



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

INFOGRAPHICS FOR STATISTICS ON POST-SCHOOL EDUCATION AND TRAINING, 2020



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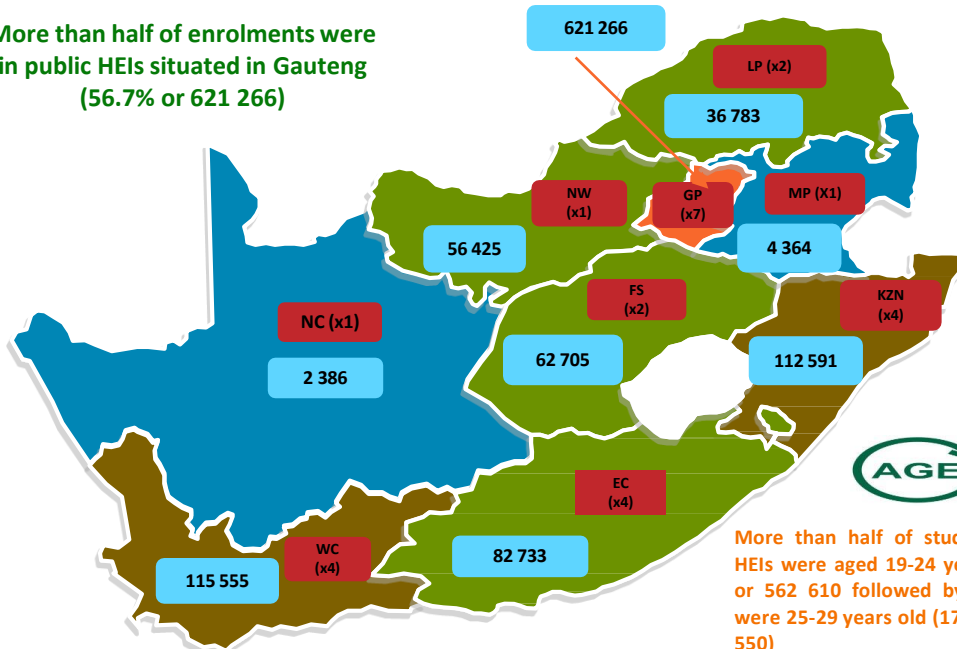


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STUDENTS ENROLLED IN PUBLIC HIGHER EDUCATION INSTITUTIONS (HEIs): 2020

1 094 808 students enrolled in public HEIs, and total FTE enrolment was 803 029

More than half of enrolments were in public HEIs situated in Gauteng (56.7% or 621 266)



More than half of students in public HEIs were aged 19-24 years old (51.4% or 562 610) followed by those who were 25-29 years old (17.6% or 192 550)



There were 51 240 foreign national students in public HEIs, and 37.4% (19 147) of them were from Zimbabwe, followed by DRC (6.8% or 3 488) and Namibia (6.5% or 3 325)

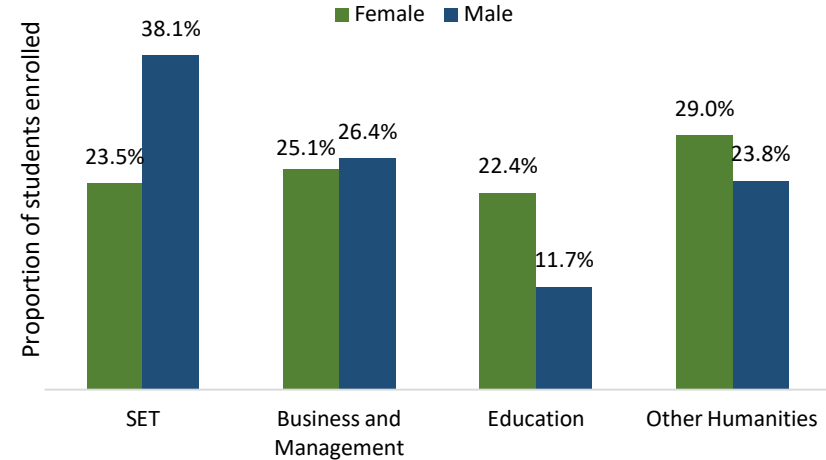
665 629 female students and 429 088 male students enrolled in public HEIs



There were 98 827 more female students enrolled in the Education field of study compared to males, while 7 191 more male students enrolled in the SET field of study compared to females

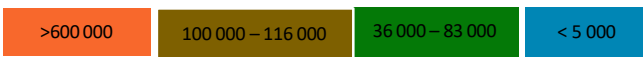


A higher proportion of female students enrolled in the other Humanities field of study (29.0% of females), while the males proportion was higher in the SET field of study (38.1%)



Number of Public HEIs in the province

Number of students enrolled



11 617 students enrolled in public HEIs reported to have a disability



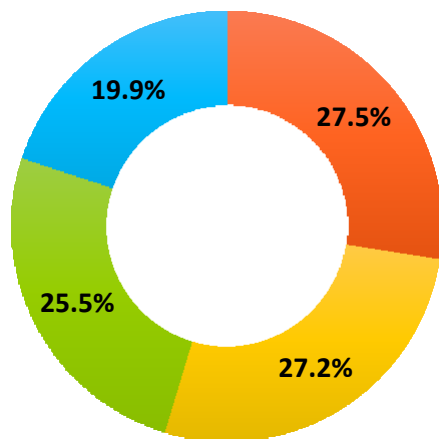
GRADUATES IN PUBLIC HIGHER EDUCATION INSTITUTIONS (HEIs): 2020



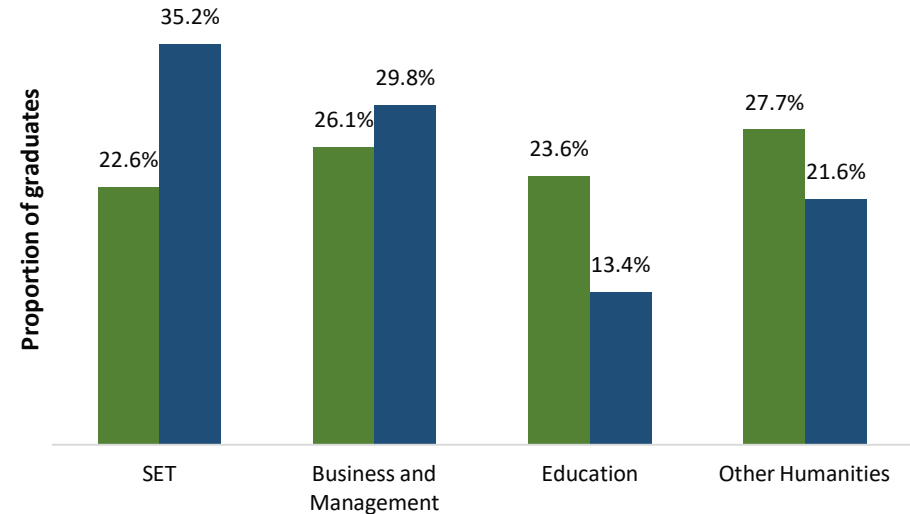
237 882 students
graduated in public HEIs

The majority of students obtained their qualifications in the **Business and Management** (27.5% or 65 336), followed by the **SET** field of study (27.2% or 64 721)

- Business and Management
- Science, Engineering and Technology
- Other Humanities
- Education



151 165 female students and 86 683 male students graduated



The majority of female students graduated in the **other Humanities** field of study (27.7% of female graduates) while more than a third of male students obtained their qualifications in the **Science, Engineering and Technology** field of study (35.2% of male graduates)

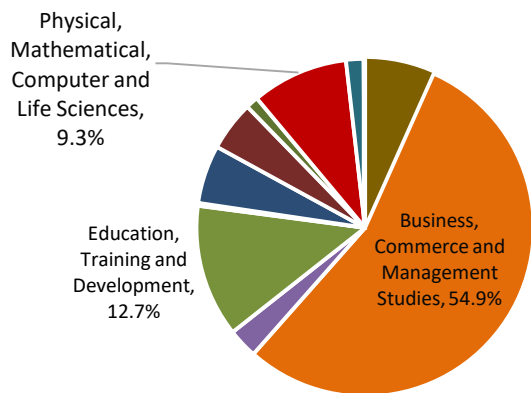
There were more female graduates compared to males in all fields of study and large gender disparities were in the **Education** field of study, where 23 969 more females graduated compared to males

STUDENTS ENROLLED IN PRIVATE HIGHER EDUCATION INSTITUTIONS (HEIs) : 2020

219 031 students enrolled in private HEIs, and **131 149** of them were females compared to **86 721** males. Gender was unspecified for **1 161** students

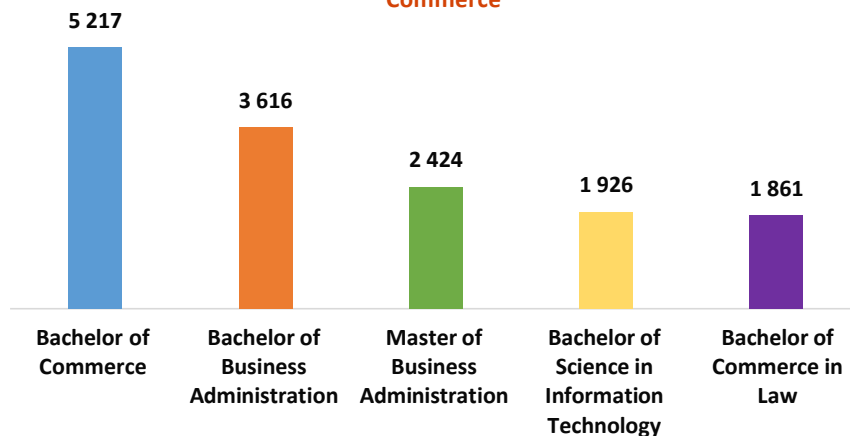


Almost half of the students enrolled in private HEIs were youth aged 18-24 years old (43.3% or 94 777)



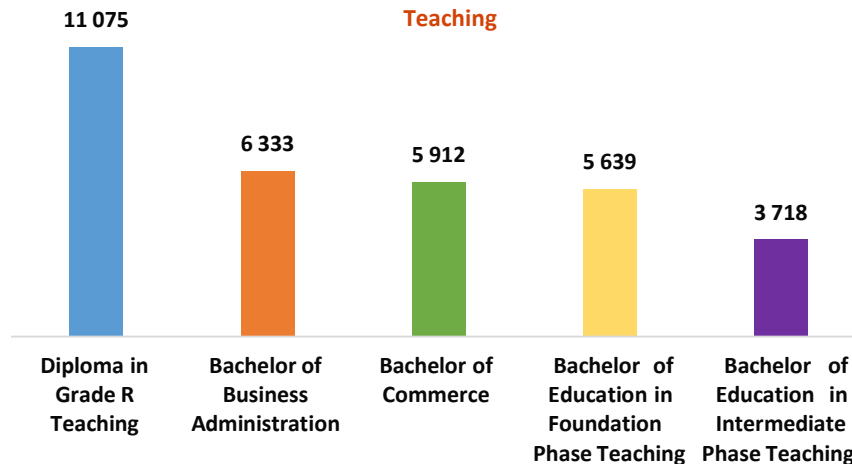
The majority of students enrolled in **Business, Commerce and Management studies (54.9%)**, followed by **Education, Training and Development (12.7%)** and **Physical, Mathematical, Computer and Life Sciences (9.3%)**

The majority of male students enrolled for Bachelor of Commerce



Two thirds of enrolments in private HEIs were for African students (66.0% or 133 506), followed by White students (17.2% or 34 848), while Coloured and Indian/Asian students accounted for 8.9% and 7.9% of total enrolment

The majority of female students enrolled for Diploma in Grade R Teaching



There were 15 543 foreign national students in private HEIs, and more than a quarter of them were from Namibia (31.9% or 4 957), followed by 20.8% or 3 229 from Zimbabwe and 8.3% or 1 288 from Swaziland/Eswatini



GRADUATES IN PRIVATE HIGHER EDUCATION INSTITUTIONS (HEIs) : 2020



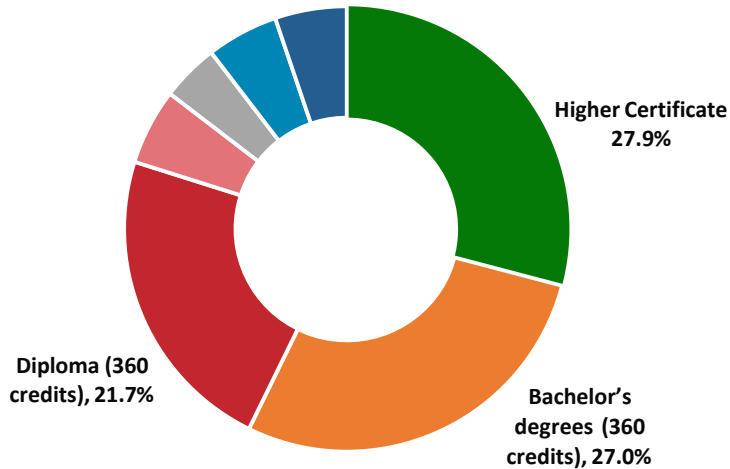
47 085 students graduated in private HEIs



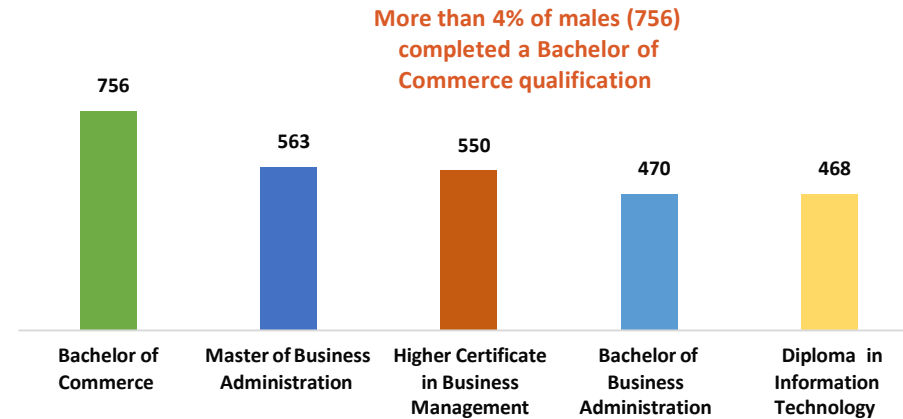
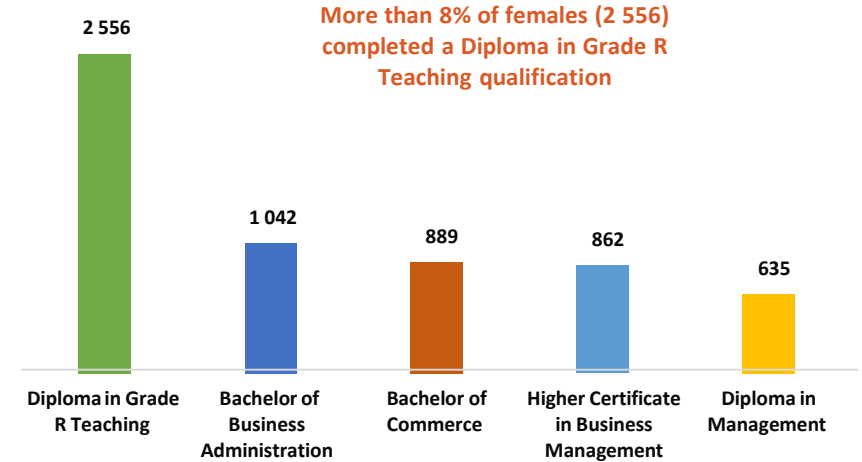
29 193 females and 17 892 males graduated in private HEIs



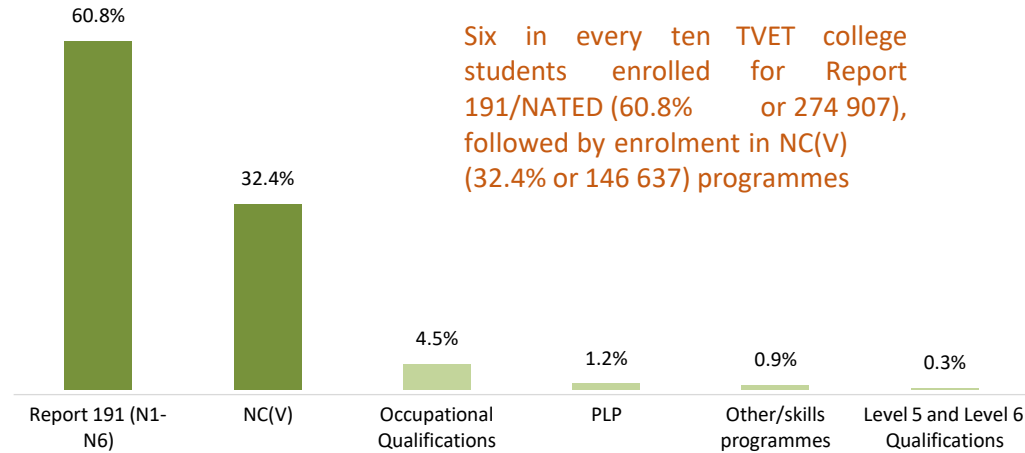
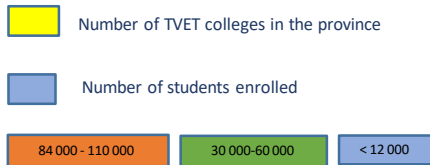
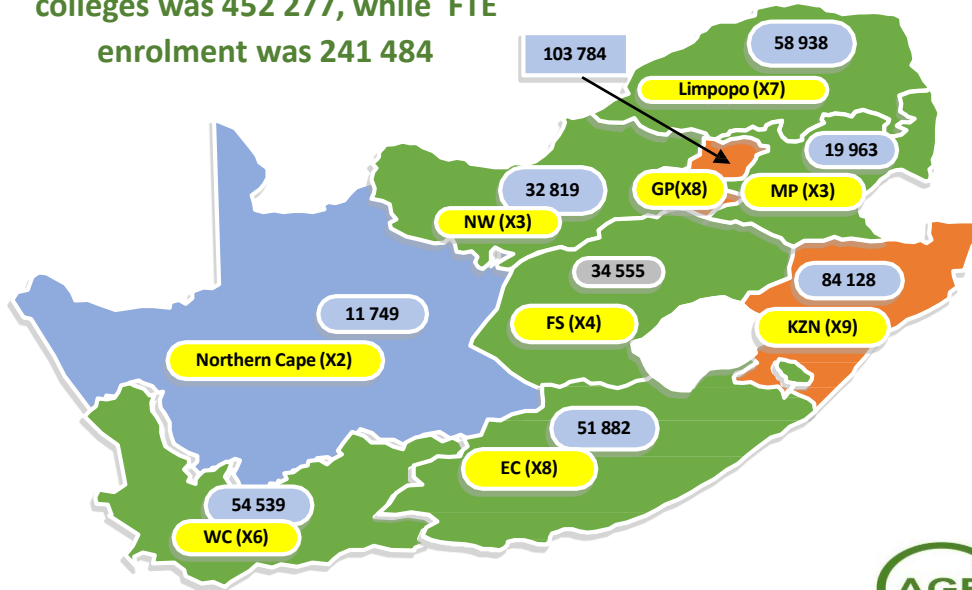
The majority of graduates obtained Higher Certificate (13 134 or 27.9%) followed closely by the 360 credits Bachelor's degrees (12 704 or 27.0%) and 360 credits Diploma (10 227 or 21.7%)



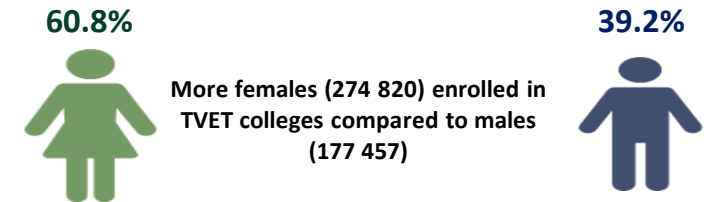
The largest gender disparity was for Diploma in Grade R Teaching, where 2 524 more females graduated as compared to males



Enrolment cycle count in TVET colleges was 452 277, while FTE enrolment was 241 484



Six in every ten TVET college students enrolled for Report 191/NATED (60.8% or 274 907), followed by enrolment in NC(V) (32.4% or 146 637) programmes



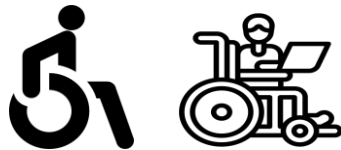
Over 60% of students enrolled in TVET colleges were youth aged 20-24 years old (272 152)



More than 90% of enrolments in TVET colleges were for African students (419 638), followed by Coloured (29 095), Whites (2 721) and Indian/Asian (807)

Large gender disparities were for NC(V), where 48 085 more females were enrolled as compared to males.

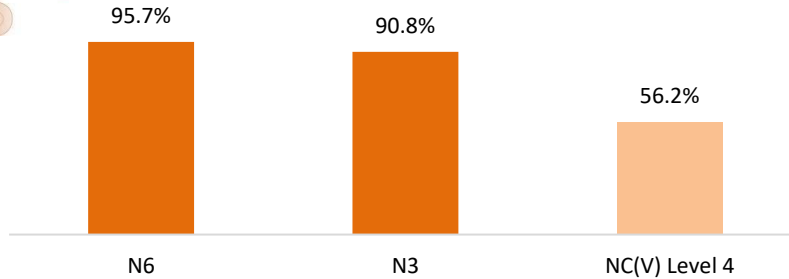
Females enrolment for Report 191 Business Studies was 48 216 higher as compared to males, while 17 851 more males enrolled for Report 191 Engineering Studies as compared to females



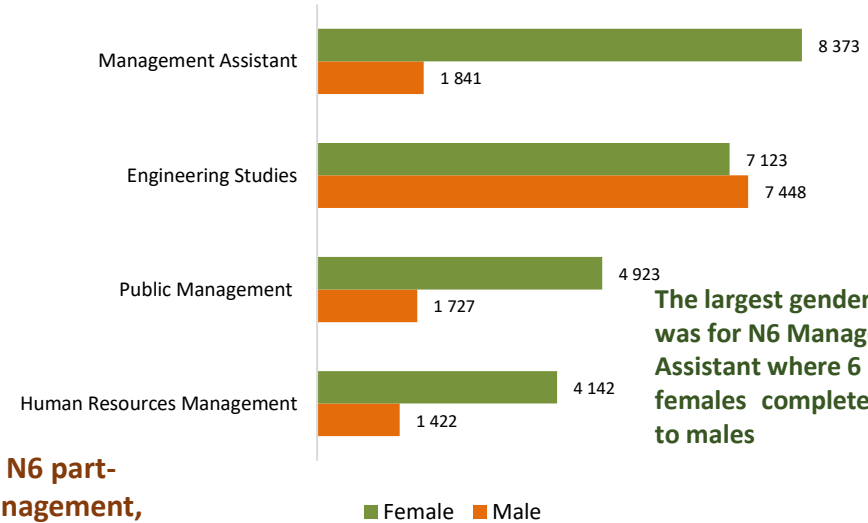
A total of 4 258 students reported to have a disability, and more females than males had a disability (2 475 and 1 783 respectively)



104 310 students completed key exit levels (N3, N6 and NC(V) Level 4) in 2020. Completion rates were as follows: N3: 90.8%, N6: 95.7% and NC(V) Level 4: 56.2%



More females completed N6 and NC(V) Level 4 qualifications as compared to males



The largest gender differences was for N6 Management Assistant where 6 532 more females completed compared to males



57 245 students completed an N6 part-qualification. A quarter of students completed their N6 part-qualification in Engineering Studies (25.4% or 14 571), while 74.5% (42 765) students completed in Business Studies

Almost three quarters of students (74.0% or 42 333) completed their N6 part-qualification in Engineering Studies, Management Assistant, Public Management, Human Resources Management and Business Management

Top 3 completions for N6 part-qualification



Males completion was 325 higher in N6 Engineering Studies part-qualifications as compared to females (7 448 and 7 123 respectively)

The majority of completions for Educare were for females (2 017) as compared to 88 males

Completion Rates for Business Studies

N4 (97.4%)
N5 (97.6%)
N6 (97.4%)



Completion rates for N6 Business Studies were higher than the national rate in colleges located in the Free State, Western Cape, Gauteng, North West and KwaZulu-Natal

Completion Rates for Engineering Studies

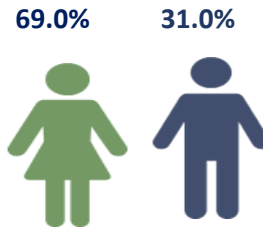
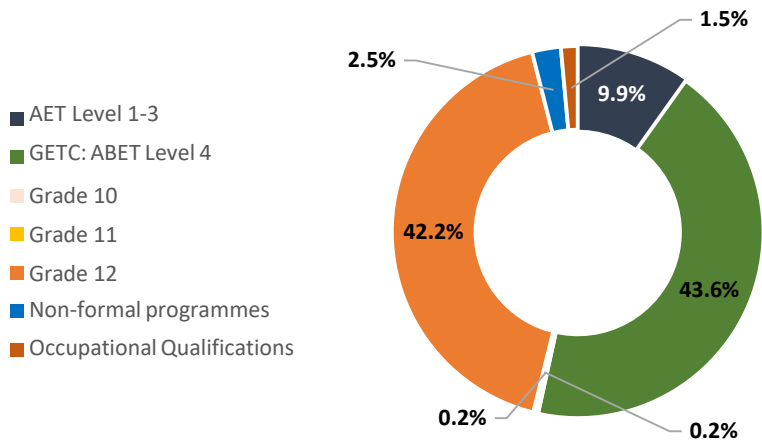
N1(93.2%)
N2(91.1%)
N3(90.8%)
N4 (92.3%)
N5 (91.6%)
N6 (91.2%)



A large number of students who completed N1 – N6 Engineering Studies were based in TVET colleges located in Gauteng

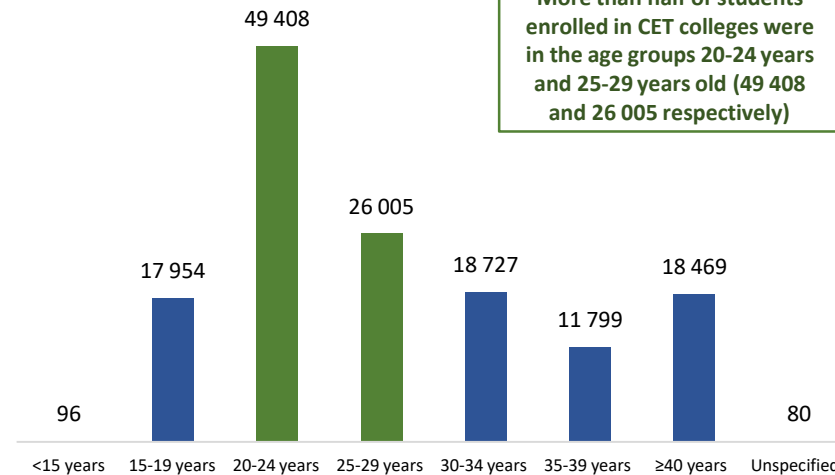
OVERVIEW OF COMMUNITY EDUCATION AND TRAINING (CET) COLLEGES : 2020

142 538 students enrolled in CET Colleges, and the majority of enrolments were for GETC: ABET Level 4 and Grade 12



More than two thirds of students enrolled in CET colleges were females (69.0% or 98 329), compared to 31.0% (44 209) males

Large gender disparities were recorded in GETC:ABET level 4 and Grade 12, where 27 456 and 21 967 more female students enrolled compared to males

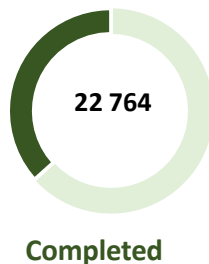
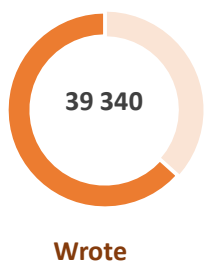


More than half of students enrolled in CET colleges were in the age groups 20-24 years and 25-29 years old (49 408 and 26 005 respectively)

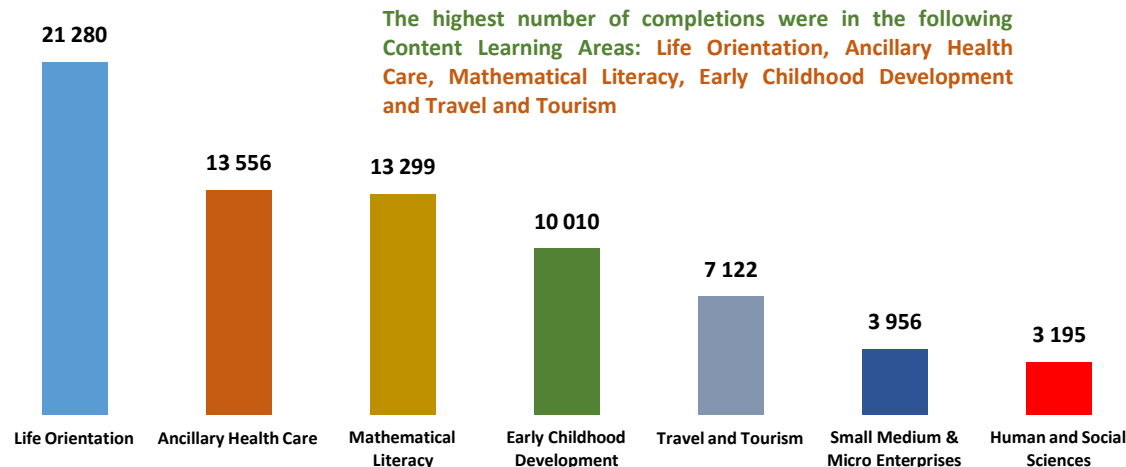


The majority of students enrolled in CET colleges were **Africans** (133 330 or 93.5%)

Of the **64 726** students who registered for GETC: ABET Level 4 examinations



The overall completion rate for GETC: ABET Level 4 qualification was **57.9%**



The highest number of completions were in the following Content Learning Areas: **Life Orientation, Ancillary Health Care, Mathematical Literacy, Early Childhood Development and Travel and Tourism**

STUDENTS ENROLLED IN PRIVATE COLLEGES: 2020



Almost three quarters of students were Africans (74.1%), while White students accounted for 9.1% of total enrolment, followed by Coloured (2.9%) and the lowest enrolment was for Indian/Asian students (2.5%)

52.9%



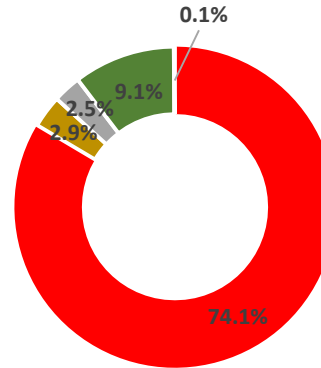
51 197 male students enrolled compared to females (45 557)

47.1%



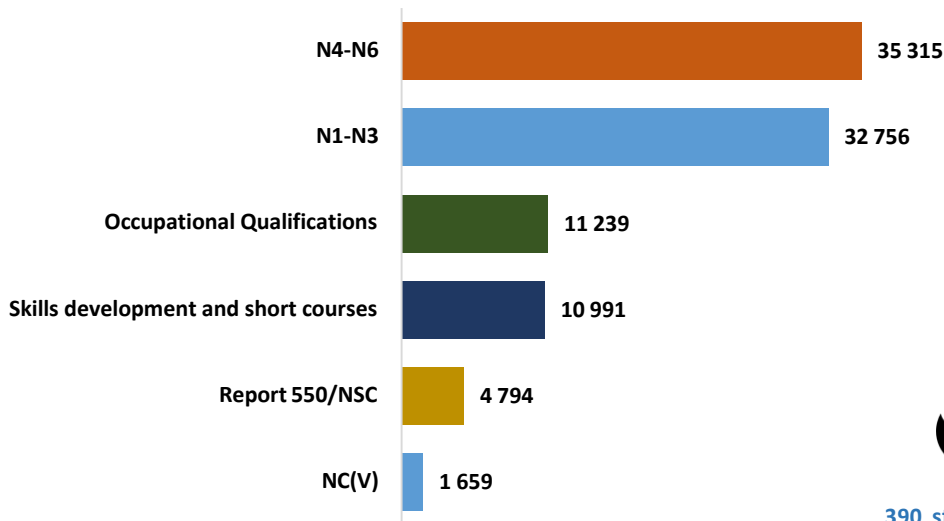
Total enrolment in private colleges was **96 754** in 2020. Majority of enrolments were for N4-N6 (35 315) followed by N1-N3 programmes (32 756)

- African
- Coloured
- Indian / Asian
- White
- Other

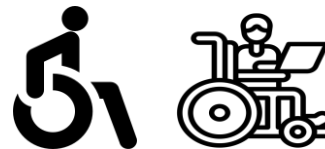


The majority of males enrolled for N1-N3 Engineering Studies (21 557) while females enrolled mainly for N4-N6 programmes (18 729)

The largest gender disparity was for N1-N3 Engineering Studies, where 10 358 male students enrolled compared to females



Over 40% of students enrolled in private colleges were youth aged 20-24 years old (41 156)



390 students reported to have a disability, and two thirds of them were males (260) while 130 were females

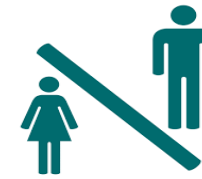
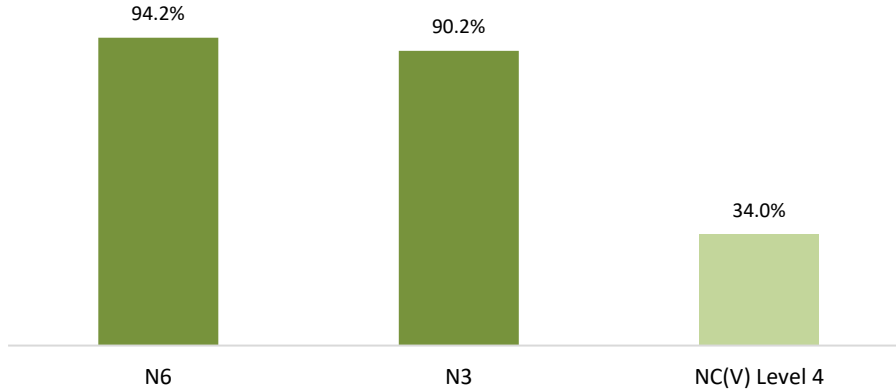


There were 2 586 foreign national students in private colleges, and 34.8% (900) of them were from Zimbabwe

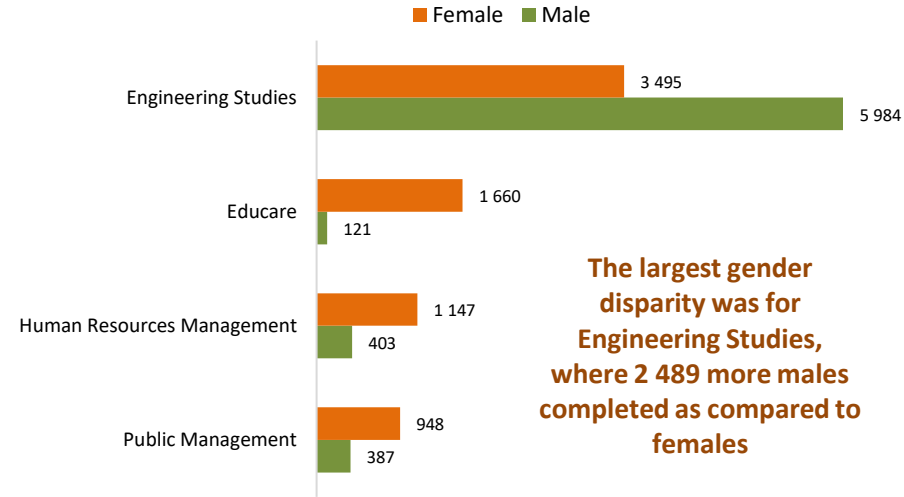
GRADUATES / COMPLETERS IN PRIVATE COLLEGES:2020



41 446 students completed key exit levels (N3, N6 and NC(V) Level 4). Completion rates were as follows: N3: 90.2%, N6: 94.2% and NC(V) Level 4: 34.0%



More females completed N6 and NC(V) Level 4 qualifications compared to males.



The largest gender disparity was for Engineering Studies, where 2 489 more males completed as compared to females

19 582 students completed an N6 part-qualification. Almost 50% of these students completed their part-qualification in Engineering Studies (48.4% or 9 479), while 51.6% (9 479) completed Business Studies programmes

More than three quarters of students (78.2% or 15 312) completed their N6 part-qualification in Engineering Studies, Educare, Human Resources Management, Public Management and Management Assistant

Females completion was 1 539 higher in N6 Educare as compared to males (1 660 and 121 respectively)

Top 4 completions for N6 part-qualification

Completion Rates for Business Studies

Completion Rates for Engineering Studies



9 479
Engineering Studies



1 781
Educare



1 550
Human Resource Management



1 335
Public Management



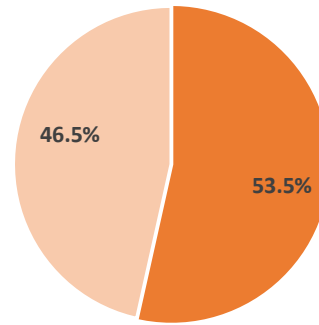
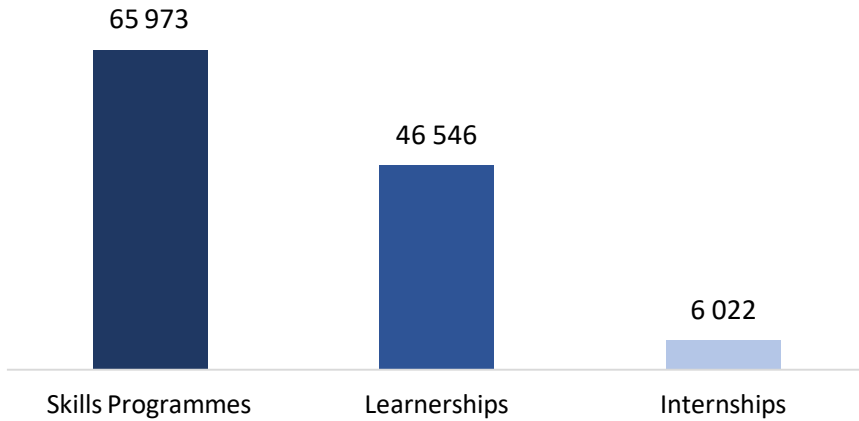
N4 (95.3%)
N5 (95.6%)
N6 (95.7%)



N1(92.5%)
N2(87.2%)
N3(90.2%)
N4 (91.9%)
N5 (93.7%)
N6 (92.6%)



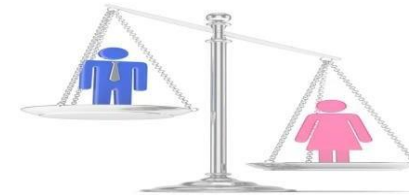
There were **118 541** learners registered for SETA-supported learning programmes, and more than half of them registered for skills programmes (65 973)



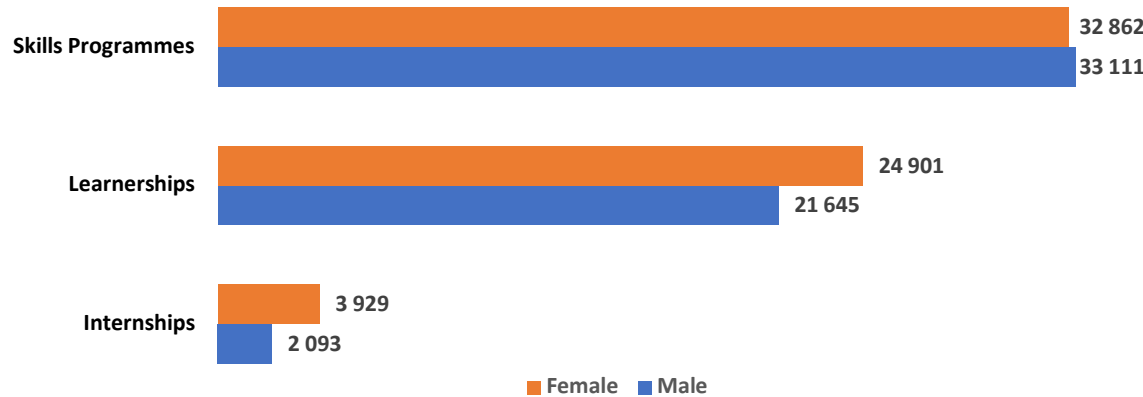
■ Unemployed persons ■ Workers

The majority of learners registered for learning programmes were unemployed (53.5% or 63 397) as compared to 46.5% or 55 144 of employed persons

Almost three quarters of workers registered for skills programmes (72.4%), while the unemployed persons registered mainly for learnerships (49.4%)



The number of females registered for learning programmes was 61 692 (52.0%) compared to 56 849 (48.0%) males

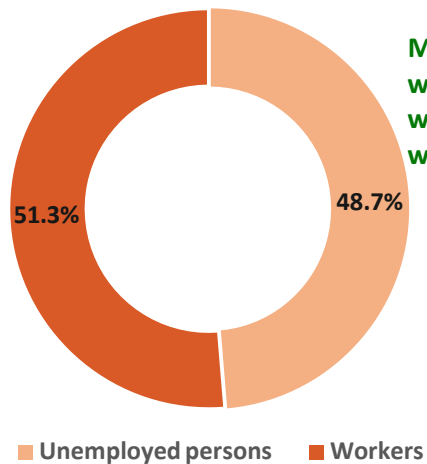
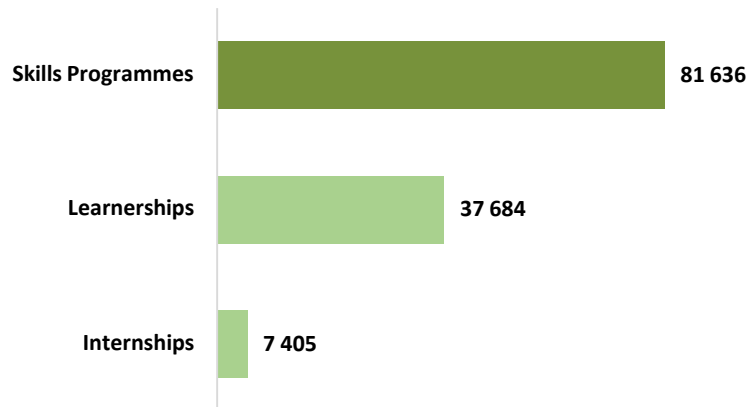


The majority of both male and female learners registered for skills programmes and learnerships

A larger number of females were registered for learnerships and internships, while the male's proportion was slightly higher in the skills programmes as compared to females

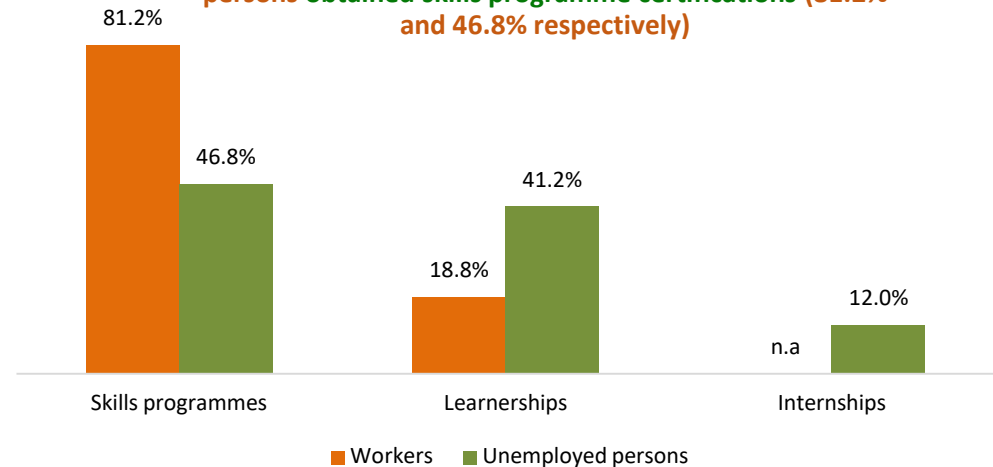
Large gender disparities were for learnerships, where 3 256 more females were registered as compared to males

126 725 learners were certificated for SETA-supported learning programmes, and the largest number of certifications were for skills programmes (81 636 or 64.4%)



More than half of certifications were for workers (51.3% or 64 947), while 48.7% (61 778) of certificates were for unemployed persons

A large proportion of both workers and unemployed persons obtained skills programme certifications (81.2% and 46.8% respectively)

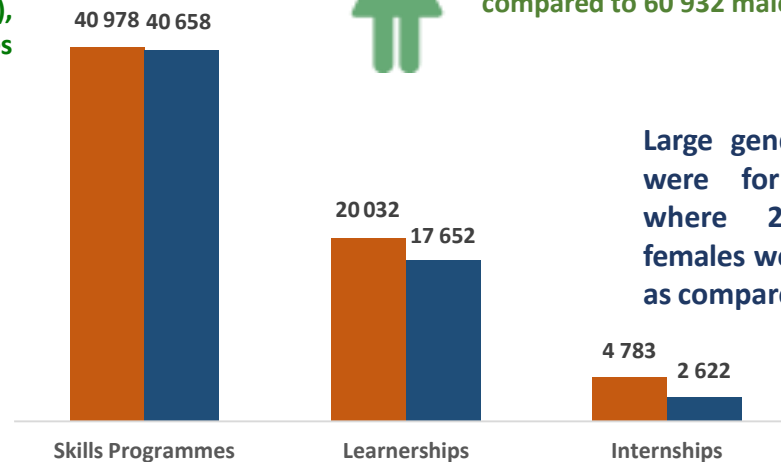


51.9%



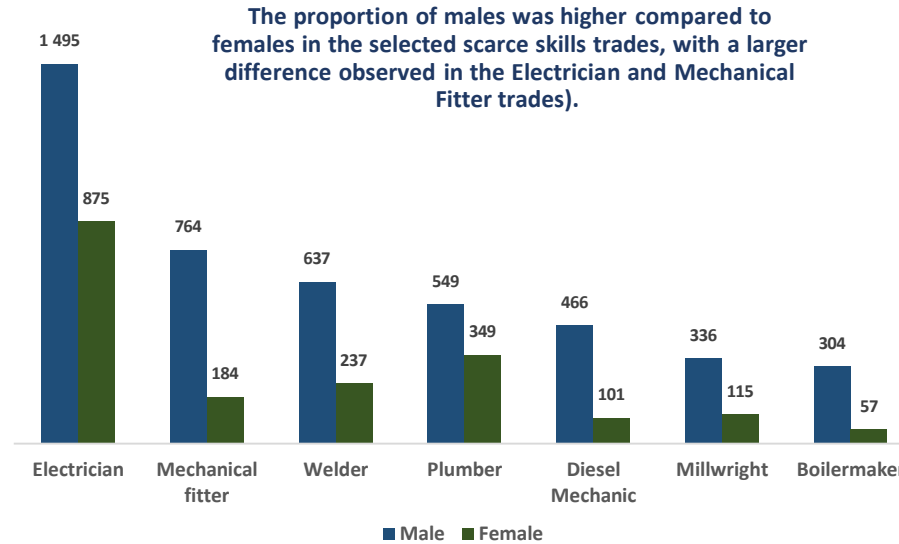
A higher number of certificates were issued to female learners (65 793) as compared to 60 932 males

48.1%



Large gender disparities were for learnerships, where 2 380 more females were certificated as compared to males

10 302 learners entered artisanal learning programmes, and **66.3%** (6 826) of those learners were males while **33.7%** (3 476) were females



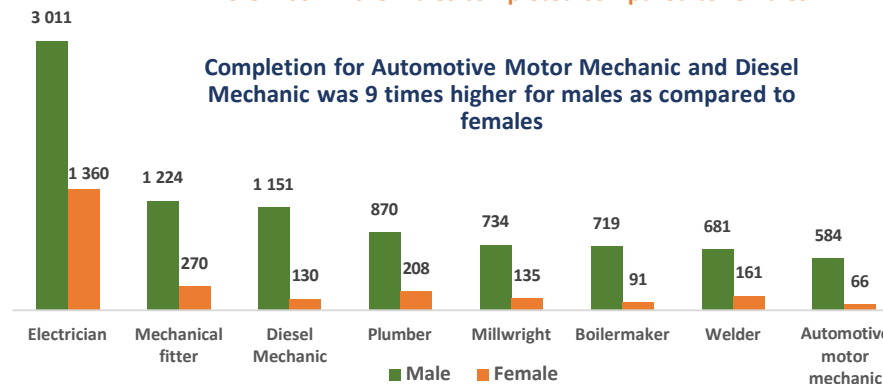
Majority of both male and female learners registered for the Electrician trade.

Over 70% of registrations were in the following trades: Electrician, Mechanical Fitter, Plumber, Welder, Carpenter, Diesel Mechanic, Bricklayer and Millwright

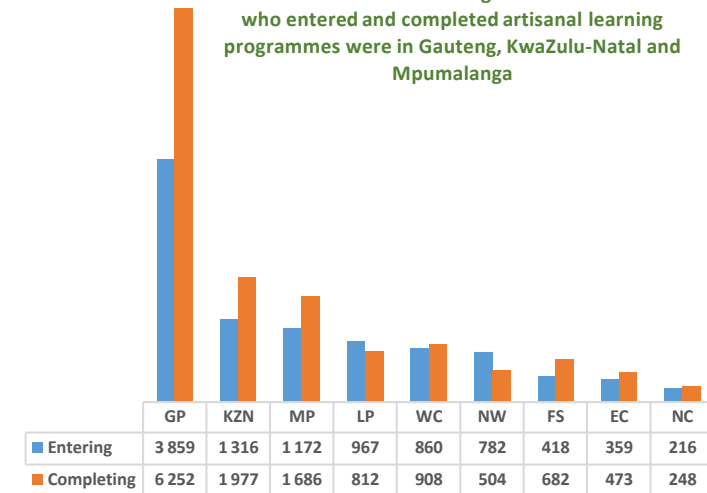
15 106 learners completed artisanal learning programmes, and **77.5%** (11 714) were males while **22.5%** (3 392) were females

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

The largest gender difference was also in the Electrician trade, where 1 651 more males completed compared to females



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



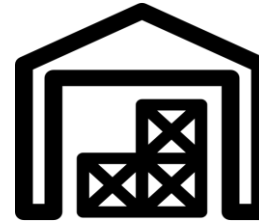
GRANTS PROVIDED BY THE NATIONAL SKILLS FUND (NSF): 2020/21 FINANCIAL YEAR



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34 994 NSF beneficiaries benefited directly from the NSF support during the 2020/21 financial year

62.6% (21 904) of beneficiaries were from rural areas



37.4% (13 090) of beneficiaries were from urban areas



58.7%

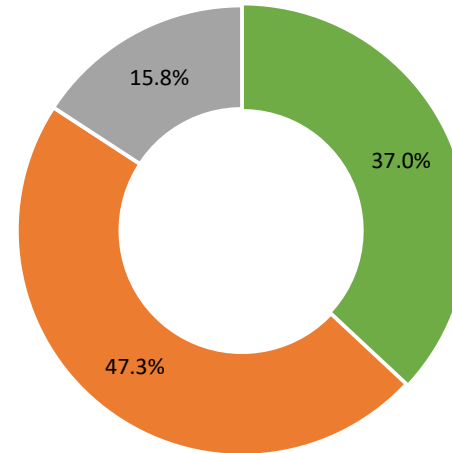


More than half of NSF beneficiaries 58.7% (20 529) were females while 41.3% (14 465) were males

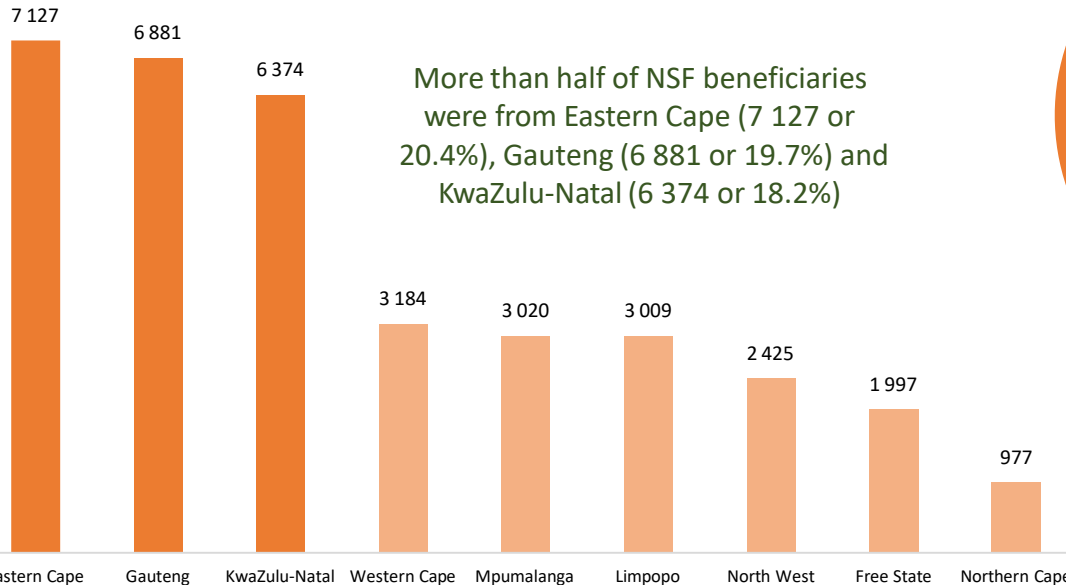
41.3%



■ < 25 years ■ 25 – 34 years ■ ≥35 years



47.3% (16 536) of beneficiaries were 25 – 34 years old, followed by those younger than 25 years (37.0% or 12 932) and a smaller proportion were 35 years and older (15.8% or 5 526)



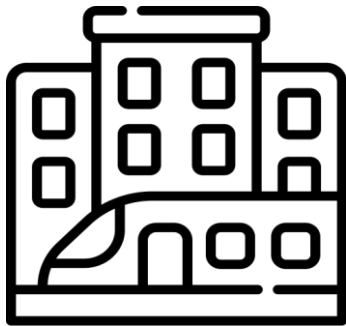
More than half of NSF beneficiaries were from Eastern Cape (7 127 or 20.4%), Gauteng (6 881 or 19.7%) and KwaZulu-Natal (6 374 or 18.2%)



704 beneficiaries reported to have a disability and the majority had a hearing disability (149 or 21.2%) and a sight disability (140 or 19.9%)

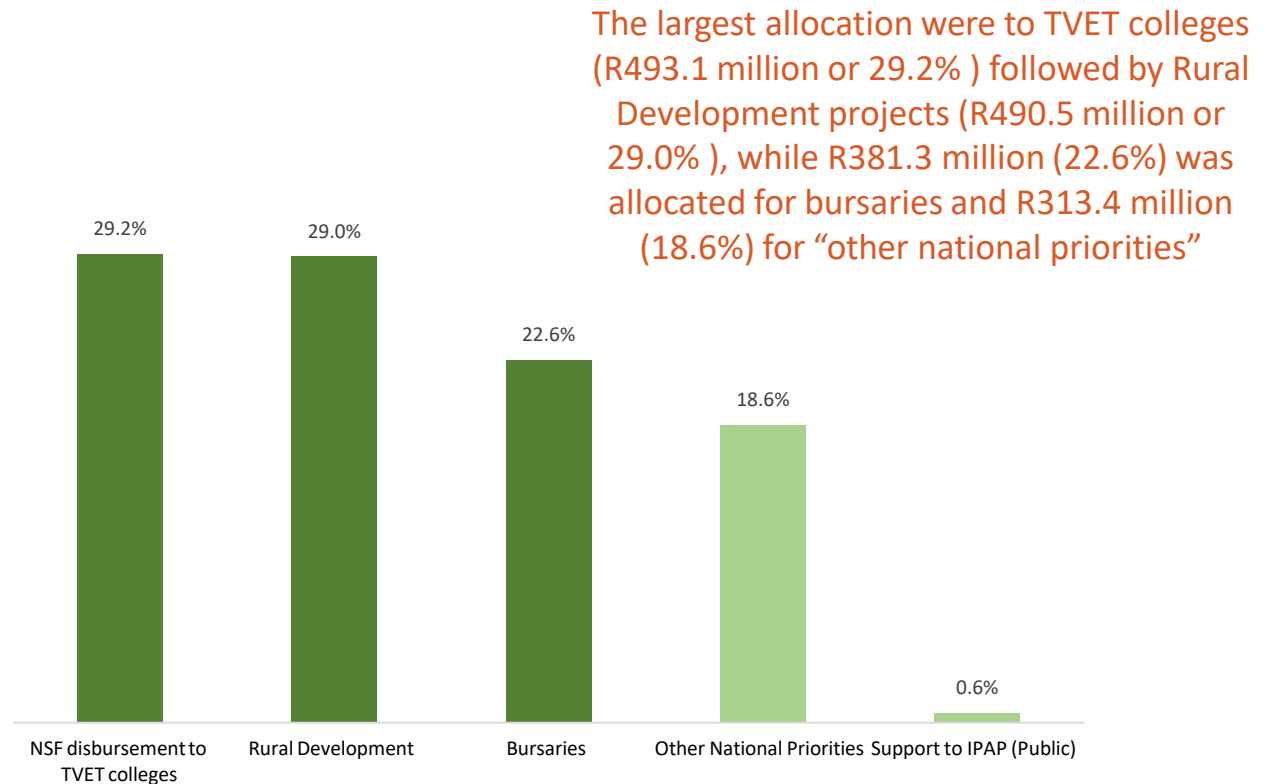


Over R1.6 billion was disbursed on skills development interventions in the 2020/21 financial year



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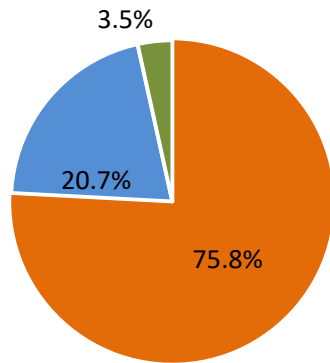
R294.9 million
was allocated for the improvement of public HEIs infrastructure in 2020/21 financial year





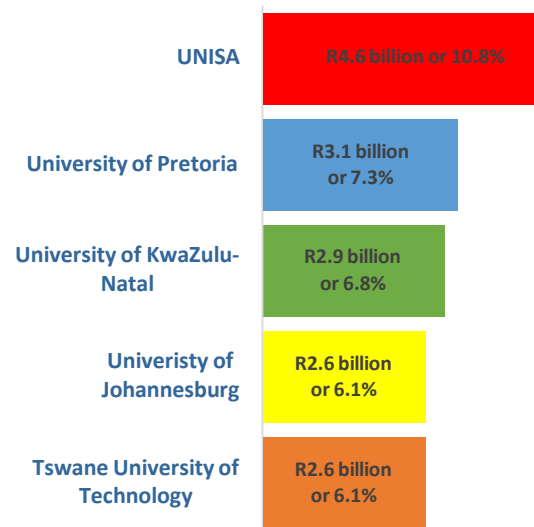
R56.8 billion was allocated to public Post-School Education and Training (PSET) Institutions in the 2020/21 financial year, which was R683.1 million higher compared to the R56.1 billion allocated in the 2019/20 financial year

Public HEIs TVET colleges CET colleges

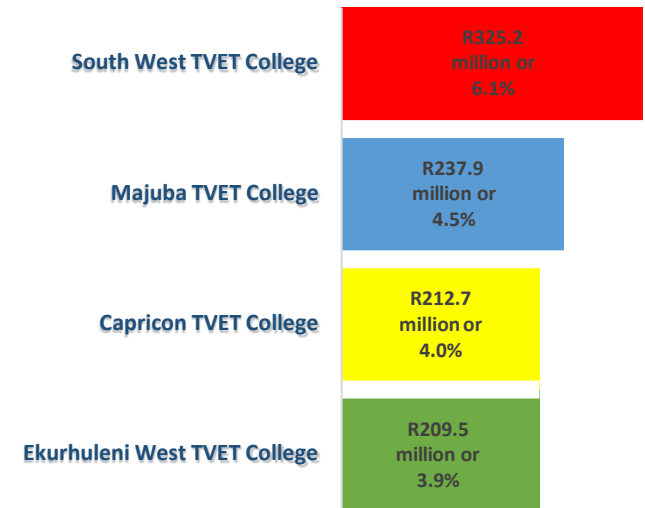


More than three quarters was allocated to public HEIs (R43.1 billion or 75.8%), while TVET and CET colleges were allocated R11.8 billion (20.7%) and approximately R2.0 billion (3.5%) respectively

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

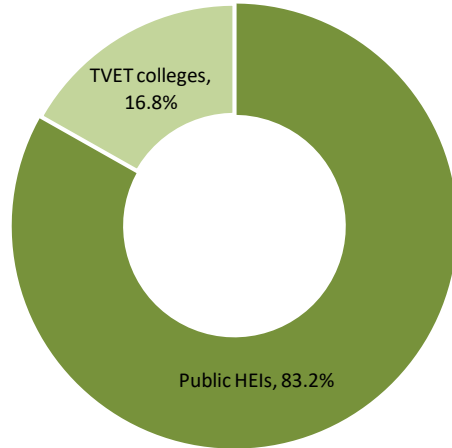


Allocation of funding was the highest in the following top 4 TVET colleges

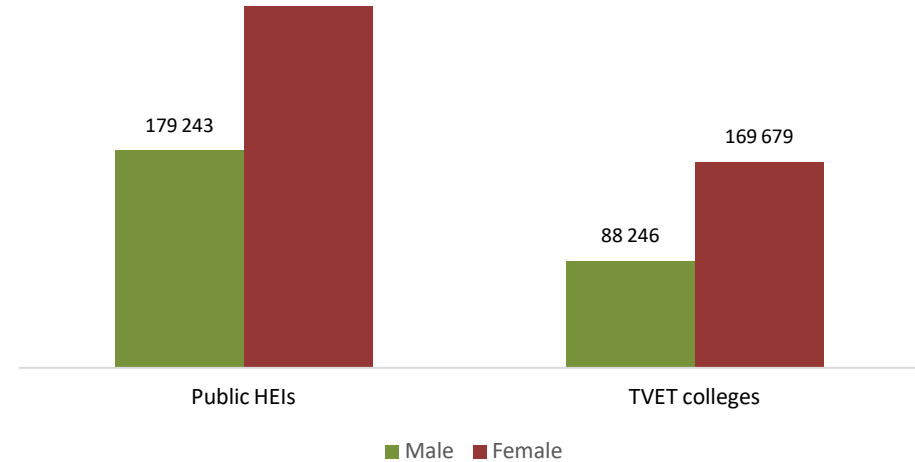


NSFAS AND FUNZA LUSHAKA BURSARIES IN SA: 2020

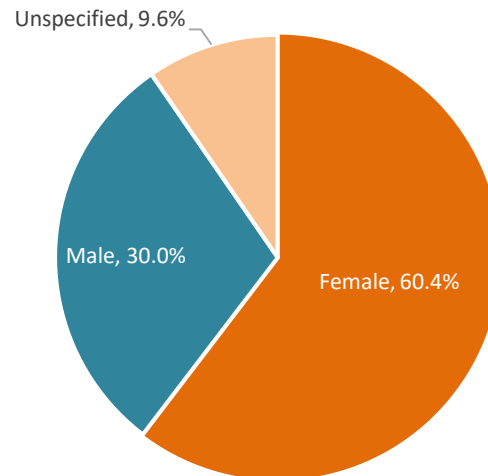
In 2020, approximately **R37 billion** was allocated for NSFAS, with over 83% (R30.8 billion) of funding going to public HEIs and 16.8% (R6.2 billion) to TVET colleges



765 740 students received NSFAS funding, and a larger number of beneficiaries were females in both public HEIs and TVET colleges

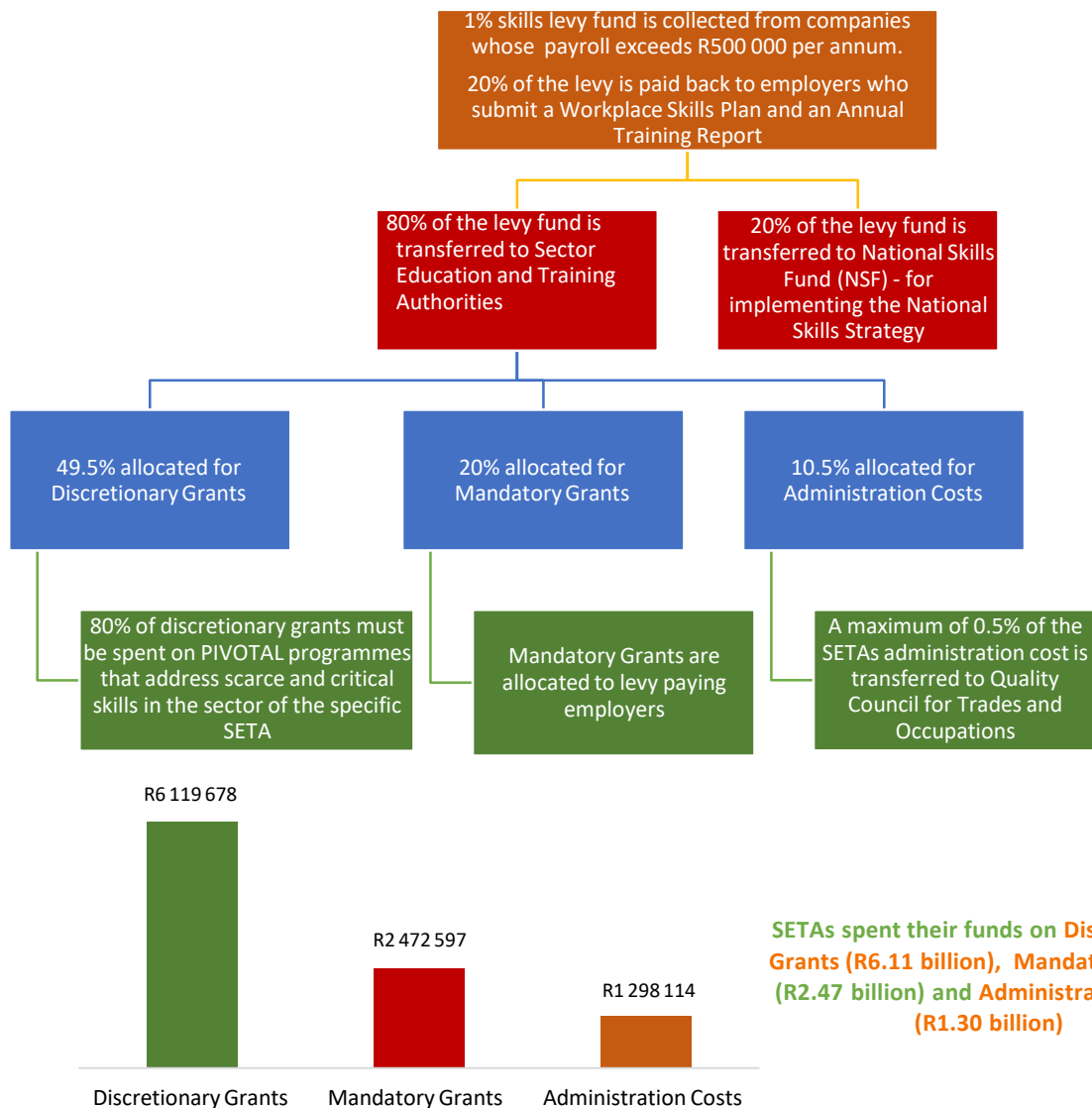


Over **R1.2 billion** was allocated for the Funza Lushaka bursaries in 2020



12 964 students received Funza Lushaka bursaries, and more than two thirds of beneficiaries were females (60.4% or 7 826) compared to just over a third of males (30.0% or 3 893)

A graphical presentation of the allocation of the skills levy fund



R 12.4 BILLION

was disbursed through the Skills Development Levy system in the 2020/21 financial year, which was 32.4% (R5.9 billion) lower than the R18.3 billion collected in the 2019/20 financial year

Of the R12.4 billion, approximately R9.9 billion (80%) was disbursed to the SETA and R2.5 billion (20%) was disbursed to the NSF

