6:Tourism	47	45	9	38	35	8	85	80	17
<b>Total</b>	<b>4 490</b>	<b>4 218</b>	<b>1 280</b>	<b>5 177</b>	<b>4 993</b>	<b>2 036</b>	<b>9 667</b>	<b>9 211</b>	<b>3 316</b>

Source: National Examinations Database, November 2013.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED include only those who were eligible to complete the Report 191 N6 part-qualification during the 2013 academic year.

Note 2: "Number registered" refers to the number of students who registered for the 2013 Report 191 N6 examinations and were eligible to complete a Report 191 N6 part-qualification during the 2013 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the N6 part-qualification in 2013.

Note 3: "Number wrote" refers to the number of students who wrote the 2013 Report 191 N6 examinations and were eligible to complete a Report 191 N6 part-qualification during the 2013 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 191 N6 part-qualification in 2013.

Note 4: "Number completed" refers to the number of students who were eligible to complete and successfully completed the Report 191 N6 part-qualification in the 2013 academic year. This number excludes students who may have passed individual subjects but who were not eligible to complete the Report 191 N6 part-qualification in 2013.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 191 N6 part-qualification in the 2013 academic year, expressed as a percentage of the number of students who were eligible to complete the Report 191 N6 part-qualification and wrote the examinations (the latter is defined above) in 2013.

Table 43 shows that in private FET Colleges in 2013, more than 9 600 students registered for examinations in the N6 part-qualification. The majority of students (6 156) registered for examinations in the part-qualification for Engineering Studies, while the part-qualification with the lowest number of registered students was Popular Music: Performance, with only one student.

The table also shows that more male than female students registered for the Report 191 N6 part-qualification.

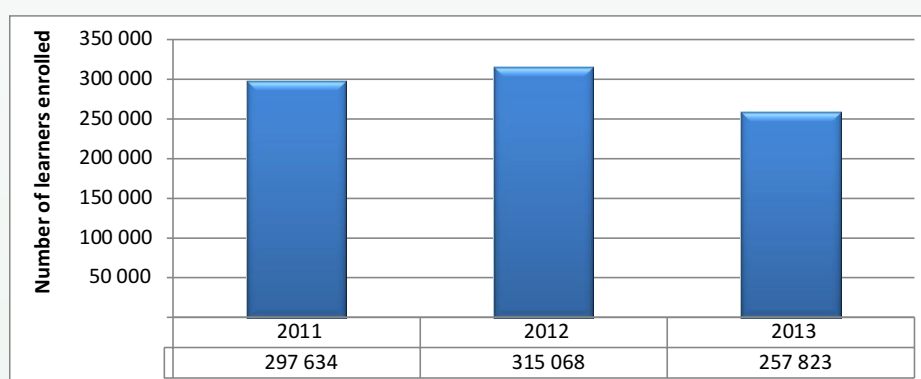
## 5. ADULT EDUCATION AND TRAINING (AET)

### 5.1 OVERVIEW OF PUBLIC AND PRIVATE AET CENTRES

The provisioning of AET in South Africa is currently underpinned by the *Adult Education and Training Act, 2000 (Act No. 52 of 2000)*. The Act provides for the establishment, governance and funding of AET Centres in South Africa. AET is offered at public and private adult learning Centres for adults and out-of-school youth who seek to complete their schooling and/or who wish to acquire new skills.

The White Paper for Post-School Education and Training provides a new vision for adult education. This vision, which involves the shifting of the function of AET from Provincial Education Departments (PEDs) to the Department of Higher Education and Training (DHET), will begin to take root in April 2015. The AET Act is expected to be repealed and the transitional provisions in Section 25(3)(b) of the *Continuing Education and Training Act, 2006 (Act No. 16 of 2006)* will become applicable once the AET Act has been repealed.

**Figure 12: Number of learners enrolled in public and private AET Centres, from 2011 to 2013**



Source: 2013 Annual Survey of AET Centres.

Figure 12 shows that the total learner enrolment in AET Centres (both public and private) decreased from about 298 000 in 2011 to approximately 258 000 in 2013.

**Table 44: Learner enrolment in public and private AET Centres, by institutional type and level, in 2013**

Type	ABET Level 1	ABET Level 2	ABET Level 3	ABET Level 4 (NQF Level 1)	Grade 10 (NQF Level 2)	Grade 11 (NQF Level 3)	Grade 12 (NQF Level 4)	Other/Skills Development	Total
Public AET	15 028	21 566	25 589	109 352	415	757	70 536	6 264	249 507
Private AET	1 253	1 065	1 289	1 954	89	5	2 053	608	8 316
Total	16 281	22 631	26 878	111 306	504	762	72 589	6 872	257 823
Percentage	6.3	8.8	10.4	43.2	0.2	0.3	28.2	2.7	100

Source: 2013 Annual Survey of AET Centres 20140908.

Table 44 shows that of the approximately 258 000 learners enrolled in public and private AET Centres in 2013, a relatively small number (fewer than 8 500) were enrolled in private AET Centres, suggesting that the private AET sector in the country is very small. More than 43% of learners in AET Centres (111 306) enrolled for the Adult Basic Education and Training (ABET) Level 4 (Level 1 of the National Qualifications Framework [NQF]) qualification in 2013, while more than 28% of the learners (72 589) enrolled for Grade 12 (NQF Level 4).

## 5.2 PUBLIC AET CENTRES

### 5.2.1 Introduction

Public AET Centres are located mainly in the townships and rural areas of South Africa. The majority of public AET Centres utilise schools for the provision of programmes. Public AET Centres are currently established at provincial level by 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 2013, there were 3 150 public AET Centres in South Africa. However, only 1 761 public AET Centres responded to the Annual Survey sent to them by the Department.

### 5.2.2 Overview of public AET Centres

**Table 45: Number of public AET Centres, educators and learners, by province, in 2013**

Province	AET Centres	Educators	Learners
Eastern Cape	276	2 874	37 935
Free State	129	622	14 802
Gauteng	47	2 369	88 498
KwaZulu-Natal	203	1 149	11 243
Limpopo	378	864	18 203
Mpumalanga	247	1 848	24 751
Northern Cape	120	221	4 333
North West	263	1 057	19 222
Western Cape	98	918	30 520
<b>National</b>	<b>1 761</b>	<b>11 922</b>	<b>249 507</b>

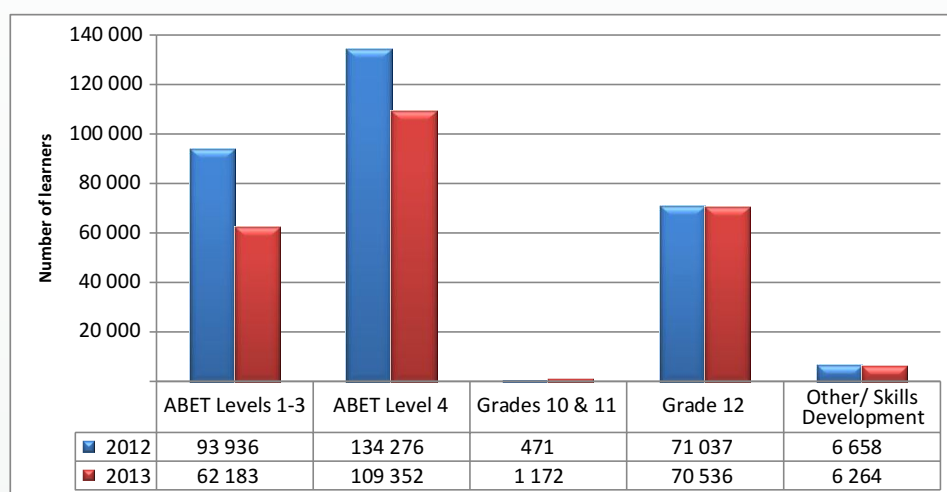
Source: 2013 Annual Survey of AET Centres 20140908.

The statistics reflected in Table 45 are based on the number of public AET Centres that responded to the Department's Annual Survey.

Table 45 shows that there were approximately 250 000 learners and 12 000 educators in 1 800 public AET Centres in 2013. The number of public AET Centres across provinces varied greatly, ranging from 47 in Gauteng to 378 in Limpopo. While Gauteng had the lowest number of public AET Centres in the country, it enrolled the highest number of AET learners in 2013. Gauteng enrolled close to 88 500 learners in 2013, followed by the Eastern Cape, which enrolled close to 38 000 learners at its 276 public AET Centres.

### 5.2.3 Enrolment in public AET Centres

Figure 13: Number of learners in public AET Centres, by programme, from 2012 to 2013



Source: 2013 Annual Survey of AET Centres 20140908.

The statistics reflected in Figure 13 are based on the number of public AET Centres that responded to the Department's Annual Survey.

Figure 13 shows that learner enrolment in four of the five programmes offered at public AET Centres decreased between 2012 and 2013. This decline in learner enrolment was most prominent in ABET programmes.

Table 46: Number of learners in public AET Centres, by province and level, in 2013

Province	ABET Level 1	ABET Level 2	ABET Level 3	ABET Level 4 (NQF 1)	Grade 10 (NQF 2)	Grade 11 (NQF 3)	Grade 12 (NQF Level 4)	Other/Skills Development	Total
Eastern Cape	3 240	5 596	6 097	22 159	59	16	24	744	37 935
Free State	326	744	1 753	6 965	54	49	4 797	114	14 802
Gauteng	2 380	2 289	3 785	23 504	0	584	52 365	3 591	88 498
KwaZulu-Natal	1 246	1 556	2 154	5 587	20	0	655	25	11 243
Limpopo	499	1 391	1 222	15 015	76	0	0	0	18 203
Mpumalanga	2 182	4 759	4 656	12 777	14	15	283	65	24 751
Northern Cape	523	530	567	2 683	0	0	11	19	4 333
North West	1 970	2 632	3 121	9 807	164	0	883	645	19 222
Western Cape	2 662	2 069	2 234	10 855	28	93	11 518	1 061	30 520
National	15 028	21 566	25 589	109 352	415	757	70 536	6 264	249 507
Percentage	6.0	8.6	10.3	43.8	0.2	0.3	28.3	2.5	100

Source: 2013 Annual Survey of AET Centres 20140908.

The statistics reflected in Table 46 are based on the number of public AET Centres that responded to the Department's Annual Survey.

Table 46 shows that the majority of learners enrolled for the ABET Level 4 programme were located in Gauteng and the Eastern Cape. Gauteng and the Western Cape had the highest number of learners enrolled for Grade 12 in 2013.

## 5.2.4 Staffing in public AET Centres

**Table 47: Number of staff in public AET Centres, by province, staff category and gender, in 2013**

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	205	67	272	2 357	517	2 874	5	0	5	2 567	584	3 151
Free State	68	54	122	414	208	622	0	0	0	482	262	744
Gauteng	14	39	53	1 503	866	2 369	63	64	127	1 580	969	2 549
KwaZulu-Natal	120	37	157	815	334	1 149	1	0	1	936	371	1 307
Limpopo	343	50	393	713	151	864	1	0	1	1 057	201	1 258
Mpumalanga	198	31	229	1 605	243	1 848	3	0	3	1 806	274	2 080
Northern Cape	26	14	40	164	57	221	1	0	1	191	71	262
North West	157	50	207	845	212	1 057	2	2	4	1 004	264	1 268
Western Cape	80	60	140	511	407	918	36	25	61	624	492	1 116
National	1 211	402	1 613	8 927	2 995	11 922	112	91	203	10 247	3 488	13 735
Percentage	75.1	24.9	100	74.9	25.1	100	55.2	44.8	100	74.6	25.4	100

Source: 2013 Annual Survey of AET Centres 20140908.

Note 1: "Educator Staff" refers to a person who teaches, educates or trains a learner, or provides professional educational services, including professional therapy and educational psychology services at a Centre.

Note 2: "Management Staff" includes the Centre Manager of an AET Centre.

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

The statistics reflected in Table 47 are based on the number of public AET Centres that responded to the Department's Annual Survey.

Public AET Centres employed a total of 11 922 educators, 1 613 management staff and 203 support staff in 2013. More than 74% of all staff employed at public AET Centres in 2013 were female, with female staff numbers exceeding that of males in all three staff categories. Eastern Cape employed the highest number of staff (3 151), followed by Gauteng (2 549). The Northern Cape employed only 262 staff.

## 5.2.5 Examination results in public AET Centres

**Table 48: Number of learners in public AET Centres who registered, wrote and completed the GETC-ABET Level 4 qualification, from 2011 to 2013**

Year	Number registered	Number wrote	Number completed	Completion rate (%)
2011	107 780	39 856	13 924	34.9
2012	109 883	55 735	23 325	41.8
2013	109 518	52 501	19 945	38.0

**Source: National Examinations Database, November 2013.**

Note 1: The number of learners who REGISTERED, WROTE and COMPLETED include only those who were eligible to complete a GETC-ABET Level 4 qualification during the 2013 academic year.

Note 2: "Number registered" refers to the number of learners who registered for the 2013 GETC-ABET Level 4 examinations and were eligible to complete a GETC-ABET Level 4 qualification during the 2013 academic year. This number excludes learners who registered to write individual subjects but who were not eligible to complete the GETC-ABET Level 4 qualification in 2013.

Note 3: "Number wrote" refers to the number of learners who wrote the 2013 GETC-ABET Level 4 examinations and were eligible to complete a GETC-ABET qualification during the 2013 academic year. This number excludes learners who wrote individual subjects but who were not eligible to complete the GETC-ABET Level 4 qualification in 2013.

Note 4: "Number completed" refers to the number of learners who were eligible to complete and successfully completed the GETC-ABET Level 4 qualification in the 2013 academic year. This number excludes learners who may have passed individual subjects but who were not eligible to complete the GETC-ABET Level 4 qualification in 2013.

Note 5: "Completion rate" refers to the number of learners who successfully completed a GETC-ABET Level 4 qualification in the 2013 academic year, expressed as a percentage of the number of learners who were eligible to complete the GETC-ABET Level 4 qualification and wrote the examinations (the latter is defined above) in 2013.

Table 48 shows that of the approximately 110 000 learners who registered for examinations for the General Education and Training Certificate: Adult Basic Education and Training (GETC-ABET) Level 4 qualification in 2013, only 52 500 actually wrote the examinations. However, less than 20 000 learners completed the GETC-ABET Level 4 qualification. In contrast to the significant increase in the completion rate from 2011 to 2012, the completion rate for the GETC-ABET Level 4 examination declined from about 42% in 2012 to 38% in 2013.

**Table 49: Number of learners in public AET Centres who registered, wrote and completed the GETC-ABET Level 4 qualification, by province, in 2013**

Province	Number registered	Number wrote	Number completed	Completion rate (%)
Eastern Cape	14 888	3 735	1 582	42.4
Free State	7 028	2 844	1 029	36.2
Gauteng	17 090	7 368	2 789	37.9
KwaZulu-Natal	21 029	11 219	5 882	52.4
Limpopo	20 993	15 599	5 366	34.4
Mpumalanga	13 327	6 068	1 506	24.8
Northern Cape	2 652	1 343	430	32.0
North West	9 340	3 510	1 131	32.2
Western Cape	3 171	815	230	28.2
<b>National</b>	<b>109 518</b>	<b>52 501</b>	<b>19 945</b>	<b>38.0</b>

*Source: National Examinations Database, November 2013.*

Note 1: The number of learners who REGISTERED, WROTE and COMPLETED include only those who were eligible to complete a GETC-ABET Level 4 qualification during the 2013 academic year.

Note 2: "Number registered" refers to the number of learners who registered for the 2013 GETC-ABET Level 4 examinations and were eligible to complete a GETC-ABET Level 4 qualification during the 2013 academic year. This number excludes learners who registered to write individual subjects but who were not eligible to complete the GETC-ABET Level 4 qualification in 2013.

Note 3: "Number wrote" refers to the number of learners who wrote the 2013 GETC-ABET Level 4 examinations and were eligible to complete a GETC-ABET Level 4 qualification during the 2013 academic year. This number excludes learners who wrote individual subjects but who were not eligible to complete the GETC-ABET Level 4 qualification in 2013.

Note 4: "Number completed" refers to the number of learners who were eligible to complete and successfully completed the GETC-ABET Level 4 qualification in the 2013 academic year. This number excludes learners who may have passed individual subjects but who were not eligible to complete the GETC-ABET Level 4 qualification in 2013.

Note 5: "Completion rate" refers to the number of learners who successfully completed a GETC-ABET Level 4 qualification in the 2013 academic year, expressed as a percentage of the number of learners who were eligible to complete the GETC-ABET Level 4 qualification and wrote the examinations (the latter is defined above) in 2013.

Table 49 shows that in 2013, the number of learners registered for examinations in the GETC-ABET Level 4 qualification varied greatly across provinces, ranging from 2 652 in the Northern Cape to 21 029 in KwaZulu-Natal. KwaZulu-Natal was the best-performing province with a completion rate of above 52% in 2013 (14 percentage points above the national completion rate of 38%), followed by the Eastern Cape. Mpumalanga performed relatively poorer than other provinces with a completion rate of below 25%.

**Table 50: Number of learners in public AET Centres who registered, wrote and completed the GETC-ABET Level 4 qualification, by province and gender, in 2013**

Province	Female				Male				Number registered	Number wrote	Number completed
	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)			
Eastern Cape	12 254	3 026	1 303	43.1	2 634	709	279	39.4	14 888	3 735	1 582
Free State	4 907	1 963	754	38.4	2 121	881	275	31.2	7 028	2 844	1 029
Gauteng	10 624	4 490	1 896	42.2	6 466	2 878	893	31.0	17 090	7 368	2 789
KwaZulu-Natal	17 417	9 528	5 029	52.8	3 612	1 691	853	50.4	21 029	11 219	5 882
Limpopo	17 691	13 248	4 570	34.5	3 302	2 351	796	33.9	20 993	15 599	5 366
Mpumalanga	10 893	5 059	1 260	24.9	2 434	1 009	246	24.4	13 327	6 068	1 506
Northern Cape	1 945	1 018	328	32.2	707	325	102	31.4	2 652	1 343	430
North West	7 089	2 649	911	34.4	2 251	861	220	25.6	9 340	3 510	1 131
Western Cape	1 822	501	133	26.5	1 349	314	97	30.9	3 171	815	230
National	84 642	41 482	16 184	39.0	24 876	11 019	3 761	34.1	109 518	52 501	19 945

Source: National Examinations Database, November 2013

Note 1: The number of learners who REGISTERED, WROTE and COMPLETED include only those who were eligible to complete a GETC-ABET Level 4 qualification during the 2013 academic year.

Note 2: "Number registered" refers to the number of learners who registered for the 2013 GETC-ABET Level 4 examinations and were eligible to complete a GETC-ABET Level 4 qualification during the 2013 academic year. This number excludes learners who registered to write individual subjects but who were not eligible to complete the GETC-ABET Level 4 qualification in 2013.

Note 3: "Number wrote" refers to the number of learners who wrote the 2013 GETC-ABET Level 4 examinations and were eligible to complete a GETC-ABET Level 4 qualification during the 2013 academic year. This number excludes learners who wrote individual subjects but who were not eligible to complete the GETC-ABET Level 4 qualification in 2013.

Note 4: "Number completed" refers to the number of learners who were eligible to complete and successfully completed the GETC-ABET Level 4 qualification in the 2013 academic year. This number excludes learners who may have passed individual subjects but who were not eligible to complete the GETC-ABET Level 4 qualification in 2013.

Note 5: "Completion rate" refers to the number of learners who successfully completed a GETC-ABET Level 4 qualification in the 2013 academic year, expressed as a percentage of the number of learners who were eligible to complete the GETC-ABET Level 4 qualification and wrote the examinations (the latter is defined above) in 2013.

Table 50 shows that in 2013, the completion rate for the ABET Level 4 qualification was higher for female learners than males at 39% and 34%, respectively.

**Table 51: Number of learners in public AET Centres who wrote and passed GETC-ABET Level 4 Learning Areas, by content, in 2013**

Learning Area	Number wrote	Number passed	Pass rate (%)
1. Ancillary Health Care	55 280	34 470	62.4
2. Applied Agriculture and Agricultural Technology	9 331	4 895	52.5
3. Arts and Culture	11 077	9 453	85.3
4. Early Childhood Development	12 663	11 759	92.9
5. Economics and Management Sciences	26 848	19 940	74.3
6. Human and Social Sciences	17 603	15 251	86.6
7. Inform. and Communication Technology	1 887	1 539	81.6
8. Life Orientation	72 765	54 327	74.7
9. Mathematical Literacy	78 754	50 407	64.0
10. Mathematics and Mathematical Sciences	5 564	2 101	37.8
11. Natural Sciences	15 375	7 381	48.0
12. Small Medium and Micro Enterprises	15 241	9 509	62.4
13. Technology	3 166	1 764	55.7
14. Travel and Tourism	25 502	17 224	67.5
15. Wholesale and Retail	1 872	880	47.0

Source: National Examinations Database, November 2013.

Note 1: The number of learners who WROTE and PASSED included learners who wrote and passed a Learning Area, irrespective of whether or not they were eligible to complete the GETC-ABET Level 4 qualification during the 2013 academic year.

Note 2: "Number wrote" refers to the number of learners who wrote a Learning Area, irrespective of whether or not they were eligible to complete the GETC-ABET Level 4 qualification during the 2013 academic year.

Note 3: "Number passed" refers to the number of learners who passed a Learning Area, irrespective of whether or not they were eligible to complete the GETC-ABET Level 4 qualification during the 2013 academic year.

Note 4: "Pass rate" refers to the number of learners who successfully passed a Learning Area in the GETC-ABET Level 4 qualification, expressed as a percentage of the number of candidates who wrote a Learning Area, irrespective of whether or not they were eligible to complete the GETC-ABET Level 4 qualification (the latter is defined above) in 2013.

Table 51 shows that in 2013, the pass rate was highest for the Early Childhood Development Learning Area (at 93%), followed by Human and Social Sciences (at 87%). The lowest pass rate was in the Mathematics and Mathematical Sciences Learning Area at 38%.

**Table 52: Number of learners in public AET Centres who wrote and passed GETC-ABET Level 4 Learning Areas, by language, in 2013**

Language Learning Area	Number wrote	Number passed	Pass rate (%)
1. Afrikaans	1 644	1 313	79.9
2. English	80 629	53 219	66.0
3. SeSotho	1 109	937	84.5
4. IsiZulu	7 961	7 237	90.9
5. IsiXhosa	5 441	5 170	95.0
6. SiSwati	2 158	2 010	93.1
7. SePedi	9 091	8 329	91.6
8. TshiVenda	2 202	2 135	97.0
9. XiTsonga	2 819	2 634	93.4
10. SeTswana	3 960	3 312	83.6
11. IsiNdebele	456	375	82.2

**Source: National Examinations Database, November 2013**

Note 1: The number of learners who WROTE and PASSED include learners who wrote and passed a Language Learning Area, irrespective of whether or not they were eligible to complete the GETC-ABET Level 4 qualification during the 2013 academic year.

Note 2: "Number wrote" refers to the number of learners who wrote a Learning Area, irrespective of whether or not they were eligible to complete the GETC-ABET Level 4 qualification during the 2013 academic year.

Note 3: "Number passed" refers to the number of learners who passed a Learning Area, irrespective of whether or not they were eligible to complete the GETC-ABET Level 4 qualification during the 2013 academic year.

Note 4: "Pass rate" refers to the number of learners who successfully passed a Learning Area in the GETC-ABET Level 4 qualification, expressed as a percentage of the number of candidates who wrote a Learning Area irrespective of whether or not they were eligible to complete the GETC-ABET Level 4 qualification (the latter is defined above) in 2013.

Table 52 shows that the pass rates for the Language Learning Areas were generally fairly high, ranging from 66% to 97%. Of the 80 600 learners who wrote English for the GETC-ABET Level 4 qualification in 2013, 66% passed. The highest pass rate was among learners who wrote TshiVenda at 97%, while the lowest was for English at 66%. The lowest number of learners wrote the IsiNdebele examination (456 learners with a pass rate of 82%).

## 5.3 PRIVATE AET CENTRES

### 5.3.1 Introduction

By law, private AET Centres are required to be registered with the DHET, as provided in terms of Section 27 of the *Adult Education and Training Act, 2000 (Act No. 52 of 2000)*. A private AET Centre could be defined as an institution or organisation that has the following characteristics:

- It is independent from the state;
- It is wholly or partly owned and funded by an individual/s;
- It is regulated by an act of parliament;
- It determines its own governance and management arrangements; and
- It may be a profit or non-profit making organisation.

Qualifications offered by private AET Centres must be accredited by the relevant quality council, namely Umalusi.

Only 62 private AET Centres responded to the Annual Survey sent to them by the DHET. Therefore, the data provided below must be read in this context.

### 5.3.2 Overview of private AET Centres

**Table 53: Number of private AET Centres, educators and learners, by province, in 2013**

Province	AET Centres	Educators	Learners
Eastern Cape	0	0	0
Free State	3	7	235
Gauteng	9	74	2 808
KwaZulu-Natal	10	15	529
Limpopo	1	4	64
Mpumalanga	4	13	254
Northern Cape	3	1	211
North West	11	52	1 140
Western Cape	21	76	3 075
National	62	242	8 316

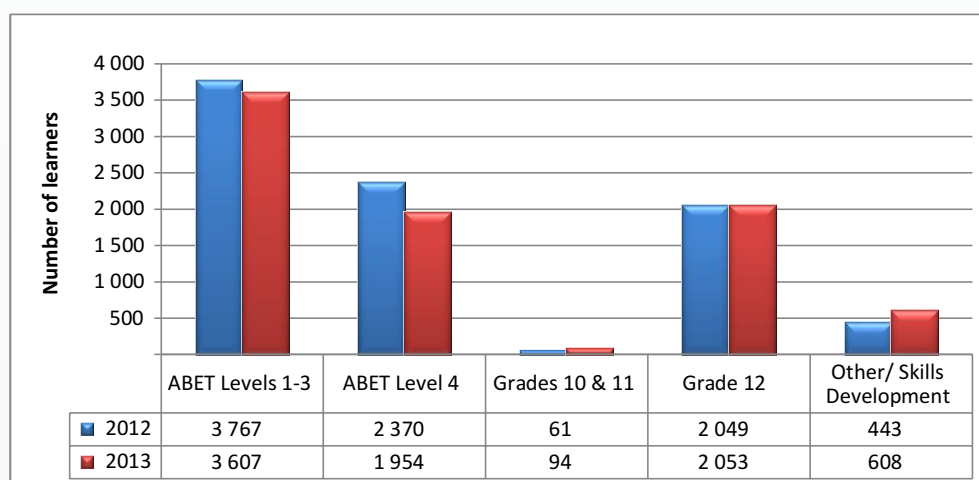
Source: 2013 Annual Survey of AET Centres 20140908.

As can be seen in Table 53, there were 62 private AET Centres that responded to the departmental Annual Survey in 2013. Most of these Centres (21) were located in the Western Cape. Although Gauteng had a limited number of private AET Centres, it had a relatively high number of learners enrolled in private AET Centres.

Table 53 shows that more than 8 300 learners enrolled in private AET Centres in 2013. The number of AET Centres across provinces varied greatly, ranging from zero in the Eastern Cape to 21 in the Western Cape. Similarly, learner enrolment in private AET Centres varied significantly across provinces, with the Western Cape having more than 3 000 learners compared with Limpopo with 64 learners.

### 5.3.3 Enrolment in private AET Centres

Figure 14: Number of learners in private AET Centres, by programme, from 2012 to 2013



Source: 2013 Annual Survey of AET Centres 20140908.

Figure 14 shows that the majority of learners in private AET Centres enrolled for ABET Levels 1 to 4 programmes in 2013, followed by those enrolled for Grade 12. The number of learners enrolled for ABET programmes in private AET Centres (all levels) decreased between 2012 and 2013, while that for Grade 12 and "Other/Skills Development" programmes increased slightly.

Table 54: Number of learners enrolled in private AET Centres, by province and level, in 2013

Province	ABET Level 1	ABET Level 2	ABET Level 3	ABET Level 4 (NQF 1)	Grade 10 (NQF 2)	Grade 11 (NQF 3)	Grade 12 (NQF Level 4)	Other/Skills Development	Total
Eastern Cape	0	0	0	0	0	0	0	0	0
Free State	13	9	16	154	0	0	43	0	235
Gauteng	292	324	371	431	41	5	1 069	275	2 808
KwaZulu-Natal	63	61	60	240	0	0	105	0	529
Limpopo	0	4	4	56	0	0	0	0	64
Mpumalanga	22	17	26	43	0	0	48	98	254
Northern Cape	19	40	45	71	36	0	0	0	211
North West	159	108	88	344	0	0	340	101	1 140
Western Cape	685	502	679	615	12	0	448	134	3 075
National	1 253	1 065	1 289	1 954	89	5	2 053	608	8 316
Percentage	15.1	12.8	15.5	23.5	1.1	0.1	24.7	7.3	10

Source: 2013 Annual Survey of AET Centres 20140908.

Table 54 shows that in 2013, almost 25% of learners in private AET Centres were enrolled for Grade 12, followed by ABET Level 4 at 24%. The enrolment of learners in private AET Centres across provinces varied greatly, ranging from 64 in Limpopo to 3 075 in the Western Cape. The majority of learners in private AET Centres were located in the Western Cape, Gauteng and North West, respectively.

### 5.3.4 Staffing in private AET Centres

**Table 55: Number of staff in private AET Centres, by province, staff category and gender, in 2013**

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	0	0	0	0	0	0	36	5	41	36	5	41
Free State	2	1	3	5	2	7	15	3	18	22	6	28
Gauteng	4	10	14	34	40	74	131	125	256	169	175	344
KwaZulu-Natal	8	0	8	9	6	15	34	9	43	51	15	66
Limpopo	2	0	2	4	0	4	7	0	7	13	0	13
Mpumalanga	0	3	3	5	8	13	7	3	10	12	14	26
Northern Cape	1	1	4	0	1	1	3	1	4	4	3	7
North West	3	1	2	40	12	52	9	9	18	52	22	74
Western Cape	9	15	24	47	29	76	73	70	143	129	114	243
National	29	31	60	144	98	242	315	225	540	488	354	842
Percentage	48.3	51.7	100	59.5	40.5	100	58.3	41.7	100	58	42	100

Source: 2013 Annual Survey of AET Centres 20140908.

Note 1: The category "Management Staff" includes the Centre Manager of a Centre.

Note 2: The category "Educator Staff" refers to a person who teaches, educates or trains a learner, or provides professional educational services, including professional therapy and educational psychology services, at a Centre.

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

In 2013, private AET Centres employed a total of 842 staff of which 58% were female. The majority of staff in private AET Centres were employed as support staff (540), while 242 persons were employed as educator staff and 60 as management staff. Support staff and educator staff comprised mainly females, while males dominated the management staff category.

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

### 6.1 INTRODUCTION

SETAs were established in terms of the *Skills Development Act, 1998 (Act No. 97 of 1998)* to facilitate and promote skills development in response to the needs of the economy. Currently, there are 21 SETAs in South Africa 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 (Act No. 97 of 1998)* (as amended) which, *inter alia*, states that SETAs are to:

- Develop sector skills plans within the framework of the National Skills Development Strategy (NSDS);
- Implement their sector skills plans by: (a) establishing learning programmes, (b) approving workplace skills plans and annual training reports, (c) allocating grants in the prescribed manner and (d) monitoring education and skills development provision in their sectors;
- Promote learning programmes by: (a) identifying workplaces for practical work experience, (b) supporting the development of learning materials, (c) improving the facilitation of learning and (d) assisting in the conclusion of agreements for learning programmes to the extent that it is required;
- Register agreements for learning programmes to the extent that it is required;
- Perform any functions delegated to them by the Quality Council for Trades and Occupations (QCTO) in terms of Section 261 of the *Skills Development Act, 1998 (Act No. 97 of 1998)*; and
- When required to do so as contemplated in Section 7(1) of the *Skills Development Levies Act, 1999 (Act No. 9 of 1999)* collect skills development levies and disburse the levies allocated to them in terms of Sections 8(3)(b) and 9(b) of the *Skills Development Levies Act, 1999 (Act No. 9 of 1999)* in their respective sectors.

The Department of Higher Education and training (DHET) is responsible for the management of SETA performance to ensure that the above functions are undertaken effectively and efficiently. The Department is determined to realise the slogan of “together turning every workplace into a training space” by ensuring that significant numbers of young people are able to access workplace-based training through learnerships, apprenticeships 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 apprenticeships and artisans owing to the importance government attaches to the development of greater numbers of artisans in the country.

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

**Table 56: Number of workers and unemployed persons registered for and certificated in SETA-supported learning programmes, by programme type, from 2011/12 to 2013/14**

Year	Registered				Certificated			
	Learnerships	Internships	Skills Programmes	Total registered	Learnerships	Internships	Skills Programmes	Total certificated
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
2013/14	75 782	8 017	92 508	176 298	38 796	2 510	109 547	150 853

Source: SETA Quarterly Reports, 2013/14.

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 QCTO.

Note 3: The category "Skills Programmes" refers to a part-qualification as defined in the *National Qualifications Framework (NQF) Act, 2008 (Act No. 67 of 2008)*.

Table 56 shows that more than 176 000 persons (both workers and unemployed persons) registered for SETA-supported learning programmes in the 2013/14 financial year, reflecting a significant increase since 2011/12. More than half of all persons involved in SETA-supported learning programmes registered for skills programmes, while 75 782 learners registered for learnerships in 2013/14. Although the number of persons registered for internships in 2013/14 were relatively smaller (8 017) in relation to other learning programmes, a significant increase in the number of internships is evident between 2011/12 and 2012/13.

The number of persons who were certificated in SETA-supported learning programmes increased from 117 602 in 2011/12 to 150 853 in 2013/14. By far the majority were certificated in skills programmes.

## 6.2.1 Workers registered for SETA-supported learning programmes

**Table 57: Number of workers registered for SETA-supported learning programmes, by programme type and SETA, in 2013/14**

SETA	Learnerships			Skills Programmes			Total target	Total actual
	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)		
AGRISETA	1 000	1 809	181	1 000	3 183	318	2 000	4 992
BANKSETA	1 300	2 311	178	1 040	1 757	169	2 340	4 068
CATHSSETA	1 500	1 572	105	1 250	2 097	168	2 750	3 669
CETA	2 000	499	25	4 000	1 077	27	6 000	1 576
CHIETA	1 500	2 083	139	3 000	2 587	86	4 500	4 670
ETDP SETA	450	459	102	4 780	5 025	105	5 230	5 484
EWSETA	2 000	119	6	4 000	1 122	28	6 000	1 241
FASSET	950	819	86	23 500	10 631	45	24 450	11 450
FOODBEV	1 000	1 000	100	500	580	116	1 500	1 580
FP&M SETA	1 000	684	68	1 600	2 162	135	2 600	2 846
HWSETA	2 000	2 548	127	4 125	7 322	178	6 125	9 870
INSETA	1 000	1 315	132	3 000	2 893	96	4 000	4 208
LGSETA	3 000	1 031	34	4 750	845	18	7 750	1 876
MERSETA	4 500	2 443	54	3 400	3 914	115	7 900	6 357
MICT SETA	51	64	125	3 000	3 003	100	3 051	3 067
MQA	1 500	1 954	130	10 000	13 274	133	11 500	15 228
PSETA	0	164	-	675	705	104	675	869
SASSETA	250	1 764	706	1 080	2 929	271	1 330	4 693
SERVICES	5 050	3 123	62	4 000	895	22	9 050	4 018
TETA	1 500	470	31	4 000	1 669	42	5 500	2 139
W&RSETA	2 400	3 383	141	700	6 437	920	3 100	9 820
<b>Total</b>	<b>33 951</b>	<b>29 614</b>	<b>88</b>	<b>83 400</b>	<b>74 107</b>	<b>89</b>	<b>117 351</b>	<b>103 721</b>

Source: SETA Quarterly Reports, 2013/14.

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 QCTO.

Note 3: The category "Skills Programmes" refers to a part-qualification as defined in the NQF Act, 2008 (Act No. 67 of 2008).

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

Table 57 shows that a total of 103 721 workers registered for learnerships and skills programmes in 2013/14, the majority of whom registered for skills programmes. While many SETAs exceeded their registration targets significantly for this period, overall, SETAs underachieved on their set targets by 12%.

## 6.2.2 Workers certificated in SETA-supported learning programmes

Table 58: Number of workers certificated in SETA-supported learning programmes, by programme type, in 2013/14

SETA	Learnerships			Skills Programmes			Total target	Total actual
	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)		
AGRISETA	500	796	159	500	3 022	604	1 000	3 818
BANKSETA	844	729	86	180	619	344	1 024	1 348
CATHSETA	750	289	39	625	4 719	755	1 375	5 008
CETA	2 000	442	22	4 000	567	14	6 000	1 009
CHIETA	750	1 187	158	1 500	2 799	187	2 250	3 986
ETDP SETA	-	-	-	3 346	2 160	65	3 346	2 160
EWSETA	2000	224	11	4 000	2 276	57	6 000	2 500
FASSET	317	453	143	23 500	17 030	72	23 817	17 483
FOODBEV	500	426	85	250	999	400	750	1 425
FP&M SETA	500	531	106	800	1 299	162	1 300	1 760
HWSETA	1 600	1 664	104	3 300	6 124	186	4 900	7 788
INSETA	700	106	15	2 100	2 618	125	2 800	2 724
LGSETA	1 000	482	48	2 950	360	12	3 950	842
MERSETA	2 200	2 454	112	2 380	1 293	54	4 580	3 747
MICT SETA	35	45	129	2 000	3 003	150	2 035	3 048
MQA	1 500	1 676	112	7 000	37 637	538	8 500	39 313
PSETA	-	42	-	550	575	105	550	617
SASSETA	200	271	136	864	552	64	1 064	823
SERVICES	5 050	352	7	4 000	0	0	9 050	352
TETA	250	203	81	800	529	66	1 050	732
W&RSETA	1 852	2 551	138	998	2 513	252	2 850	5 064
<b>Total</b>	<b>22 548</b>	<b>14 923</b>	<b>66</b>	<b>65 643</b>	<b>90 694</b>	<b>138</b>	<b>88 191</b>	<b>105 617</b>

Source: SETA Quarterly Reports, 2013/14.

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 QCTO.

Note 3: The category "Skills Programmes" refers to a part-qualification as defined in the NQF Act, 2008 (Act No. 67 of 2008).

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

Table 58 above indicates that more than 105 000 workers were certificated in learnerships and skills programmes in 2013/14, with the majority (90 694) certificated in skills programmes. Skills programmes over-achieved their set target by more than 38%, while the target for learnerships was underachieved by 34%.

### 6.2.3 Unemployed persons registered for SETA-supported learning programmes

**Table 59: Number of unemployed persons registered for SETA-supported learning programmes, by programme type, in 2013/14**

SETA	Learnerships			Internships			Skills Programmes			Total target	Total actual
	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)		
AGRISETA	115	1 834	1 595	400	696	174	5 780	3 398	59	6 295	5 928
BANKSETA	755	2 162	286	100	141	141	210	401	191	1 065	2 704
CATHSSETA	500	1 262	252	100	147	147	960	336	35	1 560	1 745
CETA	6 000	4 528	75	1 450	160	11	1 000	867	87	8 450	5 555
CHIETA	2 000	2 040	102	100	185	185	1 000	1 015	102	3 100	3 240
ETDP SETA	1 500	1 473	98	540	636	118	500	402	80	2 540	2 511
EWSETA	3 000	2 993	100	620	1 040	168	1 000	200	20	4 620	4 233
FASSET	5 200	3 820	73	100	48	48	1 250	0	0	6 550	3 868
FOODBEV	800	800	100	150	423	282	0	0	0	950	1 223
FP&M SETA	1 500	2 192	146	333	332	100	900	794	88	2 733	3 318
HWSETA	3 450	1 983	57	100	291	291	1 000	1 605	161	4 550	3 879
INSETA	2 000	1 342	67	1 850	643	35	1 000	1 405	141	4 850	3 390
LGSETA	2 630	1 958	74	100	121	121	3 200	553	17	5 930	2 632
MERSETA	4 500	3 151	70	221	346	157	1 500	3 259	217	6 221	6 756
MICT SETA	2 500	2 580	103	400	568	142	1 337	1 428	107	4 237	4 576
MQA	1 500	1 154	77	900	367	41	2 000	1 285	64	4 400	2 806
PSETA	700	187	27	213	919	431	0	0	0	913	1 106
SASSETA	1 200	2 271	189	300	177	59	1 500	195	13	3 000	2 643
SERVICES	6 500	2 891	44	2 795	408	15	2 000	30	2	11 295	3 329
TETA	2 500	1 475	59	1 000	107	11	1 000	573	57	4 500	2 155
W&RSETA	2 400	3 646	152	300	256	85	400	617	154	3 100	4 519
<b>Total</b>	<b>51 250</b>	<b>45 742</b>	<b>89</b>	<b>12 072</b>	<b>8 011</b>	<b>66</b>	<b>27 537</b>	<b>18 363</b>	<b>67</b>	<b>90 859</b>	<b>72 116</b>

Source: SETA Quarterly Reports, 2013/14.

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 QCTO.

Note 3: The category "Skills Programmes" refers to a part-qualification as defined in the NQF Act, 2008 (Act No. 67 of 2008).

Table 59 shows that, in 2013/14, a total of 72 116 unemployed persons were registered in SETA-supported learning programmes. More than half of all unemployed persons involved in SETA-supported learning programmes were registered for learnerships, while 18 363 learners were registered for skills programmes in 2013/14. A relatively small number of unemployed persons (8 011) were registered for internships through the SETA contractual system.

The SETAs did not meet their set targets in all three learning programmes (learnerships, internships and skills programmes) in 2013/14.

## 6.2.4 Unemployed persons certificated in SETA-supported learning programmes

**Table 60: Number of unemployed persons certificated in SETA-supported learning programmes, by programme type, in 2013/14**

SETA	Learnerships			Internships			Skills Programmes			Total target	Total actual
	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)		
AGRISETA	563	996	177	200	379	190	2 890	2 970	103	3 653	4 345
BANKSETA	348	917	264	48	122	254	168	341	203	564	1 380
CATHSSETA	250	798	319	80	107	134	480	2 001	417	810	2 906
CETA	5 400	494	9	1 305	0	0	900	728	81	7 605	1 222
CHIETA	1 000	1 534	153	50	79	158	500	1 199	240	1 550	2 812
ETDP SETA	750	783	104	210	58	28	0	159	0	960	1 000
EWSETA	3 000	820	27	620	0	0	1 000	0	0	4 620	820
FASSET	2 840	2 026	71	100	48	48	875	0	0	3 815	2 074
FOODBEV	400	352	88	260	124	48	0	0	0	660	476
FP&M SETA	750	572	76	166	20	12	450	633	141	1 366	1 225
HWSETA	2 760	3 777	137	80	155	194	800	138	17	3 640	4 070
INSETA	1 400	465	33	1 295	188	15	700	182	26	3 395	835
LGSETA	1 500	384	26	70	0	0	1 600	0	0	3 170	384
MERSETA	1 600	1 786	112	110	231	210	1 690	2 265	134	3 400	4 282
MICT SETA	1 750	2 293	131	300	495	165	948	946	100	2 998	3 734
MQA	1 500	984	66	600	0	0	1 200	6 060	505	3 300	7 044
PSETA	81	42	52	67	465	694	0	0	0	148	507
SASSETA	960	1 576	164	240	20	8	1 200	0	0	2 400	1 596
SERVICES	6 500	0	0	2 795	0	0	2 000	0	0	11 295	0
TETA	430	519	121	250	19	8	550	645	117	1 230	1 183
W&RSETA	1 681	2 705	161	0	0	0	644	520	81	2 325	3 225
<b>Total</b>	<b>35 463</b>	<b>23 823</b>	<b>67</b>	<b>8 846</b>	<b>2 510</b>	<b>28</b>	<b>18 595</b>	<b>18 787</b>	<b>101</b>	<b>62 904</b>	<b>45 120</b>

Source: SETA Quarterly Reports, 2013/14.

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 QCTO.

Note 3: The category "Skills Programmes" refers to a part-qualification as defined in the NQF Act, 2008 (Act No. 67 of 2008).

Table 60 shows that, in 2013/14, a total of 45 120 unemployed persons were certificated in SETA-supported learning programmes. More than half of all unemployed persons involved in SETA-supported learning programmes were certificated in learnerships, while 18 787 learners were certificated in skills programmes in 2013/14.

In general, SETAs did not meet their set targets for learnerships and internships in 2013/14; only skills programmes exceeded their target by 1%.

## 6.3 ARTISANS

### 6.3.1 Introduction

A national artisan development programme including all components of artisan development driven by all social partners in a coordinated and integrated manner is a critical need for skills development in the country. In recognition of this critical need, the Minister of Higher Education and Training declared 2013 the Year of the Artisan. The 2013 Year of the Artisan has been expanded to become the 2014 Decade of the Artisan launched by the Deputy Minister of Higher Education and Training on 3 February 2014. The Decade of the Artisan will focus on greater involvement of employers and workplaces in artisan development.

**The White Paper for Post-School Education and Training: Building an Expanded, Effective and Integrated Post-School System**, as approved by Cabinet on 20 November 2013, also stresses the need for artisan development. The executive summary of the White Paper states the following:

*In areas of work such as the artisan trades, apprenticeships have traditionally been the pathway to qualifications; however, the apprenticeship system has been allowed to deteriorate since the mid-1980s, resulting in a shortage of mid-level skills in the engineering and construction fields. Re-establishing a good artisan training system is an urgent priority; the current target is for the country to produce 30 000 artisans a year by 2030.*

With this focus on artisan development the Department has started to see a steady increase in the number of learners registering for and completing artisanal training in the last three years. Tables 61 and 62 show this trend.

### 6.3.2 Learners entering artisanal learning programmes

**Table 61: Number of learners entering artisanal learning programmes, by organisation, from 2011/12 to 2013/14**

SETA	2011/12	2012/13	2013/14
AGRISETA	96	70	116
CATHSSETA	563	662	312
CETA	1 849	579	1 342
CHIETA	2 541	1 989	1 694
EWSETA	1 046	1 316	390
FOODBEV	15	-	267
FP&M SETA	351	584	426
HWSETA	-	-	-
INDLELA	5 227	5 795	7 865
LGSETA	413	528	294
MERSETA	6 254	4 951	10 394
MQA	2 525	2 365	2 468
PSETA	78	53	2
SASSETA	-	516	385
SERVICES	2 104	984	968
TETA	1 019	711	538
W&RSETA	334	746	209
<b>Total</b>	<b>24 415</b>	<b>21 849</b>	<b>27 670</b>

Source: National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2013.

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

Note 2: An artisanal learning programme includes an apprenticeship, learnership, skills programme, internship, cadetship or any other programme undertaken at the workplace that is undertaken in preparation of an occupation that is part of the official list of artisan occupations as per Schedule 2, Gazette No. 35625, dated 31 August 2012.

Note 3: An artisan is a person who has been certified as competent to perform a listed trade in accordance with the *Skills Development Act, 1998 (Act No. 97 of 1998)*.

More than 27 000 learners entered artisanal learning programmes in 2013/14 compared with 21 849 in 2012/13 and 24 415 in 2011/12. The Manufacturing, Engineering and Related Services Sector Education and Training Authority (MERSETA) recorded the highest number of persons who entered artisanal learning programmes (more than 10 000), followed closely by the Institute for the National Development of Learnerships, Employment Skills and Labour Assessments (INDLELA), which had close to 8 000 learners.

Combined, MERSETA and INDLELA supported more than half of all students who entered artisanal learning programmes in 2013/14.

### 6.3.3 Learners completing artisanal learning programmes

**Table 62: Number of learners completing artisanal learning programmes by organisation, from 2011/12 to 2013/14**

SETA	2011/12	2012/13	2013/14
AGRISETA	77	149	100
CATHSSETA	282	1 007	1 161
CETA	699	520	9
CHIETA	989	1 279	387
EWSETA	571	37	1 841
FOODBEV	160	36	168
FP&M SETA	-	-	4
HWSETA	-	-	-
INDLELA	3 392	1 355	2 077
LGSETA	226	305	81
MERSETA	3 155	7 166	7 522
MQA	2 566	2 035	3 597
PSETA	1	5	-
SASSETA	-	-	101
SERVICES	1 521	841	185
TETA	208	169	478
W&RSETA	176	373	399
<b>Total</b>	<b>14 023</b>	<b>15 277</b>	<b>18 110</b>

Source: National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2013.

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

More than 18 000 learners completed artisanal programmes in 2013/14, compared with 15 277 in 2012/13 and 14 023 in 2011/12. MERSETA and the Mining Qualifications Authority (MQA) had the highest number of learners who completed their artisanal training programmes in 2013/14, while the Energy and Water Sector Education and Training Authority (EWSETA) and MQA had the highest increase in the number of learners who completed their artisanal programmes in 2013/14, compared with preceding years.

Combined, MERSETA and MQA supported more than half of all students who completed their artisanal learning programmes in 2013/14.

**Table 63: Number of artisans certificated by SETAs and INDLELA, by economic sector, in 2013**

SETA	Economic Sector	Certificated
AGRISETA	Agriculture	149
CATHSSETA	Culture, Arts, Tourism, Hospitality and Sport	1 007
CETA	Construction	520
CHIETA	Chemicals	1 279
ETDPSETA	Education and Training	-
EWSETA	Energy and Water	37
FOODBEV	Food Processing	36
FP&M SETA	Fibre Processing and Manufacturing	-
HWSETA	Health and Welfare	-
INDLELA	Non-SETA Candidates	1 355
LGSETA	Local Government	305
MERSETA	Manufacturing and Engineering	7 166
MICT SETA	Media, Information and Communication	-
MQA	Mining and Minerals	2 035
PSETA	National and Provincial Government	5
SASSETA	Safety and Security	-
SERVICES	Services Sector	841
TETA	Transport	169
W&RSETA	Wholesale and Retail SETA	373
<b>Total</b>		<b>15 277</b>

Source: SETA Monthly Reports, 2013.

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

Table 63 indicates that 15 277 artisans were certificated by SETAs and INDLELA in 2013. MERSETA certificated the highest number of artisans at 7 166, followed by MQA.

## 7. FUNDING IN THE POST-SCHOOL EDUCATION AND TRAINING (PSET) SECTOR

### 7.1 INTRODUCTION

Public PSET institutions, namely Higher Education Institutions (HEIs), Further Education and Training/Technical and Vocational Education and Training (FET/TVET) Colleges and Adult Education and Training (AET) Centres are funded largely through public funds and student fees.

Public HEIs are funded directly by the Department of Higher Education and Training (DHET), while the processes of funding public FET/TVET Colleges are more complex, following the constitutional amendment to shift the function of the Colleges from the provincial sphere of government to the national sphere. In 2013, AET Centres were administered and funded by Provincial Education Departments (PEDs).

The allocation of funds to public HEIs is based on a number of criteria and planning processes, including student enrolment planning processes, while that for public FET/TVET Colleges is based on national norms and standards. Public HEIs receive Block Grants that are used to fund the operational costs of teaching and learning and are under the control of University Councils, while earmarked grants are geared towards ensuring that Universities address national priorities. On average for the system, these grants constitute 40% of the income of Universities. Universities generate other income from fees, research and donor funding, etc.

Funding for public FET/TVET Colleges takes into account, *inter alia*: the type of programmes offered, student enrolment numbers, the cost of delivery, the need for capital infrastructure and the ability of Colleges to utilise resources efficiently. In the 2013/14 financial year, public FET/TVET Colleges received funding directly from the DHET in the form of subsidies, while PEDs received funding from the DHET in the form of conditional grants. The latter was undertaken to compensate PEDs for salaries paid to FET/TVET College lecturers who were still on the PED PERSAL system. In the 2011/12 and 2012/13 financial years, the DHET transferred funds to PEDs, which in turn administered public FET/TVET Colleges.

Until 2013, public AET Centres were funded and administered by PEDs through existing national and provincial budgeting processes. This situation will change when the legislation to establish Community Colleges takes effect.

## 7.2 FUNDING OF KEY PSET PUBLIC INSTITUTIONS

**Table 64: Funding of key PSET institutions, from 2011/12 to 2013/14**

Financial year	Public HEIs R'000	Public FET Colleges R'000		Public AET Centres R'000	Total R'000
2011/12	19 354 159	Subsidies	0	n.a	0
		Conditional Grants	4 375 311	n.a	4 375 311
		<b>Total</b>	<b>4 375 311</b>	<b>1 413 194</b>	<b>25 142 664</b>
2012/13	20 902 779	Subsidies	0	n.a	0
		Conditional Grants	4 844 607	n.a	4 844 607
		<b>Total</b>	<b>4 844 607</b>	<b>1 535 932</b>	<b>27 283 318</b>
2013/14	22 388 767	Subsidies	3 013 189	n.a	3 013 189
		Conditional Grants	2 454 188	n.a	2 454 188
		<b>Total</b>	<b>5 467 377</b>	<b>1 669 252</b>	<b>29 525 396</b>
<b>Share of total expenditure in 2013/14</b>	<b>75.8%</b>		<b>18.5%</b>	<b>5.7%</b>	<b>100.0%</b>

Source: National Treasury website.

Note 1: The amount for public HEIs reflects funds transferred directly by the DHET to HEIs.

Note 2: For the 2011/12 and 2012/13 financial years, the amount for public FET/TVET Colleges reflects funds transferred by the DHET to PEDs in the form of conditional grants. The 2013/14 figures for public FET/TVET Colleges show a subsidy amount that was transferred directly from the DHET to FET/TVET Colleges as well as a conditional grant amount that was transferred from the DHET to PEDs.

Note 3: The amount for AET Centres reflects funds transferred from PEDs 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 was not available at the date of publication.

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

Note 5: Allocations above exclude National Student Financial Aid Scheme (NSFAS) allocations.

Table 64 indicates the funding allocated to public HEIs, public FET/TVET Colleges and public AET Centres.

The DHET provided grants of over R22 billion to public HEIs, and about R5.5 billion for the public FET/TVET College sector in the 2013/14 financial year, while PEDs spent close to R1.7 billion on the AET sector in the 2013/14 financial year. In effect, close to R30 billion was spent on public HEIs, public FET/TVET Colleges and public AET Centres in the 2013/14 financial year, an increase of about R5 billion since 2011/12.

The proportion of funding provided to public HEIs, the public FET/TVET College sector and the AET sector was 76%, 18% and 6%, respectively.

## 7.3 NATIONAL STUDENT FINANCIAL AID SCHEME (NSFAS)

### 7.3.1 Introduction

NSFAS is a loan and bursary scheme funded by the DHET for disadvantaged students who do not have the financial means to fund their studies at HEIs or FET/TVET Colleges. NSFAS is administered by and accessible through HEIs and FET/TVET Colleges.

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

- To allocate funds for loans and bursaries<sup>2</sup> 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 65: Number of students who received loans/bursaries from NSFAS and the amount provided, by sub-sector, from 2011 to 2013**

Year	Public HEIs		Public FET Colleges		Total		Percentage change on amount provided
	Number of students	Amount provided R'000	Number of students	Amount provided R'000	Number of students	Amount provided R'000	
2011	173 927	4 561 359 562	114 971	1 116 767 169	288 898	5 678 126 731	55
2012	194 504	5 871 489 880	188 182	1 822 497 265	382 686	7 693 987 145	35.5
2013	194 923	6 729 069 970	220 978	1 953 253 361	415 901	8 682 323 331	12.8

Source: NSFAS Annual Reports (2011/12; 2012/13; 2013/14).

Close to 416 000 students received a bursary or loan from NSFAS in the 2013 academic year, a significant increase since 2011 when fewer than 289 000 students benefitted from the Scheme. In 2013, over 220 000 FET/TVET College students received a loan or bursary from NSFAS, while about 195 000 HEI students benefitted from NSFAS. Table 65 shows that the number of FET/TVET College students benefitting from NSFAS increased dramatically since 2011 – from about 115 000 in 2011 to more than 221 000 in 2013. By 2013, the number of FET/TVET College students benefitting from NSFAS exceeded the number of HEI students who received NSFAS loans and bursaries.

<sup>2</sup>The term “loans” refers to a loan granted to a person by NSFAS to enable the person to defray the costs of his or her education at a designated HEI and the costs connected with the board and lodging of that person for purposes of attending the institution. The term “bursaries” refers to that part of the loan granted to a person by NSFAS that the person is not required to pay back on compliance with the criteria and conditions set out in a written agreement.

NSFAS dispensed close to R 8.7 billion in loans or bursaries in the 2013 academic year, an increase of 12.8% from the previous year. Table 65 shows significant increases in the amount of funds spent on loans or bursaries since 2011, with expenditure in 2012 about 36% higher than in 2011.

### 7.3.3 Funza Lushaka bursary scheme

The Funza Lushaka bursary scheme is a special multi-year programme established to incentivise high-achieving students to study to become teachers. It provides financial support to students for the entire duration of the programme linked to a full teaching qualification, either the Bachelor of Education Degree, or a general Undergraduate Bachelor's Degree with suitable subjects that enable the teaching of school subjects. The general Undergraduate Degree must be followed by a Postgraduate Certificate in Education. Students specialising in national priority areas, such as Mathematics, Science and the Foundation Phase, are most often beneficiaries of the Funza Lushaka bursary scheme. The scheme is managed by the Department of Basic Education. Further information about the scheme can be obtained from [www.funzalushaka.doe.gov.za](http://www.funzalushaka.doe.gov.za)

**Table 66: Number of students in HEIs who received a Funza Lushaka bursary and the amount provided, from 2011 to 2013**

Year	Number of students enrolled in the Education Field	Number of students who received a Funza Lushaka bursary	Percentage of students who received a Funza Lushaka bursary	Amount provided (in Rands)
2011	164 939	8 893	5.4	442 846 392
2012	168 608	11 702	6.9	666 782 495
2013	172 991	14 473	8.4	890 104 296

Source: NSFAS Annual Reports (2011/12; 2012/13; 2013/14).

More than 14 000 students received a Funza Lushaka bursary in 2013, compared with about 9 000 in 2011. Funza Lushaka beneficiaries comprised over 8% of all students enrolled in the field of education in 2013. Table 66 shows that the percentage of "education" students who benefited from the Funza Lushaka bursary scheme increased from about 5% in 2011 to over 8% in 2013.

The Funza Lushaka bursary scheme dispensed almost R900 million in 2013, more than double the amount spent in 2011 when the amount spent was about R443 million.

## 7.4 THE SKILLS DEVELOPMENT LEVY

### 7.4.1 Introduction

The Skills Development Levy is a form of tax collected from employers on an ongoing basis in terms of the *Skills Development Levies Act, 1999 (Act No. 9 of 1999)*. The Skills Development Levy, which is calculated as 1% of the employer's payroll, is collected by the South African Revenue Service (SARS) on a monthly basis. The DHET receives this income from SARS and distributes it to the Sector Education and Training Authorities (SETAs) and the National Skills Fund (NSF) on a monthly basis. SETAs (as a whole) receive 80% of the income from the Skills Levy Development Fund, while the NSF receives 20%. The Skills Development Levy is regulated by the following acts: *Income Tax Act, 1962 (Act No. 58 of 1962)*, *Skills Development Levies Act, 1999 (Act No. 9 of 1999)*, *Skills Development Act, 1998 (Act No. 97 of 1998)* and the *Tax Administration Act, 2011 (Act No. 28 of 2011)*.

### 7.4.2 Distribution of the Skills Development Levy

**Table 67: Distribution of the Skills Development Levy, from 2011/12 to 2013/14**

Year	Total amount disbursed by the Skills Development Levy R'000	Distribution of Skills Development Levy				
		NSF R'000	Amount disbursed to SETAs R'000	SETAs		
				Administration costs R'000	Mandatory Grant R'000	Discretionary Grant R'000
2011/12	10 106 213	2 020 029	8 086 184	1 010 773	5 053 865	2 021 546
2012/13	11 419 342	2 283 872	9 135 470	1 141 934	5 709 669	2 283 867
2013/14	12 566 290	2 511 391	10 054 899	1 319 706	2 513 725	6 221 469

Source: DHET Annual Financial Statements for the financial years ending 2011, 2012, 2013 and 2014.

Note 1: "NSF" refers to the funds disbursed by the NSF (see Table 69 for further information).

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

Note 3: "Mandatory Grant" refers to the grant a SETA pays to an employer on 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 4: "Discretionary Grant" refers to the grant a SETA pays to an employer in support of the SETA Sector Skills Plan in terms of Section 6 of the *Skills Development Act, 1998 (Act No. 97 of 1998)*.

The Skills Development Levy disbursed close to R 12.6 billion in the 2013/14 financial year, up from R10.1 billion in 2011/12. Eighty percent of funds from the Skills Development Levy was distributed to SETAs and 20% to the NSF for each of the three financial years. The NSF received more than R2.5 billion in the 2013/14 financial year, an increase from about R2 billion in 2011/12. The SETAs received more than R10 billion in 2013/14, an increase from over R8 billion in 2011/12. Of the approximately R10 billion received by SETAs in 2013/14, about R1.3 billion was utilised by SETAs for administration purposes, R2.5 billion for the Mandatory Grant and R6.2 billion for the Discretionary Grant.

Table 67 also indicates that the Mandatory Grant for 2013/14 was lower than in previous years, whereas the Discretionary Grant was higher. The Minister of Higher Education and Training gazetted the amended SETA Grant Regulations in December 2012 for implementation on 1 April 2013. The amendment adjusted the Mandatory Grant from 50% to 20%, the Discretionary Grant from 20% to 49.5% and administration costs to 10.5% from 10%.

## 7.5 GRANTS PROVIDED BY THE NATIONAL SKILLS FUND (NSF)

### 7.5.1 Introduction

The NSF was established in terms of the *Skills Development Act, 1998 (Act No. 97 of 1998)*. It is resourced from Skills Development Levies that employers submit to the government in terms of the *Skills Development Levies Act, 1999 (Act 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 on advice provided by the National Skills Authority (NSA) in accordance with Section 5(1)(a)(iv) of the *Skills Development Act, 1998 (Act No. 97 of 1998)*.

The Skills Development Act stipulates that the 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, 1998 (Act No. 97 of 1998)*; 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 and beneficiaries supported by the NSF

**Table 68: Number of NSF-supported projects and beneficiaries, by province, from 2011/12 to 2013/14**

Province	Number of projects			Number of beneficiaries		
	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
Eastern Cape	34	12	11	11 206	2 585	3 134
Free State	32	5	4	6 919	3 478	857
Gauteng	50	18	18	30 806	6 951	2 220
KwaZulu-Natal	41	20	21	13 151	19 480	11 903
Limpopo	33	13	11	10 488	6 909	5 261
Mpumalanga	28	3	4	6 140	787	1 591
Northern Cape	26	3	5	5 224	1 035	625
North West	30	7	6	8 577	2 260	1 727
Western Cape	44	10	13	15 020	4 098	6 188
Multi-provinces	n.a.	42	39	n.a.	47 885	44 407
National	n.a.	24	32	n.a.	n.a.	n.a.
<b>Total</b>	<b>318</b>	<b>157</b>	<b>164</b>	<b>107 531</b>	<b>95 468</b>	<b>77 913</b>

Source: DHET (2014). *NSF Organisational Report, DHET 2014*.

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

Note 2: The number of beneficiaries include students who were awarded bursaries by channeling NSF funds via NSFAS, the National Research Foundation (NRF) and Career Wise.

Table 68 illustrates the distribution of the number of national, individual province and multi-province skills development projects supported by the NSF. It also indicates the number of persons benefiting from skills development projects supported by the NSF.

The NSF supported 164 skills development projects across South Africa during the 2013/14 financial year. The majority of these were located at provincial level, while 32 were national projects. Key national projects supported by the NSF include: the National Artisan Moderation Body - National Artisan Development (NAMB-NAD) Support Centre for national artisan development; the Recognition of Prior Learning (RPL) Project of INDLELA; the Labour Market Intelligence Project; Green and White Paper processes on PSET; and Ministerial Task Teams on interventions related to skills development.

As can be seen in Table 68, the number of skills projects funded from the NSF declined significantly between the 2011/12 and 2013/14 financial years. This was largely due to the refocusing of NSF funding towards priority projects on PSET.

**Table 69: Distribution of NSF across key projects, number of beneficiaries and amount disbursed, from 2011/12 to 2013/14**

Project	Number of beneficiaries			Amount disbursed R'000			Percentage of total amount disbursed 2013/14
	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14	
Bursaries	6 374	15 804	30 162	799 199	1 238 398	1 272 200	40.5
NSF disbursement to FET Colleges	-	34 528	25 850	-	438 258	495 031	15.8
Support to NGP (public and private)	6 218	9 817	9 238	166 347	223 775	428 456	13.7
Support to IPAP (public)	1 254	3 495	626	65 470	43 385	64 800	2
Rural development	10 854	2 634	3 156	30 163	113 017	101 008	3.2
Other national priorities	82 803	29 190	8 881	243 770	518 295	776 996	24.8
<b>Total</b>	<b>107 503</b>	<b>95 468</b>	<b>77 913</b>	<b>1 304 949</b>	<b>2 575 125</b>	<b>3 138 491</b>	<b>100</b>

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

Note 1: The NSF provides bursaries to students via NSFAS, the NRF and 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.

Note 4: Certain disbursed amounts stated under "Amount disbursed" NSDS III for 2012/13 have changed in accordance with the restated figures in the NSF Annual Financial Statements for the year ending 31 March 2014.

As indicated in Table 69, the NSF disbursed more than R3 billion in the 2013/14 financial year, a significant increase since 2011/12, when about R1.3 billion was disbursed. In 2013/14, more than 40% of all NSF funds were used for student bursaries, which were dispensed through NSFAS, the National Research Foundation (NRF) and Career Wise. As indicated in the NSF Organisational Report (DHET 2013), about 95% of these bursaries were allocated to students enrolled in HEIs. Table 69 shows a significant increase in the amount of NSF funding allocated for student bursaries since 2011/12 – from about R800 million in 2011/12 to over R1.2 billion in 2013/14. This dramatic growth can be attributed to policy shifts, which place greater emphasis on an integrated PSET system as envisioned in the White Paper for Post-School Education and Training (DHET 2013).

Table 69 shows that of the 77 913 persons who benefited directly from NSF support in 2013/14, 25 850 were public FET/TVET College students and 30 162 were public HEI students. The latter received Undergraduate and Postgraduate bursaries in scarce skills fields of study. Disbursements were made to FET/TVET Colleges to compensate for unplanned student enrolment and capacity building programmes. Other beneficiaries were supported by the NSF through skills development programmes, such as artisan development programmes and learnerships 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

**Table 70: Distribution of NSF infrastructure budget, in 2013/14**

	HEIs R'000	Other R'000	Total R'000
Amount disbursed	275 061	28 104	303 165

Source: NSF audited financial statements for the year ending 31 March 2013 (page 93 of the NSF Annual Report 2013/14).

Note: "Other" includes institutions other than government.

In addition to supporting HEI and FET/TVET College students with bursaries, the NSF prioritised allocations to expand and improve the infrastructure of public HEIs, public FET/TVET Colleges and public AET Centres, and to support the improvement of infrastructure at state-owned enterprises. To this end, the NSF disbursed more than R303 million towards skills infrastructure development as a national priority of government during the 2013/14 financial year. As indicated in Table 70, a very significant part of the NSF infrastructure budget (more than R275 million) was distributed to HEIs in 2013/14.

The NSF Annual Report 2013/14 (DHET 2014), indicates that of the funding distributed to public HEIs for infrastructure in 2013/14, R105.9 million was disbursed to the University of Pretoria to expand its medical and veterinary facilities. Furthermore, R96.1 million was disbursed to the University of Johannesburg to establish work-integrated learning facilities for engineering students, which includes a training workshop, design centre and an industrialisation centre. R8.5 million was disbursed to the Cape Peninsula University of Technology for the establishment of renewable energy training facilities. These facilities are critical for the production of a set of new skills required for the green economy.

Funds were also disbursed for the planning, development and refurbishment of 16 FET/TVET College campuses (12 new and four existing campuses).

The physical construction of the 12 new FET/TVET College campuses has begun in the 2014 financial year.

R28 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 of Higher Education and Training (DHET) to obtain data for this publication.

### 8.2 SCOPE

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

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

### 8.3 METHODOLOGY

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

### 8.4 RESPONSE RATES

The response rates to questionnaires sent to education and training institutions by the Department and Provincial Education Departments (PEDs) with respect to 2013 data are as follows:

- Public HEIs: 100%.
- Private HEIs: 99%.
- Public FET/TVET Colleges: 100%.
- Private FET Colleges: 64%.
- Public AET Centres: 56%.

## 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 at Level 1, registered on the National Qualifications Framework (NQF) contemplated in the *National Qualifications Framework Act, 2008 (Act No. 67 of 2008)*. South Africa (2000) *Adult Education and Training Act, No. 52 of 2000* (as amended). Pretoria.

### Adult Education and Training (AET) Centre

A public or private centre. South Africa (2000) *Adult Education and Training Act, No. 52 of 2000* (as amended). Pretoria.

### Apprenticeship

A learnership in respect of a listed trade, and includes a trade test in respect of that trade. South Africa (2000). South Africa (1998) *Skills Development Act, No. 97 of 1998* (as amended). Pretoria.

### Artisan

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

### Bursary

That part of a loan granted to a person by the National Student Financial Aid Scheme (NSFAS) that the person is not required to pay back on compliance with the criteria and conditions set out in a 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. South African Qualifications Authority (SAQA) (2013) *Standard Glossary of Terms: Terms related to the South African National Qualifications Framework*. Pretoria.

### College

A public or private Further Education and Training (FET) institution that is established, declared or registered under the *Further Education and Training Colleges Act, 2006 (Act No. 16 of 2006)*, but does not include:

- (a) a school offering Further Education and Training (FET) programmes under the *South African Schools Act, 1996 (Act No. 84 of 1996)*; or
- (b) a college under the authority of a government department other than the Department of Education. South Africa (2006) *Further Education and Training Colleges Act, No. 16 of 2006* (as amended). Pretoria.

### Comprehensive University

A type of public Higher Education Institution (HEI) established through the merger of a former technikon with a traditional university.

**Contact student**

A student in a Higher Education Institution (HEI) 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. Adapted from Department of Education (1982, 1995) *Manual: South African Post-Secondary Education (SAPSE)*, Pretoria.

**Distance student**

A student in a Higher Education Institution (HEI) 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. Adapted from Department of Education (1982, 1995) *Manual: South African Post-Secondary Education (SAPSE)*, Pretoria.

**Educator**

Any person who teaches, educates or trains another person, or provides professional educational services, including professional therapy and education psychological services, at any public centre and who is appointed in a post on any educator establishment contemplated in section 20 F of the *Adult Education and Training Act, 2000 (Act No. 52 of 2000)*. South Africa (2000). *Adult Education and Training Act, No. 52 of 2000 (as amended)*. Pretoria.

**Further Education and Training (FET)**

All learning and training programmes leading to qualifications at Levels 2 to 4 of the National Qualifications Framework (NQF) or such further education and training levels determined by South African Qualifications Authority (SAQA) and contemplated in the *South African Qualifications Authority Act, 1995 (Act No. 58 of 1995)* which levels are above general education but below higher education. South Africa (2006) *Further Education and Training Colleges Act, No. 16 of 2006 (as amended)*. 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. Adapted from Department of Education (1982, 1995) *Manual: South African Post-Secondary Education (SAPSE)*. Pretoria.

**General Education and Training (GET)**

All learning and training programmes leading to a qualification at Level 1 of the National Qualifications Framework (NQF). South Africa (2001) *General and Further Education and Training Quality Assurance Act, No. 58 of 2001 (as updated by Government Gazette No. 34620, 16 September 2011)*. Pretoria.

**General Education and Training Certificate-Adult Basic Education and Training (GETC-ABET) Level 4 qualification**

A qualification at Level 1 of the National Qualifications Framework (NQF). As prescribed in the *Adult Education and Training Act, 2000 (Act No. 52 of 2000)*, the GETC is offered to adults 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.

**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 which is:

- (a) Merged, established, or deemed to be established, as a public HEI under the *Higher Education Act, 1997 (Act No. 101 of 1997)*;
- (b) Declared as a public HEI under the *Higher Education Act, 1997 (Act No. 101 of 1997)*; or
- (c) Registered or provisionally registered as a private HEI under the *Higher Education Act, 1997 (Act No. 101 of 1997)*.

South Africa (1997) *Higher Education Act, No. 101 of 1997* (as amended). 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 a qualification registered on the National Qualifications Framework (NQF).

**Learner**

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

**Learning programme**

Includes a learnership, an apprenticeship, a skills programme and any other prescribed learning programme that includes a structured work experience component. South Africa (1998) *Skills Development Act, No. 97 of 1998* (as amended). 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* (as amended). Pretoria.

**Lecturer (Further Education and Training/Technical and Vocational Education and Training [FET/ TVET])**

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 the *Further Education and Training Act, 2006 (Act No. 16 of 2006)*. South Africa (2006) *Further Education and Training Colleges Act, No. 16 of 2006* (as amended). 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**

In FET/TVET Colleges, it refers to a principal and vice-principal of a public College. South Africa (2006) *Further Education and Training Colleges Act, No. 16 of 2006* (as amended). Pretoria.

In AET Centres, it refers to the Centre Manager of an AET Centre. Department of Higher Education and Training (2012). *Annual Survey of 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 National Qualifications Framework (NQF) Levels 2, 3 and 4, comprising 130 credits and seven subjects per level, which consist of academic knowledge and theory, integrated with the practical skills and values specific to each vocational area/specialisation. The qualifications comprise both internal and external components of assessment and are 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. 97 of 2008* (as amended). 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**

Comprises all education and training provision for those who have completed school, those who did not complete their schooling, and those who never attended school. Department of Higher Education and Training (2013) *White Paper for Post-School Education and Training*. Pretoria.

**Private College**

Any College that provides Further Education and Training (FET) or on a full-time, part-time or distance basis and which is registered or provisionally registered as a private College under the *Further Education and Training Colleges Act, 2006 (Act No. 16 of 2006)*. South Africa (2006) *Further Education and Training Colleges Act, No. 16 of 2006*. Pretoria.

**Private Higher Education Institution (HEI)**

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

**Public College**

Any College that provides Further Education and Training (FET) on a full-time, part-time or distance basis and which is –

- a) Established or regarded as having been established as a public College under the *Further Education and Training Colleges Act, 2006 (Act No. 16 of 2006)*; or
- b) Declared as a public College under the *Further Education and Training Colleges Act, 2006 (Act No. 16 of 2006)* South Africa (1998) *Further Education and Training Colleges Act, No. 16 of 2006 (as amended)*. Pretoria.

**Public Higher Education Institution (HEI)**

Any HEI that is established, deemed to be established or declared as a public HEI under the *Higher Education Act, 1997 (Act No. 101 of 1997)*. South Africa (1997) *Higher Education Act, No. 101 of 1997 (as amended)*. 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 on completion of the compulsory workplace 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, 1995 (Act No. 58 of 1995)* and continuing in terms of the *National Qualifications Framework (NQF) Act, 2008 (Act No. 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 (Higher Education Institutions [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 SETA established in terms of Section 9 (1), of the *Skills Development Act, 1998 (Act No. 97 of 1998)*. 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 (NQF) as defined in Section 1 of the *South African Qualifications Authority (SAQA) Act, 1995 (Act No. 58 of 1995)*.
- (c) Uses training providers referred to in Section 17(1) (c) of the *Skills Development Act, 1998 (Act No. 97 of 1998)*; and
- (d) Complies with the prescribed requirements. South Africa (1998) *Skills Development Act, No. 97 of 1998*. Pretoria.

**Student**

In Higher Education Institutions (HEIs), it is any person registered as a student at an HEI. South Africa (1997) *Higher Education Act 1997, Act No. 101 of 1997* (as amended). Pretoria.

In Further Education and Training/Technical and Vocational Education and Training (FET/TVET) Colleges, it is any person registered as a student at a College. South Africa (2006) *Further Education and Training Colleges Act 2006, Act No. 16 of 2006* (as amended). Pretoria.

**Subject pass rate**

Represents the percentage of students who pass a subject. It is calculated by expressing the total number of students who passed (pass + conditional pass) a subject as a percentage of the total number of students who wrote a subject. *National Examinations Database*, November 2013. Pretoria.

**Support staff**

Staff who render academic support services; student support services; human resource management; financial management; administration; maintenance of buildings and gardens; catering services; and security services. South Africa (2006) *Further Education and Training Colleges Act, No. 16 of 2006* (as amended). Pretoria.

**Unemployed persons**

Persons who:

- a) Were not employed in the reference week of the census survey;
- b) Were actively looking for work or trying to start a business in the four weeks preceding the survey interview;
- 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 (HEQSF).

**Undergraduate Diploma or Certificate**

A Diploma or Certificate that does not have a Bachelor's Degree as prerequisite for admission to a 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 and BFA. Adapted from the Department of Education (1982, 1995) *Manual: South African Post-secondary Education (SAPSE)*. Pretoria.

## 10. CONTACT DETAILS

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## DID YOU KNOW?

**The following post-school education and training institutions existed in South Africa in 2013:**

23	Public Higher Education Institutions (HEIs)
113	Private HEIs
50	Public Further Education and Training/Technical and Vocational Education and Training (FET/TVET) Colleges
627	Private FET Colleges
3 150	Public Adult Education and Training (AET) Centres
62	Private AET Centres

**Student enrolment in the post-school education and training sector in 2013 was as follows:**

Public HEIs:	983 698
Private HEIs:	119 941
Public FET/TVET Colleges:	639 618
Private FET Colleges:	154 632*
Public AET Centres:	249 507**
Private AET Centres:	8 316***
Sector Education and Training Authority (SETA) Programmes:	176 298

\* This figure represents enrolment at only 503 of the 627 private FET Colleges that responded to the departmental Annual Survey.

\*\* This figure represents enrolment at only 1 761 of the 3 150 public AET Centres that responded to the departmental Annual Survey.

\*\*\* The number of private AET Centres reflect the number of Centres that responded to the departmental Annual Survey