



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

INFOGRAPHICS FOR STATISTICS ON POST-SCHOOL EDUCATION AND TRAINING, 2022



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STUDENTS ENROLLED IN PUBLIC HIGHER EDUCATION INSTITUTIONS (HEIs): 2022

Total enrolment

1 077 768

FTE enrolment
790 457

669 448 female and 408 012 male students enrolled in public HEIs

62.1%

37.9%

There were (105 161 and 93 435) more female students enrolled in the Other Humanities and Education field of study compared to males.

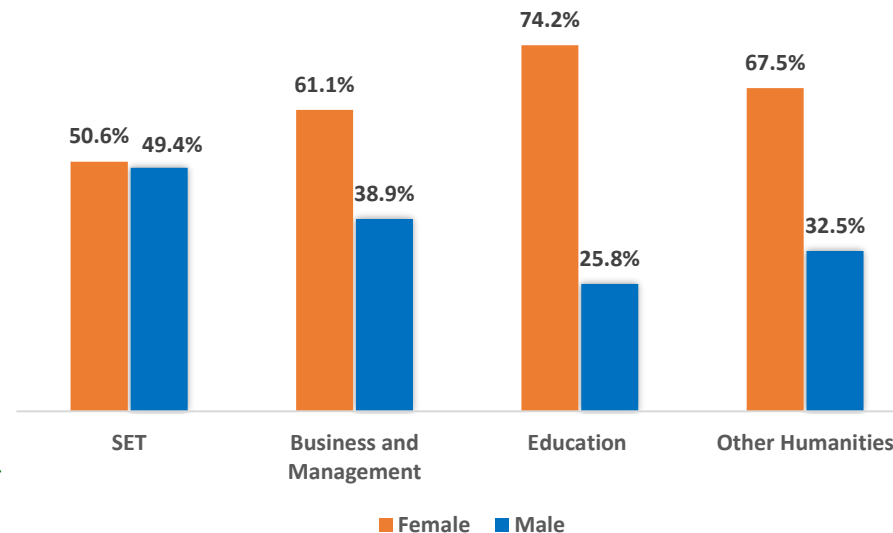


13 628 students enrolled in public HEIs were reported to have a disability



More than half of students in public HEIs were aged 19-24 years old (51.5% or 555 352) followed by those who were 25-29 years old (18.0% or 194 359) and 30-39 years old (14.2% or 152 610)

The proportion of females enrolled was higher than males in all fields of study. The largest gender disparity was in the Education field of study, where almost three-quarters of students were females (74.2%) while males contributed 25.8%.



The majority of students enrolled in public HEIs were Africans (80.7% or 869 614), while White students accounted for 9.2% (99 637) followed by Coloured students (5.4% or 57 912) and the lowest enrolment was for Indian/Asian students (3.4% or 36 800)



There were 43 279 foreign national students in public HEIs. More than one-third (36.8% or 15 910) were from Zimbabwe while the lowest proportion of students were from Kenya (2.1% or 908)



GRADUATES IN PUBLIC HIGHER EDUCATION INSTITUTIONS (HEIs): 2022



225 702 students graduated in public HEIs

64.6%

35.4%

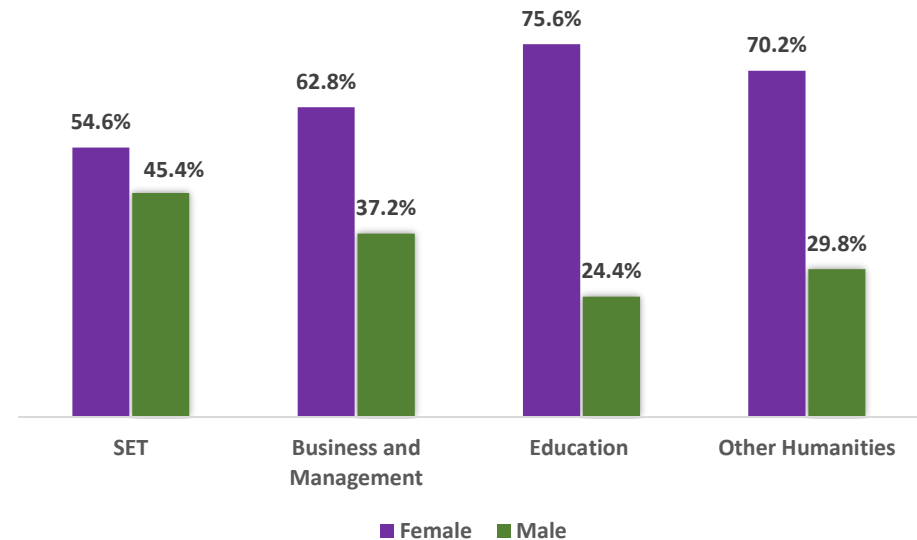
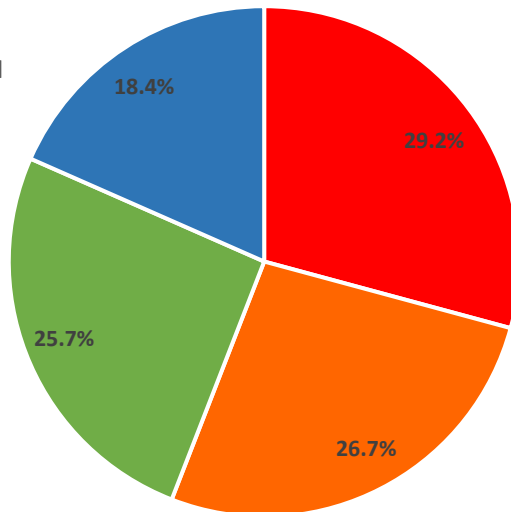


145 816 female students and **79 810** male students graduated

The majority of students obtained their qualifications in the SET field of study (29.2% or 66 000) followed by Business and Management (26.7% or 60 166) and Other Humanities (25.7% or 58 006)

The proportion of female graduates was higher than males in all fields of study, and the largest gender disparities were in the Other Humanities and Education fields of study

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



OVERVIEW OF PRIVATE HIGHER EDUCATION INSTITUTIONS (HEIs): 2022



258 215 students enrolled in private HEIs, and **160 108** of them were females compared to **97 573** males. Gender was unspecified for 534 students

Business, Commerce and Management Studies



Education, Training and Development



Physical, Mathematical, Computer and Life Sciences



The majority of students enrolled in Business, Commerce and Management studies (130 077 or 50.4%), followed by Education, Training and Development (46 094 or 17.9%) and Physical, Mathematical, Computer and Life Sciences (24 785 or 9.6%)



62.0%

37.8%



The majority of students enrolled in private HEIs were aged between 18 - 24 years (108 115 or 41.9%), followed by the 25 - 31 year old age group (48 278 or 18.7%), and the 32 - 38 years old with an enrolment of 48 004 or 18.6%.

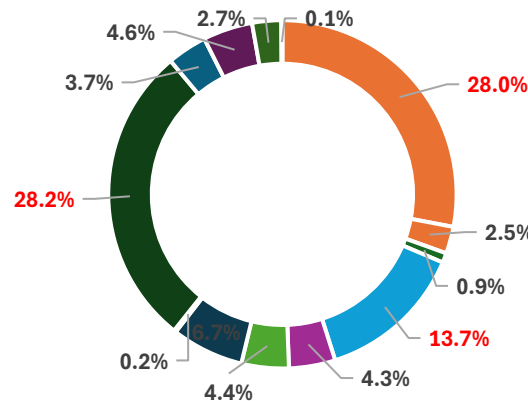


There were 16 014 foreign national students in private HEIs, and majority of them were from Namibia (4 291 or 26.8%), followed by 3 774 or 23.6% from Zimbabwe and 1 301 or 8.1% from Swaziland/Eswatini

The majority of enrolments in private HEIs were for African students (159 958 or 66.2%), followed by White students (39 949 or 16.5%), while Coloured and Indian/Asian students accounted for 24 053 or 10.0% and 17 717 or 7.3% respectively.



57 302 students graduated in private HEIs in 2022



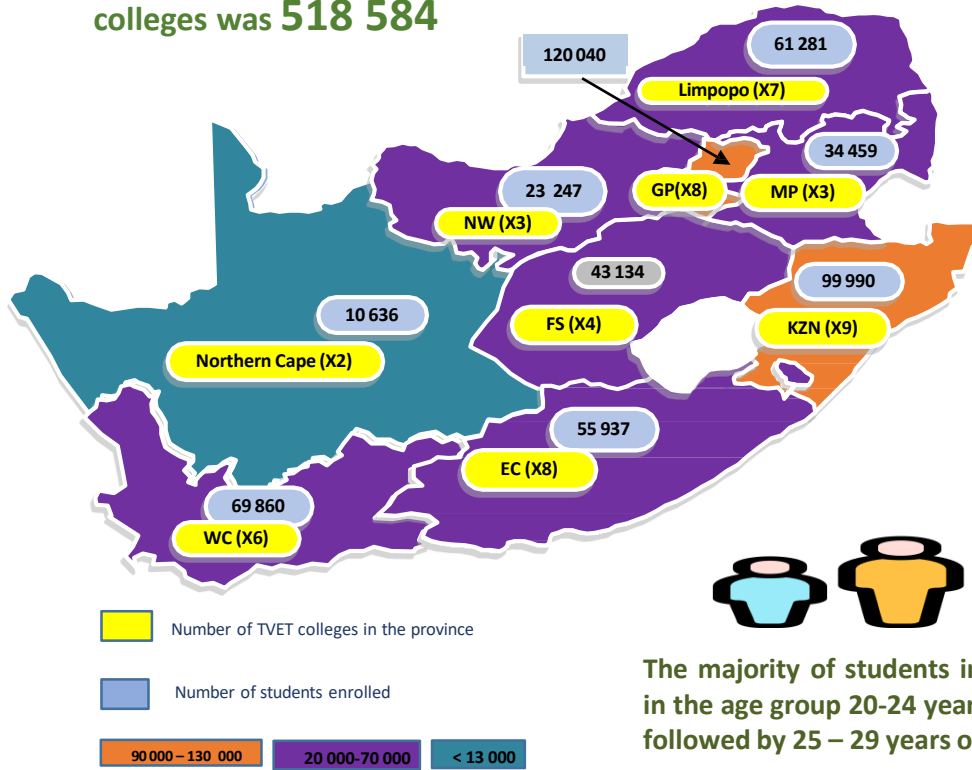
The majority of graduates obtained Bachelor degrees (360 credits) (16 173 or 28.2%) followed closely by Higher Certificate (16 021 or 28.0%) and Diploma (360 credits) (7 870 or 13.7%).

- Higher Certificate (120-Credits)
- Advanced certificate (120-Credits)
- Diploma (240-Credits)
- Diploma (360-Credits)
- Advanced Diploma (120-Credits)
- Postgraduate Diploma (120-Credits)
- Postgraduate Certificate (120-Credits)
- Bachelor's Degree (240 Credits)
- Bachelor's Degree (360-Credits)
- Bachelor's Degree (480-Credits)
- Honours Degree (120-Credits)
- Master's Degree (180-Credits)
- Doctoral Degree (360-Credits)

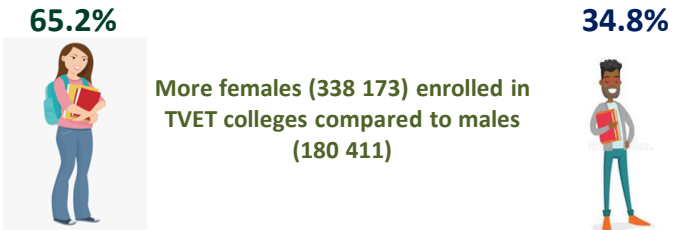
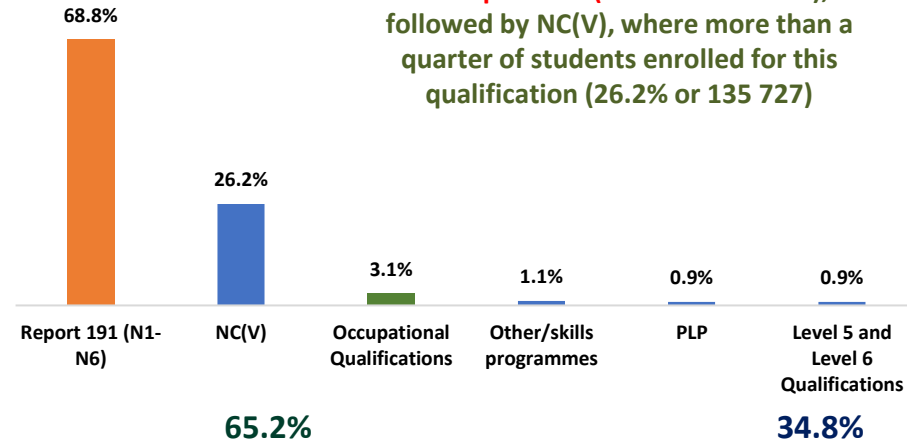


STUDENTS ENROLLED IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) COLLEGES: 2022

Enrolment cycle count in TVET colleges was **518 584**



More than two-thirds of enrolment were for Report 191 (68.8% or 356 575), followed by NC(V), where more than a quarter of students enrolled for this qualification (26.2% or 135 727)



The majority of students in TVET colleges were in the age group 20-24 years (61.2% or 317 314), followed by 25 – 29 years old (19.9% or 103 403)

Large gender disparities were for Report 191, where 98 497 more females were enrolled as compared to males

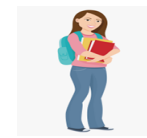
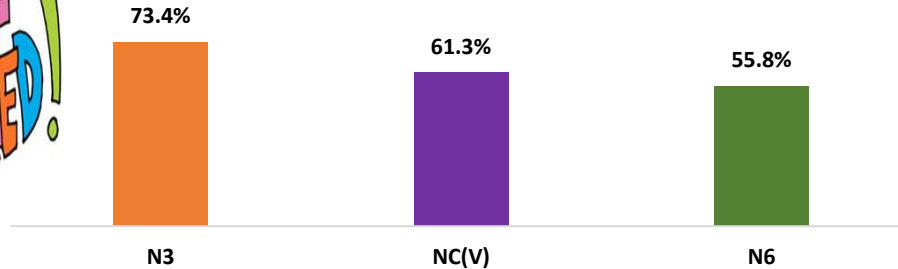
The proportion of females was higher than that of males in almost all programmes except skills programmes, where 661 more males enrolled as compared to females



Over 92% of students enrolled in TVET colleges were African (92.7% or 480 749), followed by Coloured (6.7% or 34 976), White (0.4% or 2 165) and Indian/Asian (0.1% or 694)



45 209 students completed key exit levels (N3, N6 and NC(V) Level 4) in 2022. Completion rates were as follows: N3: 73.4%, N6: 55.8% and NC(V) Level 4: 61.3%



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

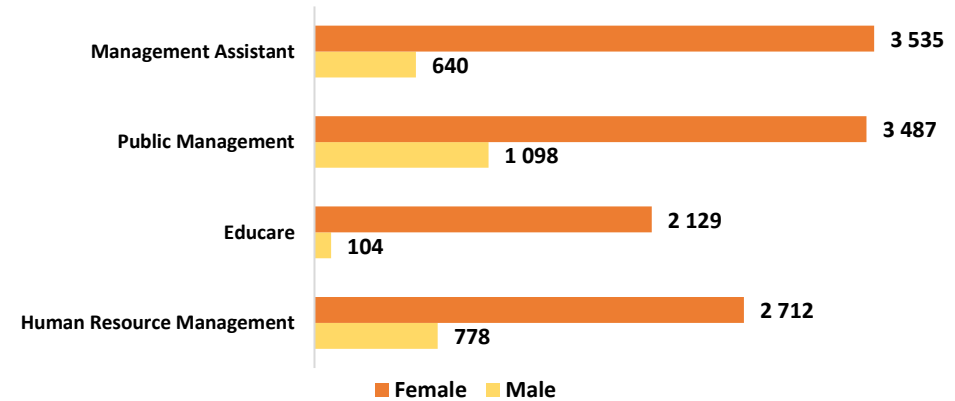


Large gender differences in N6 completions were observed in Management Assistant, Public Management, Educare and Human Resource Management programmes, and the largest was recorded in Management Assistant where 2 896 more females completed compared to males.



27 507 students completed an N6 part-qualification. A lower proportion of students completed their N6 part-qualification in Engineering Studies (6.3% or 1 725) while 93.7% (25 782) students completed Business Studies programmes.

Over 40% students (44.5% or 12 250) completed their N6 part-qualification in Public Management, Management Assistant and Human Resource Management



Top 3 completions for N6 part-qualification



4 585
Public Management



4 175
Management Assistant



3 490
Human Resource Management

Completion Rates for Business Studies

N4 (60.8%)
N5 (61.8%)
N6 (57.5%)



Completion rates for Business Studies were the highest in TVET colleges in Mpumalanga and Gauteng provinces.

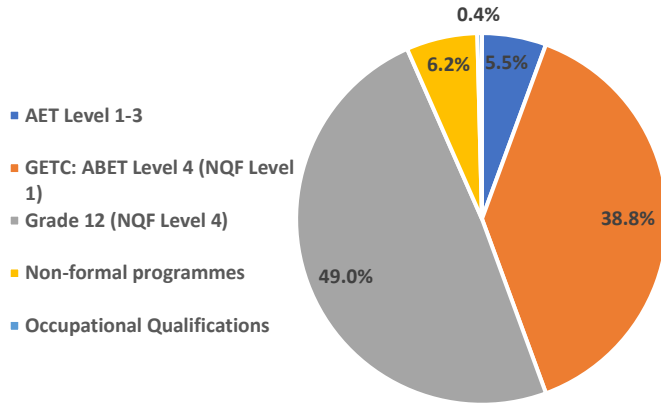
Completion Rates for Engineering Studies

N1(61.5%)
N2(85.2%)
N3(73.4%)
N4 (84.4%)
N5 (82.2%)
N6 (38.2%)

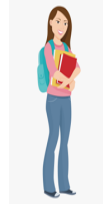


The completion rate for N1 was highest in Limpopo, while the rates for N2 – N4 were highest in TVET colleges in Mpumalanga, and the completion rate for N5 – N6 was higher in Free State TVET colleges.

130 752 students enrolled in CET Colleges, and the majority of enrolments were for Grade 12 and GETC: ABET level 4 (49.0% and 38.8% respectively)



71.4%



28.6%

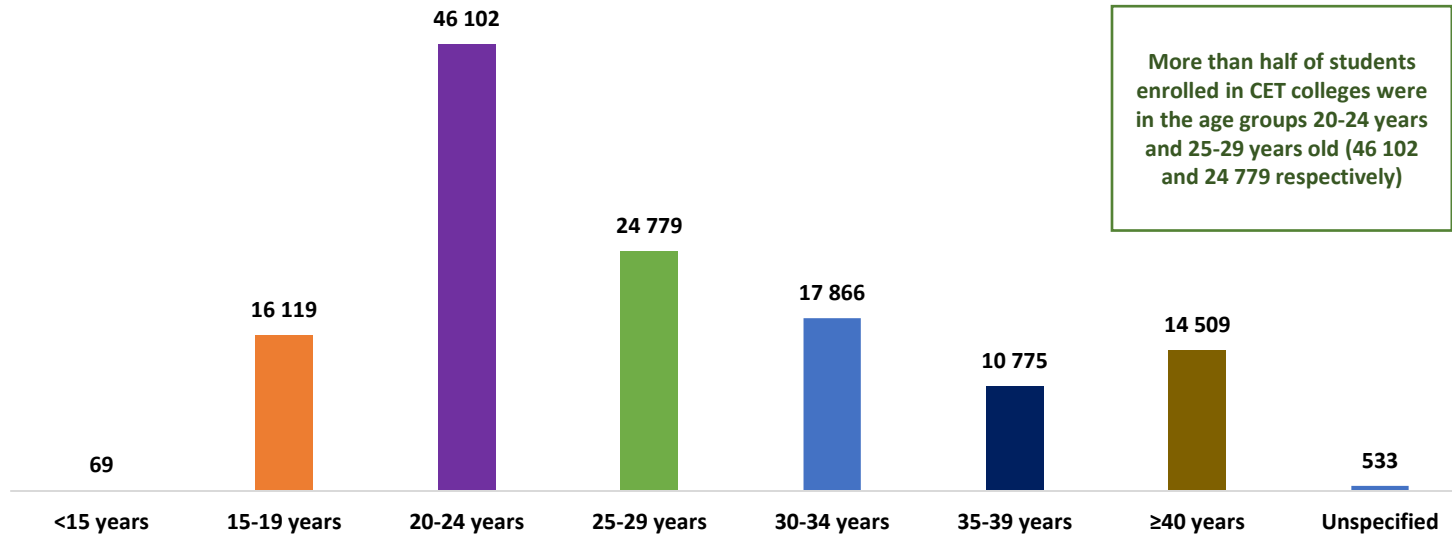


More females (93 400) enrolled in CET colleges compared to males (37 352)

Large gender disparities were recorded in GETC: ABET level 4 and Grade 12 where 25 837 and 25 237 more female students enrolled compared to males



The majority of students enrolled in CET colleges were **Africans** (124 235 or 95.0%)



More than half of students enrolled in CET colleges were in the age groups 20-24 years and 25-29 years old (46 102 and 24 779 respectively)



Of the **41 586** students who registered for GETC: ABET Level 4 examinations



25 314

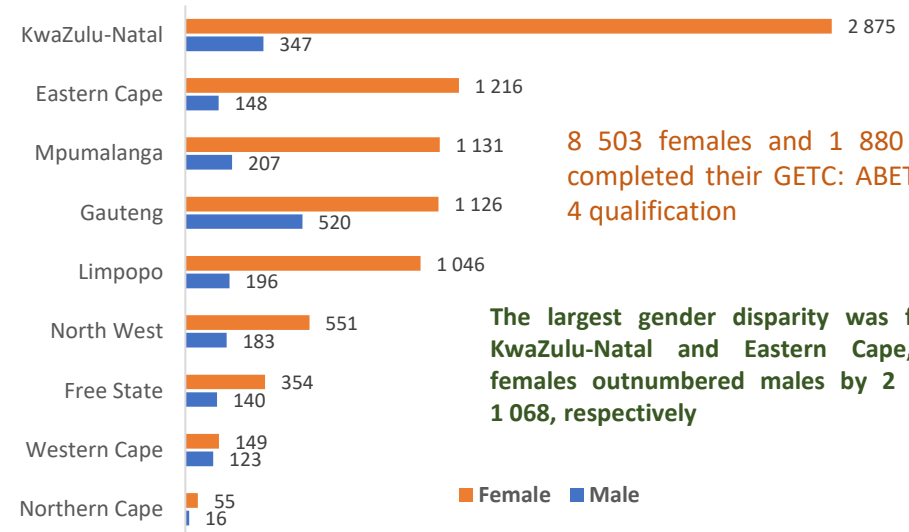
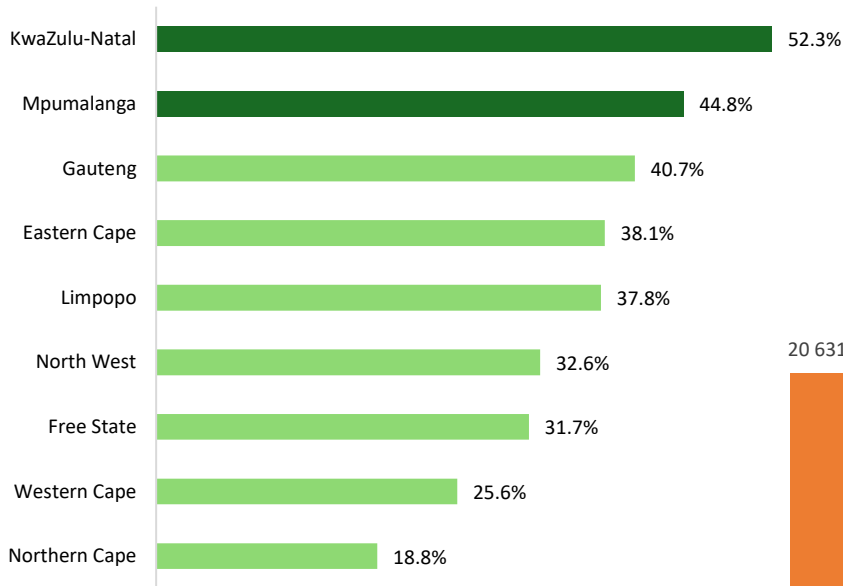
Wrote



10 383

Completed

The overall completion rate for GETC: ABET Level 4 qualification was **41.0%**, with KwaZulu-Natal and Mpumalanga achieving higher completion rates than the national average

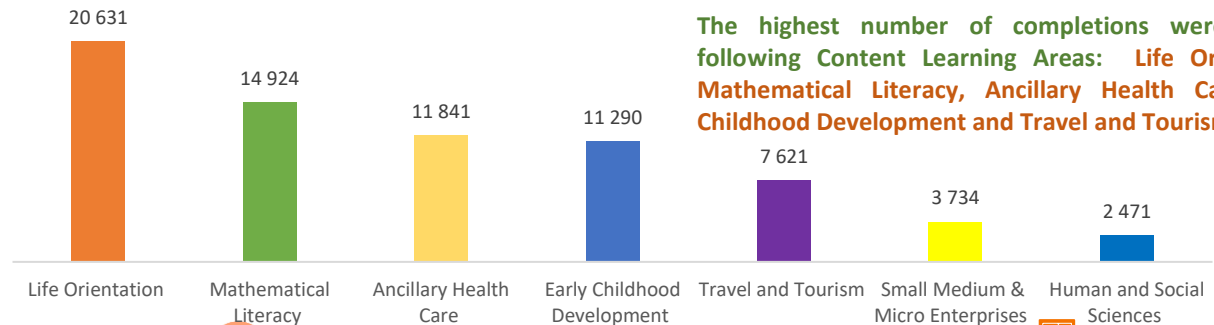


8 503 females and 1 880 males completed their GETC: ABET Level 4 qualification

The largest gender disparity was found in KwaZulu-Natal and Eastern Cape, where females outnumbered males by 2 528 and 1 068, respectively

Female Male

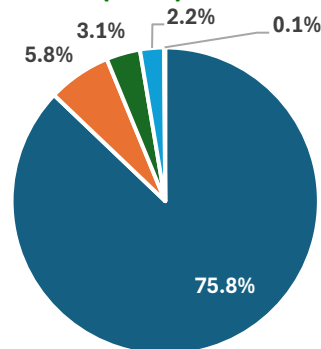
The highest number of completions were in the following Content Learning Areas: **Life Orientation, Mathematical Literacy, Ancillary Health Care, Early Childhood Development and Travel and Tourism**



STUDENTS ENROLLED IN PRIVATE COLLEGES: 2022



Three quarters of students were Africans (75.8%), while White students accounted for 5.8% of total enrolment, followed by Coloured (3.1%) and the lowest enrolment was for Indian/Asian students (2.2%)



■ African ■ White ■ Coloured ■ Indian/Asian ■ Other

53.8%



642 male students enrolled compared to 33 214 females

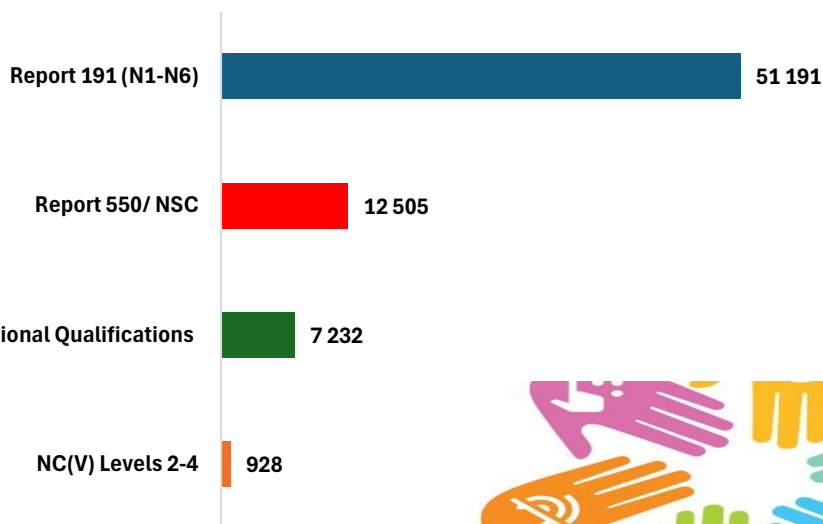
46.2%



Total enrolment in private colleges was **71 856** in 2022. The majority of enrolments were for Report 191 (51 191) followed by Report 550/NSC & Other programmes (12 505)

The majority of males enrolled for N1-N3 Engineering Studies (15 725) while females enrolled mainly for N4-N6 programmes (14 318)

The largest gender disparity was in N1-N3 Engineering Studies, where 7 276 more male students enrolled compared to females.



More than a third of students enrolled in private colleges were youth aged 20-24 years old (24 202 or 33.7%)



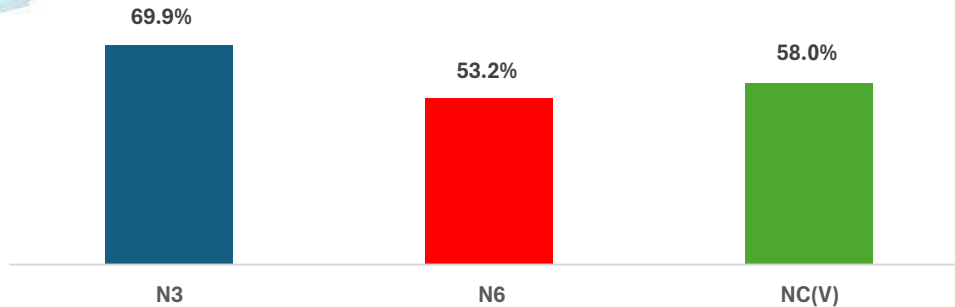
197 students reported having a disability, and 64.5% of them were males (127) while 35.5% (70) were females



There were 1 579 foreign national students in private colleges, and 40.0% (632) of them were from Zimbabwe



10 900 students completed key exit levels (N3, N6 and NC(V) Level 4). Completion rates were as follows: N3: 69.9%, N6: 53.2% and NC(V) Level 4: 58.0%



5 547 students completed an N6 part-qualification. Only (18.2% or 1 010) of the students completed their part-qualification in Engineering while 81.8% (4 537) completed in Business Studies

The majority of students (72.3% or 4 009) completed their N6 part-qualification in Educare, Engineering Studies, Public Management and Human Resources Management

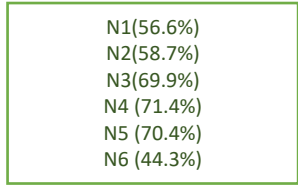
Top 4 completions for N6 part-qualification



Completion Rates for Business Studies



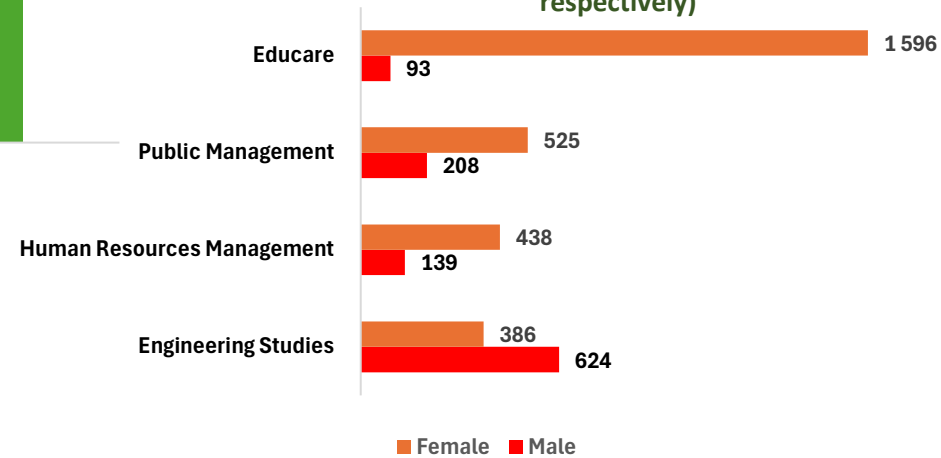
Completion Rates for Engineering Studies



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



Large gender differences in N6 completions were observed in Educare, where 1 503 more females completed as compared to males (1 596 and 93 respectively)

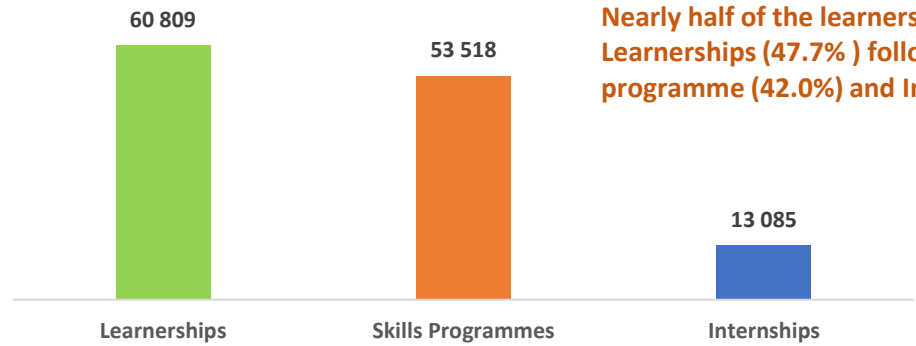


Males' completion was 238 higher in N6 Engineering Studies part- -qualifications as compared to females

REGISTRATION IN SETA-SUPPORTED LEARNING PROGRAMMES: 2022/23 FINANCIAL YEAR

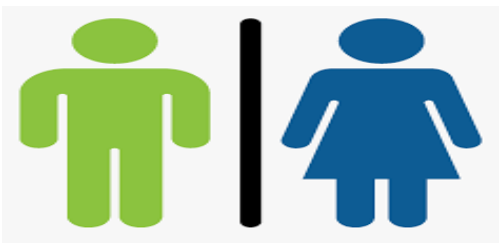


127 412 learners registered for SETA-supported learning programmes



Nearly half of the learners registered for Learnerships (47.7%) followed by Skills programme (42.0%) and Internships (10.3%)

43.3% **56.7%**

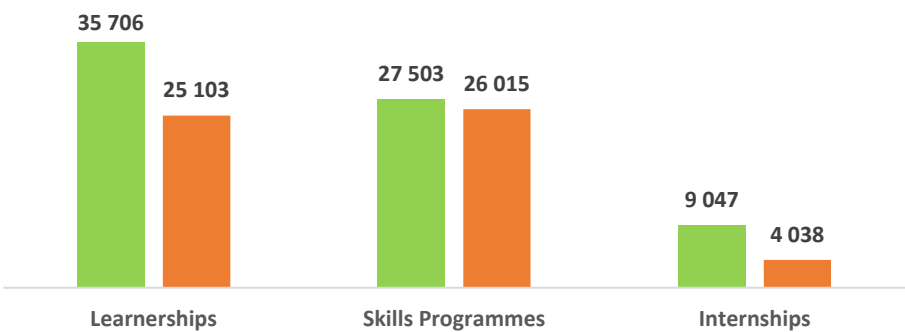


More than half of females were registered for SETA-supported learning programmes (72 256 or 56.7%) compared to 55 156 (43.3%) males



The majority of the 60 809 registrations for Learnerships were unemployed persons (73.4% or 44 676) as compared to 26.5% or 16 133 of employed persons

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



■ Female ■ Male



Large gender disparities were for learnerships, where 10 603 more females were registered as compared to males

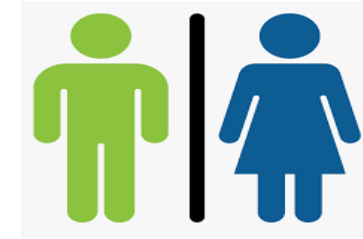
CERTIFICATION IN SETA-SUPPORTED LEARNING PROGRAMMES: 2022/23 FINANCIAL YEAR



76 100 learners were certificated for SETA-supported learning programmes, and the largest number of certifications were for skills programmes (51 981 or 68.3%)

A similar proportion of certificates were issued to female and male learners (48.3% or 36 748) and (51.7% or 39 352) respectively

51.7% **48.3%**



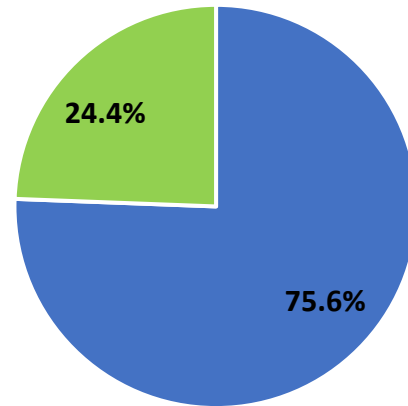
51 981
Skills programme

22 068
Learnership

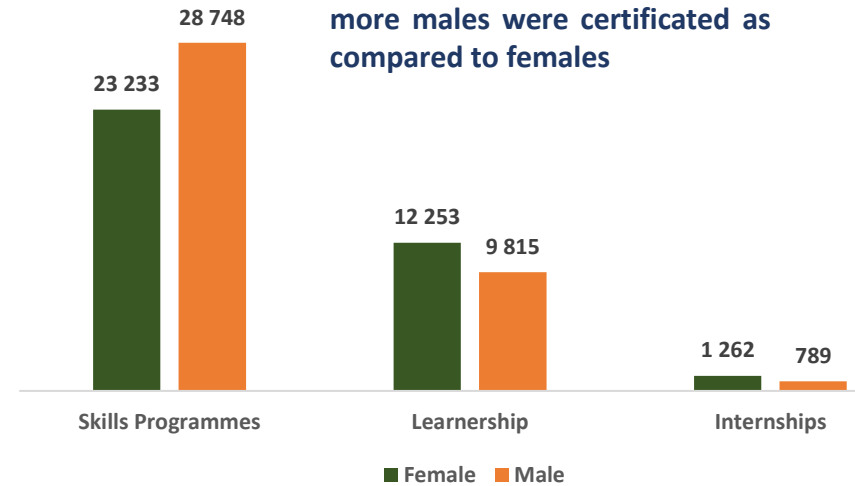
2 051
Internship



Out of the 22 068 certifications for learnerships, a large proportion were issued to unemployed persons (75.6% or 16 693) compared to 24.4% (5 375) workers.



■ Unemployed ■ Workers



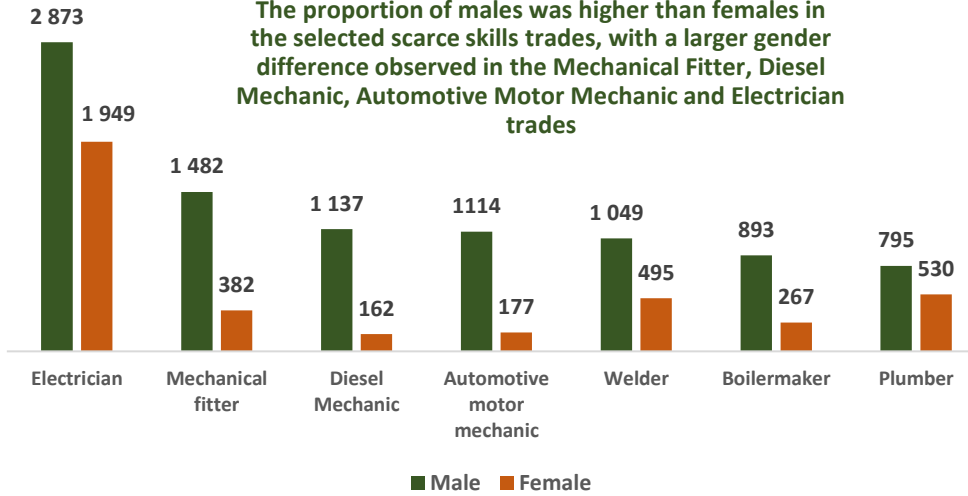
Large gender disparities were for skills programme, where 5 515 more males were certificated as compared to females



ARTISANAL LEARNING PROGRAMMES: 2022/23 FINANCIAL YEAR



20 463 learners entered artisanal learning programmes representing a **42.3% (6 084)** increase compared with 2021/22 financial year (14 379)



The proportion of males was higher than females in the selected scarce skills trades, with a larger gender difference observed in the Mechanical Fitter, Diesel Mechanic, Automotive Motor Mechanic and Electrician trades



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

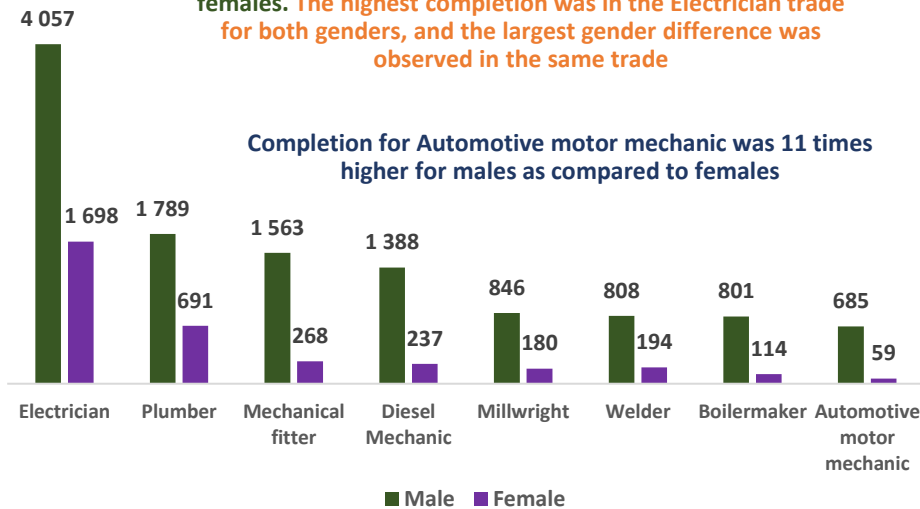


Bricklaying was the only trade where a slightly higher number of trainees were females (165 more compared to males)



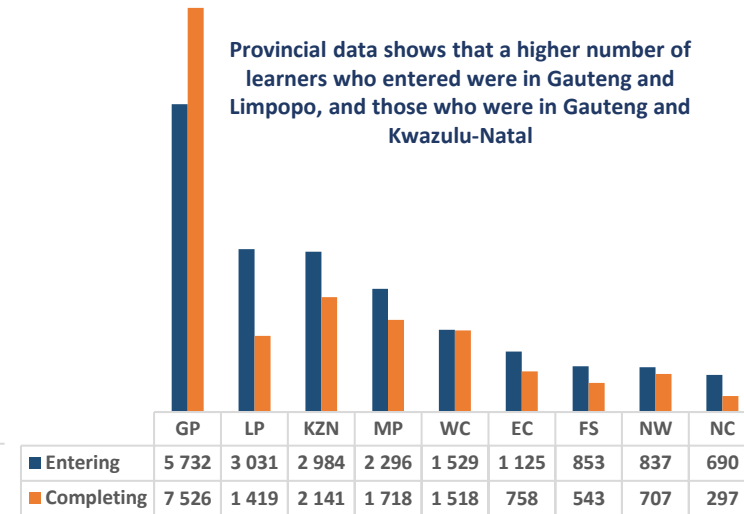
20 062 learners completed artisanal learning programmes, and **76.0% (15 244)** were males while **24.0% (4 818)** were females

A higher proportion of males completed the scarce skills trades (77.0% or 13 471) as compared to 23.0% (4 028) of females. The highest completion was in the Electrician trade for both genders, and the largest gender difference was observed in the same trade



Completion for Automotive motor mechanic was 11 times higher for males as compared to females

Provincial data shows that a higher number of learners who entered were in Gauteng and Limpopo, and those who were in Gauteng and Kwazulu-Natal

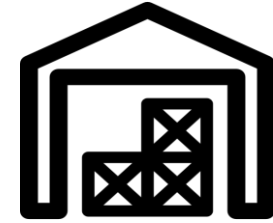




24 318 beneficiaries obtained NSF support during the 2022/23 financial year

57.7% (14 034) of beneficiaries were from urban areas

42.3% (10 284) of beneficiaries were from rural areas



59.3%



Most of the NSF beneficiaries were females 59.3% (14 426) while 40.7% (9 892) were males

40.7%

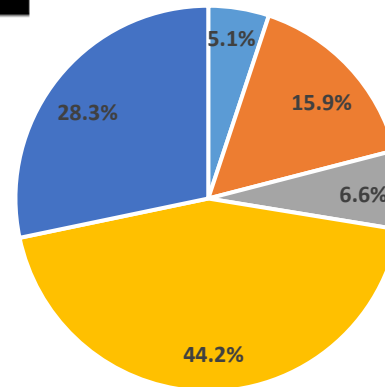
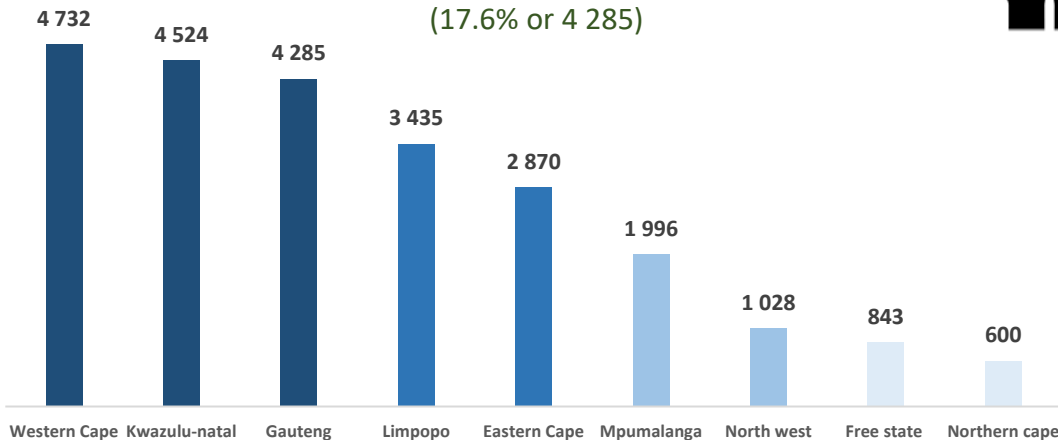


1.6 billion was disbursed on skills development interventions



144.4 million was allocated for the improvement of TVET colleges infrastructure

Majority of the NSF beneficiaries were from Western Cape (19.5% or 4 732), followed by KwaZulu-Natal (18.6% or 4 524) and Gauteng (17.6% or 4 285)



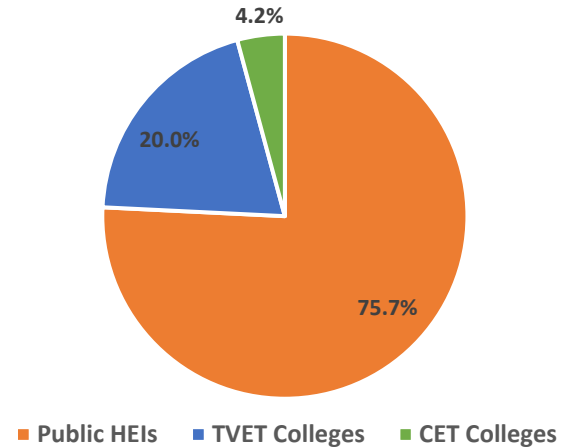
A significant portion of NSF funds was allocated to rural development (44.2% or R710.7 million), followed by other national priorities (28.3% or R454.9 million), while (15.9% or R256 million) was allocated to TVET colleges.

- Bursaries
- Support to IPAP(public)
- Other National Priorities

- NSF disbursement to TVET collages
- Rural Development

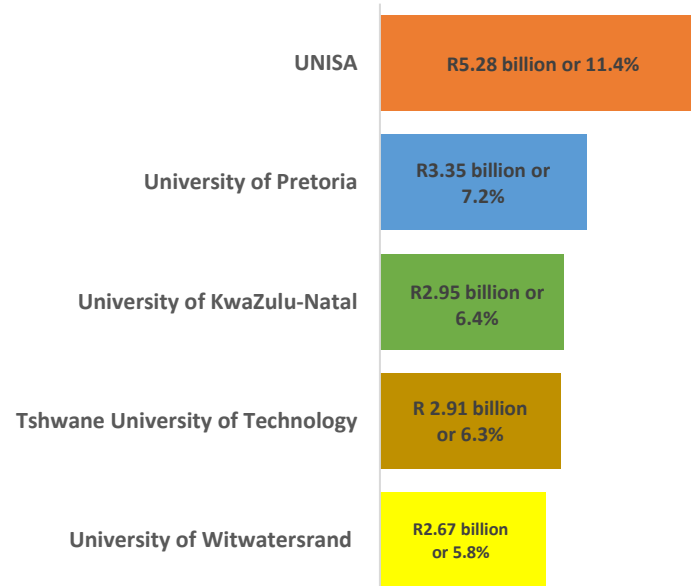


R61.20 billion was allocated to public Post-School Education and Training (PSET) Institutions in the 2022/23 financial year, which was 8.2% (R4.62 billion) more than what was allocated in the 2021/22 financial year

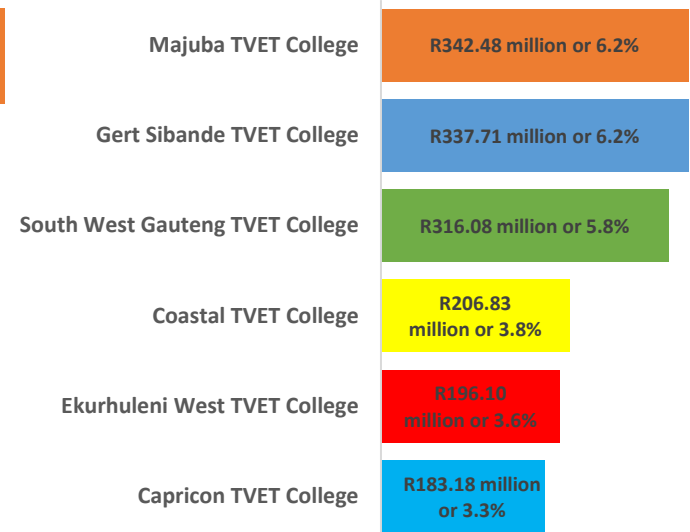


The majority of funds were allocated to public HEIs (R46.35 billion or 75.7%), while TVET and CET colleges were allocated R12.25 billion (20.0%) and R2.59 billion (4.2%) respectively

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



Allocation of funding was the highest in the following top 6 TVET colleges

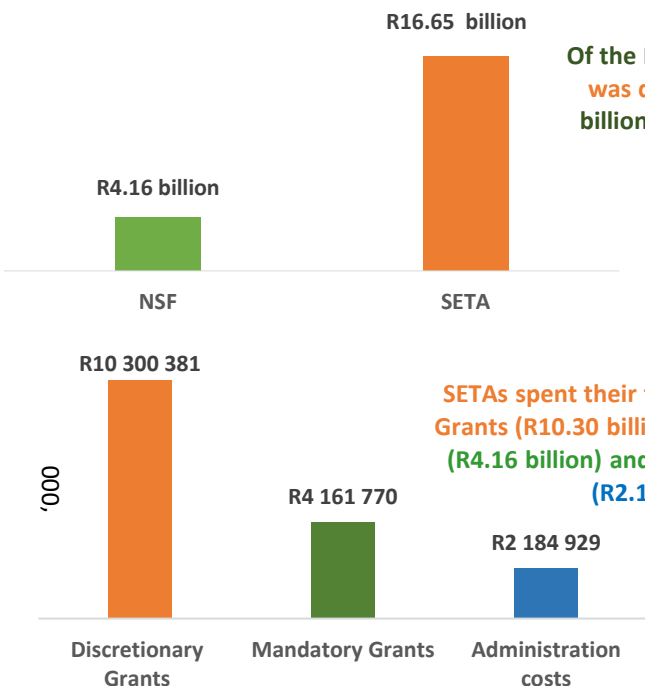


More than a quarter of the CET colleges subsidy was allocated to Gauteng CET college amount (R54.76 million or 25.5%) followed by KwaZulu-Natal CET college (R43.21 million or 20.1%), while the lowest amount was allocated to Northern Cape CET college (almost R9.40 million or 4.4%)

R

20.8 BILLION

was disbursed through the Skills Development Levy system in the 2022/23 financial year, which was 9.5% (R1.8 billion) higher when compared to R19 billion collected in the 2021/22 financial year



Of the R20.8 billion, R16.65 billion (80%) was disbursed to the SETA and R4.16 billion (20%) was disbursed to the NSF

SETAs spent their funds on Discretionary Grants (R10.30 billion), Mandatory Grants (R4.16 billion) and Administration Costs (R2.18 billion)

A graphical presentation of the allocation of the skills levy fund

