

STATISTICS ON POST-SCHOOL EDUCATION AND TRAINING IN SOUTH AFRICA

2020



**higher education
& training**

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA







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& training**

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Higher Education and Training
REPUBLIC OF SOUTH AFRICA

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FOREWORD

Director-General: Department
of Higher Education and
Training

The 2020 *Statistics on Post-School Education and Training in South Africa* report is the 11th issue published by the Department of Higher Education and Training (the Department). The Department has been publishing this report since 2013, and all reports can be accessed through the Department's website at www.dhet.gov.za.

This report aims to assist the Department in its monitoring endeavors on the progress made towards the achievement of the medium term outcomes in relation to access, success, quality of provisioning and the responsiveness of the PSET system. It informs decision making on enrolment planning, funding and policy development.

In addition to providing the recent statistics on 2020 student enrolment and completion (which are key measures of access and success respectively), this report also contains other kinds of performance data pertaining to public and private Post-School Education and Training (PSET) sectors. Statistics on staffing levels at PSET institutions, as well as information about Workplace-Based Learning (WBL), financial data, notably that pertaining to the National Student Financial Aid Scheme (NSFAS), the National Skills Fund (NSF), the skills levy fund and voted funds are also contained in this report.

Statistics for Higher Education Institutions (HEIs), Technical and Vocational Education and Training (TVET) and Community Education and Training (CET) colleges that cover the period prior to 2010, can be found in statistical publications available on the Department of Basic Education's website at www.education.gov.za, while those pertaining to SETAs can be found on the Department of Employment and Labour's website at www.labour.gov.za. It should be noted that this report also excludes data from institutions managed by other government departments and state entities (such as that from Agricultural and Nursing colleges).

All stakeholders are encouraged to use data and information in this report, which serves as an important resource for planning and the allocation of budgetary resources in the PSET system. It is a reference document for reporting purposes in government, including the monitoring and evaluation of the PSET system. In addition, it provides statistics for use in research, policy and decision-making at the different levels within the system, and by the public. It therefore makes a crucial contribution towards the achievement of the goals of the PSET system, and we hope that the data and information contained in this report prove useful to role-players at all levels of the PSET system, researchers, policy-makers, journalists and the community at large.

The Department encourages better use of the data contained in this report to inform decision-making and policy formulation. Decisions emanating from good quality data will ensure that the Department realises its strategic thrust of developing a skilled and capable workforce to support an inclusive growth path.

The Department continues to strive to make this report responsive to the needs of its stakeholders. Therefore, feedback on the report, including suggestions for improvement are welcomed and can be emailed to: HETIS.Officer@dhet.gov.za.

Dr SNP Sishi
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and Training
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LIST OF ACRONYMS AND ABBREVIATIONS

ADHD	Attention Deficit Hyperactivity Disorder
AET	Adult Education and Training
AGSA	Auditor-General of South Africa
AGRISETA	Agriculture Sector Education and Training Authority
ARPL	Artisan Recognition of Prior Learning
BANKSETA	Banking Sector Education and Training Authority
BFA	Bachelor of Fine Arts
BSc	Bachelor of Science
B Tech	Bachelor of Technology
CATHSSETA	Culture, Arts, Tourism, Hospitality and Sports Sector Education and Training Authority
CET	Community Education and Training
CETA	Construction Education and Training Authority
CHIETA	Chemical Industries Education and Training Authority
CLC	Community Learning Centre
COS	Centres of Specialisation
DHET	Department of Higher Education and Training (further referred to as the Department)
EMIS	Education Management Information System
ETDP SETA	Education, Training and Development Practices Sector Education and Training Authority
EWSETA	Energy and Water Sector Education and Training Authority
FASSET	Finance and Accounting Services Sector Education and Training Authority
FET	Further Education and Training
FOODBEV	Food and Beverages Manufacturing Industry Sector Education and Training Authority
FP&M SETA	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
HETIS	Higher Education and Training Information System
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
ICT	Information and Communications Technology
LGSETA	Local Government Sector Education and Training Authority
MBChB	Bachelor of Medicine and Bachelor of Surgery
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
NATED	National Technical Education
NC(V)	National Certificate (Vocational)
NDP	National Development Plan
NQF	National Qualifications Framework
NSA	National Skills Authority
NSC	National Senior Certificate
NSDS	National Skills Development Strategy
NSF	National Skills Fund
NSFAS	National Student Financial Aid Scheme
OFO	Organising Framework for Occupations
OQSF	Occupational Qualifications Sub-Framework
PED	Provincial Education Department
PhD	Doctor of Philosophy
PHEI	Private Higher Education Institution
PIVOTAL	Professional, Vocational, Technical and Academic Learning programmes
PLP	Pre-Vocational Learning Programme
PSET	Post - School Education and Training
PSETA	Public Service Sector Education and Training Authority
QCTO	Quality Council for Trades and Occupations
RSA	Republic of South Africa
SADC	Southern African Development Community
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
SC	Satellite Centre
SDPs	Skills Development Providers
SERVICES SETA	Services Sector Education and Training Authority
SET	Science, Engineering and Technology
SETA	Sector Education and Training Authority
SETMIS	Skills Education and Training Management Information System
SNE	Special Needs Education
SIPS	Special Infrastructure Projects
SSPs	Sector Skills Plans
TETA	Transport Education and Training Authority
TVET	Technical and Vocational Education and Training
TVETMIS	Technical and Vocational Education and Training Management Information System
UNISA	University of South Africa
WBL	Workplace-Based Learning
W&RSETA	Wholesale and Retail Sector Education and Training Authority



1. INTRODUCTION

The Department of Higher Education and Training (the Department) seeks to improve the capacity of the Post-School Education and Training (PSET) system to meet the skills needs and development of the country. The following medium-term outcomes have been identified:

- a) An integrated and coordinated PSET system;
- b) Expanded access to PSET opportunities;
- c) Improved success and efficiency of the PSET system;
- d) Improved quality of PSET provisioning;
- e) A responsive PSET system; and
- f) Excellent business operations within the Department of Higher Education and Training.

The Department has oversight over four main categories of PSET institutions, namely: public and private Higher Education Institutions (HEIs); Technical and Vocational Education and Training (TVET) colleges; Community Education and Training (CET) colleges and private colleges¹.

This report provides institutional, student, programme, staffing and funding statistics on PSET over which the Department has oversight. It therefore does not provide information on PSET that is managed by other government departments and state entities. It also limits its reporting on private education and training institutions to those that are registered with the Department.

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

- a) The Higher Education Management Information System (HEMIS), which contains data provided to the Department by public HEIs;
- b) Annual reports submitted by registered private HEIs;
- c) The Technical and Vocational Education and Training Management Information System (TVETMIS), which contains data provided to the Department by TVET colleges;
- d) CET Unit Level Record data for student enrolment and Annual Survey data which contains staff data for CET colleges;
- e) Annual Survey data submitted to the Department which contains data for registered private colleges;
- f) The National Examinations Database, which contains 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 part-qualifications;
- g) Skills Education and Training Authorities Management Information System (SETMIS), which contains data provided to the Department by SETAs;

¹ Previous publications of this nature would have made reference to FET colleges (now renamed TVET colleges), and AET Centres (now renamed Community Education and Training colleges), in terms of the *Continuing Education and Training, 2006 (Act No. 16 of 2006)*, Government Gazette No. 36271.





- h) Data provided to the Department by the National Artisan Development Support Centre (NADSC);
- i) Data provided to the Department by the NSF;
- j) Data extracted from the DHET levy system; and
- k) Data obtained from NSFAS Annual Reports and NSFAS database.

The quality of the data obtained from PSET institutions and public entities is being improved upon continuously to ensure the validity and reliability of the data the Department reports on. The Department thus aims to replace the data collection processes for all the sub sectors from aggregated reporting to unit level record submissions in the future.

It is important to note that 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. SUMMARY OF FINDINGS

Post-School Education and Training Institutions

In 2020, the Post-School Education and Training system had 343 institutions namely: 26 public Higher Education Institutions, 132 private Higher Education Institutions, 50 Technical and Vocational Education and Training (TVET) colleges, 126 registered private colleges and 9 Community Education and Training (CET) colleges.

Enrolment in Post-School Education and Training Institutions

- a) Over 1.3 million students enrolled at public and private HEIs in 2020, with the majority of enrolments in public HEIs (1 094 808) while private HEIs enrolled 219 031 students. The target in the National Development Plan (NDP)² is 1.6 million enrolments by 2030.
- b) The majority of students in public HEIs enrolled through the contact mode (682 440 or 62.3%), while 412 368 or 37.7% enrolled through the distance mode of learning.
- c) Enrolment in TVET colleges reached 452 277 in 2020, reflecting a 32.8% or 221 213 decrease when compared with 2019 (673 490). This number reflects a count of students enrolled in each enrolment cycle (there are six enrolment cycles at TVET colleges). The NDP indicates that headcount enrolment in TVET colleges should reach 2.5 million by 2030.
- d) There were 142 538 students enrolled in CET colleges in 2020. The NDP target for enrolment in this sector is 1 million students by 2030.
- e) Students enrolled in private colleges were 96 754 in 2020, and this figure represents enrolment in 107 out of 126 private colleges registered with the Department in 2020. The number of registered private colleges declined from the 287 reported in 2019, due to the communique 1 of 2020, which stated that Skills Development Providers offering occupational qualifications and part-qualifications on the Occupational Qualifications Sub-Framework (OQSF) are no longer required to register with the Department, but they must be accredited by the QCTO or its delegated Quality Assurance Partners.

Public and Private Higher Education Institutions Graduates

- a) There were 237 882 graduates in public HEIs in 2020, which reflects a 7.2% (15 940) increase as compared with the number of graduates reported in 2019 (221 942). The majority of graduates were in the Business and Management (27.5% or 65 336), followed by SET (27.2% or 64 721), other Humanities (25.5% or 60 547) and Education (19.9% or 47 271) fields of study. A large number of students obtained undergraduate degrees (103 196 or 43.4%), followed by undergraduate certificates and diplomas (63 900 or 26.9%) and postgraduate below Master's level (39 779 or 16.7%).
- b) The number of graduates for doctoral degrees was 3 552 in 2020, and this was 3.1% (107) higher compared with 2019 (3 445). The Department plans to produce 4 300 PhD graduates by 2024.
- c) Graduates from private HEIs reached 47 085 in 2020, an increase of 10.7% (4 559) when compared to 42 526 in 2019.
- d) The majority of students graduated with a Higher Certificate (13 134 or 27.9%) followed closely by the 360 Credit Bachelor's degrees (12 704 or 27.0%) and 360 Credit Diploma (10 227 or 21.7%), while fewer students completed Postgraduate Diploma (2 500 or 5.3%), Advanced Certificate (1 739 or 3.7%) and Honours Degree (1 616 or 3.4%). Only 42 or 0.1% students obtained a Doctoral degree.

² National Development Plan, November 2011





TVET colleges' Completion Rates

- a) A total of 104 310 students completed N3, N6 and NC(V) Level 4 in TVET colleges in 2020, which are key exit levels in this sector. This translated to the following completion rates: 90.8% for N3, 95.7% for N6 and 56.2% for NC(V) Level 4.
- b) A large number of male students completed N3 engineering studies (19 126) as compared to 15 432 female students who completed the same level. The majority of female students completed N6 and NC(V) Level 4 programmes (39 320 and 9 480 respectively) as compared to males (17 925 and 3 027 respectively).
- c) The completion for N6 business studies was higher (42 674), translating to a 97.4% completion rate, while 14 571 students completed N6 engineering studies resulting in a completion rate of 91.2%.

Private Colleges' Completion Rates

- a) In the private college sector, 41 446 students completed N3, N6 and NC(V) Level 4 in 2020, which are key exit levels in this sector. This translated to the following completion rates: 90.2% for N3, 94.2% for N6 and 34.0% for NC(V) Level 4.
- b) A large number of male students completed N3 engineering studies (13 475) as compared to 8 319 female students who completed the same level. Compared to TVET colleges, private colleges had a greater gender gap for completion of N3 engineering studies.
- c) The majority of female students completed N6 (11 163) as compared to 8 419 of males who completed the same part-qualification.
- d) The completion for N6 business studies was higher (10 103), translating to a 95.7% completion rate, while 9 479 students completed N6 engineering studies resulting in a completion rate of 92.6%.

CET colleges' Completion Rates

- a) A total of 22 764 students completed the GETC: ABET Level 4 qualification in 2020, resulting in a completion rate of 57.9%.
- b) Five colleges recorded higher completion rates than the national average, with the highest rates observed in Eastern Cape (64.4%), Limpopo (64.0%) and Mpumalanga (63.3%) CET colleges.

Sector Education and Training Authority (SETA) Supported Learning Programmes

- a) There were 118 541 learners registered for SETA-supported learning programmes during the 2020/21 financial year, which was 46.7% (103 669) lower than registrations recorded in the 2019/20 financial year (222 210).
- b) More than half of the learners registered for skills programmes (55.7% or 65 973), followed by learnerships (39.3% or 46 546), while fewer learners were registered for internships (5.1% or 6 022).
- c) The total number of certifications for SETA-supported learning programmes during the 2020/21 financial year was 126 725, which was 29.5% (52 906) lower as compared with the 2019/20 financial year (179 631).
- d) The majority of certifications were for skills programmes (64.4% or 81 636) followed by learnerships (29.7% or 37 684), while a smaller proportion was for internships (5.8% or 7 405).
- e) The number of learners entering artisanal learning programmes was 10 302 during the 2020/21 financial year, of which 82.1% (8 453) of these artisans were in the Special Infrastructure Projects (SIPs) scarce skills.
- f) A total of 15 106 learners completed their artisanal learning programmes during the 2020/21 financial year, of which 83.5% (12 613) of them were in the SIPs scarce skills (i.e. occupations that are part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012).



National Student Financial Aid Scheme (NSFAS)

- a) NSFAS allocated R37.1 billion for student funding during the 2020 academic year, which was R9.3 billion (33.5%) higher than what was allocated in 2019 (R27.8 billion).
- b) The number of students who benefitted from NSFAS funding was 765 740 in 2020, representing a 3.5% (25 703) increase when compared with the number of beneficiaries in 2019 (740 037).
- c) The number of students who benefitted from NSFAS was higher for public HEIs (504 336 or 65.9%) as compared with TVET colleges (261 404 or 34.1%).

The Funza Lushaka Bursary Scheme

- a) A total of 12 964 students were awarded Funza Lushaka bursaries in 2020 which are aimed at assisting students who enrolled in the education field of study. This was a 23.8% or 2 495 higher when compared to 2019 (10 469).
- b) The total amount allocated for this bursary was R1.2 billion, which was 29.0% (R273.3 million) higher when compared with 2019 (R942.2 million).

The Skills Development Levy Fund

- a) During the 2020/21 financial year, the skills levy system disbursed approximately R12.4 billion, of which a larger proportion was disbursed to the SETAs (R9.9 billion) while the National Skills Fund (NSF) received R2.5 billion. The low amount collected in the 2020/21 financial year can be attributed to the four months' payment holiday for skills development levies (from May – August 2020) which was announced in April 2020. The relief was meant to assist employers to deal with the negative impact that came with the lockdown due to the outbreak of COVID-19.
- b) Of the R9.9 billion disbursed to the SETAs, over R6.1 billion was spent on discretionary grants, R2.5 billion was spent on mandatory grants and R1.3 billion was spent on administration costs.

National Skills Fund

- a) Over the course of the 2020/21 financial year, the NSF supported 304 skills development projects, which is a decrease of 15.1% (54) from the 358 projects supported during the previous financial year (2019/20).
- b) The number of beneficiaries reached 34 994 in the 2020/21 financial year compared to 48 942 in the 2019/20 financial year, which represents a 28.5% (13 948) decline between the two financial years.
- c) During the 2020/21 financial year, the NSF disbursed more than R1.6 billion on skills development interventions which was R1.4 billion lower compared to the R3.1 billion disbursed in the 2019/20 financial year.
- d) The 2020/21 funds were mainly disbursed to TVET colleges (29.2% or R493.1 million) and Rural Development projects (29.0% or R490.5 million), while 22.6% (R381.3 million) was allocated for the bursaries and 18.6% (R313.4 million) for "other national priorities".

Funding of Key Post-School Education and Training Institutions

- a) The total funding allocated to public HEIs, TVET colleges and CET colleges during the 2020/21 financial year was R56.8 billion, representing a 1.2% (R683.1 million) increase compared to that which was allocated in the 2019/20 financial year (R56.1 billion).
- b) Out of the total R56.8 billion allocated during the 2020/21 financial year, a larger proportion of transfers, subsidies and operational costs was for public HEIs (75.8% or R43.1 billion), while TVET and CET colleges were allocated 20.7% (R11.8 billion) and 3.5% (approximately R2.0 billion) respectively.





3. THE PROVISIONING OF POST-SCHOOL EDUCATION AND TRAINING: A STATISTICAL OVERVIEW

A wide range of Post-School Education and Training (PSET) programmes are offered in South Africa through public and private Higher Education and Institutions (HEIs), Technical and Vocational Education and Training (TVET) colleges, Community Education and Training (CET) colleges and private colleges. In addition, development and improvement of skills for both employed and unemployed persons is undertaken at workplaces with support from the Sector Education and Training Authorities through learnerships, internships, apprenticeships and other skills development programmes. The following section of the report provides an overview of student enrolment in public and private PSET institutions as well as registration and certifications for SETA-supported workplace-based learning programmes.

Table 3.1: Overview of Post-School Education and Training institutions and student enrolment, 2020

	HEIs			Colleges				Total PSET
	Public	Private	Total	TVET	CET	Private	Total	
Number of institutions	26	132	158	50	9	126	185	343
Number of students enrolled	1 094 808	219 031	1 313 839	452 277	142 538	96 754	691 569	2 005 408

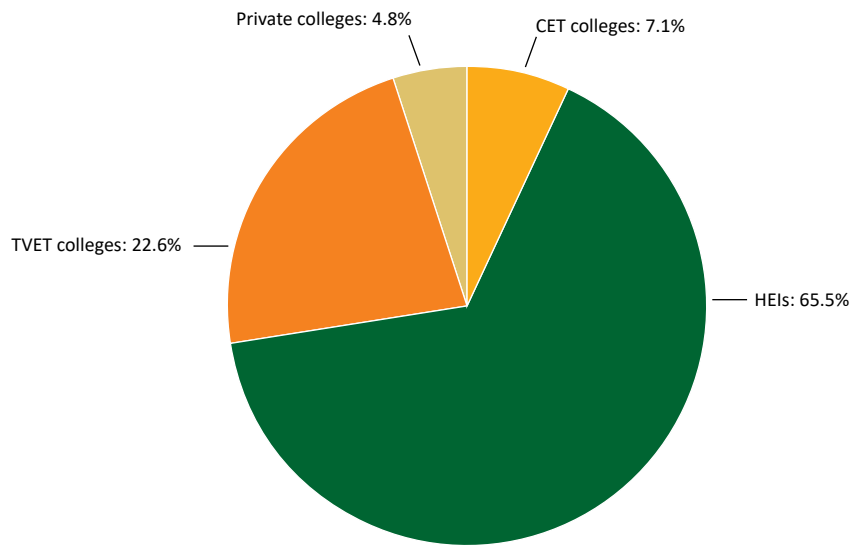
Sources: 2020 HEMIS database, data extracted in November 2021.
Annual reports submitted by private HEIs to DHET for the 2020 year of reporting.
TVETMIS 2020, data extracted in October 2021.
FET_Pvt_Annual_2020_20211209, data extracted in December 2021.
CET Unit Level Record data, 2020.

- Note 1: Private and public Higher Education Institutions figures were audited.
 Note 2: The number of private colleges shown in Table 3.1 reflects the number of institutions registered with the Department.
 Note 3: On 01 April 2015, AET centres merged into nine, and the erstwhile AET centres become Community Learning Centre under the respective nine community colleges, one per province.
 Note 4: Students in TVET colleges are counted once in every enrolment cycle i.e. annual, semester and trimester, and this may result in students being counted more than once if they enrol in every trimester/semester cycle. For example, this means that a student enrolled for N2 and repeating N1 subjects in the same enrolment cycle will be counted once.
 Note 5: Total enrolment for CET colleges is based on a response rate of 63.1%.
 Note 6: The 2020 figure for private colleges represents enrolment at only 107 of the 126 registered private colleges that responded to the departmental Annual Survey.

The number of PSET institutions in South Africa was 343 in 2020, of which 85 were public institutions (26 public HEIs, 50 TVET colleges and 9 CET colleges) and 258 were private institutions. These institutions enrolled more than 2.0 million students, with the highest proportion enrolled in the higher education sector (over 1.31 million). Over 1.6 million (84.3%) enrolments were in the public sector while private sector enrolment accounted for 15.7%.



Figure 3.1: Percentage distribution of student enrolments in Post-School Education and Training institutions, 2020



Note: Figure 3.1 reflects enrolment in both public and private institutions.

Almost two thirds (65.5%) of students were enrolled in public and private HEIs as indicated in Figure 3.1. Enrolment at TVET colleges was second highest (22.6%), while a smaller proportion of students enrolled in CET and private colleges (7.1% and 4.8% respectively).

Table 3.2: Number of workers and unemployed persons registered for and certificated in SETA-supported learning programmes, by programme type, 2020/21

	Registered				Certificated			
	Learnerships	Internships	Skills Development Programmes	Total	Learnerships	Internships	Skills Development Programmes	Total
Workers	15 199	n.a.	39 945	55 144	12 224	n.a.	52 723	64 947
Unemployed Persons	31 347	6 022	26 028	63 397	25 460	7 405	28 913	61 778
Total	46 546	6 022	65 973	118 541	37 684	7 405	81 636	126 725

Source: SETMIS 2020/21, data extracted in July 2021.

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. The data above excludes registrations and certifications in trade related programmes, which form part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012³.

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

Note 3: The category “Skills Programmes” refers to part-qualifications as defined in the NQF Act.

Note 4: “n.a.” means not applicable.

³ Note that the registrations and certification data for trade related programmes can be found in Tables 8.7 and 8.10.





The number of workers and unemployed persons registered for SETA-supported learning programmes was 118 541 during the 2020/21 financial year, and more than half of them registered for skills programmes (55.7% or 65 973), followed by over one third of registrations for learnerships (39.3% or 46 546), while fewer learners registered for internships (5.1% or 6 022). These learning programmes benefitted unemployed persons the most, as 63 397 of them registered compared to 55 144 workers. Over two thirds of learnerships registrations were for unemployed persons, while workers dominated registrations for skills development programmes. A large gap was observed for learnerships, where 16 148 more unemployed persons registered as compared to workers.

The total number of certifications was 126 725 during the 2020/21 financial year, and almost two thirds of certifications were for skills development programmes (64.4% or 81 636), followed by learnerships (29.7% or 37 684) and a smaller proportion was for internships (5.8% or 7 405). Similar to registrations, a slightly larger number of certifications were for workers (64 947) as opposed to unemployed persons (61 778). Almost two thirds of certifications for skill programmes were for workers (64.6% or 52 723), while certifications for learnerships were higher for unemployed persons (67.6% or 25 460).



4. HIGHER EDUCATION INSTITUTIONS

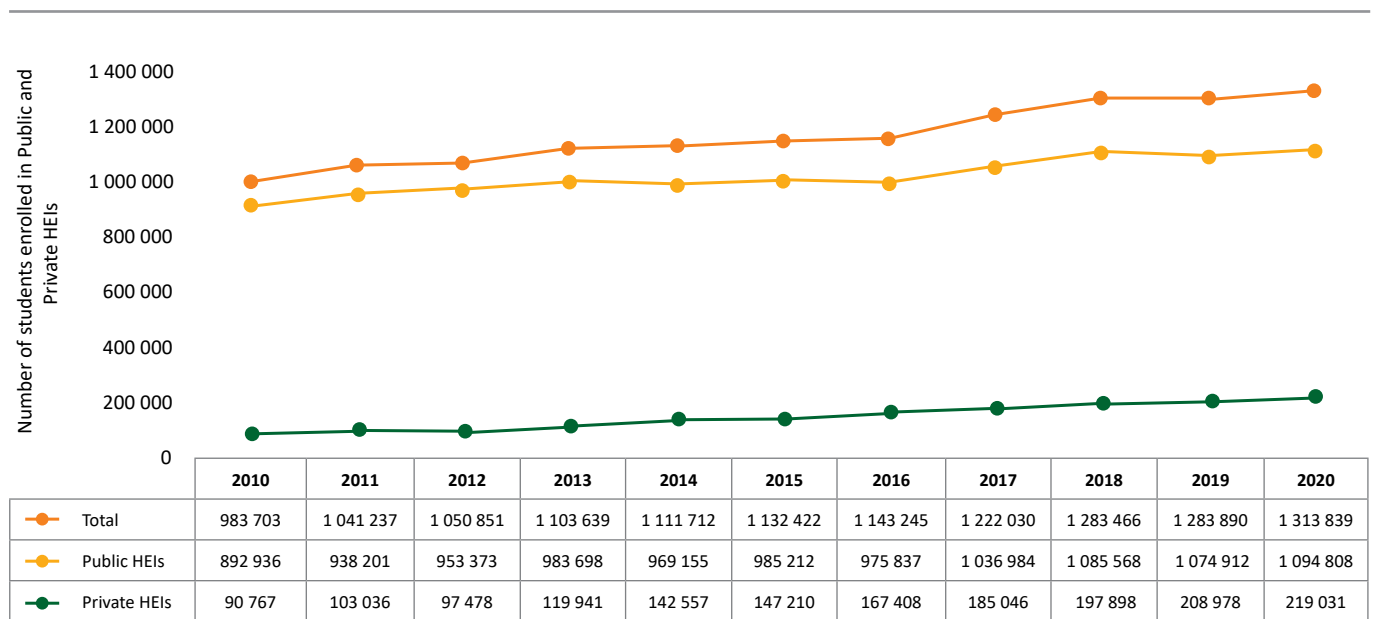
4.1 ENROLMENT IN PUBLIC AND PRIVATE HIGHER EDUCATION INSTITUTIONS (HEIs)

The Higher Education (HE) Sector is intended to perform the following three functions as outlined in the National Development Plan (NDP):

- Educate and equip people with high-level skills to meet the employment needs of the public and private sectors;
- produce new knowledge and assess and find new applications for existing knowledge; and
- provide opportunities for social mobility while strengthening equity, social justice and democracy to deal with the injustices brought about by the post-apartheid system.

In 2020, the HE sector comprised 26 universities and 132 private higher education institutions (PHEIs). In order to improve access to university education opportunities in Mpumalanga and the Northern Cape, the Department continued to oversee the development of the University of Mpumalanga and Sol Plaatje University. Sefako Makgatho Health Sciences University opened its doors for student enrolments in 2015 and the Department, as with the other two new universities continues to oversee the development of this university.

Figure 4.1: Number of students enrolled in public and private HEIs, 2010 – 2020



Sources: *Statistics on Post-School Education and Training in South Africa, 2019. 2020 HEMIS database, data extracted in November 2021. Annual reports submitted by private HEIs to the DHET for the 2020 year of reporting.*

Note: Enrolment figures for private HEIs for 2010-2015 were unaudited.





The total number of student enrolment in public and private HEIs in 2020 was 1 313 839, and the majority of students enrolled in public HEIs (83.3% or 1 094 808), while only 16.7% or 219 031 enrolled in private HEIs. The total enrolment in public and private HEIs in 2020 reflects an increase of 2.3% or 29 949 when compared with 2019. The major contributor to the increase between the two academic years was enrolment in public HEIs which increased by (19 896), while private HEIs enrolment increased by 10 053.

Enrolment in HEIs increased by 330 136 or 33.6% over the period under review (2010 – 2020). Private HEIs student enrolment more than doubled over the eleven-year period (increase of 141.3% or 128 264), while public universities enrolment increased by 22.6% or 201 872 in the same period.

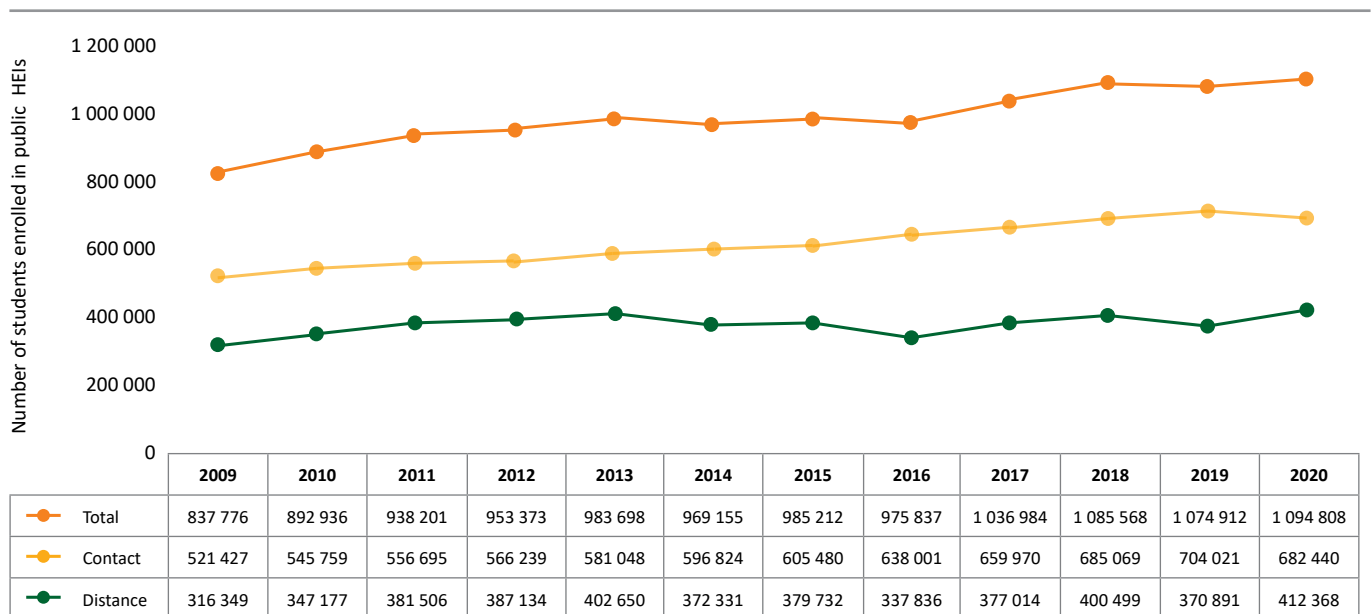
4.2 PUBLIC HIGHER EDUCATION INSTITUTIONS (HEIs)

4.2.1 Introduction

The public higher education sector consists of 26 universities, differentiated into 11 general academic universities; nine comprehensive universities and six universities of technology. The statistics reflected in the tables and figures in this section were provided to the Department by public HEIs. The figures can be considered to be reliable since external auditors appointed by universities audited the data prior to it being submitted to the Department.

4.2.2 Enrolment in public Higher Education Institutions (HEIs)

Figure 4.2: Number of students enrolled in public HEIs by attendance mode, 2009 – 2020



Sources: *Statistics on Post-School Education and Training in South Africa, 2019. 2020 HEMIS database, data extracted in November 2021.*

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

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

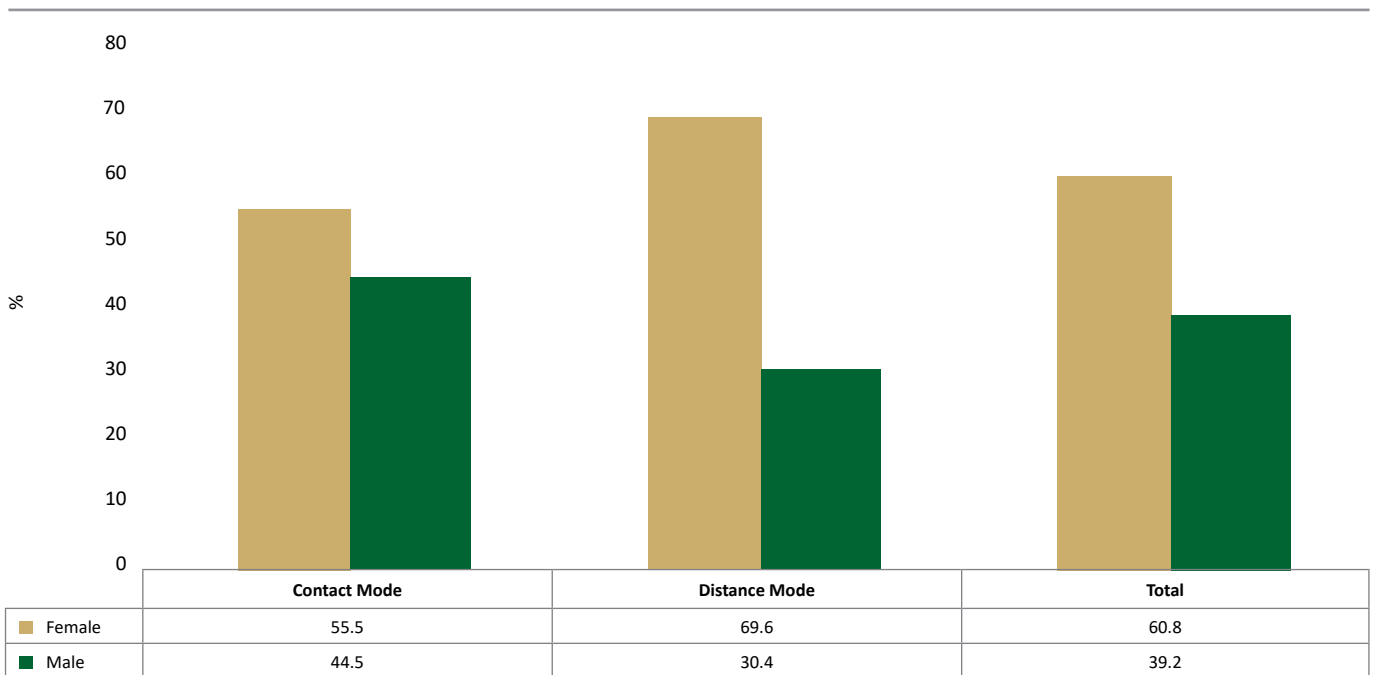


Total enrolment in public HEIs in 2020 was 1 094 808, and the highest proportion of students enrolled through the contact mode of learning (62.3% or 682 440), while 37.7% (412 368) students enrolled through the distance mode of learning. The majority of students who enrolled through the contact mode were recorded in Tshwane University of Technology (61 841 or 9.1%), followed by the University of Pretoria (48 712 or 7.1%) and the University of Johannesburg (47 683 or 7.0%). UNISA only offers courses through the distance mode of learning, and 95.1% of students enrolled through this mode in 2020 were from this university (see Table 10.2 of the Appendix).

The number of students enrolled through the contact mode of learning has been consistently higher than that of students enrolled through the distance mode of learning throughout the period under review. Student enrolment for contact mode of learning decreased by 3.1% (21 581) between 2019 and 2020, while that of distance mode of learning increased by 11.2% (41 477) in the same period.

Overall student enrolment in public HEIs increased by 30.7% (257 032) over the period 2009-2020. The highest increase during this period was recorded for students enrolled through the contact mode of learning (30.9% or 161 013), while enrolment for the distance mode of learning students increased by 30.4% (96 019).

Figure 4.3: Proportion of student enrolment in public HEIs, by attendance mode and gender, 2020



Source: 2020 HEMIS database, data extracted in November 2021.

The highest proportion of students enrolled in public HEIs in 2020 were females (60.8%) while 39.2% were males. Both the contact and distance mode of learning were dominated by female students (55.5% and 69.6% respectively). The largest gender disparities were for enrolment through the distance mode of learning, where more than two thirds of students were females (69.6%) compared to 30.4% of males.



**Table 4.1: Number of students enrolled in public HEIs, by attendance mode, population group and gender, 2020**

Population group	Contact			Distance			Total			
	Female	Male	No information	Female	Male	No information	Female	Male	No information	Total
African	289 555	234 089	32	237 137	101 500	0	526 692	335 589	32	862 313
Coloured	25 613	16 449	10	14 095	5 756	0	39 708	22 205	10	61 923
Indian/Asian	14 031	11 512	3	10 825	4 891	0	24 856	16 403	3	41 262
White	44 490	37 347	34	24 012	12 622	0	68 502	49 969	34	118 505
No information	4 953	4 310	12	918	612	0	5 871	4 922	12	10 805
Total	378 642	303 707	91	286 987	125 381	0	665 629	429 088	91	1 094 808

Source: 2020 HEMIS database, data extracted in November 2021.

Over three quarters of students enrolled in public HEIs in 2020 were Africans (78.8% or 862 313), while White students accounted for 10.8% (118 505) of total enrolment, followed by Coloured students (5.7% or 61 923) and Indian/Asian (3.8% or 41 262) students. Student enrolment was higher for females compared to males in all the population groups, and the largest gender difference was within the African population group, where 191 103 more female students enrolled compared to males, while the Indian/Asian population group recorded the lowest gender difference (8 453 more females compared to males).

Enrolment for both the contact and distance mode of learning was dominated by African female students. The largest gender difference was observed in the distance mode of learning, where 135 637 more African female students enrolled compared to males, and the lowest was for Indian/Asian students enrolled through the contact mode of learning, where 2 519 more females enrolled compared to males.

Table 4.2: Number of students enrolled in public HEIs by gender, field of study and qualification type, 2020

Qualification type	Female					Male					No information	Total enrolment
	SET	Business and Management	Education	Other Humanities	Total	SET	Business and Management	Education	Other Humanities	Total		
Occasional students	1 949	1 237	123	1 950	5 259	2 059	924	70	761	3 813*	3	9 075
Undergraduate Certificates and Diplomas	37 633	76 153	20 430	49 818	184 035*	46 468	42 707	3 752	25 638	118 565	2	302 602
Undergraduate Degree	85 085	58 941	107 385	115 469	366 880	85 739	45 478	35 746	60 834	227 797	54	594 731
Advanced Diploma and Postgraduate Certificate in Education	2 297	7 981	5 006	1 555	16 839	2 564	4 819	2 737	1 194	11 315*	2	28 156
Postgraduate below Master's Level	8 430	16 279	12 174	11 353	48 236	6 531	11 877	5 389	4 481	28 277*	11	76 524
Master's Degrees	15 416	5 618	2 663	9 380	33 076*	14 044	5 621	1 439	5 936	27 039*	17	60 132
Doctoral Degrees	5 533	1 191	1 346	3 234	11 304	6 129	1 655	1 167	3 332	12 282*	2	23 588
Total	156 343	167 400	149 127	192 760	665 629*	163 534	113 080	50 300	102 174	429 088	91	1 094 808

Source: 2020 HEMIS database, data extracted in November 2021.

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

Note 2: No gender information was provided for records in the following fields of study: SET (25), Business and Management (9), Education (5) and other Humanities (52).



Enrolment for females in public HEIs was 665 629, which was 236 541 higher when compared with that of males (429 088). The largest gender gap was noticed in the undergraduate degrees qualification, where 139 083 more females enrolled as compared to males. A large number of females also enrolled for undergraduate certificates and diplomas, postgraduate below Master’s level, Master’s degrees, advanced diplomas and the postgraduate certificate in education. Enrolment for doctoral degrees was however 978 higher for males as compared to females.

When looking at different fields of study, we can observe that there were more females enrolled as compared to males in almost all fields of study except for the Science, Engineering and Technology (SET) field of study. Large differences were observed in the Education and other Humanities fields of study, where enrolment for females was (98 827 and 90 585 higher as opposed to males). On the other hand, 7 191 more male students enrolled in the SET field of study compared to females. It should also be noted that three in every four students enrolled in the Education field of study were females (74.8% or 149 127), and almost two thirds of enrolment in the Other Humanities field of study were females (65.4% or 192 760).

Figure 4.4: Number of students enrolled in public HEIs by major field of study, 2009 – 2020



Sources: *Statistics on Post-School Education and Training in South Africa, 2019. 2020 HEMIS database, data extracted in November 2021.*



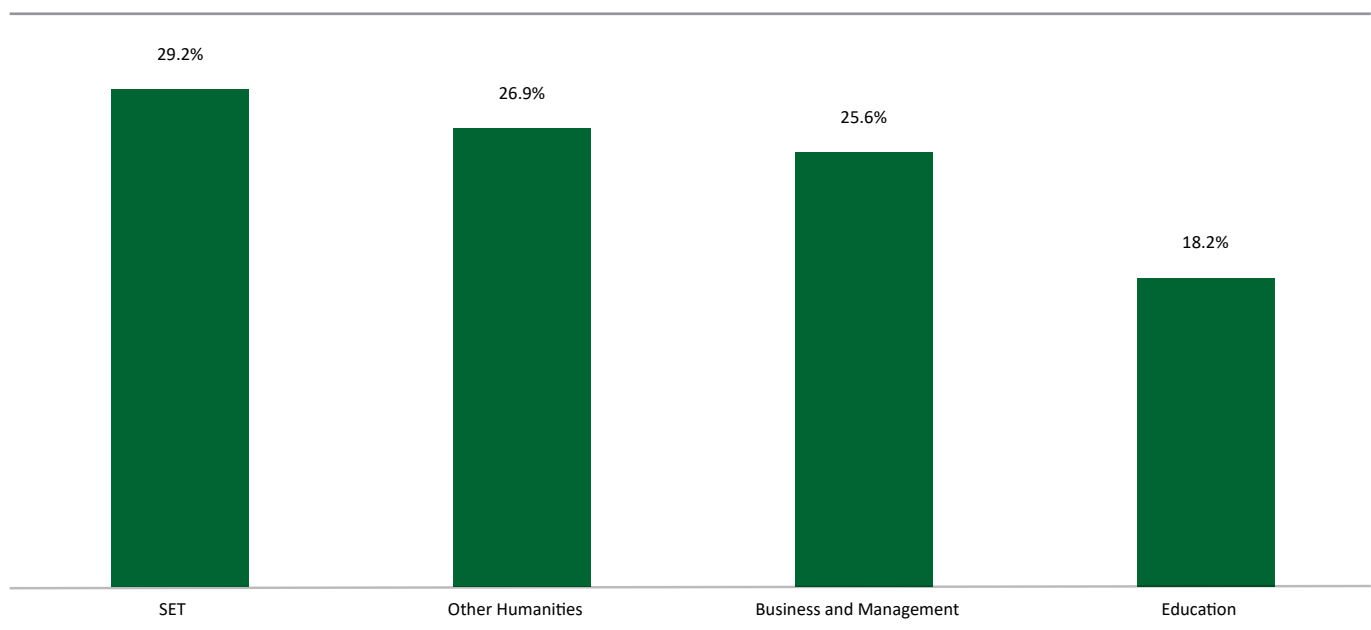


The majority of students in public HEIs enrolled in the Science, Engineering and Technology (SET) (319 902), followed by other Humanities (294 986) and Business and Management (280 489) fields of study while the lowest number of students enrolled in the Education field of study (199 432).

Increases in student enrolment were observed in the other Humanities (7.5% or 20 609) and Business and Management (5.5% or 14 516) fields of study between 2019 and 2020. Despite the overall increase in enrolment between 2019 and 2020, enrolment for Education and the SET fields of study declined by 5.6% (11 842) and 1.0% (3 204) respectively.

Student enrolment increased in all fields of study over the period under review (2009 – 2020), with the highest increases recorded for SET (82 844) and other Humanities (68 132) fields of study. The lowest increases during the same period was observed in the Education and Business and Management and fields of study (61 964 and 44 233 respectively).

Figure 4.5: Proportion of students enrolled in public HEIs by major field of study, 2020

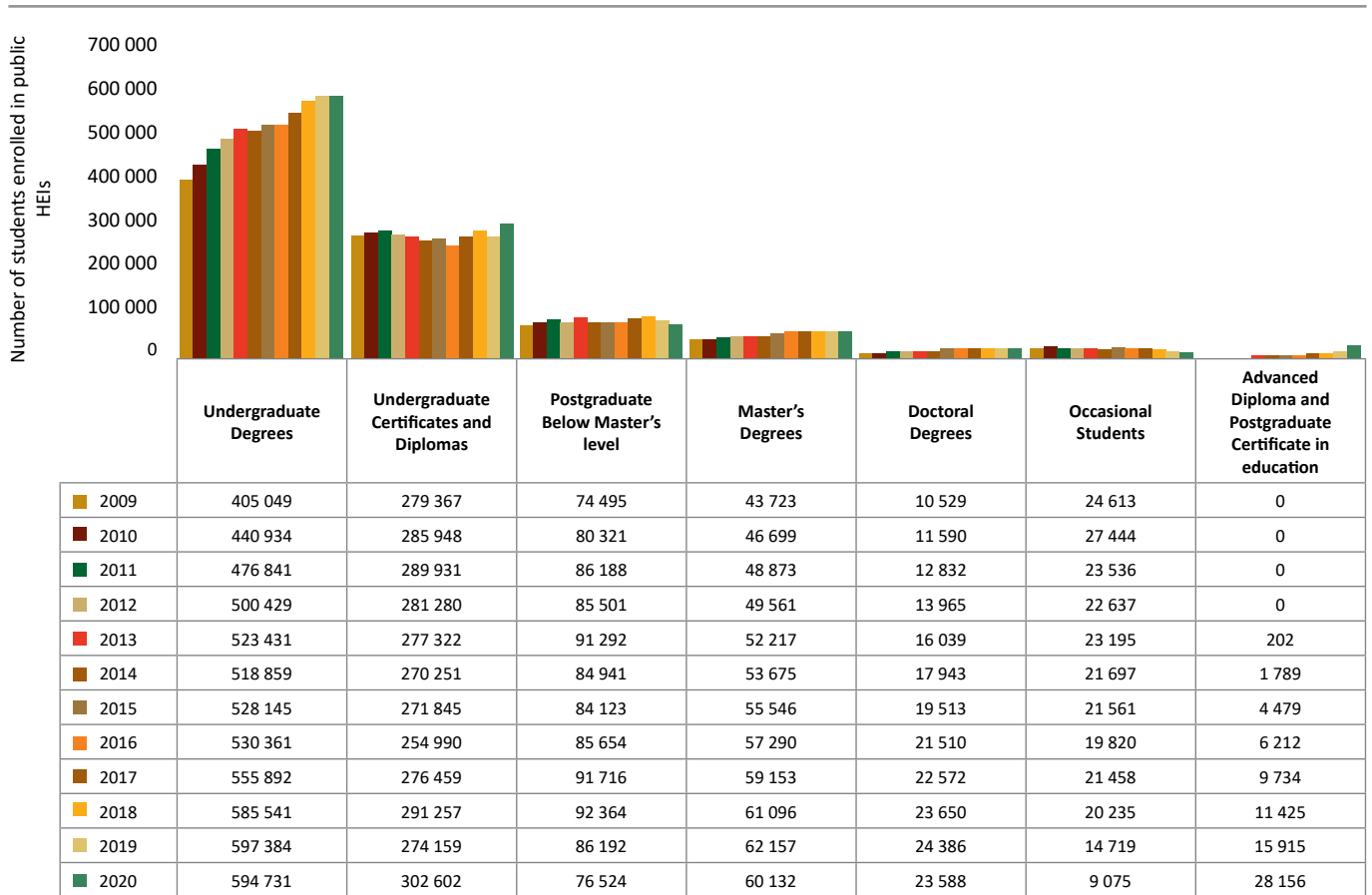


Source: 2020 HEMIS database, data extracted in November 2021.

In 2020, the highest proportion of students in public HEIs enrolled for SET (29.2%), while over a quarter enrolled for other Humanities (26.9%) and Business and Management (25.6%) and the lowest enrolment was in the Education field of study (18.2%). UNISA enrolled the majority of students in all fields of study, with the highest enrolment recorded in other Humanities (133 148) followed by Business and Management (110 414), Education (103 737) and SET (44 753) (see Table 10.1 of the Appendix).



Figure 4.6: Number of students enrolled in public HEIs by qualification type, 2009 – 2020



Sources: *Statistics on Post-School Education and Training in South Africa, 2019. 2020 HEMIS database, data extracted in November 2021.*

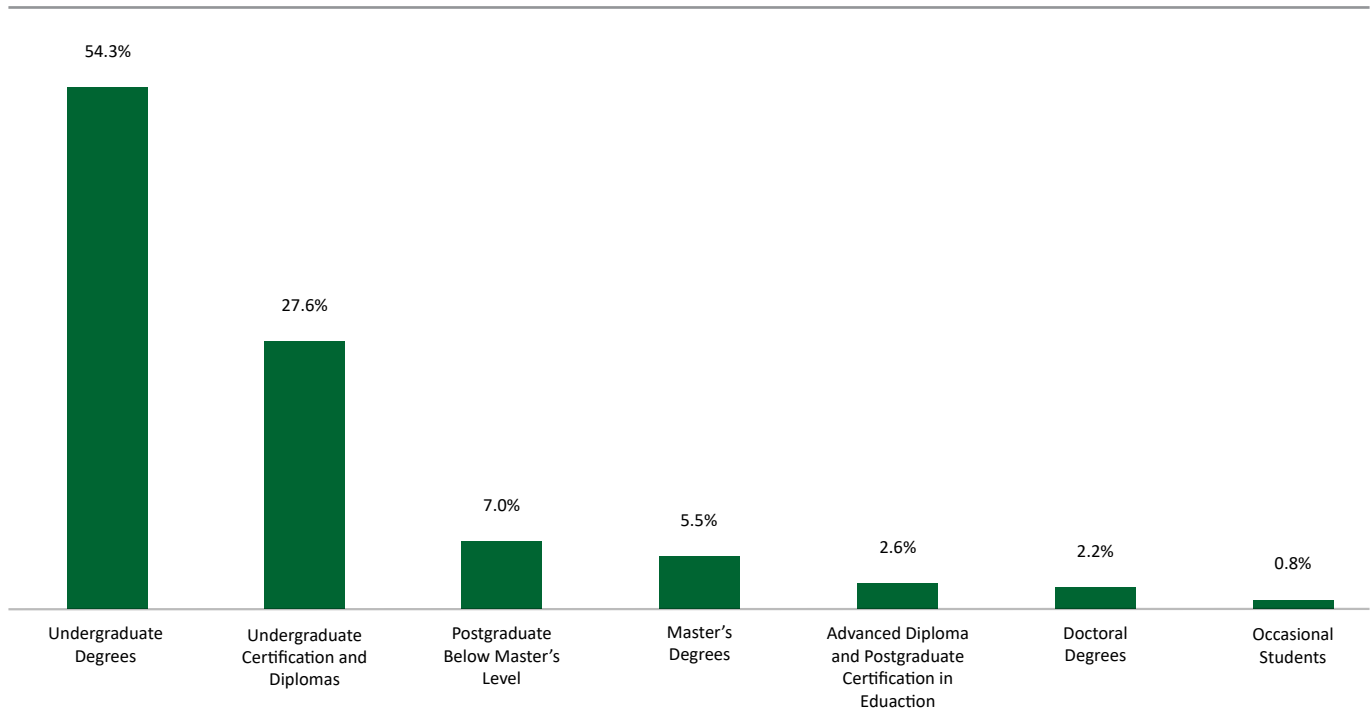
The largest number of students in public HEIs in 2020 enrolled for undergraduate degrees (594 731), followed by undergraduate certificates and diplomas (302 602) and postgraduate below Master's level (76 524) while fewer students enrolled as occasional students (9 075).

An increase in enrolment over the period under review (2009–2020), was recorded for all qualification types. Enrolment for doctoral degrees more than doubled over this period and increased by 124.0% or 13 059. High increases were also recorded for undergraduate degrees (46.8% or 189 682) and Master's degrees (37.5% or 16 409) in the same period.





Figure 4.7: Proportion of students enrolled in public HEIs by qualification type, 2020



Source: 2020 HEMIS database, data extracted in November 2021.

Note: As a result of rounding off, percentages may not add up to 100%.

The highest proportion of students in public HEIs in 2020 enrolled for undergraduate degrees (54.3%), followed by undergraduate certificates and diplomas (27.6%) while the lowest proportion were enrolled as occasional students (0.8%).

UNISA enrolled the largest number of students in the following qualification types: undergraduate degrees (211 430), undergraduate certificates and diplomas (126 276), postgraduate below Master's level (34 824), advanced diplomas and postgraduate certificate in education (7 667) and occasional students (4 699). The majority of Master's degree students enrolled at the University of Witwatersrand (7 988), while the University of KwaZulu-Natal enrolled the majority of Doctoral degree students (2 917) (see Table 10.1 of the Appendix).

Table 4.3: Enrolment in public HEIs by qualification category and age group, 2020

Qualification Type	18 years and below	19 - 24 years	25 – 29 years	30 – 39 years	40 – 49 years	50 - 59 years	≥60 years	Total
Occasional students	165	3 098	2 398	2 209	907	257	41	9 075
Undergraduate Certificates and Diplomas	25 238	174 687	57 644	32 418	10 032	2 480	103	302 602
Undergraduate Degree	73 794	335 195	85 065	69 920	25 191	5 069	497	594 731
Advanced Diploma and Postgraduate Certificate in Education	4	12 434	7 828	5 383	1 976	506	25	28 156
Postgraduate below Master's Level	6	25 360	18 369	21 204	9 028	2 368	189	76 524
Master's Degrees	1	11 450	16 635	19 909	8 867	2 908	362	60 132
Doctoral Degrees	0	386	4 611	8 981	5 801	3 103	706	23 588
Total	99 208	562 610	192 550	160 024	61 802	16 691	1 923	1 094 808

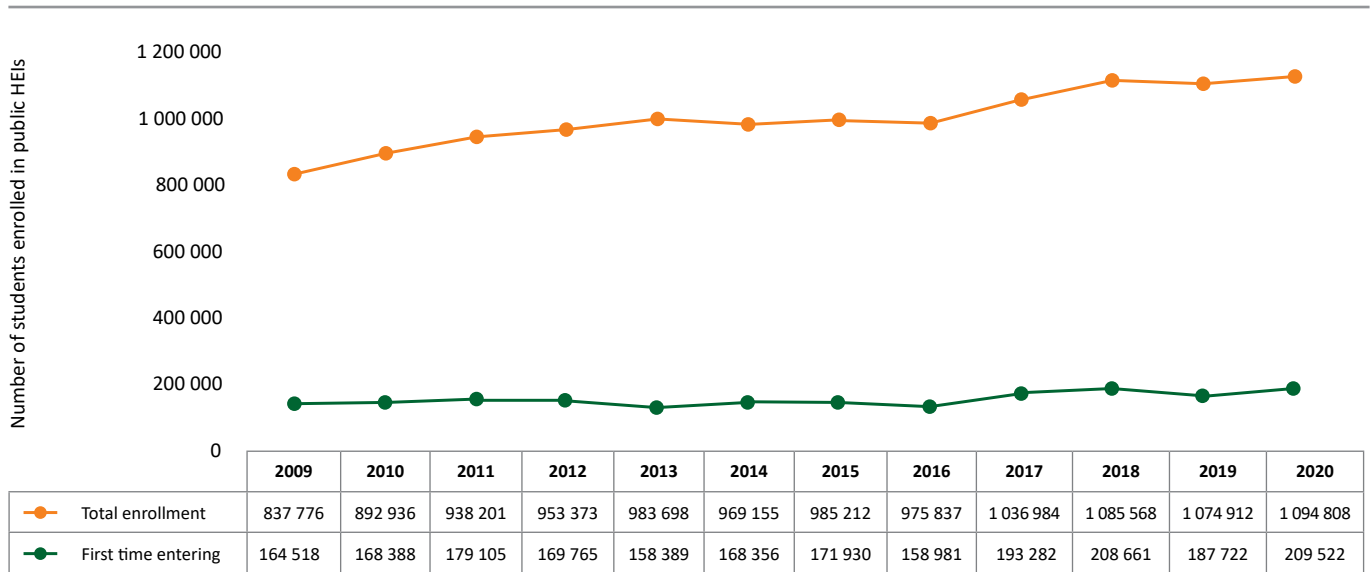
Source: 2020 HEMIS database, data extracted in November 2021.



The highest enrolment in public HEIs was for students aged 19 – 24 years old (51.4% or 562 610), followed by those who were 25 – 29 years old (17.6% or 192 550) and 30 – 39 years old (14.6% or 160 024). The majority of youth aged 19 – 24 years old enrolled for undergraduate degrees (335 195), and undergraduate certificates and diplomas (174 687). Students in the other age groups (except 50 – 59 years and 60 years and older) also enrolled mainly for undergraduate degrees and undergraduate certificates and diplomas.

On the other hand, three in every five students aged 60 years and older enrolled for doctoral degrees (36.7% or 706) and undergraduate degrees (25.8% or 497). Almost half of the students in the age group 50 – 59 years also enrolled for undergraduate degrees (30.4% or 5 069) and doctoral degrees (18.6% or 3 103).

Figure 4.8: Number of first-time undergraduate students enrolled in public HEIs, 2009 – 2020



Sources: *Statistics on Post-School Education and Training in South Africa, 2019. 2020 HEMIS database, data extracted in November 2021.*

Note: The term “undergraduate students” refers to students who have enrolled in a Bachelor’s degree, Diploma (including advanced Diploma), Higher Certificate, Advanced Certificate and Post-Graduate Certificate in Education. It also includes professional Bachelor’s degrees such as BSc (Engineering) and MB ChB, which are those that have an approved formal time of three or more years.

A total of 209 522 first-time entering students were enrolled in public HEIs in 2020, which was 19.1% of the total enrolment. UNISA enrolled more than a third of first-time entering students in 2020 (37.3% or 78 144), followed by North West University (5.8% or 12 209) and Tshwane University of Technology (5.3% or 11 053) (see Table 10.3 of the Appendix).

The number of first-time entering students increased by 11.6% or 21 800 between 2019 and 2020, and the major contributor to the increase was UNISA which enrolled 29 873 (61.9%) more students between the two academic years. Despite the overall increase in the number of first-time entering students between 2019 and 2020, enrolment declined in 15 out of 26 public HEIs, with the highest decline recorded in Walter Sisulu University (decrease of 30.2% or 2 166). First-time entering students enrolment in public HEIs increased by 27.4% (45 004) over the period under review (2009-2020). The largest increase over this period was recorded for UNISA (37 260), followed by the North West University (6 280) and the University of the Free State (3 756) (see Table 10.3 of the Appendix).





Table 4.4: Number of foreign students enrolled in public HEIs by country, attendance mode and qualification type, 2020

Country	Contact								Distance								Total contact and Distance
	Occasional students	Undergraduate Certificates and Diplomas	Undergraduate Degrees	Advanced Diplomas and Postgraduate Certificates in Education	Postgraduate below Master's Level	Master's Degrees	Doctoral Degrees	Total Contact	Occasional students	Undergraduate Certificates and Diplomas	Undergraduate Degree	Advanced Diplomas and Postgraduate Certificates in Education	Postgraduate below Master's Level	Master's Degrees	Doctoral Degrees	Total Distance	
Zimbabwe	45	464	4 427	75	680	2 134	1 904	9 729	121	1 007	6 002	214	1 252	514	308	9 418	19 147
Democratic Republic of the Congo	13	1 595	638	162	92	295	106	2 901	24	129	245	35	87	55	12	587	3 488
Namibia	10	54	785	18	311	673	222	2 073	16	216	439	163	279	101	38	1 252	3 325
Nigeria	13	142	305	26	131	599	1 445	2 661	12	44	277	15	116	80	94	638	3 299
Lesotho	6	337	923	52	206	493	230	2 247	14	84	343	17	168	44	12	682	2 929
Swaziland/Eswatini	2	199	800	31	113	278	144	1 567	13	77	516	41	201	75	16	939	2 506
Zambia	9	43	320	4	64	259	251	950	2	27	183	2	26	32	24	296	1 246
Botswana	4	16	215		81	281	176	773	6	26	261	5	37	39	15	389	1 162
Kenya	36	15	211	2	49	240	345	898	2	5	42	1	15	26	32	123	1 021
Ghana	3	9	31	6	26	197	444	716	4	7	51	3	38	23	162	288	1 004
Other foreign nationalities	849	1 004	2 573	123	597	2 299	2 185	9 630	57	248	994	57	294	241	592	2 483	12 113
Total	990	3 878	11 228	499	2 350	7 748	7 452	34 145	271	1 870	9 353	553	2 513	1 230	1 305	17 095	51 240

Source: 2020 HEMIS database, data extracted in November 2021.

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" refers to Bachelor's degrees, BTech and professional Bachelor's degrees such as BSc (Engineering), MBChB, BFA, which are those that have an approved formal time of three or more years.

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

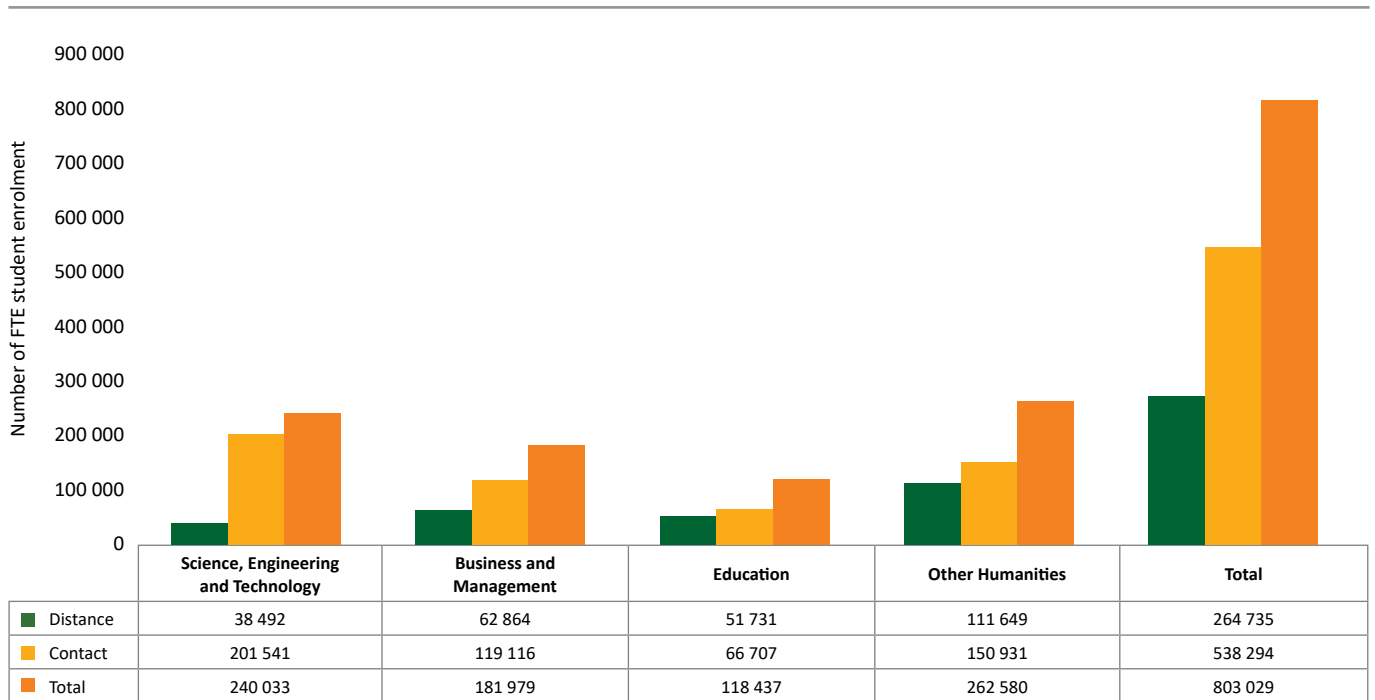
Note 6: Enrolment numbers are listed by the ten countries with the most foreign student enrolment. The rest of foreign student enrolments are included in "other foreign nationalities".

The total number of foreign national students enrolled in public HEIs in 2020 was 51 240, which was 4.7% of total enrolment (1 094 808). More than one third of foreign national students were from Zimbabwe (37.4% or 19 147) while the lowest proportion of students were from Ghana (2.0% or 1 004) and Kenya (2.0% or 1 021). Even though a large number of foreign national students were from Zimbabwe, two in every five students enrolled for undergraduate certificates and diplomas through the contact mode of learning were from Democratic Republic of the Congo (41.1% or 1 595).

More than two thirds of the foreign national students enrolled through the contact mode of learning (66.6% or 34 145), while 33.4% or 17 095 of them enrolled through the distance mode of learning. The majority of students who enrolled through the contact mode of learning enrolled for undergraduate degrees (32.9% or 11 228), followed by enrolment for Master's degrees (22.7% or 7 748) and Doctoral degrees (21.8% or 7 452). More than half of the foreign national students who enrolled through the distance mode of learning enrolled for undergraduate degrees (54.7% or 9 353).



Figure 4.9: Number of Full-Time Equivalent student enrolment in public HEIs, by attendance mode and major field of study, 2020



Source: 2020 HEMIS database, data extracted in November 2021.

The total number of Full-Time Equivalent (FTE) students in public HEIs in 2020 was 803 029, of which 538 294 or 67.0% enrolled through the contact mode of learning and only 264 735 or 33.0% enrolled through the distance mode of learning. A higher number of FTE enrolments for students enrolled through the distance mode of learning was in the other Humanities field of study (42.2% or 111 649) and the lowest was in SET (14.5% or 38 492). On the other hand, 83.8% (201 541) of FTE enrolments in the SET field of study were for students enrolled through the contact mode of learning.

The highest FTEs for students enrolled through the contact mode of learning in 2020 were recorded in Tshwane University of Technology (45 734), followed by the University of Pretoria (40 332) and the North West University (38 171). UNISA recorded the highest FTE for students enrolled through the distance mode of learning (95.8% or 253 687) (see Table 10.4 of the Appendix).

The largest difference in FTE enrolments was recorded in the SET field of study, where 163 049 more students enrolled in this field enrolled through the contact mode of learning as compared to the distance mode of learning. A lower difference was recorded in the Education field of study.



**Table 4.5: Number of students in public HEIs by primary disability and gender, 2020**

Disability	Female	Male	No information	Total
Communication (talking, listening)	58	131	0	189
Emotional (behavioural or psychological)	555	341	2	898
Hearing (even with a hearing aid)	1 166	869	0	2 035
Intellectual (difficulties in learning)	582	725	2	1 309
Multiple	40	40	0	80
Physical (moving, standing, grasping)	1 270	1 011	2	2 283
Sight	1 350	1 116	1	2 467
Disabled but unspecified	1 377	976	3	2 356
Total	6 398	5 209	10	11 617

Source: 2020 HEMIS database, data extracted in November 2021.

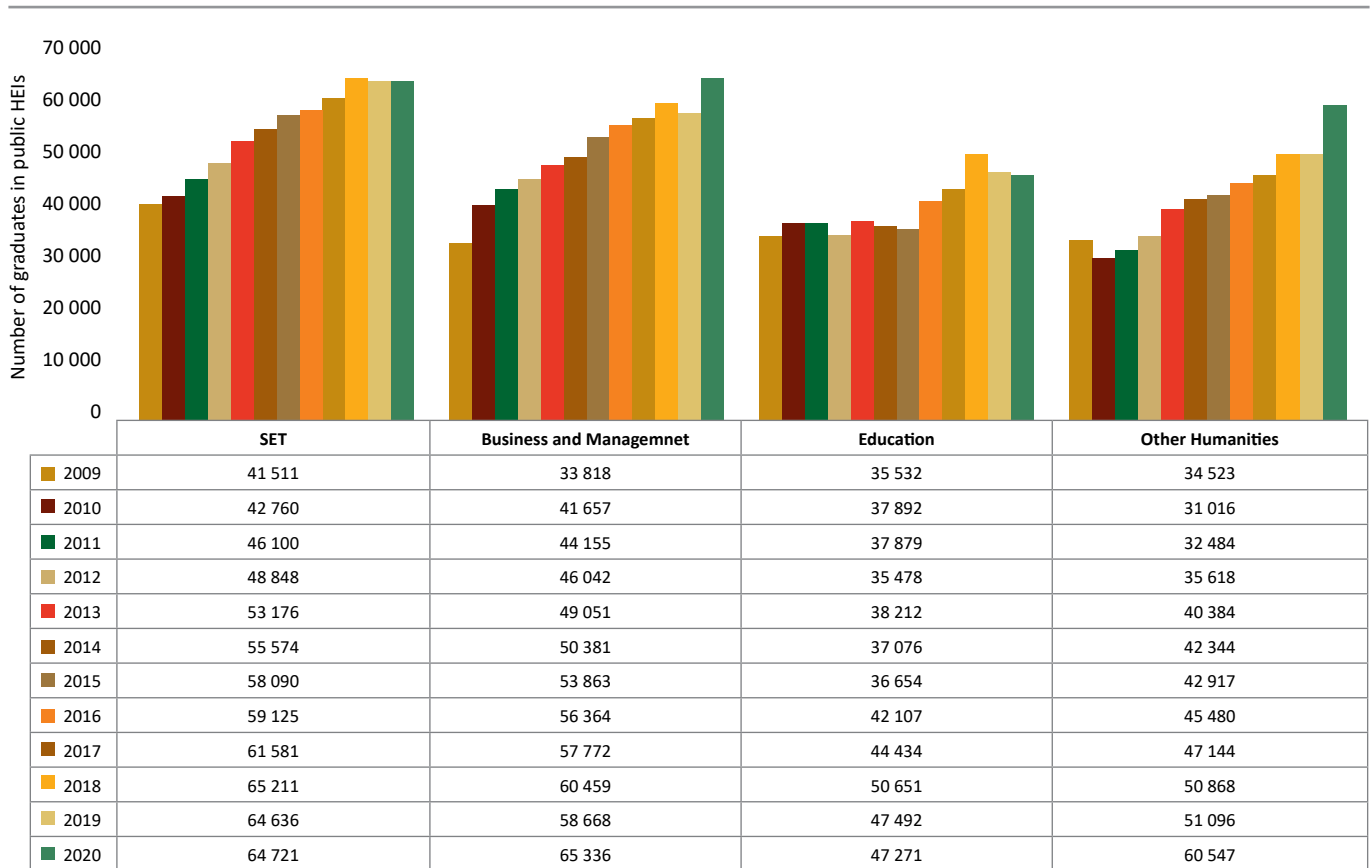
The total number of students who reported to have a disability was 11 617 in 2020, which was 1.1% of total enrolment in public HEIs (1 094 808). A large number of students were reported to have a sight disability (21.2% or 2 467), followed by those with a physical disability (19.7% or 2 283) and hearing disability (17.5% or 2 035). There was also a large number of students who had a disability but did not disclose the disability type (20.3% or 2 356).

More than half of students who reported to have a disability were females (55.1% or 6 398) while 44.8% or 5 209 were males. The largest gender disparity was recorded for students with hearing and physical disabilities, where 297 and 259 more females reported to have these disabilities compared to males. Even though there was an overall higher number of females with disabilities, a higher number of male students reported to have intellectual and communication disabilities compared to females.



4.2.3 Graduates from public Higher Education Institutions (HEIs)

Figure 4.10: Number of graduates from public HEIs by major field of study, 2009 – 2020



Sources: *Statistics on Post-School Education and Training in South Africa, 2019.*
2020 HEMIS database, data extracted in November 2021.

Note: The total number of graduates includes 7 students with unspecified Classification of Educational Subject Matter (CESM).

There were 237 882 graduates in public HEIs in 2020, which was 7.2% (15 940) higher when compared with graduates reported in 2019 (221 942). Increases in the number of graduates in 2020 were recorded in almost all fields of study except Education, where a decline of 221 was observed. More than half of the graduates in 2020 were from the following institutions: UNISA (27.1% or 64 423), North West University (6.5% or 15 454), Tshwane University of Technology (6.3% or 14 897), University of Johannesburg (5.5% or 13 035) and University of Pretoria (5.4% or 12 852) – see Table 10.5 of the Appendix.

The majority of graduates obtained their qualifications in the Business and Management (27.5% or 65 336), followed by SET (27.2% or 64 721), other Humanities (25.5% or 60 547) and Education (19.9% or 47 271) fields of study. Almost half of the graduates in the Education field of study were from UNISA (45.4% or 21 450), and the majority of graduates in the Business and Management and other Humanities were also from this institution. Over 30% of the graduates in the SET field of study were recorded in University of Pretoria (8.5% or 5 526), UNISA (8.0% or 5 170), Tshwane University of Technology (7.7% or 4 958) and the University of Witwatersrand (6.8% or 4 410).





Over the twelve year period (2009 – 2020), the number of graduates increased by 63.6% (92 456), and large increases were recorded in the Business and Management (93.2% or 31 519) and other Humanities (75.4% or 26 024) and SET (55.9% or 23 210) fields of study, while graduates in the Education field of study increased by 33.0% or 11 739 in the same period.

Figure 4.11: Number of graduates from public HEIs by qualification type, 2009 – 2020



Sources: *Statistics on Post-School Education and Training in South Africa, 2019. 2020 HEMIS database, data extracted in November 2021.*

The majority of the 237 882 graduates produced in 2020 obtained undergraduate degrees (103 196 or 43.4%), followed by undergraduate certificates and diplomas (63 900 or 26.9%), and postgraduate below Master's level (39 779 or 16.7%). Over one third of Master's level graduates were from the University of Pretoria (13.9% or 1 801), the University of Witwatersrand (13.6% or 1 758) and the University of Cape Town (10.3% or 1 333).

Over 36% of doctoral degrees graduates were recorded in University of KwaZulu-Natal (13.7% or 487), University of South Africa (11.9% or 422) and University of Pretoria (10.5% or 374). A large number of graduates for undergraduate certificates and diplomas, undergraduate degrees and postgraduate below Master's level were from UNISA – see Table 10.5 of the Appendix.



The highest increase in the number of graduates produced between 2019 and 2020 was recorded in the following qualification categories: advanced diploma and postgraduate certificate in education (121.9% or 7 985) and undergraduate certificates and diplomas (12.3% or 6 994). A 4.4% (597) decrease in the number of Master’s level graduates was recorded in the same period.

The number of graduates increased by 63.6% (92 456) between 2009 and 2020, and the major contributors were undergraduate degrees (46 005), postgraduate below Master’s level (13 188) and undergraduate certificates and diplomas (11 748). The number of doctoral degree graduates more than doubled in the same period (from 1 380 in 2009 to 3 552 in 2020), while that of Master’s degree graduates increased by 59.3% (4 810).

Table 4.6: Number of graduates from public HEIs by gender, field of study and qualification type, 2020

Qualification type	Female					Male					No information	Total number of graduates
	SET	Business and Management	Education	Other Humanities	Total	SET	Business and Management	Education	Other Humanities	Total		
Undergraduate Certificates and Diplomas	6 954	15 173	8 970	11 380	42 477	7 234	7 822	1 392	4 975	21 423	0	63 900
Undergraduate Degree	17 246	12 088	14 800	20 866	65 000	15 008	8 911	5 247	9 015	38 181	15	103 196
Advanced Diploma and Postgraduate Certificate in Education	1 021	3 327	3 878	1 086	9 312	854	1 773	1 877	715	5 219	2	14 533
Postgraduate below Master’s Level	5 076	7 327	7 336	6 077	25 815*	3 520	5 557	2 717	2 165	13 958*	6	39 779
Master’s Degrees	3 165	1 445	428	1 987	7 025	2 869	1 513	217	1 294	5 893	4	12 922
Doctoral Degrees	756	141	207	433	1 536*	1 013	257	200	538	2 009*	7	3 552
Total	34 217	39 501	35 619	41 828	151 165	30 498	25 833	11 650	18 701	86 683*	34	237 882

Source: 2020 HEMIS database, data extracted in November 2021.

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

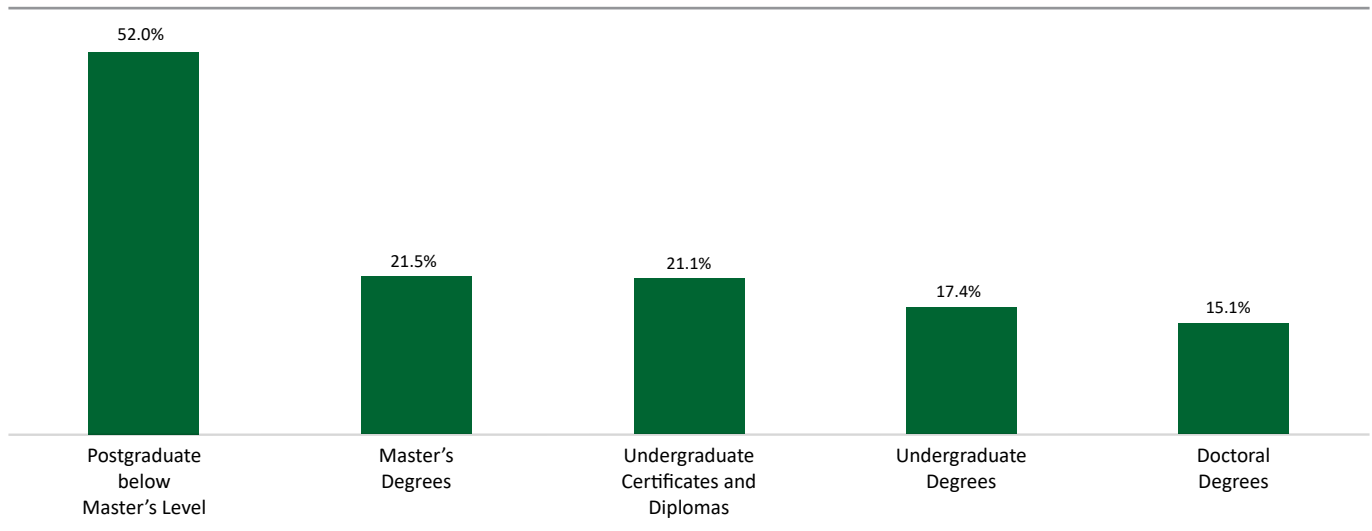
Almost two thirds of the graduates were females (63.5% or 151 165), while 36.4% (86 683) were males. The number of female graduates were higher in almost all qualification types except doctoral degrees, with the largest differences observed for undergraduate degrees (26 819) and undergraduate certificates and diplomas (21 054). There were 473 more male graduates in doctoral degrees as compared to females. A large number of both male and female graduates obtained their doctoral degrees in the SET field of study (1 013 and 756 respectively)

Female graduates outnumbered male graduates in all fields of study, and large differences were observed in Education and other Humanities, where 23 969 and 23 127 more females completed as opposed to males. It should also be noted that over three quarters of graduates in the Education field of study were females (35 619 out of the overall total of 47 271), while the proportion of male and female graduates in the SET field of study were almost similar (47.1% or 30 498 and 52.9% or 34 217 respectively).





Figure 4.12: Average graduation rates in public HEIs by qualification type, 2020

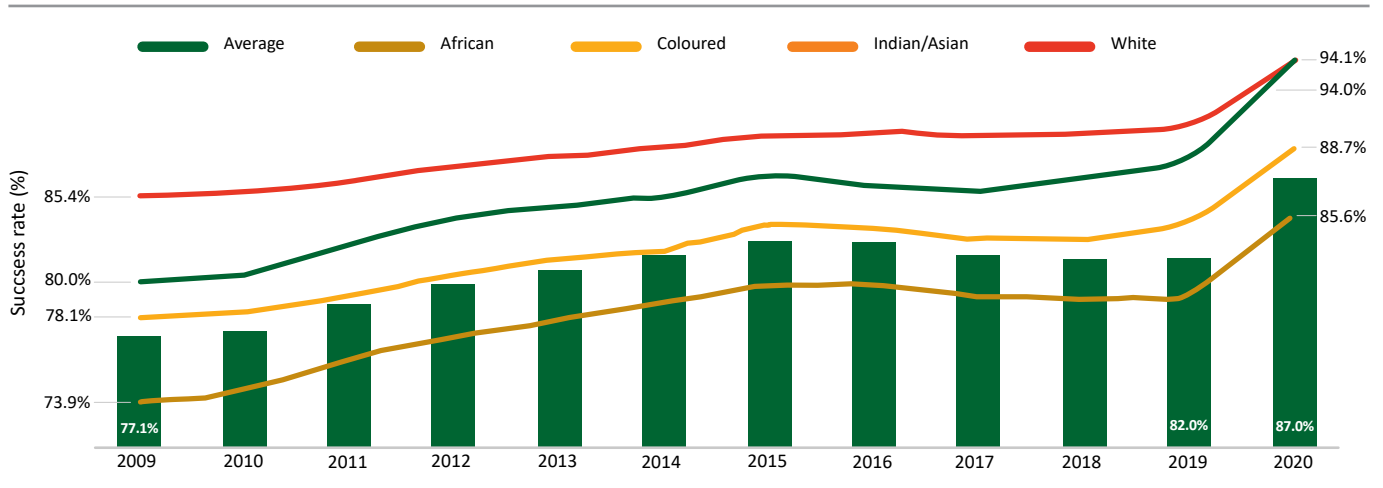


Source: 2019 HEMIS database, data extracted in November 2021.

Note: These graduation rates serve as proxies for throughput rates of cohorts of students. A detailed account of benchmarks related to these graduation rates can be seen in The National Plan for Higher Education (Department of Education: 2001).

The highest graduation rate was for postgraduate below Master's level (52.0%) and the lowest was for doctoral degrees (15.1%). High graduation rates for postgraduate below Master's level were recorded by the University of Mpumalanga (81.0%), Mangosuthu University of Technology (75.4%) and Sefako Makgatho Health Science University (74.9%). Due to the method of calculation, these high graduation rates will be as a result of the low number of enrolments in the postgraduate below Master's level for these institutions who have only recently received accreditation for qualifications in this category – see Table 10.6 of the Appendix.

Figure 4.13: Percentage distribution of average undergraduate success rates in public HEIs for contact education programmes by population group, 2009 – 2020



Source: 2020 HEMIS database, data extracted in November 2021.

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

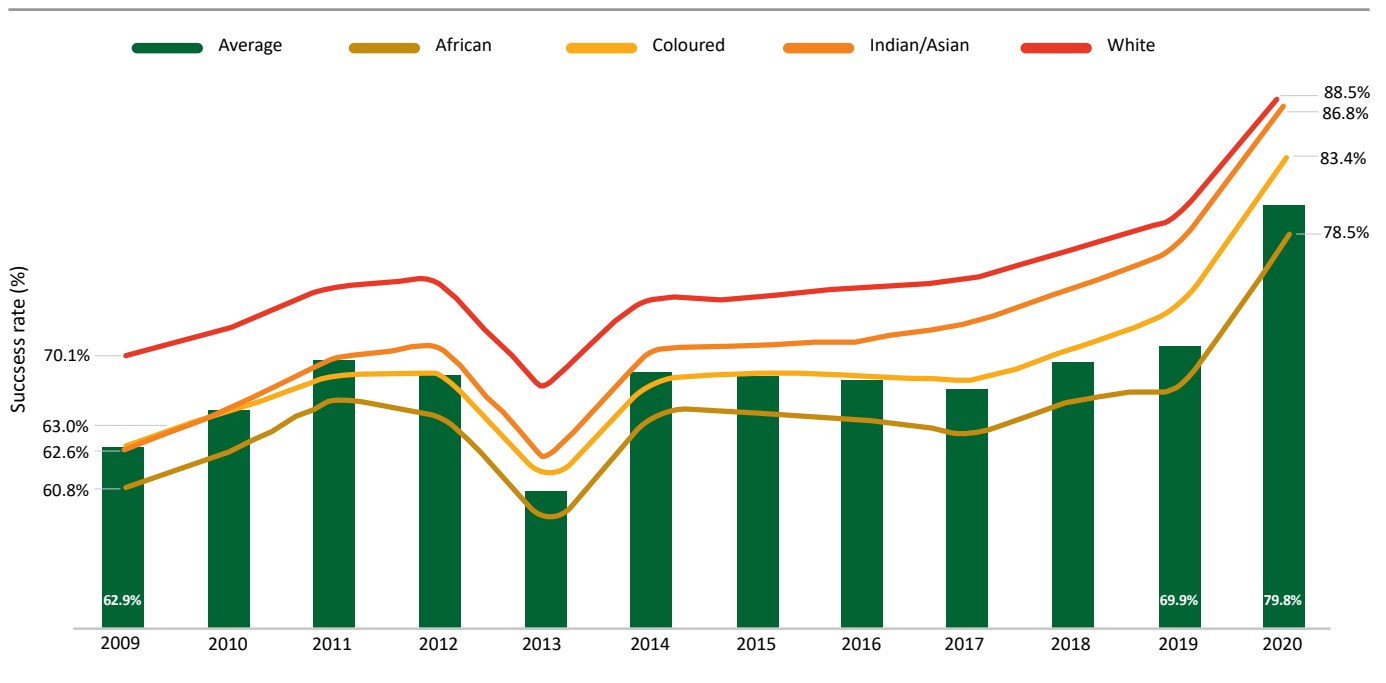


The average undergraduate success rate for students enrolled through contact mode of learning was 87.0% in 2020, which was 5.0 percentage points higher when compared with 2019. Success rates were higher than average for White, Indian/Asian and Coloured (94.1%; 94.0% and 88.7% respectively), while Africans recorded a lower than the average success rate (85.6%) – this was observed throughout the period under review.

There were 12 out of 26 public HEIs which recorded higher than average success rates for students enrolled through the contact mode of learning, and the highest success rates were observed in Sefako Makgatho Health Science University (95.7%), North West University (91.5%) and the University of KwaZulu-Natal (90.9%) - see Table 10.7 of the Appendix.

The success rate for contact students increased by 9.9 percentage points (from 77.1% to 87.0%) when comparing 2009 and 2020, and the highest increase in this period was for Indian/Asians (14.0 percentage points), followed by Africans (11.7 percentage points) and Coloureds (10.6 percentage points).

Figure 4.14: Percentage distribution of average undergraduate success rates in public HEIs for distance education programmes by population group, 2009 – 2020



Source: 2020 HEMIS database, data extracted in November 2021.

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

The average undergraduate success rate for students enrolled through distance mode of learning was 79.8% in 2020, which was 9.9 percentage points higher when compared with 2019. White, Indian/Asian and Coloured students obtained higher than average success rates (88.5%; 86.8% and 83.4% respectively), while African students obtained lower than average success rate (78.5%).

Only 11 out of 26 public HEIs offered programmes through distance mode of learning in 2020 (see Table 10.2 of the Appendix). Higher than average success rates were observed in six public HEIs, with the highest being the University of KwaZulu-Natal (98.2%), North West University (95.4%) and the Tshwane University of Technology (94.0%) – see Table 10.7 of the Appendix.





The success rate for students enrolled through the distance mode of learning increased by 16.9 percentage points (from 62.9% to 79.8%) over the past twelve years (2009-2020), and the highest increase was for Indian/Asians (24.2 percentage points), followed by Coloureds (20.4 percentage points), Whites (18.4 percentage points) and the lowest was recorded for African students (17.7 percentage points).

4.2.4 Staffing in public Higher Education Institutions (HEIs)

Table 4.7: Number of permanent staff in public HEIs, by population group, personnel categories and gender, 2020

Population group	Instruction and research			Administrative			Services			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
African	3 688	5 089	8 777	10 147	8 731	18 878	5 458	4 973	10 431	19 293	18 793	38 086
Coloured	815	683	1 498	3 330	1 889	5 219	554	475	1 029	4 699	3 047	7 746
Indian/Asian	912	725	1 637	1 085	697	1 782	12	47	59	2 009	1 469	3 478
White	4 319	3 676	7 995	4 622	2 060	6 682	29	47	76	8 970	5 783	14 753
Unknown	95	307	402	34	49	83	3	0	3	132	356	488
Total	9 829	10 480	20 309	19 218	13 426	32 644	6 056	5 542	11 598	35 103	29 448	64 551

Source: 2020 HEMIS database, data extracted in November 2021.

Note: Total include unknown population group and gender.

The total number of permanent staff members in public HEIs was 64 551 in 2020, and over half of them were employed as administrative staff (50.6% or 32 644), followed by instruction and research staff (31.5% or 20 309) and services staff (18.0% or 11 598). More than half of permanent staff were at the following universities: UNISA (9.2% or 5 938), the University of Witwatersrand (7.6% or 4 903), the University of Cape Town (7.5% or 4 865), the University of Pretoria (7.1% or 4 598), the University of Johannesburg (6.9% or 4 462), the University of KwaZulu-Natal (6.7% or 4 338) and North West University (6.3% or 4 086) – see Table 10.9 of the Appendix.

The number of female permanent staff was 35 103 (54.4% of the overall staff complement), which was 5 655 higher when compared with males (29 448 or 45.6% of the overall staff complement). There was an overall high number of female staff as compared to males in administrative and services category, and the large difference was in the administrative category, where 5 792 more females were employed as compared to males. On the other hand, 651 more males were employed as instruction and research staff compared to females.

In terms of the population group, the majority of permanent staff were Africans (59.0% or 38 086), followed by White staff (22.9% or 14 753), Coloured (12.0% or 7 746) and Indian/Asian (5.4% or 3 478). The majority of African, Coloured and Indian/Asian staff were employed as administrative staff, while more than half of White staff were employed as instruction and research staff (7 995 out of 14 753).

Table 10.9 of the Appendix also indicates that 99.3% of blacks (i.e. African, Indian/Asian and Coloured) were employed as services staff, while 79.3% were employed as administrative staff and 58.7% were instruction and research staff. The University of Stellenbosch, the University of Pretoria and the University of the Free State employed a smaller proportion of black staff in the instruction and research category (27.9%; 32.8% and 34.7% respectively), while the University of Venda, Mangosuthu University of Technology, the University of Limpopo and Walter Sisulu University employed more than 90% of black staff in this category.



4.3 PRIVATE HIGHER EDUCATION INSTITUTIONS (PHEIs)

4.3.1 Introduction

In terms of the Public Notice (Government Gazette No. 19389, dated 30 October 1998), no private institution is permitted to offer higher education in South Africa as of 1 January 2000, unless registered with the Department of Higher Education and Training (the Department). In terms of the Higher Education Act, 1997 (Act No. 101 of 1997, as amended) (“the Act”), and the Regulations for the Registration of Private Higher Education Institutions published in Government Gazette No. 39880, dated 31 March 2016 (“the Regulations”), all private institutions providing higher education programmes must be registered with the Department. This requirement applies to both local and foreign institutions. The total student enrolment figures for private higher education institutions (PHEIs) provided below are based on student enrolment for institutions listed on the Register of PHEIs dated 21 September 2020. The current Register of PHEIs is available on the Department’s website through the link: <http://www.dhet.gov.za>. In 2020, 128 out of 132 (128/132) registered PHEIs submitted student and staff data to the Department in accordance with section 57(2)(c) of the Act and Regulation 27(3). Whilst the following four (4) institutions submitted annual reports, they did not submit student data since they did not have students enrolled in any of the programmes: a Chatsmed Candle Light Nursing School (Pty) Ltd; b. Esda Nursing Education Institute (Pty) Ltd; c. Future Nurses Nursing School (Pty) Ltd; and d. Khanyisa Nursing School (Pty) Ltd. It is also noted that from 2016, it became mandatory for the PHEIs to submit audited student data to the Department as part of their annual reporting.

4.3.2 Enrolment in Private Higher Education Institutions (PHEIs)

Table 4.8: Number of students enrolled in PHEIs by gender, 2011 - 2020

Year	Female	Male	Unspecified	Total
2011	54 160	48 876	n.a.	103 036
2012	53 774	43 704	n.a.	97 478
2013	64 335	55 606	n.a.	119 941
2014	73 776	65 431	3 350	142 557
2015	80 532	66 516	162	147 210
2016	91 493	73 801	2 114	167 408
2017	105 983	77 754	1 309	185 046
2018	115 106	82 347	445	197 898
2019	122 021	86 037	920	208 978
2020	131 149	86 721	1 161	219 031

Sources: *Statistics on Post-School Education and Training in South Africa, 2019.*
Annual reports submitted by PHEIs to DHET for the 2020 year of reporting.

Note 1: Only the 2016-2020 figures provided in the above table were audited.
 Note 2: Unspecified refers to number of students who did not report on gender.
 Note 3: “n.a.” means not applicable.

Table 4.8 shows that the total number of students enrolled at PHEIs in 2020 was 219 031. This represents an increase of 4.8% (10 053) in comparison to the total student enrolment in 2019 (208 978). Over the 10 year period under review, the number of students enrolled in PHEIs has more than doubled (increase of 115 995). The female enrolment in PHEIs was consistently higher than that of males over the period under review (2011 to 2020). The number of students who did not report on gender increased significantly by 26.2% from 920 in 2019 to 1 161 in 2020.



**Table 4.9: Number of students enrolled in PHEIs by qualification type, 2020**

Year	Higher Certificate	Advanced Certificate	Diploma-240 Credits	Diploma-360 Credits	Advanced Diploma	Postgraduate Diploma	Bachelor's Degree (240-Credits)	Bachelor's Degree (360—Credits)	Bachelor's Degree (480-Credits)	Honours Degree	Master's Degree	Master's Degree (Professional)	Doctoral Degree	Doctoral Degree (Professional)	Total
2020	39 189	6 579	2 999	47 785	3 678	9 906	249	83 715	13 447	4 974	6 097	0	413	0	219 031
Percentage	17.9%	3.0%	1.4%	21.8%	1.7%	4.5%	0.1%	38.2%	6.1%	2.3%	2.8%	0%	0.2%	0	100%

Source: Annual report submitted by PHEIs to DHET for the 2020 year of reporting.

Note 1: The figures provided in the above table were audited.

Note 2: The qualification types are on NQF level 5-10.

In 2020, the highest proportion of students (38.2% or 83 715 of the total enrolment) were enrolled in Bachelor's degree (360-credits) programmes, followed by enrolments in 360 credit Diploma programmes (21.8% or 47 785). The enrolment in Higher Certificate programmes was the third highest in PHEIs (17.9% or 39 189), followed by Bachelor's degree (480-credits) (6.1% or 13 447). Only 0.2% or 413 of the total enrolment were enrolled for the Doctoral degree, while 2.8% (6 097 were for Master's degree. Table 4.9 further shows that 207 547 students (95% of the total enrolment) were enrolled for undergraduate programmes, which is more than 9 out of every 10 students in PHEIs in 2020.

Table 4.10: Number of students enrolled in PHEIs by NQF field, 2020

NQF field	2020	Percentage	Number of PHEIs offering
1. Agriculture and Nature Conservation	295	0.1%	4
2. Culture and Arts	14 331	6.5%	36
3. Business, Commerce and Management Studies	120 145	54.9%	49
4. Communication Studies and Language	6 232	2.8%	17
5. Education, Training and Development	27 848	12.7%	18
6. Manufacturing, Engineering and Technology	586	0.3%	4
7. Human and Social Studies	12 286	5.6%	39
8. Law, Military Science and Security	10 410	4.8%	6
9. Health Sciences and Social Services	2 610	1.2%	19
10. Physical, Mathematical, Computer and Life Sciences	20 296	9.3%	19
11. Services	3 690	1.7%	16
12. Physical Planning and Construction	302	0.1%	2
Total	219 031	100%	229

Source: Annual report submitted by PHEIs to DHET for the 2020 year of reporting.

Note 1: The figures provided in the above table were audited.

Note 2: The total number of PHEIs offering programmes on NQF fields will not be the same as total number of PHEIs which submitted data as one institution can offer programmes on different NQF Fields.



In 2020, more than half of the total number of students in PHEIs were enrolled for programmes in the field of Business, Commerce and Management Studies (54.9% or 120 145 of the total enrolment), followed by Education, Training and Development (12.7% or 27 848) and Physical, Mathematical, Computer and Life Sciences (9.3% or 20 296) fields.

The fourth highest enrolment was in the Culture and Arts field (6.5% or 14 331), followed by Human and Social Studies (5.6% or 12 286), and Law, Military Science and Security (4.8% or 10 410). The lowest student enrolments were in the fields of Agriculture and Nature Conservation, and Physical Planning and Construction with 295 or 0.1% and 302 or 0.1% respectively. Table 4.10 further shows that the highest number of PHEIs (49) are offering programmes in the field of Business, Commerce and Management Studies whilst only two offer programmes within the category of Physical Planning and Construction.

Table 4.11: Number of students enrolled in PHEIs by population group and nationality, 2011 – 2020

Year	African	Coloured	Indian/ Asian	White	Total South African students	Foreign National students	Unspecified	Total
2011	56 988	7 526	5 913	23 311	93 738	9 298	n.a.	103 036
2012	56 813	6 876	5 222	18 500	87 411	10 067	n.a.	97 478
2013	64 933	8 183	6 649	26 664	106 429	13 512	n.a.	119 941
2014	80 983	12 716	10 396	22 191	126 286	12 921	3 350	142 557
2015	83 997	11 127	9 456	25 740	130 320	15 670	1 220	147 210
2016	99 972	11 223	10 494	27 212	148 901	16 393	2 114	167 408
2017	112 124	13 491	11 955	29 780	167 350	16 387	1 309	185 046
2018	122 342	14 057	12 756	31 802	180 957	16 496	445	197 898
2019	128 519	16 260	14 594	32 131	191 504	16 554	920	208 978
2020	133 506	18 075	15 898	34 848	202 327	15 543	1 161	219 031

Sources: *Statistics on Post-School Education and Training in South Africa, 2019. Annual report submitted by PHEIs to DHET for the 2020 year of reporting.*

Note 1: Only the 2016-2020 figures provided in the above table were audited.

Note 2: Unspecified refers to number of students who did not report on population group and/or nationality.

Note 3: "n.a." means not applicable.

Most of students who were enrolled in PHEIs in 2020 were South Africans (92.4% or 202 327), while 7.1% (15 543) were foreign nationals. Only 1 161 or 0.5% of the total enrolment opted not to report on population group, gender and/or nationality. Between 2019 and 2020, the number of South African students enrolled in PHEIs increased by 10 823 (5.7%), while that of foreign nationals decreased by 1 011 (6.1%).

Table 4.11 further shows that in 2020, among South African students, the highest student enrolment was in the African population group, which was 133 506 (66.0%) followed by 34 848 (17.2%) in the White population group. The Coloured and Indian/Asian population groups recorded an enrolment of 18 075 (8.9%) and 15 898 (7.9%) respectively.

Student enrolment has increased significantly in all population groups between 2011 and 2020, with a more than 100% increase in the African, Indian/Asian and Coloured student populations, and 49.5% (11 537) increase in the White student population.



**Table 4.12: Number of students enrolled in PHEIs by age category and gender, 2020**

Age category	Female	Male	Total
<18 years	130	105	235
18-24 years	53 646	41 131	94 777
25-31 years	25 176	15 615	40 791
32-38 years	26 092	13 687	39 779
39-45 years	16 372	9 715	26 087
≥46	10 164	7 068	17 232
Unspecified	Unspecified	Unspecified	130
Total	131 580	87 321	219 031

Source: Annual reports submitted by PHEIs to DHET for the 2020 year of reporting.

Note 1: The figures provided in the above table were audited.

Note 2: Unspecified refers to number of students who did not report on age and/or gender.

Most of students who were enrolled in PHEIs in 2020 were aged between 18 -24 years (43.3% or 94 777), followed by those aged between 25 - 31 years (18.6% or 40 791) and 32-38 years (18.2% or 39 779). The number of females was consistently higher than those of males in all age categories, and the largest disparities were in the 18-24 years and 32-38 years age groups. A small number of students aged less than 18 years (235 or 0.1% of the total enrolled students) were enrolled in PHEIs in 2020. Only 130 students opted not to disclose their age and gender.

Table 4.13: Number of foreign students enrolled in PHEIs by country and qualification type, 2020

Country	Qualification type														Total
	Higher Certificate	Advanced Certificate	Diploma-240 Credits	Diploma-360 Credits	Advanced Diploma	Postgraduate Diploma	Bachelor's Degree (240-Credits)	Bachelor's Degree (360-Credits)	Bachelor's Degree (480-Credits)	Honours Degree	Master's Degree	Master's Degree (Professional)	Doctoral Degrees	Doctoral Degrees (Professional)	
Zimbabwe	432	44	25	423	17	205	0	1 790	57	89	124	0	23	0	3 229
Namibia	1 023	12	6	646	87	239	89	2 169	15	403	267	0	1	0	4 957
Swaziland	101	2	5	35	7	64	0	941	13	63	57	0	0	0	1 288
Lesotho	49	3	2	42	4	9	1	159	7	5	14	0	0	0	295
Nigeria	19	7	1	18	6	31	0	122	7	6	30	0	7	0	254
Democratic Republic of the Congo	139	1	4	59	3	17	0	260	16	14	18	0	4	0	535
Botswana	36	10	0	43	3	28	0	236	3	14	29	0	2	0	404
Zambia	18	11	0	22	5	8	0	190	4	14	21	0	5	0	298
Kenya	11	1	1	5	2	3	0	86	5	8	9	0	2	0	133
United States of America	5	1	0	10	0	3	0	42	2	5	16	0	37	0	121
Other Foreign Nationalities	441	93	86	589	29	295	0	1 903	60	99	424	0	10	0	4 029
Total	2 274	185	130	1 892	163	902	90	7 898	189	720	1 009	0	91	0	15 543

Source: Annual reports submitted by PHEIs to DHET for the 2020 year of reporting.

Note 1: The figures provided in the above table were audited.

Note 2: Other foreign nationalities includes students from countries not listed above.



Enrolment by foreign national students in the PHEIs in 2020 was 15 543, which was 7.1% of the total student enrolment at PHEIs. The majority of the foreign students were from Namibia (31.9% or 4 957), followed by students from Zimbabwe (20.8% or 3 229) and Swaziland (8.3% or 1 288). The smallest proportion of students were from the United States of America (0.8% or 121).

The highest proportion of foreign national students were enrolled on programmes offered at Bachelor’s degree (360-Credits) level (50.8% or 7 898), with majority of them from Namibia (2 169 or 27.5%). Furthermore, a total of 2 274 or 14.6% of foreign national students were enrolled on Higher Certificate programmes and 1 892 or 12.2% were enrolled on 360 Credit Diploma programmes. Table 4.13 further shows a total of 1 009 or 6.5% of foreign national students were enrolled on Master’s degree programmes and only 91 (0.6%) were enrolled for Doctoral degrees. On the programmes offered at Doctoral level, it is noted that (40.7% or 37) of the foreign national students were from the United States of America.

4.3.3 Graduates from Private Higher Education Institutions (PHEIs)

Table 4.14: Number of graduates from PHEIs, by qualification type, 2020

Year	Higher Certificate	Advanced certificate	Diploma (240-Credits)	Diploma (360-Credits)	Advanced Diploma	Postgraduate Diploma	Bachelor’s degree (360-Credits)	Bachelor’s degree (480-Credits)	Honours Degree	Master’s Degree	Master’s Degree (Professional)	Doctoral Degrees	Doctoral Degrees (Professional)	Total
2020	13 134	1 739	1 543	10 227	1 138	2 500	12 704	1 059	1 616	1 383	0	42	0	47 085
Percentage	27.9%	3.7%	3.3%	21.7%	2.4%	5.3%	27.0%	2.2%	3.4%	2.9%	0%	0.1%	0%	100%

Source: Annual reports submitted by PHEIs to DHET for the 2020 year of reporting.

Note 1: The figures provided in the above table were audited.

Note 2: Graduates referred to enrolled in the previous academic years and not in the 2020 academic year.

In 2020, a total of 47 085 students graduated from PHEIs. The greatest proportion graduated with the Higher Certificate (13 134 or 27.9%) followed closely by the 360 Credit Bachelor’s degrees (12 704 or 27.0%) and 360 Credit Diploma (10 227 or 21.7%), while fewer students completed a Postgraduate Diploma (2 500 or 5.3%), Advanced Certificate (1 739 or 3.7%) and Honours Degree (1 616 or 3.4%). Only 42 or 0.1% graduated with a Doctoral degree.

4.3.4 Staffing in Private Higher Education Institutions (PHEIs)

Table 4.15: Number of staff in PHEIs by employment period and personnel categories, 2020

Employment period	Academic/ Research	Service Staff	Support Staff	Total
Full-time	4 017	1 218	4 864	10 099
Part-time	4 275	129	815	5 219
Total	8 292	1 347	5 679	15 318

Source: Annual report submitted by PHEIs to DHET for the 2020 year of reporting.

Note: The figures provided in the above table were audited.

The total number of full-time and part-time staff in PHEIs was 15 318 in 2020. Of this total, 65.9% or 10 099 were full-time staff while 5 219 or 34.1% were appointed on a part-time basis. The majority of the total staff (8 292 or 54.1%) were employed as academic/research staff, whilst 37.1% or 5 679 were employed for support purposes. The majority of the part-time staff were appointed as academics/researchers (81.9% or 4 275), while almost 50% of full-time employees were appointed as support staff (48.2% or 4 864).





5. TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES

5.1 OVERVIEW OF TVET COLLEGES

Technical and Vocational Education and Training (TVET) colleges are administered in terms of the Continuing Education and Training Act, No. 16 of 2006, as amended. In 2020 there were 50 public TVET colleges with 254 registered campuses and other sites of delivery for delivery of qualifications and part-qualifications and other programmes. The vision and objective for the public TVET colleges sector as articulated in the national PSET plan is an expanded and strengthened TVET sub-system that provides quality technical and vocational education and training to prepare students for the world of work (i.e., formal employment, self-employment, and other forms of work).

TVET colleges provide technical and vocational education and training qualifications and programmes which can be accessed at entry levels with a Grade 9 or Grade 12 certificate. These qualification and programme offerings are categorized as programme types for which enrolment and other data is reported and submitted to the Technical and Vocational Education and Training Management Information System (TVETMIS). The different programme types for which enrolment is reported are:

- a) The National Certificate (Vocational) [NC(V)] offered at NQF levels 2, 3 and 4. The NC(V) qualification has 19 vocational programmes that are offered at TVET colleges.
- b) Report 190/1 part-qualification, or commonly known as the NATED programmes, which are offered at six N levels (N1 to N6) for Engineering Studies and three or four N levels (Introductory, N4 to N6) for Business and General Studies. These national technical education certificates culminate in a national technical education diploma on condition that students meet the requirements for work experience. Students enrolled for Business or General Studies programmes require 18 months (2000 hours) of applicable work experience, while those enrolled for Engineering Studies programmes require a minimum of 24 months (2 670 hours) of applicable work experience or a relevant trade test certificate to obtain the National N Diploma.
- c) The Pre-Vocational Learning Programme (PLP) is a foundational learning programme to prepare students for access into a specific vocational or occupational learning pathway at TVET colleges such as the NCV programmes at NQF level 2, N1 Engineering Studies programmes (Report 190) and occupational programmes at NQF levels 2 to 4. It aims to address identified learning gaps and to improve students' chances of academic success in the qualifications and programmes they progress into after completing the PLP. The PLP does not replace any existing foundational programme. Although the PLP has no assigned credits, there is formal assessment of competence and progress and these results are endorsed by the Academic Boards of colleges.
- d) Occupational qualifications and part-qualifications are inclusive of the trade offerings offered by centres of specialisation (COS) and other colleges. These programmes are inclusive of a workplace learning component and are closely linked to workplace skills demands and opportunities. Many of the occupational learning programmes are funded by the sector education training and authorities (SETAs) and the National Skills Fund (NSF) through the levy grant system. The trade programme offerings through the centres of specialisation have been placed on the ministerial; approved programme register and form part of the mainstream offerings funded by State.



- e) Skills programmes include accredited and non-accredited short courses. Their duration will differ according to the college and stakeholder agreement, which could be a year or few weeks. They relate to community and industry needs. They are mostly self-funded.
- f) NQF Level 5 and Level 6 qualifications include the higher certificate qualifications to be offered under the auspices of a higher education institution such as a university. Approval from the Minister must be sought in this regard.

Note:

1. These programme types that appear in the ministerial approved programme register [NC(V), Report 191, PLP and trades offered by COS] are funded by State in terms of the *National Norms and Standards for Funding TVET Colleges*.
2. Sub-levels N1 to N3 are equivalent to NQF levels 2 to 4.
Sub-levels N4 to N6 are equivalent to NQF level 5.

In a TVET college context, it is important to understand the different enrolment cycles with programme enrolment and how students are counted and reported. There are six enrolment intakes/cycles at TVET colleges during an academic year – i.e., annual, trimester and semester. Enrolment into the NC(V) and PLP and often occupational qualifications is annually, for Report 190/1 Engineering Studies enrolment is per trimester and for the Business and General Studies programmes of Report 191, the intake is per semester. The TVET colleges enrolment figures reported in this section reflect a cycle count of student records where a student record is counted only once in an enrolment period/cycle and counted at the highest level of the programme they are enrolled into.

This section of the report provides a statistical overview of student cycle enrolment in TVET colleges, and the subsequent sections provide further detail on student and programme enrolment in TVET colleges.

5.1.1 Enrolment of students in TVET colleges

Table 5.1: Enrolment in TVET colleges, 2010 – 2020

Qualification Category	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
NC(V)	130 039	124 658	140 575	154 960	166 433	165 459	177 261	142 373	131 212	138 912	146 637
Report 191 (N1-N6)	169 774	222 754	359 624	442 287	486 933	519 464	492 026	510 153	482 175	494 070	274 907
Occupational Qualifications	23 160	20 799	62 359	19 000	19 825	20 533	13 642	10 969	20 106	22 886	20 130
Other/skills programmes	35 420	32 062	95 132	23 371	29 192	32 424	22 468	24 533	23 355	14 025	3 888
PLP	n.a	n.a	n.a	n.a	n.a	n.a	n.a	n.a	285	3 597	5 250
Level 5 and Level 6 Qualifications	n.a	n.a	n.a	n.a	n.a	n.a	n.a	n.a	n.a	n.a	1 465
Total	358 393	400 273	657 690	639 618	702 383	737 880	705 397	688 028	657 133	673 490	452 277

Sources: TVETMIS 2020, data extracted in October 2021.

- Note 1: Report 191 refers to the NATED programmes, N1 to N6, Non-National Certificate and N Diploma. It is a part-qualification.
- Note 2: NC(V) refers to the National Certificate (Vocational) Levels 2-4.
- Note 3: "Occupational Qualifications" are those qualifications associated with a trade, occupation or profession, resulting from work-based learning and consisting of knowledge, practical and work experience components. Accreditation by a SETA (and QCTO) is linked to these qualifications.
- Note 4: "Other"/ Skills programmes refers to all other programmes offered in TVET colleges, for example skills and short courses (accredited or not) as well as enrolment into higher certificates. It also includes programme enrolment numbers that were misreported in 2010-2019 as "Other". The correct reporting is recorded in the 2020 data going forward.
- Note 5: PLP refers to a Pre-Vocational Learning Programme which is a foundational learning programme and not registered on the NQF.
- Note 6: Students are counted once in every enrolment cycle i.e., annual, semester and trimester, and this may result in students being counted more than once if they enrol in every trimester/semester cycle. For example, this means that a student enrolled for N2 and repeating N1 subjects in the same enrolment cycle will be counted once.
- Note 7: "n.a" means not applicable.
- Note 8: The following colleges did not report any enrolment in Occupational Qualifications in 2020, namely, Coastal, Goldfields, Ingwe, Sedibeng, and Taletso TVET Colleges.
- Note 9: Total enrolment in NQF colleges decreased in 2020 because the semester 2 and trimester 3 intakes were forfeited as a result of imposed Covid-19 lockdowns.
- Note 10: Qualifications on NQF Level 5 and 6 – amongst these are the higher certificate qualifications to be offered under the auspices of a higher education institution such as a University.





Enrolment in TVET colleges reached 452 277 in 2020, which was 32.8% (221 213) lower when compared with 2019 (673 490). This decline was mainly attributed to the COVID-19 pandemic as TVET colleges did not enrol students in the second semester of 2020. The largest decrease in this period was recorded for Report 191 (219 163). Despite the overall decline, enrolment for NCV and Pre-Vocational Learning Programmes (PLP) increased by 7 725 and 1 653 respectively between 2019 and 2020. TVET colleges started reporting on Level 5 and 6 qualifications for the first time in 2020, and 1 465 students enrolled for this qualification.

In 2020, six in every ten students enrolled for Report 191 (60.8% or 274 907), followed by NC(V), where almost a third of students enrolled for this qualification (32.4% or 146 637). The highest number of students enrolled were in Majuba (18 413), South West Gauteng (17 341), Capricorn (14 548), Ekurhuleni West (14 329) and Vhembe (14 188) TVET colleges – see Table 10.10 of the Appendix. Only six TVET colleges (i.e. South Cape, Waterberg, Boland, College of Cape Town, Motheo and Northern Cape Urban) reported enrolment for Level 5 and 6 qualifications. PLP was offered in all 50 TVET colleges while enrolment for occupational qualifications was reported by 45 TVET colleges.

Table 5.2: Enrolment cycle count of students in TVET colleges by qualification category and age group, 2020

Qualification Category	15 – 19 years	20 – 24 years	25 – 29 years	30 – 34 years	35 – 39 years	≥40 years	Total
NC(V)	12 374	93 568	31 615	6 876	1 656	548	146 637
Report 191 (N1-N6)	30 293	167 315	48 888	16 421	6 991	4 999	274 907
Occupational Qualifications	1 195	6 424	5 968	3 098	1 430	2 015	20 130
Other/skills programmes	197	1 270	1 241	612	301	267	3 888
PLP	1 246	3 186	609	141	47	21	5 250
Level 5 and Level 6 Qualifications	62	389	298	208	153	355	1 465
Total	45 367	272 152	88 619	27 356	10 578	8 205	452 277

Source: TVETMIS 2020, data extracted in October 2021.

- Note 1: Report 191 refers to the NATED programmes, N1 to N6, Non-National Certificate and N Diploma. It is a part-qualification.
- Note 2: NC(V) refers to the National Certificate (Vocational) Levels 2-4.
- 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"/ Skills Programme refers to all other programmes offered in TVET colleges, for example skills and short courses (accredited or not) as well as enrolment into higher certificates. It also includes programme enrolment numbers that were misreported in 2010-2019 as "Other". The correct reporting is recorded in the 2020 data going forward.
- Note 5: PLP refers to a Pre-Vocational Learning Programme which is a foundational learning programme and not registered on the NQF.
- Note 6: Students are counted once in every enrolment cycle i.e., annual, semester and trimester, and this may result in students being counted more than once if they enrol in every trimester/semester cycle. For example, this means that a student enrolled for N2 and repeating N1 subjects in the same enrolment cycle will be counted once.
- Note 7: The following colleges did not report any enrolment in Occupational Qualifications in 2020, namely, Coastal, Goldfields, Ingwe, Sedibeng and Taletso TVET Colleges.
- Note 8: Qualifications on NQF Level 5 and 6 –amongst these are the higher certificate qualifications to be offered under the auspices of a higher education institution such as a University.
- Note 9: Total enrolment in TVET colleges decreased in 2020 because the semester 2 and trimester 3 intakes were forfeited as a result of imposed Covid-19 lockdowns.

Six in every ten students in TVET colleges in 2020 were youth aged 20-24 years old (60.2% or 272 152), followed by those aged 25 – 29 years old (19.6% or 88 619). The lowest enrolment was for students aged 40 years and older (1.8% or 8 205). Over 60% of enrolments in NC(V), Report 191 and PLP were for students aged 20-24 years old.

PLP was the only qualification where the second largest enrolment was for students aged 15-19 years old, and this is due to this being a bridging course for students who may not meet the criteria for admission in specific programmes.



Table 5.3: Enrolment cycle count of students in TVET colleges by qualification category and population group, 2020

Qualification Category	African	Coloured	Indian/Asian	White	Unspecified	Total
NC(V)	140 764	5 434	101	331	7	146 637
Report 191 (N1-N6)	255 154	17 165	633	1 950	5	274 907
Occupational Qualifications	15 346	4 504	37	240	3	20 130
Other/skills programmes	2 966	733	29	159	1	3 888
PLP	4 820	409	6	15	0	5 250
Level 5 and Level 6 Qualifications	588	850	1	26	0	1 465
Total	419 638	29 095	807	2 721	16	452 277

Source: TVETMIS 2020, data extracted in October 2021.

- Note 1: Report 191 refers to the NATED programmes, N1 to N6, Non-National Certificate and N Diploma. It is a part-qualification.
- Note 2: NC(V) refers to the National Certificate (Vocational) Levels 2-4.
- 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" / Skills programmes refers to all other programmes offered in TVET colleges, for example skills and short courses (accredited or not) as well as enrolment into higher certificates. It also includes programme enrolment numbers that were misreported in 2010-2019 as "Other". The correct reporting is recorded in the 2020 data going forward.
- Note 5: PLP refers to a Pre-Vocational Learning Programme which is a foundational learning programme and not registered on the NQF.
- Note 6: Unspecified refers to number of students who did not report on population group.
- Note 7: Students are counted once in every enrolment cycle i.e., annual, semester and trimester, and this may result in students being counted more than once if they enrol in every trimester/semester cycle. For example, this means that a student enrolled for N2 and repeating N1 subjects in the same enrolment cycle will be counted once.
- Note 8: The following colleges did not report any enrolment in Occupational Qualifications in 2020, namely, Coastal, Goldfields, Ingwe, Sedibeng and Taletso TVET Colleges.
- Note 9: Qualifications on NQF Level 5 and 6 –amongst these are the higher certificate qualifications to be offered under the auspices of a higher education institution such as a University.
- Note 10: Total enrolment in TVET colleges decreased in 2020 because the semester 2 and trimester 3 intakes were forfeited as a result of imposed Covid-19 lockdowns.

Nine in every ten students enrolled in TVET colleges in 2020 were Africans (92.8% or 419 638), followed by 6.4% (29 095) of Coloured students. A lower proportion of students were Indian/Asian (0.2% or 807) and White (0.6% or 2 721). Students of all population groups enrolled mainly for Report 191 and NC(V) qualifications.

Table 5.4: Enrolment cycle count of students in TVET colleges by qualification category and gender, 2020

Qualification Category	Female	Male	Total	Female	Male
NC(V)	97 361	49 276	146 637	66.4%	33.6%
Report 191 (N1-N6)	158 335	116 572	274 907	57.6%	42.4%
Occupational Qualifications	13 711	6 419	20 130	68.1%	31.9%
Other/skills programmes	1 344	2 544	3 888	34.6%	65.4%
PLP	2 698	2 552	5 250	51.4%	48.6%
Level 5 and Level 6 Qualifications	1 371	94	1 465	93.6%	6.4%
Total	274 820	177 457	452 277	60.8%	39.2%

Source: TVETMIS 2020, data extracted in October 2021.

- Note 1: Report 191 refers to the NATED programmes, N1 to N6, Non-National Certificate and N Diploma. It is a part-qualification.
- Note 2: NC(V) refers to the National Certificate (Vocational) Levels 2-4.
- 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" / Skills Programme refers to all other programmes offered in TVET colleges, for example skills and short courses (accredited or not) as well as enrolment into higher certificates. It also includes programme enrolment numbers that were misreported in 2010-2019 as "Other". The correct reporting is recorded in the 2020 data going forward.
- Note 5: PLP refers to a Pre-Vocational Learning Programme which is a foundational learning programme and not registered on the NQF.
- Note 6: Students are counted once in every enrolment cycle i.e., annual, semester and trimester, and this may result in students being counted more than once if they enrol in every trimester/semester cycle. For example, this means that a student enrolled for N2 and repeating N1 subjects in the same enrolment cycle will be counted once.
- Note 7: The following colleges did not report any enrolment in Occupational Qualifications in 2020, namely, Coastal, Goldfields, Ingwe, Sedibeng and Taletso TVET Colleges.
- Note 8: Qualifications on NQF Level 5 and 6 –amongst these are the higher certificate qualifications to be offered under the auspices of a higher education institution such as a University.
- Note 9: Total enrolment in TVET colleges decreased in 2020 because the semester 2 and trimester 3 intakes were forfeited as a result of imposed Covid-19 lockdowns.





There were 97 363 more females enrolled in TVET colleges compared to males, and the proportion of females was recorded at 60.8% or 274 820 as opposed to 39.2% (177 457) males. The proportion of females was higher than that of males in almost all qualification types except skills programmes, where 1 200 more males enrolled as compared to females. The largest gender difference was observed for NC(V), where 48 085 females enrolled for this qualification compared to males.

Table 5.5: Number of Special Needs Education (SNE) students in TVET colleges by primary disability and gender, 2020

Disability	Female	Male	Total
Communication(talking, listening)	41	36	77
Emotional (behavioural or psychological)	115	65	180
Hearing (even with hearing aid)	132	101	233
Intellectual (difficulties in learning)	215	160	375
Multiple	310	304	614
Physical (moving, standing, grasping)	194	163	357
Sight (even with glasses)	510	251	761
Disabled but unspecified	958	703	1 661
Total	2 475	1 783	4 258

Source: TVETMIS 2020, data extracted in October 2021.

Note 1: Disability status is self-reported by students.

Note 2: Disability data was extracted from headcount enrolment data.

The total number of students who reported to have a disability was 4 258 in 2020, and the disability type was not specified for 39.0% (1 661) of students. More than half of students with a disability were females (58.1% or 2 475), while 41.9% (1 783) were males. The largest proportion of students reported to have a sight disability (17.9% or 761), followed by 14.4% (614) of students with multiple disabilities. Large gender difference was observed for the sight disability, where 259 more females reported to have this disability as compared to males.

5.1.2 Overview of the TVET sector by province

Table 5.6: Number of TVET colleges and enrolment cycle count of students in TVET colleges by province, 2020

Province	TVET colleges	Students
Eastern Cape	8	51 882
Free State	4	34 555
Gauteng	8	103 704
KwaZulu-Natal	9	84 128
Limpopo	7	58 938
Mpumalanga	3	19 963
North West	3	32 819
Northern Cape	2	11 749
Western Cape	6	54 539
National	50	452 277

Source: TVETMIS 2020, data extracted in October 2021.

Note: Students are counted once in every enrolment cycle i.e., annual, semester and trimester, and this may result in students being counted more than once if they enrol in every trimester/semester cycle. For example, this means that a student enrolled for N2 and repeating N1 subjects in the same enrolment cycle will be counted once.



The majority of enrolments were recorded in TVET colleges located in Gauteng (22.9% or 103 704), followed by KwaZulu-Natal (18.6% or 84 128) and Limpopo (13.0% or 58 938). Lower enrolments were recorded in Northern Cape and Mpumalanga TVET colleges (2.6% or 11 749 and 4.4% or 19 963 respectively), and these provinces had a few number of colleges (2 and 3 respectively). There were 8 TVET colleges in Eastern Cape, however enrolment in these colleges was the fifth largest.

Table 5.7: Enrolment cycle count of students in TVET colleges by qualification category and province, 2020

Province	NC(V)	Report 191 (N1-N6)	Occupational Qualifications	Skills programmes	PLP	Level 5 and Level 6 Qualifications	Total
Eastern Cape	18 855	31 007	1 083	71	866	0	51 882
Free State	8 175	24 879	548	555	358	40	34 555
Gauteng	32 322	67 864	2 454	198	866	0	103 704
KwaZulu-Natal	28 072	49 893	3 512	1 478	1 173	0	84 128
Limpopo	24 089	31 307	2 418	243	548	333	58 938
Mpumalanga	8 119	11 544	69	68	163	0	19 963
North West	12 925	18 358	1 046	0	490	0	32 819
Northern Cape	2 710	7 564	1 303	17	118	37	11 749
Western Cape	11 370	32 491	7 697	1 258	668	1 055	54 539
National	146 637	274 907	20 130	3 888	5 250	1 465	452 277

Source: TVETMIS 2020, data extracted in October 2021.

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

Note 2: Report 191 refers to the NATED programmes, N1 to N6, Non-National Certificate and N Diploma. 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: "Other"/ Skills Programmes refers to all other programmes offered in TVET colleges, for example skills and short courses (accredited or not) as well as enrolment into higher certificates. It also includes programme enrolment numbers that were misreported in 2010-2019 as "Other". The correct reporting is recorded in the 2020 data going forward.

Note 5: PLP refers to a Pre-Vocational Learning Programme which is a foundational learning programme and not registered on the NQF.

Note 6: Students are counted once in every enrolment cycle i.e., annual, semester and trimester, and this may result in students being counted more than once if they enrol in every trimester/semester cycle. For example, this means that a student enrolled for N2 and repeating N1 subjects in the same enrolment cycle will be counted once.

Note 7: The following colleges did not report any enrolment in Occupational Qualifications in 2020, namely, Coastal, Goldfields, Ingwe, Sedibeng and Taletso TVET Colleges.

Note 8: Qualifications on NQF Level 5 and 6 – amongst these are the higher certificate qualifications to be offered under the auspices of a higher education institution such as a University.

Note 9: Total enrolment in TVET colleges decreased in 2020 because the semester 2 and trimester 3 intakes were forfeited as a result of imposed Covid-19 lockdowns.

The biggest contributors for NC(V) and Report 191 enrolments were in Gauteng TVET colleges (22.0% or 32 322 and 24.7% or 67 864 respectively), while more than a third of occupational qualifications enrolments were in Western Cape TVET colleges (38.2% or 7 697). KwaZulu-Natal TVET colleges contributed largely to skills programmes and PLP enrolments (38.0% or 1 478 and 22.3% or 1 173 respectively). Enrolment for Level 5 and 6 qualifications was the lowest (1 465), however seven in every ten enrolments were recorded in Western Cape TVET colleges (72.0% or 1 055).

5.1.3 Enrolment in TVET colleges by qualification levels and programmes

Table 5.8: Enrolment cycle count of students in TVET colleges for the NC(V) programmes, by qualification level and gender, 2020

Qualification	Female	Male	Total	Female	Male
NC(V) Level 2	45 502	25 607	71 109	64.0%	36.0%
NC(V) Level 3	27 146	13 190	40 336	67.3%	32.7%
NC(V) Level 4	24 713	10 479	35 192	70.2%	29.8%
Total	97 361	49 276	146 637	66.4%	33.6%

Source: TVETMIS 2020, data extracted in October 2021.

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





Enrolment for NC(V) was 146 637 in 2020, with almost half of enrolments being for NC(V) level 2 (48.5% or 71 109) and a lower enrolment was observed for NC(V) level 3 and 4. Over two thirds of students enrolled for NC(V) were females (66.4% or 97 361) as opposed to a third of males (33.6% or 49 276). It should also be noted that the proportion of females enrolled for NC(V) level 4 was much higher (70.2%) as compared to 29.8% of males. A large gender disparity was noticeable for NC(V) level 2, where 19 895 more females enrolled in this level compared to males.

Table 5.9: Enrolment cycle count of students in TVET colleges by NC(V) programmes and gender, 2020

Programme	NC(V) Level 2		NC(V) Level 3		NC(V) Level 4		NC(V) Level 2-4		
	Female	Male	Female	Male	Female	Male	Female	Male	Total
1. Civil Engineering and Building Construction	2 924	2 751	1 390	1 242	1 176	970	5 490	4 963	10 453
2. Drawing Office Practice	44	61	6	19	11	27	61	107	168
3. Education and Development	1 569	159	895	59	801	59	3 265	277	3 542
4. Electrical Infrastructure and Construction	5 029	4 545	2 361	1 933	2 270	1 670	9 660	8 148	17 808
5. Engineering and Related Design	3 948	5 802	2 000	3 020	1 504	2 333	7 452	11 155	18 607
6. Finance, Economics and Accounting	2 965	1 061	1 739	501	1 770	464	6 474	2 026	8 500
7. Hospitality	3 427	867	2 476	570	1 971	414	7 874	1 851	9 725
8. Information Technology and Computer Science	2 241	2 131	1 081	1 097	944	716	4 266	3 944	8 210
9. Management	2 461	922	1 468	535	1 288	385	5 217	1 842	7 059
10. Marketing	1 860	905	1 047	439	1 154	472	4 061	1 816	5 877
11. Mechatronics	230	262	109	109	131	103	470	474	944
12. Office Administration	10 716	2 379	7 709	1 475	7 390	1 209	25 815	5 063	30 878
13. Primary Agriculture	1 385	652	949	468	813	376	3 147	1 496	4 643
14. Primary Health	392	24	235	21	254	12	881	57	938
15. Process Instrumentation	0	0	0	0	0	0	0	0	0
16. Process Plant Operations	197	65	136	42	180	37	513	144	657
17. Safety in Society	1 466	753	938	489	808	396	3 212	1 638	4 850
18. Tourism	3 329	1 431	1 824	723	1 592	550	6 745	2 704	9 449
19. Transport and Logistics	1 319	837	783	448	656	286	2 758	1 571	4 329
Total	45 502	25 607	27 146	13 190	24 713	10 479	97 361	49 276	146 637

Source: TVETMIS 2020, data extracted in October 2021.

Note 1: NC(V) refers to the National Certificate (Vocational) Levels 2-4 with 19 programmes.

Note 2: *The programme name was not specified for these records in the unit standards list.

One in every five students enrolled for NC(V) in Office Administration (21.1% or 30 878), followed by enrolment in Engineering and Related Design (12.7% or 18 607) and Electrical Infrastructure and Construction (12.1% or 17 808). Females enrolment was higher in Office Administration (26.5% or 25 815), Electrical Infrastructure and Construction (9.9% or 9 660) and Hospitality (8.1% or 7 874), while male enrolment was higher in Engineering and Related Design (22.6% or 11 155), Electrical Infrastructure and Construction (16.5% or 8 148) and Office Administration (10.3% or 5 063).

The largest gender disparity was in Office Administration, where 20 752 more females enrolled as compared to males. On the other hand, 3 703 more males enrolled for Engineering and Related Design as opposed to females. It should also be noted that female enrolment for Primary Health and Education and Development was 15 and 12 times higher than that of males.



Table 5.10: Enrolment cycle count of students in TVET colleges for Report 191 programmes, by level of study and gender, 2020

Report 191	Female	Male	Total	Female (%)	Male (%)
Non-National Certificate	23	168	191	12.0%	88.0%
National N Certificate	87	93	180	48.3%	51.7%
N1	14 373	19 015	33 388	43.0%	57.0%
N2	15 489	20 496	35 985	43.0%	57.0%
N3	11 469	14 870	26 339	43.5%	56.5%
N4	50 854	28 920	79 774	63.7%	36.3%
N5	32 081	17 509	49 590	64.7%	35.3%
N6	33 959	15 501	49 460	68.7%	31.3%
Total	158 335	116 572	274 907	57.6%	42.4%

Source: TVETMIS 2020, data extracted in October 2021.

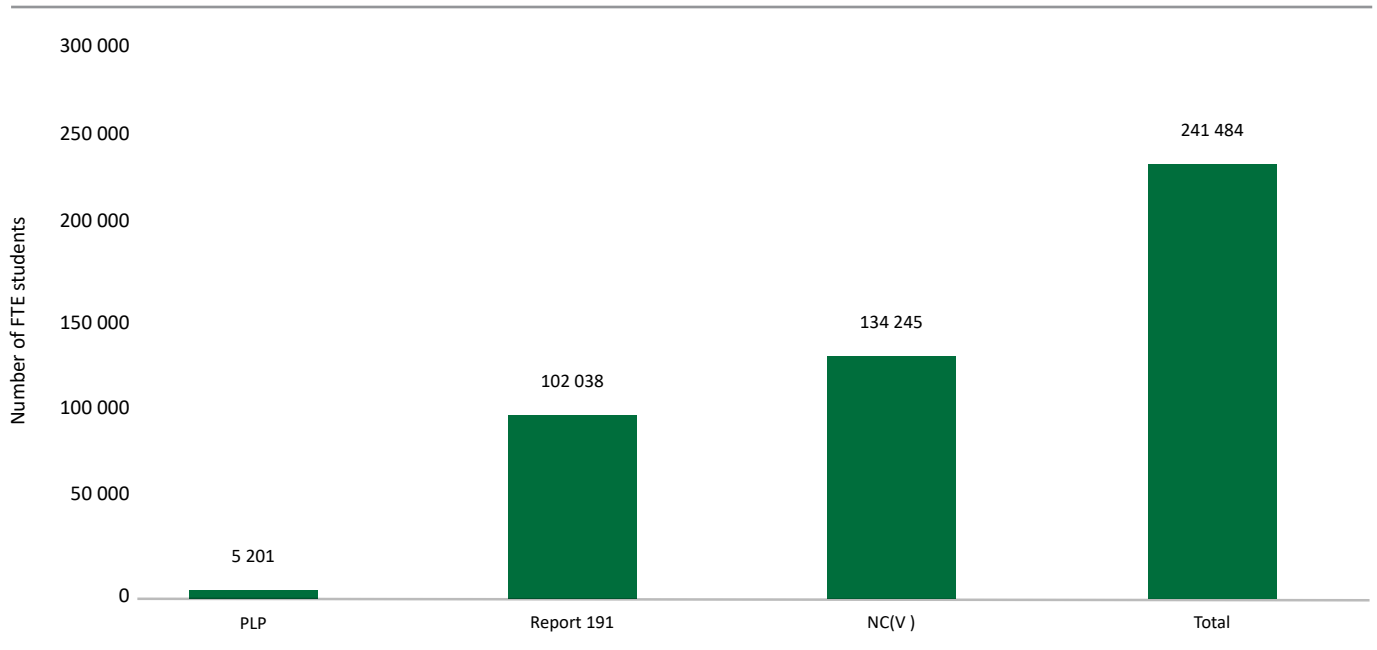
Note 1: Report 191 refers to the NATED programmes, N1 to N6, Non-National Certificate and N Diploma. It is a part-qualification.

Note 2: Students are counted once in every enrolment cycle i.e., annual, semester and trimester, and this may result in students being counted more than once if they enrol in every trimester/semester cycle. For example, this means that a student enrolled for N2 and repeating N1 subjects in the same enrolment cycle will be counted once.

Over 57% of students enrolled for Report 191 were females (57.6% or 158 335) while males accounted for 42.4% (116 572). This indicates that 41 763 more females enrolled for Report 191 as compared to males. Enrolment for different levels indicates that male enrolment was higher for N1-N3, National N Certificate and Non-National Certificate, while female enrolment was higher for N4-N6 (which includes both Business and Engineering Studies). Large gender disparities were recorded for N4, where 21 934 more females enrolled as compared to males.

5.1.4 Full-Time Equivalent student enrolment in TVET colleges

Figure 5.1: Number of Full-Time Equivalent student enrolment in TVET colleges by qualification category, 2020



Source: TVETMIS 2020, data extracted in October 2021.

Note 1: FTE enrolments represent weighted student enrolment. One FTE presents a student who enrolled for all the subjects of a programme on a particular level. Statistics on FTEs are important, as they are used to allocate resources to public TVET colleges.

Note 2: PLP refers to a Pre-Vocational Learning Programme which is a foundational learning programme and not registered on the NQF.





The total number of Full Time Equivalent students in TVET colleges was 241 484 in 2020, with the highest FTE observed for NC(V) (134 245), followed by Report 191 (102 038). A quarter of FTE enrolments were recorded in South West Gauteng (10 386), Ekurhuleni West (9 527), Vhembe (8 487), Majuba (8 482), Ekurhuleni East (8 237), Coastal (8 148) and Capricorn (7 837) TVET colleges. High enrolment was also recorded in these colleges as reflected in Table 10.10 of the Appendix.

TVET colleges that reported high FTE enrolments in NC(V) were Ekurhuleni West (7 458), South West Gauteng (6 966), Gert Sibande (5 335), Coastal (5 058) and Capricorn (4 855), while high FTEs for Report 191 were recorded in Northlink (4 113), Ekurhuleni East (4 041), Motheo (3 973), Majuba (3 741) and Vhembe (3 627) – see Table 10.11 of the Appendix.

5.1.5 Examination results in TVET colleges

The Technical and Vocational Education and Training (TVET) colleges are administered in terms of the Further Education and Training Colleges Act 16 of 2006, as amended. The colleges provide vocational and occupational education and training programmes to learners who have at least completed Grade 9 in the school sector, those who have completed Grade 12 (matric) and employed persons.

In general, both TVET and private 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 190/1 National Technical Education (NATED)” Certificates offered at six different levels (N1 to N6) for Engineering Studies programmes and three levels (N4 to N6) for Business Studies programmes, which culminate in a National N Diploma if students meet the requirements for work experience. Students enrolled for Business Studies require 18 months (2 000 hours) of applicable work experience, while those enrolled for Engineering Studies require a minimum of 24 months (2 670 hours) of applicable work experience to obtain the National N Diploma. Students may also choose to take a trade test on completion of the N2 certificates whenever they have acquired the necessary practical skills.
- c) Occupational qualifications and part-qualifications which are based on job-related programmes that are closely linked to workplace demands and opportunities.

The 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 TVET and private 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, TVET and private colleges are also phasing in the offering of Higher Certificate programmes on NQF level 5 in collaboration with Higher Education Institutions (HEIs).

This section of the report provides information about student performance in TVET colleges.



Table 5.11: Number of students in TVET colleges who registered, wrote examinations and completed national qualifications, by qualification category and gender, 2020

Qualification Category	Female			Male			Total			Completion rate (%)
	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed	
Report 190/1 N3	17 630	17 043	15 432	22 197	21 003	19 126	39 827	38 046	34 558	90.8
Report 190/1 N6	42 004	40 686	39 320	19 989	19 102	17 925	61 993	59 788	57 245	95.7
NC(V) Level 4	18 908	16 245	9 480	7 435	6 028	3 027	26 343	22 273	12 507	56.2
Total	78 542	73 974	64 232	49 621	46 133	40 078	128 163	120 107	104 310	86.8

Source: National Examinations Database, November 2020.

- Note 1: The number of students who REGISTERED, WROTE and COMPLETED includes only those who were eligible to complete qualifications (part or full) during the 2020 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2020.
- Note 2: "Number Registered" refers to the number of students who registered for the relevant examinations in 2020 and were eligible to complete the relevant qualifications during the 2020 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the relevant qualifications in 2020.
- Note 3: "Number Wrote" refers to the number of students who wrote the relevant examinations in 2020 and were eligible to complete the relevant qualifications during the 2020 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the relevant qualifications in 2020.
- Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the relevant qualifications in the 2020 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the relevant qualifications in 2020.

Table 5.11 shows that 128 163 students registered for Report 190/1 (N3 and N6) and NC(V) Level 4 examinations in TVET colleges in 2020, of which 120 107 wrote examinations and 104 310 completed. The highest proportion of students registered for Report 190/1 (N6) part-qualification (48.4% or 61 993) followed by the Report 190/1 (N3) part-qualification (31.1% or 39 827) while the lowest proportion of students registered for the NC(V) Level 4 part-qualification (20.6% or 26 343). Overall more female compared to male students registered, wrote and subsequently completed national qualifications. The largest gender disparity for completions was reported for Report 190/1 (N6) part-qualification, where 21 395 more female students completed the part-qualification compared to males.

Table 5.11 also indicates that more than half of the students who wrote exams for the NC(V) Level 4 qualification, completed the NC(V) Level 4 qualification successfully (56.2%). On the other hand, 95.7% of students who wrote exams for the N6 part-qualification, completed N6 successfully. The completion rate for N3 engineering was 90.8%, and there were more male students (3 694) who completed this partqualification compared to females (15 432).




Table 5.12: Number of students in TVET colleges who registered, wrote and completed NC(V) qualifications, by province and level, 2020

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	11 052	5 369	3 524	65.6	4 899	3 780	2 412	63.8	3 557	2 989	1 716	57.4
Free State	5 142	2 425	1 690	69.7	2 002	1 413	996	70.5	1 088	952	576	60.5
Gauteng	18 858	8 312	5 643	67.9	7 574	5 363	3 451	64.3	5 787	4 877	2 521	51.7
Kwazulu-Natal	16 148	9 565	5 927	62.0	7 889	6 161	3 828	62.1	4 866	4 195	2 257	53.8
Limpopo	12 636	8 166	5 270	64.5	7 321	5 994	3 349	55.9	5 032	4 282	2 393	55.9
Mpumalanga	7 630	3 864	2 729	70.6	3 914	2 909	1 857	63.8	2 392	1 942	1 168	60.1
North West	4 529	2 094	1 410	67.3	2 036	1 536	934	60.8	1 372	1 152	662	57.5
Northern Cape	1 865	648	365	56.3	538	372	214	57.5	277	223	131	58.7
Western Cape	6 952	3 010	2 253	74.9	3 183	2 316	1 665	71.9	1 972	1 661	1 083	65.2
Total	84 812	43 453	28 811	66.3	39 356	29 844	18 706	62.7	26 343	22 273	12 507	56.2

Source: National Examinations Database, November 2020.

- Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete an NC(V) qualification during the 2020 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2020.
- Note 2: "Number Registered" refers to the number of students who registered for the 2020 NC(V) Levels 2-4 examinations and were eligible to complete an NC(V) qualification during the 2020 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the NC(V) Level 2-4 qualifications in 2020.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2020 NC(V) Levels 2-4 examinations and were eligible to complete an NC(V) qualification during the 2020 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the NC(V) Level 2-4 qualifications in 2020.
- Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the NC(V) Levels 2-4 qualifications in the 2020 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the NC(V) Level 2-4 qualifications in 2020.
- Note 5: "Completion rate" refers to the number of students who successfully completed an NC(V) qualification in the 2020 academic year, expressed as a percentage (%) of the number of candidates who were eligible to complete the NC(V) Level 2-4 qualifications and wrote the examinations (the latter is defined above) in 2020.
- Note 6: NC(V) Level 2, NC(V) Level 3 and NC(V) Level 4 are each full qualification.

Table 5.12 shows that in 2020, the national completion rate for NC(V) was higher in Level 2 (66.3%), and lower for subsequent levels (62.7% for NC(V) Level 3 and 56.2% for NC(V) Level 4). The largest proportion of students who registered, wrote and completed examinations were for the NC(V) Level 2 qualification, compared to Levels 3 and 4.

TVET colleges in Western Cape Province had the highest completion rate for all NC(V) levels (74.9% for NC(V) Level 2; 71.9% for NC(V) Level 3 and 65.2% for NC(V) Level 4). The lowest completion rates were in the following provinces: Northern Cape for NC(V) Level 2 (56.3%); Limpopo for NC(V) Level 3 (55.9%) and Gauteng for NC(V) Level 4 (51.7%).



Table 5.13: Number of students in TVET colleges who registered, wrote and completed report 190/1 N1 to N3 qualifications for Engineering Studies by province, 2020

Province	Report 190/1 N1				Report 190/1 N2				Report 190/1 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	4 059	3 551	3 126	88.0	4 383	4 110	3 705	90.1	3 759	3 562	3 264	91.6
Free State	2 960	2 475	2 356	95.2	3 219	2 871	2 523	87.9	2 228	2 090	1 829	87.5
Gauteng	9 535	8 472	8 072	95.3	13 246	12 383	11 210	90.5	10 335	9 785	8 900	91.0
Kwazulu-Natal	6 959	6 295	6 003	95.4	11 077	10 654	9 763	91.6	8 019	7 801	7 131	91.4
Limpopo	4 772	4 341	4 226	97.4	7 911	7 719	7 157	92.7	6 520	6 376	5 777	90.6
Mpumalanga	2 987	2 692	2 589	96.2	4 635	4 378	4 037	92.2	3 499	3 328	3 075	92.4
North West	1 884	1 774	1 631	91.9	2 851	2 689	2 423	90.1	1 950	1 844	1 660	90.0
Northern Cape	1 616	1 370	1 195	87.2	1 853	1 741	1 580	90.8	760	702	630	89.7
Western Cape	5 706	4 745	4 084	86.1	4 349	4 052	3 687	91.0	2 757	2 558	2 292	89.6
Total	40 478	35 715	33 282	93.2	53 524	50 597	46 085	91.1	39 827	38 046	34 558	90.8

Source: National Examinations Database, November 2020.

- Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a Report 190/1 part-qualification during the 2020 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2020.
- Note 2: "Number Registered" refers to the number of students who registered for the 2020 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2020 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the Report 190/1 N1-N3 part-qualifications in 2020.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2020 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2020 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1 N1-N3 part-qualifications in 2020.
- Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N1-N3 part-qualifications in the 2020 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 190/1 N1-N3 part-qualifications in 2020.
- Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N1-N3 part-qualification in the 2020 academic year, expressed as a percentage of the number of students who were eligible to complete the Report 190/1 N1-N3 part-qualifications and wrote the examinations (the latter is defined above) in 2020.
- Note 6: The number of students who registered for, wrote and completed N1-N3 Engineering Studies part-qualifications includes the consolidated numbers across all three trimesters of the 2020 academic year.

Table 5.13 shows that a significant number of the students who wrote were eligible to complete Engineering studies part-qualification across the three N levels during the 2020 academic year. The national completion rates for Report 190/1 N1 to N3 part-qualifications for Engineering Studies were as follows: N1 (93.2%), N2 (91.1%) and N3 (90.8%). The largest number of students registered and wrote examinations for the N2 part-qualification and subsequently more N2 students completed the part-qualification when compared to N1 and N3. The highest completion rate was however recorded for N1 part-qualification (93.2%).

TVET colleges in Limpopo Province performed the best on N1 (97.4%), and N2 qualification (92.7%), while Mpumalanga performed the best on N3 part-qualifications (92.4%).





Table 5.14: Number of students in TVET colleges who registered, wrote and completed Report 190/1 N4 to N6 part-qualifications for Engineering Studies by province, 2020

Province	Report 190/1 N4				Report 190/1 N5				Report 190/1 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	3 155	2 999	2 834	94.5	2 490	2 396	2 231	93.1	2 315	2 238	2 038	91.1
Free State	1 603	1 461	1 290	88.3	988	917	824	89.9	863	830	750	90.4
Gauteng	8 787	8 231	7 531	91.5	6 472	6 221	5 667	91.1	4 729	4 564	4 164	91.2
Kwazulu-Natal	5 998	5 762	5 328	92.5	3 802	3 649	3 322	91.0	2 607	2 547	2 359	92.6
Limpopo	4 585	4 453	4 189	94.1	3 553	3 473	3 269	94.1	3 147	3 092	2 839	91.8
Mpumalanga	2 659	2 439	2 287	93.8	1 542	1 429	1 239	86.7	939	874	783	89.6
North West	1 100	1 037	928	89.5	768	723	630	87.1	640	609	541	88.8
Northern Cape	326	298	260	87.2	121	118	97	82.2	99	93	72	77.4
Western Cape	2 237	2 052	1 875	91.4	1 481	1 401	1 336	95.4	1 190	1 131	1 025	90.6
Total	30 450	28 732	26 522	92.3	21 217	20 327	18 615	91.6	16 529	15 978	14 571	91.2

Source: National Examinations Database, November 2020

- Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a Report 190/1 part-qualification during the 2020 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2020.
- Note 2: "Number Registered" refers to the number of students who registered for the 2020 Report 190/1 N4-N6 examinations for Engineering Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2020 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2020.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2020 Report 190/1 N4-N6 examinations for Engineering Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2020 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2020.
- Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N4-N6 part-qualifications in the 2020 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2020.
- Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N4-N6 part-qualification in the 2020 academic year, expressed as a percentage of the number of students who were eligible to complete the Report 190/1 N4-N6 part-qualifications and wrote the examinations (the latter is defined above) in 2020.
- Note 6: The number of students who registered for, wrote and completed N4-N6 Engineering Studies part-qualifications includes the consolidated numbers across all three trimesters of the 2020 academic year.

Table 5.14 shows that the national completion rates in Report 190/1 N4 to N6 Engineering Studies, were as follows: N4 (92.3%), N5 (91.6%) and N6 (91.2%). The largest number of students successfully completed examinations for the N4 (26 522) part-qualification, as compared to completions for N5 (18 615) and N6 (14 571).

In terms of completion rates, Eastern Cape Province performed the best on N4 part-qualification (94.5%), while Western Cape performed the best on N5 part-qualification (95.4%) and KwaZulu-Natal performed the best on N6 part-qualification (92.6%). In terms of the actual numbers, the highest number of students who registered, wrote and completed part-qualifications across all three N levels in 2020 were in Gauteng Province, while Northern Cape Province recorded the lowest number.


Table 5.15: Number of students in TVET colleges who registered, wrote and completed Report 190/1 N4 to N6 part-qualifications for Business Studies by province, 2020

Province	Report 190/1 N4				Report 190/1 N5				Report 190/1 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	9 020	7 949	7 808	98.2	6 162	5 843	5 732	98.1	6 521	6 285	6 089	96.9
Free State	7 943	6 941	6 742	97.1	4 588	4 256	4 153	97.6	3 216	3 076	3 010	97.9
Gauteng	14 600	12 284	11 973	97.5	11 472	10 718	10 484	97.8	10 068	9 625	9 410	97.8
Kwazulu-Natal	13 426	11 903	11 524	96.8	9 329	8 983	8 687	96.7	8 438	8 244	8 045	97.6
Limpopo	7 294	6 766	6 627	97.9	4 983	4 817	4 707	97.7	5 476	5 358	5 160	96.3
Mpumalanga	3 282	2 953	2 895	98.0	2 133	2 026	1 967	97.1	2 329	2 222	2 160	97.2
North West	2 710	2 349	2 259	96.2	2 461	2 309	2 239	97.0	2 378	2 282	2 231	97.8
Northern Cape	3 035	2 379	2 289	96.2	1 487	1 378	1 335	96.9	1 124	1 045	1 015	97.1
Western Cape	12 429	10 470	10 231	97.7	7 017	6 552	6 433	98.2	5 914	5 673	5 554	97.9
Total	73 739	63 994	62 348	97.4	49 632	46 882	45 737	97.6	45 464	43 810	42 674	97.4

Source: National Examinations Database, November 2020.

- Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a Report 190/1 part-qualification during the 2020 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2020.
- Note 2: "Number Registered" refers to the number of students who registered for the 2020 Report 190/1 N4-N6 examinations for Business Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2020 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2020.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2020 Report 190/1 N4-N6 examinations for Business Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2020 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2020.
- Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N4-N6 part-qualifications in the 2020 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2020.
- Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N4-N6 part-qualification in the 2020 academic year, expressed as a percentage of the number of students who were eligible to complete the Report 190/1 N4-N6 part-qualifications and wrote the examinations (the latter is defined above) in 2020.
- Note 6: The number of students who registered for, wrote and completed N4-N6 Business Studies part-qualifications includes the consolidated numbers across both semesters of the 2020 academic year.

Table 5.15 shows that the national completion rates in Report 190/1 N4 to N6 Business Studies, were as follows: N4 (97.4%), N5 (97.6%) and N6 (97.4%). The largest number of students successfully completed examinations for the N4 (62 348) part-qualification, as compared to completions for N5 (45 737) and N6 (42 674). Completion rates for Business Studies were higher when compared with those of Engineering Studies, most notably for Report 190/1 N6 part-qualification (6.2 percentage points difference). There was also a large number of students who registered, wrote and completed Business Studies when compared with Engineering Studies (see Table 5.14) across all N levels.

In terms of completion rates, Eastern Cape Province performed the best on N4 part-qualification (98.2%), while Western Cape performed the best on N5 part-qualification (98.2%) and Free State and Western Cape performed the best on N6 qualification (97.9%). North West Province recorded the lowest number of students who registered, wrote and completed N4 while Northern Cape recorded the lowest number of students who registered, wrote and completed N5 and N6.




Table 5.16: Number of students in TVET colleges who registered, wrote and completed the NC(V) Level 4 qualification, by programme and gender, 2020

NC(V) Level Programmes	Female				Male				Total			
	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)
1. L4: Civil Engineering and Building Construction	802	680	309	45.4	588	445	187	42.0	1 390	1 125	496	44.1
2. L4: Drawing Office Practice	5	4	2	50.0	8	4	2	50.0	13	8	4	50.0
3. L4: Education and Development	673	578	382	66.1	41	33	19	57.6	714	611	401	65.6
4. L4: Electrical Infrastructure Construction	1 724	1 542	568	36.8	1 247	1 068	390	36.5	2 971	2 610	958	36.7
5. L4: Engineering and Related Design	1 043	929	422	45.4	1 584	1 286	573	44.6	2 627	2 215	995	44.9
6. L4: Finance, Economics And Accounting	1 411	1 198	622	51.9	376	306	148	48.4	1 787	1 504	770	51.2
7. L4: Hospitality	1 648	1 428	821	57.5	314	256	133	52.0	1 962	1 684	954	56.7
8. L4: Information Technology and Computer Science	593	504	181	35.9	460	375	172	45.9	1 053	879	353	40.2
9. L4: Management	893	735	553	75.2	265	206	148	71.8	1 158	941	701	74.5
10. L4: Marketing	925	802	404	50.4	339	272	125	46.0	1 264	1 074	529	49.3
11. L4: Mechatronics	100	96	61	63.5	81	71	37	52.1	181	167	98	58.7
12. L4: Office Administration	5 655	4 823	3 304	68.5	859	662	437	66.0	6 514	5 485	3 741	68.2
13. L4: Primary Agriculture	613	554	333	60.1	273	243	162	66.7	886	797	495	62.1
14. L4: Primary Health	230	199	125	62.8	12	10	6	60.0	242	209	131	62.7
15. L4: Process Plant Operations	109	95	26	27.4	27	26	11	42.3	136	121	37	30.6
16. L4: Safety In Society	712	636	323	50.8	332	279	148	53.0	1 044	915	471	51.5
17. L4: Tourism	1 276	1 025	769	75.0	417	307	205	66.8	1 693	1 332	974	73.1
18. L4: Transport and Logistics	496	417	275	65.9	212	179	124	69.3	708	596	399	66.9
Total	18 908	16 245	9 480	58.4	7 435	6 028	3 027	50.2	26 343	22 273	12 507	56.2

Source: National Examinations Database, November 2020.

- Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete an NC(V) qualification during the 2020 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2020.
- Note 2: "Number Registered" refers to the number of students who registered for the 2020 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2020 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 2020.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2020 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2020 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the NC(V) Level 4 qualification in 2020.
- 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 2020 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the NC(V) Level 4 qualification in 2020.
- Note 5: NC(V) Level 4 is a full qualification.

Table 5.16 shows that in 2020, out of 22 273 students who wrote examinations for NC(V) Level 4, more than half of them completed the qualification (56.2% or 12 507). The highest completion rate was recorded in Management (74.5%) followed by Tourism (73.1%), and the lowest were Process Plant Operations (30.6%) followed by Electrical Infrastructure Construction (36.7%). The Drawing Office Practice, Process Plant Operations and Mechatronics were the least popular programmes.



A large number of females registered, wrote and completed NC(V) Level 4 qualification examinations as compared to males, and this was observed in all programmes except for Engineering and Related Design and Drawing Office Practice. In terms of completions, 9 480 female students completed NC(V) Level 4 studies, with an overall completion rate of 58.4%. Over a third of them completed Office Administration (34.9% or 3 304) followed by Hospitality (8.7% or 821) and Tourism (8.1% or 769).

On the other hand, 6 028 male students who wrote examinations for NC(V) Level 4 studies, of which 3 027 completed, resulting in a completion rate of 50.2%. Over 18% of males completed Engineering and Related Design (18.9% or 573) followed by Office Administration (14.4% or 437) and Electrical Infrastructure Construction (12.9% or 390) programmes. The largest gender gap was in Office Administration, in which 2 867 more females completed than males.

Table 5.17: Number of students in TVET colleges who registered, wrote and completed the Report 190/1 N6 part-qualification, by programme and gender, 2020

Report 191 N6 Programmes	Female				Male				Total			
	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)
1. N6: Art and Design	41	40	40	100.0	65	63	63	100.0	106	103	103	100.0
2. N6: Business Management	4 161	3 987	3 802	95.4	1 696	1 603	1 532	95.6	5 857	5 590	5 334	95.4
3. N6: Clothing Production	113	105	105	100.0	36	31	29	93.5	149	136	134	98.5
4. N6: Educare	2 102	2 018	2 017	100.0	94	88	88	100.0	2 196	2 106	2 105	100.0
5. N6: Engineering Studies	7 906	7 698	7 123	92.5	8 623	8 280	7 448	90.0	16 529	15 978	14 571	91.2
6. N6: Farming Management	632	629	624	99.2	418	411	401	97.6	1 050	1 040	1 025	98.6
7. N6: Financial Management	3 745	3 634	3 529	97.1	1 476	1 418	1 380	97.3	5 221	5 052	4 909	97.2
8. N6: Hospitality and Catering Services	1 170	1 135	1 118	98.5	383	362	358	98.9	1 553	1 497	1 476	98.6
9. N6: Human Resources Management	4 375	4 241	4 142	97.7	1 538	1 477	1 422	96.3	5 913	5 718	5 564	97.3
10. N6: Legal Secretary	318	303	297	98.0	82	77	75	97.4	400	380	372	97.9
11. N6: Management Assistant	8 746	8 504	8 373	98.5	1 966	1 878	1 841	98.0	10 712	10 382	10 214	98.4
12. N6: Marketing Management	1 797	1 714	1 608	93.8	1 020	935	874	93.5	2 817	2 649	2 482	93.7
13. N6: Medical Secretary	77	77	76	98.7	5	4	4	100.0	82	81	80	98.8
14. N6: Popular Music: Composition	0	0	0	n.a	5	4	4	100.0	5	4	4	100.0
15. N6: Popular Music: Performance	27	24	24	100.0	50	46	46	100.0	77	70	70	100.0
16. N6: Popular Music: Studio Work	4	4	4	100.0	47	44	43	97.7	51	48	47	97.9
17. N6: Public Management	5 193	5 042	4 923	97.6	1 844	1 780	1 727	97.0	7 037	6 822	6 650	97.5
18. N6: Public Relations	381	369	366	99.2	100	97	94	96.9	481	466	460	98.7
19. N6: Tourism	1 216	1 162	1 149	98.9	541	504	496	98.4	1 757	1 666	1 645	98.7
Total	42 004	40 686	39 320	96.6	19 989	19 102	17 925	93.8	61 993	59 788	57 245	95.7

Source: National Examinations Database, November 2020.

- Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete an N6 part-qualification during the 2020 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2020.
- Note 2: "Number Registered" refers to the number of students who registered for the 2020 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2020 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the N6 part-qualification in 2020.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2020 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2020 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1 N6 part-qualification in 2020.
- Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N6 part-qualification in the 2020 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 190/1 N6 part-qualification in 2020.





Table 5.17 shows that 59 788 students wrote examinations for N6 part-qualification and 57 245 of them completed, resulting in a 95.7% completion rate. Majority of students wrote examinations in the following programmes: Engineering Studies (15 978), Management Assistant (10 382), Public Management (6 822) and Human Resource Management (5 718). Subsequently the highest number of students completed their N6 part-qualifications in Engineering Studies (14 571) followed by Management Assistant (10 214), Public Management (6 650) and Human Resource Management (5 564) programmes. The completion rates of 100% were recorded in the Educare, Art and Design, Popular Music: Performance and Popular Music: Composition programmes, however the actual number of students registered and wrote examinations for these programmes were low.

The majority of students who wrote examinations for N6 part-qualifications were females (40 686 or 68.1%) while 31.9% (19 102) were males. Subsequently, more female students completed N6 part-qualification (39 320 or 68.7%), with an overall completion rate of 96.6%. Almost a quarter of females who completed their N6 part-qualifications were in Management Assistant (21.3% or 8 373), followed by Engineering Studies (18.1% or 7 123), Public Management (12.5% or 4 923), Human Resources Management (10.5% or 4 142) and Business Management (9.7% or 3 802) programmes.

Of the 19 102 male students who wrote examinations for N6 part-qualifications, 17 925 of them completed N6 part-qualification, resulting with 93.8% completion rate. More than a third of these completions were in Engineering Studies (41.6% or 7 448), followed by Management Assistant (10.3% or 1 841), Public Management (9.6% or 1 727), Business Management (8.5% or 1 532) and Human Resources Management (7.9% or 1 422) programmes.

The largest gender differences was in the Management Assistant programme, where 6 532 more female students completed compared to males. Even though the overall completion was higher for females compared to males, there were 325 more males who completed N6 Engineering Studies part-qualifications compared to females.



6. COMMUNITY EDUCATION AND TRAINING COLLEGES

6.1 OVERVIEW OF CET COLLEGES

The Community Education and Training (CET) colleges' statistics is presented in the aftermath of a series of negative audit opinions on the readability of data from the CET sector by the Auditor-General South Africa (AGSA). Notwithstanding the negative audit opinions by the AGSA, this report demonstrates a remarked improvement by colleges since the maiden report was published in the 2018/19 financial year. In the maiden report, there was a poor appreciation and appetite shown by CET colleges on structuring their reports based on the standardised templates designed in terms of the *Framework for Managing Programme and Performance Information*.

The report should be read in light of challenges faced by the CET sector during the period under review, particularly as a result of the disruptions wrecked by the Sars-Cov-2 pandemic (Covid-19). Exacerbating the situation in the sector is the incessant disruptions in schooling, in particular the host schools as a result of Covid-19. The CET sector is dependent on the Basic Education sector for physical infrastructure. During the academic year under review, School Governing Bodies and associated Management Teams have been reluctant to allow Community Learning Centres (CLC) and their Satellites (SC) access to buildings at certain times. The poor infrastructure in the CET sector has thus rendered its performance in a negative territory. As a consequence, the statistics provided below should be read in light of those prevailing circumstances.

The lack of Information and Communications Technology (ICT) infrastructure and data management system in the CET colleges renders it an onerous task coordinating colleges to submit data to head office. During the period under review there were 200 CLCs and 1 591 SCs published by notice in the *Government Gazette number 43654* of 2020. The data presented in this section, however, are based on the centres published in *Government Gazette number 38674* of 2015.

Statistics collected from the CET colleges point to the fact that they have fallen behind the targets as set out in the policy titled "*Community education and training college system: national plan for the implementation of the white paper for post-school education and training system, 2019-2030*". The latter policy is informed by the National Development Plan which enjoins CET colleges to collectively achieve a target of 1 million enrolments by the year 2030. Data from the colleges for 2020 depicts an unpleasant picture relating specifically to student enrolments, with colleges missing the 2020 revised target by more than 40%.

With the intended introduction of programme diversifications and skills programmes, colleges are expected to significantly bridge the gap between enrolments and the set targets. CET colleges submitted Unit Level Record data for 2020 enrolments, and the section below provides information on the disaggregated variables of interest.





6.1.1 Enrolment of students in CET colleges

Table 6.1: Number of students enrolled in CET colleges by programme, 2020

Programme	Number enrolled	Percentage
AET Level 1	2 906	2.0%
AET Level 2	3 747	2.6%
AET Level 3	7 423	5.2%
GETC: ABET Level 4 (NQF Level 1)	62 078	43.6%
Grade 10 ((NQF Level 2)	265	0.2%
Grade 11 (NQF Level 3)	351	0.2%
Grade 12 (NQF Level 4)	60 105	42.2%
Non-formal programmes	3 596	2.5%
Occupational Qualifications	2 067	1.5%
Total	142 538	100.0%

Source: CET Unit Level Record data, 2020.

Note 1: Non-formal programmes were previously referred to as other/skills programmes.

Note 2: Grade 12 enrolment figure includes enrolment for National Senior Certificate and Senior Certificate.

Note 3: Total enrolment is based on a response rate of 63.1%.

In 2020, total enrolment in CET colleges was 142 538, and the highest proportion of students enrolled for GETC: ABET Level 4 programme (43.6% or 62 078), followed closely by the National Senior Certificate (NSC)/Grade 12 (42.2% or 60 105). The lowest proportion of students enrolled for Grade 10 and Grade 11 (265 and 351 respectively).

Table 6.2: Number of students enrolled in CET colleges by programme and gender, 2020

Programme	Female	Male	Total	Female	Male
AET Level 1	1 414	1 492	2 906	48.7%	51.3%
AET Level 2	2 250	1 497	3 747	60.0%	40.0%
AET Level 3	4 302	3 121	7 423	58.0%	42.0%
GETC: ABET Level 4 (NQF Level 1)	44 767	17 311	62 078	72.1%	27.9%
Grade 10 ((NQF Level 2)	202	63	265	76.2%	23.8%
Grade 11 (NQF Level 3)	273	78	351	77.8%	22.2%
Grade 12 (NQF Level 4)	41 036	19 069	60 105	68.3%	31.7%
Non-formal programmes	2 627	969	3 596	73.1%	26.9%
Occupational Qualifications	1 458	609	2 067	70.5%	29.5%
Total	98 329	44 209	142 538	69.0%	31.0%

Source: CET Unit Level Record data, 2020.

Note 1: Non-formal programmes were previously referred to as other/skills programmes.

Note 2: Grade 12 enrolment figure includes enrolment for National Senior Certificate and Senior Certificate.

Note 3: Total enrolment is based on a response rate of 63.1%.

The proportion of female students in CET colleges was higher (69.0% or 98 329) as compared to males (31.0% or 44 209). The number of female students enrolled surpassed that of males in almost all programmes except AET Level 1, where 78 more males were enrolled as compared to females. The largest gender disparities were recorded for GETC: ABET Level 4 and NSC (Grade 12), where females' enrolment was higher than that of males by 27 456 and 21 967 respectively.



Table 6.3: Number of students enrolled in CET colleges by programme and population group, 2020

Programme	African	Coloured	Indian/Asian	White	Other ¹	Total
AET Level 1	2 497	376	10	10	13	2 906
AET Level 2	3 349	390	3	2	3	3 747
AET Level 3	6 789	606	8	2	18	7 423
GETC: ABET Level 4 (NQF Level 1)	58 200	3 441	198	149	90	62 078
Grade 10 (NQF Level 2)	262	3	0	0	0	265
Grade 11 (NQF Level 3)	350	1	0	0	0	351
Grade 12 (NQF Level 4)	57 213	2 389	248	233	22	60 105
Non-formal programmes	3 310	285	1	0	0	3 596
Occupational Qualifications	1 360	696	6	5	0	2 067
Total	133 330	8 187	474	401	146	142 538

Source: CET Unit Level Record data, 2020.

- Note 1: Non-formal programmes were previously referred to as other/skills programmes.
- Note 2: Grade 12 enrolment figure includes enrolment for National Senior Certificate and Senior Certificate.
- Note 3: Total enrolment is based on a response rate of 63.1%.
- Note 4: "Other¹" refers to population groups other than the groups mentioned or those who refused to identify themselves in terms of population group.

A large number of students enrolled in CET colleges in 2020 were Africans (133 330 or 93.5%), while a lower number of students were White and Indian/Asian (401 and 474 respectively). The majority of African and Coloured students enrolled for GETC: ABET Level 4 programme and Grade 12. On the other hand, Indian/Asian and White students enrolled mainly for NSC/Grade 12 followed by GETC: ABET Level 4.

Table 6.4: Number of students enrolled in CET colleges by programme and age group, 2020

Age	AET Level 1	AET Level 2	AET Level 3	GETC: ABET Level 4 (NQF Level 1)	Grade 10 (NQF Level 2)	Grade 11 (NQF Level 3)	Grade 12 (NQF Level 4)	Non-formal programmes	Occupational Qualifications	Total
<15 years	24	16	18	24		0	11	3	0	96
15-19 years	335	593	1 841	7 510	16	11	7 304	213	131	17 954
20-24 years	341	445	1 497	19 950	82	82	25 363	821	827	49 408
25-29 years	328	319	812	11 947	61	91	11 229	723	495	26 005
30-34 years	288	258	695	8 872	36	59	7 734	508	277	18 727
35-39 years	266	265	591	5 799	33	51	4 294	345	155	11 799
≥40 years	1 298	1 839	1 958	7 948	37	57	4 170	980	182	18 469
Unspecified	26	12	11	28	0	0	0	3	0	80
Total	2 906	3 747	7 423	62 078	265	351	60 105	3 596	2 067	142 538

Source: CET Unit Level Record data, 2020.

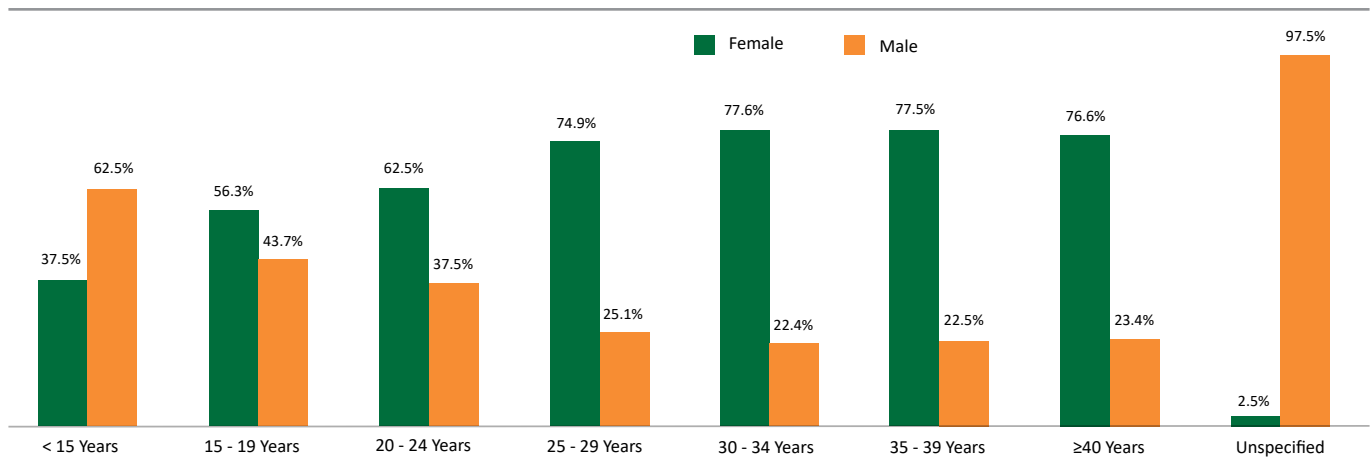
- Note 1: Non-formal programmes were previously referred to as other/skills programmes.
- Note 2: Grade 12 enrolment figure includes enrolment for National Senior Certificate and Senior Certificate.
- Note 3: Total enrolment is based on a response rate of 63.1%.

CET colleges primarily enrolled students aged 20-24 years old (34.7% or 49 408), followed by those aged 25 - 29 years (18.2% or 26 005), 30 -34 years (13.1% or 18 727) and 40 years and older (13.0% or 18 469). The majority of students in almost all the age groups enrolled for GETC: ABET level 4, while those aged 20-24 years old enrolled mainly for Grade 12. The latter use the CET system as a second chance programme in order to complete their NSC/Grade 12.





Figure 6.1: Proportions of students enrolled in CET colleges by gender and age group, 2020



Source: CET Unit Level Record data, 2020.

Note: Total enrolment is based on a response rate of 63.1%.

There were more females enrolled in CET colleges as compared to males in almost all the age groups except those aged 14 years and younger, indicative that males drop out of school earlier. A gender gap of more than 50 percentage points was recorded for older age groups (25-29 years; 30-34 years; 35-39 years and 40 years and older) while the younger age groups (24 years and younger) recorded lower percentage points difference.

6.1.2 Enrolment per CET college

Table 6.5: Number of students in CET colleges, by college and programme, 2020

College	AET Level 1	AET Level 2	AET Level 3	GETC: ABET Level 4 (NQF Level 1)	Grade 10 (NQF Level 2)	Grade 11 (NQF Level 3)	Grade 12 (NQF Level 4)	Non-formal programmes	Occupational Qualifications	Total
Eastern Cape CET College	295	503	1 332	5 553	157	234	568	188	0	8 830
Free State CET College	152	293	734	3 496	43	39	4 317	47	16	9 137
Gauteng CET College	665	367	1 338	12 418	0	0	47 097	702	135	62 722
KwaZulu-Natal CET College	428	328	861	13 962	0	1	3 239	723	284	19 826
Limpopo CET College	397	134	162	8 399	5	1	1 290	391	0	10 779
Mpumalanga CET College	254	1 270	1 476	7 093	0	0	197	400	0	10 690
Northern Cape CET College	93	48	76	1 107	0	0	450	255	0	2 029
North West CET College	222	373	715	6 175	47	61	494	808	132	9 027
Western Cape CET College	400	431	729	3 875	13	15	2 453	82	1 500	9 498
National	2 906	3 747	7 423	62 078	265	351	60 105	3 596	2 067	142 538

Source: CET Unit Level Record data, 2020.

Note 1: Non-formal programmes were previously referred to as other/skills programmes.

Note 2: Grade 12 enrolment figure includes enrolment for National Senior Certificate and Senior Certificate.

Note 3: Total enrolment is based on a response rate of 63.1%.

Student enrolment in CET colleges was concentrated in Gauteng (62 722 or 44.0%), followed by KwaZuluNatal (19 826 or 13.9%), Limpopo (10 779 or 7.6%) and Mpumalanga (10 690 or 7.5%), while Northern Cape CET college had fewer enrolments (2 029 or 1.4%). A large number of students enrolled for GETC: ABET Level 4 in almost all CET colleges except Gauteng and Free State, where the majority of their enrolments were for Grade 12 (47 097 and 4 317 respectively). More than three quarters of students in Limpopo CET college enrolled for GETC: ABET Level 4 (77.9% or 8 399), while 75.1% (47 097) of students in Gauteng CET college enrolled for Grade 12.



6.1.3 Examination results in CET colleges

The Community Education and Training (CET) Colleges are administered in terms of the Continuing Education and Training, 2006 (Act No. 16 of 2006), Government Gazette No. 36271. The Community Education and Training (CET) colleges provide General Education and Training programmes to adult learners who have not completed Grade 9 in the school sector. The examination results in CET colleges in this report are for the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) Level 4 qualification.

Table 6.6: Number of students in CET colleges who registered, wrote and completed the GETC: ABET Level 4 qualification, 2012 to 2020

Year	Number registered	Number wrote	Number completed	Completion rate (%)
2012	109 883	55 735	23 325	41.8
2013	109 518	52 501	19 945	38.0
2014	133 363	102 534	38 592	37.6
2015	117 224	91 603	34 125	37.3
2016	100 490	78 105	28 024	35.9
2017	85 136	65 225	24 757	38.0
2018	89 644	64 700	28 154	43.5
2019	75 980	53 945	41 638	77.2
2020	64 726	39 340	22 764	57.9

Source: *National Examinations Database, November 2020.*

- Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a GETC qualification during the 2012-2020 academic years. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2012-2020.
- Note 2: "Number Registered" refers to the number of students who registered for the 2012-2020 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2012-2020 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the GETC: ABET Level 4 qualification in 2012-2020.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2012-2020 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2012-2020 academic years. This number excludes students who wrote individual subjects but who were not eligible to complete the GETC: ABET Level 4 qualification in 2012-2020.
- Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the GETC: ABET Level 4 qualification in the 2012-2020 academic years. This number excludes students who may have passed individual subjects but were not eligible to complete the GETC: ABET Level 4 qualification in 2012-2020.
- Note 5: "Completion rate" refers to the number of students who successfully completed a GETC: ABET qualification in the 2012-2020 academic years, expressed as a percentage of the number of students who were eligible to complete the GETC-ABET Level 4 qualification and wrote the examinations (the latter is defined above) in 2020.

Table 6.6 shows that more than half of the students who wrote GETC: ABET Level 4 qualification examinations during the 2020 academic year were eligible to complete, resulting in an average national completion rate of 57.9%. Completion rate decreased by 19.3 percentage points (from 77.2% to 57.9%) when comparing 2019 and 2020 and increased by 16.1 percentage points (from 41.8% to 57.9%) between 2012 and 2020.





Table 6.7: Number of students in CET colleges registered, wrote and completed the GETC: ABET Level 4 qualification by province, 2020

Province	Number registered	Number wrote	Number completed	Completion rate (%)
Eastern Cape	7 141	3 955	2 547	64.4
Free State	4 097	2 395	1 303	54.4
Gauteng	12 676	6 017	2 970	49.4
KwaZulu-Natal	15 113	8 352	5 137	61.5
Limpopo	9 327	7 901	5 060	64.0
Mpumalanga	6 881	5 060	3 204	63.3
North West	5 718	3 887	1 582	40.7
Northern Cape	1 204	693	280	40.4
Western Cape	2 569	1 080	681	63.1
National	64 726	39 340	22 764	57.9

Source: National Examinations Database, November 2020.

- Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a GETC qualification during the 2020 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2020.
- Note 2: "Number Registered" refers to the number of students who registered for the 2020 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2020 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the GETC: ABET Level 4 qualification in 2020.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2020 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2020 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the GETC: ABET Level 4 qualification in 2020.
- Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the GETC: ABET Level 4 qualification in the 2020 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the GETC: ABET Level 4 qualification in 2020.
- Note 5: "Completion rate" refers to the number of students who successfully completed a GETC: ABET qualification in the 2013-2020 academic years, expressed as a percentage of the number of students who were eligible to complete the GETC-ABET Level 4 qualification and wrote the examinations (the latter is defined above) in 2020.

In 2020, the national completion rate for GETC: ABET Level 4 was 57.9%, and the largest number of students who registered, wrote and completed GETC: ABET Level 4 qualification were from Kwazulu-Natal. The highest completion rates were however recorded in Eastern Cape (64.4%), Limpopo (64.0%) and Mpumalanga (63.3%). Western Cape and KwaZulu-Natal also recorded completion rates which were higher than the national average, while Northern Cape and North West CET colleges had the lowest rates (40.4% and 40.7% respectively).



Table 6.8: Number of students in CET colleges who registered, wrote and completed the GETC ABET Level 4 qualification, by province and gender, 2020

Province	Female				Male				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	5 598	3 138	2 075	66.1	1 543	817	472	57.8	7 141	3 955	2547	64.4
Free State	2 527	1 543	907	58.8	1 570	852	396	46.5	4 097	2 395	1303	54.4
Gauteng	7 203	3 502	1 907	54.5	5 473	2 515	1 063	42.3	12 676	6 017	2 970	49.4
KwaZulu-Natal	12 001	6 723	4 151	61.7	3 112	1 629	986	60.5	15 113	8 352	5 137	61.5
Limpopo	7 795	6 632	4 326	65.2	1 532	1 269	734	57.8	9 327	7 901	5 060	64.0
Mpumalanga	5 536	4 104	2 683	65.4	1 345	956	521	54.5	6 881	5 060	3204	63.3
North West	3 872	2 711	1207	44.5	1846	1176	375	31.9	5 718	3 887	1 582	40.7
Northern Cape	804	465	189	40.6	400	228	91	39.9	1 204	693	280	40.4
Western Cape	1 389	535	340	63.6	1 180	545	341	62.6	2 569	1 080	681	63.1
National	46 725	29 353	17 785	60.6	18 001	9 987	4 979	49.9	64 726	39 340	22 764	57.9

Source: National Examinations Database, November 2020.

- Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a GETC qualification during the 2020 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2020.
- Note 2: "Number Registered" refers to the number of students who registered for the 2020 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2020 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the GETC: ABET Level 4 qualification in 2020.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2020 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2020 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the GETC: ABET Level 4 qualification in 2020.
- Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the GETC: ABET Level 4 qualification in the 2020 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the GETC: ABET Level 4 qualification in 2020.
- Note 5: "Completion rate" refers to the number of students who successfully completed a GETC: ABET qualification in the 2020 academic year, expressed as a percentage of the number of students who were eligible to complete the GETC: ABET Level 4 qualification and wrote the examinations (the latter is defined above) in 2020.

A large number of female students registered, wrote and completed GETC: ABET Level 4 qualification in 2020 compared to males. In terms of completions, 17 785 females completed their GETC: ABET Level 4 qualification as compared to 4 979 males. The highest completion rate was subsequently observed for females (60.6%), while males achieved the lowest completion rate (49.9%).

Eastern Cape Province had the highest completion rate of 66.1% for females, while males' completion rate was the highest in Western Cape CET colleges (62.6%). The lowest completion rate for females was observed in Northern Cape (40.6%), while that of males was recorded in North West CET colleges (31.9%).





Table 6.9: Number of students in CET colleges who wrote and passed GETC: ABET Level 4 Learning Areas by Content, 2020

Content Learning Area	Number wrote	Number completed	Pass rate (%)
Ancillary Health Care	22 370	13 556	60.6
Applied Agriculture & Agriculture Technology	2 676	1 612	60.2
Arts and Culture	2 074	1 676	80.8
Early Childhood Development	13 059	10 010	76.7
Economics & Management Sciences	5 996	2 507	41.8
Human and Social Sciences	5 203	3 195	61.4
Information & Communication Technology	1 008	795	78.9
Life Orientation	26 138	21 280	81.4
Mathematical Literacy	27 230	13 299	48.8
Maths & Maths Sciences	3 160	1 654	52.3
Natural Sciences	1 860	710	38.2
Small Medium & Micro Enterprises	5 881	3 956	67.3
Technology	624	341	54.6
Travel and Tourism	10 487	7 122	67.9
Wholesale and Retail	2 183	1 126	51.6
Total	129 949	82 839	63.7

Source: National Examinations Database, November 2020.

- Note 1: The number of students who WROTE and PASSED included who wrote and passed a Learning Area irrespective of whether they were eligible to complete the GETC qualification or not during the 2020 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2020.
- Note 2: "Number Wrote" refers to the number of students who wrote a Learning Area irrespective of whether they were eligible to complete the GETC: ABET Level 4 qualification or not during the 2020 academic year.
- Note 3: "Number Passed" refers to the number of students who passed a Learning Area irrespective of whether they were eligible to complete the GETC qualification or not during the 2020 academic year.
- Note 4: "Pass rate" refers to the number of students 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 they were eligible to complete the GETC: ABET Level 4 qualification (the latter is defined above) in 2020.

Table 6.9 shows that 129 949 GETC: ABET Level 4 content learning area subjects were written in 2020. A large number of students wrote Mathematical Literacy (27 230) followed by Life Orientation (26 138) and Ancillary Health Care (22 370), while the least number of students wrote Technology (624) and Information and Communication Technology (1 008).

Subsequently, the highest number of student completed Life Orientation (21 280), Ancillary Health Care (13 556) and Mathematical Literacy (13 299) while the lowest completions were in Technology (341), Natural Sciences (710) and Information and Communication Technology (795). The highest pass rates were however recorded in Life Orientation (81.4%), Arts and Culture (80.8%) and Information and Communication Technology (78.9%).

**Table 6.10: Number of students in CET colleges who wrote and passed GETC: ABET Level 4 Learning Areas by language, 2020**

Language Learning Area	Number wrote	Number completed	Pass rate (%)
Afrikaans	604	466	77.2
English	30 618	15 860	51.8
IsiNdebele	211	196	92.9
IsiXhosa	3 271	3 121	95.4
IsiZulu	4 189	3 876	92.5
Sepedi	2 468	1 844	74.7
Sesotho	578	522	90.3
Setswana	1 759	1 369	77.8
SiSwati	887	841	94.8
Tshivenda	779	752	96.5
Xitsonga	1 068	955	89.4
Total	46 432	29 802	64.2

Source: *National Examinations Database, November 2020.*

- Note 1: The number of students who WROTE and PASSED included who wrote and passed a Learning Area irrespective of whether they were eligible to complete the GETC qualification or not during the 2020 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2020.
- Note 2: "Number Wrote" refers to the number of students who wrote a Learning Area irrespective of whether they were eligible to complete the GETC: ABET Level 4 qualification or not during the 2020 academic year.
- Note 3: "Number Passed" refers to the number of students who passed a Learning Area irrespective of whether they were eligible to complete the GETC qualification or not during the 2020 academic year.
- Note 4: "Pass rate" refers to the number of students 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 they were eligible to complete the GETC: ABET Level 4 qualification (the latter is defined above) in 2020

There were 46 432 students who wrote for GETC: ABET Level 4 language learning areas, and the majority wrote English (30 618) followed by IsiZulu (4 189) and IsiXhosa (3 271), while the least number of students wrote IsiNdebele (211).

Subsequently, the highest number of students completed English (15 860), IsiZulu (3 876) and IsiXhosa (3 121), while the least number of students completed IsiNdebele (196) learning area.

The highest pass rates were however recorded in Tshivenda (96.5%), followed by IsiXhosa (95.4%), and SiSwati (94.8%) and the lowest was English with 51.8%.





6.1.4 Staffing in CET colleges

Table 6.11: Number of staff in CET colleges, by college, staff category and gender, 2020

College	Management Staff			Lecturer Staff			Support Staff			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Eastern Cape CET College	1	2	3	1 966	361	2 327	13	4	17	1 980	367	2 347
Free State CET College	3	1	4	498	234	732	60	44	104	561	279	840
Gauteng CET College	2	2	4	1 260	681	1 941	123	130	253	1 385	813	2 198
KwaZulu-Natal CET College	2	2	4	2 527	755	3 282	19	5	24	2 548	762	3 310
Limpopo CET College	1	3	4	946	195	1 141	2	0	2	949	198	1 147
Mpumalanga CET College	0	4	4	1 059	115	1 174	4	1	5	1 063	120	1 183
Northern Cape CET College	0	4	4	108	31	139	12	5	17	120	40	160
North West CET College	0	4	4	679	198	877	25	11	36	704	213	917
Western Cape CET College	1	2	3	220	116	336	74	51	125	295	169	464
National	10	24	34	9 263	2 686	11 949	332	251	583	9 605	2 961	12 566
Percentage	29.4%	70.6%	100.0%	77.5%	22.5%	100.0%	56.9%	43.1%	100.0%	76.4%	23.6%	100.0%

Source: CETCollege2020_20211209, data extracted in December 2021.

Note 1: The category "Management Staff" means the principal and the vice principals of a public college; (CET Act 16 of 2006).

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 on any lecturer establishments under this Act; (CET Act 16 of 2006).

Note 3: The category "Support Staff" refers to staff who render academic support services; student support services; human resource management; financial management; administration; maintenance of the buildings and gardens; catering services; and security services; (CET Act 16 of 2006).

Note 4: Staff information is based on 2 403 centres that submitted Annual Survey data to the Department.

Note 5: Total staff reported excludes volunteering staff.

There were 12 566 staff in CET colleges in 2020, and the majority of them were lecturers (95.1% or 11 949), while a smaller proportion were support staff (4.6% or 583) and management staff (0.3% or 34). KwaZulu-Natal CET college had the most staff (26.3% or 3 310), followed by Eastern Cape (18.7% or 2 347) and Gauteng (17.5% or 2 198) CET colleges. The latter statistic is a legacy of the previous regime of disproportionate allocation of resources due to the fact that each Provincial Education Department dispensed resources in terms of its budget allocation.

Ordinarily, one would have expected Gauteng CET college to employ more staff as they account for the majority of enrolments in the sector (see Table 6.5). The norms and standards for funding have however been revised and student enrolments will be accounted for in terms of staffing establishments. In five CET colleges, over 90% of staff were lecturers, and the following CET colleges had the most number of lecturers: KwaZulu-Natal (3 282), Eastern Cape (2 327 and Gauteng (1 941).

CET colleges had more than three quarters of their staff as female (76.4% or 9 605), while males accounted for 23.6% (2 961) of the total. The proportion of females employed as lecturers and support staff was higher in all colleges, while males accounted for over 70% of the management staff. KwaZulu-Natal, Eastern Cape and Mpumalanga featured the greatest gender disparities when it came to lecturers, where 1 772, 1 605, and 944 more females than males were employed as lecturers. Most CET colleges employed more males as management staff than females, with the exception of Free State, Gauteng and KwaZulu-Natal. All management staff in Mpumalanga, Northern Cape and North West were males.



7. PRIVATE COLLEGES

7.1 OVERVIEW OF PRIVATE COLLEGES

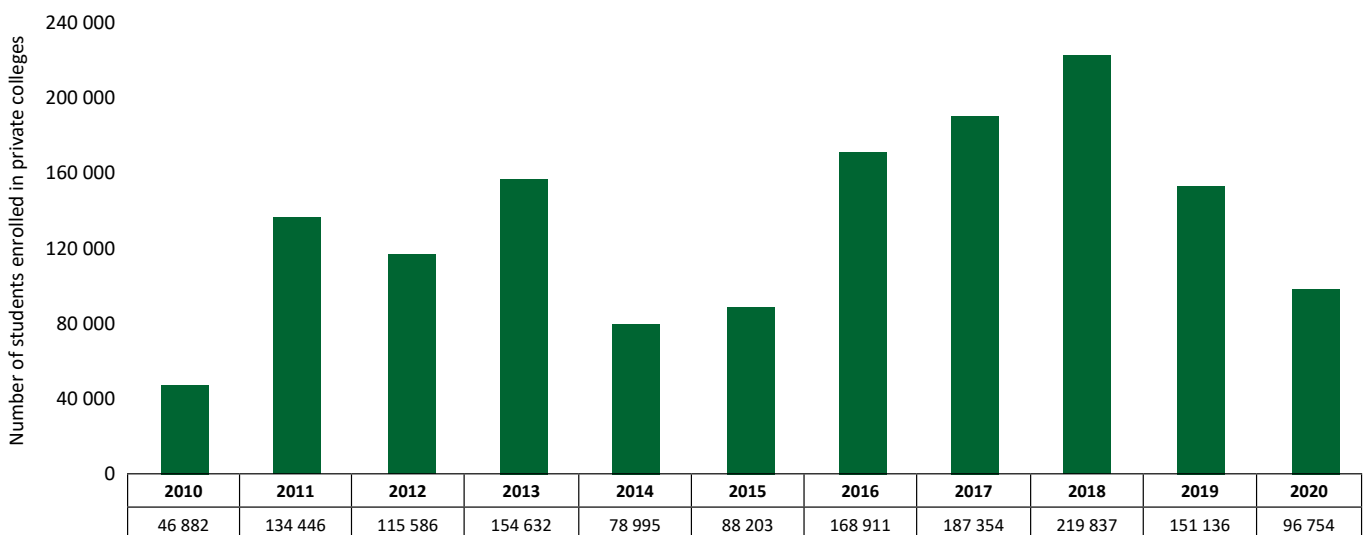
Section 29 (3) (b) of the Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996) requires that private education institutions be registered with the state, that is, the Department of Higher Education and Training (the Department). The Continuing Education and Training (CET) Act and the *Regulations for the Registration of Private Further Education & Training Colleges, 2007* provides the Department with the legal framework for the registration of such private education institutions, their monitoring for compliance with registration legislation and collection of data therefrom at specified intervals.

The Department registers private education institutions that offer General and Further Education and Training qualifications and part- qualifications such as National Certificate: Vocational (NCV), N1-N3 Engineering Studies and Adult Education and Training (AET), as private colleges. Private education institutions that offer Occupational Qualifications are excluded from registration under the current CET Act and accompanying Regulations. These private education institutions are known as Skills Development Providers (SDPs).

In order to operate legally, SDPs must have been accredited by the Quality Council for Trades and Occupations (QCTO) or must have been accredited by the Sector Education and Training Authorities (SETAs) delegated by the QCTO. The information presented and analyzed below had been collected from registered private colleges through the annual survey.

7.1.1 Enrolment of students in private colleges

Figure 7.1: Number of students enrolled in private colleges, 2010 – 2020



Sources: *Statistics on Post-School Education and Training in South Africa, 2019.*
FET_Pvt_Annual_2020_20211209, data extracted in December 2021.

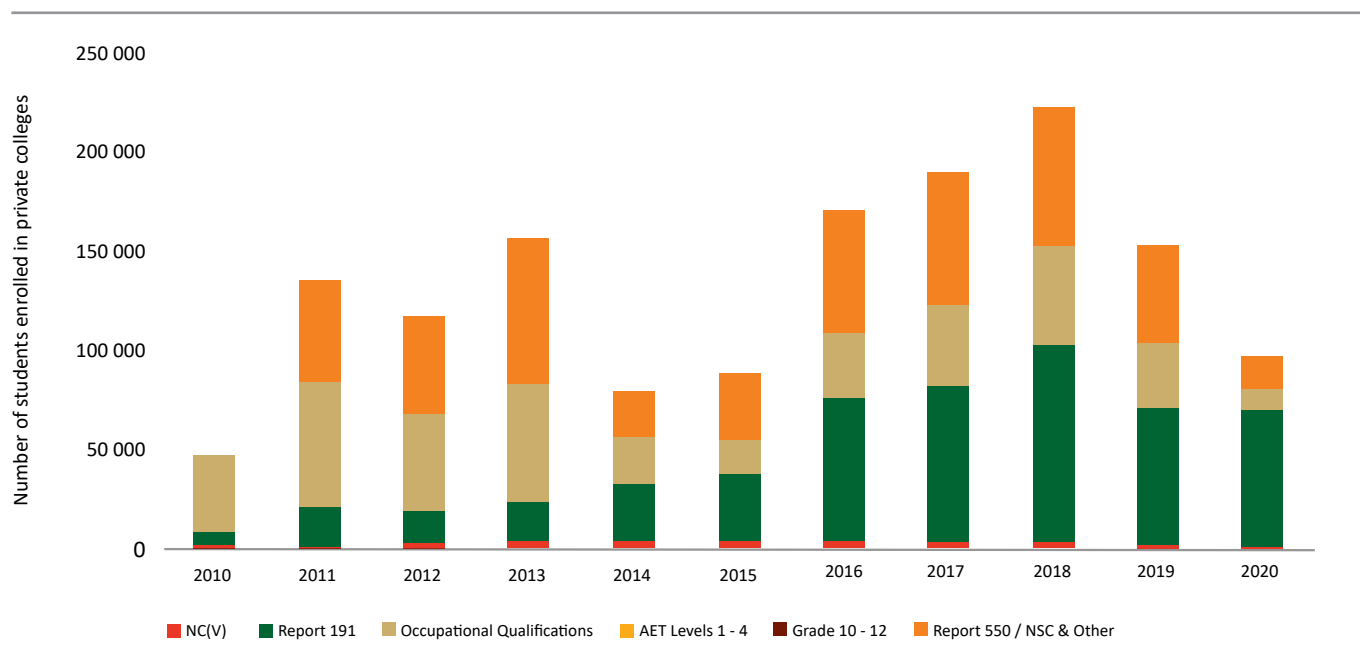
Note: The 2020 figure represents enrolment at only 107 of the 126 registered private colleges that responded to the departmental Annual Survey.





Student enrolment in private colleges was 96 754 in 2020, and this was 36.0% (54 382) lower when compared with 2019 (151 136), and 106.4% (49 872) higher when compared with 2010. It should be noted that enrolment for this sector is based on the number of registered private colleges which submitted data to the Department, and no imputation or estimation is done on the colleges which did not submit data. The response rate increased from 53.7% in 2019 to 84.9% in 2020. The number of registered private colleges declined from 287 in 2019 to 126 in 2020, due to the communique 1 of 2020, which emphasized that Skills Development Providers that offers occupational qualifications and part-qualifications on the OQSF are no longer required to register with the Department, but they must be accredited by the QCTO or its delegated Quality Assurance Partners.

Figure 7.2: Number of students enrolled in private colleges by qualification category, 2010 – 2020



Sources: *Statistics on Post-School Education and Training in South Africa, 2019.*
FET_Pvt_Annual_2020_20211209, data extracted in December 2021.

- Note 1: Report 191 refers to the NATED programmes, N1 to N6, Non-National Certificate and N Diploma. It is a part-qualification.
- Note 2: NC(V) refers to the National Certificate (Vocational) Levels 2-4.
- 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 colleges refers to all other skills development and short courses.
- Note 5: The 2020 figure represents enrolment at only 107 of the 126 registered private colleges that responded to the departmental Annual Survey.

A large number of students in private colleges enrolled for Report 191 programmes followed by Report 550/NSC and other qualifications, and this trend has been observed since 2015. NCV enrolment in this sector was the lowest over the past 10 years (2010 – 2020).

**Table 7.1: Number of students enrolled in private colleges by qualification category, 2010 – 2020**

Qualification category	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
NC(V)	2 615	1 816	4 181	5 012	3 928	2 880	2 857	3 307	3 950	2 024	1 659
Report 191	6 685	19 524	16 127	19 467	29 700	35 147	72 657	78 056	98 466	69 228	68 071
Occupational Qualifications	37 582	63 394	47 156	58 400	23 128	17 136	32 279	40 577	49 319	32 855	11 239
AET Levels 1-4	n.a	n.a	n.a	n.a	n.a	1 045	n.a	n.a	n.a	n.a	n.a
Grades 10-12	n.a	n.a	n.a	n.a	n.a	554	n.a	n.a	n.a	n.a	n.a
Report 550/ NSC & Other	n.a	49 712	48 122	71 753	22 329	31 441	61 118	65 414	68 102	47 029	15 785
Total	46 882	134 446	115 586	154 632	79 085	88 203	168 911	187 354	219 837	151 136	96 754

Sources: *Statistics on Post-School Education and Training in South Africa, 2019. FET_Pvt_Annual_2020_20211209, data extracted in December 2021.*

Note 1: Report 191 refers to the NATED programmes, N1 to N6, Non-National Certificate and N Diploma. It is a part-qualification.

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

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 colleges refers to all other skills development and short courses.

Note 5: "n.a" means that there were no private colleges offering the programmes in the years indicated.

Note 6: The 2020 figure represents enrolment at only 107 of the 126 registered private colleges that responded to the departmental Annual Survey.

Seven in every ten students in private colleges enrolled for Report 191 (70.4% or 68 071) in 2020, while enrolment for Report 550/NSC and other accounted for 16.3% (15 785) followed by occupational qualifications (11.6% or 11 239), while NC(V) recorded the lowest proportion (1.7% or 1 659). Enrolment decreased in all qualification categories between 2019 and 2020, with the largest decline recorded for Report 550/NSC and other (31 244) and occupational qualifications (21 616). This is due to the implications of communiqué 1 of 2020 which exempts private colleges which offers qualifications on the OQSF from registering with the Department.

Table 7.2: Number of students enrolled in private colleges by qualification category and age group, 2020

Qualification Category	15 – 19 years	20 – 24 years	25 – 29 years	30 – 34 years	35 – 39 years	≥40 years	Total
NC(V) Levels 2-4	350	1 039	152	50	27	41	1 659
Report 191 (N1-N3)	4 557	14 283	6 642	3 710	1 987	1 577	32 756
Report 191 (N4-N6)	4 660	16 690	6 834	3 625	1 843	1 663	35 315
Occupational Qualifications	1 106	4 096	1 785	1 250	1 053	1 949	11 239
Report 550/ NSC	1 228	2 584	497	263	78	144	4 794
Other	546	2 464	2 073	1 887	1 586	2 435	10 991
Total	12 447	41 156	17 983	10 785	6 574	7 809	96 754

Source: *FET_Pvt_Annual_2020_20211209, data extracted in December 2021.*

Note 1: Report 191 refers to the NATED programmes, N1 to N6, Non-National Certificate and N Diploma. It is a part-qualification.

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

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 colleges refers to all other skills development and short courses.

Note 5: The 2020 figure represents enrolment at only 107 of the 126 registered private colleges that responded to the departmental Annual Survey.

More than 40% of students enrolled in private colleges were between the ages 20-24 years (42.5% or 41 156), followed by those aged 25 – 29 years old (18.6% or 17 983) and 15 – 19 years old (12.9% or 12 447). Fewer enrolments were students aged 35 – 39 years old (6.8% or 6 574). The majority of students aged 20 - 24 years enrolled for Report 191 (N1 – N6) (75.3% or 30 973), while more than half of students aged 40 years and older enrolled mainly for skills development and short courses and occupational qualifications (56.1% or 4 384). Enrolment for students in the other age groups (15-19 years and 25 – 39 years) were also dominated by Report 191 (N1 – N6) programmes.



**Table 7.3: Number of students enrolled in private colleges by qualification category and population group, 2020**

Qualification Category	African	Coloured	Indian/Asian	White	Unspecified	Total
NC(V) Levels 2-4	1 589	17	48	5	0	1 659
Report 191 (N1-N3)	26 422	822	985	4 505	22	32 756
Report 191 (N4-N6)	30 898	1 049	944	2 395	29	35 315
Occupational Qualifications	8 182	915	369	1 748	25	11 239
Report 550/ NSC	4 610	28	33	123	0	4 794
Other	-	-	-	-	-	10 991
Total	71 701	2 831	2 379	8 776	76	96 754

Source: FET_Pvt_Annual_2020_20211209, data extracted in December 2021.

Note 1: Report 191 refers to the NATED programmes, N1 to N6, Non-National Certificate and N Diploma. It is a part-qualification.

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

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" refers to all other skills development and short courses.

Note 5: "Unspecified" refers to the number of students who did not report on population group.

Note 6: "-" means that the data is not available by programmes and population groups as indicated.

Note 7: The totals for the population groups does not add up to the overall total, as the "Other" qualification category is not collected by population group.

Note 8: The 2020 figure represents enrolment at only 107 of the 126 registered private colleges that responded to the departmental Annual Survey.

Almost three quarters of students enrolled in private colleges were Africans (74.1% or 71 701), followed by White students (9.1% or 8 776), while Coloured and Indian/Asians accounted for the lower proportions (2.9% or 2 831 and 2.5% or 2 379 respectively). A higher proportion of African and Coloured students enrolled for Report 191 (N4-N6) programmes, while white and Indian/Asian students enrolled mainly for Report 191 (N1-N3) engineering programmes.

Table 7.4: Number of students enrolled in private colleges by qualification category and gender, 2020

Qualification Category	Female	Male	Total	Female	Male
NC(V) Levels 2-4	766	893	1 659	46.2%	53.8%
Report 191 (N1-N3)	11 199	21 557	32 756	34.2%	65.8%
Report 191 (N4-N6)	18 729	16 586	35 315	53.0%	47.0%
Occupational Qualifications	6 470	4 769	11 239	57.6%	42.4%
Report 550/ NSC	2 536	2 258	4 794	52.9%	47.1%
Other	5 857	5 134	10 991	53.3%	46.7%
Total	45 557	51 197	96 754	47.1%	52.9%

Source: FET_Pvt_Annual_2020_20211209, data extracted in December 2021.

Note 1: Report 191 refers to the NATED programmes, N1 to N6, Non-National Certificate and N Diploma. It is a part-qualification.

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

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 colleges refers to all other skills development and short courses.

Note 5: The 2020 figure represents enrolment at only 107 of the 126 registered private colleges that responded to the departmental Annual Survey.

The proportion of male students in private colleges was higher (52.9% or 51 197) as compared to females (47.1% or 45 557). Enrolment for different qualification categories indicates that male student enrolment was higher for NC(V) and Report 191 (N1-N3), while females dominated enrolment in the other qualification categories (Report 191(N4 – N6), occupational qualifications, Report 550/NSC and skills development and short courses). The largest gender disparity was observed for Report 191 (N1 – N3) (engineering programmes), where 10 358 more males enrolled as compared to females.

**Table 7.5: Number of foreign students enrolled in private colleges by country, 2020**

Country	Total	% of foreign students
Zimbabwe	900	34.8%
Democratic Republic of the Congo	310	12.0%
Lesotho	251	9.7%
Nigeria	168	6.5%
Angola	151	5.8%
Namibia	138	5.3%
Congo	126	4.9%
Swaziland/Eswatini	78	3.0%
Mozambique	71	2.7%
Zambia	65	2.5%
Other Foreign Nationalities	328	12.7%
Total	2 586	100.0%

Source: FET_Pvt_Annual_2020_20211209, data extracted in December 2021.

Note 1: Enrolment numbers are listed by the ten countries with the most foreign student enrolment. The rest of foreign student enrolments are included in "other foreign nationalities" category.

Note 2: The 2020 figure represents enrolment at only 107 of the 126 registered private colleges that responded to the departmental Annual Survey.

The number of foreign national students in private colleges was 2 586, which was 2.6% of total enrolment in 2020 (96 754). More than one third of foreign national students were from Zimbabwe (34.8% or 900), followed by Democratic Republic of the Congo (12.0% or 310) and the lowest were from Zambia (2.5% or 65). Four in every five foreign national students were from 12 of the 16 Southern African Development Community (SADC) region (80.4% or 2 079).

Table 7.6: Number of Special Needs Education (SNE) students in private colleges by primary disability and gender, 2020

Barriers to Learning	Female	Male	Total
Albinism	5	8	13
Attention deficit disorder with/without hyperactivity (ADHD)	51	154	205
Autistic spectrum disorders	0	2	2
Blindness	3	3	6
Deaf-blindness	0	1	1
Deafness	7	1	8
Epilepsy	4	5	9
Hard of hearing	1	7	8
Mild to moderate intellectual disability	5	4	9
Moderate to severe/profound intellectual disability	9	10	19
Partial sightedness / Low vision	11	23	34
Physical disability	23	17	40
Psychiatric disorder	8	3	11
Severely intellectually disabled	0	1	1
Specific learning disability	3	21	24
Total	130	260	390

Source: FET_Pvt_Annual_2020_20211209, data extracted in December 2021.

Note: The 2020 figure represents enrolment at only 107 of the 126 registered private colleges that responded to the departmental Annual Survey.





The number of students who reported to have a disability was 390, which was 0.4% of total enrolment (96 754). More than half of students reported to have attention deficit disorder with/without hyperactivity (ADHD) (52.6% or 205), followed by physical disability (10.3% or 40) and Partial sightedness / Low vision (8.7% or 34).

Over two thirds of students with disability were males (66.7% or 260) as compared to one third of females (33.3% or 130). The largest gender disparities were recorded for students with ADHD, where 103 more male students reported to have this disability as compared to females.

Table 7.7: Number of students in private colleges by Occupational Qualifications and gender, 2020

Qualifications for organising fields	Female	Male	Total
1. Agriculture and Nature conservation	1	0	1
2. Business, Commerce and Management Studies	3 088	1 376	4 464
3. Communication Studies and Language	62	61	123
4. Culture and Arts	0	0	0
5. Education, Training and Development	103	58	161
6. Health Sciences and Social Services	855	96	951
7. Human and Social Studies	25	6	31
8. Law, Military Science and Security	670	956	1 626
9. Manufacturing, Engineering and Technology	814	1 198	2 012
10. Physical Planning and Construction	275	560	835
11. Physical, Mathematical, Computer and Life Sciences	207	315	522
12. Services	370	143	513
Total	6 470	4 769	11 239

Source: FET_Pvt_Annual_2020_20211209, data extracted in December 2021.

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

Note 2: These courses are all accredited by SAQA.

Note 3: The 2020 figure represents enrolment at only 107 of the 126 registered private colleges that responded to the departmental Annual Survey.

Enrolment for occupational qualifications was the third largest in 2020, and the majority of students enrolled for Business, Commerce and Management Studies (39.7% or 4 464), followed by Manufacturing, Engineering and Technology (17.9% or 2 012) and Law, Military Science and Security (14.5% or 1 626).

A larger proportion of students enrolled for occupational qualifications were females (57.6% or 6 470), while (42.4% or 4 769) were males. Almost three quarters of males (74.0%) enrolled for Business, Commerce and Management Studies; Manufacturing, Engineering and Technology and Law, Military Science and Security, while 73.5% of females enrolled for Business, Commerce and Management Studies; Health Sciences and Social Services and Manufacturing, Engineering and Technology. Large gender disparities were in the Business, Commerce and Management Studies field, where 1 712 more females enrolled as opposed to males.



7.1.2 Enrolment in private colleges by province

Table 7.8: Number of students in private colleges by qualification category and province, 2020

Province	NC(V)	Report 191 N1-N3	Report191 N4-N6	Occupational Qualifications	Report 550/ NSC	Other	Total
Eastern Cape	68	1 887	1 888	273	220	266	4 382
Free State	172	925	914	128	0	350	2 709
Gauteng	650	18 161	17 935	5 185	2 804	4 672	49 407
KwaZulu-Natal	625	2 236	6 211	809	42	591	10 514
Limpopo	144	2 617	3 002	456	1 199	431	7 849
Mpumalanga	0	3 889	2 313	291	167	349	7 009
North West	0	1 246	872	555	197	196	3 066
Northern Cape	0	324	136	0	0	0	460
Western Cape	0	1 471	2 044	3 542	165	4 136	11 358
National	1 659	32 756	35 315	11 239	4 794	10 991	96 754

Source: FET_Pvt_Annual_2020_20211209, data extracted in December 2021

Note 1: "Other" refers to all other skills development and short courses.

Note 2: The 2020 figure represents enrolment at only 107 of the 126 registered private colleges that responded to the departmental Annual Survey.

More than half of students enrolled in private colleges located in Gauteng (51.1% or 49 407), followed by Western Cape (11.7% or 11 358) and KwaZulu-Natal (10.9% or 10 514). Private colleges in Gauteng contributed largely to enrolment in all qualification categories, and the highest enrolment was recorded for Report 191 N1 – N3 (18 161) and N4 – N6 (17 935).

Private colleges located in eight provinces enrolled the majority of their students in Report 191 (N1 – N6) programmes, while Western Cape colleges had more than two thirds of their enrolments in other skills development and short courses and occupational qualifications. In spite of the low enrolment in private colleges for NC(V) programmes, more than two quarters of students enrolled in this qualification attended colleges located in Gauteng and KwaZulu-Natal (39.2% or 650 and 37.7% or 625 respectively).

Table 7.9: Number of students and lecturers in private colleges by province, 2020

Province	Lecturers	Students
Eastern Cape	95	4 382
Free State	88	2 709
Gauteng	972	49 407
KwaZulu-Natal	236	10 514
Limpopo	193	7 849
Mpumalanga	132	7 009
North West	78	3 066
Northern Cape	9	460
Western Cape	118	11 358
National	1 921	96 754

Source: FET_Pvt_Annual_2020_20211209, data extracted in December 2021.

Note: The 2020 figure represents enrolment at only 107 of the 126 registered private colleges that responded to the departmental Annual Survey.





Private colleges had a total of 1 921 lecturers in 2020, and more than half of them were in Gauteng private colleges (50.6% or 972), followed by KwaZulu-Natal (12.3% or 236) and Limpopo (10.0% or 193). In 2020, the average lecturer-to-student ratio at private colleges was 1:50, and colleges in four provinces reported ratios higher than the average (Western Cape (1:96), Mpumalanga (1:53), Gauteng (1:51) and Northern Cape (1:51)). The lecturer-to-student ratio for private colleges in the Western Cape was the highest (1:96), whereas the ratio for private colleges in Free State was the lowest (1:31).

7.1.3 Examination results in private colleges

The Continuing Education and Training (CET) Act, 2006 (Act No. 16 of 2006) as amended and the Regulations for the Registration of Private Further Education and Training Colleges, 2007 provide the Department with the requisite legal framework for the registration and subsequent monitoring of registered private colleges. Private colleges provide vocational and occupational education and training programmes to learners who have at least completed Grade 9 in the school sector, those who have completed Grade 12 (matric) and employed persons.

In general, private colleges provide three broad categories of qualifications and programmes:

- 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.
- The “Report 191 National Technical Education (NATED)” Certificates offered at six different levels (N1 to N6) for Engineering Studies programmes and three levels (N4 to N6) for Business Studies programmes, which culminate in a National N Diploma if students meet the requirements for work experience. Students enrolled for Business Studies require 18 months (2 000 hours) of applicable work experience, while those enrolled for Engineering Studies require a minimum of 24 months (2 670 hours) of applicable work experience to obtain the National N Diploma. Students may also choose to take a trade test on completion of the N2 certificates whenever they have acquired the necessary practical skills.
- Occupational qualifications and part-qualifications which are based on job-related programmes that are closely linked to workplace demands and opportunities.

The following section of the report provides performance statistics in private colleges for Report 191 (N1-N6) programmes and NC(V) levels 2-4 programmes.

Table 7.10: Number of students in private colleges who registered, wrote and completed national qualifications, by qualification category and gender, 2020

Qualification Category	Female			Male			Total registered	Total wrote	Total completed	Completion rate (%)
	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed				
Report 191/1 N3	10 620	9 181	8 319	17 165	14 984	13 475	27 785	24 165	21 794	90.2
Report 191/1 N6	12 605	11 710	11 163	9 794	9 083	8 419	22 399	20 793	19 582	94.2
NC(V) Level 4	168	129	50	114	77	20	282	206	70	34.0
Total	23 393	21 020	19 532	27 073	24 144	21 914	50 466	45 164	41 446	91.8

Source: National Examinations Database, November 2020.

- Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete qualifications (part or full) during the 2020 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2020.
- Note 2: “Number Registered” refers to the number of students who registered for the relevant examinations in 2020 and were eligible to complete the relevant qualifications during the 2020 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the relevant qualifications in 2020.
- Note 3: “Number Wrote” refers to the number of students who wrote the relevant examinations in 2020 and were eligible to complete the relevant qualifications during the 2020 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the relevant qualifications in 2020.
- Note 4: “Number Completed” refers to the number of students who were eligible to complete and successfully completed the relevant qualifications in the 2020 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the relevant qualifications in 2020.



Table 7.10 shows that 50 466 students registered for Report 190/1 (N3 and N6) and NC(V) Level 4 examinations in private colleges in 2020, of which 45 164 wrote examinations and 41 446 completed. The highest proportion of students registered for Report 190/1 (N3) part-qualification (55.1% or 27 785) followed by the Report 190/1 (N6) part-qualification (44.4% or 22 399) while the lowest number of students registered for NC(V) Level 4 examinations (0.6% or 282).

A large number of male students registered, wrote and completed examinations for Report 190/1 N3 partqualification (Engineering Studies), while the majority of female students registered, wrote and completed Report 190/1 N6 partqualification and NC(V) Level 4 qualification. The largest gender disparity in terms of completions was observed for Report 190/1 N3 part-qualification, where 5 156 more male students completed as compared to females.

Table 7.10 also indicates that only 34.0% of students who wrote exams for the NC(V) Level 4 qualification during the 2020 academic year successfully completed the level. On the other hand, higher completion rates of 90.2% and 94.2% were recorded for N3 and N6 part-qualification in the same period.

Table 7.11: Number of students in private colleges who registered, wrote and completed NC(V) qualifications, by level, 2020

Qualification	Number registered	Number wrote	Number completed	Completion rate (%)
NC(V) Level 2	1 147	416	258	62.0
NC(V) Level 3	386	243	131	53.9
NC(V) Level 4	282	206	70	34.0
Total	1 815	865	459	53.1

Source: National Examinations Database, November 2020.

- Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete an NC(V) qualification during the 2020 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2020.
- Note 2: “Number Registered” refers to the number of students who registered for the 2020 NC(V) Levels 2-4 examinations and were eligible to complete an NC(V) qualification during the 2020 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the NC(V) Level 2-4 qualifications in 2020.
- Note 3: “Number Wrote” refers to the number of students who wrote the 2020 NC(V) Levels 2 – 4 examinations and were eligible to complete an NC(V) qualification during the 2020 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the NC(V) Level 2-4 qualifications in 2020.
- Note 4: “Number Completed” refers to the number of students who were eligible to complete and successfully completed the NC(V) Levels 2-4 qualifications in the 2020 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the NC(V) Level 2-4 qualifications in 2020.
- Note 5: “Completion rate” refers to the number of students who successfully completed an NC(V) qualification in the 2020 academic year, expressed as a percentage of the number of candidates who were eligible to complete the NC(V) Level 2-4 qualifications and wrote the examinations (the latter is defined above) in 2020.
- Note 6: NC(V) Level 2, NC(V) Level 3 and NC(V) Level 4 are each full qualification.

Table 7.11 shows that 1 815 students registered for NC(V) Levels 2-4 examinations in private colleges in 2020, of which 865 wrote examinations and 459 completed, resulting in a completion rate of 53.1%. The highest number of students registered, wrote and completed NC(V) Level 2 qualification, and the highest completion rate was also recorded for this level (62.0%), while the lowest was for NC(V) Level 4 (34.0%). Table 7.11 also indicates that a significantly large number of students who wrote and were eligible to complete an NC(V) qualification examinations across all levels during the 2020 academic year did not successfully complete.





Table 7.12: Number of students in private colleges who registered, wrote and completed Report 190/1 N1 to N3 part qualifications for Engineering Studies, 2020

Qualification	Number registered	Number wrote	Number completed	Completion rate (%)
Report 191 N1	12 266	9 404	8 695	92.5
Report 191 N2	28 969	25 344	22 100	87.2
Report 191 N3	27 785	24 165	21 794	90.2
Total	69 020	58 913	52 589	89.3

Source: *National Examinations Database, November 2020.*

- Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a Report 1901 part-qualification during the 2020 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2020.
- Note 2: "Number Registered" refers to the number of students who registered for the 2020 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2020 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the Report 190/1 N1-N3 part-qualifications in 2020.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2020 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2020 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1 N1-N3 part-qualifications in 2020.
- Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N1-N3 part-qualifications in the 2020 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 190/1 N1-N3 part-qualifications in 2020.
- Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N1-N3 part-qualification in the 2020 academic year, expressed as a percentage of the number of students who were eligible to complete the Report 190/1 N1-N3 part-qualifications and wrote the examinations (the latter is defined above) in 2020.
- Note 6: The number of students who registered for, wrote and completed N1-N3 Engineering Studies part-qualifications includes the consolidated numbers across all three trimesters of the 2020 academic year.

Table 7.12 shows that 69 020 students registered to write Report 190/1 N1 - N3 examinations in private colleges in 2020, of which 58 913 wrote examinations and 52 589 completed, translating to an 89.3% completion rate. The highest number of students registered and wrote examinations for Report 190/1 N2 part-qualification, however the highest completion rate was however recorded for Report 190/1 N1 part-qualification (92.5%). Table 7.12 also indicates that a significantly large number of students who wrote examinations and were eligible to complete a part-qualification across all three levels (N1-N3) during the 2020 academic year successfully completed the relevant part-qualification.

Table 7.13: Number of students in private colleges who registered, wrote and completed Report 190/1 N4 to N6 part qualification for Engineering Studies, 2020

Qualification	Number registered	Number wrote	Number completed	Completion rate (%)
Report 191 N4	16 593	14 780	13 582	91.9
Report 191 N5	12 186	11 420	10 701	93.7
Report 191 N6	10 773	10 238	9 479	92.6
Total	39 552	36 438	33 762	92.7

Source: *National Examinations Database, November 2020.*

- Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete an N6 part-qualification during the 2020 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2020.
- Note 2: "Number Registered" refers to the number of students who registered for the 2020 Report 190/1 N6 examinations and were eligible to complete a Report 191 N6 part-qualification during the 2020 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the N6 part-qualification in 2020.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2020 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2020 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1 N6 part-qualification in 2020.
- Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N6 part-qualification in the 2020 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 190/1 N6 part-qualification in 2020.
- Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N6 part-qualification in the 2020 academic year, expressed as a percentage of the number of students who were eligible to complete the Report 190/1 N6 part-qualification and wrote the examinations (the latter is defined above) in 2020.
- Note 6: The number of students who registered for, wrote and completed N4-N6 Engineering Studies part-qualifications includes the consolidated numbers across all three trimesters of the 2020 academic year.



Table 7.13 shows that 39 552 students registered to write Report 190/1 N4 - N6 part-qualification for Engineering Studies examinations in private colleges in 2020, of which 36 438 wrote examinations and 33 762 completed, resulting in a completion rate of 92.7%. The highest number of students registered and wrote examinations for the Report 190/1 N4 part-qualification, however, the highest completion rate was recorded for Report 190/1 N5 part-qualification (93.7%). Table 7.13 also indicates that a significantly large number of students who wrote and were eligible to complete a part-qualification across all three levels during the 2020 academic year successfully completed.

Table 7.14: Number of students in private colleges who registered, wrote and completed Report 190/1 N4 to N6 part qualifications for Business Studies, 2020

Qualification	Number registered	Number wrote	Number completed	Completion rate (%)
Report 191 N4	22 638	15 280	14 557	95.3
Report 191 N5	11 325	10 360	9 902	95.6
Report 191 N6	11 626	10 555	10 103	95.7
Total	45 589	36 195	34 562	95.5

Source: *National Examinations Database, November 2020.*

- Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a Report 190/1 part-qualification during the 2020 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2020.
- Note 2: "Number Registered" refers to the number of students who registered for the 2020 Report 190/1 N4-N6 examinations for Business Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2020 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2020.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2020 Report 190/1 N4-N6 examinations for Business Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2020 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2020.
- Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N4-N6 part-qualifications in the 2020 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2020.
- Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N4-N6 part-qualification in the 2020 academic year, expressed as a percentage of the number of students who were eligible to complete the Report 190/1 N4-N6 part-qualifications and wrote the examinations (the latter is defined above) in 2020.
- Note 6: The number of students who registered for, wrote and completed N1-N3 Business Studies part-qualifications includes the consolidated numbers across both semesters of the 2020 academic year.

Table 7.14 shows that 45 589 students registered for Report 190/1 N4 - N6 part-qualification for Business Studies examinations in private colleges in 2020, of which 36 195 wrote examinations and 34 562 completed. This translated to a completion rate of 95.5% for Report 190/1 N4-N6 part-qualifications. The highest number of students registered and wrote examinations for Report 190/1 N4 part-qualification, however the highest completion rate was however recorded for Report 190/1 N6 (95.7%).

Table 7.14 also indicates that a significantly large number of students who wrote examinations and were eligible to complete a part-qualification during the 2020 academic year successfully completed a relevant part-qualification. Completion rates for Business Studies were higher than those of Engineering Studies, most notably for Report 190/1 N4 part-qualification (difference of 3.4 percentage points).





Table 7.15: Number of students in private colleges who registered, wrote and completed the NC(V) Level 4 qualification, by programme and gender, 2020

NC(V) Level 4 Programme	Female				Male				Number registered	Number wrote	Number completed	Completion rate (%)
	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)				
1. L4: Civil Engineering and Building Construction	1	1	1	100.0	0	0	0	n.a.	1	1	1	100.0
2. L4: Electrical Infrastructure Construction	0	0	0	n.a.	1	1	1	100.0	1	1	1	100.0
3. L4: Finance, Economics and Accounting	5	4	1	25.0	1	1	0	0.0	6	5	1	20.0
4. L4: Information Technology and Computer Science	2	2	1	50.0	9	8	1	12.5	11	10	2	20.0
5. L4: Management	9	9	6	66.7	7	6	4	66.7	16	15	10	66.7
6. L4: Marketing	19	15	3	20.0	11	9	3	33.3	30	24	6	25.0
7. L4: Office Administration	53	44	21	47.7	16	14	5	35.7	69	58	26	44.8
8. L4: Safety in Society	63	39	2	5.1	62	32	0	0.0	125	71	2	2.8
9. L4: Transport and Logistics	16	15	15	100.0	7	6	6	100.0	23	21	21	100.0
Total	168	129	50	38.8	114	77	20	26.0	282	206	70	34.0

Source: National Examinations Database, November 2020.

- Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete an NC(V) qualification during the 2020 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2020.
- Note 2: "Number Registered" refers to the number of students who registered for the 2020 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2020 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 2020.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2020 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2020 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the NC(V) Level 4 qualification in 2020.
- 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 2020 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the NC(V) Level 4 qualification in 2020.
- Note 5: "Completion rate" refers to the number of students who successfully completed an NC(V) qualification in the 2020 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 2020.
- Note 6: NC(V) Level 4 is a full qualification.

Table 7.15 shows that in private colleges, 282 students registered to write examinations for NC(V) Level 4 qualification, of which 206 wrote and 70 of them completed resulting in a completion rate of 34.0%. Majority of the students wrote examinations for Safety in Society (71) and Office Administration (58). However, completion was high in Office Administration (26), followed by Transport and Logistics (21) and Management (10).

There were 70 students who completed examinations for NC(V) Level 4, and 71.4% (50) of them were females while 28.6% (20) were males. More than 40% of females completed an NC(V) Level 4 qualification in Office Administration programme (21), resulting in a completion rate of 47.7%. Male students on the other hand completed their NC(V) Level 4 qualifications in Transport and Logistics (6) followed by Office Administration (6) and Management (4) programmes.

**Table 7.16: Number of students in private colleges who registered, wrote and completed the Report 191/N6 part-qualification, by programme and gender, 2020**

Report 191 N6 Programme	Female				Male				Number registered	Number wrote	Number completed	Completion rate (%)
	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)				
1. N6: Art and Design	2	2	2	100.0	1	1	1	100.0	3	3	3	100.0
2. N6: Business Management	592	552	520	94.2	320	291	268	92.1	912	843	788	93.5
3. N6: Clothing Production	8	6	6	100.0	2	2	2	100.0	10	8	8	100.0
4. N6: Educare	1 869	1 673	1 660	99.2	147	121	121	100.0	2 016	1 794	1 781	99.3
5. N6: Engineering Studies	3 904	3 757	3 495	93.0	6 869	6 481	5 984	92.3	10 773	10 238	9 479	92.6
6. N6: Farming Management	21	21	21	100.0	22	16	14	87.5	43	37	35	94.6
7. N6: Financial Management	631	586	546	93.2	288	259	245	94.6	919	845	791	93.6
8. N6: Hospitality and Catering Services	171	145	144	99.3	65	57	55	96.5	236	202	199	98.5
9. N6: Human Resources Management	1 311	1 207	1 147	95.0	483	433	403	93.1	1 794	1 640	1 550	94.5
10. N6: Legal Secretary	86	70	65	92.9	34	29	28	96.6	120	99	93	93.9
11. N6: Management Assistant	1 078	998	977	97.9	215	196	190	96.9	1 293	1 194	1 167	97.7
12. N6: Marketing Management	260	241	216	89.6	224	195	165	84.6	484	436	381	87.4
13. N6: Medical Secretary	533	477	472	99.0	50	41	41	100.0	583	518	513	99.0
14. N6: Popular Music: Composition	4	4	4	100.0	5	5	4	80.0	9	9	8	88.9
15. N6: Popular Music: Studio Work	9	7	7	100.0	161	136	133	97.8	170	143	140	97.9
16. N6: Public Management	1 056	999	948	94.9	456	420	387	92.1	1 512	1 419	1 335	94.1
17. N6: Public Relations	600	563	558	99.1	230	213	207	97.2	830	776	765	98.6
18. N6: Tourism	470	402	375	93.3	222	187	171	91.4	692	589	546	92.7
Total	12 605	11 710	11 163	95.3	9 794	9 083	8 419	92.7	22 399	20 793	19 582	94.2

Source: National Examinations Database, November 2020.

- Note 1: The number of students who REGISTERED, WROTE and COMPLETED includes only those who were eligible to complete an N6 part-qualification during the 2020 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2020.
- Note 2: "Number Registered" refers to the number of students who registered for the 2020 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2020 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the N6 part-qualification in 2020.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2020 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2020 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1 N6 part-qualification in 2020.
- Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N6 part-qualification in the 2020 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 191 N6 part-qualification in 2020.
- Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N6 part-qualification in the 2020 academic year, expressed as a percentage of the number of students who were eligible to complete the Report 190/1 N6 part-qualification and wrote the examinations (the latter is defined above) in 2020.

Table 7.16 shows that in private colleges 20 793 students wrote for examinations for Report 190/1 N6 part-qualification and 19 582 of them completed, resulting in a completion rate of 94.2%. The majority of students wrote examinations in the following programmes: Engineering Studies (10 238), Educare (1 794), Human Resources Management (1 640) and Public Management (1 419). Subsequently, more students completed their N6 part-qualification in Engineering Studies (9 479), Educare (1 781), Human Resources Management (1 550) and Public Management (1 335).





The majority of students who completed examinations for Report 190/1 N6 part-qualification were females, with an overall completion rate of 95.3%, and a large number of them completed their part-qualifications in Engineering Studies (3 495) followed by Educare (1 660) and Human Resource Management (1 147) programmes. The completion rate for male students was also high at 92.7%, and more than 71% of them completed their part-qualifications in Engineering Studies (5 984) followed by Human Resource Management (403) and Public Management (387) programmes. Although the overall completion for females was higher than that of males, there were 2 489 more males who completed Engineering Studies compared to females.

On the other hand, 1 539 more females completed an Educare part-qualification as compared to males. The largest gender disparities were also recorded in Management Assistant and Human Resources Management programmes, where more than 700 more female students completed as compared to males.

7.1.4 Staffing in private colleges

Table 7.17: Number of staff in private colleges, by personnel category and gender, 2020

Personnel Category	Female	Male	Total
Management Staff	247	284	531
Lecturer Staff	808	1 113	1 921
Support Staff	784	345	1 129
Total	1 839	1 742	3 581

Source: FET_Pvt_Annual_2020_20211209, data extracted in December 2021.

Note 1: The category "Management" refers to the principal/CEO and vice principal responsible for the management of the company/college. This category includes Chief Executive Officer, Chief Financial Officer and Managing Director of a college.

Note 2: The category "Lecturing" 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 establishments under this Act; (CET Act 16 of 2006).

Note 3: The category "Support" refers to staff who render academic support services; student support services; human resource management; financial management; administration; maintenance of the buildings and gardens; catering services; and security services; (CET Act 16 of 2006).

Note 4: The 2020 figure represents staff at only 107 of the 126 registered private colleges that responded to the departmental Annual Survey.

In 2020, the 107 private colleges that submitted annual survey to the department had a total of 3 581 staff members, and the bulk of them were lecturers (53.6% or 1 921), followed by support staff (31.5% or 1 129), and management was the lowest (14.8% or 531). In terms of gender, 51.4% of employee positions were filled by females (1 839) as opposed to 48.6% (1 742) by males. The majority of both males and females were employed as lecturers, however, the number of male lecturers was higher relative to females (1 113 and 808 respectively). A large gender gap was observed for support staff, where 439 more females were employed in this category than males.



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

8.1 INTRODUCTION

Sector Education and Training Authorities (SETAs) are established in terms of Section 9 of the *Skills Development Act, 1998 (Act No. 97 of 1998)*. There are currently 21 SETAs within the levy grant system. SETAs are required to implement their Sector Skills Plans (SSPs) by facilitating the delivery of improved industries' sector-specific skills in order to contribute to the goals of the National Skills Development Strategy (NSDS). They are expected to ensure that intermediate and high-level skills are developed among both workers as well as unemployed persons. SETAs support workplace-based education and training through Learnerships, Internships and Skills Programmes. SETAs perform their functions in accordance with the Skills Development Act, the Skills Development Levies Act and their respective Constitutions.

The Department of Higher Education and Training (the Department) is responsible for the management of the SETAs' 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 number of young people are able to access workplace-based training through Learnerships, Internships and Skills Programmes.

This section of the report provides the number of workers and unemployed persons who were registered and certificated in SETA-supported learning programmes, namely, Learnerships, Internships and Skills Programmes. The data for 2019/20 onwards, was collected through the Skills Education and Training Management Information System (SETMIS), which is a unit level record data system for the SETAs.

8.2 REGISTRATION AND CERTIFICATION OF SETA-SUPPORTED LEARNING PROGRAMMES

Table 8.1: Number of workers and unemployed persons registered and certificated in SETA-supported learning programmes, by programme type, 2011/12 – 2020/21

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	176 307	38 796	2 510	109 547	150 853
2014/15	77 931	12 006	137 880	227 817	40 891	3 663	106 459	151 013
2015/16	94 369	13 135	123 593	231 097	43 322	3 352	127 144	173 818
2016/17	101 447	17 216	131 017	249 680	58 080	6 777	116 141	180 998
2017/18	111 681	12 935	144 531	269 147	48 002	6 496	122 979	177 477
2018/19	105 548	15 482	150 674	271 704	61 841	6 123	144 460	212 424
2019/20	81 988	11 784	128 438	222 210	57 888	7 711	114 032	179 631
2020/21	46 546	6 022	65 973	118 541	37 684	7 405	81 636	126 725

Sources: *Statistics on Post-School Education and Training in South Africa, 2019. SETMIS 2020/21 data extracted in July 2021.*

- 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. The data above excludes registrations and certifications in trade related programmes, which form part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012⁴.
- Note 2: The category "Internships" refers to the structured work experience component of an occupational qualification registered by the Quality Council for Trades and Occupations (QCTO).
- Note 3: The category "Skills Programmes" refers to a part-qualification as defined in the NQF Act.
- Note 4: The difference in registered and certificated programmes is due to programmes taking longer than a year to complete, thus certification occurs in the next financial years.
- Note 5: Unemployed persons refers to learners who were not employed by their current employer before undertaking a Workplace Based Learning Programme
- Note 6: Internship data includes only those that are recruited through a specific SETA and it is not a comprehensive reporting on the number of interns in the system.

⁴ Note that the registrations and certification data for trade related programmes can be found in Tables 8.7 and 8.10.





The total number of learners registered for SETA-supported learning programmes during the 2020/21 financial year was 118 541, and more than half of them were registered for skills programmes (55.7% or 65 973), followed by learnerships (39.3% or 46 546), while fewer learners were registered for internships (5.1% or 6 022).

The registrations for SETA-supported learning programmes declined by 46.7% (103 669) in 2020/21 when compared with the 2019/20 financial year (222 210), and the largest decreases were for skills programmes and learnerships (62 465 and 35 442 respectively). The COVID-19 pandemic contributed to the decline as some SETAs did not register students in the first and second quarter of the 2020/21 financial year.

SETAs registered 12.3% (16 688) less learners in SETA-supported learning programmes over the 10-year period (between 2011/12 and 2020/21 financial years), and the largest decline was recorded for skills programmes (21 933). Regardless of the overall decrease between 2011/12 and 2020/21 financial years, registration for learnerships and internships increased by 2 675 and 2 570 respectively in the same period.

A total of 126 725 learners were certificated for SETA-supported learning programmes during the 2020/21 financial year, and the majority of certifications were for skills programmes (64.4% or 81 636) followed by learnerships (29.7% or 37 684) and internships (5.8% or 7 405).

The number of learners certificated in the 2020/21 financial year was 29.5% (52 906) lower as compared with the 2019/20 financial year. Decreases were recorded in all SETA-supported learning programmes, with a large decline recorded for skills programmes (32 396), followed by learnerships (20 204) and internships (306). The COVID-19 pandemic contributed to the decline as some SETAs did not certificate students in the first and second quarter of the 2020/21 financial year. An increase of 7.8% (9 123) was however recorded over the period (2011/12 – 2020/21 financial years), and large increases were recorded for learnerships (8 487) and internships (6 527) while certifications for skills programmes decreased by 5 891.

Table 8.2: Number of workers and unemployed persons registered and certificated in SETA-supported learning programmes, by programme type and gender, 2011/12 – 2020/21

Year	Registered								Certificated							
	Learnerships		Internships		Skills Programmes		Total registered		Learnerships		Internships		Skills Programmes		Total certificated	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2011/12	26 323	13 438	2 002	1 250	47 469	39 849	75 794	54 537	15 766	12 835	446	396	49 015	36 987	65 227	50 218
2012/13	27 986	22 389	3 860	1 867	46 243	27 465	78 089	51 721	18 950	16 907	1 163	948	45 840	38 574	65 953	56 429
2013/14	47 742	25 327	5 772	1 645	52 729	39 779	106 243	66 751	20 561	16 366	1 355	1 035	59 155	48 987	81 071	66 388
2014/15	40 524	32 802	8 164	3 534	79 970	51 890	128 658	88 226	22 081	18 408	1 978	1 596	59 617	44 874	83 676	64 878
2015/16	49 993	38 287	5 698	5 391	66 740	54 253	122 431	97 931	23 827	19 208	1 776	1 365	67 556	56 389	93 159	76 962
2016/17	50 665	50 782	9 897	7 319	72 403	58 614	132 965	116 715	30 075	28 005	3 788	2 989	64 912	51 229	98 775	82 223
2017/18	67 008	44 673	6 833	6 102	93 945	50 586	167 786	101 361	24 951	23 051	3 855	2 641	64 376	58 603	93 182	84 295
2018/19	54 536	51 012	9 686	5 796	81 236	69 438	145 458	126 246	33 204	28 637	4 200	1 923	75 511	68 949	112 915	99 509
2019/20	47 498	34 490	7 862	3 922	69 260	59 178	124 620	97 590	32 079	25 809	5 078	2 633	50 525	63 507	87 682	91 949
2020/21	24 901	21 645	3 929	2 093	32 862	33 111	61 692	56 849	20 032	17 652	4 783	2 622	40 978	40 658	65 793	60 932

Sources: *Statistics on Post-School Education and Training in South Africa, 2019. SETMIS 2020/21, data extracted in July 2021.*

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. The data above excludes registrations and certifications in trade related programmes, which form part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012⁵.

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

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

Note 4: The difference in registered and certificated programmes is due to programmes taking longer than a year to complete, thus certification occurs in the next financial years.

Note 5: The imbalances in the gender figures for 2011/12-2015/16 financial years is attributed to SETAs not fully reporting on equity thereby making the equity data not equivalent to the totals.

Note 6: Unemployed persons refers to learners who were not employed by their current employer before undertaking a Workplace Based Learning Programme.

Note 7: Internship data includes only those that are recruited through a specific SETA and it is not a comprehensive reporting on the number of interns in the system.

⁵ Note that the registrations and certification data for trade related programmes can be found in Tables 8.7 and 8.10.



More than half of learners registered for SETA-supported learning programmes during the 2020/21 financial year were females (52.0% or 61 692) while males accounted for 48.0% (56 849) of total registrations, which indicates that 4 843 more females were registered as compared to males. The largest gender difference was recorded for learnerships, where 3 256 more females were registered as compared to males. However, there were 249 more males registered for skills programmes as compared to females. The number of females registered has been consistently higher than that of males throughout the period under review (2011/12 – 2020/21 financial years).

Similar proportions were observed on the number of learners certificated for SETA-supported learning programmes during the 2020/21 financial year, where 51.9% or 65 793 of them were females as compared to 48.1% or 60 932 males. The large gender difference was recorded for learnerships, where 2 380 more females were certificated as compared to males. The number of females certificated was higher than that of males in almost all financial years under review except for 2019/20, where the proportion of males was higher.

8.2.1 Workers registered for SETA-supported learning programmes

Table 8.3: Number of workers registered for SETA-supported learning programmes, by programme type and SETA, 2020/21

SETA	Learnerships			Skills Programmes			Total target	Total actual
	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)		
AGRISETA	2 843	1 352	48%	2 500	2 020	81%	5 343	3 372
BANKSETA	1 340	2 246	168%	900	145	16%	2 240	2 391
CATHSSETA	1 600	381	24%	126	190	151%	1 726	571
CETA	160	38	24%	209	10	5%	369	48
CHIETA	614	201	33%	100	477	477%	714	678
ETDP SETA	700	10	1%	4 500	8 373	186%	5 200	8 383
EWSETA	250	256	102%	800	1 658	207%	1 050	1 914
FASSET	277	330	119%	14 500	0	0%	14 777	330
FOODBEV	50	600	1200%	1 500	1 423	95%	1 550	2 023
FP&M SETA	550	701	127%	1 200	6 421	535%	1 750	7 122
HWSETA	1 815	1 490	82%	17 328	1 200	7%	19 143	2 690
INSETA	600	253	42%	2 500	337	13%	3 100	590
LGSETA	1 500	521	35%	2 000	1 087	54%	3 500	1 608
MERSETA	1 600	4 502	281%	3 350	3 529	105%	4 950	8 031
MICT SETA	63	0	0%	350	190	54%	413	190
MQA	400	531	133%	25 000	4 501	18%	25 400	5 032
PSETA	100	116	116%	1 000	1 324	132%	1 100	1 440
SASSETA	250	0	0%	1 350	24	2%	1 600	24
SERVICES	1 000	0	0%	4 500	0	0%	5 500	0
TETA	800	1 103	138%	430	58	13%	1 230	1 161
W&RSETA	1 500	568	38%	9 000	6 978	78%	10 500	7 546
Total	18 012	15 199	84%	93 143	39 945	43%	111 155	55 144

Source: SETMIS 2020/21, data extracted in July 2021.

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. The data above excludes registrations in trade related programmes, which form part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012⁶.

Note 2: The category “Skills Programmes” refers to a part-qualification as defined in the NQF Act.

Note 3: It should be noted that almost half of all learners registered for SETA-supported programmes were workers.

⁶ Note that the registrations data for trade related programmes can be found in Table 8.7.





There were 55 144 workers registered for SETA-supported learning programmes during the 2020/21 financial year, which reflects 46.5% of total registrations indicated in Table 8.1. Almost three quarters of workers were registered for skills programmes (72.4% or 39 945) while 27.6% (15 199) were registered for learnerships.

The total registrations for SETA-supported learning programmes for workers was 56 011 less than the target set by SETAs, and the main contributor to the underachievement was registrations for skills programmes (53 198). Fourteen SETAs recorded underachievement for workers' registrations for skills programmes, with notable underachievements (in absolute terms) recorded by MQA and HWSETA, FASSET and SERVICES SETA who did not register any workers for skills programmes in the 2020/21 financial year. Although there was an overall underachievement for skills programmes, seven SETAs overachieved their targets, with the largest overachievement recorded for FP&M SETA (535% achievement).

There was a 16% (2 813) underachievement for workers registered for learnerships during the 2020/21 financial year, and twelve SETAs underachieved their targets. The largest contributors to the underachievement for learnerships registrations (in absolute terms) were AGRISSETA, CATHSSETA and SERVICES SETA. Despite the overall underachievement in registrations for learnerships, noticeable overachievements were recorded for MERSETA and BANKSETA.

8.2.2 Workers certificated in SETA-supported learning programmes

Table 8.4: Number of workers certificated in SETA-supported learning programmes, by programme type, 2020/21

SETA	Learnerships			Skills Programmes			Total target	Total actual
	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)		
AGRISSETA	0	1 526	n.a.	1 445	760	53%	1 445	2 286
BANKSETA	1 000	1 908	191%	150	634	423%	1 150	2 542
CATHSSETA	120	282	235%	76	311	409%	196	593
CETA	129	32	25%	72	23	32%	201	55
CHIETA	435	218	50%	50	356	712%	485	574
ETDP SETA	1 141	182	16%	0	9 288	n.a.	1 141	9 470
EWSETA	250	334	134%	1 500	787	52%	1 750	1 121
FASSET	190	142	75%	14 500	3 969	27%	14 690	4 111
FOODBEV	470	828	176%	550	1 072	195%	1 020	1 900
FP&M SETA	725	449	62%	1 550	5 188	335%	2 275	5 637
HWSETA	1 980	0	0%	4 951	4 573	92%	6 931	4 573
INSETA	714	585	82%	1 750	619	35%	2 464	1 204
LGSETA	1 200	302	25%	1 000	383	38%	2 200	685
MERSETA	1 314	1 564	119%	2 094	1 623	78%	3 408	3 187
MICT SETA	0	0	n.a.	255	162	64%	255	162
MQA	350	630	180%	26 000	20 378	78%	26 350	21 008
PSETA	200	223	112%	900	1 062	118%	1 100	1 285
SASSETA	1 000		0%	1 980	7	0%	2 980	7
SERVICES	3 206	222	7%	527	519	98%	3 733	741
TETA	736	1 563	212%	226	26	12%	962	1 589
W&RSETA	1 100	1 234	112%	1 875	983	52%	2 975	2 217
Total	16 260	12 224	75%	61 451	52 723	86%	77 711	64 947

Source: SETMIS 2020/21, data extracted July 2021.

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. The data above excludes certifications in trade related programmes, which form part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012⁷.

Note 2: The category "Skills Programmes" refers to a part-qualification as defined in the NQF Act.

Note 3: "n.a." means not applicable.

⁷ Note that the certification data for trade related programmes can be found in Table 8.10.



The total number of workers certificated for SETA-supported learning programmes during the 2020/21 financial year was 64 947, and the majority of the learners were certificated for skills programmes (81.2% or 52 723) while 18.8% or 12 224 of workers were certificated for learnerships.

There was an overall underachievement of 12 764, and the largest underachievement was recorded for skills programmes (underachievement of 8 728), while an underachievement of 4 036 was recorded for learnerships. Fourteen SETAs did not reach their targets for skills programmes certifications, with the lowest underachievement (in absolute terms) recorded by FASSET and MQA. ETDP SETA did not have a target on certifications for skills programmes, but they have however certificated 9 288 workers during the 2020/21 financial year.

8.2.3 Unemployed persons registered for SETA-supported learning programmes

Table 8.5: Number of unemployed persons registered for SETA-supported learning programmes, by programme type, 2020/21

SETA	Learnerships			Internships			Skills Programmes			Total target	Total actual
	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)		
AGRISETA	2 300	2 135	93%	542	367	68%	3 200	5 592	175%	6 042	8 094
BANKSETA	0	129	n.a.	0	28	n.a.	400	249	62%	400	406
CATHSSETA	1 650	692	42%	165	160	97%	200	392	196%	2 015	1 244
CETA	1 000	136	14%	340	3	1%	450	502	112%	1 790	641
CHIETA	2 245	1 335	59%	0	48	n.a.	100	100	100%	2 345	1 483
ETDP SETA	0	1	n.a.	1 000	2 710	271%	750	1 011	135%	1 750	3 722
EWSETA	250	281	112%	100	0	0%	250	486	194%	600	767
FASSET	4 896	4 719	96%	943		0%	3 295	1 820	55%	9 134	6 539
FOODBEV	1 288	2 881	224%	300	423	141%	0	150	n.a.	1 588	3 454
FP&M SETA	1 950	3 636	186%	465	379	82%	1 625	5 267	324%	4 040	9 282
HWSETA	2 500	597	24%	2 420	445	18%	2 500	532	21%	7 420	1 574
INSETA	950	252	27%	700	0	0%	0	0	n.a.	1 650	252
LGSETA	1 000	687	69%	500	115	23%	1 000	1 873	187%	2 500	2 675
MERSETA	2 400	3 875	161%	300	38	13%	3 200	2 579	81%	5 900	6 492
MICT SETA	1 910	0	0%	806	60	7%	1 006	1 488	148%	3 722	1 548
MQA	600	765	128%	350	251	72%	1 500	789	53%	2 450	1 805
PSETA	50	49	98%	0	0	n.a.	0	0	n.a.	50	49
SASSETA	750	2 756	367%	100	178	178%	200	376	188%	1 050	3 310
SERVICES	5 400	0	0%	600	0	0%	3 500	0	0%	9 500	0
TETA	1 070	1 192	111%	204	94	46%	700	305	44%	1 974	1 591
W&RSETA	4 000	5 229	131%	600	723	121%	800	2 517	315%	5 400	8 469
Total	36 209	31 347	87%	10 435	6 022	58%	24 676	26 028	105%	71 320	63 397

Source: SETMIS 2020/21, data extracted in July 2021.

- 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. The data above excludes registrations in trade related programmes, which form part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012⁸.
- Note 2: The category “Internships” refers to the structured work experience component of an occupational qualification registered by the Quality Council for Trades and Occupations (QCTO).
- Note 3: The category “Skills Programmes” refers to a part-qualification as defined in the NQF Act.
- Note 4: Unemployed persons refers to learners who were not employed by their current employer before undertaking a Workplace Based Learning Programme.
- Note 5: Internship data includes only those that are recruited through a specific SETA and it is not a comprehensive reporting on the number of interns in the system.
- Note 6: “n.a.” means not applicable.

⁸ Note that the registrations data for trade related programmes can be found in Table 8.7.





The total number of unemployed persons registered for SETA-supported learning programmes during the 2020/21 financial year was 63 397, which was 53.5% of total registrations indicated in Table 8.1 (118 541). The majority of unemployed persons were registered for learnerships (49.4% or 31 347), followed by skills programmes (41.1% or 26 028) and internships (9.5% or 6 022).

The only overachievement was recorded for skill programmes (overachievement of 5% or 1 352), while underachievements were recorded for learnerships and internships programmes. Overachievements for registration in skills programmes (in absolute terms) were mainly recorded for FP&M SETA, AGRISETA and W&RSETA.

An overall underachievement of 35% or 63 934 was recorded for registration of workers and unemployed persons during the 2020/21 financial year. The main contributor to the underachievement was registration of workers for SETA-supported learning programmes, where 50% or 56 011 of the target was not achieved (see Tables 8.3 and 8.5).

8.2.4 Unemployed persons certificated in SETA-supported learning programmes

Table 8.6: Number of unemployed persons certificated in SETA-supported learning programmes, by programme type, 2020/21

SETA	Learnerships			Internships			Skills Programmes			Total target	Total actual
	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)		
AGRISETA	0	2 963	n.a.	250	278	111%	3 000	2 071	69%	3 250	5 312
BANKSETA	459	975	212%	0	160	n.a.	180	0	0%	639	1 135
CATHSSETA	90	870	967%	99	183	185%	120	2 762	2302%	309	3 815
CETA	1 569	1 880	120%	100	221	221%	627	397	63%	2 296	2 498
CHIETA	1 123	1 197	107%	0	99	n.a.	50	208	416%	1 173	1 504
ETDP SETA	1 155	1 431	124%	1400	4 699	336%	700	1 627	232%	3 255	7 757
EWSETA	900	183	20%	100	0	0%	600	142	24%	1 600	325
FASSET	1 450	3 261	225%	0	0	n.a.	1 687	61	4%	3 137	3 322
FOODBEV	550	936	170%	150	195	130%	0	100	n.a.	700	1 231
FP&M SETA	1 955	1 415	72%	300	1	0%	1 525	11 252	738%	3 780	12 668
HWSETA	2 370	0	0%	660	0	0%	1 774	427	24%	4 804	427
INSETA	1 004	607	60%	300	0	0%	0	19	n.a.	1 304	626
LGSETA	1 000	810	81%	400	51	13%	800	915	114%	2 200	1 776
MERSETA	2 571	69	3%	184	350	190%	2 560	389	15%	5 315	808
MICT SETA	1 755	0	0%	805	389	48%	1 005	1 945	194%	3 565	2 334
MQA	600	618	103%	100	178	178%	4 000	3 955	99%	4 700	4 751
PSETA	40	61	153%	8	8	100%	0	0	n.a.	48	69
SASSETA	1 050	3 006	286%	250	127	51%	100	1 026	1026%	1 400	4 159
SERVICES	4 810	743	15%	1217	253	21%	1 317	242	18%	7 344	1 238
TETA	1 946	2 004	103%	244	105	43%	520	881	169%	2 710	2 990
W&RSETA	1 500	2 431	162%	200	108	54%	200	494	247%	1 900	3 033
Total	27 897	25 460	91%	6 767	7 405	109%	20 765	28 913	138%	55 429	61 778

Source: SETMIS 2020/21, data extracted in July 2021.

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. The data above excludes certifications in trade related programmes, which form part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012⁹.

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

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

Note 4: Unemployed persons refers to learners who were not employed by their current employer before undertaking a Workplace Based Learning Programme.

Note 5: Internship data includes only those that are recruited through a specific SETA and it is not a comprehensive reporting on the number of interns in the system.

⁹ Note that the certification data for trade related programmes can be found in Table 8.10.



The total number of unemployed persons certificated in SETA-supported learning programmes during the 2020/21 financial year was 61 778, and the largest number of certifications were for skills programmes (46.8% or 28 913), followed by learnerships (41.2% or 25 460), while fewer certifications were for internships (12.0% or 7 405). There was an overall overachievement of 11% or 6 349, and the largest overachievement was recorded for skills programmes (8 148 or 39%) followed by internships (638 or 9%) while an underachievement of 2 437 or 9% was recorded for learnerships. The largest contributors to the overachievement in certifications for skills programmes (in absolute terms) was FP&M SETA (overachievement of 9 727) and CATHSETA (overachievement of 2 642).

There was an overall underachievement of 5% or 6 415 on the number of employed and unemployed learners certificated in SETA-supported learning programmes during the 2020/21 financial year. The certification of unemployed persons was 6 349 more than the set target, while workers' certification was 12 764 less than the target set by the SETAs (see Table 8.4 and 8.6).





8.3 ARTISANS

8.3.1 Introduction

The *Skills Development Act, 1998 (Act No.97 of 1998)* defines an artisan as a person who has been certified as being competent to perform a listed trade. There are 125 trades listed in South Africa in terms of Government Notice 35625 issued on 31 August 2012. Each trade can be identified by a special code, referred to as the “Organising Framework for Occupations” (OFO) code. Below are some examples of listed trades.

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

A person has to follow several steps to be certified as an artisan. These steps include the completion of a theory component, a practical training component, structured workplace training and trade testing.

There is a continuous need for suitably qualified artisans to sustain industries and support economic growth in South Africa. Artisan development has therefore been elevated as a priority area for skills development in the country. Government’s National Development Plan (NDP) and the White Paper for Post-School Education and Training indicates that by 2030 the country should be producing 30 000 qualified artisans per year. At present the country is producing on average 20 000 qualified artisans per year, the number has to increase drastically in the next 9 years leading up to 2030 for the country to realise the NDP target.

8.3.2 Learners entering artisanal learning programmes

Table 8.7: Number of learners entering artisanal learning programmes, by sector, 2011/12 – 2020/21

SETA	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
AGRISETA	96	70	116	244	347	227	193	303	396	564
CATHSSETA	563	662	312	840	514	683	639	699	1 112	194
CETA	1 849	579	1 342	2 104	1 737	2 024	8 731	8 913	1 812	1 889
CHIETA	2 541	1 989	1 694	2 164	3 372	4 263	3 172	2 144	2 543	1 148
EWSETA	1 046	1 316	390	507	1 378	1 287	1 789	1 165	672	467
FOODBEV	15	-	267	70	45	178	167	218	141	191
FP&M SETA	351	584	426	958	459	419	290	257	270	267
HWSETA	-	-	-	109	119	87	74	170	237	136
INDLELA	5 227	5 795	7 865	7 122	5 734	7 311	5 508	4 065	3 056	1 849
LGSETA	413	528	294	754	1 020	888	646	191	44	59
MERSETA	6 254	4 951	10 394	7 606	8 130	8 038	6 755	7 353	1 524	997
MQA	2 525	2 365	2 468	2 621	1 848	1 978	1 872	1 459	1 847	1 644
PSETA	78	53	2	48	33	34	20	76	60	80
SASSETA	-	516	385	539	467	401	77	117	165	117
SERVICES	2 104	984	968	761	1 127	1 416	1 416	1 515	1 031	448
TETA	1 019	711	538	1 579	1 778	1 314	981	897	682	130
W&RSETA	334	746	209	276	532	269	0	440	626	122
Total	24 415	21 849	27 670	28 302	28 640	30 817	32 330	29 982	16 218	10 302

Sources: *Statistics on Post-School Education and Training in South Africa, 2019.*
National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2021.

Note 1: An artisanal learning programme includes an apprenticeship, learnership, skills programme undertaken at the workplace conclude with a trade test which is undertaken for an occupation that is part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012.

Note 2: An artisan is a person who has been certified as competent to perform a listed trade in accordance with the Skills Development Act.

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



The total number of learners who entered artisanal learning programmes in the 2020/21 financial year was 10 302 reflecting a 36.5% (5 916) decline compared with the 2019/20 financial year. This was the lowest number recorded throughout the period under review, which can be attributed to the introduction of Artisan Recognition of Prior Learning (ARPL) model which affected the normal flow of learner registrations as Artisan Development Stakeholders are still getting used to it. SETAs also struggled to register learners, and COVID-19 was sighted as a factor due to limited movements between regions which affected recruitment.

The main contributors to the decrease between the two financial years (2019/20 and 2020/21) were CHIETA, INDLELA and CATHSETA (1 395, 1 207 and 918 less learners respectively). Almost two thirds of learners registered for artisanal programmes in 2020/21 financial year were recorded by CETA (1 889), INDLELA (1 849), MQA (1 644) and CHIETA (1 148) despite the low number reported in the 2020/21 financial year. A larger decline of 57.8% or 14 113 in the number of registrations for artisanal programmes was recorded over the ten-year period (2011/12 – 2020/21), and the largest decline was recorded for MERSETA and INDLELA (5 257 and 3 378 less learners respectively).

Table 8.8: Number of learners entering artisanal learning programmes, by province, citizenship and gender, 2020/21

Province	Female	Male	Total
Western Cape	224	636	860
Eastern Cape	130	229	359
Northern Cape	71	145	216
Free State	135	283	418
KwaZulu-Natal	360	956	1 316
North West	237	545	782
Gauteng	1 542	2 317	3 859
Mpumalanga	334	838	1 172
Limpopo	324	643	967
Not specified	119	234	353
Outside South Africa	-	-	-
Total	3 476	6 826	10 302

Source: National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2021.

Note 1: An artisanal learning programme includes an apprenticeship, learnership, skills programme, internship, cadetship or any other programme undertaken at the workplace, which is undertaken in preparation for an occupation that is part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012.

Note 2: Dash (-) means that data is not available.

More than one third of learners who entered artisanal learning programmes during the 2020/21 financial year were in Gauteng (37.5% or 3 859), followed by KwaZulu-Natal (12.8% or 1 316) and Mpumalanga (11.4% or 1 172) provinces. The lowest proportion of learners were recorded in Northern Cape province (2.1% or 216) during the 2020/21 financial year. Consequently, a large number of both male and female learners who entered artisanal learning programmes were in Gauteng, KwaZulu-Natal and Mpumalanga provinces.

More than two thirds of learners registered for artisanal learning programmes were males (66.3% or 6 826) as compared to one third of females (33.7% or 3 476). The largest gender disparities were observed in Gauteng and KwaZulu-Natal where 775 and 596 more males entered into artisanal programmes compared to females.





Table 8.9: Number of learners entering artisanal learning programmes, by Special Infrastructure Projects (SIPs) scarce skills and gender, 2020/21

Trade	Female	Male	Total
Automotive motor mechanic	49	243	292
Boilermaker	57	304	361
Bricklayer	314	223	537
Carpenter	288	290	578
Carpenter/ Joiner	-	1	1
Diesel Mechanic	101	466	567
Electrician	875	1 495	2 370
Fitter & turner	54	209	263
Joiner	-	-	-
Mechanical fitter	184	764	948
Millwright	115	336	451
Pipe fitter	-	-	-
Plumber	349	549	898
Rigger	23	290	313
Welder	237	637	874
Total	2 646	5 807	8 453

Source: National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2021.

Note 1: Trade are the occupations that are part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012.

Note 2: An artisan is a person who has been certified as competent to perform a listed trade in accordance with the Skills Development Act.

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

The number of learners entering artisanal learning programmes listed as scarce skills under the Special Infrastructure Projects (SIPs) was 8 453, which represents 82.1% of the total number of artisans registered in the 2020/21 financial year (10 302). The electrician trade continues to dominate the artisanal space, and more than a quarter of learners were trained in this trade (2 370 or 28.0%).

The proportion of males registered for scarce skills trades was higher (68.7% or 5 807) as compared to 31.3% (2 646) of females. The largest gender differences were recorded in the Electrician and Mechanical Fitter trades, where 620 and 580 more males were trained as compared to females. Bricklaying was the only trade where a slightly higher number of females were trained as compared to males. The Riggers trade was dominated by males (92.7%), as compared to 7.3% of females in the same trade.



8.3.3 Learners completing artisanal learning programmes

Table 8.10: Number of learners completing artisanal learning programmes by sector, 2011/12 – 2020/21

SETA	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
AGRISETA	77	149	100	121	154	228	195	275	280	271
CATHSSETA	282	1 007	1 161	86	-	-	1 590	190	56	-
CETA	699	520	9	5	504	1 344	957	1 798	1 824	1 446
CHIETA	989	1 279	387	547	743	946	344	1 287	1 980	1 389
EWSETA	571	37	1 841	360	470	697	629	1 560	3 085	1 631
FOODBEV	160	36	168	-	-	13	63	146	119	113
FP&M SETA	-	-	4	30	101	124	114	171	493	471
HWSETA	-	-	-	8	36	74	91	56	214	271
INDLELA	3 392	1 355	2 077	3 177	2 952	3 224	4 133	3 227	3 087	965
LGSETA	226	305	81	383	87	232	453	368	549	263
MERSETA	3 155	7 166	7 522	6 869	8 352	9 660	7 938	6 224	6 411	4 008
MQA	2 566	2 035	3 597	1 617	1 382	1 807	1 931	1 712	2 465	2 262
PSETA	1	5	-	-	30	15	35	22	11	33
SASSETA	-	-	101	-	-	227	171	201	294	114
SERVICES	1 521	841	185	348	550	1 245	1 427	1 280	1 719	1 093
TETA	208	169	478	718	714	1 359	1 075	1 109	1 463	770
W&RSETA	176	373	399	120	39	3	5	1	-	6
Total	14 023	15 277	18 110	14 389	16 114	21 198	21 151	19 627	24 050	15 106

Sources: *Statistics on Post-School Education and Training in South Africa, 2019.*
National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2021.

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

The total number of learners who completed artisanal learning programmes in the 2020/21 financial year was 15 106, which was 37.2% (8 944) lower as compared with the 2019/20 financial year (24 050). This decline in the number of completions was due to the suspension of Trade Tests for a long period during the 2020/21 financial year, as centres needed to comply with COVID-19 regulations. The largest contributors to the decrease between 2019/20 and 2020/21 financial years were MERSETA (2 403), followed by INDLELA (2 122) and EWSETA (1 454). More than half of completions in the 2020/21 financial year were reported by MERSETA (26.5% or 4 008), MQA (15.0% or 2 262) and EWSETA (10.8% or 1 631).

An increase of 7.7% (1 083) was recorded in the number of completions over the ten-year period (2011/12 – 2020/21), and the major contributors were EWSETA (1 060), MERSETA (853) and CETA (747). INDLELA recorded the largest decrease (2 427) in the number of learners completing artisanal learning programmes over the ten-year period, despite the overall increase reported during this period.





Table 8.11: Number of learners completing artisanal learning programmes, by province, citizenship and gender, 2020/21

Province	Female	Male	Total
Western Cape	139	769	908
Eastern Cape	105	368	473
Northern Cape	85	163	248
Free State	203	479	682
KwaZulu-Natal	381	1 596	1 977
North West	129	375	504
Gauteng	1 304	4 948	6 252
Mpumalanga	382	1 304	1 686
Limpopo	249	563	812
Not specified	415	1 149	1 564
Outside South Africa	-	-	-
Total	3 392	11 714	15 106

Source: National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2021.

Note 1: An artisanal learning programme includes an apprenticeship, learnership, skills programme, internship, cadetship or any other programme undertaken at the workplace, which is undertaken in preparation for an occupation that is part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012.

Note 2: Dash (-) means that data is not available.

Four in every ten learners who completed artisanal learning programmes in the 2020/21 financial year were in Gauteng (41.4% or 6 252), followed by KwaZulu-Natal (13.1% or 1 977) and Mpumalanga (11.2% or 1 686), while the lowest proportion were in Northern Cape (1.6% or 248). Consequently, a large proportion of both male and female learners who completed artisanal learning programmes were from Gauteng, KwaZulu-Natal and Mpumalanga.

Similar to registrations, the highest proportion of learners who completed artisanal learning programmes were males (77.5% or 11 714), while females accounted for the lower proportion (22.5% or 3 392). The largest gender differences were recorded in Gauteng and KwaZulu-Natal, where 3 644 and 1 215 more males completed as compared to females.

Table 8.12: Number of learners completing artisanal learning programmes, by Special Infrastructure Projects (SIPs) scarce skills and gender, 2020/21

Trade	Female	Male	Total
Automotive motor mechanic	66	584	650
Boilermaker	91	719	810
Bricklayer	63	140	203
Carpenter	30	87	117
Carpenter/ Joiner	0	1	1
Diesel Mechanic	130	1 151	1 281
Electrician	1 360	3 011	4 371
Fitter & turner	93	400	493
Joiner	0	2	2
Mechanical fitter	270	1 224	1 494
Millwright	135	734	869
Pipe fitter	-	-	-
Plumber	208	870	1 078
Rigger	33	369	402
Welder	161	681	842
Total	2 640	9 973	12 613

Source: National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2021.

Note 1: Trade are the occupations that are part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012.

Note 2: An artisan is a person who has been certified as competent to perform a listed trade in accordance with the Skills Development Act.

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



Eight in every ten learners completed artisanal learning programmes in scarce skills trades (83.5% or 12 613), and more than a third of completions were in the Electrician trade (34.7% or 4 371), followed by Mechanical fitter (11.8% or 1 494) and Diesel Mechanic (10.2% or 1 281). Large gender discrepancies were also recorded in these trades, with the largest being the Electrician trade, where 1 651 more males completed as compared to females. Even though the Rigger trade contributed 3.7% of the overall completions, it's interesting to note that the number of qualified males in this trade was 11 times higher than that of females.

The overall number of completions also indicate that a higher proportion of males completed the scarce skills trades (79.1% or 9 973) as compared to 20.9% (2 640) of females. Although fewer females completed artisanal learning programmes, more than half of them qualified as Electricians (51.5% or 1 360), while the proportion of males was 30.2% or 3 011 for the same trade.

Table 8.13: Number of artisans certificated by SETAs and INDLELA, by economic sector, 2014/15 – 2020/21

SETA	Economic Sectors	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
AGRISETA	Agriculture	190	186	219	193	277	234	234
CATHSSETA	Culture, Arts, Tourism, Hospitality and Sport	-	1	1	-	-	-	13
CETA	Construction	479	582	1 058	1 500	1 427	1 279	1 253
CHIETA	Chemicals	572	861	1 020	917	1 314	2 013	819
ETDPSSETA	Education & Training	-	-	-	-	-	-	-
EWSETA	Energy & Water	964	1 170	993	666	1 202	1 969	1 232
FOODBEV	Food Processing	2	-	14	63	69	106	66
FP&MSETA	Fibre Processing & Manufacturing	98	106	106	111	189	449	223
HWSETA	Health & Welfare	16	79	73	116	59	175	209
INDLELA	Non-SETA Candidates	4 983	3 791	3 692	4 381	3 277	2 405	587
LGSETA	Local Government	486	98	233	415	442	566	210
MERSETA	Manufacturing & Engineering	6 890	6 600	7 061	6 108	6 320	4 182	4 651
MICT SETA	Media, Information and Communication	-	-	-	-	-	-	-
MQA	Mining and Minerals	1 876	2 056	1 974	1 963	1 978	1 734	1 372
PSETA	National & Provincial Government	-	29	14	36	15	11	32
SASSETA	Safety & Security	12	21	133	168	260	245	170
SERVICES	Services Sector	1 685	928	1 271	1 246	1 272	1 639	907
TETA	Transport	1 028	1 402	1 541	1 212	1 250	1 312	516
W&R SETA	Wholesale & Retail SETA	-	-	3	5	4	-	6
Total		19 281	17 910	19 406	19 100	19 355	18 319	12 500

Sources: *Statistics on Post-School Education and Training in South Africa, 2019.*
National Artisan Development Support Centre (NADSC) – National Artisan Recommendation for certification data management System, 2021.

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

Note 2: Certificated means number of issued National Trade Certificates.

The total number of artisans issued with national trade certificates by SETAs and INDLELA during the 2020/21 financial year was 12 500. More than one third of certificates were issued by MERSETA (37.2% or 4 651) followed by MQA (11.0% or 1 372), CETA (10.0% or 1 253) and EWSETA (9.9% or 1 232).

The number of certificates issued during the 2020/21 financial year was 31.8% (5 819) lower when compared with the 2019/20 financial year (18 319). The major contributors to this decrease were INDLELA (1 818) and CHIETA (1 194). Despite the overall decrease, MERSETA, HWSETA and PSETA recorded increases of (469, 34 and 21 respectively) in the number of certificates issued between 2019/20 and 2020/21 financial years.

Over the seven-year period (2014/15 – 2020/21 financial years), a decline of 35.2% (6 781) was recorded in the number of certificates issued, and the largest decline was recorded by INDLELA (4 396) and MERSETA (2 239). MERSETA issued the largest number of certificates throughout the period under review (2014/15 – 2020/21 financial years), despite being the main contributor to the decline during this period.





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

9.1 INTRODUCTION

The Post-School Education and Training institutions (PSET), namely public Higher Education Institutions (HEIs), Technical and Vocational Education and Training (TVET) Colleges and Community Education and Training (CET) colleges are funded largely through public funds and student fees.

Public HEIs are funded directly by the Department of Higher Education and Training (the Department), while the processes of funding 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 2015 the TVET colleges' functions shifted to the national sphere of government. Since 2011/12 up until 2014/15 financial year, transfers in respect of TVET colleges consist of Conditional Grant payments to Provincial Education Departments (PEDs) and subsidy payments to TVET colleges. As from 1 April 2015, the national sphere of government became responsible for paying the salaries of TVET college staff and direct transfers to TVET colleges.

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 TVET colleges is based on national norms and standards. Public HEIs received 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.

Funding for 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 2011/12 and 2012/13 financial years, the Department transferred funds to PEDs, which in turn administered TVET colleges. In the 2013/14 and 2014/15 financial years, TVET colleges received funding directly from the Department in the form of subsidies, while PEDs received funding from the Department in the form of conditional grants. The latter was undertaken to compensate PEDs for salaries paid to TVET college lecturers who were still on the PED PERSAL system. From the 2015/16 to 2019/20 financial years, TVET colleges received funding directly from the Department for operational costs and TVET college lecturers were paid directly from the Department. In the 2020/21 financial year, TVET colleges also received earmarked funds for infrastructure from the Department.

Until 2014, public AET centres (now called Community Education and Training Colleges) were funded and administered by PEDs through the national and provincial budgeting processes. This function has shifted to the Department with effect 1 April 2015 and the Community Education and Training Centres received funding from the Department for operational costs. The Department has been paying the salaries of the CET lecturers since the 2015/16 financial year.



9.2 FUNDING OF KEY POST-SCHOOL EDUCATION AND TRAINING INSTITUTIONS

Table 9.1: Funding for key Post-School Education and Training institutions, 2011/12 – 2020/21

Financial year	Public HEIs R'000	TVET Colleges R'000		CET Colleges R'000	Total R'000
2011/12	19 354 159	Subsidies	0	n.a.	0
		Conditional Grant	4 375 311	n.a.	4 375 311
		Total	4 375 311	1 413 194	25 142 664
2012/13	20 902 779	Subsidies	0	n.a.	0
		Conditional Grant	4 844 607	n.a.	4 844 607
		Total	4 844 607	1 535 932	27 283 318
2013/14	22 388 767	Subsidies	3 013 189	n.a.	3 013 189
		Conditional Grant	2 454 188	n.a.	2 454 188
		Total	5 467 377	1 669 252	29 525 396
2014/15	24 155 093	Subsidies	3 185 827	n.a.	3 185 827
		Conditional Grant	2 631 346	n.a.	2 631 346
		Total	5 817 173	1 927 300	31 899 566
*2015/16	26 342 110	Subsidies	1 239 740	91 758	1 331 498
		Operational	4 873 078	1 728 103	6 601 181
		Total	6 112 818	1 819 861	34 274 789
2016/17	27 964 560	Subsidies	1 566 747	98 053	1 664 800
		Operational	4 982 866	1 845 337	6 828 203
		Total	6 549 613	1 943 390	36 457 563
2017/18	31 580 302	Subsidies	1 495 749	103 897	1 599 646
		Operational	5 251 088	2 030 926	7 282 014
		Total	6 746 837	2 134 823	40 461 962
2018/19	36 896 878	Subsidies	4 287 538	109 923	4 397 461
		Operational	5 706 181	2 070 142	7 776 323
		Total	9 993 719	2 180 065	49 070 662
2019/20	42 358 941	Subsidies	5 204 965	150 835	5 355 800
		Operational	6 338 721	2 057 787	8 396 508
		Total	11 543 686	2 208 622	56 111 249
2020/21	43 070 379	Subsidies	5 315 043	156 812	5 471 855
		Operational	6 439 198	1 812 914	8 252 112
		Total	11 754 241	1 969 726	56 794 346
Share of total expenditure in 2020/21	75.8%		20.7%	3.5%	100%

Sources: *Statistics on Post-School Education and Training in South Africa, 2019.*
DHET Annual Report, 2020/21.

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

Note 2: For the 2011/12 and 2012/13 financial years, the amount for public TVET colleges reflects funds transferred by the DHET to Provincial Education Departments (PEDs) in the form of conditional grants. The 2013/14 and 2014/15 financial years figures for public TVET Colleges shows a subsidy amount that was transferred directly from the DHET to TVET colleges as well as a conditional grant amount which was transferred from the DHET to PEDs.

Note 3: Amount for CET Centres reflects funds transferred from provincial education departments to CET Centres.

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

Note 5: Allocations above exclude NSFAS allocation.

Note 6: (*) Included under operational cost for the 2015/16 financial year are Compensation of Employees, transfers to SETA's, goods and services, leave gratuities paid and machinery and equipment.





Funding of public Post-School Education and Training (PSET) institutions increased from R25.1 billion in 2011/12 to R56.8 billion in 2020/21, reflecting a R31.7 billion increase between the two financial years. The largest increase was recorded for public HEIs (R23.7 billion), followed by TVET colleges (R7.4 billion) while CET colleges recorded the lowest increase of R556.5 million.

The amount allocated to public PSET institutions during the 2020/21 financial year (R56.8 billion) was R683.1 million higher compared to what was allocated in the 2019/20 financial year (R56.1 billion). The highest increase of 1.8% was recorded for TVET colleges (R210.5 million), while public HEIs increased with 1.7% (R711.4 million). The actual spending on CET colleges declined by R238.9 million in the same period.

More than three quarters of the total public PSET institutions funding during the 2020/21 financial year was transferred to public HEIs (75.8% or R43.1 billion), while spending on TVET and CET colleges were 20.7% (R11.8 billion) and 3.5% (approximately R2.0 billion) respectively. More than one third of the total amount transferred to public HEIs was allocated to the following institutions: UNISA (R4.6 billion or 10.8%), University of Pretoria (R3.1 billion or 7.3%), University of KwaZulu-Natal (R2.9 billion or 6.8%), University of Johannesburg and Tshwane University of Technology (R2.6 billion or 6.1% each). The lowest amount was allocated to Rhodes University (R559.1 million or 1.3%) (see Table 10.12 of the Appendix).

TVET and CET colleges received funding in terms of operational costs and subsidies since the 2015/16 financial year from the National Sphere of Government. More than half of the total amount allocated to TVET colleges in the 2020/21 financial year was for operational costs (54.8% or R6.4 billion), while 45.2% (R5.3 billion) was for subsidies. Table 10.13 of the Appendix shows that a larger proportion of the TVET college subsidies amount was allocated to South West TVET college (R325.2 million or 6.1%), followed by Majuba TVET college (R237.9 million or 4.5%) and Capricorn TVET college (R212.7 million or 4.0%). The lowest subsidy was allocated to Lephalale TVET college (R9.8 million or 0.2%). The subsidies amount transferred to TVET colleges increased by R110.1 million between 2019/20 and 2020/21 financial years while operational costs increased by R100.5 million in the same period.

A larger proportion of CET colleges funding in 2020/21 was allocated for operational costs (92.0% or R1.8 billion), while 8.0% (R156.8 million) was allocated for subsidies. More than a quarter of the subsidies amount was allocated to Gauteng CET college (R43.5 million or 27.7%), followed by KwaZulu-Natal CET college (approximately R33.0 million or 21.0%), while the lowest amount was allocated to Northern Cape CET college (R6.6 million or 4.2%) (see Table 10.14 of the Appendix). The subsidies amount for CET colleges increased by approximately R6.0 million while operational costs declined by R244.9 million between 2019/20 and 2020/21 financial years.



9.3 NATIONAL STUDENT FINANCIAL AID SCHEME (NSFAS)

9.3.1 Introduction

The Department of Higher Education and Training (DHET) introduced the new DHET Bursary Scheme from 2018, providing fully-subsidized funding for poor and working class students from families with gross combined annual incomes of up to R350 000 in 2018, and phased in year by year to first-time entering university students, over a five year period. Students on the bursary scheme are covered for actual tuition and learning support materials, as well as subsidised accommodation and subsistence, or transport costs if living at home. 2021 will be the fourth year of the phase-in of the new DHET bursary scheme. Public HEIs students who entered their studies prior to 2018 qualify for a grant according to the previous threshold of R122 000 family income per annum. The grants for these students from 2018 onwards are subject to a funding cap, as in prior years.

9.3.2 NSFAS beneficiaries and amounts provided

Table 9.2: Number of students who received loans/bursaries from the NSFAS and the amount provided, by sub-sector, 2011 – 2020

Year	Public HEIs		TVET colleges		Total		Percentage change on amount provided
	Number of students	Amount provided (in Rands)	Number of students	Amount provided (in Rands)	Number of students	Amount provided (in Rands)	
2011	217 219	4 848 960 105	114 968	1 116 590 548	332 187	5 965 550 653	62.2%
2012	194 932	5 888 373 557	188 182	1 822 497 265	383 114	7 710 870 823	29.3%
2013	195 387	6 748 152 217	220 978	1 953 253 361	416 365	8 701 405 578	12.8%
2014	186 160	6 970 982 424	228 642	1 991 487 809	414 802	8 962 470 233	3.0%
2015	178 961	7 194 618 509	235 988	2 095 129 942	414 949	9 289 748 451	3.7%
2016	225 950	10 304 756 649	225 557	2 106 267 265	451 507	12 411 023 914	33.6%
2017	260 002	12 106 307 436	200 339	2 012 107 916	460 341	14 118 415 352	13.8%
2018	346 966	18 373 238 547	239 797	2 742 606 899	586 763	21 115 845 446	49.6%
2019	393 767	22 657 509 399	346 270	5 101 438 986	740 037	27 758 948 385	31.5%
2020	504 336	30 840 537 890	261 404	6 228 061 001	765 740	37 068 598 891	33.5%

Sources: *Statistics on Post-School Education and Training in South Africa, 2019. NSFAS 2020/21 Annual Report.*

- Note 1: The term “loans” refers to a loan granted to a person by the NSFAS to enable the person to defray the costs connected with his or her education at a designated HEI, and those connected with the board and lodging of that person for purposes of attending the institution.
- Note 2: The term “bursaries” refers to that part of the loan granted to a person by the NSFAS, which the person is not required to pay back on compliance with the criteria and conditions set in the written agreement.
- Note 3: Financial aid provided from 2018 onwards was in the form of bursaries.
- Note 4: From 2011 – 2014, NSFAS awarded loans and bursaries to students/learners at specific agricultural colleges and/or schools, the National Institute for Higher Education and other colleges, (2011 – 345, 2012 – 428, 2013 – 464 and 2014 – 10). The table includes loans and bursaries to these institutions.

The number of NSFAS beneficiaries reached 765 740 in 2020, and almost two thirds of the beneficiaries were students in public HEIs (65.9% or 504 336), while TVET college beneficiaries accounted for 34.1% (261 404). The beneficiaries funded in 2020 was 3.5% (25 703) higher when compared with 2019 (740 037). During this period, public HEIs beneficiaries increased by 110 569, while that of TVET colleges declined by 84 866.

Total funding provided through NSFAS in 2020 was R37.1 billion, of which the largest proportion was allocated to public HEIs (83.2% or R30.8 billion), while 16.8% (R6.2 billion) was allocated to TVET college students. The funding allocated in 2020 was R9.3 billion (33.5%) higher than what was allocated in 2019 (R27.8 billion). Public HEIs allocation increased by 36.1% (R8.2 billion) between 2019 and 2020, while TVET college funding increased by 22.1% (R1.1 billion) in the same period.

Over the 10-year period (2011 – 2020), NSFAS funding increased by R31.1 billion, with the largest increase seen at public HEIs (R26.0 billion), while funding for TVET colleges increased by R5.1 billion. Over the same period, both public HEIs and TVET college beneficiaries more than doubled, but the largest increase was reported for public HEIs (287 117), while TVET colleges saw an increase of 146 436.




Table 9.3: Number of students who received loans/bursaries from the NSFAS by gender, 2011 – 2020

Year	Public HEIs			TVET colleges			Total		
	Number of students			Number of students			Number of students		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
2011	124 242	92 977	217 219	68 582	46 386	114 968	192 824	139 363	332 187
2012	113 372	81 560	194 932	112 465	75 717	188 182	225 837	157 277	383 114
2013	114 696	80 691	195 387	131 921	89 057	220 978	246 617	169 748	416 365
2014	109 751	76 409	186 160	143 914	84 728	228 642	253 665	161 137	414 802
2015	104 825	74 136	178 961	151 208	84 780	235 988	256 033	158 916	414 949
2016	130 297	95 653	225 950	146 770	78 787	225 557	277 067	174 440	451 507
2017	140 800	119 202	260 002	124 314	76 025	200 339	265 114	195 227	460 341
2018	205 494	141 472	346 966	154 850	84 947	239 797	360 344	226 419	586 763
2019	233 739	160 028	393 767	221 147	125 123	346 270	454 886	285 151	740 037
2020	298 440	179 243	504 336*	169 679	88 246	261 404*	468 119	267 489	765 740*

Sources: *Statistics on Post-School Education and Training in South Africa, 2019. NSFAS database, data extracted in December 2021.*

Note 1: From 2011 – 2014, NSFAS awarded loans and bursaries to students/learners at specific agricultural colleges and/or schools, the National Institute for Higher Education and other colleges, (2011 – 345, 2012 – 428, 2013 – 464 and 2014 – 10). The table includes loans and bursaries to these institutions.

Note 2: *Includes students with unspecified gender.

In 2020, two in every five NSFAS beneficiaries were females (61.1% or 468 119), while males accounted for 34.9% (267 489) of the total (765 740). There was a higher proportion of female beneficiaries in TVET colleges (64.9% or 169 679) compared to public HEIs (59.2% or 298 440). Between 2019 and 2020, female beneficiaries increased by 2.9% (13 233), while male recipients decreased by 6.2% (17 662).

During the period 2011 – 2020, female beneficiaries increased by 142.8% (275 295), whereas male beneficiaries increased by 91.9% (128 126). The largest gender disparities occurred in 2020, as 119 197 and 81 433 more female students from public HEIs and TVET colleges obtained NSFAS funding compared to males.

9.3.3 Funza Lushaka bursary scheme

Table 9.4: Number of public HEIs students who received Funza Lushaka bursaries by gender and the amount provided, 2011 – 2020

Year	Number of students enrolled in the Education Field			Number of students who received Funza Lushaka bursaries			Percentage of students who received Funza Lushaka bursaries	Amount provided (in Rands)
	Female	Male	Total	Female	Male	Total	Total	Total
2011	122 296	42 580	164 939*	6 115	2 778	8 893	5.4%	442 846 392
2012	125 950	42 511	168 608*	8 071	3 631	11 702	6.9%	666 782 495
2013	129 736	43 255	172 991	9 912	4 561	14 473	8.4%	890 104 296
2014	124 636	41 462	166 099*	9 570	4 758	14 328	8.6%	941 201 654
2015	128 130	42 417	170 550*	8 986	5 040	14 026	8.2%	965 591 611
2016	131 550	45 434	176 986*	8 781	5 355	14 136	8.0%	1 012 506 525
2017	144 759	50 143	195 113*	8 172	6 727	14 899	7.6%	1 091 737 945
2018	159 713	54 433	214 151*	9 467	5 320	14 787	6.9%	1 000 630 398
2019	157 562	53 712	211 274	6 732	3 737	10 469	5.0%	942 164 773
2020	149 127	50 300	199 427	7 826	3 893	12 964*	6.5%	1 215 455 264

Sources: *2020 HEMIS database, data extracted in November 2021. Statistics on Post-School Education and Training in South Africa, 2019. NSFAS 2020/21 Annual Report.*

Note: *Includes students with no information on gender.



Funza Lushaka bursaries benefitted 12 964 students in 2020, reflecting a 23.8% (2 495) increase from the 10 469 recorded in 2019. The majority of beneficiaries were females (7 826) compared to males (3 893). Female beneficiaries increased by 1 094 between 2019 and 2020, while male beneficiaries increased by 156 during that same period. The number of beneficiaries over the ten-year period (2011 – 2020) increased by 45.8% (4 071), and the largest increase was recorded for females (1 711) as opposed to males (1 115).

The proportion of students who enrolled in the Education field of study and obtained Funza Lushaka bursaries was 6.5%, which was 1.5 percentage points higher when compared with 2019 (5.0%), and 1.1 percentage points higher when compared with 2011 (5.4%).

In terms funding, R1.2 billion was provided for Funza Lushaka bursary recipients in 2020, and this was 29.0% (R273.3 million) higher when compared to 2019 (R942.2 million). A higher increase of 174.5% (R772.6 million) was observed over the period 2011 – 2020. In addition, the average allocation per beneficiary has increased from R49 797 in 2011 to R93 756 in 2020.





9.4 THE SKILLS DEVELOPMENT LEVY

9.4.1 Introduction

The *Skills Development Levies Act, 1999 (Act No. 9 of 1999)* requires that employers pay 1% of their pay roll towards skills development. The skills levy is collected monthly by the South African Revenue Service (SARS). The Department of Higher Education and Training transfers 80% of the levies to the Sector Education and Training Authorities (SETAs) on a monthly basis. The remaining 20% is transferred to the National Skills Fund (NSF) to implement the National Skills Development Plan.

On 3 December 2012, the Minister promulgated the SETA Grant Regulations which regulate how the SETAs should allocate the levies to fund sectoral programmes. The SETA Grant Regulations require that 80% of the Discretionary Grants be spent on PIVOTAL programmes which includes artisan development.

In terms of the SETA Grant Regulations of 3 December 2012, SETAs should spend 49.5% of their levy to implement projects identified in their Sector Skills Plans within the framework of the National Skills Development Strategy in order to address scarce and critical skills needs.

SETAs transfer a maximum of 0.5% of their administration budget to the Quality Council for Trades and Occupations (QCTO). The QCTO uses the funds to implement its strategic priorities as identified in the White Paper for Post School Education and Training and the Ministerial guideline on strategy and priorities for National Qualifications Framework.

The SETAs and the NSF disburse the skills levies within the ambit of the *Skills Development Act, 1998 (Act No.97 of 1998)*, *Skills Development Levies Act, 1999 (Act No.9 of 1999)*, *Public Finance Management Act, 1999 (Act No.29 of 1999, as amended)* and the *Tax Administration Act, 2011 (Act No.28 of 2011)*.



9.4.2 Distribution of the Skills Development Levy

Table 9.5: Distribution of the Skills Development Levy, 2011/12 – 2020/21

Year	Total Amount Disbursed by the Skills Levy Fund R'000	Distribution of Levy Funds					Portion of SETA Admin fee transferred to QCTO: R'000
		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	n.a
2012/13	11 419 341	2 283 872	9 135 469	1 141 934	5 709 668	2 283 867	n.a
2013/14	12 566 289	2 511 390	10 054 899	1 319 705	2 513 725	6 221 469	15 428
2014/15	14 036 309	2 818 082	11 218 227	1 472 392	2 804 557	6 941 278	28 500
2015/16	15 225 043	3 044 212	12 180 831	1 598 734	3 045 208	7 536 889	40 000
2016/17	15 298 454	3 046 235	12 252 219	1 608 103	3 063 055	7 581 061	60 670
2017/18	16 234 599	3 246 920	12 987 679	1 704 633	3 246 920	8 036 126	68 431
2018/19	17 479 895	3 495 979	13 983 916	1 835 389	3 495 979	8 652 548	86 691
2019/20	18 283 843	3 656 768	14 627 075	1 919 803	3 656 769	9 050 503	90 347
2020/21	12 363 798	2 473 409	9 890 389	1 298 114	2 472 597	6 119 678	96 147
Total	143 013 784	28 596 896	114 416 888	14 909 581	35 062 343	64 444 965	486 214

Sources: *Statistics on Post-School Education and Training in South Africa, 2019. DHET Levy System, data extracted in April 2021.*

- Note 1: "NSF" refers to the funds disbursed by the National Skills Fund.
- Note 2: "Administration Costs" refer to administration costs incurred by SETAs, as defined in Regulation 1 of the SETA Grant regulations of 3 December 2012.
- Note 3: "Mandatory Grant" refers to the funds designated as mandatory grant contemplated in regulation 4 of the SETA Grant Regulations of 3 December 2012.
- Note 4: "Discretionary Grant" refers to the money allocated within the SETA to be spent on discretionary grants and projects contemplated in regulation 3 (2) (c) to (9) as read with regulation 6 of the SETA Grant Regulations of 3 December 2012.
- Note 5: "n.a." means "not applicable".

The total amount collected through the skills development fund levy in 2020/21 financial year was approximately R12.4 billion, which was 32.4% (R5.9 billion) lower than what was collected in the 2019/20 financial year. Disbursement to SETAs declined by R4.7 billion, while NSF was allocated R1.2 billion less between the 2019/20 and 2020/21 financial year. This is the first decline since 2011/12 financial year which can be attributed to the four months' payment holiday for skills development levies (from May – August 2020) announced in April 2020. The relief was meant to assist employers to deal with the negative impact that came with the lockdown due to the outbreak of COVID-19.

In line with legislation, 80% of the R12.4 billion was disbursed to SETAs (R9.9 billion) while 20% (R2.5 billion) was disbursed to the National Skills Fund (NSF). The amount disbursed to SETAs was distributed for discretionary grants (R6.1 billion) – which is aimed at contributing towards skills development through PIVOTAL programmes such as learnerships, Work Integrated Learning, bursaries, skills programmes, Adult Education and Training programmes and candidacy. The amount paid back to levy paying employers in the form of mandatory grants was (R2.5 billion) while R1.3 billion was for administration costs. Despite the overall decline in skills levies in 2020/21, the administration cost to QCTO increased by 6.4% (R5.8 million) between 2019/20 and 2020/21 financial years.

The skills development levies reached R143.0 billion over the period 2011/12 – 2020/21 financial years, of which R114.4 billion was disbursed to SETAs and R28.6 billion was disbursed to NSF. The skills development levies increased by 22.3% (R2.3 billion) over the 10-year period, with the largest increase recorded for discretionary grants (R4.1 billion), while mandatory grants declined by R2.6 billion in the same period.





9.5 GRANTS PROVIDED BY THE NATIONAL SKILLS FUND (NSF)

9.5.1 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, Science and Technology 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 National Skills Fund (NSF) may fund the following:

- i) Skills development projects identified in the National Skills Development Strategy (NSDS III) as national priorities;
- ii) Skills development projects related to the achievement of the purposes of the Skills Development Act, 1998 (Act No. 97 of 1998); and
- iii) Any activity undertaken by the Minister to achieve a national standard of good practice in skills development.

The tables in this section provides an overview of the number of projects funded by the NSF, as well as the distribution of funds across key projects.

9.5.2 Number of projects and beneficiaries supported by the NSF

Table 9.6: Number of NSF supported projects and beneficiaries/learners funded (output indicator) by province, 2013/14 – 2020/21

Province	Number of projects								Number of beneficiaries							
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Eastern Cape	11	13	16	23	18	36	33	27	3 134	5 045	5 479	5 898	9 271	9 767	7 483	7 127
Free State	4	4	4	4	4	6	22	21	857	2 541	1 674	2 859	2 148	2 944	2 251	1 997
Gauteng	18	20	23	25	27	38	51	40	2 220	15 980	19 039	10 684	9 781	12 095	9 571	6 881
KwaZulu-Natal	21	19	18	24	21	48	46	39	11 903	11 516	16 976	8 012	10 450	10 282	10 734	6 374
Limpopo	11	10	10	11	12	23	29	27	5 261	8 668	6 598	7 147	6 649	7 641	4 967	3 009
Mpumalanga	4	5	4	6	5	13	28	20	1 591	4 604	2 902	2 497	2 040	2 929	2 884	3 020
Northern Cape	5	4	4	4	2	3	12	11	625	601	1 003	1 603	1 602	1 569	1 260	977
North West	6	5	5	5	4	13	27	22	1 727	3 534	1 730	2 010	3 204	3 807	3 195	2 425
Western Cape	13	13	16	18	17	26	27	25	6 188	10 128	8 502	7 293	11 952	7 687	6 597	3 184
Multi-provinces	39	34	24	42	24	45	18	16	44 407	n.a.	n.a.	n.a.	n.a.	n.a.	-	-
National	32	58	83	8	39	46	65	56	n.a.	n.a.	n.a.	166	141	330	-	-
Total	164	185	207	170	173	297	358	304	77 913	62 617	63 903	48 169	57 238	59 051	48 942	34 994

Sources: *Statistics on Post-School Education and Training in South Africa, 2018.*
NSF organisational report (2019-2021).
NSF Annual Financial Statements and Annual Reports for the years ended 31 March 2014 to 31 March 2021.

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

Note 2: The number of beneficiaries includes students who were awarded bursaries, by channeling NSF funds via NSFAS, National Research Foundation and international scholarships.

Note 3: Projects in "Multi-provinces" – people that benefited from skills development are counted in the province where training takes place.

Note 4: Information for financial years 2011/12 and 2012/13 is available in the publication *Statistics on Post-School Education and Training in South Africa, 2017*.

Note 5: "." means figures that were unaudited for both 2019/20 and 2020/21 financial years.



Table 9.6 illustrates the distribution of the number of national, individual province and multi-provinces skills development projects supported by the NSF. It also indicates the number of South Africans who benefitted from the skills development interventions supported by the NSF.

The NSF supported 304 skills development projects across South Africa in 2020/21, which was 15.1% (54) lower compared to the 358 projects funded during the 2019/20 financial year. The decline between 2019/20 and 2020/21 could be attributed to the strict lockdown due to COVID-19, which stroke the country around end of March 2020. This necessitated that some of the entity’s originally planned programmes be put on hold, to refocus its funding towards priority projects brought by the pandemic.

Furthermore, the table shows that 34 994 South Africans benefitted directly from the NSF support during the 2020/21 financial year, which was 28.5% (13 948) lower compared to the 48 942 beneficiaries recorded during the 2019/201 financial year. KwaZulu-Natal, Western Cape, Gauteng and Limpopo contributed largely to the decline between the two financial years.

During the 2020/21 financial year, Eastern Cape accounted for the majority of beneficiaries (7 127 or 20.4%), followed by Gauteng (6 881 or 19.7%) and KwaZulu-Natal 6 374 or 18.2%). In the same period, the number of beneficiaries who reported to have a disability was 704 (2.0% of the overall number of beneficiaries), and the breakdown was as follows: Hearing (149 or 21.2%), communication (143 or 20.3%), sight (140 or 19.9%), mental (120 or 17.0%), movement (116 or 16.5%) and self-care (36 or 5.1%).

The learners who benefitted through NSF projects were mainly youth aged 25 – 34 years old (16 536 or 47.3%), followed by those younger than 25 years (12 932 or 37.0%) and the lowest proportion were for adults aged 35 years and older (5 526 or 15.8%).

Table 9.7: Number of NSF beneficiaries/learners funded by gender, 2016/17 – 2020/21

Year	Female	Male	Total
2016/17	26 702	21 467	48 169
2017/18	33 308	23 930	57 238
2018/19	35 291	23 760	59 051
2019/20	21 370	27 572	48 942
2020/21	20 529	14 465	34 994

Sources: *Statistics on Post-School Education and Training in South Africa, 2017- 2018.*
NSF organisational report (2019 - 2021).
NSF Annual Financial Statements and Annual Reports for the years ended 31 March 2017 to 31 March 2021.

More than half of NSF beneficiaries funded during the 2020/21 financial year were females (58.7% or 20 529) while 41.3% (14 465) were males, which indicates that 6 064 more females were funded as compared to males. The number of NSF female beneficiaries has been consistently higher than that of males throughout the period under review (2016/17 – 2020/21 financial years).




Table 9.8: Number of NSF beneficiaries/learners funded by area type, 2016/17 – 2020/21

Year	Rural	Urban	Total
2016/17	25 641	22 528	48 169
2017/18	32 892	24 346	57 238
2018/19	34 925	24 126	59 051
2019/20	27 713	21 229	48 942
2020/21	21 904	13 090	34 994

Sources: *Statistics on Post-School Education and Training in South Africa, 2017- 2018.*
NSF organisational report (2019-2021).
NSF Annual Financial Statements and Annual Reports for the years ended 31 March 2017 to 31 March 2021.

A large number of NSF beneficiaries were from rural¹⁰ areas throughout the period under review (2016/17 2020/21 financial years). In the 2020/21 financial year, 62.6% (21 904) of beneficiaries were from rural areas, while 37.4% (13 090) were from urban¹¹ areas.

Table 9.9: Distribution of NSF across key projects and number of beneficiaries/learners who completed (outcome indicator), 2013/14 – 2020/21

Project	Number of beneficiaries									Amount disbursed R'000							% of total amount disbursed 2020/21
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	
Bursaries	30 162	15 216	17 747	19 171	16 643	10 815	6 655	6 733	1 272 200	1 074 769	1 551 362	1 390 404	969 714	1 057 916	647 759	381 287	22.6%
NSF disbursement to TVET colleges	25 850	23 112	14 835	2 844	7 326	9 698	5 357	1 988	493 123	507 020	453 705	209 610	233 810	486 897	1 117 515	493 124	29.2%
Support to NGP (Public & Private)	9 238	6 099	5 562	10 029	n.a	n.a	n.a	n.a	428 456	225 262	213 430	544 431	n.a	n.a	n.a	n.a	n.a
Support to IPAP (Public)	626	3 228	5 778	657	377	3 613	4 407	460	64 800	58 653	181 136	32 311	0	64 217	36 287	10 266	0.6%
Rural Development	3 156	7 731	12 627	15 468	32 892	34 925	32 523	25 813	101 008	221 235	233 779	241 744	1 795 634	531 849	1 102 351	490 520	29.0%
Other National Priorities	8 881	7 231	7 354	0	0	0	0	0	618 826	1 003 604	1 723 750	2 597 398	3 970 941	149 901	204 565	313 396	18.6%
Total	77 913	62 617	63 903	48 169	57 238	59 051	48 942	34 994	2 978 413	3 090 543	4 357 162	5 015 898	6 970 099	2 290 780	3 108 477	1 688 593	100.0%

Sources: *Statistics on Post-School Education and Training in South Africa, 2018.*
NSF audited financial statements for the years ending 31 March 2014 to 31 March 2021.

- Note 1: The NSF funding provides bursaries to students via NSFAS, the NRF in scarce skills; and international scholarships.
 Note 2: Full details regarding the NSF expenditure and performance information are in the NSF Annual Reports from 2013/14 to 2021/22.
 Note 3: Dash (-) means that data is not available.
 Note 4: Certain disbursed amounts stated under "Amount Disbursed" NSDS III for 2013/14 may have changed as per the restated figures in the NSF Annual Financial Statements for the years ended 31 March 2014 to 31 March 2019.
 Note 5: "Rural development" – this figure does not reflect the number of people benefiting from skills development under the other key project types also with a rural impact, but will be indicated in the text (note paragraph above).
 Note 6: As a result of rounding off, numbers and percentages may not necessarily add up to totals.
 Note 7: The numbers under the project type "Support to NGP" are with effect from 2017/18 covered under Bursaries, TVET colleges, IPAP and Rural Development.
 Note 8: Information for financial years 2011/12 and 2012/13 is available in the publication *Statistics on Post-School Education and Training in South Africa, 2017*.

¹⁰ Rural for NSF statistical purposes is regarded as an area where learners received training or skills development at a venue located within a District Municipality areas in South Africa excluding the eight (8) Metropolitan Municipality areas.

¹¹ Urban for NSF statistical purposes is regarded as an area where learners received training or skills development at a venue located within any of the eight (8) Metropolitan Municipality areas (municipal districts as per the Municipal Demarcation Board), as well as internationally.



Table 9.9 indicates that the NSF disbursed more than R1.6 billion on skills development interventions in the 2020/21 financial year, a decrease of R1.4 billion compared to the 2019/20 financial year (R3.1 billion). The main reason for the shortfall in 2020/21 could be attributed to the strict lockdown due to COVID-19 which stroke the country around end of March 2020. This necessitated that some of the entity’s originally planned programmes be put on hold, to refocus its funding towards priority projects brought by the pandemic.

During the 2020/21 financial year, the NSF funds were mainly disbursed for TVET colleges (29.2% or R493.1 million) and Rural Development projects (29.0% or R490.5 million), while 22.6% (R381.3 million) was allocated for the bursaries and 18.6% (R313.4 million) for “other national priorities”.

However, the amount of NSF funding allocated to TVET colleges and Rural Development projects declined by more than R600 million in 2020/21 when compared to the 2019/20 financial year, while bursary allocations declined by R266.5 million in the same period. The decrease in the funding allocated to TVET colleges was due to the reduction in the disbursements towards the TVET Infrastructure Projects during the 2020/21 financial year, finalization/closure of the TVET Phase 1 and Phase 2 projects, and the delays in implementation of TVET Phase 3 projects. The reduction for Rural Development projects can be attributed to the finalization/closure of the Rural Development Request for Proposal projects and the Unemployment Insurance Fund Phase 1 projects during the 2020/21 financial year. Despite the overall decline between 2019/20 and 2020/21 financial years, the allocation to other national priorities increased by R108.8 million.

9.5.3 NSF infrastructure grants

Table 9.10: Distribution of NSF infrastructure budget, 2012/13 – 2020/21

Year	Amount disbursed		
	Public HEIs R'000	Other R'000	Total R'000
2012/13	21 113	32 838	53 951
2013/14	275 061	28 104	303 165
2014/15	407 425	18 014	425 439
2015/16	278 152	-19	278 133
2016/17	218 254	0	218 254
2017/18	126 789	0	126 789
2018/19	105 085	0	105 085
2019/20	503 280	0	503 280
2020/21	294 911	0	294 911
Total	2 230 070	78 937	2 309 007

Sources: *Statistics on Post-School Education and Training in South Africa, 2018.*
NSF audited financial statements for the year ending 31 March 2013 to 31 March 2021.

Note 1: “Other” includes institutions other than government.

Note 2: The negative amount indicated in 2015/16 refers to over provision relating to projects during the 2015/16 financial year.

Note 3: Certain disbursed amounts stated under “Amount Disbursed” may have changed as per the restated figures in the NSF Annual Financial Statements for the years ended 31 March 2014 to 31 March 2021.

In addition to supporting public HEIs and TVET college students with bursaries, the NSF prioritised allocations to expand and improve the infrastructure of public HEIs, TVET colleges and CET colleges, and to support the improvement of infrastructure at state-owned enterprises. To this end, the NSF disbursed more than R2.3 billion towards skills infrastructure development regarded as a national priority of government since 2012/13 financial year, mainly focussing on public HEIs as reflected in Table 9.10.

A decrease of R208.4 million in the disbursement of the infrastructure projects was recorded between 2020/21 and 2019/20 financial years. The decrease in the disbursement for 2020/21 could be attributed to re-alignment of NSF priorities to a new path of economic reform in order to cater for the new needs brought by the COVID-19 pandemic challenges.





10. APPENDIX: STATISTICAL TABLES

Table 10.1: Number of students enrolled in public HEIs, by major field of study, qualification type and institution, 2020

Institution	Major Field of Study					Qualification Type							
	Science, Engineering and Technology	Business and Management	Education	Other Humanities	Total	Occasional Students	Undergraduate Certificates and Diplomas	Undergraduate Degrees	Advanced Diploma and Postgraduate Certificate in Education	Postgraduate, Below Master's Level	Master's Degrees	Doctoral Degrees	Total
1. Cape Peninsula University of Technology	14 645	10 302	4 784	2 652	32 383	117	20 219	7 899	2 017	217	1 617	297	32 383
2. University of Cape Town	13 222	6 189	611	8 425	28 447	510	255	16 417	244	2 970	5 829	2 222	28 447
3. Central University of Technology, Free State	9 504	5 239	4 898	1 463	21 103	26	10 500	8 103	1 218	582	472	202	21 103
4. Durban University of Technology	14 455	13 756	1 497	4 226	33 933	0	20 340	10 253	1 500	65	1 251	524	33 933
5. University of Fort Hare	3 898	1 849	2 491	7 642	15 880	19	386	12 759	169	1 083	978	486	15 880
6. University of the Free State	9 588	6 785	11 339	13 890	41 602	492	3 643	30 487	682	3 049	2 250	999	41 602
7. University of Johannesburg	16 887	18 044	4 277	9 356	48 563	34	8 888	28 293	1 478	3 933	4 364	1 573	48 563
8. University of KwaZulu-Natal	18 184	6 561	7 490	14 689	46 924	437	25	34 037	975	3 459	5 074	2 917	46 924
9. University of Limpopo	9 104	2 975	3 306	6 232	21 617	95	0	18 605	192	1 032	1 392	301	21 617
10. Mangosuthu University of Technology	8 415	5 029	0	1 208	14 652	0	13 632	401	542	61	16	0	14 652
11. University of Mpumalanga	1 932	879	810	743	4 364	0	1 633	2 530	108	42	51	0	4 364
12. Nelson Mandela University	10 358	9 495	2 314	7 119	29 286	188	10 077	13 752	1 538	1 408	1 741	582	29 286
13. North West University	12 510	12 056	18 926	12 933	56 425	284	8 162	38 463	1 639	3 508	2 873	1 496	56 425
14. University of Pretoria	25 682	8 653	6 508	10 113	50 955	413	357	35 139	324	6 063	6 248	2 411	50 955
15. Rhodes University	2 596	1 303	1 217	3 480	8 596	92	66	6 005	176	784	868	605	8 596
16. Sefako Makgatho Health Science University	5 999	0	0	257	6 256	7	27	4 871	29	255	980	87	6 256
17. Sol Plaatje University, Northern Cape	657	161	889	679	2 386	0	432	1 723	45	186	0	0	2 386
18. University of South Africa	44 753	110 414	103 737	133 148	392 050	4 699	126 276	211 430	7 667	34 824	4 605	2 549	392 050
19. University of Stellenbosch	15 301	6 308	1 764	7 623	30 995	498	194	19 603	473	3 763	4 800	1 664	30 995
20. Tshwane University of Technology	24 142	21 910	4 656	11 774	62 482	63	43 744	12 045	3 318	593	2 193	526	62 482
21. University of Venda	6 849	2 298	2 035	3 984	15 166	0	181	13 416	29	669	618	253	15 166
22. Vaal University of Technology	9 696	6 416	617	3 564	20 293	31	16 801	1 582	1 008	252	492	127	20 293
23. Walter Sisulu University	8 404	8 403	5 251	6 914	28 971	0	15 094	11 041	1 530	707	522	77	28 971
24. University of Western Cape	8 532	2 904	2 640	9 655	23 730	0	220	17 856	648	1 678	2 188	1 140	23 730
25. University of Witwatersrand	20 187	8 878	3 351	8 252	40 667	969	0	24 373	323	4 762	7 988	2 252	40 667
26. University of Zululand	4 405	3 684	4 026	4 967	17 082	101	1 450	13 648	284	579	722	298	17 082
Total	319 902	280 489	199 432	294 986	1 094 808	9 075	302 602	594 731	28 156	76 524	60 132	23 588	1 094 808

Source: 2020 HEMIS database, data extracted in November 2021.

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" refers to Bachelor's degrees, BTech and professional Bachelor's degrees such as B Tech, BSc (Engineering) MBChB, BFA, which are those that have an approved formal time of three or more years.

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 may not necessarily add up to totals.

Note 8: Total may not add up as major field of study was recorded as "unknown" for some records.



Table 10.2: Number of students enrolled in public HEIs, by attendance mode, population group, gender and institution, 2020

Institution	Contact									Distance								
	Black African	Coloured	Indian/Asian	White	No info	Total	Female	Male	No info	Black African	Coloured	Indian/Asian	White	No info	Total	Female	Male	No info
1. Cape Peninsula University of Technology	22 307	7 597	214	1 808	15	31 941	17 874	14 067	0	318	24	20	80	0	442	233	209	0
2. University of Cape Town	9 277	3 798	1 709	5 572	8 050	28 406	15 266	13 113	27	6	1	3	1	30	41	27	14	0
3. Central University of Technology, Free State	20 146	390	20	547	0	21 103	11 392	9 711	0	0	0	0	0	0	0	0	0	0
4. Durban University of Technology	30 063	320	2 960	412	178	33 933	17 798	16 135	0	0	0	0	0	0	0	0	0	0
5. University of Fort Hare	15 454	299	25	102	0	15 880	8 968	6 912	0	0	0	0	0	0	0	0	0	0
6. University of the Free State	30 903	1 879	344	4 818	101	38 045	23 277	14 768	0	2 766	161	113	502	15	3 557	2 554	1 003	0
7. University of Johannesburg	41 966	1 333	1 785	2 551	48	47 683	24 944	22 739	0	576	48	63	180	13	880	544	336	0
8. University of KwaZulu-Natal	37 778	783	6 948	905	173	46 587	27 179	19 408	0	321	5	9	1	1	337	286	51	0
9. University of Limpopo	21 576	19	12	10	0	21 617	11 650	9 967	0	0	0	0	0	0	0	0	0	0
10. Mangosuthu University of Technology	14 598	25	25	4	0	14 652	7 353	7 299	0	0	0	0	0	0	0	0	0	0
11. University of Mpumalanga	4 344	10	4	6	0	4 364	2 648	1 716	0	0	0	0	0	0	0	0	0	0
12. Nelson Mandela University	21 886	3 416	332	3 639	0	29 273	15 713	13 560	0	10	1	1	1	0	13	9	4	0
13. North West University	27 791	1 626	573	14 776	19	44 785	25 928	18 857	0	8 554	785	192	2 108	1	11 640	9 987	1 653	0
14. University of Pretoria	24 864	1 501	3 143	19 190	14	48 712	27 694	21 013	5	1 967	57	62	146	11	2 243	1 564	679	0
15. Rhodes University	6 563	451	357	1 225	0	8 596	5 328	3 268	0	0	0	0	0	0	0	0	0	0
16. Sefako Makgatho Health Science University	5 791	33	115	273	44	6 256	3 910	2 346	0	0	0	0	0	0	0	0	0	0
17. Sol Plaatje University, Northern Cape	1 758	569	13	46	0	2 386	1 426	960	0	0	0	0	0	0	0	0	0	0
18. University of South Africa	0	0	0	0	0	0	0	0	0	323 178	18 667	15 199	33 550	1 456	392 050	271 200	120 850	0
19. University of Stellenbosch	6 589	5 664	1 101	17 306	335	30 995	17 271	13 698	26	0	0	0	0	0	0	0	0	0
20. Tshwane University of Technology	60 356	273	130	1 082	0	61 841	31 999	29 842	0	544	72	17	8	0	641	308	333	0
21. University of Venda	15 140	6	17	3	0	15 166	8 366	6 800	0	0	0	0	0	0	0	0	0	0
22. Vaal University of Technology	20 044	84	28	135	2	20 293	9 646	10 647	0	0	0	0	0	0	0	0	0	0
23. Walter Sisulu University	28 739	57	89	86	0	28 971	16 543	12 428	0	0	0	0	0	0	0	0	0	0
24. University of Western Cape	11 432	10 272	822	1 030	174	23 730	14 526	9 204	0	0	0	0	0	0	0	0	0	0
25. University of Witwatersrand	27 304	1 644	4 749	6 330	116	40 143	22 204	17 906	33	397	30	37	57	3	524	275	249	0
26. University of Zululand	17 007	23	31	15	6	17 082	9 739	7 343	0	0	0	0	0	0	0	0	0	0
Total	523 676	42 072	25 546	81 871	9 275	682 440	378 642	303 707	91	338 637	19 851	15 716	36 634	1 530	412 368	286 987	125 381	0
Percentage	76.7%	6.2%	3.7%	12.0%	1.4%	100.0%	55.5%	44.5%	0.0%	82.1%	4.8%	3.8%	8.9%	0.4%	100.0%	69.6%	30.4%	0.0%

Source: 2020 HEMIS database, data extracted in November 2021.

- 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” column are for both genders as well as population group. Given that students coded as “gender unknown” are not included in the table, the sum of female + male may therefore not add up to the total.
- Note 4: As a result of rounding off, numbers and percentages may not necessarily add up to totals.
- Note 5: Audited data was amended to ensure that totals balance.



**Table 10.3: Number of first-time undergraduate students enrolled in public HEIs by institution, 2009 – 2020**

Institution	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
1. Cape Peninsula University of Technology	8 244	8 106	7 876	7 949	7 604	7 595	7 343	7 980	7 186	7 183	6 753	6 784
2. University of Cape Town	4 153	3 637	3 464	3 875	3 748	3 877	4 105	4 235	4 102	3 690	3 957	3 996
3. Central University of Technology, Free State	3 941	3 321	2 722	2 803	3 408	3 795	3 683	4 316	4 995	4 220	4 430	3 972
4. Durban University of Technology	6 856	7 096	6 243	6 078	6 842	7 568	7 687	7 062	7 825	7 804	8 422	8 057
5. University of Fort Hare	2 314	2 468	2 592	2 811	2 276	2 718	2 950	2 792	3 153	3 422	3 421	3 638
6. University of the Free State	4 038	5 007	5 829	6 202	5 533	5 680	4 918	7 966	8 027	8 992	7 719	7 794
7. University of Johannesburg	13 168	10 230	12 404	10 181	10 142	11 902	10 443	11 311	9 784	9 574	9 953	9 970
8. University of KwaZulu-Natal	8 048	8 053	7 649	7 150	8 684	10 586	8 108	8 037	8 894	8 359	7 976	8 065
9. University of Limpopo	3 421	4 745	5 288	5 137	4 861	5 291	4 514	4 878	4 716	4 722	4 761	5 060
10. Mangosuthu University of Technology	3 032	2 769	2 510	2 840	2 883	2 684	2 791	3 138	3 677	3 439	3 658	3 463
11. University of Mpumalanga	n.a.	n.a.	n.a.	n.a.	n.a.	140	310	589	775	1 010	1 463	1 375
12. Nelson Mandela University	5 391	5 099	5 815	5 164	5 226	5 955	5 600	5 769	5 088	6 068	6 132	5 220
13. North West University	5 929	7 206	7 526	7 848	8 770	9 029	9 359	11 166	11 595	11 874	12 255	12 209
14. University of Pretoria	8 015	8 124	7 408	7 412	8 497	8 648	8 773	7 868	7 519	9 077	8 989	8 335
15. Rhodes University	1 670	1 451	1 230	1 275	1 372	1 491	1 472	1 267	1 339	1 361	1 483	1 608
16. Sefako Makgatho Health Science University	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	926	979	993	1 229	919	714
17. Sol Plaatje University, Northern Cape	n.a.	n.a.	n.a.	n.a.	n.a.	124	220	408	444	634	648	652
18. University of South Africa	40 884	47 208	60 912	52 227	33 828	34 897	43 181	19 164	54 434	67 484	48 271	78 144
19. University of Stellenbosch	4 234	4 599	4 535	3 936	4 553	5 161	5 285	5 025	5 200	5 189	5 054	5 160
20. Tshwane University of Technology	12 760	11 621	10 556	12 184	13 593	13 901	13 053	13 727	14 822	13 522	12 064	11 053
21. University of Venda	1 796	1 680	1 975	2 176	3 457	3 579	3 460	3 488	3 086	3 322	3 427	2 470
22. Vaal University of Technology	5 956	6 073	4 816	4 412	4 010	3 841	3 300	4 937	4 513	5 222	4 803	3 579
23. Walter Sisulu University	6 082	6 078	5 742	5 214	5 956	5 809	7 113	7 488	6 960	7 056	7 175	5 009
24. University of Western Cape	3 251	3 783	3 852	3 871	3 896	4 109	4 047	5 056	4 575	4 537	4 829	4 405
25. University of Witwatersrand	6 590	5 300	4 684	5 349	5 418	5 921	5 475	6 439	5 907	5 988	5 463	5 360
26. University of Zululand	4 745	4 734	3 477	3 671	3 832	4 055	3 814	3 806	3 673	3 683	3 697	3 430
Total	164 518	168 388	179 105	169 765	158 389	168 356	171 930	158 891	193 282	208 661	187 722	209 522

Sources: *Statistics on Post-School Education and Training in South Africa, 2019. 2020 HEMIS database, data extracted in November 2021.*

Note 1: 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 in any HEI in the past.

Note 2: The term “undergraduate students” refers to students who have enrolled in a Bachelor’s degree, BTech, Diploma (including advanced Diploma), Higher Certificate, Advanced Certificate and Post-Graduate Certificate in Education. It includes students enrolled in professional Bachelor’s degrees such as BSc (Engineering) and MBChB), which are those that have an approved formal time of three or more years.

Note 3: “n.a.” means not applicable.



Table 10.4: Full-time Equivalent student enrolment in public HEIs by attendance mode, major field of study and institution, 2020

Institution	Contact					Distance					Total Contact and Distance
	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total	
1. Cape Peninsula University of Technology	10 456	6 797	2 993	3 972	24 218	31	289	0	56	377	24 595
2. University of Cape Town	9 403	4 552	383	6 733	21 070	0	0	0	0	0	21 070
3. Central University of Technology, Free State	6 386	3 225	4 502	1 531	15 643	0	0	0	0	0	15 643
4. Durban University of Technology	10 773	9 313	2 575	4 402	27 063	0	0	0	0	0	27 063
5. University of Fort Hare	3 114	1 572	2 271	6 670	13 626	0	0	0	0	0	13 626
6. University of the Free State	7 900	4 870	7 014	12 280	32 064	60	613	749	339	1 762	33 826
7. University of Johannesburg	12 085	12 819	2 808	9 537	37 249	135	0	266	1	402	37 651
8. University of KwaZulu-Natal	12 365	4 678	6 649	12 019	35 711	84	0	0	0	84	35 795
9. University of Limpopo	6 927	2 420	2 448	5 873	17 667	0	0	0	0	0	17 667
10. Mangosuthu University of Technology	5 349	3 156	0	1 878	10 383	0	0	0	0	0	10 383
11. University of Mpumalanga	1 782	725	762	621	3 890	0	0	0	0	0	3 890
12. Nelson Mandela University	8 060	6 492	1 668	6 439	22 659	2	0	0	0	2	22 661
13. North West University	10 204	8 431	6 569	12 967	38 171	121	188	6 144	650	7 102	45 273
14. University of Pretoria	19 130	7 054	3 754	10 394	40 332	85	0	577	15	676	41 008
15. Rhodes University	2 067	964	767	3 073	6 872	0	0	0	0	0	6 872
16. Sefako Makgatho Health Science University	4 400	0	2	282	4 685	0	0	0	0	0	4 685
17. Sol Plaatje University, Northern Cape	610	164	1 089	576	2 438	0	0	0	0	0	2 438
18. University of South Africa	0	0	0	0	0	37 956	61 633	43 995	110 103	253 687	253 687
19. University of Stellenbosch	12 152	5 138	1 432	6 187	24 908	0	0	0	0	0	24 908
20. Tshwane University of Technology	16 284	14 996	3 268	11 186	45 734	14	1	0	481	496	46 230
21. University of Venda	4 804	1 587	1 505	4 192	12 088	0	0	0	0	0	12 088
22. Vaal University of Technology	6 558	4 419	605	3 603	15 185	0	0	0	0	0	15 185
23. Walter Sisulu University	6 564	4 798	5 775	6 423	23 561	0	0	0	0	0	23 561
24. University of Western Cape	6 132	2 225	2 108	7 576	18 041	0	0	0	0	0	18 041
25. University of Witwatersrand	14 229	5 628	2 043	7 719	29 619	4	139	0	4	147	29 766
26. University of Zululand	3 807	3 092	3 718	4 798	15 415	0	0	0	0	0	15 415
Total	201 541	119 116	66 707	150 931	538 294	38 492	62 864	51 731	111 649	264 735	803 029
Percentage	37.4%	22.1%	12.4%	28.0%	100.0%	14.5%	23.7%	19.5%	42.2%	100.0%	

Source: 2020HEMIS database, data extracted in November 2021.

- Note 1: Full-time equivalent (FTE) student enrolments are calculated (a) by assigning to each course a fraction representing the weighting it has in the curriculum of a qualification, and (b) by multiplying the headcount enrolment of that course by this fraction.
- Note 2: FTE contact students are those who are registered mainly for courses offered in contact mode.
- Note 3: FTE distance students are those who are registered mainly for courses offered in distance mode.
- Note 4: Definitions of fields of study used here are the same as those used in Table 10.1.
- Note 5: The totals above include undergraduate and postgraduate courses.
- Note 6: As a result of rounding off, numbers and percentages may not necessarily add up to totals.
- Note 7: Audited data was amended to ensure that totals balance.





Table 10.5: Number of students who graduated from public HEIs by major field of study, qualification type and institution, 2020

Institution	Major Field of Study						Formal Qualification						
	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	No information	Total	Undergraduate Certificates and Diplomas	Undergraduate Degrees	Advanced Diplomas and Postgraduate Certificates in Education	Postgraduate Below Master's Level	Master's Degrees	Doctoral Degrees	Total
1. Cape Peninsula University of Technology	3 291	2 647	969	685	0	7 593	4 103	2 143	1 028	117	166	36	7 593
2. University of Cape Town	3 180	1 713	301	2 126	0	7 320	66	3 457	186	2 002	1 333	276	7 320
3. Central University of Technology, Free State	1 944	1 323	971	384	0	4 622	1 911	1 846	600	189	52	24	4 622
4. Durban University of Technology	4 134	4 334	372	1 195	0	10 034	5 540	3 036	1 168	19	207	64	10 034
5. University of Fort Hare	881	325	672	1 755	0	3 632	87	2 602	120	572	170	81	3 632
6. University of the Free State	2 248	1 928	2 127	3 364	0	9 667	1 383	5 370	500	1 851	450	113	9 667
7. University of Johannesburg	3 745	5 476	1 149	2 664	0	13 035	2 261	6 110	1 087	2 416	937	224	13 035
8. University of KwaZulu-Natal	4 101	1 800	2 598	3 672	0	12 171	0	7 503	908	2 167	1 106	487	12 171
9. University of Limpopo	1 405	742	830	1 104	0	4 081	0	3 016	171	655	188	51	4 081
10. Mangosuthu University of Technology	1 215	1 267	0	323	0	2 805	2 258	90	398	46	13	0	2 805
11. University of Mpumalanga	375	95	89	88	0	647	245	295	72	34	1	0	647
12. Nelson Mandela University	2 444	2 553	734	1 610	0	7 341	2 473	2 587	860	936	405	80	7 341
13. North West University	3 020	3 540	5 691	3 203	0	15 454	2 659	8 204	1 110	2 508	722	251	15 454
14. University of Pretoria	5 526	3 106	1 439	2 782	0	12 852	171	7 120	117	3 269	1 801	374	12 852
15. Rhodes University	653	365	562	787	0	2 367	46	1 271	160	555	231	104	2 367
16. Sefako Makgatho Health Science University	1 287	0	0	43	7	1 337	21	963	27	191	124	11	1 337
17. Sol Plaatje University, Northern Cape	114	39	111	140	0	404	105	281	13	5	0	0	404
18. University of South Africa	5 170	16 815	21 450	20 989	0	64 423	25 132	22 131	1 357	14 465	916	422	64 423
19. University of Stellenbosch	3 798	2 494	658	2 137	0	9 087	60	4 478	401	2 564	1 285	299	9 087
20. Tshwane University of Technology	4 958	5 600	1 245	3 094	0	14 897	8 536	3 856	1 630	416	368	91	14 897
21. University of Venda	1 033	324	601	408	0	2 365	99	1 882	17	204	113	50	2 365
22. Vaal University of Technology	1 483	1 276	122	685	0	3 566	2 136	748	494	125	44	19	3 566
23. Walter Sisulu University	1 524	3 175	1 841	1 667	0	8 207	3 974	2 639	1 179	350	62	3	8 207
24. University of Western Cape	1 893	956	644	2 103	0	5 595	180	3 421	453	1 034	384	123	5 595
25. University of Witwatersrand	4 410	2 621	929	2 316	0	10 275	0	5 238	231	2 727	1 758	321	10 275
26. University of Zululand	889	824	1 167	1 225	0	4 105	454	2 909	246	362	86	48	4 105
Total	64 721	65 336	47 271	60 547	7	237 882	63 900	103 196	14 533	39 779	12 922	3 552	237 882

Source: 2020 HEMIS database, data extracted in November 2021.

- Note 1: Definitions of fields of study are the same as those used in Table 10.1.
 Note 2: Definitions of formal qualifications are the same as those used in Table 10.1.
 Note 3: As a result of rounding off, numbers may not necessarily add up to totals.



Table 10.6: Summaries of graduation rates in public HEIs by qualification type and institution, 2020

Institution	Undergraduate Certificates and Diplomas (%)	Undergraduate Degrees (%)	Postgraduate below Master's Level	Master's Degrees (%)	Doctoral Degrees (%)
Cape Peninsula University of Technology	20.3	27.1	53.9	10.3	12.1
University of Cape Town	25.9	21.1	67.4	22.9	12.4
Central University of Technology, Free State	18.2	22.8	32.5	11.0	11.9
Durban University of Technology	27.2	29.6	29.2	16.5	12.2
University of Fort Hare	22.5	20.4	52.8	17.4	16.7
University of the Free State	38.0	17.6	60.7	20.0	11.3
University of Johannesburg	25.4	21.6	61.4	21.5	14.2
University of KwaZulu-Natal	-	22.0	62.6	21.8	16.7
University of Limpopo	n.a.	16.2	63.5	13.5	16.9
Mangosuthu University of Technology	16.6	22.4	75.4	81.3	n.a.
University of Mpumalanga	15.0	11.7	81.0	2.0	n.a.
Nelson Mandela University	24.5	18.8	66.5	23.3	13.7
North West University	32.6	21.3	71.5	25.1	16.8
University of Pretoria	47.9	20.3	53.9	28.8	15.5
Rhodes University	69.7	21.2	70.8	26.6	17.2
Sefako Makgatho Health Science University	77.8	19.8	74.9	12.7	12.6
Sol Plaatje University, Northern Cape	24.3	16.3	2.7	n.a.	n.a.
University of South Africa	19.9	10.5	41.5	19.9	16.6
University of Stellenbosch	30.9	22.8	68.1	26.8	18.0
Tshwane University of Technology	19.5	32.0	70.2	16.8	17.3
University of Venda	54.7	14.0	30.5	18.3	19.8
Vaal University of Technology	12.7	47.3	49.6	8.9	15.0
Walter Sisulu University	26.3	23.9	49.5	11.9	3.9
University of Western Cape	81.8	19.2	61.6	17.6	10.8
University of Witwatersrand	n.a.	21.5	57.3	22.0	14.3
University of Zululand	31.3	21.3	62.5	11.9	16.1
Averages	21.1	17.4	52.0	21.5	15.1

Source: 2020 HEMIS database, data extracted in November 2021.

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: 2001).

Note 2: The benchmarks in the National Plan were set on the basis that at least 75% of any cohort of students entering a programme should complete their degrees or diplomas. When converted to graduation rates, the cohort throughput rates in the table above are equivalent to graduation rates of, broadly, the following kind:

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

Note 3: Graduation rates include graduates and diplomates.

Note 4: Definitions of formal qualifications are the same as those used in Table 10.1.

Note 5: "n.a." means not applicable.

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





Table 10.7: Undergraduate success rates of students in public HEIs by attendance mode, population group and institution, 2020

Institution	Contact (%)					Distance (%)				
	African	Coloured	Indian/ Asian	White	Average	African	Coloured	Indian/ Asian	White	Average
1. Cape Peninsula University of Technology	79.5	88.1	88.9	93.7	82.5	63.7	79.7	83.0	79.4	68.0
2. University of Cape Town	83.7	89.6	95.2	96.4	88.9	n.a.	n.a.	n.a.	n.a.	n.a.
3. Central University of Technology, Free State	81.9	83.3	86.7	87.7	82.1	n.a.	n.a.	n.a.	n.a.	n.a.
4. Durban University of Technology	89.0	87.4	92.3	87.8	89.2	n.a.	n.a.	n.a.	n.a.	n.a.
5. University of Fort Hare	86.5	82.9	84.2	88.2	86.4	n.a.	n.a.	n.a.	n.a.	n.a.
6. University of the Free State	87.4	89.8	93.2	95.5	88.5	79.5	80.6	89.9	86.7	80.5
7. University of Johannesburg	88.5	91.5	96.1	95.8	89.1	72.6	90.0	92.9	94.9	82.9
8. University of KwaZulu-Natal	89.8	93.6	96.6	94.9	90.9	98.1	100.0	100.0	100.0	98.2
9. University of Limpopo	89.9	95.6	80.0	86.1	89.9	n.a.	n.a.	n.a.	n.a.	n.a.
10. Mangosuthu University of Technology	86.5	85.7	90.7	64.6	86.5	n.a.	n.a.	n.a.	n.a.	n.a.
11. University of Mpumalanga	82.6	85.3	73.0	65.0	82.6	n.a.	n.a.	n.a.	n.a.	n.a.
12. Nelson Mandela University	84.4	89.3	92.3	94.1	86.1	n.a.	n.a.	n.a.	n.a.	n.a.
13. North West University	89.9	86.7	95.1	95.1	91.5	95.2	92.6	96.9	96.5	95.4
14. University of Pretoria	83.4	89.6	91.4	93.1	88.1	82.8	64.3	100.0	89.1	82.9
15. Rhodes University	80.2	84.9	92.7	89.6	81.9	n.a.	n.a.	n.a.	n.a.	n.a.
16. Sefako Makgatho Health Science University	95.6	94.1	98.2	98.3	95.7	n.a.	n.a.	n.a.	n.a.	n.a.
17. Sol Plaatje University, Northern Cape	82.3	83.9	78.9	88.6	82.8	n.a.	n.a.	n.a.	n.a.	n.a.
18. University of South Africa	n.a.	n.a.	n.a.	n.a.	n.a.	78.1	82.9	86.6	87.9	79.3
19. University of Stellenbosch	76.7	86.7	88.6	93.6	89.6	n.a.	n.a.	n.a.	n.a.	n.a.
20. Tshwane University of Technology	80.4	77.9	81.2	83.9	80.4	93.1	96.4	106.5	101.7	94.0
21. University of Venda	81.7	63.3	74.5	75.4	81.7	n.a.	n.a.	n.a.	n.a.	n.a.
22. Vaal University of Technology	85.1	83.8	93.6	84.4	85.1	n.a.	n.a.	n.a.	n.a.	n.a.
23. Walter Sisulu University	89.5	86.1	97.0	98.7	89.5	n.a.	n.a.	n.a.	n.a.	n.a.
24. University of Western Cape	84.5	90.4	93.3	96.4	87.9	n.a.	n.a.	n.a.	n.a.	n.a.
25. University of Witwatersrand	82.3	89.8	94.4	95.3	86.1	n.a.	n.a.	n.a.	n.a.	n.a.
26. University of Zululand	86.0	78.2	91.0	97.5	86.0	n.a.	n.a.	n.a.	n.a.	n.a.
Average percentage	85.6	88.7	94.0	94.1	87.0	78.5	83.4	86.8	88.5	79.8

Source: 2020 HEMIS database, data extracted in November 2021.

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

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

Note 3: "n.a." means not applicable.

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



Table 10.8: Number of permanent staff in public HEIs by population group, gender, personnel categories and institution, 2020

Institution	African						Coloured						Indian/ Asian						White					
	Instruction and Research Staff		Administrative Staff		Service Staff		Instruction and Research Staff		Administrative Staff		Service staff		Instruction and Research Staff		Administrative Staff		Service Staff		Instruction and Research Staff		Administrative Staff		Service Staff	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
1. Cape Peninsula University of Technology	90	155	244	169	418	377	129	123	271	166	144	128	22	26	14	8	2	1	114	103	74	39	2	3
2. University of Cape Town	83	135	401	454	372	191	99	79	861	462	215	102	55	52	96	37	0	0	347	295	303	162	3	1
3. Central University of Technology, Free State	56	105	195	141	106	69	9	5	37	17	3	1	3	4	3	2	0	0	75	57	46	30	1	2
4. Durban University of Technology	123	135	240	239	12	66	16	5	17	7	0	0	120	117	174	142	2	4	58	48	25	15	0	0
5. University of Fort Hare	103	159	267	205	1	23	6	7	16	6	0	1	3	1	5	3	0	0	35	33	24	11	0	0
6. University of the Free State	108	139	428	281	74	105	25	21	152	62	4	10	11	10	12	5	0	0	325	266	448	162	1	4
7. University of Johannesburg	225	343	532	757	598	564	43	33	135	39	6	1	96	67	90	26	0	0	268	234	270	129	4	2
8. University of KwaZulu-Natal	220	237	550	356	707	606	21	13	67	29	0	2	194	134	306	244	6	37	135	120	97	40	1	0
9. University of Limpopo	208	347	267	205	24	50	2	3	4	4	0	0	4	6	3	2	0	0	25	18	15	14	0	0
10. Mangosuthu University of Technology	59	103	172	148	18	29	2	0	1	4	0	0	17	28	7	5	0	0	8	7	3	2	0	0
11. University of Mpumalanga	39	75	141	101	56	54	0	0	0	0	0	0	4	0	2	2	0	0	12	10	5	3	0	0
12. Nelson Mandela University	94	108	304	185	344	282	61	50	185	104	33	17	20	15	33	13	2	1	174	161	222	112	3	5
13. North West University	201	338	420	351	131	155	31	29	116	76	5	11	16	16	19	16	0	0	547	454	800	333	6	15
14. University of Pretoria	146	147	566	464	545	783	19	17	105	34	2	16	56	22	53	23	0	0	466	365	539	217	1	9
15. Rhodes University	47	63	174	110	233	178	14	15	60	51	15	23	7	8	8	6	0	0	94	110	110	53	1	1
16. Sefako Makgatho Health Science University	267	237	242	168	278	266	2	2	1	1	0	0	22	25	1	2	0	0	44	37	48	7	0	0
17. Sol Plaatje University, Northern Cape	34	58	44	58	116	81	4	7	20	19	44	19	2	4	1	1	0	1	15	10	13	10	2	1
18. University of South Africa	445	568	1517	1405	297	119	25	30	79	57	3	2	74	40	48	33	0	0	420	228	367	181	0	0
19. University of Stellenbosch	53	64	151	100	11	17	104	91	634	421	75	115	16	24	20	15	0	0	430	481	710	286	3	1
20. Tshwane University of Technology	213	344	569	604	609	361	8	8	19	4	1	0	15	17	17	9	0	0	165	139	229	99	0	2
21. University of Venda	151	259	223	204	46	36	2	0	0	2	0	0	2	1	0	0	0	0	8	10	1	2	0	0
22. Vaal University of Technology	93	150	228	155	129	69	3	2	7	1	1	0	9	4	4	8	0	0	70	51	59	27	1	1
23. Walter Sisulu University	328	413	467	401	61	73	7	3	7	4	0	2	14	24	4	3	0	2	26	34	6	15	0	0
24. University of Western Cape	40	37	105	85	3	2	141	114	404	277	2	22	35	12	18	14	0	0	111	76	25	22	0	0
25. University of Witwatersrand	166	224	1339	1122	234	349	42	26	131	41	1	3	84	49	136	73	0	1	323	306	173	80	0	0
26. University of Zululand	96	146	361	263	35	68	0	0	1	1	0	0	11	19	11	5	0	0	24	23	10	9	0	0
Total	3 688	5 089	1 0147	8 731	5 458	4 973	815	683	3 330	1 889	554	475	912	725	1 085	697	12	47	4 319	3 676	4 622	2 060	29	47

Source: 2020 HEMIS database, data extracted in November 2021.

- 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 may not necessarily add up to totals





Table 10.9: Number and percentage of permanent staff in public HEIs, by population group, gender, personnel categories and institution, 2020

Institution	Total Permanent Staff				% of Black Staff in Total			% of Female Staff in Total		
	Instruction and Research	Administrative	Service	Total	Instruction and Research	Administrative	Service	Instruction and Research	Administrative	Service
1. Cape Peninsula University of Technology	767	985	1 075	2 827	71.1	88.5	99.5	46.3	61.2	52.7
2. University of Cape Town	1 176	2 802	887	4 865	42.8	82.5	99.2	50.7	59.7	66.9
3. Central University of Technology, Free State	314	471	182	967	58.0	83.9	98.4	45.5	59.7	60.4
4. Durban University of Technology	672	868	84	1 624	76.8	94.4	100.0	48.8	52.8	16.7
5. University of Fort Hare	347	537	25	909	80.4	93.5	100.0	42.4	58.1	4.0
6. University of the Free State	905	1 550	198	2 653	34.7	60.6	97.5	51.8	67.1	39.9
7. University of Johannesburg	1 309	1 978	1 175	4 462	61.7	79.8	99.5	48.3	51.9	51.7
8. University of KwaZulu-Natal	1 257	1 722	1 359	4 338	65.2	90.1	99.9	48.3	60.0	52.5
9. University of Limpopo	613	514	74	1 201	93.0	94.4	100.0	39.0	56.2	32.4
10. Mangosuthu University of Technology	224	342	47	613	93.3	98.5	100.0	38.4	53.5	38.3
11. University of Mpumalanga	140	254	110	504	84.3	96.9	100.0	39.3	58.3	50.9
12. Nelson Mandela University	683	1 158	687	2 528	51.0	71.2	98.8	51.1	64.2	55.6
13. North West University	1 632	2 131	323	4 086	38.7	46.8	93.5	48.7	63.6	44.0
14. University of Pretoria	1 241	2 001	1 356	4 598	32.8	62.2	99.3	55.4	63.1	40.4
15. Rhodes University	358	572	451	1 381	43.0	71.5	99.6	45.3	61.5	55.2
16. Sefako Makgatho Health Science University	637	470	544	1 651	87.1	88.3	100.0	52.6	62.1	51.1
17. Sol Plaatje University, Northern Cape	134	166	264	564	81.3	86.1	98.9	41.0	47.0	61.4
18. University of South Africa	1 830	3 687	421	5 938	64.6	85.1	100.0	52.7	54.5	71.3
19. University of Stellenbosch	1 263	2 337	222	3 822	27.9	57.4	98.2	47.7	64.8	40.1
20. Tshwane University of Technology	909	1 550	973	3 432	66.6	78.8	99.8	44.1	53.8	62.7
21. University of Venda	433	432	82	947	95.8	99.3	100.0	37.6	51.9	56.1
22. Vaal University of Technology	382	489	201	1 072	68.3	82.4	99.0	45.8	60.9	65.2
23. Walter Sisulu University	849	910	138	1 897	92.9	97.4	100.0	44.2	53.5	44.2
24. University of Western Cape	695	962	29	1 686	54.5	93.9	100.0	52.1	57.8	17.2
25. University of Witwatersrand	1 220	3 095	588	4 903	48.4	91.8	100.0	50.4	57.5	40.0
26. University of Zululand	319	661	103	1 083	85.3	97.1	100.0	41.1	57.9	34.0
Total	20 309	32 644	11 598	64 551	58.7	79.3	99.3	48.4	58.9	52.2

Source: 2020 HEMIS database, data extracted in November 2021.

- Note 1: A permanent staff member is defined as an employee who contributes to an institutional pension or retirement fund.
- Note 2: Instruction/research (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" 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" 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 to totals.



Table 10.10: Enrolment cycle count of students in TVET colleges by college and qualification category, 2020

College	NC(V)	Report 191 (N1-N6)	Occupational Qualifications	Other	PLP	Level 5 and Level 6 Qualifications	Total
1. Boland TVET College	1 376	5 132	1 077	21	160	282	8 048
2. Buffalo City TVET College	2 640	3 558	32	0	121	0	6 351
3. Capricorn TVET College	5 649	8 592	232	0	75	0	14 548
4. Central JHB TVET College	2 000	8 518	13	0	43	0	10 574
5. Coastal TVET College	5 451	7 713	0	182	332	0	13 678
6. College of Cape Town TVET College	3 045	4 945	2 216	124	93	58	10 481
7. Eastcape Midlands TVET College	2 707	4 385	182	71	121	0	7 466
8. Ehlanzeni TVET College	4 342	3 804	39	0	100	0	8 285
9. Ekurhuleni East TVET College	4 444	8 743	422	0	134	0	13 743
10. Ekurhuleni West TVET College	7 967	6 013	59	104	186	0	14 329
11. Elangeni TVET College	4 320	3 669	352	0	78	0	8 419
12. Esayidi TVET College	2 814	5 750	29	30	100	0	8 723
13. False Bay TVET College	1 181	3 551	1 493	972	128	0	7 325
14. Flavius Mareka TVET College	627	7 228	211	84	63	0	8 213
15. Gert Sibande TVET College	5 032	4 704	614	0	117	0	10 467
16. Goldfields TVET College	1 487	2 754	0	0	99	0	4 340
17. Ikhala TVET College	1 821	3 587	223	0	52	0	5 683
18. Ingwe TVET College	2 886	4 647	0	0	81	0	7 614
19. King Hintsa TVET College	1 513	2 380	111	0	65	0	4 069
20. King Sabata Dalindyebo TVET College	3 503	4 762	87	0	106	0	8 458
21. Lephalale TVET College	1 232	3 204	417	0	19	0	4 872
22. Letaba TVET College	2 429	2 302	656	22	105	0	5 514
23. Lovedale TVET College	1 557	2 928	354	0	73	0	4 912
24. Majuba TVET College	4 913	12 349	258	773	120	0	18 413
25. Maluti TVET College	4 459	3 819	178	325	107	0	8 888
26. Mnambithi TVET College	1 634	2 896	110	45	99	0	4 784
27. Mopani South East TVET College	4 881	2 595	209	221	120	0	8 026
28. Motheo TVET College	1 602	11 078	159	146	89	40	13 114
29. Mthashana TVET College	1 621	2 943	187	0	108	0	4 859
30. Nkangala TVET College	3 777	7 740	30	68	63	0	11 678
31. Northern Cape Rural TVET College	1 059	3 441	1 113	0	47	0	5 660
32. Northern Cape Urban TVET College	1 651	4 123	190	17	71	37	6 089
33. Northlink TVET College	1 679	9 742	917	0	106	0	12 444
34. Orbit TVET College	3 511	4 641	203	0	101	0	8 456
35. Port Elizabeth TVET College	2 228	4 760	94	0	247	0	7 329
36. Sedibeng TVET College	3 964	9 161	0	0	94	0	13 219
37. Sekhukhune TVET College	1 476	2 991	564	0	89	0	5 120
38. South Cape TVET College	1 224	4 238	373	0	80	715	6 630
39. South West Gauteng TVET College	7 694	8 702	877	0	68	0	17 341
40. Taletso TVET College	2 046	4 713	0	0	80	0	6 839
41. Thekwini TVET College	1 685	4 529	639	0	115	0	6 968
42. Tshwane North TVET College	3 274	10 095	19	19	88	0	13 495
43. Tshwane South TVET College	2 281	8 699	832	75	168	0	12 055
44. Umfolozi TVET College	3 737	5 771	922	423	121	0	10 974
45. Umgungundlovu TVET College	1 897	4 273	1 015	25	100	0	7 310
46. Vhembe TVET College	5 512	8 483	93	0	100	0	14 188
47. Vuselela TVET College	2 336	4 300	229	0	192	0	7 057
48. Waterberg TVET College	2 207	1 018	247	0	40	333	3 845
49. West Coast TVET College	2 865	4 883	1 621	141	101	0	9 611
50. Western College TVET College	1 401	10 055	232	0	85	0	11 773
Total	146 637	274 907	20 130	3 888	5 250	1 465	452 277

Source: TVETMIS 2020, data extracted in October 2021.

- Note 1: NC(V) refers to the National Certificate (Vocational) Levels 2-4.
- Note 2: Report 191 refers to the NATED programmes, N1 to N6, Non-National Certificate and N Diploma. It is a part-qualification.
- Note 3: "Occupational Qualifications" are those qualifications associated with a trade, occupation or profession, resulting from work-based learning and consisting of knowledge, practical and work experience components. Accreditation by a SETA (and QCTO) is linked to these qualifications.
- Note 4: PLP refers to a Pre-Vocational Learning Programme which is a foundational learning programme and not registered on the NQF.
- Note 5: "Other" refers to all other programmes offered in TVET colleges, for example skills and short courses (accredited or not) as well as enrolment into higher certificates. It also includes programme enrolment numbers that were misreported in 2010-2019. The correct reporting is recorded in the 2020 data going forward.
- Note 6: Students are counted once in every enrolment cycle i.e., annual, semester and trimester, and this may result in students being counted more than once if they enrol in every trimester/semester cycle. For example, this means that a student enrolled for N2 and repeating N1 subjects in the same enrolment cycle will be counted once.
- Note 7: The following colleges did not report any enrolment in Occupational Qualifications in 2020, namely, Coastal, Goldfields, Ingwe, Sedibeng and Taletso TVET Colleges.
- Note 8: Qualifications on NQF Level 5 and 6 –amongst these are the higher certificate qualifications to be offered under the auspices of a higher education institution such as a University.





Table 10.11: Full-Time Equivalent student enrolment in TVET colleges by qualification category, 2020

College	PLP	NC(V)	Report 191 (N1-N6)	Total
1. Boland TVET College	161	1 288	2 257	3 705
2. Buffalo City TVET College	121	2 375	1 190	3 686
3. Capricorn TVET College	75	4 855	2 907	7 837
4. Central Johannesburg TVET College	43	1 766	2 901	4 709
5. Coastal TVET College	332	5 058	2 758	8 148
6. College of Cape Town for TVET	61	2 870	1 794	4 726
7. Eastcape Midlands TVET College	121	2 447	1 650	4 218
8. Ehlanzeni TVET College	100	3 812	1 525	5 437
9. Ekurhuleni East TVET College	136	4 060	4 041	8 237
10. Ekurhuleni West TVET College	125	7 458	1 944	9 527
11. Elangeni TVET College - Central	78	3 894	1 494	5 466
12. Esayidi TVET College	100	2 498	2 329	4 927
13. False Bay TVET College	66	1 350	1 555	2 971
14. Flavius Mareka TVET College	63	574	2 480	3 117
15. Gert Sibande TVET College	117	5 335	1 752	7 204
16. Goldfields TVET College	100	1 334	965	2 399
17. Ikhala TVET College	52	1 675	1 397	3 124
18. Ingwe TVET College	81	2 461	1 742	4 284
19. King Hintsa TVET College	65	1 221	1 018	2 304
20. King Sabata Dalindyebo TVET College	106	2 946	1 695	4 748
21. Lephale TVET College	19	1 154	911	2 083
22. Letaba TVET College	105	2 212	917	3 234
23. Lovedale TVET College	73	1 366	1 090	2 530
24. Majuba TVET College	120	4 621	3 741	8 482
25. Maluti TVET College	107	4 100	1 452	5 659
26. Mnambithi TVET College	99	1 491	1 222	2 811
27. Mopani South East TVET College	120	4 414	952	5 486
28. Motheo TVET College	89	1 341	3 973	5 404
29. Mthashana TVET College	108	1 468	1 117	2 693
30. Nkangala TVET College	63	3 421	2 499	5 982
31. Northern Cape Rural TVET College	47	1 059	1 308	2 414
32. Northern Cape Urban TVET College	72	1 548	1 465	3 085
33. Northlink TVET College	106	2 031	4 113	6 250
34. Orbit TVET College	102	3 163	1 696	4 961
35. Port Elizabeth TVET College	247	2 134	1 629	4 011
36. Sedibeng TVET College	93	3 470	3 103	6 666
37. Sekhukhune TVET College	89	1 388	1 163	2 640
38. South Cape TVET College	80	1 160	3 354	4 594
39. South West Gauteng TVET College	68	6 966	3 352	10 386
40. Taletso TVET College	80	1 780	1 512	3 371
41. Thekwini TVET College	115	1 651	1 608	3 373
42. Tshwane North TVET College	88	2 857	3 417	6 361
43. Tshwane South TVET College	168	2 081	2 733	4 982
44. Umfolozi TVET College	121	3 372	2 104	5 597
45. Umgungundlovu TVET College	100	1 792	1 545	3 436
46. Vhembe TVET College	200	4 661	3 627	8 487
47. Vuselela college	192	2 083	1 548	3 823
48. Waterberg TVET College	40	2 580	391	3 011
49. West Coast TVET College	102	2 304	1 704	4 110
50. Western TVET College	85	1 302	3 403	4 790
Total	5 201	134 245	102 038	241 484

Source: TVETMIS 2020, data extracted in October 2021.

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 2-4.

Note 3: Report 191 refers to the NATED programmes, N1 to N6, Non-National Certificate and N Diploma. It is a part-qualification on NQF level 5.

Note 4: PLP refers to a Pre-Vocational Learning Programme which is a foundational learning programme and not registered on the NQF.

Note 5: FTE enrolments represent weighted students enrolment. One FTE presents a student who is enrolled for all the subjects of a programme on a particular level. Statistics on FTEs are important, as they are used to allocate resources to public TVET colleges.



Table 10.12: Funding allocated for public HEIs, by institution, 2020/21

Institution	Total amount allocated R'000
1. Cape Peninsula University of Technology	1 569 195
2. University of Cape Town	1 851 735
3. Central University of Technology, Free State	920 681
4. Durban University of Technology	1 466 708
5. University of Fort Hare	1 059 869
6. University of the Free State	1 634 523
7. University of Johannesburg	2 615 532
8. University of KwaZulu-Natal	2 936 829
9. University of Limpopo	1 269 675
10. University of Mpumalanga	1 069 647
11. Mangosuthu University of Technology	677 507
12. Nelson Mandela University	1 362 712
13. North West University	2 298 083
14. University of Pretoria	3 143 953
15. Rhodes University	559 109
16. Sefako Makgatho Health Sciences University	936 496
17. Sol Plaatje University, Northern Cape	762 922
18. University of South Africa	4 632 420
19. University of Stellenbosch	2 033 820
20. Tshwane University of Technology	2 610 607
21. University of Venda	1 042 459
22. Vaal University of Technology	863 376
23. Walter Sisulu University	1 177 790
24. University of Western Cape	1 249 802
25. University of Witwatersrand	2 350 634
26. University of Zululand	974 295
Total	43 070 379

Source: DHET Annual Report 2020/21.





Table 10.13: Funding allocated for TVET colleges, by college, 2020/21

College	Total amount allocated R'000
1. Boland TVET College	75 179
2. Buffalo City TVET College	74 073
3. Capricorn TVET College	212 683
4. Central JHB TVET College	84 097
5. Coastal TVET College	162 354
6. Cape Town TVET College	94 184
7. East Cape Midlands TVET College	79 064
8. Ehlanzeni TVET College	157 398
9. Ekurhuleni East TVET College	158 140
10. Ekurhuleni West TVET College	209 484
11. Elangeni TVET College	114 522
12. Esayidi TVET College	145 355
13. False Bay TVET College	69 654
14. Flavius Mareka TVET College	47 944
15. Gert Sibande TVET College	167 220
16. Goldfields TVET College	56 453
17. Ikhala TVET College	108 974
18. Ingwe TVET College	87 570
19. King Hintsa TVET College	40 879
20. King Sabata Dalindyebo TVET College	91 463
21. Lephalele TVET College	9 826
22. Letaba TVET College	65 946
23. Lovedale TVET College	53 073
24. Majuba TVET College	237 855
25. Maluti TVET College	109 573
26. Mnambithi TVET College	69 998
27. Mopani South East TVET College	100 097
28. Motheo TVET College	98 033
29. Mthashana TVET College	81 216
30. Nkangala TVET College	166 578
31. Northern Cape Rural TVET College	53 837
32. Northern Cape Urban TVET College	87 196
33. Northlink TVET College	112 602
34. Orbit TVET College	81 301
35. Port Elizabeth TVET College	46 010
36. Sedibeng TVET College	182 986
37. Sekhukhune TVET College	39 730
38. South Cape TVET College	21 409
39. South West TVET College	325 167
40. Taletso TVET College	101 226
41. Thekwini TVET College	65 373
42. Tshwane North TVET College	134 582
43. Tshwane South TVET College	58 086
44. Umfolozi TVET College	159 706
45. Umgungundlovu TVET College	106 483
46. Vhembe TVET College	126 439
47. Vuselela TVET College	92 723
48. Waterberg TVET College	74 316
49. West Coast TVET College	89 148
50. Western College TVET College	127 838
Total	5 315 043

Source: DHET Annual Report 2020/21.

Note: Funding allocated to TVET colleges includes the amounts that were transferred to TVET colleges for subsidies and training purposes and not the operational costs that are directly paid by the Department.

**Table 10.14: Funding allocation for CET colleges, by college, 2020/21**

College	Total amount allocated R'000
1. Eastern Cape CET College	15 682
2. Free State CET College	10 979
3. Gauteng CET College	43 485
4. KwaZulu-Natal CET College	32 993
5. Limpopo CET College	12 546
6. Mpumalanga CET College	12 545
7. Northern Cape CET College	6 627
8. North West CET College	9 409
9. Western Cape CET College	12 546
Total	156 812

Source: *DHET BAS report, 2020.*

Note: Funding includes subsidy amounts transferred in respect of Community Learning Centres and not the operational costs that are directly paid by the Department.





11. EXPLANATORY NOTES

11.1 INTRODUCTION

These explanatory notes provide information about data sources and some methodological issues pertaining to the data submitted to the Department for the compilation of this publication.

11.2 SCOPE

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

- Public and private Higher Education Institutions (HEIs);
- Technical and Vocational Education and Training (TVET) colleges;
- Private colleges;
- Community Education and Training (CET) colleges;
- Sector Education and Training Authorities (SETAs);
- The National Student Financial Aid Scheme (NSFAS);
- The National Artisan Development Support Centre (NADSC); and
- The National Skills Fund (NSF).

11.3 METHODOLOGY

Data pertaining to private colleges and private HEIs are provided to the Department in an aggregated format owing to the unavailability of unit level record data, while public HEIs, TVET colleges and SETAs submit unit level record data directly to the Department as per the format prescribed by the Department. Unit Level Record data for CET colleges was used to report on 2019 and 2020 student enrolment in the sector. The SETAs also started submitting data through the Skills Education and Training Management Information System (SETMIS) for the first time in the 2019/20 financial year, while data for the previous financial years were submitted through Quarterly Monitoring Reports.

TVET colleges started submitting unit level record data in 2016 using the Technical and Vocational Education and Training Management Information System (TVETMIS), while data for the previous academic years were submitted in an aggregated format. Previous statistical data on TVET colleges reported on programme headcount, which reflected the total number of enrolments for the enrolment cycle, irrespective of the unique student ID. Thus all programme and subject enrolments were counted, whether the same student is counted more than once.

Data used in the 2020 report for TVET colleges reports on an enrolment cycle count of students, where a student is counted only once in an enrolment period/cycle, irrespective of the programme and subject enrolment and taking into account the college the student is registered at. There are six (6) enrolment intakes/cycles at TVET colleges during an academic year – i.e. annual, trimester (3) and semester (2). Enrolment into the NC(V) and PLP qualifications is annually, for Report 191 Engineering Studies enrolment is in trimesters and for the Business and General Studies programmes of Report 191, the intake is per semester.

The Department develops and implements policy, standards, definitions and classifications for the aggregation, standardisation and uniformity in the collection of education information from provinces. The data reported in this publication is as received from the institutions and entities and no imputation and weighting was done on it. Data for CET and private colleges covers enrolment up to October of every year.

11.4 RESPONSE RATES

The response rates to data submitted to the Department with respect to 2020 data are as follows:

- Public HEIs: **100.0%**
- Private HEIs: **100.0%**
- TVET colleges: **100.0%**
- Private colleges: **84.9%**
- CET colleges: **63.1%**



GLOSSARY

Administration Costs

An administration costs incurred by SETAs, as defined in Regulation 1 of the SETA Grant regulations regarding monies received by a SETA and related matters. *The Sector Education and Training Authorities (SETAs) Grant Regulations Regarding Monies Received by a SETA and Related Matters, 2012.*

Administrative staff

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

Age

The number of years from the date of birth to the year in which the data collection is being undertaken. Department of Higher Education and Training, adapted from Statistics South Africa: *Concepts and Definitions for Statistics South Africa, 2017.*

Apprenticeship

A period of workplace based learning culminating in an occupational qualification for a listed trade. *Sector Education and Training Authorities (SETAs) Workplace Based Learning programme Agreement Regulations, 2018.*

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). *Skills Development Act, No. 97 of 1998 (as amended).*

Artisanal Learning Programme

An apprenticeship, learnership, skills programme undertaken at the workplace conclude with a trade test which is undertaken for an occupation that is part of the official list of artisan occupations. *Skills Development Act, 1998, Schedule 2, Listing of Occupations as Trades for which Artisan Qualifications are required, Gazette no. 35625 of 31 August 2012.*

Bachelor's degree

A qualification with an NQF exit level of 7 or 8 and minimum total credits of 360 or 480. *Higher Education Qualifications Sub-Framework, 2013.*

Barriers to learning

Systematic and/or intrinsic difficulties that prevent students from effective learning. DBE, Policy on Screening, Identification, Assessment and Support, 2014

Bursary

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



**Certification**

Formal Recognition of a qualification or part-qualification awarded to a successful learner. *National Qualifications Framework: Standard Glossary of Terms, 2013.*

College

- (a) a public college that is established or declared as:
 - (i) a technical and vocational education and training college; or
 - (ii) a community education and training college; or
- (b) a private college that is established, declared or registered under the Community Education Act, but does not include a college under the authority of a government department other than the Department of Higher Education and Training. *Continuing Education and Training Act, 2006 (Act No. 16 of 2006).*

Completion rate

The proportion of students who successfully completed a qualification or part-qualification in an academic cycle, expressed as a percentage of the number of students who were eligible to complete the level and are assessed in that academic cycle.

Comprehensive University

An institution that provides higher education on a full-time, part-time or distance basis which is established or deemed to be established as a public higher education institution under the Higher Education Act, (Act No. 101 of 1997), declared as a public higher education institution under the Higher Education Act, (Act No. 101 of 1997), or registered or conditionally registered as a private higher education institution under the Higher Education Act, (Act No. 101 of 1997). *Higher Education Act, 1997 (Act No. 101 of 1997).*

Continuing education and training

All learning and training programmes leading to qualifications or part-qualifications at levels 1 to 4 of the NQF contemplated in the National Qualifications Framework Act, 2008 (Act 67 of 2008) provided for at a college in terms of the Continuing Education and Training Act. *Continuing Education and Training Act, 2006 (Act No. 16 of 2006) (as amended).*

Contact student

A student in a higher education institution who is registered mainly for courses offered in contact mode. A contact mode course involves personal interaction with lecturers or supervisors, through lectures, tutorials, seminars, practicals, supervision or other forms of required work, which is presented on the institution's premises or at a site of the institution. Adapted from the *Department of Education Manual: South African Post-Secondary Education (SAPSE), 1982, 1995.*

Disability

The loss or elimination of opportunities to take part in the life of the community, equitably with others, that is encountered by persons having physical, sensory, psychological, developmental, learning, neurological or other impairments, which may be permanent, temporary or episodic in nature; thereby causing activity limitations and participation restriction within the mainstream society. Department of Higher Education and Training: *Strategic Policy Framework on Disability for the Post-School Education and Training System, 2018.*

Distance student

A student in a higher education institution who is registered mainly for courses offered in distance mode. A distance mode course involves interaction with lecturers, or institution supervisors, through distance education techniques. For example, through the use of correspondence, telematics or the Internet. Adapted from the *Department of Education Manual: South African Post-Secondary Education (SAPSE), 1982, 1995.*

Doctoral degree

A postgraduate qualification with an NQF exit level 10 and minimum total credits of 360. Higher Education Qualifications Sub-Framework, 2013.

**Examination**

A component of the assessment that refers to the culmination of the summative assessment process when students/learners are subjected to a final sitting at the end of the learning process. Department of Higher Education and Training: *Regulations on the Assessment Process and Procedures for Adult Education and Training NQF Level 1, 2013.*

Financial year

The twelve months according to which organisations and government departments budget and account. Department of Higher Education and Training: *adapted from the National Treasury Glossary, 2018.*

First-time entering student

A person who is enrolled at a PSET institution and has not enrolled at a similar institution in the past. Department of Higher Education and Training: *adapted from Higher Education Management Information System Valpac Glossary, 2007.*

Full-Time Equivalent (FTE) student

A student in the post-school sector who is enrolled for an academic qualification for a full academic year and is registered for all courses/subjects prescribed for that programme. If a student is registered for only half of the courses/subjects required for a full-year academic programme, then he/she would be counted as a 0.5 FTE students. If a student is taking 20% more than the courses/subjects required in a standard full-year curriculum, then he/she would be counted as 1.2 FTE student. Adapted from the *Department of Education Manual: South African Post-Secondary Education (SAPSE), 1982, 1995.*

Funding

The process of providing financial assistance for a particular purpose or intervention, to either an enrolled student or the institution.

Gender

Social distinction between males and females. Statistics South Africa: *Concepts and Definitions for Statistics South Africa, 2010.*

General Education and Training (GET)

All learning and training programmes leading to a qualification on Level 1 of the National Qualifications Framework. *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001).*

General Education and Training Certificate (GETC)

A certificate to be awarded on to learners on completion of Adult Education and Training Level 4. Department of Higher Education and Training: *Regulations on the assessment process and procedures for Adult Education and Training (AET) National Qualifications Framework (NQF) Level 1, 2018.*

Graduate

A student who has satisfied all the requirements of the degree, diploma or certificate for which he/she was enrolled. Adapted from the *Department of Education Manual: South African Post-Secondary Education (SAPSE), 1982, 1995.*

Graduation rate

A calculation based on the number of students who have graduated in a particular year, irrespective of the year of study, divided by the total number of students enrolled at the universities in that particular year.

Headcount enrolment

Unduplicated number of students enrolled in a PSET institution at a given time in an academic year, regardless of their course load, or number of programmes enrolled in.





Headcount, enrolment cycle

A count of students once in every enrolment period/cycle. There are six enrolment intakes/cycles at TVET and private colleges during an academic year: annual, 3 trimester intakes, and 2 semester intakes. Students are counted once in each intake, and in instances where a student is enrolled in more than one programme in a cycle, they are counted at the highest-level programme they are enrolled in.

Higher certificate

An entry-level higher education qualification with NQF exit level 5 and minimum total credits of 120. *Higher Education Qualification Sub-Framework, 2013.*

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 higher education institution under the Higher Education Act, 1997 (Act No. 101 of 1997);
- (b) declared as a public higher education institution under the Higher Education Act, 1997 (Act No. 101 of 1997); or
- (c) registered or provisionally registered as a private higher education institution under the Higher Education Act, 1997 (Act No. 101 of 1997). *Higher Education Act, (Act No. 101 of 1997).*

Honours degree

A postgraduate specialisation qualification with NQF exit level 8 and minimum total credits of 120. *Higher Education Qualification Sub-Framework, 2013.*

Instruction and research staff/Academic staff

Any person appointed to teach or to do research at a public higher education institution and any other employee designated as such by the council of that institution. *Higher Education Act, 1997 (Act No. 101 of 1997).*

Internship

The structured work experience component of an occupational qualification registered by the QCTO. *Skills Development Act, 1998 (Act No. 97 of 1998) Learning Programme Regulations, 2012.*

Learning programme

A structured and purposeful set of learning experiences that leads to a qualification or part-qualification and includes a studentship, an apprenticeship, a skills programme and any other prescribed learning programme which includes a structured work experience component. Adapted from *South African Qualifications Authority, Policy and Criteria for the Registration of Qualifications and Part-Qualifications on the NQF, 2013.*

Learnership

A period of workplace based learning culminating in an occupational qualification or part-qualification. *Sector Education and Training Authorities (SETAs) Workplace Based Learning Programme Agreement Regulations, 2018.*

Lecturer

Any person who teaches, educates or trains other persons, or who provides professional educational services at any PSET institution, and who is appointed in a post on any lecturer establishment. *Continuing Education and Training, 2006 (Act No. 16 of 2006) (as amended) Pretoria.*

Loan

A loan granted to a person by the NSFAS in order to enable the person to defray the costs connected with his or her education at a designated higher education institution, and those connected with the board and lodging of that person for the purpose of attending the institution. *National Student Financial Aid Scheme Act. 1999.*

**Mandatory Grant**

Funds designated as mandatory grants contemplated in regulation 4 to fund the education and training programmes as contained in the Workplace Skills Plan (WSP) and Annual Training Report (ATR) of a SETA. *The Sector Education and Training Authorities (SETAs) Grant Regulations Regarding Monies Received by a SETA and Related Matters, 2012.*

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

A position in which the primary function is the management of the institution or one of its major divisions or sections. In colleges, it refers to a principal and vice-principal of a public college. *Continuing Education and Training Act, 2006 (Act No. 16 of 2006)* (as amended).

Master's degree

A postgraduate qualification with an NQF exit level 9 and minimum total of 180 credits. *Higher Education Qualifications Sub-Framework, 2013.*

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: *Higher Education Information Standards (DHET 003) Standard for the publication of the master list of education institutions in the post-school sector, 2012.*

Mixed mode of delivery

The interaction between institutional teachers or institutional supervisors and students is undertaken through a mixture of contact and distance modes of delivery. Department of Higher Education and Training: *adapted from Higher Education Management Information System Valpac Glossary, 2007.*

National Certificate (Vocational) (NC(V))

A qualification with 120 to 140 minimum credits at levels 2, 3 or 4 of the NQF that will be awarded to students who comply with the national policy requirements of the NC(V). The qualification comprises both internal and external components of assessment and is quality assured by Umalusi.

National Skills Fund

The National Skills Fund was established in 1999 in terms of section 27 of the *Skills Development Act, 1998 (Act No. 97 of 1998)*. The money in the fund may be used for the primary objectives as defined by the prescripts of the Skills Development Act, namely:

- (a) To fund projects identified in the national skills development strategy as national priorities (section 28(1) of the Skills Development Act);
- (b) To fund projects related to the achievement of the purposes of the Skills Development Act as the Director-General determines (section 28(1) of the Skills Development Act);
- (c) To administer the Fund within the prescribed limit (section 28(3) of the Skills Development Act). Regulations to prescribe the limit for the administration of the Fund at 10% of revenue has been approved and published in Notice No. R.1030, Government Gazette No. 33740 dated 8 November 2010; and
- (d) To fund any activity undertaken by the Minister to achieve a national standard of good practice in skills development (section 30B. of the Skills Development Act). *National Skills Fund Annual Report, 2014/2016.*

National Student Financial Aid Scheme

The National Student Financial Aid Scheme was established in terms of the *National Student Financial Aid Scheme Act, 1999 (Act No. 56 of 1999)*. It is responsible for providing loans and bursaries to eligible students at all public universities, Technical and Vocational Education and Training (TVET) colleges (formerly known as Further Education and Training [FET] colleges) throughout the country. Further mandates for the entity include the recovery of student loans and raising funds for student loans and bursaries, and to recover the loans from students once they are employed. *National Student Financial Aid Scheme Annual Report, 2015/2016.*



**Occasional student**

A person who satisfies the statutory requirements for entry into a formally approved qualification offered by the institution, who is effectively registered for an approved course, but who is not registered for an approved qualification. Department of Higher Education and Training: *Higher Education Management Information System Valpac glossary, 2007.*

Occupational qualification

A qualification that consist of a minimum of 25 credits associated with a trade, occupation or profession. It results from work-based learning, consists of three components (knowledge, practical skills and work experience) and has an external summative assessment. *Quality Council for Trades and Occupations (QCTO): Assessment Policy for Qualifications and Part-Qualifications on the Occupational Qualifications Sub-Framework, 2013.*

Part-qualification

An assessed unit of learning with a clearly defined purpose that is, or will be, registered as part of a qualification on the NQF. Department of Higher Education and Training: *adapted from the National Qualifications Framework Act, 2008 (Act No. 67 of 2008.)*

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 Manual: South African Post-Secondary Education (SAPSE), 1982, 1995.*

Population group

Classification of people by race. The following categories are provided in the census: Black African, Coloured, Indian/Asian, White, other. Statistics South Africa: *Concepts and Definitions for Statistics South Africa, 2017.*

Postgraduate, below Master's level

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

Postgraduate qualification

Qualification at levels 8 to 10 on the HEQSF, excluding professional qualification at level 8. Higher Education Qualification Sub-Framework, 2013

Post-school education and training institution (PSETI)

Education and training institutions that include universities, national institutes of higher education and private higher education institutions, technical and vocational education and training colleges, private colleges, community education and training colleges, and skills development providers. These are established, declared or registered by any law assigned to the Minister of Higher Education, Science and Innovation. Department of Higher Education and Training: *adapted from the White Paper for Post-School Education and Training, 2013.*

Post-school education and training (PSET) sector

A sector that 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: *White Paper for Post-School Education and Training, 2013.*

Pre-Vocational Learning Programme (PLP)

A foundational learning programme to prepare students for access into a specific vocational or occupational learning pathway at TVET colleges such as the NCV programmes at NQF level 2, N1 Engineering Studies programmes (Report 190) and occupational programmes at NQF levels 2 to 4.

Private College

Any college that provides continuing education and training on a full-time, part-time or distance basis, and which is registered or provisionally registered as a private college. *Continuing Education and Training Act, 2006 (Act No. 16 of 2006) (as amended)*

**Private Higher Education Institution**

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

Public college

Any college that provides continuing education and training 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 section 3 of this Act; or
- (b) declared as a public college under section 4 of the Continuing Education and Training Act, 2006. *Continuing Education and Training Act, (Act No. 16 of 2006).*

Public Higher Education Institution

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

Qualification

The formal recognition of the achievement of the required number and range of credits and such other requirements at specific levels of the National Qualifications Framework, as may be determined by the relevant bodies registered for such purpose by the South African Qualifications Authority. *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001).*

Recognition of Prior Learning (RPL)

The principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development. *National Qualifications Framework Standard Glossary of Terms, 2017.*

Report 191

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

Report 550

It 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.

Response rate

Proportion of eligible respondents who submitted data with usable information to total number of eligible respondents. Department of Higher Education and Training, adapted from Statistics South Africa: *Concepts and Definitions for Statistics South Africa, 2017.*

South African Qualifications Authority (SAQA)

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

Service staff (HEIs)

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

Sector Education and Training Authority (SETA)

A Sector Education and Training Authority established in terms of section 9(1) of the Skills Development Act to develop and implement sector skills plans and promote learning programmes, including workplace learning. *Skills Development Act, 1998 (Act No. 97 of 1998).*





Skills programme

A skills programme that:

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

Student

Any person enrolled as a student at any PSET institution. *Adapted from the Higher Education Act, 1997 (Act No. 101 of 1997) and Continuing Education Act, 2006 (Act No. 16 of 2006) (as amended)*.

Success rate

A proportion of Full-Time Equivalent (FTE) passes relative to FTE enrolments at a PSET institution.

Support staff

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

Undergraduate courses

Courses coded as lower prediplomate/undergraduate, intermediate prediplomate/undergraduate and higher undergraduate.

Undergraduate student

Student enrolled in a Bachelor's degree, BTech, Diploma (including advanced Diploma), Higher Certificate, Advanced Certificate and Post-Graduate Certificate in Education. It includes students enrolled in professional Bachelor's degrees such as BSc (Engineering) and MBChB), which are those that have an approved formal time of three or more years.

Undergraduate Diploma or Certificate

A diploma or certificate that does not have a Bachelor's degree as prerequisite for admission to the programme. Department of Education: *South African Post-Secondary Education (SAPSE)-004: Formal Degree/Diploma/Certificate Programme Classification Structure Manual, 1995*.

Undergraduate degree

Refers to Bachelor's degrees, BTech and professional Bachelor's degrees such as such as BSc (Engineering), MBChB, BFA, which are those that have an approved formal time of three or more years. Adapted from the *Department of Education Manual: South African Post-Secondary Education (SAPSE), 1982, 1995*.

Undergraduate qualification

Qualification at NQF levels 5 to 7 of the HEQSF, including professional bachelor's degrees, which are at NQF level 8. Adapted from the *Higher Education Qualification Sub-Framework, 2013*.

University

Any institution that provides higher education on a full-time, part-time or distance basis and which is established or deemed to be established as a public higher education institution under the Higher Education Act, 101 of 1997, declared as a public higher education institution under the Higher Education Act, 101 of 1997, or registered or conditionally registered as a private higher education institution under the Higher Education Act, 101 of 1997. *Higher Education Act, 1997 (Act No. 101 of 1997)*.



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DID YOU KNOW?

The following Post-School Education and Training institutions existed in South Africa in 2020:

- 26 Public Higher Education Institutions
- 132 Private Higher Education Institutions
- 50 Technical and Vocational Education and Training (TVET) colleges
- 126 Private colleges
- 9 Community Education and Training (CET) colleges

Student enrolment in the Post-School Education and Training sector in 2020 was as follows:

Public Higher Education and Training Institutions:	1 094 808
Private Higher Education and Training Institutions:	219 031
Technical and Vocational Education and Training (TVET) colleges:	452 277
Private colleges:	96 754*
Community Education and Training colleges:	142 538**
Sector Education and Training Authority (SETA) programmes:	118 541

* This figure represents enrolment at only 107 of the 126 registered private colleges that responded to the Departmental Annual Survey.

** This figure represents enrolment at only 2 068 of the 3 276 gazetted Community Learning Centres.